



2018/19



**ANNUAL EDUCATION
RESULTS REPORT**

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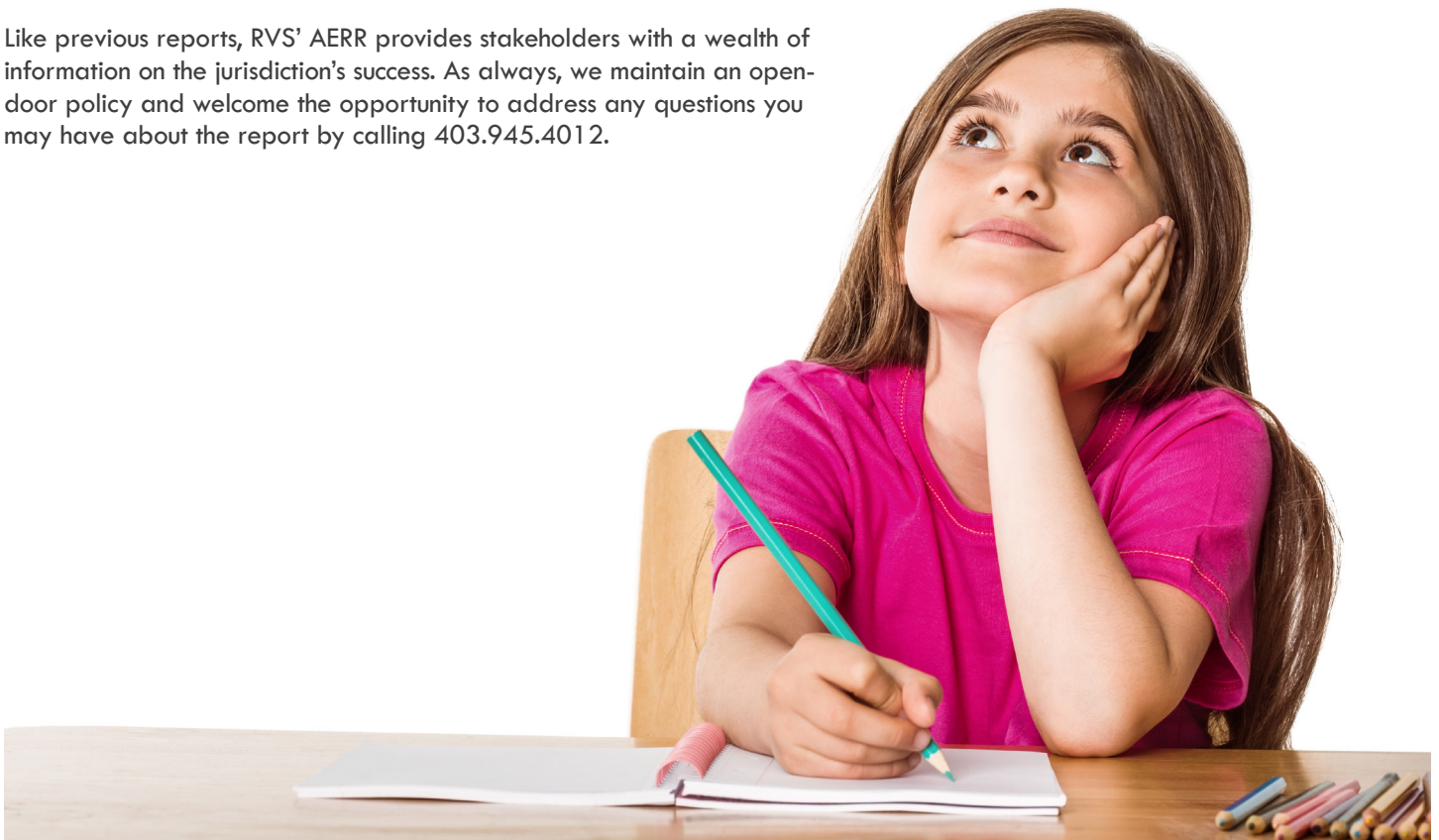
Annual Education Results Report 2018/19

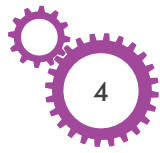
Rocky View Schools (RVS) is pleased to share with the public its 2018/19 Annual Education Results Report (AERR). In the final year of its 2015-2019 Four Year Plan, RVS made significant progress in building staff efficacy in the areas of literacy, numeracy, social emotional development and data analysis through focused and systematic professional learning opportunities. Moving from theory to practice with a cohort of 11 schools, RVS' Real-Time Reporting too pushed the needle on teacher practice, helping to better inform students, staff and parents on student growth. Through its Making Learning Visible initiative, student growth was further amplified with the use of online portfolios, documentary-style videos and student learning exhibitions.

With the support of community partners, RVS laid plans to launch The Farm, a new program of choice focused on building students' awareness of the field of agricultural business. The jurisdiction also partnered with Vecova, a centre focused on building the capacity of persons with disabilities, to support students with complex needs in making a successful transition from school to the community.

As a result of these and other initiatives, satisfaction levels among stakeholders increased in a variety of areas, including staffs' perception that collaborative and job-embedded professional learning opportunities are contributing to their growth and students' viewpoint that they are learning skills that will be applicable once they leave school.

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 2018/19 Annual Education Results Report is accessible through RVS' public website at: <http://www.rockyview.ab.ca/publications>.

School playbooks are built collaboratively with each school community and its parents and will be available at the school, on the school's website, or on the jurisdiction's website at <http://www.rockyview.ab.ca/publications> in mid-December.

RVS' 2018/19 Class Sizes are available on RVS' website at: <http://www.rockyview.ab.ca/jurisdiction/classsizes>.

Pursuant to section 32 of the Public Interest Disclosure Act (2013), no disclosures were received during the 2018/19 school year.

Accountability Statement

The Annual Education Results Report for Rocky View Schools for the 2018/19 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

This Annual Education Results Report for 2018/2019 was approved by the Board on Nov. 28, 2019.

Fiona Gilbert, Board Chair
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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 2018/19 statistics available for both Rocky View Schools' and Alberta Education's Accountability Pillars.

| Outcome | Jurisdiction Results | | |
|--|----------------------|------------|-------------|
| | Current | Prev. Year | 3 Year Avg. |
| Goal 1: Learners are SUCCESSFUL | | | |
| Learners are literate and numerate. | 75.5 | 75.0 | 74.3 |
| Learners build 21st Century competencies (skills & knowledge). | 78.3 | 78.9 | 78.2 |
| Learners take ownership for their learning. | 79.8 | 80.0 | 79.9 |
| Goal 2: Learners are ENGAGED | | | |
| Real-world, hands-on learning experiences engage learners. | 77.2 | 77.7 | 77.7 |
| Innovation and effective practices enrich learning. | 71.3 | 71.7 | 72.5 |
| Partnerships enhance and fuel learning. | 78.5 | 78.8 | 78.5 |
| Goal 3: Learners are SUPPORTED | | | |
| Learners feel well, safe, valued, and respected. | 79.1 | 79.2 | 79.3 |
| Learning is accessible, individualized, and challenging. | 71.5 | 71.1 | 70.9 |
| Student-centered decisions propel achievement. | 72.7 | 72.8 | 72.7 |

Notes to Rocky View Schools' Accountability Pillar

1. Results for RVS' Accountability Pillar are based on the results of a satisfaction survey administered in June 2019, with all staff, all Grade 4 – 12 students, and all parents. In total, 2,084 surveys were completed by staff, 13,155 by students and 6,009 by parents, for a total of 21,248 – up from 19,468 the previous year.



[Link to multi-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 | 87.3 | 87.6 | 87.7 | 89.0 | 89.0 | 89.3 | High | Maintained | Good |
| Student Learning Opportunities | Program of Studies | 81.2 | 81.4 | 81.6 | 82.2 | 81.8 | 81.9 | High | Maintained | Good |
| | Education Quality | 88.6 | 88.4 | 88.4 | 90.2 | 90.0 | 90.1 | High | Maintained | Good |
| | Drop-Out Rate | 1.8 | 1.2 | 1.9 | 2.6 | 2.3 | 2.9 | Very High | Maintained | Excellent |
| | High School Completion | 81.9 | 84.9 | 83.4 | 79.1 | 78.0 | 77.5 | Very High | Declined | Good |
| Student Learning Achievement Grades K – 9 | PAT Acceptable | 71.8 | 73.3 | 72.7 | 73.8 | 73.6 | 73.6 | Intermediate | Maintained | Acceptable |
| | PAT Excellence | 14.9 | 14.9 | 14.4 | 20.6 | 19.9 | 19.6 | Intermediate | Maintained | Acceptable |
| Student Learning Achievement Grades 10 – 12 | Diploma Acceptable | 83.3 | 82.7 | 82.9 | 83.6 | 83.7 | 83.1 | Intermediate | Maintained | Acceptable |
| | Diploma Excellence | 20.0 | 20.4 | 18.8 | 24.0 | 24.2 | 22.5 | High | Maintained | Good |
| | Diploma Exam Participation Rate | 55.0 | 57.1 | 54.4 | 56.3 | 55.7 | 55.1 | Intermediate | Maintained | Acceptable |
| | Rutherford Scholarship Eligibility | 63.2 | 63.9 | 63.0 | 64.8 | 63.4 | 62.2 | Intermediate | Maintained | Acceptable |
| Preparation for Lifelong Learning, World of Work, and Citizenship | Transition Rate | 54.7 | 55.4 | 56.1 | 59.0 | 58.7 | 58.7 | Intermediate | Maintained | Acceptable |
| | Work Preparation | 78.4 | 77.7 | 77.2 | 83.0 | 82.4 | 82.6 | High | Maintained | Good |
| | Citizenship | 78.6 | 79.5 | 80.2 | 82.9 | 83.0 | 83.5 | High | Declined Significantly | Issue |
| Parental Involvement | Parental Involvement | 76.6 | 78.4 | 78.1 | 81.3 | 81.2 | 81.1 | Intermediate | Declined | Issue |
| Continuous Improvement | School Improvement | 79.9 | 78.6 | 78.9 | 81.0 | 80.3 | 81.0 | High | Improved | 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 and 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 | 2.2 | 2.8 | 2.1 | 5.4 | 4.8 | 5.6 | Very High | Maintained | Excellent |
| | High School Completion | 66.5 | 77.7 | 73.1 | 56.6 | 53.3 | 52.4 | Intermediate | Maintained | Acceptable |
| Student Learning Achievement Grades K – 9 | PAT Acceptable | 62.2 | 52.1 | 55.7 | 54.0 | 51.7 | 51.9 | Very Low | Improved | Issue |
| | PAT Excellence | 9.2 | 4.9 | 6.7 | 7.4 | 6.6 | 6.5 | Very Low | Maintained | Concern |
| Student Learning Achievement Grades 10 – 12 | Diploma Acceptable | 82.5 | 78.2 | 78.4 | 77.2 | 77.1 | 76.7 | Intermediate | Maintained | Acceptable |
| | Diploma Excellence | 19.9 | 14.5 | 12.3 | 11.4 | 11.0 | 10.6 | High | Improved | Good |
| | Diploma Exam Participation Rate | 30.5 | 46.1 | 39.8 | 24.6 | 24.4 | 22.3 | Very Low | Declined | Concern |
| | Rutherford Scholarship Eligibility | 47.9 | 44.0 | 45.9 | 37.1 | 35.9 | 34.0 | Very Low | Maintained | Concern |
| Preparation for Lifelong Learning, World of Work, and Citizenship | Transition Rate | 64.2 | 42.3 | 46.9 | 34.2 | 33.0 | 32.8 | High | Improved | Good |
| | 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), 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 First Nations, Métis and Inuit 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

Supporting the Development of Core Competencies

RVS made further inroads in building staff efficacy in the areas of literacy and numeracy in 2018/19, through the delivery of explicit and intentional professional learning opportunities and at-the-elbow support. Over the course of the year, RVS' two numeracy specialists visited 14 schools to promote RVS' Numeracy Framework, which supports staff in designing programming focused on the pillars of fluency, reasoning and problem-solving. They also led a professional learning community, comprised of 25 schools, to enhance pedagogical content knowledge and promote high-yield, reflective practices. Looking ahead, the team will focus its efforts on building capacity through the effective use of resources on RVS' Making Numeracy Visible website, as well as on expanding its reach to high school staff through the delivery of targeted professional learning on the framework's essential conditions.

Through connected communities and a leadership cohort, RVS' literacy specialists engaged administrators and lead teachers in identifying levers of change to support the implementation of effective literacy practices in schools. Literacy learning walks were an important part of the cohort, exposing staff from RVS and partnering

Wild Rose School Division to differentiated instruction and literacy practices such as writer workshops. In addition to supporting more than 700 staff during 29 professional learning workshops exploring topics related to balanced literacy, differentiation and phonological awareness, RVS' literacy specialists also provided at-the-elbow support to more than 850 teachers around the jurisdiction's Literacy Framework and the effective use of available resources.

Another area of success in 2018/19 was the introduction of Leveled Literacy Intervention (LLI) in two high schools. Supporting Gr. 9 and 10 students identified as reading two levels below their peers, LLI makes use of explicit, targeted small group reading instruction. Preliminary feedback on LLI at the high school level was positive, with recommendations to be shared in 2019/20. RVS also saw increased participation in Battle of the Books, with 11 teams of middle school students teams competing in the annual tournament that promotes the joy of reading in a competitive and fun team atmosphere.

Adopting a Human-Centred Approach to Designing Instruction

RVS' Learning Design Team provided support to countless staff eager to embed design thinking into their grassroots inquiry and project-based learning initiatives. In addition to facilitating intentionally-curated workshops and immersive, hands-on design cohorts, the team responded to an abundance of requests from schools for at-the-elbow support in the areas of literacy, numeracy and assessment. Due to the team's reach, RVS noted a marked increase in the number of teachers applying a design thinking lens in implementing alternative programming, modernizing learning spaces and developing initiatives that promote citizenship, sustainability and Indigenous teachings.

RVS' Learning Design Team also was instrumental in the development of the jurisdiction's 2019-2023 Four Year Plan, helping to facilitate various stakeholder engagement protocols inspired by design thinking. Since the plan's launch, the team has been busy helping staff navigate through new spring and fall playbooks, introduced to replace School Education Plans and enact the Four Year Plan. RVS' innovative approach to designing learning has garnered attention from educational partners and institutions across the province, resulting in requests for presentations, cohort and program design and more.

Prototyping a New Way of Assessing Student Growth

In 2018/19, 11 schools forged ahead with RVS' Real-Time Reporting (RTR) initiative, which promotes transparent and continuous assessment practices that inform teacher practice and ensures timely communication to parents. Schools that participated in Year 1 of the RTR cohort eliminated triannual report cards in favour of a real-time online assessment summary accessible year-round to parents and students via PowerSchool's Public Portal. Through RTR, students were given the entire year to demonstrate their understanding of curricular outcomes and to make their learning visible via myBlueprint, a student-driven online portfolio.

Feedback elicited from teachers and parents suggested that RTR was well-received in its first year of implementation. Seventy-five (75) per cent of teachers indicated that RTR improved student learning, with many teachers reporting that they were more purposeful in their instructional design and more reflective of their practices. Parent responses indicated that ongoing teacher feedback helped foster a better understanding of student growth at any given time and allowed for quicker interventions. Both staff and parents cited the adoption of a new technology as one of the main challenges associated with the initiative. In response to feedback, changes were made to PowerSchool aimed at improving the workflow for teachers and user experience for parents. In 2019/20, nine additional schools will climb on board with the use of RTR.



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 | 80.2 | 83.2 | 69.8 | 71.6 | 11.4 | 17.8 | 4.8 | 6.3 |
| LA (FI) | 75.2 | 87.7 | 50.0 | 81.3 | 7.8 | 15.7 | 0.0 | 6.6 |
| Math | 68.3 | 72.5 | 55.6 | 50.5 | 9.4 | 15.0 | 4.8 | 4.2 |
| Science | 76.8 | 77.6 | 71.4 | 59.2 | 22.2 | 28.6 | 12.7 | 11.9 |
| Social | 77.1 | 76.2 | 71.4 | 57.7 | 18.3 | 24.4 | 11.1 | 8.9 |
| Grade 9 | | | | | | | | |
| LA | 74.3 | 75.1 | 72.1 | 55.0 | 10.4 | 14.7 | 6.6 | 4.2 |
| LA (FI) | 74.8 | 82.9 | * | 67.7 | 7.5 | 12.3 | * | 5.4 |
| Math | 54.5 | 60.0 | 38.1 | 31.5 | 12.8 | 19.0 | 4.8 | 5.4 |
| Science | 76.0 | 75.2 | 67.2 | 52.8 | 21.9 | 26.4 | 14.8 | 10.2 |
| Social | 66.8 | 68.7 | 57.4 | 44.7 | 15.0 | 20.6 | 13.1 | 6.8 |

*results suppressed



[Link to 5-Year Results](#)

[Link to 5-Year First Nations, Métis and Inuit Results](#)

Rocky View Schools' (RVS) students met or exceeded provincial expectations at the acceptable level (85 per cent) in zero of 10 tests and in four out of 10 tests at the excellence level (15 per cent) - an increase from one of 10 in 2017/18. Rocky View students out-performed their peers or were equal to in two out of 10 tests at the acceptable level, and zero out of 10 at the excellence level.

First Nations, Métis and Inuit students out-performed their peers in seven out of 10 tests at the acceptable level, and six out of 10 at the excellence level.

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

ABED: 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) | 97.9 | 98.0 | 96.8 | 95.9 | 33.1 | 35.1 | 32.3 | 22.5 |
| Eng. 30-1 (Diploma) | 85.5 | 86.8 | 83.9 | 84.4 | 9.4 | 12.3 | 6.5 | 5.4 |
| Eng. 30-2 (School-Awarded) | 94.7 | 96.1 | 100.0 | 94.8 | 12.2 | 15.4 | 8.7 | 11.2 |
| Eng. 30-2 (Diploma) | 91.7 | 87.1 | 82.6 | 88.4 | 11.5 | 12.1 | 13.0 | 9.7 |
| French 30-1 (School-Awarded) | 100.0 | 99.7 | N/A | 100.0 | 56.4 | 56.7 | N/A | 56.3 |
| French 30-1 (Diploma) | 83.6 | 91.5 | N/A | 81.3 | 3.6 | 10.1 | N/A | 0 |
| Soc. 30-1 (School-Awarded) | 99.2 | 99.1 | 100.0 | 97.2 | 38.4 | 43.6 | 46.7 | 26.9 |
| Soc. 30-1 (Diploma) | 85.7 | 86.6 | 93.3 | 77.3 | 15.2 | 17.0 | 20.0 | 7.6 |
| Soc. 30-2 (School-Awarded) | 97.5 | 96.4 | 100.0 | 94.7 | 19.0 | 20.2 | 16.7 | 11.2 |
| Soc. 30-2 (Diploma) | 84.1 | 77.8 | 80.0 | 70.1 | 14.1 | 12.2 | 6.7 | 5.8 |
| Math 30-1 (School-Awarded) | 95.4 | 96.2 | 100.0 | 95.5 | 47.7 | 51.6 | 66.7 | 37.9 |
| Math 30-1 (Diploma) | 70.8 | 77.8 | 66.7 | 61.7 | 24.2 | 35.1 | 33.3 | 18.2 |
| Math 30-2 (School-Awarded) | 94.3 | 94.3 | 100.0 | 93.1 | 23.4 | 28.6 | 30.0 | 19.5 |
| Math 30-2 (Diploma) | 76.8 | 76.5 | 80.0 | 72.0 | 12.3 | 16.8 | 0 | 12.0 |
| Bio. 30 (School-Awarded) | 97.7 | 97.5 | 100.0 | 94.9 | 44.6 | 49.3 | 50.0 | 32.0 |
| Bio. 30 (Diploma) | 83.4 | 83.9 | 75.0 | 72.6 | 33.7 | 35.5 | 37.5 | 17.8 |
| Chem. 30 (School-Awarded) | 97.7 | 97.3 | 100.0 | 95.6 | 51.3 | 53.9 | 43.8 | 38.3 |
| Chem. 30 (Diploma) | 83.4 | 85.7 | 87.5 | 72.9 | 39.6 | 42.5 | 50.0 | 23.7 |
| Physics 30 (School-Awarded) | 94.4 | 97.8 | 90.0 | 94.9 | 53.0 | 58.5 | 50.0 | 45.8 |
| Physics 30 (Diploma) | 81.1 | 87.5 | 80.0 | 74.1 | 41.9 | 43.5 | 60.0 | 25.9 |
| Science 30 (School-Awarded) | 95.8 | 96.6 | N/A | 95.8 | 40.7 | 38.1 | N/A | 23.6 |
| Science 30 (Diploma) | 88.0 | 85.7 | N/A | 84.1 | 16.2 | 31.2 | N/A | 19.5 |



[Link to 5-Year Results](#)

[Link to 5-Year First Nations, Métis and Inuit Results](#)

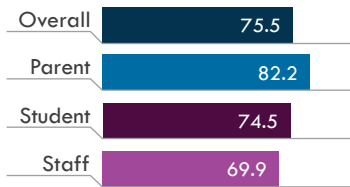
Rocky View Schools' (RVS) students met or exceeded provincial expectations at the acceptable level (85 per cent) in four of 11 exams and in six out of 11 exams at the excellence level (15 per cent). In comparison to their provincial counterparts, RVS students surpassed or were equal to their provincial counterparts' performance in four out of 11 exams at the acceptable level and in one out of 11 exams at the excellence level.

First Nations, Métis and Inuit 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 a number of 30-2 courses, including English, Social and Math, where students outperformed their provincial peers. Students also continued to demonstrate exemplary performance in the sciences.



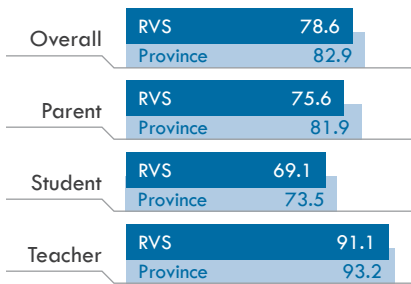
RVS: Percentage of parents, students and staff who agree that students are literate and numerate.



Overall satisfaction levels increased slightly among stakeholders who believe students are demonstrating reading, writing and numeracy skills, with an overall average of 75.5 per cent, up from 75.0 per cent the previous year.

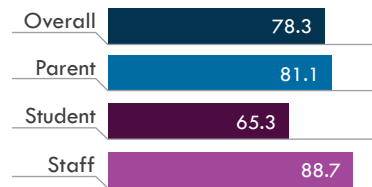
Outcome: Learners build 21st C competencies (skills and knowledge)

ABED: Overall parent, student and teacher 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 for the second year in a row. An area for investigation lies in the students' perceptions, as only 69.1 per cent feel students model characteristics of active citizenship.

RVS: Percentage of parents, students 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 remained consistent to the previous year, with an overall average of 78.3 per cent.

Outcome: Learners take ownership for their learning

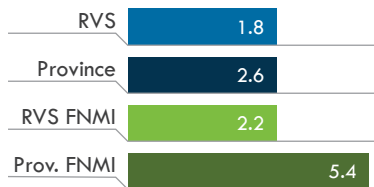
ABED: High School Completion rate of students within three years of entering Grade 10

In comparison to their provincial counterparts, a greater number of RVS students (81.9 per cent) and First Nations, Métis and Inuit students (66.5 per cent) are completing high school within three years. Similar achievement trends are witnessed after four and five years of high school attendance.

| | RVS | Prov. | RVS FNMI | Prov. FNMI |
|------------|------|-------|----------|------------|
| Four Years | 40.3 | 40.1 | 26.5 | 20.3 |
| Six Years | 54.7 | 59.0 | 64.2 | 34.2 |

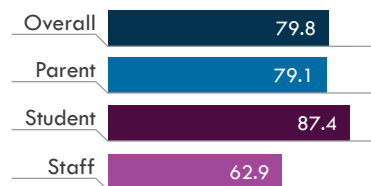
RVS witnessed a 5.7 per cent increase from the previous year in the number of students moving on to post-secondary institutions within four years. Among First Nations, Métis and Inuit students, 64.2 per cent have enrolled in a post-secondary institution within six years high school – 30 per cent higher than the provincial level.

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



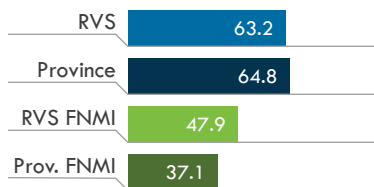
Although there was a slight increase in its drop-out rate from the 1.2 per cent measured for the previous year, RVS continues to maintain one of the lowest drop-out rates in the province. RVS' First Nations, Métis and Inuit results are especially strong at 2.2 per cent, versus the provincial average of 5.4 per cent.

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 by 2.9 per cent among stakeholders. One area for continued investigation lies in the perception of staff, as only 62.0 per cent agreed students are self-directed.

ABED: Grade 12 students eligible for a Rutherford Scholarship.



Sixty-three point nine (63.2) per cent of RVS students are receiving a Rutherford Scholarship for earning 75 per cent or more on five high school courses, comparable to the provincial average. Among First Nations, Métis and Inuit students, 47.9 per cent are earning the award – 10.8 per cent greater than the provincial First Nations, Métis and Inuit students.

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



RVS witnessed a slight growth in the percentage of staff who reported they use balanced assessment practices, up from 89.6 per cent in the previous year.

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

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 YouTube

Both teachers and students continued to enhance the visibility of learning within RVS in 2018/19. More educators were actively engaged on Twitter, making use of the jurisdiction's hashtag #rvsed to showcase the variety of engaging instructional practices being employed both in and out of the classroom. Teachers and students also amplified students' educational journey, inviting stakeholders to become immersed in celebrations of learning, including RVS' semi-annual [Innovators CAN Student Galas](#).

At the jurisdictional level, RVS continued to employ a digital storytelling approach to capture evidence of student learning and document best practices for instruction, reflection and assessment. In 2018/19, RVS filmed triple the number of [RockyTalks](#), bringing the total number of TED Talk-inspired videos to 350. The jurisdiction also produced a series of videos to support staff in enacting the new [Four Year Plan](#) and grew its repository of [RockyDocs](#), documentary-style films that celebrate alternative programming and student-focused initiatives, helping learners to connect with the people and things that matter to them most. Garnering thousands of views between YouTube and Facebook, these digital assets serve to prompt stakeholders to consider, "how we can we further improve our practice and engage more students?"

RVS' growing adoption of myBlueprint helped to make learning more visible in 2018/19. Not only do these online portfolios engage students in the process of self-discovery, they also allow family members a window into the classroom. More teachers are using myBlueprint to create digital documentation of Individualized Program Plan (IPP) progress/goals for students with complex needs, which has been very well-received by parents. As the concept of inclusion transitions from theory to practice, RVS is encouraged by the growing number of parents who are receptive to sharing their children's learning journeys to help move that needle even further. Videos like [Caden's Cadence](#) and [PIP is a Magical Place](#) are important tools that build understanding around the importance of scaffolding learning to support student success.

Using Data to Inform Practice

In 2018/19, RVS made improvements to Dossier, a student achievement dashboard that provides deep insight into performance and engagement. The jurisdiction noted a marked increase in schools' adoption of the tool, following the implementation of a more robust in-service training program and updates to the Student Orientation to School Questionnaire (SOS-Q) interface.

Along with these improvements, RVS designed a new module in Dossier to streamline and digitize the process for capturing English Language Learners (ELL) benchmarking data to be shared with Alberta Education and parents. A condensed version of the system's IPP for Kindergarten students was introduced, drastically reducing the amount of time teachers spend writing IPPs, while still providing parents with the same pertinent information related to their child's goals, strengths, weaknesses and achievables.

Targeting Action Research

RVS' recently revised research application process helped to attract a higher number of requests aimed at improving teacher practice and supporting the emotional and physical development of students. In 2018/19, RVS joined two sister boards to implement an online K-Gr. 6 Daily Report Card (DRC), designed to employ strategies related to behavioural and attentional difficulties. Led by researchers from the University of Calgary, Ohio University and the University of Ottawa, the study involved teachers and parents in proactively addressing behavioural issues that interfered with children's academic performance. This success of the study to-date has seen it extended for the upcoming year, with jurisdictional adoption expected in the future.

An action research project led by Ambrose University's Dr. Sherry Martens and Kathy Crawford exploring whether teachers' participation in RVS' 2017/18 User Experience Cohort had a lasting impact on pedagogical practice was ongoing in 2018/19. As part of the cohort, students were challenged to design mobile escape rooms based on books they had read in class. Martens and Crawford were interested in exploring whether the experience created opportunities for creativity, wonder and curiosity and whether teachers were continuing to utilize any aspects of the design experience in other areas of the curriculum. The project has been extended through to 2020.

RVS also extended its pilot of WiseGuyz through to May 2022, after quantitative and qualitative research demonstrated that the program not only has a positive impact on the boys themselves, but also on their peers and the culture of the school. Offered by Calgary Sexual Health, WiseGuyz examines human rights, sexual health, gender and positive relationships and provides more targeted education, skills development and support to young men.

Connecting with the Community

RVS secured \$345,000 in grant money during the 2018/19 school year to help fund a variety of programming and student supports. In example, RVS offered 28 full-time breakfast programs and four full-time lunch programs, in addition to 13 before and after school care programs last year. The jurisdiction maintained its partnership with the Airdrie Food Bank, which yielded more than 3,000 meals made for schools by students. A new community initiative also was established with local dental offices to provide free or subsidized dental care and dental hygiene for kids from high needs families.

RVS continued to serve as a resource for its ever-expanding network of academic partnerships, sharing information with other boards about Real-Time Reporting and alternative programming. RVS also worked closely with post-secondary institutions, facilitating instructional design and assessment workshops for pre-service teachers and offering practicum placements.

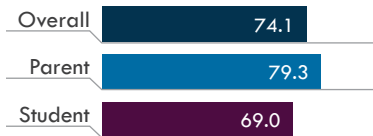
To better support its own staff, RVS struck a partnership with Bow Valley College to provide enhanced professional learning opportunities for those who work with students with medical and complex needs. Staff now have access to Personal Support Skills for Caregivers, a self-paced online course that prepares participants to support students with toileting, tube feeds, glucose monitoring, lifts, transfers and more.

RVS forged new community partnerships last year to launch The Farm, a program of choice aimed at building students' awareness of the field of agriculture. Thanks to the generosity of Airdrie landowner Wayne Hanson, The Farm will be operating on 14 acres of land where Gr. 9 and 10 students can explore a variety of balanced practices and approaches related to food production through hands-on learning activities. The jurisdiction, which received \$85,000 in funding from Alberta Agriculture and Forestry in support of the program, has engaged local ranchers, farmers, business owners, industry leaders and educational institutions in the co-creation of the community-based program that will help enhance public trust in agriculture.



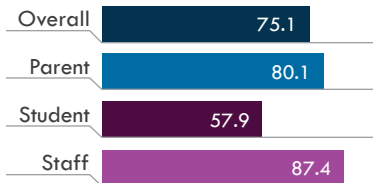
Outcome: Real-world, hands-on learning experiences engage learners

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



Satisfaction levels among parents and students that teachers employ engaging learning practices remained consistent with RVS' previous year's results of 74.1 per cent. An area for investigation lies in the percentage of students (69.0) indicating satisfaction.

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



Overall satisfaction levels decreased slightly among stakeholders who believe students are engaged in learning, with an overall average of 75.1 per cent, down from 76.5 per cent the previous year. An area for investigation lies in the percentage of students (57.9) indicating satisfaction.

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



An area of celebration lies in the percentage of teachers (93.4) who understand the elements of inquiry-based or project-based learning. A reported 85.4 per cent cite they make use of these practices, up from 84.8 per cent in 2017/18.



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 | 79.9 |
| | Province | 81.0 |
| Parent | RVS | 78.0 |
| | Province | 80.3 |
| Student | RVS | 77.3 |
| | Province | 79.4 |
| Teacher | RVS | 84.5 |
| | Province | 83.4 |

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 2018/19, slight decreases in satisfaction levels were witnessed among parents and students.

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 | 85.2 |
| Province | 85.2 |

RVS witnessed a 3.3 per cent increase in the percentage of staff who believe professional learning opportunities are contributing to their ongoing growth.

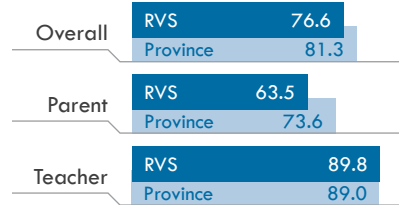
RVS: Percentage of students who feel connected, confident, and resilient.



Overall, 71.3 per cent of students reported feeling confident, connected and resilient at school, consistent with results from 2017/18. 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, particularly around the continuous decline in the percentage of students (53.8) who indicate they are happy to go to school.

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 decrease in satisfaction levels among stakeholders, down from 78.4 per cent the previous year. An area for improvement lies with the percentage of RVS parents (63.5) who are satisfied with their involvement in decisions about their child's education.

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



RVS witnessed a 72.0 per cent satisfaction level from parents and staff who are satisfied with parental involvement in decisions about students, consistent with the previous year's results (72.3 per cent).

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



A slightly lower percentage of parents and staff (84.1) agree that schools build meaningful relationships between home and school and with partners in the community (down from 85.2 per cent in 2017/18).



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

Supporting the Development of the Whole Child

RVS' Learning Supports Branch observed a systemic shift regarding Social Emotional Learning (SEL) in 2018/19, with more whole-school teams requesting professional learning around mental health. More than 1,700 staff members have now been trained in MANDT, up from just under 1,500 the previous year, and 130 staff completed Mental Health First Aid – Adults Who Interact with Youth. Ninety staff completed Applied Suicide Intervention Skills Training (ASIST), 58 were trained on the implementation of Non-Suicidal Self-Injury (NSSI) protocols and hundreds more took advantage of RVS' in-house professional learning sessions and workshops offered through Stepping Stones to Mental Health addressing mental health, anxiety, nutrition, threat assessment and more.

In November, it was announced that Airdrie will become the first municipality in Canada to become a Blue Zones Project healthy community, following a City council vote to approve \$1.5 million in funding to jumpstart the process. Blue Zones strategies help shape the environment of communities, workplaces and schools in a way that allows healthy choices to be made by individuals and the community as a whole. RVS' continued representation on the Airdrie Mental Health Task force has allowed for jurisdictional input into enacting a city-wide strategic direction that will improve services for students in these areas.

RVS' exploration of ways to facilitate equitable access to supports and services within all of its communities remains ongoing, as the jurisdiction continues to experience mixed success through its partnership with the Regional Collaborative Service Delivery (RCSD). Negotiations around rehabilitation services are expected to improve service delivery in 2019/20.

To offset a lack of local resources, six RVS guidance counsellors completed a year-long certificate program focused on addictions through Mount Royal University. The jurisdiction also engaged university practicum students to provide additional supports to schools in the areas of counselling, psychology, occupational therapy and speech language pathology.

RVS made in-roads in supporting students with complex needs make a meaningful transition from school to the community through a new partnership with Vecova, a centre for disability services and research. Working with Vecova, RVS' Learning Supports Branch helped to evaluate students' work readiness, identify work placements, and support the building and bridging of work-ready skills assessments.

Designing Spaces to Positively Impact Learning

RVS stayed the course in 2018/19 on its commitment to creating adaptive, high-impact learning spaces that accommodate the academic, physical and mental needs of all students. As of June 2019, more than 90 per cent of RVS' school libraries have been converted into learning commons, with the remaining renovations to be completed during the 2019/20 school year. RVS also completed a major overhaul of Bert Church High School's cosmetology lab, which included the construction of a new salon outfitted with professional-grade equipment and stations.

The design for the Westbrook School replacement project was finalized in the spring and construction got underway in July 2019. Plans include a gymnasium expansion, thanks to the fundraising effort of Rocky View County and the Friends of Westbrook. The groups' donation will support the addition of 84m² to the gym, which will provide adequate space for bleachers for school-based and public events.

RVS' newest school, Northcott Prairie, is set to open in Airdrie in winter 2020. The multi-level school, which will house more than 400 students, will be equipped with an innovative 'solar flower' system. Made up of 308 panels with a total estimated capacity of 118 kW, the solar flower will help reduce energy costs and promote environmental awareness. Staff and students also will benefit from intentionally-designed outdoor learning spaces that are flexible and agile.

Intentionally Allocating Resources

In addition to exploring how other boards across Canada are allocating limited resources, RVS turned inwards to exam its own processes in terms of supporting students. Over 50 per cent of schools participated in a collaborative mapping exercise to assess where improvements could be made in terms re-allocating existing funds and human resources. With an understanding that adding staff isn't always an option, schools identified more targeted professional learning opportunities that could build transferable skills in the areas of literacy and numeracy. Timetables were modified to help shift resources and plans were laid to better utilize flex spaces. Funds also were allocated to start jurisdictional book clubs that could promote shared conversations and learning that could lead to a transformation in practice, and release time was given to support visioning meetings. These actions indicate a systemic shift in how schools are thinking about resource allocation and modifying their approach to designing learning across all levels.

In 2018/19, the Learning Supports Branch worked with RVS' Transportation Department to reduce costs associated with special transportation. In addition to securing savings, the initiative also represented a win for the jurisdiction in terms of expanding the concept of inclusion beyond the walls of the school. Plans are being laid to further refine criteria around special transportation moving forwards. Although RVS' partnership with the Regional Collaborative Service Delivery is helping to offset costs associated with creating more inclusive learning environments, the jurisdiction continues to grapple with allocating funding to ensure the appropriate social and emotional supports are in place in all schools. In 2019/20, RVS' Inclusion Council will develop a new allocation formula that will allow for enhanced flexibility and greater clarity and transparency.

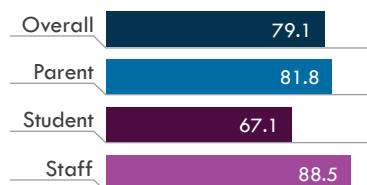
Outcome: Learners feel well, safe, valued and respected

ABED: Overall parent, student and teacher 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 | 87.3 | 89.0 |
| Parent | 86.0 | 89.7 |
| Student | 81.0 | 82.3 |
| Teacher | 94.8 | 95.1 |

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 three (87.3) per cent satisfaction was attained through Alberta Education's survey.

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



On RVS' satisfaction survey, 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 (50.4) of students who believe their peers care about each other. More investigation into students' perception (62.8 per cent) that school promotes a healthy, balanced lifestyle also is needed. An investigation into parents' satisfaction with the safety of schools is warranted, after RVS witnessed a five per cent decrease from the previous year. There also was marked decline in the percentage of adults who feel that children are treated fairly at schools – 83.9 per cent compared to 94.8 per cent in 2017/18.



Outcome: Learning is accessible, individualized, and challenging

ABED: Satisfaction with the overall quality of education.

| | RVS | Prov. |
|---------|------|-------|
| Overall | 88.6 | 90.2 |
| Parent | 82.1 | 86.4 |
| Student | 86.8 | 88.1 |
| Teacher | 96.9 | 96.1 |

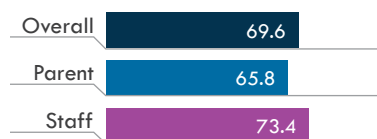
Overall, stakeholders continued to express high levels of satisfaction (88.6 per cent) with the quality of education.

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



RVS witnessed a slight increase in the percentage of students who believe teachers are available when they need it (83.1), that technology is readily available (86.7) and helps them learn (83.8). An area for investigation lies in staff perceptions of how readily available resources and learning supports are for students (57.4 per cent) and access to community agency supports (64.1 per cent).

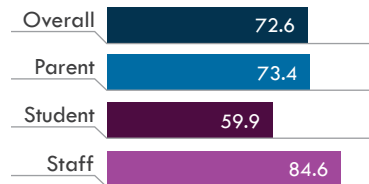
RVS: Percentage of parents and staff who agree students with special needs are meeting their learning goals.



A 2.5 per cent increase was witnessed in the percentage of staff satisfied that students with special needs are meeting their learning goals. Parent satisfaction levels remained consistent with the previous year's results of 66.2 per cent.

Outcome: Student-centered decisions propel achievement

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



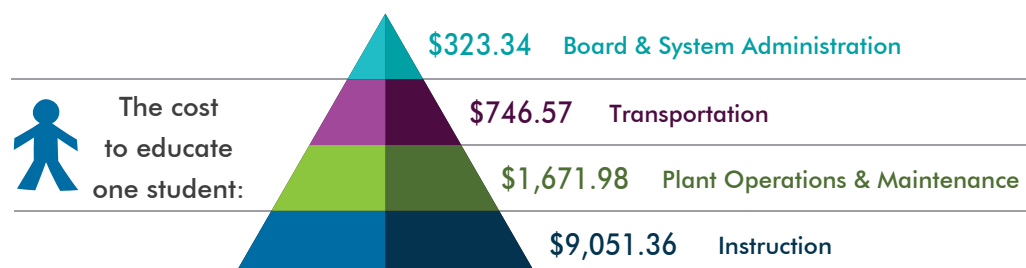
Aggregated results reveal that overall satisfaction levels (72.6 per cent) were consistent with the previous year's results (72.8 per cent). A high percentage of staff (82.7) believe students have access to the instruction they need and that the school has a student-centered focus (91.3). An area for celebration lies in the percentage of students who feel they are learning the skills they will need when they leave school (62.5), up from 54.4 per cent in 2017/18, and an area for investigation lies in the percentage of students who feel they have a voice in their education (56.8). Parental satisfaction overall remained consistent at 73.4 per cent, compared to 73.5 per cent in 2017/18.

Audited Financial Statement 2018-2019

Collection and Use of School Fees

| Fees | Actual Fees Collected | Actual Fee Expenditures |
|--|-----------------------|-------------------------|
| Transportation Fees | \$935,526 | \$935,526 |
| Basic Instruction Fees | | |
| • Basic Instruction Supplies | – | – |
| Fees to Enhance Basic Instruction | | |
| • Technology user fees | – | – |
| • Alternative program fees | \$103,177 | \$103,177 |
| • Fees for optional courses | \$1,167,397 | \$1,172,708 |
| • Activity fees | \$2,090,759 | \$2,085,532 |
| • Early childhood services | – | – |
| • Other fees to enhance education | \$8,740 | \$26,981 |
| Non-Curricular Fees | | |
| • Extracurricular fees | \$933,158 | \$928,547 |
| • Non-curricular travel | \$258,857 | \$410,691 |
| • Lunch supervision and noon-hour activity fees | \$510,822 | \$512,522 |
| • Non-curricular goods and services | \$665,047 | \$747,554 |
| • Other fees (student farewell and grad, loss/replacement/sales/rentals) | – | – |
| Total Fees | \$6,673,482 | \$6,923,237 |

Revenues and Expenditures



| Revenues | | |
|--------------------------------|----------------------|-------------|
| Instruction and Administration | \$229,175,028 | 80.3% |
| Plant Operations & Maintenance | \$39,855,546 | 14.0% |
| Transportation | \$16,026,372 | 5.6% |
| External Services | \$211,496 | 0.1% |
| Total | \$285,268,442 | 100% |

| Expenditures | | |
|--------------------------------|----------------------|-------------|
| Instruction and Administration | \$221,229,016 | 79.4% |
| Plant Operations & Maintenance | \$39,456,115 | 14.2% |
| Transportation | \$17,618,002 | 6.3% |
| External Services | \$211,496 | 0.1% |
| Total | \$278,514,629 | 100% |

Notes:

- * RVS' Audited Financial Statement is based on the new Public Sector Accounting Standards, as required by the Government of Alberta beginning 2013.
- * RVS' 2019/20 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 2019, RVS welcomed 923 new students, bringing its total student enrolment count to 25,637 Full-Time Equivalents. Representing a four per cent growth and consistent with previous years, RVS' student growth demands the approval of two new schools every year to ensure the jurisdiction can adequately address student accommodations. New school facilities are needed mainly in the municipalities of Airdrie, Cochrane, Langdon and Chestermere. Utilization rates are at 85 per cent across the jurisdiction, with Cochrane and Chestermere area schools averaging 89 per cent and four schools with utilization rates over 100 per cent. RVS' utilization will increase to a critical rate of 100 per cent by 2023, even with the opening of Northcott Prairie School in Airdrie in the 2019/20 school year.

2020-2023 Capital Plan

RVS' current Three-Year Capital Plan, for the 2020-2023 budget years, requests 13 new facilities and one addition. Priorities for the 2020/21 school year are:

1. New Langdon Middle/High School
2. Addition to Bow Valley High School
3. New Airdrie K-9
4. New Airdrie K-9
5. New Cochrane K-5

Capital and Infrastructure Maintenance and Renewal (IMR)

Numerous maintenance and renewal projects were completed in 2018/19, including the modernization of Springbank Middle and Manachaban Middle's learning commons. With a lens on creating more makerspaces, Manachaban's common spaces also underwent a substantial renovation. Mechanical upgrades were made to Springbank Community High School and Kathryn School, and radon testing was conducted in all facilities. The design for the modernization of Indus School also was completed, with construction set to begin in Summer 2020.

In March 2019, RVS received notice that it would be granted seven modular units to help alleviate overcrowding in Airdrie, Cochrane and Chestermere. RVS has designated one unit to Windsong Heights in Airdrie, one to RancheView School in Cochrane, two to Prairie Waters Elementary in Chestermere and three to Chestermere Lake Middle. It is anticipated that students will occupy all seven portables by December 2019. Also, approved in spring 2016, the new school in Airdrie is nearing completion, with an expected opening date of Winter 2020.

For More Information

RVS' [2020-2023 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. | <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 Goal 1 Outcome 2 |
| Alberta's education system supports First Nation, Métis and Inuit students' success. | <ul style="list-style-type: none"> Overall percentage of self-identified First Nations, Métis and Inuit students in Grades 6 and 9 who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests. Overall percentage of self-identified First Nations, Métis and Inuit students who achieved the acceptable standard and standard of excellence on Diploma Examinations. High school completion rate of First Nations, Métis and Inuit students within three years of entering Grade 10. Annual drop-out rate of First Nations, Métis and Inuit students ages 14 to 18. High school to post-secondary transition rate of First Nations, Métis and Inuit students within six years of entering Grade 10. Percentage of Grade 12 First Nations, Métis and Inuit students eligible for a Rutherford Scholarship. Percentage of First Nations, Métis and Inuit 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 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. Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school. 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 2 Outcome 3 Goal 2 Outcome 2 Goal 3, Outcome 2 Not Applicable Goal 3 Outcome 1 |

