


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

Thorncliffe 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 achievement in Literacy and Mathematics will improve.

Outcome One: Students' written communication will improve through culturally responsive task design.

Celebrations

- Students achieving grade level report card indicators in writing at all grade levels has improved by 9% overall
- Students achieving the Acceptable Standard on the Grade 6 Provincial Achievement Test - English Language Arts and Literature is 12% higher than the provincial average
- Students who have an understanding of the beliefs, values, attitudes, and behaviours of those from other cultures according to the OurSCHOOL survey has improved by 12% overall from Fall 2024 to Fall 2025

Areas for Growth

- Supporting students that are EAL and SPED to move from Requiring Additional Support to Not Requiring Additional Support in literacy and numeracy
- Assessment practices address student need and align with provincial standards
- Student engagement in literacy and numeracy tasks
- Create opportunities for enrichment and extension

Next Steps

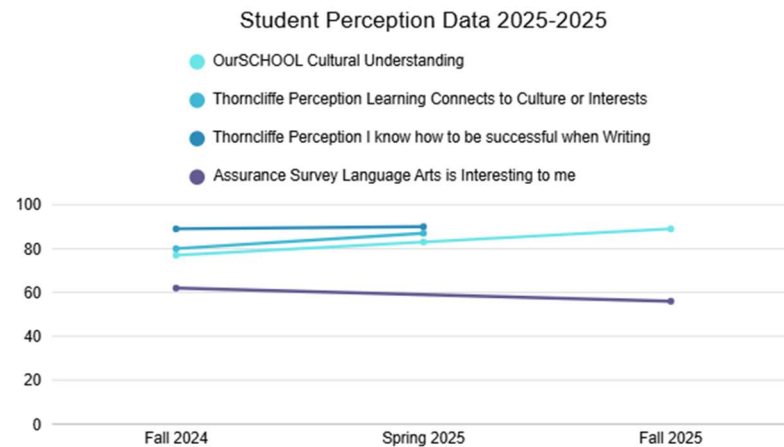
- 6 week learning cycles for all students using the CBE K-6 rubrics and calibration tools to create flexible groupings to support student learning in literacy and numeracy
- Using formative assessment techniques embedded in learning cycles to support continuous improvement for students throughout the learning cycle
- Continue using culturally responsive task design to support student engagement in their learning
- Provide meaningful collaborative time for teams to assess and calibrate student work, and create learning cycles to address student learning needs

Our Data Story:

Thornccliffe School's 2024-25 School Development Plan was focused on improving student engagement and connection to their learning while continuing to target student literacy skills in writing. Previously, teachers had developed strong instructional practices to develop student writing skills by focusing on expository writing, sentence structure, and encoding. While student writing skill improved, student engagement in writing and ability to translate skills into interdisciplinary tasks needed improvement. Teachers worked collaboratively in teams to develop rich tasks based on student interests, learning preferences, and cultural identity. Student writing was central to each task, with teachers utilizing formative assessment practices to move student learning forward through learning cycles based on both student learning data as well as incorporating student interest and identity.

Student Perception Data

Throughout the year, we tracked effectiveness of student understanding of cultural identity using the OurSCHOOL survey measure "Students who have an understanding of the beliefs, values, attitudes, and behaviours of those from other cultures." At the beginning of 2024, students had comparable understanding of other cultures to the Canadian norm. This result improved throughout the year and has continued to the beginning of the new school year. Year over year improvement in this measure is improved from 77% to 89% of students in grade 4-6. Alongside the OurSCHOOL data, school collected data was monitored to understand student perception of whether their learning connected to their own interests, family or culture. This measure also showed growth throughout the school year from 80% agreement to 87% agreement. We additionally measured whether students knew how to be successful when writing. This measure remained more stable from 89% agreement to 90% agreement. The final perception data point we utilized was in the Alberta Assurance Question "Do you like learning language arts?" This measure decreased from 62% to 56% and represents a continued area for growth.



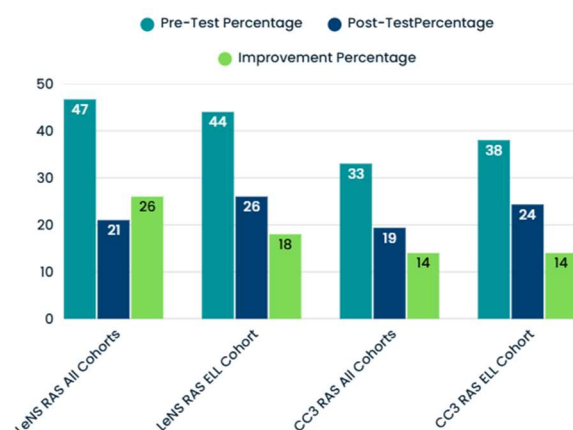
Student Learning Data

REPORT CARD DATA - WRITING
PERCENTAGE OF STUDENTS ACHIEVING A 2, 3 OR 4 INDICATOR BY GRADE

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
ELAL Writing June 2024	66.7%	77.4%	70.8%	65.1%	71.4%	81.3%
ELAL Writing June 2025	88%	85.7%	83.9%	70.8%	77.1%	93.8%
Cohort Improvement	NA	19%	6.5%	0%	12%	22.4%

curriculum implementation, we have a comparison between Thorncliffe students and the provincial averages. More students than the provincial average achieved the Acceptable Standard with 81% compared with 69%. Fewer Thorncliffe students achieved the Standard of Excellence compared with the provincial average with 7% compared with 13%. 19% of Thorncliffe students received a mark Below the Acceptable Standard.

PROVINCIAL ASSESSMENT LITERACY



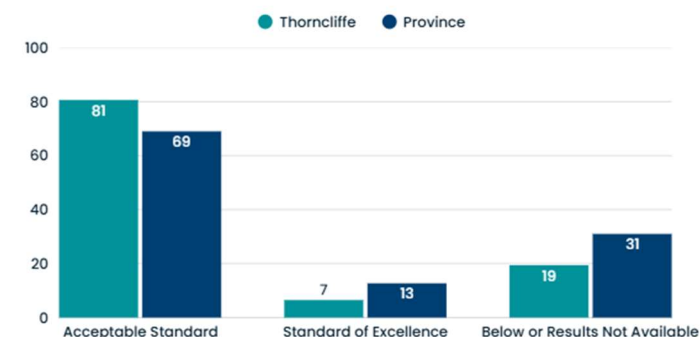
When reviewing student data, we monitored improvement over the year using the provincial literacy assessments. While many students moved from Requiring Additional Supports (RAS) in all areas, we noticed that a smaller percentage of English as an Additional Language Learners were able to move from Requiring Additional Supports to Not Requiring Additional Supports (NRAS) over the course of the year.

Each learning cycle was initiated from a review of student learning information and included opportunities for student voice and choice. Writing samples were regularly calibrated and used to inform future learning cycles. One measure of student growth in writing was measured by identifying the number of students receiving an indicator of 2, 3, or 4 which represents grade level or higher achievement. Student growth was evident in report card outcomes. All cohorts had an increase in the percentage of students receiving a 2, 3, or 4 indicator as reflected in the table, with the exception of the students in grade 4, who are currently in grade 5.

The Provincial Achievement Test (PAT) in English Language Arts and Literature was another measure we utilized. Because there was no test in 2024 to support new

PROVINCIAL ACHIEVEMENT TESTING

Due to new curriculum implementation, PAT results are not available for 2024 in English Language Arts and Literacy



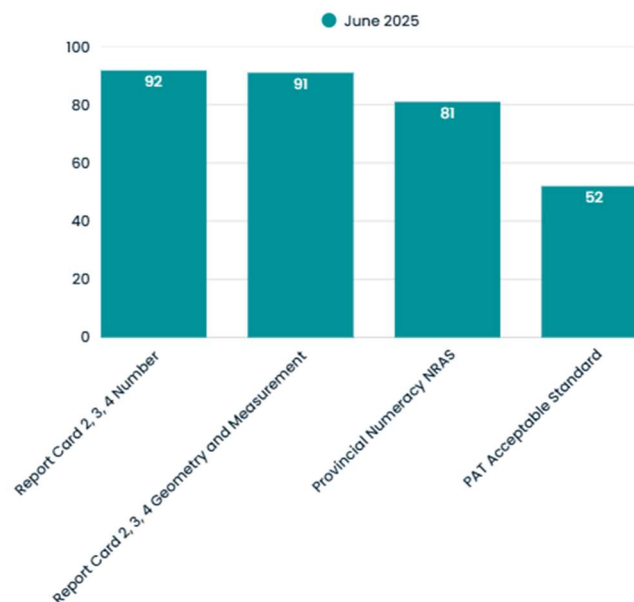
Insights and Next Steps

Student achievement in reading, writing, and math indicates stronger performance on report card outcomes than what is indicated through the provincial assessment measures. For example, in the grade 6 cohort from 2024-25 94% of students received a 2, 3, or 4 indicator on their report cards in the stem Understands and applies concepts related to number, patterns, and algebra, while only 52% achieved the acceptable standard on their Provincial Achievement test. Similarly, 81% of students at the end of the year required additional supports according to the Provincial Assessments, with 93% receiving a 2, 3, or 4 indicator on their report card.

By focusing on formative assessment, calibration of student work, and developing learning cycles to address the learning needs of all students based on assessment data we will better address the needs of our students requiring additional support or not meeting grade level outcomes.

According to student perception data, Thorncliffe students have a strong cultural understanding and see themselves in their learning. Student perception of engagement in their learning in language arts is low according to the Assurance Survey measure. It is similarly low in mathematics with a 56% agreement. By meeting their learning needs through flexible groupings, and continuing to create culturally responsive tasks, we anticipate that student engagement will improve in both literacy and mathematics.

MATHEMATICS DATA



Required Alberta Education Assurance Measures (AEAM) Overall Summary

Spring 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	Thornccliffe 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	81.9	78.0	83.3	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	85.2	74.2	78.5	79.8	79.4	80.4	Very High	Improved	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
	PAT6: Acceptable	n/a	56.3	54.9	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	12.5	6.3	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	86.2	87.9	90.9	87.7	87.6	88.2	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.7	86.3	86.5	84.4	84.0	84.9	Very High	Improved	Excellent
	Access to Supports and Services	85.5	79.7	82.9	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	87.6	80.8	85.5	80.0	79.5	79.1	Very High	Maintained	Excellent