



Royal Oak School

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School Improvement Results Reporting| 2023-24

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

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

- Phonological awareness and decoding
- Explaining mathematical thinking
- Students feeling accepted by peers

We chose to focus on these areas as our student data, as measured on report cards and on provincial assessments (LeNS, CC3 and Numeracy), indicated that gaps in these areas were limiting students' ability to engage in more complex reading and math problems. We also noticed, based on the CBE Student Survey results as well as teacher perception data, that students needed assistance with building their skills around problem solving when they had friendship issues.

What We Measured and Heard

We primarily used the LeNS, CC3 and Numeracy assessments to measure growth in the areas of literacy and mathematics (Fall to Spring data comparisons). We noted the following improvements in students moving from “at risk” to “not at risk,”

LeNS – Changes in not at-risk population

Grade 1	+4.96%
Grade 2	+5.83%

CC3 – Changes in not at-risk-population

	Regular Words	Irregular Words	Non Words
Grade 1	+8.94%	+4.91%	+7.38%
Grade 2	+7.44%	+6.61%	+8.26%
Grade 3	+5.17%	+3.44%	+7.76%

Numeracy – Changes in not at-risk population

Grade 1	+0%
Grade 2	+7.50%
Grade 3	+2.53%

Along with improvements on these standardized assessments (Fall to Spring), we also noticed an improvement in reading and writing with most students improving in the indicators of 3 and 4 on the report card in “reads to explore and understand” and “writes to express information and ideas.” In mathematics, we saw an increased understanding in “number and patterns” with a 5-12% increase in the numbers of 3s and 4s awarded on the report card in June 2024.

As part of the grade 4 Assurance Measures, students were asked how they felt about working through challenging math problems and reading words that are difficult to decode. Students were proud to share their accomplishments in reading and mathematics; they reported feeling that they had more strategies to use when things get tough than they did at the beginning of the year.

On the Alberta Education Assurance Measures, parents, students and teachers feel that students are receiving a very high quality of education. Parents also report feeling a high level of involvement in their child’s education.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
LeNS, CC3 and Numeracy Assessment data indicate that there has been a significant decrease in the percentage of students in the at-risk category at each grade. Coupled with data from the CBE Student Survey and questions posed to students in class, this data not only points to improvements in students' reading and math skills, but also to their confidence levels in engaging in difficult learning tasks. The numbers of students in math "at risk" has improved with the exception of some students requiring additional supports in grade 1. In addition to student data, parents have also reported that they feel they are more involved in their child's education. In regards to "student learning engagement" on the Alberta Assurance Measures, we have noticed a decline from our previous 3 year average. This is an area where we will focus attention on inquiry/project-based work. On the Student Well Being survey – students report when asked "I am interested in things I am learning at school, 86% replied "absolutely" or "yes."	▪ Students' decoding skills have improved. ▪ Students' numeracy skills have improved. ▪ Students are better at explaining their mathematical thinking in multiple ways. ▪ Student use of URStrong strategies to solve peer problems has improved. ▪ Written feedback from students and student surveys indicates that students feel safe at school and like coming to school.	▪ Incorporate decodable texts into daily literacy practice. ▪ Need for students to be able to clearly articulate what they need to do and how they can get there. ▪ Connect conceptual understanding to procedural fluency in mathematics. ▪ Increase the use of math talks in the classroom. ▪ Increase use of project-based learning to increase student engagement. ▪ Students being able to solve peer-to-peer issues with less adult help.

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:

Assurance Domain	Measure	Royal Oak 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	77.8	82.5	91.3	83.7	84.4	84.8	n/a	Declined Significantly	n/a
	Citizenship	80.0	83.7	91.2	79.4	80.3	80.9	High	Declined Significantly	Issue
	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	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	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	90.7	90.8	95.4	87.6	88.1	88.6	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.9	87.9	93.0	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	73.1	75.7	76.9	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	80.9	84.0	84.6	79.5	79.1	78.9	High	Maintained	Good

