

**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

Briar Hill School

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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 numeracy will improve

Outcome One: Student Procedural fluency will improve

Celebrations

- **Strong student achievement:** 96.6% of students achieved grade-level expectations in Number and Pattern and Relations in 2025–26.
- **Positive provincial assessment results:** Grade 6 Mathematics PAT results revealed 89.7% of BHS students achieved the Acceptable Standard on Part A & B (Province = 60.9%) ,with 55.2% of BHS students achieving the Standard of Excellence (Province = 21.1%).
- **Greater consistency in assessment:** Common assessments and collaborative conversations are supporting more cohesive assessment practices and shared expectations within and across grade teams.
- **More systematic identification of learning needs:** The schoolwide RTI tracking process is helping teachers and the leadership team identify students requiring additional support and coordinate resources.
- **Growing responsive instructional practices:** Flexible, ability-based regrouping in Grade 1/2 and Grade 3/4 is creating opportunities for more targeted instruction.

Areas for Growth

- Strengthen the monitoring of individual student progress to determine whether targeted interventions are improving procedural fluency.
- Develop a more cohesive K–6 approach to high-impact numeracy instruction by sharing effective strategies across grade teams.
- Continue assessment calibration and collaborative examination of student work to strengthen shared expectations and consistency in teacher judgement.
- Ensure assessment evidence consistently informs instructional decisions, including addressing misconceptions, providing targeted support, and extending learning for students meeting expectations.

Next Steps

- Strengthen the schoolwide RTI process by using assessment evidence to identify specific learning needs, coordinate interventions, and monitor student progress over time.
- Refine flexible grouping practices by coordinating schedules, personnel, manipulatives, and instructional resources to support targeted instruction.
- Continue professional learning focused on assessment for and of learning, using common assessments and collaborative examination of student work to inform instructional planning.
- Strengthen collaboration across grade levels to share effective numeracy strategies and evaluate their impact on student understanding and procedural fluency.
- Strengthen communication with Briar Hill families by sharing student progress, classroom learning, and examples of meaningful learning tasks and instructional approaches.

Our Data Story:

In 2025–26, Briar Hill School continued to build a strong foundation in mathematics through collaborative assessment practices, targeted student supports, and responsive instructional approaches. Overall achievement data indicate that students are performing well; however, continued attention to individual learning needs and the impact of instructional practices will be important in strengthening procedural fluency across K–6.

Student achievement data are encouraging. In 2025–26, 96.6% of students achieved grade-level expectations in the report card stem for Number and Pattern and Relations.

June Report Card 2023-24 (Numeracy Stem)			June Report Card 2024-25 (Numeracy Stem)			June Report Card 2025-26 (Numeracy Stem)		
	Not at Grade Level	Math IPP		Not at Grade Level	Math IPP		Not at Grade Level	Math IPP
Kindergarten	0%	0%	Kindergarten	0%	0%	Kindergarten	0%	0%
Grade 1	0%	0%	Grade 1	7.7%	2.6%	Grade 1	0%	0%
Grade 2	3.1%	3.1%	Grade 2	3.1%	0%	Grade 2	8.1%	2.7%
Grade 3	3.4%	6.9%	Grade 3	2.8%	5.6%	Grade 3	3.2%	3.2%
Grade 4	0%	0%	Grade 4	7.1%	0%	Grade 4	3.3%	3.3%
Grade 5	6.1%	0%	Grade 5	6.5%	0%	Grade 5	3.4%	0%
Grade 6	0%	0%	Grade 6	12.5%	0%	Grade 6	3.3%	0%

Grade 6 Mathematics Provincial Achievement Test (PAT) results revealed 89.7% of BHS students achieved the Acceptable Standard on Part A & B (Province = 60.9%), with 55.2% of BHS students achieving the Standard of Excellence (Province = 21.1%). These results provide a positive picture of overall achievement while highlighting the importance of examining student performance more closely to identify areas for continued growth.

Grade 6 Mathematics Achievement Test - Written in English
School Report
2025-2026 School Year

3030 Calgary School Division

9205 Briar Hill School

Table 2.2
Standards Achieved by Students Writing Both Parts of the Test, by Reporting Category

Reporting Category	Maximum Possible Score	Cut Score ^a	School n = 29		Province n = 50655	
			Number	Percent	Number	Percent
Acceptable Standard ^b						
Total Test	100	45	26	89.7	30849	60.9
Part A	15	8	25	86.2	30802	60.8
Part B	40	17	27	93.1	31921	63.0
Standard of Excellence						
Total Test	100	76	16	55.2	10679	21.1
Part A	15	12	16	55.2	15320	30.2
Part B	40	30	17	58.6	11181	22.1
Below Acceptable Standard						
Total Test	100	N/A	3	10.3	19806	39.1
Part A	15	N/A	4	13.8	19401	38.3
Part B	40	N/A	2	6.9	18734	37.0

Throughout the year, teachers made progress in developing greater consistency in mathematics assessment within grade teams and across the school. Common assessments have supported professional conversations about student learning and helped establish a more shared understanding of grade-level expectations. A schoolwide Response to Intervention (RTI) tracking process has also strengthened our ability to identify students requiring additional support, monitor their needs, and coordinate available resources. In addition, Grade 1/2 and Grade 3/4 teams have begun using flexible, ability-based regrouping to provide instruction that more closely reflects students' current understanding.

The next step is to strengthen instructional consistency and monitor individual student progress. Using assessment evidence to evaluate interventions and guide instruction will help ensure students receive appropriate support and challenge. Continued collaboration around assessment and effective numeracy practices will support growth in mathematical understanding and procedural fluency. We will also strengthen communication with Briar Hill families by sharing student progress, classroom learning, and examples of meaningful learning tasks and instructional approaches.

Goal Two: Students' experience of a safe, welcoming, caring and inclusive learning community will improve.

Outcome One: Students experience an increase in their ability to advocate and/or independently self-regulate and problem solve to create a safe and caring environment for all.

Celebrations

- **Strong student achievement in well-being:** 99% of students achieved grade-level expectations in the report card stem for supporting the well-being of self and others.
- **2025-26 Alberta Assurance Survey Results:**
 - 95.7% of students & 100% of teachers agreed that **learning environments are welcoming, caring, respectful, and safe**
 - 95.3% of students & 98.4% of teachers agreed that **students model active citizenship**
 - 96.7% of students & 100% of teachers agreed that **students are safe, learn to care for and respect others, and are treated fairly**
- **More coordinated student supports:** Student Services and RTI processes are strengthening the identification of students requiring additional support, and targeted social-emotional interventions are occurring more regularly.
- **Positive staff observations and growing student leadership:** Teachers have observed encouraging changes in student interactions, while the Well-Being Ambassadors initiative is creating opportunities for student voice and more action-oriented student leadership.

Areas for Growth

- Strengthen students' independence in self-regulation, advocacy, and peer problem-solving while ensuring appropriate adult support remains available.
- Develop a more cohesive K–6 approach to social-emotional learning, with shared language, strategies, and developmentally appropriate expectations.
- Evaluate the effectiveness of targeted interventions by monitoring students' progress and identifying which supports best promote independence.
- Establish a clearer understanding of students' regulation needs through systematic review of Calm Room use and instances requiring adult intervention.
- Strengthen student ownership of well-being by embedding school values into daily interactions and creating meaningful opportunities for student voice and action, including through initiatives such as Well-Being Ambassadors.

Next Steps

- Strengthen RTI and Student Services processes to coordinate targeted interventions and monitor student progress over time.
- Establish manageable processes to track Calm Room use and peer conflicts requiring adult support to better understand student needs, evaluate supports, and monitor growth in self-regulation and independence.
- Collaboratively develop a K–6 social-emotional learning continuum informed by staff and student voice, with shared language and developmentally appropriate strategies for regulation and problem-solving.
- Embed Briar Hill's values of Curious, Caring, Connect, and Resilience into daily practices and schoolwide initiatives, using Well-Being Ambassadors to strengthen student voice, leadership, and impact.

- Strengthen communication with families by sharing schoolwide approaches, strategies, and tools that support student well-being and social-emotional regulation.

Our Data Story:

Briar Hill School continues to demonstrate a strong foundation in creating a safe, welcoming, caring, and inclusive learning environment. In 2025–26, student achievement data, student and teacher survey results, and staff observations reflected positive experiences of school climate and well-being. Building on this foundation, our focus is to strengthen students' ability to independently self-regulate, advocate for themselves and others, and navigate peer conflict in ways that contribute to a safe and caring community.

Student achievement and perception data reflect a positive school environment. In 2025–26, 99% of students achieved grade-level expectations in the report card stem, *Demonstrates skill to support the well-being of self and others*. Survey results further indicated that 95.3% of students and 98.4% of teachers agreed that students model the characteristics of active citizenship. Additionally, 95.7% of students and 100% of teachers agreed that learning environments are welcoming, caring, respectful, and safe. A further 96.7% of students and 100% of teachers agreed that students are safe at school, learn the importance of caring for and respecting others, and are treated fairly.

Throughout the year, the Student Services Learning Team and RTI processes supported more systematic identification of students requiring additional help with self-regulation and peer problem-solving. Targeted social-emotional supports are occurring more regularly, and teachers have reported positive responses to schoolwide problem-solving initiatives, including encouraging changes in student interactions. The Well-Being Ambassadors initiative also provides an opportunity to strengthen student voice and leadership, with an increased emphasis on taking action and contributing to meaningful improvements across the school.

The next step is to move beyond positive perceptions of school climate to better understand how independently students are applying these skills in their daily interactions. While survey results and staff observations provide encouraging evidence, we need more systematic ways to evaluate whether students are developing greater independence in regulating emotions and resolving conflict. Establishing a manageable process for tracking adult intervention and Calm Room use will help us better understand students' needs and evaluate the effectiveness of supports. Continued collaboration will also be important in developing a more consistent K–6 approach to social-emotional learning, embedding Briar Hill's values of Curious, Caring, Connect, and Resilience, and providing meaningful opportunities for students to take ownership of their well-being and school community.

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	Briar Hill 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	82.7	75.6	79.2	84.2	83.9	84.0	Intermediate	Maintained	Acceptable
	Citizenship	88.5	83.6	87.0	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	89.6	88.7	91.1	87.8	87.7	87.8	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.1	89.1	91.3	85.8	84.4	84.4	Very High	Maintained	Excellent
	Access to Supports and Services	78.1	75.2	78.1	79.5	80.1	80.2	Low	Maintained	Issue
Governance	Parental Involvement	84.6	80.4	87.4	79.9	80.0	79.5	Very High	Maintained	Excellent