



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

Fairview 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

Fairview School Goal

Create strong student achievement and well-being for lifelong success

Our School Focused on Improving

- Use of tiered supports for students
- Improved task design and assessment

Our 2023-24 school year’s focus was on task design and assessment practices that provide students with multiple entry points, tiered supports and unpacks new curriculum outcomes and learning progressions across all subject areas. Our intent was to improve student engagement, which in turn would improve student achievement.

We chose to focus on this area as our student data as measured on the Alberta Assurance Survey and CBE Student Survey indicates that students were not engaged and did not feel safe and supported at school. Report card results and PAT data continue to indicate that our students achieve above the norm.

Through report card data, diagnostic tests, and teacher surveys, we focused on areas in need of student growth. By using Culturally Responsive and Collaborative Practice teachers planned appropriate tasks and assessments with built in tiered supports. Our intended focus was on students who were receiving 1’s and 2’s as report card indicators. However, we acknowledge that the intentional use of tier 1 and 2 supports are beneficial to all students.

What We Measured and Heard

We used the Cars and Stars comprehension testing and strategies to inform our literacy needs and the MIPI to inform our numeracy needs. The Alberta Assurance Survey, Our School Survey and CBE Student Survey were used to inform the areas of Student Well-being specifically student engagement and their feel safe and supported at school. We noted the following improvements:

CARS & STARS – READING DATA

Data was collected in September (first column), December or January (second column), and May (third column). Results indicate “Understanding Author’s Purpose” was the lowest scored skill of the 12.

DIVISION 2 DATA

Understanding Author’s Purpose (Scoring 1s & 2s)

- Scored as one of the lowest scores for all 3 grades
- Dec/Jan data showed approximately 42% of students scored a 1 or a 2
- May year-end data showed approximately 20% of students scored a 1 or a 2
- Improvement of 22% overall in understanding the author’s purpose

DIVISION 3 DATA

Understanding Author’s Purpose (Scoring 1s & 2s)

- Scored as one of the lowest scores for all 3 grades
- Dec/Jan data showed approximately 29% of students scored a 1 or a 2
- May year-end data showed approximately 18% of students scored a 1 or a 2
- Improvement of 11% overall in understanding the author’s purpose

SCHOOL WIDE WRITE – WRITING DATA

Data was collected in September (first column) and again sometime between February and May (second column). September data was marked for 3 of the 5 areas in our rubric, hence the “Not Assessed” category (this could also include absent students). Teachers chose a writing unit to assess for the second round of data collection and assessed all 5 categories.

DIVISION 2 DATA

Writing Conventions (Scoring 1s & 2s)

- Scored as one of the lowest scores for all 3 grades
- Dec/Jan data showed approximately 47% of students scored a 1 or a 2
- May year-end data showed approximately 40% of students scored a 1 or a 2
- Improvement of 7% overall in writing conventions

DIVISION 3 DATA

Writing Conventions (Scoring 1s & 2s)

- Scored as one of the lowest scores for all 3 grades
- Dec/Jan data showed approximately 26% of students scored a 1 or a 2
- May year-end data showed approximately 34% of students scored a 1 or a 2
- Decrease of 8% overall in writing conventions
- **Noteworthy information** – 1s moving to 2s or higher showed improvement in Div 3. Grade 7 had 10 students score a 1 in Dec/Jan and only 4 in May. Grade 8 had 17 students score a 1 in Dec/Jan and only 3 in May. Grade 9 had 1 student score a 1 in Dec/Jan and 0 in May. **Meaning Div 3 showed 9% of students earning a 1 in writing conventions halfway through the year. By year-end we had improved 7% and had only 2% of Div 3 students earning a 1.**

MIPI DATA:

On the Alberta Education Assurance Measures, parents and teachers still indicate that students are engaged in their learning at school. However, the student's voice indicates engagement is dropping. Parent and teacher voice has remained consistent, within 2 percentage points from 2023 to 2024. Student voice has dropped 4.1 percentage points. All 3 align with what is occurring in the CBE and the province.

In the CBE Student Survey (grade 5,6 ,8 & 9), 64.29% of students feel included at school. 66.32% of students feel welcome at school and 81.15 % feel their teachers care about them.

The Our School Survey indicated the following results for students feeling safe attending Fairview school. This included going to and from school.

GRADE	Percentage	Canadian Norm
4	62	64
5	58	64
6	50	65
7	49	59
8	44	58
9	57	57

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
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• Implementing tiered supports to address student needs improved teacher practice through awareness of individual and class areas of growth • Recognized a need for student voice • Common planning time assisted in addressing grade and subject learner needs and the applying of appropriate supports	• At risk students strengthened their reading skills across the 12 strategies from Cars & Stars • At risk students showed improvement in all components of writing • PAT results still strong with 89% of our grade 6 students achieving the acceptable standard or higher. 81.7% of our grade 9 students achieved acceptable or higher.	▪ Student voice opportunity was incorporated through the create of a student council. Additional student voice opportunities will be created throughout the 2204-25 school year. ▪ Feedback loops/student growth opportunities require refinement ▪ Continue to focus on student engagement, student sense of belonging and safety
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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

Spring 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Fairview 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	82.3	83.9	87.0	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	71.8	75.1	77.1	79.4	80.3	80.9	Intermediate	Declined	Issue
	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	89.0	89.0	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	53.5	53.5	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	81.7	81.7	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	35.0	35.0	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	86.0	86.4	89.0	87.6	88.1	88.6	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.7	79.1	81.2	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	76.4	79.5	79.4	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	74.6	68.3	72.9	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