

**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

**Cappy Smart**

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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 language comprehension and communication will improve.

Outcome One: In K-6, student comprehension will improve through the development and application of background knowledge.

Outcome Two: Student communication will improve through a continuum of communication supports in Enhanced Education Supports (EES).

### Celebrations

- Students demonstrated strong growth in oral language skills, with notable improvement in Indicators 2 and 3. English as an Additional Language learners (EAL) made significant progress in speaking. Enhanced Education Supports (EES) students demonstrated growth in communication skills, moving towards more symbolic communication.
- Reading report card data shows steady improvement across grades, with many students moving from Indicator 2 (Basic) to Indicator 3 (Good). Early years assessments confirm stronger decoding and word recognition skills, laying the foundation for comprehension growth.
- Writing results indicate progress in Indicator 3 (Good) across most grades, with students increasingly applying writing strategies more independently, supported by explicit instruction and modeled exemplars.

### Areas for Growth

- Slower progression in advanced oral language skills, particularly for EAL learners, highlighting the need for explicit instruction in vocabulary and structured opportunities for speaking and listening.
- Limited growth in higher-level comprehension skills, signaling the need for explicit instruction in all aspects of language comprehension (background knowledge, vocabulary, syntax, semantics, and discourse) to support deeper understanding of complex texts.
- Decline in sense of belonging and increase in anxiety across several grades, indicating a need for stronger classroom community and strategies to support emotional regulation and engagement.

### Next Steps

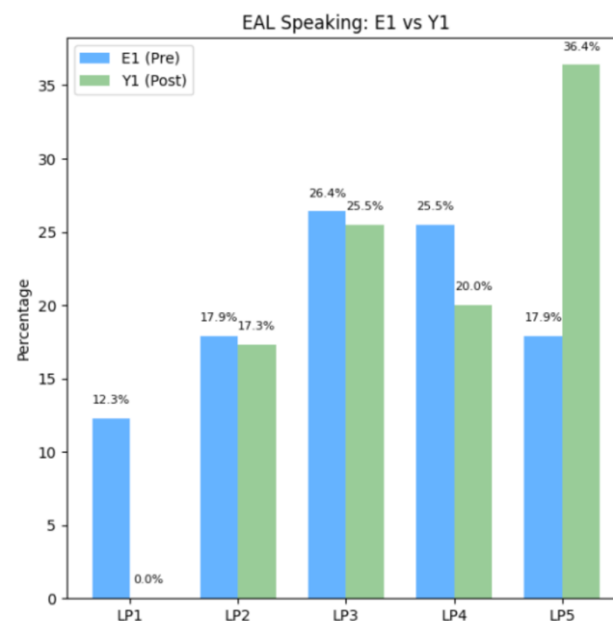
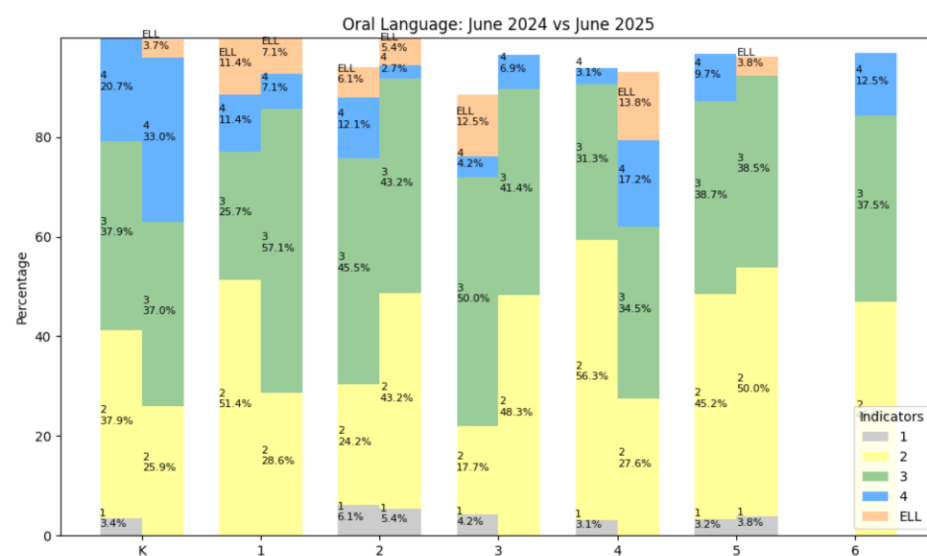
- Strengthen the connection between explicit reading skills and language comprehension through explicit instruction focused on reading comprehension.

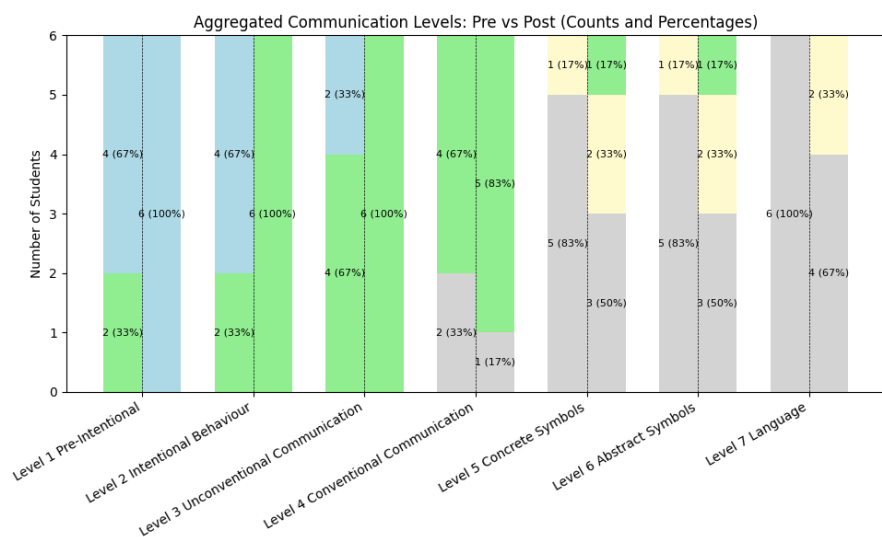
- Strengthen assessment practices in reading by implementing Acadience reading assessments K-6 and using assessment data to monitor progress and inform instruction.
- Ensure students have daily opportunities to practice oral language skills and engage in rich conversations that model more formal and academic language structures.

## Our Data Story:

Cappy Smart's 2024-2025 School Development Plan centered on improving student language comprehension and communication, specifically developing and applying background knowledge (K-6) and improving communication through a continuum of communication supports (EES). Language comprehension is an essential component of reading instruction, with the development and application of background knowledge being a key component. Strong language comprehension skills, combined with decoding skills, allow students to become skilled readers who can access a wide range of content across disciplines. Effective instruction requires teachers to assess student's background knowledge prior to the start of a learning cycle and to explicitly target needed background knowledge and vocabulary throughout the learning cycle. Students build background knowledge within a classroom community, in a social context. Explicit teaching around social learning, through sharing clear learning intentions and success criteria, along with examples and non-examples of expected social learning responses, supports the development of a learning focused classroom community.

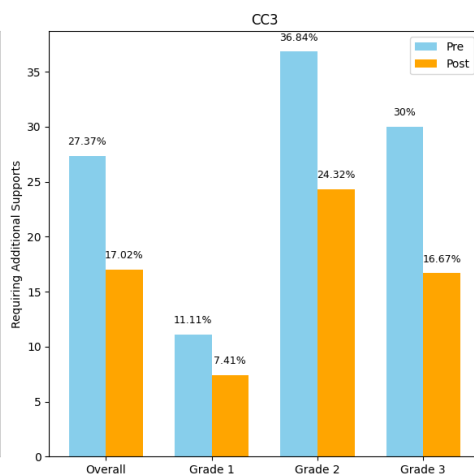
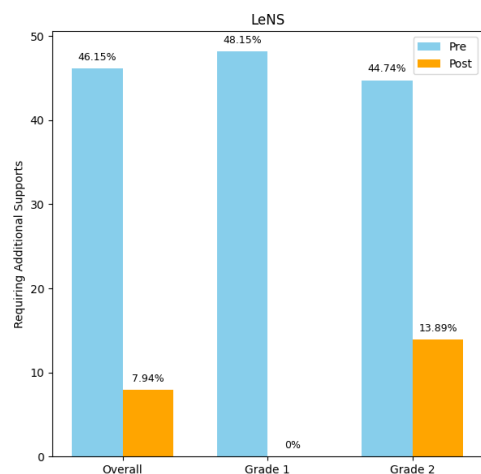
Through analyses of learning data and professional conversations, teachers noted that many students come to Cappy Smart with a high variability in background knowledge and vocabulary, impacting comprehension in reading and across disciplines. Teachers noted that regulation and social skills were impacting learning for students. To address this, teachers participated in professional learning sessions focused on explicit vocabulary instruction, oral language development, and assessing background knowledge prior to a learning cycle to inform instruction. Teachers participated in a book study of *The Writing Revolution* (Hochman & Wexler, 2017), building skills to explicitly teach writing integrated with content to build background and vocabulary knowledge. Teachers participated in system professional learning





with a specific focus on calibration and diagnostic assessments and collaborated in professional learning communities and team planning sessions, gathering around assessment information and designing learning progressions with a specific focus on explicit vocabulary instruction and the development of background knowledge.

By the end of the year, measurable growth in language comprehension and communication was evident when examining report card data from the stems “makes meaning and connections through oral language, reads to explore and understand, writes to express information and ideas,” EAL benchmarks for speaking, Early Years Assessments (LeNS and CC3), and communication matrix assessments.



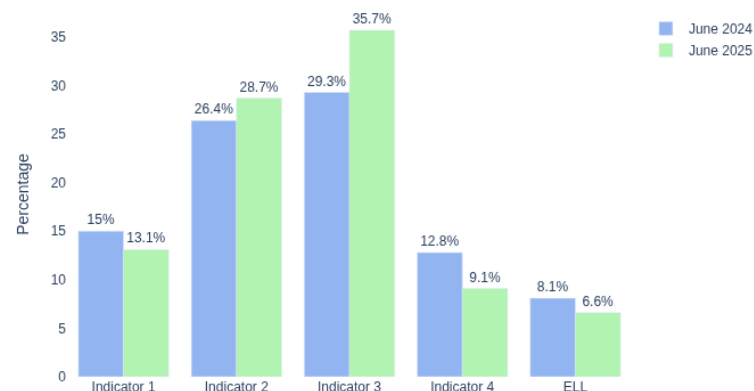
Significant increase in Excellent (3.1% → 17.2%) and decrease in Basic (43.8% → 24.1%).

- Both LeNS and CC3 show a significant decrease in the percentage of students requiring additional supports from pre to post assessments, indicating improvement in foundational skills.

- There was a positive shift toward higher achievement levels in report card indicators, within the oral language stem from June 2024 to June 2025. Fewer students were at Indicator 1 (Not Meeting), and more students moved into Indicator 3 (Good) and Indicator 4 (Excellent). Grade 1 students showed strong improvement in Good (25.7% → 57.1%) and reduction in Basic (51.4% → 28.6%).
- There was a significant reduction in the number of students at LP1 in speaking. There was an increase in the number of students at LP5 from 17.9% (E1) to 36.4% (Y1), indicating strong growth in oral language skills.
- Students generally improved in reading with more students achieving Good and fewer at Not Meeting. Grade 1 showed a strong improvement in Good (28.6% → 57.1%). Grade 4:

- In writing, there was improvement in Good performance across several grades, but fewer students achieved Excellent in June 2025. Some grades showed regression, particularly Grade 3 where Basic jumped (12.5% → 41.4%) while Good fell (41.7% → 20.7%). Grade 4: Strong improvement in Good (18.8% → 37.9%) and reduction in Basic (40.6% → 24.1%).
- Matrix assessments (completed for students in EES) showed that foundational communication skills were well established for all students, with significant growth in the areas of “Conventional Communication” and “Concrete Symbols.” Overall, students are moving from basic communication toward symbolic and language-based skills.
- Bridge assessments (completed for students in EES) showed that many students had achieved some skills in “foundations of reading” and that a common area of need was in “oral language related to literacy activities”
- Wellbeing indicators from the OurSCHOOL Survey show mixed results from October 2024 to May 2025. While some areas improved (e.g., Self-Regulation in Grade 5), others declined (e.g., Sense of Belonging and Positive Goal Orientation in Grade 4). Anxiety levels increased across all grades.

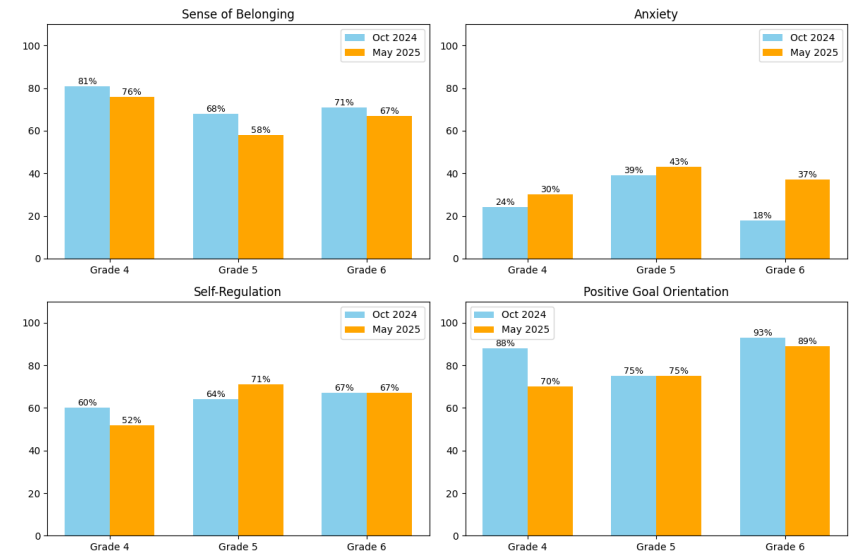
Reading (June 2024 vs June 2025)



**Insights and next steps:** While progress is evident across oral language, reading, and writing, growth is primarily in the Basic and Good indicators, with less growth in students demonstrating an Excellent level of understanding. EAL students continue to make gains in speaking proficiency, yet many remain in mid-level benchmarks, signaling the need for sustained support. Wellbeing data indicates a decline in sense of belonging and an increase in anxiety for students in grades 4-6. While self-regulation improved for some students, positive goal orientation decreased. These trends suggest that academic progress must be paired with intentional strategies to support emotional health and engagement.

Together, these results suggest that focusing on developing background knowledge strengthened language comprehension. Results indicate that students also need a stronger focus on explicit instruction related to reading comprehension and oral language skills, especially given the high EAL population. Growth in reading comprehension requires attention to all areas of language comprehension including background knowledge, vocabulary, language structures, verbal reasoning and literacy knowledge. Wellbeing data also highlights the need to address declining sense of belonging and rising anxiety, ensuring emotional health is prioritized alongside academic progress.

As we move forward, Cappy Smart's work will continue to strengthen the connection between explicit reading skills and language comprehension. By intentionally embedding explicit instruction in vocabulary, background knowledge, and purposeful oral language development, while fostering belonging and self-regulation, teachers will support students in becoming confident readers and writers who can comprehend and engage with increasingly complex texts across disciplines.





# 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                                                                               | Cappy Smart 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 | <a href="#">Student Learning Engagement</a>                                           | 84.0               | 93.9             | 88.5                | 83.9           | 83.7             | 84.4                | Intermediate       | Maintained  | Acceptable |
|                                | <a href="#">Citizenship</a>                                                           | 77.9               | 86.3             | 78.1                | 79.8           | 79.4             | 80.4                | High               | Maintained  | Good       |
|                                | <a href="#">3-year High School Completion</a>                                         | n/a                | n/a              | n/a                 | 81.4           | 80.4             | 81.4                | n/a                | n/a         | n/a        |
|                                | <a href="#">5-year High School Completion</a>                                         | n/a                | n/a              | n/a                 | 87.1           | 88.1             | 87.9                | n/a                | n/a         | n/a        |
|                                | <a href="#">PAT9: Acceptable</a>                                                      | n/a                | n/a              | n/a                 | 62.5           | 62.5             | 62.6                | n/a                | n/a         | n/a        |
|                                | <a href="#">PAT9: Excellence</a>                                                      | n/a                | n/a              | n/a                 | 15.6           | 15.4             | 15.5                | n/a                | n/a         | n/a        |
|                                | <a href="#">Diploma: Acceptable</a>                                                   | n/a                | n/a              | n/a                 | 82.0           | 81.5             | 80.9                | n/a                | n/a         | n/a        |
|                                | <a href="#">Diploma: Excellence</a>                                                   | n/a                | n/a              | n/a                 | 23.0           | 22.6             | 21.9                | n/a                | n/a         | n/a        |
| Teaching & Leading             | <a href="#">Education Quality</a>                                                     | 91.7               | 95.7             | 94.1                | 87.7           | 87.6             | 88.2                | Very High          | Maintained  | Excellent  |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | 83.0               | 88.6             | 84.1                | 84.4           | 84.0             | 84.9                | Intermediate       | Maintained  | Acceptable |
|                                | <a href="#">Access to Supports and Services</a>                                       | 84.1               | 85.6             | 81.1                | 80.1           | 79.9             | 80.7                | High               | Maintained  | Good       |
| Governance                     | <a href="#">Parental Involvement</a>                                                  | 89.3               | 90.6             | 87.4                | 80.0           | 79.5             | 79.1                | Very High          | Maintained  | Excellent  |