


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

Ted Harrison 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 reading and writing will improve.

Outcome One: Student achievement in reading and writing will improve through both universal and targeted instruction in our daily literacy block known as Power Hour.

Outcome Two: Students' sense of belonging and connection will improve.

Celebrations

- In the 2024-25 school year Ted Harrison saw significant improvement in student understanding of spelling conventions as shown in diagnostic data. We saw an increase of 12.5% in students demonstrating grade level expectations. This was especially significant in Grades 5 and 7 where we saw an increase of 15.6% and 18.4%, respectively.
- Staff has shown a collaborative commitment to language and literacy improvement through an open and honest willingness to learn more about literacy instruction, language acquisition and targeted interventions.
- Ted Harrison saw improvement in students' sense of belonging and overall well-being with 78% of students positively reporting on resilience and mental health (an increase of 8%).
- Grade 5 reading comprehension data showed a reduction of 34% of students requiring intensive support (from 73% to 39%).

Areas for Growth

- Implement strategies to build reading skills in support of reading comprehension
- Increase the number of students feeling a sense of connection and belonging in the school
- Deepen staff engagement with data to understand and plan for interventions in more intentional learning cycles

Next Steps

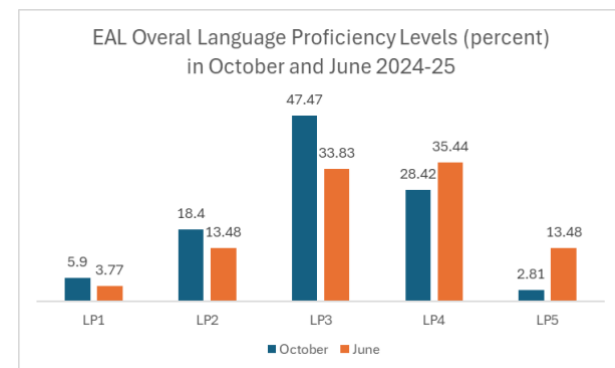
- Power Hour focus on the skills needed to boost reading comprehension including automaticity when reading, building background knowledge and vocabulary development.
- Regular and intentional reading across subjects to develop and practice habits of strong readers across subject areas (rereading, making connections, inferencing).
- Working in discipline and grade teams to find ways to implement reading comprehension focused skills into each of our core areas.
- Improving feelings of connectedness by having more school events to build community and school spirit.

Our Data Story:

Ted Harrison's 2024-25 School Development Plan had the broad goal of improving student achievement in reading and writing. Many key pieces of data pointed to the need to support students in developing reading skills. Report card data from 2023-24 told us that 40% of students achieved 1s or 2s in reading. Ted Harrison school has a 79% English as an Additional Language (EAL) learner population; of these students, 16% were at the beginning levels (LP1 and LP2). Student survey data also informed us that only about 60% of students felt a sense of belonging at Ted Harrison. Through examination of these many sources of data, teacher observation and community demographics, we decided to institute a daily literacy block called Power Hour to afford dedicated time to meet students' needs for vocabulary development, stronger reading skills and connection to school. We were intentional in including PE and CTF teachers in the planning and teaching of Power Hour to provide more opportunities for students to build relationships with multiple familiar adults in the school. Power Hour was designed to unfold carefully and purposefully over the course of the school year. The first months supported students' social-emotional learning and diagnostic testing. Later we moved into intentional literacy learning to address foundational literacy skills, spelling, and vocabulary development, specifically academic and subject-specific language, for all students.

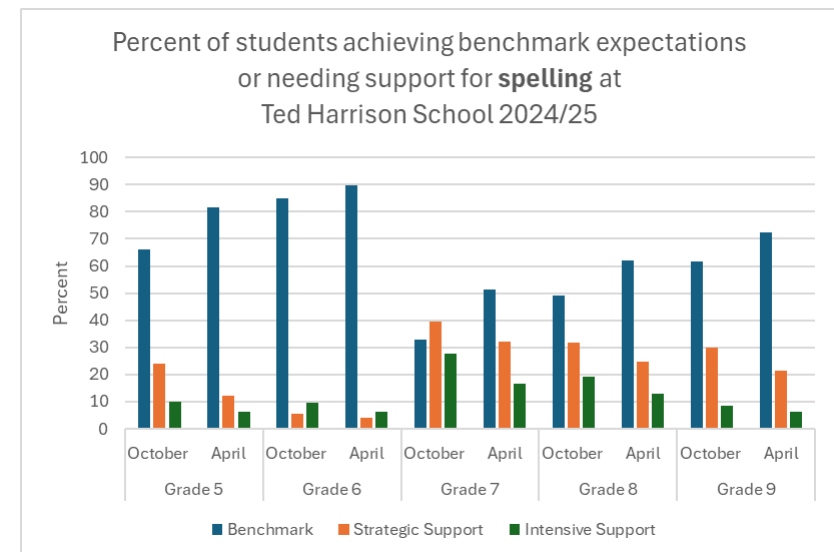
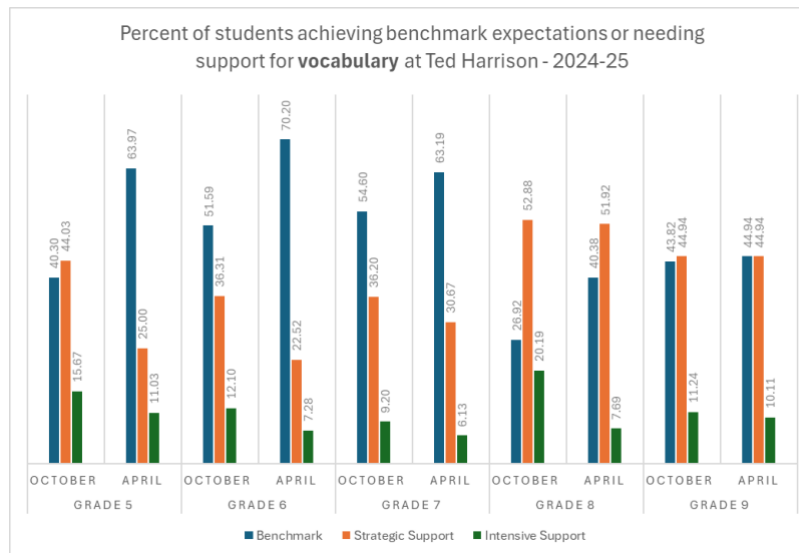
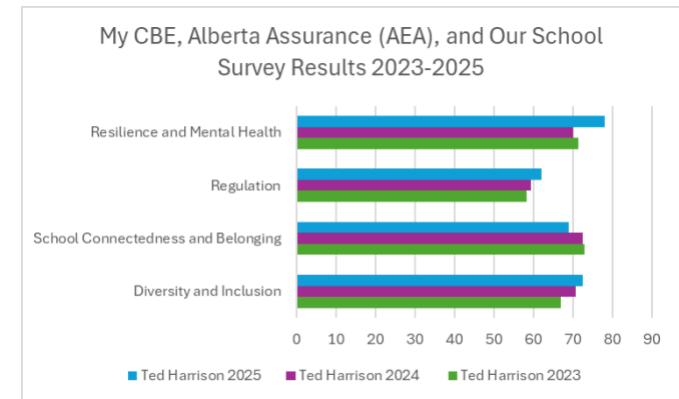
Over the course of the 2024-25 school year, Ted Harrison staff engaged in many professional learning sessions within our school. As many teachers articulated needing support in teaching reading skills, we needed to front load the year with appropriate professional learning. The professional learning focused on unpacking the CBE Literacy Framework, understanding how to administer and interpret diagnostic testing, developing and sharing rich literacy tasks, and later, deepening our work of Anti-Racist pedagogy and high expectations.

Additionally, four Ted Harrison staff worked closely with an EAL Strategist to build teacher capacity in the realm of language acquisition and assessment. These four teachers were also tasked with sharing back to their grade teams the strategies and techniques which made the largest impact on student language development. Further, to build oral language skills for our most beginning English learners, we were able to offer daily small group support. The impact of this targeted work can be seen in the figure on the right.



By the end of the year, the school noted growth in three of the four areas of student self-reporting of well-being. Most significant was the change in resilience and mental health with an increase of 8%. Unfortunately, school connectedness and belonging dropped by 3% (from 72% to 69%).

In reviewing report card data, there were only changes of less than 2% for any reading indicators. However, looking more deeply into the school's diagnostic data shows significant improvement in several areas. The graphs below highlight changes to the levels of support required in vocabulary learning and in spelling. In both areas we see a consistent trend in the percent of students requiring benchmark (expected) support, at some grade levels more than a 20% increase.



Insights and Next Steps

While we have seen improvement in many areas, there is still room for growth in the areas of reading and feelings of connection and belonging. The 2024-25 school year was used to lay the foundations for the progress we are committed to achieving.

Overall school reading comprehension data showed student growth did not match the expectations of a complete school, resulting in a relative increase of 6% for students requiring strategic support. The focus of Power Hour in the 2025-26 year will be to continue to build foundational skills and leveraging the progress made in vocabulary and spelling to better support reading comprehension. Continued professional development on reading accelerators including fluency, building and activating background knowledge and vocabulary, using textual evidence and interpretation to build understanding of a whole text. The professional understandings developed by staff will inform how targeted interventions will be delivered in Power Hour and language learning will be intentionally designed and embedded across subject areas. Small group EAL support for beginners will continue.

In service of improving perception of connectedness and belonging, we will continue to pair complementary course teachers with homerooms, maintain consistent high expectations, and create more opportunities for students to participate in whole school events and activities.

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	Ted Harrison 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	84.6	82.3	84.3	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	68.6	63.9	66.8	79.8	79.4	80.4	Low	Maintained	Issue
	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	39.8	50.3	50.1	62.5	62.5	62.6	Very Low	Declined Significantly	Concern
	PAT9: Excellence	7.0	7.8	7.8	15.6	15.4	15.5	Very Low	Maintained	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	82.2	80.5	83.3	87.7	87.6	88.2	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	72.5	67.6	71.4	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	76.0	76.7	78.5	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	75.4	62.6	70.9	80.0	79.5	79.1	Intermediate	Maintained	Acceptable