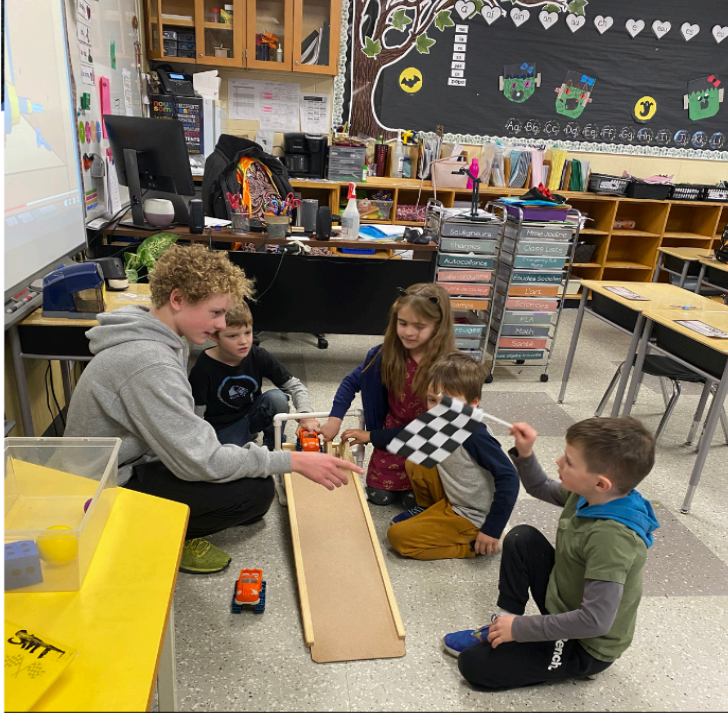


2023-2024 RESULTS REPORT







Development Plan Results Report 2023-2024

Principal: Linnaea Anderson

Assistant Principals: Cheri Day and Trish Spink

Context and Areas of Focus

Targeting literacy and numeracy skills in French Immersion was a critical area addressed in the 2023-2024 Development Plan. Our ultimate goal was to move student achievement forward to address a high level of at-risk students in these areas and increase scores on provincial standardized assessments. We focused our attention on a systematic and recurring analysis of data points to support teacher planning, assessment of student learning and targeted instruction. We also focused on access to division facilitators to support planning for learning and closing the gaps we identified. Finally, we sought the advice of an external French Immersion specialist who visited classrooms and supported teachers with areas where they were not seeing growth in student learning. This specialist also provided valuable feedback on a systematic approach to programming across grade levels for literacy instruction to increase consistency and achievement.

OUTCOME 4:

PSD STAFF EXPAND SUCCESS IN LITERACY AND NUMERACY

School leaders, teachers and school support staff design, deliver and share research-informed, effective and responsive teaching and assessment practices to promote student achievement, with a focus on literacy and numeracy.

The school year also saw a continued focus on the collaborative response model and teacher collaborative time. However, the focus of this time was directed by the administration for planning based on assessment results and whole grade level targeted literacy intervention. This allowed staff to begin meeting regularly as grade level teams to discuss data results and cohesive grade level instruction. We also implemented once a week targeted literacy groupings with additional adult support to ensure small group targeted instruction. Two cycles of team meetings focused on numeracy data and planning.

Key Strategies and Support

Literacy

- School-wide implementation of small group instruction strategies and work to target literacy goals.
- Teachers continued implementing common assessments, from Alberta Education screens to reading assessments. These assessments provide a snapshot of how students were doing and what skills need to be worked on.
- Focus on collaborative planning for grade level skill development and targeted intervention.
- Division facilitators supported teacher collaborative meetings to analyse data and plan.
- Literacy Lead teacher worked with staff to support classroom work and planning for bridging the gaps in student learning and modelling effective small group instruction strategies.
- Push in support once a week with 5-7 adults supporting small group intervention at each grade level.
- Consultant support from a French Immersion expert to provide feedback to teachers on skill development and also a global perspective of strategies for the program as a whole to create more cohesive and robust programming.

Numeracy

- School-wide implementation of small group instruction strategies and work to target numeracy goals.
- Use of data from common assessments (Math Intervention Programming Instrument, Alberta Education Numeracy Assessment) to identify lagging skills and areas of focus.
- Lead teacher (.25 FTE) provided classroom modeling and support to teachers.

Indigenous Foundational Knowledge

- Indigenous and Allies student club
 - Increased visibility in the school and meetings
- Multiple staff engaging in PD and focusing on integration of indigenous content as part of their Professional Growth Plans
- Focus on meaningful activities to build student understanding for days of recognition.

Alberta Education Assurance Measures Results Report - Of Note

Results for the 2024 survey were largely positive, showing improvement in most areas of stakeholder satisfaction and a positive upward trend for almost all measures surveyed. We are very proud that our hard work has translated to these positive results. It should be noted that only 28 parents responded out of an eligible approximately 200 parents. For this reason, parent results should be read cautiously. However, there was a high level of staff and student responses, these are therefore considered an accurate reflection of those groups perspectives.

Teaching and Leading

Overall achievement in this measure was good with a slight improvement noted from all stakeholder groups. Of note, students and teachers reported a much higher satisfaction with the quality of basic education than parents, who scored this measure 10% lower than their children. Further analysis of these results shows large growth in parent satisfaction for the grade 7 parent respondents over last year's results, but a smaller margin of growth for grade 4 parents.

Learning Supports

Overall achievement in this measure was improved over last year's results due to a bump in student satisfaction that their learning environments are welcoming, caring, respectful and safe. Although these results are trending upwards, this is an area for continued focus as it is a cornerstone of student and staff wellness to feel safe and respected. Students also reported an encouraging increase in the number of students who feel they have access to appropriate supports at school, increasing from 68.9% of students agreeing in 2023, to 89.6% in 2024.

Governance

This is an area of concern for Broxton. Only 61.6% of parent respondents reported satisfaction with parental involvement in decisions about their child's education. Teacher satisfaction was higher, but not at a level we would hope for and has dropped from 98.6% satisfaction in 2020 to 88.3% in 2024. Analysis of the questions seems to indicate that not only are parents reporting that they are not involved in school decisions, they are also reporting that they don't feel their input is considered when they are involved. However, 94% of parent respondents of grade 7 students said they are involved in decisions about their child's overall education compared to only 58% of grade 4 parent respondents. This area will require further discussion with stakeholders and a communication plan to ensure parents are aware of how information is communicated and the appropriate channels for feedback and consultation.

Lifelong Learning

Overall achievement in this measure requires attention and further stakeholder feedback. Teacher satisfaction that students demonstrate the needed capacity for lifelong learning is declining, while parent satisfaction has marginally improved. The most concerning results are at the grade 4 level for teachers and the grade 7 level for parents. Conversations about student resilience have been at the forefront of teacher and parent concerns in the past year, this concern seems to directly relate to these results and is a starting point for further discussion.

Program of Studies

This measure is an area of strength for Broxton as reported by parents, staff and students. Satisfaction in access to a broad program of studies is high and has increased in all stakeholder groups.

Safe and Caring

This measure continues to be an area of strength for Broxton. Overall, 87.3% of survey respondents agreed that students are safe at school and are learning to care about and respect others. We will continue to focus on high expectations for student behaviour and support for social/emotional learning.

Work Preparation

This measure focuses on beliefs that students are taught attitudes and behaviours that will make them successful at work when they finish school. Both our parent and teacher results are comparable to the provincial results. Similarly to the measure of lifelong learning, student resilience may be a key factor in this measure improving and should be a focus in our classrooms and homes.

Student Growth and Achievement

Overall, there are no major concerns in this category. Of note, parents are less satisfied than students and teachers that students model the characteristics of active citizenship. This is an area to further investigate.

Student achievement scores as well as literacy and numeracy results are detailed below for further data on student achievement.

Provincial Achievement Results

English Language Arts Grade 9	
School Based Results <ul style="list-style-type: none">95.3% of students at acceptable standard23.3% of students at standard of excellence4.7% of students below acceptable standard	Provincial Results <ul style="list-style-type: none">83.8% of students at acceptable standard14.2% of students at standard of excellence16.2% of students below acceptable standard
Areas of Celebration <i>Broxton students scored higher than the province in the acceptable standard and standard of excellence categories and were far below the provincial average in students not attaining the acceptable standard.</i>	

English Language Arts Grade 6 - Not Written

Études Sociales Grade 9	
School Based Results <ul style="list-style-type: none">81.4% of students at acceptable standard9.3% of students at standard of excellence18.6% of students below acceptable standard	Provincial Results <ul style="list-style-type: none">70.9% of students at acceptable standard18.5% of students at standard of excellence29.1% of students below acceptable standard
Areas of Celebration: <i>Broxton students scored higher than the province in the acceptable standard category and had less students in the below the acceptable standard category. We also saw a 31% increase in acceptable standard from last year and a 32% decrease of students below the acceptable standard.</i> Areas of Concern: <i>There is room for growth in the standard of excellence.</i>	

Études Sociales Grade 6	
School Based Results <ul style="list-style-type: none"> • 62.3% of students at acceptable standard • 11.5% of students at standard of excellence • 37.7% of students below acceptable standard 	Provincial Results <ul style="list-style-type: none"> • 79.2% of students at acceptable standard • 22.8% of students at standard of excellence • 20.8% of students below acceptable standard
<p>Areas of Celebration: <i>Broxton students scored 20% higher in acceptable standard and 8% higher in standard of excellence over last year's scores.</i></p> <p>Areas of Concern: <i>Broxton students scored below the provincial standard in all categories.</i></p>	

Mathematics Grade 9	
School Based Results <ul style="list-style-type: none"> • 86% of students at acceptable standard • 23.3% of students at standard of excellence • 14% of students below acceptable standard 	Provincial Results <ul style="list-style-type: none"> • 62% of students at acceptable standard • 16.5% of students at standard of excellence • 38% of students below acceptable standard
<p>Areas of Celebration: <i>Broxton students exceeded the provincial results in acceptable standard by 24% and the standard of excellence by 7%. Although we still have 14% of students below acceptable standard, this is 24% better than the provincial average.</i></p> <p>Areas of Concern: <i>14% of students fell in the below acceptable standard range.</i></p>	

Mathematics Grade 6 - Not Written

Sciences Grade 9	
School Based Results <ul style="list-style-type: none"> • 76.2% of students at acceptable standard • 4.8% of students at standard of excellence • 23.8% of students below acceptable standard 	Provincial Results <ul style="list-style-type: none"> • 79.2% of students at acceptable standard • 24.4% of students at standard of excellence • 20.8% of students below acceptable standard
<p>Areas of Celebration: <i>Broxton students scored close to the provincial results in acceptable standard.</i></p> <p>Areas of Concern: <i>Broxton students were well below the province in the standard of excellence. 23.8% of students were below the acceptable standard. Although this is close to the provincial average, it remains an area of concern.</i></p>	

Sciences Grade 6	
School Based Results <ul style="list-style-type: none"> • 67.2 %of students at acceptable standard • 13.1% of students at standard of excellence • 32.8% of students below acceptable standard 	Provincial Results <ul style="list-style-type: none"> • 81.2% of students at acceptable standard • 29.3% of students at standard of excellence • 18.8 % of students below acceptable standard
<p>Areas of Celebration: <i>Broxton students had a 10% increase over last year's results in the acceptable standard range, an 8% increase in the number of students scoring in the standard of excellence and a decline of 10% in the number of students scoring below the acceptable standard.</i></p> <p>Areas of Concern: <i>The percentage of students scoring below the acceptable standard still exceeds the provincial average.</i></p>	

French Language Arts Grade 9	
School Based Results <ul style="list-style-type: none"> • 83.7% of students at acceptable standard • 2.3% of students at standard of excellence • 16.3% of students below acceptable standard 	Provincial Results <ul style="list-style-type: none"> • 81.5% of students at acceptable standard • 11.3% of students at standard of excellence • 18.5 % of students below acceptable standard
<p>Areas of Celebration: <i>Broxton students scored close to the provincial results for meeting the acceptable standard and very close to provincial results in the below the acceptable standard category.</i></p> <p>Areas of Concern: <i>Only 2.3% of Broxton students scored in the standard of excellence and this could be improved.</i></p>	

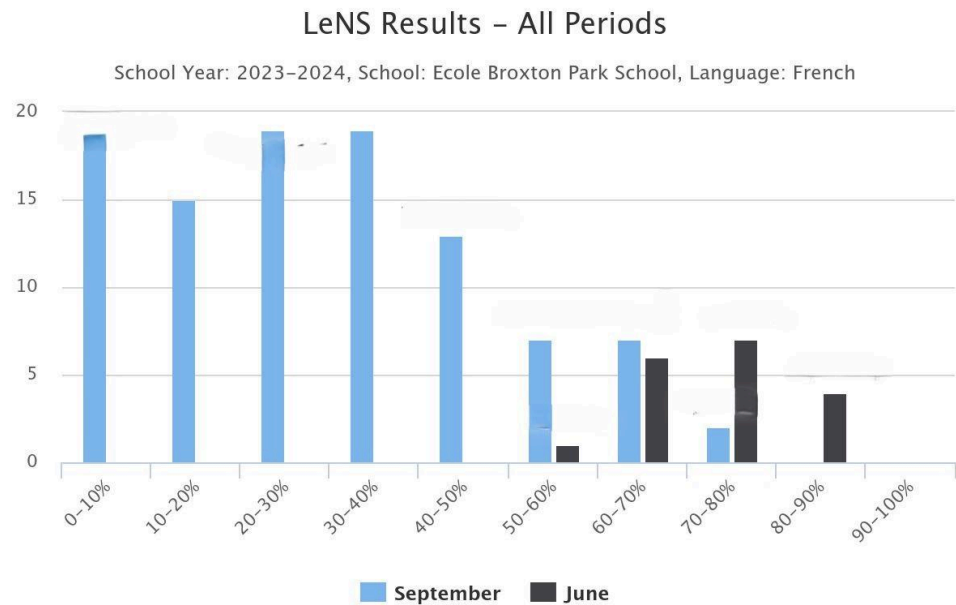
French Language Arts Grade 6	
School Based Results <ul style="list-style-type: none"> • 81.7 % of students at acceptable standard • 8.3% of students at standard of excellence • 18.3% of students below acceptable standard 	Provincial Results <ul style="list-style-type: none"> • 79.8% of students at acceptable standard • 10.6% of students at standard of excellence • 20.2 % of students below acceptable standard
<p>Areas of Celebration: <i>Broxton students were ahead of the province in acceptable standard and close to the provincial average of the standard of excellence.</i></p> <p>Areas of Concern: <i>18.3% of students remain below the acceptable standard</i></p>	

Summary Reflections:

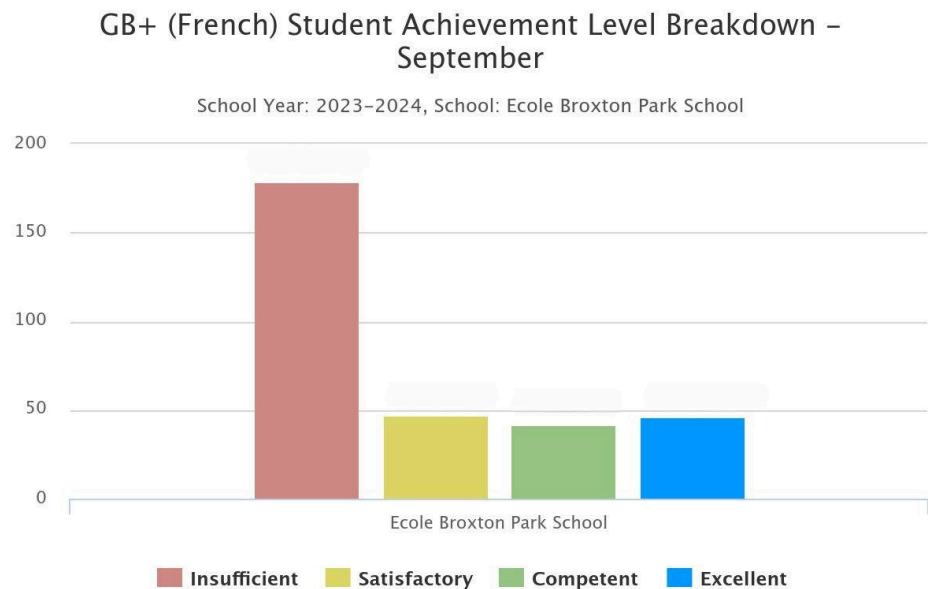
- The majority of our Provincial Achievement Test scores improved.
- Not only have the scores improved, but many areas moved from very low-intermediate level range to the good - acceptable range.
- Our only areas identified by the province as concern or issues for 2024 achievement tests are in the standard of excellence categories. We will continue to focus on strong curricular instruction and expectations for students while also supporting students to reach higher in terms of understanding through rigorous result analysis and planning.

		Ecole Broxton Park School							Alberta			
Course	Measure	Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	Intermediate	Improved Significantly	Good	61	80.3	67	62.7	1,870	69.9	3,131	77.6
	Standard of Excellence	Intermediate	Improved	Good	61	8.2	67	1.5	1,870	9.3	3,131	12.5
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
Science 6	Acceptable Standard	Low	Improved	Acceptable	67	61.2	71	49.3	53,806	68.8	54,859	66.7
	Standard of Excellence	Low	Improved	Acceptable	67	11.9	71	4.2	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	Very Low	Improved Significantly	Acceptable	67	56.7	71	38.0	60,804	68.5	57,655	66.2
	Standard of Excellence	Low	Improved	Acceptable	67	10.4	71	2.8	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	52	78.8	33	78.8	59,096	69.5	56,255	71.4
	Standard of Excellence	High	Improved	Good	52	19.2	33	9.1	59,096	11.8	56,255	13.4
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	49.6	1,254	50.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	5.6	1,254	5.7
French Language Arts 9 année	Acceptable Standard	Intermediate	Improved	Good	43	83.7	28	71.4	3,308	76.6	3,215	76.1
	Standard of Excellence	Low	Maintained	Issue	43	2.3	28	7.1	3,308	10.6	3,215	10.9
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3
Mathematics 9	Acceptable Standard	Intermediate	Improved Significantly	Good	52	71.2	33	48.5	58,577	52.7	55,447	54.4
	Standard of Excellence	High	Improved	Good	52	19.2	33	6.1	58,577	14.0	55,447	13.5
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	52.2	1,815	52.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	9.9	1,815	11.3
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	52	61.5	33	54.5	59,072	67.6	56,311	66.3
	Standard of Excellence	Low	Maintained	Issue	52	3.8	33	6.1	59,072	20.8	56,311	20.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	52.3	1,197	52.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	8.9	1,197	10.9
Social Studies 9	Acceptable Standard	Intermediate	Improved Significantly	Good	52	67.3	33	39.4	59,125	60.5	56,309	58.4
	Standard of Excellence	Very Low	Maintained	Concern	52	7.7	33	6.1	59,125	15.8	56,309	15.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	50.4	1,140	49.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	11.3	1,140	10.6

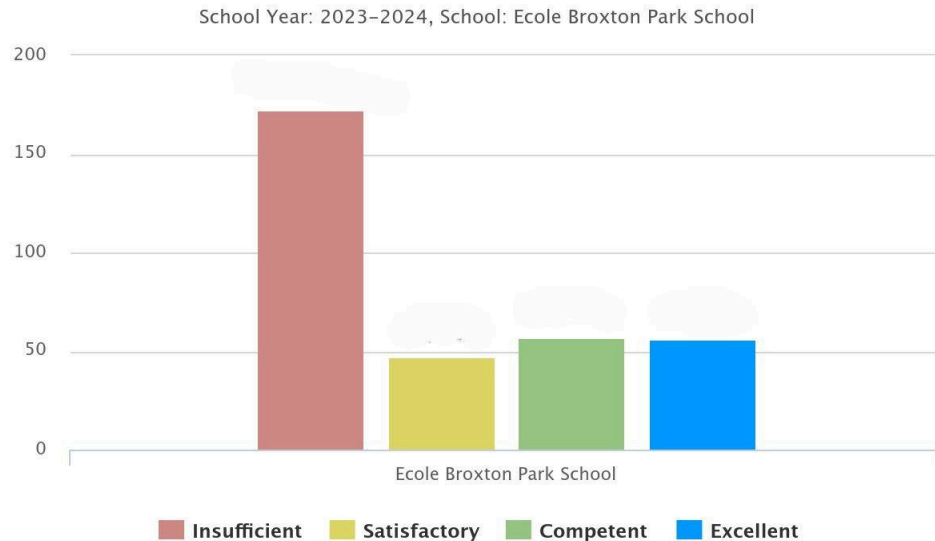
Additional Literacy Data



The Letter Name and Sound (LeNS) test assesses the child’s knowledge of the names of letters and the sounds of letters and common multi-letter graphemes (Alberta Education, 2024). This assessment supported teachers in Grade 1 to Grade 2 to screen for letter and sound recognition in students, providing a starting point for targeted instruction. All students were screened in September, only at risk students were screened in June. The graph above shows the progress of those at risk students into the upper success rates of the LeNS screen, which is positive forward momentum.



GB+ (French) Student Achievement Level Breakdown – June



GB+ is the standardized reading assessment for French Immersion students in Parkland School Division. Students read with the teacher in Grades 1- 5 and the teacher scores their level based on fluency and comprehension. These scores are then compared to a scale to determine where students fall in relation to the expected scores for their grade level. This means that not only are students being assessed on their reading level, but the baseline of where they should fall changes as the year progresses.

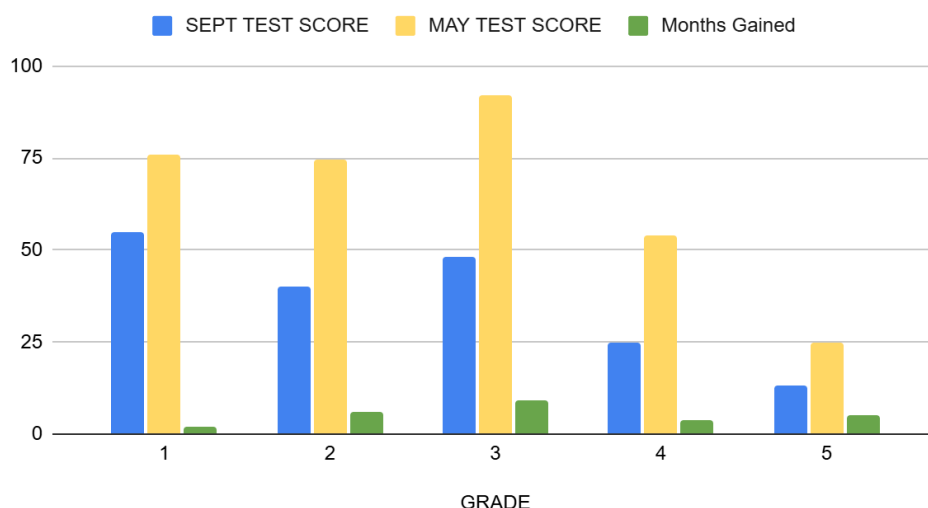
Broxton scores from 2023-2024 indicate that a large number of students started the year under the grade level standard and a slightly smaller number of students ended the year still under the standard. This does not mean that student reading levels were stagnant as the cut score to meet grade level changes as the year progresses. Overall, we saw some growth in students moving out of the insufficient category through the year. When individual student results are analyzed, we saw improvement in almost every student, although some are still not meeting their grade level standard.

Reflections

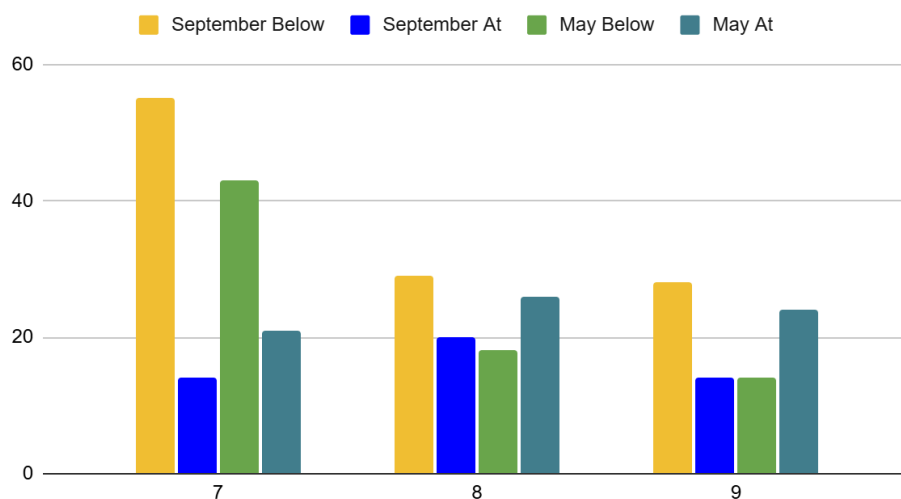
The 2023-2024 school year included a number of literacy screens that varied between grade levels. There were some growing pains with the implementation schedule, but the data served to assist in planning targeted instruction and interventions. We saw forward momentum in our at risk students and growth across the grade levels. A challenge remains getting students who are well below grade level caught up with their grade level peers. This will be an area of focus for the 2024-2025 school year.

Additional Numeracy Information

Grade 1-5 EICS Numeracy Learning Loss Data



MiPi Results 2023-2024



Two separate screens were used for numeracy data in the 2023-2024 school year, the Elk Island numeracy screen and the MiPi (Math Intervention Planning Instrument). Both of these assessments test students' knowledge of the previous grade level concepts. This data then informs teachers for their planning by answering two key questions: 1. How well did students grasp the prior years curriculum, and; 2. What concepts need particular attention in order for the students to grasp the previous years concepts and move forward with this year's progression. At every grade level we saw growth in student scores from the September to May results. The number of students below grade level was diminished and students at grade level on the exam increased.

Reflections

A high level of students require significant attention to ensure they meet the grade level expectations of the curriculum. Although students are seeing growth, concern remains with the pace of the progress. A student who is below grade level could have a year of growth and still remain under their grade level standard as they move into the next school year. Continued work on analyzing our data and engaging in targeted intervention is an area of focus for the 2024-2025 school year.

Final Thoughts

Although we still see needs and gaps in our student achievement data and stakeholder feedback, we are pleased with the forward momentum the school has gained with its initiatives for data analysis, targeted instruction and student engagement and accountability. Broxton will continue to set high standards for its staff and students in order to achieve the goals we have developed. 2024-2025 will see a focus on lead teacher intervention with at risk students and continued data analysis and planning for all staff. We will continue to strive to involve parents through engagement activities, information sessions and the partnerships we make in their child's educational plans.

School Council Involvement

The School Council executive met and discussed the results report. Feedback was provided to the principal on potential reasons for parent survey results as well as with respect to the plan moving forward to address areas of continued concern in academic achievement.