



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

F.E. Osborne School

5315 Varsity Drive N.W., Calgary, AB T3A 1A7 t | 403-777-7540 e | feosborne@cbe.ab.ca

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

F.E.O. School Goals

- Student academic achievement in Literacy will improve
- Students will have an improved sense of belonging at school

Our School Focused on Improving

- Reading fluency
- Use and Connect Mathematical Representations (Verbal)
- Connectedness/Belonging

We chose to focus on these areas as our student data as measured on report cards and on provincial assessments, report cards and student surveys indicated that gaps in these foundational skills were limiting students' ability to engage in more complex reading and math problems. We also noticed, based on the CBE Student Survey results as well as teacher perceptions, that students were not feeling a sense of belonging or connectedness to the school.

For our literacy goal of reading fluency, report card data showed improvement with 46.3% of grade 9 students achieving a "3" indicator on their "reading" stem which is 10.3% higher than CBE averages. 42.59% of EAL students also achieved a "3" indicator which is 10.48% higher than CBE averages. 44% of our Indigenous students achieved a "3" indicator which is 18.1% higher than CBE averages.

For our numeracy goal of "Use and connect mathematical representations" report card data showed improvement with 34.16% of grade 9 students achieving a "3" indicator on their "patterns and relations" stem which is 1.23% higher than CBE averages. 29.11% of EAL students also achieved a "3" indicator which is 1.73% lower than CBE averages. 16% of our Indigenous students achieved a "3" indicator which is 2.24% lower than CBE averages.

For our wellness goal of "connectedness/belonging" we saw a 4% decline in students who reported that they had a sense of belonging at the school.

What We Measured and Heard

We primarily used report card outcomes, learning sprints, surveys, standardized assessments (PAT) and diagnostic tools to track student success and areas for growth.

Report Cards Stems

English Language Arts - Reading (All Grades) – Changes in not at-risk population

Report Card Indicator	Percentage
1	-0.11%
2	-4.49%
3	-0.93%
4	+4.72%

English Language Arts - Writing (All Grades) – Changes in not at-risk population

Report Card Indicator	Percentage
1	-0.27%
2	-2.85%
3	-2.02
4	+3.61

Provincial Achievement Test Results

English Language Arts – Provincial Achievement Test (PAT) Results

	2022-2023	2023-2024	
Acceptable Standard	78.2%	80.1%	+1.9%
Standard of Excellence	15.4%	11.4%	-4%
Below Standard of Excellence	15.8%	15.3%	-0.5%

Report Cards Stems

Mathematics 9 – Number (Report Card) – Changes in not at-risk population

Report Card Indicator	2022-2023	2023-2024	Percentage
1	4.41%	6.21%	+1.8%
2	24.1%	20.34%	-3.76%

3	36.5%	35.56%	-0.94%
4	29.34%	34.01%	+4.67%

Provincial Achievement Test Results

Mathematics 9 – Patterns and Relations (Report Card) – Changes in not at-risk population

	2022-2023	2023-2024	
1	6.34%	7.76%	+1.42%
2	22.18%	20.96%	-1.22%
3	34.99%	34.16%	-0.83%
4	30.44%	33.39%	+3.52%

Mathematics Part A (PAT) Results

	2022-2023	2023-2024	
Acceptable Standard	60.2%	59.9%	+1.9%
Standard of Excellence	18.8%	19.8%	-4%
Below Standard of Excellence	54%	31%	-23%

Along with “Acceptable Standard” improvement on these standardized assessments, we also noticed an improvement in our grade 9 ELA report card stems with students’ achieving a “4” indicator. In our perception data on the CBE Student Survey from last year to this year in relation to diversity and inclusion, students reported a 4.2% increase in “I can see my culture reflected in my school.”

Perception data was collected from School Council and other interest holders regarding supports for student well-being. This data indicated that a majority of families placed a high priority on the school providing a student services teacher. This was taken into consider for staff deployment and staff scheduling for the upcoming year.

Analysis and Interpretation

What We Noticed Report card data, Provincial Achievement Test (PAT) results, Learning and Sprints Coupled (with data from the CBE Student Survey and questions posed to student in class these data not only point to improvements in students' reading and math skills (literacy), but also to their confidence levels in engaging in difficult learning tasks. Student perception data (CBE Survey, Alberta Education Assurance Survey, OurSchool Survey) has indicated that student's sense of belonging at the school is an area of concern and needs to be addressed in the School Development Plan. In addition to student data, parents have also reported that they are feeling more confident that supports are available at the school level and that their students are more engaged in reading activities at home. Families have also expressed that they would value an increase in "school spirit" and their student's sense of belonging.	Celebrations ▪ Students' decoding skills have improved ▪ Students' numeracy skills have improved ▪ Students are more confident and more able to persevere when challenged with difficult learning tasks ▪ Parents are more satisfied with the supports and services available at the school ▪ School communication and use of school website has increased ▪ Significant decrease (23%) in students achieving "Below Standard of Excellence" on the Math Part A Provincial Achievement Test. ▪ EAL students are achieving higher than CBE averages. ▪ Grade 9 students achieving a "3" indicator on their "reading" stem which is 10.3% higher than CBE averages	Areas for Growth ▪ Incorporate decodable texts into daily literacy practice ▪ Provide targeted intervention for students at all grade levels ▪ Connect conceptual understanding to procedural fluency in mathematics ▪ Increase parental involvement ▪ Literacy - Increase Literacy (comprehension) across all grades ▪ Well-Being - Students' sense of belonging at the school remains an area for growth. ▪ Increased use of Indigenous Space ▪ Citizenship measure on the Alberta Education Assurance Survey remains an area for growth.
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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	F. E. Osborne 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	79.4	82.0	82.9	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	63.0	70.3	74.2	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	64.1	64.1	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	10.3	10.3	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	68.4	68.4	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	19.6	19.6	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
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	84.4	83.4	85.0	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	69.5	78.0	82.5	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	71.0	75.7	76.3	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	67.4	68.3	72.7	79.5	79.1	78.9	Very Low	Maintained	Concern

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