



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

Deer Run School

2127 146 Avenue SE, Calgary, AB T2J 6P8 t | 403- 777-6840 f | 587-933-9791 e | deerrun@cbe.ab.ca

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

2CBE'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

- Writing Conventions - ELAL
- Applying Strategies for Computation - Mathematics
- Regulation – understanding and using self-regulation strategies to minimize disruptions to the learning environment – Well-Being

Our School Focused on Improving

Example

- Writing conventions
- Applying strategies for computation in mathematics
- Understanding and using self-regulation strategies to minimize learning disruptions

English Language Arts: Writing Conventions

We worked on using grade-level conventions to communicate clearly, organize thinking and to use language to purposefully express ideas and knowledge. June 2023 report card data showed that students achieved more 1s and 2s on writing outcomes than both the Area 5 and CBE averages. Teachers perceived that writing conventions were an area for student improvement based on written work and observations.

Mathematics: Applying Strategies for Computation in Mathematics

We worked to improve student proficiency related to computation. Report card data from June 2023 indicated that a higher percentage of our students demonstrated a 1 or 2 level in the Understands and applies concepts related to number.

Well-Being – Regulation – Understanding and Using Regulation Strategies to Minimize Disruptions to the Learning Environment

We worked to minimize disruptions in the learning environment, including classrooms, hallways and all other areas of the school. Perception data from the Assurance Survey and the OurSCHOOL Survey, indicated this was an area of need for students at Deer Run. On the 2022/2023 Assurance survey, 65 % of students agreed that they follow the rules and 72% felt that students respected each other. Similarly, the 2022/2023 OurSCHOOL survey results indicated that 70% of grade 4/5 students and 68% of grade 6 students felt they had positive self-regulation. Furthermore, staff felt that strongly that disruptions to the learning is an obstacle to student success.

What We Measured and Heard

Writing Data 2023 - 2025 Common Grade Level Summative Assessment

Grade Level	Grade Avg. Score (/4) for Write #1 December 2023	Grade Avg. Score (/4) for Write #2 May 2024	Difference Between December and May Averages
K	N/A	N/A	N/A
1	1.89	2.26	.35 Increase
2	1.85	2.4	.55 Increase
3	1.91	2.51	.60 Increase
4	2.30	2.82	.52 Increase
5	N/A	N/A	N/A
6	2.50	2.83	.33 Increase

Improvements were seen, in all grades, on the average summative scores for common writing assessments. Across the grades teachers noted an increased use of capital letters to begin sentences and more regular use of periods at the end of sentences. While conventions improved, teachers did note that more practice is needed to ensure that sentences are complete. Teachers that used target rubrics noticed that students improved in self-editing skill and saw an increase in the use of adjectives to make writing more interesting to the reader.

Report Card Stem Grades 1 – 6: Writes to Express Information and Ideas January 2024 Report Card Marks

Grade Level	Indicator 1	Indicator 2	Total of 1s & 2s
Gr. 1	25.85 %	32.76 %	58.62 %
Gr. 2	21.28 %	55.32 %	76.60 %
Gr. 3	13.56 %	45.76 %	59.32 %
Gr. 4	7.84 %	33.33 %	41.17 %
Gr. 5	15.38 %	23.08 %	38.46 %
Gr. 6	14.55 %	23.64 %	38.19 %

June 2024 Report Card Marks

Grade Level	Indicator 1	Indicator 2	Total of 1s & 2s
Gr. 1	22.03 %	28.81 %	50.84 %
Gr. 2	5.8 %	49.02 %	54.90 %
Gr. 3	10 %	40.0 %	50.00 %
Gr. 4	5.88 %	39.22 %	45.10 %
Gr. 5	2.08 %	20.83 %	22.91 %
Gr. 6	9.09 %	38.18 %	47.27 %

Difference Between January 2024 and June 2024

Grade Level	Difference Between January and June 2024
1	7.78 % Improvement
2	21.70 % Improvement
3	9.32 % Improvement
4	3.93 % Improvement
5	15.55 % Improvement
6	9.08 % Improvement

There was an improvement in the number of students receiving a 1 or 2 on their report card. The biggest improvements were seen in grades two and five. Teachers noted the use of wordless books allowed students to “ignite their imaginations” and increase writing flow. Students that used speech to text technology showed improvement in their ability to use periods at the end of a complete sentence.

Math Data 2023-2024

Classroom perception data was collected in October and June. Teachers were asked to plot students on a bullseye graph placing them in either red (struggling to understand concepts), yellow (just reaching grade level understanding, and green (strong understanding of grade level concepts)

	October	June
Total # of Red	71 Students	51 Students
Total # of Yellow	110 Students	104 Students
Total # of Green	74 Students	112 Students

A positive trend was noted from the number of students in the red or yellow and that moved into the green zone of the bullseye. Specifically, there was a 25% drop of students in the red zone and 50% increase in the number of students in the green zone.

Report Card Data

Grades 1 -6 - Understands and applies concepts to related to number and pattern and (algebra)

While the data shows that 42.35% of Deer Run students received a 1 or 2 level of understanding on their June 2024 report cards, which continues to be higher than the CBE and Area 5 average, there was a decrease in the number of students achieving a 1 level of understanding.

Between the January and June reporting periods, there was a 1% decrease in the total number of students receiving a 1 or 2 indicator on their report card.

January 2024

Grade Level	Students with An Indicator of 1	Students with An Indicator of 2	Total Number 1 and 2 Indicators Combined
K	N/A	N/A	N/A
1	20.69%	55.32%	76.01%
2	14.89%	35.59%	50.48%
3	11.86%	41.18%	53.04%
4	5.88%	28.85	34.73%
5	19.23%	18.18%	37.41%
6	21.82%	16.28%	38.10%

June 2024

Grade Level	Students with An Indicator of 1	Students with An Indicator of 2	Total Number 1 and 2 Indicators Combined
K	N/A	N/A	N/A
1	23.73%	25.42%	49.15%
2	3.92%	49.02%	52.94%
3	8.2%	32.79%	40.99%
4	5.88%	41.18%	47.06%
5	18.75%	18.75%	37.50%
6	18.18%	38.18%	56.36%

Between the January and June reporting periods, there was a 1% decrease in the total number of students receiving a 1 or 2 indicator on their report card.

Regulation

Understanding and using self-regulation strategies to minimize disruptions to the learning environment.

Social Emotional Learning - Teacher Perception Data

Teachers were asked to complete Social Emotional Learning (SEL) bullseye surveys, based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework, that provided a high-level snapshot of the classroom makeup. Data was collected in October and June. Over the course of the year, improvements were seen in area of Self-Awareness. There was a 50% decrease in the number of students in the red zone and a 30% increase of students in the green zone. Unfortunately, Self-Management area did not see the same improvements. While there was a 25% drop of students in the red zone, over the course of the year, there was a 15% decrease in the number of students in the green zone, by the end of the year. This data would align with what we were seeing in classrooms, hallways and the office.

	# of students in the Red	# of Students in the Yellow	# of Students in the Green
Self-Awareness (October 2023)	106 students	95 students	91 students
Self-Awareness (June 2024)	53 students	77 students	118 students
Self -Management (October 2023)	91 students	88 students	149 students
Self- Management (June 2024)	68 students	90 students	122 students

OurSchool, CBE Student, and Alberta Education Assurance Measures Surveys

In the 2022/2023 school year, the Assurance survey reported that 65% of students agreed that they followed the rules and 72% of students felt that they respected each other. In the 2023/2024 school year there was a slight increase (66%) of students felt that students followed the rules at Deer Run School, an increase of 1%. There was a 9% (72% to 81%) increase in the number of students that felt that students respect each other. OurSchool survey results indicate that there has been in a drop in the number of grades 4, 5, and 6 students that feel they have positive self-regulation. This includes responding positively when things don't go their way and demonstrating an ability to control their temper.

Anecdotal Data

Staff continue to report that they feel that the level if dysregulation in the building is impacting student success. When learning is disrupted by dysregulation it is difficult for teachers to teach and for students to learn. While the introduction of common language and visuals has put everyone on the same page, appears to have had minimal impact on learning disruptions. Teachers report that all classrooms have introduced some level of classroom meetings, on a weekly basis. They have noted students being more open to sharing concerns, sharing celebrations and an increase in the level of respect shown by students. When given the opportunity, "students take the time to listen to each other and work to make meaningful changes". Teacher reported that they were most likely to use Indigenous Ways of Knowing and Doing to support the structure of their meetings.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Teachers are regularly using class meetings to provide explicit instruction (high impact strategy) in SEL based on student identified needs. There was a 9% increase, on The Assurance sin the number of students who felt that students respected each. Teacher felt that this increase could attributed to the structured class meeting	- School wide common visuals/language was introduced. Staff remind students regularly about what regulation looks like with the support of these visuals - Students' use of writing conventions has improved	- Provide targeted intervention for students at all grade levels for daily writing practice. - Provide more practice opportunities for students to become more proficient at using computational math strategies.

where students were taught how to respectfully bring issues to the table. All grades demonstrated improvement in their use of basic writing conventions. This helped to improve clarity for readers. Teachers noted that students became proficient at editing their own work for capital letters and periods at the end of sentences. Teachers noted that Number Talks were a high ceiling, low floor way to allow all students to find success in math. With all students able to find success, teachers noted higher levels of engagement in daily Number Talks. .	• Teachers noted that students became more proficient at editing their own work missed capital letters and periods. • Students' computation skills have improved. • 100% of teachers report that they used Number Talks daily, to deepen student understanding • 100% of teachers report that they used MathUp to plan lessons and assess student learning. • Students can identify strategies that can be used to help them self-regulate. • Teachers and students were highly engaged in our learning sprint using the book "On the Trapline". • Parents expressed that they loved the "learning" walk, through the halls, that told the story and demonstrated each grade level's learning.	▪ Continued work on self-regulation for students in the Bridges program. The dysregulation of students has impact on the typical K-6. They often feel that not "all" students follow the rules. Students have questioned why some students have different rules, indicating that more work needs to be done with students that we get what we need and not everyone needs the same thing. ▪ Continue our work to lessen the gap between "those kids" (Bridges) and the community Deer Run kids, for all staff.
---	--	---

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

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 9265 Deer Run School

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	75.2	81.6	82.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	80.2	82.7	83.8	79.4	80.3	80.9	High	Maintained	Good
	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	69.6	60.5	60.5	68.5	66.2	66.2	Intermediate	Maintained	Acceptable
	PAT6: Excellence	19.6	9.3	9.3	19.8	18.0	18.0	High	Improved	Good
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	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	90.0	88.6	91.7	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.0	92.5	93.0	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	74.4	72.9	74.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	68.2	77.6	74.0	79.5	79.1	78.9	Very Low	Maintained	Concern

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