



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

Colonel Macleod 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

Our School Focused on Improving

- Building a sense of belonging, where students see themselves and their cultures represented in learning opportunities

This was the holistic area of focus that led development in our school this past year. This was identified as a key area for growth because our students come to us with diverse experiences, and it is important that we value each of the perspectives and experiences they bring to school each day. At the start of last year, we had students from 44 different birth-countries, speaking 43 different primary languages in their homes, travelling to our school each day from 49 different communities. Students engage in learning through Regular Program, Traditional Learning Centre [TLC], a Bridges class, or one of two Literacy, English and Academic Development [LEAD] classes.

CBE student survey results highlighted this as an area of growth for our students: seeing their culture represented in our building and feeling like they belong. Staff further indicated that this is an area for growth. Parents also communicated this to us, with pride in their culture, and the identities of their children, they wanted to see greater representation of both in our school.

Helping students see themselves in their learning provided opportunities for increased achievement in literacy and mathematics. As students demonstrate diverse levels of achievement in literacy as measured through the DIBELS MAZE, and mathematics as measured through the MIPI, helping students see themselves in learning opportunities provided increased opportunity to develop these foundational skills.

School Goal

Building a sense of belonging, where students see themselves and their cultures represented in learning opportunities.

What We Measured and Heard

We primarily used the Dibels (Dynamic Indicators of Basic Early Literacy Skills) Maze and MIPI (Math Intervention/Programming Instrument) assessments to measure growth in the areas of literacy and mathematics. We noted the following improvements:

Dibels Maze (Literacy)

Grade	Pre (Sept 2023)	Post (June 2024)	Improved or Maintained
Grade 5	Some Risk	Minimal Risk	Improved
Grade 6	Minimal Risk	Minimal Risk	Maintained
Grade 7	Minimal Risk	Minimal Risk	Maintained
Grade 8	Minimal Risk	Minimal Risk	Maintained
Grade 9	Negligible Risk	Negligible Risk	Maintained

MIPI (Math)

Grade	Pre (Sept. 2023)	Post (June 2024)	% Improvement
Grade 5	75%	85%	10%
Grade 6	77%	78%	1%
Grade 7	61%	73%	12%
Grade 8	58%	64%	6%
Grade 9	65%	73%	8%

Along with improvements on these screening tools, we also noted improvement in our CBE Student Survey data from Fall 2022 and 2023, and our CBE student survey from January 2023 and 2024, when compared to an in-house survey asking the same questions in June 2024:

Question	Mid (Sept 2023)	Mid (Jan 2024)	Post (June 2024)	% Improvement
"I feel safe at school"	61%		74%	13%
"I feel like I belong at school"	57%		75%	18%
"I feel included at school"	55%		75%	20%
"I feel welcome at school"		60%	76%	16%
"There is at least one adult as school I really connect with"		61	70%	14%

We also asked our teachers for their perception of their ability to create learning opportunities for all learners. In response to the prompt “I create tasks accessible to all learners, we saw growth from an average rating of 6.5/10 in October 2023 to an average rating of 7.1/10 in April 2024, after targeted professional learning in this area. We also had 7 temporary teachers join us during this time period, so teachers present for all professional learning throughout the year likely demonstrated higher levels of growth than the .6/10 increase indicates.

On the Alberta Education Assurance Measures, there was an increase in “Student Engagement” from 83% to 86.8% and an increase in parental involvement from 73.1% to 75.4%.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
MIPI Data from fall and spring demonstrate improvement in math skills across grades. Dibels Maze results demonstrate improvement in basic early literacy skills in grade 5 from some risk to minimal risk. Dibels maze results demonstrate an overall progression from “some risk” in the beginning of grade 5, “minimal risk” from the end of grade 5 through grade 8, to negligible risk in grade 9. In-house survey results demonstrated significant improvement from survey results in all areas related to safety, belonging, inclusion, welcome, and connection to adults in the building. Student engagement and parental involvement have also increased.	- Students’ decoding skills have improved - Students’ numeracy skills have improved - Feel more higher levels of safety, belonging, inclusion, welcome and connection. - Students are more engaged - Parents are more involved	- Develop student achievement in writing - Increase safety, belonging, inclusion, welcome and connection as demonstrated in standardized surveys - Increase student perception of citizenship and education quality as demonstrated in Alberta Education Assurance Survey measures

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	Colonel Macleod 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	86.8	83.0	86.4	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	70.1	75.2	78.3	79.4	80.3	80.9	Low	Declined	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	79.1	79.1	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	24.2	24.2	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	69.5	69.5	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	25.0	25.0	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	83.0	83.5	86.6	87.6	88.1	88.6	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.6	79.0	82.4	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	70.9	77.6	79.2	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	75.4	73.1	73.0	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