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Calgary Board of Education

Killarney 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.

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

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: To foster greater student achievement, engagement and perseverance in mathematics by developing assessment practices and designing tasks that challenge students while encouraging active participation and problem solving skills.
Outcome: Students' ability to solve challenging problems in mathematics will improve through increasing both engagement and enjoyment in mathematics.

Our Data Story

As we enter this stage of our School Development Plan, we take time to pause, reflect, and renew our focus. By revisiting our Year One goals and outcomes, we deepen our understanding of where we've been, what we've learned, and where we need to go next.

This process invites us to think critically about what success was expected to look like and how our outcome measures—student achievement, attendance, teacher professional growth, and perception data—inform that success.

As we analyze our evidence, we consider which metrics matter most and which are most relevant to the impact we seek for our learners. This reflective mindset ensures that our next steps are intentional, evidence-informed, and aligned with our shared vision for continued growth and excellence.

Key data to consider:

Alberta Education Assurance Measure Results:

The mathematics that I am learning at school is interesting to me:

2023-2024	2024-2025
62% agreement	67% agreement

We saw a 5-percentage point increase in this measure. This is a positive upward movement.

CBE Student Survey:

I am confident that I can learn mathematics:

2023-2024	2024-2025
84% agreement	85% agreement

We saw a 1-percentage point increase in this measure. As this was already a high agreement, a single percentage point increase is positive.

I enjoy working on challenging problems in mathematics:

2023-2024	2024-2025
58% agreement	65% agreement

We saw a 7-percentage point increase in this measure. This is a very positive upward movement for this metric.

Report Card Indicators – Numeracy (percent of students receiving)

Indicator	1	2	3	4
2023-2024	.58	17.4	47.9	32.5
2024-2025	1.6	16.8	43.35	37

Report Card – Measurement (percent of students receiving)

Indicator	1	2	3	4
2023-2024	.58	8.72	56.7	32.56
2024-2025	1.6	9	52.3	36.4

Grade 6 PAT Results

Our mathematics PAT results were mixed this year. It is important to keep in mind that this is the first year of PATs for the new curriculum and the curriculum had a lot of changes from previous years. This is also the first time in three years that we had a Math PAT administered; therefore we will not be comparing these results to previous years.

(Part A: This section contains 15 questions and focuses only on number skills — specifically integers, decimals, powers; as well as fractions, rates, and ratios. The questions are numerical-response, and no calculator is allowed. Part A is intended to be a quick snapshot of fundamental number fluency.

Part B: This longer section includes 40 questions that cover the full breadth of the Grade 6 math curriculum — not just numbers, but also strands like algebra/patterns, geometry/shape and space, measurement, statistics, and more. Calculators are not permitted. Part B is designed to assess students' understanding of concepts, problem-solving skills, and ability to apply math knowledge in various contexts.

Acceptable Standard

Part	Killarney	CBE	Provincial
A	94.12%	58.2%	55.4%
B	61.8%	64.9%	61.1%

Standard Of Excellence

Part	Killarney	CBE	Provincial
A	47.1%	25.3%	22.1%
B	26.1	21.39%	18.3%

Below Acceptable Standard

Part	Killarney	CBE	Provincial
A	5.9%	27.8%	43.1%
B	38.2%	30.1%	35.9%

Killarney's results on the Grade 6 Mathematics PAT show strong performance in Part A and solid but lower results in Part B, indicating an important pattern in student strengths.

Part A (Number Operations – no calculator)
Killarney students performed exceptionally well on Part A. 94.12% of students achieved the Acceptable Standard, far above both the CBE (58.2%) and province (55.4%). Nearly half (47.1%) reached the Standard of Excellence, again significantly exceeding district and provincial results. Only 5.9% were Below Acceptable, compared to 27.8% CBE and 43.1% provincial.

This demonstrates strong number fluency and computational skills.

Part B (Full Curriculum Application – problem solving, reasoning, multiple strands)
Performance on Part B shows a different picture. While 61.8% of students met the Acceptable Standard, this is below the CBE (64.9%) and on par provincially (61.1%). Excellence dropped to 26.1%, though still above district and provincial levels. The Below Acceptable rate rose to 38.2%, higher than both the CBE (30.1%) and provincial results (35.9%).

This indicates challenges with multi-step problem solving, applying concepts across strands, and reasoning tasks typical of Part B.

Overall Summary
Killarney's students demonstrate strong foundational number skills in Part A but show greater difficulty applying mathematical understanding across broader curricular outcomes in Part B. Strengthening problem-solving strategies, multi-step reasoning, and concept application will help close the gap between the two parts and reduce the number of students falling below the acceptable level.

Teacher Perception Data

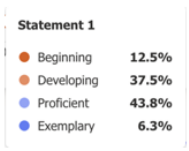
Teacher Self-Assessment Tool Data Report June 2025

Assessment practices are fair, transparent and equitable for all students.

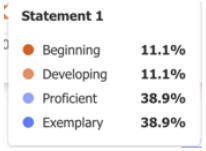
Policies and practices for assessment and reporting are clearly articulated and developed to honour and respect the worth and dignity of each student. Inclusive assessment considers the backgrounds and prior experiences of students and does not disadvantage learners based on any aspect of their individual or collective identity.

1. Distorting Factors:

Oct.



May/June



2. Triangulation

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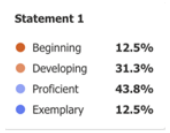
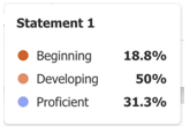


May/June

Assessment makes explicit connections to the intended learning goals.

Teachers provide clear learning intentions and success criteria that are connected to Programs of Study / Curricula, IPPs, student-specific learning goals for students receiving modified programming, and/or CBE ESL Benchmarks.

3. Learning Goals



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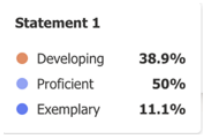
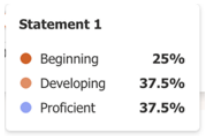


May/June

Students are actively involved in the assessment process.
Where appropriate, teachers and students share responsibility for making assessment decisions and determining next steps in learning. Students have an active role in their learning when they know themselves as learners, reflect and engage in ongoing conversations about their learning and develop self-assessment skills that allow them to determine goals and next steps.

4. Student Agency



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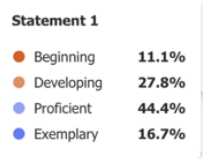

May/June

Assessment is ongoing and embedded throughout cycles of learning.

Assessment is woven throughout daily learning experiences and supports teachers in designing appropriate learning tasks and making responsive teaching adjustments. Assessment is ongoing throughout the school year, offering students multiple and varied opportunities to develop and demonstrate understanding. Assessment enables students to show growth and achievement in different contexts over a period of time.

5. Summative Assessments

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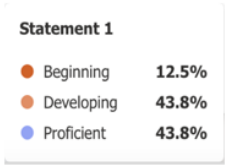

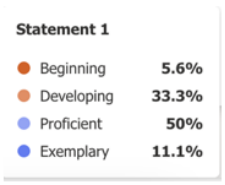

May/June

Key Insights

A triangulation of evidence across student surveys, report card indicators, teacher reflections, and AEAM Assurance data reveals several clear patterns related to student engagement, enjoyment, and achievement in mathematics.

1. Students Are Becoming More Engaged and More Willing to Take On Mathematical Challenge (CBE Student Survey)
Student agreement that math learning is interesting increased by 5 percentage points (62% → 67%), and enjoyment of challenging math problems increased by 7 points (58% → 65%). These are meaningful shifts because enjoyment of challenge is a predictor of perseverance and deeper reasoning. Students' confidence in their ability to learn math also remained high, with a slight increase (84% → 85%).
AEAM data supports this trend, showing a rise in overall Learning Engagement from 79.4% to 84.2%, placing the school in the Intermediate achievement range with Maintained improvement.

2. Achievement Is Shifting Upward, particularly at the Highest Levels (June 2024 – June 2025)
Report card data shows increases in the percentage of students achieving Level 4 in both Numeracy (32.5% → 37%) and Measurement (32.56% → 36.4%).
Levels 1 and 2 remained stable, and Level 3 decreased slightly suggesting that students are moving upward into higher levels of performance, particularly those who were previously achieving Level 3.

3. Teacher Practices Around Assessment and Learning Design Are Strengthening
Across all categories of CBE Teacher Self-Assessment Tool, Distorting Factors, Triangulation, Learning Goals, Student Agency, and Summative Assessment, the data indicate a clear and consistent shift from Beginning and Developing levels toward Proficient and Exemplary practice.

- For Distorting Factors, teachers moved from high Developing percentages in October to nearly 80% combined Proficient and Exemplary by June, demonstrating stronger implementation of reliable, bias-reducing assessment routines.
- Triangulation showed an increase in teachers at Proficient and Exemplary levels from 50% to 77.8%.
- Learning Goals improved, with teachers in Developing and Proficient rising from 81.3% to 88.9% and Exemplary reaching 11.1%.
- Student Agency increased in Developing and Proficient categories from 72.25%, to 75% with 16.7% at Exemplary.

- Summative Assessment also showed growth, with Developing and Proficient levels at 87.6% → 83.3% and Exemplary at 11.1%. These trends reflect substantial growth in assessment practices and teacher capacity across all key areas.

4. A Positive and Predictable School Climate Is Supporting Mathematical Risk Taking
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) remains very strong at 89.6%, classified as High / Maintained / Good. Citizenship results are Very High / Excellent at 85.7%, reinforcing that students feel safe, respected, and encouraged to try their best which are conditions that support productive struggle in math.

5. Parent Perceptions Show Rebounding Confidence in Numeracy Instruction
Parent agreement that "numeracy skills your child is learning are useful" increased significantly from 85% to 92%, which aligns directly with rising student engagement and achievement in math.

CELEBRATIONS
1. Strong Increases in Student Engagement With Mathematics (CBE Student Survey)
- Interest in mathematics: +5 percentage points
- Enjoyment of challenging problems: +7 percentage points
- Confidence in learning math: remains high at 85%

These shifts reflect meaningful progress toward your SDP outcome: students embracing challenge and engaging more deeply in mathematical thinking.

2. Growth at Level 4 Across Report Card Indicators
A steady rise in students achieving at Level 4 in both Numeracy and Measurement demonstrates growing proficiency at higher cognitive levels.

3. Robust Citizenship and School Climate Results
- Citizenship: 85.7% (Very High / Excellent)
- WCRSLE: 89.6% (High / Good)
  These conditions directly support students' willingness to take risks in problem-solving.

4. Parent Confidence in Numeracy Instruction Increased to 92% (Alberta Education Assurance Measure Results)

Families see value in the math learning their children are experiencing, reinforcing the impact of improved task design and assessment practices.

5. Teachers Report Very Strong Engagement and Clarity of Practice

- Teacher engagement rating: 100%
- Teacher assessment focus areas (learning goals, agency, triangulation) reflect ongoing professional growth.

AREAS FOR GROWTH

1. Supporting Students in Levels 1 and 2 More Effectively (Report Card Data)

Lower-achieving students are not yet demonstrating improvement at the same rate as their peers. Stability in Levels 1 and 2 indicates a need for stronger targeted supports.

2. Strengthening Communication With Families About Math Learning (Alberta Education Assurance Measure Results)

Parent confidence in “learning what they need to know” remains low (69%). Families may not fully understand:

- how math learning is assessed,
- what success looks like,
- and how the new curriculum supports deeper learning.

3. Increasing Student Enjoyment and Interest for All Learners

While engagement increased, one-third of students still do not report enjoying math or challenging math tasks. Expanding engaging, accessible problem-solving experiences remains essential.

4. Improving Access to Supports and Services for Students Requiring Intervention

The AEAM measure remains Low / Issue (76.1%).
This is directly connected to the stable proportion of students in Levels 1 and 2.

NEXT STEPS

1. Develop and Implement a Mathematics Support Plan

- Establish 6-8 week cycles of intervention blocks
- Use diagnostic and formative data to identify needs
- Provide targeted small-group instruction
- Communicate intervention plans clearly to families

This aligns with the AEAM “Access to Supports” measure and supports Level 1–2 learners.

2. Continue Refining Assessment Practices Aligned to Curriculum and Problem-Solving Outcomes
Focus on:

- clear learning intentions
- co-constructed success criteria
- consistent use of triangulation
- high-quality summative tasks that reflect conceptual understanding
- moderation and collaborative planning

This focus builds on teacher perception data that showed strong growth in assessment practices, while a slight decline in Education Quality highlights the need to refine these practices.

3. Expand Engaging, High-Cognitive-Demand Math Tasks

- Low-floor/high-ceiling tasks
- Multiple entry points
- Math talks, number strings, estimation routines
- Structured opportunities for collaboration

These promote enjoyment, perseverance, and movement from Level 3 to Level 4.

4. Strengthen Student Agency in Mathematics
Embed routines that help students:

- monitor their thinking
- choose strategies
- reflect on mistakes
- track progress against personal goals

This aligns with teacher perception areas of agency and learning goals.

5. Enhance Family Communication and Transparency About Math Learning

- Share curriculum overviews and learning intentions in family-friendly language
- Use images and examples of what “mathematical reasoning” looks like
- Highlight student growth through celebrations of learning
- Provide parent-friendly explanations of report card indicators

This supports the AEAM finding that only 69% of parents feel students are learning what they need to know.

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	Killarney 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	**84.2**	79.4	83.5	**83.9**	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	**85.7**	86.4	85.7	**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
	PAT6: Acceptable	**n/a**	93.3	92.6	**n/a**	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	**n/a**	20.0	19.5	**n/a**	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	**n/a**	n/a	n/a	**n/a**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	n/a	n/a	**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	**87.4**	89.7	92.1	**87.7**	87.6	88.2	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**89.6**	91.2	90.8	**84.4**	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	**76.1**	76.3	78.7	**80.1**	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	**78.6**	84.5	82.7	**80.0**	79.5	79.1	High	Maintained	Good