



Jennie Elliott 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

Jennie Elliott School Goal

- Inclusive Task Design

Our School Focused on Improving

Our holistic focus for the 2023-24 year was: Inclusive Task Design

This focus was based on teacher and student perception data that highlighted regulation and perseverance with tasks as key areas of need. Survey data also indicated a need for continued growth in involving students in the assessment process, ensuring assessments align with learning goals, and embedding assessment throughout learning cycles. Students should experience improved success in school, a stronger sense of belonging and greater engagement, if the pathway to their learning is inclusive of all abilities and the tasks are accessible to all learners.

What We Measured and Heard

The OurSchool survey, CBE Student Survey indicators measured growth in students who:

	Pre	Post
stay focused even when there are other things they want to do. (OurSchool)	49%	87%
have opportunities to learn with different people in different spaces to improve reading and writing skills. (CBE Survey)	58%	60%
know how to make a plan to reach a goal. (OurSchool)	61%	87%
have opportunity to receive feedback from others. (CBE Survey)	62%	68%
have strategies to help when feeling stressed about school. (CBE Survey)	66%	66%

The CBE Teacher Self-Assessment Tool measured growth in the following areas of teacher assessment practice:

	Pre	Post
Teachers actively involve students in the assessment process. - student self-assessment	Proficient to exemplary: 25%	Proficient to exemplary: 41%
Teachers make explicit connections to the intended learning goals.	Proficient to exemplary: 50%	Proficient to exemplary: 92%
Teachers design diagnostic assessments that are ongoing and embedded throughout cycles of learning.	Proficient to exemplary: 54%	Proficient to exemplary: 76%

Student learning growth in Literacy and Numeracy was measured using the LeNS, CC3 and Numeracy.

CC3 – Changes in the population of students requiring additional support:

	Pre			Post		
	Regular	Irregular	Non words	Regular	Irregular	Non words
Grade 1	12%	25%	24%	9%	14%	9%
Grade 2	18%	19%	14%	14%	18%	11%
Grade 3	18%	18%	16%	12%	15%	12%

LeNS – Changes in the population of students requiring additional support:

	Pre	Post
Grade 1	12%	4%
Grade 2	9%	8%

Numeracy – Changes in the population of students requiring additional support:

	Pre	Post
Grade 1	11%	10%
Grade 2	9%	7%
Grade 3	10%	9%

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
The student perception surveys demonstrated growth in all of the data points we highlighted as areas of need in the 2023-24 SDP, particularly where students feel they are better able to maintain their focus in school. While the overall results from the February 2024 grade 4 Assurance Survey demonstrated a decline, the student and teacher responses from the survey yielded higher results in all areas from that of the 16 parent responses. Additionally, the same questions about peer-to-peer relations (feeling valued, accepted and respected by their peers) asked of the same students on the OurSchool survey in October 2024	- Students are able to stay more engaged in learning tasks when the learning goal and success criteria are made explicit. This is now a part of regular planning practice. - Teachers are more familiar with diagnostic assessment tools to monitor progress and set appropriate learning goals for students. This is now a part of our regular assessment practice along with progress monitoring throughout the year to inform our next steps for planning. - Our student's perception data of their sense of belonging and connectedness is higher than schools in Area 7,	- Continued focus on providing targeted strategies to understand and address student stress with school-related concerns. - Provide direct instruction and flexible groupings focusing to address specific learning needs with automaticity in reading for greater comprehension in all subject areas. - Executive function coaching and feedback with students in areas of self-regulation and setting personal goals - Understanding and using diagnostic assessments to target literacy learning needs for Division II students

yielded significantly higher satisfaction results. - Teachers recognized a significant growth in their assessment practice, particularly in making learning intentions visible so that students know what they are meant to be learning and what success looks like for each task. - LeNS, CC3 and Numeracy Assessment data indicate that there has been a decrease in the percentage of students identified as requiring additional support from the beginning to the end of the year. This data indicates students were able to engage in the learning more successfully; thereby improving their academic skills. We also saw significant improvements through progress monitoring data during our more focused flexible grouping periods.	schools in CBE, and the Canadian norms of same-age students. Students are better able to recognize and articulate the need for a school culture of care that is safe, kind and caring.	Supporting students with developing social conflict and positive peer to peer relationship skills. Helping students recognize when and how to action empathy and respect towards eachother, particularly during periods of unstructured play and when disagreements arise.
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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

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

Assurance Domain	Measure	Jennie Elliott 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	72.6	85.6	84.1	83.7	84.4	84.8	n/a	Declined Significantly	n/a
	Citizenship	75.9	85.6	85.6	79.4	80.3	80.9	Intermediate	Declined	Issue
	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	83.1	73.2	73.2	68.5	66.2	66.2	High	Improved	Good
	PAT6: Excellence	18.3	10.7	10.7	19.8	18.0	18.0	Intermediate	Improved	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	77.9	90.1	91.5	87.6	88.1	88.6	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.3	91.2	91.9	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	67.7	75.9	75.2	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	72.0	80.2	80.9	79.5	79.1	78.9	Low	Declined	Issue