



Annual Education Results Report



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Annual Education Results Report 2017 – 2018

Rocky View Schools (RVS) is pleased to share with the public its 2017/18 Annual Education Results Report (AERR).

In year three of RVS' 2015-2019 Four Year Plan, the jurisdiction made significant progress in building foundational literacy and numeracy skills through the infusion of over \$250,000 in resources and the hiring of a full time numeracy learning specialist. Taking a human-centered design approach, student engagement also was fostered through a wide variety of authentic learning opportunities that led to learning being visible through a plethora of short films, exhibitions, portfolios and learning celebrations. A new area of success in 2017/18 was the development of learning narratives to support the vision of School Education Plans. On the professional learning front, thousands of hours were dedicated to building staffs' skills in the areas of literacy, numeracy, social emotional learning, balanced assessment and data analysis. As a result of these initiatives, satisfaction levels among stakeholders increased in a variety of areas, including students' accessibility to engaging learning practices, to students meeting their Individual Program Plan goals, to teachers being available to support student needs.

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.



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 2017/18 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 collaboratively 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' 2017/18 Class Sizes 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, one disclosure was received during the 2017/18 school year. Based on the disclosure and a subsequent investigation, RVS concluded sufficient evidence of fraudulent activity by a staff member warranted the matter be turned over to the RCMP for investigation. The staff member's employment with RVS was terminated with cause in October 2017 and in the fall of 2018 the individual was formally charged.

For more information about Rocky View Schools' 2017/18 Annual Education Results Report, contact:

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Accountability Statement

The Annual Education Results Report for the 2017/18 school year, commencing September 1, 2017, for Rocky View Schools was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government's business and fiscal plans.

The Board has used the results report in the document to the best of its abilities, to develop the education plan and is committed to implementing the plan to improve student learning and results.

The Board approved the Annual Education Results Report for 2017/18 school year on November 29, 2018.

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 once the achievement test and diploma exam results are available. The updated report is required to be published in boards' Annual Education Results Reports.

Recognizing the value of this transparent system, during the 2009/10 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 2017/18 statistics available for both Rocky View Schools' and Alberta Education's Accountability Pillars.

Outcome	Jurisdiction Results			Measure Evaluation		
	Current	Prev. Year	3 Year Avg.	Achievement	Improvement	Overall
Goal 1: Learners are SUCCESSFUL						
Learners are literate and numerate.	75.0	74.8	74.3	N/A	Not Significant	N/A
Learners build 21st Century competencies (skills & knowledge).	78.9	78.1	78.2	N/A	Not Significant	N/A
Learners take ownership for their learning.	80.1	80.6	79.9	N/A	Not Significant	N/A
Learners are ENGAGED						
Real-world, hands-on learning experiences engage learners.	77.7	78.0	77.7	N/A	Not Significant	N/A
Innovation and effective practices enrich learning.	71.7	72.4	72.5	N/A	Not Significant	N/A
Partnerships enhance and fuel learning.	78.8	78.3	78.5	N/A	Not Significant	N/A
Learners are SUPPORTED						
Learners feel well, safe, valued, and respected.	79.2	79.0	79.3	N/A	Not Significant	N/A
Learning is accessible, individualized, and challenging.	71.1	70.9	70.9	N/A	Not Significant	N/A
Student-centered decisions propel achievement.	72.8	72.7	72.7	N/A	Not Significant	N/A

Notes to Rocky View Schools' Accountability Pillar

1. In the spring of 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 years.
2. Results for RVS' Accountability Pillar are based on the results of a satisfaction survey administered in June 2018, with all staff, all grade 4 – 12 students, and all parents. In total, 1,629 surveys were completed by staff, 12,635 by students and 5,204 by parents, for a total of 19,468 – up from 16,945 the previous year.



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

Alberta Education Pillar Summary

Rocky View Schools (RVS)

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	87.6	87.5	87.9	89	89.5	89.4	High	Maintained	Good
Student Learning Opportunities	Program of Studies	81.4	81.3	81.7	81.8	81.9	81.7	High	Maintained	Good
	Education Quality	88.4	88.2	88.1	90	90.1	89.9	High	Maintained	Good
	Drop-Out Rate	1.2	2.3	2.4	2.3	3	3.3	Very High	Improved Significantly	Excellent
	High School Completion	84.9	82.4	81.9	78	77.9	77	Very High	Improved Significantly	Excellent
Student Learning Achievement Grades K – 9	PAT Acceptable	73.3	72.1	72.4	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	PAT Excellence	14.9	13.8	14.2	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
Student Learning Achievement Grades 10 – 12	Diploma Acceptable	82.7	82.8	83.8	83.7	83	83	Intermediate	Maintained	Acceptable
	Diploma Excellence	20.4	18.9	18.6	24.2	22.2	21.7	High	Maintained	Good
	Diploma Exam Participation Rate	57.1	52.8	53.3	55.7	54.9	54.7	High	Improved Significantly	Good
	Rutherford Scholarship Eligibility	63.9	62.8	62.6	63.4	62.3	61.5	N/A	Maintained	N/A
Preparation for Lifelong Learning, World of Work, and Citizenship	Transition Rate	55.4	55.2	57.3	58.7	57.9	59	Intermediate	Maintained	Acceptable
	Work Preparation	77.7	77	76.4	82.4	82.7	82.4	Intermediate	Improved	Good
	Citizenship	79.5	80	80.5	83	83.7	83.7	High	Declined	Acceptable
Parental Involvement	Parental Involvement	78.4	77.4	78.1	81.2	81.2	81	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	78.6	78.7	77.9	80.3	81.4	80.7	High	Maintained	Good

Notes to Alberta Education Pillar Summaries

1. Aggregated PAT results are based upon a weighted average of per cent 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).
2. Participation in Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013 and the fires in May to June 2016.
3. Aggregated Diploma results are a weighted average of per cent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination 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, Mathematics 30-1, Mathematics 30-2, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.



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

Alberta Education Pillar Summary

First Nations Métis Inuit (FNMI)

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	2.8	1.2	3.1	4.8	5.8	6.3	High	Maintained	Good
	High School Completion	77.7	67.4	68.2	53.3	53.7	50.5	High	Improved	Good
Student Learning Achievement Grades K – 9	PAT Acceptable	52.1	60.2	58.7	51.7	51.7	52.0	Very Low	Declined	Concern
	PAT Excellence	4.9	7.0	7.5	6.6	6.7	6.5	Very Low	Maintained	Concern
Student Learning Achievement Grades 10 – 12	Diploma Acceptable	78.2	80.6	81.8	77.1	77.1	76.6	Low	Maintained	Issue
	Diploma Excellence	14.5	10.4	12.5	11.0	10.7	10.3	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate	46.1	43.2	35.4	24.4	21.8	21.2	Intermediate	Improved	Good
	Rutherford Scholarship Eligibility	44.0	50.0	46.8	35.9	34.2	33.0	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, and Citizenship	Transition Rate	42.3	46.6	46.4	33.0	31.8	32.8	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

Notes to Alberta Education Pillar Summaries

1. Aggregated PAT results are based upon a weighted average of per cent 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).
2. Participation in Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013 and the fires in May to June 2016.
3. Aggregated Diploma results are a weighted average of per cent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination 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, Mathematics 30-1, Mathematics 30-2, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.



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



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

Building Capacity Around Literacy and Numeracy

In year two of the RVS K – 12 Literacy and Numeracy Framework initiative, professional learning was delivered to hundreds of RVS staff. To build the capacity of administrators, coaches and teachers, literacy foci included supporting schools with evidence-based practices with respect to balanced literacy, writer's workshops, assessment, instructional strategies across the curriculum and response to intervention for students experiencing difficulty.

Additionally, RVS' Literacy Team and Middle School/High School Literacy Task Groups worked with a provincial cohort to develop the *Thinking Strategies Placemat*, an on-line resource focused on disciplinary literacy in Grades 5 – 12. Thanks to the addition of a full-time learning specialist, the jurisdiction also launched its numeracy initiative, which focuses on balanced numeracy and the development of a comprehensive on-line resource for teachers, entitled *RVS Making Numeracy Visible*.

In June 2018, the Literacy and Numeracy Teams facilitated the procurement of \$250,000 of classroom resources from the Classroom Improvement Fund to strengthen student understanding and skills in literacy, fluency, reasoning and problem-solving. Looking ahead, the focus will be on creating capacity around the effective use of these resources and the delivery of explicit and intentional professional learning that supports the seven essential conditions outlined in RVS' Literacy and Numeracy Framework. With a new concept-based K – 4 curriculum pending, RVS also anticipates there will be additional curricular support required by classroom teachers, leads and administrators in the year to come.

Designing Learning to Meet Student Needs

With a mandate to advance instructional practices across the jurisdiction, RVS' Learning Design Team provided direct support to more than 300 teachers and administrators in 2017/18 by way of intentionally curated professional learning workshops, innovative design cohorts, and at-the-elbow services.

Teachers and/or students participated in five instructional design cohorts, reinforcing the benefits of adopting a hands-on, makerspace mindset and cross-curricular inquiry approach. As part of the User Experience (UX) Cohort, students created locked room designs based on books they read in class. This year, Ambrose University will be conducting research to determine whether participation in this cohort had a lasting impact on teachers' pedagogical practices. Staff involved in the University of Calgary's Preservice Mentorship Cohort were tasked with building materials for the Alberta Animal Rescue Crew Society (AARCS). This cohort not only created a link between RVS, AARCS and Rona, which provided the building supplies, it also gave teachers first-hand instructional experience that they could then replicate in their classrooms.

A new area of success in 2017/18 was in the narrative development of School Education Plans (SEP). RVS' Learning Design Team worked with a cohort of schools that were interested in using video to bring their SEP to life. The narrated plans provide an opportunity for students, parents and staff to speak to what success looks like within their school.

Adopting Effective Assessment Practices

In 2017/18, RVS stayed the course on its commitment to ensuring that student assessment and evaluation practices are transparent, fair, appropriate and evidence-informed. In September, all K – 8 schools moved to PowerTeacher Pro, PowerSchool's new robust digital reporting tool. The creation of an instructional guide, along with a jurisdictional focus on promoting its usage, led to a significant increase in the number of parents who signed up for PowerSchool's Parent Portal, giving them access to student assignments and assessment marks. As of September 2018, 84 per cent of parents had established accounts, versus 57.1 per cent in January 2018.

Plans also were laid for the establishment of a Real-Time Reporting (RTR) Cohort. Eleven schools across five areas in the jurisdiction were selected to prototype RTR, providing parents and students continuous, timely, ongoing feedback throughout the year, rather than only once every 60 days through a report card. With RTR, teachers demonstrate student progress and evidence of learning through both PowerSchool's Parent Portal and myBlueprint's on-line portfolio, with one summary report card to be published each June. In addition to this work, seven teacher-driven committees also were struck and charged with creating the RTR "I Can" statements to assess students' level of understanding of curricular outcomes and learning targets. The statements are being used by all RTR schools to create consistency across the schools' participating in the cohort.

The ultimate goal of the cohort is to investigate how RTR can inform teacher practice, while keeping parents informed of their child's progress. RVS will continue to provide at-the-elbow support to all schools and deliver a wide range of professional learning opportunities with a focus on assessment, for both teachers and administrators.



Outcome: Learners are literate and numerate

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

	ACCEPTABLE				EXCELLENCE			
	RVS	Prov.	RVS FNMI	Prov. FNMI	RVS	Prov.	RVS FNMI	Prov. FNMI
Grade 6								
LA	81.4	83.5	66.1	69.0	12.1	17.9	5.4	5.5
LA (FI)	74.4	85.2	66.7	74.1	3.5	12.3	0.0	5.2
Math	71.2	72.9	51.8	49.1	8.7	14	3.6	3.0
Science	78.9	78.8	60.7	58.9	24	30.5	14.3	11.5
Social	77.2	75.1	53.6	52.8	17.1	23.2	3.6	7.5
Grade 9								
LA	81.4	83.5	62.5	54.4	12.1	17.9	1.4	4.9
LA (FI)	74.4	85.2	–	71.9	3.5	12.3	–	4.5
Math	71.2	72.9	31.2	30.7	8.7	14	1.3	3.4
Science	78.9	78.8	61.6	51.7	24	30.5	5.5	8.0
Social	77.2	75.1	45.8	41.2	17.1	23.2	6.9	6.8



[Link to 5-Year Results](#)

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

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

FNMI students out-performed their peers in seven out of 10 tests at the acceptable level, and three out of 10 at the excellence level.

As in previous years, Rocky View students continue to be under represented at the standard of excellence level, indicating attention to success at this level is required across the jurisdiction.

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

	ACCEPTABLE				EXCELLENCE			
	RVS	Prov.	RVS FNMI	Prov. FNMI	RVS	Prov.	RVS FNMI	Prov. FNMI
Eng. 30-1 (School-Awarded)	98.7	97.9	100.0	97.2	31.8	34.5	26.7	22.3
Eng. 30-1 (Diploma)	86.6	87.5	83.3	83.1	10.5	13.2	6.7	5.9
Eng. 30-2 (School-Awarded)	96	95.9	100.0	94.9	11.6	15.2	10.7	11.5
Eng. 30-2 (Diploma)	92.4	88	89.3	88.5	12.1	13.1	7.1	10.0
French 30-1 (School-Awarded)	100	99.8	–	97.3	54.7	60	–	40.5
French 30-1 (Diploma)	89.1	93.8	–	83.8	4.7	11	–	5.4
Soc. 30-1 (School-Awarded)	98.2	99	100.0	98.4	35.9	43.3	26.1	27.1
Soc. 30-1 (Diploma)	80.2	86.2	69.6	75.3	10.7	17.7	8.7	8.1
Soc. 30-2 (School-Awarded)	95.4	95.8	93.9	93.5	19.8	19.6	24.2	10.9
Soc. 30-2 (Diploma)	82.8	78.8	75.8	72.2	14.2	12.2	12.1	5.8
Math 30-1 (School-Awarded)	95.7	96.1	92.9	93.1	43.1	52.3	35.7	34.6
Math 30-1 (Diploma)	70.5	77.8	64.3	61.3	26.4	35.3	24.1	15.3
Math 30-2 (School-Awarded)	95.4	94.4	100.0	92.7	23.9	26.9	46.2	19.4
Math 30-2 (Diploma)	73.5	74.2	76.9	69.1	14.4	16.4	15.4	9.7
Bio. 30 (School-Awarded)	97.8	97.1	100.0	94.7	49.5	50.4	41.2	30.6
Bio. 30 (Diploma)	89.1	86.6	88.2	75.7	35.1	36.6	29.4	17.3
Chem. 30 (School-Awarded)	97.7	97.1	93.8	94.1	51.7	52.7	50.0	36.9
Chem. 30 (Diploma)	81.5	83.6	68.8	69.7	37.1	38.3	25.0	19.9
Physics 30 (School-Awarded)	96.9	97.4	75.0	95.9	51	58.3	50.0	41.6
Physics 30 (Diploma)	81.9	86.2	75.0	76.9	42	43.6	25.0	24.0
Science 30 (School-Awarded)	94.6	96.6	100.0	96.6	36.8	39.6	44.4	28.7
Science 30 (Diploma)	83.1	85.4	77.8	84.1	21.1	31.5	22.2	24.4



[Link to 5-Year Results](#)

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

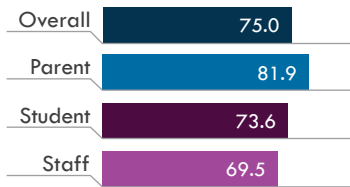
In comparison to their provincial counterparts, RVS students surpassed or were equal to their provincial counterparts' performance in three out of 11 exams at the acceptable level and in one out of 11 exams at the excellence level.

FNMI students surpassed or were equal to their provincial counterparts' performance in six out of 11 exams at the acceptable level and in eight out of 11 exams 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 11 to 27 per cent.



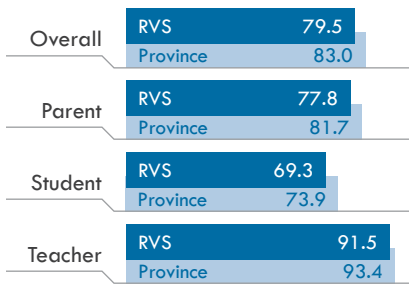
RVS: Percentage of students, parents, and staff who agree that students are literate and numerate.



Overall satisfaction levels increased slightly among stakeholders who believe students are demonstrating reading, writing, and numeracy skills, with an overall average of 75.0 per cent, up from 74.8 the previous year.

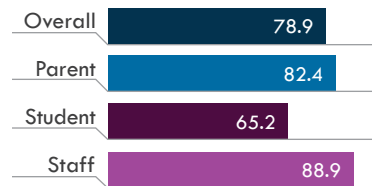
Outcome: Learners build 21st C competencies (skills and knowledge)

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



Satisfaction with RVS' efforts to build students' citizenship skills fell just short of meeting the jurisdiction's target of 80 per cent. An area for investigation lies in the students' perceptions, as only 69.3 per cent feel students model characteristics of active citizenship.

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



In relation to the development of competencies, such as critical thinking, problem-solving, and innovation, satisfaction levels increased slightly from the previous year with an overall average of 78.9 per cent, up from 78.1 per cent satisfaction.

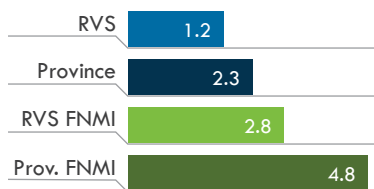
Outcome: Learners take ownership for their learning

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

	RVS	Prov.	RVS FNMI	Prov. FNMI
Three Years	84.9	78.0	77.7	53.3
Four Years	86.6	82.6	74.3	59.8
Five Years	87.6	83.4	81.3	60.2

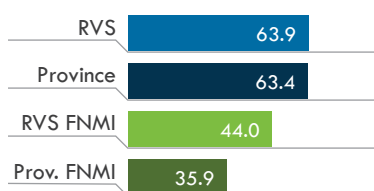
In comparison to their provincial counterparts, a greater number of RVS students (84.9 per cent) and FNMI students (77.7 per cent) are completing high school within three years. Similar achievements trends are witnessed after four and five years of high school attendance.

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



A marked improvement was witnessed in RVS' drop-out rate, which decreased to 1.2 per cent from 2.2 per cent the previous year. RVS' FNMI results are equally strong at 2.8 per cent, versus the provincial average of 4.8 per cent.

ABED: Grade 12 students eligible for a Rutherford Scholarship.



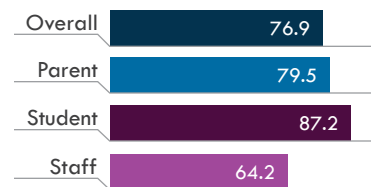
Sixty-three point nine (63.9) per cent of RVS students are receiving a Rutherford Scholarship for earning 75 per cent or more on five high school courses. Among FNMI students, 44 per cent are earning the award – 8.1 per cent greater than the provincial FNMI students.

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

	RVS	Prov.	RVS FNMI	Prov. FNMI
Four Years	34.6	39.3	31.5	19.3
Six Years	55.4	58.7	42.3	33.0

RVS continues to witness a high number of students moving on to post-secondary institutions, with 55.4 per cent continuing their educational journey within six year after high school. Among FNMI students, 42.3 per cent have enrolled in a post-secondary institution, 9.3 per cent higher than the provincial level.

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



Satisfaction that students take ownership for their learning increased slightly among stakeholders to 76.9 per cent, from 77.4 per cent the previous year. One area for continued investigation lies in the perception of staff, as only 64.2 per cent agreed students are self directed.

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



Consistent with the previous year, a high percentage of staff continue to report that student assessment information is used to help improve instruction.

Goal Two: 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

Making Learning Visible

Learning within RVS is more visible today than it's ever been, thanks to the plethora of short films that showcase the innovative, hands-on teaching practices that are being employed across the jurisdiction and the conditions that teachers are creating to engage students in doing things that matter to them.

Through RockyDocs, RockyTalks, Animated Yearbooks and RVS Learning Stories, RVS has opened the door for the public to see students engaged in authentic, immersive learning experiences that provide robust educational experiences and life-relevant skills. Examples include a feature on Building Futures, where Grade 10 students from two programs based in Airdrie and Cochrane learn what it takes to build a new house, from pre-construction all the way to a finished home, while fulfilling their programs of study. Also featured in 2017/18 was the Heroes and Helpers inquiry project. As with any good inquiry, this one began with a question, "What does a hero look like?". Kindergarten students identified attributes they felt were associated with heroes and their exploration helped them make a connection to heroes in their community. To further build students' knowledge base, parents and members of the community were invited to make presentations on the type of work they do. Following, students participated in a RockyTalks exhibition, sharing their explanation of what makes someone a hero or a helper. To build cultural understanding and awareness of Indigenous peoples, schools employed a number of hands-on learning activities including Indigenous Games, Blanket Exercises and inquiries such as Connecting to the Earth, Learning Blackfoot, Buffalo Treaty and Daguskabin.

Planning also is underway for the potential launch of a new program called Growing Futures, another exemplar that illustrates the strong shift to hands-on, authentic learning experiences. Growing Futures may provide high school students with an agricultural learning environment that fulfills all core learning outcomes and immerses them in a culture of farming practices such as entrepreneurship, sustainability and animal husbandry. Community partners are planned to offer at-the-elbow expertise, materials, land and learning spaces that will ensure a safe and appropriate learning environment for students.

Using Data to Identify Trends and Improve Transparency

RVS made significant headway in 2017/18 building out Dossier, a student achievement dashboard that provides deep insight into student performance. Schools prototyping Dossier have reported that the Attendance and SOS-Q modules are helpful in identifying instructional and social emotional interventions, particularly for those who may be at-risk. Based upon feedback from schools and families, the IPP/PLP program was updated to better suit the needs of students and teachers in November 2018.

Although the initial implementation of Dossier is nearing completion, more time and resources are required to ensure that the tool is built out to its full functionality. Work ahead includes a targeted exploration of data

points to be used to best predict and identify student achievement and the best method for the continued population of these data points. Another important component to ensure the success of Dossier will be the development of a more robust in-service training program for school-based administrators and teachers that will support the interpretation of data. RVS intends to use literacy and numeracy grade-level assessments gathered through report card information in Dossier as performance measures in 2018/19.

Deriving Data from Action Research

Year two of Rocky View Schools' Attendance Initiative wrapped up, with presentations on its findings shared across Alberta and nationally. The value of the findings attracted numerous inquiries from educational institutes, including Alberta Research Network, which awarded RVS a \$50,000 grant to advance the initiative in 2018. The monies will be used to educate communities on the importance of attendance and increase students' regular attendance at school. Grant money is being used to explore barriers to attendance for Indigenous students and identify timely and effective intervention strategies. RVS also struck an action research partnership with the University of Calgary, focusing on examining promising practices in supporting success for Indigenous students.

As a research-based jurisdiction, RVS also turned inwards to redesign its research application process. With the desire to increase applicants' understanding of RVS' strategic direction, the process was built out to ensure that proposals would strongly align with the jurisdiction's goals and outcomes identified under the Four Year Plan. Over the course of the year the committee approved 14 proposals – with eight projects concluding by June 2018. In 2018/19, RVS will monitor whether the new application process reduces the number of market-based research requests and attracts studies that will advance RVS' educational agenda.

Nurturing Community Partnerships

RVS secured \$424,500 in grants during the 2017/18 school year and received \$217,600 as of October 2018. A portion of these funds were used to extend student accessibility to the Food for Thought program in two high schools and to purchase new equipment, safeguarding the sustainability of the jurisdiction-wide initiative. With the addition of these schools, RVS is now offering 31 full-time breakfast programs and three full-time lunch programs, in addition to 15 before and after school care programs. As part of a new community kitchen initiative, students from George McDougall High are helping to prepare food at the Airdrie Food Bank, giving them an opportunity to see first-hand the kind of impact these community partnerships can have.

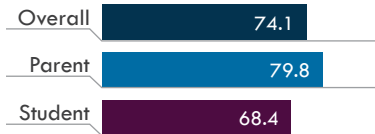
The jurisdiction continues to seek out corporate partnerships that create additional opportunities for students to engage in real-world, hands-on learning, such as those with Cam Clark Ford, McKee Homes and Kingsmith Homes. Students also have access to a variety of educational, health and wellness resources, thanks to established partnerships with organizations like The Educational Partnership Foundation, Calgary Reads, Ever Active Schools, Be Fit 4 Life, Alberta Health Services, Health Promoting Schools, Jumpstart, the Activettes and many others.

RVS expanded its network of academic partners in 2017/18, thanks in part to its innovative approach to instructional design. RVS' Learning Design Team was approached by several boards and post-secondary institutions from around the province to host school tours, design facilitation and share resources. RVS' existing partnership with SAIT evolved to include a new dual-credit initiative, leadership courses and additional support for RVS' Building Futures program.



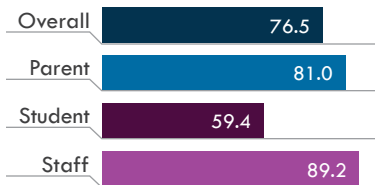
Outcome: Real-world, hands-on learning experiences engage learners

RVS: Percentage of students and parents who believe teachers help student learning through engaging practices.



Satisfaction levels that teachers employ engaging learning practices increased slightly from RVS' previous year's results, climbing to 74.1 per cent from 73.5 per cent.

RVS: Percentage of student, parents and staff who agree students are engaged in learning.

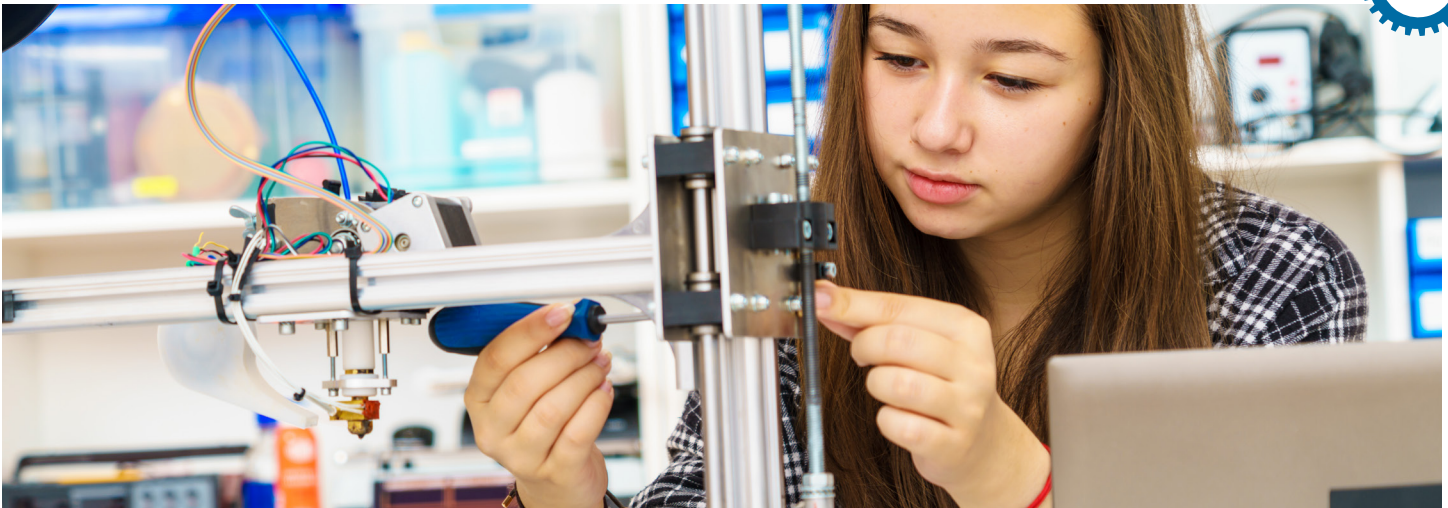


A high degree of parents (81 per cent) and staff (89.2 per cent) agree that students are engaged in learning. An area for investigation lies in the percentage of students (59.4) indicating satisfaction.

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



The percentage of staff citing they make use of either inquiry-based or project-based learning was 88.7 per cent – constant with RVS 2016/17 findings of 89.4 per cent.



Outcome: Innovation and effective practices enrich learning

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

Overall	RVS	78.6
	Province	80.3
Parent	RVS	78.6
	Province	79.3
Student	RVS	77.8
	Province	80.2
Teacher	RVS	79.3
	Province	81.5

Schools' efforts to continuously improve their overall performance is moving closer to the jurisdiction's target of 80 per cent, but improvement among all stakeholder groups is desired. In 2017/18, slight decreases in satisfaction levels were witnessed among students and teachers.

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.

RVS	81.9
Province	84.3

Although a high percentage of staff (81.9) believe professional learning is contributing to their growth, RVS witnessed a four per cent decline from the previous year's satisfaction level.

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

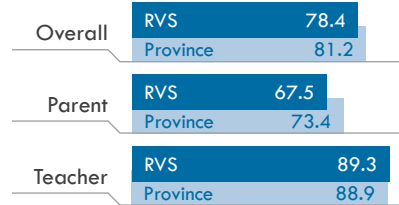


Overall, 71.4 per cent of students reported feeling confident, connected and resilient at school, representing a slight decline from 2016/17 (72.4 per cent). As considerable resources have been utilized to ensure students feel welcome and confident that they can succeed at school, more investigation into this area is critical.



Outcome: Partnerships enhance and fuel learning

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



Overall, there was a slight increase in satisfaction levels among parents and teachers, up from 77.4 per cent the previous year. RVS also witnessed positive growth from 65.5 per cent parental satisfaction to 67.5 per cent.

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



RVS witnessed a 72.3 per cent satisfaction level from parents and staff who are satisfied with parental involvement in decisions about students. These results are consistent with those of the previous year (72.8 per cent).

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



One area of celebration is the increased number of stakeholders who agree that schools build meaningful relationships between home and school and with partners in the community (up from 83.9 per cent the previous year).

Goal Three: 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

Evaluating RCSD

RVS was an active and contributing partner in the Regional Collaborative Service Delivery (RCSD) in 2017/18. Positive initiatives to emerge from this partnership include access to a new coordinator position, assigned the responsibility of informing schools when students are admitted and/or released from hospital. Additionally, with the support of the RCSD, RVS developed non-suicidal self-injury and suicidal ideation protocols and are developing a student threat assessment process.

Despite these successful initiatives, RVS continues to face challenges in the coordination of service between systems, particularly where rehabilitation services are concerned. RVS continues to navigate the challenges associated with the collaborative partnership as disparity in services exist between urban and rural areas resulting in limited access to services for students and families. Over the course of 2018/19, RVS will continue to examine ways to facilitate equitable access to supports and services within its communities.

Expanding Student Supports

The Learning Supports Branch continued to promote its Social Emotional Learning (SEL) initiative in schools in 2017/18. More than 1,500 staff members have now been trained in MANDT, up from 1,321 the previous year. The Multi-Disciplinary Support Team (MST) focused on building the capacity of learning assistants and teachers who provide at-the-elbow support to complex learners. More than 350 staff were trained on inclusive practices, using tools designed to support students with behavioural challenges. The MST Team also redesigned its referral process to ensure better access and entry points for all students.

Several other SEL training opportunities were offered focusing on social skills, mental health, anxiety, nutrition, crisis response, and ethics, such as MORE (Mental Health Online Resources for Educators) and Go to Educator. Through Stepping Stones to Mental Health, RVS offered other workshops including MindUP, Friends for Life, Deal with It, and Building Mental Wellness, along with other in-house professional learning opportunities for staff and parents.

In 2017/18, RVS changed the structure of its early intervention Family Oriented Programming Sessions (FOPS). Smaller, more intimate sessions were replaced by larger group sessions, giving families of students with complex needs a safe space to connect with one another and exchange relevant community resources. The new format was well received and helped alleviate the pressure of limited personnel resources.

Prior to ministerial review, the Learning Supports Branch took the onus of reviewing RVS' procedures related to restraint and seclusion. It also reviewed southern-Alberta procedures to identify practices to support students with suicidal ideation. Based on these reviews the team updated Administrative Procedure 340 Specialized Services for Students and Children to feature more inclusive language and advanced processes.

Redesigning Learning Environments

To create adaptive learning spaces that accommodate the needs of all students, RVS continued to design and modernize its facilities over the 2017/18 school year. By June 2019, all school libraries are planned to be converted into learning commons, providing spaces where collaboration, independent study and instruction can take place concurrently. In some schools, non-instructional spaces were converted into quiet rooms, allowing students who are feeling overwhelmed to de-escalate and re-engage in their learning experience. RVS also built or retrofitted accessible and/or gender-neutral washroom spaces in seven schools, while Bow Valley High’s counselling suite was modernized, adding two offices for community agency partners.

Staff, students and community members also were invited to participate in consultations around the large-scale modernization of Indus and Westbrook schools. Grade 7 students from Indus had an opportunity to submit their ideas on how green energies could be brought into the school. Designs for both schools are being finalized; construction will begin in the spring 2019.

Plans for 2018/19 include consultation around the modernization of George McDougall High’s Career Technology Studies area, retrofitting Windsong Heights School with an outdoor multi-use amphitheater and intensifying the use of the Education Centre in Airdrie.

Outcome: Learners feel well, safe, valued and respected

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.

	RVS	Prov.
Overall	87.6	89.0
Parent	87.6	89.4
Student	80.7	82.5
Teacher	94.5	95.0

RVS continues to maintain high satisfaction levels among parents, students, and staff that schools continue to offer students caring, safe, and respectful learning environments. Eighty-seven-point six (87.6) per cent satisfaction was attained through Alberta Education’s survey and 79.2 per cent on RVS’ survey.

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. An area for growth lies in the percentage (49.2) of students who believe students care about each other, as evidenced in the RVS survey. Areas for celebration lie in the percentage of parents satisfied with the safety of the school environment – 90.8 per cent, versus 84.7 per cent the previous year. Significant growth also was witnessed in the percentage of adults that feel children are treated fairly at the school – 94.8 per cent compared to 83.1 per cent in 2016/17.

Outcome: Learning is accessible, individualized, and challenging

ABED: Satisfaction with the overall quality of education.

	RVS	Prov.
Overall	88.4	90.0
Parent	82.1	86.0
Student	87.3	88.2
Teacher	95.7	95.8

Overall, stakeholders continued to express high levels of satisfaction (88.4 per cent) with the quality of education.

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 (82.1) and that technology is readily available (86.6) and helps them learn (81.5). An area for investigation lies in staff perceptions of how readily available resources and learning supports are for students (59.2 per cent) and access to community agency supports (59.2 per cent).

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



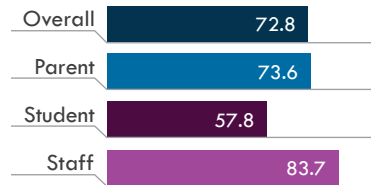
A three per cent increase was witnessed in the percentage of parents satisfied that students with special needs are meeting their learning goals. Staff satisfaction levels remained consistent with the previous year's results of 71.2 per cent.





Outcome: Student-centered decisions propel achievement

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



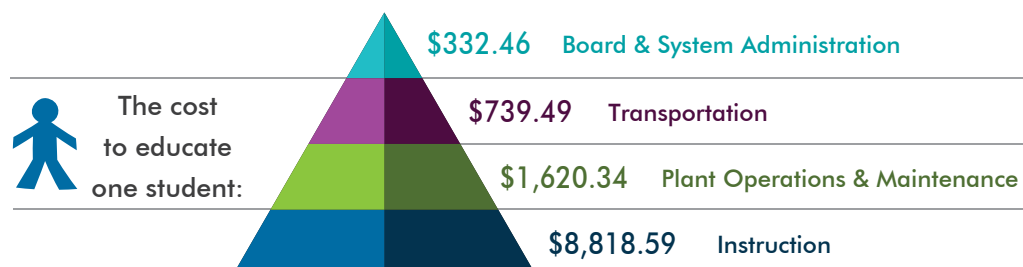
Aggregated results reveal that overall satisfaction levels (72.8 per cent) were consistent with the previous year's results (72.7 per cent). A high percentage of staff (81.8) believe students have access to the instruction they need and that the school has a student-centered focus (90.3). Areas for improvement lie in the percentages of students who feel they have a voice in their education (58.0), and who feel they are learning the skills they will need when they leave school (54.4). An area for celebration is the increased number of parents (66.8 per cent) who believe the needs of learners drive decision-making at school, up from 65.4 per cent previously.

Audited Financial Statement 2017-2018

Collection and Use of School Fees

Fees	Actual Fees Collected	Actual Fee Expenditures
Transportation Fees	\$ 748,732	\$ 748,733
Basic Instruction Fees		
• Basic Instruction Supplies	\$ 94,759	\$ 94,759
Fees to Enhance Basic Instruction		
• Technology user fees	\$ 77	\$ 77
• Alternative program fees	\$ 115,497	\$ 115,497
• Fees for optional courses	\$ 1,389,628	\$ 1,396,372
• Activity fees	\$ 2,126,425	\$ 2,180,924
• Early childhood services	–	–
• Other fees to enhance education	–	\$ 3,736
Non-Curricular Fees		
• Extracurricular fees	\$ 1,066,827	\$ 1,063,035
• Non-curricular travel	\$ 1,097,103	\$ 1,063,840
• Lunch supervision and noon-hour activity fees	\$ 243,325	\$ 196,578
• Non-curricular goods and services	\$ 352,606	\$ 352,606
• Other fees (student farewell and grad, loss/replacement/sales/rentals)	–	–
Total Fees	\$ 7,234,979	\$ 7,216,157

Revenues and Expenditures



Revenues		
Instruction and Administration	\$ 221,981,615	80.10%
Plant Operations & Maintenance	\$ 39,063,477	14.10%
Transportation	\$ 15,880,558	5.73%
External Services	\$ 208,246	0.08%
Total	\$ 277,133,896	

Expenditures		
Instruction and Administration	\$ 217,575,330	79.44%
Plant Operations & Maintenance	\$ 38,525,207	14.07%
Transportation	\$ 17,581,997	6.42%
External Services	\$ 208,246	0.08%
Total	\$ 273,890,780.00	

Notes:

- * RVS' Audited Financial Statement is based on the new Public Sector Accounting Standards, as required by the Government of Alberta beginning 2013.
- * RVS' 2018/19 Fall Budget and Audited Financial Statement is accessible on the jurisdiction's website under Publications/Capital/Budget
- * For comparative financial information, see Alberta Education's Provincial Audited Finance Statement Roll-up.

Capital Plan

In September 2018, RVS welcomed more than 900 new students, bringing its total student enrolment count to 23,770 Full-Time Equivalents. Representing a four per cent growth and consistent with previous years, RVS' student growth demands the approval of two new schools to ensure the jurisdiction can adequately address student accommodations. New school facilities are needed mainly in the municipalities of Langdon, Airdrie, Cochrane and Chestermere.

2019-2022 Capital Plan

RVS' current Three-Year Capital Plan, for the 2019-2022 budget years, requests 13 new facilities and one addition. Priorities for the 2019/20 school year are:

1. New Langdon Middle/High School
2. New Airdrie K-9
3. Addition to Bow Valley High School
4. New Airdrie K-9

Capital and Infrastructure Maintenance and Renewal (IMR)

Approved in February 2018, RVS has/is completing the installation of the following modular units: four at Windsong Heights School, six at Heloise Lorimer School, and three at Rainbow Creek Elementary School. Also, approved in spring 2016, the new school in Airdrie is being built with an expected opening date of January 2020.

Numerous maintenance and renewal projects and minor program renovations have been completed, including a modernization of Elbow Valley School's administrative suite and front foyer, the modernization of W.G. Murdoch School's common areas, and mechanical upgrades to Ecole Airdrie Middle School, including replacing the wet cooler with a dry cooler and replacing all the heat pumps.

For More Information

RVS' [2019-2022 Capital Plan](#) is accessible on the RVS public website under Publications/Capital/Budget.

Cross Reference

Alberta Education		RVS Plan
Outcomes	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. 	<ul style="list-style-type: none"> Goal 1 Outcome 1 Goal 1 Outcome 1 Goal 1 Outcome 3 Goal 1 Outcome 3 Goal 1 Outcome 3 Not Applicable Goal 1 Outcome 2 Not Applicable
Alberta's education system supports First Nation, Métis, and Inuit students' success.	<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. 	<ul style="list-style-type: none"> Goal 1 Outcome 1 Goal 1 Outcome 1 Goal 1 Outcome 3 Goal 1 Outcome 3 Goal 1 Outcome 3 Goal 1 Outcome 3 Not Applicable
Alberta's education system respects diversity and promotes inclusion.	<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. 	<ul style="list-style-type: none"> Goal 3 Outcome 1
Alberta has excellent teachers and school authority leaders and school authority.	<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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Goal 2 Outcome 3 Goal 2 Outcome 2 Goal 3, Outcome 2

