


**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

## O.S. Geiger 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 foundational skills in literacy and mathematics will improve**

**Outcome One: Students will improve in phonological awareness and decoding skills**

**Outcome Two: Student engagement in math will improve through a focus on developing robust mathematical learning environments**

#### Celebrations

- Students' decoding skills have improved by 9 percentage points according to Early Years Assessment results.
- Student achievement in reading improved by 8 percentage points in grades 1-6 as measured on Report Card data.
- Student achievement in math in relation to Number has improved by 3 percentage points according to Report Card data.
- Students reporting they have access to math tools and manipulatives on a locally developed survey increased by 15% percentage points.

#### Areas for Growth

- Building students' literacy knowledge, background knowledge and vocabulary to support reading comprehension.
- Developing students' confidence and problem-solving strategies when engaging in math tasks.
- Developing student engagement through meaningful project-based learning.

#### Next Steps

- Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge during class time.
- Use Read Alouds and Think Alouds with different text genres.
- Use inquiry tasks in mathematics connected to the real world.
- Implement 4 week assessment cycles for all students with a locally developed tracking tool to monitor incremental student progress in reading and math.

## Our Data Story:

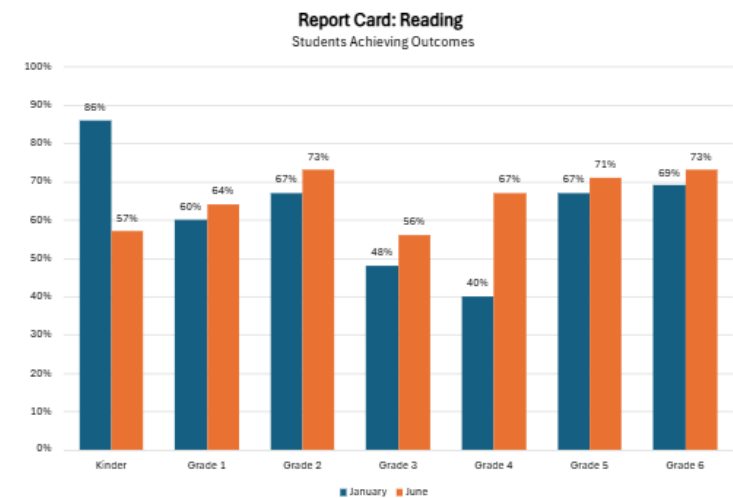
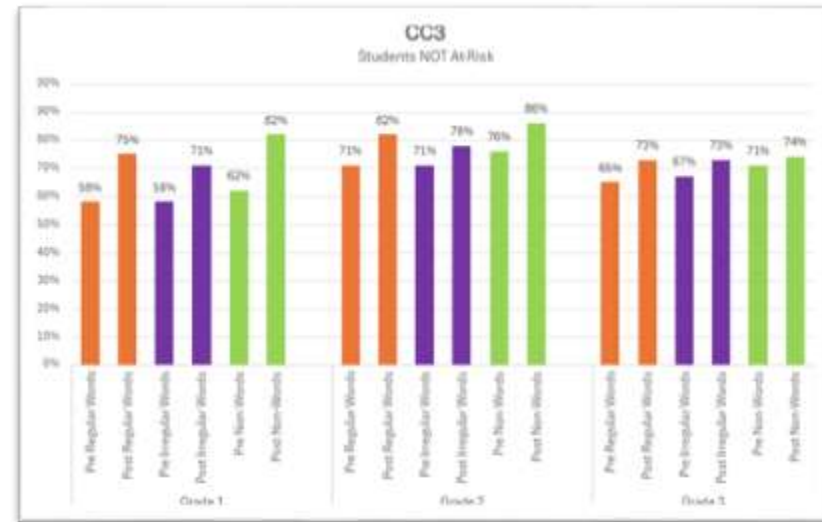
At O. S. Geiger School, we are committed to creating a welcoming, caring, respectful and safe learning environment where all students feel a sense of belonging and are engaged in meaningful learning experiences that support their success in school and in life. Last fall, with this as our focus, we analyzed and reflected on data measuring student achievement and well-being from the 2023-24 school year.

This data indicated students made key improvements in literacy and numeracy foundational skills. There continued to be gaps that were limiting students' ability to engage in more complex reading and math problems. In addition, there was a decrease in student and teacher perceptions regarding student enjoyment working on challenging math problems. In the area of Well-Being, based on survey results capturing student voice as well as teacher perceptions, we noted a correlation between decreased student engagement and a decrease in self-regulation.

As a result, our School Goal and Outcomes identified above were developed to target these gaps.

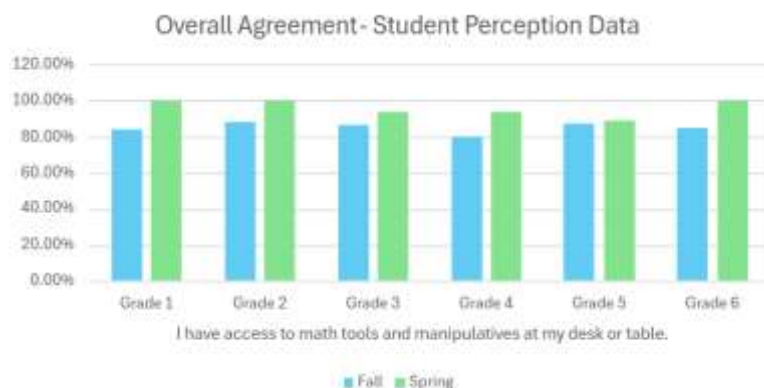
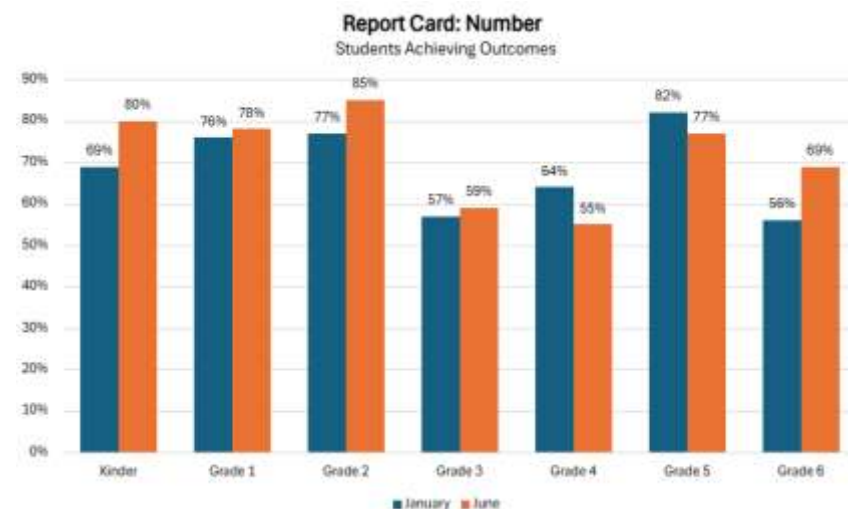
Our expectation was by establishing clear, explicit routines and instruction in reading and mathematics, and engaging in collaborative professional learning opportunities to support this, students would be successful in acquiring foundational skills in reading and mathematics.

Reading data reveals students greatly improved decoding skills and made gains at all grade levels in their ability to read a variety of familiar and unfamiliar words. This positive growth suggests our intentional efforts to target phonemic awareness and decoding skills is having an impact. Report card data that represents student achievement across all reading outcomes indicates while most students are achieving outcomes in reading, there continues to be a percentage of students not yet achieving outcomes. Student learning classroom assessment data reveals gaps in students' ability to proficiently comprehend a variety of texts. Therefore, developing reading comprehension is a potential area of focus to further improve students' foundational literacy skills.



During the 2024-25 school year, we prioritized developing robust mathematical learning environments. Teachers specifically focused on embedding mathematical routines and games into daily practice and ensuring students had access to tools and manipulatives at their desks and tables. These actions helped to provide multiple entry points for tasks, creating a culture that values the thinking process to engage students in math. Numeracy data reveals there were improvements at each of the grade 1-3 grade levels as compared with the pre-assessment captured earlier in the school year. While Report Card data across most grade levels measure an increase in achievement in the Number strand, grades 3-5 stand out as grades that may need additional support.

As we analyzed data measuring students' perceptions of themselves as learners of mathematics, we noted the percentage of students in grades 1-6 who report tht they have regular access to tools and manipulatives has increased. Similarly, results from the CBE survey reveal most students in grades 5 and 6 feel they are active and use hands on materials in math. Supporting students to gain confidence to share ideas in math class and engaging students in project-based learning are identified as ways to further increase student engagement in mathematics.



CBE Student Survey, Spring 2025			
Mathematics Framework			
Overall agreement	Gr 6	Gr 5	Overall
I share my ideas and ask questions in mathematics class	74.29	64.29	68.13
I enjoy working on challenging problems in mathematics	77.78	64.29	69.57
I am active and use hands-on materials in math	88.89	87.93	88.3
I am confident that I can learn mathematics	89.19	86.44	87.5

# 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	O. S. Geiger 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	<a href="#">Student Learning Engagement</a>	88.7	89.0	86.1	83.9	83.7	84.4	Very High	Maintained	Excellent
	<a href="#">Citizenship</a>	79.3	84.6	78.1	79.8	79.4	80.4	High	Maintained	Good
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	91.6	93.8	92.8	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)</a>	85.7	89.4	83.9	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	<a href="#">Access to Supports and Services</a>	79.4	83.9	76.7	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	<a href="#">Parental Involvement</a>	81.1	84.4	73.1	80.0	79.5	79.1	High	Maintained	Good