


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

Mahogany 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: Through aligned assessment practices and targeted feedback, student achievement will improve.

Outcome One: Students' written communication will improve

Celebrations

- Student voice and understanding of teacher feedback in writing was evident in the CBE Grade 5 survey. 51% of students prefer written feedback from their teacher, 30% prefer a conversation with their teacher outlining their areas for growth, 18% of students prefer both written and verbal feedback.
- Almost 90% of grade 5 students believe they are (good) (competent) writers, while almost 86% know what to do next to improve their writing skills.
- An increase of 4% was recognized across the board with grades 1-5 moving from indicator 2 to 3 (from sprout to sapling) showing growth in breadth and depth of writing.
- Teacher collaboration and clear calibrated rubrics increased student confidence and expression.
- Common vocabulary developed amongst teachers and used with students provided a student friendly school wide common language for all that students can use to advocate for themselves when writing.
- School monthly writing tasks showed improvement in students through the editing process with the use of the writing rubric.
- Teachers expressed they heard students using common writing language and requesting to see rubrics before beginning a writing assignment.

Areas for Growth

- Learning excellence, students receiving and indicators of 4 (tree) declined 4%, likely due to calibration in assessments.
- In the CBE Grade 5 survey of the 48 students who responded, only 17% shared that they had the opportunity to write about things that interest them and only 19% shared that they receive feedback from others to improve their writing, possibly due to an inconsistency of student perceptions on feedback.
- Alberta Education Assurance Measure Results indicated that Learning excellence declined overall from 'Very High' to 'Good' in the parent survey. From a total of 22 parents who completed the survey, more parents moved from 'Strongly Agree' to 'Agree' and there were 5 parents who consistently answered 'don't know' which impacted percentages.
- We saw a decline of 12% of students who 'enjoy writing' on the OurSCHOOL survey for grades 4 and 5 students.

Next Steps

- Continuation of 6-week PLCCR cycles including collaborated writing task design, implementation, blind marking and calibrated assessment in grade teams.
- Professional Learning sessions (CBE Insite) on calibrated assessment for staff.
- Teacher use of explicit instruction regarding feedback, shared common language and rubric design.
- Continued sharing of assessment and feedback samples, cross graded, during Friday Professional Learning sessions.

Our Data Story:

Students receiving a (1) seed and (2) sprout relatively stayed the same. However, we saw an increase of approx. 3.55% increase in sapling (3) and a decline in mastery level (tree) by 3.51%. We continue to see more students receiving a basic understanding, or good understanding, as opposed to a consistently developed or mastery level of writing.

To better understand written achievement and growth, data was collected from the CBE Survey.

83 students responded with the following information regarding writing:

Report Card Data January 2024

Stem: Writes to express information and ideas	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	7.91%	31.65%	42.45%	12.23%
Grade 2	2.08%	34.03%	40.28%	11.81%
Grade 3	7.84%	37.25%	30.39%	13.73%
Grade 4	5.32%	35.11%	35.11%	13.83%
Grade 5	5.68%	26.14%	35.23%	17.05%
Average	5.76%	32.83%	36.69%	13.73%

Report Card Data January 2024

Stem: Writes to express	Indicator 1	Indicator 2	Indicator 3	Indicator 4
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information and ideas				
Grade 1	6.62%	32.35%	38.97%	16.91%
Grade 2	6.25%	25.69%	56.25%	9.03%
Grade 3	3.97%	32.45%	45.03%	9.93%
Grade 4	9.52%	37.14%	30.48%	5.71%
Grade 5	6.67%	36.19%	30.48%	9.52%
Average	6.60%	32.76%	40.24%	10.22%
	+ 0.84%	-0.07%	+3.55%	-3.51%

Gr 5 CBE Student Survey 2024-2025 Spring Administration

Grade 5 CBE Survey Questions	I am a (good) competent writer)	I know what to do next to improve my writing skills			
	89.16%	85.54%			

When asked specifically if students had opportunities to write on topics that interest me as well as receive feedback from others to improve writing the results were the following:

Grade 5 CBE Survey Questions	I have the opportunity to write on topics that interest me (48 students responded)	I have the opportunity to receive feedback from others to improve my writing (53 students responded)			
	17.45%	19.27%			

During the survey, when Grade 5 students were asked to share what kind of feedback they found most helpful (writing, conversation or both), students wrote comments outlining their choice of feedback.

- 51% of students prefer written feedback from their teachers
- 30% of students prefer a conversation with their teacher outlining their areas for growth
- 18% of students prefer both written and verbal feedback

Examples of student voice in the feedback section regarding feedback in written tasks are below:

“I find feedback that is written very helpful since I can review it whenever I am in need”

“When they (my teacher) highlight things I need to improve or tell me separately so they can help me”

“I prefer a conversation to have a deep understanding of my mistakes”

In addition to the CBE Survey, data was collected from the OurSCHOOL Survey from 2024-2025, with the following information collected from 135 grade 4 and grade 5 students who provided a written response to the question, “If there is one thing you would like the adults in our building to know about you as a writer, what would it be?”

Our of these 135 responses, students shared they enjoyed being creative when writing and wanted to write or become an author as an adult, but required some support to get their ideas down in an organized way.

Gr 4 Open Ended OurSCHOOL Survey Response	Likes/Enjoys Writing	Dislikes/Negative perception of writing	Other
2023/2024	75%	25%	0%
2024/2025	63%	25%	11%

Well-Being

In continuation from the previous school year, ‘positive relationships’ showed a decline in grades 4 and 5 from 86% to 82%. While this is still above average from the Canadian norm (80%), we will be addressing this decrease. One element that may be a factor is our school has grown exponentially each year with a drastic increase last year which resulted in ongoing school culture building with both students and staff. We continue to develop our school culture with staff (beginning August) and with students (beginning September) and include this work throughout the school year through a variety of initiatives (some limited examples are: SPIRIT days, fostering a positive environment, defining a clear vision with assessment through writing, engaging meaningfully with families, etc.).

We continue to address the steady decline in self-regulation strategies, identified as a decline overall of 4% of grade 4 and 5 students, but heavily noted in grade 4 and 5 boys with a 13% decline. Building a school wide common language of expectations around student regulation and readiness to enter learning is a continued focus of our staff and students.

The summary of Well-Being data that directly impacts student success suggests that areas such as: Positive Relationships and Self-Regulation, require greater focus as seen in results below.

OurSCHOOL Survey Results:

Category	October 2023	October 2024
Positive Relationships	86%	82%
Self-Regulation	80%	76%

*Percentages in chart above are reflective of an average of grade 4 and 5 boys and girls. Individual scores may vary.

Truth & Reconciliation, Diversity, and Inclusion

Throughout the year, incorporating the Indigenous Education Holistic Lifelong Learning Framework (IEHLLF) had a significant impact on some of our most vulnerable students' emotional well-being and sense of community. We found that students are using a common language of the IEHLLF in their classes daily and are requesting sharing circle time. Work from students is focusing on well-being holistically, across different domains- spirit, heart, body and mind provide teachers with a valuable opportunity to connect with each student individually. Mahogany has been focused each year on one domain, starting with Spirit-To Be and moving into Heart –To Belong and last year, Mind-to-Know. The targeted work that teachers are engaging in is creating a common school language. As a Downie Wenjack Legacy School, we are creating a sense of purpose and focus on our school TRC commitment as well as connecting students with literature and examples of how we can create an understanding of Indigenous ways of being and knowing. Our focus and intentional work around this legacy school initiatives have strengthened teacher-student relationships, contributing to a supportive learning environment; opening discussions about how their emotions and sense of belonging can impact their ability to learn and interact positively with others. It also reflects the work we are doing with writing as we explore personal narrative writing. Using the IEHLLF language helped students develop a deeper understanding of their emotions and improved their conflict resolution skills.

We continue to work on building cultural awareness in our students, learning from peers, and through the use of literature. This work began with staff Professional Learning alongside our CBE Diversity and Inclusion Specialists through anchor texts and “Upstander”

learning for staff and students which we hope will allow us to address the decline seen in the OurSCHOOL data. With a decrease from 86% to 80% of students having an awareness of other cultures.

OurSCHOOL Survey Results:

Category	October 2023	October 2024
Students who Possess Understanding of Other Cultures	86%	80%

* Percentages in chart above are reflective of an average of grade 4 and 5 boys and girls. Individual scores may vary.

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

Fall 2025

School: 2425 Mahogany School

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	88.1	92.7	88.2	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	89.8	88.2	84.7	79.8	79.4	80.4	Very High	Improved	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
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.2	97.2	95.5	87.7	87.6	88.2	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.0	94.2	90.7	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	80.3	86.5	81.1	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	81.2	83.3	81.4	80.0	79.5	79.1	High	Maintained	Good