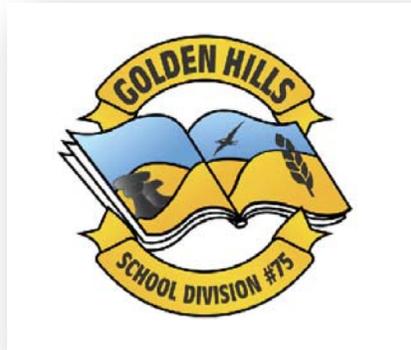

Spring 2021 School Results Summary for Planning and Reporting

Drumheller Valley Secondary School



Golden Hills School Division No. 75



Accountability Statement

The Education Plan of the Drumheller Valley Secondary School for the three years commencing September 1, 2021, was prepared under the direction of the school staff and School Council in accordance with the responsibilities specified in the School Act and the Golden Hills School Division No. 75. The school is committed to achieving the results laid out in this plan.

Publication and Communication

Copies of this Plan and the Annual Education Results Report are distributed to staff, School Council, available at the office, and posted on the school's web site at www.drumvss.ca.

Key Priority for 2021 – 2024

Our key priority is improving student learning by focusing on the Golden Hills School Division Powerful Learning Project, the DVSS school-based PLC Thinking Classroom Project, Engaging and Connecting Students through Technology, re-culturing the school community through our Learning Strategies Initiative, strategic expansion of learning opportunities and programming for all learners to engage possibilities and embrace potential. We are working hard with students and staff to adapt to the new learning environment thrust upon us by COVID-19. We are leveraging technology to best meet the needs of students as absenteeism is higher and many students are experiencing issues with anxiety and mental health. We have three primary initiatives at the school level: Belonging, Resilience, and Memory & Recall.



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Health Care Aide Grads – NorQuest College – May 2017



Health Care Aide Participants – Red Deer College – Semester 1 – 2018



Health Care Aide Participants – Red Deer College – Semester 1 – 2018



We have had 29 students take the Health Care Aide Program and 29 have successfully completed. Albert Health Services has recently changed the curriculum and added an additional 250 hours. It no longer fits within a semester. We are in communication with Red Deer Polytechnic at developing a new model and reducing the cost at the secondary level.

School Profile

58 Years of Serving the Community of Drumheller

The Drumheller Valley Secondary School was first opened in 1963 and was a grade 9 to 12 school. In 1991 with the movement of grade levels, to better utilize facilities, DVSS became a grade 7 to 12 school. As of January 2011, we have moved back to the original campus after a \$19,000,000 renovation. The move was well coordinated and on January 4, 2011 we opened the doors to our new facility. The facility is stunning, modern, refreshed, with an emphasis on natural light and technology. We are all pleased with the contribution of Alberta Education, Alberta Infrastructure, Golden Hills School Division No. 75, and all that were involved in the project.

The school has five primary focuses:

1. Academics
2. Career and Technology Studies
3. Fine Arts
4. Sports
5. International Education



DVSS has a dormitory facility, which can house up to 85 students. International students have been a vital part of DVSS for the past seventeen years and have brought many rewards to the school and the community. We have hosted students from Mexico, Brazil, Germany, Korea, China, Hong Kong, Nigeria, Ghana, Vietnam, United Arab Emirates, Benin, Burundi, Cameroon, Tunisia, Czech Republic, Germany, Belgium, India, Oman, Turkey, Colombia, Taiwan, Jordan, Spain, Italy, Zimbabwe, and the Ivory Coast.

Curtis LaPierre, Principal, Brad Teske and Joan Boles, Associate Principals are the administrative team.

The students, parents, staff, and community are pleased with the new facility and the educational opportunities it is providing for the students of Drumheller and the world. We have continued to improve on the site during the past five years:

- 7-meter screen with rear high-definition projection in the Kaleidoscope Theatre
- Flood lights on the football field
- Two regulation sized tennis courts and basketball courts on the NW corner of the 11 acres
- Upgraded computer labs, two iPad carts, and five Chrome Book carts
- Upgrade of the Building Construction, Automotive, and Welding Shops to meet OH&S standards
- 154 new desks and 230 new chars
- \$38,000 of new textbooks
- New exterior digital signage
- 31 new active boards

Improvements are valued at approximately \$1,000,000.



DRUMHELLER VALLEY SECONDARY SCHOOL

50 Years
Serving Students

**It Takes a Community
to Raise a Child!**

Thank You to All of Our Partners

DVSS

Message from the Principal

It has now been 11 years since we have moved back into our refurbished facility and we are pleased to report that the facility has provided tremendous opportunities coupled with a gifted staff and a highly motivated and participatory community.

We have several new initiatives this year. As a result of COVID and the emphasis on student, staff, and family safety, we have initiated several procedures to reduce the risk of transmission – hand sanitizer everywhere, mask wearing, and rearranged classroom seating. As well as extensive ongoing COVID education.

Second languages are up and running at DVSS this year and we are offering a multi-language lab. Students can select the language they wish to study, and it appears to be a huge success with over 30 students taking advantage of the opportunity from grades 7 to 12. We are in the process of working out the logistics for Health Care Aide and we may need to go on a two-year delivery model. Stumbling points are the cost associated with the program. We are also looking to provide an opportunity for Supportive Care Assistant a new program funded by the Federal Government.

Sports programs at DVSS have been significantly altered, once again because of COVID. However, we were able to bring back all competitive sports, with spectators, and the gym is now available before school, LS, and at lunch.

The school facility continues to see upgrades. The Drumheller Titans Football Association received donated lights, which have been installed on the football field. The lights are very impressive, and the Football Association has covered the cost of installation to the tune of \$63,000. The Friends of DVSS continue to improve the facility and added a 20-foot powered presentation screen to the gymnasium and purchased another cart of 30 Chromebooks. It's our third year since adding the two-sided exterior digital sign. We have successfully completed the development of our exterior tennis courts in conjunction with a host of community support to turn the area into Basketball, Tennis, and Pickle Ball courts. We are in the process, after seven years of usage, of having the courts resurfaced to the tune of \$47,000. Friends of DVSS Society received a donation from the Royal Tyrell Museum of 12 concrete picnic tables, which have been refurbished by our building construction program. Lastly, we have refurbished our Building Construction, Automotive, and Welding shops to meet OH&S standards.



We have seen a reduction of presentations this year for the student body. However, we have been making the shift to virtual presentations on vaping, opioids, financial literacy, Terry Fox, and Remembrance Day Ceremony,

We have taken on three new initiatives this year. A school wide focus on belonging, conversations around resiliency, and instruction around memory & recall.

The Friends of DVSS and School Council are always looking for new participants so please keep them in mind. I would also like to thank all of the DVSS volunteers and grad sponsors for their support. We normally would invite volunteers and grad sponsors to a number of hosted events in the school but unfortunately have to limit the number of outside visitors.

We are looking forward to a tremendous 2020/2021 school year, regardless of the additional challenges, and know great things can come out of change.

Sincerely,

Curtis LaPierre, B.Ed., M.A.L.
Principal

Trends

Globalization

Students today are involved in a global society. They will be faced with four primary trends:

1. Global Economics
2. Science and Technology
3. Health and Security
4. Changing Demographics
5. Climate

Our graduates will need to manage and compete on a global scale and their education will have a significant impact on their ability to do this. DVSS involvement as an international school will help significantly in this role.

Demographic Changes

For the past 10 years rural Alberta has been experiencing declining student enrolment. We used to have 90 students transition from grade 6 into grade 7 and this year we received 54 students. The previous decline in student enrolment had created challenges in the maintenance of diversity in programming. We are now challenged with growing the staff and programs for students. Significant reduction in government funding to education has also added to the challenge. We are also becoming the school of choice for Drumheller and hope to continue with this trend. This school year startup was successful despite logistical challenges. We currently have 449 grade 7 to 12 students with an increase in international to 52 students. This is a student decline of 52 students from June 2020.

Alberta's Economy

Alberta used to have the highest employment participation rate in the country and had the second highest youth employment rate. However, the drop in oil and gas prices and COVID has significantly changed the landscape. The increase in job competition has had a positive impact on high school completion rates as fewer youth are leaving school to enter the job market. There is now a new understanding for youth in realizing the importance of a high school diploma and post-secondary education. One area of focus is to encourage more students to enter the trades and begin their training at 16 years of age by participating in the RAP program. Although, we have not introduced new programs this year we are cycling every year Forensic Science and this year is Paleontology and Enterprise & Innovation for Leadership.

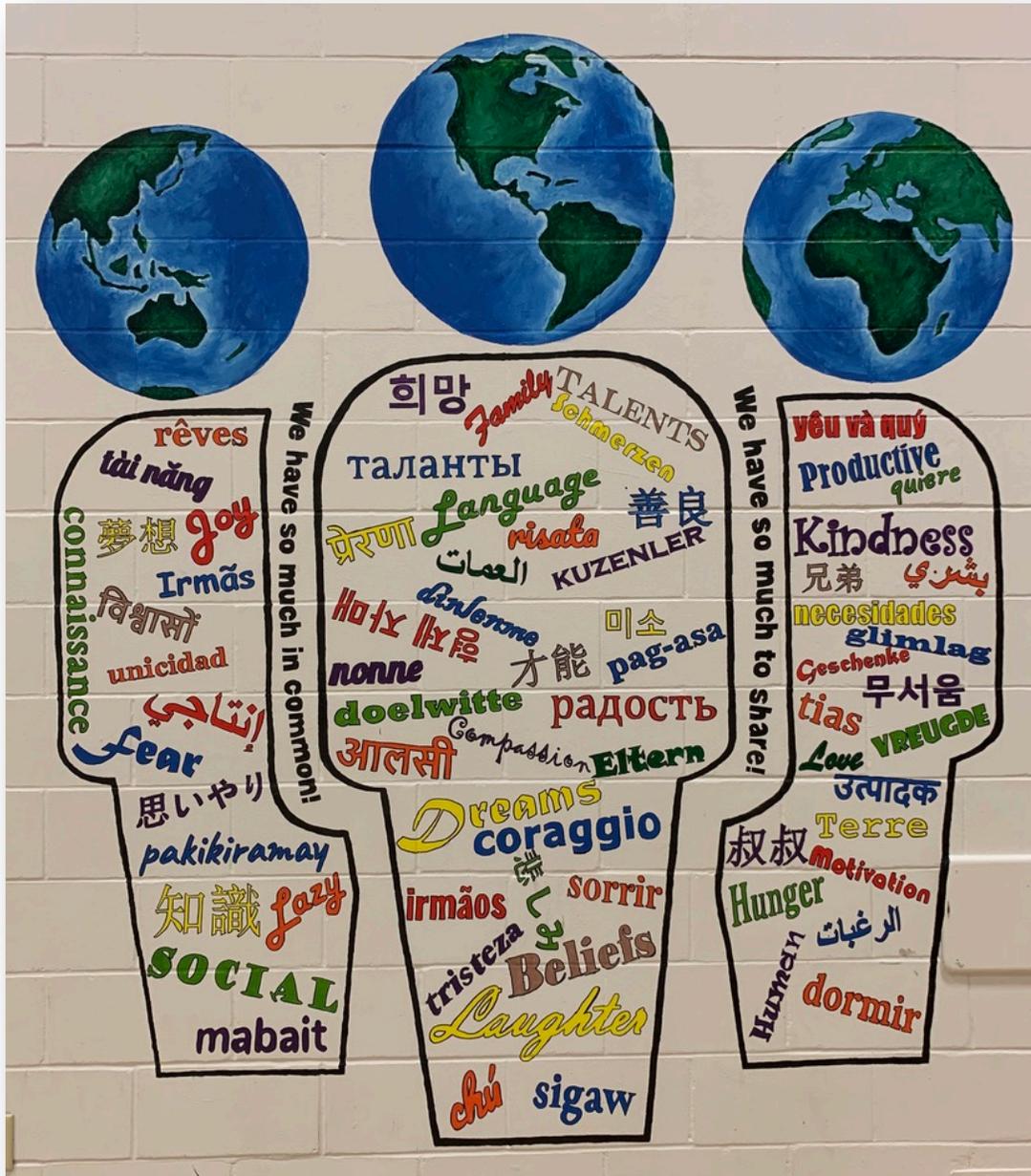
Information Technology

Technology has advanced quickly; personal use technologies have outpaced desktop computers. The number of students attending school with cell phones in hand is very high. The challenges are in teaching the respectful and responsible use of this technology and yet allow the classroom teacher to leverage this in obtaining curriculum outcomes. We currently have five Chrome Book carts – 150 computers, three dedicated computer labs – 84 computers, and two iPad carts with 60 iPads, as we move forward on our Engaging and Connecting Students through Technology. We are now at a point of BYOD – Bring Your Own Device as systems are in place to support connectivity for any device. For the past ten years all classrooms have been equipped with Active Boards and the school has wireless access for all students. We are also encouraging student and parents to equip students with their own device – the biggest bang for the buck and familiar to all students is a Chromebook. They almost all have phones, but a phone is a very poor device for educational purposes.

All teachers are taking full advantage of Google Classroom and having students use it as their primary place for documents and the submitting of assignments. The rationale for this is for students to keep current in the classroom when self-isolating and in case classes are cancelled and we are back to a full

online education model.

We have restructured our entire technology offerings in the school and no longer teach Word, Excel, and PowerPoint at the senior high level. We have now transitioned into digital animation with Adobe Photoshop, full video production including storyboards utilizing Adobe Premier and We Video, Digital Photography a Computer Science program - students learn how to code and engage with robotics.



Special Notes

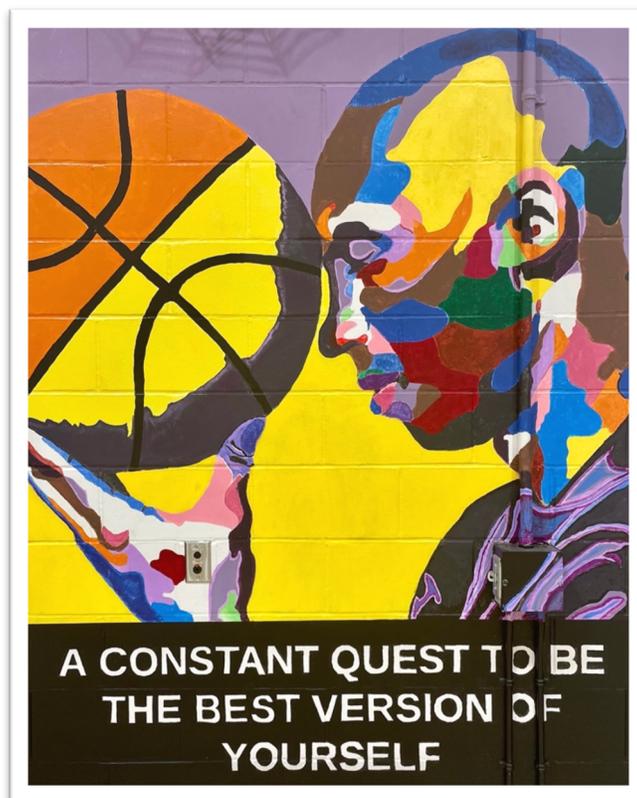
Assurance Measures

It is important to note that Alberta Education has changed from the Accountability Pillar Results Report to the School Results Summary for Planning and Reporting. As such, there is no historical data for many measures because of the change in the report. There are some measures that were a carryover from previous years and as such there is historical data.

We always include historical data for the previous five years so that one can better engage improvement or decline. And as such, you will notice areas in which we flourish and areas in which we are experiencing challenge and growth.

Many indicators, such as Provincial Achievement Tests and Diploma Exams are lacking data because of the COVID Pandemic and as such students did not write these exams for the past year and a half. Also, results can be impacted because of school philosophy and opportunity provided for students and to allow maturation to play its role in academic success.

This painting sums up our goal as a school community:



Combined 2016 Accountability Pillar Overall Summary - Historical

Measure Category	Measure Category Evaluation	Measure	Drumheller Valley Secondary Sc			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	85.7	86.7	85.0	89.5	89.2	89.1	High	Maintained	Good
Student Learning Opportunities	Excellent	Program of Studies	86.1	83.7	82.0	81.9	81.3	81.4	Very High	Maintained	Excellent
		Education Quality	89.9	88.9	85.7	90.1	89.5	89.5	Very High	Improved	Excellent
		Drop Out Rate	2.5	3.6	5.0	3.2	3.5	3.5	Very High	Improved	Excellent
		High School Completion Rate (3 yr)	75.2	82.4	73.3	76.5	76.5	75.5	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	71.7	58.7	67.3	73.6	72.9	73.4	Intermediate	Maintained	Acceptable
		PAT: Excellence	5.4	8.3	10.7	19.4	18.8	18.6	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	72.9	68.8	71.8	85.0	85.2	85.1	Very Low	Maintained	Concern
		Diploma: Excellence	14.4	9.5	13.5	21.0	21.0	20.5	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	36.6	39.3	44.0	54.6	54.4	53.5	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate	54.8	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	46.9	41.8	51.7	59.4	59.7	59.3	Low	Maintained	Issue
		Work Preparation	82.8	84.2	78.1	82.6	82.0	81.1	High	Maintained	Good
		Citizenship	76.5	81.0	79.2	83.9	83.5	83.4	Intermediate	Maintained	Acceptable
Parental Involvement	Acceptable	Parental Involvement	77.7	78.2	76.0	80.9	80.7	80.5	Intermediate	Maintained	Acceptable
Continuous Improvement	Excellent	School Improvement	85.2	85.8	83.0	81.2	79.6	80.0	Very High	Maintained	Excellent



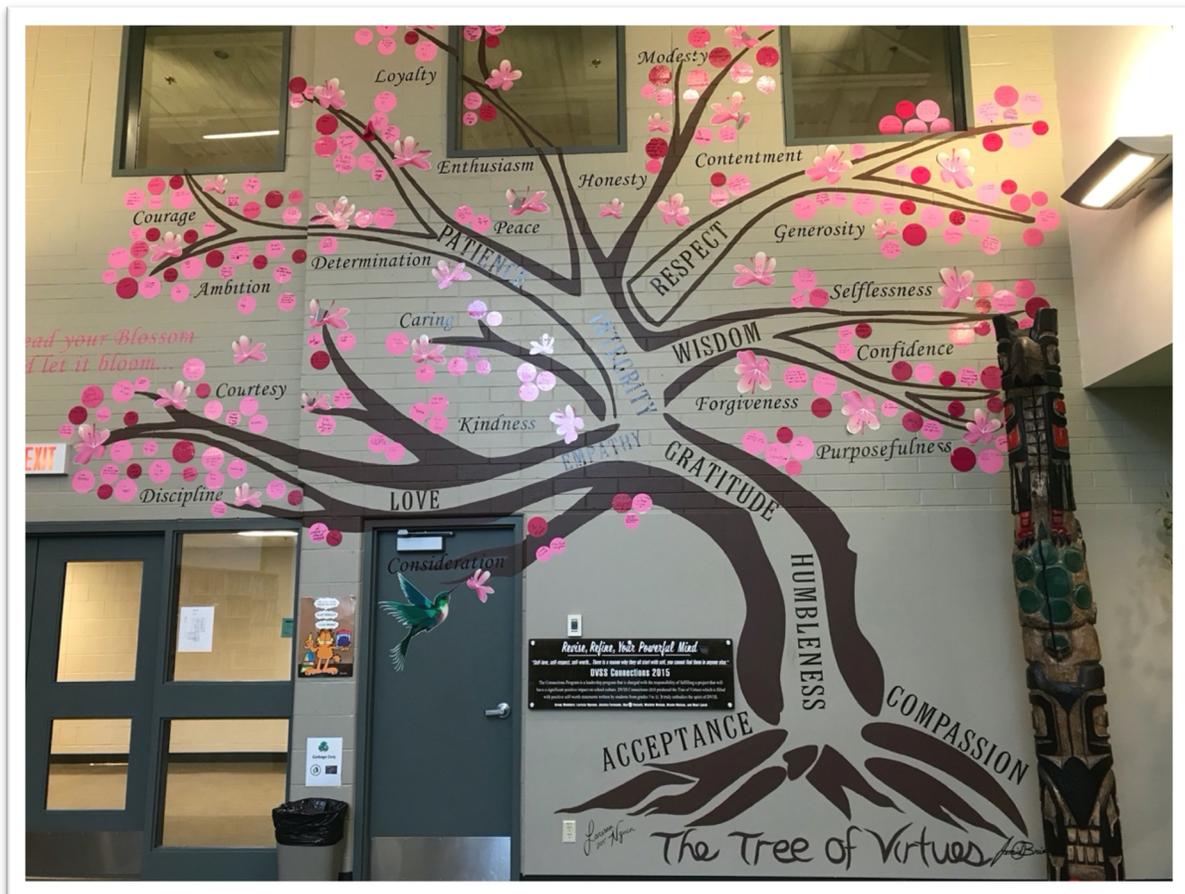
Combined 2017 Accountability Pillar Overall Summary - Historical

Measure Category	Measure	Drumheller Valley Secondary Sc			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.2	85.7	85.6	89.5	89.5	89.3	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	88.9	86.1	83.8	81.9	81.9	81.5	Very High	Improved	Excellent
	Education Quality	90.0	89.9	87.6	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	2.5	2.5	3.2	3.0	3.2	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	61.9	75.2	74.7	77.9	76.5	76.1	Low	Declined	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	70.1	71.7	68.7	73.4	73.6	73.2	Low	Maintained	Issue
	PAT: Excellence	14.8	5.4	9.0	19.5	19.4	18.8	Intermediate	Improved	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	71.0	70.5	70.0	83.0	82.7	83.1	Very Low	Maintained	Concern
	Diploma: Excellence	16.6	14.7	12.1	22.2	21.2	21.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	30.3	36.6	37.9	54.9	54.6	53.1	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	60.3	54.8	54.8	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	41.9	46.9	48.6	57.9	59.4	59.3	Low	Maintained	Issue
	Work Preparation	84.5	82.8	80.9	82.7	82.6	81.9	High	Maintained	Good
	Citizenship	80.3	76.5	78.6	83.7	83.9	83.6	High	Maintained	Good
Parental Involvement	Parental Involvement	79.9	77.7	78.1	81.2	80.9	80.7	High	Maintained	Good
Continuous Improvement	School Improvement	87.3	85.2	86.7	81.4	81.2	80.2	Very High	Maintained	Excellent



Combined 2018 Accountability Pillar Overall Summary - Historical

Measure Category	Measure	Drumheller Valley Secondary Sc			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	89.3	90.2	87.6	89.0	89.5	89.4	Very High	Maintained	Excellent
#Student Learning Opportunities	Program of Studies	88.0	88.9	86.2	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	90.5	90.0	89.6	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	3.3	2.5	2.9	2.3	3.0	3.3	High	Maintained	Good
	High School Completion Rate (3 yr)	74.8	61.9	73.2	78.0	78.0	77.0	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	67.0	70.1	66.8	73.6	73.4	73.3	Low	Maintained	Issue
	PAT: Excellence	10.3	14.8	9.5	19.9	19.5	19.2	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	60.6	71.0	69.8	83.7	83.0	83.0	Very Low	Declined	Concern
	Diploma: Excellence	13.6	16.6	13.8	24.2	22.2	21.7	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	49.0	30.3	35.4	55.7	54.9	54.7	Intermediate	Improved	Good
	Rutherford Scholarship Eligibility Rate	75.5	60.3	57.6	63.4	62.3	61.5	n/a	Improved Significantly	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	50.8	41.9	43.6	58.7	57.9	59.0	Intermediate	Maintained	Acceptable
	Work Preparation	89.9	84.5	83.8	82.4	82.7	82.4	Very High	Maintained	Excellent
Parental Involvement	Citizenship	83.7	80.3	79.3	83.0	83.7	83.7	Very High	Improved	Excellent
	Parental Involvement	85.7	79.9	78.6	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	80.1	87.3	86.1	80.3	81.4	80.7	High	Declined	Acceptable



Combined 2019 Accountability Pillar Overall Summary - Historical

Measure Category	Measure	Drumheller Valley Secondary Sc			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	85.5	89.3	88.4	89.0	89.0	89.3	High	Maintained	Good
Student Learning Opportunities	Program of Studies	81.1	88.0	87.7	82.2	81.8	81.9	High	Declined	Acceptable
	Education Quality	86.9	90.5	90.1	90.2	90.0	90.1	Intermediate	Maintained	Acceptable
	Drop Out Rate	0.8	3.3	2.8	2.6	2.3	2.9	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	76.9	74.8	70.6	79.1	78.0	77.5	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	69.3	67.0	69.6	73.8	73.6	73.6	Low	Maintained	Issue
	PAT: Excellence	11.6	10.3	10.2	20.6	19.9	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	63.3	60.6	67.4	83.6	83.7	83.1	Very Low	Maintained	Concern
	Diploma: Excellence	8.7	13.6	15.0	24.0	24.2	22.5	Very Low	Declined	Concern
	Diploma Exam Participation Rate (4+ Exams)	42.6	49.0	38.6	56.3	55.7	55.1	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	67.3	75.5	63.5	64.8	63.4	62.2	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	51.5	50.8	46.6	59.0	58.7	58.7	Intermediate	Maintained	Acceptable
	Work Preparation	78.5	89.9	85.7	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	77.1	83.7	80.2	82.9	83.0	83.5	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	73.4	85.7	81.1	81.3	81.2	81.1	Low	Maintained	Issue
Continuous Improvement	School Improvement	77.4	80.1	84.2	81.0	80.3	81.0	High	Declined	Acceptable



Combined May 2020 Accountability Pillar Overall Summary - Historical

Measure Category	Measure	Drumheller Valley Secondary Sc			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.5	85.5	88.4	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	90.5	81.1	86.0	82.4	82.2	82.0	Very High	Improved	Excellent
	Education Quality	90.3	86.9	89.1	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	2.4	0.8	2.2	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	76.9	76.9	71.2	79.7	79.1	78.4	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	69.3	68.8	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	11.6	12.2	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	63.3	65.0	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	8.7	13.0	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	57.0	42.6	40.6	56.4	56.3	55.6	High	Improved	Good
	Rutherford Scholarship Eligibility Rate	73.1	67.3	67.7	66.6	64.8	63.5	High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	45.2	51.5	48.1	60.1	59.0	58.5	Low	Maintained	Issue
	Work Preparation	89.5	78.5	84.3	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	82.3	77.1	80.4	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	78.2	73.4	79.7	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	88.8	77.4	81.6	81.5	81.0	80.9	Very High	Improved	Excellent



Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Drumheller Valley Secondary Sc			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	83.8	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	85.7	82.3	81.0	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	86.9	80.4	84.0	83.4	80.3	79.6	High	Maintained	Good
	5-year High School Completion	88.1	94.0	87.8	86.2	85.3	84.8	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a	68.2	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	10.9	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	62.0	n/a	n/a	83.6	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	11.2	n/a	n/a	24.1	n/a	n/a	n/a	
Teaching & Leading	Education Quality	86.6	90.3	89.2	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.3	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	85.1	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	72.5	78.2	79.1	79.5	81.8	81.4	n/a	n/a	n/a



Measure Evaluation Reference (Required AEAMs)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

- For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

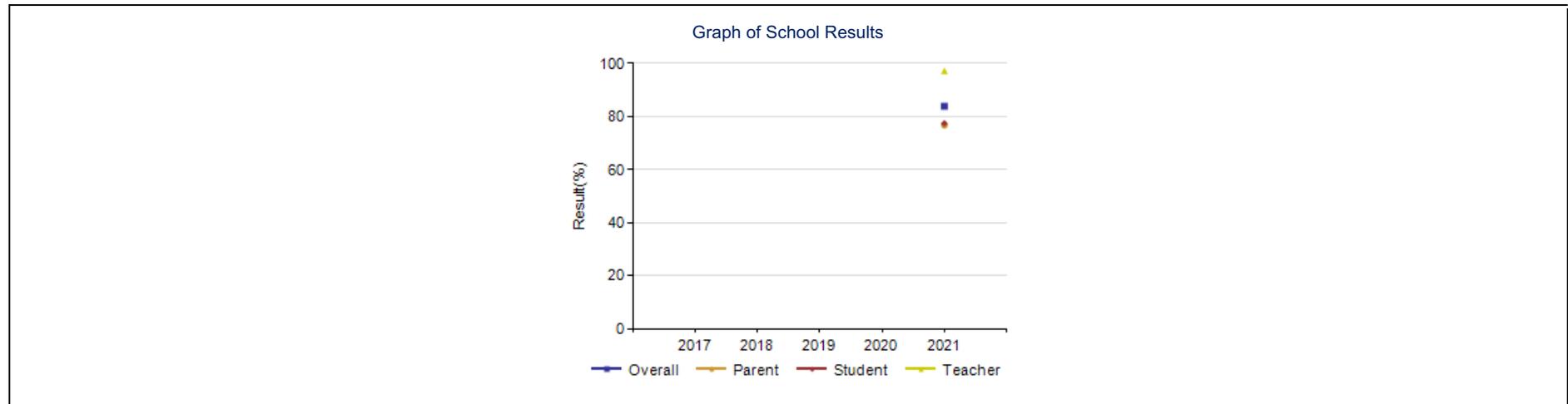
Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Student Learning Engagement – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	142	83.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,684	85.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	76.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	278	87.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	97	77.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,122	70.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	97.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	284	97.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
3. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on Results – Student Learning Engagement

It's important to note that the survey of parents and students is for grade 7s and 10s only. It does not include all grade levels or students. If you look at the measure overall, we are within 1.5% of Golden Hills School Division and the Province. Where there appears to be a significant spread is in the parental response with a 10% & 12% compared to the division and province. Out of 97 potential respondents only 20 parents chose to complete the survey. Whereas, if you look at student response DVSS is 7% & 6% higher than the division and the province.

This leads us to believe that students have a strong understanding of opportunities within the school and parents do not have as clear an understanding.

Strategies – Student Learning Engagement

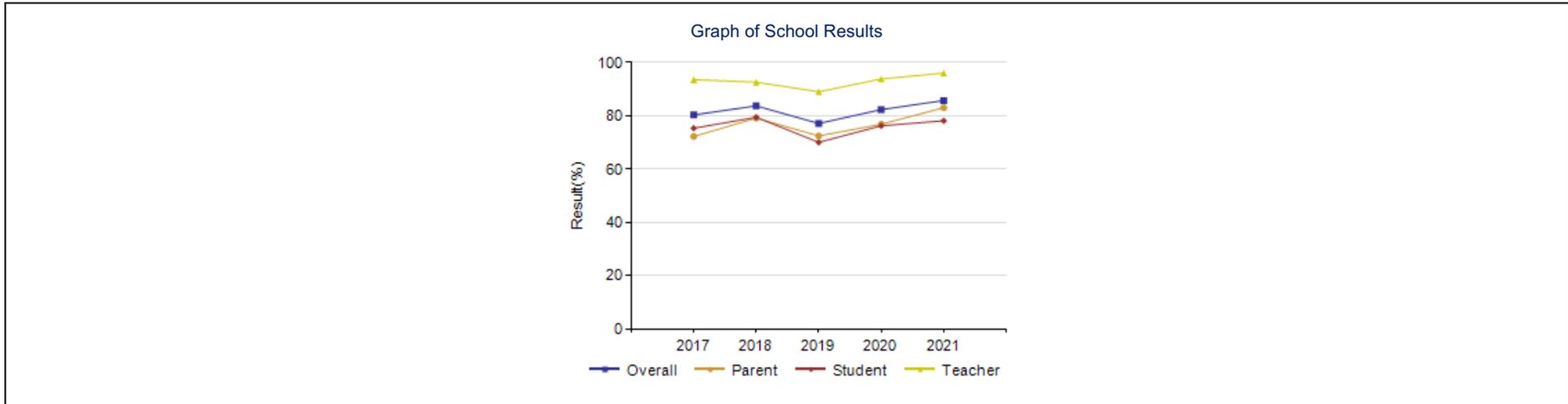
The greatest impact would be with better communication with parents around student engagement. However, many of the items below cannot be fulfilled until we are past the pandemic crisis as they involve getting parents into the school more often.

- Increase parental communication through the web site, Facebook, open houses, and presentation of what it is that we do.
- Provide opportunities for parents to become involved:
 - School Council
 - Parent Teacher Interviews
 - Open houses
 - Awards evenings
 - Increase parental response on Assurance Measures
 - Facebook and web page updates
- Increase the frequency with which we discuss programs within the school.
- Post monthly on the school website, drumvss.ca, and have teachers focus on various subject areas.
- Continue with second language education and a push on our fine arts program.
- Continue to develop staff willing to take on and build a computer science and information processing program.
- Discuss with School Council for suggestions and recommendations on new approaches.
- Increase the number of parents responding to the accountability surveys – parent call out.
- Increase student awareness of program diversity at DVSS.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	179	80.3	180	83.7	179	77.1	189	82.3	142	85.7	n/a	n/a	n/a	2,091	86.0	2,102	85.6	2,068	84.8	2,227	83.3	1,679	83.0	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	18	72.2	22	79.1	18	72.4	20	76.8	20	83.0	n/a	n/a	n/a	266	82.8	312	82.1	314	82.9	268	79.0	275	80.2	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	127	75.3	131	79.4	128	70.0	140	76.2	97	78.1	n/a	n/a	n/a	1,470	78.9	1,457	77.9	1,423	75.9	1,653	76.1	1,120	74.0	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	34	93.5	27	92.6	33	89.0	29	93.8	25	96.0	n/a	n/a	n/a	355	96.3	333	96.7	331	95.6	306	94.9	284	94.9	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

Comment on Results - Citizenship

We made significant gains in the Citizenship measure this year. If you look at and compare all respondents – students, parents, and staff, DVSS has received more favourable scores than the division and the province. This is very exciting as citizenship has been an ongoing project for the past 10 years. Here is a list of items that we have been very diligent in promoting citizenship.

- Oh Canada at the beginning of each week
- Terry Fox Run
- International Education Celebration
- Remembrance Day
- Seniors' Dinner – postponed for the past two years as a result of COVID
- Town Cleanup
- Outreach programs for families in need – Christmas hampers and gift cards
- Guest speakers
- Acts of kindness
- Leadership focus in the school – Christmas Shoe Box – Food Drive – Clubs – Sports – Grad Committee
- FOR Club – Friends of Rachel
- Students' Council
- Community Volunteerism

Strategies – Citizenship

Increase parental communication through the web site, Facebook, open houses, and presentation of what it is that we do. Track, monitor, and share the number of volunteer hours those students of DVSS invest in the community. Now displayed on our external digital sign.

Actively promote citizenship concepts in all assemblies and gatherings with students. Encourage students to become involved in school activities. Provide opportunities for students to help one another – Connections, School Council, Student Council, Friends of Rachel Club, etc.

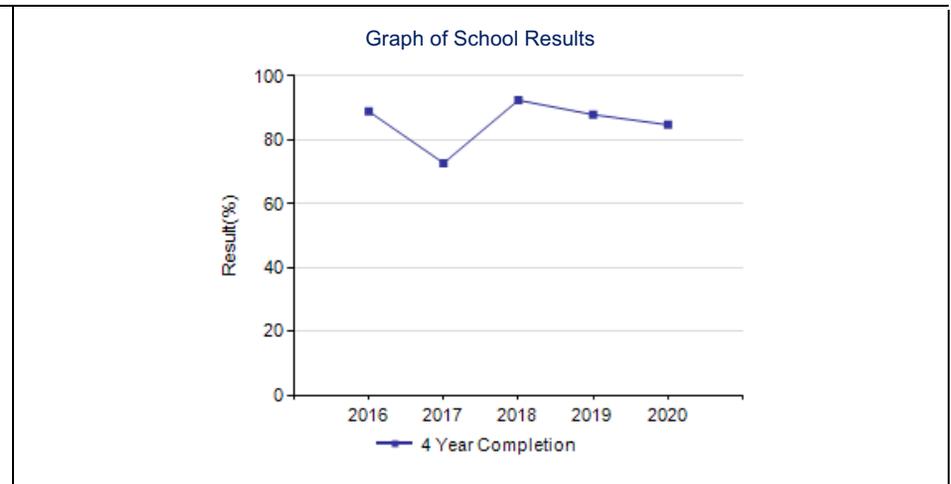
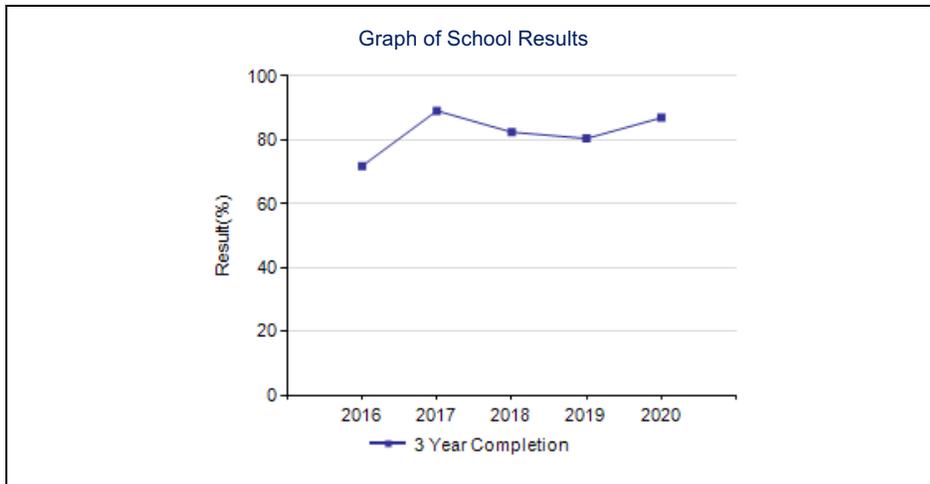
Promote DVSS Mission Statement:

Inspiring a caring and courageous community of lifelong learners; empowering global citizens for generations.

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

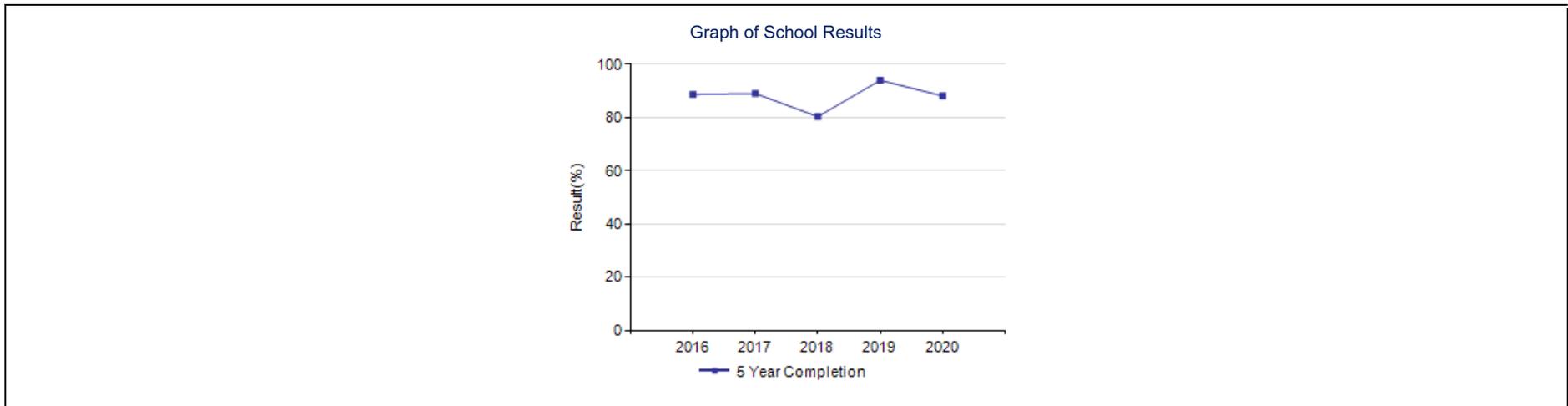
	School										Measure Evaluation			Authority										Province									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	63	71.8	62	89.1	68	82.4	58	80.4	81	86.9	High	Maintained	Good	506	77.1	520	77.2	490	76.9	490	78.9	511	84.1	44,823	78.5	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4
4 Year Completion	50	88.9	64	72.7	62	92.4	68	87.9	58	84.7	Intermediate	Maintained	Acceptable	473	81.8	503	81.6	520	83.8	489	84.8	493	83.3	43,739	81.6	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0
5 Year Completion	73	88.7	50	89.0	64	80.3	61	94.0	69	88.1	Intermediate	Maintained	Acceptable	484	82.3	472	84.6	504	84.1	519	86.6	489	86.0	44,191	83.6	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
4. Participation in the 2019/20 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.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

High School Completion Rate – Measure Details



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. Participation in the 2019/20 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.
4. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

Comment on Results – High School Completion Rate

High school completion rate continues to improve. We have great success with grade 12 students completing successfully but have no control over students that leave in grade 10 or 11. A student that begins with us in grade 10 and moves away prior to graduation still counts as part of our score associated with successful graduation. Also, we have done a great deal of work in reaching out to students that have fallen short of a high school diploma and provide opportunity to complete and fix issues, that are sometimes very small and easy to address. We have also provided many opportunities for prior students in their 30s, 40s, and even 60’s to complete their high school diploma.

Strategies – High School Completion Rate

- Annual item analysis of all PAT and Diploma Exam results.
- Professional learning communities for subject teachers to come together in Language Arts, Social Studies, Math, and Science. We have also embarked on a classroom improvement initiative for Mathematics and the Powerful Learning initiative with Golden Hills.
- Division wide professional development related to subject area improvement.
- Continuation of the division Powerful Learning model for subject area achievement.
- Learning Strategies Initiative – focus on Memory & Recall this year

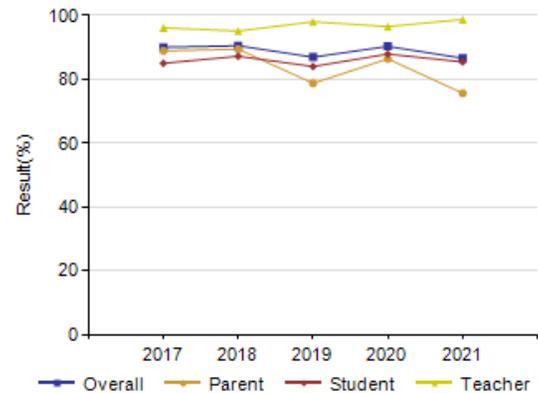
- We have introduced a school wide initiative with myBlueprint.ca which assists students in planning for a successful high school graduation and transitioning to post-secondary.
- Each year we host ELAA – Educational Liaison Association of Alberta and had 22 post-secondary institutions in the school, which was attended by all grade 10, 11, and 12 students.
- We encourage students that are planning a year off to find an apprenticeship program they are interested in to keep advancing their education. As well as providing access to return and upgrade as well as participate in Health Care Aide, Bow Valley College, Olds College, and Mount Royal University dual credit programs.

Education Quality – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	179	90.0	180	90.5	179	86.9	189	90.3	142	86.6	n/a	n/a	n/a	2,091	92.4	2,104	92.0	2,066	92.1	2,228	91.4	1,684	89.9	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	18	88.9	22	89.4	18	78.7	20	86.4	20	75.6	n/a	n/a	n/a	266	88.4	312	87.8	314	88.7	268	86.6	278	86.2	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	127	85.0	131	87.2	128	84.0	140	87.9	97	85.4	n/a	n/a	n/a	1,470	90.5	1,459	90.3	1,421	89.6	1,654	89.8	1,122	86.3	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	34	96.1	27	95.1	33	98.0	29	96.5	25	98.7	n/a	n/a	n/a	355	98.3	333	97.8	331	98.1	306	97.8	284	97.3	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

Graph of School Results



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Comment on Results – Education Quality

The most impactful part of this measure is the parent impression of Education Quality. It is significantly lower than the division and province measures. Once again this is a clear indicator of the additional work that needs to be done both on communicating the opportunities to parents and on the work that needs to be done in getting parents to respond to the assurance survey. Also, the survey was completed in February 2021 with parents experiencing the in and out of school associated with COVID and the complexities of in person verses on line instruction. With respect to student and staff response they are within the range of the division and province.

Strategies – Education Quality

- Increase parental communication through the web site, Facebook, open houses, and presentation of what it is that we do.
- Provide opportunities for parents to become involved:
 - School Council – email sent monthly with an invitation to participate
 - Parent Teacher Interviews – have been via phone these past two years
 - Open houses – has not happened for two years
 - Awards evenings – awards during the day with parents aloud to attend
 - Increase parental response rate on Assurance Measures
 - Facebook
- Increase the frequency with which we discuss programs within the school.
- Post monthly on the school website, drumvss.ca, and have teachers focus on various subject areas.
- Continue with second language education and a push on our fine arts program.
- Discuss with School Council for suggestions and recommendations on new approaches.
- Increase the number of parents responding to the Assurance surveys – parent call out.
- Increase student awareness of program diversity at DVSS.

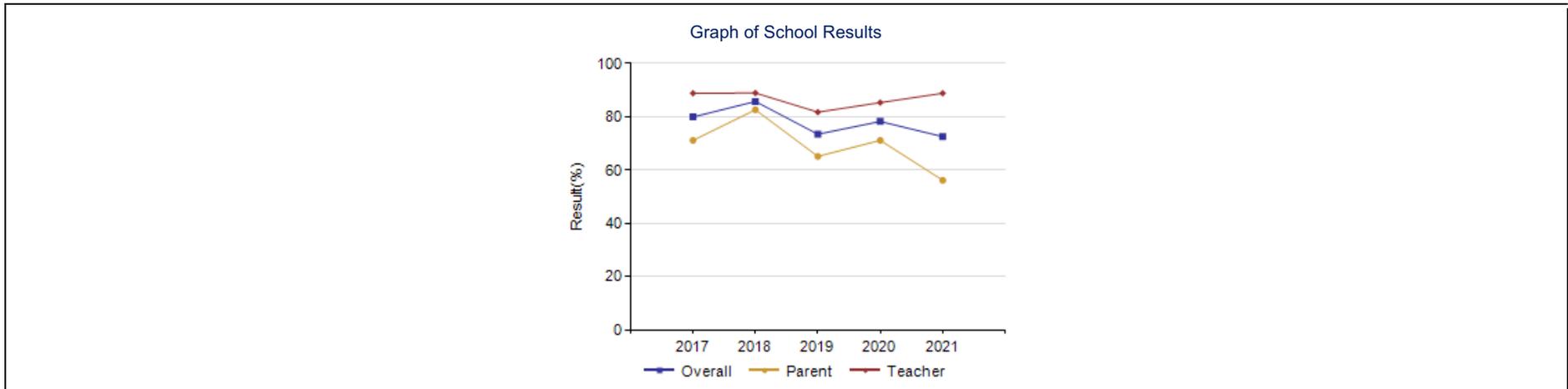
With respect to continuous improvement and implementation of the division initiative associated with Powerful Learning:

- Teachers meet regularly as a Professional Learning Community based on subject domains
- Review of assessment parameters for strengths and weaknesses
- Finding an appropriate balance between formative and summative assessments
- Implementation of Powerful Learning associated with long-range planning, unit planning, and daily implementation in the classroom
- Four division wide collaboration days to bring staff together associated with subject domains

Parental Involvement – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	52	79.9	49	85.7	51	73.4	49	78.2	45	72.5	n/a	n/a	n/a	620	84.4	643	81.6	642	82.5	572	80.5	562	75.9	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	18	71.1	22	82.6	18	65.1	20	71.1	20	56.1	n/a	n/a	n/a	265	77.3	310	73.1	312	72.8	266	70.7	278	63.8	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	34	88.8	27	88.9	33	81.7	29	85.3	25	88.8	n/a	n/a	n/a	355	91.5	333	90.0	330	92.1	306	90.2	284	88.1	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on Results – Parental Involvement

We have seen a significant decline in this measure as parents simply have not had the opportunity to participate in school related opportunities, primarily because of COVID. Parents have not had the opportunity to participate in Awards Nights, face to face Parent/Teacher Interviews, Sports, and the list goes on. Even though we have been able to provide opportunity virtually, video conference, it simply does not carry the same impact.

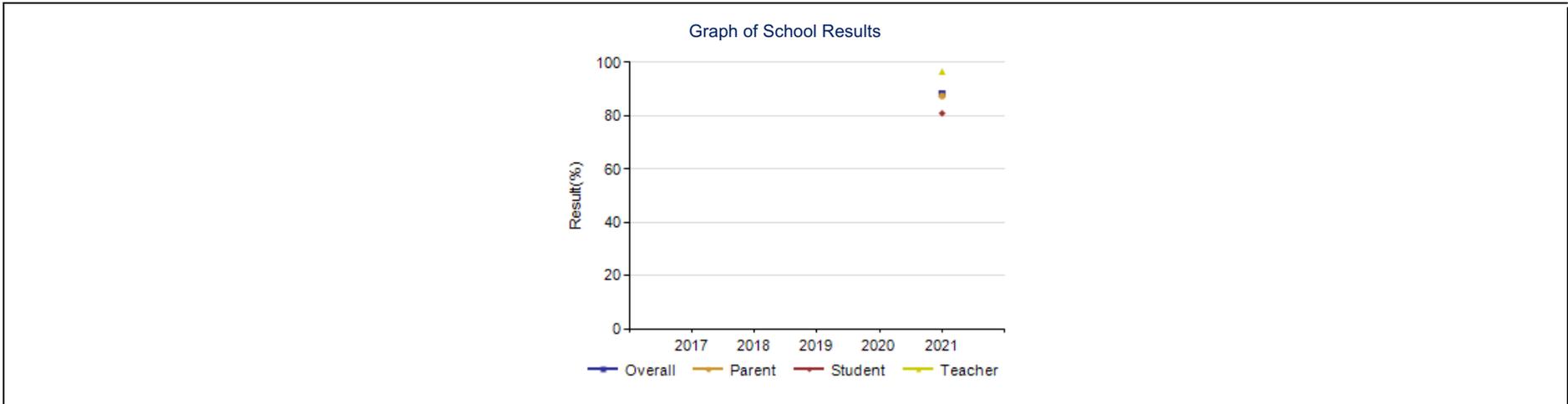
Strategies – Parental Involvement

- Increase parental communication through the web site, Facebook, open houses, and presentation of what it is that we do.
- Provide opportunities for parents to become involved:
 - School Council – email sent monthly with an invitation to participate
 - Parent Teacher Interviews – have been via phone these past two years
 - Open houses – has not happened for two years
 - Awards evenings – awards during the day with parents aloud to attend
 - Increase parental response rate on Assurance Measures
 - Facebook
- Increase the frequency with which we discuss programs within the school.
- Post monthly on the school website, drumvss.ca, and have teachers focus on various subject areas.
- Continue with second language education and a push on our fine arts program.
- Discuss with School Council for suggestions and recommendations on new approaches.
- Increase the number of parents responding to the Assurance surveys – parent call out.
Increase student awareness of program diversity at DVSS.

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

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

	School										Measure Evaluation			Authority										Province												
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021				
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	142	88.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,682	87.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	87.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	278	88.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	97	80.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,120	78.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	96.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	284	96.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Comment on Results – Welcoming, Caring, Respectful, and Safe Learning Environments

We have done significant work this past year with our Healthy School Initiative, Friends of Rachel Club, and our Connections projects. We are moving forward with a Mental Health initiative with Alberta Health Services Addictions Counselors. As well as, taking a deep dive into The Third Path and working on school belonging, resiliency, and memory & recall.

This is a strong area for us with students feeling safe and parents in agreement. We have provided and modeled respect for each other and fair treatment through daily activities and student leadership in FOR Club, Connections, and Students’ Council.

However, we are seeing potential challenges because of COVID: new rules in the school, flow of student traffic and entrances, as well as an inability to host school wide assemblies and special functions like the Annual Seniors' Dinner – all of these changes have had a significant impact on students and their connectedness and engagement with schooling. We have been able to reduce some of the measures: like traffic flow in the halls and stairwells, students are now able to sit on both sides of the table in the common area, spectators at sporting events, and so on. This has provided some relief and some return to normal.

We are pleasantly pleased how strong our measures are in comparison to the division and province.

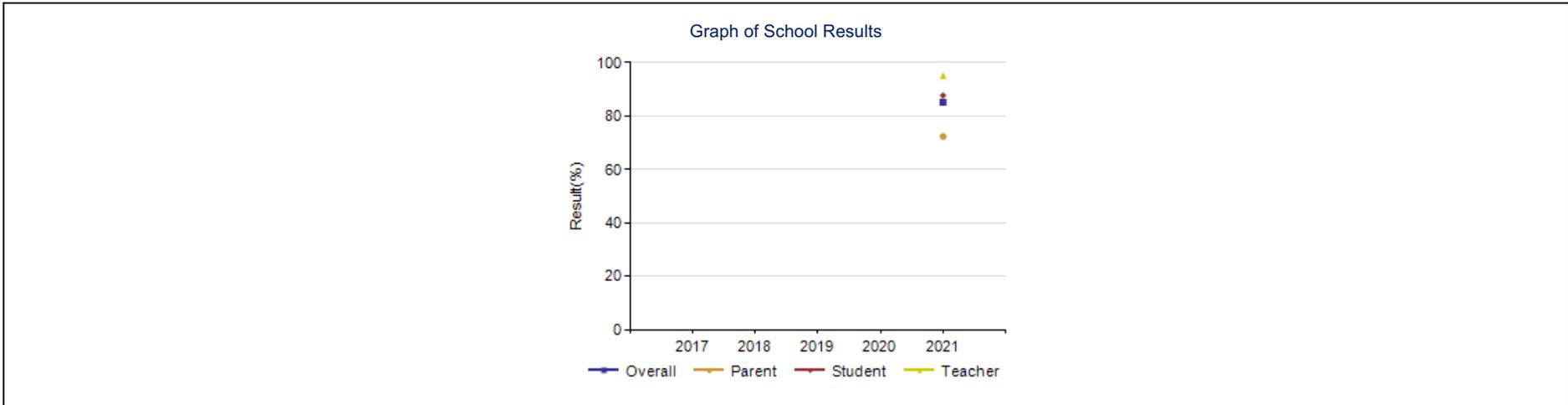
Strategies - Welcoming, Caring, Respectful, and Safe Learning Environments

- Welcome each student as they enter the school and teachers as students enter the classroom
- Address student concerns over bullying and harassment in a timely and efficient way
- Have presentations and conversation with students around resiliency and belonging
- Provide opportunity for students struggling with our Differentiated Learning Classroom
- Provide supports for students during DLC
- Communicate efficiently and effectively with parents when students are struggling
- Provide timely access to counselling both academic and social emotional
- Provide an enhanced Strive Program

Access to Supports & Services – Measure Details

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

	School										Measure Evaluation			Authority										Province											
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021			
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	141	85.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,683	81.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	72.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	278	76.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	96	87.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,121	78.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	95.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	284	90.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7



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Comment on Results – Access to Supports & Services

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Strategies – Access to Supports & Services

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Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	Drumheller Valley Secondary Sc			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	60.7	54.9	n/a	56.6	56.4	n/a	n/a	n/a
Drop Out Rate	1.8	2.4	2.2	2.6	2.7	2.6	Very High	Maintained	Excellent
Program of Studies	89.0	90.5	86.5	81.9	82.4	82.1	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	76.3	73.1	72.0	68.0	66.6	64.9	Very High	Maintained	Excellent
Safe and Caring	92.2	90.5	88.4	90.0	89.4	89.1	n/a	n/a	n/a
School Improvement	82.5	88.8	82.1	81.4	81.5	81.0	n/a	n/a	n/a
Transition Rate (6 yr)	54.2	49.0	52.0	60.0	60.3	59.5	Intermediate	Maintained	Acceptable
Work Preparation	83.5	89.5	86.0	85.7	84.1	83.2	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Only supplemental measures with Achievement standards are included in the Supplemental AEAMs – Overall Summary.
3. Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
4. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

Measure Evaluation Reference (Supplemental AEAMs)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
4-year High School Completion	0.00 - 71.57	71.57 - 78.63	78.63 - 87.93	87.93 - 91.45	91.45 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 36.23	36.23 - 41.92	41.92 - 58.66	58.66 - 71.19	71.19 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00
Transition Rate (4 yr)	0.00 - 21.98	21.98 - 30.52	30.52 - 44.34	44.34 - 61.50	61.50 - 100.00
Transition Rate (6 yr)	0.00 - 35.49	35.49 - 49.47	49.47 - 62.88	62.88 - 72.76	72.76 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00

Notes:

- For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

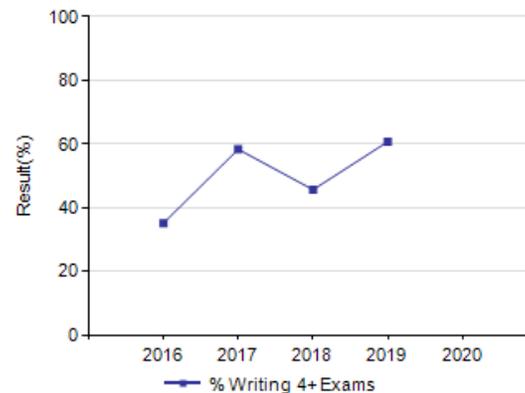
Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Diploma Examination Participation Rate – Measure Details

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	School					Measure Evaluation			Authority					Province				
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
N	63	62	68	58	81	n/a	n/a	n/a	506	520	490	490	511	44,823	44,982	44,978	45,354	46,245
% Writing 0 Exams	14.0	10.9	8.8	7.8	n/a	n/a	n/a	n/a	17.7	19.2	15.2	16.3	n/a	14.6	14.4	13.9	13.9	n/a
% Writing 1+ Exams	86.0	89.1	91.2	92.2	n/a	n/a	n/a	n/a	82.3	80.8	84.8	83.7	n/a	85.4	85.6	86.1	86.1	n/a
% Writing 2+ Exams	81.4	87.5	89.7	92.2	n/a	n/a	n/a	n/a	79.9	77.4	80.1	81.6	n/a	82.3	82.7	83.3	83.3	n/a
% Writing 3+ Exams	51.1	68.0	66.2	74.7	n/a	n/a	n/a	n/a	54.4	57.3	60.6	59.1	n/a	65.5	66.5	67.1	67.1	n/a
% Writing 4+ Exams	35.1	58.3	45.6	60.7	n/a	n/a	n/a	n/a	42.3	46.1	46.5	45.3	n/a	55.2	56.0	56.6	56.6	n/a
% Writing 5+ Exams	17.5	29.2	20.6	22.7	n/a	n/a	n/a	n/a	26.0	28.9	24.9	24.6	n/a	37.7	38.0	38.8	38.3	n/a
% Writing 6+ Exams	6.4	9.7	2.9	1.7	n/a	n/a	n/a	n/a	7.5	8.0	6.2	6.0	n/a	13.7	14.0	14.3	13.7	n/a

Graph of School Results



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 Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

Comment on Results – Diploma Exam Participation Rate.

We find this to be one of the most interesting of results. If you look closely at the data on the four diploma exams or more, DVSS is significantly higher than the division and the province. As a matter of fact, on every line, except for six exams, DVSS has a higher participation rate. This speaks to our philosophy about student opportunity and our respect of allowing maturation to play its role.

However, there is one downside to our philosophy of allowing students to do grade 12 diploma courses in Math & Science. We recommend to our students a mark of 65% or higher to take the 30-level course. However, that is a recommendation. We will always provide opportunity for the student when it is requested. This will have a direct negative impact on diploma exam participation associated with Standard of Excellence and Acceptable Standard. Many students may fail the diploma but pass the course.

Strategies – Diploma Exam Participation Rate

- Keep doing what we are doing and provide opportunity for students.

Diploma Examination Participation Rate – Measure Details

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

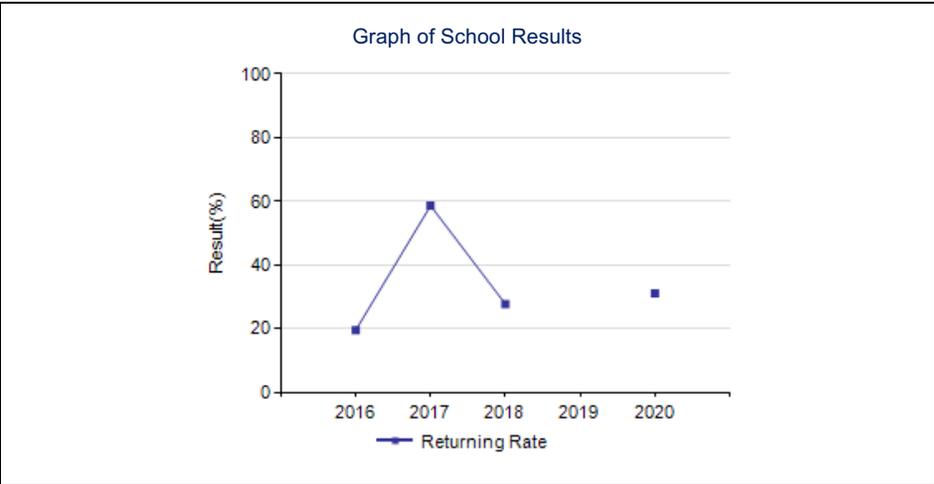
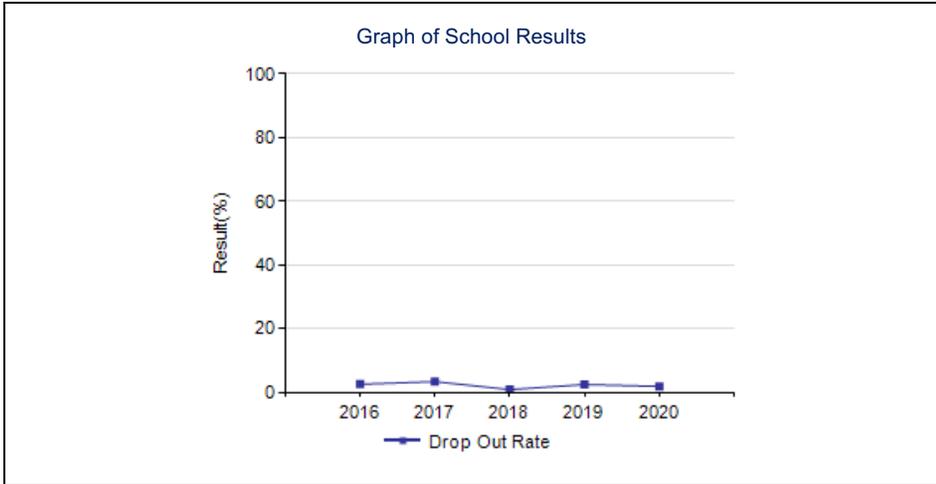
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
N	63	62	68	58	81	506	520	490	490	511	44,823	44,982	44,978	45,354	46,245
English Language Arts 30-1	36.5	62.9	64.7	62.1	n/a	46.8	50.6	56.3	50.4	n/a	54.2	55.3	56.6	55.9	n/a
English Language Arts 30-2	47.6	24.2	26.5	29.3	n/a	34.8	31.9	27.3	30.8	n/a	28.8	29.0	27.9	29.0	n/a
Total of 1 or more English Diploma Exams	81.0	87.1	91.2	89.7	n/a	79.1	77.7	79.6	80.6	n/a	80.5	81.3	81.5	81.7	n/a
Social Studies 30-1	27.0	59.7	47.1	50.0	n/a	40.1	45.2	50.0	43.9	n/a	45.4	45.2	45.2	44.3	n/a
Social Studies 30-2	52.4	27.4	44.1	39.7	n/a	38.5	31.5	29.2	34.5	n/a	36.0	36.6	37.3	38.0	n/a
Total of 1 or more Social Diploma Exams	79.4	87.1	89.7	89.7	n/a	78.5	76.3	78.6	78.4	n/a	80.7	81.2	81.8	81.7	n/a
Pure Mathematics 30	0.0	0.0	0.0	0.0	n/a	0.0	0.0	0.0	0.0	n/a	0.0	0.0	0.0	0.0	n/a
Applied Mathematics 30	0.0	0.0	0.0	0.0	n/a	0.0	0.0	0.0	0.0	n/a	0.0	0.0	0.0	0.0	n/a
Mathematics 30-1	14.3	33.9	17.6	31.0	n/a	26.3	28.1	24.9	22.4	n/a	36.6	35.7	36.7	35.4	n/a
Mathematics 30-2	28.6	27.4	35.3	41.4	n/a	23.3	23.3	27.8	32.4	n/a	23.8	25.2	25.0	26.1	n/a
Total of 1 or more Math Diploma Exams	42.9	59.7	51.5	67.2	n/a	48.6	49.6	52.2	53.1	n/a	58.6	58.9	59.6	59.3	n/a
Biology 30	42.9	64.5	54.4	65.5	n/a	37.5	46.2	46.5	43.7	n/a	40.9	42.0	42.9	42.4	n/a
Chemistry 30	19.0	30.6	16.2	25.9	n/a	28.9	31.9	28.4	27.6	n/a	35.7	35.3	36.0	35.2	n/a
Physics 30	11.1	11.3	10.3	3.4	n/a	13.8	11.9	11.6	10.8	n/a	19.4	18.8	18.8	17.7	n/a
Science 30	0.0	0.0	2.9	0.0	n/a	0.6	0.2	1.2	0.4	n/a	15.8	17.0	17.1	18.2	n/a
Total of 1 or more Science Diploma Exams	47.6	67.7	60.3	67.2	n/a	47.2	53.1	55.1	50.8	n/a	60.8	61.6	62.1	62.1	n/a
Français 30-1	0.0	0.0	0.0	0.0	n/a	0.0	0.0	0.0	0.0	n/a	0.3	0.3	0.3	0.3	n/a
French Language Arts 30	0.0	0.0	0.0	0.0	n/a	0.0	0.0	0.0	0.0	n/a	2.8	3.0	2.7	2.6	n/a
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	n/a	0.0	0.0	0.0	0.0	n/a	3.1	3.3	3.0	2.9	n/a

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2. Participation in the Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
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4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18																																							
	School										Measure Evaluation			Authority										Province															
	2016		2017		2018		2019		2020		Achievement			Improvement			Overall			2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Drop Out Rate	220	2.5	231	3.3	231	0.8	274	2.4	267	1.8	Very High	Maintained	Excellent	1,881	3.4	1,981	3.0	1,952	2.5	1,942	3.8	1,981	3.3	181,382	3.0	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6						
Returning Rate	6	19.5	6	58.6	8	27.7	4	*	8	31.0	n/a	n/a	n/a	72	10.1	85	23.6	88	18.6	67	15.1	86	13.9	7,614	18.9	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1						



Notes:

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2. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Comment on Results – Drop Out Rate

DVSS dropout rate continues to be lower than the division and province at 1.8. We can contribute this to the work of all staff in established relationships with students and parents to keep students moving forward. As well as our welcoming and belonging culture.

Strategies – Drop Out Rate

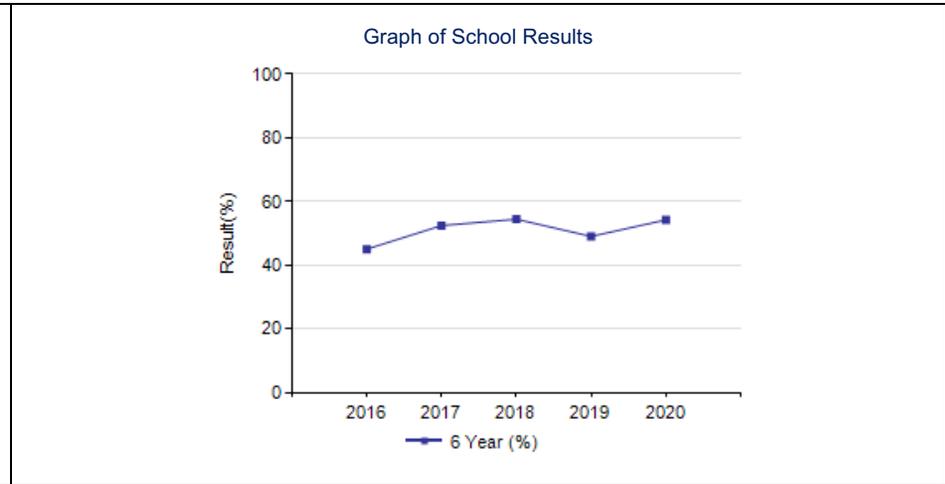
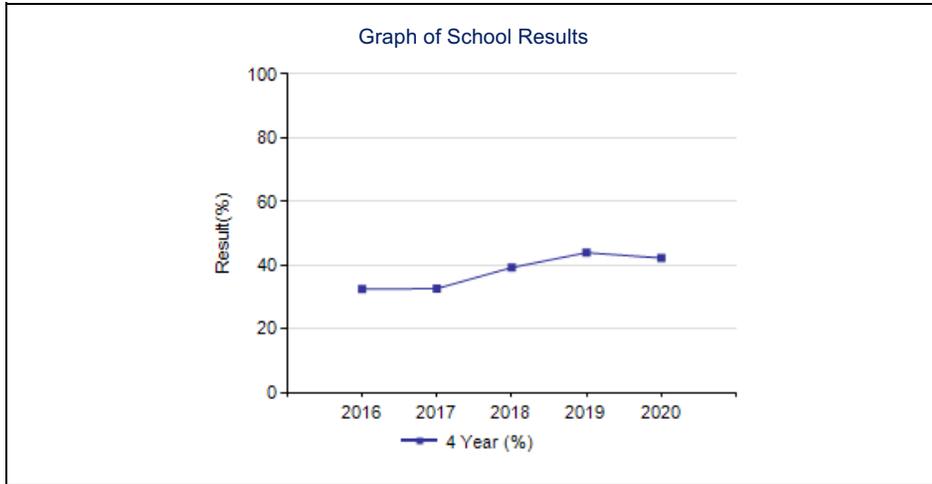
- Annual item analysis of all PAT and Diploma Exam results.
- Professional learning communities for subject teachers to come together in Language Arts, Social Studies, Math, and Science. We have also embarked on a classroom improvement initiative for Mathematics and the Powerful Learning initiative with Golden Hills.
- Division wide professional development related to subject area improvement.

- Continuation of the division Powerful Learning model for subject area achievement.
- Learning Strategies Initiative
- We have introduced a school wide initiative with myBlueprint.ca which assists students in planning for a successful high school graduation and transitioning to post-secondary.
- Each year we host ELAA – Educational Liaison Association of Alberta and had 22 post-secondary institutions in the school, which was attended by all grade 10, 11, and 12 students.
- We encourage students that are planning a year off to find an apprenticeship program they are interested in to keep advancing their education. As well as providing access to return and upgrade as well as participate in Health Care Aide, Bow Valley College, Olds College, and Mount Royal University dual credit programs.
- Our focus on providing opportunity to students to earn post-secondary credit while in high school.

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	School										Measure Evaluation			Authority										Province									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
4 Year Rate	50	32.4	64	32.6	62	39.2	68	43.9	58	42.2	Intermediate	Maintained	Acceptable	473	36.7	503	34.0	520	35.6	489	35.4	493	30.8	43,739	37.1	44,841	39.4	44,994	40.2	44,980	40.9	45,351	40.5
6 Year Rate	58	45.0	73	52.4	50	54.4	64	49.0	61	54.2	Intermediate	Maintained	Acceptable	482	49.3	485	51.4	472	56.1	504	51.8	518	50.2	44,848	58.1	44,182	59.0	43,728	59.1	44,832	60.3	44,983	60.0



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

Comment on Results – High School to Post-Secondary Transition Rate

The post-secondary transition rate continues to improve and has significant uptake over the division and province. We have an excellent system in place in assisting students and parents with direction and application to assist in transitioning.

We have a dedicated counsellor, Mrs. Teske, that specializes in scholarships and assists with application for post-secondary programs. We provide this service to all students.

Strategies – High School to Post-Secondary Transition Rate

- Annual item analysis of all PAT and Diploma Exam results.

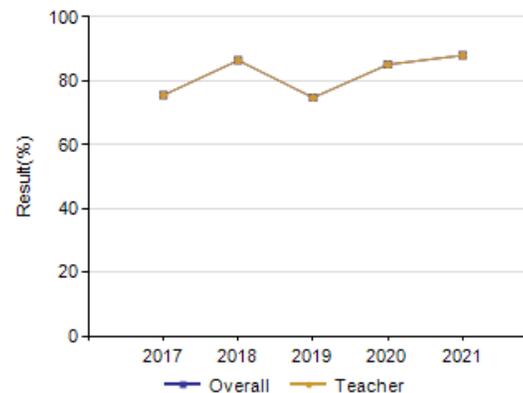
- Professional learning communities for subject teachers to come together in Language Arts, Social Studies, Math, and Science. We have also embarked on a classroom improvement initiative for Mathematics and the Powerful Learning initiative with Golden Hills.
- Division wide professional development related to subject area improvement.
- Continuation of the division Powerful Learning model for subject area achievement.
- Learning Strategies Initiative that teach the skills of how to be a student
- We have introduced a school wide initiative with myBlueprint.ca which assists students in planning for a successful high school graduation and transitioning to post-secondary.
- Each year we host ELAA – Educational Liaison Association of Alberta and had 22 post-secondary institutions in the school, which was attended by all grade 10, 11, and 12 students.
- We encourage students that are planning a year off to find an apprenticeship program they are interested in to keep advancing their education. As well as providing access to return and upgrade as well as participate in Health Care Aide, Bow Valley College, Olds College, and Mount Royal University dual credit programs.

In-service Jurisdiction Needs– Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	School										Authority												Province										
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	34	75.5	27	86.4	33	74.7	29	85.1	25	88.0	n/a	n/a	n/a	355	89.7	330	89.0	328	89.2	305	91.8	274	89.0	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9
Teacher	34	75.5	27	86.4	33	74.7	29	85.1	25	88.0	n/a	n/a	n/a	355	89.7	330	89.0	328	89.2	305	91.8	274	89.0	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9

Graph of School Results



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment of Results – In-service Jurisdiction Needs

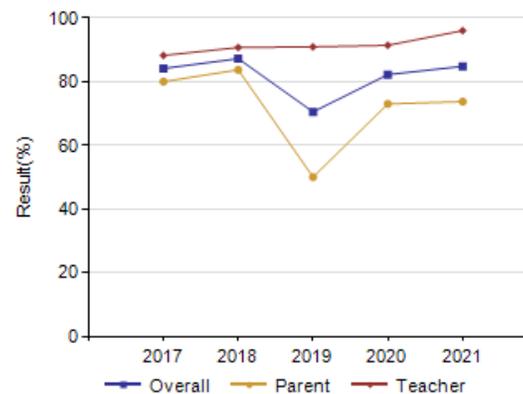
- DVSS staff are very satisfied at the opportunity for professional growth at both the school and division level.

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School										Authority										Province												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	52	84.1	49	87.2	51	70.5	49	82.2	45	84.8	n/a	n/a	n/a	608	75.1	631	73.6	629	74.2	558	74.0	551	82.9	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1
Parent	18	80.0	22	83.7	18	50.0	20	73.0	20	73.7	n/a	n/a	n/a	255	68.5	298	64.1	302	64.3	253	63.5	271	73.1	31,326	64.8	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3
Teacher	34	88.2	27	90.7	33	90.9	29	91.4	25	96.0	n/a	n/a	n/a	353	81.6	333	83.2	327	84.1	305	84.5	280	92.7	31,263	77.3	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9

Graph of School Results



Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment of Results – Lifelong Learning

- At DVSS we have this as our tag line, but we call it Learning for Life. We impress upon our students and in our staff culture ongoing learning. We can never remain static as things change and in today’s world have a number of career changes over one’s work life is the norm. Even though our measures exceed the division and province we still have work to do in communicating with parents.

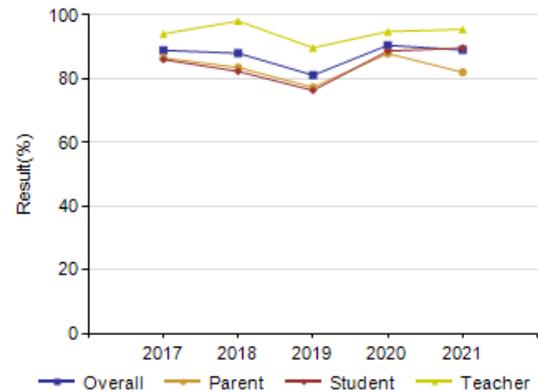
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Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	179	88.9	180	88.0	179	81.1	189	90.5	141	89.0	n/a	n/a	n/a	1,521	81.1	1,581	79.0	1,525	81.0	1,589	81.2	1,339	82.1	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
Parent	18	86.5	22	83.5	18	77.3	20	87.9	20	82.0	n/a	n/a	n/a	266	77.7	312	76.0	314	79.2	268	75.4	274	78.4	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7
Student	127	86.0	131	82.3	128	76.3	140	88.7	96	89.6	n/a	n/a	n/a	900	77.7	936	73.1	880	78.2	1,015	78.4	781	79.1	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9
Teacher	34	94.1	27	98.1	33	89.7	29	94.8	25	95.5	n/a	n/a	n/a	355	87.8	333	88.0	331	85.7	306	89.7	284	88.7	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2

Graph of School Results



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Comment of Results – Program of Studies

- At DVSS we have a full scope and sequence of all core subject areas that are all teacher taught. We also have the most diversified set of options for students and can easily compete with urban schools. We are always looking for opportunity for students to experience and grow in new areas. This year alone we have begun a new

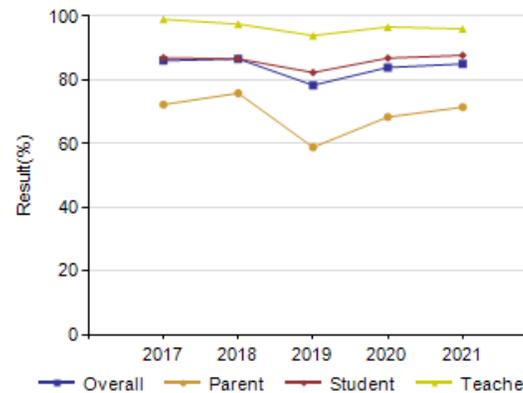
sewing class on the repurposing of old clothing. This program is available for grades 7 to 12. We have also introduced Strings LS Class and provide instruction for the violin, viola, and cello. Once again we exceed measures at the division and provincial levels.

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	179	86.0	180	86.6	178	78.3	189	83.9	141	85.0	n/a	n/a	n/a	2,090	86.0	2,102	84.5	2,065	85.6	2,225	85.2	1,682	81.9	160,737	84.9	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7
Parent	18	72.2	22	75.8	17	58.8	20	68.3	20	71.4	n/a	n/a	n/a	266	77.5	312	77.0	312	77.9	268	75.9	277	74.7	32,800	77.2	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7
Student	127	86.9	131	86.6	128	82.3	140	86.8	96	87.7	n/a	n/a	n/a	1,469	84.5	1,457	81.9	1,422	83.7	1,652	83.5	1,121	78.8	96,489	83.4	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2
Teacher	34	99.0	27	97.5	33	93.9	29	96.6	25	96.0	n/a	n/a	n/a	355	95.8	333	94.6	331	95.2	305	96.2	284	92.1	31,448	94.1	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2

Graph of School Results



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Comment on Results – At Risk Students

We have a series of supports for students that are at risk and the work begins in grade 7 and follows through to grade 12.

- Differentiated Learning Centre – for students that need additional supports with core subject areas

- Learning Strategies – flex time during the day for students to organize, do homework, study, or seek support from the teacher. Students also receive a weekly lesson on how to become a stronger student.
- Strive Program – for students needing a smaller classroom environment with specialized learning needs.
- Three counsellors one full time and two half time – social emotional supports
- Detailed annual review of mapping student progress to ensure all areas are covered and move students toward an Alberta High School Diploma
- Review of all students at the end of grade 12. If they have fallen short on their diploma engage the student and parent and have the student back to complete necessary work.

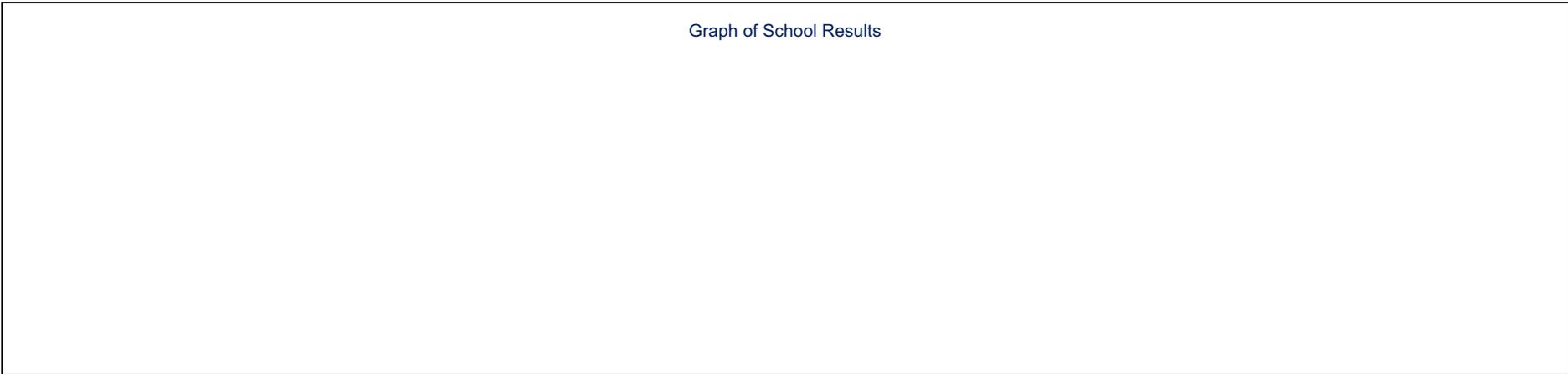
Rutherford Eligibility Rate – Measure Details

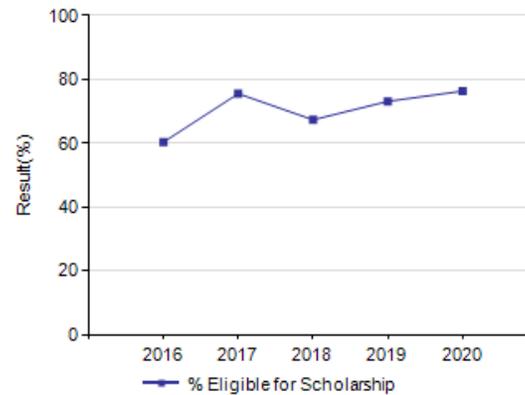
Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School										Measure Evaluation			Authority										Province									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	63	60.3	53	75.5	55	67.3	67	73.1	93	76.3	Very High	Maintained	Excellent	547	64.2	548	68.2	541	70.1	557	71.3	569	73.3	59,063	62.3	60,127	63.4	60,559	64.8	58,970	66.6	59,357	68.0

Rutherford eligibility rate details.

Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2016	63	33	52.4	29	46.0	17	27.0	38	60.3
2017	53	37	69.8	37	69.8	25	47.2	40	75.5
2018	55	36	65.5	30	54.5	14	25.5	37	67.3
2019	67	36	53.7	46	68.7	21	31.3	49	73.1
2020	93	61	65.6	64	68.8	54	58.1	71	76.3





Notes:

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2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.
4. Participation in the 2019/20 Diploma Examinations was impacted by the COVID-19 pandemic. Caution should be used when interpreting the trends over time.

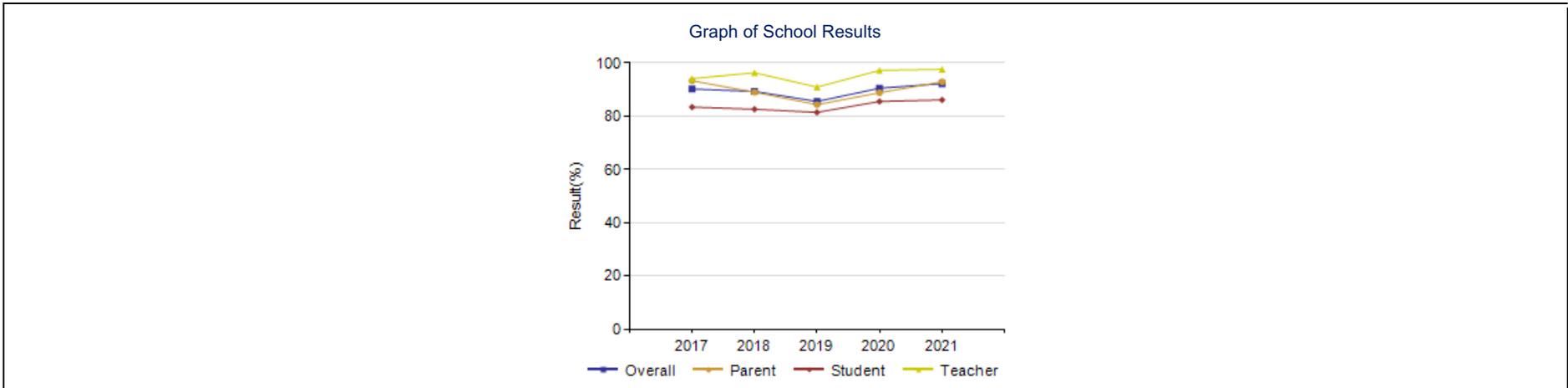
Comment on Results – Rutherford Scholarship

Once again, we are very pleased with the results associated with 76.3% of students eligible for Rutherford Scholarships. As part of this we use a tool called MyBluePrint. Student marks for grades 10, 11, & 12 are imported into this tool and students are aware of how much Rutherford Scholarship they have earned each year.

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	179	90.2	180	89.3	179	85.5	189	90.5	142	92.2	n/a	n/a	n/a	2,090	91.2	2,102	90.6	2,067	90.6	2,226	90.0	1,682	90.0	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	18	93.3	22	89.0	18	84.3	20	88.8	20	92.9	n/a	n/a	n/a	266	90.3	312	89.8	314	91.5	268	87.7	278	90.5	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	127	83.4	131	82.6	128	81.4	140	85.5	97	86.1	n/a	n/a	n/a	1,469	86.5	1,457	84.6	1,422	83.6	1,652	85.5	1,120	83.1	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	34	94.1	27	96.3	33	90.9	29	97.2	25	97.6	n/a	n/a	n/a	355	96.9	333	97.5	331	96.8	306	96.9	284	96.5	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4



Notes:

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3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Comment on Results –Safe & Caring

We have done significant work this past year with our Healthy School Initiative, Friends of Rachel Club, and our Connections projects. We are moving forward with a Mental Health initiative with Alberta Health Services Addictions Counselors. As well as, taking a deep dive into The Third Path and working on school belonging, resiliency, and memory & recall. This is a strong area for us with students feeling safe and parents in agreement. We have provided and modeled respect for each other and fair treatment through daily activities and student leadership in FOR Club, Connections, and Students’ Council.

However, we are seeing potential challenges because of COVID: new rules in the school, flow of student traffic and entrances, as well as an inability to host school wide assemblies and special functions like the Annual Seniors’ Dinner – all of these changes have had a significant impact on students and their connectedness and engagement with schooling. We have been able to reduce some of the measures: like traffic flow in the halls and stairwells, students are now able to sit on both sides of the table in the common area, spectators at sporting events, and so on. This has provided some relief and some return to normal.

We are pleasantly pleased how strong our measures are in comparison to the division and province.

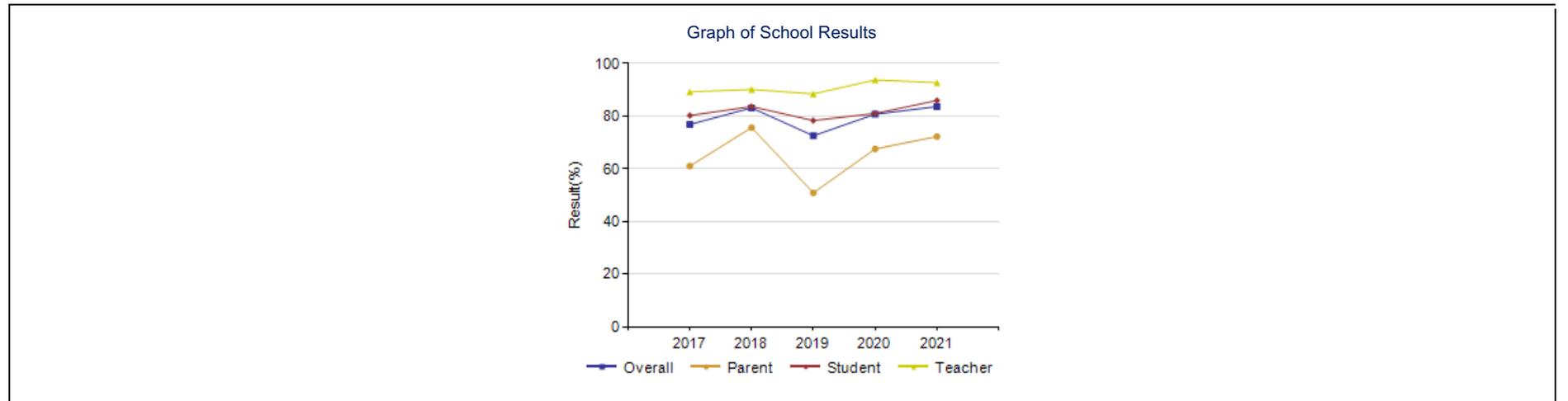
Strategies – Safe & Caring

- Welcome each student as they enter the school and teachers as students enter the classroom
- Address student concerns over bullying and harassment in a timely and efficient way
- Have presentations and conversation with students around resiliency and belonging

- Provide opportunity for students struggling with our Differentiated Learning Classroom
- Provide supports for students during DLC
- Communicate efficiently and effectively with parents when students are struggling
- Provide timely access to counselling both academic and social emotional
- Provide an enhanced Strive Program

Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement			Improvement			Overall			2017		2018		2019		2020		2021					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	179	76.8	180	83.1	178	72.5	187	80.7	141	83.6	n/a	n/a	n/a	2,075	74.5	2,090	73.7	2,054	75.7	2,211	77.5	1,668	73.2	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8
Parent	18	61.0	22	75.6	17	50.8	20	67.5	20	72.2	n/a	n/a	n/a	254	62.5	304	61.9	307	62.6	263	69.2	267	63.8	31,898	61.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7
Student	127	80.2	131	83.6	128	78.3	138	81.0	96	85.9	n/a	n/a	n/a	1,467	78.8	1,454	78.4	1,417	81.9	1,642	80.9	1,119	74.6	96,258	80.0	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9
Teacher	34	89.2	27	90.1	33	88.4	29	93.7	25	92.7	n/a	n/a	n/a	354	82.2	332	80.8	330	82.5	306	82.3	282	81.2	31,387	78.1	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8



Notes:

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3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Comment on Results

We continue to make significant improvements in this area and have come a long way in the past five years. We will continue to focus on these areas and will keep moving forward on our communication continuum. We have increased programing to the tune of 15 new programs in the past five years: including dual credit Health Care Aide, Bow Valley College, Olds College, and Mount Royal University programs.

New Programs this year:

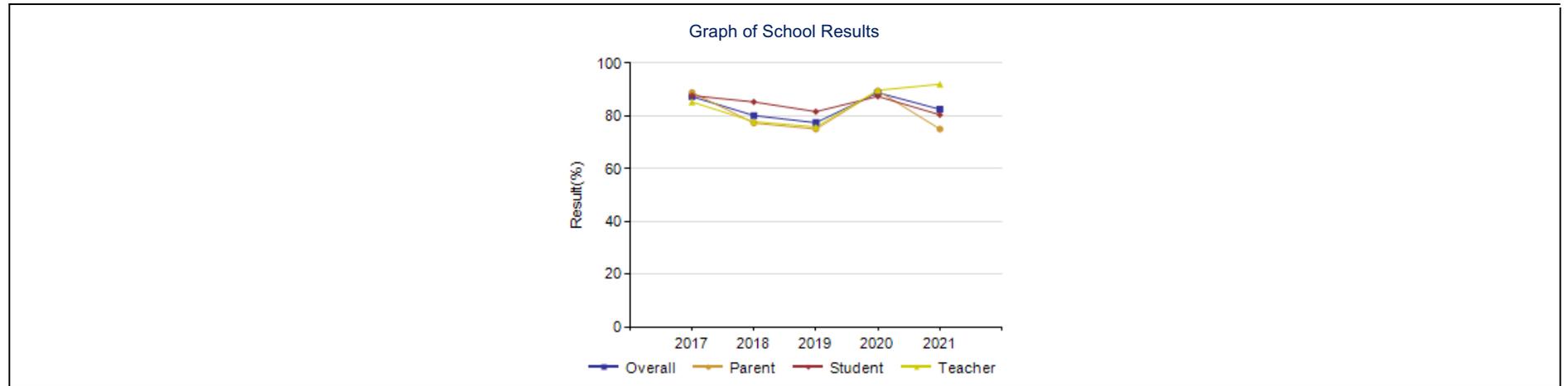
Sewing for grades 7 to 12 – reclamation of used clothing

Strings – Violin, Viola, and Cello

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	179	87.3	180	80.1	177	77.4	188	88.8	139	82.5	n/a	n/a	n/a	2,077	88.0	2,085	83.0	2,051	84.7	2,213	84.3	1,644	82.6	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4
Parent	18	88.9	22	77.3	16	75.0	19	89.5	20	75.0	n/a	n/a	n/a	260	88.5	304	79.3	307	84.0	262	77.5	264	80.7	31,845	80.8	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7
Student	127	87.7	131	85.3	128	81.6	140	87.4	94	80.4	n/a	n/a	n/a	1,468	86.9	1,456	83.4	1,420	84.4	1,649	85.4	1,115	81.8	234,964	81.1	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1
Teacher	34	85.3	27	77.8	33	75.8	29	89.7	25	92.0	n/a	n/a	n/a	349	88.5	325	86.2	324	85.5	302	90.1	265	85.3	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
 3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Comment on Results - School Improvement

We have made significant gains this year. Once again, the quality of communication to students and parents is paramount.

However, this measure appears to be impacted by large events at the school. An example of significant gains back in 2011 paralleled with the move back into the renovated facility. The gain this year was due to improved communication. I suspect this measure will decline next year because of so many drawbacks in activities to engage students because of COVID.

Physical Improvements: student parking lot was repaved, 31 new active boards, 4 new Chromebook Carts

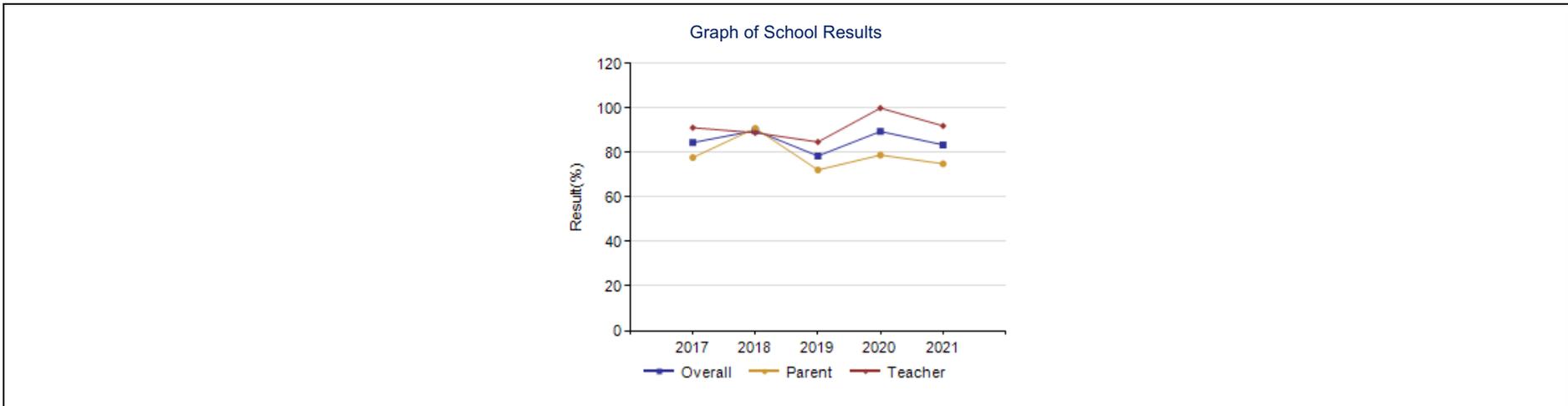
Program additions: return of Paleontology, Fashion Studies grades 7 to 12, Strings class – Violin, Viola, and Cello

Strategies

- Increase parental communication through the web site, Facebook, Twitter, open houses, and presentation of what it is that we do.
- Provide opportunities for parents to become involved:
 - School Council
 - Parent Teacher Interviews
 - Open houses
 - Awards evenings
 - Increase parental response on Accountability Pillar Results Survey
 - Facebook and Twitter updates
- Increase the frequency with which we discuss programs within the school.
- Post monthly on the school website, drumvss.ca, and have teachers focus on various subject areas.
- Continue with second language education and a push on our fine arts program.
- Continue to develop staff willing to take on and build a computer science and information processing program.
- Discuss with School Council for suggestions and recommendations on new approaches.
- Increase the number of parents responding to the accountability surveys – parent call out.
Increase student awareness of program diversity at DVSS.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement			Improvement			Overall			2017		2018		2019		2020		2021					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	52	84.5	49	89.9	51	78.5	48	89.5	45	83.5	n/a	n/a	n/a	595	82.3	626	85.1	623	86.0	551	86.0	539	84.0	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7
Parent	18	77.8	22	90.9	18	72.2	19	78.9	20	75.0	n/a	n/a	n/a	251	72.5	295	76.3	301	76.4	248	72.6	265	72.1	30,828	75.1	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8
Teacher	34	91.2	27	88.9	33	84.8	29	100.0	25	92.0	n/a	n/a	n/a	344	92.2	331	94.0	322	95.7	303	99.3	274	96.0	30,846	90.4	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on Results - Work Preparation

Parents are not understanding the work done in the school with respect to students and work preparation. This area has teachers scoring very high and parents low. It is primarily a function of communication and engagement. We finally met our target. Our Work Experience and Registered Apprenticeship Programs have never been stronger. We continue to improve with the highest result yet compared to the past five years. The parents that have responded to the survey are grade 7 and 10. Students are not highly aware of the role of Work Experience and RAP and may not be until students are in grade 11 and 12.

Strategies

- *Increase parental communication through the web site, Facebook, Twitter, open houses, and presentation of what it is that we do.*
- *Provide opportunities for parents to become involved:*
 - *School Council*
 - *Parent Teacher Interviews*
 - *Open houses*
 - *Awards evenings*
 - *Increase parental response on Accountability Pillar Results Survey*
 - *Facebook*
- *Increase the frequency with which we discuss programs within the school.*
- *Post monthly on the school website, drumvss.ca, and have teachers focus on various subject areas.*
- *Continue with second language education and a push on our fine arts program.*
- *Continue to develop staff willing to take on and build a computer science and information processing program.*
- *Discuss with School Council for suggestions and recommendations on new approaches.*
- *Increase the number of parents responding to the accountability surveys – parent call out.*
Increase student awareness of program diversity at DVSS.

Conclusion

As a grade 7 to 12 school, it is obvious that we need to be highly adaptable and comfortable with change. There have been many growth areas over the past few years: social media, courses in technology, a shifting student population in terms of academics, social emotional health, and behaviours. A shift to online learning and a re-culturing of school culture because of COVID. The good news is, we have found our way. Is there still work to be done? Absolutely, the spirit of the day must be a willingness to adapt so that we can continue to provide the best educational opportunities for students. To fill students with possibilities, opportunity, and dispel fear, in the knowledge and attitude that they can and will thrive.