



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

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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

Clarence Sansom School
Goal

- Holistic Plan:
- Instructional Design: Creating engaging and relevant learning experiences for students. Teachers will engage in professional development around instructional design
- Designing instruction collaboratively, that connects to the school's values project will increase students' overall connection to the school

Our School Focused on Improving

Instructional Design

Instructional Design:
As a staff, professional development focused on creating engaging and relevant learning experiences for students. Specifically, teachers engaged in instructional design through professional development to ensure students in the red zone (below grade level) received instructions in a form that was effective, meaningful to them, and help them better understand the topics and concepts being taught. Through the lens of instructional design, student learning in reading comprehension, numeracy related to number and engagement in their learning would improve. Designing instruction collaboratively, that connects to the school's values project, would also increase students' overall connection to the school.

What We Measured and Heard

We primarily used the CBE Decision Tree assessments (Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Words Their Way (spelling inventory), and Core Maze (comprehension assessment) to measure growth in literacy. For numeracy we used Math Inventory/Programming Instrument (MIPI), Provincial Achievement Tests (PAT's) and a school developed common assessment.

Decision Tree Assessment (Literacy) - Changes in at risk population (% of Students in Red)

Grade 7	0% (no change)
Grade 8	+2.9 (increase)
Grade 9	-5% (decrease)
School Overall	-0.5% (decrease)

Numeracy- Changes in at risk population (% of Students in Red)

Grade 7	-11%
Grade 8	-12%
Grade 9	-12%

Along with improvements on these standardized assessments, we also noticed an improvement on the OURSCHOOL survey data where school data indicated a 4% decrease in the number of students who did "not at all feel confident" in their ability in math.

Alberta Education Assurance Survey on School Connectedness and Belonging indicated that 69% of students feel like they belong, 73% feel welcome, and 43% of students care about each other.

On the OURSCHOOL survey data it is suggested that students with a positive sense of belonging decreased 7% between the period of October 2023 to May 2024.

On the OURSCHOOL survey data it is suggested that students with a positive relationship decreased 15% between the period of October 2023 to May 2024.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Diagnostic screeners for literacy indicated a significant gain in grade 9 literacy results. Grade 7 and 8 results for literacy showed no significant improvements or indicated a decrease. Numeracy data suggests that the strategies of focusing on intentional instructional design (instructional design templates), assessment & differentiation worked well across the grades. Student perception data also suggest an improvement student confidence in math has increased. The Assurance data suggests the majority of our students felt connected and a sense of belonging at the school. OURSCHOOL data suggested as the year progressed students' perception of having	- Grade 9 literacy scores - Numeracy data states there were significant improvement across grades 7, 8, & 9 in the “at risk” student population. - Positive Assurance data results for student connectedness and belonging increased by 7.86 percentage points.	- Only 43% of students indicated they care about each other - An improvement in literacy across all grades - More focused approach on instructional design (Universal Design for Learning Multiple means of Expression, Representation, & Engagement) - Connect conceptual understanding to procedural fluency in Mathematics - Student sense of belonging and connectedness to the school - Post Teacher perception data overlooked regarding their

positive relationships and a sense of belonging decreased Overall, the student population significantly increased during the year, which may explain some of the data fluctuations.		confidence in designing accessible tasks
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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

Required Alberta Education Assurance Measures - Overall Summary

Spring 2024

Province: Alberta

Assurance Domain	Measure	Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.7	84.4	84.8	n/a	Declined Significantly	n/a
	Citizenship	79.4	80.3	80.9	High	Declined Significantly	Issue
	3-year High School Completion	80.4	80.7	82.4	Intermediate	Declined Significantly	Issue
	5-year High School Completion	88.1	88.6	87.3	Intermediate	Improved Significantly	Good
	PAT6: Acceptable	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.6	88.1	88.6	High	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	79.5	79.1	78.9	High	Improved Significantly	Good

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

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