



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

Rundle 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

Rundle School Goals

- Ability and achievement in reading will improve
- Achievement in and understanding of counting, basic facts and computation will improve
- Improved connection and belonging

- Well-Being

Our School Focused on Improving

The following goals for Rundle School were determined using data collected from the 2023-24 school year.

- Ability and achievement in reading will improve
- Achievement in and understanding of counting, basic facts and computation will improve
- Improved connection and belonging

We chose to focus on the following areas of literacy and numeracy when collecting student data as measured on report cards and provincial assessments.

- Report card indicators for English Language Arts and Literature specific to the students' achievement in the stem 'Reads to explore and understand.'

Provincial Assessments:

- English Letter Name-Sound (LeNS) for students in grades 1 and 2
- Castles and Coltheart (CC3) for students in grades 1 through 3
- Numeracy for students in grades 1 through 3

The data provided through these assessments indicated that gaps in these foundational skills were limiting students' ability to engage in more complex reading and foundational math skills.

We also noticed, based on the OURSchool Survey and the CBE Student Survey results as well as teacher perceptions, that students reported that connection and belonging were areas for growth.

What We Measured and Heard

We used the English Language Arts and Literature report card stem 'Reads to Explore and Understand' to measure growth for students in grades 1 through 6. We also used the LeNS, CC3 and Numeracy assessments to measure growth in the areas of literacy and

mathematics for students in grades 1-3. We used data collected through student surveys to measure student well-being specific to their perceptions of their sense of belonging and positive relationships within the school. We noted the following:

CBE Report Card – English Language Arts and Literature

- Stem: Reads to explore and understand

Grade	January 2024				June 2024			
	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 1	Indicator 2	Indicator 3	Indicator 4
1	0%	22.9%	28.6%	8.6%	12.86%	32.86%	32.86%	7.14%
2	4.1%	20.6%	31.5%	5.5%	5.19%	16.88%	32.47%	11.69%
3	6.7%	27.8%	33.3%	5.6%	10%	22.22%	32.22%	10%
4	1.4%	24.3%	44.6%	12.2%	1.15%	17.24%	43.68%	14.94%
5	5.4%	43.2%	25.7%	1.4%	7.89%	32.89%	23.68%	9.21%
6	12.1%	33.3%	27.3%	3.0%	8.57%	34.29%	22.86%	8.57%
Average	4.4%	28.3%	32.4%	6.3%	7.36%	24.83%	32.41%	10.57%

LeNS – Changes in Not At-Risk population

	Grade 2 – Dec 2023 and Grade 1 – Feb 2024	June 2024	Changes in Not At-Risk population
Grade 1	48.53%	22.58%	-25.95%
Grade 2	43.08%	23.4%	-19.68%

CC3 – Changes in Not At-Risk population

	Regular Words		Irregular Words		Non-Words	
	Dec 2023 (gr.1) & Feb 2024 (gr. 2 & 3)	June 2024	Dec 2023 (gr.1) & Feb 2024 (gr. 2 & 3)	June 2024	Dec 2023 (gr.1) & Feb 2024 (gr. 2 & 3)	June 2024

Grade 1	32.35	33.33%	36.76%	29.17%	41.18%	35.42%
Grade 2	52.94	27.66%	57.35%	34.04%	52.94%	27.66%
Grade 3	56.63	36.17%	56.63%	34.04%	50.6%	33.8%

Numeracy – Changes in Not At-Risk population

	Dec 2023 (gr.1) & Feb 2024 (gr. 2 & 3)	June 2024	Changes in Not At-Risk population
Grade 1	50%	19.35%	-31.65%
Grade 2	64.29%	32.35%	-31.94%
Grade 3	55.81%	31.43%	-24.38%

We didn't have any survey measures for our other grades that would allow us to see similar changes in numeracy, so we asked teachers within their Professional Learning Community (PLC) groups to provide a reflection of their learning regarding how to improve students' skill and achievement in basic calculations. Teachers wrote:

Focusing on Learning Goals:

- Clearing understanding learning intentions helps students stay focused
- Consistent practice and revisiting topics over time improves learning outcomes

Teaching Approaches that Make a Difference:

- Using a variety of teaching methods supports better learning
- Differentiated instruction ensures each student's learning needs are met

Empowering Student Voice:

- Allowing students to choose how they demonstrate their learning improves engagement and success

OURSchool – Changes in Students' Self-Reported Feelings of Well-Being

	Sense of Belonging			Positive Relationships		
	October 2023	May 2024	Change	October 2023	May 2024	Change
Grade 4	82%	65%	-17%	61%	65%	+4%

Grade 5	71%	76%	+5%	66%	74%	+8%
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Along with this information in these assessments we also noticed an improvement from last year to this year of 0.19% in our grade 5 and 6 students' perception on the CBE Student Survey in relation to Connectedness and Belonging.

On the Alberta Education Assurance Measures a decline was measured in all areas, the steepest decline being in parental involvement. This significant decline is surprising given the intentional increase in communication with parents through School Messenger weekly updates and reminders about upcoming events.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
- LeNS, CC3 and Numeracy Assessment data indicate that there has been a significant increase in the percentage of students in the at-risk category at each grade. - Data from the OURSchool well-being survey and CBE Student Survey show improvement in all areas except Sense of Belonging in grade 4. - Overall, this data indicates improvements in students' well-being and connectedness to school, while showing a need for improvements in literacy and numeracy. - In addition to student data, teachers reported that targeted,	- Grade 5 students feel accepted and valued by their peers and others at the school - Grade 4 and 5 students who have friends at school they can trust and who encourage them to make positive choices have increased - Grade 1 and 3 students experienced an increase in their ability to identify regular words - Teachers expressed how proud they were to observe students' progress, and the sense of joy and accomplishment students demonstrated when they were learning their basic facts and completing calculations	- To improve foundational skills in reading comprehension, we will incorporate targeted resources and instructional practices - To improve numeracy skills, we will incorporate targeted resources and instructional practices - To enhance students' agency, we will provide opportunities to enhance their sense of belonging within the school - Increase parental involvement through timely communication using SchoolMessenger to provide weekly school updates for families, promote participation on School Council and invite participation in our upcoming school casino in spring 2025

timely and differentiated math instruction significantly improves students' knowledge and skill when calculating basic math facts.		
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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	Rundle 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	73.4	88.9	85.4	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	68.0	78.8	79.7	79.4	80.3	80.9	Low	Declined	Issue
	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	65.6	65.6	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	6.3	6.3	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	78.6	89.6	88.8	87.6	88.1	88.6	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.3	85.5	84.9	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	56.7	67.8	69.8	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	52.4	81.1	75.4	79.5	79.1	78.9	Very Low	Declined	Concern

Note |

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
3. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.