


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

Beddington Heights 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 assure 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 foundational skills in literacy and math will improve

Outcome One: Teachers will implement targeted instruction to improve student literacy skills

Celebrations

- *Teachers developed a common understanding of systematic and explicit literacy instruction, implementing the Science of Reading UFLI resource school-wide, and recognized movement through progress monitoring tools*
- *Students' decoding skills have improved as shown by a reduction of students identified as Requiring Additional Support (RAS) on Alberta Ed Assessments post-tests | LeNS 46% (pre) → 19% (post) and CC3 35% (pre) → 21% (post)*
- *Student perception data (Assurance Survey) highlighted that more students respect and help each other, while also showcasing that more students at BHS follow the rules compared to previous years*

Areas for Growth

- *Despite much growth, BHS still has many students who continue to require support at their level for foundational reading skills*
- *Correlations between attendance and literacy skills highlight a focus area for improving student attendance, especially within specific demographics*
- *Developing a deeper understanding of culture through the spirit of reciprocity, sharing and learning from one another*

Next Steps

- *Multi-grade flexible literacy groupings to support specific literacy needs*
- *Increased communication with families around attendance concerns, paired with positive attendance recognition*
- *Focusing on the spirit of reciprocity across cultures through work with elders, the land and our community garden, along with cultural exploration*

Our Data Story

Our literacy goal was to implement whole-class UFLI instruction in Kindergarten to Grade 3, alongside targeted literacy instruction responsive to individual student learning needs in Kindergarten to Grade 6. Throughout the year, teachers engaged in professional learning focused on high-impact instructional strategies to enhance literacy outcomes. This professional learning was supported and guided by our CBE Inclusive Education Specialist, ensuring alignment with system priorities and evidence-based literacy practices.

Outcome Measures

LeNS Assessment

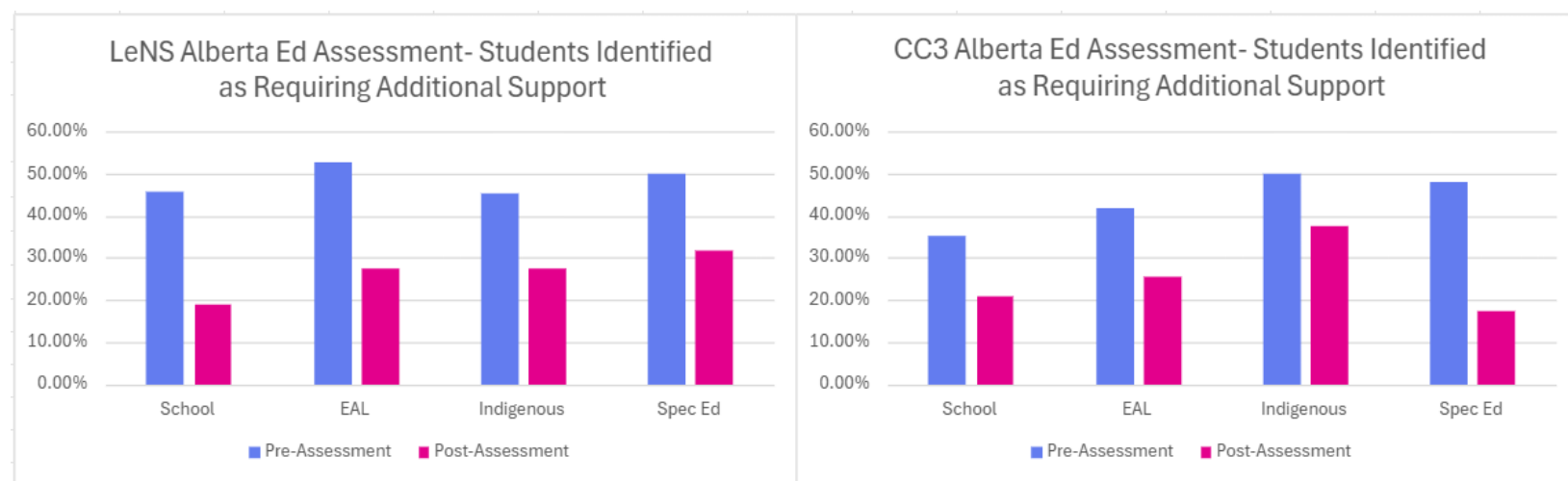
Students in Kindergarten to grade 2 complete the LeNS (Letter Name and Sound) Alberta Education Assessment each year. Students in Kindergarten were tested in January, while grade 1 and 2 students were tested in September, January, and May. The LeNS is a literacy screening assessment used in early education to evaluate foundational phonics skills, including naming letters and associating them with their corresponding sounds.

CC3 Assessment

Students in grades 1 - 3 complete the CC3 (Castles and Coltheart Test 3) Alberta Education Assessment each year. Students in grade 1 were tested in January, while grade 2 and 3 students were tested in September, January, and May. The CC3 is a screening tool used to identify student reading difficulties by assessing the ability to read familiar and irregular words as well as sound out non-words.

Beddington Heights School Improvement Results Report 2024-25

Below are the results for Beddington Heights School, broken down by different demographics.



Implementation of the systematic and explicit UFLI literacy approach led to significant growth among Beddington Heights students. Across all grades, teachers developed a shared understanding of effective literacy instruction and applied new strategies with increasing confidence. Students demonstrated clear gains in decoding and encoding, and by year's end, there was a strong sense of collective ownership and pride in the progress achieved.

Assessment data confirmed these improvements, with fewer students identified as requiring additional support. The development of instructional tools (such as magnetic blending boards and literacy task bins) further enhanced the quality and consistency of instruction.

As we celebrate these accomplishments, we remain focused on strengthening reading proficiency for all learners. Continued attention to students still developing foundational skills, along with improved attendance, will be essential as we build on this year's success.

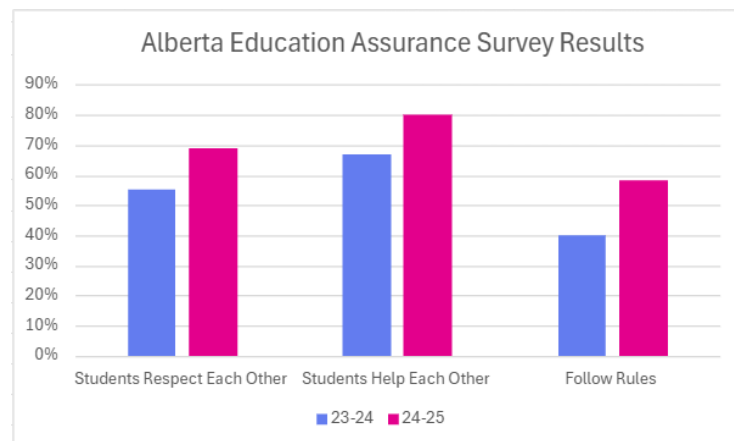
Beddington Heights School Improvement Results Report 2024-25

Report Cards

The table to the right shows the percentage of students who received a 1 or a 2 on their June Report Card *Reads to Explore* Stem over the past two years. They are recorded as %1s | %2s. A modest improvement was observed within these report card indicators. This was expected, as strengthening foundational literacy skills is a necessary step before students can experience success in more complex areas of reading. As students continue to develop their decoding skills, they will be better equipped to engage with deeper literacy concepts as they progress in their learning journey.

1s and 2s on “Reads to Explore” Stem		
Grade	June 24	June 25
1	NA	14 % 25%
2	11% 13%	11% 22%
3	10% 34%	12% 22%
4	17% 34%	8% 24%
5	15% 31%	9% 50%
6	9% 37%	0% 49%

Assurance Survey



The Alberta Education Assurance Survey is an annual survey conducted by Alberta Education to gather feedback from students, parents, and teachers about key aspects of school life. It measures perceptions of areas such as student learning, safety, citizenship, inclusion, and overall school improvement. The data below comes from the results of the Assurance Survey over the past two years, providing valuable insight into how our school community feels about the learning environment related to some aspects of student well-being.

Cultural and social emotional learning was intentionally woven into classroom discussions, teachings, and self-awareness activities throughout the year. These efforts culminated in a school-wide Cultural Sharing Day, during which students reflected on the meaning of culture and shared personal expressions of their own cultural identities. Students demonstrated enthusiasm and engagement in sharing aspects of their cultural

identities with their peers, contributing to a rich and inclusive school-wide cultural dialogue. Seeing and understanding one another creates a community of belonging, where students respect and help each other, and adhere to a common set of rules and expectations. This was noted in the increased understanding within the data.

As a diverse school community, we celebrate many cultural backgrounds, perspectives, and traditions. However, to deepen our inclusivity and truly embody cultural understanding, we recognize the need to continue to strengthen our *spirit of reciprocity*—the mutual exchange of respect, knowledge, and care among all cultures within our community. This growth area can help us move beyond the stories to actions, recognizing and celebrating cultural diversity to engage in meaningful, two-way relationships where learning flows in all directions.

Beddington Heights School Improvement Results Report 2024-25

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	Beddington Heights 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	87.1	85.6	85.6	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	84.1	71.1	77.8	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	61.8	54.2	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	10.1	11.7	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	97.8	89.2	91.6	87.7	87.6	88.2	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.4	79.3	85.1	84.4	84.0	84.9	Very High	Improved	Excellent
	Access to Supports and Services	81.1	78.2	77.6	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	87.5	80.6	80.1	80.0	79.5	79.1	Very High	Maintained	Excellent