



#### 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

## Dr. JK. Mulloy 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

## Our School Focused on Improving

### *Our Focus*

Last year, we focused on improving student success in *Literacy, Numeracy, and Wellbeing* through a school-wide emphasis on enhancing assessment practices aligned with the New Alberta Curriculum. Our aim was to leverage assessment to enrich both teaching and learning. Based on this, our holistic focus for the year was:

*Assessment to inform teaching and learning.*

### *Why This Focus Was Important*

We emphasized understanding and assessing curriculum outcomes across English Language Arts and Literacy, Mathematics and Physical Education and Wellness, helping teachers and students clearly identify mastery in learning. By gathering various types of learning evidence—what students *do*, *write*, and *say*—our teachers could make informed instructional adjustments, ensuring we provided our students with opportunities to clearly demonstrate their knowledge, understanding, skills and procedures.

Our diverse student population, with 47% being English language learners and 34 students requiring special education support, called for adaptable, responsive instruction. Clear success criteria and consistent assessment practices enabled us to create accessible and meaningful learning tasks, meeting a range of interests and learning needs.

### *Key Insights*

In September 2022, provincewide implementation began for the new K to 6 physical education and wellness (PEW) curriculum, K to 3 mathematics and English language arts and literature (ELAL) curriculums. The following September of 2023 our Grade 4 teachers were engaging in the new ELAL curriculum, and our K-3 teachers were teaching a new Science curriculum. While report card achievements and Provincial assessment results (LeNS, Numeracy, and CC3) were relatively strong, teaching staff wanted to build their confidence in assessing the knowledge, understandings, skills and procedures of the new curriculum.

This growth plan set a foundation for this year's focus on refining curriculum outcomes and improving both student engagement and achievement through assessment strategies

2023-24 School Goals

- Develop assessment practices to improve teaching and learning in literacy
- Develop assessment practices to improve teaching and learning in mathematics
- Develop assessment practices to improve teaching and learning of wellbeing



## What We Measured and Heard

### Numeracy measures and results

#### Alberta Numeracy Assessment results

We measured our growth using the Numeracy Assessment, how many of our students were considered “At Risk” following the Pre-Test and how many remained At Risk following the Post-Test

#### Pre Test

Gr 1 At Risk- 11% (89% not At Risk)

Gr 2 At Risk- 13%, (87% not At Risk)

#### Post Test – Gr 1 & 2

Gr 1- 31 (10%) At Risk before assessment

Gr 2- 28 (9%) remain At Risk following assessment

Requires further analysis as to why the At Risk rate percentage of these students demonstrated improvement. Those who were assessed as At Risk. This

#### Report Card Results for Mathematics

We compared results from the last two years looking for trends. It is important to note that Kindergarten through to Grade 3 were in their first and second years of new curriculum and that Grade 4 did start the new Mathematics curriculum in 2023-24. It is also important to note that the report card indicators were also new to reflect the new curriculum.

#### Understands and applies concepts related to measurement and geometry - Kindergarten

| Levels     | 1     | 2     | 3     | 4     |
|------------|-------|-------|-------|-------|
| 2022-2023  | ----- | 10.4% | 52.1% | 37.5% |
| 2023-2024  | ----- | 12.2% | 55.1% | 31.6% |
| Difference | ----- | +2.2% | +3.0% | -5.9% |

#### Understands and applies concepts related to measurement, geometry and statistics – Grades 1-4

| Levels    | 1    | 2    | 3     | 4     |
|-----------|------|------|-------|-------|
| 2022-2023 | 2.2% | 9.4% | 37.9% | 47.8% |

|            |       |       |       |        |
|------------|-------|-------|-------|--------|
| 2023-2024  | 1.0%  | 16.1% | 46.5% | 35.7%  |
| Difference | -1.2% | +6.7% | +8.6% | -12.1% |

#### Understands and applies concepts related to number and patterns - Kindergarten

| Levels     | 1     | 2     | 3     | 4     |
|------------|-------|-------|-------|-------|
| 2022-2023  | ----- | 10.3% | 34.0% | 55.7% |
| 2023-2024  | 1.0%  | 6.1%  | 41.8% | 51.0% |
| Difference | +1.0% | -4.2% | +7.8% | -4.7% |

#### Understands and applies concepts related to number and patterns – Grades 1-2

| Levels     | 1     | 2     | 3     | 4      |
|------------|-------|-------|-------|--------|
| 2022-2023  | 1.4%  | 9.1%  | 31.3% | 58.2%  |
| 2023-2024  | 2.4%  | 11.6% | 40.1% | 45.4%  |
| Difference | +1.0% | +2.5% | +8.8% | -12.8% |

#### Understands and applies concepts related to number, patterns and algebra – Grades 3-4

| Levels     | 1     | 2     | 3      | 4     |
|------------|-------|-------|--------|-------|
| 2022-2023  | 3.4%  | 15.0% | 43.7%  | 35.4% |
| 2023-2024  | 1.5%  | 10.4% | 55.4%  | 29.7% |
| Difference | -1.9% | -4.6% | +11.7% | -5.7% |

We noticed that the number of students who achieved a 1 (Not Meeting) is very low and last year (0% 1%, 2.4% and 1.5 %) and has decreased since 2022/23, we also noted that an increase of the number of students achieving a 3 (good) from 2022-23 to 2023-2024. We also noted that the number of students who achieved an indicator of 4 (Excellent) decreased in all of the grades and report card stems that we measured. As teachers had more opportunity for calibration through our PLC process and with more understanding of well-developed vs mastery level of understanding, this may have impacted results. Further exploration into developing opportunities for students to achieve excellence in Mathematics will be explored.

#### Literacy measures and results

##### **Letter Name Sound (LeNS) 2023/2024 results**

##### **Pre-Test**

Gr 1 At Risk- 6%

**Post Test – Gr 1 & 2**

11 (6%) At Risk before assessment 6 (3%) remain At Risk following Assessment

97% of students in Grades 1 and 2 were not At Risk following the Post Test for LeNs.

**Castles and Coltheart (CC3) 2023/2024 results****Pre-Test**

Gr 1 At Risk- Reg Words 6.6%, Irregular Words 7.6%, Non-Words 4.8%

Gr 2 At Risk- Reg Words 3.9%, Irregular Words 1 %, Non-Words 5.9%

Gr 3 At Risk- Reg Words 8%, Irregular Words 12%, Non-Words 8.9%

**Post Test – Gr 1, 2 & 3**

87% of our Grade 1-3 students were classified not At Risk following the Post Test. 12% of our Grade 1-3 students were classified At Risk following the Post Test. 1% of our Grade 1-3 students were classified At Risk following the Post Test.

Kindergarten Report Card Stem – Uses literacy strategies to explore and express ideas

|            | 1     | 2     | 3     | 4      | ADP | ELL  | IPP  |
|------------|-------|-------|-------|--------|-----|------|------|
| 2022/2023  | 2.2%  | 16.1% | 36.6% | 45.2%  |     |      |      |
| 2023/2024  | 2.0%  | 14.3% | 42.9% | 34.7%  |     | 1.0% | 5.1% |
| Difference | -0.2% | -1.8% | +6.3% | -10.5% |     | 1.0% | 5.1% |

Grade 1 – 4 Report Card Stem – Reads to explore and understand

|            | 1     | 2     | 3     | 4     | ADP   | ELL   | IPP   |
|------------|-------|-------|-------|-------|-------|-------|-------|
| 2022/2023  | 2.9%  | 13.3% | 37.4% | 43.0% | 0.5%  | 1.2%  | 1.7%  |
| 2023/2024  | 1.2%  | 14.2% | 44.3% | 38.4% | 0.0%  | 0.2%  | 0.2%  |
| Difference | -1.7% | +0.9% | +6.9% | -4.6% | -0.5% | -1.0% | -1.5% |

Grade 1 – 4 Report Card Stem – Writes to express information and ideas

|            | 1    | 2     | 3     | 4     | ADP   | ELL   | IPP   |
|------------|------|-------|-------|-------|-------|-------|-------|
| 2022/2023  | 2.2% | 17.9% | 44.9% | 32.1% | 0.2%  | 1.0%  | 1.7%  |
| 2023/2024  | 2.2% | 18.9% | 54.2% | 22.5% | 0.0%  | 0.2%  | 2.0%  |
| Difference | 0.0% | +1.0% | +9.3% | -9.6% | -0.2% | -0.8% | +0.3% |

Like in Mathematics we noticed that the number of students who achieved a 1 (Not Meeting) is very low again and again has decreased since 2022/23, consistent with mathematics report card achievement we noted that an increase of the number of students achieving a 3 (good) from 2022-23 to 2023-2024. We also noted that the number of students who achieved an indicator of 4 (Excellent) decreased in all of the grades and report card stems that we measured. As teachers had more opportunity for calibration through our PLC process and with more understanding of well-developed vs mastery level of understanding, this may have impacted results. Further exploration into developing opportunities for students to achieve excellence in Mathematics will be explored.

**Notes:**

- Kindergarten level 4 in reading went down 10.5%
- Grade 1 – 4 level 3 in reading went up 6.9%
- Grade 1 – 4 level 4 went down 9.6%

**Well-Being measures and results**

K- 4 Report Card Stem: Develops skills to support the well-being of self and other

|            | 1    | 2    | 3     | 4       | ADP | ELL | IPP |
|------------|------|------|-------|---------|-----|-----|-----|
| 2022/2023  | .2%  | 4.9% | 44.0% | 49.5%   |     | .6  | .8  |
| 2023/2024  | .5%  | 7.1% | 51.1% | 41.3. % |     |     | .5  |
| Difference | -.3% | +2.2 | +7.1% | -8.2%   |     | -.6 | -.3 |

It's noteworthy to see a drop in the percentage of K-4 students receiving a 4 on their report cards, from 2022-2023 to 2023-2024. This change may indicate a shift in grading standards, curriculum challenges, and a need for targeted support to help students achieve higher proficiency levels. It would be beneficial to analyze the underlying factors contributing to this trend to better support student learning and development moving forward.

**Teacher Survey Data**

Teachers were surveyed on their confidence and skill in diagnostic, formative and summative assessment in the areas of Reading/ Early Literacy, Numeracy and Number Sense as well as Wellbeing. While only 17% of teachers feel they possess an expert level of skill in assessing student wellbeing, a majority report an average understanding of this critical area. In contrast, a higher percentage—33%—of teachers consider themselves experts in mathematics. This disparity highlights a potential gap in professional development and confidence in

addressing wellbeing compared to academic subjects like mathematics, suggesting a need for enhanced training and resources in this vital area of student support.

### On the Alberta Education Assurance Measures

We maintained a very high rating across the measures. We did observe a decline in parents' perception of student access to student supports and services.

## Analysis and Interpretation

| What We Noticed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Celebrations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Areas for Growth                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Report Card, LeNs, CC3 and Numeracy achievement data all indicate strong achievement results. With large % of students receiving achievement indicators of 3 (Good) or 4 (Excellent) in both English Language Arts and Literacy, Mathematics and Physical Education and Wellness Report Card Stems. Also on the LeNs, CC3 and Numeracy 92% of our students were in the acceptable range and <b>not</b> At Risk. Teacher perception survey data demonstrated that teacher's confidence in assessing the new curricular strands is growing according to our teacher perception survey data. Survey data also indicated student's sense of belonging and care from teachers as improving and at a high level.</p> | <ul style="list-style-type: none"> <li>81.6% of students are achieving 3's and 4's in ELAL. 1% achieving below a 2. in ELAL.</li> <li>LeNS, CC3 and Numeracy Assessment data indicate that 92% of students were not at risk.</li> <li>84.9% of students are achieving 3's and 4's in Math. only 1% below a 2.</li> <li>The number of students achieving a report card indicator of a 1 has decreased</li> <li>Literacy Pre and Post test data demonstrates growth for our At-Risk learners (5 students on the LeNs progressed from At Risk in the Pre Test to Not At Risk in the Post Test , On the CC3 is 17 students progressed from At Risk to Not At Risk from Pre to Post Test</li> </ul> | <ul style="list-style-type: none"> <li>Our level 4 report card results (as per the graphs attached above) decreased in all stems between 2022-2023 and 2023-2024, this may indicate need for enrichment opportunities or designing tasks with mastery in mind</li> <li>Provide more targeted intervention for students at all grade levels specifically to move students At Risk in numeracy to not At Risk</li> <li>Designing learning for diverse learners</li> <li>Focusing on engaging learning tasks specifically in ELAL and Mathematics that are designed for the diversity seen in our student population</li> </ul> |



|  |                                                                                                                                                                                                                                                                                                                                |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <ul style="list-style-type: none"><li>• Students' sense of care from teachers and belonging remain high.</li><li>• Parent, student and teacher perception of overall quality of education remained high.</li><li>• 33% of teachers perceived their confidence as expert level in assessing numeracy and number sense</li></ul> |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

# 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                                                                               | Dr. J. K. Mulloy 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 | <a href="#">Student Learning Engagement</a>                                           | 80.1                    | 81.9             | 83.1                | 83.7           | 84.4             | 84.8                | n/a                | Maintained  | n/a       |
|                                | <a href="#">Citizenship</a>                                                           | 83.8                    | 83.5             | 83.3                | 79.4           | 80.3             | 80.9                | Very High          | Maintained  | Excellent |
|                                | <a href="#">3-year High School Completion</a>                                         | n/a                     | n/a              | n/a                 | 80.4           | 80.7             | 82.4                | n/a                | n/a         | n/a       |
|                                | <a href="#">5-year High School Completion</a>                                         | n/a                     | n/a              | n/a                 | 88.1           | 88.6             | 87.3                | n/a                | n/a         | n/a       |
|                                | <a href="#">PAT6: Acceptable</a>                                                      | n/a                     | n/a              | n/a                 | n/a            | 66.2             | 66.2                | n/a                | n/a         | n/a       |
|                                | <a href="#">PAT6: Excellence</a>                                                      | n/a                     | n/a              | n/a                 | n/a            | 18.0             | 18.0                | n/a                | n/a         | n/a       |
|                                | <a href="#">PAT9: Acceptable</a>                                                      | n/a                     | n/a              | n/a                 | n/a            | 62.6             | 62.6                | n/a                | n/a         | n/a       |
|                                | <a href="#">PAT9: Excellence</a>                                                      | n/a                     | n/a              | n/a                 | n/a            | 15.5             | 15.5                | n/a                | n/a         | n/a       |
|                                | <a href="#">Diploma: Acceptable</a>                                                   | n/a                     | n/a              | n/a                 | n/a            | 80.3             | 80.3                | n/a                | n/a         | n/a       |
|                                | <a href="#">Diploma: Excellence</a>                                                   | n/a                     | n/a              | n/a                 | n/a            | 21.2             | 21.2                | n/a                | n/a         | n/a       |
| Teaching & Leading             | <a href="#">Education Quality</a>                                                     | 94.3                    | 92.2             | 92.1                | 87.6           | 88.1             | 88.6                | Very High          | Maintained  | Excellent |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | 86.3                    | 86.4             | 86.9                | 84.0           | 84.7             | 85.4                | n/a                | Maintained  | n/a       |
|                                | <a href="#">Access to Supports and Services</a>                                       | 77.1                    | 83.8             | 83.4                | 79.9           | 80.6             | 81.1                | n/a                | Declined    | n/a       |
| Governance                     | <a href="#">Parental Involvement</a>                                                  | 86.9                    | 84.6             | 84.3                | 79.5           | 79.1             | 78.9                | 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