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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: *Through assessment and task design academic achievement in literacy will improve.*
Outcome One: *Student Literacy skills related to writing will improve*

Celebrations

- In writing, we saw an improvement from 140 students achieving at a level 1 or 2 on the January report card to 123 students on the June report card.
- In reading, we saw an improvement from 112 students achieving at a level 1 or 2 on the January report card to 97 students on the June report card.
- 93.7% of our Grade Six students scored in the Acceptable (90.6) or Excellence (3.1%) on the Provincial Achievement Tests in writing.
- Student levels of writing confidence have increased by 3.09 percentage points based on the CBE Student Survey results.

Areas for Growth

- Further building student confidence in their perception of personal writing competency.
- Focus on the process of writing rather than the finished products.
- Creating more explicit links to reading through the writing process.
- Finding ways to link mathematical concepts through writing to continue to grow students' overall understanding

Next Steps

- Providing writing opportunities that illustrate real world use of writing as a skill.
- Professional Learning Community work that builds on the skills needed, and incorporates them into common hour lessons.
- Further developing staff calibration of assessment in all areas, but particularly in writing, using the HLAT assessment as a tool.
- Utilizing strong professional resources to guide and facilitate the teaching of writing across the grades.

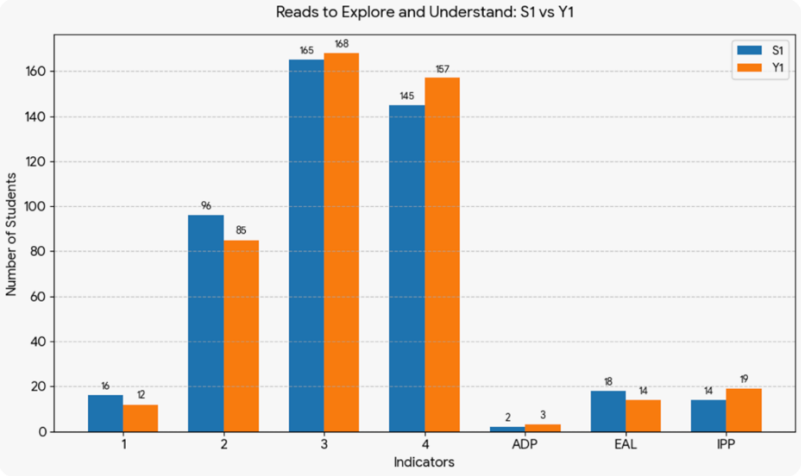
Our Data Story:

Our Data Story demonstrates growth in literacy, specifically in writing, as it was our focus for the 2025-26 school year. We see particularly strong gains in the indicators '3' and '4' for the writing stem "Writes to Explore and Understand." The indicator '3' was relatively stable (2-3 student variance) in reading and writing, where the writing stem had more students overall at this level in both terms.

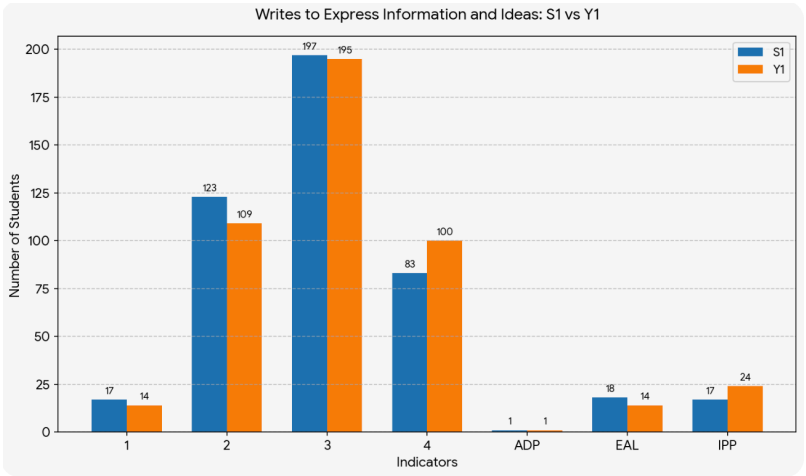
The following data is what informs this Data Story.

We primarily used Report Card Data, the LeNS, and CC3 assessments to measure growth in the areas of literacy overall. We noted the following:

Reading Report Card Data



Writing Report Card Data



Chaparral's 2025-26 School Development Plan focused on increasing students' literacy skills, specifically in writing. Our focus included developing writing skills and creating opportunities to correlating writing to reading comprehension. We utilized school-wide writing prompts to track writing growth.

The emphasis in writing focused on the content and organization of writing rather than conventions and spelling. We created opportunities for students to write using real-world context. Our focus also connected reading comprehension and writing. The above data demonstrates how our writing focus has supported reading growth also.

LeNS – Changes in at-risk population 2026

Grade	At Risk Students - September	At Risk Students - June
Grade 1	16 students	3 students
Grade 2	0 students	0 students

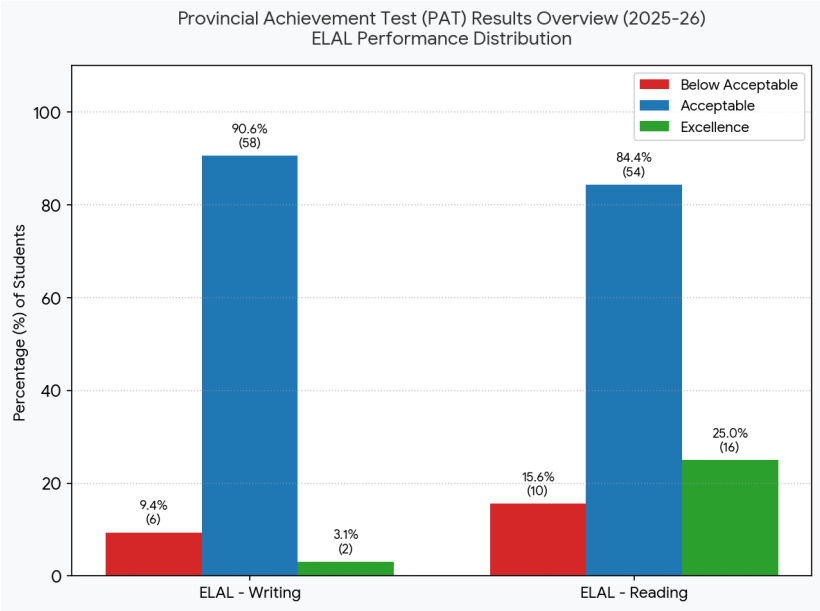
CC3 – Changes in at risk-population 2026

	Overall (pre)	**Overall** (post)
Grade 1 (Jan & June)	17 students	8 students
Grade 2 (Sep & June)	5 students	4 students
Grade 3 (Sep & June)	9 students	7 students

The Early Years Assessments showed growth, especially in Grade One. The establishment of foundational skills is perceived to be the rationale to the gains made at this level.

Similarly, it is evidenced in our Grade Six PATs, that a focus on literacy (writing) has been beneficial at all grades throughout the school. On the PATs, Chaparral students scoring Acceptable was higher than Area 5 and CBE, where Excellence and Below Acceptable in Reading and Writing was lower than Area 5 and CBE.

PAT Data for Chaparral School



As a staff, we focused on calibrating our assessment and ensuring our assessment data was graded using the same criteria within each class and was consistent throughout each grade. Professional Learning focused on this calibration as well as research-based instructional practice to develop writing skills.

We saw similar growth on report cards in reading, writing and math, although across the indicators, we continue to see slightly better growth in writing overall. Teacher perception (when asked) suggests that our focus on specifics elements in writing, while allowing for integration into reading and mathematical thinking, has brought us closer across the literacy and numeracy curriculums. Teachers wonder if labour action may have had an impact on overall achievement for the 2025-26 school year, as it took longer to solidify the foundational skills.

Our focus on developing student skills, also contributed to an increase in student confidence in writing. This can be seen in the student perception data illustrated in our Wellness Goal below.

Insights and Next Steps

In the coming year, Chaparral School will be focusing more on the process of writing over the product. We will ensure that our learning tasks for this stem are designed to activate the Holistic Lifelong Learning Framework (Spirit, Heart, Body and Mind). Additionally, we will continue with our focus on calibration and ensuring that students are assessed using criteria that they co-create and subsequently understand.

We believe that students do best when they feel connected to the work that they are participating in. We will look for real-world opportunities to engage our learners, building their confidence through interest-based tasks. Formative feedback will be part of all writing tasks. Monthly writing samples will demonstrate student growth as the year progresses.

We will continue to develop our understanding of the writing process through participating in the K-9 Writing Network. A school-wide resource "*The Writing Revolution 2.0*" by Hochman and Wexler, will form the basis of our learning. We will utilize school-wide vocabulary developed from this resource to plan our instruction and strengthen student perceptions of themselves as writers.

Goal Two: *Student well-being will improve*
Outcome One: *Students' strategies around regulation and persevering during school activities will improve.*

Celebrations

- Student levels of writing confidence have increased by 3.09 percentage points based on the CBE Student Survey results.
- The ourSchool Survey showed an increase in student perception of their ability to self-regulate in Grades Four and Six.
- The CBE Student Survey showed a slight increase in students' perception of their ability to regulate using a comparison of data from 2024-25 to 2025-26.
- Our students have strong feelings of resiliency and belonging compared to the Area and CBE.

Areas for Growth

- Regulation and Self-regulation remain areas of necessary focus. Teacher perception data (when asked) demonstrates that a continues focus in this area is beneficial
- Chaparral School is 2 – 3 percentage points below the Area and CBE around regulation
- Supporting our diverse population to feel more included in our school.

Next Steps

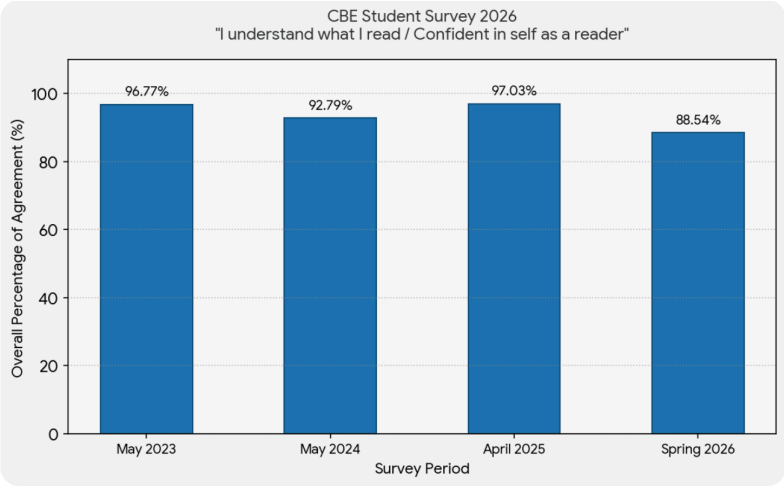
- Continue to develop our collective capacity for supporting student regulation and self-regulation.
- Developing our staff understanding of Tier One, Tier Two, and Tier Three supports and role that each has in the continuum of supports.
- Utilizing universal vocabulary with students when problem solving, to create understanding school wide.
- Understanding student perspectives connected to the learning environment.

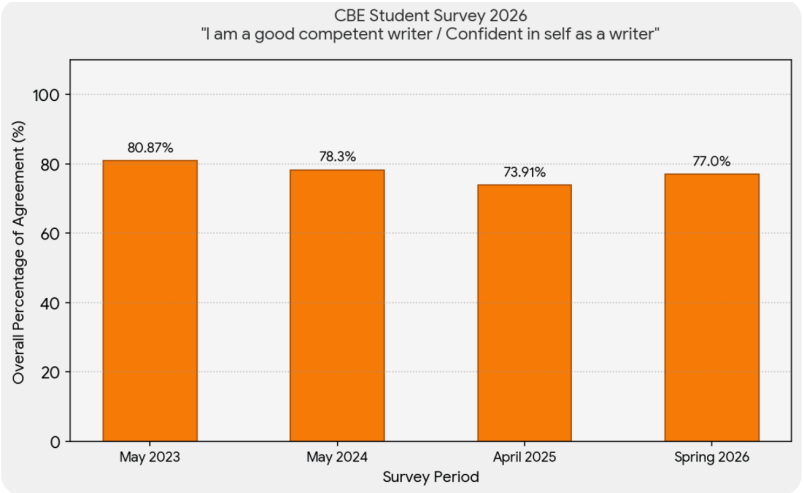
Our Data Story:

Our Data Story demonstrates some growth in well-being, specifically in regulation and self-regulation, as it was our focus for the 2025-26 school year.

The following data is what informs this Data Story.

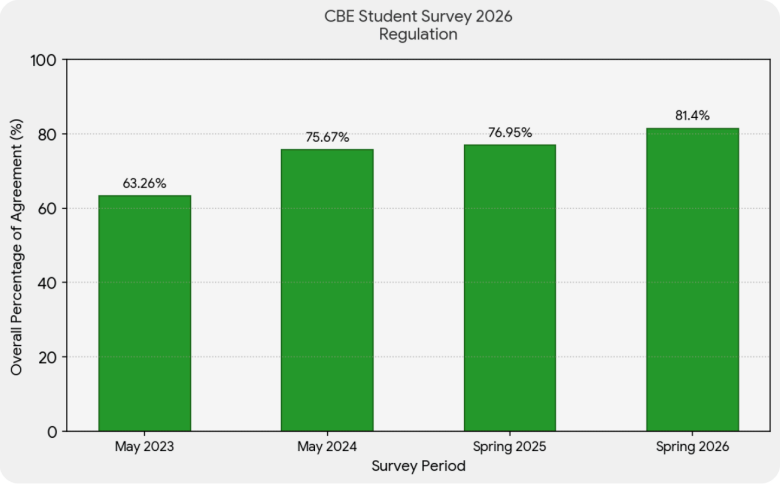
We primarily used the CBE Student Survey, the ourSchool Survey (Well-being) and the Alberta Education Assurance Measures Results.

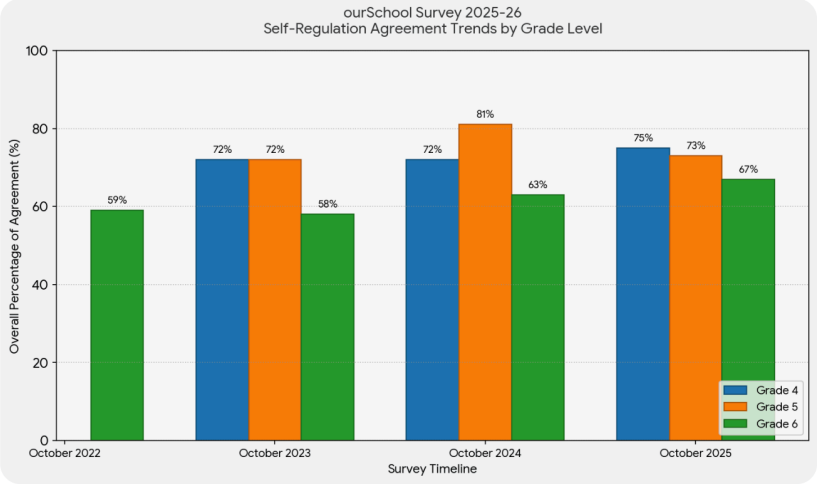




The standardized assessments showed the most progress in Grade One, as seen in our writing goal data above. We saw a slight decrease in all areas of student perception data from the CBE Student Survey (Grades 4-6) regarding how students feel about their learning in the areas of reading and mathematics. Despite the perception data for writing being less than that of reading, writing showed a slight increase, where reading declined. This is a full shift from last year's results, where it was a completely opposite result. Our focus on writing also supported student perceptions of themselves as writers is demonstrated in this data set. Continued work in this area should help students to grow their confidence further as writers.

Chaparral's 2025-26 School Development Plan focused on improving student well-being. Our focus included developing strategies for regulation and perseverance during school activities. We focused on understanding students understanding of themselves as learners. As a staff, we developed a continuum of supports to help students recognize the impact of their actions on their learning and the learning of others.





The CBE Student Survey demonstrated to us that Regulation remains as the area of most concern for our students. Although there has been improvement in this area, the improvement was nominal (0.75 percentage points), it is still the area determined to have the most need. More specifically, students indicated that 62.65% can be respectful when they don't agree with the rules. This is essentially the same percentage as last year (62.64%). Still 56.04% feel that they are not being careful of the amount of screen time they participate in. This is an increase over last year (46.67%). The ourSchool survey demonstrated an increase in the number of students feeling that they can self-regulate for Grade 4(72%-75%) and Grade 6(63%-67%) from 2024-25 to 2025-26. In Grade 5 however, this fell from 81%-73%. Interestingly, our students feel a sense of connectedness and belonging overall (77.62%) and also felt that they had good resiliency skills (78.55%) despite the lower regulation scores. The area of Diversity and Inclusion is also an area of need, 67.84% of student agreement, just behind Regulation (67.64%). We will be attending to our diverse population by looking closer at the Holistic Lifelong Learning Framework to shape our learning this year.

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 Environment
  - Access to Supports and Services
  - Parent Involvement

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Spring 2026

School: 1331 Chaparral School

Assurance Domain	Measure	Chaparral 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	**77.4**	88.6	83.8	**84.2**	83.9	84.0	Very Low	Declined	Concern
	Citizenship	**77.6**	85.2	80.5	**81.2**	79.8	79.8	High	Maintained	Good
	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	**87.5**	93.5	89.7	**87.8**	87.7	87.8	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**84.5**	90.0	87.0	**85.8**	84.4	84.4	Intermediate	Maintained	Acceptable
	Access to Supports and Services	**72.2**	79.9	72.1	**79.5**	80.1	80.2	Very Low	Maintained	Concern
Governance	Parental Involvement	**76.4**	85.8	78.9	**79.9**	80.0	79.5	Intermediate	Maintained	Acceptable

On the Alberta Education Assurance Measures, we have maintained our progress in most of the measured areas. The area of Citizenship has maintained its standing, yet it is now considered High vs. the Very High achievement of last year. This is due to a decline of 7.6 percentage points. Both parent and student results dropped slightly for Citizenship. Similarly, the area of Education Quality also declined by 6 percentage points, yet maintains a High Achievement level. Both parent and student results declined, where teachers' perceptions were less than 1 percentage point difference, also as a decline, however.
This survey is comprised of student, staff and parent opinions from our Grade 4 cohort of students. The area of the Student Learning Environment demonstrated a larger decline of 11.2 percentage points. All three cohorts demonstrated a decline in this area with the largest decline being 22 percentage points in the student perspective. Parent perspective decline was 9.1 percentage points and Teacher perspective was down 1.4 percentage points. In the area of Access to Supports and Services, teacher perception data increased 5.6 percentage points. Parents and students however declined, parents by 1.5 percentage points and students by 14.3 percentage points.
Only 15 parents from a population of 89 students in Grade 4 participated in the survey.

The results of this survey may have been impacted by the residual effects of the labour action that took place in the Fall of 2025.

Insights and Next Steps

As a staff, we have recognized the impact of last Fall's labour dispute and the effects that it may have had on our school community (students, parents, and teachers). We are actively engaging in a more positive mindset and moving forward, rather than focusing on the uncertainties that may still exist.

In the coming year, Chaparral School will be focusing more on the holistic nature of our work. We will ensure that our learning tasks for this stem are designed to activate the Holistic Lifelong Learning Framework (Spirit, Heart, Body and Mind). Additionally, we will find natural ties to the learning as we go deeper into our TRC work.

As a school, we are building our collective understanding through tying the Student Well-Being Framework and the Holistic Lifelong Learning Framework together. We will use our school anchor book, "*Be a Good Ancestor*" by Leona and Gabrielle Prince, to illustrate the qualities for regulation in connection to the land. A school-wide, full year art project will grow as we learn more strategies to support our regulation goal. This will hopefully address the area of Diversity and Inclusion as a result.