



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

Cecil Swanson 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

Cecil Swanson School Goals

- Phonics/Phonemic Awareness
- Mathematical communication
- Resiliency when facing a learning challenge

Our School Focused on Improving

- Phonics/phonemic awareness
- Communication in Mathematics
- Resiliency when faced with learning challenges

In Literacy and Mathematics, we chose to focus on these areas as student data as measured on report cards and on provincial assessments (LeNS, CC3 and Numeracy) indicated gaps in these foundational skills, and many students in the 'at risk' categories. Professional Learning Community (PLC) and Collaborative Response Data and teacher feedback indicated that in literacy, decoding skills were impacting fluency and comprehension. In Mathematics, in addition to foundational concepts, PLC data showed students had difficulty communicating their mathematical thinking and persisting through challenging tasks.

In Well-being, CBE Student Survey data from the OurSchool survey and Teacher perception data pointed this as an area of focus. Only 64% of students indicated that they felt confident in themselves as a learner during the 2022-23 CBE Student Survey. Teachers often indicated that students may not finish assignments when they are faced with challenges. Many of the Collaborative Responses meetings in 2022-23 indicated student resiliency as an area for growth.

What We Measured and Heard

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

LeNS – Changes at-risk population

Grade 1	Reduced by 6.25%
Grade 2	No change

CC3 – Changes at risk-population

	Regular Words	Irregular Words	Non Words
Grade 2	Reduced 18.8%	Reduced 31.3%	Reduced 50%
Grade 3	Reduced 23.1%	Reduced 7.8%	Reduced 26.9%

Numeracy – Changes at-risk population

Grade 1	Reduced 9.1%
Grade 2	Reduced 13%
Grade 3	Reduced 23.8%

We also measured the number of students achieving a “3-Good” and “4-Excellent” on the English Language Arts and Literacy Report Card stem “Reads to explore and understand”. We compared these results on the 2023-24 Term 1 and Term 2 Report Cards. A comparison of the June 2023 and June 2024 Term 2 results would not be reliable, as the new ELAL curriculum was implemented in 2023-24. Term 2 data from June 2024 can be used as a baseline for next year, as the curriculum will be the same.

	ELAL Report Card Stem “Reads to Explore and Understand” percentage point change in the number of students receiving “3- Good” and “4-Excellent” from T1 January 2024 to June 2024
Grade 1	+ 5.2
Grade 2	+ 6.7
Grade 3	0
Grade 4	+ 1.3
Grade 5	- 0.9
Grade 6	+ 5.8

In Mathematics, we assessed improvement using the CBE Problem Solving Rubric.

	CBE Problem-Solving Rubric (4-Point Scale)
Grades 1 – 6 Average Score	Increased 0.1% from an average score of 2.4 to 2.5

In well-being, we measured students' overall resiliency and familiarity with the Circle of Courage through:

- changes in students, as reflected in the OurSCHOOL and CBE Student surveys, specifically the questions around resilience and perseverance.
- A locally developed teacher perception Student Learning Screener

OurSchool Survey Question (gr. 4-6): Percentage of students who set relevant, attainable goals and exert deliberate and persistent effort to achieve them.	Declined by 9.5 percentage points
CBE Student Survey Question (Gr 5-6): <i>When I struggle with my school work, I can get through it and fix it</i>	Increased by 3.9 percentage points

	Teacher Perception Student Learning Screener – Change in Average Score for “Adaptable to Change” (4-point Scale, with 4 being most positive) from October 2023 to June 2024
Grade 1 – 6 Average Score	Increased 0.02 % from an average score of 3.44 to 3.46

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 at each grade.	▪ Students' decoding skills, and overall reading achievement have improved	▪ Increase students', parents' and teachers' perception of education quality at Cecil Swanson School

▪ Report Card data in ELAL showed an increase in student achievement between Terms 1 and 2. We also noticed that student perception data indicated modest improvements in resiliency. We noticed that although there were improvements demonstrated, the data suggests there are remaining opportunities to continue to improve literacy and mathematics instruction and achievement at Cecil Swanson School. We see opportunity to improve our student well-being through increased engagement, targeted intervention, and social-emotional learning. This may also support improvements in our Safe and Caring Schools progress as measured through the Alberta Assurance Survey.	▪ Students' basic numeracy concepts and problem-solving skills have improved ▪ Teachers' and students' perception of students' resiliency/adaptability have improved	▪ Improve student well-being and student perception of safety at school. ▪ Increase student enjoyment and intellectual engagement in ELAL and Mathematics, ▪ Reduce the number of students who remain at-risk or at the "1-Not Yet" level according to Report Card indicators and provincial assessments in Literacy and Mathematics ▪ Enhancing personalization and providing timely targeted interventions to support engagement and resiliency skills and to increase parent perception related to accessing supports and services at school.
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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

Assurance Domain	Measure	Cecil Swanson 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	71.8	83.3	85.5	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	58.6	75.0	78.5	79.4	80.3	80.9	Very Low	Declined Significantly	Concern
	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	56.1	56.1	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	0.0	0.0	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	77.9	88.6	90.6	87.6	88.1	88.6	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	68.1	76.1	79.7	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	61.6	79.4	80.7	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	69.0	74.8	80.5	79.5	79.1	78.9	Very Low	Maintained	Concern

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