



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 (Elementary)

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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 School Goals

- New Curriculum
- Sense of Belonging
- Leveraging asynchronous and synchronous instructional cycles

Our School Focused on Improving

Guided by strong assessment practices, our focus in 2023-24 was on developing learning tasks to:

- support a diverse range of learners in achieving new curriculum outcomes and learning progressions
- boost student sense of belonging and connectedness within our learning community
- leverage the effective use of and relationship between asynchronous and synchronous components of online instruction

The elementary team at CBe-learn focused on strong task design in order to serve the diverse learning and well-being needs of students. Tasks were designed with prior assessment results (report cards, LeNS, CC3, Numeracy and PATs) and future learning goals in mind. Tasks design also paid specific attention to creating opportunities for students to connect to each other and their teachers as they engaged in learning. As many students were demonstrating more success in one side of the online learning component (asynchronous or synchronous) than the other, focus on strengthening the relationship and awareness of these two components of online instruction and learning was also a focus as the teaching team engaged with students and parents/guardians.

What We Measured and Heard

CBe-learn Parent/Guardian Perception Survey		February 2024	June 2024
Number of responses to survey		25	41
My child is able to do the work that is assigned to them.		96.0%	90.2%
To what extent are you satisfied that instruction at CBe-learn responds to the diversity of students?		Average Rating 4.76 / 5	Average Rating 4.68 / 5
My child is challenged in a way that builds on their current skills and knowledge.		88.0%	80.5%
How connected does your child feel to their teachers?		Average Rating 4.68 / 5	4.54 / 5
How connected does your child feel to their peers?		Average Rating 4.24 / 5	4.31 / 5
How connected does your child feel to CBe-learn as their school?		Average Rating 4.6 / 5	4.51 / 5
As a parent/guardian, do you feel connected to the school?		'Yes' - 88% 'Somewhat' - 12% 'No' - 0%	'Yes' – 73% 'Somewhat' – 22% 'No' – 5%
How satisfied are you with the balance between online live sessions and asynchronous instructions and tasks?		Average Rating – 4.60 / 5	Average Rating – 4.41

Teacher Perception Survey	September 2023	November 2023	June 2024
To what extent do you feel most students are connected and feel a sense of belonging to your class?	Average Rating 3.08/5	Average Rating 4.29/5	Average Rating 4.67/5
To what extent do you feel most students are connected and feel a sense of belonging to the CBe-learn school community?	Average Rating 2.77/5	Average Rating 3.69/5	Average Rating 4.40/5
How often do you intentionally include opportunities for students to connect with you and each other through curriculum?	Rarely – 0% Sometimes – 23.07% Often – 30.76% Regularly – 46.15%	Rarely – 0% Sometimes – 7.14% Often – 21.42% Regularly – 71.42%	Rarely – 0% Sometimes – 0% Often – 20.00% Regularly – 80.00%
How confident do you feel about fostering student success in literacy, mathematics and student well-being while teaching new curriculum?	Average Rating – 3.25/5	Average Rating – 3.77/5	Average Rating – 3.93/5
To what extent do you feel prepared and able to foster success for a diverse range of learners within the new curriculum.	Average Rating – 3.00/5	Average Rating – 3.57/5	Average Rating 4.00/5

To what extent has your understanding of online learning developed during this school year?	N/A	Average Rating – 3.93/5	Average Rating – 4.13/5
To what extent do you feel that continued examination of the asynchronous/synchronous instructional cycle is beneficial to you and student learning?	N/A	Average Rating – 4.08/5	Average Rating – 4.31/5

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

LeNS – Changes in not at-risk population

Grade 1	+5.86%
Grade 2	+25%

CC3 – Changes in not at risk-population

	Regular Words	Irregular Words	Non Words
Grade 1	N/A	+5.55%	+5.55%
Grade 2	N/A	+16.67%	N/A
Grade 3	+6.89%	+3.44%	+13.79%

Numeracy – Changes in not at-risk population

Grade 1	NA
Grade 2	NA
Grade 3	+6.90%

Report Card Data

English Language Arts Makes meaning and connections through oral language		January 2024 Report Card	June 2024 Report Card
	Grade 1	Indicator 1: N/A Indicator 2: 55.6% Indicator 3: 38.9% Indicator 4: 5.6% ELL: N/A IPP: N/A ADP: N/A NER: N/A	Indicator 1: 5.6% Indicator 2: 33.3% Indicator 3: 50.0% Indicator 4: 11.1% ELL: N/A IPP: N/A ADP: N/A NER: N/A
	Grade 2	Indicator 1: N/A Indicator 2: 57.1%	Indicator 1: N/A Indicator 2: 35.3%

		Indicator 3: 28.6% Indicator 4: N/A ELL: N/A IPP: N/A ADP: N/A NER: N/A	Indicator 3: 41.2% Indicator 4: 17.6% ELL: N/A IPP: N/A ADP: N/A NER: 5.9%
	Grade 3	Indicator 1: 3.3% Indicator 2: 40.0% Indicator 3: 26.7% Indicator 4: 26.7% ELL: N/A IPP: N/A ADP: N/A NER: 3.3%	Indicator 1: N/A Indicator 2: 37.0% Indicator 3: 22.2% Indicator 4: 37.0% ELL: N/A IPP: N/A ADP: N/A NER: 3.7%
	Grade 4	Indicator 1: N/A Indicator 2: 5.4% Indicator 3: 54.1% Indicator 4: 27.0% ELL: N/A IPP: 5.4% ADP: N/A NER: 8.1%	Indicator 1: N/A Indicator 2: 16.2% Indicator 3: 37.8% Indicator 4: 35.1% ELL: N/A IPP: 5.4% ADP: N/A NER: 5.4%
	Grade 5	Indicator 1: 2.4% Indicator 2: 11.9% Indicator 3: 31.0% Indicator 4: 31.0% ELL: 4.8% IPP: 9.5% ADP: N/A NER: 9.5%	Indicator 1: 2.4% Indicator 2: 16.7% Indicator 3: 26.2% Indicator 4: 40.5% ELL: 4.8% IPP: 7.1% ADP: N/A NER: 2.4%
	Grade 6	Indicator 1: N/A Indicator 2: 16.9% Indicator 3: 47.5% Indicator 4: 22.0% ELL: N/A IPP: 3.4%	Indicator 1: N/A Indicator 2: 12.9% Indicator 3: 56.5% Indicator 4: 24.2% ELL: N/A IPP: 1.6%

		ADP: N/A NER: 10.2%	ADP: N/A NER: 4.8%
Mathematics Understands and applies concepts related to number and patterns		January 2024 Report Card	June 2024 Report Card
	Grade 1	Indicator 1: 5.26% Indicator 2: 15.79% Indicator 3: 68.42% Indicator 4: 5.26% ELL: N/A IPP: 5.26% ADP: N/A NER: N/A	Indicator 1: 5.56% Indicator 2: 11.11% Indicator 3: 66.67% Indicator 4: 11.11% ELL: N/A IPP: 5.56% ADP: N/A NER: N/A
	Grade 2	Indicator 1: 7.14% Indicator 2: 28.57% Indicator 3: 28.57% Indicator 4: 21.43% ELL: N/A IPP: N/A ADP: N/A NER: 14.29%	Indicator 1: N/A Indicator 2: 17.65% Indicator 3: 58.82% Indicator 4: 17.65% ELL: N/A IPP: N/A ADP: N/A NER: 5.88%
Mathematics Understands and applies concepts related to number, patterns and algebra		January 2024 Report Card	June 2024 Report Card
	Grade 3	Indicator 1: 3.45% Indicator 2: 24.14% Indicator 3: 41.38% Indicator 4: 27.59% ELL: N/A IPP: N/A ADP: N/A NER: 3.45%	Indicator 1: N/A Indicator 2: 25.93% Indicator 3: 33.33% Indicator 4: 37.04% ELL: N/A IPP: N/A ADP: N/A NER: 3.7%
	Grade 4	Indicator 1: N/A	Indicator 1: 2.7%

	Indicator 2: 18.42% Indicator 3: 44.74% Indicator 4: 18.42% ELL: N/A IPP: N/A ADP: 10.53% NER: 7.89%	Indicator 2: 16.22% Indicator 3: 40.54% Indicator 4: 24.32% ELL: N/A IPP: N/A ADP: 5.41% NER: 10.81%
Grade 5	Indicator 1: 7.89% Indicator 2: 28.95% Indicator 3: 34.21% Indicator 4: 23.68% ELL: N/A IPP: N/A ADP: N/A NER: 5.26%	Indicator 1: 10.81% Indicator 2: 10.81% Indicator 3: 27.03% Indicator 4: 45.95% ELL: N/A IPP: 2.7% ADP: N/A NER: 2.7%
Grade 6	Indicator 1: 1.75% Indicator 2: 15.79% Indicator 3: 45.61% Indicator 4: 21.05% ELL: N/A IPP: 5.26% ADP: 1.75% NER: 8.77%	Indicator 1: 1.69% Indicator 2: 25.42% Indicator 3: 49.15% Indicator 4: 11.86% ELL: N/A IPP: 6.78% ADP: 1.69% NER: 3.39%

OurSCHOOL Well-Being Survey

	October 2023	May 2024
Number of Student Responses		
Grade 4	30	29
Grade 5	30	35
Grade 6	41	42
Students with positive sense of belonging		
Grade 4	83%	83%
Grade 5	87%	97%
Grade 6	70%	76%
Students with positive relationships		
Grade 4	55%	73%

	Grade 5	80%	77%
	Grade 6	53%	64%
How often do you share ideas with classmates either in spoken or typed conversations?			
	Grades 4&5	'Never' – 2% 'Rarely' – 9% 'Sometimes' – 41% 'Often' – 48%	'Never' – 3% 'Rarely' – 8% 'Sometimes' – 34% 'Often' – 55%
	Grades 6	'Never' – 3% 'Rarely' – 13% 'Sometimes' – 44% 'Often' – 41%	'Never' – 7% 'Rarely' – 17% 'Sometimes' – 43% 'Often' – 33%
Sharing ideas with and listening to classmates helps me build understanding about what I am learning.			
	Grades 4&5	'Never' – 2% 'Rarely' – 7% 'Sometimes' – 36% 'Often' – 55%	'Never' – 0% 'Rarely' – 3% 'Sometimes' – 48% 'Often' – 49%
	Grades 6	'Never' – 3% 'Rarely' – 21% 'Sometimes' – 32% 'Often' – 45%	'Never' – 3% 'Rarely' – 14% 'Sometimes' – 33% 'Often' – 50%

Alberta Education Assurance Measures

On the Alberta Education Assurance Measures, there was an increase in the percentage of parents that agree that students have access to supports and services at school, and when asked, they indicated overall that their reluctant readers are more positive about reading at home than they have been in the past.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
LeNS, CC3 and Numeracy Assessment data indicate that there has been an increase in the percentage of students in the not-at-risk category at each grade.	Students' decoding skills have improved	With oral interaction an established norm in the online environment, a focus on increased academic

Report card data also shows increased achievement in ELA and Mathematics. In addition to student data, parent/guardian perception data shows agreement with the accessibility, challenge-level and support offered to students. Over the course of the school year, teachers expressed increased confidence in supporting a diverse range of learners while delivering the new curriculum. Teacher open-ended survey responses indicated exploration and refinement in use of the asynchronous-synchronous instructional cycle and assessment of student learning. Student, parent and teacher perception data regarding sense of belonging aligned. In most cases there was a decrease in use of the NER indicator on June report cards.	▪ Students' numeracy skills have improved ▪ Students reporting positive relationships and sense of belonging was either maintained or significantly improved ▪ Increased student acknowledgment of the role of discussions to enhance learning ▪ Increased parent/guardian participation in the perception survey	language use is a logical continuation. ▪ Leverage feedback loops to further extend academic gains ▪ Increase awareness and care to encourage parental involvement where not already present
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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	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.**

