

Annual Education Results Report

2016-2017



CAPITAL PLAN



GOAL 1

Engage
Empower
Enrich



GOAL 2



supported by
2200 staff

AUDITED

Financial Statement



GOAL 3

Design Thinking & Innovative Practices



5th LARGEST

school jurisdiction
in Alberta



Engaging all learners through meaningful and challenging experiences, preparing them to understand, adapt and successfully contribute to our changing global community.

23,770
students

Annual Education Results Report

2016-2017

Rocky View Schools (RVS) is pleased to share with the public its 2016-2017 Annual Education Results Report (AERR).

During the 2016-2017 school year, RVS continued to make progress in building the foundational skills of literacy and numeracy among its students. Last year, satisfaction levels increased slightly among the number of parents and staff who believe students are demonstrating reading, writing, and numeracy skills. RVS also focused on designing meaningful curriculum implementation that connects the learner with the world around them, preparing students to understand, adapt and successfully contribute to the changing global community. With guidance from the RVS Learning Design Team, staff within the jurisdiction participated in various workshops and mentoring opportunities to devise creative approaches to educational design challenges. As a result, the percentage of teachers that understand and use either inquiry-based or project-based learning was up almost four percent from the previous year.

Like previous reports, RVS' AERR provides stakeholders with a wealth of information on the jurisdiction's success. As always, we maintain an open-door policy and welcome the opportunity to address any questions you may have about the report by calling 403.945.4012.



This 'link' will appear where detailed results are available.

Our Commitment

Rocky View Schools is committed to providing its communities with access to information regarding its students' achievements, as well as its operational successes and challenges. Information contained in the 2016-2017 Annual Education Results Report is accessible through Rocky View Schools' public website at: <<http://www.rockyview.ab.ca/publications>>

School Annual Results Reports are built and shared with school councils and are available at the school, on the school's website, or on the jurisdiction's website at <<http://www.rockyview.ab.ca/publications>>.

RVS' 2016-2017 Class Sizes also are available on RVS' website at <<http://www.rockyview.ab.ca/jurisdiction/classizes>>.

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2016/17 school year.

For more information about Rocky View Schools' 2016-2017 Annual Education Results Report, contact:



Todd Brand, Board Chair
tbrand@rockyview.ab.ca



Greg Luterbach, Superintendent of Schools
gluterbach@rockyview.ab.ca

Accountability Statement

The 2016-2017 Annual Education Results Report for Rocky View Schools was prepared under the direction of the board in accordance with the responsibilities under the School Act and the Government Accountability Act.

Our Board is committed to using the results in this report, to the best of our abilities, to improve outcomes for students and to ensure that all students in the jurisdiction can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

This AERR for 2016-2017 was approved by the Board on December 7, 2017.

Rocky View Schools' Pillar Summary



Since the introduction of the renewed funding framework in the mid 90s, Alberta Education has required school boards to publish, annually, the results achieved through its Accountability Pillar. The purpose of this pillar is to increase emphasis on achieving outcomes, reporting results, and using results for informed decision-making to improve programs and student results in subsequent years. In early May, an interim report is provided to boards for use in preparing their education plans. A complete report is provided in early October when the achievement test and diploma exam results are available. The updated report is published in boards' Annual Education Results Reports.

Recognizing the value of this transparent system, during the 2009-2010 school year the jurisdiction developed an RVS Accountability Pillar to ensure the progress and achievements of its "made in Rocky View" Four Year Plan also were reported and used by schools to improve results. Presented below are the 2016-2017 statistics available for both Rocky View Schools' and Alberta Education's Accountability Pillars.

GOAL	OUTCOME	JURISDICTION RESULTS			MEASURE EVALUATION		
		Current	Prev.Year	3 Year Avg.	Achievement	Improvement	Overall
Goal One: Learners are SUCCESSFUL	Learners are literate and numerate.	74.8	73.0	N/A	N/A	Significantly Improved	N/A
	Learners build 21st Century competencies (skills & knowledge).	78.0	77.7	N/A	N/A	Not Significant	N/A
	Learners take ownership for their learning.	80.6	78.9	N/A	N/A	Significantly Improved	N/A
Goal Two: Learners are ENGAGED	Real-world, hands-on learning experiences engage learners.	78.0	77.2	N/A	N/A	Not Significant	N/A
	Innovation and effective practices enrich learning.	72.4	73.4	N/A	N/A	Not Significant	N/A
	Partnerships enhance and fuel learning.	78.3	78.3	N/A	N/A	Not Significant	N/A
Goal Three: Learners are SUPPORTED	Learners feel well, safe, valued, and respected.	79.0	78.3	N/A	N/A	Not Significant	N/A
	Learning is accessible, individualized, and challenging.	71.0	70.8	N/A	N/A	Not Significant	N/A
	Student-centered decisions propel achievement.	73.0	72.6	N/A	N/A	Not Significant	N/A

Notes to Rocky View Schools' Accountability Pillar

1. In the spring 2016, RVS refined its satisfaction surveys by aligning questions to its new 2015-2019 Four Year Plan, as well as moving to a five-point evaluation scale, which included an "undecided" category. This move was made to increase the validity and reliability of all three surveys. Therefore 2016 results are not easily comparable to previous year.
2. Results for RVS' Accountability Pillar are based on the results of a satisfaction survey administered in June 2017, with all staff, all grade 4 - 12 students, and all parents. In total, 1,595 surveys were completed by staff, 11,201 by students and 4,149 by parents, for a total of 16,945 - up from 16,884 the previous year.



[Link to 5-Year Rocky View Schools' Accountability Pillar Results](#)



Alberta Education Pillar Summary



MEASURE CATEGORY	MEASURE	JURISDICTION RESULTS			PROVINCIAL RESULTS			MEASURE EVALUATION		
		Current	Prev. Year	3 Yr. Avg.	Current	Prev. Year	3 Yr. Avg.	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	87.5	88.1	87.8	89.5	89.5	89.3	High	Maintained	Good
Student Learning Opportunities	Program of Studies	81.3	82.0	82.4	81.9	81.9	81.5	High	Declined	Acceptable
	Education Quality	88.2	88.5	87.9	90.1	90.1	89.6	High	Maintained	Good
	Drop-Out Rate	2.3	2.3	2.3	3.0	3.2	3.3	Very High	Maintained	Excellent
	High School Completion	82.4	82.7	82.2	77.9	76.5	76.1	Very High	Maintained	Excellent
Student Learning Achievement Grades K - 9	PAT Acceptable	72.1	72.8	73.1	73.4	73.6	73.2	Intermediate	Maintained	Acceptable
	PAT Excellence	13.8	14.6	14.2	19.5	19.4	18.8	Intermediate	Maintained	Acceptable
Student Learning Achievement Grades 10-12	Diploma Acceptable	82.8	83.3	84.8	83.0	82.7	83.1	Intermediate	Declined	Issue
	Diploma Excellence	18.9	17.2	18.9	22.2	21.2	21.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate	52.8	53.4	53.6	54.9	54.6	53.1	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility	62.8	62.3	62.3	62.3	60.8	60.8	N/A	Maintained	N/A
Preparation for Lifelong Learning, World of Work, and Citizenship	Transition Rate	55.2	57.5	58.2	57.9	59.4	59.3	Intermediate	Declined	Issue
	Work Preparation	77.0	77.0	76.1	82.7	82.6	81.9	Intermediate	Maintained	Acceptable
	Citizenship	80.0	81.1	80.8	83.7	83.9	83.6	High	Declined	Acceptable
Parental Involvement	Parental Involvement	77.4	78.4	78.2	81.2	80.9	80.7	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	78.7	79.3	78.1	81.4	81.2	80.2	High	Maintained	Good

[Link to 5-Year ABEd Accountability Pillar Results](#)

Notes to Alberta Education Pillar Summaries (both RVS and RVS FNMI)

Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

Participation in Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013 and by the fires in May to June 2016.

Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Exams. Weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Alberta Education Pillar Summary



MEASURE CATEGORY	MEASURE	JURISDICTION RESULTS			PROVINCIAL RESULTS			MEASURE EVALUATION		
		Current	Prev. Year	3 Yr. Avg.	Current	Prev. Year	3 Yr. Avg.	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Student Learning Opportunities	Program of Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Education Quality	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Drop-Out Rate	1.2	2.2	3.2	5.8	6.1	6.7	Very High	Improved	Excellent
	High School Completion	67.4	74.1	74.8	53.6	50.2	47.8	Intermediate	Maintained	Acceptable
Student Learning Achievement Grades K - 9	PAT Acceptable	60.2	54.7	59.0	51.7	52.4	52.1	Very Low	Maintained	Concern
	PAT Excellence	7.0	8.4	8.1	6.7	6.3	6.3	Very Low	Maintained	Concern
Student Learning Achievement Grades 10-12	Diploma Acceptable	80.6	76.4	82.7	77.1	76.1	76.3	Intermediate	Maintained	Acceptable
	Diploma Excellence	10.4	12.1	13.9	10.7	10.2	10.2	Low	Maintained	Issue
	Diploma Exam Participation Rate	43.2	30.2	31.4	21.8	20.7	20.3	Low	Improved	Acceptable
	Rutherford Scholarship Eligibility	50.0	43.6	43.6	34.2	31.9	31.9	N/A	Maintained	N/A
Preparation for Lifelong Learning, World of Work, and Citizenship	Transition Rate	46.6	51.9	44.3	31.8	33.5	33.3	Low	Maintained	Issue
	Work Preparation	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Citizenship	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Parental Involvement	Parental Involvement	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Continuous Improvement	School Improvement	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

[Link to 5-Year ABEd FNMI Accountability Pillar Results](#)

Notes to Alberta Education Pillar Summaries (both RVS and RVS FNMI)

Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016.

Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year.

Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

GOAL 1:

Learners are Successful

RVS' goal one – **LEARNERS ARE SUCCESSFUL** – aims to ensure students learn how to learn. Literacy and numeracy empower learners to make meaning of a complex and evolving world, and helps build the confidence and habits of mind to acquire, create, connect, and communicate knowledge in a variety of contexts. Learners are successful when they build competencies that prepare them for their future and when they learn to set goals, document their learning, and reflect on their growth.

Outcomes:

- Learners are literate and numerate
- Learners build 21st C competencies (skills and knowledge)
- Learners take ownership for their learning

Accomplishments

ADVANCING LITERACY AND NUMERACY – As planned through the 2016-2017 budget, three literacy learning specialists were brought on board in September 2016 to mentor 50 teacher leads in implementing RVS' Literacy and Numeracy Framework. To build capacity amongst the team, the literacy specialists participated in various professional learning opportunities, enabling the team to be more responsive to the specific needs of schools. Throughout the year, the Literacy team shared, brokered, and trained on both English and French literacy resources, provided elbow-to-elbow support to teachers, and coordinated a multitude of additional professional learning opportunities for administrators and staff at the grade, school, and jurisdictional levels. Another major focus for the team was to seek feedback and make revisions on two assessment tools: Running Records at the Gr. 1-2 level and Comprehension Assessment Tool at the Gr. 3-4 level. The numeracy component will be enhanced in the 2017-2018 school year with the addition of a numeracy specialist.

BUILDING INSTRUCTIONAL LEADERSHIP AND DESIGN CAPACITY – In the 2016-2017 school year, the RVS Learning Design team worked with 310 teachers and administrators through a variety of collaborative opportunities in an effort to transform curriculum into meaningful, authentic, and engaging learning experiences for students. In addition to workshops and individualized support, the team offered three instructional design cohorts to develop opportunities for students to foster innovation, collaboration and problem solving. The themes were: *Trailblazers*, *Architecture Challenge*, and *Canada 150 on Canvas*. In addition, the team offered sessions around design thinking to 14 different school's staff to advance instructional practices within their buildings. Throughout the year, the team worked directly in schools to support teaches and students in capturing stories of powerful learning and making that learning visible. Many of these stories were shared on school and division YouTube channels and through other social media using the hashtag #rvsed.



ENHANCING COMMUNICATION OF STUDENT LEARNING – Thirty-five (35) elementary, middle, and multi-level schools are engaged in employing the four components of RVS' Communication of Student Learning (CoSL) initiative, which includes the implementation of RVS' standardized report cards, goal setting and self-assessment, three-way conferences, and student portfolios. Via an online survey administered September 2017: 100 percent of schools have implemented RVS' standardized report card for K-8/9; 59.4 percent of schools have over 70 percent of students doing goal setting; 53.1 percent of schools conduct three-way conferences; and 90.6 percent of schools have teachers using digital portfolios in their classrooms. Further, 81.3 percent reported that they have provided all parents access to the PowerSchool's Parent Portal, up from 57.1 percent in December 2016. As noted by school principals, areas requiring further support are assistance in implementing digital portfolios and making use of PowerSchools' Gradebook and Parent Portal.

Outcome: Learners are literate and numerate

MEASURE
ABED

Percentage of Grade 6 and 9 students who achieve the acceptable standard and standard of excellence on Provincial Achievement Tests.

ACCEPTABLE:

		2016/17			
		RVS	Prov.	RVS FNMI	Prov. FNMI
Grade 6					
LA	84.6	82.5	77.0	69.3	
LA (FI)	78.6	85.1	-	-	
Math	66.1	69.4	55.0	49.0	
Science	76.9	76.9	66.1	58.6	
Social	72.4	72.9	61.7	49.0	
Grade 9					
LA	78.0	76.8	51.2	56.2	
LA (FI)	75.3	83.1	-	-	
Math	63.5	67.2	30.0	41.1	
Science	71.6	74.0	38.1	50.6	
Social	63.9	67.0	36.6	40.5	

Rocky View students out-performed their peers or were equal to in four out of 10 tests at the acceptable level, and zero out of 10 at the excellence level.

FNMI students out-performed their peers in four out of 8 tests at the acceptable levels, and six out of 8 at the excellence level.

As in previous years, RVS is under-represented at the excellence level.

[Link to 5-Year Results](#)
[Link to 5-Year FNMI Results](#)

EXCELLENCE:

		2016/17			
		RVS	Prov.	RVS FNMI	Prov. FNMI
Grade 6					
LA	13.7	18.9	11.5	7.1	
LA (FI)	4.6	13.5	-	-	
Math	7.5	12.6	6.7	3.6	
Science	22.3	29.0	13.6	10.3	
Social	14.5	21.7	11.7	6.7	
Grade 9					
LA	11.9	14.9	4.9	4.4	
LA (FI)	7.5	11.2	-	-	
Math	13.2	19.0	5.0	4.7	
Science	14.0	21.4	7.1	7.3	
Social	14.9	20.2	4.9	5.8	

MEASURE
ABED

Percentage of students who achieve the acceptable standard and standard of excellence on Diploma Exams.

ACCEPTABLE:

	2016/17			
	RVS	Prov.	RVS FNMI	Prov. FNMI
Grade 12				
Eng. 30-1 (School-Awarded)	98.7	97.9	95.2	97.0
Eng. 30-1 (Diploma)	88.2	86.5	81.0	80.1
Eng. 30-2 (School-Awarded)	96.0	95.6	90.0	92.7
Eng. 30-2 (Diploma)	93.2	89.5	95.0	90.0
French 30-1 (School-Awarded)	98.6	99.2	-	-
French 30-1 (Diploma)	94.5	94.7	-	-
Soc. 30-1 (School-Awarded)	99.3	98.9	100.0	96.7
Soc. 30-1 (Diploma)	83.2	86.0	86.7	77.1
Soc. 30-2 (School-Awarded)	94.3	95.8	81.8	92.3
Soc. 30-2 (Diploma)	84.8	80.6	81.8	72.7
Math 30-1 (School-Awarded)	97.0	96.4	100.0	95.3
Math 30-1 (Diploma)	67.3	73.1	100.0	59.2
Math 30-2 (School-Awarded)	92.9	94.8	91.7	92.7
Math 30-2 (Diploma)	69.4	74.7	58.3	67.4
Bio. 30 (School-Awarded)	97.7	97.0	100.0	94.6
Bio. 30 (Diploma)	86.2	84.2	70.0	73.9
Chem. 30 (School-Awarded)	98.9	97.5	91.7	96.0
Chem. 30 (Diploma)	84.7	83.1	66.7	74.8
Physics 30 (School-Awarded)	97.5	97.5	83.3	96.0
Physics 30 (Diploma)	77.5	85.7	66.7	82.6
Science 30 (School-Awarded)	96.6	96.6	-	94.9
Science 30 (Diploma)	83.8	84.9	-	79.0

EXCELLENCE:

	2016/17			
	RVS	Prov.	RVS FNMI	Prov. FNMI
Grade 12				
Eng. 30-1 (School-Awarded)	33.4	32.9	33.3	21.9
Eng. 30-1 (Diploma)	10.3	11.7	9.5	6.7
Eng. 30-2 (School-Awarded)	15.3	14.5	20.0	10.8
Eng. 30-2 (Diploma)	10.1	11.4	15.0	8.8
French 30-1 (School-Awarded)	45.2	53.2	-	-
French 30-1 (Diploma)	4.1	9.4	-	-
Soc. 30-1 (School-Awarded)	37.1	41.3	53.3	27.8
Soc. 30-1 (Diploma)	9.6	14.8	0.0	6.3
Soc. 30-2 (School-Awarded)	17.4	18.5	4.5	9.6
Soc. 30-2 (Diploma)	12.9	12.6	9.1	6.1
Math 30-1 (School-Awarded)	47.8	51.7	40.0	34.9
Math 30-1 (Diploma)	26.4	30.7	30.0	14.6
Math 30-2 (School-Awarded)	20.7	27.3	8.3	19.1
Math 30-2 (Diploma)	9.9	15.9	0.0	8.8
Bio. 30 (School-Awarded)	49.8	48.4	40.0	32.4
Bio. 30 (Diploma)	32.3	32.3	10.0	16.5
Chem. 30 (School-Awarded)	48.2	51.4	50.0	37.5
Chem. 30 (Diploma)	38.8	38.6	8.3	23.2
Physics 30 (School-Awarded)	45.1	56.0	16.7	39.3
Physics 30 (Diploma)	34.2	41.8	16.7	26.8
Science 30 (School-Awarded)	34.0	37.9	-	24.6
Science 30 (Diploma)	20.4	28.4	-	17.9

In comparison to their provincial counterparts, RVS students surpassed or were equal to their provincial counterparts' performance in five out of 11 exams at the acceptable level and in three out of 11 exams at the excellence level. FNMI students surpassed or were equal to their provincial counterparts in five out of nine exams at the acceptable level, and four out of nine at the excellence level. Outstanding performance was witnessed in Math 30-1, Biology 30, Chemistry 30, Physics 30, and Science 30, where Rocky View students exceeded provincial expectations at the excellence level by five to 24 percent.

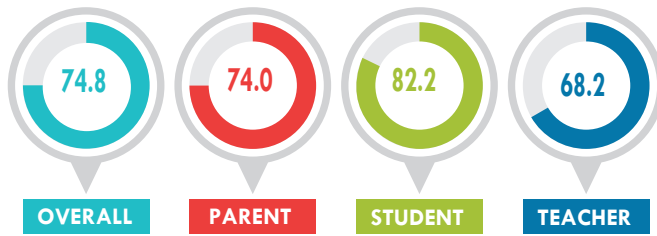
[Link to 5-Year Results](#)

[Link to 5-Year FNMI Results](#)



MEASURE
RVS

Percentage of students, parents, and staff who agree that students are literate and numerate.

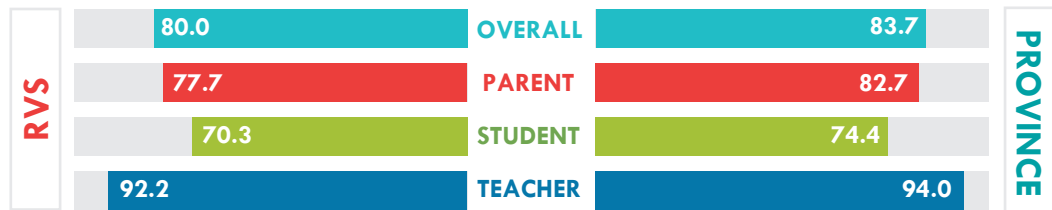


Satisfaction levels increased slightly among the number of parents and staff who believe students are demonstrating reading, writing, and numeracy skills, with an overall average of 74.8 percent, up from 73.1 the previous year.

Outcome: Learners build 21st C competencies (skills and knowledge)

MEASURE
ABED

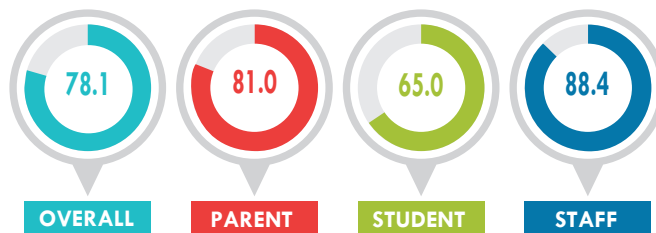
Overall parent, teacher, and student agreement that students model characteristics of active citizenship.



Overall, satisfaction with RVS' efforts to build students' citizenship skills are meeting RVS' target of 80 percent. An area for investigation lies in the students' perceptions, as only 70.3 percent feel students model characteristics of active citizenship.

MEASURE
RVS

Percentage of students, parents, and staff who agree that students are building 21st C Competencies.



Satisfaction with the development of 21st C Competencies, such as critical thinking and problem-solving, remained consistent to the previous year with an overall average of 78.1 percent satisfaction.

Outcome: Learners take ownership for their learning

MEASURE
ABED

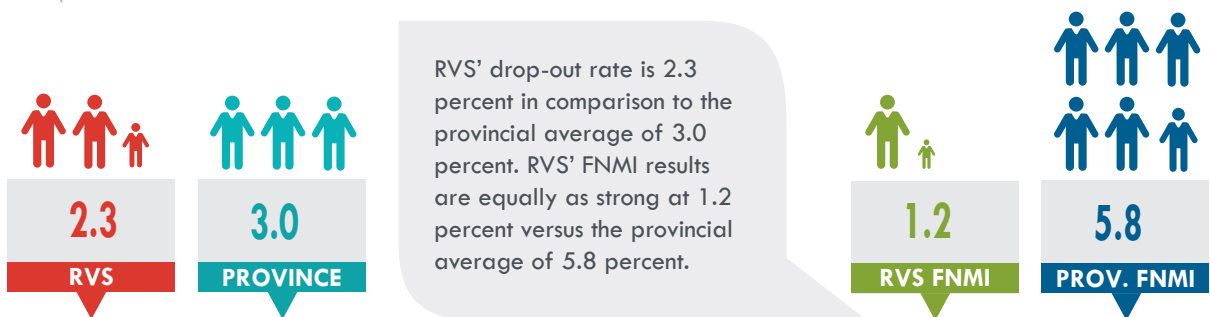
High School Completion rate of students within three years of entering Grade 10



A greater number of RVS students, 82.4 percent, and RVS FNMI students, 67.4 percent, are completing high school within three years than their provincial counterparts. Similar achievement trends are witnessed after four and five years of high school attendance.

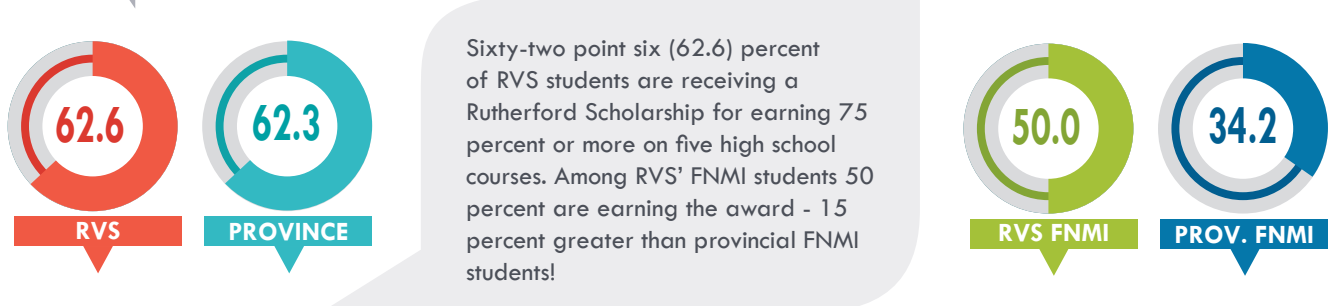
MEASURE
ABED

Annual drop-out rate of students aged 14 to 18.



MEASURE
ABED

Grade 12 students eligible for a Rutherford Scholarship.



MEASURE
ABED

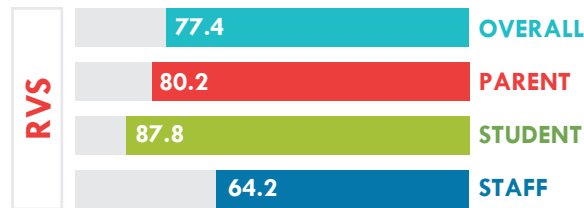
High School to post-secondary transition rate within six years of entering Grade 10.



RVS witnessed a three percent decline in the rate of students moving on to post-secondary institutions over the previous year with 55.2 percent of students continuing their educational journey. Among FNMI students, 46.6 percent have enrolled in an institution, 15 percent more than the provincial level.

MEASURE
RVS

Percentage of students, parents, and staff who agree that students take ownership for their learning.



Satisfaction that students take ownership for their learning dropped slightly among stakeholders in 2016-2017 with an overall average of 76.5 percent satisfaction. An areas for continued investigation lies in the percentage of staff who believe student are not taking ownership of their learning.

MEASURE
RVS

Percentage of staff that uses balanced assessment practices to support student learning.



A greater percentage of teachers, 90.2, are reporting they use balanced assessment practices over just 87 percent in 2015-2016.

GOAL 2:

Learners are Engaged

RVS' goal two – **LEARNERS ARE ENGAGED** – aims for learners to make, create, and do things that matter to themselves and to their communities. Learners are able to transfer their knowledge, skills, and competencies to their lives. Learning experiences are grounded in research and intentionally designed to inspire engagement. In partnership with parents and the community, learners do real things with real people in the real world.

Outcomes:

- Real-world, hands-on learning experiences engage learners
- Innovation and effective practices enrich learning
- Partnerships enhance and fuel learning

Accomplishments

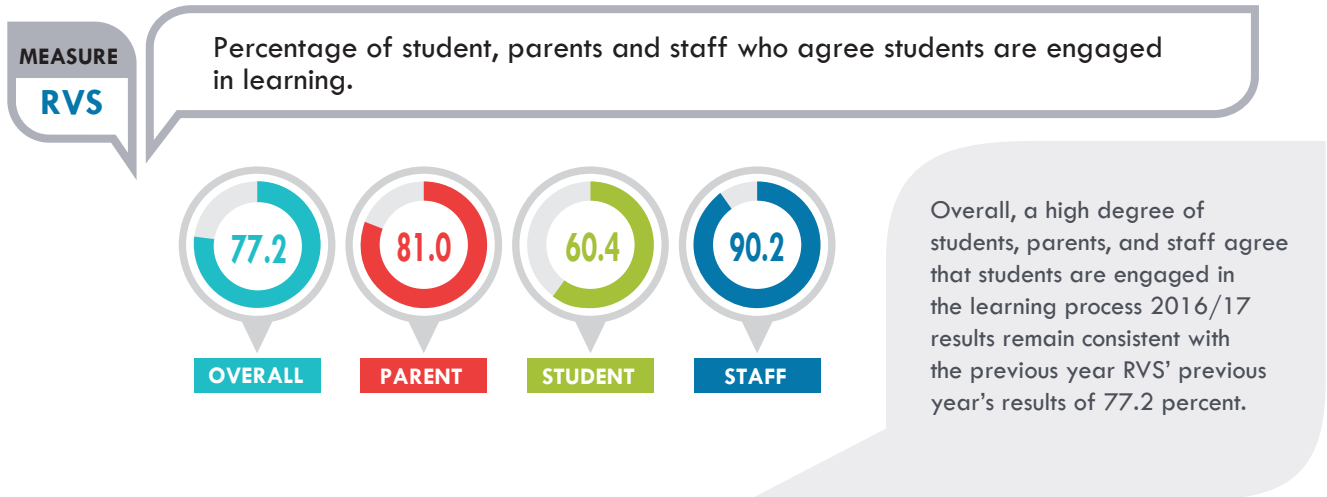
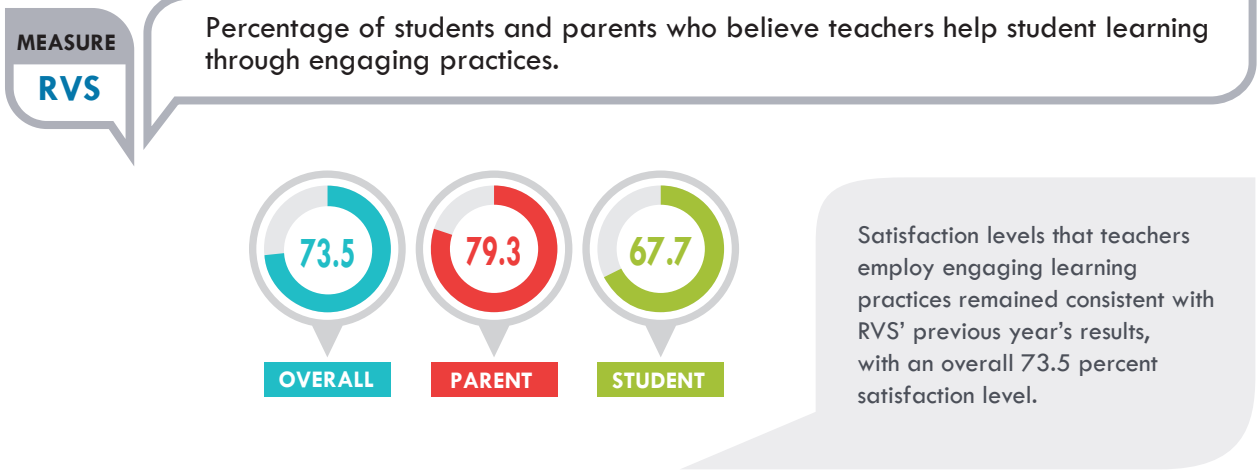
SUPPORTING INNOVATIVE IDEAS FOR LEARNING – Thirty-two (32) teachers, and their approximately 980 students, were involved in the Fellowship program, designed to support teachers and leaders who have innovative ideas. Last year's participants developed a wide range of innovative programming for their students. Examples include Luke Sandham's (teacher – WH Croxford) *Cavalier Music Academy*, an immersive comprehensive contemporary musical experience and Scott Woodward's (principal – Kathryn School) *Developing a Culture of Risk-Taking*. The aim of each fellowship is to form a dynamic learning community that receives individualized support from the Learning Design team, which may include financial support for professional learning, instructional leadership coaching/design, implementation support, and help to making learning visible. In addition, RVS' Learning Design Specialists continue to evolve their online practice guide entitled *Making Learning Visible* that offers teachers a 'toolkit' for developing authentic and cross-curricular learning activities.

ALIGNING DATA AND RESEARCH TO IMPROVE SCHOOL ATTENDANCE – Rocky View Schools' Attendance Innovation Campaign was launched in the fall of 2016 to help increase students' regular attendance at school. Employing a three-tiered approach, the initiative aims to educate communities on the importance of attendance, empower schools to use data to guide and improve practices, and eliminate barriers to attendance through timely and effective interventions. The campaign was piloted in September 2016 with four schools (R.J. Hawkey Elementary School, Muriel Clayton School, W.H. Croxford High School and Beiseker Community School). Students and their families who demonstrate economic hardship alongside attendance problems were the primary focus for intervention.

LEVERAGING COMMUNITY PARTNERSHIPS – In 2016-2017, RVS secured \$179,600 in grants to support RVS’ Food for Thought Programs, active healthy lifestyle programming, and innovative learning initiatives. This includes \$35,000 from RBC’s Learn to Play grant, which was used to add physical literacy programs in Cochrane elementary schools, and \$40,000 from Jumpstart to expand Ever Active Schools’ initiatives to elementary schools in the Airdrie community. The Fuel 4 Kids program, in partnership with the Airdrie Food Bank, initially piloted in A.E. Bowers at the end of the 2015-2016 school year and was broadened last year to include Muriel Clayton Middle School and W.H Croxford High School.



Outcome: Real-world, hands-on learning experiences engage learners



MEASURE
RVS

Percentage of staff that understands and uses inquiry and project-based learning.

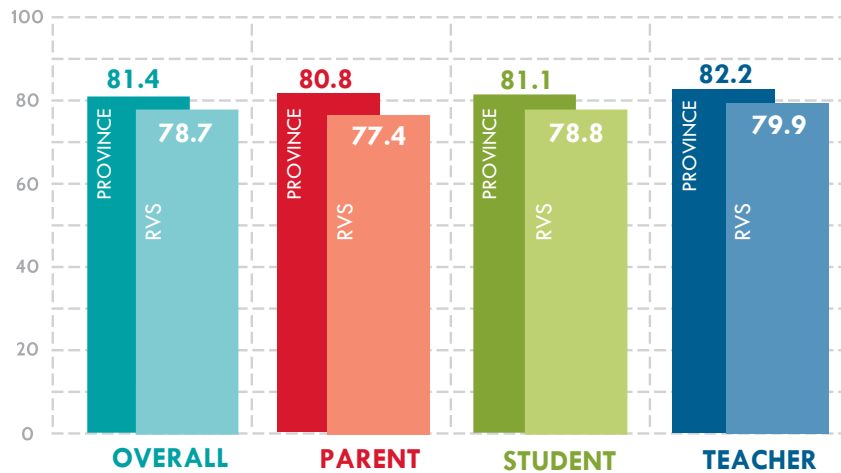


An area of celebration in 2016-2017 lies in the percentage of teachers (89.4) that understand and use either inquiry-based or project-based learning, up from 85.8 percent in 2015-2016.

Outcome: Innovation and effective practices enrich learning

MEASURE
ABED

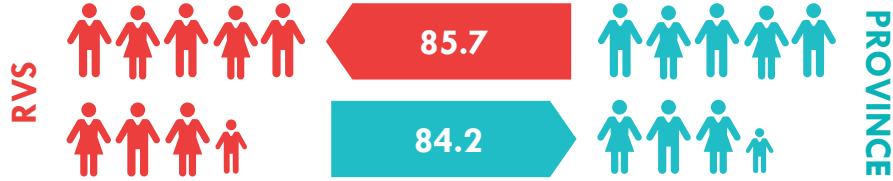
Agreement that their school and schools in their jurisdiction have improved or stayed the same the last three years.



Schools' effort to continuously improve their overall performance is moving closer to the jurisdiction's target, but improvement among all stakeholder groups is desired. In 2016-2017, slight decreases in satisfaction levels were witnessed among students, parents, and staff.

MEASURE
ABED

Teachers reporting that in the past three to five years, the professional learning from the school authority has been focused, systematic, and contributes significantly to their ongoing professional growth.



Ten professional learning days and the efforts of both system and school administrators to keep staff current and informed of innovations to their professional practices resulted in high satisfaction levels among teachers that professional learning contributes to their ongoing professional growth.

MEASURE
RVS

Percentage of students who feel connected, confident, and resilient.

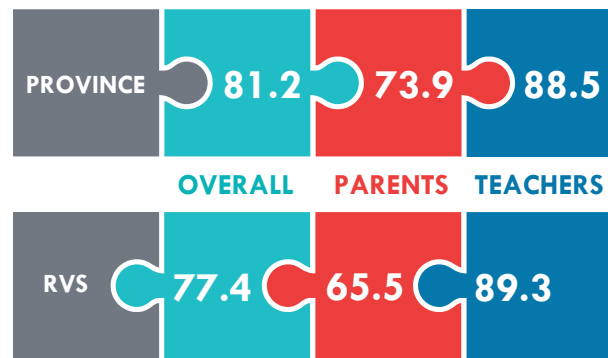
Considerable resources have been poured into RVS classrooms to ensure students are engaged and feel connected. Given 72.4 percent of students believe they are connected, confident, and resilient, investigation in these areas is required.



Outcome: Partnerships enhance and fuel learning

MEASURE
ABED

Overall parent and teacher satisfaction with parental involvement in decisions about their child's education.



RVS would like to see a greater percentage of parents satisfied with their involvement in decisions about their child's education. Satisfaction through Alberta Educations survey revealed just 77.4 percent parental satisfaction.

This topic is slated to be discussed at the Joint Board/School Council meeting in April 2018.

MEASURE
RVS

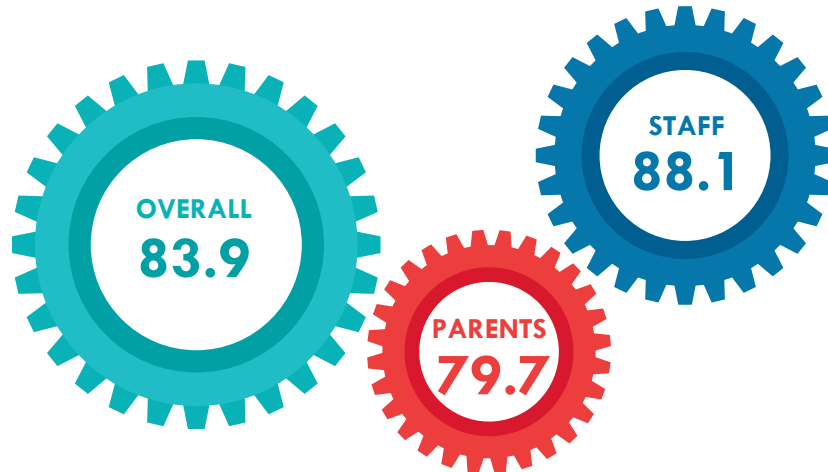
Percentage of parent and staff satisfied with parental involvement in decisions about their child's education.

Similar to RVS' results on Alberta Education's survey, only 72.8 percent of parents and staff are satisfied with parental involvement in decisions about students - identifying this areas as an area of improvement.



MEASURE
RVS

Percentage of staff and parents who agree that the schools build meaningful relationships with home and partnerships with the community.



Stakeholders believe partnerships are helping to improve RVS' learning environments, as illustrated by the overall average of 83.9 percent of stakeholders who agree that schools build meaningful relationships between home and school and with partners in the community.

GOAL 3:

Learners are Supported

RVS' goal three – **LEARNERS ARE SUPPORTED** – strives to ensure each learner has his/her needs met through learning communities that value opportunity, fairness, compassion, citizenship, choice, and diversity. Learners are given the opportunity to expand their potential, pursue excellence, and overcome challenges. The best interest of students is at the center of every decision.

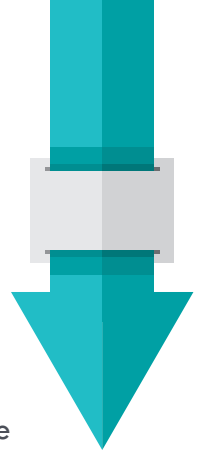
Outcomes:

- Learners feel well, safe, valued and respected
- Learning is accessible, individualized, and challenging
- Student-centered decisions propel achievement

Accomplishments

EXPANDING CAPACITY TO SUPPORT THE INDIVIDUAL NEEDS OF LEARNERS – In the 2016-2017 school year, RVS established a second Multi-Disciplinary Support Team to help address the complex communication and/or behavioural needs of individual students, with both teams operating at full capacity. Alleviating some of the pressure, the Learning Supports Branch has defined a well-structured delivery model of supports by school, via the Calgary and Area Regional Collaborative Service Delivery (RCSD), the RVS' Learning Supports Branch, and Alberta Health Services. In June 2017, members of the RVS Learning Supports Branch were approved as Level 2 Alberta Aids to Daily Living (AADL) Authorizers. This authorization enables two occupational therapists and two speech-language pathologists within the jurisdiction to apply directly to the provincial government for funding on behalf of students who require Augmented and Assisted Communication (AAC) technologies and equipment.

STRENGTHENING SOCIAL EMOTIONAL LEARNING SUPPORTS – The Learning Supports Branch continued to promote Social Emotional Learning (SEL) among schools, with a total of 1321 staff trained in MANDT. A plethora of SEL training opportunities were offered to staff focused on social skills, mental health, anxiety, nutrition, crisis response, ethics, and working with children in the regular classroom. Sessions offered include: Applied Behavioural Analysis, Mental Health First Aid, Respecting Diverse Gender Identities, Go to Educator, MORE Mental Health Online Resource, Non-Suicidal Self-Injury, Anxiety, Zones of Regulation, Heartmath, Friends for Life, Moving to Minds Up/Mindfulness, Nutrition Boot Camp, and lunch and learns. Through a triangulated analysis of data sets, now accessible through Dossier, the Learning Supports team continues to work with schools to identify students at risk and strategies to re-engage them in the learning process.

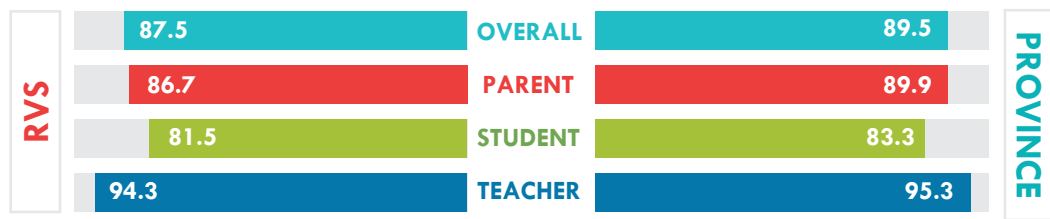


DESIGNING AND RETROFITTING LEARNING SPACES TO SUPPORT STUDENT NEEDS –

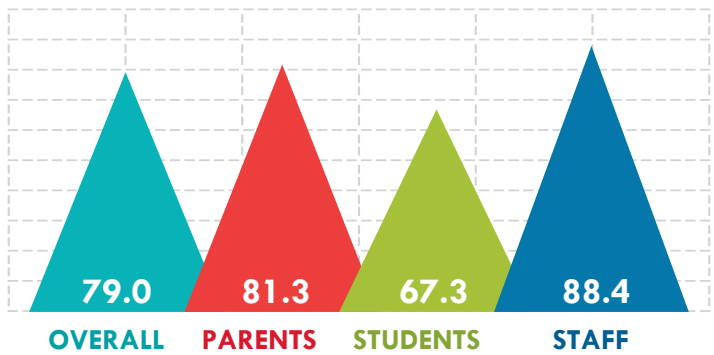
The School Initiated Projects (SIP) Committee built out a framework for the application, tendering and construction of outdoor learning spaces, as well as reviewing on a school-by-school basis the retrofit of gender neutral washroom spaces and Special Needs Quiet Rooms. Over the 2016-2017 school year, seven bathrooms were redesigned to support gender, universal and/or handicap access. The Learning Commons Committee also made headway since September 2016, having established a formal process for the retrofit of libraries to learning commons. By the end of the 2016-2017 school year, only six schools still require an update to Learning Commons spaces. RVS continues to review the needs of schools to ensure the best possible use of space to support its students.

Outcome: Learners feel well, safe, valued and respected

MEASURE
ABED
Overall teacher, parent, and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.



MEASURE
RVS
Percentage of students, parents, and staff who agree that learning environments are caring, safe, respectful and promote wellness.



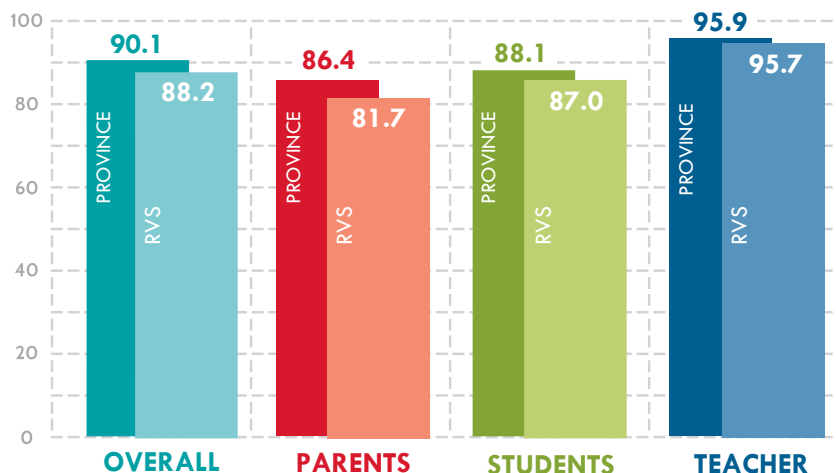
On both Alberta Education's and RVS surveys, high degrees of stakeholders believe students are safe and are learning to be respectful and caring individuals.

Outcome: Learning is accessible, individualized, and challenging

MEASURE

ABED

Satisfaction with the overall quality of education.

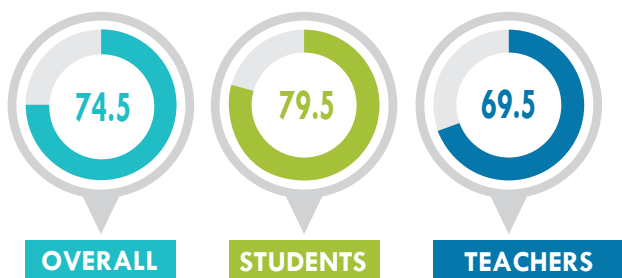


Overall, stakeholders expressed high levels of satisfaction (88.2 percent) with the overall quality of education in RVS.

MEASURE

RVS

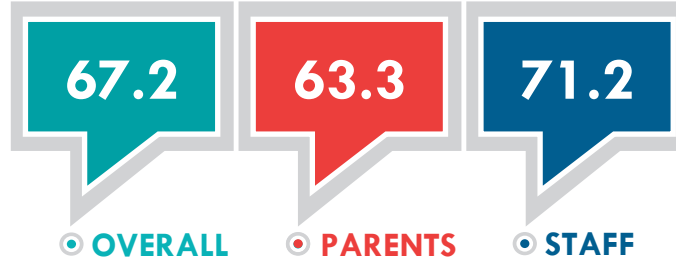
Percentage of students and staff who agree that they have appropriate technical and learning supports to meet student needs.



A high percentage of students believe teachers are available when they need it (81.8 percent) and that technology is readily available (85.2 percent) and helps them learn (81.5 percent). Areas for investigation lie in the low teachers' satisfaction with supports available through community agencies (65.4 percent) and resources and supports provided by the jurisdiction (64.3 percent). The overall satisfaction levels for this measure is 74.5 percent.

MEASURE
RVS

Percentage of parents and staff who agree students with special needs are meeting their learning goals.



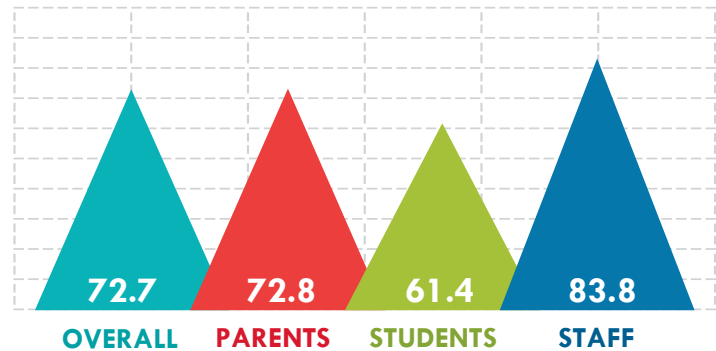
A slight decrease was witnessed in the percentage of parents and staff satisfied that students with special needs are meeting their learning goals - down from 68.8 in 2015-2016.

Outcome: Student-centered decisions propel achievement

MEASURE
RVS

Percentage of students, parents, and staff who agree schools have a student-centered focus.

High levels of staff (82.2 percent) believe student have access to the instruction they need and that the school has a student-centered focus (90.0 percent). Areas for improvement lie in the percentages of students who are inspired by their teacher (61.0 percent) and who feel they have a voice in my education (58.0 percent). Amongst parents, RVS needs to investigate the low percentage (65.4 percent) of parents who believe the needs of learners drive decision-making at their child's school. Aggregated results reveal an overall satisfaction level of 72.7 percent.



Audited Financial Statement



Collection and Use of School Fees

Fees	Actual Fees Collected 2016-2017	Actual Fee Expenditures 2016-2017
Transportation Fees	\$2,419,714	\$2,419,714
Basic Instruction Fees		
• Basic Instruction Supplies	2,211,670	2,211,670
Fees to Enhance Basic Instruction		
• Technology user fees	4,435	23,480
• Alternative program fees	235,539	235,539
• Fees for optional courses	1,145,074	1,157,377
• Activity fees	2,011,585	2,018,247
• Early childhood services	42,647	42,647
• Other fees to enhance education	29,693	33,165
• Other enhancement fees	103,117	103,117
Non-Curricular Fees		
• Extracurricular fees	1,099,721	1,067,137
• Non-curricular travel	594,233	553,841
• Lunch supervision and noon-hour activity fees	209,522	212,397
• Non-curricular goods and services	652,596	674,704
• Other fees (student farewell & graduation)	159,320	159,320
• Other fees (Loss/replacement/sales/rentals)	371,323	371,324
TOTAL Fees	11,290,189	11,283,679

Revenues & Expenditures



Revenues		
Instruction	\$205,621,122	79.88%
Plant Operations & Maintenance	\$ 35,679,304	13.86%
Transportation	\$ 15,893,526	6.17%
External Services	\$ 203,117	0.09%
TOTAL	\$257,397,069	

Expenditures		
Instruction	\$199,143,117	77.09%
Board & System Administration	\$ 7,383,300	2.85%
Plant Operations & Maintenance	\$ 35,186,027	13.62%
Transportation	\$ 16,388,592	6.34%
External Services	\$ 202,870	0.10%
TOTAL	\$258,303,906	

Notes:

- The largest expenditure was for teacher salaries and benefits at \$142,502,606.
- Support staff salaries and benefits totaled \$46,728,227.
- The cost for board governance and system administration was 2.85 percent or \$7,383,300, a decrease from last year's total of 3.01 percent.



Enrolment Pressures

Rocky View Schools student population continues to increase by more than 4.5 percent annually. By September 30, 2017, RVS' Kindergarten to Grade 12 student population was 23,770. The jurisdiction is expected to increase to 30,688 students by 2022. Consequently, RVS is working towards providing adequate educational facilities in several communities within the jurisdiction. Most of this growth is in the municipalities of Airdrie, Chestermere, and Cochrane.

2018-2021 Capital Plan

RVS' current Three-Year Capital Plan, for the 2018-2021 budget years, requests 13 new facilities, seven building modernization/replacement schools and two additions. Priorities for the 2018-2019 school year are:

1. New Langdon Junior/Senior High School
2. New Chestermere K-9
3. New K-9 Airdrie (Kings Heights - south)
4. New K-5 Cochrane (Heartland)
5. New K-5 Airdrie (Bayview)
6. New K-9 Springbank (Harmony Development)
7. Modernization of George McDougall High School (Airdrie)

Capital and Infrastructure Maintenance and Renewal (IMR)

Approved in January 2017, RVS completed the installation of a new modular onto Rainbow Creek School in Chestermere and will be replacing eight modular units at A.E. Bowers School in Airdrie. Numerous maintenance and renewal projects and minor program renovations also will be completed for September 2017.

Notes:

- RVS' Audited Financial Statement is based on the new Public Sector Accounting Standards, as required by the Government of Alberta beginning 2013.
- For comparative financial information, see Alberta Education's Provincial Audited Finance Statement Roll-up.

For More Information

More information on RVS' Capital Plan and Audited Financial Statement is available on the RVS public website under Publications, or by calling Associate Superintendent of Business and Operations Darrell Couture at 403.945.4008.

2017-2018 Action Plans



Action plans that support the advancement of RVS' 2015-2019 Four Year Plan – Year 3 are:

GOAL 1 Learners are Successful

OUTCOME - Learners are literate and numerate.

Action Plan - Develop and implement a system-wide K-12 literacy and numeracy framework.

OUTCOME - Learners build 21st C competencies (skills and knowledge).

Action Plan - Acquire and apply 21st C competencies across learning disciplines and in a variety of contexts.

OUTCOME - Learners take ownership of their learning.

Action Plan - Enhance balanced assessment practices through reflection, self-awareness, communication, and growth.

GOAL 2 Learners are Engaged

OUTCOME - Real-world, hands-on learning experiences engage learners.

Action Plan - Facilitate opportunities for learners to make, create, and do things that matter to themselves and to their communities.

Action Plan - Provide learning experiences where learners have an active role and voice.

OUTCOME - Innovation and effective practices enrich learning.

Action Plan - Facilitate critical reflection to inform teaching practice.

Action Plan - Improve use and application of data to inform learning and system improvement.

OUTCOME - Partnerships enhance and fuel learning.

Action Plan - Continue to build meaningful relationships between home and school.

Action Plan - Enhance learning opportunities through partnerships between learners and the community.

GOAL 3 Learners are Supported

OUTCOME - Learners feel well, safe, valued, and respected.

Action Plan - Enhance staff capacity in the areas of social/emotional supports, mental health, and physical wellness.

OUTCOME - Learning is accessible, individualized, and challenging.

Action Plan - Engage community partners in providing wrap-around services to meet the needs of learners, aged 0 - 21.

Action Plan - Support the redesign of learning environments to meet the needs of each and every learner.

OUTCOME - Student-centered decisions propel achievement.

Action Plan - Examine approaches to better deploy resources in meeting the needs of diverse learners.

Action Plan - Support schools in the design and retrofit of learning spaces to facilitate active, collaborative, and individualized learning.

Cross Reference



Alberta Education		RVS Plan
Outcomes	Specific Outcomes and Performance Measures	
Alberta students are successful.	<ul style="list-style-type: none"> Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests. Overall percentage of students who achieved the acceptable standard and standard of excellence on diploma examinations. High school completion rate of students within three years of entering Grade 10. Annual drop-out rate of students ages 14 to 18. High school to post-secondary transition rate of students within six years of entering Grade 10. Percentage of Grade 12 students eligible for a Rutherford Scholarship. Percentage of students writing four or more diploma exams within three years of entering Grade 10. Overall teacher, parent and student agreement that students model the characteristics of active citizenship. Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school. 	<p>Goal 1 Outcome 1</p> <p>Goal 1 Outcome 1</p> <p>Goal 1 Outcome 3</p> <p>Goal 1 Outcome 3</p> <p>Goal 1 Outcome 3</p> <p>Goal 1 Outcome 3</p> <p>Goal 1 Outcome 3</p> <p>Not Applicable</p> <p>Goal 1 Outcome 2</p> <p>Not Applicable</p>
The systemic education achievement of gap between First Nations, Métis and Inuit students and all other students is eliminated.	<ul style="list-style-type: none"> Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard and standard of excellence on provincial achievement tests. Overall percentage of self-identified FNMI students who achieved the acceptable standard and standard of excellence on diploma examinations. High school completion rate of FNMI students within three years of entering Grade 10. Annual drop-out rate of FNMI students ages 14 to 18. High school to post-secondary transition rate of FNMI students within six years of entering Grade 10. Percentage of Grade 12 FNMI students eligible for a Rutherford Scholarship. Percentage of FNMI students writing four or more diploma exams within three years of entering Grade 10. 	<p>Goal 1 Outcome 1</p> <p>Goal 1 Outcome 1</p> <p>Goal 1 Outcome 3</p> <p>Goal 1 Outcome 3</p> <p>Goal 1 Outcome 3</p> <p>Goal 1 Outcome 3</p> <p>Not Applicable</p>
Alberta's education system is inclusive.	<ul style="list-style-type: none"> Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school. 	Goal 3 Outcome 1
Alberta has excellent teachers and school authority leaders.	<ul style="list-style-type: none"> Overall teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, careers, technology, and health and physical education. 	Not Applicable
Alberta's education system is well governed and managed.	<ul style="list-style-type: none"> Overall teacher and parent satisfaction with parental involvement in decisions about their child's education. Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same within the last three years. Overall teacher, parent, student satisfaction with the overall quality of basic education. 	<p>Goal 2 Outcome 3</p> <p>Goal 2 Outcome 2</p> <p>Goal 3, Outcome 2</p>

