


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

William Reid 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: To adopt a holistic approach to assessment that fosters strong student achievement and promotes lifelong learning, and success.

Outcome One: Student learning improves through fair and equitable assessment practices.

Outcome Two: Teachers align practices with the K – 12 five guiding principles of assessment and reporting in the CBE

Data Story

Celebrations

- **Grade 2 literacy success:** 32% reduction in at-risk students for letter-sound recognition.
- **Strong decoding gains** in both French and English CC3 assessments, especially for non-word reading.
- **Grade 2 numeracy growth:** 14% reduction in at-risk learners through targeted instruction.
- **Well-being improvements:** 93% of students have a trusted adult at school; 98% report trying their best.
- **Attendance gains:** 3.2% decrease in students with weak attendance (>20% absenteeism).
- **Parent engagement rebounded**, with satisfaction up nearly 18%.

Areas for Growth

- Support Grade 3 students with **irregular word reading and sound-to-symbol accuracy** in French.
- Continue to strengthen **conceptual understanding in number** to reinforce procedural fluency.
- Enhance **student sense of belonging and connectedness**, particularly in upper elementary.
- Reinvigorate **student engagement in learning**, ensuring assessment and feedback practices promote agency and self-reflection.

Next Steps

- Implement **6-week assessment cycles** in literacy and numeracy to track incremental progress.
- Use **decodable French texts** and explicit phonics instruction to target irregular word reading.
- Deepen **teacher collaboration** through calibration and analysis of student work in PLCs.
- Integrate **open-ended math tasks** and manipulatives to connect conceptual and procedural understanding.
- Continue **land-based learning and cultural storytelling** to strengthen belonging and inclusion.
- Support **student voice and self-assessment** through “Je peux...” reflection tools.

Next Year's Focus (2025–2026)

William Reid School will build on its strong foundation of formative assessment and bilingual instructional practices by:

- Refining assessment for learning systems that track growth and inform responsive teaching,
- Strengthening writing fluency and reading comprehension in French, and
- Deepening student connection and belonging through relationships, peer mentorship, and culturally inclusive learning.

Our Data Story

Context and Focus

William Reid School continues to advance a holistic approach to assessment that supports both academic growth and student well-being.

In 2024–25, our focus was to:

- Strengthen literacy and numeracy foundations through responsive assessment cycles,
- Deepen teacher alignment with CBE's five guiding principles of assessment, and
- Enhance student confidence and perseverance within a bilingual (French Immersion) context.

Teachers engaged in collaborative professional learning focused on formative assessment, feedback practices, and bilingual task design. Assessment data and classroom observations informed differentiated supports for early literacy and numeracy development.

Overview of the Data

Literacy Data

Letter Name- Sound (LeNS)– Reading Screener

Grade	Number of Participants	Number of At-Risk Students– Fall 2024	%	Number of At-Risk Students - June 2025	%	Change in %
1	58	8	14	12	21	+7%
2	60	19	32	0	0	-32%

- **Grade 2** students demonstrated substantial improvement, with a 32% reduction in students identified as at-risk for letter-sound knowledge.
- **Grade 1** students were assessed in English in fall and in French in June, which explains the temporary increase as students transitioned to reading in French.

Castles and Coltheart 3 (CC3)- English– Reading Screener

Grade	Number of Participants	Types of Words	Number of At-Risk Students – Fall 2024	%	Number of At-Risk Students – June 2025	%	Change in % of At Risk Students
3	71	Regular	13	18	9	13	-5%
		Irregular	19	27	12	17	-10%
		Non- Words	14	20	4	6	-14%

- Celebrating a reduction of at-risk students in the ability to ready all types of words, greatest gains are made with sounding out non-words.

Castles and Coltheart 3 (CC3)- French – Reading Screener

Grade	Number of Participants	Types of Words	Number of At-Risk Students – Fall 2024	%	Number of At-Risk Students – June 2025	%	Change in %
2	60	Regular	14	23	1	2	-21%
		Irregular	19	32	0	0	-32%
		Non- Words	16	27	2	3	-24%
3	71	Regular	10	14	9	13	-1%
		Irregular	5	7	10	14	+7%
		Non- Words	3	4	7	10	+6%

- Grade 2: Significant gains — Regular (–21%), Irregular (–32%), Non-words (–24%)
- Grade 3: Small regression — Regular (–1%), Irregular (+7%), Non-words (+6%)

Students in Grade 2 demonstrated excellent progress with decoding and word recognition in French. Grade 3 students' small regressions in irregular and non-words suggest a need to focus on vocabulary transfer and orthographic pattern recognition between English and French.

Numeracy Data and Insights

Numeracy – Screener for Basic Numeracy Skills (Procedural and Conceptual)

Grade	Number of Participants	Number of At-Risk Students – Fall 2024	%	Number of At-Risk Students – June 2025	%	Change in %
1	59	5	9	8	14	+5 %
2	60	13	22	5	8	-14%
3	71	1	1	5	7	+6%

- **Grade 2** students showed the strongest growth, with a 14% reduction in at-risk learners.
- **Grade 1 and 3** students saw small increases, likely related to new problem-solving structures in the updated mathematics curriculum that demand both conceptual and procedural fluency.
- Instructional focus next year will emphasize connecting number sense to flexible strategies using manipulatives and visual models.

Well-Being Data

Measure	Fall 2023	June 2025	Change
Has a trusted adult at school	88.6% →	93.0%	+4.4%
Can make friends	89.4% →	96.0%	+6.6%
Tries their best even when it's hard	94.0% →	98.0%	+4.0%
Feels they can do well at school	92.7% →	96.9%	+4.2%
Feels included	83.2% →	82.7%	- 0.5%
School connectedness	85.6% →	88.1%	+2.5%

Interpretation:

- Students continue to demonstrate strong perseverance, optimism, and connection to trusted adults. A minor decline in school connectedness highlights the importance of maintaining a focus on **peer relationships and belonging** as students transition between grades.

Truth & Reconciliation, Diversity, and Inclusion

- Students reported feeling **regulated and included**, has remained constant for the past two years (-0.3%).
- Grade 4 students noted improvement in feeling the school is welcoming, caring, and safe over the past two years (+6.2%).
- A slight increase in overall connectedness and belonging (+2.6%) suggests that as academic focus deepens, intentional efforts to continue to nurture cultural connection must remain a priority.

Attendance

More than 10% Absenteeism			
June 2025	Fall 2024	June 2024	Fall 2023
27.2%	16.8%	23.7%	17.4%

More than 20% Absenteeism			
June 2025	Fall 2024	June 2024	Fall 2023
3.2%	3.6%	2.6%	4.2%

- students had more 10% absenteeism than in June 2024— an increase of 3.5%
- Students with more than 20% absenteeism decreased to 3.2% from June of 2024
- Positive and ongoing collaboration with families has helped improve attendance and student readiness for learning.

Alberta Education Assurance Measures

- Active Citizenship: Parent agreement remains strong (82.3%), with continued belief that children are respectful, involved, and try their best.
- Parental Involvement in Decision Making: Improved satisfaction (+17.8% from 2024).
- Engagement in Learning: Slight decline (-0.9%), consistent with provincial trends and suggesting an opportunity to strengthen student agency through assessment for learning, as well as designing authentic learning opportunities.

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	William Reid 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	80.7	81.6	85.7	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	82.3	90.8	88.9	79.8	79.4	80.4	Very High	Declined	Good
	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
	PAT6: Acceptable	n/a	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	19.8	18.9	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	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.0	90.0	91.8	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.0	89.5	90.5	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	69.5	72.0	75.3	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	71.3	65.5	75.2	80.0	79.5	79.1	Low	Maintained	Issue