



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

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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

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

2023-2024 School Goals

- Reading Strategies
- Computation Strategies
- Connection and Belonging

Our School Focused on Improving

- Reading Strategies
- Computation Strategies
- Connection and Belonging

We chose to focus on these areas as our student data, as measured on blunt and fine measures (report card data, learning sprint tasks, PATs, MIPI and student conferencing), indicated that gaps in these foundational skills were limiting students’ ability to engage in reading comprehension and mathematical computation skills. We additionally noticed, based on the Assurance Survey, OurSCHOOL survey, CBE Student Survey, and student voice, that students were lacking a sense of belonging and connection at school.

What We Measured and Heard

READING DATA				
Report Card Indicators Data – Reads to Explore and Understand				
Jun 2022 (Blended 7-9)	Jun 2023 (Blended 7-9)	Jun 2024 – Gr. 7	Jun 2024 – Gr. 8	Jun 2024 – Gr. 9
1 – 18.41%	1 – 8.33%	1 – 5.71%	1 – 17.39%	1 – 11.85%
2 – 44.93%	2 – 42.92%	2 – 43.43%	2 – 33.15%	2 – 39.26%
3 – 21.22%	3 – 30.66%	3 – 44.57%	3 – 23.37%	3 – 30.37%
4 – 7.33%	4 – 5.66%	4 – 2.86%	4 – 12.5%	4 – 7.41%
ASSURANCE SURVEY DATA LITERACY		CBE STUDENT SURVEY LITERACY		
The language arts I am learning at school is interesting to me...		I know what to do next to improve my reading skills...		
June 2024 – 69.0%		June 2024 – 80.42%		
June 2023 – 61.0%		June 2023 – 76.12%		
June 2022 – 46.0%		June 2022 – 68.3%		
		I feel connections to the texts...		
		June 2024 – 67.60%		
		June 2023 – 65.71%		
		June 2022 – 59.7%		
COMPUTATION DATA				
Report Card Indicators Data – Understand and Applies Concepts related to Number, Pattern, and Algebra				
June 2022 (Blended 7-9)	June 2023 (Blended 7-9)	June 2024 – Gr. 7	June 2024 – Gr. 8	June 2024 – Gr. 9
1 – 20.88%	1 – 10.81%	1 – 5.71%	1 – 17.39%	1 – 13.24%
2 – 38.83%	2 – 44.91%	2 – 43.43%	2 – 33.15%	2 – 31.62%
3 – 26.59%	3 – 31.19%	3 – 44.57%	3 – 23.37%	3 – 30.88%
4 – 9.3%	4 – 7.07%	4 – 2.86%	4 – 12.5%	4 – 16.18%
ASSURANCE SURVEY DATA MATH		CBE STUDENT SURVEY MATH		

The math I am learning is interesting to me... June 2024 – 74.0% June 2023 – 63.0% June 2022 – 57.0%		I know what to do next to improve in math... June 2024 – 80.06% June 2023 –74.82% June 2022 – 69.3% I am confident I can learn math... June 2024 – 84.35% June 2023 – 80.76% June 2022 – 73.13%	
PERCEPTION DATA: CONNECTION AND BELONGING			
Assurance Survey		CBE Student Survey	
June 2024 – 81.55.0% June 2023 – 85.45% June 2022 – 74.90%		June 2024 – 77.85% June 2023 – 77.53% June 2022 – 70.91%	
I feel like I belong... June 2024 – 77% June 2023 – 78% June 2022 – 65% I feel welcome. June 2024 – 86.0% June 2023 – 88.0% June 2022 – 73.0% I feel safe at school... June 2024 – 80.0% June 2023 – 81.0% June 2022 – 62.0%		I feel included... June 2024 – 63.66% June 2023 – 68.65% June 2022 – 70.4% I feel welcome... June 2024 – 70.97% June 2023 – 67.32% June 2022 – 72.5%	
		OurSCHOOL Survey	
		Oct. 2024 – 65.33% Oct. 2023 – 66.62% Oct. 2022 – 65.44%	
		Sense of Belonging... Oct. 2024 – 65.0% Oct. 2023 – 62.0% Oct. 2022 – 62.0% Feeling safe to and from school... Oct. 2024 – 49.0% Oct. 2023 – 51.0% Oct. 2022 – 54.0%	

Analysis and Interpretation

What We Noticed Reading - Students are using reading strategies and performing better overall. - Classroom/peer discussions are an important part in developing active reading. - Our students do well with sample/modeling teaching. Computation - Students were willing try to apply mathematical thinking to solve problems. - Many students are demonstrating better Mathematical thinking. More students are achieving level 3 and 4. It suggests more students are utilizing mathematical methodology (most common was procedural method, but modelling was also used as well as different ways to finding a common denominator). - Students continue to benefit from following a procedural checklist to demonstrate their learning. Connection and Belonging - Students' sense of safety, although varied amongst the perception data surveys, indicates that we need to build a better understanding with our students of what it means to be safe at school.	Celebrations Reading - Reading strategies used across grades and courses is impacting positive achievement. - Direct intervention increased reading skills and learning confidence. - Task design remains important procedural work for teachers to provide entry points for all learners. Computation - Directly exploring multiple approaches to one problem creates higher critical thinking and problem-solving. - Students are becoming more growth minded in mathematics, and less closed minded or math phobic. - Task design remains important procedural work for teachers to provide entry points for all learners. Connection and Belonging - Students shared that they feel like they belong when they can see themselves celebrated throughout the building. Students indicated that this looks like culture days, acknowledgment of dates of significance, work being visible and celebrated, and opportunities to show school spirit throughout the year.	Areas for Growth Reading - Embedding reading strategies into all lessons and through all disciplines - Incorporate varied texts to allow students to see themselves in the literature - Provide targeted literacy intervention for students at all grade levels Computation - Explicit teaching of strategies related to - Circle geometry - Algebra - Decimals Connection and Belonging - provide opportunities for students to connect their learning with their personal stories and histories - provide opportunities for students to foster an understanding of the interconnectedness of all things and the importance of balance in their learning? - Expand the scope of the Principal's Student Advisory Group with a focus on continuing to build a safe, caring, and welcoming school. - Create a student well-being action team.
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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	Ian Bazalgette 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	88.0	87.0	86.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	74.0	75.2	74.0	79.4	80.3	80.9	Intermediate	Maintained	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	59.3	54.3	54.3	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	18.1	8.6	8.6	19.8	18.0	18.0	Intermediate	Improved Significantly	Good
	PAT9: Acceptable	58.0	45.8	45.8	62.5	62.6	62.6	Very Low	Improved Significantly	Acceptable
	PAT9: Excellence	13.9	7.4	7.4	15.4	15.5	15.5	Intermediate	Improved	Good
	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	88.2	86.9	86.9	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.5	80.1	79.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	83.2	83.1	82.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	79.4	79.3	79.0	79.5	79.1	78.9	High	Maintained	Good