


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

Penbrooke Meadows School

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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: Students' foundational skills in Literacy and Mathematics will improve.

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

Outcome Two: Students' procedural fluency will improve through a focus on number sense.


Celebrations

- *Students' letter sound knowledge has improved by 25 percentage points according to LeNS assessment results.*
- *Students in grade 1 had an improvement of 22 percentage points in their decoding skills while students in grade 2 had an increase of 10 percentage points according to CC3 assessment results.*
- *Students' understanding of number concepts increased considerably in grades one to three as assessed on the Alberta Numeracy Assessment. 71% of students in grades one to three did not require additional support when comparing numbers in September of 2024. By June 2025, this had increased to 84% of students not requiring additional support.*
- *According to the Our School survey, from fall of 2023 to fall of 2024, students in grade four and five reported an increase of 7 percentage points feeling accepted and valued at school.*

Areas for Growth

- *Improving students' decoding skills in grades four to six for those at risk of reading difficulties (September 2024 - 45% & June 2025, 44% students identified at risk by the Oral Reading Fluency (ORF) assessment).*
- *Building Grades 1 to 3 students' conceptual understanding of number sense with a focus on ordering numbers (September 2024 – 58% & June 2025 68% of students identified as not requiring additional support by the Alberta Numeracy Assessment).*

Next Steps

- *Extend decoding and letter strategies used with students at risk of reading difficulties in grades three to six.*
- *Expand the use of explicit teaching routines to build understanding of number at all grades.* 

Our Data Story:

Penbrooke Meadows School Development Plan for 2024-25 was focused on improving students' foundational skills in literacy and mathematics by using flexible groups and direct instruction centered on decoding skills in reading and procedural fluency in math. Student data from 2023-24 showed that these two areas were of concern for students as the ability to decode (sound out and break

down) words has a significant impact on all areas of student learning. Mathematical skills build on previous concepts and gaps in foundational skills become compounded as students attempt to apply these skills to new concepts.

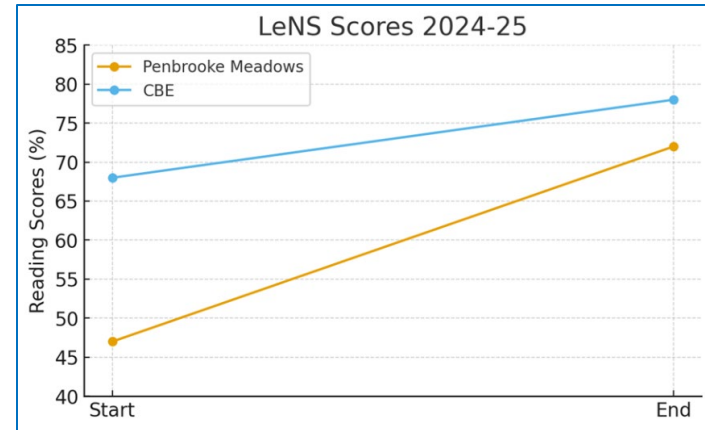
Teacher professional learning communities focused on using student assessments to select and refine groups for instruction throughout the year. Teachers used these flexible groups to provide specific teaching focused on gaps in student learning. In addition to teachers, education assistants, English as an additional language assistants and our resource and literacy teachers provided direct instruction. Classes had increased access to manipulatives such as whiteboards, math supplies, and focused reading materials which allowed students in small groups to work simultaneously.

Teachers in all grades worked to include daily structured and explicit teaching connected to letters and sounds. In Kindergarten, teachers focused on certain letters each week and gradually explored letter names and sounds through songs, games, play, and beginning written tasks. Grade 1/2 teachers incorporated daily lessons on both letters and word reading, and students used whiteboards, magnetic letters, games, songs and actions to support their learning. Teachers in division two used the Reading assessment decision tree to determine the next steps for students. Teachers in grades 3-6 focused on whole class instruction on word reading as well as letter-sound instruction for those students who required it. Instruction focused on word parts such as prefixes (un-, dis-, im-) and suffixes (-able, -tion, -ous) to increase students' ability to read and write longer words to understand more complicated text.

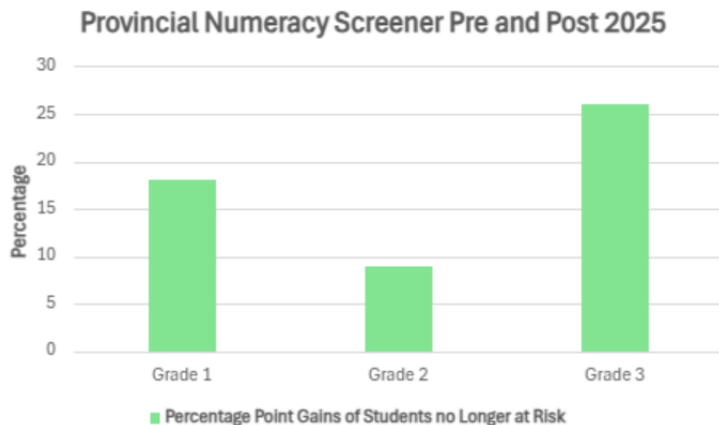
PREFIXES	SUFFIXES
un-	-ing
pre-	-ful
dis-	-ness
LETTER NAMES	LETTER SOUNDS
A B	
C D	

Insights and Next Steps

Students in grades one and two made significant improvements in their letter and sound knowledge. Students started the year with pretest scores at 47% not requiring additional support, and by June, this had increased by 26 percentage points. In comparison, the scores for CBE overall showed an increase of 9 percentage points on the same measure.



In grades four, five and six, there was minimal change in the percentage of students at risk of reading difficulties throughout the year. Although students made progress, the percentage of students at risk remained consistent over the year, and those students who were at risk in September frequently remained at risk in June. Next steps will be to focus on expanding the strategies used to support students in grade three to six who are identified as being at risk of reading difficulties.



In numeracy, students in grade one had an 18 percentage point increase in students who did not require additional support when comparing numbers. In grade two, this was a 9 percentage point increase and in grade three it was a 26 percentage point increase. Students in grades four to six had inconsistent results when applying fluency strategies to number concepts. This was evident in the strategies they chose and the effectiveness and accuracy of the strategies. Underlying gaps in conceptual understanding of number sense appear to be impacting students throughout all grade levels. Our focus will shift to address these gaps more concretely by focusing on number concepts including comparing and ordering numbers.

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	Penbrooke Meadows 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	84.2	89.1	90.6	83.9	83.7	84.4	Intermediate	Declined	Issue
	Citizenship	83.8	84.6	85.9	79.8	79.4	80.4	Very High	Maintained	Excellent
	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
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.0	92.9	94.9	87.7	87.6	88.2	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.2	86.2	86.7	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	83.0	86.6	85.1	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	75.8	85.1	82.0	80.0	79.5	79.1	Intermediate	Maintained	Acceptable