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Calgary Board of Education

Nellie McClung
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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

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 literacy will improve

Outcome One: *Through the intentional design of the learning environment, student achievement in literacy and well-being will improve.*

Celebrations

- *Students' skills related to early literacy (requiring additional support) showed improvement across all provincial measures (Gr K-3)*
- *Teacher's competency with tracking assessment data (Science of Reading: Reading Tree) working from a common excel spreadsheet has improved*
- *ELAL PAT Standard of Excellence (39.2) and Acceptable Standard (94.1) (higher than Alberta results)*
- *A 23.34 % increase in students indicating opportunity to engage with an Indigenous Elder and Knowledge Keeper (92.77%) according to the CBE Student Survey data*
- *84.71% of students feel confident in themselves as a reader according to the CBE Student Survey*
- *Increase in students that can see their own culture reflected in their school*

Areas for Growth

:

- *Support overall comprehension with text, decrease in proficiency level 4 on the Reads to Explore stem overall average grades 1 – 6*
- *Teacher's analysis of assessment data to support goal setting for all learners including calibration of reading assessment practices for increased alignment when triangulating academic achievement data*
- *Increase student learning engagement through increased voice and choice and more hands-on task design*
- *Only 67.82% of students indicate that they read interesting books according to the CBE Student Survey*
- *28.92% of students indicate that they require support with checking that the information they access online is reliable and 41.86% of students indicate that they are not taking care of themselves to ensure that they don't have too much screen time*

Next Steps

Teachers are engaging in 4 – 5-week, small group, reading instruction and assessment cycles for all students supported by selected assessments from the Reading Assessment Decision Tree including, Words their Way: Word Study and Dibels: Dynamic Indicators of Basic Early Literacy Skills This process will include exposure to various genres of text over time. Our staff will engage in professional learning, based on Reading Power: Teaching Students to Think While They Read, by Addrienne Gear (2015)

Teachers will support students to develop a common language around 'thinking as they read', and support them to develop the Power to connect, visualize, question, infer, and transform their thinking as readers. Teachers will norm student evidence based on the Language Arts Curriculum K – 9 proficiency scale to ensure that teachers have a collective baseline understanding of the reading rubrics. Teachers will utilize formative feedback processes based on visible success criteria. This will be supported through, reading conferences; small group skills-based reading instruction; structured peer feedback; learning targets/success criteria; student self-reflection and goal setting; observations/anecdotal notes and word work feedback. We will also focus on:

- *Calibration of reading assessment practices for increased alignment when triangulating academic achievement data*
- *Implementation of more hands-on interactive learning practices to increase student learning engagement*
- *Small group literacy intervention support for students requiring additional support*
- *The Purchase interesting fiction and non-fiction decodables for all grade levels for at school and home reading*
- *Opportunity to engage with an Indigenous Elder and Knowledge Keeper (Shirley Hill).*
- *Opportunity to engage in a Calgary Police Services Digital Citizenship Presentation demonstrating the safe, responsible, critical and ethical use of technology*

Our Data Story:

The 2025–2026 School Development Plan at Nellie McClung School focused on strengthening literacy and promoting student well-being. Key priorities included the intentional design of learning environments, explicit instruction through targeted reading groups, and meaningful, differentiated literacy activities aligned with students' individual learning needs.
Through collaborative planning and professional learning conversations, staff identified variations in approaches to teaching phonological awareness and phonics across classrooms and grade groups. In response, the school prioritized greater consistency in literacy instruction through the adoption of a common resource, UFLI, and the implementation of flexible literacy groupings. School-wide literacy assessments were used to monitor student progress, identify learning needs, and inform instructional next steps. These collaborative efforts supported intentional shifts in teaching practice, with staff increasingly incorporating high-impact, evidence-informed strategies to address students' literacy needs.
By the end of the school year, all grade groups had developed greater confidence in implementing flexible literacy groupings, supported by both qualitative observations and quantitative assessment data. Staff reported increased student engagement during small-group instruction, alongside improvements in reading fluency and reading skills. Early Years Assessment data also indicated that fewer students required additional literacy support compared with the previous year, suggesting positive progress in the school's overall approach to early literacy instruction. 39.2% of our grade six students demonstrated scored in the Standard of Excellence and 94.1% in the Acceptable Standard. Reading comprehension continued to emerge as an area requiring further instructional attention.

STEM DATA 'READS TO EXPLORE' 2025-2026

		Term	Y1				
		Indicator	1	2	3	4	Totals
Course	Stem						
English Language Arts and Literature 1	Reads to explore and understand		2.4%	7.1%	40.5%	50.0%	100.0%
English Language Arts and Literature 2	Reads to explore and understand		1.7%	25.0%	41.7%	31.7%	100.0%
English Language Arts and Literature 3	Reads to explore and understand		1.9%	22.2%	33.3%	42.6%	100.0%
English Language Arts and Literature 4	Reads to explore and understand		2.2%	20.0%	42.2%	35.6%	100.0%
English Language Arts and Literature 5	Reads to explore and understand			16.2%	59.5%	24.3%	100.0%
English Language Arts and Literature 6	Reads to explore and understand			7.4%	59.3%	33.3%	100.0%
		Totals	1.4%	16.8%	45.5%	36.3%	100.0%

STEM DATA 'READS TO EXPLORE' 2024-2025

Course	Stem	Term / Indicator	Y1 1	Y1 2	Y1 3	Y1 4	Totals
English Language Arts and Literature 1	Reads to explore and understand		2.4%	7.1%	40.5%	50.0%	100.0%
English Language Arts and Literature 2	Reads to explore and understand		1.7%	25.0%	41.7%	31.7%	100.0%
English Language Arts and Literature 3	Reads to explore and understand		1.9%	22.2%	33.3%	42.6%	100.0%
English Language Arts and Literature 4	Reads to explore and understand		2.2%	20.0%	42.2%	35.6%	100.0%
English Language Arts and Literature 5	Reads to explore and understand			16.2%	59.5%	24.3%	100.0%
English Language Arts and Literature 6	Reads to explore and understand			7.4%	59.3%	33.3%	100.0%
Totals			1.4%	16.8%	45.5%	36.3%	100.0%

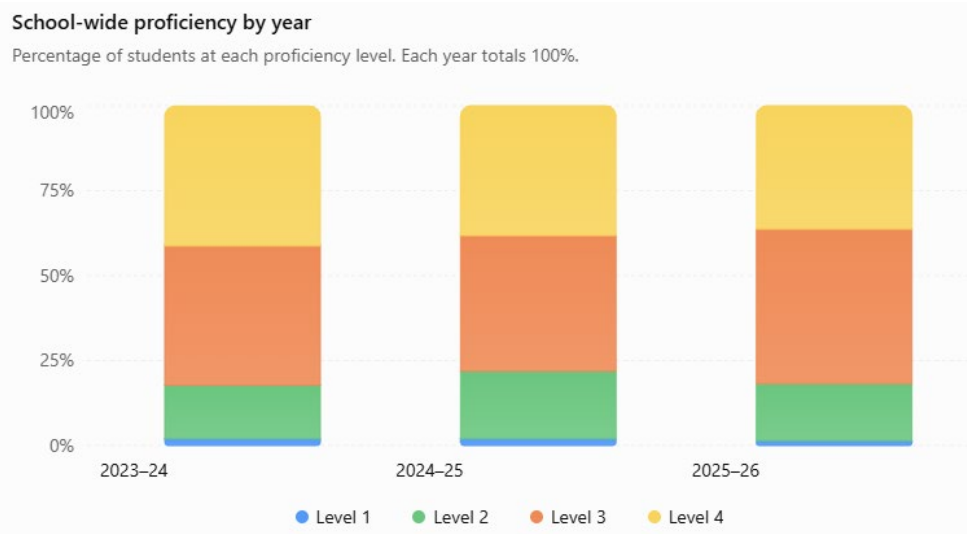
DATA 'READS TO EXPLORE' 2023-2024

Course	Stem	Term / Indicator	Y1 1	Y1 2	Y1 3	Y1 4	Totals
English Language Arts and Literature 1	Reads to explore and understand		1.8%	1.8%	27.3%	69.1%	100.0%
English Language Arts and Literature 2	Reads to explore and understand		2.2%	13.0%	43.5%	41.3%	100.0%
English Language Arts and Literature 3	Reads to explore and understand			14.9%	38.3%	46.8%	100.0%
English Language Arts and Literature 4	Reads to explore and understand			10.2%	49.0%	40.8%	100.0%
English Language Arts and Literature 5	Reads to explore and understand		2.2%	26.1%	52.2%	19.6%	100.0%
English Language Arts and Literature 6	Reads to explore and understand		5.4%	28.6%	39.3%	26.8%	100.0%
Totals			2.0%	15.7%	41.1%	41.1%	100.0%

Tracked cohorts have not maintained or increased proficiency Level 4 percentages across all three years. The Grade 1 starting group had the strongest proficiency level 4 result (69.1%), while the Grade 3 starting group showed the greatest concern by the Grade snapshot.

Areas of growth and opportunity – moving students from proficiency level 2 to proficiency level 3

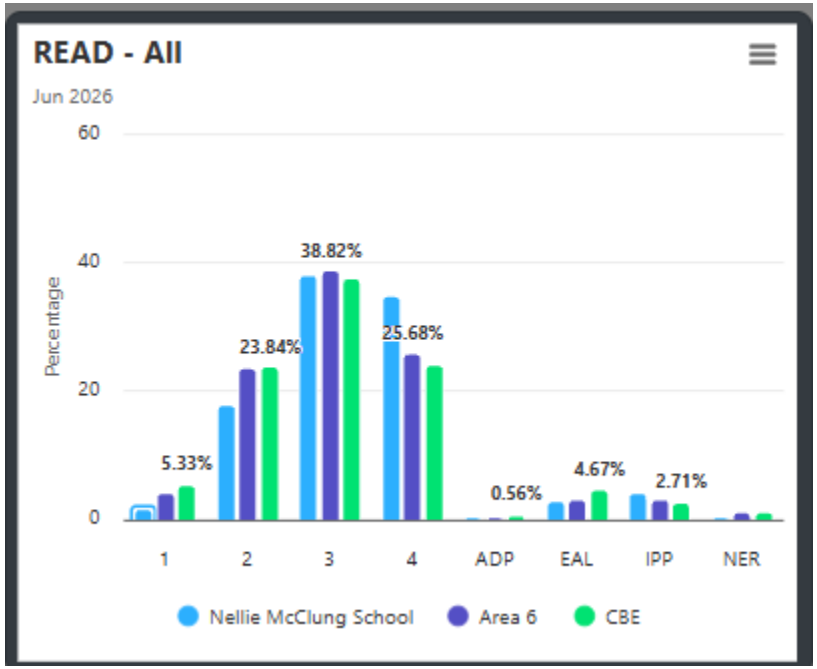
- *Grade 2:* 25.0% of students are at proficiency level 2 in 2025–2026, up from 13.0% in 2023–2024.
- *Grade 3:* 22.2% are at proficiency level 2, compared with 14.9% in 2023–2024
- Grade 4: 20.0% are at proficiency level 2, compared with 10.2% in 2023–2024.
- *Grade 5: Only 24.3% achieved Level 4 in 2025–2026, down from 28.8% the previous year. Students need opportunities to deepen comprehension and extend their reading skills.*



Proficiency level	2023–2024	2024–2025	2025–2026	Change over 3 years
Level 1	2.0%	2.0%	1.4%	−0.6 percentage points
Level 2	15.7%	19.9%	16.8%	+1.1 points
Level 3	41.1%	39.9%	45.5%	+4.4 points
Level 4	41.1%	38.2%	36.3%	−4.8 points
Levels 3–4 combined	**82.2%**	**78.1%**	**81.8%**	**−0.4 points**

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The combined proportion at proficiency levels 3 and 4 is stable. The data indicates that there are fewer proficiency level 1 and 2 and more proficiency level 3. This movement indicates that we are making progress on our goal to improve achievement in reading comprehension for level 1 and 2 students.

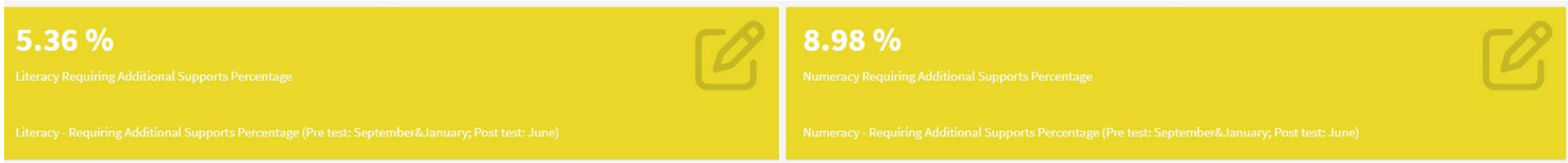


- *June 2026 = 34.85 % of Students at Nellie McClung achieved a proficiency level 4 score on their ELAL reports 10.57% higher than CBE*

2024 - 2025



2025 – 2026



- *June 2026 -Students' skills related to early literacy (requiring additional support) showed improvement across all provincial measures (K-3) from June 2025 to June 2026*

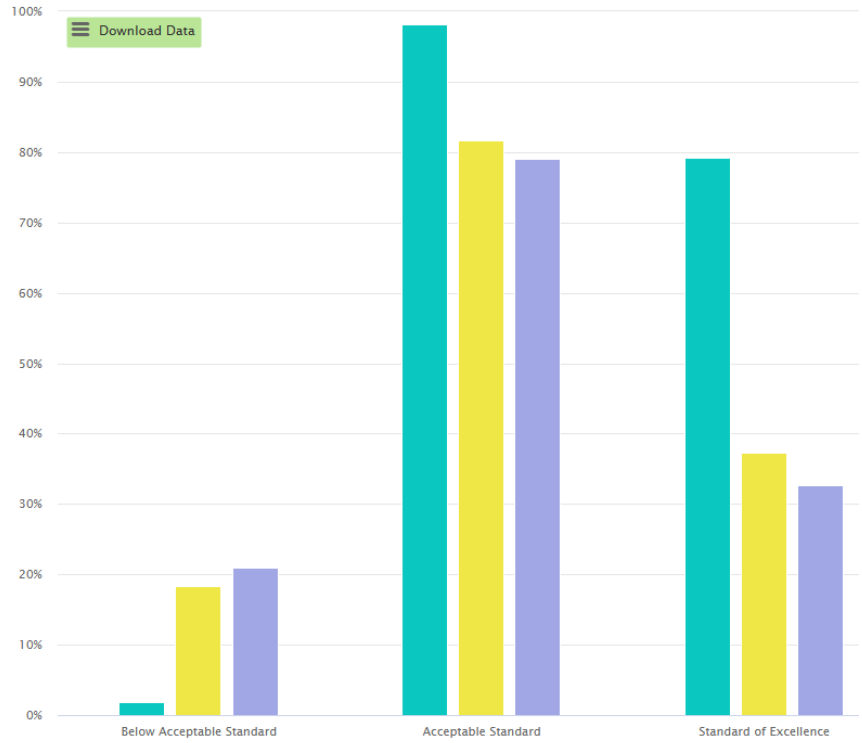
I take care of myself by making sure I don't have too much screen time	12	11	10	9	8	7	6	5	4	Overall
Overall Agreement %	NRP	NRP	NRP	NRP	NRP	NRP	41.67%	42.11%	NRP	41.86%

- *Students at Nellie McClung require support with digital citizenship as only 41.86% of students say that they take care of themselves by ensuring they do not have too much screen time.*

At my school I get to learn from Indigenous Elders, Knowledge Keepers.	7	6	5	4	Overall
Overall Agreement (%)	NRP	89.74%	92.31%	89.19%	90.43%
I can see my culture reflected in my school.	12	11	10	9	8
Overall Agreement (%)	NRP	NRP	NRP	NRP	NRP
I can see my culture reflected in my school.	7	6	5	4	Overall
Overall Agreement (%)	NRP	87.50%	70.00%	85.19%	81.44%

- *Students' perception data identified growth in students recognizing that they learn from Indigenous Elders and Knowledge Keepers.*
- *Student perception data identified growth in students recognizing that they can see their culture reflected in their school.*

Grade Six ELAL Provincial Achievement Results 2026



- *June 2026 - 98.11% of students demonstrated an acceptable standard of achievement on the grade 6 ELAL PAT exams (Nellie results are turquoise, Area 6 results are yellow, provincial results are purple.)*
- *June 2026 - 79.25% of students demonstrated a standard of excellence on grade 6 ELAL PAT exams. (Nellie results are turquoise)*

Assurance Survey 'Engagement' Results

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Nellie McClung School						Alberta					
	2022 - 2024 Avg		2023 - 2025 Avg		2024 - 2026 Avg		2022 - 2024 Avg		2023 - 2025 Avg		2024 - 2026 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	165	84.8	136	82.8	100	79.7	257,344	84.4	263,790	84.0	270,988	83.9
Parent	12	86.1	11	77.3	13	65.8	32,255	87.6	33,172	87.2	34,946	87.3
Student	139	68.7	110	68.9	78	63.4	193,318	70.5	197,980	69.8	202,920	69.6
Teacher	19	99.4	19	98.8	18	99.4	31,771	95.2	32,638	95.1	33,122	94.9

- *The Alberta Education Assurance Measure Results Report indicates that student levels of engagement have decreased by 5.5%*

Key Insights and Next Steps

Reading progress has been made in some of the targeted areas and report card data analytics indicates that we are heading in the right direction. Notably, reading assessment practices have improved as teachers collect and review data to create universal and targeted learning tasks to directly support with the development of reading skills. The data indicates that there are fewer proficiency level 1 and 2 and more proficiency level 3 on the report card stem *Reads to Explore. According to our Student Survey data, 16.25% of students disagree that their reading skills support them in all subject areas. Teacher assessment practices are improving, but more work is needed in explicit teaching and learning of 'thinking as they read' skills translating into deeper comprehension for students.*

Moving forward we will continue to utilize the Reading Assessment Decision Tree. Reading K-6 Assessment Supports including Oral Reading Fluency (ORF), Maze and Words their Way. We will continue to engage in teaching reading skills through foundational teaching and learning strategies including phonics, vocabulary and fluency. PLC practice will focus on calibrating staff understanding of achievement in reading comprehension and incorporating Reading Power Strategies to address engagement in learning and reading.
Newly purchased fiction and non-fiction books for children will address the need for more interesting materials. All k to 6 students will engage in a home reading program increasing daily opportunities for reading and family involvement. Stories and non-fictional materials that address our diverse population and support their exploration of cultures will be intentionally woven into the reading program to continue to address cultural learning and increase engagement in all learners.

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	Nellie McClung 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	**75.7**	76.2	82.8	**84.2**	83.9	84.0	Very Low	Declined	Concern
	Citizenship	**84.4**	83.2	85.5	**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	**96.5**	88.3	93.1	**87.8**	87.7	87.8	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**85.2**	89.2	90.3	**85.8**	84.4	84.4	Intermediate	Declined	Issue
	Access to Supports and Services	**69.7**	70.5	75.5	**79.5**	80.1	80.2	Very Low	Maintained	Concern
Governance	Parental Involvement	**96.4**	79.1	87.5	**79.9**	80.0	79.5	Very High	Improved	Excellent