



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

Maple Ridge 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

Maple School Goals

- Task Design (New Curriculum and scaffolded instruction)
- Assessment (formative assessment)
- Student well-being (conflict resolution)

Our School Focused on Improving

- Task Design (Understanding New Curriculum outcomes and scaffold instruction)
- Designing common assessment (formative assessment to identify what students know and are able to do in relation to the new curricular outcomes)
- Supporting students with friendship development and conflict resolution

Local measure data (CC3, LeNS, and Numeracy) along with report card data (Reading and Number) showed that while there was a decrease in the number of students identified as at-risk, there were still several students struggling to be fluent readers and fluent with numbers. This was mirrored with perception data, as noted on the CBE K-3 Academic Student Survey, that a percentage of students in the school don't like reading, math or writing.

Student and teacher perception data obtained from surveys (K-3 Academic, K-3 Wellness and OurSchool, and school created) indicated the need for improvement in the area of task design.

Student perception data indicated the following areas for growth:

- Interest level in the things they are learning at school
- Confidence level in reading, writing and math
- Knowing what to do when they are having trouble with friends
- Knowing what to do when they feel sad or worried at school

Teacher perception data indicated the following areas for growth:

- Understanding what "grade level" reading, writing and math look/sound like
- Designing common tasks and assessments
- Supporting students with friendship development and conflict resolution

What We Measured and Heard

Our School Development Plan goal for the 2023-24 school year was focused primarily on Task Design and Assessment with a specific focus on understanding the New Curriculum. Our measures included looking at the K-3 Wellness Survey, The OurSchool Survey, the Provincial Assessments, the K-3 Academic Survey and the Alberta Education Assurance Survey. In addition to these quantitative measures we also conducted school created teacher perception and collected qualitative data from Professional Learning Community (PLC) conversations throughout the school year.

Grounded in All Areas (New Curriculum – Task Design)

K-3 Wellness Survey

Grade 2 and 3	Change in agreement level
"I am interested in the things I am learning at school."	+ 2%
"I look forward to coming to school"	-8%

Alberta Education Assurance Survey

Parent, Student, Teacher	Change in agreement level
Access to Supports and Services	+2.2%

In addition to the above data measures, teachers indicated an increased understanding of the new curriculum, as well as increased proficiency with specific assessment practices including ensuring their assessments "make explicit connections to the learning goal" and "providing on-going assessment throughout the learning cycle". An area of growth identified by teachers continues to be sharing assessment information with families on an on-going basis.

While there was a decrease in the agreement level of students who “look forward to going to school”, in May 2024, zero students answered “no” to the statement as compared to 14% of students who answered “no” in October 2023. This past school year we also worked to ensure families, parents and students were aware of the supports and services available to students. We saw a small increase in the agreement level; however, this continues to be an area of growth.

Literacy:

Our learning data specifically focused on literacy showed a significant increase in the students identified as not at-risk on both the LeNS and CC3. This increase demonstrates the focus on explicit phonics instruction and teaching for phonological awareness has positivity impacted students reading fluency.

LeNS – Change in not at-risk

Grade 1	+ 17%
Grade 2	+ 18 %
Grade 3	+ 4%

CC3 – change in not at-risk

	Regular Words	Irregular Words	Non Words
Grade 1	+ 11%	+14%	+6%
Grade 2	+12%	+13%	+12%
Grade 3	No change	+1%	no change

K-3 Academic Survey

Grade 2 and 3	Change in agreement level
“I like to read”	No change
“I like to write”	+2%

Teacher Perception Data – school created surveys

In addition to the above measures, teachers indicated that the use of explicit teaching strategies focused on understanding phonemes, blending and segmenting words through the use of UFLI and other phonics instruction proved to be beneficial for student learning. As well teachers shared that the use of decodable readers increased student confidence in learning to read.

Mathematics

Numeracy Assessment – change in not-at-risk

	Number Facts Addition	Number Facts Subtraction
Grade 1	+6%	+16%
Grade 2	+18%	+10%
Grade 3	+2.5%	+5%

K-3 Academic Survey

Grade 2 and 3	Change in agreement level
“I like Math”	No change
“I am good at working with numbers”	+4%

Student data indicates that students are becoming more fluent with number facts as the number of no-at-risk students has increased for each grade level. While there was not change in the agreement level of students who “like math” there was a significant increase in the percentage of students who agreed with the statement “I am good at working with numbers”.

Teacher perception data – school created survey

Teachers identified that daily math routines, focus on decomposition of numbers, the use of number lines, ten frames and manipulatives, and consistent practice has supported increased fact fluency across the grades.

Well-Being

K-3 CBE Wellness Survey

Grade 2 and 3	Change in Agreement Level
“I know what to do if I feel sad or worried at school”	+4%

"Most days I feel sad or worried at school"	+1%
"I know what to do if I'm having a problem with friends"	+12%

An increase in students knowing what to do if they are having friends indicates that the explicit lessons teachers have been engaging in focused on problem-solving during social conflict have been effective.

OurSchool Survey data

Grade 2 and 3	Change in number of students with moderate or high levels of anxiety
Students with moderate or high levels of anxiety	Overall Students - 8% Girls - 10% Boys - 4%

Our School Survey data indicated a decrease in the number of students who identified themselves as having moderate to high levels of anxiety between October 2023 and May 2024. This decrease indicates that the targeted strategies used to ensure every student had a connection to a safe adult in the building may have impacted the anxiety levels of specific students.

Teacher Perception data

Teachers indicated that students who had problems with their friends at the beginning of the year continued to have challenges throughout the school year. They also indicated that students required adult support to solve problems with their peers. Teachers also indicated that some students become physically aggressive or use hurtful words when confronted with challenges with friends.

Teachers shared that as the year progressed students appeared to be more comfortable in the classroom and exhibited fewer signs of anxiety. However, there was a correlation made between students who show signs of anxiety and an increased absenteeism rate. Teachers also identified that many students are averse to risk and exhibit worry about getting it wrong, which at times prevents students from engaging in the task.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
LeNS, CC3 and Numeracy Assessment data indicate that there has been a significant decrease in the percentage of students in the at-risk category at each grade K-3 Academic Survey results indicated that 33% of students don't like writing as compared to only 15% of students who don't like reading. K-3 Wellness Survey results indicate an improvement in problem solving skills with friends, as well as more students knowing what to do if they are feeling sad or worried at school. In addition to student data, parents have also reported that they are feeling more confident that supports are available at the school level.	▪ Students' decoding skills have improved ▪ Students' numeracy skills have improved ▪ Students are engaged in their learning and are feeling connected ▪ Explicit teaching for problem solving with peers has helped students know what to do when they are having a problem with a friend ▪ Parents are more satisfied with the supports and services available at the school ▪ Students are experiencing less anxiety, specifically the percentage of girls with anxiety ▪ More students feel they know what to do if they are having a problem with friends	▪ Writing to express ideas ▪ Student interest and engagement in writing ▪ Building student confidence in taking academic risks

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	Maple Ridge 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	84.5	90.1	88.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	90.3	91.7	89.5	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	91.5	94.9	94.9	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.2	95.7	93.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	78.6	76.8	80.4	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	85.1	82.9	84.9	79.5	79.1	78.9	Very High	Maintained	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

