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Calgary Board of Education

John Ware School

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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

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

John Ware School Goals

Building student identity through increased engagement

Through lens of:

- Analyzing & interpreting structures in text
- Mathematical literacy through increased fluency
- Increased sense of safety and belonging

Our School Focused on Improving

- Comprehending and analyzing text
- Increased mathematical fluency
- Increased sense of safety and belonging

We chose to focus on these areas as our student data, as measured locally (MIPI, MAZE, Algebra and Number Assessments) and on report cards and provincial assessments (PATs) indicated gaps in these foundational skills were limiting students' ability to engage in more complex reading and math problems. We also noticed, based on student, parent, and teacher perception data (OurSCHOOL Survey, AE Assurance Survey, and CBE Student Survey), there was a need for students to feel a greater sense of safety and belonging in our school.

What We Measured and Heard

We used report card, provincial achievement test (PAT), and perception data to measure growth in the areas of literacy and mathematics. We noted the following:

Literacy - Number of students who achieved an indicator of at least 2 on the report card stem:

"Reads to explore, construct, and extend understanding"	82% (maintained)

Literacy – Number of students who achieved a 3 or a 4 on the report card stem:

"Reads to explore, construct, and extend understanding"	51% (maintained)

Literacy – Grade 9 ELA PAT Results

Number of students that achieved an acceptable standard	81.1% (maintained)
Number of students that achieved a standard of excellence	+7.3%

Literacy – Student Survey Data: Number of students that agreed with the following CBE Student and Assurance Survey questions:

"I understand what I read"	+0.4% (maintained)
"I understand how the language arts I am learning at school is useful to me"	+1%
"I feel a connection to the texts I read and hear in class"	+11%
"The language arts I am learning at school in interesting to me"	+9%

Grade 9 teachers reported significant growth in their cohort when comparing baseline results from practice PATs administered at the beginning of the year with results of further testing done throughout the year until the administration of the May and June ELA PATs. They asserted this was the result of targeting instruction around analysis and use of intentional structures in a variety of texts.

Numeracy - Number of students who achieved an indicator of at least 2 on the report card stem:

"Develops number sense and applies strategies for computation and estimation"	84% (-2%)
"Uses algebraic reasoning to represent patterns and relationships"	70% (-5%)

Numeracy – Number of students who achieved a 3 or a 4 on the report card stem:

"Develops number sense and applies strategies for computation and estimation"	57% (maintained)
"Uses algebraic reasoning to represent patterns and relationships"	50% (maintained)

Numeracy – Grade 9 Mathematics PAT Results

Number of students that achieved an acceptable standard	55.4% (maintained)
Number of students that achieved a standard of excellence	+4.1%

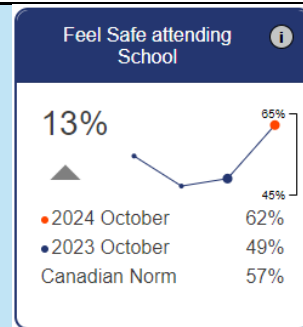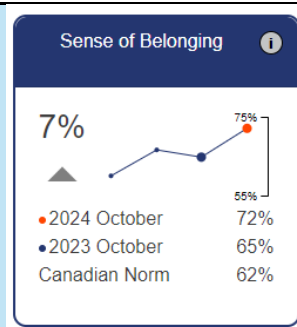Numeracy – Student Survey Data: Number of students that agreed with the following CBE Student and Assurance Survey questions:

"I am confident that I can learn mathematics"	+3.5%
"I understand how the mathematics I am learning at school is useful to me"	-5%
"I enjoy working on challenging problems in mathematics"	+6%
"The mathematics I am learning at school in interesting to me"	-8%

We used perception data such as the OurSCHOOL, CBE Student, and Alberta Education Assurance surveys to track progress in terms of our well-being goals around student sense of safety and belonging.

Well-being – Student Survey Data: Number of students who agreed with the following CBE Student, OurSCHOOL, and Assurance Survey questions:

"I feel safe attending this school" (All grades fall 2024)	+13%
"I feel like I belong at school" (All grades fall 2024)	+7%
"I feel welcome at school" (Gr. 8 & 9 spring 2024)	64% (maintained)
"I feel safe at school" (Gr. 7 spring 2024)	+9%
"At school, I feel like I belong" (Gr. 7 spring 2024)	+8%
"I feel welcome at my school" (Gr. 7 spring 2024)	+2%

Highlights from the fall 2024 OurSCHOOL survey, showing upward trends in our key outcomes:

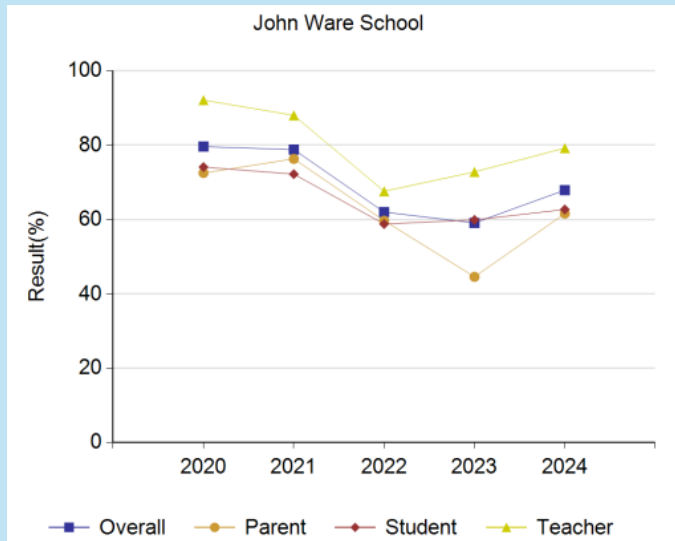| Sense of Belonging ⓘ	Feel Safe attending School ⓘ
7% ▲	**13%** ▲
75% ... 55%	65% ... 45%
• 2024 October 72%	• 2024 October 62%
• 2023 October 65%	• 2023 October 49%
Canadian Norm 62%	Canadian Norm 57%

The OurSCHOOL survey administered with all students in the fall of 2024 revealed a significant increase across *nearly all* measures, with our students consistently landing above Canadian norms. In terms of our goals to increase student safety and belonging, it is worth noting, while the data showed a significant increase in these areas, it is evident an area of focus for student sense of safety is grade 7, as these students had a lower percentage of agreement when compared to students in other grades. Teachers also gathered informal anecdotal evidence through regular meetings with groups of students from each grade ("Chew n Chats"). Students were able to share things they felt were going well at school as well as areas for growth. Some examples include appreciation for the wide variety of clubs offered, and a request for more supervision around washrooms and at the areas used by students when going off-campus for lunch.
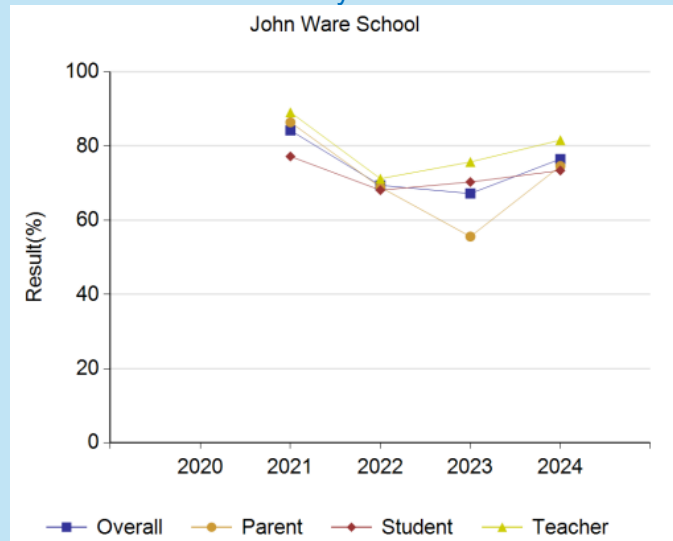
On the Alberta Education Assurance Measures, there was significant increase in measures connected to Citizenship and Welcoming, Caring, Respectful and Safe Learning Environments.

Highlight from the Alberta Education Assurance results:

A. 6 Citizenship – Measure history	W.1 Welcoming, Caring, Respectful and Safe Learning Environments – Measure History

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Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Our Literacy and Mathematics data indicate we are maintaining our number of students who are achieving at or above basic level of understanding, with an increase in the number of students achieving a standard of excellence in ELA in particular. It is important to recognize, despite successful PAT results, there is still a significant number of students in our school who are below the acceptable standard in reading comprehension. We have noticed we still have a higher number of NERs (no evidence recorded) across both subject areas, and our report card stem results are slightly lower than our provincial achievement results in some areas. Additionally, we continue to see a slight decrease in student achievement in grade 9 as compared with other grades. Student perception data indicates an upward trend in positive feelings toward literacy and mathematics confidence and enjoyment of problem solving; however, a decrease was shown in students finding mathematics interesting and useful. Of significance is a consistent upward trend seen across our measures addressing student sense of safety and belonging.	▪ Students' reading comprehension skills have improved, with more students reaching a standard of excellence (and more than the province) ▪ Increase in number who report they understand what they read/that it is useful ▪ We have a higher number of students who achieved a standard of excellence on the PAT than provincial results ▪ There has been a significant increase in number of students who feel confident and enjoy working on challenging problems in math ▪ Student sense of safety has improved significantly ▪ Student sense of belonging has improved significantly ▪ We have seen steady growth in measures around Citizenship Welcoming, Caring, Respectful and Safe Learning Environments, according to students, parents, and teachers	▪ Increase calibration across teaching teams to allow for greater coherence in assessment practices ▪ Continue focusing on targeted reading intervention to increase reading comprehension in students ▪ Focus on building student identity and engagement in mathematics ▪ Build teacher capacity in assessing using a variety of methods in an attempt to decrease the number of NERs on our report card ▪ Follow a targeted strategy for increasing student attendance ▪ Increase parental involvement (as this was an area of need that emerged in our Assurance Survey analysis) ▪ Continue working to increase student achievement in literacy and mathematics, with special focus on moving level 2s to 3s, and 3s to 4s.

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	John Ware 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	83.3	80.5	80.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	67.9	59.1	60.6	79.4	80.3	80.9	Low	Improved	Acceptable
	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	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	64.4	65.1	65.1	62.5	62.6	62.6	Low	Maintained	Issue
	PAT9: Excellence	15.2	13.4	13.4	15.4	15.5	15.5	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	81.3	79.2	81.3	87.6	88.1	88.6	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.5	67.2	68.3	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	77.4	71.6	73.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	68.9	70.6	72.4	79.5	79.1	78.9	Very Low	Maintained	Concern

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