



Annual Education Results Report 2022-23

Life in the Valley



Forming your Future

Introduction

Alberta Education’s Assurance Framework came into effect on September 1, 2020. The Assurance Framework is a system for schools and school authorities to consistently assess progress and demonstrate success. The framework has five assurance domains with related performance measures that enable schools and school authorities to show their communities how they are performing each year:

Student Growth & Achievement

The ongoing progress of students’ learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching & Leading

Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

Learning Supports

Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Governance

Processes that determine strategic direction, establish policy and manage fiscal resources.

Local & Societal Context

Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

One of the key ways that schools demonstrate accountability and provide assurance is through the development and publication of their **Education Plans** and **Annual Education Results Reports (AERRs)**. Education Plans identify priorities, outcomes, measures and strategies to improve in key areas, while the AERR provides the results achieved from implementing the plan.

This document, the 2022-2023 Annual Education Results Report, is based on the Priorities, Outcomes, Goals and Performance Measures identified within the 2022-2025 Education Plan.

Rochester School Overview (November 2023)

Student Enrolment: 38

Staff Profile:

- 4.0 teachers (FTE)
- 3.0 educational assistants (FTE)
- 1.0 support staff (FTE)

Vision and Values

Vision

To provide unique opportunities to empower students to learn and grow in a welcoming, caring, respectful and safe learning environment.

Values

- We believe in making learning fun and enjoyable.
- We believe in discovering and nurturing everyone's gifts.
- We value respect and the need to understand and be patient.
- We believe that vision is based on knowledge, perspective and equality.
- We value caring and compassion.
- We believe in both emotional and physical safety.
- We value strong relationships.
- We value dedication to family, community, students, co-workers and our jobs.

Opportunities and challenges:

Rochester School has a small enrollment that presents opportunities and challenges. Challenges include combined classes and limited opportunities for team sports. Opportunities include small class sizes and a family atmosphere.

Required Alberta Education Assurance Measures Overall Summary Fall 2023

Assurance Domain	Measure	Rochester School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	73.2	82.8	82.8	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	69.7	87.5	82.7	80.3	81.4	82.3	Low	Declined	Issue
	PAT: Acceptable	50.0	67.3	n/a	63.3	67.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	23.1	21.2	n/a	16.0	18.0	n/a	High	n/a	n/a
Teaching & Leading	Education Quality	74.7	88.0	84.3	88.1	89.0	89.7	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	70.6	88.1	88.1	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	Access to Supports and Services	75.2	88.2	88.2	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	77.8	93.1	89.5	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Required Alberta Education Assurance Measures: 5-Year Data

Assurance Domain	Measure	Rochester School					Alberta				
		2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	91.5	82.8	73.2	n/a	n/a	85.6	85.1	84.4
	Citizenship	75.5	77.8	92.7	87.5	69.7	82.9	83.3	83.2	81.4	80.3
	PAT: Acceptable	57.5	n/a	n/a	67.3	50.0	73.8	n/a	n/a	67.3	63.3
	PAT: Excellent	20.0	n/a	n/a	21.2	23.1	20.6	n/a	n/a	18.0	16.0
Teaching & Leading	Education Quality	87.1	80.6	93.6	88.0	74.7	90.2	90.3	89.6	89.0	88.1
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	n/a	n/a	91.9	88.1	70.6	n/a	n/a	87.8	86.1	84.7
	Access to Supports and Services	n/a	n/a	95.4	88.2	75.2	n/a	n/a	78.9	77.4	75.7
Governance	Parental Involvement	77.3	85.9	93.0	93.1	77.8	81.3	81.8	79.5	78.8	79.1

Priority One	Student Success and Completion
Alberta Education Assurance Area	Student Growth and Achievement
Students are successful from the time they enter school until high school completion, and beyond.	
Outcomes	<p>Students are able to read fluently for meaning and enjoyment</p> <p>Students are able to express clear and interesting ideas through writing</p> <p>Students use math fact and procedural fluency to solve problems</p> <p>Students build knowledge and evaluate information to become independent thinkers</p>

Provincial Achievement Tests (Standards Demonstrated by All Students)					
Subject	Number of Students	Rochester School Acceptable (%)	Alberta Acceptable (%)	Rochester School Excellent (%)	Alberta Excellent (%)
PAT Overall	11	50.0	63.3	23.1	16.0
English Language Arts 6	6	50.0	76.2	0.0	18.4
Math 6	6	50.0	64.4	0.0	15.8
Science 6	6	16.7	66.7	0.0	22.5
Social Studies 6	6	33.3	66.3	0.0	18.5

*Data values have been suppressed where the number of students is fewer than 6. Rochester School's grade 9 class had five students; therefore, their results have been suppressed.

Provincial Achievement Tests: Observations and Next Steps

Provincial Achievement Test (PAT) results are always difficult to analyze at Rochester School due to low enrollments. Yet, it is essential to note that both grade 6 and grade 9 results are lower than Provincial percentages. Some subject and grade-specific issues must be addressed when preparing this year's students for their PATs. Issues in particular for grade 6 include informational texts (including text organization and associated meaning) for language arts, shape and space for mathematics, inquiry and problems solving, as well as the unit on trees and forests in science, and knowledge, skills and processes when discussing Ancient Athens in social studies. For grade 9, issues were seen surrounding functional writing (writing a business email) and comprehension of narrative and poetic forms of literature in language arts, the unit on electrical principles and technology in science, and the topic on the political and judicial system in social studies. Some issues can be addressed more generally across the school within subjects in which students need extra support. This could include tweaking lesson plans or increasing time or attention on specific topics or skills. Combining the knowledge of these results as well as the responses of students regarding their interest in and view of usefulness for the core subjects (See Student Learning Engagement), another method to improve results on PATs will be increasing student engagement with course content and understanding of why they are learning it.

Fountas and Pinnell Literacy Assessment June 2023

Grades	Insufficient (%)	Basic (%)	Proficient (%)	Excellent (%)
1-3	37.5	25.0	0.0	37.5
4-6	41.2	11.8	5.9	41.2
Gr. 1-6	40.0	16.0	4.0	40.0

Literacy and Numeracy: Observations and Next Steps

Due to low enrollments, data from Alberta Education's learning assessments is not presented. When looking at the results, it is clear that intervention in literacy and numeracy benefited our students. All students flagged "at-risk" for literacy moved out of the "at-risk" category. Numeracy intervention included a small group and saw an improvement, though not as significantly. Knowing that intervention helps, it should continue to be a daily focus during the school day. Intervention must be targeted rather than following a generalized program. Therefore, staff will diagnose where students need support and work on those areas. We will also expand our intervention program to work with older students not directly assessed by the Alberta Education Learning Loss assessments. We know that students in grades 5 to 9 also have misconceptions and holes in their understanding due to COVID-19.

When looking at the Fountas and Pinnell results, we still have a good portion of our student population reading below grade level. Similarly, it will be important for us to analyze why students are struggling and ensure we support students with their reading skills where they need it. When students are flagged for struggling with reading, they will be screened for phonological and phonetic struggles so that the appropriate intervention is given.

Student Learning Engagement						
	Number of Responses	Rochester School 2023	Rochester School Comparison to 2022 (+/-)	Rochester School Comparison to Alberta 2023 (+/-)	Rochester School 3 Year Average	Alberta 3 Year Average
Overall	42	73.2	-9.6	-11.2	82.8	85.1
Parent	9	70.4	-16.8	-16.9	87.2	88.7
Student	33	76.0	+14.8	+5.1	61.2	71.3
Teacher	4	*	n/a	n/a	100.0	95.5

Citizenship						
	Number of Responses	Rochester School 2023	Rochester School Comparison to 2022 (+/-)	Rochester School Comparison to Alberta 2023 (+/-)	Rochester School 3 Year Average	Alberta 3 Year Average
Overall	42	69.7	-17.8	-10.6	82.7	82.3
Parent	9	68.9	-18.8	-10.5	75.0	81.4
Student	33	70.6	-4.3	-0.7	73.0	73.0
Teacher	4	*	n/a	n/a	100.0	92.6

Observations and Next Steps

Students had the largest gain under student learning engagement, but it is still lower than desired. In grades 4 to 6, this increase was seen with respect to students liking math. There was a slight decrease with regard to liking language arts. For grades 7 to 9, there was a marked increase in seeing the core subjects (mathematics, language arts, science, and social studies) as useful. Junior high students also found language arts and science interesting, but there was a decrease in seeing both mathematics and social studies as interesting. In general, we need to keep making core subjects relevant to students so that they can see their usefulness and enjoy taking the classes.

Priority Two	Wellbeing
Alberta Education Assurance Area	Teaching and Leading Learning Supports
Success and well-being is a priority in Aspen View Public Schools. Learning and working environments are inclusive, safe, welcoming and healthy.	
Outcomes	Greater success and well-being for all Provide quality instruction and learning opportunities for all students Provide appropriate supports to ensure student success for all

Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education.						
	Number of Responses	Rochester School 2023	Rochester School Comparison to 2022 (+/-)	Rochester School Comparison to Alberta 2023 (+/-)	Rochester School 3 Year Average	Alberta 3 Year Average
Overall	42	74.7	-13.3	-13.4	84.3	89.7
Parent	9	64.8	-18.5	-19.6	70.5	86.4
Student	33	84.6	+4.0	-1.1	82.4	86.9
Teacher	4	*	n/a	n/a	100.0	95.7

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring and safe.

	Number of Responses	Rochester School 2023	Rochester School Comparison to 2022 (+/-)	Rochester School Comparison to Alberta 2023 (+/-)	Rochester School 3 Year Average	Alberta 3 Year Average
Overall	42	70.6	-17.5	-14.1	88.1	86.1
Parent	9	70.8	-17.7	-14.8	88.5	86.9
Student	33	70.4	-5.4	-6.2	75.8	77.7
Teacher	4	*	n/a	n/a	100.0	93.6

Access to Supports and Services: Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Number of Responses	Rochester School 2023	Rochester School Comparison to 2022 (+/-)	Rochester School Comparison to Alberta 2023 (+/-)	Rochester School 3 Year Average	Alberta 3 Year Average
Overall	42	75.2	-13.0	-5.4	88.2	81.1
Parent	9	77.8	-9.5	+2.1	87.3	76.5
Student	33	72.7	-4.7	-7.2	77.4	80.0
Teacher	4	*	n/a	n/a	100.0	86.8

Observations and Next Steps

Education quality was seen as decreasing by parents but increasing by students. Students saw that expectations were clear, the work was challenging and interesting, and they were learning what is needed to succeed. Students were also satisfied with the teaching they received and felt that their education was good overall. On the other hand, parents did not think expectations were clear, that school work was challenging or interesting, that their children were learning what they needed to succeed, and felt that the education and teaching had decreased substantially. It would be recommended to gather more information on this

topic informally (such as using a Google Survey or as part of a discussion at school council) to get more specific feedback on why they feel this way. If they are, then have conversations with parents to see how and in what specific areas to improve.

WCRSLE questions resulted in lower results for parents and students, more drastically for parents. Many of these questions echoed the results in citizenship. Parents and students did not feel that students cared for or respected each other. Parents were very dissatisfied with how students treated each other. Parents and grades 4 to 6 students did not believe that teachers cared for students, but grades 7 to 9 students had a significant increase in their belief that teachers cared for them. The area of strength was when asked about safety getting to and from school. It will be necessary for staff to ensure students know that they are welcome, cared for, respected, and safe at Rochester School. A continued focus on building community will be part of this, especially since one-half of the school has been new to the Rochester area in the last few years.

Access to Learning Supports saw another drop in both parents and students. However, when investigated, the grades 4-6 students saw a significant decrease, but the grades 7 to 9 students improved in their scores of satisfaction. Parents were particularly dissatisfied with their access to support and appropriate support for student learning. They were very satisfied with the help available with problems outside of school. Grades 4 to 6 students did not see that they had access to help with problems outside of school or with school work, whereas there was a slight improvement in satisfaction for grades 7 to 9 in getting help with problems outside of school and a large improvement when seeking help with school work. Communicating how students are supported will be important work so that parents and students know how to access support and will use it.



Rochester School Professional Development 2022-2023

Much of professional development over the 2022-2023 school year focused on collaborative response. Teaching staff met for a monthly collaborative response team meeting during an assembly. During these meetings, teachers shared celebrations of student successes, focusing on what made a difference for those students. They also looked at key issues they saw in their classrooms and then offered suggestions for teaching practices and strategies that could help. Examples include sharing a bank of graphic organizers and math talks that other teachers could try. They also worked on a continuum of supports for literacy, numeracy and social and emotional learning. After these meetings, teachers were given one hour each week to complete any work required.

Another focus of professional development was on the new mathematics and language arts curriculum for kindergarten to grade 3 and physical education and wellness for kindergarten to grade 6. As a result, Aspen View Public Schools provided many opportunities for kindergarten to grade 3 teachers to attend professional development in grade groups. Much of the learning on these days was also presented to the rest of Rochester School staff to help them differentiate teaching and support students who need help. For example, staff used counting collections to observe their students' counting principles. They also included choral counting as part of their math class routines and increased the use of number lines as a method for students to show their understanding of number.

Staff continue to build their knowledge of Indigenous perspectives and history as part of Education for Reconciliation. As part of this learning, the whole school visited Métis Crossing, where we learned some traditional Indigenous games and some of the history of the Métis peoples. Staff also worked on providing a land-based trip for the junior high students in the spring of 2023. On this trip, students spent time at a local camp learning about what the forest can provide and how we can positively interact with nature. Education for Reconciliation is an area to continue strengthening, especially because many staff desire to build on this topic in their professional growth plans.



Priority Three	Engagement
Alberta Education Assurance Area	Governance Local and Societal Context
Decision making and assurance are based on a commitment to ongoing engagement, efficiencies and communication	
Outcomes	Educational partners contribute towards student success Resources are effectively managed to ensure learning supports, quality teaching and leading and optimum learning for all The district is grounded in effective, transparent, equitable and evidence-based practices.

Parental Involvement: Percentages of teachers and parents satisfied with parental involvement in decisions about their child’s education.						
	Number of Responses	Rochester School 2023	Rochester School Comparison to 2022 (+/-)	Rochester School Comparison to Alberta 2023 (+/-)	Rochester School 3 Year Average	Alberta 3 Year Average
Overall	9	77.8	-15.3	-1.3	89.5	80.3
Parent	9	77.8	-8.4	+5.3	78.9	73.1
Teacher	4	*	n/a	n/a	100.0	87.4

Engagement Opportunities and Learnings

There was a decrease in satisfaction of parental involvement as seen by parents. All questions decreased, except for the increase regarding whether input is considered. As this is a strength, it should continue to be a focus as it should spread into other topics, such as how involved parents are in decisions and the school itself.

The 2022-2023 school year saw a large increase in new families in Rochester School, as approximately one-quarter of the school population was new. Knowing this and recognizing that one aspect lost over the COVID-19 pandemic was community, a theme for last year was

to re-engage the community and families. For example, the Meet the Staff BBQ had good attendance, especially by new families. We offered pancake breakfasts, a Remembrance Day Ceremony, and a Christmas Concert, just as we had before the pandemic. We did try changing the Christmas Concert, including Christmas crafts or STEAM activities for families to participate in. Unfortunately, this did not have good participation, so we will return to the more traditional Christmas Concert in the 2023-2024 school year.

For our Rochester STEAM Academy, we sought to increase connection with the community and families by offering mentorship opportunities for students' STEAM projects. We connected with Athabasca University and allowed students to learn piano, guitar, or ukulele with volunteers. STEAM options saw us again working in partnership with Pine Valley Gym Centre for gymnastics and Tawatinaw Valley Ski Hill for downhill skiing and snowboarding. We also had New Path MMA come into the school to work on fitness and stretching with students.

Near the end of the 2022-2023 school year, the Royal Cafe opened at Rochester School on Friday afternoons. This goal was to open the school doors for the community and family to engage with the students in an informal format. Students were cafe managers who offered coffee, tea, and other goodies. The cafe is in the school cafeteria, and students showed off their STEAM projects in the room so the community and families could see what they were learning.

The Royal Cafe did not have vast patronage for the time it was open during the year, but it was a good learning opportunity for the students and can be built upon in the future. Making connections with the community has been significant and worthwhile, so we will continue to work with the businesses in the area.

It is important to note that Rochester School went through a viability study in the 2021-2022 school year, and enrollment continues to be a significant issue. The 2022-2023 school year saw an increase in enrollment, mainly in grades 4 to 9. Homeroom classes were changed from double-graded to triple-graded, and teaching staff was reduced by 1.4 FTE.



