



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

CBe-learn Jr High

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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

CBe-learn Jr High
School Goals
2023-2024

Literacy: Improve students' ability to support their analysis with information from the text

Mathematics: Enhance student proficiency in algebra and mathematical patterns

Well-Being: Implement strategies to reduce anxiety and stress

Our School Focused on Improving

Literacy: Improve students' ability to support their analysis with information from the text

Mathematics: Enhance student proficiency in algebra and mathematical patterns

Well-Being: Implement strategies to reduce anxiety and stress

The CBe-learn Jr High Literacy Goal focuses on fortifying students' engagement with and comprehension of texts through immersive reading strategies and diverse literary exposures. The plan advocates for interactive and inclusive teaching methods that stimulate critical thinking, enhance interpretative skills, and encourage expressive confidence. Through these initiatives, the school aims to nurture a robust reading culture and equip students with the foundational literacy skills necessary for academic and lifelong success.

The CBe-learn Jr High Mathematics Goal emphasizes enhancing students' understanding of algebra by introducing diverse teaching strategies that encompass multiple representations of algebraic expressions. This comprehensive approach, including the integration of visual aids and real-world applications, aims to deepen students' grasp of mathematical relationships and patterns, accommodating various learning styles. The initiative also involves the use of innovative educational tools and regular assessments to monitor progress and ensure a solid foundation in algebra and broader numerical skills.

The CBe-learn Jr High Well-Being Goal underscores the commitment to fostering a holistic, supportive educational environment where students' mental, emotional, and physical health is prioritized. Initiatives are centered around reducing stress and anxiety, promoting resilience, and establishing strong community connections to combat challenges such as isolation and academic pressure. Through comprehensive strategies and resources, the school seeks to ensure each student feels valued, supported, and equipped to navigate personal and academic challenges.

What We Measured and Heard

Literacy

Last year, our goal was to improve students' ability to support their analysis with information from the text. While we didn't fully meet this goal, we made meaningful strides along the way. Many students showed growth in their analytical thinking, and we observed pockets of success where intentional strategies were applied. This year, we will build on these foundations. With the insights we've gained, we can refine our approach and provide even more targeted support.

Report card marks (June 2024)

- ELA Reading Achieving 3 or 4
 - Grade 7 – 38%
 - Grade 8 – 29%
 - Grade 9 – 49%
- ELA Writing Achieving 3 or 4
 - Grade 7 – 48%
 - Grade 8 – 27%
 - Grade 9 – 47%

Grade 9 PAT (June 2024)

- ELA: Writing
 - 79% Acceptable Standard
 - 11% Standard of Excellence
- ELA Reading
 - 74% Acceptable Standard
 - 24% Standard of Excellence

Survey Data:

Survey data on student perceptions of their language arts learning highlights strong levels of understanding and skill development. An impressive 95% of students feel confident in their reading comprehension, and 91% recognize the relevance of language arts in their lives. Additionally, 89% believe their reading and writing skills will help them achieve future goals, underscoring the perceived value of literacy. Most students feel competent in writing (84%) and report knowing the steps needed to improve both their reading (86%) and writing skills (83%). While 74% find language arts interesting, this suggests there may be room to enhance engagement. Overall, these results reflect a positive outlook on language arts education, with students feeling both capable and prepared to continue developing their literacy skills.

Mathematics

Our goal last year was to enhance student proficiency in algebra and mathematical patterns. While we didn't fully meet the targets we set, we saw encouraging signs of growth along the way. Students became more comfortable exploring mathematical concepts, and we identified key areas where additional support will make a difference moving forward. This year, we will take what we've learned and apply new strategies to help students unlock their potential in math.

Report card marks (June 2024)

- Patterns and Relations Achieving 3 or 4
 - Grade 7 – 47%
 - Grade 8 – 48%
 - Grade 9 – 30%

Grade 9 PAT (June 2024)

- Math: Part A
 - 32% Acceptable Standard
 - 8% Standard of Excellence
- Math: Part B
 - 39% Acceptable Standard
 - 16% Standard of Excellence

Survey Data:

Survey data on student perceptions of mathematics learning shows a generally positive attitude toward the subject, with some areas indicating opportunities for greater engagement. A strong majority of students (84%) feel confident in their ability to learn mathematics, and 82% believe they can achieve the level of success needed for their future goals. Additionally, 80% understand the real-world relevance of what they are learning, and 78% know the next steps for improving their skills. However, only 59% find mathematics interesting, and just 50% enjoy working on challenging problems, suggesting that increasing engagement and fostering a love for problem-solving could enhance the learning experience. Furthermore, 70% report using both written and oral communication skills in class, indicating a solid integration of mathematical literacy. Overall, the data reflects capable and goal-oriented students, with room for growth in fostering enjoyment and deeper interest in the subject.

Well-Being

historical data

2022-2023

92% feel safe

91% feel welcome

82% of CBe-learn students feel like they belong

98% know their teachers want them to be successful

96% of CBe-learn students believe their teachers care about them

Survey Data: Student Perceptions of their ability to “bounce back” and move forward after a setback

- I ask for help when I need it – 75%
- Doesn't give up when trying to reach goals – 73%
- Keeps going even when challenged – 73%
- I have confidence in myself as a student – 57%

Survey Data: Student Perceptions on their feeling of belonging and connectedness within their school community:

- My teachers want me to be successful – 94%
- My teachers care about me – 91%
- I am encouraged to try my best – 89%
- I am treated fairly by adults – 88%
- I feel safe – 88%
- I feel welcome – 82%
- I feel like I belong – 74%
- Students care about each other – 73%
- There is at least one adult at school who I really connect with – 61%

Survey data on student perceptions of their resilience and ability to overcome setbacks reveals encouraging trends, with room for growth in building self-confidence. A strong majority of students (75%) feel comfortable asking for help when needed, reflecting a positive mindset toward seeking support. Additionally, 73% of students report persistence in working toward their goals and maintaining effort when faced with challenges, demonstrating a commitment to personal growth. However, only 57% express confidence in themselves as students, suggesting an area where further support and encouragement could strengthen their belief in their abilities. These results highlight a resilient student body while pointing to the importance of fostering greater self-assurance to enhance academic success.

Survey data on student perceptions of belonging and connectedness within the school community reflects both strengths and opportunities for deeper relationships. A majority of students feel supported, with 94% agreeing that their teachers want them to be successful and 91% feeling that their teachers care about them. Most students feel encouraged to do their best (89%) and report feeling treated fairly by adults (88%) and safe at school (88%). Additionally, 82% feel welcome, and 74% feel a sense of belonging. However, while 73% of students believe their peers care about each other, only 61% report having a meaningful connection with at least one adult at school, indicating a need to foster stronger personal relationships. These results highlight a positive school environment with a focus on student success, while also pointing to the importance of nurturing individual connections to further enhance students' sense of belonging.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
- Over the past three years, there has been a decline in literacy achievement, with fewer students reaching levels 3 or 4. In 2021-2022, 48.1% of students achieved this benchmark, but this dropped to 44.8% in 2022-2023 and decreased to 40.7% in 2023-2024. This downward trend suggests that literacy support may need to be adjusted to address emerging challenges. - Over the last three years, a decline has emerged in students achieving levels 3 or 4 in Mathematics: Patterns and Relations. In 2021-2022, 54.5% of students reached these higher levels, which dropped to 51.9% in 2022-2023 and further declined to 41.7% in 2023-2024. This decreasing trend highlights the need for a closer examination of instructional practices, curriculum delivery, and student support systems.	- Our students feel supported and valued, with 94% saying their teachers want them to be successful and 91% feeling cared for by their teachers. - The vast majority are encouraged to try their best (89%) and feel both safe (88%) and treated fairly by adults (88%). - Additionally, 82% of students feel welcome, reflecting the positive, inclusive environment we strive to create every day.	- Literacy: Moving forward, targeted interventions and strategies will be essential to reverse this decline and foster improved literacy outcomes across all grade levels. - Mathematics: Addressing this decline may require focused intervention strategies, such as targeted skill-building activities, differentiated instruction, and enhanced student engagement efforts, to reverse the trend and support stronger mathematical understanding.

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	CBe-learn			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	86.1	84.3	85.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	86.4	87.1	85.7	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	52.3	41.5	37.2	80.4	80.7	82.4	Very Low	Improved	Issue
	5-year High School Completion	65.9	68.9	46.5	88.1	88.6	87.3	Very Low	Improved	Issue
	PAT6: Acceptable	n/a	51.9	51.9	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	3.7	3.7	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	21.0	21.0	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	5.0	5.0	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	73.7	73.7	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	16.7	16.7	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.8	84.1	85.9	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.5	89.6	88.5	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	86.1	81.7	82.2	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	77.9	68.6	74.3	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

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. **CBe-learn data aggregated for all students from grades 1 – 12.**