



#### 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

## CBe-learn Senior High

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## 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

## 2023-24 School Goals

- Disciplinary Literacy
- Complex Problem Solving
- Connection/Belonging, and Positive Relationships

## Our School Focused on Improving:

- **Literacy – Disciplinary Literacy**
- **Mathematics – Complex Problem Solving**
- **Well-being – Connection/Belonging and Positive Relationships**

Student data as measured on report cards and diploma provincial assessments indicated that gaps in identified skills were limiting students' ability to engage in critical thinking and reading tasks and more complex written math problems. Our well-being goal was specific to creating a welcoming and supportive learning environment within the context of online learning and based on student perception data.

The goals above were chosen in consideration the unique student demographic at CBe-learn. Over 50% of the CBe-learn student population are returning grade 12 students who previously attended different high schools. Additionally, over 1000 students attended CBe-learn and another CBE high school concurrently each semester last year. Those students are not represented in most of the data sets.

## What We Measured and Heard

### Disciplinary Literacy:

An analysis of Diploma marks for ELA and Social Studies demonstrated an increase in percentages in 3 of the 4 courses measured – ELA 30-1, ELA 30-2 and SS 30-2. This increase was achieved by increasing the consistency of calibration in assessing student written work in ELA and Social Studies courses, integrating principles of Universal Design for Learning in the redesign of online courses, and focusing on diploma exam results data. Teacher welcome messages guided students on how to approach learning tasks, synchronous sessions provided direction on completing tasks successfully, and ongoing practice with digital writing platforms used for provincial exams was implemented.

| Diploma Data Comparison<br>Jan to June 2024           | ELA 30-1 | ELA 30-2 | SS 30-1                              | SS 30-2 |
|-------------------------------------------------------|----------|----------|--------------------------------------|---------|
| Written Response Average Score                        | +2%      | +7%      | -2% (within 5% of provincial result) | +3%     |
| Achievement of Standard of Excellence on Blended Mark | +14%     | +6%      | -4% (within 5% of provincial result) | +7%     |

### Mathematics – Complex Problem Solving:

In analyzing diploma marks, it was noted that results on written response questions were lower in Math 30-1, unlike in Math 30-2. To address this, the math team made concerted efforts to incorporate math directing words into course content at all levels. These directing words are also used in online sessions to model how students should interpret questions and demonstrate their knowledge. These actions were taken to help students better answer written response questions and improve their overall diploma exam marks. A focus on rich feedback has been implemented to help students improve understanding for subsequent assessments and to help them guide their studies. The table below illustrates the impact this has had on overall performance on written response questions from the diploma exam:

| Average on Diploma Written Response Questions in Math 30-1 |           |             |
|------------------------------------------------------------|-----------|-------------|
| June 2023                                                  | Jan 2024  | June 2024   |
| 2.7/5 = 54%                                                | 3/5 = 60% | 3.5/5 = 70% |

### Wellbeing - Connection/Belonging and Positive Relationships:

School Connectedness and Belonging, Regulation, and Diversity and Inclusion reports are strong according to the OurSchool and CBE Student Survey. Areas of strength include student safety, acceptance, and cultural values. The survey data indicates that an improvement is needed for student Resilience and Mental Health, where there is 65.84% agreement. CBe-learn has a high percentage of students who have indicated that their reason for transfer is due to mental health.

#### CBE Student Survey, Spring 2024

| Student Question                                                   | Agreement rate |
|--------------------------------------------------------------------|----------------|
| My teacher (s) care about me                                       | 91.8%          |
| There are high expectations for me to be successful in my learning | 94.57%         |
| My teacher (s) want me to be successful                            | 93.96%         |
| I feel welcome at school                                           | 75.77%         |
| At my school I have opportunities to learn from the land           | 77.11%         |

#### OurSchool Student Survey 2024

| Student Question                                              | Agreement rate |
|---------------------------------------------------------------|----------------|
| Enjoys connecting with those who belong to different cultures | 86.4%          |
| Feel accepted                                                 | 72.11%         |

## Analysis and Interpretation

| What We Noticed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Celebrations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Areas for Growth                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>91% of students recognize the value of the ELA skills they are learning in school (AEA Survey)</li> <li>While 95.26% of students agreed with the statement “I understand what I read”, we have identified a gap between this perception and their report card data. (CBE Student Survey)</li> <li>79.5% of students agree that the mathematics they are learning is useful, while 59.33% find it interesting. This indicates that although students see value in what they are learning, they struggle to connect it to real-world applications. (AEA Survey)</li> </ul> | <ul style="list-style-type: none"> <li>An increase in written response average scores in ELA 30-1, ELA 30-2, and SS 30-2</li> <li>An increase in the achievement of standard of excellence on blended marks for ELA 30-1, ELA 30-2, SS 30-2</li> <li>Math 30-1 Diploma written response question averages have increased by approximately 10% per year from 2022 – 2024</li> <li>Our school received an impressive 94.57% agreement from students on the statement, ‘There are high expectations for me to be successful in my learning.’</li> </ul> | <ul style="list-style-type: none"> <li>More calibration and redesign needed for SS 30-1, as this was the only area with a decrease in diploma results for literacy.</li> <li>Digital Literacy to become a focus for all online courses</li> <li>Focus on supporting student resilience and mental health</li> <li>Increase Indigenous ways of knowing into course content</li> <li>Increase student confidence in themselves as learners</li> </ul> |

## 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

| Assurance Domain               | Measure                                                                               | CBe-learn      |                  |                     | 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 | <a href="#">Student Learning Engagement</a>                                           | 86.1           | 84.3             | 85.2                | 83.7           | 84.4             | 84.8                | n/a                | Maintained  | n/a        |
|                                | <a href="#">Citizenship</a>                                                           | 86.4           | 87.1             | 85.7                | 79.4           | 80.3             | 80.9                | Very High          | Maintained  | Excellent  |
|                                | <a href="#">3-year High School Completion</a>                                         | 52.3           | 41.5             | 37.2                | 80.4           | 80.7             | 82.4                | Very Low           | Improved    | Issue      |
|                                | <a href="#">5-year High School Completion</a>                                         | 65.9           | 68.9             | 46.5                | 88.1           | 88.6             | 87.3                | Very Low           | Improved    | Issue      |
|                                | <a href="#">PAT6: Acceptable</a>                                                      | n/a            | 51.9             | 51.9                | n/a            | 66.2             | 66.2                | n/a                | n/a         | n/a        |
|                                | <a href="#">PAT6: Excellence</a>                                                      | n/a            | 3.7              | 3.7                 | n/a            | 18.0             | 18.0                | n/a                | n/a         | n/a        |
|                                | <a href="#">PAT9: Acceptable</a>                                                      | n/a            | 21.0             | 21.0                | n/a            | 62.6             | 62.6                | n/a                | n/a         | n/a        |
|                                | <a href="#">PAT9: Excellence</a>                                                      | n/a            | 5.0              | 5.0                 | n/a            | 15.5             | 15.5                | n/a                | n/a         | n/a        |
|                                | <a href="#">Diploma: Acceptable</a>                                                   | n/a            | 73.7             | 73.7                | n/a            | 80.3             | 80.3                | n/a                | n/a         | n/a        |
|                                | <a href="#">Diploma: Excellence</a>                                                   | n/a            | 16.7             | 16.7                | n/a            | 21.2             | 21.2                | n/a                | n/a         | n/a        |
| Teaching & Leading             | <a href="#">Education Quality</a>                                                     | 88.8           | 84.1             | 85.9                | 87.6           | 88.1             | 88.6                | High               | Maintained  | Good       |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | 88.5           | 89.6             | 88.5                | 84.0           | 84.7             | 85.4                | n/a                | Maintained  | n/a        |
|                                | <a href="#">Access to Supports and Services</a>                                       | 86.1           | 81.7             | 82.2                | 79.9           | 80.6             | 81.1                | n/a                | Improved    | n/a        |
| Governance                     | <a href="#">Parental Involvement</a>                                                  | 77.9           | 68.6             | 74.3                | 79.5           | 79.1             | 78.9                | Intermediate       | Maintained  | Acceptable |

**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. ***CBe-learn data aggregated for all students from grades 1 – 12.***