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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

Beddington Heights School
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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 foundational skills in literacy will improve

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

Celebrations

- *Students receive explicit and targeted reading instruction within their Level Up Groups*
- *Teachers' skills in teaching reading have increased and re-grouping for reading across the whole school is an embedded practice*
- *Progress monitoring for Level Up groups is an embedded practice*
- *Students' decoding skills have improved*
- *Connecting with Elders and community supports is an embedded practice in the school*

Areas for Growth

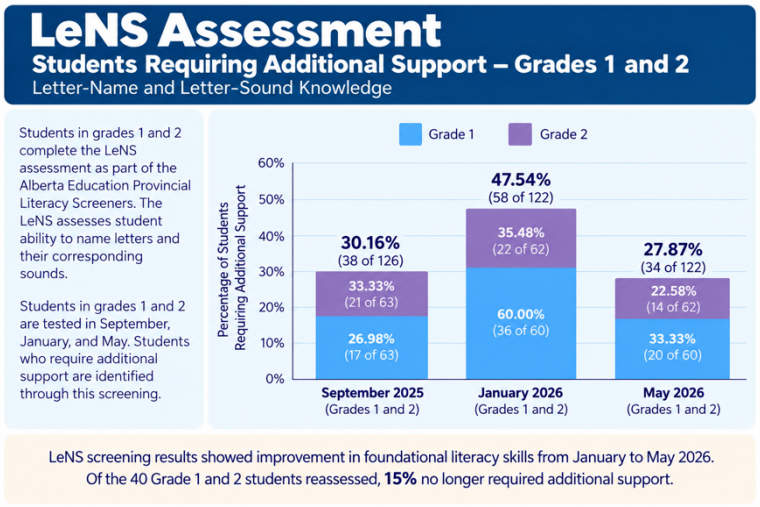
- *Foundational literacy skills*
- *Student engagement in learning and student connection to texts*
- *Teacher understanding of all areas of the reading rope and the strategies that support learning in each strand*
- *Increased data collection and data analysis*

Next Steps

- *PLC cycles focused on our next steps in professional learning about the reading rope: comprehension, vocabulary, and fluency*
- *Assessment cycle data collection based on Alberta Learning Assessments, RADT (Words Their Way, Core, MAZE)*
- *Improved task design to improve comprehension and intentionally engage learners in culturally relevant, joyful literacy*
- *Building understanding of conventional and unconventional texts, including land as text, and utilizing a variety of texts in rich task design*

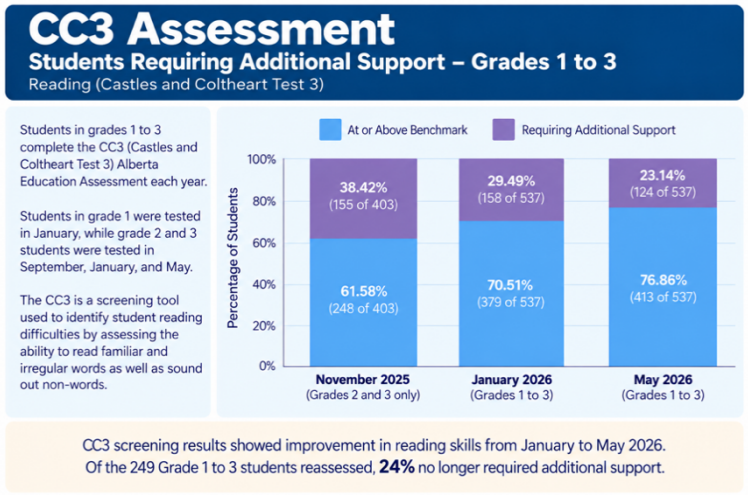
Our Data Story

Our literacy goal was to implement explicit targeted instruction in kindergarten to Grade 6 with flexible grouping throughout the school (Level Up Groups), being responsive to the specific learning needs within all grades. Teachers continued to engage in professional learning around high impact literacy strategies and planning for explicit instruction, alongside understanding Social Emotion Learning and strategies to support. Level Up Groups focused on decoding in general and followed the explicit UFLI program as a resource to support the learning continuum.

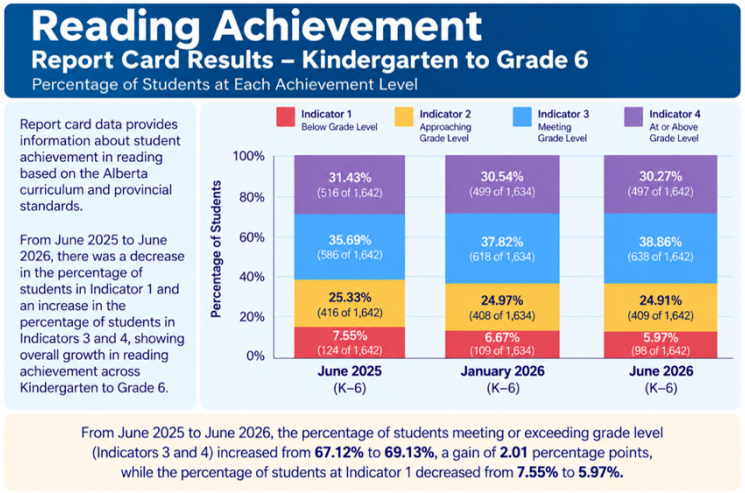


Throughout the year teachers continuously monitored progress of Level Up Groups through UFLI assessments and adjusted groups to student needs every six weeks. The teachers demonstrated a consistent understanding of explicit instruction through 30 minute daily planning, using a variety of literacy strategies within the targeted groups. Teams collaborated to best understand where students were at in their decoding learning and where they needed to go as seen in movement through the groups. There is a strong, collective ownership of all students in the school with all teachers as they were able to work with different groups.

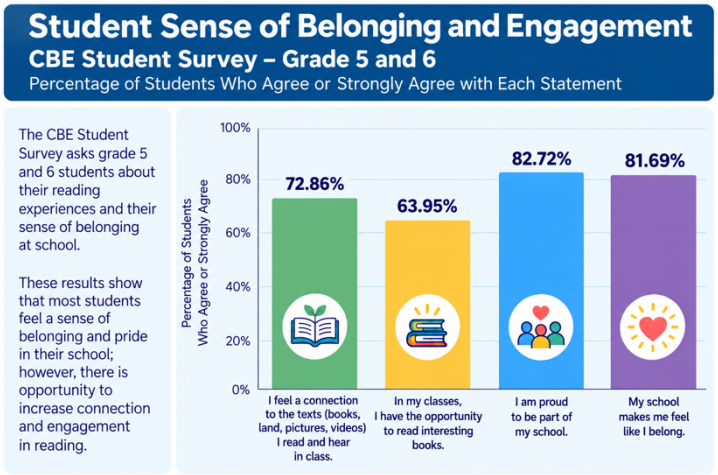
Students demonstrated some growth in foundational literacy skills as assessed through the Alberta Screening Assessments (LeNS and CC3). A keen investigation of the data shares that our next steps are to uncover whether the growth seen in students moving up in their Level Up Groups can be triangulated with their achievement on screening assessments.



Strategic regrouping may lead to increased reading achievement however continued data collection and monitoring is necessary to understand full impact. Year 3 data collection and growth monitoring efforts will allow teachers to see progress in more areas of the reading rope through the use of screening tools for spelling, comprehension, and vocabulary.



Our efforts to improve literacy achievement in general (and reading skills, specifically) and improve students' declining engagement in learning overall will focus on adding high interest texts to improve engagement and comprehension. Year three of our School Development Plan will encourage teachers to hold fast to their focus on explicit, targeted instruction while shifting their classroom literacy instruction to more areas of the reading rope, specifically the area of comprehension. Teachers will be more intentional in their design for learning and provide high-interest texts to spark interest and engagement with students. Teachers will engage in professional learning and PLCs to collaboratively design tasks and build their understanding of a broad range of text including: books, land, pictures, and videos. The focus on land as text is supported by our TRC commitment to design rich learning tasks that connect to the land and Indigenous voices and stories.



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	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	**79.5**	87.1	87.2	**84.2**	83.9	84.0	Very Low	Declined	Concern
	Citizenship	**70.1**	84.1	79.4	**81.2**	79.8	79.8	Low	Declined	Issue
	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	**86.9**	97.8	94.6	**87.8**	87.7	87.8	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**76.3**	91.4	86.7	**85.8**	84.4	84.4	Very Low	Declined	Concern
	Access to Supports and Services	**70.1**	81.1	80.6	**79.5**	80.1	80.2	Very Low	Declined	Concern
Governance	Parental Involvement	**80.6**	87.5	84.9	**79.9**	80.0	79.5	High	Maintained	Good