



2021/22

# Annual Education Results Report



inspiring hearts  minds

  
**CANADIAN ROCKIES**  
Public Schools



## | Annual Education Results Report 2021/22

Canadian Rockies Public Schools (CRPS) is pleased to present its 2021/22 Annual Education Results Report. The report highlights CRPS' accomplishments and strategic initiatives towards ensuring each student thrives physically, cognitively, emotionally, socially, and spiritually.

Despite the year presenting the continuation of a global pandemic with a return to in-person delivery of classes and ever-shifting staffing and student scenarios of self-isolation and online learning, CRPS has much to celebrate! Through Alberta Education's learning disruption targeted support funding, students from Grades 1 to 3 received additional support in the area of literacy and numeracy to support the loss of learning that accumulated during the pandemic.

A myriad of supports also were put in place to support the mental health and wellness of students and staff. Through the Division's Right From the Start Team, counselors, a family school liaison worker, a divisional psychologist, and a partnership with Dr. Greg Wells, CRPS' school

communities came together to support and learn from one another, while helping students rebuild their sense of safety, belonging, and passion for learning.

Of course much of CRPS' success must be credited to the ongoing support of families and the incredible wealth of community supports that wrap around the Division, helping schools to inspire the hearts and minds of every student.

As society emerges from the pandemic, CRPS' Board of Trustees and leadership team will forever be grateful to its teachers, support staff, parents, partners, and communities for their steadfast commitment to ensuring all students were cared for, valued, and afforded the continuation of a learning journey second to none in the province of Alberta. ■





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

## Educational Stewardship

The Annual Education Results Report for Canadian Rockies Public Schools (CRPS) for the 2021/22 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 2021/22 was approved by the Board on January 25, 2023. ■

Arlene Rheume  
Board Chair

Christopher MacPhee  
Superintendent of Schools



## About Canadian Rockies Public Schools

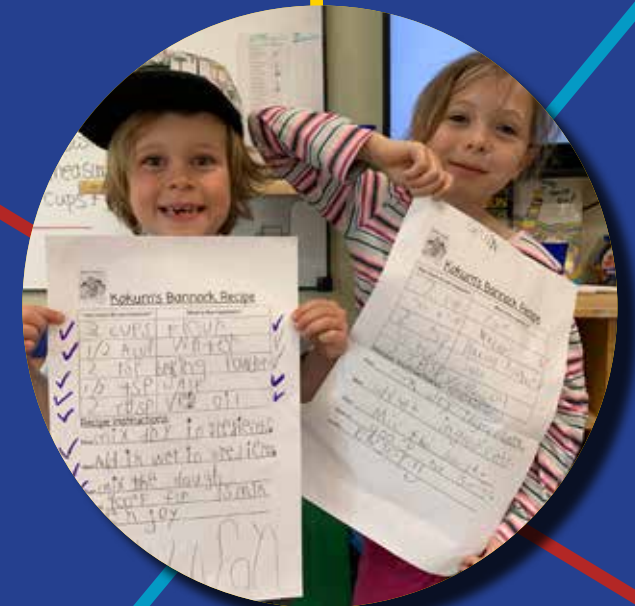
Canadian Rockies Public Schools (CRPS) is nestled in the pristine Bow Valley Corridor, serving K to 12 students residing in the communities of Banff, Canmore, Dead Man's Flats, Exshaw, Harvie Heights, Kananaskis, Lac Des Arcs, Lake Louise and parts of the Municipal District of Bighorn. It also provides 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



**2021/22 Memorable Events** - Following a year where 50 per cent of CRPS' international students remained abroad due to complicating pandemic travel, the 2021/22 school year saw an impressive bounce back to pre-COVID student numbers with 50 students representing 12 countries: Germany, Spain, Italy, Switzerland, Austria, Finland, Denmark, France, Ukraine, Japan, China, and Mexico.

One of the most memorable events in 2021/22 relates to CRPS' international student, Misha, from Kiev, Ukraine. Scheduled to leave Canada at the end of January 2022, Misha arrived home mere weeks before Russia invaded his country. As war broke out in February 2022, CRPS' school communities followed the news with great sadness, realizing Misha and his family had become war refugees, fortunately finding safety elsewhere. As frightful as this event was, Misha's peers, teachers, and school community came to realize that it is through CRPS' international program that people feel connected on a global scale and, ultimately, learn to care about what is happening in the world and beyond the place they call home.



**2021/22 Success Story** - In partnership with Lake Louise Snow School, CRPS' new Ski Academy program continued to offer high level coaching for five students two-days each week. The season's success story was a student, Emil (blue ski goggles), who initially signed up for just one semester but enjoyed it to the point that he extended his program for the full season and finished his time off by successfully passing his CSIA Level 1 Instructor's Certification.

With an eye to expand the program, CRPS developed a logo for the academy in 2021/22 that will be used on marketing materials, websites, and during informative presentations. ■



## 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 2021/22 school year, CRPS involved its stakeholders in a wide variety of consultative initiatives, leading to the presentation of its 2021/22 Annual Education Results Report. Activities included:



**Community Education Network:** CRPS continued to hold Community Education Network sessions to hear first-hand from students, parents, staff, and community members on how to further strengthen innovative programming in the Division, with a specific focus on evolving STEM, STEAM, and academic courses offered within CRPS' high schools.

**Students:** Students participated in student voice discussions with the Board, 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.

**Parents & School Councils:** CRPS families connected with each school's leadership team at school council meetings to provide feedback on school 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 social media 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 ongoing implementation of the Teaching Quality Standard (TQS), Leadership Quality Standard (LQS), Superintendent Leadership Quality Standard (SLQS), and the world-wide pandemic, during the 2021/22 school year students, staff, parents, and community members concurred that a core focus for CRPS continued to be health and wellness.

To set the stage for the year ahead, Dr. Greg Wells was invited to address all staff at CRPS' opening professional learning day. His keynote address, "Rest, Refocus, Recharge," provided staff with strategies to support wellness at school emphasizing the importance of self-care. In addition, the Division provided a half-day of professional learning in June 2022 for staff to work together in their school settings to identify and prioritize initiatives on wellness in alignment

with Administrative Procedure 271 Healthy School Communities.

**Mental Health Capacity Building** - From a district perspective, prevention and early intervention were keys to supporting the health and wellness of students and staff. With this in mind, CRPS' Right From the Start Team, an outcrop of the Mental Health Capacity Building Grant initiative, continued to implement universal mental health strategies across the Division focused on supporting students and staff. This included initiatives such as Kamochi Time, Right from the Arts, Gran Pals, and various other leadership programming and community events.

**Counseling** - In addition to these supports, each school within the Division had access to counseling



support personnel. Through a Banff School and Family Wellness Worker, 109 families from Banff Elementary School and Banff Community High School accessed support relating to family separation, friendship, self regulation, self-esteem, and self-harm. Banff high school students also had access to a trained guidance counselor to support their academic and mental health needs. In other areas of the Division, students and staff at Lawrence Grassi Middle School were supported by an onsite psychologist, Canmore Collegiate students and staff were supported by guidance counselors, and Exshaw School students and staff were supported by a social worker.

**School Liaison & Psychologist** - Throughout the 2021/22 school year, CRPS students and staff also had access to a Family and School Liaison Worker and a Divisional Educational Psychologist, who provided ongoing counseling, parent and teacher consultation, social/emotional/behavioral assessments, and crisis intervention.

**Mandt & Collaborative Problem-Solving** - To ensure staff had the strategies to effectively support students, 24 staff members were provided Mandt training, which focused on the development of relational and technical skills to help support all students with dignity and respect. Education assistants across the Division also were provided with training in the area of self-regulation based on the work of Stuart Shanker. Following an extensive exploratory process, which involved a review of CRPS' behavioral support programs and focus groups with school administrators, learning support teachers, and educational assistants, a decision also was made to introduce Collaborative Problem Solving (CPS) training in 2022/23. To begin in August 2022, the first year implementation plan will focus on providing CPS training to learning support teachers, counselors and administrators. In addition, an introductory session was planned for all education assistants.

**Healthy Eating** - CRPS utilized the Food for Learning program to ensure that students, whose

parents were experiencing financial difficulties, had nutritious meals at school to support their learning. Throughout the pandemic, the Division supported local food banks through the donation of food from the school gardens, gifts of money, and food collection. Where possible, individual families also were provided with grocery cards to support student nutrition at home.

**Building Upgrades** - Recognizing that learning and working environments support the positive well-being of students and staff, major upgrades were made in facilities across the Division. CRPS' Building Management System was completely overhauled resulting in one amalgamated control system for the Division. Additionally, lighting system upgrades/retrofits were carried out across four schools. Four schools had building envelope work completed to increase efficiency and reduce energy loss. Two schools had full boiler replacements and damper upgrades. At one school, portable roof top units were upgraded and a section of roofing on a portable unit was replaced.

**Ground Improvements**- With respect to outdoor spaces, two school playgrounds had additional play structures installed and one school had sodding replacement work done to improve field conditions. All work done throughout the year was completed in conjunction with CRPS' Occupational Health and Safety Committee. ■



## Performance Measures

(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.



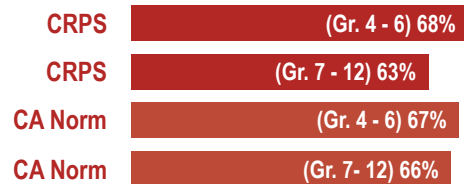
The majority of teaching staff (81%) strongly agree or agree that they have access to professional learning resources to support positive mental health through CRPS and/or its partners.

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

### Positive Self-Esteem



### Feel Safe At School

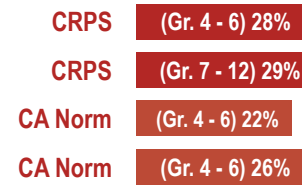


Sixty-eight (68) per cent of elementary students and 67 per cent of secondary students reported that they felt safe attending school. While these results are slightly better than the Canadian norms, it is a concern that over 30 per cent of all students surveyed reported concerns of school safety.

After multiple years of the pandemic, student self-esteem is an area of continued focus for the Division, especially among high school students.

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

### Anxiety



### Depression



The pandemic created high levels of stress and isolation for people in general and CRPS students were no exception. In the 2021/22 school year 28 percent of elementary students and 29 per cent of secondary students reported feelings of anxiety. In comparison to the Canadian norm, elementary students reported increased levels of anxiety (6 per cent above Canadian norm) more often than the secondary students (3 per cent above Canadian Norm).

Equally concerning for secondary school students was the high percentage of students reporting moderate to high levels of depression. Both secondary female and male students reported higher levels of depression than their counterparts across the country (8 per cent and 4 per cent respectively). With the ongoing nature of the pandemic, CRPS will need to maintain its strong focus on health and wellness.

Red Performance Measures = Whole Learning Approach



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

### Advocate at School



### Positive Teacher-Student Relations



### Positive Learning Climate



### Expectations for Success



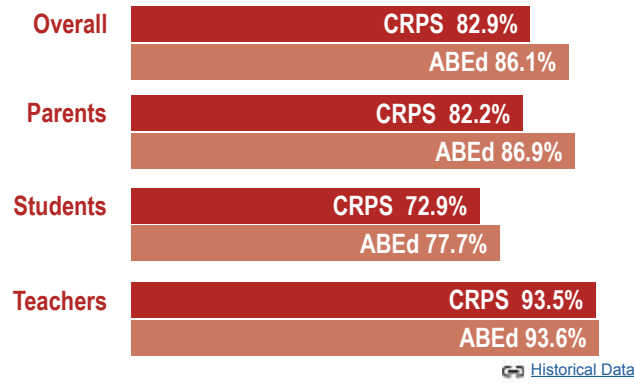
Both elementary and secondary students responded similar across all measures. Elementary students indicated more frequently than their secondary counterparts: they had an advocate at school; there were positive student teacher relationships; and there were high expectations for success.

Expectations for student behavior within the classroom, was rated similarly by both groups and students across Canada.

While not different from the Canadian norm, one area that stood out was the low rating (2.3 out of 10) provided by secondary students in their response to the question, "Do you have someone at school who consistently provides encouragement and you can turn to for advice?" This speaks to the continued need to focus on health and wellness, especially at the high school level, across the division, province and county.

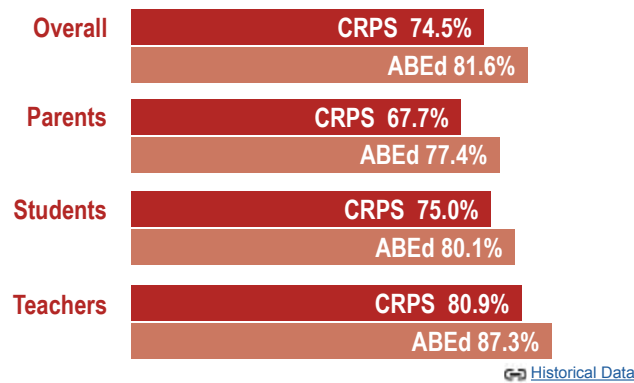


(ABEd) The percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.



The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe appears to be an issue of concern, provincially and across CRPS. In reviewing the detailed data, it appears younger students appeared to be the most discrepant from that of the province by 10 percent, which begs the question, why? The continued need to focus on health and wellness is once again apparent in these results. While some positive results are being realized there is more work to be done.

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



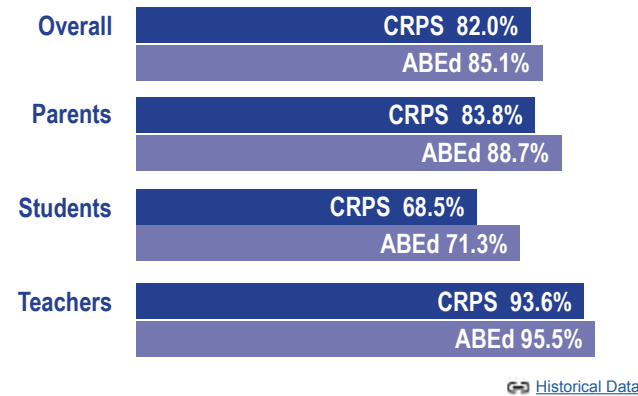
The percentage of parents and students who agree that students have access to appropriate



supports and services declined provincially and locally indicating further investigation is warranted.

However, given the impacts and disruptions of the world wide pandemic, it is understandable that students and parents felt less positive regarding support and services at school. Provincially, and across CRPS, teachers were more positive regarding access to supports and services despite the impact of the pandemic.

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



Student engagement in their learning has been a focus of CRPS for many years. The pandemic created a change in how teachers were able to structure learning opportunities for students both within CRPS and across the province. The return to more traditional “row upon row” style of teaching has had an adverse effect on student engagement, especially in the earlier grades.

Similarly, the perception of student engagement by both parents and staff members, both within CRPS and provincially, was adversely impacted. With the cessation of pandemic restrictions on learning interactions, CRPS looks forward to an improvement in this performance measure the year ahead. ■

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

**Innovation & Future-Oriented** - The competencies captured in the TQS, LQS, SLQS are central to supporting student achievement in an ever-changing world. CRPS’ vision is to create a better world through transformational education that celebrates nature, diversity, and well-being. To be transformational, programming must be innovative and future-oriented.

In better understanding what CRPS stakeholders viewed as innovative and future-oriented programming, a Community Engagement Network was held in May 2022 to hear first-hand from students, parents, community members, and staff. The gathering focused on further strengthening innovative programming and increasing the diversity of academic courses offered across the Division. Coming out of this consultation, CRPS hired two additional staff members and added additional courses with a focus on STEM - Science,

Technology, Engineering and Mathematics - and STEAM - Science, Technology, Engineering, Arts, and Mathematics. The new courses were in addition to the Career and Technology Foundation courses offered in Grades 4 to 9 and the Career and Technology Study courses offered in Grades 10 - 12.

**Experiential Learning** - Through the generous support of the Pauw Foundation, CRPS offered a unique experiential program to all Grade 10 students - Wim and Nancy Pauw Wilderness Experience Program (WimWE). Over 135 students took part in hiking, Avalanche Safety Training (AST1), snowshoeing, cross country skiing, voyageur canoeing, tandem canoeing, and avalanche presentations. CRPS is the only school in North America to have every one of their Grade 10 students certified in AST1; a significant feat!





In addition to the WimWE Program, the Pauw Foundation financially supported experiential programming and outdoor pursuits at every school in CRPS. Each school created a program that met the needs of their students by engaging them in learning experiences inclusive of skating, alpine skiing, nordic skiing, curling, snowshoeing, tennis, golfing, hiking, and swimming.

**Outdoor Learning Centre** - The Outdoor Learning Centre (OLC) also offered and supported experiential programming to CRPS students and those from across the province. Students in Grade 10 - 12 registered for unique courses inclusive of: Winter Travel, Water Experience, and Wilderness First Aid. In addition, the OLC continued to offer a unique version of the Career and Life Management (CALM) course, which was experiential-based and offered on-site. Approximately 300 students enrolled in the course during the summer of 2022. Additionally, the OLC provided curriculum-based experiential learning programming to 695 students across the Division:

- ◆ 160 Exshaw students
- ◆ 225 Lawrence Grassi students
- ◆ 100 Banff Elementary students
- ◆ 100 Canmore Collegiate students
- ◆ 70 Banff Community High students
- ◆ 40 Alpenglow students

**Digital Citizenship** - CRPS took great care in ensuring all students within CRPS developed 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. For ease of access, a website was created to house all the resources. In addition, CRPS invested money to ensure all students could access technology to support their learning from K to Gr. 12. As well, Google Suite Tools was employed throughout the Division to support student and staff collaboration.

**Teacher Capacity Building** - Professional learning is central to teachers developing the competencies outlined in the TQS. Over the past several years, teachers have been provided with intensive, ongoing, professional learning to ensure their capacity and agency in supporting student learning. The Teaching Effectiveness Framework (TEF), in particular, was employed with teachers being provided multiple opportunities to collaborate with their colleagues, which is principle five of the TEF and reflected in the competencies of the TQS. Together, staff use the TEF and the TQS to design learning opportunities around real world problems that are meaningful for students and authentic to the discipline. Other collaborative professional learning opportunities included:

- ◆ K-12: Disruption to Direction, which focused on addressing the question, “How might we best prepare for addressing the diverse learning needs of all our students?”
- ◆ K-12: 12 Quick Fixes for Teaching & Assessment in these Times provided teachers with the opportunity to re-examine teaching and assessment practices while igniting student engagement.
- ◆ K-8: Inspiring All Learners to Succeed, examined sustained conceptual learning and instructional design through the lens of inquiry, authenticity, engagement, feedback, critical thinking, cascading challenges, guide to success, as alternative assessment to rubrics.
- ◆ K-12: Professional Learning Networks, aligned with the TEF and guided responses to the question, “In what ways could your collaborative learning have a positive impact on student learning?”

**Leadership Capacity Building** - To support the ongoing implementation of the LQS, school administrators were provided with a two-day professional learning opportunity focused on Teacher Growth, Supervision and Evaluation. In addition, administrators engaged in professional learning at monthly leadership meetings to support instructional leadership and other competencies within the LQS. ■

## Performance Measures

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

Sept to June	118
Summer	41

In comparison with the previous year, which counted 83 experiential courses and 27 summer school classes, CRPS increased the offering of experiential and or applied learning opportunities for students throughout the Division. The new WimWe program offered to Grade 10 students is an example of expansion in this programming area.

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

Relevance of Classroom Instruction

CRPS (4-6) – 7.1/10	CA Norm – 8/10
CRPS (7-12) – 6.1/10	CA Norm – 6.2/10

Student Interest and Motivation

CRPS	(Gr. 4 - 6) 76%
CRPS	(Gr. 7 - 12) 29%
CA Norm	(Gr. 4 - 6) 86%
CA Norm	(Gr. 7 - 12) 40%

Both elementary and secondary school students indicated instruction in their classrooms was relevant to their everyday lives. However, a higher percentage of elementary students indicated they were motivated and interested in their learning. When compared to their counterparts across the country, secondary students appeared to have more competing interests that detracted from their interest and motivation to engage in their learning.

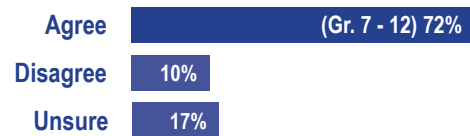
Blue Performance Measures = Whole World Perspective



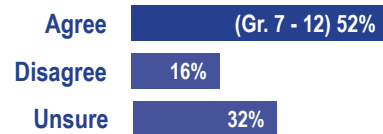


(CRPS) Percentage of students who indicate that they have had many opportunities to engage in real world, experiential learning.

Teachers Use Real World Problems



Teachers Use Hands-On Activities

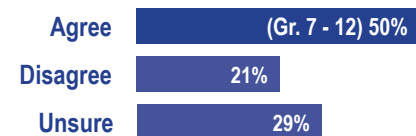


When asked if they had opportunities to engage in real world, experiential learning Grade 7 to 12 students responded favorably, with 72 per cent either agreed or strongly agreed that teachers regularly used real world problems and examples to help them learn, and another 17 per cent neither agreeing or disagreeing. When asked if teachers regularly used hands-on activities to help them learn, 52 per cent of students either agreed or strongly agreed, with another 32 per cent neither agreeing or disagreeing.

It would seem the vast majority of students indicated they had many opportunities to engage in real world, experiential learning. However, the 26 per cent of students disagreeing or strongly disagreeing that teachers did not use real world problems or hands-on activity, requires continuing attention from CRPS.



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



Seventy-nine per cent of students surveyed strongly agreed, agreed, or neither agreed or disagreed when asked if they believed student voice was valued and used to make decisions at their school. Twenty-one per cent (21%) felt that their feedback was not valued.

These results are not surprising considering the restrictions that had to be put in place due to the pandemic as they greatly reduced the flexibility of school administration to respond to student feedback. This was particularly true in areas such as course offerings, extra curricular and co-curricular activities, etc.

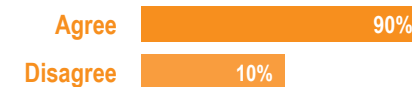
(CRPS) Number of flexible learning programs offered by CRPS.



Eighty-nine students accessed 123 flexible learning courses in 2021/22.

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

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



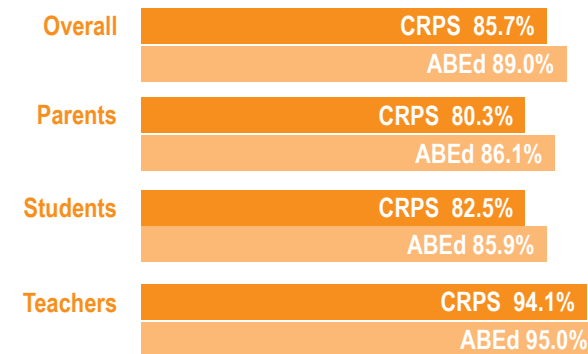
The vast majority of teachers (90%) strongly agreed or agreed collaborative professional learning opportunities in CRPS are effective and contributed to their ongoing professional growth.

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



Eighty-five per cent (85%) of teachers agreed or strongly agreed they regularly incorporated digital citizenship into classroom instruction.

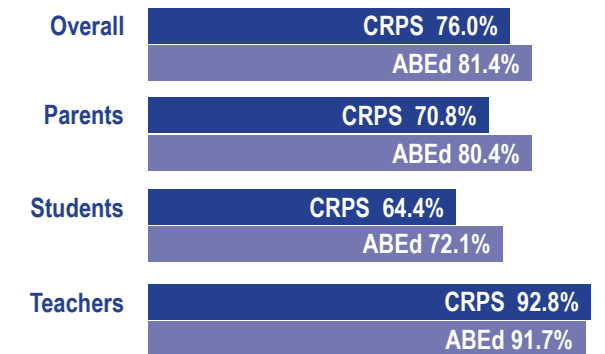
(ABEd) Percentage of teachers, parents, and students satisfied with the overall quality of basic education.



[Historical Data](#)

Over the past four years overall satisfaction with the quality of education had been on an upward trend. CRPS' 2021/22 results revealed a slight decline of 3.2 percent. As school programming returns to more pre-pandemic norms, it is expected that the upward trajectory of this measure will resume.

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



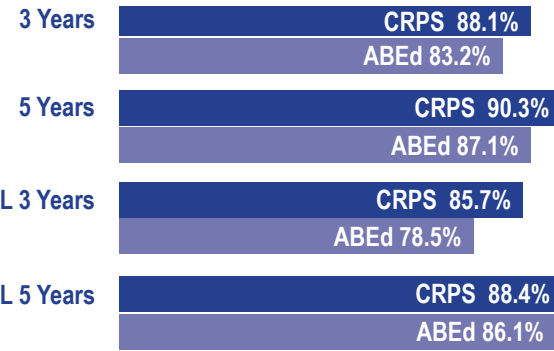
[Historical Data](#)

Over the last four years, the percentage of teachers, parents, and students who agree that students modeled the characteristics of active citizenship was on an upward spiral within CRPS. This trend culminated in the previous year with the Division surpassing the province with an overall score on this measure of 83.6 per cent versus the province at 83.2 per cent. Given the extraordinary impacts of the pandemic and the smaller sample size within CRPS, the Division fell behind the province on this measure by 5.4 per cent in the 2021/22 school year. In the year ahead, with a return to more normal school environments, we hope the upward spiral on this measure will resume.

(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.



[Historical Data](#)

CRPS' three and five year competition rates have been on an upward trend for multiple years. For the 2021/22 school year, CRPS exceeded the province on all completion rates measures. Given the harshness and challenges of the pandemic, the completion rates within CRPS were made possible through the dedication and hard work of staff, parents, and the school community. The focus on providing students with quality education that met their learning needs and enabled them to succeed speaks to the strength and resilience of the CRPS education team.

(ABEd) Provincial Achievement Tests\*

	ACCEPTABLE				EXCELLENCE			
	CRPS	AB	CRPS ESL	AB ESL	CRPS	AB	CRPS ESL	AB
<b>Grade 6</b>								
LA	70.9	76.1	68.2	76.8	13.7	18.9	18.2	16.0
LA (FI)	81.1	76.9	-	74.0	5.4	10.6	-	11.6
Math	59.2	64.1	68.2	65.3	10.9	12.6	27.3	13.1
Science	64.4	80.1	72.7	72.0	21.8	21.6	31.8	21.0
Social	62.1	73.7	72.7	68.4	16.1	15.8	22.7	17.9
<b>Grade 9</b>								
LA	76.3	69.6	53.8	61.9	11.8	12.9	7.7	7.0
LA (FI)	65.2	73.5	-	64.0	13.0	9.9	-	10.1
Math	55.6	53.0	33.3	47.0	9.3	16.7	8.3	12.9
Science	76.8	68.0	75.0	55.8	26.5	22.6	8.3	13.7
Social	69.7	60.8	53.8	54.5	17.8	17.2	7.7	12.6

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

[Historical Data](#)

Even with the stress of COVID-19 and PATs not being written for each of the last two years, CRPS is pleased to report that overall, 67 per cent of students achieved the acceptable standard while 15.6 per cent of students achieved the standard of excellence. In comparison to their provincial counterparts, CRPS students outperformed their peers in five out of 10 tests at the acceptable level, and in five out of 10 tests at the standard of excellence. Among its ESL learners, overall, 63.8 per cent of students achieved the acceptable standard, while 18.4 achieved the standard of excellence. They also surpassed provincial results in four out of nine tests at the acceptable level and five out of nine tests at the standard of excellence. In reviewing CRPS' historical data, the percentage of Gr. 9 students achieving the acceptable level on 2021/22 PATs has declined from their performance on Gr. 6 PATs in 2018/19. However, the extent of decline was less than that of the province in all areas except French Immersion Language Arts. For this same cohort of students, CRPS experienced an increase in the percentage achieving a level of excellence in all subject areas, while the province experienced

Blue Performance Measures = Whole World Perspective



a decline in all areas except Math. CRPS students, parents and staff have to be commended for the efforts and actions they undertook to help ameliorate the adverse impacts of the global pandemic.

(ABEd) Diploma Exams\*

	ACCEPTABLE				EXCELLENCE			
	CRPS	AB	CRPS ESL	AB ESL	CRPS	AB	CRPS ESL	AB
Eng. 30-1	89.0	78.8	-	55.5	14.3	9.4	-	2.6
Eng. 30-2	-	80.8	-	63.9	-	12.3	-	3.7
French 30-1	-	98.8	-	93.8	-	44.2	-	12.5
Soc. 30-1	85.7	81.5	-	68.7	28.6	15.8	-	9.0
Soc. 30-2	62.9	72.5	14.3	55.6	22.9	13.2	0	7.1
Math 30-1	73.7	63.6	-	52.2	10.5	23.0	-	19.2
Math 30-2	72.4	61.5	-	46.9	10.3	11.8	-	6.3
Bio. 30	88.9	74.3	-	61.0	38.9	25.2	-	18.0
Chem. 30	89.3	77.1	-	67.9	46.4	31.1	-	23.5
Physics 30	75.0	78.5	-	63.1	41.7	34.6	-	26.4
Science 30	80.0	75.7	-	59.7	20.0	17.2	-	11.8

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

[Historical Data](#)

CRPS continued to excel in the percentage of students who achieved both acceptable standards and standard of excellence in diploma exam courses. In both areas CRPS' results were significantly above provincial results with students outperforming their provincial counterparts on seven out of nine exams at the acceptable level and seven out of nine at the standard of excellence level. Among ESL learners, results are only available for Social 30-2, where only 14.3 per cent of students achieved the acceptable level and zero the standard of excellence.

When the individual courses were reviewed, exceptional performance was achieved at the acceptable level among CRPS students on English 30-1, Social 30-1, Biology 30, and Chemistry 30. Additionally, the percentage of CRPS students who achieved the standard of excellence exceeded that of the province in Social Studies 30-1, Social Studies 30-2, Physics 30 and Science 30. CRPS students exceeded the province in the percentage of students achieving the acceptable standard in both Math 30-1 and Math 30-2. CRPS students and staff deserve immense credit for maintaining such strong academic results under the very trying pandemic conditions of the 2021/22 school year. ■



## Priority Three: Student Supports

### Outcome 1: Individual Growth and Success Fostered in Every Student

### Outcome 2: Students are Literate and Numerate

**Supporting Inclusion** - Throughout the Division's history, CRPS schools have provided educational services to Indigenous students, English Language Learners (ELL), international students, and immigrant students. To meet their diverse needs, in 2021/22 teachers across the Division were engaged in professional learning aimed at collaboratively designing meaningful learning experiences and effective assessment strategies. To further support the success of Indigenous learners and ELL learners, additional teachers were hired to provide targeted supports. Working collaboratively with school teams, these teachers helped to identify strategies to support school attendance, student learning, school completion, and student transition to post-secondary education.

Under a continuum of supports model, all schools employed Response to Intervention strategies

and participated in collaborative team meetings to identify specific pedagogical practices that would address the individual strengths and needs of all students. When necessary, CRPS would lean on other community agencies to maximize students' opportunities for success.

**Indigenous Education** - Two major highlights of 2021/22 school year were the National Day for Truth and Reconciliation, celebrated on September 29, and the June 21 National Indigenous People Day. Both days saw all schools engaged in First Nation, Métis, and Inuit learning activities focused on Truth and Reconciliation. Beyond these celebrations, teachers regularly invited elders to share their wisdom of Indigenous ways of knowing, being, and doing with students at all grades levels.

An Introductory Stoney Language Pilot was introduced at Exshaw School. The pilot's curriculum



was developed in collaboration with SEA. Exshaw School Elders' Committee also meet several times across the year to support attendance and addressed barriers to education for Indigenous students at Exshaw School.

In Applying Foundational Knowledge about First Nations, Metis and Inuit CRPS collaborated with the Stoney Education Authority throughout the 2021-2022 school year to develop an updated Education Service Agreement. The new ESA will be implemented in the 2022-23 school year.

**Literacy & Numeracy** - In addressing the diverse needs found within any group of learners, teachers had to also deal with the negative impact of the pandemic on the literacy and numeracy skills of early years students. To identify the extent of the impact of the pandemic on learning in K-4, a variety of screening devices were employed to identify student learning gaps. In response to the identified gaps, additional staff, supported by the provincial Learning Disruption Grant, were put in place to support students' literacy and numeracy skill development. Additionally, some schools utilized coaches to assist teachers with direct classroom support.

**Communication of Student Learning** - As part of CRPS communication of student learning, parents, teachers, and students engaged in Goal-Setting in the Fall of 2021 during the first round of parent/teacher/student interviews. Based on this collaboration, student learning goals were established, progress was monitored, and updates provided through report cards and during subsequent parent/student/teacher interviews.

**Assessment Practices** - Recognizing that effective formative assessment strategies are key to student learning, CRPS undertook a divisional book study based on Damien Cooper's "Rebooting Assessment." Facilitated by the CRC, the study included a webinar with the author. Google tools also were used to support assessment, timely feedback, and collaboration between teachers and

students. Additionally, teachers in Grades K-3 were provided with the ePortfolio platform, Seesaw, with asynchronous training on the platform provided to enable teachers to effectively share evidence of student learning.

**Bus Safety** - Recognizing that safety extends beyond the classroom, CRPS' continue to hold a number of established safety programs. In August 2021, Kindergarten students experienced their first bus ride, while accompanied by their parents, through the First Ride program. Bus evacuation drills, too, were held in October and again in the spring for all regular riders.

**Community Involvement** - Being a relatively small division, CRPS is adversely affected by small fluctuations in student enrollment. It is also confronted with the added challenge of staff recruitment due to the high cost of living in the Canmore/Banff areas. To combat both of these challenges, the Division continued to work in collaboration with the Canmore Town Council to develop a housing project on Lawrence Grassi Middle School land endowed to the school division by the Miners Association. When completed, the housing project will provide the Division with a legacy fund, and affordable housing for staff.

The Town of Banff continued to partner with CRPS to support enhanced programming within both Banff Schools throughout the 2021/22 school year. In particular, they continued to financially support and use the gymnasium and two classrooms at Banff Elementary School.

Settlement Services also sponsored two additional support staff members to be placed in CRPS schools to assist ELL students and their families. As well, CRPS and Settlement Services collaborated to offer an ELL and Physical Literacy summer program to ELL students.

Across the Bow Valley, CRPS continued to work with all municipal and improvement districts to support the learning needs of students. ■



## Performance Measures - Outcome 1

(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.



Approximately 90 per cent of teachers strongly agree or agree that professional learning focused on the Teaching Effectiveness Framework is effective and has contributed to their ongoing professional growth.

(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.



In excess of 95% of the teachers strongly agree or agree that they incorporate feedback loops in their instructional design and provide time for students to identify next steps in their learning.

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

CRPS (4-6) – 7.7/10      CA Norm – 8.3/10  
CRPS (7-12) – 6.5/10      CA Norm – 6.6/10

Overall students indicated they find classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn. This measure received a slightly higher rating by elementary school students (7.7 out of 10) than by high school students (6.5 out of 10).

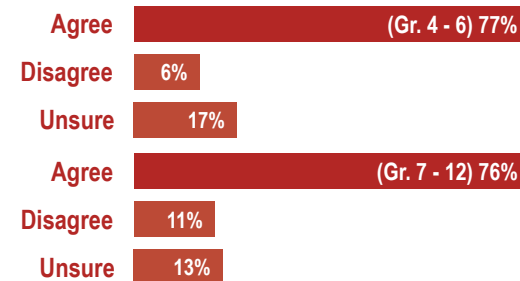


(CRPS) Percentage of teachers who indicate that they have been provided with opportunities to build their foundational knowledge of First Nations, Métis, and Inuit peoples.



The majority of teachers (78%) strongly agreed or agreed they have been provided with opportunities to build their foundational knowledge of First Nation, Métis, and Inuit peoples.

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

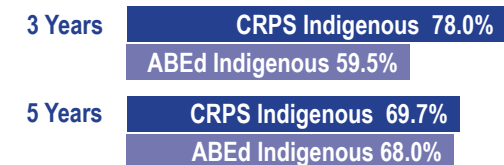


Seventy-seven percent (77%) of elementary students indicated they agreed or strongly agreed they had learned about First Nations, Métis, and Inuit people in school, while 76 per cent of secondary students agreed or strongly agreed with this statement. At the same time, 17 per cent of elementary students and 13 per cent of secondary students neither agreed or disagreed with the statement, while 6 per cent of elementary students and 11 per cent of secondary students disagreed or strongly disagreed with this statement. The effort within CRPS to expose and educate all students to applying First Nation, Métis, and Inuit is meeting with success and must continue in the years ahead.

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



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



cent from the previous year. In comparison to the province, CRPS' rate of improvement in this area exceeds that of the province, which experienced a greater decline in the three year completion rate over the last year (2.5%). CRPS has also witnessed a significant increase in its five year completion rate, moving from 62.7 in 2017/18 to 69.7 per cent in 2021/22.

The multi-year impact of the pandemic has been difficult on all students, with First Nation, Métis and Inuit students being no exception. In fact, in many cases the impact was even greater. With this in mind, CRPS was excited to continue its upward trajectory for these students in relation to their high school completion rate. Over the course of the past four years, the three year completion rate increased from 21.4 per cent in 2017 to 78.0 percent in 2021 - with only a slight decline of less than one per



(ABEd) Provincial Achievement Tests for First Nations, Métis, and Inuit students\*

	ACCEPTABLE		EXCELLENCE	
	CRPS	AB	CRPS	AB
<b>Grade 6</b>				
LA	10.7	58.2	0.0	7.4
LA (FI)	-	63.7	-	6.4
Math	0.0	40.3	0.0	3.7
Science	3.6	51.2	0.0	9.7
Social	3.6	46.8	0.0	7.3
<b>Grade 9</b>				
LA	30.4	69.6	0.0	12.9
LA (FI)	-	53.3	-	5.2
Math	13.0	26.3	0.0	4.1
Science	26.1	49.3	8.7	8.5
Social	21.7	34.7	0.0	4.1

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

The impact of the pandemic and especially the resulting impact on low student attendance for First Nation, Métis, and Inuit students had a devastating impact on student achievement results. Across CRPS, PAT results by the number of students writing, is reflective of the impact. CRPS experienced a decline in all PAT measures at the Grade 6 level and a similar decline, but not to the same extent, was experienced at the Grade 9 level. The majority of CRPS' First Nation, Métis, and Inuit students live on the Stoney Nakoda reservation. This reservation was severely impacted and spent a great deal of the pandemic in a state of lockdown. Even when CRPS schools were open for student learning, bus services from the reservation were not often available. CRPS provided students with access to chromebooks to support online learning but the level of engagement was complicated by inconsistent Internet services on the reserve. CRPS will need to focus on decreasing this learning gap in future years.

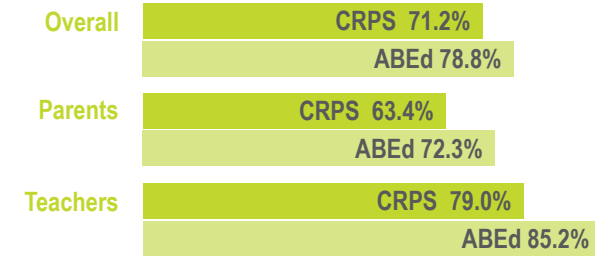
(ABEd) Diploma Exams for First Nations, Métis, and Inuit students.

	ACCEPTABLE		EXCELLENCE	
	CRPS	AB	CRPS	AB
Eng. 30-1	-	73.5	-	4.4
Eng. 30-2	-	82.1	-	9.2
French 30-1	-	83.3	-	0.0
Soc. 30-1	-	66.0	-	5.4
Soc. 30-2	-	72.5	-	13.2
Math 30-1	-	50.9	-	10.5
Math 30-2	-	55.2	-	7.3
Bio. 30	-	58.9	-	11.5
Chem. 30	-	62.5	-	15.4
Physics 30	-	68.6	-	25.2
Science 30	-	70.0	-	7.2

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

Eighty per cent (80%) of First Nation, Métis, and Inuit students within CRPS who wrote diploma exams achieved acceptable standards as compared to 68.7 per cent at the provincial level. The number of CRPS students writing in 2022 declined slightly as it did provincially. In all cases the number of students writing diploma exams was so small the province suppressed the results for the individual courses. With a return to more "normal" learning conditions, CRPS will continue to 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.



[Historical Data](#)

Overall, CRPS continued to experience concerns by both parents and teachers with the level of satisfaction regarding parental involvement in their child(ren)'s education. The 2021/22 school year revealed 71.2 per cent of respondents expressed satisfaction with parental involvement in decisions about their child's education. Over the course of the past four years, there had been an upward trajectory for CRPS in the results for this measure but the improvement trend was interrupted by the pandemic. For each of the last two years, CRPS experienced a decline in this measure. This same type of decline, over the past two years, also occurred at the provincial level. When teacher and parent respondents are separated out, decline in this measure is revealed in both groups. The province also experienced a decline for teacher respondents but not with parental respondents. 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 19)

(ABEd) Percentage of teachers, parents, and students who agree that students have access to appropriate supports and services at school. (See page 14)

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



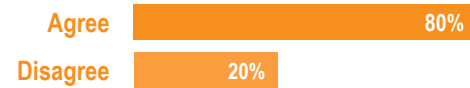
## Performance Measures Outcome 2

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



The vast majority (90%) of teachers either responded strongly or agreed that literacy and numeracy are priority within their instructional design process.

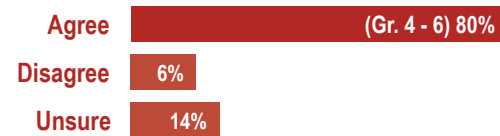
(CRPS) Percentage of teachers who indicate that CRPS has provided the opportunity to engage in professional learning in the area of literacy or numeracy.



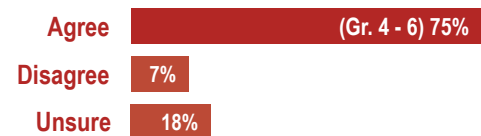
In the 2021/22 school year, a significant majority of teachers (80%) agreed or strongly agreed that CRPS had provided the opportunity for teachers to engage in professional learning in the area of literacy or numeracy.

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

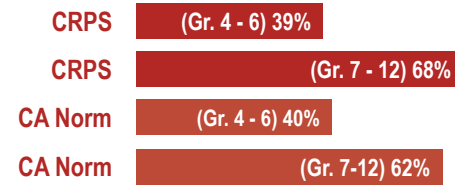
### Availability of Extra Help in Math



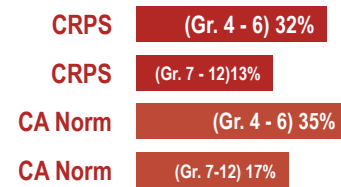
### Availability of Extra Help in Reading or Writing



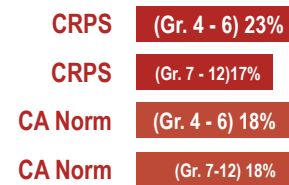
### Feel Challenged & Confident in LA, Math, and Science



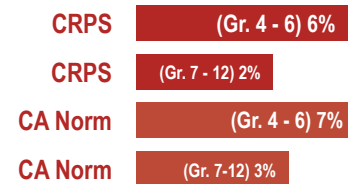
### Feel Confident & Not Challenged in LA, Math, and Science



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



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



The vast majority of elementary students indicated that they were provided with the support they needed in both language arts (75%) and Math(80%). Seventy-one per cent (71%) of elementary students indicated that they felt they had the skills required to perform well in their academics. Likewise, 81 per cent of secondary students indicated they felt they had the skills to meet the academic demands placed on them.

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



Fall baseline measurements for foundational literacy skills indicated that 51 per cent of the students in Grades 1 - 6 who were assessed were found to have grade level literacy skills. Seventy per cent (70%) of LGMS students displayed grade level literacy skills indicating that either there was a closing of the gap in literacy skills the longer students were in school and/or that the pandemic had a more severe impact on early years students literacy skill development. Students in schools with high incidents of ELL performed lower (56% at grade level) than students in schools with fewer incidents of ELL (67% at grade level). First Nation, Métis, and Inuit students' results were lower (6%), indicating a greater impact from COVID-19 and the need for a universal targeted literacy program.

(CRPS) Percentage of students who enter their grade with foundational mathematical skills (year 2).\*



\*Results for this measure are not available. Baseline measures will be collected in the 2022/23 school year.

(ABEd) Provincial Achievement Test results for students/First Nations, Métis and Inuit students. (See page 26)

(ABEd) Percentage of teachers, parents, and students satisfied with the overall quality of basic education. (See page 19)

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 2021/22 Annual Education Results Report, new and renewed considerations are:

### Priority 1

- ◆ Expand Collaborative Problem Solving across the Division.
- ◆ Create inclusive learning environments by supporting teachers in meeting student needs.
- ◆ Support all students by ensuring they have an advocate at school.
- ◆ Counselors will engage students to identify needs and set priorities.
- ◆ CRPS will maintain its strong focus on health and wellness.
- ◆ CRPS will continue to focus on ensuring learning environments are welcoming, caring, respectful and safe.

### Priority 2

- ◆ Continue to focus on real world problems and hands-on activities/learning.
- ◆ Use effective communication techniques to make learning visible.
- ◆ Focus on student achievement across all subject areas and in particular in language arts and math.

### Priority 3

- ◆ Implement the new ESA with the Stoney Education Authority.
- ◆ Focus on supporting the learning needs of First Nation, Métis, and Inuit students.
- ◆ Continue to promote and support involvement of parents in decision making for their children's education.





# | 2021/22 Audited Financial Statement

CRPS is committed to providing the best education it can afford students. Annually, close to 70 per cent of its budget is directed to schools, providing school communities the autonomy to address the needs of their students. In line with Policy 02: Role of the Board, MNP Chartered Professional Accountants were engaged to perform CRPS' Audited Financial Statement (AFS) for August 31, 2022. Presented to the Board of Trustees, Nov. 29, 2022, the AFS revealed CRPS maintained a balanced statement of expenditures over revenues with an annual accumulated surplus of \$2,447,472.

## Revenues - \$33,344,700

	Actual	Budget	Actual %
Instruction	\$22,716,837	\$20,567,404	68%
Governance & Administration	\$1,772,682	\$1,788,225	5%
Maintenance	\$5,309,635	\$4,674,504	16%
Transportation	\$1,338,447	\$1,363,283	4%
External Services	\$2,207,099	\$1,409,033	7%

## Expenditures - \$32,897,228

Instruction	\$20,568,588	\$20,546,053	67%
Governance & Administration	\$1,714,424	\$1,766,399	6%
Maintenance	\$5,175,603	\$4,960,428	17%
Transportation	\$1,405,775	\$1,320,785	5%
External Services	\$2,032,838	\$1,409,033	7%

### Notes:

- ◆ CRPS' [Audited Financial Statement](#) is available on the Division's website under "About Us / Reporting Information / Financial Reporting."
- ◆ For [comparative financial information](#), see Alberta Education's Provincial Audited Finance Statements Roll-Up
- ◆ Questions can be forwarded to CRPS' Secretary Treasurer Mike Guindon at 403.609.6072 ■



# | 2021/22 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.

- ◆ Upgrades to security systems continued for all schools and facilities within CRPS
- ◆ Site improvements/roofing for Elizabeth Rummel School
- ◆ Building envelope work for Lawrence Grassi Middle School
- ◆ Banff Strategic Asset Review and Programming Plan
- ◆ Continued investigation into partnerships with post-secondary and the business community to offer a variety of course options supporting the needs of the students and the community
- ◆ Canmore Strategic Asset Review and Programming Plan
- ◆ Continued planning for development of Lawrence Grassi Middle School lands
- ◆ Interior Flooring work at Elizabeth Rummel School and Canmore Collegiate High School

## 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.

- ◆ Continued installation of strobe lights installed at all schools (including gymnasiums, music rooms and shops)
- ◆ Video and security upgrades at Lawrence Grassi Middle School
- ◆ Building Envelope (painting and sealing) at Banff Community High School and Lawrence Grassi Middle School

### Notes:

- ◆ CRPS' [Capital Plan](#) is available on the Division's website under "About Us / Reporting Information."
- ◆ Questions can be forwarded to CRPS' Secretary Treasurer Mike Guindon 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 [2020/21 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 2021/22 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:

-  @CRPSB
-  @mountainedu
-  @canadianrockiespublicschools
-  @canadianrockiespublicshoo2607



# 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.
<b>Grade 6</b>								
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
<b>Grade 9</b>								
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.
<b>Grade 6</b>								
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
<b>Grade 9</b>								
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

Canadian Rockies School Division  
618 7 Ave, Canmore, AB, T1W 2H5  
403.609.6072

