



Glamorgan 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

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

Glamorgan School Goal

- Creating high-quality and culturally responsive tasks and fair and equitable assessment practices

Our School Focused on Improving

Our school focus for the 2023-2024 school year was on creating high-quality and culturally responsive tasks and fair and equitable assessment practices for all subject areas.

We chose this as our focus because our data from Grade 1 – 9 reflected inconsistencies in student achievement and growth. This, combined with teacher observations and conversations highlighted the importance of building teacher capacity in calibrating their understanding of fair and equitable assessment and the need for teams to create and establish common rubrics and success criteria.

Academic data sources including the MIPI, Highest Level of Achievement Tests (HLAT), Assessment of Foundational Reading Skills (AFRS), Castles and Coltheart 3 Test (CC3), Letter Name-Sound (LeNS), Provincial Achievement Tests (PATs) and report card, identified areas of growth in student ability to achieve excellence. Furthermore, it identified a misalignment between the success criteria and the feedback and assessment provided by the teacher.

Finally, our student perception data also indicated a gap in students feeling confident in themselves as learners. We felt that focusing on clear success criteria would support a student's understanding of what they know, don't know, and next steps to improve achievement. In addition, developing a better understanding of personalized learning intentions and success criteria would support teachers in meeting students where they are in learning and ultimately support student growth and achievement moving students from acceptable to excellence.

What We Measured and Heard

We analyzed our 2023-2024 Report Card and Provincial Achievement Test (PAT) data to assess literacy and numeracy achievement, focusing on students meeting the acceptable standard, which aligned with those receiving a 2 or 3 on their report cards. Additionally, we reviewed LeNS, CC3, and Numeracy data to identify any reduction in the number of at-risk students in our school.

LeNS – Changes in the at-risk population from Fall to Spring assessments

Grade 1	-5.34%
Grade 2	-3.63%

CC3 – Changes in the at risk-population from Fall to Spring assessments

	Regular Words	Irregular Words	Non Words
Grade 1	-2.70%	-6.70%	-1.33%
Grade 2	-2.43%	-2.48%	-2.47%
Grade 3	-2.67%	-5.33%	-14.67%

Numeracy – Changes in the at-risk population from Fall to Spring assessments

Grade 1	-1.29%
Grade 2	-7.98%
Grade 3	-3.77%

PAT – Changes in results from 2022-23 to 2023-24

Course	Acceptable Standard	Standard of Excellence
ELA 9	-4.15%	-0.4%
Math 9	+1.51%	-8.83%

*The Grade 6 Math and ELA PAT's were cancelled due to the implementation of the new curriculum, therefore there is no data to compare

Report card – Changes in stems from 2022-23 to 2023-24

	Reads to explore, construct and extend understanding	Writes to develop, organize and express information and ideas
1 - Not meeting	+1.21%	+1.33%
2 - Basic	+1.67%	+5.64%
3 - Good	+2.12%	-1.19%
4 - Excellent	-3.25%	-3.81%

CBE Student survey – Changes in results from 2022-23 to 2023-24

	Student Perception Results
I have confidence in myself as a learner	-5.21%
I think about how to complete a task first	+10.83%

In addition to these changes in standardized assessments, teachers observed improvements in students' ability to identify success criteria for assignments and tasks. There was a significant increase in the number of students who took time to pre-plan their approach to tasks, rather than rushing through them. Teachers noted that in class conversations and observations showed students discussing task planning, using planning materials, and referencing success criteria.

On the Alberta Education Assurance Measures, there was an increase in the percentage of parents' satisfaction with parental involvement at school.

Analysis and Interpretation

What We Noticed Recent report card and PAT data have shown a decrease in students' achievement in both the standard of excellence and the Level 4 indicator. However, there is now greater alignment between PAT results and report card data, suggesting a correction in the previous misalignment between success criteria as well as the feedback and assessment provided by teachers. Additionally, more students report taking time to think through tasks and plan before rushing to complete them. This shift is promising, though we have also observed a decrease in students' self-confidence, which remains an area of growth. LeNS, CC3 and Numeracy Assessment data indicate that there has been a decrease in the percentage of students in the at-risk category at each grade.	Celebrations ▪ Students' who think about how to complete a task and use planners has increased ▪ There is greater alignment between our PAT and Report Card data ▪ Teachers calibrating success criteria and assessment ▪ Parental involvement in school has increased ▪ Reduction in the number of at-risk kids in LeNS, CC3, and Numeracy Assessment	Areas for Growth ▪ Continued support for students to build self-confidence as a learner ▪ Increase students achieving standard of excellence and the Level 4 indicator by: addressing challenges with advanced texts and improving higher-order thinking skills and increasing critical thinking skills in all disciplines
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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	Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.7	84.4	84.8	n/a	Declined Significantly	n/a
	Citizenship	79.4	80.3	80.9	High	Declined Significantly	Issue
	3-year High School Completion	80.4	80.7	82.4	Intermediate	Declined Significantly	Issue
	5-year High School Completion	88.1	88.6	87.3	Intermediate	Improved Significantly	Good
	PAT6: Acceptable	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.6	88.1	88.6	High	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	79.5	79.1	78.9	High	Improved Significantly	Good

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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