

**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

Northern Lights 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/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

Northern Lights School Goals

- Inclusive practices in learning
- Building our understanding and capacity of inclusive practices so that ALL students can feel a sense of belonging, demonstrate personal academic growth in literacy and numeracy and succeed at school

Our School Focused on Improving

We chose to focus on these areas as our demographic information indicated that our student population increased by 27% as we welcomed the new community of Carrington to Northern Lights. 42% of our students were English as an Additional Language Learners and 14% of our student population were identified as students with Special Education coding. With these complexities and our increase in student population, building a sense of belonging was paramount to our work to support inclusion and meet the diverse needs of each student.

Local measure data (CC3, LeNS, and Numeracy) along with report card data (Reading and Number) showed that there was growth and progress for our students. This is partially due to our intentional work on building our understanding and practice in literacy and numeracy. There continued to be a wide range of skills in our student population and new students are joining our work with a vast variety of previous learning experiences.

Although teacher perception data collected in June 2023 indicated growth in teachers' understanding of effective literacy and numeracy teaching and their abilities to personalize this learning to meet diverse student needs through small group targeted instruction, 56% of our staff were new to Northern Lights School in the 2023-2024 school year and were not a part of our previous literacy, numeracy and well-being work.

Previous student perceptions around Regulation, Resilience and Mental health from the CBE Student Survey were quite strong. Two relative areas of concern were students' perception of the confidence they had in their learning, as well as how well they feel they adapt to new situations when under stress or pressure.

Based on this data, we felt a holistic focus on inclusion would positively affect Well-Being, Literacy, and Numeracy achievement for each student at Northern Lights School.

What We Measured and Heard

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

LeNS – Changes in our not at-risk population

Grade 1 - 2	+8%
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CC3 – Changes in our not at-risk population

Grade 1 - 3	+ 2%
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Numeracy – Changes in our not at-risk population

Grade 1 - 3	+ 8%
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Report Card Stem: Reads to explore and understand – Changes in population achieving an indicator of 3 or 4

Grades 1 - 5	- 4%
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Along with improvements on these standardized assessments and report card data, we noticed some improvement in our Grades 4 and 5 students' perception on the OurSCHOOL and school created surveys from the previous year related to students' abilities to not give up easily when trying to reach their goals; overcome challenges in the school environment, and to use social problem-solving steps to act as a leader when trying to solve social issues with peers.

We did not have any survey measures for our other grades that would allow us to see a similar change, so we asked teachers to reflect on if their use of restorative practices within classroom circles made a positive impact on the learning readiness of their students. We noticed an improvement and one third of our teachers reported finding an improvement.

On the Alberta Education Assurance Measures, there was a decrease in the percentage of parents that participated in the survey, with only eight responses. Of these eight parents, there was a decrease in the percentage that agree that they are satisfied with the overall quality of basic education and that students have access to a variety of supports and services at 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. Data from the CBE Student Survey and	➤ Students' automaticity in their basic facts improved ➤ Teacher understanding of accurate calibration between curricular	➤ Meet the diverse learning needs of each student by providing inclusive, personalized instruction in writing and numeracy rooted in current evidence and research

questions posed to students in class reflect improvements in students' confidence levels in engaging in difficult learning tasks.	outcomes and report card stems improved ➤ Teacher understanding of how to develop students' phonological and phonics skills improved ➤ Teacher understanding of effective math tasks improved ➤ Small group systematic instruction in literacy and math to meet student's personal next steps in learning increased ➤ Students who reported they do not give up when faced with challenges and when working towards goals increased ➤ Students who demonstrated skills to support the well-being of self and others increased	➤ Ensure inclusive teaching practices that reflect and celebrate diverse cultures and identities. ➤ Increase the sense of belonging for each student in our diverse learning community within Northern Lights School to create a more welcoming, safe and caring school environment for all ➤ Ensure the intentional teaching of self-regulation strategies to support the well-being of all ➤ Increase parental involvement and cultivate meaningful connections with families
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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	Northern Lights 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	89.4	87.9	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	81.3	88.7	86.5	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	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	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	89.8	96.5	95.9	87.6	88.1	88.6	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.0	94.5	92.5	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	78.8	89.2	87.1	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	74.3	86.2	86.8	79.5	79.1	78.9	Low	Declined	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.