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 *Desired Result*	**OUTCOMES** *Measurable statements of what FSD seeks to achieve*	**INDICATORS** *Indicators of achieving outcomes*
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.	• 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.	• 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 *Desired Result*	**OUTCOMES** *Measurable statements of what FSD seeks to achieve*	**INDICATORS** *Indicators of achieving outcomes*
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.	• 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.	• 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

	• 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.	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.

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
2022-2023	93	82	92	94	77	93
2023-2024	87	81	91	86	75	89
2024-2025	90	79	92	88	78	91
2025-2026	87%	81%	89%	80%	82%	82%
Evaluation	Very High	High	Very High	High	High	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**
2022-2023	83%	77%	83%	89%	87%	61%	66%	18%
2023-2024	87%	73%	81%	91%	83%	48.5%	58%	36%
2024-2025	87%	65%	73%	81%	72%	42%	70%	43%
2025-2026	92%	71%	80%	87%	82%	56%	62%	40%
Evaluation	Very High	High	High	Very High	High	Intermediate	Intermediate	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**
2022-2023 (FSD)	89.0	90.2	87.7	92.1	82.1	86.5
2022-2023 (Prov)	82.9	83.1	80.3	88.1	80.4	84
2023-2024 (FSD)	80.7	80.8	79.8	91.5	72.1	84.7
2023-2024 (Prov)	80.6	82.6	79.4	87.6	79.9	83.7
2024-2025 (FSD)	96.4	100.0	75.3	94.7	92.9	80.1
2023-2024 (Prov)	83.0	83.7	79.8	87.7	80.8	83.9
2025-2026 (School)	89.1	83.6	80.5	91.1	81.7	83.4
2025-2026 (Prov)	83.4	84.2	81.2	87.8	81.2	84.2
Evaluation (Achievement)	Very High	High	High	Very High	High	Intermediate
Evaluation (Improvement)	Maintained	Maintained	Maintained	Maintained	Maintained	Maintained

KEY INSIGHTS FROM RESULTS ANALYSIS

Areas of Strength

- **Strong parent confidence in student learning:** The FSD Assurance Survey results remain positive across all measures. In 2024–2025, 91% of parents indicated that students are engaged in learning, 92% identified citizenship as a strength, and 90% were satisfied with the breadth of the Program of Studies.
- **High expectations and student effort:** In the Intellectual Engagement Survey, 87% of students reported experiencing high expectations, while 81% reported applying effort to their learning. These results reflect a positive learning culture in which students are encouraged to persevere and achieve.
- **Positive results for program access, preparation, and quality:** The Alberta Education Assurance Survey results were particularly strong in Program of Studies at 96.4%, Work Preparation at 100%, Quality of Education at 94.7%, and Lifelong Learning at 92.9%.
- **Improvement in career-connected learning:** Student flow in CTS/CTF increased from 20% in 2021–2022 to 43% in 2024–2025, suggesting that hands-on, maker-centred, and career-connected experiences are contributing positively to engagement.
- **Citizenship remains a consistent strength:** Parent and provincial survey results demonstrate continued confidence in students' development as responsible, active citizens.

Areas for Growth

- **Relevance of learning experiences:** More students need opportunities to connect curriculum outcomes to authentic issues, personal interests, community needs, and future pathways.
- **Academic rigor and support:** These results suggest a need to strengthen the balance between appropriate challenge, scaffolding, feedback, and student confidence.
- **Transfer of learning needs to be more visible:** Students require more consistent opportunities to apply knowledge, skills, competencies, and conceptual understandings in new, authentic, and interdisciplinary contexts.

Next Steps

- Increase **relevant, authentic and interdisciplinary learning** connected to real-world contexts.
- Strengthen **student agency, choice and ownership** in learning.
- Provide **rigorous learning with appropriate scaffolds, feedback and opportunities for revision**.
- Expand **design thinking, CTF, maker-centred and community-connected learning**.
- Use **student voice and engagement data** in PLCs to monitor relevance, rigor, support and flow.