

**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

Eugene Coste School

10 Hillgrove Cres. SW, Calgary, AB T2X3K7 t | 403-777-8511 f | 587-933-9811 e | eugenecoste@cbe.ab.ca

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 achievement in bilingual literacy and mathematics will improve.

Outcome One: Through the intentional design of the learning environment, students will improve in their ability to engage in bilingual mathematical discourse, within a culture of well-being.

Outcome Two: Through the intentional design of the learning environment, students will improve their clarity when expressing their ideas in writing in Spanish or English, within a culture of well-being.

In our bilingual program, we want every student to think deeply, communicate clearly, and feel confident in two languages. Our goal is to see measurable growth in bilingual literacy and mathematics, where students not only solve problems but can also explain their thinking in Spanish and English. To monitor our progress towards these outcomes, we measure report card data for mathematics stem: understands and applies concepts related to number, patterns (GrK-2) and algebra (Gr3-4). As well as data from OurSchool Survey (Gr. 4-5) and the Provincial Numeracy Assessments (K-3). Aligned with the Spanish report card indicator speaks to express information and ideas, we intentionally redesigned learning environments to make language and thinking visible through mathematical discourse routines (piensa, compara, explica). We increased the use of oral sentence stems in the early grades to scaffold academic language, and students engaged in structured peer feedback loops to strengthen clarity, precision, and confidence when expressing mathematical ideas in Spanish. Through our Professional Learning Community work, teachers collaboratively planned with a focus on language objectives and well-being cues (voice, collaboration, and belonging) and teacher observations in our Collaborative Response Model.

For our second outcome in writing, we measured report card indicator: writes to express information and ideas; our English as an Additional Language Benchmarks; as well as OurSchool survey question: do you like learning and practicing writing? Also, we included the Provincial Universal Screener Results as they show us where our students are with foundational reading skills – critical to learning to write and develop vocabulary. Furthermore, we included perception data from the Alberta Education Assurance Survey regarding the quality of education offered at Eugene Coste School as well as Student Survey data regarding diversity, inclusion, and belonging.

Celebrations

- A strong majority of students are achieving at indicator 2–3, showing steady development of Spanish writing skills across grades.

- Early grade performance indicates that foundational writing skills are being effectively built and transferred.
- In Math, there's a visible increase in students achieving Indicator 3 from Semester 1 to Year 1 across most grades, which means a decrease in the lower indicator. There is a positive shift from Indicator 1 to Indicator 2
- Growth from Semester 1 to Year 1 is evident, with more students moving into indicator 3 and 4, reflecting improved clarity in expressing ideas in Spanish.
- With the Early Years Assessment Results, in Numeracy we had 50% of students from grade 1 to 3 improve - from 52 students at risk to 26, indicating that intervention was successful.

Areas for Growth

- In writing, in Year 1, a notable number of students continue to achieve at indicator 1 and fewer moving into Level 4, indicating some learners still need foundational support in vocabulary, sentence structure, and oral fluency.
- A high percentage of students remains in indicators 2 (basic) and 3 (good).
- Early Year Assessment, in June, almost half of the students in Grades 2 and 3 continued to be identified as at risk based on the re-assessment results.
- In Mathematics, students achieving indicator 4 remains moderate. Mathematics improved overall, from 32.5% to 35.7%, of students achieving indicators 3 (good) and 4 (excellent). The data shows that one third of students are currently demonstrating consistent proficiency across grades. Deepening opportunities for students to explain their thinking, justify answers and critique reasoning will help students move towards mastery.

Next Steps

- Strengthen writing instruction that supports higher-order writing skills, such as elaboration, organization, and voice.
- In Math, Provide structured opportunities for purposeful Spanish talk through collaborative tasks, discussions, and problem-solving hands-on activities that require students to explain their reasoning and ideas.
- Create a supportive environment where students feel safe to express themselves in Spanish, valuing risk-taking and peer interaction as part of language growth using multiple entry points
- Continue using flexible grouping and targeted formative assessment to address learning gaps early.
- Increase small-group targeted instruction to continue supporting students identified as a risk in literacy and numeracy, with a focus on personalized strategies and frequent progress monitoring.
- Integrate more opportunities for oral and written mathematical communication in Spanish—using visuals, sentence stems, and structured talk routines.

Our Data Story:

We have used data from our standardized screeners as well as report cards to guide how we plan to support our learners each year. Teachers notice that students benefit from explicit instruction of bilingual literacy strategies and routines; students identified as *at risk* benefit from targeted instruction through in-class groupings, pull out support and flexible groupings.

Literacy

Provincial Universal Screeners Results (K-3)	Percentage of students at risk pre-test	Percentage of student at risk post-test
Letter Name – Sound Test (LeNS) Grade K-2	(Jan, 2025) Kinder – 44% (Nov, 2024) Overall 20.83% (25/120): Gr 1 – 24.44% (11/120) Gr 2 – 18.67% (14/120)	(June, 2025) Overall 23.88% (16/67) Gr1 – 20.59% (7/34) Gr 2 – 27.27% (9/33)
Castles & Coltheart (CC3) Grade 1-3	(Nov, 2024) Overall 20.14% Gr 2 – 18.67% (14/75) Gr 3 – 21.88% (14/64)	(June, 2025) Gr 1 – 12.9% (4) Gr 2 – 22.58% (7) Gr 3 – 11.11% (4)

Report Card Stem	Semester 1	Year 1
Grade 1-5: Writes to express information and ideas	Indicator 1 – 9.6% Indicator 2 – 42% Indicator 3 – 25.3% Indicator 4 – 13.1% ELL – 4.8% IPP – 5.2%	Indicator 1 – 6.1% Indicator 2 – 38.9% Indicator 3 – 35% Indicator 4 – 11.9% ELL – 3.5% IPP – 4.2% ADP – 0.3%
Kindergarten: Uses early learning strategies to express ideas	Indicator 1 – 2.9% Indicator 2 – 37.7% Indicator 3 – 36.2% Indicator 4 – 17.4% ELL – 4.3% NER – 1.4%	Indicator 1 – 6.9% Indicator 2 – 23.6% Indicator 3 – 37.5% Indicator 4 – 25% ELL – 6.9%
Spanish Language Arts: Speaks to communicate information and ideas	Indicator 1 – 6% Indicator 2 – 37.8% Indicator 3 – 38.1%	Indicator 1 – 5% Indicator 2 – 28.6% Indicator 3 – 39.6%

	Indicator 4 – 17.8% NER – 1.4%	Indicator 4 – 26.8% NER – 0%
Spanish Language Arts: Writes to express information and ideas	Indicator 1 – 8.4% Indicator 2 – 46.7% Indicator 3 – 29.7% Indicator 4 – 12.1% NER – 0.3% IPP – 2.9%	Indicator 1 – 8.1% Indicator 2 – 37.8% Indicator 3 – 37.8% Indicator 4 – 14.2% NER – 0% IPP – 2.1%

Literacy OurSchool Survey Open Question

Question II: Do you like learning and practicing writing? Why or why not?

Overall Sentiment:

- **Positive:** ~65% enjoy writing (especially creative writing and stories).
- **Mixed/Conditional:** ~15% say “sometimes” or “depends.”
- **Negative:** ~20% dislike writing, often due to physical discomfort or difficulty.

Common Reasons for Liking Writing:

- Creative expression (e.g., “I can express my feelings,” “I love writing stories”).
- Fun and calming (e.g., “it helps me wind down,” “it’s fun”).
- Helps with reading and grammar (e.g., “improves my grammar,” “helps me learn”).
- Aspirations (e.g., “I want to be a writer,” “I want to be a teacher”).

Common Reasons for Disliking Writing:

- Hard or frustrating (e.g., “it’s hard,” “I don’t know what to write”).
- Physical discomfort (e.g., “my hand hurts”).
- Boring or repetitive (e.g., “just writing things you could say”).

Mathematics

Provincial Universal Screeners Results (K-3)	Percentage of students at risk pre-test	Percentage of student at risk post-test
Numeracy Assessment	Overall – 25.24% (205) Grade 1 – 17.91% Grade 2 – 29.33% Grade 3 – 28.12%	Overall – 29.2% (43) Grade 1 – 22% Grade 2 – 22% Grade 3 – 58.8%
Report Card Stem: Understands and applies concepts related to number and patterns (and algebra)	Semester 1 Indicator 1 – 4.5% Indicator 2 – 28.6% Indicator 3 – 41.5% Indicator 4 – 23.6% NER – 0.3% IPP – 1.6%	Year 1 Indicator 1 – 3.1% Indicator 2 – 24.7% Indicator 3 – 38.8% Indicator 4 – 32% ADP – 0.3% IPP – 1%

CBE OurSchool Survey Open Questions

Mathematics

Question I: Do you like learning and practicing mathematics? Why/Why not?

- Positive:** ~60% of responses express liking math (words like “love,” “fun,” “interesting,” “helps me learn”).
- Mixed/Conditional:** ~20% say “sometimes,” “depends,” or “yes and no.”
- Negative:** ~20% dislike math, mainly because it’s “hard,” “boring,” or “frustrating.”

Common Reasons for Liking Math:

- Fun and enjoyable (e.g., “it’s fun,” “I love math”).
- Helps with learning and future skills (e.g., “I will need it when I’m older,” “it makes you smart”).
- Confidence and ability (e.g., “I’m good at it,” “I feel confident”).
- Games and interactive activities (e.g., “math games,” “programs at home”).

Common Reasons for Disliking Math:

- Too hard or confusing (e.g., “it’s hard,” “I struggle”).
- Boring or repetitive (e.g., “same boring stuff every day”).
- Takes too long or feels frustrating.

Well-Being: OurSchool Survey Grade 4 and 5

Social-Emotional Outcomes

Sense of belonging

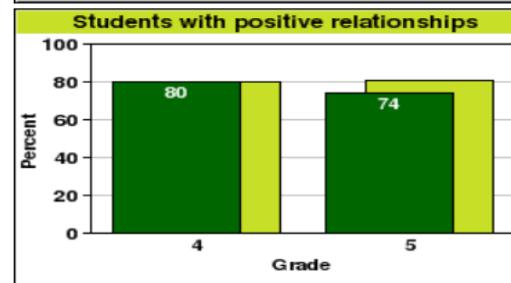
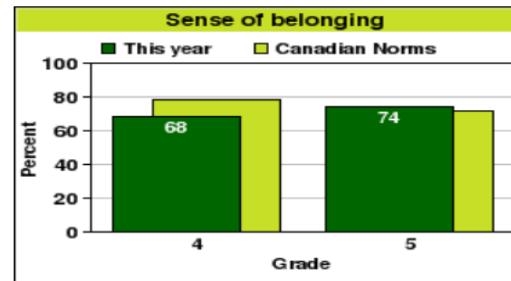
Students who feel accepted and valued by their peers and by others at their school.

- 71% of students in this school had a high sense of belonging; the Canadian norm for these grades is 75%.
- 79% of the girls and 67% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 74% and for boys is 76%.

Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

- In this school, 78% of students had positive relationships; the Canadian norm for these grades is 80%.
- 81% of the girls and 75% of the boys in this school had positive relationships. The Canadian norm for girls is 83% and for boys is 78%.



An analysis of the data presented in the tables above demonstrates that students who are at risk have responded positively to intervention practices. Report card data demonstrates a shift for students from Semester 1 to Year 1 reporting and stable achievement across all grades as learner demands increase over time and according to the scope and sequence of curriculum. Teachers notice that good writing is reflected in the indicator in both Spanish and English; with Spanish slightly higher reflecting the work in PLCs. Students share feelings of confidence and ability as readers, however, are signaling weaker perception of their writing ability; we need to make more explicit the links between reading and writing as evidenced in the report card data. In Math, we seem to need more opportunities for hands on applications during discourse to give students opportunities to represent number talks concretely and pictorially.

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	Eugene Coste 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	87.5	79.8	81.9	83.9	83.7	84.4	Very High	Improved	Excellent
	Citizenship	81.9	80.8	79.3	79.8	79.4	80.4	Very High	Maintained	Excellent
	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
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.3	90.1	89.8	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.0	90.5	88.9	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	74.8	78.2	75.3	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	88.6	89.9	80.2	80.0	79.5	79.1	Very High	Improved	Excellent