


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

20 Springborough Blvd, Calgary, AB T3H 0N7 t | 403-249-3131 e | ernestmanning@cbe.ab.ca

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:

Students will develop an increased ability to demonstrate mastery in learning outcomes through multiple modalities aligned with the five guiding principles of assessment that are fair, transparent and equitable.

Outcome One:

Implementation of the Outcomes-Based Assessment with in and across disciplines in all grades 10 and 11 courses, aligned with the guiding principles of assessment that are fair, transparent and equitable, will allow students to demonstrate an increased mastery of learning.

Celebrations

Literacy:

- 81.5% of students positively identified that “My reading and writing skills help me achieve my future goals” on the 2024-2025 CBE Student Survey.
- 38.9% of EMHS students who completed the June 2025 ELA 30-1 diploma achieved Standard of Excellence; the provincial average was 25.4%.
- 53.3% of students successfully completed the June 2025 Social Studies 30-1 diploma achieved Standard of Excellence; the provincial average was 32.7%.

Mathematics:

- 87.5% 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 2024-2025 CBE Student Survey.
- 52.7% of EMHS students who completed the June 2025 Math 30-1 diploma achieved Standard of Excellence; the provincial average was 42.5%.

Well-Being:

- 82.96% of students indicated that “I feel welcome at school”, as identified on the 2024-2025 CBE Student Survey.
- 82.2% of students, parents, and teachers are satisfied that students model the characteristics of active citizenship as identified on the 2025 Spring Alberta Assurance Results Report. Holistic:
- 94.3% of Ernest Manning High School students successfully complete high school in 3 years
- 94.7% of Ernest Manning High School students successfully complete high school in 5 years.

- 158 teacher actions and learner strategy implementations were identified as a result Collaborative Team Meetings (CTM) to support student learning.
- 183 student success celebrations took place during the Collaborative Team process.

Areas for Growth

As a school community, the following are areas for future growth:

- Continue building capacity in outcomes-based assessment practices for Grades 10–12: Strengthen staff ability to design and implement assessments that align with clearly defined learning outcomes. Ensure assessments provide actionable feedback, allow multiple ways for students to demonstrate mastery, maintain fairness, and guide ongoing learning. Use assessment results to monitor student progress and inform instructional decisions.
- Enhance staff capacity to utilize Tier I and Tier II strategies: Build staff expertise in designing instruction and interventions that target specific learning outcomes. Use formative assessments and checks for understanding (Tier I) to track mastery, and provide small-group or differentiated supports (Tier II) based on data to help students achieve defined goals. Embed outcomes-focused practices consistently within instruction and assessment.
- Support students at risk of not completing high school: Implement effective learner strategies and school-based supports for approximately ~5.7% of students who do not complete high school in three years, including personalized learning plans, mentoring programs, credit recovery options, flexible scheduling, and targeted academic interventions.
- Advance Truth and Reconciliation initiatives: Explore ways to implement the TRC Calls to Action within the EMHS community while promoting Indigenous student academic success. Currently, 93.1% of self-identified Indigenous students complete high school within three years, reflecting a 7% decrease from the 100% completion rate in 2023–24.
- Increase EAL student success: Develop strategies to improve high school three-year completion rates for English as an Additional Language (EAL) students, currently at 89.7% for 2024–2025. Ensure students receive supports aligned to measurable learning outcomes to achieve academic success.

Next Steps

- Design and use high-quality, outcome-based assessments: Teaching teams will collaboratively co-create summative assessments that foster a positive assessment culture, provide universal Tier I support, and target small-group interventions (Tier II) for students needing additional help. Assessments will allow students to effectively demonstrate mastery of learning outcomes.
- Use data to inform instruction: Collect and analyze student data collaboratively to guide instructional planning, ensure interventions are targeted, and monitor progress toward defined outcomes.

- Continue to implement Tier I and Tier II universal strategies to support student success that strengthen student mastery of learning and the co-construction of knowledge, such as using clear proficiency scales and success criteria for all students (Tier I) and providing targeted small-group re-teaching for learners who need additional support on specific outcomes (Tier II).
- Support students at risk of not completing high school: Implement targeted strategies and school-based supports for approximately ~5.7% of students not completing high school within three years. Use data to refine identification processes and ensure supports directly address learning gaps and remove barriers.
- Advance Truth and Reconciliation initiatives: Continue implementing TRC Calls to Action within the EMHS community and support Indigenous student success through TQS 5 competencies.
- Integrate the Indigenous Education Holistic Lifelong Learning Framework: Embed the four domains of Mind, Spirit, Heart, and Body into teaching, learning, and assessment practices to create culturally responsive and holistic learning experiences for all students. Align instructional strategies, task design, and assessments to this framework to support student mastery, well-being, and the co-construction of knowledge across all learning contexts.
- Support EAL student success: Provide outcome-focused strategies and supports for approximately ~10.3% of EAL students not completing high school within three years, using data to identify needs and guide interventions.
- Design engaging, outcome-aligned learning tasks: Through collaborative planning, teachers will continue designing tasks that are engaging, aligned to outcomes, and provide meaningful opportunities for students to demonstrate mastery. AEAM results indicate strong outcomes overall. While most areas reflect high performance, Student Learning Engagement received an 'Acceptable' rating, representing the lowest score on the survey and future area of growth.

Our Data Story:

During the 2024–2025 school year, Ernest Manning High School focused on Mastery of Learning, with particular emphasis on the implementation of outcomes-based assessment in Grades 10 and 11, and, where possible, in Grades 12 courses. This focus aims to improve academic achievement through assessment practices that are fair, transparent, and equitable, incorporating best practices such as clear learning outcomes and success criteria, the use of proficiency scales, frequent formative assessment, common assessments and reassessment opportunities, evidence-based grading, student engagement and ownership, and collaborative teacher practices to ensure consistency and reliability of assessment.

The Ernest Manning school community believes that assessment is an integral part of the teaching and learning process, directly contributing to improved student performance, well-being, and learning excellence. Student learning improves when assessment practices are grounded in the five guiding principles of assessment, which emphasize meaningful tasks that empower learners to develop a deep understanding of intended learning goals and outcomes.

It is essential that students experience common assessment practices with shared success criteria across disciplines and subject areas to ensure fairness, equity, and transparency. Furthermore, each discipline and subject team is encouraged to employ a common reassessment process, using the CBE Proficiency Scale to assess and reassess student understanding of curricular outcomes.

To build a greater collective understanding, the Ernest Manning school community defines 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 advance the work of our school improvement goals, Ernest Manning High School staff engaged in several school-based and system-wide professional learning opportunities. These professional learning opportunities included:

- Multidisciplinary Collaborative Response Teams (CTM): teams of approximately 7-10 staff focus on developing and implementing tiered student learning supports. EMHS CTMs utilize the Collaborative Response Model as a protocol and communication framework to guide the work.
- Lead teachers engage 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.
- Subject teams engage in school-based and system-wide professional learning connected to outcomes-based assessment and success criteria development. This work includes recalibrating task design and student assessment practices to align with curricular outcomes, as well as logistics connected to evidence capture and reporting (PowerSchool).
- 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. All EMHS staff engage 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 includes 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. All staff participate in creating Ethical Spaces that align with the CBE Indigenous Education Holistic Lifelong Learning Framework.

What Ernest Manning High School 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, 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, 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 2024-2025 school year to support whole-school improvement. These resources included:

- Alberta Education Program of Studies
- CBE K-12 Literacy Framework
- CBE K-12 Mathematics Framework
- CBE Indigenous Education Holistic Lifelong Learning Framework
- Student Well-Being Framework
- Assessment and Reporting in CBE
- High School Programs of Study Assessment & Reporting Guides
- 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)

Ernest Manning High School continues to be a high-performing school, as evidenced by quantitative student learning measures such as high school completion rates and diploma examination results.

The Spring 2025 Alberta Education Assurance Measures results demonstrated growth across all survey metrics, with notable improvement in stakeholder perceptions among students, parents, and staff. Areas such as citizenship and the creation of a safe and caring learning environment showed significant positive trends.

Over the past three years, student high school completion rates have continued to improve, reaching 94.3% in 2025, reflecting the school community's ongoing commitment to academic success, student well-being, and learning excellence.

Student perception data from the Well-Being School Survey demonstrated a net improvement in mental health, with students reporting decreased levels of depression and anxiety

A number of system and local data sources were utilized to measure growth in the mastery of learning using the five guiding principles. 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, 100% of students successfully completed the Social Studies 30-1 and 98.7% 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, Science 30, and Social Studies 30-2.

A critical metric in supporting successful high school completion is the number of students failing two or more courses in a given semester. Research and school-based data confirm that students who fail multiple courses are at a significantly higher risk of non-completion.

During the 2024–2025 school year, only 2.1% of Ernest Manning High School students failed two or more courses — a strong indicator of ongoing student success and effective instructional support.

To ensure timely interventions, additional local and demographic measures — including attendance data, learner support referrals, and student data tracking tools — are regularly analyzed to inform just-in-time supports for students who may be at risk academically or socially.

Required Alberta Education Assurance Measures (AEAM) Overall Summary Spring 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	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	85.2	83.5	84.3	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	82.2	79.8	77.0	79.8	79.4	80.4	Very High	Improved Significantly	Excellent
	3-year High School Completion	94.3	93.0	91.0	81.4	80.4	81.4	Very High	Improved Significantly	Excellent
	5-year High School Completion	94.7	93.8	92.5	87.1	88.1	87.9	Very High	Improved	Excellent
	PAT6: Acceptable	n/a	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	95.2	94.0	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	47.2	43.9	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.4	87.8	88.0	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.0	85.6	84.7	84.4	84.0	84.9	High	Improved	Good
	Access to Supports and Services	85.6	81.8	81.5	80.1	79.9	80.7	High	Improved	Good
Governance	Parental Involvement	83.4	79.3	78.2	80.0	79.5	79.1	Very High	Improved	Excellent