

**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

Dr. Oakley 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 will improve.

Outcome One: Students will improve their literacy by integrating explicit reading instruction with social emotional learning centered around self-regulation.

Celebrations

- Significant reading progress among first-year students: over 50% of elementary and 62% of junior high students moved beyond the emergent reading stage by the end of the year.
- Improved self-perception and metacognitive awareness: students increasingly reported knowing what to do next to improve their reading skills (CBE Survey: 88.0% → 91.1%).
- Stronger self-regulation and focus: School Survey results show students' ability to stay focused improved from 45.0% to 62.5%.

Areas for Growth

- Slower progression **among second-year students, with 70% of elementary and 54% of junior high students still at emergent or developing levels.**
- Decline in engagement: ***Assurance Survey – Student Learning Engagement* dropped from 84.9% to 79.8%, indicating a need for more meaningful and motivating literacy experiences.**
- Access to high-interest, relevant texts **that connect reading skills to students' personal interests and real-world goals.**

Next Steps

- Strengthen the connection between explicit reading skills and language comprehension **from the *Active View of Reading* through vocabulary, background knowledge, and oral communication.**
- Increase engagement and choice **by integrating high-interest, age-appropriate texts that foster curiosity.**
- Ensure students have richer opportunities to connect meaning and motivation with skill growth.

Our Data Story:

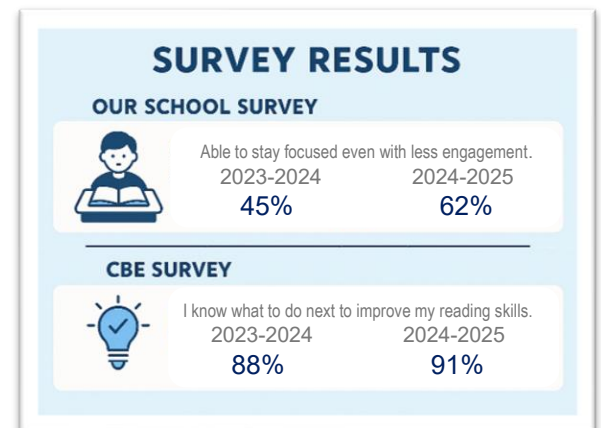
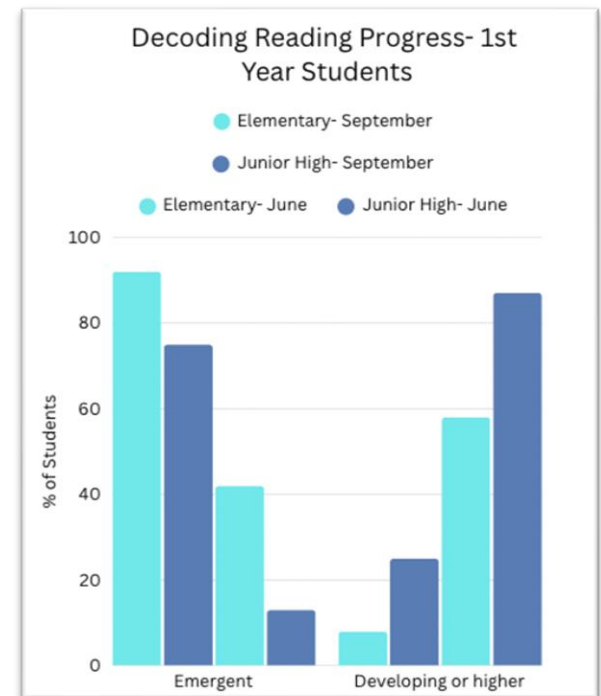
Dr. Oakley's 2024-2025 School Development Plan centered on the relationship between explicit reading instruction and self-regulation. Effective reading instruction requires students to engage in deliberate practice, attend closely to feedback, and apply strategies independently; all of which depend on strong self-regulation skills. Through professional conversations, teachers noted that many students arrive at Dr. Oakley with a limited toolbox of reading strategies and often a negative self-perception of reading. To address this, fall Professional Learning sessions focused on the CBE resource Understanding Reading Grades 4-9 and the Active View of Reading (Duke & Cartwright 2021), which identified self-regulation as critical to word recognition, language comprehension and engagement within the reading process.

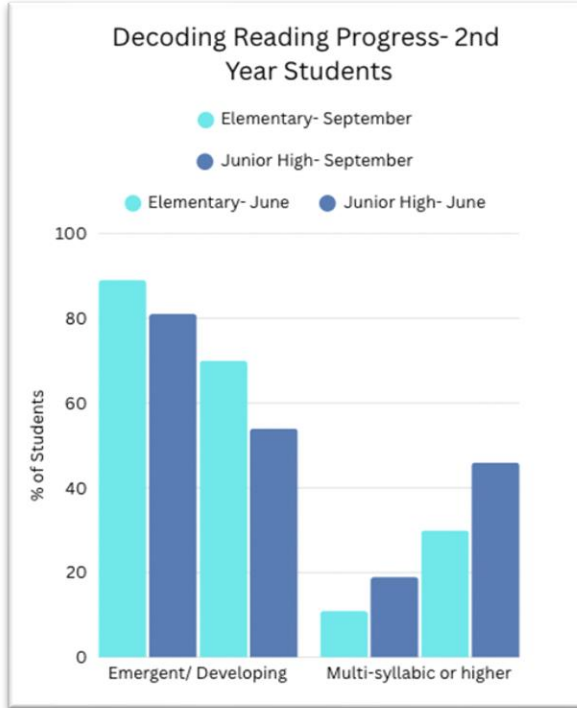
Teachers collaborated in professional learning communities and team planning sessions to design and refine reading activities that explicitly embedded social-emotional learning and self-regulation. This work emphasized modeling persistence, reflection and identifying emotions - the same skills students need to monitor and adjust their reading strategies.

By the end of the year, measurable growth in reading was evident across both elementary and junior high cohorts.

- Among first-year elementary students, 92% began the year as emergent readers and over 50% progressed beyond this stage by June.
- Among first-year junior high students, 75% began as emergent readers, and over 50% progressed beyond this stage by June.

Growth in self-regulation was also reflected in student perception data: Students are increasingly confident in knowing what steps to take to improve their reading skills, as reflected in the CBE Student Survey, which rose from 88.0% to 91.1%. At the same time, their ability to stay focused has strengthened significantly, with the OurSCHOOL Survey showing an increase from 45.0% to 62.5%.





As part of the Middle Year’s Well-being symposium, the student team identified that “knowing what to do next to improve reading skills” was an important part of their reading journey at Dr. Oakley. This understanding deepened as teachers helped students connect Dr. Oakley’s Scope and Sequence with the explicit reading skills taught in class. Students increasingly recognized that reading is a process- and that every step forward is worth celebrating.

Insights and Next steps: While continued progress is evident, second- year students are developing reading skills at a slower pace. Data shows that 70% of second-year elementary students and 54% of second-year junior high students remain at the emergent or developing levels.

Survey data also highlighted the importance of engaging and relevant reading materials. Although there was a slight boost from 2023-2024, only 51% of students find language arts to be interesting and 39% have had the opportunity to read interesting books. This aligns with a decrease in the Student Learning Engagement results on the Assurance Survey (from 84.9% to 79.8%).

	2023 2024	2024 2025
Assurance Survey: The Language Arts I am learning at school is interesting to me.	46%	51%
CBE Survey: I have the opportunity to read interesting books.	63%	39%

Together, these results suggest that while explicit instruction is supporting skill growth, students also need richer opportunities to connect reading to meaning and motivation. As we move forward, Dr. Oakley’s work will continue to strengthen the connection between explicit reading skills and language comprehension, a key component of the Active View of Reading. As students encounter increasingly complex texts, explicit instruction will focus on helping them make meaning through vocabulary, background knowledge, and purposeful discussion. By intentionally pairing explicit skill instruction with opportunities for choice, curiosity, and engagement, teachers will support students in becoming not only accurate and fluent readers, but also motivated and confident in comprehending a variety of texts.

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	Dr. Oakley 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	79.8	84.9	85.3	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	85.2	79.3	80.9	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	*	*	n/a	81.4	80.4	81.4	*	n/a	n/a
	5-year High School Completion	*	n/a	n/a	87.1	88.1	87.9	*	n/a	n/a
	PAT9: Acceptable	0.0	4.2	6.3	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	0.0	0.0	0.0	15.6	15.4	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.1	87.7	89.6	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCERSLE)	84.0	83.7	84.5	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	85.0	86.8	88.4	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	88.0	79.3	85.8	80.0	79.5	79.1	Very High	Maintained	Excellent