Lord Beaverbrook High School

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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 through the implementation of Fair, Transparent, and Equitable Assessment practices.
Outcome One: The implementation of Outcomes Based Assessment practices across all disciplines to support fair, transparent, and equitable assessment practices.

Celebrations: Learning Excellence
- The average credits earned by Grade 10 students increased from 37.65 in 2022/2023 to 40.88 in 2024/2025, indicating improved course completion and success under Outcome-Based Assessment.
- 80% of students now report knowing what to do next to improve in mathematics and 79% in writing, showing sustained growth in clarity of learning expectations.
- Teacher proficiency in understanding OBA rose from 24% in Fall 2023 to 57% in Spring 2025, reflecting successful professional learning and implementation.
- Grade 10 students and parents report increased satisfaction with the clarity and fairness of assessment practices under OBA, contributing to higher motivation and engagement.

Areas for Growth: Learning Excellence
- Continue to build teacher capacity in applying the Proficiency Scale and the Five Assessment Principles to ensure consistency and depth in assessment practices.
- Enhance student understanding of the real-world relevance of English Language Arts, as perceptions of usefulness declined from 76% to 74% over three years.
- Support students in connecting programming choices to future career pathways to increase engagement in complementary courses and long-term planning.
- Strengthen student ability to transfer mathematical and literacy skills across disciplines through interdisciplinary learning experiences.

Next Steps: Learning Excellence
- Implement full-cycle OBA in all Grade 10 courses and monitor credit accumulation trends to ensure continued growth in student success.
- Facilitate targeted professional development focused on deepening teacher expertise in the Proficiency Scale and assessment principles.
- Design integrated projects that connect core subjects with complementary courses to reinforce real-world applications and career relevance.
- Use student perception data to guide instructional adjustments, particularly in ELA, to improve relevance and engagement.

Celebrations: Well-Being

- Student emotional regulation increased from 71.03% in 2022/2023 to 77.55% in 2024/2025, indicating stronger self-management and coping skills.
- Positive mental health indicators rose significantly from 70.33% in 2023/2024 to 81.95% in 2024/2025, reflecting improved student resilience and well-being.
- Student sense of belonging has remained stable and strong, increasing from 70.69% in 2022/2023 to 74.52% in 2024/2025.
- The upward trend in well-being measures suggests that school-wide strategies and supports are positively impacting student experiences.

Areas for Growth: Well-Being

- Continue to support students in developing emotional regulation strategies, especially during transitional periods and high stress times.
- Strengthen targeted mental health supports to ensure all students, including those at risk, benefit from the overall improvements.
- Deepen efforts to foster inclusive environments that promote belonging for all students, particularly those who may feel marginalized.
- Increase student awareness of how well-being connects to academic success and future pathways to enhance holistic engagement.

Next Steps: Well-Being

- Implement regular well-being check-ins and reflection activities to monitor student emotional regulation and resilience.
- Expand access to mental health resources and support programs to sustain the gains in student mental health indicators.
- Use student voice data to co-design belonging initiatives that reflect diverse student experiences and identities.
- Integrate well-being goals into academic planning and career exploration to reinforce the connection between personal growth and future success.

Celebrations: Truth & Reconciliation, Diversity, and Inclusion

- Embracing Diversity: Our school community has grown in both size and cultural richness, with more students identifying as Indigenous and learning English as an Additional Language (EAL).

- Collaborative Supports: We work closely with system EAL supports, Indigenous Education Specialists, and our Indigenous Graduation Coach to provide personalized and culturally responsive supports.
- Inclusive Teaching Practices: Teachers are implementing strategies and tiered supports that reflect and honor students' diverse backgrounds, fostering a dynamic and respectful learning environment.
- Student Centered Culture: We are committed to recognizing and celebrating the unique experiences of every student, helping them feel seen, heard, and valued.

Areas for Growth: Truth & Reconciliation, Diversity, and Inclusion

- Expanding Indigenous Perspectives: We aim to deepen the integration of Indigenous histories, cultures, and worldviews across all subject areas, in line with TRC Call to Action #62.
- Strengthening Language Supports: Continued focus is needed to enhance academic success for EAL learners through differentiated instruction and targeted resources.
- Building Staff Capacity: Ongoing professional development is essential to equip staff with tools for anti-racism, Indigenous education, and inclusive practices (TRC Call to Action #63).
- Amplifying Student Voice: We seek to create more platforms for Indigenous and EAL students to share their stories and shape school culture.

Next Steps: Truth & Reconciliation, Diversity, and Inclusion

- Culturally Informed Curriculum: We will collaborate with Indigenous knowledge keepers to co-create learning experiences that reflect Indigenous knowledge systems (TRC Call to Action #10).
- Mentorship & Leadership: Initiatives to support Indigenous and EAL students in developing leadership skills and building community.
- Inclusive Celebrations: School wide events to honour Indigenous cultures and multilingual diversity, promoting understanding and unity.
- Community Partnerships: We will strengthen ties with local Indigenous communities and newcomer organizations to support holistic student development (TRC Call to Action #12).

Our Data Story: Using reliable and specific Lord Beaverbrook evidence to shape priorities in Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity, and Inclusion to support student success and achievement.

Learning Excellence

Alberta Education Assurance Measures: 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.

Grade 10 Average Credits Earned Under Partial or Full OBA Implementation in Grade 10 Classes

Reporting Period	Average Credits Earned	Notes
End of 2022/2023	37.65	Baseline year
End of Semester 1 – 2023/2024	19.44	Mid-year snapshot under partial OBA
End of 2023/2024	38.24	Year data showing growth
End of Semester 1 – 2024/2025	19.4	Mid-year snapshot under partial OBA
End of 2024/2025	40.88	Year data showing growth
End of Semester 1 – 2025/2026	TBD	Mid-year snapshot under Full OBA
End of 2025/2026	TBD	Year data showing growth

Teacher surveys conducted in fall and spring of both the 2023/24 and 2024/25 school years captured perspectives on key Outcome-Based Assessment (OBA) areas following professional learning and implementation. The tables below summarize their understanding of OBA, comfort with outcome mapping, familiarity with the Proficiency Scale, and knowledge of the five Assessment Principles, along with a year-over-year comparison. **The results show steady progress, with more staff demonstrating consistent proficiency in Outcome-Based Assessment practices across 2024/25** that will directly benefit student learning and success**.**

2023/2024 Results	OBA Understanding Fall (%)	OBA Understanding Spring (%)	Comfort Mapping System Fall (%)	Comfort Mapping System Spring (%)	Proficiency Scale Understanding Fall (%)	Proficiency Scale Understanding Spring (%)	Assessment Principles Understanding Fall (%)	Assessment Principles Understanding Spring (%)
Beginning	2	7	4	0	16	14	12	10
Developing	26	24	32	15	35	36	33	28
Proficient	24	31	25	42	9	9	7	14
Exemplary	48	38	39	42	38	40	47	48

Summative Statement: In 2023/2024, teachers strengthened their understanding of outcomes-based assessment and task mapping, but further development was needed in applying the proficiency scale and the five assessment principles.

2024/2025 Results	OBA Understanding Fall (%)	OBA Understanding Spring (%)	Comfort Mapping System Fall (%)	Comfort Mapping System Spring (%)	Proficiency Scale Understanding Fall (%)	Proficiency Scale Understanding Spring (%)	Assessment Principles Understanding Fall (%)	Assessment Principles Understanding Spring (%)
Beginning	6	5	4	0	11	10	6	7
Developing	26	19	21	26	30	22	38	21
Proficient	46	57	51	44	44	48	49	61
Exemplary	21	19	23	30	15	21	8	11

Summative Statement: In 2024/2025, teacher survey results showed a strong shift toward Proficient understanding across all Outcome-Based Assessment areas, with notable increases from fall to spring in OBA comprehension, proficiency scale familiarity, and assessment principles. While fewer teachers identified as "Exemplary," the rise in "Proficient" responses suggests deeper mastery and growing confidence in applying key assessment practices.

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/stabilization from 2022/2023 to the end of 2024/2025 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%
End of 2024/2025	80%	79%

OBA highlights the real-world value of math and language arts by aligning assessments with practical skills, yet student perceptions of their usefulness increased for math and decreased for ELA on the Alberta Education Assurance Measures report.

	I understand how the mathematics I am learning at school is useful to me	I understand how the language arts I am learning at school is useful to me
2022/2023	63%	76%
2023/2024	63%	76%
2024/2025	65%	74%

Well-Being

The results of the CBE Student Survey indicate the overall percentage of students who report experiencing a sense of connection and belonging, feeling emotionally regulated at school, and demonstrating positive resilience and mental health indicators are shown here:

	Regulation (%)	Mental Health (%)	Belonging (%)
2022/2023	71.03	73.79	70.69
2023/2024	73.41	70.33	74.25
2024/2025	77.55	81.95	74.52

We aim to achieve stabilization of these results, followed by a sustained period of continuous improvement in students' sense of connection, emotional regulation, resilience, and mental health indicators.

Truth & Reconciliation, Diversity, and Inclusion

In recent years, our school community has seen significant growth in both its population and diversity. This growth is reflected in the increasing number of students learning English as an Additional Language (EAL) and a rising proportion of students who identify as Indigenous. In response to these changes, we are dedicated to meeting the evolving needs of our learners by collaborating closely with system EAL specialists, Indigenous Education Specialists, and our Indigenous Graduation Coach. Together, we strive to implement culturally responsive teaching strategies that promote an inclusive and dynamic learning environment, ensuring that the unique backgrounds and experiences of all students are recognized and supported.

Key Priorities Moving Forward:

Key priorities are focused on supporting the diverse and growing student population by providing targeted assistance to EAL and Indigenous students, fostering a culturally responsive and inclusive learning environment. This involves strengthening collaboration with EAL specialists, Indigenous Education Specialists, and Indigenous Graduation Coaches, while ensuring staff receive ongoing professional development to effectively address the unique needs of all learners. The goal is to create a school culture promoting diversity, equity, and a strong sense of belonging for every student.

Alberta Education Assurance Measures (AEAM) Overall Summary Fall 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.

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

Spring 2025 Required Alberta Education Assurance Measures – Overall Summary

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	**75.6**	77.9	77.7	**83.9**	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	**51.8**	59.0	60.8	**79.8**	79.4	80.4	Very Low	Declined Significantly	Concern
	3-year High School Completion	**75.2**	74.4	74.4	**81.4**	80.4	81.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	**82.0**	84.3	83.8	**87.1**	88.1	87.9	Intermediate	Maintained	Acceptable
	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**	82.0	83.5	**n/a**	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	19.8	17.8	**n/a**	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	**78.3**	80.3	81.8	**87.7**	87.6	88.2	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**63.7**	70.1	72.2	**84.4**	84.0	84.9	Very Low	Declined Significantly	Concern
	Access to Supports and Services	**72.1**	78.4	78.2	**80.1**	79.9	80.7	Very Low	Declined Significantly	Concern
Governance	Parental Involvement	**61.8**	63.2	67.6	**80.0**	79.5	79.1	Very Low	Maintained	Concern