


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

Ernest Morrow 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: Student achievement in literacy and numeracy will improve.

Outcome One: Students will improve in reading fluency through the development of phonological awareness and decoding skills.

Outcome Two: Student procedural fluency will improve through a focus on number stem (specifically integer and fraction operations).

Celebrations

- *In English Language Arts, there was an increase of students achieving an indicator of '4' on the "Reads to explore, construct and extend understanding" stem on student report cards.*
- *59% of Grade 9 students showed growth on their MAZE Reading Comprehension assessment*
- *In Math Mathematics, there was a decrease in students achieving an indicator of '1' on the "Develops number sense and applies strategies for computation and estimation" stem on student report cards.*
- *There was an average of a 22.67percentage point increase of student score on the grade 8 MIPI Math assessment*

Areas for Growth

- *Continuation of building of students' phonological awareness and phonics skills to create more skilled readers*
- *Improving student procedural fluency in mathematics*
- *Continuation of calibrating assessments to support the development of a more valid and reliable data set*
- *Increasing the number of students at the acceptable achievement level in English Language Arts PAT results (43% currently achieving acceptable standard or above)*
- *Increasing the number of students at the acceptable achievement level in Math PAT results (25% currently achieving acceptable standard or above)*

Next Steps

- *Implementing school-based data sets in literacy and numeracy to track incremental growth and target next best steps*
- *Focus on increasing understanding of routines and structures for learning to increase student success in literacy and mathematics*
- *Deepening teacher knowledge in providing explicit foundational instruction in literacy and numeracy*

- *Implementation of more precise and targeted formative assessment practices to better identify specific areas of student need*

Our Data Story:

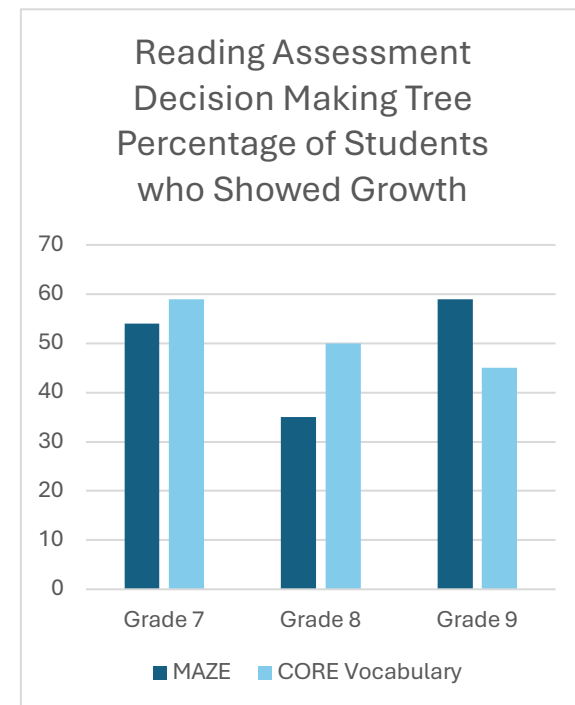
The first goal of Ernest Morrow School's 2024–2025 School Development Plan focused on improving two foundational competencies essential to student success: reading and procedural fluency in numeracy. Mastery of these skills requires consistent, deliberate, and scaffolded opportunities for students to practice and consolidate learning through targeted instruction that addresses their next best steps for growth.

To support this goal, teachers engaged in a series of professional learning opportunities at both the school and system levels designed to enhance their instructional capacity in literacy and numeracy. This professional learning emphasized the implementation of high-impact teaching strategies and was guided by the Calgary Board of Education's Literacy and Mathematics Frameworks. Teachers also utilized the CBE Reading Assessment Decision-Making Tree and the Mathematics Intervention/Programming Instrument (MIPI) to identify appropriate entry points for instruction and inform programming decisions tailored to individual learner needs.

By the conclusion of the school year, measurable growth was evident in both reading and procedural fluency, as reflected in multiple sources of internal data:

- **59% of Grade 7** and **50% of Grade 8** students demonstrated growth on the CORE Vocabulary Assessment.
- **59% of Grade 9** students demonstrated growth on the MAZE Reading Comprehension Assessment.
- **Average MIPI scores increased** in Grades 7 (+8.8%), 8 (+22.67%), and 9 (+21.17%).

Reading intervention teachers reported that participation in the *Improving Reading for Older Students* professional learning series had a significant impact on their instructional practice and student outcomes, particularly in the areas of phonological awareness and decoding. The strategies introduced through this professional learning were observed in classrooms across the school, contributing to improved instructional coherence and student engagement.

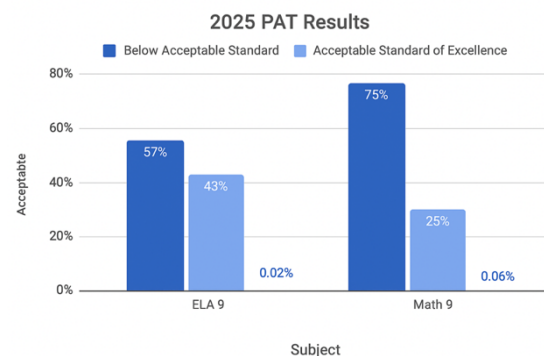
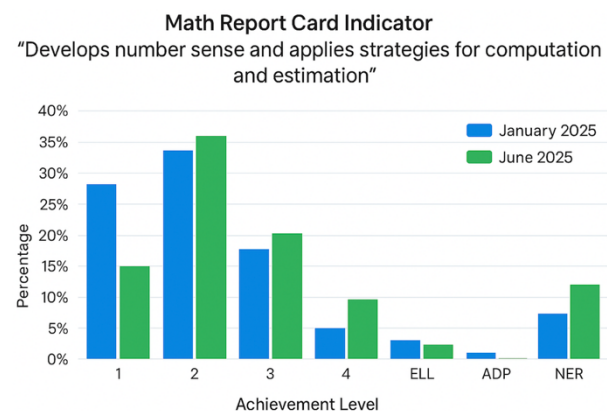
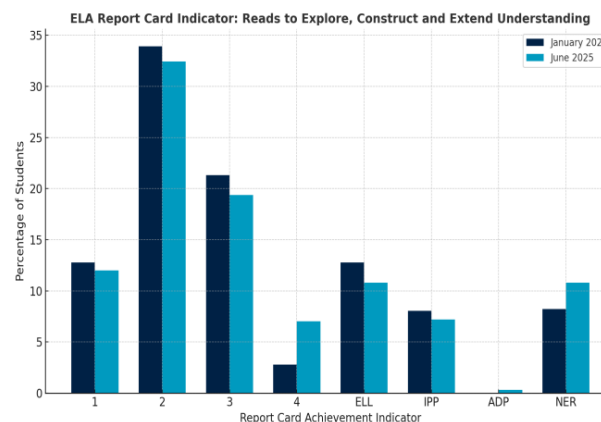


Insights and Next Steps

Analysis of report card data and internal assessment results indicates that, while growth in literacy was observed, the overall percentage of students achieving below grade level remained relatively consistent (12.76% in January to 12.01% in June). In contrast, notable improvement was observed in numeracy, with the percentage of students achieving below grade level decreasing from **29.51% in January to 12.01% in June**.

Despite evidence of growth in school-based measures, a discrepancy was noted when comparing internal and report card data with Grade 9 Provincial Achievement Test (PAT) results. While students demonstrated measurable progress within the school context, PAT results indicated that 25% of students in Mathematics and 43% of students in English Language Arts achieved at the acceptable standard or above.

As the school moves forward, the focus will remain on deepening teacher capacity to deliver effective literacy and numeracy instruction. Priority will be given to the implementation of more precise and targeted assessment practices to better identify specific areas of student need. Additionally, continued work on calibrating assessments will support the development of a more valid and reliable data set. This refined data will strengthen instructional decision-making and enhance the school's ability to design and deliver targeted interventions that advance student achievement.



Goal Two: Student self-regulation strategies will improve

Outcome One: Students experience an increase in access to resources and support related to the dimensions of wellness (holistic approach)

Outcome Two: Students report an increase in the ability to self-regulate improving planning, problem solving, and readiness to engage in learning tasks

Celebrations

- *Successful implementation of 'Wellbeing Week' throughout the school year*
- *9.2 percentage point growth by students when responding to "I have strategies I use when I feel stressed about school"*
- *Increased teacher capacity and understanding of Social Emotional Learning*
- *Student confidence in themselves as learners increased by 5.89 percentage points*

Areas for Growth

- *Alberta Education Assurance Measure Survey - Welcoming, Caring, Respectful Learning Environments - Declined to an overall Concern. Indicates a need for further work within our learning community to create a safe environment.*
- *Explicit teaching of regulation skills to students and providing spaced practice opportunities for students.*
- *Decline of 5.18 percentage points in CBE Student Survey - "Students care about each other". Indicates a need to create an environment where students are regulated and working to build relationships.*

Next Steps

- *Explicit Teaching of Self-Regulation Strategies to build on current successes.*
- *Ongoing Professional Learning for teachers to increase capacity to support students.*
- *Monitoring and Reflecting on Growth within the school year to allow for data informed adjustments.*
- *Strengthening Universal Supports within school community. Ensuring that all students have access to consistent, school-wide supports that build foundational self-regulation skills.*
- *Engaging Students in Ownership. Students will be encouraged to actively reflect on and track their own use of self-regulation strategies.*

Our Data Story:

The second goal of Ernest Morrow School's 2024–2025 School Development Plan focused on improving student self-regulation through accessing resources and support with the intention of increasing the ability to self-regulate, improve planning, problem solving, and readiness to engage in learning tasks.

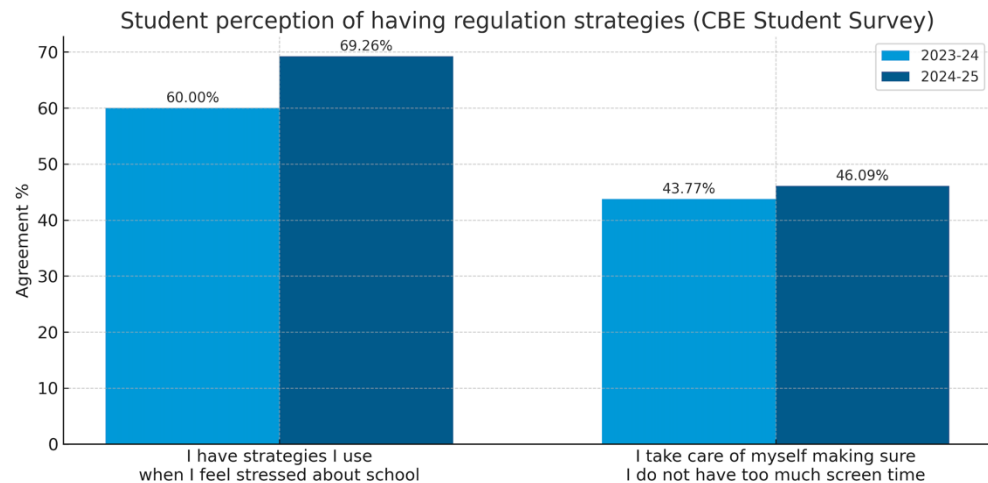
To support this goal, teachers participated in professional learning accessing the CBE Wellbeing Framework and companion guide to increase their capacity to support student regulation. Teachers collaborated in professional learning and professional learning communities (PLC) to design intentional learning opportunities for students that was accessed throughout the school year as well as during 'Wellbeing Week' which supported students in returning to school at the start of the school year and after longer breaks from learning. These learning opportunities accessed restorative circles to improve student regulation as they worked through problem solving activities as a learning community.

By the end of the school year, there was measurable growth on the CBE Student Survey in our target areas on self-regulation:

- A positive 9.26 percentage point increase in response to the question, "I have strategies I use when I feel stressed about school"
- A positive 2.32 percentage point increase in response to the question, "I take care of myself making sure I do not have too much screen time"

When digging deeper into our data, students identified other areas that were positively impacted by our targeted work:

- Student confidence in themselves as learners increased by 5.89 percentage points.
- Students identifying that their teachers cared about them increased by 3.0 percentage points



Through work in professional learning and PLC, teacher confidence in effectively supporting student regulation improved throughout our school year. Teachers effectively utilized inclusive, universal strategies to intentionally integrate social emotional learning.

Insights and Next Steps

The 2024–2025 school year demonstrated that intentional work in supporting student self-regulation can lead to measurable growth in both teaching practice and student skills. While improvements were observed in students' use of stress management strategies, healthy habits, and confidence as learners, there remain opportunities to deepen and extend this work.

Insights:

1. **Teacher Capacity::** The growth seen in students' self-regulation aligns closely with teachers' increased confidence and competence in using strategies from the CBE Wellbeing Framework. When teachers are well-prepared and intentional in integrating social-emotional learning strategies, students are more likely to demonstrate positive outcomes.
2. **Early and Consistent Support:** Students benefit from consistent opportunities to practice self-regulation strategies, particularly after transitions or breaks in learning. Programs such as Wellbeing Week highlight the importance of structured, school-wide initiatives that reinforce these skills.
3. **Integration Across Contexts:** Students respond positively when self-regulation strategies are embedded not only in wellbeing activities but also in academic learning, classroom routines, and collaborative problem-solving tasks.

Next Steps:

1. **Explicit Teaching of Self-Regulation Strategies:** Building on current successes, teachers will continue to provide explicit instruction in self-regulation strategies. This will include modeling strategies, providing guided practice, and gradually increasing student independence.
2. **Ongoing Professional Learning:** Teachers will engage in continued professional learning focused on evidence-based approaches to social-emotional learning and self-regulation. PLCs will be leveraged to share best practices, reflect on student progress, and adapt strategies to meet diverse student needs.

3. **Monitoring and Reflecting on Growth:** Systematic tracking of student progress through surveys, observations, and teacher reflections will allow for data-informed adjustments to programming. Insights from this data will help identify areas where additional support or interventions are required.
4. **Strengthening Universal Supports:** Universal strategies that promote emotional regulation, resilience, and problem-solving will continue to be embedded across classrooms. This ensures all students have access to consistent, school-wide supports that build foundational self-regulation skills.
5. **Engaging Students in Ownership:** Students will be encouraged to actively reflect on and track their own use of self-regulation strategies. By fostering metacognition and self-awareness, students will develop a stronger sense of agency over their learning and wellbeing.

By continuing to prioritize teacher capacity, intentional planning, and student engagement in self-regulation, Ernest Morrow School will further support students in developing the skills needed to navigate lagging skills, maintain focus, and approach learning with confidence and resilience.

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	Ernest Morrow 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	73.2	74.6	76.9	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	58.5	59.5	61.0	79.8	79.4	80.4	Very Low	Maintained	Concern
	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	20.2	21.7	23.4	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	2.5	1.9	2.3	15.6	15.4	15.5	Very Low	Maintained	Concern
	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	75.3	73.8	74.3	87.7	87.6	88.2	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	61.5	64.3	66.6	84.4	84.0	84.9	Very Low	Declined	Concern
	Access to Supports and Services	70.6	71.8	72.1	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	58.7	68.6	69.2	80.0	79.5	79.1	Very Low	Declined	Concern