**Chris Akkerman School**

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# School Improvement Results Reporting |    2024-25 School Year

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 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

# School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- Learning Excellence
    - Strong student achievement for lifelong learning and success
- Well-Being
    - Students and employees thrive in a culture of well-being
- Truth & Reconciliation, Diversity and Inclusion
    - Students and employees experience a sense of belonging and connection.

**Goal One**: Student foundational skills in mathematics will improve through intentional assessment practices.

**Outcome One**: Students' mathematical problem solving will improve through responsive assessment practices and feedback from teachers.

Celebrations

- The number of students who were considered at risk in the Provincial Numeracy Assessment in the 2023-2024 school year has decreased in the 2024-2025 school year in Grades 1 - 3
- The implementation of targeted numeracy supports resulted in gains in student achievement, as demonstrated by increased data points in the Provincial Numeracy Assessment in grades 1 – 3 and in the *Understands and applies concepts related to number, patterns* report card indicator in all grades
- Teacher assessment practices have resulted in more accurate identification of students' numeracy needs. The number of students receiving a Level 1 indicator is more closely aligned with those identified as at-risk on the provincial numeracy assessments

Areas for Growth

- Enhancing student understanding of numbers and number relationships as a foundation for procedural fluency
- Increasing cross-grade calibration to ensure consistent and aligned assessment and reporting of student achievement
- Implementing collaborative response cycles to better identify and support students' needs in procedural fluency
- Implement targeted supports focused on procedural fluency
- Increase student enjoyment when working on challenging mathematical problems
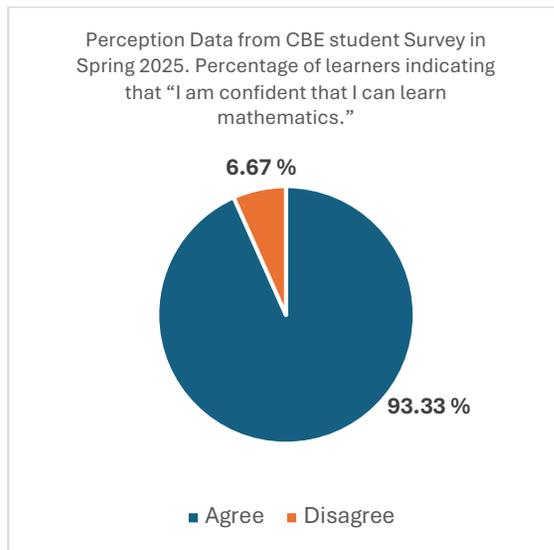
Next Steps

- Use Collaborative Response in Mathematics to focus on assessment data, calibration and identification of students who will receive Tier 2 and Tier 3 supports
- Focus on daily procedural fluency skills and foundational skills in numeracy to meet the needs of all students
- Regroups students for daily procedural fluency skill practice
- Continue leveraging MathUp and other rich problem-solving resources while aligning assessment practices to consistently identify and address learning gaps across grades.

Our Data Story

Chris Akkerman School's 2024–2025 School Development Plan centered on strengthening students' foundational skills in mathematics through intentional and responsive assessment practices. Our outcome was: Students' mathematical problem solving will improve through responsive assessment practices and feedback from teachers.

This focus emerged from classroom assessment data, provincial numeracy results, and our use of MathUp, all of which highlighted procedural fluency and problem-solving as priority areas for growth. To address these needs, staff engaged in collaborative planning using the "Backwards by Design" framework, participated in coaching cycles, and implemented side-by-side teaching of MathUp lessons. Targeted pull-out groups provided Tier 2 and Tier 3 interventions for students requiring additional support in numeracy. Families were actively involved through homework strategies, math games and ongoing communication about ways to reinforce numeracy skills at home.  As the year progressed, assessment data revealed persistent gaps in number sense and procedural fluency, leading us to prioritize the development of procedural fluency; accuracy, efficiency, and flexibility with basic facts, as a critical prerequisite for success in multi-step problem solving.



Perception Data from CBE student Survey in Spring 2025. Percentage of learners indicating that "I am confident that I can learn mathematics."

6.67 %

93.33 %

■ Agree  ■ Disagree

One key area of progress was building our capacity to collect, analyze, and act on assessment data to inform instruction and targeted supports. Teachers leveraged MathUp lessons and implemented Tier 2 and Tier 3 interventions, which contributed to increased student confidence in numeracy. Anecdotal feedback indicated that learners felt more capable when engaging with math tasks, and this was reflected in our CBE Student Survey, where confidence in learning mathematics emerged as the highest-rated perception indicator.

Perception data from CBE Student Survey in Spring 2025. Percentage of learners indicating that "I enjoy working on challenging problems in mathematics."



30.39 %

69.61%

■ Agree  ■ Disagree
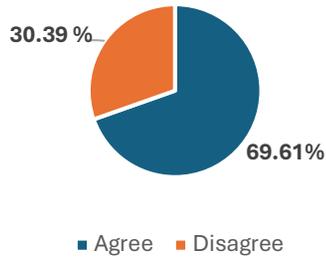
We prioritized fostering productive struggle, encouraging students to persist through challenging tasks. Assessment data through the first term revealed gaps in foundational numeracy skills, which impacted students' confidence and willingness to engage with complex problems. Our lowest perception data point was enjoyment of working on challenging math problems, prompting a shift in focus. To be responsive, we concentrated on strengthening numeracy and number sense, the essential building blocks for procedural fluency, before advancing to higher-level problem-solving. This approach ensured students had the skills needed to apply strategies effectively and experience success with more complex mathematical tasks.

| Alberta Education Assurance Measure Results Report | |
|---|---|
| The mathematics I am learning at school is interesting to me | 79.21% |

Our well-being actions aimed to create multiple entry points for mathematical learning, ensuring all students felt engaged and capable of moving their learning forward. We used low-floor, high-ceiling tasks and flexible thinking strategies to promote confidence and success. While our initial plan included problem-solving, assessment data revealed significant gaps in foundational numeracy skills, prompting us to shift focus toward building number sense and procedural fluency. This adjustment allowed students to experience success and develop confidence before tackling more complex tasks.

Support through MathUp lessons and targeted Tier 2 and Tier 3 interventions reinforced this work. Student perception data reflects this progress: 79.21% of students reported that math learning is fun, and confidence in learning mathematics was the highest-rated indicator on the CBE Student Survey. These results suggest that our learners are engaged, optimistic, and increasingly willing to participate in mathematical activities.

| Report Card Data – June 2024 and June 2025 Math Stem: *Understands and applies concepts related to number, patterns (and algebra)* Results for Indicator 1 | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Kindergarten** | | **Grade 1** | | **Grade 2** | | **Grade 3** | | **Grade 4** | | **Grade 5** | |
| 2024 | 2025 | 2024 | 2025 | 2024 | 2025 | 2024 | 2025 | 2024 | 2025 | 2024 | 2025 |
| 4.12% | 14.00% | 7.84% | 21.21% | 5.10% | 21.90% | 0% | 23.00% | 3.92% | 22.88% | 4.95% | 0.85% |

| **Provincial Numeracy Assessment Numeracy Grades 1 – 3** | | | | **Provincial Numeracy Assessment Data adjusted to whole grade population.** | |
|---|---|---|---|---|---|
| | | June 2024 | June 2025 | June 2024 | June 2025 |
| **Grade 1** | At Risk | 87.10% | 60.71% | 26.47% | 17.17% |
| | Not at Risk | 12.09% | 32.14% | 73.53% | 78.79% |
| **Grade 2** | At Risk | 78.95% | 69.05% | 15.79% | 25.11% |
| | Not at Risk | 21.00% | 28.57% | 84.21% | 74.29% |
| **Grade 3** | At Risk | 91.30% | 59.09% | 20.59% | 12.38% |
| | Not at Risk | 8.70% | 40.91% | 79.41% | 85.71% |

The graph displays Provincial Numeracy Assessment results for Grades 1–3, tracking cohorts longitudinally rather than by grade-level snapshots. Following the same color across years illustrates cohort progress and highlights the impact of targeted interventions on student growth over time.

Analysis of report card data for the Math stem *"Understands and applies concepts related to number, patterns (and algebra)"* shows improved alignment within and across grades, particularly in identifying students receiving an indicator of 1. From Kindergarten through Grade 4, these indicators now more closely align with results from the Provincial Numeracy Screener. Screener data confirms that all grades, K–3, include students at risk—a pattern consistent with a normal distribution and expected variability within cohorts.

While report card data reflects an increase in students receiving a 1 in Number and Pattern, this alignment with provincial data demonstrates stronger accuracy in identifying students requiring Tier 2 and Tier 3 supports. This progress highlights improved use of assessment information to drive instruction and respond to student needs. Continued work remains in Division 2, where calibration does not yet mirror the trends observed in other grades.

# Required Alberta Education Assurance Measures (AEAM) Overall Summary

# Fall 2025

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 | Sample 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 | 85.4 | 84.1 | 84.1 | 84.4 | 85.1 | 85.1 | n/a | Maintained | n/a |
| | Citizenship | 67.6 | 75.5 | 77.7 | 80.3 | 81.4 | 82.3 | Low | Declined Significantly | Concern |
| | 3-year High School Completion | n/a | n/a | n/a | 80.7 | 83.2 | 82.3 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 88.6 | 87.1 | 86.2 | n/a | n/a | n/a |
| | PAT: Acceptable | n/a | 66.3 | n/a | n/a | 67.3 | n/a | n/a | n/a | n/a |
| | PAT: Excellence | n/a | 21.9 | n/a | n/a | 18.0 | n/a | n/a | n/a | n/a |
| | Diploma: Acceptable | n/a | n/a | n/a | n/a | 75.2 | n/a | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | n/a | 18.2 | n/a | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 83.4 | 89.2 | 88.3 | 88.1 | 89.0 | 89.7 | Low | Declined | Issue |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 76.6 | 83.1 | 83.1 | 84.7 | 86.1 | 86.1 | n/a | Declined | n/a |
| | Access to Supports and Services | 81.0 | 71.0 | 71.0 | 80.6 | 81.6 | 81.6 | n/a | Improved Significantly | n/a |
| Governance | Parental Involvement | 78.8 | 77.0 | 76.2 | 79.1 | 78.8 | 80.3 | High | Maintained | Good |