



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

Sibylla Kiddle 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 Goals

- Assessment and Feedback
- Written Communication
- Mathematical Thinking
- Social Emotional Awareness

Our School Focused on Improving

This year we focused on identifying success criteria, calibrating assessment, providing students with feedback that relates to the learning outcomes, and supporting students in accessing and utilizing specific feedback.

Specifically, we concentrated on providing feedback intended to:

- improve students' written expression
- improve students' ability to effectively communicate their mathematical thinking
- develop social emotional learning

We chose these areas of focus because perception data along with report card data demonstrated that written expression and number sense were continued areas of growth for students. We also noticed, based on the Alberta Education Assurance Survey, that parents would like students to have greater access to supports and services such as those that support students with both their learning and well as problems not related to school. A focus on assessment and feedback was also intended to support students in advocating for own their learning as well as resiliency, problem solving and self-advocacy. Our staff indicated that continuing to develop confidence and skill with assessment, including developing success criteria, assessment calibration and self and peer assessment would be beneficial to their practice.

What We Measured and Heard

We primarily used the report card data and numeracy assessment data to measure growth in the areas of literacy and mathematics. We noted the following:

Report Card Stem – Writes to express information and ideas

Number of Students Achieving a 3 or 4

June 2023	70.7%
June 2024	64.7%
Change	-6.0%

Report Card Stem – Understands and applies concepts related to number and patterns (and algebra)

Number of Students Achieving a 3 or 4

June 2023	78.5%
June 2024	79.0%
Change	+0.5%

Numeracy – Changes in at-risk population

Grade 1	Decreased by 5.2%
Grade 2	Decreased by 13.2%
Grade 3	Maintained

Along with the above measures, we also noted a number of improvements in staff and student perception data in relation to feedback. On the CBE Student Survey grade 5 students' perception from last year to this year improved in relation to having opportunities to get helpful feedback. Additionally, students' confidence in how to progress in both their writing and mathematics also improved from last year to this year. Over the course of the year, we also noticed an improvement in our Grade 4 and 5 students' perceptions of learning in writing and mathematics. There was an increase from 50% to 65% of students sharing that they almost always or most of the time get the feedback they need to improve their writing. Additionally, at the end of the year 67% of students indicated that they can explain their mathematical thinking in a variety of ways, which is an increase from 56% of students at the beginning of the year. 95.8% of Grade 4 and 5 students also continue to share that they are responsible for themselves and their actions, indicating that they are continuing to build their understanding of social emotional learning and responsible decision making through feedback.

On the Alberta Education Assurance Measures, while there was a decrease in the percentage of parents that agree that students have access to supports and services at school, 100% of parents answering the survey believe that their child is encouraged to try their best and that their teachers care about their child, indicating that parents do believe students are provided with feedback that supports confidence in school.

Teachers were also asked about their perceptions of growth in relation to assessment and feedback. In a professional development survey, teachers indicated that their assessment practices including calibration and feedback loops have improved this year through our collective work. Additionally, data collected from the Teacher Self-Assessment Tool indicated that in the area of actionable feedback we have improved from 35% of teachers feeling proficient or exemplary in this area to 100% of teachers at the end of the year.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Report Card data and Numeracy Assessment data indicate that there has been some improvement in the areas of written expression and well-being. We did notice a decline in our writing report card stem; however, this may be attributed to teachers gaining a greater understanding of assessment and calibration. Along with data from the CBE Student Survey, OurSchool survey and perception data gathered from teachers and students in class, our data point to improvements in students' written expression and mathematical communication skills, and also in their own social emotional learning using effective feedback loops. In addition to student data, according to the Alberta Assurance Survey, parents believe that teachers care about their children and they are encouraged to do their best.	Students' written expression has improved in response to feedback loops. Students are more confidently sharing their mathematical understanding through classrooms engaging in mathematical discourse. Students are more confident in learning due to feedback provided by teachers. Parents continue to report that the school is a welcoming, caring, respectful and safe learning environment.	Incorporate Science of Reading and supporting resources into all teachers' instructional practice. Provide targeted intervention for students at all grade levels. Increase supports and services for students in school through our Professional Learning Communities and Collaborative Response Model. Continue to build a culture of belonging.

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	Sibylla Kiddle 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	85.6	90.7	87.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	85.7	89.1	87.6	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	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	90.3	97.4	93.9	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.7	94.5	92.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	76.9	84.8	84.7	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	86.3	86.0	85.0	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