


**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

**R. T. Alderman 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.

SDP Goal: Students' achievement in literacy will improve

- Outcome One: Students' achievement in reading and writing will improve through disciplinary literacy
- Outcome Two: Students' overall sense of belonging will improve through increased confidence and value in their learning

In the 2024-25 school year, we focused on developing students' abilities in reading and writing through disciplinary literacy. We intentionally planned in each of our core subjects to include structured writing lessons that reflected the specific discipline. In these writing lessons and sessions, we also used high impact strategies to enhance and extend students' vocabulary. Students were provided with the opportunity to engage in content in a multimodal way, including visual, graphic, and written forms.

## Celebrations

We have much to celebrate regarding our students' growth in literacy!

- Report Card Data – English Language Arts – Reading stem
  - Each grade group saw an improvement over last year's June Report Card data in students' ability to read and interpret information in indicators of Good (3) or Excellent (4):
    - Grade 5 – increase of 5 percentage points
    - Grade 6 – increase of 9 percentage points
    - Grade 7 – increase of 10 percentage points
    - Grade 8 – increase of 3 percentage points
    - Grade 9 – increase of 9 percentage points
- Report Card Data – English Language Arts – Writing stem
  - Students in Grades 5 and 9 saw an improvement over last year's June Report Card data in students' ability to read and interpret information in indicators of Good (3) or Excellent (4).
- Grade 9 PAT English Language Arts
  - Part A - Writing
    - 92.4% of students demonstrated the Acceptable level

- 28.2% of students demonstrated the Standard of Excellence
- Part B - Reading
  - 93.9% of students demonstrated the Acceptable level
  - 29.8% of students demonstrated the Standard of excellence
- Additionally, there was a 9 Percentage Point increase on the *Alberta Education Assurance Survey* question, “I understand how the language arts I am learning at school is useful to me”

### Areas for Growth

- Students indicated through perception data that they desire to engage with texts that are more relevant and personally engaging
- Deepening and enhancing our knowledge and instructional practices to support students learning English as an additional language
- Increasing students with IPPs advocacy skills for supportive technology and accommodations for reading and writing
- A broader range of text sets to reflect student interests

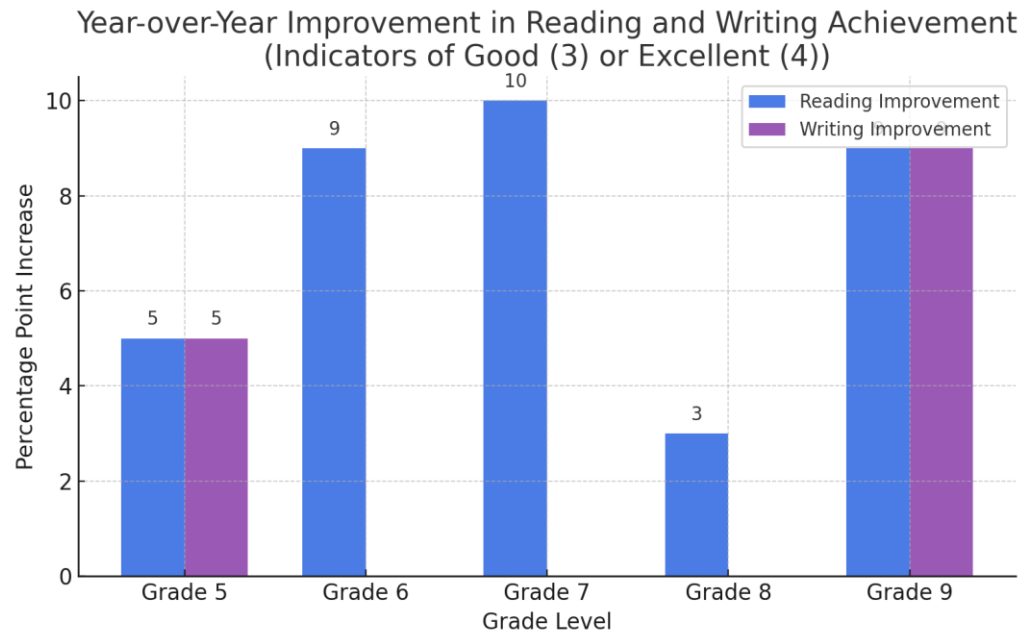
### Next Steps

- Collecting diagnostic assessment information to identify students that would benefit from additional support
- Developing an intervention support plan using human and digital resources available to support students in literacy and numeracy
- Expanding and enhancing our text selections to reflect a broader range of interests and reflect a greater diversity
- Connect Core subject teachers to Complimentary subject teachers to design integrated tasks and projects.

## Our Data Story

In the 2024–25 school year, our staff focus was on improving students' achievement through disciplinary literacy, and consequently, strengthening students' overall sense of belonging by building confidence and value in their learning. The goal was to ensure that students could read and write effectively across all subject areas, while also recognizing how these skills connected to their lives and future success. Teachers worked intentionally within each core discipline to integrate structured writing lessons that reflected the language, vocabulary, and formats specific to that subject. High-impact strategies were implemented to extend students' vocabulary and support comprehension, and learning opportunities were designed to be multimodal, engaging students through visual, graphic, and written forms.

Our data shows significant growth in student achievement and engagement. Report card results for the English Language Arts reading stem revealed improvement across all grade levels.



Students achieving at the indicators of *Good (3)* or *Excellent (4)* increased by five to ten percentage points depending on grade level: Grade 5 rose by 5 points, Grade 6 by 9, Grade 7 by 10, Grade 8 by 3, and Grade 9 by 9.

In writing, students in Grades 5 and 9 also demonstrated measurable gains over last year's results. On the Grade 9 Provincial Achievement Tests, 92.4% of students achieved the acceptable standard and 28.2% achieved the Standard of Excellence in Part A: Writing. In Part B: Reading, 93.9% of students achieved the Acceptable Standard and 29.8% reached the Standard of Excellence.

Student perception data reinforced these academic trends, showing a 9-percentage-point increase in the Alberta Education Assurance Survey item, "I understand how the language arts I am learning at school is useful to me." Collectively, these results show that students not only improved their literacy skills but also deepened their understanding of why those skills matter.

Analysis of both quantitative and qualitative data revealed several key insights. Literacy growth was evident across every grade, suggesting that intentional and structured literacy instruction in all subject areas is having a sustained positive impact. Gains were particularly strong in Grades 6 and 7, indicating that strategies targeting the middle years were especially effective. Vocabulary development and opportunities for multimodal learning emerged as strong contributors to student success. At the same time, student feedback highlighted the importance of engagement and relevance, with many students expressing a desire for texts that reflect their interests, cultures, and lived experiences. These findings align with our ongoing work to making literacy instruction more inclusive, personalized, and connected to students' sense of belonging.

Staff and student engagement throughout the year further deepened our understanding of the data. Teachers noted that disciplinary writing practices helped students make clearer connections between content and communication, and they saw an overall increase in students' confidence with academic vocabulary. Students described feeling more capable in their writing and reading tasks. Families appreciated the progress made in literacy development and expressed interest in learning how to further support their children's reading at home. This feedback loop affirmed that academic success and student engagement are tightly linked and that authentic choice and voice are essential components of literacy growth.

Our celebrations this year are significant. Students demonstrated consistent growth across all grades in reading and writing achievement, and our Grade 9 PAT results exceeded provincial expectations. At the same time, our data and feedback highlight clear areas for growth. Students learning English as an additional language and those with Individualized Program Plans continue to need enhanced support, particularly with the use of assistive technology and structured accommodations. We also recognize the need to expand our range of text selections to better reflect student identities, interests, and cultural perspectives.

As we move into Year Two of our School Development Plan, our next steps are clear and focused. We will continue to collect diagnostic assessment data to identify students who would benefit from targeted literacy support and develop intervention plans using both human and digital resources. Text collections will be broadened to include more diverse, high-interest materials. Teachers will engage in professional learning to deepen expertise in disciplinary literacy, English language learning, and inclusive instructional practices. We will also strengthen connections between core and complementary subject teachers, creating integrated projects that embed reading and writing into authentic, real-world contexts. Finally, we will continue to build a cycle of Career and Technology Foundations courses that promote literacy through hands-on, applied learning experiences.

Overall, our data story this year tells a powerful narrative of steady progress and growing student confidence. Through intentional planning, collaborative teaching, and a focus on relevance and belonging, our school has laid a strong foundation for literacy success. The gains we have made reaffirm that when students see themselves in their learning, they read and they write better.

# Required Alberta Education Assurance Measures (AEAM) Overall Summary

## Fall 2025



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

### Fall 2025 Alberta Education Assurance Survey Results – Overall Summary

Assurance Domain	Measure	R. T. Alderman 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	<a href="#">Student Learning Engagement</a>	84.8	77.3	82.5	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	<a href="#">Citizenship</a>	70.0	66.7	73.1	79.8	79.4	80.4	Low	Maintained	Issue
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	90.8	89.1	84.3	62.5	62.5	62.6	Very High	Improved	Excellent
	<a href="#">PAT9: Excellence</a>	38.3	30.8	29.4	15.6	15.4	15.5	Very High	Improved	Excellent
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	83.2	78.1	82.5	87.7	87.6	88.2	Low	Maintained	Issue
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	81.6	78.3	82.6	84.4	84.0	84.9	Low	Maintained	Issue
	<a href="#">Access to Supports and Services</a>	67.2	60.8	66.5	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	<a href="#">Parental Involvement</a>	78.1	81.1	77.0	80.0	79.5	79.1	Intermediate	Maintained	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

