



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

Bishop Pinkham 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

- Student's ability to develop and apply disciplinary literacies to speech, instructional text and writing as a means of communicating ideas and presenting information.
- Students' ability to develop and apply disciplinary literacies to instructional text and writing as a means of communicating and presenting information ("Think, talk and write like mathematicians").
- The percentage of students reporting they feel safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.
- Students' ability to understand and use subject specific vocabulary and use it in the correct context (French Immersion).

We chose to focus on these areas as our student data as measured on report cards and on provincial assessments (PATs) indicated that gaps in these foundational skills were limiting students' ability to engage in more complex reading and math problems. We also noticed, based on the CBE Student Survey results as well as teacher perceptions, that there was a decrease in students who felt safe at school.

In Reading, we focused on improving reading comprehension and disciplinary literacy. We focused on improving students reading skills by enhancing their comprehension across various types of texts. We did this by modelling and allowing students multiple opportunities to practice various reading strategies over the course of a learning sprint. We regularly engaged students in reading strategies via text sets and self-assessment routines to help them better understand themselves as readers.

In Math, we focused on conceptual understanding of number through student engagement. Teachers implemented engaging learning tasks in mathematics by: increasing the use of formative assessment, establishing links to real life and setting clear goals for student learning. Math teachers continued to model and use a variety of concrete, visual and symbolic representations, consistently making connections between representations to strengthen conceptual understanding.

Our Well-being focus was student connection and belonging at Bishop Pinkham School. Teachers worked on establishing supportive and caring learning environments through explicit teaching and modelling of the following: Using inclusive texts and personalized learning experiences, providing intentional opportunities for students to share their stories, community building activities, interpersonal conflict mediation and honouring seasonal changes and significant dates. Teachers also used the walk around companion tools to identify areas in the building that may need addressing and invited student feedback through homeroom about connection and belonging.

What We Measured and Heard

We primarily used the PAT results and report card data to measure growth in the areas of literacy and mathematics. We noted the following improvements from 2023:

PATs for English and French writing and reading

English Writing	+ 1.2%
English Reading	+ 1.9%

PATs in English and French Math

Math Part A	+ 26.6%
Math Part B	+ 31.1%

Report Card Data – English and French, reading and writing

FLA: Reads to explore, construct and extend understanding, indicators 3 and 4	+16.6 % in grade 7 +1.6% in grade 8
FLA: Writes to develop, organize and express information and ideas, indicators 3 and 4	+15.1% in grade 7 +5.4% in grade 8

Report Card Data – English and French, Math Indicator: Number – Develops number sense and applies strategies for computation and estimation

Grade 7 English	-0.9%
Grade 7 French	+2.3%
Grade 8 English	+1.1%
Grade 8 French	+5.3%
Grade 9 English	+27%

Along with improvements on these standardized assessments, we also noticed an improvement in our students' perception on the CBE Student Survey from last year to this year in relation to students having at least one adult at school with whom they connect, our results show an increase of 7.78%.

On the Alberta Education Assurance Measures, there was an increase in the percentage of students who answered in the affirmative in the following questions:

I am encouraged to try my best	+3%
I feel like I belong	+4%
I feel safe on the way to and from school	+5%
I feel welcome	+2%

We made some significant changes in the last year to our goals with regards to belonging. Some of the data shows a strong improvement in this area. However, we knew that we needed more student voice in order to drill down into why students were feeling as they were. We asked teachers, through their homeroom class, where the focus is on Well-being and integrating the Indigenous Education Holistic Lifelong Learning framework, to talk with their students about how they felt about belonging and their well-being in the school. With our grade 7 team, we also did relationship mapping in the school and identified their safe places as well as places in which they did not always feel safe. Students were able to share their voices in what makes them feel like they belong at school. From this data, our Well-being PLC used in-house surveys to discuss what students needed most in order to be well and successful at school. This data allowed for us to be responsive to each student in homeroom, and to focus on the steps to improve well-being.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
PAT and report card data indicate that there has been a significant increase in our English program students seeing themselves as Math learners. We have also seen a significant increase in our French program students and their confidence in reading and writing in the target language. In addition to this achievement data, we saw an increase in some areas of student belonging. Through our wellbeing PLC, we gathered data through student voice and discussions regarding how students felt at school, and where the areas of growth	- English students' seeing themselves as Math learners and experiencing resiliency in Math - Writing skills in French and English have improved - French students improving their confidence in writing and reading in the target language. - More students identifying that they have at least one adult in the building that they can go to	- Focusing on well-being through continued work on sense of belonging, as indicated through local school survey data - Focused use of the neuro-linguistic approach to inform our literacy practices - Provide targeted intervention for students at risk at all grade levels through collaborative response and use of a student support flowchart - Incorporate social emotional learning for students to reflect on who they are as learners

were. This has informed our work last year, and we will continue it this year.		
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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	Bishop Pinkham 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	82.3	82.7	84.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	63.8	71.0	75.7	79.4	80.3	80.9	Very Low	Declined Significantly	Concern
	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	78.4	78.4	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	23.2	23.2	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	79.6	84.7	85.9	87.6	88.1	88.6	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	73.7	79.8	83.3	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	71.7	76.9	78.7	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	68.6	75.9	77.8	79.5	79.1	78.9	Very Low	Declined	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