



Alexander Forbes the Academy School

Principal: Kristina de Metz

Annual Education Results Report

2022-2023



**Grande Prairie
Public School
Division**
Every Student Succeeds



**Alexander
FORBES SCHOOL**
The Academy

www.gppsd.ab.ca/school/alexanderforbes

   **GPPSD2357**

Alexander Forbes the Academy School

Fall 2023 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	76.6	90.4	90.4	84.4	85.1	85.1
	Citizenship	64.8	80.8	83.2	80.3	81.4	82.3
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2
	PAT: Acceptable	n/a	66.0	n/a	n/a	67.3	n/a
	PAT: Excellence	n/a	6.9	n/a	n/a	18.0	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	
Teaching & Leading	Education Quality	80.1	92.9	92.7	88.1	89.0	89.7
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	72.5	82.8	82.8	84.7	86.1	86.1
	Access to Supports and Services	66.9	78.9	78.9	80.6	81.6	81.6
Governance	Parental Involvement	68.0	67.0	70.7	79.1	78.8	80.3

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

At Alexander Forbes The Academy we value staff and student efficacy, and we prioritize fostering strong relationships to ensure collaboration for student success between students, staff, and parents. All school stakeholders work together to ensure students have the tools and conditions they need to reach their potential.

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 school website. As part of providing assurance to all our stakeholders, our Central Office Administration and Trustees meet annually with 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:

At Alexander Forbes The Academy, a variety of division and classroom-based assessments are used to determine current levels of student achievement and to inform effective school and teacher planning.

Tables 1-3 below show the achievement of Alexander Forbes students on the Fountas & Pinnell Literacy Assessment (F&P), and three numeracy assessments (MIPI, EICS, and Provincial Numeracy Assessment). The Provincial Achievements Tests (PATs) were not used as a measure of improvement this year, as grade 6 students at Alexander Forbes completed only the Social Studies PAT in 2023. This is because grade 6 teachers implemented the new curriculum in Language Arts and Math; therefore, students were exempt from writing the PAT in these subjects.

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 approximately 1/3 of our students in each division reading below grade level. Results for grades 1-3 improved in all areas from June 2022-June 2023. We can infer the improvement in the lower grades over the past two years has been a result of the intensive literacy and numeracy intervention provided in these grade levels through the Grade 1-3/4 Intervention Programs.

The MIPI is a numeracy assessment that was previously administered in grades 2-8 in September of each year. It assesses students on outcomes from the previous grade. This year, only students in grade 8 completed this assessment. Students in grade 8 performed approximately the same this year as they did last year.

The EICS is a new assessment that aligns to the new Alberta math curriculum, that was administered to students in grades 4-7. It serves the same purpose as the MIPI did in previous years. This was the first year this assessment was used at Alexander Forbes The Academy and in our division. Results show that additional support is required regarding the numeracy abilities of our students. With the significant decrease from MIPI results last year, this also suggests that we need to work with our staff and students on the administration and completion of the assessment, respectively.

Staff examine the results of the assessments in tables 1-3 as well as numerous other classroom assignments, assessments, and class work, 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 and EICS?
- 2) Are there any areas that I need to reflect on and improve regarding my instruction and planning to better prepare students for next year?
- 3) What vocabulary and skills need to be taught/reinforced?

Throughout the remainder of the year, teachers at Alexander Forbes will also be working with Tracie Anthony, our division Numeracy Coordinator, to better understand how to analyze and utilize the MIPI, EICS, and Provincial Numeracy Assessment data to inform their instruction.

We are targeting numeracy and literacy through comprehensive intervention for all students who are below grade level. In 2022-23 students in grades 1-4 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 is continuing to take place this year.

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 year plan that is adapted to be responsive to current needs of students and staff as extrapolated through our data. Throughout this year, our plan includes a focus on tier one supports and interventions, differentiation, assessment, and the effective use of evidence to inform instruction.

The inquiry process is one that staff at Alexander Forbes has been pursuing for eight years. Teachers and 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 journey.

Table 4 below demonstrates that teachers continue to have a high level of confidence in our professional learning supports, structures, and processes. Teachers have expressed that they would

like additional feedback from the school administration on their instructional practice. Alexander Forbes administration have always engaged in meetings with each staff member throughout the year regarding their inquiry questions. This practice will continue. School administration will also join in inquiry meetings on a more regular basis to provide support and feedback in that venue as well. Another strategy that will be employed by the school administration is additional observations in classrooms, with specific, timely feedback given after the observations.

Table 1 – 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
2022-23	33	42	25	25	39	36	24	34	42
2021-22	32	48	20	29	35	36	28	25	47
2020-21	23	52	25	40	26	34	n/a	n/a	n/a

Table 2 – EICS/MIPI Math Assessments										
Percentage of students who performed At or Below grade level on the EICS Math assessment in September of the given year.										
	Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	At	Below	At	Below	At	Below	At	Below	At	Below
2023**	20	80	0	100	2	98	0	100	9	91
2022*	46	54	43	57	34	66	13	77	10	90
2021*	42	58	34	66	30	70	21	79	30	70

*The EICS was introduced in September of 2023 for grades 4-7. For previous years, the MIPI, a similar numeracy pre-assessment, was used.

**The MIPI continues to be used in grade 8.

Table 3 – Provincial Numeracy Assessment						
Percentage of students who performed At or Below grade level on the EICS Math assessment in September of the given year.						
	Grade 2		Grade 3		Grade 4	
	At	Below	At	Below	At	Below
2023	58	42	72	28	n/a	n/a
2022	83	17	80	20	85	15

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.	
	2023 94
	2022 100
	2021 94
At our school we use Professional Learning Fridays for collaboration related to our professional growth inquiry questions.	
	2023 100
	2022 100

	2021	100
Administration provides feedback to staff on instructional practices using multiple strategies (observations, dialogue, PGP, collaborative inquiry) at our school.		
	2023	83
	2022	94
	2021	88
Our school uses a range of data sources to inform our planning, instruction, and assessment of students		
	2023	94
	2022	100
	2021	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 are two forms of data that demonstrate how parents, students, and staff perceive Alexander Forbes The Academy.

Table 5 below shows a significant decrease in the number of parent respondents on the Division Assurance Survey this past year from previous years. To ensure we are making use of relevant data, we need to increase the number of respondents. We are working with our school council to determine ways to improve parent engagement in survey completion.

Tables 5-8 demonstrate the levels of parent, student, and staff satisfaction with the quality of education at Alexander Forbes The Academy. According to these measures, parent, student, and staff confidence in our school decreased in 2022-23 from previous years. While concerning, there were significant changes at the school this past year that might account for some of the decrease. These changes included new school administration, the redrawing of division boundaries leading to approximately 150 new students coming to the school, a change in about 1/3 of the staff, and the implementation of new curricula throughout most of the grades and subject areas. Efforts have been made to further explore these results, through parent engagement at school council meetings and additional school-based staff surveys and conversations.

With efforts to increase our number of respondents and to further build understanding about the strategies being employed to improve our school, we look forward to examining next year's results and making additional plans for improvement.

Table 5 – Division Assurance Survey				
Percentage of parents, students and staff who responded and are satisfied with Alexander Forbes The Academy.	Parents	Students	Staff	
Number of Respondents				
	2023	64	264	29
	2022	106	204	27
	2021	108	221	20
Overall Satisfaction				
	2023	84	79	83

	2022	90	92	95
	2021	91	88	92

Table 6 – Division Assurance Survey

Percentage of parents, students, and staff who	Parents	Students	Staff
Agree students are prepared academically to complete high school			
2023	81	75	85
2022	90	87	100
2021	90	88	97
Agree students are prepared socially and emotionally to complete high school			
2023	89	77	67
2022	95	87	100
2021	93	90	98
Are satisfied with teaching and learning.			
2023	84	79	80
2022	92	88	98
2021	91	89	95
Agree the school has high expectations for student achievement			
2023	84	86	81
2022	92	90	100
2021	94	91	100

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	2023	2020	2021	2022	2023	2020	2021	2022	2023
Overall	81	85	76	73	83	80	74	77	82	81	74	75
Parent	75	86	70	69	83	84	69	72	80	82	70	73
Student	86	87	82	78	78	78	75	75	80	79	76	75
Teacher	83	81	75	72	89	78	77	83	85	83	76	78

Table 8 – Alberta Education Results Report

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

	School				Authority				Province			
	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023
Overall	93	93	93	80	90	90	89	87	90	90	89	88
Parent	86	96	90	73	88	89	84	81	87	97	86	84
Student	95	86	92	84	86	85	86	85	88	86	86	86
Teacher	96	99	96	82	97	96	96	94	96	96	95	94

Discussion:

Student engagement is a significant factor in student achievement at school. Tables 9 and 10 show a decrease in students who feel they are engaged in their learning. Teachers and parents also agree that student engagement in learning has decreased.

We are addressing this decrease through prioritizing relationships with our students and ensuring every student feels connected to at least one other adult in the building. We have also implemented Passion Blocks, where once a week students can choose an activity which they are passionate about learning. Activities include fabric arts, photography, sports performance, dance, and baking, among many others. Students are also involved in the leadership of some of these activities, with staff serving as a support. We are in the process of inviting student representatives from grades 7 and 8 to attend our monthly school council meetings. We are also responsive to students, supporting them with lunchtime clubs they would like to organize.

Table 9 – 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	2023	2020	2021	2022	2023	2020	2021	2022	2023
Overall	n/a	86	90	77	n/a	86	84	82	n/a	86	85	84
Parent	n/a	96	93	80	n/a	93	86	84	n/a	89	89	87
Student	n/a	65	80	62	n/a	70	70	68	n/a	72	71	71
Teacher	n/a	96	98	88	n/a	96	96	94	n/a	96	96	95

Table 10 – Division Assurance Survey			
Percentage of parents, students, and staff who	Parents	Students	Staff
Agree students are engaged in learning.			
2023	85	75	82
2022	88	84	91
2021	89	83	84

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. Students need to feel safe and have a sense of belonging. They need to be able to identify staff members they can go to if they need assistance. Families also need the assurance that students are safe when they walk into our building. Parents and guardians trust us with their children, and we need to continue on our path of collaboration to ensure we are building that trust.

For the last three 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 most parents, students, and staff consistently agreeing that students are learning about indigenous peoples and the path to Reconciliation.

Table 1 shows a decrease in student, parent, and staff agreement that our school is welcoming, caring and safe, and an additional decline in the agreement that student emotional, physical well-being, and mental health is supported. In addition to the Passion Blocks, clubs, and efforts to connect with students mentioned above, we have prioritized these two areas through professional development this year. Our staff has been exploring how to improve basic tier 1 support through our work with Dr. David Tranter. We have also been working as a staff to revise our Continuum of Behaviour Supports.

Overall satisfaction with learner supports also declined last year. The main issue our leadership team has identified here is that we need to do a better job of explicitly explaining the supports that are in place for our students. Our leadership team is working to better communicate these supports and the processes of accessing these supports 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 complementary course for all grades 7 and 8 students over the past three 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 support 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 increase.

Staff wellness has been a focus of the school and the division for the past several years. Starting in 2021/2022 and continuing through last year, staff were supported through division sessions and regularly allocated wellness segments at each staff meeting. 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. In a recent Thought Exchange, some staff members expressed that they are overwhelmed and do not feel supported. Our leadership team is implementing strategies such as sub time to meet with teams to go over data with each grade level, to help alleviate some of the overwhelming feelings and to better show our teachers that we are partners with them in their important work.

Not shown in the results are the significant number of parent and school team meetings that took place throughout 2022/23 to plan for meeting the individual needs of our students. Administration prioritized parent meetings and phone calls throughout the year, ensuring that staff and parents are working together to implement strategies for the success of all students. The frequency of these important meetings has continued this year. Positive results include increased student academic achievement and positive trends in student attendance.

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.				
2023	94	91	96	
2022	93	99	100	
2021	86	91	100	
Agree school is welcoming, caring, respectful, and safe.				
2023	84	72	82	
2022	92	83	96	
2021	95	84	93	
Agree student emotional, physical well-being, and mental health is supported.				
2023	87	75	82	
2022	94	83	87	
2021	94	82	78	
Are satisfied with learner supports.				
2023	83	n/a	77	
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	2023
	90	96	79

Table 3 – Alberta Education Results Report

Percentage of teacher, parent and student 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	2023	2020	2021	2022	2023	2020	2021	2022	2023
Overall	90	89	86	79	89	90	86	86	89	90	89	88
Parent	87	89	86	80	90	91	85	85	90	91	90	88
Student	87	80	81	76	81	83	81	80	83	84	83	82
Teacher	98	96	91	82	96	95	93	93	95	95	94	93

Table 4 – Alberta Education Results Report

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in the community.

	School				Authority				Province			
	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023
Overall	77	63	73	73	76	68	72	74	75	72	73	73
Parent	61	60	66	77	69	64	63	68	68	66	67	68
Student	93	68	80	73	82	77	78	77	79	77	74	77
Teacher	77	60	75	68	77	69	76	76	78	78	77	76

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 in a variety of formats, including phone calls, in-person meetings, email, and social media.

High achievement of academic outcomes remains a priority through a focus on teaching literacy and numeracy skills. Specific professional learning, regular and thorough 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 all our students.