



Dalhousie School

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School Improvement Results Reporting| 2023-24

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

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

Dalhousie School Goals

- Reading fluency in Spanish
- Number sense will improve
- Develop persistence and resiliency

Our School Focused on Improving

Our School Development Plan for 2023-2024 focused on:

- Reading fluency in Spanish
- Number sense will improve
- Develop persistence and resiliency

We focused on these areas as our student data, as measured on report cards, indicated gaps in reading fluency in Spanish. Specifically, students struggled with pronunciation, word recognition, and overall reading comprehension, which were reflected in their lower-than-expected scores. Addressing these gaps is essential to ensuring academic success, as reading fluency is foundational to all areas of learning for a language school. For Reading fluency in Spanish, we chose this goal as it was recognized as a priority across all CBE Spanish schools. Teacher assessments, based on a range of evidence gathered during classroom instruction, reveal that students were not meeting the objectives outlined in the Spanish Language Arts Program of Studies. This finding was further supported by results from the Evaluación del desarrollo de la lectura (Evaluation of Reading Development) benchmark assessment.

As for Number sense, teacher observations suggested that while students showed strong number sense according to the Alberta Education Numeracy Assessment, their ability to articulate and demonstrate mathematical reasoning in Spanish needed improvement. By placing greater emphasis on the language of mathematics in Spanish, particularly through number talks and math games, we would support students' acquisition of both academic language and essential interpersonal communication skills in Spanish. Number sense continued to be a focus because teacher observations, coupled with assessment data, indicated that this concept was not well consolidated. Inconsistent understanding of place value impacts students' ability to grasp more complex mathematical concepts, and reinforcing it is critical to building a strong mathematical foundation. Based on the CBE Student Survey results and teacher perception, we have noticed that students were hesitant to take risks and persevere on difficult learning tasks despite having learned resiliency strategies. Students weren't applying those strategies.

As for our last goal of developing persistence and resiliency in our students, OurSchool Survey results indicated that most of our students enjoyed learning Spanish, and teacher observations revealed a reluctance among many students to engage in spoken Spanish. To address this, we provided targeted support to our students in developing their oral skills, particularly in reading and verbally expressing mathematical thinking in Spanish.

What We Measured and Heard

For our first SDP goal *Students' language comprehension and word recognition will improve when reading in Spanish*, we notice a general improvement from all grades when looking at the Report Card results from last year. Teachers at Dalhousie have used a common diagnostic tool to assess student reading in Spanish throughout the year.

The assessment results showed improvement in reading proficiency across all grade levels. Through targeted literacy circle work in Spanish, teacher noticed students were able to acquire more strategies to help them in reading comprehension.

From the student assessment about 50% of students in grades two to five were above grade-level expectations at the end of the school year. For the outcome Reads to Explore and Understand in Spanish Language Arts (SLA) we noticed from January 2024 to June 2024, we noted a considerable number of students moving from the indicator of 3 to 4 in June.

Course	January 2024				June 2024			
	1	2	3	4	1	2	3	4
SLA 1	4%	27%	51%	18%	8%	24%	31%	37%
SLA 2	3%	17%	55%	25%	4%	12%	36%	48%
SLA 3	5%	26%	44%	25%	2%	24%	35%	39%
SLA 4	0	29%	46%	25%	0	29%	38%	33%
SLA 5	0	33%	51%	16%	4%	32%	42%	22%

When looking at our literacy and numeracy results, the results in the Pre-test and Post-test shows clear improvement for those students which confirm that our targeted intervention support with students at risk help students improved their skills throughout the year.

To measure this data, we primarily used the Letter Name-Sound (LeNS), Castles and Coltheart 3 (CC3), and Numeracy assessments to measure growth in the areas of literacy and mathematics. We noted the following improvements in the phonemic awareness skills of both grade 1 and grade 2 students.

LeNS Results

Grade	Pre-test at-risk %	Post-test at risk %
1	14.10%	5.13%
2	10.39%	5.19%

CC3 Results

Grade	Pre-test at-risk % (regular words)	Post-test at-risk % (regular words)	Pre-test at-risk % (irregular words)	Post-test at-risk % (irregular words)	Pre-test at-risk % (non-words)	Post-test at-risk % (non-words)
1	17.95%	6.41%	15.38%	8.97%	12.82%	2.56%
2	14.47%	9.21%	13.16%	10.53%	10.53%	10.53%
3	19.57%	15.21%	21.74%	15.21%	18.48%	13.04%

Numeracy Results

Grade	Pre-test at-risk %	Post-test at risk %
1	13.51%	9.46%
2	7.69%	3.85%
3	11.70%	8.51%

These results indicate that the support provided by teachers has helped reduce the number of students at risk and that targeted intervention in literacy and numeracy has allowed more students to meet grade-level expectations.

In terms of resilience, 84% of our students express confidence in their ability to overcome challenges in their learning, and 92% report that they continue to work hard even when facing difficulties. Additionally, 90% of students feel treated fairly by adults, 95% believe that their teachers care about them, and 89% of grade 5 students expressed pride in being part of Dalhousie School in 2024.

Surveys	Indicators	Spring Survey
Assurance Survey	Keep going when challenged	81.75%
	Doesn't give up when reaching goals	70.2%
CBE Student Survey	I feel confident I can overcome challenges in my learning	83.78%

	I want to keep learning even when I experience a set back	76.47%
	I like learning new things at school even if sometimes I find it challenging.	81.58%
	I try hard at school even when I find it challenging to succeed at school.	91.89%

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
- Report card results demonstrate growth in reading proficiency across all grades. - About 50% of our students in grade 2 to 5 exceeded grade-level expectations in Spanish reading by year-end. - We have noticed a clear decrease in At-Risk students in LeNS: - Grade 1 LeNS Results: At-risk students decreased from 14.10% to 5.13%. - Grade 2 LeNS Results: At-risk students reduced from 10.39% to 5.19%. - We have noticed a clear decrease in At-Risk students in CC3: - Regular words: Grade 1 at-risk students decreased from 17.95% to 6.41%. - Non-words: Grade 1 at-risk reduced from 12.82% to 2.56%. - We have noticed a clear decrease in At-Risk students in CC3:	- Students' decoding skills have improved. On June Report Card 2024 98.2% of our students at grade level, 81.2% of our students with 3 or 4. - Students' numeracy skills have improved. On June Report Card 2024 98.8% of our students are at grade level, 85% of our students with 3 or 4. - Students are more confident and more able to persevere when challenged with difficult learning tasks. 48.8 % of students in grades two to five are above grade-level expectations in Spanish reading. - When looking at our resilience and engagement results, 84% of students expressed confidence in overcoming challenges, and 92% reported perseverance. - When asked about school positive culture, 95% of students believe their teachers care about them.	- In our Alberta Assurance Survey, Access to support and services at 69.9%, 10% below the provincial result. - Increased communication so parents understand the support available to students at our school. - Continue to work with our parents, students and teachers on providing a Welcoming, Caring, Respectful and Safe Learning Environment. At 88.7%, our students and parents' results show a slight decline from previous years. - Although 84% of students expressed confidence in overcoming challenges, and 92% reported perseverance, this is still an area of growth for our school. - We want to continue to increase our student's pride of their school. - According to our Alberta Assurance Survey results, 62% of our parents feel that our students are getting access to the appropriate supports and services for our students. Keep informing our

○ Grade 1: From 13.51% to 9.46%. ○ Grade 2: From 7.69% to 3.85%. • In the Assurance survey, students reported they feel there is an increase in their engagement in the work at school, while parents perceived the level of engagement has been maintained. • Students feel confident they can persevere in their learning even when they face obstacles as reported in both Spring Surveys.	• 89% of our grade 5 students expressed pride in their school.	school community of all services and supports provided at Dalhousie for students.
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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	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	85.4	87.6	85.4	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	82.1	84.5	83.7	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	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	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	89.1	91.1	91.5	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.7	92.1	91.2	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	69.9	76.6	75.9	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	77.2	81.9	76.7	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

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