

**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

Canyon Meadows

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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

Canyon Meadows School Goals

- Planning and organizing ideas for writing
- Conceptual understanding of number to build procedural fluency
- Emotional regulation
- Communicate in Spanish with improved fluency and accuracy

Our School Focused on Improving

- Planning and organizing ideas for writing
- Conceptual understanding of number sense to build procedural fluency
- Emotional regulation
- Communicating in Spanish with improved fluency and accuracy

We chose to focus on these areas as our student data as measured on report cards, provincial assessments (Numeracy) and school common assessments indicated that gaps in these foundational skills were limiting students' ability to engage in more complex writing, math problems and communicating in Spanish with fluency and accuracy.

We also noticed, based on the OurSCHOOL Survey results, Alberta Education Assurance Measures (AEAM) as well as teacher perceptions (Collaborative Response and School Learning Team meetings), that students needed to improve their ability to self-regulate their emotions by implementing self-regulation strategies and recognizing their triggers to co-exist in harmony with self and others in the school community.

What We Measured and Heard

We primarily used the Report Card data, school common assessments: writing, Mathematics and interactive speaking tasks, and Provincial Numeracy assessment to measure growth in the areas of literacy, mathematics and Spanish. We noted the following improvements:

Report Card Writing – Changes in achievement within indicators 2, 3 and 4

Stem: Writes to express information and ideas	Indicators 2, 3 & 4
June 2024	+ 1.9 %

Report Card Mathematics – Changes in achievement within indicators 3 and 4

Stem: Understands and applies concepts related to numbers and patterns (and algebra for Gr. 3, 4, 5)	Indicators 3 & 4
June 2024	+ 1.4 %

Report Card Spanish Language Arts – Changes in achievement within indicators 3 and 4

Stem: Speaks to communicate information and ideas	Indicators 3 & 4
June 2024	+ 1.4 %

Common Assessment Writing Task – Changes in achievement within Good (3) and Excellent (4) levels

Writing Task	Good & Excellent
June 2024	+ 9.3 %

Common Assessment Mathematics Task – Changes in achievement within Good (3) and Excellent (4) levels

Mathematics Task	Good & Excellent
June 2024	+ 14.9 %

Common Assessment Spanish Interactive Speaking Task using new school-created rubric – Higher percentage of achievement at Basic (2), Good (3) and Excellent (4) levels in the areas of Vocabulary and Fluency, and Pronunciation when compared to the areas of Grammatical Accuracy and Content and Ideas.

Spanish Interactive Speaking Task	Basic, Good & Excellent	Good & Excellent
June 2024 - Vocabulary	93.9 %	60.6 %
June 2024 – Fluency and Pronunciation	93.5 %	60.2 %

Provincial Numeracy assessment - Changes in not at-risk population

Grade 1	+8.2%
Grade 2	+1.3%
Grade 3	+0% (4 students at risk in Dec. 2023 remained at risk in June 2024)

Along with improvements on these standardized assessments, we also noticed an improvement in our grade 4 and 5 students' perception data on the OurSchool Survey from last year to this year in relation to their ability to identify their emotions using the Zones of Regulations. On the Alberta Education Assurance Measures (AEAM), there was an increase in the percentage of students that agree that they have access to supports and services at school (+1.1 %), and that their learning environments are welcoming, caring, respectful and safe (Question: Do you feel safe at school +5 %).

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
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Report Card data indicates an increase in achievement within the Good and Excellent levels in Writing, Mathematics and Spanish Language Arts. Provincial Numeracy Assessment data indicates that there has been a decrease in the percentage of students in the at-risk category in Grade: 1 and 2. Coupled with data from the OurSchool Survey and school wide writing, Mathematics and Spanish tasks these data not only point to improvements in students' writing, oral communication in Spanish and math skills, but also to their ability to identify and regulate their emotions. In addition to student data, parents have also reported that they are more satisfied that students model the characteristics of active citizenship.	▪ Students' writing skills have improved ▪ Students' numeracy skills have improved ▪ Students' fluency and pronunciation in oral communication in Spanish has improved ▪ Students are satisfied with their engagement in learning Language Arts and Mathematics ▪ Students are more confident identifying their emotions using The Zones of Regulation ▪ Students are more satisfied that their learning environments are welcoming, caring, respectful and safe ▪ Students are more satisfied with the supports and services available at the school ▪ Parents are more satisfied that students treat each other well ▪ Parents are more satisfied that students are encouraged at school to be involved in activities that help the community	▪ Actionable feedback ▪ Written communication ▪ Grammatical accuracy in oral communication in Spanish ▪ Procedural fluency with a focus on number sense
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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	Canyon Meadows 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	84.7	87.0	85.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	85.0	90.0	88.9	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	92.3	92.8	92.3	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.4	93.4	92.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	77.6	83.1	83.1	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	78.2	80.7	82.7	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

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