



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

Patrick Airlie 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

Patrick Airlie School Goal

- Task Design – creating and implementing engaging learning tasks.

Our School Focused on Improving

- Task Design - creating and implementing engaging learning tasks.

We chose to focus on this area as it had a significant impact on literacy, mathematics and well-being. It was a holistic way to approach growth. We examined our student data as measured on report cards and provincial assessments (LeNS, CC3 and Numeracy) indicated that gaps in foundational skills were limiting students' ability to successfully engage in learning tasks. We also noticed, based on the OurSCHOOL Survey and AE Assurance Survey results and attendance data, that academic engagement was an area for growth.

We approached our development plan in a holistic way for the 2023-24 school year. The holistic approach was best aligned with our school-wide work and organization that the pieces all contributed towards improved academic growth and development.

What We Measured and Heard

Example

We primarily used the LeNS, CC3 and Numeracy assessments to measure growth in the areas of literacy and mathematics. We noted the following improvements:

LeNS

	2022-23 Not-at-Risk	2023-24 Not-at-Risk
Grade 1	34.38%	52.27%
Grade 2	48.28%	62.07%

CC3

	Regular Words 2022-23 Not-at-Risk	Regular Words 2023-24 Not-at-Risk	Irregular Words 2022-23 Not-at-Risk	Irregular Words 2023-24 Not-at-Risk	Non-Words 2022-23 Not-at-Risk	Non-Words 2023-24 Not-at-Risk
Grade 2	41.38%	53.33%	48.28%	56.67%	41.38%	53.33%
Grade 3	50%	37.04%	57.14%	40.74%	52.38%	44.44%

Numeracy

	2022-23 Not-at-Risk	2023-24 Not-at-Risk
Grade 1	43.75%	64.29%
Grade 2	40%	57.89%
Grade 3	69.05%	54.84%

We administered the DIBELS assessment to students in grades 2 to 5 and noted that most learners were in the “at-risk” category on the diagnostic literacy tool.

We also measured student understanding of number sense, at each grade level. This was done through a school-based assessment, based on Alberta Learning curricular outcomes.

	Fall 2023 Not-at-Risk	Spring 2024 Not-at-Risk
Grade 1	85.5%	95.8%
Grade 2	74.4%	76.9%
Grade 3	31.5%	45.7%
Grade 4	40%	57.5%
Grade 5	76.5%	85.3%

The improvements in literacy and numeracy were supported by new curriculum professional development and the ability to create most classes that were one grade level only (not multi-grade groupings). Teachers also re-grouped students which allowed them to focus on curricular growth, meeting the students' needs in a variety of targeted ways.

Along with improvements on these standardized assessments, we also examined perception data.

For our K-3 students, we collected local perception data through a visual survey. For our grade 4 and 5 students, we completed the OurSCHOOL Survey.

	Sense of Belonging – Fall 2023	Sense of Belonging – Spring 2024
Grade K-3	n/a	86.3%
Grade 4-5	77.5%	60.5%

While our division 1 learners have a strong sense of belonging, we saw a significant drop in our division 2 students.

It has been noted by teachers and anecdotally observed that the language and questions presented in surveys, such as the OurSCHOOL Survey and AB Assurance Survey are a challenge for our English as an Additional Language (EAL) learners. Our school has 56% of our learners coded with an EAL code, many who are LP1 and LP2 learners (beginning level English learners).

On the Alberta Education Assurance Measures, there was a slight decrease from 87.6% in 2022-23 to 86.4% in 2023-25 in the percentage of parents that agree that students have access to support and services at school.

Our school is supported by the Integrated School Support Program (ISSP) which provides social-emotional, well-being and food support (breakfast and lunch). On a daily basis we serve breakfast and lunch to an average of 110 students, each meal.

The Assurance Survey also reported an increase in the quality of education to 97.5%, up from 96.1% in the previous year.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
LeNS, CC3 and Numeracy Assessment data indicate that there has been a decrease in the percentage of students in the at-risk category. This growth is particularly noted in our grade 1 and 2 cohorts. This demonstrates a positive impact of instructional practice, calibration and utilization of programs such as MathUP and literacy initiatives. Building a sense of belonging is an area for growth, especially in our upper grades. As a staff we must consider how to build this sense of connection and well-being into our daily practice.	▪ Students' decoding skills have improved ▪ Students' numeracy skills have improved ▪ Improvement in student literacy skills, specifically decoding. ▪ Numeracy skills demonstrated improvement, especially in our school based diagnostic tool. ▪ Our K-3 learners reported a strong sense of belonging at school. ▪ AB Assurance Survey reported increase in quality of education. ▪ Increases in achievement demonstrated improved task engagement.	▪ Continued improvement in literacy by including decodable texts in daily literacy practice and targeted intervention. ▪ Building a sense of belonging is an area for growth in grades 4-6. ▪ Increased parental involvement. ▪ Focused, school-wide literacy program and time to further support student development and growth.

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	Patrick Airlie 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	87.4	85.5	83.9	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	76.0	82.4	80.7	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	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	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	97.5	96.9	94.9	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	85.5	86.1	84.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	86.4	87.6	85.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	75.7	76.0	78.6	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

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