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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

McKenzie Towne School

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McKenzie Towne 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 and well-being will improve.

Outcome One: Reading achievement will improve.

Celebrations

- According to the results on the LeNS assessment, 49.3% of students were no longer in need of support in June 2026.
- According to the results on the CC3 assessment, 50% of students were no longer in need of support in June 2026.
- Students' sense of belonging has improved from 89.3% to 91.4% and reflects a high level of connectedness.

Areas for Growth

- Students who are EAL, have learning needs were not as successful on the reading section of the report card.
-

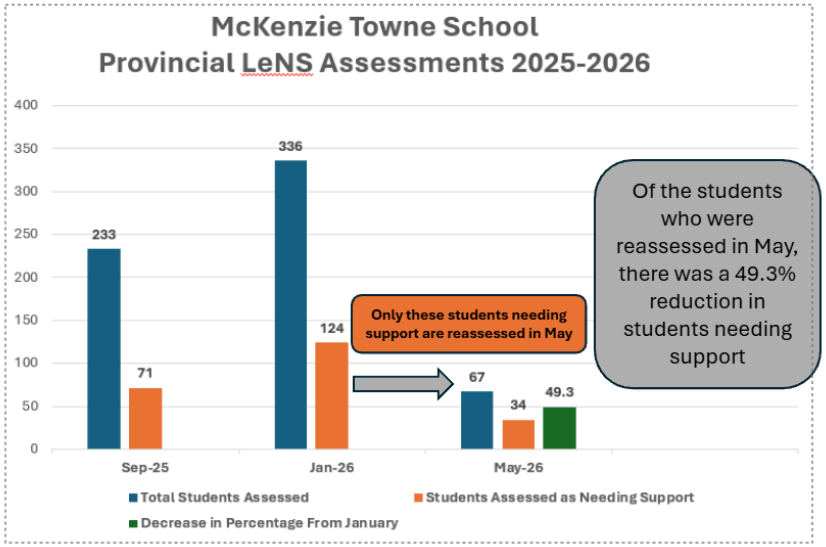
Next Steps

- Consistent analysis of assessments and targeted instruction for improvement
- Small group interventions with complexity teacher.
- Work with system rubrics to ensure assessment is well-aligned between all teachers
- Work on calibration within teams and within the school.

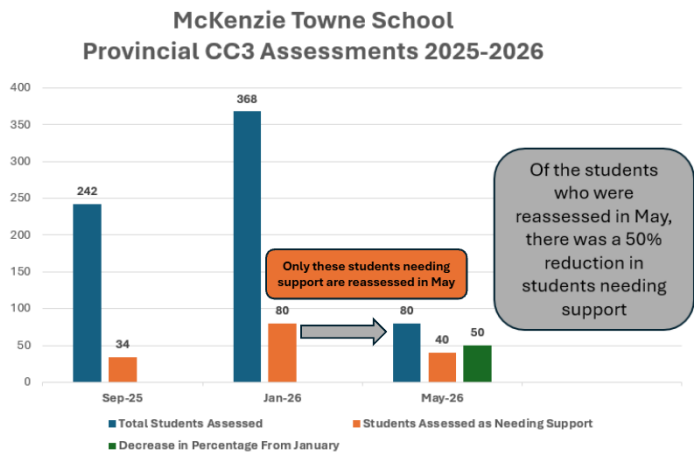
Data Story

LITERACY: We primarily used the LeNS and CC3 assessments to measure growth in the areas of literacy. In addition, we examined report card data. We noted the following:

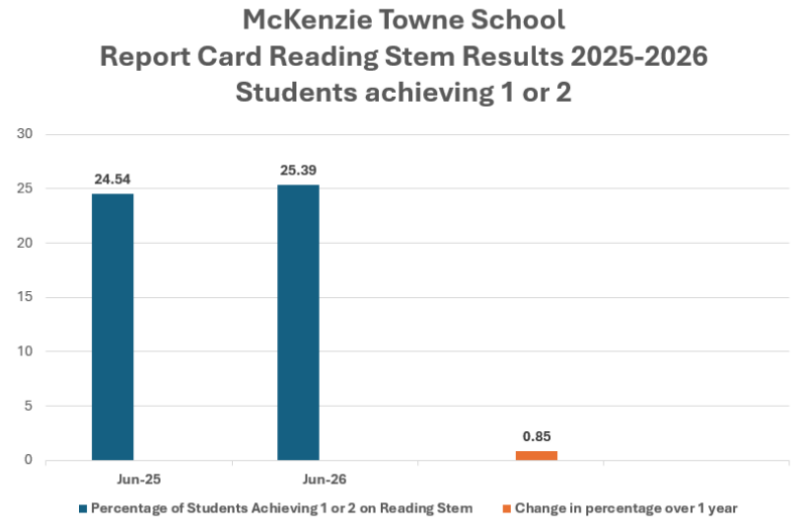
LeNS: In September 2025, 233 students were administered the LeNS assessment. After this assessment, 71 (30.5%) of those students were considered in need of support. In January 2026, 336 students were administered the LeNs assessment (this includes all kindergarten students, new students, students no longer exempt and students who were now present). 124 (36.9%) of these students were identified as needing support. In May 2026 ,67 students (not including kindergarten but including new students, students no longer exempt and students that were now present) were administered the LeNS. 34 (50.7%) of those students were still requiring support. In conclusion, 33 out of the 67 from January (49.3%) improved to the point where they no longer required support. We feel this is a strong indication of success since half of the students from January no longer required support.



CC3: In September 2025, 242 students were administered the CC3 assessment. 34 (14.1%) of students were identified as needing support in the overall CC3. In January 2026, 368 students were administered the CC3 assessment (this increase is due to the inclusion of grade 1 students, EAL students no longer exempt new students, students no longer exempt and students who were now present) 80 (21.8%) of those students were identified as needing support according to the overall CC3 results. In May 2026, those 80 students were reassessed and 40 (50.0%) were identified as needing support in the overall CC3 results. This indicates a 50% drop in the cohort of students that needed support between January and May 2026. This means 1 out of every 2 students were no longer in need of support by May 2026. This is a strong indication of successful interventions.



Report Card Data: We also looked at the report card reading stem and compared 2024-2025 data to 2025-2026:
June 2025: 24.54% of students had an indicator of 1 or 2 on the reading stem
June 2026: 25.39% of students had an indicator or 1 or 2 on the reading stem
This is an increase of 0.85% which indicates a minimal increase in the number of students with 1 or 2. When reviewing the specific students' results, we discovered that these students are either EAL, on IPPs or have significant learning challenges that have not yet been formally diagnosed. One can conclude from this data that the interventions put in place by our 2025-2026 SDP were essentially effective for many, although students with greater complexity would have required additional targeted intervention to achieve success. We intend to spend additional time with staff on calibration to ensure accuracy and consistency of assessment and reporting.



Outcome Two: Mathematics achievement will improve.

Celebrations

- According to the results on the Numeracy assessment, 25.5% of students were no longer in need of support in June 2025.

Areas for Growth

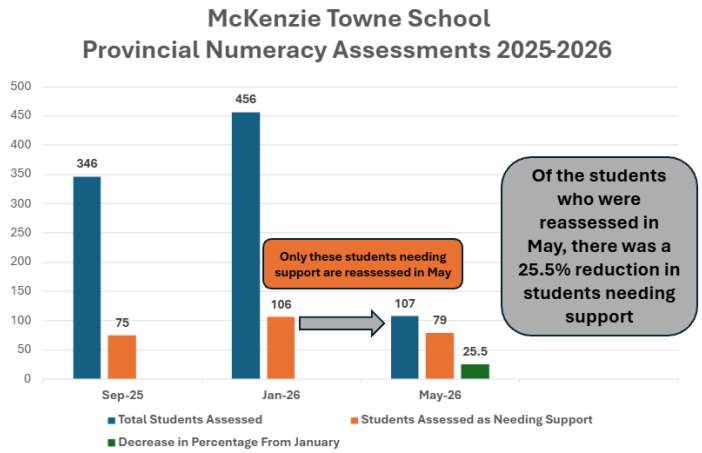
- Students who are EAL and have learning needs were not as successful on the number portion of the report card.
- Many students need improvement in the number sense section of the report card

Next Steps

- Consistent use of Numeracy Decision Tree for assessment purposes.
- Small group interventions with complexity teacher.
- Work with new system rubrics to ensure assessment is well-aligned between all teachers
- Work on calibration within teams and within the school

MATHEMATICS: Our most consistent data were gathered using the provincial numeracy assessment. In addition, we examined the report card data using the strand referring to number.

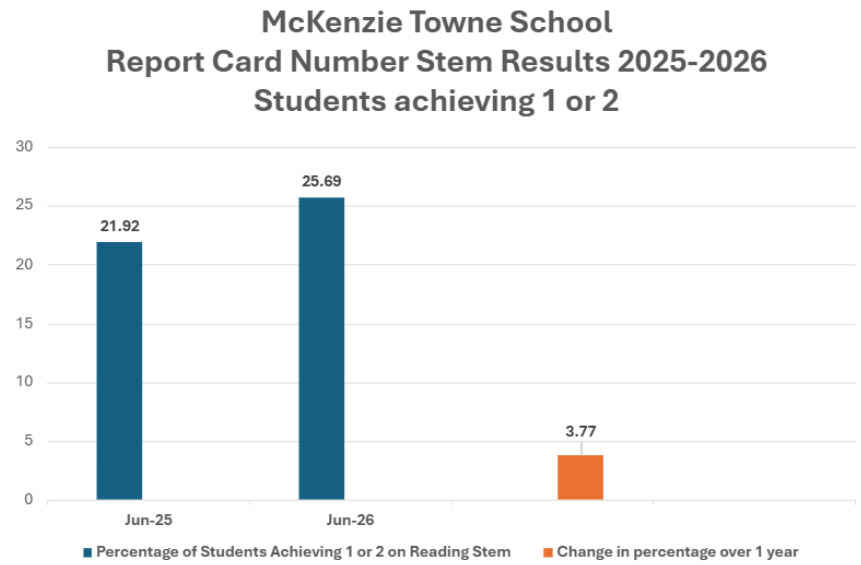
Provincial Numeracy Assessment: In September 2025, 346 students wrote the provincial numeracy pre-assessment. 22% (75 students) of those students were identified as needing support in numeracy. In January, all students plus 90 more students that transferred in or were now present or were no longer exempt wrote the same assessment. 22% (100 students) were identified as in need of support. The percentage indicates that learning was still occurring and students were making progress. These 100 students, plus 7 more (now present, new or no longer exempt) students were retested in May for a total of 107. The number of students in need of support was 79 which represents 73.8% of the original group that required support. This represents a 26.2% improvement in the group of students needing support. That is an indicator of success.



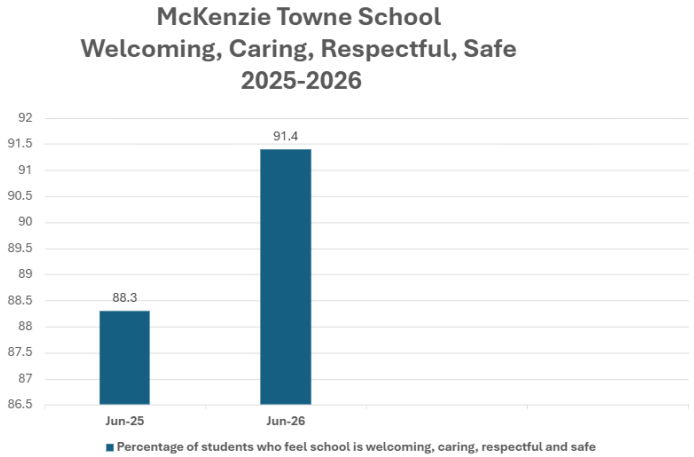
Report Card Data: We also looked at the report card number strand:
Number Report Card- % of students with an indicator of 1 or 2 (Whole School):

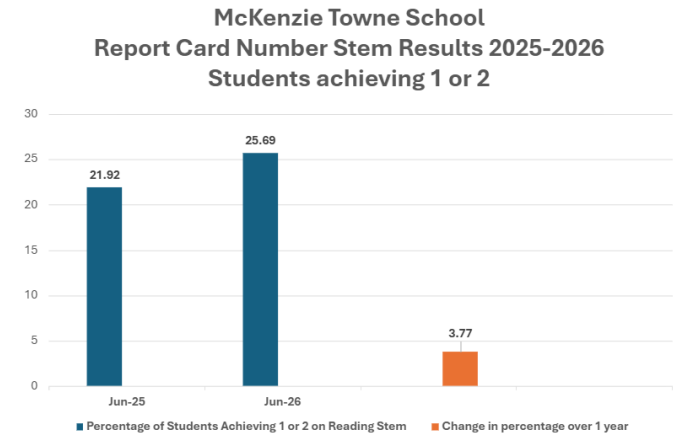
- June 2025: 21.92% of students had an indicator of 1 or 2 on the number stem
- June 2026: 25.69% of students had an indicator of 1 or 2 on the number stem

This is an increase of 3.77% which indicates an overall increase in the number of students with 1 or 2.
When reviewing the specific students with either 1s or 2s we discovered that these students are either EAL, on IPPs or have significant learning challenges that have not yet been formally diagnosed.
One can conclude from this data that the interventions put in place by our 2025-2026 SDP were effective, although students with greater complexity required additional targeted intervention to achieve success. We intend to spend additional time with staff on calibration to ensure accuracy and consistency of assessment and reporting.



Assurance Survey: Each year, grade 4 students are administered a survey that gives schools, school board and the province information about how students feel about school. McKenzie Towne consistently scores high in the area of well-being. Between 2025 and 2026 there was an increase of 3.1% in welcoming, caring, respectful and safe environment at our school. In addition, 92% of respondents said they feel their teacher treat them fairly, 93% said they feel safe at school and 97% think their teachers care about them.





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	McKenzie Towne 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	**80.8**	81.6	83.7	**84.2**	83.9	84.0	Low	Maintained	Issue
	Citizenship	**86.9**	84.2	84.7	**81.2**	79.8	79.8	Very High	Maintained	Excellent
	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	**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**	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**n/a**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**n/a**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**87.2**	90.1	92.2	**87.8**	87.7	87.8	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**91.4**	89.3	89.8	**85.8**	84.4	84.4	Very High	Maintained	Excellent
	Access to Supports and Services	**64.5**	74.8	75.7	**79.5**	80.1	80.2	Very Low	Declined	Concern
Governance	Parental Involvement	**77.8**	73.5	76.1	**79.9**	80.0	79.5	Intermediate	Maintained	Acceptable