

**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

Henry Wise Wood 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

- Outcome Based Assessment
- Student wellbeing and confidence
- Culturally responsive assessment

Our School Focused on Improving

Our focus at Henry Wise Wood High School for the 2023-24 school year, was Outcome Based Assessment (OBA) with a particular focus at grade 10. We implemented OBA using the system outcomes and weightings in Social 10-1, 10-2, 10-4, Math 10C, Science 10. System weighted outcomes and use of the High School Proficiency Scale for assessment was implemented in English 10-1 and 10-2. System outcomes in the Complementary courses continued to be developed with implementation occurring in several areas.

Our goals on the 2023-24 School Development Plan focused on the following:

- Outcomes-Based Assessment
- Student wellbeing and student confidence
- Culturally responsive assessment (for all students) informed by the Indigenous Education Holistic Lifelong Learning Framework

We felt that when students' learning spirits was ignited and they understood what they knew, what they needed to know and what their next steps in learning, students experienced positive wellbeing, hope and an increase in learning confidence.

Through the implementation of Outcome Based Assessment, professional development occurred in each core area. Teacher leaders attended a Professional Learning Series throughout the year. Grade 10 teams redesigned assessments and courses to align with system weighted outcomes in many Grade 10 courses. Teachers gathered throughout the year to carefully design and adjust quality assessments to better understand student progress and needs. The goal was to use these assessments to inform more targeted and effective task design. In English 10-1 and 10-2, teachers were intentional in applying proficiency scales as a tool to enhance student learning, ensuring that each student received the appropriate level of challenge and support to succeed.

What We Measured and Heard

Below is a summary of Core Course completion rates by each grade. We noticed strong results of course completion in many areas. We have noticed lower course completion in some of the –2/-3/-4/-14 course sequences. Furthermore, we are paying close attention to other course completion metrics related to Phys. Ed. 10 (both 5 credit and 3 credit) and Career and Life Management (CALM) as these courses are also required for High School completion.

Our student population, as a whole, continue to significantly exceed provincial averages for students achieving *Standard of Excellence* and *Acceptable Standard* on Diploma exams. We continue to maintain 'Very High' achievement in both of these areas according to Alberta Education Assurance Measures table.

2023-24 Grade 10 – Completion Rates

English Language Arts		Social Studies		Mathematics		Science	
ELA 10-1	86%	SS 10-1	99%	Math 10C	89%	Science 10	94%
ELA 10-2	87%	SS 10-2	82%	Math 10-3	81%	Science 14	85%

2023-24 Grade 11 – Completion Rates

English Language Arts		Social Studies		Mathematics		Science	
ELA 20-1	97%	SS 20-1	99%	Math 20-1	92%	Science 20	87%
ELA 20-2	91%	SS 20-2	94%	Math 20-2	91%	Science 24	92%
				Math 20-3	84%	Biology 20	94%
						Chem 20	97%
						Physics 20	93%

2023-24 Grade 12 – Completion Rates

English Language Arts		Social Studies		Mathematics		Science	
ELA 30-1	98%	SS 30-1	99%	Math 30-1	93%	Science 30	94%
ELA 30-2	93%	SS 30-2	99%	Math 30-2	91%	Biology 30	98%
				Math 30-3	100%	Chem 30	98%
				Math 31	94%	Physics 30	97%

Knowledge and Employability Course Completion Rates							
English Language Arts		Social Studies		Mathematics		Science	
ELA 10-4	89%	SS 10-4	64%	Math 10-4	67%	Sci. 10-4	70%
ELA 20-4	89%	SS 20-4	100%	Math 20-4	100%	Sci. 20-4	60%
ELA 30-4	100%						

Other Diploma Requirements	
Career and Life Management 20	88%
Phys Ed. 10 (3 credit)	87%
Phys Ed. 10 (5 credit)	90%

We have seen steady growth in the number of International Baccalaureate students registered to take at least 2 IB courses through to completion in Grade 12. We anticipate this trend to continue in the 2024-25 school year based on enrolment projections.

International Baccalaureate (IB) - Program Registration				
	2020-21	2021-22	2022-23	2023-24
Total Grade 12 students enrolled in 2 or more IB courses	91	144	165	187
Total Grade 12 Full IB Diploma Students	12	8	13	12
Total Exam Registrations	192	242	289	325

Well-Being

- Each year, Grade cohorts provided feedback twice in the year; through the OurSCHOOL Survey in the fall, and either the CBE Student Survey or Alberta Assurance Survey in the spring. Through this student perception data, we paid particularly close attention to student wellbeing and learner confidence. In general, positive student voice has indicated that students feel safe at school and that feelings of connectedness to the school improved from the start of the year to Spring. Many structures and traditions exist to support this. Some examples are Athletics, Clubs, Warrior Voice Councils, Warrior Connect, Open House, pep rallies, Fine Arts Productions, Spirit Days, Leadership and Link opportunities.

Areas of Strength

	OurSCHOOL Fall 2023 (All Grades)	CBE Student Survey Spring 2024 (Grade 11/12)	Assurance Survey Spring 2024 (Grade 10)
I Feel Safe	72.27%	82.05%	83%
School is a place where I feel like I belong	51.93%	72.78%	76%
I feel included/welcome at school	63.78%	70.78%	84%
There is at least one adult at school who I really connect with		71.27%	

Areas for Growth

	OurSCHOOL Fall 2023 (All Grades)	Assurance Survey Spring 2024 (Grade 10)
Feels Accepted / I can see my culture in my school	68.24 %	52.66%
Sets Learning Goals	57.07%	
Tracks progress towards goals	52.55%	
I have confidence in myself as a learner		61.72%

Last year, students expressed that they struggled with setting learning goals and how to track their progress. Through some intentional activities in Warrior Connect, students engaged in several activities throughout the year to review their progress in their classes. Although there we improvement in our Grade 10 cohort, this is still an area of focus going forward.

We continue to look at action steps to support student acceptance and see their culture in the school. Although sense of school belonging is comparatively higher, we continued to look at how to engage students through the Warrior Council, Warrior Diversity Council, Student Wellness Action Committee and Warrior connect. In the spring, we hosted a cultural fair as well as continued to acknowledge Dates of Significance through Warrior Connect activities, acknowledgements through announcements and student led informational opportunities.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Through analysis of data, we have noticed that our highly academic course (-1 sequences) continue to be an area of strength for the school. Through deeper analysis of data trends, certain cohorts of students (-2/-3 sequences) tend to have larger percentages of students not completing courses. This is particularly apparent in some of our Grade 10 classes. In addition, or Knowledge and Employability students working towards a Certificate of High School Completion, have struggled in Grade 10. Departments implemented Collaborative Response frameworks to address students in the 'yellow zone' who were at risk of not completing courses. Early interventions and periodic collaborative meetings each semester identified students for targeted supports during the semester and in to semester 2. Through data analysis, we have noticed that course completion rates for our English as Additional Language students and self-identified Indigenous learners are lower in compared to other cohorts of students.	▪ High School Completion rate of the 2023-24 cohort improved from previous year ▪ Continue to surpass Provincial averages with both Standard of Excellence and Acceptable Standards on diploma exams ▪ Implementation of Outcomes Based Assessment in at least 1 core class in each department ▪ Improvements in student safety and connectedness to the school and at least 1 adult showed growth ▪ Implementation of Collaborative Response models in departments to address students at risk ▪ Credit recovery opportunities through targeted Credit blocks implemented. Approximately 42% of students passed courses they otherwise wouldn't have.	▪ Continue implementation of Outcomes Based Assessment across a broader selection of courses ▪ Continuing to provide Professional Development opportunities whole school to support teachers entering in to Outcomes Based Assessment ▪ Course completion rates with -2/-3/-4/14 students ▪ Continuing to elevate Collaborative Response frameworks for student success. ▪ Refining Credit Recovery opportunities for students ▪ Continuing to promote opportunities for students to see their culture at school

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

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 9836 Henry Wise Wood High School

Assurance Domain	Measure	Henry Wise Wood 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	81.8	85.4	85.5	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	78.4	80.3	82.0	79.4	80.3	80.9	High	Declined	Acceptable
	3-year High School Completion	85.6	80.4	80.9	80.4	80.7	82.4	High	Improved	Good
	5-year High School Completion	87.0	86.5	84.9	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	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	94.6	94.2	94.2	81.5	80.3	80.3	Very High	Maintained	Excellent
	Diploma: Excellence	44.6	45.0	45.0	22.6	21.2	21.2	Very High	Maintained	Excellent
Teaching & Leading	Education Quality	84.2	87.7	88.3	87.6	88.1	88.6	Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.3	86.6	87.3	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	80.7	81.8	82.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	76.6	77.6	77.0	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

Notes:

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