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Calgary Board of Education

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

Copperfield School
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School Improvement Results Reporting | For the 2025-26 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 2026-27 School Year p. 209).

This report includes results relative to the goals and outcomes set in the 2025-26 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: How will assessment and task design improve student achievement in writing and well-being?

Outcome One: Students' written communication will improve through instruction and responsive feedback from peers and teachers.

Celebrations

- The percentage of students achieving Not Meeting decreased significantly from 10.23% in 2025 to 3.38% in 2026. This is an important accomplishment and reflects progress toward ensuring more students are meeting grade-level writing expectations. This falls below the CBE average of 6.62%.
- The percentage of students achieving Excellent increased from 7.01% to 12.57%, demonstrating positive movement toward higher levels of writing proficiency. The overall percentage of students achieving Good or Excellent also increased from 47.31% to 49.16%.
- Grade 1 students achieving Good or Excellent increased from 43.93% to 60.21%, while Grade 4 results increased from 33.29% to 54.63%. Grade 3 also demonstrated improvement, increasing from 46.32% to 52.89%.
- Student perceptions of their writing abilities improved. The percentage of students who identified themselves as competent writers increased from approximately 68% to 74.7%. This suggests growing confidence in their writing abilities.

Areas for Growth

- Despite improvement in school-wide writing achievement, the percentage of students achieving Good or Excellent remains below Area 5 and CBE results. This highlights the need to continue strengthening instructional practices that support students in moving from Basic to Good and from Good to Excellent.
- Grade 2 writing achievement continues to be an area requiring attention, with 35.65% of students achieving Good or Excellent. Although the percentage of students Not Meeting decreased, a significant proportion of students continue to demonstrate Basic achievement. This suggests a need for intentional support in developing foundational sentence-writing skills, organizing ideas, and expressing thoughts clearly in writing.
- Grade 5 results also indicate an opportunity for further growth. The percentage achieving Good or Excellent decreased from 52.68% to 44.12%. Further examination of student writing samples and assessment practices will help identify specific areas of need.
- Increase the percentage of students achieving Good or Excellent to close the remaining gap with CBE results.

Next Steps

- Continue our professional learning with the Layers of Literacy, with an emphasis on sentence construction, sentence expansion, paragraph development, and the organization of ideas. Teachers will work collaboratively to identify developmentally appropriate writing strategies across grade levels.

- Continue developing and refining common writing rubrics and participate in collaborative assessment calibration. Teachers will examine student writing samples together to build shared understandings of what constitutes a 1 – Not Meeting, 2 - Basic, 3 - Good, 3 and 4 - Excellent achievement.

- Teachers will continue developing practices that provide students with specific, actionable feedback connected to clear learning intentions and success criteria. Students will be supported in identifying a personal writing goal and demonstrating how they have applied feedback to improve their work.

- Teachers will collect and examine writing samples throughout the year, using common criteria to identify progress, celebrate growth, and determine next instructional steps. Student perception data will also be used to monitor confidence and understanding of writing improvement strategies.

Our Data Story

During the 2025–2026 school year, Copperfield School continued its focus on improving student achievement in writing through explicit instruction and responsive feedback from teachers and peers. Building on our previous professional learning in Self-Regulated Strategy Development (SRSD) and *The Writing Revolution*, our goal was to strengthen students' ability to communicate their ideas clearly and confidently.

Teacher collaboration, shared assessment practices, and the ongoing examination of student writing remained central to our approach. We recognized that improving writing achievement requires a consistent understanding of writing development, intentional instruction, and opportunities for students to receive and apply meaningful feedback.

Our June 2026 report card results demonstrate encouraging progress in student writing achievement. The percentage of students achieving Good or Excellent increased from 47.31% in 2025 to 49.16% in 2026. Most notably, the percentage of students not meeting writing expectations decreased significantly from 10.23% to 3.38%, compared with the CBE average of 6.62%.

We also observed growth at the highest achievement level, with students achieving Excellent increasing from 7.01% to 12.57%. We saw substantial improvements in Grades 1, 3 and 4 in students achieving a 4 - Excellent. Grade 4 demonstrated particularly strong growth, increasing from 33.29% to 54.63% of students achieving Good or Excellent. Similarly, Grade 1 increased from 43.93% to 60.21%.

However, our data also identified areas requiring further attention. Grades 2 and 5 experienced decreases in the percentage of students achieving Good or Excellent. Although fewer students were not meeting expectations, a greater proportion were achieving at the Basic level. These findings highlight the need to strengthen instruction that supports students in progressing toward higher levels of writing proficiency.

While Copperfield School's overall achievement continues to improve, our Good or Excellent result of 49.16% remains below the CBE average of 53.79%. This gap has narrowed, suggesting that we are moving in a positive direction.

As we enter Year Three of our School Development Plan, our focus will shift toward deepening instructional consistency and supporting more students in achieving Good and Excellent writing outcomes.

An important next step in this work is our partnership with Dr. Michelle Bence and Dr. Miriam Ramzy, Layers of Literacy professional learning during the 2026–2027 school year. Through this professional learning, teachers will deepen their

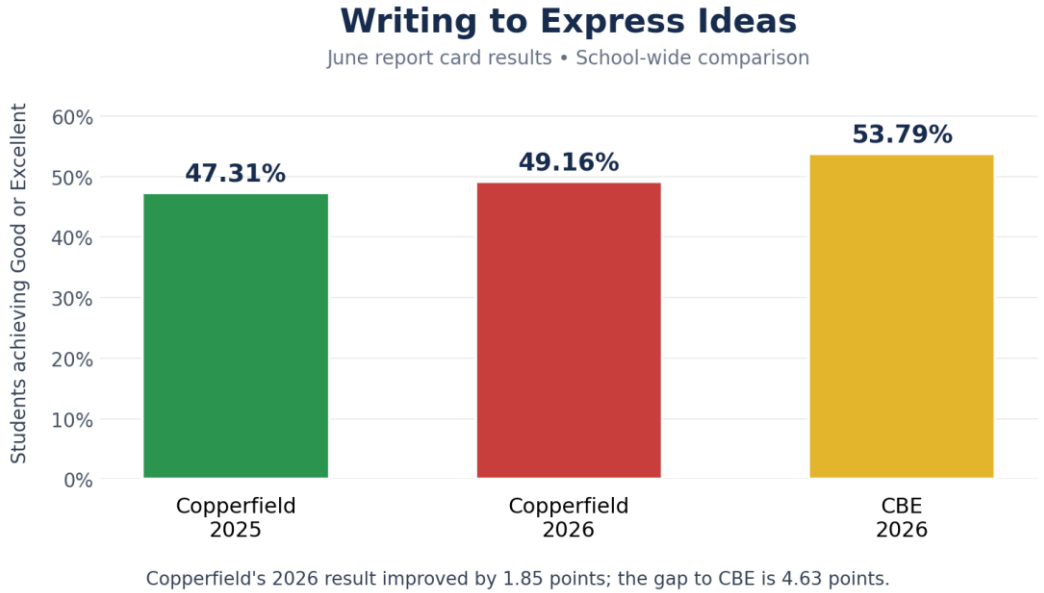
understanding of the interconnected skills involved in writing development and explore research-informed instructional approaches that respond to the needs of our learners.

This learning will build upon our previous work with SRSD, *The Writing Revolution*, and collaborative Writing Learning Sprints. In collaboration with the Layers of Literacy facilitators, we will focus on developing a shared understanding of effective writing instruction, strengthening assessment practices, and identifying intentional supports that help students progress from foundational writing skills to increasingly sophisticated written communication.

Through our Collaborative Response Model, teachers will continue examining student writing samples, identifying common learning needs, and sharing successful instructional strategies across grade levels. We will also strengthen targeted interventions and provide additional opportunities for students to extend their writing abilities.

To monitor our progress, we will continue to use report card results, common writing assessments, student work samples, and student perception data to evaluate growth and inform ongoing instructional decisions.

Our data tells a story of encouraging progress, particularly in reducing the number of students not meeting expectations. Our next challenge is to build upon this foundation by helping more students achieve proficiency and excellence.



Copperfield School – June Report Card Results

Not Meeting	Excellent	Good & Excellent
3.38%	**12.57%**	**49.16%**
Down 6.85 points	Up 5.56 points	Up 1.85 points

Student Perception

CBE Student Survey	2023 - 2024	2024-2025	2025 - 2026
I am a good (competent) writer. I feel confident as a writer.	78%	68%	89%

We have seen an increase in confidence in our students' writing skills.

June Report Card Results Literacy – "Writing to express ideas"					
	Indicator 1 Not Meeting	Indicator 2 Basic	Indicator 3 Good	Indicator 4 Excellent	Indicators 3 & 4 Good & Excellent
Grade 1	13.25% 7.69% 16.82% 3.06%	33.73% 32.97% 27.1% 35.71%	39.76% 47.25% 34.58% 37.76%	12.05% 8.79% 9.35% 22.45%	51.81% 56.04% 43.93% 60.21%
Grade 2	21.84% 15.56% 8.02% 5.22%	35.63% 42.22% 38.39% 48.7%	33.33% 37.78% 34.82% 31.3%	1.15% 2.22% 5.36% 4.35%	34.48% 40% 40.18% 35.65%
Grade 3	6.25% 4.3% 8.42% 2.48%	33.93% 46.24% 34.74% 33.88%	42.86% 27.96% 40% 37.19%	7.14% 7.53% 6.32% 15.7%	50% 35.49% 46.32% 52.89%
Grade 4	5.88% 6.14% 9.8% 3.09%	34.31% 37.72% 37.25% 37.11%	42.16% 42.98% 29.41% 38.14%	6.86% 0.88% 5.88% 16.49%	49.02% 43.86% 33.29% 54.63%
Grade 5	10.92% 12.24% 8.04% 2.94%	35.29% 34.69% 29.46% 36.27%	36.97% 35.71% 44.64% 39.22%	9.24% 9.18% 8.04% 4.9%	46.21% 44.28% 52.68% 44.12%
Copperfield School	11.13% 9.05% 10.23% 3.38%	34.59% 38.68% 33.33% 38.46%	39.17% 38.48% 36.74% 36.59%	7.36% 5.56% 7.01% 12.57%	46.53% 44.04% 47.31% 49.16%
Area 5	5.10% 4.58% 6.05% 5.14%	28.82% 28.5% 28.65 29.45%	38.45% 39.46% 40.3% 40.84%	17.98% 17.46% 17.31% 16.71%	56.43% 56.92% 54.65% 57.55%
CBE	5.76% 5.58% 4.96% 6.62%	27.84% 28.32% 28.82% 29.36%	37.1% 36.99% 37.34% 37.77%	16.72% 16.2% 16.07% 16.02%	53.82% 53.19% 53.41% 53.79%
June *2026, *2025, *2024, *2023					

Required Alberta Education and Childcare Assurance Measures (AECAM) Overall Summary - Fall 2026

The Alberta Education and Childcare 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 and Childcare Assurance Survey measures:
  - Citizenship
  - Student Learning Engagement
  - Education Quality
  - Welcoming, Caring, Respectful and Safe Learning Environment
  - Access to Supports and Services
  - Parent Involvement

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Spring 2026

School: 2086 Copperfield School

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	**78.4**	83.0	82.5	**84.2**	83.9	84.0	Very Low	Maintained	Concern
	Citizenship	**69.9**	73.3	78.4	**81.2**	79.8	79.8	Low	Declined	Issue
	3-year High School Completion	**n/a**	n/a	n/a	**82.1**	81.4	80.8	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**86.7**	87.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	**n/a**	n/a	n/a	**n/a**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	n/a	n/a	**n/a**	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**n/a**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**n/a**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**88.7**	85.5	88.8	**87.8**	87.7	87.8	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**77.5**	80.3	84.1	**85.8**	84.4	84.4	Very Low	Declined	Concern
	Access to Supports and Services	**68.8**	57.7	66.2	**79.5**	80.1	80.2	Very Low	Maintained	Concern
Governance	Parental Involvement	**79.9**	78.1	79.0	**79.9**	80.0	79.5	High	Maintained	Good