



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

Balmoral 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

Three School Goals

- Reading Comprehension
- Problem Solving Strategies in Mathematics
- Student self-regulation skills

Our School Focused on Improving

Our main areas of focus in 2023-24 were:

- Reading comprehension
- Problem solving strategies in mathematics
- Student self-regulation skills

We worked towards improving comprehension and reading strategies such as predicting, summarizing and inferencing. Our classroom assessment data showed that this was an area of growth for students, as they engaged with texts of various genres and complexity. Our report card data for the reading stem also had room for improvement, as well as the more complex reading comprehension questions on Provincial Achievement Tests for Grades 6 and 9.

Through common classroom assessment data, teachers noticed that students struggle with determining an efficient and accurate method to solve math problems. In problem solving, students should be able to describe what is known, what is required and what is sought. Our Grade 6 Mathematics PAT results also showed that in complex math problems, students were not able to use a system of strategies that led to an accurate solution to the problem. Through student look-fors during classroom problem solving, teachers observed students use more relevant mathematics vocabulary, notation and structures.

We worked on supporting students in improving their regulation skills at school. Regulation includes awareness and management strategies for one's emotions, behaviours and reactions. These strategies are essential to skillfully navigate life and respond to challenges in ways that promote growth, learning and well-being. Specifically, teachers noticed that regulation needs improvement in the following areas: unstructured times (hallways, buses, outside), when faced with social challenges (peer influence, inappropriate language), and when using technology. CBE Student Survey data, Alberta Education Assurance Measures, and Report Card data all pointed to this as an area of focus for us – improving student regulation skills as part of our TLC character work.

What We Measured and Heard

For literacy, we primarily used the June report card ELA(L) reading stem data for all grades, as there was a government decision to not administer ELAL Provincial Achievement Tests in Grade 6 due to the implementation of new curriculum.

Report card data for reading stems

Grades 5/6: Reads to explore and understand

Grades 7/8/9: Reads to explore, construct, and extend understanding

Course	Indicator 1 (not meeting)		Indicator 2 (basic)		Indicator 3 (good)		Indicator 4 (excellent)	
	2023	2024	2023	2024	2023	2024	2023	2024
ELAL 5	0.98%	1.74%	17.65%	13.04%	54.9%	51.3%	26.47%	30.43%
ELAL 6	0%	3.7%	27.68%	18.52%	51.79%	61.11%	16.96%	16.67%
ELA 7	0%	1.69%	15.04%	19.49%	56.64%	53.39%	27.43%	20.34%
ELA 8	0%	2.7%	22.94%	24.13%	56.88%	46.85%	20.18%	19.82%
ELA 9	3.25%	0%	19.51%	22.02%	60.16%	42.2%	16.26%	35.78%

Students improved their ability to identify relevant information from the text, especially when completing multiple choice questions. Reading comprehension marks remained quite consistent with some students' marks improving slightly throughout the year. In Grade's 5 and 6, students did improve in their reading comprehension by understanding affixes and how words can be changed using a prefix or suffix.

In addition, through bi-weekly professional learning communities, teachers collected common classroom reading comprehension assessment data four times during the school year. These assessments showed high student achievement on questions where students were asked direct, straightforward questions about the text. Students did not perform as well when asked to think critically about an issue, or understand abstract concepts that require high visualization skills, such as metaphors or similes. Teacher perception included observations about students needing to work on using their time efficiently and wisely when reading, and not giving up when a text seems too complex at first.

Through the CBE student survey questions about literacy, we learned more about our students' perceptions related to reading. Only 52% stated that they have the opportunity to read interesting books, and 54% stated that they have the opportunity to learn with different people in different spaces to improve reading and writing skills.

In Mathematics, we used data collected through Professional Learning Communities on student problem solving strategies. In Grades 5 and 6, pre- and post-assessment data was collected that showed improvement in problem solving strategies across different content areas, such a decimals, fractions, geometry, and probability. As an example, here is the percentage of students who improved in achievement (e.g. 1→2 or 2→3 or 2→4) from their pre-assessment to their post-assessment in the last cycle of the school year:

- Grade 5: 58%
- Grade 6: 81%

For Grades 7, 8, and 9, teachers implemented and assessed common rich problem-solving tasks, and calibrated their assessments together four times throughout the school year. Teachers used open-ended tasks throughout the year, and students were able to make connections with their prior understanding to attempt challenging problems. With students, teachers used a standard way of unpacking the problem-solving process (GRECC). Teachers used common assessments and calibrated their assessments to ensure consistency in expectations. We observed that students improved their ability to break the problem down, finding relevant information, using tools and models, and representing their thinking. They looked for appropriate and efficient application of problem-solving strategies, use of mathematical vocabulary and notation, and proper communication of solutions. As an example, here is the percentage of students who achieved an indicator of 3 (good) or 4 (excellent) in their last cycle of the school year:

- Grade 7: 71%
- Grade 8: 85%
- Grade 9: 58%

For our well-being goal around student self-regulation skills, we looked at student perceptions about their ability to identify feelings and use taught strategies (CBE student survey – “I have strategies to help myself that I use if I feel stressed about school”). We noticed the following improvement:

Student Survey question	% agreement in October 2023	% agreement in May 2024
I have strategies to help myself that I use if I feel stressed about school	61.28%	65.48%

We also looked at teacher perceptions about their confidence and competence with teaching the SEL (social emotional learning) competencies. Using the Collaborative for Academic, Social, and Emotional Learning (CASEL) SEL Teacher-Self Assessment, teachers self-reported their frequency of SEL instruction in December and then again in June. The assessment had teachers reflect on the frequency of SEL indicators in their practice (explicit instruction markers, markers of integration of SEL instruction in academic instruction, and supportive classroom climate markers).

Teacher Survey details	December 2023	June 2024	
"Often" indicator marked for frequency of SEL instruction in the classroom	39.8%	72.1%	

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Overall, report card and classroom assessment data showed some improvement in reading comprehension and problem solving skills. Through collaborative data analysis processes, teacher agreed that both of these areas should continue to be areas of focus through the 2024-25 School Development Plan, with some minor adjustments. Some improvements were seen in student perceptions of self-regulation ability, and significant improvements in teacher perception and confidence teaching SEL within their content areas.	▪ Student ability to identify relevant information from texts improved in all grades. ▪ In grades 5 and 6, by understanding graphemes and word origins, students were able to understand how words have different meaning and how to break down words to help understand what they mean. ▪ Students are able to break down math problems and apply learned tools and models to solve them in a systemic way. ▪ Teachers are integrating SEL instruction into all subject areas with more intention and purpose.	▪ Continued work on specific reading comprehension strategies, including activating prior knowledge, inferencing, making predictions, and analyzing texts. ▪ Expansion of literacy intervention strategies and supports for all students ▪ Connect problem solving strategies to productive struggle in mathematics ▪ Gather student perception data specifically related to reading comprehension and productive struggle

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	Balmoral 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	89.5	86.9	85.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	76.2	80.4	78.3	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	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	73.2	73.2	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	17.9	17.9	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	89.0	89.0	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	38.0	38.0	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	88.7	87.1	86.2	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.3	82.4	81.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	83.4	79.9	77.9	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	87.4	85.1	83.8	79.5	79.1	78.9	Very High	Maintained	Excellent

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