

Grassland Community School

Annual Education

Results Report

2022-23



Small School. Big Heart. Bigger Community Spirit.



Introduction

Alberta Education's Assurance Framework came into effect on September 1, 2020. The Assurance Framework is a system for schools and school authorities to consistently assess progress and demonstrate success. The framework has five assurance domains with related performance measures that enable schools and school authorities to show their communities how they are performing each year:

Student Growth & Achievement

The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching & Leading

Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

Learning Supports

Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Governance

Processes that determine strategic direction, establish policy and manage fiscal resources.

Local & Societal Context

Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

One of the key ways that schools demonstrate accountability and provide assurance is through the development and publication of their **Education Plans** and **Annual Education Results Reports (AERRs)**. Education Plans identify priorities, outcomes, measures and strategies to improve in key areas, while the AERR provides the results achieved from implementing the plan.

This document, the 2022-2023 Annual Education Results Report, is based on the Priorities, Outcomes, Goals and Performance Measures identified within the 2022-2025 Education Plan.



Alberta Education Assurance Measures Overall Summary Fall 2023

| Assurance Domain | Measure | Grassland Community 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 | 86.8 | 80.1 | 80.1 | 84.4 | 85.1 | 85.1 | n/a | Maintained | n/a |
| | Citizenship | 84.9 | 63.3 | 75.9 | 80.3 | 81.4 | 82.3 | Very High | Improved | Excellent |
| | 3-year High School Completion | * | * | 67.2 | 80.7 | 83.2 | 82.3 | * | * | * |
| | 5-year High School Completion | * | 65.8 | 78.7 | 88.6 | 87.1 | 86.2 | * | * | * |
| | PAT: Acceptable | n/a | 73.1 | n/a | n/a | 67.3 | n/a | n/a | n/a | n/a |
| | PAT: Excellence | n/a | 17.3 | n/a | n/a | 18.0 | n/a | n/a | n/a | n/a |
| | Diploma: Acceptable | n/a | n/a | n/a | n/a | 75.2 | n/a | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | n/a | 18.2 | n/a | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 90.5 | 75.8 | 86.0 | 88.1 | 89.0 | 89.7 | Very High | Maintained | Excellent |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 86.9 | 71.7 | 71.7 | 84.7 | 86.1 | 86.1 | n/a | Improved | n/a |
| | Access to Supports and Services | 78.8 | 66.8 | 66.8 | 80.6 | 81.6 | 81.6 | n/a | Improved | n/a |
| Governance | Parental Involvement | 86.0 | 62.1 | 79.4 | 79.1 | 78.8 | 80.3 | Very High | Maintained | Excellent |



Alberta Education Assurance Measures: 5-Year Data

| Assurance Domain | Measure | Grassland School | | | | | Alberta | | | | |
|--------------------------------|--|------------------|-------|-------|-------|-------|---------|-------|-------|-------|-------|
| | | 2019 | 2020 | 2021 | 2022 | 2023 | 2019 | 2020 | 2021 | 2022 | 2023 |
| Student Growth and Achievement | Student Learning Engagement | n/a | n/a | 83.2% | 80.1% | 86.8% | n/a | n/a | 85.6% | 85.1% | 84.4% |
| | Citizenship | 92.8% | 88.5% | 87.4% | 63.3% | 84.9% | 82.9% | 82.4% | 83.2% | 81.4% | 80.3% |
| | PAT: Acceptable | 81.3% | 86.1% | n/a | n/a | 73.1% | 73.6% | 73.8% | n/a | n/a | 67.3% |
| | PAT: Excellent | 33.3% | 13.9% | n/a | n/a | 17.3% | 19.9% | 20.6% | n/a | n/a | 18.0% |
| Teaching & Leading | Education Quality | 93.6% | 96.2% | 85.6% | 75.8% | 90.5% | 90.2% | 90.3% | 89.6% | 89.0% | 88.1% |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments | n/a | n/a | 88.0% | 71.7% | 86.9% | n/a | n/a | 87.8% | 86.1% | 84.7% |
| | Access to Supports and Services | n/a | n/a | 75.5% | 66.8% | 78.8% | n/a | n/a | 82.6% | 81.6% | 80.6% |
| Governance | Parental Involvement | 97.1% | 96.7% | 72.4% | 62.1% | 86.0% | 81.3% | 81.8% | 79.5% | 78.8% | 79.1% |



| Priority One | Student Success and Completion |
|---|--|
| Alberta Education Assurance Area | Student Growth and Achievement |
| Students are successful from the time they enter school until high school completion, and beyond. | |
| Outcomes | <p>Every student is proficient in reading, writing, speaking and listening.</p> <p>Every student is proficient in mathematical reasoning, and applying mathematical concepts</p> <p>More students complete high school and are connected to career pathways for future success</p> <p>Increased First Nations, Metis & Inuit student success</p> |



| Provincial Achievement Tests (Standards Demonstrated by All Students) | | | | | |
|--|--------------------|---------------------------------|------------------------|--------------------------------|-----------------------|
| Subject | Number of Students | Grassland School Acceptable (%) | Alberta Acceptable (%) | Grassland School Excellent (%) | Alberta Excellent (%) |
| PAT Overall | 13 | 73.1 | 67.3 | 17.3 | 18.0 |
| English Language Arts 6 | 8 | 87.5 | 76.1 | 12.5 | 17.8 |
| English Language Arts 9 | 2 | * | 69.6 | * | 12.9 |
| K&E English Language Arts 9 | 3 | * | 50.5 | * | 5.0 |
| Math 6 | 8 | 87.5 | 64.1 | 25.0 | 12.6 |
| Math 9 | 2 | * | 53.0 | * | 16.7 |
| K&E Math 9 | 3 | * | 55.3 | * | 11.1 |
| Science 6 | 8 | 100.0 | 71.5 | 12.5 | 23.7 |
| Science 9 | 2 | * | 68.0 | * | 22.6 |
| K&E Science 9 | 3 | * | 57.8 | * | 11.0 |
| Social Studies 6 | 8 | 75.0 | 67.8 | 12.5 | 20.1 |
| Social Studies 9 | 2 | * | 60.8 | * | 17.2 |
| K&E Social 9 | 3 | * | 53.2 | * | 14.1 |

* Number values have been suppressed for less than 6 students



| First Nations, Métis & Inuit Provincial Achievement Test Results | | | | | |
|---|--------------------|---------------------------------|------------------------|--------------------------------|-----------------------|
| Subject | Number of Students | Grassland School Acceptable (%) | Alberta Acceptable (%) | Grassland School Excellent (%) | Alberta Excellent (%) |
| PAT Overall | 4 | * | 46.4 | * | 6.4 |
| English Language Arts 6 | 2 | * | 58.2 | * | 7.4 |
| English Language Arts 9 | 1 | * | 49.4 | * | 3.6 |
| K&E Language Arts 9 | 1 | * | 46.7 | * | 5.0 |
| Math 6 | 2 | * | 40.3 | * | 3.7 |
| Math 9 | 1 | * | 26.3 | * | 4.1 |
| K&E Math 9 | 1 | * | 48.1 | * | 6.0 |
| Science 6 | 2 | * | 51.2 | * | 9.7 |
| Science 9 | 1 | * | 49.3 | * | 8.5 |
| K&E Science 9 | 1 | * | 53.3 | * | 9.7 |
| Social Studies 6 | 2 | * | 46.8 | * | 7.3 |
| Social Studies 9 | 1 | * | 34.7 | * | 4.1 |
| K&E Social Studies 9 | 1 | * | 41.3 | * | 9.1 |

* Number values have been suppressed for less than 6 students



Provincial Achievement Tests: Observations and Next Steps

Achievement levels are not yet back to Pre-Covid trends, but are moving in a positive direction. Overall the percentage of Grassland Grade 6 and 9 students achieving “Acceptable” on the PATs was 5.8% higher than the rest of Alberta Grade 6 and 9 students. The number of Grassland students achieving “Excellent” was lower than the Alberta average but was close (0.7% lower). Teachers have been ensuring students are prepared for the PAT by providing rich review sessions prior to the PATs.

Our Grade 6 students performed better than the provincial average in all 4 core subjects at the Acceptable level, especially in the area of Mathematics and Science. With the exception of the Math 6 PAT, our students did not do as well at the Excellent level on the PATs.

Because there were only 2 Grade 9 students writing the PAT and 3 Grade 9 students writing Knowledge and Employability (K&E) PATs, the data has been suppressed so cannot be commented on.

There were only 4 students identified as First Nations, Métis & Inuit so that data has been suppressed as well.

Teachers and administration were able to look over the PAT results on a deeper level to see what areas students under-performed on. Teachers have planned their future lessons accordingly to spend more time on those areas during the 2023-2024 school year.



Literacy and Numeracy: Observations and Next Steps

Our students in Grades 1-6 completed Fountas and Pinnell literacy assessments in June 2023. Students in Grade 1-4 completed Alberta Education Literacy and Numeracy screens in September 2022 and June 2023.

While overall there were few students that were identified “at risk”, there has not been much movement out of that category. Learning Loss government funding has been provided to allow us to have an educational assistant to do some small-group sessions to try to improve results for those students.

Our Grade 1 and 3 student results for both literacy and numeracy were concerning. In terms of literacy, Grassland School is moving away from relying on the Leveled Literacy Intervention (LLI) and focusing more on a comprehensive literacy approach that involves a variety of components such as read-alouds, shared and independent reading. Teachers will be more focused on teaching more pre-reading skills, phonics, phonemic awareness, and morphology.

In terms of numeracy, there will be more focus on small group and targeted instruction practices - a combination of regular classroom instruction and intervention programming. This will include working with students who are beyond grade level. Mathology, JUMP Math, and Mathletics programs will be used to enhance student learning.

Student Learning Engagement

| | Grassland School 2022 | Grassland School Comparison to 2021 (+/-) | Grassland School Comparison to Alberta 2022 (+/-) | Grassland School 3 Year Average | Alberta 3 Year Average |
|---------|-----------------------|---|---|---------------------------------|------------------------|
| Overall | 86.8 | +6.7 | +2.4 | 83.5 | 84.8 |
| Parent | 88.9 | +6.6 | +1.6 | 86.1 | 88.0 |
| Student | 71.6 | -5.3 | +0.7 | 74.3 | 71.1 |
| Teacher | 100.0 | * | +4.9 | 100.0 | 95.3 |



| Citizenship | | | | | |
|--------------------|-----------------------|---|---|---------------------------------|------------------------|
| | Grassland School 2022 | Grassland School Comparison to 2021 (+/-) | Grassland School Comparison to Alberta 2022 (+/-) | Grassland School 3 Year Average | Alberta 3 Year Average |
| Overall | 84.9 | +21.6 | +4.6 | 74.1 | 80.9 |
| Parent | 89.3 | +10.0 | +9.9 | 84.3 | 79.9 |
| Student | 68.8 | +21.6 | -2.5 | 58.0 | 71.7 |
| Teacher | 96.6 | * | +6.3 | 96.6 | 91.0 |

Observations and Next Steps

In 2022, only 3 teachers (out of a possible 6) and 6 parents (out of a possible 33) completed the Assurance Survey. In 2023 this increased to 6 teachers (out of a possible 6) and 15 parents (out of a possible 31). Steps will be taken by the administration to increase the parent participation in this survey.

Parents were happier with Student Engagement and Citizenship than they were the previous year. Students were given opportunities to learn from community members sewing skills. An Indigenous Elder was brought to the school to erect a tipi with students and provide teachings to go with the tipi.

Students were not as satisfied with Student Engagement as they were the previous year. This could be attributed to the removal of the “Power Hour” Fridays that occurred with the previous administration. Current administration and teachers want to focus more on academics with a good balance of extracurricular and cocurricular opportunities. Administration will be seeking feedback from students, parents, and staff to see what can be done to improve student engagement.



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| Priority Two | Wellbeing |
| Alberta Education Assurance Area | Teaching and Leading Learning Supports |
| Success and well-being is a priority in Aspen View Public Schools. Learning and working environments are inclusive, safe, welcoming and healthy. | |
| Outcomes | Greater success and well-being for all Provide quality instruction and learning opportunities for all students Provide appropriate supports to ensure student success for all |

| Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education. | | | | | | |
|---|---------------------|-----------------------|---|---|---------------------------------|------------------------|
| | Number of Responses | Grassland School 2022 | Grassland School Comparison to 2021 (+/-) | Grassland School Comparison to Alberta 2022 (+/-) | Grassland School 3 Year Average | Alberta 3 Year Average |
| Overall | 57 | 90.5 | +14.7 | +2.4 | 83.2 | 88.6 |
| Parent | 15 | 88.8 | +14.5 | +4.4 | 81.5 | 85.2 |
| Student | 36 | 82.7 | +5.3 | -3.0 | 80.0 | 85.8 |
| Teacher | 6 | 100.0 | * | +5.6 | 100.0 | 94.7 |



Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring and safe.

| | Number of Responses | Grassland School 2022 | Grassland School Comparison to 2021 (+/-) | Grassland School Comparison to Alberta 2022 (+/-) | Grassland School 3 Year Average | Alberta 3 Year Average |
|---------|---------------------|-----------------------|---|---|---------------------------------|------------------------|
| Overall | 57 | 86.9 | +15.2 | +2.2 | 79.3 | 85.4 |
| Parent | 15 | 93.3 | +10.7 | +7.7 | 87.9 | 86.2 |
| Student | 36 | 67.4 | +6.5 | -9.2 | 64.1 | 77.2 |
| Teacher | 6 | 100.0 | * | +8.0 | 100.0 | 92.8 |

Access to Supports and Services: Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

| | Number of Responses | Grassland School 2022 | Grassland School Comparison to 2021 (+/-) | Grassland School Comparison to Alberta 2022 (+/-) | Grassland School 3 Year Average | Alberta 3 Year Average |
|---------|---------------------|-----------------------|---|---|---------------------------------|------------------------|
| Overall | 57 | 78.8 | +12.0 | -1.8 | 72.8 | 81.1 |
| Parent | 15 | 70.7 | +14.0 | -5.0 | 63.7 | 76.5 |
| Student | 36 | 65.6 | -11.3 | -14.3 | 71.3 | 80.0 |
| Teacher | 6 | 100.0 | * | +13.8 | 100.0 | 86.8 |



Observations and Next Steps

Improvements have been noted in the quality of education and welcoming learning environments, which has been a goal for Grassland School.

Parents and teachers seem to be more positive in the area of student well being than the students themselves. Students at Grassland School do not feel that their learning environment is as welcoming, caring, or safe as the rest of the province does. It is concerning that only 65.6% of students agree that they have access to appropriate supports and services at school. Grassland School has a variety of supports used to improve the wellbeing of students. There is monthly access to Speech Language Pathologists, Occupational Therapists, Aspen View Student Services Consultant / Counsellor, and a Family School Liaison Worker. Administration and school staff will need to do a better job of informing students of the supports available.

Administration will ensure students are well aware of the supports that are available to them.

Grassland School Professional Development 2022 2023

Teachers that are teaching new curriculum have been attending regular sessions provided by Aspen View Schools. This has given them many resources and methods that can be used while working with students.

The staff at Grassland School are taking initial steps in a Collaborative Response program. This program is used to guide a variety of meetings that take place in a tiered approach to student success and well being.

Grassland staff were trained in SIVA (Supporting Individuals through Valued Attachments), which is an alternative to crisis-focused programs to deal with student behaviours.

Staff also attended a professional development day at Métis Crossing which will help them move further in their journey in Truth and Reconciliation.



| | |
|--|--|
| Priority Three | Engagement |
| Alberta Education Assurance Area | Governance Local and Societal Context |
| Decision making and assurance are based on a commitment to ongoing engagement, efficiencies and communication | |
| Outcomes | Educational partners contribute towards student success Resources are effectively managed to ensure learning supports, quality teaching and leading and optimum learning for all The district is grounded in effective, transparent, equitable and evidence-based practices. |

| Parental Involvement: Percentages of teachers and parents satisfied with parental involvement in decisions about their child's education. | | | | | | |
|--|---------------------|-----------------------|---|---|---------------------------------|------------------------|
| | Number of Responses | Grassland School 2022 | Grassland School Comparison to 2021 (+/-) | Grassland School Comparison to Alberta 2022 (+/-) | Grassland School 3 Year Average | Alberta 3 Year Average |
| Overall | 21 | 86.0 | +23.9 | +6.9 | 74.0 | 78.9 |
| Parent | 15 | 72.0 | +9.9 | -0.5 | 67.0 | 72.4 |
| Teacher | 6 | 100.0 | * | +14.3 | 100.0 | 85.5 |



Engagement Opportunities and Learnings

Grassland School is committed to ensuring community partnerships are maintained (RCMP, Fire Department, local businesses, local community groups). The school will ensure that community groups will be invited to school activities such as the annual Turkey Trot, Remembrance Day ceremony, and Christmas Concert. Students will be made available to assist with events such as the Grassland Agricultural Society with their events and any other community fundraising events. Students have learned the value of connecting with their local community.

The school will look for opportunities to have community members come into the school to work with our students (i.e. sewing). Student feedback from these opportunities has been positive.

The school has an excellent and active Parent Council that works closely with school administration and staff to make decisions regarding student success.

The school is committed to communicating with parents and stakeholders through telephone, email, meetings, the school website, PowerSchool, Alert Solutions messaging, Facebook and other media resources.

The school will stay committed to reaching out to families who do not currently attend Grassland School, but could in the future.

