

**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

Marlborough 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

2023-24 School Goals

- Living our school's mission statement: *A place for learning where everyone feels safe, seen and heard.*

Our School Focused on Improving

Our focus for improvement last year was a holistic goal around our mission statement (built out of our previous year's School Development Plan). Our theory of action was, "If we make Marlborough School *A place for learning where everyone feels safe, seen, and heard*, then outcomes in Literacy and Numeracy will improve."

- Living out our school's mission statement: *A place for learning where everyone feels safe, seen and heard.*
 - Building robust structures for student support (Focused Literacy Fridays, dedicated school learning team meetings, Collaborative Team Meetings)
- Cultural responsiveness through literacy environments
 - Representation of diverse characters, authors, and lived experiences in literacy texts
- Risk-taking and psychological safety in the Mathematics classroom

We chose to focus on these areas as our student data (measured on report cards and on provincial assessments LeNS, CC3 and Numeracy) showed many students in grades K-3 were at risk in literacy and/or numeracy. In our perception data (OurSCHOOL Survey, Alberta Education Assurance Measures, annual SDP engagement survey) we observed the following: students didn't always feel listened-to by adults at school, staff were concerned with students treating each other respectfully, and parents/guardians felt that more conversations needed to take place at school about anxiety, bullying and racism.

What We Measured and Heard

We used the LeNS, CC3 and Numeracy assessments to measure growth in the areas of literacy and numeracy. We noted the following improvements:

LeNS – Changes in not at-risk population

The LeNS measures students' ability to identify the name of a letter and the sound that letter makes (grade 1) and the sounds made by combining letters (grade 2). This is measured once in the pre-test in the fall (grade 2) or winter (grade 1), and then the at-risk students complete the post-test in spring.

- 49% of grade 1 and 2 students were measured as at risk in the pre-test. When students were re-assessed in June, 27% of students were at risk. This represents a shift of 22% of the grade 1 and 2 population from at-risk to not at-risk over the course of the year.

CC3 – Changes in not at risk-population

The CC3 measures students' ability to read words in three categories: regular (words that sound how they're spelled), irregular (words that do not sound how they're spelled) and nonwords (decodable nonsense words). Since our work is largely with students whose first language is not English and decoding text was a large focus for us school-wide in 2023-24, we focused on the nonword category to measure progress.

- 48% of grade 2 and 3 students were at risk in the pre-test in the fall. When students were re-assessed in June, 29% of students were at risk. This represents a shift of 18% of the grade 2 and 3 population from at-risk to not at-risk over the course of the year.

Numeracy – Changes in not at-risk population

The Numeracy assessment measures students' ability to perform various mathematical tasks. Students are assessed in fall (grades 2 and 3) or winter (grade 1), and then at-risk students complete the post-test in June.

- 42% of grade 1, 2, and 3 students were at-risk in the pre-test. When students were re-assessed in June, 27% of students were at-risk. This represents a shift of 14% of the grade 1, 2 and 3 population from at-risk to not at-risk over the course of the year.

Along with improvements on these standardized assessments, we also noticed an improvement in our grade 4 and 5 students' cultural awareness, as measured on the OurSCHOOL survey. In October 2023, 78% of grade 4 and 5 students reported awareness and understanding of other cultures, while in October 2024 this was reported by 87% of students.

On the Alberta Education Assurance Measures (AEAM, see p. 5 for details), 100% of grade 4 and 5 students reported that their teachers care about them. Other student measures relating to feeling safe, seen and heard remained over 90% positive on this survey: feeling welcome at school (94%), feeling safe at school (90%), and feeling safe on the way to and from school (94%). Additionally, student measures in all three of the areas in "Access to Supports and Services" improved this year over last year.

Parent measures on this survey reflect similar perceptions: 100% of parents reported that students care about each other, and that teachers care about students, that students are safe at school and that students are safe on their way to and from school. The parent measure, “Students treat each other well at your child’s school” has been trending upwards since 2021, increasing to 88% agreement.

Last year’s AEAM data showed an area for growth in teacher perception of parent involvement in their children’s education. While this remains an area for further growth, teacher agreement that parents are involved in school decisions has improved from 50% in 2023 to 64% in 2024.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
LeNS, CC3 and Numeracy Assessment data indicate that there has been a decrease in the percentage of students in the at-risk category in literacy and numeracy. Student perception data indicates that students are feeling safe in our school community. Student, parent and teacher perception data indicates that stakeholders feel that students are safe at school.	▪ Students’ decoding skills have improved ▪ Students’ numeracy skills have improved ▪ Students, parents and teachers report that students are safe at school	▪ Achievement data shows low student achievement in writing ▪ AEAM survey demonstrates desire for more targeted intervention with a focus on literacy, as well as increased parental involvement in school decision making

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	Marlborough 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	84.4	88.1	88.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	82.6	83.5	85.6	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	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.6	92.7	93.6	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.2	86.6	89.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	79.9	84.4	84.9	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	80.2	76.8	79.6	79.5	79.1	78.9	High	Maintained	Good

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