



2022/23

Annual Education Results Report

Canadian Rockies Public Schools





| Annual Education Results Report 2022/23

Canadian Rockies Public Schools (CRPS) is pleased to present its 2022/23 Annual Education Results Report. The report highlights CRPS' accomplishments and strategic initiatives towards ensuring each student thrives physically, cognitively, emotionally, socially, and spiritually.

The year was marked by transformative learning experiences underpinned by a historic \$1 million investment from the Wim and Nancy Pauw Foundation, enriching our students' educational journeys. The donation bolstered our outdoor learning programs, mental health initiatives, and the integration of innovative experiential learning across the curriculum. Collaborative efforts with the community and beyond have strengthened our resolve to offer expansive learning opportunities, nurturing our students as whole beings within and outside classroom walls.

Dedicated to fostering an inclusive and supportive learning environment, CRPS undertook measures

to enhance literacy, numeracy, and experiential learning opportunities. Our Professional Learning Networks flourished, focusing on formative assessment and collaborative design, while our commitment to advancing reconciliation was evident through meaningful engagements and resources to deepen understanding of First Nations, Métis, and Inuit perspectives.

By intertwining academic excellence with emotional and social well-being, we've created a robust educational ecosystem where every student is given the tools to succeed and the inspiration to grow, reflecting our vision to create a better world through transformational education that celebrates nature, diversity, and well-being and mission to inspire hearts and minds in every student! ■





CRPS Board of Trustees (left to right): Dale Craig, Arlene Rheaume, Luke Sunderland, Carol Picard, Brian Callaghan

Educational Stewardship

The Annual Education Results Report for Canadian Rockies Public Schools (CRPS) for the 2022/23 School Year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2022/23 was approved by the Board on November 22, 2023. ■

Arlene Rheaume
Board Chair

Christopher MacPhee
Superintendent of Schools

About Canadian Rockies Public Schools

Canadian Rockies Public Schools (CRPS) is nestled in the pristine Bow Valley Corridor, serving K to 12 students residing in the communities of Banff, Canmore, Dead Man's Flats, Exshaw, Harvie Heights, Kananaskis, Lac Des Arcs, Lake Louise and parts of the Municipal District of Bighorn. It also provides education to international students from around the globe and to students of the Stoney Nakoda First Nations by way of an Education Service Agreement.

Vision - Creating a better world through transformational education that celebrates nature, diversity, and well-being.

Mission - Inspiring the hearts and minds of every student.

Beliefs - We believe student learning thrives when:

- ◆ The needs of students are recognized and come first.
- ◆ Each student's knowledge, skills, attributes, and interests are identified and developed.
- ◆ The learning environment is physically, and emotionally safe and secure.
- ◆ Opportunities are provided for challenge, discovery, action, and reflection.
- ◆ Each school, and the Division as a whole, function as a professional learning community, engaged together in ongoing learning.
- ◆ Parents are well-informed and have meaningful opportunities to participate in their child's education.
- ◆ Healthy connections exist between schools and their communities.
- ◆ Relationships between the Board, staff, students, and community model mutual respect and support.



Whole Child Education is a comprehensive approach to learning that recognizes that in order for young people to thrive in a rapidly changing world, CRPS needs to nurture their development physically, cognitively, emotionally, socially, and spiritually. Together, these elements support the development of a child who is:

- ◆ Intellectually active
- ◆ Physically, verbally, socially, and academically competent
- ◆ Empathetic, kind, caring, and fair
- ◆ Creative and curious
- ◆ Disciplined, self-directed, and goal-oriented
- ◆ A critical thinker
- ◆ Confident
- ◆ Cared for and valued



Learning Community - CRPS is comprised of 2,450 students, 245 staff, and seven schools:

- ◆ Elizabeth Rummel School (K - 3)
- ◆ Alpenglow School (K - 6)
- ◆ Banff Elementary School (K - 8)
- ◆ Exshaw School (K - 8)
- ◆ Lawrence Grassi Middle School (Gr. 4 - 8)
- ◆ Banff Community High School (Gr. 9 - 12)
- ◆ Canmore Collegiate High School (Gr. 9 - 12)

Programming - Uniquely situated in Canada's prestigious Rocky Mountains, CRPS schools invite students to take full advantage of what its learning environments have to offer:

- ◆ Flexible Learning Programs
 - Distance Education
 - Outdoor Learning Centre
 - Experiential Courses
 - Inreach
 - Outreach
- ◆ French Immersion
- ◆ French Experience (K-3)
- ◆ Outdoor Education
- ◆ Nature-Based Immersion Program (K-6)
- ◆ International Student Program



2022/23 Memorable Event - During the 2022/23 school year, CRPS celebrated an unparalleled milestone, marking a total investment of \$1,000,000 from the Wim and Nancy Pauw Foundation. This generous contribution strengthened the division's capacity to enhance student support services, mental well-being programs, and innovative experiential and outdoor initiatives. The gift also underscored a decade of the Pauw Foundation's steadfast commitment to elevating student experiences within CRPS. Initially, the foundation directed its attention to Banff students, spotlighting programs such as outdoor pursuits, school athletics, and the Nature Explorers initiative. However, as the years have passed, its philanthropic efforts broadened, embracing all CRPS learners—from the eager minds of our kindergarten children to the ambitious hearts of Gr. 12 seniors.



Achieving the remarkable \$1 million threshold in annual donations underscores the foundation's belief in the transformative potential of education. With their support of Canmore Collegiate High School's theatre, opportunities are now available for students to channel their innate creativity and express themselves. Backing of Banff Community High School's culinary arts kitchen, too, has equipped students with a setting not just to cultivate culinary skills but to refine crucial life competencies.

Beyond the confines of traditional classrooms, the donation continues to kindle enthusiasm for outdoor learning—be it the exhilaration of snowshoeing amid winter's chill or the tranquility of canoeing under the summer sun. Designed for students from K to Gr. 8, these offerings were not mere recreational pastimes. They were enlightening, spiritual odysseys that promoted resilience, collaboration, and a profound reverence for nature, all of which played a pivotal role in students' holistic growth.

The footprint of the foundation's impact also extends beyond tangible experiences. Their commitment to students' emotional and social well-being shines through. Their funding made it possible to onboard specialists, including speech and language pathologists and occupational therapists. Working in tandem with school counsellors and wellness staff, these professionals became pillars of support, ensuring that students received the tools and guidance necessary to traverse their emotional landscapes and forge enduring bonds.

In essence, the value of the foundation's backing transcends mere finances. It epitomizes their faith in CRPS' mission and the boundless potential within every student. CRPS' gratitude knows no bounds. To the Pauw Foundation, we say, "Thanks, a million!" ■





| Stakeholder Engagement

CRPS' education plans and annual education results reports are built upon Alberta's Assurance Framework, which seeks to enhance public trust and confidence that the education system is meeting the needs of students. During the 2022/23 school year, CRPS involved its stakeholders in a wide variety of consultative initiatives, leading to the presentation of its Annual Education Results Report. Activities included:



Students: Students participated in student voice discussions with members of CRPS' senior admin team, at their school, and completed CRPS' "Our School" survey to inform student success and well-being.

Teachers: Teachers were engaged in planning discussions, meetings, formal and informal conversations, and surveys aimed at identifying their satisfaction levels, professional learning needs, and pedagogical practices.

Administrators & Board Members: School principals, assistant principals, central office staff, and trustees engaged in two performance data analysis sessions in early November to identify areas of strength and growth. Throughout the year they also engaged regularly in professional conversations to identify the ongoing needs of students and their school communities.

Parents & School Councils: CRPS families connected with each school's leadership team at school council meetings to provide feedback on school and priorities, planning, and challenges. Through the Council of Councils, parents also provided feedback into CRPS' Education Plan and Annual Education Results Report.

Community Partners: CRPS continued to engage its partners in discussions on student needs, often resulting in enhanced innovative programming initiatives.

Ongoing Communication: Over the course of the year, CRPS kept its stakeholders abreast of significant milestones, making use of its School Messenger platform to directly communicate with parents, and through internal newsletters, new social media accounts, and websites to keep all stakeholders informed. ■





Priority One: Health and Wellness

Outcome: Learning and Working Environments Support the Positive Well-Being of Staff and Students

Health & Wellness - Given the continued implementation of the Teaching Quality Standard (TQS), Leadership Quality Standard (LQS), Superintendent Leadership Quality Standard (SLQS), the lingering impact of the pandemic, and the results of the 2021/22 AERR, CRPS maintained its dedication to health and wellness in 2022/23. In pursuit of this aim, a divisional Wellness Committee, with representatives from all schools, was established and charged to action the focal areas of CRPS' Wellness Plan, which encompasses:

- Learning and honing skills to identify wellness needs and deploy effective strategies.
- Cultivating a sense of belonging within schools.
- Enhancing awareness of community supports.
- Deepening the understanding and application of the five dimensions of wellness within each learning community.

To initiate the year's wellness narrative, Dr. Lisa

Belanger was invited to present to all staff during the opening professional learning day, emphasizing the importance of connecting to oneself, others, and nature. Her initial address was supplemented by a mid-year professional learning session for staff, reinforcing the same themes. Additionally, the May Divisional Symposium featured Dr. Belanger, with messaging around how to sustain and foster a caring community through an openness to invite divergent thinking in the workplace.

CRPS also allocated a half-day in June 2022 for staff to collaboratively identify and prioritize wellness initiatives within their respective school environments, aligning with Administrative Procedure 271 Healthy School Communities.

Mandt & Collaborative Problem-Solving

- Collaborative Problem Solving training with Matt Sticks was expanded during the 2022/23 school year to support staff interaction with students. Emphasizing the principle that "Kids

do well if they can," the training involved 20 staff members - including administrators, learning support staff, counselors, and teachers - in a comprehensive three-day Tier 1 session to deepen their understanding and application of Collaborative Problem Solving techniques. CRPS also maintained its commitment to the Mandt System, a program that promotes treating everyone with dignity and respect. This trauma-informed approach equipped participants with strategies for recognizing student needs, managing crises effectively, and supporting behavior constructively.

Mental Health Capacity Building - CRPS' Right From the Start Team continued to work to provide early intervention and universally applicable, research-based programs to support mental health and well-being. The team's initiatives encompassed programs that fostered an understanding of the Wellness Wheel, facilitated friendship development, and taught self-regulation strategies. In tandem, CRPS' divisional school psychologist guided students in acquiring skills to identify their wellness needs and apply effective strategies. These strategies extended beyond creating a sense of belonging within schools; they also included raising awareness of community support resources, enhancing understanding and practice of the five dimensions of wellness in the community, and continuously highlighting available local support systems.

Active Living & Health Eating - CRPS partnered with the Calgary Youth Police Foundation to begin to implement the Integrated School Support Program. The program ensures that participating schools offered students access to wholesome food programs, physical education, a constructive police presence, after-school activities, and the assistance of a mental health professional on-site. Additionally, daily physical activity was incorporated into Division 1-3 classrooms, and CRPS maintained its partnership with the Breakfast Club of Canada to furnish students with healthy, nutritious meals, fostering an environment conducive to learning.

Continuum of Supports - Throughout 2022/23, CRPS deployed various strategies to bolster students' sense of belonging, anxiety management, depression, and self-esteem. The division introduced the "Copy Cat" program, facilitated school-based collaborative team meetings to address student needs, and provided wrap-around services through COPE (Community Outreach of Pediatrics and Psychiatry in Education) meetings, targeting specialized support for specific students. CRPS' School and Family Liaison Worker aided in connecting schools, students, and families with community resources. Further, CRPS incorporated the Centre for Trauma Informed Practices' Violent Threat Assessment Training, ensuring a trained team in each school to promote safety and care. Staff also participated in Alberta Health Services' More Suicide and Non-Suicide Intervention training.

Inclusive Learning Environments - CRPS hired a Speech Language Pathologists to work with school teams to support universal, targeted, and specialized interventions that supported the development of communication and language skills. CRPS also employed an Occupational Therapist to build students' independence and participation in classroom activities through essential foundational skills, including motor, sensory, and socio-emotional development.

Building & Spaces - The 2022/23 year was a busy one for CRPS with many upgrades to buildings and spaces being made to support student programming. Canmore Collegiate High School gained a SAGE modular classroom and transformed an existing space into a Cosmetology lab. Its theater was fully updated with advanced lighting, sound, projection, and new furnishings. Banff Community High School was equipped with a commercial kitchen, with its former home economics area was converted for Fashion Design. For safety and activity, Alpenglow and Banff Elementary Schools added artificial turf to their playgrounds, while Exshaw School's gym received a complete resurfacing. ■



Priority One: Health and Wellness

Outcome: Learning and Working Environments Support the Positive Well-Being of Staff and Students

(CRPS) Percentage of teachers who indicate they have had access to division and/or school-based professional learning and resources to support positive mental health.

%	CRPS	
	2021/22	2022/23
Agree	81	95
Disagree	19	5

Ninety-five per cent (95%) of teaching staff agreed they have access to professional learning resources to support positive mental health through CRPS and/or its partners. This represents a significant increase of 14 per cent over the previous year and reflective of CRPS' focused efforts in this area.

(CRPS) Percentage of students who indicate that they have positive self esteem and who feel safe attending school.

Positive Self-Esteem

%	CRPS			
	2021/22		2022/23	
	CRPS	CA Norm	CRPS	CA Norm
Gr. 7 to 12	63	73	58	73

Feel Safe At School

%	CRPS			
	2021/22		2022/23	
	CRPS	CA Norm	CRPS	CA Norm
Gr. 4 to 6	68	67	68	65
Gr. 7 to 12	63	66	61	66

Despite increased attention over the past year, the percentage of Gr. 7 to 12 students reporting positive self-esteem and feeling safe at school declined slightly from the previous year. Results also continue to be lower than the Canadian Norm.

Results remains unchanged for students in Gr. 4 to 6. Again this year, 68 per cent report they feel safe at school, which is above the Canadian Norm.

(CRPS) Percentage of students who experience anxiety and/or depression.

Anxiety

%	CRPS			
	2021/22		2022/23	
	CRPS	CA Norm	CRPS	CA Norm
Gr. 4 to 6	28	22	24	22
Gr. 7 to 12	29	26	32	26

Depression

%	CRPS			
	2021/22		2022/23	
	CRPS	CA Norm	CRPS	CA Norm
Gr. 7 to 12	31	24	33	24

Even with heightened attention during the previous year, the percentage of Gr. 7 to 12 students experiencing anxiety and depression slightly increased over the previous year. These measures continue to be above the Canadian Norm.

The percentage of Gr. 4 to 6 students experiencing anxiety decreased over the previous year by four per cent. However, this is still above the Canadian Norm.

(CRPS) Percentage of students who feel that their learning environment is inclusive.

Advocate at School

/10	CRPS			
	2021/22		2022/23	
	CRPS	CA Norm	CRPS	CA Norm
Gr. 4 to 6	6.9	6.4	6.4	6.4
Gr. 7 to 12	2.3	2.9	2.7	2.9

Positive Teacher-Student Relations

/10	CRPS			
	2021/22		2022/23	
	CRPS	CA Norm	CRPS	CA Norm
Gr. 4 to 6	8.4	8.3	7.7	8.3
Gr. 7 to 12	6.4	6.5	6.2	6.5

Positive Learning Climate

/10	CRPS			
	2021/22		2022/23	
	CRPS	CA Norm	CRPS	CA Norm
Gr. 4 to 6	6.4	6.9	6.1	6.9
Gr. 7 to 12	6.3	6.4	6.1	6.4

Expectations for Success

/10	CRPS			
	2021/22		2022/23	
	CRPS	CA Norm	CRPS	CA Norm
Gr. 4 to 6	8.1	8.6	7.9	8.6
Gr. 7 to 12	7.3	7.4	6.9	7.4

A growing number of Gr. 7 to 12 students reported they have an advocate at school. However, there is a slight decline across all other measures for this age grouping. CRPS students also remain below the Canadian Norm on all four factors.

Results for Gr. 4 to 6 students reveal a slight decline on all factors for this performance measure and are below the Canadian Norm, with the exception of having an advocate at school. Going forward, this performance measures warrants CRPS' continued attention.

(ABEd) The percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.

%	ABEd			
	2021/22		2022/23	
	CRPS	ABed	CRPS	ABed
Overall	82.9	86.1	83.0	84.7
Parents	82.2	86.9	83.2	85.6
Students	72.9	77.7	73.5	76.6
Teachers	93.5	93.6	92.2	92.0

[Historical Data](#)

CRPS' focus on health and wellness has improved overall results in this performance measure. Parent and student results indicate higher levels of satisfaction than the previous year and are inching closer to the provincial average. Teachers, while reporting a slight decline in their satisfaction with this measure, are still above the provincial average.

(ABEd) The percentage of teachers, parents, and students who agree that students have access to appropriate supports and services at school.

%	ABEd			
	2021/22		2022/23	
	CRPS	ABed	CRPS	ABed
Overall	74.5	81.6	78.9	80.6
Parents	67.7	77.4	79.5	75.7
Students	75.0	80.1	75.4	79.9
Teachers	80.9	87.3	81.9	86.2

[Historical Data](#)



CRPS' attention to providing greater access to student supports and services has translated into an increase on all aspects of this performance measure. In particular, parent satisfaction has increased by 11.8 per cent. With these gains, parental satisfaction is now higher than that of parents across the province.

(ABEd) The percentage of teachers, parents, and students who agree that students are engaged in their learning at school.

%	ABEd			
	2021/22		2022/23	
	CRPS	ABed	CRPS	ABed
Overall	82.0	85.1	79.9	84.4
Parents	83.8	88.7	79.4	87.3
Students	68.5	71.3	69.3	70.9
Teachers	93.6	95.5	90.9	95.1

[↔ Historical Data](#)

With learning returning to normal following the pandemic, it was anticipated that there would be an increase in student learning engagement. However, as illustrated by both the division's and province's results, a decrease in satisfaction is apparent across most aspects of this performance measure. This may indicate students are having a difficult time transitioning back to continuous on-site learning. Although the division's results mirror provincial results among parents and teachers, CRPS students' perceptions increased slightly by +0.8 per cent in their level of learning engagement. CRPS will need to continue to focus on this area. ■

Red Performance Measures = Whole Learning Approach
Blue Performance Measures = Whole World Perspective



| Priority Two: Engaged Learning

Outcome: Students and Staff are Meaningfully Engaged in Their Learning

Teachers as Designers of Learning -

Supporting teachers as designers of learning is an integral part of implementing Alberta's Teaching Quality Standard (TQS). Throughout the 2022/23 school year, K-12 teachers used the Teaching Effectiveness Framework (TEF) in conjunction with the TQS to employ meaningful educational experiences. Using the TEF as a lens, teachers assess the value of their learning tasks, ensuring they were meaningful, aligned with the lesson's objectives, and effectively used assessments to guide subsequent learning steps. A notable application was the collaboration between Outdoor Learning Centre educators and classroom teachers, integrating outdoor experiential learning with Indigenous knowledge into grade-level curricula.

Experiential & Hands-On Learning - The Canadian Rockies Outdoor Learning Centre (OLC)

provided experiential programs for CRPS and provincial students. Students in Gr. 10-12 engaged in courses like Winter Travel, Water Experience, and Wilderness First Aid. Additionally, the OLC's unique Career and Life Management (CALM) course combined on-site experiential learning with traditional curriculum, drawing in 340 students over the summer and reaching 695 across the division.

With the Pauw Foundation's backing, the Wim and Nancy Pauw Wilderness Experience Program (WimWE) entered its second year, immersing over 125 Grade 10 students in outdoor activities, ensuring all high schoolers in CRPS complete the Avalanche Safety Training 1. Furthermore, the Foundation's support extended to school-specific outdoor programs, enriching student learning through diverse activities like skating and hiking, and enabled every CRPS school to offer outdoor activities tailored to student needs, including winter



sports, tennis, golf, and swimming.

CRPS expanded dual credit offerings for students in Grades 11 and 12, allowing them to graduation with both high school and post-secondary credits. In addition to exploring a culinary partnership with SAIT, CRPS partnered with the post-secondary technical institution to provide three single course offerings in September of 2022: Anatomy and Physiology, Medical Terminology, and Management 200. Two additional courses were added in January of 2023 - Infection Prevention and Control and Science of Health and Wellness.

Furthermore, CRPS offered a myriad of new programs like Synthetic Biology and Environmental Sustainability, as well as Career Internships and Career Exploration, extending beyond the classroom to enrich student community engagement. An illustration of this is the well-attended Student Hiring Fair, which attracted over 51 local business, demonstrating the value local they place on CRPS students' preparedness for the workforce.

Digital Citizenship - CRPS remains diligent in ensuring all students develop digital citizenship skills. A divisional committee provided resources that were utilized at each grade level and focused on specific themes such as privacy and security, cyberbullying, digital drama, hate speech, digital footprint and identity, and media balance and well-being. The division also maintained an updated Digital Citizenship website as a teacher resource and followed a four-year technology renewal plan ensuring sufficient monies were allocated to provide students and staff with technology to support learning and collaboration.

Teacher Capacity Building - Throughout the 2022/23 year, CRPS' teacher staff continued to honed their TQS competencies, leveraging the TEF and Professional Learning Communities to enhance collaboration and student learning. Kindergarten to Gr. 3 teachers began the year

aligning new curricula with learning opportunities, while Gr. 4 to 8 reconnected through in-person sessions to rebuild professional relationships during opening week. Monthly staff meetings across CRPS incorporated professional learning, with comprehensive sessions during half-day Fridays. In May, schools participated in the "Finding Our Way" Instructional Excellence Symposium, strategizing division-wide learning for the new school year, with a special focus on data-informed pedagogy, resource allocation, and staffing.

Leadership Capacity Building - Research indicates that the most important variable affecting student achievement is the quality of teaching and the second most important is the degree to which a principal works with their teachers. To support the ongoing implementation of the LQS and principals' work with teachers, CRPS reengaged its Nurturing Excellence in Instructional Leadership (NEIL) inquiry rounds, previously paused due to the pandemic, fostering a culture of relational trust among school leaders. In February, a leadership team trialled a single-point rubric within the NEIL framework to enhance instructional leadership and feedback practices, focusing on evidence-informed feedback, reflection, understanding of pedagogy, and shared responsibility for student success. A follow-up session on March 16 allowed for reflection and the integration of teacher perspectives into leadership practices.

At CRPS' April leadership team meeting, members confirmed the importance of a structured approach, skill development, and synergy for effective NEIL implementation. Plans for the next school year include applying the NEIL framework throughout the year, allocating dedicated time for practice, and refining leadership skills, aiming to improve instructional leadership and collaborative responsibility for student success.

Ultimately, through the NEIL process, school administrators aim to improve their instructional leadership practice while helping to nurture a learning environment where school leaders develop a shared responsibility with teachers for the success of all students. ■



Priority Two: Engaged Learning

Outcome: Students and Staff are Meaningfully Engaged in Their Learning

(CRPS) Number of applied and/or experiential learning programs offered by CRPS.

#	CRPS	
	2021/22	2022/23
Sept to June	118	118
Summer	41	30

CRPS continues to provide a myriad of experiential learning programs for students within the division and across the province through its distance education program. There was a slight decrease (-11) in the number of experiential courses offered over the summer months compared to the previous year. This decrease relates more to a reduction in the variety of courses versus the total number of spots open and is reflective of the courses requested by students. Additionally, increased slots for Summer CALM were offered to accommodate an increase in student requests.

(CRPS) Percentage of students who find their learning interesting and relevant.

Relevance of Classroom Instruction

/10	CRPS			
	2021/22		2022/23	
	CRPS	CA Norm	CRPS	CA Norm
Gr. 4 to 6	7.1	8.0	7.2	8.0
Gr. 7 to 12	6.1	6.2	6.1	6.2

Student Interest and Motivation

%	CRPS			
	2021/22		2022/23	
	CRPS	CA Norm	CRPS	CA Norm
Gr. 4 to 6	76	86	75	86
Gr. 7 to 12	29	40	28	40

CRPS students continue to rate their classroom instruction as being relevant to their daily life. A slight increase of 0.1/10 was noted for those in Gr. 4 to 6; however, students still rank below the Canadian Norm.

Students in Gr. 4 to 6 indicated a higher degree of interest and motivation towards their learning than their counterparts in Gr. 7 to 12. Both groups remain below the Canadian Norm for this measure. This would indicate that students continue to have many competing interests that take their focus away from classroom learning. It is interesting to note that the interest and motivation of students in Gr. 4 to 6 is in line with the relevancy they place on classroom instruction; whereas students in Gr. 7 to 12 find that classroom instruction is relevant to their daily life but are less motivated and interested in what they are learning.

(CRPS) Percentage of Gr. 7 to 12 students who indicate that they have had many opportunities to engage in real world, experiential learning.

Teachers Use Real World Problems

%	CRPS	
	2021/22	2022/23
Agree	72	68
Disagree	10	10
Unsure	17	21

Teachers Use Hands-On Activities

%	CRPS	
	2021/22	2022/23
Agree	52	55
Disagree	16	31
Unsure	32	14

Sixty-eight per cent (68%) of Gr. 7 to 12 students indicated that teachers used real world problems to support their learning; this is down slightly from 72 per cent the previous year. CRPS witnessed a four per cent increase in the number of students who were unsure if teachers were using real world problems. This may indicate teachers need to be more explicit at ensuring students are provided authentic examples and are supported in making real world connections to their learning.

Among Gr. 7 to 12 students, CRPS saw a three per cent increase in those who indicated teachers use hands-on learning activities to support their learning. However, there was a significant shift from the previous year of 15 per cent in the number of students who indicated teachers did not use hands-on learning activities. Students indicating they were unsure dropped from 32 per cent to 14 per cent.

A renewed focus on hands-on learning may be necessary to address this shift in student perception - which may also increase student motivation and interest in their learning.

(CRPS) Percentage of students who state that student voice counts in their school.

%	CRPS	
	2021/22	2022/23
Agree	50	56
Disagree	21	18
Unsure	29	26

Six per cent (6%) more students agreed that student voice count in their school over the previous year. There was an equivalent decrease in the percentage of students (3%) who disagreed and in those who were unsure (3%) their voice was important. These changes indicate that an increasing number of students perceive that student voice counts in their school and, therefore, in their learning.

(CRPS) Number of flexible learning programs offered by CRPS.

#	CRPS	
	2021/22	2022/23
Students	89	93
Courses	123	89

The number of flexible course offerings remains unchanged from the previous year with slightly more students accessing these options than in the previous school year. It should be noted that students are able to access flexible courses through CRPS and other school divisions throughout Alberta.

(CRPS) Percentage of teachers who indicate that collaborative professional learning opportunities are effective and have contributed to their ongoing professional growth.

%	CRPS	
	2021/22	2022/23
Agree	90	87
Disagree	10	13

The vast majority of teachers (87%) agreed collaborative professional learning opportunities in CRPS are effective and contributed to their ongoing professional growth. This is down slightly from the previous year and may be reflective of new staff not yet fully aware of the collaborative professional learning opportunities within the division.

(CRPS) Percentage of teachers who indicate that digital citizenship is routinely incorporated into their instruction.

%	CRPS	
	2021/22	2022/23
Agree	85	79
Disagree	15	21

Seventy-nine per cent (79%) of teachers agreed they regularly incorporated digital citizenship into classroom instruction. This measure is down by six per cent from the previous year. This may be a result of teachers increasing their focus on closing academic gaps, created by the pandemic, and therefore decreasing their focus on incorporating digital citizenship as a primary learning goal.

(ABEd) Percentage of teachers, parents, and students satisfied with the overall quality of basic education.

%	ABEd			
	2021/22		2022/23	
	CRPS	ABEd	CRPS	ABEd
Overall	85.7	89.0	84.5	88.1
Parents	80.3	86.1	77.7	84.4
Students	82.5	85.9	83.3	85.7
Teachers	94.1	95.0	92.4	94.4

[Historical Data](#)

The vast majority of individuals surveyed were satisfied with the overall basic education being provided to CRPS students. Not unlike the province, parent and teacher satisfaction trended downward. However, satisfaction levels increased among CRPS students by almost a full percentage point (0.8%) over the previous year. This may indicate students, as the main beneficiaries, recognize the additional resources brought into the division to support their learning.

(ABEd) Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.

%	ABEd			
	2021/22		2022/23	
	CRPS	ABEd	CRPS	ABEd
Overall	76.0	81.4	77.2	80.3
Parents	70.8	80.4	75.7	79.4
Students	64.4	72.1	65.8	71.3
Teachers	92.8	91.7	90.0	90.3

[Historical Data](#)



As the impacts of the pandemic lessen, CRPS' anticipated return to an upward trajectory of its stakeholders agreement with this performance measure is being realized. While the province experienced a decline in parent, student, and teacher agreement that students model the characteristics of active citizenship, CRPS' overall results reveal a slight increase. Of particular note is the significant increase of 5.1 per cent among parents who agree that students model the characteristics of active citizenship. CRPS also experienced a slight increase among its student population.

(ABEd) The percentage of teachers, parents and students who agree that students are engaged in their learning at school. (See page 14)

(ABEd) High school completion.

%	ABEd			
	2020/21		2021/22	
	CRPS	ABEd	CRPS	ABEd
3 Years	88.1	83.2	86.2	80.7
5 Years	90.3	87.1	89.4	88.6
EAL 3 Years	85.7	78.5	95.4	72.8
EAL 5 Years	88.4	86.1	80.8	88.7

[Historical Data](#)

Even with a slight decline from last year, CRPS continues to have three year and five year high school completion rates that exceed the provincial average. Throughout the pandemic, CRPS did a marvelous job of supporting and maintaining main stream and EAL students, who were on track for graduation in three years. In fact, three year graduation rates for EAL students increased by 9.7 per cent from the previous year, while the province dropped by 5.7 per cent. CRPS' five year graduation rates for EAL students declined by 8.4 per cent decline, which may suggest they did not engage in the modified forms of education offered by CRPS during the pandemic.

(ABEd) Provincial Achievement Tests

Acceptable Standard

	2021/22				2022/23			
	CRPS	ABEd	CRPS EAL	ABEd EAL	CRPS	ABEd	CRPS EAL	ABEd EAL
	Grade 6							
LA	70.9	76.1	68.2	76.8	75.8	76.2	100	73.9
LA (FI)	81.1	76.9	-	74.0	65.9	77.6	-	75.5
Math	59.2	64.1	68.2	65.3	68.0	65.4	88.9	64.9
Science	64.4	80.1	72.7	72.0	76.7	66.7	100	64.7
Social	62.1	73.7	72.7	68.4	59.5	66.2	88.9	65.4
Grade 9								
LA	76.3	69.6	53.8	61.9	69.9	71.4	64.3	62.2
LA (FI)	65.2	73.5	-	64.0	78.8	76.1	N/A	71.1
Math	55.6	53.0	33.3	47.0	47.2	54.4	57.1	50.1
Science	76.8	68.0	75.0	55.8	64.2	66.3	78.6	59.4
Social	69.7	60.8	53.8	54.5	54.0	58.4	28.6	50.4

(-) Results are suppressed where the number of students tested is fewer than six. (N/A) indicates no students wrote the test.

[Historical Data](#)

Standard of Excellence

	2021/22				2022/23			
	CRPS	ABEd	CRPS EAL	ABEd EAL	CRPS	ABEd	CRPS EAL	ABEd EAL
	Grade 6							
LA	13.7	18.9	18.2	16.0	18.3	18.4	22.2	13.9
LA (FI)	5.4	10.6	N/A	11.6	0.0	12.5	-	13.8
Math	10.9	12.6	27.3	13.1	19.6	15.9	33.3	15.2
Science	21.8	21.6	31.8	21.0	27.8	21.8	22.2	17.2
Social	16.1	15.8	22.7	17.9	19.0	18.0	22.2	15.7
Grade 9								
LA	11.8	12.9	7.7	7.0	8.5	13.4	0.0	6.6
LA (FI)	13.0	9.9	N/A	10.1	12.1	10.9	N/A	11.3
Math	9.3	16.7	8.3	12.9	6.8	13.5	7.1	12.0
Science	26.5	22.6	8.3	13.7	14.2	20.1	14.3	15.0
Social	17.8	17.2	7.7	12.6	12.5	15.9	7.1	11.0

(-) Results are suppressed where the number of students tested is fewer than six. (N/A) indicates no students wrote the test.

[Historical Data](#)



Overall, in the 2022/23 school year, 59.7 per cent of CRPS students achieved the acceptable standard on Provincial Achievement Tests (PAT), a decrease from 67.7 per cent in the previous year. Additionally, 12.0 per cent of CRPS students achieved the standard of excellence, down from 15.6 per cent achieved in 2021/22. This decline mirrors a province-wide trend, where 63.3 per cent of students achieved the acceptable standard, compared to 64.3 per cent in the previous year, and 16.0 per cent achieved the standard of excellence, down from 17.7 per cent in the previous year.

In comparison to their provincial counterparts, CRPS students outperformed their peers in three out of 10 tests at the acceptable level (Math 6, Science 6, and Language Arts FI 9) and in four out of 10 tests at the standard of excellence (Math 6, Science 6, Social 6, and Language Arts FI 9). However, this represents a decline in performance at both the acceptable and excellence levels for CRPS students compared to the previous year.

At the acceptable level, Gr. 6 CRPS students demonstrated an increase in achievement in Language Arts 6, French Immersion Language Arts 6, Math 6, and Science 6 compared to their peers. At the excellence level, there was an increase in achievement in Language Arts 6, Math 6, Science



6, and Social 6.

For CRPS Gr. 9 students, the only subject in which they demonstrated an increase at the acceptable level of achievement compared to the previous year was Language Arts FI 9. In all other subjects, there was a decline in the percentage of CRPS students who achieved acceptable and excellence levels.

Among CRPS' English as an Additional Language (EAL) learners, 61.5 per cent achieved the acceptable standard, down from 63.8 per cent in the previous year, while 9.2 per cent achieved the standard of excellence, a decrease from 18.4 per cent in the previous year. This downward trend is consistent at the provincial level, with 57.9 per cent achieving the acceptable level, down from 59.7 per cent in the previous year, and 12.2 per cent achieving the level of excellence, down from 13 per cent.

CRPS EAL students outperformed their provincial counterparts in seven out of eight tests at the acceptable level and in four out of eight tests (all at the Gr. 6 level) at the standard of excellence.

It's important to note that due to the COVID-19 pandemic, PAT results for the 2019/20 and 2020/21 school years are unavailable.

(ABEd) Diploma Exams*

Acceptable Level

	2021/22				2022/23			
	CRPS	ABed	CRPS EAL	ABed EAL	CRPS	ABed	CRPS EAL	ABed EAL
Eng. 30-1	89.0	78.8	-	55.5	84.7	83.7	-	63.3
Eng. 30-2	-	80.8	-	63.9	85.0	86.2	-	71.5
French 30-1	-	98.8	-	93.8	-	99.2	N/A	100
Soc. 30-1	85.7	81.5	-	68.7	90.2	83.5	N/A	72.7
Soc. 30-2	62.9	72.5	14.3	55.6	88.6	78.1	66.7	62.5
Math 30-1	73.7	63.6	-	52.2	74.3	70.8	-	61.1
Math 30-2	72.4	61.5	-	46.9	67.4	71.1	N/A	58.5
Bio. 30	88.9	74.3	-	61.0	85.5	82.7	N/A	72.8
Chem. 30	89.3	77.1	-	67.9	83.6	80.5	-	73.5
Physics 30	75.0	78.5	-	63.1	82.5	82.3	N/A	75.7
Science 30	80.0	75.7	-	59.7	87.0	79.4	-	67.4

(-) Results are suppressed where the number of students tested is fewer than six. (N/A) indicates no students wrote the test.

[Historical Data](#)

Standard of Excellence

	2021/22				2022/23			
	CRPS	ABed	CRPS EAL	ABed EAL	CRPS	ABed	CRPS EAL	ABed EAL
Eng. 30-1	14.3	9.4	-	2.6	10.2	10.5	-	3.7
Eng. 30-2	-	12.3	-	3.7	20.0	12.7	-	5.5
French 30-1	-	44.2	-	12.5	-	30.7	N/A	9.1
Soc. 30-1	28.6	15.8	-	9.0	23.0	15.9	N/A	8.8
Soc. 30-2	22.9	13.2	0.0	7.1	24.1	12.3	0.0	7.8
Math 30-1	10.5	23.0	-	19.2	29.7	29.0	-	23.2
Math 30-2	10.3	11.8	-	6.3	10.9	15.2	N/A	9.7
Bio. 30	38.9	25.2	-	18.0	39.5	32.8	N/A	24.7
Chem. 30	46.4	31.1	-	23.5	31.3	37.0	-	29.9
Physics 30	41.7	34.6	-	26.4	37.5	39.9	N/A	32.3
Science 30	20.0	17.2	-	11.8	43.5	23.1	-	16.1

(-) Results are suppressed where the number of students tested is fewer than six. (N/A) indicates no students wrote the test.

[Historical Data](#)



CRPS continued to excel in the percentage of high school students who achieved both the acceptable standard and standards of excellence on diploma exams. Overall, 83.1 per cent of students achieved the acceptable standard, an increase over the previous year's results of 80.1 per cent. Twenty-five point five per cent (25.5%) of student achieved the standard of excellence, up from 24.3 per cent in 2021/22. In both areas, CRPS' results exceeded provincial results. At the provincial level, 80.3 per cent of students the acceptable level, an increase from 75.2 per cent over last year. Twenty-one point two per cent (21.2%) achieved the standard of excellence, up from 18.2 per cent the previous year. Both CRPS students and their provincial cohort demonstrated an upward trend in academic performance compared to the previous year.

CRPS students outperformed their provincial counterparts on eight out of 10 exams at the acceptable level (English 30-1, Social 30-1, Social 30-2, Math 30-1, Biology 30-1, Chemistry 30, Physics 30, and Science 30) and six out of 10 at the standard of excellence level (English 30-2, Social 30-1, Social 30-2, Math 30-1, Biology 30, and Science 30).

When compared with CRPS students from the previous year, CRPS students performed lower at the acceptable level in four courses: English 30-1, Math 30-2, Biology 30, and Chem 30. However, with the exception of Math 30-2, CRPS students' achievement remained above the provincial average in these courses. At the provincial level, students demonstrated an increased performance at the acceptable level in all diploma exam courses compared to the previous year.

At the excellence level, CRPS students, demonstrated a significant increase in the number of students scoring excellence in both Math 30-1 and Science 30. There was also an increase in the number of students achieving the level of excellence in Social 30-2, Math 30-2, and Biology 30. However, there was a decline in the percentage of CRPS students achieving at the excellence level in four courses: English 30-1, Social 30-1,

Chemistry 30, and Physics 30. At the provincial level, there was a decline in the percentage of students achieving at the excellence level in only one course, Social 30-2.

Among CRPS' EAL learners, results are only available for Social 30-2, where 66.7 per cent of students achieved at the acceptable level, a significant increase from 14.3 per cent the previous year. No EAL students writing Social 30-2 achieved the standard of excellence. At the provincial level in Social 30-2, 7.8 per cent of students achieved the standard of excellence, signifying a slight increase from 7.1 per cent the previous year.

CRPS students and staff deserve credit for maintaining strong academic results in diploma course achievement. Nevertheless, as demonstrated in the above analysis, there are areas of decline that should be addressed to prevent them from becoming a trend within the division.

It's worth noting that due to the COVID-19 pandemic, Diploma results for the 2019/20 and 2020/21 school years are unavailable. ■



Priority Three: Student Supports

Outcome 1: Individual Growth and Success Fostered in Every Student
Outcome 2: Students are Literate and Numerate

Indigenous Education - CRPS utilizes a wraparound approach to support the whole child. In keeping with approach, in 2022/23 intentional actions were taken to further support all First Nations, Métis and Inuit students. An Educational Service Agreement Coordinator guided actions around cultural programming, land-based learning, student wellbeing, inclusive supports, and language learning opportunities. Additional supports and resources also were made available including the lethka Wichoie Owabi English Stoney Dictionary, Stoney Language texts, and active involvement of elders and knowledge keepers who imparted an understanding of local traditions, geography, history, and Indigenous ways of living. To aid students' academic success and foster a sense of school belonging, Success Teachers and Educational Assistants were placed alongside access to school counsellors, a divisional psychologist, family school liaison counsellor,

land-based learning opportunities, and knowledge keepers who used storytelling to enhance cultural learning and create a sense of place. Across the division, CRPS prioritized foundational knowledge of First Nations, Métis, and Inuit experiences to foster reconciliation. The school year began with insights from divisional knowledge keepers and the introduction of a staff microsite, 'Building Success for Our Indigenous Students,' to enhance learning across schools on Truth and Reconciliation.

Literacy & Numeracy - Throughout the year, teachers were provided with multitude in-house and Calgary Regional Consortium-led learning opportunities to support literacy and numeracy instruction. The year began with workshops which focused on the new English Language Arts and Mathematics curriculum. A division wide focus on addressing literacy and numeracy learning



gaps post-pandemic also ensued with peer, school-based and division-led learning sessions offered, emphasizing structured reading and the development of foundational math skills. Informed by University of Alberta research, CRPS also expanded its literacy resources to include decodable books covering a range of diverse subjects and characters - including Indigenous Peoples - in both fiction and non-fiction books. These books combined with phonological awareness (the ability to perceive and manipulate speech sounds) and phonics (the ability to map letters to sounds), have proven to improve the reading levels of elementary students.

Assessment Practices - Guided by the TQS and TEF, in 2022/23 teachers were provided with embedded collaborative time to design worthwhile learning tasks that included formative assessment to inform next steps for teachers and learners. They also were provided professional learning on self and peer assessment, feedback loops, and responsive teaching, subsequently learning how to create, co-create, and revisit assessment criteria throughout learning tasks so that students understand learning targets, their progression, and how attain expected achievement goals.

Communication of Student Learning - Teachers in Gr. K to 3 continued to make use of the e-Portfolio platform, Seesaw, along with asynchronous training, enabling them to effectively share evidence of student learning. Parents and students were invited to discuss student progress at two face-to-face parent/student/teacher conferences with a focus on identifying each student's strengths and learning goals. These face-to-face meetings were complemented with two formal report cards, emails, phone calls, open houses, student learning showcases and meetings as requested by parents and or teachers.

Bus Safety - Recognizing that safety extends beyond the classroom, CRPS continued to operate a number of established safety programs. In



August 2022, Kindergarten students experienced, through the First Ride program, their first bus ride, while accompanied by their parents. In addition to continuing to support student safety, bus evacuation drills were held in October and again in the spring for all regular riders.

Staffing - To continue supporting literacy and numeracy intervention for Gr. 1 to 4 students, CRPS maintained its literacy/numeracy specialists hired the previous school year. Qualified staff also were hired to offer STEM and CTS courses, such as environmental sustainability, synthetic biology, and cosmetology. To support CRPS' Indigenous students, an additional Success Teacher was put in place. Other positions brought on board over the course of the year, included a high school chef, Speech Language Pathologists, Occupational Therapist, and a teacher and assistant to co-designing and delivery of curriculum connected to outdoor experiential learning opportunities for students. Following the departure of CRPS' Secretary-Treasurer, a position which was in high demand across the province, CRPS made the decision to leverage local talents, breaking the role into two: a Treasurer filled by a Chartered Accountant and a Corporate Services/Secretary filled by a qualified internal staff member.

Community Engagement - CRPS' vision of transformative education continued to inspire our learning communities to be innovative. This past year, school councils have been pivotal, notably expanding a makerspace program, resulting in students creating community-valued projects. Support from the Wim and Nancy Pauw Foundation, now in its tenth year, reached a notable \$1 million for the 2022/23 school year, boosting CRPS' capabilities in student support and innovative programs. Their consistent support earned the Foundation recognition with awards from the Alberta School Boards Association and the Public School Boards' Association of Alberta. CRPS's collaborative efforts with Alberta Education and the Town of Canmore are developing an employee housing endowment fund, addressing the challenge of high living costs. ■

Priority Three: Student Supports

Outcome 1: Individual Growth and Success Fostered in Every Student

(CRPS) Percentage of teachers who indicate that professional learning focused on the Teaching Effectiveness Framework is effective and has contributed to their ongoing professional growth.

%	CRPS	
	2021/22	2022/23
Agree	90	93
Disagree	10	7

The vast majority of CRPS teachers continue to report that professional learning, focused on the Teaching Effectiveness Framework, is effective and has contributed to their ongoing professional growth. In fact, CRPS witnessed a three per cent increase over the previous year. This indicates that there is a continued high level of satisfaction with the type of professional learning offered to teachers by CRPS, which further enables teachers to achieve the competencies outlined in the Teaching Quality Standard (TQS).

(CRPS) Percentage of teachers who indicate that they incorporate feedback loops into their instructional design including time for students to identify their next steps for learning.

%	CRPS	
	2021/22	2022/23
Agree	98	98
Disagree	2	2

In keeping with CRPS' expectations and results from last year, 98 per cent of teachers indicate that they incorporate feedback loops into their instructional design and provide time for students to identify their next steps in learning. These results are indicative of the rich assessment professional learning opportunities provided by CRPS.

(CRPS) Percentage of students who feel that they receive meaningful feedback on their work that helps them learn.

/10	CRPS			
	2021/22		2022/23	
	CRPS	CA Norm	CRPS	CA Norm
Gr. 4 to 6	7.7	8.3	7.8	8.3
Gr. 7 to 12	6.5	6.6	6.4	6.6

Overall, students indicated they find classroom instruction well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn. Similarly to last year, this measure received a slightly higher rating by Gr. 4 to 6 students than by Gr. 7 to 12 students. Compared to last year's results, there was a slight increase in this measure among Gr. 4 to 6 students of +0.1/10 and a slight decrease for Gr. 7 to 12 students of -0.1/10. CRPS' continued focus by teachers on providing meaningful feedback to students within the learning process is anticipated to bring CRPS results in line or exceed the Canadian Norms.

(CRPS) Percentage of teachers who indicate that they have been provided with opportunities to build their foundational knowledge of First Nations, Métis, and Inuit peoples.

%	CRPS	
	2021/22	2022/23
Agree	78	85
Disagree	22	15

Eighty-five per cent (85%) of teachers agreed they have been provided with opportunities to build their foundational knowledge of First Nation, Métis, and Inuit peoples - an increase of seven per cent over the previous year. This increase may indicate the impact of professional learning opportunities



provided to teachers to assist them build their foundational knowledge of First Nations, Métis, and Inuit peoples and meet Alberta's TQS.

(CRPS) Percentage of students who indicate that they have learned about First Nations, Métis, and Inuit people in school.

%	CRPS			
	2021/22		2022/23	
	Gr. 4 to 6	Gr. 7 to 12	Gr. 4 to 6	Gr. 7 to 12
Agree	77	76	80	76
Disagree	6	11	13	13
Unsure	17	13	6	12

Eighty per cent (80%) of Gr. 4 to 6 and 76 per cent of Gr. 7 to 12 students agreed they had learned about First Nations, Métis, and Inuit people in school. At the same time, six per cent of Gr. 4 to 6 students and 12 per cent of Gr. 7 to 12 students neither agreed or disagreed with the statement, while 13 per cent equally disagreed. When compared to last year, three per cent more Gr. 4 to 6 students responded positively to this measure. However, CRPS also witnessed an increase in the percentage of students who disagreed with this measure.

CRPS' application of First Nation, Métis, and Inuit knowledge is meeting with success. To further increase results, teachers may need to be more explicit when incorporating Indigenous teachings so students are aware of this transfer of knowledge.

(ABEd) High school completion results for students/First Nations, Métis, and Inuit students.

%	ABEd			
	2020/21		2021/22	
	CRPS	ABEd	CRPS	ABEd
3 Years	78.0	59.5	38.4	57.0
5 Years	69.7	68.0	84.8	71.3

[Historical Data](#)

The multi-year impact of the pandemic continues to have a negative impact on all students, with First Nation, Métis and Inuit students being hit especially hard. Prior to this current year, CRPS was on an upward trajectory and above the provincial average.

The negative impact on CRPS' three year graduation rates for First Nation, Métis, and Inuit students is concerning, with a significant drop from 78 per cent in 2021/22 to 38.4 per cent in 2022/23. The provincial average for this measure also indicated a decline; however, not to the same extent in the overall three year graduation rate.

The unprecedented storm of the pandemic, along with its subsequent impact on students' physical and mental health, coupled by the inconsistent availability of busing, prevented many students from attending in-person classes and accessing direct supports. Consequently, this had a negative effect on the academic achievement of First Nations, Métis, and Inuit students and, therefore, their ability to graduate within the normal three-year time span.

Over the past four years, the three year completion rate increased from 21.4 per cent in 2016/17 to 78.0 per cent in 2020/21 but decreased to 38.4 percent in 2022/23. CRPS' rate of improvement in this area exceeded that of the province, which also experienced a decline in the three-year completion rate over the last year. Hopefully, with the return to full-time, in-person learning, these results will represent a short-term dip in the CRPS' overall trend for this measure.

CRPS' five-year graduation rate for First Nation, Métis, and Inuit students continues to surpass that of the province and, in fact, increased to 84.8 per cent, up from 69.7 per cent in 2021/22. Meanwhile, the province experienced a decline in this measure over the same time period. CRPS' increase in the five-year graduation rate may indicate that students were supported to stay in school and complete their course of study, which may have been prolonged by the pandemic.

(ABEd) Provincial Achievement Tests for First Nations, Métis, and Inuit Students

Acceptable Standard

	2021/22		2022/23	
	CRPS	ABEd	CRPS	ABEd
Grade 6				
LA	10.7	58.2	48.3	60.6
LA (FI)	N/A	63.7	-	65.9
Math	0.0	40.3	31.0	42.0
Science	3.6	51.2	55.6	46.0
Social	3.6	46.8	27.6	45.3
Grade 9				
LA	30.4	58.2	36.5	49.2
LA (FI)	N/A	63.7	-	65.4
Math	13.0	40.3	5.9	28.7
Science	26.1	51.2	17.6	42.1
Social	21.7	46.8	8.8	34.1

(-) Results are suppressed where the number of students tested is fewer than six. (N/A) indicates no students wrote the test. [Historical Data](#)

Standard of Excellence

	2021/22		2022/23	
	CRPS	ABEd	CRPS	ABEd
Grade 6				
LA	0.0	7.4	6.9	7.1
LA (FI)	N/A	6.4	-	5.3
Math	0.0	3.7	6.9	5.6
Science	0.0	9.7	22.2	9.0
Social	0.0	7.3	6.6	6.5
Grade 9				
LA	0.0	12.9	0.0	4.4
LA (FI)	N/A	5.2	-	4.4
Math	0.0	4.1	0.0	3.8
Science	8.7	8.5	2.9	7.1
Social	0.0	4.1	0.0	4.9

(-) Results are suppressed where the number of students tested is fewer than six. (N/A) indicates no students wrote the test. [Historical Data](#)

Overall, 17.5 per cent of First Nations, Métis, and Inuit student achieved the acceptable standard - down from 19.0 per cent the previous year. Further, 1.8 per cent achieved the standard of excellence - up from 1.7 per cent in 2021/22.

In comparison to their provincial counterparts, CRPS First Nation, Métis, and Inuit Gr. 6 and 9 students outperformed their peers in one test out of eight (Science 6) at the acceptable level and in one test out of eight (Science 6) at the standard of excellence.

Although students' performance is lower than the provincial average, CRPS Gr. 6 results represent a marked improvement at both the acceptable and excellence levels over the previous year. Significant increases were seen in Language Arts 6, Math, Science 6, Social 6 at the acceptable standard and in Science 6 at the standard of excellence level.

At the Gr. 9 level, CRPS witnessed an increase in performance at the acceptable level in Language Arts 9, Math 9, Science 9 and Social 9. At the excellence level there was a decline in Science 9. Similar to the previous year, First Nations, Métis, and Inuit students who wrote the Gr. 9 provincial achievement tests did not achieve the excellence level in Language Arts 9, Math 9, or Social Studies 9.

Based on the preceding analysis, while some academic gain was made, CRPS will need to continue its laser-sharp focus on closing the achievement gap for First Nation, Métis, and Inuit students.

It's worth noting that due to the COVID-19 pandemic, PAT results for the 2019/20 and 2020/21 school years are unavailable.

(ABEd) Diploma Exams for First Nations, Métis, and Inuit Students

Acceptable Standard

	2021/22		2022/23	
	CRPS	ABed	CRPS	ABed
Eng. 30-1	-	73.5	-	78.3
Eng. 30-2	-	82.1	77.8	86.5
French 30-1	-	83.3	N/A	83.8
Soc. 30-1	-	66.0	-	73.0
Soc. 30-2	-	72.5	54.5	72.3
Math 30-1	-	50.9	-	60.6
Math 30-2	-	55.2	N/A	65.8
Bio. 30	-	58.9	N/A	72.5
Chem. 30	-	62.5	-	70.0
Physics 30	-	68.6	N/A	72.0
Science 30	-	70.0	-	75.3

(-) Results are suppressed where the number of students tested is fewer than six. (N/A) indicates no students wrote the test. [Historical Data](#)

Standard of Excellence

	2021/22		2022/23	
	CRPS	ABed	CRPS	ABed
Eng. 30-1	-	4.4	-	6.1
Eng. 30-2	-	9.2	22.2	9.9
French 30-1	-	0.0	N/A	2.7
Soc. 30-1	-	5.4	-	8.6
Soc. 30-2	-	13.2	0.0	5.4
Math 30-1	-	10.5	-	15.0
Math 30-2	-	7.3	N/A	12.1
Bio. 30	-	11.5	N/A	19.1
Chem. 30	-	15.4	-	24.0
Physics 30	-	25.2	N/A	26.8
Science 30	-	7.2	-	18.7

(-) Results are suppressed where the number of students tested is fewer than six. (N/A) indicates no students wrote the test. [Historical Data](#)



Overall, 64.3 per cent of First Nations, Métis, and Inuit student achieved the acceptable standard - down from 80.0 per cent the previous year. Further, 10.7 per cent achieved the standard of excellence - up from 0.0 per cent in 2021/22. At the provincial levels, 74.8 per cent of students achieved the acceptable level and 11.3 per cent the standard of excellence - both marked gains over the previous year.

The number of CRPS First Nations, Métis, and Inuit students writing diploma exams in 2022/23 increased by 100 per cent from the previous year. In all cases, the number of students writing diploma exams was so small the province suppressed the results for the individual courses. CRPS will need to continue its focus on supporting the learning needs of First Nation, Métis, and Inuit students.

(ABEd) Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

%	ABEd			
	2021/22		2022/23	
	CRPS	ABed	CRPS	ABed
Overall	71.2	78.8	70.8	79.1
Parents	63.4	72.3	61.4	72.5
Teachers	79.0	85.2	80.2	85.7

[Historical Data](#)

Overall, CRPS continued to experience concerns by both parents and teachers with the level of satisfaction regarding parental involvement in their child's education. The 2022/23 school year revealed 70.8 per cent of respondents expressed satisfaction with parental involvement in decisions about their child's education. This is down from 71.2 per cent in the previous year and remains below the provincial average. Teachers did show a slight increase in their level of satisfaction with parental involvement going from 79 per cent last

year to 80.2 per cent this year. However, they were still below the provincial average for this measure.

For each of the last three years, CRPS experienced a decline in this measure. This same type of decline, in the previous two years, also occurred at the provincial level. However, the province experienced an increase in this measure for the 2022/23 school year. Involvement of parents in decision making for their children's education will continue to be a focus for the division.

(ABEd) Percentage of teachers, parents, and students satisfied with the overall quality of basic education. (See page 20)

(ABEd) Percentage of teachers, parents, and students who agree that students have access to appropriate supports and services at school. (See page 13) ■



Green Performance Measures = Whole Community Approach
 Orange Performance Measures = Whole Teacher Approach
 Red Performance Measures = Whole Learning Approach

Outcome 2: Students are Literate and Numerate

(CRPS) Percentage of teachers (K-12) who indicate that literacy and numeracy are a priority within their instructional design process.

%	CRPS	
	2021/22	2022/23
Agree	90	95
Disagree	10	5

Ninety-five per cent (95%) of teachers agreed that literacy and numeracy are priority within their instructional design process. This is an increase of five per cent over the previous year.

(CRPS) Percentage of teachers who indicate that CRPS has provided the opportunity to engage in professional learning in the area of literacy or numeracy.

%	CRPS	
	2021/22	2022/23
Agree	80	82
Disagree	20	18

In the 2022/23 school year, a significant majority of teachers (82%) agreed that CRPS had provided the opportunity for teachers to engage in professional learning in the area of literacy or numeracy. This increase of two per cent, over the previous year, is indicative of the importance placed by the division on providing teachers with the opportunity to access professional learning and fine tune their instructional efficacy in the areas of literacy and numeracy.

(CRPS) Percentage of students who agree that interventions and supports are available to help them in language arts and mathematics.

Availability of Extra Help in Math

Gr. 4 to 6 %	CRPS	
	2021/22	2022/23
Agree	80	76
Disagree	6	10
Unsure	14	14

Availability of Extra Help in Reading or Writing

Gr. 4 to 6 %	CRPS	
	2021/22	2022/23*
Agree	75	75
Disagree	7	10
Unsure	18	14

*results did not total 100

Feel Challenged & Confident in LA, Math, and Science

%	CRPS			
	2021/22		2022/23	
	CRPS	CA Norm	CRPS	CA Norm
Gr. 4 to 6	39	40	35	40
Gr. 7 to 12	68	62	67	62

Feel Confident & Not Challenged in LA, Math, and Science

%	CRPS			
	2021/22		2022/23	
	CRPS	CA Norm	CRPS	CA Norm
Gr. 4 to 6	32	35	36	35
Gr. 7 to 12	13	17	14	17

Feel Not Confident & Challenged in LA, Math, and Science

%	CRPS			
	2021/22		2022/23	
	CRPS	CA Norm	CRPS	CA Norm
Gr. 4 to 6	23	18	21	18
Gr. 7 to 12	17	18	17	18

Feel Not Confident & Not Challenged in LA, Math, and Science

%	CRPS			
	2021/22		2022/23	
	CRPS	CA Norm	CRPS	CA Norm
Gr. 4 to 6	6	7	8	7
Gr. 7 to 12	2	3	2	3

The vast majority of Gr. 4 to 6 students indicated that they were provided with the support they needed in both Language Arts (75%) and Math (76%). Seventy-one per cent (71%) of the Gr. 4 to 6 students indicated that they felt they had the skills required to perform well in their academics. Likewise, 81 per cent (81%) of Gr. 7 to 12 students indicated they felt they had the skills to meet the academic demands placed on them.

While the overall performance of CRPS students on this measure remained basically the same as in the previous year, it is worth noting that there was an increase in the number of students in Gr. 4 to 6 who felt confident in their abilities but less challenged - indicating this area needs to be investigated and better understood by both teachers and parents.

Twenty-nine per cent (29%) of Gr. 4 - 6 students indicated they were not confident in their abilities, which remains unchanged from last year. Despite the division adding extra staffing resources and programs to support literacy and numeracy skill development, 25 per cent of students still feel they could not obtain extra help in math or language arts. In fact, the percentage of students who indicated they could not obtain extra support in

Math increased from 6 per cent last year to 10 per cent during the 2022/23 school year. The high number of students feeling they do not have access to additional help is indeed concerning and addressing it should become a primary focus within CRPS.

(CRPS) Percentage of students who enter their grade with foundational literacy and numeracy skills.

%	CRPS	
	2021/22	2022/23
Literacy Gr. 1 to 6	51	57
Math Gr. 1 to 8	N/A	74.7

Literacy - CRPS' fall baseline measurements for foundational literacy skills indicated a significant improvement over the previous year. Fifty-seven per cent (57%) up from 51 per cent (51%) of the students in Gr. 1 to 6 who were assessed were found to have grade level literacy skills. All schools within CRPS either maintained or demonstrated an increase in foundational literacy skills over the previous school year for students entering their respective level. The improvement noted on this performance measure indicates that the resources and staffing that have been added to target literacy development are having a positive impact on student achievement. Continued focus needs to be maintained in this area to further reduce the number of students who enter their grade level without appropriate literacy skills and to increase student awareness of the extra support available when needed.

Numeracy - Fall baseline measurements for foundational numeracy skills indicated that almost 75 per cent of students in Gr. 1 to 8 who were assessed were found to have grade level numeracy skills. The majority of students in six of the seven CRPS schools demonstrated grade appropriate numeracy skills: Alpenglow (81%), ERS (87%), BES (79%) and LGMS (72%). Additional support will be needed to help the students of Exshaw school further close the learning gap in the area of numeracy.



(ABed) The total number of students: assessed, identified as being at-risk at the beginning and end of the school year at each grade level; the average number of months behind grade level after the administration of the initial assessments for at-risk students; the average number of months gained at grade level after the administration of the final assessments for at-risk students.

Literacy

#	CRPS				
	Assessed	At-Risk Beginning	At-Risk End	Average Months Behind After Initial Assessment	Average Months Behind After Final Assessment
Gr. 1	141	16	15	12	6
Gr. 2	122	29	28	12	6
Gr. 3	129	29	17	12	6
Gr. 4	129	34	24	12	6

Numeracy

#	CRPS				
	Assessed	At-Risk Beginning	At-Risk End	Average Months Behind After Initial Assessment	Average Months Behind After Final Assessment
Gr. 1	140	16	27	12	6
Gr. 2	121	30	30	12	6
Gr. 3	128	21	20	12	6
Gr. 4	128	27	21	12	6

Literacy - Data obtained from the Learning Disruption Grant literacy assessments indicated that 521 students in Gr. 1 to 4 were assessed at the beginning of the year, a total of 108 were identified as being at risk with an average learning gap of 12 months. By the end of the year only 84 students were identified as being at risk. It would appear, students who were identified at the beginning of the year as being at risk demonstrated, on average, a closing of the learning gap by six months.

Numeracy - Data obtained from the Learning Disruption Grant numeracy assessments indicated that 517 students in Gr. 1 to 4 were assessed at



the beginning of the year, a total of 94 students were identified as being at risk with an average learning gap of 12 months. By the end of the year, 98 students were identified as being at risk. It would appear, students who were identified at the beginning of the year as being at risk demonstrated, on average, a closing of the learning gap within six months.

(ABed) A list of the Alberta Education approved screening assessments used at each grade level.

Literacy Assessments

Brigance	Grade
CC3 & LeNs	K
Dibel	Gr.1 to 3
Dolch Sight Words	K
Fountas & Pinnell Benchmarks	K to 3
Fountas & Pinnell Alphabet	K to 8
Phonetic Spelling Assessment	K to 4
PLS-5	Gr. 1
Reading Readiness	K
Sight word assessment (in house)	K to 1
Word Features Lists	Gr. 1 to 3
Words Their Way	Gr. 1 to 3
	K

Numeracy Assessments

MIPI	Grade
ABed Numeracy	Gr. 2 to 8
	K to 3

(ABed) A summary of support strategies used for students identified as being at risk at each grade level.

Literacy Strategies

Handwriting Without Tears	Grade
Lucy Calkins - Writer's Workshop	K to 6
Writing Power	K to 3
Lucy Calkins/Reader's Workshop	K to 3
Jennifer Serevallo/ Writing/Reading	K to 2
Reading Power	K to 8
LLI/Guided Reading	Gr. 1 to 3
Roadmap to Literacy	K to 8
Heggerty	Gr. 1 to 3
Lively Letters	K to 2
Words Their Way	K to 2
Dandelion Decodables	K to 6
La Roue	Gr. 4 to 6
	Gr. 1 to 3

Numeracy Strategies

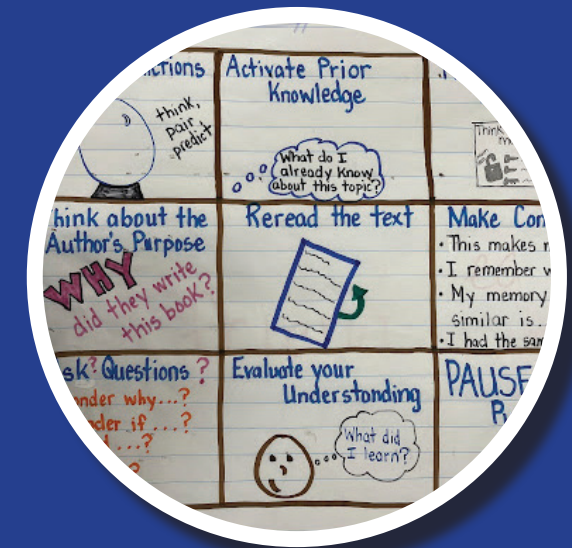
Jump Math	Grade
Lavender's Blue	K to 8
	Gr. 1 to 3

Christopherus Waldorf Resources	Gr. 1 to 3
Leaps and Bounds	Gr. 1 to 8
Mathology	K to 3
My Math Path	K
netMath	Gr. 4 to 8
Power of Ten	K to 4

(ABEd) Provincial Achievement Test results for students/First Nations, Métis and Inuit students. (See pages 21 & 29)

(ABEd) Percentage of teachers, parents, and students satisfied with the overall quality of basic education. (See page 20)

Blue Performance Measures = Whole World Perspective
 Orange Performance Measures = Whole Teacher Approach
 Red Performance Measures = Whole Learning Approach





| Moving Forward

Based on what CRPS learned from its 2022/23 Annual Education Results Report, considerations for its 2024/25 Education Plan are:

Priority 1

- ◆ Continue to support teachers in fostering effective relationships and establishing inclusive learning environments as defined by the Teaching Quality Standard (TQS)
- ◆ Focus on students' social-emotional needs, recognizing that academic catch-up can occur when students are emotionally ready.
- ◆ Continue to identify strategies that support student and teacher well-being.
- ◆ Establish staff advocates within schools to support students; promote family and student outreach for help and support.
- ◆ Implement Universal Mental Health Strategies consistently across the division.
- ◆ Continue to focus on ensuring learning environments are welcoming, caring, respectful, and safe.

Priority 2

- ◆ Continue to focus on providing students with authentic, relevant, and hands-on learning activities.
- ◆ Focus on student achievement across all subject areas and in particular in language arts and math.
- ◆ Ensure all new teachers are engaged in a mentorship program and experienced teachers continue to hone their instructional practices based on current research.
- ◆ Continue to ensure all collaborative opportunities support teachers in advancing their understanding of the Teaching Effectiveness Framework (TEF).
- ◆ Ensure teachers design learning opportunities for students that are reflective of TEF's five core principles: teachers are designers of learning; work students are asked to undertake is worth their time and attention; assessment practices improve student learning and guide teaching; teachers foster a variety of interdependent relationships; and teachers improve their practice in the company of their peers.

Priority 3

- ◆ Enhance the support provided to teachers in recognizing and addressing the learning needs of First Nations, Métis, and Inuit students as defined by the Teaching Quality Standard (TQS).
- ◆ Continue to promote and support involvement of parents in decision making for their children's education.
- ◆ Engage administrators in the Nurturing Excellence in Instructional Leadership (NEIL) process to advance their instructional leadership skill, with a specific focus on supporting teachers in the use of differentiated instruction and assessment for learning.



| 2022/23 Audited Financial Statements

CRPS is committed to providing the best education it can afford students. In line with Policy 02: Role of the Board, MNP LLP completed the audit of CRPS' Audited Financial Statements (AFS) for the year ending August 31, 2023, approved by the Board of Trustees, Nov. 29, 2023.

Revenues	Actual \$	Budget \$	Variance \$	Variance %
Instruction	23,201,383	20,594,021	2,607,362	12.7
Operations & Maintenance	5,278,108	4,883,465	394,643	8.1
Transportation	1,487,688	1,332,024	155,664	11.7
System Administration	2,103,686	1,836,624	267,062	14.5
External Services	2,767,989	1,195,490	1,572,499	131.5
TOTAL	34,838,854	29,841,624	4,997,230	

Expenses	Actual \$	Budget \$	Variance \$	Variance %
Instruction	22,415,171	20,845,941	1,569,230	7.5
Operations & Maintenance	5,278,225	5,101,402	176,823	3.5
Transportation	1,490,186	1,387,285	102,901	7.4
System Administration	2,038,403	1,837,232	201,171	10.9
External Services	2,465,004	1,050,133	1,414,871	134.7
TOTAL	33,686,989	30,221,993	3,464,996	



Notes:

- ◆ CRPS' [Audited Financial Statement](#) is available on the Division's website under "About Us / Plans & Reports"
- ◆ For [comparative financial information](#), see Alberta Education's Provincial Audited Finance Statements Roll-Up
- ◆ Questions can be forwarded to CRPS' Treasurer / Associate Superintendent at 403.609.6072



| 2022/23 Capital & IMR Projects

Capital Projects

Capital projects are selected based on the priorities of: the health and safety of students, the condition of buildings, and enrolment trends. Each year, CRPS submits its capital requests to Alberta Education for funding approval.

- ◆ LGMS Lands Development
- ◆ Canmore Collegiate High School Theatre Upgrade
- ◆ Aquaponic Pond Installation
- ◆ Outdoor Classroom (Alpenglow)
- ◆ Outdoor Atrium
- ◆ Sage Modular Classroom Installation
- ◆ Kitchen Equipment Replacement
- ◆ Gym Washrooms
- ◆ Cosmetology Retrofit
- ◆ Mechanics Classroom Upgrade
- ◆ Banff Community High School Culinary Studies Expansion
- ◆ Home Economic Room Upgrade
- ◆ Central Board Office Solar Panels
- ◆ Maintenance Shop Renovations
- ◆ OLC Expansion

Infrastructure Maintenance & Renewal (IMR) Projects

IMR funding is used to preserve and improve the quality of school facilities through planned repair or replacement of major building components that are near, or have reached, the end of their life cycle.

- ◆ Exshaw Gym Floor Refinish
- ◆ ERS Library Upgrades
- ◆ ERS Roofing and Venting
- ◆ Exshaw Venting
- ◆ BES Boilers
- ◆ Exshaw Portable (New Furnace; Repairs due to flooding)
- ◆ ERS, Exshaw, LGMS, CCHS, BCHS (New security doors / lock system / wheelchair access)
- ◆ BCHS Sound System in Gym
- ◆ Mechanics Paint

Notes:

- ◆ CRPS' [Capital Plan](#) is available on the Division's website under "About Us / Plans & Reports."
- ◆ Questions can be forwarded to CRPS' Assistant Superintendent of Learning, Technology and Facilities Steve Greene at 403.609.6072.



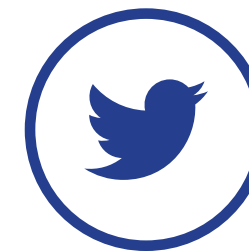


| Our Commitment

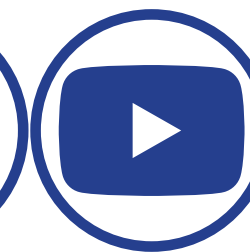
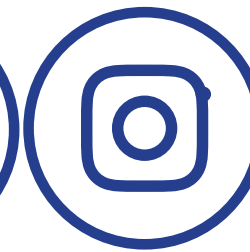
Canadian Rockies Public Schools (CRPS) is committed to providing its communities with access to information regarding its students' achievements, as well as its operational successes and challenges. Information contained in the [2022/23 Annual Education Results Report](#) is accessible through CRPS' public website under "About Us / Reporting Information." Pursuant to Section 32 of the Public Interest Disclosure Act (2013), CRPS did not receive any disclosures during the 2022/23 school year.

School Education Plans and Results Reports are built collaboratively with each school community and its parents and will be available at the school and on school websites in the Spring.

Learn More About CRPS:



@crpschools



@canadianrockiespublicschools



Historical Data - Alberta Education Assurance Measures

(ABEd) Provincial Achievement Test*

Acceptable:

	2018/19		2019/20		2020/21		2021/22	
	CRPS	Prov.	CRPS	Prov.	CRPS	Prov.	CRPS	Prov.
Grade 6								
LA	84.8	83.5	N/A	N/A	N/A	N/A	70.9	76.1
LA (FI)	88.5	87.7	N/A	N/A	N/A	N/A	81.1	76.9
Math	67.8	72.5	N/A	N/A	N/A	N/A	59.2	64.1
Science	80.1	77.6	N/A	N/A	N/A	N/A	64.4	71.5
Social	73.7	76.2	N/A	N/A	N/A	N/A	62.1	67.8
Grade 9								
LA	74.4	75.1	N/A	N/A	N/A	N/A	76.3	69.6
LA (FI)	75.0	82.9	N/A	N/A	N/A	N/A	65.2	73.5
Math	63.2	60.0	N/A	N/A	N/A	N/A	55.6	53.0
Science	76.8	75.2	N/A	N/A	N/A	N/A	76.8	68.0
Social	67.2	68.7	N/A	N/A	N/A	N/A	69.7	60.8

Excellence:

	2018/19		2019/20		2020/21		2021/22	
	CRPS	Prov.	CRPS	Prov.	CRPS	Prov.	CRPS	Prov.
Grade 6								
LA	10.5	17.9	N/A	N/A	N/A	N/A	13.7	18.9
LA (FI)	7.7	15.7	N/A	N/A	N/A	N/A	5.4	10.6
Math	7.6	15.0	N/A	N/A	N/A	N/A	10.9	12.6
Science	21.6	28.6	N/A	N/A	N/A	N/A	21.8	23.7
Social	15.8	24.4	N/A	N/A	N/A	N/A	16.1	20.1
Grade 9								
LA	11.2	14.7	N/A	N/A	N/A	N/A	11.8	12.9
LA (FI)	0.0	12.3	N/A	N/A	N/A	N/A	13.0	9.9
Math	15.2	19.0	N/A	N/A	N/A	N/A	9.3	16.7
Science	28.0	26.4	N/A	N/A	N/A	N/A	26.5	22.6
Social	20.0	20.6	N/A	N/A	N/A	N/A	17.8	17.2

*Provincial Achievement Tests were not administered during the 2019/20 and 2020/21 school year due to the pandemic.

(ABEd) Diploma Exams*

Acceptable:

	2018/19		2019/20		2020/21		2021/22	
	CRPS	Prov.	CRPS	Prov.	CRPS	Prov.	CRPS	Prov.
Eng. 30-1	93.0	86.8	N/A	N/A	N/A	N/A	89.0	78.8
Eng. 30-2	85.7	87.1	N/A	N/A	N/A	N/A	**	80.8
Soc. 30-1	90.2	86.6	N/A	N/A	N/A	N/A	85.7	81.5
Soc. 30-2	84.5	77.8	N/A	N/A	N/A	N/A	62.9	72.5
Math 30-1	73.1	77.8	N/A	N/A	N/A	N/A	73.7	63.6
Math 30-2	80.6	76.5	N/A	N/A	N/A	N/A	72.4	61.5
Bio. 30	86.3	83.9	N/A	N/A	N/A	N/A	88.9	74.3
Chem. 30	86.8	85.7	N/A	N/A	N/A	N/A	89.3	77.1
Physics 30	90.6	87.5	N/A	N/A	N/A	N/A	75.0	78.5
Science 30	100	85.7	N/A	N/A	N/A	N/A	80.0	75.7

Excellence:

	2018/19		2019/20		2020/21		2021/22	
	CRPS	Prov.	CRPS	Prov.	CRPS	Prov.	CRPS	Prov.
Eng. 30-1	15.0	12.3	N/A	N/A	N/A	N/A	14.3	9.4
Eng. 30-2	11.9	12.1	N/A	N/A	N/A	N/A	**	12.3
Soc. 30-1	21.6	17.0	N/A	N/A	N/A	N/A	28.6	15.8
Soc. 30-2	25.8	12.2	N/A	N/A	N/A	N/A	22.9	13.2
Math 30-1	23.1	35.1	N/A	N/A	N/A	N/A	10.5	23.0
Math 30-2	12.9	16.8	N/A	N/A	N/A	N/A	10.3	11.8
Bio. 30	31.3	35.5	N/A	N/A	N/A	N/A	38.9	25.2
Chem. 30	41.2	42.5	N/A	N/A	N/A	N/A	46.4	31.1
Physics 30	40.6	43.5	N/A	N/A	N/A	N/A	41.7	34.6
Science 30	68.8	31.2	N/A	N/A	N/A	N/A	20.0	17.2

*Diploma Exams were not administered during the 2019/20 and 2020/21 school year due to the pandemic.

**Results are suppressed where the number of students tested is fewer than six

Blue Performance Measures =
Whole World Perspective

(ABEd) High School Completion

	2017/18		2018/19		2019/20		2020/21	
	CRPS	Prov.	CRPS	Prov.	CRPS	Prov.	CRPS	Prov.
Three Year	80.0	79.7	82.3	80.3	86.2	83.4	88.1	83.2
Five Year	85.0	85.2	81.2	85.3	85.9	86.2	90.3	87.1

(ABEd) The percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.*

	2018/19		2019/20		2020/21		2021/22	
	CRPS	Prov.	CRPS	Prov.	CRPS	Prov.	CRPS	Prov.
Overall	N/A	N/A	N/A	N/A	87.8	87.8	82.9	86.1
Students	N/A	N/A	N/A	N/A	88.9	88.2	82.2	86.9
Parents	N/A	N/A	N/A	N/A	77.8	79.8	72.9	77.7
Teachers	N/A	N/A	N/A	N/A	96.7	95.3	93.5	93.6

(ABEd) The percentage of teachers, parents, and students who agree that students have access to appropriate supports and services at school.*

	2018/19		2019/20		2020/21		2021/22	
	CRPS	Prov.	CRPS	Prov.	CRPS	Prov.	CRPS	Prov.
Overall	N/A	N/A	N/A	N/A	79.9	82.6	74.4	81.6
Students	N/A	N/A	N/A	N/A	79.1	78.9	67.7	77.4
Parents	N/A	N/A	N/A	N/A	79.8	80.2	75.0	80.1
Teachers	N/A	N/A	N/A	N/A	80.8	88.7	80.9	87.3

(ABEd) The percentage of teachers, parents, and students who agree that students are engaged in their learning at school.*

	2018/19		2019/20		2020/21		2021/22	
	CRPS	Prov.	CRPS	Prov.	CRPS	Prov.	CRPS	Prov.
Overall	N/A	N/A	N/A	N/A	85.4	85.6	82.0	85.1
Students	N/A	N/A	N/A	N/A	87.7	89.0	83.8	88.7
Parents	N/A	N/A	N/A	N/A	72.5	71.8	68.5	71.3
Teachers	N/A	N/A	N/A	N/A	96.1	96.0	93.6	95.5

*New measures introduced during the 2020/21 school year.

(ABEd) Percentage of teachers, parents, and students satisfied with the overall quality of basic education.

	2018/19		2019/20		2020/21		2021/22	
	CRPS	Prov.	CRPS	Prov.	CRPS	Prov.	CRPS	Prov.
Overall	86.8	90.2	86.5	90.3	88.9	89.6	85.7	89.0
Students	80.1	86.4	79.2	86.7	87.4	86.7	80.3	86.1
Parents	84.6	88.1	83.3	87.8	84.3	86.3	82.5	85.9
Teachers	95.6	96.1	97.2	96.4	95.2	95.7	94.1	95.0

(ABEd) Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.

	2018/19		2019/20		2020/21		2021/22	
	CRPS	Prov.	CRPS	Prov.	CRPS	Prov.	CRPS	Prov.
Overall	79.8	82.9	79.2	83.3	83.6	83.2	76.0	81.4
Students	78.6	81.9	79.0	82.4	82.2	81.4	70.8	80.4
Parents	67.0	73.5	65.0	73.8	72.1	74.1	64.4	72.1
Teachers	93.6	93.2	93.5	93.6	96.5	94.1	92.8	91.7

(ABEd) Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	2018/19		2019/20		2020/21		2021/22	
	CRPS	Prov.	CRPS	Prov.	CRPS	Prov.	CRPS	Prov.
Overall	75.4	81.3	78.1	81.8	73.7	79.5	71.2	78.8
Parents	69.2	73.6	65.4	73.9	67.8	72.2	63.4	72.3
Teachers	81.6	89.0	90.8	89.6	79.7	86.8	79.0	85.2

Blue Performance Measures = Whole World Perspective
 Red Performance Measures = Whole Learning Approach
 Orange Performance Measures = Whole Teacher Approach
 Green Performance Measures = Whole Community Approach

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