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Calgary Board of Education

Douglasdale School
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School Improvement Results Reporting | For the 2025-26 School Year

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

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 engagement in writing will increase.

Outcome One: Teachers and students will utilize Self-Regulated Strategy Development (SRSD) for writing across the curriculum, to support idea development, planning, organization, and revision.

Celebrations

- 77% of kindergarten students moved from Basic achievement to Excellent achievement when comparing pre- and post-instruction writing. In kindergarten, writing includes oral sharing of thinking, pictures, and some text.
- Through explicit writing instruction, students in grade 1 to grade 5 showed improvement in writing in the areas of idea development, planning, organization, and revision.
- Teachers continue to use SRSD for Writing with fidelity. Parents communicate better understanding of self-regulation (self-talk) and its' impact on writing.

Areas for Growth

- Teachers' analysis and discussion of student writing identified sentence structure, syntax, and vocabulary as areas for targeted instruction.
- Parent feedback identified understanding how self-talk helps writers as a continued area of learning.
- Administration identified Teacher calibration, working together to assess writing consistently across classrooms and grade, as an ongoing area for professional development and growth.

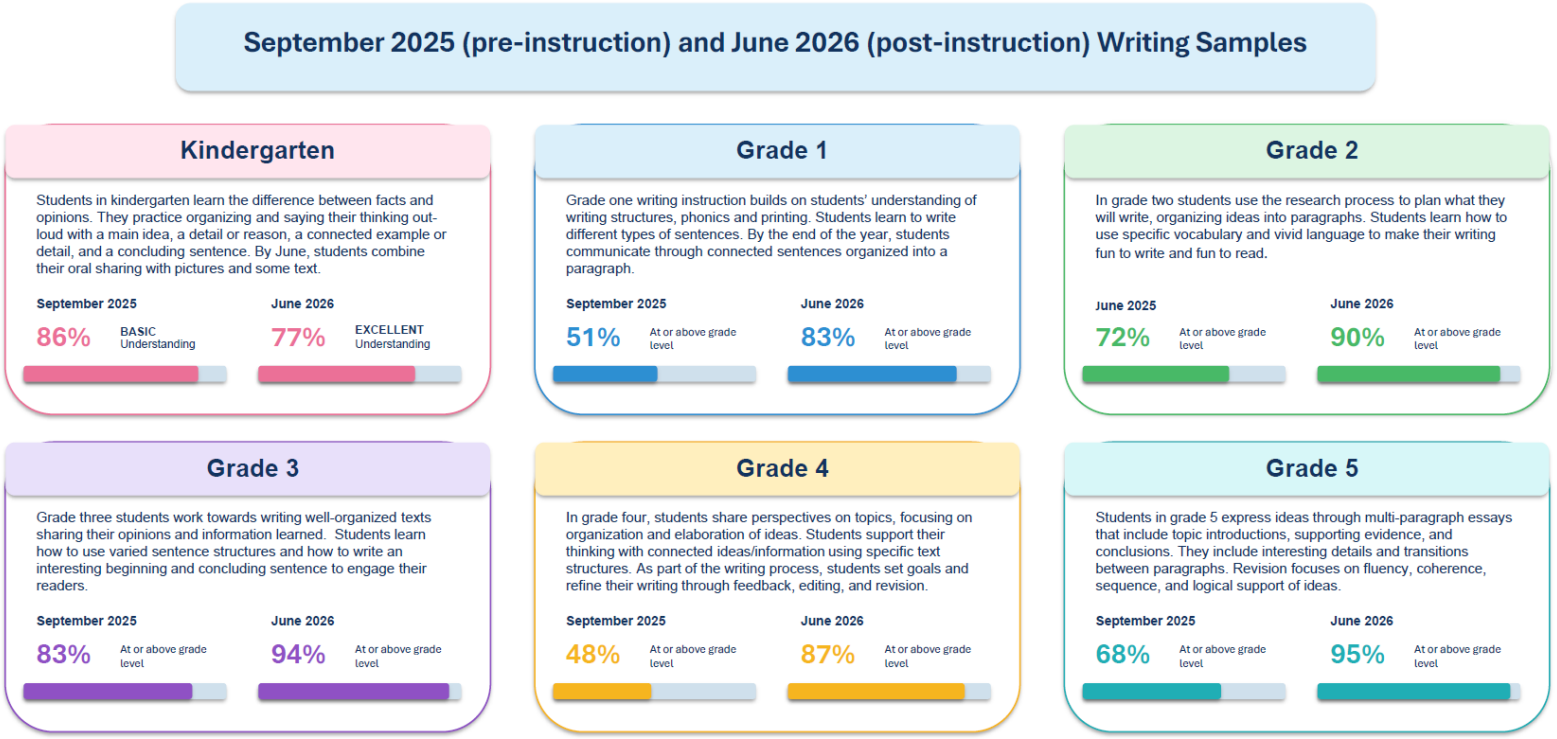
Next Steps

- Targeted professional learning for teachers focused on writing instruction for sentence structure, syntax, and vocabulary.
- On-going Professional Learning Community meetings refining understanding of curriculum and application of assessment practices, within grade teams and across grades, to calibrate writing assessment and reporting.
- Continued partnership between school and home, celebrating and communicating writing achievement.

Our Data Story:

Douglasdale School's three-year School Development Plan focuses on improving student achievement and engagement in writing. Evidence-based writing instruction includes explicit teaching of executive functioning (planning, motivation, reviewing, self-regulation), composition (ideas, words, sentences), and transcription (printing, typing, spelling). Teachers started by analyzing student writing samples and teacher's observations to determine how we might improve student writing. Teachers identified idea development, planning, organization, and revision as areas for targeted teaching.

In 2024-2025 teachers were trained in Self-Regulated Strategy Development for Writing (SRSD), a six-step evidence-based instructional approach. In 2025-2026, teachers worked collaboratively to apply the SRSD approach across the curriculum, offering opportunities for students to learn and practice writing in English Language Arts and Literacy, Social Studies, and Science classes. SRSD instruction continued to be delivered with 100% fidelity. Students engaged in meaningful writing tasks that deepened academic knowledge through writing. Students received specific feedback and were supported to set and work towards personal writing goals using teacher-created checklists and rubrics. Through surveys, students in grade 5 shared they understood what to do to improve their writing (77%) and can keep working on their writing, even when it is challenging (98%).



Updated October 2026

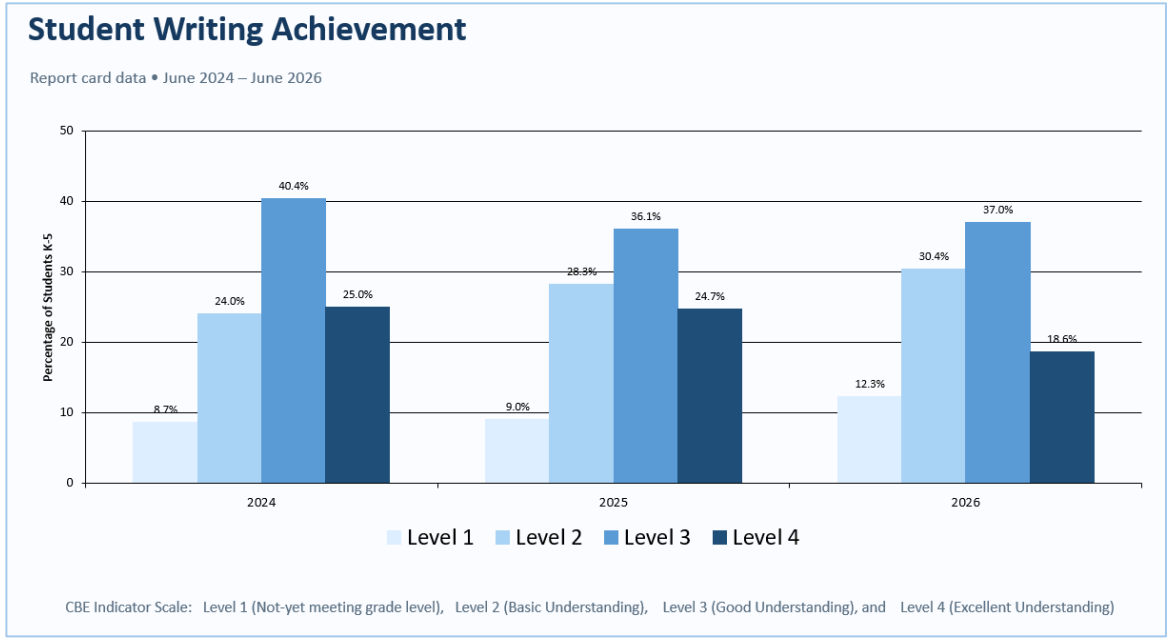
Parents as Partners in Learning

What families noticed	K	1	2	3	4	5
Writing is improving	97%	100%	97%	97%	100%	95%
Writing is more organized	73%	100%	97%	92%	86%	100%
Ideas include supporting details	90%	94%	92%	100%	83%	92%
Can explain using the TIDE organizer	53%	94%	92%	94%	88%	92%
Can give an example of writing self-talk	70%	90%	92%	100%	90%	92%
Can explain how self-talk helps writers	60%	87%	63%	94%	86%	90%

As part of our commitment to connecting school and home, students brought pre- and post-instruction writing samples home to share with their family. In January 2026, they shared Opinion writing samples. In June 2026, they shared Informative writing samples. Families were asked to focus on celebration and invited to share what they noticed through a parent survey. Feedback from surveys reflected what students communicated about writing outside of the classroom setting. Surveys showed that parents felt their child's writing was improving. Parents also indicated that self-talk strengthened as students moved up in grades.

Report Card Data

In February and June, progress is communicated formally through report cards. There is one report card stem to encompass writing related knowledge, understandings, skills, and processes outlined in curriculum. Report card data does not show significant change in writing achievement. Staff met in September 2026 to analyze pre- and post-writing achievement data with report card achievement information, querying why these two data sets show different progress points. Potential reasons hypothesized were that sentence structure and vocabulary are impacting the report card as a measure of success. These were identified as areas for focus moving forward.



Updated October 2026

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

Spring 2026 Required Alberta Education and Childcare Assurance Measures – Overall Summary

Assurance Domain	Measure	Douglasdale 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	**82.2**	78.2	80.0	**84.2**	83.9	84.0	Low	Maintained	Issue
	Citizenship	**86.0**	87.1	88.5	**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	**92.6**	88.5	91.0	**87.8**	87.7	87.8	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**92.5**	90.6	92.3	**85.8**	84.4	84.4	Very High	Maintained	Excellent
	Access to Supports and Services	**82.7**	72.6	81.1	**79.5**	80.1	80.2	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	**84.9**	86.3	80.8	**79.9**	80.0	79.5	Very High	Maintained	Excellent

Updated October 2026

Spring 2026 Supplemental Alberta Education and Childcare Assurance Measures – Overall Summary

Measure	Douglasdale 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
Diploma Exam Participation Rate (4+ Exams)	**n/a**	n/a	n/a	**54.4**	54.5	53.6	n/a	n/a	n/a
Drop Out Rate	**n/a**	n/a	n/a	**2.4**	2.4	2.5	n/a	n/a	n/a
In-Service Jurisdiction Needs	**100.0**	100.0	98.3	**81.0**	81.7	81.7	Very High	Maintained	Excellent
Lifelong Learning	**72.5**	83.3	77.2	**81.2**	80.8	80.4	Intermediate	Maintained	Acceptable
Program of Studies	**90.0**	89.4	89.9	**83.4**	83.0	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	**82.5**	74.4	80.9	**80.2**	80.5	80.8	Low	Maintained	Issue
Rutherford Scholarship Eligibility Rate	**n/a**	n/a	n/a	**68.8**	69.4	70.7	n/a	n/a	n/a
Safe and Caring	**94.6**	92.5	93.9	**88.3**	87.3	87.3	Very High	Maintained	Excellent
Satisfaction with Program Access	**80.8**	71.5	80.1	**71.8**	72.1	72.3	High	Maintained	Good
School Improvement	**82.0**	89.0	86.2	**76.3**	76.6	75.9	Very High	Maintained	Excellent
Transition Rate (6 yr)	**n/a**	n/a	n/a	**61.0**	59.9	59.9	n/a	n/a	n/a
Work Preparation	**90.6**	83.3	80.5	**84.2**	83.7	83.2	Very High	Improved	Excellent