



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

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 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

BE'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

Dr. George Stanley School Goals

- Disciplinary Literacy
- Conceptual Understanding of Number
- Empathy and Respect

Our School Focused on Improving

- disciplinary literacy
- conceptual understanding of number
- empathy and respect

We chose to focus on these areas as our student data as measured on report cards and on provincial assessments (Grade 6 and 9 PATs) indicated that gaps in these foundational skills were limiting students' ability to engage in more complex reading and math problems. We also noticed, based on the Assurance and CBE Student Survey results as well as teacher perceptions, that students were struggling with empathy and respect.

What We Measured and Heard

We drew upon results reported on Grade 6 and 9 PAT exams for Literacy and Numeracy. As well, the CBE student surveys and the Alberta Assurance survey led our understanding of student's perception of empathy and respect. As the year progressed, we came to a deeper understanding of the role of a sense of belonging and its connection to empathy and respect.

In relation to mathematics, report card stems related to Number:

Report Card Stem	Change in students being assessed a 3 or 4
Grade 9: Number - Develops number sense and applies strategies for computation and estimation	-0.8%
Grade 6: Number -Understands and applies concepts related to number, patterns and algebra	-9.9%

In relation to Literacy data from the grade 9 PAT: *Student Achievement in Writing: Narrative/Essay – (Reporting category – Vocabulary)*

	Satisfactory	Change	Limited	Change
2023-2024	61.1%	+7.4%	5.7%	-7.1%
2022-2023	53.7%		12.8%	

From the Assurance Survey:

Survey Questions	Change
My teachers care about me	+17%
It is easy to get help with school work	+13%
I am encouraged to try my best	+13%
I feel like I belong	+3%
I am treated fairly by adults	+7%
Other students treat me well	+6%

On the Alberta Education Assurance Measures, there is a clear indication that improvements are need areas such as parental involvement as well as parents perception of the quality education provided at the school.

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Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Student Achievement in Part A of the Grade 9 ELA associated with vocabulary has improved. There was an increase in the number of students achieving satisfactory on the vocabulary portion of the exam. The results on both reading and writing provincial exams for grade 9s were maintained. Report card data indicated there was a slight improvement in students being assessed a good or excellent understanding for reading and writing report card stems. Student Achievement in Grade 9 Mathematics PAT over the past two years highlights a need for growth in both Part A and Part B of the student results. Primarily these are attributed to a conceptual understanding of number and procedural fluency. When reviewing the data that is related to promoting our sense of belonging, there is a significant increase in many categories. Our Grade 7 student results on the Assurance survey demonstrate the highest impact, with significant improvement on many questions related to a sense of	▪ Students sense of belonging has improved. Specifically, there is a significant increase in relation to students feeling like their teacher cares about them ▪ Students ability to use academic vocabulary has improved ▪ Overall perception data related to a sense of belong has increased	▪ Provide targeted interventions for students in all grade levels ▪ Increase the level of engagement in academic tasks ▪ Further improve procedural fluency and conceptual understanding in mathematics ▪ Support further development of students sense of belonging

belonging. The other grades have also demonstrated this improvement as well, at a more moderate rate.		
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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	Dr. George Stanley 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	78.9	81.0	83.4	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	68.9	69.3	72.2	79.4	80.3	80.9	Low	Maintained	Issue
	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	78.4	78.4	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	21.6	21.6	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	63.9	63.9	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	7.1	7.1	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	78.0	79.6	83.1	87.6	88.1	88.6	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.3	77.4	79.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	69.7	71.7	73.9	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	63.2	75.3	75.8	79.5	79.1	78.9	Very Low	Declined	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