



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

Ernest Manning 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

Ernest Manning High School Goals

- Increase student ability to demonstrate mastery of learning through an outcomes-based assessment approach
- Develop student holistic problem-solving and resiliency skills through a tiered continuum of supports
- In a good way, support EMHS students in the un-learning of colonial ways and re-learning to support in the achievement of truth and reconciliation.

Our School Focused on Improving

Ernest Manning High School chose to focus a school-wide implementation of outcomes-based assessment to support increased student mastery of learning at the grade 10 level, and where able, grade 11 and 12 courses.

As a school community, we believe that assessment is an integral part of the teaching and learning process, and ultimately leads to improved student performance and efficacy in the areas of literacy, numeracy, and well-being. High-level learning occurs when students are presented with meaningful tasks and assessments - aligned with the five guiding principles of assessment - that empower them to develop an in-depth understanding of the intended learning goals and outcomes. We also recognize the importance of students having common experiences with similar success criteria within discipline and subject areas to ensure assessment equity, fairness, and transparency. Furthermore, we hold the belief that each discipline and subject team should employ a common re-assessment process utilizing the CBE Proficiency-Scale to assess and reassess student understanding of curricular outcomes.

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).

To support the advancement of our school improvement goals, Ernest Manning High School staff engaged in a number of school-based and system-wide professional learning opportunities. These professional learning opportunities included:

- Multidisciplinary Collaborative Response Teams (CTM): teams of approximately 7-10 certificated staff focused on developing and implementing tiered student learning strategies. EMHS CTMs utilized the Collaborative Response Model as a protocol and communication framework to guide the work.
- Subject teams engaged in school-based and system-wide professional learning connected to outcomes-based assessment and success criteria development. This work included recalibrating task design and student assessment practices to align with curricular outcomes, as well as logistics connected to evidence capture and reporting (PowerSchool).
- Lead teachers engaged 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.
- Discipline teams explored high-impact literacy strategies within their subject area, utilizing resources such as ‘This is Disciplinary Literacy: Reading, Writing, Thinking, and Doing Content Area By Content Area’ (Lent et al.), as well as the CBE K-12 Literacy Framework. The focus of these professional learning opportunities was to

collectively implement high-impact literacy strategies that promoted students' ability to create, communicate, and use knowledge within and across disciplines.

- All EMHS staff engaged in school-based and system-wide unlearning of colonial ways, and re-learning to support the achievement of truth and reconciliation, as well as the advancement of equity and social justice. This learning included staff book studies on the legacy of residential schools in Canada and ways to advance truth and reconciliation. An additional professional learning focus, connected to truth and reconciliation, was on implementing land-based learning to enhance students experiences.

What We Are Doing as a School

The following school-based structures and processes were used to support student success throughout the 2022-2023 school year.

- All teachers were connected to multi-disciplinary Collaborative Response Teams (CTM) to foster greater understanding, and ability to implement, Tier I and II universal learning strategies.
- Discipline and subject teams were given focused time to design learning tasks, calibrate assessment practices, develop common success criteria, and implement high-impact literacy strategies through discipline and subject-based Professional Learning Communities (PLC).
- A Professional Learning Network (PLN) was created to explore outcomes-based assessment best practices and provide just-in-time support to fellow EMHS professional colleagues implementing outcomes-based assessment.
- Utilizing a school-wide philosophical framework aligned with the five guiding principles of assessment, each discipline and subject team created a standardized re-assessment policy that aligned with the CBE Proficiency-Scale. This approach promoted greater understanding of re-assessment within the EMHS community, as well as the processes connected with student re-assessment.
- An Indigenous Student Leadership Team, which was comprised of students, staff, and knowledge keepers, supported in advancing truth and reconciliation within the EMHS community. This group helped organize a variety of student and ceremonial events, created visual displays to build awareness, as well as provided feedback on next best steps in relation to supporting the CBE Indigenous Education Holistic Life-Long Learning Framework within EMHS.
- A focused Student Learning Team (SLT) and Global Learning Team (GLT) network was created that identified and supported student success through a continuum of tiered supports. Teams were comprised of subject teachers, student services, administration, and resource teachers. Student success strategies and transition plans were developed, implemented, and monitored for success throughout the academic year.

- Student learning success data-tracking system was created to support student success, particularly for at-risk learners. Areas of focus included assessment data, attendance, Learning Centre Community (LCC) referrals, and other known factors of student success.
- A number of EMHS staff were engaged in system-wide professional learning, including subject specific professional learning networks, to build shared practice within and amongst CBE high schools. This train-the-trainer model was then used to share best practice within and amongst EMHS staff.

What Teachers are Doing with Students

- Provide students with clear learning intentions, which encourage students to demonstrate their knowledge utilizing a variety of mediums and is aligned with the five guiding principles of assessment.
- Within the company of peers, provide students with clearly defined success criteria and learning intentions.
- In the company of peers, teachers will continue to develop common tasks and learning resources that create explicit links to learning targets and system outcomes.
- Where relevant, provide students opportunities for self-directed re-assessment of specific learning outcomes utilizing a variety of mediums to demonstrate knowledge.
- Aligned with subject/discipline processes, teachers will utilize the CBE Proficiency-Scale to support student re-assessment.
- teachers will continue to explore best-practice outcomes-based assessment logistics such as course weighing, evidence capture, and other data gathering considerations.
- Targeted instruction to address outcome-specific and/or task-specific learning gaps.
- In the company of peers, teachers will utilize universal Tier I & II learning strategies, linked to outcomes-based assessment, to support student success and well-being.
- Support student metacognition by promoting student self-direction for achievement and improvement goals to support well-being in relation to assessment.

Resources

The following resources were used throughout the 2022-2023 school year to support whole-school improvement. These resources included:

- Alberta Education Program of Studies
- Alberta Education: Examples of the Standards for Students' Writing
- [Assessment and Reporting in CBE](#)
- Guiding CBE Outcomes-Based Assessment (OBA) resources

- This is Disciplinary Literacy: Reading, Writing, Thinking, and Doing Content Area By Content Area (Lent, 2016)
- Grading for Equity (Feldman, 2018)
- Collaborative Response (Hewson & Hewson, 2022)
- Visible Learning for Literacy, Grades K-12: Implementing the Practices that Work Best to Accelerate Student Learning (Hattie, 2016)
- Street Data: A Next-Generation for Equity, Pedagogy, and School Transformation (Safir & Dugan, 2021)
- Braiding Sweetgrass (Kimmerer, 2013)
- Grading from the Inside-Out: Bringing Accuracy to Student Assessment Through a Standards Based Mindset (Schimmer, 2016)

What We Measured and Heard

A number of system and local data sources were utilized to measure growth in the areas of literacy, mathematics, and student wellness. These measures were both qualitative and quantitative in nature.

Overall, Ernest Manning High School students consistently outperformed the provincial standard in diploma exams. In the June exam setting, 98.5% of students successfully completed the Social Studies 30-2 and 95.7% of students completed Math 30-1 diploma achieved Acceptable Standard. In addition, EMHS students scored at least 20% above the provincial Standard of Excellence in Chemistry 30, Biology 30, ELA 30-1, Physics 30, Science 30, and Social Studies 30-2.

A critical metric when working toward successful high school completion is the total number of students failing two or more courses in a given semester. We know that students who fail two or more courses are at higher risk for non-completion. Currently 2.1% of EMHS students failed 2 or more courses in the 2023-2024 school year. Additional local and demographic measures such as attendance, learner support referrals, and student data tracker are utilized to inform just-in-time supports.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Overall, Ernest Manning High School is a high-performing school based on quantitative student learning measures such as completion rates and diploma results. Student, parent, and staff perception data, in areas such as citizenship and access to supports, also improved. Stakeholder feedback on our multidisciplinary Collaborative Response Teams, as well as the creation of the Flex Learning and Resource space have contributed to this increase.	Literacy: 82.35% of students positively identified that “My reading and writing skills help me achieve my future goals” on the 2023-2024 CBE Student Survey. 47.6% of EMHS students who completed the June 2024 ELA 30-1 diploma achieved Standard of Excellence; the provincial average was 25.5%. 98.5% of students successfully completed the Social Studies 30-2 June 2024 Diploma Exam at an acceptable level.	As a school community, the following are areas for future growth: - Continue shifting assessment practices toward an outcomes-based approach that aligns with the five guiding principles of assessment. - Continue building staff professional knowledge of, and ability to implement, Tier I and II universal strategies to support student success. - Implement effective learner strategies and school-based supports for the ~7% of students who do not successfully complete high school in 3 years. We need to understand how these students are

	Mathematics: 86.69% of students positively identified that “I can reach the level of success in mathematics that I need for my future goals” as noted on the 2023-2024 CBE Student Survey. 95.7% of EMHS students who completed June 2024 Math 30-1 diploma achieved Acceptable Standard, 66.7% achieved Standard of Excellence. Well-Being: 70.45% of students indicated that “I have strategies to help myself that I use if I feel stressed about school”, as identified on the 2023-2024 CBE Student Survey, which represented a significant increase. 79.8% of students, parents, and teachers are satisfied that students model the characteristics of active citizenship as identified on the 2024 Spring Alberta Assurance Results Report. Holistic: 93% of Ernest Manning High School students successfully complete high school in 3 years; this is a 3% increase from the previous year. 93.8% of Ernest Manning High School students successfully complete high school in 5 years.	identified within our community and determine the necessary supports for their success. - Explore ways to advance Truth and Reconciliation Calls to Action within the EMHS school community and continue to promote Indigenous and Metis student success. - Develop strategies to increase successful high school completion rates for English as an Additional Language (EAL) students.
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	▪ 160 teacher actions and learner strategy implementations were identified as a result of Collaborative Team Meetings (CTM) to support student learning. This is an increase of 33 more actions than last year. ▪ 213 student success celebrations took place during the Collaborative Team process. This is an increase of 67 more celebrations than last year.	
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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	Ernest Manning 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	83.5	84.4	84.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	79.8	78.1	75.5	79.4	80.3	80.9	High	Improved	Good
	3-year High School Completion	93.0	90.4	89.8	80.4	80.7	82.4	Very High	Improved	Excellent
	5-year High School Completion	93.8	93.0	91.5	88.1	88.6	87.3	Very High	Improved	Excellent
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	92.9	92.9	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	40.7	40.7	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.8	87.0	88.0	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.6	84.6	84.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	81.8	85.3	81.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	79.3	78.3	77.7	79.5	79.1	78.9	High	Maintained	Good

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