



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

Riverside 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

Riverside School Goals

- Student Engagement
- Student Sense of Belonging
- Responsive Task Design in All Subjects

Our School Focused on Improving Student Engagement

- Student Engagement
- Student Sense of Belonging
- Responsive Task Design in All Subjects

While Riverside students demonstrated very strong understanding of material in core subject areas (English Language Arts, Science, Math, Social Studies) as measured on Provincial Achievement Tests and report card stems across subject areas, perception data on student sense of belonging and engagement with learning tasks was lagging. Given that sense of belonging is identified in a multitude of educational research pieces as a key driver of student success and the overall wellbeing of a school community, we felt that addressing this area would see positive results across measures.

What We Measured and Heard

CBE Student Survey Results

	% of agreement (2022-23)	% of agreement (2023-24)
"My school makes me feel like I belong"	65	72
"My teachers care about me"	80	87
"I feel included at school"	75	69
"I feel welcome at school"	75	71
"There is at least one adult I really connect with at school"	52	54
"I am proud to be part of my school"	71	80
"The things I learn are meaningful to me"	68	63

OurSchool Survey Results

	% of agreement (2022-23)	% of agreement (2023-24)
School Connectedness and Belonging overall measure	77	78
"School is a place I feel like I belong" individual measure	67	69

Alberta Education Assurance Survey Results

The general measure Welcome, Caring, Respectful and Safe Learning Environments (WCRSLE) results were defined as 'maintained' by Alberta Education though raw data shows a slight decline in this overall measure (86.0% agreement in 2022-23 vs. 84.2% agreement in 2023-24), though students' responses demonstrate a slight upward trend (81.5% agreement in 2022-23 vs. 83.0% agreement in 2023-24); Student Learning Engagement measure – both staff (89.7% agreement in 2022-23 vs. 92.0% agreement in 2023-24) and students (71.4% in 2022-23 vs. 74.0% agreement in 2023-24) report higher engagement year-over-year while parent responses indicate perception of much lower engagement (84.4% agreement in 2022-23 vs. 70.0% agreement in 2023-24)

Other Qualitative Measures

Over the past two school years, Riverside School has introduced two initiatives to support students' social-emotional learning and sense of belonging. These are 'The RICK Cup' and Riverside Time. RICK is an acronym gifted to our school by an Indigenous Elder, and it stands for "Respect, Inclusion, Connection and Kindness". The RICK Cup is a house challenge where our students are divided into three groups and compete in team-based challenges during Physical Education each week. The activities are designed to build teamwork skills and a sense of belonging.

Riverside Time is a 30-minute block of team each Friday morning, during which students work with their teachers on building social-emotional skills in the presence of a caring adult. Students may also work with their classroom buddies in cross-grade groups at this time to intentionally build connections within our school.

The introduction of the RICK Cup house challenge was a success with many students strongly engaged in these activities. The continuation and strengthening of Riverside Time with a focus on social-emotional outcomes had some positive results which we are hoping to build upon in the future. These results are discussed in further detail in the "What We Noticed" section below. Our school community – students, staff, and the parent/guardian community were very engaged in the process to determine a new team name for our school, which concluded with "Ravens" being the selected name in June. Administration started a pilot project for the Student Advisory Council including students from Grades 1-9 in the middle portion of the year. Our inaugural Welcome Back BBQ was a great success for all interested groups, and we are hoping this will become a new tradition at Riverside moving forward. Positive feedback from our parent/guardian community, staff, and students has been received, with students in particular identifying this event as helping them build connections with new classmates and new teachers.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
We chose the Welcoming, Caring, Respectful and Safe Learning Environments measure because sense of belonging is part of this on the Alberta Education Assurance Survey. Grade 4 students showed significant increases in individual measures "Do your teachers care about you" and "At school, do you feel like you belong" while Grade 7 students reported decreases in these measures.	- Students' sense of belonging at school has improved - Students' connection with our school community has improved - There are increasing opportunities for students to share their thoughts and ideas at school - There are more opportunities for students to engage in cross-grade and cross-homeroom learning (via	- Provide explicit opportunities for students to build connections with each other and with Riverside staff - Increase our focus on purposefully welcoming new students to Riverside each fall - Working with other schools and new students to ensure positive transitions to our school each fall.

We did note a significant drop in parental response rate to the Alberta Education Assurance Survey which makes results difficult to analyze for that group. Staff and student response rates for this survey are stable year-over-year. The OurSchool survey results also compare Riverside School to others in the CBE, and while “sense of belonging” measures are relatively flat for our school year-over-year, the results are stronger than CBE-wide results. Students were excited to participate in RICK Cup challenges and to engage in a ‘new team name’ vote, as demonstrated by multiple student responses about these topics on open-ended questions for both OurSchool and CBE Student Surveys. This suggests students are seeking and welcoming further connection with the community.	RICK Cup, Riverside Time, electives courses)	▪ Provide learning opportunities that are engaging, meaningful and relevant to student experiences ▪ Increase parental involvement and engagement on Alberta Education Assurance Survey to improve confidence in results
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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

Required Alberta Education Assurance Measures - Overall Summary Spring 2024

School: 9609 Riverside School

Assurance Domain	Measure	Riverside 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	78.7	81.8	84.1	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	80.9	82.2	81.7	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	87.9	87.9	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	32.8	32.8	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	76.4	76.4	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	23.3	23.3	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	85.4	89.0	89.1	87.6	88.1	88.6	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.2	86.0	86.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	66.1	74.9	71.1	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	78.8	79.4	81.1	79.5	79.1	78.9	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. 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).
4. 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).
5. 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 2022/23 PAT results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
8. 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.
9. 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

