



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

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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

Eugene Coste School Goals

- Bilingual reading to engage in cross-curricular learning
- Number sense and procedural fluency in mathematics
- Students' understanding of their feelings and their impact on learning and relationships

Our School Focused on Improving

- Bilingual reading to engage in cross-curricular learning
- Number sense and procedural fluency
- Students' understanding of their feelings and their impact on learning and relationships

Literacy and Numeracy

We chose to focus on these areas as our student data as measured on report cards and on provincial assessments (LeNS, CC3 and Numeracy) indicated that gaps in these foundational skills were limiting students' ability to engage in more complex reading across disciplines and solve math problems with greater place value. Both learning areas were impacted by the introduction of New Curriculum and a shift in achievement expectations. Student perception data, based on CBE Student Survey results also highlighted a decline in engagement on challenging math problems and overall confidence. Student perception data related to literacy, showed higher levels of confidence regarding their ability to understand what they read and contribute to conversations about a variety of texts.

Well-being

We chose to focus on students' emotions and how these might impact their experience at school. Student perception data related to their well-being indicated increasing levels of self-awareness of their feelings. While students reported high levels of personal accountability, they indicate that others struggle to follow the rules. Student survey results also showed strength in feeling connected to adults in the building and recognizing that adults are here to help them when needed.

What We Measured and Heard

We primarily used standardized Provincial assessments (LeNS, CC3 and Numeracy) as well as Report Cards to measure growth in the areas of **literacy and mathematics**. We noted the following improvements specific to our 'at risk' population:

Provincial Universal Screeners Results	Percentage of students 'at risk' pre-test	Percentage of students 'at risk' post-test
Letter Name – Sounds Test (LeNS) Grades 1-2	(Dec 2023/Feb 2024) 14.4%	(June 2024) 5.5%
Castles and Coltheart (CC3) Word Reading – average across sub-tests Grades 1-3	(Dec 2023/Feb 2024) 19.03%	(June 2024) 13.6%

Provincial Universal Screeners Results Grades 1-3 (English)	Percentage of students 'at risk' pre-test (Dec 2023/Feb 2024)	Percentage of students 'at risk' post-test (June 2024)
Numeracy Assessment overall	16.3%	10.2%
sub-test- number line	17.7%	6.0%
Sub-test- writing numbers	19.5%	12.0%

We continue to notice that students who are identified as being 'at risk' for foundational reading and mathematics skills, respond well to early, targeted intervention. Teachers also notice that reading strategies often transfer across both of our languages of instruction (Spanish and English) and that the systematic instruction of letter and sound awareness enhances our already language-rich environment. Spanish Bilingual programming allows for our students to have a greater focus on language in their environment and how academic vocabulary can be used across subject areas.

Report Cards highlight overall stability and improvement across most grade levels over the course of both reporting periods.

CBE Report Card Stem Reads to Explore and Understand (English)	First Reporting Period (Jan 2024) Proficiency Levels 3-4	Second Reporting Period (June 2024) Proficiency Levels 3-4
Grade 1	32.6%	36.3%
Grade 2	31.3%	40.1%
Grade 3	35.2%	36.0%
Grade 4	27.3%	33.3%
Grade 5	32.1%	36.5%

CBE Report Card Stem Reads to Explore and Understand (Spanish)	First Reporting Period (Jan 2024) Proficiency Levels 3-4	Second Reporting Period (June 2024) Proficiency Levels 3-4
Grade 1	18.3%	28.1%
Grade 2	30.0%	35.0%
Grade 3	29.3%	28.5%
Grade 4	23.9%	27.2%
Grade 5	32.7%	33.7%

CBE Report Card Stem Understands and applies concepts related to number and patterns (and algebra). (Bilingual)	First Reporting Period (Jan 2024) Proficiency Levels 3-4	Second Reporting Period (June 2024) Proficiency Levels 3-4
Kindergarten	29.6%	39.0%
Grade 1	32.9%	35.5%
Grade 2	37.4%	39.6%
Grade 3	28.5%	29.2%
Grade 4	25.3%	24.2%
Grade 5	34.0%	31.1%

While student achievement data remained strong, we also noticed a decline in grade 5 students' perceptions about their confidence and engagement in learning mathematics. Across all grades, teachers have committed to creating problem-solving frameworks and practicing mathematical conversations through "Number Talks". Both of these strategies incorporate speaking in Spanish, which adds enrichment and challenge to the mathematical environment. Additionally, strategies such as solving math problems collaboratively using non-permanent surfaces and having access to a variety of flexible materials are available to all students.

Mathematics Framework (CBE Student Survey- grade 5)	Agreement Percentage
I am confident that I can learn mathematics.	76.3%
I know what I need to do next to improve in mathematics.	62.2%
I enjoy working on challenging mathematics problems.	46.0%
I think deeply and slowly when solving mathematics problems.	55.6%
Literacy Framework (CBE Student Survey – Grade 5)	Agreement Percentage
I understand what I read.	89.7%
I can contribute to conversations about books, poems, non-fiction or other texts.	88.2%
I am a good (competent) writer.	71.1%

Student well-being was monitored using surveys completed by students in grades 4 and 5. We noticed that students were generally self-aware about their actions and emotions, but felt that other students did not follow the rules. We also noticed that students report strong relationships with adults and are respectful of diversity among their peers.

CBE Student Survey , AEA, OurSCHOOL Regulation	% Agreement
I am responsible for myself and my actions.	94.6%
I have strategies to help myself that I use if I feel stressed about school.	62.2%
Students follow the rules.	44.0%
Students respect each other.	60.0%
I am able to remain calm, even when things don't go my way.	55.4%
I am able to control my temper.	54.4%
I have confidence in myself as a student.	55.3%
My teacher(s) want me to be successful.	100%
There is at least one adult at school who I really connect with.	88.9%

On the Alberta Education Assurance Measures, the excellent perception of education quality at our school was maintained, based on feedback provided by students and families in grades 4-5, as well as teachers. Notably, the perception of parental involvement as well as our school being identified as a safe, caring & welcoming learning environment improved over last year.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Example LeNS, CC3 and Numeracy assessment data demonstrates that students who are 'at risk' in reading and mathematics have responded positively to targeted intervention practices. Report Card data for reading and mathematics demonstrates stable	Example - Students' overall word recognition and decoding skills has improved - Students' understanding of place value and overall number sense has improved - Students have confidence in their reading ability	Example - Reducing gaps in reading for students identified as having special education needs as they move through the grades - Teach writing through accessible, high impact strategies that include all learners

achievement at the 3 and 4 proficiency scale levels, across all grades, as learning demands increase over time. Student perception data shows strength in students' reading confidence and ability to talk about what they have read. In mathematics, students demonstrated less confidence. Students generally report that they are self-aware about their own actions but feel that other students do not follow the rules. Students also shared personal struggles with managing their own emotions.	▪ Students, Teachers and Parents are very satisfied with the education quality at our school ▪ Students report feeling a strong sense of connection to their teachers ▪ All students that were surveyed agreed that their teachers wanted them to be successful ▪ Students are respectful of diversity	▪ Student confidence and engagement as thinkers and problem-solvers in mathematics ▪ Developing students' skills to cope with difficult emotions in meaningful ways ▪ Developing students' understanding of racism and discrimination, ensuring all voices are heard and students understand their role in finding solutions
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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

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	79.8	81.0	82.9	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	80.8	78.1	78.5	79.4	80.3	80.9	High	Maintained	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	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.1	88.7	89.6	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.5	88.1	88.0	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	78.2	77.8	73.8	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	89.9	83.1	75.4	79.5	79.1	78.9	Very High	Improved	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