



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

Harold Panabaker 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

Our School Focused on Improving

Harold Panabaker's Focus:

- Literacy: improving reading comprehension
- Numeracy: improving mental math computation and fluency
- Wellness: strengthening safe and caring environments for all
- Mandarin: increasing students' descriptive vocabulary and capacity to incorporate it into daily communication, reading, and writing

LITERACY:

As a literacy team, we focused on working towards improving students' reading comprehension. Teachers utilized strong instructional approaches to help students organize and analyze information gained through reading.

Teachers and leaders used information gained through professional development about the science of reading and utilized data from the CBE Decision Tree (Maze, Vocabulary, Spelling), report card stems and PAT results.

MATH:

As a math team, we focused on working towards improving students' mental math computation skills and fluency. Teachers utilized routines, common formative assessments, task design, and differentiation to support students' growth in mental math.

Teachers used information from specific formative diagnostic assessments throughout learning cycles (4-8 weeks) (CBE Algebra and Numeracy Pre- and Post-Assessment and Common School-based Diagnostic Assessments), daily check-ins, report card stems, and PAT results.

WELLNESS:

Teachers chose to focus on strengthening the safety of our school environment. Our work focused on creating caring environments in and out of the classroom. We determined this was important due to: report card ENDS (Citizenship and Character) from past years, student survey data (CBE Student Survey, Alberta Assurance Survey, Locally Created Surveys), and teacher observations.

MANDARIN:

We worked on increasing students' descriptive vocabulary in Mandarin and increasing their confidence to incorporate it into daily communication, reading, and writing. Teachers focused on using high impact teaching strategies to increase students' vocabulary, for example, teachers used the Neurolinguistic Approach to

Harold Panabaker School
Goals

intentionally incorporate vocabulary teaching into the literacy loops. Teachers used report card stems, pre- and post- assessments 3 times a year.

Literacy: help students
improve their reading
comprehension

Numeracy: mental math
computation and
fluency

Wellness: Strengthening
safe and caring
environments for all

Mandarin: increase
students' descriptive
vocabulary and
incorporate it into daily
communication, reading,
and writing

What We Measured and Heard

Literacy:

Our team focused on measuring the report card data for the ELA stem for reading (reads to explore, construct and extend understanding). When comparing the data from January 2024 to June 2024, we found a general upward trend of student growth in grades 7-9 and a downward trend for grades 5-6 in report card data for the reading stem. When comparing MAZE data from the beginning of the year to end of year, we found that grade 5 and 6 students had general upward achievement. Grade 7-9 Maze scores showed an increase of students in the intensive and strategic zones. When comparing vocabulary data from the beginning of the year to the end of year, we found that all grades showed improvement in comprehending vocabulary.

Report Card 2023-24: Reading Stem				
Grade	1 (Not Meeting)	2 (Basic)	3 (Good)	4 (Excellent)
5	0%	+5%	-2.5%	-2.5%
6	0%	+4.6%	-6.8%	+2.2%
7	0%	-3.6%	-5.1%	+8.6%
8	0%	-1.3%	+0.4%	-2.3%
9	+0.4%	-1.3%	+0.4%	0%

Maze (from CBE Reading Assessment Decision Tree RAD)				
Grade	Very Intensive	Intensive	Strategic	Benchmark
5	n/a	-30%	0%	+30%
6	-4%	-17%	0%	+17%
7	+5%	-6%	+7%	-8%
8	+9%	+11%	+5%	-27%
9	+2%	0%	+9%	-11%

Vocabulary (from CBE Reading Assessment Decision Tree RAD)			
Grade	Intensive	Strategic	Benchmark
5	0%	-5%	+5%
6	-4%	-9%	+13%
7	0%	-9%	+9%
8	-9%	-2%	+12%

9	-2%	-9%	+12%
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Math:

We primarily used the CBE Algebra and Numeracy Pre and Post Assessment and School-based Common Formative Diagnostic assessments to measure student growth in mental math computation and fluency. When comparing the data from September 2023 to June 2024, we found a general upwards trend for all grades, with a notable increase in level 3 and level 4, and decrease in level 2 in Grade 6, and an increase in level 3 to 4 in Grades 7 and 8. In Grade 9 we saw a decrease in level 1. In Grade 5, we did see an increase in level 4s, however, there was an increase in level 2s and a decrease in level 3s. It is important to note that the grade 5 population is a small sample size of 18 and 19 students for the pre- and post-assessments, respectively. In addition, we focused on measuring the report card data from the Math stems for Number in Grades 7-9 (Develops number sense and applies strategies for computation and estimation) and Grades 5-6 (Understands and applies concepts related to number patterns and algebra). When comparing data from January 2024 to June 2024, we found notable growth in level 4 in grades 8 and 9. In grade 5 the data shows a significant decrease in level 2 with a growth in levels 3 and 4.

Teachers made observations about students' fluency during daily mental math warm-ups/check-ins. We noticed that fluency and confidence in mental math ability increased. This was evident by an increase in students' willingness to share their answers to daily warm-up mental math questions with the class, and an increase in students' participating in discussions with their peers about their thinking and approaches (Math Talks). Students were able to complete mental math questions quicker with more accuracy in different content areas including...

CBE Algebra and Numeracy Pre and Post Assessment				
Grade	1 (Not Meeting)	2 (Basic)	3 (Good)	4 (Excellent)
5	0%	+19.7%	-28.9%	+9.2%
6	0%	-15.8%	+11.7%	+4.2%
7	-28.6%	+2.7%	+0.6%	+25.2%
8	-10.5%	-1.6%	-4.5%	+16.6%
9	-4.7%	+5.6%	-1.6%	+0.8%

Report Card 2023-24: Numeracy Stem

Grade	1 (Not Meeting)	2 (Basic)	3 (Good)	4 (Excellent)
5	0%	-25.0%	+20.0%	+5.0%
6	0%	0%	0%	0%
7	-1.0%	0%	-1.0%	+1.9%
8	+2.1%	-2.1%	-5.9%	+5.9%
9	-1.7%	-5.6%	-3.4%	+10.6%

Wellness:

When looking at Wellness data we used the following measures: student survey data (CBE Student Survey, Alberta Assurance Survey, Locally Created Surveys), and teacher observations.

	Fall strongly agree/agree	June strongly agree/agree	Difference
Adults at Harold Panabaker care about my safety and wellbeing	89%	90.5%	+1.5%
I have an adult in the building that I can go to if I need help with learning (academics).	89%	89%	0%
I have an adult in the building that I can go to if I need help with personal issues.	57%	55%	-2%
I feel safe in the washrooms.	69%	56%	-13%
I feel safe in the changing rooms.	70%	n/a	(due to changing room closure)

MANDARIN:

We primarily used Report Card Data and pre and post assessments to measure growth.

Pre and Post Vocabulary Assessments, September 2023 and June 2024

Grade	1 (Not Meeting)	2 (Basic)	3 (Good)	4 (Excellent)
5	-75%	+20%	+15%	+40%
6	-9%	-4%	+4%	+16%
7	-56%	-6%	+42%	+20%
8	-37%	+31%	+6%	+6%
9	-45%	-15%	+15%	+53%

Report Card 2023-24: Mandarin Reading Stem

Grade	1 (Not Meeting)	2 (Basic)	3 (Good)	4 (Excellent)
5	0%	-5%	+2.5%	+2.5%
6	0%	-10%	+2%	+8%
7	0%	0%	+5.2%	-5.2%
8	+6.3%	0%	0%	-6.3%
9	0%	-7.7%	+7.7%	0%

Report Card 2023-24: Mandarin Speaking Stem

Grade	1 (Not Meeting)	2 (Basic)	3 (Good)	4 (Excellent)
5	0%	-2.5%	+2.5%	0%
6	0%	-20%	+10%	+10%
7	0%	-2.7%	+2.7%	0%
8	+3.1%	0%	0%	-3.1%
9	0%	-7.7%	+7.7%	0%

Report Card 2023-24: Mandarin Writing Stem

Grade	1 (Not Meeting)	2 (Basic)	3 (Good)	4 (Excellent)
5	0%	+2.5%	+2.5%	-5%
6	0%	+8%	-6%	-2%
7	0%	0%	-5.3%	+5.3%
8	0%	0%	+3.2%	0%

9	0%	+3.9%	0%	-3.9%	
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Analysis and Interpretation

What We Noticed Numeracy CBE Algebra and Numeracy Assessments indicate an overall improvement of mental math computation skills in Grades 5,6,7 8 and 9. Coupled with anecdotal evidence, students have grown in their mental math fluency and overall confidence as math learners. Literacy From looking at data from Report Card Stems, Core Maze (screener) and Core vocabulary (screener) we saw overall growth in reading comprehension, particularly at the grade 7-9 level. Students also improved vocabulary comprehension in all grade levels. Well-being Data from our school created survey and the CBE Student Survey indicated that students felt that teachers cared for students' wellbeing and safety. Students	Celebrations Numeracy - Students' mental math computational skills and numeracy understanding improved across all grades Literacy - Improved visual data tracking - Improved vocabulary comprehension - Increased professional development opportunities to learn about CBE decision tree assessments and their intended purpose Well-being - 90% of students felt their teachers cared about them and their safety	Areas for Growth Numeracy - Increase formative and timely feedback throughout learning cycles - Provide targeted intervention for students at all grade levels - Provide more opportunities for enrichment, especially for gifted students - Build on reasoning and precision through spaced practice across all units Literacy - Calibrate assessments within subject areas and across grades - Improve student awareness, ownership and engagement in literacy strategies for reading comprehension - Continue to provide staff with professional development opportunities to increase capacity in literacy instruction - Increase opportunities for students to work on building reading comprehension tasks Well-being - Increase hallway supervision at the beginning and end of day, and during class changes
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indicated that they had an adult in the building to go to for support with their learning needs. The data indicated that students felt supported, and a high number of students felt they had support for academic and learning. This data showed that not all students identified an adult in the building that they were going to for personal issues. Mandarin The majority of grades showed improvement in higher levels (Levels 3 and 4), indicating that many students are advancing their reading skills. Most grades have improved their speaking levels, except for Grade 8, which shows some increase at Level 1. In terms of writing, most grades show decreases at Level 4 and increases at Level 2. Students across all grades have made steady improvements in expanding their vocabulary. Vocabulary assessments from September to June showed there was a significant decline in the number of students at level 1 across all grades, along with an increase at level 3 and level 4.	- Students' feelings that adults care about their safety and wellbeing increased during the year - The closure of the changing rooms helped students feel safe and listened to, as action was taken Mandarin - Students have demonstrated increased confidence and proficiency in speaking Mandarin - There has been notable improvement in students' reading skills - Participation in the K-9 Mandarin Speaking Benchmark and Rubric sessions has enhanced teachers' understanding of speaking assessments and their ability to design high-impact speaking tasks	- Use hall passes consistently with one student out of each class at a time - Use of Connect time to build engaging student/staff activities to help build connections - Use other measures for wellbeing data besides survey results which can be subjective Mandarin - Focus on teaching students to apply new vocabulary in meaningful ways to construct sentences, paragraphs, and stories - Mandarin teachers will participate in the CBE K-9 Writing Benchmark sessions to deepen their understanding of writing assessments and instructional strategies
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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

Required Alberta Education Assurance Measures - Overall Summary Spring 2024

School: 9643 Harold Panabaker School

Assurance Domain	Measure	Harold Panabaker 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	87.0	84.4	84.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	72.3	70.6	72.9	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	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	n/a	100.0	100.0	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	81.8	81.8	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	63.9	63.9	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	17.1	17.1	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	85.3	83.1	84.5	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.7	78.9	80.0	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	79.0	78.9	78.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	79.2	83.0	75.5	79.5	79.1	78.9	High	Maintained	Good