



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

Crossing Park 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

Crossing Park School Goals

- Improving disciplinary vocabulary through speaking and listening

Our School Focused on Improving

- Disciplinary vocabulary through speaking and listening tasks

We chose a holistic focus on this area as our student data as measured on local and system well-being surveys indicated confidence in learning is an area for growth. This area for growth spans well-being, literacy, and numeracy. When students feel confident, they demonstrate increased competence. Our staff indicated developing confidence and skill with language and vocabulary instruction, along with developing accessible tasks that meet the diverse interests and needs of our students was a priority. This need was also supported by our acutely EAL demographic and need to have consistent and common language to measure impact in areas where language is vital to the very interpretation and responses underpinning surveys, polls and observations we use for analysis. Our EAL community (76%) increased by 2% and our LP1 population (6.4%) increased by 0.8%. Students who had limited or no formal education increased (percentage of refugee students has risen by 16 students or 2%.

What We Measured and Heard

We drew upon an array of data measures, including the LeNS (Letter Name and Sounds) ,CC3 (Castles and Coltheart Reading Test 3), Numeracy assessments, a locally developed Math Reasoning task, the CORE Vocabulary Screener, a locally developed well-being survey, and the Alberta Assurance in Education survey to measure progress.

Grades K-3

- Early Numeracy Data
 - Grade 1 - 85.71% of our students were identified at-risk compared to 75.35% in the province
 - Grades 2 and 3 – fewer students were identified at-risk compared to Alberta
 - 56.25% compared to 66.65% and 68.97% compared to 76.32%, respectively
- LeNS data indicated that 64.86% of our students are at-risk.
- CC3 – 56.96% of students were identified at-risk

CORE Vocabulary Screener – Changes to students requiring intensive intervention

Grade 4	30% fewer students
Grade 5	35% fewer students
Grade 6	26% fewer students
Grade 7	64% fewer students
Grade 8	57 % fewer students
Grade 9	65% fewer students

Locally Developed Math Reasoning Measure (Grades 4-9) - Changes to students achieving 1s. The increased complexity likely accounts for the higher number of 1s observed on the second task.

Grade 4	+12%
Grade 5	+33%
Grade 6	-13%
Grade 7	+26%
Grade 8	-9%
Grade 9	+8%

Along with some improvements on these standardized assessments, we also noticed a marked improvement in our grades 6-9 students' confidence in speaking and listening during classroom tasks. 38.5% of students reported feeling *much more confident*. Furthermore, 28.4% of students reported feeling *a little more confident* when engaging in oral language tasks. Likely explanations for increases in 1s relate to conceptual complexity of math concepts at the time of pre and post assessments as well as assessment calibration.

On the Alberta Education Assurance Measures, there was an increase in the percentage of students that agree that students have access to supports and services at school, and an increase in the percentage of students that agree that students model the characteristics of active citizens.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
• K-3 data reveal a pronounced “at-risk” population attributable to gaps in English language acquisition. • In our locally developed Math Reasoning measure, we noticed a decrease in the number of students achieving 1s in grades 6 and 8, and an increase in the number of achieving 1s in grades 7 and 9, which is a function of the complexity of math concepts being assessed during the pre and post assessments • We witnessed a significant decrease in the number of grades 4-6 students requiring intensive intervention based on the Core Vocabulary Screener (from 17 students to 7). • Student perception data demonstrated that 67% of grades 6-	▪ 80.5% of students in K-3 demonstrated improvements in their LP levels in speaking. ▪ Students' math reasoning skills have improved ▪ Students spelling skills have improved ▪ Student perception data demonstrated improved confidence in oral expression (influencing achievement, inclusion and well-being domains). ▪ The percentage of students who are satisfied students model the characteristics of active citizenship has increased ▪ The percentage of students who agree students have access to the appropriate supports and services at school has increased.	▪ Assessing student understanding via their home language using support staff and assistive technologies ▪ Student confidence in speaking/listening tasks (Math and Options courses revealing the largest gap) ▪ Teacher assessment of conceptual understanding for EAL learners using oral language

9 students felt greater confidence in their oral expression skills		
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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	Crossing Park 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	86.6	87.5	88.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	82.2	79.7	81.2	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	60.9	60.9	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	7.0	7.0	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	57.8	57.8	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	9.2	9.2	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	88.0	90.3	90.2	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.9	84.9	85.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	83.1	82.8	83.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	73.1	78.6	74.9	79.5	79.1	78.9	Low	Maintained	Issue

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