



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

Ranchlands School

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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

Ranchlands School Goals

- Developing and enriching students' vocabulary
- Developing consistent and clear math vocabulary that reflects curricular objectives
- Positive relationships

Our School Focused on Improving

Areas of focus:

- Developing and enriching students' vocabulary
- Developing consistent and clear math vocabulary that reflects curricular objectives
- Positive relationships

We chose to focus on these areas as our student data as measured on report cards and provincial assessments (LeNS, CC3 and Numeracy) indicated a lack of academic understanding of vocabulary across both Math and ELAL. Building positive relationships was an area for growth as indicated on multiple surveys (CBE Student Survey, Our School survey and the Alberta Education Assurance survey results).

What We Measured and Heard

Literacy: Developing and enriching students' vocabulary

We used the report card stem “reads to explore and understand” to measure growth in literacy vocabulary. We also used the Core vocabulary screener in grades 4-6.

Reads to explore and understand

	Indicator 1		Indicator 2		Indicator 3		Indicator 4	
	S1	Y1	S1	Y1	S1	Y1	S1	Y1
1	13.6%	6.5%	18.2%	28.3%	43.2%	39.1%	25%	26.1%
2	16.5%	11.1%	13.3%	20%	46.7%	42.2%	24.4%	26.7%
3	9.3%	8.7%	30.2%	26.1%	37.2%	37%	23.3%	28.3%
4	13.0%	8.2%	10.9%	18.4%	67.4%	49%	8.7%	24.5%
5	7.1%	5.2%	35.7%	37.9%	37.5%	25.9%	19.6%	31%
6	0%	6.0%	28.8%	8%	59.6%	58%	11.5%	28%
AVERAGE	9.4%	7.5%	23.4%	23.5%	48.6%	41.5%	18.5%	27.6%

Indicator 1 decreased by 1.9%. Indicator 2 stayed the same while indicator 3 went down by 7.1%. The biggest improvement was in the number of students on indicator 4 which increased by 9.1% which is significant improvement in the number of students who are at grade level and accessing the full curriculum at the mastery level.

CORE vocabulary screener

	Avg pre test %	Avg post test %	Avg difference in scores (+/-percentage)
KG	N/A	N/A	N/A
Grade 1	76%	89%	+ 13%
Grade 2	72%	77%	+5%
Grade 3	74%	82%	+8%
Grade 4	89%	85%	-4%
Grade 5	82%	86%	+4%
Grade 6	82%	91%	+ 9%

All of the grades went up except grade 4 which dropped by 4%.

Numeracy: Developing consistent and clear math vocabulary that reflects curricular objectives

We used common grade team pre and post vocabulary assessments done for each unit of study

Math Vocabulary Pre/Post Assessments

Grade	Avg pre test %	Avg post test %	Avg difference in scores (+/- percentage)
KG	N/A	N/A	N/A
Grade 1	62%	84%	+22%
Grade 2	66%	71%	+5%
Grade 3	66%	77%	+11%
Grade 4	63%	63%	0
Grade 5	53%	66%	+13%
Grade 6	71.4%	72.5%	+1.12%

Well-being: Positive relationships

Along with improvements on these standardized assessments we also used perception data from the CBE survey, OurSchool survey and the Alberta Education Assurance survey. Along with these measures each student responded to the statements “I have at least 1 positive relationship with an adult at school” and “I have at least 1 positive relationship with a peer at school.”

Surveys

		2022-23	2023-24
CBE student survey	I feel welcome at school	75.95%	70.67%
	I have positive relationships with friends and family	93.15%	92.31%
	There is at least one adult at school who I connect with	66.10%	65.38%
Alberta Education Assurance survey	At school I feel like I belong	78%	73%
	I feel welcome at my school	86%	80%
Our School survey	I feel like I belong at school	76%	59.59%

Teacher developed Survey May 2024		% of students that have a positive relationship with at least one adult	% of students that have a positive relationship with at least one peer
	KG	100%	100%
	Grade 1	100%	100%
	Grade 2	100%	98%
	Grade 3	60%	85%
	Grade 4	95%	84%
	Grade 5	83%	92%
	Grade 6	100%	98%

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Numeracy and Literacy data shows an overall increase in student's acquisition and understanding of academic core vocabulary. In literacy there was significant improvement in the number of students who are at grade level and accessing the full curriculum at the mastery level (indicator 4). In well-being, we noted discrepancy in the survey data dependent on what the question was asking and what grade was responding. Within the student statements the majority of the students were able to identify at least one adult and one student who they had positive relationships with.	• Students understanding of academic vocabulary has improved • Students are able to create positive relationships with both adults and peers in our building leading to a more welcoming and caring place to learn.	• Continue to pre-teach academic vocabulary • LP1 and LP2 students need to be taught more explicitly and need time to incorporate vocabulary into daily language • Explicit teaching with students in all grades in problem solving with peers

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

Spring 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Ranchlands 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	84.3	85.2	84.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	87.5	79.5	81.5	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	n/a	75.0	75.0	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	23.1	23.1	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.6	93.3	94.7	87.6	88.1	88.6	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.5	84.4	85.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	75.2	76.7	78.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	80.6	77.9	85.4	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

