


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

David Thompson 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: Student achievement in numeracy will improve.

Outcome One: Through the intentional design of the learning environment, students will improve numeracy.

Celebrations

- Math stem data indicates that a greater percentage of students achieved an indicator of 4 in the number stem, particularly in French Grade 8. In Grade 5 there was an increase of 17.6%, in Grade 7E an increase of 9.1%, in Grade 8FI an increase of 41.1%, and in Grade 9FI an increase of 21.9%.
- Math stem data also indicates that indicators of 1 and 2 decreased, showing that more students are now working at grade level. In Grade 5 there was a decrease of 16.9%, in Grade 7E a decrease of 16.3%, in Grade 8FI a decrease of 18.4%, and in Grade 9FI a decrease of 29%.
- In Math PATs, Grade 6 students showed strong performance with 75.5% achieving Acceptable and 20.8% achieving Excellence, exceeding provincial Acceptable levels (67%) and Excellence levels (18%) showing a solid foundation in number and problem-solving skills. Grade 9 students maintained steady Acceptable achievement at 64% and Excellence at 11.7%.
- CBE survey data demonstrated an improved confidence in student abilities to identify next steps in math. Grade 5 students showed the most notable increase, with positive responses rising from 50% in 2023–2024 to 83.7% in 2024–2025. Grade 9 students also showed growth, increasing from 72.7% to 79.6%, highlighting that students are increasingly aware of their learning progress and able to articulate next steps.

Areas for Growth

- Math stem data indicates that the percentage of students in Grade 6 achieving an indicator of 1 increased year over year, showing uneven improvement across grades and highlighting the need for continued focus on number.
- Grade 9 math data indicates a significant increase in students at Level 1, with a 21% rise, and a corresponding 27% decrease in students achieving Levels 3 and 4.
- Grade 9 PAT data shows students maintained steady Acceptable achievement at 64% and but a decrease in Excellence at 11.7%. Both below provincial Acceptable levels (72%) and Excellence levels (21%)
- Teachers noted that students need to develop subject-specific vocabulary to support math learning, particularly through the Neurolinguistic Approach.

Next Steps

- All teachers create units aligned with the Neurolinguistic Approach to Language Acquisition phases.

- Use data to inform targeted interventions for flexible grouping by all teachers to address learning needs in numeracy
- Teachers provide explicit instruction around building efficacy, flexibility, and accuracy in math.

Goal Two: Student wellness will improve.

Outcome One: Through the intentional design of the learning environment, students will improve in well-being.

Celebrations

- OurSCHOOL data indicates that girls responded more positively to their being “*accepted by peers*”: In Grade 7, there was an increase of 10% from 64% to 74%, and in Grade 8 an increase of 21% from 47% to 68%.
- OurSCHOOL data indicates that boys responded more positively to “*being accepted by peers*.” In Grade 5, there was an increase of 7% from 81% to 88%, in Grade 6 an increase of 2% from 84% to 86%, and in Grade 8 an increase of 11% from 67% to 78%.
- OurSCHOOL data indicates that girls in Grade 8 responded more positively to “*feeling safe at school*.” There was a 33% increase from 22% to 55%.
- CBE Survey data indicates that girls in Grade 8 responded more positively to “*at least one adult connection*”: with a 10% increase from 46% to 56%
- CBE Survey data indicates that girls in Grade 9 responded more positively to “*at least one adult connection*”: with an 8% increase from 56% to 64%

Areas for Growth

- There was a 12% overall decline in the Welcoming, Caring, Respectful and Safe Learning Environment Domain on the Alberta Education Assurance Measure of the Grade 7 Cohort. This indicates a need to build intentional opportunities to build connection, respect and trust in the school community.
- Grade 8 saw substantial growth in feeling safe at school, with a 33% increase, and in Math Level 4s in French, with a 41.1% increase. This suggests that a sense of safety at school may be linked to academic confidence and that the practices gaining traction in grade 8 could benefit others and can be considered for school-wide investigation.
- There was a 5% overall decline in the CBE Survey question “I have at least one adult staff at school who I really connect with.” This data indicates a need for continued focus on strengthening opportunities for meaningful connection between students and staff.

Next Steps

- In the 2025-26 school year, we will focus on rebuilding trust, respect, and belonging through consistent routines, restorative practices, student voice groups, and stronger family communication, and enhancing consistency across the school community
- Teachers will intentionally check-in with students and will hold homeroom meetings that establish themselves as caring adults invested in student wellbeing to support stronger student-staff connection.
- Teachers will design collaborative tasks for that engage students with a broad range of peers, fostering respect, trust and community.
- Opportunities will be provided to honour all student voices and actively build school culture, to support students in feeling included, valued, and connected.
- Grade teams will develop and implement homeroom activities that celebrate diverse stories, promote understanding of different values, beliefs, and cultures, and support personal well-being, empathy, and healthy relationships, extending practices from Grade 8 that have shown strong growth in feeling safe and academic confidence.
- Students will be encouraged to take leadership roles in cultural events and student-informed initiatives, creating additional opportunities to strengthen peer connections, build community, and enhance both safety and academic confidence school-wide.

Our Data Story:

David Thompson's 2024–2025 School Development Plan focused on building student achievement in numeracy and strengthening student well-being through intentional design of learning environments and rich thinking tasks. Teachers aimed to support success in math, which requires not only thorough procedural skill but also conceptual understanding and the ability to articulate reasoning; all of which depend on confidence, engagement, and a sense of safety in the learning environment. Through professional conversations, teachers noted that many students arrive at David Thompson with varying levels of number sense and often limited confidence in their ability to solve problems independently. To address this, teachers engaged in:

- Professional learning sessions focused on calibrating assessments
- Modeling high-impact numeracy routines and games
- Exploring strategies to increase student engagement and interest in mathematics
 - Team planning sessions to design and refine mathematics tasks that explicitly embed reasoning and opportunities to articulate problem-solving

Additionally, teachers and students worked to address the varying levels of connection and engagement in school activities they noticed in the student body. To support more connection, they:

- Attended the middle school wellbeing symposium and professional learning series focused on wellness
- Engaged students in meaningful leadership and school collaboration around student-identified areas of need
- Focused on designing homeroom activities to build connection including a collaborative mural
- Health teachers refined social-emotional learning activities and relationship building opportunities within the health curriculum

Key Outcome Measures:

We used the following measures to provide a triangulated view of student achievement and perception data:

- **Report Card Indicator for Number:** Tracked students' growth in number sense and numeracy skills.
 - Overall Achievement: 55.8% of students achieved at grade level or above (+41% from the year prior).
 - In Grade 5, Level 4 achievement increased from 30% to 55%, while Levels 1–2 decreased from 27% to 10%. In Grade 7 Regular, Level 3 increased from 33.3% to 40.4%, and Level 4 from 14.3% to 23.4%.
- **Math PAT (Part A and Part B):** Overall, these results celebrate strong Grade 6 French Math outcomes and growing student confidence.
 - In French Math, Grade 6 students showed strong performance with 75.5% achieving Acceptable and 20.8% achieving Excellence, exceeding provincial Acceptable levels (67%) and showing a solid foundation in number and problem-solving skills. This reflects growth in conceptual understanding and effective application of strategies in French Math. Grade 9 students maintained steady Acceptable achievement at 64%, though Excellence decreased to 11.7%, indicating an opportunity to focus on higher-order problem-solving and reasoning at this level.
 - In English Math, Grade 9 students showed slight growth in Acceptable achievement, rising from 20% to 22%, while Excellence decreased from 5.7% to 4%. While performance remains below the provincial average (50% Acceptable, 13% Excellence), this demonstrates an initial step toward building procedural skill and number sense, highlighting areas where continued support and targeted instruction can lead to improvement.
- **CBE Student Survey:** Captured student confidence and self-perception in mathematics. Students' responses to "I know what to do next in math" increased across grade levels, showing growing awareness of their learning steps and improved confidence in approaching problems.
 - David Thompson students demonstrated impressive growth in confidence regarding their ability to identify next steps in math. Grade 5 students showed the most notable increase, with positive responses rising from 50% in 2023–2024 to 83.7% in 2024–2025. Grade 9 students also showed growth, increasing from 72.7% to 79.6%, highlighting that students are increasingly aware of their learning progress and able to articulate next steps.

- Grade 6 saw a decrease from 100% to 78.6%, and Grade 8 showed a slight decline from 77.8% to 74.1%.

Insights and Next Steps

Numeracy growth this year has been encouraging across many grades. French Immersion students in Grades 7 to 9 showed clear gains with the upward trends suggesting that students are building confidence and conceptual understanding at a steady pace. Student perception data reinforces these successes, particularly in Grades 5 and 9, where students increasingly reported that they know what steps to take next in their learning. Grade 8 students demonstrated large gains in feeling safe at school and in French Math Level 4 achievement, highlighting the connection between a sense of safety and academic confidence.

The year's work demonstrates that instructional strategies and collaborative learning tasks are supporting skill growth while encouraging students to articulate their thinking and connect numeracy to real-world contexts. That said, the Regular program cohort did not experience this same level of growth and may be experiencing gaps in learning or declining engagement, especially in Grade 9. The data also points to a need for:

- In the English Cohort, Grade 9 math may require targeted intervention and tasks designed to re-engage this group, while Grades 7 and 8 might benefit from consistent targeted intervention practices that are already working but require more time and practice.
- As 2s are remaining stable across a number of grades, there's an opportunity to shift instructional focus toward pushing Level 2 students into Level 3 through interventions focused on challenging tasks, formative feedback, and support.

These results suggest that, while instructional strategies are supporting skill growth, students require ongoing opportunities to connect numeracy learning to real-world contexts and to articulate reasoning in problem solving. Next steps will continue to build on this progress by leveraging the Neurolinguistic Approach to strengthen conceptual understanding, problem solving abilities, and subject-specific vocabulary. We will also begin implementing targeted Response to Intervention groupings and regular data review cycles to address gaps in foundational skills. Targeted groupings and regular data review cycles will ensure that students receive the support they need to reach their potential.

Student feedback from wellbeing perception data indicates declines in connection and relational trust within the school community. That said, notably, Grade 8 students demonstrated large gains in feeling safe at school and French Math level 4 achievement suggesting that student confidence in school safety and school engagement can be influenced by academic confidence and achievement.

Intentional practices to reinforce relational trust and care, such as structured check-ins, progress monitoring, and recognition through assemblies and the Tiger Pride awards, will continue to strengthen school culture. Homeroom activities, grade team initiatives, and community partnerships will embed belonging and culturally responsive practices across the school. In addition, focus groups and advisory initiatives will guide classroom experiences and school-wide projects, such as homeroom reconnection time and work similar to the successful mural project, to intentionally help students feel more engaged and invested in their learning.

By maintaining a focus on both academic growth and well-being, we are supporting students to develop not only strong numeracy skills and confidence in problem-solving, but also a sense of safety, belonging, and motivation to fully engage in learning.

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 | David Thompson 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 | 72.3 | 80.4 | 81.8 | 83.9 | 83.7 | 84.4 | Very Low | Declined Significantly | Concern |
| | Citizenship | 54.5 | 66.3 | 67.8 | 79.8 | 79.4 | 80.4 | Very Low | Declined Significantly | Concern |
| | 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 | 57.0 | 62.8 | n/a | 68.5 | 67.4 | n/a | n/a | n/a |
| | PAT6: Excellence | n/a | 5.1 | 8.2 | n/a | 19.8 | 18.9 | n/a | n/a | n/a |
| | PAT9: Acceptable | n/a | 70.8 | 67.4 | n/a | 62.5 | 62.6 | n/a | n/a | n/a |
| | PAT9: Excellence | n/a | 17.1 | 14.0 | 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 | 70.5 | 78.7 | 79.9 | 87.7 | 87.6 | 88.2 | Very Low | Declined Significantly | Concern |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 64.0 | 76.3 | 77.1 | 84.4 | 84.0 | 84.9 | Very Low | Declined Significantly | Concern |
| | Access to Supports and Services | 59.0 | 65.9 | 66.1 | 80.1 | 79.9 | 80.7 | Very Low | Declined | Concern |
| Governance | Parental Involvement | 59.3 | 70.1 | 71.8 | 80.0 | 79.5 | 79.1 | Very Low | Declined | Concern |