



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

Dr. E.P. Scarlett High School

220 Canterbury Rd. SW, Calgary, AB T2W 1H4 t | 403-281-3366 f | 587-933-9709 e | drepscarlett@cbe.ab.ca

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

2023-2024 School Goals

- Outcomes-Based Assessment and Reporting
- Disciplinary Critical Thinking
- Students' Sense of Belonging, Safety, and Wellness in School

Our School Focused on Improving

- Outcomes-Based Assessment and Reporting
- Disciplinary Critical Thinking
- Students' Sense of Belonging, Safety, and Wellness in School

We chose to focus on these areas as our student data as measured on Diploma Exams and on Internal Common Assessments indicated that improvements in student mastery and student independence in goal-setting and learning could be improved. In addition, CBE Student Survey results, OurSCHOOL Survey results, and the Alberta Assurance Measures Survey all indicated that students felt like they belonged at school and were safe at school the same as or less than their Canadian and Albertan peers.

We approached improvements in the listed areas holistically. First, teachers worked in Professional Learning Communities to implement outcomes-based assessment and reporting by using CBE system weightings and outcomes-based task design in English Language Arts 10-1, 10-2, and 10-4; French Language Arts 10; Mathematics 10C; Science 10; and Social Studies 10-1. These teachers also worked to develop their competence in use of the proficiency scale, internally, with some common assessments. Second, teachers in English Language Arts and Mathematics worked to improve disciplinary literacy by focusing on critical writing and evidence in ELA and written question instructional strategies and approaches in Math. Third, administration worked to increase visibility in halls and near washrooms, areas where students had reported feeling unsafe. Student Leadership, through Leadership classes and Principal's Advisory Council, provided feedback about student needs and created school community activities to engage students.

What We Measured and Heard

For our academic goals, we primarily used Diploma Exam data to measure student performance on disciplinary critical thinking:

Alberta Education Assurance Measures: Overall Summary

Measures	2023-24	2022-23
Diploma Acceptable Standard (Average)	93.1%	92.3%
Diploma Standard of Excellence (Average)	40.8%	36.3%

Along with these small improvements in achievement on Diploma Exams, we also noticed that student perception data remained largely unchanged or improved slightly:

OurSCHOOL Secondary Well-Being: “I feel safe attending this school”

I feel safe attending this school	2023-24	2022-23
Dr. E.P. Scarlett	59%	60%
Canada	59%	67%

Alberta Education Assurance Measures W.1: Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of students who agree that their learning environments are welcoming, caring, respectful and safe	2023-24	2022-23	2021-22
Dr. E.P. Scarlett	74.6%	71.7%	82.8%
Alberta	75.2%	76.6%	77.7%

Students’ sense of safety does increase from Grade 10 to Grade 12 in the OurSCHOOL survey results. Our school’s results have not deteriorated as much in the past year as the Albertan and Canadian averages.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Diploma Exam data are very strong at our school, with students and teachers working hard to master learning and perform exceptionally well. A minor increase in meeting the Acceptable Standard, as well	- Students’ literacy skills have improved - Students’ numeracy skills have improved	- Fuller implementation of Outcomes Based Assessment principles and practices - Providing student means of controlling increasing anxiety as the

as a slightly larger increase in meeting the Standard of Excellence, reveal students are thinking deeply in each discipline and taking advantage of excellent instruction and assessment. Overall, student perception data suggest that they feel about as safe as students in the rest of Alberta and in Canada, but this is surprisingly low given the relative decrease in violent incidents and vandalism in the school.	▪ Students are more confident and capable in taking on academic challenges ▪ Students' sense of safety at school has decreased less than the provincial and national norms	academic stakes increase at each grade ▪ Connect learning intentions with student understanding of their own learning to promote independent student direction to achieve learning goals ▪ Increase students' sense of safety and awareness of safety in school ▪ Improve students' sense of belonging to school as a community
--	---	--

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	Dr. E. P. Scarlett 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	79.9	82.1	82.4	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	75.4	69.6	72.9	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	3-year High School Completion	90.1	92.9	91.6	80.4	80.7	82.4	Very High	Maintained	Excellent
	5-year High School Completion	94.2	93.5	92.0	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	92.3	92.3	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	36.3	36.3	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	85.3	83.7	84.4	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	82.5	78.1	81.5	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	82.4	81.8	81.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	77.3	75.3	74.5	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

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