



Alexander Forbes the Academy School  
Principal: Kristina de Metz  
Annual Education Results Report  
2021-2022



Grande Prairie  
Public School  
Division  
Every Student Succeeds



Alexander  
FORBES SCHOOL  
The Academy

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   **GPPSD2357**

# Alexander Forbes the Academy School

## Fall 2022 Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Alexander Forbes School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	90.4	85.5	n/a	85.1	85.6	n/a
	Citizenship	80.8	78.5	80.3	81.4	83.2	83.1
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6
	PAT: Acceptable	66.0	n/a	83.1	67.3	n/a	73.8
	PAT: Excellence	6.9	n/a	19.5	18.0	n/a	20.6
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6
Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	
Teaching & Leading	Education Quality	92.9	93.5	92.8	89.0	89.6	90.3
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.8	85.8	n/a	86.1	87.8	n/a
	Access to Supports and Services	78.9	71.2	n/a	81.6	82.6	n/a
Governance	Parental Involvement	67.0	76.4	75.3	78.8	79.5	81.5

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.
- 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.

Alberta Education Assurance Measures Results						
Overall Multi Year Summary						
Assurance Domain	Measure	Alexander Forbes the Academy School				
		2018	2019	2020	2021	2022
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	85.5	90.4
	Citizenship	90	81.9	85.4	78.5	80.8
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	77.7	83.1	n/a	n/a	66
	PAT: Excellence	18	19.5	n/a	n/a	6.9
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	
Teaching & Leading	Education Quality	92	93.2	93.2	93.5	92.9
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	85.8	82.8
	Access to Supports and Services	n/a	n/a	n/a	71.2	78.9
Governance	Parental Involvement	77.7	76.4	74.3	76.4	67

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

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At Alexander Forbes The Academy we believe in a partnership with our school community. Students, parents, teachers, and other school staff work together to ensure each child can reach his/her full potential. Open communication is a key aspect of this partnership.

We engage students, parents, staff, School Council, and community members in the planning process to establish the priorities, outcomes, and strategies of our 3 Year Education Plan. We also share our evidence and examine it together, using it to determine our next steps. The 3 Year Education Plan and Results Report is posted annually on the Grande Prairie Public School Division's website and our website. As part of providing assurance to all our stakeholders, Central Office Administration and Trustees meet annually with the Alexander Forbes The Academy's administration team to review our education plan and results. A balanced assessment of school progress and performance is achieved by reviewing comprehensive provincial and school-based assessments.

## **Our Education Plan is focused on:**

### **Priority: Teaching and Learning**

**Outcome 1: Prepare students academically, socially, and emotionally to complete high school.**

**Outcome 2: Classroom instruction and assessment prioritizes literacy and numeracy.**

#### **Discussion:**

Tables 1-3 below show the achievement of Alexander Forbes students on a provincial assessment (the grade 6 PATs) as well as two common division assessments (F&P and MIPI).

Our Provincial Achievement Test (PAT) results in math reinforce that we are correct to target numeracy and need to continue to do so. Our results last year dropped significantly (nearly 20 percent) from when PATs were last written in 2019 and are also considerably lower than Division and Provincial results. In Reading and Writing, we have also seen a decline in our results since 2019, however they are more consistent with division and provincial results in these areas. When all the exams are combined, school results are in alignment with the overall provincial data.

The F&P assessment, completed by students in November and June each year, measures student accuracy, comprehension, and fluency when reading. Our overall results show that we continue to have over 1/3 of our students in each division reading below grade level. Results for grades 1-3 are trending upward for students who are reading at grade level.

The MIPI, administered in September of each year to students in grades 2 through 8, assesses students on their understanding of outcomes from the previous school year. The results for the last two years show that our students are entering the current grade level with gaps in understanding in numeracy. The number of students who begin the year below grade level in math has decreased in grades 2-6.

Staff examine the results of the assessments in tables 1-3 as well as numerous other classroom assignments and use what they learn to improve their practice and hone their instruction. For example, teachers ask themselves:

- 1) Is there a trend across the school in areas we need to address in math, according to the MIPI?
- 2) Are there any areas that I need to reflect on in my instruction to better prepare students for next year?
- 3) What vocabulary and skills need to be taught/reinforced?

We are targeting numeracy and literacy through comprehensive intervention for all students who are below grade level. In 2021/2022 students in grades 1-3 received daily instruction in a small group to work on specific key skills, in addition to the learning that takes place in the regular classroom. This intervention has been extended to grade 4 students in 2022/2023.

Our professional learning structures allow for embedded time for staff to reflect on these student results and determine focus areas for their collective and individual professional growth. Each Professional Learning Day is divided between School Improvement Planning (SIP) and time for teachers and educational assistants to pursue their inquiry questions. During SIP, our leadership team has a yearly plan that is adapted to be responsive to current needs. During this time, we have focused on building staff capacity in areas of literacy, numeracy, new curriculum, and social emotional learning.

The inquiry process is one that staff at Alexander Forbes has been pursuing for seven years now. Teachers, and now educational assistants, determine an area of focus based on evidence of student needs and reflection on their own practice. Staff members meet in inquiry groups to determine strategies, examine evidence, and commit to next steps in their inquiry journeys.

Table 4 below demonstrates that teachers have a high level of satisfaction with our professional learning supports, structures, and processes. Teacher confidence in using data to inform their practice is also evident.

<b>Table 1 – Grade 6 Provincial Achievement Tests (PAT)</b>									
	<b>Math</b>			<b>Reading</b>			<b>Writing</b>		
	<b>AF</b>	<b>GPPSD</b>	<b>Prov</b>	<b>AF</b>	<b>GPPSD</b>	<b>Prov</b>	<b>AF</b>	<b>GPPSD</b>	<b>Prov</b>
<b>2021-2022</b>	68/5*	86/33	87/39	83/24	86/33	87/39	83/2	87/12	92/16
<b>2020-2021</b>	Not written	Not written	Not written	Not written	Not written	Not written	Not written	Not written	Not written
<b>2019-2020</b>	Not written	Not written	Not written	Not written	Not written	Not written	Not written	Not written	Not written
<b>2018-2019</b>	87/10	79/13	79/16	97/44	90/40	90/45	81/0	89/6	92/11
<b>2017-2018</b>	83/12	73/8	80/15	87/34	87/32	90/43	82/7	89/9	93/12
<b>2016-2017</b>	75/18	72/7	76/14	91/39	89/37	90/44	77/9	90/44	90/12

\*Results show the percentage of students who achieved the acceptable standard beside the percentage who received the Standard of Excellence.

**Table 2 – Fountas & Pinnell (F&P) Reading Assessment**

Percentage of students who performed At, Below, or Above grade level on the F&P at year-end.									
	Grades 1-3			Grades 4-6			Grades 7-8		
	At	Below	Above	At	Below	Above	At	Below	Above
<b>2021-22</b>	32	48	20	29	35	36	28	25	47
<b>2020-21</b>	23	52	25	40	26	34	n/a	n/a	n/a

**Table 3 – Math Intervention/Programming Instrument (MIPI) Assessment**

Percentage of students who performed At or Below grade level on the MIPI assessment in September of the given year.						
	Grades 2-3		Grades 4-6		Grades 7-8	
	At	Below	At	Below	At	Below
<b>2022</b>	61	39	19	81	10	90
<b>2021</b>	57	43	16	84	10	90

**Table 4 – Division Assurance Survey**

Percentage of teachers who:	Teachers
At our school we use Professional Learning Fridays to support professional growth that focuses on student achievement.	
	<b>2022</b> 100
	<b>2021</b> 94
At our school we use Professional Learning Fridays for collaboration related to our professional growth inquiry questions.	
	<b>2022</b> 100
	<b>2021</b> 100
Administration provides feedback to staff on instructional practices using multiple strategies (observations, dialogue, PGP, collaborative inquiry) at our school.	
	<b>2022</b> 94
	<b>2021</b> 88
Our school uses a range of data sources to inform our planning, instruction, and assessment of students	
	<b>2022</b> 100
	<b>2021</b> 94

**Discussion:**

The way that parents, students, and staff perceive the quality of student education is another important factor in determining whether we are achieving our outcomes. The Division Assurance Survey and Alberta Education Results Report showcase how parents, students, and staff perceive Alexander Forbes The Academy.

Table 5 below shows that with a relatively consistent number of respondents, parents, students, and staff are largely satisfied with Alexander Forbes The Academy. Our results over two years have stayed the same or improved.

Further highlighting parent, student, and staff satisfaction with the quality of education at Alexander Forbes are Tables 6-9. Parents and staff agree to a high level that our school is preparing students academically, socially, and emotionally to complete high school. A slightly lower percentage of students agree with the same statements. Moving forward, it will be important to engage in dialogue with our students to determine their perspective in this area and to inform next steps.

One area of concern is in Table 7, where only 70 percent of parents and 75 percent of teachers agree that the quality of education in our school and schools in our division has stayed the same or improved. While consistent with results in the division and province, this parent response shows that we have work to do to assure parents about the steps we are taking to enhance the quality of education in our school. This assurance is currently happening through regular updates from the office about important work happening in the school, a focus on teacher communication with parents, and the rebuilding of a robust School Council. It is also essential that we work with our teachers to understand their perspective and collaborate with them to implement strategies.

<b>Table 5 – Division Assurance Survey</b>				
<b>Percentage of parents, students and staff who responded and are satisfied with Alexander Forbes The Academy.</b>		<b>Parents</b>	<b>Students</b>	<b>Staff</b>
<b>Number of Respondents</b>				
	<b>2022</b>	106	204	27
	<b>2021</b>	108	221	20
<b>Overall Satisfaction</b>				
	<b>2022</b>	90	92	95
	<b>2021</b>	91	88	92

<b>Table 6 – Division Assurance Survey</b>				
<b>Percentage of parents, students, and staff who</b>		<b>Parents</b>	<b>Students</b>	<b>Staff</b>
<b>Agree students are prepared academically to complete high school</b>				
	<b>2022</b>	90	87	100
	<b>2021</b>	89	88	97
<b>Agree students are prepared socially and emotionally to complete high school</b>				
	<b>2022</b>	95	87	100
	<b>2021</b>	93	90	98
<b>Are satisfied with teaching and learning.</b>				
	<b>2022</b>	92	88	98
	<b>2021</b>	91	89	95
<b>Agree the school has high expectations for student achievement</b>				
	<b>2022</b>	92	91	100
	<b>2021</b>	94	91	100
<b>Agree students are engaged in learning.</b>				
	<b>2022</b>	88	84	91
	<b>2021</b>	89	83	84

**Table 7 – Alberta Education Results Report**

Percentage of parents, students and teachers indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School			Authority			Province		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
<b>Overall</b>	81	85	76	83	80	74	82	81	74
<b>Parent</b>	75	86	70	83	84	69	80	82	70
<b>Student</b>	86	87	82	78	78	75	80	79	76
<b>Teacher</b>	83	81	75	89	78	77	85	83	76

**Table 8 – Alberta Education Results Report**

Percentage of parents, students and teachers who agree that students are engaged in their learning at school.

	School			Authority			Province		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
<b>Overall</b>	n/a	86	90	n/a	86	84	n/a	86	85
<b>Parent</b>	n/a	96	93	n/a	93	86	n/a	89	89
<b>Student</b>	n/a	65	80	n/a	70	70	n/a	72	71
<b>Teacher</b>	n/a	96	98	n/a	96	96	n/a	96	96

**Table 9 – Alberta Education Results Report**

Percentage of students and teachers satisfied with the overall quality of basic education.

	School			Authority			Province		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
<b>Overall</b>	93	93	93	90	90	89	90	90	89
<b>Parent</b>	86	96	90	88	89	84	87	97	86
<b>Student</b>	95	86	92	86	85	86	88	86	86
<b>Teacher</b>	96	99	96	97	96	96	96	96	95

## Priority: Inclusion

**Outcome 1: Alexander Forbes the Academy School is a welcoming, caring, respectful and safe environment where students, families and staff have a sense of belonging and pride.**

**Outcome 2: The physical, mental, and emotional well-being of all our students and staff is supported.**

### Discussion:

For students to be successful academically, they need to know they are in an environment where their individual differences and needs are recognized and respected. Families also need the assurance that students are safe and belong when they walk into our school.

For the last two years, we have had an important relationship with Elder Darlene Cardinal. She works with students across our school every Tuesday to teach about indigenous peoples and their culture. Our results in Table 1 are evidence that her time with students has resulted in a higher percentage of parents, students, and staff agreeing that students are learning about indigenous peoples and the path to Reconciliation.

Parent and staff satisfaction with learner supports has remained consistent over the past two years. Parents are essential partners in the development of individual student program plans. They are invited to the table at an early stage each year to contribute to the development of student plans, and the collaboration continues with regular meetings to evaluate student progress and to adjust the plan throughout the year. Our leadership team is working to better communicate the supports in place for students and the processes of support to ensure transparency for all stakeholders.

Student mental health is another area of significant focus at Alexander Forbes The Academy. We have run a new options class for all grades 7 and 8 students over the past two years which focuses on social emotional learning. During Professional Learning Days, all staff participated in sessions on supporting the mental health of our students. Our leadership team has also been building the capacity of parents and teachers in accessing community supports and/or agencies. We access division mental health supports on a prioritized basis for our students with the highest needs. With these supports in place, the percentage of parents, students and staff who feel that the emotional and mental well-being of students is supported will continue to increase.

Staff wellness has been a focus of the school and the division for the past several years. In 2021/2022 staff were supported through division sessions and regularly allocated wellness segments at each staff meetings. This work continues, as staff wellness is essential in ensuring that the adults in our school are well and have strategies to support and respond to varying degrees of student wellness.



Table 1 – Division Assurance Survey Data			
Percentage of parents, students, and staff who,	Parents	Students	Staff
Agree students are involved in learning about indigenous peoples, culture, and history to enhance Reconciliation.			
2022	93	99	100
2021	83	91	100
Agree school is welcoming, caring, respectful, and safe.			
2022	92	83	96
2021	95	84	93
Agree student emotional, physical well-being, and mental health is supported.			
2022	94	83	87
2021	94	82	78
Are satisfied with learner supports.			
2022	85	n/a	89
2021	84	n/a	82

Table 2 – Division Assurance Survey Data		
Percentage of staff who agree: my workplace supports my wellness.		
	2021	2022
	90	96

Table 3 – Alberta Education Results Report									
Percentage of parent, student, and teacher agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.									
	School			Authority			Province		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Overall	90	89	86	89	90	86	89	90	89
Parent	87	89	86	90	91	85	90	91	90
Student	87	80	81	81	83	81	83	84	83
Teacher	98	96	91	96	95	93	95	95	94

### Discussion:

The Alexander Forbes School Social Emotional Survey is an additional tool we used to elicit student responses regarding their own social emotional health. Students across the school were asked a series of questions about their self-awareness, social awareness, self-management, relationship skills, and responsible decision making. Tables 4-7 below provide a sampling of student responses on this survey. The responses show that students are improving in their abilities to accept the differences of others, recognize how to help their friends, and care about those around them.

The skills captured through this survey are fostered in many ways. One area of focus is ensuring that all students are connected to their peers and have strong supporting relationships with adults in the school. This is achieved through opportunities for students to participate in whole school spirit days, cross-grade and extracurricular activities, and community events. Staff members also intentionally

seek to build and foster relationships with students throughout the school. One example is that one of our kindergarten teachers hosts a colouring club every Friday at lunch and students in grades 1-4 are invited to participate in this fun activity.

Along with the social emotional learning (SEL) option for grades 7 and 8 mentioned above, students in K-6 are taught SEL skills through a variety of programs, including Zones of Regulation and PATHS (Promoting Alternative Thinking Strategies). Through these programs, students develop the knowledge, attitudes, and skills to manage their emotions, build healthy relationships, set goals, make decisions, and increase capacity for self-regulation. Social emotional learning does not just happen in health classes, but through opportunities throughout the school day. Teachers are also aware of and respond to the emotional and mental health needs of students in their lesson planning.

**Table 4 – Alexander Forbes School Social Emotional Survey (K-2)**

	All of the time	Some of the time	This is hard for me
<b>I care how my friends feel.</b>			
<b>2022</b>	58	27	15
<b>2021</b>	58	24	18

**Table 5 – Alexander Forbes School Social Emotional Survey (3-4)**

	Yes	No	I Don't Know
<b>I know how to help a friend who needs help.</b>			
<b>2022</b>	83	17	0
<b>2021</b>	90	5	5

**Table 6 – Alexander Forbes School Social Emotional Survey (5-6)**

	All of the time	Most of the time	Some of the time	This is hard for me
<b>I accept that other people have different talents, families, cultures, experiences, religions, and beliefs.</b>				
<b>2022</b>	69	27	4	0
<b>2021</b>	77	21	2	0

**Table 7 – Alexander Forbes School Social Emotional Survey (7-8)**

	All of the time	Most of the time	Some of the time	This is hard for me
<b>I accept that other people have different talents, families, cultures, experiences, religions, and beliefs.</b>				
<b>2022</b>	87	13	0	0
<b>2021</b>	78	19	87	0

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**Conclusion:**

Throughout 2022/23, we are revisiting our school mission, vision, and values, to ensure it aligns with student, parent, and staff beliefs about what is important for our children. This work is timely, as we experienced a large influx of new students and staff at the beginning of the 2022/23 school year due to changes in the division school boundaries. Our results show that we need to continue to focus on parent and student engagement. One way we are doing this is by involving them in the creation of our mission, vision, and values. We also need to continue to assure our parents through frequent and open communication.

High achievement of academic outcomes remains a priority through a focus on teaching literacy and numeracy skills. Specific professional development, regular examination of data, and targeted intervention will ensure our results improve in these areas.

At Alexander Forbes The Academy, we are committed to continuous improvement for the academic, physical, social, and emotional success of our students.