

**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

**New Brighton 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 assessment and task design academic achievement and well-being will improve.

Outcome One: Students in grade k-5 will show improvements in Reading with specific improvement in the areas of Decoding and Phonological awareness.

Outcome Two: Students report improved awareness of resiliency and perseverance during academic tasks.

### Celebrations

- Significant Growth in Early Literacy Skills:
  - Grade 2 LeNS results show a 12% decrease in at-risk students, demonstrating that targeted phonics and decoding instruction are leading to measurable improvement.
  - This reflects the impact of consistent Tier 1 instruction and responsive intervention practices.
- Strong Decoding and Word Recognition Development:
  - CC3 data reveals steady gains across all grades in regular, irregular, and non-word reading accuracy.
  - The sharp decline in at-risk percentages from Grade 1 to Grade 2 indicates that early intervention and reading support are effectively closing learning gaps.
- High Levels of Reading Comprehension:
  - 85% of students achieved a 2, 3, or 4 on the “Reads to Explore and Understand” report card stem.
  - 63% achieved a 3 or 4, demonstrating strong comprehension and engagement with text.
- Decoding Growth Across Grades:
  - Decoding surveys show continuous progress, with over 90% of Grade 5 students reading at or above grade level.
  - End-of-year data shows only 7% of Grade 5 students remain below grade level—evidence of successful long-term literacy development.
- Exceptional Student Confidence and Perseverance:
  - 95% of students in grades 4–5 report feeling confident in their ability to overcome learning challenges.
  - 97% of students report putting forth their best effort, reflecting a strong culture of perseverance and growth mindset across classrooms.

### Areas for Growth

- Targeted intervention for students who remain At-Risk in the LeNS, CC3 and BDS/ADS testing

- Overall, report card and assessment data indicate strong comprehension outcomes, with 85% of students achieving a 2, 3, or 4 on the Reads to Explore and Understand stem. Foundational literacy skills show continued improvement through LeNS and CC3 results, particularly in Grade 2, where at-risk readers decreased by over 12%. However, some variability remains in decoding and word recognition results, especially in upper grades, suggesting the need for consistent phonics and decoding instruction across grade levels.
- Student survey data reflect high levels of perseverance and self-efficacy, with 95% of students confident in overcoming challenges and 97% demonstrating effort. These indicators highlight a strong culture of resilience, though continued focus on social-emotional learning (SEL) and self-regulation will further enhance student well-being.
- Improve students' ability to set learning goals and to create plans to reach goals. Both areas scored low 59.79% and 61.46% respectively.
- With 4% of students identifying as Indigenous, 17% as EAL, and 18% receiving specialized supports, diversity continues to be a defining strength of the school community. Attendance rates among these groups remain slightly lower than the school-wide average, highlighting the need for continued culturally responsive practices and inclusive engagement strategies.

### Next Steps

- Targeted Early Literacy Instruction:
  - Continue implementing evidence-based phonics and phonological awareness programming (e.g., Heggerty, UFLI or ELI) in K–2 to sustain reductions in at-risk students.
  - Focus on strengthening decoding and orthographic mapping to support reading fluency.
- Responsive Tiered Interventions:
  - Use LeNS and CC3 data to identify students requiring additional small-group or one-on-one interventions.
  - Provide consistent progress monitoring every six weeks to ensure timely instructional adjustments.
- Strengthen Comprehension and Vocabulary Development:
  - Embed explicit instruction of vocabulary and comprehension strategies across subject areas.
  - Integrate the Science of Reading comprehension components (background knowledge, language structures, inference-making) into daily literacy blocks.
- Strengthen SEL Instruction:
  - Continue explicit teaching of self-regulation, empathy, and growth mindset through Health and daily classroom practices.
  - Use morning meetings or check-ins to reinforce connections and belonging.
- Deepen Indigenous Education:
  - Integrate Indigenous ways of knowing into daily instruction using CBE Indigenous Education resources.

- Strengthen partnerships with Indigenous Knowledge Keepers and local Elders to enhance authentic learning experiences.
- Celebrate Diversity:
  - Continue school-wide recognition of cultural and heritage events.
  - Promote opportunities for students to share their cultural identities within the school community.

## Our Data Story:

### *Learning Excellence*

In exploring our Report Card data, the Alberta Education Assessments and the Beginning and Advanced Decoding Surveys, the following data surfaced related to the literacy assessments – the Letter Name-Sound Test (LeNS), and the Castles and Coltheart 3 Test (CC3).

Overall, report card and assessment data indicate strong comprehension outcomes, with 85% of students achieving a 2, 3, or 4 on the *Reads to Explore and Understand* stem. Foundational literacy skills show continued improvement through LeNS and CC3 results, particularly in Grade 2, where at-risk readers decreased by over 12%. However, some variability remains in decoding and word recognition results, especially in upper grades, suggesting the need for consistent phonics and decoding instruction across grade levels.

#### Report Card – Stem – Reads to explore and understand 2024/2025

	Indicator 1	Indicator 2
Term 1	7.52%	23.17%
Term 2	9.15%	19.31%

#### LeNS – Decrease in the number of at-risk students 2024/2025

Grade 1	-1.15%
Grade 2	12.17%

#### CC3 – Decrease in the number of at-risk students 2024/2025

	Regular Words	Irregular Words	Non Words
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Grade 1	9.3%	12.79%	13.95%
Grade 2	0.87%	1.74%	7.83%
Grade 3	5.56%	3.33%	15.56%

#### Beginner/Advanced Decoding Survey 2024/2025

	<b>Improvement</b>
Grade 2	34.53%
Grade 3	9.83%
Grade 4	14.44%
Grade 5	23.56%

Student survey data reflect high levels of perseverance and self-efficacy, with 95% of students confident in overcoming challenges and 97% demonstrating effort. These indicators highlight a strong culture of resilience, though continued focus on social-emotional learning (SEL) and self-regulation will further enhance student well-being.

#### Truth & Reconciliation, Diversity, and Inclusion

- 4% percent of the population at New Brighton self-identified as Indigenous.
- 17% were EAL (English as an Additional Language) learners.
- 18% of our students were identified with Special Education codes.
- 59% of our Indigenous population had less than 10% absenteeism
- 64% of our EAL population had less than 10% absenteeism
- 68% of our Special Education population had less than 10% absenteeism
- 73% of All students had less than 10% absenteeism

## 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	New Brighton 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>	83.6	79.4	85.9	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	<a href="#">Citizenship</a>	79.7	74.3	82.9	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="#">PAT6: Acceptable</a>	n/a	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	n/a	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	91.0	90.6	93.5	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)</a>	86.5	82.8	88.6	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	<a href="#">Access to Supports and Services</a>	69.2	67.5	77.9	80.1	79.9	80.7	Very Low	Declined	Concern
Governance	<a href="#">Parental Involvement</a>	76.7	65.3	76.5	80.0	79.5	79.1	Intermediate	Maintained	Acceptable