



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

Colonel Macleod 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: Student Achievement in Literacy and Mathematics will Improve

Outcome One: Student achievement will improve in writing and numeracy through a lens of equity, diversity, and inclusion.

Outcome Two: Assessment practices will provide accurate information of where students are at in literacy and math.

Celebrations

- Improve students' understanding of number by incorporating new strategies to support learning and development across all grade levels.
- Students with NER (no evaluation recorded – insufficient evidence to assess student achievement) in literacy decreased by approx. 60% and in math by 33%. In 2024, 15 students received NER in reading, 17 in writing, and 12 in math. In 2025, only 6 students received NER in literacy (reading and writing) and only 8 students received NER in number
- Student report card marks in ELA writing have improved, with 6% more students achieving a 3, and 6% fewer students receiving a 1 or a 2.

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Areas for Growth

- Improve students' understanding of number by incorporating new strategies to support learning and development across all grade levels.
- Continue to develop and implement a progression of writing structures across ELA and ELAL classrooms
- Continue to work with identified cohorts to improve attendance, and engage in meaningful assessment to assign a numerical grade indicator rather than NER
- Improve students' understanding of number by incorporating new strategies to support learning and development across all grade levels.

Next Steps

- Continue to increase teacher capacity with differentiated assessment practices to continue to find ways to assess students with high absent rates or low product delivery to reduce NERs on report cards.
- Include the addition of Low floor - high ceiling thinking tasks on vertical non-permanent surfaces for math across grade levels. Purchase IXL (personalized learning platform, short for "I excel") for grades 5 and 6 in math and literacy, as well as targeted grade 7-9 students, to support teachers in differentiating learning in the classroom and for homework support with TLC students.
- Continue to develop and implement a progression of writing structures through English Language Arts.

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Our Data Story:

Colonel Macleod School is home to a Regular program, a TLC program, a Bridges program, and two LEAD (Literacy, English and Academic Development) programs. The school has experienced significant growth in recent years, especially in our Regular Program, with a current population of 667 students enrolled in Grades 5-9. Three hundred and nine students are learning English as an Additional Language, and 72 have special education coding. Our students come to us from around the world, with individuals born across a range of 50 different countries, speaking 46 different primary languages. 22 of our students identify as Indigenous.

Last year, we focused on improving student achievement in literacy and mathematics. Specifically, we focused on writing, numeracy, and assessment practices through a lens of equity, diversity, and inclusion. Given the diverse nature of our population, we developed our capacity to differentiate learning and assessment practices to improve achievement for all learners.

We worked toward these goals through deliberate professional learning in, and student application of, spaced practice and **C.U.B.E.S** (a problem-solving method for word problems that uses an acronym to guide students through the steps: **C**ircle the numbers, **U**nderline the question, **B**ox the keywords, **E**valuate the problem, and **S**olve and check) in Mathematics, use of common writing frameworks in English Language Arts and English Language Arts and Literature courses, and development of common assessment practices to meet the needs of a diverse range of learners.

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Knowing that well-being is foundational to student learning, we continued to develop a welcoming, caring, respectful and safe learning environment through house teams and cross-grade activities, student voice initiatives, consistent positive greetings at classroom doors, and positive opportunities for connection between staff, students and families including our first annual Welcome Back BBQ in the fall, and our first annual Celebration of Learning in the spring. We also provided targeted attendance support to an identified cohort of students, and worked to increase their engagement in school through meaningful connection with students and families, and thoughtful application of CBE attendance processes.

Assessment and Reporting

# of students who received NER on Report Card	June 2024	June 2025
Reading	15	6
Writing	17	7
Math	12	8

MIPI Diagnostic (Math)

MIPI diagnostic - Percentage of Students Identified as at risk in math	Sept 2024	June 2025
Grade 5 (TLC)	11%	1%
Grade 6 (TLC)	13%	7%
Grade 7 (TLC, Regular, LEAD, Bridges)	49%	26%
Grade 8 (TLC, Regular, LEAD, Bridges)	28%	17%
Grade 9 (TLC, Regular, LEAD, Bridges)	54%	21%

Report Card Data (Writing Stem)

Report Card Grade	June 2024	June 2025
1 or 2	26%	22%
3	38%	43%
4	28%	28%



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	Colonel Macleod 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	77.1	86.8	86.5	83.9	83.7	84.4	Very Low	Declined Significantly	Concern
	Citizenship	72.8	70.1	75.5	79.8	79.4	80.4	Intermediate	Maintained	Acceptable
	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	58.0	64.0	66.8	62.5	62.5	62.6	Very Low	Declined	Concern
	PAT9: Excellence	12.0	20.4	22.7	15.6	15.4	15.5	Low	Declined Significantly	Concern
	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	75.0	83.0	85.4	87.7	87.6	88.2	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSE)	80.3	77.6	80.8	84.4	84.0	84.9	Low	Maintained	Issue
	Access to Supports and Services	78.6	70.9	76.5	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	84.1	75.4	73.8	80.0	79.5	79.1	Very High	Improved	Excellent