

**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

Marshall Springs 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: Student achievement in literacy will improve.

Outcome One: *Through intentional design of instructional practices and learning environments, students will improve in literacy and well-being.*

Outcome Two: *Through intentional design of school processes and environments, students' overall sense of belonging will improve through increased confidence and value in their learning.*

Celebrations

- Student sense of belonging has increased by 10% based on student survey results.
- *Students who see their culture reflected in the school has increased by 10%.*
- *32% more students say they had the chance to learn from an Indigenous Elder/Knowledge keeper.*
- Teacher collaboration on assessment and reporting has increased in all grades and subject areas.

Areas for Growth

- Provide more targeted support for students who are at the beginning stages of English language acquisition.
- Enhance classroom practices and teacher pedagogy to benefit all multilingual learners.
- Continued integration and access to Indigenous Elders / Knowledge keepers for students and staff.

Next Steps

- Provide additional professional learning for staff specific to supporting EAL students.
- Engage all teachers in benchmarking procedures, planning and best practices for EAL students.

What We Measured

- Reading Comprehension
- Writing Ability
- Sense of Belonging

We chose to focus on these areas as our student data as measured on report cards and on screening assessments (MIPI, DIBELS, MAZE, Core Vocabulary) indicated that gaps in these foundational skills were limiting students' ability to engage in more complex literacy challenges. We also noticed, based on Student Survey results as well as teacher perceptions, that student sense of belonging was lower than we expect.

What We Discovered

We primarily used report card data, provincial achievement test results, and perception data collected through various surveys administered to our students. We noted the following changes:

Report Card Data Review

Report Card Data – Percentage of Students Receiving 2, 3, 4 Indicator in Each Grade (change from June 2024 to June 2025).

Reads to Explore	Grade 6	Grade 7	Grade 8	Grade 9
Change %	-7%	-3.5%	-8%	No change

Report Card Data – Percentage of Students Receiving 2, 3, 4 Indicator in Each Grade (change from June 2024 to June 2025).

Writes to Develop...	Grade 6	Grade 7	Grade 8	Grade 9
Change %	-4%	-2%	No change	-

Student Survey Data Review

Question	2023-24 Results	2024-25 (Change in Results)
I feel like I belong at school.	59% of students said yes.	68% of students said yes (+10%).
I feel included at school.	58% of students said yes.	67% of students said yes (+9%).
The Language Arts I learn at school is interesting to me.	61% of students said yes.	69% of students said yes (+8%).
I understand how the Mathematics I am learning at school is useful to me.	67% of students said yes.	73% of students said yes (+6%).
I can see my culture reflected at school.	42% of students said yes.	52% of students said yes (+10%).
At school, I get to learn from Indigenous Elders/Knowledge Keepers.	47% of students said yes.	79% of students said yes (+32%).

Our Data Story

At Marshall Springs School, our work last year focused on improving student achievement in literacy and fostering a stronger sense of belonging within our school community. Our School Development Plan goals were grounded in a commitment to intentional design—of instruction, environments, and relationships—to support both learning and well-being.

Throughout the year, we provided several learning opportunities for students, staff, and families to engage with our work and share their perspectives. Students contributed through homeroom discussions and our Student Advisory Council. Families provided input through school council meetings, surveys, and informal “Coffee and Conversation” sessions with school administration. Staff examined emerging data together during staff and team meetings, ensuring our progress and next steps were grounded in shared evidence and reflection.

While we noted small decreases in some report card indicators related to reading and writing, this data reflected a broader and positive shift in our assessment practices. A major focus for teachers last year was calibration—working collaboratively to increase the validity and consistency of assessment across grades and subjects. Teachers shared that while this process sometimes meant adjusting their grading practices and assigning lower indicators than in previous years, they felt more confident that the results accurately represented student learning. The result is a stronger, more reliable foundation for assessment and reporting moving forward.

We also made structural changes to strengthen relationships and connections within our school community. Initiatives such as *Community and Culture* homeroom periods, cultural workshops integrated across grades, and more inclusive approaches to learning materials helped students see themselves and their peers reflected in the school experience. Feedback from student surveys, classroom conversations, and parent input indicated a clear improvement in students’ sense of belonging and connection at school.

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

Assurance Domain	Measure	Marshall Springs 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	81.3	80.1	81.5	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	65.4	64.5	65.9	79.8	79.4	80.4	Very Low	Maintained	Concern
	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
	PAT9: Acceptable	68.9	62.5	69.9	62.5	62.5	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	13.2	14.3	17.8	15.6	15.4	15.5	Low	Declined	Issue
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	83.1	79.7	81.4	87.7	87.6	88.2	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	73.9	74.7	75.2	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	75.1	72.8	74.2	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	71.9	72.7	73.9	80.0	79.5	79.1	Low	Maintained	Issue