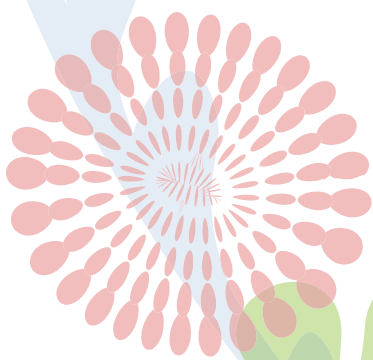


Annual Education Results Report



Portrait of a 21st Century Learner



To succeed in our

a critical thinker

a problem solver

an innovator

a communicator

a collaborator

globally aware

civically engaged

a self-directed learner

information & media literate

financially & economically literate



ur global community, I will need to be...

ACCOUNTABILITY STATEMENT

The 2009/10 Annual Education Results Report for Rocky View Schools was prepared under the direction of the board in accordance with the responsibilities under the School Act and the Government Accountability Act.

Our Board is committed to using the results in this report, to the best of our abilities, to improve outcomes for students and to ensure that all students in the jurisdiction can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

This AERR for 2009/2010 was approved by the Board on Dec. 2, 2010.



Dr. Bruce Pettigrew
Board Chair



Greg Bass,
Superintendent of Schools



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Rocky View Schools is committed to providing its communities with access to information regarding its students' achievements, as well as its operational successes and challenges. Information contained in the 2009/2010 Annual Education Results Report is accessible through:

- Rocky View Schools' public website at: <<http://www.rockyview.ab.ca/publications>>
- Rocky View Schools' Education Centre at 2651 Chinook Winds Drive, SW, Airdrie, AB
- Members of the Board of Trustees

School Annual Results Reports are built and shared with school councils and are available at the school, on the school's website, or on the jurisdiction's website at <<http://www.rockyview.ab.ca/publications>>.

For more information about Rocky View Schools' 2009/2010 Annual Education Results Report, contact:

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Effective Stewards

HELPING STUDENTS REALIZE THEIR POTENTIAL

In the forward of Alberta Education's June 2010 Inspiring Action, the Honourable Minister of Education Dave Hancock states:

"Albertans know the importance of education. It's about our children realizing their potential and achieving their hopes, dreams and aspirations. It's about students belonging in a caring and inclusive network of educators who support them. It's about strengthening our society through the experiences we have in school as students and our relationship to the community as youth, adults and parents... we know that the world is changing, and that education must change with it to prepare students for a future none of us can predict. And the change is well underway."

Rocky View Schools can be proud that students in our jurisdiction already are on the path to realizing their full potential, through learning environments that are supportive, engaging and innovative. As directed by RVS' 2008-2011 Three Year Plan, over the past 28 months stakeholders from all four corners of the jurisdiction have worked collectively to transform RVS into a 21st C learning organization. Teachers have begun to shift their instructional practice from knowledge disseminator to facilitator of knowledge construction. Administrators have modified and built structures to encourage risk-taking and to champion a mental mode of system thinking. Trustees have redirected resources to support innovative strategies. And students, using technology as an accelerator, are well on the way to becoming "engaged thinkers and ethical citizens with an entrepreneurial spirit" - Inspiring Action's vision and this province's hope for its students.

As evidenced in this report, RVS' 2009/10 Annual Education Results Report, marked improvements already have been made in stakeholder satisfaction levels, high school completion and drop-out rates, and in PAT and Diploma results. RVS' May 2010 satisfaction survey affirmed that RVS is preparing students for the 21st Century, with 86 percent of parents and 92 percent of staff highly satisfied that students are learning to become critical, creative, and complex thinkers. Alberta Education's 2010 APORI revealed RVS' high school completion rate as 79.1 percent - 7.6 percent higher than the province and up 1.3 percent over the previous year. Similarly RVS' drop-out rate was stated at 2.2 percent— down from 3.4 the previous year and 2.1 lower than the province. Diploma marks, too, have begun to climb

with RVS students exceeding the province in 9 out of 11 tests at the excellence level and 10 out of 11 at the acceptable level. Marked improvements also have been witnessed in the subject areas of LA, Science, and Social on Provincial Achievement Tests.

Key to this success was the concerted efforts of 2000 staff, 17,000 students, 34 school councils and numerous businesses and community organizations that worked tirelessly to help make our vision come alive. In response to the research questions "What would a quality education for every student look like by the year 2011?" and "Based on RVS' current results, what would we need to do to ensure we arrived there?", in 2008, students, parents, teachers, administrators, politicians, and business leaders replied: 1. Schools need to engage students by making what and how they learn relevant to their world. 2. Students need to be taught how to think critically and become self-directed learners. 3. Students need to learn how to understand, connect, and contribute to a global community.

Looking back, we have made much progress towards this vision. But as good as our jurisdiction is today, we believe that substantive improvements are yet to be achieved. To this end, in February 2011, our Board will again head out to our communities to explore ways in which we can further make Rocky View Schools a "world-class education system."

This consultation process was kicked off November 26, 2010, when our Board, System and School Administrators and members of the Learning Department reviewed the goals and outcomes of the jurisdiction's current Three Year Plan with an eye to either confirm, add, modify or delete them. The next step in the process will see our Executive and Directors define performance measures at a retreat in December 2010. In February, we will then take the framework for our 2011-2014 Three Year Plan on the road to consult with staff, parents, and members of the community on what strategies could help push our plan forward and, more importantly, determine how we can ensure parents and the community play a significant and sustainable role in the education of our students.

As professed by our Education Minister, "There will never be a better time than now to begin (in RVS "to further") transformation of our education system so that our students are ready for the future...our world has moved in a new direction, and education must keep step."



Accomplishments

NON-ACADEMIC BARRIERS TO LEARNING

Rocky View Schools continued to be persistent in addressing the social, emotional and behavioural needs of the whole child by collaborating with external agencies to maximize support services to students. In partnership with the United Way, RVS introduced the UpStart project, which aims to increase access to recreation for children and youth in their home communities. In collaboration with Big Brothers Big Sisters, RVS implemented a Teen Mentoring Program at Cochrane, Beiseker and W.G. Murdoch High Schools and with their feeder schools. As well, a partnership with the City of Airdrie has led to a Community Resource Officer Program to support the needs of Airdrie's middle and high schools. RVS also established a divisional "Food for Thought" Working Group, comprised of internal and external members, to guide the planning, development and implementation of a system-wide school breakfast/lunch program.

SAFE & CARING SCHOOLS

Not unlike previous years, the 2009/10 school year saw schools and the jurisdiction employed a wide variety of strategies to nurture safe and caring learning environments. Through their School Annual Result Reports, schools reported hosting a wide array of safe and caring projects that covered topics such as anti-bullying, virtues, cyber safety, and peer support. At the jurisdictional level, the Education Centre launched a new coaching program, entitled Respect in Sports, which aimed to provide all young athletes with a positive, character-building experience. Specifically, the program is designed to assist coaches in identifying and effectively dealing with abuse, neglect, harassment and bullying in sport. RVS also was successful in implementing a division-wide emergency response plan, as well held two Employee Orientation Programs, a School Council Orientation Program, and a Staff Health and Wellness Program.

FACILITATIVE COACHING

To accommodate the needs of all learners, the jurisdiction continued to provide a facilitative coaching model based upon, and responding to, the needs of individual teachers and schools. Making use of a responsive, adaptive and agile model of support, a multi-disciplinary team from the Learning department worked with groups of cohort teachers to build their capacity and mentorship abilities around inquiry and project-based learning. The team also focus on presenting exemplary innovative practices using technology, digital resources, and other strategies to accelerate excellence in 21st Century teaching and learning.

21ST CENTURY LEARNERS

A high degree of parents, students and staff felt schools are preparing students for the 21st Century. Eighty-six (86%) percent of parents, 92 percent of staff and 83 percent of students expressed satisfaction that students are learning to become critical, creative, and complex thinkers. In relation to provincial standardized tests, students exceeded provincial results at the acceptable level in 24 of 31 specific test results. Although performance of Grade 9 students was a concern in 2008/09, notable improvements were made in 2009/10. Nine out of 11 tests revealed improvement over 2008/09 results, and 8 of 11 results were above provincial results. Particular strengths were observed in English Language Arts 3, French Language Arts 3, Math 3 in English and English/French combined, English Language Arts 9, Science 9 in English and English/French combined.

21ST CENTURY CULTURE

The 2009/10 school year was a strong year of growth for RVS with respect to building a 21st Century Learning culture. After three years of planning and implementing a transformational shift, the jurisdiction has reached a "tipping point" whereby a critical mass of teachers have begun to move away from knowledge disseminator to facilitator of knowledge construction, and are using technology as an accelerator for this shift. Contributing factors included a dynamic two-day leadership institute where school administrators had the opportunity to clearly define 21st C teaching practices and expectations for their schools. RVS' school calendar, which featured ten professional learning days, also allowed staff to build capacity in 21st C literacy and instruction. With the alignment of AISI cycle four to RVS' 21st C pursuit, AISI leads have developed capacities to model and assist school staffs with the transformation of their teaching practices. Emerging technologies and a common timetable among all 9 high schools also allowed all high school students access to programs through online learning management systems.

DISTINCT PROGRAMS

To enhance students' success, RVS offered a number of programming opportunities during the 2009/10 school year. In addition to providing French Immersion and Christian programming, the jurisdiction introduced a series of distributed learning opportunities to students through its weConnect program. Based on the belief that students are best served at their home school in a supervised setting where they know both students and staff and feel part of

"We engage all learners through meaningful and challenging experiences, preparing them to understand, adapt and successfully contribute to our changing global community."

~RVS Mission



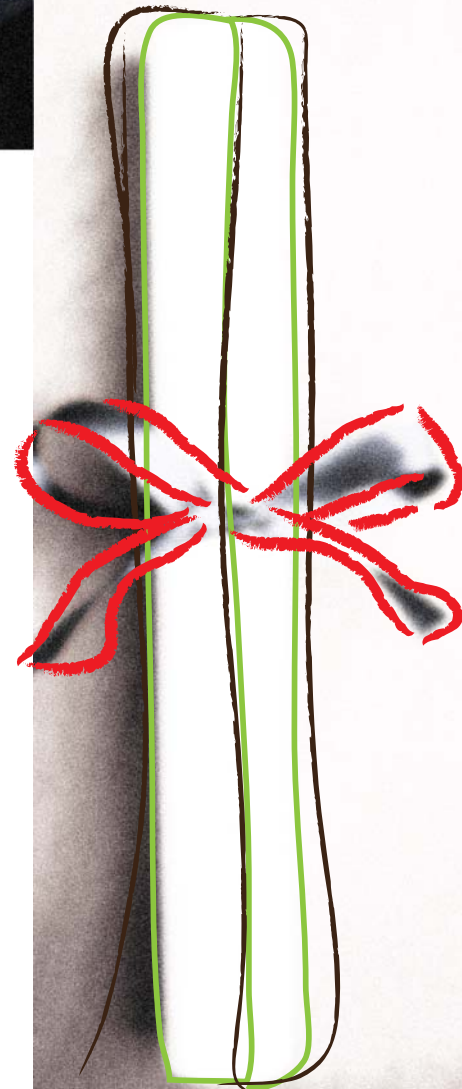
a learning community, weConnect provided students with access to a full range of courses and supports utilizing a variety of synchronous (Video Conferencing and Elluminate) and asynchronous tools (D2L, email, Wikis, etc). Through these platforms students connected to learners, teachers, and support staff at other school sites, opening the door to access a multitude of core and optional courses. In May 2010, the Board also welcomed the addition of the sport performance school, Edge School, to the jurisdiction. Located in Springbank, the school offers a unique learning community where children in Grades 5-12 can pursue academic excellence, while striving to reach their full athletic potential.

STUDENT COMPLETION RATES

Alberta Education's High School Completion Rates reveal that 7 percent more students in Rocky View are attaining their high school diplomas than those from other school jurisdictions. Equally as impressive is the fact that only 2.2 percent of Rocky View students are not completing high school, as compared to the provincial average of 4.3 percent. As in previous years Grade 12 results on Diploma Exams too are exceptional. In all but one area, students outperformed their provincial counterparts. Outstanding performance was witnessed in Applied Math, Pure Math, English Language Arts 30-2, Physics 30 and Social 30-2 where RVS students exceeded provincial results by 6 to 7 percent.

TECHNOLOGY ACCESS AND USE

As directed by its Three Year Plan, the Board allocated available funds towards supporting initiatives and strategies laid out in the plan. Monies were dedicated to enhancing RVS' bandwidth from 30 Mbits to 450 Mbits, increasing the average daily usage from 10 Mbits at peak times, to approximately 120 by the end of year. All environments were made wireless, and by June 2010 all classrooms were installed with a projector, and/or a SMART board, mimeo, or promithian, bringing the number of schools that have met RVS' contemporary technological standards to 100 percent. The jurisdiction's IT Department also were successful in installing video conferencing units in all high schools and in launching a disaster recovery technology to back-up corporate and webportal data. Funds also were dedicated to an Innovative Technology grant, allowing schools to explore innovative technologies that focus on improving student learning in the classroom. Over \$100,000 was awarded to 10 schools for projects using emerging technologies such as Wacom tablets, digital portfolios, netbooks, iPods and Wii as instructional tools. Several technology-based platforms also were introduced, including Google accounts, which provide for student email, along with Plone, Moodle, Apple Wiki, Podcast Producer, Mahara, ePEARL, and Video Conferencing.



Challenges



CARING & RESPECTFUL SCHOOL ENVIRONMENT

In 2009/10, both RVS' and Alberta Education's Accountability Pillars demonstrated high satisfaction among parents and staff that "students are safe at school, are learning the importance of others, are learning respect for others and are treated fairly at school". Detailed questions derived from both pillars revealed over 82 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 showed respect for one another, while just 77 percent said the school staff cared about students and only 58 percent said students cared about each other at their school.

GROWING POPULATION

In recent years, Alberta's robust economy has fueled a significant population growth in the Calgary Metro Area. The smaller communities around Calgary, which feature affordable housing and a desirable quality of life, attract 18 to 20 percent of the people moving into the Calgary area. Housing starts have rebounded to pre-2008 amounts in the communities around Calgary.

Unlike Calgary, many of Rocky View's suburban mu-

nicipalities do not have a base level of infrastructure that allows easy absorption of the population growth. Consequently, Rocky View Schools is struggling to provide adequate instructional space in several communities within the Division.

SCHOOL FACILITIES

Despite Rocky View's recent and expected growth, the only capital dollars dedicated to the jurisdiction were announced in 2008 for a P3 initiative, located in Langdon. Sarah Thompson Elementary is expected to open in 2012, with the capacity to hold 450 students. By the time the Board celebrates this opening, 30 percent of Rocky View students will be in facilities operating at over 100 percent utilization. Despite RVS' capital issues, the Province has indicated there will be no new capital funding for the next two years. In its 2011-14 Capital Plan, the jurisdiction has requested 10 new facilities, five addition/renovation projects, and one significant modernization. Specifically, the projects submitted to the province to meet Year 1 of Rocky View's 2011-2014 Capital Plan are:

1. New Airdrie Middle School (Sagewood)
2. New Airdrie High School/Community Learning Centre
3. New Chestermere K-8 School (Kinniburg)
4. New Airdrie west side Elementary School (Coopers)

On June 2, 2010 RVS received approval to sell the former Alberta Transportation Building in Airdrie and use the proceeds to meet some of the emergent

accommodation requirements of the jurisdiction. RVS expects to take possession of seven new modular classrooms in January 2011: two for Nose Creek Elementary School in Airdrie, two for Rainbow Creek Elementary School in Chestermere and three for George McDougall High School in Airdrie. If capital dollars remain frozen, other strategies may have to be considered such as the reconfiguration of computer labs and libraries or the reconfiguration of grade levels.

MANAGING CHANGE

Modifying teaching practices to meet the needs of the 21st Century learner continued to place heavy demands on schools in terms of both human and resource costs. To effectively engage students, schools continued to face the challenge of stretching finite resources to provide staff with professional learning in new pedagogies such as Understanding by Design, Universal Design for Learning, and Balanced Assessment, as well as on new assistive technologies. Ensuring technology is accessible to both staff and students also increased the financial burden on schools as they looked to heighten the volume and availability of supporting technologies such as laptops, laptop carts, and SMART boards.

DIVERSITY OF STUDENTS

The province's decision to freeze special education grants until September 2011 continued to place tremendous strain on staff. With over 12 percent of students requiring special needs' services, considerable time and resources were needed to develop Individual Program Plans and identify academic interventions, curricular adaptations and modifications, as well as undertaking training in the use of assistive technologies. In response, the Learning Department adopted a new continuum of service delivery model that aimed to increase capacity among teachers, teaching assistants, school administrators and divisional staff in meeting the diverse needs of all learners and in the use of technology to support instruction. This model is consistent with the principles and direction set forth in Alberta Education's Setting the Direction Initiative and promises that RVS will be well prepared for its introduction. Regardless of the model, Alberta Education's insufficient grant levels over the past decade have resulted in a low degree of satisfaction among parents and staff. Through RVS' satisfaction survey implemented in June 2010, only 72 percent of parents and 75 percent of staff agreed that students have access to specialized programs and community supports when needed - a two to five percent drop from the previous year. Correspondingly, low percentages of parents and staff agreed their child/students are meeting or exceeding his/her Individual Program Plan (IPP) goal.

PROFESSIONAL LEARNING

Building upon the vision outlined in RVS' 2008-2011 Three Year Plan, approximately 156 Communities of Practice operated in 2009/10, with hundreds of postings placed on the Communities' webportal. These postings included articles, links to other sites, and sample lesson plans. As a result of these Communities of Practice, staff members were able to link with one another and furthered their connections by initiating classroom visitations and additional meeting times. This project work also afforded teachers an opportunity to be involved in a myriad of opportunities such as producing video conferencing courses and action research. Looking ahead, much work lies in building staff's understanding and recognition of the use of digital resources, as well as collecting authentic examples of 21st Century learning occurring in RVS classrooms.

FIRST NATIONS, MÉTIS AND INUIT

LEARNERS

As illustrated through Alberta Education's new First Nations, Métis and Inuit (FNMI) APORI Overall Summary, across the province greater attention needs to be given to the success and progress of FNMI Learners. In Rocky View, FNMI students already receive enhanced support through the services of an FNMI Program Specialist and an FNMI Program Assistant. As well, a FNMI Advisory Committee has been established and meets every 5 to 6 weeks to provide guidance and recommendations on serving this population of students. Through 2010/11 School Education Plans, administrators were asked to identify appropriate interventions for these students, as well outline FNMI initiatives being undertaken to infuse the aboriginal culture into the fabric of school life.

PARENTS AS LEARNING PARTNERS

Despite high levels of satisfaction among parents with the jurisdiction's programs and services, RVS needs to work more closely with schools to bring parents of the Generation X era into the jurisdiction's 21st Century fold. While the use of technology as an instructional tool has gained great momentum among students and staff over the past two years, many of the digital technologies emerging to support instruction are not well understood by parents. Ongoing communication, live demonstrations of technology as a learning tool, and advice on how parents can bridge the gap between home and school will be imperative.



“To inspire a love of learning and community, engaging learners for life.”

~RVS Vision

Accountability Pillars

RVS QUALITATIVE MEASURES

Goal	Outcome	Rocky View Schools		
		Current	Previous Year.	3 Year Ave.
Goal One: Learners have their basic & diverse needs met	Non-Academic Barriers Diminished	75%	70%	N/A
	Safe and Caring Learning Community	86%	85%	N/A
	Access to Specialized Programming	74%	73%	N/A
Goal Two: Learners are competent, qualified & dedicated	Success as 21 st C Learners	87%	86%	N/A
	21 st C Learning Culture	80%	76%	N/A
Goal Three: Learners are civic, social & environmental stewards	Civil Stewards	85%	84%	N/A
	Social Stewards	84%	84%	N/A
	Environmental Stewards	87%	85%	N/A
Goal Four: Learning opportunities are distinct, continuous & systematic	Seamless Learning Transitions	83%	82%	N/A
	Multi-Faceted, Systematic Professional Learning	90%	91%	N/A
	Jurisdictional Leadership Capacity	88%	90%	N/A
Goal Five: Instruction challenges and engages the learner	Student-Centred Curriculum Delivery	78%	75%	N/A
	Effective Instructional Practices	82%	80%	N/A
	Success as Community of Learners	92%	93%	N/A
Goal Six: Learning environments enable the acquisition of 21 st Century skills	Access to Contemporary Technology	81%	78%	N/A
	Effective Resource Allocation	82%	79%	N/A
	Support for 21 st Century Learning Environments	80%	76%	N/A

RVS QUANTITATIVE MEASURES

Goal	Measure	Current	Previous Year	3 Year Ave.
Goal One: Learners have their basic & diverse needs met	Percentage of schools with formal wellness/nutrition initiatives	100%	100%	N/A
	Percentage of students placed in an external full-time setting	.13%	.12%	N/A
Goal Two: Learners are competent, qualified and dedicated	Percentage of students in grades 1 – 9 whose year end assessment by teachers indicates they are at/above grade standards in Language Arts/Math	N/A	86%	N/A
	Percentage of students who earn a high school certificate (K&E)	0.5%	0.5%	N/A
	Percentage of staff that identifies a professional learning goal that links to the school education plan	100%	99%	N/A
Goal Three: Learners are civic, social & environmental stewards	Percentage of staff retained five or more years after beginning their employment with RVS	50%	39%	N/A
	Number of Green Certificates presented to schools and departments for employing environmental practices*	N/A	N/A	N/A
Goal Four: Learning opportunities are distinct, continuous & systematic	Percentage of students in distinct programs whose year-end assessment by teachers indicate they are at or above grade standards in Language Arts (French LA)	83%	93%	N/A
	Number of formal student leadership programs	165	159	N/A
Goal Five: Instruction challenges and engages the learner	Percentage of schools that use 21 st Century instructional practices as measured through their School Education Plans	100%	100%	N/A
	Percentage of schools that meet RVS' Contemporary Technology Standards	100%	30%	N/A
Goal Six: Learning environments enable the acquisition of 21 st Century skills	Percentages of measures that meet RVS' third year targets*	N/A	N/A	N/A
	Percentage of departments that support 21 st Century learning as measured through department's Three Year Plans	100%	100%	N/A
	Percentage of key government, community and social agencies satisfied with their working relationship with RVS*	N/A	N/A	N/A
	Percentage of school councils/parent advisory committees satisfied they play a meaningful role in their child's school	89%	89%	N/A

Notes to Rocky View Schools Accountability Pillar

- Results for measures indicated by an (*) were not gathered during the 2009/10 school year.
- RVS qualitative measures are based on the results of a satisfaction survey administered in June, 2010, with all staff, all grade 4 - 6 students, and all parents. In total, 1,362 surveys were completed by staff, 8,550 by students and 1,907 by parents, for a total of 11,819 surveys completed.
- RVS quantitative measures were collected through School Annual Results Reports and from Education Centre Departments in the fall of 2010.
- Results presented through RVS' Accountability Pillar were rounded to the closest whole number with = to or > .5 rounded up and < .5 rounded down. For consistency Alberta Education Results also were presented in this fashion throughout the report. Actual results, five year trends and provincial comparisons for all Alberta Education measures can be found in the Appendix, starting on pg. 30.
- RVS' Accountability Pillar was established in 2008/09 by the jurisdiction. Three Year averages will be available in 2011/12.

ALBERTA EDUCATION PILLAR SUMMARY

Goal	Measure	Measure Category Evaluation	Jurisdictional Results			Provincial Results			Measure Evaluation		
			Current	Prev. Year	3 Year Avg.	Current	Prev. Year	3 Year Avg.	Achievement	Improvement	Overall
High Quality Learning Opportunities for All	Safe and Caring	Good	85.7	85.1	84.0	87.6	86.9	85.4	High	Improved Significantly	Good
	Program of Studies	Good	82.7	80.4	80.3	80.5	80.3	79.4	Very High	Improved Significantly	Excellent
	Education Quality		86.2	86.5	85.5	89.2	89.3	88.4	Intermediate	Maintained	Acceptable
	Drop-Out Rate		2.2	3.4	3.4	4.3	4.8	4.8	Very High	Improved Significantly	Excellent
	High School Completion		79.1	77.8	78.9	71.5	70.8	70.9	High	Maintained	Good
Excellence in Learner Outcomes	PAT - Acceptable	Good	82.7	80.4	80.3	79.1	78.3	77.2	Intermediate	Improved Significantly	Good
	PAT - Excellence		16.4	13.4	14.8	19.4	18.3	18.2	Intermediate	Improved	Good
	Diploma - Acceptable	N/A	88.5	87.6	88.4	83.4	84.3	84.3	High	Maintained	Good
	Diploma - Excellence		21.9	20.0	21.9	19.0	18.5	19.2	High	Maintained	Good
	Diploma - Participation Rate		57.1	60.1	58.6	53.5	53.3	53.6	High	Maintained	Good
	Rutherford Scholarship		59.8	59.7	59.2	56.9	57.3	56.7	High	N/A	N/A
	Transition Rate	Good	63.1	61.3	59.8	59.8	59.2	58.7	High	Improved	Good
	Work Preparation		74.8	73.0	73.8	79.9	79.6	78.9	Intermediate	Maintained	Acceptable
	Citizenship		77.5	76.7	74.7	81.4	80.3	78.3	High	Improved Significantly	Good
Highly Responsive & Responsible Jurisdiction	Parental Involvement	Good	78.8	77.3	77.4	80.0	80.1	78.6	High	Maintained	Good
	School Improvement	Good	76.4	76.6	75.3	79.9	79.4	77.6	High	Improved	Good

FIRST NATION, MÉTIS AND INUIT APORI OVERALL SUMMARY

Goal	Measure	Measure Category Evaluation	Jurisdictional Results			Provincial Results			Measure Evaluation		
			Current	Prev. Year	3 Year Avg.	Current	Prev. Year	3 Year Avg.	Achievement	Improvement	Overall
High Quality Learning Opportunities for All	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop-Out Rate		5.4	11.2	7.8	11.2	11.0	10.9	Intermediate	Maintained	Acceptable
	High School Completion		40.8	48.5	56.8	34.1	35.6	35.2	Very Low	Maintained	Concern
Excellence in Learner Outcomes	PAT - Acceptable	Good	78.9	63.3	62.4	59.1	56.3	54.5	Intermediate	Improved Significantly	Good
	PAT - Excellence		12.9	2.7	5.4	6.4	5.3	5.4	Intermediate	Improved	Good
	Diploma - Acceptable	n/a	92.0	81.8	85.0	76.3	77.1	77.2	High	Maintained	Good
	Diploma - Excellence		16.0	13.6	17.9	8.7	8.2	9.3	Intermediate	Maintained	Acceptable
	Diploma - Participation Rate		18.1	20.8	24.9	16.7	17.2	17.0	Very Low	Maintained	Concern
	Rutherford Scholarship		38.5	40.0	43.2	27.5	29.0	27.4	Very Low	n/a	n/a
	Transition Rate	n/a	63.2	38.6	38.6	33.9	31.8	28.1	High	Improved	Good
	Work Preparation		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Highly Responsive & Responsible Jurisdiction	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes to Alberta Education Pillar Summary

1. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
2. Source: Alberta Education, October 2010.



Non-Academic Barriers

GOAL ONE: LEARNERS HAVE THEIR BASIC AND DIVERSE NEEDS MET

Outcome: Non-academic barriers to learning are recognized and addressed.

100%

	Measures	Results				
2009/10:	(RVS) Agreement that social/emotional supports are accessible, appropriate and beneficial for their students(s) and/or to their family.	<table border="1"> <tr> <td>Parents</td> <td>78%</td> </tr> <tr> <td>Staff</td> <td>77%</td> </tr> </table>	Parents	78%	Staff	77%
	Parents	78%				
Staff	77%					
	(RVS) Schools offering wellness and nutrition initiatives.	Schools 100 %				

Accomplishments:

Due to financial constraints, the primary focus of RVS' Collaborative Services' Branch over the past school year has been to reorganize existing services to maximize effectiveness and efficiencies. Specifically, RVS' Family School Liaison and Mental Health referral process was reorganized to enhance a wrap-around methodology through the "EnCOMpass" initiative, which included consultation, case management, and case-load management components. Adjustments also were made to RVS' Student Health Partnership service levels to reflect budget reductions by the provincial government. Despite these cutbacks, Rocky View Schools continued to be persistent in addressing the social, emotional and behavioural needs of the whole child by collaborating with external agencies to maximize support services to students. In partnership with the United Way, RVS introduced the UpStart project, which aims to increase access to recreation for children and youth in their home communities. In collaboration with Big Brothers Big Sisters, RVS implemented a Teen Mentoring Program at Cochrane, Beiseker and W.G. Murdoch High Schools and with their feeder schools. As well, a partnership with the City of Airdrie led to the offering of a Community Resource Officer Program to support the needs of Airdrie middle and high schools. In the area of basic needs, RVS introduced a divisional "Food for Thought" Working Group, comprised of internal and external members, to guide the planning, development and implementation of a system-wide school breakfast/lunch program.

Evaluation:

Regardless of the financial constraints surrounding services to address non-academic barriers to learning, stakeholder satisfaction levels have increased between three and four percent over the previous year. With an eye to ensuring students are ready to learn and school environments are conducive to learning, continued momentum and enhanced communication of programs and supports available will need to continue in this area.

Work Ahead:

- Continue to build momentum of current program offerings, notwithstanding reduction of partner involvement and contributions.
- Find opportunities to continue professional learning and capacity building of school staff and administration regarding current theory and best practice for addressing non-academic barriers to learning.
- Complete the administrative integration of the Before/After School initiative, including Upstart and a new Critical Hours project.
- Provide seed money to hire a Grants Writer to pursue additional revenue for physical/social/emotional supports.
- Reduce student bus ride times to a maximum of 55 minutes for students attending their local school.

Safe and Caring Schools

GOAL ONE: LEARNERS HAVE THEIR BASIC AND DIVERSE NEEDS MET

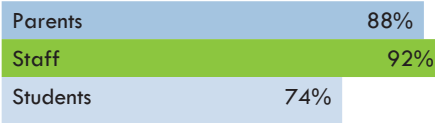
Outcome: Students, staff, and parents feel safe and part of the learning community.

100%

Measures

2009/10: (RVS) Agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.

Results



(AE) Agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.*



(RVS) Agreement that parents, staff and students feel a part of the learning community.



*APORI Trends/Prov. Results See Appendix Pg. 30

Accomplishments:

Rocky View Schools employed a wide variety of strategies to ensure its schools offered safe and caring environments. As required by legislation, the implementation of an OH&S employee-training program helped to ensure all employees remain safe and are aware of RVS' safety protocols and procedures. Four times a year, employees were asked to participate in online OH&S safety training sessions. Schools, too, were regularly inspected to ensure legislative requirements are adhered to and that incidents were reported and followed up. A major thrust in 2009/10 was to conduct job hazard assessments and define safe work practices for all positions in the jurisdiction. Job site safety will continue to be a priority and be monitored through regular Joint Workplace Health and Safety Meetings, where members review and make recommendations on safety issues. In 2009/10, RVS also was successful in implementing a comprehensive jurisdictional emergency response plan with the assistance of Hour Zero. Over the course of the year, Hour Zero performed risk assessments and customized individual response plans for each school and for RVS' central administrative sites. As defined under the program, students are being engaged by practicing eight (8), age-appropriate drills, including evaluations, shelter-in-place and lockdowns. In January 2010, the Board of Trustees amended and approved its policy EBC: Emergency Preparedness to ensure the policy reflected the new emergency response protocols and practices of the jurisdiction. Outside of the ERP, schools reported hosting a wide array of safe and caring projects that covered topics such as anti-bullying, cyber safety, and peer support. At the jurisdictional level, the Education Centre launched a new coaching program, entitled Respect in Sports, which aimed to provide all young athletes with a positive, character-building experience. Specifically, the program is designed to assist coaches in identifying and effectively dealing with abuse, neglect, harassment and bullying in sport. It also held two Employee Orientation Programs, a School Council Orientation Program, and a Staff Health and Wellness Program.

Evaluation:

Efforts to ensure RVS offers a welcoming and safe atmosphere were rewarded in 2009/10. Between 88 and 93 percent of parents and staff said they felt welcomed at their school/workplace. Correspondingly, between 84 and 94 percent of students, parents, and staff stated they were satisfied with the safety of the school/workplace. An area of improvement lies with student perceptions as to the safety and caring of RVS' school environments.

Work Ahead:

- Investigate the perception of students as to their sense of safety/belonging at school.





Specialized Programming

GOAL ONE: LEARNERS HAVE THEIR BASIC AND DIVERSE NEEDS MET

Outcome: Students accessing specialized programming and community supports experience success.

100%

Measures	Results				
2009/10: (RVS) Agreement that students have access to specialized programs and community supports when needed.	<table border="1"> <tr><td>Parents</td><td>72%</td></tr> <tr><td>Staff</td><td>75%</td></tr> </table>	Parents	72%	Staff	75%
Parents	72%				
Staff	75%				
(RVS) Agreement that students with Individual Program Plans (IPP) meet or exceed their learning goals.	<table border="1"> <tr><td>Parents</td><td>71%</td></tr> <tr><td>Staff</td><td>84%</td></tr> </table>	Parents	71%	Staff	84%
Parents	71%				
Staff	84%				
(RVS) Students placed in an external full time setting.	<table border="1"> <tr><td>Students</td><td>.13%</td></tr> </table>	Students	.13%		
Students	.13%				

Accomplishments:

Although RVS' inclusive education model defined that the needs of all students are to be met within the regular classroom wherever possible, RVS provided services to four distinct populations during the 2009/10 school year. In Airdrie and Cochrane, RVS operated a Preschool Intervention Program (PIP) to provide 41 students, ranging in age from 2 1/2 to 5 years, a developmentally appropriate preschool environment that supported young children with identified learning needs ranging, from 'mild' to 'severe'. In the area of gifted, a comprehensive framework for meeting the needs of students' that are intellectually, academically and/or creatively able took shape in the form of key understandings regarding the identification of students and teaching and learning strategies best suited to meeting their individual needs. Further, a website licence for Renzulli, an online program designed to help students achieve by focusing on their strengths, their interests, and the ways they like to learn, was purchased, providing access to approximately 200 RVS students, doubling last year's access. Also an area of focus was programming for students from First Nations, Inuit and Métis (FNMI) Cultural Backgrounds. Supported by an FNMI Program Specialist and Program Assistant, an FNMI Advisory Committee and/or subcommittee met every 5-6 weeks to discuss the unique needs of the Stoney/Nakoda First Nations students, and to discuss the Indian and Northern Affairs Canada agreement currently outdated and requiring revision. Schools also continued to expand and explore ways to support FNMI and INAC students through a variety of strategies, including monthly ceremonies and Elder in Residence programs. Finally, students with a history of significant academic/social difficulties received support through a Students in Transition Program, where community partnerships allowed for the creation of real world/real life experiences for these students.

Evaluation:

Alberta Education's decision to freeze special education grants continued to impact the degree of satisfaction among parents and staff in the areas of specialized programs and supports. Through RVS' satisfaction survey implemented in June 2010, only 72 percent of parents and 75 percent of staff agreed that students have access to specialized programs and community supports when needed - a two to five percent drop from the previous year. Correspondingly, low percentages of parents and staff agreed their child/students are meeting or exceeding his/her Individual Program Plan (IPP) goal.

Work Ahead:

- Further develop partnerships to increase student access to specialized supports.
- Examine the need for a PIP program in Chestermere or Langdon.
- Continue to develop a close working relationship with the Stoney Education Authority, Aboriginal Branch, FNMI Branch, and INAC.
- Investigate parents' perceptions on the development of Individual Program Plans.

21st Century Learners

GOAL TWO: LEARNERS ARE COMPETENT, QUALIFIED AND DEDICATED

Outcome: Students succeed as 21st Century learners.

100%

Measures

2009/10:

(RVS) Agreement that students can identify, remix, create, interpret, evaluate and share knowledge and information.

(RVS) Agreement that students use contemporary technology to help them learn.

(RVS) Students in Grades 1 - 9 whose year-end assessments by teachers indicate they are at/above grade standards in Language Arts and Math.

(AE) Grade 3, 6 and 9 students who achieve the acceptable standard and standard of excellence on Provincial Achievement Tests.*

Results

Parents	86%
Staff	92%
Students	83%

Staff	82%
Students	84%

LA	N/A
Math	N/A

Grade	Acceptable (%)			Excellence (%)		
	3	6	9	3	6	9
LA	87	85	84	15	16	12
LA FI	91	81	83	13	9	3
Math	83	75	65	22	13	18
Sci.	n/a	77	80	n/a	23	19
Soc.	n/a	70	72	n/a	11	15

*APORI Trends/Prov. Results See Appendix Pg. 30

Accomplishments:

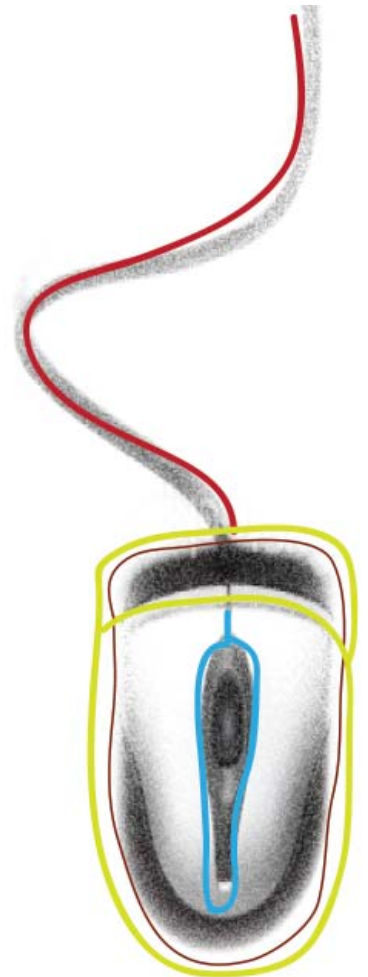
To build an understanding of and value for 21st Century learning, all schools in the jurisdiction aligned their School Education Plans and School Annual Results Reports to the jurisdiction's 2009-2012 Three Year Plan, "Engaging 21st Century Learners". This move, along with a third round of public consultation on the topic in April 2010, continued to bring 21st Century skill acquisition to the forefront of discussion among school communities.

Evaluation:

A high degree of parents and staff felt schools are preparing their students for the 21st Century. Eighty-six (86%) percent of parents and 92 percent of staff and 83 percent of students expressed satisfaction that students are learning to become critical, creative, and complex thinkers. Correspondingly, 84 percent of students believe they have access to quality technology to support their learning. In relation to provincial standardized tests, students exceeded provincial results at the acceptable level in 24 of 31 specific test results. Although performance of Grade 9 students was a concern in 2008-09, notable improvements were made in 2009-10. Nine out of 11 tests revealed improvement over 2008-09 results and 8 of 11 results were above provincial results. Particular strengths were observed in English Language Arts 3, French Language Arts 3, Math 3 in English and English/French combined, English Language Arts 9, Science 9 in English and English/French combined.

Work Ahead:

- Aligning with the province's Inspiring Action on Education and Setting the Direction initiatives.
- Preparing staff with the attitudes, skills, knowledge and values needed to facilitate learning in the 21st Century.
- Continuing to support the implementation of the 3YP and district priorities within the current fiscal reality.



Student Completion

GOAL TWO: LEARNERS ARE COMPETENT, QUALIFIED AND DEDICATED

Outcome: Students complete programs.

Measures	Results																																				
2009/10: (RVS) Students who obtain a high school certificate. (K&E)	Students .5%																																				
(2008/09) (AE) Annual drop-out rate of students aged 14 to 18.*	Students 2.2%																																				
(2008/09) (AE) High school completion rate of students within three years of entering Grade 10.*	<table border="1"> <tr> <td>3 Years</td> <td>79%</td> </tr> <tr> <td>4 Years</td> <td>83%</td> </tr> <tr> <td>5 Years</td> <td>85%</td> </tr> </table>	3 Years	79%	4 Years	83%	5 Years	85%																														
3 Years	79%																																				
4 Years	83%																																				
5 Years	85%																																				
(2008/09) (AE) Students writing four or more diploma exams within three years of entering Gr.10.*	Students 59%																																				
2009/10: (AE) Students who achieve the acceptable standard and standard of excellence on Diploma Exams.*	<table border="1"> <thead> <tr> <th></th> <th>Acceptable (%)</th> <th>Excellence (%)</th> </tr> </thead> <tbody> <tr> <td>Eng - 1</td> <td>90</td> <td>12</td> </tr> <tr> <td>Eng - 2</td> <td>95</td> <td>14</td> </tr> <tr> <td>F LA</td> <td>97</td> <td>8</td> </tr> <tr> <td>Soc - 1</td> <td>86</td> <td>18</td> </tr> <tr> <td>Soc - 2</td> <td>92</td> <td>20</td> </tr> <tr> <td>P. Math</td> <td>91</td> <td>37</td> </tr> <tr> <td>A. Math</td> <td>85</td> <td>14</td> </tr> <tr> <td>Bio</td> <td>84</td> <td>31</td> </tr> <tr> <td>Chem</td> <td>83</td> <td>34</td> </tr> <tr> <td>Phys.</td> <td>80</td> <td>27</td> </tr> <tr> <td>Sci.</td> <td>79</td> <td>21</td> </tr> </tbody> </table>		Acceptable (%)	Excellence (%)	Eng - 1	90	12	Eng - 2	95	14	F LA	97	8	Soc - 1	86	18	Soc - 2	92	20	P. Math	91	37	A. Math	85	14	Bio	84	31	Chem	83	34	Phys.	80	27	Sci.	79	21
	Acceptable (%)	Excellence (%)																																			
Eng - 1	90	12																																			
Eng - 2	95	14																																			
F LA	97	8																																			
Soc - 1	86	18																																			
Soc - 2	92	20																																			
P. Math	91	37																																			
A. Math	85	14																																			
Bio	84	31																																			
Chem	83	34																																			
Phys.	80	27																																			
Sci.	79	21																																			

*APORI Trends/Prov. Results See Appendix Pg. 30

Accomplishments:

Over the past three years high schools across the jurisdiction have placed greater emphasis on providing programming alternatives to allow greater numbers of students the opportunity to meet the requirements of an Alberta high school diploma. RVS' distributed learning programs helped students earn credits at a pace that was more suited to their abilities, their schedules (e.g., synchronous and asynchronous), and/or allowed more options. High schools also have increased students' access to career planning resources and activities.

Evaluation:

RVS' High School Completion Rates revealed that 7 percent more RVS students are attaining their high school diplomas than the provincial average. Equally as impressive is the fact that only 2.2 percent of Rocky View students are not completing high school, as compared to the provincial average of 4.3 percent. As in previous years Grade 12 results, too, are exceptional. In all but one area, students outperformed their provincial counterparts. Outstanding performance was witnessed in Applied Math, Pure Math, English Language Arts 30-2, Physics 30 and Social 30-2 where RVS students exceeded provincial results by 6 to 7 percent.

Work Ahead:

- Further develop distributed learning approaches; document best practices.

Life - Long Learning

GOAL TWO: LEARNERS ARE COMPETENT, QUALIFIED AND DEDICATED

Outcome: Students and staff demonstrate life-long learning.

	Measures	Results	100%
2009/10:	(RVS) Staff that identifies a professional learning goal that links to the school/site's education/business plan as reported by principal/supervisor.	Staff	100%
(2008/09)	(AE) High school to post-secondary transition rate within six years of entering Gr. 10.*	4 Years 38%	
		6 Years 63%	
(2008/09)	(AE) Grade 12 students eligible for a Rutherford Scholarship.*	Students	60%

*APORI Trends/Prov. Results See Appendix Pg. 30

Accomplishments:

Established in September 2008, RVS' expects all staff, both certificated and non-certificated, to develop an Annual Growth Plan (teachers) or an Annual Individual Learning Plan (support staff). RVS further requires these plans to identify professional learning opportunities that align directly to RVS' Three Year Plan or School Education Plans. In support of this direction, the jurisdiction established 156 Communities of Practice, aimed at creating an organizational synergy and systematic study to build the capacity and agility of all employee groups within the jurisdiction. The communities engaged in meaningful, intentional and ongoing dialogue with the purpose of exploring practice. The professional learning was based on the model of moving from not only the acquisition of knowledge but to the creation of knowledge by providing all staff a powerful mechanism to solidify, enrich, collect and organize information to improve practice and engage with exemplary, cutting-edge learning. Of the total, over 100 were teacher-focused, 20, a mix of teacher and support staff, and the remaining dedicated for support staff. Also initiated during the 2008/09 school year, was the use of evidence-based portfolios by Senior Executive as part of their annual performance evaluations. This practice was expanded in 2009/10 to include all directors and school-based administrators, as an evaluative and reflection tool for their professional growth. Another major focus for the jurisdiction in 2009/10 was a new partnership with Advanced Education and Technology to resurrect adult learning programs in the Rocky View area. Following the closure of Rocky View Adult Education in the Fall of 2009, the Board of Trustees approved, Dec. 17, 2009, to add "adult learning" to its repertoire of program offerings, based on the belief that adult learning not only would help to crystallize the jurisdiction's desire to build 21st Century learning environments where learning transitions are seamless, but that these services would further bring greater value and recognition to the jurisdiction from adults who may not have children in RVS. For students, practices undertaken to nurture life-long learning included student career planning meetings, and scholarship and post-secondary information sessions.

Evaluation:

Efforts to instill a mind set of life-long learning among staff and students were rewarded in 2009/10. According to principals and supervisors, 100 percent of staff members have developed Annual Growth Plans or Annual Individual Learning Plans. Similar achievements were witnessed by students with over 63 percent entering a post-secondary institution within six years of completing high school - up two percent over last year!

Work Ahead:

- Customize learning plans for students by grade level.
- Further expand the use of electronic portfolios to document knowledge, skills and attributes of certificated and non-certificated staff.



21st C Learning Culture

GOAL TWO: LEARNERS ARE COMPETENT, QUALIFIED AND DEDICATED

Outcome: RVS builds and supports a 21st Century learning culture.

100%

Measures	Results
2009/10: (RVS) Staff retained five or more years after beginning employment with RVS.	Five Years 50%
(RVS) Agreement that their school/the jurisdiction operates successfully as a 21st Century learning culture.	Staff 79% Students 77%
(AE) Agreement that their school and schools in their jurisdiction have improved or stayed the same the last three years.*	Parents 71% Teachers 81% Students 78%
(AE) Satisfaction with the overall quality of basic education.*	Parents 77% Teachers 96% Students 86%

*APORI Trends/Prov. Results See Appendix Pg. 30

Accomplishments:

The 2009/10 school year was a strong year of growth for RVS with respect to building a 21st Century Learning culture. After three years of planning and implementing a transformational shift, the jurisdiction has reached a “tipping point” whereby a critical mass of teachers have begun to move away from knowledge disseminator to facilitator of knowledge construction and are using technology as an accelerator of this shift. Contributing factors included a dynamic two-day leadership institute where school administrators had the opportunity to clearly define 21st C teaching practices and expectations for their schools. RVS’ school calendar, which featured ten professional learning days, also allowed staff to build capacity in 21st C literacy and instructional. With the alignment of AISI cycle four to RVS’ 21 C learning environments, AISI leads have developed capacities to model and assist school staffs with the transformation of their teaching practices. Emerging technologies and a common timetable among all 9 high schools also allowed all high school students access to both core and optional programs through online learning management systems, video conferencing and iGoogle.

Evaluation:

As measured through RVS second annual satisfaction survey, 79 percent of staff and 77 percent of students identified that RVS is operating successfully as a 21st C learning culture. To see further improvement in this area, perpetual emphasis needs to be given to unleashing the talents of staff that have leadership and coaching abilities to assist RVS in its transformation. Continued emphasis also will need to be given to fund innovative and creative projects in RVS that generate upward spiral effects of growth in innovation and creativity.

Work Ahead:

- Continue to build the capacity of staff with 21st Century leadership and coaching capacities.
- Assist schools in identifying facility accommodations for unique needs and programs, i.e., research centres.
- Continue to institute a school calendar that facilitates professional learning.
- Develop and employ talent acquisition practices that reflect 21st Century learning competencies.

Stewards-in-Training

GOAL THREE: LEARNERS ARE CIVIC, SOCIAL, AND ENVIRONMENTAL STEWARDS

- Outcomes:**
- Students and staff understand and participate in social and economic responsibility.
 - Students and staff work independently and collaboratively to build a vibrant community in a global society.
 - Students and staff understand, practice and promote the conservation of resources.

100%

Measures	Results
2009/10: (RVS) Agreement that students understand, adapt to and participate in our local and global society.	Parents 87%
	Staff 92%
	Students 77%
(AE) Agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.*	Parents 59%
	Teachers 91%
(RVS) Agreement that school and jurisdictional practices facilitate active citizenship.	Parents 88%
	Staff 95%
	Students 68%
(AE) Agreement that students model the characteristics of active citizenship.*	Parents 73%
	Teachers 93%
	Students 66%
(RVS) Agreement that students, the school, and the jurisdiction model practices that contribute to environmental sustainability.	Parents 91%
	Staff 88%
	Students 78%
(RVS) Green certificates presented to schools and departments for employing environmental practices.	Schools (not measured in 09/10)
	EC (not measured in 09/10)

*APORI Trends/Prov. Results See Appendix Pg. 30

Accomplishments:

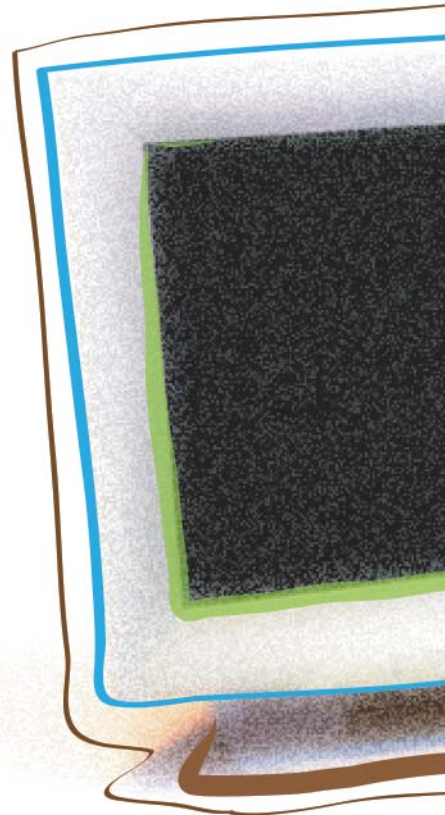
Over the course of 2009/10, schools continued to offer students a wide range of character development programs focusing on civic responsibility, virtues, citizenship, mentorship and environmental stewardship. Programs such as Greening our World, Students for Change, MPOWER and Adopt-a-Country also helped link students to community environment and social programs.

Evaluation:

Parents and teachers expressed a high degree of satisfaction with RVS' preparation of students and "stewards-in-training". An area of improvement lies in the degree to which students believe they are being taught the knowledge, skills and attributes to become civic, social and environmental stewards. The jurisdiction's efforts to enhance communication around preparing students for the world of work also continues to be an area of focus.

Work Ahead:

- Collect, publish and celebrate successful classroom and community practices.
- Establish jurisdictional partners to help promote social responsibility among school communities.
- Align policies and procedures that support conservation.



Distinct Programs

GOAL FOUR: LEARNING OPPORTUNITIES ARE DISTINCT, CONTINUOUS & SYSTEMATIC

Outcome: Distinct programs ensure students succeed.

Measures
2009/10: (RVS) Students in distinct programs (FI) whose year-end assessment by teachers indicate they are at/or above grade standards in Language Arts.

Results
 Students 83%

(AE) Satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education.*

Parents 78%
 Teachers 91%
 Students 79%

*APORI Trends/Prov. Results See Appendix Pg. 30

100%

Accomplishments:

Rocky View Schools believes that distinct programs enhance students' success and therefore continued to offer a number of programming opportunities during the 2009/10 school year. In addition to providing French Immersion and Christian programming, the jurisdiction introduced a number of distributed learning opportunities to students through its weConnect program. Based on the belief that students are best served at their home school in a supervised setting where they know both students and staff and feel part of a learning community, weConnect provided students with access to a full range of courses and supports that may not be available at their home schools. By utilizing a variety of synchronous (Video Conferencing and Elluminate) and asynchronous tools (D2L, email, Wikis, etc) students connected to other learners, teachers, and support staff at other school sites, opening the door to access a multitude of core and optional courses. In May 2010, the Board also welcomed the addition of the sport performance school, Edge School, to the jurisdiction. Located in Springbank, Edge School offers a unique learning community, where children in Grades 5-12 can pursue academic excellence, while striving to reach their full athletic potential. Focusing specifically on high performance training in the areas of dance, golf, hockey and soccer, the school also provides a flexible academic program for student-athletes in sports such as luge, equestrian, skiing, figure skating, swimming, tennis, rugby, gymnastics and core training.

Evaluation:

Efforts to provide programming that will prepare students for a global marketplace continued to increase stakeholder satisfaction with the availability of a broad range of programs. Over the past year, increased satisfaction levels were witnessed among teachers and students with RVS' ability to deliver a broad program of studies, including fine arts, career, technology, health and physical education.

Work Ahead:

- Develop a 21st Century English as a Second Language program, based on sound research and exemplary practice which meets the needs of all ESL students in a caring and supportive environment.
- Expand student access to 21st Century Learning Strategies, i.e., video conferencing, distributed learning.

Learning Transitions

GOAL FOUR: LEARNING OPPORTUNITIES ARE DISTINCT, CONTINUOUS & SYSTEMATIC

Outcome: Learning transitions are seamless.

Measures
2009/10: (RVS) Agreement that there was a smooth transition from: early intervention/Kindergarten to Grade 1; elementary to middle; and middle to high school.

Results	
Parents	84%
Staff	91%

(RVS) Satisfaction with schools' career exploration and preparation.

Parents	75%
Staff	89%
Students	74%

100%

Accomplishments:

School administrators, teachers, guidance counsellors and support staff continued to do a tremendous job ensuring learning transitions were seamless for students. At all levels, schools continued to provide students and parents with opportunities to become acquainted with the school prior to the students' arrival through kindergarten drives, orientation information meetings, classroom visits and meet the teacher nights. Through programs such as Outreach, located in the communities of Airdrie, Chestermere and Cochrane, the Registered Apprenticeship Program and work experience, students also were provided the opportunity to either continue their studies outside of the regular program or get a taste of the world of work prior to leaving the K-12 system. As charged by RVS' Superintendent of Schools, in 2009/10 RVS' Superintendent Working Committee on Public Relations delved into the topic, identifying best practices and developing the following recommendations:

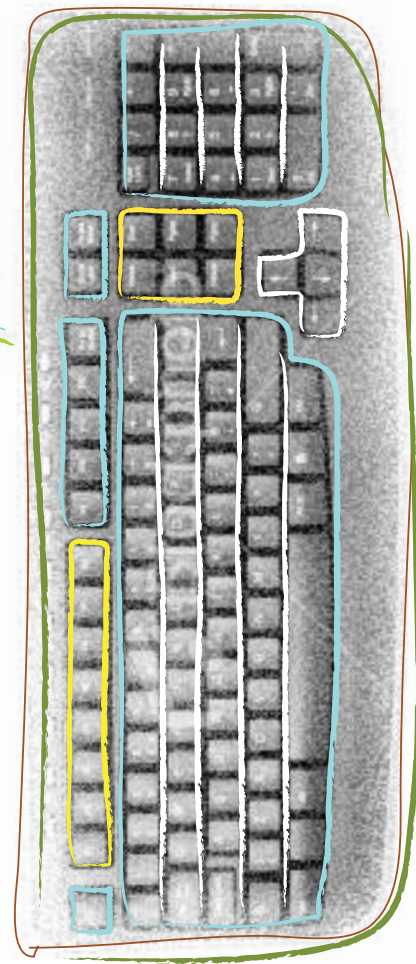
- Feeder schools work together to establish a transition plan for students and cohorts of students both vertical and horizontal in nature.
- RVS develop online student profiles (student learning portfolios) that could be shared teacher to teacher.
- Recognition be given to the dual nature of transitions for middle schools with both elementary and high schools transition needs.
- Recognition that transitions need to be for all students – not just students with special needs.
- Students serve as mentors to transitioning students.
- Quality conversations need to be ongoing within schools and families of schools about programming, assessment practices, alignment of philosophies, ways students are treated and other nuances.

Evaluation:

Rocky View Schools' Accountability Pillar revealed that 91 percent of staff and 84 percent of parents were highly satisfied with the transition assistance students received as they moved from one grade to another. Eighty-four (84%) percent of parents also agreed that their children were well prepared for their present grade. Alberta Education's Transition rates for Rocky View also were high and revealed a year-over-year significant improvement in the number of students who entered post-secondary institutions three, four and five years out of high school. RVS' success is credited to schools that continue to grow their distributed learning opportunities.

Work Ahead:

- Develop, launch and promote RVS' Community Learning services, aimed at meeting the learning interests/needs of adult learners.
- Research, collect, publish and promote best practices in relation to transition strategies, i.e., registration, school-to-school, school-to-community, specialized settings.



Professional Learning

GOAL FOUR: LEARNING OPPORTUNITIES ARE DISTINCT, CONTINUOUS & SYSTEMATIC

Outcome: Professional learning is multi-faceted, ongoing and systematic.

100%

	Measures	Results
2009/10:	(RVS) Staff that have aligned their individual growth plans to their Community of Practice's goals and objectives.	Staff 90%
	(AE) Teachers reporting that in the past 3 to 5 years, the professional learning from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.*	Teachers 86%

*APORI Trends/Prov. Results See Appendix Pg. 30

Accomplishments:

Centred on the principle that building capacity increases the collective efficacy of a group to improve student learning, during 2009/10 the jurisdiction continued to provide a facilitative coaching model, based upon and responding to the needs of individual teachers and schools. Through a responsive, adaptive and agile model of support, a multi-disciplinary team from RVS Learning Department worked with groups of cohort teachers to foster exemplary 21st Century learning practices. Emphasizing inquiry and project-based learning, the team helped to build capacity through the use of exemplary innovative practices using technology, digital resources, and other strategies to accelerate excellence in 21st Century teaching and learning. In addition to facilitative coaching, the jurisdiction moved towards a multi-dimensional, job-embedded, and a cohesive professional learning model, making greater use of educational technologies such as: the jurisdiction's webportal, learning management systems such as Moodle, webinars (Eliminate) and video conferencing. Through the use of technologies, RVS was able to promote the philosophy that learning can be 'any time, any place, any path, any pace.' The framework for a new TeacherPlus series also was founded in 2009/10. The series, which kicked off in the fall 2010, aims to provide teachers across the jurisdiction with engaging, enriching and empowering learning opportunities based on building 21st century classrooms for all learners. Through a 21st Century lens, topics and sessions to be explored in after-school hour settings include: instructional and curriculum design, planning, assessment, differentiation, creating optimal learning environments, student engagement, working effectively with parents and other stakeholders as partners, and one inclusive education. As well, RVS continued to allocate school-based and jurisdictional professional learning days in its calendar and provided professional learning sessions related to its three-year plan, such as the use of SMART boards, Moodle, and Google docs.

Evaluation:

Teacher satisfaction with professional learning and in-service continues to grow, with 86 percent of teachers reporting that in the past three to five years, the professional learning has contributed significantly to their ongoing professional growth - up four percent from the previous year.

Work Ahead:

- Develop a multi-tiered and responsive professional learning model to increase teacher capacity, agility, and adaptiveness to meet the needs of a 21st Century learner.
- Promote and develop the Schooling by Design framework to accelerate school improvement and high quality 21st Century learning cultures.
- Continue to support the expansion of onsite coaching in schools, i.e., High School Plus Program, 21st Century Learning Initiative and AISI.

Leadership Capacity

GOAL FOUR: LEARNING OPPORTUNITIES ARE DISTINCT, CONTINUOUS & SYSTEMATIC

Outcome: Leadership capacity is built across the jurisdiction.

100%

Measures	Results
2009/10: (RVS) Agreement that professional development has positively impacted their instructional and/or organizational effectiveness.	Staff 87%
(RVS) Agreement that they have been provided opportunities to lead.	Staff 87%
(RVS) Schools offering leadership programs.	Schools 100%

Accomplishments:

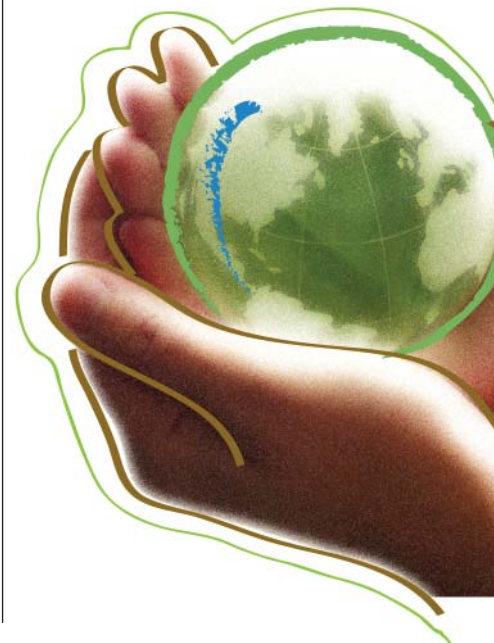
RVS continues to build leadership capacity throughout each level of the Division. In his recent book, *The Challenge of Change*, Fullan speaks of education leaders and teachers as being the ultimate arbiters of change and the classroom as the portal to reform. He further describes three principles of professionalism which are indispensable components of any sustainable change; these include high quality teachers, powerful professionalism and lively learning communities. To achieve these principles RVS continued to place a great deal of emphasis on developing leadership capacity across the system. RVS' Director of Schools worked with seven new administrators, guiding them on specific projects and re-visioning at their schools. The Director also met with every Assistant Principal in the system to discuss his/her own professional learning. RVS' Administrator Leadership Program saw 38 teachers complete the course, designed to build participants understanding of the role of the principal both as a leader and manager. With the exception of RVS external hires over the past two years, every new administrator has completed all or at least one part of the Administrator Leadership Program, bringing the total number to 81. During recruitment season, RVS' Human Resources Department purposely involved many administrators in recruiting at job fairs to assist with interviewing and serving as ambassadors of RVS. In conjunction with RVS' Professional Learning Branch, the Superintendent Working Committee - Leadership completed research on mentoring and induction programs. Findings of their research were used to develop a mentoring program pilot, to be launched in the fall 2010. Plans also was laid for a middle school leadership conference and a student leadership program to be launched in 2010/11.

Evaluation:

Among all groups, RVS staff believe they have the opportunity to lead, as indicated by the 87 percent of staff who agreed their school and/or the jurisdiction provided the opportunity to lead. Schools, too, are nurturing the value of leadership by offering a plethora of student leadership programs.

Work Ahead:

- Launch a jurisdictional student leadership program.
- Expand communities of practice for teacher and student leadership.
- Develop a community of mentors, focused on ongoing professional support for employees at all stages of their careers.



Student Engagement

GOAL FIVE: INSTRUCTION CHALLENGES & ENGAGES THE LEARNER

- Outcomes:**
- Curriculum delivery is student-centred.
 - Instructional practices meet the needs of the 21st Century Learner.

100%

Measures

2009/10:

(RVS) Agreement that curriculum and instruction meet the individual learning styles of students.

Results

Parents	78%
Staff	82%
Students	74%

(AE) Satisfaction with the accessibility, effectiveness, and efficiency of programs and services to students in their community.*

Parents	52%
Staff	75%
Students	76%

(RVS) Schools that use 21st Century instructional practices as measured through their School Education Plans.

Schools	100%
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(RVS) Satisfaction with their ability to access, understand and use assessment information to improve learning.

Parents	79%
Staff	92%
Students	74%

(RVS) Agreement that staff use contemporary technology as an instructional tool.

Staff	82%
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*APORI Trends/Prov. Results See Appendix Pg. 30

Accomplishments:

In 2009/10, schools continued to explore the concepts presented through RVS' new learning model designed around the tenets of Understanding by Design, Universal Design for Learning, and Balanced Assessment, as a framework to help maximize the success experienced by each student. A pedagogical shift to teaching and learning, Rocky View teachers also continued to expand their use of instructional practices, including differentiated instruction, distributed learning, and assistive technology to ensure students have the skills necessary to meet the challenges of the 21st Century. To help accelerate this shift in instructional practice, several new technology-based platforms were introduced to increase access to learning opportunities to reflect an "any time, any place, any path, any pace" mantra. Google accounts, which provide for student email, were launched along with Plone, Moodle, Apple Wiki, Podcast Producer, Mahara, ePEARL, and Video Conferencing. Transfer of this new knowledge became apparent at the Board table through bi-monthly student and teacher showcases, where members of school communities were recognized for demonstrating one of the 10 correlates of RVS' Portrait of a 21st Century Learner and/or exemplary instructional practices, such as iPad technology as an instructional tool, adventure wilderness programming or community clean sweep.

Evaluation:

In the second year of a three-year cycle, RVS' Three Year Plan's implementation, efforts to provide programming that meet the needs of all students have resulted in a high degree of satisfaction among all stakeholders. All members of the learning community also are relatively satisfied with their understanding of assessment information.

Work Ahead:

- Continue to coach, consult, and collaborate with teachers.
- Collect, publish and celebrate best instructional practices.
- Define knowledge, skills and attributes of the 21st Century educator.

Community of Learners

GOAL FIVE: INSTRUCTION CHALLENGES & ENGAGES THE LEARNER

Outcome: RVS operates as a community of learners.

	Measures	Results
2009/10:	(RVS) Agreement that their school/site/the jurisdiction promotes and operates as a community of learners.	Staff 92%

100%

Accomplishments:

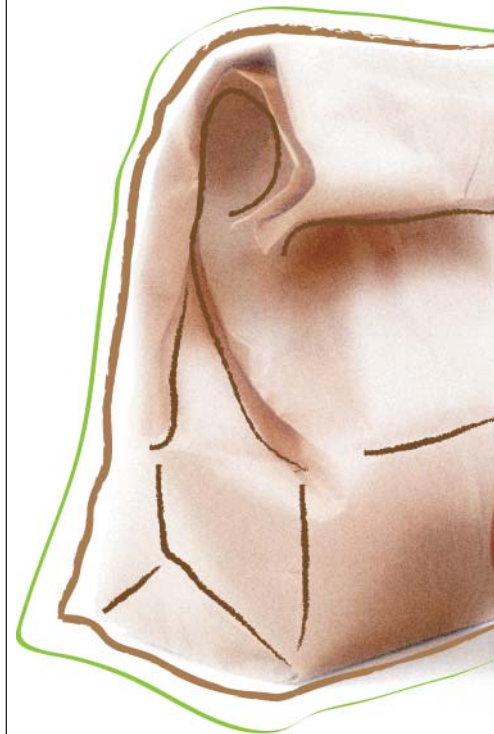
At all levels and within all corridors of the jurisdiction, the 2009/10 school year proved to be another year where stakeholders demonstrated, articulated, and operated as a community of learners. RVS' forward-thinking, shared vision served to unify and energize a force of change within the school system from the Board table to the classroom. Indicators over the year included the jurisdiction's Education Centre going paperless, making use of its webportal to publish reports, agendas, memos, important dates, as well as communicate its activities with the world. Existing structures such as the communities of practice, facilitative coaching teams, superintendent working committees, advocacy committee, evidence-based portfolios, support staff learning plans, school council professional learning plan and three year plan public consultation meetings, continued to facilitate a collaborative environment, where the contributions of everyone as a learner were valued. Also in 2009/10 RVS trained approximately 350 additional staff members in 7 Habits (with an additional 14 staff members trained as facilitators). By the end of this school year, RVS also trained approximately 75 staff members in Leadership: Great Leaders, Great Teams, Great Results (plus an additional 2 staff members trained as facilitators). To depict its success, during the 2009/10 school year the jurisdiction developed an RVS Accountability Pillar to ensure the progress and achievements of its "made in Rocky View" Three Year Plan were reported to the Board and community-at-large and used by schools in improving results.

Evaluation:

Throughout the 2009/10 school year, evidence can be found that RVS has created a critical mass necessary for system change. An indicator of RVS' success is that 92 percent of staff agree their school/site/the jurisdiction promotes and operates as a community of learners.

Work Ahead:

- Develop and accelerate "hubs" and "centres of excellence" through the strategy of prototyping



Resource Management

GOAL SIX: LEARNING ENVIRONMENTS ENABLE ACQUISITION OF 21ST C SKILLS

- Outcome:**
- Contemporary technology is accessible to all learners.
 - Budgets are driven by Three Year Plan outcomes.

100%

Measures	Results
2009/10: (RVS) Schools that meet RVS' contemporary technology standards.	Schools 100%
(RVS) Agreement they have access to contemporary technological tools.	Staff 82% Students 84%
(RVS) Agreement they have adequate technological support in their school.	Staff 77%
(RVS) Agreement that available resources are used equitably, effectively and efficiently.	Staff 81%
(RVS) Performance measures that meet the jurisdiction's third year targets.	<i>(baselines to be set in 10/11)</i>

Accomplishments:

As directed by its Three Year Plan, the Board allocated available funds towards supporting initiatives and strategies laid out in the plan. Monies were dedicated to enhancing RVS' bandwidth, from 30 Mbits to 450 Mbits, increasing the average daily usage from 10 Mbits at peak times to approximately 120 by the end of year. All environments were made wireless, and by June 2010 all classrooms received projectors, SMART boards, mimeos, or promithians, bringing the number of schools who have met RVS' contemporary technological standards to 100 percent. The jurisdiction's IT Department also were successful in installing video conferencing units in all high schools and in launching a disaster recovery technology to back-up corporate and web-portal data. Funds also were dedicated to an Innovative Technology grant, allowing schools to explore innovative technologies that focus on improving student learning in the classroom. Over \$100,000 was awarded to 10 schools for projects using emerging technologies such as Wacom tablets, digital portfolios, netbooks, iPods and Wii as instructional tools. As mentioned previously, several technology-based platforms also were introduced, including Google accounts, which provide for student email, along with Plone, Moodle, Apple Wiki, Podcast Producer, Mahara, ePEARL, and video conferencing.

Evaluation:

Although Rocky View Schools' new direction towards building 21st Century learning environments placed heavy demands on schools in terms of both human and resource costs, there is a high degree of satisfaction with RVS' management of resources. The use of technology as an instructional tool also is gaining great momentum with 84 percent of students and 82 percent of staff indicating satisfaction that they have access to technology.

Work Ahead:

- Continue to seed funding for jurisdictional, school and classroom projects and research that supports 21st Century learning environments.

Building Teams

GOAL SIX: LEARNING ENVIRONMENTS ENABLE ACQUISITION OF 21ST C SKILLS

- Outcomes:**
- Education Centre Departments enable 21st C learning environments.
 - Community partners provide expertise and support.

100%

Measures	Results
2009/10: (RVS) Agreement that Education Centre departments effectively support schools in building 21st Century learning environments.	Staff 80%
(RVS) Departments that support 21st Century learning environments as measured through their department's Three Year Plan.	EC 100%
(RVS) Key government, community and social agencies satisfied with their working relationship with RVS.	Partners (not measured in 09/10)
(RVS) Parents satisfied with their involvement in school/system decision-making processes.	Parents 82% Staff 89%
(AE) Satisfaction with parental involvement in decisions about their child's education.*	Parents 66% Teachers 92%

*APORI Trends/Prov. Results See Appendix Pg. 30

Accomplishments:

As was the practice in 2008/09, all strategies in RVS' Three Year Plan were assigned to one of the jurisdiction's four Superintendents, 11 Directors or eight Superintendent Working Committees to oversee and manage. Progress on the status of the plan's implementation was communicated throughout the year at Leadership Meetings, Executive/Director meetings and through RVS' accountability reporting schemata. The jurisdiction also continued to access the expertise of external agencies such as the Alberta School Boards' Association, and the Universities of Calgary, Lethbridge and Alberta, consulting them for their viewpoints and/or bringing them into the fold of RVS' new learning culture. Through the work of its Advocacy Committee, the Board met with all of its municipal partners and three MLAs over the year to discuss issues of importance to both groups. School Councils also participated in three professional learning sessions and an orientation program, helping to build their capacity in assisting the system in becoming a 21st C learning organization.

Evaluation:

A high degree of satisfaction exists among staff and parents with RVS' support in building 21st Century Learning environments.

Work Ahead:

- Establish satisfaction baselines with key government, community and social agencies.
- Continue to liaise with Alberta Education, service providers, curriculum developers and publishers.
- Continue to engage the Board Advocacy Committee in working with key government and community agencies.





Capital

CAPITAL PLAN SUBMISSIONS

Each year, Rocky View Schools (RVS) prepares a ten-year facility plan and a three-year capital plan that outlines the new schools, additions and renovations that are required to meet the accommodation and program needs within the jurisdiction. RVS' accommodation is determined by monitoring subdivision applications in resident municipalities and through discussions with subdivision developers. Program needs are evaluated through consultation with administration and the Board of Trustees. From these reviews, capital needs are then identified and a list of priorities is drafted and approved by the Board. Once submitted, three-year capital plans are reviewed by the province and individual projects are prioritized in relation to all provincial submissions, i.e. advanced education, hospitals, roads, and corrections within the province, to determine which projects will receive approval and funding.

ALBERTA EDUCATION CAPITAL PRIORITIES

Alberta Education prioritizes capital funding for projects by:

1. Health and safety issues
2. Student growth
3. Programming needs
4. Comprehensive modernization or additional non-instructional spaces
5. Cost savings
6. Other school or community needs

CALGARY METRO AREA

In recent years, Alberta's robust economy has fueled a significant population growth in the Calgary Metro Area. The smaller communities around Calgary, which feature affordable housing and a desirable quality of life, attract 18 to 20 percent of the people moving into the Calgary area. Housing starts have rebounded to pre-2008 amounts in the communities around Calgary.

Unlike Calgary, many of Rocky View's suburban municipalities do not have a base level of infrastructure that allows easy absorption of the population growth. Consequently, Rocky View Schools is struggling to provide adequate educational facilities in several communities within the Division.

From September 2011 to September 2014, RVS will have an additional 1800 students (these numbers do not include Catholic, Francophone and alternate school students). This growth is concentrated in Chestermere, Airdrie, and Langdon. By 2014, RVS' facilities are expected to be operating at 95.9 percent utilization, with the Airdrie sector at 110.6 percent.

CAPITAL PLAN

No capital funding was received for RVS' 2009-12, 2010-13, or 2011-14 Capital Plans. The Province also has indicated there will be no new capital funding for the next two years. RVS' 2011-14 Capital Plan requests 10 new facilities, 5 addition/renovation projects and 1 significant modernization. The projects submitted to the province to meet Year 1 of Rocky View's 2011 to 2014 Capital Plan are:

1. New Airdrie Middle School (Sagewood)
2. New Airdrie High School
3. New Chestermere K-8 School (Kinniburgh)
4. New Airdrie Elementary School (Coopers)

CAPITAL & IMR PROJECTS

The only school currently under construction is Sarah Thompson Elementary School in Langdon. This P3 project, which is being undertaken by the Province, is to be open by September 2012. The school will include 12 modular classrooms and open at its capacity of 450.

On June 2, 2010 RVS received approval to sell the former Alberta Transportation Building in Airdrie and use the proceeds to meet some of the emergent accommodation requirements of the jurisdiction. RVS expects to take possession of seven new modular classrooms in January 2011: two for Nose Creek Elementary School in Airdrie, two for Rainbow Creek Elementary School in Chestermere and three for George McDougall High School in Airdrie. RVS also is constructing an Outreach facility in Chestermere for programs accommodated in space where the lease is not being renewed.

Up to 10 additional renovations also are planned for IMR funding. Emergent portable requests will be made annually (however there is also no new funding for portable classrooms). RVS is currently working on the following portable approvals:

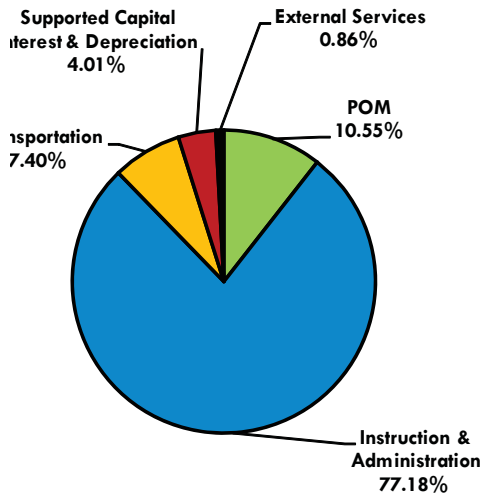
1. 2 relocated portable classrooms for Prince of Peace from Chestermere High
2. 2 relocated portable classrooms for Langdon from Chestermere High
3. 2 Child Care units provided by Child and Youth Services for AE Bowers School in Airdrie
4. 2 Child Care units provided by Child and Youth Services for Glenbow School in Cochrane

FOR MORE INFORMATION

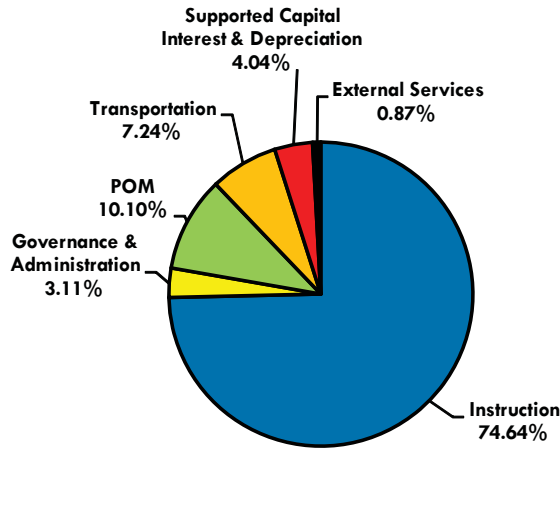
RVS' Capital Plan can be accessed through RVS public website at <<http://www.rockyview.ab.ca/publications/capitalplans>>. Residents may also call Director of Facility Planning, John Wheatley, at 403.945.4010.

Finances

REVENUE



EXPENDITURES



- Based on a September 30, 2009, enrolment of 15,939 students, Rocky View Schools revenues for the 2009/10 school year totalled \$170,114,150 - an increase of 7.65 percent over the previous year.

Revenue by Category:

Instruction & Administration	\$ 125,278,920
Plant Operations & Maintenance	\$ 17,114,057
Transportation	\$ 12,013,576
Capital Interest & Depreciation	\$ 6,519,119
External Services	\$ 1,403,004

SUBTOTAL \$ 162,328,656

One Time Capital Gain \$ 7,785,474

TOTAL \$ 170,114,130

The cost to educate one student by category:

Instruction	\$ 7,603
Administration	\$ 317
Plant Operations & Maintenance	\$ 1,022
Transportation	\$ 738

- The largest expenditure was for teacher salaries and benefits at \$86,305,871.
- Support staff salaries and benefits totalled \$30,510,642.
- The cost for Board Governance and System Administration was 3.11 percent or \$5,010,239, a decline from last year's total of 3.21 percent.



For more information about RVS' Capital Plan or Audited Financial Statement, contact Darrell Couture, Associate Superintendent Business and Operations

Tel 403.945.4008

E-mail. dcouture@rockyview.ab.ca

RVS' Audited Financial Statement and Capital Plan are located on its website at <http://www.rockyview.ab.ca/publications>. For comparative financial information see Alberta Education's provincial Audited Financial Statements roll-up at: <http://www.education.gov.ab.ca/funding/afs/>.

Appendix: Apori Measures

5 YEAR RESULT TRENDS FOR ACCOUNTABILITY PILLAR ONLINE REPORT INITIATIVE (APORI)

Goal 1: Learners have their basic and diverse needs met.

Outcome: Students, staff, and parents feel safe and part of the learning community.

Measure: Overall teacher, parent, and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.

	2005/06		2006/07		2007/08		2008/09		2009/10	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
Overall	84.0	84.4	83.2	84.2	83.8	85.1	85.1	86.9	85.7	87.6
Parent	82.0	82.1	81.3	81.7	80.9	83.2	82.5	85.3	82.4	86.1
Student	76.0	78.4	75.3	78.5	76.0	79.1	79.2	81.7	79.4	82.2
Teacher	93.9	92.8	93.0	92.6	94.5	93.1	93.6	93.8	95.4	94.4

Alberta Education Improvement Evaluation: *Improved Significantly*

Goal 2: Learners are competent, qualified and dedicated.

Outcome: Students succeed as 21st Century learners.

Measure: Percentage of Grade 3, 6, and 9 students who achieve the acceptable standard and standard of excellence on Provincial Achievement Tests.

Acceptable:

	2005/06		2006/07		2007/08		2008/09		2009/10		
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	Target
Grade 3											
LA	84.6	81.3	85.2	80.3	83.4	80.1	83.8	81.3	87.2	81.6	85
LA (FI)	N/A	N/A	N/A	N/A	N/A	N/A	75.6	83.8	90.7	84.1	85
Math	84.9	82.0	83.5	79.9	81.4	78.7	79.9	79.7	83.0	76.4	81
Grade 6											
LA	85.1	79.0	85.6	80.3	83.5	81.1	84.0	81.8	85.3	83.3	85
LA (FI)	89.1	87.5	86.3	88.1	92.9	87.7	89.5	91.5	81.2	88.3	90
Math	79.6	75.2	76.8	74.0	74.9	74.6	77.6	76.6	74.9	74.3	79
Science	81.5	78.1	77.2	75.2	75.3	74.8	79.0	76.5	77.0	76.8	81
Social	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	70.2	71.0	86
Grade 9											
LA	81.8	77.4	83.8	77.5	80.3	76.5	81.6	78.7	84.3	79.3	83
LA (FI)	81.0	83.3	74.0	81.3	78.0	84.5	59.2	81.8	83.0	86.1	80
Math	73.0	67.4	71.9	66.3	70.2	65.7	68.0	67.0	65.0	66.4	75
Science	69.9	67.4	75.0	69.6	72.0	69.3	74.5	72.2	79.8	73.6	75
Social	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	71.7	68.9	75
Overall	80.5	76.7	81.3	76.8	79.2	76.6	80.4	78.3	82.7	79.1	N/A

Alberta Education Improvement Evaluation: *Improved Significantly*

Apori Measures

Excellence:

	2005/06		2006/07		2007/08		2008/09		2009/10		
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	Target
Grade 3											
LA	11.0	14.1	17.5	17.7	16.6	16.1	12.4	18.2	14.8	19.5	15
LA (FI)	N/A	N/A	N/A	N/A	N/A	N/A	10.0	15.8	12.6	16.3	18
Math	26.1	26.9	21.9	23.5	22.1	23.9	22.5	26.8	22.2	24.8	23
Grade 6											
LA	11.8	15.9	16.2	19.8	16.7	21.0	11.6	18.9	15.8	18.9	14
LA (FI)	6.5	11.2	3.9	11.0	9.7	14.2	10.5	15.9	9.4	15.9	12
Math	12.5	15.6	9.3	14.5	10.9	15.9	11.3	16.8	12.7	16.5	13
Science	26.2	27.7	23.2	26.6	19.6	24.1	18.7	24.8	23.1	26.4	21
Social	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	10.9	16.4	22
Grade 9											
LA	11.5	13.6	11.1	14.8	13.9	14.8	11.4	14.7	11.8	15.0	14
LA (FI)	12.7	10.9	6.5	12.9	13.2	12.4	2.8	10.3	3.4	12.4	15
Math	18.4	17.4	19.6	18.3	20.4	18.5	18.0	18.6	17.5	19.8	20
Science	10.3	13.3	12.1	14.7	10.6	13.0	13.9	15.8	18.5	17.7	15
Social	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.6	18.8	15
Overall	14.0	16.8	15.6	18.6	15.3	17.7	13.4	18.3	16.4	19.4	N/A

Alberta Education Improvement Evaluation: *Improved*

Outcome: Students succeed complete programs.

Measure: Annual drop-out rate of students aged 14 to 18.

	2004/05	2005/06	2006/07	2007/08	2008/09
RVS	3.1	2.8	3.9	3.4	2.2
Province	5.0	4.7	5.0	4.8	4.3

Alberta Education Improvement Evaluation: *Improved Significantly*

Measure: High School Completion rate of students within three years of entering Grade 10.

	2004/05		2005/06		2006/07		2007/08		2008/09	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
3 years	78.7	70.7	79.6	70.6	79.4	71.1	77.8	70.8	79.1	71.5
4 years	83.2	75.0	82.7	76.1	82.9	76.1	83.2	76.3	83.1	76.1
5 years	81.5	77.0	85.0	78.1	85.4	78.9	84.9	78.7	84.7	79.0

Alberta Education Improvement Evaluation: *Maintained*

Measure: Students writing four or more diploma exams within three years of entering Grade 10.

	2004/05	2005/06	2006/07	2007/08	2008/09
RVS	58.4	55.9	59.7	60.1	57.1
Province	53.5	53.7	53.6	53.3	53.5

Alberta Education Improvement Evaluation: *Maintained*

Apori Measures

Measure: Percentage of students who achieve the acceptable standard and standard of excellence on Diploma Exams.

Acceptable:

	2005/06		2006/07		2007/08		2008/09		2009/10		
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	Target
Grade 12											
Eng.30-1	92.0	88.0	91.4	87.7	91.5	87.1	87.8	86.1	89.7	85.1	89
Eng.30-2	92.6	86.1	93.5	88.7	88.5	88.9	90.2	88.2	95.4	88.8	90
French 30	83.8	95.0	95.0	95.6	93.1	94.9	95.1	95.1	97.3	93.7	95
Soc. 30-1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	85.8	84.5	87
Soc. 30-2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	92.0	85.0	87
Math 30 P	90.5	82.8	85.7	81.1	85.3	81.3	88.9	82.1	90.7	82.9	83
Math 30 A	84.1	77.5	85.9	77.6	84.6	76.4	84.8	79.4	85.2	77.3	86
Bio. 30	85.6	81.4	89.7	83.5	86.8	82.3	85.1	83.0	84.2	81.4	87
Chem. 30	N/A	N/A	N/A	N/A	N/A	N/A	81.8	76.3	82.6	79.0	83
Physics 30	N/A	N/A	N/A	N/A	N/A	N/A	88.4	79.3	80.4	73.9	90
Science 30	87.6	82.8	92.7	87.1	91.1	88.6	88.4	86.0	78.9	80.1	90
Overall	89.3	84.0	89.7	84.5	88.1	84.1	87.6	84.3	88.5	83.4	N/A

Alberta Education Improvement Evaluation: *Maintained*

Excellence:

	2005/06		2006/07		2007/08		2008/09		2009/10		
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	Target
Grade 12											
Eng.30-1	21.9	19.3	21.3	19.0	16.8	15.5	12.7	12.3	11.9	10.1	14
Eng.30-2	10.6	8.1	14.7	9.7	11.1	8.8	9.2	8.5	13.8	9.8	12
French 30	13.5	21.8	12.5	23.1	24.1	24.5	22.0	18.9	8.1	16.3	23
Soc. 30-1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	17.6	16.1	23
Soc. 30-2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	20.4	13.7	27
Math 30 P	35.2	26.5	32.4	24.6	28.0	25.8	32.1	26.3	37.3	29.7	35
Math 30 A	14.2	11.8	17.3	12.1	12.1	10.7	16.7	13.5	13.8	12.6	17
Bio. 30	31.3	26.4	32.8	27.4	31.4	26.3	29.1	26.6	30.7	28.1	30
Chem. 30	N/A	N/A	N/A	N/A	N/A	N/A	34.7	27.7	34.4	29.9	35
Physics 30	N/A	N/A	N/A	N/A	N/A	N/A	27.5	23.1	26.8	20.3	28
Science 30	15.7	17.3	16.3	18.0	20.5	21.6	14.4	20.9	21.1	22.8	15
Overall	23.8	20.2	24.0	20.2	21.6	19.1	20.0	18.5	21.9	19.0	N/A

* Chem/Physics 2004-2008 reflect exams no longer in use.

Alberta Education Improvement Evaluation: *Maintained*

Outcome: Students and staff demonstrate life-long learning.

Measure: High School to post-secondary transition rate within six years of entering Grade 10.

	2004/05		2005/06		2006/07		2007/08		2008/09	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
4 years	36.8	35.6	38.0	37.7	40.0	38.7	38.9	38.9	38.0	37.5
6 years	56.0	56.6	57.0	58.1	61.0	58.8	61.3	59.2	63.1	59.8

Alberta Education Improvement Evaluation: *Improved*

Apori Measures

Measure: Grade 12 students eligible for a Rutherford Scholarship.

	2004/05	2005/06	2006/07	2007/08	2008/09
RVS	57.3	57.6	60.1	59.7	59.8
Province	54.6	56.1	56.8	57.3	56.9

Revised by Alberta Education 2008/09 school year

Outcome: RVS builds and supports a 21st Century learning culture.

Measure: Agreement that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	2005/06		2006/07		2007/08		2008/09		2009/10	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
Overall	74.5	76.8	75.7	76.3	73.8	77.0	76.6	79.4	76.4	79.9
Parent	74.4	75.4	75.4	75.1	69.5	75.9	74.0	78.1	70.5	77.0
Student	72.4	79.4	72.7	79.3	72.7	79.5	76.9	81.8	77.6	81.8
Teacher	76.8	75.5	79.0	74.5	79.2	75.6	78.9	78.2	81.0	80.8

Alberta Education Improvement Evaluation: Improved

Measure: Satisfaction with the overall quality of education.

	2005/06		2006/07		2007/08		2008/09		2009/10	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
Overall	85.3	87.7	85.2	87.6	84.8	88.2	86.5	89.3	86.2	89.2
Parent	76.4	81.6	77.6	81.8	75.7	83.0	78.5	84.4	76.5	83.9
Student	83.9	86.6	83.9	86.4	83.4	86.6	86.1	88.3	86.1	88.2
Teacher	95.5	94.8	94.2	94.7	95.2	94.9	94.9	95.3	95.9	95.6

Alberta Education Improvement Evaluation: Maintained

Goal 3: Learners are civic, social and environmental stewards.

Outcome: Students and staff understand and participate in social and economic responsibility.

Measure: Overall parent and teacher agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	2005/06		2006/07		2007/08		2008/09		2009/10	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
Overall	75.9	77.0	71.7	77.1	76.5	80.1	73.0	79.6	74.8	79.9
Parent	61.2	64.6	55.7	65.1	62.6	70.9	59.6	70.2	58.6	69.8
Teacher	90.6	89.4	87.8	89.2	90.5	89.3	86.4	88.9	91.0	90.0

Alberta Education Improvement Evaluation: Maintained

Outcome: Students and staff work independently and collaboratively to build a vibrant community in a global society.

Measure: Overall parent, teacher and student agreement that students model characteristics of active citizenship.

	2005/06		2006/07		2007/08		2008/09		2009/10	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
Overall	73.8	76.8	73.0	76.6	74.3	77.9	76.7	80.3	77.5	81.4
Parent	69.3	72.4	69.5	72.6	70.4	74.7	71.8	77.4	73.2	78.5
Student	63.3	67.5	61.5	67.1	62.2	68.5	66.5	71.8	66.3	72.7
Teacher	88.9	90.3	88.1	89.9	90.4	90.6	91.7	91.8	93.0	93.0

Alberta Education Improvement Evaluation: Improved Significantly

Apori Measures

Measure: Overall parent and teacher satisfaction with parental involvement in decisions about their child's education.

	2005/06		2006/07		2007/08		2008/09		2009/10	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
Overall	77.8	77.9	78.4	77.5	76.5	78.2	77.3	80.1	78.8	80.0
Parent	65.9	68.1	66.8	67.9	63.5	69.0	65.7	72.2	65.8	71.3
Teacher	89.7	87.6	90.1	87.1	89.4	87.5	88.9	88.0	91.9	88.6

Alberta Education Improvement Evaluation: *Maintained*

Goal 4: Learning opportunities are distinct, continuous, and systematic.

Outcome: Distinct programs ensure students succeed.

Measure: Overall parent, teacher and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health, and physical education.

	2005/06		2006/07		2007/08		2008/09		2009/10	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
Overall	79.5	78.1	80.1	78.5	80.4	79.4	80.4	80.3	82.7	80.5
Parent	78.5	76.6	78.8	76.9	78.4	77.6	78.0	78.7	78.3	78.0
Student	73.1	72.6	74.3	72.9	74.9	74.1	75.9	75.3	78.6	75.9
Teacher	86.8	85.2	87.1	85.7	88.1	86.4	87.2	86.8	91.1	87.7

Alberta Education Improvement Evaluation: *Improved Significantly*

Outcome: Professional development is multi-faceted, ongoing, and systematic.

Measure: Teachers reporting that in the past three to five years, the professional learning from the school authority has been focused, systematic, and contribute significantly to their ongoing professional growth.

	2005/06		2006/07		2007/08		2008/09		2009/10	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
Overall	73.0	78.2	76.1	78.8	81.4	80.4	81.5	81.5	85.8	83.1
Teacher	73.0	78.2	76.1	78.8	81.4	80.4	81.5	81.5	85.8	83.1

Alberta Learning Commission Outcome

Goal 5: Instruction challenges and engages the learner.

Outcome: Curriculum delivery is student-centred.

Measure: Overall parent, teacher and student satisfaction with the accessibility, effectiveness, and efficiency of programs and services to students in the community.

	2005/06		2006/07		2007/08		2008/09		2009/10	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
Overall	66.4	68.5	66.0	68.2	66.7	69.2	66.9	70.3	67.8	70.4
Parent	54.6	56.9	53.2	55.9	53.8	56.5	51.6	58.1	51.6	57.1
Student	74.5	77.1	73.7	76.8	74.5	77.7	77.6	78.4	76.4	78.7
Teacher	69.9	71.5	71.2	72.0	71.9	73.4	71.5	74.5	75.3	75.4

Alberta Learning Commission Outcome

Alignment to Alberta Education

Category	RVS Alignment to Alberta Education Goals, Outcomes and Performance Measures	RVS Plan
Safe and Caring Schools	<p>Goal One: High Quality Learning Opportunities for All</p> <p>Outcome: Schools provide a safe and caring environment.</p> <ul style="list-style-type: none"> Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school. 	Pg. 13
Student Learning Opportunities	<p>Outcome: The education system meets the needs of all K-12 students, society and the economy.</p> <ul style="list-style-type: none"> Overall teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, careers, technology, and health and physical education. Overall teacher, parent and student satisfaction with the overall quality of basic education. Overall teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community. <p>Outcome: Children at risk have their needs addressed through effective programs and supports.</p> <ul style="list-style-type: none"> Annual drop-out rate of students ages 14 to 18. <p>Outcome: Students complete programs.</p> <ul style="list-style-type: none"> High school completion rate of students within 3 years of entering Gr. 10. 	<p>Pg. 20</p> <p>Pg. 18</p> <p>Pg. 24</p> <p>Pg. 16</p> <p>Pg. 16</p>
Student Learning Achievement, K-9	<p>Goal Two: Excellence in Student Learning Outcomes</p> <p>Outcome: Students demonstrate high standards.</p> <ul style="list-style-type: none"> Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). 	Pg. 15
Student Learning Achievement, 10-12	<ul style="list-style-type: none"> Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on diploma examinations (overall results). Percentage of students writing four or more diploma exams within three years of entering Grade 10. Percentage of Grade 12 students eligible for a Rutherford Scholarship. 	<p>Pg. 16</p> <p>Pg. 16</p> <p>Pg. 17</p>
Preparation for Life-Long Learning, Employment and Citizenship	<p>Outcome: Students are well prepared for life-long learning.</p> <ul style="list-style-type: none"> High school to post-secondary transition rate within six years of entering Grade 10. <p>Outcome: Students are well prepared for employment.</p> <ul style="list-style-type: none"> Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school. <p>Outcome: Students model the characteristics of active citizenship.</p> <ul style="list-style-type: none"> Overall teacher, parent and student agreement that students model the characteristics of active citizenship. 	<p>Pg. 17</p> <p>Pg. 19</p> <p>Pg. 19</p>
Involvement	<p>Goal Three: Highly Responsive and Responsible Jurisdiction</p> <p>Outcome: The education system at all levels demonstrates effective working relationships.</p> <ul style="list-style-type: none"> Overall teacher and parent satisfaction with parental involvement in decisions about their child's education. 	Pg. 27
Continuous Improvement	<p>Outcome: The jurisdiction demonstrates leadership and continuous improvement.</p> <ul style="list-style-type: none"> Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same within the last 3 years. Percentage of teachers reporting that in the past 3 - 5 years the professional learning and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. 	<p>Pg. 18</p> <p>Pg. 22</p>

