



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

Glendale School

2415 Kelwood Drive S.W., Calgary, AB T3E 3Z8 t | 403-777-8330 f | 403-777-8332 e | glendale@cbe.ab.ca

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

Our School Focused on Improving

Literacy: Students' foundational reading skills will improve (decoding and word recognition)

Mathematics: Students will build and extend personal number sense by using mathematical representations and models

Well-Being for Learning: Students will further develop self-regulation skills by increasing their ability to identify and monitor their personal energy levels, feelings, associated sensations, and responsibilities to themselves and others.

We chose to focus on these areas as our student data as measured on local and on provincial assessments, along with classroom summative and formative assessments, and perception data indicated that:

- For **literacy**: Continuing both universal and targeted reading instruction, in order to support students to apply their skill and understanding of phonemic and phonological awareness, and word recognition skills to support enhanced reading fluency in all grade levels
- For **mathematics**: when students used concrete representations, they were more able to explain their thinking and justify strategies; Continued teacher learning related to ways of using specific, high- impact mathematical representations (models) such as ten-frames, number lines, and arrays to support students' enhanced number sense and overall procedural fluency
- For **well-being**: while students feel like they belong in their classroom, and have positive relationships, our learning community would benefit from a strategic focus on strategies to develop student self-regulation, to enhance positive decision making and engagement

What We Measured and Heard

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

LeNS – % of Students moving from at risk to not at risk

Grade 1	50%
Grade 2	27.78 %

CC3 – % of Students moving from at risk to not at risk

	Regular Words	Irregular Words	Non Words
Grades 1,2 3	39.5%	20%	51%

Numeracy – % of Students moving from at risk to not at risk

Grade 1	29 %
Grade 2	9 %
Grade 3	0%

Analyzing Report Card data we found:

- For ELAL we found there was an overall school increase of 4% of students who received 3's or 4's in the reading and writing strands at the end of the year compared to semester 1. This improvement was noticed across all grade groups, and within both the reading and writing strands.
- In Math there was an overall school increase of 7% of students who received 3's or 4's in the Number Strands at the end of the year compared to semester 1. This improvement was seen among most grade groups, but not as evident in the grade 4's and 5's

OurSCHOOL survey data highlights from 2023 to 2024

- We saw improvements in our grade 4/5 results in Sense of belonging (up 9%), Positive Relationships (also up 9%), and Safe Attending School (up 17%), with anxiety down 21%. Scores around regulation remained constant from previous years.
- Our Grade 6 Survey results suggested small drops in Sense of Belonging (5%), positive relationships (1%), and a small increase in Safe Attending School (3%). There was a decrease of 4% in students' perception of self-regulation.
- Overall, the results suggested that there was an increase in perceptions of belonging, relationships, and safety, shown much more clearly in the Grade 4/5 group.

CBE Survey Data highlights 2024

- Well-Being:

- 98.18% students: “There are high expectations for me to be successful in my learning.”
- 55% students: “I feel included at school?”
- 62% student: “I feel welcome at school.”
- 87% students: “My teachers care about me.” and “My teachers check in with me about my well-being.”
- 93% students: “I am responsible for myself and my actions.”
- 66% students: “I have confidence in myself as a student.”
- 85% students: “When I struggle with my schoolwork, I can get through it and fix it.”
- Math:
 - 71% students: “I think deeply and slowly when solving mathematics problems.”
 - 93% students: “I am confident that I can learn mathematics.”
 - 71% students: “I know what to do next to improve in mathematics.”
- Literacy:
 - 89% students: “I know what to do next to improve my writing.”
 - 84% students: “I know what to do next to improve my writing.”

Assurance Survey Data highlights 2023 to 2024

- Well-being:
 -
- Truth& Reconciliation, diversity and Inclusion:
 - Welcoming Caring, Respectful and Safe Learning Environment
 - 73% to 66% students: “I feel like I belong.”
 - 83% to 76% students: “I feel welcome.”
 - Citizenship - 53% to 50% students: “Students follow the rules, help each other, respect each other.”
- Literacy:
 - 61% to 65% students: “The language arts I am learning at school is interesting to me.”
- Mathematics:
 - 63% to 51% students: “The mathematics I am learning at school is interesting to me.”

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Both formal and informal assessments have shown improvements in student reading and numeracy skills. There was a decrease in students at risk in the Pre and Post-test sections in CC3, Lens and Numeracy. Improvements in both at risk students in formal assessments, and the general student cohort, based on report card results, suggest growth because of both universal instruction and targeted approaches. Among students in the OurSCHOOL survey, we saw improvements in Sense of Belonging, Positive Relationships, and Safe Attending School yet scores around regulation remained constant. In addition to student data, parents have also reported a decrease the perception of the learning environments being welcoming, caring, respectful and safe, but also an increased satisfaction with the quality of education their child is receiving at school. Teacher surveys suggest teachers have varying degrees of comfort with using representations in Math, but most students continue to struggle in linking representations with procedures.	Students' overall decoding skills have improved. Students' overall numeracy skills have improved. Students are more regulated, confident and more resilient when challenged with difficult learning tasks Parents indicated that the quality of education that their child experienced at school improved in the past three years; an increase of 16%.	Increase students and parents who agree that their learning environments are welcoming, caring, respectful and safe. Increase students' ability to understand concepts in Math by linking procedures to physical and visual representations such as Ten Frames, number lines and arrays. Incorporate more texts that encompass "<i>windows, mirrors and sliding doors</i>". - Windows: offering a glimpse into the lives and stories of others (letting readers peek into lives and adventures that are different from ours) - Mirrors: reflecting our own experiences and identities (showing readers stories and characters just like them) - Sliding Doors: transporting readers into different worlds and fostering empathy by connecting deeply with characters (taking readers into a new world where readers feel like they are part of the story and care about the characters) Increase student to student relationships. Increase parental involvement

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

Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Glendale 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	78.6	78.6	81.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	76.0	79.4	80.7	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	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	65.1	58.1	58.1	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	4.7	9.7	9.7	19.8	18.0	18.0	Very Low	Maintained	Concern
	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	87.6	90.0	91.6	87.6	88.1	88.6	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.6	88.3	88.9	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	79.3	83.2	82.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	81.5	83.3	83.1	79.5	79.1	78.9	High	Maintained	Good

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