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Calgary Board of Education

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

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School Improvement Results Reporting | For the 2025-26 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 2026-27 School Year p. 209).

This report includes results relative to the goals and outcomes set in the 2025-26 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: Student achievement will improve in reading and writing through disciplinary literacy.

Celebrations

From June 2025 to June 2026 report cards:

- 97% of students at Rosedale meeting grade level expectations in reading.
- 98% of our English as an Additional Language (EAL) students reading at grade level.
- 96% of students at Rosedale meeting grade level expectations in writing.
- 96% of our English as an Additional Language students writing at grade level.
- Grade 1 – 3 students requiring additional support in CC3 decoding data has continued to decrease.

Areas for Growth:

- Continue focusing on students achieving a report card indicator of **Basic 2**, in reading and writing (achievement indicators Excellent-4, Good-3, Basic-2, Not Meeting-1).
- Continue to focus on strategies to support students' growth from an achievement indicator of **Basic 2** to **Good 3**/**Excellent 4**.
- Continue to focus on high impact strategies to adapt tasks for individual and small groups of EAL learners.

Next Steps

- Divisional reading assessments completed to determine decoding and comprehension to create groups of learners for direct and targeted instruction.
- Divisional writing prompts to assess writing and inform the next best steps.
- Students will receive targeted instruction using a structured literacy approach.
- Continue co-creating criteria of success rubrics and formative assessments with students encouraging clear direction of growth towards excellence.
- Peer and self-editing of student work using clear rubrics as a form of formative assessment which are clearly defined before work begins, assessed once before work is handed in and used for formal assessment.
- Continued professional learning for teachers to implement high impact strategies for learners at a basic level of understanding in reading and writing.

Our Data Story:

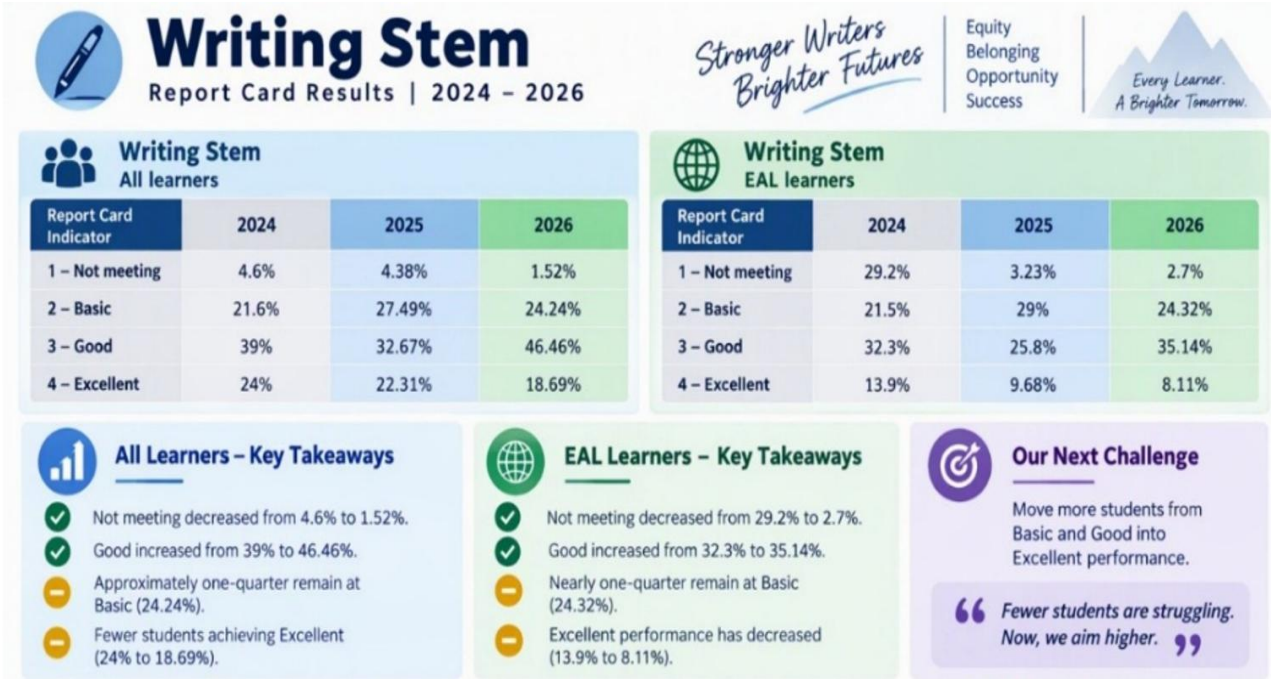
Rosedale has much to celebrate in literacy achievement. From June 2025 to June 2026 report card data, **97% of students met grade-level expectations in reading** and **96% met grade-level expectations in writing**. Our English as an Additional Language (EAL) learners also demonstrated strong success, with **98% reading at grade level and 96% writing at grade level**. In addition, the number of Grade 1-3 students requiring additional support in decoding, as identified through CC3 data, has continued to decrease. These results reflect the positive impact of high-quality literacy instruction, targeted interventions, and a strong commitment to supporting all learners in achieving success.

Moving forward, our focus will be on helping more students progress from a **Basic (2)** level of achievement to **Good (3)** and **Excellent (4)** in both reading and writing. To support this growth, teachers will use divisional reading and writing assessments to identify strengths and areas for improvement, provide targeted instruction through a structured literacy approach, and continue adapting instruction for individual and small groups of EAL learners. Students will engage in co-creating success criteria, self-assessment, and peer feedback processes that clarify learning goals and expectations. Ongoing professional learning for staff will further strengthen the use of high-impact instructional strategies, ensuring every learner is supported to reach their highest potential in literacy.



Rosedale Reading Data 2024-2026 June Report Cards

Reading achievement data from 2024 to 2026 reveals common trends across all learners and English as an Additional Language (EAL) learners, with notable differences in achievement outcomes. While overall reading performance remains strong, with 75.25% of all learners achieving Good or Excellent in 2026, EAL learners continue to experience a significant achievement gap, with 43.25% reaching these levels in comparison. Both groups demonstrate a declining trend in Excellent achievement, highlighting a shared opportunity to strengthen higher levels of reading proficiency. Although the proportion of all learners achieving Good increased in 2026, EAL learners experienced a decline from 33.9% in 2024 to 27.03% in 2026. Encouragingly, the percentage of EAL learners Not Meeting expectations has decreased significantly from 23.1% in 2024 to 5.41% in 2026, although the proportion achieving Basic has gradually increased. These patterns highlight the importance of targeted literacy instruction, intentional language development, differentiated learning opportunities, and ongoing monitoring of student progress to close achievement gaps and support equitable reading outcomes for all learners.

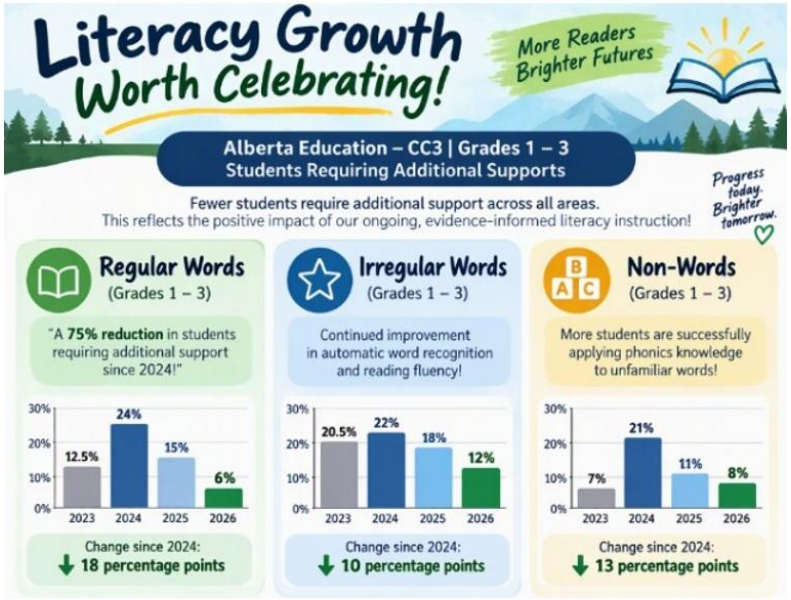


The Writing Stem data shows meaningful growth in writing achievement over the three-year period from 2024 to 2026. For all learners, the percentage of students not meeting expectations decreased significantly from 4.6% to 1.52%, while the proportion achieving a Good level increased from 39% to 46.46%. Although approximately one-quarter of students remain at the Basic level (24.24%), the overall trend indicates that more students are moving toward proficiency in writing. EAL learners demonstrated especially strong progress, with the percentage not meeting expectations dropping dramatically from 29.2% to 2.7% and the proportion achieving Good increasing from 32.3% to 35.14%. While Excellent performance declined for both groups over the three years, the data suggests that targeted supports have been effective in reducing struggling writers and increasing overall success. Moving forward, the key opportunity is to shift more students from the Basic and Good categories into the Excellent range through continued high-quality instruction, vocabulary development, purposeful feedback, and opportunities for extended writing.



Rosedale English as an Additional Language (EAL)
Level Proficiency (LP) Levels June 2024 - 2026

English as an Additional Language Learners at an LP1 level have improved by 6 percentage points and students at LP 5 have improved by 4 percentage points in the past three years. This indicates that our EAL learners are continuing to improve listening, reading, writing and speaking skills. Staff have spent time implementing High Impact Strategies for EAL students in class and our Jr. High EAL LP1 and LP2 learners had targeted supplementary English lessons each day for 30 minutes. Using the EAL Scaffolding for Universal and Targeted Support document, staff will continue working on implementing strategies to support our learners.



Alberta Education CC3 Regular Words Grades 1 – 3 students requiring additional supports

Grade 1 - 3 students demonstrated a steady improvement with less students requiring additional supports in our CC3 data, indicating the instruction from teachers is meeting the needs of all students and that targeted intervention with students at risk has improved reading skills. Elementary teachers have spent time implementing U-fli lessons on phonics to help decode words while Middle and Jr. High teachers have spent time utilizing the CBE's Reading Assessment Decision Tree to track student progress and guide strategies supporting decoding and comprehension skills.



Insights and Next Best Steps

A growing number of students are meeting or exceeding grade-level expectations; however, a significant proportion of learners continue to achieve at the **Basic (Level 2)** indicator in both reading and writing. This suggests that many students have foundational skills in place but require targeted support to strengthen comprehension, communication, and higher-order thinking skills in order to progress to the **Good (Level 3)** and **Excellent (Level 4)** levels. Continued implementation of a structured literacy approach, combined with targeted interventions informed by divisional reading assessments and writing prompts, will help identify specific student needs and provide focused instruction. Particular attention will remain on supporting EAL learners through differentiated tasks and small-group instruction that build language proficiency while maintaining access to grade-level learning. Moving forward, co-created success criteria, formative assessment practices, peer and self-editing opportunities, and ongoing professional learning for staff will strengthen instructional practices and provide students with clear pathways toward excellence. These next steps will ensure that all learners are supported to make meaningful progress and achieve their full potential in reading and writing.

Goal Two: Students' overall sense of belonging and connection will improve.

Outcome One: Student' sense of belonging through feeling confident and accepted at school will improve.

Celebrations

The Alberta Education and Childcare Assurance Measures Results Report Data

- In June 2026, 84.3% of students reported they feel they belong, up 10 percentage points from 74.5% in 2023.

Truth & Reconciliation, Diversity, and Inclusion CBE School Survey Data

- *In June 2026, 83% of students reported they have confidence in themselves as learners; up 13 percentage points from 69% in June 2023* .
- *In June 2026, 91% of students reported they feel included at school; up 8 percentage points from 83% in June 2023.*
- *In June 2026, 75% of students reported the saw their culture reflected at our school; up 12 percentage points from 63% in 2023*.
- *In June 2026, 93% of students reported they had one adult to talk to at school, up 25 percentage points from 68% in2023.*
- *In June 2026, 75% of students reported they had a friend or caregiver to speak with, up 20 percentage points from 55% percent from 2023.*

Areas for Growth

The Alberta Education and Childcare Assurance Measures Results Report Data

- Although students identifying they feel they belong, went up 7 percentage points from 77% in 2025 to 84% in 2026, this leaves 16% of our learners identifying they do not feel they belong at school.

Truth & Reconciliation, Diversity, and Inclusion CBE School Survey Data

- Although students who saw their culture reflected in our school has increased 20 percentage points from 55% in 2025 to 75% in 2026, 25% of our students reported that they did not see their culture reflected in our school.
- Although students who reported that they have a friend / caregiver to talk to has improved by 18 percentage points from 57% in 2025 – 75% in 2026, 25% of our learners did not report they have a friend or caregiver to talk to.

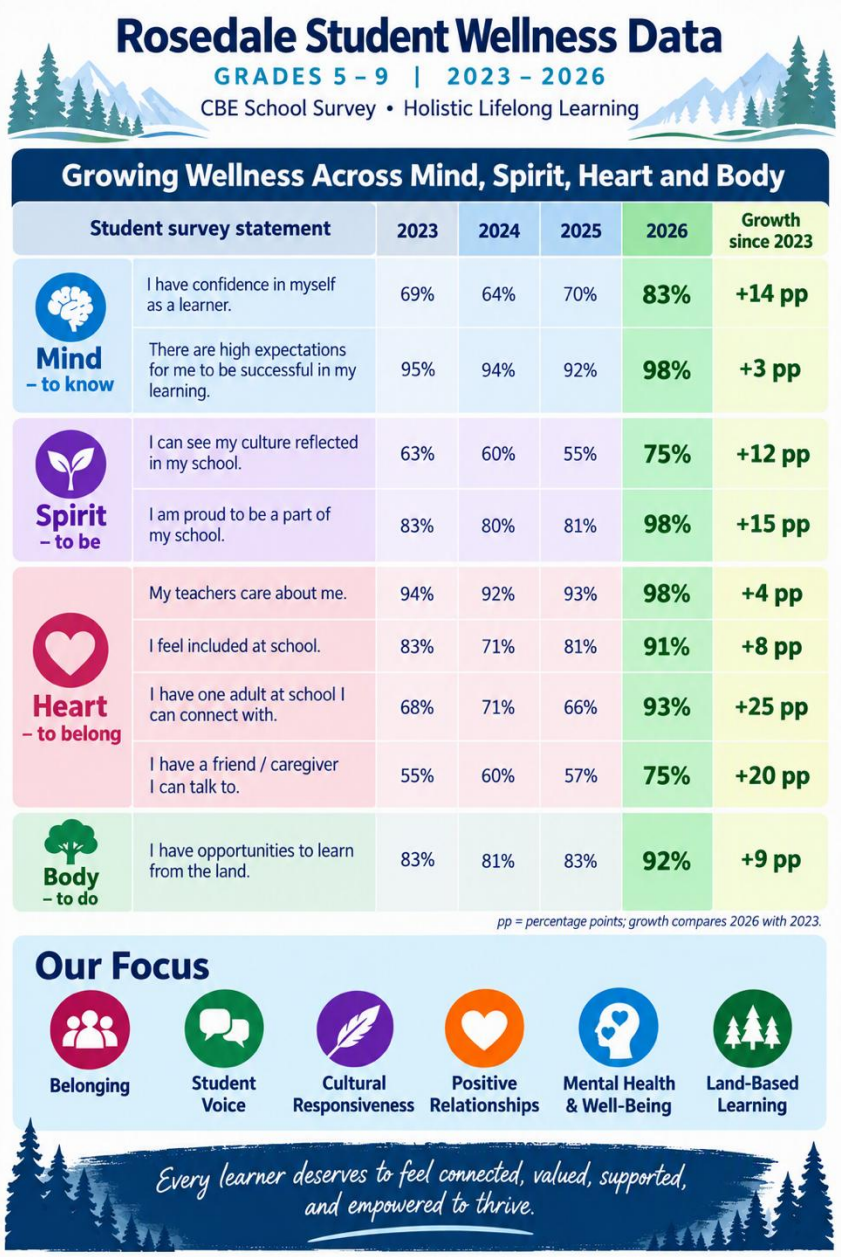
Next Steps

- Continue to address student confidence levels at school through targeted learning interventions, Collaborative Response Meetings, Student Learning Team meetings and implementing Social Emotional Learning strategies.
- Work on common language with teachers and students about 'culture' to ensure students know what it means and how it is represented as 25% of students do not feel their culture is represented at school.

- Work with Student Voice groups to find out which cultural aspects could be represented at school. Survey students and get feedback regarding how we can make all cultures authentically visible at school and work with Student Voice to create events which demonstrate culture in school.
- Continued monthly assemblies to address common values found in Indigenous ways of knowing utilizing The Seven Sacred Teachings, Land based learning strategies, Scheduled class talking circles, Teaching Active listening skills and forming common language around friendship ruptures and repairs, Rosedale's Four Footprints, Choice Point and Clearing Conversations (lean in, listen, repeat and repair).

Our Data Story:

Rosedale's 2025-2026 School Development Plan's second goal focused on improving students' overall sense of belonging through feeling confident and accepted by peers and staff at school. The CBE Student Survey data revealed strong shifts in a positive direction for students' experiences last year. 83% percent of our students reported that they feel confident as a learner, which has gone up 14 percentage points from 69% of learners in 2023 from our CBE Student Data Survey. (include survey source). While this indicates improvement, we still have work to maintain and attend to 17% of our learners who felt less confident as learners. Students reporting that they see their culture reflected at school went up 20% between 2025 and 2026 indicating the direct teaching and learning about what culture is and reflecting the cultures we have at school in a way students can feel seen and heard is having an impact. Time in assemblies and classrooms has been spent highlighting the importance of student voice and we have established a Student Voice group that meets once a week. Students in Student Voice were visible as important ambassadors for their grade group, spending time in classrooms asking for input and sharing data and presenting concerns to staff and our administrative team. Staff spent time listening to and implementing ideas from Student Voice, which built trust between staff and students. Staff professional learning such as the Student Symposium, the Student Well-Being Framework, and Middle School Professional Learning have inspired new strategies in our building and a common understanding.



Student Belonging and Acceptance: Our Data Story (2023–2026)

Our school survey data from 2023 to 2026 tells a compelling story of strengthening relationships, increased student belonging, and a more inclusive school community. Alberta Education and Childcare Assurance Measures indicate that students' sense of belonging has steadily increased from 74.5% in 2023 to 84.3% in 2026, representing an improvement of 9.8 percentage points. This positive trend is reinforced by the CBE School Survey results, which demonstrate significant growth across the four dimensions of holistic lifelong learning: Mind, Spirit, Heart, and Body. A key celebration is the strength of caring relationships and meaningful connections, with 98% of students reporting that their teachers care about them and 93% identifying at least one adult at school they can connect with, an increase of 25 percentage points since 2023. Students are also experiencing a stronger sense of inclusion, identity, and pride, with 91% feeling included at school, 98% expressing pride in their school, and 75% seeing their culture reflected in their learning environment.

Alongside these improvements, students' confidence in themselves as learners has increased to 83%, while 98% recognize that their school holds high expectations for their success, suggesting a positive relationship between belonging, well-being, and academic confidence. Although these results are encouraging, opportunities remain to strengthen peer and caregiver connections, with 75% of students identifying someone they can talk to, and to ensure that every learner sees their identity and culture meaningfully reflected at school. Moving forward, our school will continue to prioritize intentional relationship-building, student voice, culturally responsive teaching, and inclusive learning experiences to ensure every student feels seen, valued, connected, and accepted within our school community.



Insights and Next Best Steps

The Student Wellness Survey results from 2023 – 2026 highlight significant growth across all areas of student well-being, while also helping to identify priorities for continued improvement. Significant growth in students' sense of belonging, inclusion, and connection reflect a strengthening school culture where learners feel increasingly valued, respected and supported. Building on the strong gains in belonging, relationships, and student confidence, our next steps will focus on deepening opportunities for students to continue to develop meaningful peer connections and a strong sense of community. We will continue to amplify student voice by creating more opportunities for learners to share perspectives, influence decisions, and take on leadership roles within the school. To strengthen inclusivity, we will expand learning experiences that reflect and celebrate diverse cultures and identities, ensuring every student feels seen and valued. Maintaining strong relationships will remain a priority, as intentional connection-building has contributed to more students identifying trusted adults at school. Finally, we will continue to enhance wellness through authentic land-based and experiential learning opportunities that foster engagement, belonging, and a deeper connection to place. Together, these priorities will help ensure every Rosedale student feels supported, connected, and empowered to thrive.

Required Alberta Education and Childcare Assurance Measures (AECAM) Overall Summary - Fall 2026

The Alberta Education and Childcare 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 and Childcare Assurance Survey measures:
  - Citizenship
  - Student Learning Engagement
  - Education Quality
  - Welcoming, Caring, Respectful and Safe Learning Environment
  - Access to Supports and Services
  - Parent Involvement

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2026

School: 9618 Rosedale School

Assurance Domain	Measure	Rosedale 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	**77.2**	84.7	82.2	**84.2**	83.9	84.0	Very Low	Maintained	Concern
	Citizenship	**82.3**	82.1	83.2	**81.2**	79.8	79.8	Very High	Maintained	Excellent
	3-year High School Completion	**n/a**	n/a	n/a	**82.1**	81.4	80.8	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**86.7**	87.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	**84.8**	69.1	75.7	**60.8**	62.5	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	**31.8**	21.3	20.8	**15.5**	15.6	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	**n/a**	n/a	n/a	**80.2**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**22.9**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**80.5**	86.6	86.2	**87.8**	87.7	87.8	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**88.7**	89.6	90.1	**85.8**	84.4	84.4	High	Maintained	Good
	Access to Supports and Services	**72.8**	75.0	72.7	**79.5**	80.1	80.2	Very Low	Maintained	Concern
Governance	Parental Involvement	**79.2**	89.3	84.7	**79.9**	80.0	79.5	High	Maintained	Good