



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

Sir John Franklin 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

Sir John Franklin School
Goals

- Reading Comprehension
- Productive Struggle within Mathematics
- Student Sense of Connectedness and Belonging

Our School Focused on Improving

- reading comprehension
- productive struggle within mathematics (as measured by task initiation and perseverance)
- student sense of connectedness and belonging

We chose to focus on these areas as our student data as measured on report cards and teacher observations indicated that gaps in these foundational skills were limiting students’ ability to engage in more complex math problems and both oral and written communication. We also noticed, based on the CBE Student Survey and OurSchool Survey results, that students were struggling to feed connected to their peers and school community.

What We Measured and Heard

We primarily used Report Card data, and other standardized assessments including the D-ORF (Oral Reading Fluency Test), MIPI (Math Intervention/Programming Instrument), and WRAT (Wide Range Achievement Test) assessments. We noted the following improvements:

DIBELS Oral Reading Fluency (Fall & Spring)

Students read aloud for one minute. Teachers track self-corrections and errors, determining the students’ rate of words correct per minute. This assessment provides insight into areas such as decoding, fluency and comprehension monitoring.

DIBELS Oral Reading Fluency			
	Intensive Intervention Indicated (%)	Strategic Intervention Indicated (%)	Benchmark (%)
Fall	34	23	45
Spring	28	16	56

Overall school improvement shows a decrease in students at both intensive and strategic intervention required and an increase in over 10% of students achieving at benchmark. When data is analyzed by grade, a 6-18% increase in students achieving at their graded benchmark level was observed, with one grade seeing a slight decrease of <2%.

English Language Arts report card stem: Reads to explore, construct, and extend understanding

		Term	S1				Y1			
		Indicator	1	2	3	4	1	2	3	4
Course	Stem									
English Language Arts 7	Reads to explore, construct and extend understanding			17.3%	21.1%	12.0%	0.8%	7.5%	27.1%	14.3%
English Language Arts 8	Reads to explore, construct and extend understanding		1.5%	20.6%	17.6%	12.5%	1.5%	19.9%	17.6%	8.8%
English Language Arts 9	Reads to explore, construct and extend understanding		2.5%	29.8%	12.4%	5.0%		17.4%	24.0%	9.1%
English Language Arts and Literature 5	Reads to explore and understand			30.0%	20.0%			20.0%	20.0%	10.0%
English Language Arts and Literature 6	Reads to explore and understand		3.9%	26.0%	15.6%	5.2%	1.3%	16.9%	27.3%	3.9%
Totals			1.7%	23.1%	17.0%	9.0%	0.8%	15.3%	23.5%	9.6%

An increase in students achieving at level 3 or 4 on the report card increased at almost every grade level, with an overall improvement of 7% of students.

The MIPI (Math Intervention/Programming Instrument) is a standardized math test used to evaluate a student's understanding of concepts. The following data is based on procedural fluency:

	September 2023	June 2024	Improvement
Grade 6	57%	66%	An increase in all student results, ranging between 7%-14%.
Grade 7	64%	74%	
Grade 8	42%	49%	
Grade 9	43%	57%	

The WRAT assessment (Wide Range Achievement Test), is an achievement test which measures a student's ability to compute solutions to math problems, up to Grade 12 knowledge. The following is the average number of questions attempted correctly (out of a total of 40 possible):

	September 2022	June 2023	Improvement
Grade 5	13.6	17.3	An increase in all student results, with an overall average increase of 3.6 questions answered correctly.
Grade 6	15.5	18.0	
Grade 7	16.9	19.5	
Grade 8	16.9	21.0	
Grade 9	19.3	23.8	

Along with improvements on these standardized assessments, we also noticed an improvement in teacher perception data in terms of student willingness to engage in math problems. Seven out of eight math teachers reported that utilizing “Big Problems” that encourage productive struggle in their students increased student willingness to attempt challenging questions and the length of time they continued to persevere.

Finally, the OurSCHOOL survey indicated that in the past year, students have reported a 10% increase in Sense of Belonging and a 3% increase in Positive Relationships. Furthermore, the CBE Student Survey indicated the following changes in our target area:

"There is at least one adult at school who I really connect with"

	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Improvement
Yes	48.0%	56.36%	66.2%	71.11%	This continues to be one of the largest areas of improvement seen at SJF.
No	52.0%	43.64%	33.8%	28.89%	

Additionally, 73% of students report that learning and extra-curricular activities are safe and accessible and 89% of students report that there are high expectations for them to be successful in their learning.

There was a slight improvement in Parental Involvement on the Alberta Education Assurance Measure from 68.6% to 71.5%, and an increase of almost 10% of parents that agree that students have access to supports and services at school. Finally, parent satisfaction with the overall quality of education at Sir John Franklin has increased from 61% to 93% in the past 3 years.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Diagnostic assessments including the D-ORF, MIPI and WRAT, coupled with report card indicators and perception data from teachers show an overall improvement in both student reading abilities and their willingness to engage and persevere with challenging learning tasks. Parents have also reported that they are feeling more confident that supports are available at the school level and that they are satisfied with the overall quality of basic education at Sir John Franklin.	▪ Students' reading skills have improved ▪ Students' problem-solving skills have improved ▪ Students' sense of belonging and feeling of connection has improved ▪ Students are more confident and more able to persevere when challenged with difficult learning tasks ▪ Parents are more satisfied with the supports and services available at the school	▪ Provide targeted reading and writing intervention for students at all grade levels ▪ Continue whole school focus on belonging to improve student to student and student to community connection within and between our programs ▪ Continue to work towards increased parental involvement

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	Sir John Franklin 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	79.0	81.0	81.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	63.1	58.4	56.9	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	34.3	37.5	37.5	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	1.5	1.8	1.8	19.8	18.0	18.0	Very Low	Maintained	Concern
	PAT9: Acceptable	42.4	33.0	33.0	62.5	62.6	62.6	Very Low	Improved	Issue
	PAT9: Excellence	3.7	3.3	3.3	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	82.6	78.0	75.4	87.6	88.1	88.6	Low	Improved	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	68.3	66.9	67.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	68.7	59.8	61.1	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	71.5	68.6	69.1	79.5	79.1	78.9	Low	Maintained	Issue

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

Due to the large number of Sir John Franklin students and families who are unable to participate in the AEAM due to language barriers, or in the case of PATs, refugee status, intellectual, medical, and/or emotional barriers, the results are summarized below including both “Number of Students Enrolled”, as published by Alberta Education to the public, and also the “Number of Students Writing”, in order to give a more accurate representation of our results.

PAT Results by Number Writing vs. Number Enrolled: Sir John Franklin School		By students WRITING	By student enrollment
		2024	2024
Science 6	Number	37	67
	Acceptable Standard (%)	54.1	29.9
	Standard of Excellence (%)	8.1	4.5
Social Studies 6	Number	37	67
	Acceptable Standard (%)	62.2	34.3
	Standard of Excellence (%)	2.7	1.5
English Language Arts 9	Number	59	82
	Acceptable Standard (%)	71.2	51.2
	Standard of Excellence (%)	3.4	2.4
K&E English Language Arts 9	Acceptable Standard (%)	71.4	71.4
	Standard of Excellence (%)	14.3	14.3
Mathematics 9	Number	61	83
	Acceptable Standard (%)	37.7	27.7
	Standard of Excellence (%)	1.6	1.2
K&E Mathematics 9	Acceptable Standard (%)	50	50
	Standard of Excellence (%)	16.7	16.7
Science 9	Number	60	82
	Acceptable Standard (%)	61.7	45.1
	Standard of Excellence (%)	5.0	3.7
K&E Science 9	Acceptable Standard (%)	71.4	71.4
	Standard of Excellence (%)	14.3	14.3
Social Studies 9	Number	60	82
	Acceptable Standard (%)	51.7	37.8
	Standard of Excellence (%)	6.7	4.9
K&E Social Studies 9	Acceptable Standard (%)	71.4	71.4
	Standard of Excellence (%)	0	0