



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

Queen Elizabeth 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

Our School Focused on Improving

At Queen Elizabeth High School in the 2023-2024 school year, we focused on increasing student engagement, while maintaining our high academic achievement. Specifically, we focused on increasing student engagement in academic tasks related to Mathematics, Literacy, and Wellbeing.

Our data indicates the students at Queen Elizabeth High School perform well on provincial achievement tests, and our Report Card data indicates that our students perform well on Literacy and Numeracy tasks. However, the Alberta Assurance Measure shows that our students report a significantly lower degree of engagement in their learning than what is perceived by their parents and teachers. The data suggests that our student population is compliant and achievement oriented, but that they are not engaged in what they are learning.

We also focused on intentionally building teacher capacity in creating safe and caring learning spaces. Teachers used explicit instruction on diversity and inclusion to help students feel a greater sense of belonging. We focused on wellbeing, as the Alberta Assurance Measure survey indicated a decline in the number of students who felt their school was safe, caring, and welcoming.

What We Measured and Heard

Our numeracy measure focused on our Grade 7 Math classes where teachers focused on improving students' problem-solving skills and increasing student engagement and achievement in Math. Grade 7 students took the Math Intervention Programming Instrument (MIPI) assessment in the Fall and again in the Spring.

	Fall 2023	Spring 2024
Community Classes	70.68%	75.99%
GATE classes	84.97%	87.99%
All Students	76.39%	79.42%

An additional numeracy measure we pay attention to is the Grade 9 Math PAT results.

PAT	School	Province
Multiple Choice	69.4%	61.3%
Numerical Response	70%	57.5%

Our literacy measure focused on our ELA 10-1 classes where teachers implemented targeted instructional strategies related to improving reading and literacy skills. We had all students complete a reading comprehension assessment at the beginning of the semester, and again at the end of the semester.

Semester	Assessment 1	Assessment 2	Assessment 3	Final Assessment
Semester 1 (18 students)	55%	59%	73%	70%
Semester 2 (65 students)	64%	67%	83%	75%
All Students (83 students)	60%	63%	78%	73%

An additional literacy measure we pay attention to is the ELA 30-1 Diploma Exam Part B data.

ELA 30-1 Part B Diploma Exam results		
	January (14 students)	June (47 students)
School	64.5%	72.1%
Province	65%	66.3%

On the Alberta Education Assurance Measures Survey there was a 0.4% decline on the Education Quality Measure, and we are 5.3% lower than the provincial average. We had a 0.4% improvement on the Welcoming, Caring, Respectful, and Safe Learning Environment Measure. We are currently 2% below the provincial average on this measure, which is an improvement from last year, as we were 3.1% below the provincial average last year.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
• We noticed some small improvements in Learning Engagement (+0.7%) and Welcoming, Caring, Respectful and Safe Learning Environments (+0.4%). While we are still below the provincial average on these measures, our data is trending up while the provincial data is trending down. • Our 3-year Completion Rate improved by 7.8% and is 5% higher than the provincial average. • While our Parental Involvement is up 2% from last year it is still 9.5% below the provincial average on this measure. • Our PAT results are above the provincial average • Our Diploma Exam results are above the provincial average in all areas except ELA 30-2 and Science 30.	• Students in ELA 10-1 have shown improvement in their Reading Comprehension skills. • Grade 7 students have shown improvement in their numeracy and problem-solving skills in Math. • We have seen small improvements in Student Engagement and feeling Safe and Welcome at school. • Student participation in extra-curricular clubs and teams has increased, and students are reporting that they feel more connected to the school. • Strong PAT and Diploma Exam results	• Continue to provide direct and intentional instruction to students around creating a Welcoming, Caring, Respectful and Safe Learning Environment. • Continue to have teachers work to make their tasks engaging and to help students see the relevance of what they are learning. • Work with the parent community to encourage them to be more involved in the school and increase parent participation in the Alberta Assurance Measures Survey.

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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	Queen Elizabeth 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	81.7	81.0	81.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	76.8	76.2	77.1	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	3-year High School Completion	85.4	77.6	77.0	80.4	80.7	82.4	High	Improved	Good
	5-year High School Completion	87.8	83.1	85.4	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	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	75.9	75.9	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	24.7	24.7	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	87.9	87.9	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	31.3	31.3	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	82.3	82.7	83.5	87.6	88.1	88.6	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.0	81.6	83.5	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	75.5	73.3	74.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	70.0	68.0	68.7	79.5	79.1	78.9	Very Low	Maintained	Concern

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