



#### 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

## Westgate 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

## Westgate School Goals

- New curriculum implementation
- Reading
- Conceptual Understanding of Mathematics - Subtraction
- Student Well-Being

## Our School Focused on Improving

- New curriculum implementation
- Reading fluency and comprehension
- Conceptual understanding of foundational concepts (subtraction and related concepts)
- Welcoming, Safe, Caring, Respectful School environments

### **New Curriculum Implementation**

To ensure student success in transitioning to the next grade level with new curriculum we decided it was important for teachers to be very familiar with the new learning outcomes and be confident in addressing any gaps in learning that existed because of the changes.

### **Literacy and Numeracy**

We chose to focus on these areas as our student data as measured on report cards and on provincial assessments (LeNS, CC3 and Numeracy) indicated that gaps in these foundational skills were limiting students' ability to engage in more complex reading and math problems.

### **Student Well-Being**

We also noticed, based on the AEAM data, that there was a decline in students feeling welcomed, safe, cared for and respected in their learning environments. Furthermore, the number of students feeling connected to an adult at school was low, 62%.

## What We Measured and Heard

### **Literacy**

We primarily focused on the FILAL reading report card stem to measure growth in literacy. We noted the following improvements of students achieving 2 in Term 1 to Term 2.

| <b>Grade</b> | <b>% of students achieving 2 Term 1</b> | <b>% of students achieving 2 Term 2</b> |
|--------------|-----------------------------------------|-----------------------------------------|
| 1            | 5.3                                     | 7.0                                     |
| 2            | 9.6                                     | 7.1                                     |
| 3            | 7.0                                     | 6.4                                     |
| 4            | 14.3                                    | 10.2                                    |
| 5            | 3.7                                     | 3.7                                     |
| 6            | 2.5                                     | 3.1                                     |

The above report card data shows the % of students receiving 2s in Terms 1 and 2. Overall, in four of the six grade groups, the percentage of students receiving 2s improved to 3s in Term 2.

### **LeNS**

| <b>Grade</b> | <b>Total students reassessed after being determined at risk overall</b> | <b>Percentage still at risk after intervention<br/>Name accuracy</b> | <b>Percentage at risk after intervention<br/>Sound accuracy</b> |
|--------------|-------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------|
| 1            | 16                                                                      | 43% (7 students)                                                     | 43% (7 students)                                                |
| 2            | 8                                                                       | n/a                                                                  | n/a                                                             |

n/a – did not receive norm referenced data

### **CC3**

| Grade | Total student reassessed after being determined at risk overall | Still at risk – regular words | Still at risk – irregular words | Still at risk – non words |
|-------|-----------------------------------------------------------------|-------------------------------|---------------------------------|---------------------------|
| 1     | 53                                                              | 9.43% (5 students)            | 32.08% (17 students)            | 30.19% (16 students)      |
| 2     | 37                                                              | 21.62% (8 students)           | 18.92% (7 students)             | 27.03% (10 students)      |
| 3     | 31                                                              | 45.16% (14 students)          | 19.35% (6 students)             | 12.9% (4 students)        |

The LeNS data shows that targeted intervention was successful with some students, but there are still students requiring additional targeted support. CC3 data similarly shows that in general, for most students, the results improve, but some students remain at-risk.

### **Numeracy**

We primarily focused on school-based assessments to measure growth in students' conceptual understanding in numeracy. Each grade team chose 4 questions to assess either subtraction or related mathematical operations.

School-based assessments

| Grade | % students who answered correctly |             |
|-------|-----------------------------------|-------------|
|       | Fall 2023                         | Spring 2024 |
| K     | 46                                | 83          |
| 1     | 80                                | 94          |
| 2     | 79                                | 87          |
| 3     | 36                                | 76          |
| 4     | 49                                | 84          |
| 5     | 57                                | 62          |
| 6     | 30                                | 44          |

### **Well-Being**

We used the Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) data from the Alberta Education Assurance Measure Results (AEAM). We saw an increase (89.8% -> 92.5%) in the percentage of students, teachers and parents who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

Furthermore, according to the CBE Student Survey the following improvements occur

| Measure                                               | Spring 2023 | Spring 2024 |
|-------------------------------------------------------|-------------|-------------|
| I feel included at school.                            | 73.94%      | 76.55%      |
| Teachers care about me.                               | 93.42%      | 93.71%      |
| There is at least one adult I connect with at school. | 62.13%      | 70.59%      |

## Analysis and Interpretation

| What We Noticed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Celebrations                                                                                                                                                                                                                                                                                                                                                                                                                            | Areas for Growth                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Report Card data from Term 1 to Term 2 on the FILAL reading stem showed that for the most part, students with 2s improved. The CBE Student survey indicates that 95% of students “understand what they read”. Teachers’ professional learning in the science of reading, structured literacy sessions and Lit/Num intervention support provided by Alberta Learning were notable factors in this success.</p> <p>Students’ conceptual understanding of subtraction improved as shown through school-based assessments by grade administered at the beginning and end of the year. Data related to our student well-being goal indicated improvement in the areas of WCSRLE, and school connectedness and belonging.</p> | <ul style="list-style-type: none"> <li>Students’ reading fluency and comprehension in French improved overall</li> <li>Students’ conceptual understanding of subtraction and relational operations improved</li> <li>The percentage of teachers, parents and students who believe Westgate is a caring, safe, respectful and welcoming school community improved</li> <li>More students feel connected to an adult at school</li> </ul> | <ul style="list-style-type: none"> <li>Use of formative assessment to help students’ writing improve</li> <li>Explicitly teach SEL to assist students with self-management, self-awareness and emotional regulation</li> <li>Ensure students at risk receive targeted intervention to reach their potential</li> <li>Ensure teachers’ feel school professional learning is meaningful to them</li> </ul> |

## 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                                                                               | Westgate 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 | <a href="#">Student Learning Engagement</a>                                           | 87.7            | 88.3             | 90.7                | 83.7           | 84.4             | 84.8                | n/a                | Maintained  | n/a       |
|                                | <a href="#">Citizenship</a>                                                           | 87.3            | 87.4             | 89.9                | 79.4           | 80.3             | 80.9                | Very High          | Maintained  | Excellent |
|                                | <a href="#">3-year High School Completion</a>                                         | n/a             | n/a              | n/a                 | 80.4           | 80.7             | 82.4                | n/a                | n/a         | n/a       |
|                                | <a href="#">5-year High School Completion</a>                                         | n/a             | n/a              | n/a                 | 88.1           | 88.6             | 87.3                | n/a                | n/a         | n/a       |
|                                | <a href="#">PATS: Acceptable</a>                                                      | n/a             | 73.2             | 73.2                | n/a            | 66.2             | 66.2                | n/a                | n/a         | n/a       |
|                                | <a href="#">PATS: Excellence</a>                                                      | n/a             | 12.7             | 12.7                | n/a            | 18.0             | 18.0                | n/a                | n/a         | n/a       |
|                                | <a href="#">PAT9: Acceptable</a>                                                      | n/a             | n/a              | n/a                 | n/a            | 62.6             | 62.6                | n/a                | n/a         | n/a       |
|                                | <a href="#">PAT9: Excellence</a>                                                      | n/a             | n/a              | n/a                 | n/a            | 15.5             | 15.5                | n/a                | n/a         | n/a       |
|                                | <a href="#">Diploma: Acceptable</a>                                                   | n/a             | n/a              | n/a                 | n/a            | 80.3             | 80.3                | n/a                | n/a         | n/a       |
|                                | <a href="#">Diploma: Excellence</a>                                                   | n/a             | n/a              | n/a                 | n/a            | 21.2             | 21.2                | n/a                | n/a         | n/a       |
| Teaching & Leading             | <a href="#">Education Quality</a>                                                     | 93.2            | 95.1             | 95.2                | 87.6           | 88.1             | 88.6                | Very High          | Maintained  | Excellent |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | 92.5            | 89.8             | 93.3                | 84.0           | 84.7             | 85.4                | n/a                | Maintained  | n/a       |
|                                | <a href="#">Access to Supports and Services</a>                                       | 75.1            | 81.5             | 81.2                | 79.9           | 80.6             | 81.1                | n/a                | Declined    | n/a       |
| Governance                     | <a href="#">Parental Involvement</a>                                                  | 80.4            | 83.2             | 84.1                | 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