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Calgary Board of Education

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

Dr. J.K. Mulloy 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: Learning Excellence in Mathematics and English Language Arts and Literature (ELAL) will improve.

Outcome One: Student success in Mathematics will improve through equitable Mathematics practices

Over the past three years, DJKM has focused on strengthening equitable mathematics practices through differentiation, culturally responsive teaching, rich tasks, and student discourse. Mathematics achievement remains strong, with students outperforming CBE

averages, demonstrating significant gains in early numeracy, and reporting increased engagement in mathematics learning. Future work will focus on increasing excellence, strengthening student ownership of learning, deepening mathematical reasoning, and supporting the success of multilingual learners.

Celebrations

- Early Years Numeracy Assessment results indicate strong outcomes, with only 7.3% of students identified as Requiring Additional Supports compared to 18.2% across the CBE.
- DJKM students continue to outperform CBE averages in mathematics achievement, with 79.8% achieving Good or Excellent in Number Concepts, Patterns and Algebra and 77.7% achieving Good or Excellent in Measurement, Geometry and Statistics.
- Student mathematical discourse increased significantly, with students reporting greater opportunities to explain their thinking (+38%) and hear classmates share strategies (+27%).

Areas for Growth

- Increase the percentage of students achieving Excellence (Level 4) in mathematics.
- Deepen students' ability to justify, compare, and critique mathematical strategies and reasoning.
- Continue strengthening growth mindset, perseverance, and productive struggle, particularly in challenging learning situations.
- Investigate English as an Additional Language achievement and indicator trends to better understand the relationship between language proficiency and mathematics achievement.

Next Steps

- Strengthen language-responsive mathematics practices by integrating academic vocabulary development, language acquisition within task design, and ongoing analysis of EAL achievement and reporting data.
- Embed regular opportunities for self-assessment and reflection using clear success criteria.
- Use instructional routines such as Number Talks and collaborative problem solving to strengthen mathematical discourse and reasoning.

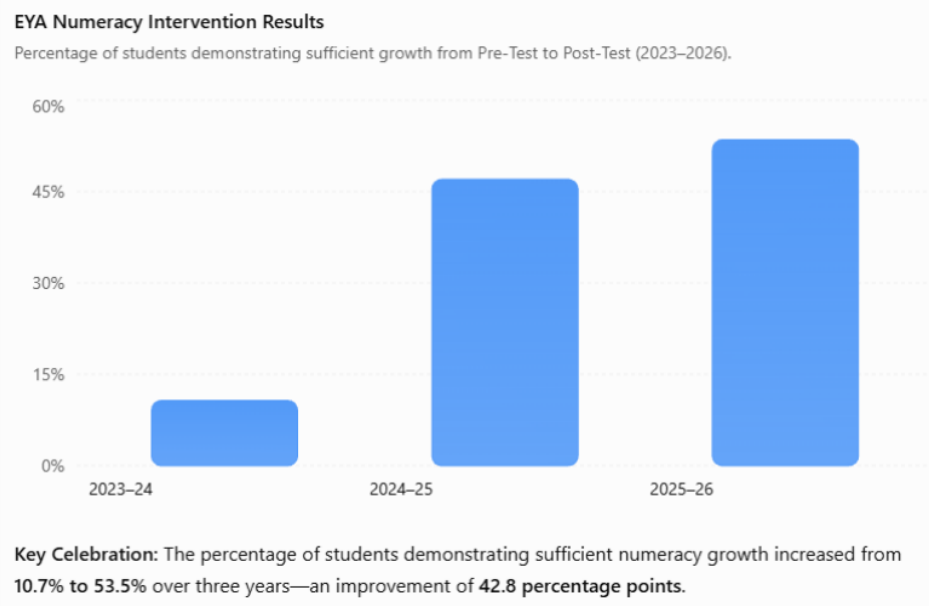
Our Data Story:

Outlined below is the data that guides our next steps:

Early Years Provincial Numeracy Assessment – Trends and Reflection

Results from the Early Years Provincial Numeracy Assessment demonstrate that following the final Post-Test, only 7.3% of Dr. J.K. Mulloy (DJKM) students were identified as Requiring Additional Supports (RAS) compared to 18.2% across the Calgary Board of Education (CBE).

Results from the Grade 1–3 Numeracy Assessment show significant improvement in student progress from Pre- to Post-Test between the 2023 to 2026. In 2023–24, only 10.7% of students initially identified as Requiring Reassessment demonstrated sufficient growth to be scored as Not Requiring Additional Supports (NRAS) on the Post-Test. In 2024–25, 47% of students who initially identified as Requiring Reassessment demonstrated sufficient growth to be scored as Not Requiring Additional Supports (NRAS) on the Post-Test. By 2025–26, this number increased again to 53.5%, indicating a continued positive shift in early numeracy development and intervention impact.



Overall, this data highlights effective early numeracy practices at Dr. J.K. Mulloy School, and targeted supports are making a measurable difference in student learning outcomes.

Mathematics Report Card Achievement (June 2026)

Report Card Stem	% of Students achieving 3–4 (Good & Excellent)	CBE	% of Students achieving 1 (Not Yet)	CBE

Number Concepts, Patterns & Algebra	**79.8%**	64.4%	**2.5%**	7.7%
Measurement, Geometry, & Statistics	**77.7%**	69.3%	**1.4%**	4.6%

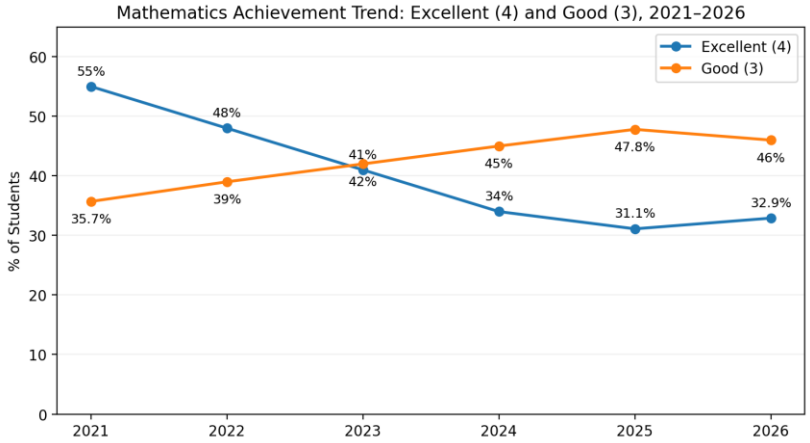
June 2026 report card data shows that DJKM students outperform CBE averages in mathematics overall.

- For “Understands and applies concepts related to number, patterns, and algebra”, 79.8% of DJKM students achieved a 3 or 4, above the CBE’s 64.4%, with only 2.5% at level 1 (CBE 7.7%).
- In the second math stem Measurement, Geometry & Statistics, 77.7% achieved a 3 or 4 (CBE 69.3%).
- Very few students are at the lowest level in Number Concepts, Patterns & Algebra (2.5% vs. 7.7%) and in Measurement, Geometry & Statistics (1.4% vs 4.6%)

Five-Year Trend (2021–2026)

- % of students at **Excellent (4)** increased from 31.1% to 32.9% in 2026 (An increase of 1.8% from the year before)
- Meanwhile, the number of students demonstrating **(2) Basic** or **(1) Emerging** achievement as well as the ELL and IPP indicators remained the same (21%). This reflects consistency with our wide range of learner profiles.
- Although students achieving **Excellent (4)** increased this year, it is still significantly below 2021-2023 results (this aligns with curriculum adjustment).

Implication: Many students achieve proficiency, but opportunities for extension and enrichment are needed.



Summary of Math Equity Themes in Student Advisory Council

Students view improvement as coming from **feedback, practice, and teacher support**. The next step is to deepen students' ability to **independently reflect, select effective strategies, and monitor their own mathematical growth.**

Student Agreement to Questions	Spring 2026 % Yes	Year End 2026 % Yes	Increase
Do you know what a '4' looks like?	83%	100%	+ 17%
When learning about Math, do you talk about how you solved a problem?	44%	82%	+ 38%
Do you hear your classmates explaining what they think in math?	61%	88%	+27%
Does your teacher show you different ways to talk about math?	78%	88%	+10%

Overall Reflection:
Students experience regular opportunities to **talk about their mathematical thinking**. The next step is to strengthen discourse by encouraging students to **justify, compare, and critique strategies**, fostering deeper conceptual understanding.

2025–2026 OurSCHOOL Survey

DJKM students report a high value on Diversity and Inclusion within our school community (at 80% compared to a CBE average of 72%). Students report strong belonging, inclusion, and acceptance, with over 80% feeling connected and supported, aligning with CBE averages. While students demonstrate perseverance and resilience, areas such as setting learning goals and ability to stay focused on tasks remain opportunities for growth, highlighting the need to strengthen daily practices and school-wide strategies that foster growth mindset, support productive struggle, and create safe opportunities for making mistakes.

English as an Additional Language

June 2026 data show a high percentage of students coded as English as an Additional Language Learners:

- 43% of DJKM students are EAL learners – this equates to 226 students
- Language Proficiency levels (LP1 – LP5) are broken down as:
  - LP1 – 8 % of EAL students
  - LP2 - 26% of EAL students
  - LP3 – 42% of EAL students
  - LP4 – 23% of EAL students
  - LP5 – <1% of EAL students
- 4.8% of our students have both an EAL and an Alberta Education Special Education code – this equates to 25 students
- % of EAL students received the EAL indicator on one or more English Language Arts or Math strand of their June 2026 report card:

Report Card Stem	% of Students with EAL indicator	CBE
Reading	0.96%	4.67%
Writing	1.2%	4.84%
Number Concepts, Patterns & Algebra	0%	0.92%
Measurement, Geometry, & Statistics	0%	1.15%

We noticed there was a high number of EAL students, relative to the number of EAL indicators on report cards. We are curious about these numbers in reporting and will be investigating gaps, trends, and future EAL reporting practices. Also, with the high number of students achieving LP 2-4 what actions can improve our EAL learners mathematical achievement.

Alberta Assurance Survey

Alberta Education Assurance Survey result indicate a positive upward trend in student engagement with mathematics. Agreement with the statement, "The mathematics I am learning at school is interesting to me", increase from 46% in Spring 2024 to 54.3% in Spring 2025, and again to 72.1% in June of 2026, as reported by students in a school-based survey asking the same questions.

Results also show that teacher and parent perceptions of student engagement have declined slightly from 2021 to 2025, while student self-reported engagement remains consistently lower, though it increased modestly in 2025 (53.7%) after a dip in 2024. Most adults perceive their child's schoolwork as interesting, but fewer students feel challenged, suggesting opportunities to enhance meaningful, engaging, and appropriately challenging learning experiences that better align student motivation with adult perceptions.

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

Assurance Domain	Measure	Dr. J. K. Mulloy 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	**79.3**	78.5	80.2	**84.2**	83.9	84.0	Very Low	Maintained	Concern
	Citizenship	**76.7**	73.6	80.3	**81.2**	79.8	79.8	Intermediate	Maintained	Acceptable
	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	**86.1**	89.1	91.9	**87.8**	87.7	87.8	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**80.5**	82.2	85.0	**85.8**	84.4	84.4	Low	Maintained	Issue
	Access to Supports and Services	**72.1**	74.7	78.5	**79.5**	80.1	80.2	Very Low	Declined	Concern
Governance	Parental Involvement	**75.1**	71.4	81.0	**79.9**	80.0	79.5	Intermediate	Maintained	Acceptable