



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

Lord Beaverbrook High School

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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

2023/2024 School Goals

- Grade 10 Outcomes Based Assessment

Our School Focused on Improving

Our focus at Lord Beaverbrook High School for the 2023/2024 school year was outcomes-based assessment (OBA) focussing on grade 10 core subjects.

At Lord Beaverbrook, we focused on outcomes-based assessment (OBA) to enhance our assessment practices and improve student achievement. By clearly defining specific, measurable learning outcomes, we ensured that both instruction and assessments were directly aligned with what students needed to know and can do. This shift allowed us to focus on mastery of skills, offering students multiple opportunities to demonstrate their understanding while providing targeted feedback. Additionally, this approach supported our teachers in refining their instructional practices, ensuring that teaching methods were aligned with outcomes, while fostering a more student-centered, transparent learning environment.

What We Measured and Heard

With the implementation of Outcome-Based Assessment (OBA), we expect the total average credits earned by grade 10 students to increase from semester to semester, and year over year, as OBA enhances the likelihood of students succeeding in their classes.

Average credits earned at the end of 2022/2023 – 37.65

Average credits earned the end of semester 1 of 2023/2024 – 19.44

Average credits earned at the end of 2023/2024 – 38.24

We surveyed teachers in both the fall and spring to understand their perspectives on key Outcome-Based Assessment (OBA) areas. This included their understanding of OBA, comfort with mapping system outcomes to tasks, familiarity with the Proficiency Scale, and grasp of the five Assessment Principles. Here are the insights gathered from the 2023-2024 academic year.

	OBA Understanding	OBA Understanding	Comfort Mapping System	Comfort Mapping System	Proficiency Scale Understanding	Proficiency Scale Understanding	Assessment Principles Understanding	Assessment Principles Understanding
	Fall (%)	Spring (%)	Fall (%)	Spring (%)	Fall (%)	Spring (%)	Fall (%)	Spring (%)
Beginning	2	7	4	0	16	14	12	10
Developing	26	24	32	15	35	36	33	28
Exemplary	24	31	25	42	9	9	7	14
Proficient	48	38	39	42	38	40	47	48

Improvements: From fall to spring, there was a notable improvement in teachers' understanding of outcomes-based assessment (OBA), with several moving from "Developing" to "Proficient." Additionally, more teachers reported increased comfort in mapping tasks to system outcomes, particularly in core subjects.

Areas for Improvement: Despite progress, some teachers remained at the "Developing" stage in their understanding of the high school proficiency scale. There is also a need for further growth in understanding the guiding principles of assessment, as many teachers did not advance beyond the "Developing" stage.

Grade 10 student perception data indicated that students appreciated being assessed using the outcomes-based approach because it provided clear expectations and helped them understand what they needed to achieve. This method allowed students to focus on mastering specific skills and knowledge, with multiple opportunities to demonstrate their learning. Additionally, they benefited from more targeted feedback, which helped them identify areas for improvement. By aligning assessments with predefined outcomes, students experienced a more transparent and fair evaluation process, increasing their motivation and confidence in their ability to succeed.

Anecdotally, grade 10 parents appreciated the clarity of OBA reporting, as it provided more detailed insights into their child's progress and areas of growth.

Data from the CBE student survey shows an increase from 2022/2023 to the end of 2023/2024 in students knowing how to improve in mathematics and writing, which may be linked to OBA's focus on clear, actionable learning outcomes.

	I know what to do next to improve in mathematics	I know what to do next to improve my writing skills
End of 2022/2023	72%	70%
End of 2023/2024	80%	78%

OBA highlights the real-world value of math and language arts by aligning assessments with practical skills, yet student perceptions of their usefulness remained unchanged on the Alberta Education Assurance Measures report from 2022/23 to 2023/24.

Math is useful 63%

English Language Arts is useful 76%

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
- Teachers successfully implemented outcomes-based assessment (OBA) in Math 10-3, Science 10, ELA 10-1, and Social Studies 10-1, aligning with system outcomes and using the proficiency scale. - Teachers grew in their capacity to apply OBA by refining their instructional strategies to focus on clear, measurable outcomes. - Students benefited from a transparent assessment process, which provided them with a clear	- The successful implementation of OBA in grade 10 classes paves the way for future professional capacity building across additional grade 10 courses. - This work promoted teachers' engagement in collaborative processes aimed at improving assessment and reporting practices in high school. - Teachers gained confidence and expertise in OBA and the proficiency scale, which encouraged them to expand its use.	- Task design: Teachers will continue to improve the alignment of tasks with specific learning outcomes, ensuring tasks clearly assess the intended skills and knowledge. - Implementing OBA aligning with system outcomes and using the proficiency scale: Collaborative planning aimed at expanding OBA practices to all senior high school courses, adjusting assessment complexity to match higher grade expectations.

understanding of expectations and helped them focus on skill mastery. ▪ Parents appreciated the detailed reporting that OBA offered, giving them a more comprehensive view of their child's progress and areas for improvement. ▪ In Math 10C, teachers aligned assessments with system outcomes, continuing to enhance assessment practices. ▪ Teachers began exploring outcomes-based assessment in physical education, fine arts, and CTS classes, with plans to further implement these practices in the future.	▪ Student and parent feedback played a key role in driving further OBA efforts, as their positive experiences with clarity in assessment and reporting fueled ongoing development. ▪ The increased transparency in student progress reports fostered stronger partnerships between teachers, students, and parents, supporting broader application of OBA.	▪ Mapping existing assessments to outcomes: Teachers will continue to map current assessments to clearly defined outcomes, ensuring consistency and alignment with curricular goals. ▪ Ensuring fairness across teachers: Continue to develop collaborative moderation processes so tasks created by different teachers measure outcomes fairly and consistently across classes. ▪ Creating more flexibility in assessments: Increase the flexibility of assessments to accommodate diverse learning styles, allowing students multiple ways to demonstrate mastery of outcomes. ▪ Engaging parents in understanding OBA: Improve strategies to better inform and engage parents, helping them understand how OBA works and its benefits for their child's learning.
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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	Lord Beaverbrook 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	77.9	77.6	77.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	59.0	61.2	61.6	79.4	80.3	80.9	Very Low	Maintained	Concern
	3-year High School Completion	74.4	73.6	72.9	80.4	80.7	82.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	84.3	80.2	84.8	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	85.0	85.0	n/a	80.3	80.3	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	15.8	15.8	n/a	21.2	21.2	n/a	n/a	n/a
	Education Quality	80.3	80.9	82.5	87.6	88.1	88.6	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	70.1	71.4	73.2	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	78.4	76.7	78.1	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	63.2	70.9	69.8	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