



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

Falconridge 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

Falconridge School Goals

- Phonemic Awareness
- Whole Number Operations
- Student Ability to Self Regulate

Our School Focused on Improving

- Phonemic Awareness to decode text at just right levels
- Increase student achievement as it relates to number operations using whole numbers
- Student ability to regulate

We chose to focus on these areas as our student data, as measured on report cards and on provincial assessments (LeNS, CC3, Numeracy, and Provincial Achievement Tests), indicated foundational skills were limiting students' ability to engage in more complex reading and math problems. We also noticed, based on the CBE Student Survey results, OURSchool Survey results, and Alberta Assurance measures as well as teacher perceptions, students often identified they struggled to regulate their behaviours.

What We Measured and Heard

We primarily used the LeNS, CC3, Numeracy assessments, and report card data to measure growth in the areas of literacy and mathematics. We noted the following improvements:

LeNS – Changes in not at-risk population (June 2024)

Grade 1	+26.82%
Grade 2	+12.72%

CC3 – Changes in not at risk-population (June 2024)

	Regular Words	Irregular Words	Non Words
Grade 1	+11.99%	+18.02%	+17.95%
Grade 2	+16.43%	+15.90%	+20.14%
Grade 3	+10.72%	+7.56%	+29.14%

Numeracy – Changes in not at-risk population (June 2024)

Grade 1	+10.51%
Grade 2	+19.70%%
Grade 3	+10.92%

ELA Reading Report Card Data (June 2024)

	Whole School
Indicator 1	-1.53%
Indicator 2	-3.13%
Indicator 3	+2.27%
Indicator 4	+4.27%

Mathematics – Numeracy Report Card Data (June 2024)

	Whole School
Indicator 1	-2.97%
Indicator 2	-1.6%
Indicator 3	-3.51%
Indicator 4	+7.53%

Along with improvements on these standardized assessments, we also noticed an increase in our Alberta Education Assurance Survey results in the area of Regulation where we had an improvement of 7.34% of our grade 4 students responding positively from last year to this year. In particular, when reflecting on the statement *students respect each other*, an increase of 14% of respondents indicated they thought this was true.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
- LeNS, CC3, and Numeracy Assessment data show a notable drop in the percentage of at-risk students in grades 1-3. - Report card indicators highlight growth during the 2023-2024 school year, with fewer students receiving a score of 1 in mathematics and reading, while those scoring 4 increased in both subjects. - Feedback gathered on the Alberta Assurance Survey from parents, students, and teachers indicates that the quality of education at Falconridge School is outstanding.	- Students' decoding skills have improved - Students' numeracy skills have improved - Amongst our grade 4 cohort, overall regulation improved. - Parents, teachers, and students note the quality of education at Falconridge school is excellent.	- Incorporate skill-based literacy centres into our daily literacy practices, as noted from classroom look-for data - Utilization of flexible groupings, for students at all grade levels in order to design learning environments tailored to individual needs and skills as highlighted in staff feedback during professional learning time on data analysis - Using the OurSCHOOL survey data from the fall of 2023 and the CBE Student Survey Data from the spring of 2024, our students indicate they still have growth to do in the areas of conflict resolution and remaining calm in certain situations. - Using the CBE student survey data from the fall of 2023, students identify their connection to the texts chosen and seeing their culture reflected at school is an area for growth.

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	Falconridge 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	85.9	80.8	84.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	72.5	76.3	73.9	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	54.5	55.7	55.7	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	5.5	4.3	4.3	19.8	18.0	18.0	Very Low	Maintained	Concern
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	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	92.9	84.3	88.2	87.6	88.1	88.6	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.0	80.1	77.5	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	80.3	75.2	74.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental involvement	65.0	65.9	68.8	79.5	79.1	78.9	Very Low	Maintained	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