



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

Battalion Park School

369 Sienna Park Dr SW, Calgary, AB T3H 4S2 t | 403-777-7187 f | 587-933-9747 e | battalionparkl@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

Battalion Park School Goals

- Clear Learning Intentions
- Clear Success Criteria
- Using products, observations and conversations to demonstrate curricular understanding

Our School Focused on Improving

- Assessment in Literacy, Mathematics and Well-Being, specifically:
 - Clear Learning Intentions
 - Clear Success criteria
 - Using products, observations and conversations to demonstrate curricular understanding

We chose the holistic focus of Assessment to focus on improving student achievement in all areas of the curriculum, in particular, Literacy, Mathematics and Well-Being. Our student data, as measured on report cards, on provincial assessments (LeNS, CC3 and Numeracy) and school-based assessments (MAZE, ORF, Spelling Inventory, MIPI and AFRS) identified gaps and opportunities for enhancement in student achievement that may be used to inform personalized learning intentions. We also noticed in our perception data based on the CBE Student Survey, the OurSCHOOL Survey and the Alberta Education Assurance Survey results as well as teacher perceptions, that students indicated they did not have opportunities to receive actionable feedback to reach learning goals and had lower levels of confidence and interest in literacy and mathematics. Together this data highlighted the importance of building a clear understanding of learning intentions, success criteria and using products, observations and conversations to demonstrate understanding to promote student success and student agency in achieving learning goals.

What We Measured and Heard

We primarily used the LeNS, CC3 and Numeracy assessments to measure growth in the areas of literacy and mathematics in Grades 1, 2 and 3. We noted the following reductions in students at risk:

LeNS – Changes in at-risk population

Grade 1	-7%
Grade 2	-5%

CC3 – Changes in at-risk-population

	Regular Words	Irregular Words	Non Words
Grade 2	-38.8%	-42.8%	-43.7%
Grade 3	-15%	-56%	-50%

Numeracy – Changes in at-risk population

Grade 1	-20%
Grade 2	-50%
Grade 3	-28.5%

We used the local measures of the Maze Reading Comprehension, Spelling and the MIPI Math Assessments. We noted the following improvements in responses:

Maze

Grade 4	+39%
Grade 5	+57%
Grade 6	+10.55%

Spelling

Grade 4	+25.66%
Grade 5	+15.5%

MIPI

Grade 4	+10%
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There was a significant reduction of students in Grades 1, 2, and 3 who were at-risk as assessed by the end of June on these standardized assessments. We also noticed an improvement in our grade 4, 5 and 6 students' literacy and numeracy skills. The CBE Student survey indicated that over 80% of students can identify what they need to do next to improve in literacy and mathematics. On a

baseline school generated survey, based upon student work samples, we went from 63% of our students knowing what to do, how they are progressing, and their next steps to 86% at the end of June.

On the Alberta Education Assurance Measures, there was an increase in the percentage of parents that agree that students are more engaged in their learning.

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. Coupled with data from the School generated survey and questions posed to students in class these data not only point to improvements in students' literacy and numeracy skills but also to their confidence levels in knowing what to do, how they are progressing, and their next steps. In addition to student data, parents have also reported that they are feeling more confident that students are engaged in their learning.	Example ▪ Students know what to do next to improve their reading and writing skills. ▪ Students know what to do next to improve their mathematics skills. ▪ Students are more confident and can articulate knowing what to do, how they are progressing, and their next steps when completing learning tasks ▪ Parents are more satisfied with student learning engagement.	Example ▪ Incorporate decodable texts into daily literacy practice ▪ Provide targeted writing intervention for students at all grade levels ▪ Students set and create plans to reach learning goals. ▪ Increase parental involvement

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 Environments
 - Access to Supports and Services
 - Parent Involvement

Assurance Domain	Measure	Battalion 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	86.4	84.0	85.9	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	83.8	85.9	84.7	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	79.0	79.0	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	23.5	23.5	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	91.3	91.2	91.3	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.7	91.9	89.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	81.9	77.8	76.8	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	73.0	84.9	80.1	79.5	79.1	78.9	Low	Maintained	Issue

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