



Annual Education Results Report

2023 - 2024

Red Deer Public Schools



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Annual Education Results Report for 2023-2024
for Red Deer Public Schools, please contact*

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The Year in Review

Fast Facts:

- 11,424 students
 - 855 ECS students
 - 4,105 elementary students
 - 2,546 middle school students
 - 3,918 high school students
 - Students included in the above:
 - 926 French Immersion
 - 1,716 English Language Learners
 - 959 self-identified First Nations', Métis & Inuit Learners
 - 137 Pre-kindergarten children
- 1,585 staff members
 - 726 Teachers
 - 317 Substitute Teachers
 - 417 Classified Staff
 - 125 CUPE Staff
- 30 school sites, including
 - 12 Elementary Schools (ECS to Grade 5)
 - 3 ECS to 8 Schools
 - 3 Middle Schools (Grades 6 to 8)
 - 2 High Schools (Grades 9 to 12)
 - 1 Christian Alternative School (ECS to Grade 12)
 - 1 Spanish Bilingual Alternative School (ECS to Grade 8)
 - 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 15% 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 2023-2024 Division Education Plan reflected the needs and priorities of our community, but was also developed in the context of the identified needs of our internal Red Deer Public Schools community (both staff and students). Furthermore, our 2023-2024 Education Plan was developed knowing that in the upcoming school year we would be undertaking a significant change to the format of our plan. As such, we also felt it was prudent that we did not embark on a number of new initiatives. In the end, our 2023-2024 plan aligned with Alberta Education requirements, as well as our three Division priority areas of:

- Literacy and Numeracy
- Equity
- Student Success and Completion

In this report we have included a full suite of results from our Grade 6 & 9 Provincial Achievement Tests, as well as our Grade 12 Diploma Examinations. These results will be shared in three different formats. First, we will share our entire cohort of results. Then, as required by Alberta Education, we will isolate our results from our population of self-identified First Nations, Métis & Inuit learners, as well as our English as an Additional Language learners. We also have included a host of achievement data, dealing with literacy and numeracy, from 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 in the winter of 2024. Late last year, when asked, 74% of parents indicated their engagement preference was online when it came to the Division's annual engagement and other emergent topics. As a result, the Division used an online engagement tool called Social Pinpoint to conduct a survey of 2024.

As the Red Deer Public moves forward, our Three-Year Division Education Plan will align with the Alberta Assurance Framework. The Assurance domains include:

- Student Growth & Achievement;
- Teaching & Leading;
- Learning Supports; and
- Governance.

The fifth Alberta Assurance Domain, Local & Societal Context, encompasses all of the aforementioned areas.

The Division priorities of Literacy & Numeracy; Equity, and Student Success & Completion, will still be a focus for Red Deer Public, but using the Assurance domains allows us to widen our scope and be responsive to the needs of our students, staff, families, and the community, while informing where our budget dollars are prioritized.

As part of this year's Community Engagement three questions were asked of stakeholders including:

- Considering our community needs, what should Red Deer Public Schools prioritize when providing learning supports for our students?
- What can Red Deer Public Schools do to ensure that quality teaching, leading, and optimum learning happens for all students?
- What can Red Deer Public Schools do to continuously engage students to help them grow intellectually, and demonstrate citizenship?

The survey saw more than 1,200 contributions amongst participants over a one week period.

The Board of Trustees and Senior Administration held a two day strategic planning session in March to review all of the feedback results, as well as other key information and data to develop an updated Three-Year Division Education Plan, moving forward.

The Division's Education Plan received formal approval by the Board of Trustees at the May 2024 Board Meeting.

Accountability Statement

The Annual Education Results Report for Red Deer Public Schools for the 2023-2024 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting 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 2023-2024 school year was approved by the Board on November 13th, 2024.

Nicole Buchanan
Chair of the Board of Trustees

Chad Erickson
Superintendent of Schools

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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of Red Deer Public students who achieved the acceptable standard on Grade 6 English Language Arts Provincial Achievement Tests.	N/A	N/A	81.8	81.2	N/A
Overall percentage of Red Deer Public students who achieved the standard of excellence on Grade 6 English Language Arts Provincial Achievement Tests.	N/A	N/A	12.9	14.0	N/A
Overall percentage of all Provincial students who achieved the acceptable standard on Grade 6 English Language Arts Provincial Achievement Tests.	N/A	N/A	76.1	76.2	N/A
Overall percentage of all Provincial students who achieved the standard of excellence on Grade 6 English Language Arts Provincial Achievement Tests.	N/A	N/A	18.9	18.4	N/A

- **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of Red Deer Public students who achieved the acceptable standard on Grade 9 English Language Arts Provincial Achievement Tests.	N/A	N/A	68.6	73.1	70.1
Overall percentage of Red Deer Public students who achieved the standard of excellence on Grade 9 English Language Arts Provincial Achievement Tests.	N/A	N/A	7.0	11.7	9.2
Overall percentage of all Provincial students who achieved the acceptable standard on Grade 9 English Language Arts Provincial Achievement Tests.	N/A	N/A	69.6	71.4	69.5
Overall percentage of all Provincial students who achieved the standard of excellence on Grade 9 English Language Arts Provincial Achievement Tests.	N/A	N/A	12.9	13.4	11.8

- **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				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall percentage of students who achieved the acceptable standard on the English 30-1 diploma examinations.	N/A	N/A	83.3	85.2	87.9	N/A	N/A	78.8	83.7	84.2
Overall percentage of students who achieved the standard of excellence on the English 30-1 diploma examinations.	N/A	N/A	10.7	9.9	9.0	N/A	N/A	9.4	10.5	10.1

- **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				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall percentage of students who achieved the acceptable standard on the English 30-2 diploma examinations.	N/A	N/A	87.2	87.6	88.7	N/A	N/A	80.7	86.2	85.7
Overall percentage of students who achieved the standard of excellence on the English 30-2 diploma examinations.	N/A	N/A	15.4	14.7	17.4	N/A	N/A	12.2	12.7	12.9

- **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of Red Deer Public students who achieved the acceptable standard on Grade 6 Mathematics Provincial Achievement Tests.	N/A	N/A	67.6	65.0	N/A
Overall percentage of Red Deer Public students who achieved the standard of excellence on Grade 6 Mathematics Provincial Achievement Tests.	N/A	N/A	8.6	11.8	N/A
Overall percentage of all Provincial students who achieved the acceptable standard on Grade 6 Mathematics Provincial Achievement Tests.	N/A	N/A	64.1	65.4	N/A
Overall percentage of all Provincial students who achieved the standard of excellence on Grade 6 Mathematics Provincial Achievement Tests.	N/A	N/A	12.6	15.9	N/A

● **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of Red Deer Public students who achieved the acceptable standard on Grade 9 Mathematics Provincial Achievement Tests.	N/A	N/A	45.9	61.4	58.4
Overall percentage of Red Deer Public students who achieved the standard of excellence on Grade 9 Mathematics Provincial Achievement Tests.	N/A	N/A	12.4	16.5	16.8
Overall percentage of all Provincial students who achieved the acceptable standard on Grade 9 Mathematics Provincial Achievement Tests.	N/A	N/A	53.0	54.4	52.7
Overall percentage of all Provincial students who achieved the standard of excellence on Grade 9 Mathematics Provincial Achievement Tests.	N/A	N/A	16.7	13.5	14.0

● **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				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall percentage of students who achieved the acceptable standard on the Math 30-1 diploma examinations.	N/A	N/A	62.3	70.8	76.2	N/A	N/A	63.5	70.8	75.4
Overall percentage of students who achieved the standard of excellence on the Math 30-1 diploma examinations.	N/A	N/A	17.9	25.5	34.9	N/A	N/A	23.0	29.0	34.9

● **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				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall percentage of students who achieved the acceptable standard on the Math 30-2 diploma examinations.	N/A	N/A	72.6	71.6	78.1	N/A	N/A	61.5	71.1	70.9
Overall percentage of students who achieved the standard of excellence on the Math 30-2 diploma examinations.	N/A	N/A	14.7	14.9	13.9	N/A	N/A	11.7	15.2	15.4

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

GRADE	Assessment	Number of Students Assessed at Beginning of School Year	Total Number at Risk at Beginning of School Year (English & French)	Total Number at Risk at Beginning of School Year	Total Number at Risk at End of School Year (English & French)	Total Number at Risk at End of School Year	Average Number of months Behind Grade Level After Initial Assessments for At Risk Students	Average Number of Months Gained After Final Assessment for At Risk Students
1-English	Numeracy	798	237	253	195	208	8.5	1.8
1-French	Numeracy		16		13			
1-English	CC3 Reg Words	796	179	189	152	162	5.4	-1.3
1-French	CC3 Reg Words		10		10			
2-English	Numeracy	791	251	276	205	221	9.9	0.7
2-French	Numeracy		25		16			
2-English	CC3 Reg Words	798	140	154	127	138	8.3	-4.0
2-French	CC3 Reg Words		14		11			
3-English	Numeracy	793	147	156	133	140	10.1	-0.5
3-French	Numeracy		9		7			
3-English	CC3 Reg Words	840	173	180	158	165	14.3	-3.1
3-French	CC3 Reg Words		7		7			

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 & Numeracy Intervention lessons. Students 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 & Numeracy Intervention lessons. Students 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 & Numeracy Intervention lessons. Students 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
696	469	67.40

• **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
738	525	71.13

• **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
799	625	78.22

• **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
800	635	79.38

• **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
808	642	79.46

• **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
868	783	90.20

- **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
855	765	89.47

- **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
823	748	90.89

- **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
6430	5214	81.09

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are able to read and write what is expected in school.	X	83.3	82.2	83.0	83.6
Overall percentage of students who feel they are able to read and write what is expected of them in school.	X	88.9	87.9	87.2	87.7
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	X	95.2	95.0	94.9	94.6

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	X	87.7	86.1	92.1	83.8
Overall percentage of students who feel they are able to understand and work with numbers in school.	X	85.6	83.7	84.4	84.9
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	X	94.6	96.0	94.5	94.6

Comment on Results: Analysis and Action

Gr. 1-3 Literacy & Numeracy Assessment Commentary

During the 2023-2024 school year Red Deer Public Schools provided targeted interventions in Literacy and Math to our at risk students. Our results show that we had a decrease in the number of students at risk in both ELAL and Math after receiving interventions. Our Learning Services team will continue to support teachers on targeted interventions in both Literacy and Numeracy.

Provincial Achievement Test Analysis & Commentary

- Due to the implementation of a new curriculum in Kindergarten to Grade 6, students did not write a Provincial Achievement Test for English Language Arts & Literature, nor Mathematics.
- At the Grade Nine level Red Deer Public Schools' students achieved above the provincial average at the acceptable standard in Mathematics by 2.6% and in English Language Arts we were 4.6% below.
- At the Grade Nine K & E level Red Deer Public Schools' students were below the provincial average at the acceptable standard in Mathematics by 9.4% and also below in English Language Arts by 1.3%.

Overall the Division was satisfied with our results on Provincial Achievement Tests in the area of Numeracy. With the full implementation of the Reading Comprehension Assessment Tool (RCAT), we expect to see improvements in

English Language Arts at the grade 9 level. 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. At the K & E level we are pleased to see our results trending upward in English Language Arts, but with the Mathematics it is trending downward. This will be an area of focus for our coordinators moving forward.

Diploma Exam Analysis

- ELA 30-1, ELA 30-2, Math 30-1, and Math 30-2 results for our Division were at, or above, the provincial average for the acceptable standard.

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:

- Grade 4-6 teachers had the chance to deepen their understanding of the new Math and ELAL curricula through specialized professional development mornings. These sessions featured a variety of RDPSD-created resources, designed to support effective teaching and learning. Additionally, substitute time was provided to encourage teacher involvement in the creation of these valuable resources.
- Our Division Mathematical Framework serves as a cornerstone for effective math teaching in Red Deer Public Schools. It highlights high-leverage instructional practices that empower teachers to deliver engaging and impactful lessons. Through ongoing PD sessions aligned with the framework, teachers were equipped with the tools and strategies to foster a deep understanding of mathematics in their students. From Kindergarten to grade 6, where teachers have access to a comprehensive curriculum resource, to Grades 9 to 12, where collaboration with curriculum leaders is a priority, our framework provides a consistent and supportive foundation for mathematical learning. Our comprehensive curriculum resource created with our new curriculum also provides teachers with aligned assessments that can be used at each grade. The creation of a common May Math Assessments (1-5) also gives teachers the data they need to improve their practice.
- Current Science of Reading research underpins effective instructional strategies in English Language Arts & Literature. From kindergarten through grade three, teachers received ongoing professional development in explicit, direct instruction of phonics and phonemic awareness. In upper elementary and middle school, the focus shifted to morphology instruction to enhance vocabulary and comprehension.
- From grades four to twelve, many ELAL teachers piloted the online Reading Comprehension Assessment Tool (RCAT). This digital tool effectively measures students' reading comprehension and analyzes data by genre and specific comprehension skills. As part of the pilot, teacher from grades four to eight, participated in professional development focused on enhancing reading comprehension across narrative, informational, and poetic text. This training emphasized the explicit teaching and practice of comprehension skills as outlined in our provincial curriculum.
- Meeting with the teachers to analyze and reflect on the results proved to be highly impactful in guiding classroom instruction. Following a successful pilot, the RCAT will be the required reading assessment for Grades Four through Ten students in September of 2024. An essential part of implementing this tool, will include professional development at the beginning of the school year. Additionally, our literacy coordinator will meet with grade teams at schools to analyze the data and determine instructional and small-group support.

- Our district will continue using Read Naturally Live, an online reading intervention program, to support students who are below grade-level in reading comprehension. Last year, for the first time, this program was extended to the high school level, with select Knowledge and Employability (K&E) grade nine students, significantly enhancing their reading comprehension and confidence.
- Our Kindergarten to Grade Three French Immersion staff had the opportunity to collaborate with French Immersion teachers from across Central Alberta for a day of learning about the French Language Arts & Literature curriculum. The event was hosted in collaboration with the Alberta Professional learning consortium and we had forty people in attendance. Following this, all grade teams had collaborative planning days to come together and create unit plans for various areas of the new curriculum. This included a poetry unit, a mini novel study and interactive read-alouds. Finally, The Kindergarten to Grade Three staff also had the opportunity to explore new resources for phonemic awareness, phonics and reading instruction. Some resources were created to accompany this new material.

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				
	2020		2021		2022		2023		2024		2020	2021	2022	2023	2024
	N	%	N	%	N	%	N	%	N	%	%	%	%	%	%
Overall	3,585	87.0	3,113	86.8	3,064	86.8	3,412	84.1	3,456	86.1	89.4	90.0	88.8	87.5	87.1
Parent	482	86.4	336	86.7	395	88.5	375	82.7	487	85.6	90.2	90.5	89.5	88.1	88.0
Student	2,562	80.0	2,307	79.0	2,193	80.2	2,521	79.6	2,464	80.5	82.6	84.0	82.5	81.5	80.4
Teacher	541	94.6	470	94.7	476	91.7	516	89.8	505	92.3	95.3	95.4	94.3	93.0	92.9

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				
	2020		2021		2022		2023		2024		2020	2021	2022	2023	2024
	N	%	N	%	N	%	N	%	N	%	%	%	%	%	%
Overall	3566	83.4	3033	80.2	2990	72.6	3,358	74.6	3,379	76.4	81.5	81.4	74.2	75.2	75.8
Parent	470	83.6	312	80.1	377	67.1	363	69.1	468	75.2	80	81.7	70	72.5	75.2
Student	2561	81.1	2290	76.1	2171	76	2,503	75.6	2,436	74.3	79.6	79.1	76.3	75.0	74.0
Teacher	535	85.4	431	84.5	442	74.7	492	79.1	475	79.6	85	83.4	76.3	78.0	78.2

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				
	2020		2021		2022		2023		2024		2020	2021	2022	2023	2024
	N	%	N	%	N	%	N	%	N	%	%	%	%	%	%
Overall	n/a	n/a	3,109	82.2	3,061	83.4	3,409	81.5	3,447	82.9	n/a	82.6	81.6	80.6	79.9
Parent	n/a	n/a	334	76.4	395	78.6	375	74.7	487	78.3	n/a	78.9	77.4	75.7	75.4
Student	n/a	n/a	2,305	77.6	2,190	81.8	2,518	81.2	2,455	81.8	n/a	80.2	80.1	79.9	78.7
Teacher	n/a	n/a	470	92.5	476	89.7	516	88.5	505	88.7	n/a	88.7	87.3	86.2	85.6

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				
	2020		2021		2022		2023		2024		2020	2021	2022	2023	2024
	N	%	N	%	N	%	N	%	N	%	%	%	%	%	%
Overall	n/a	n/a	3,113	84.2	3,063	85.1	3,409	82.9	3,453	84.6	n/a	85.6	85.1	84.4	83.7
Parent	n/a	n/a	336	88.1	395	88.7	375	83.5	487	88.3	n/a	89.0	88.7	87.3	86.7
Student	n/a	n/a	2,307	68.0	2,191	71.8	2,519	69.6	2,462	69.3	n/a	71.8	71.3	70.9	69.3
Teacher	n/a	n/a	470	96.6	477	94.7	515	95.5	504	96.3	n/a	96.0	95.5	95.1	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				
	2020		2021		2022		2023		2024		2020	2021	2022	2023	2024
	N	%	N	%	N	%	N	%	N	%	%	%	%	%	%
Overall	1,016	79.3	803	76.7	867	73.9	884	75.8	989	81.0	81.8	79.5	78.8	79.1	79.5
Parent	476	69.9	336	68.0	392	65.9	370	67.2	486	75.0	73.9	72.2	72.3	72.5	74.4
Teacher	540	88.8	467	85.4	475	82.0	514	84.4	503	87.1	89.6	86.8	85.2	85.7	84.6

Division Performance Measures

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	X	92.9	93.0	92.1	91.9
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	X	93.2	91.8	91.6	91.6
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	X	93.9	96.0	94.9	92.9

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	X	93.8	91.7	88.6	84.9
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	X	86.1	84.0	83.3	82.9
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	X	96.2	96.8	96.2	95.7

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	X	88.6	89.7	87.3	86.5
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	X	84.2	82.5	82.4	83.2
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	X	89.4	94.0	93.1	92.6

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 eleven of twelve overall Alberta Education Assurance Measures, compared to the previous year, with the final measure within 1% of the previous year's result.
- The Division saw increases in twelve of twelve parent Alberta Education Assurance Measures, compared to the previous year.
- The Division was at, or above, the provincial average in ten of twelve Alberta Education Assurance Measures.
- The Division remained the same, or improved upon, twenty-eight of thirty-three Red Deer Public Schools' parent, student, and staff satisfaction measures, compared to the previous year.

These results were extremely positive, and demonstrated the concerted effort all of our Red Deer Public Schools' staff put forth during the school year.

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:

- Certified teachers were hired in 18 schools to operate our new "Student Support Rooms". Training was provided throughout the year based on Bruce Perry's Neurosequential Model in Education. This training included strategies utilizing knowledge of brain research to respond to students in a dysregulated state appropriately. Thousands of student visits to Student Support Rooms occurred across the Division.
- In the Fall of 2023, schools were provided with the disaggregated data for their school, after administration of an exhaustive survey dealing with how students say themselves represented in their schools. All school administrators spent Staff Learning Day time to discuss if there were additional strategies that could be used in their school to ensure students "saw themselves", and these school-specific strategies were implemented.
- The Board moved forward with a community engagement strategy with a focus on bullying. As part of this strategy, Superintendent Chad Erickson, along with various Trustees visited 11 schools, including all K-8, middle and high schools, to talk to students about bullying in their school. Members of the Teacher Voice committee, as well as City Wide School Council, were also engaged in discussions surrounding bullying.
 - Some of the themes that were heard from stakeholders included that bullying takes many forms including joking that turns one sided, to name calling, some of which has a racial undertone to it, to taking photos without consent and posting them online, to targeted attacks, among others.
 - The Community Engagement also highlighted that bullying takes place in various areas including on the bus, online, in the hallways, and even sometimes in classrooms. As a result suggestions included:
 - Comprehensive Anti-Bullying Education
 - Enhanced Reporting and Surveillance Systems
 - Holistic Approach to Understanding and Addressing Bullying
 - Tailored Consequences and Incentives
 - Cultivating a Positive School Culture
 - Communication and Collaboration
 - Empowering Stakeholders through Education
 - Community Building and Connection
 - Definition Clarification
- Following the conversations with stakeholders and researching programs that could meet our goals, we have landed on the WITS Program. Roll out of the programs and lessons will begin during Bully-Prevention week in November of 2024.
- Furthermore, the Division will engage with the Community Action Team from the RCMP to present to community members around the topic of bullying in late October of 2024. The Division is looking forward to the education through the WITS program, and community collaboration to move forward with bully prevention in Red Deer Public Schools during the 2024-2025 school year.

Finally, as evidence of the collaboration that occurs between Red Deer Public Schools and many of the other school divisions, municipalities and external agencies across the province, here is an abbreviated list of the many collaborative efforts we have engaged in as we work to maximize our resources:

- Red Deer Polytechnic: Collaborated on an Alberta Research Network funded research project studying the impact of our summer Grade 2 Reading College initiative. Additionally, Red Deer Public Schools places social work practicum students in our schools.
- Sheldon Kennedy Child Advocacy Centre: We worked with them to plan their annual conference to ensure education had a stream of applicable professional learning.
- Wild Rose School Division: Red Deer Public staff joined their Traumatic Events Systems training last spring with Kevin Cameron, at no cost.
- Chinook's Edge School Division: Our clinical lead for counselling worked with their staff to seek mentorship with data collection/Family School Liaison Programming.
- Recovery Alberta - Children and Adolescent Mental Health: This organization consults with us on students to support access to services in crisis situations, and we have a 0.4 FTE contract for mental health therapists in our schools (Red Deer Public Schools pays the contract, they assign people to work in our school buildings).
- Family and Community Support Services: Provides a grant to support Family School Liaison Counsellor positions.
- CASA Mental Health: Collaborated with us to start a middle school CASA Classroom last winter.
- AHS school health facilitator, Jackie Tomalty: Our Student Services Wellness Coordinator collaborates Ms. Tomalty to improve our programming for student wellness.
- Red Deer Coalition for Youth: Our Family School Liaison staff members attend this event to help find supports and services for our at-risk youth.
- YMCA: We utilized the YMCA Alternative Suspension program, as well as collaborated with the YMCA on summer camp programs
- The High-Risk Youth Community Consult: Our clinical supervisor attends meetings with this organization to consult on a care plan to ensure everyone is stretching their mandate to try and cover the needs of students.
- Youth in Facilities Steering Committee with the City of Red Deer: The City has youth workers in community facilities and the Steering Committee helps guide the direction (our clinical lead is on the steering committee).
- Move Your Mood Studio - at the Sheldon Kennedy Centre for Excellence: This organization collaborates with Student Services on promoting Participation programming in June.
- Hope Mission: This organization offers Red Deer Public Schools after-school programs that we get students involved in, have frozen meals for our families, and we coordinate with them on breakfast programming.
- Mustard Seed: Provides lunches for our students.
- The Red Deer Friendship Center: This organization provides Red Deer Public Schools a Cultural Connector and a Family Connector as we work to build stronger and stronger relationships with our indigenous learners.
- Boys and Girls Club: We collaborate with them on after-school and summer programming for disadvantaged families.
- CARE for Newcomers: Family School Liaison Counsellors collaborate with them to support English as an Additional Language families in the community.
- The FASD Network: This organization runs the Wrap 2.0 program and meets with families and staff in our schools.
- Family Support for Children with Disabilities: Red Deer Public Schools works with this organizations to help families navigate services when required.
- Alberta Health Services: Our Division Psychiatric Nurse attends psychiatric appointments and helps families navigate services.
- Step Up Step Down (AHS): We are in a partnership with them through a pilot project where our clinical lead can refer students to their program.
- The Consortium: Red Deer Public Schools had members on the planning committee for their annual conference, and we collaborated on the Support Staff Conference as well.
- Student Services attends a quarterly Cross Ministry Collaboration meeting.
- Our People Services department collaborates with a large number of school divisions (Chinook's Edge School Division, Wild Rose School Division, Red Deer Catholic Regional Schools, Wolf Creek Public Schools, Clearview

Public Schools, Battle River School Division, Wetaskiwin Regional School Division, and Black Gold School Division) on human resources procedures, trends, HR Data and collective bargaining; as well as collaboration on Leadership Formation.

- Red Deer Polytechnic: We work closely with RDP on the placement of Practicum Teachers; Participation in Education Program Advisory Committee; and collaboration on Music Specialty Instruction.
- University of Alberta: Placement of Practicum Teachers.
- Burman University: Placement of Practicum Teachers.
- University of Lethbridge: Placement of Practicum Teachers
- University of Calgary: Placement of Practicum Teachers
- City University in Canada: We participate in their Master of Education Program Advisory Committee.
- Alberta Teachers' Association: Presentations to New Admin, RDPSD Leads, New Teachers; Collaboration on personnel matters regarding teachers.
- TEBA: Communication on public sector bargaining; Participation in TEBA Labour Relations Advisory Committee.
- ASEBP: Sick Leave Support Pilot Project.
- The City of Red Deer: We participate in a Joint Use Committee, collaboration on getting the necessary documents and approvals to move forward with our new middle school that is currently in the pre-planning stage.
- Urban School Insurance Consortium (USIC): 14 school divisions in Alberta. Regularly participating in board meetings, executive meetings, risk management committee, cyber security committee.

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									
	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
3 Year Completion	759	79.9	818	85.0	832	82.1	740	77.9	803	78.2
4 Year Completion	774	82.8	765	85.2	816	88.0	834	84.9	741	82.0
5 Year Completion	726	81.6	774	84.8	767	86.0	818	88.9	833	86.3
	Province									
3 Year Completion	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4
4 Year Completion	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1
5 Year Completion	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1

- **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of Red Deer Public students who achieved the acceptable standard on Grade 6 French Language Arts Provincial Achievement Tests.	N/A	N/A	79.7	72.2	65.2
Overall percentage of Red Deer Public students who achieved the standard of excellence on Grade 6 French Language Arts Provincial Achievement Tests.	N/A	N/A	12.5	5.6	4.5
Overall percentage of all Provincial students who achieved the acceptable standard on Grade 6 French Language Arts Provincial Achievement Tests.	N/A	N/A	76.9	77.6	69.9
Overall percentage of all Provincial students who achieved the standard of excellence on Grade 6 French Language Arts Provincial Achievement Tests.	N/A	N/A	10.6	12.5	9.3

- **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of Red Deer Public students who achieved the acceptable standard on Grade 6 Science Provincial Achievement Tests.	N/A	N/A	75.7	70.6	76.1
Overall percentage of Red Deer Public students who achieved the standard of excellence on Grade 6 Science Provincial Achievement Tests.	N/A	N/A	22.3	18.9	27.5
Overall percentage of all Provincial students who achieved the acceptable standard on Grade 6 Science Provincial Achievement Tests.	N/A	N/A	71.5	66.7	68.8
Overall percentage of all Provincial students who achieved the standard of excellence on Grade 6 Science Provincial Achievement Tests.	N/A	N/A	23.7	21.8	24.8

- **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of Red Deer Public students who achieved the acceptable standard on Grade 6 Social Studies Provincial Achievement Tests.	N/A	N/A	72.7	68.4	67.6
Overall percentage of Red Deer Public students who achieved the standard of excellence on Grade 6 Social Studies Provincial Achievement Tests.	N/A	N/A	20.0	16.1	13.2
Overall percentage of all Provincial students who achieved the acceptable standard on Grade 6 Social Studies Provincial Achievement Tests.	N/A	N/A	67.8	66.2	68.5
Overall percentage of all Provincial students who achieved the standard of excellence on Grade 6 Social Studies Provincial Achievement Tests.	N/A	N/A	20.1	18.0	19.8

- **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of Red Deer Public students who achieved the acceptable standard on Grade 9 K&E Language Arts Provincial Achievement Tests.	N/A	N/A	29.0	44.2	57.5
Overall percentage of Red Deer Public students who achieved the standard of excellence on Grade 9 K&E Language Arts Provincial Achievement Tests.	N/A	N/A	0.0	7.8	4.1
Overall percentage of all Provincial students who achieved the acceptable standard on Grade 9 K&E Language Arts Provincial Achievement Tests.	N/A	N/A	50.5	50.2	49.6
Overall percentage of all Provincial students who achieved the standard of excellence on Grade 9 K&E Language Arts Provincial Achievement Tests.	N/A	N/A	5.0	5.7	5.6

- **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of Red Deer Public students who achieved the acceptable standard on Grade 9 French Language Arts Provincial Achievement Tests.	N/A	N/A	76.1	71.8	77.5
Overall percentage of Red Deer Public students who achieved the standard of excellence on Grade 9 French Language Arts Provincial Achievement Tests.	N/A	N/A	5.6	6.4	8.8
Overall percentage of all Provincial students who achieved the acceptable standard on Grade 9 French Language Arts Provincial Achievement Tests.	N/A	N/A	73.5	76.1	76.6
Overall percentage of all Provincial students who achieved the standard of excellence on Grade 9 French Language Arts Provincial Achievement Tests.	N/A	N/A	9.9	10.9	10.6

- **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of Red Deer Public students who achieved the acceptable standard on Grade 9 K&E Mathematics Provincial Achievement Tests.	N/A	N/A	52.5	47.0	43.6
Overall percentage of Red Deer Public students who achieved the standard of excellence on Grade 9 K&E Mathematics Provincial Achievement Tests.	N/A	N/A	6.8	10.3	8.5
Overall percentage of all Provincial students who achieved the acceptable standard on Grade 9 K&E Mathematics Provincial Achievement Tests.	N/A	N/A	55.3	52.7	52.2
Overall percentage of all Provincial students who achieved the standard of excellence on Grade 9 K&E Mathematics Provincial Achievement Tests.	N/A	N/A	11.1	11.3	9.9

- **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of Red Deer Public students who achieved the acceptable standard on Grade 9 Science Provincial Achievement Tests.	N/A	N/A	68.1	68.1	72.1
Overall percentage of Red Deer Public students who achieved the standard of excellence on Grade 9 Science Provincial Achievement Tests.	N/A	N/A	19.9	22.2	22.9
Overall percentage of all Provincial students who achieved the acceptable standard on Grade 9 Science Provincial Achievement Tests.	N/A	N/A	68.0	66.3	67.6
Overall percentage of all Provincial students who achieved the standard of excellence on Grade 9 Science Provincial Achievement Tests.	N/A	N/A	22.6	20.1	20.8

- **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of Red Deer Public students who achieved the acceptable standard on Grade 9 K&E Science Provincial Achievement Tests.	N/A	N/A	28.3	42.9	51.3
Overall percentage of Red Deer Public students who achieved the standard of excellence on Grade 9 K&E Science Provincial Achievement Tests.	N/A	N/A	3.8	10.4	5.3
Overall percentage of all Provincial students who achieved the acceptable standard on Grade 9 K&E Science Provincial Achievement Tests.	N/A	N/A	57.8	52.9	52.3
Overall percentage of all Provincial students who achieved the standard of excellence on Grade 9 K&E Science Provincial Achievement Tests.	N/A	N/A	11.0	10.9	8.9

- **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of Red Deer Public students who achieved the acceptable standard on Grade 9 Social Studies Provincial Achievement Tests.	N/A	N/A	59.0	60.4	62.7
Overall percentage of Red Deer Public students who achieved the standard of excellence on Grade 9 Social Studies Provincial Achievement Tests.	N/A	N/A	11.6	16.5	15.9
Overall percentage of all Provincial students who achieved the acceptable standard on Grade 9 Social Studies Provincial Achievement Tests.	N/A	N/A	60.8	58.4	60.5
Overall percentage of all Provincial students who achieved the standard of excellence on Grade 9 Social Studies Provincial Achievement Tests.	N/A	N/A	17.2	15.9	15.8

- **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of Red Deer Public students who achieved the acceptable standard on Grade 9 K&E Social Studies Provincial Achievement Tests.	N/A	N/A	64.8	48.1	56.6
Overall percentage of Red Deer Public students who achieved the standard of excellence on Grade 9 K&E Social Studies Provincial Achievement Tests.	N/A	N/A	11.1	9.9	6.6
Overall percentage of all Provincial students who achieved the acceptable standard on Grade 9 K&E Social Studies Provincial Achievement Tests.	N/A	N/A	53.2	49.6	50.4
Overall percentage of all Provincial students who achieved the standard of excellence on Grade 9 K&E Social Studies Provincial Achievement Tests.	N/A	N/A	14.1	10.6	11.3

- **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of Red Deer Public students who achieved the acceptable standard on the Social Studies 30-1 diploma examinations.	N/A	N/A	77.6	80.8	85.4
Overall percentage of Red Deer Public students who achieved the standard of excellence on the Social Studies 30-1 diploma examinations.	N/A	N/A	11.0	11.4	12.9
Overall percentage of all Provincial students who achieved the acceptable standard on the Social Studies 30-1 diploma examinations.	N/A	N/A	81.5	83.5	85.2
Overall percentage of all Provincial students who achieved the standard of excellence on the Social Studies 30-1 diploma examinations.	N/A	N/A	15.8	15.9	18.7

- **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of Red Deer Public students who achieved the acceptable standard on the Social Studies 30-2 diploma examinations.	N/A	N/A	65.8	74.1	76.0
Overall percentage of Red Deer Public students who achieved the standard of excellence on the Social Studies 30-2 diploma examinations.	N/A	N/A	3.7	5.6	6.5
Overall percentage of all Provincial students who achieved the acceptable standard on the Social Studies 30-2 diploma examinations.	N/A	N/A	72.3	78.1	77.6
Overall percentage of all Provincial students who achieved the standard of excellence on the Social Studies 30-2 diploma examinations.	N/A	N/A	13.2	12.3	12.7

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of Red Deer Public students who achieved the acceptable standard on the Biology 30 diploma examinations.	N/A	N/A	72.6	81.3	82.4
Overall percentage of Red Deer Public students who achieved the standard of excellence on the Biology 30 diploma examinations.	N/A	N/A	18.3	30.4	27.4
Overall percentage of all Provincial students who achieved the acceptable standard on the Biology 30 diploma examinations.	N/A	N/A	74.2	82.7	83.1
Overall percentage of all Provincial students who achieved the standard of excellence on the Biology 30 diploma examinations.	N/A	N/A	25.2	32.8	33.7

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of Red Deer Public students who achieved the acceptable standard on the Chemistry 30 diploma examinations.	N/A	N/A	78.1	78.1	76.8
Overall percentage of Red Deer Public students who achieved the standard of excellence on the Chemistry 30 diploma examinations.	N/A	N/A	29.7	31.2	31.4
Overall percentage of all Provincial students who achieved the acceptable standard on the Chemistry 30 diploma examinations.	N/A	N/A	77.1	80.5	82.9
Overall percentage of all Provincial students who achieved the standard of excellence on the Chemistry 30 diploma examinations.	N/A	N/A	31.1	37.0	38.0

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of Red Deer Public students who achieved the acceptable standard on the Physics 30 diploma examinations.	N/A	N/A	83.8	84.4	89.0
Overall percentage of Red Deer Public students who achieved the standard of excellence on the Physics 30 diploma examinations.	N/A	N/A	31.1	41.3	44.0
Overall percentage of all Provincial students who achieved the acceptable standard on the Physics 30 diploma examinations.	N/A	N/A	78.5	82.3	85.1
Overall percentage of all Provincial students who achieved the standard of excellence on the Physics 30 diploma examinations.	N/A	N/A	34.6	39.9	43.1

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of Red Deer Public students who achieved the acceptable standard on the Science 30 diploma examinations.	N/A	N/A	78.1	70.9	78.2
Overall percentage of Red Deer Public students who achieved the standard of excellence on the Science 30 diploma examinations.	N/A	N/A	23.4	24.3	20.0
Overall percentage of all Provincial students who achieved the acceptable standard on the Science 30 diploma examinations.	N/A	N/A	75.7	79.4	81.3
Overall percentage of all Provincial students who achieved the standard of excellence on the Science 30 diploma examinations.	N/A	N/A	17.2	23.1	24.6

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

	Red Deer Public Schools										Province				
	2020		2021		2022		2023		2024		2020	2021	2022	2023	2024
	N	%	N	%	N	%	N	%	N	%	%	%	%	%	%
Overall	3,589	89.9	3,104	88.4	3,064	88.2	3,412	87.1	3,456	88.0	90.3	89.6	89.0	88.1	87.6
Parent	482	86.1	337	85.2	395	84.9	375	81.4	487	83.4	86.7	86.7	86.1	84.4	83.8
Student	2,566	87.4	2,297	83.4	2,193	85.6	2,522	84.8	2,465	85.3	87.8	86.3	85.9	85.7	84.9
Teacher	541	96.2	470	96.5	476	94.1	515	95.1	504	95.2	96.4	95.7	95.0	94.4	93.9

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

	Red Deer Public Schools										Province				
	2020		2021		2022		2023		2024		2020	2021	2022	2023	2024
	N	%	N	%	N	%	N	%	N	%	%	%	%	%	%
Overall	3,587	79.4	3,112	77.6	3,064	77.0	3,410	74.9	3,455	77.2	83.3	83.2	81.4	80.3	79.4
Parent	482	76.1	336	73.5	395	75.5	375	71.1	487	73.8	82.4	81.4	80.4	79.4	78.7
Student	2,564	69.0	2,306	66.5	2,193	67.4	2,519	66.1	2,463	67.1	73.8	74.1	72.1	71.3	69.6
Teacher	541	93.0	470	92.8	476	88.1	516	87.4	505	90.6	93.6	94.1	91.7	90.3	89.8

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

	Red Deer Public Schools										Province				
	2020		2021		2022		2023		2024		2020	2021	2022	2023	2024
	N	%	N	%	N	%	N	%	N	%	%	%	%	%	%
Overall	984	82.3	765	80.9	827	82.7	839	79.7	929	83.4	84.1	85.7	84.9	83.1	82.8
Parent	453	75.1	312	67.9	367	74.7	343	70.0	444	75.0	76	77.8	77.3	75.0	74.8
Teacher	531	89.5	453	93.8	460	90.7	496	89.5	485	91.8	92.2	93.7	92.5	91.3	90.7

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				
	2020		2021		2022		2023		2024		2020	2021	2022	2023	2024
	N	%	N	%	N	%	N	%	N	%	%	%	%	%	%
Overall	2,465	83.3	2,099	83.7	2,088	84.7	2,382	85.3	2,387	87.4	82.4	81.9	82.9	82.9	82.8
Parent	482	81.6	334	82.2	394	82.4	375	82.6	485	85.0	80.1	81.7	82.4	82.2	82.3
Student	1,442	77.0	1,295	76.9	1,219	79.5	1,492	81.2	1,398	83.1	77.8	74.9	76.9	77.4	76.7
Teacher	541	91.1	470	91.9	475	92.1	515	92.2	504	94.2	89.3	89.2	89.3	89.3	89.2

● **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)	45.6	1.8	n/a	52.7	3.5	n/a
Drop Out Rate	2.9	3.0	2.4	2.5	2.5	2.4
Program of Studies	87.4	85.3	85.0	82.8	82.9	82.9
Rutherford Scholarship Eligibility Rate	60.8	61.9	64.1	70.7	71.9	70.0
Safe and Caring	86.1	84.1	85.4	87.1	87.5	88.1
School Improvement	76.4	74.6	73.6	75.8	75.2	74.7
Transition Rate (6 yr)	47.2	47.4	49.6	60.1	59.7	60.0
Work Preparation	83.4	79.7	81.2	82.8	83.1	84.0

Division Performance Measures

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children will be prepared for the next grade level.	X	89.3	90.1	89.1	88.9
Overall percentage of students who feel they will be prepared for the next grade level.	X	90.8	88.8	89.2	88.7
Overall percentage of teachers who feel the students will be prepared for the next grade level.	X	77.1	81.7	83.2	81.4

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children will complete high school.	X	95.6	96.2	98.2	97.2
Overall percentage of students who feel they will complete high school.	X	96.9	96.4	98.5	95.6
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	X	96.9	96.4	94.9	95.3

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

Performance Measure	Results (in percentages)			
	2020-2021	2021-2022	2022-2023	2023-2024
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	84.8
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	74.9
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	86.7

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.
- At the Grade Six level we are above the provincial average at the standard of excellence in Science, but below the provincial average in Social Studies.
- At the Grade Nine level we are above the provincial average at the acceptable level in each of the areas of English & French Language Arts, Mathematics, Science and Social Studies.
- At the Grade Nine level we are above or within 2% of the provincial average at the standard of excellence in the areas of French Language Arts, Mathematics, Science and Social Studies. At the standard of excellence we were only below the provincial average in one area, that being English Language Arts.
- At the Grade Nine level in our Knowledge and Employability courses we are above or within 2% of the provincial average at the acceptable level in Language Arts, Science and Social Studies, but below the provincial average in Mathematics.
- At the Grade Nine level in our Knowledge and Employability courses we are within 2%, or below the provincial average at the Standard of Excellence in all courses.

Overall our results in these courses remain acceptable. We did experience year-over-year growth in most of our Provincial Achievement Tests. The Division will be monitoring our Knowledge and Employability courses, as we are seeing a trend of several years being at, or below, the provincial average, in several areas.

Diploma Exam Analysis

- Students who wrote Math 30-1, Math 30-2, French Language Arts 30-1, Biology 30, Physics 30, and Social Studies 30-1 & 30-2 Diploma Exams achieved above or within 2% of the provincial average at the acceptable standard, and below the rest of the province in Chemistry 30 and Science 30.
- In French Language Arts 30-1, Physics 30 and Social Studies 30-2 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, Chemistry 30, Biology 30 and Science 30.

In five out of seven Diploma Exams the Division saw year-over-year improvements at the acceptable standard, and four of seven Diploma Exams at the standard of excellence. With three years of data, after the missed Diploma Exams of the COVID-19 school years, the Division is seeing a trend of year-over-year improvements. We believe this has been 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:

- Commencing in the 2023-2024 School Year, an enhanced focus on the identification, development and implementation of high leverage instructional / assessment practices was implemented with our school-based administrators. Division staff facilitated learning, at our monthly administrator meetings, in the areas of Hattie's Effect Size, Learner Dispositions, Assessment Capable Learners and Enhancing Learners' Will, Skill and Thrill for learning. This monthly content extended into enhanced classroom supervision through the lens of an environmental scan for each of the content areas. This preliminary work forms the basis for the development and implementation of a strategic implementation plan at each school in the 2024-25 and 2025-26 School Years to facilitate the identification, development and implementation of these strategies in all classrooms in RDPSD with the intention of enhancing collective efficacy, precision in pedagogy and shifts in practice through capacity building.

- Further, All Kindergarten to Grade 3 staff were invited to assist in the development of Science resources for the new curriculum. Through individuals allocating time at Central Services, throughout the year, resources were created to help educators who teach Science K-3.
- In addition to the specific Science resources created, many Kindergarten to Grade 3 teachers requested literacy resources to aid in the instruction of Science, K-3. Groups of teachers who taught these grades assembled at Central Services to choose literature and create supportive materials to go with each topic.
- A website to house Science resources, as well as the development of a weekly newsletter sent to all Kindergarten to Grade 3 Science teachers, were implemented to assist with the distribution of all the new resources that had been collaboratively developed.

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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Grade 6 English Language Arts Provincial Achievement Tests.	N/A	N/A	62.5	70.1	N/A
Overall percentage of students who achieved the standard of excellence on Grade 6 English Language Arts Provincial Achievement Tests.	N/A	N/A	7.8	3.9	N/A

- **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Grade 6 Mathematics Provincial Achievement Tests.	N/A	N/A	43.8	53.2	N/A
Overall percentage of students who achieved the standard of excellence on Grade 6 Mathematics Provincial Achievement Tests.	N/A	N/A	1.6	2.6	N/A

- **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Grade 6 Science Provincial Achievement Tests.	N/A	N/A	51.6	58.0	67.2
Overall percentage of students who achieved the standard of excellence on Grade 6 Science Provincial Achievement Tests.	N/A	N/A	9.4	8.7	20.7
Provincial average of First Nations, Métis, and Inuit students who achieved the acceptable standard on Grade 6 Science Provincial Achievement Tests.	N/A	N/A	51.2	46.0	51.4
Provincial average of First Nations, Métis, and Inuit students who achieved the standard of excellence on Grade 6 Science Provincial Achievement Tests.	N/A	N/A	9.7	9.0	12.3

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Grade 6 Social Studies Provincial Achievement Tests.	N/A	N/A	48.4	50.6	53.8
Overall percentage of students who achieved the standard of excellence on Grade 6 Social Studies Provincial Achievement Tests.	N/A	N/A	9.4	7.8	8.8
Provincial average of First Nations, Métis, and Inuit students who achieved the acceptable standard on Grade 6 Social Studies Provincial Achievement Tests.	N/A	N/A	46.8	45.3	48.7
Provincial average of First Nations, Métis, and Inuit students who achieved the standard of excellence on Grade 6 Social Studies Provincial Achievement Tests.	N/A	N/A	7.3	6.5	7.3

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Grade 9 English Language Arts Provincial Achievement Tests.	N/A	N/A	57.7	54.5	52.2
Overall percentage of students who achieved the standard of excellence on Grade 9 English Language Arts Provincial Achievement Tests.	N/A	N/A	2.6	3.6	1.5
Provincial average of First Nations, Métis, and Inuit students who achieved the acceptable standard on Grade 9 English Language Arts Provincial Achievement Tests.	N/A	N/A	49.4	49.2	49.5
Provincial average of First Nations, Métis, and Inuit students who achieved the standard of excellence on Grade 9 English Language Arts Provincial Achievement Tests.	N/A	N/A	3.6	4.4	4.7

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Grade 9 Mathematics Provincial Achievement Tests.	N/A	N/A	26.0	24.5	40.6
Overall percentage of students who achieved the standard of excellence on Grade 9 Mathematics Provincial Achievement Tests.	N/A	N/A	6.8	6.1	6.3
Provincial average of First Nations, Métis, and Inuit students who achieved the acceptable standard on Grade 9 Mathematics Provincial Achievement Tests.	N/A	N/A	26.3	28.7	28.7
Provincial average of First Nations, Métis, and Inuit students who achieved the standard of excellence on Grade 9 Mathematics Provincial Achievement Tests.	N/A	N/A	4.1	3.8	4.8

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Grade 9 K&E Mathematics Provincial Achievement Tests.	N/A	N/A	60.0	66.7	N/A
Overall percentage of students who achieved the standard of excellence on Grade 9 K&E Mathematics Provincial Achievement Tests.	N/A	N/A	10.0	16.7	N/A
Provincial average of First Nations, Métis, and Inuit students who achieved the acceptable standard on Grade 9 K&E Mathematics Provincial Achievement Tests.	N/A	N/A	48.1	48.9	43.7
Provincial average of First Nations, Métis, and Inuit students who achieved the standard of excellence on Grade 9 K&E Mathematics Provincial Achievement Tests.	N/A	N/A	6.0	11.1	6.2

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Grade 9 Science Provincial Achievement Tests.	N/A	N/A	54.5	30.4	53.7
Overall percentage of students who achieved the standard of excellence on Grade 9 Science Provincial Achievement Tests.	N/A	N/A	6.5	8.9	11.9
Provincial average of First Nations, Métis, and Inuit students who achieved the acceptable standard on Grade 9 Science Provincial Achievement Tests.	N/A	N/A	49.3	42.1	46.0
Provincial average of First Nations, Métis, and Inuit students who achieved the standard of excellence on Grade 9 Science Provincial Achievement Tests.	N/A	N/A	8.5	7.1	8.5

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Grade 9 Social Studies Provincial Achievement Tests.	N/A	N/A	39.2	33.9	41.4
Overall percentage of students who achieved the standard of excellence on Grade 9 Social Studies Provincial Achievement Tests.	N/A	N/A	5.1	5.4	7.1
Provincial average of First Nations, Métis, and Inuit students who achieved the acceptable standard on Grade 9 Social Studies Provincial Achievement Tests.	N/A	N/A	34.7	34.1	39.0
Provincial average of First Nations, Métis, and Inuit students who achieved the standard of excellence on Grade 9 Social Studies Provincial Achievement Tests.	N/A	N/A	4.1	4.9	6.3

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on English Language Arts 30-1 Diploma Examinations.	N/A	N/A	80.0	86.7	93.3
Overall percentage of students who achieved the standard of excellence on English Language Arts 30-1 Diploma Examinations.	N/A	N/A	10.0	3.3	6.7
Provincial average of First Nations, Métis, and Inuit students who achieved the acceptable standard on English Language Arts 30-1 Diploma Examinations.	N/A	N/A	73.5	78.3	81.7
Provincial average of First Nations, Métis, and Inuit students who achieved the standard of excellence on English Language Arts 30-1 Diploma Examinations.	N/A	N/A	4.4	6.1	6.9

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on English Language Arts 30-2 Diploma Examinations.	N/A	N/A	94.4	90.9	94.6
Overall percentage of students who achieved the standard of excellence on English Language Arts 30-2 Diploma Examinations.	N/A	N/A	11.1	9.1	13.5
Provincial average of First Nations, Métis, and Inuit students who achieved the acceptable standard on English Language Arts 30-2 Diploma Examinations.	N/A	N/A	82.1	86.5	86.0
Provincial average of First Nations, Métis, and Inuit students who achieved the standard of excellence on English Language Arts 30-2 Diploma Examinations.	N/A	N/A	9.2	9.9	10.8

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Mathematics 30-1 Diploma Examinations.	N/A	N/A	55.6	81.8	62.5
Overall percentage of students who achieved the standard of excellence on Mathematics 30-1 Diploma Examinations.	N/A	N/A	11.1	18.2	12.5
Provincial average of First Nations, Métis, and Inuit students who achieved the acceptable standard on Mathematics 30-1 Diploma Examinations.	N/A	N/A	50.9	60.6	64.4
Provincial average of First Nations, Métis, and Inuit students who achieved the standard of excellence on Mathematics 30-1 Diploma Examinations.	N/A	N/A	10.5	15.0	17.0

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Mathematics 30-2 Diploma Examinations.	N/A	N/A	62.5	81.8	64.7
Overall percentage of students who achieved the standard of excellence on Mathematics 30-2 Diploma Examinations.	N/A	N/A	0.0	22.7	5.9
Provincial average of First Nations, Métis, and Inuit students who achieved the acceptable standard on Mathematics 30-2 Diploma Examinations.	N/A	N/A	55.2	65.8	64.8
Provincial average of First Nations, Métis, and Inuit students who achieved the standard of excellence on Mathematics 30-2 Diploma Examinations.	N/A	N/A	7.3	12.1	10.1

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Social Studies 30-1 Diploma Examinations.	N/A	N/A	81.8	77.3	88.9
Overall percentage of students who achieved the standard of excellence on Social Studies 30-1 Diploma Examinations.	N/A	N/A	4.5	0.0	7.4
Provincial average of First Nations, Métis, and Inuit students who achieved the acceptable standard on Social Studies 30-1 Diploma Examinations.	N/A	N/A	72.5	73.0	79.1
Provincial average of First Nations, Métis, and Inuit students who achieved the standard of excellence on Social Studies 30-1 Diploma Examinations.	N/A	N/A	7.4	8.6	10.6

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Social Studies 30-2 Diploma Examinations.	N/A	N/A	78.6	71.2	80.6
Overall percentage of students who achieved the standard of excellence on Social Studies 30-2 Diploma Examinations.	N/A	N/A	7.1	1.9	5.6
Provincial average of First Nations, Métis, and Inuit students who achieved the acceptable standard on Social Studies 30-2 Diploma Examinations.	N/A	N/A	66.0	72.3	72.9
Provincial average of First Nations, Métis, and Inuit students who achieved the standard of excellence on Social Studies 30-2 Diploma Examinations.	N/A	N/A	5.4	5.4	6.6

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Biology 30 Diploma Examinations.	N/A	N/A	55.6	75.8	86.4
Overall percentage of students who achieved the standard of excellence on Biology 30 Diploma Examinations.	N/A	N/A	22.2	21.2	22.7
Provincial average of First Nations, Métis, and Inuit students who achieved the acceptable standard on Biology 30 Diploma Examinations.	N/A	N/A	58.9	72.5	72.8
Provincial average of First Nations, Métis, and Inuit students who achieved the standard of excellence on Biology 30 Diploma Examinations.	N/A	N/A	11.5	19.1	17.0

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Chemistry 30 Diploma Examinations.	N/A	N/A	66.7	62.5	80.0
Overall percentage of students who achieved the standard of excellence on Chemistry 30 Diploma Examinations.	N/A	N/A	13.3	18.8	10.0
Provincial average of First Nations, Métis, and Inuit students who achieved the acceptable standard on Chemistry 30 Diploma Examinations.	N/A	N/A	62.5	70.0	78.2
Provincial average of First Nations, Métis, and Inuit students who achieved the standard of excellence on Chemistry 30 Diploma Examinations.	N/A	N/A	15.4	24.0	23.5

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Science 30 Diploma Examinations.	N/A	N/A	83.3	77.8	100.0
Overall percentage of students who achieved the standard of excellence on Science 30 Diploma Examinations.	N/A	N/A	0.0	44.4	0.0
Provincial average of First Nations, Métis, and Inuit students who achieved the acceptable standard on Science 30 Diploma Examinations.	N/A	N/A	70.0	75.3	78.1
Provincial average of First Nations, Métis, and Inuit students who achieved the standard of excellence on Science 30 Diploma Examinations.	N/A	N/A	7.2	18.7	18.5

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 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 seven of eight overall summary (graphic on page 5) 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, results for 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 (70.1% vs 58.6% Provincially).
- 5-Year High School Completion (72.0% vs 69.4% Provincially).
- Acceptable Levels in Grade 6 Provincial Achievement Tests (53.8% vs. 48.7% Provincially).
- Acceptable Levels in Grade 9 Provincial Achievement Tests (47.1% vs. 41.4% Provincially).
- Acceptable Levels in All Diploma Exams (85.1% vs. 76.9% Provincially).

Looking at our specific Provincial Achievement Test and Diploma Exam results, we were at, or above, the provincial average for First Nations, Métis and Inuit learners in the following areas:

- Grade 6 Science and Social Studies, both at the acceptable standard and the standard of excellence.
- Grade 9 English Language Arts, Mathematics, Science, and Social Studies, both at the acceptable standard and the standard of excellence.
- English Language Arts 30-1, English Language Arts 30-2, Mathematics 30-2, Social Studies 30-1, Social Studies 30-2, Biology 30, Chemistry 30, and Science 30, at the acceptable standard.
- Of special note, 100% of First Nations, Métis and Inuit learners who wrote the Science 30 Diploma Exam achieved the acceptable standard.

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 2023-2024 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
- Specialized Supports for Indigenous Students
- Coordination and management of Jordan's Principle Funding

Highlights of the 2023 - 2024 school year:

- Red Deer Public Schools honoured our grade twelve Indigenous students in our second annual Indigenous Grade Twelve Celebration. We worked with community partners including Red Deer Polytechnic, the Urban Indigenous Voices Society, the Red Deer Native Friendship Society, and Red Deer Catholic Schools. On June 22, we had 180 people in attendance as we honoured third-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, a young Indigenous entrepreneur and dancer presented an inspiring keynote address, 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 third 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 Native Friendship Society, and Central Alberta School divisions including Red Deer Catholic Schools, Wolf Creek, STAR Catholic, and Chinook's Edge.
- Our division hosted the First Waskasoo Sipi Round Dance in collaboration with the Foothills Society from Sunchild First Nation. The event was amazing with over 800 attendees. Dancers and Singers came from around Alberta and neighbouring provinces. The showcase of culture, healing, and reconciliation brought the community together and broke down cultural barriers.
- Supporting teachers with the implementation of the 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. We have a vast collection of resources we have created for teachers to use to successfully and authentically bring Indigenous culture, teachings, and perspectives alive in their classrooms.
- Working with Kerry Wood's daughter, Rondo Wood on incorporating his novel, Samson's Long Ride Home into the ELAL curriculum
- Working with Central Alberta Child Advocacy Centre to include an Indigenous connection to their conference and build relationships with local Elders.
- Red Deer School Division sponsored and supported the planning of the Powwow Times Competitive Powwow and Youth Day. We had over 200 students from six different schools attend the Youth Day to learn about and deepen their understanding of Indigenous cultures, teachings and languages.
- The First Nations, Metis and Inuit Learning Services team provided professional learning on Talking Sticks, Talking Circles, and incorporated indigenous connections into their professional practice for all new teachers in our district as part of the New Teacher Mentorship program.
- In line with Jordan's Principle, our division provided essential support to 80 Status First Nations and Inuit students, ensuring access to Educational Assistants, Assistive Technology, and enhanced Speech and Language services for equitable support.

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

- National Day for Truth and Reconciliation - This day is commemorated every year in our division, along with Orange Shirt Day. All staff and students viewed a district-developed video that showcased a local Elder, Frank Winnie, sharing the story of his father attending an Indian Residential school and his own experience attending Indian Day School. Following the video all students participate in lessons and activities on Truth and Reconciliation.
- 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 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.
- 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 Reflection Tool is designed to focus and guide the conversation and to support school leadership and capacity building in Indigenous Education.
- 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. The Point People bring professional learning back to their schools to build staff capacity at the school level. Professional learning at the Network Circle this year included:
 - Tobacco and Elder Protocol
 - Teaching smudge
 - New curriculum implementation and connections to Indigenous culture
 - Relationship building and networking with local Knowledge Keepers, Elders, and Indigenous community organizations.
 - Transition Planning for Indigenous Students
 - Make and Take Indigenous Games
- Professional development presented or facilitated by First Nations, Métis and Inuit Learning Services for school staff includes:
 - Pointillism
 - Metis Identity
 - Elder protocol/resources
 - Truth and Reconciliation
 - Properties of Matter - Shapeshifter
 - Talking Sticks
 - Curriculum Connections in Middle School

- Tobacco ties and Elder protocol
 - Indigenous History of Red Deer
 - Choosing Authentic Indigenous Resources
 - Blanket Exercise Training
 - Teaching Indigenous Games
 - Tipi Teachings
- First Nations, Métis and Inuit Learning Services continue to work and collaborate with: Alberta Zone Four First Nations, Métis and Inuit Advisory Group; Urban Indigenous Voices, Remembering the Children Society, Indigenous Education Council of the ATA, Métis Local 492 in Red Deer, Rupertsland the Red Deer Museum and Art Gallery, Powwow Times, and the Métis Nation of Alberta,
 - We continue to engage in a formal collaborative partnership with the Red Deer Native Friendship Society. Two Cultural Resource Connectors from the RDNFS work closely with the Indigenous Point People in each school to support cultural activities in schools. This includes building relationships between schools, Elders and other community members.
 - In collaboration with our community partners we support community initiatives including the creation and delivery of Bannock Bags to Indigenous families in need at Christmas time, The Truth and Reconciliation - Honoring the Children event, and Walking with Our Sisters event
 - Community Elders attended multiple school events and provided guidance and consultation with our school division. Elder support included:
 - National Day for Truth and Reconciliation - smudge, prayers, drumming at various schools
 - National Day for Truth and Reconciliation video and support
 - Network Circle - meeting all of the Indigenous Point People at each school
 - Sharing of Metis Identity and Culture
 - Sharing Traditional Teachings at the Culture Camp for Staff Professional Learning
 - Consultation for cultural connections when designing lessons for the new curriculum
 - Consultation for reviewing resources
 - Consultation and guidance for working through a parent concern
 - Classroom Visits - Outside Circle novel study
 - Guidance and support for the Traditional Round Dance hosted by our division
 - High School Graduations
 - Grade Twelve Indigenous Student Celebration
 - Grade Eight Indigenous Youth Conference
 - Remembrance Day Assemblies
 - Lunches with Elders at High Schools
 - Support for Secret Path week at a High School
 - Members of the First Nations, Métis and Inuit Learning Services, attended the Remembering the Children Memorial in Red Deer on June 11, 2024.
 - 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.
 - Members of the First Nations, Métis and Inuit Learning Services team attended several professional learning activities:
 - "Soaring With Knowledge", Indigenous Education Council Conference
 - IKWC - First Nations Educators Conference

- Cree Language and Culture Lessons at the Red Deer Native Friendship Society
- Learning from the Land with Josh Hill
- Jordan's Principle - First Nations Health Consortium
- Metis Pointillism
- Ribbon Skirts
- Metis Local History
- Winter Solstice Teachings
- Hand games
- Maskwacis Cultural Heritage Centre and Museum

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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Grade 6 English Language Arts Provincial Achievement Tests.	N/A	N/A	72.0	63.6	N/A
Overall percentage of students who achieved the standard of excellence on Grade 6 English Language Arts Provincial Achievement Tests.	N/A	N/A	15.0	13.1	N/A

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Grade 6 Mathematics Provincial Achievement Tests.	N/A	N/A	61.7	48.0	N/A
Overall percentage of students who achieved the standard of excellence on Grade 6 Mathematics Provincial Achievement Tests.	N/A	N/A	10.3	13.3	N/A

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Grade 6 Science Provincial Achievement Tests.	N/A	N/A	68.2	52.6	54.9
Overall percentage of students who achieved the standard of excellence on Grade 6 Science Provincial Achievement Tests.	N/A	N/A	22.4	12.4	15.8
Provincial average of English as an Additional Language students who achieved the acceptable standard on Grade 6 Science Provincial Achievement Tests.	N/A	N/A	72.0	64.7	63.8
Provincial average of English as an Additional Language students who achieved the standard of excellence on Grade 6 Science Provincial Achievement Tests.	N/A	N/A	21.0	17.2	18.4

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Grade 6 Social Studies Provincial Achievement Tests.	N/A	N/A	68.2	59.8	53.4
Overall percentage of students who achieved the standard of excellence on Grade 6 Social Studies Provincial Achievement Tests.	N/A	N/A	18.7	11.3	8.1
Provincial average of English as an Additional Language students who achieved the acceptable standard on Grade 6 Social Studies Provincial Achievement Tests.	N/A	N/A	68.4	65.4	64.6
Provincial average of English as an Additional Language students who achieved the standard of excellence on Grade 6 Social Studies Provincial Achievement Tests.	N/A	N/A	17.9	15.7	16.5

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Grade 9 English Language Arts Provincial Achievement Tests.	N/A	N/A	62.1	75.0	56.6
Overall percentage of students who achieved the standard of excellence on Grade 9 English Language Arts Provincial Achievement Tests.	N/A	N/A	6.1	11.3	7.1
Provincial average of English as an Additional Language students who achieved the acceptable standard on Grade 9 English Language Arts Provincial Achievement Tests.	N/A	N/A	61.9	62.2	56.9
Provincial average of English as an Additional Language students who achieved the standard of excellence on Grade 9 English Language Arts Provincial Achievement Tests.	N/A	N/A	7.0	6.6	5.4

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Grade 9 Mathematics Provincial Achievement Tests.	N/A	N/A	34.3	67.9	53.3
Overall percentage of students who achieved the standard of excellence on Grade 9 Mathematics Provincial Achievement Tests.	N/A	N/A	12.9	23.1	10.9
Provincial average of English as an Additional Language students who achieved the acceptable standard on Grade 9 Mathematics Provincial Achievement Tests.	N/A	N/A	47.0	50.1	46.7
Provincial average of English as an Additional Language students who achieved the standard of excellence on Grade 9 Mathematics Provincial Achievement Tests.	N/A	N/A	12.9	12.0	11.5

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Grade 9 K&E Mathematics Provincial Achievement Tests.	N/A	N/A	53.8	37.5	33.3
Overall percentage of students who achieved the standard of excellence on Grade 9 K&E Mathematics Provincial Achievement Tests.	N/A	N/A	15.4	9.4	4.8
Provincial average of English as an Additional Language students acceptable standard on Grade 9 K&E Mathematics Provincial Achievement Tests.	N/A	N/A	54.5	39.5	49.7
Provincial average of English as an Additional Language students who achieved the standard of excellence on Grade 9 K&E Mathematics Provincial Achievement Tests.	N/A	N/A	9.8	5.6	12.2

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Grade 9 Science Provincial Achievement Tests.	N/A	N/A	63.2	75.7	64.4
Overall percentage of students who achieved the standard of excellence on Grade 9 Science Provincial Achievement Tests.	N/A	N/A	20.6	28.4	14.4
Provincial average of English as an Additional Language students who achieved the acceptable standard on Grade 9 Science Provincial Achievement Tests.	N/A	N/A	55.8	59.4	57.7
Provincial average of English as an Additional Language students who achieved the standard of excellence on Grade 9 Science Provincial Achievement Tests.	N/A	N/A	13.7	15.0	14.2

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Grade 9 Social Studies Provincial Achievement Tests.	N/A	N/A	56.9	67.1	57.6
Overall percentage of students who achieved the standard of excellence on Grade 9 Social Studies Provincial Achievement Tests.	N/A	N/A	13.8	15.8	10.9
Provincial average of English as an Additional Language students who achieved the acceptable standard on Grade 9 Social Studies Provincial Achievement Tests.	N/A	N/A	54.5	50.4	49.4
Provincial average of English as an Additional Language students who achieved the standard of excellence on Grade 9 Social Studies Provincial Achievement Tests.	N/A	N/A	12.6	11.0	9.6

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on English Language Arts 30-1 Diploma Examinations.	N/A	N/A	70.0	70.0	70.8
Overall percentage of students who achieved the standard of excellence on English Language Arts 30-1 Diploma Examinations.	N/A	N/A	10.0	2.5	4.2
Provincial average of English as an Additional Language students who achieved the acceptable standard on English Language Arts 30-1 Diploma Examinations.	N/A	N/A	55.5	63.3	61.3
Provincial average of English as an Additional Language students who achieved the standard of excellence on English Language Arts 30-1 Diploma Examinations.	N/A	N/A	2.6	3.7	2.7

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on English Language Arts 30-2 Diploma Examinations.	N/A	N/A	61.1	60.6	70.2
Overall percentage of students who achieved the standard of excellence on English Language Arts 30-2 Diploma Examinations.	N/A	N/A	0.0	6.1	7.0
Provincial average of English as an Additional Language students who achieved the acceptable standard on English Language Arts 30-2 Diploma Examinations.	N/A	N/A	63.9	71.5	70.0
Provincial average of English as an Additional Language students who achieved the standard of excellence on English Language Arts 30-2 Diploma Examinations.	N/A	N/A	3.7	5.5	5.2

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Mathematics 30-1 Diploma Examinations.	N/A	N/A	61.1	60.0	67.9
Overall percentage of students who achieved the standard of excellence on Mathematics 30-1 Diploma Examinations.	N/A	N/A	16.7	31.4	32.1
Provincial average of English as an Additional Language students who achieved the acceptable standard on Mathematics 30-1 Diploma Examinations.	N/A	N/A	52.2	61.1	64.0
Provincial average of English as an Additional Language students who achieved the standard of excellence on Mathematics 30-1 Diploma Examinations.	N/A	N/A	19.2	23.1	27.6

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Mathematics 30-2 Diploma Examinations.	N/A	N/A	37.5	55.6	73.5
Overall percentage of students who achieved the standard of excellence on Mathematics 30-2 Diploma Examinations.	N/A	N/A	12.5	3.7	2.9
Provincial average of English as an Additional Language students who achieved the acceptable standard on Mathematics 30-2 Diploma Examinations.	N/A	N/A	46.9	58.5	57.7
Provincial average of English as an Additional Language students who achieved the standard of excellence on Mathematics 30-2 Diploma Examinations.	N/A	N/A	6.3	9.7	9.0

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Social Studies 30-1 Diploma Examinations.	N/A	N/A	53.3	68.4	77.3
Overall percentage of students who achieved the standard of excellence on Social Studies 30-1 Diploma Examinations.	N/A	N/A	13.3	13.2	18.2
Provincial average of English as an Additional Language students who achieved the acceptable standard on Social Studies 30-1 Diploma Examinations.	N/A	N/A	68.7	72.7	70.5
Provincial average of English as an Additional Language students who achieved the standard of excellence on Social Studies 30-1 Diploma Examinations.	N/A	N/A	9.0	8.8	10.7

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Social Studies 30-2 Diploma Examinations.	N/A	N/A	40.0	57.1	57.4
Overall percentage of students who achieved the standard of excellence on Social Studies 30-2 Diploma Examinations.	N/A	N/A	0.0	3.6	1.9
Provincial average of English as an Additional Language students who achieved the acceptable standard on Social Studies 30-2 Diploma Examinations.	N/A	N/A	55.6	62.5	63.2
Provincial average of English as an Additional Language students who achieved the standard of excellence on Social Studies 30-2 Diploma Examinations.	N/A	N/A	7.1	7.8	8.3

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Biology 30 Diploma Examinations.	N/A	N/A	75.0	64.9	76.2
Overall percentage of students who achieved the standard of excellence on Biology 30 Diploma Examinations.	N/A	N/A	18.8	21.6	35.7
Provincial average of English as an Additional Language students who achieved the acceptable standard on Biology 30 Diploma Examinations.	N/A	N/A	61.0	72.8	69.7
Provincial average of English as an Additional Language students who achieved the standard of excellence on Biology 30 Diploma Examinations.	N/A	N/A	18.0	24.7	23.6

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Chemistry 30 Diploma Examinations.	N/A	N/A	66.7	67.6	69.6
Overall percentage of students who achieved the standard of excellence on Chemistry 30 Diploma Examinations.	N/A	N/A	33.3	29.4	34.8
Provincial average of English as an Additional Language students who achieved the acceptable standard on Chemistry 30 Diploma Examinations.	N/A	N/A	67.9	73.5	73.2
Provincial average of English as an Additional Language students who achieved the standard of excellence on Chemistry 30 Diploma Examinations.	N/A	N/A	23.5	29.9	29.6

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Science 30 Diploma Examinations.	N/A	N/A	42.9	50.0	100
Overall percentage of students who achieved the standard of excellence on Science 30 Diploma Examinations.	N/A	N/A	14.3	0.0	14.3
Provincial average of English as an Additional Language students who achieved the acceptable standard on Science 30 Diploma Examinations.	N/A	N/A	59.7	67.4	69.0
Provincial average of English as an Additional Language students who achieved the standard of excellence on Science 30 Diploma Examinations.	N/A	N/A	11.8	16.1	16.2

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 both our 3-year and 5-year high school completion rates for our English as an Additional Language learners are below the provincial averages, we do appear to be trending upwards over the past three years. Further, our 3-year average had a significant increase, year-over-year, jumping to 69.5% from 59.7% last year.

Looking at our English as an Additional Language learners' achievement, we saw a decline in six of seven Provincial Achievement Tests, year-over-year, at the acceptable level. Further, we were below the provincial average, compared to English as an Additional Language learners across Alberta, in four of seven Provincial Achievement Tests, at the acceptable levels.

When examining our results at the Diploma Exam courses, we saw markedly different results compared to our Grade 6 and 9 tests. In all nine Diploma Exam courses our English as an Additional Language learners showed year-over-year growth at the acceptable level. Of note, 100% of our students achieved the acceptable standard on the Science 30 Diploma Exam.

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.
- Expand our congregated programming for English as an Additional Language learners by adding Normandeau School to the existing complement of schools (Fairview Elementary School, Central Middle School, and Lindsay Thurber Comprehensive High School).

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	119,078,130	89%
Alberta Infrastructure	4,924,002	4%
Other Revenue	9,824,707	7%
Total Revenue	133,826,839	100%
Expenses		
Instruction - ECS	3,098,311	2%
Instruction - Grades 1 to 12	106,415,994	80%
Operations and maintenance	16,432,671	12%
Transportation	3,464,147	3%
System administration	3,930,034	3%
External services	0	0%
Total Expenses	133,341,157	100%
Operating surplus (deficit)	485,682	

Total revenues actual-to-budget variance amount of \$4,682,250 (3.5%) is mainly contributed to instructional revenues announced and received later in the year; 2023-2024 WMA receivable of \$1,145,000 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. A portion of IMR funding was recorded as capital and removed as current year revenue.

Total expenses actual-to-budget variance amount of \$3,197,000 (2.4%). 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.

There was an increase in fees due to non-budgeted non-curricular student travel.

There was an increase in Sales of Services and Products from additional revenue collected from an increase in international tuition students.

Audited Financial Statements for the year ended August 31, 2024 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, 2024 can be found on our Division website at:

http://www.rdpsd.ab.ca/documents/general/SGF_Year_End_2023-24.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 13, 2024 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 14, 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.

Whistleblower Protection

Section 32 of the Public Interest Disclosure Act 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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