



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

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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

2023-2024 School Goals

Students' ability to retain content, and use that content to analyze sources, hypothesize and create meaning, will improve.

Increasing basic skills and processes through mental math strategies.

Students will perceive their learning to be more meaningful

Our School Focused on Improving

- Students' ability to retain content, and use that content to analyze sources, hypothesize and create meaning, will improve.
- Increasing basic skills and processes through mental math strategies.
- Students will perceive their learning to be more meaningful

When comparing our report card data on the steam “Reads to explore, construct and extend understanding” from June 2022 to June 2021, it decreased slightly.
The same report card data on the stem “Speaks to communicate information and ideas in Spanish” language arts, decreased.
While report card indicators for math increased, our base line data for the MIPI and initial classroom observations showed that students would benefit from a better understanding of what they were being asked to solve. We decided to focus on increasing math literacy skills

What We Measured and Heard

- Literacy: As evidenced by our PAT results and Report Card data, levels of achievement were high when compared to other CBE schools and the province
- Mathematics: As evidenced by our PATs and Report card data, our grade 6 and 7 students demonstrated high levels of achievement when compared to other CBE schools, and the province. We did see a decline in levels of achievement of our grade 8 and 9 student results
- Wellbeing: As evidenced by both the 'OurSchool' and 'CBE Student Survey', measures specific to 'wellbeing' and 'sense of belonging' were strong. There is a lower level of student agreement specific to measures related to 'sense of pride' and 'meaningful learning' in the CBE Student Survey. These surveys reflect to student voice of our grade 6, 8 and 9 students
- The Alberta Education Assurance Survey reflects a decline in both the 'quality of education' and 'welcoming, respectful and safe learning environment' measures. This survey reflects only grade 7 student voice

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
• When comparing our report card data on the stem "Reads to explore, construct and extend understanding" from June 2022 to June 2021, it decreased slightly. • The same report card data on the stem "Speaks to communicate information and ideas in Spanish" language arts, decreased. • While report card indicators for math increased, our base line data for the MIPI and initial classroom observations showed that students	• Literacy: Robert Warren students continue to have high levels of literacy when compared to other CBE schools, and the province, as demonstrated by our report card data and PAT results • Mathematics: Robert Warren students in grade 6 and 7 demonstrated high levels of achievement when compared to other CBE schools, and the province, as demonstrated by our report card data and PAT results	• Literacy: While we observed high levels of literacy (reading comprehension and writing skills) in our overall population, our teachers observed a decline in content retention, and the use of that content to analyze sources. This was also noted in a decline on PAT results in Science and Social Studies at the grade 9 level • Mathematics: We observed a similar decline in the ability of our grade 8 and 9 students to recall content knowledge, and to efficiently solve problems involving

would benefit from a better understanding of what they were being asked to solve. We decided to focus on increasing math literacy skills.	Wellbeing: As evidenced by both the 'OurSchool' and 'CBE Student Survey', measures specific to 'wellbeing' and 'sense of belonging' are strong. These surveys refer to student voice of our grade 6, 8 and 9 students.	basic skills and mental math strategies Wellbeing: We observed that from the data related to the CBE Student Survey (grade 6, 8 and 9), the 'Spirit - To Be' measures are lower than expected. We identify that 'the things I am learning in school are meaningful to me' is an important component of engagement, and by extension, wellbeing. Specific to our grade 7 population, 'quality of education' and 'welcoming, respectful and safe learning environment' measures were also low in the Alberta Education Assurance Survey
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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	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	79.2	84.0	86.4	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	71.0	71.8	73.9	79.4	80.3	80.9	Low	Maintained	Issue
	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	88.0	90.2	90.2	68.5	66.2	66.2	Very High	Maintained	Excellent
	PAT6: Excellence	34.9	34.4	34.4	19.8	18.0	18.0	Very High	Maintained	Excellent
	PAT9: Acceptable	77.9	69.4	69.4	62.5	62.6	62.6	High	Improved	Good
	PAT9: Excellence	25.4	17.2	17.2	15.4	15.5	15.5	Very High	Improved	Excellent
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	74.2	78.4	82.8	87.6	88.1	88.6	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.5	79.8	82.3	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	71.7	75.3	80.2	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	81.5	79.4	80.1	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

