

**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

Brentwood 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

2023-2024 School Goal

- A holistic focus on new curriculum implementation

Our School Focused on Improving

- New curriculum implementation
- Task design
- Accompanying success criteria

We chose a holistic goal focused on unpacking new curriculum outcomes and learning progressions across subject areas. This goal included a focus on task design with accompanying success criteria so students could better understand and achieve expectations of the new curriculum.

Provincial assessments (CC3, LeNS, and Numeracy) along with report card data (Reading and Number) showed there was a wide range of skills in our student population even prior to the instruction of new curriculum. This was mirrored by perception data, as noted on the CBE Student Survey. Our students had very differing opinions of their level of confidence in various subjects and their identities in mathematics and literacy.

Anecdotal documentation from teachers' classroom observations also indicated the importance of focusing on task design to meet the needs of all learners.

What We Measured and Heard

In grades 1-3, we used the LeNS, CC3 and Numeracy provincial 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	+10.82%
Grade 2	+5.84%

CC3 – Changes in **not** at risk-population

	Regular Words	Irregular Words	Non Words
Grade 1	+5.78%	+4.92%	+3.34%
Grade 2	+2.5%	+4.2%	+8.4%
Grade 3	+0.97%	+0.98%	+0.24%

Numeracy – Changes in **not** at-risk population

Grade 1	+7.48%
Grade 2	+14.86%
Grade 3	+8.73%

We also used grade 1-6 report card data to measure growth. Along with improvements on the above provincial assessments, we also noticed an improvement on our report card indicators for Reading and Number across all grades.

- Reads to explore and understand
- Understands and applies concepts related to numbers, patterns (and algebra)

For student perception data, we asked specific questions on the CBE Student Survey to measure growth in student confidence in the areas of literacy, mathematics and well-being. These questions included:

- Do you feel confident at school?
- How do you know when you have done a good job in your learning?
- Are you a confident reader?
- Are you a confident mathematician?

The results showed an improvement in student's confidence in their learning. In May 2024, 42% of students in grades four and five reported feeling confident as readers most of the time, which improved by 5-percentage points compared to the 37% recorded in

October. Additionally, there was a 6-percentage point increase in the number of students who felt confident in mathematics most of the time. In May 2024, 40% of students indicated they were confident mathematicians most of the time. Among grade 6 students, 44% indicated in October 2023 that they were confident readers, which increased to 49% by May. Furthermore, in October 2023, 28% of grade six students identified themselves as confident mathematicians, and this figure improved to 34% by May 2024.

To collect teacher perception data, Brentwood administered a survey in October 2023, January 2024 and May 2024 to measure teacher confidence and familiarity with the new Alberta curriculum. The results showed that all teachers demonstrated increased confidence in implementing the new curriculum, creating success criteria, and meeting the learning needs of all students. Teachers were asked to rate their confidence using the scale: sprout (least confident), seedling, sapling or tree (most confident). In October 2023, 41% of teachers saw themselves a 'sprout,' 50% as a 'sapling,' and 9% as a 'tree.' By May 2024, 22% of teachers indicated themselves as a 'sprout,' 41% as a 'sapling,' and 37% felt they were a 'tree.'

On the Alberta Education Assurance Measures, we found that 93.1% of parents were satisfied with the quality of education, which is consistent with the previous year's results. Additionally, 86.1% of parents indicated there is parent involvement at the school level, a figure that remains steady compared to last year's 85.3%. Overall, feedback from parents, staff and students show that student-learning engagement remains high.

However, both parent and student responses indicate a decline in Welcoming Caring Respectful and safe learning Environments. As a result, we will continue to focus on fostering a strong sense of belonging for all stakeholders in our forthcoming School Development Plan.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
LeNS, CC3 and Numeracy Assessment data indicate that there has been a significant decrease in the percentage of students in the at-risk category at each grade. We also noted an improvement on our report card indicators for Reading and Number. Coupled with data from the CBE Student Survey and questions posed to student in class these data not only point to improvements in students' reading and math skills, but also to their confidence levels in engaging in difficult learning tasks. In addition to student data, parents have also indicated that there is a high level of satisfaction with Education Quality and that students are engaged in their learning.	▪ Students' decoding skills have improved ▪ Students' numeracy skills have improved ▪ Students are more confident and more able to persevere when challenged with difficult learning tasks ▪ Parents are highly satisfied with the Education Quality at Brentwood School	▪ Student written communication ▪ Student sense of belonging ▪ Continuing to provide targeted intervention for students at all grade levels, using a Continuum of Supports

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 9204 Brentwood School

Assurance Domain	Measure	Brentwood 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	89.3	90.8	90.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	81.5	87.7	87.9	79.4	80.3	80.9	Very High	Declined	Good
	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	99.0	93.8	93.8	68.5	66.2	66.2	Very High	Improved Significantly	Excellent
	PAT6: Excellence	76.2	54.6	54.6	19.8	18.0	18.0	Very High	Improved Significantly	Excellent
	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	93.1	93.5	95.0	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.5	91.4	90.8	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	74.5	82.9	83.1	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	86.1	85.3	86.5	79.5	79.1	78.9	Very High	Maintained	Excellent

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