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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: Student achievement in Numeracy will improve.

Outcome One: *Student achievement in numeracy will improve through a focus on procedural fluency.*

Celebrations

- Mathematics report card data on the Number Sense stem increased from 91.9% of learners meeting grade-level expectations in June 2025 to 95.0% in June 2026, demonstrating continued growth in overall mathematics achievement.
- Teacher-designed procedural fluency assessments showed that 74% of students improved their results and 89% improved or maintained their results throughout the year.
- Collaborative inquiry conversations demonstrated a growing staff understanding that procedural fluency involves efficiency, accuracy, flexibility, and number sense, rather than simple memorization of facts.

Areas for Growth

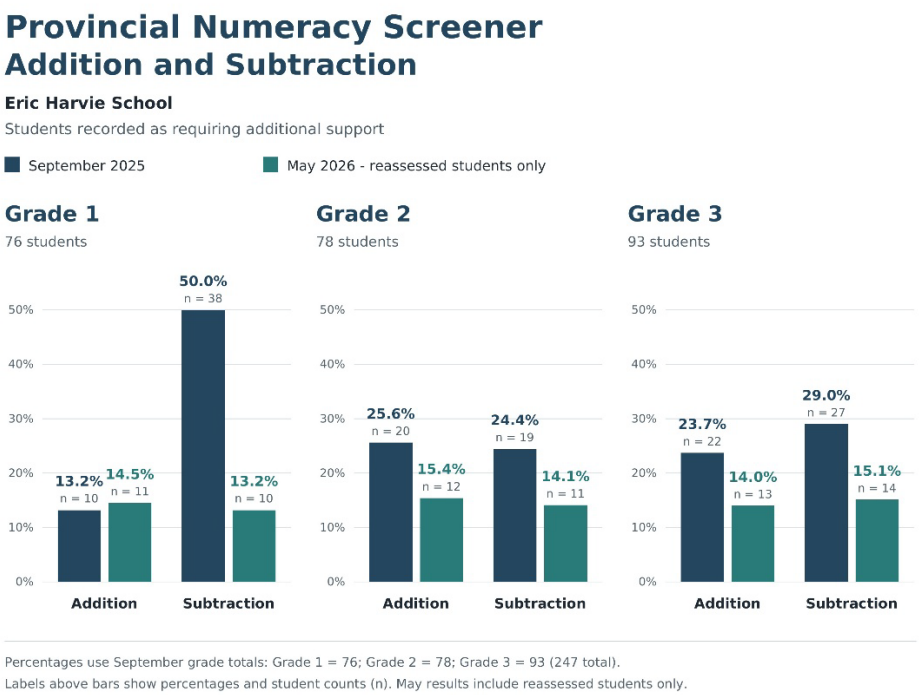
- Numeracy screener data indicates a need to continue strengthening foundational number relationships and comparison skills, particularly for students identified as Requiring Additional Support (RAS).
- Developing greater learning engagement in mathematics, as 49% of grade 5 learners indicated that the “Mathematics I am learning in school is interesting to me” on the Alberta Education Assurance survey results.
- Continue supporting students in transferring procedural fluency skills into unfamiliar and increasingly complex mathematical contexts.

Next Steps

- Continue implementing school-wide procedural fluency routines, including Number Talks, strategy discussions, and structured practice opportunities.
- Increase opportunities for students to engage in authentic, real-world mathematical problem solving and interdisciplinary tasks to enhance engagement and relevance.
- Build teacher capacity in teaching procedural fluency through the strategic use of manipulatives, visual models, and mathematical discourse.

Our Data Story:

During the 2025-26 school year, Eric Harvie School focused on improving student achievement in mathematics through the development of procedural fluency. This work was informed by previous achievement results, numeracy screener data, and staff observations that identified a need for greater flexibility, efficiency, and accuracy in student mathematical thinking. Throughout the year, teachers implemented a variety of evidence-informed instructional practices including Number Talks, purposeful mathematics games, small-group instruction, differentiated practice, open number lines, problem strings, visual representations, and manipulatives. Staff worked collaboratively through professional learning and data analysis processes to monitor student growth and refine instructional practices.

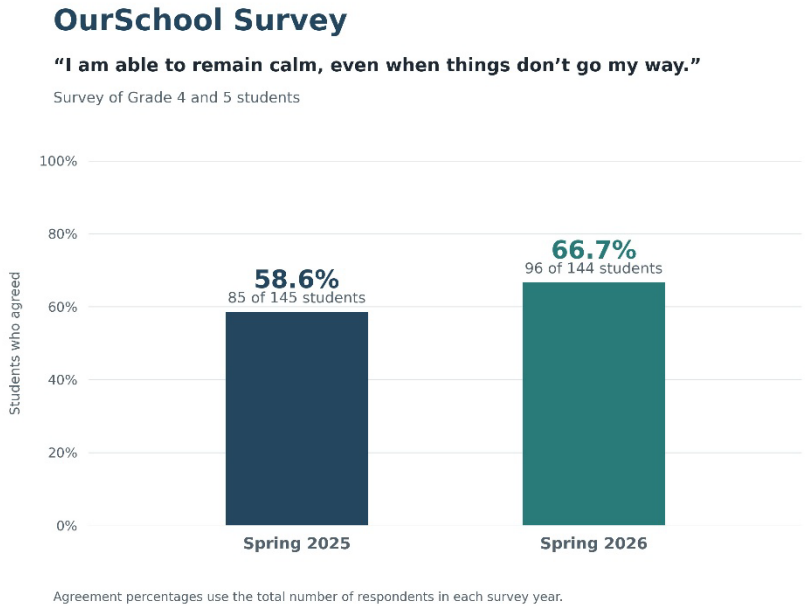


School results demonstrate positive progress toward this goal. Mathematics report card data showed that the percentage of students meeting grade-level expectations increased from **91.9% in June 2025 to 95.0% in June 2026**. This represents a notable improvement in overall mathematics achievement and suggests that a greater number of learners were able to demonstrate success with grade-level outcomes.

Qualitative evidence gathered from staff reflections helped explain these improvements. Teachers observed that students demonstrated greater success when conceptual understanding accompanied procedural practice. Visual models, manipulatives, number talks, and opportunities to explain mathematical thinking appeared to strengthen students' understanding and application of mathematical strategies. Staff

increasingly viewed procedural fluency as more than speed and memorization, emphasizing flexible, efficient, and accurate thinking about numbers.

Through our Well-Being actions, we were looking to support student regulation in learning. The actions were focused on helping learners to view mistakes as learning opportunities and to help students to be ready to learn. We saw increased student perception responses on the OurSchool survey in students perception of their ability to remain calm. Moving forward, student perception data suggests an opportunity to increase student enjoyment and engagement in mathematics through real-world applications, rich problem solving, games, and varied instructional approaches.



Despite these successes, numeracy screener data indicates that some students continue to require additional support with foundational numeracy skills and number relationships. Staff also identified an opportunity to increase student engagement and enjoyment in mathematics through more real-world applications, problem-solving opportunities, games, and varied learning experiences. These findings reinforce the importance of continuing to build both student confidence and competence in mathematics.

As a result, the school will continue to strengthen its focus on procedural fluency through targeted interventions, collaborative data analysis, and instructional approaches that develop efficient and accurate mathematical strategies. This ongoing work will support improved outcomes for all learners and help ensure students develop the mathematical confidence and competence necessary for continued success.

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Fall 2026

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 2026 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	**74.3**	84.9	86.8	**84.2**	83.9	84.0	Very Low	Declined Significantly	Concern
	Citizenship	**79.7**	93.1	92.5	**81.2**	79.8	79.8	High	Declined Significantly	Issue
	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	**60.8**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	n/a	n/a	**15.5**	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**80.2**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**22.9**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**82.6**	95.1	93.2	**87.8**	87.7	87.8	Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**87.1**	95.0	95.3	**85.8**	84.4	84.4	Intermediate	Declined Significantly	Issue
	Access to Supports and Services	**62.5**	84.5	83.2	**79.5**	80.1	80.2	Very Low	Declined Significantly	Concern
Governance	Parental Involvement	**71.0**	93.7	87.4	**79.9**	80.0	79.5	Low	Declined	Issue