



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

Chaparral 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

Chaparral School Goals

- Assessment in New Curriculum - Literacy
- Assessment in New Curriculum – Math (Number)
- Self-regulation and perseverance during instruction

Our School Focused on Improving

- Assessments and New Curriculum in Literacy for both Reading and Writing
- Assessments and New Curriculum in Mathematics, particularly in the area of Number.
- Self-regulation strategies when frustrated during instruction

We chose to focus on calibrating and understanding assessment through the new curriculum lens as it was a new and a common area of focus for our whole school community. Both Literacy and Math indicated that a focus on understanding the new curriculum and using feedback and formative assessment would benefit student understanding and achievement.

As a school, teacher perception of student self-regulation, along with CBE Student Survey results, indicated that a focus on developing regulation strategies for students would be beneficial. This would support the development of self-perspective for students, on who they are as a learner, in all of areas of their learning.

What We Measured and Heard

We primarily used Report Card Data, the LeNS, CC3 and Numeracy assessments to measure growth in the areas of literacy and mathematics. We noted the following improvements:

Report Card Data (January 2024)

LITERACY							
Reading							
Stem: Reads to explore and understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4	ADP	EAL	IPP
Kindergarten	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade One	2.25%	29.21%	39.33%	16.65%	0%	6.74%	4.49%
Grade Two	7.25%	8.70%	50.72%	27.54%	0%	2.90%	2.90%
Grade Three	3.75%	7.50%	43.75%	38.75%	0%	2.50%	3.75%
Grade Four	5.88%	23.53%	55.88%	11.76%	2.94%	0%	0%
Grade Five	0%	19.40%	29.85%	32.84%	0%	0%	14.93%
Grade Six	1.22%	31.71%	42.68%	17.07%	0%	1.22%	4.88%
Average	3.30%	20.44%	43.52%	23.96%	0.44%	2.42%	5.05%

Writing							
Stem: Reads to explore and understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4	ADP	EAL	IPP
Kindergarten	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade One	2.25%	25.84%	47.19%	16.85%	0%	4.49%	2.25%
Grade Two	7.25%	30.43%	46.38%	8.70%	1.45%	2.90%	2.29%
Grade Three	2.50%	27.50%	38.75%	27.50%	0%	2.50%	1.25%
Grade Four	0%	39.71%	50.00%	5.88%	2.94%	0%	1.47%
Grade Five	1.49%	17.91%	43.28%	19.40%	0%	0%	14.93%
Grade Six	0%	31.71%	50.00%	7.32%	1.22%	1.22%	8.33%
Average	2.20%	28.79%	45.93%	14.51%	0.88%	1.98%	4.84%

MATHEMATICS							
Stem: Understands number, patterns (and algebra)	Indicator 1	Indicator 2	Indicator 3	Indicator 4	ADP	EAL	IPP
Kindergarten	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade One	1.12%	17.98%	48.31%	28.09%	0%	1.12%	2.25%
Grade Two	2.90%	34.78%	30.43%	31.88%	0%	0%	0%
Grade Three	2.50%	20.00%	38.75%	35.00%	0%	2.50%	1.25%
Grade Four	5.88%	23.53%	54.41%	11.76%	2.94%	0%	1.47%
Grade Five	0%	22.39%	31.34%	31.34%	1.49%	0%	10.45%
Grade Six	1.22%	18.29%	53.66%	17.07%	1.22%	0%	6.10%
Average	1.95%	21.05%	44.05%	27.29%	0.78%	0.58%	3.12%

Report Card Data (June 2024)

LITERACY Reading							
Stem: Reads to explore and understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4	ADP	EAL	IPP
Kindergarten	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade One	5.68%	10.23%	37.5%	38.64%	0%	4.55%	3.41%
Grade Two	7.35%	8.82%	33.82%	44.12%	0%	2.94%	2.94%
Grade Three	0%	7.79%	41.56%	42.86%	0%	2.6%	3.9%
Grade Four	2.86%	17.14%	65.71%	12.86%	1.43%	0%	0%
Grade Five	0%	15.94%	34.78%	34.78%	0%	0%	11.59%
Grade Six	0%	28.57%	48.81%	14.29%	0%	2.38%	5.95%
Average	2.63%	14.91%	43.64%	31.14%	0.22%	2.19%	4.61%

Writing							
Stem: Reads to explore and understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4	ADP	EAL	IPP
Kindergarten	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade One	3.41%	18.18%	37.5%	26.14%	0%	3.41%	3.41%
Grade Two	8.82%	19.12%	33.82%	19.12%	1.47%	4.41%	4.41%
Grade Three	5.19%	19.48%	41.56%	29.87%	0%	2.6%	1.30%
Grade Four	0%	22.86%	65.71%	12.86%	1.43%	0%	0%
Grade Five	1.45%	24.64%	34.78%	14.49%	0%	0%	10.14%
Grade Six	0%	34.52%	48.81%	7.14%	0%	1.19%	8.33%
Average	3.07%	23.25%	47.59%	18.42%	0.44%	1.97%	4.61%

MATHEMATICS							
Stem: Understands number, patterns (and algebra)	Indicator 1	Indicator 2	Indicator 3	Indicator 4	ADP	EAL	IPP
Kindergarten	0%	8.62%	44.83%	46.55%	n/a	n/a	0%
Grade One	1.14%	9.09%	45.45%	42.05%	0%	0%	2.27%
Grade Two	4.41%	10.29%	45.59%	36.76%	0%	0%	1.47%
Grade Three	0%	24.68%	38.96%	35.06%	0%	0%	0%
Grade Four	0%	20.0%	48.57%	25.71%	2.86%	0%	2.86%
Grade Five	1.45%	18.84%	42.03%	28.99%	0%	0%	7.25%
Grade Six	0%	15.48%	50.0%	26.19%	1.19%	0%	5.95%
Average	0.97%	15.37%	45.14%	34.24%	0.58%	0%	2.92%

Report Card Data Change in Indicators * It is a positive result to see a decline (-) in indicators of 1 & 2, ADP, EAL & IPP

LITERACY							
Reading							
Stem: Reads to explore and understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4	ADP	EAL	IPP
Kindergarten	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade One	+3.43%	-18.98%	-1.83%	+21.99%	0%	-2.19%	-1.08%
Grade Two	+0.10%	+0.12%	-16.90%	+16.58%	0%	+0.04%	+0.04%
Grade Three	-3.75%	+0.29%	-2.19%	+4.11%	0%	+0.10%	-0.15%
Grade Four	-3.02%	-6.39%	+9.83%	+1.10%	-1.51%	0%	0%
Grade Five	0%	-3.46%	+4.93%	+1.94%	0%	0%	+3.39%
Grade Six	-1.22%	-3.14%	+6.13%	-2.78%	0%	+1.16%	+1.07%
Average	-0.67%	-5.53%	+0.12%	+7.18%	-0.22%	-0.23%	-0.44%

Writing							
Stem: Reads to explore and understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4	ADP	EAL	IPP
Kindergarten	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade One	+1.16%	-7.66%	-9.69%	+9.49%	0%	-1.08%	+1.16%
Grade Two	+1.57%	-11.31%	-12.56%	+10.42%	+0.02%	+1.51%	+2.12%
Grade Three	+2.69%	-8.02%	+2.81%	+2.37%	0%	+0.10%	+0.05%
Grade Four	0%	-16.85%	+15.71%	+6.98%	-1.51%	0%	-1.47%
Grade Five	-0.04%	+6.73%	-8.50%	-4.91%	0%	0%	-4.79%
Grade Six	0%	+2.81%	-1.19%	-0.18%	-1.22%	-0.03%	+1.01%
Average	+0.87%	-5.54%	+1.66%	+3.91%	-0.44%	-0.01%	-0.23%

MATHEMATICS							
Stem: Understands number, patterns (and algebra)	Indicator 1	Indicator 2	Indicator 3	Indicator 4	ADP	EAL	IPP
Kindergarten	0%	+8.62%	+44.83%	+46.55%	n/a	n/a	0%
Grade One	+0.02%	-9.36%	-3.48%	+18.46%	0%	0%	+0.02%
Grade Two	+1.51%	-25.69%	+15.02%	+10.17%	0%	0%	+1.47%
Grade Three	-2.50%	+4.68%	+6.84%	+1.76%	0%	0%	-1.25%
Grade Four	-5.88%	-3.53%	-5.84%	+13.95%	-0.08%	-2.94%	+1.39%
Grade Five	-0.04%	-3.55%	+10.69%	-2.35%	-1.49%	-1.49%	-3.20%
Grade Six	0%	-2.81%	-3.66%	+9.12%	-0.03%	-1.22%	-0.15%
Average	-1.23%	-5.68%	+1.09%	+6.95%	-0.20%	-0.78%	-0.20%

In reading, we saw an improvement from 108 students achieving at a level 1 or 2 on the January report card to 80 students on the June report card.

In writing, we saw an improvement from 141 students achieving at a level 1 or 2 on the January report card to 120 students on the June report card.

In math, we saw an improvement from 118 students achieving at a level 1 or 2 on the January report card to 84 students on the June report card.

Writing is the area that is demonstrating the most consistent need for our students at this time based on the data and teacher perception when asked what area they feel students need the most support in.

* A positive (+) change indicates student growth.

LeNS – Changes in not at-risk population

Grade 1	+15.21%
Grade 2	+4.48%
Grade 3	+1.28%

CC3 – Changes in not at risk-population

	Regular Words	Irregular Words	Non-Words
Grade 1	+2.22%	+12.22%	+5.51%
Grade 2	+2.9%	+1.45%	+0%
Grade 3	+3.85%	+5.13%	+11.54%

Numeracy – Changes in not at-risk population

Grade 1	+6.66%
Grade 2	+2.9%
Grade 3	+7.64%

We saw improvement across all areas on the standardized assessments; however, we saw a decline in all areas of student perception data from the CBE Student Survey (Grades 4-6) regarding how students feel about their learning in the areas of reading, writing and mathematics. Data from our Kindergarten-Grade 3 students is not available in the same way. The data from our Grade 4-6 students about their perceptions of their learning in these areas is below.

CBE Student Survey	
I understand what I read.	
Annual Results	Overall Percentage of Agreement
May 2023	96.77%
May 2024	92.79%

CBE Student Survey	
I am a good competent writer	
Annual Results	Overall Percentage of Agreement
May 2023	80.87%
May 2024	78.3%

CBE Student Survey	
I am confident that I can learn Mathematics	
Annual Results	Overall Percentage of Agreement
May 2023	90.08%
May 2024	85.05%

The CBE Student Survey demonstrated to us that regulation is the area of most concern for our students. Although there has been improvement in this area, it is the area determined to have the most need. More specifically, students indicated that only 57% are able to be respectful when they don't agree with the rules and 46.46% feel that they are not being careful of the amount of screen time they participate in. The ourSchool survey demonstrated a 1%age point decline in students feeling that they can self-regulate (Grade 6 only). This was the first opportunity for our Grade 4 & 5 students to participate in these questions, therefore the Grade 4 & 5 data is a baseline. Please see below.

CBE Student Survey	
Regulation	
Annual Results	Overall Percentage of Agreement
May 2023	63.26%
May 2024	75.67%

ourSchool Survey			
Category	Grades	Overall Agreement October 2022	Overall Agreement October 2023
Self-Regulation	4 & 5	n/a	72%
	6	59%	58%

On the Alberta Education Assurance Measures, we have maintained our progress in most of the measured areas. There has been a decline in the area of Citizenship though. This is directly correlated to the student perspective on this survey. This survey is comprised of student, staff and parent opinions from our Grade 4 cohort of students. In the area of Citizenship, staff and parents both rated the school as Very High. Students however had a very different perspective and the results are mostly based in their perception of whether or not they felt other students follow the rules at school and that students take responsibility for their actions. This supports our work in continuing to build regulation and resiliency skills with our students. Another area of some concern is parental involvement. Parents are wanting to be able to volunteer more, outside of field trips, while teachers are concentrating on the teaching rather than the volunteering possibilities. It is a work in progress.

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

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 1331 Chaparral School

Assurance Domain	Measure	Chaparral 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	84.2	78.6	81.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	76.7	79.8	84.6	79.4	80.3	80.9	Intermediate	Declined	Issue
	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	79.8	80.0	80.0	68.5	66.2	66.2	High	Maintained	Good
	PAT6: Excellence	15.5	20.0	20.0	19.8	18.0	18.0	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	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	90.0	85.7	86.8	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.4	85.6	87.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	68.0	68.4	70.9	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	72.1	78.8	79.9	79.5	79.1	78.9	Low	Maintained	Issue

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

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
▪ LeNS, CC3 and Numeracy Assessment data indicate that there has been a significant increase in the percentage of students in the not at-risk category at each grade ▪ Overall, our students see themselves as readers and writers as well as being able to learn math. The results are strong despite a slight decline from the previous year ▪ Students are concerned about rules being followed and also for students taking responsibility for their actions ▪ The area of academic improvement needed is writing, which has been a teacher perception for more than one year	▪ Student improvement in reading, bringing 28 students from the at-risk category to not at-risk over the year ▪ Student improvement in writing, bringing 21 students from the at-risk category to not at-risk over the year ▪ Student improvement in math using number, bringing 34 students from the at-risk category to not at-risk over the year ▪ There is a slight increase in the parent perspective of the quality of education at our school	▪ Incorporate opportunities for engaging in writing activities ▪ Provide targeted intervention in writing for students at all grade levels ▪ Build reciprocal reading and writing connections ▪ Continue to build student understanding of their role in a school culture and the importance of following rules ▪ Increase parental involvement