



RTA Alderman School

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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

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

Our School Focused on Improving

- Supporting Executive Functioning through Task Design and Assessment

Last year, we prioritized enhancing students' executive functioning skills through purposeful task design to address challenges identified in literacy achievement, particularly as students advanced in grade level. Report card data and provincial assessments indicated that, by Grade 9, students often struggled to comprehend and synthesize layered content, especially when presented in complex formats like charts, diagrams, and tables. Additionally, increased anxiety regarding task completion and assessments, as well as hesitancy to take academic risks, were observed by teachers and reflected in student surveys.

To address these issues, we employed a strategic approach to task design that emphasized structured scaffolding, step-by-step task progression, and embedded executive function skill development. Tasks were carefully sequenced to gradually build students' resilience, with tools like checklists and visual organizers supporting self-management and organizational skills. Predictable routines and low-stakes practice assessments further reduced anxiety and increased students' comfort with complex tasks.

The outcomes were positive, with data showing improved literacy performance, higher levels of task persistence, and increased student confidence, as well as reduced anxiety related to assessments and task completion. Through this approach, students built essential skills in executive functioning, laying a stronger foundation for engaging with and mastering advanced literacy tasks.

What We Measured and Heard

Using provincial achievement data to measure our school development goal in supporting executive functioning provides an objective, standardized benchmark for tracking student progress and identifying areas where targeted support can make the greatest impact. Executive functioning skills—such as organization, task initiation, and working memory—are essential for success in literacy and complex problem-solving, and provincial assessments often reveal how well students can apply these skills in high-stakes environments. By evaluating provincial achievement data, we can more accurately assess whether our strategies in developing executive functioning skills are translating into improved academic performance. Additionally, this data offers a broader view of how our students are progressing relative to provincial standards, enabling us to refine our approach and allocate resources effectively to address any specific areas of need that the data highlights.

RTA 2024 Provincial Achievement Test Results

	Below Acceptable			Acceptable			Excellence		
	RTA		Province	RTA		Province	RTA		Province
Gr. 6 Science	1.8 %	↓ 13.5	15.3 %	93.8 %	↑ 25.0	68.8 %	58.9 %	↑ 33.3	25.6 %
Gr. 6 Social Studies	3.6 %	↓ 13.5	17.1 %	92.0 %	↑ 23.3	68.7 %	42.9 %	↑ 22.4	20.5 %
Gr. 9 Science	5.1 %	↓ 12.6	17.7 %	92.7 %	↑ 25.9	66.8 %	38.0 %	↑ 17.1	20.9 %
Gr. 9 Social Studies	6.6 %	↓ 17.9	24.5 %	91.2 %	↑ 31.2	60.0 %	39.4 %	↑ 23.5	15.9 %
Gr. 9 Math Part B	18.2 %	↓ 14.6	32.8 %	79.6 %	↑ 28.2	51.4 %	24.1 %	↑ 10.4	13.7 %
Gr. 9 ELA Part B	4.4 %	↓ 9.0	13.4 %	92.7%	↑ 23.2	69.5 %	21.9 %	↑ 10.1	11.8 %

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
The analysis of Provincial Achievement Test results indicates that both Grade 6 and Grade 9 students achieved significantly higher scores across all subjects, with strong performance at both acceptable and exceptional levels. This academic success contrasts with feedback from Grade 7 parents in the <i>Annual Assurance Survey</i>, which, with only 5.5% participation, offers limited reliability for broader interpretation.	<i>Provincial Achievement Test Results</i> - The analysis of Provincial Achievement Test results indicates that both Grade 6 and Grade 9 students achieved significantly higher scores across all subjects, with strong performance at both acceptable and exceptional levels <i>Parental Involvement</i>: 81.1% of parents (representing 5.5% of the parent population) expressed satisfaction with their involvement in school activities. This marks an increase from the previous year's satisfaction rate of 80.8% and remains above the provincial average of 79.5% (RTA Assurance Measures Spring Report, 2024). <i>Teacher Satisfaction with Student Engagement</i>: 97.1% of teachers reported confidence in students' engagement with their learning, a slight decrease from last year yet remaining notably higher than both student and parent perceptions of	- Insights from Grade 7 students highlight perceived declines in engagement, as well as concerns related to citizenship and the need for a safer, more supportive learning environment. - These findings emphasize the importance of enhancing students' sense of belonging and fostering inclusivity by supporting respectful community-building, thereby contributing to a more positive and inclusive school climate.

	engagement (<i>RTA Assurance Measures Spring Report, 2024</i>). ▪ Parental satisfaction with the education quality remains strong at 75%, demonstrating that despite the challenges, many parents still believe the school provides a good education (<i>RTA Assurance Measures Spring Report, 2024</i>).	
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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

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

Fall 2024 Required Alberta Education Assurance Measures – 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	Student Learning Engagement	77.3	85.8	85.1	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	66.7	79.1	76.3	79.4	80.3	80.9	Low	Declined Significantly	Concern
	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	92.0	87.1	87.1	68.5	66.2	66.2	Very High	Improved	Excellent
	PAT6: Excellence	42.9	30.0	30.0	19.8	18.0	18.0	Very High	Improved Significantly	Excellent
	PAT9: Acceptable	89.1	79.6	79.6	62.5	62.6	62.6	Very High	Improved Significantly	Excellent
	PAT9: Excellence	30.8	27.9	27.9	15.4	15.5	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	78.1	85.8	84.8	87.6	88.1	88.6	Very Low	Declined	Concern

Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.3	85.8	84.8	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	60.8	72.7	69.4	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	81.1	80.8	75.0	79.5	79.1	78.9	High	Maintained	Good