



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

Glenbrook 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

Glenbrook School Goals

- Reading Phonemic Awareness
- Conceptual Understanding of Mathematics
- Connectedness and sense of belonging to school

Our School Focused on Improving

- phonemic awareness (literacy)
- conceptual understanding of number (mathematics)
- connectedness and sense of belonging to school

We chose to focus on these areas as our student data as measured on report cards, the RRSST and on provincial assessments (LeNS, CC3 and Numeracy) indicated that gaps in these foundational skills were limiting students' ability to engage in more complex reading tasks. Through a daily RTI/Response to Intervention program, students showed progress in the areas of reading and phonemic awareness. This coupled with visible learning intentions for students moved our student's achievement in this area forward. We worked to build a shared understanding of effective mathematical practice of conceptual understanding of number. We also noticed based on the CBE Student Survey results, as well as teacher perception, that students did not always feel a sense of belonging at our school.

What We Measured and Heard

We primarily used the LeNS, CC3 and Numeracy assessments, as well as report card data to measure growth in the areas of literacy and mathematics. We also used our local data from our RTI/Response to Intervention support.

JUNE 2024

LeNS – Changes in not at-risk population

Grade 1	+37.27%
Grade 2	+3.57 %

CC3 – Changes in not at risk-population

	Regular Words	Irregular Words	Non -Words
Grade 2	+14.29 %	+27.78 %	+14.29 %
Grade 3	+30.47 %	+35.73 %	+18.5 %

Report Card ELAL Stem Data – Reads to Explore

	January Data	June Data	Changes
Indicator 1	9.9 %	6.2 %	- 3.7 %
Indicator 2	25.7 %	21.2 %	- 4.5 %
Indicator 3	19.8 %	22.0 %	+ 2.2 %
Indicator 4	17.4 %	17.9 %	+ 0.5 %

Numeracy – changes in not at-risk population

Grade 1	+56.41 %
Grade 2	+45.52 %
Grade 3	-8.58 %

Report Card Mathematics Data – Number Facts

	January Data	June Data	Changes
Indicator 1	7.9 %	7.0 %	- 0.9 %
Indicator 2	29.6 %	25.6 %	- 4.0 %
Indicator 3	38.3 %	34.9 %	- 3.4 %
Indicator 4	11.1 %	17.3 %	+ 6.2 %

Along with improvements on these standardized assessments, we noticed an improvement in our grade 5 & 6 students' perceptions on the CBE Student Survey from last year to this year. This was in relation to how students feel positive about how they perform at school; increasing from 44 % to 49 %. Students who were at risk, were now not at risk. These students made improvements over the course of the school year, evidenced in our local data gathered through our RTI (Response to Intervention) program. Coupled with data from the CBE student surveys, and the Alberta Education Assurance Measures, these showed an increase in the percentage of parents that both agree and strongly agree that students are learning the required skills in literacy and numeracy at school. Overall, 100 % of parents are satisfied that their children are learning what they need to know at school. Report card data also showed improvements throughout the school year.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
There was much improvement noted in the LeNS, CC3 and Numeracy assessment data. LeNS, CC3 and Numeracy Assessment data indicate that there has been a significant decrease in the percentage of students in the at-risk category at each grade. Students who were at risk, were now not at risk. These students made improvements over the course of the school year, evidenced in our local data gathered through our RTI (Response to Intervention) program. Coupled with data from the CBE student surveys, and the Alberta Education Assurance Measures, these showed an increase in the percentage of parents that both agree and strongly agree that students are learning the required skills in literacy and numeracy at school. Overall, 100 % of parents are satisfied that their children are learning what they need to know at school. The Alberta Assurance Survey also tells us that 100% of parents agree that students are engaged in their	▪ Students' decoding skills have improved ▪ Students' numeracy skills have improved ▪ Students' confidence in math ability has improved and students feel they challenge themselves in their learning ▪ Provided targeted intervention for students at all grade levels where data collected showed literacy improvements ▪ Students feel positive about what they are learning at school ▪ Parents are satisfied that their children are learning what they need to know at school including both literacy and numeracy skills	▪ Incorporate decodable texts into daily literacy practice ▪ Transfer decoding skills and reading skills to writing practice ▪ Connect conceptual understanding to procedural fluency in mathematics ▪ Increase parental involvement at the school level (council, engage with school website, attend conferences) ▪ Engage with our Indigenous families through Reconciliation actions ▪ Students need to have high expectations and be taught the skills they require for citizenship with opportunities to practice in real context

November 6, 2024

learning at school. Also, 100% of our parents agree that their child is learning both literacy skills and numeracy skills, at school, that are useful.		
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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:
 - 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	Glenbrook 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	86.6	86.1	83.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	73.9	70.3	72.9	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	34.9	34.9	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	7.0	7.0	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	88.4	96.1	93.4	87.6	88.1	88.6	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.5	79.3	81.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	78.5	86.0	83.0	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	80.7	85.7	81.8	79.5	79.1	78.9	High	Maintained	Good

November 6, 2024