

**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

**Dr. Martha Cohen 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

Dr. Martha Cohen School  
Goals

- Writing
- Computation and Engagement in Mathematics
- Self-regulation When Faced with Learning Challenges

## Our School Focused on Improving

- Writing
- Computation in mathematics
- Self-regulation

### Writing

Based on data from our PAT results and report cards we identified that organization and the communication of information and ideas was an area that required focus. We further collected baseline data at the beginning of the year that determined these specific areas were in need of attention.

We chose to focus on these areas as our student data as measured on report cards and on provincial assessments indicated that gaps in these foundational skills were limiting students' ability to engage in more complex writing and math problems. In addition, regulation was a leading cause that undermined student ability to start and complete tasks.

## What We Measured and Heard

### Writing

We utilized a locally developed written diagnostic in the fall and spring to assess whether or not students were improving their writing skills, specifically in content, organization, sentence structure, vocabulary and conventions. We also used the student survey question: "I feel confident in my ability to express my thoughts on writing assignments".

We also looked at the report card indicator: "Writes to express ideas" from first term to the final report card in June 2024.

### Writing Diagnostic

	Outcomes (3 is highest mark)		
Grade 6	1	2	3
Fall 2023	97	96	29
Spring 2024	58	123	30
%	40.2%	28.13%	3.44%
Increase/Decrease	Decrease	Increase	Increase
Grade 7	1	2	3
Fall 2023	40	123	48
Spring 2024	21	90	112
%	47.5%	26.82	133.33%
Increase/Decrease	Decrease	Decrease	Increase
Grade 8	1	2	3
Fall 2023	48	70	58
Spring 2024	25	73	85
%	47.92%	4.29%	46.55%
Increase/Decrease	Decrease	Increase	Increase
Grade 9	1	2	3
Fall 2023	12	79	92
Spring 2024	19	49	105
%	58%	37.97%	14.13%
Increase/Decrease	Increase	Decrease	Increase

#### Report Card Data

Report Card Indicator	% Increase or Decrease Term 1 to Term 2
1 – Not Meeting	0.4% fewer students were receiving a 1
2 - Basic	2.75% fewer students were receiving a 2
3 - Good	1.35% fewer students were receiving a 3
4 - Excellent	6.01% more students were receiving a 4

#### Student Survey

"I feel confident in my ability to express my thoughts on writing assignments"

Grade	Fall 2023 % that Agree with the Statement	Spring 2024 % that Agree with the Statement	% Increase or Decrease
6	77%	86%	9% Increase
7	73%	88%	15% Increase
8	62%	69%	7% Increase
9	68%	80%	12% Increase

#### Computation in Mathematics

Our goal was centered on improving the overall ability of our students to compute mathematically at a foundational level through tier basic facts. In addition to this work it was our desire to also improve the level of engagement in math through our work with non-permanent vertical white boards.

#### Number and Algebra Assessment

Grade	Fall	Spring	% Increase or Decrease
6	59.5%	71%	11.5% Increase
9	48.05%	62.6%	14.55% Increase

**PAT Part A - % of Students Achieving Acceptable or Above**

Grade	Fall	Spring	% Increase or Decrease
6	31.2%	61.8%	30.6% Increase
9	16.5%	47.9%	31.4% Increase

**Math Confidence Survey Question**

CBE Student Survey Question	Spring 2023	Spring 2024
I am confident I can Learn Mathematics	80% Agree	82.08% Agree

**Well-Being**

Our focus in this area was on regulation. We wanted to support students in understanding what self-regulation is and to provide them with strategies to increase engagement at school.

Regulation includes awareness and management strategies for one's emotions, behaviours, and reactions. These strategies are essential to skillfully navigate life and respond to challenges in ways that promote or restrict growth, learning and well-being. Regulation is the result of both internal physiological processes as well as interpersonal social processes.

**Exit Slips****Attendance**

Indicator	2022-23	2023-24
Absenteeism 10% or Greater	40%	35%

**Report Card Stem – Makes responsible decisions – Term 1 and 2**

Report Card Indicators of Success	2022-23	2023-24
EX – Exemplary Strengths	35.7%	35.6%
EV – Evident Strengths	46.4%	46.7%
EM – Emerging Strengths	14.6%	18.5%
SR – Network of Supports Required	3.2%	3.3%

## Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
<p>Writing diagnostic, report card data and school based survey results indicate that there has been an increase in the percentage of students finding greater success in writing. They also indicate that students are feeling more confident as writers when surveyed.</p> <p>In math, using the Number and Algebra Assessment, Provincial Achievement tests and the CBE Student Survey question “I feel confident in math” we have seen improvements in these areas as well. Student results are showing increases in understanding and the survey indicates improved confidence.</p> <p>Our Well-Being was measured by attendance, and Results 5, specifically around making responsible decisions. Over the course of the year we saw improvements in attendance in relation to the year before. However, the results 5 on the report card did not see any significant change, either up or down in most categories. There was an increase from the prior year in students having the outcome “Emerging Strengths”.</p>	<ul style="list-style-type: none"> <li>▪ Students’ writing skills have improved</li> <li>▪ Students confidence in writing and has improved.</li> <li>▪ Students’ numeracy skills have improved in relation to computation</li> <li>▪ Students are more confident in both math and writing</li> <li>▪ Over all attendance has improved as fewer students are missing more than 10%</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide targeted intervention for students at all grade levels</li> <li>▪ Connect conceptual understanding to procedural fluency in mathematics</li> <li>▪ Increase parental involvement</li> <li>▪ Increase student voice and sense of belonging</li> </ul>

# 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	Dr. Martha Cohen 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	<a href="#">Student Learning Engagement</a>	79.7	85.1	84.6	83.7	84.4	84.8	n/a	Declined	n/a
	<a href="#">Citizenship</a>	60.0	68.6	69.7	79.4	80.3	80.9	Very Low	Declined Significantly	Concern
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	77.5	77.0	77.0	68.5	66.2	66.2	High	Maintained	Good
	<a href="#">PAT6: Excellence</a>	24.2	17.1	17.1	19.8	18.0	18.0	High	Improved	Good
	<a href="#">PAT9: Acceptable</a>	70.5	66.8	66.8	62.5	62.6	62.6	Intermediate	Maintained	Acceptable
	<a href="#">PAT9: Excellence</a>	13.5	12.3	12.3	15.4	15.5	15.5	Intermediate	Maintained	Acceptable
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	80.3	85.8	85.8	87.6	88.1	88.6	Very Low	Declined	Concern
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	67.4	78.5	79.2	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	<a href="#">Access to Supports and Services</a>	75.5	83.8	84.1	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	<a href="#">Parental Involvement</a>	60.8	72.3	73.3	79.5	79.1	78.9	Very Low	Declined	Concern

**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