

BOARD OF TRUSTEES REGULAR MEETING

Public Agenda

October 1, 2009
1:00 p.m.





REGULAR MEETING OF THE BOARD OF TRUSTEES

EDUCATION CENTRE
2651 CHINOOK WINDS DRIVE S. W.
AIRDRIE, AB

OCTOBER 1, 2009
1:00 P.M.

AGENDA

1. **Call to Order – Regular Meeting following Organizational Meeting at 1:00 p.m.**
2. Approval of Agenda
3. Approval of Minutes
 - Regular Board Meeting – September 17, 2009
4. Superintendent's Report
5. Chairman's Report/Correspondence
6. Board Reports
7. Professional Development/Conferences
8. New Business
9. Adjournment



SUPERINTENDENT'S REPORT

REGULAR BOARD MEETING

October 1, 2009

1. Accountability Framework PAT/Diploma Results
2. Accountability Framework Satisfaction Survey
3. Accountability Framework Education Resource Management

A handwritten signature in black ink, appearing to read "G. Bass", is positioned above a horizontal line.

Greg Bass, Superintendent of Schools



2009 Satisfaction Survey Results

Presented to Board of Trustees October 1, 2009

By Greg Bass, Superintendent of Schools

Resource Persons:

Dr. David Peat, Associate Superintendent of Learning

Murray Besenski, Associate Superintendent of Schools

Susan Williams, Associate Superintendent of Human Resources

Darrell Couture, Associate Superintendent Business and Operations

Angela Spanier, Director of Communications

REPORTING PERIOD: September 2008 – June 2009

RECOMMENDATION

“That the Board of Trustees receives as information the Accountability Progress Report on Rocky View Schools’ 2008/09 Satisfaction Survey.”

SUMMARY

Implementation of Rocky View School’s (RVS) “made in Rocky View” Three Year Plan (2008-2011) is a top priority for the jurisdiction. The Board of Trustees believes that through the plan its school communities share a forward-thinking vision, which is serving to unify and synergize school communities across the jurisdiction in creating 21st Century learning environments.

To ensure the integrity and the effectiveness of its new 3YP, in June 2009, RVS administered three satisfaction surveys as a means of evaluating its progress towards achieving the desired, progressive outcomes, outlined in the plan. Online surveys were administered with all staff and all students in grades 4 - 12. Through Rocky View Schools’ public website and school websites, all parents also were invited to participate in the jurisdiction’s first annual satisfaction survey.

In total, 1,000 surveys were completed by staff, 7,201 by students and 1,569 by parents, for a total of 9,770 surveys completed. The surveys were submitted to Schollie and Associates for analysis in June 2009. Rocky View Schools received individual school results reports and a comprehensive jurisdictional report in late August, 2009.

The following report provides an overview of Rocky View Schools’ Satisfaction Survey Results for the 2008/09 school year. Actual results for the three surveys can be found in Appendix A.

OVERVIEW OF RESULTS

- **Welcoming and Safe Atmosphere** - The vast majority of RVS stakeholders perceived the jurisdiction as offering a welcoming and safe learning environment. Between 86 and 91 percent of respondents said they feel welcomed at their school/workplace. Correspondingly, between 81 and 95 percent of students, parents, and staff stated they are satisfied with the safety of the school/workplace.

- **Work Environment** – A high percentage of staff like working for Rocky View Schools! An outstanding 93 percent of respondents indicated satisfaction that their school and Rocky View Schools are good places to work.
- **Caring and Respectful Atmosphere** - Schools' diligence in building caring, respectful relationships within the school community is perceived positively by parents and staff. Eighty-five (85%) percent of parents and 95 percent of staff expressed satisfaction that there is a caring atmosphere in school and that respectful relationships are encouraged amongst all staff and/or students. An area for improvement lies with students' perceptions in these areas. Only 69 percent believe students and adults show respect for one another, while only 77 percent said the school staff care about students and only 58 percent said students care about each other at their school.
- **Parental Involvement** - Schools are to be applauded for the high degree of satisfaction with parental involvement at their schools. Eighty-four (84%) percent of parents responding to RVS' survey believe they have opportunities to be involved in school decision-making processes, while 89 percent believe they have the opportunity to be involved in school activities. Eighty-nine (89%) of staff members also stated they believe their school council plays a meaningful role in their school.
- **Meeting the Needs of All Learners** - Understanding of RVS' new continuum of services delivery model has begun to build, but still needs to be an area of focus in 2009/10, with only 71 percent of parents and 72 percent of staff agreeing the needs of all learners are being met. Schools also will need to delve into why only 65 percent of students believe teachers are making their classes interesting and only 72 percent stating that teachers use a variety of ways to help them learn.
- **21st Century Learners** - A high degree of parents and staff feel schools are preparing their students for the 21st Century. Eighty-six (86%) of parents and 92 percent of staff expressed satisfaction that students are learning to become critical, creative, and complex thinkers.
- **IPP Goals/Access to Support Services** - An area to be reviewed is the variance in satisfaction between parents and staff regarding students' success in meeting their Individual Program Plan goals. Eighty-four (84%) of staff stated students were meeting their IPP goals, while only 72 percent of parents agreed their child was meeting these goals. Survey respondents' perception towards access to support services also needs to be reviewed by the Learning Department, as only 73 percent of parents and 74 percent of staff expressed satisfaction with students' access to support services.
- **Assessment** - The degree in which parents and students feel informed of student progress and the school's assessment practices are areas for improvement at the school level, as satisfaction levels relating to assessment fell between 69 to 76 percent in these two groups.
- **Transitioning** - Ninety (90%) percent of staff and 82 percent of parents are highly satisfied with the transition assistance students received as they move from one grade to another. Eighty-four (84%) of parents also agreed that their child was well prepared for their present grade.
- **Technology** – The use of technology as an instructional tool is gaining great momentum with 81 percent of students and 79 percent of staff indicating satisfaction with the use of technology in their school. Staff would like greater access to emerging technologies as indicated by only 76 percent satisfied with the availability of technology at their school.

- **Citizenship & Environmentalism** - Parents and staff are highly satisfied with schools' preparation of students in the areas of citizenship and social responsibility. Satisfaction levels in these two groups ranges from 85 to 95 percent!
- **Career Preparation** - Parents and students looking to the future would like further assistance in accessing information regarding life choices and university and post-secondary options, as only 74 percent of parents and 70 to 76 percent of students in Grades 10 to 12 expressed satisfaction in regards to these topics.
- **Professional Learning** – Rocky View's Communities of Practice and professional learning activities are greatly appreciated by staff with 90 percent of staff stating that professional learning has positively impacted their instruction and/or organizational effectiveness.

EVALUATION

Rocky View Schools' first annual satisfaction survey results reveal a great degree of satisfaction among parents and staff towards the new direction of the jurisdiction, as defined by its 2008-2011 Three Year Plan. To serve as baseline measures, many of the results have already exceeded the jurisdiction's global target of 90 percent, indicating that much success has already been achieved in the first year of the plan's implementation.

Specific areas of improvement by stakeholder groups include:

Parents - Assessment practices, student support services, student career preparation

Staff – Technology, student support services

Students – Respect of peers, assessment practices, career/life planning.

WORK AHEAD

SARR Reviews: RVS' expectations regarding satisfaction levels needs to be communicated and reviewed with school administrators during their forthcoming School Annual Results Report meetings. Specific school targets will need to be defined and agreed to for the 2009/10 school year; subsequently, any modifications to each school's School Education Plan will need to be outlined.

Department Reviews: In coming weeks RVS' Senior Executive and Directors will review the jurisdiction's comprehensive satisfaction survey results to identify modifications required to improve satisfaction results. These modifications will be highlighted in RVS' 2008/09 Annual Education Results Report.

APPENDIX A: 2008/09 SATISFACTION RESULTS

STUDENT SATISFACTION	2008/09		Target (%)
	Agree (%)	Disagree (%)	
1. I feel welcome at school.	86	14	90
2. Teachers help me when I need it.	83	17	90
3. Students care about each other at my school.	58	42	90
4. The staff at my school cares about me.	77	23	90
5. I feel safe at school.	81	19	90
6. I am treated fairly by adults in the school.	75	25	90
7. Students and adults show respect for each other at this school.	69	31	90
8. I have access to quality technology to support my learning.	80	20	90
9. The use of technologies at school helps me do my school work better.	81	19	90
10. Teachers make my class interesting.	65	35	90
11. I am learning the skills I will need when I leave school.	76	24	90
12. The school provides opportunities for students to become involved in volunteer activities and community service projects.	74	26	90
13. My school participates in environmentally friendly practices.	75	25	90
14. Teachers use a variety of ways to help me learn.	72	28	90
15. I understand how my teacher determines my marks.	70	30	90
16. I get enough information on how my marks are calculated/worked out.	69	31	90
17. When teachers assess my work they give me the feedback I need to help me improve.	71	29	90
18. School staff is helping me to be a better person.	64	36	90
19. I have the chance to be involved in different activities in my school.	83	17	90
20. (Grade 10-12 only) I know how to access information regarding university and other post-secondary education.	76	24	90
21. (Grade 10-12 only) My school helps me plan for my future after I leave school.	70	30	90

PARENT SATISFACTION	2008/09		Target (%)
	Agree (%)	Disagree (%)	
1. With the way you are welcomed when you visit your child's school?	90	10	90
2. With the opportunity you have to be involved in school decision-making?	84	16	90
3. With the opportunities the school offers for your involvement in school activities?	89	11	90
4. With the way the school keeps you informed about your child's progress and achievements?	79	21	90
5. That your child has access to support services that meet his/her needs?	78	22	90
6. That the needs of all learners are met at the school?	71	29	90
7. With the safety of the school environment?	87	13	90
8. That there is a caring atmosphere at the school?	85	15	90
9. That respectful relationships are encouraged amongst all staff and students?	85	15	90
10. That your child is treated fairly by adults at the school?	85	15	90
11. That students are learning to become critical, creative and complex thinkers?	86	14	90
12. That the school provides student with activities that promote responsible citizenship, volunteerism and community service?	85	15	90
13. That the school staff is helping students learn to become better citizens?	86	14	90
14. That your child's school models practices that contribute to environmental sustainability?	89	11	90
15. That your child was well prepared for their present grade?	84	16	90
16. With the transition assistance provided to your child as he/she moves from one grade to the next?	82	18	90
17. That students are exploring and planning for what they will do after they leave school?	74	26	90
18. That the assessment feedback your child gets from his/her teacher helps him/her improve?	76	24	90
19. That your child has access to instruction that meets his/her needs?	78	22	90
20. That your child has access to learning supports that are a match for his/her unique needs?	73	27	90
21. With the involvement of learning specialists, support staff or community agencies if required?	74	26	90
22. That your child is meeting the goals established in his/her Individual Program Plan?	72	28	90

STAFF SATISFACTION	2008/09		Target (%)
	Agree (%)	Disagree (%)	
1. That you feel a part of the learning community at your school/workplace?	91	9	90
2. With the opportunities you have to be involved in school/workplace decision-making?	86	14	90
3. With the involvement of parents within the school community?	85	15	90
4. That students have access to support services that meet their needs?	74	26	90
5. That the needs of all learners are met at this school/jurisdiction?	72	28	90
6. With the support services received through learning specialists, support services or community agencies, if required?	70	30	90
7. That students with special needs are meeting their IPP goals?	84	16	90
8. With the safety of school/work environment?	95	5	90
9. That there is a caring atmosphere at the school/workplace?	94	6	90
10. That respectful relationships are encouraged amongst all staff and/or students?	90	10	90
11. That students are treated fairly by adults at the school?	96	4	90
12. That students are being taught how to become critical, creative and complex thinkers?	92	8	90
13. That the school provides students with activities that promote responsible citizenship, volunteerism and community service?	93	7	90
14. That the school staff is helping students learn to become better citizens?	95	5	90
15. That the school/workplace models practices that contribute to environmental sustainability?	90	10	90
16. With the transition assistance provided to students as they move from one grade to the next?	90	10	90
17. That the education program is helping students to explore and prepare for post-school options?	88	12	90
18. That your individual growth plan aligns to your Community of Practice's goals and objectives?	92	8	90
19. With your access to professional learning activities?	85	15	90
20. That your professional learning has positively impacted your instruction and/or organizational effectiveness?	90	10	90
21. That student assessment information is used to help improve student performance?	92	8	90
22. That the technology available in your school/workplace meets 21 st Century standards?	76	24	90
23. With your ability to improve learning opportunities for students through the use of technology?	79	21	90
24. With the level and timeliness of technical support provided?	74	26	90
25. That you have adequate resources to do the job you are assigned?	79	21	90
26. With the resources and supports provided to assist teachers build 21 st Century learning environments?	75	25	90
27. With the opportunity to lead in your school/workplace?	91	9	90
28. That the jurisdiction is building a community of learners?	93	7	90
29. With the resources and supports provided to assist schools build 21 st Century learning environments?	77	23	90
30. That students have access to instruction that meets their needs?	86	14	90
31. That student assessment information is used to help improve instruction?	92	8	90
32. That student assessment information is used to help inform instruction?	92	8	90

33. With the overall communication between the school and home (e.g. notices, newsletters, telephone calls?	95	5	90
34. With the overall communication between the jurisdiction and the school?	88	12	90
35. That the school council plays a meaningful role in your school?	89	11	90
36. With the recognition you receive at the school level for your contributions?	82	18	90
37. With the recognition you receive at the jurisdiction level for your contributions?	66	34	90
28. That your school is a good place to work?	93	7	90
39. That the jurisdiction is a good place to work?	93	7	90

2008/2009 Provincial Testing Results



Presented to Board of Trustees October 1, 2009

By Greg Bass, Superintendent of Schools

Resource Persons:

Dr. David Peat, Associate Superintendent of Learning

Murray Besenski, Associate Superintendent of Schools

Susan Williams, Associate Superintendent of Human Resources

Darrell Couture, Associate Superintendent Business and Operations

Angela Spanier, Director of Communications

REPORTING PERIOD: September 2008 - June 2009

RECOMMENDATION

“That the Board of Trustees receives as information Rocky View Schools’ Accountability Progress Report on 2009 Provincial Testing Results.”

SUMMARY

Alberta Education’s Provincial Achievement Tests (PAT) and Diploma Exams help schools and jurisdictions monitor student performance in relation to provincial standards for a wide variety of skills and competencies as outlined in the Ministry’s Programs of Study. For teachers, these assessments provide valuable feedback on program strengths and weaknesses, the effectiveness of instructional techniques and student comprehension levels. For post-secondary institutions, diploma marks serve as an entry-measurement for accepting potential students.

Alberta Education expects 85 percent of students should meet an acceptable standard on both Achievement Tests and Diploma Exams. This indicates that students are achieving the basic standards for passing the course. The province further expects 15 percent of students will achieve a standard of excellence. This measure indicates that students are achieving an excellent level of competency in the area of study examined.

It should be noted that these assessments provide only part of the overall picture concerning the performance of a school jurisdiction’s students. Although provincial assessments are designed to assess the achievement of provincial standards, many important learning outcomes cannot be measured by time-limited paper-and-pencil tests. In addition, many factors contribute to student achievement. Wherever possible, information about a particular school’s results should be obtained from the school. Further, Rocky View Schools does not endorse the production or publication of rank order lists of results.

The following report provides an overview of Rocky View Schools’ 2008/09 student performance on provincial achievement tests in Language Arts, Math, Science and Social Studies and for Diploma Exams in English, Social, Math, Biology, Physics, Chemistry and Science. Although it is not possible to directly compare the average scores on these provincial assessments across years, results for the past five years are provided as a means of identifying trends both in Rocky View Schools’ results and as compared with provincial standards. .

Actual results for these tests and exams can be found in Appendix A.

OVERVIEW OF RESULTS

Diploma Exams

- **Participation Rate** - Over the past five years, the number of Rocky View students participating in diploma exam sittings has exceeded the provincial average in most subject areas. For the 2008/09 school year, a greater number of students than the provincial average participated in the January and June diploma exam sittings in all subjects except Chemistry 30.
- **Acceptable Standard** - Rocky View Schools' results met or exceeded provincial expectations in 11 out of 11 diploma exams at the acceptable level and surpassed or were equal to their provincial counterpart's performance in 11 out of 11 exams. Outstanding performance was witnessed in English 30-2 and French Language Arts where 90.2 and 95.1 percent of students, respectively, met the acceptable standard.
- **Excellence Standard** – In 10 of 11 diploma exams, RVS students met or exceeded the provincial standards at the excellence level. RVS students' performances also surpassed or were equal to their provincial counterpart's performance on 10 out of 11 exams. For English 30-2, RVS students' performance exceeded their provincial counterparts, but both cohorts were below the set standard. Exceptionally high performance was attained in the areas of Pure Math and the sciences (Biology, Chemistry, & Physics), where the ratings ranging between 27.4 to 34.8 were significantly above provincial expectations.
- **Trends: Five-Year Overview** - Rocky View's High Schools are to be applauded for continuing to help students writing Grade 12 diploma exams attain high marks. The jurisdiction's 2008/09 Diploma Exam results are consistent with results achieved over the past five years, which illustrate that RVS students continue to outperform their provincial counterparts and are meeting or exceeding provincial expectations in almost every subject area.

Provincial Achievement Tests

(Please Note: Results provided by Alberta Education for each subject were reported by "all students", "tests written in English" and "Test written in French". The summary below provides an analysis based on "all student results", unless otherwise specified, i.e. tests written in English or tests written in French.)

- **Acceptable Standard** - Rocky View Schools' results met or exceeded provincial expectations in 8 out of 12 provincial achievement tests at the acceptable level. RVS students' results surpassed or were equal to their provincial counterparts at the acceptable standard in 10 out of 12 subject areas. The performance of Grade 9 students is a major area of concern as results across all subject areas, except English Language Arts, are below provincial expectations at the acceptable standard.
- **Standard of Excellence** - Rocky View students continue to struggle to attain the standard of excellence on most grades 3, 6 and 9 provincial achievement tests. In 2008/09, students met or exceeded the provincial standard of excellence in only 4 out of 12 categories. Further, students surpassed their provincial counterparts in only 1 out of 12 subject areas.

- **Trends: Tests Written in English** - Students writing tests in English continue to demonstrate very strong performance in the area of Language Arts. For the fifth consecutive year, Rocky View's results exceed the province's expectations and provincial average at the acceptable standard at all grade levels. Since the 2004/05 school year, results in the areas of math, science and social have remained relatively stable at the Grade 3 and Grade 6 levels. Declining performance, however, is apparent at the Grade 9 level in the subject areas of science and math.
- **Trends: Tests Written in French** - Results continue to be strong in French Immersion Grade 3 Math and Grade 6 Language Arts, Math, Science, and Social Studies. Results across all subject areas for Grade 9 students, however, reveal that students have consistently performed well below their provincial counterparts at both the acceptable and excellence standards since the 2004/05 school year. Results for 2008/09 were significantly lower and should be closely monitored.

EVALUATION OF RESULTS

- **Diploma Exams** – Despite challenges being faced on provincial assessments in earlier grade levels, Rocky View students writing Grade 12 diploma exams are experiencing a high degree of success at both the acceptable and excellence standard.
- **Provincial Achievement Tests** – In relation to RVS' defined targets, teachers across all grade levels and subject areas need to carefully review the achievement levels of their students on provincial achievement tests at both the acceptable and excellence standards. Particular attention needs to be given to moving students towards excellence in all subject areas and to the achievement of both English and FI Grade 9 students.

WORK AHEAD

- **SARR Reviews:** Expectations on provincial achievement tests and diploma exams needs to be communicated and reviewed with school administrators during their forthcoming School Annual Results Report meetings. Specific targets need to be defined and agreed to for the 2009/10 school year; subsequently any modifications to each school's School Education Plan will need to be outlined.
- **SMART Goals:** A systemic approach to analyzing data needs to be undertaken that looks at the programs of studies as K-12 programs and not just Grade 3, 6, 9 and 12. Some schools already utilize this approach while curriculum specialists are also available to assist schools with SMART Goals analyses.
- **Math:** Curriculum specialists assist in planning and delivering divisional support. Some of the activities that are being pursued include:
 - K-9 support continues with a Math Cohort. The cohort develops instructional leadership practices in mathematics within the jurisdiction, as well as providing opportunities to work with the revised Alberta Mathematics Program of Studies. DVDs are being created from video clips

of the cohort teachers to further support implementation of the new K-9 Mathematics Program of Study. Support for the new program of studies will include divisional workshops and school-based book clubs, as well as a coordination of workshops and other opportunities with surrounding jurisdictions and organizations.

- High School Math Departments are consulted to determine current needs as well as disseminating the new provincial Mathematics program for grade 9 and grades 10-12.
- French Immersion materials are being collaboratively pursued and developed by a French Immersion math cohort under the guidance of the math and French curriculum specialists.

● **English Language Arts:** Schools and staffs indicated a need for a developmental framework with exemplars for all grades. A committee identified a curriculum continuum from which to develop exemplars. This work continues this year.

● **Social Studies:** Current plans are to support implementation of the new programs of study with Grades 6, 9, 11, and 12 teachers. This will include working with surrounding jurisdictions and organizations in the development of workshops and training opportunities.

● **Science:** Continue to support teachers of Biology, Chemistry and Physics 30 programs with implementation of new programs of study and resources.

● **Professional Learning Plan:** Pursue the development of a comprehensive professional learning model that is systemic and coherent by targeting and accelerating a district-wide standard of competency.

APPENDIX A - GRADE 12 DIPLOMA EXAMS

The charts below show Rocky View Schools' student achievement levels at both the "acceptable standard" and the "standard of excellence" based on the number of student writing. The participation rate represents the percentage of students who wrote the exam compared to the total number of students in their third year of senior high programming. The "target" reflects the jurisdiction's desired student performance across the jurisdiction.

Exam Standards



* A difference is reported as significant when there is a five percent or smaller probability that a difference of that size could occur by chance. The fewer the number of students, the larger the difference must be from the expectation before it is considered significant.

GRADE 12 DIPLOMA RESULTS:											
	2004/05		2005/06		2006/07		2007/08		2008/09		RVS Target
	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	
ENGLISH 30-1											
Acceptable Standard:	92.9	89.1	92.0	88.0	91.4	87.7	91.5	87.1	87.8	86.1	95
Standard of Excellence:	19.8	17.8	21.9	19.3	21.3	19.0	16.8	15.5	12.7	12.3	25
Participation Rate:	66.3	59.5	65.3	59.7	66.5	59.8	67.2	59.1	64.4	59.8	
ENGLISH 30-2											
Acceptable Standard:	92.1	89.4	92.6	86.1	93.5	88.6	88.6	88.8	90.2	88.2	95
Standard of Excellence:	12.2	10.1	10.6	8.1	14.7	9.7	11.1	8.8	9.2	8.5	25
Participation Rate:	24.8	26.1	27.9	26.0	27.0	26.1	24.2	26.8	28.9	27.4	
FRENCH LA 30											
Acceptable Standard:	94.4	95.1	83.8	95.1	95.0	95.6	93.1	94.9	95.1	95.1	95
Standard of Excellence:	13.9	19.1	13.5	21.8	12.5	23.1	24.1	24.5	22.0	18.9	25
Participation Rate:	3.2	2.7	3.0	3.0	3.0	2.9	2.6	2.9	3.5	3.0	
SOCIAL 30											
Acceptable Standard:	91.1	85.2	88.3	85.5	92.7	86.2	91.7	84.7	86.3	84.2	95
Standard of Excellence:	29.5	24.3	27.9	23.9	31.8	24.6	23.9	21.5	21.4	21.4	25
Participation Rate:	55.1	53.7	53.2	54.0	54.8	54.0	54.7	52.7	56.3	53.2	
SOCIAL 33											
Acceptable Standard:	92.0	85.0	88.4	83.5	92.2	84.9	90.6	85.4	89.4	85.6	95
Standard of Excellence:	31.0	17.6	27.5	18.9	31.9	19.6	27.3	18.9	25.3	20.2	25
Participation Rate:	36.7	32.3	39.7	32.0	37.6	32.2	35.8	33.0	38.1	34.1	
PURE MATH											
Acceptable Standard:	83.9	80.6	90.5	82.8	85.5	81.1	85.3	81.4	88.9	82.1	95
Standard of Excellence:	27.5	25.7	35.1	26.6	32.3	27.4	28.0	25.8	32.3	26.3	25
Participation Rate:	50.3	45.6	46.1	46.3	49.6	46.4	51.5	45.9	45.8	45.8	
APPLIED MATH											
Acceptable Standard:	90.7	87.6	84.1	77.6	85.9	77.6	84.6	76.3	84.8	79.4	95
Standard of Excellence:	29.7	21.8	14.2	11.8	17.3	12.1	12.1	10.7	16.7	13.5	25
Participation Rate:	22.2	22.0	27.5	21.5	24.8	21.5	20.3	21.4	27.5	22.0	
BIOLOGY 30											
Acceptable Standard:	82.8	81.9	85.6	81.4	89.7	83.5	86.8	82.3	85.1	83.0	95
Standard of Excellence:	25.4	26.6	31.2	26.4	32.8	27.4	31.4	26.3	29.1	26.6	25
Participation Rate:	42.4	43.3	40.5	43.6	40.5	43.9	44.5	43.3	44.1	44.3	
CHEMISTRY 30 (Old)											
Acceptable Standard:	94.7	88.2	92.6	88.4	96.7	89.4	96.6	89.2	N/A	N/A	N/A
Standard of Excellence:	36.3	33.4	52.5	37.2	49.5	37.9	46.5	39.2	N/A	N/A	N/A
Participation Rate:	36.3	38.5	33.7	39.0	35.2	38.5	36.2	38.4	N/A	N/A	N/A
CHEMISTRY 30											
Acceptable Standard:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	81.8	76.3	95
Standard of Excellence:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	34.8	27.7	25
Participation Rate:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	29.6	33.3	

GRADE 12 DIPLOMA RESULTS:

	2004/05		2005/06		2006/07		2007/08		2008/09		RVS Target
	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	
PHYSICS 30 (old)											
Acceptable Standard:	90.6	84.2	89.2	84.4	94.1	86.1	89.4	85.8	N/A	N/A	N/A
Standard of Excellence:	28.6	27.8	35.9	30.0	44.2	29.3	40.0	32.0	N/A	N/A	N/A
Participation Rate:	27.4	24.0	23.3	24.3	22.3	24.1	22.1	20.8	N/A	N/A	N/A
PHYSICS 30											
Acceptable Standard:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	88.4	79.3	95
Standard of Excellence:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	27.4	23.1	25
Participation Rate:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	20.6	19.8	
SCIENCE 30											
Acceptable Standard:	88.2	88.1	87.6	82.8	92.7	87.2	90.5	88.6	88.4	86.0	95
Standard of Excellence:	25.5	22.1	15.7	17.3	16.3	18.0	20.4	21.7	14.4	20.9	25
Participation Rate:	7.5	7.8	9.6	7.8	14.8	7.7	11.4	8.3	12.0	9.3	

PROVINCIAL ACHIEVEMENT TEST RESULTS – 2008/09

The charts below show the jurisdiction's results for student achievement at both the "acceptable" standard and the "standard of excellence" based on all students writing (cohort). The "target" reflects the jurisdiction's desired student performance across the jurisdiction.

Test Standards

	>83.54	High	>20.37	
Acceptable	75.85-83.54	Intermediate	14.27-20.37	Excellent
	<75.85	Low	<14.27	

All Students

LANGUAGE ARTS ALL STUDENTS:

	2004/05		2005/06		2006/07		2007/08		2008/09		RVS Target
	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	
L.A. GRADE 3:											
Acceptable Standard:	87.1	82.2	84.6	81.3	85.2	80.3	83.4	80.1	83.8	81.3	90
Standard of Excellence:	13.7	16.2	11.0	14.1	17.5	17.7	16.6	16.1	12.4	18.2	20
L.A. GRADE 6:											
Acceptable Standard:	80.7	77.3	85.1	79.0	86.0	80.3	83.5	81.1	84.0	81.8	90
Standard of Excellence:	13.3	15.5	11.8	15.9	16.3	19.8	16.7	21.0	11.6	18.9	20
L.A. GRADE 9:											
Acceptable Standard:	82.4	77.9	81.8	77.4	83.8	77.5	80.3	76.5	81.6	78.7	90
Standard of Excellence:	12.3	14.0	11.5	13.6	11.1	14.8	13.9	14.8	11.4	14.7	20

FRENCH LANGUAGE ARTS ALL STUDENTS:

	2004/05		2005/06		2006/07		2007/08		2008/09		RVS Target
	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	
L.A. GRADE 6 FI:											
Acceptable Standard:	83.0	85.1	89.1	87.5	86.3	87.4	92.9	87.7	89.5	91.5	90
Standard of Excellence:	17.0	8.8	6.5	11.2	3.9	11.0	9.7	14.2	10.5	15.9	20
L.A. GRADE 9 FI:											
Acceptable Standard:	81.5	85.9	81.0	83.3	74.0	81.3	78.0	84.5	59.2	81.8	90
Standard of Excellence:	14.8	13.6	12.7	10.9	6.5	12.9	13.2	12.4	2.8	10.3	20

MATHEMATICS ALL STUDENTS:

	2004/05		2005/06		2006/07		2007/08		2008/09		RVS Target
	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	
MATH GRADE 3:											
Acceptable Standard:	84.6	80.3	84.9	82.0	83.5	79.9	81.4	78.7	79.9	79.6	90
Standard of Excellence:	25.5	26.1	26.1	26.9	21.9	23.5	22.1	23.9	22.5	26.8	20
MATH GRADE 6:											
Acceptable Standard:	81.1	78.2	79.6	75.2	77.2	74.0	74.9	74.6	77.6	76.6	90
Standard of Excellence:	14.3	18.1	12.5	15.6	9.4	14.5	10.9	15.9	11.3	16.8	20
MATH GRADE 9:											
Acceptable Standard:	74.3	68.0	73.0	67.4	71.9	66.3	70.2	65.7	68.0	67.0	90
Standard of Excellence:	21.1	19.7	18.4	17.4	19.6	18.3	20.4	18.5	18.0	18.5	20

SCIENCE ALL STUDENTS:

	2004/05		2005/06		2006/07		2007/08		2008/09		RVS Target
	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	
SCIENCE GRADE 6:											
Acceptable Standard:	85.5	79.8	81.5	78.1	77.6	75.2	75.3	74.8	79.0	76.5	90
Standard of Excellence:	25.2	26.0	26.2	27.7	23.3	26.6	19.6	24.1	18.6	24.8	20
SCIENCE GRADE 9:											
Acceptable Standard:	68.1	67.5	69.9	67.4	75.0	69.6	72.0	69.3	74.6	72.2	90
Standard of Excellence:	10.2	12.8	10.3	13.3	12.1	14.7	10.6	13.0	13.9	15.8	20

SOCIAL STUDIES ALL STUDENTS:

	2004/05		2005/06		2006/07		2007/08		2008/09		RVS Target
	RVS Results (%)	RVS Results (%)	School Results (%)	RVS Results (%)	School Results (%)	RVS Results (%)	School Results (%)	RVS Results (%)	School Results (%)	RVS Results (%)	
SOCIAL GRADE 6:											
Acceptable Standard:	82.7	78.4	84.6	78.6	82.5	77.4	78.9	77.9	84.2	65.8	90
Standard of Excellence:	17.8	21.5	21.3	22.9	16.4	22.3	16.0	23.8	21.6	21.4	20
SOCIAL GRADE 9:											
Acceptable Standard:	74.6	71.3	76.7	72.5	79.0	71.4	75.6	71.7	66.3	65.5	90
Standard of Excellence:	15.7	18.3	17.1	18.9	22.7	18.7	17.9	18.9	11.6	20.9	20

Tests Written in French

MATHEMATICS WRITTEN IN FRENCH:

	2004/05		2005/06		2006/07		2007/08		2008/09		RVS Target
	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	
MATH GRADE 3 FI:											
Acceptable Standard:	91.5	84.2	88.4	88.9	77.3	85.0	80.9	83.7	77.4	84.0	90
Standard of Excellence:	23.1	24.8	24.8	24.4	17.0	25.5	22.9	23.2	17.6	23.2	20
MATH GRADE 6 FI:											
Acceptable Standard:	94.3	89.9	84.8	87.7	82.4	85.7	89.3	86.6	92.6	89.0	90
Standard of Excellence:	29.5	20.6	10.9	20.3	14.7	15.4	19.6	18.7	18.9	20.6	20
MATH GRADE 9 FI:											
Acceptable Standard:	77.1	88.7	75.9	86.8	77.5	84.5	80.9	85.3	66.0	85.3	90
Standard of Excellence:	8.6	30.3	3.4	26.0	15.0	26.2	14.9	28.9	9.4	28.0	20

SCIENCE WRITTEN IN FRENCH:

	2004/05		2005/06		2006/07		2007/08		2008/09		RVS Target
	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	
SCIENCE GR. 6 FI:											
Acceptable Standard:	93.2	82.9	81.5	85.2	81.4	82.3	87.5	82.9	85.3	83.5	90
Standard of Excellence:	39.8	19.1	16.3	20.0	20.6	23.0	11.6	19.6	12.6	18.7	20
SCIENCE GR. 9 FI:											
Acceptable Standard:	76.2	79.0	61.9	80.5	80.6	82.7	85.3	84.1	67.9	82.1	90
Standard of Excellence:	4.8	10.3	0.0	10.4	9.7	15.9	17.6	14.8	0.0	15.6	20

SOCIAL STUDIES WRITTEN IN FRENCH:

	2004/05		2005/06		2006/07		2007/08		2008/09		RVS Target
	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	
SOCIAL GRADE 6 FI:											
Acceptable Standard:	84.1	82.8	85.9	84.8	80.4	84.1	90.2	85.5	88.4	86.8	90
Standard of Excellence:	19.3	15.6	16.3	17.3	7.8	15.9	17.0	18.4	20.0	20.8	20
SOCIAL GRADE 9 FI:											
Acceptable Standard:	73.6	84.0	83.6	83.1	77.8	83.2	71.1	82.6	61.3	89.2	90
Standard of Excellence:	9.4	14.7	8.2	15.5	9.7	14.5	8.9	14.2	0.0	21.1	20

Tests Written in English

MATHEMATICS WRITTEN IN ENGLISH:

	2004/05		2005/06		2006/07		2007/08		2008/09		RVS Target
	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	
MATH GRADE 3:											
Acceptable Standard:	83.8	80.0	84.4	81.4	84.4	79.4	81.5	78.3	80.3	79.2	90
Standard of Excellence:	25.8	26.2	26.3	27.1	22.6	23.3	21.9	24.0	23.2	27.2	20
MATH GRADE 6:											
Acceptable Standard:	80.0	77.6	79.2	74.5	76.7	73.3	73.5	73.9	76.3	75.8	90
Standard of Excellence:	13.1	18.0	12.7	15.3	8.9	14.4	10.0	15.7	10.7	16.5	20
MATH GRADE 9:											
Acceptable Standard:	74.2	67.0	73.0	66.4	71.8	65.2	69.7	64.5	68.1	65.9	90
Standard of Excellence:	21.5	19.1	18.8	17.0	19.8	17.8	20.6	17.8	18.4	18.0	20

SCIENCE WRITTEN IN ENGLISH:

	2004/05		2005/06		2006/07		2007/08		2008/09		RVS Target
	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	
SCIENCE GRADE 6:											
Acceptable Standard:	84.8	79.6	81.5	77.7	77.2	74.7	74.1	74.3	78.4	76.1	90
Standard of Excellence:	23.9	26.4	27.1	28.1	23.5	26.8	20.4	24.4	19.2	25.2	20
SCIENCE GRADE 9:											
Acceptable Standard:	68.0	66.9	70.0	66.7	74.9	68.8	71.6	68.4	74.7	71.6	90
Standard of Excellence:	10.3	12.9	10.4	13.5	12.1	14.6	10.4	12.9	12.2	15.8	20

SOCIAL STUDIES WRITTEN IN ENGLISH:

	2004/05		2005/06		2006/07		2007/08		2008/09		RVS Target
	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	RVS Results (%)	Prov. Results (%)	
SOCIAL GRADE 6:											
Acceptable Standard:	82.6	78.1	84.5	78.2	82.7	77.0	77.7	77.4	83.1	64.1	90
Standard of Excellence:	17.7	21.8	21.7	23.2	17.2	22.7	15.9	24.2	22.1	21.5	20
SOCIAL GRADE 9:											
Acceptable Standard:	74.7	70.6	76.3	71.9	79.1	70.6	75.9	71.0	67.0	64.5	90
Standard of Excellence:	16.0	18.5	17.6	19.0	23.5	19.0	18.6	19.2	13.3	20.9	20



Education Centre Resource Management

*Presented to Board of Trustees October 1, 2009
By Greg Bass, Superintendent of Schools*

REPORTING PERIOD:

2008-09 School Year

SUMMARY

Education Centre Resource Management is the allocation and maximized use of human and monetary resources. The launch of our three-year plan calling for the transformation into a 21st Century Learning organization was very successful. The financial and human resource planning in the spring, 2009, was once again completed with this vision in mind.

WORK COMPLETED

Budget dollars were allocated in a manner consistent with, where possible, support for the 3YP. The deployment of laptops to teaching staff, for example, was completed within existing ever-greening dollars augmented by a provincial grant. The learning department was once again restructured to maximize school support.

WORK REMAINING

As we plan for significant budget reductions this year in preparation for the 2010-11 school year, an unfettered commitment to advancing our 3YP must be maintained. The hard cost to continued progression of our plan is minimal, with maximizing collaborative structures within the system to share the human resource work load.

SIGNIFICANT ACHIEVEMENTS

In addition to the technological infrastructure advancement of 2008-09, much work was completed on evaluation/growth models, assessment policy and procedure, formation of communities of practice in support of 3YP outcomes, Superintendent Working Committee mandates in alignment with strategies in the 3YP, and AISI cycle 4 alignment with our plan.

CHALLENGES AHEAD

Once again, significant financial challenges are in our future which will impact both financial and human resource support for initiatives. Our greatest challenge is in emerging stronger than we are now and having structures in place that continue the support of the advancement of the Board's vision.

EVALUATION OF WORK

Overall, 2008-09 was another exciting year. Much growth occurred across our system and thoughtful planning will provide for a 2009-10 school year that continues to move us toward our collective goal.

RECOMMENDATION That the Board of Trustees receives as information Rocky View's Accountability Progress Report on Education Centre Resource Management.