



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

Our School Focused on Improving

Our school goal last year was holistic, focusing on the creation of a more supportive and inclusive learning environment.

The data from 2022-23 school year indicated the following:

In the area of Literacy:

- Our grade 6 PAT results showed the following from June 2022 to June 2023:

- Acceptable Standard a decrease of 0.2%
- Standard of Excellence a decrease of 4.9%
- Our grade 9 PAT results showed the following from June 2022 to June 2023:

June 2023:

- Acceptable Standard an increase of 8.3%
- Standard of Excellence an increase of 12.2%

In the area of Math:

- Report card stem analysis also indicated an increase of 6.7% of students who achieved 1's and 2's under the stem of 'develops number sense and applies strategies for computation and estimation
- 32.5% of students do not enjoy working on challenging problems in mathematics

In the area of Well-Being:

- OurSchool Survey there was an increase of 9% of grade 5 students who indicated that they are somewhat/a little/not at all connected to school, while our grade 6-9 responses stayed the same as the previous year (52%)
- CBE Student Survey showed a decrease of 1% of students who disagree or strongly disagree with the statement "I have at least one adult staff member at school who I really connect with"

On the Alberta Education Assurance Measures report there were a couple of things we noticed:

- 7.7% drop in percentage of teachers, parents and students satisfied with the overall quality of basic education
- 4.5% drop in students who agree that their learning environments are welcoming, caring, respectful and safe

West Ridge School Goals

- Disciplinary Literacy
- Sense of Belonging

- 21.6% drop in the percentage of teachers reporting that in the past 3-5 years professional development and in servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth
- 6.5% decrease in the percentage of students in agreement that programs for children at risk are easy to access and timely
- 3% decrease in the percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school
- 48.7% percent of teacher, parent and students are not satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community

Data demonstrated that the school community was feeling a deeper need for welcoming, caring, and respectful learning environments. This was consistently reflected throughout The Alberta Education Assurance Measures Report, CBE Student Survey, and OurSchool Survey.

Given what the data revealed, our objective was to provide more targeted interventions and increase supports to empower students to become advocates with greater agency, inside their classrooms, and throughout the school community.

What We Measured and Heard

We used a variety of data sets to measure our goals and capture areas that demonstrated strength and challenges.

In Literacy the data showed:

- Our report card stem analysis “writes to express information and ideas” shown as percentages:

Indicator	2022-23	2023-24
	Percentage (%)	Percentage (%)
1	1.03	3.4
2	23.62	30.5
3	42.3	46.6
4	25.92	19.5

- Our grade 9 ELA PAT results in writing were:
 - Acceptable Standard 93.3%
 - Standard of Excellence 13.9%

In Math the data showed:

- All teachers designed and implemented mental math strategies and tracked progress throughout the year and they noticed an increase in students’ willingness to apply a variety of strategies when problem solving, before giving up (Collaborative Response Meetings)
- The CBE Student Survey measures:
 - 12% of students feel that they are not confident that they can learn mathematics, which is 9% less from the previous year
 - 63.95% of students enjoy working on challenging problems in mathematics
- Our June report card stem analysis of “Number – Develops number sense and applies strategies for computation and estimation” shown as percentages:

Indicator	2022-23	2023-24
	Percentage (%)	Percentage (%)
1	2.0	1.7
2	24.7	24.8
3	40.1	45.7
4	33.1	27.9

In Well-Being the data showed:

- CBE Student Survey showed that 33% of students disagree or strongly disagree with the statement “I have at least one adult staff member at school who I really connect with”
- OurSchool Survey showed
 - 36% of grade 5 students indicated that they are somewhat/a little/not at all connected to school
 - 56% of our grade 6-9 students indicated that they are somewhat/a little/not at all connected to school

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
In the area of Literacy: • Our grade 9 PAT results showed the following from June 2023 to June 2024: ○ Acceptable Standard - increase to 87.2% ○ Standard of Excellence - decreased 10.7% In the area of Math: • Report card stem analysis also indicated 22.2% of students who achieved 1's and 2's under the stem of 'develops number sense and applies strategies for computation and estimation • 36.1% of students do not enjoy working on challenging problems in mathematics In the area of Well-Being: • OurSchool Survey there was an increase of 18% of grade 5 students who indicated that they are	In the area of Literacy: • According to the CORE MAZE results (Sept 2024) our literacy data is consistently above average and results showed that students across all grade levels achieved grade level or above in reading comprehension. • PAT results demonstrated that 93.3% of our grade 9 students achieved above the acceptable standard in their ELA Part A In the area of Math: • We saw from the PAT data that our grade 9 students were significantly higher than the provincial average in both part A & B. • According to a report card stem analysis, our students had the highest number of 4 (indicator) under the <i>Number Sense</i> strand	In the area of Literacy: • It was noticed that vocabulary was an area we needed to develop further, throughout all core disciplines. • Student results in the CORE MAZE assessment showed that our students were more successful with reading comprehension than the vocabulary section • Although our reading and writing results are strong, in both our PAT results and Report Card stem analysis', focusing on vocabulary building should further increase reading and writing results. In the area of Math: • We noticed that our students continue to struggle with mental math challenges as their overall score was 54% on Part A of the Math PAT.

somewhat/a little/not at all connected to school, while our grade 6-9 responses increased by 4% • CBE Student Survey showed an increase of 11% of students who disagreed with the statement “I have at least one adult staff member at school who I really connect with” • OurSchool Survey showed a decrease of 6% of students who have an understanding of the beliefs, values, attitudes and behaviors of those from other cultures On the Alberta Education Assurance Measures: • 5.1% increase in percentage of teachers, parents and students satisfied with the overall quality of basic education • 83.9% of students agree that their learning environments are welcoming, caring, respectful and safe • 73.2% of parents and teachers are satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning	In the area of Well-Being: • 89.2% of teachers, parents and students are satisfied with the opportunities for students to receive a broad program of studies including fine arts, career, technology, and health and physical education	In the area of Well-Being: • 68% of students in this school have a high sense of belonging, which declined 5% from previous year • 72% of students in this school have awareness of other cultures, which declined 6% from previous year • 56% of students felt safe attending the school, which declined 13% from previous year • 53% of our students feel less than very connected to the West Ridge School community
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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	West Ridge 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	84.7	84.1	86.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	77.8	73.4	75.8	79.4	80.3	80.9	High	Maintained	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	88.1	88.1	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	35.1	35.1	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	81.7	81.7	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	26.8	26.8	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	84.8	82.8	86.7	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.0	82.8	85.0	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	75.7	73.4	71.9	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	81.6	73.7	73.0	79.5	79.1	78.9	High	Improved	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