



North Trail High 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.

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

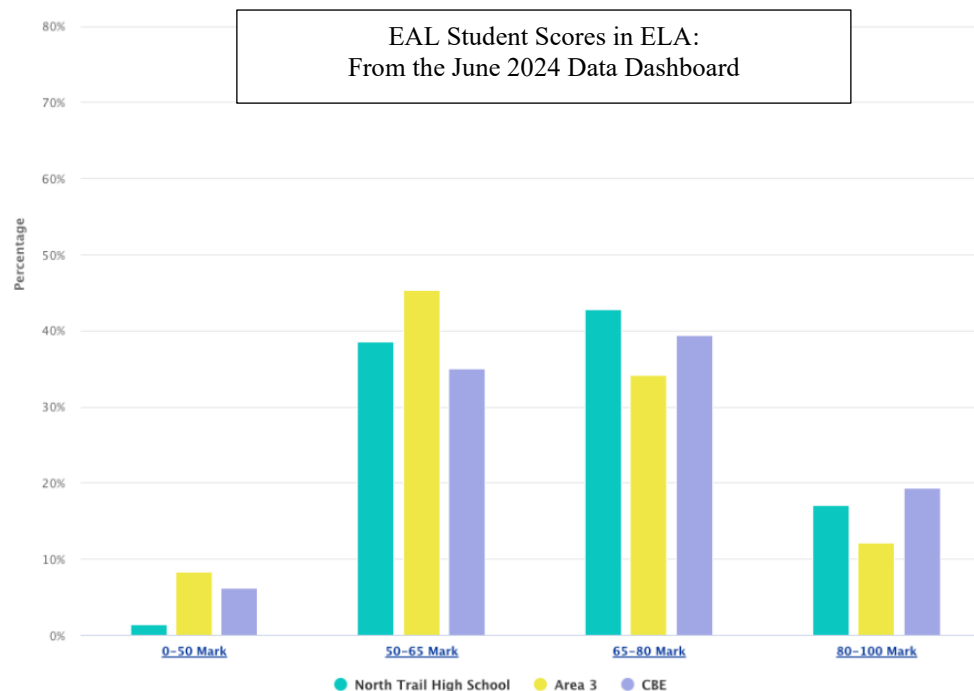
See the CBE Board of Trustees' Results Policies for the full and detailed Results statements

GOAL One: Student academic achievement will improve through assessment practices that are fair, transparent, and equitable.

- **Outcome One:** Student achievement will improve through enhanced student agency supported by the implementation of outcome-based assessment practices.

OUR DATA STORY – Goal #1

North Trail High School’s 2024–2025 School Development Plan (SDP) goal was to improve student academic achievement through assessment practices that were fair, transparent, and equitable. To work toward this goal, North Trail focused on the following outcome that student achievement will improve through enhanced student agency supported by the implementation of outcome-based assessment practices. Fair and transparent assessment empowers students to understand expectations, monitor progress, and take ownership of learning.



In observing the achievement data from the 2023/2024 school year, North Trail noted minor gaps for English as an Additional Language (EAL) and Special Education (SPED) learners. According to June 2024 report card data, many EAL students were finding great success within the classroom; however, there was still a 2% discrepancy between our school and system-wide metrics, specifically when it came to achieving a grade of 80% or higher in ELA. For SPED students, this disparity was slightly greater, with a differential of 4%. This became the basis of our work to ensure that teachers were utilizing best practices, to create more equitable opportunities for diverse learning needs.

To address this, professional learning focused on building teacher capacity in Outcomes-Based Assessment (OBA), which became the heartbeat of our collective work. Learning Leaders attended training series and collaborated with their teams to implement OBA while adhering to the *Assessment and Reporting in the CBE* document. Teachers engaged in structured Professional Learning Community (PLC) cycles to analyze student work, co-create success criteria, and refine assessment tools, using meeting norms to ensure productive collaboration. Collaborative Response processes empowered staff to align supports for students with diverse learning needs, while Student Learning Teams monitored progress and adjusted interventions.

Trail Time provided weekly opportunities for students to set goals and learn strategies for success, reinforcing agency and ownership of learning. Monthly staff meetings incorporated culturally responsive teaching practices, and team planning sessions facilitated shared strategies for scaffolding and differentiation. Teacher team planning sessions became arenas for calibrating, reducing grading variability and strengthening collective understanding of proficiency standards.

Though our intentionally Professional Learning, Professional Learning Communities, by the end of the year, measurable growth in academic achievement was evident:

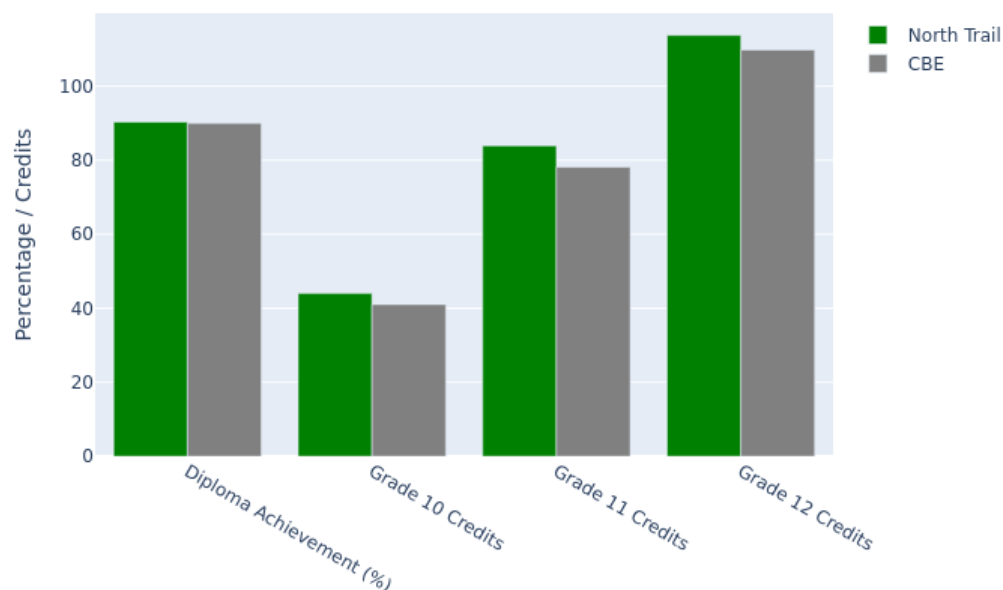
- **Diploma Achievement:** 90.31% of NTHS students exceeded the CBE results.
- **Credit Completion 2024-2025 School Year:**

Grade Level	NTHS Results (# of Credits Earned)	CBE Results (# of Credits Earned)
10	44 credits	41
11	83.9	78.15
12	113.74	109.76

- **High Achievement in Math:** EAL >80: 37.3% vs system 30.8%; SPED >80: 31.2% vs system norms.

Our data story reveals strong gains in credit completion and diploma success, affirming the impact of outcome-based assessment practices as per the CBE School Data Dashboard.

Academic Achievement: North Trail vs CBE



Celebrations

- There was an increase of course completion and credit accumulation across all grades. This was supported through equitable assessment practices and the use of outcomes-based assessment.
- Intentional task design and assessment practices have also increased achievement results for English as an Additional Language students and Special Education students, who are experiencing lower failure rates within all four core disciplines.
- Student achievement on the Social Studies and Math diploma exams showed that North Trail students achieved a grade higher than 65%. This was ~7% higher than the rest of the system.

Areas for Growth

- Strengthen student ownership of learning by making tutorial attendance and feedback engagement a consistent expectation through structured and incentivized opportunities.
- Expand professional development to remove systemic barriers by deepening teacher capacity in differentiation, UDL, and equitable accommodations in diploma courses.
- In the Alberta Education Assurance Measures Survey only 53% of grade 10 students reported that the language arts program that they are learning is interesting to them.

Next Steps

- Embed structured feedback and tutorial systems into school routines to normalize student engagement with feedback and build ownership of learning.
- Provide targeted professional development focused on Universal Design for Learning (UDL), differentiation, and culturally responsive pedagogy to remove barriers, promote equity and increase student engagement.

INSIGHTS AND NEXT STEPS – Goal #1

As North Trail High School continued implementing outcomes-based assessment practices, several clear patterns began to emerge across the year. The most noticeable trend was a steady increase in course completion and credit accumulation in every grade. By shifting to more equitable assessment practice, where students were assessed on clearly defined outcomes, students were able to demonstrate their learning successfully and earn the credits they needed.

A second, significant trend appeared for English as an Additional Language learners and students in Special Education. With more intentional task design and targeted assessment strategies, these students showed measurable improvement across all four core disciplines. Their achievement levels increased, suggesting that the new practices were helping reduce barriers that had previously affected their performance. The impact of these changes was also visible in provincial assessments from June 2025, with 65% of EAL scoring above 65% on the Math and English diploma, and 66% of SPED students had achieved at least 65% or higher – highlighting metrics well above the system average. This gap indicates that the combination of outcomes-based assessment, clearer expectations, and aligned instruction contributed not only to course success but also to strong performance on standardized measures. Overall, the data told a consistent story: when assessment practices were aligned with outcomes, made transparent, and designed to support diverse learners, student achievement improved across the board.

Data from the year highlighted several areas for growth that will guide the school's next steps. First, while students demonstrated improved achievement under outcomes-based assessment practices, there is still a need to strengthen student ownership of learning. Increasing the consistency of tutorial attendance and improving how students engage with teacher feedback will be essential. Structured, predictable, and incentivized opportunities can help make this engagement a regular part of students' learning habits. Second, feedback from staff and achievement data indicate that further professional learning is needed to remove systemic barriers and support diverse learners more effectively. Expanding professional development in differentiation, Universal Design for Learning (UDL), and equitable accommodation practices will build teacher capacity to meet a wide range of needs. Finally, student voice data identified of importance: in the Alberta Education Assurance Measures Survey, 53% of Grade 10 students reported that the Language Arts program was interesting to them. This highlights a need to revisit instructional design, relevance, and culturally responsive approaches within the subject.

Next steps include sustaining PLC calibration cycles, expanding student co-creation of success criteria, and continuing Outcome Based Assessment and Reporting professional learning. By maintaining these practices and refining targeted supports, North Trail will continue building equitable pathways for academic success.

GOAL TWO: Students' experience with feeling a sense of belonging and desire to contribute positively to the school community will increase.

- **Outcome One:** Students' overall sense of feeling welcomed, cared for, and safe will increase.

OUR DATA STORY – Goal #2

In addition to North Trail's learning goal, North Trail aims to increase students' sense of belonging and desire to contribute positively to the school community. To work towards this goal, North Trail focused on the outcome: Students' overall sense of feeling welcomed, cared for, and safe will increase. Research indicates that a strong sense of belonging and safety is foundational for engagement and achievement. When students feel cared for and connected, they are more likely to actively participate and positively contribute to the school community.

In the CBE Our School Survey, analysis of student perception data revealed that while many students felt connected, there are critical areas requiring attention. In May 2024, only 57% of students stated that they felt valued and accepted by their peers and others at the school, indicating that over one-third of students who took the survey did not experience a sense of belonging within the community.

Additionally, anxiety levels were higher in May, with 34% of students feeling anxious or fearful of a particular event or social situation – this was particularly higher in females than with male students. This statistic also surpassed the national norm of 31% and became an area we as a school decided to focus on, by creating targeted stress-reduction strategies. Lastly, by the end of the 2024 school year, 82% of students reported that they enjoyed experiencing opportunities for intercultural engagement and empathy-building. These findings underscored the importance of embedding Social-Emotional Learning (SEL) practices to create a more inclusive and supportive environment.

<i>Our School Survey: Students Experiencing Feelings of Anxiety</i>		
	Males	Females
2024 May	17%	49%
2024 Oct	21%	41%
2025 May	20%	40%

To address these needs, North Trail prioritized professional learning that deepened teachers’ understanding of students and strengthened belonging. Staff engaged in community learning sessions focused on tiered interventions and progressive discipline strategies to support student growth and create inclusive environments.

Key structures ensured this learning translated into action, such as weekly Trail Time homerooms provided teacher-led well-being check-ins, fostering connection and support. Collaborative Response Meetings and Student Learning Team meetings supported students through coordinated targeted interventions and monitored progress. Additionally, the school launched a Student Well-being

Action Committee and a Diversity and Inclusion/Truth and Reconciliation Committee to amplify student voice and promote equity.

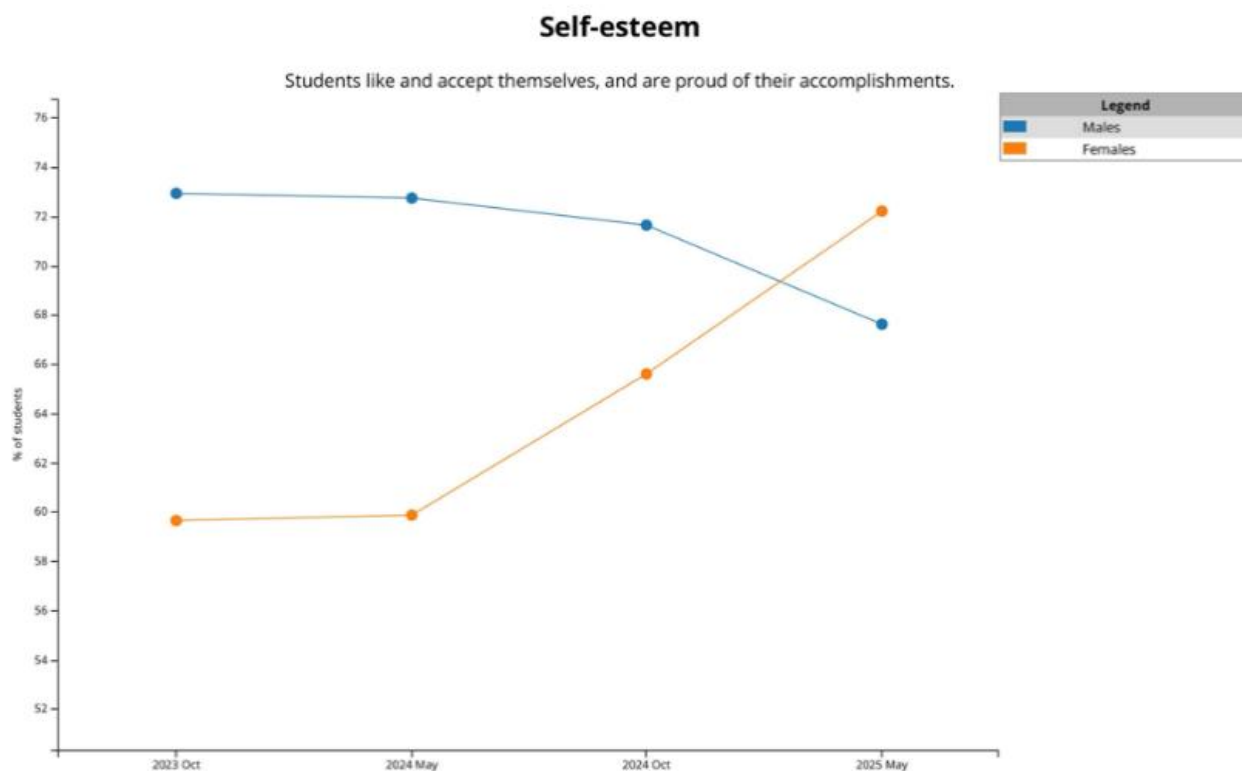
Beyond academics, North Trail leveraged student clubs, intramurals, and extracurricular activities to build peer connections and engagement. These combined efforts created a culture where students felt valued, supported, and empowered to contribute positively to the school community.

By the end of the year, measurable growth in Social Emotional Learning outcomes was evident; however, The June 2025 Our School Survey results revealed this was primarily due to increase self-esteem in our female population. Data over the last three years showed that female populations “who like and accept themselves, and are proud of their accomplishments” have increased, where in comparison, our male population saw a 3% decline.

- **Overall Self-Esteem:** Rose from 65% in May 2024 to 68% by June 2025’s Student Survey, this was 3% higher than the Canadian norm.
- **Understanding of own cultural awareness:** Increased from 66% to 68% between the months of October 2024, and May 2025.

- **Sense of Belonging:** 2025 June CBE Survey revealed 93.15% of students felt they had positive relationships within the building.

Our results affirm progress toward creating a welcoming environment. Gains in belonging and self-esteem demonstrate meaningful improvement in reducing anxiety. Ultimately, while North Trail seeks to continue to improve in all aspects of social-emotional well-being, based on the data, building cultural awareness remains an area for continued focus as third year of operations as a new high school. Data over the past three years from Our School Survey indicates the female population “who like and accept themselves, and are proud of their accomplishments” has increased; where in comparison our male population has decreased.



Over the course of the 2024-25 school year the data from Our School Survey show that there is an increase in cultural awareness among our male and female students.

Cultural Awareness Statistics		
	Males	Females
2023 Oct	66.75%	73.47%
2024 May	67.19%	73.73%
2024 Oct	64.15%	69.56%
2025 May	65.34%	72.89%

Celebrations

- North Trail is working to increase student sense of belonging, which is supported by multiple student clubs, intramurals, and extracurricular programs that foster connection and engagement.
- Weekly Trail Time homerooms normalized well-being check-ins and goal setting, strengthening relationships and student agency.
- Launch of Student Well-being Action Committee and Diversity and Inclusion/Truth and Reconciliation Committee amplified student voice and promoted equity across the school.

Areas for Growth

- **Anxiety:** Increased from **32% to 33%** and remains above the national norm (**31%**), signaling a need for targeted stress reduction and more communication of dates, resources and support to manage student angst.
- **Cultural Awareness of Others:** From October 2024 till May 2025, Our School Survey revealed that cultural awareness of others dropped from 80% to 75%, suggesting more school-wide initiatives and targeted learning series to help create a sense of inclusivity.

Next Steps

- Continue embedding SEL competencies (especially **self-awareness and self-management**) into classroom routines and wellness curriculum.
- Implement stress management strategies and increase access to mental health support to address rising anxiety.
- Relaunch intercultural and peer connection initiatives (cultural awareness weeks, **collaborative projects**) to rebuild cultural awareness and positive relationships.
- Maintain **sharing circles**, cultural celebrations, and protocols for addressing racism to reinforce inclusion.

INSIGHTS AND NEXT STEPS – Goal #2

While progress is evident, the June 2025 Our School Survey still reveals that anxiety remains high (33% overall) and cultural awareness declined from 80% at the start of the school year, to 75% in May 2025. These results suggest an opportunity to deepen SEL integration and expand intercultural initiatives. Next steps include continuing to embed SEL competencies into classroom routines, implementing stress management strategies, and relaunching peer connection activities such as cultural weeks, culturally responsive teaching and collaborative projects. By prioritizing these refinements, North Trail will strengthen student well-being and belonging.

Over the past year, North Trail's student wellness data from Our School Survey highlighted some emerging trends that demand focused attention. Student anxiety percentages remained an area of focus. Our School October 2024 survey revealed that NTHS students had a higher average of anxiety (35%) than the Canadian norm of (31%). While this difference is small, it signals the ongoing pressures students face and underscores the importance of providing clear communication, accessible resources, and support structures to help students manage stress effectively.

At the same time, the measure of cultural awareness of others declined by 2 percentage points, suggesting that students need more opportunities to engage meaningfully with diverse perspectives. This trend indicates a need to strengthen initiatives that foster inclusivity, build understanding, and encourage positive relationships among peers. Last school year during the facility labour action a number of planned cultural events, such as Iftar were cancelled. The goal for the coming school year is to include more culture events in the school calendar.

These insights guide a series of intentional next steps. Social-emotional learning (SEL) competencies, particularly self-awareness and self-management, will continue to be embedded into classroom routines and the wellness curriculum. Stress management strategies

will be reinforced, and access to mental health supports will be expanded to address anxiety. An example, is that we will be using Trail Time (Homeroom) will include learning activities focused on stress management strategies and mental health awareness.

To counter the low averages in cultural awareness, the school will relaunch intercultural and peer connection initiatives, including cultural awareness weeks and collaborative projects, while maintaining sharing circles, cultural celebrations, and clear protocols for addressing racism. These measures aim to reinforce inclusion and strengthen positive relationships, ensuring every student feels seen, supported, and connected within the school community.



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	North Trail High 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	80.1	83.4	83.4	83.9	83.7	84.4	Very Low	Declined	Concern
	Citizenship	66.2	67.5	67.5	79.8	79.4	80.4	Very Low	Maintained	Concern
	3-year High School Completion	*	n/a	n/a	81.4	80.4	81.4	*	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	n/a	*	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	*	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	85.3	96.5	96.5	82.0	81.5	80.9	High	Declined Significantly	Issue
	Diploma: Excellence	27.6	68.1	68.1	23.0	22.6	21.9	Very High	Declined Significantly	Acceptable
Teaching & Leading	Education Quality	82.2	85.2	85.2	87.7	87.6	88.2	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	73.0	76.1	76.1	84.4	84.0	84.9	Very Low	Declined	Concern
	Access to Supports and Services	79.7	81.2	81.2	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	77.3	75.1	75.1	80.0	79.5	79.1	Intermediate	Maintained	Acceptable

Note: Diploma Excellence and Acceptable measures are higher than the provincial average although results it mentions results declined significantly. It is important to note that the Previous Year Result is reflective of a small cohort of 50 grade 11 mostly Advance Placement students who were the only students to write exams in 2023, as we did not have grade 12 students at that time. This is compared to the 600 + students or whole school who wrote for the first time in Grade 12 in 2024. *Both the Excellence and Acceptable Category are higher than the provincial 3-year average and this should be celebrated.*