


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

Altadore School

4506 16 ST SW, Calgary, AB T2T 4H9 t | 403-777-6910 e | altadore@cbe.ab.ca

School Improvement Results Reporting | For the 2024-25 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 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 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.

Goal: Through the intentional design of the learning environment, student engagement will improve in literacy.

Outcome: Student achievement in writing will increase by fostering engaging literacy learning environments and tasks.

Celebrations

- Altadore students continue to achieve excellence in writing on both the report card and on Provincial Achievement Tests.
- Student perception of school being meaningful to them increased by 1.7% and an increase of 6.62% students reported confidence in themselves.
- The overall trend shows most grade levels have an increase in enjoying learning at school with the biggest increase in grades 1 and 6.
- Over the year, there was a decrease in students flagged as at risk in literacy moving from 60 students to 41.

Areas for Growth

- There are more students achieving a 1 or 2 indicator in writing, with 22.36% getting a 1 or 2 in writing, 15.22% getting a 1 or 2 in reading and 14.79% getting a 1 or 2 in math.
- Students reported a decline in “valuing knowledge of others culture for connection with others” and “I see my culture reflected in my school” compared to 2024, decreasing by 2.17% and 16.34% respectively.
- A decrease in student perception by 4.32% in I have the opportunity for feedback from others to improve my writing

Next Steps

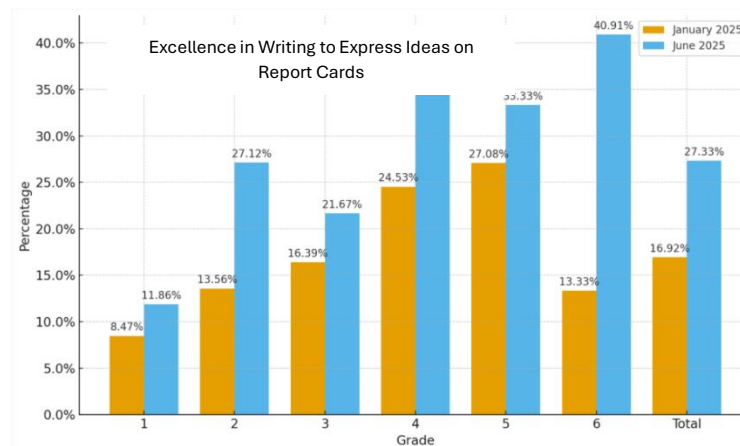
- Continuing to develop engaging tasks and environments through collaborative design of rich writing tasks.
- Increase the quantity and quality of explicit teacher feedback to improve writing skills.
- Build a strong sense of belonging and community by highlighting students’ diverse cultures and traditions through literature, tasks and school wide initiatives.

Our Data Story:

Altadore School has many students' achieving excellence and often outperforms the province on academic measures. A review of the 2024–25 data shows that Altadore students continue to excel in writing, both on report cards and on the Provincial Achievement Tests (PAT). On the PAT, 20.5% of Grade 6 students at Altadore achieved a level of excellence in writing, compared to 8.9% across the province. In addition, report card data shows that the percentage of students achieving excellence in “Writing to Express Information and Ideas” increased across all grades, with an average increase of 10.41% and 27.33% of students achieving a level 4 indicator on their report cards.

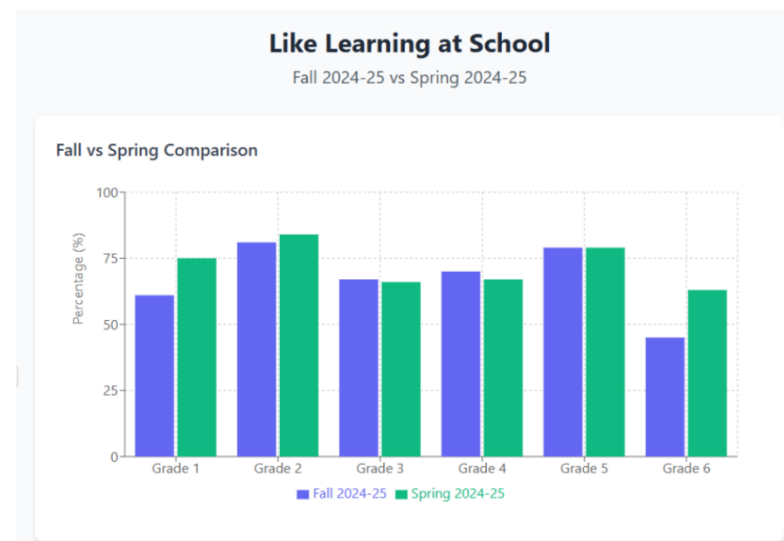
Given our consistently high achievement, over the past two years we have prioritized improving student engagement so that students not only participate in learning activities, but also feel motivated, confident, and eager to deepen their learning. We observed that Altadore students show a slight weakness in writing compared to other academic subjects, with 24% achieving a 1 or 2 indicator (not meeting or basic grade level) – the highest rate across all subjects in 2023-24. This continues to be the case for 2024-25 school year, although there is a slight decrease the number of students achieving a 1 or 2 indicator with 22.36%. There was also an improvement in students that were flagged at risk in literacy decreasing from 60 students to 41 over the year. Therefore, the Altadore School 2024-25 School Development Plan (SDP) focused on the intentional design of engaging learning environments to improve literacy. The SDP plan focused on increasing student achievement in writing through engaging environments and tasks. “Each learner comes to school with a variety of literacies and personal interests from which to build on.” (CBE Literacy Framework). As students become more engaged, curious and interested in their learning this expands their motivation in engaging in writing tasks which supports their growth and skill development. Individual and community growth in foundational literacy is supported by intentional task design and enriched learning environments.

Teachers worked in professional learning communities to review the Altadore Engagement Continuum developed in 2023-24. This work supported students in developing a stronger understanding of their own engagement in writing tasks, as well as strengthening their self-assessment skills. As a team, teachers collaborated to refine their understanding of rich task design. Grade teams then created engaging interdisciplinary inquiry tasks that emphasized writing and cross-curricular outcomes. We also participated in professional development on multimodal writing using loose parts to better support the writing process and deepen conceptual understanding.



Teachers examined student writing samples to calibrate their assessments and explored practices such as co-creating rubrics and success criteria, using mentor texts and exemplars, and engaging students in goal setting and feedback. Teachers observed increased student engagement in writing and developed a stronger understanding of effective task design. Student reflection data indicates that enjoyment of writing either improved or stayed consistent across the grades. In Grade 4, there is a noted decline, likely connected to increased curricular writing demands and the complex learning profiles within the cohort. We asked students whether they generally disrupt, avoid, participate, or seek learning in writing and found that only 5–17% identified as avoiding or disrupting, while 19–46% reported that they actively seek learning during writing tasks. As we moved through the year, students also had a more accurate self-awareness of their engagement levels.

Students in Grades 1 and 2 reported an increase in liking school and those in Grades 1,2,5 and 6 and enjoying learning. In Grades 3 and 4, however, there was a notable decline, which may be connected to larger class sizes and increased complexity within these cohorts. Overall, the trend shows that most grade levels experienced an increase in students enjoying learning at school, with the most significant gains in Grades 1 and 6.



Data from the OurSCHOOL and CBE student surveys show increases in student focus, confidence, and the perception that learning is meaningful. However, we see a significant decline in having opportunities to learn with different people in different spaces to improve reading and writing skills as well as metrics around the importance of own and others cultures in learning. In response, we will focus on strengthening a sense of belonging and community this year by highlighting students' diverse cultures and traditions through literature, learning tasks, and school-wide initiatives. There was also a decrease in students feeling like they received feedback that improved their writing. During the 2024–25 school year, we began developing writing success criteria and exemplars to support more effective feedback. This year, we will continue to strengthen teachers' ability to provide targeted, actionable feedback to students.

Overall, the 2024–25 data shows that Altadore students continue to achieve excellence in writing and grow in engagement, confidence, and enjoyment of learning. This year, we will continue our SDP goal, enhance engaging literacy tasks and learning environments to further improve writing achievement, student engagement, and a strong sense of belonging.

Survey Results Comparison: 2024 vs 2025			
OurSCHOOL Survey			
Survey Question	2024	2025	Change
 Values knowledge of others' cultures for connection with others	60.87%	58.7%	-2.17%
 Able to stay focused even when less engaged	62.28%	64.39%	+2.11%
 I see my culture reflected in my school	77.36%	61.02%	-16.34%
CBE Student Survey			
Survey Question	2024	2025	Change
 I have the opportunity for feedback from others to improve my writing	50.0%	45.68%	-4.32%
 I have opportunity to learn with different people in different spaces to improve my reading and writing skills	51.32%	35.80%	-15.52%
 I have confidence in myself as a student	71.43%	78.05%	+6.62%
 The things I am learning in school are meaningful to me	79.73%	81.43%	+1.70%

Required Alberta Education Assurance Measures (AEAM) Overall Summary Fall 2025



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



Required Alberta Education Assurance Measures - Overall Summary Spring 2025

School: 9109 Altadore School

Assurance Domain	Measure	Altadore 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	77.1	88.4	87.9	83.9	83.7	84.4	Very Low	Declined	Concern
	Citizenship	72.8	85.9	87.2	79.8	79.4	80.4	Intermediate	Declined Significantly	Issue
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT6: Acceptable	n/a	96.0	94.6	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	42.0	45.0	n/a	19.8	18.9	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	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
	Education Quality	88.3	95.5	94.7	87.7	87.6	88.2	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCROLE)	88.0	92.2	92.0	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	70.8	83.3	79.1	80.1	79.9	80.7	Very Low	Declined	Concern
Governance	Parental Involvement	82.9	85.3	84.9	86.0	79.5	79.1	Very High	Maintained	Excellent