

**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

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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

2023-24 School Goals

- Regulation and Resiliency
- Improving Engagement in Literacy and Mathematics Tasks When Faced with Learning Challenges

Our School Focused on Improving

Building on the NLC Connecting to Spirit Framework, our school development goal focused on creating a supportive and inclusive environment to help all students build regulation and resiliency skills. Through Professional Learning Communities, teachers designed tasks aligned with students' learning potential, incorporating a growth mindset and a trauma-informed approach. This aimed to build students' confidence in tackling challenging learning tasks.

We noticed from the CBE Student Well-Being Survey and feedback from teachers that many students were hesitant to take risks and push through challenging tasks. To address this, we aimed to create a safe space where students felt encouraged to take those risks and keep trying. This approach aligned with the CBE Indigenous Education Holistic Lifelong Learning Framework, which focuses on developing students' spirit, heart, body, and mind to create a culture of confidence, resilience, and perseverance.

What We Measured and Heard

LeNS, CC3 and Numeracy provincial standardized assessments were used to measure growth in the areas of literacy and mathematics. We noted the following changes:

LeNS
Changes in *not at-risk* population between September 2023 and June 2024 assessments

Grade 1	+10.0%
Grade 2	+14.9%

The data indicates growth in the percentage of grade one and grade two students who can sound out single letters and letter combinations. Compared to September 2023, an additional 10% of grade one students and 14.9% of grade two students were no longer at risk or in need of extra support by June 2024.

CC3
Changes in *not at-risk* population between September 2023 and June 2024 assessments

	Regular Words	Irregular Words	Non-Words
Grade 1	+10.0%	No Change	+7.5%
Grade 2	+6.4%	+10.0%	+12.8%

The data reveals an improvement in grade one and grade two students' ability to read single words, including sounding out and identifying regular, irregular, and non-words by sight.

- Regular Words: By June 2024, 10% of grade one students and 6.4% of grade two students were no longer at risk or needed additional support compared to September 2023.
- Irregular Words: There was no change for grade one students, but 10% of grade two students showed improvement, becoming able to sound out and identify irregular words independently.
- Non-Words: By June 2024, 7.5% of grade one students no longer required extra help in reading and identifying non-words. For grade two, this increase was 12.8%.

These results demonstrate meaningful gains in reading skills across grades over the academic year.

Numeracy – Changes in *not at-risk* population

Grade 1	+7.5%
Grade 2	+10.8%

The data shows an increase in the percentage of students improving their understanding of numbers and number patterns, including skills such as comparing, writing, ordering numbers, and mastering addition and subtraction facts. By June 2024, 7.5% of grade one students and 10.8% of grade two students were no longer at risk or in need of additional support, compared to September 2023.

CBE K-3 Well-Being Survey

We used the 2023-24 CBE Well-Being Survey to assess students' resilience and regulation skills.

Questions on ***perseverance and resilience*** measured students' perception of their ability to "bounce back" or persevere after setbacks. The following changes were noted in the percentage of students answering *Absolutely/Yes*:

Survey Questions	<i>I try my best at school even when I find it hard.</i>	<i>I can do well at school.</i>	<i>I finish what I start at school.</i>	<i>I ask questions in class when I have them.</i>
Overall	-2.3%	-9.2%	+33.8%	+39.1%

Kindergarten students demonstrated an increased ability to persevere and do their best, even when faced with challenging tasks. However, an area for growth lies in their willingness to ask questions and complete their work. Grade 1 students exhibit confidence in their abilities to succeed in school and are proactive in asking questions to enhance their understanding of learning tasks. Nevertheless, they still need to focus on perseverance in completing tasks and putting forth their best effort. Grade 2 students consistently try their best, even when tasks are difficult. An area for improvement for this cohort is to build self-confidence, which will empower them to complete tasks and ask questions when needed.

Overall, the results highlight progress in task completion and classroom engagement, with more students finishing what they started and actively participating by asking questions. However, challenges remain in fostering perseverance and building self-confidence, as fewer students feel capable of succeeding or staying resilient when tasks are difficult.

Questions on **regulation** assessed students' ability to self-regulate and re-engage when emotions affected learning. The following changes were noted in the percentage of students answering *Not Really/No*:

Survey Questions	<i>I get angry or mad easily at school.</i>	<i>I know what to do if I feel sad or worried at school.</i>
Overall	-11.4%	-16.5%

That data shows that fewer students reported getting angry easily at school, showing some improvement across grades. However, Kindergarten students experienced a significant decline in regulation skills, suggesting younger learners may be struggling with foundational self-regulation skills. In contrast, Grade 1 students demonstrated progress, reflecting positive shifts in emotional control.

The ability to manage sadness or worry showed mixed results. Grade 2 students improved slightly, while Kindergarten and Grade 1 students showed declines, highlighting a need to strengthen coping strategies, especially for younger students.

Overall, emotional regulation is improving, particularly in managing anger, but there is a clear need for greater support in building self-regulation skills, especially in the younger grades.

Attendance data**Overall Student Absence Rate**

	Above 10% Absence Rate (absent for more than 18 days)	Above 20% Absence Rate (absent for more than 36 days)
August to January	76.1%	56.9%
August to June	74.0%	60.4%

Percentage of *at-risk* students needing additional support with attendance rates exceeding 20% (over 36 days missed).

	CC3			LeNS	Numeracy
	Regular Words	Irregular Words	Non-Words		
Grade 1	47.5%	55%	47.5%	35.0%	45%
Grade 2	27.7%	34.0%	25.5%	26.1%	15.2%

Absenteeism significantly impacted at-risk students needing additional learning support, with many missing over 36 days of school. This loss of instructional time is reflected in literacy and numeracy outcomes, where students in Grades 1 and 2 showed challenges in reading regular, irregular, and non-words, as well as in foundational numeracy skills.

Alberta Education Assurance Measures Results (AEAM) Spring 2024:

The Alberta Education Assurance Measures report showed that the percentage of teachers who feel students are engaged in learning has remained stable. Additionally, teachers and classroom support staff shared that more students increasingly use positive language when approaching challenging tasks.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
The data from the standardized provincial CC3, LeNS, and Numeracy assessments indicate an improvement in the percentage of students classified in the not-at-risk category across the reported grade levels, with the exception of Grade 1 in irregular words, which showed no change. This suggests that while targeted intervention supports have benefited some students, additional focus is necessary to meet the needs of all learners. The well-being data indicates that students increasingly view themselves as capable, confident learners able to persevere through challenging tasks, reflecting improved self-perception. Strengths were shown in their ability to complete tasks and comfort with asking questions in class, demonstrating positive gains in resilience and classroom participation. However, some areas, like perseverance through difficulties and confidence in school success, reveal opportunities for targeted support. These findings highlight a balance of progress and areas to nurture resilience and self-confidence in students further. The well-being data on students' regulation skills indicated a general	Literacy Students have demonstrated improved skills in: • Decoding words more effectively. • Recognizing common letter sounds and matching them with letters or groups of letters. • Increased ability to identify irregular words in most grades. Mathematics Progress in developing core number skills, including: • Counting and identifying numbers with greater accuracy. • Recognizing patterns and ordering numbers proficiently. • Improved recall of number facts, enhancing overall mathematical fluency. • Data from standardized assessments indicate an increase in the percentage of students classified in the not-at-risk category (not requiring additional targeted supports) across most grade levels, suggesting the effectiveness of targeted interventions.	• Implement focused learning centers and activities to enhance literacy and math skills, meeting students at their current levels of understanding. ○ Proactive literacy and numeracy intervention staffing decisions ○ Common literacy and numeracy intervention schedule ○ Shift to a push-in intervention model • Provide additional support in self-regulation and coping skills. • Provide targeted interventions to improve attendance and support engagement. • Increase parental involvement.

decline in their ability to manage emotions like anger and their confidence in handling feelings of sadness or worry. While some grades showed improvement in certain areas, the overall results highlight the need for additional support in self-regulation and coping skills. The student attendance data showed the following concerning trends: between August and January, the overall absence rate was high, with a significant percentage of students exceeding both the 10% (more than 18 days absent) and 20% (more than 36 days absent) absence thresholds. By the end of June, these rates remained elevated, indicating a persistent concern. Additionally, a considerable percentage of students in at-risk populations for literacy and numeracy, particularly in Grade 1 and Grade 2, had absence rates exceeding 20%. These findings highlight the need for targeted interventions to improve attendance and support the engagement of at-risk students.	Well-Being Students increasingly view themselves as capable, confident learners who can persevere through challenges: • Notable progress in completing tasks and feeling comfortable asking questions in class. • Improved ability to bounce back from challenges and be more involved in class activities.	
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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	Niitsitapi Learning Centre			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	100.0	100.0	98.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	87.3	88.6	92.7	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	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	98.5	97.6	96.9	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.1	93.9	96.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	90.7	91.0	93.1	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	77.8	89.9	91.0	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

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