



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

Rosedale School

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School Improvement Results Reporting| 2023-24

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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Goals and outcomes related to the information shared here are outlined in the 2024-25 School Development Plan.

School Improvement Results

CBE's Education Plan for 2021-24 prioritized creating strong student achievement and well-being for lifelong success with the following key outcomes:

- Excellence in literacy
- Excellence in mathematics
- Improved achievement and well-being for students who self-identify as Indigenous
- Access to learning opportunities and supports that address diverse learning needs and well-being

Three specific priority areas based on CBE system data that informed the 2021-24 Education Plan and system actions for improvement across the organization were identified.

- Literacy
- Mathematics
- Well-Being

Rosedale School Goals

- **Writing** – with a focus on formative and summative feedback
- **Student Engagement** – with others (staff, friends, caregivers) and sense of belonging.
- **Task Design** – inclusive to include all learners in Numeracy and Literacy

Our School Focused on Inclusive Task Design and Assessment

Holistic Plan with a focus on Inclusive Task Design and Assessment

- **Writing** – with a focus on formative and summative feedback
- **Student Engagement** – with others (staff, friends, caregivers) and a sense of belonging
- **Task Design** – inclusive of all learners in Numeracy and Literacy

Student perception data obtained from surveys (CBE Student & OurSchoolSurvey) indicated there was room to:

- Improve the opportunity for students to receive feedback from others to improve their writing
- Improve students' likelihood to speak to caregivers, friends, classmates and or teachers about how they feel and their sense of belonging
- Continue to improve teacher task design with multiple entry points and improve students' awareness and accessibility of personalized strategies that support their learning

-Report card data indicated there was room to improve specific task design for students with indicators 1 and 2 on report card stems. Grade 6 & 9 2022-23 PAT Reading and Writing data indicated there was room to improve specific as design for students identified as English an Additional Language (EAL) learners.

What We Measured and Heard

We primarily used Report Card, CBE Survey, and OurSCHOOL survey results to measure the growth and area of need.

Report Card Data K - 9

We monitored report card data and focused on all students and English as an Additional Language (EAL) students. We had a 3% increase in the number of EAL students in the 2023-2024 school year.

June 2023 – 2024 Rosedale Report Card Reading & Writing Indicators K-9

Report Card Indicator Stem	Reading All learners		Reading EAL learners		Writing All learners		Writing EAL learners	
	2023	2024	2023	2024	2023	2024	2022	2024
1 – Not meeting	1.7%	3.4%	2.6%	23.1%	2.6%	5.2%	5.3%	6.5%
2- Basic	10.4%	10.42%	13.2%	15.4%	22%	24.2%	21.1%	30.4%
3 - Good	34.6%	38.6%	28.9%	33.9%	44.5%	43.7	42.1%	45.7%
4 - Excellent	53.2%	40.1%	55.3%	26.2%	30.8%	26.8	31.6%	17.4%

In June 2024, 96.6% of Rosedale students have a Basic – Excellent indicator for reading, as compared to 76.9% of our EAL learners. 94.8% of learners have a Basic – Excellent indicator for writing as compared to 93.5% of our EAL learners. Students achieving indicators of 3 and 4 in Reading in 2023 – 2024 have gone down 9.1% from 87.8% to 78.7%. Students achieving indicators of 3 and 4 in Writing have gone down 4.8% from 75.3% to 70.5%.

CBE Survey Data

We monitored CBE Survey Data to inform our focus. Grades 4 – 5 and 6 – 9 completed an OurSCHOOL survey.

Spring 2024 & Fall 2024 OurSCHOOL Grades 4 – 9 Survey Data

OurSchool Survey	Grades 4 & 5 Percentage of agreement level Spring 2024	Grades 4 & 5 Percentage of agreement level Fall 2024	Grades 6-9 Percentage of agreement level Spring 2024	Grades 6-9 Percentage of agreement level Fall 2024
Sense of Belonging	59%	90%	70%	73%

Positive Relationships	88%	86%	78%	77%
Cultural Awareness	87%	86%	59%	69%

Grades 4 & 5 demonstrated a 31% increase in their sense of belonging, a 2% decrease in positive relationships and a 1% decrease in cultural awareness. Grades 6 – 9 demonstrated a 3% increase in their sense of belonging, a 1% decrease in positive relationships and a 10% increase in cultural awareness. However, 18.5% of students do not feel a sense of belonging at school, 18.5% of students do not feel they have positive relationships and 22.5% of students do not feel they have a sense of cultural awareness at school.

2023- 2024 CBE School Survey Data

Grades 5 - 9

	2023	2024
Mind – to know		
I have confidence in myself as a learner.	69%	64%
There are high expectations for me to be successful in my learning.	95%	94%
Spirit – to be		
I can see my culture reflected in my school.	63%	60%
I am proud to be a part of my school.	83%	80%
Heart – to belong		
My teachers care about me.	94%	92%
I feel included at school.	83%	71%
I have one adult at school I can connect with.	68%	71%
I talk to my caregivers, classmates and teachers about how I feel.	53%	60%
Body – to do		
I have opportunities to learn from the land	83%	81%
I am active during the school day	86%	80%

From 2023 – 2024, Students indicating they have confidence in themselves as a learner have decreased 5%. Students indicating there are high expectations to be successful in their learning remained relatively consistent from 95% to 94%. 80% of students feel proud to be a part of Rosedale School in 2024 which decreased 3% from 2023. Students ability to see their culture represented in our school went down 3% and 40% of students do not feel their culture is represented at school. Students who feel included at school went down 12% and although the number of students indicating they had an adult to connect with at school went up 3%, 29% of students do not feel they have an adult to

connect with. There was a 7% increase in students indicating they could talk to their caregivers, classmates and teachers about how they feel, but 40% of students did not indicate they had persons to talk with. Students opportunity to learn from the land went down 2% and although we have daily PE, our students indicating they felt active in the school day went down 6%.

Alberta Education Assurance Measures

Less than 30% of parents/guardians completed the Alberta Education Assurance Measures Survey (only 15 participants). 80.7% of parents who completed the survey felt the quality of education was acceptable, however, this was down 10.1% from the previous year. Parental involvement indicated by the parents who wrote the survey was at 74.2% which was a 19.5% decrease from the previous year.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Throughout our year together staff referenced the CBE Teacher Self-Assessment Tool Supporting Student Success. Professional development was provided and teachers made strategies and active plans to ensure: - Students are actively involved in the assessment process. - Assessment is ongoing and embedded throughout cycles of learning. - Assessment practices are fair, transparent, and equitable for all learners. Reading and Writing indicators on the Report card indicate a need to focus on language acquisition / disciplinary literacy in all subjects areas.	97.6% of students at or above a basic indicator in reading. 94.8% of students are at or above a basic indicator in writing. - In 2024, Grade 4 and 5 students had a 31percentage point increase in their sense of belonging from Spring 59% to 90% in the Fall - In 2024, grades 6-9 had a 10 percentage point increase in their sense of cultural awareness from 59% in the Spring to 69% in the Fall. 92% of students know their teachers care about them, and 71% feel they have an adult they can speak with at school.	- Our EAL learners not meeting grade level in reading increased 20 percentage points from the previous year - Our EAL learners achieving a basic level of writing declined 9 percentage points from the previous year - Continued work on students' sense of positive relationships in our grades 6 – 9. - Students who felt included at school declined 12 percentage points from the previous year and 60% of students indicated that they talk to caregivers, classmates and teachers about how they feel (increase of 7 percentage points from last year).

Required Alberta Education Assurance Measures (AEAM) Overall Summary Spring 2024



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

Spring 2024

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	72.3	89.6	86.4	83.7	84.4	84.8	n/a	Declined Significantly	n/a
	Citizenship	79.1	88.3	88.9	79.4	80.3	80.9	High	Declined	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	83.3	83.3	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	16.7	16.7	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	73.1	73.1	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	25.0	25.0	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	80.7	91.3	93.5	87.6	88.1	88.6	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.4	93.3	93.4	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	71.5	71.7	74.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	74.2	90.7	89.5	79.5	79.1	78.9	Low	Declined	Issue

Note | The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time