

Annual Education Results Report

2021-2022

TABLE OF CONTENTS

ACCOUNTABILITY STATEMENT	3
.....	
PRINCIPLES OF PRACTICE, MISSION AND VISION AND THANK YOU	4
.....	
ASSURANCE OVERVIEW	5
.....	
WHO WE ARE...THE RDCRS FAMILY	6
.....	
DIVISION OVERVIEW	7-8
.....	
WE ASKED, YOU TOLD US, WE LISTENED.	9
.....	
ALBERTA EDUCATION ASSURANCE MEASURE OVERALL SUMMARY	10-13
.....	
FAITH MEASURES - RDCRS FOCUS ON FAITH	14 -15
.....	
LOCAL MEASURES - EXAMINING OUR CULTURE AT RDCRS	16 - 17
.....	
CAREER PATHWAY	18
.....	
LITERACY INTERVENTIONS	19
.....	
STUDENT GROWTH AND ACHIEVEMENT	20
.....	
PROVINCIAL ACHIEVEMENT TESTS - SUBJECT BREAKDOWN	21
.....	
DIPLOMA EXAM BLENDED MARK - SUBJECT BREAKDOWN	22
.....	
TEACHING AND LEARNING	23
.....	
LEARNING SUPPORTS	24-26
.....	
GOVERNANCE	27
.....	
SUPPORTING INDIGENOUS STUDENTS AT RDCRS	28
.....	
SUPPORTING ENGLISH LANGUAGE LEARNERS (ELL) AT RDCRS	29
.....	
FINANCIAL RESULTS SUMMARY	30
.....	
COMMUNICATION SUMMARY AND WHISTLEBLOWER PROTECTION REPORT	31

RDCRS

ACCOUNTABILITY

STATEMENT

The Annual Education Results Report for Red Deer Catholic Regional Schools for the 2021/2022 school year was prepared under the direction of the Board of Trustees 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 successful and contributing members of society.

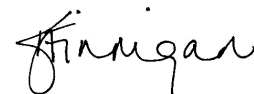
This Annual Education Results Report for 2021/2022 was approved by the Board on (date).



Anne Marie Watson, Chair
Red Deer Catholic Regional Schools

January 27, 2023

Date



Dr. Kathleen Finnigan, Superintendent
Red Deer Catholic Regional Schools

January 27, 2023

Date

Thank You

We recognize these strong results from the 2021/2022 school year are the result of our staff's significant efforts. Our students' school day begins with the friendly greeting of a bus driver and continues late into the evening with our staff coaching practices and games, directing a play or musical, or leading youth ministry events. It is this collective teamwork for all our students that makes RDCRS an extraordinary place, and we have seen this in the feedback from our staff, students, and parents. We sincerely thank everyone for their tireless efforts on behalf of our students and their families.

Vision

Making Christ known to children.

Mission

INSPIRED BY CHRIST. ASPIRING TO EXCELLENCE.

Called to continue Jesus' mission as prophet, priest and servant, we are guided by His life and teachings in all that we do.

We focus on the education of the whole child, helping students develop spiritually, intellectually, emotionally, socially and physically.

Principals of Practice

We honour our children.

We provide a safe and secure environment.

We live and proudly proclaim our Catholic faith.

We provide quality education in a Catholic environment.

We pray as an educational community.

We practice servant-leadership.

We focus on our mission through clarity of purpose.

We value our staff.

ASSURANCE OVERVIEW

This document is the Division’s Annual Education Results Report (AERR) for 2021-2022. Red Deer Catholic Regional Schools (RDCRS) develops our AERR in alignment with the new Assurance Framework and planning/reporting requirements as outlined by Alberta Education. The “assurance” aspect of our planning and reporting means that we utilize a cyclical planning process and engagement opportunities across our diverse stakeholder groups to determine the level of trust and confidence our stakeholders have in our actionable plan.

The Assurance Framework shifts from an accountability model to a model that promotes an increased level of local autonomy and responsibility to all stakeholders. It moves school jurisdictions from being accountable for outcomes to engaging stakeholders on jurisdiction priorities throughout the decision-making process.

Our assurance model is a part of our engagement process. This process is highly collaborative, in-depth, and long-term, involving school and parish communities, and our parents.

Evidence-based, decision-making is central to the Division’s assurance model, where data is used to reflect on what has been accomplished and to help inform the direction and the use of resources. Red Deer Catholic Regional Schools’ AERR presents the Division’s accomplishments and results for the 2021-2022 school year. It provides an overview of how the Division has advanced its priorities and the priorities of the province over the previous year. The AERR compliments the other reporting available to our stakeholders including quarterly and Board Meeting Reports.

The challenges of COVID-19 continued to impact classrooms in the Division. This impacted what data was gathered to support and inform the Division’s work, including the planning and reporting cycle. Specifically, longitudinal data became problematic as comparisons were not available and processes were re-employed that had been paused for the pandemic. The Division feels this has had an impact on results in some key areas.



St. Joseph High School badminton students.

Who We Are...The RDCRS Family

Red Deer Catholic Regional Schools proudly served over 10,000 students in the 2021-2022 school year. As stated in the Education Act, the Board of Trustees' responsibility is to provide "a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging." This responsibility is fulfilled by providing oversight and stewardship to public education, evaluating and reporting on results achieved and setting priorities and policies that provide overall direction for the Division and provide each student with the opportunity to achieve their potential. For more information about the RDCRS Board of Trustees, please click [here](#).

The Board of Trustees is comprised of:

Anne Marie Watson,

Board Chair

Sharla Heistad,

Vice-Chair

Dorraine Lonsdale

Trustee

Murray Hollman

Trustee

Monique LaGrange

Trustee

Cynthia Leyson

Trustee

Kim Pasula

Trustee



The Superintendent, with the support of the Senior Leadership Team, provides advice and support to the Board, ensures the Division meets expectations set out in Board policy and Alberta Education legislation and works toward the goals and outcomes of the Division's Strategic Plan.

The Senior Leadership Team is comprised of:

Dr. Kathleen Finnigan,

Superintendent of Schools

Ryan Ledene,

Associate Superintendent of Personnel

Ryan Sawula,

Associate Superintendent of Curriculum

Jodi Smith,

Associate Superintendent of Inclusion

Rod Steeves,

Secretary Treasurer



RDCRS DIVISION OVERVIEW

Being the third largest Catholic school division in Alberta, Red Deer Catholic Regional Schools celebrates a rich tradition of excellence and faith-filled learning.

The Division excels in academic achievement, parent, student, and teacher satisfaction results, and is a leader in Catholic education.



NUMBER OF SCHOOLS
20

Elementary Schools

7

Pre-Kindergarten to Grade 9

7

Middle Schools

2

High Schools

4

RDCRS prides itself on the diversity of program choices in all 20 schools: fourteen within The City of Red Deer, including an outreach school; two schools in Rocky Mountain House; two schools in Sylvan Lake; one school in Innisfail; one school in Olds; one school in Blackfalds and a Division-supervised Home Education Program. In total, the Division serves 10,271 students from Pre-Kindergarten to Grade 12.



STUDENT
ENROLMENT
10,271



TOTAL
STAFF
1,173



OPERATING
BUDGET
114,174, 983

RDCRS DIVISION OVERVIEW

2021-2022 Student Population by School

School/Population:

Blackfalds, AB

[St. Gregory the Great Catholic School](#) (631)

Innisfail, AB

[St. Marguerite Bourgeoys Catholic School](#) (291)

Olds, AB

[Holy Trinity Catholic School](#) (271)

Red Deer, AB

[École Camille J. Lerouge School](#) (657)

[École Secondaire Notre Dame High School](#) (1,126)

[Father Henri Voisin School](#) (389)

[Holy Family School](#) (398)

[Maryview School](#) (246)

[St. Elizabeth Seton School](#) (360)

[St. Francis of Assisi Middle School](#) (828)

[St. John Paul II Outreach School](#) (21)

[St. John Paul II - Home Education Program](#) (976)

[St. Joseph High School](#) (769)

[St. Martin de Porres School](#) (233)

[St. Patrick's Community School](#) (540)

[St. Teresa of Avila School](#) (386)

[St. Thomas Aquinas Middle School](#) (605)

Rocky Mountain House, AB

[St. Dominic Catholic High School](#) (210)

[St. Matthew Catholic School](#) (540)

Sylvan Lake, AB

[École Mother Teresa School](#) (392)

[École Our Lady of the Rosary School](#) (398)

WE ASKED. _____ YOU TOLD US. _____ WE LISTENED.



RDCRS promotes the involvement of stakeholders by:

- Engaging our families and community stakeholders in an Assurance Survey to help identify and understand emerging Division priorities.
- Annual Division Survey (Schollie): Administered every year for staff, students, and parents. This survey provides perspectives on how the Division is doing regarding our Strategic Plan with a specific local context. The survey provides both system-wide and school-level results that are used to inform planning on both levels.
- Student Summit: Students from across the school division are invited to represent their fellow students to provide student voice to the administration. Feedback from the conversation helps to inform the next steps in support of students and set Division priorities.
- Teacher Think Tanks: Teachers are provided the opportunity to come together from across the Division around a strategic topic. Feedback from the conversation helps to inform the next steps in support of students and set Division direction. Examples of recent topics include draft curriculum and counseling.
- School Councils: Schools engage with families through school councils which provide opportunities for dialogue around school operations, school plans, and budget, as well as ongoing dialogue regarding student growth and achievement.
- Sharing qualitative and quantitative data and analysis as part of the Division education plan and school improvement plans. These plans can be found on both the Division and school websites.
- Collaborating on Division and school decisions such as administrative procedures, reporting, and student achievement.
- Establishing ongoing communication between senior administration and stakeholders including students, parents, staff, and community members. This enhances the Division's approach to targeted improvement and report back to stakeholders on gains made and continued areas of growth.



Stakeholder Engagement Boundary Development Meeting

ALBERTA EDUCATION ASSURANCE MEASURE OVERALL SUMMARY

The Alberta government continually examines success and progress using measures that show communities how schools and school authorities are performing each year.

Alberta Education Assurance (AEA) Measure Results:

The results, shared alongside local measures, help to identify areas for improvement and continued growth in the Division's Assurance Plan. Red Deer Catholic Regional Schools carefully analyzes the provincial results alongside our local measures; RDCRS Assurance Survey, and school context.

For context, as Alberta shifts from the Accountability Pillar to Assurance Measure format, there is a difference in the number of measures. Formerly, the government utilized 4 categories and 12 measures.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

Authority: 0019 The Red Deer Catholic Separate School Division



Assurance Domain	Measure	Red Deer Catholic Separate Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	90.7	88.6	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	89.7	89.0	88.7	81.4	83.2	83.1	Very High	Improved	Excellent
	3-Year High School Completion	84.8	88.0	86.5	83.2	83.4	81.1	Intermediate	Maintained	Acceptable
	5-Year High School Completion	89.6	92.2	90.1	87.1	86.2	85.6	High	Maintained	Good
	PAT: Acceptable	78.6	n/a	81.1	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	19.8	n/a	18.9	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	70.3	n/a	77.6	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	12.5	n/a	14.6	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.3	92.7	93.5	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.4	92.6	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	91.5	89.9	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	85.0	84.1	86.0	78.8	79.5	81.5	Very High	Maintained	Excellent

Alberta Education Assurance (AEA) Measure Results:

The results, shared alongside local measures, help to identify areas for improvement and continued growth in the Division's Assurance Plan. Red Deer Catholic Regional Schools carefully analyzes the provincial results alongside our local measures; RDCRS Assurance Survey, and school context.

Comparison to 2021/2022 Overall Summary

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Authority: 0019 The Red Deer Catholic Separate School Division



Assurance Domain	Measure	Red Deer Catholic Separate Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	88.6	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	89.0	89.6	88.0	83.2	83.3	83.0	n/a	n/a	n/a
	3-Year High School Completion	88.0	83.3	85.7	83.4	80.3	79.6	High	Improved	Good
	5-Year High School Completion	92.2	89.6	89.2	86.2	85.3	84.8	Very High	Improved	Excellent
	PAT: Acceptable	n/a	n/a	80.2	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	18.6	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	78.8	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	15.1	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.7	94.0	92.9	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.6	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	89.9	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	84.1	86.7	85.4	79.5	81.8	81.4	n/a	n/a	n/a

Alberta Education Assurance Measure Overall Summary:

In examining the most recent results, RDCRS is pleased with the results reported, specifically, the Assurance Measures of Success where our achievement outperforms the province which include:

- Student Learning Engagement 90.7% compared to provincial rate of 85.1%
- Citizenship 89.7% compared to provincial rate of 81.4%
- 84.8% of RDCRS students graduate in three years compared to the provincial average of 83.2% while 89.6% of RDCRS students graduate in five years compared to the provincial average of 87.1%
- 78.6% of students received Acceptable on the Provincial Achievement Exams compared to the provincial average of 67.3%
- 19.8% of students received Excellence on the Provincial Achievement Exams compared to the provincial average of 18.0%
- Education Quality 93.3% compared to provincial rate of 89.0%
- Welcoming, Caring, Respectful and Safe Learning Environments 92.4% compared to 86.1%
- Access to student supports and services 91.5% compared to 81.6%
- Parental Involvement 85.0% compared to 78.8%

10 OUT OF 12 MEASURES

RDCRS SCORED HIGHER THAN THE PROVINCIAL AVERAGE.

In examining the Assurance Measures of Success, compared to our own previous results, 6 measures were improved or maintained.

The six measures include:

1. Student Learning Engagement (90.7%)
2. Citizenship (89.7%)
3. Education Quality (93.3%)
4. Welcoming, Caring, Respectful, and Safe Learning Environments (92.4%)
5. Access to supports and Services (91.5%)
6. Parental Involvement (85.0%)

While RDCRS achieved results in both 3 and 5 year high school completion rates higher than the provincial average, both saw slight declines when compared to RDCRS previous years' results. Due to this, the Assurance Measures of Success we have targeted for improvement include:

- 3-Year High School Completion (88.0%)
- 5-Year High School Completion (92.2%)

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). 2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. 3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam

administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time. 4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. 5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

RDCRS' **FOCUS ON FAITH**

Faith Measures:

Our annual Schollie Satisfaction Survey results continue to be very strong. Our students, parents, and staff members all strongly indicated that we are a faith-based educational system that does an excellent job of meeting the needs of students. The Eight Characteristics of Catholic Identity continued to form the 'vehicle' to carry our curriculum permeation to the next level. Our Education Plan prioritized a two-part approach, emphasizing two of the Eight Characteristics of Catholic Identity per year. This has allowed school communities to enrich their understanding of the two chosen characteristics and this work will help them to support the work done in intentional permeation.

The second objective is a four-year focus on intentional permeation. We will continue to help students see the world through a 'Catholic lens.' As they are immersed in curricular content, we will strive to challenge our students to critically examine their learning with these core characteristics as the filter.



St. Thomas Aquinas Middle School students during Advent.

As a Catholic School Division, we are called to share our Catholic Faith with our staff and students. Meeting our staff and students where they are at on their faith journey, we invite them into a closer relationship with Christ.

Performance Measures:	Current Results	Previous Year
I learn about the Catholic Faith at my school.	99.3%	98%
Prayer helps me feel closer to God.	94.8%	91%
I believe that God created me.	93.6 %	91%
I believe that the Catholic Faith teaches me a good way to live.	98.6%	95%
Catholic viewpoints and connections are integrated into my school subjects and activities.	94.3 %	86%
(Grade 4) My teachers show me what it is like to be friends with Jesus. (Grade 7 & 10) My teachers show me what it is like to develop a relationship with Jesus.	96.3%	96%
(Grade 7 & 10) My teachers show me what it is like to develop a relationship with Jesus.	96.3%	96%
My school helps me to see God in all things.	96%	96%
Every person in our school is a child of God and made in His image.	98%	98%
I learn that we all need to play a part in helping to make our world a better place for everyone.	98 %	N\A
I learn the importance of the traditions of our faith such as scripture reading, liturgies, sacraments, and celebrations.	96%	N\A

Comments:

In total, 1,664 students, 753 parents, and 439 teachers completed the survey in line with previous years numbers, providing a strong indication of performance across Division improvement goals and developing a clear picture of achievement and future areas of focus.

The Schollie results for 2021-2022 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 the characteristics of hospitality and justice.

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.

Area of Focus

RDCRS will continue to focus on faith permeation, since only 69% of students agree with the statement, "I learn about God in all my classes."

While this indicates a slight increase, we need to continue to develop the connection between curricular outcomes and our faith.



St. Gregory the Great students planting flowers.

LOCAL MEASURES

EXAMINING OUR CULTURE

AT RDCRS

In addition to the required Alberta Education measures, RDCRS has engaged our stakeholders in survey questions related to the overall culture in the school division for the past two years.

RDCRS is committed to involving all educational stakeholders to improve Division and school goals and outcomes.

This intentional involvement, coupled with ongoing collaboration, provides direction and support to ensure that our culture is one that continually strives for excellence and ensures that RDCRS students are getting the best possible Catholic education.

Parent Responses:

Question	2021/22
I believe that our school division has provided a safe environment for our children through the pandemic.	96%
I believe that our school division provided appropriate and flexible delivery options, within the government restrictions, for families during the pandemic.	96%
I believe parent/stakeholder comments and feedback often lead to changes or improvements at RDCRS.	89 %
I believe there is a culture of innovation at RDCRS.	94%
RDCRS has adequate procedures for sharing information.	96 %
I would recommend RDCRS as a great place for students to attend.	99%

The parent culture survey questions were newly implemented for this year, longitudinal data will be compiled over time.



St. Elizabeth Seton students enjoying an outdoor activity.

LOCAL MEASURES

EXAMINING OUR CULTURE

AT RDCRS

Teacher Responses:

Question	2021/22	2020/21
With opportunities for input in determining the Professional Development activities in your school?	97%	97%
I feel supported by RDCRS when it comes to my wellness.	95%	82%
I am proud to tell others I work at RDCRS.	98%	78%
I am optimistic about the future at RDCRS.	96%	79%
I am inspired by RDCRS to do my best work.	97%	76%
Information is widely shared so that everyone can get the required information when it is needed	97 %	74%
In general, information in RDCRS is communicated well.	99%	75%
My school leadership team involves me in decisions that affect my work.	97%	N/A
My school leadership team encourages me to offer my opinions and ideas	99%	N/A
My school leadership team seems to care about me as a person.	99%	N/A
My school leadership team sets clear and manageable goals and objectives, utilizing my input.	98%	N/A
Overall our senior leadership team clearly communicates their goals.	98%	74%
Overall our senior leadership team is visible and approachable.	93%	73%
Overall our senior leadership team acts consistently; they do as they say.	97%	69%
Overall our senior leadership team has my trust and confidence in their ability to achieve our RDCRS goals	97%	74%
Overall our senior leadership team sets ambitious, but realistic goals.	96%	76%
Overall our senior leadership team has a long term purpose and direction for RDCRS.	97%	62%
Overall our senior leadership team has painted a compelling vision for RDCRS.	96%	57%
I would recommend RDCRS as a great place to work.	98%	74%
There is a culture of innovation at RDCRS.	97%	68%
I feel accepted, comfortable and safe within RDCRS.	98%	88%
My workplace feels respectful overall.	99%	84%
RDCRS effectively handles “people problems” that exist between staff.	94%	58%
RDCRS offers benefits and services that adequately address my mental health.	98%	83%
I can make a positive impact at work	100%	97%
There is a strong feeling of team spirit and cooperation in RDCRS.	96%	60%

RDCRS — CAREER — PATHWAY

As a school division, RDCRS has had a

22%

increase for placements for our skilled trades apprenticeship students.

Our students have been awarded

\$41,000

in Alberta Industry Training Scholarships.

100%

of the RDCRS students who have embarked on the Pipe Trade Program, have had job opportunities in the field.

To date,

100%

of our students who have enrolled in any form of dual credit program, have successfully graduated high school.

Dual Credit Courses Currently Offered:

Single Enrollment:

- Cosmetology – We employ two journeyman teachers that can offer first-period training, all transferable.

Dual Enrollment:

- Green Certificate - Olds College
- Psychology - Red Deer Polytechnic
- Sociology - Red Deer Polytechnic
- Medical Terminology - Southern Alberta Institute of Technology (SAIT)
- Sports Management - Olds College
- Anatomy and Physiology - Southern Alberta Institute of Technology (SAIT)
- Introduction to Management - Southern Alberta Institute of Technology (SAIT)
- Horticulture - Olds College
- Ecology - Olds College
- Hospitality and Tourism - Olds College
- Animal Health Technology - Olds College
- Veterinary Technical Assistant Certificate - Olds College
- Heavy Equipment Technician - Olds College
- Accounting - Olds College
- Agriculture Techgronomy
- Pipes Trade introduction - In partnership with TEPF and Local 496



RDCRS students who completed courses in Pipes Trade exploration.



Several RDCRS students were part of the Central Alberta Cohort Veterinary Technical Assistant Certificate Program with Olds College.

In response to the impacts of the COVID-19 pandemic, a grant was made available from Alberta Education to help assist students who were impacted by the pandemic in reading level.

Assessments were conducted for all students in Grades 2 and 3 in September 2021 and Grade 1 students in January 2022. This data was utilized to access Literacy Intervention Grant funding.

The Division made use of the provided intervention resource from Alberta Education in order to maximize funding for intervention rather than purchasing resources. Given the number of students, schools were not able to match the proposed target of three times per week as was initially proposed. However, the schools made use of other literacy interventions to supplement this in the universal classroom setting, paying careful attention not to duplicate interventions, but rather supplement the program with students.

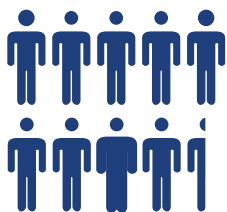
While the proposed targeted intervention was to take place over 16 weeks, the timeline of funding announcements made this difficult for the Grade 1 intervention, as by the time funding was released, 16 weeks did not remain in the school year. A further issue, was the difficulty in sourcing staff for the part-time positions or to find staff willing to split their full-time equivalency between schools.

Some schools were able to put 12-week interventions in place, while others were delayed. COVID-19 also had an impact on implementation as teachers and students were still required to isolate earlier in the year and this made for stops and starts. Given the circumstances, schools worked to implement as much intervention as possible within their specific circumstances.

Grade	Total Student Population	Students Determined to be At Risk (September /January)	Students Determined to be At Risk (June)
Grade 1	679	323	193
Grade 2	672	288	200
Grade 3	651	243	190
Total	2002	854	583

Overall, the results on the screening assessments show improvement. In total, 271 students moved from at-risk through the intervention programming established via the Learning Loss Grant.

Before Intervention



42.6%

of students in Grades 1-3 were determined to be At Risk based on provincial norms provided by Alberta Education.

After Intervention



29%

of students in Grades 1-3 were determined to be At Risk based on provincial norms provided by Alberta Education, following intervention and classroom supports.

RDCRS

STUDENT GROWTH AND ACHIEVEMENT

As a Division, we are very pleased with our assurance measures in this category, with all comparable measures seeing maintained achievement or increases from the previous year. The new measure of Student Learning Engagement is above the provincial result.

To achieve this success as a Division, we continued to expose students to rich literacy and numeracy environments focused on high-yielding instructional strategies that increased student achievement. Using data, our schools identified class profiles that informed individualized and small-group instruction to assist students in the areas of numeracy and literacy. For example, in the area of numeracy, schools implemented the Mathology resource that focused on building number-sense skills. Schools continued their work with the reading workshop structure and started to explore the use of Leveled Literacy Reading Interventions. In high schools, they were able to offer many different post-secondary courses and programs to RDCRS students.

The return of Provincial Achievement Tests (PATs) and Diploma Exams after being suspended by the provincial government for two years due to the COVID-19 pandemic, brought both opportunities and challenges for students and teachers. Ongoing isolation requirements, staff shortages, and mental health due to the pandemic, all made routine teaching and learning difficult in classrooms. Despite this, overall students were successful.

Supporting all students in their pathway to graduation continues to be a priority for all students in RDCRS. We recognize declines in the area of High School Completion. Some of the contributing factors in this decline include an increase in student mental health concerns, challenges with attendance and motivation, as well as gaps in student content knowledge and skills due to the pandemic.

Focus Area:

To help address these challenges, in addition to targeted support, our high schools developed interventions to better support students in jeopardy of not completing one or more courses that would negatively impact their pathway to high school completion. Processes have also been developed to identify students requiring this level of intervention, and teaching support has been allocated for the learning needs of these students. All high schools are focusing on engagement and connection of students, staff and parents given the disconnection that occurred during the COVID-19 pandemic. Our hope is that these interventions will increase student attendance, as well as course completion.

Student Growth and Achievement:

Assurance Domain	Measure	Red Deer Catholic			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	90.7	88.6	N/A	85.1	85.6	N/A	N/A	N/A	N/A
	Citizenship	89.7	89.0	88.7	81.4	83.2	83.1	Very High	Improved	Excellent
	3 year High School Completion	84.8	88.0	86.5	83.2	83.4	81.1	Intermediate	Improved	Acceptable
	5 year High School Completion	89.6	92.2	90.1	87.1	86.2	85.6	High	Maintained	Good
	PAT Acceptable	78.6	N/A	81.1	67.3	N/A	73.8	N/A	N/A	N/A
	PAT Excellence	19.8	N/A	18.9	18.0	N/A	20.6	N/A	N/A	N/A
	Diploma Acceptable	70.3	N/A	81.1	75.2	N/A	83.6	N/A	N/A	N/A
	Diploma Excellence	12.5	N/A	14.6	18.2	N/A	24.0	N/A	N/A	N/A

PROVINCIAL ACHIEVEMENT TESTS SUBJECT BREAKDOWN

The following data describes the results achieved by students who were in Grades 6 and 9 last school year. As noted in the Guide to Education Planning and Results Reporting, RDCRS utilizes the analysis of results achieved to identify improvement strategies, as part of our ongoing planning, reporting, and budgeting processes.

18/20

Subjects, RDCRS students exceeded the provincial average on the Acceptable Standard.

15/20

Subjects, RDCRS students exceeded the provincial average in regards to Standard of Excellence.

Further, in 16 of 20 subjects, less students were below the acceptable standard compared to the provincial average.

Provincial Achievement Tests Subject Breakdown:

Subject	RDCRS Acceptable Standard	RDCRS Standard of Excellence	RDCRS Below Acceptable Standard	Provincial Acceptable Standard	Provincial Standard of Excellence	Provincial Below Acceptable Standard
ELA 6	85.8	18.5	8.1	76.1	18.9	8.7
ELA 9	85.4	15.7	8.6	69.6	12.9	11.9
FLA 6	83.5	9.9	14.3	76.9	10.6	17.9
FLA 9	83.1	13.0	11.7	73.5	9.9	19.1
K&E ELA 9	82.8	6.9	10.3	50.5	5.0	24.9
Math 6	74.8	13.2	20.9	63.0	12.4	21.6
Math 6 FI	56.0	3.3	40.7	77.5	15.2	18.8
Math 9	63.8	16.9	29.6	51.6	16.1	30.6
K&E Math 9	71.4	20.0	25.7	54.9	11.0	26.5
Math 9 FI	81.3	17.3	17.3	71.4	23.9	23.2
Science 6	86.2	27.8	9.8	71.4	24.3	13.6
Sciences 6	70.3	17.6	27.5	73.3	15.9	22.5
Science 9	80.1	24.9	15.9	67.2	22.7	14.8
K&E Science 9	86.2	17.2	10.3	57.7	11.0	21.8
Sciences 9	86.7	16.0	10.7	78.7	22.0	15.2
Social 6	78.9	23.5	16.1	67.9	20.8	16.8
Etudes Sociale 6	69.2	17.6	27.5	66.5	12.5	29.2
Social 9	73.9	24.0	20.3	60.0	17.0	22.8
K&E Social 9	86.2	20.7	10.3	52.9	13.9	27.6
Etudes Sociale 9	78.9	35.5	15.8	74.2	19.5	20.3

DIPLOMA EXAM

BLENDED MARK SUBJECT BREAKDOWN

BOTH DIPLOMA EXAM AND SCHOOL AWARDED MARK

As outlined by Alberta Education, provincial assessments are meant to complement day-to-day classroom assessment.

As such, diploma exam results provide only part of the overall picture of the performance of the province, our school authority, and schools.

Although provincial assessments are designed to assess the achievement of provincial standards, which are outlined in the Programs of Study, some learning outcomes cannot be effectively measured by timed, paper-and-pencil tests.

7/12

Subjects, RDCRS students exceeded or equaled the provincial average in regards to the Standard of Excellence.

Diploma Exam Blended Mark Subject Breakdown:

Subject	RDCRS Acceptable Standard	RDCRS Standard of Excellence	RDCRS Below Acceptable Standard	Provincial Acceptable Standard	Provincial Standard of Excellence	Provincial Below Acceptable Standard
Bio 30	98.8	42.8	1.2	97.2	46.3	2.8
Chem 30	95.0	52.1	5.0	97.6	51.1	2.4
Science 30	95.5	24.2	4.5	96.7	32.2	3.3
ELA 30-1	100.0	35.0	0.0	98.4	36.9	1.6
ELA 30-2	94.8	6.1	5.2	96.5	14.2	3.5
FLA 30-1	100.0	60.0	0.0	99.8	58.5	0.2
Math 30-1	97.7	39.4	2.3	95.3	44.8	4.7
Math 30-2	97.7	24.4	2.3	94.3	24.4	5.7
Math 30-1 FI	100.0	50.0	0.0	95.3	44.8	4.7
Physics 30	100.0	58.7	0.0	97.9	58.5	2.1
Social 30-1	100.0	51.3	0.0	99.3	42.0	0.7
Science 30-2	99.2	21.7	0.8	97.2	20.1	2.8

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 the Leadership Quality Standard (LQS).

RDCRS led the way provincially by developing a Catholic version of the provincial standards. This version was vetted and adopted by the Council of Catholic School Superintendents of Alberta (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.

93.3%

Of parents, students, and staff were satisfied with the quality of education in our communities.

Overall, our achievement in this measure has improved and remains very high with the Division results maintaining an increase when compared to the provincial average.

Teaching and Learning:

Assurance Domain	Measure	Red Deer Catholic			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Teaching & Leading	Education Quality	93.3	92.7	93.5	89.0	89.6	903	Very High	Maintained	Excellent

Working with the whole child and staff; mind, body and soul:

Our schools continue to be diverse learning environments, rich in well-developed structural and instructional strategies that support differentiation of instruction and student self-regulation, which yields student success.

Divisionally, a comprehensive model has been established to support schools in meeting the diverse learning needs and supporting a responsive allocation of resources. This support model includes allocations for Literacy, Inclusion, Faith and Technology (LIFT), Literacy Teachers, Counsellors and Family School Enhancement Counsellors, and Educational Assistants in our school communities. Schools have developed a Continuum of Supports and Services document highlighting learners to target and guide supports to be allocated responsively. In addition, our Model of Student Support (MS2) Team works at supporting staff and students who are identified in the Tier II and Tier III pyramid of interventions.

They work in the schools to provide programming and intervention strategies to ensure success for all learners. In addition to the Continuum of Support and Services document, Dossier, our data management system, helps us reflect on meaningful data to inform our instructional practice, to better meet the needs of all learners.

Creating authentic and diverse learning opportunities for all students:

School communities within the Division will focus on creating authentic and diverse learning opportunities for all students.

Using focused areas of improvement within elementary, middle and high school classrooms, all teachers are required to design classroom opportunities that address individual learning needs, which will ultimately move the Division away from a 'one-size-fits-all' pedagogical approach. Starting with the student's learning needs first, then building towards addressing subject and grade curriculum outcomes in the provincial Program of Studies, will develop a student-first approach to learning that will lead to optimized student success.



Father Henri Voisin students on Jeans and Jersey Day

Inclusion:

The school division's data indicates an increased population of students in our classes who require interventions at the targeted and specialized level in inclusive settings. To meet the needs of all of our students, and to build capacity with staff, we will provide:

- Ongoing assessments, such as classroom data, Fountas and Pinnell, MIPI (Math Intervention Programming Instrument), Level B, and educational psychological testing to identify when students are in need of additional supports, interventions and services;
- Professional development around understanding the importance of self-regulation and executive functioning; a focus on differentiated instruction, effective instructional practices, and assessment strategies;
- Positive behavior supports embedded in classroom and school-wide routines to support learning and social participation (Soft Starts);
- A means for school staff to identify and work toward reducing barriers to participation and learning;
- Access to consultation and support from specialists to help teachers meet the diverse needs of all students;
- Access to assistive technologies, including communication devices, that are used to support individual students;
- Dossier as the data management system to complete Student Learner Profiles and Instructional Support Plans (ISP);
- A focus on building capacity of staff, students and parents to support mental health through Health Champions, School Counsellors, and Family School Enhancement Counsellors.

Teaching and Learning:

Assurance Domain	Measure	Red Deer Catholic			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Learning Supports	Welcoming, Caring, Respectful & Safe Learning	92.4	92.6	N/A	86.1	87.8	N/A	N/A	N/A	N/A
	Access to Supports and Services	91.5	89.9	N/A	81.6	82.6	N/A	N/A	N/A	N/A

As A Division:

We are very pleased with our Assurance Measures in this category, with all comparable measures seeing results above the provincial average. To achieve this success as a Division, we continued to ensure that we are meeting the needs of all learners.

Our inclusive school communities have focused on a three-pronged approach: knowing, understanding, and responding to the learner. Assessment tools and data focus staff on responsive intervention enabling teachers to address the needs of all students in a timely, targeted, and meaningful approach.

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.

This measure is perhaps the highest praise our jurisdiction can receive given that 88.0% of students, 91.6% of parents, and 98.3% of teachers indicate that our schools are welcoming, caring, respectful and safe learning environments. This leads to an overall average of 92.6% of stakeholders indicating satisfaction in this measure.

84.8%

Of parents

89.3%

Of students

95.5%

Of teachers

Agree that students have access to the appropriate supports and services at school.



RDCRS students enjoying Skate Day!

As a Division, we are pleased with our Assurance Measures in this category, however, we recognize that despite our result remaining higher than the provincial average, we experienced a decrease when comparing ourselves to our own results.

Despite this, stakeholders in our community appear to be satisfied with the overall opportunity for parental involvement, based on the result of 84.1% on this measure.

In examining the data further, 73.1% of parents, and 95.1% of teachers indicated they were satisfied with parental involvement in decisions about their child’s education.

Due to the apparent gap in this data, we will continue to enhance our assurance model and actively look for ways to engage stakeholders in meaningful engagement for feedback and direction setting in our Division Education Plan and school improvement model.



Governance:

Assurance Domain	Measure	Red Deer Catholic			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Governance	Parental Involvement	85.0	84.1	86.0	78.8	79.5	81.5	Very High	Maintained	Excellent

Supporting Indigenous Students at RDCRS

The integration of First Nation, Metis and Inuit components to the Alberta Education Professional Practice Standards has provided us the opportunity and responsibility to provide the knowledge, experience and expertise to our teachers to successfully embrace these provincial expectations.

Supporting Indigenous Students at RDCRS:

Assurance Domain	Measure	Red Deer Catholic			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement Self Identified Indigenous Students	3 year High School Completion	78.3	76.9	78.8	59.5	62.0	58.4	Intermediate	Maintained	Acceptable
	5 year High School Completion	88.0	79.6	84.9	68.0	68.1	65.8	Intermediate	Maintained	Acceptable

Indigenous students at RDCRS demonstrate strong success, exceeding the provincial average across all reported Measures. Despite this, both 3 and 5 year completion rates experienced slight declines compared to our own previous years data. The decline may be related to the impact and disruption of learning due to the COVID-19 pandemic. This will be monitored closely to ensure this does not become a trend.

Indigenous students at RDCRS are supported in a number of ways. There is a designated Indigenous Education Services Team and Indigenous Education Lead Teacher. This team provided regular professional development sessions with the district staff focused on instruction, foundational knowledge, restorative practices and trauma-informed instruction and school initiatives. In addition, RDCRS has formed relationships with elders and Métis knowledge keepers and made connections to further enhance support for students, deepen professional learning, and enhance Indigenous perspectives. RDCRS initiated the first Indigenous Student Voice Panel which was comprised of students throughout the division providing feedback to our approach on instruction and developing foundational knowledge. This panel will continue as a practice in our Division.



Supporting English Language Learners (ELL) at RDCRS:

RDCRS continues to move forward in using the Alberta Education English as a Second Language (ESL) Proficiency Benchmarks to assess English Language Learners (ELL), and use this information to better inform language acquisition instruction in all classrooms.

As a school division, we continue to build teacher capacity in understanding English language learners, language development, cultural competencies, and effective teaching practices to support the unique needs of these students. Particular attention has been given to explore effective ESL practices within the math classroom. We are continually examining how to support schools in enhancing their multicultural environment, thus celebrating the diverse languages and cultures within our Division. We continue to refine our ELL coding process, and Division tracking of ELL students. Our ELL Division Enhancement team routinely meets, and collaborates with classroom teachers to assist our Division in meeting the needs of our growing ELL population. In addition, collaborative partnerships with Central Alberta Refugee Effort and Catholic Social Services are essential as we move forward in supporting our English language learners.

Supporting English Language Learners at RDCRS:

Assurance Domain	Measure	Red Deer Catholic			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement English Language Learners	3 year High School Completion	81.3	88.3	87.8	78.5	78.7	76.0	Intermediate	Declined	Issue
	5 year High School Completion	95.8	91.8	90.4	86.9	85.0	85.9	Very High	Improved	Excellent

Recognizing that the pandemic had significant challenges for English Language Learners given shifts in learning to online and missed classes due to isolation requirements, it is understandable that our results declined slightly from our previous year average. Our schools are continuing to target interventions for these learners to help support them. It is also encouraging to see that despite a dip in the 3 year average the 5 year rate demonstrated improvement.

RDCRS

FINANCIAL RESULTS:

SUMMARY

Summary of Financial Results:

TABLE 1: School Board Statement of Reserves	
	2020-2021
Operating Reserves	\$5,923,627
Capital Reserves	\$6,438,275
Total Reserves	\$12,361,902

TABLE 2: School Board Expenditures 2020-2021			
Program	Total Revenue	No. of F.T.E. Students	Revenue Per Student
Revenue	\$115,464,252	\$9,847	\$11,726
Program	Total Expenditures	No. of F.T.E. Students	Spending Per Student
Student Instruction ECS-Gr 12	\$92,202,639	\$9,847	\$9,364
Support Expenditures			
Schools - Operations & Maintenance	\$14,294,148	\$9,847	\$1,452
Student Transportation	\$5,494,859	\$3,638	\$1,510
School Board Governance & System	\$3,285,152	\$9,847	\$334
Support (sub-total)	\$23,074,159	\$9,847	\$2,343

TABLE 3: School Board Expenditure Plan 2021-2022			
Program	Total Revenue	No. of F.T.E. Students	Revenue Per Student
Revenue	\$112,914,605	\$9,940	\$11,360
Program	Total Expenditures	No. of F.T.E. Students	Spending Per Student
Student Instruction ECS-Gr 12	\$90,480,862	\$9,940	\$9,103
Support Expenditures			
Schools - Operations & Maintenance	\$14,048,477	\$9,940	\$1,413
Student Transportation	\$6,231,731	\$3,860	\$1,614
School Board Governance & System	\$3,413,913	\$9,940	\$343
Support (sub-total)	\$23,694,121	\$9,940	\$2,384

For more information on the Division budget, visit our website by clicking [here](#) or call 403-343-1055.

For more information on the Audited statements and source and use of School Generated Funds, visit our website by clicking [here](#).

For more information on the provincial roll-up of Audited Financial Statements in the province, visit the Alberta Education website by clicking [here](#).

Communicating Our Results:

The Annual Education Results Report (AERR) presents a summary of the progress and accomplishments of Red Deer Catholic Regional Schools. Information is shared with our parents and the greater community through a variety of means:

- The Annual Education Results Report was approved at the January 27, 2023 meeting of the Board of Trustees.
- The Annual Education Results Report is posted on the Division website and can be viewed by clicking [here](#). Copies of the Annual Education Results Report are available for the public at our Division Office.

Whistleblower Protection Report:

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. Red Deer Catholic Regional Schools did not receive any disclosures during the 2021/22 school year.

Summary:

This Annual Education Results Report is intended to provide a snapshot of our Division's strengths and opportunities for growth. Comprehensive and targeted planning for jurisdiction and school improvement is outlined in our school improvement plans and Division Education Plan located on our websites.

Through our collaborative leadership process, senior administration and school-based leadership meet at regular intervals throughout the school year to discuss their school assurance plan milestones and next steps. Subsequently, school-based leadership mirrors this process with their staff and parents.

In summary, RDCRS continues to be committed to providing excellence in publicly-funded, Catholic education with an emphasis on quality instruction and faith-based learning that supports student success.