



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

Wildwood 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

Wildwood School Goals

- Reading Fluency
- Mathematical Procedural Fluency
- Empathy for self and others

Our School Focused on Improving

Our School Focused on:

- reading fluency
- mathematical procedural fluency
- develop and demonstrate empathy for themselves and those around them

We chose to focus on these areas as our student data as measured on report cards and on provincial assessments (LeNS, CC3 and Numeracy) indicated that gaps in these foundational skills were limiting students' ability to engage fulsomely in reading and math situations. We also noticed, based on the CBE Student Survey results as well as teacher perceptions, that students were reluctant and/or did not understand their role in social and learning scenarios.

What We Measured and Heard

We primarily used the LeNS, CC3 and Numeracy Provincial Screeners as well Report Card Stem Data as to measure growth in the areas of literacy and mathematics. We noted the following:

Provincial Screeners: Literacy and Mathematics

Grade Level	End of 2023 – *At Risk Overall	End of 2024 – *At risk Overall	Difference – *At Risk Overall
LeNs	60.98%	47.27%	-13.74%
CC3	54.25%	50.67%	- 3.58%
Numeracy	65.52%	76.47%	+10.95

Report Card Stem Data: Literacy and Mathematics

Report Card Stem	End of 2023 – 1 & 2 Achievement Indicator	End of 2024 – 1 & 2 Achievement Indicator	Difference – 1 & 2 Achievement Indicator
ELAL: Reads to Explore and Understand	26.08 %	11.7%	-14.38%
Mathematics: Understand number, Pattern and Algebra	27.34%	16.5%	-10.84%

Well-Being: The results were from CBE Student Survey (Spring 2024), AEA Survey (Spring 2024) and OurSCHOOL (Fall 2023)

	End of 2023 - Overall Agreement	End of 2024 - Overall Agreement	Difference - Overall Agreement
Diversity and Inclusion	67.75%	71.66%	+3.91%
School Connected and Analysis	82.58%	83.59%	+1.01%

It is important to note, that Wildwood School increased in enrolment from 412 to 546 from September 30, 2023 to June 28, 2024. This had a significant impact on all data.

Our data demonstrates improvements in literacy and declines in math for our 'at risk students'.

Along with above data standardized assessments and achievement data, we noticed an improvement in our combined perception data (CBE Student Survey (Spring 2024), AEA Survey (Spring 2024) and OurSCHOOL (Fall 2023) related to Diversity and Inclusion.

The significant enrolment growth created an unanticipated and unprecedented circumstance for students to demonstrate empathy to themselves and others. Our students repeatedly demonstrated resilience, flexibility and understanding adjusting their daily routines, cultural norms, spaces (classrooms, hallways, outside spaces), instruction and overall school culture. Empathy, abounded.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
LeNs and CC3 data indicate that there has been a significant decrease in the percentage of students in the at-risk category in literacy. Mathematics data from report Cards points to an improvement for our kat-risk students. However, the Numeracy Assessment points to an increase. This is contradictory. Coupled with data from the CBE Student Survey and questions posed to student in class these data not only point to improvements in students' reading, but also to their ability to demonstrate empathy. In addition to student data, our parents have reported high and very high levels of satisfaction. This is maintained from last year.	- Students' decoding skills have improved - Students' numeracy skills have improved - Students are consistently demonstrating empathy to themselves and others - Our data indicates a significant increase in parental involvement	- Align mathematical instruction and routines into daily practice - Onboarding data for new students - Provide targeted intervention for LP1/2 students at all grade levels - Connect conceptual understanding to procedural fluency in mathematics - Diversify opportunities for parent 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

Assurance Domain	Measure	Wildwood 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	88.1	82.9	86.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	89.1	85.6	87.5	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	n/a	78.8	78.8	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	25.0	25.0	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	94.2	89.7	92.1	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.2	90.0	91.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	83.3	79.1	81.0	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	81.0	74.1	77.8	79.5	79.1	78.9	High	Maintained	Good

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