



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

Ted Harrison School

215 Taravista Way N.E., Calgary, AB T3J 4L1 t | 403-817-3330 f | 587-933-9905 e | tedharrison@cbe.ab.ca

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

Ted Harrison School Goals

1. Students will have opportunities to expand their comprehension of all concepts in all subject areas through listening and speaking while using academic vocabulary
2. Students will develop a deeper understanding of math concepts through communicating their mathematical thinking coherently and clearly to peers, teachers and others
3. Students will identify and use strategies to manage conflict

Our School Focused on Improving

School Goals

- Students will have opportunities to expand their comprehension of all concepts in all subject areas through listening and speaking, while using academic and subject-specific vocabulary
- Students will develop a deeper understanding of math concepts through communicating their mathematical thinking coherently and clearly to peers, teachers and others
- Students will identify and use strategies to manage conflict

We chose to focus on these areas as student data measured on report cards, EAL Benchmarks, and provincial assessments (PATs) indicated there are gaps in students' abilities to communicate their thoughts and understandings. Our three goals were thematically focused on developing communication skills. Learning through conversations removes barriers for students who are developing reading comprehension and writing skills and allows for explicit instruction and use of subject-specific and academic vocabulary. By developing active listening and speaking skills, we support students in their learning and expressing of understanding across curricular areas, provide EAL students entry points into classroom tasks and learning and facilitate conflict resolution.

What we did- Literacy:

- Incorporate a whole school approach to improve student capacity in listening and speaking through explicit teaching
- Provide significant, structured talk time throughout lessons using Talk Moves
- Use EAL Benchmarks to guide programming by using planning tools to focus on embedding language instruction in all content areas
- Focus on Tier 2 (academic) vocabulary words
- Intentional use of word walls

Why we did it- Literacy:

- Report card data from January to June 2023 showed minimal growth for students in reading comprehension as reported on the report card stems "Reads to explore and understand" and "Reads to explore, construct and extend understanding".

What we did- Numeracy:

- Incorporate a whole school approach to improve student capacity in listening and speaking through explicit teaching
- Daily number talks in all math classes, using Talk Moves

- Use EAL Benchmarks to guide programming by using planning tools to focus on embedding language instruction in all content areas
- Intentional use of high impact strategies including developing high yield routines (Alike or Different, Number Lines, Guess My Rule, Mystery Number), vertical non-permanent surfaces, visibly random groupings

Why we did it- Numeracy:

- Report card data from June 2023 showed 57.4% of students achieved either a 1 or 2 on the report card stem for Number Sense
Indicator 1: 23.5%
Indicator 2: 33.9%
Indicator 3: 33.1%
Indicator 4: 9.5%
- CBE Student Survey (Spring 2023)

“I enjoy working on challenging problems in mathematics” - 83.5%

“I am confident that I can learn mathematics” - 66%

- Alberta Education Assurance Measures (2023)

66% of students found math interesting

What we did- Well-Being:

- Use of Mood Meter or Feelings Wheel in all classes to build self-awareness of emotions
- Use of Connect Time (homeroom) for community building activities
- Explicit teaching of WIN strategy for conflict resolution (When you..., I feel..., Next time...) and THINK (ask self is it T rue? H elpful? I nspiring? N ecessary, K ind)
- Two teacher anti-racism professional learning workshops
- School-wide lessons for students about identifying and interrupting racism and microaggressions (specifically, racially charged language)

Why we did it- Well-Being:

- We noticed a high number of office referrals from teachers that primarily required support in conflict management and conflict resolution
- Fall 2023 Alberta Education Assurance Measures indicated “Very Low” (64.2%) measures of Citizenship

What We Measured and Heard

Ted Harrison primarily used EAL Benchmark data and report card marks to measure growth in the areas of literacy and mathematics. The following improvements were noted:

Listening Overall Proficiency

	June 2022-23	June 2023-24	Variance
LP1	3.7%	1.6%	-2.1%
LP2	11.9%	10.3%	-1.6%
LP3	33.3%	32.6%	-0.7%
LP4	38.9%	38.5%	-0.4%
LP5	12.1%	16.9%	+4.8%

Speaking Overall Proficiency

	June 2022-23	June 2023-24	Variance
LP1	3.7%	2.2%	-1.5%
LP2	14.4%	9.1%	-5.3%
LP3	36.9%	34.3%	-2.6%
LP4	36.4%	38.0%	-1.6%
LP5	8.2%	16.4%	+8.2%

Overall Language Proficiency

	June 2022-23	June 2023-24	Variance
LP1	5.6%	2.7%	-2.9%

LP2	21.0%	14.3%	-6.7%
LP3	33.5%	36.2%	+0.7%
LP4	33.5%	35.8%	+2.3%
LP5	6.8%	11.8%	+5.0%

We notice development of listening and speaking language skills as evidenced by the shift in number of students achieving at lower LP levels to more advanced LPs.

Literacy:

ELAL/ELA Report Card data:

Grades 5 & 6 Stem “Makes meaning and connections through oral language”

January 2024- June 2024	1	2	3	4	ELL
Grade 5	-0.6%	-5.33%	+0.1%	+5.3%	-1.1%
Grade 6	-0.5%	-9.3%	+9.6%	-1.9%	+2.1%

Grades 7, 8 & 9 Stem “Constructs meaning and makes connections through listening”

January 2024- June 2024	1	2	3	4	ELL
Grade 7	+3.2%	-11.0%	+5.8%	+1.4%	+0.7%
Grade 8	+2.9%	+10.7%	-5.6%	-7.4%	-0.5%
Grade 9	-0.5%	-2.0%	-5.3%	+8.3%	-0.5%

Grades 7, 8 & 9 Stem “Constructs meaning and makes connections through speaking”

January 2024- June 2024	1	2	3	4	ELL
Grade 7	+3.7%	-6.7%	+3.7%	-0.6%	0
Grade 8	+3.0	-6.7%	+0.5%	+4.2%	-1.0%
Grade 9	+1.5%	-4.1%	-1.1%	+6.4%	-1.7%

While there are some areas that do not show growth, worth noting is a decline in 1s and 2s achieved in Grades 5, 6 and 9. As well, there are decreases in ELL indicators in most areas of reporting. We believe some of the changes are due to teacher calibration due to a deeper understanding of how to assess listening and speaking.

We used schoolwide rubrics to look at the use of Talk Moves to articulate thinking and share ideas and feedback. Students were assessed at two different times, March and May. The focus was in the areas of Language (subject-specific and/or academic), Use of Talk Moves after teacher modelling, and Answering Questions (amount of detail provided to communicate understanding).

Percent Change in Score from March 2024 to May 2024 Literacy Tasks

	Language				Use of Talk Moves				Answering Questions			
SCORE	1	2	3	4	1	2	3	4	1	2	3	4
Grade 5	-9	-6	+6	+8	-19	+6	+9	+4	-3	-10	+7	+6
Grade 6	-3	-10	+4	+10	-10	-17	+13	0	-3	-12	-3	+17
Grade 7	-6	+1	-4	+6	-5	-18	+13	+9	-5	-2	-4	+10
Grade 8	+3	-1	0	-3	+1	+3	-3	0	0	+1	-3	+2
Grade 9	-1	+8	-1	-7	+3	+6	-8	-3	+1	0	+4	-7
Overall	-3.2	-1.6	-1.0	+2.8	-6	-4	+4.8	+2.0	-1.0	-4.6	+0.2	+5.6

What we see as a trend is with direct instruction, modelling and practice, the overall numbers of 1s and 2s decreases while achievement in 3s and 4s increases.

Mathematics:

Mathematics Report Card data:

Grades 5 & 6 Stem “Understands and applies concepts related to number, patterns and algebra”

January 2024- June 2024	1	2	3	4	ELL
Grade 5	-0.1%	+4.2%	-6.8 %	+2.8%	-0.1 %
Grade 6	+1.2%	-0.1%	+2.6%	-3.8%	0

Grades 7, 8 & 9 Stem “Number”

January 2024- June 2024	1	2	3	4	ELL
Grade 7	-0.3%	+1.4%	-4.2%	+3.5%	-0.6%
Grade 8	+2.4%	+10.6%	-9.9%	-4.3%	+1.2%
Grade 9	+5.6%	-19.0%	+3.4%	+ 10.5%	-0.5%

We used schoolwide rubrics to look at the use of Talk Moves to articulate thinking and share ideas and feedback. Students were assessed at two different times, March and May. The focus was in the areas of Language (subject-specific and/or academic), Use of Talk Moves after teacher modelling, and Answering Questions (amount of detail provided to communicate understanding).

Percent Change in Score from March 2024 to May 2024 Math Tasks

	Language				Use of Talk Moves				Answering Questions			
SCORE	1	2	3	4	1	2	3	4	1	2	3	4
Grade 5	-2	-13	+2	+14	-10	+2	0	+9	+1	-6	+2	+3
Grade 6	0	-9	+1	+8	-3	-16	0	+18	+1	-7	-11	+17
Grade 7	-2	+1	-2	+3	+1	+1	-7	+3	+4	-5	0	+2
Grade 8	-2	-12	+1	+13	+7	-2	-2	-4	-5	-8	+2	+11
Grade 9	0	+6	-3	+3	-2	+17	-5	-10	-3	0	+6	-4
Overall	-1.2	-5.4	-0.2	+8.2	-1.4	+0.4	-2.8	+3.2	-0.4	-5.2	-0.2	+5.8

What we see as a trend is that the overall scores in 1s, 2s and 3s decreases while achievement of 4s consistently improves.

On the Alberta Education Assurance Measures, the number of students who indicated they found math interesting remained the same from the previous year. The CBE School Survey indicated a drop from 7.9% of students who report they enjoy working on challenging problems in math and a small drop of 2.1% of students who report to feeling confident that they can learn math.

Well-Being:

We noticed a drop in numbers of students being referred to the office to navigate conflict.

Student data was collected regarding the use of racist language. Students were surveyed anonymously twice through the year and asked the following questions:

- 1) How often do you hear racial slurs?
- 2) How often do you hear people disrupt racial slurs

How often do you hear racial slurs?

	February 2024	May 2024	Change
Never	12.3%	10.1%	-2.2%
Not everyday	15.3%	27.3%	+12.0%
1-5 times a day	29.3%	24.2%	-5.3%
6-10 times a day	14.9%	14.1%	-0.8%
More than 10 times a day	28.2%	24.2%	-4.0%

Overall, there is a decrease in how frequently students are hearing racial slurs in a day.

How often do you hear people disrupt racial slurs?

	February 2024	May 2024	Change
Never	23.1%	14.9%	-18.2%
Rarely	31.4%	28.9%	-2.5%
Sometimes	26.1%	29.4%	-3.3
Often	15.5%	15.6%	+0.1%
Always	3.9%	11.2%	+7.3%

The trend is in the direction of more frequent interruptions when racist language is used.

Combined perception data indicates students rate school connectedness and belonging at 72.16% and Diversity and Inclusion at 67.58%. Ted Harrison's work on anti-racism with staff and students will continue into the 2024-25 school year.

Analysis and Interpretation

What We Noticed Report card and EAL data indicated students needed structured support to develop language skills in all areas. Based on the neurolinguistic model, we focused on oral language skills- specifically listening and speaking across subject areas.	Celebrations EAL students assessed as overall LP1 or LP2 decreased; more students are LP3, LP4, and LP5 Students in grades 7-9 showed improved oral language skills Students are better	Areas for Growth Provide targeted intervention for students at all grade levels Create opportunities for whole school activities to increase belonging
--	--	---

We noticed students were building capacity in communicating thinking, especially in literacy tasks. This was echoed in student conflict management and resolution. Students were empowered to interrupt racism and the number of office referrals decreased for less severe conflict.	able to articulate thinking using the Talk Moves strategies Students are hearing less racially charged language at school. When they do hear it, is interrupted more frequently by students and adults	Increase parental involvement in School Council Continue developing task design to incorporate high impact strategies to increase student engagement and achievement
---	--	--

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	Ted Harrison 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	86.0	85.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	63.9	64.2	68.3	79.4	80.3	80.9	Very Low	Maintained	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	51.8	60.4	60.4	68.5	66.2	66.2	Very Low	Declined	Concern
	PAT6: Excellence	12.0	9.5	9.5	19.8	18.0	18.0	Low	Maintained	Issue
	PAT9: Acceptable	50.3	50.0	50.0	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	7.8	7.8	7.8	15.4	15.5	15.5	Very Low	Maintained	Concern
	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	80.5	84.6	84.7	87.6	88.1	88.6	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	67.6	66.0	73.4	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	76.7	80.6	79.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	62.6	76.5	75.0	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