



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

W. O. Mitchell 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

W.O. Mitchell School Goals

- Spanish Reading Comprehension
- Conceptual Understanding of Number Sense and Problem Solving
- Self-Regulation

Our School Focused on Improving

Our School Development Plan focused on:

- Spanish reading comprehension
- Conceptual understanding of number sense and problem solving
- Self-regulation

Spanish Reading Comprehension

The data gathered through the CBE developed Reading Comprehension Rubric showed that Spanish reading comprehension was an area of growth for our students. As a school, we specifically focused on applying the Neurolinguistic Approach (NLA) loop from oral language use, to reading in the target language, to writing in Spanish across the grades. In addition, teachers also implemented a structured literacy approach through small group intentional reading instruction on a regular basis across all the grades (Grade 1-5).

Conceptual Understanding of Number Sense and Problem Solving

Student achievement data collected on the provincial numeracy screening assessment showed that growth in conceptual understanding of number sense and problem solving was an area of growth, in particular for our current division 2 students. As a school, we focused on explicit mathematical representations including: visual, physical and verbal representations in the target language.

Self-Regulation

Our CBE Student Survey data and our OurSchool survey data suggested that student self-regulation was an area of growth. As a school we focused on building self-regulation through the implementation of talking circles to share emotions and for restorative purposes. In addition, students modeled and practiced self-awareness techniques (for example: five senses, emotions, reactions/responses, breathing and body scanning). All grades explored physical movement activities in relation to student regulation.

What We Measured and Heard

For Spanish reading comprehension we used report card data (stem: Reads to explore and understand in Spanish), OurSchool Student Survey (Grade 4 and 5) perception data and a Teacher Perception survey.

Report Card Stem: Reads to explore and understand Spanish

Indicator	June 2023 (Y1)	June 2024 (Y1)	Change in indicator achievement
1	3.4 %	4.2 %	+0.8%
2	27.9 %	21.8 %	-6.1 %
3	45.2 %	42.2 %	-3.0%
4	23.4 %	31.8 %	+8.4%

OurSchool Student Survey (Grade 4 and 5) – “My reading in Spanish is improving.”

	October 2023	May 2024	Perception of positive improvement (Absolutely + Yes) in reading in Spanish increased from 84% to 88%. 2% of students (i.e. 2 students) feel their reading in Spanish is not improving in the spring survey.
Absolutely	47 %	44 %	
Yes	37 %	44 %	
Not Really	16 %	10 %	
No	0 %	2 %	

Teacher Survey: Confidence in structured reading instruction

	December 2023	June 2024	December data was used to identify specific areas for lunch-and-learn professional learning, held in Feb 2024. Professional growth in this area is applicable in both languages.
Very High	14.5 %	22.2 %	
High	57.7 %	61.1 %	
Medium	26.7 %	16.7 %	
Low	1.1 %	0 %	

Our 2023-2024 School Development Plan had plan to use the CBE Spanish Reading Comprehension Rubric. However, its use was discontinued shortly after the fall in order to align to the principles of the Literacy Framework.

For Conceptual understanding of number sense and problem solving we used the Provincial Numeracy Screening Assessment, report card data (stem: Understands and applies concepts related to number and patter (K-grade 2); Understands and applies concepts related to number, patterns and algebra (grades 3-5)), and the CBE Math Problem Solving Observation Rubric.

Provincial Numeracy Screening Assessment

Grades	Students at Risk Pre Test	Students at Risk Post Test	Change in Overall Students at Risk
1	Feb. 2024 – 12.3 %	June 2024 – 5.1 %	-7.2 %
2	Dec. 2023 – 5.7 %	June 2024 – 1.6 %	-4.1 %
3	Dec.2023 – 3.9 %	June 2024 – 0 %	-3.9%

Report Card Stem: Understands and applies concepts related to number and patterns (K-grade 2); Understands and applies concepts related to number, patterns and algebra (grades 3-5)

Indicator	June 2023 (Y1)	June 2024 (Y1)	Change in indicator achievement
1	0.3 %	5.4 %	+5.1 %
2	12.0 %	17.2 %	+5.2 %
3	52.0 %	32.5 %	-19.5 %

4	35.7 %	43.5 %	+7.8 %
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CBE Math Problem Solving Observation Rubric

Indicator	December 2023	May 2024	Change in indicator achievement
1	5.5 %	5.4 %	-0.1 %
2	27.7 %	17.2 %	-10.5 %
3	39.9 %	32.5 %	-7.4 %
4	24.4 %	43.5 %	+19.1 %

For our well-being goal, we focused on self-regulation. The data used for this goal was: CBE Student Survey, OurSchool Survey and the Alberta Education Assurance Survey. In addition, we also used the report card stem: Develops skills to support the wellbeing of self and others.

CBE Student Survey (Grade 3)

October 2023	May 2024	Change in Student Perception
I get angry or mad easily at school: Absolutely 4.26% Yes 6.38% Not really 23.4% No 65.96%	I get angry or mad easily at school: Absolutely 10.2% Yes 6.1% Not really 34.7% No 49%	Absolutely and Yes Combined: Increased by 5.66% Not Really and No Combined: Decrease by 5.66%
Most days I feel sad or worried at school: Absolutely 4.26% Yes 14.89% Not really 34.04% No 46.81%	Most days I feel sad or worried at school: Absolutely 4.26% Yes 12.77% Not really 23.4% No 59.57%	Absolutely and Yes Combined: Decrease by 2.12% Not Really and No Combined: Increase by 2.12%

I know what to do if I feel sad or worried at school: Absolutely 44.68% Yes 34.04% Not really 14.89% No 6.38%	I know what to do if I feel sad or worried at school: Absolutely 52.17% Yes 32.61% Not really 10.87% No 4.35%	Absolutely and Yes Combined: Increased by 6.06% Not Really and No Combined: Decrease by 6.06%
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OurSchool Survey (Grade 4 and 5)
“Students with positive self-regulation”

October 2023	May 2024	Change in Student Perception
71% of students in grade 4 and 5.	77% of students in grade 4 and 5	Improved by 6%
74% of the girls in grade 4 and 5.	78% of the girls in grade 4 and 5	Improved by 4%
71% of the boys in grade 4 and 5.	80% of the boys in grade 4 and 5	Improved by 9%
66% of students in grade 4.	72% of students in grade 4	Improved by 6%
79% of students in grade 5.	84% of students in grade 5	Improved by 5%

Overall, students demonstrated improvement in increasing their self-regulation skills. Strategies implemented included the use of restorative talking circles, teaching about the emotional escalation cycle, physical movement for self-regulation and improvements to physical spaces to promote self-regulation.

OurSchool Survey (Grade 4 and 5) - Open Ended Question - Tell me about strategies you have learned to calm yourself when you notice you are upset, angry or anxious.

October 2023	May 2024	Change in Student Perception
80 respondents to this question out of 104. Students who have calming strategies: Yes 87.5% No 10% N/A 2.5%	74 respondents to this question out of 104. Students who have calming strategies: Yes 85% No 7% N/A 7%	Yes: -2.5% No: -3% N/A: +4.5%

47.5% of students mentioned the use of breathing techniques		59.5% of students mentioned the use of breathing techniques		+12% of students using breathing techniques	
Assurance Survey					
	May 2023		May 2024		Change in Student Perception
Agree that their learning environments are welcoming, caring, respectful and safe.	Overall 90.8%		Overall 91.4%		Overall +1.4%
Agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	Overall 92.9%		Overall 92.1%		Overall -0.8%
Report Card Stem: Develops skills to support the wellbeing of self and others					
Indicator	June 2023 (Y1)		June 2024 (Y1)		Change in indicator achievement
1	0%		0%		0%
2	4.5%		6.1%		+1.6%
3	52.4%		54.1%		+1.7%
4	43.1%		39.8%		-3.3%

Analysis and Interpretation

What We Noticed Through the Spanish report card data, student perception data (OurSchool Survey) and locally generated teacher survey, we have seen an increase in Spanish Reading Comprehension across	Celebrations - Students' reading comprehension in Spanish has improved - Students' conceptual understanding in math has improved	Areas for Growth Target students whose perception of improvement in Spanish reading comprehension has not improved.
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all grades. Teachers have also reported feeling more confidence in their ability to engage in structured reading in classrooms with small groups. Regarding conceptual understanding in numeracy, our Numeracy Assessment data shows a significant decrease in the percentage of students in the at-risk category at each grade level (Grade 1-3). In addition, our report card data demonstrates an increase in students earning an indicator of 3 or 4 at the end of the school year. CBE Student Well-Being Survey, OurSchool Survey and the Alberta Education Assurance Measures Survey data indicate a growth in our student's self-regulation skills. In addition, the Physical Education and Wellness stem on report cards also shows a growth in the skills to support the well-being of self and others.	• Overall, the number of students at risk in literacy and numeracy has decreased • Students' skills to self-regulate have improved	• Connect with students to continue learning calming strategies to self-regulate • Continue to build a welcoming, caring, respectful and safe environment to encourage the continuation of learning. • Increase teacher perception that students are safe at school, are learning the importance of caring for each other, are learning respect for each other and are treated fairly 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	W. O. Mitchell 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	85.4	85.9	87.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	88.0	88.5	89.3	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	90.9	93.9	93.0	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.4	90.8	92.2	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	74.2	80.1	80.2	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	77.1	78.4	76.5	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

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

