



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

Radisson Park School

2805 Radcliffe Drive SE Calgary, AB T2A 0C8 t | 403-777-8070 f | 587-933-9874 e | radissonpark@cbe.ab.ca

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
- Well-Being

School Goals

- Phonological development
- Foundational number skills
- Sense of belonging

Our School Focused on Improving

Our school focused on an overall holistic goal of inclusive task design and assessment to better understand and meet the needs of all learners in the areas of

- Literacy (phonological development)
- Mathematics (foundational number skills)
- Well being (sense of belonging)

We chose to focus on this overall holistic goal as demographic data showed increasing diversity and complexity of our students. Based on teacher perceptions and experiences, the need to better understand how to plan for and assess a large range of student abilities, talents and needs. We continued to focus on using data from the Provincial Assessment screeners to guide our work to build foundational literacy and math skills. We also noticed, based on student survey results and student/staff perception data, that we needed to focus on enhancing student sense of belonging.

What We Measured and Heard

We primarily used the LeNS, CC3 and Numeracy assessments to measure growth in the areas of literacy and mathematics. We noted the following improvements:

LeNS – Changes in not at-risk population (pre test to post test)

Grade 1	+13.3%
Grade 2	+23.8%

CC3 – Changes in not at-risk population

	Regular Words	Irregular Words	Non Words
Grade 1	+34.8%	+7.9%	+30.8%
Grade 2	+22.2%	+44.4%	+50%
Grade 3	+46.7%	+40%	+60%

Numeracy – Changes in not at-risk population

Grade 1	+37.5%
Grade 2	+48.3%
Grade 3	+25%

Along with improvements on these standardized assessments, data about students' perception on the Our SCHOOL survey this year in relation to school connectedness and belonging indicated 76.43% of students felt connected and a sense of belonging. School results were higher than Area 3 (73.36%) and CBE (75.15%) results, but still indicate that this is an ongoing area for growth.

With regard to our holistic overall goal around inclusive task design and assessment, teachers completed a pre and a post survey regarding their understanding and capacity to program for and design inclusive tasks to meet the needs of all students. Pre-survey results indicated that most teachers felt that they had a basic understanding and capacity, while post-survey results indicated a growing understanding and capacity (from 50% confidence to 70% confidence, overall average).

On the Alberta Education Assurance Measures, we noted high achievement in citizenship and very high achievement in education quality. Parent involvement is an area for growth.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
LeNS, CC3 and Numeracy Assessment data indicate that there has been a significant decrease in the percentage of students in the at-risk category at each grade. Data from the Our School Survey show the majority of students feel a sense of connectedness and belonging, however this continues to be area for growth. In addition to student data, parents identified satisfaction the quality of programming and opportunity for students (parents survey at March conferences)	▪ Students' decoding skills have improved ▪ Students' numeracy skills have improved ▪ Students expressed a greater sense of belonging and connectedness ▪ Parents are satisfied with the quality of teaching and learning and the supports and services available at the school	▪ Incorporate decodable texts into daily literacy practice ▪ Provide targeted intervention for students at all grade levels ▪ Continue to examine inclusive task design and assessment to meet the developmental and learning needs of all a students ▪ Increase parental involvement opportunities

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

School: 1334 Radisson Park School

Assurance Domain	Measure	Radisson Park 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	87.3	86.0	86.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	77.5	82.6	84.3	79.4	80.3	80.9	High	Declined	Acceptable
	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	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.6	92.6	94.4	87.6	88.1	88.6	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.9	82.6	86.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	80.1	78.6	81.9	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	68.5	93.1	91.9	79.5	79.1	78.9	Very Low	Declined Significantly	Concern

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
 - 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).
 - Aggregated Grade 9 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 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
 - 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.
 - Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
 - 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.
 - Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

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

