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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

University School

3035 Utah Drive NW, Calgary, AB T2N 3Z9 t | 403-777-6240 e | University@cbe.ab.ca

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 achievement in literacy will improve

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

Celebrations

- **Improved Literacy Achievement:** June 2026 report card data demonstrates growth in reading and writing, with the percentage of students achieving Indicators 3 and 4 increasing by 3.66 percentage points in reading and 3.10 percentage points in writing compared with June 2025.
- **Fewer Students Receiving Indicators 1 and 2:** The percentage of students receiving Indicators 1 and 2 decreased in both reading (22.66% to 19.63%) and writing (25.33% to 23.70%), reflecting progress toward our school literacy goal.
- **Professional Learning and Assessment Practices:** Staff continued to engage in collaborative professional learning focused on clear learning intentions, success criteria, feedback, and self and peer assessment. These practices supported ongoing reflection and responsive instructional planning.
- **Provincial Literacy Screening Results:** The 2025 LeNS and CC3 assessments demonstrated improvement between pre- and post-assessments, with the percentage of students identified as requiring additional support decreasing from 30.80% to 17.31% in LeNS and from 23.60% to 8.81% in CC3.
- **Positive School Climate and Citizenship:** Spring 2026 Alberta Education Assurance Measures identified Citizenship (90.1%) and Welcoming, Caring, Respectful and Safe Learning Environments (93.1%) as areas of strength. Both measures improved from the previous year, exceeded provincial results, and received overall evaluations of Excellent.

Areas for Growth

- While reading and writing achievement has improved, approximately 20% of students continue to receive Indicators 1 and 2 in reading, and 24% in writing. Continued attention to foundational literacy skills and responsive instruction is needed to support students in meeting grade-level expectations.
- Writing Achievement: Although writing results demonstrate growth, achievement continues to be lower than reading. Strengthening explicit writing instruction, opportunities for practice, and the use of feedback will remain important areas of focus.
- Student Ownership of Learning: Continue strengthening opportunities for students to engage meaningfully in self and peer assessment, use success criteria, reflect on feedback, and identify their next steps in learning.
- Access to Supports and Services: Alberta Education Assurance Measures identified a decline in perceptions of access to supports and services, with overall results decreasing from 82.3% in 2025 to 64% in 2026. Parent responses reflected a more

significant decline, from 83% to 45.3%. The relatively small number of parent respondents (19 in 2025 and 13 in 2026) is an important consideration when interpreting these results. The provincial teachers' strike also formed part of the broader context of the 2025–2026 school year. These results highlight the need to better understand families' experiences and identify opportunities to strengthen communication and access to appropriate supports.

- Family Engagement: Parental Involvement decreased from 88.6% in 2025 to 81.6% in 2026. Continued attention to meaningful family engagement, communication, and opportunities for collaboration will help strengthen partnerships between home and school.

Next Steps

- **Strengthen Literacy Achievement:** Continue refining evidence-based literacy instruction, with particular attention to foundational reading skills, explicit writing instruction, and targeted interventions to support students in meeting grade-level expectations.
- **Build Student Ownership of Learning:** Strengthen the consistent use of clear learning intentions, success criteria, descriptive feedback, and self and peer assessment to help students reflect on their progress and identify next steps.
- **Responsive Assessment and Professional Learning:** Continue using multiple sources of assessment evidence and collaborative professional learning cycles to monitor student growth, refine instructional practices, and respond to diverse learning needs.
- **Improve Access to Supports and Strengthen Family Partnerships:** Examine Assurance Measures and stakeholder feedback to better understand barriers to accessing supports and services. Continue strengthening communication, collaboration, and meaningful opportunities for family engagement.
- **Inform Future School Improvement Planning:** Build on the learning from our three-year School Development Plan to identify priorities for continued growth. As we move into our next improvement cycle, we will explore how innovation and emerging technologies, including artificial intelligence (AI), can enhance student learning while fostering critical thinking, creativity, and responsible digital citizenship. We will also continue to value experiential and land-based learning, helping students develop a thoughtful balance between technology, their connections to the natural world, and authentic learning experiences.

University School's 2025–26 School Development Plan focused on improving student literacy achievement through self and peer assessment. Throughout the year, staff engaged in collaborative professional learning to strengthen the use of clear learning intentions, success criteria, and assessment practices that support students in understanding their learning and identifying next steps.

Teachers continued to provide opportunities for students to reflect on their progress, engage in peer assessment, and use feedback to support their learning. Through professional learning cycles and ongoing examination of student learning evidence, staff worked collaboratively to refine instructional practices and respond to students' diverse learning needs.

Staff reflections from our School Development Plan review highlighted meaningful shifts in literacy instruction and assessment practices across the school. Teachers identified more consistent use of UFLI, targeted literacy interventions, and assessment evidence to guide instructional planning and student groupings. Dedicated school-wide time for literacy support, increased access to resources, and opportunities to share expertise have strengthened collaboration and collective efficacy among staff. Teachers also noted more intentional opportunities for student self, peer, and group assessment.

Staff observations identified encouraging evidence of student growth, including increased confidence, willingness to take risks, greater reading stamina, improved ability to break words into syllables, and increased success with decodable texts. Teachers also reported growing confidence in their own literacy instruction. These reflections suggest that our collective focus on literacy is contributing to more consistent instructional practices and creating meaningful opportunities for student success.

Outcome Measures

Report Card Data – Literacy

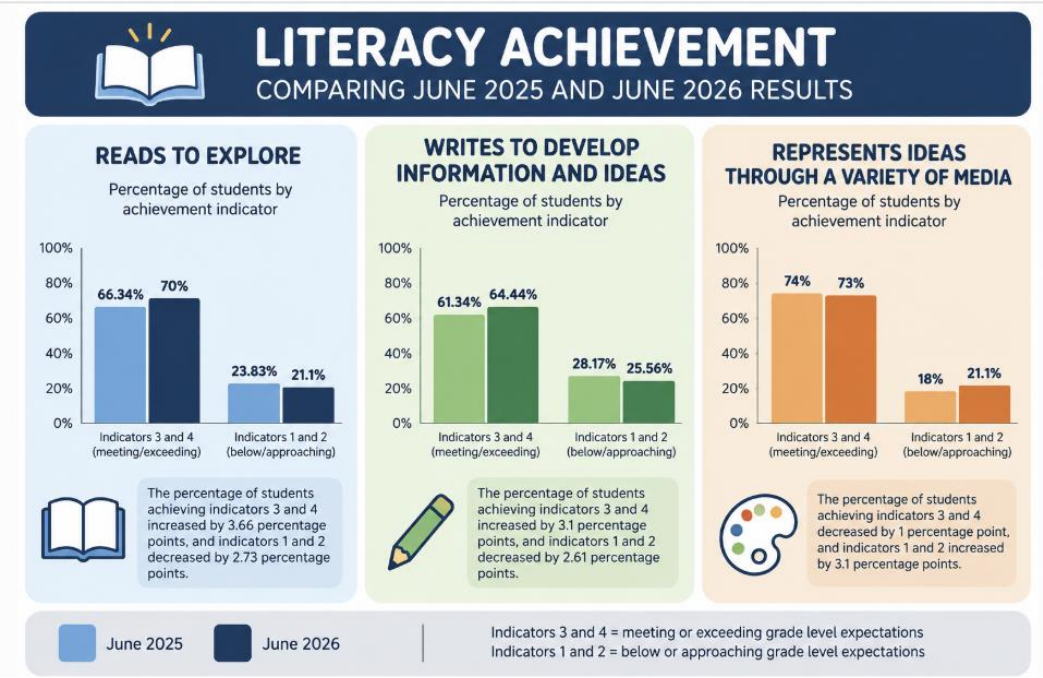
June 2026 report card data demonstrates encouraging growth in reading and writing achievement compared with June 2025, while identifying representing as an area for continued attention.

Reads to Explore

The percentage of students achieving Indicators 3 and 4 increased from 66.34% to 70%, an improvement of 3.66 percentage points. Students receiving Indicators 1 and 2 decreased from 22.66% to 19.63%.

Writes to Develop Information and Ideas

The percentage of students achieving Indicators 3 and 4 increased from 61.34% to 64.44%, an improvement of 3.10 percentage points. Students receiving Indicators 1 and 2 decreased from 25.33% to 23.70%.



Represents Ideas Through a Variety of Media

The percentage of students achieving Indicators 3 and 4 decreased slightly from 74% to 73%, while students receiving Indicators 1 and 2 increased from 18% to 21.1%. These results highlight an opportunity to strengthen how students communicate and demonstrate their understanding through a variety of media.
Overall, the results reflect progress toward our literacy goal, particularly in reading and writing. Continued attention to explicit literacy instruction, targeted supports, and opportunities for students to represent their learning in different ways will remain important.

LeNS and CC3 Provincial Literacy Assessments

Provincial literacy screening assessments provide additional evidence of student learning needs and progress in foundational literacy skills.

In 2025, LeNS assessment results showed a reduction in the percentage of students identified as requiring additional support, from 30.80% in the pre-assessment to 17.31% in the post-assessment. Similarly, CC3 results decreased from 23.60% to 8.81%.

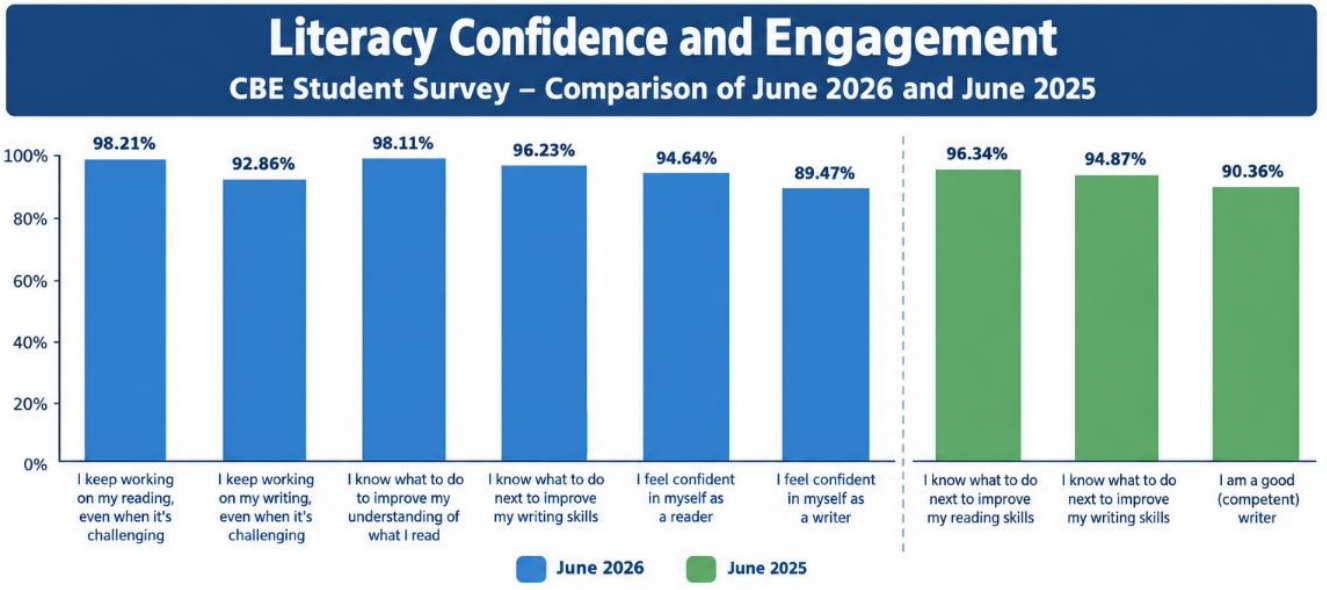
In June 2026, 15.38% of students were identified as requiring additional literacy supports.
These results reinforce the importance of early identification, ongoing assessment, and responsive instruction in supporting students' foundational literacy development.

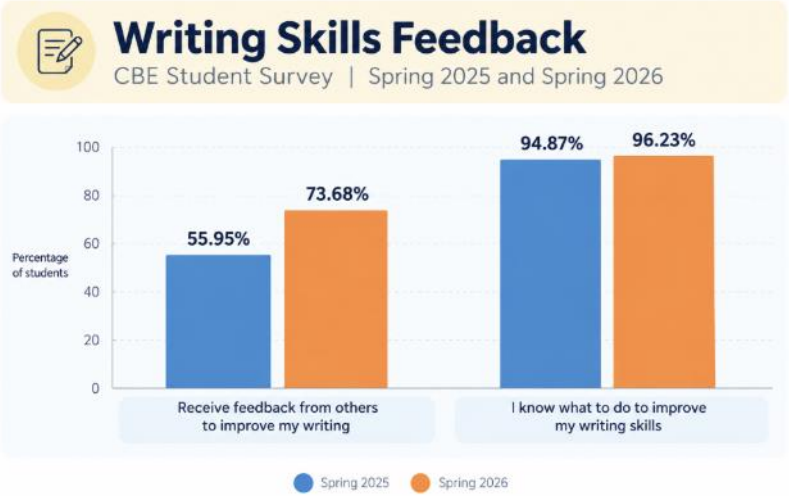
CBE Student Survey, Student Confidence and Engagement

Building student confidence, engagement, and ownership of learning remained an important focus throughout the 2025–26 school year. Through clear learning intentions, success criteria, descriptive feedback, and opportunities for self and peer assessment, teachers supported students in reflecting on their progress, recognizing their strengths, and identifying next steps in their learning.

The Spring 2026 CBE Student Survey (Grades 5 and 6) results show strong literacy confidence and engagement, with several indicators increasing compared with Spring 2025.

- Knowing what to do to improve writing skills: increased from 94.87% in 2025 to 96.23% in 2026, an increase of 1.36 percentage points.
- Using feedback from others to improve writing: increased from 55.95% in 2025 to 73.68% in 2026, a significant increase of 17.73 percentage points.



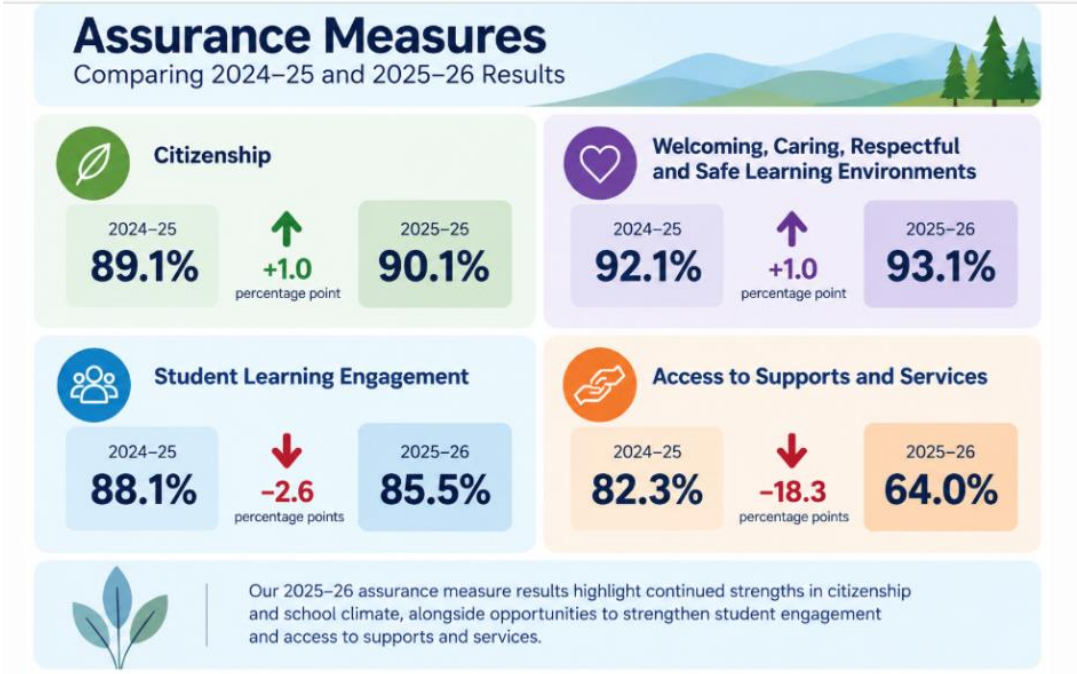


The largest area of growth was students' use of feedback to improve their writing, which increased by nearly 18 percentage points. This suggests that students are becoming more receptive to feedback and more likely to use it as part of their writing process.

At the same time, students' already-high confidence in knowing how to improve their writing continued to strengthen, rising by 1.36 percentage points to 96.23%.

Overall, the data indicates continued strength in students' literacy confidence, along with notable growth in their engagement with feedback as a tool for improving their writing.

Alberta Education Assurance Measures



Spring 2026 Alberta Education Assurance Measures continue to highlight strengths in University School's learning environment. Citizenship increased from 89.1% in 2025 to 90.1% in 2026, while Welcoming, Caring, Respectful and Safe Learning Environments increased from 92.1% to 93.1%. Both measures exceeded provincial results and received overall evaluations of Excellent. Student Learning Engagement (85.5%) and Education Quality (88.7%) also remained above provincial results, although both decreased from the previous year.

Access to Supports and Services was identified as an area of concern, with the overall result declining from 82.3% in 2025 to 64% in 2026. Parent responses reflected a more significant decline, from 83% to 45.3%.
While these results warrant attention, the relatively small number of parent respondents (19 in 2025 and 13 in 2026) is important context when interpreting year-over-year comparisons. Disruptions associated with the provincial teachers' strike may also have influenced perceptions of access to school-based supports and services, although the extent of any impact cannot be determined from these results alone.

Parental Involvement also decreased from 88.6% in 2025 to 81.6% in 2026, highlighting the importance of continuing to strengthen communication and meaningful opportunities for family engagement.
These findings reinforce the importance of understanding families' experiences, working collaboratively with school and system supports, and identifying opportunities to strengthen access to appropriate services for students.

What We Learned and Where We Are Going

As we conclude our three-year School Development Plan, our data reflects encouraging growth in literacy achievement and highlights areas for continued improvement. Staff reflections reinforced the value of shared expertise, consistent literacy practices, and using assessment evidence to guide targeted instruction. Moving forward, we will build on these strengths, continue developing student ownership of learning, and strengthen family partnerships and access to supports and services.

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

Spring 2026 Required Alberta Education and Childcare Assurance Measures – Overall Summary

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	**85.5**	88.1	89.5	**84.2**	83.9	84.0	High	Maintained	Good
	Citizenship	**90.1**	89.1	88.6	**81.2**	79.8	79.8	Very High	Maintained	Excellent
	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	**88.7**	92.8	92.9	**87.8**	87.7	87.8	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**93.1**	92.1	91.0	**85.8**	84.4	84.4	Very High	Maintained	Excellent
	Access to Supports and Services	**64.0**	82.3	78.6	**79.5**	80.1	80.2	Very Low	Declined Significantly	Concern
Governance	Parental Involvement	**81.6**	88.6	86.2	**79.9**	80.0	79.5	High	Maintained	Good