

**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

Alexander Ferguson 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 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: Students foundational skills in literacy will improve

Outcome One: Teachers will improve in word reading instruction at the phoneme and morpheme unit levels.

Celebrations

- Student LP1 levels improved by 10.68% and LP2 levels improved by 6.26%, according to EAL Benchmark reports.
- Overall, student's oral reading fluency (ORF) has improved between 70% and 88% for each grade level, according to DIBELS ORF results.
- Teacher confidence level in phoneme and morpheme instruction has improved according to teacher perception data.

Areas for Growth

- Building students' sight words to support overall reading fluency.
- Increasing students' oral vocabulary to support overall reading fluency.

Next Steps

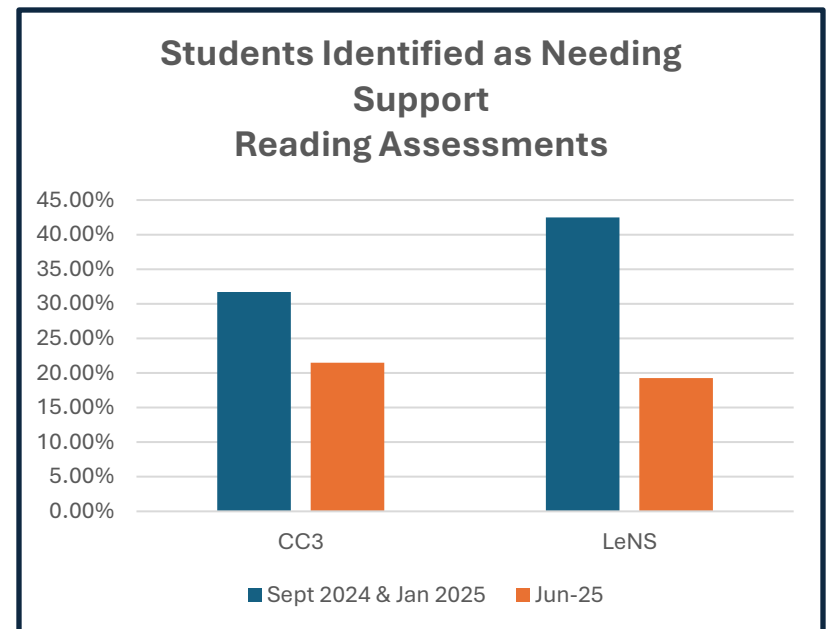
- Beginning, Middle, and End year DIBELS ORF assessments for all students grades 1 – 6.
- Teacher professional development to foster improving student personal sight word banks.
- Engaging in, and providing students, explicit opportunities to read interesting books.

Our Data Story:

Alex Ferguson's 2024-2025 School Development Plan centered on the relationship between teachers confidence in word reading instruction at the phoneme and morpheme unit level and student's foundational skills in literacy. Effective reading instruction requires students to engage in learning personalized to their specific needs and level, applying skills and strategies independently, and building on their new knowledge base. Through professional conversations, teachers noted that they would benefit from professional development with recently released resources. To address this, professional learning sessions focused on the UFLI and Morpheme Magic resources, alignment with Alberta Education Curriculum, and CBE Reading Assessment Decision Tree. Teachers collaborated in professional learning communities, collaborative response team meetings, and grade team planning sessions to design and refine implementation of lesson plans. Time was provided for teachers to observe each other during implementation of lessons. In addition, teachers participated in each other's lessons during professional learning time and calibrated their assessment practices.

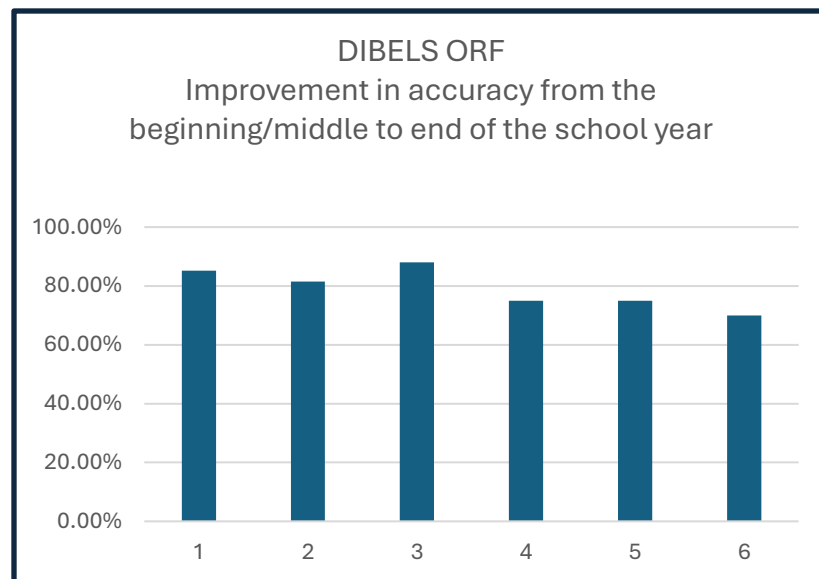
By the end of the year, measurable growth in reading fluency was evident across all grades and numerous assessments.

- Grades 1 – 3 students who participated in the CC3 (The Castles and Coltheart Reading Test) assessment, 31.73% began the year, and /or were identified as needing support in January. This percentage reduced to 21.5% by June.
- Grades 2 – 3 students who participated in the LeNS (Letter Name and Sound test) assessment, 42.5% began the year, and /or were identified as needing support in January. This percentage reduced to 19.28% by June.



Student growth in English as an Additional Language Learners (EAL) LP (Learning Proficiency) levels also demonstrated improvement with a decrease from 58% to 41.06% of our EAL learners falling in the LP1 / 2 level over the course of the school year. With the reduced usage of the EAL indicator for LP1 and 2 students, the percentage of overall students who received a 1 for the reads to explore and understand English Language and Literature (ELAL) indicator increased from 4.1% to 9.3% between June 2024 and June 2025.

Growth in teacher confidence was also reflected in teacher perception data: Teachers are increasingly confident in utilizing the resources to implement reading instruction and identify how best to support students reading needs. Teacher perception data improved from 70% to 100% confidence in implementing UFLI and DIBELS ORF from September to June. Morpheme Magic confidence improved from 50% to 70% between September and June. Teachers who did not teach grades where implementation of Morpheme Magic would be appropriate shared they would need more practice to increase their confidence.



Insights and Next Steps: Evidence shows that continued focus on foundational literacy skills will be required during the 2025-2026 school year. As part of the reflection process throughout the school year, teachers identified that “knowing what to do next to improve reading skills” and “having opportunities to read interesting books” were an important part of each student’s reading journey.

CBE student survey data highlighted the importance of being able to personally identify next steps and relevant reading materials. While there was improvement from May 2024 to May 2025, 92% of students were able to identify what to do to improve their reading skills, while only 75% shared they have had the opportunity to read interesting books.

Together, these results suggest that while explicit instruction is supporting skill growth students also need richer opportunities to connect reading to build meaning, background knowledge, and motivation. As we move forward, work at Alexander Ferguson will continue to strengthen the connection between explicit reading skills, individual next steps, and access to reading materials. As students encounter increasingly complex text, explicit instruction will focus on helping them to increase their personal sight words and oral vocabulary to support foundational literacy skills.

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



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

School: 9101 Alex Ferguson School

Assurance Domain	Measure	Alex Ferguson 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	89.3	88.0	87.7	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	89.5	80.7	83.8	79.8	79.4	80.4	Very High	Improved	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
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.7	90.5	92.5	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.0	89.3	90.1	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	82.6	76.1	78.1	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	87.1	80.2	79.6	80.0	79.5	79.1	Very High	Maintained	Excellent