

**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

**Emily Follensbee 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 expressive and receptive communication will improve.

Outcome One: Students' expressive and receptive communication will improve across all disciplines through intentional opportunities for students that address personalized goals and strategies as outlined in Individual Program Plans (IPPs).

#### Celebrations

- 100% of students had a completed Communication Matrix, providing a comprehensive understanding of expressive and receptive communication profiles and progress for every student.
- Data analysis from IPPs, Communication Matrix profiles, and robust anecdotal and summative statements shows measurable gains in both expressive and receptive communication for all students.
- Staff intentionally taught, modeled, and provided responsive feedback to enhance students' expressive and receptive communication, supporting overall well-being and connection.
- Student co-regulation and regulation practices are embedded in daily routines and task design, fostering both communication growth and well-being.
- Assurance Survey results continue to be in the "excellent" range across all measures, with notable gains in access to supports, services, and parental involvement.

#### Areas for Growth

- Student learning engagement on the Assurance Survey showed a 5.7% decrease, while remaining within the excellent range, highlighting the need to sustain and deepen engagement practices for all learners.
- Continued growth is needed in both expressive and receptive communication, as outlined in each student's IPP, to further strengthen individual communication profiles.
- Enhanced focus on receptive communication will support students' ability to better interpret and respond to information across all learning environments.
- Ongoing support for co-regulation and self-regulation through students improved communication will remain a key priority to promote well-being and engagement.
- Refinement of instructional strategies to embed communication development within daily routines and task design will ensure continued progress for all learners.

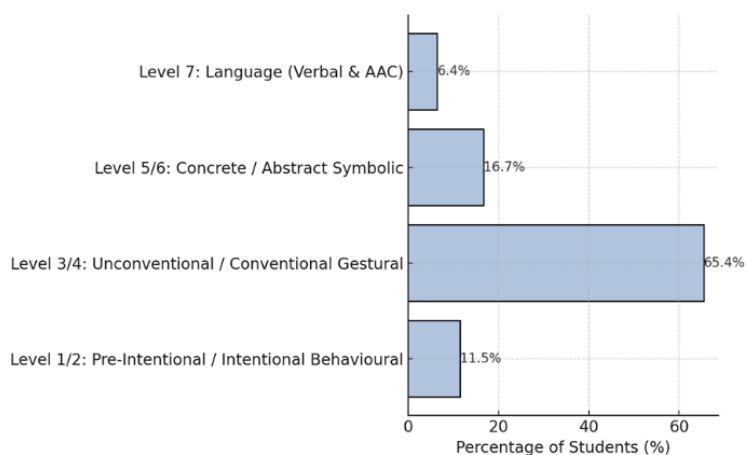
## Next Steps

- Enhance student learning engagement by sustaining and deepening engagement practices across all classrooms. Staff will engage in collaborative learning through Professional Learning Communities (PLC) and classroom team meetings, using Carpenter et al. (2015) *Engaging Learners with Complex Learning Difficulties and Disabilities* as a guiding resource.
- Continue to strengthen expressive and receptive communication for all students, guided by individualized IPP goals and Communication Matrix assessments, to ensure understanding and ongoing development of each learner's communication profile.
- Implement the Modified Bridge Assessment: Foundations of Reading with a target of 75% student completion for the 2025–2026 school year to deepen understanding of language, literacy, and communication progressions.
- Enhance focus on receptive and expressive communication through literacy and curriculum development by continuing to utilize research-based resources, including Erickson & Koppenhaver (2020) *Comprehensive Literacy for All* and Staves (2019) *Very Special Maths*, alongside professional learning opportunities for all staff.
- Sustain intentional support for co-regulation and self-regulation through embedded communication and emotional literacy strategies, ensuring well-being and engagement remain central to daily practice.

## Our Data Story:

Our school goal for 2024–2025 focused on improving student foundational skills in expressive and receptive communication. The intended outcome was that students' expressive and receptive communication would improve across all disciplines through intentional opportunities aligned with personalized goals and strategies outlined in Individual Program Plans (IPPs). By the end of the year, 100% of students had completed a Communication Matrix Assessment and summary, allowing staff to gain a deep understanding of each learner's communication profile and progression. Every student also had a personalized communication goal in their IPP. Analysis of baseline, mid-year, and summative data, including classroom team observations, Communication Matrix assessments, and robust anecdotal records, demonstrated measurable growth for every student in both expressive and receptive communication.

Students' learner profiles indicate the following distribution across communication levels for the Communication Matrix Assessment:



To evaluate progress, our school utilized multiple outcome measures including Communication Matrix assessments, IPP communication goal analysis, teacher anecdotal records, and summative statements. Alberta Education Assurance Survey data indicated that evaluation achievement remained high across all measures and continued to be within the excellent range. Notably, student learning engagement decreased by 5.7%, while access to supports and services increased by 4.1% and parental involvement increased by 0.6%. Staff reflection data further revealed an increased ability among students to co-regulate and self-regulate, though this area continues to require focused attention. Data such as IPP indicators and Communication Matrix results were measured along with insights from classroom team observations, staff reflections, and family feedback. Cross-domain data,

including Well-being, Truth & Reconciliation, Diversity, and Inclusion measures, were also incorporated to create a holistic understanding of student development.

Analysis revealed consistent growth in expressive communication, as all staff continue to implement multimodal supports such as high and low tech AAC, switches, tactile and Picture Communication Symbols (PCS), ASL, and gestures. There was also clear improvement in student regulation and co-regulation, which was supported through intentional modeling and responsive feedback from staff. Although engagement levels remained strong, Assurance Survey results reflected a slight decline in student learning engagement, while still maintaining a rating in the excellent range. Across the school, there remains a continued need to strengthen receptive and expressive communication to deepen comprehension, engagement, and emotional regulation.

Collaborative engagement among staff, families, and multidisciplinary support teams played a central role in driving improvement. Classroom teams engaged in regular Professional Learning Communities (PLCs), ongoing professional development, classroom meetings and Collaborative Response meetings to identify effective strategies and align practices. The school's Collaborative Response array of structures and processes, along with partnerships with Speech-Language Pathologists, Occupational and Physical Therapists, and the Low Incidence Team, further enhanced communication practices as highlighted by perception data. Collaboration with Classic LifeCare also supported students' well-being, enabling them to actively participate in learning. Informal feedback from families highlights observed increased responsiveness and engagement in their children's communication at home. Through these collaborative efforts, individualized communication planning was strengthened across all contexts.

Emily Follensbee School's learners require intensive, personalized, and multimodal communication support. It is imperative to continue building receptive and expressive communication development and sustaining engagement. Through intentional teaching, modeling, and integration of communication strategies into daily learning, staff achieved measurable student gains. Continued refinement of receptive and expressive communication and engagement strategies will remain a focus area to further build upon this success in the upcoming year.

Across the 2024–2025 school year, Emily Follensbee achieved significant success in advancing communication skills, yet the data also highlights key directions for refinement. The completion and analysis of Communication Matrix assessments and IPP communication goals for every student stands as a major celebration, alongside embedded co-regulation practices that have enhanced well-being and connection. Assurance Survey results continue to demonstrate excellence across all measures. Moving forward, the school aims to enhance engagement practices through a focused PLC study using Carpenter et al. (2015) *Engaging Learners with Complex Learning Difficulties and Disabilities*. Additionally, the implementation of the Modified Bridge Assessment: Foundations of Reading will extend to 75% of students for the 2025–2026 year, deepening the understanding of literacy and communication profiles. Continued work will focus on receptive and expressive communication through Carpenter et al. (2015), Erickson & Koppenhaver (2020) *Comprehensive Literacy for All*, and Staves (2019) *Very Special Maths*, ensuring communication and self-regulation remain foundational to student well-being and engagement.

# 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	Emily Follensbee 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	94.0	100.0	94.3	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	95.2	97.2	95.1	79.8	79.4	80.4	Very High	Maintained	Excellent
	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	*	*	n/a	62.5	62.5	62.6	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	15.6	15.4	15.5	*	n/a	n/a
	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	91.5	94.2	88.9	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.7	97.9	96.3	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	95.7	91.6	92.1	80.1	79.9	80.7	Very High	Maintained	Excellent
Governance	Parental Involvement	94.7	94.1	90.7	80.0	79.5	79.1	Very High	Maintained	Excellent