



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

École Tuscany School

990 Tuscany Blvd NW, Calgary, AB T3L 2T4 t | 403-777-8060 f | 587-933-9912 e | Tuscany@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 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

École Tuscany School Goals

- Spelling
- Conceptual Understanding of Mathematics
- Self-regulation

Our School Focused on Improving

Our focus for the 2023-24 school year included the following areas:

- Spelling for increasing achievement in writing
- conceptual understanding in mathematics
- Self-regulation strategies

We chose to focus on these areas as our student data as measured on report cards and on provincial assessments (LeNS, CC3 and Numeracy), and classroom-based assessments (Words Their Way Assessment, CBE number and algebra assessment) indicated that gaps in these foundational skills were limiting students' ability to engage in more complex writing and math problems. We also noticed, based on the CBE Student Survey results, PLC (Professional Learning Communities) data and teacher perception, that students are struggling to identify their own emotions or feelings, and are limited in their understanding of strategies to help them return to a state of learning.

We noticed that on the Words Their Way assessment, the average out of 25 for words spelled correctly was 12.28 across the grades 3-5 classrooms. As a result of this we focused on high impact strategies that increase student understanding of how sounds go together to make words.

In Mathematics, we continued to use MathUP, school wide, to support our work in building conceptual understanding and delved more deeply into the use of this resource We implemented Problème de la Semaine/Problem of the Week to increase student engagement and enjoyment of Mathematics across the school.

In an effort to improve students' ability to identify their emotions or feelings and choose a strategy to help them return to a regulated state, teachers were intentional in explicitly teaching some common strategies. Regular movement breaks throughout the day were an integral part of the plan as well as breathing techniques such as box and candle breathing, and daily sharing circles to support a sharing of ideas and feelings.

What We Measured and Heard

We measured incremental student growth in literacy and mathematics with LeNS, CC3 and the provincial Numeracy assessment tools. Other sources of data we gathered included English as an Additional Language student data, attendance data, Assessment of Foundational Reading Skills (AFRS) data, and teacher perception data.

On the LeNS, CC3 and Numeracy assessments we saw a decrease in the number of students at risk over the year. Small group and one to one interventions were intentional to move students out of the at-risk range. AFRS data indicated that in January 2024 we had more than 67% or higher of students were identified as “minimal to emerging” at phoneme blending (combining sounds to make words), phoneme segmenting (breaking a word down into its individual sounds), word reading and nonsense word decoding. End of year AFRS data showed a significant decrease in the number of students in the “minimal to emerging” range in these areas.

Attendance data for Tuscany School shows that we are 12% below other Area 1 schools and 19% below the rest of CBE for absenteeism above 10%. This tells us that students feel connected to their school and overall enjoy the learning and experiences that they are engaged in each day.

Specific questions on the CBE Student Survey and OurSCHOOL surveys were used to measure growth in student confidence in the areas of literacy and mathematics. 96% of students on the June 2024 CBE survey said that they were confident they could learn mathematics and 91% said they know what to do next to improve in mathematics. In relation to our literacy focus, 79% of students said they are competent writers and 91% said they know what to do next to improve their writing skills.

The Alberta Education Assurance Measure Survey and annual School planning and engagement survey were used to see any change in parent perception. Based on both these sets of survey results, parents have a high level of confidence in the school to provide a high quality education for their children. 92% of parents believe their children are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. 82% of parents are satisfied with the opportunity their children have to receive a broad program of studies including fine arts, career, technology, and health and physical education.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
LeNS, CC3 and Numeracy Assessment data indicate that there has been a	96% of students said they were confident they can learn math	Continue to focus on developing letter-sound correspondence

decrease in the percentage of students in the at-risk category at each grade when comparing the pre-test to the post-test. In all three assessments there was improvement shown in moving students from the at-risk column to the not at-risk column as a result of the interventions we employed. Coupled with data from the CBE Student Survey and questions posed to students in class these data not only point to improvements in students' reading, writing and math skills, but also to their experiences as learners in these areas	▪ 100% of students on the CBE student survey said they understand what they read ▪ Parents are more satisfied with their involvement in decisions about their child's education ▪ Parents have an increased confidence that their children are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school ▪ 100% of students said they get to learn from Indigenous Elders and Knowledge Keepers	through structure and rich literacy tasks ▪ Provide targeted intervention for students at all grade levels ▪ Connect conceptual understanding to procedural fluency in mathematics ▪ Increase parental involvement ▪ Continue to provide explicit teaching of strategies to help students ▪ Find ways to make the many supports we provide to students daily more visible to parents ▪ Only 75% of parents are satisfied with the overall quality of basic education. This will be an area that we need to delve deeper into during the 2024-25 school year.
--	---	--

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

Spring 2024 Required Alberta Education Assurance Measures – Overall Summary

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	88.5	87.2	88.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	90.5	92.2	92.1	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	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	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	89.5	92.1	92.3	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.8	94.9	94.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	85.3	82.5	82.9	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	83.9	77.3	80.0	79.5	79.1	78.9	Very High	Maintained	Excellent