



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

5615 Barrett Drive NW, Calgary, AB T2L 1W4 t | 403-777-6190 e | drewcoffin@cbe.ab.ca

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

23-24 School Goals

Holistic Focus with identified themes of: New Curriculum and School Connectedness and Belonging

Targeted areas to improve student achievement were:

- Literacy and Mathematics: Reading and numeric fluency improvement
- Well-being: Interpersonal social skill development

Our School Focused on Improving

We chose to focus on supporting students in a holistic manner. Based on the school’s needs, two main themes to guide the school’s focus were identified:

1. New Curriculum Implementation
2. School Connectedness and Belonging

The aspects of the holistic focus that were targeted to improve student achievement were:

Literacy and Mathematics: Reading and numeric fluency improvement
Well-being: Interpersonal social skill development

What We Measured and Heard

We primarily used the LeNS, CC3 and Numeracy assessments to measure growth in the areas of literacy and mathematics. We noted the following trends:

LeNS - % of students at risk – Sept. 2023 vs May 2024

**Note: On this assessment, Grade 2-4 students were only re-tested in May 2024 if they were identified as being “at-risk” on the September 2023 assessment. Grade 1 students were only tested in May 2024.*

Grade Level	September 2023 - % of students at risk	May 2024 - % of students at risk
1	N/A	14.3
2	0	0
3	0	0
4	0	0

CC3 - % of students at risk – Sept. 2023 vs May 202

**Note: On this assessment, Grade 2-4 students were only re-tested in May 2024 if they were identified as being “at-risk” on the September 2023 assessment. Grade 1 students were only tested in May 2024.*

Grade Level	September 2023 - % of students at risk			May 2024 - % of students at risk		
	Regular Words	Irregular Words	Non-Words	Regular Words	Irregular Words	Non-Words
1	N/A	N/A	N/A	4.7	4.7	0
2	0	0	0	0	0	0
3	4.4	0	4.4	25	75	0
4	0	0	0	0	0	0

DIBELS Maze Assessments

September Below Benchmark	32%
September Above Benchmark	68%
June Below Benchmark	18%
June Above Benchmark	82%

Numeracy Assessment - % of students at risk – Sept. 2023 vs May 2024

**Note: On this assessment, Grade 2-4 students were only re-tested in May 2024 if they were identified as being “at-risk” on the September 2023 assessment. Grade 1 students were only tested in May 2024.*

September

Grade Level	September 2023 - % of students at risk	May 2024 - % of students at risk
1	N/A	14.3
2	14.3	50 (1 student total)
3	4.2	0
4	0	0

Along with improvements on these standardized assessments, we also noticed that students’ confidence in mathematics was reported as being very strong on the CBE Student Survey. 97% reported that they were confident that they could learn mathematics.

Similarly, students reported an extremely high level of confidence related to reading. 100% of students reported that they understand what they read at school. However, when it came to writing we noticed some data that could be improved upon. 80% of students felt that they were a competent writer and only 60% felt that they had the opportunity to learn from different people in different spaces to improve their writing (and reading).

For Well-being, we assessed our progress through looking at a Physical Education – Health and Wellness Report Card stem, a question on the OurSchool Survey, and two questions on the Alberta Education Assurance Survey.

Report Card: Develops skills to support the well-being of self and others - % of students receiving a 4

Grade	January 2024 - Reporting Period	June 2024 - Reporting Period
K	N/A	41.2
1	14.3	23.1
2	61.5	60.0
3	39.1	48.0
4	40.0	50.0
5	15.0	21.7
6	45.7	37.5

OurSchool Survey: Students with a positive sense of belonging (Gr. 4-6) - % of students who agree or strongly agree with the statement

Grade	Fall 2023	Spring 2024
4	80	70
5	87	92
6	92	79

Alberta Education Assurance Survey: “At school, do most students follow the rules?” - % of students who agree or strongly agree

Grade	Jan. 2023	Jan. 2024
4, 5, 6	69	55

Alberta Education Assurance Survey: “At school, do most students respect each other?” - % of students who agree or strongly agree

Grade	Jan. 2023	Jan. 2024
4, 5, 6	67	68

Perception data related to resilience indicated that our students felt comfortable that they could overcome challenges at school. 98% felt confident that they could overcome challenges in their learning and 98% said that they try hard at school even when they find it challenging to succeed in their learning.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
LeNS, CC3 and Numeracy Assessment data indicate that there was a high level of achievement by most of our students. A very small percentage of students are listed in the at-risk category at each grade.	Four grade levels saw an increase in the percentage of students receiving a 4 for the report card stem: “Develops skills to support the well-being of self and others”	- Continue to work with system and area teams to provide access to supports and services for students who would benefit - Provide targeted intervention for students at all grade levels

There was a 14% decrease when comparing 2023 and 2024 perception data of the percentage of grade 4-6 students who agree or strongly agree that most students follow the rules Students, Parents, and Teachers reported 94% agreement that they are satisfied with the basic quality of education at the school. Additionally, there was a 4% increase to 90% when compared to 2023 data of teachers, parents, and students who agree that our learning environment is welcoming, caring, safe, and respectful.	▪ Achievement is categorized as “Very High” on all Fall 2024 Alberta Education Assurance Measures ▪ In the June 2024 reporting period, 74% of students received a “3” or a “4” for the report card stem: “Understands and applies concepts related to number, patterns, (and algebra)” ▪ In the June 2024 reporting period, 70% of students received a “3” or a “4” for the report card stem: “ELA – Reads to explore and understand”	▪ Promote increased and improved intercultural knowledge, understanding, and appreciation ▪ Work to improve a sense of belonging. There were significant decreases in grade 4 and 6 reporting a positive sense of belonging ▪ Increase knowledge of effective strategies working with EAL learners, providing targeted supports ▪ Increase the perception of students that other students follow the rules. On the Alberta Education Assurance Survey, there was a significant decrease in agreement that other students follow the rules
--	---	--

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

Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

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	Student Learning Engagement	82.1	81.3	82.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	83.3	89.1	91.1	79.4	80.3	80.9	Very High	Declined	Good
	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	90.0	94.1	94.1	68.5	66.2	66.2	Very High	Maintained	Excellent
	PAT6: Excellence	53.3	35.3	35.3	19.8	18.0	18.0	Very High	Improved	Excellent
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.9	90.3	92.7	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.5	86.0	89.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	73.8	75.1	80.8	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	87.2	90.2	91.5	79.5	79.1	78.9	Very High	Maintained	Excellent

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