



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

Emily Follensbee 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

Emily Follensbee School Goals

- Student achievement in expressive communication will improve.
- Students will be regularly exposed to visual, auditory, and tactile representations and manipulatives to support the exploration and development of mathematical reasoning and thinking.
- Students will either maintain or increase their regulation skills.

Our School Focused on Improving

- Expressive communication.
- Regular exposure to visual, tactile and audiological representations and manipulatives to support the exploration and development of mathematical concepts.
- Regulation for learning.

We chose to focus on these areas as our student data as measured through anecdotal records, Communication Matrix assessments, Individual Program Plans and Specialized Progress Reports indicated that each of these areas support building foundational skills in communication, well-being and regulation for learning.

- We focused on improving expressive communication as every student in our school community has an expressive communication goal in their individual program plan, as this is integral to all curricular areas, well-being, and life-long learning.
- We focused on improving student exposure to mathematical concepts to support the exploration and development of mathematical reasoning and thinking for our students. Mathematics is integral to support daily living and is a part of communication, foundational activities and understanding relationships.
- We focused on supporting students in maintaining or increasing their regulation skills as regulation is directly connected to student well-being and impacts student learning across all contexts.

What We Measured and Heard

We measured expressive communication growth through the Communication Matrix assessment, students' IPPs, summative comments specific to expressive communication in Specialized Progress Reports, and communication specific anecdotal records maintained throughout the school year.

Through the analysis of the above data measures, all students made incremental growth in varying aspects of their expressive communication skills and development.

All stakeholders continue to express the importance of focusing on communication goals as it continues to be a targeted need for all students.

We measured regular exposure to visual, tactile and audiological representations and manipulatives to support the exploration and development of mathematical concepts comments specific to mathematics through formative assessments in PowerSchool, summative comments in the Specialized Progress Reports, and mathematics specific anecdotal records maintained throughout the school year. Perception data from both certificated and non-certificated staff strongly indicated a desire to continue with an embed mathematics focus through a communication lens.

After analyzation of formative and summative comments, it is evident that students are experiencing a more robust exploration of mathematical concepts and mathematical language.

We measured regulation skills through data from IPPs, Specialized Progress Reports, parent and staff input and regulation specific anecdotal records maintained throughout the school year. Through the analysis of the above data measures, all students maintained or improved in varying aspects of their regulation skills. It is clear from data analyzed that the development of expressive and receptive communication is key when supporting students' regulation and well-being and is a continued area of focus for all students.

Data from the Alberta Education Assurance Measures Survey from both parents and teachers reported that:

- Student Learning Engagement increased by 11.9% to 100% from 88.1% the previous year
- Citizenship measures increased 2.8% to 97.2% from 94.4% the previous year
- Education Quality increased by 14.7% to 94.2% from 79.5% the previous year
- Welcoming, Caring, Respectful and Safe Learning Environments increased by 4.2% to 97.9% from 93.7% the previous year
- Access to Supports and Services increased by 3.7% to 91.6% from 87.9% the previous year
- Parent Involvement increased by 10.5% to 94.1% from 83.6% the previous year

Within each domain of the survey, our results are in the range of excellence and far exceed the provincial average. We will continue to strive to improve in the identified areas of Access to Supports and Services, and Parent Involvement, as they are the lowest scoring domains and are an essential component in supporting student expressive and receptive communication development.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
- All stakeholders continue to express the importance of focusing on communication goals for every student. - After analyzation of formative and summative comments, it is evident that students are experiencing a more robust exploration of mathematical concepts and mathematical language. - Perception data from both certificated and non-certificated staff strongly indicated a desire to continue with mathematics and regulation with a communication focus. - The Assurance Survey data analysis identified Access to Supports and Services, and Parent Involvement as areas for continued growth as they are the lowest scoring domains and are an essential component in supporting student expressive and receptive communication development.	- Through the analysis of the above data measures, all students made incremental growth in varying aspects of their expressive communication skills and development. - Rigorous anecdotal records regarding regulation increased 30% from our mid-year analysis. - Data from the Alberta Education Assurance Measures Survey from both parents and teachers reported that: - Student Learning Engagement increased by 11.9% to 100% from 88.1% the previous year - Citizenship measures increased 2.8% to 97.2% from 94.4% the previous year - Education Quality increased by 14.7% to 94.2% from 79.5% the previous year - Welcoming, Caring, Respectful and Safe Learning Environments increased by 4.2% to 97.9% from 93.7% the previous year - Access to Supports and Services increased by 3.7% to 91.6% from 87.9% the previous year - Parent Involvement increased by 10.5% to 94.1% from 83.6% the previous year	- Improve student foundational skills in expressive and receptive communication. - Continue to support students' communication to develop and strengthen the understanding of emotional states, self-awareness and regulation. - Continue to support Parental Involvement as indicated by the Assurance Survey data. - Continue to Access to Supports and Services as indicated by the Assurance Survey data.

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	Emily Follensbee 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	100.0	88.1	91.4	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	97.2	94.4	94.1	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	0.0	0.0	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	0.0	0.0	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	94.2	79.5	86.3	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	97.9	93.7	95.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	91.6	87.9	92.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	94.1	83.6	88.9	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).

5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 2022/23 PAT results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.