



Connaught School

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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

Connaught School Goals

- Writing
- Numeracy
- Self Confidence

Our School Focused on Improving

Our specific area of focus last year was designing incremental assessments, calibrated to the new curriculum that provided information for teachers to design tasks appropriate for all student levels with a focus on:

- Improving writing
- Increasing understanding in mathematics (numeracy)
- Improving self confidence

Due to the wide and diverse range of student needs, teachers felt that having frequent classroom assessments provided more timely data for task design. We also noticed, based on the CBE Student Survey results as well as teacher perceptions, that students lacked self-confidence and were reluctant to take risks in their learning.

What We Measured and Heard

We noted the following improvements on the numeracy provincial assessment:

Numeracy Provincial Assessment – Number of students at risk

	At risk in pre test	At risk in post test
Grade 1	20	8
Grade 2	24	10
Grade 3	11	9

Summary of Writing Sprint Data

% of students who showed improvement on the specific skills from the beginning to the end of each writing sprint using pre and post writing samples

Grade Grouping	Sprint 1	Sprint 2	Sprint 3	Sprint 4
Kindergarten	25%	Data voided	61%	56%
Grade 1	36%	40%	50%	59%
Grade 2/3	55%	66%	80%	76%
Grade 4/5	76%	52%	46%	58%
Grade 6	68%	75%	78%	32%

Summary of Math Sprint Data

% of students showing growth on number outcomes based on teacher created pre and post assessments

Grade Grouping	Sprint 1	Sprint 2	Sprint 3
Kindergarten			
Grade 1	26%	52%	67%
Grade 2/3	64%	84%	67%
Grade 4/5	62%	80%	63%
Grade 6	56%	79%	65%

CBE Student Survey Data		
Survey Question	Spring 2023	Spring 2024
I have confidence in myself as a student	68.27%	84.42%
I feel confident I can overcome challenges in my learning	86.6%	94.67%

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Numeracy Assessment data indicates that there has been a decrease in the percentage of students in the at-risk category at each grade. As a result of teachers focusing on developing specific writing criteria, growth fluctuated from sprint to sprint. In turn, teachers became more intentional in targeting and assessing writing skills. Through math sprints, targeted diagnostics allowed for small group organization to reach all students during learning time. Additionally, teachers became more comfortable using math talks, manipulatives and games to build fluency. The use of positive self-affirmations supported increased self-confidence in all grades. Students were heard building each other up and using growth mindset language. CBE Student Survey and questions posed to students in class point to improvements in students' confidence levels.	• Improvement in student's ability to tell a story with a beginning, middle and end • Improvement in organization and focused content • Increased use of descriptive language • Increased ability and willingness to reread and edit own writing • Increased confidence using a variety of strategies to solve addition and subtraction problems • Improvement in multiplication and division • Strong improvement in representing numbers in a variety of ways	• Continued work on writing, developing voice, choice and vocabulary • Supporting diverse learners

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	Connaught 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	83.5	89.2	89.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	87.2	80.8	83.4	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	n/a	79.7	79.7	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	18.6	18.6	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	93.1	92.1	94.7	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.3	88.0	88.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	80.4	81.5	76.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	83.6	82.6	82.9	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