



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

Ramsay 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

Ramsay School Goals

- Calibrating Assessment with new curriculum
- Use incremental assessments to develop conceptual understanding
- Develop whole school connectedness

Our School Focused on Improving

We chose to focus on the holistic goal of assessment as our data showed that there were consistent gaps in learning across the school. Our student data as measured on report cards and provincial assessments (LeNS, CC3 and Numeracy) indicated that gaps in these foundational skills 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 perceptions, that students needed to develop a sense of connection and belonging across the school.

Through the holistic goal of assessment, we focused our work on the following three outcomes:

- Developing calibrated assessments for the new curriculum with a focus on literacy
- Use incremental assessments to develop conceptual understanding of mathematics
- Develop connection and belonging through the Indigenous Education Holistic Learning Framework

Specifically, we designed incremental assessments that calibrated to the new curriculum. These provided information for teachers to design tasks appropriate for all student levels.

We focused on the principle of assessment: "assessment makes explicit connections to the intended learning goals and providing actionable feedback to support student self-confidence".

What We Measured and Heard

We primarily used the LeNS, CC3 and Numeracy assessments to measure growth in the areas of literacy and mathematics. We noted the following improvements:

LeNS – Changes in not at-risk population

Grade 1	+17.0%
Grade 2	+8.7%

CC3 – Changes in not at risk-population

	Regular Words	Irregular Words	Non Words
Grade 1	+11.3%	+3.8%	+7.5%
Grade 2	No Change	+4.3%	+2.2%
Grade 3	+13.3%	+4.4%	+11.1%

Numeracy – Changes in not at-risk population

Grade 1	+3.8%
Grade 2	+2.2%
Grade 3	+9.3%

Along with improvements on these standardized assessments, we also noticed an improvement in both our Grade 4-6 Our School Survey and Grade 1-3 CBE Student Survey perception from last year to this year in relation to their understanding of what they read and confidence in learning mathematics.

Student surveys in all grades showed that while students feel they have an understanding and enjoy reading and mathematics, they are reluctant to try new challenges and struggle to complete a task when things become hard. This was also noted by teachers in all classes.

During the school year, we focused much of our well-being work on developing connectedness and belonging through the Indigenous Education Holistic Learning Framework. Each class developed this thinking in unique ways and students reflected through perception surveys that there is a high level of connectedness and belonging across the school.

On the Alberta Education Assurance Measures (AEAM), there was an increase in the percentage of parents who agree that students are engaged in their learning. Alongside a very high agreement, students at Ramsay School are offered high-quality learning opportunities. AEAMs indicate that there is still work to be done regarding accessing supports and services at school and within the CBE.

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 these data not only point to improvements in students' reading and math skills but also to their confidence levels in each core subject. In addition to student data, parents have also reported that they are feeling more confident that are engaged in their learning at school and home.	▪ Students' decoding skills have improved ▪ Students' numeracy skills have improved ▪ Students are confident in their learning ▪ Parents have a very high agreement that students are both engaged in their learning and are receiving high-quality education	▪ Incorporate decodable texts into daily literacy practice ▪ Provide targeted intervention for students at all grade levels ▪ Develop procedural fluency through a focus on number sense ▪ Increase student resilience when faced with challenging tasks

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	Ramsay 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	90.6	88.3	88.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	89.0	85.2	88.6	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	81.0	81.0	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	4.8	4.8	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	95.1	95.4	96.4	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.5	90.5	91.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	76.4	66.0	74.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	80.5	87.9	88.4	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