



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

King George 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

2023-2024 School Goals

- Holistic Plan| Format
- Formative Assessment|
Creating feedback rich culture in
 - Literacy
 - Mathematics
 - Well-being

Our School Focused on Improving

- Cycles of learning |Formative Assessment Practices: Creating Feedback-Rich Cultures in:
 - Literacy
 - Mathematics
 - Well-Being

We chose to focus on improving formative assessment practices, holistically, in literacy, mathematics and well-being, and specifically creating a feedback-rich culture through cycles of learning. We chose this area as we noticed Report Card Data (FILAL Writing, Speaking, Measurement, Geometry, and Statistics) showed large discrepancies compared with that of the Area and CBE, thus we were curious about grade distortion. We also noticed inconsistencies in the local data collected during our Collaborative Response Team meetings, and perception data (ex: CBE Student Survey, Alberta Education Assurance Measures, teacher survey). These discrepancies suggested a need to make learning visible to students, teachers, and parent/guardians.

Teacher perception data indicated areas of growth around developing student agency and voice in the area of assessment and reporting. This aligned with student perception data indicating a need for increased opportunity to learn with different peers and to receive feedback from others to improve learning. Teacher voice indicated a desire for a Holistic school development goal with a focus on improving assessment practices, specifically in creating feedback rich cultures in Literacy, Mathematics, and Well-being. Teachers also indicated a need for continued professional learning to support applying foundational knowledge of First Nation, Métis and Inuit (Competency #5) for TQS & LQS; together with student perception data pointing toward a focus on The Heart – to belong

Alberta Education Assurance Measures indicated low achievement in Parental Involvement, suggesting a need to build shared understandings of what students know and can do in day-to-day learning experiences; and build relationships between teacher, students, and families.

What We Measured and Heard

Local Data

We primarily used a locally developed student (sample of students from each K-5 class) and teacher survey at the beginning and end of the year to capture growth. Teacher survey questions were related to self-efficacy with regard to formative assessment. Teacher confidence and self-efficacy significantly improved in this area from fall 2023 to spring 2024.

Questions for students were with regard to whether learning intentions, success criteria, and peer/self/teacher feedback were visible and applied to support learning. Student perception showed an increase in these areas from fall to spring.

CBE Student Survey

Along with overall improvements on these local perception data, we also noticed an improvement in grade 4 and 5 student perception, on the CBE Student Survey from last year to this year, in the following areas:

We noted the following improvements:

Overall, there is an increase in students' perception of having the opportunity to receive feedback from others to improve on their writing, knowing what to do next to improve reading skills, and knowing what to do next to improve writing skills.

We have noticed an overall significant increase in parent perception (from Alberta Education Assurance Survey) of Parental Involvement (+10.4%), and specifically in the percentage of parents satisfied with "parental involvement in decisions about their child's education (increased significantly by +14.7%).

Some areas of continued next steps are:

A Focus on student involvement in co-creating success criteria to support students' awareness and understanding of learning outcomes and their own next steps in learning.

Professional Learning Communities (PLC)

Throughout the school year, teachers engaged in regular PLC cycles in multi-grade teams. The purpose of these PLC's was to design success criteria related to learning outcomes and use these assessments to inform task-design. Teachers engage in meaningful conversation with colleagues around various ways to create and co-create (with students) success criteria that is specific, clearly aligned with curricular outcomes, and functional for students. Teachers used feedback gathered during the PLC to refine their subsequent task designs and assessments. Additionally, teachers dedicated time to reviewing student work to ensure their assessments aligned with the established indicators (1,2,3,4) and curriculum outcomes.

Analysis and Interpretation

What We Noticed Teacher perception data indicates a significant increase in teacher confidence in creating a feedback rich culture in their classrooms, and in student understanding of success criteria and ability to use feedback to improve their work. Student perception data indicates a significant increase in students giving and receiving peer feedback that has helped improve learning. It also indicates a significant increase in teachers making learning visible by posting the learning targets/outcomes. In addition to student and teacher data, parent perception data showed an overall increase in involvement in their child's learning. Student perception of the things I am learning in school are meaningful to me decreased significantly. Student perception points toward a decrease in what to do next to improve in Mathematics Overall, 26.52% of students have an above 10% Absenteeism. When compared to the area and CBE, our report card results are higher in students	Celebrations Learning Excellence Local Measures Numeracy - Students in Division 1 demonstrated improved numeracy skills, and many students moved from being at-risk to no longer being considered at risk. - Literacy A considerable number of students (grades 1-3) moved out of the at-risk category through targeted intervention, and decoding skills significantly increased. Student Perception Data Well-being 97.83 % of students said they are an ally to people who look, behave, speak and/or identify differently than me. 100% said My teacher wants me to be successful 95.83% of students are proud to be a part of their school (Sense of Belonging) - Students' feelings of safety at school as well as going to and from home and school increased - Students' perception of their abilities to self-regulate increased.	Areas for Growth Address Well-Being specific to areas identified below by starting a student leadership and/or advisory group: - CBE Student Assurance Survey (Spring 2024): Students Care about each other (56%) - OurSCHOOL Students survey (Fall 2023) shows that sense of belonging and well-being is an area for further exploration: - Feels accepted by peers (62.58%) - I feel like I belong at school (63.8 %) - Making friends is easy (64.2%) - Continue to work on improving assessment practices by working on calibration of learning tasks in grade teams and across schools (grade teams from KGS, Varsity Acres and Banff Trail meet to design tasks and calibrate throughout the year
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receiving a 4 indicator for reading and writing in both ELA and FLA with a low percentage of students achieving 1 and 2 indicators. Most of our students received a 3 indicator in FLA writing. • 48.77% of grades 3-5 students received a 4 indicator in ELAL Stem Reads to explore and understand, and 1.8% received a 1 indicator. • 32.28% of grades 3-5 students received a 4 indicator in ELAL STEM Writes to express information and ideas, and 1.1% received a 1 indicator. • 45.75% of grades 1-5 students received a 4 indicator in FILAL STEM Reads to explore and understand, 2.4% received a 1 indicator. • 36.86% of grades 1-5 students received a 4 indicator for FILAL STEM Writes to express information and ideas and, 1.4% received a 1 indicator	• Students have friends at school they can trust and who encourage them to make positive choices increased • Students feel accepted and valued by their peers and by others at school increased	
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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
- 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	King George 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	85.9	86.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	80.0	80.2	82.3	79.4	80.3	80.9	High	Maintained	Good
	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	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	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	90.5	92.2	92.2	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.2	85.8	88.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	68.4	71.4	72.4	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	82.3	71.9	78.5	79.5	79.1	78.9	High	Maintained	Good