


**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

**Dr. E.W. Coffin 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 foundational skills in literacy and mathematics will improve

Outcome One: Teachers and students will actively engage in the assessment best practices through the utilization of a variety of diagnostic, formative, and summative strategies as well as the gathering of a balanced body of evidence

### Celebrations

- 83% of students received a “3” or a “4” indicator in the stem: “Understands and applies concepts related to number, patterns, and algebra” on the June 2025 report card. This is up from 74% the previous year.
- 99% of students achieved grade level results in reading on the June 2025 report card, receiving a minimum of a “2” indicator
- Comparing results from the June 2024 to June 2025 report card writing stems, the percentage of students receiving a “4” indicator increased from 17% to 24%

### Areas for Growth

- Students could be more engaged in the books they are reading. Only 64% felt that they have the opportunity to read interesting books
- Student engagement in mathematics has room to improve. 67% of students reported that the math they are learning at school is interesting to them
- As part of the assessment process during writing tasks, we need to give students more opportunities to receive feedback. Only 33% of students reported that they have the opportunity to receive feedback from others to improve their writing

### Next Steps

- Increase student engagement and choice by integrating high-interest, age-appropriate texts that foster curiosity
- Ensure that students have richer opportunities to explore and solve real world mathematical problems
- Increase opportunities for students to receive feedback on writing from others as part of formative and summative assessment practices

## Our Data Story:

Dr. E.W. Coffin's Learning Excellence goal on the 2024-2025 School Development plan centered on improving foundational skills in literacy and mathematics. Our school's focus to make progress towards this goal was for teachers and students to engage in assessment best practices. Throughout the building, teachers were focused on ensuring that students were receiving quality, actionable feedback on their progress. In turn, the goal was for students to understand the learning intentions during lessons so that they can better gauge their progress.

With respect to literacy, our teachers used the UFLI program to improve phonological awareness and decoding skills. Students were given multiple opportunities to practice and consolidate skills. Small group instruction was utilized to address the needs of individual students, including those who were identified as requiring additional support. A variety of accommodations and adaptations were applied during lessons to support a diverse group of learners, including our EAL students.

Looking at our various measures shows some solid progress in year one of our literacy goal and some areas to focus on in year two.

### Report Card Stems – ELA Reading and ELA Writing (June 2024 vs June 2025)

	ELA Reading Percentage of students receiving each indicator				ELA Writing Percentage of students receiving each indicator			
	1	2	3	4	1	2	3	4
2024	1%	10%	35%	35%	1%	17%	44%	17%
2025	1%	15%	40%	33%	2%	21%	39%	24%

**Literacy Testing - Pre and Post Results (Sept. 2024/Jan. 2025 to June 2025)**

<b>Literacy Test</b>	<b>Sept. 2024/Jan. 2025</b>		<b>June 2025</b>	
<b>CC3</b>	Percentage of Students Requiring Additional Support	18%	Percentage of Students Requiring Additional Support	9%
	Percentage of Students Not Requiring Additional Support	82%	Percentage of Students Not Requiring Additional Support	84%
<b>LeNS</b>	Percentage of Students Requiring Additional Support	31%	Percentage of Students Requiring Additional Support	11%
	Percentage of Students Not Requiring Additional Support	69%	Percentage of Students Not Requiring Additional Support	82%

Note: The June 2025 numbers don't equal 100% due to students who wrote in September 2024/January 2025, but not in June 2025

Additionally, students' perceptions of their literacy work at school show the following:

<b>Reading</b>	<b>Percentage of Students Who Agree with the Statement</b>
I have the opportunity to read interesting books	64%
I know what to do next to improve my reading skills	96%

<b>Writing</b>	<b>Percentage of Students Who Agree with the Statement</b>
I have the opportunity to receive feedback from others to improve my writing	33%
I know what to do next to improve my writing skills	93%

**Report Card Stems – Math Number Stem (June 2024 vs June 2025)**

	<b>Math - Number</b>			
	Percentage of students receiving each indicator			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>2024</b>	2%	17%	31%	43%
<b>2025</b>	4%	11%	41%	42%

<b>Math</b>	<b>Percentage of Students Who Agree with the Statement</b>
The mathematics I am learning at school is interesting to me	67%

**Numeracy Testing - Pre and Post Results (Sept. 2024/Jan. 2025 to June 2025)**

Test	Sept. 2024/Jan. 2025		June 2025	
<b>Numeracy</b>	Percentage of Students Requiring Additional Support	17%	Percentage of Students Requiring Additional Support	10%
	Percentage of Students Not Requiring Additional Support	83%	Percentage of Students Not Requiring Additional Support	87%

Note: The June 2025 numbers don't equal 100% due to students who wrote in September 2024/January 2025, but not in June 2025

Insights and Next Steps

We are encouraged with our progress towards improving student foundational skills in literacy and mathematics. Our data shows solid progress and also some opportunities to grow in year two of implementation.

In both literacy and mathematics, we have an extremely low number of students receiving a “1” indicator. This shows that the vast majority of students are achieving grade level results in reading, writing, and math. Furthermore, our results show that the majority of our students are receiving a “3” or “4” indicator in all three of these subjects.

Our pre and post testing results clearly show that we are effectively making progress with students who initially test as “requiring additional support.” On the CC3, LeNS, and Numeracy testing, the number of students requiring additional support decreased significantly on the June 2025 testing window.

Some opportunities for growth are evident in the data. Our literacy and numeracy perception data shows some areas to focus on improving the experience for our students. Student interest is a topic that came up in both mathematics and reading. As teachers, we can look for ways to make math more engaging and give students the opportunity to read more interesting books, allowing students to explore both fiction and non-fiction extensively, and also make real world connections. Clearly, we need to continue to look for ways as a staff to give students the opportunity to receive feedback on their writing.

## Goal Two: Students' experience of a welcoming, safe, caring and inclusive learning community will improve

Outcome: Students will understand, recognize, and appreciate both their own culture, and the cultures of others

### Celebrations

- Most key measures related to our well-being goal improved compared to the previous year
- 98% of students reported that they think that it is important to help other students when they need it
- 98% of students reported that they have positive relationships with friends and family
- Comparing 2024 and 2025, we saw an increase from 75% to 84% of students who felt that they can see their culture reflected at Dr. E.W. Coffin School

### Areas for Growth

- Only 68% of students reported that their teachers checked in with them about their well-being. There is room to be more intentional with regards to this.
- Although 81% of students felt that they were safe from bullying at school, there is room to improve the 19% that don't agree with this
- We can look to improve our student support processes. 71% felt that they can get help with problems that are not about schoolwork
- There was a 19% year over year decrease in the number of students who feel that racism and discrimination is addressed adequately.

### Next Steps

- Ensure that intentional conversations and teaching about well-being and interpersonal relationships take place within our Family Group structure
- Plan a Learning Sprint for teachers that targets emotional well-being growth and relationship problem solving skill development

- Use the CBE Indigenous Education Lifelong Learning Framework to allow staff and students to reflect on well-being and relationships
- Ensure that all incidents of racism and discrimination are discussed and debriefed as much as possible with students, without contravening CBE policies

## Our Data Story:

Dr. E.W. Coffin's Well-Being goal on the 2024-2025 School Development plan centered on improving our students' experience of a welcoming, safe, caring and inclusive learning community. Our school experienced tremendous population growth throughout the prior and along with an increased student population, we saw a significant increase in cultural diversity. This created a unique opportunity for us as a school.

Knowing the importance of all individuals in the school community feeling a strong sense of belonging, we intentionally focused on this as a staff. A main component to this work was our school wide SEL (Social Emotional Learning) focus. Across all our classrooms, explicit social-emotional teaching took place using the CASEL Framework. These competencies were also reinforced in our regular Coffin Cares Assemblies. These whole-school gatherings served to connect us as a school community, learning together, celebrating progress, and increasing a sense of belonging in our community. This intentional work paid dividends, as most related measures related to connectedness, belonging, and regulation improved from 2024. Significant increases in students' sense of individual belonging and interpersonal relationships measures were observed. Conversely, the data shows that there was a decrease in student perceptions around their teachers speaking with them about their well-being. This 24% decrease from 2024 is notable.

### **Connectedness, Belonging and Regulation Measures from CBE Student, OurSCHOOL, and Alberta Education Assurance Surveys**

<b>Survey Question</b>	<b>2024</b>	<b>2025</b>
I feel like I belong	75	85
I feel safe	89	93
I feel welcome	82	86
My teachers care about me	86	91
Other students treat me well	67	80
Students care about each other	69	81
My teachers check in with me about my well-being	92	68
I can get help with problems that are not about schoolwork	64	71
I have positive relationships with friends and family	95	98
I think that it's important to help other students when they need it	97	98

Within their teaching teams, and as a whole staff teachers collaborated to ensure that a variety of cultures were represented in lessons and task design. Students engaged with a variety of stories, literature, and media that celebrated a diverse range of cultural

backgrounds. The physical environment was also used to create a welcoming and caring environment that recognized and celebrated many of the cultures represented at Dr. E.W. Coffin School.

All our students and staff also had the opportunity to have multiple learning experiences with Elder Saa'kokoto which expanded the students' knowledge and awareness about Indigenous ways of being, belonging, knowing, and doing. These rich discussions provided yet another point of connection within our school community. Students and staff reflected on Elder Saa'kokoto's teachings individually and collectively in their classrooms and throughout the school. Furthermore, our staff and students have been in ongoing communication and collaboration with community members regarding updates to the signage in the neighboring Whispering Woods area.

### Diversity and Inclusion Measures from CBE Student, OurSCHOOL, and Alberta Education Assurance Surveys

Survey Question	2024	2025
I can see my culture reflected in my school	75	84
I'm an ally to people who look, behave, speak, and/or identify differently than me	98	96
At my school, I get to learn from Indigenous Elders and Knowledge Keepers	92	100
At my school, I learn about Indigenous ways of being, belonging, doing, and knowing	95	100
When racism and/or discrimination occur at my school, my school takes steps to address it	97	78

#### Insights and Next Steps

We are encouraged with our progress towards improving our students' experience of a welcoming, safe, caring and inclusive learning community. We will celebrate our successes with the knowledge that we still have room to grow.

Our regular Coffin Cares Assemblies will continue as they have been very well received in our school community. We have committed to making sure that these assemblies happen every two weeks, regardless of other events happening in the school. We are confident that this time together will continue to promote belonging, inclusion, and community at Dr. E.W. Coffin. A long-standing initiative at Dr. E.W. Coffin is Family Groups where students from grade K-6 meet with a staff member in a smaller group. During these meetings, social-emotional learning takes place along with connection and discussion. We intend to launch these Family Groups for 25-26 in the coming weeks on alternating Fridays from the Coffin Cares Assemblies.

As a staff, we regularly engage in Professional Learning Communities in the form of Learning Sprints. This is a time when we take up targeted work around a key component of our School Development Plan. Teachers plan together, undertake tasks and execute them with their students, and then monitor and discuss student progress. Based on our data story and analysis, we see an opportunity to

plan a Learning Sprint for teachers that targets emotional well-being growth and relationship problem-solving skill development for students. Within the Learning Sprint, and in our day-to-day work with students in the classroom, we will continue to use the CBE Indigenous Education Lifelong Learning Framework to promote belonging at Dr. E.W. Coffin.

Finally, the data shows that we must continue to refine our processes around dealing with incidents of discrimination and in rare cases, racism amongst our students. As a school, we take these occurrences very seriously but also have to adhere to the upmost privacy policies, protecting student information. We will continue to look to close the loop on these discussions and issues in an appropriate way.

# 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	Dr. E. W. Coffin 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	<a href="#">Student Learning Engagement</a>	83.5	82.1	82.1	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	<a href="#">Citizenship</a>	85.8	83.3	88.5	79.8	79.4	80.4	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	n/a	90.0	92.1	n/a	68.5	67.4	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	53.3	44.3	n/a	19.8	18.9	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a	
Teaching & Leading	<a href="#">Education Quality</a>	90.1	93.9	93.1	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	91.3	89.5	89.8	84.4	84.0	84.9	Very High	Maintained	Excellent
	<a href="#">Access to Supports and Services</a>	82.5	73.8	78.5	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	<a href="#">Parental Involvement</a>	85.1	87.2	90.1	80.0	79.5	79.1	Very High	Maintained	Excellent