

**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

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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: To improve students' achievement in Literacy

Outcome One: Students' reading and written communication will improve through responsive feedback from teachers

Celebrations

- Kindergarten to Grade 3 students who scored at-risk in the government assessments decreased by 22 percentage points in the CC3 assessment and 21 percentage points in the LeNS assessment
- Grade 1 report cards had largest improvement in writing from beginning of the year compared to end of the year
- Acceptable standard for writing in the grade 6 Provincial Achievement Test (PAT) was 72%
- Grade 4, 5 & 6 students' confidence in their perceptions of being competent writers improved by 8 percentage points based on the CBE Survey results (compared to 2024 results)
- Grade 4, 5 & 6 students' confidence in their perceptions to contribute to conversations about books, poems and non-fiction texts improved by 14 percentage points (compared to 2024 results)
- Grade 5 & 6 students' perceptions in their opportunities to get feedback from teachers was 93%

Areas for Growth

- While writing had improvements, reading improvement was relatively flat in PATs, report cards and student surveys
- One CBE survey question "I understand what I read" declined from 89% to 86%. Also, the question "I know what to do next to improve my reading skills" remained relatively flat year over year.
- True growth for all students in reading was not measured effectively to show actual incremental progress of our students' reading growth journey

Next Steps

- 8 week reading assessment cycles for all students using CBE's K-6 ELAL System Rubrics to track incremental student progress
- Use UFLI and Acadience to find baseline of students' reading ability, monitor progress and give feedback on progress
- Teachers focus on finding and utilizing personalized feedback where it is immediately actionable by students

Our Data Story:

Colonel J Fred Scott's 2024-25 School Development Plan focused on teacher feedback to improve students' achievement in reading and writing. Over the years, we have focused on improving teachers' practice around explicit reading instruction. This work emphasized small group instruction where teachers focused on phonics, phonetics, decoding and fluency. Effective instruction also requires teachers to assess students' skills, personalize the explicit instruction for each student and provide effective feedback to promote learning. On a student survey, 93% of Colonel J Fred Scott School students stated that they had opportunities for feedback from teachers. However, teachers were noticing that many students did not follow through on their teacher's feedback in reading and writing. So, for the 2024-25 school year, we decided to look more purposefully into assessment, mainly teacher feedback.

Through professional conversations in the Fall of 2024, teachers read educational articles regarding teacher feedback. Teachers then collaborated in multi grade groups followed by grade team groups to find effective feedback strategies. The focus for each grade team was to improve students' achievement in reading and writing by exploring and finding feedback strategies that would be most effective for their students.

By the end of the year, growth in reading was most evident in kindergarten to grade 3 students particularly through the government assessments called CC3 and LeNS.

- In the CC3 assessment, the percentage of at-risk students dropped by 22 percentage points from the pre-test to the post-test
- Likewise, in the LeNS assessment, the percentage of at-risk students dropped by 21 percentage points from the pre-test to the post-test

Students who Require Support
In Government Assessments 2024-25

Test	Pre-test	Post-test
CC3	50%	28%
LeNS	50%	29%

Growth in reading and writing was also reflected in the data collected from student surveys: Students are increasingly confident to be competent writers, as reflected in the CBE Student Survey, which rose 8 percentage points. At the same time, their ability to contribute to conversations about books, poem and non-fiction has strengthen significantly, with the CBE Student Survey showing in increase of 14 percentage points.

CBE Student Survey Results
(2024 vs 2025)

Metric	2024	2025
 Competent Writers	72%	80%
 Contribute to Conversations	70%	84%

Insights and Next Steps: Improvements in writing were evidenced in PATs and some report cards, while reading showed less improvement. For example, data showed that the student results in the writing PATs was 72% of students reached the acceptable level and in reading PATs only 50% of students were in the acceptable level.

Some student survey data also highlighted a slower improvement in reading. This year, only 86% of students said that they understand what they read compared to 89% of students in the previous year. Also, this year 84% of students said they knew what to do next to improve their reading skills, which was the same percentage in the previous year.

All of these results suggest that reading skills of Colonel J Fred Scott School students remain a concern. Our students are receiving explicit, personalized reading instruction along with effective feedback. However, as we move forward as a school, our students need more actionable feedback to move their reading forward. This means that the feedback process from teachers must be more effective by understanding one central concept: The only important thing about feedback is what students do with it. The focus of feedback should be on changing the students' thinking rather than changing their work. One way of making sure that students use feedback is to make them respond to the feedback as a task itself – actionable feedback.

A key component of this journey is teachers collecting more accurate reading growth through an incremental process. We will be using CBE's K-6 ELAL System Rubrics to track progress over an 8-week cycle. We have also found two more rigorous programs to teach intentional, explicit reading strategies – UFLI and Acadience. By intentionally pairing these together with more actionable feedback, teachers will support students in becoming accurate and fluent readers.

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	Colonel J Fred Scott 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	82.2	81.1	85.4	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	79.6	75.1	77.1	79.8	79.4	80.4	High	Maintained	Good
	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
	PAT6: Acceptable	n/a	41.0	43.1	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	4.8	4.4	n/a	19.8	18.9	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	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.0	94.6	91.1	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.7	84.4	84.2	84.4	84.0	84.9	High	Improved	Good
	Access to Supports and Services	79.9	74.7	75.8	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	81.9	70.5	72.5	80.0	79.5	79.1	High	Maintained	Good