



Penbrooke Meadows

5645 Pensacola Cres. S. E., Calgary, AB T2A 2G4 t | 403-777-8230 e | penbrookemeadows@cbe.ab.ca

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

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

2023-24 School Goals

- Reading regular and non-words
- Conceptual understanding of number
- Increasing student sense of belonging and connection

Our School Focused on Improving

- Reading regular words and non-words
- Conceptual understanding of number
- Increasing student sense of belonging and connection to the school and staff

Our RRSST, LeNS and CC3 data showed that reading regular and non-words was an area of growth for students. Identifying letter sounds and reading regular words (following known spelling patterns) was our priority.

We worked to improve our students' understanding of number as student achievement data collected on the province-wide Numeracy Screening Assessment showed that this was an area of growth for us.

We worked on supporting students in improving their sense of connection and belonging in the school. The CBE Student Survey and OurSCHOOL Survey data pointed to this as an area of focus for us.

What We Measured and Heard

We primarily 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 from Pre-test to Post-Test

Grade 1 Letter Sound	+13.6%
Grade 2 Letter Sound	+36.0%

CC3 – Changes in not at risk-population from Pre-test to Post-Test

	Regular Words	Irregular Words	Non-Words
Grade 1	+13.0%	+10.0%	+13.0%
Grade 2	+4.0%	+7.3%	+17.6%
Grade 3	+12.4%	+8.6%	+16.47%

Numeracy – Changes in not at-risk population from Pre-test to Post-Test

Grade 1	+11.21 %
Grade 2	+41.43 %
Grade 3	+9.41%

76 percent of the division two students indicated that they felt welcome at school. However, 67 percent of students indicated that they felt included at school. One area of improvement was that ninety percent of our division two students indicated that they felt a strong connection to at least one adult at school. 80 percent of students reported that their teachers checked in with them often about their well-being. 94 percent of students indicated there are high expectations for me to be successful in my learning.

There was a large increase in the number of parents who responded to the Alberta Education Assurance Measures Survey (18 in 2024 compared to a maximum of 10 in previous years), as well as consistently higher numbers of parents attending and participating in the School Council meetings. On the AEAM survey, results showed a maintained or increased satisfaction with education quality, citizenship and parental involvement.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
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<p>There was more growth was seen on the nonwords for CC3 than the regular words, although growth was shown for both in all grades.</p> <p>Division one students showed an increase in percentage of students on the Provincial Numeracy Screening Assessment. Our grade two students showed the most growth overall in all areas. Grade one students had the lowest levels of growth in addition (8%) and writing numbers on a number line (12%).</p> <p>There was a large increase in the number of parents responding to the Assurance Survey (18), increase in parent participation in school events including school council.</p>	<ul style="list-style-type: none"> • Students decoding skills have improved • The percentage of students at risk dropped significantly from pre-post to post-test. • Students are proud to be part of their school and feel learning and extracurriculars are safe and accessible to all students • Parents are more actively engaged in the work of the school through School Council • Students reported very high levels of satisfaction on all 4 domains of the Indigenous Lifelong Learning Framework. 	<ul style="list-style-type: none"> • Incorporate decodable texts into daily literacy practice • Utilize UFLI resources for literacy instruction • Provide targeted intervention for students at all grade levels • Connect conceptual understanding to procedural fluency in mathematics • Increase sense of connection as represented by identifying that they feel included at school
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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	Penbrooke Meadows 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	89.1	92.9	91.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	84.6	87.9	86.5	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	0.0	0.0	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	0.0	0.0	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	92.9	93.0	95.9	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.2	85.9	87.0	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	86.6	88.4	84.4	79.9	80.6	81.1	n/a	Maintained	n/a

Governance	Parental Involvement	85.1	84.0	80.5	79.5	79.1	78.9	Very High	Maintained	Excellent
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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