

**Catherine Nichols Gunn School**

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School Improvement Results Reporting | For the 2024-25 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 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 learning improves through fair and equitable assessment practice.*

Outcome One:

Students experience inclusive teaching and learning that reflects and celebrates diversity as learning.

Outcome Two:

Students are active participants in designing learning and assessment.

Celebrations

- *Teachers broadened their assessment practices by developing a balanced body of evidence that included conversations, observations, and products, resulting in more accurate assessment of student reading comprehension and oral language expression.*
- *Teachers successfully co-developed assessments with students and incorporated a wider range of culturally diverse texts, increasing student engagement and reading interest (CBE Student Survey agreement rose from 26.5% to 44.6%)*
- *Students reported substantially improved opportunities to read, write, and talk with peers—rising from 36.1% in 2024 to 69.9% in 2025—indicating increased collaboration and participation in literacy learning.*
- *Student sense of belonging increased substantially from fall 2024 (50%) to fall 2025 (75%)*
- *Student enjoyment of language arts increased from 68% to 75%, suggesting a strong connection between engaging texts, discussion-based instruction, and enjoyment of learning.*
- *Student belonging improved across both major perception surveys:*
 - *OURSchool Survey (Fall): 50% → 72%*
 - *Assurance Survey (Spring): 76% → 79%*
 - *This demonstrates stronger early-year relationship building and consistent belonging by year's end.*

Areas for Growth

- *The percentage of indicators coded as meeting expectations (Indicators 2–4) decreased in both Reads (83.2% to 67.4%) and Oral Language (94.5% to 75.8%), indicating a change in how teachers assign 1–4 indicators versus ELL/ADP/IPP/NER codes.*
- *Despite improved engagement, students' enjoyment of mathematics decreased (75% to 66%), suggesting a need for strengthened mathematical identity, confidence, and success experiences.*
- *Student agreement with "I can see my culture reflected in my school" decreased from 61% to 58%, indicating that cultural visibility and representation within school spaces and practices require deeper attention beyond text selection.*

Next Steps

- *Continue building teacher capacity in using a balanced body of evidence extending into observation as an assessment tool and ensuring these practices translate into clear, aligned achievement indicators.*
- *Expand professional learning to include mathematical discourse, student talk in math, and culturally relevant math tasks to improve student enjoyment and confidence in mathematics.*
- *Administer the OURSchool Survey in the spring to provide comparable data alongside the Assurance Survey and monitor belonging growth across the full year.*
- *Strengthen early-year belonging practices, including relationship-building routines, culturally responsive classroom set-up, and intentional community-building structures.*
- *Extend culturally responsive practices beyond text selection to include school-wide displays, classroom environments, learning tasks, and opportunities for students to share their cultures and identities through learning.*
- *Continue refining Collaborative Response processes to ensure timely identification of student needs and consistent monitoring of the impact of supports.*

Our Data Story:

In the 2024-2025 school year, Catherine Nichols Gunn implemented the first year of our three-year school development plan focusing on improving student learning through fair and equitable assessment practice, with a specific focus on literacy, numeracy, and student involvement in their own assessments. The outcomes of this plan focused on students experiencing inclusive teaching and learning that reflects and celebrates their diversity as learners and on students being active participants in designing learning and assessment. To understand our progress, we drew on multiple measures including student outcome indicators in reading and oral language and perception data from the Alberta Education Assurance Survey, the CBE Student Survey and the OURSchool student survey. An additional measure, which looks at a school-based process for targeting student support was also used to measure impact on student learning. Together, these data sets would provide a picture of our success in meeting the outcomes of the plan.

To meet the outcomes of the school development plan in year one, teachers focused their professional development on decolonizing assessment practices and developing a balanced body of evidence which includes conversations, observations, and products. In this year, teachers developed assessments with students that focused on discussion of texts. The definition of texts was broadened to include visuals and literature. To improve student engagement with texts, teachers included a broad spectrum of genres and texts which represented many cultures and perspectives. Teachers focused Professional Learning Community action cycles on assessing student learning through discussions and implemented conversation protocols and frameworks in their lessons.

Across the school year, Professional Learning Communities strengthened their learning through intentional oral language tasks, rich discussions, and student-teacher co-designed assessment tools. Strategies used by teachers in their grade teams included Picture Word Induction Model (I see/I Think/I Wonder), Strive for Five talking moves, and Essential Word Routines. Teachers devoted instructional time to explicitly teaching the difference between observation, inference, and questions, and used student understanding to co-create “look-for” assessment tools with their students. The strategies and explicit instruction enhance student learning in well-being through understanding conflict and repair circles. Finally, the *We Walk Together- Indigenous Student Success* data indicated student many Indigenous students increased their sense of belonging and engagement with learning over the school year.

When measuring Learning Excellence, indicators 2, 3, and 4 were identified as the measures of success, with a desired outcome of increasing the percentage of students meeting these indicators. However, the overall proportion of indicators coded at or above expectations in the stem *Reads to Explore and Understand* decreased from 83.2% in June 2024 to 67.4% in June 2025 (–15.7 percentage points). Over the same period, the proportion of indicators coded at level 1 declined from 16.8% to 8.1% (–8.7 percentage points). A similar pattern is visible in the *Makes Meaning and Connections through Oral Language* stem. Achievement in indicators 2-4 decreased from 94.5% in June 2024 to 75.8% in June 2025, a change of 18.7 percentage points. However, over the same period, the percentage of students with an indicator of 1 decreased slightly from 5.1% to 3.7% (1.4 percentage points). Significant success in Learning Excellence was noted in the CBE Student Survey student opportunity to read, write and talk with their classmates improved from 36.1% in 2024 to 69.9% in 2025 and they also showed an improvement in their agreement that they read interesting books, changing from 26.5% agreement to 44.6% agreement.

The patterns of shifting assessments suggest a shift toward more students being assessed using ELL, ADP, IPP, NER. This also likely signals that teachers are using a more balanced body of evidence for each of these stems and this has shifted teacher assessment to a more accurate understanding of student reading comprehension and oral language expression based on discussions of the texts students were engaging with. It is important to note there was a change in student demographics over the same period which may also have contributed to the shift. In the 2024-2025 school year an increase of 85 of our students were English Language Learners and of these students 75% of the students are achieving indicators of LP1 and LP2. These indicators require that when a student is not meeting grade level expectations and they are beginning English language learning, their indicator given is ELL.

In the area of Well-Being, measures show a mixture of success and areas of growth while also being inconsistent across perception surveys. The percentage of students agreeing with “I enjoy learning math” decreased from 75% to 66%. while agreement with “I enjoy language arts” increased from 68% to 75%. These data suggest that students found stronger connection and engagement with literacy learning this year, while their sense of enjoyment in mathematics may require further attention, including opportunities to build confidence, success, and identity as mathematicians. A likely influence on this difference could also be attributed to the targeted focus on discussion of texts where teachers made exceptional efforts to use texts students could relate to.

Of particular note, the inconsistency between two surveys shows that students improved their sense of belonging in both the OURSchool Survey (50% to 72%) and the Alberta Education Assurance Survey (76% to 79%). Given the timing of these surveys, OURSchool Survey being in the fall and the Alberta Education Assurance Survey being in the Spring, this data suggests that the spring survey may be more reflective of students having had more time to build relationships, routines and familiarity. It would be helpful to consider completing the OURSchool Survey in the spring as well as future years of the school development plan. The significant increase in the OURSchool Survey results in the fall likely indicates early successes in the 2025-2026 school year which may be attributed to enhanced welcoming practices, stronger early-year relationship building, and more intentional belonging and community structures and routines.

In the area of Truth and Reconciliation, Diversity, and Inclusion (TRDI), the indicator *“I can see my culture reflected in my school”* decreased from 61% to 58%. Although more students still responded positively than not, this decline indicates that students may not be seeing their identities, backgrounds, and ways of knowing as visibly or meaningfully embedded in the learning environment as before. Given the intentionality of teacher selection of texts in 2024-2025, it is likely that this is reflective of other school practices beyond text selections and therefore continued work is necessary to ensure classrooms and school spaces reflect the cultural diversity and lived experiences of students and families in our community.

Finally, Collaborative Response structures supported 165 students this year, with 73.3% experiencing a positive impact. This suggests that responsive, team-based structures contributed to improved learning and well-being outcomes for a substantial portion of identified students. Continued refinement of these structures will further strengthen the school's capacity to personalize supports and ensure equitable access to learning.

Together, these data present important successes such as reductions in the number of students with an indicator of 1 (not meeting grade level expectations), while also demonstrating a shift in teachers developing a more balanced body of evidence. The improvements made in belonging and student well-being confirm that students are experiencing inclusive teaching and learning, while some perception data shows that more effort will need to be made to improve student experience in math and there is an opportunity to extend student belonging through offering culturally relevant learning beyond texts.

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	Catherine Nichols Gunn 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	81.4	85.6	86.8	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	63.9	76.7	78.0	79.8	79.4	80.4	Very Low	Declined	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	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	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	84.4	95.4	93.6	87.7	87.6	88.2	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	75.7	82.8	83.4	84.4	84.0	84.9	Very Low	Declined	Concern
	Access to Supports and Services	77.1	75.9	77.7	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	62.4	65.1	69.6	80.0	79.5	79.1	Very Low	Maintained	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

