



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

Peter Lougheed 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

Peter Lougheed School Goals

- Reading Fluency and Decoding
- Procedural Fluency in Mathematics
- Improved Student Emotional Regulation

Our School Focused on Improving

Peter Lougheed's (Improvement Goals)

- reading fluency and decoding
- procedural fluency in mathematics
- improved student emotional regulation

Our student data measured on report cards and provincial achievement tests indicated gaps in the above foundational skills and were limiting students' ability to engage in more complex reading tasks and math problems.

Based on the CBE Student Survey and Alberta Education Assurance Measures (AEAM) survey results, students reported low confidence in math skills and in knowing how to improve their reading skills. OurSchool survey results also showed a low self-perception of self-regulation.

What We Measured and Heard

We primarily used the reading assessment decision tree (RAD) and in-house Numeracy assessments to measure growth in the areas of literacy and mathematics. We noted the following improvements:

RAD – Growth of students from fall to spring reaching baseline in Consortium on Reading Excellence (CORE) MAZE

	Meeting Benchmark in CORE MAZE		Growth Percentage 2023-24
	Fall	Spring	
Grade 5	62%	50%	-12%
Grade 6	69%	78%	+9%
Grade 7	74%	84%	+10%
Grade 8	84%	85%	+1%
Grade 9	80%	84%	+4%
Total	73.8%	76.2%	+2.4%

Reading Stem Data

Indicator	June 2023	June 2024
IPP	4.5%	3.2%
ELL	5.6%	7.8%
1	2.2%	3.4%
2 or 3	74.1%	73.1%
4	13.6%	12.6%

Number sense growth from Fall to Spring

Grade 5	+20.8%
Grade 6	+18.1%
Grade 7	+8.1%
Grade 8	-18.8%
Grade 9	-20.2%

Number Stem Data

Indicator	June 2023	June 2024
1	3.7%	9.3%
2 or 3	83%	74%
4	13.2%	16.7%

Well-Being Data was examined using OurSchool survey results and CBE Student Survey results

OurSchool survey results showing percentage of students agreeing with the statement "*Able to remain calm, even when things don't go my way.*"

Spring 2023	Spring 2024
55.21%	56.42%

CBE Student Survey results showing percentage of students agreeing with the statement "*I have strategies to help myself that I use if I feel stressed about school.*"

Spring 2023	Spring 2024
66.3%	69.2%

When averaging literacy measures, we see an overall growth in the school population. There was significant growth shown in all grades using the RAD screeners, except for grade 5. We attribute the Spring 2024 grade 5 results to some students not being able to show their growth, due to increased benchmark complexity of part II of the RAD screener. In response to the Spring 2024 grade 5 data, we were able to support through intensive and strategic groupings using the Science of Reading resulting in this same cohort being supported to meet benchmarks in 2024-25 on the grade 6 RAD screeners.

Overall, when comparing our 2023/2024 grade 5-9 reading stem data we see a drop in students receiving a two, three or four, and an increase in students receiving a one. Anecdotally, teachers reported that because of our literacy work, they had a greater understanding of grade level reading outcomes.

The numeracy screener used showed large growth in all grades except grade 8 and 9. When we compare June 2024 numeracy data to September 2024 numeracy data, our current Grade 8s and 9s continue to demonstrate a need for explicit instruction in foundational numeracy skills related to place value, fractions and number operations. Therefore, we have incorporated daily numeracy intervention blocks to address this. Meanwhile, our number stem data on report cards showed an increase in students receiving a one or a four, followed by a corresponding decrease of students receiving a two or a three.

Our well-being data showed minor gains in positive self-regulation, as well as students feeling they have strategies they can use when they feel stressed about school.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
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Reading Assessment Decision/Data showed growth in student comprehension skills. This has created a greater proportion of our students reading at benchmark levels Numeracy data showed a marked improvement in student understanding of number sense Survey data shows an increase in the proportion of students feeling they have strategies they can use when they are feeling stressed at school.	▪ Students' decoding and comprehension skills have improved ▪ Students' numeracy skills have improved, specifically in the area of productive struggle and resilience in math ▪ Students are more likely to feel confident in their ability to handle stress at school ▪ Students are more confident and more able to persevere when challenged with difficult learning tasks ▪ Parents are more satisfied with the supports and services available at the school	▪ University of Florida Literacy Institute (UFLI) training and programming spread to all classes in grades 5 and 6 ▪ Morpheme magic training and programming in all grades 7,8, and 9 classrooms ▪ Provide targeted intervention for students at all grade levels ▪ Connect conceptual understanding to procedural fluency in mathematics ▪ Encourage increased flexibility when students are engaged in Mathematical problem solving ▪ Improving students' ability to implement universal supports for well-being
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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	Peter Lougheed 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	84.6	85.1	86.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	60.9	68.8	72.3	79.4	80.3	80.9	Very Low	Declined Significantly	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	68.6	70.5	70.5	68.5	66.2	66.2	Intermediate	Maintained	Acceptable
	PAT6: Excellence	14.9	13.5	13.5	19.8	18.0	18.0	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	48.3	63.5	63.5	62.5	62.6	62.6	Very Low	Declined Significantly	Concern
	PAT9: Excellence	4.7	8.6	8.6	15.4	15.5	15.5	Very Low	Declined	Concern
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	81.1	86.5	87.0	87.6	88.1	88.6	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	67.6	72.2	78.3	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	75.9	79.9	80.2	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	68.8	79.4	75.5	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