



Mount Royal School

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School Improvement Results Reporting | For the 2024-25 School Year

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 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- Learning Excellence
 - Strong student achievement for lifelong learning and success
- Well-Being
 - Students and employees thrive in a culture of well-being
- Truth & Reconciliation, Diversity and Inclusion
 - Students and employees experience a sense of belonging and connection.

Learning Excellence School Goal: Through engaging in high quality assessments, students will move their learning forward.

Outcome: Students will increase their sense of agency in the assessment process.

Outcome Measures: OurSCHOOL Survey Fall 2024/Spring 2025, Assessment and Reporting Teacher Self-Assessment Tool

Celebrations

- Increase of 4% in students reporting opportunities to use self-assessment strategies in their classes between Fall 2024 and Spring 2025 (OurSCHOOL Survey)
- Increase of 4% in students reporting opportunities to use peer-assessment strategies in their classes between Fall 2024 and Spring 2025 (OurSCHOOL Survey)
- Students identified strong teaching practices that supported their engagement in classes – including the use of interactive and varied activities (e.g. Kahoot, puzzles, challenges, hands-on activities, group work, videos and visuals), supportive relationships with staff and the development of safe and welcoming classroom environments, and student-centred approaches to learning. (OurSCHOOL Survey)
- Teacher's use of peer and self-assessment through task re-design, and creation, increased across curricular areas.
- Using the Assessment and Reporting Teacher Assessment Self-Assessment tool, 83% of teachers characterized their self-assessment practices as proficient, and 75% reported themselves as proficient in elevating student agency within the assessment process.

Areas for Growth

- Increasing opportunities to provide multiple entry-points into tasks and assessments to increase student engagement in learning within task design.
- Continuing to leverage formative assessment practices in task design and assessment
- Continuing to leverage opportunities for students to engage in peer-assessment during learning cycles

Next Steps

- Identify and engage in professional learning around differentiation in task design and assessment
- Leverage ongoing task design and assessment work to build capacity around differentiation
- Development of a common resource bank of grade-level differentiated tasks for teachers to utilize in their lesson plans
- Provide dedicated time for grade team meetings

Well-Being Goal: Students' sense of belonging and connection at school will increase.

Outcome: Students' sense of belonging will increase through their engagement with inclusive and diverse resources, tasks, and assessments throughout the school day.

Outcome Measures: OurSCHOOL Survey, CBE Student Survey, Alberta Education Assurance (AEA) Survey

Celebrations

- Students' sense of belonging at school, between Fall and Spring of 2024-25, increased from 74% to 77%. (OurSCHOOL Survey).
- 3.69% increase in agreement with the statement "I feel welcome at school" from 2023-2024 to 2024-2025 survey (CBE Student Survey).
- Students report high levels of well-being, self-esteem, and positive relationships in their lives that are at or well-above those of Canadian Norms for this age group (OurSCHOOL Survey).
- 100% of students reported agreement with "There is at least one adult at school who I really connect with" (CBE Student Survey).

Areas for Growth

- Disaggregated data on sense of belonging showed a decrease of 3% in grade 9 between Fall 2024 and Spring 2025 (OurSCHOOL Survey).
- 59% of students felt that their culture was represented in school (CBE Student Survey). There was also a slight decrease in students' awareness of their own culture 72% to 70%, and awareness of other cultures 84% to 83% (OurSCHOOL Survey).
- 95.19% of students reported that they agree that teachers want them to be successful, and 94.26% reported that teachers care about them, however only 49.75% of students agreed that teachers checked in with them often about their well-being (CBE Student Survey).
- Student Learning Engagement on the Alberta Education Assurance Measures Survey showed an overall 6.3% decline from our previous years' result. While teacher and parent-reported engagement is lower than the provincial average, student-reported engagement at Mount Royal, 78.1%, is 8.8% above the provincial average.
- An overall decline in reported agreement within the Citizenship and the Welcome Caring and Safe School measures, by 5.5% and 5.3% respectfully, however, the student and teacher reported percentage agreement in these measures are well above the provincial average last year (Alberta Education Assurance Measures Survey).

Next Steps

- Increase the visibility of Mount Royal's cultural diversity. Identify structures and processes that currently exist within the school that highlight Mount Royal's diverse culture. Based on these findings, identify new structures and processes that would support making Mount Royal's diverse culture more visible.
- Reflecting upon and then adjusting the routines and structures we have as a school to check-in on student well-being.

Our Data Story:

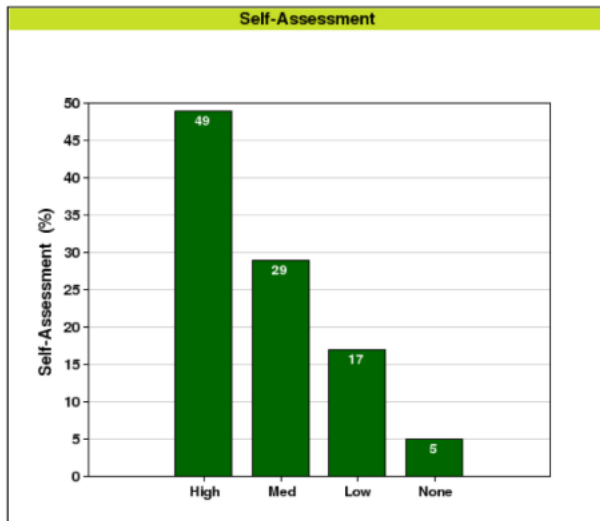
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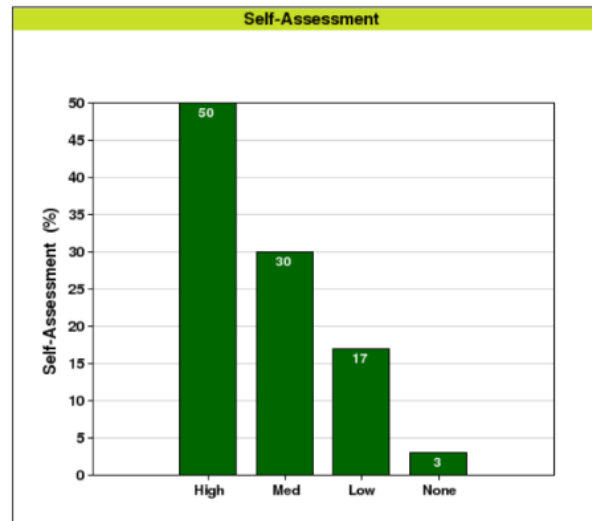
Outcome Measures: OurSCHOOL Survey Fall 2024/Spring 2025, Assessment and Reporting Teacher Self-Assessment Tool

OurSCHOOL Survey:

Fall 2024



Spring 2025



Students were asked: “I have opportunities in my classes to self-assess my work before submitting it to be assessed by my teacher”:

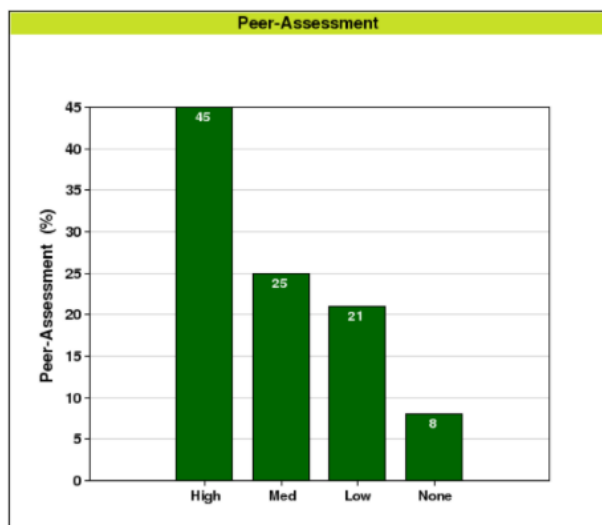
Yes, I have been given this opportunity regularly in all of my classes (High)

Yes, I have been given this opportunity regularly in some of my classes (Med)

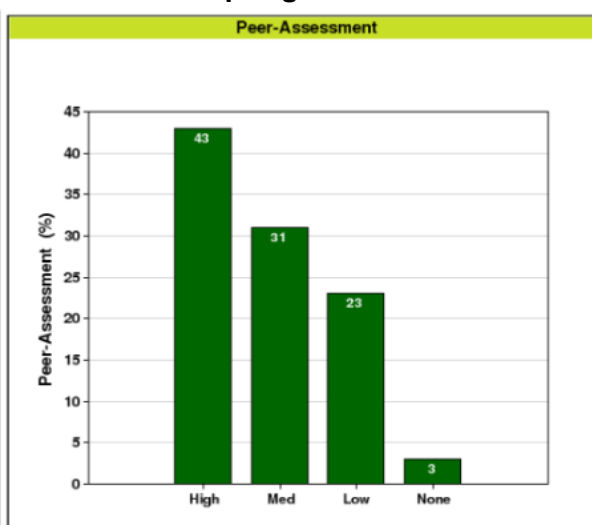
Yes, I have been given this opportunity a few times in some of my classes (Low)

No, this does not occur in any of my classes (None)

Fall 2024



Spring 2025



Students were asked: “I have opportunities in my classes to receive feedback on my work from peers before submitting it to be assessed by my teacher”:

Yes, I have been given this opportunity regularly in all of my classes (high)

Yes, I have been given this opportunity regularly in some of my classes (Med)

Yes, I have been given this opportunity a few times in some of my classes (Low)

No, this does not occur in any of my classes (None)

Within the OurSCHOOL open-ended survey, students were asked: “What kinds of things do teachers do in your classes to keep you engaged during learning?” Through a comparison of responses in Fall 2024 and Spring 2025, the following themes connected to engagement in learning were consistent throughout the school year:

Theme	What It Looks Like
Engagement Through Fun & Variety	Games, videos, projects, jokes, music, experiments, group work
Positive Teacher-Student Relationships	Humor, support, kindness, fairness, understanding student needs
Student-Centered, Multi-Modal Learning	Visual, hands-on, collaborative, and differentiated approaches to meet diverse learning styles

These themes remained consistent from Fall 2024 to Spring 2025, however in the data many students noted that lessons that only included slideshows, worksheets or booklets did not inspire engagement with learning. Additionally, within the Spring 2025 survey, approximately 17% of respondents responded to this question with “yes”, “no”, “nothing” or “I don’t know”. Triangulation of this data with other sources did not provide needed clarity as in the AEA Survey, students reported “Very High” agreement with the statement that “students are engaged in their learning”, and students reporting “interest” in their core classes (ELA, Math, Science, and Social Studies) showed a decrease in percentage of agreement in each core subject area.

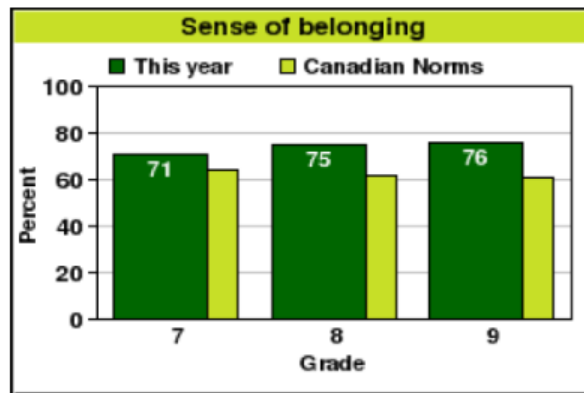
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Outcome: Students' sense of belonging will increase through their engagement with inclusive and diverse resources, tasks, and assessments throughout the school day.

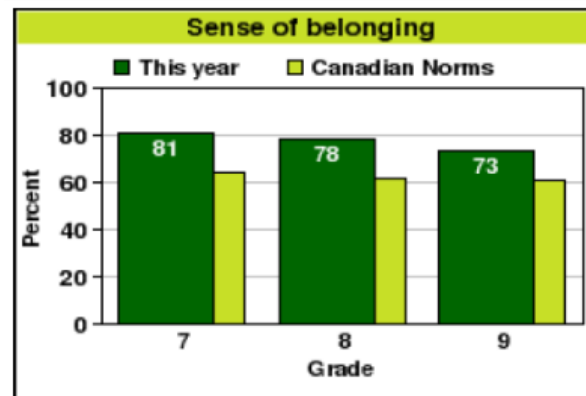
Outcome Measures: OurSCHOOL Survey, CBE Student Survey, Alberta Education Assurance (AEA) Survey

OurSCHOOL Survey

Fall 2024



Spring 2025



Level of agreement of "Students who feel accepted and valued by their peers and by others in their school."

Whole-school data showed an overall increase of 3% in students' sense of belonging at school. In Fall 2024, students reported 74% agreement, and this increased to 77% in Spring 2025. This level of agreement is well-above Canadian norms for this age group. From Fall to Spring, disaggregated data by grade showed sense of belonging increased in grades 7 and 8 from Fall to Spring, and a decreased by 3% in grade 9.

CBE Student Survey

Heart - To Belong

I feel included at school.	12	11	0	9	8	7	6	5	4	Overall
Overall Agreement %	NRP	NRP	NRP	72.22%	76.24%	NRP	NRP	NRP	NRP	74.01%
I feel welcome at school.	12	11	0	9	8	7	6	5	4	Overall
Overall Agreement %	NRP	NRP	NRP	77.95%	81.19%	NRP	NRP	NRP	NRP	79.39%
My teacher(s) want me to be successful.	12	11	0	9	8	7	6	5	4	Overall
Overall Agreement %	NRP	NRP	NRP	92.24%	98.91%	NRP	NRP	NRP	NRP	95.19%
My teacher(s) care about me.	12	11	0	9	8	7	6	5	4	Overall
Overall Agreement %	NRP	NRP	NRP	91.30%	97.87%	NRP	NRP	NRP	NRP	94.26%
There is at least one adult at school who I really connect with.	12	11	10	9	8	7	6	5	4	Overall
Overall Agreement %	NRP	NRP	NRP	100.00%	100.00%	NRP	NRP	NRP	NRP	100.00%

Student level of agreement with the statements “I feel included at school” and “I feel welcome at school” are fairly consistent with the data reported by students in the OurSCHOOL survey.

Literacy Framework

I understand what I read.	12	11	10	9	8	7	6	5	4	Overall
Overall Agreement %	NRP	NRP	NRP	99.19%	99.00%	NRP	NRP	NRP	NRP	99.11%
I feel a connection to the texts (books, land, pictures, videos) I read and hear in class.	12	11	10	9	8	7	6	5	4	Overall
Overall Agreement %	NRP	NRP	NRP	75.65%	75.53%	NRP	NRP	NRP	NRP	75.60%
I am a good (competent) writer.	12	11	10	9	8	7	6	5	4	Overall
Overall Agreement %	NRP	NRP	NRP	86.84%	88.04%	NRP	NRP	NRP	NRP	87.38%
I can contribute to conversations about books, poems, non-fiction or other texts.	12	11	10	9	8	7	6	5	4	Overall
Overall Agreement %	NRP	NRP	NRP	88.50%	88.66%	NRP	NRP	NRP	NRP	88.57%
My reading and writing skills help me achieve my future goals.	12	11	10	9	8	7	6	5	4	Overall
Overall Agreement %	NRP	NRP	NRP	89.38%	91.40%	NRP	NRP	NRP	NRP	90.29%
I know what to do next to improve my reading skills.	12	11	10	9	8	7	6	5	4	Overall
Overall Agreement %	NRP	NRP	NRP	88.79%	82.76%	NRP	NRP	NRP	NRP	86.21%
I know what to do next to improve my writing skills.	12	11	10	9	8	7	6	5	4	Overall
Overall Agreement %	NRP	NRP	NRP	91.74%	85.39%	NRP	NRP	NRP	NRP	89.05%

75.60% of students in grades 8 and 9 agree with the statement “I feel a connection to the texts (books, land, pictures, videos) I read and hear in class, which points to levels of engagement as well as students feeling represented in the texts they work with in class.

Alberta Education Assurance Survey

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
At school, I feel like I belong	2021	76	45	41	7	5	3	86
	2022	88	28	48	9	1	14	76
	2023	136	38	49	8	2	4	86
	2024	101	26	53	13	5	3	79
	2025	100	25	53	15	3	4	78

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
I feel welcome at my school	2021	81	63	33	1	0	2	96
	2022	88	41	48	3	5	3	89
	2023	136	43	49	4	2	2	91
	2024	100	35	48	10	5	2	83
	2025	98	32	56	6	4	2	88

While student reporting of belonging dropped slightly by 1% from 2024 to 2025 in the AEA, data connected to student sense of belonging at school remains consistent with other sources (OurSCHOOL and CBE Student Survey). Student reporting of feeling welcome at school was significantly higher on the AEA than on other measures such as the OurSCHOOL and CBE Student Survey.

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Fall 2025



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

School: 9639 Mount Royal School

Assurance Domain	Measure	Mount Royal 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	83.4	89.7	89.4	83.9	83.7	84.4	Intermediate	Declined	Issue
	Citizenship	79.7	85.2	86.0	79.8	79.4	80.4	High	Declined	Acceptable
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	70.7	69.3	64.7	62.5	62.5	62.6	Intermediate	Improved	Good
	PAT9: Excellence	21.2	23.7	20.0	15.6	15.4	15.5	High	Maintained	Good
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.0	89.7	88.7	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.2	88.5	89.7	84.4	84.0	84.9	Intermediate	Declined	Issue
	Access to Supports and Services	85.5	77.9	80.0	80.1	79.9	80.7	High	Improved	Good
Governance	Parental Involvement	83.4	79.6	80.7	80.0	79.5	79.1	Very High	Maintained	Excellent