

**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

Jack James High School

5015 8 Ave SE Calgary, AB T2A 4M1 | 403-248-4054 f | 403-587-933-9384 e | jackjames@cbe.ab.ca

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

Jack James School Goals

- Resiliency in learning
- Mathematical problem-solving
- Literacy skills focused on reading and comprehension

Our School Focused on Improving

Holistic Focus: Culture of Well-Being

- Resiliency in learning
- Mathematical problem-solving
- Literacy skills focused on reading and comprehension
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In the 2023-2024 school year, we focused on further developing our school’s Culture of Well-Being. We used perception data (CBE Student Survey, OurSchool Survey, Assurance Survey) along with academic data sources (Report Cards) to identify that students needed additional support in building resiliency in their learning and enhancing their self-regulation skills.

Last year, we used a holistic approach with our School Development Plan, recognizing that addressing the diverse needs of our students is essential for preparing them for lifelong learning and academic success. We examined the connection between fostering a strong Culture of Well-Being and its positive impact on students' literacy and numeracy skills.

What We Measured and Heard

Literacy Data

Our baseline testing involved implementing three literacy reading level tools. The data collected indicated that students were correctly placed based on their literacy levels in the appropriate English Language Arts academic streams (-2 or -4). When reviewing report card completion rates for some of our specific English Language Arts courses, we saw areas for growth and areas for celebration. We require to dig deeper into what we believe is impacting these results. The first data we want to highlight is that we have an increase in students successfully passing English 30-2.

English 30-2 (Diploma Level Course) Course Completion

School Year	June 2023	June 2024	Year-to-Year Percentage Change (+) Increase (-) Decrease
Percentage of Students	77.97%	89.29%	+11.32%

However, there was a decrease in the number of students at the grade 10 English level, specifically a decrease rate in English 10-4 who did not successfully complete the course. We then looked at the literacy reading level tools to identify specific areas for growth. Through the triangulation of data, we were able to identify that most of our Knowledge and Employability (K&E) students tested at levels that would necessitate additional literacy learning supports required for academic success. This data will help prioritize our direction in strengthening our use of continuum of supports to support all learners.

English 10-2 and English 10-4 – Course Completion

School year	June 2023	June 2024	Year to Year Percentage Change (+) Increase (-) Decrease
English Language Arts 10-2	68.97%	63.33%	-5.64%
English Language Arts 10-4	64.29%	52.05%	-12.24%

Numeracy Data

Our initial approach in Mathematics was to use problem-solving and error analysis. However, as we began collecting data, we found that the results did not provide the insights needed to guide our next steps. As a school, we decided to shift to using the MIPI test, which more effectively assesses previous curricular outcomes and helps us identify students' gaps in understanding. We will continue to use the MIPI in the upcoming year to identify gaps and provide targeted interventions for students.

Taking a holistic view of math and students' resilience skills, we observed improvement, with 72.97% of students agreeing that they knew how to improve in math—a 4.14% increase from the previous year. Additionally, there was an increase of 10 percentage points in students who reported enjoying challenging math problems.

Well-Being Data

The results from the CBE Survey included two questions that focused on student resiliency and confidence in themselves as learners.

Question	2022-23	2023-24
I ask for help when I need it	72.08%	78.53%
I have confidence in myself as a student.	57.21%	53.85%

One ongoing area of celebration is our Well-Being data from the 2024 CBE Student Survey, which shows that 84.76% of students feel connected to at least one adult at school—a consistent strength in our community. Additionally, 87.73% of students believe their teachers have high expectations for their learning, and 91.35% feel that their teachers genuinely want them to succeed. However, in the OurSchool Survey, only 41% of students feel accepted by their peers, and 36% report a sense of belonging at school. Notably, 90% of students consider their friends' opinions when making decisions.

Survey Question trends around Welcoming, Inclusion and Belonging

School Year	Statement	Percentage of Agreement	Percentage of Agreement Increase(+) Decrease (-) compared to 2022-23
Assurance Survey 2023-24	I feel welcome	68%	-5%
CBE Survey 2023-24	I feel welcome at school.	59.46%	-3.33%
Assurance Survey 2023-24	I feel like I belong	55%	-6%
OurSchool Survey 2023-24	I feel like I belong at school	36.56%	+0.4%
OurSchool Survey 2023-24	I feel included at school	47.12%	N/A

The Assurance Survey, completed by Grade 10 students, revealed a substantial increase in those feeling that 'Teachers care about me,' rising from 65% in 2023 to 87% in 2024. Despite this improvement, there are still lower levels of belonging, safety, and connection

among Grade 10 students. Specifically, the survey shows a slight decrease in students feeling safe while traveling to and from school, declining from 66% in 2023 to 64% in 2024.

Analysis and Interpretation

What We Noticed Report card data for Grade 10 English Language Arts courses showed an increase in the number of students who did not successfully complete their courses. Literacy assessments indicated low overall literacy levels in reading and comprehension among these students, which we believe is linked in course completion data, specifically in our grade 10s. In addition to student perception data, we gathered teachers' observations, which indicate that students show low resilience when facing learning challenges. CTS teachers specifically noted this lack of resilience in students' employability skills during workplace practicum courses. We recognize the importance of fostering resilience to support students in becoming lifelong learners. Although students feel cared for and connected with an adult in the building, they continue to report a low sense of belonging. We recognize the direct impact of students feeling connected to others in both their school and the wider community,	Celebrations ▪ Increase of students able to ask for help and advocate to support their learning ▪ Most students can identify an adult at school that they are connected to ▪ Increase of students enjoying working on challenging problems in mathematics ▪ Students are being placed accurately in the correct academic streams for English Language Arts courses in grade 10 (-2 or -4) based on triangulation of literacy reading/comprehension scores	Areas for Growth ▪ Support students in developing stronger resiliency strategies ▪ Continue to implement Continuum of Supports that address the holistic needs of students in areas of learning and well-being ▪ Build on our equitable assessment practices and expand the use of the continuum of supports to better address diverse learning needs ▪ Improve students' relationships and connectedness within both the school and greater community to increase overall sense of belonging
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as it supports their engagement in learning and academic success.		
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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	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	Student Learning Engagement	76.1	79.7	80.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	65.7	65.7	69.4	79.4	80.3	80.9	Very Low	Maintained	Concern
	3-year High School Completion	47.4	51.4	49.8	80.4	80.7	82.4	Very Low	Maintained	Concern
	5-year High School Completion	67.1	64.2	58.9	88.1	88.6	87.3	Very Low	Improved	Issue
	Diploma: Acceptable	74.5	73.3	73.3	81.5	80.3	80.3	Low	Maintained	Issue
	Diploma: Excellence	3.8	7.9	7.9	22.6	21.2	21.2	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	80.2	79.1	81.0	87.6	88.1	88.6	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	67.9	71.8	74.4	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	82.8	81.5	83.8	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	53.2	76.9	80.5	79.5	79.1	78.9	Very Low	Declined	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