

**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

Tuscany School

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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: Student foundational skills in literacy and mathematics will improve.

Outcome One: Students will improve in phonological awareness and decoding skills in English and French.

Outcome Two: Student procedural fluency will improve through a focus on number sense.

Celebrations

- The proportion of students requiring literacy or numeracy support declined significantly post-intervention in all streams. For example, 30.9% of English students requiring support on their LeNS, in January 2025 reduced to 2.17% in June 2025.
- 82% earning high reading indicators and 85% earning high math indicators in number.
- Students report high levels of understanding in reading (97.4%)
- ELL and special education students showed significant improvement on early years' assessments between pre and post tests. For example, 53.85% of English Language Learners required support on their LeNS, in January 2025 reduced to 23.08% in June 2025.

Areas for Growth

- Reading performance among EAL students declines at higher grades.
- 61% have books they find interesting, down from 2024.
- 78% feel their culture is visibly represented at school.
- While 88% think deeply in math, only 73% enjoy working on challenging problems and 15% continue to struggle on core outcome measures

Next Steps

- Expand structured, data informed, literacy instruction in English and French - UFLI, Morpheme Magic, Words Their Way, sound walls, small group reading, culturally responsive texts. Grade 5 team to work on using knowledge of phonemes to start to increase vocabulary.
- Continue daily mental mathematics strategies - Daily 30, Number Talks, Power of Ten, Math Talks.
- Refine PLC process: focus on collaborative problem solving, assessment calibration, and reflection cycles.

Our Data Story:

Tuscany's School Development Plan focused on two foundational skills; phonological awareness/decoding skills and procedural fluency. Both foundational skills are necessary building blocks for students to find success in reading and mathematics. In our 2023-24 School Development Plan we noticed that students were struggling significantly on spelling as indicated by several screeners and evidenced in

their writing. As a result of an analysis of our data, many conversations, some professional learning and some initial word work, we determined that our 2024-25 School Development Plan should be focused on helping students develop phonological awareness and decoding skills using a structured literacy program. In relation to math, our data through early years' assessments, PLC data, and teacher perceptions demonstrated a need to focus on building conceptual understanding through procedural fluency.

In September 2024 our literacy data showed the following:

2024 – 14.94% received an indicator of 1 or 2 on their June report card; 2.6% received a 1, 12.34% received a 2 on the outcome 'reads to explore and understand'. In the ELL cohort, 3.57% got a 1 and 8.93% got a 2. Of the special education students, 1.82% got a 1 and 20% got a 2.

CBE Student survey – spring, 2024

I understand what I read - 100%

I feel connected to the texts – 91%

I have the opportunity to read interesting books - 79.17%

LeNS pre-assessment data, September, 2024 and January, 2025

Grade/Program/Percentage requiring support (overall 30.9%)	Grade/Program/Percentage requiring support (overall 15.73%)
Grade 1 English 40.4%	Grade 1 French 26.83%
Grade 2 English 7.5%	Grade 2 French 6.25%

Overall, in the English program 30.9% were requiring additional support and 15.73% in the French program on the LeNS assessment. Of the 30.9% in the English program, 53.85% of those students were ELL and 33.3% were special education students. In the French program, of the 15.73% requiring additional support, 25% were special education students.

CC3 pre-assessment data, September, 2024 and January, 2025

Grade/Program/Percentage requiring support (overall 23.38%)	Grade/Program/Percentage requiring support (overall 7.81%)
Grade 1 English 36.36%	Grade 1 French 9.76%
Grade 2 English 17.5%	Grade 2 French 10.42%
Grade 3 English 15.25%	Grade 3 French 2.56%

Overall, in the English program 23.38% were requiring additional support and 7.81% in the French program on the CC3 assessment. Of the 23.38% in the English program, 21.43% of those students were ELL and 33.3% were special education students. In the French program, of the 7.81% requiring additional support, none of the students were special education or ELL.

Mathematics Provincial Assessment Data – September, 2024 and January, 2025

Grade/Program/Percentage requiring support (overall 17.05%)	Grade/Program/Percentage requiring support (overall 20.47%)
Grade 1 English 21.43%	Grade 1 French 41.46%
Grade 2 English 12.5%	Grade 2 French 16.67%
Grade 3 English 13.92%	Grade 3 French 2.63%

In the English program:

Pre-assessment September, 2024 – overall 17.05% of students who wrote the test were noted to be requiring additional support. Of that 17.05%, 25% of the students were English as an Additional Language learners and 43.75% were special education students.

In the French program:

Pre-assessment September, 2024 – overall 20.47% of students who wrote the test were noted to be requiring additional support. Of that 20.47%, 0% of the students were English as an Additional Language learners and 14.2% were special education students.

Report Card data from June 2024 showed that 11.4% of students received an indicator of 1 or 2 on the outcome of ‘understands and applies concepts related to number, patterns and algebra’. Of that 11.4%, 0% of ELL students and 3.12% of special education students had a 1 and 14.29% of ELL students and 14.06% of special education students had a 2.

During the year teachers spent their Professional Learning time on topics related to our School Development Plan. Our September and October, 2024 Professional Learning Days included learning sessions about using MathUp to support mental math improvement, using UFLI to support students in Division 1 and Division 2 and how to do guided reading to support all students and improve reading. In January, our learning focused on Literacy programming planning. Each group was asked to intentionally reflect on these questions as they relate to their reading work in the classroom:

- Which skills are you targeting daily, weekly, monthly(unit) ?
(eg: highlight each a different colour, sticky notes...)
- What tasks/tools/opportunities do you use to address these?
- Indicators/examples for end of year: Beginning (1) Developing (2) Proficient (3), Mastery (4)
- Intervention Strategies you're currently using.
- What resources are you using? Are there resources you need that we do not already have?
- Home: Reading/Work/Google Classroom...
- Opportunities for cross curricular connections?

Our Professional Learning Communities began by focussing on literacy for an 8 week period in late fall and early winter. Each PLC group gathered and analyzed data (from early years' assessments, Words Their Way, CBE Comprehensive Decoding Assessment, DIBELS, Maze) to determine current achievement in relation to phonological awareness. Teachers then implemented various strategies to improve phonological awareness such as; reading windows, I do, we do, you do, sentence pyramids, word family practice, echo reading, choral reading, modified UFLI texts, structured literacy lessons, game-based literacy activities, etc. At the end of the 8 week cycle, post-data was collected on student improvement and in almost all cases there was notable improvement.

Math professional learning focused on different ways to build procedural fluency using tools such as MathUP and supportive teaching strategies like number strings and problem strings. Teachers engaged in an 8 week PLC cycle in early spring where they gathered and analyzed data (early years' numeracy assessment,) to determine next steps. Some of the strategies used to build procedural fluency included problem of the week, 3 Act Tasks, Math 99, Math Playground, Blooket, Mathketball, Daily 30, and using manipulatives. This work had a clear impact on students' ability to choose a strategy that would help them to solve a problem.

Finally, we dedicated significant funds toward staffing to provide intervention. We had numeracy and literacy (English and French) interventions for students identified as requiring additional support on the early years' assessments. These small groups contributed to the amazing results we saw on the post-assessments in numeracy and literacy as described below.

LeNS post-assessment data, June 2025

Grade/Program/Percentage requiring support (overall 2.17%)	Grade/Program/Percentage requiring support (overall 4.49%)
Grade 1 English 0%	Grade 1 French 7.32%
Grade 2 English 7.5%	Grade 2 French 2.08%

Overall, in the English program 2.17% were requiring additional support and 4.49% in the French program on the LeNS assessment. Of the 2.17% in the English program, 23% of those students were ELL and 0% were special education students. In the French program, of the 4.49% requiring additional support, 0% were ELL or special education students.

CC3 post-assessment data, June, 2025

Grade/Program/Percentage requiring support (overall 6.45%)	Grade/Program/Percentage requiring support (overall 0%)
Grade 1 English 3.64%	Grade 1 French 0%
Grade 2 English 7.5%	Grade 2 French 0%
Grade 3 English 8.33%	Grade 3 French 0%

Overall, in the English program 6.45% were requiring additional support and 0% in the French program on the CC3 assessment. Of the 6.45% in the English program, 20.69% of those students were ELL and 20% were special education students. In the French program, there were no students requiring additional support on the CC3 post-assessment.

Mathematics Provincial Assessment Data – June, 2025

Grade/Program/Percentage requiring support (overall 5.09%)	Grade/Program/Percentage requiring support (overall 12.6%)
Grade 1 English 2.06%	Grade 1 French 26.83%
Grade 2 English 7.5%	Grade 2 French 8.33%
Grade 3 English 7.59%	Grade 3 French 2.63%

Overall, in the English program 5.09% were requiring additional support and 12.6% in the French program on the numeracy assessment. Of the 5.09% in the English program, 12.9% of those students were ELL and 33.3% were special education students. In the French program, of the 12.6% requiring additional support, 0% were ELL and 14.29% were special education students.

Report card data in June, 2025 showed that 17.88% of students were achieving an indicator of 1 or 2. Of that 17.88%, 1% of students were achieving an indicator of 1 and 16.8% an indicator of 2 on the outcome 'reads to explore and understand'. There were no ELL students with an indicator of 1 but 12.16% had an indicator of 2. Respectively, of special education students, 3.33% had an indicator of 1 and 18.33% had an indicator of 2.

CBE Student survey – spring, 2025

I understand what I read – 97.4%

I feel connected to the texts – 85.5%

I have the opportunity to read interesting books – 61.7%

I think deeply and slowly while solving problems – 87.8%

Student feedback from the CBE Student Survey indicates that the percentage of students who agreed with the statement "*I think deeply and slowly when solving math problems*" increased by 8% to 88% of our students. Additionally, only 1% of our student population received an indicator of 1- emerging on their report card for "*understands and applies concepts related to number, patterns and algebra.*" 85% of our students are achieving above grade level in a number sense. This demonstrates that the interventions implemented this year, such as small group intervention, Number Talks and other strategies designed to strengthen mathematical reasoning and number sense, were effective in promoting deeper mathematical thinking. To continue building on this positive trend, teachers will maintain a focus on fostering a growth mindset in mathematics and implement Math activities to engage students in critical thinking and problem solving from the start of each lesson. Teachers will also continue using structured routines such as Number Talks and Daily mental math practice to encourage reflection, reasoning, and flexible thinking and encourage our goal of an improvement in procedural fluency with a focus on number sense.

Student feedback from the CBE Student Survey indicates that in the spring of 2025, 97.4% of students believed they understand what they read compared to 100% in 2024. There was also a noticeable decline in students who stated they feel connected to the texts they read – 85.53% in 2025 compared to 91% in 2024. Student perception also declined on the indicator ‘I have the opportunity to read interesting books’ from 79% in 2024 down to 61.72% in 2025. Additionally, in June, 2025, 17.9% of students achieved an indicator of 1 or 2 on their report card, 3% higher than in 2024. However, by the end of 2025 less students (1.09%) earned an indicator of 1 over 2024 (2.6%). Students at Tuscany School showed great improvement over the 2024-25 school year on the LeNS and the CC3 which suggests that we are making progress in building phonological awareness. This data suggests that students are becoming better at phonological awareness overall and in order to continue that positive trend teachers should continue to focus on direct instruction of skills related to building phonemic awareness. However, the decline in student perception data suggests that opportunities to read relatable texts for enjoyment are important to students and may need direct focus from teachers.

Truth & Reconciliation, Diversity, and Inclusion

The most recent CBE Student Survey indicates that 74% of students feel included at school, and 86% feel they have at least one adult they can connect with. This increased from 63% in 2024. To further strengthen these relationships, we are intentionally engaging in activities connected to the teachings of the Medicine Wheel to gather data on each student’s trusted adult. We are maintaining a record of these connections to ensure every student has a caring adult available to support them and to reinforce each student’s sense of belonging within our school community.

Additionally, 97% of students feel their teachers care about them, and we are continuing to nurture these relationships through thoughtful task design and responsive teaching practices. Every class is engaging in cultural identity projects to help students see themselves reflected in their learning, addressing data that shows 78% of students feel their culture is represented at school.

In alignment with our Truth and Reconciliation commitments, we are also deepening student understanding through intentional read-alouds, connections with Indigenous stories, and learning experiences grounded in Indigenous Ways of Knowing, Being, Doing, and Belonging. These actions support our ongoing goal of building cultural understanding, fostering inclusion, and ensuring every student at Tuscany School feels seen, valued, and supported.

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	Tuscany 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	90.1	88.5	88.7	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	89.8	90.5	91.6	79.8	79.4	80.4	Very High	Maintained	Excellent
	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
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.4	89.5	91.3	87.7	87.6	88.2	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.9	94.8	94.5	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	78.5	85.3	83.7	80.1	79.9	80.7	Intermediate	Declined	Issue
Governance	Parental Involvement	79.4	83.9	81.3	80.0	79.5	79.1	High	Maintained	Good