



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

Griffith Woods School

7652 26 Ave S.W, Calgary, AB T3X 3X2 t | 403-319-3572 e | griffithwoods@cbe.ab.ca

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

Griffith Woods School Goals

- Reading comprehension
- Conceptual **Understanding** of Mathematics
- **Perseverance** When Faced

Our School Focused on Improving

We approached the work of school improvement with a whole school goal.

Task Design and Assessment with the goal of improving student learning in the following areas:

- Reading comprehension
- Increased ability to engage in complex numeracy tasks with confidence
- Greater sense of belonging for students

We chose to focus on these areas as our student data as measured on report cards and on provincial assessments (LeNS, CC3 and Numeracy, Grade 9 and Grade 6 PATs) indicated that there were gaps between student's abilities and confidence in complex tasks. We also noticed, based on the CBE Student Survey results, Our School and Assurance Measures, that students expressed they were feeling less connected to the school.

What We Measured and Heard

We used the LeNS, CC3, Provincial Numeracy, Grade 6 PATs and Grade 9 PAT to measure growth in the areas of literacy and mathematics. It should be noted that while the gains may seem marginal in some areas, we began the year with significantly stronger overall scores compared the the CBE norms. For example, in numeracy, only 4 out of 73 students were below achievement levels and that was reduced to 1 student in the spring assessments. We used the CBE student survey and the Our School survey to measure Well-Being perception data. We noted the following:

LeNS – Changes in not at-risk population

Grade 1	+14.25%
Grade 2	+13.1%

CC3 – Changes in not at risk-population

	Regular Words	Irregular Words	Non Words
Grade 2	+4.0%	+3.0	+4.0%
Grade 3	+1.3%	+4.1%	+4.1%

Numeracy – Changes in not at-risk population

Grade 2	+10.33%
Grade 3	+1.5%

Reading Comprehension

Grade 9 PAT Data

	Reading Comprehension Acceptable Standard Grade 9
2022-23	93.7%
2023-24	94.1%

Math

Grade 9 PAT Data

	Math Total Test Acceptable Standard
2022-2023	83.8%

2023-24	82.2%								
Mathematics: - Our school perception data indicates that 85.9% of Grade 5-9 students feel confident they can learn Mathematics and 85.27% of Grade 5-9 students feel they understand what they need to do to improve in Mathematics. 82.4% of Grade 5-9 students think deeply and slowly when solving Mathematics problems. - In Grade 9, 82.2% of the students received “Acceptable Standard” on their Math PAT (over 20% higher than the province) and 30.5% achieved the standard of excellence. In the grades 1-4 cohort, using the Alberta Numeracy Assessment, 88.9 percent of students were not at risk, which was 9% above the CBE average. Based on the learning excellence data we can note some gaps between student achievement and perceived engagement in the tasks. Well-Being Perception - Students view the work in Language Arts as useful (83%) but fewer (70.5%) find the work interesting (The CBE Student Survey) 88.9% of Grade 5-9 students feel confident they can learn Mathematics (The CBE Student Survey) 85.27% of Grade 5-9 students feel they understand what they need to do to improve in Mathematics (The CBE Student Survey) 82.4% of Grade 5-9 students think deeply and slowly when solving Mathematics problems (The CBE Student Survey) 94.7% - My teachers want me to be successful (The CBE Student Survey) 89.94% - My teachers care about me (The CBE Student Survey) 89% - I Feel Welcome (Assurance Survey) Our School Survey Fall 2024 – all averages are above the Canadian norms. <table> <tr> <th>Grade</th><th>Sense of Belonging</th></tr> <tr> <td>4</td><td>86%</td></tr> <tr> <td>5</td><td>81%</td></tr> <tr> <td>6</td><td>74%</td></tr> </table>		Grade	Sense of Belonging	4	86%	5	81%	6	74%
Grade	Sense of Belonging								
4	86%								
5	81%								
6	74%								

7	80%
8	83%
9	72%
School Data Dashboard	
	School Connectedness and Belonging - Overall
December 2023	80.42%
June 2024	80.5%
	Resilience and Mental Health
December 2023	76.59%
June 2024	76.34%

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
LenS, CC3 and Numeracy Provincial Assessments indicate that our students begin the year with significantly strong results and over the year there is a decrease in the at-risk students in all categories at all grades. Students continue to achieve above provincial norms in acceptable and excellence for our PATs in mathematics and literacy	- Perception data would indicate “94.39% - At my school I learn about Indigenous ways of being, belonging, doing, & knowing” - Students’ numeracy continues to be strong with all data K-9 and we have been able to maintain or improve in all areas.	- To increase the ability, confidence and willingness of students to engage with language to acquire, construct and communicate meaning in all aspects of daily living so that student perception of language arts as useful and interesting are more aligned. - Maintain or increase the number of students who are willing to self-

We have noticed an inconsistency between students' ability and the perception data that indicates work is useful, but not always interesting The Alberta Education Assurance Measures Indicates continued high results in: ▪ Citizenship ▪ Welcoming, caring, and respectful learning environments ▪ Parental involvement	▪ Students exceed in academic measures (Report Cards, PATS, Provincial Assessments) compared to the Area, CBE and province ▪ Perception Data from Our School Survey in Sense of Belonging was higher in all grades compared to the Canadian Norms ▪ Perception Data from Our School Survey in areas of Anxiety and Depression is lower in all grades compared to Canadian Norms.	advocate when faced with a difficult Mathematic concept or challenge ▪ To increase student voice in task design and assessment to increase connection to the disciplines ▪ Need for increased opportunities for students to see their culture reflected in their work and for students to feel connected to at least 1 adult in the building ▪ To maintain high academic scores and strong perception data as our complexity increases
---	--	---

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



Required Alberta Education Assurance Measures - Overall Summary Spring 2024

School: 2147 Griffith Woods School

Assurance Domain	Measure	Griffith Woods 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	82.6	86.6	85.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	86.6	82.6	85.0	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	88.5	88.5	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	28.7	28.7	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	84.1	84.1	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	32.0	32.0	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	87.0	89.7	89.8	87.6	88.1	88.6	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.8	89.7	90.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	76.9	78.9	77.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	81.1	86.3	84.4	79.5	79.1	78.9	High	Maintained	Good

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