Fairview 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: Formative and targeted feedback will improve student academic achievement and student well-being.

Outcome One: Improved feedback will increase student literacy.

Outcome Two: Students' sense of belonging in a welcoming, caring, respectful and safe learning environment will increase.

Celebrations

- Growth in students' sense of inclusion, with CBE Student Survey results rising from 64% to 71%, showing more students feel welcomed.
- Growth in students' sense of belonging, with Assurance Survey results increasing from 66% to 70%, indicating stronger connection to school.
- Students' achieving the indicator four on the ELA\ELAL report card writing stem rose from 17% to 24% indicating a stronger mastery of writing skills.
- Increased word knowledge, demonstrated by a 6% gain on the Reading Assessment Decision Tree, signaling stronger literacy foundations.
- Growth in reading comprehension, shown by a 5% increase on the Reading Assessment Decision Tree, reflecting stronger understanding of text.

Areas for Growth

- Decrease the percentage of students receiving the indicator 1 or 2 on the ELA\ELAL report card writing stem.
- 37% of students have reported on the CBE survey that they do not have the opportunity to receive feedback from others, indicating a need for more meaningful feedback cycles within class
- Student perception data points to a need to strengthen cultural representation across the school.

Next Steps

- Build, share, and use writing exemplars to enrich student understanding and co-create success criteria for writing outcomes.
- Provide increased opportunities for students to engage in more frequent and meaningful feedback cycles with their peers.
- Consider student identity and representation when selecting culturally diverse and inviting texts.
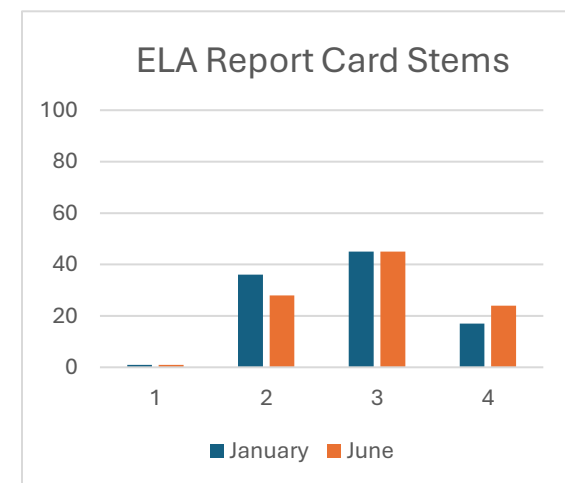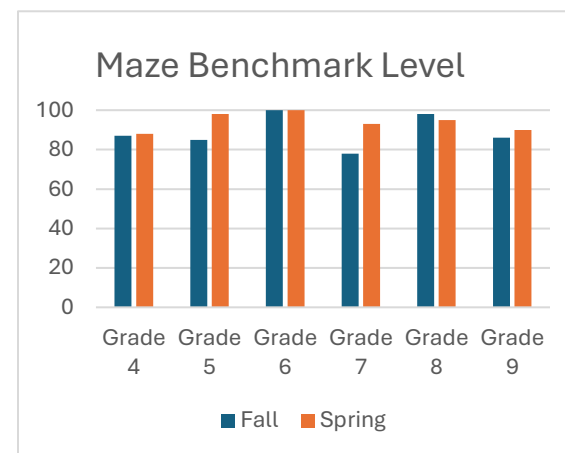
Our Data Story:

At the start of the year, our school set out with a focused goal: to strengthen student learning and well-being by improving the quality of feedback in classrooms and deepening students' sense of belonging within a caring, respectful, and safe learning environment. We believed that when students understand what they are learning and receive meaningful feedback about how to improve, they build both stronger literacy skills and greater confidence as learners who are part of a supportive community.

Two main outcomes guided this work. First, we aimed to improve feedback practices to support measurable growth in literacy. Second, we sought to increase students' sense of belonging by ensuring that every learner felt connected to the school and supported by adults who knew them well. To support this focus, teachers engaged in professional learning using Embedding Formative Assessment by Wiliam and Leahy (2015), with particular attention to Chapter 3, which explores how to develop and communicate clear learning intentions and create examples and rubrics that make success visible. This shared learning helped us build consistency in how feedback was used to promote both academic growth and confidence.

Throughout the year, we used multiple sources of data to understand our progress. In classrooms, teachers collected evidence of learning through reading decision tree data and report card data. The percentage of students who were at benchmark level on the Maze reading rose from 89% in the fall to 94% in the spring. While on the vocabulary screener we saw an overall increase from 85% in the fall to 91% in the spring
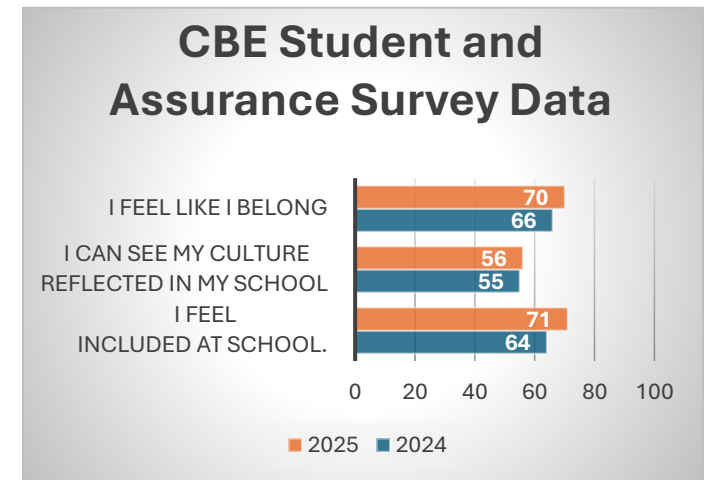
Over the course of the year, students made notable progress in writing, as reflected in the ELA/ELAL report card results. The proportion of students achieving an indicator of four increased from 17% in January to 24% in June, demonstrating growing mastery of writing skills. At the same time, fewer students received indicators of 1 or 2, showing that more students are developing confidence and proficiency in foundational skills. While all grades experienced growth, there were differences in the rate of progress: Grades 4 and 6 had a higher proportion of students still developing proficiency, whereas Grades 5, 7, 8, and 9 showed more consistent movement toward higher indicators. To continue this trajectory, teachers will collaborate to build and share writing exemplars, helping students deepen their understanding and co-create success criteria that support stronger writing outcomes for all learners.

Maze Benchmark Level

ELA Report Card Stems

Insights and Next Steps

To measure belonging, we examined the Alberta Education Assurance (AEA) Survey results in addition to the CBE Student Survey. On the question "I feel included at school" from the CBE Student Survey, 71% of students agreed, up from 64% the previous year. Responses to "I feel like I belong" from the AEA rose from 66% to 70%. While this growth was encouraging, the data also showed that about a third of students still feel disconnected from the school community, and only 56% of students agreed with the statement "I can see my culture reflected in my school."

These results highlight both progress and opportunity. As we continue this work, our focus will be on deepening students' sense of belonging by ensuring greater cultural relevancy and representation in learning experiences. This includes intentionally selecting culturally diverse and inviting texts and engaging in text calibration protocols as a staff to build teacher capacity. Through this shared professional learning, we aim to refine feedback practices, strengthen relationships, and ensure that every student sees themselves reflected in our school community.

CBE Student and Assurance Survey Data

	2025	2024
I FEEL LIKE I BELONG	70	66
I CAN SEE MY CULTURE REFLECTED IN MY SCHOOL	56	55
I FEEL INCLUDED AT SCHOOL.	71	64

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	Fairview 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	82.1	82.3	85.4	83.9	83.7	84.4	Low	Declined	Issue
	Citizenship	69.6	71.8	75.3	79.8	79.4	80.4	Low	Declined	Issue
	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
	PAT6: Acceptable	n/a	93.5	91.3	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	52.6	53.1	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	87.1	84.4	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	28.3	31.6	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	85.4	86.0	88.0	87.7	87.6	88.2	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	73.9	78.7	80.4	84.4	84.0	84.9	Very Low	Declined Significantly	Concern
	Access to Supports and Services	71.9	76.4	78.4	80.1	79.9	80.7	Very Low	Declined Significantly	Concern
Governance	Parental Involvement	67.6	74.6	73.5	80.0	79.5	79.1	Very Low	Maintained	Concern