

SUCCESS: INNOVATION AND DESIGN AND LEARNING THAT TRANSFERS

Student growth and achievement

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

| GOALS <i>Desired Result</i> | OUTCOMES <i>Measurable statements of what FSD seeks to achieve</i> | INDICATORS <i>Indicators of achieving outcomes</i> |
|---|--|--|
| Advance innovation and design Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and learning competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future. | <ul style="list-style-type: none"> • Students have access to a variety of learning opportunities to enhance competitiveness in the modern economy. • Provide innovative learning opportunities to ensure a variety of career pathways for students to enter post-secondary education or their chosen fields in the workforce. • Provide career education programming that enables students to explore and experience various occupations. • Explore strategies to enhance the apprenticeship system for students interested in pursuing training in the skilled trades, in partnership with other ministries. • Continue to support collegiate school opportunities including Dual Credit to create more pathways for students to post-secondary education and the workforce. • Learning is robust and applies knowledge, understanding and skills in authentic contexts and situations. • Student experiences are designed for deep and transferrable learning. • Schools K-12 advance a culture of innovation and design where learners leverage design thinking and creativity while exploring career futures. • Learners demonstrate the competencies to prepare them for their future. • Innovation and Design and Career Futures Frameworks enrich learning and meet the needs of learners. | <ul style="list-style-type: none"> • Measures indicate learners are successful in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. • FSD collaborates with community, industry, and education partners to support student success. • Learners demonstrate transfer of learning through a variety of off campus and learning opportunities including Work Experience, Registered Apprenticeship Program, Green Certificate, Skilled Trades opportunities and Post-Secondary Dual Credit partnerships. • Measures indicate that learners are intellectually engaged in their learning. |
| GOALS <i>Desired Result</i> | OUTCOMES <i>Measurable statements of what FSD seeks to achieve</i> | INDICATORS <i>Indicators of achieving outcomes</i> |
| Advance learning for transfer Designing for and advancing learning for transfer where students engage with complex problems and have the opportunity to apply knowledge, skills and understandings in authentic situations and contexts over time. | <ul style="list-style-type: none"> • Learners will be able to explore and develop their skills and passions and achieve their highest potential through the curriculum. • Learners form conceptual understandings. • Learners are agents of their learning. • Learners are allowed to live with complex problems over time. • Learners will have high quality learning experiences. | <ul style="list-style-type: none"> • Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement. • Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts. • Improvement in student agency using ongoing feedback to reflect |

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|--|--|--|
| | <ul style="list-style-type: none"> Students will be well prepared for their future while remaining current and relevant in the local and global contexts. Learners apply knowledge, understanding and skills in authentic contexts and situations. Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. Curriculum is relevant, clearly articulated and designed for implementation within local contexts. Students demonstrate understanding and respect for the uniqueness of all learners. Students demonstrate the combination of knowledge, skills and attitudes of learner competencies to learn, live and work as they face new challenges and develop solutions to the problems of today, while imagining and creating a new tomorrow. | <ul style="list-style-type: none"> continuously on progress, identify strengths and areas of need and set new learning goals. Learners demonstrate transfer of learning. High quality learning opportunities and experiences. Measures indicate parents, teachers, and students see improved student learning engagement at school. Measures indicate that learners are intellectually engaged in subject area learning. Measures indicate that students demonstrate learning competencies and the knowledge, skills, and attitudes necessary for lifelong learning. |
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MEASURES AND TARGETS: PROVINCIAL & LOCAL

- Student Learning Engagement (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- Program of Studies (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- Work Preparation (AEAM):** Increase/maintain 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.
- Citizenship (AEAM):** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- Overall Quality of Education (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- Lifelong Learning (AEAM):** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate (AEAM):** Growth and Improvement shown in each area.
- FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.
- Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50 of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).

FSD Assurance Survey: Parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

| Provincial Performance Measures | Program of Studies | Work Preparation | Citizenship | Quality of Education | Life-Long Learning | Student Learning Engagement |
|---------------------------------|--------------------|------------------|-------------|----------------------|--------------------|-----------------------------|
| 2021-2022 | 93 | 95 | 91 | 100 | 76 | 98 |
| 2022-2023 | 92 | 67 | 89 | 98 | 73 | 90 |
| 2023-2024 | 81 | 79 | 93 | 90 | 60 | 92 |
| 2024-2025 | 85 | 82 | 100 | 95 | 69 | 98 |
| Evaluation | High | High | Very High | Very High | Low | Very High |

FSD Intellectual Engagement Survey: Measures student intellectual engagement (engagement in the act of learning) and flow (the appropriate balance of learning challenge with student skill). Measures domains of High Expectations for student success, Relevance of learning experiences, Academic Rigor, Student Effort, and Flow.

| Students responding Agree or Strongly Agree to at least half of the questions each factor below | | | | | | Students responding Agree or Strongly Agree to "I often lose track of time because I am engaged in the learning" | | |
|---|-------------------|-----------|-------|-----------|---------|--|--------------|---------|
| Performance Measures | High Expectations | Relevance | Rigor | Effort | Support | ELA/FLA/SS | Math/Science | CTS/CTF |
| 2021-2022 | 93 | 72 | 82 | 84 | 84 | 45.5 | 65.5 | 55 |
| 2022-2023 | 92 | 70 | 83 | 89 | 81 | 47.5 | 67.5 | 69 |
| 2023-2024 | 94 | 69 | 80 | 89 | 79 | 47 | 60.5 | 73 |
| 2024-2025 | 93 | 69 | 81 | 93 | 83 | 51.5 | 59 | 53 |
| Evaluation | Very High | Low | High | Very High | High | Low | Low | Low |

Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

| Provincial Performance Measures | Program of Studies | Work Preparation | Citizenship | Quality of Education | Life-Long Learning | Student Learning Engagement |
|---------------------------------|------------------------|------------------|-------------|----------------------|--------------------|-----------------------------|
| 2021-2022 (FSD) | 80.8 | 75.0 | 91.6 | 95.7 | 77.8 | 89.7 |
| 2021-2022 (Prov) | 82.9 | 84.9 | 81.4 | 89.0 | 81.0 | 85.1 |
| 2022-2023 (FSD) | 80.0 | 82.1 | 79.4 | 90.5 | 92.1 | 88.3 |
| 2022-2023 (Prov) | 82.9 | 83.1 | 80.3 | 88.1 | 80.4 | 84 |
| 2023-2024 (FSD) | 79.7 | 95.0 | 77.6 | 90.1 | 90.6 | 84.9 |
| 2023-2024 (Prov) | 80.6 | 82.6 | 79.4 | 87.6 | 79.9 | 83.7 |
| 2024-2025 (FSD) | 58.2 | 83.3 | 69.9 | 83.1 | 88.9 | 75.4 |
| 2023-2024 (Prov) | 83.0 | 83.7 | 79.8 | 87.7 | 80.8 | 83.9 |
| Evaluation (Achievement) | Very Low | High | Low | Low | Very High | Very Low |
| Evaluation (Improvement) | Declined Significantly | Maintained | Declined | Declined | Maintained | Declined |

KEY INSIGHTS FROM RESULTS ANALYSIS

Areas of Strength

- **Career Preparation and Citizenship:** Work Preparation and Citizenship scores remain high, with 83–100% satisfaction in recent years, indicating strong career readiness and active citizenship among students.
- **Quality of Education:** The overall quality of education is consistently rated above 90%, reflecting robust instructional practices and positive learning environments.
- **Intellectual Engagement:** High expectations, effort, and rigor are evident in student responses, with engagement scores in the 90% range, supporting deep and transferable learning

Areas for Growth

- **Program of Studies:** The Program of Studies score declined to 58.2% in 2024–2025, with a “Very Low” achievement and “Declined Significantly” in improvement, highlighting a need to broaden and strengthen curricular offerings.
- **Student Learning Engagement:** Engagement dropped to 75.4% in 2024–2025, with a “Very Low” achievement and “Declined” improvement, suggesting a need to revitalize strategies for student involvement.
- **Life-Long Learning and Support:** Scores for lifelong learning and support have declined, indicating a need for renewed focus on fostering continuous learning and providing adequate support.

Next Steps

- **Enhance Student Engagement:** Implement targeted strategies to increase student engagement, such as experiential learning, maker-centered activities, and authentic, real-world projects.
- **Strengthen Lifelong Learning Supports:** Reinforce initiatives that promote lifelong learning and provide robust support systems for students, leveraging feedback from surveys and engagement data.
- **Monitor and Adjust:** Regularly assess progress using assurance measures and provincial benchmarks, adapting approaches to address areas of concern and celebrate strengths.