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Calgary Board of Education

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

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School Improvement Results Reporting | For the 2025-26 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 2026-27 School Year p. 209).

This report includes results relative to the goals and outcomes set in the 2025-26 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' achievement in Literacy will improve

Outcome One: Students will engage in the writing process in order to communicate ideas and information accurately, with clarity, and imaginatively.

Celebrations

- Writing achievement remained consistently high across Grades 1-6. Based on June 2025 and June 2026 report card data, the percentage of students demonstrating good or excellent achievement of grade-level expectations in writing increased by 3.3 percentage points, from 58.9% to 62.2%.
- Pre- and post-assessment results from the Alberta Early Learning Literacy Assessments demonstrate growth in foundational literacy skills among students in Grades 1–3. The percentage of students identified as Requiring Additional Support (RAS) decreased from 14.1% to 10.4%, representing a 3.7 percentage-point reduction, reflecting stronger decoding and word recognition that support greater writing fluency and confidence.
- Survey results reflect positive student perceptions of teacher support, with 97.4% of students agreeing that “My teachers want me to be successful” (CBE Student Survey, Spring 2026) and 91.9% indicating “My teachers care about me" (AECAM Survey, Spring 2026).

Areas for Growth

- According to the Spring 2026 OurSchool Student Well-Being Survey, 26% of Grade 4 students, 23% of Grade 5 students, and 32% of Grade 6 students did not report positive self-regulation. These findings highlight the need to continue strengthening universal self-regulation supports across Grades 4–6.
- While overall Grade 6 PAT writing achievement was strong, results for students with a Special Education code (IPP) highlighted gaps. Of these students, 57.1% achieved the Acceptable Standard (8 percentage points below the provincial result), and none achieved the Standard of Excellence.
- CC3 RAS results show minimal change in the number of students requiring support with irregular word recognition from fall to spring (11.1%, in both testing periods), highlighting an opportunity to strengthen automatic word recognition to support spelling accuracy and writing fluency in early writers.

Next Steps

- Implement Self-Regulated Strategy Development (SRSD) to strengthen writing skills, self-regulation, and independence for students, providing explicit strategies to support planning, organizing, and expressing ideas in writing.
- Strengthen teacher capacity to model revision strategies and establish consistent classroom practices to provide regular opportunities for students to practice writing skills and foster student independence.
- Strengthen teacher capacity through collaborative analysis and calibration of student writing, developing shared expectations and expertise in providing targeted instruction and actionable feedback that supports revision and improves writing quality.

Our Data Story:

Battalion Park School's 2025-2026 School Development Plan centered on writing. Effective writing instruction requires students to engage in deliberate practice, attend closely to feedback, and apply strategies independently. Through professional conversations and analysis of report card data, teachers noted that fewer students were achieving at the level of excellence in writing compared to reading. Although students generally understood learning outcomes and success criteria, they often struggled to use actionable feedback to strengthen their writing. Teachers also observed that a common challenge across grades was the transfer of learning into independent writing. While students often demonstrated understanding during guided instruction, many struggled to consistently apply the skills in everyday writing tasks.

Drawing on professional learning facilitated by a CBE Specialist and the research-informed practices outlined in *The Writing Revolution 2.0* (Hochman et al., 2024), teachers identified explicit, systematic sentence-level instruction as a foundation for developing proficient writers. Whole-school professional learning focused on strengthening sentence composition through sentence expansion, conjunctions, compound and complex sentences, varied sentence types, and kernel sentence strategies (Who, What, Where, When, Why, and How).

Throughout the year, teachers collected and collaboratively analyzed student writing samples to identify strengths and areas for targeted instruction. Through ongoing Professional Learning Community (PLC) sessions, teachers refined instructional strategies to support students in constructing increasingly detailed, varied, and complex sentences.

By the end of the year, PLC assessment data demonstrated substantial growth in sentence-writing skills among students in the target intervention groups. The number of students effectively using complex sentence structures and varied sentence types (statements, questions, commands, and exclamations) increased by 43 percentage points from pre- to post-intervention assessments. These results demonstrate growth in students' ability to apply a wider range of sentence structures, supporting more varied and effective written communication.

Provincial Achievement Test results also showed a high percentage of students who scored Excellent or Proficient in Sentence Structure (Figure 1). Report Card writing achievement remained consistently high.

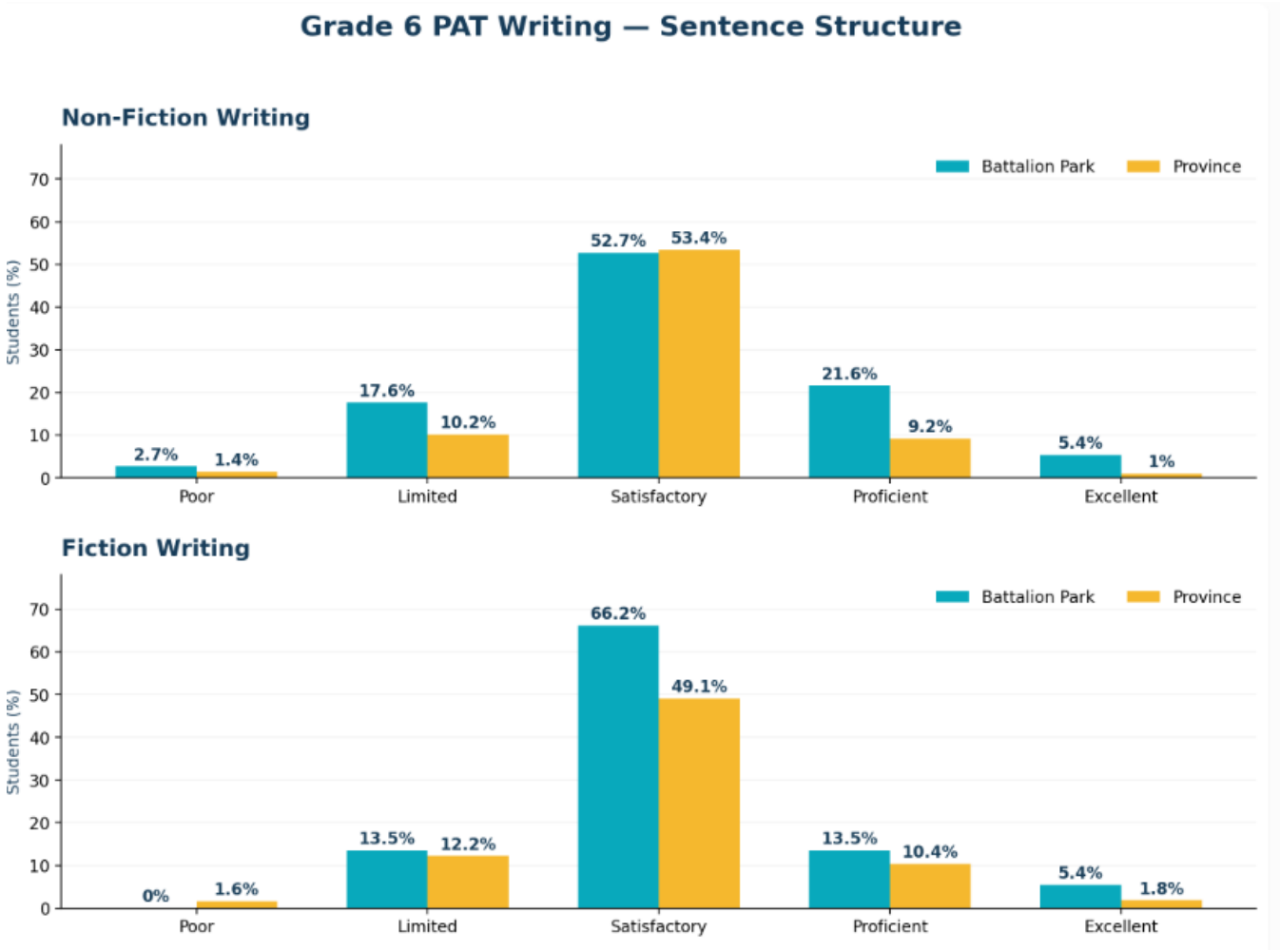

Figure 1

Grade 6 PAT Sentence Structure results highlight strong achievement, with a higher percentage of Battalion Park students performing at the Proficient and Excellent levels than provincially in both fiction and non-fiction writing. However, the higher percentage of students at the Poor and Limited levels in non-fiction writing identifies an area for continued instructional focus.

Insights and Next Steps:

According to the CBE Student Survey, most students in Grades 5 and 6 reported positive perceptions of themselves as writers and knew how to improve, with 78.1% viewing themselves as competent writers and 85.5% identifying that they knew their next steps in spring 2026. These results declined by 3.1 and 5.6 percentage points, respectively, from spring 2025. While understanding next steps remains a strength, the results suggest an opportunity to build writing confidence through clear goals, specific feedback for revision, and opportunities for students to recognize their progress.

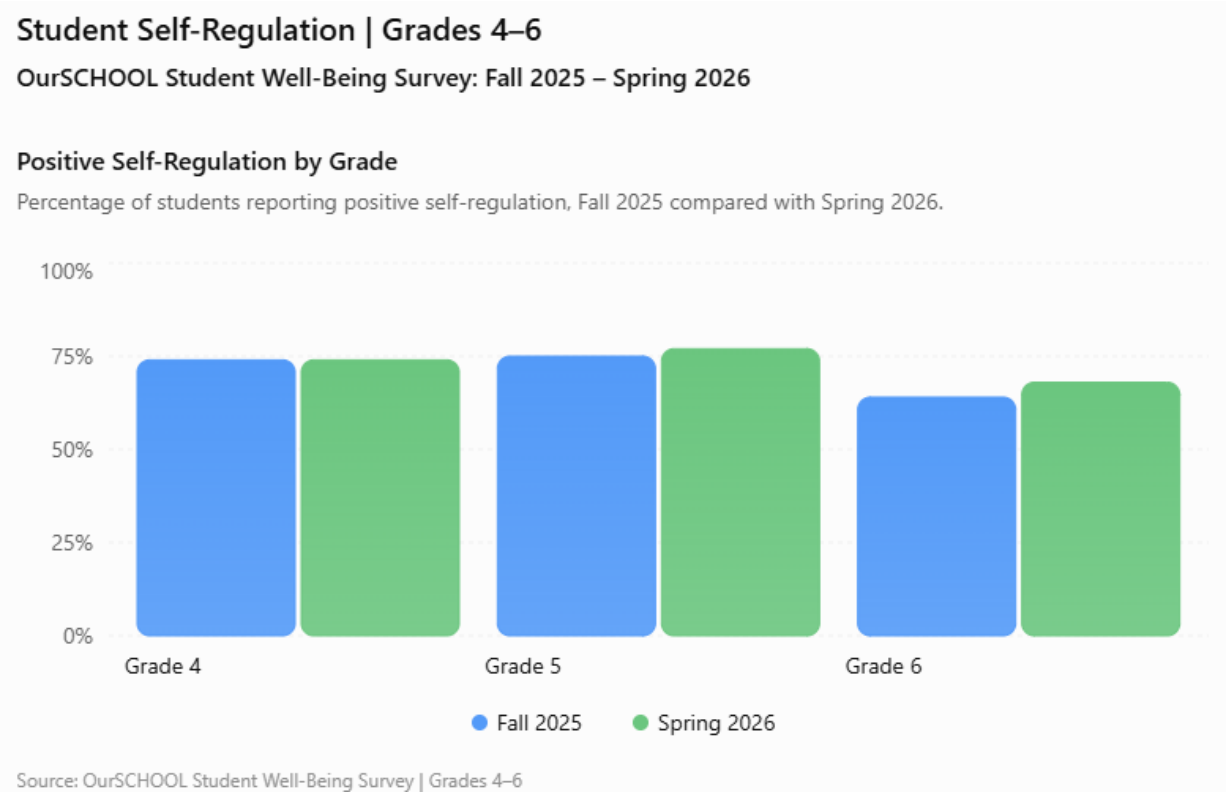

Figure 2

OurSchool Student Well-Being Survey results from Fall 2025 to Spring 2026 indicate stable or improving levels of positive self-regulation across Grades 4–6 over the school year. Grade 4 results remained consistent at 74%, while Grades 5 and 6 demonstrated improvements of 2 percentage points (75% to 77%) and 4 percentage points (64% to 68%), respectively. In Spring 2026, between 23% and 32% of students across Grades 4–6 did not report positive self-regulation. This highlights the importance of continuing to strengthen universal self-regulation supports (Figure 2).

Teacher feedback highlighted the importance of strengthening explicit, systematic writing instruction through daily, repeated practice and timely, actionable feedback. Teachers emphasized establishing foundational sentence-writing skills early in the year, embedding frequent writing opportunities into daily routines, and supporting students in transferring these skills across writing genres and curricular contexts.

Teacher perception data also indicated that educators felt least confident teaching revision compared to other stages of the writing process (planning, drafting, and editing). This finding, together with teachers' expressed interest in strengthening feedback practices and classroom structures that support student independence, identifies a key area for professional learning. Research reinforces the importance of explicitly teaching revision strategies rather than simply providing opportunities to write. *The Writing Revolution 2.0* (Hochman et al., 2024) emphasizes systematic instruction, targeted feedback, and purposeful opportunities for students to strengthen their writing. Research also supports explicit strategy instruction in improving writing quality (Graham et al., 2024).

Moving forward, targeted professional learning will focus on strengthening teacher capacity to explicitly model revision strategies, provide actionable feedback, and establish classroom routines that support purposeful practice, individual conferencing, and increasing student independence. Through consistent instruction and opportunities to apply feedback, students will develop the skills and confidence to revise their writing, persist through challenges, self-regulate to foster learning, and communicate their ideas accurately, with clarity and imagination. Collaborative examination of student writing samples and teacher reflections will help monitor changes in instructional practice and students' growing ability to revise their writing independently.

Required Alberta Education and Childcare Assurance Measures (AECAM) Overall Summary - Spring 2026

The Alberta Education and Childcare 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 and Childcare 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	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	85.8	79.0	83.1	84.2	83.9	84.0	High	Maintained	Good
	Citizenship	79.0	75.0	81.6	81.2	79.8	79.8	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	82.1	81.4	80.8	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.7	87.1	87.9	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	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.0	84.2	88.9	87.8	87.7	87.8	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.8	80.2	86.9	85.8	84.4	84.4	Intermediate	Maintained	Acceptable
	Access to Supports and Services	72.8	73.5	77.7	79.5	80.1	80.2	Very Low	Maintained	Concern
Governance	Parental Involvement	80.0	60.0	72.6	79.9	80.0	79.5	High	Maintained	Good

The Spring 2026 **AECAM** results highlight several areas of strength at Battalion Park School, including an Excellent rating in Education Quality and Good ratings in Student Learning Engagement, Citizenship, and Parental Involvement. Year-over-year improvements were evident in five of the six reported measures, with particularly notable gains in Parental Involvement, Education Quality, and Student Learning Engagement. Access to Supports and Services was identified as an area of concern, with results below both the provincial average and the school's previous three-year average. Moving forward, the school will examine detailed survey data alongside other sources of evidence to better understand stakeholder experiences, celebrate strengths, and identify opportunities for continued improvement.