



**ANNUAL EDUCATION
RESULTS REPORT
2023-2024**



E.E. Oliver Elementary School



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MESSAGE FROM THE PRINCIPAL



It is with pleasure we present the AERR report for the past school year. Our staff have been working diligently to meet the learning needs of each of our children and, I believe, the results of their hard work are shown in the data provided.

Our students at E.E. Oliver should be proud of their accomplishments as much as we are! I wish to thank the parents and guardians of our students, for without their support, our efforts would not have been as effective. Our E.E. Oliver school community remain strong in our commitment to literacy, numeracy and inclusion!

I look forward to the continued hard work and dedication our school team provides to all of our students; and the hard work and dedication our students put forward as well! We are off to another great school year!!

Elizabeth Green
EE Oliver Elementary School



ABOUT

E.E. OLIVER ELEMENTARY SCHOOL

E.E. Oliver Elementary School is a K-6 school that serves the community of Fairview, Alberta. Our school draws from a rural geographical area including the communities of Bluesky and Whitelaw. Many of our students' families serve the community of Fairview and are involved in farming and oilfield services.

E.E. Oliver Elementary School shares its gymnasium, industrial kitchen and ancillary space with the Town of Fairview. The E.E. Oliver community use center is a hub for events outside of school hours. The space is equipped to host events with hundreds of guests, making E.E. Oliver the true heart of the town.

OUR VISION

At E.E. Oliver Elementary School we will be an inclusive, inspiring, learning focused community that equips students with knowledge and skills to ensure a successful future.

OUR MISSION

The E.E. Oliver community will provide an atmosphere where there are high expectations for learning, using a holistic, flexible, and responsive plan with a future oriented mindset.

FOUNDATION STATEMENTS



OUR MOTTO

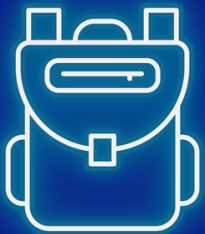
- E** Excellence
- A** Achievement
- G** Growth
- L** Leadership
- E** Empathy
- S** Safety



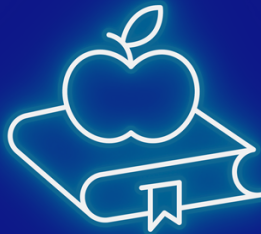
E.E. OLIVER PRINCIPLES & BELIEFS

- Our core values include: honesty, integrity, respect, fairness, compassion, responsibility, and caring;
- We have expectations of high standards;
- We strive to foster attitudes and habits necessary to work effectively and productively;
- We organize programs and resources to maximize students' potential for success;
- We believe in collaboration between home, school and community for effective schooling.

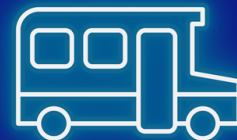
QUICK FACTS



273
STUDENTS



30
STAFF



10
BUS ROUTES

2023/2024 ANNUAL EDUCATION RESULTS REPORT

AUTHORITY: 1070 THE PEACE RIVER SCHOOL DIVISION

This report provides an overall summary of the progress made with the three goals in the 5-Year Education Plan. It also identifies priority areas of emphasis for ongoing work. This report shares E.E. Oliver, PRSD, and Alberta Education data that align with the education plan's performance measures. These measures collectively serve as indicators of success for the three strategic goals centred on literacy development, numeracy development, and inclusionary practices.

The local-level (E.E. Oliver) data shared in this report include the following:

Literacy: **Early Years Assessments** to assess for students considered at risk, **Fountas & Pinnell (F&P Benchmark Data from Grades 1-6, Reading Comprehension Assessment Tool (RCAT) Data for Grades 4-6, Writing Assessment Tool (WAT) Data for Grades 1-6, E.E. Oliver Report Card Data, and E.E. Oliver Survey Results Regarding Literacy Achievement;**

Numeracy: **Early Years Assessments** to assess for students considered at risk, **Elk Island Catholic School Math Assessment (EICS) Data for Grades 2-6, Numeracy Common Assessment Tool (NCAT) Data for Grades 1-6, E.E. Oliver Report Card Data, and E.E. Oliver Survey Results Regarding Numeracy Achievement;**

Inclusionary Practices: E.E. Oliver Data Regarding **Behaviour Support Plans and Individual Program Plans**, E.E. Oliver Data Regarding **Student Attendance**, and **E.E. Oliver Education Assurance Survey Results** Regarding Inclusionary Practices, and **Alberta Education Assurance Measures;** Safe and Caring Schools.

The Provincial-level Alberta Education data in this report include the following:

Literacy: Provincial Achievement Tests (PATs) Results for Grades 6 (Not Available for 2023-2024)

Numeracy: Provincial Achievement Tests (PATs) Results for Grades 6 (Not Available for 2023-2024)

Inclusionary Practices: Alberta Education Assurance Measures.





E.E. OLIVER GOAL ONE: ALL STUDENTS ARE LITERATE

OUTCOME:

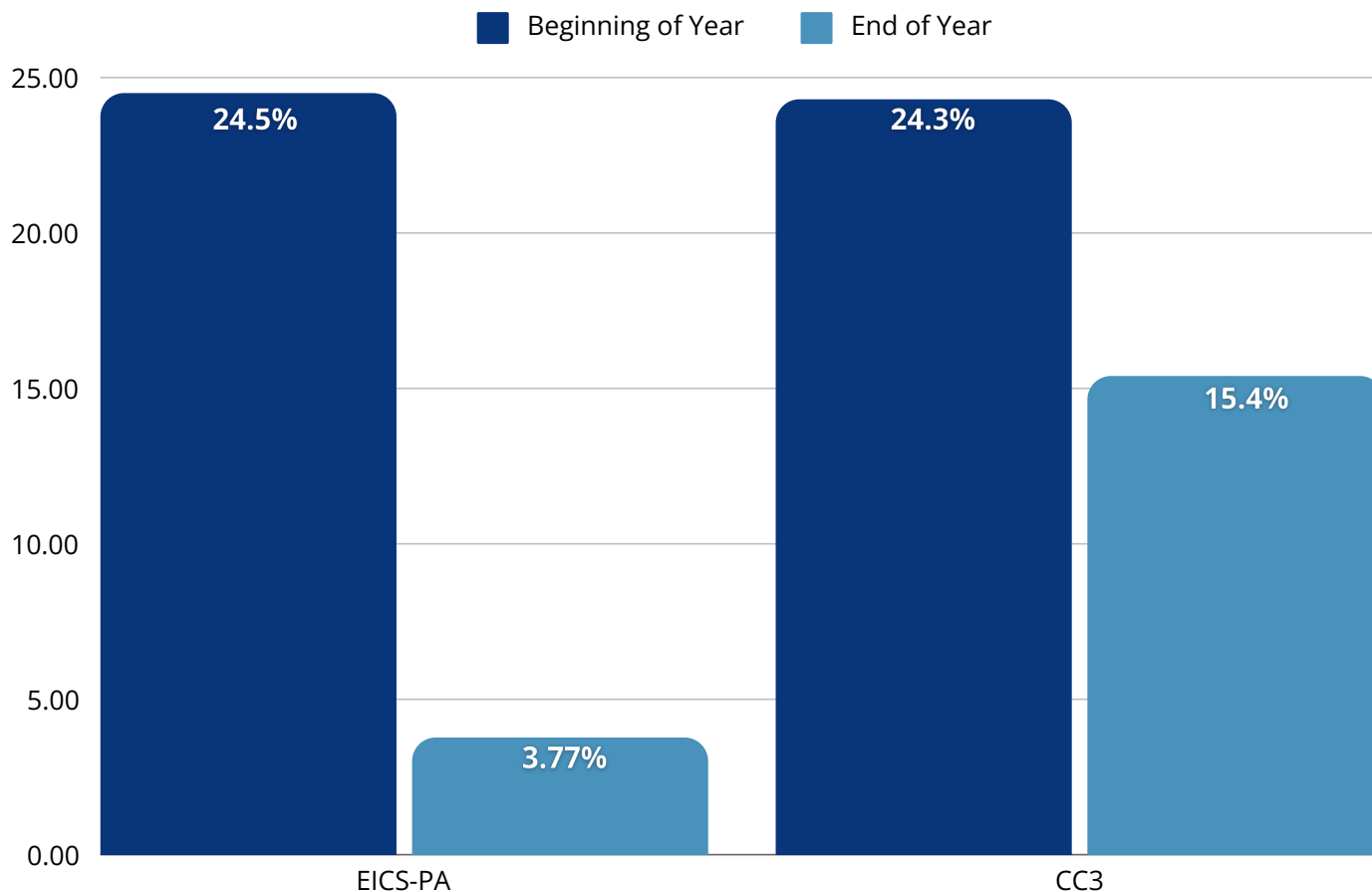
ALL STUDENTS ARE READING AND WRITING AT OR ABOVE GRADE LEVEL OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.

E.E. Oliver School's Literacy achievement results were measured using data sources that include early risk assessments Elk Island Catholic School Phonological Awareness (EICS-PA) and Castles and Colthart 3 (CC3), Fountas and Pinnell Benchmark Assessment, Reading Comprehension Assessment tool (RCAT) and term report card data.

At E.E. Oliver Elementary, teachers use instructional strategies to teach the five pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instructional strategies can include guided reading, targeted small groups, and use of phonemic awareness programs such as Heggerty and UFLI. Students at E.E. Oliver have access to classroom libraries as well as our school library. E.E. Oliver staff have access to the Division's Literacy Framework which provides guidance, resources and supports to help ensure students are meeting our division and school's literacy goals.

LITERACY ACHIEVEMENT RESULTS

Early Years Assessments - Percentage of Students Considered at Risk



Summary

The Elk Island Catholic Schools Phonological Awareness (EICS-PA) assessment and Castles and Coltheart 3 Test (CC3) assess student skills in the area of early literacy.

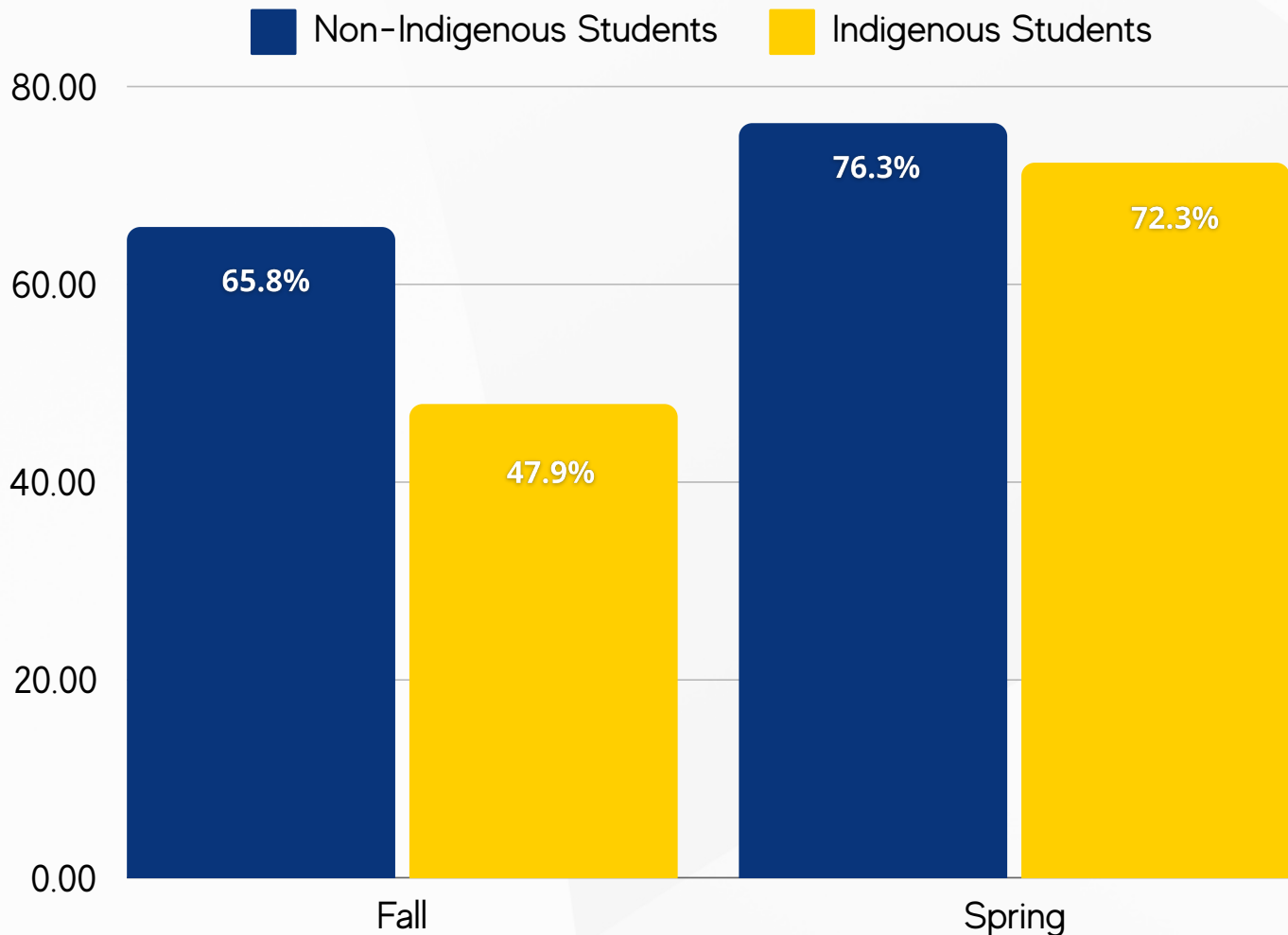
All students in Grades 1-3 completed the Elk Island Catholic School Phonological assessment at the beginning of the year. Only those students identified as at-risk at the beginning of the year completed the assessment at the end of the year. All students in Grade 4 completed the Castles and Coltheart 3 Test. Data from the 2023-24 school year shows a decrease in Grades 1-3 students considered at risk from 24.5% to 3.77%. The data also shows that Grade 4 students considered at risk decreased from 24.3% to 15.4%. This data is showing a trend in the right direction.

Results indicate a drop in the number of Grade 1-4 students considered at risk at the end of the 2023-24 school year.

LITERACY ACHIEVEMENT RESULTS

EEO: Fountas & Pinnell BAS I and II Data

Percentage of Grades 2-6 students meeting or mastering expectations



Summary [About Fountas & Pinnell BAS I and II Data](#)

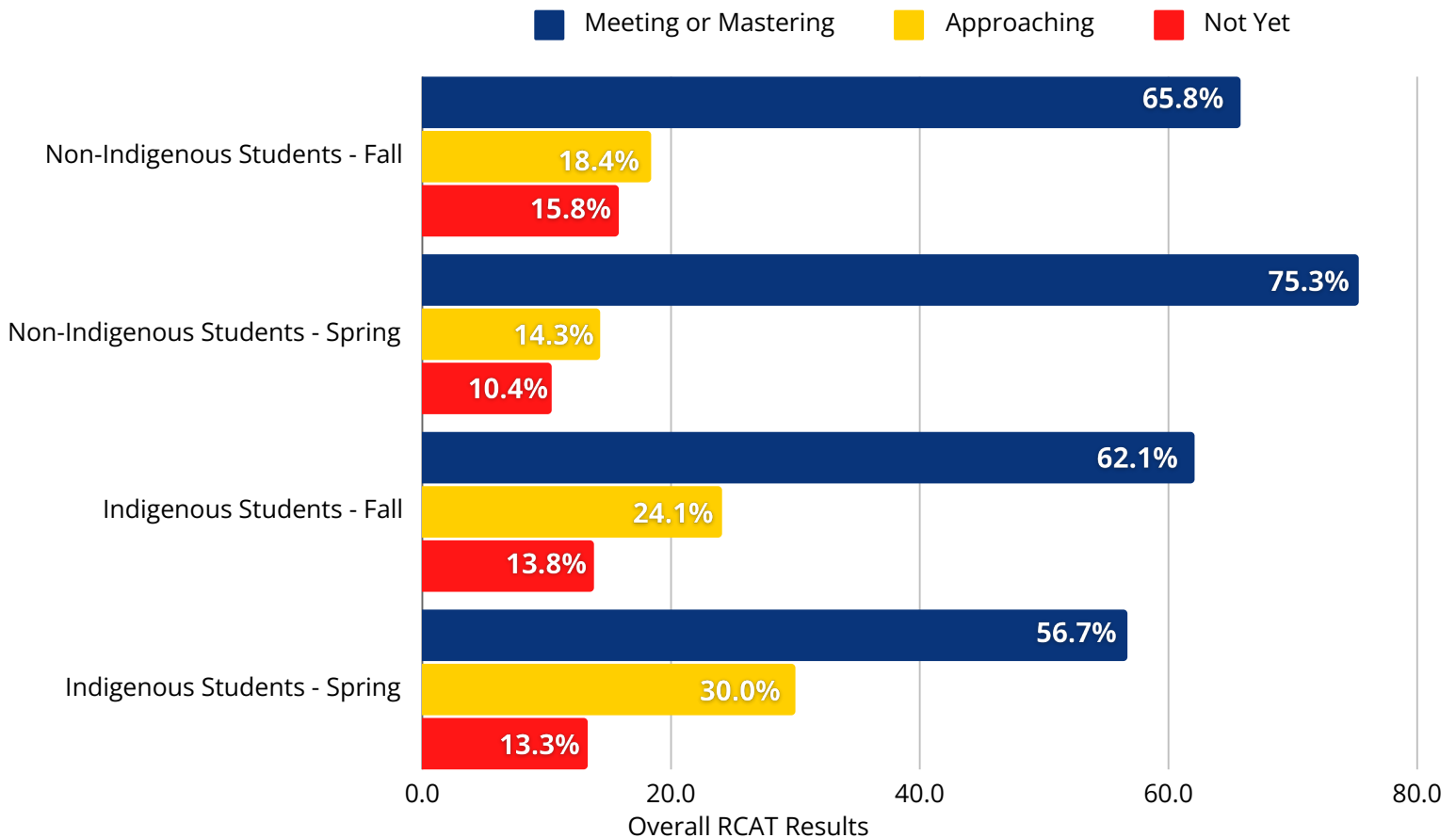
The F&P Benchmark Assessment System has established expected reading levels at each grade that increase from the beginning of the school year to the end. As such, any increase in reading performance from the Fall to the Spring represents significant growth. Only Grade 2-6 students completed this assessment in both Fall and Spring. Grade 1 students only completed it in the Spring, therefore their data is not included.

This set of data indicates growth for all our students from the Fall to Spring assessment periods and a significant narrowing of the academic achievement gap between our Indigenous and Non-Indigenous learners. In the Fall assessment period, the gap between Non-Indigenous and Indigenous learners who were meeting or mastering expectations was 17.9%. By Spring, the gap had been narrowed dramatically; the gap was reduced to 4%.

The Division's goal is to continue to narrow this gap between our Indigenous and Non-Indigenous learners in order to fully achieve our mission of success for all.

LITERACY ACHIEVEMENT RESULTS

Reading Comprehension Assessment Tool (RCAT)



Summary About Reading Comprehension Assessment Tool Data

The Reading Comprehension Assessment Tool (RCAT) is an online assessment tool that provides grade-level reading passages from narrative, informational, and poetic readings to assess students' comprehension abilities in the five major skills required for reading comprehension. Over the course of the year, student meeting and mastery expectations increase. As such, any increase in reading performance from the Fall to the Spring represents significant growth. All Grade 4-6 students completed the RCAT in the Fall and Spring assessment periods.

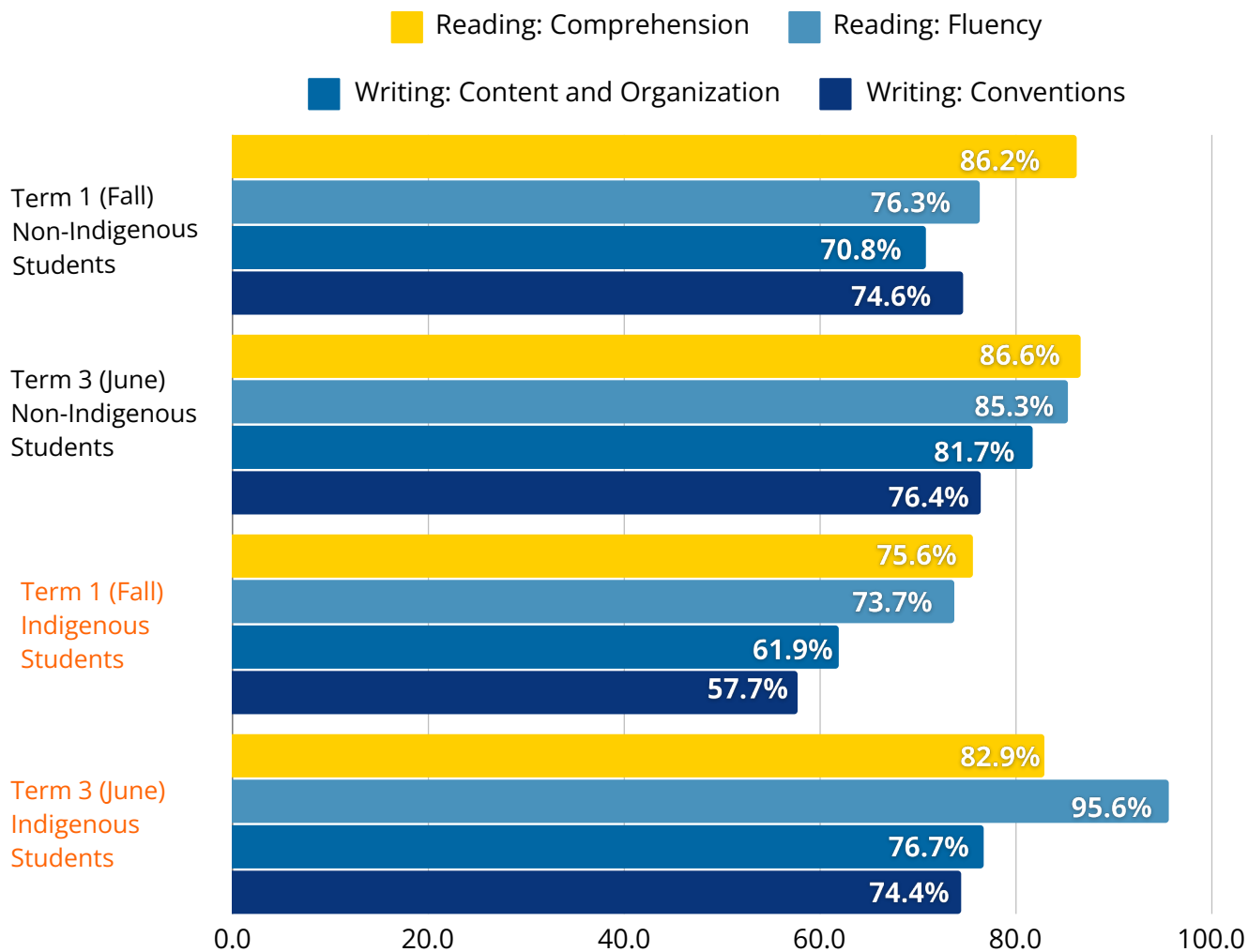
Data from the 2023-24 school year show that Non-Indigenous students showed learning growth throughout the year, going from 65.8% to 75.3% of students who are meeting or mastering expectations. Although there was a decrease in the percentage of Indigenous students meeting or mastering expectations from 62.1% to 56.7%, it is important to recognize that this does not necessarily indicate a lack of progress. As the academic expectations increase throughout the year, Indigenous students may have made progress but struggled to meet the higher benchmarks. The slight decrease of Indigenous students considered at risk is a positive trend. It suggests that interventions or supports may be having an effect, helping students move out of the at risk category, even if they aren't fully meeting expectations yet.



LITERACY ACHIEVEMENT RESULTS

EEO: Report Card Data for Literacy

Percentage of Grades 1-6 students meeting or mastering expectations



Summary

EEO's report card data indicate that from the Term 1 report to the Term 3 report there was a significant increase in the percentage of Grades 1-6 students meeting grade-level expectations in all areas of Reading and Writing. While this is very positive, the overall data suggest that further important work is required to ensure our students are meeting program expectations. Further work is also required to eliminate the achievement gaps for our Indigenous students and to ensure all of our students are meeting program expectations.

LITERACY ACHIEVEMENT RESULTS

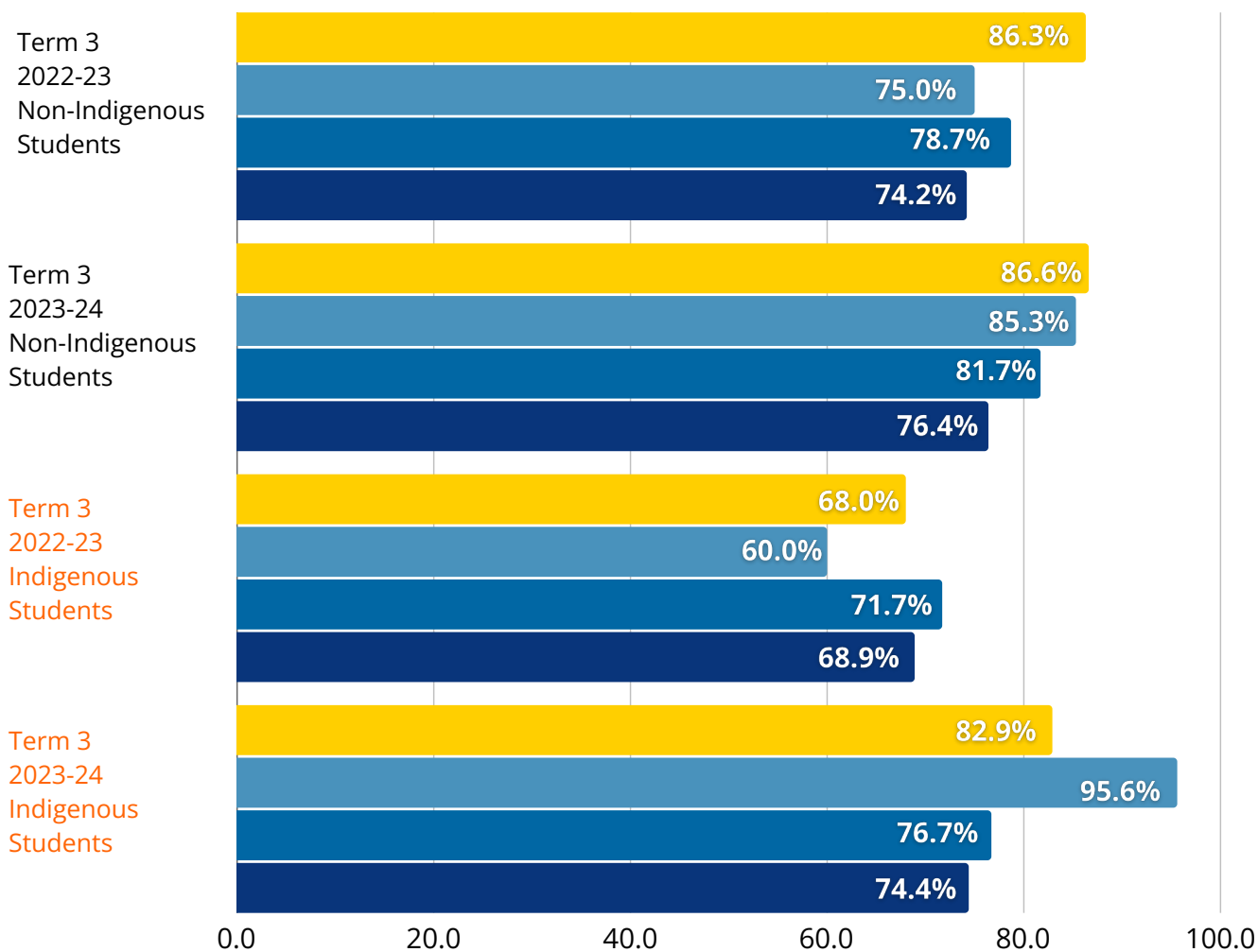
EEO: Report Card Data for Literacy

Percentage of Grades 1-6 students meeting or mastering expectations: Year-end results

Year-over-year comparison

Reading: Comprehension Reading: Fluency

Writing: Content and Organization Writing: Conventions



Summary

The year-to-year comparison of report card data indicates that there continues to be an increase in the percentage of Grades 1 through 6 students meeting grade-level expectations in all areas of Reading and Writing. E.E. Oliver experienced a gain in reading performance amongst our non-Indigenous students and gains in all areas of literacy, with the exception of Reading Comprehension amongst our Indigenous students compared to the previous year. In reading fluency, non-Indigenous students showed a 10.3% gain and a significant 35.6% increase for our Indigenous students. While work remains, efforts to improve achievement and eliminate the gap between our Indigenous and non-Indigenous learners are having a positive impact.

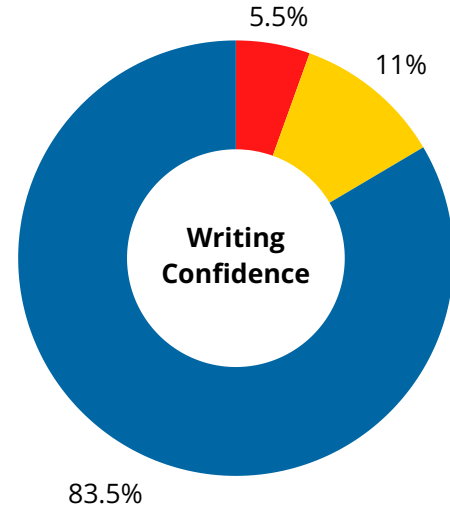
LITERACY ACHIEVEMENT RESULTS

E.E. Oliver Education Assurance Survey Results: Goal One - Literacy

- Confident to Very Confident
- Less Confident
- Not Confident



Grades 3-6



Summary

Students were asked to rate their level of confidence in their own reading and writing skills on a scale of 1 to 5, with one being “not confident” and five being “very confident”. EEO’s literacy results from the survey are very positive and show the majority of students are confident in their reading and writing abilities.

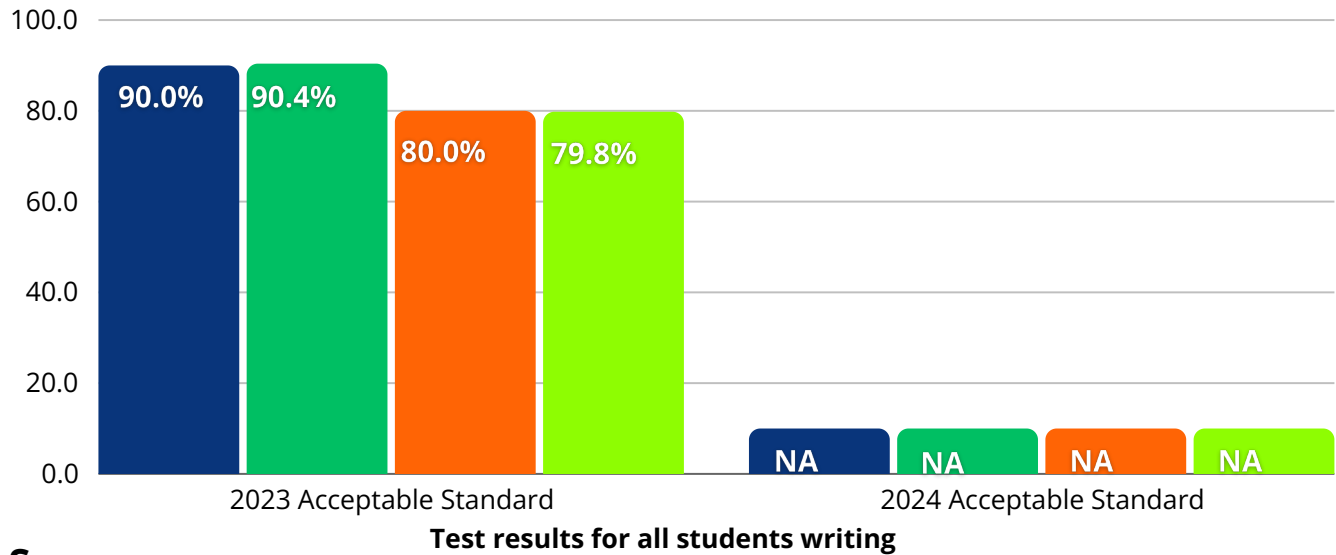
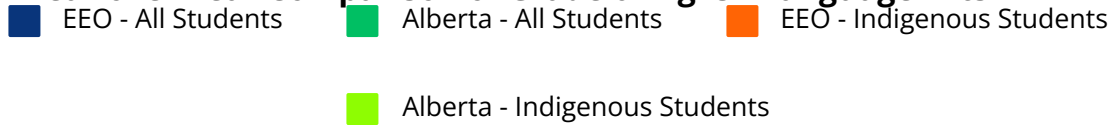
[Link to the PRSD Student Assurance Survey Qualitative Data](#)



LITERACY ACHIEVEMENT RESULTS

Grade 6 Provincial Achievement Test (PAT) Acceptable/Excellence

Year over Year Comparison of Grade 6 English Language Arts



Summary

The Grade 6 English Language Arts PAT results show a positive trend for E.E. Oliver. During the 2022-2023 school year, we continued to remain in line with the provincial Acceptable Standard of Achievement for Literacy. PAT data is not available for the 2023-2024 school year as PAT exams were cancelled due to the implementation of the new Alberta English Language Arts Curriculum.

Grade 6 English Language Arts

EEO Year-End Report Card Data

Non-Indigenous Students

Reading 89.8%

Writing and Conventions 79.1%

Indigenous Students

Reading 92.5%

Writing and Conventions 75.6%

A Comparison

EEO's year-end report card data indicate that 89.8% - 92.5% of our Grade 6 students were either meeting or mastering expectations in reading, including measures of comprehension, fluency, oral language, phonics, phonemic awareness, text forms, and vocabulary. 79.1% of non-Indigenous students and 75.6% of Indigenous were either meeting or mastering in Writing Content and Organization, and Conventions, which is below their performance on the PAT during the 2022-2023 school year. Working with our teachers regarding our assessment practices will remain a priority focus moving forward.

PAT data is not available for the 2023-2024 school year as PAT exams were cancelled due to the implementation of the new Alberta English Language Arts Curriculum.

Summary of Literacy Achievement Results

General Statement

EE Oliver School's literacy achievement results measured using data sources such as Fountas and Pinnell data, RCAT data, and year-end report card data, reveal growth in literacy development across grade levels throughout the division during the school year. Our student survey results indicate that students feel their reading and writing skills have improved throughout the school year. A gap does remain between our Non-Indigenous and Indigenous students with more work needed to continue improving this measure.

Factors That Affected Results

EE Oliver School's achievement data has been affected by a number of factors, including learning loss due to the COVID-19 pandemic. Ongoing Learning Loss Intervention Programming (LLIP) has made a positive impact on our students, lessening gaps in this area, with dedicated intervention time built into our daily schedule. Student mental health and working to provide additional support in this area remains an ongoing challenge we are working to address as it is an area of impact for our students overall academic success in the upper elementary grades.

Next Steps

EE Oliver School's focus on literacy development will remain a priority for the upcoming school year and beyond. Through Collaborative Response initiatives, we will continue to work on providing students with the skills and programming required to foster literacy skills and academic success. We remain committed to addressing learning loss through targeted intervention programming both in and out of class. We will continue to work on addressing Mental Health Concerns through small group and targeted programming, and continue to review our attendance policy.





PRSD GOAL TWO

ALL STUDENTS ARE NUMERATE

OUTCOME:

ALL STUDENTS ARE PERFORMING AT OR ABOVE GRADE LEVEL IN NUMERACY OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.

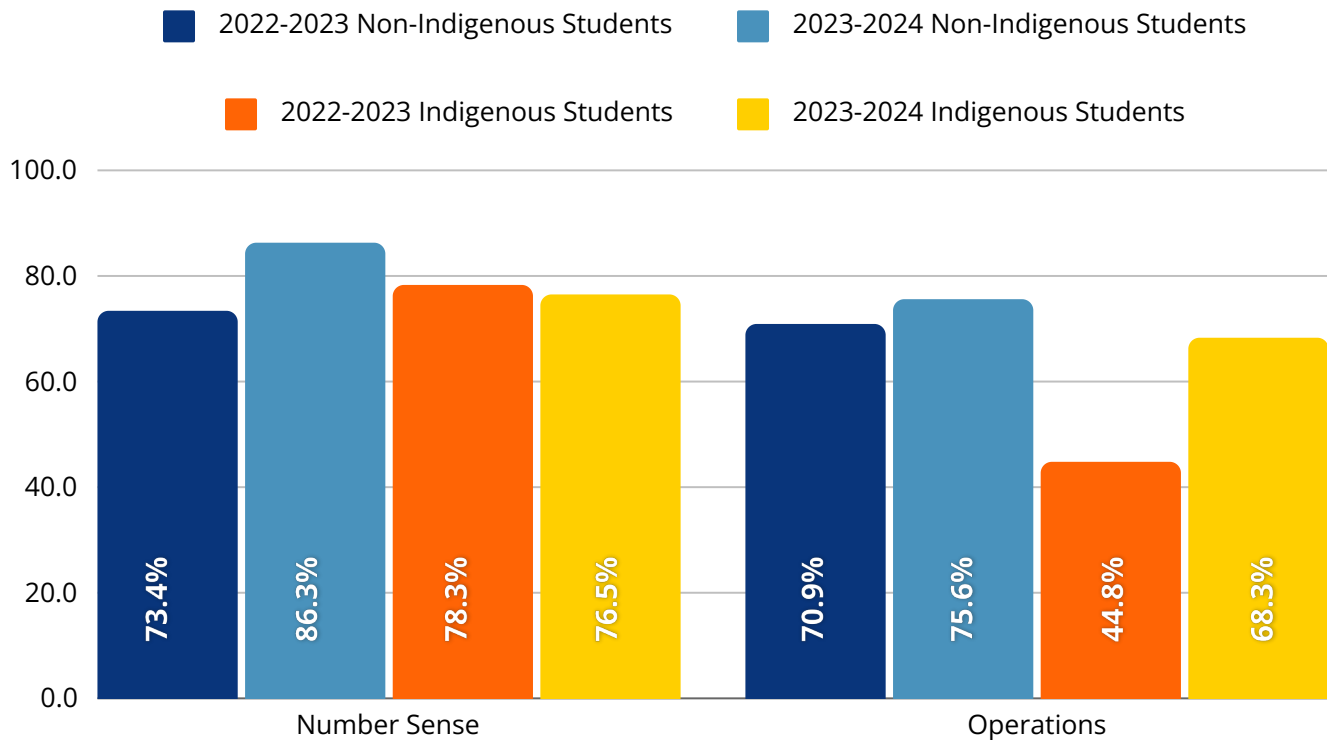
E.E. Oliver School's Numeracy achievement results were measured using data sources that include NCAT (Numeracy Common Assessment Tool) data ongoing throughout the year and term report card data. At the beginning of the year Elk Island Catholic School Math Assessment (EICS) data was collected as formative assessment to guide teacher instruction.

E.E. Oliver School actively works to improve numeracy through the use of a divisional Numeracy Framework. We continue to implement research-based intervention programming (Bridges) at E.E. Oliver School to help support our students' continued growth and learning.

NUMERACY ACHIEVEMENT RESULTS

E.E. Oliver Numeracy Common Assessment Tool (NCAT) Data

Grade 1 - 6 Year over Year comparison of percentage of student meeting or mastering expectations



Summary

The NCAT is a summative assessment tool that assesses student proficiency in two core strands of mathematics. The assessments are administrated at various points throughout the Grades 1-6 curriculum as key units of work are completed. These assessments provide a snapshot of student progress at points in time throughout the school year.

The 2023-24 NCAT results suggest that 75% to 86% of non-Indigenous students, and 68% to 76% of Indigenous students had met or mastered the concepts in these two numeracy strands at the time of test administration.

The year-to-year comparison indicates that students performed better in the 2023-2024 school year at the time of test administration.

A new mathematics curriculum was implemented in 2022-2023 for Grade 1-3 students and then implementation expanded to Grade 4-6 students in the 2023-2024 school year. These new curriculums did not consider the learning gaps students would experience when transitioning to more advanced concepts in the curriculum at each grade level. These gaps would potentially affect students' readiness to engage with these concepts.

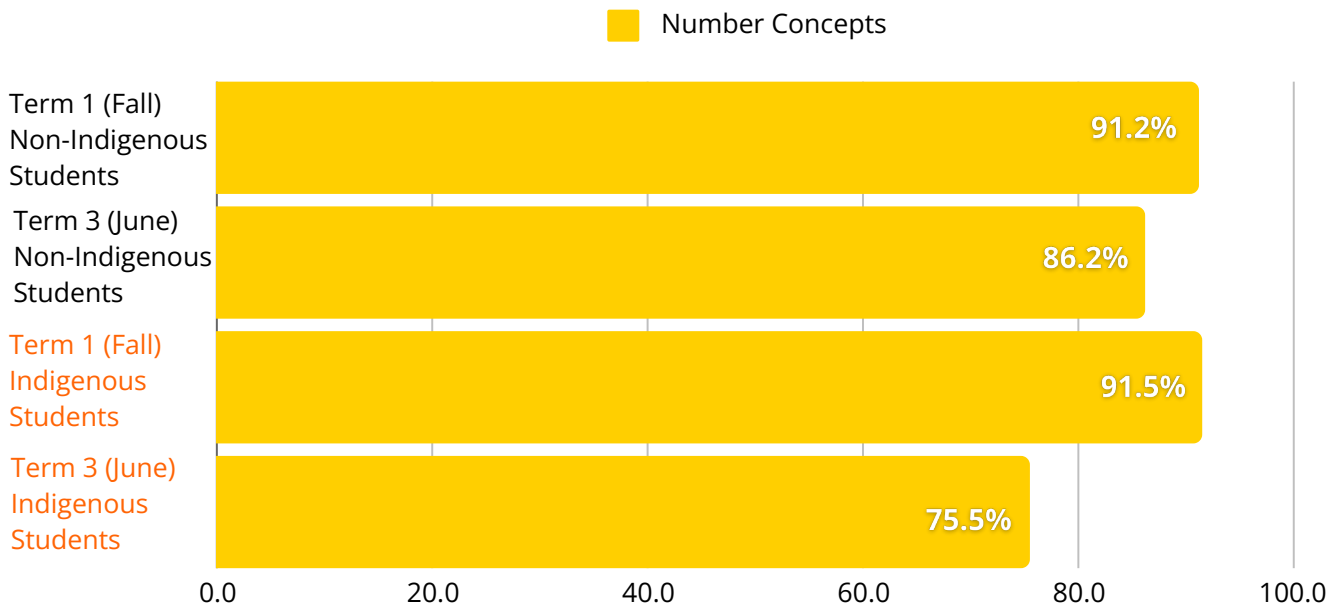
About Numeracy Comprehension Assessment Tool



NUMERACY ACHIEVEMENT RESULTS

E.E. Oliver Year-End Report Card Data for Numeracy

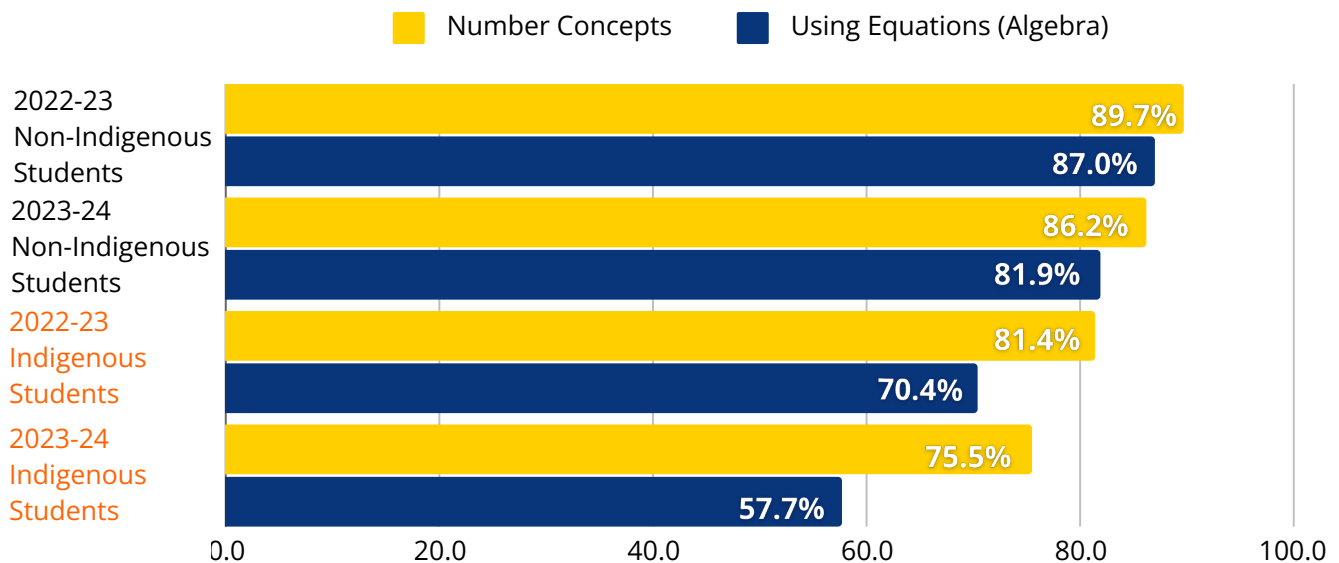
Percentage of Grades 1-6 students meeting or mastering expectations in 2023-24



Summary

The Report Card Data for the 2023-24 school year showed growth in the percentage of Grades 1-6 students who met or mastered the core learning outcomes in the Number Concepts strand of mathematics. As shown in the graph below, growth is also evident in the results from our non-Indigenous students in the year-over-year comparison. Our Indigenous students performed lower overall in a year-over-year comparison of the data.

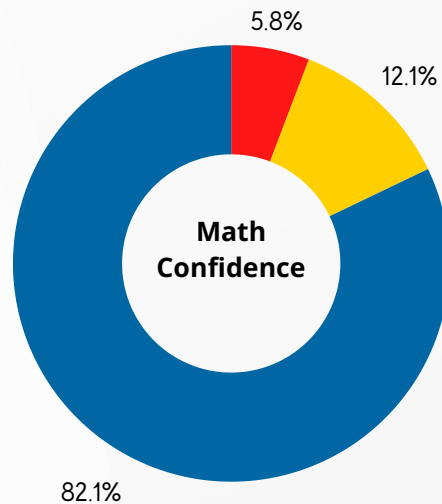
Year-over-year comparison of the percentage of Grades 1-6 students meeting or mastering expectations



NUMERACY ACHIEVEMENT RESULTS

E.E. Oliver Education Assurance Survey Results: Goal Two - Numeracy

Grades 3-6



- Confident to Very Confident
- Less Confident
- Not Confident

Summary

Students were asked to rate their level of confidence in their own math skills on a scale of 1 to 5, with 1 being not confident and 5 being extremely confident. As you can see in the above graphs, the E.E. Oliver's Education Assurance Survey data indicated that 82.1% (combined percentages from students who answered either three or greater on the survey) of Grade 3 to 6 students felt confident in their numeracy skills.

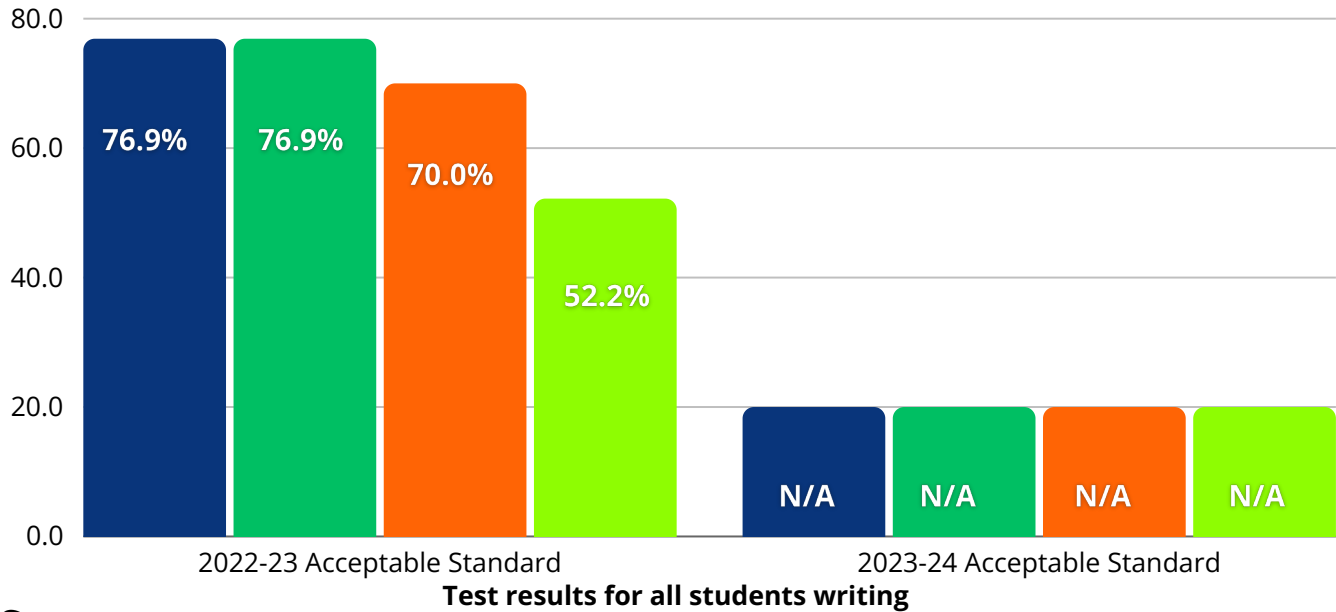
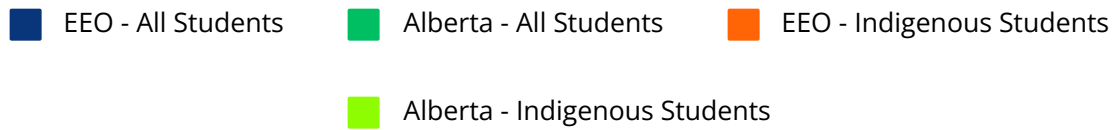
[Link to the PRSD Student Assurance Survey Qualitative Data](#)



NUMERACY ACHIEVEMENT RESULTS

Provincial Achievement Test (PAT) - Grade 6

Year-over-Year Comparison of Grade 6 Mathematics



Summary

The Grade 6 Math PAT results show a positive trend for the EE Oliver School. During the 2022-2023 school year, we continued to remain in line with the provincial Acceptable Standard of Achievement for Numeracy. Our Indigenous student data showed improvement and was above the provincial average for the 2022-2023 school year. PAT data is not available for the 2023-2024 school year as PAT exams were cancelled due to the implementation of the new Alberta Mathematics Curriculum.



Summary of Numeracy Achievement Results

General Statement

E.E. Oliver School's Numeracy achievement results were measured using data sources that include NCAT (Numeracy Common Assessment Tool) data and report card data. Overall, reporting data shows E.E. Oliver's students demonstrated growth in number concepts. Student survey data shows the majority of students feel their numeracy skills have improved throughout the school year. We are continuing to implement new research-based intervention programming (Bridges) to help support our students' continued growth and learning.

Factors that affected results

We continue to look at different testing measures for Fall assessment data gathering and have implemented the ECIS-MA assessment for the fall 2023-2024 school year. We also recognize the difficulty and stress placed on students as a result of the new Alberta Education Numeracy Curriculum for Grades 4-6. Attendance remains an ongoing concern, as well as student mental health. Achievement results are impacted when students are not mentally in a place where they are able to learn and access their knowledge.

Next steps

Numeracy will continue to be a focus of our Collaborative Response processes. We will continue to ensure small group numeracy instruction, and continue to use Bridges Intervention Programming for numeracy in our classrooms. Students benefit from hands on learning with the use of manipulatives, direct and explicit instruction, as well as building a strong set of foundational skills through mastery of basic number concepts.



PRSD GOAL THREE

ALL STUDENTS ARE SUCCESSFUL THROUGH INCLUSIONARY PRACTICES

OUTCOME:

ALL STUDENTS' ACADEMIC, PHYSICAL AND SOCIO-EMOTIONAL NEEDS ARE MET WITHIN A CULTURE OF INCLUSION.

EE Oliver School continues to support students through an inclusive education model, working alongside the Peace River School Division Learning Services Team, as well as Peace Collaborative Services (PCS) to provide additional support to students requiring Speech, Occupational Therapy, Physical Therapy, Hearing, Vision, and Psychological Services. Teachers work in collaboration to develop Individualized Program Plans (IPPs), and Behaviour Support Plans (BSPs) as needed. EE Oliver School prides itself as an inclusive school site in which all students, no matter their background are provided with the supports needed to be successful across domains.

INCLUSIVE EDUCATION PRACTICES

Behavioural Support Plans and Individual Program Plans for Special Needs Students

Number of BSPs Implemented



Number of IPPs Implemented

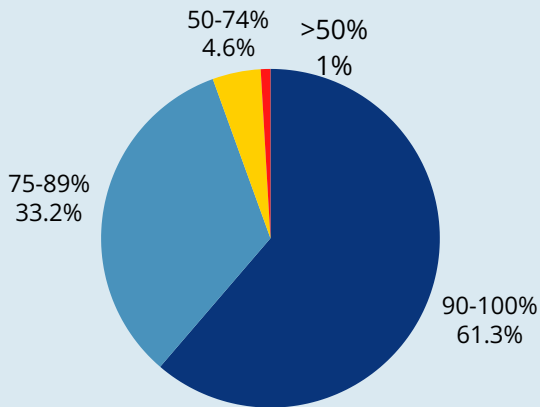


Regarding E.E. Oliver School data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were 14 BSPs completed and 37 IPPs completed in the 2023-24 school year. The total population of students within E.E. Oliver in the same school year was 276.

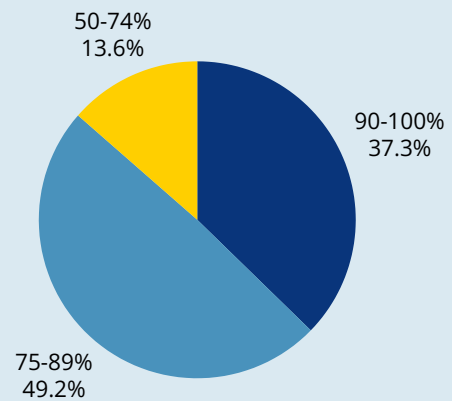
This works out to approximately 18% of E.E. Oliver students requiring accommodations that enable them to be included in the classroom with their peers.



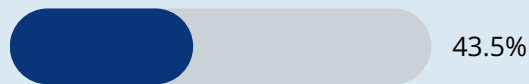
Attendance Data: Non-Indigenous Students



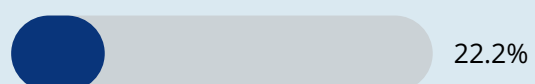
Attendance Data: Indigenous Students



Previous Year 90-100% Attendance



Previous Year 90-100% Attendance



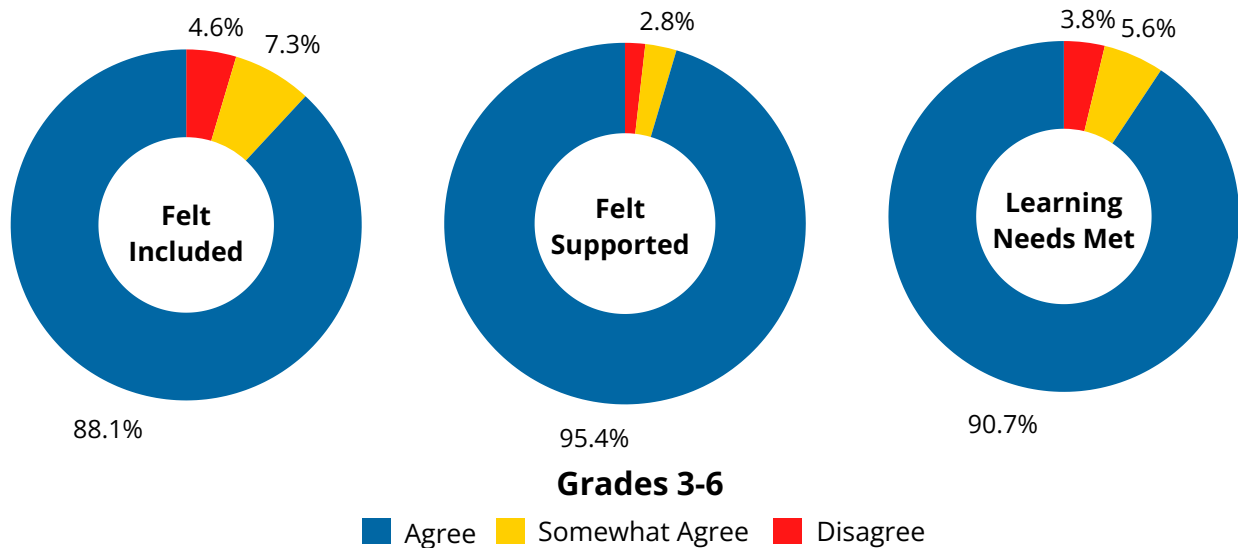
Summary

Out of the total number of students enrolled at E.E. Oliver in the 2023-24 school year, more than half of our students attended 90% or more of the school year. Amongst our Indigenous students, 37.7% attended 90% of the school year or more which is a significant improvement over the previous year.

The Division's targeted attendance rate is at least 90% as research suggests that an absenteeism rate of 10% or higher results in lower levels of academic achievement. While not where we want them to be, these numbers have improved over the 2022-23 school year. Attendance was significantly impacted by the pandemic, and efforts will continue to ensure improved attendance moving forward.

INCLUSIVE EDUCATION PRACTICES

E.E. Oliver Education Assurance Survey Results: Goal Three - Inclusion

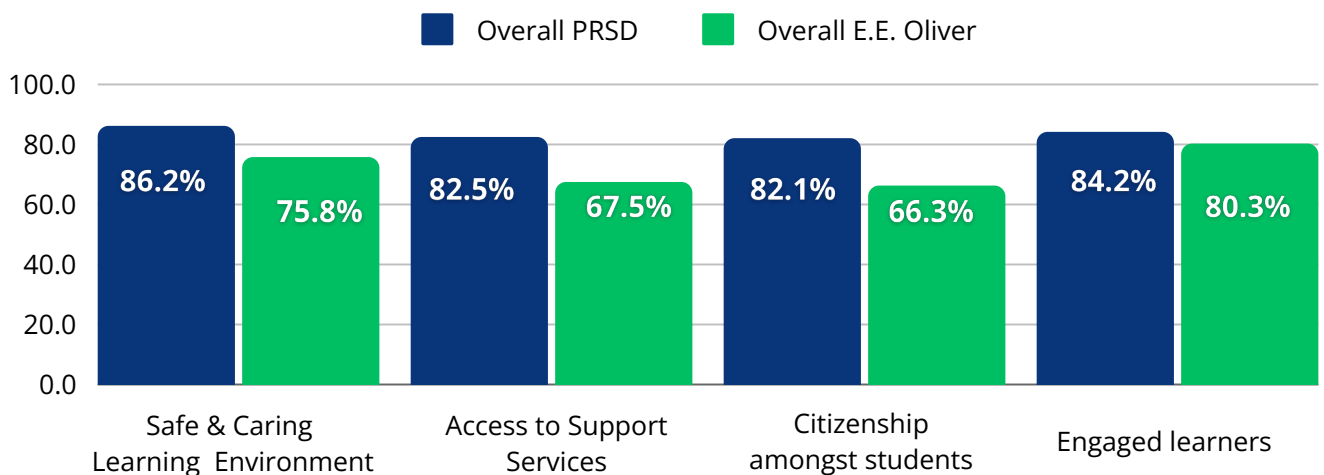


[Link to the PRSD Student Assurance Survey Qualitative Data](#)

INCLUSIVE EDUCATION PRACTICES

Alberta Education Assurance Measures - Overall Summary Results

Authority: 1070 The Peace River School Division



Percentage of students, parents and teachers who agree

Summary

Based on provincial and PRSD data, the E. E. Oliver had disappointing results in all four categories surveyed. These are significantly below previous years results. Only 12 parents responded to the survey which is not as many as we would like to see. As well, we will need to be more mindful about talking to students about what each of these categories mean to them in their daily school life.

Summary of Inclusion Education Practices

General Statement

E.E. Oliver strives to ensure student academic and social emotional learning needs are met through the use of Individualized Program Plans and Behaviour Support Plans. We work closely with division level Learning Services to ensure appropriate supports are provided for all students to be successful. E.E. Oliver works collaboratively with Peace Collaborative Services to provide and implement inclusive programming for students requiring additional services such as Speech, Occupational Therapy, Physical Therapy, Vision, and Psychological Services. In addition, we can support students' mental health, and social-emotional development through programming provided by our school-based Student Support Worker (SSW) and access to Divisional School Social Worker services. We make a conscientious effort to connect with parents to find ways to have their children attend school regularly.

Factors That Affected Results

E.E. Oliver continues to experience attendance challenges in addition to managing communication to our students and parents with regard to the Alberta Education Assurance Measures. The ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall attendance levels.

Next Steps

EE Oliver School will continue to work on maintaining access to mental health supports for students and teachers, as well as implementation of classroom and small group level programming. We will continue to meet the needs of students through individualized program planning, behaviour support, as well as access to division level supports and specialized assessments. We will continue to seek out professional development opportunities to meet the dynamic programming needs of our students. We will communicate to our communities the explanation of the Alberta Education Assurance Measures. We will continue to connect with parents to encourage student attendance and participation in school.



2023-2024 BUDGET SUMMARY

Budget Report

Peace River School Division No. 10
2023-2024 Spring Budget

SCHOOL: E.E. Oliver Elementary

Revenue and Allocations to Budget Center

AB ED: Service & Supports	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Total AB ED: Service & Supports	\$106,265	
% of Revenue and Allocations to Budget Center	100%	

Total Revenue and Allocations to Budget Center \$106,265

Expenditures

Contracted Services	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Pd Expenses - Certificated	\$3,000	
Pd Expenses-Uncertificated	\$600	
Professional Fees	\$0	
Staff & Public Relations	\$1,500	
Postage & Telephone	\$300	
Meeting Expenses	\$2,000	
Field Trips	\$6,750	
Bldg Ground Maintenance	\$4,000	
Equipment Maintenance	\$0	
Total Contracted Services	\$18,150	
% of Expenditures	17%	

Supplies	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Supplies	\$57,888	
Library Supplies	\$5,500	
Furniture & Equipment	\$3,500	
Total Supplies	\$66,888	
% of Expenditures	63%	

Uncertificated	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Total Uncertificated	\$6,500	
% of Expenditures	6%	

Certificated	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Total Certificated	\$14,727	
% of Expenditures	14%	

Total Expenditures \$106,265



TIMELINES AND COMMUNICATION

E. E. Oliver Elementary School's AERR Report will be communicated in the following ways:

- Posted in the Documents section of the E.E. Oliver Elementary School's website at www.eeoliverelementary.ca
- Published and distributed to our School Council
- Displayed and accessible to parents and other stakeholders at the E.E. Oliver Elementary School in Fairview, Alberta.

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