

Annual Education Results Report Summary - 2020/2021

Faith Outcome: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.

- The Schollie results for 2019-2020 indicate a high level of satisfaction in our Faith outcomes from all stakeholder groups. Parents and staff remain in the high 90th percentile while students remained consistent in the high 80th and 90th percentile for most questions. Our division worked to enrich our Catholicity focusing on Spirituality and Rationality. The Schollie questions aimed specifically at these faith characteristics scored high with students, staff, and parents all indicating in the high 80th or 90th percentile.
- We continue to see that student responses to 'I learn about God in all my classes' as an area of growth, with only 69% of students agreeing with the statement. While this indicates a slight increase we need to continue to develop the connection between curricular outcomes and our faith. This will continue to be an area of focus within the Faith Outcome of our Division Education Plan.

Provincial Outcome 1: Alberta's students are successful.

- As a division, we continued to expose students to rich literacy and numeracy environments focused on high yield instructional strategies that increase student achievement. Using data, schools identified class profiles that informed individualized, small group instruction. In high school, our Dual Credit lead teacher was able to offer many different post-secondary courses and programs to RDCRS students. An area emphasis was our high school diploma results, both in the area of Acceptable and Excellence. We continued to work with our high schools to increase these scores and to ensure that our students, at a minimum, are meeting the provincial average. This focus yielded improved January results. Our Diploma Exam Participation Rate experienced a decline and this has been a focus to examine how to engage more students in this process as a learning opportunity. We will continue to monitor and make this a priority in our improvement plan. Our division Completion Rate experienced a slight decrease, however remained in the "Very High" Category, this will be an area we continue to monitor. The closure of schools by Alberta Education and cancellation of provincial achievement and high school diploma exams did not allow for further data analysis.
- RDCRS experienced increased results in 8 of 11 measures on the Accountability Pillar related to this outcome when comparing ourselves with our previous years results. When comparing ourselves with the province, RDCRS is above in all measures. In examining measures related to Safe and Caring Schools, the Division increased .5% from our previous years result with a 4.1% increase over the provincial average.

Provincial Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.

- Our First Nations, Métis, and Inuit students continue to demonstrate strong results. Our high school completion rate is 26.3% higher than the provincial standard for self-identified students at 82.1%. Our First Nations, Métis, and Inuit students have excellent results compared to overall provincial student dropout rates, with our current results at 3.0%. The dropout rate is 2.5% lower than that of the provincial rate for First Nations, Métis, and Inuit students. Our completion rate results for our First Nations, Métis, and Inuit students continue to be an area of focus. Our completion rates remain higher than the provincial average at 44.2 % and 19.8% higher than the corresponding provincial results. The percentage of self-identified First Nations, Métis, and Inuit students qualifying for the Rutherford Scholarship are at an eligibility rate of 74.2%, provincial qualification rates at 39.1%.
- Further utilization of our First Nations, Métis, and Inuit Support Team, in conjunction with our pyramid of interventions at the high school, will facilitate further student achievement increases. We have also added the commitment to connecting each of our self-identified students to a member of our First Nations, Métis, and Inuit Support Team. Our support team will foster community engagement, develop and nurture relationships with the local Indigenous community, and create strong partnerships to cultivate understanding and build

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capacity in our schools. We will organize events in our schools for our Indigenous students and families to promote lifelong learning, build cultural pride and encourage connections to our Catholic Faith. A notable caveat is that all Student Learning Achievement Measure Categories are not included due to the closure of schools by Alberta Education and cancellation of provincial achievement and high school diploma exams. As a result, the data in this area of the summary and subsequent reports is from the previous year's results.

Provincial Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.

- Our division focused a significant portion of its professional learning on expanding the knowledge of our staff in relation to the Alberta Education Professional Practice Standards namely, Teacher Quality Standard (TQS) and Leadership Quality Standard (LQS).
- Our division led the way provincially by developing a Catholic division version of the provincial standards. This version was vetted and adopted by CCSSA to become a provincial resource for Catholic divisions. Our division leadership team explored, defined and implemented the Four Pillars of Instructional Leadership as a catalyst for school improvement. This work had administrators expand their professional knowledge and formulate school based plans centered on Setting Direction, Leading Learning, Instructional Walkthroughs, and Collective Leadership. This work enhanced school professional learning, classroom instruction and student learning experiences.
- Examining our results demonstrates that this work has contributed to 87 % of parents and students indicating they are satisfied with the quality of education in our communities. Further, 90% were satisfied with the level of continuous improvement in our schools. Overall our achievement in this measure has improved and remains very high with the division results maintaining an 8% increase when compared to the provincial average.

Provincial Outcome 4: Alberta's education system is well governed and managed.

- As a division, we are very pleased with our ACOL measures in this category, with all measures seeing increases from the previous year. Our high level of achievement and our continued growth in this area remains a hallmark of our success. 93.5 % of division students indicated they felt safe at their schools with 95% indicating that they felt their teachers cared about them. This was supported by the parent data with 93 % feeling their child was safe at school and 93 % indicating that teachers cared about their child. This data clearly indicates that The educational and mental wellness supports undertaken would appear to have been successful at making our communities safer and more caring environments.
- Stakeholders in our community appear to be very satisfied with the overall quality of education provided to students in our schools. 90% feel that our schools have improved, an increase from the previous year's result and significantly higher than the provincial average. We believe our student enrollment growth is a clear indication that our stakeholders believe the division is well managed and parents continue to choose our division for their children's educational needs.
- 81 % of parents specifically indicated they were satisfied with their opportunity to be involved in decisions about their child's education with 88% indicating overall satisfaction in all areas of parental involvement. 91% of our parents indicated they felt our schools had improved or stayed the same over the past three years. Perhaps the highest praise our team could revive was that 91% of students indicated they are proud of their school contributing to the overall rating of 91% of stakeholders indicating satisfaction in the level of improvement of our schools.