

**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

William Roper Hull 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 academic achievement in literacy and numeracy will improve.

Outcome One: Student literacy and numeracy achievement will improve through responsive formative assessment from teachers in a feedback-rich learning environment that is representative of all learners.

Celebrations

- Literacy assessment results showed growth in reading with an overall average of .4 grade level gap decreasing for students grades 1-9.
- Gathering Student Voice local survey results showed students feeling they were able to create success criteria with their teacher, improving from 62.5% to 70.9%.
- Average high school credits earned per student increased by 2%.

Areas for Growth

- Continued Use of the Reading Assessment Decision Tree to guide next steps to support students reading fluency.
- Increase ongoing and actionable feedback to enhance assessment to improve students' ability to work independently. Overall student perception saw a decrease in students feeling they could use criteria to improve their work independently (Gathering Student Voice local survey: 26.6% of students felt they could work independently in October, 19.4% felt they could work independently in June).
- Build students confidence through continuous feedback loops and having meaningful and measurable goals as student perception data shows 69.4% of students feel they are improving their math skills and 61.3% of students feel they are improving their reading skills (Gathering Student Voice local survey).

Next Steps

- Strengthen teacher feedback practices through structured PLCs and the use of planning template to build students' stamina and skills when working independently.
- Continue to explore high impact, engaging tasks in literacy and numeracy.
- Highlight examples of students thriving through diverse programming and continued practice in progress monitoring.

Goal Two: Students will improve their abilities by building regulation and relational skills.

Outcome One: Students will improve their ability to effectively engage in regulation strategies through personalized direct teaching and co-regulation with staff

Outcome Two: Students' sense of connection and belonging will increase through the use of explicit social emotional learning instruction.

Celebrations

- An increase of 7% in student perception in feeling they can always regulate when they feel frustrated.
- Meaningful improvement in students reporting that they like coming to school (Gathering Student Voice local survey results: from 40% of students stating they always and usually like coming to school to 57.4%).
- 55% of students progressed on the William Roper Hull School Transition Continuum and moved from developing skills to emerging skills.

Areas for Growth

- Increasing student engagement in goal setting and self-reflection.
- Developing regulation and relational goals that attend to a sequence of developmental skills, allowing students to have greater success.
- Increase student voice in relation to how our school can be improved to support academic achievement and well-being.

Next Steps

- Boost student ownership of regulation and relational goals through continuous review of IPP goals and Student Support Plans.
- Strengthen teachers' understanding of developmental progressions related to regulation and relationship through integrating professional learning concepts of the Neurosequential Model, Social Emotional Learning and Sensory needs.
- Reduce number of critical incidences by applying regular data analysis and responsive intervention strategies.

Our Data Story:

At William Roper Hull School, we are uniquely positioned to teach students from Grades 1 through 12. This diverse learning environment allows us to observe and understand the evolving academic and developmental needs of students as they progress through their educational journey. While each division has distinct goals aligned with students' developmental stages, our overarching priorities remain consistent. The 2024–2025 School Development Plan focuses on enhancing student achievement in literacy and numeracy, as well as strengthening self-regulation skills through targeted instructional strategies and formative assessment practices.

Teachers collaborated in professional learning communities as well as provided explicit coaching on reflective practice and goal setting. A planning template was used by all teachers to support explicit coaching and team planning via PLCs. Through documentation using this planning template it is evident that teachers were responsive to student learning through formative assessment practices. Formative assessment strategies that were identified as being most impactful for student learning included discussion in both group and one to one settings, low stake quizzes and polls and exit tickets to measure students understanding. Teacher reflection through this process regularly identified next steps in learning for students, including identifying concepts that needed to be frequently reviewed.

High school teachers also remained focused on Outcomes Based Assessments and began work on examining course outcomes and practicing calibration of assessment using the high school proficiency scale. A variety of credit courses were offered to engage students in learning. The school will expand and diversify credit course offerings to better engage students and support their individual interests and goals by increasing access to electives, career pathways, and dual credit options, we aim to enhance motivation, personalize learning, and improve academic achievement.

As part of the High School Well-being symposium, the student team identified that highlighting and documenting the celebrations and student work was an important part of their journey at William Roper Hull school. Students who attended the event excelled in the opportunity to connect and collaborate with students from other High Schools and ultimately those students transitioned to our Transition Classes at Beaverbrook High School. Students engaging in off-site trips increased by 40% during the 2024-2025. The primary focus of off-campus trips were to support high school students in building their regulation and relational skills as well as acquiring credits.

Elective High School Courses Offered:

- Film and Media Art 15
- Introduction to Wildlife
- Introduction to Animal Basics
- Outdoor Survival Skills
- Epidemiology: Study of Pandemics 14
- Supporting Positive Behaviour
- Food basics/Contemporary Baking
- Redesign, Recycle & Restore
- Sewing Fundamentals/Fashion Illustration 1

Insight and Next Steps

Recent data highlights several important areas for growth, particularly around students' confidence and independence as learners. While the Reading Assessment Decision Tree has supported instructional planning, continued and more consistent use will help further strengthen students' reading fluency. Student voice data indicates a decline in students feeling able to use criteria to improve their work independently, as well as relatively low confidence in their growth in both math (69.4%) and reading (61.3%). This reinforces the need for more actionable, ongoing feedback and the co-construction of measurable goals to build students' self-efficacy. Additionally, increasing students' understanding of how programming choices can enhance their engagement across core and complementary classes remains an important focus. Moving forward, the school will prioritize strengthening teacher feedback practices through structured PLCs and intentional use of a planning template centered on clear success criteria.

Current evidence points to the need for deeper student engagement in goal setting, self-reflection, and the development of regulation and relational skills. Ensuring that these goals follow a clear developmental sequence will better support students in building the foundational competencies required for sustained success. Additionally, expanding opportunities for students to share their perspectives on how the school can strengthen academic achievement and well-being remains a priority. In response, next steps will focus on increasing student ownership of their Individual Program Plan (IPP) and Student Support Plan goals through consistent review and reflection. Teachers will continue to strengthen their understanding of developmental progressions related to regulation and relationships by integrating key concepts from the Neurosequential Model, Social Emotional Learning, and sensory-informed practices. Regular data analysis and responsive intervention strategies will also be used to reduce the number of critical incidents, ensuring a more supportive and predictable learning environment for all students.

A large component of our program at William Roper Hull School involves providing students with enriching spaces such as the school garden, woodshop, kitchen, and a range of physical movement opportunities that build life skills, support regulation, and help students discover their personal strengths through learning. We continue to expand these opportunities, particularly in response to the high percentage of students who identified music as an important support for emotional regulation. As a next step, we plan to enhance our music programming by increasing access to instruments, offering more structured music sessions, and enrich students' creative and regulatory experiences. The shift will be to document and collect reportable data on how these experiences are transferring regulation skills in the classroom and increase student capacity to learn.



Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 9033 William Roper Hull School

Assurance Domain	Measure	William Roper Hull 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	76.5	77.1	84.1	83.9	83.7	84.4	Very Low	Declined	Concern
	Citizenship	56.1	63.0	74.0	79.8	79.4	80.4	Very Low	Declined Significantly	Concern
	3-year High School Completion	0.0	6.8	2.3	81.4	80.4	81.4	Very Low	Maintained	Concern
	5-year High School Completion	12.2	10.1	15.2	87.1	88.1	87.9	Very Low	Maintained	Concern
	PAT9: Acceptable	0.0	0.0	0.0	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	75.7	79.5	84.1	87.7	87.6	88.2	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	69.2	70.9	78.0	84.4	84.0	84.9	Very Low	Declined	Concern
	Access to Supports and Services	81.4	79.9	86.3	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	87.3	63.4	73.1	80.0	79.5	79.1	Very High	Improved	Excellent