



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

McKenzie Lake 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

Our School Focused on Improving

- Reading fluency
- Applying strategies for computation
- Understanding and using self-regulation strategies

We chose to focus on these areas as our student data as measured on report cards and on provincial assessments (LeNS, CC3 and Numeracy) showed that foundational skills that impact reading fluency and computation skills in mathematics were an area of growth. Teachers also indicated the need for greater continuity within grade teams focusing on assessment and implementation of the new K-3 curriculum. We also noticed using our OurSchool Well-Being survey, Alberta Assurance Survey data as well as absenteeism rates students at McKenzie Lake School could benefit from a school wide approach to self-regulation that included various strategies and targeted supports.

What We Measured and Heard

We primarily used the LeNS, CC3 and Numeracy assessments and Report Card for English Language Arts and Literature data to measure growth in the areas of literacy and mathematics. We noted the following improvements:

LeNS – Changes in not at-risk population

Grade 1	+12.03%
Grade 2	+9.79%

CC3 – Changes in not at risk-population

	Regular Words	Irregular Words	Non Words
Grade 1	+4.49%	+6.74%	+7.48%
Grade 2	+9.34%	+11.23%	+25.23
Grade 3	+7.3%	+0.25%	+18.36

Numeracy – Changes in not at-risk population

Grade 1	+11.64%
Grade 2	+14.78%
Grade 3	+0.13%

English Language Arts and Literature Report Card Data

		Term	S1							Y1						
		Indicator	1	2	3	4	ADP	ELL	IPP	1	2	3	4	ADP	ELL	IPP
Course	Stem															
English Language Arts and Literature 1	Reads to explore and understand		6.2%	12.9%	14.8%	11.4%		2.9%		7.1%	10.5%	18.1%	13.3%		2.4%	0.5%
English Language Arts and Literature 2	Reads to explore and understand		4.5%	10.5%	14.1%	18.6%		0.9%	0.5%	3.6%	6.8%	16.8%	23.2%		0.5%	
English Language Arts and Literature 3	Reads to explore and understand		4.3%	10.1%	22.1%	9.1%	1.4%	0.5%	0.5%	2.4%	13.0%	17.3%	13.9%	1.4%	2.9%	1.0%
English Language Arts and Literature 4	Reads to explore and understand		1.3%	14.6%	17.1%	12.7%		1.9%	0.6%	2.5%	13.9%	15.2%	15.8%	0.6%	1.9%	1.9%
English Language Arts and Literature 5	Reads to explore and understand		0.6%	9.1%	26.3%	10.9%	1.1%	0.6%	0.6%	1.1%	9.7%	25.1%	12.0%		1.1%	1.7%
Totals			3.6%	11.3%	18.6%	12.7%	0.5%	1.3%	0.4%	3.5%	10.6%	18.4%	15.9%	0.4%	1.8%	0.9%

Teacher survey's completed in November, January and May were used to track progress and engagement in regulation strategies. Teacher's indicated the following:

Number of Students Requiring Regulation Support	
November	27
January	27
May	7

Along with improvements on these standardized assessments, we also noticed an improvement in the number of students requiring regulation supports.

Additional teacher survey's were administered that indicated teachers used a K-5 mental math strategies checklist in December, March and May to help determine next steps and monitor progress.

On the Alberta Education Assurance Measures, there was an increase in the percentage of parents that agree that students have access to supports and services at school, and parents reported they are satisfied with opportunities to be involved in decisions regarding their child's overall education. Parents and students also indicated that students model the characteristics of active citizenship by following the rules, encouraging and respecting each other at McKenzie Lake School.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
LeNS, CC3 and Numeracy Assessment data indicate that there has been a decrease in the percentage of students in the at-risk category at each grade. In addition to students requiring less support with regulation at school, parents have also reported that they are feeling more confident that supports are available at the school level and that they are more involved in their students learning.	• The number of students receiving 1's and 2's on their report card for English Language Arts and Literature decreased • The number of students receiving 4's in English Language Arts and Literature increased • Students' decoding skill have improved • Students' numeracy skills have improved	▪ Continue to build understanding of new curriculum in Literacy ▪ Develop common understanding of high impact strategies for Literacy, including guided reading practices ▪ Develop and calibrate common assessment practices for Literacy within and between grades ▪ Analyze assessment data to provide targeted intervention for students at all grade levels

	• The number of students requiring regulation supports significantly decreased ▪ Parents are significantly more satisfied with the supports and services available at the school	
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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	McKenzie Lake 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	83.0	86.0	86.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	82.5	85.3	85.1	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	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	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	89.0	89.5	92.8	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.1	92.4	90.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	73.5	66.8	72.9	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	79.3	63.7	69.9	79.5	79.1	78.9	High	Maintained	Good

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

