



O.S. Geiger School

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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

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

O. S. Geiger School Goals

- **Assessment:** Developing robust assessment practices that make explicit connections to the intended goals and actively involving students in the assessment practices.

Our School Focused on Improving

Assessment:

- Developing robust assessment practices that make explicit connections to the intended learning goals and actively involve students in the assessment process. This served to develop student capacity to adjust their learning approaches and determine next steps to meet the intended learning outcomes in Literacy, Mathematics and Well-Being.

Student data as measured on report cards and on provincial assessments (LeNS, CC3 and Numeracy) indicated gaps in literacy and numeracy 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, students were experiencing inconsistencies in their overall sense of school connectedness and belonging.

We chose the holistic focus of Assessment as we knew clearly articulating learning intentions, connecting success criteria to the learning goals and providing actionable feedback to students, allows teachers and students to have a better understanding of student success. By involving students in the assessment process, students had the opportunity to adjust their learning approaches and determine next steps to meet intended learning outcomes in literacy, mathematics and PE and Wellness.

What We Measured and Heard

In addition to report card data for reading and number for grades K-6, we primarily used the LeNS, CC3 and Numeracy assessments to measure growth in the areas of literacy and mathematics in grades 1-3. In grades 4-6, we used the Diagnostic Decoding Survey to measure growth in literacy. We noted the following improvements:

LeNS – Changes in not at-risk population

Grade 1	+40%
Grade 2	+29%

CC3 – Changes in not at risk-population

	Regular Words	Irregular Words	Non-Words
Grade 1	+29%	+39%	+35
Grade 2	+6%	+4%	+11%
Grade 3	+23%	+17%	+23%

Numeracy – Changes in not at-risk population

Grade 1	+19%
Grade 2	+21%
Grade 3	+8%

Diagnostic Decoding Survey – Changes in not at-risk population

	Beginner	Advanced
Grade 4	+38%	+38%
Grade 5	+23%	+33%
Grade 6	+16%	+21

Along with improvements on these standardized and universal assessments, we also noticed from teacher perception data students' engagement in mathematical tasks decreased and students expressed a decrease in enjoyment in working on challenging problems in mathematics. However, when asked about their confidence in learning mathematics on the CBE Student Survey, Grade 5 students showed an increase in their confidence in learning mathematics and in their overall ability as a learner.

On the Alberta Education Assurance Measures, there was insufficient participation to report parent perception data for the previous school year. Increasing parent engagement will be an area of focus going forward to support student learning and engagement from school and home.

In the area of Well-Being, there was an increase in the percentage of students indicating a sense of belonging at school. This came as a result of on-going work around understanding the meanings of belonging and inclusion as well as opportunities for students to connect with students and staff both in their own and other grades and classes throughout the year. In conversations with students, many have shared when they feel like they belong, they are more engaged in the learning and feel more confident to take on challenges. This was also reflected in an increase in the percentage of students who feel confident in their ability as students on the CBE Student Survey for Grades 1-3 in the fall and Grades 5-6 in the spring.

Students' Sense of Belonging – At school, I feel included

Measure	Grades	Increase in Agreement
CBE Well-being Survey	1-3	+8%
OurSchool Survey	4-5	+8%
	6	+4%
Alberta Education Assurance Measures (AEAM)	4	+32%

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
LeNS, CC3 and Numeracy Assessment data indicate there has been a significant decrease in the percentage of students in the at-risk category at each grade in division 1. Similarly in division 2, the Diagnostic Decoding Survey indicates a decrease in the percentage of students in the at-risk range in reading.	- Students' decoding skills have improved - Students' numeracy skills have improved - Students are feeling an increased sense of belonging at school and they have an adult they can trust in the building.	- Provide multiple entry points for tasks - Utilize flexible groupings for specific learning needs - Embed mathematical routines and games into daily practice - Student engagement to support self-regulation - Increase parental involvement in the Alberta Education Assurance

Data from the CBE Well-Being surveys and the Alberta Education Assurance Measures survey demonstrate improvements in students' reported feelings they belong and feel included at school. In addition to student data, we explored instances of parental involvement in our school community. While there was very limited parental response to the Alberta Education Assurance Measures survey, we observed there has been an increase in parental involvement at the school as noted in participation in school events such as School Council meetings, volunteer opportunities, Celebrations of Learning and a Commun-I-tea.	▪ Parent participation and overall involvement in school activities has increased	Measures survey participation to capture parent voice
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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

Measure	O. S. Geiger 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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	52.7	3.5	n/a	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.5	2.5	2.4	n/a	n/a	n/a
In-Service Jurisdiction Needs	87.7	76.7	79.8	81.1	82.2	83.0	Intermediate	Maintained	Acceptable
Lifelong Learning	79.3	70.4	75.6	79.9	80.4	80.7	High	Maintained	Good
Program of Studies	89.5	75.5	80.3	82.8	82.9	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	85.5	73.9	75.8	80.6	81.2	81.5	Intermediate	Improved	Good
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.7	71.9	70.0	n/a	n/a	n/a
Safe and Caring	91.6	81.9	85.3	87.1	87.5	88.1	Very High	Improved	Excellent
Satisfaction with Program Access	73.4	53.5	58.0	71.9	72.9	72.7	Intermediate	Improved Significantly	Good
School Improvement	86.5	67.1	69.5	75.8	75.2	74.7	Very High	Improved Significantly	Excellent
Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.7	60.0	n/a	n/a	n/a
Work Preparation	95.2	94.7	94.6	82.8	83.1	84.0	Very High	Maintained	Excellent

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