



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

Riverbend School

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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

Riverbend School Goals

- Reading Competency
- Numerical Fluency
- Growth Mindset
- Sense of Belonging and Community

Our School Focused on Improving

- Reading competency
- Numerical fluency
- Growth mindset
- Sense of belonging and community

We chose to focus on these areas as our student data as measured on report cards and on provincial achievement tests indicated that gaps in these foundational skills were limiting students' ability to solve math problems and to read fluently with understanding. In math, we implemented classroom routines to promote automaticity and provided structured, spaced practice for computation. Daily reading and intentional opportunities to read in all subject areas were practiced. Staff taught principles of growth mindset, encouraging risk-taking in safe spaces. Talking circles were used to build community and enhance student voice for belonging and connection.

We also noticed, based on the CBE K-3 Student Survey, OURSchool survey and Alberta Education Assurance Measures results as well as teacher perceptions, that student learning engagement and the learning environment feeling welcome, caring, respectful and safe were below provincial norms and demonstrating declining trends. It was noted that Division 1 students were more likely to respond positively to the well-being measures than Division 2 students.

What We Measured and Heard

We primarily used report card data and OURSchool survey perception data to measure growth in the areas of literacy and mathematics. We noted the following:

Numerical Fluency

Measure:	2023-24	Change
Percentage of students achieving a 3 or 4 indicator on the K-6 stem: Understands and applies concepts related to number, patterns (and algebra).	80.1%	-7.6 percentage points
OURSchool Survey "As a student in math, I see myself as..." Excellent or good gr 4/5	69%	n/a
OURSchool Survey "As a student in math, I see myself as..." Excellent or good. Gr 6	59%	n/a
2024 AEAM Survey positive responses to "Do you like learning math?"	56%	+ 9 percentage points

Reading Competency

Measure:	2023-24	Change
Percentage of students achieving a 3 or 4 indicator on the K-6 stem: Reads to explore and understand (and Kindergarten stem: Uses early literacy strategies to explore, and express ideas)	77.1%	-1.9 percentage points
OURSchool Survey "As a student in reading, I see myself as..." Excellent or good. Gr 4/5	76%	n/a
OURSchool Survey "As a student in reading, I see myself as..." Excellent or good. Gr 6	68%	n/a
2024 Alberta Education Assurance Measure Survey positive responses to "Do you like learning language arts?"	46%	-13 percentage points

Belonging and Relationship

Measure:	2023-24	Change
OURSchool survey - Percentage of students reporting positive sense of belonging (Grade 4 & 5)	72%	+7 percentage points
OURSchool survey - Percentage of students reporting positive sense of belonging (Grade 6)	65%	+1 percentage point

OURSchool survey - Percentage of students reporting having positive relationships at school (Grade 4 & 5)	77%	+ 5 percentage points
OURSchool survey - Percentage of students reporting having positive relationships at school (Grade 6)	78%	+17 percentage points
K-3 CBE Student Survey positive responses to "I feel included at school"	81.5%	n/a
K-3 CBE Student Survey positive responses to "I have at least one grown up I can talk to at school"	76.4%	n/a
Alberta Education Assurance Measure Survey "Students who agree that their learning environments are welcoming, caring, respectful and safe"	71.8%	-4.3 percentage points

Growth Mindset

Measure:	2023-24	Change
K-3 CBE Student Survey positive agreement to "I try my best at school even when I find it hard"	89%	n/a
Alberta Education Assurance Measure Survey - Students who agree that they are engaged in their learning at school	50.9%	-1.9 percentage points

We noticed significant improvements in our well-being goals of belonging and having positive relationships at school and our younger learners showed similar results in these areas through the CBE K-3 Student Survey. This was the first year this group of students were surveyed, so no comparisons are available. Anecdotally, teachers reported that students and staff had built a base of common language around the "Hey Warrior!" book used throughout the year to anchor well-being initiatives.

Student engagement is identified as an area for growth, in language arts and math specifically as well as generally across all subjects. Baseline data has been gathered on student perception of math and reading abilities. Student achievement at the 3 or 4 report card indicator is fairly stable in language arts and shows some decline in math. This could be attributed to the focus on math during the year, along with calibration of assessment practices.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Report card data shows some decreases in the 3 and 4 indicator levels. When including diagnostic data points and in comparison, with local, system and provincial norms, this shift is indicative of calibration in grading practices. Student confidence in math and language arts is stronger than the overall sense of engagement, as reported on the Alberta Education Assurance Measure survey. In addition to student data, parents have also reported declining satisfaction with access to supports and services at school.	▪ Students' reading skills are stable ▪ Students have an increased sense of belonging ▪ Most students report enjoying math and language arts ▪ Division one students report persevering in difficult tasks	▪ Incorporate decodable texts into daily literacy practice ▪ Students' numeracy achievement has declined according to report card marks ▪ Provide targeted intervention for students at all grade levels ▪ Students report significantly lower levels of engagement in learning than teachers and parents. ▪ Investigate what types of supports parents are looking for, and communicating what support looks like at Riverbend (small class sizes, straight grades K-4, music specialist, speech and language, occupational therapy, physical therapy, specialists and strategists, in-house expertise)

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	Riverbend 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	76.3	79.1	80.9	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	80.2	77.6	82.6	79.4	80.3	80.9	High	Maintained	Good
	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	66.7	66.7	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	6.7	6.7	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	89.8	89.9	92.4	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.8	84.5	88.2	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	64.0	67.0	72.9	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	79.9	76.6	81.3	79.5	79.1	78.9	High	Maintained	Good

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