



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

Thomas B. Riley 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

Thomas B Riley

School Goals

Equitable Grading Practices

Our School Focused on Improving

Equitable Assessment Practices

We chose a holistic goal focused on equitable grading practices in order to build a common anchor for our school staff in ensuring that assessments for all students was completed through an equitable lens. This was to maximize opportunities for success for all learners in demonstrating each curricular outcome.

A whole school focus on grading for equity meant that as a staff we were able to engage in rich discussion about a variety of common assessment practices and how each of these practices align with the CBE Assessment and Reporting Guides. In addition, it was an opportunity for every disciplinary team to engage in the work regardless of the curriculum they taught. These equitable practices were applicable across all grades and subjects and our focus on this goal meant that every teacher could enter into this professional work equally.

Our students benefitted from this work as the grading across our school not only became more equitable (ex. No marks were deducted for late assignments, no bonus marks assigned, etc.) but also the calibration between teacher practices for grading were more aligned. Regardless of the classroom teacher, similar assignments and assessments were used to elicit the most opportunity for success for every student.

Through the process of calibrating our assessments and the ongoing discussions we engaged in as a staff, we found that our report card marks were much more accurate and reflective of student achievement because the students had multiple opportunities to demonstrate each learning outcome. This led to many more opportunities to assign a grade rather than an NER on the report card for students who were having more difficulty completing assignments.

What We Measured and Heard

Example

Report Card Indicators: June 2023 vs June 2024

Grade	Reads to explore, construct and extend understanding	Writes to develop, organize and express information and ideas
Difference from June 2023 to June 2024	+6.85 percentage points in 4s -3.14 percentage points in 1s Increase of 3.38 percentage points in NERS	+5.09 percentage points in 4s -1.78 percentage points in 1s Increase of 3.38 percentage points in NERs

Provincial Achievement Exams

Subject	Below Acceptable Standard	Meeting Acceptable Standard	Standard of Excellence
ELA	13.9%	79.8%	13.3%
Mathematics	33.1%	61%	22.7%
Science	25.1%	69.1%	24%
Social Studies	24.6%	69.7%	23.4%

The Alberta Education Assurance Measures show increases in Parental Involvement and Student Learning Engagement. The percentage of parents who agree that students are engaged in their learning at school is 92% in 2024. This is a very significant increase from 73.7% the year prior. There was a decline in Citizenship Measures and Welcoming, Caring, Safe, and Respectful Learning Environment. Education Quality and Access to Supports and Services has remained stable. Overall, these results provide us with specific data points regarding areas we are doing well and areas that require improvement.

The Our School Survey shows that 60% of students at school have a high sense of belonging. This is on par with Canadian norms of 62%. Also 74% of students stated they have positive relationships at school. Only 39% of students reported that they felt safe attending the school. The Canadian norm is 57%. Given that this survey was administered in the Fall of last year, we know that many structures, supports, and systems have been implemented since this time and hope to see an increase in this metric this school year.

Overall attendance data in 2023 shows that 4.17% of students did not attend more than 50% of the school year compared to 4.86% in 2024. Students who were absent 20-50% of the time in 2023 was 13.07% compared to 11.59% in 2024.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Alberta Education Measures show an increase in Parental Involvement and Student Learning Engagement. It has made a significant difference to have regular monthly school council meetings. This has increased engagement and enhanced parent voice in decision-making at the school Having a dedicated School Resource Officer made a significant difference in the way we were able to respond during emergency situations. Visibility at our school has contributed to proactive de-escalation during unforeseen events. Students and parents have reported feeling an increased sense of safety in our school by the end of the school year last June compared to the beginning of the year in October when these measures were implemented.	Significant increase in student learning engagement and parental involvement from the perception of parents. Excellence in reading and writing has improved according to report card indicators. Many students feel a positive sense of belonging at school and have positive relationships at school. Increased sense of community within our school with updated logo and motto, which contributed to a renewed identity and pride in our school.	Incorporate daily literacy warm-ups and focus on vocabulary development across all disciplinary areas. Provide targeted literacy instruction across all disciplinary subjects. Identified students will work in small groups on foundational reading and writing skills in eight-week cycles. Enhance structures and supports to increase overall student attendance at our school.

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



Required Alberta Education Assurance Measures - Overall Summary Spring 2024

School: 9611 Thomas B. Riley School

Assurance Domain	Measure	Thomas B. Riley 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	81.2	74.0	76.5	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	55.8	59.6	66.3	79.4	80.3	80.9	Very Low	Declined Significantly	Concern
	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	57.1	57.1	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	11.6	11.6	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
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
	Education Quality	78.2	76.1	78.9	87.6	88.1	88.6	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	62.3	67.9	72.5	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	68.3	69.6	72.8	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	77.1	62.0	63.9	79.5	79.1	78.9	Intermediate	Improved	Good

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