


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 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 Numeracy will improve.

Outcome One: *Student achievement in Numeracy will improve through a focus on Number Concepts and Patterns.*

Celebrations

- Interventions in math are helping to support learners that are identified as requiring additional support (RAS), as indicated by the decrease of 22.9% of students on the October 2025 pre-test to 17.7% of students by the June 2025 post-test.
- CBE Student Survey results in the Spring 2025 survey indicate that 86.4% of students are confident that they can learn mathematics.
- On June 2025 CBE gr 1-5 report card indicators, 91.9% of students were meeting grade level expectations in mathematics, an increase from the prior year.

Areas for Growth

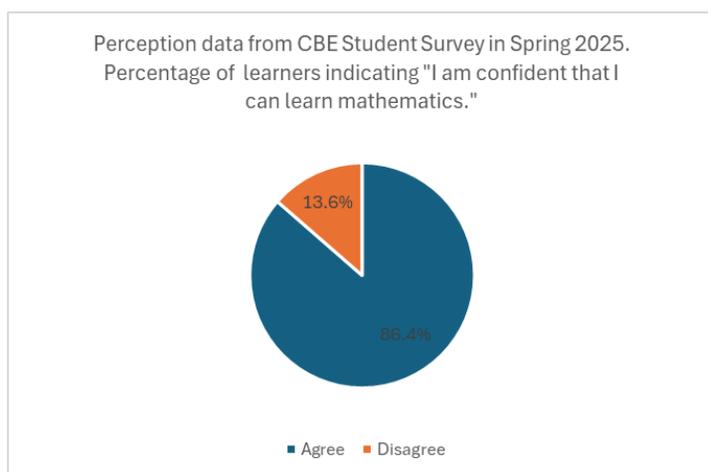
- Building students' specific skills in procedural fluency in mathematics as indicated by data from the provincial numeracy assessments in addition and subtraction
- Developing greater learning engagement in mathematics, as 71% of grade 4 & 5 learners indicated that they “like learning math” on the Alberta Education Assurance survey results.
- Results on the spring 2025 Alberta Education Assurance survey indicated that 57.8% of grade 4 learners agree with the statement, “The language arts I am learning at school is interesting to me.”
- On the fall 2024 OurSchool Survey, 58.6% of grade 4 and 5 learners agreed with the statement, “I am able to stay calm, even when things don't go my way.”

Next Steps

- Supporting the increasing complexity of learning needs within our classrooms by building more strategies to support students that are learning English as an additional language and learners with identified learning needs in their numeracy skills
- Expanding our capacity to use manipulatives, visual models, and open-ended tasks to build procedural understanding.
- Supporting regulation strategies across the grade levels through developmentally appropriate learning tasks

Our Data Story:

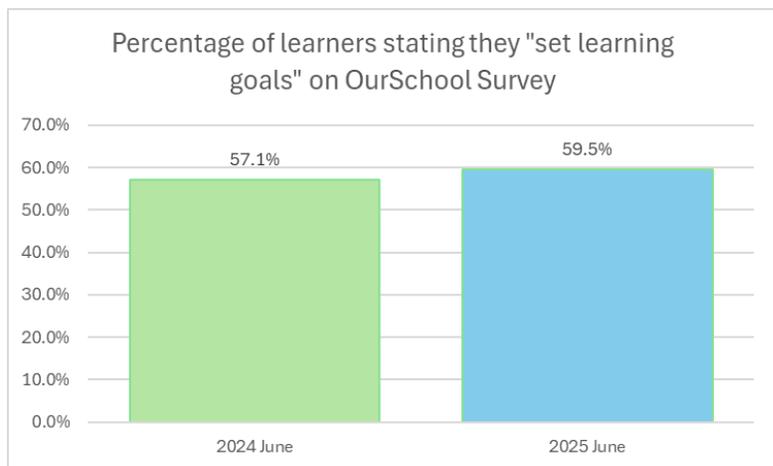
Our focus on building numeracy skills for our School Development Plan was driven by our classroom assessment observations and provincial numeracy assessment data that indicated the need for new strategies to support learners with scores identified in the “requiring additional support” (RAS) range on pre-tests. The majority of these learners were remaining in the “RAS” zone at the end of the school year, and our staff identified the importance of ensuring we work together to help all learners approach grade level expectations.



Our primary progress in accomplishing this goal was in developing our capacity to effectively gather, analyze and implement supports based on assessment data. Anecdotal reports about targeted supports groups are that learners felt increased confidence in math. Our data from the CBE Student Survey indicated that confidence in learning mathematics was higher than many other math perception data indicators.

Through our Collaborative Response process, numeracy data analysis was also used to help identify when we needed to implement more tier 2 or tier 3 interventions to help support learners that required additional support and were facing challenges in progressing with only the universal supports implemented in the classroom.

Later in the academic year we attempted more of a pull-out support model to help support learners requiring additional support with key math skills. Teachers reported that this did provide beneficial support for learners and also supported greater engagement for learners that were the most vulnerable in their numeracy skills progress. We also implemented “wrap-around” supports that helped all staff throughout our school to gain a clear understanding of the needs of these learners to support their growth. Our learner “Seed Packets” inspired by the work of [Dr. Shelley Moore](#) were helpful in illuminating the strengths and needs of individual learners in an attempt to ensure equitable growth for all learners.

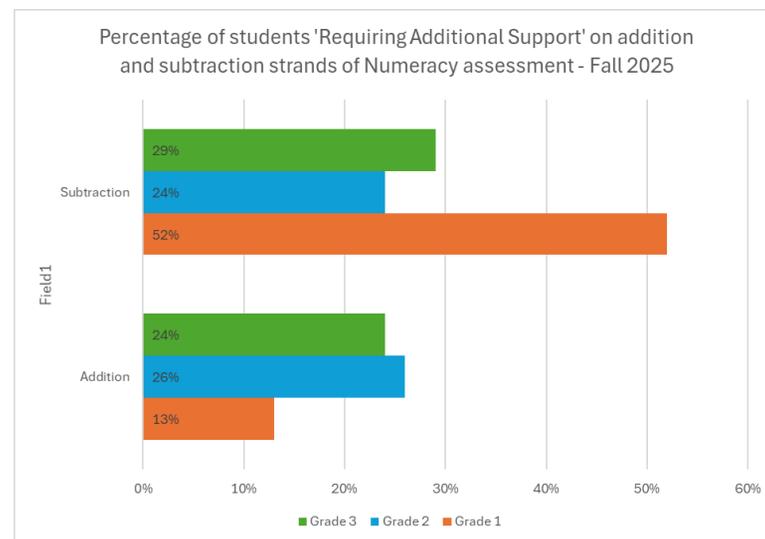


Our well-being actions focused on developing goal-setting skills to help support each learner seeing themselves as mathematicians. This work looked different at each developmental level, such as our higher grades reflecting on their personal approach to mathematics in tasks inspired the “Math-ish” work of [Dr. Jo Boaler](#). The perception data from the OurSchool survey demonstrated growth in number of learners stating that they set learning goals across last year.

In analyzing report card data progress for the Math stem, “*Understands and applies concepts related to number, patterns (and algebra)*”, we noted a gradual improvement in the number of learners that were attaining an indicator that met grade level expectations. We had 90.6% of our learners in June 2024 meeting this standard and this increased to 91.9% of learners in June 2025.

We have continued to note some challenges in progressing learners that are identified as requiring additional supports in the Numeracy screener pre-assessment towards no longer being identified within this range. Teachers are observing that many of the learners identified in the “Requiring Additional Support” range were having acute challenges with the procedural fluency aspect of numeracy skills.

Our focus towards improving numeracy skills across our learning community will now turn towards an acute focus on the key skills of procedural fluency. We see these skills as foundational to building effective math thinking and we also see an opportunity to build our teaching capacity in this area through a range of new resources and the professional learning through our existing structures and processes.



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

Fall 2025 Required Alberta Education and Childcare Assurance Measures – Overall Summary

Assurance Domain	Measure	Eric Harvie 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	84.9	89.1	88.9	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	93.1	92.8	92.4	79.8	79.4	80.4	Very High	Maintained	Excellent
	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
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.1	91.2	92.5	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.0	96.5	95.4	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	84.5	84.1	83.3	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	93.7	84.2	85.6	80.0	79.5	79.1	Very High	Improved	Excellent