

**Louise Dean 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.

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

Goal One: Student achievement in literacy will improve.

Outcome One: Improved reading comprehension across the disciplines.

Celebrations

- Students showed improvement in the English Language Arts 30-1 and 30-2 Diploma Part B exams (Acceptable Standard +15%, Standard of Excellence +11.6%).
- Students showed improvement in the English Language Arts Diploma 30-2 Part B Comprehension exam (+8.35%).
- Students showed improvement in the Social Studies Diploma 30-2 Part B exam (Acceptable Standard +20%).
- Students showed significant improvement with English Language Arts outcome 2a in 10-2 (+43%).
- Students showed significant improvement in Social Studies outcome S8-9 in 10-2 (+37.6%).
- Students showed improvement when reporting “they understand what they read” (+4%) in the CBE Student Survey.

Areas for Growth

- Improving student’s autonomy for selecting and using personalized learning strategies to support reading comprehension.
- Improving student’s autonomy for selecting and using self-regulation strategies.
- Improved attendance.

Next Steps

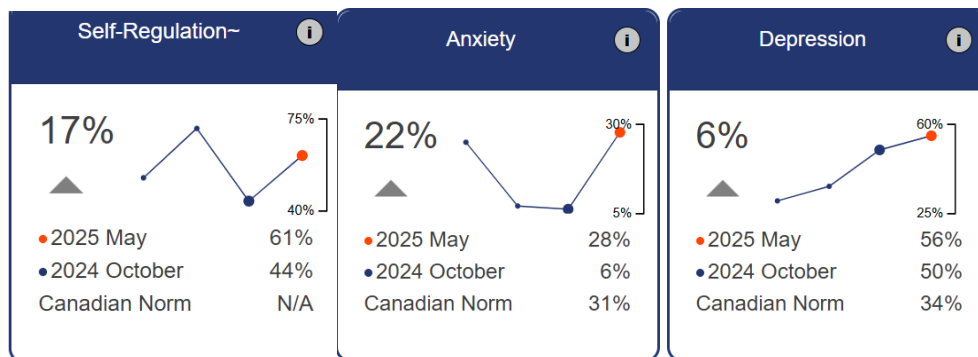
- Improving teacher capacity for administering and interpreting literacy assessments to improve personalized programming.
- Support student literacy improvements through refining our Continuum of Supports.
- Use student self-assessments to build autonomy in choosing and using learning strategies.
- Identify and support in removing barriers to improve attendance.

Our Data Story:

Leaning into the Challenges

Louise Dean is a school for pregnant and parenting students. During the 2024-2025 school year, preparing for a school closure for the purpose of relocation was a major event and undertaking for students, staff and our school community. We began the year revisiting the transitions plans made with 24 students and their 25 children, (which grew to 38 students and 32 children by the end of the school year) to move to our new location in Forest Lawn. Understanding students come to us with varied experiences in school and life, and most are managing the stressors that come with facing trauma and being young parents, we prepared for the trauma response that comes with moving (a major life event), by having regular conversations with students to glean what they were most concerned about. Using that data, we planned several tours and information sessions the previous school year in preparation. The 'predict and prepare' LDS teachers worked through with students, and the intentional efforts in teaching self-regulation strategies, supported students to make this shift, moving from one school to another. We welcomed students into the new location at Jack James High School campus on October 15, 2024.

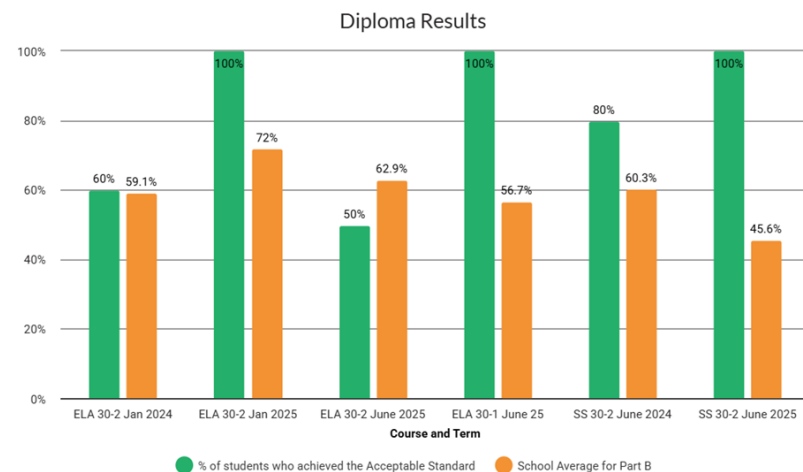
An indicator of the success of this intentional work was noted in the Our School survey with a +17% increase reported by students on their ability to use self-regulation strategies from October 2024 to May 2025. This result demonstrated throughout a stressful life event; students applied the strategies taught and self-reported this improvement. However, the Our School survey results also revealed that student anxiety had increased (+22%) as had student depression (+6%). Given this data, continued intentional teaching on emotional regulation is crucial. It is also important to note that approximately 82 percent of our students have special education codes, and approximately half of the student population self-identify as Indigenous adding to the complexity of our learners.



Understanding that the 2024-2025 school year, given a school move, would mean some instability, the LDS leadership team leaned into the challenge, ensuring we were aware of student capability, need, complexity, and how to guide them to success in school. We established time and conversation structures for meeting regularly to ensure timely action plans were focused on personalization; by holding a case conference focusing on a student weekly, supporting our in-school teams with Collaborative Team Meetings, and digging into how IPPs can support the tracking of student progress through identified goals, we became keenly aware of the literacy and well-being challenges our students face regularly. Understanding that regular attendance is key to academic success at Louise Dean School, and that the vast majority of our students meet the criteria determined by Alberta education for chronic absenteeism, awareness of the barriers to attending school is key when action planning to support student achievement and is an area of growth for our next steps.

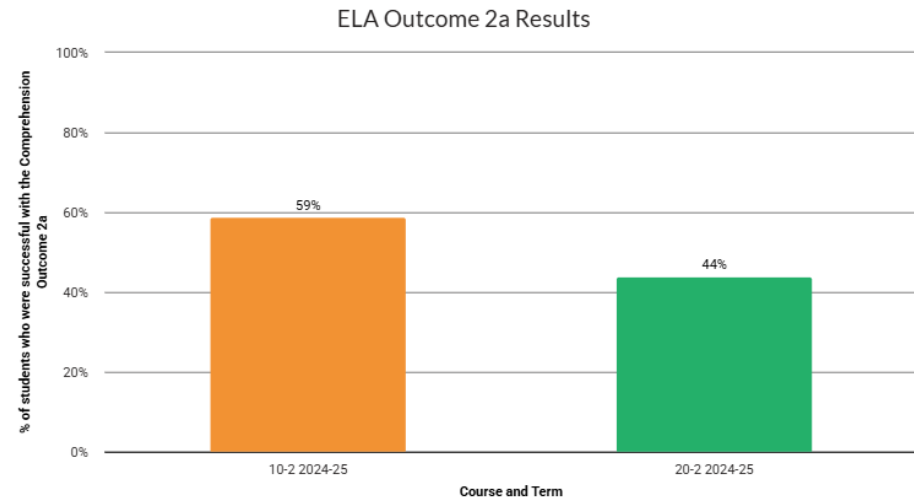
Noticing the Successes and Challenges

Measuring comprehension-based data from ELA and Social Studies outcomes and Diploma Part B results revealed that success can be seen in student achievement as well as the challenges with self-regulation. The Diploma Results chart (right) shows the trending changes in student achievement on the ELA 30-1, 30-2 and Social Studies 30-2 Diploma part B exams. The sample sizes for each of the diploma sittings, which range from 2 to 12 for the ELA and Social Studies exam sittings, highlighting the small number of students who persevere to this level of learning. For the 6 exam sittings explored in the Diploma Results chart, 100% of the students achieved the Acceptable Standard in 3 out of the 6 sittings; the main variance in the results lives in the school average for Part B and the number of students who achieve excellence (3 out of 20 exam writers), which is indicative of our wide range of learners. Comparing the outcome data to the diploma data, students are able to communicate their understanding more effectively in a collaborative and supportive learning environment. While it is not indicated in the chart, there is also a notable 15% achievement gap between our students who self-identify as Indigenous and those who are non-Indigenous. It is also notable that last June, three students successfully took the ELA 30-1 diploma exam as they upgraded their courses for university entrance requirements. Our next steps are to dig into the role of effective interventions, explicit connections to IPP goals, and how to build towards student autonomy when employing regulation and learning strategies.

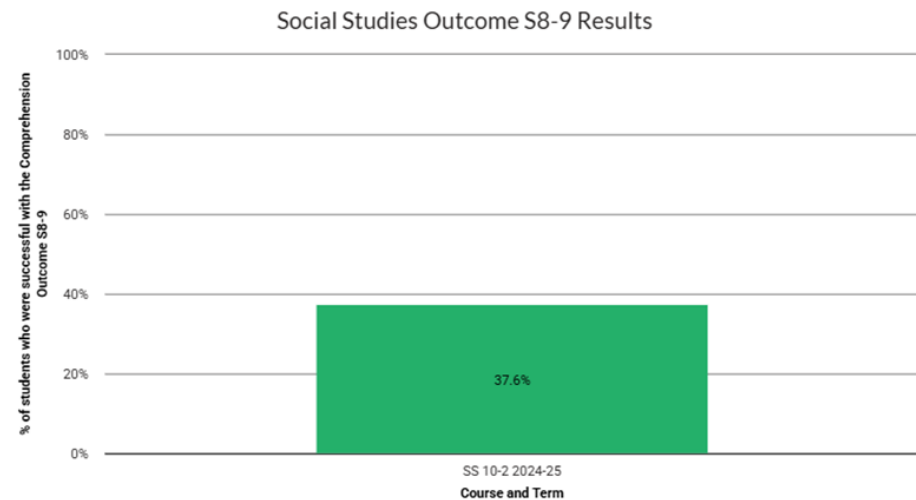


Digging into the Data

The Comprehension Outcome graphs (ELA 2a and SS S8-9) show the baseline data we gathered about our students' comprehension skills when responding personally, critically, or analytically to literature or media in ELA and their ability to communicate ideas and information in an organized and effective manner in Social Studies. The increase in students achieving more than 80% has grown alongside our professional learning around the continuum of supports, how to provide effective interventions for all learners, how to gather a full body of evidence from observations, conversations alongside summative assessments, and how to ground instructional plans in literacy and numeracy diagnostics, like the CORE Maze and the Numeracy Self-Assessment. Our next step is to improve our documentation and interpretation of the diagnostic and street data to ensure we are capturing the efficacy of the 'how' and 'why' with the 'what', which will help us to further refine the personalization of our continuum of supports and their implementation.



Although this is the first year we are measuring ELA and Social Studies comprehension outcomes, measuring our baseline data with our previous year's outcome data revealed a significant increase in student success in these outcomes. This success can be attributed to improvements in attendance, and targeted interventions utilized during lessons, tasks, and assessments. To lean into this momentum and continue to build teacher capacity for effective interventions, our next steps are to plan and implement a Professional Learning Plan that includes Brain-based education for understanding the role of resiliency and perseverance in learning, and how to embed self-regulation into lesson, task, and assessment design. We aim to support our teachers in learning highly effective strategies to engage students in the learning and to keep them on task when regulated.



In the quest for reliable data, we are planning to implement a cohort system for gathering data. We believe that using the same cohort of students will allow us to see valid growth or gaps in our data story. The data we have tracked in previous years show significant swings in results due to the transient nature of our student population, leading to data that is limited when pointing us towards our next steps. As evident in the CBE student survey, we saw an improvement of +4.09% of student who identified that “I understand what I read”, however the +40.91% increase noted the previous year was based on a different cohort of students responses, so we aim to improve the reliability of the data we are collecting. With our current student body, we will be able to track 15 students to compare last year's data to this year's, and although several of the cohort will be ‘returning 12s’, all 15 of those students will continue into year three of this School Development Plan. In addition to the student achievement data and survey results, we also plan to tap into the documentation from classroom observations and conversations that comprise the essential street data that will round out our data story.

CBE Student Survey	2023-24	2024-25
Students who identify that <i>I use written and oral communication skills in Math class</i>	100% +50	100% maintained
Students who identified that <i>I understand what I read</i>	90.91% +40.91	95% +4.09

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	Louise Dean 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	90.8	88.2	90.8	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	91.1	84.3	83.9	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	17.1	14.3	7.8	81.4	80.4	81.4	Very Low	Maintained	Concern
	5-year High School Completion	31.5	51.7	39.5	87.1	88.1	87.9	Very Low	Maintained	Concern
	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	60.0	60.0	75.7	82.0	81.5	80.9	Very Low	Maintained	Concern
	Diploma: Excellence	20.0	0.0	4.3	23.0	22.6	21.9	High	Improved	Good
Teaching & Leading	Education Quality	97.4	95.4	94.5	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.2	87.1	87.0	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	100.0	96.1	98.1	80.1	79.9	80.7	Very High	Maintained	Excellent
Governance	Parental Involvement	67.9	70.0	66.9	80.0	79.5	79.1	Very Low	Maintained	Concern