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School Improvement Results Reporting| 2023-24

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

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

Alex Munro School Goals

- Develop Reading
- Develop Number Sense and Flexibility with Number
- Foster a Culture for Students to Advocate for Themselves
- Create Opportunities for Students to Advocate for Themselves

Our School Focused on Improving

For the 2023-24 school year our guiding holistic focus was creating equitable learning environments. To increase student equity at Alex Munro School, the following goals were established as our School Development Plan focus:

Develop Reading:

- Develop decoding and word analysis (morphology) skills.

Develop Number Sense and Flexibility with Number:

- Implement high-yield number routines to develop a stronger conceptual understanding of number as well as using numbers in flexible ways.

Foster a Culture where Students Feel They Belong:

- Increase sense of belonging through school-wide implementation of circle practices.

The above goals were intentionally chosen by the teachers after they analyzed various data sources through the lens of student equity. Equity starts literacy; being able to read is the gateway to learning and as such our literacy goal was to develop reading in all students. Improving instruction in mathematics included the implementation of high yield routines in mathematics with a focus on developing number sense and flexibility with number. We also included goals that focused on increasing student social-emotional engagement including the implementation of circle practices as a whole school practice.

What We Measured and Heard

The following data represents the assessment of our stated goals:

Literacy: Develop Reading:

Date Source #1: The Castles and Coltheart Reading Test 3 (CC3):

	Baseline Assessment			
	At Risk		Not At Risk	
	Count	(%)	Count	(%)
Grade 1 (Feb 2024)	27	61.36%	17	38.84%
Grade 2 (Oct 2023)	17	39.53%	26	60.47%
Total/ Average	44	50.45%	43	49.66%

	Post Assessment			
	At Risk		Not At Risk	
	Count	(%)	Count	(%)
Grade 1 (June 2024)	23	52.27%	21	47.72%
Grade 2 (June 2024)	6	13.95%	37	86.05%
Total/Average	29	33.11%	58	66.89%

- Students Not At Risk increased 17.23 percentage points from 49.66% to 66.89%

Data Source #2: Report Card Stem: Reads to Explore and Understand

% of students achieving a 2,3, or 4 on the report card stem:

Reads to Explore and Understand:

June 2023	69.7%
June 2024	74.9%

- A year over year increase of 5.2 percentage points from 69.7% to 74.9%

Mathematics: Develop Number Sense and Flexibility with Number:

Data Source #1: Government of Alberta (GOA) Numeracy Screener:

	Baseline Assessment			
	At Risk		Not At Risk	
	Count	(%)	Count	(%)
Grade 1 (Feb 2024)	24	53.33%	21	46.67%
Grade 2 (Oct 2023)	17	40.48%	25	59.52%
Grade 3 (Oct 2023)	15	41.67%	21	58.33%
Total/ Average	56	45.16%	67	54.84%

Post Assessment	
At Risk	Not At Risk

	Count	(%)	Count	(%)
Grade 1 (June 2024)	17	37.78%	28	62.22%
Grade 2 (June 2024)	12	28.57%	30	59.52%
Grade 3 (June 2024))	9	25.00%	27	75.00%
Total/Average	38	30.45%	85	65.58%

Data Source #2: Report Card Stem:

% of students achieving a 2,3, or 4 on the report card stem:

Understands and applies concepts related to number, patterns and algebra:

June 2023	78.8%
June 2024	82.8%

- A year over year increase of 4 percentage points from 78.8% to 82.8%

Well-Being: Foster a Culture Where Students Feel They Belong

Student Perception Data: Our School Student Survey

Data Source #1 - Question: Do you feel comfortable sharing your ideas and/or feelings during classroom circle time?

Student Responses Oct 2023		Student Responses May 2024	
All of the time	18%	All of the time	16%
Most of the time	29%	Most of the time	45%
A little bit	42%	A little bit	31%
Never	11%	Never	8%

Students who responded that they feel comfortable sharing their ideas and/or feelings during classroom circle time “All of the Time” or “Most of the time” increased by 14 percentage points from 47% in Oct 2023 to 61% in May 2024,

Data Source #2 – % of students who identified that they feel a high sense of belonging at school

October 2022	October 2023	Canadian Norm
66%	64%	75%

For the last two years students at Alex Munro school who have identified as having a high sense of belonging at school has been below the Canadian Norm. To reverse this trend and to become more aligned with the Canadian Norm, we need to develop more goals and strategies to increase student sense of belonging at Alex Munro School. Our 2024-25 SDP plan has identified actions to address this area of concern.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
CC3 and Numeracy Assessment data indicate that there has been a steady decrease in the percentage of students in the at-risk category at each grade. Coupled with report card data comparing the June 2023 and the June 2024 report card stems in reading and number sense, this trend of steady improvement in student achievement was confirmed. In addition to student data, The Alberta Education Assurance Measure Results Report shows that parents reported feeling more confident with the support that is available for students at the school level. Parents also responded that Alex Munro School provides an excellent quality of education.	▪ Students' decoding skills have improved. ▪ Students' numeracy skills have improved. ▪ Student active involvement during classroom circle practices improved. ▪ Parents are more satisfied with the supports and services available at the school.	▪ Connect conceptual understanding to procedural fluency in mathematics. ▪ Create learning climates that improve student confidence in themselves as math learners. ▪ Support student voice and explore ways for students see their own identity, background and culture in the learning taking place at school. ▪ Improve student sense of belonging at school.

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	Alex Munro 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	89.7	82.6	81.9	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	79.1	70.1	72.2	79.4	80.3	80.9	High	Improved	Good
	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	n/a	61.8	61.8	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	5.9	5.9	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.0	90.5	87.4	87.6	88.1	88.6	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.8	81.5	81.5	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	79.6	78.2	72.0	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	86.5	62.9	65.7	79.5	79.1	78.9	Very High	Improved	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