



#### 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

## Sam Livingston 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

### School Goals

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

## Our School Focused on Improving

- Developing common summative assessments across literacy and numeracy
- Creating a sense of belonging in a French Immersion program
- Providing multiple entry for students as new curriculum is implemented

We chose to focus on these areas as our student data is measured on report cards and on provincial assessments (LeNS, CC3 and Numeracy), indicated a need to continue developing basic literacy and numeracy skills using a researched, systematic approach as is evident and featured in the new curriculum. We also noticed, based on the CBE school created surveys and the Program Monitoring Survey that we needed to create more of an environment of inclusion where all students and their families felt a sense of belonging.

## What We Measured and Heard

We used the LeNS, CC3, AFRS assessments and Report Card data to measure growth in the areas of literacy and mathematics. We noted the following improvements:

LeNS – Changes in not at-risk population (June 2024)

|             |          |
|-------------|----------|
| Grade 1/2/3 | +10.71 % |
|-------------|----------|

AFRS – growth of students (completed in French)

|         |                                              |
|---------|----------------------------------------------|
| Grade 1 | Increase of a minimum of 10% in all students |
|---------|----------------------------------------------|

CC3: French

Grade 1 - 90.32% of students are in the Not At-Risk Population.

Changes in not at-risk population (June 2024)

|                 |                   |
|-----------------|-------------------|
| Grade 2         |                   |
| Regular Words   | +5.61%            |
| Irregular Words | Remained the same |
| Non-Words       | +27.41            |
|                 |                   |
| Grade 3         |                   |
| Regular Words   | - 13.84%          |
| Irregular Words | +10.52%           |
| Non-Words       | - 7.14            |

Report Card Data – Reading Stem (French)

|               |                                                                             |
|---------------|-----------------------------------------------------------------------------|
| Grade 1/2/3/4 | 33.24% (3) + 42.94% (4) =<br>76.18%, 17.65% (2) - 93.83 % at<br>grade level |
|---------------|-----------------------------------------------------------------------------|

Along with improvements on these standardized assessments, we also noticed an improvement in our grade 4 students' perception of their school experience through a survey created to elicit data about a sense of belonging and strong relationships. The inverse was true for grade 3 students.

Grades 2 and 1 only completed the survey once, so no comparison could be made.

|         |                                                          |                                                            |
|---------|----------------------------------------------------------|------------------------------------------------------------|
| Grade 4 | 86% of students feel a sense of belonging, a 3% increase | 91% reported having strong relationships an increase of 7% |
|---------|----------------------------------------------------------|------------------------------------------------------------|

|         |                                                     |                                                               |
|---------|-----------------------------------------------------|---------------------------------------------------------------|
| Grade 3 | 69.2% of students feel a sense of belonging, a 2.9% | 64.6% reported having strong relationships a decrease of 9.3% |
| Grade 2 | 68.3% of students feel a sense of belonging         | 55.6% reported having strong relationships                    |
| Grade 1 | 68.3% of students feel a sense of belonging         | 55.6% reported having strong relationships                    |

It is important to note that on the Assurance Survey, grade 4 students responded to indicate a decrease of 3% in Anxiety.

On the Program Monitoring Survey, parents, students and staff all indicated a positive attitude towards learning in French and about French culture, contributing to a broader sense of belonging to the school community.

## Analysis and Interpretation

| What We Noticed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Celebrations                                                                                                                                                                                                                                                                                                                                                                                                                                 | Areas for Growth                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>LeNS, CC3 and report card data indicate that there has been a significant decrease in the percentage of students in the at-risk category at each grade.</p> <p>Coupled with data from school created surveys, students indicated that they felt like they belonged and felt supported in their learning.</p> <p>In addition to student data, parents have also reported that they are feeling more confident that supports are available at the school level and that their students are engaged in learning French.</p> | <ul style="list-style-type: none"> <li>Students' decoding skills have improved</li> <li>Students are more confident and more able to persevere when challenged with speaking French at all times</li> <li>Teachers collaborated to create equitable common assessments allowing for personalised entry points into learning activities</li> <li>Parents are more satisfied with the supports and services available at the school</li> </ul> | <ul style="list-style-type: none"> <li>Provide targeted intervention (literacy and numeracy) for students at all grade levels</li> <li>Build basic math fact skills across all grades</li> <li>Increase parental involvement</li> <li>Direct instruction about body awareness and self-monitoring skills empowering students to be more fully engaged and advocate for what they need in order to best attend to their learning in an optimal way</li> </ul> |



## 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                                                                               | Sam Livingston 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 | <a href="#">Student Learning Engagement</a>                                           | 88.4                  | 83.8             | 85.2                | 83.7           | 84.4             | 84.8                | n/a                | Maintained  | n/a       |
|                                | <a href="#">Citizenship</a>                                                           | 83.2                  | 87.7             | 85.0                | 79.4           | 80.3             | 80.9                | Very High          | Maintained  | Excellent |
|                                | <a href="#">3-year High School Completion</a>                                         | n/a                   | n/a              | n/a                 | 80.4           | 80.7             | 82.4                | n/a                | n/a         | n/a       |
|                                | <a href="#">5-year High School Completion</a>                                         | n/a                   | n/a              | n/a                 | 88.1           | 88.6             | 87.3                | n/a                | n/a         | n/a       |
|                                | <a href="#">PAT6: Acceptable</a>                                                      | n/a                   | n/a              | n/a                 | n/a            | 66.2             | 66.2                | n/a                | n/a         | n/a       |
|                                | <a href="#">PAT6: Excellence</a>                                                      | n/a                   | n/a              | n/a                 | n/a            | 18.0             | 18.0                | n/a                | n/a         | n/a       |
|                                | <a href="#">PAT9: Acceptable</a>                                                      | n/a                   | n/a              | n/a                 | n/a            | 62.6             | 62.6                | n/a                | n/a         | n/a       |
|                                | <a href="#">PAT9: Excellence</a>                                                      | n/a                   | n/a              | n/a                 | n/a            | 15.5             | 15.5                | n/a                | n/a         | n/a       |
|                                | <a href="#">Diploma: Acceptable</a>                                                   | n/a                   | n/a              | n/a                 | n/a            | 80.3             | 80.3                | n/a                | n/a         | n/a       |
|                                | <a href="#">Diploma: Excellence</a>                                                   | n/a                   | n/a              | n/a                 | n/a            | 21.2             | 21.2                | n/a                | n/a         | n/a       |
| Teaching & Leading             | <a href="#">Education Quality</a>                                                     | 91.9                  | 92.4             | 92.8                | 87.6           | 88.1             | 88.6                | Very High          | Maintained  | Excellent |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | 89.7                  | 92.1             | 91.0                | 84.0           | 84.7             | 85.4                | n/a                | Maintained  | n/a       |
|                                | <a href="#">Access to Supports and Services</a>                                       | 68.1                  | 68.9             | 69.7                | 79.9           | 80.6             | 81.1                | n/a                | Maintained  | n/a       |
| Governance                     | <a href="#">Parental Involvement</a>                                                  | 79.9                  | 76.7             | 80.3                | 79.5           | 79.1             | 78.9                | High               | Maintained  | Good      |

**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