

**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

Sir John A. Macdonald School

6600 4th Street SW. Calgary, AB T2K 1C2 t | 403-777-7670 f | 587-933-9896 e | sirjohnamacdonald@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

2023-24 School Goals

- Reading Fluency
- Conceptual understanding of the number stem in Mathematics
- Generating a learning environment where every student feels regulated and safe

Our School Focused on Improving

In 2023-24, our school focused on 'universal design for learning: task design and assessment'. Through common task design across all disciplines/courses/grades/teaching teams/departments, we generated the conditions for improved student achievement. By providing scaffolded entry points for students to achieve academic success and intellectual engagement, 100% of students gained access to learning tasks they could successfully complete. Integral to task design was the recognition by teachers that self-regulated students will be able to fully focus and engage in their learning. The three core areas we addressed included:

- Improvement in proficiency in the report card stem in reading - *reads to explore construct and extend understanding*
- Improvement in proficiency in the number stem for all learners - *develops number sense and applies strategies for computation and estimation*
- Generating a learning environment in which every student feels regulated and safe

We chose to focus on these areas as our student data as measured on report cards and provincial & CBE surveys indicated that gaps in these foundational skills were limiting students' ability to engage in more complex reading and math problems. We also noticed students needed to have more access to appropriate supports and services when they needed help, and additional steps needed to be taken to encourage peers to model the characteristics of active citizenship as well as co-creating a learning environment that is welcoming, caring, respectful and safe.

What We Measured and Heard

In September of 2023, there were 766 students registered at Sir John A. Macdonald School, and in June 2024 there were 771 students registered. During the 2023-2024 school year, a total of 127 students transitioned out, while 132 new students arrived. Therefore, it is complex to analyze this data due to the transitional nature of the school population.

Literacy: In our Humanities classes, we utilized reading measures found in the 'Reading Assessment Decision Tree' for educators to gain a basic understanding of students as readers and identify possible next steps for instruction. A maze reading assessment is a task that measures how well students understand text they read silently. Capable readers understand the syntax of what they read and the meanings of the words as they are used in the text. The results of the maze assessment are reported as the number of correct replacements.

In our Grade 7 classes, teachers used the STARS reading program to target specific reading strategies such as summarizing, compare/contrast and sequencing. In Grade 8, teachers led 'flexible groupings' which targeted high (benchmark), middle (strategic) and low (intensive) readers. Our Grade 9 teachers engaged in PAT (provincial achievement test) practice sessions. In 2024-25, we anticipate 'flexible groupings' occurring in all three grades, alongside marking rubrics that reflect the PAT criteria.

Strengths: Grade 9 students showed strong reading progress, with benchmark performance rising from 75% to 86% from September 2023 to May 2024, reflecting gains in comprehension and vocabulary. Grade 8 students maintained steady performance, with a slight increase from 75% to 76%. The Grade 9 intensive reading group decreased significantly (from 16% to 7%), and Grade 7 also improved, with a 5% reduction in students needing strategic support and a 7% decrease in the intensive group.

Areas for Growth: Grade 7 saw a decline in benchmark performance (70% to 67%) and an increase in students needing intensive support (17% to 24%), highlighting a need for more focused intervention. Grade 8's intensive group remained unchanged at 16%, suggesting a review of intervention strategies. In Grade 9, there were 27 fewer student participants in May, as some students disengaged from learning.

Summary: The strengths lie in the progress made by students working at grade-level, especially in Grade 9, where more students are reaching benchmark levels. The areas for growth include supporting struggling readers in Grade 7 and ensuring that the intensive intervention strategies in Grade 8 yield better outcomes.

Report Card Reading Stem (ELA)

	Grade 7			Grade 8			Grade 9		
	Y1 2023	Y1 2024	Difference	Y1 2023	Y2 2024	Difference	Y1 2023	Y2 2024	Difference
1	17 (8%)	27 (13%)	Up 5%	16 (7%)	7 (3%)	Down 4%	6 (3%)	40 (15%)	Up 12%
2	61 (30%)	74 (36%)	Up 6%	88 (43%)	81 (36%)	Down 7%	77 (35%)	90 (35%)	Maintained
3	66 (32%)	65 (32%)	Maintained	60 (29%)	91 (41%)	Up 12%	80 (36%)	73 (28%)	Down 12%
4	41 (20%)	16 (8%)	Down 12%	22 (11%)	13 (6%)	Down 5%	30 (14%)	23 (9%)	Down 5%
ELL	5 (2%)	3 (1%)	Down 1%	2 (1%)	1 (0%)	Down 1%	3 (1%)	4 (2%)	Up 1%
ADP	0 (0%)	8 (4%)	Up 4%	0	4 (2%)	Up 2%	10 (4%)	6 (2%)	Down 2%
IPP	11 (5%)	6 (3%)	Down 2%	6 (3%)	5 (2%)	Down 1%	2 (1%)	2 (1%)	Maintained
NER	4 (2%)	8 (4%)	Up 2%	11 (5%)	22 (10%)	Up 5%	13 (6%)	22 (8%)	Up 2%
	205 (100%)	206 (100%)		205	224		221	260	

Strengths: Grade 7 students maintained consistent performance at Indicator 3 in reading. Grade 8 saw a notable 12% increase in students achieving this level (from 29% to 41%). Grade 9 students continued to show a basic level of understanding, while English Language Learners (ELL) in Grade 9 increased slightly but maintained or improved their reading performance across other grades, indicating resilience in comprehension despite language challenges.

Areas for Growth: Grade 9 showed a 12% increase in students at Indicator 1 (from 3% to 15%), indicating more students struggling and needing support, alongside an 8% decrease at Indicator 3. This discrepancy with maze data suggests the need for calibration. Grade 8 saw a decline in excellence (Indicator 4) from the former Grade 7 cohort. Grade 7 experienced a 12% drop in students at Indicator 4 and a 5% rise in students performing below grade level, signaling a need for more targeted interventions across these grades.

Summary: Strengths include notable progress in Grade 8, especially in advancing students to Indicator 3. Areas for growth focus on supporting the increasing number of struggling students in Grade 9 (Level 1) and preventing declines among higher-performing students in Grade 7. Targeted interventions for students with learning disabilities and those below grade level are essential to meet these challenges.

Report Card – Mathematics – Number Strand – Develops number sense and applies strategies for computation and estimation

	Grade 7			Grade 8			Grade 9		
	Y1 2023	Y1 2024	Difference	Y1 2023	Y1 2024	Difference	Y1 2023	Y1 2024	Difference
1	25 (11%)	25 (11%)	Maintained	26 (10%)	36 (16%)	Up 16%	57 (24%)	78 (29%)	Up 5%
2	74 (32%)	88 (39%)	Up 7%	80 (32%)	85 (37%)	Up 5%	64 (27%)	74 (28%)	Up 1%
3	62 (27%)	70 (31%)	Up 4%	71 (28%)	62 (27%)	Down 1%	45 (19%)	43 (16%)	Down 3%
4	57 (25%)	29 (13%)	Down 12%	48 (19%)	22 (10%)	Down 9%	22 (9%)	25 (9%)	Maintained
ELL	1 (1%)	0	Down 1%	1 (1%)	0	Down 1%	10 (4%)	5 (2%)	Down 2%
ADP	0 (0%)	2 (1%)	Up 1%	5 (2%)	3 (1%)	Down 1%	16 (7%)	16 (6%)	Down 1%
IPP	2 (1%)	0	Down 1%	0	6 (3%)		1 (1%)	2 (1%)	Maintained
NER	9 (4%)	9 (4%)	Maintained	19 (8%)	13 (6%)	Down 2%	23 (10%)	22 (8%)	Down 2%

Strengths: In Grade 7, the percentage of students at Indicator 1 or NER in the Number strand remained steady, while basic understanding (Indicator 2) improved by 7%. Grade 8 also saw a 5% increase in Indicator 2. Grade 9 teachers are implementing adapted, personalized learning to support struggling students.

Areas of Growth: In Grades 8 and 9, the percentage of students at Indicator 1 increased, while NER percentages decreased, suggesting some students moved from NER to Indicator 1—a positive trend. Indicators 3 and 4 either remained stable or declined across all grades.

<u>CBE Student Survey (Literacy and Mathematics Data)</u>	May 2023	April 2024	Difference
I understand what I read.	91%	87%	Down by 4%
I feel a connection to the texts (books, land, pictures, videos) I read and hear in class.	57%	59%	Up by 2%
I know what to do next to improve my reading skills.	77%	78%	Up by 1%
I am confident I can learn mathematics.	76%	76%	Maintained.

Strengths: Student connection to texts rose by 2% (from 57% to 59%), reflecting successful efforts to make reading materials more engaging. Additionally, awareness of improvement strategies grew by 1% (from 77% to 78%), indicating more students understand how to enhance their reading skills, supporting greater independent learning.

Area for Growth: The percentage of students who report that they understand what they read decreased by 4% (from 91% to 87%). This drop, though not large, suggests that some students are struggling more with comprehension. It may indicate a need for more focused instruction on strategies that aid in deeper comprehension. This area for growth is supported by our report card data for reading which has generally declined.

<u>Assurance Survey (Literacy and Mathematics Data)</u>	Spring 2023	Spring 2024	Difference
I understand how the language arts I am learning at school is useful to me.	190 (79%)	132 (72%)	Down by 7%
The language arts that I am learning at school is interesting to me.	192 (61%)	101 (55%)	Down by 6%
I understand how math is useful to me.	191 (71%)	148 (81%)	Up by 10%
The math that I am learning at school is interesting to me.	187 (54%)	220 (68%)	Up by 14%
Parents reported literacy skills our child is learning at school are useful	88%	100%	Up 12%
Parents reported the numeracy skills your child is learning at school are useful	85%	96%	Up 11%

According to the above data, students reported an improved understanding of how mathematics can be useful to them in their daily lives, as well as a large improvement in their interest in the math they were learning at school. Parents also reported the literacy and numeracy skills their children are learning are useful.

We are concerned about the literacy data given the number of students who answered the questions are down significantly. Regardless, we note the essential need to support language arts instruction so that the subject is useful and interesting to students.

On the Alberta Education Assurance Measures, student learning engagement, parental engagement, and welcoming, caring, respectful and safe learning environments 'improved significantly', access to supports and services 'improved' while citizenship and education quality was 'maintained'. SJAM has reached an acceptable provincial standard with students modeling the characteristics of active citizenship, with teachers identifying this as an area in which students have improved significantly, with a 17% increase. Students reported a 12% increase in the quality of teaching at their school, alongside a 14% increase in 'my teachers care about me'. Excellent measures were achieved for the following indicators: students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning, students have the opportunity to receive a broad program of studies including fine arts, career, technology, and health and physical education, and work preparation while our drop-out rate as students entered high school was drastically reduced.

Well Being: We learned a 2% change to data is considered 'statistically significant' in well-being surveys.

Factor	October 2023	May 2024	Change in value
Anxiety levels	29%	24%	Down 5%: great!
Depression	27%	23%	Down 4%: great!
Positive eudaimonic well-being (sense of purpose)	59%	61%	Up 2%: good
Self-regulation	58%	59%	Up 1%: right way
Understanding their culture	51%	56%	Up 5%: great!
Understanding other cultures	70%	75%	Up 5%: great!
Health: good to excellent	75%	80%	Up 5%: great!

Staff Professional Learning:

100% of our teachers participated in weekly PLC meetings and monthly Collaborative Team Meetings. 100% of staff also met our Truth and Reconciliation (TRC) Commitment by visiting the land twice during the year utilizing land as teacher, and every Humanities teachers incorporated Indigenous multi-modal sources (e.g., texts, music, video) in their monthly instruction.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Targeted Instruction and Flexible Grouping in Literacy: Flexible grouping for reading levels in Grade 8 showed success and will expand to all grades. Grade 7 needs more targeted reading support due to a decline in benchmark performance, while Grade 8 saw no change in the most at-risk readers. Grade 9 report card data indicate more students are struggling and need extra support. Student Engagement and Connection to Literacy: Student connection to texts improved, as did parental recognition of the importance of literacy skills. However, comprehension struggles and a decrease in language arts	Improved Engagement and Environment: Significant improvements in parental involvement, and the overall welcoming, caring, respectful, and safe learning environment. Engagement in Math: Improved student engagement and perception in math Access to Support: Enhanced access to support services through the introduction of Mustang Station. Fair Treatment: Students reported feeling treated fairly by adults at school, indicating a positive shift in school culture.	Targeted Instruction and Flexible Grouping: Expand successful flexible grouping strategies from Grade 8 to all grades to better support varying reading levels; Implement more targeted reading interventions to address the decline in benchmark performance. Improving Student Engagement and Connection to Literacy: Continue enhancing the engagement of reading materials to maintain and further increase student connections to texts; address comprehension struggles and declining interest in language arts by making literacy instruction more engaging and relevant.

interest suggest a need for engaging, relatable literacy instruction. Math Instruction Insights: While student engagement in math has increased, achievement data has not yet shown improvement. Specific data focusing on struggling students would help refine instructional strategies. Well-Being Improvements: Positive trends in mental health included reduced anxiety and depression. Cultural understanding, physical health, self-regulation, and sense of purpose all saw small but notable gains, reflecting successful initiatives in fostering student well-being and inclusivity	Active Citizenship: Teachers noted a significant increase in the number of students demonstrating active citizenship characteristics. Academic Achievements: A high percentage of students achieved a 'standard of excellence' on the PAT in Science and an intermediate 'standard of excellence' in Social Studies 9. Mental Well-Being: Reports of anxiety and depression among students decreased, along with improvements in overall health and self-regulation. Professional Development: Teachers showed a commitment to professional learning within their PLCs to enhance academic outcomes for students.	Math Instruction Insights: Focus on specific data analysis to understand and support struggling students in math, aiming to translate increased engagement into improved achievement. Support for Struggling Students: Provide targeted support for students who currently have a 1 or NER on their report card. Well-Being Initiatives: Continue to foster mental health support; Promote cultural understanding and inclusivity, capitalizing on the positive growth in students' awareness of their own and other cultures through diversity, equity and inclusion initiatives; Maintain and encourage improvements in overall student health and self-regulation. Parental Engagement: Leverage the increase in parental recognition of the usefulness of literacy skills to strengthen home-school alignment and support literacy initiatives.
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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
- 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: 9652 Sir John A. Macdonald School

Assurance Domain	Measure	Sir John A. Macdonald 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	85.7	77.0	78.5	83.7	84.4	84.8	n/a	Improved Significantly	n/a
	Citizenship	72.0	70.0	68.4	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	n/a	*	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	*	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	49.2	49.2	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	12.0	12.0	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	83.7	79.3	81.7	87.6	88.1	88.6	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.6	70.4	68.4	84.0	84.7	85.4	n/a	Improved Significantly	n/a
	Access to Supports and Services	81.5	75.1	75.7	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	87.0	76.1	72.4	79.5	79.1	78.9	Very High	Improved Significantly	Excellent

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