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Calgary Board of Education

Rundle 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.

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

Goal One: Student achievement in literacy will improve.

Outcome One: Students will improve foundational skills in reading comprehension.

Celebrations

- On the Acadience assessment 19% of students are no longer below grade level and we increased students at or above grade level by 19% who were in grade 1 last school year to grade 2 this school year.
- On our Report Card data, students' receiving a 4 increased by 1.9% and students' receiving a 1 decreased by 0.9%.
- On the CC3 and LeNS assessments for grade 2, 3.5% of students no longer require additional support. On the CC3 assessment for grade 3, 5.9% of students no longer require additional support.
- On the Words Their Way local data, grade 1s increased by 18.3%, grade 2s increased by 9.9%, grade 3s increased by 15.0%, grade 4s increased by 10.5%, grade 5s increased by 4.5%, grade 6s increased by 8.1%.
- On our teacher perception survey, 100% of teachers regularly use assessment data to inform reading instruction.

Areas for Growth

- Although we improved students receiving LP1 by reducing them by 2.3% on our English as an Additional Language (EAL) benchmarks, we increased students receiving LP2s by 6.8%.
- On the Alberta Education Childcare Assurance survey (AECA), parents, students and staff feel that student learning engagement has increased by 2.2%, but is lower than the Alberta result by 2.8%.
- On our teacher perception survey, 15% of teachers did not feel they increased their knowledge of literacy research-based resources, and 15% of teachers feel their confidence has not improved implementing research-based literacy resources to teach reading.
- On our Provincial Achievement Test (PAT) in Reading, students scored an average of 54.4%.

Next Steps

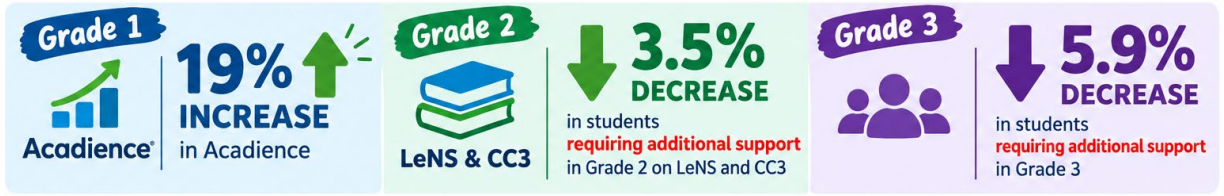
- Continue implementing flexible groups with students in levelled ability reading groups across all grades
- Work on building capacity with teachers on assessment and task design to engage students in literacy activities
- Continue using Professional Learning Communities (PLCs) to build teacher capacity, embedding guided assessment and task design through a jigsaw approach with grade teams
- Continue using consistent local data measures to ensure literacy instruction remains data-informed, responsive to student needs, and aligned across all grades

Our Data Story:

The 2025–26 School Development Plan (SDP) at Rundle School was guided by data showing that students needed to improve in their foundational literacy skills. We used data from provincial screeners and assessments (Acadience, CC3 and LeNS) to guide our planning for the school year. The data-driven approach helped us identify trends and address learning gaps to better meet the needs of the students. The initial focus was building teacher capacity in research-based instruction and strengthening their ability to accurately identify where students were at in their reading to target support. Teachers expanded their knowledge by engaging in PLCs, grade team meetings, and the K-6 System Professional Learning on being data informed, all aiming to improve student achievement in literacy.

Each grade selected a meaningful research-based literacy resource to continue to guide their work with flexible groups and literacy instruction. They selected either Morpheme Magic, Heggerty Phonological Awareness, or University of Florida Literacy Institute Foundations as their team literacy resource. Together alongside our Intervention Lead Teacher, they designed and implemented research-based instruction for literacy in class and for flexible groups. PLCs became the arena for teachers to collaborate. In grade teams teachers were guided through task design and brought forward student work in mixed grade PLCs. Teachers looked at the student work to support each other in refining their literacy instruction and differentiation. These efforts made literacy instruction more effective, targeted and meaningful for all students. Although the teacher perception survey revealed that 15% of teachers felt they did not increase their knowledge of literacy research-based resources and feel that their confidence has not improved implementing research-based resources, the following data suggests a strong literacy disposition amongst students already exists. The CBE Survey revealed that amongst students, 91.5% persist with reading when it is challenging, 85.0% feel confident as readers and 90.7% say they know what to do to improve their reading comprehension. Also reflected in the Teacher Perception survey, all teachers continue to be data-informed for reading instruction.

As noted in last year's SDP, when we analyzed the data, we noticed that many students are at-risk in literacy. Additionally, the report card data showcased a high percentage of students receiving 2s and 3s across all grades. As a result, in the last school year, we targeted all grades by utilizing an in-school literacy teacher to support flexible groups, a system intervention learning leader, targeted pull-out, extra resources and coaching. All grade teams collected local data using the Words Their Way assessments to support instruction and the formulation of flexible groups. Looking at the data, all grade teams, which utilized flexible groupings, improved in reading scores across multiple assessments including the Words Their Way data, Report Card data, Acadience, CC3 and LeNS. Finally, the grade 3 cohort began the year approximately 10% higher than the previous cohort and the grade 5 cohort started the year 30% higher than the previous cohort, likely due to being the only cohorts to have received 2 school years of literacy intervention as opposed to the other grades which received 1 year of intervention as it was being rolled out.





Insights and Next Steps

Overall, the data sets indicated positive outcomes and growth trends. They demonstrated that the use of provincial screeners, report card data, and local assessments allowed Rundle School to identify gaps in foundational literacy and to implement interventions necessary to target student needs. As noted in last year's SIRR flexible groups were implemented across all grades. As a result, all grades improved in their reading as indicated by multiple assessments including the Words Their Way assessment, Report Card data, Acadience, CC3 and LeNS. As such, flexible groupings across all grades will continue this school year.

Despite these notable gains, sustained improvement remains necessary. The CC3 and LeNS show improvement but also showcase that we have a high population of students that are not meeting grade level reading in division I and still require much support. Similarly, our PAT in reading, showcase there is room for much improvement. Given the school's high English as an Additional Language (EAL) population of 59.6%, the number of low-level readers may be linked to challenges in accessing vocabulary. When students struggle with learning a new language, it can affect their engagement, sense of belonging, and ability to persevere through learning challenges. Compounded with all coded kids for a total of 68.0%, a large portion of population requires additional individualized support and often come in with not a typical English speaking learning profile.

With a focus on task design last school year, 70.8% of students reported on the Assurance survey that they agree that they are engaged in their learning at school. This is an increase from the previous year by 0.5% and higher than the province by 0.6%. Disaggregating this data, 79% like learning language skills specifically. Thus, we have improved in engaging students in learning literacy skills by 10%, but we can still improve and will continue to work on task design to improve academic engagement. Based on teacher feedback from the PLCs and CTMs there is ongoing concern on the varying levels and how to program for all students. This year we will work on backwards by design, so that teachers become more familiar with the new curriculum and are able to assess students accurately and equitably for the purpose of improving student learning.

Updated August 25, 2026



Goal Two: Students will have an improved sense of belonging at school.

Outcome One: Rundle School in partnership with APPLE Schools will increase students' feeling welcome, safe and cared for through explicit and focused instruction and explorations on building community and relationships (peer-to-peer, student-to-staff, and student-to-community).

Celebrations

- On the OurSCHOOL Elementary School Survey 81% of the girls felt a sense of belonging which is higher than the Canadian Norm by 7%.
- On the OurSCHOOL Secondary School Survey 72% of the students felt a sense of belonging which meets the Canadian Norm and is 1% higher than last school year.
- On the AECA survey, parents, students, and staff feel that Parental involvement increased by 14.3%, citizenship has increased by 11.2%, and that access to supports and services increased by 11.4%.
- On the teacher perception survey, 95% of teachers agreed that students have an improved sense of belonging at Rundle School.
- On the AECA survey, 88.3% of parents, students, and staff feel that students are safe, and learning about caring and treated fairly, and 81.9% feel the school has improved, both measures have significantly increased and achieved excellent as an indicator
- On the CBE Survey, 76.8% of students feel welcome at school, this is an increase of 1.5% from last school year.

Areas for Growth

- On the AECA survey, parents, students and staff feel that Rundle School has increased the welcoming, caring, respectful and safe learning environment by 8.5%, although an intermediate result it is lower than the Alberta result by 1.7%
- On the OurSchool Elementary School Survey 71% of students feel a sense of belonging which is lower than the Canadian norm by 4%.
- On the CBE Survey 39.0% of students do not agree that they feel included at school.
- On the CBE Survey, 65.1% of students agree they see their culture reflected in the school.

Next Steps

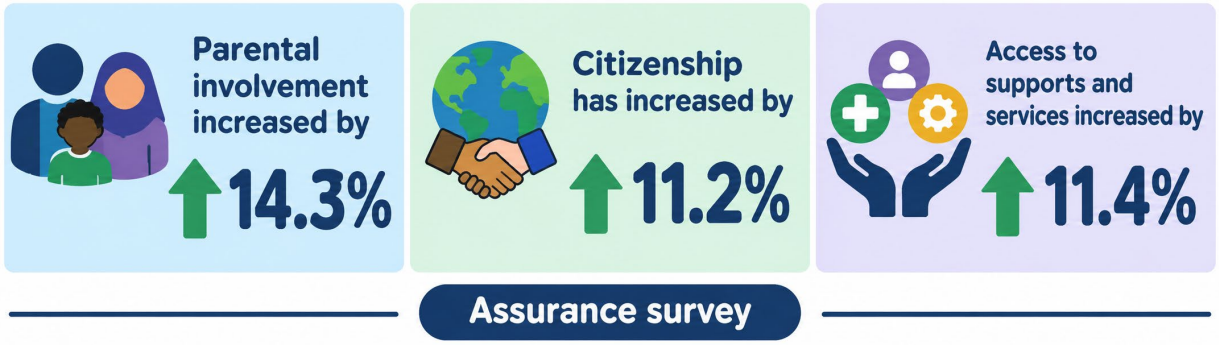
- Continue the use of Circle with teachers and students, as a universal strategy to build community and solve problems in the classrooms.
- Begin to use circle in CTMs as a protocol and a tiered universal support and strategy with a focus on self-assessment with teachers.
- Continue to work with Indigenous elders and/or knowledge keepers to build capacity with staff and students on Indigenous Ways of Knowing and how to embed in curriculum in line with our TRC Calls to Action.
- In alignment with the CBE Education Plan and the TRC Calls to Action, Rundle School will continue to deepen understanding of Indigenous Ways of Knowing by embedding the Indigenous Education Holistic Lifelong Learning Framework and integrating Indigenous teaching methods and resources across the curriculum.

Our Data Story:

Our demographic data is highly diverse with 68.4% of our students coded, 59.8% of these students identified as English as an Additional Language (EAL) learners, 3.4% self-identify as Indigenous, and 9.8% are identified Special Education needs. We respect and celebrate diversity by being intentional in our approach to creating a safe, caring, and welcoming learning environment where all students can thrive in their learning.

Student voice through the CBE Student Survey has indicated that we have increased students' feeling welcome at school. We also reviewed data from the Alberta Education Assurance (AEA) survey, which includes student, parent, and teacher voice. Overall, 84.1% of respondents agree that the student learning environment at our school is welcoming, caring, respectful, and safe which is another increase from the previous year. The OurSchool survey revealed that 71% of Grade 4-5 students and 72% of Grade 6 students reported a high sense of belonging, which are comparable to Canadian norms. Based on the data, it is evident that we have an improved sense of belonging with room for improvement. Another theme that emerged from qualitative data, gathered from feedback in conversations and perception surveys, was the need for continued cultural and diverse representation within school-wide communications and events.

While feelings of connectedness, welcome, care, and safety have improved, opportunities for further growth remain. Last year our focus was on building capacity on Indigenous Ways of Knowing and embedding it not only in the curriculum but as a way to support building community and solving problems. We had Indigenous drumming knowledge keepers come and teach all staff how to build drums and use them in the classroom. The Indigenous knowledge keepers then worked with the teachers and classrooms to build capacity on Indigenous Ways of Knowing and bringing the community together through dance and drumming. We also learnt about different ways to utilize Circle, as a means to build community and solve problems. We embedded Circle practice into our CTM as a strategy and support for teachers. This initiative was highly successful. On the Teacher Perception Survey, 91% of teachers agreed that they used circle to build community in their classroom, 73% used circle to solve problems in the classroom, and 95% of teachers agreed that students have an improved sense of belonging at Rundle School.





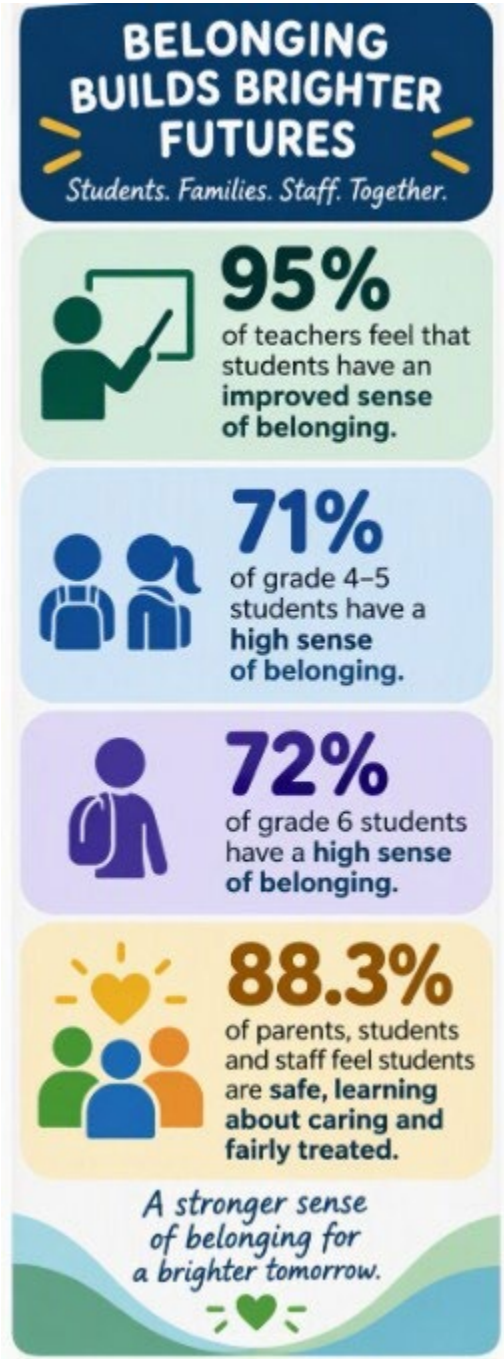
Insights and Next Steps

Last school year at Rundle, we focused on all four domains and using circle practice to build capacity and community for the purpose of improving belonging. Based on the Teacher Perception Survey 95% of teachers felt as though students have an improved sense of belonging. As compared to the OurSCHOOL Survey and the CBE Student Survey, about a quarter of students did not feel included, welcomed, or that they had a high sense of belonging. Thus, it is clear we still have work to do in improving a sense of belonging at school. Based on parent and staff feedback our Commitment to Truth and Reconciliation this year involves embedding Indigenous teaching methods in our practice. This has been incorporated in our next steps to help improve a sense of belonging at Rundle School. We will continue to utilize bringing in an Indigenous elder or knowledge keeper and Indigenous resources to support this work.

Another system and process we will leverage for ReconciliAction, aligning with the TRC Calls to Action and our goal of embedding Indigenous teaching methods to enhance belonging, is to continue to use CTMs as an opportunity to build capacity in the dynamic strategy of the Circle. Different types of Circle have been researched to promote building a positive culture of belonging and to improve behaviour. Last school year, we engaged with the CTM process by collecting data on using Circle as a universal strategy in class to build community and solve problems. To advance practice, we will continue to use Circle and now embed Circle practice in the CTM protocol as a self-reflective assessment tool for accountability.

Finally, this is our last year working with APPLE schools, which has been extremely successful as another strategy to help build community and belonging supporting wellness and well-being whilst supporting relationships (peer-to-peer, student-to-staff, and student-to-community). The APPLE school initiative has supported school wide wellness activities that bring our community together, such as spirit weeks, taste testing, and active living. Our APPLE designate has successfully put in place these sustainable practices including striking an APPLE core committee to help continue to foster these initiatives moving forward this school year.

Updated August 25, 2026



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	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	**81.4**	79.2	80.5	**84.2**	83.9	84.0	Low	Maintained	Issue
	Citizenship	**80.7**	69.5	72.1	**81.2**	79.8	79.8	High	Improved	Good
	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	**n/a**	n/a	n/a	**n/a**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	n/a	n/a	**n/a**	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**n/a**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**n/a**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**89.0**	86.3	84.8	**87.8**	87.7	87.8	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**84.1**	75.6	79.1	**85.8**	84.4	84.4	Intermediate	Maintained	Acceptable
	Access to Supports and Services	**79.7**	68.3	64.3	**79.5**	80.1	80.2	Intermediate	Improved Significantly	Good
Governance	Parental Involvement	**72.3**	58.0	63.8	**79.9**	80.0	79.5	Low	Maintained	Issue