

**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

Mount Royal 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:

■ Task Design and Assessment

In 2023-2024 we chose to focus on designing high quality tasks for students to develop a through-line in each subject area where specific attention was placed on literacy, mathematics, and well-being in a holistic way. School data guiding this focus included:

- Report Cards
- PATs
- Diagnostic Assessment (DIBELS, MIPI)
- Perception Data (CBE Student Survey and OurSCHOOL survey)

Assessment-focused data (report cards and PATs) indicated that students have a wide range of confidence in areas of literacy and mathematics. Perception data confirmed these findings, as trends across grade levels indicated that approximately:

- 29% of students strongly agreed that they know next steps to improve their reading skills
- 37% of students strongly agreed that they know what to do next to improve in mathematics
- 23% strongly agree that they share ideas and ask questions in mathematics
- 22% strongly agreed that they ask for help when they need it.

In addition, results from the CBE Student Survey showed that some students at our school have fairly high levels of anxiety.

In response to this data, teachers worked to design tasks that embedded formative assessment with the intention of increasing student ability to understand curricular content and co-determine next steps for learning. Formative assessment positively supports student growth and achievement because teachers are continually and intentionally responding to where students are at in their learning in both whole-class and personalized ways. When teachers design high quality tasks and assessments that provide opportunities to ask questions and receive feedback for learning, this helps to reduce overall anxiety of students. Focusing on task design and assessment in this way allowed for a whole-school approach that placed students at the centre of the work we do.

Teachers engaged in specific professional learning rooted in the CBE Literacy and Math Frameworks as well as the Assessment and Reporting in CBE document. To guide formative assessment, teachers worked with five questions to monitor their impact when using formative assessment strategies (from Erkens, Schimmer, and Vagle):

1. Does my feedback elicit a productive response?

2023-2024 School Goals

- Task Design and Assessment

2. Does my feedback identify what's next for the learner?
3. Is my feedback targeted to each learner's level?
4. Does my feedback cause thinking?

To further narrow the focus of improvement, Humanities teachers focused on using formative feedback to improve reading comprehension, Mathematics focused on improving student fluency and accuracy when working with decimals and fractions, and Physical Education teachers worked on relationship mapping to identify students who had high levels of anxiety.

What We Measured and Heard

In Humanities we utilized diagnostic assessments, school-wide common writing assessments, and final exams to measure impact. The DIBELS Maze, a reliable measure of reading comprehension, showed the following results from the beginning of the year and mid-year:

	Level of Risk	Beginning Year	Mid-Year
Grade 7	Negligible Risk	30%	32%
	Minimal Risk	28%	22%
	Some Risk	17%	29%
	At Risk	25%	17%
Grade 8*	Negligible Risk	31%	47%
	Minimal Risk	33%	16%
	Some Risk	14%	13%
	At Risk	22%	24%
Grade 9	Negligible Risk	38%	63%
	Minimal Risk	28%	22%
	Some Risk	26%	7%
	At Risk	8%	7%

*Assessment information for the Grade 8 cohort Mid-Year should be read with caution given the low number of students represented in this cohort for the mid-year assessment.

While the norms for the DIBELS Maze do not correspond to specific grade level curriculum in Alberta, students achieving in the Negligible Risk and Minimal Risk categories might be interpreted as reading at grade level, student achieving at the Some Risk category are approaching reading at grade level, and students falling in the At-Risk category are not yet reading at grade level. The Grade 7 cohort saw an increase in the percentage of students in the Negligible Risk category, and a decrease in the percentage of students in the At-Risk category. In Grade 8, this cohort saw a significant increase in the percentage of students in the Negligible Risk category and a slight increase in the At-Risk category. The Grade 9 cohort saw similar significant gains in the Negligible Risk category and a slight decrease in the percentage of students in the At-Risk category. Overall, students at Mount Royal demonstrated improvement in reading comprehension skills.

Report Card data for the ELA stem: Reads to explore, construct, and extend understanding showed a slight increase in the number of students achieving a 2 from June 2023 to June 2024, and an increase of 4.43% in the number of students achieving a 3 on this report card stem during this same period. The number of students achieving a 4 on this stem decreased 4.52% from June 2023 to June 2024. On the ELA 9 PAT, 91.3% of Mount Royal students achieved the Acceptable Standard on the exam, with 17.4% of these students achieving the Standard of Excellence. These results outperformed the province by 7.9% and 3.6% respectively. As the school's goal for

improvement in literacy focused on reading comprehension, the results for Mount Royal students, specifically on the Part B of the exam were equally as impressive, as 90.2% of students achieved the Acceptable Standard on this part of the exam which was 11.3% higher than the province.

In Mathematics, we utilized report card, final exams and PAT results to measure impact. Within the report card stem: Develops number sense and applies strategies for computation and estimation, the number of students achieving a 4 increased 5.21% from June 2023 to June 2024. On the Math 9 PAT, Mount Royal students outperformed the province, as 84% of students achieved the Acceptable Standard, 22.9% higher than the province, and 26.6% of students at Mount Royal achieved the Standard of Excellence, which was 10.7% higher than the province. When examining specific questions on both the Part A and B of exam connected to Number, Mount Royal students outperformed the province on every question.

In Well-Being, we utilized formal and informal surveys, observations, conversations, and relationship mapping to better understand student need. Within the Alberta Education Assurance Survey, there was high agreement between across all categories related to school connectedness and belonging. Some highlights included students reporting that they felt safe at school (85%), and that they felt welcome (83%). Stakeholders also reported that it is easy to get assistance from teachers (85%) and that teachers care about students (86%).

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Within the Humanities there was strong cohort of students who read and comprehend content effectively at grade level, however, there is still a significant percentage of students that require further skill development to support their reading comprehension. Mathematics teachers reported growth in student achievement connected to increased fluency and accuracy when working with fractions and decimals. This was evidenced by strong report card and PAT grades.	▪ Mount Royal students performed exceptionally well on PATs, outperforming the province in English and Mathematics. ▪ Mount Royal parents continue to report high levels of satisfaction with the overall quality of education their students receive at the school, and high levels of satisfaction that students are demonstrating the knowledge, skills and attitudes necessary for lifelong learning ▪ Students and parents continue to report very high levels of feeling safe at school, the importance of	▪ In Humanities and Mathematics, we want to continue to refine and embed formative assessment routines by increasing student agency in the assessment process through self and peer assessment. ▪ In Humanities and Mathematics, we want to focus on the development of common high-quality assessments across each discipline. ▪ In Well-being, we want to continue to refine relationship mapping processes to identify students who require support to create an even

The use of relationship mapping within Physical Education classes helped teachers to identify students who were feeling disconnected from school. This led to intentional teacher actions with identified students to help them feel less anxiety and greater connection within the school community.	caring for others, are learning respect for others and are treated fairly at school.	stronger sense of belonging and connectedness at the school. ▪ Taking more intentional actions to support students who are at risk with appropriate supports and services
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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	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	89.7	89.5	89.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	85.2	86.1	86.4	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	60.0	60.0	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	16.3	16.3	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	89.7	88.9	88.2	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.5	90.7	90.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	77.9	82.2	81.0	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	79.6	81.4	81.3	79.5	79.1	78.9	High	Maintained	Good

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