


**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

**Banff Trail 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 One: Students' French language proficiency will improve as a result of equitable assessment practices.**

**Outcome One: Student writing in French will improve by examining the learning intentions and success criteria for their tasks.**

#### Celebrations

- Significantly more '4' report card indicators for French writing were assigned to students in grades 1,2,3 and 5, with grade 4 being essentially unchanged.
- In grades 1,4 and 5, there was a trend towards less frequent application of 1 and 2 report card indicators for French Writing, in favour of 3 and 4 indicators, which indicates improved achievement in French writing results for those cohorts.
- Student survey data indicates that there is a significant increase in student perception that teachers are making learning intentions clear to them over the course of the year. The data also indicates that there is a large increase in student perception that teachers are making success criteria clear for students, especially in moving responses from a September evaluation of "Sometimes" to a June evaluation of "Yes".
- Data from staff surveys also indicate that teachers are more familiar with what the formative assessment concepts of making learning intentions and success criteria clear represent, and how to implement them, while also indicating that they are applying this work in their daily teaching practice.

#### Areas for Growth

- Our school tends to have slightly less students who achieve at a 4 level, when compared to CBE averages.
- When examining the achievement of students who have a Special Education designation (excluding giftedness), some data suggests that a greater focus could be warranted for moving this cohort of students upwards from 'IPP' or '1' indicators in French writing
- There was an approximately 3% increase in the number of '1' indicators in French writing for students in grades 3 and 4 when comparing January 2025 and June 2025 report cards.

#### Next Steps

- New French Immersion Language Arts and Literacy curriculum was recently rolled out (K-3 in September 2023, and grades 4-6 in September 2024), and thus close examination of this new curriculum and calibration with teacher peers, along with the leveraging of CBE assessment resources, are warranted to ensure common grading practices are further entrenched.
- Due to the significant, positive impact of targeting formative assessment practices in 2024-25, a close examination of another aspect of formative assessment in 2025-26 (providing actionable feedback) will complement last year's focus (making learning intentions and success criteria clear for students).
- Provide ongoing, regular opportunities for students to act upon teacher- and peer-provided feedback, in an effort to improve confidence and achievement in relation to French writing skills.

#### Our Data Story:

We used three measures to determine the extent to which we accomplished our outcome of improving students' writing in French via examining the learning intentions and success criteria for tasks. We tracked:

1. French Writing indicators on report cards
2. Supplemental questions in the OurSchool survey
3. A periodic teacher survey

In recent years, Banff Trail School has focused its attention on cycling through the three primary areas of French language learning: speaking, reading, and writing. This is a sequential learning path, since one first learns to speak, then one learns to read, followed by the more advanced task of writing. Past report cards and observations have indicated that learning to write continued to be most challenging for students, and solid, foundational teaching practice is grounded in the effective leveraging of formative assessment techniques. As such, the focus on improving French writing skills via improved leveraging of formative assessment practices became our focus.

#### **1. French Writing Indicators on Report Cards**

Data was tracked for grades 1 to 5, using the January 2025 and June 2025 report card results. This allowed us to compare data for the same student cohort, with the same curricular content and teacher. Data was analyzed for various cohorts within this time frame as well, to determine if certain cohorts deserve future targeting. When looking at the data, the intention was to see a general trend of moving student achievement of '1' and '2' indicators towards '3' and '4' indicators in French writing.

The following table shows the frequency of ‘1’ indicators, as a percentage of all indicators in French writing, in both January and June, with the net change in percentage points. A negative net change indicates a reduced frequency of ‘1’ indicators.

*Report Card Indicators 2024-25—“1” Results as a Percentage*

Grade	January	June	Net change
1	1.35	0	-1.35
2	8.22	5.63	-2.59
3	0	3.33	3.33
4	0	3.17	3.17
5	1.64	0	-1.64

This data indicates that fewer 1s were assigned to students in grades 1,2 and 5, with more in grades 3 and 4. The following chart indicates the frequency of 4 indicators, as a percentage of all indicators in French writing, in both January and June, with the net change in percentage points. A positive net change indicates an increased frequency of ‘1’ indicators.

*Report Card Indicators 2024-25—“4” Results as a Percentage*

Grade	January	June	Net change
1	37.84	49.33	11.49
2	15.07	22.54	7.47
3	0	3.33	3.33
4	12.9	12.7	-0.2
5	14.75	20.97	6.22

This data indicates that more 4s were assigned to students in grades 1,2,3 and 5, with grade 4 being essentially unchanged.

The following chart explores the extent to which 1 and 2 indicators shifted towards more frequent use of 3 and 4 indicators.

*Report Card Indicators 2024-25—Net improvements from 1/2s to 3/4s*

Grade	Net change 1&2 indicators combined	Net change 3&4 indicators combined
1	-13.64	13.65
2	3.66	-2.33
3	-0.01	0
4	-2.13	3.75
5	-3.65	5.29

This data indicates that in grades 1,4 and 5, there was a trend towards less frequent application of 1 and 2 indicators, in favour of 3 and 4 indicators, which indicates improved achievement in French writing results for those cohorts. Grade 3 remained essentially unchanged, which means that appropriate improvement happened over the course of the school year, whereas a slight decrease in 3 and 4 indicators occurred in Grade 2.

When looking at report card data, it is important to note that the new French Immersion Language Arts and Literacy curriculum was rolled out (K-3 in September 2023, and grades 4-6 this past school year in September 2024), which results in teachers still adjusting assessment understandings. Our school also worked closely with two other nearby French Immersion schools to begin the calibration of assessment and achievement expectations.

Worth noting is the achievement of indicators in comparison to CBE averages.

Category	Banff Trail School	CBE
Indicator 1	2.42%	3.34%
Indicator 2	27.27%	28.16%
Indicator 3	51.82%	46.00%
Indicator 4	16.97%	20.45%

Category	Banff Trail School	CBE
Indicator 1	2.42%	2.92%
Indicator 2	23.87%	26.11%
Indicator 3	50.15%	45.05%
Indicator 4	22.96%	23.82%

Our school tends to have a slightly lower number of students who achieve 1 indicators, yet also slightly less students who achieve at a 4 level. Also worth pointing out is that we tend to have more students that achieve 3s, compared to 2s. This could indicate a need to continue our focus on developing strong assessment practices, especially in light of the rollout of new French curricula.

When examining the achievement of students who have a Special Education designation (excluding giftedness), some data suggests that a greater focus could be warranted for moving this cohort of students upwards from 'IPP' or '1' indicators. For example, although we tend to have about the same number of students, when compared to CBE averages, who achieve a '1' or 'IPP' indicator, we have a larger number of students who achieve '2' indicators, and fewer '3' or '4' indicators.

*SPED Cohort January 2025  
French Writing Achievement*

<b>Category</b>	<b>Banff Trail School</b>	<b>CBE</b>
<b>Indicator 1</b>	0.00	6.39
<b>Indicator 2</b>	64.29	39.18
<b>Indicator 3</b>	17.86	35.88
<b>Indicator 4</b>	3.57	6.60
<b>ELL</b>	0.00	0.00
<b>IPP</b>	14.29	10.72

*SPED Cohort June 2025  
French Writing Achievement*

<b>Category</b>	<b>Banff Trail School</b>	<b>CBE</b>
<b>Indicator 1</b>	10.00	5.49
<b>Indicator 2</b>	57.50	39.90
<b>Indicator 3</b>	17.50	33.97
<b>Indicator 4</b>	10.00	9.58
<b>ELL</b>	0.00	0.00
<b>IPP</b>	5.00	9.84

Future analysis of whether this is due to specific Special Education diagnoses could be helpful; for example, we could benefit from knowing whether this could be attributed to possibly having more students with a learning disability in writing,

as compared to other complexities, which could explain the resulting challenges in French writing. Regardless, having noticed this somewhat lower comparative achievement when compared to CBE averages, evidence is noted for this cohort that between January and June, that students are making noteworthy gains in moving from 2s to 3s, and 3s to 4s.

Category	SPED Cohort- January 2025	SPED Cohort- June 2025
Indicator IPP/1	14.29%	15%
Indicator 2	64.29%	57.50%
Indicator 3	17.86%	17.50%
Indicator 4	3.57%	10%

## 2. Supplemental questions in the OurSchool survey

The OurSchool Survey is conducted twice per year (September and June), surveying our grade 4 and 5 students for their perceptions on a range of topics about Banff Trail School. Schools are able to add supplemental questions to this survey. We added the following 2 questions related to our School Development Plan’s Outcome:

- *Do you feel confident that you understand what you need to do in school to be successful? (ie: Are learning intentions clear to the student?)*
- *My teacher gives me examples of what success looks like for class work? (ie: Are the success criteria clear to students?)*

We received approximately 100 responses, thus representing both actual numbers and percentages. Data indicates that there is a significant increase in student perception that teachers are making learning intentions clear to them over the course of the year. The data also indicates that there is a large increase in student perception that teachers are making success criteria clear for students, especially in moving responses from a September evaluation of “sometimes” to a June evaluation of “Yes”.

*OurSchool Supplementary Survey, grade 4&5 students*

Question related to:

Sep-24			Jun-25		
Yes	Sometimes	No	Yes	Sometimes	No

Are learning intentions clear to you?	80	20	1	88	10	2
Are the success criteria clear to you?	68	30	2	86	10	5

### 3. Periodic Teacher Survey

On four occasions throughout the 2024-25 school year, staff were anonymously surveyed, asking for a self-reflection about their teaching practice in connection to our School Development Plan’s Goal and Outcome. Much of the survey asks respondents to reflect upon the extent to which they are familiar with and apply formative assessment strategies, which align with equitable assessment practices. Overall, key data indicates that our two targeted equitable assessment practices (examining the learning intentions and making success criteria clear for students) have both shown excellent improvement. Staff are more familiar with what the concepts represent and how to implement them, while also indicating that they are applying this work in their daily teaching practice. Between September 2024 and June 2025, results clearly moved from “Not at all familiar” towards “Very/Extremely Familiar”, and from “Never/Rarely” towards “Often/Always”, for both familiarity and application of concepts. This aligns with what grade 4 and 5 students had noted in the OurSchool survey responses.

Staff Survey-Familiarity with concept	Not at all familiar		Very/Extremely familiar	
	Sep-24	Jun-25	Sep-24	Jun-25
Clarifying, sharing and understanding learning intentions and success criteria.	5.60%	0%	55.60%	90.90%
	Never/Rarely		Often/Always	
Staff Survey-Application of concept	Sep-24	Jun-25	Sep-24	Jun-25
Clarifying, sharing and understanding learning intentions and success criteria.	11.20%	0%	10.60%	100%
Staff Survey-Indicators of making learning intentions and success criteria clear for students	Never/Rarely		Often/Always	
	Sep-24	Jun-25	Sep-24	Jun-25
I describe the intended learning outcomes from the curriculum/programs of study.	17.60%	0%	54%	63.60%
I reference back to the learning intention throughout the task or learning cycle.	11.10%	0%	44.40%	54.6
I describe to students what successful achievement of the learning goals are at various levels of proficiency.	11.10%	0%	50%	81.80%
I describe the intended learning outcomes for students on IPPs when they differ from the regular expectation.	35.30%	18.20%	17.60%	54.60%

# Required Alberta Education Assurance Measures (AEAM) Overall Summary

## Spring 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: 9202 Banff Trail School

Assurance Domain	Measure	Banff Trail 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	<a href="#">Student Learning Engagement</a>	85.4	86.5	89.8	83.9	83.7	84.4	High	Declined	Acceptable
	<a href="#">Citizenship</a>	86.9	93.9	94.4	79.8	79.4	80.4	Very High	Declined Significantly	Acceptable
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	n/a	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	n/a	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	88.5	92.9	95.1	87.7	87.6	88.2	High	Declined Significantly	Issue
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	93.2	96.6	96.6	84.4	84.0	84.9	Very High	Declined	Good
	<a href="#">Access to Supports and Services</a>	76.7	81.8	86.3	80.1	79.9	80.7	Low	Declined Significantly	Concern
Governance	<a href="#">Parental Involvement</a>	83.3	80.7	85.5	80.0	79.5	79.1	Very High	Maintained	Excellent

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.