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Calgary Board of Education

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 2025-26 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 2026-27 School Year p. 209).

This report includes results relative to the goals and outcomes set in the 2025-26 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 will improve.

Outcome One: Student achievement in reading will improve through both universal and targeted instruction.

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

Celebrations

- *Vocabulary development has shown growth, particularly in Grades 5-8, this suggests Power Hour and literacy interventions are successfully building foundational language knowledge.*
- *Whole school EAL reading proficiency improved substantially. For example, LP5 increased by 8.6% (from 9.5% to 18.1%) Further, Writing proficiency showed even stronger growth. LP4 increased by 13.3% (from 24.4% to 37.7%) and LP5 by 5% (from 6.0 to 11.0%).*
- *Student self-reporting of feeling safe at school increased from 57% to 67%.*
  Student self-reporting of feeling welcome increased 7% (from 66% to 73%).
- *Across most grades, a reduction in the number of Report Card indicators of 1 in Reading, for example, Grade 5 decreased 4% (6% to 2%), Grade 7, decrease of 2.1% (3.7% to 1.6%) and Grade 9, a decrease of 3.3% (7.8% to 4.5%)..*
- *Across most grades, an increase in the number of Report Card indicators of 4 in Reading. For example, Grade 5 increased 4.3% (7.8% to 12.1%); Grade 6 increased 2% (14.3% to 16.3%); and Grade 8 increased 3.4% (9.2% to 12.6%).*

Areas for Growth

- *Comprehension growth is inconsistent; stronger word knowledge is not translating to deeper understanding of text.*
- *School belonging needs further attention. While adult relationships are strong, peer connectedness requires more support.*
- *Deepen staff understanding and consistent application of differentiation in task design to increase student engagement, access to support in learning and quality of education (AECAM).*

Next Steps

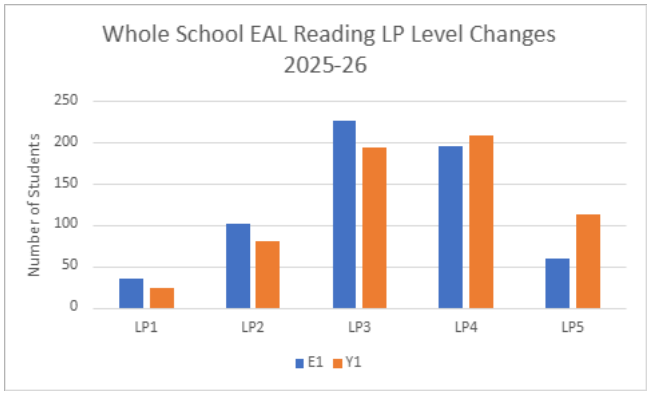
- *Power Hour and classroom practice focused on implementing reading accelerators meaningfully to support reading comprehension.*
- *Focus on cooperative learning, structured collaborative tasks, circle protocol, and community building events.*
- *Provide professional learning and opportunities to collaborate with colleagues to design tasks that include meaningful differentiation.*

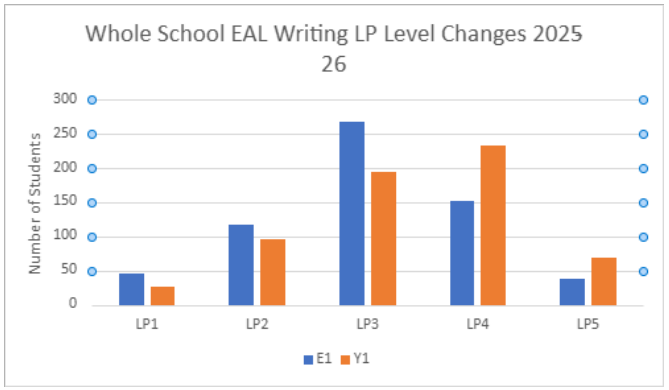
Our Data Story:

Ted Harrison's 2025-26 School Development Plan continued to focus on improving student achievement in reading and writing while strengthening students' sense of belonging. Analysis of our previous year's data demonstrated encouraging growth in foundational literacy skills, particularly vocabulary development, spelling, and English language acquisition. However, reading comprehension remained an area requiring focused attention, with many students continuing to require support to fully access grade-level texts. In addition, student perceptions of belonging and connection were low.

To build on the progress established during the previous year, Ted Harrison continued to implement Power Hour, a dedicated daily literacy block designed to provide targeted literacy instruction. The dedicated block of time allowed staff to respond more intentionally to student needs through intervention groups, focused literacy instruction, and ongoing use of diagnostic data. Staff continued to prioritize instruction in vocabulary, language development, spelling, fluency, and reading comprehension strategies, recognizing that strong foundational skills are essential for deeper understanding of increasingly complex texts.

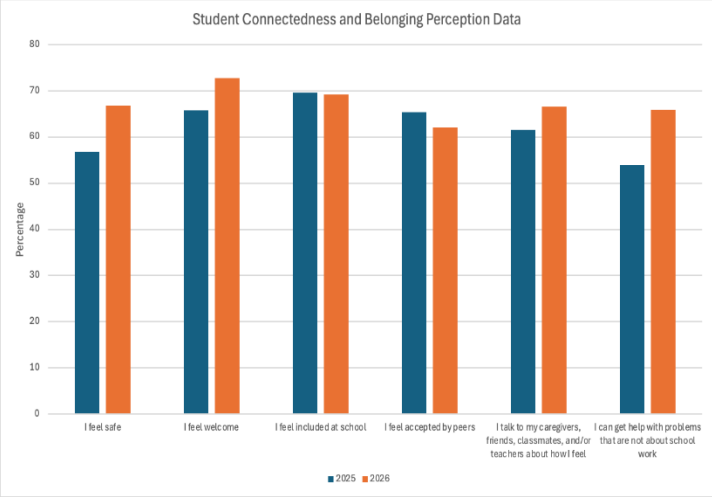
Throughout the year, staff worked collaboratively to examine literacy data and adjust instructional practices based on student needs. Building on the learning established in the previous year, staff increasingly used assessment data to identify students requiring additional support and to monitor the impact of interventions throughout the year. Teachers engaged in professional learning focused on teaching reading comprehension, in particular reading accelerators to close gaps in reading.





Ted Harrison also continued its partnership with an EAL Strategist to strengthen staff understanding of language acquisition and instructional practices that support English learners. This work contributed to notable growth in English language proficiency, with more students moving into higher levels of language development in both reading and writing. Small-group supports for emerging English learners continued to provide opportunities for students to develop vocabulary, oral language skills, and confidence using academic language across subject areas.

The impact of this work can be seen across several areas of student achievement. Diagnostic data demonstrated continued growth in vocabulary development across most grade levels, with more students achieving grade level expectations and fewer students requiring intensive support. EAL proficiency data also showed positive movement, with increasing numbers of students demonstrating greater independence with grade-level language demands. Report card data reflected growth in the number of students achieving proficiency in reading, particularly through reductions in students performing at the lowest achievement levels and increases in students meeting or exceeding grade-level expectations.



Student perception data also highlighted important successes. Students reported stronger relationships with teachers, increased feelings of safety, and improved access to support from adults within the school. More students indicated that they felt welcomed, respected, and able to seek help when needed. These results suggest that intentional efforts to build positive relationships and create supportive learning environments are having a meaningful impact on students' experiences at school.

While these gains are significant, opportunities for growth remain. Reading comprehension continues to be our greatest literacy challenge, particularly as students engage with increasingly complex texts that require inferencing, interpretation, and critical thinking. School-wide data suggests that many students have strengthened foundational literacy skills but have not yet consistently transferred these skills into deeper comprehension and analysis. Additionally, although belonging indicators improved in several areas, student responses indicate that strengthening peer connections and increasing students' overall sense of belonging remain important priorities

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Moving forward, Ted Harrison will continue to leverage the Power Hour structure to support literacy growth while placing a greater emphasis on reading comprehension. All Power Hour classes are now regrouped based on need within each grade. Staff will focus on helping students develop and activate background knowledge, build vocabulary, inferencing skills, and text analysis strategies across all subject areas. Staff will also continue regular use of diagnostic data to better understand learners and differentiation to meet their specific needs. To enhance students' sense of belonging, we will continue to create opportunities for meaningful student participation, positive peer interactions, and strong connections with caring adults throughout the school community.

Overall, the 2025-26 school year demonstrated the intentional structures and practices established through Power Hour and targeted language supports are positively impacting student learning. Our next steps will build on this foundation as we work to improve reading comprehension outcomes and ensure all students experience success, connection, and belonging at Ted Harrison School.

Required Alberta Education and Childcare Assurance Measures (AECAM) Overall Summary - Fall 2026

The Alberta Education and Childcare 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 and Childcare 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	**80.3**	84.6	84.3	**84.2**	83.9	84.0	Very Low	Declined	Concern
	Citizenship	**72.1**	68.6	65.6	**81.2**	79.8	79.8	Intermediate	Improved	Good
	3-year High School Completion	**n/a**	n/a	n/a	**82.1**	81.4	80.8	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**86.7**	87.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	**38.3**	39.8	46.7	**60.8**	62.5	62.6	Very Low	Declined	Concern
	PAT9: Excellence	**4.2**	7.0	7.5	**15.5**	15.6	15.5	Very Low	Declined	Concern
	Diploma: Acceptable	**n/a**	n/a	n/a	**80.2**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**22.9**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**78.6**	82.2	82.4	**87.8**	87.7	87.8	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**75.6**	72.5	68.7	**85.8**	84.4	84.4	Very Low	Improved	Issue
	Access to Supports and Services	**75.8**	76.0	77.8	**79.5**	80.1	80.2	Low	Maintained	Issue
Governance	Parental Involvement	**68.8**	75.4	71.5	**79.9**	80.0	79.5	Very Low	Maintained	Concern