



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

Keeler School

4807 Forego Avenue SE, Calgary, AB T2A 2C4 t | 403-777-8180 f | 587-933-9721 e | keeler@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

Keeler School Goals

- Reading Comprehension
- Conceptual Understanding of Number
- Connection and Belonging

Our School Focused on Improving

- Reading Comprehension
- Representing Number
- Sense of Belonging and Safety

We chose to focus on these areas as our student data as measured on report cards, provincial assessments (LeNS, CC3 and Numeracy), internal data and teacher feedback indicated that gaps in these foundational skills were limiting students' ability to engage in more complex reading and math problems. We also noticed that CBE Student Survey and the Alberta Education Assurance Measures indicated specific areas to work on, including students connecting to adults at school (69%), students speaking to staff and peers about how they feel (64%), and the overall sense that students feel they belong (63%).

What We Measured and Heard

To measure growth around literacy, we primarily used internally designed assessment rubrics created in coordination with the Reading Comprehension component of the CBE Literacy Framework. To measure growth in mathematics, we used specific questions from the CBE Numeracy Assessment, in coordination with the CBE Mathematics Framework. To measure growth in Sense of Belonging and Safety, in alignment with system surveys, all students were asked three specific questions in the Fall and in the Spring: 'Do you feel safe?'; 'Do you feel like you belong?', and 'Is there an adult at school that you feel safe with?'.

We noted the following improvements:

Comprehension – Changes in beginning and automatic

	Surface Comprehension Strategies	Developing Comprehension Strategies	Automatic Transfer Comprehension Strategies
Beginning	- 5.8%	- 10%	- 11%
Good	- 4%	No Change	+ 2%
Automatic	+ 10%	+ 10%	+ 9%

Mathematics – Changes in visual representation of number

Overall	+45.3%
---------	--------

Well-Being – Changes in Sense of Belonging and Safety

Do you feel safe at school?	Do you feel like you belong?	Do you have a safe adult at school?
+ 6.3%	+ 4.8%	+ 6.7%

In Mathematics, another outcome measure used to monitor student growth was derived from the CBE Student Survey from the question: "I think deeply and slowly when solving mathematics problems". Student responses showed an increase in agreement from 79.5% to 87%

In addition, teacher survey results have shown increased understanding and confidence in teaching reading comprehension skills to students and supporting students' conceptual understanding of numbers. There was an increase across classrooms in the frequency of concrete, visual, symbolic, verbal, and contextual representations of numbers as well as structured reading comprehension conversations. Anecdotal data gathered through ongoing Collaborative Response meetings, Grade team feedback on sharing circles, and Student Advisory Group Discussions have shown consistent implementation of collaborative classroom and school activities, resulting in an increased sense of belonging and safety for students, staff, and families.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Internal data demonstrates an increase in automatic use of comprehension strategies and significant growth in students' ability to represent numbers in a variety of ways. Coupled with questions posed to students in class, this data points to improvements in students' reading comprehension and conceptual understanding of numbers, and also to their ability to engage in literacy and numeracy learning. In addition, our internal data demonstrates an increase in students' feelings of belonging and safety, with an increase of students across grade levels who agree they feel safe, belong at school, and can identify a safe adult.	▪ Students have moved from beginning comprehension strategies to automatic strategy use ▪ Students have shown a significant increase in their ability to visually represent numbers ▪ Students' sense of belonging and safety at school has increased	▪ Provide further targeted intervention for students who are remaining at-risk ▪ Support students to develop functional and academic vocabulary ▪ Increase parental involvement

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	Keeler 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	73.0	89.6	86.2	83.7	84.4	84.8	n/a	Declined Significantly	n/a
	Citizenship	68.6	82.6	86.0	79.4	80.3	80.9	Low	Declined Significantly	Concern
	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	65.8	65.8	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	5.5	5.5	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	88.5	94.5	96.6	87.6	88.1	88.6	High	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	67.7	86.5	90.0	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	74.3	81.2	87.1	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	54.0	70.7	85.3	79.5	79.1	78.9	Very Low	Declined Significantly	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