

**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

Children's Village 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

2023-2024 School Goals

- Reading
- Writing; syntax and sentence skills
- Adaptive functioning and social skills

Our School Focused on Improving

- Reading
- Writing; syntax and sentence skills
- Adaptive functioning and social skills

We chose to focus on these areas as our student data as measured on benchmarking assessments (Oral Reading Fluency and MAZE) and provincial assessments (LeNS, CC3 and Numeracy) indicated that gaps in these foundational skills were limiting students' ability to engage in more complex reading, writing and math problems. We are also aware, that all students need intensive support with social emotional learning (SEL).

What We Measured and Heard

We conducted school wide benchmarking in literacy as well as administered the required provincial assessments to measure growth in the areas of literacy and mathematics. We used Oral Reading Fluency and MAZE assessments to create a Reading Composite Score for each student. The Composite Score indicated the level of support required for each student (intensive, targeted, or core support). A school-wide literacy intervention block was created and students were re-grouped based on their primary presenting literacy need. Over the course of the school-year we noted the following improvements:

Reading Composite Scores

59% of students improved their Reading Composite score over the course of the school year.

Writing Benchmarks

89% of students showed improvement in sentence skills over the course of the school year as demonstrated in school-wide writing assessments.

Numeracy

Even though eight students were at risk in the fall and remained at risk at the end of the school year, each student demonstrated growth in this area on their IPP's as well as in their Current Learning updates.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
We have noticed that given the complex nature of the students that attend Children's Village School, many of the tools used to show growth are far too broad to capture the learning that takes place. We have implemented regular progress monitoring processes in literacy and mathematics that captures student growth at a more incremental level. We implemented bi-weekly progress monitoring that included First Sound Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency as well as Oral	Using the bi-weekly progress monitoring tools we were able to highlight and celebrate with each individual student growth and success. These celebrations sparked further engagement in learning and resulted in continued growth for students who have not had the opportunity to celebrate as often as their peers. We noted that using data from the IPP's as well as Current Learning updates: Students' decoding skills have improved	- Incorporate more specific Social Skills lessons into daily teaching - Provide targeted intervention for students at all grade levels in the area of SEL - Develop progress monitoring system for Social Skills

Reading Fluency check-ins for students who had mastered the foundational literacy skills. This allowed us to track and celebrate growth with each individual student.	▪ Students' numeracy skills have improved We were able to provide targeted intervention to all students in both literacy and mathematics. On the Alberta Education Assurance Measures, there was an increase in the percentage of parents that agree that students are receiving a quality education.	
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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	Children's Village 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	73.1	80.9	78.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	59.9	58.3	59.7	79.4	80.3	80.9	Very Low	Maintained	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	0.0	0.0	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	87.3	84.3	83.2	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	66.3	72.9	71.2	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	85.3	90.7	89.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	69.0	66.0	73.0	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