



Prairie Sky 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

Our School Focused on Improving

Prairie Sky School focused on assessment practices across all disciplines. Our school development plan focus was the use of common leveled assessments in each grade, which allowed for calibration and better understanding of our learners.

Our focus last year was to build and implement common leveled assessments across all subject areas and strengthen our assessment practices to further understand our learners and their level of understanding.

We used local measure data (CC3, LeNS, and numeracy) along with the Words Their Way assessment and report card data (reading and number) to guide our work in decoding and encoding. Grades 4-9 used the CBE Decision Tree specifically the CORE Maze, CORE Vocabulary, & Words Their Way.

In Mathematics, we focused on common grade level assessments to guide our work. These assessments had two main purposes. First, is to promote consistency and give teachers the opportunity to practice layering the Math framework rubrics over their assessments. Second, to provide a diagnostic assessment to measure improvement throughout the year.

In Well-Being we used the results from the OurSCHOOL Survey, the CBE Student Survey and the Alberta Education Assurance Measures. Using the MindUp program we built common language across the school focusing on key vocabulary words and concepts. Using our learner profiles students responded to the following questions: Who do you feel most connected to in school? What makes you feel like you belong? What makes you feel seen or heard?

What We Measured and Heard

In Grades 1 & Grade 2, we primarily used the LeNs, and CC3 assessments to measure growth in literacy. We noted the following:

LeNS - Changes in **not** at-risk population

How many students are no longer at risk

Grade 1	38%
Grade 2	56%

CC3 – Changes in **not** at-risk population

How many students are no longer at risk

	Regular Words	Irregular Words	Non Words
Grade 1	3.7%	26.7%	4%
Grade 2	11.8%	15.8%	-7%
Grade 3	38.1%	31.8%	10.5%

In Grades 4-9, we primarily used the CBE Decision Tree screeners (CORE Vocabulary, CORE Maze, Word Study/Words their Way) to screen for students at risk in literacy. We noted the following changes in the percentage of students meeting benchmark levels at their grade.

CORE Vocabulary – Percentage change of students meeting benchmark level

Grade 4	-14%
Grade 5	+18%
Grade 6	+13%
Grade 7	+17%
Grade 8	+20%
Grade 9	+41%

CORE Maze – Percentage change of students meeting benchmark level

Grade 4	-10%
Grade 5	+13%
Grade 6	+5%
Grade 7	+7%

Grade 8	-14%
Grade 9	-3%

For **Words their Way** we measured the growth in total score.

Grade 4	+10%
Grade 5	+7%
Grade 6	+19%
Grade 7	+12%
Grade 8	+2%
Grade 9	+7%

Math Conceptual Understanding In-School Leveled Assessment focused on Number Sense

Kindergarten	+17%
Grade 1	+25%
Grade 2	+6%
Grade 3	-3%
Grade 4	-2%
Grade 5	+20%
Grade 6	+15%
Grade 7	+15%
Grade 8	+11%
Grade 9	-6%

Math Number Stem Report Card Data Indicator 4

Kindergarten	+6%
Grade 1	+10%
Grade 2	-3%
Grade 3	+2%
Grade 4	+4%

Grade 5	+2%
Grade 6	Stayed the same
Grade 7	+7%
Grade 8	-2%
Grade 9	+3%

English as an Additional Language Reading LP Levels

LP1	-5%
LP2	-25%
LP3	+10%
LP4	+15%
LP5	+5%

English as an Additional Language LP level for reading indicated that we had a 5% decrease in LP1 students as well as a 5% increase in our LP5 students. LeNS and CC3 data in grades 1-3 indicate there has been a decrease in the number of students flagged at-risk at each grade. In grades 4-9, measures of vocabulary generally showed growth in the number of students meeting benchmark expectations. However, grade 4s scores decreased from October to June due to increased difficulty in the word lists. There was an increase in student enrollment in March 2024 which impacted on our overall results.

Along with improvements on these standardized assessments, we also noticed an improvement in our number sense stem. We also saw an increase in conceptual understanding between October and June correlated with the increase in students' achievement particularly in indicator 4.

Our SCHOOL data results indicated students are able to self-regulate and recognize culture, beliefs, and values to create a safe and welcoming environment. 71% of students in grades 4 & 5 had a high sense of belonging. 68% of students had an increased sense of belonging in grades 6-9 compared to the national average. Overall, our SCHOOL survey data displayed there was an increase in the number of students who connected with at least one adult in the building by 3-5 percent depending on the grade group.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
LeNS, CC3 and Numeracy Assessment data indicate 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 not only point to improvements in students' reading and math skills, but also to their confidence levels in engaging in difficult learning tasks. Parents have also reported they are feeling more confident support is available at the school level and their students are more engaged in reading activities at home.	▪ Students' decoding skills have improved ▪ Students' numeracy skills have improved ▪ Parents are more satisfied with the supports and services available at the school	▪ Provide targeted intervention for students at all grade levels ▪ Connect conceptual understanding to procedural fluency in mathematics ▪ Increase parental involvement in school-based events supporting math and literacy.

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

Government

Required Alberta Education Assurance Measures - Overall Summary

Spring 2024

School: 2428 Prairie Sky School

Assurance Domain	Measure	Prairie Sky 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	81.1	85.5	85.5	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	77.6	73.8	73.8	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	75.3	75.3	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	14.1	14.1	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	85.5	86.9	86.9	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.6	76.4	76.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	76.4	73.9	73.9	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	79.1	78.8	78.8	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