



2023/24

Annual Education Results Report

Canadian Rockies Public Schools





CRPS' First Team (left to right): Superintendent Christopher MacPhee, Trustees: Arlene Rheaume, Brian Callaghan, Luke Sunderland, Carol Picard, Dale Craig.

Educational Stewardship

The Annual Education Results Report for Canadian Rockies Public Schools (CRPS) for the 2023/24 School Year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting 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 2023/24 was approved by the Board on November 26, 2024. ■

Brian Callaghan
Board Chair

Christopher MacPhee
Superintendent of Schools



Annual Education Results Report 2023/24

Canadian Rockies Public Schools (CRPS) is pleased to present its 2023/24 Annual Education Results Report, showcasing the division's accomplishments and initiatives aimed at fostering a holistic learning environment where each student thrives academically, socially, and emotionally.

This year, CRPS further solidified its commitment to transformational education through the continued support of community partners, including a remarkable \$993,000 contribution from the Wim and Nancy Pauw Foundation. This generous support has expanded outdoor learning programs, mental health initiatives, and experiential learning opportunities, enriching the educational experiences of students across the division. Collaborations within the community have been instrumental in providing students with diverse learning opportunities that extend beyond the classroom.

With a strong focus on literacy, numeracy, and culturally responsive education, CRPS has

emphasized professional learning and strategic resources to support teachers in enhancing student outcomes. Notably, initiatives such as the Shared Vision of Learning and engagement with Indigenous Knowledge Keepers have strengthened our commitment to inclusivity, cultural awareness, and reconciliation, ensuring a comprehensive approach to student growth and success.

By integrating academic excellence with well-being and community connections, CRPS continues to create an inclusive educational environment that nurtures critical thinkers and compassionate citizens, advancing our vision to create a better world through transformational education that celebrates nature, diversity, and well-being. ■





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 2,109 students, 245 staff, and seven schools:

- | | |
|-----------------------------------|---|
| ◆ Elizabeth Rummel School (K - 4) | ◆ Lawrence Grassi Middle School (Gr. 5 - 8) |
| ◆ Alpenglow School (K - 6) | ◆ Banff Community High School (Gr. 9 - 12) |
| ◆ Banff Elementary School (K - 8) | ◆ Canmore Collegiate High School (Gr. 9 - 12) |
| ◆ Exshaw School (K - 8) | |

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



CRPS 2023/24 Spotlight

BELIEVE

“Be Curious. Not Judgmental.”
~ Ted Lasso

Shared Vision of Learning - In a bold initiative to elevate educational excellence, CRPS established a Shared Vision of Instructional Excellence Committee during the 2023/24 school year, setting the stage for transformative teaching and learning. Under the leadership of Assistant Superintendent Steve Greene, and drawing on the expertise of key educators across the division, the committee focused on clearly defining CRPS’ foundational beliefs regarding instructional excellence, while ensuring the vision aligned with contemporary research and frameworks, including Alberta’s professional practice standards and the Teaching Effectiveness Framework.

Throughout the year, the committee actively engaged with school-based staff, gathering valuable feedback and assessing their progress. In early May, the committee presented their work at the division’s annual May Symposium, where CRPS’ school-based and central leadership teams gathered in Banff to engage in discussions about how the Shared Vision of Learning could effectively inform their practices in the classroom and beyond.

Looking forward to the 2024/25 school year, the Shared Vision of Learning is poised to play a crucial role in guiding the division’s continued efforts. A dedicated committee, composed of both returning and new members, will work to further refine the vision, emphasizing connection and collaboration across all CRPS schools. School administrators have reported that teachers are already collaborating to determine how this vision aligns with their unique contexts, reinforcing CRPS’ steadfast commitment to student learning and community well-being. Together, they are cultivating an inspiring educational environment where every learner has the opportunity to thrive. ■

Shared Vision of Instructional Excellence

At Canadian Rockies Public Schools (CRPS), we are committed to Inspiring Hearts & Minds. This Shared Vision of Learning defines our collective beliefs about learning that guide our actions. In what ways will we strive to empower learners to be critical, creative thinkers, innovators, problem solvers, effective communicators and collaborators, who are globally aware, independent, responsible citizens?

[CRPS](#)

We believe instructional excellence and leadership are essential to ensuring each learner will flourish in our complex, exponentially changing and interconnected world. As life-long learners, we:

- ◆ Collaborate to support the ongoing learning of leaders to improve their practice through engagement in the Nurturing Excellence in Instructional Leadership (NEIL) process
- ◆ Improve our teaching practice through the



creation of annual Teacher Professional Growth Plans (TPGP) that are aligned with the Teaching Effectiveness Framework (TEF) and the Teaching Quality Standard (TQS).

[TQS](#) / [LQS](#) / [SLQS](#) / [TEF](#) / [NEIL](#)

We believe in and embrace the importance of whole child education in the development of each learner. As caring professionals, we:

- ◆ Create inclusive environments that value and respond to diversity and the strengths of each individual.
- ◆ Create opportunities for learners to develop habits, skills, and mindsets that build their social, emotional, and academic competence.

[TQS](#)

We believe positive relationships foster effective and engaging learning experiences. As nurturers of relationships, we:

- ◆ Care deeply for the wellness and safety of each person by building a sense of belonging and responsible risk-taking through mutual respect and trust.
- ◆ Cultivate a culture of caring, listening, and communicating with empathy to understand and be compassionate toward others and the land.

[TQS](#) / [TEF](#) / [WELLNESS](#)

We believe that exemplary teachers consistently design and assess to ensure that all learners develop, create, and find joy in learning. As responsive designers and assessors of learning, we:

- ◆ Collaborate to use evidence of learning gathered through products, performances, observations, and conversations to respond to learner needs and inform instructional decisions.
- ◆ Are responsive in our approach to facilitate the development of learners who improve from specific and timely feedback and experiences that build confidence.

- ◆ Design differentiated tasks that provide opportunities to practice such competencies as critical and creative thinking, problem solving, and innovation.
- ◆ Foster deep understanding, through multiple perspectives and experience, communicating ideas, questions, and understandings in order to transfer learning.

[TQS](#) / [TEF](#)

We believe that diversity of experiences and connections in nature and community enhance learning beyond the classroom. As learners, we:

- ◆ Collaborate to create and honour relationships with Indigenous Knowledge Keepers, Elders, and other community experts to provide authentic learning experiences.
- ◆ Design experiential learning opportunities and environments that authentically engage and stretch learners.

[TQS](#) / [TRC](#)

We believe in the direct relationship between professional learning, personal commitment, and instructional excellence. As members of professional learning communities and life-long learners, we:

- ◆ Collaborate to draw on each other’s strengths to improve our practice in ways that engage all learners intellectually, emotionally, and academically.
- ◆ Foster personal well-being for all by nurturing positive and equitable school cultures that celebrate inclusion and diversity.

[TEF](#) / [WELLNESS](#) ■





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 2023/24 school year, CRPS involved its stakeholders in a wide variety of consultative initiatives, leading to the development of a new Four-Year Plan for the years 2025 - 2029 as well as the presentation of its Annual Education Results Report. Activities included:

Students: As part of an 18 month stakeholder engagement process to develop a new four year plan, students across the division attended "Student Diary" sessions in the spring where they shared their school experience with CRPS administrators. They also completed CRPS' "Our School" survey to inform of student success and well-being.

Teachers: Teachers engaged in "Staff Idea Carousels," CRPS' May Symposium and numerous surveys aimed at pinpointing educational successes, areas requiring focused attention, and professional learning needs.

Administrators & Board Members: School principals, assistant principals, central office staff, and trustees engaged in several four-year planning session over the course of the year to identify areas of strength and growth, as well as identify

new priorities and outcomes for CRPS 2025 - 2029 Four Year Plan. Throughout the year they also engaged regularly in professional conversations to identify the ongoing needs of students and their school communities.

Parents & School Councils: As part of CRPS Four Year Plan engagement process, families connected with each school's leadership team to share their insights into their child's learning journey. Through their school council, parents also provided feedback on School Annual Results Reports and School Education Plans.

Community Partners: Setting the stage for a large Community Education Network (CEN) in November 2024, CRPS' Board of Trustees met with a CEN working group to gather community insights into how schools are effectively working with the community. ■



CRPS 2023/24 SPOTLIGHT

Student Senate Elevates Voice of Lawrence Grassi Middle School Students - At Lawrence Grassi Middle School (LGMS), cultivating a positive, inclusive culture is more than a goal—it's a daily commitment. The Student Senate plays a key role in this vision, amplifying student voices and fostering a sense of belonging. Established in 2022/23, the senate has quickly become the heartbeat of LGMS, where real conversations lead to meaningful actions that strengthen the school community.

With a commitment to openness and respect, LGMS' student senate has created a space for students to bring forward ideas and concerns, knowing they will be taken seriously. One prime example is the "Terrific Trailblazers" program, which recognizes acts of kindness, respect, and inclusivity. Students earn recognition slips for positive actions, with the chance to win small prizes—a simple gesture that has made a big impact.

"The Trailblazer program was a direct response to students wanting to see kindness acknowledged and celebrated in the school," shared Principal Kelly Proudfoot. "It's a small act with a big impact, and it aligns perfectly with our commitment to fostering a respectful and supportive community."

The senate has also organized popular school-wide events that build connections among students. Spirit Week, for example, brings a week of themed days where students participate in friendly competitions and shared experiences, making the school environment lively and fun. Another initiative supported by the senate is the development of student-led clubs, which allow students to explore interests and build leadership skills. The Green Team, originally focused on composting, is now an active environmental club that manages a hydroponic garden project in the school library.

Beyond events and clubs, the senate has worked to improve LGMS' physical spaces to support student well-being. In previous years, they recommended changes to hallway organization to reduce crowding and create a more welcoming

atmosphere. This year, they are preparing a blueprint to improve restroom privacy to enhance students' psychological safety.

Safety and inclusivity remain central to the senate's work. In collaboration with the school's wellness committee, senate members introduced an anonymous reporting box to allow students to share concerns confidentially. This initiative reflects LGMS' dedication to providing a safe space where students can address challenges and seek support when needed.

Perhaps the most lasting impact of the senate's work is the culture of open communication and shared responsibility it has fostered. Today, LGMS students feel empowered to voice their ideas and bring forward meaningful change.

"Through the student senate, our students have discovered the power of their own voices to influence change," shared Proudfoot. "As part of its evolution, students are not only bringing forward ideas to improve their daily experiences but are also engaging in thoughtful discussions about how their actions shape the community and addressing larger issues, such as career planning and the importance of strong female role models."

As this year's student senate passes the torch, they leave behind a stronger, more connected school community. Their student-led contributions will continue to enrich LGMS for years to come, creating a legacy of empowered voices and a school culture that values every student's perspective. ■



Priority One: Health and Wellness

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

Health & Wellness - In alignment with the Teaching Quality Standard (TQS), Leadership Quality Standard (LQS), and Superintendent Quality Standard, as well as the revised Shared Vision of Learning (SLV), CRPS focused on supporting the well-being of staff and students throughout the 2023/24 school year. The Divisional Wellness team facilitated the creation and implementation of action plans at each school, concentrating on:

- ◆ Learning and practicing skills to identify and support wellness needs
- ◆ Helping students feel a sense of belonging in schools
- ◆ Understanding community supports
- ◆ Practicing the five dimensions of wellness
- ◆ Fostering a supportive learning community

Supported by Lisa Belanger, this work led to positive feedback from staff, who reported increased awareness of wellness, motivation to prioritize well-being, enhanced sense of belonging, and improved knowledge of available supports in the Bow Valley for both staff and students.

Continuum of Supports - CRPS maintains a comprehensive Continuum of Supports to address the diverse needs of students and staff. Through a robust team of professionals, CRPS delivers support across a spectrum—from universal strategies within the classroom to highly individualized services. School-based collaborative teams work together to provide wrap-around supports that address academic, wellness, and emotional needs, with resources available both within schools and through partnerships with community agencies.

At the core of this support network are School and Family Wellness Workers, a divisional psychologist specializing in behavioural supports, school counsellors, and family-school liaisons, all dedicated to ensuring accessible mental health services. Additionally, CRPS' Right From the Start team plays a crucial role in early intervention, equipping students with the tools to understand and manage their emotions, while expanding resource awareness for staff and families alike. This integrated approach ensures students and staff have access to the supports they need to thrive.

CRPS continued using the Mandt program to assist students requiring additional support. This relationship-based program prioritizes treating all students with dignity and respect. In 2023/24, CRPS trained and recertified 30 staff members in both relational and technical skills.

Additionally, CRPS expanded its use of Collaborative Problem Solving (CPS) with Matt Stichel's guidance. These initiatives resulted in positive impacts within the division, as reflected in staff comments:

- "Adults are listening more to student voices on a daily basis."
- "Changed mindset in relation to student behaviours. I am less likely to jump right to anger over negative behaviours and approach with curiosity."
- "It brings focus to the concern and helps both parties find a way forward."

Active Living and Healthy Eating - Supported by generous donations from the Wim and Nancy Pauw Foundation, CRPS students participated in a variety of active living initiatives. Key programs included outdoor experiential learning at the Outdoor Learning Centre, where students engaged in activities such as wilderness first aid, leadership development, and community service.

The unique WimWe leadership program for Gr. 10 students provided opportunities for outdoor activities, including hiking, snowshoeing, cross-country skiing, and canoeing. Participants also

were certified in AST 1, making CRPS the only school division in North America to certify students in avalanche skills.

Schools also supported students with food programs, offering healthy meals through breakfast programs, access to nutritious snacks, and hot lunch options to ensure students were prepared for learning each day.

Belonging - Creating a sense of belonging within school communities was a primary focus of school-based wellness action plans. With guidance from the divisional wellness committee, site-based teams worked to make schools welcoming, caring, respectful, and safe. Key initiatives included using Alberta Education's Walk Around tool, which helped staff assess school environments. Changes inspired by this tool included dedicating spaces for student work displays, promoting welcoming spaces, and celebrating school communities mindfully. Schools also prioritized fostering dignity and respect across all interactions, establishing clear positive behaviour expectations school-wide.

In March 2024, CRPS formed a committee to explore and plan the implementation of Student Advisories (high schools) and House teams (elementary and middle schools) for the 2025/26 school year. Exshaw School will pilot the House team structure in 2024/25. These initiatives aim to formalize support for the "Whole Child," making student well-being a shared responsibility across all staff.

Building and Spaces - CRPS remained committed to the safety and maintenance of its facilities. School administrators had direct access to the maintenance department to request support as needed throughout the year. The Occupational Health and Safety (OHS) committee met quarterly to address emerging needs within the district, collaborating directly with school staff, students, and school councils. CRPS's annual and long-term planning for Infrastructure Maintenance and Capital expenses reviewed the requirements for aging equipment and infrastructure, addressing priorities within budget constraints. ■

2023/24 Results - Areas of Celebration

- ◆ 87% of teachers indicate that they have had access to division and/or school based professional learning and resources to support positive mental health.
- ◆ 83% of teachers, parents and students overall agree that their learning environments are welcoming, caring, respectful and safe.
- ◆ 81% of teachers, parents and students overall agree that students are engaged in their learning at school.



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 | 2023/24 |
| Agree | 81 | 95 | 87 |
| Disagree | 19 | 5 | 13 |

In 2023/24, 87 per cent of teaching staff agreed they have access to professional learning resources to support positive mental health. Although this is a decline over the previous year, the three year trend reveals a six per cent growth in satisfaction among teachers.

(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 | | 2023/24 | |
| | CRPS | CA Norm | CRPS | CA Norm | CRPS | CA Norm |
| Gr. 7 to 12 | 63 | 73 | 58 | 73 | 65 | 66 |

Feel Safe At School

| % | CRPS | | | | | |
|-------------|---------|---------|---------|---------|---------|---------|
| | 2021/22 | | 2022/23 | | 2023/24 | |
| | CRPS | CA Norm | CRPS | CA Norm | CRPS | CA Norm |
| Gr. 4 to 6 | 68 | 67 | 68 | 65 | 58 | 62 |
| Gr. 7 to 12 | 63 | 66 | 61 | 66 | 64 | 58 |

CRPS is encouraged by the positive impact of recent initiatives aimed at enhancing students' feelings of safety and self-esteem, as reflected

in student feedback. While improvements have been observed in many areas, results indicate that students in Gr. 4 to 6 report feeling less safe. Upon further investigation it appears that girls in these grades are below the Canadian norm. Addressing this concern will be a priority in the coming years, with targeted strategies designed to enhance the sense of safety and support for this age group.

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

Anxiety

| % | CRPS | | | | | |
|-------------|---------|---------|---------|---------|---------|---------|
| | 2021/22 | | 2022/23 | | 2023/24 | |
| | CRPS | CA Norm | CRPS | CA Norm | CRPS | CA Norm |
| Gr. 4 to 6 | 28 | 22 | 24 | 22 | 25 | 29 |
| Gr. 7 to 12 | 29 | 26 | 32 | 26 | 30 | 32 |

Depression

| % | CRPS | | | | | |
|-------------|---------|---------|---------|---------|---------|---------|
| | 2021/22 | | 2022/23 | | 2023/24 | |
| | CRPS | CA Norm | CRPS | CA Norm | CRPS | CA Norm |
| Gr. 7 to 12 | 31 | 24 | 33 | 24 | 27 | 31 |

CRPS efforts to address students' mental health needs are beginning to have a positive impact. Students from Gr. 4 to 12 are reporting lower rates of anxiety as compared to their Canadian counterparts. Likewise, students in Gr. 7 to 12 are reporting lower rates of depression when compared to their Canadian counterparts. CRPS is pleased to see a positive downward trend in these measures compared to year one of the Four-Year Education Plan. These results indicate that students are being provided with the skills and supports required to enable them to feel good about themselves and are able to handle life's day to day challenges.

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

Advocate at School

| /10 | CRPS | | | | | |
|-------------|---------|---------|---------|---------|---------|---------|
| | 2021/22 | | 2022/23 | | 2023/24 | |
| | CRPS | CA Norm | CRPS | CA Norm | CRPS | CA Norm |
| Gr. 4 to 6 | 6.9 | 6.4 | 6.4 | 6.4 | 6.3 | 6.3 |
| Gr. 7 to 12 | 2.3 | 2.9 | 2.7 | 2.9 | 2.6 | 3.0 |

Positive Teacher-Student Relations

| /10 | CRPS | | | | | |
|-------------|---------|---------|---------|---------|---------|---------|
| | 2021/22 | | 2022/23 | | 2023/24 | |
| | CRPS | CA Norm | CRPS | CA Norm | CRPS | CA Norm |
| Gr. 4 to 6 | 8.4 | 8.3 | 7.7 | 8.3 | 7.6 | 8.1 |
| Gr. 7 to 12 | 6.4 | 6.5 | 6.2 | 6.5 | 6.2 | 6.3 |

Positive Learning Climate

| /10 | CRPS | | | | | |
|-------------|---------|---------|---------|---------|---------|---------|
| | 2021/22 | | 2022/23 | | 2023/24 | |
| | CRPS | CA Norm | CRPS | CA Norm | CRPS | CA Norm |
| Gr. 4 to 6 | 6.4 | 6.9 | 6.1 | 6.9 | 5.9 | 6.6 |
| Gr. 7 to 12 | 6.3 | 6.4 | 6.1 | 6.4 | 6.0 | 6.2 |

Expectations for Success

| /10 | CRPS | | | | | |
|-------------|---------|---------|---------|---------|---------|---------|
| | 2021/22 | | 2022/23 | | 2023/24 | |
| | CRPS | CA Norm | CRPS | CA Norm | CRPS | CA Norm |
| Gr. 4 to 6 | 8.1 | 8.6 | 7.9 | 8.6 | 7.7 | 8.2 |
| Gr. 7 to 12 | 7.3 | 7.4 | 6.9 | 7.4 | 6.9 | 7.3 |

The results for this measure have remained relatively stable from the previous year, with all outcomes either unchanged or showing a slight decrease. A positive trend over the past three years shows an increase in the percentage of students in Gr. 7 to 12 who report having an advocate at school. The action being undertaken by all schools

to ensure that all students are connected to a significant adult should result in an increase in all of these measures in the coming year. Looking ahead, this performance measure will continue to be a priority for CRPS.

(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 | | 2023/24 | |
| | CRPS | ABed | CRPS | ABed | CRPS | ABed |
| Overall | 82.9 | 86.1 | 83.0 | 84.7 | 82.5 | 84.0 |
| Parents | 82.2 | 86.9 | 83.2 | 85.6 | 84.0 | 86.3 |
| Students | 72.9 | 77.7 | 73.5 | 76.6 | 72.7 | 75.2 |
| Teachers | 93.5 | 93.6 | 92.2 | 92.0 | 90.8 | 91.6 |

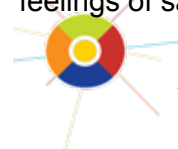
[Historical Data](#)

The vast majority of students, teachers, and parents continue to report CRPS' learning environments are welcoming, caring, respectful and safe. CRPS maintained its overall improvement in this performance measure with a slight decrease of 0.5 percent. The three year trend indicate teacher satisfaction has the greatest decline, while the overall results and student results remain relatively unchanged.

(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 | | 2023/24 | |
| | CRPS | ABed | CRPS | ABed | CRPS | ABed |
| Overall | 74.5 | 81.6 | 78.9 | 80.6 | 77.9 | 79.9 |
| Parents | 67.7 | 77.4 | 79.5 | 75.7 | 72.1 | 75.4 |
| Students | 75.0 | 80.1 | 75.4 | 79.9 | 76.7 | 78.7 |
| Teachers | 80.9 | 87.3 | 81.9 | 86.2 | 84.9 | 85.6 |

[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. While there is a slight decline in the satisfaction of parents over the previous year, trend levels reveal the efforts of CRPS to meet the needs of all students is having a positive impact on this measure over the course of the current Four-Year Education Plan.

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

| % | ABEd | | | | | |
|----------|---------|------|---------|------|---------|------|
| | 2021/22 | | 2022/23 | | 2023/24 | |
| | CRPS | ABed | CRPS | ABed | CRPS | ABed |
| Overall | 82.0 | 85.1 | 79.9 | 84.4 | 80.9 | 83.7 |
| Parents | 83.8 | 88.7 | 79.4 | 87.3 | 83.2 | 86.7 |
| Students | 68.5 | 71.3 | 69.3 | 70.9 | 66.8 | 69.3 |
| Teachers | 93.6 | 95.5 | 90.9 | 95.1 | 92.8 | 95.1 |

[Historical Data](#)

While the province continued to see a decline in overall results for this measure, CRPS reversed the downward trend, achieving a 1 per cent improvement in overall engagement levels compared to the previous year. Specifically, parent agreement rose by 2.8 per cent, and teacher agreement increased by 1.9 per cent regarding students' engagement in learning. However, student-reported engagement mirrored the provincial trend, with a continued decrease.

CRPS' student results may suggest that competing interests or evolving needs are affecting their level of engagement, possibly indicating that current learning opportunities aren't fully aligning with their changing interests. Moving forward, gathering student perspectives on this topic could provide valuable insights to address and enhance engagement effectively. ■

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

CRPS 2023/24 SPOTLIGHT

Elizabeth Rummel School's Journey to Literacy Success - In the three years following the pandemic's disruption to early education, Elizabeth Rummel School (ERS) has transformed literacy outcomes, with 54 per cent of students reading at grade level in 2021 rising to 86 per cent by Fall 2024. This 32 per cent increase reflects the school's commitment to building foundational literacy skills that support long-term academic success among all its students.

One of the most impactful changes was ERS' shift to prioritize early intervention in literacy. While literacy interventions traditionally began in Gr. 2, ERS teachers started screening students in kindergarten for skills like phonemic awareness and alphabet knowledge. By identifying and addressing gaps from the beginning, teachers could provide targeted support before those gaps grew wider.

"The earlier we can provide support, the better," said ERS Assistant Principal Nicole Skwara. "It's incredibly rewarding to watch these students build confidence in their reading."

In addition to early intervention, ERS' success can be attributed to a structured, tiered support system that allows teachers to meet students where they are. The first tier provides all students with universal instruction in phonics, comprehension, and fluency. The second tier focuses on small-group classroom instruction for students needing additional support, while the third tier offers one-on-one or small group, specialized interventions for those requiring the most assistance. Crucial to this model was the addition of a full-time literacy/numeracy specialist and increasing learning support to 1.5 teachers, made possible through a top-up to provincial funding from Canadian Rockies Public Schools' (CRPS) Board of Trustees.

"The board's increased funding for literacy and numeracy interventions has been invaluable, enabling us to tailor support across all grades," Skwara said. "This individualized support has had a tremendous impact, especially for students who benefit from focused, small group or one-on-one instruction."

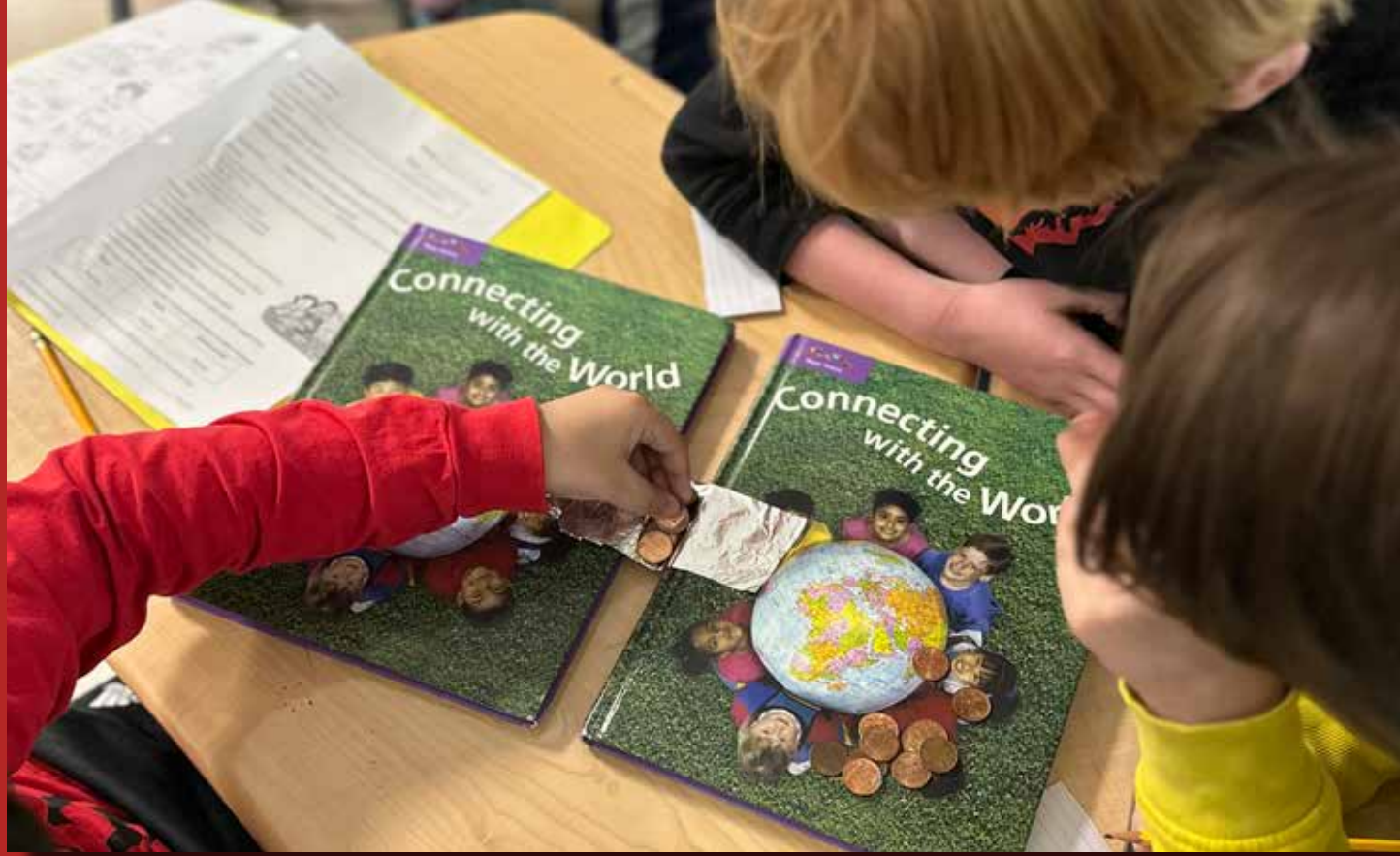
Additional funding from Alberta Education allowed CRPS to invest in resources like decodable books and high-interest nonfiction texts. Decodable books reinforce phonics skills, while nonfiction books on engaging topics like animals motivate students who might otherwise be reluctant readers. These resources have made reading accessible and enjoyable, fostering a culture of literacy that supports ERS' goals.

Skwara touted balanced instruction and assessment practices as another cornerstone of ERS' literacy strategy. Through the use of a wide range of research based instructional practices, teachers track phonemic awareness, phonics, comprehension, and fluency, giving them a comprehensive view of each student's unique strengths and areas for improvement. This data-driven approach allows teachers to adjust interventions in real-time, ensuring that support is targeted and effective.

Families have also been engaged in the learning process. Teachers share reading tips through platforms like Seesaw and email, empowering parents to support reading at home. Volunteer readers, including retired educators, work one-on-one with students, reinforcing classroom instruction and building a supportive reading culture.

Looking ahead, ERS is committed to sustaining these literacy gains. Small class sizes, ongoing professional learning, and continued support from CRPS are all part of the school's plan to build on its success—transforming the impact of the pandemic into a story of growth and resilience. ERS' journey serves as an inspiring model, proving that with the right support, students can overcome challenges and thrive academically. ■





Priority Two: Engaged Learning

Outcome: Students and Staff are Meaningfully Engaged in Their Learning

Teachers as Designers of Learning - The renewal of the Shared Vision of Learning, unveiled at the May Instructional Leadership Symposium, fostered a cohesive understanding of meaningful, authentic learning across the division. This initiative, combined with professional learning centred on the Teaching Effectiveness Framework (TEF) and the Teaching Quality Standard (TQS), provided staff with a stronger foundation for creating impactful learning opportunities. High enrolment in courses such as Cosmetology, Environmental Sustainability, and Wilderness Leadership, along with consistently strong diploma exam performance, demonstrates that CRPS courses are designed to meet diverse student needs.

Experiential and Hands-On Learning - Across the current education plan, CRPS has implemented and sustained innovative courses,

including applied design, fashion design, cosmetology, and environmental sustainability, to broaden the range of academic options. These courses supplement Career and Technology Foundations for Gr. 4 to 9 and Career and Technology Studies for Gr. 10 to 12. Additionally, humanities and STEM (Science, Technology, Engineering, and Mathematics) courses at the Gr. 9 and 10 levels foster an authentic, hands-on approach to teaching and learning.

The Dual Credit program offered students a chance to earn both high school and post-secondary credits. During the 2023/24 school year, CRPS partnered with Olds College to provide students with access to a wide range of online courses in Sports Management, Hospitality and Tourism, Business and Accounting, and Agricultural Technology. Additionally, CRPS collaborated with SAIT to prepare for the introduction of a Baking



Dual Credit program at Banff Community High School (BCHS), led by a Red Seal Chef in the school's new commercial kitchen.

Digital Citizenship & Technology - CRPS remains committed to fostering digital citizenship skills across all grade levels. Recently introduced government legislation limiting cell phone access during instructional time reinforced existing policies within the division's K-8 schools. CRPS continues to emphasize the responsible use of technology as a learning tool where appropriate.

CRPS continues to follow a four-year technology evergreening plan, ensuring funds are available to support student learning through accessible technology from K to Gr. 12. Google Suite Tools continued to facilitate collaboration among students and staff across the division. Additionally, new digital tools, including robots, were acquired to support the Gr. 4-6 science curriculum.

Teacher Capacity Building - Collaboration and task design, including assessment, remain central to professional learning. In recent years, teachers have engaged in intensive, ongoing professional learning to build capacity and agency in supporting student success. 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 Teaching Quality Standard.

At the start of the year, K to Gr. 8 grade-level teams engaged in half-day sessions to design real-world, meaningful learning tasks integrating literacy and numeracy skills, while Gr. 9 to 12 teachers focused on Outcomes-Based Assessment to improve accuracy, reduce bias, and enhance student motivation.

Other collaborative professional learning opportunities included:

- ◆ Professional Learning component part of each schools' monthly staff meeting and Educational Leadership Team meetings
- ◆ School-led Professional Learning focused on school and division priorities including literacy, numeracy and assessment practices
- ◆ Division-wide Professional Learning Networks on half-day Fridays (bi-weekly)
- ◆ Numerous workshops offered through the Calgary Regional Consortium, funded by various professional learning funds, both school-based and district-based

Leadership Capacity Building - CRPS recognizes the critical role of administrators as influential figures in student achievement, second only to teachers. To support administrators as instructional leaders, monthly professional learning sessions were held. Through the Nurturing Excellence in Instructional Leadership (NEIL) initiative, administrators and teachers also collaborated to enhance instructional leadership skills. In late spring, system and school admin teams reflected on two rounds of NEIL held over the year, emphasizing the importance of trust, evidence-informed conversations, and self-reflection in instructional leadership. Personalized feedback and alignment of goals between leaders and teachers also were highlighted as key factors. The team identified areas for further growth, such as keeping current with curriculum changes, implementing tracking systems for teacher goals, and creating opportunities for connection and collaboration. These reflections emphasize the value of trust, consistency, and a student-centered approach in fostering instructional leadership for improved student outcomes, exemplifying CRPS' commitment to leadership growth. ■



2023/24 Results - Areas of Celebration

- ◆ 83% of teachers indicate that collaborative professional learning opportunities are effective and have contributed to their ongoing professional growth.
- ◆ 84% of teachers indicate that digital citizenship is routinely incorporated into their instruction.
- ◆ 85% of students graduate within three years of entering Gr. 10
- ◆ 91% of students graduate within five years of entering Gr. 10
- ◆ 94% of EAL students graduate within five years of entering Grade 10
- ◆ 89% of EAL students achieve the acceptable level in Gr. 6 Provincial Achievement Tests.
- ◆ 62% of EAL students achieve at the acceptable level in Gr. 9 PATS - this has increased year over year for the past three years!
- ◆ 85% of students achieve at the acceptable level on diploma exams
- ◆ 62% of EAL students achieve at the acceptable level on diploma exams - this has improved year over year for the last three years!



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 | 2023/24 |
| Sept to June | 118 | 118 | N/A |
| Summer | 41 | 30 | N/A |

Data collection in this area has been paused, as analysis shows the information gathered does not offer actionable value toward our desired outcomes.

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

Relevance of Classroom Instruction

| /10 | CRPS | | | | | |
|-------------|---------|---------|---------|---------|---------|---------|
| | 2021/22 | | 2022/23 | | 2023/24 | |
| | CRPS | CA Norm | CRPS | CA Norm | CRPS | CA Norm |
| Gr. 4 to 6 | 7.1 | 8.0 | 7.2 | 8.0 | 6.9 | 7.3 |
| Gr. 7 to 12 | 6.1 | 6.2 | 6.1 | 6.2 | 5.9 | 6.0 |

Student Interest and Motivation

| % | CRPS | | | | | |
|-------------|---------|---------|---------|---------|---------|---------|
| | 2021/22 | | 2022/23 | | 2023/24 | |
| | CRPS | CA Norm | CRPS | CA Norm | CRPS | CA Norm |
| Gr. 4 to 6 | 76 | 86 | 75 | 86 | 73 | 78 |
| Gr. 7 to 12 | 29 | 40 | 28 | 40 | 25 | 33 |

Students consistently rate their classroom instruction as relevant to their daily lives, though slight declines were observed in both Gr. 4 to 6 and Gr. 7 to 12. Notably, these decreases align with Canadian norms.

Interest and motivation towards learning remain stronger among Gr. 4 to 6 students compared to those in Gr. 7 to 12. Although both groups fall slightly below the national average, the decline in engagement levels among CRPS students is significantly smaller than national trends. Competing interests outside the classroom continue to impact students' focus, especially in higher grades.

It's worth noting that Gr. 4 to 6 students' motivation aligns closely with the value they place on instructional relevance. By contrast, while older students recognize the relevance of classroom instruction to their daily lives, their motivation and interest in classroom learning remain comparatively lower.

(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 | 2023/24 |
| Agree | 72 | 68 | 63 |
| Disagree | 10 | 10 | 14 |
| Unsure | 17 | 21 | 24 |

Teachers Use Hands-On Activities

| % | CRPS | | |
|----------|---------|---------|---------|
| | 2021/22 | 2022/23 | 2023/24 |
| Agree | 52 | 55 | 52 |
| Disagree | 16 | 31 | 15 |
| Unsure | 32 | 14 | 33 |

The majority of students in Gr. 7 to 12 (63 per cent) reported that teachers used real-world problems



to support their learning; however, agreement with this measure continues a downward trend. Notably, the per cent of students who were unsure whether teachers incorporated real-world problems rose by 3 per cent, suggesting a need for teachers to be more explicit in using authentic examples and helping students make real-world connections.

Similarly, there was a slight decrease (3 per cent) in students in Gr. 7 to 12 who felt teachers used hands-on learning activities. Additionally, a significant 19 per cent increase in the variability of responses indicated potential inconsistency in teaching practices, with some students observing hands-on activities while others did not.

A renewed focus on hands-on learning could help address this shift in student perception, potentially boosting 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 | 2023/24 |
| Agree | 50 | 56 | 48 |
| Disagree | 21 | 18 | 19 |
| Unsure | 29 | 26 | 34 |

There was a significant decrease in the per cent of students in Gr. 7 to 12 who agreed that student voice counts in their school - down 8 per cent from the previous year and 2 per cent from 2021/22. While the percentage of students who disagreed with this measure rose only 1 per cent from 2022-23 and improved by 2 per cent from 2021/22, there was a notable increase in the number of students who were uncertain about the impact of their voice on decision-making. This suggests a need for greater clarity in demonstrating to students how their voices influence decisions in their school.

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

| # | CRPS | | |
|----------|---------|---------|---------|
| | 2021/22 | 2022/23 | 2023/24 |
| Students | 89 | 93 | N/A |
| Courses | 123 | 89 | N/A |

Data collection in this area has been paused, as analysis shows the information gathered does not offer actionable value toward our desired outcomes.

(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 | 2023/24 |
| Agree | 90 | 87 | 83 |
| Disagree | 10 | 13 | 17 |

The vast majority of teachers, 83 per cent, 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 | 2023/24 |
| Agree | 85 | 79 | 84 |
| Disagree | 15 | 21 | 16 |

Eighty-four percent (84%) of teachers agreed they regularly incorporated digital citizenship into classroom instruction. This measure increased by

five per cent from the previous year and is almost back to the baseline reported in 2021/22. This may indicate that teachers are returning their focus to digital citizenship as the learning gap created by the pandemic lessens for students.

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

| % | ABEd | | | | | |
|----------|---------|------|---------|------|---------|------|
| | 2021/22 | | 2022/23 | | 2023/24 | |
| | CRPS | ABed | CRPS | ABed | CRPS | ABed |
| Overall | 85.7 | 89.0 | 84.5 | 88.1 | 84.8 | 87.6 |
| Parents | 80.3 | 86.1 | 77.7 | 84.4 | 80.8 | 83.8 |
| Students | 82.5 | 85.9 | 83.3 | 85.7 | 82.6 | 84.9 |
| Teachers | 94.1 | 95.0 | 92.4 | 94.4 | 91.0 | 93.9 |

[Historical Data](#)

The vast majority of individuals surveyed were satisfied with the overall basic education being provided to CRPS students. While provincial results showed a continued decline in all aspects of this measure over the past two years, this trend was not reflected within CRPS. Instead, a reversal of the decline was observed with overall results increasing by 0.3 per cent and parent satisfaction rising by 3.1 per cent. Student satisfaction also remains slightly above what it was in the first year of the Four-Year Education Plan, indicating that the education delivered by CRPS is considered to be of high quality by both parents and students.

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

| % | ABEd | | | | | |
|----------|---------|------|---------|------|---------|------|
| | 2021/22 | | 2022/23 | | 2023/24 | |
| | CRPS | ABed | CRPS | ABed | CRPS | ABed |
| Overall | 76.0 | 81.4 | 77.2 | 80.3 | 75.6 | 79.4 |
| Parents | 70.8 | 80.4 | 75.7 | 79.4 | 73.7 | 78.7 |
| Students | 64.4 | 72.1 | 65.8 | 71.3 | 65.2 | 69.6 |
| Teachers | 92.8 | 91.7 | 90.0 | 90.3 | 88.1 | 89.8 |

[Historical Data](#)

Overall, over 75 per cent of stakeholders believe students model the characteristics of active citizenship. Although this is a slight decline over the previous year, parent and student results are above those of the 2021/22 school year, indicating that CRPS continues to offer opportunities for students to develop and demonstrate characteristics of active citizenship.

(ABEd) The percentage of teachers, parents and students who agree that students are engaged in their learning at school. (See page 15)

(ABEd) High school completion.

| % | ABEd | | | | | |
|-------------|---------|------|---------|------|---------|------|
| | 2020/21 | | 2021/22 | | 2022/23 | |
| | CRPS | ABed | CRPS | ABed | CRPS | ABed |
| 3 Years | 88.1 | 83.2 | 86.2 | 80.7 | 85.0 | 80.4 |
| 5 Years | 90.3 | 87.1 | 89.4 | 88.6 | 91.3 | 88.1 |
| EAL 3 Years | 85.7 | 78.5 | 95.4 | 72.8 | 68.9 | 72.0 |
| EAL 5 Years | 88.4 | 86.1 | 80.8 | 88.7 | 93.6 | 88.1 |

[Historical Data](#)

Despite a slight decline in the three-year high school completion rate from last year, CRPS continues to maintain rates that exceed the provincial average. Students, staff, and parents should be commended for their dedication to education during and after the challenges of the pandemic. Although the pandemic posed significant difficulties, it did not substantially impact high school completion rates within CRPS. In fact, the increase in the five-year graduation rate suggests that students whose path to graduation may have been disrupted by the pandemic are now successfully completing high school.

CRPS also excelled in supporting English as an Additional Language (EAL) students. Although the three-year graduation rate for EAL students declined in 2022/23, the increase in the five-year graduation rate indicates that these students received effective support, enabling them to fulfill their high school requirements.



**(ABEd) Provincial Achievement Tests
Acceptable Standard**

| | 2021/22 | | | | 2022/23 | | | | 2023/24 | | | |
|----------------|-------------|------|-------------|----------|-------------|------|-------------|----------|-------------|------|-------------|----------|
| | CRPS | ABed | CRPS EAL | ABed EAL | CRPS | ABed | CRPS EAL | ABed EAL | CRPS | ABed | CRPS EAL | ABed EAL |
| Grade 6 | | | | | | | | | | | | |
| Overall | 62.1 | 67.8 | 72.7 | 68.4 | 59.5 | 66.2 | 88.9 | 65.4 | 61.1 | 68.5 | 89.3 | 64.6 |
| 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 | 58.6 | 69.9 | * | 74.5 |
| 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 | 69.8 | 68.8 | 96.4 | 63.8 |
| Social | 62.1 | 73.7 | 72.7 | 68.4 | 59.5 | 66.2 | 88.9 | 65.4 | 61.1 | 68.5 | 89.3 | 64.6 |
| Grade 9 | | | | | | | | | | | | |
| Overall | 69.3 | 62.9 | 51.9 | 54.8 | 59.7 | 62.6 | 57.1 | 55.3 | 62.0 | 62.5 | 61.7 | 52.7 |
| LA | 76.3 | 69.6 | 53.8 | 61.9 | 69.9 | 71.4 | 64.3 | 62.2 | 68.1 | 69.5 | 53.3 | 56.9 |
| LA (FI) | 65.2 | 73.5 | * | 64.0 | 78.8 | 76.1 | N/A | 71.1 | 73.1 | 76.6 | N/A | 73.3 |
| Math | 55.6 | 53.0 | 33.3 | 47.0 | 47.2 | 54.4 | 57.1 | 50.1 | 52.2 | 52.7 | 60.0 | 46.7 |
| Science | 76.8 | 68.0 | 75.0 | 55.8 | 64.2 | 66.3 | 78.6 | 59.4 | 68.1 | 67.6 | 73.3 | 57.7 |
| Social | 69.7 | 60.8 | 53.8 | 54.5 | 54.0 | 58.4 | 28.6 | 50.4 | 63.0 | 60.5 | 60.0 | 49.4 |

(*) Results are suppressed where the number of students tested is fewer than six. (N/A) indicates no students wrote the test. (-) Test not administered where new curriculum is being introduced
[Historical Data](#)

Standard of Excellence

| | 2021/22 | | | | 2022/23 | | | | 2023/24 | | | |
|----------------|-------------|------|-------------|----------|-------------|------|-------------|----------|-------------|------|-------------|----------|
| | CRPS | ABed | CRPS EAL | ABed EAL | CRPS | ABed | CRPS EAL | ABed EAL | CRPS | ABed | CRPS EAL | ABed EAL |
| Grade 6 | | | | | | | | | | | | |
| Overall | 16.1 | 20.1 | 22.7 | 17.9 | 19.0 | 18.0 | 22.2 | 15.7 | 17.4 | 19.8 | 21.4 | 16.5 |
| 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 | 0.0 | 9.3 | * | 12.7 |
| 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 | 32.2 | 24.8 | 42.9 | 18.4 |
| Social | 16.1 | 15.8 | 22.7 | 17.9 | 19.0 | 18.0 | 22.2 | 15.7 | 17.4 | 19.8 | 21.4 | 16.5 |
| Grade 9 | | | | | | | | | | | | |
| Overall | 16.2 | 16.8 | 7.7 | 11.3 | 10.6 | 15.5 | 7.1 | 11.0 | 13.2 | 15.4 | 0.0 | 10.1 |
| LA | 11.8 | 12.9 | 7.7 | 7.0 | 8.5 | 13.4 | 0.0 | 6.6 | 12.3 | 11.8 | 0.0 | 5.4 |
| LA (FI) | 13.0 | 9.9 | N/A | 10.1 | 12.1 | 10.9 | N/A | 11.3 | 0.0 | 10.6 | N/A | 9.9 |
| Math | 9.3 | 16.7 | 8.3 | 12.9 | 6.8 | 13.5 | 7.1 | 12.0 | 11.6 | 14.0 | 0.0 | 11.5 |
| Science | 26.5 | 22.6 | 8.3 | 13.7 | 14.2 | 20.1 | 14.3 | 15.0 | 23.2 | 20.8 | 0.0 | 14.2 |
| Social | 17.8 | 17.2 | 7.7 | 12.6 | 12.5 | 15.9 | 7.1 | 11.0 | 9.4 | 15.8 | 0.0 | 9.6 |

(*) Results are suppressed where the number of students tested is fewer than six. (N/A) indicates no students wrote the test. (-) Test not administered where new curriculum is being introduced
[Historical Data](#)



A review of the three Gr. 6 Provincial Achievement Tests administered indicates that overall 61 per cent of students, up from 59.5 per cent the previous year, achieved at the acceptable level, while 17.4 per cent, down from 19 per cent, achieved at the standard of excellence. This performance is somewhat below the provincial results, where 68.5 per cent, up from 66.2 per cent, achieved at the acceptable level, and 19.8 per cent, up from 18 per cent, achieved at the standard of excellence.

In 2023/24, Gr. 6 students wrote three Provincial Achievement Tests: French Immersion Language Arts, Social Studies, and Science. Results for the French Immersion Language Arts exam followed the provincial trend, with a continued decline in the percentage of students achieving both the acceptable level and the standard of excellence. However, CRPS students continued to surpass their provincial counterparts in the percentage achieving at both the acceptable and excellence levels.

In Social Studies, 61.1 per cent of Gr. 6 students, up from 59.5 per cent, achieved at the acceptable level. This increase mirrored a similar provincial rise, where 68.5 per cent, up from 66.2 per cent, achieved at the acceptable level. CRPS students saw a decrease in those achieving at the standard of excellence (17.4 per cent, down from 19.0 per cent), whereas the province experienced an increase (19.8 per cent, up from 18.0 per cent). Over the course of the current Four-Year Education Plan, Gr. 6 students have shown an increase in the percentage achieving the standard of excellence in Science and Social Studies.



Gr. 6 Provincial Achievement results for English as an Additional Language (EAL) students continued to demonstrate strong outcomes in both Math and Science, with a higher percentage achieving at both the acceptable and excellence levels compared to their provincial counterparts.

Gr. 9 students demonstrated growth in the percentage achieving at the acceptable level (62.0 per cent, up from 59.7 per cent) and at the standard of excellence (13.25 per cent, up from 10.6 per cent). CRPS saw greater growth than the province, where 62.5 per cent, down 0.1 per cent from the previous year, scored at the acceptable level, and 15.4 per cent, down 0.1 per cent, scored at the standard of excellence.

Of the five Provincial Achievement Tests written at the Gr. 9 level, CRPS students outperformed their provincial counterparts at the acceptable level in Science and Social Studies and at the standard of excellence in Language Arts and Science.

Over the three years of the current education plan, Gr. 9 students have demonstrated an increase in the percentage achieving at the acceptable level in French Language Arts and at the standard of excellence in English Language Arts and Mathematics.

Gr. 9 EAL students within CRPS continue to excel, outperforming their provincial counterparts at the acceptable level in Mathematics, Science, and Social Studies.



**(ABEd) Diploma Exams*
Acceptable Level**

| | 2021/22 | | | | 2022/23 | | | | 2023/24 | | | |
|----------------|-------------|------|-------------|----------|-------------|------|-------------|----------|-------------|------|-------------|----------|
| | CRPS | ABed | CRPS EAL | ABed EAL | CRPS | ABed | CRPS EAL | ABed EAL | CRPS | ABed | CRPS EAL | ABed EAL |
| Overall | 80.1 | 75.2 | 31.3 | 59.9 | 83.1 | 80.3 | 57.1 | 67.1 | 85.3 | 81.5 | 62.1 | 66.3 |
| Eng. 30-1 | 89.0 | 78.8 | * | 55.5 | 84.7 | 83.7 | * | 63.3 | 90.4 | 84.2 | * | 61.3 |
| Eng. 30-2 | * | 80.8 | * | 63.9 | 85.0 | 86.2 | * | 71.5 | 95.2 | 85.7 | * | 70.0 |
| French 30-1 | * | 98.8 | * | 93.8 | * | 99.2 | N/A | 100 | N/A | 95.3 | N/A | 85.7 |
| Soc. 30-1 | 85.7 | 81.5 | * | 68.7 | 90.2 | 83.5 | N/A | 72.7 | 96.2 | 85.2 | * | 70.5 |
| Soc. 30-2 | 62.9 | 72.5 | 14.3 | 55.6 | 88.6 | 78.1 | 66.7 | 62.5 | 73.3 | 77.6 | 42.9 | 63.2 |
| Math 30-1 | 73.7 | 63.6 | * | 52.2 | 74.3 | 70.8 | * | 61.1 | 64.3 | 75.4 | * | 64.0 |
| Math 30-2 | 72.4 | 61.5 | * | 46.9 | 67.4 | 71.1 | N/A | 58.5 | 78.8 | 70.9 | * | 57.7 |
| Bio. 30 | 88.9 | 74.3 | * | 61.0 | 85.5 | 82.7 | N/A | 72.8 | 86.6 | 83.1 | * | 69.7 |
| Chem. 30 | 89.3 | 77.1 | * | 67.9 | 83.6 | 80.5 | * | 73.5 | 91.9 | 82.9 | * | 73.2 |
| Physics 30 | 75.0 | 78.5 | * | 63.1 | 82.5 | 82.3 | N/A | 75.7 | 84.2 | 85.1 | N/A | N/A |
| Science 30 | 80.0 | 75.7 | * | 59.7 | 87.0 | 79.4 | * | 67.4 | 82.1 | 81.3 | * | 69.0 |

(*) 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 | | | | 2023/24 | | | |
|----------------|-------------|-------------|------------|----------|-------------|-------------|------------|----------|-------------|------|------------|----------|
| | CRPS | ABed | CRPS EAL | ABed EAL | CRPS | ABed | CRPS EAL | ABed EAL | CRPS | ABed | CRPS EAL | ABed EAL |
| Overall | 24.3 | 18.2 | 6.3 | 10.8 | 25.5 | 21.1 | 0.0 | 13.8 | 19.1 | 22.6 | 0.0 | 14.0 |
| Eng. 30-1 | 14.3 | 9.4 | * | 2.6 | 10.2 | 10.5 | * | 3.7 | 13.3 | 10.1 | * | 2.7 |
| Eng. 30-2 | * | 12.3 | * | 3.7 | 20.0 | 12.7 | * | 5.5 | 19.0 | 12.9 | * | 5.2 |
| French 30-1 | * | 44.2 | * | 12.5 | * | 30.7 | N/A | 9.1 | N/A | 8.6 | N/A | 19.0 |
| Soc. 30-1 | 28.6 | 15.8 | * | 9.0 | 23.0 | 15.9 | N/A | 8.8 | 16.0 | 18.7 | * | 10.7 |
| Soc. 30-2 | 22.9 | 13.2 | 0.0 | 7.1 | 24.1 | 12.3 | 0.0 | 7.8 | 12.0 | 12.7 | 0.0 | 8.3 |
| Math 30-1 | 10.5 | 23.0 | * | 19.2 | 29.7 | 29.0 | * | 23.2 | 13.9 | 34.9 | * | 27.6 |
| Math 30-2 | 10.3 | 11.8 | * | 6.3 | 10.9 | 15.2 | N/A | 9.7 | 16.7 | 15.4 | * | 9.0 |
| Bio. 30 | 38.9 | 25.2 | * | 18.0 | 39.5 | 32.8 | N/A | 24.7 | 34.0 | 33.7 | * | 23.6 |
| Chem. 30 | 46.4 | 31.1 | * | 23.5 | 31.3 | 37.0 | * | 29.9 | 23.0 | 38.0 | * | 29.6 |
| Physics 30 | 41.7 | 34.6 | * | 26.4 | 37.5 | 39.9 | N/A | 32.3 | 34.2 | 43.1 | N/A | N/A |
| Science 30 | 20.0 | 17.2 | * | 11.8 | 43.5 | 23.1 | * | 16.1 | 14.3 | 24.6 | * | 16.2 |

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

[Historical Data](#)

CRPS students continued to excel in the percentage achieving the acceptable standard in diploma exams. Within the CRPS cohort, 85.3 per cent of students, up from 83.1 per cent the previous year, met the acceptable standard. This result exceeded the provincial cohort, where 81.5 per cent of students achieved the acceptable standard, up from 80.3 per cent the previous year. However, 19.1 per cent of CRPS students achieved the standard of excellence, down from 25.5 per cent the previous year and below the provincial cohort, where 22.6 per cent achieved the standard of excellence, up from 21.2 per cent.

CRPS students outperformed their provincial counterparts on seven out of ten exams at the acceptable standard (English 30-1, English 30-2, Social Studies 30-1, Math 30-2, Biology 30, Chemistry 30, and Science 30) and four out of ten at the standard of excellence (English 30-1, English 30-2, Math 30-2, and Biology 30). CRPS also saw a higher participation rate compared to the previous year in English 30-1, English 30-2, Mathematics 30-1, Mathematics 30-2, Social Studies 30-1, Biology 30, Chemistry 30, and Science 30.

An increased percentage of CRPS students achieved the acceptable standard in six of the ten courses—English 30-1, English 30-2, Social Studies 30-1, Math 30-2, Chemistry 30, and Physics 30—compared to the previous two years, indicating a trend of upward performance in these subjects. With the exception of Social Studies 30-2 and Math 30-2, this upward trend over three years was also observed in the provincial cohort.

At the standard of excellence, CRPS students demonstrated a significant increase in the percentage achieving this level in Math 30-2 compared to their cohorts over the past two years. An increase was also seen in English 30-1 over the last year. However, there was a decline in the percentage of CRPS students achieving the standard of excellence in the remaining courses. The provincial cohort saw a decline in the percentage of students achieving the standard of excellence in two courses: English 30-1 and Social Studies 30-2.

Among EAL learners, results were only available for Social Studies 30-2, where 42.9 per cent of CRPS EAL students, down from 66.7 per cent the previous year, achieved the acceptable standard. No CRPS EAL students writing Social Studies 30-2 achieved the standard of excellence, whereas 8.3 per cent of the provincial cohort, up slightly from 7.8 per cent the previous year, achieved this standard.

CRPS students and staff deserve recognition for maintaining strong academic results in diploma courses. Nevertheless, as highlighted in the analysis, there are areas of decline that should be addressed to prevent a potential downward trend within the division. ■

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





CRPS 2023/24 SPOTLIGHT



2024 Edwin Parr Award Nominee - CRPS proudly nominated Braeden Kelly as its 2024 Zone 5 Edwin Parr Award candidate, recognizing his outstanding contributions as a first-year Outdoor Experiential Learning teacher. Serving six schools across the division, Kelly crafted and delivered over 40 unique, curriculum-based outdoor programs, engaging approximately 1,000 students annually in immersive and impactful learning experiences.

In his first year of teaching, Kelly displayed a remarkable collaborative spirit, working closely with educators across the division to align classroom learning with the natural environment. His innovative methods revitalized CRPS' educational offerings, blending outdoor exploration with academic rigour. His approach not only promoted academic excellence but also fostered inclusive, supportive learning environments that embraced diversity, with particular respect for the perspectives of First Nations, Métis, and Inuit communities. His teaching highlighted the importance of inclusion and culturally aware instruction, enriching student understanding of Canada's Indigenous heritage.



On May 29, CRPS joined Calgary-area school boards at "The Track" in Langdon to celebrate the Zone 5 Edwin Parr Award nominees. The ceremony featured video presentations that showcased the contributions of each nominee. Kelly's [video](#) highlighted his reflective practice, curriculum expertise, and collaboration with Stoney Nakoda Knowledge Keepers. His passion for outdoor education, environmental stewardship, and his commitment to integrating Indigenous knowledge into his programs were clear highlights. In Kelly's video, CRPS emphasized his resourcefulness, attention to detail, and commitment to engaging, culturally respectful learning experiences.

Although the award advanced to another worthy Zone 5 nominee, CRPS celebrate Kelly's achievements and dedication with pride. His transformative first year had a lasting impact on his students and colleagues, positioning him as a valued member and an exemplary figure within educational circles across the division. ■





Priority Three: Student Supports

Outcome 1: Individual Growth and Success Fostered in Every Student

Outcome 2: Students are Literate and Numerate

Literacy and Numeracy - During the 2023/24 school year, each school within CRPS provided universal, targeted, and specialized instruction to ensure that all students continued to advance. Programming was designed to focus on student strengths, offering alternative methods to access learning and demonstrate understanding. Success teachers, reading specialists, speech-language pathologists, occupational therapists, learning support teachers, and educational assistants were utilized to meet students' needs. All divisional schools conducted screening in reading, writing, and numeracy, using this data to implement interventions and supports for student learning. Each school within the division employed University of Florida Literacy Interventions (UFLI) and conducted regular literacy assessments to evaluate and adjust programming. To address numeracy needs, students received targeted interventions, with flexible groupings—individual, small group,

and large group instruction—used across grade levels to close achievement gaps.

Indigenous Education - Throughout the 2023/24 school year, CRPS' four Knowledge Keepers visited all schools within the division to share Indigenous ways of knowing and doing. With the Knowledge Keepers as their guides, students and staff learned about the significance of the National Day for Truth and Reconciliation, the Moose Campaign, Orange Shirt Day, and Red Dress Day. Additionally, each school held assemblies to celebrate Indigenous Peoples Day and honoured and celebrated Métis Week.

Throughout the 2023/24 school year, CRPS provided monthly professional learning sessions focused on deepening staff understanding of Indigenous knowledge, wellness, and culturally responsive teaching practices. Staff explored

diverse topics, such as using the Medicine Wheel to promote wellness, incorporating Indigenous worldviews into teaching, and engaging with Indigenous languages in the classroom. Learning sessions also addressed significant historical and cultural subjects, like the Indian Act's legacy for First Nations students and the ongoing impact of residential schools. Educators gained practical techniques, such as Indigenous weaving and beading to teach curriculum concepts, as well as the use of sharing circles for conflict resolution and restorative justice. This wide-ranging professional learning helped staff integrate Indigenous perspectives meaningfully into their teaching and supported CRPS' commitment to cultural awareness and reconciliation.

Assessment Practices - The primary purpose of assessment is to improve student learning. Formative assessments such as self- and peer assessments, feedback loops, and responsive teaching remained central to professional learning in 2023/24. Data triangulation using conversations, observations, and products was used to collect evidence of student learning. Students are viewed as essential players in their assessment and learning, with a strong focus on integrating formative assessment into task design, helping students recognize strengths and areas for growth. This focus on assessment and personalized instruction has contributed to CRPS students' academic success. Notably, Indigenous student participation in diploma exams has tripled over the past three years.

Staffing - To support literacy and numeracy intervention for elementary students, the Board of Trustees extended funding to maintain staffing for these services in 2023/24. This decision enabled most K-6 school to have a staff member dedicated to numeracy and literacy intervention. Schools continued to employ Success Teachers to support Indigenous students. Funds were also allocated to employ a chef to prepare nutritious and appealing breakfasts and lunches, with a focus

on supporting CRPS' First Nations students. The Outdoor Learning Centre continued to be staffed with two dedicated outdoor learning teachers and an instructor to co-design and deliver the Gr. K-8 curriculum and provide outdoor experiential learning. Specialized outdoor education courses were also offered at the high school level.

With the generous support of the Wim and Nancy Foundation, CRPS was able to employ a Speech-Language Pathologist, an Occupational Therapist, and a full-time district psychologist to support the priorities outlined in the Four-Year Education Plan.

In response to the increasing number of complex needs across the division, a part-time Learning Services Coordinator was hired to support quality teaching and leadership and promote continuous improvement. This role also provided guidance to educators in implementing inclusive practices for diverse student needs.

Community Partners - For the past 11 years, the Wim and Nancy Pauw Foundation has provided financial support for CRPS outdoor learning, outdoor pursuits, and wrap-around services. CRPS received a generous donation of \$993,000 from the Foundation for the 2023/24 school year, a contribution that has significantly impacted student support services, mental health initiatives, outdoor experiential learning, and innovative programming.

ID9, a local organization that provides Grant-in-Aid funding, supports the Banff Elementary School Nature Explorers Program and the Canadian Rockies Outdoor Learning Centre. This funding enables CRPS to continue offering experiential learning opportunities for all students in the division.

Lake Louise Ski Area, the Town of Canmore, the Town of Banff, Settlement Services, Alberta Parks, and the Banff-Canmore Community Foundation are also valued community partners, collectively supporting CRPS students' learning experiences. ■



2023/24 Results - Areas of Celebration

- ◆ 80% of teachers indicate that professional learning focused on the Teaching Effectiveness Framework is effective and has contributed to their ongoing professional growth.
- ◆ 98% of teachers indicate that they incorporate feedback loops into their instructional design including time for students to identify their next steps for learning.
- ◆ 90% of teachers indicate that they have been provided with opportunities to build their foundational knowledge of First Nations, Métis, and Inuit peoples.
- ◆ 84% of our First Nation, Métis and Inuit students graduate within five years of entering Gr. 10
- ◆ 100% of teachers (K-12) indicate that literacy and numeracy are a priority within their instructional design process.
- ◆ 81% of teachers indicate that CRPS has provided the opportunity to engage in professional learning in the area of literacy or numeracy.



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 | 2023/24 |
| Agree | 90 | 93 | 80 |
| Disagree | 10 | 7 | 20 |

The vast majority of CRPS teachers continue to report that professional learning focused on the Teaching Effectiveness Framework (TEF) is effective and has contributed to their ongoing professional growth. However, there was a 13 per cent decrease in the number of teachers responding affirmatively to this measure. Given the high number of new teaching staff within CRPS, it may be necessary to investigate whether this decline is due to a lack of understanding of the TEF or if teachers now require different professional learning focuses to help them continue achieving TQS competencies.

(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 | 2023/24 |
| Agree | 98 | 98 | 96 |
| Disagree | 2 | 2 | 4 |

In keeping with CRPS' expectations and results from last year, 96 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 | | 2023/24 | |
| | CRPS | CA Norm | CRPS | CA Norm | CRPS | CA Norm |
| Gr. 4 to 6 | 7.7 | 8.3 | 7.8 | 8.3 | 7.5 | 7.9 |
| Gr. 7 to 12 | 6.5 | 6.6 | 6.4 | 6.6 | 6.4 | 6.6 |

Overall, students indicated that they find classroom instruction to be well-organized, with a clear purpose and immediate, appropriate feedback that helps them learn. Similar to last year, this measure received a slightly higher rating from elementary students (7.5 out of 10) compared to high school students (6.4 out of 10). Compared to last year's results, there was a slight decrease for elementary students (-0.3 out of 10) and no change for students in Gr. 7-12. These shifts reflect changes in Canadian norms. CRPS' continued focus on providing meaningful and effective feedback within the learning process is expected to bring CRPS results in line with, or even exceed, Canadian norms for both grade groups.

(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 | 2023/24 |
| Agree | 78 | 85 | 90 |
| Disagree | 22 | 15 | 10 |

The majority of teachers (90 per cent) agreed that they have been provided with opportunities to build their foundational knowledge of First Nations, Métis, and Inuit peoples.



There was a significant increase in agreement on this measure, with a 5 per cent rise from the previous year and a 12 per cent increase from the 2021-22 school year. This growth may reflect the impact of CRPS' adherence to and utilization of the Teaching Quality Standard (TQS). Within CRPS, professional learning opportunities have supported teachers in building their foundational knowledge of First Nations, Métis, and Inuit peoples, helping them to achieve the competencies outlined in the 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 | | 2023/24 | |
| | Gr. 4 to 6 | Gr. 7 to 12 | Gr. 4 to 6 | Gr. 7 to 12 | Gr. 4 to 6 | Gr. 7 to 12 |
| Agree | 77 | 76 | 80 | 76 | 77 | 79 |
| Disagree | 6 | 11 | 13 | 13 | 10 | 9 |
| Unsure | 17 | 13 | 6 | 12 | 13 | 12 |

Seventy-seven per cent (77%) of elementary students and 79 per cent of secondary students agreed that they had learned about First Nations, Métis, and Inuit peoples in school. Meanwhile, 13 per cent of elementary students and 12 per cent of secondary students were unsure, and 10 per cent of elementary students and 8 per cent of secondary students disagreed. Compared to last year, positive responses among Gr. 4 to 6 students decreased by 3 per cent, while disagreement increased by 3 per cent for Gr. 4 to 6 and by 5 per cent for Gr. 7 to 12.

The effort within CRPS to expose and educate all students in applying First Nation, Métis, and Inuit knowledge is meeting with success and must continue in the years ahead. In fact, teachers within CRPS may need to be more explicit when incorporating First Nation, Meti, and Inuit knowledge so students are more aware and knowledgeable in this important area.

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

| % | ABEd | | | | | |
|---------|---------|------|---------|------|---------|------|
| | 2020/21 | | 2021/22 | | 2022/23 | |
| | CRPS | ABed | CRPS | ABed | CRPS | ABed |
| 3 Years | 78.0 | 59.5 | 38.4 | 57.0 | 35.0 | 58.6 |
| 5 Years | 69.7 | 68.0 | 84.8 | 71.3 | 83.8 | 69.4 |

[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.

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 35.0 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.

CRPS' five-year graduation rate for First Nations, Métis, and Inuit students continues to exceed the provincial average, rising to 84.8 per cent in 2022-23, up from 69.7 per cent in 2021/22, and remains strong at 83.8 per cent in 2023. During this period, the province experienced a decline in this measure. This increase in the five-year graduation rate may indicate that students received effective support to stay in school and complete their studies, despite potential delays caused by the pandemic.

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

Acceptable Standard

| | 2021/22 | | 2022/23 | | 2023/24 | |
|----------------|-------------|------|-------------|------|-------------|------|
| | CRPS | ABed | CRPS | ABed | CRPS | ABed |
| Grade 6 | | | | | | |
| Overall | 3.6 | 46.8 | 27.6 | 45.3 | 14.3 | 48.7 |
| LA | 10.7 | 58.2 | 48.3 | 60.6 | - | - |
| LA (FI) | N/A | 63.7 | * | 65.9 | N/A | 56.9 |
| Math | 0.0 | 40.3 | 31.0 | 42.0 | - | - |
| Science | 3.6 | 51.2 | 55.6 | 46.0 | 17.9 | 51.4 |
| Social | 3.6 | 46.8 | 27.6 | 45.3 | 14.3 | 48.7 |
| Grade 9 | | | | | | |
| Overall | 23.7 | 41.9 | 15.3 | 39.4 | 12.5 | 41.4 |
| LA | 30.4 | 58.2 | 36.5 | 49.2 | 16.0 | 49.5 |
| LA (FI) | N/A | 63.7 | * | 65.4 | N/A | 63.8 |
| Math | 13.0 | 40.3 | 5.9 | 28.7 | 12.0 | 28.7 |
| Science | 26.1 | 51.2 | 17.6 | 42.1 | 12.0 | 46.0 |
| Social | 21.7 | 46.8 | 8.8 | 34.1 | 16.0 | 39.0 |

(*) Results are suppressed where the number of students tested is fewer than six. (N/A) indicates no students wrote the test. (-) Test not administered where new curriculum is being introduced.

[Historical Data](#)

Standard of Excellence

| | 2021/22 | | 2022/23 | | 2023/24 | |
|----------------|-------------|------|-------------|------|------------|------|
| | CRPS | ABed | CRPS | ABed | CRPS | ABed |
| Grade 6 | | | | | | |
| Overall | 0.0 | 7.3 | 6.9 | 6.5 | 0.0 | 7.3 |
| LA | 0.0 | 7.4 | 6.9 | 7.1 | - | - |
| LA (FI) | N/A | 6.4 | - | 5.3 | N/A | 2.9 |
| Math | 0.0 | 3.7 | 6.9 | 5.6 | - | - |
| Science | 0.0 | 9.7 | 22.2 | 9.0 | 3.6 | 12.3 |
| Social | 0.0 | 7.3 | 6.6 | 6.5 | 0.0 | 7.3 |
| Grade 9 | | | | | | |
| Overall | 2.2 | 5.4 | 0.7 | 5.3 | 1.8 | 6.1 |
| LA | 6.9 | 7.1 | 6.9 | 7.1 | 0.0 | 4.7 |
| LA (FI) | - | 5.3 | - | 5.3 | N/A | 5.6 |
| Math | 6.9 | 5.6 | 6.9 | 5.6 | 0.0 | 4.8 |
| Science | 22.2 | 9.0 | 22.2 | 9.0 | 4.0 | 8.5 |
| Social | 6.6 | 6.5 | 6.6 | 6.5 | 4.0 | 6.3 |

(*) Results are suppressed where the number of students tested is fewer than six. (N/A) indicates no students wrote the test. (-) Test not administered where new curriculum is being introduced.

[Historical Data](#)

In 2023/24, 14.3 per cent of First Nations, Métis, and Inuit Gr. 6 students achieved the acceptable standard on the Provincial Achievement Tests (PAT), down from 27.8 per cent the previous year, while none (0.0 per cent) achieved the standard of excellence, down from 6.9 per cent.

Despite this year's decline, CRPS Gr. 6 First Nations, Métis, and Inuit students' performance remains above 2021/22 levels at the acceptable standard, indicating a net improvement over the last three years, with consistent participation of 28 students annually.

Among Gr. 9 students, 12.5 per cent of First Nations, Métis, and Inuit students achieved the acceptable standard across all PATs, a decrease from 15.3 per cent last year. However, there was a slight improvement at the standard of excellence, rising to 1.8 per cent from 0.7 per cent.

Compared to their provincial peers, CRPS First Nations, Métis, and Inuit Gr. 6 and Gr. 9 students performed below average at both the acceptable level and the standard of excellence on all PAT tests.

Internally, CRPS Gr. 9 First Nations, Métis, and Inuit students showed improvement in Math and Social Studies at the acceptable level and in Science and Social Studies at the standard of excellence, potentially benefiting from full-year combined math and science instruction.

While some academic progress has been noted over the past three years, CRPS will need to maintain its focus on closing the achievement gap for First Nations, Métis, and Inuit students to ensure their academic needs are met.



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

Acceptable Standard

| | 2021/22 | | 2022/23 | | 2023/24 | |
|----------------|-------------|------|-------------|------|--------------|------|
| | CRPS | ABed | CRPS | ABed | CRPS | ABed |
| Overall | 80.0 | 68.7 | 64.3 | 74.8 | 74.2 | 76.9 |
| Eng. 30-1 | * | 73.5 | * | 78.3 | 87.5 | 81.7 |
| Eng. 30-2 | * | 82.1 | 77.8 | 86.5 | 90.9 | 86.0 |
| French 30-1 | * | 83.3 | N/A | 83.8 | N/A | 88.9 |
| Soc. 30-1 | * | 66.0 | * | 73.0 | 100.0 | 79.1 |
| Soc. 30-2 | * | 72.5 | 54.5 | 72.3 | 53.8 | 72.9 |
| Math 30-1 | * | 50.9 | * | 60.6 | * | 64.4 |
| Math 30-2 | * | 55.2 | N/A | 65.8 | * | 64.8 |
| Bio. 30 | * | 58.9 | N/A | 72.5 | * | 72.8 |
| Chem. 30 | * | 62.5 | * | 70.0 | * | 78.2 |
| Physics 30 | * | 68.6 | N/A | 72.0 | * | 80.4 |
| Science 30 | * | 70.0 | * | 75.3 | * | 78.1 |

(*) 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 | | 2023/24 | |
|----------------|------------|------|-------------|------|-------------|------|
| | CRPS | ABed | CRPS | ABed | CRPS | ABed |
| Overall | 0.0 | 8.5 | 10.7 | 11.3 | 8.1 | 11.8 |
| Eng. 30-1 | * | 4.4 | * | 6.1 | 0.0 | 6.9 |
| Eng. 30-2 | * | 9.2 | 22.2 | 9.9 | 18.2 | 10.8 |
| French 30-1 | * | 0.0 | N/A | 2.7 | N/A | 0.0 |
| Soc. 30-1 | * | 5.4 | * | 8.6 | 12.5 | 10.6 |
| Soc. 30-2 | * | 13.2 | 0.0 | 5.4 | 0.0 | 6.6 |
| Math 30-1 | * | 10.5 | * | 15.0 | * | 17.0 |
| Math 30-2 | * | 7.3 | N/A | 12.1 | * | 10.1 |
| Bio. 30 | * | 11.5 | N/A | 19.1 | * | 17.0 |
| Chem. 30 | * | 15.4 | * | 24.0 | * | 23.5 |
| Physics 30 | * | 25.2 | N/A | 26.8 | * | 23.2 |
| Science 30 | * | 7.2 | * | 18.7 | * | 18.5 |

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



Approximately 74.2 per cent of First Nations, Métis, and Inuit students in CRPS who wrote diploma exams achieved the acceptable standard, up from 64.3 per cent the previous year, compared to 76.9 per cent provincially (up from 74.8 per cent). Around 8 per cent of CRPS Indigenous students achieved the standard of excellence, down from 10.7 per cent, compared to 11.8 per cent provincially (up from 11.3 per cent).

The number of CRPS Indigenous students writing diploma exams rose significantly, with 7 students participating in the first year of the current education plan, 14 in the second, and 21 in the third. This increase indicates growing academic engagement and achievement among Indigenous students in CRPS.

Although the number of Indigenous students writing diploma exams remains relatively small, CRPS saw increased participation across all courses except French 30. CRPS Indigenous students outperformed their provincial counterparts at the acceptable standard in English 30-1, English 30-2, and Social Studies 30-1, and at the standard of excellence in English 30-2 and Social Studies 30-1. This rise in participation and success marks a significant step forward for Indigenous students in CRPS. Continued focus on supporting their learning needs will be essential to sustain this positive trend.

(ABEd) Percentage of teachers, parents, and students satisfied with the overall quality of basic education. (See page 22)

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

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

| % | ABEd | | | | | |
|-----------------|-------------|------|-------------|------|-------------|------|
| | 2021/22 | | 2022/23 | | 2023/24 | |
| | CRPS | ABed | CRPS | ABed | CRPS | ABed |
| Overall | 71.2 | 78.8 | 70.8 | 79.1 | 72.6 | 79.5 |
| Parents | 63.4 | 72.3 | 61.4 | 72.5 | 68.6 | 74.4 |
| Teachers | 79.0 | 85.2 | 80.2 | 85.7 | 76.6 | 84.6 |

[Historical Data](#)

CRPS has seen an improvement in this measure, with a 1.8 per cent overall increase and a 7.4 per cent rise in parental satisfaction regarding their involvement in decisions about their children's education.

This focus has been a priority throughout the current Four-Year Education Plan. In 2023/24, parents were surveyed to better understand the factors influencing this measure. Surprisingly, many parents indicated that their dissatisfaction stemmed not from a lack of involvement opportunities but from their own time constraints due to other demands. To alleviate this stress, CRPS is working to help parents recognize the various ways they are already engaged in the decision-making process. ■



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 | 2023/24 |
| Agree | 90 | 95 | 100 |
| Disagree | 10 | 5 | 0 |

All teachers (100 per cent) agreed that literacy and numeracy are priorities within their instructional design process, marking a 5 per cent increase from the previous year. This significant rise reflects CRPS' focus on professional learning to ensure that teachers across all grade levels and subject areas understand their role in supporting students' literacy and numeracy development.

(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 | 2023/24 |
| Agree | 80 | 82 | 81 |
| Disagree | 20 | 18 | 19 |

In the 2023/24 school year, a significant majority of teachers (81%) 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 2021/22 school 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 | 2023/24 |
| Agree | 80 | 76 | 76 |
| Disagree | 6 | 10 | 10 |
| Unsure | 14 | 14 | 14 |

Availability of Extra Help in Reading or Writing

| Gr. 4 to 6 % | CRPS | | |
|--------------|---------|---------|---------|
| | 2021/22 | 2022/23 | 2023/24 |
| Agree | 75 | 75 | 71 |
| Disagree | 7 | 10 | 11 |
| Unsure | 18 | 14 | 18 |

Feel Challenged & Confident in LA, Math, and Science

| % | CRPS | | | | | |
|-------------|---------|---------|---------|---------|---------|---------|
| | 2021/22 | | 2022/23 | | 2023/24 | |
| | CRPS | CA Norm | CRPS | CA Norm | CRPS | CA Norm |
| Gr. 4 to 6 | 39 | 40 | 35 | 40 | 31 | 36 |
| Gr. 7 to 12 | 68 | 62 | 67 | 62 | 65 | 63 |

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

| % | CRPS | | | | | |
|-------------|---------|---------|---------|---------|---------|---------|
| | 2021/22 | | 2022/23 | | 2023/24 | |
| | CRPS | CA Norm | CRPS | CA Norm | CRPS | CA Norm |
| Gr. 4 to 6 | 32 | 35 | 36 | 35 | 37 | 30 |
| Gr. 7 to 12 | 13 | 17 | 14 | 17 | 13 | 18 |

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

| % | CRPS | | | | | |
|-------------|---------|---------|---------|---------|---------|---------|
| | 2021/22 | | 2022/23 | | 2023/24 | |
| | CRPS | CA Norm | CRPS | CA Norm | CRPS | CA Norm |
| Gr. 4 to 6 | 23 | 18 | 21 | 18 | 25 | 25 |
| Gr. 7 to 12 | 17 | 18 | 17 | 18 | 20 | 16 |

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

| % | CRPS | | | | | |
|-------------|---------|---------|---------|---------|---------|---------|
| | 2021/22 | | 2022/23 | | 2023/24 | |
| | CRPS | CA Norm | CRPS | CA Norm | CRPS | CA Norm |
| Gr. 4 to 6 | 6 | 7 | 8 | 7 | 7 | 8 |
| Gr. 7 to 12 | 2 | 3 | 2 | 3 | 2 | 3 |

The vast majority of elementary students reported receiving the support they needed in both language arts (71 per cent) and math (76 per cent).

Thirty one per cent (31%) of elementary students felt they had the skills to succeed academically, while 65 per cent of secondary students shared this confidence. However, these figures have shown a slight decline year over year since the beginning of the current Four-Year Education Plan.

Among Gr. 4-6 students, 37 per cent expressed a lack of confidence in their abilities, a 1 per cent increase from last year. Despite additional staffing resources and programs to support literacy and numeracy development, many students were unsure about how to access help in math and language arts. This gap in understanding remains a concern and should continue to be a focus for CRPS.

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

| % | CRPS | | |
|---------------------|---------|---------|---------|
| | 2021/22 | 2022/23 | 2023/24 |
| Literacy Gr. 1 to 6 | 51 | 57 | 57 |
| Math Gr. 1 to 8 | N/A | 75 | 63 |

Literacy - CRPS's fall baseline measurements for foundational literacy skills show that 56 per cent of students in Gr. 1 to 6 were assessed at grade level, maintaining the improvement noted last year, with only a 1 per cent decrease. All schools within CRPS, except LGMS, either maintained or improved literacy skills among students entering their grade level.

This sustained improvement indicates that the added resources and staffing for literacy development are positively impacting student achievement. Continued focus in this area is essential to further reduce the number of students entering below grade-level literacy and to increase student awareness of available support when needed.

Numeracy - Fall baseline measurements for foundational numeracy skills showed that nearly 63 per cent of Gr. 1 to 6 students assessed were at grade level, a decrease from 75 per cent the previous year. Most students in four of the five CRPS schools demonstrated grade-appropriate numeracy skills: Alpenglow (83 per cent), ERS (84 per cent), BES (76 per cent), and LGMS (62.5 per cent). These results reflect a 2 per cent increase for Alpenglow, slight decreases for BES and ERS, and a notable 10 per cent decline at LGMS. A careful review of the decline at LGMS is needed to prevent it from becoming a trend, and additional support is essential to help Exshaw School students further close the numeracy gap.



(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.

Literacy

| # | CRPS | | |
|-------|----------|-------------------|-------------|
| | Assessed | At-Risk Beginning | At-Risk End |
| Gr. 1 | 148 | 19 | 9 |
| Gr. 2 | 135 | 30 | 14 |
| Gr. 3 | 155 | 28 | 19 |
| Gr. 4 | 138 | 22 | 16 |
| Gr. 5 | 127 | 24 | 19 |

Numeracy

| # | CRPS | | |
|-------|----------|-------------------|-------------|
| | Assessed | At-Risk Beginning | At-Risk End |
| Gr. 1 | 149 | 20 | 9 |
| Gr. 2 | 135 | 19 | 7 |
| Gr. 3 | 155 | 9 | 2 |
| Gr. 4 | 138 | 9 | 4 |
| Gr. 5 | 127 | 23 | 17 |

Literacy - Data from the Learning Disruption Grant literacy assessments show that 703 CRPS students in Gr. 1 to 5 were assessed at the beginning of the year, with 123 students initially identified as at-risk. By year's end, the number of at-risk students decreased to 77. This reduction suggests that interventions were effective, enabling these students to make measurable progress and close their learning gaps. The data reflects a positive trend across all grades, demonstrating CRPS' commitment to supporting students' literacy development.

Numeracy - Data from the Learning Disruption Grant numeracy assessments show that 704 CRPS students in Gr. 1 to 5 were assessed at the beginning of the year, with 80 students initially

identified as at-risk. By the end of the year, the number of at-risk students decreased to 39. This reduction highlights the impact of targeted interventions, enabling students to make significant progress in numeracy skills. It also demonstrates CRPS' commitment to addressing learning gaps and ensuring that students identified as at-risk receive the support they need to succeed in foundational numeracy skills.

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

Literacy Assessments

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

Numeracy Assessments

| Assessment | Grade |
|---------------|------------|
| MIPI | Gr. 2 to 8 |
| ABed Numeracy | K to 3 |

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

Grade 1

- ◆ Small group structured phonics instruction inclusive of phonemic awareness and high frequency word instruction
- ◆ 1-1 reading conferences
- ◆ Sound walls in classrooms
- ◆ Leveled Readers
- ◆ Decodable Books/Passages
- ◆ Reading Volunteers - adult volunteer reads with student 1x/week
- ◆ Small group targeted numeracy instruction

Grade 2

- ◆ Small group structured phonics instruction inclusive of phonemic awareness and high frequency word instruction
- ◆ 1-1 reading conferences
- ◆ Sound walls in classrooms
- ◆ Leveled Readers
- ◆ Decodable Books/Passages
- ◆ Reading Volunteers - adult volunteer reads with student 1x/week

- ◆ Small group targeted numeracy instruction
- Grade 3**
- ◆ Small group structured phonics instruction inclusive of phonemic awareness and high frequency word instruction
 - ◆ Sound walls in classrooms
 - ◆ Leveled Readers
 - ◆ Decodable Books/Passages
 - ◆ One-on-one targeted intervention
 - ◆ Targeted Fluency Instruction
 - ◆ Small group targeted numeracy instruction
 - ◆ Reading Volunteers - adult volunteer reads with student 1x/week

Grade 4

- ◆ Small group structured phonics instruction inclusive of phonemic awareness and high frequency word instruction
- ◆ Sound wall in classroom
- ◆ Leveled Readers
- ◆ Decodable Books/Passages
- ◆ One-on-one targeted intervention
- ◆ Small group targeted numeracy instruction
- ◆ Use of assistive technology
- ◆ Reading Volunteers - adult volunteer reads with student 1x/week
- ◆ Leveled Literacy Intervention Groups

Grade 5

- ◆ Large group structured phonics instruction inclusive of phonemic awareness and high frequency word instruction
- ◆ Use of assistive technology
- ◆ Reading Volunteers - adult volunteer reads with student 1x/week
- ◆ Guided reading groups
- ◆ Providing challenging math - low floor, high ceiling tasks

(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 22) ■

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





| Moving Forward - Areas of Focus

Based on what CRPS learned from its 2023/24 Annual Education Results Report, areas of focus for its 2025/26 Education Plan pertain to the following performance measures:

Priority 1

- ◆ Percentage of Gr. 4 to 6 students who feel they have an advocate at school.
- ◆ Percentage of Gr. 4 to 6 students satisfied with teacher/student relations.
- ◆ Percentage of Gr. 4 to 6 students who understand the expectations for success.
- ◆ Percentage of Gr. 4 to 12 students satisfied with the learning climate.

Priority 2

- ◆ Percentage of Gr. 4 to 12 students who find their learning interesting.
- ◆ Percentage of Gr. 7 to 12 students who indicate they have had many opportunities to engage in solving real world problems
- ◆ Percentage of English as an Additional Language students achieving the standard of excellence on Gr. 6 and Gr. 9 Provincial Achievement tests and Gr. 12 Diploma exams.

Priority 3

- ◆ High school completion results for First Nations, Métis, and Inuit students within three years.
- ◆ Percentage of First Nations, Métis, and Inuit students achieving the acceptable standard on Gr. 9 Provincial Achievement tests.
- ◆ Percentage of Gr. 4 to 12 students who feel challenged and confident in LA, Math, and Science.



2023/24 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, 2024, approved by the Board of Trustees, Nov. 26, 2024.

| Revenues | Actual \$ | Budget \$ | Variance \$ | Variance % |
|--------------------------|-------------------|-------------------|------------------|------------|
| Instruction | 25,857,642 | 24,453,015 | 1,404,627 | 5.7% |
| Operations & Maintenance | 6,683,720 | 5,091,808 | 1,591,912 | 31.3% |
| Transportation | 1,362,714 | 1,654,905 | (292,191) | -17.7% |
| System Administration | 2,603,933 | 2,242,612 | 361,321 | 16.1% |
| External Services | 2,966,289 | 2,483,729 | 482,560 | 19.4% |
| TOTAL | 39,474,298 | 35,926,069 | 3,548,229 | - |

| Expenses | Actual \$ | Budget \$ | Variance \$ | Variance % |
|--------------------------|-------------------|-------------------|----------------|------------|
| Instruction | 24,536,695 | 24,526,250 | 10,445 | 0.0% |
| Operations & Maintenance | 6,030,673 | 5,183,565 | 847,108 | 16.3% |
| Transportation | 1,466,844 | 1,509,576 | (42,732) | -2.8% |
| System Administration | 2,132,432 | 2,248,170 | (115,738) | -5.1% |
| External Services | 2,403,781 | 2,423,881 | (20,100) | -0.8% |
| TOTAL | 36,570,425 | 35,891,442 | 678,983 | - |



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



2023/24 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.

- ◆ Lawrence Grassi Middle School (LGMS) Lands Development
- Canmore Collegiate High School (CCHS)
 - ◆ 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 (BCHS)
 - ◆ 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
- ◆ Elizabeth Rummel School (ERS) Library Upgrades
- ◆ ERS Roofing and Venting
- ◆ Exshaw Venting
- ◆ Banff Elementary School (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.



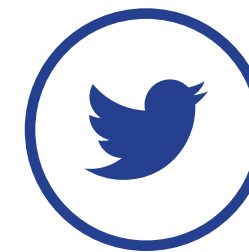


Our Commitment

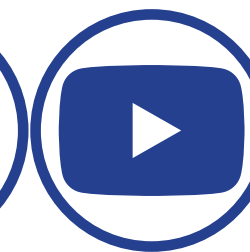
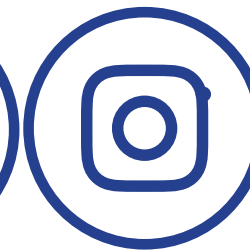
Canadian Rockies Public Schools (CRPS) is committed to providing its communities with access to information regarding its students' achievements, as well as its operational successes and challenges. Information contained in the [2023/24 Annual Education Results Report](#) is accessible through CRPS' 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 2023/24 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 | |
|----------------|---------|-------|---------|-------|---------|-------|
| | CRPS | Prov. | CRPS | Prov. | CRPS | Prov. |
| Grade 6 | | | | | | |
| LA | 84.8 | 83.5 | N/A | N/A | N/A | N/A |
| LA (FI) | 88.5 | 87.7 | N/A | N/A | N/A | N/A |
| Math | 67.8 | 72.5 | N/A | N/A | N/A | N/A |
| Science | 80.1 | 77.6 | N/A | N/A | N/A | N/A |
| Social | 73.7 | 76.2 | N/A | N/A | N/A | N/A |
| Grade 9 | | | | | | |
| LA | 74.4 | 75.1 | N/A | N/A | N/A | N/A |
| LA (FI) | 75.0 | 82.9 | N/A | N/A | N/A | N/A |
| Math | 63.2 | 60.0 | N/A | N/A | N/A | N/A |
| Science | 76.8 | 75.2 | N/A | N/A | N/A | N/A |
| Social | 67.2 | 68.7 | N/A | N/A | N/A | N/A |

Excellence:

| | 2018/19 | | 2019/20 | | 2020/21 | |
|----------------|---------|-------|---------|-------|---------|-------|
| | CRPS | Prov. | CRPS | Prov. | CRPS | Prov. |
| Grade 6 | | | | | | |
| LA | 10.5 | 17.9 | N/A | N/A | N/A | N/A |
| LA (FI) | 7.7 | 15.7 | N/A | N/A | N/A | N/A |
| Math | 7.6 | 15.0 | N/A | N/A | N/A | N/A |
| Science | 21.6 | 28.6 | N/A | N/A | N/A | N/A |
| Social | 15.8 | 24.4 | N/A | N/A | N/A | N/A |
| Grade 9 | | | | | | |
| LA | 11.2 | 14.7 | N/A | N/A | N/A | N/A |
| LA (FI) | 0.0 | 12.3 | N/A | N/A | N/A | N/A |
| Math | 15.2 | 19.0 | N/A | N/A | N/A | N/A |
| Science | 28.0 | 26.4 | N/A | N/A | N/A | N/A |
| Social | 20.0 | 20.6 | N/A | N/A | N/A | N/A |

*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 | |
|------------|---------|-------|---------|-------|---------|-------|
| | CRPS | Prov. | CRPS | Prov. | CRPS | Prov. |
| Eng. 30-1 | 93.0 | 86.8 | N/A | N/A | N/A | N/A |
| Eng. 30-2 | 85.7 | 87.1 | N/A | N/A | N/A | N/A |
| Soc. 30-1 | 90.2 | 86.6 | N/A | N/A | N/A | N/A |
| Soc. 30-2 | 84.5 | 77.8 | N/A | N/A | N/A | N/A |
| Math 30-1 | 73.1 | 77.8 | N/A | N/A | N/A | N/A |
| Math 30-2 | 80.6 | 76.5 | N/A | N/A | N/A | N/A |
| Bio. 30 | 86.3 | 83.9 | N/A | N/A | N/A | N/A |
| Chem. 30 | 86.8 | 85.7 | N/A | N/A | N/A | N/A |
| Physics 30 | 90.6 | 87.5 | N/A | N/A | N/A | N/A |
| Science 30 | 100 | 85.7 | N/A | N/A | N/A | N/A |

Excellence:

| | 2018/19 | | 2019/20 | | 2020/21 | |
|------------|---------|-------|---------|-------|---------|-------|
| | CRPS | Prov. | CRPS | Prov. | CRPS | Prov. |
| Eng. 30-1 | 15.0 | 12.3 | N/A | N/A | N/A | N/A |
| Eng. 30-2 | 11.9 | 12.1 | N/A | N/A | N/A | N/A |
| Soc. 30-1 | 21.6 | 17.0 | N/A | N/A | N/A | N/A |
| Soc. 30-2 | 25.8 | 12.2 | N/A | N/A | N/A | N/A |
| Math 30-1 | 23.1 | 35.1 | N/A | N/A | N/A | N/A |
| Math 30-2 | 12.9 | 16.8 | N/A | N/A | N/A | N/A |
| Bio. 30 | 31.3 | 35.5 | N/A | N/A | N/A | N/A |
| Chem. 30 | 41.2 | 42.5 | N/A | N/A | N/A | N/A |
| Physics 30 | 40.6 | 43.5 | N/A | N/A | N/A | N/A |
| Science 30 | 68.8 | 31.2 | N/A | N/A | N/A | N/A |

*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 | |
|------------|---------|-------|---------|-------|---------|-------|
| | CRPS | Prov. | CRPS | Prov. | CRPS | Prov. |
| Three Year | 80.0 | 79.7 | 82.3 | 80.3 | 86.2 | 83.4 |
| Five Year | 85.0 | 85.2 | 81.2 | 85.3 | 85.9 | 86.2 |

(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 | |
|----------|---------|-------|---------|-------|---------|-------|
| | CRPS | Prov. | CRPS | Prov. | CRPS | Prov. |
| Overall | N/A | N/A | N/A | N/A | 87.8 | 87.8 |
| Students | N/A | N/A | N/A | N/A | 88.9 | 88.2 |
| Parents | N/A | N/A | N/A | N/A | 77.8 | 79.8 |
| Teachers | N/A | N/A | N/A | N/A | 96.7 | 95.3 |

(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 | |
|----------|---------|-------|---------|-------|---------|-------|
| | CRPS | Prov. | CRPS | Prov. | CRPS | Prov. |
| Overall | N/A | N/A | N/A | N/A | 79.9 | 82.6 |
| Students | N/A | N/A | N/A | N/A | 79.1 | 78.9 |
| Parents | N/A | N/A | N/A | N/A | 79.8 | 80.2 |
| Teachers | N/A | N/A | N/A | N/A | 80.8 | 88.7 |

(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 | |
|----------|---------|-------|---------|-------|---------|-------|
| | CRPS | Prov. | CRPS | Prov. | CRPS | Prov. |
| Overall | N/A | N/A | N/A | N/A | 85.4 | 85.6 |
| Students | N/A | N/A | N/A | N/A | 87.7 | 89.0 |
| Parents | N/A | N/A | N/A | N/A | 72.5 | 71.8 |
| Teachers | N/A | N/A | N/A | N/A | 96.1 | 96.0 |

*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 | |
|----------|---------|-------|---------|-------|---------|-------|
| | CRPS | Prov. | CRPS | Prov. | CRPS | Prov. |
| Overall | 86.8 | 90.2 | 86.5 | 90.3 | 88.9 | 89.6 |
| Students | 80.1 | 86.4 | 79.2 | 86.7 | 87.4 | 86.7 |
| Parents | 84.6 | 88.1 | 83.3 | 87.8 | 84.3 | 86.3 |
| Teachers | 95.6 | 96.1 | 97.2 | 96.4 | 95.2 | 95.7 |

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

| | 2018/19 | | 2019/20 | | 2020/21 | |
|----------|---------|-------|---------|-------|---------|-------|
| | CRPS | Prov. | CRPS | Prov. | CRPS | Prov. |
| Overall | 79.8 | 82.9 | 79.2 | 83.3 | 83.6 | 83.2 |
| Students | 78.6 | 81.9 | 79.0 | 82.4 | 82.2 | 81.4 |
| Parents | 67.0 | 73.5 | 65.0 | 73.8 | 72.1 | 74.1 |
| Teachers | 93.6 | 93.2 | 93.5 | 93.6 | 96.5 | 94.1 |

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

| | 2018/19 | | 2019/20 | | 2020/21 | |
|----------|---------|-------|---------|-------|---------|-------|
| | CRPS | Prov. | CRPS | Prov. | CRPS | Prov. |
| Overall | 75.4 | 81.3 | 78.1 | 81.8 | 73.7 | 79.5 |
| Parents | 69.2 | 73.6 | 65.4 | 73.9 | 67.8 | 72.2 |
| Teachers | 81.6 | 89.0 | 90.8 | 89.6 | 79.7 | 86.8 |

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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