


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

A.E. Cross 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 literacy will improve.

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

Outcome Two: Student confidence and achievement in all disciplines; English Language Arts (ELA), Mathematics, Social Studies, Science, will improve through engaging task design and assessment practices.

Celebrations

- Throughout the course of the 2024-2025 school year, the number of students earning 3s (good achievement of grade level expectations) and 4s (excellent achievement of grade level expectations) in English Language Arts and Mathematics increased.
- Grade 9 Students at A.E. Cross are outperforming other students within the Calgary Board of Education when looking at the acceptable standard on Provincial Achievement Tests in both English Language Arts (ELA) and Mathematics.
- Based on Alberta Education Assurance Survey results, students at A.E. Cross are recognizing the usefulness of English Language Arts and Mathematics more than in previous years
- The confidence of students in themselves has increased from 2023-2024 to 2024-2025

Areas for Growth

- Improving the number of students reaching the level of excellence on Provincial Achievement Tests
- Building students' written expression by focusing on explicit writing tasks in all content areas to enhance the disciplinary literacy of all students
- Improving Mathematics results for all students in terms of Report Card Indicators, Provincial Achievement Tests and Perception data from the Alberta Education Assurance Survey

Next Steps

- Analyze Provincial Achievement Test Blueprint data (when available) to identify which outcomes most often distinguish students at the standard of excellence and which outcomes students need most assistance with
- Provide targeted enrichment for students already approaching excellence – small group reasoning tasks, extended writing prompts, challenge problems
- Explicit writing instruction in all subjects, not just English Language Arts (Lab report structure in Science, argument writing in Social Studies, precise explanation using correct vocabulary in Math)
- Strengthen conceptual understanding through manipulatives and visual models in mathematics
- Focus on math vocabulary and reasoning by requiring students to explain their thinking orally and in writing
- Targeted intervention blocks for foundational skill gaps; use small-group instruction based on ongoing assessment

Our Data Story:

Our Learning Excellence goal for A.E. Cross School was, “Student Achievement in Literacy will improve”. This goal was lofty and expansive and throughout the dedicated work completed by staff and the increased focus on tasks that targeted literacy improvement for students, there are many different areas to celebrate at our school from the 2024-2025 school year. That being said, there are components of our Literacy instruction that have been uncovered as needing further refinement to ensure that students are put in the best position for learning.

The outcome measures that we chose to use to monitor progress included Report Card Indicators for English Language Arts (ELA) and Mathematics, Provincial Achievement Test Results for ELA and Mathematics, Alberta Education Assurance Measures, and stems from the CBE Student Survey. This mix of achievement and perception data provides a picture of the learning excellence occurring at A.E. Cross School.

Report Card Indicators

When analyzing ELA and Mathematics learning outcomes for students, the improvement is shown by the percentage of students receiving 1s (Not Meeting Grade Level Expectations) and 2s (Basic Achievement of Grade Level Expectations) decreases throughout the 2024-2025 school year:

- ELA Indicator – Reading: Reads to Explore – 35.66% of students in January to 33.73% of students in June
- ELA Indicator – Writing: Writes to Express Ideas – 38.53% of students in January to 36.70% of students in June
- Math Indicator – Number/Understands Number; Patterns (and Algebra) – 41.94% of students in January to 36.47% of students in June
- Math Indicator – Shape and Space/Understands Measurement, Geometry (and Statistics) – 43.15% of students in January to 40.92% of students in June

Staff engaged in a more concerted collaborative approach to classroom instruction throughout the school year. Team meetings and involvement in Professional Learning Communities (PLCs) enabled staff of A.E. Cross School to determine which instructional strategies worked best with our cohort of students. Learning Leaders worked within their teams to coach, model and suggest strategies that could be implemented in classrooms to improve student achievement. Additionally, the targeting of students struggling with grade level materials occurred through system-based (Reading Assessment Decision Tree) and school-based assessments. This data was used to regroup our entire school population into targeted support groups 3 times through the school year. These Response to Intervention (RTI) groupings provided teachers the ability to directly support students in their greatest area of need. Staff collaborated to determine the necessary outcomes that students required to improve throughout the school year.

Grade 9 Provincial Achievement Tests

Subject	A.E. Cross	CBE	Alberta	Change from 2023-2024 for A.E. Cross
ELA (Total) – Acceptable	81.9%	78.3%	82.4%	+2.5%
ELA (Total) - Excellence	6.4%	10.8%	13.1%	-1.4%
ELA (Reading) – Acceptable	76.6%	73.6%	77.9%	-1.4%
ELA (Reading) – Excellence	12.2%	16.8%	18.5%	-11.2%
ELA (Writing) – Acceptable	79.3%	81.8%	86.0%	+1.3%
ELA (Writing) – Excellence	10.1%	14.1%	15.5%	+2.3%
Math (Total) – Acceptable	59.8%	59.3%	60.6%	-1.9%
Math (Total) – Excellence	12.9%	17.8%	16.4%	-6.6%
Math (Part A) – Acceptable	51.0%	47.3%	45.7%	+6.7%
Math (Part A) – Excellence	17.5%	21.4%	19.4%	-3.3%
Math (Part B) – Acceptable	66.5%	66.2%	68.4%	-0.6%
Math (Part B) - Excellence	14.4%	19.1%	18.0%	-7.7%

In looking at the data in the above table, A.E. Cross' acceptable standard results are comparable to other junior high schools within the Calgary Board of Education, however, the school performs under the Province of Alberta results in many measures. In comparing one year to another, the results from 2024-2025 do not reach the same levels seen in 2023-2024 for many measures. Additionally, the level of students reaching the Standard of Excellence in all measures falls short of other junior high schools within the Calgary Board of Education and the Province of Alberta.

Time will be provided to staff to dive deeper into the Provincial Achievement Test results from 2024-2025 to determine which specific areas need improvement. Additionally, while staff have improved in the collaboration on assessments provided to students throughout the school year, a closer calibration of assessments to the outcomes in the Program of Studies will need to occur with learning objectives explicitly shown within classrooms. As well, a greater breadth of entry points into content will need to be provided. Students that are earning 3s and 4s in their report card indicators are not achieving as highly on the Provincial Achievement Tests. These students need to be challenged in their learning throughout the year so that they can demonstrate a similar level of achievement on PATs.

Perception Measures via Student Surveys (Alberta Education Assurance Survey and CBE Student Survey)

A big focus on student learning at A.E. Cross over the past few years has been on student engagement. We noticed that many students were uninterested, unchallenged and unfocused while in class. Work was done over the last few years looking to improve student engagement, involve students in their learning by helping them design and assess their own work against ready-made exemplars. Collaboration amongst staff members on assessments resulted in work that captured student's imagination, creativity and focus. The explicit introduction of learning objectives to students in class and on assignments provided a better understanding of learning within classrooms. We are happy seeing that these efforts have resulted in improvements in all perception measures that were used as outcomes in our School Development Plan.

- “I understand how the language arts I am learning at school is useful to me” (Alberta Education Assurance Survey)
 - Improved to 84% in May 2025 from 78% in May 2024
- “I understand how the mathematics I am learning at school is useful to me” (Alberta Education Assurance Survey)
 - Improved to 66% in May 2025 from 58% in May 2024
- “The language arts I am learning is interesting to me” (Alberta Education Assurance Survey)
 - Improved to 68% in May 2025 from 66% in May 2024
- “The mathematics I am learning is interesting to me” (Alberta Education Assurance Survey)
 - Improved to 50% in May 2025 from 39% in May 2024
- “I have confidence in myself as a student” (CBE Student Survey)
 - Improved to 64.29% in April 2025 from 60.23% in April 2024

While improvement among these measures is cause for celebration, there is still room to grow in these areas. Teachers will continue to improve their collaboration and their use of texts that connect with all learners in Humanities class. Additionally, bringing real-life problem solving into mathematics will hopefully allow students to continue to see the connections between their work in class and their experiences outside of class.

It should be noted in the Overall Summary report from the Alberta Education Assurance Survey that all measures improved year over year and last years' results is higher than the previous 3-year average except for the percentage of students reaching the standard of excellence on Provincial Achievement Tests.

Goal Two: Student well-being in resiliency and mental health will improve

Outcome One: Students will show improvement in awareness of, and ability to engage, with strategies that develop resilience skills, both within classrooms and throughout the school.

Celebrations

- Improvement for resilience and mental health perception measures on the CBE Student Survey
- Nearly all students have connected with an adult in the building to reach out if they are having struggles academically, emotionally or socially
- Student Learning Team process and meetings and Collaborative Response has resulted in strategies and referrals for student support throughout the school

Areas for Growth

- Improving the numbers of students who report that they want to keep learning despite setbacks
- Continuing to focus on executive functioning skills within classrooms
- Working with staff to embed Circle Protocols within all classrooms in the school to align with the Holistic Lifelong Learning Framework

Next Steps

- Work with students on goal-setting routines (SMART goal creation)
- Celebrate effort and process, not just achievement
- Model the process of productive struggle within classrooms by verbalizing mistakes and how to work through them
- Collaboration amongst staff during meetings to share strategies and identify students that might need further executive functioning supports
- Use circles to support curriculum – e.g., discussing perspectives in Social Studies, reflecting on lab outcomes in Science, exploring themes in ELA
- Administration will connect more often with brand new families to A.E. Cross to ensure students feel connected to the school and feel as though they have someone to talk to if they are having difficulties

Our Data Story:

In exploring our Well-being data with our stakeholders, and in concert with teacher observations, our focus on well-being is on resilience. We noticed that in the perception data gathered, the Resilience and Mental Health measure was lower than the other well-being measures in 2023-2024. Teachers also noted that within their classrooms, students had difficulty working through more complex work and had limited skills to push through when they encountered this work.

Staff set out to improve student resiliency in a variety of ways throughout the school year. To begin with, devoted Response to Intervention (RTI) blocks were used at the beginning of the school year for staff to provide students with a variety of strategies that can be used when students face a setback. Some of the specific strategies that students explored were:

- Using positive self-talk
- Practicing healthy habits (sleep, exercise, limiting screentime)
- Mistakes equal Learning – always asking, “What did I learn from this?”

Additionally, during these periods, staff elicited responses from students about what they find helpful in building resilience within their classrooms. Some students were very perceptive and shared strategies such as:

- Breaking larger assignments into smaller more manageable chunks
- Focusing on what students can control
- Talking to trusted people in their lives (friends, teachers, parents)

In order to measure student resilience, three stems from the CBE Student Survey were used:

- “I have confidence in myself as a student.”
 - Improved from 60.23% in April 2024 to 64.29% in April 2025
- “I want to keep learning after a setback.”
 - New measure in April 2025 – 75.46% of students agree
- “I ask for help when I need it.”
 - New measure in April 2025 – 77.47% of students agree

Additionally, our staff embarked on a process of Relationship Mapping in 2024-2025. This process included staff identifying students that they felt would approach them if they had a problem. Staff identified that they had a strong, positive relationship with nearly 80% of Grade 7 and Grade 8 students. The remaining students were then divided up amongst all staff members, and staff were tasked with reaching out in an attempt to build relationships with these students that may otherwise fly under the radar. Throughout the months of February and March, the % of disconnected students was reduced significantly, and staff reported that students were reaching out more frequently when they were having problems academically, emotionally or socially. We will continue with our

relationship mapping activity to focus on all of the newcomers coming into the building (Grade 7s, new students in Grade 8 and Grade 9), hopefully increasing the number of positive relationships between staff and students.

Executive functioning is another area for improvement that staff identified at the end of the 2024-2025 school year. Time was provided to staff for professional learning at the beginning of the current school year to explore how best to assist students with Executive Functioning in class through an ATA Session entitled “Essential Skills for Deep Learning and Emotional Regulation”. Some strategies that will be implemented by teachers are:

- Checklists for materials (many students have a checklist posted in their lockers to refer to each morning)
- Regular opportunities for organizational check ins with students
- Referring to learning objectives often during classroom activities

It should be noted in the Overall Summary report from the Alberta Education Assurance Survey that all measures improved year over year and last years' results is higher than the previous 3-year average except for the percentage of students reaching the standard of excellence on Provincial Achievement Tests.

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Fall 2025



Fall 2025 Required Alberta Education and Childcare Assurance Measures – Overall Summary

Assurance Domain	Measure	A. E. Cross 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	83.2	77.0	82.1	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	70.6	62.5	68.5	79.8	79.4	80.4	Low	Maintained	Issue
	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	63.9	54.2	61.2	62.5	62.5	62.6	Low	Maintained	Issue
	PAT9: Excellence	12.7	12.2	15.2	15.6	15.4	15.5	Low	Maintained	Issue
	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	83.1	74.0	82.2	87.7	87.6	88.2	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.1	71.2	77.0	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	81.1	69.8	73.9	80.1	79.9	80.7	Intermediate	Improved	Good
Governance	Parental Involvement	83.6	71.8	75.9	80.0	79.5	79.1	Very High	Maintained	Excellent

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