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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

RT Alderman School

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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.

2025-2026 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.

Celebrations

Overall, the results demonstrate strong ELA achievement across both grades, with particularly notable performance in Grade 6 reading and Grade 9 excellence standards.

- Strong Literacy Achievement: RTA consistently outperforms CBE report card averages and provincial PAT results, with Grade 6 reading demonstrating exceptional achievement (96.7% acceptable and 55.4% excellence).
- Fewer Students Below Grade Level: Report card data shows a decrease in students receiving Indicator 1 in both reading and writing. PAT results reinforce this trend, with fewer RTA students below the acceptable standard compared to the province.

Report Card Data Analysis – English Language Arts: READING

RTA students demonstrated positive growth in reading achievement, with fewer students performing below grade level and more students achieving excellence.

- Below Grade Level: Indicator 1 decreased by 1.32 percentage points.
- Excellence: Indicator 4 increased by 0.72 percentage points.
- Compared to CBE: RTA had 4.89 percentage points fewer students receiving Indicator 1, 12.38 percentage points more achieving Indicator 3 (good achievement), and 5.35 percentage points more achieving Indicator 4 (excellence)
- RTA students continue to demonstrate strong reading achievement, with a positive shift toward higher levels of proficiency.

Report Card Data Analysis – English Language Arts: WRITING

RTA students demonstrated continued improvement in writing, with fewer students performing below grade level and more students achieving excellence.

- Below Grade Level: Indicator 1 decreased by 0.97 percentage points.
- Excellence: Indicator 4 increased by 0.72 percentage points.
- Compared to CBE: RTA had 5.01 percentage points fewer students receiving Indicator 1, 14.93 percentage points more achieving Indicator 3 (good achievement), and 1.06 percentage points more achieving Indicator 4 (excellence).

- RTA demonstrates a strong foundation in writing achievement, particularly at Indicator 3, with an opportunity to move more students toward excellence.

PAT Analysis – English Language Arts: READING & WRITING

Overall, the results demonstrate strong ELA achievement across both grades, with particularly notable performance in Grade 6 reading and Grade 9 excellence standards.

- School results exceeded provincial results in all eight measures.
- Grade 6 Reading Acceptable showed the largest advantage at 17.2 percentage points above the province.
- Grade 9 Writing Excellence was particularly strong, exceeding the provincial result by 15.7 percentage points.
- Grade 9 Reading Excellence also demonstrated strong performance, exceeding the province by 11.4 percentage points.

Areas for Growth

- Writing Excellence Remains an Opportunity for Growth.
- While Grade 6 writing achievement exceeds provincial results, only 11.6% of students achieved excellence.
- Report card data similarly shows that RTA has a substantially higher proportion of students achieving Indicator 3 in writing (+14.93 percentage points compared to CBE), but a smaller advantage at Indicator 4 (+1.06 percentage points). This suggests an opportunity to move more students from good achievement to excellence.

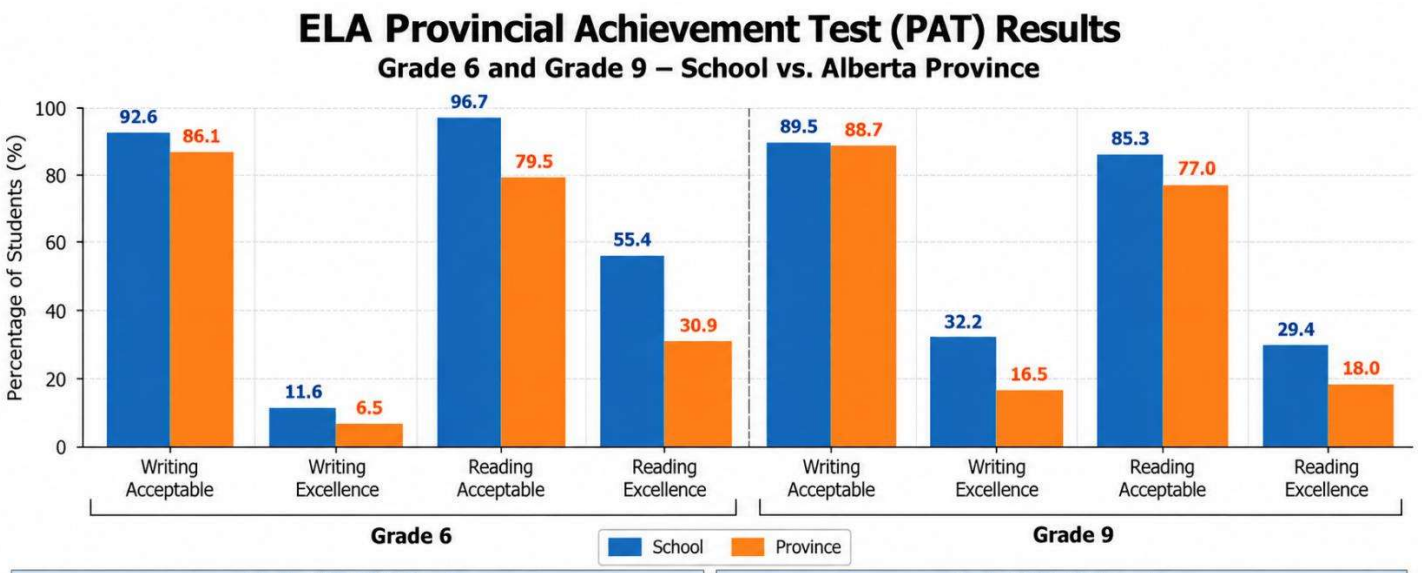
Next Steps

- Sustain: Continue effective literacy instruction and targeted interventions to maintain the declining proportion of students below grade level.
- Strengthen: Focus on explicit writing instruction, exemplars, descriptive feedback, and revision to increase excellence, particularly in Grade 6.
- Extend: Provide enriched reading and writing opportunities that promote critical thinking, deeper comprehension, and sophisticated written expression.
- Monitor: Use report card trends, PAT item analysis, and common assessments to track growth and identify students requiring additional support.

Our Data Story

Throughout Year Two, our focus at RTA was on strengthening students' reading and writing achievement while recognizing the important connection between academic success, student wellness and a sense of belonging. We believe that when students experience success in their learning, they develop greater confidence, feel more connected to their school community and take pride in their accomplishments.

To support this, we intentionally created opportunities for students to experience success both individually and collaboratively. Through STEM challenges, the Science Fair and opportunities to showcase learning, students worked together, shared ideas, celebrated one another's achievements and developed a sense of pride in their contributions. These experiences were designed to help students recognize their strengths, build positive relationships and feel valued within our school community.



Grade 6 ELA PAT Results			
Measure	**School (%)**	**Province (%)**	**Difference (percentage points)**
Writing — Acceptable	92.6	86.1	+6.5
Writing — Excellence	11.6	6.5	+5.1
Reading — Acceptable	96.7	79.5	+17.2
Reading — Excellence	55.4	30.9	+24.5

Grade 9 ELA PAT Results			
Measure	**School (%)**	**Province (%)**	**Difference (percentage points)**
Writing — Acceptable	89.5	88.7	+0.8
Writing — Excellence	32.2	16.5	+15.7
Reading — Acceptable	85.3	77.0	+8.3
Reading — Excellence	29.4	18.0	+11.4

Our achievement data provided encouraging evidence of progress. Report card results showed a decrease in students performing below grade level in both reading and writing, alongside an increase in students achieving excellence. PAT results reinforced our strong literacy achievement, with RTA exceeding provincial results across all Grade 6 and Grade 9 reading and writing measures. Grade 6 reading was a particular strength, with 96.7% of students achieving the acceptable standard and 55.4% achieving excellence.

As we reflected on our learning journey, we recognized that academic success and student well-being are closely connected. While our achievement results are encouraging, we also identified opportunities to strengthen writing excellence and ensure more students experience success. Moving into Year Three, we will continue focusing on reading and writing growth while creating meaningful opportunities for collaboration, celebrating accomplishments and gathering student voice to better understand students' experiences of belonging.

Ultimately, our goal is for every student to experience success as a learner, develop confidence in their abilities and feel a strong sense of belonging and pride in the RTA community.

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

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	Student Learning Engagement	87.3	84.8	82.6	84.2	83.9	84.0	High	Improved	Good
	Citizenship	73.0	70.0	71.9	81.2	79.8	79.8	Intermediate	Maintained	Acceptable
	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	84.4	90.8	86.5	60.8	62.5	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	31.7	38.3	32.4	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	86.7	83.2	82.4	87.8	87.7	87.8	Intermediate	Improved	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.8	81.6	81.9	85.8	84.4	84.4	Intermediate	Maintained	Acceptable
	Access to Supports and Services	67.9	67.2	66.9	79.5	80.1	80.2	Very Low	Maintained	Concern
Governance	Parental Involvement	77.5	78.1	80.0	79.9	80.0	79.5	Intermediate	Maintained	Acceptable