



Pineridge School

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School Improvement Results Reporting| 2024-25

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 2024-25 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

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

2024-25 School Goals

- Reading Fluency
- Conceptual Understanding of Mathematics
- Perseverance When Faced with Learning Challenges

Our School Focused on Improving

- Working together to create assessment goals in reading, number sense, and well-being that guides teachers and students. This helps move students to reach their full potential more fairly.
- We chose to focus on this area as different types of assessment did not align. Students in grades 1-3 completed the following provincial exams: The Letter Name and Sound (LeNS), The Castle and Coltheart Reading Test 3 (CC3), and Numeracy. These exams showed that many students were at risk. This did not match report card data in English Language Arts and Literacy (ELAL) and Math as student scores showed they received a 2 indicator or higher. In addition, 25% of students on the Calgary Board of Education (CBE) Student Survey said they “can track my progress towards reaching my goals.” This led us to look more closely into how teachers can use and understand assessment, particularly around building success criteria since the data was misaligned.

What We Measured and Heard

Literacy

The following measures evidence student improvement in their ability to decode and encode words accurately with automaticity.

The LeNS and CC3 were one piece of data used to measure growth in the areas of literacy. Progress is shown below:

LeNS – Changes in students not at-risk

	January	June	Percentage (-/+)
Grade 1	37%	36%	-1%

	October	June	Percentage (-/+)
Grade 2	79%	83%	+4%

CC3 – Changes in students not at risk

	Regular Words			Irregular Words			Non-Words		
	Jan	Jun	% (-/+)	Jan	Jun	% (-/+)	Jan	Jun	% (-/+)
Grade 1	55%	77%	+22%	68%	68%	0%	73%	86%	+13%

	Regular Words			Irregular Words			Non-Words		
	Oct	Jun	% (-/+)	Oct	Jun	% (-/+)	Oct	Jun	% (-/+)
Grade 2	75%	89%	+14%	67%	81%	+14%	83%	100%	+17%
Grade 3	64%	78%	+14%	72%	75%	+3%	67%	75%	+8%

The **Assessment of Foundational Reading Skills (AFRS)** was used to measure growth in the areas of literacy for all Kindergarten students. The following data noted below show the percentage of students who were able to demonstrate understanding of letter sound correspondence:

	Jan	Jun	Percentage (-/+)
Kindergarten letter sound correspondence	53%	51%	-2%

The **Path to Reading Excellence in School Sites (PRESS) – Decoding Inventory** was used to measure growth in the areas of literacy from October 2023 – May 2024. This shows student improvement in the ability to decode basic Consonant-Vowel-Consonant (CVC) words. The following improvements are noted below:

	Oct	Jun	Percentage (-/+)
Grade 1	27%	64%	+37%
Grade 2	68%	76%	+8%
Grade 3	63%	81%	+18%
Grade 4	54%	87%	+33%
Grade 5	64%	88%	+24%
Grade 6	81%	94%	+13%

Literacy was also measured through **report card data**. The data below shows students receiving 1&2 indicators on the report card stem “Reads to Explore and Understand” in the first reporting period (January 2024) and the final reporting period (June 2024). The following indicates a decrease in students receiving a 1 or 2 indicator on report cards.

	January	June	Percentage (-/+)
Div 1 (grades 1-3)	11%	10%	-1%
Div 2 (grades 4-6)	31%	26%	-5%

According to the **Alberta Education Assurance Measure Results**, 52% of teachers and 17% of parents strongly agreed that the literacy skills students are learning at Pineridge School are useful.

Mathematics

Improvements in mathematics was measured through the provincial Numeracy assessment as outlined below:

Numeracy – Changes in students not at-risk

	January	June	Percentage (-/+)
Grade 1	45%	75%	+30%

	October	June	Percentage (-/+)
Grade 2	57%	70%	+13%
Grade 3	66%	72%	+6%

Mathematics was also measured through **report card data**. The data below shows students receiving 1&2 indicators on the report card stem “Understands number, patterns (and algebra)” in the first reporting period (January 2024) and the final reporting period (June 2024).

	January	June	Percentage (-/+)
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Div 1 (grades 1-3)	16%	15%	-1%
Div 2 (grades 4-6)	28%	30%	+2%

Noted in the data, there was a 1% decrease in students achieving a 1 or 2 indicator on the report card stem “Understands number, patterns (and algebra)”. There was a 2% increase of students achieving a 1 or 2 indicator on the “Understands number, patterns (and algebra)” report card stem.

According to the **Alberta Education Assurance Measure Results**, 30% of teachers and 17% of parents strongly agreed that the numeracy skills students are learning at Pineridge School are useful.

Well-Being

Well-Being Measure #1

The CBE Student Survey stated that 74% of students overall agreed that “My teacher(s) check in with me often about my well-being.” The survey also indicated that 79% of students overall agreed that “There is at least one adult at school who I really connect with.” On the CBE Student Survey, “I can track my progress towards reaching my goals” has been removed as a question. Thus, there is no data to report.

Well-Being Measure #2 & #3

Data tracked on the Holistic Class SLT spreadsheet and Cohort Survey data indicated a 4.3% increase throughout the school year to which students have a connection to staff and peers.

Teacher Measure #1

Using a CBE developed teacher self-assessment tool, teachers reflected and evaluated their own successes and challenges in the areas of Learning Goals, Student Agency, and Self-Assessment, outlined in the self-assessment tool, monthly from October – May 2024. Teachers demonstrated an increase in those areas as outlined below:

	October	May
Learning Goals		+20%
Student Agency		+16.2%
Self-Assessment		+20%

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
▪ The LeNS and CC3 provincial assessments indicated growth overall in student literacy skills. The PRESS indicated growth in decoding basic Consonant-Vowel-Consonant (CVC) words. Report card data in ELAL demonstrated a slight increase in 1&2 indicators from last year. It was also noticed that only 17% of parents strongly agreed that literacy skills learned at school were useful according to the Alberta Education Assurance Measure Results. ▪ The provincial Numeracy Assessment data indicated that there is a decrease in the percentage of students in the at-risk category in grades 1-3. Report card data showed no growth as students were still achieving 1&2 indicators on the report card stem "Understanding number, patterns (and algebra)." It was also noticed that on The Alberta Education Assurance Measure Results only 30% of teachers and 17% of parents strongly agreed that	▪ Students' decoding skills have improved ▪ Students' foundational numeracy skills have improved as outlined in the provincial Numeracy assessment ▪ Students feel connected to adults in the school to ensure their well-being ▪ As the year progressed, students felt more connected to other peers and staff members ▪ Teacher self-assessment of learning goals, student agency, and self-assessment demonstrated an increase over the school year	▪ more consistent and effective holistic assessment practices ▪ increase seamless formative and summative assessment practices ▪ improve literacy programming to be more balanced ▪ Provide flexible re-grouping in literacy and numeracy for students at all grade levels by providing support services directly into classrooms ▪ Connect conceptual understanding to procedural fluency in mathematics that allows for holistic assessment to inform student needs and achievement ▪ Increase parental involvement by sending email reminders for parents to join school council, organize more cultural events to promote inclusivity, and host parent workshop nights to connect families to school goals

numeracy skills learned at school were useful. ▪ The CBE Student Survey data indicated that 79% of students felt connected to at least one adult in the school. The school-based Holistic Class School Learning Team (SLT) data tracking spreadsheet and Cohort Survey data also showed there was a 4% increase in students feeling connected to their peers and to staff. ▪ The data pointed to improvements in students' reading and math skills. It also demonstrated increased student goal setting and connectedness to others at school. Report card data showed that there was a decrease in students achieving 1&2 indicators in ELAL "Reads to Explore and Understand". ▪ The data showed some concerns in that a small percentage of parents felt that literacy and numeracy skills learned at school were useful, and a small percentage of teachers also felt the same about numeracy skills.		▪ Increase student voice in assessment through co-created success criteria
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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

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 9360 Pineridge School

Assurance Domain	Measure	Pineridge 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	82.8	84.9	83.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	78.2	81.4	81.1	79.4	80.3	80.9	High	Maintained	Good
	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	63.2	61.5	61.5	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	14.5	4.6	4.6	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	86.9	89.7	89.3	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRLSE)	86.6	82.2	85.0	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	74.1	73.8	78.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	66.1	78.9	77.0	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.

