



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

Rosemont 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

Our School Focused on Improving

Rosemont School focused on the following outcomes:

Assessment Practices:

- Alignment with new curriculum (ELAL, Mathematics, PEW, Science K-3)
- Building Student Confidence

Rationale:

- To align assessment practices with the revised 2023/24 CBE Document, Assessment and Reporting
- To adjust assessment tools and resources as required by new curriculum
- To align our citizenship work as a United Nations Educational, Scientific and Cultural Organization (UNESCO) Associated candidate school.
- To address 2022-23 decline identified in AEA in three areas:
 - Active citizenship
 - Welcoming, caring, respectful and safe learning environments
 - Importance of caring for others

What We Measured and Heard

We primarily used the LeNS, CC3, & Numeracy provincial assessments, to measure growth in the areas of literacy and numeracy. We observed the following improvements:

LeNS – Changes in % of students **not at risk**

	% of students <u>not</u> at risk (Jan.24)	% of students <u>not</u> at risk (June '24)	Change (improvement)
Grade 1	52%	62%	+10%
Grade 2	77%	87%	+10%

CC3 – Changes in % of students **not at risk** (not at risk in June assessment, as compared to October 2023 /January 2024 Assessments)

	Regular Words Jan/June 2024 (% change)	Irregular Words Jan/June 2024 (% change)	Non-Words Jan/June 2024 (% change)
Grade 1	61% / 79% (+18%)	64% / 75% (+11%)	68% / 82% (+14%)
Grade 2	59% / 72% (+13%)	59% / 69% (+10%)	63% / 78% (+15%)
Grade 3	70% / 89% (+19%)	63% / 67% (+ 4%)	No data available / 71%

Numeracy – Changes in % of students **not at risk**

	% of students <u>not</u> at risk (Jan. 2024)	% of students <u>not</u> at risk (June 2024)	Change (improvement)
Grade 1	74%	81%	+7%
Grade 2	93%	95%	+2%
Grade 3	88%	No data available	n/a

Provincial Achievement Tests June 2024	Acceptable Standard	Standard of Excellence	Below Acceptable Stand
Social Studies	89%	37%	11%
Science	85%	48%	15%

In addition to above noted assessments, the following information is considered:

Teacher feedback gathered in January 2024 informed the following professional learning priorities for the remainder of the school year:

- Div II teachers focused on continued competency on using the Reading Assessment Decision Tree.
- Division I focused on using the data generated by the Lens, CC3 to integrate into instructional priorities.
- All Division I teachers began using UFLI and Heggerty in their assessment and instructional practice.

Alberta Education Assurance Measures noted:

- 1.1% increase in Citizenship
- 3.8% increase in Learning Support, Welcoming, Caring, Respectful and Safe Learning Environments
- 5.7% decrease in Quality of Education

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Rosemont School is a community of highly engaged students, the majority of whom experience academic success. Within this learning community, there is a small cohort of students who require Tier 2 interventions to support and advance their learning. LeNS, CC3 Assessment data indicate that a small cohort of grade1 students requiring targeted literacy intervention. Provincial Achievement Test Results Results indicate that most students are achieving the acceptable standard while a small cohort of students did not meet the standard for specific and known reasons. Note: Testing for ELAL and Mathematics were not administered in June 2024 for	Achievement data shows overall improvement in all areas. Clear identification of cohort of students who require tier 2 interventions to support numeracy and literacy. Numeracy Assessment results show improvement and student assessment indicates higher than the area and CBE norms. PAT scores in Science and Social Studies continue to be in the range of high acceptable and excellent, well above the Area and CBE overall results.	Continue to develop and implement effective tier 2 interventions to support identified students' early literacy skills. Continue to build professional capacity to advance teacher knowledge and expertise within the new curriculum. Build professional capacity to advance interventions to support students identified at risk.

reasons related to the implementation of the new curriculum. Alberta Education Assurance Measures The slight decrease in the Quality of Education measure reflects instructional challenges associated with the implementation of a new curriculum.		
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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

Assurance Domain	Measure	Rosemont 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	81.0	83.3	84.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	83.8	82.7	87.0	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	75.0	75.0	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	9.4	9.4	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	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	87.0	92.7	92.9	87.6	88.1	88.6	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.2	84.8	89.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	77.4	77.8	80.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	83.3	81.9	82.6	79.5	79.1	78.9	Very High	Maintained	Excellent

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

