



## 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.

### 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

**Goal One:** Students' academic achievement will improve through implementation of both equitable assessment practices and a comprehensive continuum of supports

**Outcome One:** *Students will experience an increase of academic achievement through the implementation of equitable Outcome Based Assessment practices across all disciplines.*

**Outcome Two:** *Students' resiliency in learning will increase through intentional use of the continuum of supports.*

#### Celebrations

- Increase of Course Completion rates across all four Academic areas (Math, Science, English, and Social Studies) supported through equitable assessment practices and the implementation of Outcome Based Assessment
- An increase of 10% of students from our Assurance Survey who agreed with "I have opportunities at school to demonstrate what I have learned."
- Increase in student achievement and resilience in both our Math and English courses across all grade levels, which supports the increase of 3-year graduation rate (+4.6%)

#### Areas for Growth

- Improving student resiliency skills in being able to ask for help/support when they need it to support both their academic and well-being
- Increase student awareness of their learning and well-being needs to identify strategies/ supports from the continuum of support to increase success in high school completion

#### Next Steps

- Align Tier 1 and Tier 2 school-based supports across all classrooms and disciplines
- Increase capacity of students to understand themselves as learners and can advocate for their needs
- Continue to work with teachers regarding best practices and implementing system-wide OBA session work
- Utilize PLC and Department meeting time to support task design and assessment practices school-wide

## Our Data Story:

As we look back at our last school year at Jack James, we reflect on our journey that has been guided by a shared commitment: to create a school where every student feels a sense of belonging and students can develop resiliency skills to realize their full potential. Our School Development goals provide us with a clear direction, that focuses on equity, connection, and academic growth. The data we will walk through with you today serves as both a reflection of our progress and a foundation for planning next steps.

This year we have continued to use schoolwide the CBE's Outcome Based Assessment (OBA) framework to assess student learning. The OBA framework helps teachers and students clearly identify their next steps and address learning gaps, shifting the focus from a final score to ongoing growth. Student achievement for each outcome is reported using the Proficiency Scale (Exemplary, Proficient, Developing, Beginning) in all classes. This consistent language helps students and parents/guardians understand progress and allows students to move confidently between courses.

This past school year, our professional learning centered on enhancing how we provide fair, transparent, and equitable assessment opportunities for students. We were pleased to see that students continue to report that their teachers hold them to high expectations (90.56% in agreement), and we want those high expectations to be reflected through rigorous and consistent assessment practices in all their classes. We also saw an increase of 10% of students who agreed that "I have opportunities at my school to demonstrate what I have learned" (Assurance Survey 2024-25).

Through intentional task design and end-of-semester Outcome completion opportunities (previously known as credit recovery time), teachers have been able to work with students to address specific outcomes from each course. This shift has allowed us to focus not only on academic achievement, but on resilience and growth. Notably, English (see figure 1) and Math (see figure 2) courses saw the largest increase of students successfully completing their courses in all grade levels.

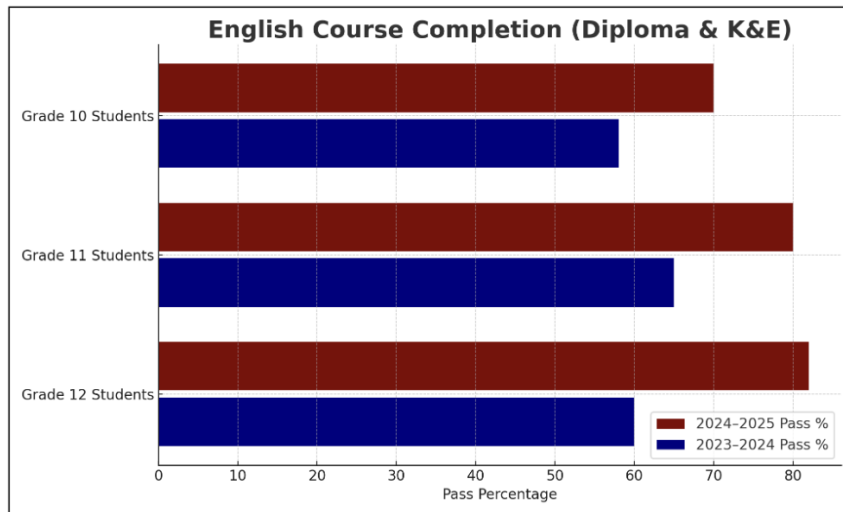


Figure 1

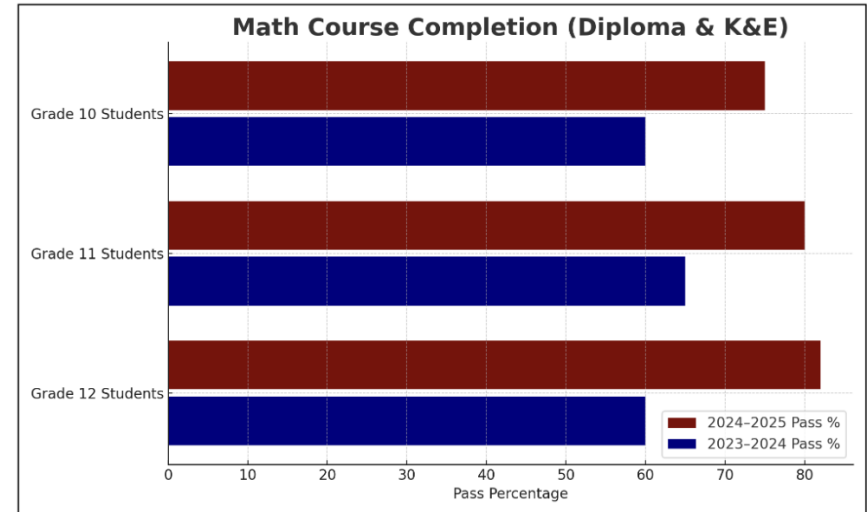


Figure 2

As we continue to dig into the data, we see clear indications that our students' foundation for resiliency skills remains an area of concern, with results trending downwards or holding steady at lower levels. For example, the percentage of students who agreed with the statement "I ask for help when I need it" declined by 7% from the previous year, now sitting at 71.03%. Another data point that we want to dig more into is in the Assurance Survey which shows an 11.89% decrease in students who reported it was easy to get help with schoolwork dropping to 71.11% agreement. Using the data chart below, we will pinpoint areas for focused professional learning and determine the most effective next steps to support our students.

### Student Survey Statements on Resiliency

2024-2025 Survey	Statement	Percentage of Agreement	Percentage of Agreement Increase (+) Decrease (-) compared to 2023-24
Our School Survey	Keeps going when challenged	57.14%	+3.66%
Our School Survey	Doesn't give up when trying to reach goals	47.52%	-1.37%
CBE Student Survey	Set goals for learning Grade 11s/12s)	70.27%	N/A
Our School Survey	Sets learning goals (Grade 10s)	47.84%	-0.75%
CBE Student Survey	I ask for help when I need it	65.52%	-7.03%

As a school community, we recognize that resiliency involves accessing available resources, overcoming challenges, and maintaining personal well-being. While we continue to see gaps in students' ability to set goals and bounce back after setbacks, we are beginning to see promising signs of progress. For our school outcome that focuses on increasing student resiliency through intentional use of the continuum of supports, the Assurance Survey shows small but meaningful gains, particularly in how students perceive our supports and services as responsive to their needs (see figure 3). Examples of our Jack James continuum of support includes connecting students to agency support, collaborating with our Area Learning team, engaging with the Indigenous Education team, and school-based supports available both in and out of the classrooms.

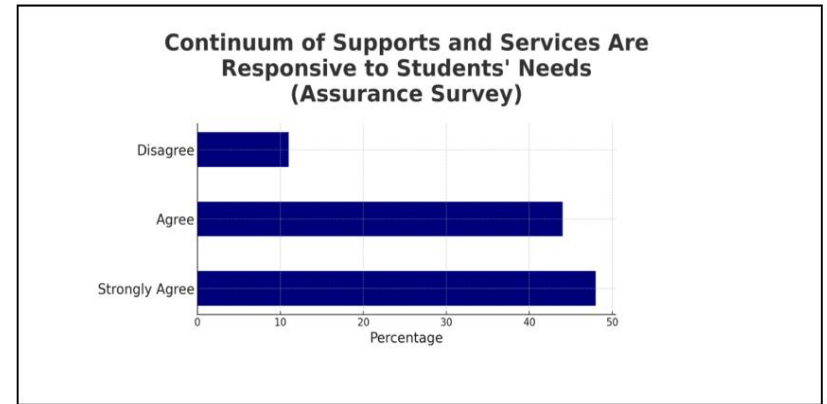


Figure 3

## Goal Two: Students will experience an increase in their Sense of Belonging and Connection

**Outcome One:** *Students will build trusting relationships within the school community (peer-peer staff-student, student-community)*

### Celebrations

- Over 100 students (27%) were supported, through Jack James, in connection with external agencies for support
- An increase of 8% of students agreed they are proud of being part of our school
- Decrease of number 6.05% of students with more than 50% absenteeism
- We also see that the data saying teachers care about students continues to remain high, at 91%
- Attendance data shows the number of students who have more than 50% Absenteeism has decreased by 7.25% since last year
- We also celebrated an 8% increase in students helping one another, strengthening peer connections, and contributing to a growing sense of belonging

### Areas for Growth

- Extra-curricular opportunities still have a pocket of students who are not being offered something of interest to them
- Seen within our perception data, below 50% of students report that making friends is easy

- Perception data showed that our student's ability to regulate decreased by 3.28% compared to the previous year.

### Next Steps

- Shift schoolwide practices to prioritize belonging and resiliency, embedding these themes across classrooms and daily interactions.
- Leverage data from community-based supports to strengthen our continuum of support and guide strategic decisions for student's well-being
- Expand and refine student engagement opportunities both in and out of the classroom, including our three implementing our three different types of leadership focused classes to enhance well-being, connection and academic success
- Implementation of de-tracked classes within a timetable to support student achievement in personalized ways, increasing student confidence.

### Our Data Story:

At Jack James, we know that a strong sense of belonging, and connection lies at the heart of student engagement. When students are supported and connected with their peers, their teachers, and the wider community, they are more likely to come to school, engage deeply in their learning, and feel confident in who they are. Over the past year, our school has been intentional in building these relationships and creating opportunities for students to explore their interests and passions. Connected to our first school goal in relation to Continuum of supports, we have continued to strengthen our connections with community partner agencies through our Tier 3 and Tier 4 supports. Last year, almost half our students (47%) were connected to external agencies for support in areas such as mental health, cultural programming, housing and food insecurity. Our internal data shows that these agencies provided a wide range of assistance tailored to students' diverse needs. Some examples of agencies that partnered with our school include Kindred's Transition Coach, the All in for Youth Trellis Success Coach, a Recovery Alberta Counsellor, the Alex Health Bus and Health Centre, the John Howard Society, Urban Society for Aboriginal Youth and the Aboriginal Friendship Center.

Our school community also benefits from a full-time Indigenous Education Grad coach, provided through the CBE Indigenous Education team, who supports Indigenous students in accessing academic, wellness and cultural supports. This role plays an integral part in building staff capacity in community supports and connections available for our Indigenous students. In addition to supporting students and their families daily, our Indigenous Education grad coach

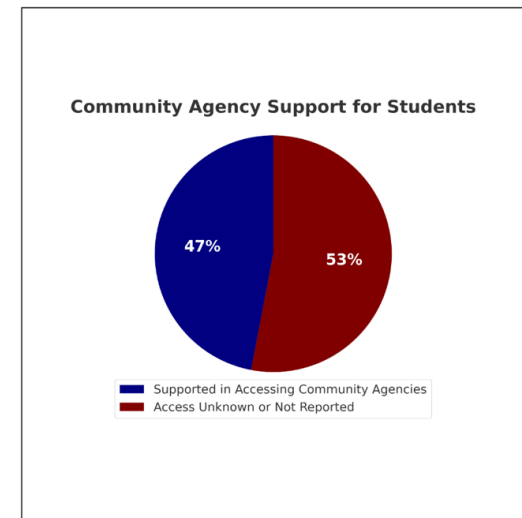


Figure 4

provides cultural opportunities for students to connect with Elders and community members. We continue see a high level of students identify that they learn from Indigenous Elders within our school community with 75.32% of students in agreement with “I learn from Indigenous Elders”. With the support of our Indigenous Education Grad coach our school continues to strengthen relationships, cultural understanding, and a sense of belonging for Indigenous students across our school.

This past year, we significantly expanded the range of extra-curricular activities available to students, and we have already seen noticeable increases in both participation and overall attendance. When students connect with teachers and support staff outside the classroom, they build stronger relationships and trust, which contributes to a positive school culture. As a result, we continue to see high levels of students who agree that their teachers genuinely care about them (91.48% in agreement). We also created new clubs such as the Green Team, whose environmental initiatives earned our school Gold-Level Green Status. We joined an E-Sports league that promotes collaboration and teamwork through gaming. In addition, our Small School Sports League continues to be a highlight for many students, offering basketball, volleyball, and badminton in a fun, competitive environment. Despite these positive trends, we do continue to see a group of students who report that they do not see extra-curricular activities that interest them, with 35.84% in disagreement on the Assurance Survey. While this indicates an area for continued growth, it's important to note that overall measures of belonging and connection have improved compared to the previous year. As seen below in our sample of Belonging and Connection Survey data, we are encouraged by several strong areas of growth; however, we remain committed as a staff to continuing this work. We will keep using student voice and agency to further strengthen students’ sense of belonging and expand opportunities for them to connect with each other outside the classroom.

### Sample of Belonging & Connection Survey Data

2024-2025 Survey	Statement	Percentage of Agreement	Percentage of Agreement Increase (+) Decrease (-) compared to 2023-24
CBE Student Survey	Proud to be part of my school	78.84%	+8.06%
CBE Student Survey	At least one adult I connect with	87.30%	+2.54%
Our school survey	Making friends is easy	49.07%	+3.42%
Assurance Survey	Feel like I belong	65.17%	+10.17%
Assurance Survey	Feel welcome	75.56%	+7.56%
Assurance Survey	Teachers care about me	76.09%	+16.09%
Assurance Survey	Students care about each other	56.52%	+7.52%

We will continue to prioritize building strong connections across our school community. Looking ahead, we plan to bring together our two school goals by aligning our learning excellence actions, well-being actions, and truth and reconciliation, Diversity and inclusion actions. This

integrated focus that will allow us to streamline our work and depend our impact on students' sense of connection, confidence and overall academic success.

## Key Insights & Next Steps

By deepening our use of Outcome-Based Assessment (OBA), teachers designed tasks that helped students understand exactly what they were learning and what their next steps were. Students responded positively to this clarity: we saw increases in course completion across all four academic subjects, and 10% more students agreed that they had opportunities to show what they had learned. These improvements reinforce that when students know what success looks like and are given equitable, transparent opportunities to show their progress, they feel more confident and experience greater academic success.

At the same time, our data also showed us where students continue to need support, especially in resiliency skills such as asking for help, setting goals, or bouncing back after challenges. Although some indicators improved slightly, several measures declined, reminding us of that academic achievement and well-being must go together. Through our continuum of supports, many students accessed help from school staff and community agencies. These partnerships played an important role in supporting mental health, cultural identity, basic needs, and overall student confidence. Belonging also grew across our school community: students reported feeling more welcome, more connected to teachers, and more likely to help each other. Participation in extracurriculars increased, and new clubs and sports opportunities helped create more spaces where students could feel seen, valued, and connected.

Looking ahead, these insights guide our next steps and lead directly into our new unified School Development Plan goal. Next year, we will bring together our work in academic achievement, assessment, resiliency, and belonging under one coordinated direction. This means strengthening consistent Tier 1 and Tier 2 classroom supports, deepening equitable assessment practices, explicitly teaching help-seeking and self-advocacy skills, and continuing to build rich opportunities for students to connect with peers, staff, and community. By aligning these efforts, we aim to ensure that every student experiences clear expectations, feels supported in their learning, and develops the resiliency and sense of connection needed to thrive in school and in life.

## 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's 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 and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 9856 Jack James High School

Assurance Domain	Measure	Jack James 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	<a href="#">Student Learning Engagement</a>	78.8	76.1	78.8	83.9	83.7	84.4	Very Low	Maintained	Concern
	<a href="#">Citizenship</a>	70.3	65.7	68.2	79.8	79.4	80.4	Low	Maintained	Issue
	<a href="#">3-year High School Completion</a>	52.0	47.4	49.1	81.4	80.4	81.4	Very Low	Maintained	Concern
	<a href="#">5-year High School Completion</a>	65.7	67.1	62.1	87.1	88.1	87.9	Very Low	Maintained	Concern
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	70.3	74.5	73.9	82.0	81.5	80.9	Very Low	Maintained	Concern
Teaching & Leading	<a href="#">Diploma: Excellence</a>	6.9	3.8	5.8	23.0	22.6	21.9	Very Low	Maintained	Concern
	<a href="#">Education Quality</a>	79.6	80.2	80.7	87.7	87.6	88.2	Very Low	Maintained	Concern
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	75.6	67.9	72.2	84.4	84.0	84.9	Very Low	Maintained	Concern
	<a href="#">Access to Supports and Services</a>	81.7	82.8	83.5	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	<a href="#">Parental Involvement</a>	69.8	53.2	71.4	80.0	79.5	79.1	Very Low	Maintained	Concern