

Making Christ Known to Children

Annual Education Results Report
2020 to 2021



The Annual Education Results Report for the 2020/2021 school year for Red Deer Catholic Regional Schools was prepared under the direction of the Board in accordance with its responsibilities under the Education Act. This document was developed in the context of the provincial government's business and fiscal plans.

The Board approved this Annual Education Results Report for the 2020/2021 school year and on November 30, 2021.

File copy signed	File copy signed
Kim Pasula, Chair	Kathleen Finnigan, Superintendent
Red Deer Catholic Regional Schools	Red Deer Catholic Regional Schools
November 30, 2021	November 30, 2021
Date	Date

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Principles of Practice:

We honour our children.

We provide a safe and secure environment.

We live and proudly proclaim our Catholic Christian faith.

We provide quality education in a Catholic environment.

We pray as an educational community.

We practice servant-leadership.

We focus on our mission through clarity of purpose.

We value our staff.

Vision:

Making Christ Known to Children.

Mission:

Red Deer Catholic Regional Schools is committed to providing students with a complete offering of learning opportunities delivered within the context of Catholic teachings and tradition, and within the means of the Division.

Called to continue Jesus' mission as prophet, priest and servant, we are guided by His life and teachings in all that we do.

Our schools are gospel-centred communities of hope, fostering Catholic Christian values in a pluralistic society.

We focus on the education of the whole child, helping students develop spiritually, intellectually, emotionally, socially and physically.

This document is the Division's Annual Education Results Report for 2020-2021. Red Deer Catholic Regional Schools (RDCRS) develops our education plan in alignment with the new assurance framework and planning/reporting requirements as outlined by Alberta Education. The "assurance" aspect of our planning and reporting means that we utilize a cyclical planning process and engagement opportunities across our diverse stakeholder groups to determine the level of trust and confidence our stakeholders have in our actionable plan.

The Assurance Framework shifts from an accountability model to a model that promotes an increased level of local autonomy and responsibility to all stakeholders. It moves school jurisdictions from being accountable for outcomes to engaging stakeholders on jurisdiction priorities throughout the decision-making process.

Our Assurance model is a part of our engagement process. This process is highly collaborative, in-depth, and long-term, involving school and parish communities, and our parents.

RDCRS promotes the involvement of stakeholders by:

- Engaging our families and community stakeholders in an Assurance Survey to help identify and understand emerging Division priorities.
- Sharing qualitative and quantitative data and analysis as part of the Division education plan and school improvement plans. These plans can be found on both the Division and school websites.
- Collaborating on Division and school decisions such as administrative procedures, reporting, and student achievement.
- Establishing ongoing communication between senior administration and stakeholders including students, parents, staff, and community members, to enhance the Division's approach to targeted improvement and report back to stakeholders on gains made and continued areas of growth.

Notable Changes:

Current and historical results for High School Completion Rate, Post-secondary Transition Rate, and Diploma Exam Participation Rate were restated to reflect an update to the Alberta Education Assurance Measure reporting system (formerly Accountability Pillar Online Reporting Initiative) to ensure concordance with the existing student outcome measures methodology.

Impact of COVID-19 Pandemic on 2019/20 Provincial Assessments and Student Outcome Measures:

Participation in the Provincial Achievement Tests (PATs) and Diploma Examinations was impacted by the COVID-19 pandemic. Results for the 2019/20 school year are not available for the PATs, Diploma Examinations, and Diploma Exam Participation Rate due to the cancellation of these exams by Alberta Education. In the absence of the Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting High School Completion Rate results over time.

Introduction of the Alberta Education Assurance (AEA) Survey and Impact of COVID-19 Pandemic:

Based on direction from Alberta Education, caution should be used when interpreting survey results over time as 2020/21 was a pilot year for the AEA survey and participation was impacted by the COVID-19 pandemic.

The 2020/21 survey results were not:

- Evaluated against the provincial standards (Achievement) or previous 3-year averages (Improvement);
- Included in the calculation of future provincial standards for new survey measures;
- Or included in the calculation of 3-year averages used to evaluate improvement of future survey results.

Jurisdiction Profile:

Being the third largest Catholic school division in Alberta, Red Deer Catholic Regional Schools celebrates a rich tradition of excellence and faith-filled learning. The Division excels in academic achievement, parent, student, and teacher satisfaction results, and as a leader in Catholic education.

The Division prides itself on the diversity of program choices in all twenty-one schools: fourteen within The City of Red Deer, including an outreach school; two schools in Rocky Mountain House; two schools in Sylvan Lake; one school in Innisfail; one school in Olds; one school in Blackfalds and a Division-supervised Home Education Program. In total, the Division serves 10,271 students from Pre-Kindergarten to Grade 12.

2020-2021 Student Population by school

School	Population
École Camille J. Lerouge School	657
École Mother Teresa School	392
École Our Lady of the Rosary School	398
École Secondaire Notre Dame High School	1,125
Father Henri Voisin School	389
Holy Family School	397
Holy Trinity Catholic School	270
Maryview School	246
St. Dominic Catholic High School	209
St. Elizabeth Seton School	405
St. Francis of Assisi Middle School	360
St. Gregory the Great Catholic School	631
St. John Paul II - Home Education Program	981
St. John Paul II Outreach School	21
St. Joseph High School	767
St. Marguerite Bourgeoys Catholic School	293
St. Martin de Porres School	233
St. Matthew Catholic School	542
St. Patrick's Community School	540
St. Teresa of Avila School	386
St. Thomas Aquinas Middle School	606
Total	10,271

Alberta Education Assurance (AEA) Measure Results:

The Alberta government continually examines success and progress using measures that show communities how schools and school authorities are performing each year. The results shared alongside local measures help to identify areas for improvement and continued growth in the jurisdiction assurance plan. Red Deer Catholic Regional Schools carefully analyzes the provincial results alongside our local measures; RDCRS Assurance Survey, and school context.

For context as Alberta shifts from the Accountability Pillar to Assurance Measure format there is a difference in the number of measures. Formally the government utilized 16 measures in 7 categories, under the new model there are 4 categories and 12 measures. Stakeholders should also be aware that the 2020/21 administration of the AEA survey was a pilot and as such the Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. Evaluations have not been calculated by Alberta Education as 2020/21 survey results are not comparable with other years.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Authority: 0019 The Red Deer Catholic Separate School Division



Assurance Domain	Measure	Red Deer Catholic Separate Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	88.6	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	89.0	89.6	88.0	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	88.0	83.3	85.7	83.4	80.3	79.6	High	Improved	Good
	5-year High School Completion	92.2	89.6	89.2	86.2	85.3	84.8	Very High	Improved	Excellent
	PAT: Acceptable	n/a	n/a	80.2	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	18.6	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	78.8	n/a	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	15.1	n/a	n/a	24.1	n/a	n/a	n/a
	Education Quality	92.7	94.0	92.9	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	92.6	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	89.9	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	84.1	86.7	85.4	79.5	81.8	81.4	n/a	n/a	n/a

Comparison to 2019/2020 Overall Summary:

Accountability Pillar Overall Summary
3-Year Plan - May 2020

Authority: 0019 The Red Deer Catholic Separate School Division



Measure Category	Measure	Red Deer Catholic Separate Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	93.5	93.0	92.6	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	90.3	90.4	88.1	82.4	82.2	82.0	Very High	Improved Significantly	Excellent
	Education Quality	94.0	93.1	92.5	90.3	90.2	90.1	Very High	Improved Significantly	Excellent
	Drop Out Rate	1.6	1.7	1.9	2.7	2.6	2.7	Very High	n/a	n/a
Student Learning Achievement (Grades K-9)	High School Completion Rate (3 yr)	83.3	87.6	85.5	79.7	79.1	78.4	Very High	Declined	Good
	PAT: Acceptable	81.1	79.4	81.1	73.8	73.6	73.6	High	Maintained	Good
	PAT: Excellence	18.9	18.2	20.3	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	77.6	79.9	81.3	83.6	83.7	83.1	Low	Declined Significantly	Concern
	Diploma: Excellence	14.6	15.5	16.8	24.0	24.2	22.5	Intermediate	Declined	Issue
	Diploma Exam Participation Rate (4+ Exams)	53.9	59.7	57.7	56.4	56.3	55.6	Intermediate	Declined	Issue
	Rutherford Scholarship Eligibility Rate	77.6	75.4	73.7	66.6	64.8	63.5	Very High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	62.5	61.7	62.7	60.1	59.0	58.5	High	Maintained	Good
	Work Preparation	87.2	86.5	86.2	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	89.6	87.7	87.7	83.3	82.9	83.2	Very High	Improved Significantly	Excellent
Parental Involvement	Parental Involvement	86.7	85.3	85.0	81.8	81.3	81.2	Very High	Improved	Excellent
Continuous Improvement	School Improvement	90.7	89.7	88.5	81.5	81.0	80.9	Very High	Improved Significantly	Excellent

Alberta Education Assurance Measure Overall Summary:

In examining the most recent results, RDCRS is pleased with the results reported, specifically the Assurance Measures of success where our achievement outperforms the province which include:

- Student Learning Engagement 88.6% compared to provincial rate of 85%
- Citizenship 89% compared to provincial rate of 83%
- 88% of RDCRS students graduate in three years compared to the provincial average of 83% while 92% of RDCRS students graduate in five years compared to the provincial average of 86%
- Education Quality 92.7% compared to provincial rate of 89%
- Welcoming, Caring, Respectful and Safe Learning Environments 92.6% compared to 87.8%
- Access to student supports and services 89.9% compared to 82.6%
- Parental Involvement 84% compared to 79%

In examining the Assurance Measures of success compared to our own previous results, three measures were improved or maintained, these include:

- Citizenship (89.0%)
- 3 Year High School Completion (88.0%)
- 5 year High School completion (92.2%)

While RDCRS achieved results in both Parent Involvement and Education Quality measures higher than the provincial average, both saw slight declines when compared to RDCRS previous years' results. As a result, the Assurance Measures of success we have targeted for improvement include:

- Parent Involvement (84.1%)
- Education Quality (92.7%)

Notes:

1. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated by Alberta Education as 2020/21 survey results are not comparable with other years.
2. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic due to the cancellation of exams by Alberta Education. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the future.
4. Participation in the Provincial Achievement Tests and Diploma Examinations was by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends overtime.

Faith Measures:

Focused on our Faith:

Our annual Schollie Satisfaction Survey results continue to be very strong. Our students, parents, and staff members all heartily indicate that we are a faith-based educational system that does an excellent job of meeting the needs of students. The Eight Characteristics of Catholic Identity continued to form the 'vehicle' to carry our curriculum permeation to the next level. Our Three-Year Education Plan prioritized a two-part approach emphasizing two of the Eight Characteristics of Catholic Identity per year. This has allowed school communities to enrich their understanding of the two chosen characteristics and this work will help them to support the work done in intentional permeation. The second objective is a four-year focus on intentional permeation, we will continue to help students see the world through a, 'Catholic lens.' As they are immersed in curricular content, we will strive to challenge our students to critically examine their learning with these core characteristics as the filter.

Performance Measures:	Current Results	Previous Year
I learn about the Catholic Faith at my school.	98%	98%
Prayer helps me feel closer to God.	91%	93%
I believe that God created me.	91%	93%
I believe that the Catholic Faith teaches me a good way to live.	95%	95%
I learn about God in all my classes.	86%	86%
(Grade 4) My teachers show me what it is like to be friends with Jesus. (Grade 7 & 10) My teachers show me what it is like to develop a relationship with Jesus.	96%	91%
I learn about the Sacraments at my school.	91%	91%
I let others see God in me.	98%	93%
My school helps me to see God in all things.	96%	93%
Every person in our school is a child of God and made in His image.	98%	92%
I respect others even if they are different than me.	98%	97%
We celebrate student successes at our school.	95%	94%

Comments:

The Schollie results for 2020-2021 indicate a high level of satisfaction in our faith outcomes from all stakeholder groups. Parents and staff remain in the high 90th percentile while students remained consistent in the high 80th and 90th percentile for most questions. Our Division worked to enrich our Catholicity focusing on the characteristics of hospitality and justice. The Schollie questions aimed specifically at these faith characteristics scored high with students, staff, and parents all indicating in the high 80th or 90th percentile.

We continue to see that student responses to, 'I learn about God in all my classes,' as an area of growth, with only 69% of students agreeing with the statement. While this indicates a slight increase we need to continue to develop the connection between curricular outcomes and our faith. This will continue to be an area of focus within the Faith Outcome of our Division Education Plan.

Student Growth and Achievement:

Assurance Domain	Measure	Red Deer Catholic			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	88.6	N/A	N/A	85.6	N/A	N/A	N/A	N/A	N/A
	Citizenship	89	89.6	88	83.2	83.3	83	N/A	N/A	N/A
	3 year High School Completion	88	83.3	85.7	83.4	80.3	79.6	High	Improved	Good
	5 year High School Completion	92.2	89.2	89.2	86.2	85.3	73.7	Very High	Improved	Excellent
	PAT Acceptable	N/A	N/A	80.2	N/A	N/A	N/A	N/A	N/A	N/A
	PAT Excellence	N/A	N/A	18.6	N/A	N/A	N/A	N/A	N/A	N/A
	Diploma Acceptable	N/A	N/A	78.8	N/A	N/A	N/A	N/A	N/A	N/A
	Diploma Excellence	N/A	N/A	15.1	N/A	N/A	N/A	N/A	N/A	N/A

As a Division, we are very pleased with our Assurance measures in this category, with all comparable measures seeing maintained achievement or increases from the previous year. The new measure of Student Learning Engagement is above the provincial result.

To achieve this success as a Division, we continued to expose students to rich literacy and numeracy environments focused on high-yielding instructional strategies that increase student achievement. Using data, our schools identified class profiles that informed individualized, small group instruction. For example, in the area of numeracy, schools implemented the Mathology resource that focused on building number-sense skills. Schools continued their work with the reading workshop structure and started to explore the use of Leveled Literacy Reading Interventions. In high school, our Dual Credit Lead Teacher was able to offer many different post-secondary courses and programs to RDCRS students. Our high-level of achievement and our continued growth in this area remains a hallmark of our success.

Due to the COVID-19 pandemic, achievement tests and diploma exams did not proceed in June. While there are no test or examination results for 2019-2020, the Division will continue to focus on improving student achievement at both the Acceptable Standard and the Standard of Excellence.

Teaching and Learning:

Assurance Domain	Measure	Red Deer Catholic			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Teaching & Leading	Education Quality	92.7	94.0	92.9	89.6	90.3	90.2	N/A	N/A	N/A

Our Division focused a significant portion of its professional learning on expanding the knowledge of our staff in relation to the Alberta Education Professional Practice Standards namely, Teacher Quality Standard (TQS) and Leadership Quality Standard (LQS). Our Division led the way provincially by developing a Catholic version of the provincial standards. This version was vetted and adopted by CCSSA to become a provincial resource for Catholic divisions. Our Division leadership team explored, defined and implemented the Four Pillars of Instructional Leadership as a catalyst for school improvement. This work had administrators expand their professional knowledge and formulate school-based plans centered on Setting Direction, Leading Learning, Instructional Walkthroughs, and Collective Leadership. This work enhanced school professional learning, classroom instruction and student learning experiences.

Examining our results demonstrates that this work has contributed to 92.7% of parents, students, and staff, indicating they are satisfied with the quality of education in our communities. Overall, our achievement in this measure has improved and remains very high with the Division results maintaining an increase when compared to the provincial average.

Learning Supports:

Working with the whole child and staff; mind, body and soul:

Our schools continue to be diverse learning environments, rich in well-developed structural and instructional strategies that support differentiation of instruction and student self-regulation which yields student success. Divisionally, a comprehensive model has been established to support schools in meeting the diverse learner needs and supporting a responsive allocation of resources. This support model includes allocations for Literacy, Inclusion, Faith and Technology (LIFT), Literacy Teachers, Counsellors and Family School Enhancement Counsellors, and Educational Assistants in our school communities. Schools have developed a Continuum of Supports and Services document highlighting learners to target and guide supports to be allocated responsively. In addition, our Model of Student Support (MS2) team works at supporting staff and students who are identified in the Tier II and Tier III pyramid of interventions. They work in the schools to provide programming and intervention strategies to ensure success for all learners. In addition to the Continuum of Support and Services document, Dossier, our data management system, helps us reflect on meaningful data to inform our instructional practice, to better meet the needs of all learners.

Creating authentic and diverse learning opportunities for all students:

School communities within the Division will focus on creating authentic and diverse learning opportunities for all students. Using focused areas of improvement within elementary, middle and high school classrooms, all teachers are required to design classroom opportunities that address individual learning needs, which will ultimately move the Division away from a 'one-size-fits-all' pedagogical approach. Starting with the student's learning needs first and then building towards addressing subject and grade curriculum outcomes in the provincial Program of Studies, will develop a student-first approach to learning that will lead to optimized student success.

Inclusion:

The school division's data indicates an increased population of students in our classes who require interventions at the targeted and specialized level in inclusive settings. To meet the needs of all of our students, and to build capacity with staff, we will provide:

- Ongoing assessments, such as classroom data, Fountas and Pinnell, MIPI (Math Intervention Programming Instrument), Level B, and educational psychological testing to identify when students are in need of additional supports, interventions and services;
- Professional development around understanding the importance of self-regulation and executive functioning; a focus on differentiated instruction, effective instructional practices, and assessment strategies;
- Positive behavior supports embedded in classroom and school-wide routines to support learning and social participation (Soft Starts);
- A means for school staff to identify and work toward reducing barriers to participation and learning;
- Access to consultation and support from specialists to help teachers meet the diverse needs of all students;
- Access to assistive technologies, including communication devices, that are used to support

individual students;

- Dossier as the data management system to complete Student Learner Profiles and Instructional Support Plans (ISP);
- A focus on building capacity of staff, students and parents to support mental health through Health Champions, School Counsellors, and Family School Enhancement Counsellors.

Assurance Domain	Measure	Red Deer Catholic			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Learning Supports	Welcoming, Caring, Respectful & Safe Learning Environments	92.6	N/A	N/A	89.6	N/A	N/A	N/A	N/A	N/A
	Access to Supports and Services	89.9	N/A	N/A	87.8	N/A	N/A	N/A	N/A	N/A

As a Division, we are very pleased with our Assurance Measures in this category, with all comparable measures seeing results above the provincial average. To achieve this success as a Division, we continued to ensure that we are meeting the needs of all learners. Our inclusive school communities have focused on a three-pronged approach: knowing, understanding, and responding to the learner. Assessment tools and data focus staff on responsive intervention enabling teachers to address the needs of all students in a timely, targeted, and meaningful approach. This data clearly indicates that the educational and mental wellness supports undertaken, would appear to have been successful at making our communities safer and more caring environments. This measure is perhaps the highest praise our jurisdiction can receive given that 92.6% of students and 92.6% of stakeholders indicate that our schools are welcoming, caring, respectful and safe learning environments.

Governance:

Assurance Domain	Measure	Red Deer Catholic			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Governance	Parental Involvement	84.1	86.7	85.4	79.5	81.8	81.4	N/A	N/A	N/A

As a Division, we are pleased with our Assurance Measures in this category, we recognize that despite our result remaining higher than the provincial average, we experienced a decrease when comparing ourselves to our own results. Despite this, stakeholders in our community appear to be very satisfied with the overall opportunity for parental involvement, based on the result of 84.1% on this measure.

We will continue to enhance our assurance model and actively look for ways to engage stakeholders in meaningful engagement for feedback and direction setting in our Division education plan and improvement model.

Supporting Indigenous Students at RDCRS:

The integration of First Nation, Metis and Inuit components to the Professional Practice Standards has provided us the opportunity and responsibility to provide the knowledge, experience and expertise to our teachers to successfully embrace these provincial expectations.

Assurance Domain	Measure	Red Deer Catholic			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement Self Identified Indigenous Students	3 year High School Completion	76.9	82.1	81.3	62.0	55.9	55.6	Intermediate	Maintained	Acceptable
	5 year High School Completion	79.6	90.1	84.6	68.1	65.0	63.4	Low	Maintained	Issue

Indigenous students at RDCRS demonstrate strong success, exceeding the provincial average across all reported Measures. Despite this, both 3 and 5 year completion rates experienced slight declines compared to our own previous years data. The decline may be related to the impact and disruption of learning due to the COVID-19 pandemic. This will be monitored closely to ensure this does not become a trend.

Indigenous students at RDCRS are supported in a number of ways. There is a designated Indigenous Education Services Team and Indigenous Education Lead Teacher. This team provided regular professional development sessions with the district staff focused on instruction, foundational knowledge, restorative practices and trauma-informed instruction and school initiatives. In addition, RDCRS has formed relationships with elders and Métis knowledge keepers and made connections to further enhance support for students, deepen professional learning, and enhance Indigenous perspectives. RDCRS initiated the first Indigenous Student Voice Panel which was comprised of students throughout the division providing feedback to our approach on instruction and developing foundational knowledge. This panel will continue as a practice in our Division.

Supporting English Language Learners (ELL) at RDCRS:

RDCRS continues to move forward in using the Alberta Education English as a Second Language (ESL) Proficiency Benchmarks to assess English language learners (ELL), and use this information to better inform language acquisition instruction in all classrooms. As a school division, we continue to build teacher capacity in understanding English language learners, language development, cultural competencies, and effective teaching practices to support the unique needs of these students. Particular attention has been given to explore effective ESL practices within the math classroom. We are continually examining how to support schools in enhancing their multicultural environment, thus celebrating the diverse languages and cultures within our Division. We continue to refine our ELL coding process, and Division tracking of ELL students. Our ELL Division Enhancement team routinely meets, and collaborates with classroom teachers to assist our Division in meeting the needs of our growing ELL population. In addition, collaborative partnerships with Central Alberta Refugee Effort and Catholic Social Services are essential as we move forward in supporting our English language learners.

Assurance Domain	Measure	Red Deer Catholic			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement English Language Learners	3 year High School Completion	88.3	87.5	91.4	78.7	74.1	75.0	High	Maintained	Good
	5 year High School Completion	91.8	87.5	91.4	86.9	85.0	84.9	High	Maintained	Good

RDCRS is pleased with the results in this domain with all comparable measures seeing increases from the previous year and results higher than the provincial average.

This Annual Education Results Report is intended to provide a snapshot of our Division strengths and

opportunities for growth. Comprehensive and targeted planning for jurisdiction and school improvement is outlined in our school improvement plans and Division education plan located on our websites.

Through our collaborative leadership process, senior administration and school-based leadership meet at regular intervals throughout the school year to discuss their school assurance plan milestones and next steps. Subsequently, school based leadership mirrors this process with their staff and parents.

In summary, RDCRS continues to be committed to providing excellence in publicly-funded Catholic education with an emphasis on quality instruction and faith-based learning that supports student success.