

**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

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School Improvement Results Reporting| 2023-24

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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Goals and outcomes related to the information shared here are outlined in the 2024-25 School Development Plan.

School Improvement Results

CBE's Education Plan for 2021-24 prioritized creating strong student achievement and well-being for lifelong success with the following key outcomes:

- Excellence in literacy
- Excellence in mathematics
- Improved achievement and well-being for students who self-identify as Indigenous
- Access to learning opportunities and supports that address diverse learning needs and well-being

Three specific priority areas based on CBE system data that informed the 2021-24 Education Plan and system actions for improvement across the organization were identified.

- Literacy
- Mathematics
- Well-Being

2023-24 School Goals

- Reading Comprehension and word reading
- Problem Solving in Mathematics
- Developing communication skills & emotional literacy

Our School Focused on Improving

- Reading comprehension and word reading
- Problem solving within “thinking classrooms” in mathematics
- Effective communication skills and emotional literacy

In the area of literacy, we chose to focus on word reading in Kindergarten to Grade 2 and developing reading comprehension strategies in Grades 3-6. Direct and explicit reading instruction in small groups moved student learning forward and we saw an increase in students achieving excellence in reading. This was evidenced within Provincial Achievement Testing (initial scores), within report card data and teacher’s outcomes-based assessments. Further, pre and post data from Literacy Screeners evidenced a reduction in the number of students at-risk on the LeNs (English Letter Name Sound Assessment and CC3 (Castles and Coltheart 3 Test). Problem solving in Mathematics continued to be an area of focus to deepen teacher and student understanding the difference between problem solving and practice and the purpose each serves within the classroom. We saw implementation of non-permanent vertical surfaces to support problem solving and “thinking classrooms” and Teacher Clarity (teachers knowing what they are teaching and being explicit about this with students) around the new Mathematics Curriculum was evidenced. Our wellbeing goal for the year was to help students develop effective communication skills and emotional literacy. Specifically, we wanted students to build capacity in their ability to know what to do and who to seek out for help around problematic social situations. Growth in this area was realized from the CBE Student Survey with an increase of students who reported, “I talk to my caregivers, friends, classmates, and/or teachers about how I feel.” Student’s emotional literacy and application of communication skills was assessed and monitored through teacher assessment of students engaged in bi-weekly STEM Learning Challenges within our learning common’s Maker Space.

What We Measured and Heard

Literacy and Mathematics Measures

We used the LeNS, CC3 and Numeracy assessments to measure growth in the areas of literacy and mathematics. We noted the following improvements:

LeNS – Improvement (reduction of students at-risk)

Grade 1	+22%
Grade 2	+2.4%

CC3 – Improvement (reduction of students at-risk)

	Regular Words	Irregular Words	Non-Words
Grade 1	+6.8%	+1.6%	+8.6%
Grade 2	+2.3%	+2.3%	+4.7%
Grade 3	+10.4%	+3.5%	+17.3%

Numeracy – Improvement (reduction of students at-risk)

Grade 1	+10.2%
Grade 2	+11.7%
Grade 3	+3.4%

On the Alberta Education Assurance Measures, there was an increase in the percentage of students who positively indicated their response to, “Do you like Language Arts? (83%)” as compared to the previous year. Further, parent perception was positive in their response to the question, “The literacy skills your child is learning at the school are helpful (88%).” This survey also identified that the percentage of teachers, parents and students satisfied with the overall quality of basic education maintained at a high level. The K-3 Student Survey Results from fall 2023 to fall 2024 reveal an increase in student responses to the question, “I enjoy working on challenging problems in mathematics.”

Wellbeing Measures

CBE Student Survey & K-3 CBE Student Survey results from 2023-2024 revealed students feel connected to the school and have a strong sense of belonging. Further, on the Alberta Education Assurance Measures Survey, the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe was 94%. The CBE Student Survey revealed that students feel cared about (My teachers care about me - 93.58%) and perceive teachers to have high expectations (My teachers want me to be successful - 97.30%). OurSCHOOL Gr. 4-6 Student Survey results from October 2023 to May 2024 showed a decrease in students reporting moderate or high levels of depression and an increase in students with of students who reported positive wellbeing, goal orientation and self-regulation.

Teacher Perception Data Measures

Teacher perception surveys conducted in October 2023 and then again in May 2024 showed improvement in literacy teaching (tasks being directly aligned to connected to curricular outcomes) and an increase in teacher's willingness to allow students to engage in productive struggle within the problem solving process. In the areas of supporting student wellbeing, teachers noted that professional learning around "adaptive expertise" and "Collaborative Response" in supporting students within the classroom (Tier 1 and 2 supports) improved throughout the year.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
▪ LeNS, CC3 and Numeracy Assessment data indicated a decrease in the percentage of students in the at-risk category at each grade. This data allowed teachers to see their impact around intervention and the importance of direct instruction in word reading. ▪ Students in Grades 3-6 benefitted from small group, targeted instruction around reading comprehension outcomes. ▪ Parents noted that they appreciated the focus around home literacy supports (different from home reading). ▪ Students benefitted from continued opportunities to engage in problem solving activities and non-permanent vertical surfaces to reduce stress, engage in risk-taking and increase perseverance. ▪ Students benefitted from explicit expectations around communication	▪ Students are enjoying literacy learning and their reading achievement at the level of excellence has improved. ▪ Students have shown improvement in their enjoyment of engaging in challenging mathematics problem solving. ▪ Students feel their teachers have high expectations of them, feel cared for and have shown an increase in being able to talk about how they are feeling with adults. ▪ Students have demonstrated improvement in communicating while engaged in problem solving during STEM challenges and a willingness to persevere with their groups in this context. ▪ Teachers have improved their sense of efficacy around engaging in Truth in Reconciliation Commitments and in their understanding of New Curriculum.	▪ Transfer targeted intervention and Teacher Clarity to writing outcomes within literacy learning. ▪ Deepen teacher understanding of writing outcomes within the New Curriculum. ▪ Build teacher understanding of procedural fluency and routines to support this learning within the mathematics classroom. ▪ Connect conceptual understanding to procedural fluency in mathematics to build teacher efficacy & understanding. ▪ Build student's confidence and growth mindset as they receive feedback within learning. ▪ Continue to build partnerships with parents and help emphasize the importance of student agency, productive struggle, and a growth mindset in learning.

and collaboration in STEM Maker Tasks to improve wellbeing.	Parents continue to have confidence in the quality of education at Andrew Sibbald & feel a part of our school community through decision-making and connectedness.	
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Required Alberta Education Assurance Measures (AEAM) Overall Summary

Spring 2024



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	Andrew Sibbald 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	87.8	86.5	83.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	88.8	87.9	85.1	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	98.2	91.2	91.2	68.5	66.2	66.2	Very High	Improved	Excellent
	PAT6: Excellence	26.3	22.8	22.8	19.8	18.0	18.0	High	Maintained	Good
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.3	93.5	92.3	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.7	94.5	93.0	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	81.3	84.6	80.4	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	90.0	86.0	86.4	79.5	79.1	78.9	Very High	Maintained	Excellent

Note | The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time

