



## Deer Run 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 One: Student achievement in literacy will improve.

Outcome One: Students' automatic word recognition will improve.

#### Celebrations

- Assessment practices within each division became more intentional and directly informed teaching and learning
- Development of Division II targeted literacy instruction for students requiring additional support
- Significant reduction in students requiring additional support in grades 1-3

#### Areas for Growth

- Building students' reading fluency including reading rate and accuracy.
- Empower students to see themselves as confident learners
- Helping students to better understand themselves as learners and where their strengths lie

#### Next Steps

- Utilization of decodable text materials at all grade levels
- More opportunities for staff to examine and analyze data (progress monitoring data) and develop a plan with what to do with the data
- Greater teacher collaboration to address diverse learning needs

### Our Data Story:

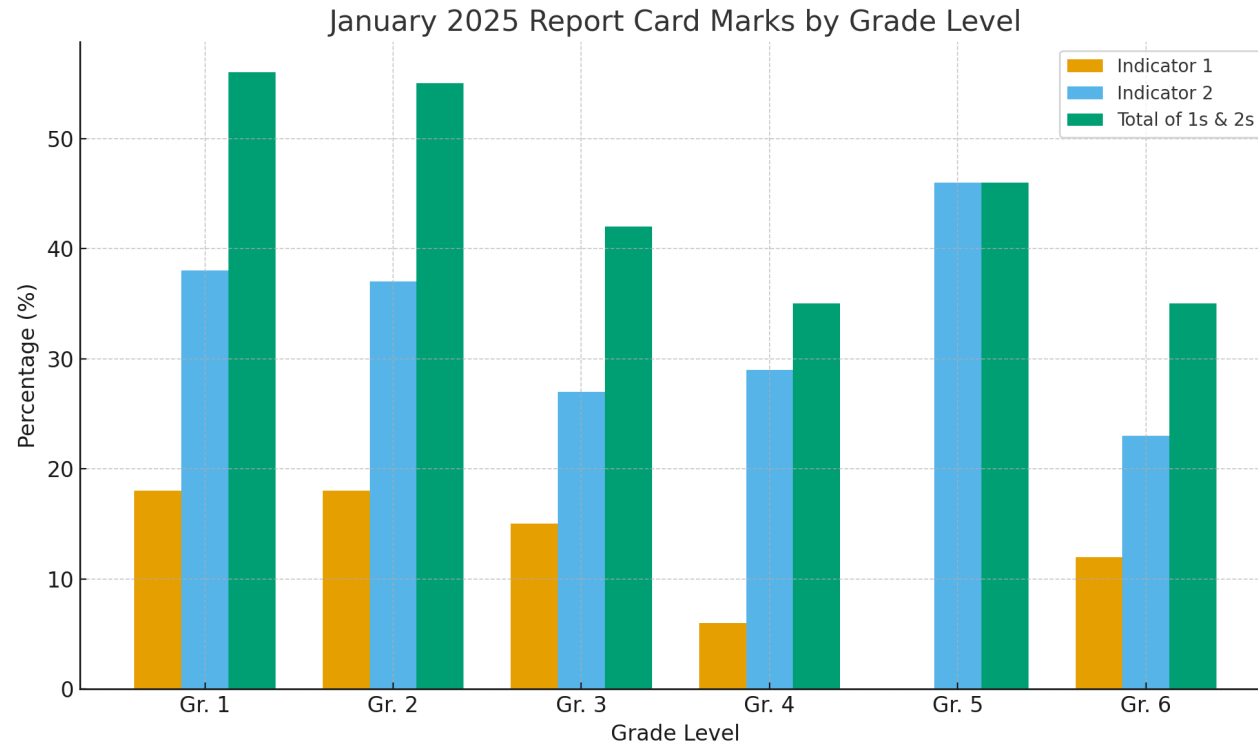
During the 2024–2025 school year, Deer Run School focused on strengthening literacy, student well-being, and inclusion. In literacy, the emphasis was on developing automatic word recognition. June 2024 report card and provincial assessment data showed that many Division I students lacked foundational phonics skills, while Division II revealed inconsistencies in reading instruction. Baseline assessments, including *Words Their Way* and the CBE Comprehensive Decoding Set, guided targeted instruction. While 96% of students felt they understood what they read, report card results highlighted gaps between perception and actual reading proficiency.

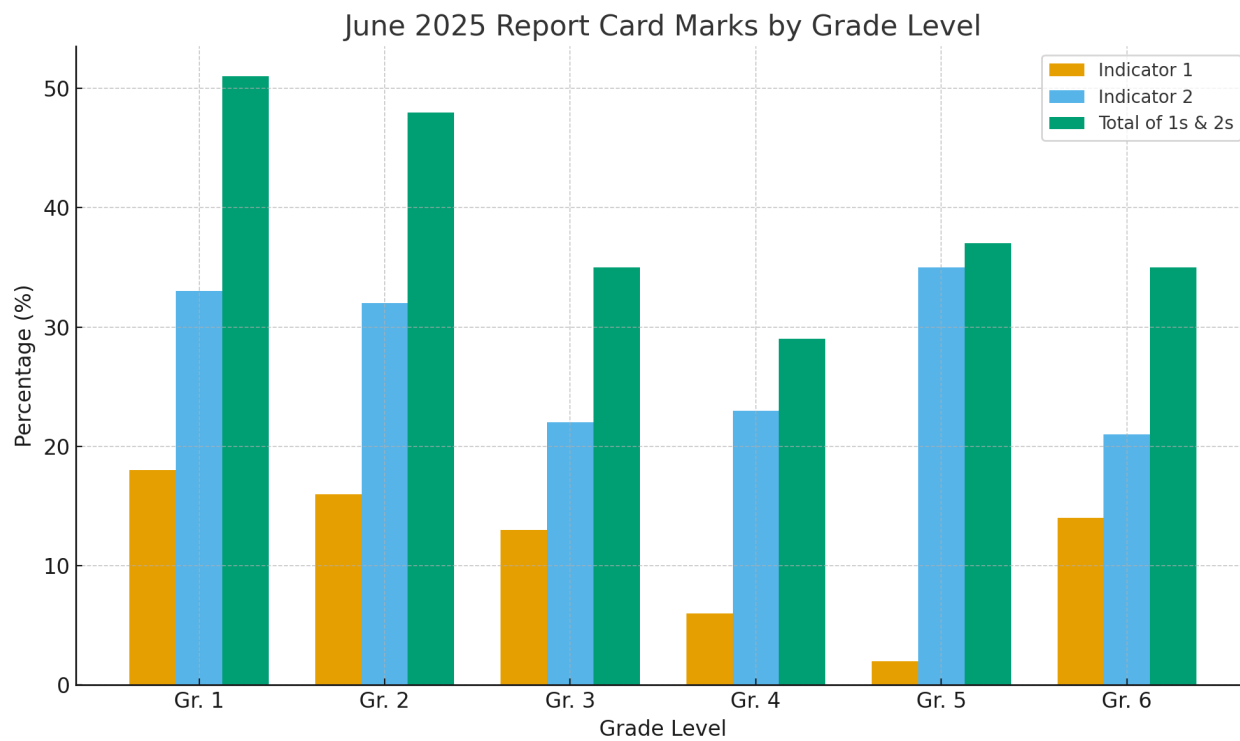
Student well-being was another key focus. Surveys indicated that just over half of students felt confident as learners (53%) or actively tracked their learning progress (56%). Increasing student engagement in monitoring their growth was identified as a pathway to build confidence and ownership of learning.

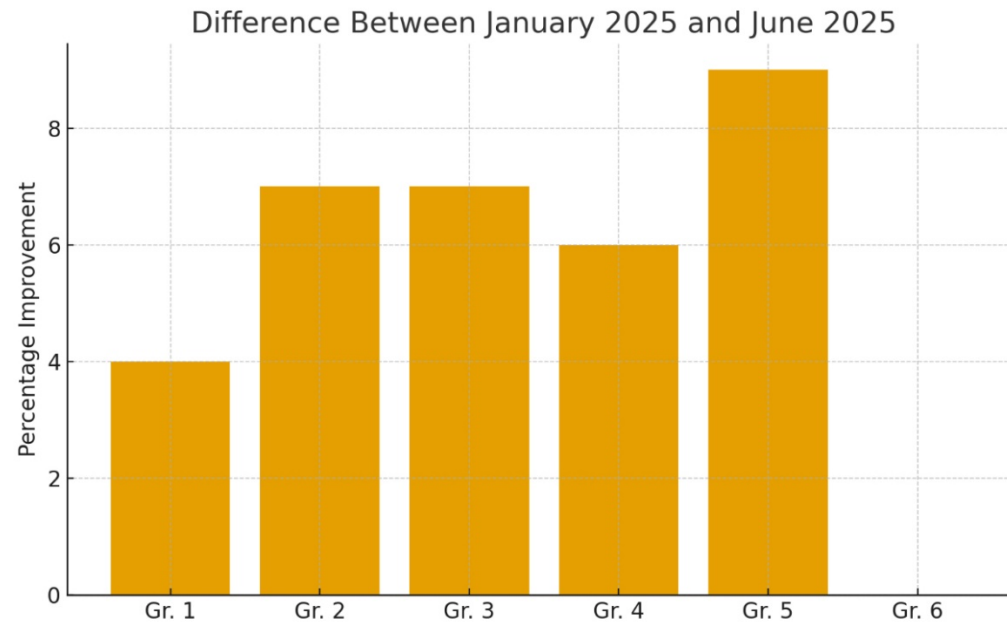
Finally, data on belonging and inclusion highlighted areas for growth. Nearly half of students (49%) did not feel included at school, only 55% felt welcome, and 22% could not identify a trusted adult to share successes or seek help. These insights underscore the importance of fostering a supportive and inclusive school community where all students feel connected, seen, and empowered.

## Outcomes and Measures

### Report Card Stems Grade 1 – 6: Reads to Explore and Understand

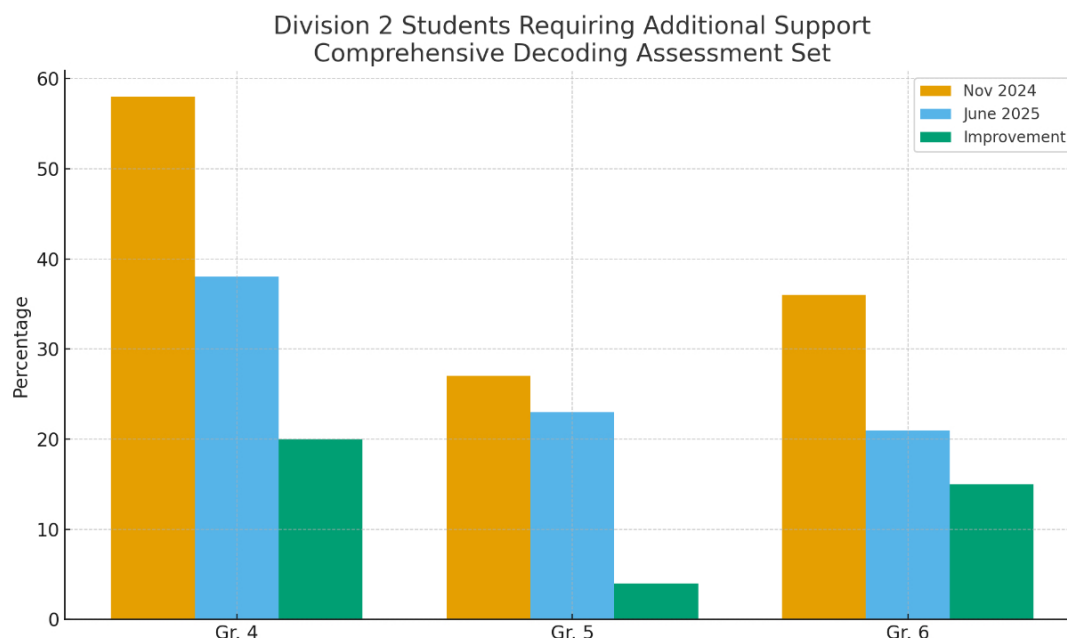






There was a slight improvement in the number of students receiving a Level 1 or 2 on their report cards. We believe this improvement can be attributed to more consistent assessment practices across divisions. This consistency allowed teachers to develop a clearer understanding of students' learning needs and to provide targeted instruction and interventions for those requiring additional support.

## Division 2 Students Requiring Additional Support – Assessed using Comprehensive Decoding Assessment Set

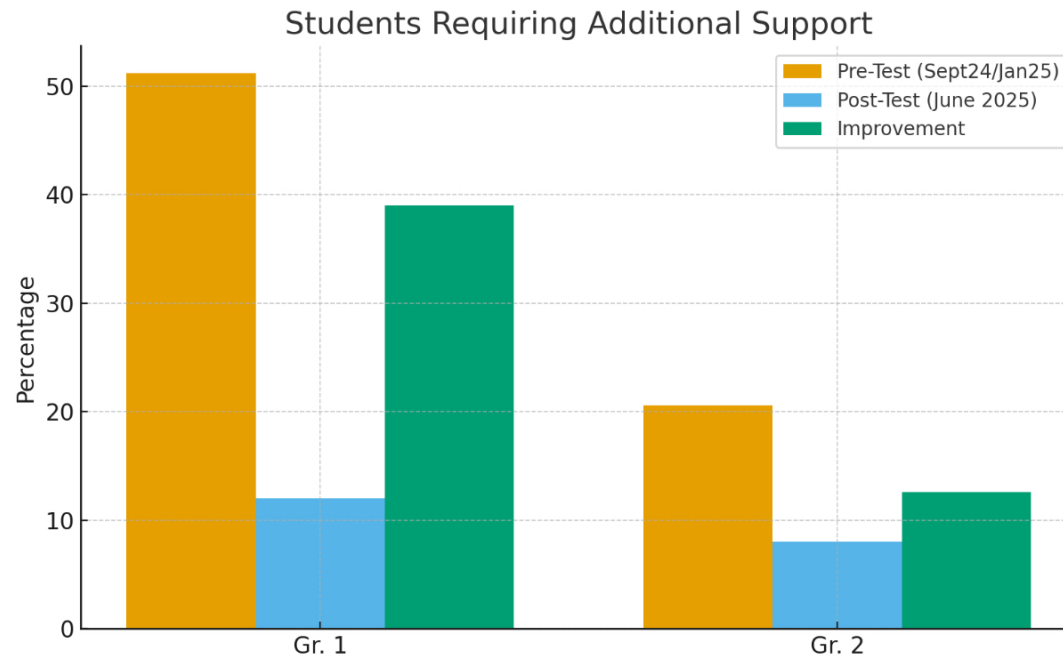


Marked improvement among students requiring additional support was observed in Grades 4 and 6. We can conclude that providing targeted interventions for groups of students—based on their specific reading needs—led to notable gains in achievement. Literacy lessons were observed to be more rigorous and embedded into daily classroom routines.

Teachers in Grades 4 and 6 reported that their instructional practices improved once they had a clear understanding of students' current reading levels and learning needs. Daily small-group instruction became a consistent practice. Division II teachers also noted that this was the first year they felt truly supported in teaching reading. In previous years, they had perceived reading instruction as primarily a Division I responsibility. In short, teachers felt empowered to teach and help students make meaningful progress in reading.

## Grade 1 – 3 - Provincial Literacy Screeners (CC3 & LeNS)

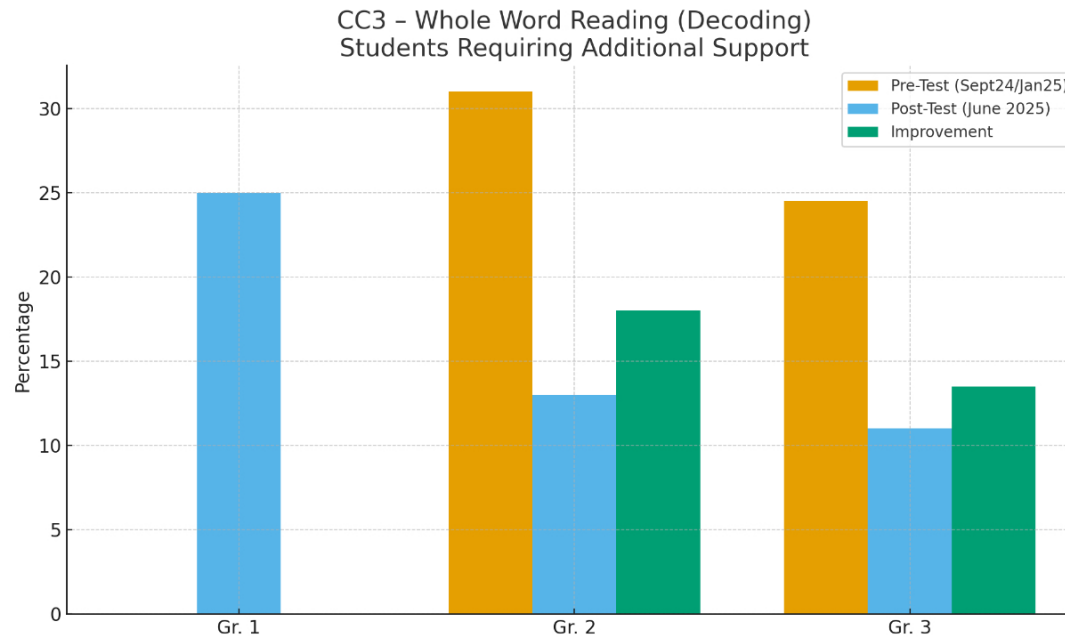
LeNS – Letter names and sounds



CC3 – Whole Word Reading (decoding)

Students Requiring Additional Support





Improvements were observed across all grade levels in the provincial data. These gains can be attributed to the implementation of UFLI common resources, aligned with the CBE K–3 scope and sequence. The *Secret Stories* resource was also purchased and utilized in all Division I classes to support decoding instruction.

Teachers actively engaged in a professional learning series with specialists in inclusive education. They reported that the series provided practical, classroom-ready teaching strategies.

It was noted that students who demonstrated limited progress were primarily those with a diagnosis that impacts learning and or attendance concerns.

# 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

**Fall 2025 Required Alberta Education and Childcare Assurance Measures – Overall Summary**

Assurance Domain	Measure	Deer Run 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	81.6	75.2	79.8	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	69.8	80.2	82.6	79.8	79.4	80.4	Low	Declined	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	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	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 & Learning	Education Quality	86.0	90.0	91.1	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.2	85.0	90.3	84.4	84.0	84.9	Very Low	Declined	Concern
	Access to Supports and Services	66.6	74.4	74.5	80.1	79.9	80.7	Very Low	Declined	Concern
Governance	Parental Involvement	72.8	68.2	72.1	80.0	79.5	79.1	Low	Maintained	Issue