

**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

Louis Riel School

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

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.

Louis Riel 2024-2025 Goal: Student achievement in literacy and mathematics will improve

Outcome One: Student achievement in reading and writing will improve

Outcome Two: Student mathematical procedural fluency will improve

Celebrations

Student achievement in reading and writing improved

- Report card data showed improvement across grades
- Acadience progress monitoring showed decrease in Red and Yellow in most* grades
 - Grade 1 Showed the largest decrease in Red and the most growth in Blue
 - Grade 8 showed a decrease in Yellow and Red and a significant increase in Green
- *Grade 6 was an outlier with a growth in both Yellow and Blue
- Alberta Educationm early years assessments, LeNS and CC3, showed fewer students at risk across grades with no students at risk in Grade 2
- PAT % below acceptable standard remains well below provincial average despite increase

Student mathematical procedural fluency improved

- Report card data showed improvement across most* grades
- *Although Gr. 2 and 5 both decreased in 4s the drop was offset by a near-equal increase in 3s to show improvement
- Gr. 6 and 9 PAT average results show 21.4% fewer Louis Riel students were below acceptable standard than the provincial average

Areas for Growth Identified in Data Review

- Identification and progress monitoring of cohorts in literacy and numeracy achievement (ongoing and year over year/longterm) for response to intervention and instructional planning.
- Providing more opportunities for learners to practice and consolidate literacy and numeracy skills and knowledge (following direct instruction and receiving actionable feedback)
- Explicit and direct instruction of number sense to enhance conceptual understanding and improve procedural fluency.
- Calibrate assessment and reporting of student achievement across divisions and align report card outcomes data with PAT achievement standards

Next Steps to Inform School Development Planning

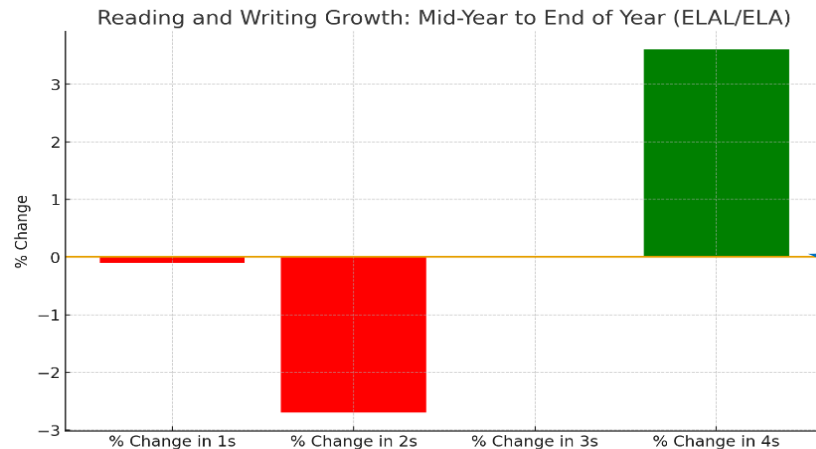
- Continued use of the Reading Assessment Decision Tree to guide next steps to support students
- Continued daily structured and explicit instruction connected to GPCs* fluency protocols, routines, and strategies (Literacy and Math)
- Utilize high-impact strategies to explicitly teach and support planning, idea development, organization, edits
- Develop and apply progress monitoring structures and processes for Math
- Continue use of Acadience progress monitoring across all grades

Louis Riel's Data Story:

Outcome One: Student achievement in reading and writing will improve

Measure: ELAL and ELA Report Card Data will show growth by year end

Measure: Report Card Data Summary Chart: ELAL/ELA

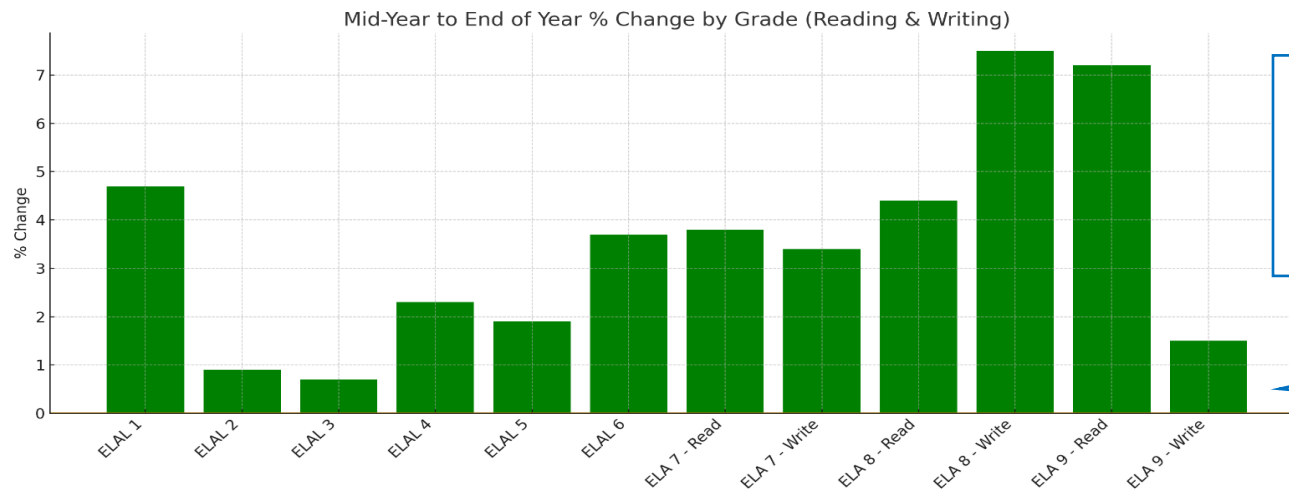


Changes in ELAL and ELA Report Card Data by Year End

This chart combines two key stems: ***Reads*** to explore and understand and ***Writes*** to develop, organize and express information and ideas to provide a summary of total growth by year end.

Noteworthy: report card data for all grades showed an overall increase in 4s (3.7%), a decrease in 2s (2.7%) and a modest decrease in 1s (0.1%) by year end.

Measure: Report Card Data by Grade: ELAL/ELA

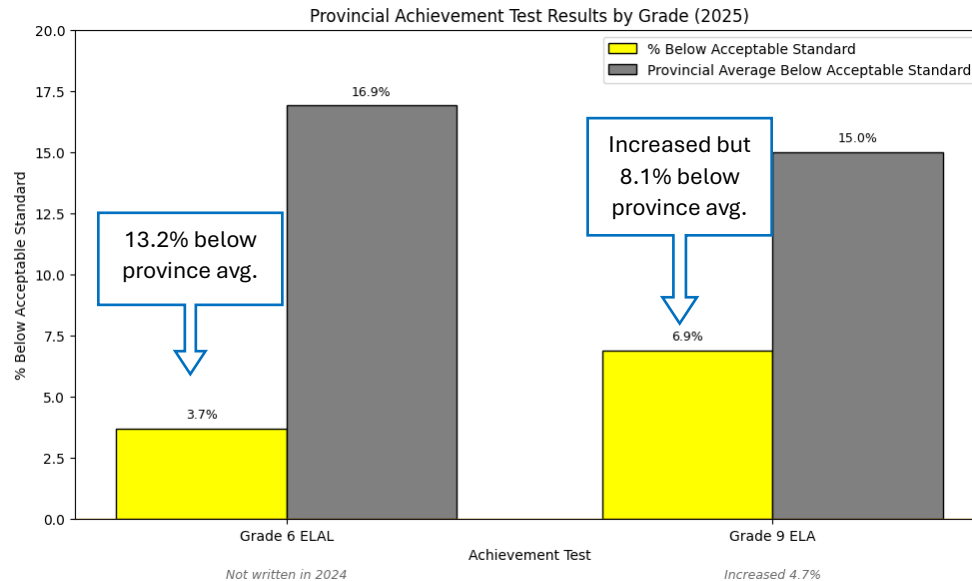


Louis Riel's progressive strategy for literacy improvement begins with an instructional emphasis on the development of foundational skills in reading for K-6 and expands to include additional emphasis on writing for grades 7-9.

Noteworthy: All grades showed growth in 4s across all stems

Measure: Provincial Achievement Test Data: ELAL and ELA

- English Language Arts PATs will see fewer students below acceptable standard



Measuring the number of students **not meeting the acceptable standard** for Provincial Achievement Test scores informs the school's instructional planning and intervention strategies for struggling students in reading and writing in Grades 6 and 9

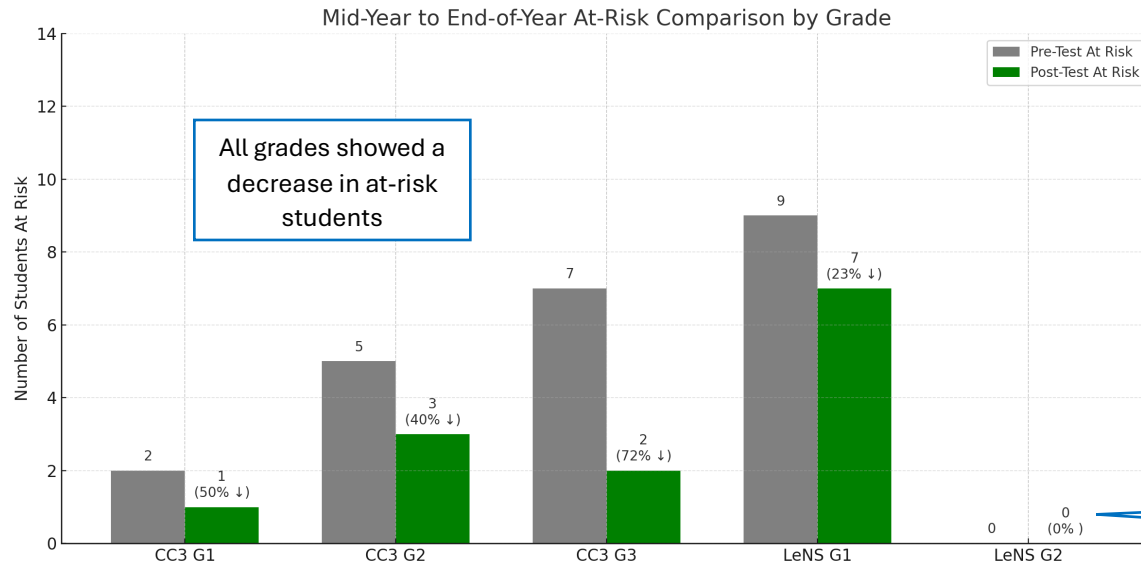
Noteworthy:

Grade 6: 4 of 108 students below acceptable standard means **96.3% of students achieved acceptable standard or better.**

Grade 9: 9 of 131 students below acceptable standard means **92.1% achieved acceptable standard or better**

Measure: Provincial Assessments (Elementary)

- Provincial assessments (CC3 and LeNS) will show decrease in at-risk students



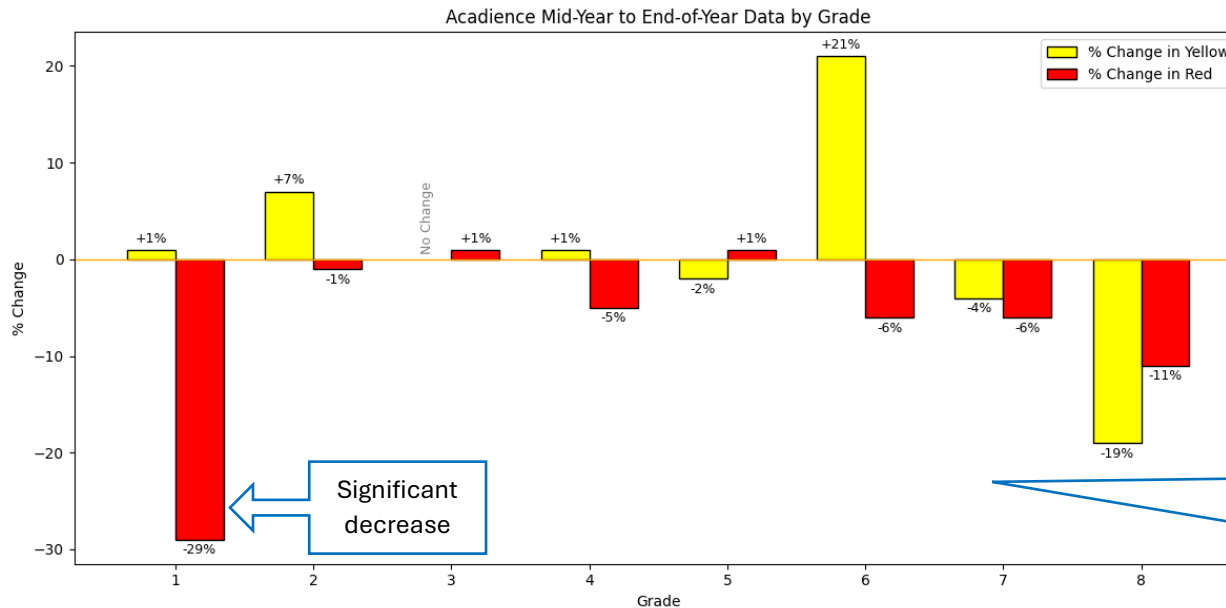
This chart shows improvement in reading for students by end of year according to **LeNS** and **CC3** standardized literacy screening assessments for students up to Grade 3.

The **CC3 (Castles and Coltheart 3)** is a word reading test that evaluates a student's ability to decode single words and recognize whole words to help identify the nature of reading difficulties

The **LeNS (Letter Name-Sound)** test assesses a student's knowledge of letter names and sounds, which are foundational skills for reading.

Noteworthy: No students at risk in grade 2 all year

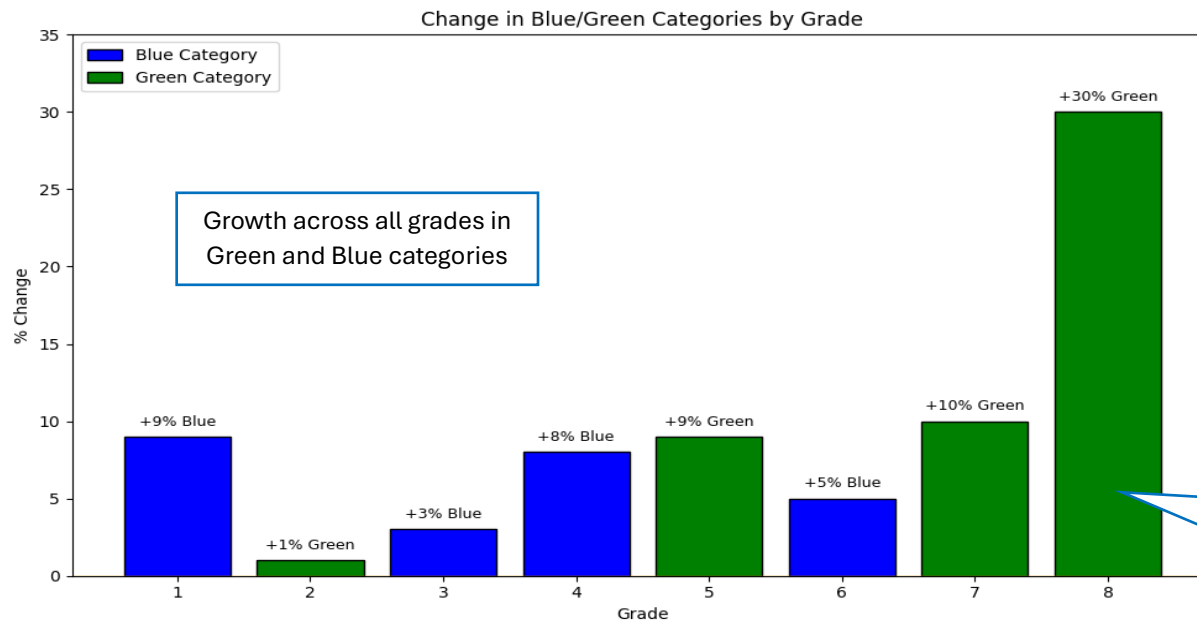
- **Aggregate Scores in Acadience Progress monitoring:** fewer red (at risk) and yellow (below benchmark) students in relation to benchmarks mid-year to end-of-year



Benchmark assessment refers to testing all students multiple times per year for the purpose of identifying those who may be at risk. At risk (red and yellow) students are reassessed regularly to ensure the grade team's instructional plan is helping them make adequate progress (this is progress monitoring) to attain the next benchmark goal.

Noteworthy: Decrease in red across all grades *except* 1% in grades 2 and 5. **Why?** Both these grades began the year with very few students at risk so they had fewer students that could progress to the benchmark above.

Additional Growth Context: Progress Monitoring of Benchmark (Green) and Above Benchmark (Blue) student growth



Acadience Progress Monitoring

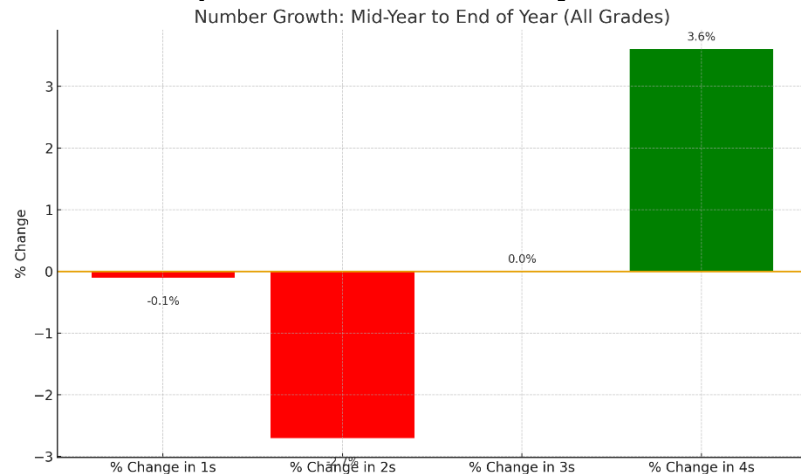


Noteworthy: The significant growth in Green (benchmark) and significant decreases in Red (at risk) and Yellow (below benchmark) highlights efficacy of Grade 8 instructional plan. Grades 6, 7, and 8 all showed notable growth

Outcome Two: Student mathematical procedural fluency will improve

Measure: Math Report Card Data will show growth

Measure: Report Card Data Summary Chart: MATH

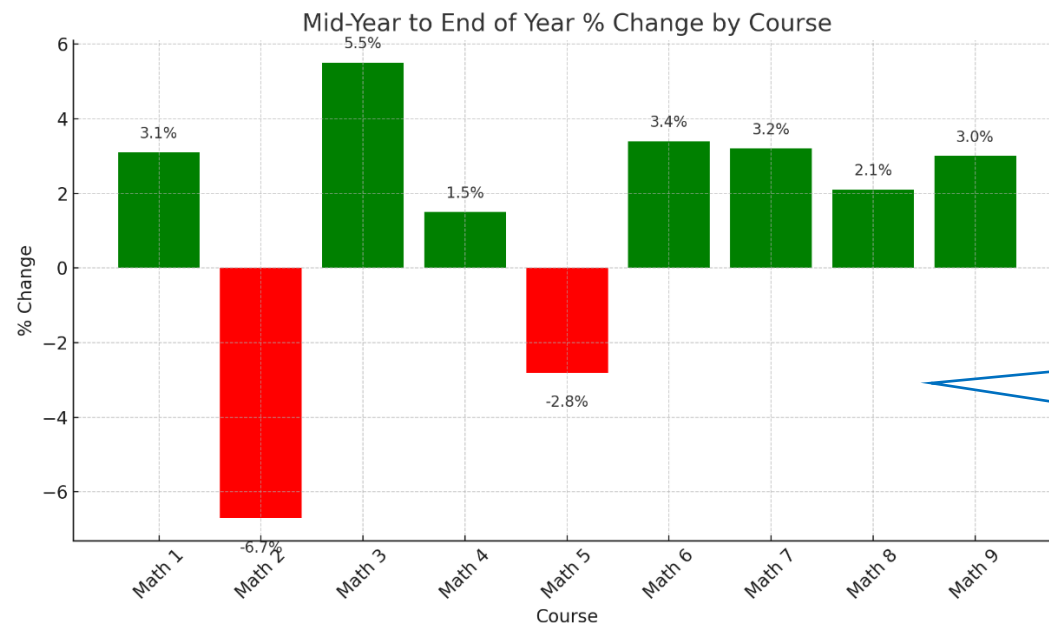


Changes in Math Report Card Data by Year End

This chart combines two key Math Report Card Number Concepts Stems: *Understands and applies concepts related to **number*** and *patterns & Develops **number** sense and applies strategies for computation and estimation* to provide a summary of total growth by year end.

Noteworthy: report card data for all grades showed an increase in 4s (3.6%), a decrease in 2s (2.7%) and a modest decrease in 1s (0.1%).

Measure: Report Card Data by Grade: MATH



Why? Outlier Grade 2 and Grade 5 Results

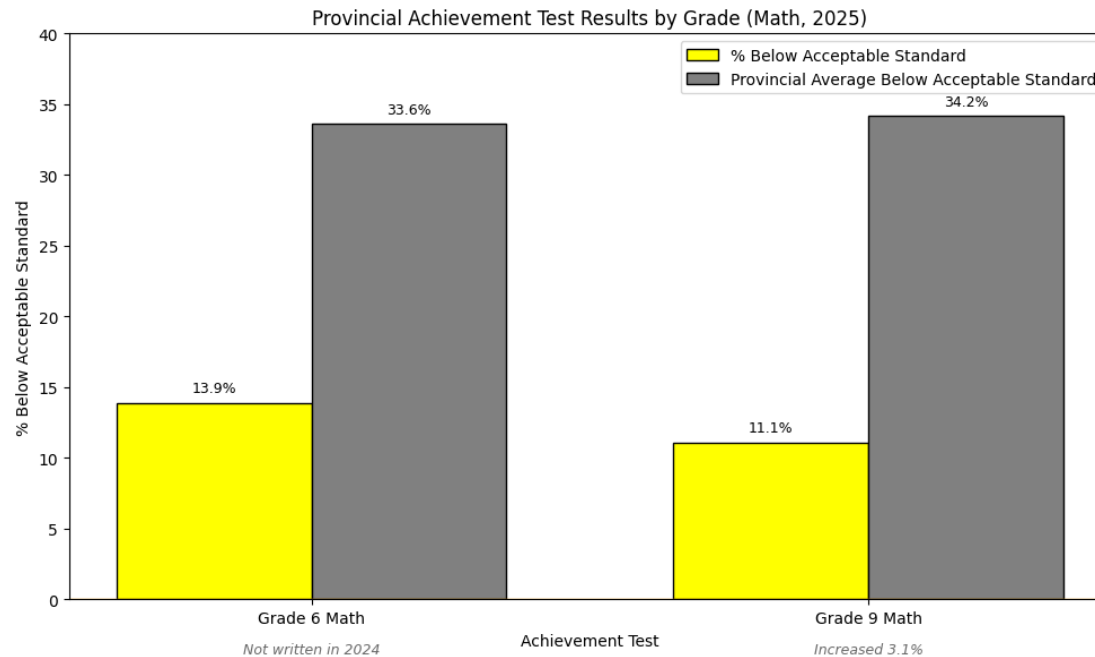
Grade 2 decrease in 4s was partially offset by a 4.7% increase in 3s and no students were not meeting grade level expectations by year end.

Grade 5 decrease in 4s was offset by 4.3% increase in 3s and modest 0.5% decrease in students not meeting grade level expectations concepts related to **number**.

Noteworthy: Results along with teacher feedback confirms plans to continue our focus on explicit and direct instruction of number sense to enhance conceptual understanding and improve procedural fluency. This remains an area for growth

Measure: Provincial Achievement Test Data: MATH

- *Math PATs will see fewer students below acceptable standard*



Measuring the number of students **not meeting the acceptable standard** for Provincial Achievement Test scores informs the school's intervention strategies and instructional planning for struggling students in math in Grades 6 and 9.

Although there was a 3.1% increase in students below the acceptable standard, Louis Riel students continue to perform consistently better than provincial averages in Math.

- Grade 6: 19.7% better than provincial average
- Grade 9: 23.1% better than provincial average

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Spring 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

Assurance Domain	Measure	Louis Riel 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	78.2	82.0	83.3	83.9	83.7	84.4	Very Low	Declined	Concern
	Citizenship	84.4	81.2	81.5	79.8	79.4	80.4	Very High	Maintained	Excellent
	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
	PAT6: Acceptable	n/a	92.8	92.0	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	55.1	47.5	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	89.7	88.0	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	44.5	48.7	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	83.7	89.4	89.4	87.7	87.6	88.2	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.5	89.1	88.4	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	66.6	71.1	74.5	80.1	79.9	80.7	Very Low	Declined	Concern
Governance	Parental Involvement	69.7	69.4	72.4	80.0	79.5	79.1	Very Low	Maintained	Concern