



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

Eric Harvie 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

Eric Harvie School Goals

- Phonological awareness and phonics
- Understanding number and early numeracy
- Belonging and Friendship

Our School Focused on Improving

Our school focused on understanding our learners and improving learning outcomes through assessment. We created and implemented assessments for and of learning and used the resulting data to help us target specific learning needs effectively.

Local measure data (CC3 & LeNS and Numeracy) and report card data illustrated that we are continuing to develop our responses to learners that are having challenges in literacy and certain key areas of mathematics. We chose to specifically narrow our focus in mathematics on the Number strand of the curriculum as it was an area that showed specific need and has a major impact on developing early numeracy skills. Our focus in Literacy was on phonological awareness and phonics, a key building block of the reading process.

For our Well-Being goal, we looked at data from our grade 4 learners in the OurSchool survey. One key area for growth was supporting learners in developing their sense of belonging and in making and retaining friendships. We were also in the early stages of implementing a new Physical Education and Wellness curriculum that has a strong focus on the Wellness learning outcomes. Teachers found that this shift towards these Wellness outcomes has required a shift in our assessment practices.

What We Measured and Heard

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

CC3 diagnostic assessments – Changes in at risk-population from June 2023 to June 2024

	Regular Words	Irregular Words	Non-Words
Grade 2	-1.15%	+11.90%	-19.68%
Grade 3	+2.89%	+18.97%	-20.50%

This represents an increase in the at-risk population with irregular words and a decrease in our at-risk population with non-words. This demonstrates a positive impact of our phonemic reading groups and shows us a need to support student learning when decoding words that do not meet phonemic patterns.

Numeracy diagnostic assessments – Year over year changes in number of students at-risk in overall population on pre-test

Grade 1	-0.24%
Grade 2	-10.19%
Grade 3	-19.59%

This represents a decrease in the number of students that were identified as being “at-risk” on the provincial Numeracy screener assessment.

OurSchool survey – Grade 4 responses in agreement to, “I make friends easily”:

2023	66.45%
2024	70.31%
Change	+3.86%

School Connectedness and Belonging measure – OurSchool survey and Alberta Education Assurance measures survey

2023	87.03%
2024	91.51%
Change	+4.48%

Parent responses on Alberta Education Assurance measures survey – strongly agree to the statement, “Your child clearly understands what they are expected to learn in school”:

2023	24%
2024	45%
Change	+21%

In addition, we saw an overall improvement in students feeling a sense of connectedness and belonging within Eric Harvie School. This is exemplified by a five-percentage point increase in their responses to the specific statement of, “*I feel I belong*”.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
On the CC3 assessment of phonemic skills, we have seen a significant decrease of students scoring in the at-risk range in the non-words category. This tells us we have improved the ability of students to decode words using their phonemic skills. The same assessment shows an increase in the number of students scoring in the at-risk range in the irregular words category. This tells us that while we have increased student phonemic skills, further work is required in the area of “heart words” (words that do not follow phonemic patterns). Numeracy Assessment data indicates a reduction in the overall number of students scoring in the at-risk category on the pre-test, year over year. We do continue to see a need in progressing students that are in the at-risk category early in the year to no longer be in the at-risk category.	• Targeted Literacy support program has increased achievement in phonemic awareness across grades 1 to 3 • Students’ numeracy skills have improved • Students are expressing greater connectedness and belonging to their school • More parents are expressing that their child(ren) have a clear understanding of what they are expected to learn	▪ Supporting students that are identified as being in the at-risk category in initial Numeracy assessments ▪ Provide targeted instruction in the area of irregular words ▪ Continue to develop student ability to identify learning goals and developing personal actions to work towards them

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

Spring 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Eric Harvie 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	89.1	86.5	88.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	92.8	91.4	92.1	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	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	91.2	93.2	93.1	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	96.5	94.5	94.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	84.1	80.9	82.8	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	84.2	84.3	86.3	79.5	79.1	78.9	Very High	Maintained	Excellent

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