



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

Janet Johnstone 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

Janet Johnstone School Goals

- Literacy achievement
- Mathematics achievement
- Feelings of belonging and safety

Our School Focused on Improving

- Student achievement in literacy (reading, writing and oral language)
- Student achievement in mathematics
- Students' feelings of belonging and safety at school

We chose to focus on these areas as our student report card data indicated that many students were not achieving at good (3) or mastery (4) levels of achievement. On provincial assessments (LeNS, CC3 and Numeracy), a large number of students in the English program were found to be At-Risk. On a teacher perception survey, teachers indicated that they wanted more professional learning related to teaching and assessing students' understanding of the new curriculum. Student survey results indicated that students' feelings of belonging, safety and positive relationships were not as high as the previous year.

What We Measured and Heard

We primarily used summative assessment collected throughout the year from teaching sprints in PowerTeacher Pro and report card data to measure growth in the areas of Literacy and Mathematics. We noted the following improvements when comparing January 2024 and June 2024 report card data:

English Language Arts and Literacy – Increase in students demonstrating good (3) or mastery (4) level of achievement in ‘Reads to Explore and Understand’ (note: this stem is not on the Kindergarten report card):

Grade 1	+6.9%
Grade 3	+8.3%
Grade 4	+12%

English Language Arts and Literacy – Increase in students demonstrating good (3) or mastery (4) level of achievement in ‘Writes to Express Information and Ideas’ (note: this stem is not on the Kindergarten report card):

Grade 1	+4.1%
Grade 3	+14.7%
Grade 4	+2.1%

English Language Arts and Literacy – Increase in students demonstrating good (3) or mastery (4) level of achievement in ‘Makes meaning and connections through oral language’

Kindergarten	+9.7%
Grade 3	+8.4%
Grade 4	+2.8%

French Immersion Language Arts and Literature – Increase in students demonstrating good (3) or mastery (4) level of achievement in ‘Reads to Explore and Understand’ (note: this stem is not on the Kindergarten report card):

Grade 2	+13.8%
Grade 3	+16.7%
Grade 4	+8%

French Immersion Language Arts and Literature – Increase in students demonstrating good (3) or mastery (4) level of achievement in ‘Writes to Express Information and Ideas’ (note: this stem is not on the Kindergarten report card):

Grade 1	+7.3%
Grade 3	+26.6%
Grade 4	+2%

French Immersion Language Arts and Literature – Increase in students demonstrating good (3) or mastery (4) level of achievement in 'Speaks to communicate information and ideas'

Kindergarten	+23.4%
Grade 1	+5.5%
Grade 2	+24.5%
Grade 3	+2%
Grade 4	+28.6%

We also used the LeNS, CC3 and Numeracy assessments to measure growth in the areas of literacy and mathematics. We noted the following improvements:

LeNS – English - Changes in not at-risk population:

Grade 1	+8.7%
Grade 2	+28%

LeNS – French Immersion - Changes in not at-risk population:

Grade 1	+45.4%
Grade 2	+2.9%

CC3 – English - Changes in not at risk-population:

	Regular Words	Irregular Words	Non Words
Grade 1	+12.5%	+14.5%	+1.9%
Grade 2	+9.2%	+12.4%	+5.71%
Grade 3 (English and French students)	+7.6%	+6.3%	+13.7%

CC3 – French Immersion - Changes in not at risk-population:

	Regular Words	Irregular Words	Non Words
Grade 1	+1.8%	+14.6%	+3.6%
Grade 2	No change	+19.5%	+19.5%

Numeracy – English - Changes in not at-risk population:

Grade 1	+5.4%
Grade 2	+6%
Grade 3	+3.6%

Numeracy – French Immersion - Changes in not at-risk population:

Grade 1	+9%
Grade 2	+16.7%
Grade 3	+9.7%

Along with improvements on these assessments, we also noticed some improvements on the school-created well-being survey for the cohorts listed below:

I feel like I belong in my classroom.	Grade 2 English Grade 4 English Grade 1 French Immersion Grade 2 French Immersion Grade 4 French Immersion
I feel like I belong at school.	Kindergarten English Grade 1 English Grade 1 French Immersion Grade 3 French Immersion Grade 4 French Immersion
I feel safe at school.	Kindergarten English Grade 1 English Grade 3 English Grade 4 English Grade 3 French Immersion

On the Alberta Education Assurance Measures, there was an increase in the percentage of grade 4 students who answered “yes” to the question “Do you like learning math?”

There was an increase in the percentage of grade 4 parents who agreed with the following statements:

- “The literacy skills your child is learning at school are useful.”
- “The numeracy skills your child is learning at school are useful.”
- “Your child is safe at school.”

Increases were noted in teachers' perceptions that the professional learning opportunities made available through the jurisdiction address their professional development needs and on-going professional growth.

On the OurSCHOOL survey, grade 4 students were surveyed in the Fall of 2023 and Spring of 2024. Students' feelings that they had positive relationships at school increased from 79% to 82%.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
LeNS, CC3 and Numeracy Assessment data indicate that there has been a decrease in the percentage of students in the at-risk category at each grade. Report card data showed us that more students were demonstrating 'good' or 'mastery' levels in literacy and mathematics. Student engagement in mathematics increased, as indicated on the Alberta Education Assurance Measures. On the school-created survey, most cohorts indicated that they feel like they belong and are safe at school. In addition to student data, parents have reported more satisfaction with their children's math and literacy instruction and safety at school. Teachers' perception that the professional development they received met their needs as they implemented the new Alberta curriculum.	- Students' decoding skills have improved. - Students' writing skills improved. - Students' numeracy skills have improved. - Students feel more engaged in math class. - Many students have a high sense of belonging, safety and positive relationships at school. - Parents are more satisfied with language arts and math instruction their children receive at school. - Teachers feel more satisfied with professional learning opportunities and are designing tasks that allow for higher levels of thinking.	- Increase students' engagement in language arts. - Continue to target literacy and math instruction to reduce the number of students found to be at-risk. - Increase the number of students with 3 and 4 indicators on writing tasks. - Focus on explicit instruction of vocabulary words to support all students in all subject areas. - Continue to develop common language about belonging at school.

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

Spring 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Janet Johnstone 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	87.4	86.6	88.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	85.4	87.9	89.2	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	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	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.3	92.7	93.8	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.2	90.6	92.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	81.7	83.6	86.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	89.4	70.8	77.7	79.5	79.1	78.9	Very High	Improved	Excellent

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