


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

University 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 One: Student achievement in literacy will improve

Outcome One: Students' achievement in literacy will improve through self and peer assessment

Celebrations

- Students had more opportunities to receive feedback on their learning and provided more opportunities to represent their learning
- Based on parent survey results (Alberta Education Assurance Measure - AEAM) there was a 7% increase in agreement in 2025 compared to 2024 regarding the statement "*The literacy skills your child is learning at school are useful.*" This represents a 22% improvement since 2023
- Students had improvement in peer support and collaboration as well as growing accountability, self-awareness, and adherence to school rules (AEAM)
- From June 2024 to June 2025, there was a decrease of the number of students achieving the indicator, ELL across the Grades 1-6 Literacy report card stems:
 - *Reads to Explore stem* (decrease of 5.7 percentage points)
 - *Writes to Develop information and ideas stem* (decrease of 4.4 percentage points)
 - *Represents ideas through a variety of media* (decrease of 5 percentage points)

Areas for Growth

- Continue to develop assessment practices so that they are transparent, fair, and equitable
- Increase student involvement in assessment through opportunities for them to give and receive feedback.
- Continue to seek ways of targeting intervention for students who are not yet meeting grade level expectations
- Examine data to help determine if there are subsets of the student population who would benefit from greater intervention

Next Steps

- Continue designing literacy-rich learning tasks that involve collaboration, peer feedback, and authentic audiences across classes and settings.
- Support teachers in integrating literacy across subject areas and learning spaces.
- Make literacy learning goals and opportunities more explicit to students to enhance their awareness and engagement.

Our Data Story:

University School's 2024-25 School Development Plan centered on self and peer assessment to support achievement in literacy. Staff perceptions as seen through the CBE's Assessment and Reporting Self-Assessment Tool highlighted the need to have students actively involved in the assessment process and build consistency in utilizing self and peer assessment throughout the grades. Staff engaged in professional conversations and learning to expand their use of clear criteria and success indicators with students. Also, they examined a toolbox of self and peer assessments. Teachers used a variety of peer- and self-assessment strategies to help students monitor their progress. As well, they engaged in ongoing professional learning cycles to deepen instructional impact. By regularly reflecting on what worked and identifying the next steps, they were able to adjust practices and support continued student growth. Through this work, students strengthened their ability to identify the next steps in their learning as teachers integrated self and peer assessment to build metacognitive skills and promote collaboration for continuous growth.

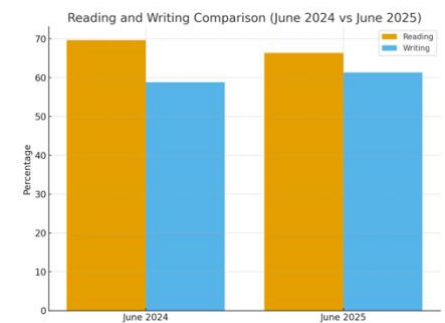
June 2025 Report card data showed the following measures:

- *Reads to Explore stem* (decrease of 5.7 percentage points)
- *Writes to Develop information and ideas stem* (decrease of 4.4 percentage points)
- *Represents ideas through a variety of media* (decrease of 5 percentage points)

Outcome Measures

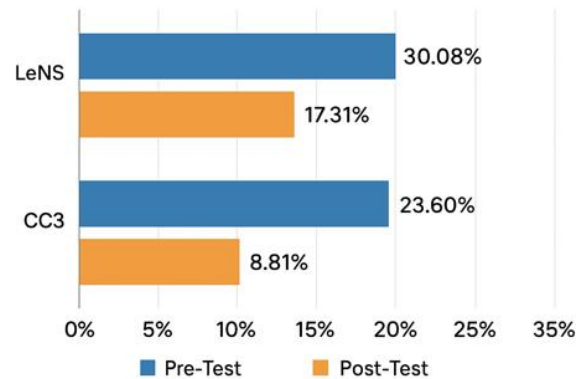
Report Card Data – Literacy

From June 2024 to June 2025, literacy data across Grades 1- 6 showed overall improvement, with consistent growth in the *Reads to Explore* and *Represents Ideas stems* and more gradual gains in *Writes to Develop Information and Ideas*, particularly in the upper grades. These improvements, along with a decrease in students receiving an ELL indicator, may be linked to strengthened foundational and decoding skills, more effective reading instruction, and targeted interventions for LP1 and LP2 learners. The bar graph to the right shows the number of students who received an indicator of a 3 or 4 on the June Report Card (June 2024 and June 2025): *Reads to Explore Stem* and *Writes to Develop Information Stem*.



LeNS and CC3 Assessment

Students Identified as Requiring Additional Support



The LeNS (Letter Name-Sound) and CC3 (Castles and Coltheart Test 3) are annual Alberta Education literacy assessments that measure foundational phonics skills and identify reading difficulties for students in Kindergarten through Grade 3. LeNS is administered in September for Grades 1 and 2 and in January for Kindergarten, while CC3 is administered in September for Grades 2 and 3 and in January for Grade 1. Students requiring additional support based on previous results are reassessed in January and again in the spring.

Assessment data showed steady improvement over the year, with fewer students requiring additional support. Targeted interventions tailored to individual needs, combined with systematic UFLI literacy approach and structured support, helped strengthen foundational literacy skills. Clear success criteria and opportunities for self- and peer-assessment increased students' confidence, ownership, and engagement in reading and writing.

CBE Student Survey - Spring 2024 to Spring 2025

In Spring 2024, 57.95% of students reported opportunities to learn with different people in different spaces to improve literacy, but this declined to 48.81% in 2025, indicating a need for more intentional and varied collaborative literacy experiences.

Students who felt they received feedback to improve their writing rose slightly from 54.55% in 2024 to 55.95% in 2025, showing modest progress toward embedding feedback as part of the writing process.

Student Opportunities for Literacy Growth — CBE Student Survey

Learning With Different People in Different Spaces



↓ Fewer students perceive opportunities for diverse literacy learning

Receiving Feedback to Improve Writing

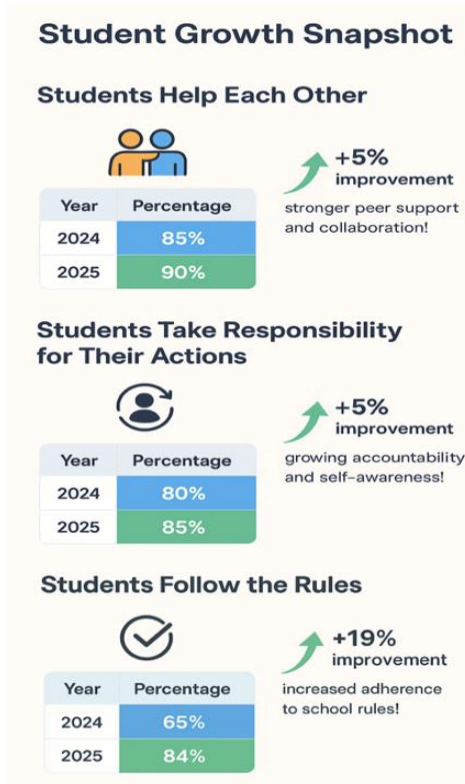


↑ Slight improvement in students receiving feedback on writing

Summary

- Fewer students reported engaging in varied literacy contexts.
- Slight improvement in feedback experiences.
- Continued focus needed on collaborative and feedback-rich literacy instruction.

Alberta Education Assurance Measures – AEAM



The Alberta Education Assurance Measure (AEAM) is an annual survey that gathers feedback from students, parents, and teachers about key aspects of school life, including learning, safety, citizenship, inclusion, and overall school improvement. Throughout the 2023–24 school year, cultural and social-emotional learning—supported by Pond School and weekly land-based experiences—helped students connect with the land, share their cultural identities, and build a strong sense of belonging grounded in respect, accountability, empathy, and support for one another. As we move forward, we remain committed to deepening ReconciliACTION through meaningful, reciprocal learning and by increasing the involvement of Indigenous Knowledge Keepers within our school community.

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	University 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	88.1	93.3	90.7	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	89.1	89.1	87.9	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	79.2	81.4	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	18.8	21.6	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	92.8	95.9	93.7	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.1	91.9	91.6	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	82.3	76.9	78.3	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	88.6	88.9	86.4	80.0	79.5	79.1	Very High	Maintained	Excellent