

**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

Cranston School

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School Improvement Results Reporting| 2023-2024

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

2023-2024 School Goals

- Assessment: “How can assessment support us in knowing learners within the new curriculum?”

Our School Focused on Improving

Our focus this year will be unpacking new curriculum outcomes and learning progressions across all subject areas, providing a scaffold of entry points for students to achieve the new curriculum expectations. We used the guiding question for the K-6 System Professional Learning Series “how can assessment support us in knowing learners within the new curriculum?”

We chose to focus on these areas because our student data as measured on report cards and on provincial assessments (LENs, CC3 and Numeracy) indicated there was a wide range of skills in our student population even prior to the introduction of new curriculum expectations. This was mirrored with perception data, as noted on the CBE Student Survey, that our students have very differing opinions on their level of confidence and their identities in mathematics and literacy.

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 – Changes in not at-risk population

Grade 1	+27%
Grade 2	+10%

CC3 – Changes in not at risk-population

	Non-Words
Grade 1	+7%
Grade 2	+7%
Grade 3	+8%

Numeracy – Changes in not at-risk population

Grade 1	+9%
Grade 2	+10%
Grade 3	+3%

Along with improvements on these standardized assessments, we also noticed an improvement in our grade 5 students’ perception on the CBE Student Survey from last year to this year in relation to their ability to understand what they read and know what to do to

improve their reading skills. Additionally, coupled with the Our School Survey, grade 4 and 5 students reported positive eudemonia well-being (pursue personally expressive goals and have a sense of purpose in their life). Furthermore, on the Alberta Education Assurance Measures, the Educational Quality measure remains above the provincial average. Teacher perception data, through CBE Teacher Self-Assessment Tool surveys administered throughout the year, indicated a greater confidence and growth with assessment and reporting as most teachers reported achieving indicators at a proficient level.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
LeNS, CC3 and Numeracy Assessment data indicate that there has been a decrease in the percentage of students in the at-risk category at each grade. Coupled with the Our School survey and CBE Student survey results indicate an improvement in their ability to understand what they read and know what to do to improve their reading. In addition, teacher perception data, through teacher surveys indicated a greater confidence of assessment of student learning for the new curriculum.	- Students' decoding skills have improved - Students' numeracy skills have improved - As indicated on the Alberta Assurance survey, Cranston scored 11% above the provincial standard, maintaining an "excellent" overall standard in the area of citizenship	- Incorporate decodable texts and use of the UFLI resource into our literacy practice. - Improve education quality and access to supports and services by providing targeted literacy instruction for students at all grade levels. - Positive sense of belonging for all students.

Required Alberta Education Assurance Measures (AEAM) Overall Summary Spring 2024



Required Alberta Education Assurance Measures - Overall Summary Spring 2024

School: 1499 Cranston School

Assurance Domain	Measure	Cranston 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	80.4	89.0	89.8	83.7	84.4	84.8	n/a	Declined Significantly	n/a
	Citizenship	83.7	91.3	90.5	79.4	80.3	80.9	Very High	Declined	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	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	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	87.8	94.9	95.6	87.6	88.1	88.6	High	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.3	92.4	93.2	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	76.6	80.0	82.8	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	77.6	81.8	83.5	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 2022/23 PAT results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

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