



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

Alternative 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

2023-24 School Goals

- Resilience and Mental Health

Our School Focused on Improving

Resilience and Mental Health

We chose to focus on resilience and mental health as they are the greatest barriers to success for Alternative High School students. Attendance and engagement in learning are key indicators. In 2022-23, 58% of Alternative High School students were absent 20% or more of the time. We also noticed that although many Alternative students successfully completed courses, many of them were not participating in diploma stream math and science. More students were choosing Social and ELA -2 stream. Students were attaining an acceptable level of achievement in diploma exam courses, but not achieving standard of excellence. Resilience and Mental health measures were lower than CBE average (Alternative was 60% and CBE average was 73%).

We focused on belonging and connection to the school community and learning through the lens of trauma informed practice using a variety of school and classroom based processes.

- Increased focus on planning for meaningful mentor time and relationships
- Shifted timetable to ensure team-teaching in math and science with a focus on specific skill and confidence development in students
- Professional learning targeting areas of task design, classroom routines, well-being and trauma informed practice
- Power Teacher Pro tracking of outcomes and data
- Collaborative Response to identify common learning challenges and develop strategies to address
- Aligning the Circle of Courage and Holistic Lifelong Learning Framework, and utilizing system resources to build skills for inclusive learning
- Continued inclusion of student voice in planning for community building events

What We Measured and Heard

Attendance & Engagement

In 2023-24, 45% of Alternative High School students attended 80% of the time or more. This is an improvement from last year. The number of students absent 50% or more of the time has remained about the same as last year (14%), but the absentee rate for the 20-50% absence went down slightly to 40%.

On the Assurance survey, 72% of students agree that they are engaged in their learning. This percentage is the same result as 2022-23. The result on the Assurance Survey table below is inaccurate because it represents an aggregate of student, teacher and parent responses. In 2023-24 a negligible number of parents and teachers responded to the survey, so their responses were excluded.

We offered 3 completion days each semester. The number of students required to attend on those days decreased as the semester progressed, and the number of incomplete assignments/outcomes also decreased. The most notable times were the recovery days in January and June, where students were able to focus on specific outcomes to successfully complete courses, as opposed to a volume of incomplete assignments to “get to a pass”.

Results for regulation are also a measure of student confidence and ability to engage in their learning. These results improved across the school year at each survey from 47% in October on OurSchool to 76% & 80% on the CBE and Assurance surveys.

School Connectedness and Belonging

As measured by the OurSchool, CBE and Alberta Assurance surveys, 80% of Alternative HS students report a sense of school connectedness and belonging, which is higher than the overall CBE. Our Assurance Survey results also reflect this. In 2023-24, 89% of students, parents and teachers considered Alternative to be welcoming, caring, respectful and safe.

Interestingly, the results for connectedness and belonging improve over the school year. The OurSchool results in October show 66% of students feel a sense of belonging and connection. In February the Assurance Survey results show 90% feel connected and CBE Survey in March results are 85%. Alternative High School registration usually hovers around 130 students, and each year almost 1/3 of those are new to the building. Because many of our students arrive in grade 11 or 12 having not found success in a prior setting, they often need to overcome barriers to attendance and engagement while building trust in the safety and acceptance in our school community.

Course Completion

We focused on vocabulary development in all subject areas by pre-loading vocabulary prior to learning new concepts. We also changed our timetabling specifically in Math to allow teachers to focus on specific course outcomes rather than combined course outcomes. When we dug down into individual student results, overwhelmingly students who were not successful had 50% or more absences.

	% passed			% passed			% passed	
	22-23	23-24		22-23	23-24		22-23	23-24
ELA 10-1	79	87	SS 10-1	78	84	Math 10-3	83	63
ELA 10-2	83	69	SS 10-2	85	69	Math 10C	50	74
ELA 20-1	77	96	SS 20-1	95	86	Math 20-1	88	100
ELA 20-2	74	77	SS 20-2	80	70	Math 20-2	79	83
ELA 30-1	67	67	SS 30-1	94	89	Math 20-3	83	92
ELA 30-2	73	83	SS 30-2	67	79	Math 30-1	77	100
						Math 30-2	75	100
						Math 30-3	100	100

Diploma Exam Results

According to our Alberta Education Assurance survey data, 80% of students who wrote diplomas exams passed (Acceptable Standard), while 20% of diploma writers achieved the Standard of Excellence (80%+). These results are the same as the previous year. We had hoped to improve the number of students achieving the Standard of Excellence.

It is notable in ELA 30-2 second semester and in Math 30-1 results that when teachers can focus on one stream for instruction (rather than a blended two stream class), results improved. Math 30-1 problem solving results were higher than the provincial average.

	% students achieving A or B (65%+) on the blended mark	
Subject	2023-24 January	2023-24 June
ELA 30-1	66%	No writers
ELA 30-2	40%	70%
Social 30-1	40%	78%
Social 30-2	46%	57%
Math 30-1	No writers	50%
Problem Solving	No writers	8.3/13=64%
Math 30-2	No writers	71%
Biology 30	No writers	70%
Chemistry 30	No writers	75%

Course enrolment

Updated November 27,
2024

We had hoped to improve the number of students enrolling in academic stream math and science. Although we have more students choosing Math 20-1 and 20-2, overall, we still have work to do to improve student confidence and motivation to attempt these courses.

Course	23-24	24-25
Math 20-1	6	8
Math 20-2	12	7
Bio 20	26	11
Chem 20	7	5
Physics 20	N/A	3

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
One of our primary objectives at Alternative High School is for students to graduate. Because many of our learners have struggled with school for a variety of reasons, being in attendance, regulated enough to be meaningfully engaged in learning and having the confidence and academic skills to achieve their potential can be challenging. Our results show that students are able to overcome those barriers, albeit, over time, in order to achieve academic success. Attendance continues to be a challenge and the most significant reason students don't successfully complete courses. We also noticed that many of our students need consistent support around their executive functioning skills. Parents and students continue to believe that Alternative High School is a welcoming, caring, respectful and safe. Our	- Students feel safe at school - Students are developing regulation and study skills over time in order to successfully engage in their learning - Students are passing courses, including diploma exam courses	- Improve attendance and engagement - Continue to improve student self-regulation and confidence - Determine and develop the skills and confidence that students need to pursue the academic streams in core courses - Community coherence – students adopting the values of our community earlier in the school year

Updated November 27,
2024

survey results show they believe that Alternative High School provides high educational quality and exceptional access to supports and services.		
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**Calgary Board
of Education****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	Alternative 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	72.5	84.5	86.2	83.7	84.4	84.8	n/a	Declined Significantly	n/a
	Citizenship	84.2	84.3	87.4	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	27.8	38.8	46.9	80.4	80.7	82.4	Very Low	Declined	Concern
	5-year High School Completion	75.6	79.4	83.4	88.1	88.6	87.3	Low	Maintained	Issue
	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	80.4	83.6	83.6	81.5	80.3	80.3	Intermediate	Maintained	Acceptable
	Diploma: Excellence	20.7	19.7	19.7	22.6	21.2	21.2	High	Maintained	Good
Teaching & Leading	Education Quality	88.7	87.7	90.3	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.9	88.0	91.2	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	94.5	87.1	88.1	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	n/a	83.3	82.1	79.5	79.1	78.9	n/a	n/a	n/a

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