



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

William D. Pratt 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

2023-24 School Goals

- Reading comprehension
- Conceptual Understanding of number
- Connection and belonging

Our School Focused on Improving

- reading comprehension
- conceptual understanding of number
- connection and belonging

We chose to focus on reading comprehension as our student data measured using standardized screeners for literacy (Dibels, Maze, and Words their Way) demonstrated that many students in all grades had gaps in their foundational reading and comprehension skills. We also noticed, base on the CBE Student Survey results as well as teacher perceptions, that students do not confidently understand what they read.

We chose to focus on conceptual understanding of number as our student data measured using the province-wide Numeracy Screening Assessment showed that this is an area of growth for us. Teachers noted that even when students can perform mathematical tasks, they find it challenging to explain or extend their reasoning. Additionally, on the CBE Student Survey a minority of students said they think deeply and slowly when solving math problems.

We chose to focus on connection and belonging as our student data from the CBE Student Survey, OurSchool survey, and Alberta Education Assurance Measures indicated an inconsistency in students feeling that school is welcoming, caring, safe, and inclusive.

What We Measured and Heard

We primarily used the CBE Student Survey results, items – ‘I understand what I read’ to measure growth in reading comprehension and ‘I think deeply and slowly when solving mathematics problems’ to measure conceptual understanding of number. Connectedness and belonging was measured through the CBE Student Survey and Alberta Education Assurance Survey, items relating to feeling cared for, welcome, belonging, and included. We noted the following improvements on the spring administrations of these surveys:

Reading Comprehension- I understand what I read (CBE Student Survey)

	Spring 2023 (%)	Spring 2024 (%)	Difference (%)
Overall	95.08	94.49	-0.59
Grade 5	94.17	99.22	+5.05
Grade 6	96.0	90.43	-5.57
Grade 8	93.91	94.78	+0.87
Grade 9	97.94	93.37	-4.57

Conceptual Understanding of Number (CBE Student Survey)

	Spring 2023 (%)	Spring 2024 (%)	Difference (%)
Overall	82.68	83.56	+0.88
Grade 5	86.32	90.98	+4.66
Grade 6	89.58	83.18	-6.4
Grade 8	82.65	76.58	-6.07
Grade 9	75.53	82.39	+6.86

Belonging- Sense of belonging (OurSchool Survey)

	Fall 2023 (%)	Spring 2024 (%)	Difference (%)
Grade 5	81	75	-6
Grade 6	72	63	-9
Grade 7	70	72	+2
Grade 8	68	73	+5
Grade 9	61	59	+9

Belonging- I feel like I belong (Alberta Education Assurance Survey)

	Spring 2023 (%)	Spring 2024 (%)	Difference (%)
Grade 7	73	73	0

Our relatively consistent results for student perception data in reading are further supported by consistent report card grades, with 98% of students achieving grade-level understanding on the 'reads to explore' report card stem in both June 2023 and 99% of students achieving grade-level in June 2024. While the slight improvement in student perception data for math is reinforced by a 7.8% increase in grade 7 to 9 students achieving grade-level understanding on the 'number' report card stem. Grade 5 and 6 students demonstrated consistent achievement in both June 2023 and June 2024 on the 'understands and applies number, patterns, and algebra' report card stem.

The overall decrease in our sense of belong data is further supported by a 14.7% increase in student population from 795 students in June 2023 to 912 students in June 2024. The diversity of learners also increased with 11.84% of students identifying English as an additional language in June 2023, to 44.41% of students identifying English as an additional language in June 2024.

In contrast to student perception data, on the Alberta Education Assurance Measures, 90% of parents identified school as a welcoming place in 2024 compared to 87% in 2023. With 36% of parents strongly agreeing with the statement 'your child's school is a welcoming place to be', and increase of 22% from 2023.

Analysis and Interpretation

What we noticed	Celebrations	Areas for Growth
- Literacy: 94.49% students report "I understand what I read" (CBE survey) as compared to 95% from the previous year - Numeracy: 83.56% of students think deeply and slowly when solving Math problems (CBE survey) as compared to 82.68% from the previous year. - Parents see William D. Pratt school as a welcoming place	- Report card data indicated that 99% of all students "read to explore" at grade level - Report card data indicated that 98% of all students "have number sense and strategies for computation" at grade level - Students feel their teachers care about them (90.16%) and their success (93.26%)	- Literacy: Feedback loops need to be created more consistently. - Math: increased perseverance when attacking challenging problems - Student's sense of belonging and feeling welcome at school (71%) - Students report a desire to have their cultures more represented at school

• Wellness: All students participated in a school wide locally created perception survey 3 times over the year. • Calgary Bridge Foundation for Youth was invited to create an after-school program in which 30 students participated in to support belonging in school. • A friendship club was created for groups of students needing new strategies to make friends, supporting their sense of connection and belonging at school. • Administrators met with every new student and family as they entered the school creating an opportunity for parents to see our caring school environment and creating early connections with students and families.	▪ 100% of self-identified Indigenous students demonstrate grade level achievement in reading and number	
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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

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.

Assurance Domain	Measure	William D. Pratt 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	81.7	82.6	83.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	72.2	75.1	76.8	79.4	80.3	80.9	Intermediate	Declined	Issue
	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
	PAT8: Acceptable	n/a	78.5	78.5	n/a	66.2	66.2	n/a	n/a	n/a
	PAT8: Excellence	n/a	23.5	23.5	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	76.9	76.9	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	23.9	23.9	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	82.9	81.8	88.1	87.6	88.1	88.6	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.7	81.3	83.0	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	75.1	67.7	73.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	71.2	78.7	79.5	79.5	79.1	78.9	Low	Declined	Issue