

**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

W.O. Mitchell School

511 Silvergrove Dr NW, Calgary, AB T3B 4R9 t | 403-7776100 f | 587-9339920 e | WOMitchell@cbe.ab.ca

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: Student reading comprehension across disciplines will improve.

Outcome: Student text comprehension will be improved by making connections and predictions in both English and Spanish.

Celebrations

- The focus on the reading comprehension cycle, read alouds, and targeted instruction yielded strong results, particularly in Spanish Language Arts (SLA) and the early grades of English Language Arts and Literature (ELAL).
- In Spanish Language Arts there were significant improvements in Spanish reading comprehension: All grade levels (1-5) saw an increase in the percentage of students achieving indicator 3 (Good) or 4 (Excellent) in the Reads to explore and understand report card stem in SLA when comparing report card data from Semester 1 (January 2025) to Year 1 (June 2025).
 - Grade 2 SLA showed the largest growth, with a +16.8% increase in students achieving indicators 3 or 4 (from 60.4% to 77.2%).
 - Grade 4 SLA also demonstrated substantial growth with a +14.0% increase in students achieving indicators 3 or 4 (from 62.0% to 76.0%).
- Strong gains in early Elementary ELAL: Grades 1 and 2 ELAL saw double-digit growth in the percentage of students achieving indicators 3 or 4, indicating success in foundational ELA reading skills.
 - Grade 1 ELAL showed a +10.7% increase in Indicators 3 or 4 (from 75.0% to 85.7%).
 - Grade 2 ELAL showed a +11.6% increase in Indicators 3 or 4 in the (from 63.8% to 75.4%).
- Positive student perception of practice opportunities: Overall, 74% of students (26% Strongly Agree, 48% Agree) reported having multiple opportunities to practice their reading skills during class time.

Areas for Growth

- Decline in Grade 4 and 5 ELAL achievement: Grades 4 and 5 English Language Arts and Literature saw a decline in the percentage of students achieving indicators 3 or 4 (Good or Excellent) between S1 and Y1.
 - Grade 4 ELAL declined by -2.0%.
 - Grade 5 ELAL declined by -12.5%.

- Need for increased mastery (indicator 4): While overall achievement (indicators 3 & 4 combined) is up in most grades for SLA, only Grade 2 SLA saw substantial movement to the highest category (Indicator 4: Excellent), increasing by +16.2%.
- This suggests most gains are in moving students from Basic (2) to Good (3), but continued focus is needed on moving students to Mastery.

| Grade 1 ELA Indicator | January 2025 (S1) | June 2025 (Y1) | Change in Achievement | Grade 1 SLA Indicator | January 2025 (S1) | June 2025 (Y1) | Change in Achievement |
|------------------------------|--------------------------|-----------------------|------------------------------|------------------------------|--------------------------|-----------------------|------------------------------|
| 1 (Beginning) | 0.0% | 0.0% | 0.0% | 1 (Beginning) | 3.4% | 1.8% | -1.7% |
| 2 (Developing) | 25.0% | 14.3% | -10.7% | 2 (Developing) | 24.1% | 14.0% | -10.1% |
| 3 (Well-developed) | 53.6% | 60.7% | 7.1% | 3 (Well-developed) | 41.4% | 52.6% | 11.3% |
| 4 (Mastery) | 21.4% | 25.0% | 3.6% | 4 (Mastery) | 31.0% | 31.6% | 0.5% |
| Grade 2 ELA Indicator | | | | Grade 2 SLA Indicator | | | |
| 1 (Beginning) | 12.1% | 5.3% | -6.8% | 1 (Beginning) | 15.5% | 8.8% | -6.7% |
| 2 (Developing) | 24.1% | 19.3% | -4.8% | 2 (Developing) | 24.1% | 14.0% | -10.1% |
| 3 (Well-developed) | 37.9% | 42.1% | 4.2% | 3 (Well-developed) | 39.7% | 40.4% | 0.7% |
| 4 (Mastery) | 25.9% | 33.3% | 7.5% | 4 (Mastery) | 20.7% | 36.8% | 16.2% |
| Grade 3 ELA Indicator | | | | Grade 3 SLA Indicator | | | |
| 1 (Beginning) | 1.8% | 1.8% | 0.0% | 1 (Beginning) | 5.1% | 3.4% | -1.7% |
| 2 (Developing) | 17.9% | 14.3% | -3.6% | 2 (Developing) | 25.4% | 23.7% | -1.7% |
| 3 (Well-developed) | 60.7% | 53.6% | -7.1% | 3 (Well-developed) | 62.7% | 59.3% | -3.4% |
| 4 (Mastery) | 19.6% | 30.4% | 10.7% | 4 (Mastery) | 6.8% | 13.6% | 6.8% |
| Grade 4 ELA Indicator | | | | Grade 4 SLA Indicator | | | |
| 1 (Beginning) | 0.0% | 0.0% | 0.0% | 1 (Beginning) | 0.0% | 0.0% | 0.0% |
| 2 (Developing) | 22.0% | 24.0% | 2.0% | 2 (Developing) | 38.0% | 24.0% | -14.0% |
| 3 (Well-developed) | 36.0% | 40.0% | 4.0% | 3 (Well-developed) | 38.0% | 46.0% | 8.0% |
| 4 (Mastery) | 42.0% | 36.0% | -6.0% | 4 (Mastery) | 24.0% | 30.0% | 6.0% |
| Grade 5 ELA Indicator | | | | Grade 5 SLA Indicator | | | |
| 1 (Beginning) | 0.0% | 0.0% | 0.0% | 1 (Beginning) | 8.3% | 8.3% | 0.0% |
| 2 (Developing) | 12.5% | 25.0% | 12.5% | 2 (Developing) | 22.9% | 14.6% | -8.3% |
| 3 (Well-developed) | 62.5% | 60.4% | -2.1% | 3 (Well-developed) | 37.5% | 41.7% | 4.2% |
| 4 (Mastery) | 25.0% | 14.6% | -10.4% | 4 (Mastery) | 31.3% | 35.4% | 4.2% |

Next Steps

- Sustained and targeted focus on the reading comprehension cycle: An explicit focus on the strategies of "building connections" and "predictions" prior to the first reading
- Prioritize Tier 2 Vocabulary (high frequency words that appear across academic disciplines): Focus on key strategies to reinforce Tier 2 vocabulary in both Spanish and English across all grade levels to specifically support text comprehension in disciplinary texts
- Sustained focus on the Reading Assessment Decision Tree to guide next steps to support students
- Use read alouds and think alouds with different text genres and multi-modal texts to support multiple entry points

W.O. Mitchell's school goal to improve student reading comprehension across disciplines, focusing on making connections and predictions in both English and Spanish, was largely successful in the first year of the plan, particularly in the Spanish Language Arts (SLA) program and early English Language Arts and Literature (ELAL) grades.

A quantitative analysis of report card data, assessing a student's ability to read to explore and understand, showed that the schools focus on literacy instruction resulted in positive shifts in student achievement for students in Indicators 3 (Good) and 4 (Excellent). This progress was most pronounced in Spanish Language Arts, where all grade levels (1-5) increased the percentage of students achieving at a high level (indicators 3 or 4). The largest gains were seen in Grade 2 SLA (+16.8%) and Grade 4 SLA (+14.0%).

In English Language Arts and Literature Grades 1 and 2 saw strong achievement gains (+10.7% and +11.6% respectively in Indicators 3/4), the upper grades showed a decline in student achievement, with Grade 5 ELA dropping by -12.5% in indicators 3 and 4. This mixed result suggests that the strategies for building general understanding of disciplinary texts needs to be refined for the intermediate grades.

An analysis of qualitative student perception data from Our School Survey and the CBE Student Survey revealed that a high majority of students (74%) felt they were being given the necessary practice opportunities in class to practice their reading skills, supporting the efficacy of the Well-Being Action outlined in the CBE Education Plan to provide repeated opportunities to learn.

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 | W. O. Mitchell 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 | 80.8 | 85.4 | 86.7 | 83.9 | 83.7 | 84.4 | Low | Declined | Issue |
| | Citizenship | 78.1 | 88.0 | 88.9 | 79.8 | 79.4 | 80.4 | High | Declined Significantly | 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 |
| | PAT6: Acceptable | n/a | n/a | n/a | n/a | 68.5 | 67.4 | n/a | n/a | n/a |
| | PAT6: Excellence | n/a | n/a | n/a | 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 | 88.6 | 90.9 | 92.3 | 87.7 | 87.6 | 88.2 | High | Declined | Acceptable |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 83.8 | 91.4 | 91.9 | 84.4 | 84.0 | 84.9 | Intermediate | Declined Significantly | Issue |
| | Access to Supports and Services | 73.5 | 74.2 | 78.2 | 80.1 | 79.9 | 80.7 | Very Low | Maintained | Concern |
| Governance | Parental Involvement | 72.1 | 77.1 | 76.7 | 80.0 | 79.5 | 79.1 | Low | Maintained | Issue |