

Annual Education Results Report

2022-2023

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RDCRS

ACCOUNTABILITY

STATEMENT

The Annual Education Results Report for Red Deer Catholic Regional Schools for the 2022/2023 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 2022/2023 was approved by the Board on November 28, 2023.

ORIGINAL IS SIGNED

Murray Hollman, Chair
Red Deer Catholic Regional Schools

November 28, 2023

Date

ORIGINAL IS SIGNED

Dr. Kathleen Finnigan, Superintendent
Red Deer Catholic Regional Schools

November 28, 2023

Date

Thank You

We recognize these strong results from the 2022/2023 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.

PRINCIPLES 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 2022-2023. 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 2022-2023 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.

This report provides an overview of the Division’s accomplishments from the 2022-2023 school year as set out in the 2023-2026 Three Year Education Plan brought to public Board on June 8, 2021. The development of the Education Plan was informed by the voice of stakeholders and implications of previous results.



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 2022-2023 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:

Murray Hollman,

Board Chair

Dorraine Lonsdale,

Vice-Chair

Sharla Heistad,

Trustee

Cynthia Leyson,

Trustee

Kim Pasula,

Trustee

Anne Marie Watson,

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

Laurel Latka,

Secretary Treasurer

Ryan Ledene,

Associate Superintendent of System Services

Ryan Sawula,

Associate Superintendent of Curriculum

Jodi Smith,

Associate Superintendent of Personnel



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
21

Elementary Schools	7
Pre-Kindergarten to Grade 9	7
Middle Schools	3
High Schools	4

RDCRS prides itself on the diversity of program choices in all 21 schools: fifteen 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.

RDCRS DIVISION OVERVIEW

2022-2023 Student Population by School

School/Population:

Blackfalds, AB

[St. Gregory the Great Catholic School \(683\)](#)

Innisfail, AB

[St Marguerite Bourgeoys Catholic School \(303\)](#)

Olds, AB

[Holy Trinity Catholic School \(277\)](#)

Red Deer, AB

[École Camille J. Lerouge School \(630\)](#)

[École Secondaire Notre Dame High School \(1,239\)](#)

[Father Henri Voisin School \(372\)](#)

[Holy Family School \(380\)](#)

[Maryview School \(252\)](#)

[St. Elizabeth Seton School \(351\)](#)

[St. Francis of Assisi Middle School \(837\)](#)

[St. John Paul II Outreach School \(30\)](#)

[St. John Paul II - Home Education Program \(872\)](#)

[St. Joseph High School \(822\)](#)

[St. Martin de Porres School \(245\)](#)

[St. Patrick's Community School \(563\)](#)

[St. Teresa of Avila School \(367\)](#)

[St. Thomas Aquinas Middle School \(628\)](#)

Rocky Mountain House, AB

[St. Dominic Catholic High School \(213\)](#)

[St. Matthew Catholic School \(567\)](#)

Sylvan Lake, AB

[École Mother Teresa School \(385\)](#)

[École Our Lady of the Rosary School \(382\)](#)

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.



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.

Alberta Education Assurance Measures: RDCRS Overall Summary Fall 2023

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	IMPROVMENT	OVERALL
STUDENT GROWTH AND ACHIEVEMENT	STUDENT LEARNING ENGAGEMENT	88.1	90.7	90.7	84.4	85.1	85.1	N/A	DECLINED SIGNIFICANTLY	N/A
	CITIZENSHIP	87.7	89.7	89.7	80.3	81.4	82.3	VERY HIGH	DECLINED SIGNIFICANTLY	ACCEPTABLE
	3 YEAR HIGH SCHOOL COMPLETION	86.6	84.8	85.4	80.7	83.2	82.3	HIGH	MAINTAINED	GOOD
	5 YEAR HIGH SCHOOL COMPLETION	91.3	89.6	90.5	88.6	87.1	86.2	HIGH	MAINTAINED	GOOD
	PAT ACCEPTABLE	73.4	77.2	N/A	63.3	64.3	N/A	INTERMEDIATE	N/A	N/A
	PAT EXCELLENCE	15.2	20.6	N/A	16.0	17.7	N/A	INTERMEDIATE	N/A	N/A
	DIPLOMA ACCEPTABLE	76.2	70.3	N/A	80.3	75.2	N/A	LOW	N/A	N/A
	DIPLOMA EXCELLENCE	15.6	12.5	N/A	21.2	18.2	N/A	INTERMEDIATE	N/A	N/A
TEACHING & LEADING	EDUCATION QUALITY	92.8	93.3	93.6	88.1	89.0	89.7	VERY HIGH	DECLINED	GOOD
LEARNING SUPPORTS	WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS	90.8	92.4	92.4	84.7	86.1	86.1	N/A	DECLINED SIGNIFICANTLY	N/A
	ACCESS TO SUPPORTS AND SERVICES	89.1	91.5	91.5	80.6	81.6	81.6	N/A	DECLINED SIGNIFICANTLY	N/A
GOVERNANCE	PARENTAL INVOLVEMENT	85.5	85.0	85.9	79.1	78.8	80.3	VERY HIGH	MAINTAINED	EXCELLENT

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 88.1 % compared to provincial rate of 84.4.1%
- Citizenship 87.9% compared to provincial rate of 80.3%
- 86.6% of RDCRS students graduate in three years compared to the provincial average of 80.7% while 91.3% of RDCRS students graduate in five years compared to the provincial average of 88.6%
- 73.4% of students received Acceptable on the Provincial Achievement Exams compared to the provincial average of 63.3%
- Education Quality 92.8% compared to provincial rate of 88.1 %
- Welcoming, Caring, Respectful and Safe Learning Environments 90.8% compared to 84.7%
- Access to student supports and services 89.1% compared to 80.6%
- Parental Involvement 85.5% compared to 79.1%

9 OUT OF 12 MEASURES

RDCRS SCORED HIGHER THAN THE PROVINCIAL AVERAGE.

In examining the Assurance Measures of Success, compared to our own previous results, 5 measures were improved or maintained.

The five measures include:

1. 3 Year High School Completion (86.6%)
2. 5 year High School Completion (91.3%)
3. Diploma Acceptable (76.2%)
4. Diploma Excellence (15.6%)
5. Parental Involvement (85.5%)

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 to 2021/22 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. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

RDCRS Key Strategies and Actions:

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 to target key actions for continued improvement.

- To continue to support students through increased safe and caring spaces through a focus on our Compassion in Action model building proficiency of staff's foundational knowledge in the trauma-informed practice of regulate - relate - reason.
- Establish a new faith coach model to support schools in enhanced staff faith formation.
- Develop a Catholic professional learning curriculum rooted in foundational practices.
- Enhance professional learning by evaluating and aligning current professional development practices and seek stakeholder input in a redefined professional development framework.
- Revise the school improvement plan template and process to create efficiencies in planning, setting targets, and ensuring execution of improvement planning.
- Focus on improved student engagement via a focus on high leverage teaching outcomes.
- Indigenous education transition camps and support for students targeting high school completion and increasing resiliency and success.
- Evaluation and enhancement of the model of student support to include a lead counselor position and establish the mental health transition consultant intake and support process.
- Foster increased professional development and optimal instruction in foundational skills within literacy (phonic/phonemic awareness, vocabulary acquisition, and the mechanics of writing) and numeracy (foundational number sense and mental math) to increase student competency in curricular outcomes.
- Educational Assistant PD model responding to their feedback for ongoing support.
- Through a collective leadership model, staff will utilize high-impact, data-driven, and evidence-based teaching practices to improve student

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. Our key objective remained a four-year focus on intentional faith 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.

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.



St. Thomas Aquinas Middle School students during Advent.

Student Survey Results:

MEASURE	2022/23	2022/21	2021/2020
I BELIEVE THAT THE CATHOLIC FAITH TEACHES ME A GOOD WAY TO LIVE.	88	91	88
I LEARN ABOUT GOD IN CLASSES OTHER THAN RELIGION CLASSES.	75	80	63
CATHOLIC VIEWPOINTS AND CONNECTIONS ARE INTEGRATED INTO MY SCHOOL SUBJECTS AND ACTIVITIES. (GRADE 7 & 10 STUDENTS)	78	88	N/A
I LEARN THE IMPORTANCE OF THE TRADITIONS OF OUR FAITH SUCH AS SCRIPTURE READING, LITURGIES, SACRAMENTS, AND CELEBRATIONS.	89	93	N/A
I ENJOY LEARNING ABOUT FAITH IN MY SCHOOL	80	N/A	N/A
MY SCHOOL ENCOURAGES ME TO LEARN MORE ABOUT FAITH.	95	N/A	N/A
I LEARN ABOUT THE PATRON SAINT AT MY SCHOOL.	78	N/A	N/A
I AM INSPIRED BY THE CATHOLIC FAITH AT MY SCHOOL.	77	N/A	N/A
MY SCHOOL PRAYS TOGETHER AS A COMMUNITY OF BELIEVERS.	95	N/A	N/A
I AM PROVIDED OPPORTUNITIES TO PRAY AT MY SCHOOL.	96	N/A	N/A
I UNDERSTAND HOW HELPING OTHERS IS WHAT GOD TEACHES ME TO DO.	93	N/A	N/A
I UNDERSTAND WHAT IT MEANS TO LOVE AND HELP MY NEIGHBOUR AS A CATHOLIC MEMBER OF OUR COMMUNITY.	93	N/A	N/A
I LEARN THAT WE ALL NEED TO PLAY A PART IN HELPING MAKE OUR WORLD A BETTER PLACE FOR EVERYONE.	96	N/A	N/A
I FEEL A PART OF OUR CHURCH COMMUNITY.	78	N/A	N/A
MY SCHOOL HELPS ME BE INSPIRED BY JESUS.	84	N/A	N/A

Comments:

In total, 1,857 students, 753 parents, and 451 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 2022-2023 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 theme of Inspired by Christ on a Journey to Encounter, Nurture and Serve.

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

Grade 7 and 10 students' agreement with "Catholic viewpoints and connections are integrated into my school subjects and activities" declined from 88% last year to 78% this year. This will need to be a focus as will the students' response to being inspired by the Catholic faith where 77% of surveyed students indicated this was the case.

Parent Survey Results:

MEASURE	2022/23	2022/21
I CAN SEE EVIDENCE THAT MY CHILD LEARNS ABOUT THE CATHOLIC FAITH IN SCHOOL	98	N/A
OUR FAMILY IS INVITED AND WELCOMED TO ATTEND FAITH CELEBRATIONS / LITURGIES / MASSES AT MY CHILD'S SCHOOL	92	80
MY CHILD SEEMS INTERESTED TO LEARN MORE ABOUT THEIR FAITH BECAUSE THEY ATTEND OUR CATHOLIC SCHOOL	85	88
OUR SCHOOL ENCOURAGES STUDENTS TO UNDERSTAND THE CHURCH'S MISSION TO HELP THE COMMON GOOD AND STUDENTS' PERSONAL RESPONSIBILITY TO ACTIVELY PARTICIPATE IN SOCIETY - THROUGH SERVICE TO OTHERS	96	93
OUR SCHOOL CREATES OPPORTUNITIES FOR STUDENTS TO ENCOUNTER AND MAKE CONNECTIONS WITH OUR FAITH THROUGH VARIOUS EXPERIENCES SUCH AS SCRIPTURE READING, LITURGIES, SACRAMENTS, AND CELEBRATIONS.	97	97

Staff Survey Results:

MEASURE	2022/23	2022/21
MEMBERS OF OUR COMMUNITY ARE PROVIDED OPPORTUNITIES TO LEARN ABOUT THE CATHOLIC FAITH	99	100
I AM INSPIRED BY THE HOLY SPIRIT IN THE WORK THAT WE DO AT MY SCHOOL	98	N/A
I AM SAFE TO SHARE, REFLECT, AND EXAMINE MY FAITH	98	N/A
I AM SUPPORTED IN MY FAITH DEVELOPMENT	98	N/A
I AM CONNECTED TO A PARISH AS PART OF MY FAITH DEVELOPMENT	96	N/A
THE SCHOOL DIVISION WANTS TO SUPPORT MY FAITH DEVELOPMENT WITHOUT JUDGMENT AND IN THE SPIRIT OF ALL OF GROWING TOGETHER IN CHRIST	92	N/A
THAT OUR SCHOOL ENCOURAGES STUDENTS AND STAFF TO UNDERSTAND THE CHURCH'S MISSION TO HELP OUR COMMUNITY AND THEIR PERSONAL RESPONSIBILITY TO ACTIVELY PARTICIPATE IN OUR COMMUNITY THROUGH SOCIAL JUSTICE.	99	100

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 three years.

Following the 2021/22 survey the Board of Trustees asked administration to examine new questions based on the stability of the longitudinal data. A Think Tank was held to help develop new questions that would help provide the school more direction in planning. Additionally the staff survey was anonymous for the first time in six years in order to help staff feel they could provide authentic feedback.

Parent Survey Results:

MEASURE	2022/23	2022/21
I BELIEVE OUR SCHOOL PROVIDES A WELCOMING, SAFE, CARING ENVIRONMENT FOR OUR CHILDREN	96	100
I HAVE THE OPPORTUNITY TO BE HEARD IF I HAVE A QUESTION OR CONCERN	95	N/A
MY SCHOOL PROVIDES OPPORTUNITIES FOR ME TO BE INVOLVED AT THE SCHOOL (SURVEYS, SCHOOL COUNCIL, CELEBRATIONS, OPEN HOUSES, INFORMATION NIGHTS)	97	N/A
PARENT/STAKEHOLDER COMMENTS AND FEEDBACK OFTEN LEAD TO CHANGES OR IMPROVEMENTS AT RDCRS	89	89
I BELIEVE THERE IS A CULTURE OF INNOVATION AT MY CHILD'S SCHOOL AND THROUGHOUT THE SCHOOL DIVISION.	94	N/A
I BELIEVE RDCRS HAS ADEQUATE PROCEDURES FOR SHARING INFORMATION.	95	96
I BELIEVE MY CHILD'S SCHOOL HAS ADEQUATE PROCEDURES FOR SHARING INFORMATION.	95	100
I WOULD RECOMMEND RDCRS AS A GREAT PLACE FOR STUDENTS TO ATTEND	97	99



St. Elizabeth Seton students enjoying an outdoor activity.

LOCAL MEASURES EXAMINING OUR CULTURE AT RDCRS

Staff Responses:

MEASURE	2022/23	2022/21	2021/20
WITH THE SUPPORT YOU HAVE BEEN GIVEN TO CREATE AND IMPLEMENT YOUR PERSONAL PROFESSIONAL GROWTH PLAN?	95	98	N/A
WITH OPPORTUNITIES FOR INPUT IN DETERMINING THE PROFESSIONAL DEVELOPMENT ACTIVITIES IN YOUR SCHOOL.	93	97	N/A
IS YOUR SCHOOL'S PROFESSIONAL DEVELOPMENT PLAN ASSISTING YOU AS A TEACHER IN IMPROVING YOUR INSTRUCTIONAL STRATEGIES?	89	N/A	N/A
DOES YOUR SCHOOL PROFESSIONAL DEVELOPMENT PLAN PROVIDE YOU WITH OPPORTUNITIES TO COLLABORATE WITH TEACHER COLLEAGUES ON STUDENT LEARNING?	88	N/A	N/A
I FEEL SUPPORTED BY RDCRS WHEN IT COMES TO MY WELLNESS	86	95	N/A
I AM PROUD TO TELL OTHERS I WORK AT RDCRS	93	98	78
I AM OPTIMISTIC ABOUT THE FUTURE AT RDCRS	91	96	79
I AM INSPIRED BY RDCRS TO DO MY BEST WORK	93	97	76
INFORMATION IS WIDELY SHARED SO THAT EVERYONE CAN GET THE REQUIRED INFORMATION WHEN IT IS NEEDED.	93	98	74
RDCRS HAS ADEQUATE PROCEDURES FOR SHARING INFORMATION	94	98	N/A
IN GENERAL, INFORMATION IN RDCRS IS COMMUNICATED WELL.	93	99	N/A
MY SCHOOL LEADERSHIP TEAM INVOLVES ME IN DECISIONS THAT AFFECT MY WORK	92	97	N/A
MY SCHOOL LEADERSHIP TEAM ENCOURAGES ME TO OFFER MY OPINIONS AND IDEAS	93	99	N/A
MY SCHOOL LEADERSHIP TEAM SEEMS TO CARE ABOUT ME AS A PERSON	95	99	N/A
MY SCHOOL LEADERSHIP TEAM SETS CLEAR AND MANAGEABLE GOALS AND OBJECTIVES, UTILIZING MY INPUT	93	98	N/A
MY SCHOOL LEADERSHIP TEAM ACTS CONSISTENTLY; THEY DO AS THEY SAY	91	96	N/A
I AM ABLE TO BRING UP PROBLEMS AND TOUGH ISSUES	93	N/A	N/A
IT IS SAFE TO TAKE A RISK	94	N/A	N/A
NO ONE ON MY TEAM WOULD DELIBERATELY ACT IN A WAY THAT UNDERMINES MY EFFORTS	92	N/A	N/A
WORKING WITH MEMBERS OF THIS TEAM, MY UNIQUE SKILLS AND TALENTS ARE VALUED AND UTILIZED	94	N/A	N/A
OVERALL OUR SENIOR LEADERSHIP TEAM CLEARLY COMMUNICATES THEIR GOALS	92	96	74
OVERALL OUR SENIOR LEADERSHIP TEAM IS VISIBLE AND APPROACHABLE	83	93	73
OVERALL OUR SENIOR LEADERSHIP TEAM ACTS CONSISTENTLY; THEY DO AS THEY SAY	90	97	69
OVERALL OUR SENIOR LEADERSHIP TEAM HAS MY TRUST AND CONFIDENCE IN THEIR ABILITY TO ACHIEVE OUR RDCRS GOALS	91	97	74
OVERALL OUR SENIOR LEADERSHIP TEAM SETS AMBITIOUS, BUT REALISTIC GOALS	93	96	76
OVERALL OUR SENIOR LEADERSHIP TEAM HAS A LONG TERM PURPOSE AND DIRECTION FOR RDCRS	95	97	62
OVERALL OUR SENIOR LEADERSHIP TEAM HAS PAINTED A COMPELLING VISION FOR RDCRS	92	96	57
I FEEL ACCEPTED, COMFORTABLE AND SAFE WITHIN RDCRS	94	98	88
RDCRS HAS A CLEAR DEFINITION OF WHAT IS CONSIDERED A RESPECTFUL WORKPLACE	97	98	
MY WORKPLACE FEELS RESPECTFUL OVERALL	96	99	84
RDCRS EFFECTIVELY HANDLES "PEOPLE PROBLEMS" THAT EXIST BETWEEN STAFF	86	94	58
RDCRS OFFERS BENEFITS AND SERVICES THAT ADEQUATELY ADDRESS MY MENTAL HEALTH	91	98	83
I FEEL SUPPORTED IN MY WORKPLACE WHEN I AM DEALING WITH PERSONAL OR FAMILY ISSUE	94	97	N/A
I AM COMMITTED TO CONTRIBUTING TO AN ENVIRONMENT THAT SUPPORTS MENTAL HEALTH AND WELLNESS IN THE WORKPLACE	99	100	N/A
I FEEL THAT MY VOICE AND INPUT IS VALUED IN DECISION MAKING	91	N/A	N/A
I FEEL EMPOWERED TO LEAD IN MY CLASSROOM AND IN MY SCHOOL	97	N/A	N/A
I AM SUPPORTED IN TAKING RISKS AND INNOVATING	96	N/A	N/A
I WOULD RECOMMEND RDCRS AS A GREAT PLACE TO WORK	92	98	74
I CAN SEE A LINK BETWEEN MY WORK AND RDCRS'S LONG TERM OBJECTIVES	93	97	N/A
I HAVE CONTINUOUS OPPORTUNITIES TO LEARN AND GROW PROFESSIONALLY	96	99	60
THERE IS A STRONG FEELING OF TEAM SPIRIT AND COOPERATION IN RDCRS	89	96	60

RDCRS CAREER PATHWAY

Our High Schools have seen an increase of

24%

in successful community experiential learning opportunities credits.

As of 2023 our students have been awarded

\$47,000

in Alberta Industry Training Scholarships.

Our High Schools have seen an increase of

27%

in Registered Apprenticeship placement credit (RAP).

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 Techonomy
- Pipes Trade introduction - In partnership with TEPF and Local 496

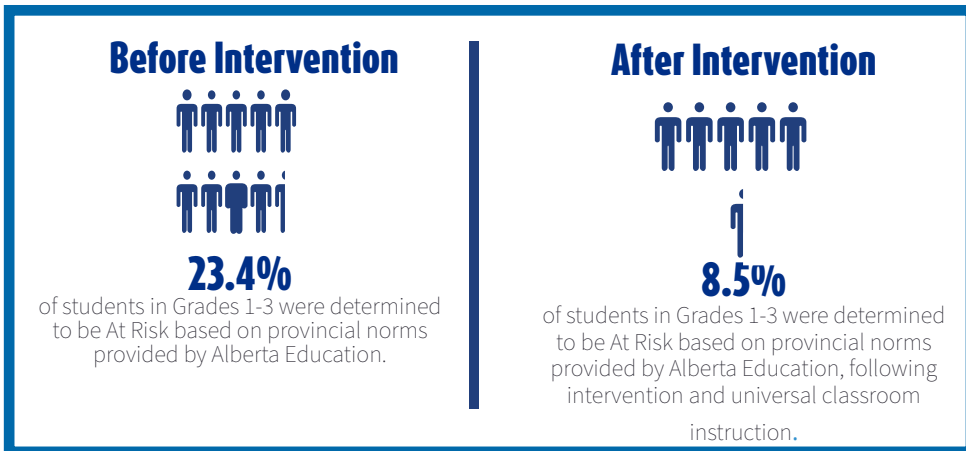


RDCRS students participating the the Veterinary Technical Assistant Program at Olds ollege

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 as well as direct reading instruction and interventions in our schools. 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. The Division established a research partnership with Dr. George Georgiou, Director at the Reading Research Lab at the University of Alberta. Dr. Georgiou is working with RDCRS teachers for three years in this partnership. Kindergarten to Grade 6 English Language Arts teachers and administrators participated in three, two-hour sessions on professional development days focused on how to teach phonological awareness, phonics, and fluency. Sessions unpacked each component, and the rationale behind this approach. Further, the teachers also explored how to assess and then interpret data using both the Alberta Education reading screens (LeNS, CC3) as well as other screens for students in Grades 4 to 6. Teachers then learned how to use this data to inform reading instruction.

LITERACY RESULTS			
GRADE	STUDENT POPULATION	AT RISK SEPTEMBER/ JANUARY	AT RISK JUNE
ONE	503	128	31
ONE FRENCH IMMERSION	96	19	0
TWO	573	135	50
TWO FRENCH IMMERSION	74	21	12
THREE	523	107	46
THREE FRENCH IMMERSION	84	23	19

Overall, the results on the screening assessments show improvement. In total, 275 students moved from at-risk through the intervention programming and focus on reading instruction.



Overall, the results on Numeracy screening assessments show improvement however this improvement is less than we would like to see as a school division. In total, 161 students moved from at-risk through our focus on foundational numeracy instruction. We will begin to develop a numeracy framework for instruction and intervention through our collective leadership approach to help develop strategies to address this data, borrowing from our success with literacy.

NUMERACY RESULTS			
GRADE	STUDENT POPULATION	AT RISK SEPTEMBER/ JANUARY	AT RISK JUNE
ONE	503	114	71
ONE FRENCH IMMERSION	96	28	24
TWO	573	161	98
TWO FRENCH IMMERSION	74	16	12
THREE	523	125	83
THREE FRENCH IMMERSION	84	20	15

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 when compared to the provincial average.

To achieve this success as a Division, we continued to expose students to rich learning 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 targeting the science of reading. In high schools, they were able to offer many different post-secondary courses and programs to RDCRS students.

Supporting all students in their pathway to graduation and beyond continues to be a priority for all students in RDCRS. We were pleased to see increases in the area of High School Completion, as this had been a target for

improvement.

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.

Focus Area: Given the decrease in results in Provincial Achievement Exams in the Acceptable category, schools are utilizing collaborative blocks to analyze student data and continue to focus on vertical curriculum alignment of key learning outcomes.

Student Growth and Achievement:

ASSURANCE DOMAIN	MEASURE	RED DEER CATHOLIC			ALBERTA		
		CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE	CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE
STUDENT GROWTH AND ACHIEVEMENT	STUDENT LEARNING ENGAGEMENT	88.1	90.7	90.7	84.4	85.1	85.1
	CITIZENSHIP	87.7	89.7	89.7	80.3	81.4	82.3
	3 YEAR HIGH SCHOOL COMPLETION	86.6	84.8	85.4	80.7	83.2	82.3
	5 YEAR HIGH SCHOOL COMPLETION	91.3	89.6	90.5	88.6	87.1	86.2
	PAT ACCEPTABLE	73.4	77.2	N/A	63.3	64.3	N/A
	PAT EXCELLENCE	15.2	20.6	N/A	16.0	17.7	N/A
	DIPLOMA ACCEPTABLE	76.2	70.3	N/A	80.3	75.2	N/A
	DIPLOMA EXCELLENCE	15.6	12.5	N/A	21.2	18.2	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.

19/20

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

6/20

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

Provincial Achievement Tests Subject Breakdown:

SUBJECT	RDCRS ACCEPTABLE	RDCRS EXCELLENCE	PROVINCIAL ACCEPTABLE	PROVINCIAL EXCELLENCE
ENGLISH LANGAUGE ARTS 6	91.6	22.0	76.2	18.4
FRENCH LANGUAGE ARTS 6	80.4	7.1	77.6	12.5
MATHEMATICS 6	76.7	16.2	65.4	15.9
SCIENCE 6	80.6	25.0	66.7	21.8
SOCIAL STUIDES 6	79.8	21.5	66.2	18.0
ENGLISH LANGAUGE ARTS 9	86.9	13.1	71.4	13.4
FRENCH LANGUAGE ARTS 9	73.8	6.2	76.1	10.9
K & E ENGLISH LANGAUGE ARTS 9	88.9	13.9	50.2	5.7
MATHEMATICS 9	59.1	9.9	54.4	13.5
K & E MATHEMATICS 9	79.3	31.0	52.7	11.3
SCIENCE 9	73.0	16.7	66.3	20.1
K & E SCIENCE 9	63.6	9.1	52.9	10.9
SOCIAL STUDIES 9	67.2	14.3	58.4	15.9

The decline in division PAT scores is an area of focus for our school division. All schools have conducted analysis of the results and teachers and administrators are using collaborative blocks and professional development to develop strategies for improvement. Some of these include utilizing more high yield teaching strategies, focusing on vertical curriculum alignment, utilizing gradual release techniques to explore higher level thinking routinely in classes throughout the school year, and targeting source based examples in classes.

DIPLOMA EXAM 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.

Diploma Exam Mark Subject Breakdown:

SUBJECT	RDCRS ACCEPTABLE	RDCRS EXCELLENCE	PROVINCIAL ACCEPTABLE	PROVINCIAL EXCELLENCE
ENGLISH LANGAUGE ARTS 30-1	70.6	7.8	83.7	10.5
ENGLISH LANGAUGE ARTS 30-2	88.0	14.7	86.2	12.7
FRENCH LANGUAGE ARTS 30-1	91.4	2.9	93.1	6.1
MATHEMATICS 30-1	64.6	18.9	70.8	29.0
MATHEMATICS 30-2	74.5	14.1	71.1	15.2
SOCIAL STUDIES 30-1	76.0	10.2	83.5	15.9
SOCIAL STUDIES 30-2	80.6	10.4	78.1	12.3
BIOLOGY 30	79.6	22.9	82.7	32.8
CHEMISTRY 30	71.8	23.9	80.5	37.0
PHYSICS 30	73.2	27.5	82.3	39.9
SCIENCE 30	76.3	13.6	79.4	23.1

The decline in division Diploma Exam scores is an area of focus for our school division. All schools have conducted analysis of the results and teachers and administrators are using collaborative blocks and professional development to analyze the data and develop strategies for improvement. Some of these are strategies are to utilize more high-yield teaching strategies, in-reach programs for chronic attendance problems, and differentiated instruction techniques.

Diploma Exam Blended Mark Subject Breakdown:

SUBJECT	RDCRS ACCEPTABLE	RDCRS EXCELLENCE	PROVINCIAL ACCEPTABLE	PROVINCIAL EXCELLENCE
ENGLISH LANGAUGE ARTS 30-1	100	37.9	97.9	29.2
ENGLISH LANGAUGE ARTS 30-2	95.3	13.2	96.6	12.0
FRENCH LANGUAGE ARTS 30-1	100	25.7	99.5	46.0
MATHEMATICS 30-1	97.5	28.9	93.4	41.5
MATHEMATICS 30-2	98.3	21.8	92.4	22.2
SOCIAL STUDIES 30-1	100	41.4	99.1	37.7
SOCIAL STUDIES 30-2	96.9	21.5	96.6	16.8
BIOLOGY 30	98.3	42.8	96.9	46.3
CHEMISTRY 30	98.2	44.2	96.8	48.0
PHYSICS 30	98.8	51.9	97.7	52.4
SCIENCE 30	96.4	23.2	95.8	29.1

10/11

Subjects, RDCRS students exceeded the provincial average on the Acceptable Standard in their blended mark.

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).

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.

92.8%

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

Overall, our achievement in this measure remains very high with the Division results maintaining a significant increase when compared to the provincial average.

Teaching and Leading:

ASSURANCE DOMAIN	MEASURE	RED DEER CATHOLIC			ALBERTA		
		CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE	CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE
TEACHING & LEADING	EDUCATION QUALITY	92.8	93.3	93.6	88.1	89.0	89.7

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 Inclusion Lead Teachers, 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.

The MS2 Team works 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, LeNS and CC3, 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.

Learning Supports:

ASSURANCE DOMAIN	MEASURE	RED DEER CATHOLIC			ALBERTA		
		CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE	CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE
LEARNING SUPPORTS	WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS	90.8	92.4	92.4	84.7	86.1	86.1
	ACCESS TO SUPPORTS AND SERVICES	89.1	91.5	91.5	80.6	81.6	81.6

90%
Of parents

85.9%
Of students

96.5%
Of teachers

Agree that their learning environments are welcoming, caring, respectful, and safe.

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. Despite this we will continue to monitor the support provided given the decrease we have witnessed when comparing our results to our own previous scores.

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.

84.6%
Of parents

88.7%
Of students

94%
Of teachers

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



RDCRS students enjoying Skate Day!

RDCRS

GOVERNANCE

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 continue to want to promote more opportunities for stakeholder engagement.

Stakeholders in our community appear to be satisfied with the overall opportunity for parental involvement, based on the result of 85.5% on this measure.

In examining the data further, 77.2% of parents, and 93.9% 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. This work includes hosting stakeholder engagement summits as well as enhanced surveys.



St. Gregory the Great mural.

Governance:

ASSURANCE DOMAIN	MEASURE	RED DEER CATHOLIC			ALBERTA		
		CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE	CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE
GOVERNANCE	PARENTAL INVOLVEMENT	85.5	85.0	85.9	79.1	78.8	80.3

77.2%
Of parents

93.9%
Of teachers

Are satisfied with parental involvement in decisions about their child’s education.

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		
		CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE	CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE
STUDENT GROWTH AND ACHIEVEMENT	3 YEAR HIGH SCHOOL COMPLETION	76.6	78.3	85.9	50.7	59.5	59.1
	5 YEAR HIGH SCHOOL COMPLETION	80.3	88.0	85.9	71.3	68.0	67.0
	PAT ACCEPTABLE	58.0	67.9	N/A	63.3	64.3	N/A
	PAT EXCELLENCE	6.7	8.0	N/A	5.5	5.9	N/A
	DIPLOMA ACCEPTABLE	78.0	65.4	N/A	74.8	68.7	N/A
	DIPLOMA EXCELLENCE	13.3	6.2	N/A	11.3	8.5	N/A

Indigenous students at RDCRS demonstrate 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. 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, 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. To further support students and increase academic success and graduation rates the team has expanded strategies via increased land camps, transtion supports, family supports, student mentorship, and community partnerships.



Supporting Indigenous Students at RDCRS

Indigenous Student Provincial Achievement Tests Subject Breakdown:

SUBJECT	RDCRS ACCEPTABLE	RDCRS EXCELLENCE	PROVINCIAL ACCEPTABLE	PROVINCIAL EXCELLENCE
ENGLISH LANGAUGE ARTS 6	85.7	8.2	60.6	7.1
MATHEMATICS 6	63.5	9.6	63.5	9.6
SCIENCE 6	69.2	19.2	46.0	9.0
SOCIAL STUIDES 6	71.2	11.5	45.3	6.5
ENGLISH LANGAUGE ARTS 9	75.8	6.5	49.2	4.4
K&E ENGLISH LANGUAGE ARTS 9	87.5	0	43.8	3.7
MATHEMATICS 9	40.0	3.1	28.7	3.8
SCIENCE 9	55.2	7.5	42.1	7.1
SOCIAL STUDIES 9	51.6	3.1	34.1	4.9

Indigenous Student Diploma Exam Mark Subject Breakdown:

SUBJECT	RDCRS	RDCRS	PROVINCIAL ACCEPTABLE	PROVINCIAL EXCELLENCE
ENGLISH LANGAUGE ARTS 30-1	65.0	10.0	78.3	6.1
ENGLISH LANGAUGE ARTS 30-2	92.3	11.5	86.5	9.9
MATHEMATICS 30-1	62.5	31.3	60.6	15.0
MATHEMATICS 30-2	87.5	0	65.8	12.1
SOCIAL STUDIES 30-1	73.3	13.3	73.0	8.6
SOCIAL STUDIES 30-2	87.9	0	72.3	5.4
BIOLOGY 30	78.6	35.7	72.5	19.1
CHEMISTRY 30	66.7	11.1	70.0	26.8

In examining the breakdown of PAT results we were pleased to see that our results in 8 of 9 courses were above the provincial average. Our Diploma results were above the provincial average in 6 of 8 subjects. The subject breakdown provides greater insight into student performance on subjects. Overall our students are finding success compared to the rest of the province however we will continue to explore how to increase student success. With increased learning interventions, this work will include a focus on targeted supports for our Indigenous students and their families. These supports include increased one on one support for indigenous students with our family school enhancement counsellor, peer to peer mentorship, transition supports, academic interventions and land based learning connected to the curriculum and indigenous ways of knowing.

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 school inclusion teams routinely meet, and collaborate 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		
		CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE	CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE
STUDENT GROWTH AND ACHIEVEMENT	3 YEAR HIGH SCHOOL COMPLETION	84.7	81.3	87.5	72.8	78.5	77.1
	5 YEAR HIGH SCHOOL COMPLETION	96.9	95.8	91.7	88.7	86.1	86.0
	PAT ACCEPTABLE	69.4	68.5	N/A	57.9	59.7	N/A
	PAT EXCELLENCE	9.8	12.1	N/A	12.2	13.7	N/A
	DIPLOMA ACCEPTABLE	65.6	57.2	N/A	67.1	59.0	N/A
	DIPLOMA EXCELLENCE	8.5	3.2	N/A	13.8	10.8	N/A

Recognizing that Central Alberta and RDCRS has experienced significant increases in the number of new English Language Learners given world conflicts, it is understandable that our schools experienced increased demands for supporting ELL learners. Overall we are pleased that despite this surge of families joining our community throughout the year our results increased slightly from our previous year results. Our schools are continuing to target interventions for these learners to help support them especially in the area of Excellence on PAT's and Diploma exams. It is also encouraging to see that our graduation rates increased and are significantly higher than the provincial average.

Supporting English Language Learners (ELL) at RDCRS:

ELL Provincial Achievement Tests Subject Breakdown:

SUBJECT	RDCRS ACCEPTABLE	RDCRS EXCELLENCE	PROVINCAL ACCEPTABLE	PROVINCIAL EXCELLENCE
ENGLISH LANGAUGE ARTS 6	89.8	18.4	73.9	13.9
MATHEMATICS 6	69.6	10.2	64.9	15.2
SCIENCE 6	63.2	10.3	64.7	17.2
SOCIAL STUDIES 6	75.0	17.6	65.4	15.7
ENGLISH LANGAUGE ARTS 9	81.4	8.6	62.2	6.6
MATHEMATICS 9	56.9	8.3	50.1	12.0
SCIENCE 9	71.2	9.6	59.4	15.0
SOCIAL STUDIES 9	62.5	8.3	50.4	11.0

In examining the breakdown of PAT results we were pleased to see that our results in 7 of 8 courses were above the provincial average. Given that these exams rely heavily on source based questions, reading is a required skill for all exams. Our ELL students appear to be well served by our approach to helping support them in their language development based on the results on these exams. We will continue to explore how to increase student success, with increased learning interventions, this work will include a focus on raising excellence results.

ELL Diploma Exam Mark Subject Breakdown:

SUBJECT	RDCRS ACCEPTABLE	RDCRS EXCELLENCE	PROVINCAL ACCEPTABLE	PROVINCIAL EXCELLENCE
ENGLISH LANGAUGE ARTS 30-1	60.3	1.7	63.3	3.7
ENGLISH LANGAUGE ARTS 30-2	78.9	8.8	71.5	5.5
MATHEMATICS 30-1	53.3	8.9	61.1	23.1
MATHEMATICS 30-2	69.0	6.9	58.5	9.7
SOCIAL STUDIES 30-1	62.5	4.2	72.7	8.8
SOCIAL STUDIES 30-2	62.5	10.9	62.5	7.8
BIOLOGY 30	73.5	14.3	72.8	24.7
CHEMISTRY 30	70.6	11.8	73.5	29.9
PHYSICS 30	62.5	12.5	75.7	32.3
SCIENCE 30	50.0	8.3	67.4	16.1

In examining the breakdown of Diploma results we overall we recognize that our ELL students are not performing as well as we would like to see. Given that these exams rely heavily on source based questions, reading is a required skill for all exams. We will continue to explore how to increase student success, with increased learning interventions, this work will include a focus on foundational reading skills and build on our Division's work with our literacy framework in an age appropriate context.

RDCRS

FINANCIAL RESULTS:

SUMMARY

Summary of Financial Results:

SCHOOL BOARD STATEMENT OF RESERVES	
	2022-23
OPERATING RESERVES	4,753,734
CAPITAL RESERVES	1,164,104
TOTAL RESERVES	\$5,917,838

SCHOOL BOARD EXPENDITURES 2022-2023			
PROGRAM	TOTAL REVENUE	FTE STUDENTS	REVENUE PER STUDENT
REVEUNE	\$116,620,828	9948.5	\$11,722
PROGRAM	TOTAL EXPENDITURE		SPENDING PER STUDENT
STUDENT INSTRUCTION	\$95,143,714		\$9,564
SUPPORT EXPEDITURES			
OPERATIONS & MAINTENENCE	\$14,332,446		\$1,441
TRANSPORTATION	\$5,879,621	4459	\$591
GOVERNANCE & SYSTEM	\$3,342,318		\$336
SUPPORT (SUB TOTAL)	\$23,554,385		\$2,368
DEFICIT	-\$2,077,271		-\$209

SCHOOL BOARD EXPENDITURES PLAN 2023-2024			
PROGRAM	TOTAL REVENUE	FTE STUDENTS	REVENUE PER STUDENT
REVEUNE	\$118,628,622	10257	\$11,561
PROGRAM	TOTAL EXPENDITURE		SPENDING PER STUDENT
STUDENT INSTRUCTION	\$94,447,226		\$9,204
SUPPORT EXPEDITURES			
OPERATIONS & MAINTENENCE	\$13,998,312		\$1,364
TRANSPORTATION	\$6,565,697	4371	\$641
GOVERNANCE & SYSTEM	\$3,617,385		\$353
SUPPORT (SUB TOTAL)	\$24,181,396		\$2,358
DEFICIT	\$0		\$0

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 2022/23 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.

Appendix A: Assurance Measures Evaluation Reference:

Achievement Evaluation

Achievement evaluation is based upon a comparison of current year data to a set of standards which remain consistent over time. The standards are calculated by taking the three-year average of baseline data for each Measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation. The table below shows the range of values defining the five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

1) For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Improvement Evaluation

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)