


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

Terrace Road 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 foundational skills in literacy and mathematics will improve

Outcome One: Student skills in writing to express information and ideas will improve across subject areas.

Outcome Two: Student procedural fluency and conceptual understanding will improve.

Celebrations

- Grade 2 and 3 numbers of students requiring support population fell by 11% and 18% in the CC3 and LeNs respectively.
- Grade 6 Provincial Achievement tests in English Language Arts and Literature show that our students achieve at least the acceptable standard 22.2% higher than the provincial average.
- Student sense of belonging up 18% in grades 4 and 5 according to Our School Survey Results.
- Student goal orientation up 24% in grade 6 according to Our School Survey Results.
- Mathematics diagnostic assessments continue to show a growth-trend year after year as the number of at-risk students decreases significantly from the beginning of the year to the end of the year.
- Student recognition of the importance of goal-setting has increased significantly

Areas for Growth

- Building capacity of teachers, students, and families to understand the levels of engagement in learning, on a continuum of disrupting to driving. This will enable students to take on greater ownership of their learning, and for teachers to centre their collaborative team time around engaging learners.
- Improving student perception of writing identity, ability and necessity across disciplines.
- Improving student conceptual understanding of number including number as a value, number as a place, and number as a measurement to support numeracy across disciplines.
- Increase attendance rates in Indigenous population in order to build sense of belonging, confidence, and academic skills.
- Fewer than 50% of our grade 6 students achieved the acceptable standard in Mathematics according to the Mathematics provincial achievement test.

Next Steps

- Use common rubrics and Professional Learning Community protocols to assess common writing tasks to uncover trends and areas of need common to the school or grade groups of learners.
- Using manipulatives, visual models, and open-ended tasks to build conceptual understanding in Mathematics.
- Continue to enhance student writing skills in an interdisciplinary manner so that students can begin to see the value of writing to communicate understanding.
- Build student, teacher, and parent understanding of what learning engagement is, and what it is not, so that students can become drivers of their learning and see themselves as active participants and decision makers in their learning.
- Ensure Commitment to Truth and Reconciliation lives in our building via communiTEA practice, and by acknowledging indigenous calendar and important dates in a meaningful way across the school so that indigenous learners' lives are valued.
- Continue to use TRS Look-fors and Celebrations document to recognize significant effort, focus, and growth in teacher professional practice as they implement school-development plan strategies

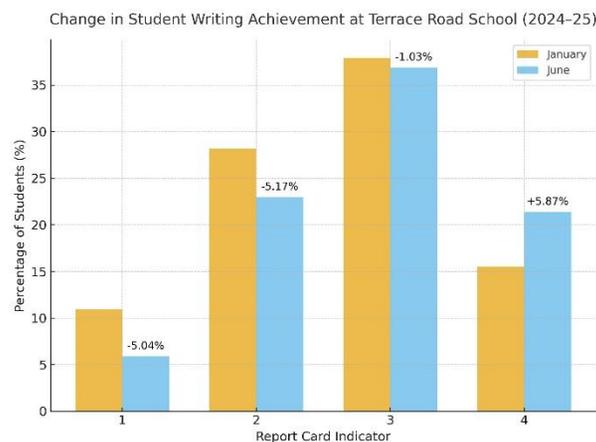
Our Data Story:

Last year, Terrace Road School's School Development Plan focused on strengthening students' foundational skills in literacy and mathematics. CBE Student Survey data, Education Assurance Survey results, and teacher observations collectively indicated a need to focus on improving student writing and numeracy. Our work emphasized fostering a strong sense of identity and perseverance among students to support their growth as confident learners. In literacy, we concentrated on developing students' ability to write clearly and effectively to express information and ideas. Teachers worked in PLCs to consider the English Language Arts and Literature Curriculum in relation to writing outcomes and the Calgary Board of Education's ELAL Scope and Sequence. We were able to develop grade-specific common narrative writing rubrics. In Mathematics, our focus was on building both procedural fluency and conceptual understanding to ensure deeper and more flexible thinking, utilizing some of the key visible learning strategies in the Mathematics Framework.

Using our PLCs, high-impact sprints, and common rubrics, teachers were able to assess next steps for learning for individual students in writing. The results demonstrated an overall increase in the number of students achieving a 4 indicator, and a decrease in the number of students receiving a 1 or a 2 indicator.

Using the ELAL framework and our work on creating trauma-invested classrooms, teachers focused on celebrating student growth and identity as capable writers. Growth was demonstrated via the CBE survey results with 1% more students indicating that they can share their ideas by writing. We would have expected a great increase in the number of students that can share their ideas by writing. We will use explicit writing instruction, and assessment feedback in order to increase that number this year. The number of division 1 students indicating that they like to write grew from 70.93% to 79.07% of students.

In terms of the CC3 assessment and results, we saw an 11% decrease in students requiring additional support and accordingly, an 11% increase in those students not at risk. With the LeNs assessment, our student students requiring



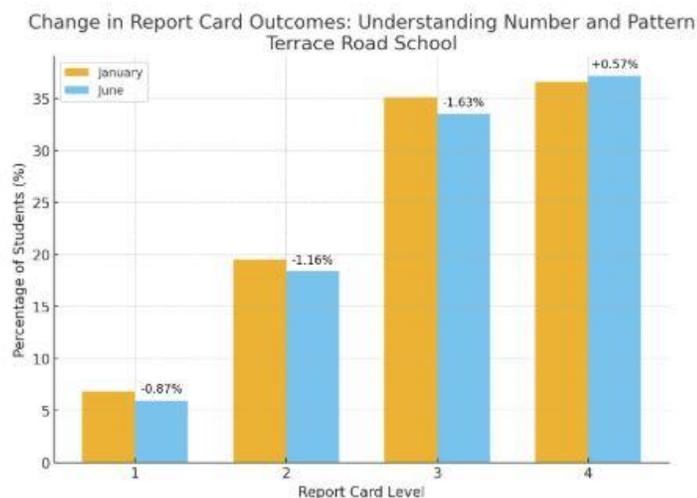
additional supports percentage fell by 18%, from 38% to 20%. There is a strong correlation between reading ability and writing ability, and these results confirm our overall success in writing.

In the Written Provincial Achievement test, Terrace Road School students were at the acceptable standard 87% of the time, while the provincial average was 84.5%. In Reading, 95.7% of students were at the acceptable standard, while the provincial average was 75.1%- a 20% difference. Of that group, 30.4% achieved the standard of excellence.

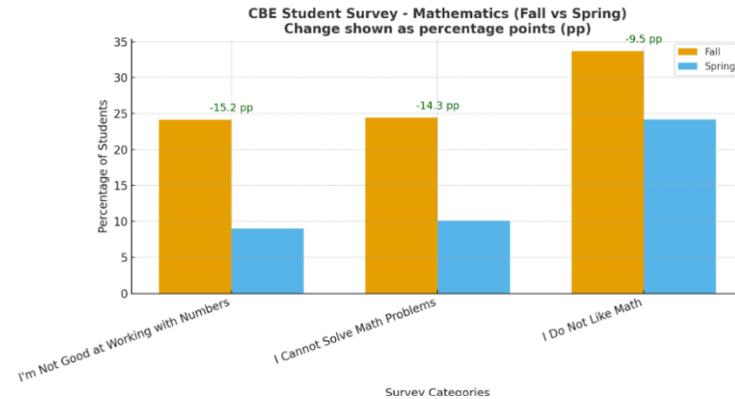
When it comes to engagement with literacy learning, 66% of students agree that “the language arts I am learning at school is interesting to me”. As students engage with the English Language Arts and Literature curriculum, they are becoming agents of their own learning.

As we move forward in our school development plan to increase students’ procedural fluency and conceptual understanding in mathematics, we note that 56% of students report that “the mathematics I am learning at school is interesting to me”. This creates an area of growth for teachers as they plan, implement, and assess math tasks to engage the learning spirit.

Utilizing the Calgary Board of Education’s Mathematics framework and Sinek’s Teacher Sprint Model, we used student data in numeracy to select a high-impact strategy to implement on three differing sprints throughout the year. The results, indicated in the graph to the right, demonstrate a decrease in the number of students receiving a 1, 2, and 3, and an overall increase in the number of students receiving a 4. The results may indicate that it is necessary to continue our work in calibrating student achievement in relation to the report card stems.



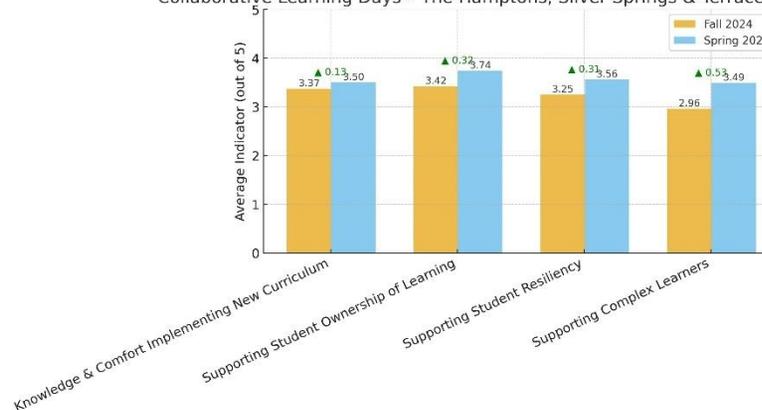
We also noted that there were significant decreases in negative mathematics perception and identity in grade 1-3 students. We will continue to work through mathematics engagement strategies to build perseverance, identity and confidence in mathematical visible thinking via personalized teacher sprints.



The results in the provincial numeracy screener indicate growth as well, as students requiring support dropped from 34% of students in the first assessment period to 23% in the second assessment period- a drop of 11%. On the grade 6 Mathematics achievement test, 47.8% of the students who wrote at Terrace Road were at the acceptable standard; 52.2% of the students were below the acceptable standard.

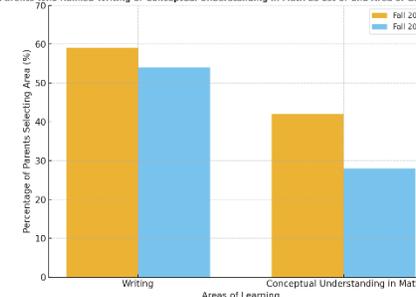
Throughout the school year, our small staff collaborated with two additional CBE school sites in grade-level teams in order to continue building our capacity to design meaningful and responsive learning tasks with the new curriculum in Alberta. Teacher perception data indicates that teachers feel their abilities to program for learners with complex needs, and to support perseverance, resiliency and ownership in our learners has increased. As well, data indicates that teachers are increasingly confident in implementing the new curriculum in meaningful ways. When teachers feel confident, and student capacity is built in alignment with engaging task design, student results will continue to grow.

Teacher Perception Data: Growth from Fall 2024 to Spring 2025
Collaborative Learning Days – The Hamptons, Silver Springs & Terrace Road Schools



Parents continue to indicate that their child’s greatest area of growth lies in the domain of writing across subject areas, or within conceptual understanding in Mathematics, though the number of parents selecting both writing and conceptual understanding within their top 2, has decreased this year in comparison with last. As part of an internal survey, teachers continue to demonstrate professional growth in their practice in areas of mathematics and writing. Teachers feel increased confidence in their abilities to provide responsive Mathematics instruction, with 22% more teachers indicating they are at a ‘sapling’ or ‘tree’ level in relation to their math practice. In teaching writing programs, the percentage of teachers who feel confident in their practice rose by 4%, from 63% to 67%, which aligns with student outcomes in writing. Teachers also indicated that they see students requiring the most support in both conceptual understanding and procedural fluency in Mathematics, which aligns with our school Mathematics results.

Percentage of Parents Who Ranked Writing or Conceptual Understanding in Math as 1st or 2nd Area of Growth (Fall 2024 vs Fall 2025)



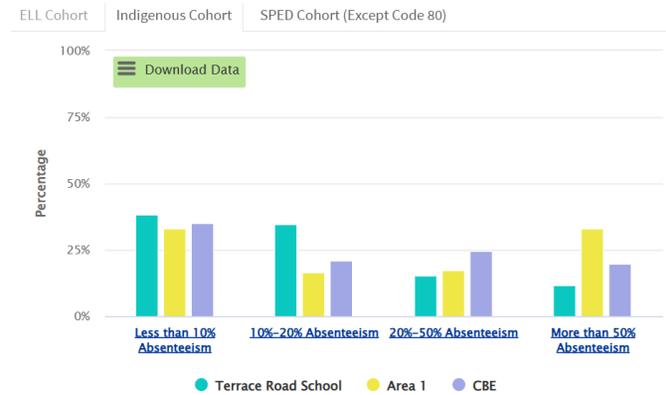
9. In general, where do you see your students this year requiring the most support (encouragement, engagement, conferencing, confidence building etc)?

[More details](#)

- 1 procedural fluency in math
- 2 conceptual understanding in math
- 3 writing across subject areas and forms
- 4 representing their learning

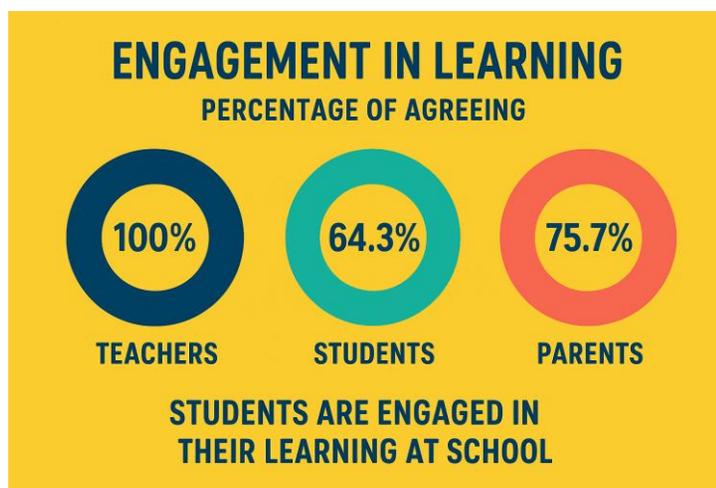


Our attendance rates at Terrace Road school continue to be higher than the Calgary Board of Education average (less than 10% absenteeism). However, we are significantly higher in the 10%-20% range. A deeper look indicates that the Indigenous population at Terrace Road has a higher absentee rate in the 10%-20% range, and overall, 61.5% of Indigenous learners are absent between 10% and above 50% of the time. Our commitment to truth and reconciliation, monthly communiTEAS, and work with Sandra Manyfeathers multiple times this year will have an impact on that absenteeism.



There is discrepancy in the perception of student engagement between the teachers, parents, and students. As we continue to build professional capacity in relation to engagement and learning, utilizing Amy Berry’s “Reimagining Student Engagement”, we should see these numbers trend upwards from all stakeholders.

The Our School survey results indicate significant growth in overall social-emotional well-being at Terrace Road School. Student levels of anxiety and depression were down this year, and sense of belonging and self-esteem were both up. Goal orientation and sense of belonging were also up this year. One outlier this year was a dip in grade 6 students feeling that they had positive relationships, although their sense of belonging maintained an 85% average, self-esteem was up 19%, and life satisfaction was up. This is in alignment with our core belief at the school that students need to feel safety and a sense of belonging (trauma-invested practice) in order to succeed academically.



Insights and Next Steps: Terrace Road School continues to make strong progress toward its school development goals. The percentage of students identified as requiring additional supports has fallen significantly—by 11% in CC3 and 18% in LeNs—while mathematics diagnostics show consistent year-over-year improvement. Grade 6 Provincial Achievement Test results in English Language Arts and Literature exceeded the provincial average by 22.2%, reflecting strong literacy learning. Student well-being indicators also show marked growth, with a notable 18% increase in sense of belonging among grades 4 and 5, and a 24% rise in goal orientation among grade 6 students. Students increasingly recognize the importance of goal-setting and demonstrating ownership of their learning.

Areas for growth focus on deepening engagement and conceptual understanding. A key priority is building capacity among teachers, students, and families to understand what engagement in learning looks like along a continuum—from disrupting to driving—so that students can take greater ownership of their progress. Continued emphasis is needed on strengthening student writing identity and competence across disciplines and enhancing conceptual understanding of number as value, place, and measurement to support numeracy. Improving attendance rates, particularly among Indigenous students, remains a goal to foster belonging, confidence, and academic growth. Additionally, improving

mathematics achievement is an important focus, as less than half of Grade 6 students met the acceptable standard in the provincial Mathematics assessment.

To address these needs, the school will continue using common rubrics and professional learning community structures to collaboratively assess student writing and identify shared areas of focus. Mathematics instruction will emphasize manipulatives, visual models, and open-ended tasks to strengthen conceptual understanding. Writing will be embedded across subjects to help students appreciate its value in communicating ideas. The school will also deepen collective understanding of authentic learning engagement and continue to advance Truth and Reconciliation commitments through meaningful acknowledgment of Indigenous culture and traditions. Finally, the TRS Look-fors and Celebrations document will continue to guide and recognize teacher growth and the successful implementation of school development strategies.

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: 9138 Terrace Road School

Assurance Domain	Measure	Terrace Road 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	82.4	76.9	82.6	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	81.4	77.9	81.6	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
	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	90.7	85.4	90.0	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.5	84.2	86.7	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	80.7	78.8	83.3	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	83.9	77.0	78.6	80.0	79.5	79.1	Very High	Maintained	Excellent

