



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

William Aberhart High School

3009 Morley Trail, NW Calgary, AB T2M 4G9 403-289-2551 williamaberhart@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

Our School Focused on Improving

Our 2023-24 School Development Plan continued to prioritize student achievement and well-being through a continued focus on the implementation of Outcomes Based Assessment.

The areas we focused on were holistic in nature:

- Achievement
 - 3 year High School Completion
 - Diploma: Acceptable
 - Diploma: Excellence
- Well Being
 - Anxiety
 - Depression
 - Goal Orientation
 - Life Satisfaction

School Goals

- Outcomes Based Assessment
- Impacts in Mathematics, Literacy, and Well Being

In listening to our students through Student Voice and surveys (Our School, CBE Survey), it was clear that transitioning to the pace and expectations in High School was stressful and affected student confidence. Outcomes Based Assessment along with the implementation of the Proficiency Scale across all disciplines in Grade 10 was a priority. Outcomes Based Assessment and the Proficiency Scale supported our school's ability to implement rigorous and relevant tasks with clear expectations for all students. Students benefited from assessment procedures and processes that were clearly articulated. Students and families understand what, why, and how their learning is assessed, and thus, were able to move forward in a supported manner which reduced student anxiety and stress. Our implementation of Outcomes Based Assessment was a priority as it would support both student achievement and well-being.

What We Measured and Heard

Student Achievement - Assurance Results

	Alberta 2022-23	Alberta 2023-24	ABE 2022-23	ABE 2023-24
3 Year Completion %	80.7	80.4	91.7	92.7
Diploma Acceptable %	80.3	81.5	92.2	94.0
Diploma Excellence %	21.2	22.6	33.3	39.5

The Student Growth and Achievement Domain of the Assurance Education Measure Results Report (2024) allowed us to review three key measures with regards to excellence in student achievement. The first was the three-year completion rate which highlights the percentage of students who attain a high school diploma after three years of entering high school. ABE's three-year completion rate was 12.2% points higher than the average across all Alberta high schools and was an improvement of 1.0% over the previous school year. The Diploma Acceptable % rate outlines the percentage of students who achieve 50% or higher on all their diploma exams at a school. ABE's Diploma Acceptable % rate was 12.5% points higher than the Alberta average and was an improvement of 1.8% over the previous school year. Finally, the Diploma Excellence % rate outlines the percentage of students who achieve 80% or higher on all their diploma exams at a school. ABE's Diploma Excellence % rate was 16.9% points higher than the Alberta average and was an improvement of 6.2% over the previous school year.

Well Being – OurSchool Survey

	Canadian Norm 2023-24	ABE 2022-23	ABE 2023-24
Anxiety %	31	31	25
Depression %	34	29	21
Goal Orientation %	61	60	67
Life Satisfaction %	64	69	76

We reviewed four measures from OurSCHOOL survey to gain an understanding how ABE compared against the Canadian norm and to get a sense of year over year improvements at the school level. Anxiety results at ABE were 6% below the Canadian norm and showed a decrease of 6% over the last year. Similarly, Depression results at ABE were 13% below the Canadian norm and showed a decrease of 8% over the last year. Goal Orientation results at ABE were 6% above the Canadian norm and showed an increase of 7% over the last year. Finally, Life Satisfaction results at ABE were 12% above the Canadian norm and showed an increase of 7% over the last year.

As a school, we have made a huge investment in Outcomes Based Assessment and the implementation of the Proficiency Scale to improve student achievement. Qualitative data gathered from a variety of sources (student voice, classroom discussion, teacher observation, parent feedback) has suggested that our work with OBA has positively affected student achievement and well-being. When students clearly understand expectations and their next steps in learning, they achieve better academically and experience improved well-being.

In addition, ABE focused on a few school wide initiatives with the desire to further improve the student experience at the school. The improvement of school culture through homeroom, diversity club, increased leadership and spirit has allowed all students to feel more welcome, cared for and known at the school. The addition of basic cafeteria service and increased microwaves allowed the students to make healthy and more cost-effective choices while ensuring they have the opportunity to stay on school grounds during lunch breaks. All improvements outlined above worked together to have a positive effect on ABE's well-being measures.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
When task design and assessment is clearly focused on the outcomes, students have a solid understanding of what is expected as well as their next steps in learning. Current work around OBA and the proficiency scale indicate that they support improved achievement results and positive well-being outcomes. Students, teachers and parents have indicated that transparency and consistency around our approach to learning was appreciated.	▪ Diploma Results Acceptable (>50%) and Excellence (>80%) across Mathematics, Biology, Chemistry and Physics have continued to improve and are significantly above results in Alberta schools. ▪ Students are more confident and more able to persevere when challenged with higher expectations. ▪ Parents are more satisfied with the overall culture and supports available to their students.	▪ While results in Social Studies continue to improve, we are focused on increasing the rigor and expectations starting at Grade 10. ▪ We continue to seek out ways to support students who demonstrate gaps or struggles French Immersion learning so they can continue pursue their passion for French. ▪ We will encourage parent feedback to identify areas for improvement, tailor support strategies, and foster stronger collaboration between families and educators to enhance student learning outcomes.

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Fall 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

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 9829 William Aberhart High School

Assurance Domain	Measure	William Aberhart High 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	81.1	86.2	86.0	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	80.4	79.0	78.3	79.4	80.3	80.9	High	Maintained	Good
	3-year High School Completion	92.7	91.7	93.0	80.4	80.7	82.4	Very High	Maintained	Excellent
	5-year High School Completion	95.3	96.2	94.9	88.1	88.6	87.3	Very High	Maintained	Excellent
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	94.0	92.2	92.2	81.5	80.3	80.3	Very High	Improved	Excellent
	Diploma: Excellence	39.5	35.3	35.3	22.6	21.2	21.2	Very High	Improved	Excellent
Teaching & Leading	Education Quality	87.0	88.5	88.1	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.6	85.4	85.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	79.3	77.3	76.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	70.0	78.7	76.4	79.5	79.1	78.9	Very Low	Declined	Concern

Note | The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time