


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

Douglasdale 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 relative 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: Student achievement and engagement in writing will increase.

Outcome: Teachers and students will learn and implement an evidence-based writing instructional approach, Self-Regulated Strategy Development (SRSD) for Writing, to support idea development, planning, organization and revision.

Celebrations

- *All teachers implemented SRSD for Writing with fidelity, meaning students received excellent research-based writing instruction*
- *Most students demonstrated improved writing skills in their idea development, planning process, and organization using genre structures*
- *Most parents reported improvement in their child's attitude towards writing and writing skills*

Areas for Growth

- *Implementation of SRSD approach for three genres within one school year*
- *Continue to build student understanding and use of self-regulation strategies for writing*
- *Opportunities for students to receive feedback and apply the feedback in their editing and revision process*

Next Steps

- *Continued implementation of SRSD approach, with enhanced emphasis on revision skills and opportunities for feedback*
- *Collect and analyze quantitative data: pre-and-post student writing samples and report card data*
- *Continued development of self-regulation skills and strategies connected to writing*

Our Data Story:

During the 2024-2025 school year, teachers and students worked towards improving both achievement and engagement in writing. After extensive research, it was determined that Self-Regulated Strategy Development (SRSD) for Writing was an approach that had the highest effect size on student writing. Through a professional organization called SRSD online, teachers completed six online professional learning modules which included mastery-based self-assessment quizzes for each of the six phases of SRSD. Administration and teacher Learning Leaders also completed additional Facilitator Training modules and met with the SRSD research team monthly to adjust implementation. 100% of our teachers completed the courses and assessments, including teachers who joined staff later in the school year.

Genre and Stage	2025									
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Opinion: Stage 1 (~ 1 week)	23-27									
Opinion: Stage 2 (~1-2 weeks)	30 -11									
Opinion: Stage 3 (~2-3 weeks)		15 -1								
Opinion: Stage 4 (~0.5-1 week)			4-8							
Opinion: Stage 5 (~2-4 weeks)				14 -6						
Opinion: Stage 6 (~1-2 weeks)				9 -17						
Informative: Stage 1 (~1 week)					20-24					
Informative: Stage 2 (~1-2 weeks)					27 -7					
Informative: Stage 3 (~2-3 weeks)						10 -21				
Informative: Stage 4 (~0.5-1 week)						24-27				
Informative: Stage 5 (~2-4 weeks)							3-14			
Informative: Stage 6 (~1-2 weeks)							17 -4			
Narrative: Stage 1 (~1 week)								7-11		
Narrative: Stage 2 (~1-2 weeks)								14-25		
Narrative: Stage 3 (~2-3 weeks)								28 -9		
Narrative: Stage 4 (~0.5-1 week)								12-15		
Narrative: Stage 5 (~2-4 weeks)									20 -6	
Narrative: Stage 6 (~1-2 weeks)										9 -20

To support teaching excellence and SRSD fidelity, Administrators and Teacher Learning Leaders observed regular lessons for all teachers to provide instructional feedback and ensure consistent implementation. It was noted that teachers implemented SRSD with a 91% fidelity rate. Areas noted for instructional refinement were consistent review and use of self-regulation strategies, personalization of writing exemplars, and student's understanding of sentence structures. The original implementation plan was adjusted to include full instructional cycles for the opinion and information genres and a modified instructional sequence for the narrative genre. This change was in response to teacher and student feedback about requiring additional practice time for stages 3, 5, and 6.

Student, teacher and parent perspectives on student achievement and engagement in writing were collected via different surveys. Improvement of specific writing skills and engagement in writing were noted by students, teachers, and parents. Areas identified for future action included improving students' skills and opportunities for revision and continuing to build understanding and use of self-regulation strategies and statements.

K-3 Student Well-being Survey	Agreement Percentage
I set goals and work towards them.	80.95%
I am interested in the things I am learning at school.	87.80%
Grade 5 CBE Student Survey	
I am a good competent writer.	77.59%
I have the opportunity to receive feedback from others to improve my writing skills.	55.17%
I know what to do next to improve my writing skills.	76.67%

Parent Survey	Agreement Percentage
My child demonstrates a positive attitude towards writing.	80%
My child demonstrates improvement in idea development, planning and organization.	87% to 90%
My child can explain the importance of and provide examples of self-regulation statements.	76%
Teacher Survey	Agreement Percentage
SRSD has improved my writing instruction.	100%
SRSD has improved students' idea development.	87%
SRSD has improved students' planning and organization.	100%
SRSD has improved student's revision skills.	53%
SRSD has improved students' engagement in writing.	80%

Learning Excellence: Report card data from June 2025 provides a baseline to inform our year 2 outcome, measures, actions and progress.

Report Card Stem: Writes to express information and ideas	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	8.3%	20.0%	46.7%	25%
Grade 2	7.0%	41.9%	30.2%	20.9%
Grade 3	11.7%	33.8%	27.3%	27.3%
Grade 4	9.7%	24.2%	41.9%	24.2%
Grade 5	3.5%	31.6%	38.6%	26.3%

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

Required Alberta Education Assurance Measures - Overall Summary

Spring 2025

School: 0596 Douglasdale School

Assurance Domain	Measure	Douglasdale 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	78.2	77.6	82.6	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	87.1	87.8	89.6	79.8	79.4	80.4	Very High	Maintained	Excellent
	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	88.5	91.6	92.3	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.6	90.9	93.1	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	72.6	87.4	83.4	80.1	79.9	80.7	Very Low	Declined	Concern
Governance	Parental Involvement	86.3	68.6	78.3	80.0	79.5	79.1	Very High	Maintained	Excellent