



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

Joane Cardinal-Schubert 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

The school development focus at Joane Cardinal-Schubert High School (JCS) during the 2023-24 school year was **Student Well-Being**, with a particular focus on developing a network of academic and personal supports across all grades 10-12 in an attempt to improve academic achievement and graduation rates.

Specifically, we wanted to realize improvements in the following areas;

Student Well-Being

- Improved measures of belonging
- Decreased measures of anxiety
- Decreased measures of depression
- Increased attendance rates

Academic Achievement

- Increased course completion rates
- Increased graduation rates

It was believed that an intentional focus in these areas would create a positive difference in improving the 86.2% 3-year JCS graduation rate reported by Alberta Education in June of 2023.

Specifically, these goals were determined after an extensive analysis of the data obtained from the 2023-24 OurSchool Student Survey which highlighted low levels of student well-being in a number of key areas. JCS students were found to be experiencing the following negative trends in student well-being as they advanced from grade ten through twelve.

- a decreasing sense of belonging (-7%)
- an increasing sense of anxiety (+5%)
- an increasing rate of depression (+14%)
- 20.5% of students also indicated that stress experienced at school led to avoidance from education
- 23% suggested that stress got in the way of their ability to achieve goals and perform tasks.

Understanding that achievement data and thus graduation rates are heavily influenced by the state of student well-being (*Student Well-Being Framework, 2023*), a plan to build a more extensive student support network within JCS was designed and implemented throughout the past year with the intention of positively impacting student well-being and thus academic achievement.

JCS School Goals (23-24)

- Improve Student Well-Being
- Improve Academic Achievement

What We Measured and Heard

Data used to review the progress of the JCS 2023-24 School Development Plan included: OurSchool student survey data, course completion rates, diploma exam results, graduation rates, student learning team referrals.

Student Survey Data: Source - *OurSchool Student Survey (Key Measures)*

Key Measures	Trends in Data Gr10 to 12	Trends in Data 2023-24 to 2024-25
Sense of belonging trend between 10-12	A decrease of 7%	A decrease of 1% (+6%)
Sense of anxiety trend between 10-12	An increase of 5%	A decrease of 2% (+7%)
Depression trend between 10-12	An increase of 14%	A decrease of 1% (+15%)
Stress at school led to avoidance	20.5%	14%
Stress is a factor in limiting achievement	23%	20%

Student Achievement Rates: Source - *PowerSchool Data, CBE Data Dashboard*

Academic Areas	June 2023 (Academic Average)	June 2024 (Academic Average)
English Language Arts	68.08%	67.88%
Mathematics	68.48%	69.26%
Science	68.14%	69.34%
Social Studies	71.66%	71.94%

Graduation Rates: Source – *Alberta Education Assurance Measure Report*

	Spring 2023	Spring 2024
Three-Year Graduation Rate	86.2%	83.1%
Five-Year Graduation Rate	96.4%	93.7%
FNMI Three-Year Graduation Rate	83.3%	84.2%
FNMI Five-Year Graduation Rate	88.6%	90.7%

Student Learning Team Referrals: Source – *Internal Student Services Department Logs*

Student Learning Team (SLT) Referrals	Initial Data Set - 2023-24	Current Data Set – 2024-25
Semester 1	15	Incomplete Data – 19 by Oct 8
Semester 2	8	TBD

Diploma Exam Results: Source - *Alberta Education Diploma Reports*

Diploma Exams	Jan 2022-23 (%)		June 2022-23 (%)		Jan 2023-24 (%)		June 2023-24 (%)	
	excellence	acceptable	excellence	acceptable	excellence	acceptable	excellence	acceptable
Biology 30	31.3	95.3	40.2	98.9	26.5	85	28	89
Chemistry 30	36.1	85.5	20	93.3	33	88.3	33.9	88.1
English Language Arts 30-1	18.7	96.4	16.7	99.1	11.9	100	14.6	98.4
English Language Arts 30-2	10	98.9	8.3	97.9	20.9	98.9	4.8	98.4
Mathematics 30-1	31.4	91.2	43.3	90	50.9	94.6	35.1	84.4
Mathematics 30-2	14.1	87.5	23.4	90.9	9.8	92.2	13.3	93.3
Physics 30	No students writing		43.4	96.2	37	96.3	45.9	93.4
Science 30	20	90	11.6	93	No students writing		21.1	89.5
Social Studies 30-1	29.5	97.7	26	99	29	99	27.3	98.9
Social Studies 30-2	25	96.1	24	99	33.9	98.3	25.8	100

Upon review of the data collected via the Alberta Education Assurance Measure Report (Fall 2024), a number of highlights were identified:

- The percentage of **Parents – Grade 10-12** who “indicated that their school and schools in their jurisdiction have improved or stayed the same in the last three years” increased by 11.2%.

We also noticed that although overall academic averages in the core subjects have increased only moderately (math, science and social studies), incompleteness rates in the academic cores have all dropped.

- English Language Arts: Failure Rate decreased from 4.28% to 3.98% **(-0.3%)**
- Mathematics: Failure Rate decreased from 7.81% to 7.55% **(-0.26%)**
- Science: Failure Rate decreased from 11.18% to 7.32% **(-3.86%)**
- Social Studies: Failure Rate decreased from 3.75% to 2.96% **(-0.79%)**

Analysis and Interpretation

<u>What We Noticed</u>	<u>Celebrations</u>	<u>Areas for Growth</u>
- General student well-being has improved if measured with the key grade 10 to 12 trend measures of; sense of belonging, rate of anxiety and rate of depression. - Overall student achievement and course completion rates have both increased, although general student graduation rates have not improved and actually decreased. - Greater rates of at-risk students are being identified and are accessing structured student support services.	- The sense of student belonging among students at the school has improved. - The rate of self-identified anxiety has decreased. - The rate of self-identified depression has decreased. - Overall academic achievement has improved in all core academic areas and in each individual grade level of those academic cores with the exception of Grade 10 Math. - Course incompleteness rates have decreased in Math, Science and Social Studies. - Both the three-year and five-year FNMI graduation rates have improved from 2023-24.	- Although completion rates have improved, graduation rates have decreased. Greater analysis of the related data is needed to determine factors for this occurrence. - It has been highlighted that students who register in classes outside their normal grade alignments are more likely to be unsuccessful in their courses. This needs to be investigated further. - Attendance rates remain abnormally high in relation to comparative high schools in Area V. - The rate of student responses indicating that JCS student supports are “easy to access and timely” are lower than expected and do not align with similar collected teacher or parent data. (Alberta Education Assurance Measure Report, Fall 2024). - Grade 10 math appears to be an outlier in terms of improved academic achievement rates.

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	Joane Cardinal-Schubert High S			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	75.7	76.8	79.0	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	61.8	67.5	65.2	79.4	80.3	80.9	Very Low	Declined	Concern
	3-year High School Completion	83.1	86.2	89.3	80.4	80.7	82.4	Intermediate	Declined Significantly	Issue
	5-year High School Completion	93.7	96.4	96.4	88.1	88.6	87.3	Very High	Declined	Good
	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	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	80.2	80.2	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	18.5	18.5	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	80.8	81.8	82.5	87.6	88.1	88.6	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	72.9	75.0	73.2	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	68.9	68.8	70.8	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	70.9	67.6	70.5	79.5	79.1	78.9	Low	Maintained	Issue

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