



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

James Short Memorial School

6333 5 Ave. SE, Calgary, AB T2A 3V7 t | 403-777-8170 f | 587-933-9719 e | jamesshortmemorial@cbe.ab.ca

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

2023-24 School Goals

- Formative assessment to create a feedback rich learning environment
- Literacy: implicitly teach phonemic and phonetic knowledge skills to improve reading
- Numeracy: improve number concept skills
- Well-Being: Improve student perseverance and risk-taking abilities

Our School Focused on Improving

Focus

- Students will engage in specific and actionable teacher/peer/self-assessment strategies that improve student academic skills and determine next steps in personalized learning tasks.
- Implicitly teach phonemic and phonetic knowledge and skills to improve reading
- Improve number concept skills
- Improve student perseverance and risk-taking abilities

We chose to focus on these areas as our student data as measured on report cards and on provincial assessments (LeNS, CC3 and Numeracy) indicated that gaps in these foundational skills were limiting students' ability to engage in literacy and numeracy tasks. We also noticed, based on teacher perceptions, that students were reluctant to take risks and persevere through difficult learning tasks. We chose to focus on a holistic goal of using formative assessment to create a feedback rich learning environment as our diverse student population requires varied ways for students to represent and assess their conceptual understanding through observations, conversations and products.

What We Measured and Heard

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 – Changes in not at-risk population

Grade 1	+23%
Grade 2	+34%

CC3 – Changes in not at risk-population

	Regular Words	Irregular Words	Non Words
Grade 1	+13%	+9%	+22%
Grade 2	+12%	+8%	+22%

Numeracy – Changes in not at-risk population

Grade 1	+13%
Grade 2	+15%

Report Card Data – ELAL

Report Card Data - Reading							
January Reporting				June Reporting			
Indicator Mark				Indicator Mark			
1	2	3	4	1	2	3	4
13%	27%	20%	13%	11%	24%	19%	22%
40% 1 or 2 Indicator				35% 1 or 2 Indicator			
Improvement of 5%							

Report Card Data – Math

Report Card Data - Number							
January Reporting				June Reporting			
Indicator Mark				Indicator Mark			
1	2	3	4	1	2	3	4
15%	23%	32%	22%	6%	28%	44%	18%
38% 1 or 2 Indicator				34% 1 or 2 Indicator			
Improvement of 4%							

Locally Developed Survey Results

- I can put together sounds to make words (avg. score increased from 2.6 - 3.1 on a 4-point scale)
- Math is something I can do well in (avg. score increased from 3.2 to 3.3 on a 4-point scale)

Due to the age range of our learners, we have limited data on the Alberta Education Assurance Measures. This is because neither parents or students were asked to engage in the survey as this occurred at different grades. Teachers identified very high achievement in the areas of education quality while identifying a need for increased parental involvement.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
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. This data, in addition to information from locally developed student survey questions, not only points to improvement in students' reading and math skills, but also to their confidence and perseverance when presented with various learning tasks.	▪ Students' decoding skills have improved ▪ Students' numeracy skills have improved ▪ Students are more confident and more able to persevere when challenged with difficult learning tasks ▪ Based on assurance survey, 92% of teachers, parents and students surveyed are satisfied with the quality of education	▪ Incorporate decodable texts into daily literacy practice ▪ Provide targeted intervention for students at all grade levels through literacy centers ▪ Increase parental involvement

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	James Short Memorial 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	90.0	100.0	100.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	87.8	91.1	91.1	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	91.7	96.3	96.3	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.9	96.8	96.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	88.9	86.7	86.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	54.0	68.2	68.2	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

