Marlborough 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' achievement in literacy will improve.

Outcome One: Students' written communication will improve through the use of high-impact writing instruction.

Celebrations

- Fewer students in grades 1-5 achieving "1" (not yet understanding) or "2" (basic understanding) indicators in "reads to explore" stem on June 2025 report card (38%) than June 2024 (41%)
- Fewer students requiring additional support with word-reading as measured on the September 2025 CC3 (45% of grade 2 and 37% of grade 3 students) compared to September 2024 (54% of grade 2 and 61% of grade 3 students)

Areas for Growth

- More students in grades 1-5 achieving "1" (not yet understanding) or "2" (basic understanding) indicators in "writes to express ideas and information" stem on June 2025 report card (53%) compared with June 2024 (50%)
- More students are requiring additional support with letter and sound knowledge on the LeNS in Fall 2025 (53%) than in Fall 2024 (51%)

Next Steps

- ThinkSRSD: teachers will engage in professional learning in 2025-26 related to self-regulated strategy development (an approach to teaching writing which emphasizes text analysis and perseverance)
- Literacy interventions: using data to target students with individual interventions in reading, including sound/letter connections
- Vocabulary building: incorporating enhanced vocabulary development strategies to support English as an Additional Language (EAL) learners

Our Data Story:

The outcome measure on the Year One School Development plan was the Report Card stem, "writes to express information and ideas". 52% of grade 1-5 students achieved a "1" (not yet meeting) or "2" (basic understanding) indicator in this area in June 2025. This is a slight increase from the previous year, in which 49% of grade 1-5 students achieved a "1" or "2" indicator.


Grades 1-5 Report Card "Writes to Express..." June 2025
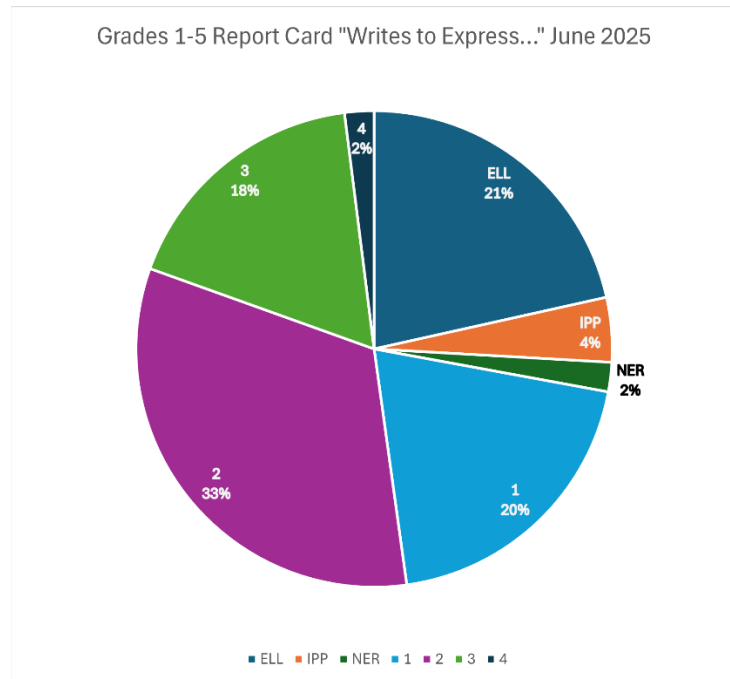
Though an increase in the proportion of students achieving at the "1" or 2" level may seem like a setback, these report card indicators were the result of the ongoing work of calibration over the course of the 2024-25 school year and therefore reflect a clear understanding of each learner's skills in writing.

Calibration is when teachers look at student work samples, compare them with success criteria (based on the task and the curriculum for their grade) and decide which number indicator is appropriate. It is an exercise involving discussion and debate, and teachers come out of it with a better understanding of what success looks like, and the next right steps for student learning. Calibration is important for ensuring that indicators are consistently applied. Using Professional Learning Communities to calibrate student writing samples helped teachers build a learning progression of how each grade's learning outcomes in the organizing idea of "writing" connect to each other.

Extending this work beyond our school, our whole teaching staff participated in the Highest Level of Achievement Test (HLAT) network. This involved in-depth learning and discussion of The Writing Rope (specifically writing craft), followed by cross-school calibration of student writing samples, using provided exemplars. Such value was gained from this cross-school calibration that teachers gathered writing samples using a common prompt from the students at Marlborough School, and worked in grade teams to calibrate these samples together.

More accurate report card data

Throughout these calibration processes, teachers worked together to refine learning targets for writing and use the numerical indicators more consistently. Therefore, though
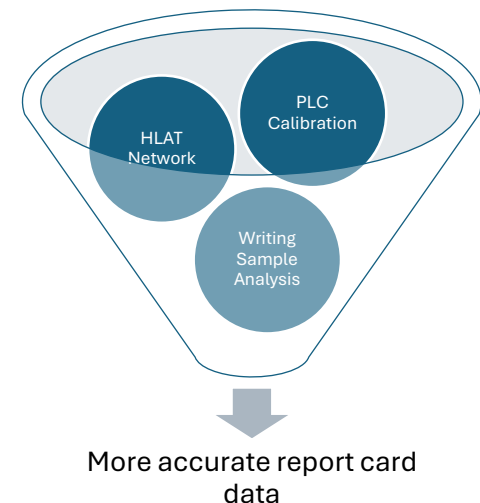
there is a slight increase in students not yet meeting or demonstrating a basic level of understanding in "writes to express information and ideas", this data represents clear criteria and consistent evaluation of students' work and gives us a starting point from which to improve.
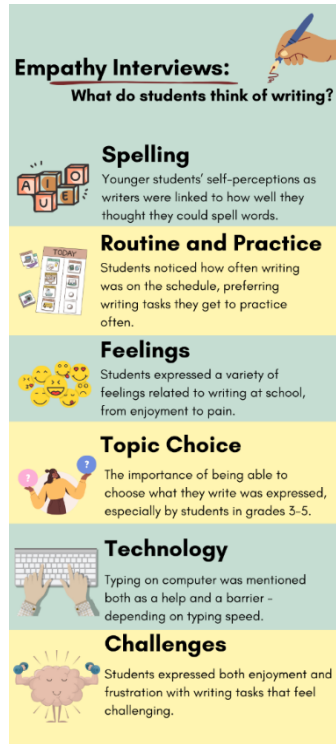
As the year went on and writing analysis continued, we had questions as a staff about students' self-perceptions as writers. What do our students like about writing? What do they find difficult? How are their overall feelings about themselves as writers?

In May, empathy interviews were conducted with a handful of students from each grade. The themes that emerged showed that students enjoy writing most when they have topic choice, when the writing has a clear purpose, and when the length of the writing feels manageable. A growth mindset was displayed by the word "yet" with reference to writing skills. This indicated that, even when discussing things they didn't know, students had confidence that with their teachers' help, they would learn them.

Appreciation for clear success criteria and lots of practice were also expressed, especially by the older students. Challenges in writing were also identified: getting started on a topic when it is teacher-assigned and the student is not interested was brought up by more than one student. Spelling was identified as a challenge by students in the younger grades, who explained how not knowing how to spell a word in their writing made them feel like poor writers.

These interviews with students gave us two key insights where students identify a need for support: persevering through challenges when writing, and gaining more familiarity with words to become more confident writers.

To address the insights gained from the data over the course of last year, our professional learning plan this year includes self-regulated strategy development (SRSD). SRSD is an evidence-based approach to teaching writing that emphasizes explicit teaching of writing structures and routines, as well as how to stay regulated and calm when writing is challenging. We will also work together to find ways to build student vocabulary, especially tailored to our high population of English as an Additional Language learners.

Empathy Interviews:
What do students think of writing?

Spelling
Younger students' self-perceptions as writers were linked to how well they thought they could spell words.

Routine and Practice
Students noticed how often writing was on the schedule, preferring writing tasks they get to practice often.

Feelings
Students expressed a variety of feelings related to writing at school, from enjoyment to pain.

Topic Choice
The importance of being able to choose what they write was expressed, especially by students in grades 3-5.

Technology
Typing on computer was mentioned both as a help and a barrier - depending on typing speed.

Challenges
Students expressed both enjoyment and frustration with writing tasks that feel challenging.

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	Marlborough 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	87.1	84.4	87.2	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	79.6	82.6	84.6	79.8	79.4	80.4	High	Maintained	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	90.8	92.6	93.3	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.5	90.2	89.6	84.4	84.0	84.9	Intermediate	Declined	Issue
	Access to Supports and Services	82.8	79.9	83.2	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	83.8	80.2	79.8	80.0	79.5	79.1	Very High	Maintained	Excellent