



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

Edgemont 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

Our School Focused on Improving



Edgemont School Goals

- Writing- developing voice
- Mathematics – math identity
- Belonging and building connections in our community.

In 2023 – 2024 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 independent writing and math problems. We also noticed, based on the CBE Student Survey results as well as teacher perceptions, that students lacked confidence in collaborative tasks and were reluctant to persevere through difficult learning tasks.

- We choose to approach our work through a holistic goal – Heart to Belong. This goal directly related to our Well-Being goal for student belonging and allowed us to make connections that student learning that reinforced students' sense of self in each of our key areas. Through the lens of Heart to Belong students were encouraged to see themselves as writers and mathematicians and belonging to our community in meaningful ways.
- In math, teachers engaged in number talks with their students as a way to extend mathematical discourse and to allow students to make connections between mathematical concepts and to build knowledge together. Teachers scaffolded tasks aligned with new curriculum outcomes so that learning provocations were accessible to all students. Teachers also used micro-teaching to address specific learning gaps with small groups of students.
- In literacy, we continued to build our understanding of phonemic awareness applied to the encoding of text. Students in all grades continued to build their technical skill representing sounds in written words. Through shared learning targets and co-created criteria, students could understand what success looks like in writing. These criteria were used as the basis of self, peer and teacher feedback throughout the grades. As with math, teachers created opportunities to use micro-teaching and addressed specific learning gaps with small groups of students.
- In Well-Being, one action we took was to weave our TRC commitment into our SDP goal through our Land-Based Learning initiative. Classrooms were paired with “buddy classes” to take seasonal trips to Nose Hill, the Edgemont Ravine and the Edgemont Wetlands. Through this work students could create connections to other students in the school (beyond their classroom) and get to know more staff members in their school. We enhanced our circle protocols by adding a dedicated “Gathering Space” and opportunities for teachers to build their pedagogical practice in this new space.

What We Measured and Heard

We used a combination of school-based measures, standardized assessment and perception data to assess our progress towards our School Development Plan Goals.

Math:

Report card proficiency levels – Math Stem: Number – Develops number sense and applies strategies for computation and estimation.

We noted the following improvements in Kindergarten, Grades 3 and Grade 5 in the number of students achieving level 3 and 4 proficiencies.

Kindergarten	8.78%
Grade 1	-1.56%
Grade 2	-13.13%
Grade 3	8.74%
Grade 4	-2.76%
Grade 5	8.78%

Provincial Numeracy Assessments measured growth in the identified “at- risk” population.

We noted significant improvements in the following:

Changes in “at-risk” population

	Baseline “at-risk”	Changes in “at-risk” population
Grade 1	9.52%*	0%*
Grade 2	16.36%	41.18%
Grade 3	13.24%	22.22%

*Overall, Edgemont student baseline “at-risk” (9.43%) was significantly lower than Area 1 (18.08%) and CBE (26.3%) on the same measure.

PLC Common Assessment Data:

PLC’s developed numeracy assessments and calibrated student proficiency at 2 checkpoints in the year. This was originally planned for all grades, however as Provincial Numeracy Assessment data was available, we opted to do this assessment only in grades 4 and 5.

We noted the following improvements comparing measures in the winter and spring.

Improvement in the number of students achieving level 3 or 4 proficiency.

Grade 4	1..89
Grade 5	7.63%

Writing:

School Wide Writing Assessments: At different intervals throughout the year teachers assessed student writing relative to the outcomes learned to that point in the year. Working in grade group teams, teachers used new ELAL curriculum outcomes along with CE Assessment and Reporting Guides to calibrate student writing to new learning targets in writing.

Increase in students achieving grade level expectations from the beginning to the end of the year:

Grade 1	3.9%
Grade 2	6.9%
Grade 3	9.2%
Grade 4	7.2%
Grade 5	3.1%

Increase in students achieving grade level expectations as reported on Report card proficiency levels – Writing Stem: Changes in the number of students achieving level 3 and 4 proficiencies.

Grade 1	2.27%
Grade 2	1.63%
Grade 3	7.76%
Grade 4	5.05%
Grade 5	3.55%

LeNS Assessment– Increase in the subset of students originally assessed “at risk” who improved and are now considered “not-at-risk”.

	Name Accuracy	Sound Accuracy
Grade 1	71.43%	51.14%
Grade 2	100%	100%

CC3 – Increase in the subset of students originally assessed “at risk” who improved and are now considered “not-at-risk”.

	Regular Words	Irregular Words	Non-Words
Grade 1	65.52%	51.72	65.52%
Grade 2	25%	40%	70%
Grade 3	15%	10%	30%

Perception Data:

Well-Being

CBE Survey (Grade 5)

- 91.56% - grade 5 students - I have friends at my school (CBE Survey)
- 83.11% grade 5 students - I like going to school (CBE Survey)
- 88.11% grade 5 students – My school makes me feel like I belong (CBE Survey)
- 83% I feel included at school

Alberta Education Assurance Survey – Grade 4

- At school do you feel like you belong - 71%
- Learning environments are welcoming, caring respectful and safe 90.5%
- At school do most students are about each other – 63%
- Do you feel welcomed at school – 76%
- Engagement in their learning in school 64%

OurSchool Well-being School Survey - Grade 4 and 5 (Fall 2024)

- Students with positive relationships – 82%
- Students with high sense of belonging – 81%
- Students with moderate or high levels of anxiety 20% (10% grade 4's, 28% Grade 5's)
- Orientation to Well-Being – 94%
- Students with positive self-regulation 73% (77% grade 4, 70% grade 5)

Academic Perception Data:

- CBE Student Survey and school-based perception measures both noted increased student confidence in mathematics and writing. An outlier to this data was student confidence in engaging in challenging math problems.
- CBE Student Survey – 91% When I have a math problem, I can find out the most important information and how to solve it.
- CBE Student Survey – 90% I can use mental math for some problems in math.
- AEA survey – Do you like learning math – 68%
- AEA survey – Do you like learning language arts – 60%
- AEA Overall engagement – student report 64%
- OurSchool Survey – Students with a positive goal orientation – 84%
- CBE K – 3 Wellbeing survey - Increased number of K – 3 students share their ideas by writing 85.45%. 100% of kindergarten students agree.

Attendance:

Student attendance rates continue to be a concern. Since last year, there has been a 12% increase in the number of students with absences above 10%. On CBE Student Survey, 27% of Grade 5's responded that they sometimes stayed home when not sick.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Our Attendance rate for students with more than 10% absences is increasing (10.68%) A high number of students reported that they stay home even when they are not sick. Improvements have been noted in measures related to belonging. However, we are noticing declining rates in students' responses on measures related to self-regulation. LeNs and CC3, data indicate that there has been a decrease in the percentage of students in the at-risk category at each grade. Coupled with data from calibrated School Wide Writing Assessment and Writing Report Card marks this data suggests consistent and steady improvement year over year for our writing goal across grade levels. Data related to Math shows improvement in some grade levels, but the progress has been less consistent compared to our literacy outcomes. This trend is also reflected in teacher self-reports over the past three years, where educators have	▪ Parents and teacher rated these measures high or very high: ○ that students are safe at school, ○ learning the importance of caring for others, ○ treated fairly in school and ○ are learning respect of others. ▪ Satisfaction with the overall quality of basic education was high overall 89% ▪ 90% grade 5 students – I have at least one adult staff at school who I really connect with (CBE Survey) ▪ 93% I treat others with kindness ▪ Students' phonological skills have improved for both encoding and decoding. ▪ Overall satisfaction with parental involvement in decisions was rated high for parents and very high for teachers. ▪ Students' overall numeracy skills have improved. ▪ Students are more confident and more able to persevere when	▪ Attendance: Early identification of attendance patterns and timely implementation of supports are crucial. Regular attendance is essential not only for academic success but also for students' social development. Addressing attendance concerns early on will help ensure students are consistently engaged and supported in both areas. This is a key area for growth and improvement within our school community. ▪ Increase parental involvement with attendance, increasing awareness of the impact of avoidance on student resilience and mental health. ▪ Continue to provide targeted intervention for students with identified conceptual gaps in basic numeracy skills. Connect conceptual understanding to procedural fluency in mathematics. ▪ A renewed focus on Student Self-Regulation – Student perception

indicated a high level of comfort with implementing literacy strategies in alignment with our School Development Plan (SDP). However, when it comes to math-related strategies, a majority of teachers continue to express less confidence. This indicates the need for further support and professional development in math instruction to ensure consistent growth across all grades. In Math, Student responses on the CBE Student Survey indicate improvements in students' confidence in their math skills. 87% of students report confidence with math tasks, however only 68% responded that they enjoy challenging tasks. Students report high levels of opportunities for land-based learning and learning about Indigenous ways of being, belonging, doing and knowing.	challenged with difficult learning tasks ▪ Parents are more satisfied with the supports and services available at the school ▪ Students have shared that 98% will help others when they see students struggle ▪ 97.22% I have opportunities to learn from the land ▪ 93.58% I learn about Indigenous ways of being, belonging, doing and knowing. 97.22% of students reported they have opportunities to learn from the land 93.58% of students reported learning about indigenous ways of being, belonging, doing and knowing.	data indicates significant challenges in this area (OurSchool Survey): ○ I am able to control my temper 66.8% ○ Able to stay calm when things don't go my way 62.24% ○ Students follow the rules 44% Even though students report high rates for land-based learning and learning about Indigenous ways of being, belonging, doing and knowing some measures indicated a lack of depth. When choosing specific items from the Indigenous strategy list, student responses were less strong and even conflicting. 81% indicated that it is my responsibility to help develop respect and understanding between Indigenous Peoples and other Canadians.
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Required Alberta Education Assurance Measures (AEAM) Overall Summary Spring 2024



+ Spring 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Edgemont 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	81.8	85.6	85.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	80.2	84.9	85.8	79.4	80.3	80.9	High	Declined	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	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
Teaching & Leading	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
Learning Supports	Education Quality	89.0	89.6	90.0	87.6	88.1	88.6	High	Maintained	Good
Governance	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.2	88.8	90.4	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	71.9	78.8	77.8	79.9	80.6	81.1	n/a	Declined	n/a
	Parental Involvement	81.1	83.1	83.0	79.5	79.1	78.9	High	Maintained	Good

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

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