



Annual Education Results Report

2019 - 2020

Red Deer Public Schools



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Annual Education Results Report for 2017-2018
for Red Deer Public Schools, please contact*

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The Year in Review

Fast Facts:

- 11,118 students
 - 980 ECS students
 - 4206 elementary students
 - 2394 middle school students
 - 3538 high school students
 - Students included in the above:
 - 1047 French Immersion
 - 1069 English Language Learners
 - 986 self-identified FNMI
 - 190 Pre-kindergarten children
- 1451 staff members
 - 659 Teachers
 - 278 Substitute Teachers
 - 379 Classified Staff
 - 100 Facility Services Staff
- 30 school sites, including
 - 12 Elementary Schools (Pre K to grade 5)
 - 3 Pre K to 8 Schools
 - 3 Middle Schools (grades 6 to 8)
 - 2 High Schools (grades 9 to 12)
 - 1 Christian Alternative School (K to grade 12)
 - 1 Spanish Bilingual Alternative School (K to grade 7)
 - 8 alternative school programs
- \$120.8 million budget

Moving Forward:

The 2019-2020 District Education Plan reflected the needs and priorities of our community. While the plan aligns with Alberta Education requirements, three focus areas were identified that drove our plans for the district and our schools:

- Literacy and Numeracy
- Equity
- Student Success and Completion

Our plans came to an abrupt halt on Sunday, March 15th, 2020, when Alberta Education, in conjunction with Alberta Health Services operating under the mandate of the Chief Medical Officer of Health for Alberta, closed schools to all in-person learning. While our priorities remained the same, as indicated above, the entire division's procedures and processes were fundamentally changed. Teachers main goal was to engage with as many students as possible, and as a result, the final three-and-a-half months of the 2019-2020 school year were unlike anything we had ever experienced before.

You will note in this report that many of our Alberta Education measures, as well as our own division measures, were not included. Our division parent, student, and teacher satisfaction surveys were not administered, as doing so would have been exceedingly difficult during the months of April and May. Similarly, Diploma Exams for June, as well as Provincial Achievement Tests for June were not administered this year.

With the absence of many of our quantitative performance measures, this report does rely heavily on anecdotal evidence gathered from our schools, and our various Central Services departments.

Assurance Model:

Red Deer Public Schools is one of five school jurisdictions that had continued to pilot the Assurance Model for Alberta Education. In this model, school jurisdictions have greater flexibility in responding to the needs and priorities of their local community while still maintaining provincial standards. Jurisdictions are expected to have a strong stakeholder engagement process to inform local priorities and use this to shape their planning and reporting. Local system priorities are balanced with accountability requirements of the department. In the past, Red Deer Public Schools has utilized a varied approach to engage stakeholders. This includes large-scale Town Hall Meetings, with over 250 participants, as well as electronic surveys reaching thousands of stakeholders.

During the 2019-2020 School Year, our stakeholder engagement focused on a review of core elements of the current Division Education Plan and considering future directions and our next priorities. As a pilot jurisdiction for Alberta Education's Assurance Model, the division has found tremendous value and success in focusing on our three key 'made in Red Deer Public Schools' priorities areas of:

- Literacy and Numeracy
- Equity
- Student Success and Completion

The Board of Trustees hosted Town Hall Meetings with our City-Wide School Council, Teachers' Voice and School Administration which included discussion and sharing on:

- Outcomes and Strategies in the current Education Plan - what have been our success and and where are we at in achieving the outcomes
- Current and future priorities for the Education Plan

From these discussions, The Board of Trustees examined how SMART goals could further drive current priorities. These are a key feature in our new Division Education Plan.

As an outcome of its engagement sessions, the Board anticipates a more substantive review and update to its priorities and outcomes. This is anticipated to be the focus of the strategic engagement process during the 2020-2021 school year. The feedback and information gathered during these engagement processes are an essential element in planning and developing the 2020-2021 Division Education Plan.

Opportunities and Challenges:

As mentioned above, the closure of schools for in-person learning, which commenced on Monday, March 16th, and continued for the remainder of the school year, provided an abundance of “opportunities”, and certainly a great deal of “challenges”. Many of these challenges will bridge over to the 2020-2021 school year, as the re-opening of schools to in-person learning will be a daunting task. Included in some of the challenges that the closure of in-person learning brought was the cancellation of 30-level Diploma Exams, as well as Grade 6 and Grade 9 Provincial Achievement Tests. Since several of the quantitative measures Red Deer Public Schools typically include in the Annual Education Results Report come from the Diploma and PAT results, this year’s data will certainly contain omissions that will create issues in respect to comparisons for years to come. Further, having in-person classes closed for the final three-and-a-half months created a situation in which student engagement with school was significantly impacted. From Kindergarten, all the way to high school, the division experienced situations in which some students were engaged with teachers and their studies for a vast majority of time, while others disengaged early, and despite best efforts, did not participate in at-home learning.

Some of our most promising stories from the 2019-2020 school year included the opening of our brand new replacement school for Westpark Middle School. The new Westpark Middle School was constructed beside the existing structure, and opened to students on Tuesday, September 3rd, 2019. Many new and promising technologies are part of the new Westpark Middle School, ranging from engineering, the environment, and instructional technology.

Finally, the conclusion of the 2019-2020 school year also saw the retirement of our Superintendent of Schools, Stu Henry. Mr. Henry had been the Superintendent of Red Deer Public Schools since 2015, and was the Deputy Superintendent from 2010 to 2015. Prior to coming to Central Services Mr. Henry was the principal of Eastview Middle School for five years. While Mr. Henry will be missed in the division, Red Deer Public Schools was pleased to announce that Mr. Chad Erickson, who had been the Associate Superintendent for Student Services, was selected as the new Superintendent of Schools, commencing on August 1st, 2020.

Red Deer Public Schools continues to provide high quality learning opportunities for our students. We are proud of the achievements of our students and of the learning opportunities provided for them, reflecting both our vision: “A culture of respect, inclusion, caring and excellence, where every student succeeds” and the mission of the Red Deer Public Schools: “Striving for excellence by inspiring learning and nurturing hope in every student.”

Accountability Statement

The Annual Education Results Report for Red Deer Public Schools, for the 2019-2020 school year, was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the jurisdiction can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

This Annual Education Results Report for 2019-2020 was approved by the Board on November 18, 2020.

Nicole Buchanan
Chair of the Board of Trustees

Chad Erickson
Superintendent of Schools

District 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 the Grade 6 Language Arts Provincial Achievement Tests (Target: 83% / 13%):**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of students who achieved the acceptable standard on Grade 6 English Language Arts Provincial Achievement Tests.	83.1	82.2	85.5	85.3	N/A*
Overall percentage of students who achieved the standard of excellence on Grade 6 English Language Arts Provincial Achievement Tests.	11.8	12.2	11.2	9.5	N/A*

- **Percentage of students who achieved the acceptable standard and the standard of excellence on the Grade 9 Language Arts Provincial Achievement Tests (Target 80% / 12%):**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of students who achieved the acceptable standard on Grade 9 English Language Arts Provincial Achievement Tests.	76.9	79.0	75.9	74.3	N/A*
Overall percentage of students who achieved the standard of excellence on Grade 9 English Language Arts Provincial Achievement Tests.	12.4	11.0	12.5	11.9	N/A*

- **Percentage of students who achieved the acceptable standard and the standard of excellence on the English 30-1 Diploma Examinations (Target: 87% / 11%)**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of students who achieved the acceptable standard on the English 30-1 diploma examinations.	90.9	90.3	92.7	87.7	90**
Overall percentage of students who achieved the standard of excellence on the English 30-1 diploma examinations.	9.5	12.4	16.5	11.6	9.1**

- **Percentage of students who achieved the acceptable standard and the standard of excellence on the English 30-2 Diploma Examinations (Target: 90% / 12%)**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of students who achieved the acceptable standard on the English 30-2 diploma examinations.	95.0	95.5	93.9	90.4	91.9**
Overall percentage of students who achieved the standard of excellence on the English 30-2 diploma examinations.	17.9	15.6	21.3	15.7	10.3**

* Due to the closure of schools to in-person learning this data is not available for the 2019-2020 school year.

** Due to cancellation of April & June Diploma Exams, 2019-2020 results include only the January 2020 exam writers.

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

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of students who achieved the acceptable standard on Grade 6 Mathematics Provincial Achievement Tests.	66.8	61.8	70.3	67.0	N/A*
Overall percentage of students who achieved the standard of excellence on Grade 6 Mathematics Provincial Achievement Tests.	8.2	6.7	9.2	7.3	N/A*

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

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of students who achieved the acceptable standard on Grade 9 Mathematics Provincial Achievement Tests.	67.6	67.0	56.8	54.6	N/A*
Overall percentage of students who achieved the standard of excellence on Grade 9 Mathematics Provincial Achievement Tests.	15.0	16.8	15.1	16.6	N/A*

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

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of students who achieved the acceptable standard on the Mathematics 30-1 diploma examinations.	62.2	66.7	69.2	73.0	71.2**
Overall percentage of students who achieved the standard of excellence on the Mathematics 30-1 diploma examinations.	22.3	26.3	23.1	28.0	28.2**

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

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of students who achieved the acceptable standard on the Mathematics 30-2 diploma examinations.	75.4	62.7	63.6	64.2	69.8**
Overall percentage of students who achieved the standard of excellence on the Mathematics 30-2 diploma examinations.	12.3	6.7	10.3	15.1	15.1**

District Performance Measures

- Percentage of students in grades 1 to 8 who are reading/literate within 1 year of grade level, utilizing Fountas & Pinnell Benchmark. (Target: 80%)**

Number of Students	Students reading within one year of Grade Level	Percentage
4828	3929	81.4

* Due to the closure of schools to in-person learning this data is not available for the 2019-2020 school year.

** Due to cancellation of April & June Diploma Exams, 2019-2020 results include only the January 2020 exam writers.

● **Survey result scores for literacy measurements by students, parents, and staff. (Target: 90%)**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children are able to read and write what is expected in school.	88.9	89.1	84.5	84.1	N/A*
Overall percentage of students who feel they are able to read and write what is expected of them in school.	89.1	88.9	91.3	90.2	N/A*
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	92.9	93.3	96.8	94.9	N/A*

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

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	88.4	87.6	86.9	84.0	N/A*
Overall percentage of students who feel they are able to understand and work with numbers in school.	87.7	87.4	87.7	86.1	N/A*
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	90.5	93.2	94.3	95.4	N/A*

Comment on Results: Analysis and Action

- The practice of benchmarking is embedded in teacher practice now, and is ongoing. New teachers were trained, and Learning Services does provide ongoing benchmarking sessions as needed. One of the newer strategies that the Learning Services department implemented this year was to use a co-benchmarking approach, where both the classroom teacher and a Learning Services Coordinator perform a Fountas & Pinnell benchmark to ensure consistency in the district. We saw significant growth in students reading at grade level in our three Grade 6-8 middle schools, and benchmarking also increased awareness for teachers regarding student reading levels, allowing teachers to ensure that students had the most appropriate reading materials at all times.
- Another new strategy implemented this year was our Kindergarten to Grade 5 Writing Professional Development. Every teacher, K-5, received this professional learning during the school year. As part of this initiative, eleven of our elementary and K-8 schools participated in the Lucy Calkins Writing Pilot Project, with feedback from teachers and administrators indicating it was very well received.
 - 82% of teachers reported an increased personal efficacy in teaching writing
 - 86% of teachers saw an improvement in student writing after teaching unit 1.
- Further, numerous schools used the HLAT writing assessment, generously shared to us from Edmonton Public Schools, and HLAT collaboration/team marking meetings took place in many schools.
- Four of our schools, G.H. Dawe Community School, Normandeau School, Aspen Heights Elementary School, and Fairview Elementary School, had literacy coaches. The Literacy coaches in all four schools have provided universal and targeted literacy support to students in need. Over time, they have made a significant impact in our schools by being responsive to the changing and unique needs of the students. They provided guided reading support, Fountas and Pinnell support, targeted literacy intervention using games, activities, as well as Levelled Learning Intervention (LLI) support. They have been most supportive with the writing focus the district has implemented last year with their on-going support and encouragement. They work alongside their respective Learning Assistance Teachers (LATs) to provide the literacy support the school needs.

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** Due to cancellation of April & June Diploma Exams, 2019-2020 results include only the January 2020 exam writers.

- Learning Services implemented recommendations with each Kindergarten to Grade 5 teacher, during Grade-Based PD sessions which, in addition to instructional objectives, included Indigenous Math Kits, using “access points” to support all learners, and the infusion of technology. Teachers reported very high levels of satisfaction with training, with comments such as:
 - “Loved time to share ideas with other teachers”
 - “My grade partner and I are ready to sit down and put a lot of these ideas into action”
 - “Always good to recalibrate & get back in touch with the passion & enthusiasm we all have about math”
- Within these Grade-Based PD sessions we also included conversations in regards to the integration of financial literacy within the classroom. Targeted Financial Literacy Presentations were used at some schools, and at two other schools, G.H. Dawe Community School, and Aspen Heights Elementary School, we also had presentations from Junior Achievement & Solomons Financial. Our High schools provided sessions such as financial planning and tax-related sessions during their “Flex” time. Overall, the division feels we are well situated to implement the new guidelines within the recent Ministerial Order when it comes to financial literacy.
- A shared Google Drive for Math Teachers was created and used during the aforementioned PD sessions. This will be an ongoing repository for effective instructional material.
- Additionally we implemented some specific strategies based on some of our individual and collective Provincial Achievement Test results. First, a Grade 6 Math Teacher instructional cohort took place in order to ensure our Grade 6 teachers had consistent and proven strategies to implement into their teaching practice. Further, ongoing and targeted professional learning sessions for teachers at Normandeau and G.H. Dawe were planned and implemented to impact their achievement.
- As we have done in the past, we invited folks from Alberta Education, who led a Provincial Achievement Test analysis session for groups of Red Deer Public Schools’ Teachers and Administrators to inform practice and better use the achievement data provided from the tests.
- Initial work in high school alignment has allowed the conversation to begin in regards to best practices when teaching and assessing the High School Math curriculum.
- Several schools held literacy/numeracy evenings. Learning Services Coordinators have shared math games, dice, and manipulatives to send home during these events. Also, a series of newsletters have gone home, as well as have been posted on various school and jurisdiction social media sites.

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** Due to cancellation of April & June Diploma Exams, 2019-2020 results include only the January 2020 exam writers.

District Goal

Equity

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

Outcomes

- All staff have the ability to meet the diverse needs of all students through excellent instruction.
- Students are supported in their academic, behavioural, social and emotional well-being.
- Students are able to access the supports and services they need to achieve success through the reduction of barriers.

Alberta Education Performance Measures

- **Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. (Target: 90%)**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
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.	88.5	88.2	87.2	87.5	87.0

- **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%)**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	83.4	82.2	80.0	80.4	83.4

District Performance Measures

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

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	93.3	93.1	94.9	92.1	N/A*
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	92.8	91.9	93.7	91.2	N/A*
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	89.0	89.0	91.6	93.2	N/A*

* Due to the closure of schools to in-person learning this data is not available for the 2019-2020 school year.

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	91.8	90.3	94.2	90.1	N/A*
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	86.8	85.6	86.7	84.7	N/A*
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	96.0	96.7	97.1	97.3	N/A*

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	89.5	88.0	91.2	87.7	N/A*
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	86.4	86.1	87.7	83.3	N/A*
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	96.0	92.1	94.5	94.7	N/A*

Comment on Results: Analysis and Action

- "Equity is about fairness" and sometimes that means schools need to step up when students come to school without their basic needs being met. It is exceedingly difficult to learn when students come to school hungry, cold or sick. Last year over \$7600 in food, clothing, medical supplies and transportation were provided by the Foundation for Red Deer Public Schools through the "Step Up Fund". Our schools know their families and the challenges they face. When they identify needs they can access the funds to make things better. Last year saw over \$32,000 raised, including a donation of \$25,000 from the Sutter Fund. We are grateful to all those that help provide the important needs for students so they can learn and achieve. The Foundation for Red Deer Public Schools will continue to promote the use of the fund to reduce barriers for individual students.
- This past year Alberta Education provided Red Deer Public Schools with \$341,000 as part of the Alberta Education Nutrition Program. In order to most effectively utilize the grant the division allocated \$100,000 of the funds to the Mustard Seed organization, who in turn prepared and delivered 259 lunch bags to our schools every day. This provided lunches for needy students in each of our 22 schools. The remainder of the allocation was distributed to three schools specifically, Fairview Elementary School, G.H. Dawe Community School, and Normandeau School, to provide nutrition for students in our most at-risk populations. When the COVID-19 pandemic forced the closure of in-person learning in March, Red Deer Public Schools chose to ensure that our students, even though they were not at school, would continue to receive nutrition through the grant. The division was able to transfer \$50,000 additional funding to the Mustard Seed, in addition to \$80,000 to the Red Deer Food Bank. The Mustard Seed continued to make lunches and meal kits that Red Deer Public Schools' families were able to pick up at their location.
- Nearly 1200 Red Deer Public staff were trained as "Go-To" Educators in the early Fall of 2019. This training was developed by Teen Mental Health, and delivered by 12 Core Trainers from the division (a Student Services Coordinator, plus 11 School Counsellors). The goal was to enhance Mental Health Literacy among staff, recognizing that students will often turn to a trusted adult in the school as their "Go-To" person.

* Due to the closure of schools to in-person learning this data is not available for the 2019-2020 school year.

- Unfortunately, due to the early exit of students from schools in March, 2020, Parent Mental Health Literacy training did not take place during the last school year. This has been rescheduled to take place during the upcoming 2020-2021 school year.
- A team of Middle School and Grade 9 Health Teachers, along with the Student Services Coordinator responsible for Mental Health & Wellness, and our School Counsellors, began the work of building 68 lessons for students in Grades 6 - 9. Those lessons are to be released to educators in October, 2020. This work builds on the Kindergarten to Grade 5 Mental Health Lessons which have been used in our elementary schools over the past 3 years. Looking further ahead, the division will next look towards the implementation of a High School Mental Health Curriculum, with credits being earned by students who complete this work at the high school level. Eventually Red Deer Public Schools will have a comprehensive Kindergarten to Grade 12 Mental Health Literacy curriculum in place.
- On December 6th, 2019, the division held a Staff Wellness Morning that offered 61 staff wellness sessions to our entire staff. Anecdotal comments, as well as event evaluations indicated that the morning was well received and much appreciated by those who attended. The division also focused on staff wellness and wellbeing by offering staff presentations, and by sending out links to resources and supports for staff. Wellness of staff is a huge priority of the Valuing Mental Health initiative.
- Learning Support Teams are at the hub of much of the work the Student Services department does in schools to create support plans for students who have been identified as needing additional assistance. School teams use a collaborative approach to draw on the expertise of team specialists who take the time to consult, share wisdom and solidify plans that support students in the midst of complex needs and/or challenges. This work is a key attribute to Our Work in Red Deer Public Schools, and it is what we believe sets us apart from many jurisdictions.
- An additional mental health initiative that was undertaken during the 2019-2020 school year was developed with our Alberta Health Services (AHS) partners, called, "Pathway Through Care". This initiative provided the opportunity for Red Deer Public Schools staff (via the Learning Support Teams) to consult and collaborate with the AHS professionals BEFORE sending a child and/or their family on an inappropriate referral. The child's name and identifiers are kept anonymous through this Pathway Through Care consultation to ensure the referral is precisely determined, and over the course of the school year we came to see that this process provided for an increase in the promptness for access for children and/or families as they access outside agency support. We will continue to build the strength of partnership with AHS and external partners during the 2020-2021 school year.
- During the 2019-2020 school year several High school alignment meetings were held, and included discussions around programming and excellence in instruction. At the Kindergarten to Grade 5 levels all teachers attended Literacy and Numeracy professional learning sessions where leaders modeled quality instructional strategies and "access points" for inclusion of all learners. At all schools with Grade 6, 9 or 12 students, school-based Provincial Achievement Test and Diploma Exam analysis was supported by an Alberta Education session on analysing data to support learning. Finally, Learning Assistance Teachers in all schools supported teachers in building capacity in the areas of planning, assessment and instruction.
- French as a Second Language support was provided from a Learning Services Coordinator to model exemplary lessons. French Champions, and French Immersion vertical alignment planning sessions from Grades 6 to 12 took place. A lot of excitement was built through the French Champions group, with many new activities taking place to improve the French language instruction skill levels.
- In the area of English Language Learners, our staff skills are developing more quickly in our targeted ESL schools. These schools include Fairview Elementary School, Central Middle School, and Lindsay Thurber Comprehensive High School. At all of our remaining schools, where our ELL numbers are not as high as our congregated programs, instructional strategies for teaching our English Language Learners were integrated into writing instruction professional learning sessions.

* Due to the closure of schools to in-person learning this data is not available for the 2019-2020 school year.

- In regards to providing equitable support for our schools in the area of staffing and resources, our practice has always been to direct our base allocations to schools on a per-pupil amount, and then provide additional funding based on identified needs. In 2019-2020, as we did the year previous as well, our Human Resources department, working closely with our schools, was able to direct additional division funds to schools with significant needs and priorities to provide additional staff where it would make the most impact.

District 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

- Children have an excellent start to their learning journey in Pre-K and Kindergarten.
- Students at elementary and middle schools have a strong foundation in literacy and numeracy.
- Students experience effective transitions between grades and between schools.
- Students experience character education programming in Grades 1-9.
- Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.

Alberta Education Performance Measures

- **Percentage of students who achieved the acceptable standard and the standard of excellence on the cumulative composite scores of all Provincial Achievement Tests. (Target: 85% / 15.5%)**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of students who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	71.0	72.8	74.1	73.3	N/A *
Overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.6	15.0	17	15.7	N/A *

- **Percentage of students who achieved the acceptable standard and the standard of excellence on the cumulative composite scores of all Diploma Examinations. (Target: 85% / 19%)**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	82.0	80.3	81.9	81.5	N/A *
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	18.2	18.5	20.4	20.1	N/A *

- **High school completion rate of students within three years of entering Grade 10. (Target: 75%)**

Performance Measure	Results (in percentages)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	69.5	73.9	70.0	76.2	79.4

* Due to the closure of schools to in-person learning this data is not available for the 2019-2020 school year.

- **High school to post-secondary transition rate of students within six years of entering Grade 10. (Target: 55%)**

Performance Measure	Results (in percentages)				
	2015	2016	2017	2018	2019
High school to post-secondary transition rate of students within six years of entering Grade 10.	55.0	54.4	58.5	47.9	52.5

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

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Percentage of teachers, parents and students who are satisfied with the overall quality of basic education.	78.8	77.3	78.5	77.8	79.3

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

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.7	81.1	79.5	79.9	79.4

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

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	82.0	80.1	80.8	77.9	82.3

- **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%)**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	85.1	82.4	83.0	84.5	83.3

District Performance Measures

- **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement (Less than 90% attendance, and less than 50% achievement level). #Note: Grades 9-12 only, as academic progress in Grades 1-5 is not collected in a fashion that can be reported in this way.	#137/3076
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* Due to the closure of schools to in-person learning this data is not available for the 2019-2020 school year.

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

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children will be prepared for the next grade level.	88.8	89.9	91.0	88.9	N/A *
Overall percentage of students who feel they will be prepared for the next grade level.	92.2	92.6	92.9	91.7	N/A *
Overall percentage of teachers who feel the students will be prepared for the next grade level.	85.5	87.3	89.4	87.7	N/A *

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children will complete high school.	93.3	93.1	97.9	97.0	N/A *
Overall percentage of students who feel they will complete high school.	98.6	98.7	97.3	96.2	N/A *
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	93.7	95.8	97.5	97.7	N/A *

Comment on Results: Analysis and Action

- Responsible, Healthy, Resilient, Collaborative, Respectful and Curious...these are *Values for Learning and Life*. These character traits were revealed at the District Kick Off event and were further refined over the school year for implementation in 2020-2021. While individual schools continue to have their own character education program, it is vital that our entire community understands and believes that no matter which school they attend, students in Red Deer Public Schools develop values that serve them while they learn, but also throughout their lives. Next year, schools across the division will communicate, profile and celebrate these values.
- Our Learning Services team gathered all Kindergarten teachers for four professional development sessions, based on best-practices for early learning, as well as for Early Years Evaluation training and Hanen Training for pre-kindergarten. Throughout the Kindergarten professional development teachers there was a focus on instruction through a lens of exploration, play and inquiry.
- One of our ongoing strategies to deal with and improve our transitions (both between schools and between grades) revolves around what we have called the “Virtual Student Backpack”. The Virtual Student Backpack is a self-developed module within our PowerSchool student information system, and it serves the purpose of bringing several different sources of student data into one dashboard. When it was first developed two years ago it included basic demographic, attendance and achievement data, but during the 2019-2020 school year was updated to include additional items, including a link to student progress towards graduation. Schools were encouraged to use the “Glide” application to allow parents easier access from their mobile devices at no cost to schools. By working with the Communications department, the Transition Task Force has begun highlighting some of the priorities and activities occurring in schools to help students transition more successfully. Discussions began on processes for successfully transitioning our Alternative School students back into regular programs.
- A new attendance protocol is being developed based on current research on effective approaches. A focus on increased awareness of lags in student attendance for administrators and parents, school based interventions, and a team based, solution focused, division approach are priorities. Discussions with principals include universal prevention strategies, early intervention, effectively monitoring absences, and family and division involvement in a team based approach. Our Transitions Task Force also worked with team members from the division’s First

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Nations', Métis, and Inuit Learning Services department in order to collect best ideas and then meet in groups to discuss feasibility of implementation. First Nations', Métis, and Inuit Learning Services sorted the ideas to identify the most promising practices. This feedback was then presented back to the Transitions Task Force on February 14th, 2020.

- We continue to monitor student academic progress, in order to respond most effectively. One of our ongoing strategies has been the three-year phase in of our new elementary report card, in which we now have all schools with Kindergarten to Grade 5 students using. This is an outcomes-based report card, and from our feedback from families it is an effective tool to accurately communicate student progress. At middle school and high school, parents have ongoing access to Powerschool to monitor student learning.

District Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Comment on Results: Analysis and Action

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

Specific strategies as outlined in the Division's Three Year Education Plan include:

1. Expand the use of guided reading resources containing local First Nations and Métis perspectives
2. Build capacity with Teachers in regard to the indicators within the Teaching Quality Standard as they apply to First Nations, Métis, and Inuit learners.
3. Build capacity with staff to incorporate First Nations, Métis, and Inuit perspectives into their practice.
4. Continue to implement the Supports for Students model. School-based Learning Teams may include: Administrators, Teachers, Learning Assistance Teachers, Educational Assistants, Community Liaison Workers, First Nations, Métis and Inuit "Point People", Mental Health Therapists, School Counsellors, and Parents.
5. Provide transition support for First Nations, Métis, and Inuit students.

Highlights of the 2019 - 2020 school year:

- 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. This year we had 189 lessons and presentations.
- We continue to develop new classroom presentations. New presentations include several new Breakout EDU activities on various topics related to Indigenous content in the curriculum, literacy based lessons on residential schools and Orange Shirt Day for Kindergarten to grade 5, and cross-curricular lessons connecting math to Indigenous content.
- Consultations with teachers to increase their capacity in delivering lessons infused with cultural content are well received by all schools. This year we had 77 consultations and staff in-services. The most popular topics include teaching about residential schools and Orange Shirt Day; using aboriginal games to teach math concepts, and how to infuse Indigenous content into math, science, music, phys-ed or CTS courses. Breakout EDU is one of the platforms used for engaging staff in professional learning.
- This year we in-serviced all kindergarten to grade 5 teachers on how to infuse First Nations, Métis and Inuit content into teaching math. Each school received an Indigenous Math Curriculum Kit for each grade from K - 5. Teachers spent part of a morning two times this year to learn how to use the kit, and how to deliver lessons from the kit in their classrooms.
- Three Networking Support Meetings 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:
 - Curriculum Connections: Linking Indigenous Content to Core Curriculum
 - Transition Planning and Supports

- Supporting Students and Families during the School Shutdown
- Professional development presented or facilitated by First Nations, Métis and Inuit Learning Services for school staff include:
 - The Indian Act
 - Identifying the difference between Métis history and agreements and the First Nations and Inuit experience
 - Teaching Quality Standards
 - Aboriginal Games
 - Treaties
 - Infusing Indigenous Content into Math
 - First Nations, Métis and Inuit Promising Practises and the TQS Rubric for District Administrators
 - Indigenous Education & Reconciliation Initiatives for National Indigenous Peoples Day and History Month.
- First Nations, Métis and Inuit Learning Services participated in the Alberta Zone Four First Nations, Métis and Inuit Advisory Group; Urban Aboriginal Voices, Remembering the Children Society and the First Nations, Métis and Inuit Education Council of the ATA.
- First Nations, Métis and Inuit Learning Services worked in collaboration with Red Deer Catholic Schools, Central Alberta Regional Consortium and History in the Hills to host a Spring Culture Camp for Zone 4 school and district administrators.
- The continuation of the formal collaborative partnership with the Red Deer Native Friendship Society took place. The Alternative School Program's continued to bring in an Elder and the cultural resource connector to support the student Talking Circles.
- 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.
- First Nations, Métis and Inuit Learning Services worked with Rupertsland and the Métis Nation of Alberta in creating a Breakout EDU activity to teach Métis history and identity.
- First Nations, Métis and Inuit Learning Services worked in collaboration with the Red Deer Native Friendship Society, Red Deer Catholic Schools and The City of Red Deer to host a National Indigenous People's Day Powwow in June.
- Community Elders attended multiple school-based events at several schools including the Westpark Middle School, Glendale Science & Technology School, Lindsay Thurber High School, and the Alternative School Program. Elder support included:
 - New middle school grand opening smudge and blessing
 - Elder Lunch and Storytelling
 - Talking Circles
 - Christmas dinner and smudge
 - Prayer and harvesting at school medicine gardens
- Three elementary schools continued the academic-cultural groups.
- Schools continue to enhance the Indigenous content in their school library. Some have dedicated space specifically showcasing First Nations, Métis and Inuit resources. A fourth middle school enhanced their Learning Commons this year to better showcase Indigenous culture and literature.
- First Nations, Métis and Inuit Learning Services connected with Red Deer College 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 Education conference and we presented at their Indigenous Student luncheons.

- Orange Shirt Day was commemorated at all 22 schools through a variety of learning activities at each school, for the second year in a row. One Elementary school piloted grade appropriate literature based lessons on Orange Shirt Day developed by First Nations, Métis and Inuit Learning Services.
- Members of the First Nations, Métis and Inuit Learning Services attended the Remembering the Children Memorial in Red Deer.
- Members of the First Nations, Métis and Inuit Learning Services team attended several professional learning activities:
 - Soaring with Knowledge, First Nations, Métis and Inuit Education Council Annual Conference
 - Think Indigenous Conference in Edmonton
 - Community Sweat Lodge
 - Aboriginal War Veterans in-service
 - Indigenous Star Knowledge workshop

Impact of the Covid 19 Pandemic

- Due to the Covid 19 pandemic, and school closing in mid March, many of our classroom presentations and collaborative teaching projects were cancelled.
- In the Spring, many lessons and presentations were turned into video and lessons that could be delivered remotely through at-home learning during the pandemic.
- Grade level support was provided to teachers in Kindergarten to grade 5 during the pandemic. Teachers were provided with lessons and videos with Indigenous content for teaching curricular outcomes remotely.
- One Network Circle was cancelled and one was held remotely due to the Covid pandemic.
- Twenty-one Métis students in our district received chromebooks from the Metis Nation of Alberta during the school shutdown.
- The National Indigenous Peoples' Day Powwow was cancelled due to gathering restrictions and planning will continue for the Powwow for next year.
- Zone 4 Culture Camp for school and district administrators was postponed to the following Spring.

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 18, 2020 meeting of the Board of Trustees
- the Annual Education Results Report is posted on the district 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

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 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.



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