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Calgary Board of Education

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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

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: Through aligned assessment practices and targeted feedback, student achievement will improve.
Outcome One: Student's written communication will improve.

Celebrations

- Student achievement in writing has remained consistent with several students receiving 'good' or 'excellence' on their report cards.
- Students reported high levels of resilience and efficacy as writers.
- Teachers reported high levels of efficacy and grade consistency in the summative assessment of student writing.
- Teachers reported high levels of clarity around learning criteria in teaching writing outcomes.
- Students reported an increase in "The things I'm learning in school are meaningful to me" as compared to the previous year, based on the CBE Student Survey results.

Areas for Growth

- Frequency of effective formative assessment & direct feedback teachers provide throughout the writing process.
- Improving parent perception of the importance of the literacy skills students are learning and how these are applied.
- Improving student agency, voice, and enjoyment in the writing process.

Next Steps

- Increase the use and tracking of teacher feedback that moves learning forward and increases student writing achievement.
- Increase use of CBE's System Rubrics for consistency and transparency of cross-grade learner expectations in writing.
- Integration of CBE's Student Wellbeing Framework (six enabling conditions) within grade-team anchor text writing activities and other authentic learning opportunities such as, Open Minds and other offsite learning experiences.
- Implement direct teaching of daily 'micro-interactions' (face-to-face routine social connections) inside the classroom to support greater student voice and wellbeing.

Our Data Story:

Mahogany School's 2025-26 School Development Plan focused on increasing student's achievement in writing through aligned assessment practices and targeted feedback. Students benefit from specific and actionable feedback throughout the writing process to improve the quality of their work. Rubrics with clear learning criteria support student understanding of what's required and allow them to understand achievement within a continuum. Further, when they have an opportunity to sit with their teachers and receive actionable feedback throughout the writing process, their writing skills, processes and sense of efficacy improve.

To support the goal of Teacher Clarity around understanding curricular expectations aligned to the writing process and achievement related to grade level writing, teachers participated in professional learning. In Professional Learning Communities, teachers collaborated to generate writing rubrics that were calibrated and grade specific. Further, teachers spent a significant amount of time "blind marking" student work to ensure that assessment practices were equitable and fair. Teacher Perception Data obtained in May 2026 indicates that many teachers reported growth in their efficacy supporting the writing process. Further, many teachers reported that they had strong understanding of creating writing assessments, rubrics, and exemplars. The Holistic Lifelong Learning Framework rubric which displays the levels of student understanding as "tree", "sapling", "sprout" and "seed" was adopted by all grade teams throughout the 2025-26 school year. These rubrics were displayed in many classrooms and were attached to writing samples shared with parents at Parent Teacher Conferences or in take-home-assessment folders. Teachers reported strong understanding of how to use rubrics to assess summative achievement.

By June 2026, student achievement on the writing report card stems remained consistently strong with a slight increase in Indicator 3 (Good Achievement) and Indicator 4 (Excellent Achievement), as compared to June of 2025. Further, Grade 5 students reported consistent responses in their confidence as writers as compared to the previous year. The 2026 CBE Wellbeing Survey revealed a 6% increase in the number of students who reported, "I know what to do next to improve my writing skills" as compared to the previous year. Students in 2026 also reported high sense of self-efficacy and resilience as writers: 96.59% identified that they "keep writing, even when it's challenging." At least 50% of learners who have English as an additional language achieved a 3 (Good Achievement) on the June 2026 report card. Mahogany students who identify as Indigenous showed stronger achievement in comparison to other CBE student data. This data indicates that students in multiple learner demographics are progressing in their writing development.



Data from the Alberta Education and Childcare Assurance Measure Report indicates that 88% of parents think that the literacy skills their child is learning at school are useful, in comparison to 100% of teachers. This gap highlights a need for greater parent understanding of the writing skills their children are developing. The survey also showed that 92% of parents are satisfied with the quality of teaching at Mahogany School; however, only 80% agreed that their children have

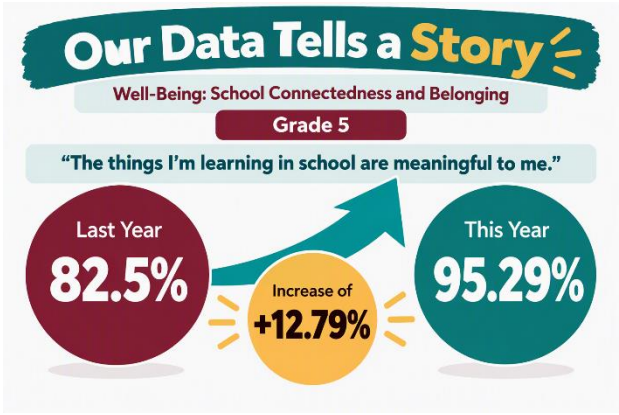
opportunities at school to demonstrate what they have learned. This data points to the need to communicate learning process with parents on a more consistent basis.

Data from September 2026 (CBE Wellbeing Survey) highlights both strengths and areas for growth in student perceptions of Diversity and Inclusion. For example,100% of students either agreed or strongly agreed with the statement, "When racism and/or discrimination occur at my school, my school takes steps to address it." Further, 94% of students could identify Indigenous ways of being, belonging and knowing at Mahogany School. Interestingly, 18% of students responded negatively to the question, “I am interested in how people of other cultures see the world” and 37% responded negatively to the question, “I want to know how people in the rest of Canada live their lives.” These results highlight a need to improve student perception around respecting diversity within our school, provincial and national population.

Parent perception on The Alberta Education & Childcare Assurance Measure Report noted that 96% of parents agree that Mahogany School is a welcoming place to be. The CBE Wellbeing Survey showed that 91% of students are feeling welcome at school and 100% of students either agreed or strongly agreed with the statement, "My teachers care about me." This was also reflected on the Alberta Education and Childcare Assurance Survey Report as 91% of students answered yes to the question, "Do your teachers care about you?" One aspect of the CBE Wellbeing survey that identified an area of growth is student's perceptions around wellbeing check-ins. Only 77% of students agreed with the statement, "My teachers check in with me often about my well-being" and only 72% agreed that they talk to caregivers, friends, classmates and/or teachers about how they feel.

Insights and Next Steps:

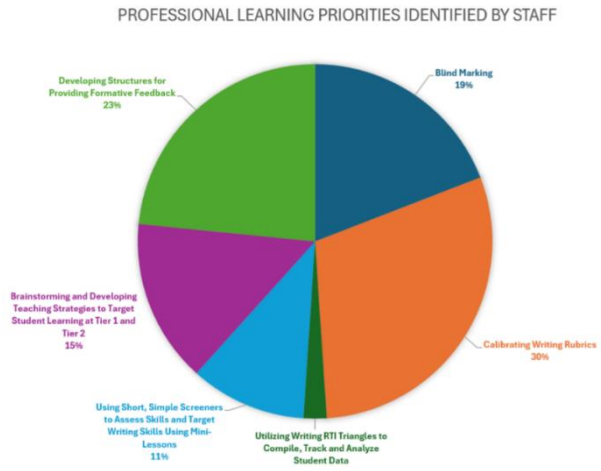
While student achievement for Basic (2), Good (3) and Excellent (4) remained consistent for writing stems, the number of students in the early years achieving below grade level as writers increased slightly. This could reflect greater teacher understanding of writing outcomes and success criteria (and understanding below and at grade level examples); however, it also reveals a need to provide more targeted support & intervention for our youngest learners. Over the past two years, the number of students achieving Report Card Indicator 3 is high (42% of all students). This number indicates a high number of learners who have potential to move into the excellence (Indicator 4) range. This data will inform programming moving forward.





As outlined on the Spring 2026 CBE Wellbeing Survey, although there was an increase in the number of students who knew how to improve their writing skills, only 56% of students were able to identify that they had received feedback to improve their writing. This reveals that ongoing student feedback throughout the learning process (formative feedback) needs to increase across the grades and be explicit for students. For example, students will benefit from understanding that the writing cycle includes many iterations of revision before a final product is completed. Moving forward, we will begin documenting & tracking the feedback that teachers provide in the form of a "next step" around writing goals. The CBE Wellbeing Survey also showed that only 52% of students noted that they write on topics that are of interest to them. The Alberta Education and Childcare Assurance Measures Report revealed that only 67% of students enjoyed learning Language Arts. This data clearly illustrates that students need more opportunities to have choice and agency in what they write about, to improve their engagement & enjoyment as writers.

Teacher perception data was collected in the fall of 2026 to inform next steps for supporting teacher professional learning around assessment practices and the writing process, to improve achievement for students. Teachers identified continued work around grade team calibration around assessments and implementation of effective formative strategies as their top priorities. In the coming year, our focus will be on helping students find agency and joy in the writing process. Further, we want to improve teacher use of effective formative feedback strategies during the writing process and ensure that students understand how to move their learning forward, when they receive learning feedback. We look to continue to improve teacher use of CBE System Rubrics to improve cross-grade calibration and transparency in achievement criteria.



Our work with the new CBE Student Wellbeing Framework and implementing the six enabling conditions throughout the writing process within classrooms is paramount, due to the interdependence between well-being, engagement and academic achievement. We will add an additional outcome to the 2026-27 School Development Plan to be responsive to current student data. Our focus will be around students and teachers having a greater understanding of how wellbeing and learning are interconnected and supporting teacher implementation of the new CBE Student Wellbeing Framework. Teachers will implement a weekly time to teach social skills (micro-interactions) that support connection, voice and student agency. Further, our Division Two students will be invited to participate in a principal advisory committee titled, “The Respect Project” to enhance ways diversity is honored and made visible at Mahogany School. The annual *From the Heart Event* is another opportunity in which families (especially Newcomers to Canada and our Mahogany community) are welcomed to connect in a social mixer before our February School Council Meeting. This is an invitation to celebrate our diversity at Mahogany School and inform instructional leadership opportunities throughout the year, to help students understand their community in a deeper way.

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	Mahogany 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	**83.3**	88.1	88.2	**84.2**	83.9	84.0	Intermediate	Declined	Issue
	Citizenship	**80.7**	89.8	86.4	**81.2**	79.8	79.8	High	Declined	Acceptable
	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	**90.4**	91.2	94.0	**87.8**	87.7	87.8	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**90.1**	93.0	91.5	**85.8**	84.4	84.4	High	Maintained	Good
	Access to Supports and Services	**66.8**	80.3	80.8	**79.5**	80.1	80.2	Very Low	Declined Significantly	Concern
Governance	Parental Involvement	**79.9**	81.2	81.3	**79.9**	80.0	79.5	High	Maintained	Good