



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

Branton School

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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

Our School Focused on Improving

- reading comprehension across the discipline
- conceptual understanding of patterns and relations
- supporting students in improving their appreciation of their culture being represented at Branton School

We chose to focus on these areas as our student data as measured on report cards and on provincial assessments indicated that gaps in these skills. We also noticed that based on the CBE Survey and the OurSchool survey, students were uncertain as to the area of culture at Branton School.

What We Measured and Heard

Upon examination of the overall summary, we saw areas of **improvement** in:

27.6% of Gr. 6 Science PAT results has an excellence standard (83.6% Acceptable standard).

30.2% of Gr. 9 ELA PAT results has excellence standard (97.1% Acceptable standard).

29.3% of Gr. 9 Math PAT results has excellence standard (83.3% Acceptable standard).

17.3% of Gr. 6 French Reading report card results received a “4” in June 2024 compare to 10.6% in June 2023.

83.7% of Gr. 8 French writing report card results received a “3 or 4” in June 2024 compare to 80.2% in June 2023.

50.9% of Gr. 7 English reading report card results received a “4” in June 2024 compare to 44.1% in June 2023.

86.3% of Gr. 9 English writing report card results received a “3 or 4” in June 2024 compare to 79.2% in June 2023.

Examination of the overall summary **did not indicate improvement** in the following areas:

17.3% of Grade 9 Mathematic report card results received a “1 or 2” in June 2024 compared to 13.87% in June 2023.

Student Learning Engagement went from 90.8% to 86.7%.

84.3% of Gr. 7 French Reading report card results received a “3 or 4” in June 2024 compare to 89.5% in June 2023.

75.2% of Gr. 8 French Reading report card results received a “3 or 4” in June 2024 compare to 84.8% in June 2023.

60.5% of Gr. 7 French Writing report card results received a “3 or 4” in June 2024 compare to 74.9% in June 2023.

80% of Gr. 9 French Reading report card results received a “3 or 4” in June 2024 compare to 87.4% in June 2023.

Well-Being

Upon examination of the overall summary, we saw areas of **improvement** in:

The percentage of students who had a high sense of belonging went from 79% to 82%.

The percentage of students who had positive relationship went from 80% to 82%.

The percentage of students with moderate or high levels of anxiety went from 23% to 21%.

The percentage of students who understand their own culture went from 63% to 66%.

The percentage of students who were above 10% absenteeism went from 30.89% (22-23) to 27.19% (23-24).

Examination of the overall summary **did not indicate improvement** in the following areas:

The percentage of students who agreed with the resilience and mental health support and strategies at Branton School went from 76.16% (22-23) to 71.12% (23-24).

Truth & Reconciliation, Diversity, and Inclusion

Upon examination of the overall summary, we saw areas of **improvement** in:

The percentage of students who agreed with the diversity and inclusion strategies at Branton school went from 61.96% (22-23) to 71.19% (23-24).

The percentage of students who agreed with “I can see my culture reflected in my school” went from 60.98% (22-23) to 71.19% (23-24).

The percentage of students who agreed with “I feel accepted for who I am at my school” went from 72.82% (22-23) to 77.27% (23-24).

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Our examination of the PAT and report card data reveals a promising upward trend, with an increased percentage of students achieving in the higher performance categories compared to last year. Notably, students in Grade 6 Science,	Students have a deeper understanding of their culture. <i>Interpretation:</i> Focused initiatives to enhance cultural awareness have contributed to this positive trend.	☐ Grade 7, 8 & 9 Reading Comprehension <i>Why this is an area of focus:</i> Despite improvements in some

Grade 9 ELA, and Grade 9 Science/Math demonstrated gains in reaching the standard of excellence, suggesting a strengthened academic rigor and student engagement in these core areas. Similarly, progress in French and English literacy skills, as seen in report card data, indicates that students are developing more refined reading and writing skills over time. Data from the CBE Student Survey and the Alberta Assurance Survey highlight parallel improvements in students' relationships and overall well-being. In particular, we've observed an increase in students' sense of belonging and positive relationships, accompanied by a slight decrease in levels of anxiety. These trends suggest that initiatives aimed at fostering a supportive and inclusive environment may be positively impacting students' comfort and emotional security at school. Further insights from our parent community indicate a growing confidence in the availability of school-level supports, which underscores the value of our ongoing efforts to enhance student engagement and well-being through various support structures. This collective progress in academic performance and well-being aligns with our focus areas from last year, affirming the effectiveness of interventions we implemented.	Activities that promoted self-expression, discussions around diversity, and inclusive curriculum changes have likely helped students feel more connected to and recognized within the school environment. This alignment with the school's focus on inclusivity supports continued growth in cultural understanding. • Increased sense of belonging among students. <i>Interpretation:</i> Students' sense of belonging has shown improvement, likely influenced by community-building efforts and intentional practices to foster inclusivity and student voice. This suggests that peer relationships and school support systems have been effective, and nurturing these bonds is crucial for ongoing student engagement. • Higher daily attendance rates among students. <i>Interpretation:</i> Efforts to engage students meaningfully, create a welcoming school environment, and address potential absenteeism barriers seem to be making an impact. Regular attendance is often a sign of student satisfaction and engagement, indicating that students are increasingly motivated to participate in their learning environment.	grade levels, reading comprehension remains inconsistent. This suggests the need for a more targeted, sustained approach across middle school grades to ensure literacy skill development. • <i>Next steps:</i> Implement targeted interventions at each grade level, with a focus on differentiated reading strategies tailored to individual student needs. □ Student Learning Engagement • <i>Why this is an area of focus:</i> The decline from 90.8% to 86.7% in learning engagement may reflect a need for more dynamic, interactive approaches to learning. Given that engagement directly impacts achievement, particularly in challenging areas like mathematics and reading, this is a critical focus. • <i>Next steps:</i> Enhance active learning methods, incorporate more student-centered activities, and provide continuous opportunities for students to connect learning with real-life applications. Additionally, engaging families and building a culture of shared responsibility for learning could help improve engagement levels.
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However, areas such as Grade 9 Mathematics report card outcomes and slight decreases in French reading performance in Grades 7-9 suggest that specific literacy support strategies may need to be reinforced or adapted.

Possible Causes and Areas of Focus

Reflecting on these results, several factors likely contributed to our progress:

1. **Targeted Academic Support:** Efforts to provide focused support in key subjects, including interventions for **reading comprehension**, appear to have improve student achievement.
2. **Enhanced Well-being Programs:** The emphasis on fostering a positive school climate and building resilience has likely helped improve students' sense of belonging and well-being.
3. **Parental Involvement and Support Structures:** The positive feedback from parents suggests that clear communication and increased school support have strengthened their confidence, possibly contributing to the overall well-being of students.

- **Reported reduction in student anxiety levels.**

Interpretation: Mental health support initiatives, accessible resources, and social-emotional learning activities may have been instrumental in reducing anxiety levels. This reduction reflects well on our holistic approach to well-being and shows that students are benefiting from resources and strategies that support mental health.

- **Achievement improvements in Grade 6 Science PAT results.**

Interpretation: The rise in excellence standards may be due to targeted teaching strategies, and hands-on learning activities that aligned well with students' learning needs. Continuing with differentiated support and inquiry-based learning might further enhance these results.

- **Achievement increases in Grade 9 PAT Math, Science and ELA.**

Interpretation: Gains in Math, Science and ELA are encouraging, potentially stemming from strengthened academic support and skill-based instruction. Collaborative approaches in these subjects, coupled with interventions for struggling students, seem to have been effective. Building on this by reinforcing foundational skills and

□ Mental Health and Resilience

- *Why this is an area of focus:* Although we have seen a positive shift in students' sense of belonging and anxiety levels, resilience and mental health support satisfaction dropped from 76.16% to 71.12%. This suggests that while some mental health initiatives have been effective, students still need enhanced, readily accessible supports and resources.
- *Next steps:* Review and refine the mental health and resilience programs, ensuring they meet students' evolving needs. Gathering student feedback on current supports could provide insights into specific areas for improvement.

Despite these gains, we recognize the need to maintain momentum in academic achievement across all areas while refining our support in specific challenges.	analytical thinking will be key for sustained success.	
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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 Environment
 - Access to Supports and Services
 - Parent Involvement

Assurance Domain	Measure	Branton 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	86.7	90.8	92.5	83.7	84.4	84.8	n/a	Declined Significantly	n/a
	Citizenship	85.2	87.4	86.5	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	86.5	86.5	n/a	86.2	86.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	20.2	20.2	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	81.8	81.8	n/a	82.6	82.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	21.1	21.1	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	88.4	93.8	93.9	87.6	88.1	88.6	High	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	88.0	90.9	90.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	83.4	83.9	83.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	84.4	83.8	83.6	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

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