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Calgary Board of Education

School Improvement Results Reporting | For the 2025-26 School Year

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

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 assessment (formative, diagnostic) and task design academic achievement and well-being will improve.

Outcome One: Student literacy skills related to decoding will improve

Outcome Two: Students' strategies around resiliency and persevering during academic tasks will improve.

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Celebrations: Literacy and Resiliency & Perseverance

Literacy celebrations

- Improved reading achievement: The percentage of students achieving a 3 or 4 in reading increased from 58.93% in January to 62.94% in June, a gain of 4.01 percentage points.
- Fewer students experienced significant difficulty in reading.
- Positive impact of targeted literacy support: Grade 5 students requiring additional support on Maze/ORF assessments decreased from 6 students in Term 1 to 2 students in Term 2.
- Evidence of developing foundational skills: Government literacy assessments showed that the proportion of students not requiring additional support increased across the primary grades, from 27.8% in Grade 1 to 44.8% in Grade 3.
- Progress through intentional instruction: These outcomes reflect the school's focus on targeted reading assessments and small-group interventions designed to strengthen decoding skills.

Resiliency and perseverance celebrations

- Strong confidence in overcoming challenges: 89.58% of students agreed that they feel confident they can overcome challenges in their learning.
- A strong work ethic when learning is difficult: 91.67% of students agreed that they try hard at school even when they find learning challenging. This was the strongest result among the surveyed well-being statements.
- Students recognize their ability to persevere: 87.50% agreed that when they struggle with schoolwork, they can get through it and fix it.
- Willingness to take learning risks: 81.63% of students agreed that they are willing to try new things even when they are unsure they will be successful.

- A positive foundation for resilience: Survey results suggest that many students believe they can work through challenges, persist with difficult tasks, and continue developing as learners.

Overall celebration

- Our focus on decoding and student well-being is reflected in encouraging reading achievement results and positive student perceptions of their ability to overcome learning challenges. Reading data show growth in achievement and a reduction in the number of Grade 5 students requiring additional fluency support. Well-being survey results highlight students' willingness to work hard, overcome challenges, and recover when they struggle. These strengths provide a positive foundation for continuing to build confident, capable, and resilient readers.



Literacy

- Continue strengthening foundational decoding skills: Government literacy assessments showed that 62.5% of students in Grades 1–3 required additional support. This highlights the need to continue targeted, small-group interventions to strengthen decoding and foundational reading skills.
- Strengthen reading fluency in Grade 4 (current grade 5's): The number of Grade 4 students requiring additional support on Maze/ORF assessments remained at 13 students across both terms. This suggests a need to examine current interventions and identify additional strategies to support these learners.
- Monitor progress across grade levels: While Grade 5 students requiring additional support decreased from 6 to 2, continued assessment is needed to ensure that gains are sustained and that students who require support receive timely, responsive instruction – this will be done through a school-wide Running Record protocol.

Resiliency and Perseverance

- Strengthen perseverance following setbacks: Only 72.34% of students agreed that they want to keep learning when they experience a setback. This was the lowest result among the well-being survey statements and represents an opportunity to explicitly teach strategies for managing frustration, responding to mistakes, and trying again.
- Build confidence in taking learning risks: While 81.63% of students were willing to try new things even when unsure of success, further opportunities could help students develop greater comfort with uncertainty, challenge, and productive struggle.

- Develop independence in overcoming challenges: Although 87.50% of students felt they could work through and fix difficulties with schoolwork, continued emphasis on self-regulation, problem-solving, and selecting appropriate strategies may help students become more independent when learning becomes challenging.

Overall area for growth

The data suggest that our next steps should focus on deepening foundational reading skills while helping students persist when learning becomes difficult. In literacy, we will continue targeted decoding instruction and use assessment data to respond to students' needs, particularly those still requiring additional support. In well-being, we will build on students' strong willingness to work hard by explicitly teaching strategies for managing setbacks, taking learning risks, and persevering through challenging tasks.

Note: The well-being survey provides a snapshot of students' responses rather than evidence of change over time. These findings identify areas for continued development, but do not establish whether resilience has increased or decreased during the year.

Looking Ahead and Next Steps

The combined evidence points to a clear direction for continued school improvement: maintain a strong focus on explicit decoding instruction and targeted intervention while intentionally teaching students how to respond to academic setbacks.

- We will continue to use assessment data to identify students' changing needs, monitor progress, and adjust instructions.
- We will provide regular opportunities for students to practice persistence, reflect on their learning, use feedback, and try alternative strategies when they encounter difficulty.
- A school-wide protocol of assessing students using Running Records, and meeting with students to make their own goals and take ownership of monitoring their successes, will benefit in student resilience as well as teacher ability to accurately and consistently monitor progress in reading, especially in the areas of Decoding, Fluency, and Self-Monitoring.
- Organized and regularly scheduled school wide multi-age groupings will allow students to develop their learning and resiliency skills in a variety of learning settings, and gain confidence working with and asking for help from a wide range of adults across Midnapore's school building
- A renewed focus on Learning Sprints centered around all 5 CASEL competencies to support both academic growth and student well-being.

Our results show encouraging gains in reading achievement and a strong foundation of student confidence. They also identify continued needs in foundational literacy and perseverance following setbacks. By addressing these needs together, Midnapore will continue working toward its goal of improving both academic achievement and student well-being.

Our Data Story

Building.Strong.Readers.and.Resilient.Learners

During the 2025–26 school year, Midnapore School focused on improving student achievement and well-being through intentional assessment, explicit instruction, and targeted support. Our two outcomes were to improve students' literacy skills related to decoding and strengthen students' strategies for resilience and perseverance during academic tasks. We examined government literacy assessments, reading report card results, reading fluency measures, and student survey responses to understand student strengths, progress, and areas for continued growth.

Reading: Strengthening the Foundations of Literacy

Our literacy data demonstrates positive movement in overall reading achievement alongside a continued need for targeted intervention. Between January and June 2026, the percentage of students achieving a 3 or 4 in the reading report card stem increased from 58.93% to 62.94%, a gain of 4.01 percentage points. The percentage of students receiving a 1, indicating achievement below acceptable standards, decreased by 1.06 percentage points. These results suggest that targeted reading assessments and small-group literacy interventions focused on decoding supported improvements in students' overall reading achievement.

Government literacy assessment results for Grades 1–3 provide further insight into student needs. Of the 64 students assessed, 24 (37.5%) were identified as not requiring additional support, while 40 (62.5%) required additional support through school-based interventions. The proportion of students not requiring additional support increased across the grades, from 27.78% in Grade 1 to 35.29% in Grade 2 and 44.83% in Grade 3. This pattern highlights differences in the level of support required across cohorts, while reinforcing the importance of continued explicit instruction and responsive intervention.

Reading fluency data also identified an area for further investigation. In the Maze/ORF assessments, the number of Grade 5 students requiring support decreased from six in Term 1 to two in Term 2. Grade 4 remained at 13 students requiring support in both terms. The Grade 5 results are encouraging, while the unchanged Grade 4 figure signals a need to examine students' individual progress and ensure that interventions are appropriately matched to their learning needs.

Taken together, these measures suggest that our focus on decoding and targeted intervention contributed to gains in reading achievement. At the same time, the proportion of students identified as requiring additional literacy support demonstrates that

foundational reading skills remain an important school-wide priority. Continued diagnostic assessment, explicit instruction, and flexible small-group interventions will help us respond to individual needs and strengthen students' progress toward reading proficiency.

Well-Being: Developing Resilience and Perseverance

Our student survey results reveal a positive foundation for resilience and learning confidence. Students reported strong agreement with statements about working hard and believing in their ability to overcome challenges. Specifically, 91.67% agreed that they try hard at school even when learning is challenging, and 89.58% felt confident that they could overcome challenges in their learning. Additionally, 87.50% agreed that when they struggle with schoolwork, they can get through it and fix it. These results suggest that many students perceive themselves as capable learners who can approach academic challenges with confidence.

However, the data also reveals an important distinction between working hard during challenging tasks and persisting after experiencing a setback. While 81.63% of students indicated a willingness to try new things even when they were unsure of success, agreement was lower for the statement, "I want to keep learning even when I experience a setback," at 72.34%. This was the lowest-rated item on the survey.

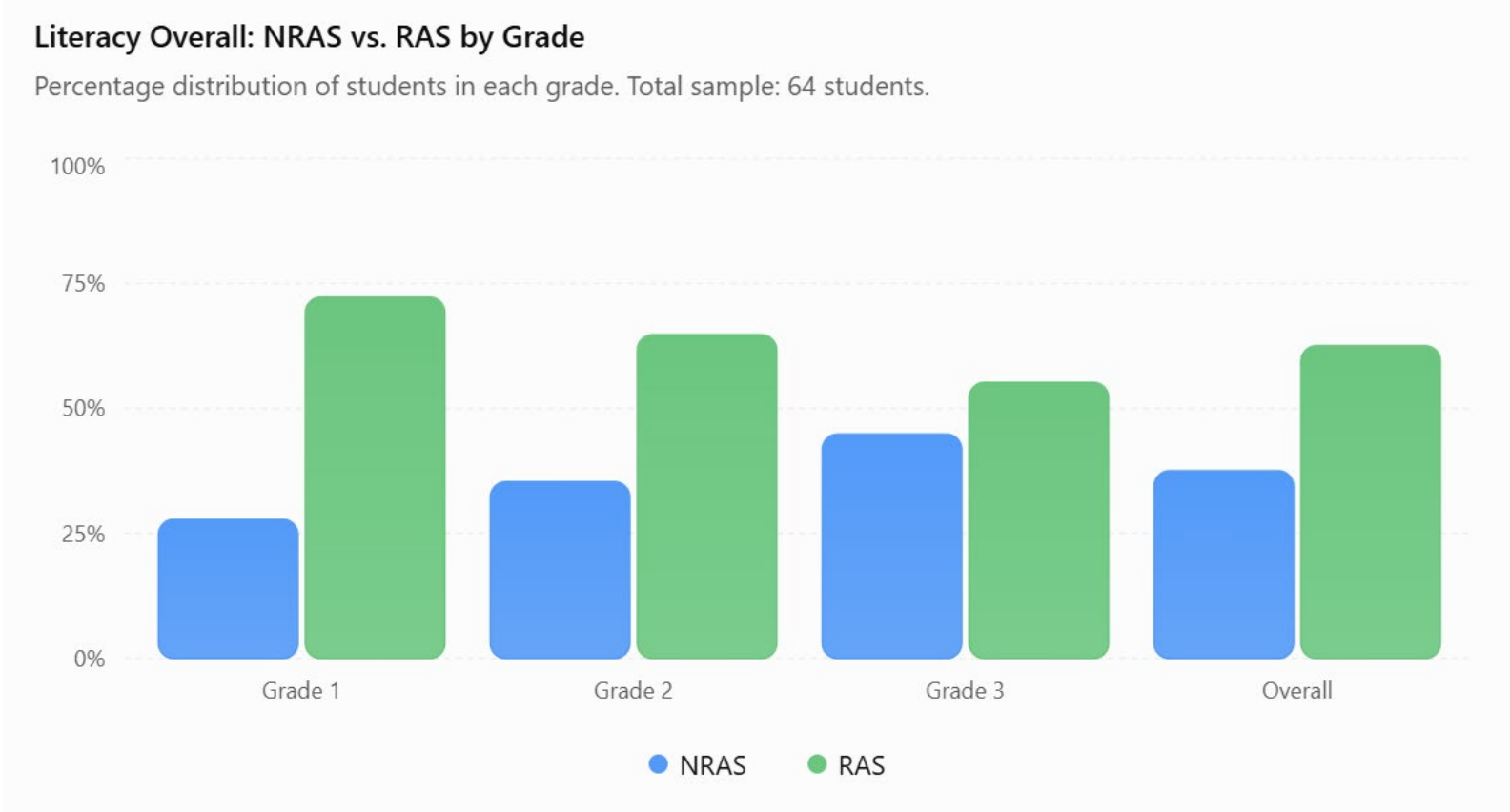
This difference provides a meaningful direction for our continued work. Students generally believe they can succeed and are willing to engage with challenging learning; however, some may find it more difficult to sustain their effort when an initial attempt does not lead to success. Building resilience therefore requires more than encouraging students to try hard. It also involves explicitly teaching strategies for responding to mistakes, managing frustration, reflecting on feedback, and trying a different approach when learning becomes difficult.

Our focus on well-being and resilience complements our literacy work. Learning to decode unfamiliar words requires students to take risks, apply strategies, tolerate uncertainty, and persevere when a word is difficult. By creating supportive learning environments where mistakes are understood as part of learning, teachers can reinforce both academic growth and the dispositions students need to become independent learners.

Government Assessment Literacy Results (Grades 1-3)

CC3 and LeNS Assessment Results:

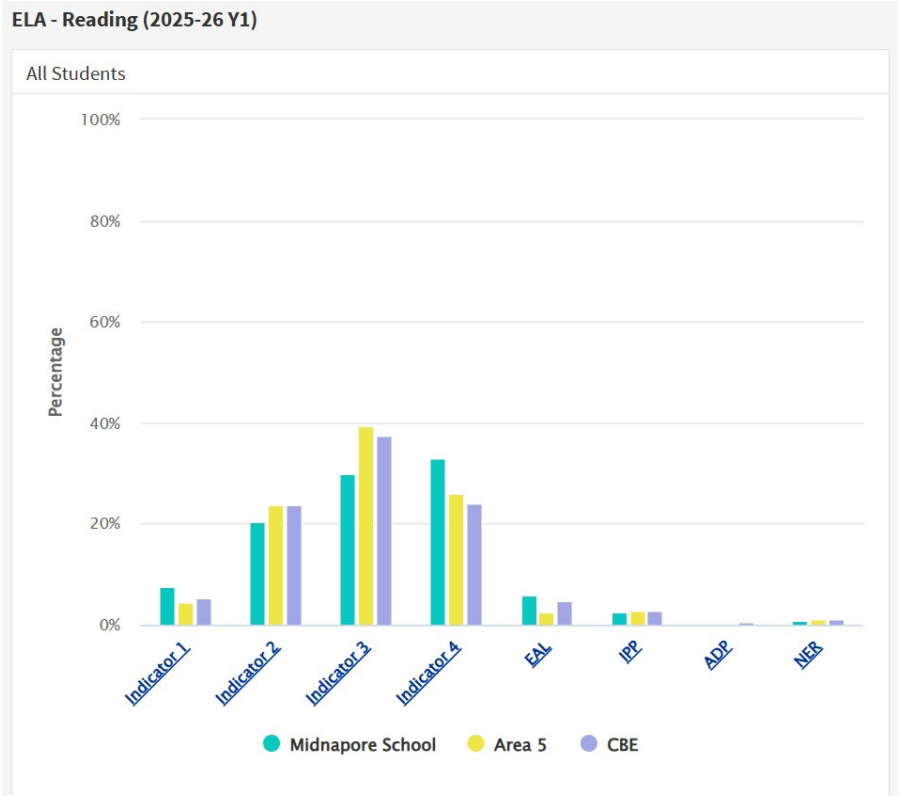
Key Insights: These assessment results compile data from the LeNS and CC3, and identifies students as either requiring additional supports (through school-based interventions) or not requiring additional supports based on established assessment criteria.



Report Card Data – Reads to Explore and Understand

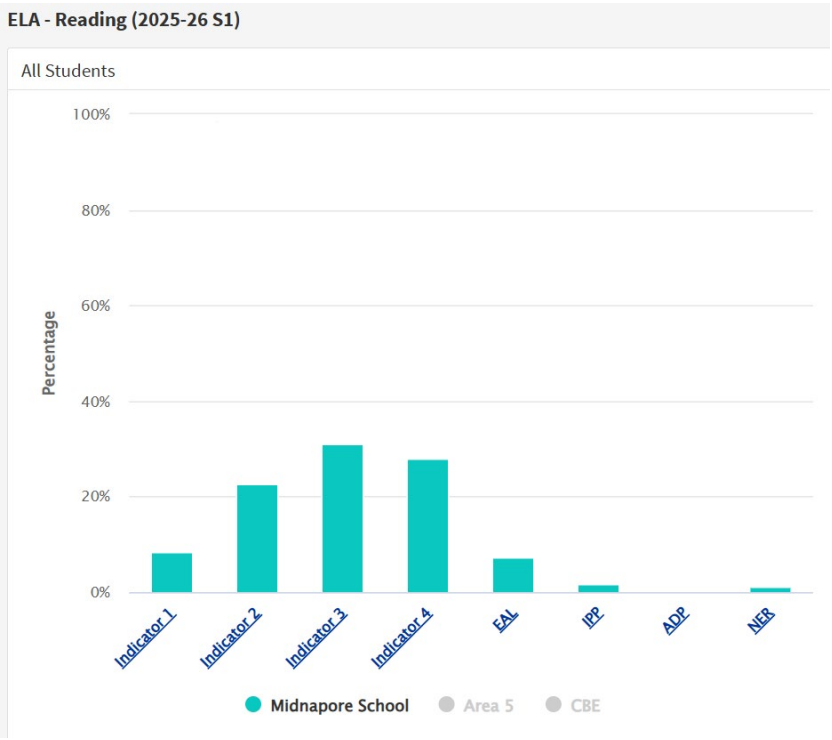
Report Card outcomes from June 2026 for students in K-6

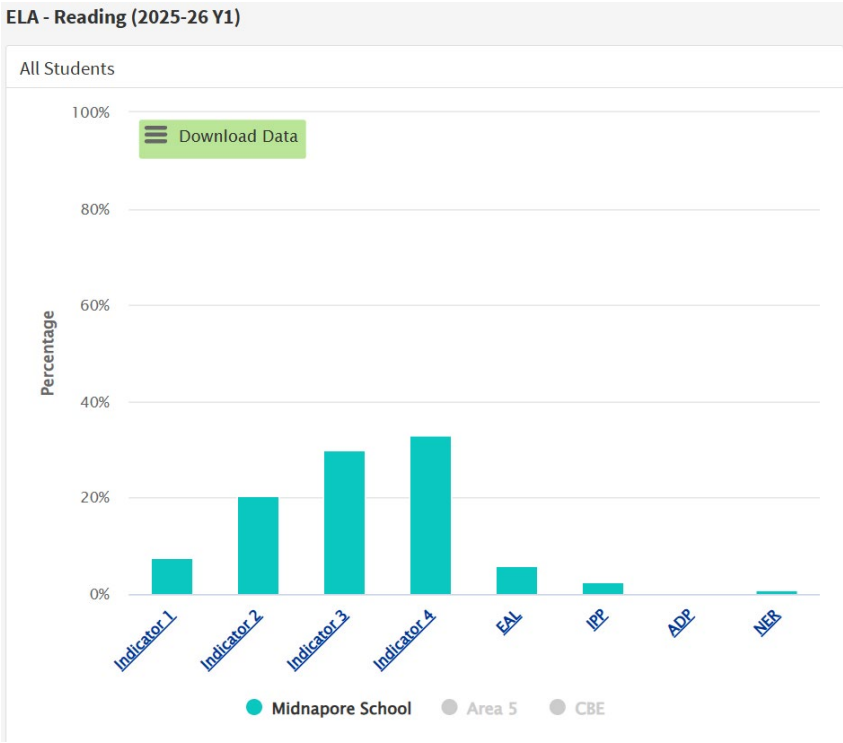
- Key Insights: The data in the table below represents the number of students at Midnapore achieving a 1,2,3 or 4 on their end of year report card data in the reading stem. The data compares Midnapore specific data with Area 5 data and CBE-wide data. It also shows the percentage of students who are receiving personalized and modified supports through IPPs, English as Additional Language, and Adapted Program Reporting (ADP). It demonstrates that Midnapore has above the CBE and Area 5 baseline of students achieving below acceptable standards (1) in reading.



- The data in the tables below show that students overall made gains in the reading stem between the January 2026 and June 2026 reporting periods. Students getting 1's (below acceptable level) decreased by 1.06% by June. Students achieving a 3 or

a 4 in the Reading Stem went from 58.93% in the January reporting period, to 62.94%, an increase of 4.01%. This shows that the targetted reading assessments and pursuant small group literacy interventions in the area of decoding supported students in their overall reading achievement.





Required Alberta Education and Childcare Assurance Measures (AECAM) Overall Summary - Fall 2026

Copy and insert in the space below the Overall Summary Chart from your school's Fall 2026 Alberta Education and Childcare Assurance Measures (AECAM) Chart. Crop it the outline of the chart, replacing the example chart below. Ensure that you are using the Fall 2026 AECAM chart and not a draft version of the Fall report. In the event the Fall 2026 AECAM report is not available by the time of posting, the chart from the Spring 2026 AECAM may be used.

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

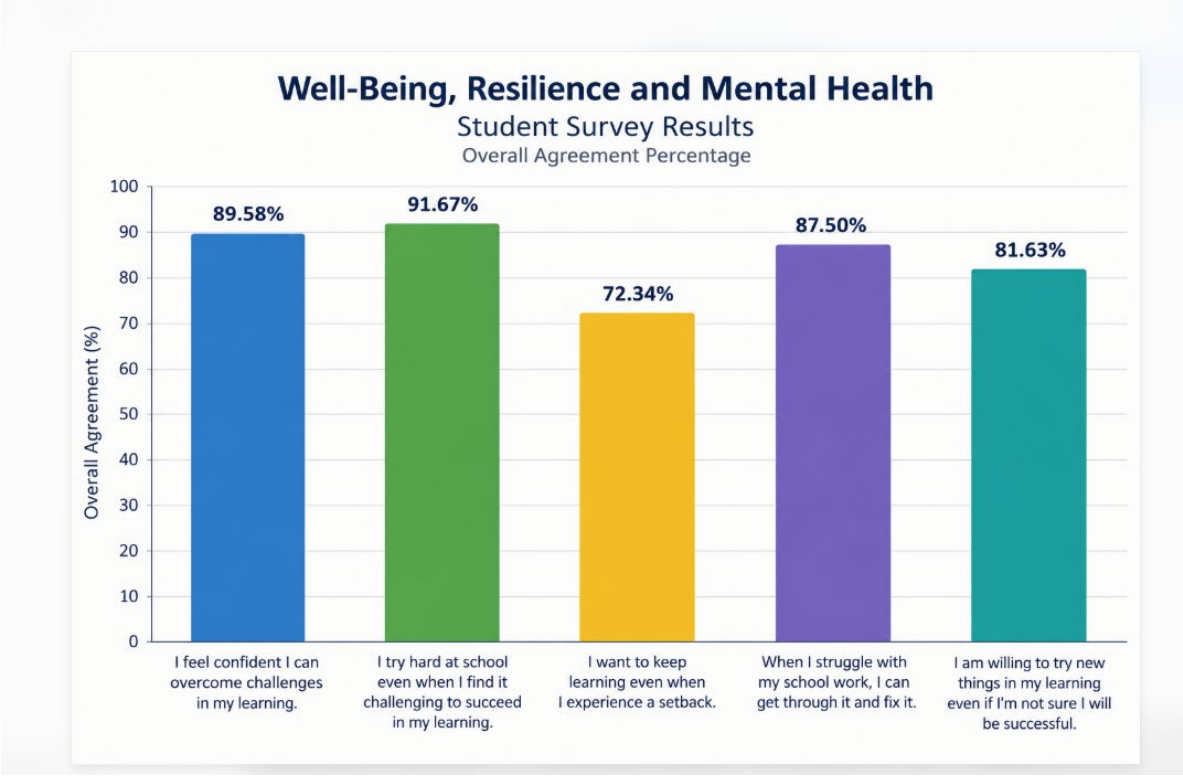
Assurance Domain	Measure	Midnapore School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	**80.9**	81.8	82.5	**84.2**	83.9	84.0	Low	Maintained	Issue
	Citizenship	**73.5**	78.6	81.4	**81.2**	79.8	79.8	Intermediate	Declined	Issue
	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	**89.1**	90.9	89.9	**87.8**	87.7	87.8	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**82.1**	82.7	86.4	**85.8**	84.4	84.4	Low	Maintained	Issue
	Access to Supports and Services	**73.3**	69.5	73.1	**79.5**	80.1	80.2	Very Low	Maintained	Concern
Governance	Parental Involvement	**87.5**	82.4	74.6	**79.9**	80.0	79.5	Very High	Improved	Excellent

Well-Being, Resilience and Mental Health

Student Survey Results:

- The survey results provide insight into students' confidence, persistence, resilience, and willingness to take risks in their learning. The overall agreement percentages suggest that students generally feel capable of overcoming learning challenges, while persistence following setbacks may be an area for further growth.

- The table below organizes the five survey questions by overall student agreement, from highest to lowest.


Well-Being, Resilience and Mental Health
Student Survey Results
Overall Agreement Percentage
Overall Agreement (%)
100
90
80
70
60
50
40
30
20
10
0
89.58%
91.67%
72.34%
87.50%
81.63%
I feel confident I can overcome challenges in my learning.
I try hard at school even when I find it challenging to succeed in my learning.
I want to keep learning even when I experience a setback.
When I struggle with my school work, I can get through it and fix it.
I am willing to try new things in my learning even if I'm not sure I will be successful.