



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

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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

Our focus for the 2023-2024 school year was centred on enhancing student engagement. Student engagement is best understood as “a relationship between the student and the following elements of the learning environment: The school community, The adults at school, The student’s peers, The instruction, and The curriculum” (NAIS). Further, “authentic intellectual engagement requires a deeper reciprocity in the teaching-learning relationship where students’ engagement begins as they actively construct their learning in partnership with teachers, work toward deep conceptual understanding, and contribute their own ideas to building new knowledge or devising new practices in activities that are “worthy of their time and attention” (Friesen, 2008, p. 8, as cited in Dunleavy & Milton, 2009, p. 14). With this in mind, our school focused on professional learning to enhance teacher understanding and efficacy in enhancing student engagement in classrooms related to:

- Task design and Engagement
- Involving students in the assessment process
- Differentiation to enhance student voice and choice
- Resiliency and well-being

We leveraged the following structures/processes:

- Consistent use of clear learning intentions aligned with curriculum outcomes
- Enhancement of student agency in learning tasks and assessments
- Common assessments developed by grade teams with clear assessment criteria
- NEW Flexible grouping to meet the needs of students
- NEW Student engagement in self-assessment and peer-assessment strategies

The following are the measures used to determine growth:

English Language Arts (ELA)

- report card results for reading
- PAT ELA Part B (reading comprehension)

French Language Arts (FLA)

- Students achieving the acceptable standard in reading
- Students achieving the standard of excellence in reading

Mathematics

- Math report card for number stem
- Math PAT Part A Results

2023-2024 School Goals

- Reading comprehension
- Number stem in mathematics
- Student perception of safety and belonging

Well-Being

- Alberta Education Assurance Measure: Safety and Belonging
- CBE Student Survey: Resilience and Mental Health and School Connectedness and Belonging
- OurSchool Survey Belonging

What We Measured and Heard

We gathered data using report cards, Provincial Achievement Test (PAT) results, and perception data. We noted the following:

English Language Arts

- Percent of students achieving the acceptable standard in reading on the grade 9 Provincial Achievement Test increased from 75.6% to 80.9%
- Percent of students achieving the standard of excellence in reading on the grade 9 Provincial Achievement Test remained steady at 19.1%
- Grade 6 students did not write the English Provincial Achievement Test due to curriculum change.

French Language Arts

- Students achieving the acceptable standard in reading was 76.7%, which was 4.7% higher than the province
- Students achieving the standard of excellence in reading was 13.6%, which was 1.9% higher than the province and an increase of 5.4% from 2023 results.
- Grade 6 students did not write the Provincial Achievement Test due to curriculum change.

Mathematics

- English program students achieving the acceptable standard was 20%
- English program students achieving the standard of excellence was 5.7%
- French program students achieving the acceptable standard was 63.5%, which is 3.7% higher than provincial results
- French program students achieving the standard of excellence was 34.6%. which is 8.6% higher than provincial results
- Report card data for all students indicates 83% of students achieved “2” or greater on the number stem. 21.5% of students achieved “4” on the stem.
- Grade 6 students did not write the Provincial Achievement Test due to curriculum change.

Wellness

- Alberta Education Assurance Measure: Safety and Belonging
- CBE Student Survey:
 - Student Resilience and Positive Mental Health 67.5%
 - School Connectedness and Belonging 71.67%
- Our School Survey: 65% of students in this school had a high sense of belonging; the Canadian norm for these grades is 65%. This is a 2% increase from last year.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Grade 9 students achieving the acceptable standard in reading was 80.9% compared to 78.9% in the province and 19.1% at the standard of excellence in reading compared to 20.2% in the province. 2.3% of students in the English program achieved excellence on the grade 9 math PAT, compared to 13.7% of students across the province. Students in the English program correctly answered 5 out of 12 questions related to “number”. 79% of students state they know what to do next to improve in mathematics, and 81% feel confident that they can learn mathematics. On the OurSchool survey, self-regulation, anxiety and depression are in line with Canadian norms. There has been a concerted effort to enhance diversity in print resources in classrooms and learning commons so that everyone can see themselves reflected in the school. OurSchool Survey shows sense of belonging at school above Canadian norms in grades 5, 6, 7, and 9. Overall, 65% of	Students continue to demonstrate excellence in writing across all grades. Report card data indicates 98% of students achieved “2” or greater, while the percent of students achieving “4” was 2% higher than the CBE average. With respect to provincial achievement tests, 46.3% of grade 9 students achieved excellence in writing compared to 16.3% provincially. 26.9% of students achieved excellence in math (French immersion) on the grade 9 math provincial achievement test, compared to 19.5% of students across the province. Further, 76% of students had positive relationships; the Canadian norm for these grades is 76%. 80% of the girls and 73% of the boys in this school had positive relationships. The Canadian norm for girls is 78% and for boys is 74%. Creation of Zen Den and wellness days used to teach wellness strategies have been impactful. Life satisfaction was up 7% to 80%. According to the Alberta Education Assurance Survey, 77% of students feel safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. This is a 6% increase from 2023 results and are in line with the provincial average.	• Achievement in Mathematics in the English program, particularly related to the number stem, continues to be an area for growth. • The number stem in mathematics taken in French and English indicate room for improvement in the percent of students achieving “4” on the report card. • 79% of students state they know what to do next to improve in mathematics, and 81% feel confident that they can learn mathematics. • Students in grades 6 and 8 expressed high levels of anxiety and depression compared to Canadian norms. • Increasing students perceptions of safety and belonging continue to be an area for growth.

students in this school had a high sense of belonging; the Canadian norm for these grades is 65%. 59% of the girls and 75% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 60% and for boys is 70%.	We continued to have a strong relationship with an Elder, who has worked directly with staff and students. Last year was the first year of our new garden, which was officially opened in fall 2023. Elder Dr. Mike Bruisedhead gifted the name "Four Lodges" garden. Student awards are based on Spirit, mind, body and heart. Signage in the building reflect our commitment and connection to TRC and the importance of diversity. 85.41% of students agree that "At my school I learn about Indigenous ways of being, belonging, doing & knowing" while 77% agree that they get to learn from Indigenous Elders, Knowledge Keepers. Key results on the CBE Student Survey include: <table><tr><th>Statement</th><th>Students who Agree</th></tr><tr><td>My teacher(s) want me to be successful.</td><td>87%</td></tr><tr><td>I think it's important to help other students when they need it.</td><td>95%</td></tr><tr><td>I base my decisions on what I think is fair and unfair.</td><td>95%</td></tr><tr><td>I am responsible for myself and my actions.</td><td>95%</td></tr><tr><td>My school is a place where learning and extra-curricular activities are safe and accessible (physically, intellectually,</td><td>81%</td></tr></table>	Statement	Students who Agree	My teacher(s) want me to be successful.	87%	I think it's important to help other students when they need it.	95%	I base my decisions on what I think is fair and unfair.	95%	I am responsible for myself and my actions.	95%	My school is a place where learning and extra-curricular activities are safe and accessible (physically, intellectually,	81%	
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	emotionally, socially) to all students.		
	I'm an ally to people who look, behave, speak and/or identify differently than me.	90%	

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	David Thompson 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	80.4	82.4	82.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	66.3	71.2	68.6	79.4	80.3	80.9	Low	Maintained	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	68.6	68.6	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	11.4	11.4	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	64.0	64.0	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	10.9	10.9	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	78.7	83.9	80.4	87.6	88.1	88.6	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.3	78.0	77.5	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	65.9	65.5	66.1	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	70.1	72.6	72.7	79.5	79.1	78.9	Very Low	Maintained	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