William D Pratt 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 and numeracy will improve.

Outcome One: Student achievement in writing and number will improve through disciplinary literacy.

Celebrations

- *Increased number of achieving report card indicator "3" in writing. Increasing from 226 students in June 2024 to 458 students in June 2025.*
- *Increased number of students achieving report card indicator "3" or "4" in number. Increasing from 356 students in June 2024 to 736 students in June 2025.*
- *Increased calibration of assessment between grade level and subject level teachers*

Areas for Growth

- *Building student confidence and capacity for what comes next in literacy and number learning by communicating learning intentions and assessment criteria*
- *Building teacher capacity for communicating learning intentions and assessment criteria through collaboration and calibration*

Next Steps

- *6 week learning cycles focused on differentiation, sharing learning intentions, and communication assessment criteria*
- *Co-planning and calibration of assessment through Professional Learning Communities every 6 weeks.*

Our Data Story:

William D. Pratt's 2024-2025 School Development Plan had broad goals to improve literacy and numeracy by improving student achievement in writing and number through disciplinary literacy. Through data analysis and teacher observations, the school noted that while many of our students were confident readers, they were less confident in responding to texts through writing. Similarly, while many of our students demonstrated confidence in their basic number sense, they were less confident in approaching challenging math problems. To address these observations about writing, school staff implemented structured writing lessons within all subject areas that reflected authentic writing opportunities within these disciplines. Teachers also provided some additional feedback loops utilizing self, peer, and teacher feedback tools to improve writing coherence and quality. To address these observations about number school staff implemented number talks and open-ended complex problems using vertical non-permanent surfaces. Teachers began to collaborate in subject and grade teams to design common tasks and assessment practices to increase the frequency of these activities in all grades. Teachers also began to deepen their understanding of assessment and reporting, calibrating assessment data to increase accuracy. Through this work, the school saw some improvement in student perceptions regarding their writing (Figure 1). and no improvement in student perceptions regarding their mathematical problem solving (Figure 2).
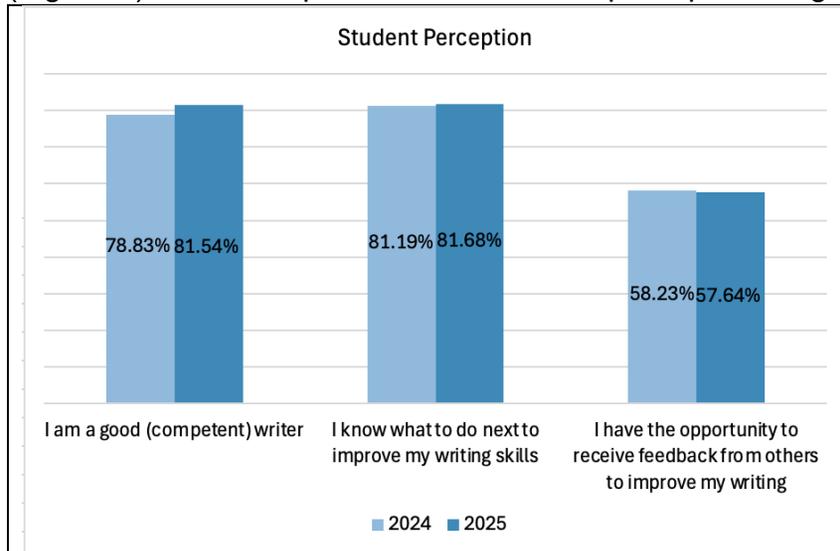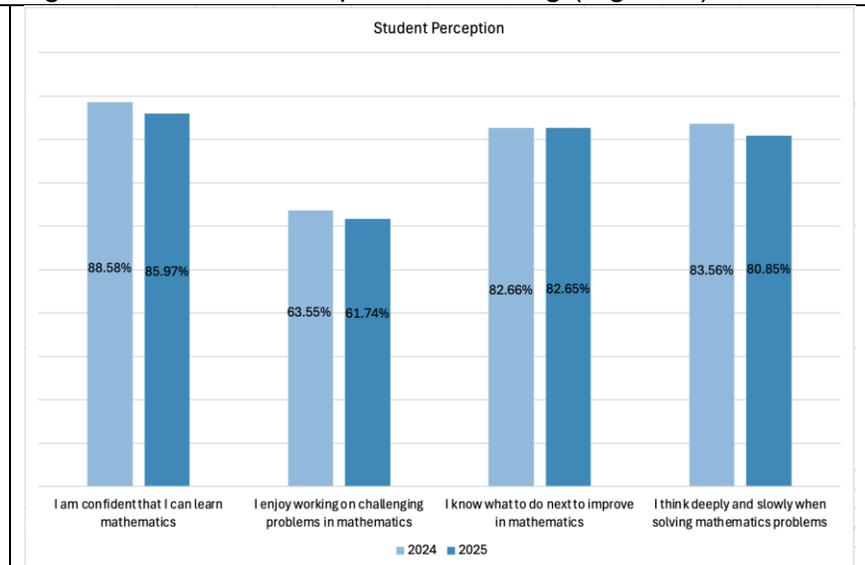

Figure 1

Figure 2

By the end of the year, the school noted an increase in student achievement through the analysis of report card stems and English Language Benchmarks for writing. For example, the percentage of students receiving an indicator of "3" in the literacy stem "Writes to express information and ideas" increased across cohorts. Table 1 demonstrates the overall shift in student achievement in writing from June 2024 to June 2025 by cohort, based the report card. Our English as an additional language (EAL) learners also demonstrated progress in their writing with 53.8% of EAL learners demonstrating level 4 or 5 proficiency in June compared to 42.7% of learners in September. Our Provincial Achievement Test results for writing, ELA Part A, for grade 9 demonstrated a decrease in students achieving both Acceptable Standard and Standard of Excellence. Table 2 demonstrate the overall shift in student achievement in writing from the Provincial Achievement test. It is important to note that grade 6 students did not write the ELA Part A Provincial Achievement test in 2024.

	2024 Not Meeting (1)	2025 Not Meeting (1)	2024 Basic (2)	2025 Basic (2)	2024 Good (3)	2025 Good (3)	2024 Excellent (4)	2025 Excellent (4)
Cohort 2033 (Gr5)	2.7	2.8	11.2	27.1	22.3	44.9	14.9	25.2
Cohort 2032 (Gr6)	2	1.9	17.6	33.1	23.2	49.7	8.4	15.3
Cohort 2031 (Gr7)	1.3	0	13	32.4	24.3	47.1	13.6	20.6
Cohort 2030 (Gr8)	1.1	3.7	10.2	25.6	29.8	50.6	9.1	20.1
Cohort 2029 (Gr9)	0.3	1.1	16.6	30.5	24.5	46.3	9.1	22

Table 1

	2024 Acceptable Standard	2025 Acceptable Standard	2024 Standard of Excellence	2025 Standard of Excellence
Grade 6	N/A	N/A	N/A	N/A
Grade 9	95.16	81.25	24.73	14.2

Table 2

In mathematics report card data demonstrated improvement in students' overall achievement in the "Number" stem. Generally, the school saw an increase in the percentage of students who achieved "3" and "4" indicators on their final report cards in the stems "Number" for grades 7 through 9 and "Number and Patterns and Relations" for grades 5 through

6. Our Provincial Achievement Test results for Number, Math Part A, for grade 9 demonstrated a fairly consistent results for students achieving both Acceptable Standard and Standard of Excellence. Table 3 demonstrates the overall shift in student achievement in Number from June 2024 to June 2025 by cohort, based on the report card. Table 4 demonstrates the overall shift in student achievement in number from the Provincial Achievement test. It is important to note that grade 6 students did not write the Math Part A Provincial Achievement test in 2024.

	2024 Not Meeting (1)	2025 Not Meeting (1)	2024 Basic (2)	2025 Basic (2)	2024 Good (3)	2025 Good (3)	2024 Excellent (4)	2025 Excellent (4)
Cohort 2033 (Gr5)	0.5	0.9	10.3	14.7	20.1	40.5	19.6	44
Cohort 2032 (Gr6)	1.8	5.3	10.3	22.5	20.3	45.6	18.5	26.6
Cohort 2031 (Gr7)	1.3	7.3	10.9	25.7	20.6	39.7	18.3	27.4
Cohort 2030 (Gr8)	0.7	7.1	9.1	31	25.8	39.3	14.4	22.6
Cohort 2029 (Gr9)	2.2	1.7	10.3	20.7	18.5	38	19.1	39.7

Table 3

	2024 Acceptable Standard	2025 Acceptable Standard	2024 Standard of Excellence	2025 Standard of Excellence
Grade 6	N/A	N/A	N/A	N/A
Grade 9	49.46	26.34	24.73	23.98

Table 4

Insights and Next Steps

While continuous improvement is evident in our Report Card data, student perception data continues to suggest there is room for improvement in literacy and numeracy. While teachers began to engage in co-planning and calibration of assessment, this year we will focus on greater consistency with applying these strategies. As a school, we will continue to increase transparency with students around learning intentions and assessment criteria, with the intention of increasing students' confidence in knowing what to do next.

Goal Two: Working and learning environments promote equity, diversity, and inclusion.

Outcome One: Students and employees' sense of belonging and safety at school will improve.

Celebrations

- Increase in students feeling welcome at school as reported in the CBE Student Survey
- Increase in students feeling included at school as reported in the CBE Student Survey
- More engagement with staff and students around wellbeing as seen in the Professional Development Plan for teachers and Student Action Wellbeing Team

Areas for Growth

- Increasing students' sense of belonging
- Increasing students seeing themselves in the school culture
- Increased diversity of texts, materials, and perspectives

Next Steps

- Increasing intentional teaching of strategies for wellbeing and connection between peers and adults through Homeroom-Connect
- Monthly cycles of learning for Homeroom-Connect directly connected to the Wellbeing and Holistic Lifelong Learning Frameworks

Our Data Story:

In addition to goals to support Learning Excellence, William D Pratt's 2024-2025 School Development Plan had broad goals to improve working and learning environments that promote equity, diversity, and inclusion. Through data analysis and teacher observations, the school noted that while many of our students felt their teachers cared about them and their learning, students also identified a decreased sense of belonging and safety at school. To address these observations about wellbeing, school staff implemented opportunities to build connections with one another during homeroom each Friday. Teachers began to collaborate with students through student leadership and our student action team to host spirit events and celebrate diverse cultures. Through this work, the school saw an increase in students feeling a sense of belonging, included, and welcome at school. There was a slight decrease in students feeling safe at school.

Figure 3

Figure 4
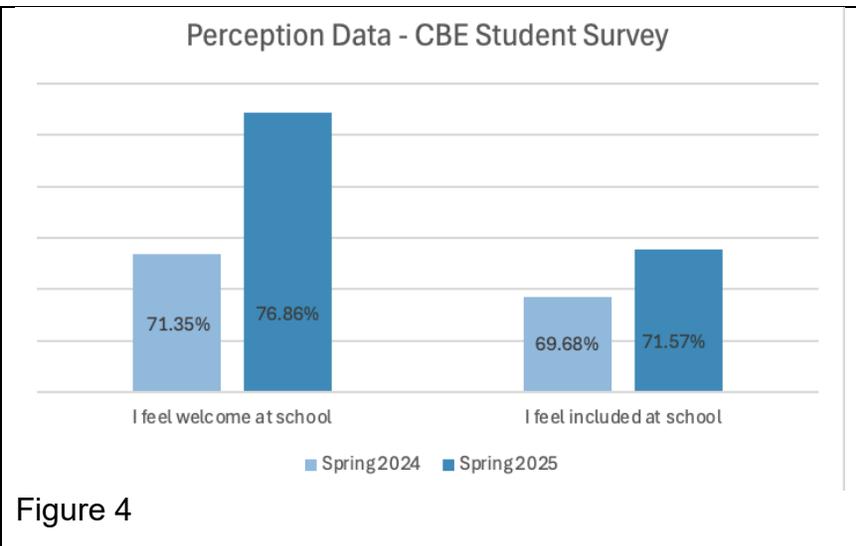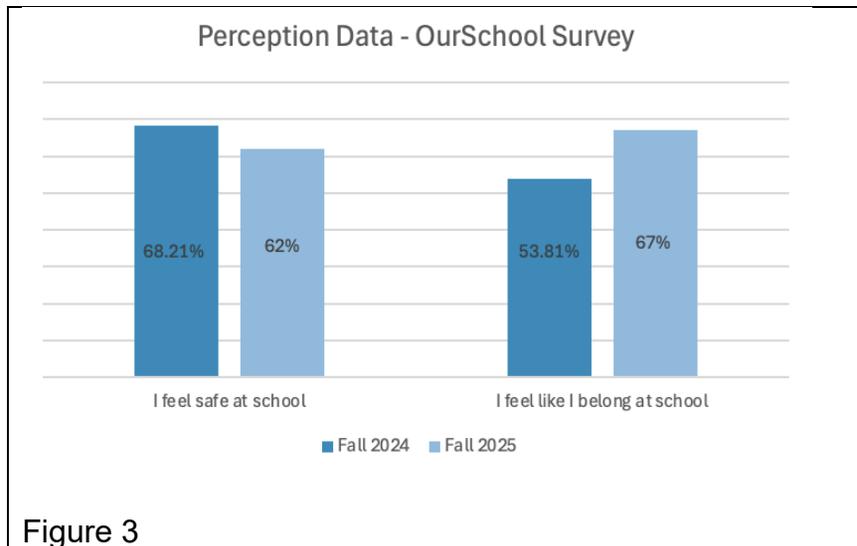
Insights and Next Steps

The CBE Student Survey demonstrated an increase in students' feeling welcomed and included at school. While teachers and staff began to collaborate with students on well-being through Homeroom, this time was limited to once a week. As a school we will continue to increase connection through Homeroom Connect happening daily Monday to Thursday. Homeroom-Connect activities will be designed with the Wellbeing and Holistic Lifelong Learning frameworks with a focus on knowing students as learners, creating shared understanding of one another, and fostering a sense of belonging.

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

Assurance Domain	Measure	William D. Pratt 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	82.7	81.7	82.6	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	68.8	72.2	75.3	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
	PAT6: Acceptable	n/a	77.7	78.1	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	26.3	24.9	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	72.0	74.5	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	20.7	22.3	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	80.7	82.9	85.0	87.7	87.6	88.2	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.5	76.7	80.9	84.4	84.0	84.9	Very Low	Declined	Concern
	Access to Supports and Services	71.8	75.1	73.9	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	76.6	71.2	76.7	80.0	79.5	79.1	Intermediate	Maintained	Acceptable