



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

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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

- Reading Fluency
- Conceptual Understanding of Mathematics
- Perseverance When Faced with Learning Challenges

Our School Focused on Improving

- Phonemic Awareness and Decoding Skills
- Procedural Fluency in Mathematics
- Developing student’s sense of competence, confidence, resilience, and belonging

Our School Development Plan was divided into goals specific to literacy and numeracy achievement as well as a goal that focused on well-being.

The student data collected to inform our literacy and math goals demonstrated a need to continue our focus on developing foundational skills. Our focus was on building student capacity to apply these skills flexibly in order to effectively communicate their learning and to apply what they had learned when addressing next-steps in their learning.

Student, teacher, and parent responses to surveys (Alberta Assurance Survey, OurSchool survey, and the CBE Student Survey) informed our wellness goal.

What We Measured and Heard

Literacy

Our literacy focus was to improve student phonemic awareness and decoding skills. The following assessments were used to measure student growth:

Words Their Way Primary Inventory (Grades 1 & 2)

Increase in percentage of students working at “Within Word Pattern” section and above

Grade 1	+47%
Grade 2	+41%

Words Their Way Elementary Inventory (Grades 3 – 6)

Increase in percentage of students working at “Syllables & Affixes” section and above

Grade 3	+31%
Grade 4	+32%
Grade 5	+14%
Grade 6	+23%

Core Maze

Increase in students achieving ‘Benchmark’ results

Grade 3	+23%
Grade 4	+9%
Grade 5	+14%
Grade 6	+23%

Report Card (June 2024)

Percentage of students achieving indicators of 3 or 4 on the Report Card Stem “Reads to explore and understand” on the June 2024 report card and change from January 2024 (S1) report card

Grade	% 3 or 4	Change from January
1	46	11%
2	59	6%
3	62	12%
4	70	1%
5	43	4%
6	41	-12%

English as an Additional Language Reading Benchmark

Percentage of students who increased their Language Proficiency in Reading by one benchmark level in 2023 – 2024

Grade 1	32%
Grade 2	59%
Grade 3	53%
Grade 4	32%
Grade 5	38%

- 45% of EAL Learners increased their Language Proficiency by one benchmark level in reading

LeNS (Letter Name Sound Assessment)

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

Grade 1	+31%
Grade 2	+12%

CC3 (Castles and Coltheart 3 Assessment)

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

Grade 1	+21%
Grade 2	+13%
Grade 3	+29%

Analysis of our literacy data demonstrates the effectiveness of the instructional routines and practices that were applied universally at our school. Provincial screening assessment data demonstrates significant increases in the number of students who were identified as “Not at-risk” and our locally administered assessments show significant improvement, especially in our younger learners.

Mathematics

Our focus in Mathematics was to increase staff capacity to leverage student strengths in procedural fluency to improve conceptual understanding of math concepts. The following assessment tools were used to monitor student growth.

Provincial Numeracy Screening Assessment

- Percentage of students identified as 'Not-at-Risk' (June 2024)

Grade 1	68%
Grade 2	84%
Grade 3	81%

Report Card (June 2024)

– Percentage of students achieving indicators of 3 or 4 in Mathematics on the stems:

- Understands concepts related to number and patterns (K-2)
- Understands and applies concepts related to number, patterns, and algebra (Gr 3-6)

Kindergarten	63%
Grade 1	66%
Grade 2	65%
Grade 3	62%
Grade 4	62%
Grade 5	51%
Grade 6	64%

The data collected does demonstrate growth in student achievement, however the quantitative data that is available does not provide a clear picture of student growth related to our Mathematics goal.

A review of data drawn from classroom observations, Collaborative Response Meetings, teacher surveys, and conversations with teachers shows that while students are most comfortable with pencil and paper tasks that emphasize rote learning skills, students in all grades find it challenging to apply mathematical reasoning skills to novel problems in a flexible manner. Teachers report that students focus on finding the 'right' answer when working through math problems and are often unable to explain how they came to find a solution to a problem. In conversations, a theme emerged among most teachers who expressed that while the majority of students are capable of following procedures, they often rely on teachers and peers to identify which procedure should be used to answer a mathematical problem. Additionally, many teachers report that students often struggle to identify whether a solution to a problem is reasonable, which makes it difficult for students to check and correct their work.

Well-Being

The following surveys were used to monitor student sense of competence, confidence, resilience, and belonging:

OurSchool Survey

- Students in Grades 4-6 completed this survey in October 2023. Our current cohort of students in Grades 4-6 took part in the survey in October 2024

Grade	Belonging		Positive eudaimonic* well-being		Feels Safe attending school	
	2023	2024	2023	2024	2023	2024
4	86%	86%	86%	95%	64%	71%
5	66%	83%	82%	87%	64%	72%
6	78%	61%	72%	92%	50%	63%

*Students who have positive eudemonia pursue personally expressive goals and have a sense of purpose in their life.

CBE Student Survey

This survey was completed by students in Grades 5 and 6 in April 2024

Grade	% of students who reported that they feel included at school	% of students who reported that they feel welcome at school	% of students who reported that they feel confident as a student
5	60	62	74
6	70	80	60

Alberta Education Assurance Measures

This survey was completed by students in Grade 4 as well as parents of Grade 4 students

	% who agree that students are engaged in learning at school	% who agree that learning environments are welcoming, caring, and safe
Students	80	87
Parents	83	98
Teachers	97	90

Our well-being data continues to show that while there are improvements in student belonging and confidence in their learning, more work is required to ensure that members of our school community feel connected and safe at school. We did not have survey measures for other grades that would allow us to see if there are similar changes in other grades and we have made plans to develop measures that will help us to develop a more comprehensive understanding of our school community.

Analysis and Interpretation

What We Noticed LeNS, CC3, and Numeracy Assessment data show there is a significant increase in the number of students who are identified as “Not At-Risk” Words Their Way Spelling Inventory Data provided teachers with actionable information that was used to effectively target student needs The well-being data that we have access to did not provide enough information to inform specific next steps. We will engage	Celebrations The Response to Intervention model has helped to improve student achievement in reading with strategic, targeted instruction Grade 1 and 2 students made significant progress in decoding and phonemic awareness as demonstrated in our “Words Their Way” data. English as an Additional Language Learners demonstrated significant growth in their reading across all grade levels	Areas for Growth Robust diagnostic data to support planning and professional learning in Mathematics Continued work to cement our consistent literacy instructional and assessment practices Continued work to build student’s sense of resilience, confidence, and confidence in their abilities at school Professional learning to implement effective teaching routines to support conceptual
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with teachers to implement further school-based tools to ensure a stronger body of evidence. We will continue to work with the parent community to promote greater engagement with the Alberta Education Assurance Survey In our analysis of our mathematics data as well as through ongoing professional learning conversations with teachers, we have found that while students are able to demonstrate many of the skills required to achieve learning outcomes in math, they do struggle with applying their understanding in novel situations and when communicating their understanding verbally		understanding and discourse in mathematics
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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	Chief Justice Milvain 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	86.9	87.1	88.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	88.7	82.5	86.4	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	85.2	85.2	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	22.2	22.2	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	91.9	85.4	89.7	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRLSE)	91.9	82.8	87.7	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	87.0	81.9	85.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	83.6	70.4	76.7	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