



John G Diefenbaker 2024 - 2025

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School Improvement Results Reporting| 2023-24

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

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

School Goals

- Pass rate of -2,-3 & -4 courses
- Student sense of Belonging

Our School Focused on Improving

There is a decrease of 0.5% points in the 3-Year High School Completion and no change in Diploma Excellence in Student Growth and Achievement the section of Assurance Measure Results.

Upon further analysis of local school data for grades 10 and 11, we discovered that 14.1% of students in -2, -3 & -4 classes failed in the 2023 school year. This number decreased to only 9.7% for the 2024 school year. Dedicated focus on credit rescue and credit recovery was a significant factor in this success. 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).

Example

- Increase diploma scores
- Course completion for -2, -3 and -4 mathematics and English courses
- Student sense of belonging at school

What We Measured and Heard

Example

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Measures	2023 -24	2022-23	Pre 3 Year Average
3-Years High School Completion	82.5%	83%	85.8%
Diploma Acceptable	89.3	84.7%	84.7%
Diploma Excellence	38.3	32.5%	32.5%

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English and Math Courses	Failure rate in 2023-24 school year	Failure rate in 2022-23 school year
-2,-3, -4	9.7%	14.1 %

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	2023-24	2022-23
There is one adult I connect with	64%	58%
I feel welcome at school	77%	74%
I feel like I belong	69%	69%
I feel safe at school	51%	63%

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
<p>Example Analysis of failure rates showed that the majority of failures were occurring in -2,-3 and -4 courses in grades eleven and twelve.</p> <p>Early identification of students not meeting course requirements allowed for early interventions. These interventions included, communication with parents, attendance checks and AIP initiation where appropriate, course off loading, mandatory tutorials and credit recovery.</p> <p>Credit recovery and credit rescue appeared to be the influential on student achieving course completion. Requiring students who were failing a course to attend credit recovery during exam time was very successful.</p> <p>OurSchool student survey data indicated 70% of students say they feel connected and belonging at the school through their involvement with teams and clubs. Contrary to this CBE Student Survey data indicated 51% of students did not have an adult they felt they connect with in the school. Through intentional Teacher Advisory (TA) blocks we have increased this to 64%.</p>	<p>Example</p> <ul style="list-style-type: none"> ▪ 4.4% decrease in failure rate ▪ Increase success of credit recovery process ▪ 93% of student feel there are high expectations for them to be successful in their learning ▪ 85% of student believe their teachers care about them ▪ Three year completion rate is higher than the provincial average. ▪ Five year completion rate is 94% ▪ Both Acceptable and Excellence standards on Diplomas are rated as Very High. ▪ Acceptance of cultural diversity is high 	<p>Example</p> <ul style="list-style-type: none"> ▪ Attendance rates in second semester ▪ Students feeling of safety in the school ▪ Increase parental involvement ▪ Need to increase sense belonging for students

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Required Alberta Education Assurance Measures (AEAM) Overall Summary

Spring 2024



[Instructions]

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

Government

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 9860 John G. Diefenbaker High School

Assurance Domain	Measure	John G. Diefenbaker 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	81.0	81.6	82.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	75.0	71.6	75.6	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	3-year High School Completion	82.5	83.0	85.8	80.4	80.7	82.4	Intermediate	Declined	Issue
	5-year High School Completion	94.0	91.8	90.4	88.1	88.6	87.3	Very High	Improved Significantly	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	89.3	84.7	84.7	81.5	80.3	80.3	Very High	Improved Significantly	Excellent
Diploma: Excellence	38.3	32.5	32.5	22.6	21.2	21.2	Very High	Improved Significantly	Excellent	
Teaching & Leading	Education Quality	83.9	82.7	84.1	87.6	88.1	88.6	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	75.7	73.1	77.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	78.9	75.7	79.8	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	71.6	72.1	73.5	79.5	79.1	78.9	Low	Maintained	Issue

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