



Annual Education Results Report

2022 - 2023

Red Deer Public Schools



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*For further information on the
Annual Education Results Report for 2022-2023
for Red Deer Public Schools, please contact*

*Chad Erickson
Superintendent of Schools*

*Red Deer Public Schools
4747 53 Street
Red Deer, Alberta T4N 2E6
Direct Phone Line: 403-342-3710
Email: Chad.Erickson@rdpsd.ab.ca*

The Year in Review

Fast Facts:

- 11,154 students
 - o 910 ECS students
 - o 4,014 elementary students
 - o 2,447 middle school students
 - o 3,593 high school students
 - o Students included in the above:
 - 928 French Immersion
 - 1,424 English Language Learners
 - 967 self-identified First Nations', Métis & Inuit Learners
 - 162 Pre-kindergarten children
- 1,579 staff members
 - o 638 Teachers
 - o 415 Substitute Teachers
 - o 410 Classified Staff
 - o 116 CUPE Staff
- 30 school sites, including
 - o 12 Elementary Schools (ECS to Grade 5)
 - o 3 ECS to 8 Schools
 - o 3 Middle Schools (Grades 6 to 8)
 - o 2 High Schools (Grades 9 to 12)
 - o 1 Christian Alternative School (ECS to Grade 12)
 - o 1 Spanish Bilingual Alternative School (ECS to Grade 8)
 - o 8 alternative school programs
- \$126 million budget

Local Context:

Red Deer Public Schools encompasses the city boundaries of Red Deer, Alberta. Red Deer is a city of just over 100,000 residents (2021) located directly between Calgary and Edmonton, along the QEII corridor. Of the total population of Red Deer, over 19,000 are between the ages of 5 and 19, meaning that Red Deer Public Schools, with a student population of over 11,000, is responsible for educating over 60% of the students in the city (with the remainder of students distributed between a variety of neighbouring school divisions, private schools, as well as Red Deer Catholic Regional Schools, which also operates within the city of Red Deer).

Red Deer is a very diverse community, both culturally and economically. 13% of the population of Red Deer speaks a language other than English at home, and this statistic is mirrored in Red Deer Public Schools, as almost 13% of our learners are English as an Additional Language students. Economically, the average household income (2020) in Red Deer is \$103,000. However, over 60% of households fall below this threshold, and over 30% fall below the \$50,000 a year average household income line. These statistics are reflected in our 22 schools as well, as the neighbourhoods within Red Deer that represent the various socio-economic areas all feed into our elementary, middle, and high schools. It is within these circumstances that all of our schools exist, and do their very best to meet the needs of our students and their families.

Moving Forward:

The 2022-2023 Division Education Plan reflected the needs and priorities of our community, but was also developed in the context of several societal shifts as schools emerged from two years shadowed in the global pandemic. While being optimistic regarding what the 2022-2023 school year would look like, we also believed it was important to ensure that we did not embark on a significant number of new initiatives. As such, we developed a plan that aligned with Alberta Education requirements, as well as our three Division priority areas of:

- Literacy and Numeracy
- Equity
- Student Success and Completion

Throughout the school year it became apparent that even with our decision to only introduce a modest number of brand new initiatives during the 2022-2023 school year, it was not going to be possible to fully realize a full level of implementation on all of them. As will be detailed in this document, we attempted to focus on as many of the strategies that directly impacted our students, as we could. Some strategies were postponed, and will appear again in our 2023-2024 Division Education Plan.

For the first time in almost three years we were able to participate in all Provincial Achievement Testing and Diploma Exam writing, and this report will include our full suite of results in both of these areas. Additionally, as required by Alberta Education this year, we also have included a host of new achievement data, dealing with literacy and numeracy in the Grade 1 to 3 areas. Finally, this document will also include a significant amount of anecdotal evidence gathered from our schools, and our various Central Services departments, as well as our division satisfaction surveys, and the Alberta Education Assurance Model surveys.

Assurance Framework:

Red Deer Public Schools, as one of the original pilot school jurisdictions, has been following the Assurance Framework for several years now. The Assurance Framework is about building trust and confidence that our education system is meeting the needs of students, and enabling their success. There are five assurance “domains” that we must demonstrate that we are meeting our responsibilities in. These areas include:

- **Student Growth and Achievement:** The ongoing progress of students’ learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.
- **Teaching and Leading:** Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

- **Learning Supports:** Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.
- **Governance:** Processes that determine strategic direction, establish policy and manage fiscal resources.
- **Local and Societal Context:** Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Red Deer Public Schools embeds these Assurance domains within our own priorities, which were identified above. Our Three-Year Education Plan, as well as the yearly Education Plans our schools develop and share, focus on each of these domains, and we provide assurance to all our stakeholders through this Annual Education Results Report, in addition to each school's individual School Results Reports (all of which are posted on our school division website).

Stakeholder Engagement:

Stakeholder engagement plays an essential role in the development of our Three-Year Division Education Plan and helps provide assurance that Red Deer Public and our schools are best meeting the needs of students and our community.

Our community engagement process took place at the beginning of 2023. Red Deer Public engaged with its community around the Division's priorities and day to day experiences for students. This was done through surveys which gathered input from staff and broader community, as well as exercises conducted at school-based meetings, including City Wide School Council.

One of the highlights of this year's community engagement included involving students. Over a three-week period, Superintendent Chad Erickson and the Board of Trustees visited a number of Kindergarten to Grade 8 schools, as well as middle and high schools to talk to students about what makes a great day in school, and what can make a great day turn bad.

Great feedback was heard from students, including that they feel safe and cared for at school, and they value their relationships with their friends and teachers. Another theme that came from students was the issue of bullying. As a result, the Division will implement a comprehensive bullying intervention plan. This will include initiatives involving:

- The prevention of bullying
- The intervention process when bullying occurs
- The collaboration between parents/guardians, staff and students
- The ongoing evaluation of the plan
- Striving for the continuous improvement of the Division's approach to addressing bullying in schools

In addition, as part of this year's community engagement, administrators, members of Teacher Voice, who are teacher representatives from schools across the Division, as well as staff, City Wide School Council and the general public were also engaged in the process. These groups were asked if Red Deer Public should keep its current priorities, and what other priorities the Division should consider, if any.

Red Deer Public's Three Year Education Plan outline the Division's priorities, which include:

- Literacy & Numeracy
- Equity
- Student Success & Completion

Following this year's community engagement, the Division heard overwhelmingly that these priorities are still relevant.

Another question asked of administrators and members of Teacher Voice was: It is 2033, RDPSD is receiving an award for being a Division of Distinction. Why are we receiving an award? What did the following groups say on our nomination? Each group worked through how Red Deer Public would get there and what students, staff, parents and the community would say.

The Board of Trustees and Senior Administration held a two day strategic planning workshop in February to review all these results, as well as other key information and data to draft an updated Three-Year Division Education Plan.

The draft Three-Year Division Education Plan was approved in principle at the April Board meeting. It was also shared at the April School Admin meeting for information, to add clarity and provide opportunities for further feedback.

The Division Education Plan received formal approval by the Board of Trustees at the May 2023 Board Meeting.

Accountability Statement

The Annual Education Results Report for Red Deer Public 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 14th, 2023.

Nicole Buchanan
Chair of the Board of Trustees



Chad Erickson
Superintendent of Schools



Alberta Education Assurance Measures (Fall 2023)

Overall Summary

Assurance Domain	Measure	Red Deer School Division			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	82.9	85.1	85.1	84.4	85.1	85.1	n/a	Declined Significantly	n/a
	Citizenship	74.9	77.0	78.2	80.3	81.4	82.3	Intermediate	Declined Significantly	Issue
	3-year High School Completion	77.9	82.1	82.3	80.7	83.2	82.3	Intermediate	Declined Significantly	Issue
	5-year High School Completion	88.9	86.0	84.1	88.6	87.1	86.2	Intermediate	Improved Significantly	Good
	PAT: Acceptable	63.9	62.1	n/a	63.3	64.3	n/a	Low	n/a	n/a
	PAT: Excellence	15.6	13.6	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable	79.7	76.0	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	18.4	15.6	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	87.1	88.2	89.0	88.1	89.0	89.7	Intermediate	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.6	83.3	83.3	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	Access to Supports and Services	81.5	83.4	83.4	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	75.8	73.9	76.6	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

Alberta Education Assurance Measures (Fall 2023)
First Nations, Métis, and Inuit (FNMI) Learners Summary

[illegible]

Alberta Education Assurance Measures (Fall 2023)

English as an Additional Language (EAL) Summary

[illegible]

Division Goal

Literacy and Numeracy

Literacy refers to the ability of students to effectively and confidently work with words and numbers.

Outcomes

- Each learner is proficient in the areas of reading, writing, speaking and listening.
- Each learner has the ability to proficiently reason and apply numerical concepts.

Alberta Education Performance Measures

- Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 Language Arts Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of Red Deer Public students who achieved the acceptable standard on Grade 6 English Language Arts Provincial Achievement Tests.	85.3	N/A	N/A	81.8	81.2
Overall percentage of Red Deer Public students who achieved the standard of excellence on Grade 6 English Language Arts Provincial Achievement Tests.	9.5	N/A	N/A	12.9	14.0
Overall percentage of all Provincial students who achieved the acceptable standard on Grade 6 English Language Arts Provincial Achievement Tests.	83.2	N/A	N/A	76.1	76.2
Overall percentage of all Provincial students who achieved the standard of excellence on Grade 6 English Language Arts Provincial Achievement Tests.	17.8	N/A	N/A	18.9	18.4

- Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 9 Language Arts Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of Red Deer Public students who achieved the acceptable standard on Grade 9 English Language Arts Provincial Achievement Tests.	74.3	N/A	N/A	68.6	73.1
Overall percentage of Red Deer Public students who achieved the standard of excellence on Grade 9 English Language Arts Provincial Achievement Tests.	11.9	N/A	N/A	7.0	11.7
Overall percentage of all Provincial students who achieved the acceptable standard on Grade 9 English Language Arts Provincial Achievement Tests.	75.1	N/A	N/A	69.6	71.4
Overall percentage of all Provincial students who achieved the standard of excellence on Grade 9 English Language Arts Provincial Achievement Tests.	14.7	N/A	N/A	12.9	13.4

- Percentage of students who achieved the acceptable standard and the standard of excellence on English 30-1 Diploma Examinations**

Performance Measure	Red Deer Public Schools					Province				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Overall percentage of students who achieved the acceptable standard on the English 30-1 diploma examinations.	87.7	N/A	N/A	83.3	85.2	86.8	N/A	N/A	78.8	83.7
Overall percentage of students who achieved the standard of excellence on the English 30-1 diploma examinations.	11.6	N/A	N/A	10.7	9.9	12.2	N/A	N/A	9.4	10.5

- Percentage of students who achieved the acceptable standard and the standard of excellence on English 30-2 Diploma Examinations**

Performance Measure	Red Deer Public Schools					Province				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Overall percentage of students who achieved the acceptable standard on the English 30-2 diploma examinations.	90.4	N/A	N/A	87.2	87.6	87.0	N/A	N/A	80.7	86.2
Overall percentage of students who achieved the standard of excellence on the English 30-2 diploma examinations.	15.7	N/A	N/A	15.4	14.7	12.1	N/A	N/A	12.2	12.7

- Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 Mathematics Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of Red Deer Public students who achieved the acceptable standard on Grade 6 Mathematics Provincial Achievement Tests.	68.4	N/A	N/A	67.6	65.0
Overall percentage of Red Deer Public students who achieved the standard of excellence on Grade 6 Mathematics Provincial Achievement Tests.	7.6	N/A	N/A	8.6	11.8
Overall percentage of all Provincial students who achieved the acceptable standard on Grade 6 Mathematics Provincial Achievement Tests.	72.5	N/A	N/A	64.1	65.4
Overall percentage of all Provincial students who achieved the standard of excellence on Grade 6 Mathematics Provincial Achievement Tests.	15.0	N/A	N/A	12.6	15.9

- Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 9 Mathematics Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of Red Deer Public students who achieved the acceptable standard on Grade 9 Mathematics Provincial Achievement Tests.	58.2	N/A	N/A	45.9	61.4
Overall percentage of Red Deer Public students who achieved the standard of excellence on Grade 9 Mathematics Provincial Achievement Tests.	19.3	N/A	N/A	12.4	16.5
Overall percentage of all Provincial students who achieved the acceptable standard on Grade 9 Mathematics Provincial Achievement Tests.	60.0	N/A	N/A	53.0	54.4
Overall percentage of all Provincial students who achieved the standard of excellence on Grade 9 Mathematics Provincial Achievement Tests.	19.0	N/A	N/A	16.7	13.5

- Percentage of students who achieved the acceptable standard and the standard of excellence on Math 30-1 Diploma Examinations**

Performance Measure	Red Deer Public Schools					Province				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Overall percentage of students who achieved the acceptable standard on the Math 30-1 diploma examinations.	73.0	N/A	N/A	62.3	70.8	77.8	N/A	N/A	63.5	70.8
Overall percentage of students who achieved the standard of excellence on the Math 30-1 diploma examinations.	28.0	N/A	N/A	17.9	25.5	35.0	N/A	N/A	23.0	29.0

- Percentage of students who achieved the acceptable standard and the standard of excellence on Math 30-2 Diploma Examinations**

Performance Measure	Red Deer Public Schools					Province				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Overall percentage of students who achieved the acceptable standard on the Math 30-2 diploma examinations.	64.2	N/A	N/A	72.6	71.6	76.4	N/A	N/A	61.5	71.1
Overall percentage of students who achieved the standard of excellence on the Math 30-2 diploma examinations.	15.1	N/A	N/A	14.7	14.9	16.7	N/A	N/A	11.7	15.2

Division Performance Measures

Alberta Education approved screening assessments used at each grade level:

- Grade 1: [Letter Name-Sound \(LeNS\) Screening Assessment](#) / [Castles and Coltheart 3 \(CC3\) Screening Assessment](#) / [Numeracy Screening Assessments](#)
- Grade 2: [Letter Name-Sound \(LeNS\) Screening Assessment](#) / [Castles and Coltheart 3 \(CC3\) Screening Assessment](#) / [Numeracy Screening Assessments](#)
- Grade 3: [Letter Name-Sound \(LeNS\) Screening Assessment](#) / [Castles and Coltheart 3 \(CC3\) Screening Assessment](#) / [Numeracy Screening Assessments](#)

Total number of students assessed at the beginning of the 2022-2023 school year, at each grade level:

- Grade 1: **769**
- Grade 2: **763**
- Grade 3: **689**

Total number of students identified as being at risk at the beginning of the 2022-2023 school year, at each grade level:

- Grade 1: **325**
- Grade 2: **303**
- Grade 3: **301**

Total number of students identified as being at risk at the end of the 2022-2023 school year, at each grade level:

- Grade 1: **262**
- Grade 2: **315**
- Grade 3: **294**

Average number of months behind grade level after the administration of the initial assessments for at risk students:

- Grade 1: **6.9**
- Grade 2: **8.7**
- Grade 3: **12.5**

Average number of months gained at grade level after the administration of the final assessments for at risk students:

- Grade 1: **1.7**
- Grade 2: **0**
- Grade 3: **-1.2**

Support strategies used for students identified as being at risk, at each grade level:

- Grade 1: **Instructors (Educational assistants or Teachers) were trained at central services on the Alberta Reading Intervention lessons. Every student identified received small group instruction (4 to 6 students) for 30 minutes every school day for 12-14 weeks.**
- Grade 2: **Instructors (Educational assistants or Teachers) were trained at central services on the Alberta Reading Intervention lessons. Every student identified received small group instruction (4 to 6 students) for 30 minutes every school day for 12-14 weeks.**
- Grade 3: **Instructors (Educational assistants or Teachers) were trained at central services on the Alberta Reading Intervention lessons. Every student identified received small group instruction (4 to 6 students) for 30 minutes every school day for 12-14 weeks.**

- **Percentage of Grade 1 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
694	483	69.60

- **Percentage of Grade 2 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
706	521	73.80

- **Percentage of Grade 3 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
806	617	76.55

- **Percentage of Grade 4 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
818	654	79.95

- **Percentage of Grade 5 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
840	686	81.67

- Percentage of Grade 6 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
718	549	76.46

- Percentage of Grade 7 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
654	490	74.92

- Percentage of Grade 8 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
515	372	72.23

- Percentage of ALL students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
5778	4398	76.12

- Survey result scores for literacy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are able to read and write what is expected in school.	84.1	X	83.3	82.2	83.0
Overall percentage of students who feel they are able to read and write what is expected of them in school.	90.2	X	88.9	87.9	87.2
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	94.9	X	95.2	95.0	94.9

- Survey result scores for numeracy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	84.0	X	87.7	86.1	92.1
Overall percentage of students who feel they are able to understand and work with numbers in school.	86.1	X	85.6	83.7	84.4
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	95.4	X	94.6	96.0	94.5

Comment on Results: Analysis and Action

Gr.1-3 Literacy & Numeracy Assessment Commentary

During the 2022-2023 school year Red Deer Public Schools provided targeted interventions in Literacy and Math to over 900 students, our results show that some students were able to move out of the at risk category after the intervention, however the number of students was less than the previous year. Our Learning Services team will be examining factors that may have led to the decreased success, with the aim to increase the number of students able to meet grade level standards by the end of the current school year. Currently we are taking a look at the tools that other divisions are using to help identify more specifically what students are struggling with to target interventions more precisely.

Additionally, we are also engaged with our schools to figure out how we provide interventions to students without the extra funding that had been given by Alberta Education to hire staff to do these over the past 3 years.

Provincial Achievement Test Analysis & Commentary

- At both the Grade Six and Nine levels Red Deer Public Schools' students achieved above or within 2% of the provincial average at the acceptable standard in English Language Arts & Mathematics.

- At the Grade Six level Division students were below the provincial average for the standard of excellence in Mathematics and English Language Arts.
- At the Grade Nine level Division students were above or within 2% of the provincial average for the standard of excellence in Mathematics and English Language Arts.

Overall the Division was satisfied with our results on Provincial Achievement Tests and Diploma Exams, in the area of Literacy and Numeracy. Work in these areas at the Division level is supported by coordinators. These coordinators provide centralized support for resource identification and use, with an aim to provide consistency across the Division. Individual schools are expected to analyze their own results and create a plan to improve results. Our coordinators are available to support our instructional leaders and teachers as required. As of now we are unable to identify any trends in these subject areas as we only have 2 years of results coming out of the pandemic. We will continue to look for trends and add or adjust strategies according to our results.

Diploma Exam Analysis

- ELA 30-1, ELA 30-2, Math 30-1, and Math 30-2 results for our Division were above or within 2% of the provincial average for the acceptable standard.
- ELA 30-1, ELA 30-2, and Math 30-2 results for our Division were above or within 2% of the provincial average for the standard of excellence. Math 30-1 was slightly below.

Red Deer Public Schools' focus on Literacy and Numeracy for the past 10 years is evidenced by these results. Our high schools systematically interpret and analyze their examination results to note patterns, anomalies, and/or interrelationships in the results. They will continue to use this analysis to plan for improvement.

Additionally, as part of our Annual Education Results Report, we also like to share some of the anecdotal evidence of the work we accomplished as we implemented the strategies from the previous year's Education Plan:

- As all Kindergarten to Grade 3 teachers prioritized and overviewed the new English Language Arts & Literature (ELAL) and Math curriculum during the 2021-2022 school year, the 2022-2023 school year was focused on supporting implementation. Five staff learning days were set aside for all K-3 teachers to have time to plan and prepare for the new curriculum. Prior to these days, our Learning Services department brought teams of teachers together to collaborate and create materials for all teachers to have access to in regards to the new curriculum outcomes.
- Red Deer Public had standardized on literacy resources from the University of Florida Literacy Institute (UFLI), and all of our K-3 ELAL teachers had implementation training that focuses on the science of reading research, which is also the basis of the new ELAL curriculum.
- In addition to the created resources mentioned above, our K-3 Math teachers were also given access to the digital resource, MATHia adventure, and the opportunity to purchase resources to further support curriculum implementation.
- With the upcoming implementation of the new Grade 4 to Grade 6 ELAL and Mathematics curriculum during the 2023-2024 school year, all Grade 4-6 teachers were brought to our Central Services location to overview this new curriculum together. Professional development focused on the science of reading and solid, research based, math teaching practice as well as yearly planning for the upcoming year in much the same process as the Kindergarten to Grade 3 teachers experienced in the previous year. In the Spring of 2023 two days of planning and resource/lesson creation for Grade 4-6 ELAL and Mathematics then occurred with volunteer teachers to put initial plans in place for curriculum roll out in September.
- As required by Alberta Education, Grade 1 to Grade 3 students in Red Deer Public Schools utilized the CC3, LeNS, NSIe, and Numeracy Screening Assessments to determine the total number of students at risk in the areas of literacy and numeracy. After the initial assessments identified students participated in small group, targeted, daily, 30-min interventions for a 13-16 week period. As evidenced in our quantitative data listed above, these interventions were quite successful.

Division Goal

Equity

***Equity is fairness for all students through:
excellence in instruction, support for students, and a reduction of barriers.***

Outcomes

- All learning and work environments within Red Deer Public Schools will be inclusive, respectful, safe, caring and free of discrimination and harassment.
- All learners are able to access the supports and services they need to achieve success.

Alberta Education Performance Measures

Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. (Target: 90%)

	Red Deer Public Schools										Province				
	2019		2020		2021		2022		2023		2019	2020	2021	2022	2023
	N	%	N	%	N	%	N	%	N	%	%	%	%	%	%
Overall	3,290	87.5	3,585	87.0	3,113	86.8	3,064	86.8	3,412	84.1	89.0	89.4	90.0	88.8	87.5
Parent	453	87.1	482	86.4	336	86.7	395	88.5	375	82.7	89.7	90.2	90.5	89.5	88.1
Student	2,341	81.0	2,562	80.0	2,307	79.0	2,193	80.2	2,521	79.6	82.3	82.6	84.0	82.5	81.5
Teacher	496	94.4	541	94.6	470	94.7	476	91.7	516	89.8	95.1	95.3	95.4	94.3	93.0

Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. (Target: 83%)

	Red Deer Public Schools										Province				
	2019		2020		2021		2022		2023		2019	2020	2021	2022	2023
	N	%	N	%	N	%	N	%	N	%	%	%	%	%	%
Overall	3267	80.4	3566	83.4	3033	80.2	2990	72.6	3,358	74.6	81	81.5	81.4	74.2	75.2
Parent	436	80	470	83.6	312	80.1	377	67.1	363	69.1	80.3	80	81.7	70	72.5
Student	2340	81.7	2561	81.1	2290	76.1	2171	76	2,503	75.6	79.4	79.6	79.1	76.3	75.0
Teacher	491	79.4	535	85.4	431	84.5	442	74.7	492	79.1	83.4	85	83.4	76.3	78.0

Overall percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. (Target: 85%)

	Red Deer Public Schools										Province				
	2019		2020		2021		2022		2023		2019	2020	2021	2022	2023
	N	%	N	%	N	%	N	%	N	%	%	%	%	%	%
Overall	n/a	n/a	n/a	n/a	3,109	82.2	3,061	83.4	3,409	81.5	n/a	n/a	82.6	81.6	80.6
Parent	n/a	n/a	n/a	n/a	334	76.4	395	78.6	375	74.7	n/a	n/a	78.9	77.4	75.7
Student	n/a	n/a	n/a	n/a	2,305	77.6	2,190	81.8	2,518	81.2	n/a	n/a	80.2	80.1	79.9
Teacher	n/a	n/a	n/a	n/a	470	92.5	476	89.7	516	88.5	n/a	n/a	88.7	87.3	86.2

Overall percentage of teachers, parents and students who agree that students are engaged in their learning at school. (Target: 85%)

	Red Deer Public Schools										Province				
	2019		2020		2021		2022		2023		2019	2020	2021	2022	2023
	N	%	N	%	N	%	N	%	N	%	%	%	%	%	%
Overall	n/a	n/a	n/a	n/a	3,113	84.2	3,063	85.1	3,409	82.9	n/a	n/a	85.6	85.1	84.4
Parent	n/a	n/a	n/a	n/a	336	88.1	395	88.7	375	83.5	n/a	n/a	89.0	88.7	87.3
Student	n/a	n/a	n/a	n/a	2,307	68.0	2,191	71.8	2,519	69.6	n/a	n/a	71.8	71.3	70.9
Teacher	n/a	n/a	n/a	n/a	470	96.6	477	94.7	515	95.5	n/a	n/a	96.0	95.5	95.1

Overall percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. (Target: 80%)

	Red Deer Public Schools										Province				
	2019		2020		2021		2022		2023		2019	2020	2021	2022	2023
	N	%	N	%	N	%	N	%	N	%	%	%	%	%	%
Overall	939	77.8	1,016	79.3	803	76.7	867	73.9	884	75.8	81.3	81.8	79.5	78.8	79.1
Parent	444	68.3	476	69.9	336	68.0	392	65.9	370	67.2	73.6	73.9	72.2	72.3	72.5
Teacher	495	87.3	540	88.8	467	85.4	475	82.0	514	84.4	89.0	89.6	86.8	85.2	85.7

Division Performance Measures

● Survey result scores for equity measurements by students, parents, and staff. (Targets: 90%)

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	92.1	X	92.9	93.0	92.1
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	91.2	X	93.2	91.8	91.6
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	93.2	X	93.9	96.0	94.9

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	90.1	X	93.8	91.7	88.6
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	84.7	X	86.1	84.0	83.3
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	97.3	X	96.2	96.8	96.2

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	87.7	X	88.6	89.7	87.3
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	83.3	X	84.2	82.5	82.4
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	94.7	X	89.4	94.0	93.1

Comment on Results: Analysis and Action

After analysis of our Alberta Education Assurance Measures surveys, as well as our own locally developed Division Satisfaction Survey, some general observations regarding the data include:

- The Division saw increases in four of twelve Alberta Education Assurance Measures, compared to the previous year.
- The Division was at, or above, the provincial average in three of twelve Alberta Education Assurance Measures.
- The Division remained the same, or improved upon, twenty of thirty-three Red Deer Public Schools' parent, student, and staff satisfaction measures, compared to the previous year.

Results from the surveys are used to support Division planning and will be included in our annual results reporting, coming in November of this year. Further, results are provided to each individual school for use with school-based planning and school-based results reports.

As we begin implementation of the 2023-2024 Division Education Plan, we have identified several strategies below which are intended to directly address areas within our survey results that require attention.

Through the development and introduction of a comprehensive bullying intervention plan, which includes initiatives involving the prevention of bullying; the intervention process when bullying occurs; the collaboration between parents/guardians, staff, and students; and the ongoing evaluation of our plan, we will strive to improve our approach to addressing bullying in our schools. Further, through the analysis of the “student census” survey, administered in April, 2023, we will have data which will allow us to address all areas in which students have indicated that they do not see themselves represented in the larger school context. Additionally, we have resumed the implementation of Student Support Rooms in all of our schools which have children and students who are in Kindergarten to Grade 8. Each of these rooms include a certified teacher to ensure all of our schools are safe spaces to work and learn in. These are but three strategies that we will be devoting significant time and resources towards in order to assure our stakeholders that we are providing a safe and caring environment.

In order to address the areas dealing with citizenship, lifelong learning, and our students’ life after school, we continue to implement new initiatives and strategies. As an example, one of our employees has been seconded for work with CAREERS, as a School Engagement Coordinator. In this role she remains employed by the Division, but a percentage of her salary is paid for by CAREERS in order to engage with our schools specifically to help our students transition to the workforce successfully. Furthermore, we are part of a collective of school divisions around Central Alberta working with Red Deer Polytechnic on the Collegiate initiative, again with a lens to ensure success for our students as they transition to adulthood.

Yet another initiative worthy of mentioning, in regard to addressing our Assurance Measures and our Division Stakeholder Satisfaction, throughout the 2023-2024 school year our senior administration will be holding “Assurance Meetings” with our schools. The primary purpose of these meetings will be to learn what our most successful schools are doing, day-to-day, to achieve their high standards. Then, we will be able to share those high impact strategies with all administrators to collectively move our school division forward.

In the end, through the detailed analysis of our collective survey results, and the implementation of the entire 2023-2024 Division Education Plan to address areas of need, we are confident that we are prepared for the work that lies ahead.

Additionally, as part of our Annual Education Results Report, we also like to share some of the anecdotal evidence of the work we accomplished as we implemented the strategies from the previous year’s Education Plan:

- The School Learning Support Team model in each of our schools provides structured opportunities for collaboration and staff learning. The team, which includes school administration, Learning Assistance Teachers, the Student Support Room teachers, CLW or counselling staff, central office liaison staff and others, explores ways to maximize the support offered to students in order for them to experience success. School Learning Teams can access a wide range of supports and services for students such as inclusive and congregated programming options, counselling and CLW staff, and contracted services (SLP, OT, PT, vision, hearing etc). Division Student Services Coordinators join schools to attend Learning Team Meetings regularly, and can support with strategies and referrals. The District Behaviour Support Team can also be accessed through the School Learning Team to visit the school and support emotional and behavioural challenges. School Learning teams can access professional psychological services as well, to provide cognitive assessments, academic assessments, behavioural/social-emotional assessments, or consultation.
- As part of our effort to have professional learning aimed directly towards enhancing our overall staff’s collective efficacy in the areas of being inclusive and respectful each of our 22 schools had sessions led by Alexandra Marshall from the Fyrefly Institute for Gender and Sexual Diversity at the University of Alberta. The Institute is a non-profit organisation and research institute housed in the Faculty of Education at the

University of Alberta, and they provide educational programs and services to support the 2SLGBTQ+ community and its allies with a goal of eliminating discrimination. Every school benefited from these sessions.

- In the spring of 2023 Red Deer Public Schools engaged with over 4500 parents/guardians and students as we deployed a comprehensive survey in regards to how students see themselves depicted in our schools. In Kindergarten to Grade 3, we received 493 responses (15.4%). In Grades 4 to 8, we had 2,212 respondents (52.4%), and for the Grade 9 to 12 census, we received 1,828 responses (48.37%). The results of this census were analyzed during the 2022-2023 school year, and during the upcoming 2023-2024 school year all schools will be developing specific strategies to ensure that all students do, in fact, see themselves positively represented in their respective schools.

Division Goal

Student Success And Completion

Student success and completion is the successful journey students experience from early learning, through all grades, to high school completion, and beyond.

Outcomes

- All staff of Red Deer Public Schools will engage and meet the learning needs of all students through the use of excellent, universal instruction.
- The six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy) will permeate the culture of Red Deer Public Schools.

Alberta Education Performance Measures

- **High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.**

	Red Deer Public Schools									
	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
3 Year Completion	774	77.1	759	79.9	818	85.0	832	82.1	740	77.9
4 Year Completion	728	77.9	774	82.8	765	85.2	816	88.0	834	84.9
5 Year Completion	829	82.0	726	81.6	774	84.8	767	86.0	818	88.9

- **Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 French Language Arts Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of Red Deer Public students who achieved the acceptable standard on Grade 6 French Language Arts Provincial Achievement Tests.	94.5	N/A	N/A	79.7	72.2
Overall percentage of Red Deer Public students who achieved the standard of excellence on Grade 6 French Language Arts Provincial Achievement Tests.	8.2	N/A	N/A	12.5	5.6
Overall percentage of all Provincial students who achieved the acceptable standard on Grade 6 French Language Arts Provincial Achievement Tests.	87.7	N/A	N/A	76.9	77.6
Overall percentage of all Provincial students who achieved the standard of excellence on Grade 6 French Language Arts Provincial Achievement Tests.	15.7	N/A	N/A	10.6	12.5

- Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 Science Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of Red Deer Public students who achieved the acceptable standard on Grade 6 Science Provincial Achievement Tests.	77.7	N/A	N/A	75.7	70.6
Overall percentage of Red Deer Public students who achieved the standard of excellence on Grade 6 Science Provincial Achievement Tests.	23.0	N/A	N/A	22.3	18.9
Overall percentage of all Provincial students who achieved the acceptable standard on Grade 6 Science Provincial Achievement Tests.	77.6	N/A	N/A	71.5	66.7
Overall percentage of all Provincial students who achieved the standard of excellence on Grade 6 Science Provincial Achievement Tests.	28.6	N/A	N/A	23.7	21.8

- Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 social Studies Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of Red Deer Public students who achieved the acceptable standard on Grade 6 Social Studies Provincial Achievement Tests.	74.6	N/A	N/A	72.7	68.4
Overall percentage of Red Deer Public students who achieved the standard of excellence on Grade 6 Social Studies Provincial Achievement Tests.	17.2	N/A	N/A	20.0	16.1
Overall percentage of all Provincial students who achieved the acceptable standard on Grade 6 Social Studies Provincial Achievement Tests.	76.2	N/A	N/A	67.8	66.2
Overall percentage of all Provincial students who achieved the standard of excellence on Grade 6 Social Studies Provincial Achievement Tests.	24.4	N/A	N/A	20.1	18.0

- Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 9 K&E Language Arts Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of Red Deer Public students who achieved the acceptable standard on Grade 9 K&E Language Arts Provincial Achievement Tests.	71.1	N/A	N/A	29.0	44.2
Overall percentage of Red Deer Public students who achieved the standard of excellence on Grade 9 K&E Language Arts Provincial Achievement Tests.	8.9	N/A	N/A	0.0	7.8
Overall percentage of all Provincial students who achieved the acceptable standard on Grade 9 K&E Language Arts Provincial Achievement Tests.	57.4	N/A	N/A	50.5	50.2
Overall percentage of all Provincial students who achieved the standard of excellence on Grade 9 K&E Language Arts Provincial Achievement Tests.	5.4	N/A	N/A	5.0	5.7

- Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 9 French Language Arts Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of Red Deer Public students who achieved the acceptable standard on Grade 9 French Language Arts Provincial Achievement Tests.	78.3	N/A	N/A	76.1	71.8
Overall percentage of Red Deer Public students who achieved the standard of excellence on Grade 9 French Language Arts Provincial Achievement Tests.	6.0	N/A	N/A	5.6	6.4
Overall percentage of all Provincial students who achieved the acceptable standard on Grade 9 French Language Arts Provincial Achievement Tests.	82.9	N/A	N/A	73.5	76.1
Overall percentage of all Provincial students who achieved the standard of excellence on Grade 9 French Language Arts Provincial Achievement Tests.	12.3	N/A	N/A	9.9	10.9

- Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 9 K&E Mathematics Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of Red Deer Public students who achieved the acceptable standard on Grade 9 K&E Mathematics Provincial Achievement Tests.	58.2	N/A	N/A	52.5	47.0
Overall percentage of Red Deer Public students who achieved the standard of excellence on Grade 9 K&E Mathematics Provincial Achievement Tests.	7.3	N/A	N/A	6.8	10.3
Overall percentage of all Provincial students who achieved the acceptable standard on Grade 9 K&E Mathematics Provincial Achievement Tests.	59.6	N/A	N/A	55.3	52.7
Overall percentage of all Provincial students who achieved the standard of excellence on Grade 9 K&E Mathematics Provincial Achievement Tests.	13.2	N/A	N/A	11.1	11.3

- Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 9 Science Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of Red Deer Public students who achieved the acceptable standard on Grade 9 Science Provincial Achievement Tests.	76.6	N/A	N/A	68.1	68.1
Overall percentage of Red Deer Public students who achieved the standard of excellence on Grade 9 Science Provincial Achievement Tests.	24.4	N/A	N/A	19.9	22.2
Overall percentage of all Provincial students who achieved the acceptable standard on Grade 9 Science Provincial Achievement Tests.	75.2	N/A	N/A	68.0	66.3
Overall percentage of all Provincial students who achieved the standard of excellence on Grade 9 Science Provincial Achievement Tests.	26.4	N/A	N/A	22.6	20.1

- Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 9 K&E Science Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of Red Deer Public students who achieved the acceptable standard on Grade 9 K&E Science Provincial Achievement Tests.	65.9	N/A	N/A	28.3	42.9
Overall percentage of Red Deer Public students who achieved the standard of excellence on Grade 9 K&E Science Provincial Achievement Tests.	4.9	N/A	N/A	3.8	10.4
Overall percentage of all Provincial students who achieved the acceptable standard on Grade 9 K&E Science Provincial Achievement Tests.	61.7	N/A	N/A	57.8	52.9
Overall percentage of all Provincial students who achieved the standard of excellence on Grade 9 K&E Science Provincial Achievement Tests.	10.7	N/A	N/A	11.0	10.9

- Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 9 Social Studies Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of Red Deer Public students who achieved the acceptable standard on Grade 9 Social Studies Provincial Achievement Tests.	69.3	N/A	N/A	59.0	60.4
Overall percentage of Red Deer Public students who achieved the standard of excellence on Grade 9 Social Studies Provincial Achievement Tests.	18.0	N/A	N/A	11.6	16.5
Overall percentage of all Provincial students who achieved the acceptable standard on Grade 9 Social Studies Provincial Achievement Tests.	68.7	N/A	N/A	60.8	58.4
Overall percentage of all Provincial students who achieved the standard of excellence on Grade 9 Social Studies Provincial Achievement Tests.	20.6	N/A	N/A	17.2	15.9

- Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 9 K&E Social Studies Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of Red Deer Public students who achieved the acceptable standard on Grade 9 K&E Social Studies Provincial Achievement Tests.	45.0	N/A	N/A	64.8	48.1
Overall percentage of Red Deer Public students who achieved the standard of excellence on Grade 9 K&E Social Studies Provincial Achievement Tests.	12.5	N/A	N/A	11.1	9.9
Overall percentage of all Provincial students who achieved the acceptable standard on Grade 9 K&E Social Studies Provincial Achievement Tests.	55.9	N/A	N/A	53.2	49.6
Overall percentage of all Provincial students who achieved the standard of excellence on Grade 9 K&E Social Studies Provincial Achievement Tests.	15.0	N/A	N/A	14.1	10.6

- Percentage of students who achieved the acceptable standard and the standard of excellence on Social Studies 30-1 Diploma Examinations**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of Red Deer Public students who achieved the acceptable standard on the Social Studies 30-1 diploma examinations.	82.8	N/A	N/A	77.6	80.8
Overall percentage of Red Deer Public students who achieved the standard of excellence on the Social Studies 30-1 diploma examinations.	12.2	N/A	N/A	11.0	11.4
Overall percentage of all Provincial students who achieved the acceptable standard on the Social Studies 30-1 diploma examinations.	86.5	N/A	N/A	81.5	83.5
Overall percentage of all Provincial students who achieved the standard of excellence on the Social Studies 30-1 diploma examinations.	17.0	N/A	N/A	15.8	15.9

- Percentage of students who achieved the acceptable standard and the standard of excellence on Social Studies 30-2 Diploma Examinations**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of Red Deer Public students who achieved the acceptable standard on the Social Studies 30-2 diploma examinations.	70.0	N/A	N/A	65.8	74.1
Overall percentage of Red Deer Public students who achieved the standard of excellence on the Social Studies 30-2 diploma examinations.	5.8	N/A	N/A	3.7	5.6
Overall percentage of all Provincial students who achieved the acceptable standard on the Social Studies 30-2 diploma examinations.	77.7	N/A	N/A	72.3	78.1
Overall percentage of all Provincial students who achieved the standard of excellence on the Social Studies 30-2 diploma examinations.	12.2	N/A	N/A	13.2	12.3

- Percentage of students who achieved the acceptable standard and the standard of excellence on Biology 30 Diploma Examinations**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of Red Deer Public students who achieved the acceptable standard on the Biology 30 diploma examinations.	81.7	N/A	N/A	72.6	81.3
Overall percentage of Red Deer Public students who achieved the standard of excellence on the Biology 30 diploma examinations.	31.1	N/A	N/A	18.3	30.4
Overall percentage of all Provincial students who achieved the acceptable standard on the Biology 30 diploma examinations.	83.9	N/A	N/A	74.2	82.7
Overall percentage of all Provincial students who achieved the standard of excellence on the Biology 30 diploma examinations.	35.6	N/A	N/A	25.2	32.8

- Percentage of students who achieved the acceptable standard and the standard of excellence on Chemistry 30 Diploma Examinations**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of Red Deer Public students who achieved the acceptable standard on the Chemistry 30 diploma examinations.	88.2	N/A	N/A	78.1	78.1
Overall percentage of Red Deer Public students who achieved the standard of excellence on the Chemistry 30 diploma examinations.	36.9	N/A	N/A	29.7	31.2
Overall percentage of all Provincial students who achieved the acceptable standard on the Chemistry 30 diploma examinations.	85.7	N/A	N/A	77.1	80.5
Overall percentage of all Provincial students who achieved the standard of excellence on the Chemistry 30 diploma examinations.	42.5	N/A	N/A	31.1	37.0

- Percentage of students who achieved the acceptable standard and the standard of excellence on Physics 30 Diploma Examinations**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of Red Deer Public students who achieved the acceptable standard on the Physics 30 diploma examinations.	89.4	N/A	N/A	83.8	84.4
Overall percentage of Red Deer Public students who achieved the standard of excellence on the Physics 30 diploma examinations.	38.1	N/A	N/A	31.1	41.3
Overall percentage of all Provincial students who achieved the acceptable standard on the Physics 30 diploma examinations.	87.5	N/A	N/A	78.5	82.3
Overall percentage of all Provincial students who achieved the standard of excellence on the Physics 30 diploma examinations.	43.5	N/A	N/A	34.6	39.9

- Percentage of students who achieved the acceptable standard and the standard of excellence on Science 30 Diploma Examinations**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of Red Deer Public students who achieved the acceptable standard on the Science 30 diploma examinations.	81.7	N/A	N/A	78.1	70.9
Overall percentage of Red Deer Public students who achieved the standard of excellence on the Science 30 diploma examinations.	24.8	N/A	N/A	23.4	24.3
Overall percentage of all Provincial students who achieved the acceptable standard on the Science 30 diploma examinations.	85.8	N/A	N/A	75.7	79.4
Overall percentage of all Provincial students who achieved the standard of excellence on the Science 30 diploma examinations.	31.2	N/A	N/A	17.2	23.1

Overall satisfaction with the quality of basic education. (Target: 90%)

	Red Deer Public Schools										Province				
	2019		2020		2021		2022		2023		2019	2020	2021	2022	2023
	N	%	N	%	N	%	N	%	N	%	%	%	%	%	%
Overall	3,297	90.2	3,589	89.9	3,104	88.4	3,064	88.2	3,412	87.1	90.2	90.3	89.6	89.0	88.1
Parent	454	85.9	482	86.1	337	85.2	395	84.9	375	81.4	86.4	86.7	86.7	86.1	84.4
Student	2,346	88.3	2,566	87.4	2,297	83.4	2,193	85.6	2,522	84.8	88.1	87.8	86.3	85.9	85.7
Teacher	497	96.4	541	96.2	470	96.5	476	94.1	515	95.1	96.1	96.4	95.7	95.0	94.4

Overall agreement that students model the characteristics of active citizenship. (Target: 82%)

	Red Deer Public Schools										Province				
	2019		2020		2021		2022		2023		2019	2020	2021	2022	2023
	N	%	N	%	N	%	N	%	N	%	%	%	%	%	%
Overall	3,293	79.9	3,587	79.4	3,112	77.6	3,064	77.0	3,410	74.9	82.9	83.3	83.2	81.4	80.3
Parent	453	76.2	482	76.1	336	73.5	395	75.5	375	71.1	81.9	82.4	81.4	80.4	79.4
Student	2,344	70.9	2,564	69.0	2,306	66.5	2,193	67.4	2,519	66.1	73.5	73.8	74.1	72.1	71.3
Teacher	496	92.6	541	93.0	470	92.8	476	88.1	516	87.4	93.2	93.6	94.1	91.7	90.3

Overall agreement that students are taught attitudes & behaviour that make them successful when they finish school. (Target: 82%)

	Red Deer Public Schools										Province				
	2019		2020		2021		2022		2023		2019	2020	2021	2022	2023
	N	%	N	%	N	%	N	%	N	%	%	%	%	%	%
Overall	917	77.9	984	82.3	765	80.9	827	82.7	839	79.7	83	84.1	85.7	84.9	83.1
Parent	427	67.2	453	75.1	312	67.9	367	74.7	343	70.0	75.2	76	77.8	77.3	75.0
Teacher	490	88.6	531	89.5	453	93.8	460	90.7	496	89.5	90.8	92.2	93.7	92.5	91.3

Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education. (Target: 85%)

	Red Deer Public Schools										Province				
	2019		2020		2021		2022		2023		2019	2020	2021	2022	2023
	N	%	N	%	N	%	N	%	N	%	%	%	%	%	%
Overall	2,327	84.5	2,465	83.3	2,099	83.7	2,088	84.7	2,382	85.3	82.2	82.4	81.9	82.9	82.9
Parent	453	81.9	482	81.6	334	82.2	394	82.4	375	82.6	80.1	80.1	81.7	82.4	82.2
Student	1,378	79.7	1,442	77.0	1,295	76.9	1,219	79.5	1,492	81.2	77.4	77.8	74.9	76.9	77.4
Teacher	496	91.8	541	91.1	470	91.9	475	92.1	515	92.2	89.1	89.3	89.2	89.3	89.3

• **Supplemental Alberta Education Assurance Measures - Overall Summary**

Measure	Red Deer Public Schools			Province		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Diploma Exam Participation Rate (4+ Exams)	1.8	n/a	54.4	3.5	n/a	56.6
Drop Out Rate	3.0	1.1	2.3	2.5	2.3	2.5
Program of Studies	85.3	84.7	84.0	82.9	82.9	82.6
Rutherford Scholarship Eligibility Rate	61.9	63.4	65.0	71.9	70.2	68.3
Safe and Caring	84.1	86.8	86.9	87.5	88.8	89.1
School Improvement	74.6	72.6	78.0	75.2	74.2	77.9
Transition Rate (6 yr)	47.4	53.6	51.4	59.7	60.3	60.2
Work Preparation	79.7	82.7	82.5	83.1	84.9	84.5

Division Performance Measures

• **Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children will be prepared for the next grade level.	88.9	X	89.3	90.1	89.1
Overall percentage of students who feel they will be prepared for the next grade level.	91.7	X	90.8	88.8	89.2
Overall percentage of teachers who feel the students will be prepared for the next grade level.	87.7	X	77.1	81.7	83.2

• **Survey result scores for completion of high school by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children will complete high school.	97.0	X	95.6	96.2	98.2
Overall percentage of students who feel they will complete high school.	96.2	X	96.9	96.4	98.5
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	97.7	X	96.9	96.4	94.9

• **Survey result scores for the division's Core Values for Learning and Life by students, parents, and staff**

Performance Measure	Results (in percentages)		2022-2023
	2020-2021	2021-2022	
Overall percentage of parents who feel their children hear about the Red Deer Public Schools' Values for Learning and Life in school.	84.1	86.2	83.5
Overall percentage of students who feel they hear about the Red Deer Public Schools' Values for Learning and Life in school.	73.1	72.6	71.1
Overall percentage of teachers who feel that students hear about the Red Deer Public Schools' Values for Learning and Life in school.	81.8	87.9	85.9

Comment on Results: Analysis and Action

Provincial Achievement Test Analysis & Commentary

- At the Grade Six level we are above or within 2% of the provincial average at the acceptable standard in Science and Social Studies and below the provincial average in French Language Arts
- At the Grade Six level we are above or within 2% of the provincial average at the Standard of Excellence in Social Studies and below the provincial average in French Language Arts, and Science.
- At the Grade Nine level we are above or within 2% of the provincial average at the acceptable level and the standard of excellence in Science and Social Studies at the acceptable standard, and below the provincial average in French Language Arts.
- At the Grade Nine level in our Knowledge and Employability courses we are below the provincial average at the acceptable level in English, Math, and Science and above or within 2% of the provincial average in Social Studies
- At the Grade Nine level in our Knowledge and Employability courses we are above or within 2% of the provincial average at the Standard of Excellence in all courses.

Overall our results in these courses remain acceptable. The Division will be monitoring our Knowledge and Employability and French Language Arts results, as we saw a decline from last year to this year. Our languages coordinator will be working with school administration and teachers to strengthen our Immersion program in our Division. We hired a Science coordinator midway through last year and we are looking forward to the impact that this central office resource will have on future results.

Diploma Exam Analysis

- Students who wrote Biology 30 and Physics 30 exams achieved above or within 2% of the provincial average at the acceptable standard, and below the rest of the province in Social Studies 30-1 & 30-2, Chemistry 30, and Science 30
- In Physics 30 and Science 30 our students achieved above or within 2% of the provincial average at the standard of excellence, and below the province in Social Studies 30-1 & 30-2, Chemistry 30, and Biology 30.

In almost every measurement across all of our diploma courses we saw increases in results. With only 2 years of data to look at it is too early to identify any trends, but we will continue to strive to have all of our results at or above the provincial average. This is achieved by teachers of the course analyzing their results looking for curricular outcomes that students struggled with and planning to improve in these areas.

Additionally, as part of our Annual Education Results Report, we also like to share some of the anecdotal evidence of the work we accomplished as we implemented the strategies from the previous year's Education Plan:

- All Kindergarten to Grade 6 teachers of Physical Education and Wellness (PEW) were brought to our Central Services site in January and February to spend a half-day discussing and asking questions about the new PEW curriculum. At that time similarities between the previous curriculum and the new curriculum were briefly discussed, while the majority of time was spent looking at outcomes in the curriculum that were new to PEW. Teachers used their time efficiently at the end of this half-day to share resources that met the outcomes of the new curriculum through a shared spreadsheet.
- All Kindergarten to Grade 3 teachers were brought to Central Services for a full day in May to be given time to look over and prioritize components within the new Science curriculum. During this time it was established by the teachers what types of resources they felt would best serve their needs as they prepared to implement a new curriculum in Science. Though there are some grades that see some similarities between the 1996 and the 2023 curriculum, many of these teachers have many new outcomes to teach due to the new curriculum having a more longitudinal arrangement in which critical concepts are revisited every year (This contrasts to the 1996 curriculum which had five isolated topics within each grade of Science). The development of resources for the new K-3

curriculum will continue to be developed throughout the 2023-2024 school year, and small working groups will continue to meet intermittently to help in the creation of such resources, and give feedback on various resources circulated among them.

- The Community Relations department developed a comprehensive and strategic marketing plan under the key messaging of 'Discover the Possibilities' at Red Deer Public Schools to ensure all stakeholders were aware of the great happenings in schools and classrooms, as well as Division initiatives and Board decisions. This included the creation of radio advertising that highlighted a number of Division initiatives including wrap-around services, great choices, Division values, Sports Academy, and more. These radio ads were rotated through on a weekly basis on BIG 105 and 106.7 Rewind Radio. They were also repurposed for on hold messaging at each school, and some were used for social media videos.
- To complement our radio advertising, visual ads highlighting the same messaging were created for RDNewsNow. These 'take over ads' appeared as readers scrolled through news articles, and offered a variety of messaging that rotated throughout the school year.
- In addition, a number of news items were created to highlight student and staff achievements, Division initiatives and Board decisions. News releases and stories were curated and sent to the media resulting in 289 media mentions during the 2022-2023 school year. These same articles were used as website and social media content.
- At key points throughout the school year bus advertising was used to further elevate Red Deer Public's community presence. For example, bus advertising was used when Pre-Kindergarten and Kindergarten registration opened. We also utilized this channel of marketing for our overall 'Discover the Possibilities' campaign.
- To better engage our internal audience, Community Relations created an internal bi-monthly publication called Communication Connections which further highlights initiatives and good news stories to our staff. Each edition is sent directly to every staff's email to ensure they felt they are knowledgeable of Division happenings, and could further carry the Division's message in the community.
- Community Relations also looked for opportunities to be at community events. An example was Red Deer Public being the game night sponsor of the Red Deer Rebels game in February 2023. This allowed the Division to have a booth at the front entrance where staff gave out materials on Red Deer Public's programs of choice, as well as a number of swag items. Principals were on hand to talk about their schools and Trustees also spoke to people about the Division. As the game night sponsor, messaging was played throughout the game, advertising was shown on the big screen, and Board Chair Nicole Buchanan did a spot interview with the game hosts. It was a great way to highlight the Division to a captive audience.
- Throughout the 2022-2023 school year school administrators were tasked with engaging their stakeholders to look at whether or not they wanted to add a program of choice into their schools. For the most part, our schools were satisfied with the range of choices already provided. Four schools made presentations to the Board of Trustees proposing new programs. Lindsay Thurber Comprehensive High School proposed an E-Sports Academy, Westpark Middle School proposed an Academy of Dance, Annie L Gaetz proposed a Discovery Kindergarten Academy, and lastly Lindsay Thurber & Hunting Hills High School jointly proposed a Golf Academy. The Board approved the schools to move forward planning and recruiting. Multiple information nights were held to advertise and promote these choices for implementation during the 2023-2024 school year. By May 2023 the Academy of Dance and the Golf Academy did not have enough students committed to move forward, and these initiatives were shelved. The E-Sports and Discovery Kindergarten did get the required number of participants, and are operational in the 2023-2024 school year.

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Alberta Education Performance Measures

- Percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard and the standard of excellence on Grade 6 Language Arts Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 6 English Language Arts Provincial Achievement Tests.	84.2	N/A	N/A	62.5	70.1
Overall percentage of students who achieved the standard of excellence on Grade 6 English Language Arts Provincial Achievement Tests.	5.3	N/A	N/A	7.8	3.9

- Percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard and the standard of excellence on Grade 6 Mathematics Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 6 Mathematics Provincial Achievement Tests.	59.2	N/A	N/A	43.8	53.2
Overall percentage of students who achieved the standard of excellence on Grade 6 Mathematics Provincial Achievement Tests.	2.6	N/A	N/A	1.6	2.6

- Percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard and the standard of excellence on Grade 6 Science Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 6 Science Provincial Achievement Tests.	69.8	N/A	N/A	51.6	58.0
Overall percentage of students who achieved the standard of excellence on Grade 6 Science Provincial Achievement Tests.	10.7	N/A	N/A	9.4	8.7

- Percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard and the standard of excellence on Grade 6 Social Studies Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 6 Social Studies Provincial Achievement Tests.	68.4	N/A	N/A	48.4	50.6
Overall percentage of students who achieved the standard of excellence on Grade 6 Social Studies Provincial Achievement Tests.	9.2	N/A	N/A	9.4	7.8

- **Percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard and the standard of excellence on Grade 9 Language Arts Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 9 English Language Arts Provincial Achievement Tests.	72.9	N/A	N/A	57.7	54.5
Overall percentage of students who achieved the standard of excellence on Grade 9 English Language Arts Provincial Achievement Tests.	5.1	N/A	N/A	2.6	3.6

- **Percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard and the standard of excellence on Grade 9 Mathematics Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 9 Mathematics Provincial Achievement Tests.	46.4	N/A	N/A	26.0	24.5
Overall percentage of students who achieved the standard of excellence on Grade 9 Mathematics Provincial Achievement Tests.	8.9	N/A	N/A	6.8	6.1

- **Percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard and the standard of excellence on Grade 9 K&E Mathematics Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 9 K&E Mathematics Provincial Achievement Tests.	50.0	N/A	N/A	60.0	66.7
Overall percentage of students who achieved the standard of excellence on Grade 9 K&E Mathematics Provincial Achievement Tests.	0.0	N/A	N/A	10.0	16.7

- **Percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard and the standard of excellence on Grade 9 Science Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 9 Science Provincial Achievement Tests.	63.5	N/A	N/A	54.5	30.4
Overall percentage of students who achieved the standard of excellence on Grade 9 Science Provincial Achievement Tests.	15.9	N/A	N/A	6.5	8.9

- **Percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard and the standard of excellence on Grade 9 Social Studies Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 9 Social Studies Provincial Achievement Tests.	60.3	N/A	N/A	39.2	33.9
Overall percentage of students who achieved the standard of excellence on Grade 9 Social Studies Provincial Achievement Tests.	7.9	N/A	N/A	5.1	5.4

- Percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard and the standard of excellence on English Language Arts 30-1 Diploma Examinations:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on English Language Arts 30-1 Diploma Examinations.	92.3	N/A	N/A	80.0	86.7
Overall percentage of students who achieved the standard of excellence on English Language Arts 30-1 Diploma Examinations.	7.7	N/A	N/A	10.0	3.3

- Percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard and the standard of excellence on English Language Arts 30-2 Diploma Examinations:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on English Language Arts 30-2 Diploma Examinations.	87.9	N/A	N/A	94.4	90.9
Overall percentage of students who achieved the standard of excellence on English Language Arts 30-2 Diploma Examinations.	9.1	N/A	N/A	11.1	9.1

- Percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard and the standard of excellence on Mathematics 30-1 Diploma Examinations:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Mathematics 30-1 Diploma Examinations.	70.0	N/A	N/A	55.6	81.8
Overall percentage of students who achieved the standard of excellence on Mathematics 30-1 Diploma Examinations.	30.0	N/A	N/A	11.1	18.2

- Percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard and the standard of excellence on Mathematics 30-2 Diploma Examinations:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Mathematics 30-2 Diploma Examinations.	35.7	N/A	N/A	62.5	81.8
Overall percentage of students who achieved the standard of excellence on Mathematics 30-2 Diploma Examinations.	0.0	N/A	N/A	0.0	22.7

- Percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard and the standard of excellence on Social Studies 30-1 Diploma Examinations:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Social Studies 30-1 Diploma Examinations.	65.0	N/A	N/A	81.8	77.3
Overall percentage of students who achieved the standard of excellence on Social Studies 30-1 Diploma Examinations.	5.0	N/A	N/A	4.5	0.0

- Percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard and the standard of excellence on Social Studies 30-2 Diploma Examinations:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Social Studies 30-2 Diploma Examinations.	72.4	N/A	N/A	78.6	71.2
Overall percentage of students who achieved the standard of excellence on Social Studies 30-2 Diploma Examinations.	0.0	N/A	N/A	7.1	1.9

- Percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard and the standard of excellence on Biology 30 Diploma Examinations:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Biology 30 Diploma Examinations.	61.1	N/A	N/A	55.6	75.8
Overall percentage of students who achieved the standard of excellence on Biology 30 Diploma Examinations.	0.0	N/A	N/A	22.2	21.2

- Percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard and the standard of excellence on Chemistry 30 Diploma Examinations:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Chemistry 30 Diploma Examinations.	70.6	N/A	N/A	66.7	62.5
Overall percentage of students who achieved the standard of excellence on Chemistry 30 Diploma Examinations.	29.4	N/A	N/A	13.3	18.8

- Percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard and the standard of excellence on Science 30 Diploma Examinations:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Science 30 Diploma Examinations.	57.1	N/A	N/A	83.3	77.8
Overall percentage of students who achieved the standard of excellence on Science 30 Diploma Examinations.	14.3	N/A	N/A	0.0	44.4

Comment on Results: Analysis and Action

After analysis of the disaggregated First Nations, Métis, and Inuit learner results from the Grade 6 & 9 Provincial Achievement Tests, as well as the Grade 12 Diploma Exams, Red Deer Public Schools continues to be very pleased with the progress our students are making. While our First Nations, Métis and Inuit learners are still not at the same level of achievement as the aggregated cohort, our results in all of the overall summary areas equals or exceeds those of the entire provincial cohort of First Nations, Métis and Inuit learners across Alberta.

As indicated in the charts above, result the First Nations, Métis and Inuit learners within Red Deer Public Schools is equal to, or greater than the provincial average for the following areas:

- 3-Year High School Completion (66.2% vs 57% Provincially)
- 5-Year High School Completion (74.7% vs 71.3% Provincially)

- Acceptable Levels in All Provincial Achievement Tests (42.5% vs. 40.5% Provincially)
- Standard of Excellence Levels in All Provincial Achievement Tests (7.2% vs. 5.5% Provincially)
- Acceptable Levels in All Diploma Exams (79.4% vs. 74.8% Provincially)
- Standard of Excellence Levels in All Diploma Exams (Both Red Deer Public & Provincially at 11.3%).

Moving forward, we still have significant work to do, given the gap between our overall results and our First Nations, Métis and Inuit learner results. In order to ensure that we are targeting the necessary resources to continue experiencing the positive growth we have seen thus far, we have several strategies that will be utilized in the coming school year, including:

- Each school has a designated “Point Person” responsible for their school’s Indigenous learners, and in March, 2024, the elementary school cohort of Point People will meet with their middle feeder school counterparts to ensure smooth transitions as students move from Grade 5 to 6. Similarly, this process will repeat between middle school and high school as students move from Grade 8 to 9.
- At both of our large high schools a full time employee has been allocated specifically to monitor and track achievement and attendance of our First Nations, Métis and Inuit learners at risk. These instructional assistants will be able to react and respond on a daily basis to help ensure these students are provided with resources in a timely fashion.
- Finally, these high school instructional assistants will also play a key role in the upcoming Youth Indigenous Conference, in which Red Deer Public Schools sends all Grade 8 Indigenous students to. They are able to meet and introduce themselves to all the soon-to-be-Grade-9 students before they reach our two large high schools, to begin building the important trust relationships very early, before the students arrive at the high school in September.

Finally, as part of the review of the 2022-2023 school year, below is an overview of the many initiatives and projects that our hard-working, and Provincially-renowned First Nations, Métis and Inuit Learning Services Department has undertaken. Red Deer Public Schools is committed to improving education outcomes and creating opportunities for First Nations, Métis and Inuit students in our schools. First Nations, Métis and Inuit Learning Services provides services and resources in:

- Cultural programming and awareness
- Curriculum support
- Professional development
- Referrals to community agencies
- Support transitions in students’ education

Highlights of the 2022 - 23 school year:

- September 30, 2022, second annual National Day for Truth and Reconciliation. After consultation with local Elders and the Red Deer Native Friendship Society, it was decided to honour the day by closing schools. The day was commemorated across the district on Sept. 29th with a district developed video that all students watched in their classrooms followed by lessons on Truth and Reconciliation.
- This year, Red Deer Public Schools honoured our grade twelve Indigenous students in our first annual Indigenous Grad Celebration. We worked with community partners including Red Deer Polytechnic, Urban Aboriginal Voices, the Red Deer Native Friendship Society, and Red Deer Catholic Schools. On June 23, we had 180 people in attendance as we honoured thirty-five grade twelve Indigenous students for their hard work and dedication to learning and their school careers. Elders spoke words of encouragement and advice to the students and we had a powwow drum and dance performance to honour the students. Every student participant was gifted a ribbon skirt or shirt that was made by volunteer seamstresses.
- The second annual Grade Eight “Inspiring Success Youth Conference” was held at Red Deer Polytechnic in May. This event saw every grade eight Indigenous student attend the conference style gathering. The event

was a collaboration with Red Deer Polytechnic, We Matters, Red Deer Catholic Schools, Red Deer Native Friendship Society and Youth Headquarters. Wolf Creek and Wetaskiwin school Districts also brought Indigenous students to attend.

- The fourth annual Waskasoo Sipi Powwow took place in June. Over 300 students attended the Powwow. The Waskasoo Sipi Powwow is a collaborative community event Red Deer Public hosts along with the Red Deer Native Friendship Society and Red Deer Catholic Schools.
- Terry Lakey and Brian St. Germain provided training for Alberta Teachers Association Indigenous Professional Development Facilitators on Indigenous Games in July 2022. The training supported the ATA Facilitators in developing Indigenous Games Professional Development program that will be delivered throughout the province.
- An annual Orange Shirt Day Logo Design contest was held in collaboration with the Red Deer Native Friendship Society in the Spring of 2023. We had hundreds of entries from students all across the district. A grade six student at Westpark Middle School won and her design was printed on the 2023 Orange Shirts.
- Supporting teachers with the implementation of new curriculum in Math, ELAL, Science, PE & Wellness is a significant highlight of this year. The First Nations, Métis and Inuit Learning Services team works extensively with curriculum coordinators in Red Deer Public School and individual teachers to develop lessons and resources to support new curriculum implementation.

Ongoing Work of First Nations, Métis and Inuit Learning Services:

- Classroom cultural awareness lessons and presentations facilitated by the First Nations, Métis and Inuit Learning Services continue to be in very high demand from all 22 schools. Presentations are connected to curricular outcomes and span every grade and into almost all subject areas.
- We continue to develop new classroom presentations. Classroom presentations, lesson plans, and project plans are shared with teachers through the Curriculum Connections document. This document has electronic links to the many resources available in all core subjects from Kindergarten to High school.
- Ongoing work to connect lessons and resources previously created by our First Nations, Métis and Inuit Learning Services team, for the past curriculum to align with the new curriculum in Math, ELAL, Phys -Ed and Wellness and Science, continues.
- Several schools grow traditional plants and medicines in outdoor learning spaces. Students have opportunities to learn about traditional uses of plants, and traditional teaching on harvest and planting. The medicines are gifted to Elders and other Indigenous community members, including families of students who have difficulty accessing medicines from their home communities.
- First Nations, Métis and Inuit Learning Services Coordinator met with the principal, or designate at every school to discuss their programming and support for Indigenous Education. A School
- Four Networking Circles were held for school First Nations, Métis and Inuit Point People. Each school sends one or more delegates to every Networking Circle. Professional learning at the Network Circle this year included:
 - Tipi Teachings & Resources
 - Math curriculum connections
 - Middle School Indigenous Studies option planning
 - Métis Identity - Breakout EDU
 - Transition Planning
 - Make and Take Indigenous Games
- Professional development presented or facilitated by First Nations, Métis and Inuit Learning Services for school staff include:

- Tipi Teachings and Curriculum Connections
- Choosing Indigenous Resources, Breakout EDU
- Meeting the Needs of Indigenous students in the Classroom, This presentation was also provided to a group of substitute teachers.
- Teaching Smudge
- Sharing Circle - Integrating Indigenous History, Culture, and Ways of Knowing into our Teaching Practice.
- Treaties, Breakout EDU
- History of Red Deer, breakout EDU
- Infusing Indigenous Content into the Curriculum in science and Math, High school Level
- Indigenous Games
- First Nations, Métis and Inuit Learning Services continue to work and collaborate with: Alberta Zone Four First Nations, Métis and Inuit Advisory Group; Urban Aboriginal Voices, Remembering the Children Society, Indigenous Education Council of the ATA, Rupertsland and the Métis Nation of Alberta, Métis Local 492 in Red Deer.
- We continue to engage in a formal collaborative partnership with the Red Deer Native Friendship Society.
- The “Cultural Resource Connector” from the Red Deer Native Friendship Society worked closely with schools to create ties and build relationships between schools, Elders and other community members.
- Community Elders attended multiple school events Elder support included:
 - New Teacher mentorship
 - Fall Solstice Teachings
 - High School Cosmetology - Hair Teachings
 - National Day for Truth and Reconciliation - smudge, prayers, and sharing circles and multiple schools
 - National Day for Truth and Reconciliation video and support
 - Smudge and blessing of medicine gardens, and harvesting
 - Oral Storytelling
 - High School Graduations
 - Grade Twelve Indigenous Student Celebration
 - Grade Eight Indigenous Youth Conference
 - Remembrance Day Assemblies
 - Opening of the Outdoor Learning Space at Oriole Park School
 - Grand Opening of the Greenhouse at Normandeau School
 - Supported Secret Path week at a High School
- Kokum Maggie Loney shared fall solstice, making corn husk dolls, and other traditional teachings to all grade levels at Don Campbell School. Kokum Maggie spent over two months visiting the school and working with students multiple times a week.
- Members of the First Nations, Métis and Inuit Learning Services attended the Remembering the Children Memorial in Red Deer on June 11, 2023.
- First Nations, Métis and Inuit Learning Services connected with the Red Deer Polytechnic to support pre-service teachers and to support the transition of Red Deer Public students who have gone on to post-secondary education. We presented at their student’s Indigenous Perspectives Conference and we attended other events celebrating student success, or providing student support.
- Provided cultural activities for International Students attending Red Deer Public Schools. This included providing a day of Indigenous Games, and Métis Finger Weaving to celebrate National Indigenous Peoples Day in June.
- Provided cultural activities for High School French exchange students to participate in. Activities included the Blanket Exercise, Metis Finger Weaving, and Indigenous Games

- Members of the First Nations, Métis and Inuit Learning Services team attended several professional learning activities:
 - “Soaring With Knowledge”, Indigenous Education Council Conference
 - W̓icihtotân Gathering for Indigenous Teachers and School Leaders
 - Fall Solstice Teachings with Elder Maggie
 - IKWC - First Nations Educators Conference
 - Batoche Cultural Centre - visit and researching Metis culture and history

Success for English Language Learners

Outcome

- English Language Learners are engaged in learning.

Alberta Education Performance Measures

- Percentage of English Language Learners who achieved the acceptable standard and the standard of excellence on Grade 6 Language Arts Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 6 English Language Arts Provincial Achievement Tests.	60.7	N/A	N/A	72.0	63.6
Overall percentage of students who achieved the standard of excellence on Grade 6 English Language Arts Provincial Achievement Tests.	3.6	N/A	N/A	15.0	13.1

- Percentage of English Language Learners who achieved the acceptable standard and the standard of excellence on Grade 6 Mathematics Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 6 Mathematics Provincial Achievement Tests.	57.1	N/A	N/A	61.7	48.0
Overall percentage of students who achieved the standard of excellence on Grade 6 Mathematics Provincial Achievement Tests.	9.5	N/A	N/A	10.3	13.3

- Percentage of English Language Learners who achieved the acceptable standard and the standard of excellence on Grade 6 Science Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 6 Science Provincial Achievement Tests.	90.7	N/A	N/A	68.2	52.6
Overall percentage of students who achieved the standard of excellence on Grade 6 Science Provincial Achievement Tests.	15.5	N/A	N/A	22.4	12.4

- Percentage of English Language Learners who achieved the acceptable standard and the standard of excellence on Grade 6 Social Studies Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 6 Social Studies Provincial Achievement Tests.	51.2	N/A	N/A	68.2	59.8
Overall percentage of students who achieved the standard of excellence on Grade 6 Social Studies Provincial Achievement Tests.	10.7	N/A	N/A	18.7	11.3

- Percentage of English Language Learners who achieved the acceptable standard and the standard of excellence on Grade 9 Language Arts Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 9 English Language Arts Provincial Achievement Tests.	28.0	N/A	N/A	62.1	75.0
Overall percentage of students who achieved the standard of excellence on Grade 9 English Language Arts Provincial Achievement Tests.	2.0	N/A	N/A	6.1	11.3

- Percentage of English Language Learners who achieved the acceptable standard and the standard of excellence on Grade 9 Mathematics Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 9 Mathematics Provincial Achievement Tests.	30.0	N/A	N/A	34.3	67.9
Overall percentage of students who achieved the standard of excellence on Grade 9 Mathematics Provincial Achievement Tests.	10.0	N/A	N/A	12.9	23.1

- Percentage of English Language Learners who achieved the acceptable standard and the standard of excellence on Grade 9 K&E Mathematics Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 9 K&E Mathematics Provincial Achievement Tests.	N/A	N/A	N/A	53.8	37.5
Overall percentage of students who achieved the standard of excellence on Grade 9 K&E Mathematics Provincial Achievement Tests.	N/A	N/A	N/A	15.4	9.4

- Percentage of English Language Learners who achieved the acceptable standard and the standard of excellence on Grade 9 Science Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 9 Science Provincial Achievement Tests.	38.0	N/A	N/A	63.2	75.7
Overall percentage of students who achieved the standard of excellence on Grade 9 Science Provincial Achievement Tests.	4.0	N/A	N/A	20.6	28.4

- Percentage of English Language Learners who achieved the acceptable standard and the standard of excellence on Grade 9 Social Studies Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 9 Social Studies Provincial Achievement Tests.	36.0	N/A	N/A	56.9	67.1
Overall percentage of students who achieved the standard of excellence on Grade 9 Social Studies Provincial Achievement Tests.	2.0	N/A	N/A	13.8	15.8

- Percentage of English Language Learners who achieved the acceptable standard and the standard of excellence on English Language Arts 30-1 Diploma Examinations:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on English Language Arts 30-1 Diploma Examinations.	61.1	N/A	N/A	70.0	70.0
Overall percentage of students who achieved the standard of excellence on English Language Arts 30-1 Diploma Examinations.	0.0	N/A	N/A	10.0	2.5

- Percentage of English Language Learners who achieved the acceptable standard and the standard of excellence on English Language Arts 30-2 Diploma Examinations:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on English Language Arts 30-2 Diploma Examinations.	56.5	N/A	N/A	61.1	60.6
Overall percentage of students who achieved the standard of excellence on English Language Arts 30-2 Diploma Examinations.	0.0	N/A	N/A	0.0	6.1

- Percentage of English Language Learners who achieved the acceptable standard and the standard of excellence on Mathematics 30-1 Diploma Examinations:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Mathematics 30-1 Diploma Examinations.	70.0	N/A	N/A	61.1	60.0
Overall percentage of students who achieved the standard of excellence on Mathematics 30-1 Diploma Examinations.	30.0	N/A	N/A	16.7	31.4

- Percentage of English Language Learners who achieved the acceptable standard and the standard of excellence on Mathematics 30-2 Diploma Examinations:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Mathematics 30-2 Diploma Examinations.	55.6	N/A	N/A	37.5	55.6
Overall percentage of students who achieved the standard of excellence on Mathematics 30-2 Diploma Examinations.	0.0	N/A	N/A	12.5	3.7

- Percentage of English Language Learners who achieved the acceptable standard and the standard of excellence on Social Studies 30-1 Diploma Examinations:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Social Studies 30-1 Diploma Examinations.	42.9	N/A	N/A	53.3	68.4
Overall percentage of students who achieved the standard of excellence on Social Studies 30-1 Diploma Examinations.	0.0	N/A	N/A	13.3	13.2

- **Percentage of English Language Learners who achieved the acceptable standard and the standard of excellence on Social Studies 30-2 Diploma Examinations:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Social Studies 30-2 Diploma Examinations.	38.1	N/A	N/A	40.0	57.1
Overall percentage of students who achieved the standard of excellence on Social Studies 30-2 Diploma Examinations.	0.0	N/A	N/A	0.0	3.6

- **Percentage of English Language Learners who achieved the acceptable standard and the standard of excellence on Biology 30 Diploma Examinations:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Biology 30 Diploma Examinations.	55.6	N/A	N/A	75.0	64.9
Overall percentage of students who achieved the standard of excellence on Biology 30 Diploma Examinations.	11.1	N/A	N/A	18.8	21.6

- **Percentage of English Language Learners who achieved the acceptable standard and the standard of excellence on Chemistry 30 Diploma Examinations:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Chemistry 30 Diploma Examinations.	60.0	N/A	N/A	66.7	67.6
Overall percentage of students who achieved the standard of excellence on Chemistry 30 Diploma Examinations.	20.0	N/A	N/A	33.3	29.4

- **Percentage of English Language Learners who achieved the acceptable standard and the standard of excellence on Science 30 Diploma Examinations:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Science 30 Diploma Examinations.	33.3	N/A	N/A	42.9	50.0
Overall percentage of students who achieved the standard of excellence on Science 30 Diploma Examinations.	16.7	N/A	N/A	14.3	0.0

Comment on Results: Analysis and Action

After analysis of the disaggregated results for all of our students identified as English as an Additional Language (EAL) learners it is evident that although we have several areas of positive growth, there is still significant work to do moving forward.

Although our current 3-year high school completion rate for our EAL learners is only 59.7% (below the provincial average of 72.8%), we do see that our EAL learners, after 5-years, are completing high school at a rate of 93.1%, which is almost 5% higher than the provincial average.

Looking at our EAL learners achievement we have seen our students improve, year-over-year on all four Grade 9 Provincial Achievement Tests, and in five out of eight Diploma Exams. Our Grade 6 Provincial Achievement results did decline, year-over-year, in all four areas and will continue to be a focus moving forward.

In regards to how our EAL learners are doing, in comparison with the disaggregated achievement data for EAL learners provincially, we again see mixed results. Our Grade 6 and 9 EAL learners are achieving the acceptable standard for their Provincial Achievement Tests at a higher rate than their provincial counterparts, but our Grade 12 students are meeting the acceptable standard, overall, of the Diploma Exams at a rate 3.6% lower than their provincial counterparts.

Moving forward, Red Deer Public Schools has significant work to do to both ensure that we begin to see long-term positive growth trends in our achievement results, and close the gap between our EAL students and EAL students in the rest of the province. In order to ensure that we are targeting the necessary resources to continue experiencing the positive growth we have seen thus far, we have several strategies that will be utilized in the coming school year, including:

- A comprehensive review of our organizational structure for EAL programming in Red Deer Public to inform a longer term vision given the increasing EAL population. The review will include enrollment trends, benchmarking data, school profiles, staff and community feedback and resource allocation.
- Providing our schools with more centralized support from our division office.

Summary of Financial Results

Detailed budget and expenditure information may be obtained from the offices of the Red Deer Public Schools.

Statement of Operations

For the Year Ended August 31, 2023

Revenue		
Alberta Education	113,988,362	91%
Alberta Infrastructure	4,498,929	4%
Other Revenue	7,309,108	6%
Total Revenue	125,796,399	100%
Expenses		
Instruction - ECS	3,117,259	2%
Instruction - Grades 1 to 12	102,111,550	81%
Operations and maintenance	14,836,824	12%
Transportation	2,957,838	2%
System administration	3,783,826	3%
External services	0	0%
Total Expenses	126,807,297	100%
Operating surplus (deficit)	(1,010,898)	

Total revenues actual-to-budget variance amount of **\$2,787,165 (2.2%)** is mainly contributed to instructional revenues announced and received later in the year; 2022-2023 WMA receivable of \$980,000 due to increase in student enrolment; higher investment income due to a recovery of the market; an increase in International Student Program enrolment; and additional donations not anticipated during budget planning.

Total expenses actual-to-budget variance amount of **\$1,306,877 (1%)**. As a result of these additional revenues, certain expenditures were not realized or savings from later than anticipated staff hiring.

Instruction (ECS) revenue and expenditures were lower than anticipated due to lower enrolment of Pre-Kindergarten (PUF) students.

Operations and Maintenance expenditures were slightly decreased due to lower than anticipated utilities and staffing costs.

Audited Financial Statements for the year ended August 31, 2023 are available on the Division website at:

<https://rdpsdstorage.blob.core.windows.net/media/Default/medialib/auditedfinancialstatement.3fd1511912.pdf>.

Comparative information is available in a provincial report at

<https://www.alberta.ca/k-12-education-financial-statements.aspx/>.

Summaries for all School Generated Funds for the year ended August 31, 2023 can be found on our Division website at:

http://www.rdpsd.ab.ca/documents/general/SGF_Year_End_2022-23.pdf.

For further information regarding the financial information for Red Deer Public Schools please contact Colin Cairney, Secretary-Treasurer, at 403-343-1405.

Sharing Our Results

The Annual Education Results Report (AERR) presents a summary of the progress and accomplishments of Red Deer Public 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 November 14, 2023 meeting of the Board of Trustees
- The Annual Education Results Report is posted on the Division website at: <http://www.rdpsd.ab.ca/documents/general/AERR.pdf> and copies of the Annual Education Results Report are available for the public at Central Services and each of our schools.
- The Annual Education Results Report will be shared at a meeting of our City-Wide School Council on January 16, 2024.

School Results Reports: Each school prepares its own School Results Report. As required under Section 13 of the School Councils Regulation, schools provided opportunities for their School Councils and stakeholders to be involved in the development of School Education Plans, and were involved in the explanations of their respective School Results Reports. A review and interpretation of Accountability Pillar measures are also communicated and shared with School Councils and are available at individual schools. School Results Reports are posted on each school's website, as well as at: <http://www.rdpsd.ab.ca/view.php?action=documents&id=1429>.

Whistleblower Protection

Section 32 of the Public Interest Disclosure (Whistleblower Protection) Act (2013) requires that school authorities include their annual report of disclosures in their AERR. Red Deer Public Schools did not have any disclosures this year, therefore, there is nothing to report.



Red Deer Public Schools
4747-53 Street
Red Deer, Alberta T4N 2E6
Phone: 403-343-1405
Fax: 403-347-8190
E-mail: info@rdpsd.ab.ca
Website: www.rdpsd.ab.ca