


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

James Fowler 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: Student academic achievement will improve through the implementation of Outcomes-Based Assessment through the use of fair, transparent, and equitable assessment practices

Outcome One: The rate of progression of English as an Additional Language (EAL) students from level 3 to level 4 will improve with a whole school approach to assessment using the proficiency scale to give students consistent and effective feedback on where they are in their learning journey and what their next steps are to improving their learning

Outcome Two: Student sense of belonging will increase.

Celebrations

- ***Maintained 3-year graduation rate at 62.0%*** despite our population of 59% EAL learners who often require additional time to graduate, demonstrating resilience and commitment to student success.
- ***Grade 11 and 12 students reported increased feelings of being welcomed***, indicating our well-being initiatives and inclusive practices are positively impacting our senior students' experience.
- ***Diploma Examination Excellence rate improved from 17.5% to 18.1%***, showing that our focus on outcomes-based assessment is supporting students in achieving higher levels of academic performance.
- ***Student perception of inclusion increased from 61% to 68%***, a significant 7 percentage point gain reflecting the impact of our FARE (Falcons for Anti-Racism, Reconciliation, and Equity) initiative and culturally responsive practices.
- ***Students seeing their culture reflected increased from 54% to 62%***, an 8 percentage point improvement demonstrating our commitment to diversity and inclusion is making a visible difference in student experience.

Areas for Growth

- ***Building consistent understanding and use of the proficiency scale*** across all courses to ensure students receive clear, actionable feedback that helps them identify their current level and next steps in learning.

- **Improving course completion rates from 88.3%** to support more students in successfully completing their courses and progressing toward graduation, particularly our EAL learners who require additional time and support.
- **Increasing student ability to use assessment feedback for self-reflection and goal-setting**, as only 86% of students agree that assessments help them reflect on their understanding, leaving room to support the remaining 14% of students.
- **Addressing the decline in "Welcoming, Caring, Respectful and Safe Learning Environment"** from 74.5% to 63.3% in the Assurance Survey to ensure all students feel safe and supported in their learning environment.
- **Supporting diploma examination acceptable standard achievement**, which decreased from 79.1% to 76.7%, requiring refined assessment practices and targeted interventions for students approaching final assessments.

Next Steps

- **Implement consistent teacher calibration sessions** focused on the proficiency scale across all departments to ensure students receive uniform, clear feedback that explicitly identifies their current achievement level and actionable next steps.
- **Expand Success Centre programming and tutorial supports** to provide more opportunities for students to demonstrate understanding, complete reassessments, and receive personalized instruction aligned with outcomes-based assessment principles.
- **Strengthen EAL Benchmarking practices** by conducting assessments twice yearly and using results to inform differentiated instruction and targeted support for language learners progressing through proficiency levels.
- **Enhance homeroom Social Emotional Learning (SEL) programming** using CASEL framework insights from the High School Symposium to build stronger student connections and address the decline in perceptions of a welcoming and safe environment.
- **Develop targeted intervention strategies** for students at risk of not completing courses by utilizing monthly Collaborative Response Meetings and weekly Student Learning Team meetings to personalize supports and increase course completion rates.

Our Data Story:

James Fowler High School serves a unique and diverse student population, with 59% of our students identified as English as an Additional Language (EAL) learners. This demographic reality shapes every aspect of our work and requires intentional, responsive approaches to assessment, instruction, and support. In the 2024-25 school year, we entered the second year of a five-year implementation cycle of Outcomes-Based Assessment (OBA), recognizing that fair, transparent, and equitable assessment practices are essential to supporting the academic achievement and sense of belonging for all our students.

Our school community identified two interconnected outcomes: improving the progression of EAL students through proficiency levels using consistent feedback via the proficiency scale and increasing student sense of belonging. These outcomes reflect our understanding that academic success and social-emotional well-being are inseparable: students who feel welcomed, included, and valued are better positioned to engage in their learning and achieve their potential.

Discovery: What We Learned Throughout the Year

Academic Achievement

Our diploma examination results told a nuanced story. While our Excellence rate improved from 17.5% to 18.1%, demonstrating that our most successful students are thriving under OBA practices, our Acceptable standard decreased from 79.1% to 76.7%. This 2.4 percentage point decline signals that while we're supporting students to reach higher levels, we have work to do in ensuring all students achieve foundational competencies.

Similarly, our course completion rate decreased slightly from 89.7% to 88.3%. While this may seem modest, it represents real students who need additional support to succeed. This data, combined with maintaining our 3-year graduation rate at 62.0% (down slightly from 65.2%), reinforces that our EAL population's need for extended time and personalized support remains a critical factor in our planning.

Student Perception of Assessment

The CBE Student Survey revealed important insights about how students experience our assessment practices. While 86% of students agree that assessments help them reflect on their understanding, this means 14% of our students are not yet experiencing the full benefit of OBA. This gap represents an opportunity to refine how we communicate learning intentions, provide feedback through the proficiency scale, and support students in using that feedback for self-reflection and goal-setting.

Belonging and Inclusion

Our work on student sense of belonging showed remarkable progress in specific areas. Student perception of inclusion jumped from 61% to 68%, a 7 percentage point increase that reflects the impact of our FARE initiative and intentional focus on culturally responsive practices. Even more encouraging, students reporting that they see their culture reflected in the school increased from 54% to 62%, an 8 percentage point gain.

However, we also experienced a significant challenge. The Alberta Education Assurance Survey measure for "Welcoming, Caring, Respectful and Safe Learning Environment" declined from 74.5% to 63.3%, an 11.2 percentage point decrease. This decline is particularly concerning given our concurrent gains in inclusion and cultural representation, suggesting that while some students feel more included, others may be experiencing the school environment differently. This finding demands immediate attention and deeper investigation into what is driving this perception.

The data on feeling welcome remained relatively stable (72% to 71%), but when examined alongside the inclusion gains and the safety concerns, it suggests our work is reaching some students powerfully while others may feel left behind or unsafe.

Integration of Well-Being Initiatives

Our participation in the High School Symposium for Well-Being, combined with the upcoming implementation of CASEL framework-based homeroom programming represents a foundation we have initiated. While we're seeing positive movement in inclusion metrics, the decline in overall perceptions of a safe environment indicates we need to strengthen these initiatives and ensure they reach all students consistently. Planning is currently occurring for the Well-being Symposium, slated for December 2, 2025.

Resolution: Path Forward

What's Working

Our commitment to Outcomes-Based Assessment is showing promise, particularly for students achieving excellence. The significant gains in inclusion and cultural representation demonstrate that when we intentionally create space for diverse identities and experiences, students notice and respond positively. Our EAL benchmarking, Success Centre supports, and Monthly Collaborative Response Meetings are providing structures that support personalized learning.

What Needs Adjustment

We must address three critical areas:

1. **Consistency in OBA Implementation:** Teacher calibration around the proficiency scale needs to be strengthened to ensure all students receive clear, actionable feedback that supports self-reflection and progress.
2. **Safety and Belonging for All:** The decline in "Welcoming, Caring, Respectful and Safe" perceptions demands immediate attention. We need to understand who feels less safe, why, and implement responsive solutions through our FARE initiative and expanded well-being supports.
3. **Course Completion and Foundational Achievement:** While maintaining graduation rates is positive, the slight declines in course completion and diploma acceptable standards indicate we need enhanced interventions and supports, particularly for students at risk of not completing courses or meeting foundational competencies.

Looking Ahead

As we move into Year 2 of our School Development Plan, our data story reveals both the promise and the challenge of our work. We're making real gains in cultural inclusion and supporting some students to higher achievement, but we must ensure our systems reach all students - particularly those who don't yet feel safe or who struggle to complete courses. Our next steps focus on consistency, expanded support, and renewed attention to creating an environment where every student feels welcomed, safe, and capable of success.

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	James Fowler 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	82.6	79.8	79.6	83.9	83.7	84.4	Intermediate	Improved	Good
	Citizenship	62.6	71.0	69.6	79.8	79.4	80.4	Very Low	Declined Significantly	Concern
	3-year High School Completion	62.0	65.2	59.8	81.4	80.4	81.4	Very Low	Maintained	Concern
	5-year High School Completion	67.4	78.5	77.2	87.1	88.1	87.9	Very Low	Declined Significantly	Concern
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	76.7	79.1	77.8	82.0	81.5	80.9	Low	Maintained	Issue
	Diploma: Excellence	18.1	17.5	16.8	23.0	22.6	21.9	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	75.4	80.8	80.2	87.7	87.6	88.2	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	63.3	74.5	74.8	84.4	84.0	84.9	Very Low	Declined Significantly	Concern
	Access to Supports and Services	70.1	81.3	79.0	80.1	79.9	80.7	Very Low	Declined Significantly	Concern
Governance	Parental Involvement	61.2	71.5	73.8	80.0	79.5	79.1	Very Low	Declined	Concern