



ROY BICKELL PUBLIC SCHOOL
GRANDE PRAIRIE PUBLIC SCHOOL DISTRICT

Roy Bickell Public School

Principal: Tracey Mark

Annual Education Results Report

2022-2023



**Grande Prairie
Public School
Division**
Every Student Succeeds



www.gppsd.ab.ca/school/roybickell



GPPSD2357

Roy Bickell Public School

Fall 2022 Alberta Education Assurance Measures – Overall Summary							
Assurance Domain	Measure	Roy Bickell Public School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	83.9	85.5	85.5	84.4	85.1	85.1
	Citizenship	82.6	82.5	85.7	80.3	81.4	82.3
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2
	PAT: Acceptable	75.0	85.3	n/a	63.3	64.3	n/a
	PAT: Excellence	15.6	23.5	n/a	16.0	17.7	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a
Teaching & Leading	Education Quality	88.4	91.5	93.5	88.1	89.0	89.7
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.9	85.6	85.6	84.7	86.1	86.1
	Access to Supports and Services	73.4	76.3	76.3	80.6	81.6	81.6
Governance	Parental Involvement	75.7	71.2	77.4	79.1	78.8	80.3

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Alberta Education Assurance Measures Results						
Overall Multi Year Summary						
Assurance Domain	Measure	Roy Bickell Public School				
		2019	2020	2021	2022	2023
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	88.4	85.5	83.9
	Citizenship	83.9	89	87.2	82.5	82.6
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	76.5	n/a	n/a	87.5	75
	PAT: Excellence	21.2	n/a	n/a	24.3	15.6
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.5	95.4	92.2	91.5	88.4
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	90.1	85.6	84.9
	Access to Supports and Services	n/a	n/a	76.6	76.3	73.4
Governance	Parental Involvement	80.1	83.5	72.5	71.2	75.7

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Our Education Plan is focused on:

Priority 1: Teaching and Learning

Literacy and Numeracy are the cornerstones of learning. As a result, focusing on these skills remains our top priority and forms the basis of our schools' academic goals. There are three outcomes within the Priority of Teaching and Learning that allow us to focus on these cornerstones: classroom instruction and assessment prioritizes literacy and numeracy; student mastery of grade level math facts; and Professional Learning and Inquiry focused on Literacy and Numeracy.

Outcome: Classroom instruction & assessment prioritize literacy and numeracy.

Literacy is the foundation for all learning to occur. It allows students to understand the world around them, create meaning, and engage in lifelong learning. We are committed to pursuing a solid foundation in literacy. To do so, we recognize we need to continuously improve our practice – this pursuit drew us toward our goal of working together to refine our guided-reading, and small group instruction, to increase the percentage of students reading 'At' grade level.

Evidence

1. Successes

- All results clearly indicate that Roy Bickell students achieved growth in reading.
- All grade levels saw an increase in the number of students reading 'above grade level'.
- All grade levels saw a decrease in the number of students reading 'below grade level'.
- 78.13% of students grew 1 or more independent reading levels. This is a decrease from 84.25% in the 2021-2022 school year. It still remains higher than the 2020-2021 school year which saw 69.17% of grade 1-6 students.
- 96.9% of students achieved acceptable standard on their Language Arts PAT. This is an increase of 4.3% over the 2018-2019 PAT's (which is the last time it was written).

2. Challenges

- 25% of students remain Below Grade Level. This is a 2% increase from the 2021-2022 school year. While this is a decrease from the two prior years (upwards of 30%) we still see growth potential.
- As a newer school, and with the introduction of a new curriculum, we do not yet have consistent Provincial Achievement Test results to guide our instruction.
- In some grade levels we continue to see inconsistencies in assessment practices.

Strategies

A school wide focus on daily Guided Reading is strongly believed to be the mechanism needed to address the challenges shown in our evidence. Guided Reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts.

Intertwined with our focus on Guided Reading, is our focus on Small Group Instruction. Small Group Instruction is the primary structure we use to facilitate Guided Reading. Small Group Instruction is effective because the teaching is focused on the needs of the students, with the goal of growing their academic skills. Small-group instruction provides opportunities for flexible and differentiated learning. Teachers are able to monitor the students better, thus providing better and more individualized feedback and support. Small-group instruction can be used in all content classes and is beneficial for students of all levels.

Chart 1

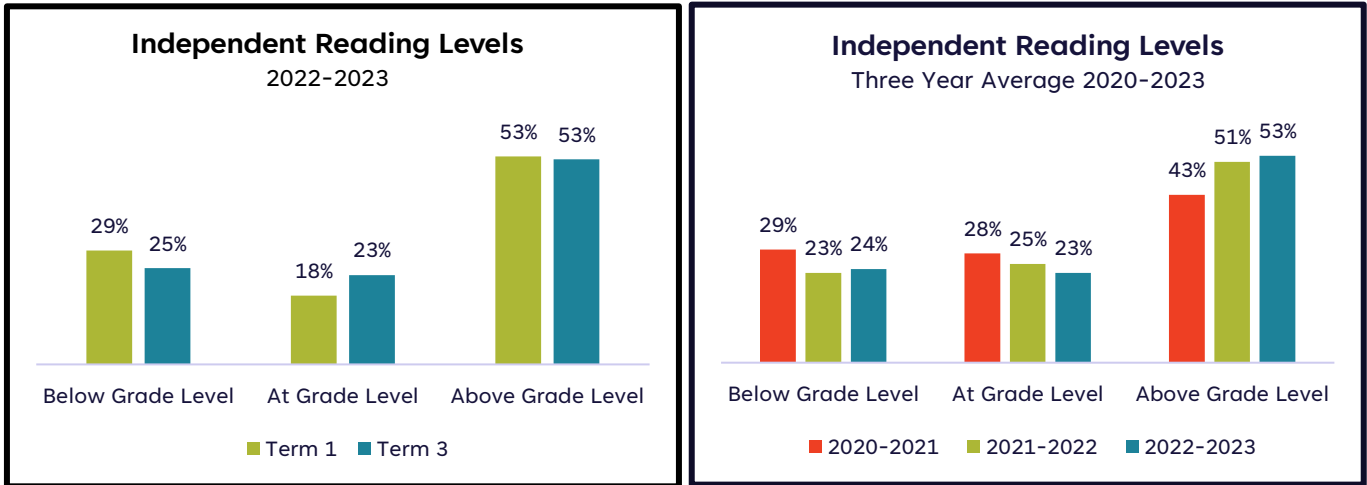
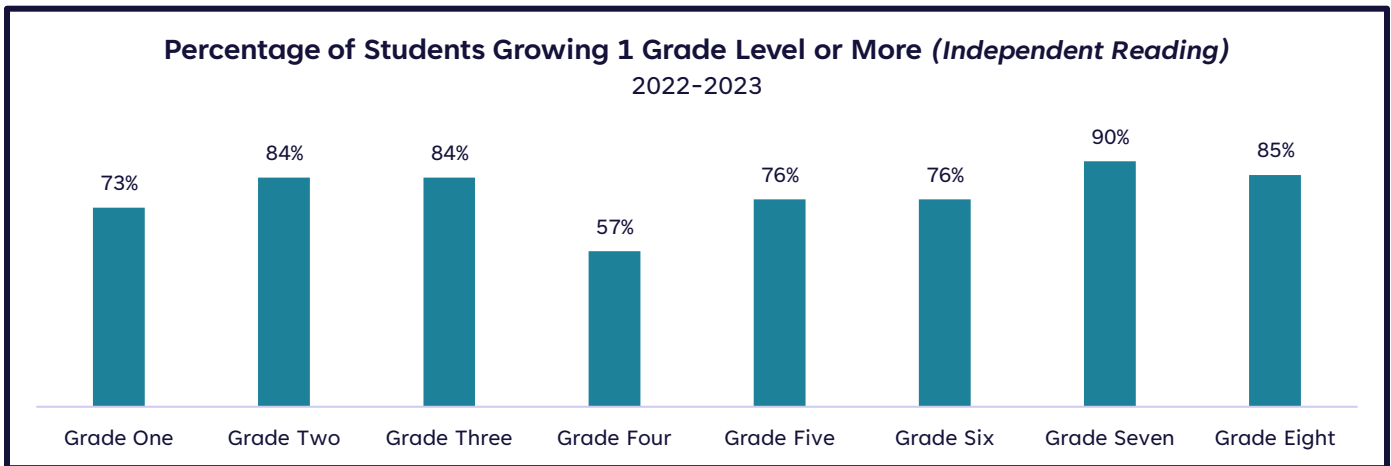


Chart 2



*Growth in grade 6, 7 and 8 is calculated to include students who remain at an Independent Level Z.
 *You may notice that a set of percentages don't always add up to exactly 100%. This is an expected result of rounding.

Outcome: Student Master of Grade Level Math Facts.

Like literacy, strong numeracy skills allow students to think critically, communicate effectively and solve problems in a variety of contexts to pursue and achieve their individual learning goals. To support students in building these core skills, our numeracy goal focuses on instructional strategies that target grade level math facts with the end goal of improving student's overall numeracy achievement.

Evidence

1. Successes
 - Over the year, students in Kindergarten saw an increase in students moving from 'below' to 'at' in the Counting Principles.
2. Challenges
 - Overall, we have seen a decrease in the percentage of students achieving 'at' or 'above' grade level in numeracy skills.
 - As a newer school, we do not yet have consistent Provincial Achievement Test results to guide our instruction.
 - Some grade 1 students regressed, rather than improving, on subtests of the Counting Principles.
 - A possible challenge is that the MIPI is administered electronically rather than on paper which may impact elementary success.
 - We look forward to having 2023-2024 Math PAT evidence to analyze

Strategies

Our most significant strategy to support our students Math facts is how we utilize our assessments to drive instruction. Those assessments include our use of the Math Intervention Programming Instrument (MIPI), Counting Principles, a triangulation of classroom assessments that determine our report card grading, and Provincial Achievement Exam (PAT) results.

The Division Counting Principles assessment enables teachers to formatively know where each student is at in their early math understanding of number and to inform instruction based on data. This assessment, unlike the MIPI, focuses only on students in Kindergarten, grade 1, and grade 2.

One of our greatest indicators of student achievement on Math Facts for grades 7 and 8 is how they score in Number on their report cards. Number sense promotes confidence and encourages flexible thinking. It allows students to create a relationship with numbers and be able to talk about math as a language – it separates surface level understanding from subject mastery. Number sense involves:

- Understanding quantities
- Grasping concepts like *more* and *less*, and *larger* and *smaller*
- Understanding the order of numbers in a list: 1st, 2nd, 3rd, etc.
- Understanding symbols that represent quantities (7 means the same thing as *seven*)
- Making number comparisons (12 is greater than 10)

Chart 3

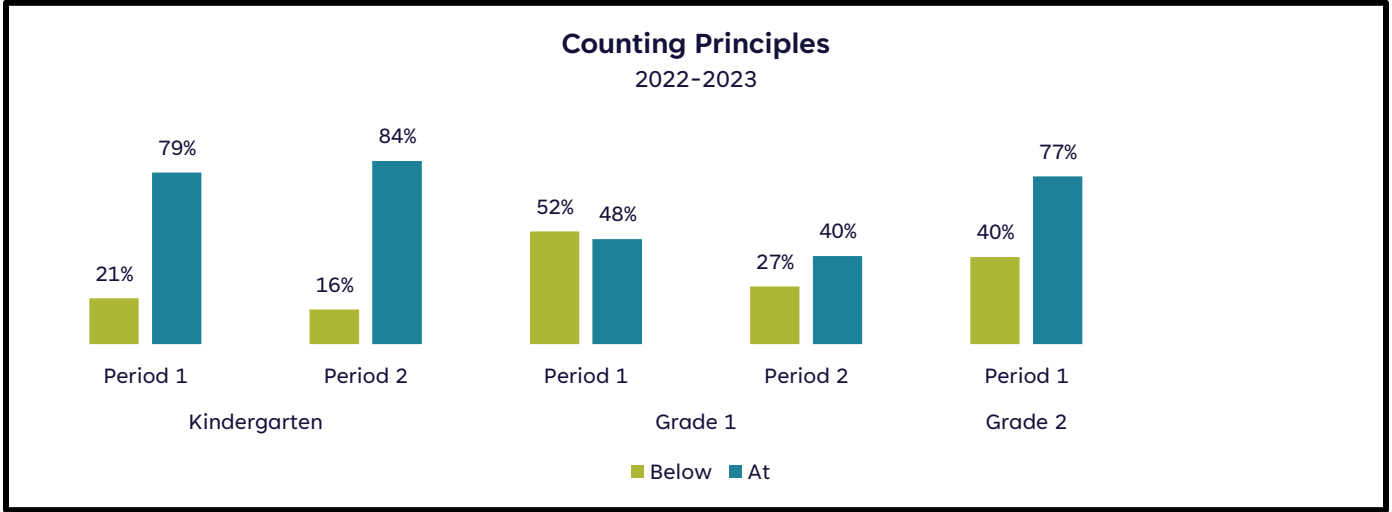


Chart 4

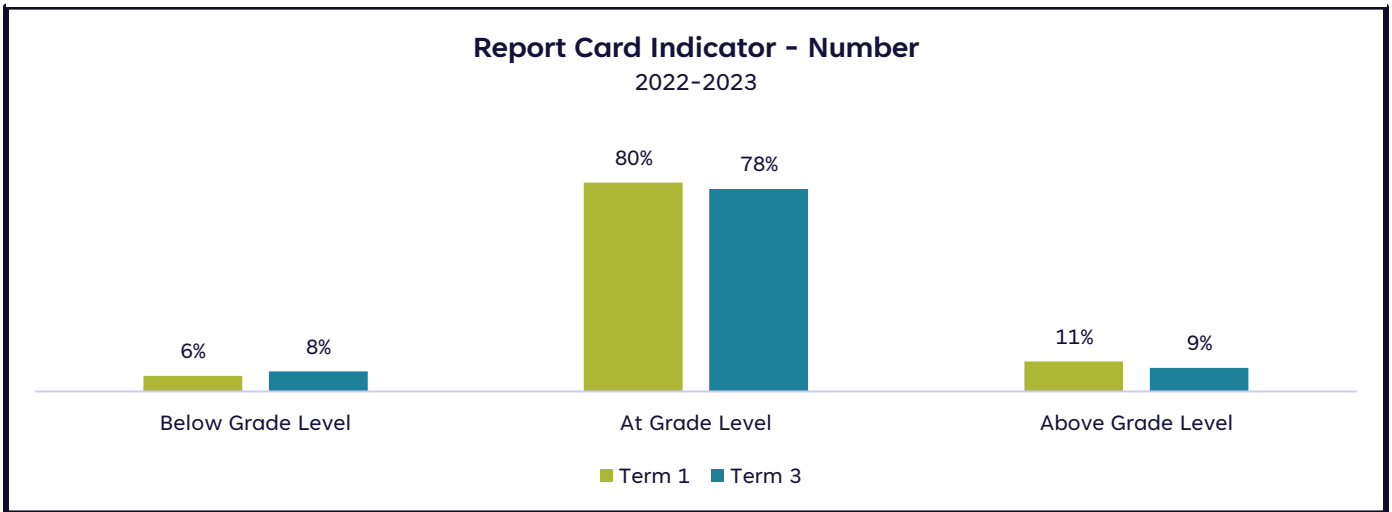


Table 1

Provincial Achievement Tests								
	Language Arts		Math		Science		Social Studies	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2022-2023	NA	NA	NA	NA	77%	25%	82%	17%
2021-2022	96%	14%	84%	18%	100%	31%	90%	25%
2020-2021	NA	NA	NA	NA	NA	NA	NA	NA
2019-2020	NA	NA	NA	NA	NA	NA	NA	NA
2018-2019	92%	14%	84%	23%	81%	31%	84%	24%
2017-2018	78%	13%	66%	12%	83%	29%	70%	20%

Table 2

Division Assurance Survey									
Percentage of parents, students and staff agree that:									
	Parents			Students			Staff		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
We use consistent practices and structures to support the diverse needs of students	92%	93%	87%	91%	91%	86%	83%	96%	95%
High expectations for student achievement	98%	94%	90%	95%	96%	94%	94%	100%	95%
Quality of education continues to improve at our school	94%	95%	92%				94%	100%	95%



Outcome: Professional Learning and Inquiry Focused on Literacy and Numeracy.

The single most important factor in students' success is skillful, informed teaching. As a result, prioritizing Teacher Quality Standard 3 (TQS #3: *a teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student*) is essential.

Evidence

1. Successes

- 90% of teachers report that in the past 3-5 years the professional development received from the Division has been focused, systematic, and contributed significantly to their ongoing professional growth. This is above the provincial average.
- 100% of teachers on the Division Survey feel PL days are used to maximize the professional learning and support student achievement.

Strategies

At Roy Bickell, we actualize focusing on this core priority in two ways:

1. Division Professional Learning Days: Division wide professional learning days provide the opportunity for all staff to collaborate and address our goals. All teachers and all non-instructional staff are in attendance for these days. The work that occurs on these days is tied directly to the goals outlined in our 3-year education plan.
2. Professional Inquiry: In addition to the targeted professional learning opportunities focused on literacy and numeracy, all teachers have developed their own professional inquiry questions in which they work to improve their practice as it relates to student achievement. The multi-year focus on teacher inquiry brings depth to what and how the students are taught at Roy Bickell.

Table 3

Provincial Survey		
The percentage of teachers reporting that in the past 3-5 years the professional development received from the Division has been focused, systematic, and contributed significantly to their ongoing professional growth.		
	Roy Bickell	Alberta
2022-2023	90%	82%
2021-2022	100%	84%
2020-2021	86%	85%
2019-2020	92%	85%
2018-2019	68%	85%
2017-2018	93%	84%

Table 4

Division Assurance Survey						
Percentage of teachers agree that:						
	RBPS			GPPSD		
	2021	2022	2023	2021	2022	2023
We use Professional Learning Fridays to support professional growth that focuses on student achievement	83%	100%	100%	89%	94%	94%
We use Professional Learning Fridays for collaboration related to our professional growth inquiry questions	94%	100%	100%	90%	94%	96%
Administration provides feedback to staff on instructional practices using multiple strategies	94%	95%	100%	86%	91%	92%

Priority: Inclusion

Outcome: School communities are welcoming, caring respectful and safe environments where students, staff, and families have a strong sense of belonging.

Our school must ensure students feel welcome, cared for, respected and safe. When students feel like they are safe and cared for, they are better able to know and understand how to care and show respect for themselves and others. It is our belief, that if we intentionally focus on the Social Emotional Learning (SEL) of our students, then we will increase the sense of belonging within our school community. This is the best possible foundation for student learning to take place.

Evidence

1. Successes
 - Overall, parents, students, and staff feel welcomed, cared for, respected and safe.
2. Challenges
 - Some students feel they are not cared for, respected or treated well by each other.

Strategies

In this school year, work on this priority continues. We strive to continue, refine, and enhance school-wide approaches of Social Emotional Learning through (1) Free-standing Lessons – PATHS and Emozi; (2) General teaching practices; (3) Integration of skills instruction and practices that support SEL within the context of academic curriculum. This valuable learning has allowed students and staff to build safety in the classroom through consistency, structure, compassion and understanding.

Also at the heart of our work is our school focus on **EXPLORING**, **CREATING** and **GIVING**. In our school every classroom has committed to giving back to our community, be it the school or within our city. This is accomplished by having homerooms take on a social responsibility project (**GIVE**) to support non-profit organizations, community members or by volunteering in the school.

Table 5

Provincial Assurance Survey												
Percentage of teachers, parents, and students' agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.												
	School				Division				Province			
	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023
Overall	92.0%	91.5%	87.6%	86.2%	88.9 %	89.5 %	86.1%	86.0%	89.4 %	90.0 %	88.8%	87.5%
Parent	*	96.0%	83.0%	86.3%	89.6 %	90.8 %	84.9%	85.3%	90.2 %	90.5 %	89.5%	88.1%
Student	89.5%	82.8%	83.0%	79.4%	90.9 %	82.6 %	80.9%	80.2%	82.6 %	84.0 %	82.5%	81.5%
Teacher	94.5%	95.7%	96.7%	93.0%	96.2 %	95.1 %	92.5%	92.6%	95.3 %	95.4 %	94.3%	93.0%

Chart 6

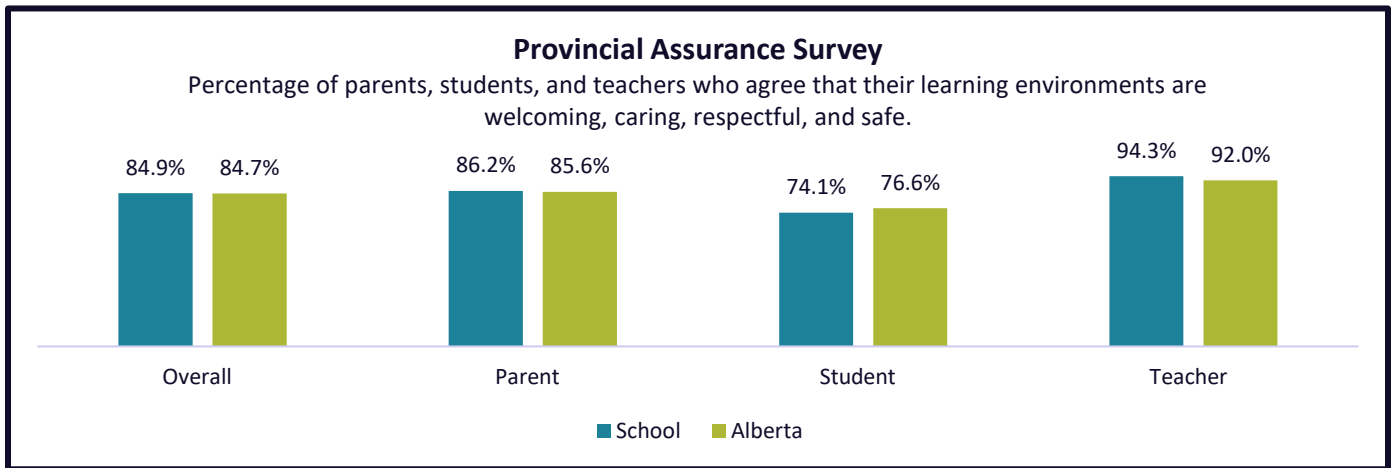


Table 6

Provincial Assurance Survey						
Percentage of parents, students and staff agree that:						
	Parents		Students		Staff	
	2022	2023	2022	2023	2022	2023
Students at our school care about each other	82%	86%	72%	65%	100%	100%
Students at our school respect each other	64%	79%	61%	47%	94%	95%
Students at our school treat each other well	64%	71%	77%	72%	94%	95%
Teachers at our school care about students	91%	100%	76%	80%	100%	100%
Your child is treated fairly by adults at school	91%	100%	88%	81%	100%	100%
School is a welcoming place to be	91%	93%	83%	88%	97%	100%
Students are safe at school	91%	71%	85%	78%	100%	95%

Table 7

Division Assurance Survey						
Percentage of parents, students and staff agree that:						
	Parents		Students		Staff	
	2022	2023	2022	2023	2022	2023
Teachers care about me	98%	94%	89%	86%		
Our school is welcoming, caring, respectful and safe	95%	92%			100%	100%
Students feel safe at our school	99%	92%	89%	83%	100%	96%
Expectations in our school are clear, and we use our Student Code of Conduct to communicate expectations			93%	93%	100%	100%
Students are supported at school to be active, healthy, and well	99%	93%			100%	100%