


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

Stanley Jones School

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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: Student academic achievement will improve through varied assessment practices

Outcome One: Teachers will employ assessment practices that are fair, transparent, and equitable for all students

Outcome Two: Student overall sense of belonging and confidence in learning will improve through student agency

Celebrations

- Increased student clarity about learning expectations across all grade levels, especially in K-3, as noted in the school generated survey
- Growth in students' sense of belonging, connection, and confidence in their learning as noted in the CBE Survey
- Evidence that Collaborative Response interventions are leading to stronger early-years literacy outcomes
- Notable increases in student engagement with assessment, including the ability to explain and demonstrate their learning as noted in the OurSchool Survey

Areas for Growth

- Declines in numeracy achievement across Grades 1-3 demonstrate the need for deeper support, as noted in the Provincial Numeracy Assessment
- CC3 results show improvement in Grade 2 but a decline at Grade 3, highlighting a critical transition point
- Parental involvement remains an area to strengthen, even though it has improved from the previous year, as noted in the Alberta Education Assurance Measures (AEAM)

Next Steps

- Revisit and redesign targeted supports for Grade 3 through Collaborative Response intervention
- Implement focused numeracy interventions across Grades 1-3 to reverse declining trends
- Adapt well-being initiatives and expand professional learning through the Social Emotional Lead (SEL) Teacher
- Strengthen self-assessment practices to deepen student agency and learning engagement
- More intentionally share assessment information and student work with families to strengthen home-school partnership

Our Data Story

Stanley Jones 2024-2025 School Development Plan centered on supporting student achievement by continuing with fair, transparent, and equitable assessment practices so students will thrive in a learning environment that promotes culture, connectedness, and belonging. Based on a thorough analysis of student achievement, engagement, and survey data, clear areas for growth emerged and informed the development of this goal. In addition, results pointed to opportunities to improve students' sense of belonging by ensuring their cultures are reflected in both classroom environments and the broader school context. Finally, the data emphasized the importance of clarifying success criteria and using exemplars throughout the learning cycle to support student questioning, self-advocacy, and active participation in their learning.

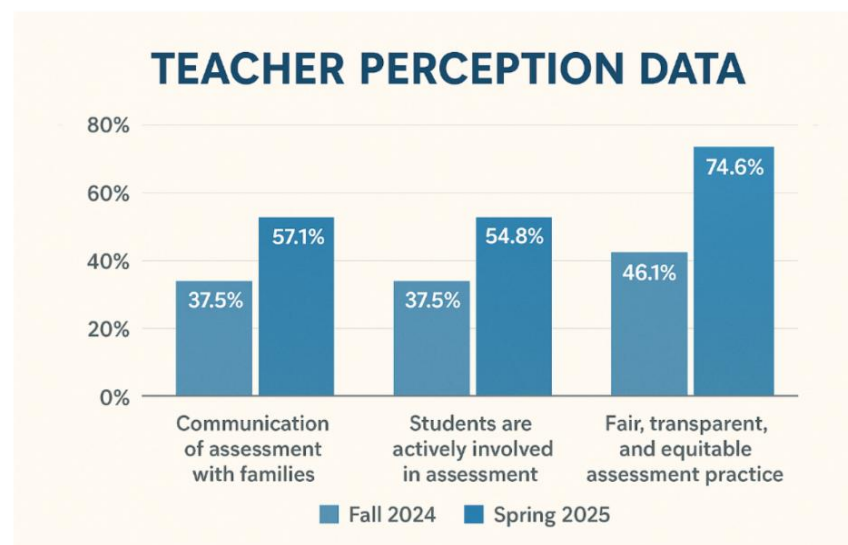
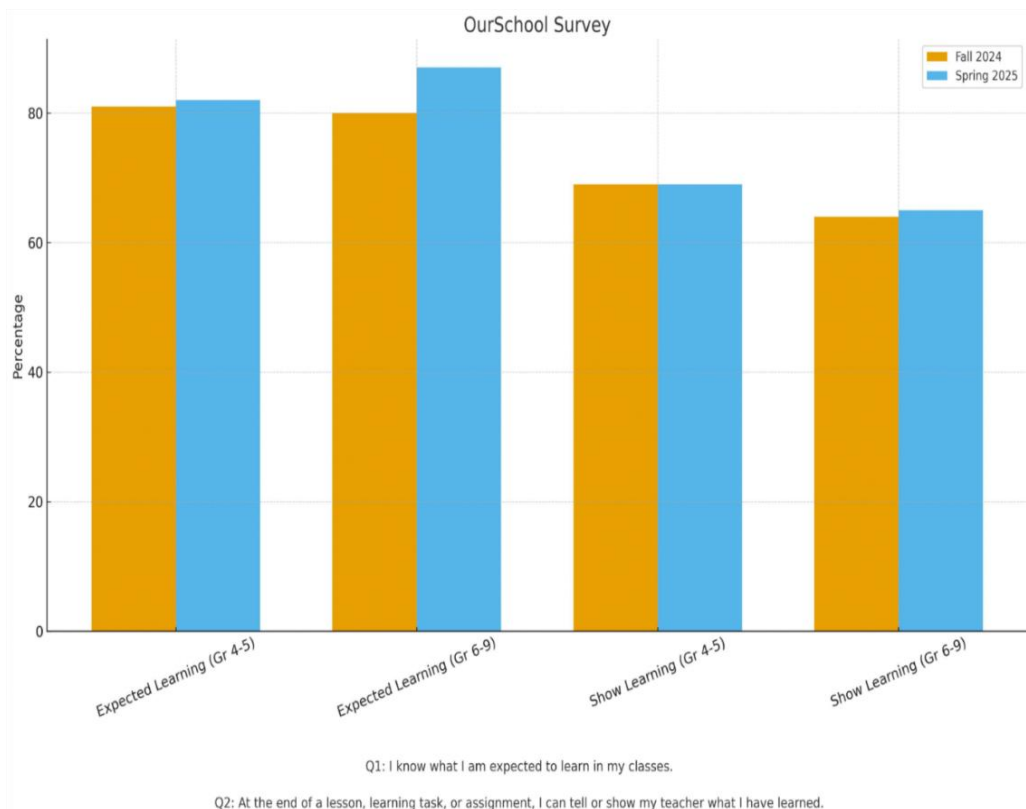
Through intentional structures and thoughtful processes, our school created the conditions for teachers to explore what fairness, transparency, and equity in assessment means for every learner. Teachers dug deeply into the Teacher Assessment Tool, strengthened their understanding of student well-being, and found clarity through the K-6, Middle Years, and SEL Professional Learning series. In Professional Learning Communities, teams engaged in calibration, co-created rubrics that reflected student voice, designed common assessments that honored diverse ways of showing understanding, and refined success criteria.

As our school leaned into fair, transparent, and equitable assessment practices, the story written by our students themselves showed a measurable shift. Students began to understand their learning paths with greater clarity, and the data tells a story of growing confidence. The OurSchool survey demonstrates, while Grades 4 and 5 held steady, students in Grades 6-9 reported increases in knowing what was expected of them (+7.0%) and in demonstrating their learning (+1.0%). In K-3, where we developed our own assessment criteria survey, there was considerable growth - students' understanding of their learning tasks jumped by 15.2%, their sense of purpose by 18.7%, and their ability to show teachers what they learned by 12.4%.

This clarity also cultivated a stronger sense of belonging. Across the school, students' overall connectedness rose by 3.1%. More students reported having an adult they truly connect with (+3.4%), feeling that their teachers want them to be successful (+1.1%), and knowing they are included at school (+4.9%). When assessment becomes an invitation rather than a judgment, relationships strengthen.

Teachers also experienced this shift. Their perception data paints a picture of a professional community embracing change with purpose and conviction. From fall to spring, teachers reporting fair, transparent, and equitable assessment practices increased by 28.5% in the Proficient/Exemplary categories. Their belief that students were actively involved in assessment rose by 17.3%, and their confidence that assessment information shared with families was clear and meaningful climbed by 19.6%. These improvements reflect not only professional growth, but a transformation in how teachers see their role in empowering students.

Updated November 28, 2025



The impact extended into literacy, where Collaborative Response intervention in Grades 1 and 2 led to more students learning confidently without the need for additional support. Overall, an average improvement of 4.1% emerged, with Grade 1 showing a 3.3% increase and Grade 2 a 1.6% increase on the LeNS Provincial Assessment measures. On the CC3 Provincial Assessment in Grade 2, gains were evident across regular words (+1.6%), irregular words (+3.1%), and non-words, a particularly significant growth area at +10.9%. These results signal early intervention that is timely, targeted, and increasingly effective.

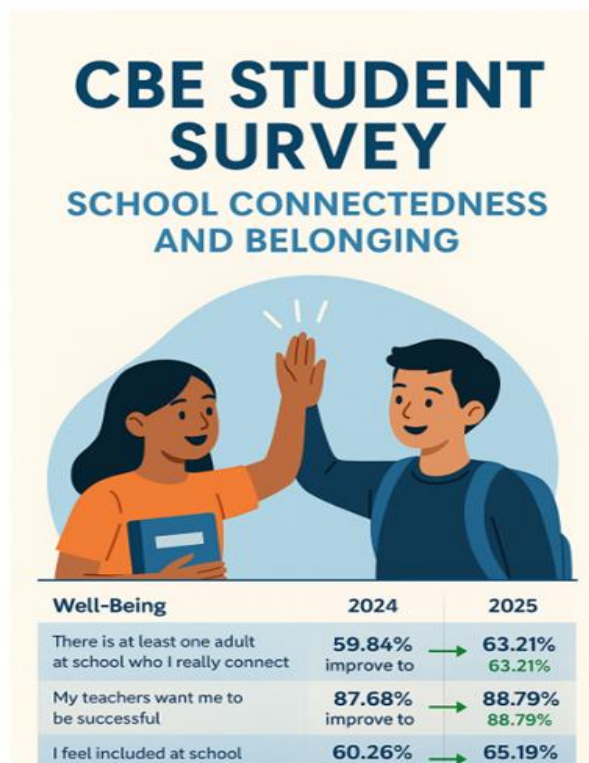
Insights and Next Steps

As we look at last year, the story written in our data is one of meaningful progress and a renewed sense of purpose. The steady improvements across fostering a sense of belonging, and assessment practices remind us that when we work collectively, listening to students, learning alongside colleagues, and responding with intention, we experience success. Our Collaborative Response structures are proving effective, particularly in the early grades, where LeNS and CC3 results show clear literacy gains for many of our youngest learners. At the same time, the decline in CC3 performance at Grade 3 and the notable drop in numeracy achievement across Grades 1-3 signal that some students are still not experiencing the success we aim for. These remind us that improvement is not linear and that each data point represents a child whose learning story deserves our attention.

Students told us they feel a stronger sense of belonging and connection at school, an affirmation of the relationships teachers have been developing. Yet, the slight decrease in citizenship signals an opportunity to deepen students' roles as contributing members of their school community. Teacher perception data highlights significant gains in confidence with assessment practices, reinforcing our efforts toward fairness, transparency, and equity. While AEAM survey results represent only a small portion of our families, and while parental involvement appears to decline, the fact that this measure has improved from last year gives us direction as we seek clearer ways to bring families into the learning partnership.

Looking ahead, next steps reflect our commitment. We will revisit and refine targeted supports at the Grade 3 level, ensuring our Collaborative Response interventions respond swiftly and meaningfully to areas of need. We will implement focused interventions in numeracy, recognizing the urgency revealed in the declines across all early grades. Our well-being initiatives will evolve through the Well-Being Action Committee and be strengthened by professional learning led by our SEL teacher, ensuring that every student's well-being is supported alongside their academic growth. To further develop student agency, we will refine self-assessment practices so students understand themselves as capable learners who can track, reflect on, and celebrate their progress. And as we deepen our commitment to transparency, we will move toward more deliberate sharing of assessment information and work samples with families, inviting them more fully into their child's learning story.

Together, this data tells a coherent story: when assessment becomes clearer, relationships deepen, and learning becomes visible, students thrive in a school where they feel they belong.



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 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	Stanley Jones 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	79.5	81.2	84.3	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	70.6	71.5	76.8	79.8	79.4	80.4	Low	Declined	Issue
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT6: Acceptable	n/a	49.2	58.4	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	0.0	3.2	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	83.3	72.6	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	8.3	5.7	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	81.3	84.8	85.9	87.7	87.6	88.2	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	81.6	74.4	80.4	84.4	84.0	84.9	Low	Maintained	Issue
	Access to Supports and Services	61.1	62.1	71.0	80.1	79.9	80.7	Very Low	Declined	Concern
Governance	Parental Involvement	73.9	75.0	77.0	80.0	79.5	79.1	Low	Maintained	Issue