



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

Collingwood School

3826 Colingwood Drive NW, Calgary, AB T2L 0R6 t | 403-777-6180 f | 587-933-0780 e | Collingwood@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 info 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

Collingwood School Goals

- Common Spanish reading assessment
- Common summative numeracy assessments
- Perseverance When Faced with Learning Challenges

Collingwood School chose a holistic SDP Goal, focused on improving assessment in the new curriculum. The goal had three components:

- Increased staff understanding of common Spanish reading assessment tools
- Developing common summative assessments in numeracy
- Improving student perseverance when faced with learning challenges

We chose to focus on these areas as we felt that if our staff improved consistency with assessment in the new curriculum that this would help to address gaps in student Spanish reading ability and math computation. These gaps were revealed by our student data as measured on report cards and in-school and provincial assessments. We also noticed, based on the CBE Student Survey results as well as teacher perceptions, that some students were reluctant to take risks and persevere through difficult learning tasks.

What We Measured and Heard

In Spanish, all teachers at Collingwood School used common reading diagnostics tools. We measured student Spanish reading progress through improvement in guided reading sessions. These internal assessments demonstrated improvement in student reading proficiency in Spanish across the school. When comparing report card data from June 2023 to June 2024, the percentage of students receiving “3’s and 4’s in Spanish reading was maintained at 68%.

In Mathematics, teachers met in Professional Learning Communities to review the new math curriculum and to develop common summative assessments. In reviewing the data from these assessments, we discovered that further refinement of these tools is necessary as some assessments were too difficult, while others were too easy.

In wellness, grade teams created common rubrics to measure student persistence in learning and students completed self-assessments in this area. Teachers were able to track improvement in student persistence using these rubrics. Continued work is needed on student self-assessments as at times, students had an overinflated or over pessimistic view of themselves.

In addition to these internal assessments, we used the provincial LeNS, CC3 and Numeracy assessments to measure growth in the areas of literacy and mathematics. LeNS, CC3 and Numeracy assessments measure phonemic awareness, early literacy skills and basic numeracy. The CC3 test measures student ability to identify sounds in regular words, irregular words and non-words. We noted the following improvements:

LeNS Assessment results

Grade	% Change in not at-risk population over the 2023-24 school year	% of students not at risk in June 2024
Grade 1	+ 2.3	88.8
Grade 2	+5.5	96.6

CC3 Assessment results

Grade	Regular Words % change in not at risk students over the 2023-24 school year	Regular Words % of students not at risk in June 2024	Non Words % change in not at risk students over the 2023-24 school year	Non Words % of students not at risk in June 2024	Irregular Words % change in not at risk students over the 2023-24 school year	Irregular Words % of students not at risk in June 2024
Grade 1	+5.6	94.4	3.4	95.5	+16.9	93.3
Grade 2	+1.2	83.5	0	89.9	+3.8	87.3
Grade 3	+2.4	91.6	2.4	94	0	89.2

Numeracy Assessment Results		
Grade	% change in not at risk students over the 2023-24 school year	% of students not at risk in June 2024
Grade 1	+ 3.4	76.4
Grade 2	+ 10	87.5
Grade 3	+ 5.5	97.6

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Provincial assessment results demonstrate improvement in almost every category in both literacy and numeracy. Most results show over 90% of students are not at risk. Areas which remained the same, are grade 2 student phonemic production using non words and grade 3 irregular words. In addition, internal assessments in Spanish reading and in student persistence in learning also provided evidence of improvement and growth.	- Students' decoding skills have improved, particularly grade 1 knowledge of irregular words, with an improvement of 17% - Students' numeracy skills have improved, particularly in grade 2 an improvement of 10% - We met our goal of having teachers use common assessments for Spanish reading - We met our goal of having grade teams design common summative math assessments for the new curriculum. - Students are more confident and more able to persevere when challenged with difficult learning tasks	- While overall provincial assessment results are high for numeracy and literacy, there remains room for improvement in both areas with targeted intervention in literacy and math. - Provide explicit instruction in phonemic awareness using UFLI resources - Consolidate guided reading resources in English and Spanish and share best practices across the school.

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

Alberta Education Assurance Measures

Assurance Domain	Measure	Collingwood 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	87.8	84.7	83.9	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	88.0	85.5	86.4	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	97.4	92.0	90.6	87.6	88.1	88.6	Very High	Improved Significantly	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.0	89.3	89.4	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	74.9	77.2	74.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	87.2	72.8	74.8	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