

**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

**Saddle Ridge School**

368 Saddlecrest Blvd NE, Calgary AB T3J 5L6 | , Calgary, AB t | 403-777-6249 e | [saddleridge@cbe.ab.ca](mailto:saddleridge@cbe.ab.ca)

## 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 will improve.

**Outcome One:** Students will improve phonological awareness and decoding skills.

### Celebrations

- Students' decoding skills have improved at all grade levels.
- Significant decrease in the number of students who were identified as requiring additional supports within the Castle Coltheart 3 (CC3) and Letter Naming Sound (LeNS) assessment.
- Academic achievement was noted through report card indicators in all cohort grade groups. Students achieving a 3 or 4 report card indicator in "Reading" increased across the school.

### Areas for Growth

- Continue to teach explicit oral language strategies to help English language learners at LP1 and LP2 levels build academic language.
- Continue to deepen teacher professional learning on research-based decoding skills and literacy practices.
- Provide ongoing targeted support for students who require additional support in literacy within small groups.

### Next Steps

- Implement a 6-week reading intervention cycle for students who were identified as requiring additional literacy support.
- Teachers will work alongside the English as an Additional Language (EAL) Strategist to design tasks and assessments for students at LP1 and LP2 levels to improve oral language practices.
- Strengthen the structured literacy program and continue using decoding tools such as Hagerty and UFLI
- Increase calibration of assessment instruments within our Professional Learning Communities.

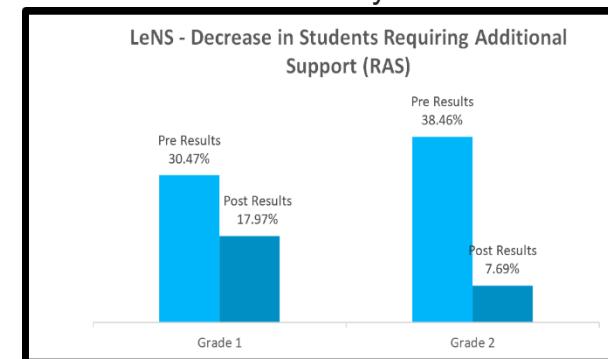
## Our Data Story

Saddle Ridge School serves a vibrant community of early learners from kindergarten through grade four, with approximately 83% of our students speaking English as an additional language. As a staff, we recognized that developing strong foundational literacy skills is essential to every child's long-term academic success and that achieving this goal would require intentional, evidence-based instruction.

Our 2024–2025 School Development Plan focused on strengthening foundational literacy skills, particularly decoding. Early Year Assessments data and teacher observations indicated many students across grade levels had gaps in phonological awareness and letter-sound knowledge, which affected their ability to access and process text independently. Teachers also noted that while students were enthusiastic about reading, many lacked the foundational tools required to do so successfully.

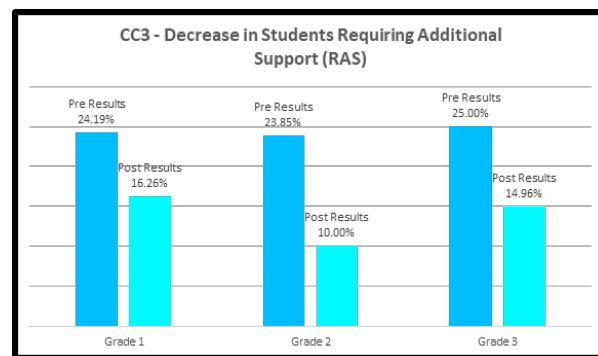
To address these needs, the school implemented school-wide structured literacy practices emphasizing explicit phonics instruction, phonological awareness routines, and the use of decodable texts. Teachers worked collaboratively in Professional Learning Communities and Grade-Team planning sessions to design common learning tasks and assessment rubrics, ensuring a consistent approach to structured literacy across classrooms. Also, staff met in Collaborative Team meetings to monitor student progress and growth. Through this work, we also saw notable increases in students' perceptions of their opportunities to share ideas and interact with classmates in both literacy and oral language practices, suggesting improved engagement alongside academic growth.

Two Early Year Assessments—Letter-Sound and Word Recognition (LeNS) and Comprehension and Reading Fluency (CC3) played a central role in guiding instruction. These tools allowed teachers to identify students requiring additional support, monitor progress, and assess the impact of targeted interventions. Student perception data from the CBE Grades 1–3 Academic Survey reinforced the importance of this work, with a strong majority (90.8%) of students agreeing that "Reading helps me learn."



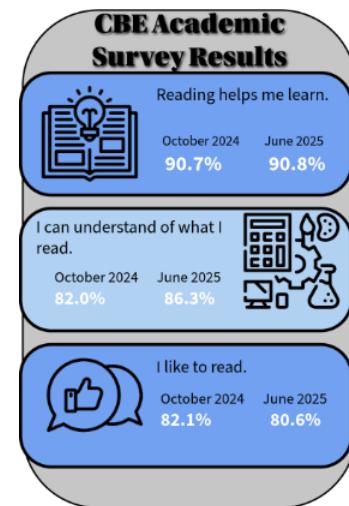
At the beginning of the school year, Early Year Assessment results showed a significant number of students required literacy support, particularly in decoding and fluency. However, as focused instruction and early intervention became consistently embedded in classroom practice, measurable improvements emerged across all grade levels.

In the LeNS assessment, which measures decoding and letter-sound fluency, Grade 1 students requiring support decreased from 30.5% to 18% of students; while Grade 2 students in need of intervention dropped from 38.5% to 7.7% of students requiring support. These reductions reflect substantial gains in foundational reading skills and demonstrate the strong impact of explicit phonics instruction.



Results from CC3 also showed significant improvement. In Grade 1, students needing support decreased from 24.2% to 7.9% of students requiring additional support; in Grade 2, the number declined from 23.8% to 13.8% and in Grade 3, from 25% of students to 10% of students requiring support. These improvements signal growing proficiency in decoding, fluency, and comprehension—three essential components of skilled reading. Our report card data also indicated a +3.08% improvement in the number of students receiving an Indicator of 3 and 4 on the report card stem, “Reads to explore and understand.”

According to student perception data from The Calgary Board of Education, Student Academic Survey students from Saddle Ridge School demonstrated higher levels of engagement and confidence. Notable increases were observed in responses to “Reading helps me learn” and “I can understand and make sense of what I read.” When responding to the statement *“Reading helps me learn,”* 90.7% of students agreed in the pre-results, compared with 90.8% in the post-results. We observed a similar increase in responses to the statement *“I can make sense of what I read,”* where agreement rose from 82% to 86%. This growth is directly related to students experiencing greater success in decoding, which, in turn, has enhanced their comprehension of the texts they read. While there was a slight decrease in the number of students reporting that they enjoy reading, addressing this will be a focus of our work next year.



The alignment between assessment results, report card data, and student perception data reveals a cohesive story: intentional, explicit, and data-informed literacy instruction is producing meaningful change for

early learners at Saddle Ridge School. Students are developing not only the skills needed to read, but also the confidence and independence that define successful readers. Looking ahead, we will continue to use LeNS and CC3 to identify emerging literacy needs and guide early intervention. As students' foundational decoding skills strengthen, our instructional focus will expand to include deeper vocabulary development and comprehension. These next steps will support sustained progress and ensure that students continue to thrive as readers.

Ultimately, this data story is about more than numbers. Each improvement represents a child building the skills, self-belief, and resilience needed for lifelong learning. The success at Saddle Ridge reflects the dedication, expertise, and collaborative efforts of staff who remain committed to ensuring that all students can experience success in literacy.

## Insights and Next Steps

At our school, increased improvements were noted; the analysis of our literacy data shows strong growth across grades one through three. The LENS assessment indicated significant improvement in foundational literacy skills. In grade one, 30.47% of students were identified as at risk in the fall pre-assessment, decreasing to 17.97% in the spring post-assessment. Grade two showed similar gains, with the percentage of at-risk students decreasing from 38.46% to 12.79%. The CC3 assessment data further supports this positive trend. In grade one, students requiring support decreased from 24.19% in the pre-assessment to 16.26% in the post-assessment. Grade two demonstrated notable improvement as well, dropping from 23.85% to 10%, and grade three saw a reduction from 25% of students requiring support to 14.96%. Across all grade levels, the data suggests that explicit instruction and consistent use of research-based literacy strategies resulted in meaningful progress for students.

Although we noticed overall gains, our CBE Academic Survey revealed a slight decline in students' attitudes toward reading, with 82% of students reporting that they like to read in the pre-assessment results compared to 80% in the post-assessment results. Additionally, the data from our Grade 4 results from the Alberta Assurance Measures Report remained the same for the 2024 and 2025 school year at (79% to 79.34%). While the change is minimal, it highlights a need to focus more intentionally on promoting joyful literacy experiences. Moving forward, our next steps involve strengthening schoolwide efforts to nurture a positive reading culture, maintaining and refining evidence-based literacy instruction, and ensuring early, responsive supports for students who require intervention. We also plan to increase students' access to diverse, high-interest texts and continue to engage families in supporting reading at home. Finally, we will deepen professional learning for staff to sustain strong instructional practices and ensure continued growth in literacy achievement.

# 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	Saddle Ridge 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	89.1	88.6	89.9	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	84.7	90.9	91.6	79.8	79.4	80.4	Very High	Declined	Good
	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	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	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	92.0	96.0	95.1	87.7	87.6	88.2	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.2	92.5	94.1	84.4	84.0	84.9	High	Declined	Acceptable
	Access to Supports and Services	78.2	86.9	85.0	80.1	79.9	80.7	Low	Declined	Issue
Governance	Parental Involvement	86.9	88.3	82.3	80.0	79.5	79.1	Very High	Maintained	Excellent
...										