



#### 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

## Monterey Park 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

Monterey Park School  
Goals

- Use Formative Assessment to design and refine learning tasks
- Calibrate school-based assessment
- Explicit teaching and assessment of social emotional learning skills

Our School Focused on Improving

Our focus for the 2023-24 school year was on student assessment. We built continuous cycles of diagnostic and formative assessment to intentionally inform instruction in literacy and mathematics. Our local measure data showed that we have many students who benefit from specific exemplars of student work, clear learning targets and engaging in assessment with regular teacher feedback. We did this by:

- Using formative assessment to design and refine meaningful learning tasks
- Calibrating school-based assessment measures with system and curricular expectations
- Using explicit teaching and assessment of social emotional learning skills related to peer relationships, understanding diversity, and conflict resolution

What We Measured and Heard

We used report cards as well as the LeNS (Letter Name-Sound Test) and CC3, (Castles & Coltheart 3) and Numeracy assessments to measure growth in the areas of literacy and mathematics over the last year.

Report Card Data for Grades 1-6 (June 2023 compared to June 2024)

|                                                                           | Indicator 1 | Indicator 2 | Indicator 3 | Indicator 4 |
|---------------------------------------------------------------------------|-------------|-------------|-------------|-------------|
| Reads to explore and understand                                           | -1%         | -1%         | +2%         | +2%         |
| Writes to express information and ideas                                   | -5%         | -1%         | +3%         | No change   |
| Understands and applies concepts related to number, patterns, and algebra | +1%         | +1%         | -2%         | +1%         |

### Literacy and Numeracy Screening Assessments (June 2023 compared to June 2024)

|         |                                         |                   |
|---------|-----------------------------------------|-------------------|
| Grade 1 | LeNS (Literacy Screener)                | 2% fewer at risk  |
|         | CC3 Regular Words (Literacy Screener)   | 7% more at risk   |
|         | CC3 Irregular Words (Literacy Screener) | No change         |
|         | CC3 Non Words (Literacy Screener)       | 5% more at risk   |
|         | Numeracy Screener                       | 8% more at risk   |
| Grade 2 | CC3 Regular Words (Literacy Screener)   | 7% more at risk   |
|         | CC3 Irregular Words (Literacy Screener) | 9% more at risk   |
|         | CC3 Non Words (Literacy Screener)       | 2% more at risk   |
|         | Numeracy Screener                       | 3% more at risk   |
| Grade 3 | CC3 Regular Words (Literacy Screener)   | 5% fewer at risk  |
|         | CC3 Irregular Words (Literacy Screener) | 10% fewer at risk |
|         | CC3 Non Words (Literacy Screener)       | 13% fewer at risk |
|         | Numeracy Screener                       | 15% fewer at risk |

Teachers have noticed that the majority of our students consistently follow directions and work to meet expectations. Next steps will be to increase intellectual engagement by encouraging students to demonstrate curiosity, take more risks in their learning, embrace challenges, and view mistakes as valuable learning experiences.

The following data points from various student surveys (2023-24) also support a school-wide focus on student engagement.

#### CBE Student Survey

- 63% - I enjoy working on challenging problems in math
- 76% - I share my ideas and questions in math class

#### OurSCHOOL Survey

- 64 % - I am able to stay focused even when less engaged
- 89% - I am proud to be a part of my school
- 92% - My teachers care about me
- 95% - My teachers want me to feel successful

|                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Alberta Education Assurance Survey                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>65% - Students are engaged in their learning at school</li> </ul>                                                                                                                                                                                                                                                                                                                                      |
| <p>We used a number of survey questions to track how students feel about coming to school and how they relate to other students.</p>                                                                                                                                                                                                                                                                                                          |
| CBE Student Survey                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>89% - I am proud to be a part of my school</li> <li>92% - My teachers care about me</li> <li>95% - My teachers want me to feel success</li> <li>70% - I feel welcome at school</li> <li>60% - I can see my culture reflected in my school</li> <li>65% - I feel included at school</li> <li>76% - When racism and/or discrimination occur at my school, my school takes steps to address it</li> </ul> |
| OurSCHOOL Survey                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>89% - I have trusted friends at school</li> <li>64% - Feels accepted by peers</li> </ul>                                                                                                                                                                                                                                                                                                               |
| Alberta Education Assurance Survey                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>39% - Students follow the rules</li> <li>42% - At school most students respect each other</li> </ul>                                                                                                                                                                                                                                                                                                   |

## Analysis and Interpretation

| What We Noticed                                                                                             | Celebrations                                                                                               | Areas for Growth                                                                                   |
|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>The academic achievement of students at Monterey Park has</li> </ul> | <ul style="list-style-type: none"> <li>Students are proud to be a part of Monterey Park School.</li> </ul> | <ul style="list-style-type: none"> <li>Increasing student engagement in learning tasks.</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>remained stable over the last two years.</p> <ul style="list-style-type: none"> <li>▪ As the population of students at Monterey Park changes significantly each year, it is difficult to measure the impact of strategies that have been implemented over time.</li> <li>▪ Teachers are using formative assessments strategies to develop a well-rounded body of information about each student and are using that information to design appropriate learning tasks.</li> <li>▪ The Alberta Education Assurance Survey shows a significant decline in citizenship and parental involvement.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Students feel that their teachers like them and want them to be successful.</li> <li>▪ Students have trusted friends at school.</li> <li>▪ Teachers are increasingly using small group targeted instruction to meet the needs of all learners.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Increasing students' sense of belonging and increasing active citizenship at school</li> <li>▪ Ensuring students see themselves and their culture within the school.</li> <li>▪ Building cross-cultural understanding.</li> <li>▪ Helping students successfully manage peer-to-peer conflict.</li> <li>▪ Increasing parental involvement in the school.</li> </ul> |
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## 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                                                                               | Monterey Park 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 | <a href="#">Student Learning Engagement</a>                                           | 79.7                 | 89.1             | 87.9                | 83.7           | 84.4             | 84.8                | n/a                | Declined               | n/a       |
|                                | <a href="#">Citizenship</a>                                                           | 59.5                 | 74.5             | 77.4                | 79.4           | 80.3             | 80.9                | Very Low           | Declined Significantly | Concern   |
|                                | <a href="#">3-year High School Completion</a>                                         | n/a                  | n/a              | n/a                 | 80.4           | 80.7             | 82.4                | n/a                | n/a                    | n/a       |
|                                | <a href="#">5-year High School Completion</a>                                         | n/a                  | n/a              | n/a                 | 88.1           | 88.6             | 87.3                | n/a                | n/a                    | n/a       |
|                                | <a href="#">PAT6: Acceptable</a>                                                      | n/a                  | 50.0             | 50.0                | n/a            | 66.2             | 66.2                | n/a                | n/a                    | n/a       |
|                                | <a href="#">PAT6: Excellence</a>                                                      | n/a                  | 4.7              | 4.7                 | n/a            | 18.0             | 18.0                | n/a                | n/a                    | n/a       |
|                                | <a href="#">PAT9: Acceptable</a>                                                      | n/a                  | n/a              | n/a                 | n/a            | 62.6             | 62.6                | n/a                | n/a                    | n/a       |
|                                | <a href="#">PAT9: Excellence</a>                                                      | n/a                  | n/a              | n/a                 | n/a            | 15.5             | 15.5                | n/a                | n/a                    | n/a       |
|                                | <a href="#">Diploma: Acceptable</a>                                                   | n/a                  | n/a              | n/a                 | n/a            | 80.3             | 80.3                | n/a                | n/a                    | n/a       |
|                                | <a href="#">Diploma: Excellence</a>                                                   | n/a                  | n/a              | n/a                 | n/a            | 21.2             | 21.2                | n/a                | n/a                    | n/a       |
| Teaching & Leading             | <a href="#">Education Quality</a>                                                     | 90.8                 | 92.5             | 92.2                | 87.6           | 88.1             | 88.6                | Very High          | Maintained             | Excellent |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | 70.2                 | 82.1             | 82.4                | 84.0           | 84.7             | 85.4                | n/a                | Declined Significantly | n/a       |
|                                | <a href="#">Access to Supports and Services</a>                                       | 68.9                 | 80.2             | 79.2                | 79.9           | 80.6             | 81.1                | n/a                | Declined               | n/a       |
| Governance                     | <a href="#">Parental Involvement</a>                                                  | 54.4                 | 70.0             | 70.5                | 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