



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

École Chinook 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

2024 School Goal

- Assessment Practices

Our School Focused on Improving

Last year, our school adopted a holistic goal approach with a particular emphasis on assessment.

We prioritized assessment following feedback from staff and stakeholders, highlighting the need to develop a shared set of values and norms that promote respect, kindness, and empathy through common assessment practices. This focus on calibration was timely, as we were simultaneously unpacking new curriculum outcomes across all grades and accommodating a significant number of new students.

Our School Development Plan centered on aligning new curriculum outcomes with assessment practices across all subjects. This included providing scaffolded entry points to support students in meeting the new expectations. Staff concentrated on calibrating assessments to ensure consistency in grading practices across grades and programs, while also using these assessments to inform next steps in learning and task design.

We used data such as school-based surveys, CC3 (in English and French), LeNS/ NSLe, AFRS (in French) report card data, PAT data (where applicable), Assurance survey, Our School Survey and the CBE student survey.

What We Measured and Heard

We primarily used the LeNS, and Numeracy assessments to measure growth in the areas of literacy and mathematics. We noted the following trends:

LeNS – Changes in not at-risk population

Grade 1	+7.98%
Grade 2	+ 2.75%

Numeracy – Changes in not at risk-population

Grade 1	+15.29%
Grade 2	+2.94%
Grade 3	-48.7%

	Total Percentage of Student at Risk in Post Test	
	2023	2024
LeNS	61.11%	53.45%
CC3	39.58%	47.97%
Numeracy	49.35%	59.65%

For the literacy assessment LeNS (Letter Names Sounds), the percentage of students at risk decreased from 61.11% in 2023 to 53.45% in 2024, indicating improvement. However, for the second literacy assessment, CC3 (Castles and Coltheart 3), the percentage of at-risk students increased from 39.58% to 47.97%. When reviewing these results in the context of provincial literacy assessments, it is important to consider our significant change in population throughout the year. At the start of the year, 22 students were identified as LP1 and LP2 learners, and by the end of the year, this number had risen to 51. These students have had limited exposure to English, which we believe could have had a substantial impact on the test results. We anticipate seeing improvements in these areas as the students become more acclimated at Chinook Park School.

Calibration of assessments, particularly in Reading and Writing, took place at the school last year. One key data point for tracking fluctuations in student performance is the Provincial Achievement Test (PAT) results. Last year, the English Language Arts (ELA) PATs were not administered due to the first-year implementation of the new ELA curriculum. However, the French Language Arts PATs were conducted as part of the curriculum pilot phase.

FLA 2023	Chinook Park	Province
Acceptable	76%	83.1%
Excellence	3.6%	13.3%
Below	21.4%	16.9%

FLA 2024	Chinook Park	Province
Acceptable	87.5%	79.8%
Excellence	3.1%	10.6%
Below	12.5%	20.2%

The results indicate an 11.5% increase in students meeting the acceptable standard from 2023 to 2024, with the 2024 outcomes surpassing the provincial average by 7.7%. Although there was a minor 0.5% decline in students achieving the standard of excellence, this mirrors a broader provincial trend, which saw a 2.7% decrease. Despite these gains, our students remained below the provincial average in the standard of excellence for both years.

School Connectedness

School connectedness has been a key focus of our development at École Chinook Park School over the past few years. Our teams have collaborated to create environments where students feel a strong sense of belonging to the school community. These efforts have been implemented across both divisions and programs.

A comparison of the OurSchool survey data from 2023 to 2024 reveals an increase in students' sense of school connectedness and belonging. This trend is also reflected in the CBE student survey, specifically in the question, "School is a place where I belong." School Connectedness and Sense of Belonging.

School Connectedness and Sense of Belonging

June 2023	June 2024
75.9%	79.4%

School is a place where I feel like I belong (CBE Student Survey).

2023	2024
63.67%	67.5%

Safety

Students follow the rules. (Albert Assurance Measures Survey)

2023	2024
45%	45%

These trends were further echoed in the increased results from the Alberta Assurance survey, where students, teachers, and families reported improvements in the "Welcoming, Caring, Respectful, and Safe Learning Environment" category. This positive shift highlights the broader impact of our efforts to foster a supportive school community.

	Chinook Park School			Alberta		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.3	84.0	85.6	84.0	84.7	85.4

Our schools overall perception of diversity and inclusion has seen a general increase by 7.8%, with the CBE Student survey showing a significant 9.3% increase. Positively, a direct reflection of students' culture being visible in our school has grown by 9.7%, however with additional room for growth, as Chinook Park has seen an influx in new students.

Our work on Truth and Reconciliation continues, however student learning from Indigenous Elders and Knowledge Keepers has diminished by 14.9%. This demonstrates the need for continued work with engagement from our Indigenous community.

2023	2024
General	
63.4%	68.2%
CBE Student Survey	
72%	81.3%
I see my culture reflected in my school.	
54.8%	64.5%
At my school I get to learn from Indigenous Elders, Knowledge Keepers.	
79.9%	65%

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Positive trends in literacy and numeracy for Grades 1 and 2 among the "not at-risk" population, with both grades showing improvements in these areas. However, Grade 3 numeracy experienced a significant decline, highlighting a need for further investigation and support. Results on Provincial Achievement Testing in literacy (FLA) shows an increase in the percentage of students meeting the acceptable standard, exceeding the provincial average. While there was a slight decline in students achieving the standard of excellence, this reflects a larger provincial trend. Despite these improvements, students still fell short of the provincial average for the standard of excellence. A year-to-year comparison of the OurSchool survey data indicates an increase in students' sense of school connectedness and belonging, a trend also reflected in the CBE student survey. Similarly, the Alberta Assurance Survey showed improvements in the "Welcoming, Caring, Respectful, and Safe Learning Environment" category, underscoring the positive impact of our efforts to create a supportive school community.	▪ Improvement in students not at risk in literacy for grade 1 and 2 ▪ Increase in students meeting the acceptable standard on literacy Provincial Achievement Test (FLA) ▪ Increase sense of school connectedness ▪ Increase sense of belonging ▪ Improvement in the Welcoming, Caring, Respectful, and Safe Learning Environment" from the Alberta Assurance Survey	▪ Significant decline in numeracy screeners in grade 3 ▪ Students below the provincial average on the standard of excellence in literacy Provincial Achievement Test (FLA) ▪ Connect conceptual understanding to procedural fluency in mathematics ▪ Increase parental involvement

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	Chinook 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	80.6	76.6	79.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	77.5	72.0	77.1	79.4	80.3	80.9	High	Maintained	Good
	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	61.5	61.5	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	5.8	5.8	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	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	89.5	85.4	87.1	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.3	84.0	85.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	69.4	59.7	65.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	84.0	63.9	70.9	79.5	79.1	78.9	Very High	Improved	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