


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

William Aberhart 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: To ensure that all students, regardless of their language of instruction (English, French) achieve academic excellence through a culture of well-being in an inclusive, welcoming, caring, respectful and safe learning environment.

Outcome One: Student achievement will improve through the implementation of Outcomes Based Assessment in conjunction with the use of the Proficiency scale.

Celebrations

Academic Excellence

- 3-year High School Completion measure continues be very high and improved to 93.1 from 92.7
- Diploma Excellence measure continues be very high and improved to 41.6 from 39.5
- Diploma Acceptable measure continues to be a very high at 91.8

Well Being

- Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) measure continues be very high and improved to 88.3 from 86.6
- Access to Supports and Services measure improved significantly to 83.0 from 79.3

Areas for Growth

Academic Excellence

- Although the 5-year High School Completion measure continues be very high, it showed a decrease to 94.8 from 95.3
- Although the ELA 30-1 Diploma Acceptable measure continues to be high, it showed a decrease to 91.6 from the previous 3 year average of 94.6
- The ELA 30-2 Diploma Acceptable measure is lower than expected and shows a decrease to 84.4 from the previous 3 year average of 95.2
- The SS 30-1 Diploma Acceptable measure showed a decrease to 86.7 from the previous 3 year average of 89.7

Next Steps

Academic Excellence

- Recognizing the changing demographics of our student population, we will continue to work with our EAL teams to support 4 and 5 year completion rates
- Work with our ELA and Social Studies teams to drill down to the particular outcomes that have led to a decrease in some overall measures
- Work with our Social Studies and French Language Arts teams to effectively implement the Neurolinguistic Approach so that it supports greater understanding and achievement for students.

Well Being

- Continue to solidify our approach with Outcomes Based Assessment and the use of the Proficiency Scale to improve further our Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) measures

Our Data Story:

William Aberhart High School continues to demonstrate Academic Excellence in most key measures including High School Completion as well as Diploma Excellence and Diploma Acceptable measures. When comparing year over year data, Aberhart maintained very high achievements. Aberhart's 3-year High School Completion rate of 93.1 was significantly (11.7) higher than the Alberta average of 81.4. Aberhart's Diploma Acceptable rate of 91.8 was significantly (9.8) higher than the Alberta average of 82.0. Finally, Aberhart's Diploma Excellence rate of 41.6 was significantly (18.6) higher than the Alberta average of 23.0.

Measures	Data			Comparing Data	
Achievement	ABE Current Year Result	ABE Prev Year Result	AB Current Year Result	ABE Year Over Year Improvement	ABE Compared to AB Result
3-year High School Completion	93.1	92.7	81.4	+0.4	+11.7
Diploma Acceptable: 50% or above	91.8	94.0	82.0	-2.2	+9.8
Diploma Excellence: 80% or above	41.6	39.5	23.0	+2.1	+18.6

William Aberhart High School continues to improve significantly in key measures including centred around Learning Supports and Well Being. When comparing year over year data, Aberhart improved Welcoming, Caring, Respectful and Safe Learning Environments (1.7) to 88.3 which significantly exceeds (8.2) the Alberta average by 80.1. Similarly, Aberhart's Access to Supports and Services improved significantly (3.7) to 83.0 which is also higher than the Alberta average of 80.0.

Measures	Data			Comparing Data	
Achievement	ABE Current Year Result	ABE Prev Year Result	AB Current Year Result	ABE Year Over Year Improvement	ABE Compared to AB Result
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.3	86.6	80.1	+1.7	+8.2
Access to Supports and Services	83.0	79.3	80.0	+3.7	+3.0

While the 5-year High School Completion rate showed a minor decrease, it does alert us that our demographics continue to change and we can expect to see more English as an Additional Language students in the future. We can incorporate the neurolinguistic approach to better support our EAL students in the future. In English Language (ELA 30-1 & 30-2) showed that few students were meeting Diploma Acceptable standards than in previous years. Similarly, we acknowledge that the Social Studies 30-1 Diploma Acceptable measures highlighted a decrease that is concerning. Our approach centre around Outcomes Based Assessment will allow us to identify which outcomes in both English and Social Studies that students struggling with the most so that we can make necessary adjustments. Like with our EAL learners, we believe our focus on the neurolinguistic approach which support students understanding and achievement in Social Studies. We also understand that Well Being along with Access To Supports also support student achievement and we will work hard to continue to improve in this area.

Our continued refinement of our Outcomes Based Assessment approach will allow teachers to modify and improve quality assessments to better understand student progress and needs. Our assessments will be used to inform more targeted and effective task design. We will continue to ensure that PowerSchool gradebooks are coherent and able communicate information about the student's depth of understanding for each key outcome as well as an overall grade which gives a summary of their current mark.

In order to achieve our identified goals, our staff will be engaged in school and system-wide professional development opportunities. One of our priority areas will be engage in, collaborate and lead with regards to professional learning and resource development as it pertains to outcomes based assessment along with the implementation of the proficiency scale. Much of this work involves recalibrating task design and student assessment practices to align with curricular outcomes. Ultimately, we are looking for more opportunities for students to demonstrate mastery of learning through an outcomes-based assessment. We are also seeking out professional development opportunities related to the implementation of the neurolinguistic approach for our French and English as an Additional Language teachers. Finally, we will continue to advance our understanding of Indigenous Ways of Knowing through the invitation of knowledge keepers and engagement with system professional learning opportunities.

Required 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

Assurance Domain	Measure	William Aberhart 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	84.0	81.1	84.4	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	82.2	80.4	79.0	79.8	79.4	80.4	Very High	Improved	Excellent
	3-year High School Completion	93.1	92.7	92.9	81.4	80.4	81.4	Very High	Maintained	Excellent
	5-year High School Completion	94.8	95.3	95.5	87.1	88.1	87.9	Very High	Maintained	Excellent
	PAT9: Acceptable	*	n/a	n/a	62.5	62.5	62.6	*	n/a	n/a
	PAT9: Excellence	*	n/a	n/a	15.6	15.4	15.5	*	n/a	n/a
	Diploma: Acceptable	91.8	94.0	93.1	82.0	81.5	80.9	Very High	Maintained	Excellent
	Diploma: Excellence	41.6	39.5	37.4	23.0	22.6	21.9	Very High	Improved	Excellent
Teaching & Leading	Education Quality	88.1	87.0	87.7	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.3	86.6	85.9	84.4	84.0	84.9	High	Improved	Good
	Access to Supports and Services	83.0	79.3	77.5	80.1	79.9	80.7	Intermediate	Improved Significantly	Good
Governance	Parental Involvement	80.0	70.0	74.3	80.0	79.5	79.1	High	Maintained	Good