

**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

Thomas B. Riley 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 related 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 will improve.

Outcome One: Student achievement will improve in reading and writing through disciplinary literacy.

Outcome Two: Student achievement will improve in word reading, phonological awareness, and phonics.

Celebrations

- More students are achieving 4s on their Report Cards in June 2025 compared to June 2024 in both reading and writing stems.
- Alberta Education Assurance measures have significantly increased in Student Learning Engagement and in Education Quality.
- All students who participated in Response to Intervention in Reading small groups (RTI) made improvements in results on their Words their Way Spelling Inventory and Oral Reading Fluency Assessments over the duration of the school year.

Areas for Growth

- Improving vocabulary development across all subject disciplines.
- Building student engagement by choosing high interest texts in the classroom.
- Building student agency and voice in the texts they are able to read in class.
- Increased focus on acceptable and standard of excellence in reading and writing on ELA PAT

Next Steps

- Explore high interest texts for whole group, small group, and individual reading in class that are connected to ELA curriculum in each grade.
- Continue with RTI reading model for a small group of students who require significant reading intervention based on assessments given from the Reading Decision Tree.
- Focus whole class strategies on enhancing vocabulary development in all grades and disciplines.

Our Data Story:

Report Card Data:

Report Card Indicators: June 2024 vs June 2025

Grade	Reads to explore, construct and extend understanding	Writes to develop, organize and express information and ideas
Difference from June 2024 to June 2025	+3.40 percentage points in 4s +4.14 percentage points in 1s Stable use of NERs, ADP, ELL, IPP over both years. Increase of 0.2 percentage points in 2025.	+3.14 percentage points in 4s +0.62 percentage points in 1s Decrease of 2.50 percentage points in NERs, ADP, IPP, ELL indicators in 2025

Provincial Achievement Exams 2024-25

Subject	Below Acceptable Standard	Meeting Acceptable Standard	Standard of Excellence
ELA (Total)	25.8% (+11)	74.2% (-11)	14.7% (-8.5)
Reading	25.8%	74.2%	25.8%
Writing	20.3%	79.7%	20.3%

Alberta Assurance Survey

The Alberta Education Assurance measures show an increase in Student Learning Engagement. The previous year result was 81.2% and the current year result is 86.0%. This is a high rating with a significant improvement. In addition our Education Quality result also shows a significant improvement from 78.2% the previous year and 86.1% as the current result.

CBE Student Survey

The CBE Student Survey measures show very high agreement with the statement: "There are high expectations for me to be successful in my learning." 90.68% of Grade 9 students and 97.71% of Grade 8 students agree.

On the same survey only 58.41% of Grade 9 students and 61.72% of Grade 8 students agree with the statement, "I feel a connection to the texts I read and hear in class"

Reading Intervention

Fourteen students participated in intensive reading intervention twice per week throughout the duration of the school year. Each student was assessed using a Words their Way Spelling Inventory at the beginning of the year. By June 2025, students improved at an average level of 3.5 levels on this inventory. Half of the students improved by four or more levels. The range of improvement was from 0-9 levels. It was noted that attendance had a significant impact on level of improvement. All students showed improvement in their Oral Reading Fluency as well by at least a few percentage points.

There was a significant decline noted in the Maze in all grades. From the Fall 2024 to the Spring of 2025, there was a 7.2 percentage point decline in Grade 7, a 10.6 percentage point decline in Grade 8, and a 20.69% decline in Grade 9 in MAZE results. The MAZE is a vocabulary assessment and is an indicator of further work that will need to be investigated more fully. The Spring test of the MAZE has a significantly higher threshold for achievement than the Fall test, which may explain some of these declines, particularly in Grade 9.

Goal Two: Students will have an improved sense of belonging at school.

Outcome One: Student, staff, and parents' sense of safety within the school will improve.

Outcome Two: Student, staff, and parents' sense that their learning environment is welcoming, caring, respectful, and safe will improve.

Celebrations.

- Results have increased significantly on the Our School Survey on the indicator of students feeling safe at school.
- Alberta Education Assurance measures have significantly increased in Welcoming, Caring, Respectful, and Safe Learning Environments.
- A very large percentage of students said that they believe that their teachers care about them on the CBE Student Survey.

Areas for Growth

- Increasing the number of students who feel they have at least one trusted adult in the school.
- Increase in the number of students who feel proud to be part of our school.
- Building student agency and voice in self-advocacy for their needs in the classroom.

Next Steps

- Continue with student leadership meetings to gather student voice into school decision-making.
- Increase agency for students in planning and organizing school pep rallies, spirit days, and whole school activities and challenge days.
- Implement CONNECT Fridays to be a mix of all four programs in the school in a new homeroom class and engage in community building activities to increase every student's connection within the school.

Our Data Story:

Our School Survey

The number of students who reported that they feel safe attending our school has risen substantially from 47% in October 2024 to 62% in September 2025. That is an increase of fourteen percentage points.

In addition, on the indicator of students who feel accepted and valued by their peers and by others at their school, 69% of students had a high sense of belonging compared to the Canadian Norm of 62%.

CBE Student Survey

Heart - To Belong

I feel included at school.	12	11	10	9	8	7	6	5	4	Overall
Overall Agreement %	NRP	NRP	NRP	73.73%	61.03%	NRP	NRP	100.00%	NRP	67.06%
I feel welcome at school.	12	11	10	9	8	7	6	5	4	Overall
Overall Agreement %	NRP	NRP	NRP	75.42%	63.24%	NRP	NRP	100.00%	NRP	69.02%
My teacher(s) want me to be successful.	12	11	10	9	8	7	6	5	4	Overall
Overall Agreement %	NRP	NRP	NRP	93.91%	92.25%	NRP	NRP	100.00%	NRP	93.06%
My teacher(s) care about me.	12	11	10	9	8	7	6	5	4	Overall
Overall Agreement %	NRP	NRP	NRP	89.19%	86.44%	NRP	NRP	100.00%	NRP	87.83%

Well-Being School Connectedness and Belonging (continued)

I am proud to be a part of my school.	12	11	10	9	8
Overall Agreement (%)	NRP	NRP	NRP	54.21%	58.20%

There is at least one adult at school who I really connect with.

There is at least one adult at school who I really connect with.

Overall

Options	Count	Percentage
Yes	153	65.95%
No	79	34.05%

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	Thomas B. Riley 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	86.0	81.2	78.1	83.9	83.7	84.4	High	Improved Significantly	Good
	Citizenship	76.1	55.8	62.8	79.8	79.4	80.4	Intermediate	Improved Significantly	Good
	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
	PAT6: Acceptable	n/a	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	69.6	63.4	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	20.7	16.1	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.1	78.2	78.6	87.7	87.6	88.2	Intermediate	Improved	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.7	62.3	69.1	84.4	84.0	84.9	Low	Improved Significantly	Good
	Access to Supports and Services	83.1	68.3	71.3	80.1	79.9	80.7	Intermediate	Improved Significantly	Good
Governance	Parental Involvement	85.0	77.1	68.3	80.0	79.5	79.1	Very High	Improved	Excellent