



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

New Brighton 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

New Brighton School Goals

- Reading Decoding and Phonological awareness
- Conceptual Understanding of Number
- Resilience and Mental Health

Our School Focused on Improving

- Reading Decoding and Phonological awareness
- Conceptual Understanding of Number
- Resilience and Mental Health

We chose to focus on these areas as our student data as measured on report cards and on provincial assessments (LeNS, CC3 and Numeracy) 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 Our School Student Survey results and teacher perception, that students give up too easily when trying to reach their academic goals and struggle to create a plan to reach their goal.

What We Measured and Heard

We primarily used the LeNS, CC3, Ufli Beginning/Advanced Decoding Survey and Numeracy assessments to measure growth in the areas of literacy and mathematics. We noted the following improvements:

Report Card – Stem – Reads to explore and understand

	Indicator 1	Indicator 2
Term 1	5.27%	24.61%
Term 2	5.46%	19.30%

LeNS – Decrease in the number of at-risk students

Grade 1	14.91%
Grade 2	6.67%

Numeracy – Decrease in the number of at-risk students

Grade 1	3.64%
Grade 2	8.89%
Grade 3	1.11%

CC3 – Decrease in the number of at-risk students

	Regular Words	Irregular Words	Non Words
Grade 1	8.85%	11.40%	15.79%
Grade 2	0.00%	1.11%	-4.44%
Grade 3	1.12%	5.62%	-1.11%
Grade 4	8.91%	5.94%	11.88%

Beginner/Advanced Decoding Survey	Improvement
Grade 2	36.67%
Grade 3	18.68%
Grade 4	3.65%
Grade 5	12.59%

Grade 4 and 5 CBE Student Survey	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel confident I can overcome challenges in my learning	32.00%	60.00%	4.00%	4.00%
I try hard at school even when I find it challenging to succeed in my learning	42.11%	55.26%	1.32%	1.32%
I want to keep learning even when I experience a setback	39.44%	50.70%	8.45%	1.41%
When I struggle with my schoolwork, I can get through it and fix it.	36.49%	51.35%	10.81%	1.35%

K-3 CBE Student Survey	Absolutely	Yes	Not Really	no
I try my best even when I find it hard	40.35%	53.68%	4.21%	1.75%
I can do well at school	43.51%	48.77%	6.67%	1.05%
I finish what I start at school	33.56%	53.98%	11.07%	1.38%

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
We saw a 5% improvement in Report Card scores, and we know that the work students were asked to engage with provided multiple decoding strategies to assist with their reading ability. We were working on developing the base framework of strategies within the Science of Reading and assisting students. Upon analyzing the data and consulting with Teachers, it was determined that specifically highlighting strategies with decoding strategies would continue to support overall student growth in reading. Overall, we noticed teachers gained significant knowledge and professional learning in the Science of reading but felt they needed to focus on decoding strategies. We also noticed some improvements in our students' perception on the CBE Student Survey and K-3 Well-Being Survey from last year to this year in relation to their ability to persevere in the face of challenges. However, there was a decrease in the number of students who answered 'Absolutely' and an increase in the number who answered 'Yes'. This leads us to believe we still need to focus on these areas of well-being.	▪ Students' decoding skills have improved ▪ Students' numeracy skills have improved ▪ Students are reaching deeper levels of understanding in their learning in literacy ▪ Teacher assessment practice aligns with CBE proficiency level assessment expectations ▪ School-wide professional learning focused on the Science of Reading ▪ Consistent PLC focus to realign protocols and use data to inform their 8-week cycles. ▪ Assessment practices are transparent for students ▪ Assessment practices are transparently aligned with the Knowledge, Skills and Procedures as outlined in the new curriculum	▪ Continuing to implement our high-impact strategies around decoding with our students who continue to be At-Risk. ▪ More consistent implementation of aligning the CBE Literacy Framework with instructional leads and practices. ▪ Supporting students who require strategies around academic resiliency. ▪ Provide targeted intervention for students at all grade levels ▪ Connect conceptual understanding to procedural fluency in mathematics. ▪ Increase parental involvement.

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	New Brighton 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	79.4	89.9	89.1	83.7	84.4	84.8	n/a	Declined Significantly	n/a
	Citizenship	74.3	86.9	87.2	79.4	80.3	80.9	Intermediate	Declined Significantly	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	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	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	90.6	93.5	94.9	87.6	88.1	88.6	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.8	92.0	91.6	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	67.5	84.2	83.1	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	65.3	85.5	82.1	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