



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

Queen Elizabeth School

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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

2024-25 School Goals

- Reading Fluency
- Conceptual Understanding of Mathematics
- Perseverance When Faced with Learning Challenges

Our School Focused on Improving

- Reading Progressions
- Conceptual Understanding of Number in Mathematics
- Learning Competencies for Self-Management

We chose to focus on these areas as our student data as measured on report cards and on provincial assessments (LeNS, CC3 and Numeracy) indicated that gaps in these foundational skills necessitated:

- The development of tasks/routines to target learning progressions for reading. Teachers shared that classroom assessment in reading and spelling indicated that students required differentiated instruction to target morpheme and phonics skill development. This professional judgement was further supported through Provincial Achievement Test data. Additionally, students did not perceive themselves as knowing what to do next to improve their reading skills as measured on the CBE Student Survey. Based on these data, it was evident that student learning would improve if students understood their next steps through intentional task design including all elements of reading.
- The connection of conceptual mathematical understanding to procedural fluency throughout learning progressions/routines/tasks. Student report card data and Provincial Numeracy test results, specifically the subtest of number lines, indicated a need to focus on numeracy concepts to improve fluency to understand patterns within numeracy concepts. Additionally, student achievement data collected on the province-wide Numeracy Screening Assessment showed that this was an area of growth for us.
- The enhancement of student self-awareness and self-management in academic and social situations. We fostered social and academic competencies (as outlined in the K-6 Curriculum – [Competency Progressions](#)) that promoted engagement and progress in social emotional relationships and academic learning tasks. Perception data, such as the CBE Student Survey data, OurSCHOOL Surveys, and Alberta Education Assurance Measures, all pointed to this as an area of focus for us; in particular, students being able to identify that they have grown as a learner and share that they feel curious about the things they are learning at school.

What We Measured and Heard

- Teachers indicated increased confidence when developing tasks that teach morphemes and phonics to students through short teacher surveys administered throughout the year (Nov, Mar, May).

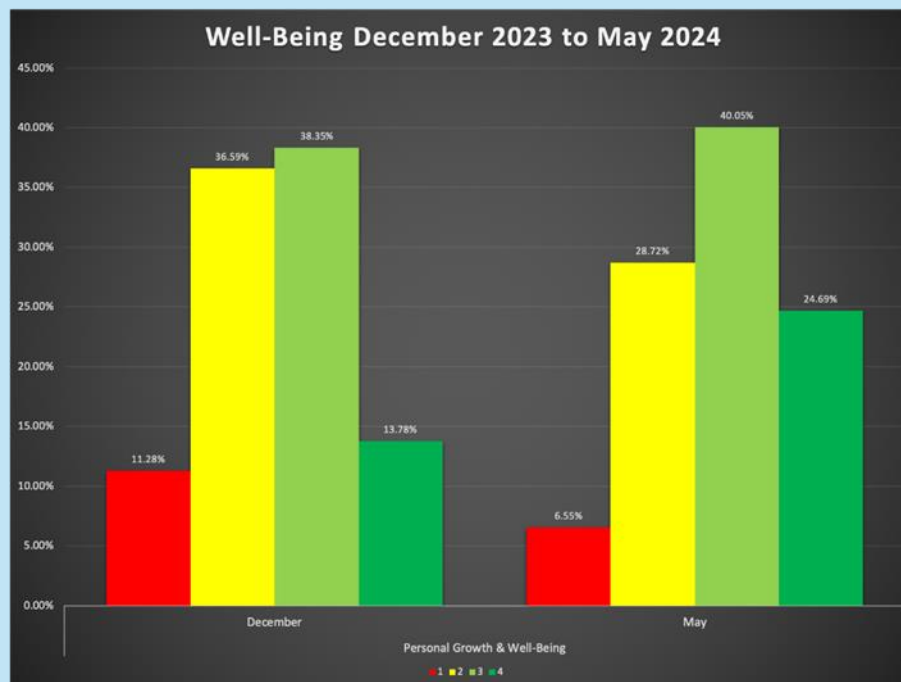
Literacy Measure	June 2023	June 2024
Student report cards showed improvements in reading skills.	Report Card- 30.7% of students receiving 3 or 4	Report Card- 33.1% of students receiving 3 or 4
Student perception data indicated that students know what to do next to improve reading skills.	CBE Student Survey 84.38%	CBE Student Survey increase to 86.24%

- Teachers also indicated increased confidence in developing tasks that advance students' conceptual understanding of number through short teacher surveys administered throughout the year (Nov, Mar, May).

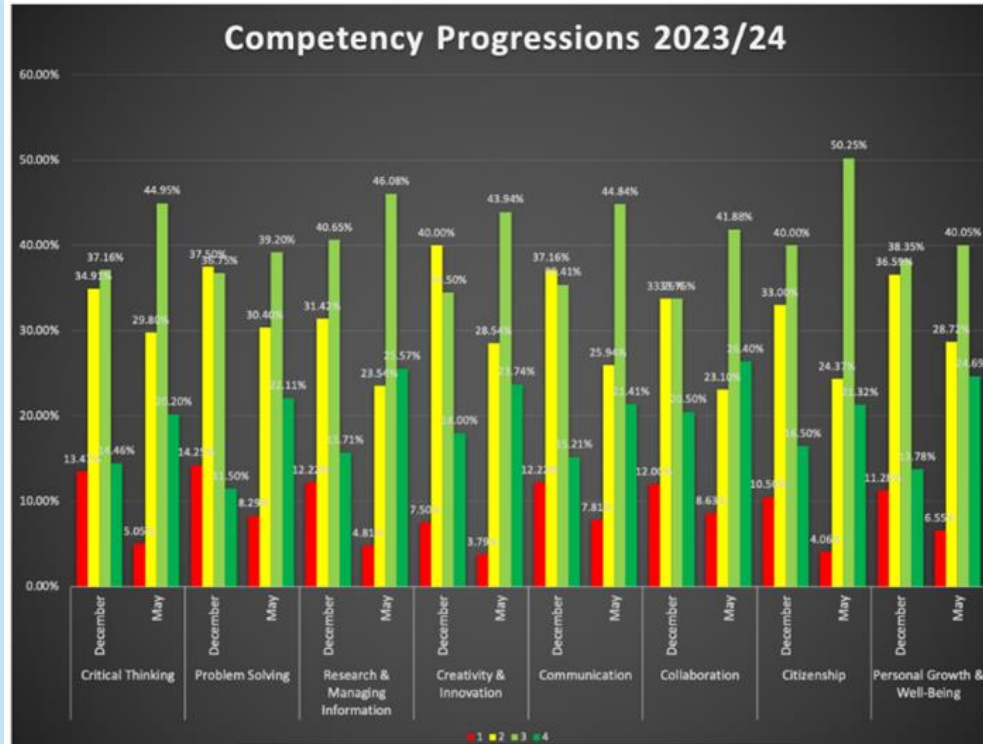
Mathematics Measure	Fall 2023	Spring 2024
Locally developed measures and the Numeracy assessment showed improvements in students developing fluency through the application of number concepts indicated by the number line subtest within the provincial Numeracy Assessment.	Alberta Numeracy Screener Num-32% at risk Numberline	Alberta Numeracy Screener Num-18% at risk Numberline
Additionally, the number of students with an excellent understanding of patterns and algebra will increase as indicated on the June 2024 report card.	January Report Card- 74.5% receiving 3 or 4	Increase to June Report Card-78.6% at 3 or 4

- We know that we have made an impact on students' overall ability to use [learning competencies](#) to self-manage as reflected through changes in students, teachers, and parents' responses on the OurSCHOOL, CBE Student and Alberta Education Assurance Measures surveys, specifically the questions on the CBE Student Survey:
 - I can provide evidence that I have grown as a learner
 - I feel curious about the things I am learning at school

Aggregated Data (all perception surveys)



In addition to data collected through perception surveys, teachers collected data about student evidence for all learning competencies. In the graph below, data indicates that students demonstrated improvement in learning competencies from December to June. When considering next steps in the development of Self-Management for Wellbeing, the Problem Solving and Personal Development and Wellbeing outcomes would improve student learning in math and literacy if students demonstrated excellence in these competency areas.



Throughout the year and as Collaborative Response Meetings are held, key student competencies were discussed, and commonalities tracked. Teacher confidence in their ability to implement developmentally appropriate self-management strategies (as outlined in AB Ed. Competency Progressions) to engage with academic challenges improved as demonstrated through a brief survey conducted (Nov, Mar, May).

- **We are pleased to celebrate the confirmation of our success through the AEAS results with most measures being maintained or improved. Student excellence on the Provincial Achievement Test has declined, which is an indicator of the need to focus on application of skills of which students have a strong understanding as indicated by other measures.**

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
• The perception data indicates shifted approaches to teaching mathematics and literacy. Literacy had a more clearly defined approach to teaching according to a scope and sequence. While we noted an increase in reading skills and the teaching of reading progressions, writing data continues to indicate a need to focus on the success criteria for integrating the different skills and strategies that amount to successful writing at each stage of development. • Numeracy Assessment data indicated that there has been a significant decrease in the percentage of students in the at-risk category at each grade. Coupled with data from the CBE Student Survey and questions posed to students in class, these data point to improvements in students' reading and math skills. While students have demonstrated improvements in their skills and understanding, teacher perception, levels of excellence on the report card, and Alberta Education Numeracy Assessments, particularly the subtest "Ordering Numbers", and the Provincial	▪ Based on the data at this point we have had many successes to celebrate. ▪ Students' reading skills have improved ▪ Students' patterning and algebraic skills have improved ▪ Students demonstrate increasing self-management through direct instruction of Alberta Education Learning Competencies ▪ Parents are more satisfied with the supports and services available at the school	▪ We need to improve procedural fluency through conceptual understanding in Math through effective assessment of learning and the calibration of clear success criteria. ▪ We need to calibrate common assessments used with the new curriculum at each grade level. ▪ We need to narrow the learning competency focus to a specific area that promotes learning in our key area of pedagogical focus. We will focus on Personal Growth and Wellbeing in depth as it relates to self and peer assessment with a clear understanding of success criteria in both Writing and Math to support improved application of skills.

Achievement Test decline in excellence, indicate a need to focus on the application of skill. • In addition to student data, parents have also reported that they are feeling more confident that supports and services are available at the school level.		
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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

Fall 2024

School: 9227 Queen Elizabeth School

Assurance Domain	Measure	Queen Elizabeth 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	84.8	84.6	82.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	88.5	83.6	84.1	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	79.6	84.7	84.7	68.5	66.2	66.2	High	Maintained	Good
	PAT6: Excellence	30.6	40.7	40.7	19.8	18.0	18.0	Very High	Declined	Good
	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	92.3	91.2	92.7	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.3	89.6	90.0	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	81.2	73.0	73.4	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	79.0	77.2	78.2	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