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Calgary Board of Education

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

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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: *To enhance learning excellence, we will improve assessment practices.*

Outcome One: *Improved summative assessment practices will build specific connections to the achievement of curriculum outcomes. This work will increase student learning excellence and teacher efficacy.*

Outcome Two: *Inclusive teaching and learning assessment practices that reflect diverse cultures and identities will increase student and staff sense of belonging and well-being.*

Celebrations

- Provincial literacy and numeracy screening assessments pre- and post-test data indicate 50% of students identified as requiring additional support in the fall moved into the not requiring additional support in the spring. Of those students identified as requiring additional support at the end of the year, all are learning English or have exceptional learning needs.
- The Alberta Education and Childcare Assurance Measures Survey (AECAMS) indicated 100% of students, parents of grade four students, and teachers are satisfied or very satisfied that our teachers care about our students.
- On the CBE Student Survey, 96% of grade 5 students indicated, “I keep working on my writing, even when it's challenging,” (up from 86%) and 95% indicated, “I am confident I can learn mathematics,” (up from 90%).

Areas for Growth

- Designing a variety of calibrated summative assessments (conversation, observation, product) and parallel assessments
- Building opportunities for self- and peer assessments
- Building a culture of upstanders

Next Steps

- Clearly articulating outcomes and success criteria
- Curating a grade level assessment resource
- Using the CBE NSAT resource
- Advancing culturally responsive pedagogy

Our Data Story:

Students at Buffalo Rubbing Stone School were born in 36 countries and speak 34 languages. Learning about the cultures of our students and ensuring everyone feels a sense of belonging is very important to us. We recognize dates of significance and learn about each other’s cultures in all grades. Approximately 44% of our students are learning English as an Additional Language (EAL). Within that group, one-quarter are beginning learners (LP1&2) and three-quarters are expanding their English language proficiency (LP3-5). English language vocabulary is a focus for all learners. Our School Development Plan focused on comprehensive assessment of learning outcomes. As we carefully addressed all the outcomes of the curriculum, we focused on both progress and achievement. Progress was monitored through individual student improvement and achievement was measured

relative to summative assessments of learning outcomes. This focus has enhanced student, teacher, and parent understandings of curriculum expectations. Grade team calibrated assessments highlighted the need for parallel tasks to support the assessment of students not yet working at grade level and gifted students requiring enrichment. Assessed student work and summative assessments were sent home monthly; summative assessment results were shared with parents in PowerSchool. Parents became more knowledgeable about their children's current learning relative to grade level outcomes. Student achievement, as reported in terms of June report card indicators, declined in literacy and remained consistent in mathematics when compared with the 2024/2025 school year.

The percentage of students earning 3s or 4s changed as follows:

- Reading decreased from 71% to 64%
- Competent writing decreased from 67% to 56%
- Mathematics aggregate indicators decreased from 75% to 74%

While each of these metrics decreased, all are above the CBE average for kindergarten to grade 5 students.

The percentage of students not yet achieving at grade level (earning 1s) changed as follows:

- Reading decreased from 4.5% to 3.5%
- Competent writing decreased from 6.1% to 5.0%
- Mathematics aggregate indicators decreased from 4.6% to 3.5%

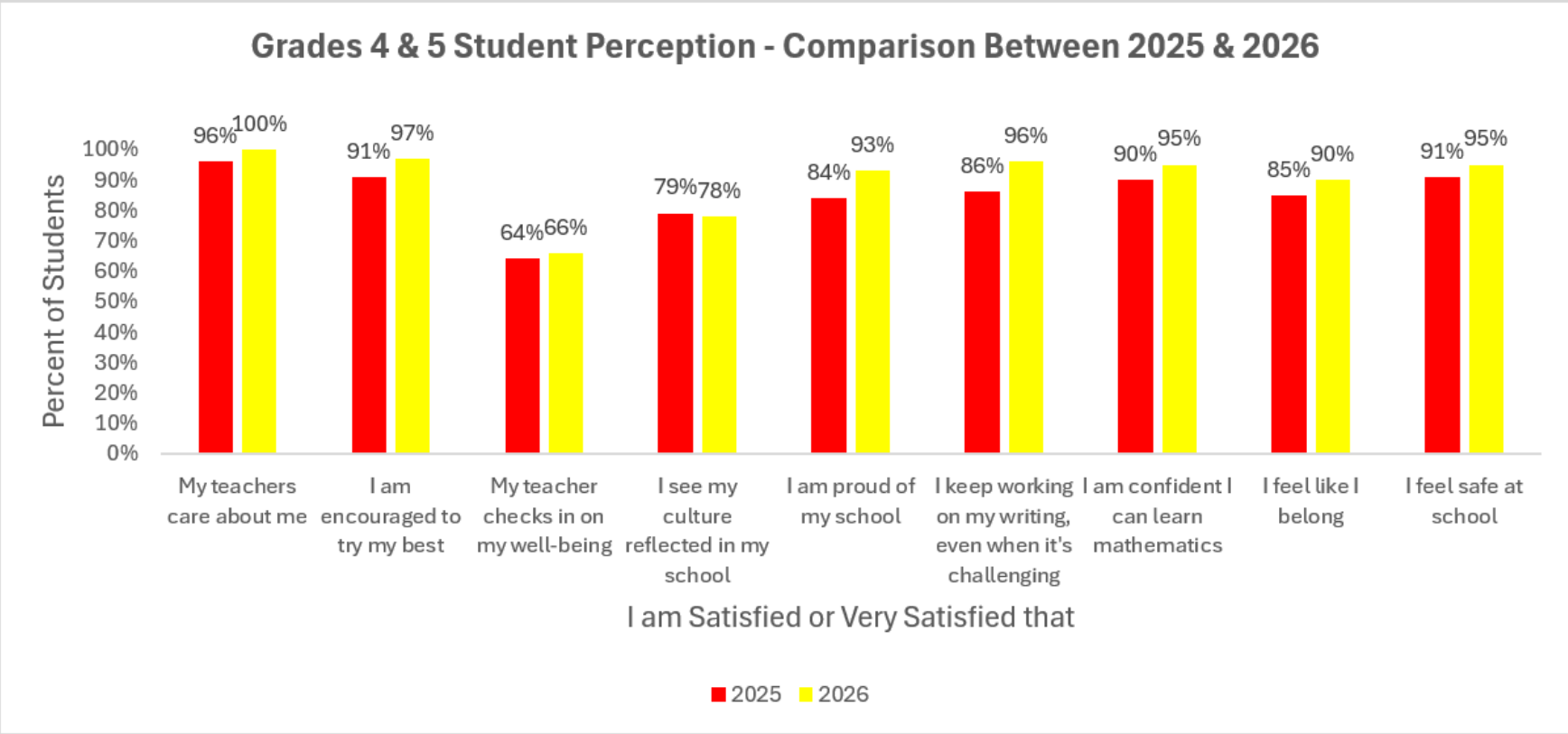
We have fewer students receiving 1s than the CBE average for kindergarten to grade 5 students.

When considering the difference in achievement between writing and mathematics alongside the decrease in the number of students earning 3s and 4s in literacy, factors teachers identified included the increased specificity of success criteria, the need for conferencing with small groups to extend writing competency, the limitations of class-size and complexity to address the diverse learning needs of our student population, and the challenges of addressing many new curricula over four years.

When commenting on literacy and mathematics in the CBE Student Survey, grade five students indicated agreement with the following:

- 96% of students agreed "I keep working on my writing, even when it is challenging."
- 95% of students agreed "I am confident that I can learn mathematics."

Grades one, two, and three Fall 2025 provincial literacy and numeracy screening assessments indicated approximately 16% of our learners required additional support to learn English and academic foundational skills. Following intervention throughout the year, approximately 50% of students identified in pre-testing moved into the not requiring additional support category in post-testing. The number of students requiring additional support fell to 8% in June 2026; this need has decreased since June 2025 when approximately 18% of our students were identified as requiring additional support. The intervention strategies classroom teachers used to support our students were very impactful. The students identified as requiring additional support in post-testing are students learning English or have identified complex learning needs; they are making continuous progress. Our preliminary Fall 2026 data indicates approximately 16% of students require additional support addressing literacy and mathematics outcomes.

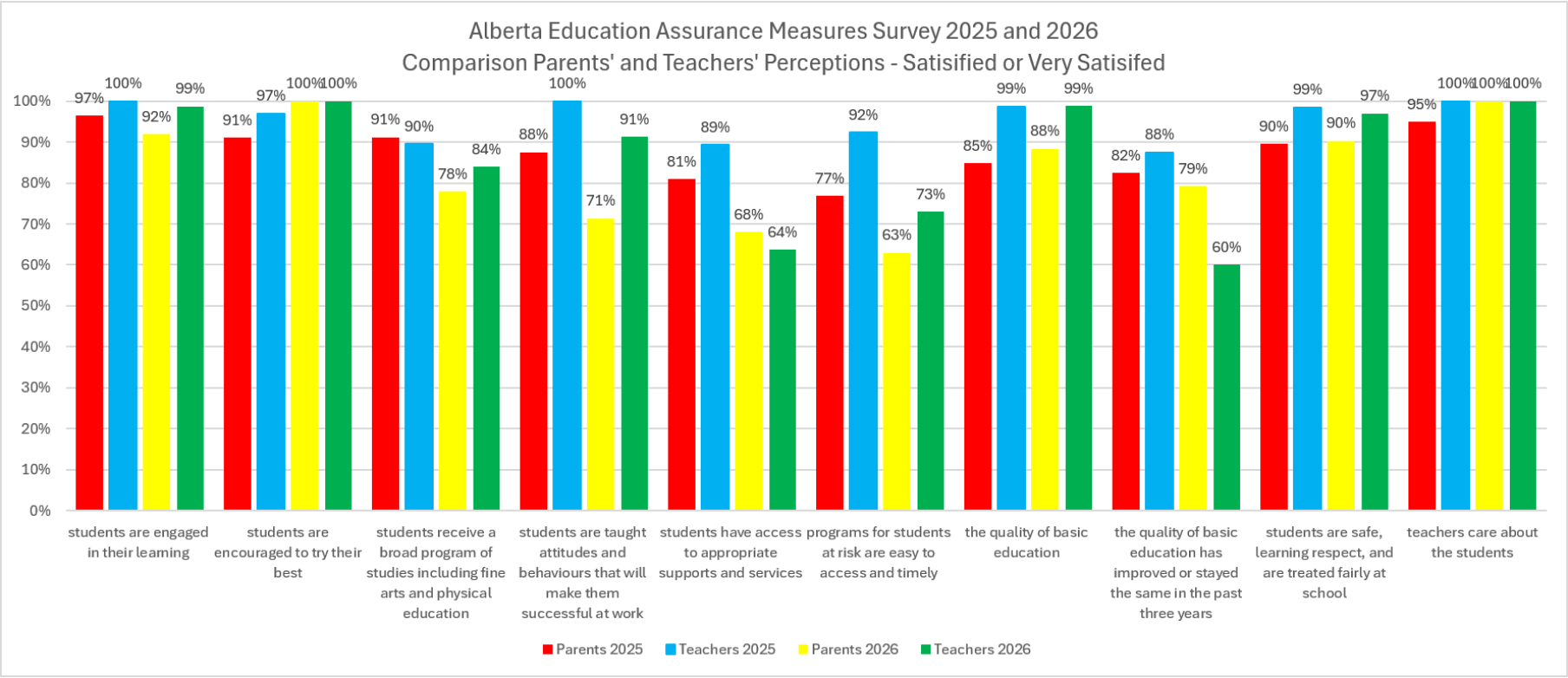


The student perception data collected by the Alberta Education and Childcare Assurance Measures Survey (AECAMS) for grade four students and the CBE Student Survey for grade five students indicate increases in many criteria. The students' scores on the AECAMS are higher than the CBE and provincial averages for six of seven criteria. Previous school development plans have focussed on confidence and persistence as part of well-being. These data indicate successful progress in this area of well-being. The question about teachers checking in on student well-being yielded very different results from other well-being questions. We will investigate student understandings and expectations of this question.

In the open-ended question, we asked students if online communication such as texting and group chats impacted their well-being at school and, if it became a problem, what strategies would they use to make things better. Student responses were grouped as follows:

I don't have technology	23%
I don't know	14%
There's no problem	9%
It is a problem	22%
I have a strategy to manage the problem	32%

We will continue working with students to address digital citizenship and positive communication online.



Parent and teacher perceptions of students' experiences at Buffalo Rubbing Stone School were collected in the Alberta Education and Childcare Assurance Measures Survey (AECAMS). Of the twelve summary measures, parents of grade four students at Buffalo

Rubbing Stone School indicated decreased satisfaction in all but two and teachers indicated decreased satisfaction in all but one survey measure. While the scores declined, BRS parents indicated greater satisfaction than the parents of grade four students throughout Alberta on six of the measures. Six of twelve measures have an overall evaluation of excellent. BRS teachers indicated greater satisfaction than other Alberta teachers on four of twelve measures and scored an overall evaluation of acceptable, good, or excellent on four of twelve measures.

Survey measures and specific criteria that increased and are in the excellent category are:

- The quality of basic education
- Teachers care about students
- Students are encouraged to try their best

Measures and specific criteria that declined and have been identified as issues or concerns are:

- 65.7% of parents are satisfied that students demonstrate the knowledge skills and attitudes necessary for lifelong learning (down from 81.5%)
- 68.0% of parents and 63.8% of teachers are satisfied or very satisfied that children have access to appropriate supports and services (down from 80.9 % and 89.3% respectively)
- 60% of teachers are satisfied that the school has improved or stayed the same in the last three years (down from 87.5%)

In discussions with parents and teachers, we believe these data are the result of many factors that impacted the school year including labour action and school disruption, five new curricula in four years, and increased learner complexity. Teachers have very high expectations of themselves and the quality learning environments they provide. Meeting their personal expectations was very difficult. Parents also recognize the challenges facing public education and are concerned about the length of time it takes for complex learners to receive the support required to identify and address their exceptional learning needs. While parents and teachers managed a variety of issues, they kept their concerns away from students who perceived the year very positively.

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 Environments
  - Access to Supports and Services
  - Parent Involvement

Assurance Domain	Measure	Buffalo Rubbing Stone 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	**86.4**	88.9	89.7	**84.2**	83.9	84.0	High	Maintained	Good
	Citizenship	**85.9**	88.6	87.0	**81.2**	79.8	79.8	Very High	Maintained	Excellent
	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	**94.8**	92.5	93.5	**87.8**	87.7	87.8	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**90.5**	90.4	91.4	**85.8**	84.4	84.4	Very High	Maintained	Excellent
	Access to Supports and Services	**73.3**	85.8	83.8	**79.5**	80.1	80.2	Very Low	Declined Significantly	Concern
Governance	Parental Involvement	**79.4**	90.0	86.7	**79.9**	80.0	79.5	High	Maintained	Good