



Wild Rose School Division

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ANNUAL EDUCATION RESULTS REPORT

&

THREE YEAR EDUCATION PLAN

2013-2016



Accountability Statement

The Annual Education Results Report for the 2012-2013 school year and the Education Plan for the three years commencing September 1, 2013 for Wild Rose Public Schools was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Accountability Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2012/2013 school year and the Three-Year Education Plan for 2013/2016 on November 26, 2013.

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Board Chair

Foundation Statements

Mandate

To improve the achievement levels of all students

Mission

To create powerful learning environments that inspire excellence in learning and support the well-being of all students

Vision

All students “cross their stage” with a sense of dignity, purpose, and hope.

Values

- Honesty & integrity
- Fairness & empathy
- Respect
- Responsibility & accountability
- Continuous improvement

Beliefs

- Education must be a hopeful activity.
- All children can be passionate, successful learners.
- Our primary purpose is student achievement.
- The teacher at the front of the class is the most influential variable in student learning.
- Learning best occurs in a positive, safe, and supportive environment that enhances student well being.
- Positive relationships are the foundation of good learning.
- Students will respond positively to quality programs and high expectations.
- Learning should be active, interactive, unbounded, engaging, relevant, and appropriate to the individual.
- Technology must be used appropriately and innovatively to enhance learning.
- Students must be prepared for life in a rapidly changing civil democratic society.
- The school system must function seamlessly as part of the larger social fabric.

Operating Principles

- The system must be aligned to maintain focus and coherence.
- The system must be open and transparent with frequent communication between stakeholders.
- The system is a “learning community”.

Programming must adhere to the requirements and expectations of Alberta Education and the communities we serve.

Summary of Accomplishments

- FNMI Results – Over the past three years, the division has placed an emphasis on redesigning its approach to working with FNMI students. Rather than working toward interventions to help FNMI Students better “fit” into the system, the approach has been to gain a better understanding of their unique needs and to utilize the resources available through public education to better address those needs. This approach appears to be bearing fruit with a stellar set of results this past year. The challenge moving forward will be to make this the norm, rather than the exception.
- Students at Risk – A significant effort has been put forth to develop alternate programming and wraparound supports for students deemed to be at risk. These initiatives have resulted in numerous individual successes. The evolving Family Wellness Workers program and *Going the Distance* initiative have been significant contributors to these successes. Unfortunately, the numbers are relatively small so they fail to be noticeable in the short term. Over time, though, the creation of a culture of support will result in larger numbers of students completing their programs and moving onto further education.
- Technology – Wild Rose Public Schools arguably boasts the best technology system in the province for a school division. The investment in developing the backbone of the system has resulted in a very stable environment with substantially increased accessibility at a reduced cost. The move onto the Google for Schools platform has resulted in a more integrated, device-independent, and user friendly working environment that makes learning accessible anywhere, anytime to all students. This work has created the potential to explore alternate delivery options to further increase flexibility for students and teachers.
- Healthy Learning Environments – Over the past three years, the division has focused on building the capacity in schools to support the implementation of a healthy schools administrative procedure. During this time, the division has been recognized with a number of individual, school, and jurisdiction awards for the leadership role it has taken in this regard. Over the past year, the AP was developed in consultation with schools and Alberta Health Services and will be implemented in the 2013/2014 school year.
- Professional Development – The school division continues to place a high premium on professional development for all staff. Over the past year, work was initiated to grow the approach from a focus on centralized, division-wide initiatives, toward meeting the identified and specific learning needs of teachers within the system. This led to the introduction of the ed café approach which was well received by teachers across the division. This work will continue in the upcoming year with the creation of a division PD Steering Committee to guide the division’s PD work in years to come
- Participation in PATs – In keeping with its vision of improving the life chances of ALL students, jurisdiction participation rates continue to exceed provincial levels on these assessments. As a result, we now have access to a data base that is more representative of our total population of students for analysis. Over the upcoming year, we will develop the analytic tools required to effectively mine this data and better inform our efforts to improve achievement across the board.
- Supporting School Councils – The Board has place a premium on supporting the work of School Councils as the vehicle through which parents can become more fully engaged with the system. This has been reflected in such initiatives as trustee attendance at all meetings both to provide information on the workings of the division as well as to hear parental issues and/or concerns; the division has supported the registration of all councils in the provincial organization as well as the attendance of representatives at the annual conference; and, the division has hosted twice yearly Umbrella School Council meetings, one that focuses on practical aspects of school council work and one that focuses on challenging thinking about education. The success of these initiatives has been noticeable in two respects—first, the operation of viable councils in all schools (with one exception), and, second, the growth in participation in the Umbrella School council meetings.

Combined 2013 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	Wild Rose School Div No. 66			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	Acceptable	Safe and Caring	82.1	82.6	83.0	89.0	88.6	88.1	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Acceptable	Program of Studies	72.9	71.9	73.0	81.5	80.7	80.7	Intermediate	Maintained	Acceptable
		Education Quality	83.4	84.9	85.4	89.8	89.4	89.3	Low	Declined	Issue
		Drop Out Rate	5.0	3.9	5.2	3.5	3.2	3.9	Intermediate	Maintained	Acceptable
		High School Completion Rate (3 yr)	74.0	78.2	74.9	74.8	74.1	72.7	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	78.5	80.5	80.0	79.0	79.1	79.2	Intermediate	Maintained	Acceptable
		PAT: Excellence	13.8	16.2	15.2	18.9	20.8	19.9	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	81.8	80.6	80.2	84.6	83.1	82.5	Intermediate	Maintained	Acceptable
		Diploma: Excellence	17.2	17.4	15.2	21.7	20.7	20.1	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	43.1	47.9	45.1	56.6	56.2	54.9	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	58.7	59.0	55.1	61.3	61.5	59.4	Intermediate	Improved	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Issue	Transition Rate (6 yr)	46.4	48.6	48.8	59.5	58.4	59.2	Low	Maintained	Issue
		Work Preparation	69.7	69.3	72.0	80.3	79.7	79.9	Low	Maintained	Issue
		Citizenship	73.0	73.8	74.3	83.4	82.5	82.0	Intermediate	Maintained	Acceptable
Parental Involvement	Acceptable	Parental Involvement	76.0	73.9	75.2	80.3	79.7	79.8	Intermediate	Maintained	Acceptable
Continuous Improvement	Concern	School Improvement	68.8	73.1	75.2	80.6	80.0	80.0	Low	Declined Significantly	Concern

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
6. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Combined 2013 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure Category Evaluation	Measure	Wild Rose School Div No. 66			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 Learning Opportunities	n/a	Drop Out Rate	5.7	5.9	10.1	8.5	9.0	10.2	Intermediate	Improved	Good
		High School Completion Rate (3 yr)	72.7	60.8	65.1	43.9	40.2	37.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	70.0	67.5	67.4	61.8	58.4	58.6	Very Low	Maintained	Concern
		PAT: Excellence	5.6	11.5	10.7	6.1	6.6	6.3	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	88.1	76.2	78.3	77.1	75.8	76.0	High	Maintained	Good
		Diploma: Excellence	15.3	14.3	8.1	9.5	9.2	8.5	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	27.3	19.0	32.5	21.2	19.6	18.5	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	48.3	24.0	42.9	35.1	34.4	31.4	Low	Maintained	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	35.9	31.1	31.0	32.2	30.2	31.8	Very Low	Maintained	Concern

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Measure Evaluation Reference (Optional)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which 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
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 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
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 71.50	71.50 - 77.76	77.76 - 84.91	84.91 - 88.69	88.69 - 100.00
PAT: Excellence	0.00 - 11.54	11.54 - 14.60	14.60 - 20.83	20.83 - 26.46	26.46 - 100.00
Diploma: Acceptable	0.00 - 71.28	71.28 - 77.34	77.34 - 84.16	84.16 - 88.87	88.87 - 100.00
Diploma: Excellence	0.00 - 8.77	8.77 - 12.71	12.71 - 19.16	19.16 - 23.03	23.03 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) 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%.
- 2) 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

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Goal One: An excellent start to learning

Outcome: Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

- There are no required performance measures for this goal. School authorities are encouraged to incorporate early development data available at the local level.

Comment on Results

While this is not a primary area of responsibility for the school division, we have been gathering preliminary data from two different sources to inform our work with students entering Kindergarten. The EDI mapping initiative has yielded data that indicates there are three areas of concern: physical health & well-being, language and cognitive development, and communication skills and general knowledge. Each of these has significant implications with respect to a child's readiness to engage productively and fully in learning activities. Additionally, at the start of Kindergarten, each student is administered a readiness test. Recent data from this screen shows that over 30% of students entering Kindergarten in the division have a mild or moderate disability that will negatively impact their readiness to learn.

Strategies

- Continue participation in the EDI mapping project
- Continue to utilize a Kindergarten Readiness Screen with students upon entry to Kindergarten
- Continue to explore options for expanding full-time Kindergarten, especially for those students identified as being in need
- Continue targeted support of day care programs addressing the needs of students with identified developmental delays
- Explore to possibility of holding community screening events of pre-K children, in partnership with Alberta Health, to better assess the readiness of children prior to entry into the system
- Continue to support the position of PUF Coordinator

Goal Two: Success for every student

Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	78.6	82.5	77.6	80.6	81.8	82	Intermediate	Maintained	Acceptable	83	84	85
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	10.3	14.6	13.8	17.4	17.2	17	Intermediate	Maintained	Acceptable	18	19	20

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	70.2	73.3	73.4	78.2	74.0	80	High	Maintained	Good	80	82	85
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.0	6.0	5.8	3.9	5.0	3.5	Intermediate	Maintained	Acceptable	3.5	3.0	2.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	55.0	47.8	49.9	48.6	46.4	55	Low	Maintained	Issue	50	52	55
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	52.5	51.0	55.4	59.0	58.7	60	Intermediate	Improved	Good	60	55	65
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	45.3	42.1	45.3	47.9	43.1	50	Low	Maintained	Issue	48	50	52

Comment on Results

While not out of line from a historical perspective, over all, these results are disappointing in light of last year's encouraging outcomes. While exam results were solid, it appears that efforts to retain students and encourage them to complete their programs were not as effectively applied across all schools. This is an issue that will require ongoing attention over the upcoming three years.

Strategies

- Create support tools to allow for the ongoing monitoring of attendance, discipline and achievement to allow the early identification of students at risk
- Develop an "exit process" for students wishing to withdraw from classes and/or school programs
- Increase use of My Blueprint in support of students generating their "future stories"
- Continue work on developing/enhancing more varied programming options for students
- Increase focus on "transition points"

Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Outcome: *Students demonstrate proficiency in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	79.5	78.5	81.1	80.5	78.5	81	Intermediate	Maintained	Acceptable	81	83	85
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	13.8	15.6	13.8	16.2	13.8	19	Low	Maintained	Issue	18	19	20

Comment on Results

After two years of solid results, these are somewhat disappointing (but not out of line historically). When considering these results, it must be kept in mind that WRPS exceeds participation rates by a substantial amount on most tests, a point which tends to depress the division's results. Fact, when one considers the entire cohort data, the division exceeds the provincial average on most results. Be that as it may, the goal is to have all students achieving at a high level so continued effort in this regard is required. In the end, closer analysis of the division's results reveals that they were significantly impacted by a much lower than usual outcome in two schools. These schools will be monitored to ensure that this does not become a trend.

Strategies

- Continue to develop the instructional leadership skills and capacities of school-based administrators
- Develop analytic tools that will support a deeper analysis of student achievement results
- Continue the implementation of a reading focus including elements that are common across all schools so that knowledge and insights can be shared
- Analyze areas of excellence in the division and support the sharing of practice that supports these results
- Begin to develop structures to support individual teacher needs through the PD model

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Outcome: *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	75.1	75.1	73.8	73.8	73.0	79	Intermediate	Maintained	Acceptable	75	77	80
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.	76.2	72.9	73.8	69.3	69.7	78	Low	Maintained	Issue	75	77	80

Comment on Results

Relative to past years, this result is relatively stable however it is far below where it needs to be. Much of the drop from the past three years results from teacher ratings. The major areas of concern for both teachers and parents revolve around the degree to which students are following the rules and respect one another. This past year, gr. 10 parents were particularly negative.

Strategies

- Further develop career planning work especially as it relates to students creating their "future stories"
- Engage high school parents in conversations around My Blueprint and its relationship to their students realizing their future stories
- Encourage and support schools engaging in community-based studies and projects
- Support school participation in WE Day and follow-up activities
- Promote instructional activities that involve students working with one another and their communities

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	69.0	72.0	62.7	67.5	70.0	75	Very Low	Maintained	Concern	74	76	78
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	6.5	12.4	8.1	11.5	5.6	14	Very Low	Declined	Concern	14	16	18
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	81.4	74.0	84.6	76.2	88.1	80	High	Maintained	Good	82	83	84
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	8.5	10.0	0.0	14.3	15.3	14	Intermediate	Maintained	Acceptable	16	17	18

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2013	Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	46.3	68.1	66.3	60.8	72.7	70	Intermediate	Maintained	Acceptable	74	76	78
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	9.8	10.4	14.0	5.9	5.7	5	Intermediate	Improved	Good	5	4.5	4
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	17.2	34.9	27.0	31.1	35.9	40	Very Low	Maintained	Concern	40	43	45
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	50.0	53.1	51.6	24.0	48.3	50	Low	Maintained	Issue	52	53	54
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	33.2	45.4	33.1	19.0	27.3	48	Very Low	Maintained	Concern	35	40	45

Comment on Results

Overall, we are very pleased with this result, especially the high school completion and drop-out rates. Over the upcoming years, the challenge will be to build on this result so that it becomes the new norm, as well as to encourage FNMI youth to carry forward the opportunities they are creating for themselves.

Strategies

- To the emphasis on program completion, begin to add an element of planning for what lies beyond high school so that FNMI students can begin to plan deliberately to create the futures they want
- Continue developing programming options and supports for those students living in less stable environments
- Continue to develop the Aboriginal Resource Centre (ARC) as a centre for cultural and spiritual support for both students and adults
- Develop a program that will result in a "Certificate in Aboriginal Studies"
- Increase career planning supports and the use of My Blueprint to encourage students to create their future stories and plans to realize them
- Deepen and broaden the work of the Liaison Committee so that it more fully engages the FNMI community

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
6. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Goal Three: Quality teaching and school leadership

Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
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.	74.5	71.9	75.2	71.9	72.9	76	Intermediate	Maintained	Acceptable	75	80	82

Comment on Results

While the slight “bump” in results is encouraging, the historic issues of providing second language and drama opportunities across the division continue. Three years of work in the realm of healthy school environments finally appears to be having a positive outcome.

Strategies

- Explore the potential of our expanded network capacity to support the provision of enhanced programming across the division
- Focus on the use of technology rather than learning the technology
- Provide central support for the implementation of the Healthy Learning Environments AP
- Continue to enhance career planning

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	79.4	76.8	74.8	73.9	76.0	80	Intermediate	Maintained	Acceptable	80	82	84
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.4	86.2	85.1	84.9	83.4	89	Low	Declined	Issue	85	87	89

Comment on Results

The slight increase in satisfaction with parental involvement may be indicative of the impact of some of our efforts in this regard over the past three years. Certainly, there is a concern with the perception that the overall quality of basic education has declined. In large measure, this is likely due to the interaction of a number of factors including: a lack of understanding the push to become "future-ready"; a resistance to the need to change; and, failure to address disagreement in an acceptable manner. Each of these, in its own way, points to a failure in communication at the division level. Over time, it is likely that the current levels of resistance and misunderstanding will diminish as the *Inspiring Education* agenda is implemented. Finally, given the scope of change that has been undertaken over the past four years and the well-documented implementation dip that usually accompanies such change, it is a testament to the hard work and professionalism of our staff that there has not been a more significant impact on results. This, along with the recent Ministerial Order, auger well for the future.

Strategies

- Continue trustee attendance at all School Council meetings
- Maintain central supports of School Council work and encourage more active partnerships with the division (e.g., Umbrella School Council meetings, purchasing ASCA memberships)
- Continue community engagement activities (e.g., Town Hall meetings, joint Municipal Council meetings)
- Continue to enhance the Communication portfolio and prepare a focused Communication Plan
- Focus on engaging parents as true partners in the system
- Begin to refocus PD to address more specific teacher needs in the emerging reality
- Develop Analytics tools to make essential data more meaningful

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: *Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
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.	83.8	83.2	83.1	82.6	82.1	88	Intermediate	Maintained	Acceptable	85	86	88
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.	79.0	76.5	75.9	73.1	68.8	80	Low	Declined Significantly	Concern	75	80	83

Comment on Results

While there is room for improvement, for the most part, there is agreement that students are safe at school and are in generally caring environments. There is some concern expressed by both students and parents that students may not be treated fairly by adults in the school—an issue worthy of some consideration. The larger concern is the perception that schools in the jurisdiction have failed to improve over the past three years. This does not match with the experienced reality of school visits and conversations with individual teachers. Accordingly, it is an issue which must be explored more deeply.

Strategies

- Continue evolutionary work on the PD model so that it more directly addresses some of the individual challenges and growth areas of teachers
- Survey staff to determine in finer detail why they perceive a lack of improvement in the schools in the division
- Continue to support the implementation of the Neufeld work on developing relationships with students
- Introduction of the *Understanding Poverty* perspective as a tool to help staff better understand and, consequently, address the needs of others

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Summary of Financial Results

- The Board concluded the 2012-13 fiscal year with a deficit of \$598,769 which was \$792,591 less than the Board's November 2012 estimate of \$1,391,360. The main factors contributing to the variance were:
 - Underestimate of the credit enrolment unit (C.E.U.) revenue for the grades 10 to12.
 - Lower than expected expenditures in the individual school budgets.
 - Lower than expected expenditures in pupil transportation as well as an underestimate of provincial grant revenue.
- Web Link to provincial roll-up of jurisdiction AFS information: <http://education.alberta.ca/admin/funding/audited.aspx>
- Web Link to Jurisdictions' Audited Financial Statement and unaudited schedules for 2012/2013: <http://wrsd.ca/downloads/2012-2013%20Audited%20Financial%20Statements.pdf>

In the area of School Generated Funds the total amount of monies collected and expended during the 2012-13 year is as follows:

Collections		
Activity Fees	\$ 559,597	
Gifts & Donations	293,338	
Fund Raising	666,650	
Rentals	19,625	
Sales & Services	370,277	
Investment Income	2,376	\$1,911,863
Expenditures		
Activity & User Fees	\$1,579,705	
Fund Raising Costs	394,678	
Interest & Bank Charges	3,326	\$1,977,709
Excess of Expenditures over Collections		65,846
Opening Bank Balances		813,342
Closing Bank Balances		747,496

Budget Summary

- As per the following pages 18, 19 and 20. ([Budget Report web link](#))

Capital and Facilities Projects

- For the 2012-13 year the Division did not have any capital projects funded through Alberta Education. The projects listed below were completed during the 2012-13 year and were completed funded through community donations and fund raising activities:
 - Breton High School – Field of Dreams - \$229,053
 - Rocky Elementary School – New Playground - \$134,427
- The total amount of expenditures under the Infrastructure Maintenance and Renewal (IMR) Program was \$1,352,392. The major areas of expenditures were as follows:
 - Flooring Upgrades - \$143,694
 - Roof Repairs - \$ 688,276
 - Painting - \$ 60,246
 - Grounds Improvements - \$116,070
 - Building Maintenance System - \$ 40,197
 - Upgrade to the School Administration Areas - \$ 66,387
 - General Maintenance Items - \$237,522

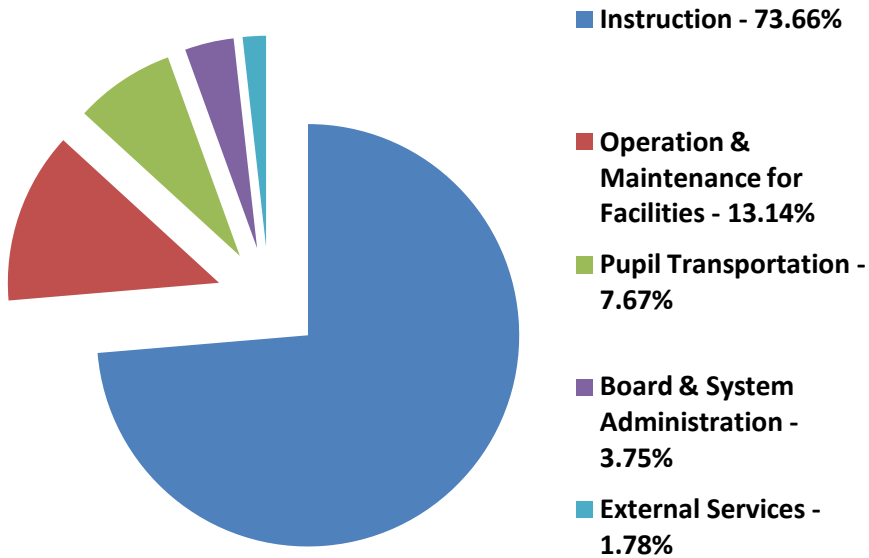
2013-14 Budgeted Statement of Revenue & Expenditures

	Final Approved Budget 2013-14	Actual 2012-13	Actual 2011-12	Actual 2010-11
REVENUE				
Government of Alberta	57,356,160	60,774,542	58,728,803	53,665,888
Fed. Gov't and/or First Nations	110,500	157,219	167,587	98,221
Other Alberta School Authorities	6,600	8,384	83,984	85,544
Instruction Resource Fees	930,890	1,418,965	1,145,148	851,501
Other Sales & Services	1,087,720	637,486	545,826	304,108
Investment Income	98,000	112,328	128,211	118,520
Gifts & Donations	372,950	491,464	387,526	201,419
Rental of Facilities	29,500	40,626	43,281	43,102
Fund Raising	680,000	666,650	676,504	2,005,506
Disposal of capital assets	0	0	1,345	8,945
Amortization of Cap. Allocations	2,348,000	26,813	2,400,876	2,434,915
TOTAL REVENUE	63,020,320	64,334,477	64,309,091	59,817,669
EXPENDITURES				
Certificated salaries	26,478,100	28,160,176	28,177,964	27,871,870
Certificated benefits	5,708,040	5,791,467	5,777,151	2,766,879
Non-Certificated salaries	12,500,060	11,855,367	12,120,392	11,671,796
Non-Certificated benefits	2,588,500	2,607,825	2,657,648	2,476,555
Services, Contracts and Supplies	13,183,920	12,897,678	12,632,623	10,273,526
Amortization of Capital Assets				2,005,506
Supported	2,348,000	2,304,490	2,400,876	2,434,915
Un-Supported	1,012,960	1,173,589	1,199,537	1,356,088
Interest on Capital Debt	94,370	122,382	159,022	205,153
Other Interest Charges	1,000	4,524	5,968	
Loss on Disposal of Fixed Assets	0	15,748	0	0
TOTAL EXPENDITURES	63,914,950	64,933,246	65,131,181	61,062,288
SURPLUS (DEFICIT)	(894,630)	(598,769)	(822,090)	(1,244,619)

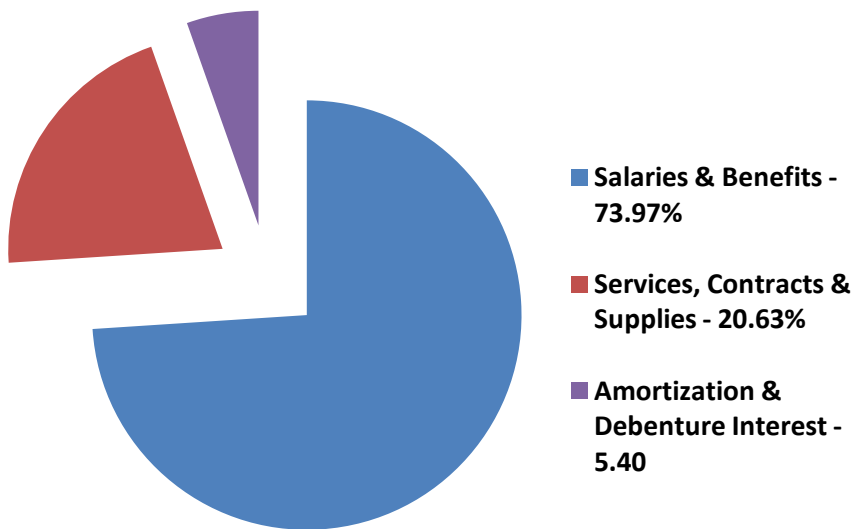
2013-14 Budgeted Allocation of Revenue & Expenditures (By Program)

	Final Approved Budget	Actual	Actual	Actual
	2013-14	2012-13	2011-12	2010-11
REVENUE				
ECS - Grade 12 Instruction	46,173,150	49,242,825	47,594,116	44,312,891
Operations & Maintenance of Facilities	8,142,800	6,990,693	9,026,046	8,010,126
Pupil Transportation	5,168,540	5,318,222	5,222,642	4,840,574
Board & System Administration	2,399,200	2,206,073	2,203,446	2,085,812
External Services	1,136,630	576,664	262,841	568,266
TOTAL REVENUES	63,020,320	64,334,477	64,309,091	59,817,669
EXPENSES				
ECS - Grade 12 Instruction	47,080,580	49,915,265	48,684,722	45,833,127
Operations \$ Maintenance of Facilities	8,397,300	7,041,532	9,070,590	8,182,007
Pupil Transportation	4,901,240	4,767,353	4,705,555	4,289,834
Board & System Administration	2,399,200	2,379,084	2,407,473	2,276,041
External Services	1,136,630	830,012	262,841	481,612
TOTAL REVENUES	63,914,950	64,933,246	65,131,181	61,062,621

By Function



By Expense Category



Summary of Facility and Capital Plans

- The Board's Three Year Capital Plan consists of the following two projects:
 - Modernization and Gymnasium addition to the David Thompson High School. The Board has contacted the County of Clearwater requesting that the Board and Council explore the possibility of a joint project.
 - Replacement of the four modular units at the Evergreen elementary School in Drayton Valley.

Further information may be obtained by contacting:

Gordon Majeran
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4912-43rd Street
Rocky Mountain House, AB T4T 1P4
E-mail: Gordon.Majeran@wrsd.ca

Parental Involvement

Over the course of the 12/13 school year, the Division continued its effort to better connect with parents. As in the past, these activities have included: twice yearly Umbrella School Council Meetings (one focused on the practical aspects of School Council operations and one focusing on a topical issue in education); Division-sponsored membership in ASCA for every School Council; support of representatives attending the ASCA Provincial Conference; and, trustee attendance at every School Council meeting. In order to reach a broader audience, the Division hired a Communications person who has been working on making the Division website more information rich as well as ensuring that the local media outlets receive constant and current updates on events in the Division. While no Town Hall meetings were hosted last year, work was initiated on revising the format to allow for more open parent feedback. Finally, the Division purchased a Thought Stream license and, over the 13/14 school year, utilize this web tool to solicit feedback from parents and the community. Over the month of October, 2013, each school presented draft plans at School Council meetings to provide for parent commentary.

Timelines and Communication

- Draft version of the Report provided to trustees for commentary Oct. 15/13
- Final approval of the AERR/Three-Year Plan, November 26, 2013
- AERR/Three-Year Plan posted to the website, November 29/13: ([2013-2016 Three Year Plan and AERR](#))
- Highlights version of the AERR/Three-Year Plan distributed to all School Councils
- Hard copies of the document will be available at the Division Education Centre as well as at each school site
- Web Link to Jurisdiction AERR Summary Page: <http://www.wrsd.ca/downloads/2013-2016%20Three%20Year%20Education%20Plan%20-%20AERR%20WRSD%20Summary%20Sheet.pdf>
- Web Link to Jurisdiction Average Class Size Report – Under “Jurisdiction Reports”: ([Jurisdiction Class Size Reports](#))