

School Improvement Results Reporting| 2023-24

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

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

Our School Focused on Improving

Copperfield School Goals

- Reading Fluency
- Conceptual Understanding of Mathematics
- Resilience and cultivating wellness practices

Copperfield School's three areas of focus for the 2023/2024 school year were:

- **Literacy:** Reading – word recognition, focusing specifically on phonological awareness emphasizing both phonics and decoding strategies.
- **Mathematics:** conceptual understanding of number in mathematics
- **Well-Being:** Resilience and Mental Health – with a focus on fostering relationships, cultivating wellness practices, and building social emotional learning skills.

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 and math problems.

Student achievement data collected on the province-wide Numeracy Screening Assessment, report card indicators, and Grade 4 and 5 MIPI diagnostic assessments showed that this was an area of growth. Our students were struggling with equations and efficiently calculating number facts.

Our teacher feedback indicated that when students were able to perform mathematical tasks, they were still unable to explain or extend their reasoning.

We also noticed, based on the CBE Student Survey results as well as teacher perceptions, that students were reluctant to take risks and persevere through difficult learning tasks.

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 improvements:

LeNS – Changes in not at-risk population

Grade 1	+8.7% increase in students not at risk. • 78.26% (72/92) not at risk in Feb • 86.96% (80/92) not at risk in June
Grade 2 and above	+6.52% June 20/92 at risk – Sept • 78.26% (72/92) not at risk in October. • 84.78% (78/92) not at risk in June.

CC3 – Changes in not at risk-population

	Regular Words	Irregular Words	Non-Words
Grade 1	+5.43 increase in students not at risk. • 86% not at risk in February 79/92 • 91% not at risk in June 84/92	+13.04% increase in students not at risk. • 72.83% not at risk in February. (67/92) no longer at risk • 85.87% not at risk in June (79/92)	+6.52% increase in students not at risk. 81.52% not at risk in February (75/92) 88.04% not at risk in June (81/92)
Grade 2	No change in students not at risk. • 80.43% (74/92) not at risk in October) and June	-2.17% decrease in students not at risk. • 82.61% not at risk in October (78/92) • 84.78% not at risk in October (76/92)	+4.34% increase in students not at risk. • 76.09% not at risk in October (70/92) • 80.43% not at risk in October (74/92)
Grade 3	+2.3% increase in students not at risk. • 64.37% not at risk in October (56/87) • 66.67% not at risk in October (58/87)	+4.60% increase in students not at risk. • 63.22% not at risk in October. (55/87) • 67.82% not at risk in June. (59/87)	+9.19% increase in students not at risk. • 62.07% not at risk in October. (54/87) • 71.26% not at risk in October (62/87)

Numeracy – Changes in not at-risk population

Grade 1	+3.42% increase in students not at risk. • 78.02% (71/91) not at risk in February. • 81.44% (79/91) not at risk in June.
Grade 2	+13.18% increase in students not at risk. • 73.63% (67/91) not at risk in October • 86.81% (79/91) not at risk in October
Grade 3	+8.99% increase in students not at risk. • 73.03% (65/89) not at risk in October. • 82.02% (73/89) not at risk in June.

Along with improvements on these standardized assessments, we also noticed an improvement in our grade 5 students' perception on the CBE Student Survey from last year to this year in relation to their ability to persevere in the face of challenge.

Over the course of the 2023/2024 school year each grade team hosted a six-week long Literacy and Math Learning Sprint and celebrated their growth at the end of each. Students were proud to share their accomplishments in reading and mathematics.

On the Alberta Education Assurance Measures, there was an increase in the percentage of parents that agree that students have access to supports and services at school, and when asked, they indicated overall that their reluctant readers are more positive about reading at home than they have been in the past.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
LeNS, CC3 and Numeracy Assessment data indicate that there has been a decrease in the percentage of students in the at-risk category at each grade. Coupled with data from the CBE Student Survey and questions posed to student in class these data not only point to improvements in students' reading and math skills, but also	▪ Students' decoding skills have improved with implementation of UFLI and Heggerty and the use of decodable books. ▪ Students' numeracy skills shown significant improvement. ▪ Students are more confident and more able to persevere when challenged with difficult learning tasks	▪ Incorporate age-appropriate decodable texts into daily literacy practice. ▪ Provide targeted intervention for students at all grade levels ▪ Connect conceptual understanding to the concept of number in mathematics ▪ Increase parental involvement through access to rich online reading and

to their confidence levels in engaging in difficult learning tasks. In addition to student data, parents have also reported that they are feeling more confident that supports are available at the school level and that their students are more engaged in reading activities at home.	- Parents are more satisfied with the teaching and learning as well as supports and services available at the school - Teachers feel more confident in the delivery of their programming through the regular PLCs, calibration of grade expectations and ongoing professional development.	numeracy resources. ie; RAZ Kids, Mathletics, Tumblebooks, Epic books
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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	Copperfield 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	79.3	85.3	82.9	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	81.6	80.2	79.6	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	90.4	90.5	88.4	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.6	85.2	85.2	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	73.0	67.8	65.9	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	82.0	76.9	76.1	79.5	79.1	78.9	High	Maintained	Good