John G Diefenbaker 2025 - 2026
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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.

Goal One: Student academic achievement will improve to further enhance the 3-year High School Completion
Outcome One: The percentage of students acquiring credits for registered courses will improve.

Celebrations

High School Completion rate:

- 3-year rate increased to 87.6 % from 82.5 %
- 5-year rate 90.2 %

Failure rates decreased in the following courses:

- English Language Arts 10-2: 10.9, down from 11.5%
- English Language Arts 20-2: 9.6%, down from 10.3%
- English Language Arts 30-2: 0%, down from 8.5%
- Math 30-3: 0%, down from 23%
- Math 20-2: 8.4%, down from 10.9%

Areas for Growth

Overall Failure Rate for all -2,-3,-4 classes

- 12.60% up from 10.3%

Failure rates increased in the following courses

- Math 10-3: 17.6% up from 9.5%
- Math 20-3: 15.8%, up from 1.5%

Next Steps

- *Increase opportunities for credit recovery within the semester*
- *Decrease class size for -2 and -3 courses*

- *Investigate strategies to increase attendance rates in key courses*
- *Reallocate resources to support struggling learners*
- Continue shifting assessment practices toward an outcomes-based approach
- Continue to add learning resources that support cultural and personal differences reflective of the student body.
- Develop strategies to increase successful high school completion rates for English as an Additional Language (EAL) students
- Teaching teams will design and use high-quality summative assessments to contribute to a positive culture of assessment

Goal Two: Students' experience of feeling safe and welcome at school will increase
Outcome One: Students sense of belonging and safety at school will increase
Outcome Two: All students will experience inclusive learning and teaching that reflects and celebrates diverse cultures and identities.

Celebrations

- 91 percent of students believe their teachers want them to be successful
- 91 percent of students believe their teachers have high expectations for their learning
- 85 percent of students believe learning and extracurricular activities are safe and accessible to all students
- 85% of students believe their teachers care about them.
- 69% of students feel safe at school, a 16% increase from the previous year

Areas for Growth

- There has been an 6% decrease in the number of students who believe they belong at school
- Only 63% of students feel they have an adult they connect with at the school
- 50% of students have a sense of belonging at school

- Increase parental involvement in the school.

Next Steps

- Continue with gathering firsthand data from students through conversations, not surveys.
- Continue to respond to student identified area of the school they feel unsafe, specifically the washrooms.
- Investigate news ways to support student belonging at school.
- Continue initiatives that promote student perception of safety in the building.
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Our Data Story:

A significant success for John G Diefenbaker is our three-year high school completion rate. There is an increase of 5.1% in the 3-Year High School Completion, which is 6.2% above the provincial average. While we did see a 3.2% drop in the five-year completion rate, this number is still 2.7% above the provincial average.

Upon further analysis of local school data for all grades, we discovered that 12.6% of students in -2, -3 & -4 classes failed in the 2024 school year. This number is a small increase to 10.3% for the 2023 school. year. Dedicated focus on credit rescue and credit recovery was a significant factor in limiting this number. Utilizing Outcome Based Assessment with targeted re-assessment and focusing on designing learning tasks with clear Learning Intentions and Success criteria supported students within the classroom.

Teachers will carefully design and adjust quality assessments to better understand student progress and needs. They will use these assessments to inform more targeted and effective task design. To build greater collective understanding, we defined outcomes-based assessment as "a research-based assessment system where grades are based on student performance of key course outcomes…assessments and teachers gradebooks are set up to communicate information about the student's depth of understanding for each key outcome instead of a single, overall grade" (High School Outcomes-Based Assessment in CBE).

The Collaborative Response Model (CRM) continues to be a key support structure for student learning and well-being here at John G Diefenbaker. Our Collaborative Response Team, which consists of Administration, Student Services and other lead teachers, meet on a bi-weekly basis to identify students in need of increased tiered support. Within the CRM, the min-SLT brings together the teachers, guidance counselor and Assistant Principal of a specific student to identify the needs and

common supports all educators can provide for the student. challenges This team also guides collective professional development of teachers to implement specific strategies school wide. Monthly department meetings focus on Collaborative Response strategies that are specific to their context and curriculum needs.

To advance the work of our school improvement goals, John G Diefenbaker High School staff engaged in several school-based and system-wide professional learning opportunities. These professional learning opportunities included:

- The Collaborative Response Team (CTM) of approximately 7-10 staff focus on developing and implementing tiered student learning supports. JGD CTMs utilize the Collaborative Response Model as a protocol and communication framework to guide the work.
- Lead teachers engage in system-wide professional learning and resource development connected with outcomes-based assessment weighting, as well as implemented proficiency-based learning systems. A train the-trainer approach was used to implement larger staff professional development.
- Subject teams engage in school-based and system-wide professional learning connected to outcomes-based assessment and success criteria development. This work includes recalibrating task design and student assessment practices to align with curricular outcomes, as well as logistics connected to evidence capture and reporting (PowerSchool).
- Increase student ability to demonstrate mastery of learning through an outcomes-based assessment approach.

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Measures	2024 -25	2023-24	Pre 3 Year Average
3-Years High School Completion	87.6%	82.5%	84.4%
Diploma Acceptable	NA	89.3%	87%
Diploma Excellence	NA	38.3%	35.4%

English and Math Courses	Failure rate in 2024-25 school year	Failure rate in 2023-24 school year
-2,-3, -4	12.6%	9.7%

All three student survey results point in the direction of the need to pay close attention to creating a safe and welcoming learning environment. The results below in all three surveys help us to determine a specific focus on inclusion and feeling safe. Student Surveys include – Alberta Education Assurance Measure Results Report on welcoming, safe, caring, respectful, safe learning environments, CBE student survey on well-being and OurSCHOOL survey on well-being.

Student Surveys	2024-2025	2023-24	2022-23
There is one adult I connect with	64%	64%	58%
I feel welcome at school	63%	77%	74%
I feel like I belong (I feel included at school)	73%	69%	69%
I feel safe at school	69%	51%	63%

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Spring 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.

Required Alberta Education Assurance Measures - Overall Summary
Spring 2025

School: 9860 John G. Diefenbaker High School

Assurance Domain	Measure	John G. Diefenbaker High Schoo			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	75.6	81.0	82.1	83.9	83.7	84.4	Very Low	Declined Significantly	Concern
	Citizenship	68.5	75.0	75.4	79.8	79.4	80.4	Low	Declined Significantly	Concern
	3-year High School Completion	87.6	82.5	84.3	81.4	80.4	81.4	High	Improved	Good
	5-year High School Completion	90.2	94.0	91.8	87.1	88.1	87.9	High	Maintained	Good
	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	89.3	87.0	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	38.3	35.4	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	79.9	83.9	84.0	87.7	87.6	88.2	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	75.2	75.7	77.0	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	77.7	78.9	79.5	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	66.5	71.6	72.9	80.0	79.5	79.1	Very Low	Maintained	Concern

Notes: