



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

Mahogany 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

2023-2024 School Goals

- Written Communication-Identity as a writer
- Number Sense – Mathematical identity
- Sense of Connection and Belonging in School Environments

Our School Focused on Improving

- Written Communication-Identity as a writer
- Number Sense – Mathematical identity
- Sense of Connection and Belonging in School Environments

We chose to focus on these areas as our student data measured on report cards indicated that gaps in these areas were limiting students' ability apply teacher feedback in their writing as well as apply strategies for computation and estimation. We also noticed, based on survey results (OurSCHOOL, CBE Student Survey and Alberta Education Assurance Survey) as well as teacher perception data, that there was a need to focus on developing a positive sense of belonging amongst students and within our school.

Instructions for template:

What We Measured and Heard

As a new school, opening Sept 2022, we have one year of data from our school population. Last year we accessed as much data as we could gather from students who had been previously enrolled in CBE Schools and we had a large number of new registrations throughout the year of students from outside of CBE. During the 2022-2023 school year, Mahogany School was a K-4 school. During the 2023-2024 school year, Mahogany School is now a K-5 school.

We primarily used the report card data to measure growth in the areas of literacy and mathematics. The following data was observed:

Literacy-Writing	June 2023 (*below is Grades 1-3 only)	June 2024
Report Card Stem – Writes to express information and ideas. Number of Students Achieving a 3 or 4	15.8%	Indicator 3=39.38% Indicator 4=16.33% Overall = 55.71%

Mathematics-Number	June 2023 (*below is Grades 1-3 only)	June 2024
Report Card Stem – Understands and applies concepts related to number and patterns (and algebra).	15.8%	Indicator 3= 44.24% Indicator 4= 31.18% Overall = 75.42%

Perception Data – OurSCHOOL Survey. Students reported

On the Alberta Education Assurance Measures, in the percentage of parents that agree that their children are receiving a quality education at the school improve. We also saw an increase in Citizenship from Very high to excellent. Additionally we saw improvement in Welcoming, caring, Respectful and Safe, Learning Environments.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
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Overall Mahogany School is matching and/or exceeding CBE and Area 5 results in terms of Well-Being perception Data. This is especially noticeable in school connectedness and belonging outcomes, 88.39% students felt a sense of belonging at school. Given our complexities of student population (30.99% SPED students and almost 20% of EAL students were in LP 1 and 2) we are able to provide supports and show growth for students with school structures and resources (Resource Teacher, EAs, Administration) In addition, overall growth in student achievement will be measured through report card data. We will also be measuring incremental student growth in mathematics with the provincial Numeracy assessment tools. Attendance data will be monitored as a measure of student belonging, resiliency and problem solving. The CBE Student Survey will be used to measure growth in student confidence, specifically in the areas of literacy and mathematics, and the Alberta Education Assurance Measure Survey will be used for change in student and parent perception data related to quality education and student supports. The OurSCHOOL survey will also be used as a measure of student belonging, and perception of achievement in written work and mathematics	▪ OurSCHOOL survey; wellbeing showed that Sense of Belonging improved from Oct 2023 from October 2024 improved from 76% to 83% in Grade 4 ▪ Anxiety measure decreased in Grade 4 and Grade 5. In 2023 Grade 4 decreased from 23% to 18% and Grade 5 decreased from 26% to 23% in 2024 (Both levels are considerably below Canadian Norms) ▪ Fall Grade 4 open ended responses shared that: students have friends, positive sense of belonging. ▪ Students' numeracy skills have improved ▪ Students are more confident and more able to persevere when challenged with difficult learning tasks ▪ The open responses from learners (student voice) was overwhelmingly positive 80.82% for positive relationships with teachers and staff. Students enjoy their teachers and genuinely feel supported with a strong sense of belonging and positive relationships with a trusted adult at school – at least one adult that I can connect with ▪ Parents are more satisfied with the supports and services available at the school ▪ We are a large school (773 students) with a large increase over	Example ▪ Provide targeted intervention for students at all grade levels – specifically in writing ▪ Increasing students involvement in and understanding of receiving feedback, additionally in ▪ Increase parental involvement Professional Learning ▪ School-wide professional learning focused on building teacher and student capacity to give and receive meaningful, timely and specific feedback that moves learning forward o Teacher-Student , Self-Reflection, Peer-Assessment ▪ School-wide professional learning focused on developing success criteria and calibration of assessment using proficiency scales (Both within grade teams and across grades) o Interpreting learning outcomes by examining language and vocabulary o Building a school wide common assessment language based on: Levels of Understanding (Seed, Sprout, Sapling, Tree) ▪ System-wide Professional Learning series (Assessment)
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CBE Student Survey and questions posed to student in class these data not only point to improvements in students' reading and math skills, but also to their confidence levels in engaging in difficult learning tasks. In addition to student data, parents have also reported that they are feeling more confident that supports are available at the school level and that their students are more engaged in reading activities at home.	the past two years since opening. Students report that they feel connected, due to community events (intramurals, winter concert, musical, spark, clubs) and find a way to connect with adults and peers reporting a 'small school' feel.	
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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

Assurance Domain	Measure	Mahogany 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	92.7	83.7	83.7	83.7	84.4	84.8	n/a	Improved Significantly	n/a
	Citizenship	88.2	81.1	81.1	79.4	80.3	80.9	Very High	Improved	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	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	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	97.2	93.7	93.7	87.6	88.1	88.6	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.2	87.2	87.2	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	86.5	75.8	75.8	79.9	80.6	81.1	n/a	Improved Significantly	n/a
Governance	Parental Involvement	83.3	79.4	79.4	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