



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

Belfast 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

Belfast School Goals

- Assessment practices, specifically in writing, conceptual understanding in math, and in Physical Education and Wellness (movement)

Our School Focused on Improving Assessment

Our focus at Belfast School for the 2023-2024 school year was assessment. As a school, we recognize that assessment practices must:

- Be fair, transparent, and equitable for all students
- Make explicit connections to the intended learning goals, using clear success criteria
- Be ongoing and embedded throughout cycles of learning
- Have students actively involved in the assessment process
- Be shared with students and families in clear and meaningful ways
(Assessment and Reporting in the CBE, 2023)

At Belfast, we focused specifically on assessment in writing, conceptual understanding in mathematics, and physical education (movement). Assessment included:

- Clear learning goals and success criteria
- Actionable feedback from the teacher to help determine next steps
- Students actively involved in the assessment process (students as co-creators; student self-assessment and peer-assessment)
- Ongoing communication with students and families emphasizing how well the student had demonstrated specific knowledge, skills and/or processes

We chose to focus on a holistic goal of assessment to ensure greater consistency and transparency in our assessment practices. We specifically targeted writing, conceptual understanding in math, and movement in PEW as these were the three areas where we saw inconsistencies across grades and within teams, so there was room for improvement.

What We Measured and Heard

We looked at teacher perception data to better understand each teacher's approach to assessment:

Teacher Perception - School-based Survey

Percentage of Teachers who...	October, 2023	March, 2024	May, 2024
Feel confident or very confident creating assessment success criteria/rubrics	60%	60%	90%
Often or always co-create success criteria/rubrics with students	10%	50%	60%
Often or always share success criteria/rubrics with parents	60%	30%	50%
Are proficient or excelling at Learning Goals on the Teacher Self-Assessment Tool	40%	50%	70%
Are proficient or excelling at Actionable Feedback on the	70%	70%	60%

Teacher Self-Assessment Tool			
Are proficient or excelling at Student Agency on the Teacher Self-Assessment Tool	30%	30%	70%
Are proficient or excelling at Communication with Families on the Teacher Self-Assessment Tool	60%	50%	60%

Throughout the year, teachers gained stronger insight into their own assessment practices, and we saw improved collaboration and calibration in and across grade teams. Teachers began to give actionable feedback, although there were still instances of comments such as, “Great work” that do not provide students with clear, next steps.

Student Perception

Percentage of students who track their progress towards reaching their goals (OurSchool Survey):

Percentage of Students who...	Grade	October, 2023	May, 2024
Track their progress towards reaching goals (OurSchool Survey)	Grade 4/5	53%	73%
	Grade 6	53%	54%
	Grade 4/5	71%	81%

Agree or strongly agree with the statement, “During a learning task, I have the ability to self-assess.” (OurSchool Survey)	Grade 6	95%	84%
Agree or strongly agree with the statement, “During a learning task, I know what I will be assessed on” (OurSchool Survey)	Grade 4/5	95%	92%
	Grade 6	91%	88%
Agree or strongly agree that they are engaged in learning at school (AEAM)	2022	80%	
	2023	60%	
	2024	62%	

Parent Perception

Percentage of parents who are very satisfied or satisfied with “The quality of education [their] child is receiving at school.” (AEAM)

2022	64%
2023	88%
2024	100%

Percentage of parents who are very satisfied or satisfied with the feedback given to their children by the teacher on work that is sent home (Engagement Survey - February, 2024):

2024	50%
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Percentage of parents who “always” know how their child is doing academically at school (Parent Survey - November, 2024):

2024	29%
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Our student perception data did not align with our teacher perception data, which led us to believe that the students did not have a solid understanding of what strong assessment practices looked like. Student engagement data should have been higher if students had a stronger voice in the assessment process, as their agency would increase engagement. Parent perception data is very favourable overall, except when it specifically addresses assessment practices. Parent feedback at School Council meetings also supported the need for greater transparency, communication, and consistency in assessment practices.

Provincial Assessments

Grade 1 – Percentage of Students At-risk

	February, 2024	June, 2024
LeNS	14%	14%
CC3		
Regular Words	29%	26%
Irregular Words	33%	30%
Non-words	29%	26%

Grade 2 – Percentage of Students At-risk

	February, 2024	June, 2024
LeNS	12%	12%
CC3		
Regular Words	12%	8%
Irregular Words	16%	16%
Non-words	16%	12%

Grade 3 – Percentage of Students At-risk

	February, 2024	June, 2024
CC3		
Regular Words	23%	10%
Irregular Words	27%	20%
Non-words	13%	7%

Report Card Analytics – June, 2024

Percentage of students achieving each indicator in June, 2024:

	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Reading	6%	22%	40%	21%
Writing	9%	29%	38%	10%

When we compared student provincial assessment data (LeNS and CC3) with report card data in June, we saw greater alignment than we did in January, when our report card assessments were higher than what the standardized tests would predict.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
▪ Our parents are very happy with the school, except for some assessment practices ▪ Student perception of their achievement and their role in assessment is inflated when compared to teacher and parent data ▪ Our teachers have improved in their assessment practices, yet we still have work to do in this area ▪ Our report card data is better aligned to provincial achievement data and to teacher perception during SLT and collaborative team meetings	▪ Students and teachers are co-creating success criteria more often ▪ Learning goals are clear ▪ Self- and peer-assessments are becoming more common ▪ Parents are using PowerSchool to stay informed about achievement (73% of parents viewed the report card online) ▪ Parents are more satisfied with the supports and services available at the school ▪ Our teachers have a better understanding of strong assessment practices, and are self-evaluating at a more realistic level ▪ Our report card indicators are more aligned to provincial assessments and teacher perception	▪ Making feedback visible to families, particularly in writing ▪ Ensuring feedback to students is personalized, actionable, and clear ▪ Common rubrics in grade teams ▪ More calibration time to ensure team consistency when assessing and giving feedback in writing ▪ Ensuring our students understand what strong, actionable feedback looks like ▪ Student engagement ▪ Many of our students achieve “acceptable standards” on Provincial Achievement Tests and on report cards, yet few achieve excellence

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:



Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 9203 Belfast School

Assurance Domain	Measure	Belfast 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	85.0	84.6	87.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	87.6	86.1	87.6	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	55.9	72.2	72.2	68.5	66.2	66.2	Very Low	Declined	Concern
	PAT6: Excellence	0.0	5.6	5.6	19.8	18.0	18.0	Very Low	Declined	Concern
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.1	92.8	91.9	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.4	86.8	89.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	80.9	85.3	85.1	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	91.5	90.4	86.9	79.5	79.1	78.9	Very High	Maintained	Excellent