

**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

Robert Warren 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.

Goal: Student academic achievement in numeracy will improve.

Outcome: Through intentional design of the bilingual learning environment, students will improve in numeracy and well-being.

Celebrations

- 13.6% increase in Grade 9 Math PAT Part B Acceptable Standard, reflecting stronger conceptual understanding and problem-solving.
- High achievement in literacy and bilingual communication across grades confirms biliteracy as a core school strength.
- Collaborative Response and PLC cycles effectively target instruction and monitor progress in numeracy and literacy.
- 77% of students report an adult connection at school, reflecting strong relationships and care.

Areas for Growth

- Procedural fluency and computation (Math PAT Part A) remain below provincial averages.
- Grade 6 belonging and Grade 8 confidence lag behind academic success, highlighting transition and engagement gaps.
- EAL and students with identified learning needs remain concentrated in levels 1–2, indicating equity gaps.
- Students need continued support to express mathematical thinking clearly in writing across languages.

Next Steps

- Reinforce high-impact numeracy routines (Number Talks, spiral review, visual models) to strengthen fluency.
- Expand bilingual vocabulary and translanguaging supports to strengthen language and understanding for all learners.
- Strengthen transition and connection supports to build Grade 6 belonging and Grade 8 confidence.
- Use Collaborative Response cycles to track fluency, equity-focused interventions, and subgroup progress.

Our Data Story:

During the 2024–2025 school year, Robert Warren School continued to focus on improving student achievement in numeracy through the intentional design of bilingual learning environments. The goal was to strengthen number sense, problem-solving, and mathematical reasoning while deepening biliteracy in both English and Spanish.

While numeracy remains our key instructional focus, Robert Warren students continue to perform above CBE averages in literacy. Report card data and SLA results show consistent growth in reading comprehension, writing fluency, and oral communication across grades. Students effectively transfer strategies between English and Spanish, demonstrating that strong biliteracy supports overall academic success, including mathematical reasoning.

Learning Excellence

Numeracy Highlights

- +13.6% increase in Grade 9 Math PAT Part B Acceptable Standard, with a +1% gain in the Standard of Excellence.
- Grade 9 Math PAT Part A results show a 4.9% drop in Acceptable Standard and a 5.2% rise in Below Acceptable Standard, reinforcing the need to strengthen procedural fluency.
- Math Intervention/Programming Instrument (MIPI) and common assessment data confirm steady growth in Number Sense and Patterns & Relations across grades.
- Collaborative Response cycles and bilingual reasoning routines (visual models, oral explanations, and Number Talks) have deepened conceptual understanding.

Literacy Highlights

- Over 90% of students meet or exceed expectations on reading stems, demonstrating strong comprehension in both languages.
- 85% of students meet or exceed expectations on writing stems, showing growth in organization, vocabulary, and coherence.
- Bilingual strategy instruction (e.g., text structures, cross-linguistic word patterns) has improved clarity in both literacy and mathematical explanations.
- Speaking and listening in Spanish and English continue to strengthen students' ability to articulate reasoning, connect ideas, and transfer skills between subjects.

Well-Being

77% of students report having a connection with an adult at school, reflecting strong relationships and care. However, engagement in mathematics remains lower than literacy, with only 39% of students finding math interesting and 55% viewing it as useful. Data also show that Grade 6 students report lower belonging, while Grade 8 students report the lowest confidence and sense of safety, highlighting key transition and middle-years needs.

Engagement increases when learning is meaningful and hands-on; teachers are designing authentic, bilingual, cross-curricular projects to enhance relevance and motivation.

Truth & Reconciliation, Diversity, and Inclusion

EAL and students with identified learning needs remain overrepresented in levels 1–2, while non-coded students are primarily in levels 3–4. Teachers are embedding translanguaging, culturally responsive pedagogy, and Indigenous perspectives to promote equity and belonging. Ongoing differentiation and language scaffolds continue to support all learners in demonstrating understanding across subjects.

Summary

Robert Warren students continue to demonstrate strong literacy achievement, growing numeracy skills, and exceptional bilingual communication. Foundational math understanding is improving, supported by strong literacy development and positive student–teacher relationships. Belonging and connection remain defining strengths, creating the conditions for deeper engagement and sustained academic growth.

These results align with our data analysis, confirming continued focus on Grade 6 transition, Grade 8 belonging and confidence, equity for ELL and students with identified learning needs, and numeracy fluency in Year Two of the School Development Plan.

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

Assurance Domain	Measure	Robert Warren 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	74.4	79.2	84.0	83.9	83.7	84.4	Very Low	Declined	Concern
	Citizenship	67.9	71.0	72.9	79.8	79.4	80.4	Low	Maintained	Issue
	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	78.5	77.9	73.7	62.5	62.5	62.6	High	Maintained	Good
	PAT9: Excellence	23.5	25.4	21.3	15.6	15.4	15.5	Very High	Maintained	Excellent
	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	74.1	74.2	79.9	87.7	87.6	88.2	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.7	76.5	80.4	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	64.7	71.7	77.3	80.1	79.9	80.7	Very Low	Declined	Concern
Governance	Parental Involvement	80.6	81.5	80.6	80.0	79.5	79.1	High	Maintained	Good