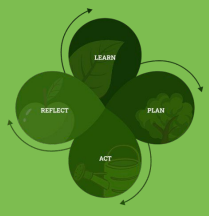
Assurance Model for Dr. K. A. Clark School

Principal Bobbi Compton
Vice-Principals Robert Skulsky and Abbi Easton

Spring 2024

DR. K. A. CLARK SCHOOL
CONTINUOUS IMPROVEMENT CYCLE
Doing What's Best for Kids



Dr. K. A. Clark Public School embraces diversity and celebrates inclusion. We strive to create a community of learning and growth, where everyone is valued and respected. Located in the heart of downtown Fort McMurray, Dr. Clark serves the downtown core as well as the neighbourhoods of Abasand, Grayling Terrace, Waterways, and Draper Road. With enrollment soaring to 645 students, Dr. Clark is experiencing remarkable growth. We also have a growing staff with 10 new teachers and ever-changing support staff.

In addition to our regular programming, Dr. Clark offers specialized programs to cater to the unique needs of our students. Our Triple I program provides intensive instructional intervention for early learners requiring specialized support, while our VIP and Skills programming caters to students in grades 4-6. Moreover, Dr. Clark proudly hosts PEAK Soccer and runs a daily breakfast program. Our efforts are bolstered by the invaluable support of community partners such as the Multicultural Association, Save-On-Foods, Lion's Club, the Breakfast Club of Canada, and the Nistawoyou Association Friendship Center.

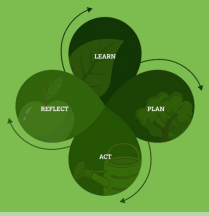
Our focus on continuous improvement has led to Professional Learning Fridays in which teachers identify that their professional learning positively impacts their teaching practices and that they apply their learning. This has led to 6% more students making gains in numeracy and 6.6% more students making gains in literacy compared to last year. Through stakeholder engagements such as collaborative reflection and planning sessions with staff, surveys sent to parents, and staff and parent collaboration at school council meetings, we have been able to identify goals that will continue to foster continuous improvement at Dr. Clark School. Our focus remains committed to advancing literacy, numeracy, and curricular outcomes as well as supporting student and staff regulation. With ongoing professional development, collaborative initiatives, and data-driven approaches guiding our journey, we anticipate supporting our students and staff in effective and meaningful ways.

The caring and hardworking staff at Dr. K. A. Clark School is dedicated to upholding our ethos of inclusivity while striving for excellence. As we move forward, we are determined to preserve and enhance the inclusive culture and innovative programming that define Dr. Clark's legacy.

Warm regards,

Bobbi Compton
Principal

DR. K. A. CLARK SCHOOL
CONTINUOUS IMPROVEMENT CYCLE
Doing What's Best for Kids



FMPSD GOALS

1. High-Quality Learning Opportunities for All
2. Excellence in Student Learning Outcomes
3. Supporting First Nations, Métis and Inuit Students
4. Highly Responsive and Responsible Jurisdiction

CONTINUOUS IMPROVEMENT CYCLE

1. Learn - Gather, Analyse and Interpret Data
2. Plan - Identify Needs and Strategize to Address
3. Act - Resource and Implement the Plan, Adapt as Needed
4. Reflect - Impact of Plan for Continuous Improvements

CURRENT STATE

STRENGTHS

The Spring 2023 Assurance Measure Results Report identified very high results in the areas of citizenship and safe and caring schools.
89% of teachers reported PLFs contributed to their teaching practices and 93% indicated that they apply their learning.
93.6% of students experienced growth in numeracy and 93.2% experienced growth in literacy this year.
Stakeholders were engaged in developing and voiced support for the 2024-2025 Education Plan.

AREAS FOR GROWTH

Supporting students with emergent literacy and numeracy skills and weaving numeracy and literacy into all areas of the curriculum.
Regulated learning environments that allow for optimal student learning.

LOCAL CONTEXT

School population of 645 students, 199 EAL and 57 First Nation, Métis, Inuit, and 98 staff (32 ATA, 66 CUPE)
Large population of special needs students (89 severe, 58 mild/mod)) supported with specialized programming
Transient population, 102 new registrants, 132 transfers in, and 106 transfers out this year.

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING
   - Professional learning at Dr. Clark focuses on school-wide and grade-level collaboration. The principal and vice-principals engage in LQS 4 by creating meaningful, collaborative learning opportunities that focus on the 3 areas of growth. As per TQS 2, teachers collaborate with other teachers to build personal and collective professional capacities and expertise in relation to the identified areas of growth.
2. MATERIAL RESOURCES
   - Emergent literacy and numeracy resources for all grade levels
   - Resources and manipulatives to support new curriculum
   - Regulated Classroom kits for 12 classrooms
3. HUMAN RESOURCES
   - Literacy/EAL/Numeracy Support Teachers/Instructors
   - Division Literacy, Numeracy, Science and Educational Technology Coordinators
   - Emily Read Daniels (The Regulated Classroom)
   - LAC, Triple I Coordinator, Speech Language Pathologist and Occupational Therapist

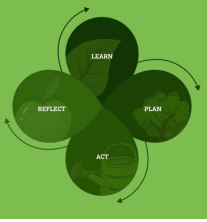
INDICATORS OF SUCCESS

MOVING TO DESIRED OUTCOME

90% or more students will experience growth in literacy and numeracy.
Evidence of collaborative learning supporting curriculum outcomes and regulation.
All teachers and select EAs will be trained in the Regulated Classroom.
12 classrooms implementing Regulated Classroom in their classroom regularly.
Progressive Discipline Plan will be established and shared with all stakeholders.
Clear data-tracking systems will be put in place and used with fidelity.

Doing What's Best For Kids

DR. K. A. CLARK SCHOOL
DESIRED OUTCOME PLANNING
Doing What's Best for Kids



FMPSD PRIORITY AREA: ***Strengthen Quality Teaching and Learning to Promote Growth and Success for All Students***

DESIRED OUTCOME: Develop teacher capacity in foundational and functional literacy and numeracy to support emergent, at-risk, and developing learners in all areas of the curriculum.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
Grade K-6 teachers have all used the new language arts and math curriculum. Grade K-3 teachers used new science curriculum during the 2023-24 school year but 4-6 used the legacy curriculum. 93.6% of students experienced growth in numeracy in the 2023-24 school year (6% more than 2022-23). 93.2% of students experienced growth in literacy in the 2023-24 school year (6.6% more than 2022-23). 45% of Gr. 1-3 and 50% of Gr. 4-6 students are at-risk in literacy. 33% of Gr. 1-3 and 54% of Gr. 4-6 students are at-risk in numeracy.	Many students are at risk in the areas of: • grapheme-phoneme correspondence • Phonological and phonemic awareness • Reading automaticity • Reading Comprehension Many students are at risk in the areas of: • Ordering and comparing numbers • Number operations • Part-Whole Relationships • Connective concrete and abstract numerical experiences Students have had limited exposure to new curriculum and there are gaps in their prior knowledge as a result.	Specific strategies to use within the classroom to support students who are emergent and at-risk in literacy and/or numeracy. K-3 staff continue to learn and become proficient in the new ELA, Math and Science curriculum. 4-6 staff continue to learn and become proficient with the new ELA and Math curriculum and are emergent in their understanding of the science curriculum.	Use data obtained from the LeNS, CC3, Dibels, Alberta Numeracy Screener and EIMA to determine at-risk students. Identify students in need of pull-out and push-in supports. Collaborate to develop differentiated strategies to support at-risk and emergent learners within the regular classroom. Ongoing implementation of programs such as the Science of Reading and UFLI to support literacy. Integrate fun and engaging numeracy and literacy moments into classroom routines and use these moments to support classroom regulation. Professional Development provided by the Numeracy, Literacy, Science and Educational Technology Coordinators on how to use the various resources provided by Division Office. Collaborate on strategies to use functional literacy and numeracy skills across the curriculum. Collaborate on instruction and assessment of curricular outcomes.	Literacy and Numeracy Screener Results. Specific resources and instructional strategies developed to support at-risk and emergent students. PLF Feedback (3 times per year). Anecdotal feedback from teachers regarding student growth in in literacy and numeracy (Feb/Mar). Assurance feedback from parents and students (Feb/Mar). Meaningful use of division-provided resources within classrooms.	10% fewer students will be at risk in the areas of literacy and numeracy. 95% of students will experience gains in the areas of literacy and numeracy.

DR. K. A. CLARK SCHOOL

DESIRED OUTCOME PLANNING

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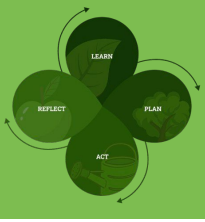

FMPSD PRIORITY AREA: ***Maintain Safe and Caring Learning Environment and Supports to Promote Growth and Success for All Students***

DESIRED OUTCOME: A community of practice centred on regulation that promotes inclusion, positive behaviours, and supports optimal student learning.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
Regulated Classroom introduced to all staff. PAWS program to support emotional and psychological safety. Staff report behaviour and dysregulation impacting student learning. 115 students working with the school counsellor over and above regular programming. 72% of gr. 4-6 students report having positive relationships at school. 80% of gr. 4-6 students report having positive behaviours at school. 68% of gr. 4-6 students report having positive self-regulation skills. 30% of gr. 4-6 students report having moderate to high levels of anxiety.	31% of gr. 4-6 students indicate they do not have positive self-regulation skills. Judging from the frequency of students seeking counselling, office visits, and reports of behavioural issues and dysregulation both in the classroom and during recess, it seems students are struggling to grasp the connection between their behaviours, regulation, and their felt safety.	Using Regulated Classroom in a sustained and proactive manner. School-wide understanding of how to address behaviour and regulation. Capacity to manage dysregulation that arises in inclusive classrooms. Using regulations and behaviour management systems with fidelity.	Comprehensive training with Emily Read Daniels for all teachers and volunteer EAs in Regulated Classroom™ Collaborate on the existing Dr. Clark Progressive Discipline Plan and create infographics to support its implementation Review the existing Soccer Contract and develop a plan to use it with fidelity by school administrators. Develop a spreadsheet to track office visits in order to evaluate data trends in order to develop proactive strategies to address behaviour. Support neurodivergent students both in and out of the classroom through specialized programming developed in consultation with the LAC, Triple I Coordinator, Speech Language Pathologist and Occupational Therapist. Develop a school-wide tracking system to identify when individual students or whole a class needs to be evacuated from a room/area due to an incidence of high dysregulation.	Develop a pre and post staff/student regulation survey with the help of Emily Read Daniels. By PLF #2 EAs will have identified if they would like to participate in Regulated Classroom Training. Regulated Classroom training opportunities will be provided at all PLFs and staff will be given an action item to complete and be reflected upon. The student services team will meet bi-weekly to review specialized programming and regulation supports that are ongoing. Administrators will regularly update the office visit and soccer contract document and will review as a team monthly to analyze and act on data.	A school-wide community of practice embracing the practices contained in the Regulated Classroom™ Staff will be able to identify (name) dysregulation in both students and themselves to address (tame) it. Staff will have a toolbox of proactive and reactive resources to address dysregulation. The number of office visits related to dysregulation and behaviour will decrease.

Supporting Data Provided

1. Dr. K. A. Clark Summary of Alberta Education Assurance Measure Results
2. Dr. K. A. Clark Alberta Education Assurance Measure Results - EAL Report
3. Dr. K. A. Clark Alberta Education Assurance Measure Results - First Nations, Métis, Inuit (FNMI) Report
4. Dr. K. A. Clark Applicable Assurance Measure Results
    - Dr. K. A. Clark 2023 English Language Arts 6 PAT Results
    - Dr. K. A. Clark 2023 Mathematics 6 PAT Results
5. Dr. K. A. Clark Literacy Data
    - Growth and Tiers of Support
    - Literacy Screener Data
6. Dr. K. A. Clark Numeracy Data
    - Growth and Tiers of Support
    - Numeracy Screener Data
7. OurSchool Survey Results

DR. K. A. CLARK SCHOOL
CONTINUOUS IMPROVEMENT CYCLE
Doing What's Best for Kids

Dr. K. A. Clark Summary of Alberta Education Assurance Measure Results

Assurance Domain	Measure	Dr Karl A Clark Elementary			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	**85.3**	84.9	84.9	**84.4**	85.1	85.1	n/a	Maintained	n/a
	Citizenship	**85.6**	89.0	83.3	**80.3**	81.4	82.3	Very High	Maintained	Excellent
	PAT: Acceptable	**51.4**	51.3	n/a	**63.3**	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	**1.4**	5.1	n/a	**16.0**	17.7	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	**88.7**	96.0	95.4	**88.1**	89.0	89.7	High	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**90.2**	90.7	90.7	**84.7**	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	**82.7**	81.6	81.6	**80.6**	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	**80.1**	82.1	78.5	**79.1**	78.8	80.3	High	Maintained	Good

Measure	Dr Karl A Clark Elementary			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Lifelong Learning	72.5	78.0	75.5	80.4	81.0	76.8	Intermediate	Maintained	Acceptable
Program of Studies	78.5	80.1	85.8	82.9	82.9	82.6	High	Maintained	Good
Program of Studies - At Risk Students	83.3	86.5	87.5	81.2	81.9	83.4	Intermediate	Maintained	Acceptable
Safe and Caring	91.9	92.4	87.1	87.5	88.8	89.1	Very High	Improved	Excellent
Satisfaction with Program Access	74.9	82.2	82.6	72.9	72.6	73.9	Intermediate	Declined	Issue
School Improvement	77.0	83.3	86.0	75.2	74.2	77.9	High	Declined	Acceptable
Work Preparation	89.2	93.1	96.6	83.1	84.9	84.5	Very High	Maintained	Excellent

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Dr. K. A. Clark Alberta Education Assurance Measure Results - EAL Report

Assurance Domain	Measure	Dr Karl A Clark Elementary (EAL)			Alberta (EAL)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	46.2	37.5	n/a	57.9	59.7	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	12.5	n/a	12.2	13.7	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Measure	Dr Karl A Clark Elementary (ESL)			Alberta (ESL)			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Lifelong Learning	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies - At Risk Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Satisfaction with Program Access	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Dr. K. A. Clark Alberta Education Assurance Measure Results - First Nations, Métis, Inuit (FNMI) Report

Assurance Domain	Measure	Dr Karl A Clark Elementary (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	30.0	*	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	*	n/a	5.5	5.9	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Measure	Dr Karl A Clark Elementary (FNMI)			Alberta (FNMI)			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Lifelong Learning	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies - At Risk Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Satisfaction with Program Access	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Dr. K. A. Clark English Language Arts 6 PAT Results

English Language Arts 6

	2018/2019				2019/2020*				2020/2021*				2021/2022 d				2022/2023***			
	Sch		AB		Sch		AB		Sch		AB		Sch		AB		Sch		AB	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation																				
Enrolled a	49	100.0	54820	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	39	100.0	56095	100.0	72	100.0	52106	100.0
Writing	45	91.8	49639	90.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37	94.9	47534	84.7	65	90.3	43892	84.2
Absent b	1	2.0	2461	4.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	0.0	5848	10.4	5	6.9	5702	10.9
Excused	3	6.1	2720	5.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	5.1	2713	4.8	2	2.8	2512	4.8
Results Based on Number Enrolled																				
Total Test																				
Standard of Acceptable	37	75.5	45618	83.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	29	74.4	42663	76.1	50	69.4	39683	76.2
Standard of Excellence	3	6.1	9745	17.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	10.3	10588	18.9	0	0.0	9601	18.4
Below Acceptable Standard	8	16.3	4021	7.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8	20.5	4871	8.7	15	20.8	4209	8.1
Results Not Available c	4	8.2	5181	9.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	5.1	8561	15.3	7	9.7	8214	15.8
Results Based on Number Writing																				
Total Test																				
Acceptable Standard	37	82.2	45618	91.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	29	78.4	42663	89.8	50	76.9	39683	90.4
Standard of Excellence	3	6.7	9745	19.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	10.8	10588	22.3	0	0.0	9601	21.9
Below Acceptable Standard	8	17.8	4021	8.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8	21.6	4871	10.2	15	23.1	4209	9.6
Reading																				
Acceptable Standard	39	86.7	44797	90.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	67.6	41117	86.5	50	76.9	38908	88.6
Standard of Excellence	15	33.3	22141	44.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	18.9	18689	39.3	5	7.7	17620	40.1
Writing																				
Acceptable Standard	30	66.7	45448	91.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35	94.6	43491	91.5	50	76.9	39479	89.9
Standard of Excellence	0	0.0	5354	10.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	2.7	7470	15.7	0	0.0	6697	15.3
Mean (%)	45	60.5	49639	68.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37	60.6	47534	67.0	65	54.9	43892	67.1
Standard Deviation	45	13.8	49639	13.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37	16.1	47534	14.5	65	13.2	43892	14.3

Table 2.2
Standards Achieved by Students Writing the Test, by Reporting Category

Reporting Category	Maximum Possible Score	Cut Score a	School n = 65		Province n = 43892	
			Number	Percent	Number	Percent
Acceptable Standard b						
Total Test	100	48	**50**	**76.9**	39683	90.4
Writing	55	28	**50**	**76.9**	39479	89.9
Reading	50	23	**50**	**76.9**	38908	88.6
Standard of Excellence						
Total Test	100	79	**0**	**0.0**	9601	21.9
Writing	55	44	**0**	**0.0**	6697	15.3
Reading	50	39	**5**	**7.7**	17620	40.1
Below Acceptable Standard						
Total Test	100	N/A	**15**	**23.1**	4209	9.6
Writing	55	N/A	**15**	**23.1**	4413	10.1
Reading	50	N/A	**15**	**23.1**	4984	11.4

Dr. K. A. Clark Mathematics 6 PAT Results

Mathematics 6 - All Students Writing

	2018/2019				2019/2020*				2020/2021*				2021/2022 d				2022/2023***			
	Sch		AB		Sch		AB		Sch		AB		Sch		AB		Sch		AB	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation																				
Enrolled a	48	100.0	54778	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	39	100.0	56019	100.0	72	100.0	52551	100.0
Writing	37	77.1	49753	90.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30	76.9	47909	85.5	56	77.8	44458	84.6
Absent b	0	0.0	2140	3.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	2.6	5558	9.9	1	1.4	5292	10.1
Excused	11	22.9	2885	5.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8	20.5	2552	4.6	15	20.8	2801	5.3
Results Based on Number Enrolled																				
Total Test																				
Standard of Acceptable	28	58.3	39711	72.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18	46.2	35918	64.1	37	51.4	34394	65.4
Standard of Excellence	3	6.3	8242	15.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	2.6	7073	12.6	2	2.8	8375	15.9
Below Acceptable Standard	9	18.8	10042	18.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	30.8	11991	21.4	19	26.4	10064	19.2
Results Not Available c	11	22.9	5025	9.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9	23.1	8110	14.5	16	22.2	8093	15.4
Results Based on Number Writing																				
Total Test																				
Acceptable Standard	28	75.7	39711	79.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18	60.0	35918	75.0	37	66.1	34394	77.4
Standard of Excellence	3	8.1	8242	16.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	3.3	7073	14.8	2	3.6	8375	18.8
Below Acceptable Standard	9	24.3	10042	20.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	40.0	11991	25.0	19	33.9	10064	22.6
Part A																				
Acceptable Standard	22	59.5	35726	71.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10	33.3	32556	68.0	26	46.4	30767	69.2
Standard of Excellence	12	32.4	21651	43.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	13.3	18672	39.0	16	28.6	20199	45.4
Part B																				
Acceptable Standard	28	75.7	40440	81.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	66.7	37057	77.3	39	69.6	35051	78.8
Standard of Excellence	4	10.8	8424	16.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	3.3	6709	14.0	2	3.6	7943	17.9
Mean (%)	37	59.6	49753	63.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30	52.1	47909	63.1	56	55.3	44458	65.5
Standard Deviation	37	18.5	49753	19.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30	19.7	47909	20.1	56	16.7	44458	20.7

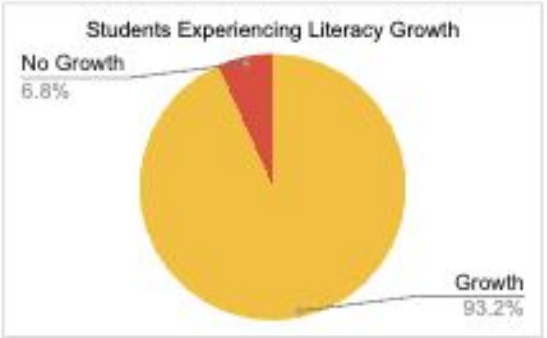
Table 2.2
Standards Achieved by Students Writing Both Parts of the Test, by Reporting Category

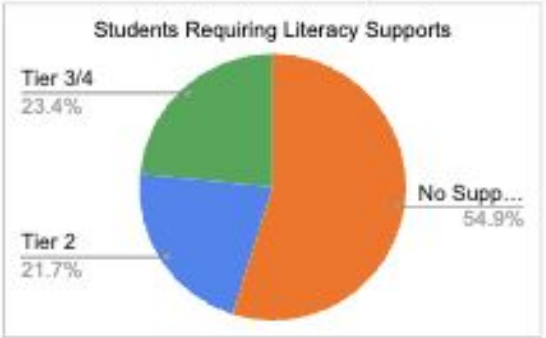
Reporting Category	Maximum Possible Score	Cut Score a	School n = 56		Province n = 40772	
			Number	Percent	Number	Percent
Acceptable Standard b						
Total Test	100	49	**37**	**66.1**	31335	76.9
Part A	15	10	**26**	**46.4**	27989	68.6
Part B	40	19	**39**	**69.6**	31949	78.4
Standard of Excellence						
Total Test	100	87	**2**	**3.6**	7683	18.8
Part A	15	13	**16**	**28.6**	18405	45.1
Part B	40	35	**2**	**3.6**	7312	17.9
Below Acceptable Standard						
Total Test	100	N/A	**19**	**33.9**	9437	23.1
Part A	15	N/A	**30**	**53.6**	12514	30.7
Part B	40	N/A	**17**	**30.4**	8823	21.6

Literacy Growth and Tiers of Support Data

Dr. K. A. Clark Students Experiencing Literacy Growth and Tiers of Support (March 2024)

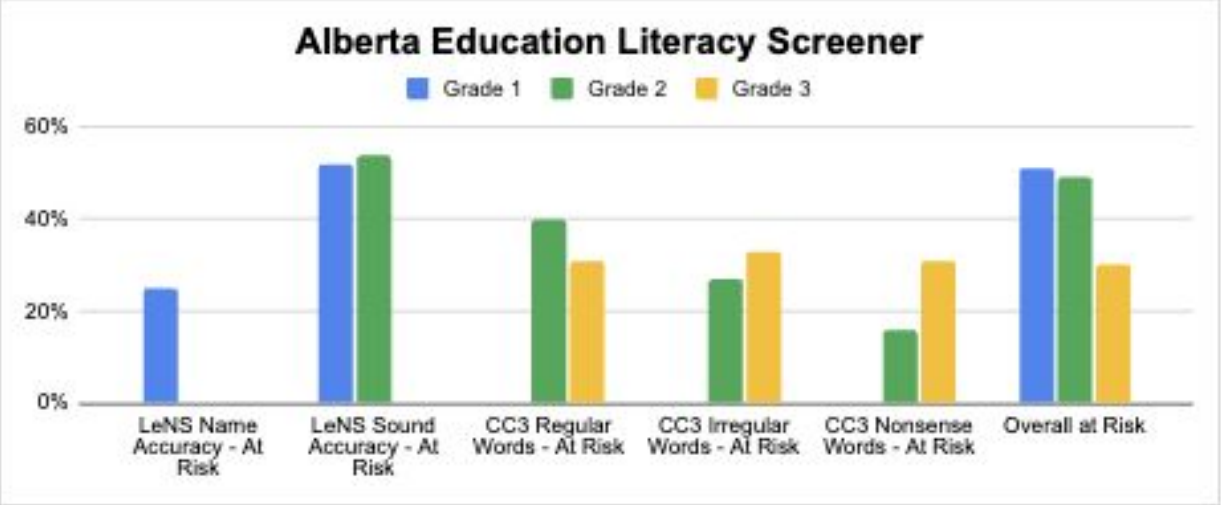
Grade	% of Students Experiencing Growth	% of Students Requiring Tier 2 Supports	% of Students Requiring Tier 3/4 Supports
ECDP-KAM	88.0%	12.0%	36.0%
ECDP-KPM	72.7%	18.2%	36.4%
ECDP-LAM	87.5%	16.7%	20.8%
ECDP-LPM	77.3%	22.7%	13.6%
KX-AM	73.9%	30.4%	13.0%
KX-PM	100.0%	20.8%	8.3%
KY-AM	91.7%	16.7%	16.7%
KY-PM	81.0%	23.8%	9.5%
1K	100.0%	26.1%	8.7%
1L	96.0%	28.0%	16.0%
1M	100.0%	34.8%	8.7%
2K	100.0%	36.0%	40.0%
2L	100.0%	18.2%	27.3%
2M	100.0%	16.7%	20.8%
3K	100.0%	23.3%	20.0%
3L	96.4%	32.1%	21.4%
3M	100.0%	20.0%	16.7%
4K	100.0%	30.8%	15.4%
4L	88.5%	11.5%	23.1%
4M	100.0%	8.0%	16.0%
5K	95.7%	47.8%	8.7%
5L	78.3%	21.7%	4.3%
6K	100.0%	11.1%	3.7%
6L	96.6%	37.9%	3.4%
SK/VIP-K	100.0%	0.0%	100.0%
SK/VIP-L	100.0%	0.0%	100.0%
Overall	93.2%	21.7%	23.4%



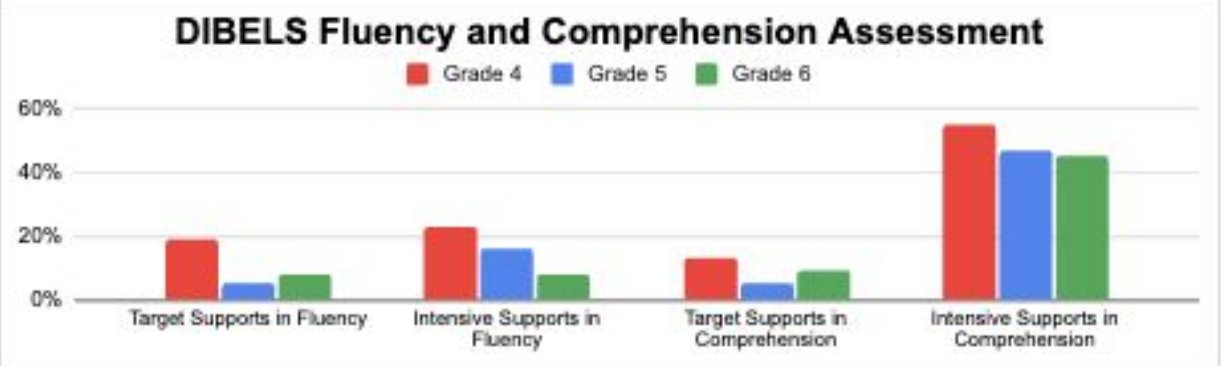


Literacy Screener Data

Alberta Education Literacy Screener			
	Grade 1	Grade 2	Grade 3
LeNS Name Accuracy - At Risk	25%	n/a	n/a
LeNS Sound Accuracy - At Risk	52%	54%	n/a
CC3 Regular Words - At Risk	n/a	40%	31%
CC3 Irregular Words - At Risk	n/a	27%	33%
CC3 Nonsense Words - At Risk	n/a	16%	31%
Overall at Risk	51%	49%	30%
	45% of Gr. 1-3 Students at Risk		



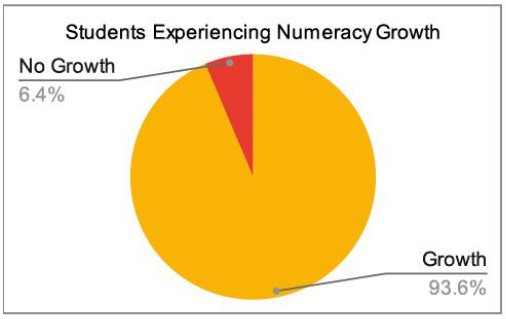
DIBELS Fluency and Comprehension Assessment			
	Grade 4	Grade 5	Grade 6
Target Supports in Fluency	19%	5%	8%
Intensive Supports in Fluency	23%	16%	8%
Target Supports in Comprehension	13%	5%	9%
Intensive Supports in Comprehension	55%	47%	45%
Overall at Risk	53%	47%	49%
	50% of Gr. 4-6 Students at Risk		

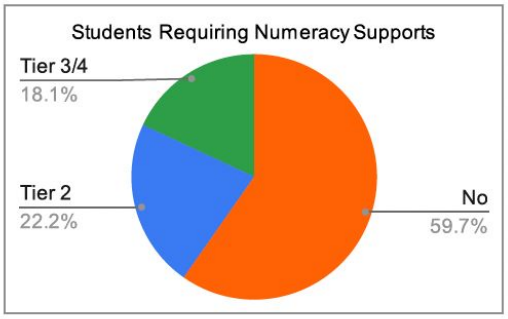


Numeracy Growth and Tiers of Support

Dr. K. A. Clark Students Experiencing Numeracy Growth and Tiers of Support (March 2024)

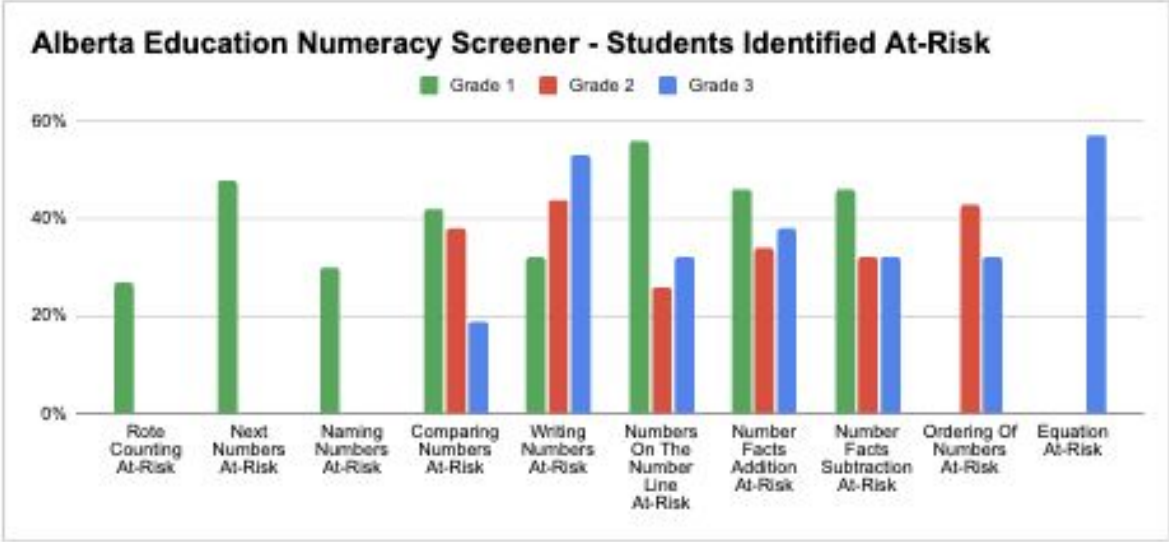
Grade	% of Students Experiencing Growth	% of Students Requiring Tier 2 Supports	% of Students Requiring Tier 3/4 Supports
ECDP-KAM	80.0%	12.0%	36.0%
ECDP-KPM	81.8%	13.6%	40.9%
ECDP-LAM	87.5%	16.7%	20.8%
ECDP-LPM	81.8%	22.7%	13.6%
KX-AM	73.9%	21.7%	13.0%
KX-PM	100.0%	4.2%	8.3%
KY-AM	91.7%	16.7%	16.7%
KY-PM	85.7%	23.8%	4.8%
1K	100.0%	47.8%	8.7%
1L	100.0%	20.0%	16.0%
1M	100.0%	34.8%	8.7%
2K	100.0%	36.0%	16.0%
2L	95.5%	9.1%	9.1%
2M	100.0%	25.0%	4.2%
3K	100.0%	40.0%	0.0%
3L	92.9%	14.3%	3.6%
3M	100.0%	23.3%	3.3%
4K	100.0%	30.8%	15.4%
4L	100.0%	11.5%	19.2%
4M	88.0%	24.0%	0.0%
5K	100.0%	60.9%	0.0%
5L	87.0%	30.4%	4.3%
6K	100.0%	7.4%	3.7%
6L	96.6%	31.0%	3.4%
SK/VIP-K	100.0%	0.0%	100.0%
SK/VIP-L	91.7%	0.0%	100.0%
Overall	93.6%	22.2%	18.1%



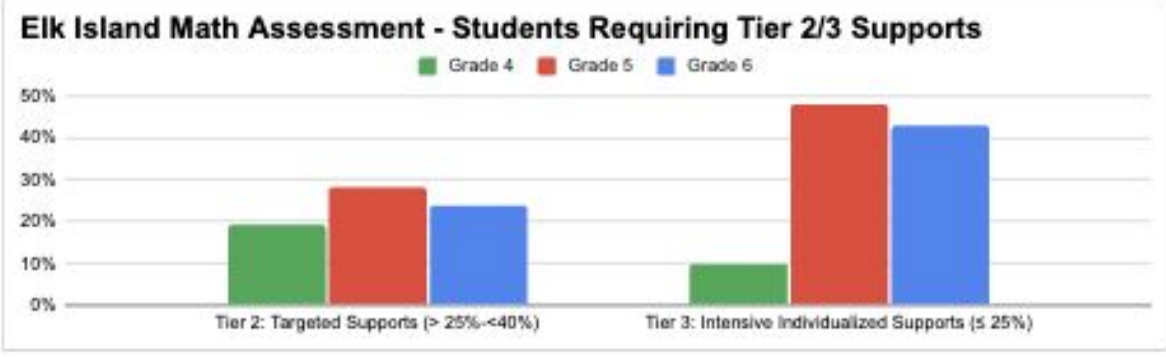


Numeracy Screener Data

Alberta Education Numeracy Screener			
	Grade 1	Grade 2	Grade 3
Rote Counting At-Risk	27%	n/a	n/a
Next Numbers At-Risk	48%	n/a	n/a
Naming Numbers At-Risk	30%	n/a	n/a
Comparing Numbers At-Risk	42%	38%	19%
Writing Numbers At-Risk	32%	44%	53%
Numbers On The Number Line At-Risk	56%	26%	32%
Number Facts Addition At-Risk	46%	34%	38%
Number Facts Subtraction At-Risk	46%	32%	32%
Ordering Of Numbers At-Risk	n/a	43%	32%
Equation At-Risk	n/a	n/a	57%
Overall at Risk	36%	43%	23%
	33% of Grade 1-3 Students are At-Risk		

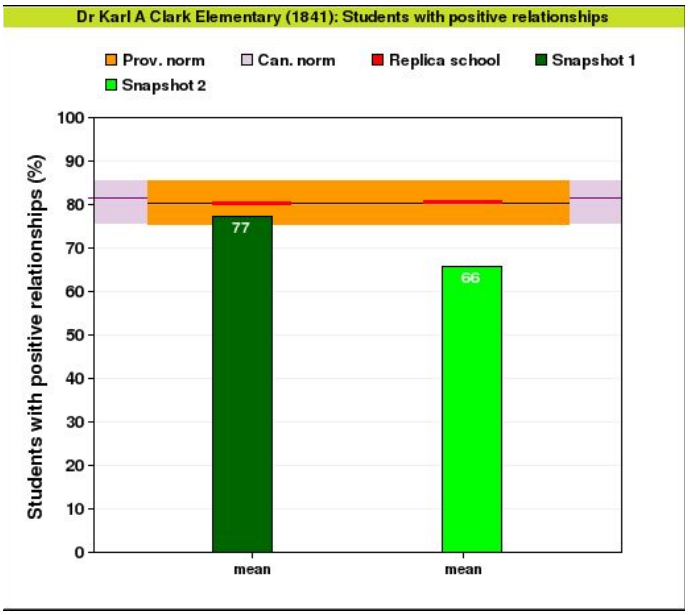


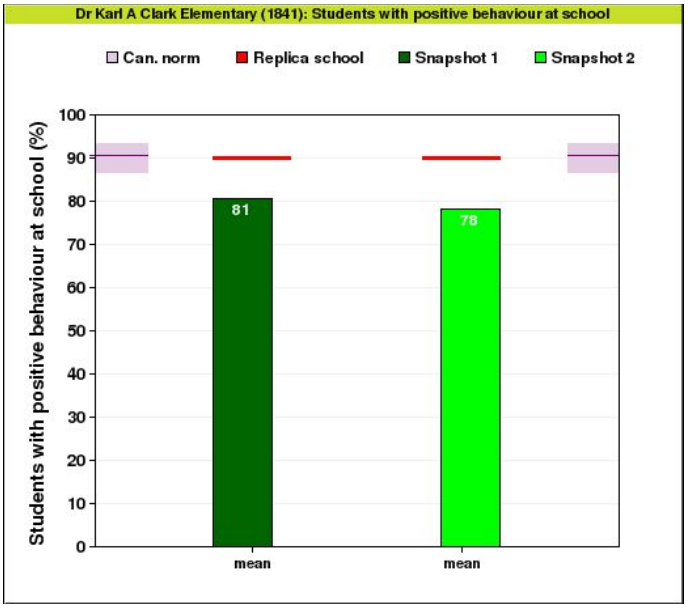
Elk Island Math Assessment			
	Grade 4	Grade 5	Grade 6
Tier 2: Targeted Supports (> 25%-<40%)	19%	28%	24%
Tier 3: Intensive Individualized Supports (≤ 25%)	10%	48%	43%
Requiring More Than Universal Supports	29%	76%	67%
	54% of Grade 4-6 students		

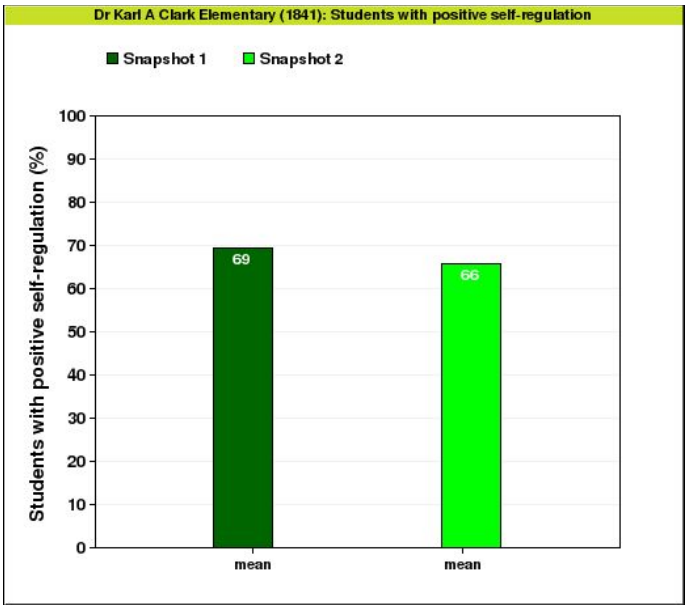


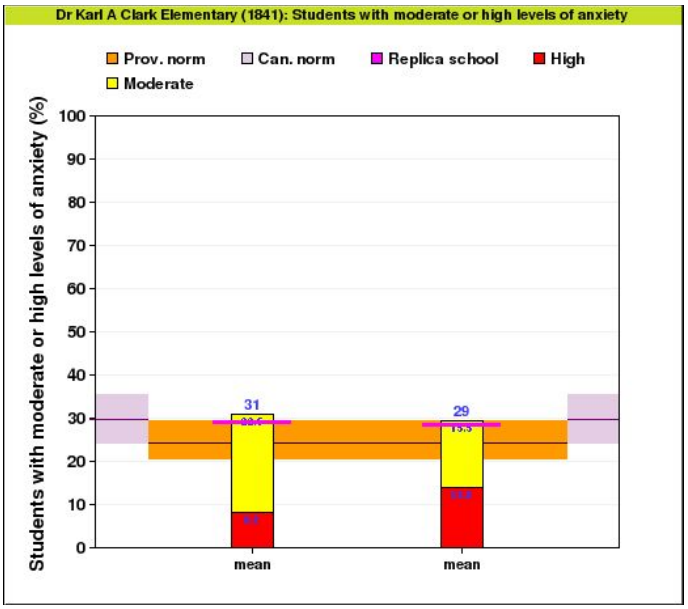
Doing What's Best For Kids

OurSchool Survey Results









Doing What's Best For Kids