

**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

Twelve Mile Coulee 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.

2024-25 SDP GOAL ONE: Student achievement in Literacy and Mathematics will improve.

Outcome one: Student fluency with number sense will improve.

Outcome two: Student reading comprehension will improve through the explicit teaching of inferencing strategies.

We chose to focus on these areas as our student data measured on report cards and on provincial assessments (Provincial Achievement Tests) indicated that gaps in these foundational skills were limiting students' ability to engage in more complex reading and math problems. We also noticed, based on the CBE Student Survey results as well teacher perception, that students lacked confidence in their learning in both literacy and numeracy as well as their ability to regulate their emotions and perseverance through learning tasks.

Celebrations

- SaskMath Numeracy Screeners showed a significant increase in the percentage of students at or above grade level throughout the year for grade 6, 7 & 8 while grade 9 was maintained.
- PAT scores for Math 6 & 9, Part A and B were maintained and continue to be significantly higher than the province
- PAT scores for English Language Arts grades 6 & 9 were maintained and continue to be higher than the province
- Students at or above grade level in the DIBELS ORF Fluency screener for all grades was maintained or increased

Areas for Growth

- Improving conceptual understanding of number including value, application of patterns and algebra, especially at grade 6 with the newer curriculum
- While great increases were seen in percentage of students achieving at or above grade level on our Math Screener, there is still a significant percentage of students achieving below grade level
- Improving inferencing skills as they pertain to comprehension of text and better reading skills
- Student engagement as shown in the Alberta Education Measures is 2% lower than the provincial 3 Year average

Next Steps

- Continue to develop procedural fluency in Numeracy and making thinking visible
- Continue to develop a positive mathematical mindset through integration of numeracy language and through intentional task design

- Continue application of Literacy Decision Tree to track incremental student progress and supports required
- Continue to build student's reading fluency including reading rate, accuracy, and expressive intonation to support overall comprehension with text
- Continue to work on inferencing skills through thoughtful interdisciplinary task design to improve reading comprehension

Our Data Story:

PAT Data

Literacy: Students continue to achieve higher than the provincial average.

Percentage of students achieving each standard level

ELA Grade 9	TMC	Alberta
Acceptable Standard Writing	90.3%	85.3%
Standard of Excellence Writing	13.9%	15.0%
Acceptable Standard Reading	81.9%	77.3%
Standard of Excellence Reading	19.4%	17.4%

Percentage of students achieving each standard level

ELA Grade 6	TMC	Alberta
Acceptable Standard Writing	93.9%	84.8%
Standard of Excellence Writing	15.8%	13.5%
Acceptable Standard Reading	89.1%	75.1%
Standard of Excellence Reading	38.8%	29.4%

Numeracy: Students continue to achieve higher than the provincial average.

Percentage of students achieving each standard level

Math Grade 9	TMC	Alberta
Acceptable Standard Part A	64.6%	44.5%
Standard of Excellence Part A	30.6%	18.9%
Acceptable Standard Part B	81.9%	67.3%
Standard of Excellence Part B	34.7%	17.8%

Percentage of students achieving each standard level

Math Grade 6	TMC	Alberta
Acceptable Standard Part A	69.3%	55.4%
Standard of Excellence Part A	29.5%	22.1%
Acceptable Standard Part B	80.1%	64.1%
Standard of Excellence Part B	30.1%	18.3%

End of Year Report Card Data:

Literacy: maintained or increased compared to previous years

- 98.6% of grade 6-9 students are achieving a 2,3 or 4 on the report card stem “Writes to develop, organize and express information and ideas”
- 66.7% of grades 6-9 students are achieving a 3 or 4 on the report card stem “Writes to develop, organize and express information and ideas”

Numeracy: maintained or increased compared to previous years

- 95.7% of grade 7-9 students are achieving a 2, 3 or 4 on the report card stem “Number – Develops number sense and applies strategies for computation and estimation.”
- 91.2% of grade 6 students are achieving a 2, 3, or 4 on the report card stem “Understands and applies concepts related to number, patterns and algebra”

Screening Data:

Literacy:

Fluency and comprehension were measured with the Dibels Fluency and Dibels MAZE. Data across most grades showed improvement in Fluency. Note: Fluency is closely linked to comprehension, and is therefore a good indicator for progression.

Literacy (Reading)	MAZE (comprehension)	Fluency
Grade	Change in students at or above grade September 2024 to May 2025	Change in students at or above grade September 2024 to May 2025
6	-19.5%	+17%
7	+11.6%	-2.7%
8	-0.8%	+12.6%
9	-6.6%	+6.1%

Note: different benchmarks are used for Beginning – End of year assessment to adjust for expected increase due to learning throughout the year (ie. Benchmarks increased over the year)

Numeracy:

Math screeners showed continued improvement throughout the year for all students, with grade 9 maintaining the number of students at grade level and grades 6, 7, and 8 showing an increase in the percentage of students achieving grade level by 4.8 – 22%

Numeracy	SaskMath Screener
Grade	Change in students at or above grade level September 2024-May 2025
6	+22%
7	+4.8%
8	+8.5%
9	-1/7%

Note: different benchmarks are used for Beginning – End of year assessment to adjust for expected increase due to learning throughout the year (ie. Benchmarks increased over the year)

2024-25 SDP GOAL TWO: Students' experience of feeling safe and welcome at school will improve.

Outcome one: Students will experience and develop an understanding of respect.

Our Data Story:

Internal wellbeing screening Data:

Students were asked about their feelings of wellbeing and sense of connection to the school.

Wellbeing	TMC screener
Grade	Change in students feeling connected to the school community September 2024-May 2025
6	+4.18%
7	-0.8%
8	+4.71%
9	-3.1%

CBE Student Survey Data:

Question asked	Percent change in agreement from 2024 to 2025
I feel included at school	+5%
I feel welcome at school	-1%
There is at least one adult at school who I really connect with	+10%
I am proud to be part of my school	-5%
I like going to school	-7%

Alberta Education Assurance Measures (AEAM) Survey Data

Percentage of grade 7 students responding to the statement:

At school, students respect each other.

	N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
2021	145	12	43	29	8	8	55
2022	155	10	56	26	5	3	66
2023	125	9	54	25	8	5	62
2024	147	6	59	22	12	1	65
2025	162	9	48	23	11	8	57

Celebrations

- Increase in student perception data regarding connection to the school for grades 6 & 8
- Increase in student perception data regarding feeling included
- Increase in the percentage of students reporting at least one adult at the school they really connect with

Areas for Growth

- Work on students' understanding of what respect looks, feels, and sounds like in relation to their peers and spaces within the school to improve students' feeling welcome and safe at school
- Continue to work on citizenship through focused work on how respect enhances relationships and improves wellbeing

Next Steps

- Continue regular Circle meetings with homerooms during Titan Time to support connection and wellbeing
- Increase opportunities for student voice, student participation and leadership throughout the school with a multi-grade student leadership club

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

Fall 2025 Required Alberta Education and Childcare Assurance Measures – Overall Summary

Assurance Domain	Measure	Twelve Mile Coulee 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	81.0	83.2	82.4	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	66.9	66.1	70.5	79.8	79.4	80.4	Low	Maintained	Issue
	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	75.5	83.1	82.6	62.5	62.5	62.6	Intermediate	Declined	Issue
	PAT9: Excellence	22.6	26.4	28.6	15.6	15.4	15.5	High	Declined	Acceptable
	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	77.3	84.6	83.5	87.7	87.6	88.2	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.5	75.0	79.3	84.4	84.0	84.9	Very Low	Declined	Concern
	Access to Supports and Services	66.9	75.5	73.4	80.1	79.9	80.7	Very Low	Declined	Concern
Governance	Parental Involvement	74.9	70.4	68.3	80.0	79.5	79.1	Intermediate	Maintained	Acceptable