Dalhousie School

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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 related 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: **Students' reading comprehension will improve through collaborative shared thinking and meaningful connections of the texts read in class.**

Outcome One: Students' reading comprehension will improve through collaborative shared thinking and meaningful connections of the texts read in class.

Outcome Two: Students will improve their Spanish oral communication skills across the disciplines.
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Celebrations

- In the CBE Student Survey, 98% of our students agreed that they learn about Indigenous ways of being, belonging, doing & knowing.
- When questioned about resilience and mental health at school in the CBE Survey, 96% of our students responded that they try hard at school even when they find it challenging to succeed in their learning.
  92% of our students understand what they read at school.
- In Spanish Language Arts across all grades, an average of 90% of students achieved proficiency (Level 3 or 4) in oral communication, effectively communicating information and ideas.
- In English Language Arts across all grades, an average of 81% of students achieved proficiency (Level 3 or 4) in reading, demonstrating the ability to read to explore and understand.

Areas for Growth

- According to the CBE Student Survey, 64% of students reported having confidence in themselves as learners which is 6% below last year's results indicating an area for continued growth in building student confidence and self-efficacy.
- On the Assurance Education Survey Results for the Welcoming, Caring, Respectful and Safe Learning Environments measure there is a decline from 88.7% to 86.3% indicating a need to identify factors may have contributed to the decline, and to monitor and support well-being initiatives for our school community.
- The perception data literacy indicates that the percentage of students who reported feeling a connection to the texts and materials used in class decreased from 83.78% to 76.92%.

Next Steps

- Provide more targeted learning opportunities for students to reflect on their learning progress and implement celebration and recognition of their learning successes in class.
- Integrate social-emotional learning into daily classroom practices to strengthen empathy, self-regulation, and relationship skills to further support well-being in our school community.
- Give students the opportunity to select texts or topics that interest them to make learning more meaningful.

Our Data Story:

The 2024–25 School Development Plan at Escuela Dalhousie was guided by data that highlighted the need to strengthen students' ability to make meaningful connections to text and to develop their Spanish oral communication skills. Teachers implemented a wide range of collaborative and comprehension-building strategies to address these goals. Common practices include think-pair-share, guided and small-group discussions, novel studies, and read-aloud/think-aloud activities. Instructional practices emphasized helping students to connect personally with texts through questioning, prediction, and reflection, making learning more engaging and relevant. Teachers intentionally integrated the full NLA (oral, reading, and writing) loop into lessons to reinforce language development, while modelling Spanish use throughout the day. These efforts aimed to create more authentic language experiences and foster confident, reflective learners who take an active role in their literacy growth.

Teachers designed and implemented common reading comprehension strategies such as summarizing, visualizing, questioning, inferencing, and making connections. During PLC meetings, teams regularly shared successes and challenges, analyzed student work, and examined classroom evidence such as graphic organizers, reading journals, written summaries, and participation checklists. Teachers collaboratively developed and refined common rubrics, assessments, and learning tasks to ensure consistency and alignment across grades. Based on teacher surveys, guided reading groups, read-aloud, and literacy circles, teachers observed student engagement and comprehension, sharing observations to identify areas for additional support. These collaborative efforts led to more intentional instruction, data-informed decision-making, and improved strategies to help all students develop stronger comprehension and confidence as readers.

Teachers at Dalhousie School employed a comprehensive set of methods to measure students' oral communication skills, moving beyond simple observation and conversation to use
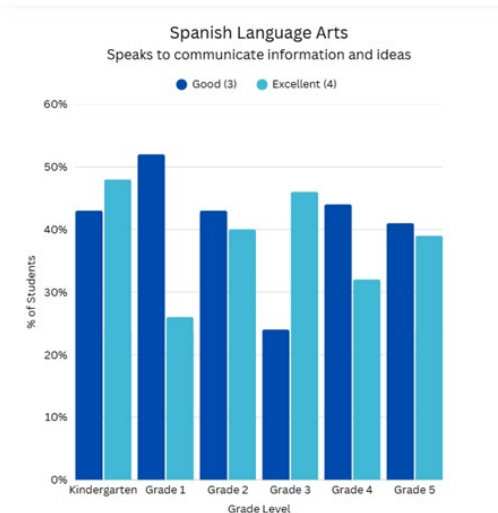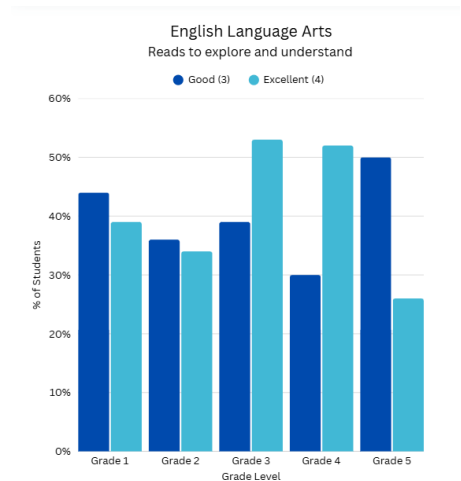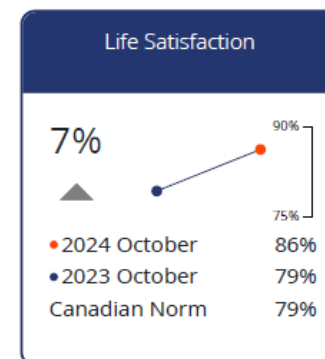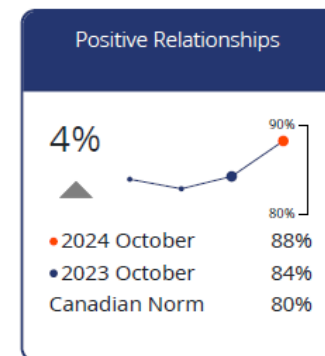
structured tasks and technology. Measurement was conducted through structured performance tasks, including student retells, oral presentations on topics learned (like "La Casa"), and video presentations in social studies and science. For detailed analysis and feedback, teachers used video and audio recordings of student presentations and group work. Evaluation tools included checklists to assess clarity, vocabulary, sentence structure, and the ability to stay on topic, alongside co-created rubrics that defined descriptive requirements for oral presentations.

Insights and Next Steps

According to the Alberta Assurance Survey Measure results, Student Learning Engagement increased from 85.4% to 86.1%, showing that more students are actively involved, curious, and participating in their education. This was supported by an improvement in Education Quality, which rose from 89.1% to 89.7%, reflecting the positive impact of high-quality teaching practices. Our school also demonstrated strong growth in several key well-being indicators over the past year, highlighting a more supportive and engaging environment for students. Life Satisfaction saw the most significant increase, jumping 7 percentage points from 79% to 86%, while students' Orientation to Well-Being (sense of purpose) grew 6 points, from 78% to 84%. Positive Relationships increased by 4 points (from 84% to 88%), and students who feel safe attending school rose 2 points (from 72% to 74%).

Despite these positive results, some areas experienced a decline from 2024 to 2025. Citizenship dropped 2.7%, from 82.1% to 79.4%, Welcoming, Caring, Respectful, and Safe Learning Environments decreased by 2.4% (from 88.7% to 86.3%), and Parental Involvement declined by 2.3% (from 77.2% to 74.9%). To address these trends and continue to support student growth, we will provide targeted learning opportunities for students to reflect on their progress and celebrate their successes in class, integrate social-emotional learning into daily practices to strengthen empathy, self-regulation, and relationship skills, and give students the opportunity to select texts or topics that interest them to make learning more meaningful. As for the Access to Supports and Services measure, Dalhousie School's results are significantly lower than the provincial average for the past three years. Our school results for last year were 70.9% while the provincial average was 80.1%. We will continue to communicate to all stakeholders the services provided by the school and the Calgary Board of Education and ensure a great participation rate for the Alberta Assurance Survey results.

Positive Relationships

4% ▲

90%

80%

- 2024 October   88%
- 2023 October   84%

Canadian Norm   80%

Life Satisfaction

7% ▲

90%

75%

- 2024 October   86%
- 2023 October   79%

Canadian Norm   79%

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

Assurance Domain	Measure	Dalhousie 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	86.1	85.4	85.4	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	79.4	82.1	83.2	79.8	79.4	80.4	High	Maintained	Good
	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	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	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
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.7	89.1	90.7	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.3	88.7	90.3	84.4	84.0	84.9	Intermediate	Declined	Issue
	Access to Supports and Services	70.4	69.9	73.9	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	74.9	77.2	76.8	80.0	79.5	79.1	Intermediate	Maintained	Acceptable