

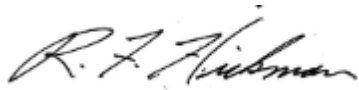
**WILD ROSE SCHOOL DIVISION No. 66
ANNUAL EDUCATION RESULTS REPORT
2017 - 2018
&
THREE YEAR EDUCATION PLAN
2018 - 2021**



Accountability Statement

The Annual Education Results Report for the 2017 - 2018 school year and the Education Plan for the three years commencing September 1, 2018 for Wild Rose School Division No. 66 were prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Fiscal Planning and Transparency 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 2017 - 2018 school year and the Three-Year Education Plan for 2018 - 2021 on November 27, 2018.



Russ Hickman Board Chair

Foundation Statements

Motto

To improve the life chances of ALL students

Mission

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

Vision

All students will have dignity, purpose, and hope throughout and upon completion of their education with Wild Rose School Division

Values

Continuous Improvement: Commitment to growth

Innovation: Design creative learning environments

Empathy: Compassionate support regarding individual circumstances

Integrity: Act with honesty, fairness and respect

Priorities

Well-being - WRSD is committed to fostering a culture that respects diversity and promotes wellness through:

- Positive Relationships
- Healthy Mind and Body
- Belonging

Learning - WRSD is committed to ensuring powerful learning environments that develop the essential understandings needed to be successful in an ever-changing society through:

- [Literacy](#)
- [Numeracy](#)
- [Competencies](#)
- [Foundational Knowledge of First Nations, Métis and Inuit Cultures](#)
- Engagement
- Career Planning
- Inclusion

Leading - WRSD is committed to developing a culture of strong leadership capacity through:

- Vision & Reflective Practices
- Empowering Others
- School Leader Quality Standards
- Awareness & Advocacy
- Transparency & Accountability

A Profile of the School Authority

Wild Rose School Division serves the communities of Rocky Mountain House, Drayton Valley, Caroline, Leslieville, Condor, Breton and Nordegg. We have 18 schools that serve approximately 4,700 students. We are a strong professional learning community committed to providing education for our students. We believe our students' success depends on a shared effort between the school, home and community.

Wild Rose School Division employs approximately 575 full time and part time staff members, including teachers, support, maintenance, IT specialists and bus driving staff. In addition, we also employ another 120 casual employees.

We take pride in the fact that we:

- Reflect best practices for instruction and assessment
- Provide safe and caring schools
- Focus on well-being, learning and leading
- Provide and use the latest technology in our instruction
- Recognize and accommodate individual differences, interests and abilities
- Provide equity and access for all students
- Continue growing and learning as a professional learning community

Together with our parents and community partners we believe we are improving the life chances of all students.

2017-18 Results & Challenges

Enrolment: Our September 30, 2018 enrolment is 4743 students. This is 53 students less than our September 30, 2017 enrolment and 294 students less than our enrolment 3 years ago on September 30, 2015. This decline has primarily been the result of families moving out of our towns and communities due to the economic decline in our region. With Alberta's gradual economic recovery over the next few years, we anticipate our enrolment will hold steady.

Budget: Due to an unanticipated decline of 130 students in our 2017- 2018 enrolments, our 2017-18 financial year ended with a \$550,000 deficit. Even so, our reserves remain adequate and appropriate at 5% of revenues. Our 2018 - 2019 budget projects a balanced budget. One of our key strategies for returning to a balanced budget in 2018 - 2019 was to use conservative enrolment projections during the spring 2018 budget process. Although our actual 2018 - 2019 enrolment ended up being 53 students lower than the previous year, our 2018 - 2019 enrolment is slightly higher than we had projected when building our spring 2018 - 2019 budget.

[Web link to the jurisdiction's 2018 - 2019 Budget](#)

Utilization Rates: In 2017 - 2018 we continued to take steps to improve our low utilization rates. The Evergreen replacement school has been designed for 250 students compared to the old Evergreen School that had a capacity of 450 students. When the new school opens in 2021, we plan on removing as many as 9 of the older modular units that are nearing their end of life at Eldorado Elementary School. In addition, the highest priority on our current capital plan is to reduce from 3 school buildings to 2 school buildings in the corridor. This would result in the closing of David Thompson High School and putting all K-12 students in the corridor into the Condor and Leslieville schools.

Plant Operations and Maintenance: Our low utilization rates have created much difficulty for our plant operations and maintenance budget over the past few years. While revenues have decreased due to declining enrolments, the overall square footage of our facilities remains the same in terms of utility costs, maintenance and caretaking. The number of incomplete service requests at our schools has been growing as we attempt to keep this budget balanced. This trend will be reversed over time through the Board's capital plan designed to increase our overall utilization rates. In the meantime, we continue to prioritize service requests to ensure our schools provide a safe learning environment for students, staff and the community.

David Thompson High School Modernization / Corridor Schools Capital Plan: In the spring of 2017, the David Thompson High School modernization project encountered a major setback related to a sewage lagoon problem. As a result, in the fall of 2017, Alberta Education asked Wild Rose School Division to submit an alternative plan. WRSD submitted a new plan that would close David Thompson High School and move all corridor students from kindergarten to grade 12 into our remaining 2 schools in the region at Leslieville and Condor. In February 2018, Alberta Education expressed support for this plan including a commitment of funds to eventually move 4 additional modular classrooms to Condor Elementary School and funds to temporarily accommodate high school programming at the existing Leslieville Elementary School while planning for a more permanent and long-term resolution through the capital planning process. Alberta Education further initiated a value management session on April 19 and 20, 2018 to determine the best long-term option for our schools in Leslieville and Condor considering the proposed grade configuration changes and the resulting increase in student numbers at both schools. This value management session included representatives from Alberta Education, Alberta Infrastructure, architectural consultants, cost consultants, jurisdiction staff and parents. The information gleaned from this session resulted in WRSD updating its capital plan to include

a request to Alberta Education for a new High School to be built in Leslieville and the modernization of Condor Elementary School. Our hope is that this project will receive government approval in the spring of 2019. In the meantime, Alberta Municipal Affairs has informed us that we can continue making use of David Thompson High School until December 31, 2020 after which the troublesome lagoon must be decommissioned. As such, for the 2018-19 school year, we will continue to use all 3 corridor schools. This is mainly because neither the Condor Elementary or Leslieville Elementary schools are adequate for offering high school programming. We are very excited about the support we are receiving from Alberta Education and Clearwater County regarding this project. Together it is our ongoing goal to ensure all our K-12 students in the corridor will continue to receive an excellent education in school facilities that are safe and support 21st century learning and program delivery.

Evergreen Elementary Replacement School: In October 2017, the Evergreen School modernization project was officially upgraded to a full replacement school. Alberta Education discovered excessive risks associated with the modernization project and decided that a full replacement school would be best. Due to the school's location in the community and its close proximity to the bus hub and community park/ice rink it was decided that the new Evergreen School should be built on the existing property. The replacement school will have an opening capacity of 250 students and the potential for expansion to 400 students if justified by enrolment growth or through the process of removing older modulars at our other elementary schools in Drayton Valley. Throughout the 2017 - 2018 school year, Wild Rose School Division worked closely with Alberta Infrastructure and ONPA Architects to plan and design the new school. The old Evergreen School was demolished over the summer and construction of the new school is expected to begin by the spring of 2019. It is anticipated that the new Evergreen School will be completed by January 2021.

New Drayton Valley School Grade Configurations: Due to the temporary closure of Evergreen Elementary School in Drayton Valley, new grade configurations were required for most of our remaining Drayton Valley schools starting the 2017 - 2018 school year. These new grade configurations made it possible for us to place all our K-12 students in Drayton Valley into our remaining Drayton Valley Schools. This increased utilization in our remaining Drayton Valley schools and changed some of the grade level configurations. Although these new grade configurations created some initial concerns amongst students, parents and staff, the year went very well as everyone adjusted to the changes. When the new Evergreen School is ready to be opened, we will once again need to review the grade configurations for each of our Drayton Valley schools.

Transportation: In 2017 - 2018, WRSD purchased five new propane buses. Each one of these propane buses displaces approximately 40,000 gallons of diesel and emit 150,000 fewer pounds of carbon dioxide over their lifetime. Compared to diesel buses they are quieter and perform better in cold temperatures. Using these buses has allowed WRSD to provide cleaner student transportation while also saving money on vehicle maintenance. Due to declining enrolments we cut 2 routes in 2016 - 2017 and will be cutting another 3 routes starting the 2018 - 19 school year. Starting 2016 - 2017 we also started operating "Catholic only" routes for those days that only the Catholic schools were in operation, cutting the number of buses on the road those days in half.

Accountability Pillar Results: The following measures have been ranked as "high" in our October 2018 accountability pillar results: Safe and Caring, Education Quality, Drop Out Rate, High School Completion, Citizenship and Parent Involvement. We are very proud that our High School Completion rate is higher than the provincial average.

Our October 2018 results show that the following measures have improved: Education Quality, Drop Out Rate, High School Completion and Diploma Exam Participation Rate (4+ exams). It is especially rewarding to see improvement in our Diploma Exam Participation Rate as this was a measure ranked as low in previous years. One of our key strategies over the past two years has been high school redesign with a focus on quality instruction, quality assessment, rigorous and relevant curriculum, mastery learning, personalization and relationships. We believe this is having a positive impact on the number of students writing 4 or more diploma exams within 3 years of entering grade 10.

Unfortunately, our 2018 results also indicate that our High School to Post-Secondary Transition Rate has declined significantly compared to previous years and was ranked as "Very Low". Our division results on this measure show an 11.1% reduction compared to the previous year (from 50.5% to 39.4%). A key strategy for improving this measure in the future is our recent decision to add academic/career counselors to our high schools starting the 2018-19 school year. Our Director of Instruction will be meeting with these counselors to discuss strategies and best practice for helping our students regarding careers and post-secondary education decisions. We will continue to monitor these results.

Inclusive Education: In 2017 - 2018 we continued to subsidize our inclusive education funding by more than \$1,000,000. While our inclusion funding has been decreasing over the past 3 years due to declining enrolments, we continue to hear from our teachers that the needs of their students are increasing and adding complexity to their classrooms. The number of complex students who have significant trauma in their backgrounds has increased dramatically. This is further exasperated by a reduction in funding and resulting services from the Central Alberta Regional Collaborative Service Delivery in 2017 - 2018. Despite these challenges in 2017 - 2018, we continued to develop our inclusive education support to students and staff by:

- Increasing our Leveled Literacy Intervention resources and professional development support,
- Creation of an outcomes-based reporting tool that is tied to the Program of Studies for students with Individualized Program Plans,
- Providing time in the school calendar for teachers to have Collaborative Response Model discussions and providing support to attend a CRM conference. This strategy gave teachers the time and skills to talk about student achievement and increased support for student learning.

First Nations, Métis and Inuit Learnings: 2017 - 2018 marked the second year of our Collaboration and Capacity Education Grant Program with Stoney Education Authority. Several meetings were held between WRSD and Stoney Education Authority senior administration. Some of our key accomplishments in 2017 - 2018 included:

- Participation of students from six of our schools in the Ta'Otha School Culture Camp that focused on sewing traditional clothing, making flutes, making hand drums, canoe painting, traditional clay art, making moccasins, beading, soapstone carving, story-telling, ice-fishing, snowshoeing, making bannock over a campfire and food preparation for a traditional feast.
- Inter-sports events between some of our schools and Ta'Otha School.
- Sharing of staff professional development opportunities between our school division and the Stoney Education Authority division.
- Initial discussions regarding a review of our Education Service Agreement with Stoney Education Authority.

We had students from three of our schools take part in the cultural teachings at the Rocky Mountain House National Historic Site. This included learning about tipi teachings, seven teachings, drumming, traditional games, medicine walk, sweat lodge, beading, fur trade and dances.

We made use of the ATA Walking Together: Education For Reconciliation Project resources to train our teaching staff regarding First Nations, Métis and Inuit history and cultural awareness. We had 5 more teachers complete the Train the Trainer exercise "Education for Reconciliation". We also supported staff with resources through our Weekly Update.

All Board meetings began with a traditional land acknowledgement. We also had discussions with our school administrators, encouraging them to begin significant public events with land acknowledgements and/or the involvement of elders for graduations and awards ceremonies. Orange Shirt day was promoted and celebrated across the school division.

Funding was provided to each school to purchase resources or take part in the activities listed above. Feedback from our students and staff indicated that these strategies helped them to learn more about First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.

Information Technology: In 2017 - 2018 we saw an increased use of e-portfolios as well as the PowerSchool portal. This included linking student assignments to the learning outcomes in our portal and providing evidence of progress on outcomes through the portfolio. This has resulted in students and parents having better access to up-to-date assessment information.

Several professional learning sessions were offered throughout the year on video editing, virtual reality and desktop publishing, helping teachers become more comfortable with using technology in the classroom. This included making connections to classrooms in other parts of the world or connecting digitally with outside experts. We also introduced a class set of Virtual Reality goggles for teachers to sign-out and use with their students to visit places and enjoy experiences they wouldn't otherwise have.

Wild Rose School Division has retrofitted approximately 60% of instructional spaces, replacing interactive white boards with large consumer televisions and Chromecast technology. This transition has been paired with a new ChromeOS mobile device enhancing teacher mobility in the classroom. In these spaces, we are also seeing a demand to replace the stationary teacher workstation connected to the television from Windows to ChromeOS.

Student & Staff Wellness: We continued to see a high demand and caseload for our Family Wellness Workers in 2017 - 2018. Mental health and well-being continue to be a high priority and concern in our schools. We continued to work with wellness consultant Jody Carrington in terms of working with our Family Wellness Workers, senior leadership team and workshops for parents.

The wellness program being used in WRSD is receiving some national attention. *Leaders & Learners: The official magazine of the Canadian Association of School System Administrators*, recently published an article co-authored by the WRSD Director of Wellness regarding our wellness strategies. The article is entitled [Guiding staff back to why they started: A wellness model for system leaders](#) and can be found on page 27 of the *Leaders & Learners Summer 2018* edition.

Other wellness strategies completed in 2017 - 2018 included:

- Completion of four Connect Parenting courses for parents with children aged 8 to 18. Connect Parenting is an evidence-based manualized 10-week program that promotes social, emotional and behavioral adjustment and attachment security in children and youth between the ages of 8 and 18 years of age. Connect parenting was developed by Marlene Moretti, Professor, and Canadian Research Chair, in collaboration with government stakeholders and mental health practitioners.
- Completion of two Circle of Security Parenting Programs for parents of younger children below the age of 9. The Circle of Security Parenting Program is based on decades of research about how secure parent-child relationships can be supported and strengthened. The Circle of Security program helps promote that a secure attachment between child and caregivers is critical to a child's current and future well-being.
- Continuation of the "Community Helpers" program at H.W. Pickup Middle School. This included developing student leaders who other students can confide in when having difficulties. These student leaders attended meetings with community volunteers to be trained in mental health first aid.
- Continuation with the Fourth R program at H.W. Pickup and Pioneer middle schools dedicated to promoting healthy adolescent relationships and reducing risk behaviors including bullying, dating violence, group violence, substance use and sexual behavior.
- All our schools are taking purposeful steps to ensure each of their students have a positive and caring connection with at least one adult in the school.
- We established a Divisional Wellness Steering Committee consisting of representatives from Board members, Senior Leadership, School Administrators, Teachers, Educational Assistants, Family Wellness Workers, Mental Health Capacity Building workers and Alberta Health Services to provide direction and resources for staff in terms of wellness.

We updated Board Policy 20: Welcoming, Caring, Respectful and Safe Learning and Working Environments to ensure all our staff and students feel welcome and to comply with Alberta Education legislation.

Provincial Nutrition Program: In 2017 - 2018 we established a partnership with Hope Mission in central Alberta to be a not for profit vendor in providing a lunch program for students in need at Eldorado School, Drayton Christian School and Breton Elementary School.

Review of Administrative Procedures: Towards the end of 2016 - 2017 a major review of the Division's administrative procedures was started. A consultant from the Alberta School Boards' Association was hired to help with this process, ensuring all our procedures reflect best practice and comply with the School Act. In July 2017, all the amended and new procedures were sent to our staff, parents and public for further feedback. After further fine tuning based on this feedback, the new administrative procedures were officially adopted as of October 25, 2017.

Staff / Community Engagement & Communications: The Board and Administration continue to engage stakeholders to receive valuable input and feedback. In 2017 - 2018 this was clearly observed in the following ways: Trustee attendance at school council meetings, survey regarding the development of the School Year Calendar, stakeholder feedback on new administrative procedures, the continued use of social media, news stories on our website, two public meetings regarding the David Thompson High School modernization and corridor capital plan, one public meeting regarding the Evergreen Elementary replacement school in Drayton Valley, various employee group meetings and 4 umbrella school council meetings. In 2017 - 2018 we also added a brand new engagement group in the form of a Teacher Leader Council (TLC). This group consists of 1 teacher representative from each of our 18 schools that met 3 times during the year with the senior leadership team at division office on a variety of topics. We also had the Alberta School Council Association present a workshop at our fall umbrella school council meetings in November 2017 to provide our school councils with increased support and training.

Board Joint Meetings: In 2017 - 2018, the WRSD Board of Trustees had multiple meetings with both our educational and municipal partners to discuss common interests and concerns. This included a meeting with the Red Deer Catholic Board of Trustees and administration. We also met with our following municipal partners: Town of Rocky Mountain House, Village of Caroline, Clearwater County, Town of Drayton Valley and the Village of Breton. By sharing information and expertise across school divisions and government ministries, we can maximize resources as well as our shared impact on families and communities.

Program of Studies: Increased teacher allocations to our two outreach schools in 2017 - 2018 resulted in an increase in program offerings at those schools as well as ensuring that both outreach schools had subject area expertise in the humanities, math and sciences. New outreach courses in 2017 - 2018 included Learning Strategies, Math 20-1, Math 30-1 and Physical Literacy. In terms of program delivery, rather than relying mostly on correspondence, we are offering more direct instruction. This is particularly true in our junior high classes, Art and Foods. Additionally, we were able to offer more "tutorial" time with individuals and small groups. We have significantly increased the number of students participating in "dash one" courses in our two outreach schools.

During the summer of 2018, we offered a Google course to all interested students going from

grade 9 to grade 10. This Grade 9 Summer Information Processing and Communication Skills course combines CTS modules from the INF and COM Career & Technology Studies curriculum, providing instruction in online learning, the cloud, safety on the internet, bias and sources. Students learn the skills of spreadsheets, word processing and digital presentations all using cloud-based tools. Completion of the course resulted in students being able to earn a Chromebook that they can take with them to high school in 2018 - 2019.

Towards the end of the 2016 - 2017 school year, we received notification from some Drayton Valley parents regarding an interest in starting a French Immersion program. We continued those discussions during the 2017 - 2018 school year to see if there would be enough interest to get a program started for 2018 - 2019. In the spring of 2018 we invited Drayton Valley parents to register their grade 1 children for French Immersion. We did not get enough interest to start the program in 2018 - 2019.

Professional Development: In 2017 - 2018 the division focused much of its professional development on literacy, collaborative response model and instructional leadership. Our divisional PD day was focused on literacy and how to infuse literacy into all subject areas. Time for collaborative response model discussions was embedded in the school calendar in the form of school based non-instructional days, as well as support to attend a Collaborative Response Model Conference.

A new strategy used in 2017 - 2018 was Instructional Leadership visits. Members of the senior leadership team met monthly with our school leaders to discuss the purpose and benefits of instructional leadership. These meetings were intended to model instructional leadership strategies that our school leaders could use with their staff. These monthly instructional leadership meetings also included support on a wide range of other topics, some that were relevant to all school leaders and some that were specific to individual school leader team needs.

Additional training took place throughout the year in the areas of high school redesign, My Blueprint, PowerSchool, e-portfolios, provincial exam analysis, linking outcomes to assessment, literacy benchmarks, guided reading, literacy intervention, First Nations, Métis and Inuit culture, new draft provincial curriculum, kindergarten PUF support and the effective use of technology in the classroom. We also supported our schools, staff and school councils with professional development opportunities through CARC, ASBA, CASS and ASCA.

On August 21, 2018 in Rocky Mountain House, Wild Rose School Division proudly hosted a Code Create Teach computational thinking and coding workshop for teachers in our division and across central Alberta. Kids Code Jeunesse and Lighthouse Labs helped us run and sponsor the day as part of the federally funded CanCode grant program. We had experts come from across Canada to help our rural educators incorporate the basics of coding and computational thinking into their classrooms. This workshop gave participants the opportunity to connect with other teachers in purposeful and learner-driven ways. Above all, it empowered and inspired educators to feel confident in bringing 21st century skills to their classrooms.

Combined 2018 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	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	Safe and Caring	86.9	87.5	86.6	89.0	89.5	89.4	High	Maintained	Good
Student Learning Opportunities	Program of Studies	75.0	73.4	73.8	81.8	81.9	81.7	Intermediate	Maintained	Acceptable
	Education Quality	88.3	88.1	87.3	90.0	90.1	89.9	High	Improved	Good
	Drop Out Rate	3.0	3.5	3.8	2.3	3.0	3.3	High	Improved	Good
	High School Completion Rate (3 yr)	79.9	78.9	76.3	78.0	78.0	77.0	High	Improved	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	72.2	71.1	71.7	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	PAT: Excellence	14.1	15.7	14.5	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	79.9	81.6	80.3	83.7	83.0	83.0	Intermediate	Maintained	Acceptable
	Diploma: Excellence	14.7	13.4	13.3	24.2	22.2	21.7	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	46.2	42.2	40.7	55.7	54.9	54.7	Intermediate	Improved	Good
	Rutherford Scholarship Eligibility Rate	59.3	55.6	57.8	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	39.4	50.5	49.6	58.7	57.9	59.0	Very Low	Declined Significantly	Concern
	Work Preparation	75.4	78.0	77.2	82.4	82.7	82.4	Intermediate	Maintained	Acceptable
	Citizenship	78.7	79.3	78.6	83.0	83.7	83.7	High	Maintained	Good
Parental Involvement	Parental Involvement	80.7	81.0	79.7	81.2	81.2	81.0	High	Maintained	Good
Continuous Improvement	School Improvement	75.8	76.7	76.5	80.3	81.4	80.7	Intermediate	Maintained	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
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. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

**Combined 2018 Accountability Pillar First Nations, Métis and Inuit Summary
(Required for Public/Separate/Francophone School Authorities)**

Measure Category	Measure	Wild Rose School Div No. 66 (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	3.5	8.9	8.2	4.8	5.8	6.3	High	Improved	Good
	High School Completion Rate (3 yr)	67.0	63.0	59.0	53.3	53.7	50.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	50.9	47.9	52.5	51.7	51.7	52.0	Very Low	Maintained	Concern
	PAT: Excellence	3.4	5.8	7.5	6.6	6.7	6.5	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	78.2	78.9	77.7	77.1	77.1	76.6	Low	Maintained	Issue
	Diploma: Excellence	11.9	11.1	15.5	11.0	10.7	10.3	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	25.1	26.7	29.0	24.4	21.8	21.2	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	56.1	40.4	39.1	35.9	34.2	33.0	n/a	Improved	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	20.3	36.4	42.3	33.0	31.8	32.8	Very Low	Declined	Concern
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
9. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
10. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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 - 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
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
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)

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	70.6	69.5	74.5	71.1	72.2		Intermediate	Maintained	Acceptable			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	12.6	11.9	15.9	15.7	14.1		Intermediate	Maintained	Acceptable			

Strategies
<ul style="list-style-type: none"> • Develop division-wide expectations and assist schools regarding their monthly Collaborative Response Model and Program Planning Team meetings for the purpose personalizing student learning and providing appropriate supports for all students. • Create a menu of interventions for CRM and PPT meetings. • Explore the use of software for tracking student information being discussed at CRM & PPT meetings. • Host grade-level sessions at division office to help prepare all K-4 teachers for the new curriculum. • Assist teachers through professional development sessions in the use of the new online tool CDMA (Curriculum Development Management Application). • Create a numeracy framework to support numeracy and mathematics programming in all our schools. • Begin a community of practice around mathematics and numeracy, starting with our junior high teachers. • Provide direct support to teachers regarding literacy intervention and universal programming by providing classroom support, professional development sessions and literacy kits.

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
 4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	79.8	80.2	79.0	81.6	79.9		Intermediate	Maintained	Acceptable			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	14.5	13.0	13.4	13.4	14.7		Intermediate	Maintained	Acceptable			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	73.4	76.0	74.1	78.9	79.9		High	Improved	Good			
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.8	4.1	3.9	3.5	3.0		High	Improved	Good			
High school to post-secondary transition rate of students within six years of entering Grade 10.	46.9	49.4	49.0	50.5	39.4	47.0	Very Low	Declined Significantly	Concern	48.0	49.0	50.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	60.0	55.6	59.3	60.0	n/a	Maintained	n/a	60.0	61.0	62.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	38.7	39.6	40.3	42.2	46.2	47.0	Intermediate	Improved	Good	48.0	49.0	50.0

Strategies

- Create a community of practice with our newly added high school career counselors to support and transition our high school students from school into post-secondary studies and the world of work. This is to address our lower than expected results in this particular measure on our 2018 Accountability Pillar report.
- Measure the "post-secondary transition rates" of our coded students to improve our career counseling for students with codes.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
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. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	74.7	77.2	79.2	79.3	78.7		High	Maintained	Good			
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.	72.5	76.0	77.7	78.0	75.4		Intermediate	Maintained	Acceptable			

Strategies

- Our High School Career Counselors will provide support to our CALM teachers and Teacher Advisory programs in helping students use the MyBlue Print application.
- Collaborate with Careers: The Next Generation and industry to increase the number of Registered Apprenticeship Program (RAP) students in our high schools.

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.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	61.1	62.4	63.2	64.8	64.9		n/a	n/a	n/a			

Strategies

- Host community literacy events that promote literacy for lifelong learning in all aspects of daily living i.e., family reading nights, free books at Christmas, etc.

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.

Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ success

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	52.1	55.9	53.6	47.9	50.9	60.0	Very Low	Maintained	Concern	62.0	64.0	66.0
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	5.7	9.1	7.5	5.8	3.4	10.0	Very Low	Declined	Concern	11.0	12.0	13.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	71.8	79.5	74.7	78.9	78.2	79.0	Low	Maintained	Issue	80.0	81.0	82.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	9.0	27.3	8.1	11.1	11.9	13.0	Low	Maintained	Issue	13.0	14.0	14.0

Strategies

- Promote professional development sessions for teachers, school leaders and system leaders related to foundational knowledge about First Nations, Métis and Inuit culture as indicated in the Teaching Quality Standard, Leadership Quality Standard and Superintendent Leadership Quality Standard.
- Increase cultural sensitivity and reduce racism by providing opportunities for staff to infuse cultural learnings in their instructional practices that help students learn about First Nations, Métis and Inuit perspectives, experiences, treaties, history and the legacy of residential schools i.e., gathering resources, helping teachers use the resources, blanket exercise and promotion of cultural camps.
- Encourage and assist schools in their awareness and analysis of significant data specific to their First Nations, Métis and Inuit students i.e., literacy, numeracy, attendance, referrals and accountability pillar results.
- Our schools’ collaborative response model will be used to address learning outcomes for First Nations, Métis and Inuit students.
- Encourage students to self-identify so that our First Nations, Métis and Inuit data is as accurate as possible.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' SUCCESS (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	65.0	64.2	49.7	63.0	67.0		Intermediate	Maintained	Acceptable			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	6.6	9.0	6.7	8.9	3.5	3.5	High	Improved	Good	3.4	3.3	3.2
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	41.9	49.0	41.6	36.4	20.3	45.0	Very Low	Declined	Concern	46.0	47.0	48.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	37.8	40.4	56.1		n/a	Improved	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	28.6	30.4	29.8	26.7	25.1	31.0	Very Low	Maintained	Concern	32.0	33.0	34.0

Strategies
<ul style="list-style-type: none"> • High School Career Counselors will identify and promote scholarships and bursaries specific to First Nations, Métis and Inuit students. • Division office will provide each school with a land acknowledgement plaque on canvas that can be displayed in a prominent location in the school, as well as a portable banner that can be set up at special presentations. • Establish relationships with Ta'Otha, Sunchild and O'Chiese schools in our region to provide cross-cultural opportunities for students, share professional development resources and establish updated education service agreements.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
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. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome Three: Alberta’s education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	84.7	85.6	86.6	87.5	86.9		High	Maintained	Good			

Strategies

- Develop a community of practice with the various early learning programs in our communities to promote best practice around play-based learning.
- Welcome a new Syrian family and put them in contact with other helpful community agencies. Our English Language Learner educational assistant will support these students in and out of the classroom 3 times a week to specifically focus on English skills and culture in Canada. Volunteers will be brought in to read with each of the students to support their further development. Our Learning Services Coordinator will meet with the family and their sponsors to discuss programming and transition to the community.
- Increase monitoring, earlier identification and interventions for students struggling with absenteeism.
- Ensuring that our complex learners and diverse students have a community they belong to using a life skills program in a congregated setting.
- Provide support for staff and student clubs based on WRSD [Policy 20 - Welcoming, Caring, Respectful and Safe Learning and Working Environments](#)

- 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/TFM (Tell Them From Me) survey tool.

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	72.1	74.4	73.6	73.4	75.0		Intermediate	Maintained	Acceptable			

Strategies

- Members of the division office senior leadership team will meet monthly with each individual school administrative team to provide support in developing powerful learning environments at their school.
- The senior leadership team will work with our school administrators in developing understanding and skills regarding the new Teacher Quality Standard and Leadership Quality Standard.
- Encourage and assist our school leaders and system leaders to qualify for leadership certification.
- Promote the Employee Family Assistance Program through administrator meetings and once per month through the weekly update.
- The division's Wellness Committee will collect data on staff wellness to assess and address staff needs.

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.

Outcome Five: Alberta’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	73.3	76.3	76.6	76.7	75.8		Intermediate	Maintained	Acceptable			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.1	78.7	79.5	81.0	80.7		High	Maintained	Good			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	85.2	85.9	87.8	88.1	88.3		High	Improved	Good			

Strategies

- Host 2 umbrella school council meetings during the year where representatives from each school council meet with our trustees and division office administration. To discuss issues, concerns and school council best practice.
- Work closely with Alberta Education and Alberta Infrastructure regarding construction of the Evergreen replacement school in Drayton Valley.
- Work closely with Alberta Education and Alberta Infrastructure regarding our plans to close David Thompson High School while at the same time building a new replacement school in Leslieville and a modernization of Condor School to improve our facilities and increase our utilization rates.
- Use each of our different employee group liaison meetings with trustees and division administration to discuss and collaborate on how to move the Division forward.
- Improve the strategic planning process used by the senior leadership team to help focus our tasks and energies on high yielding strategies that will provide the best possible support for our schools in the areas of learning, wellness and leadership development.
- Establish a Health & Safety Committee for the school division as well as Health & Safety Representatives at each school site as per Alberta legislation.

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.

Note:

2017 - 2018 Financial Summary

The 2017 - 2018 Audited Financial Statements were approved by the Board in November 2018

The following table provides a brief summary of the Division's financial results over the last two years:

For the year-end August 31

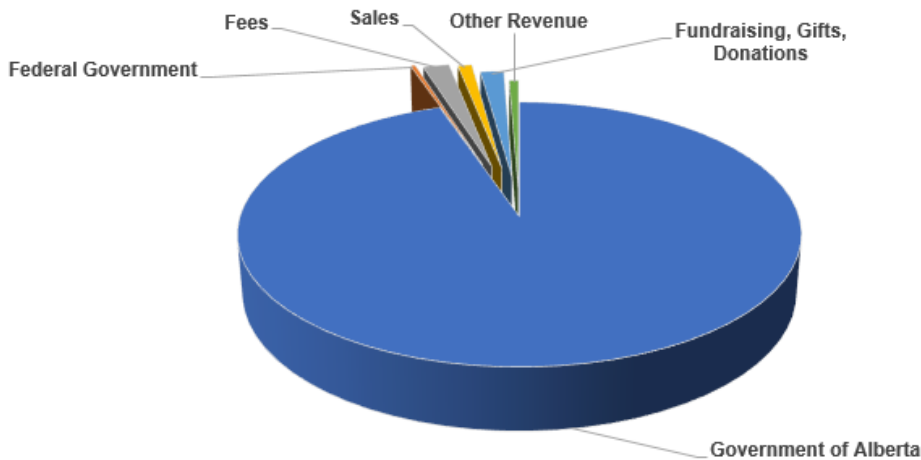
	2018	2017
Revenue	59,720,213	60,093,880
Expenses	60,270,578	59,232,576
Surplus (Deficit)	(550,365)	861,304

Revenue and Expenses

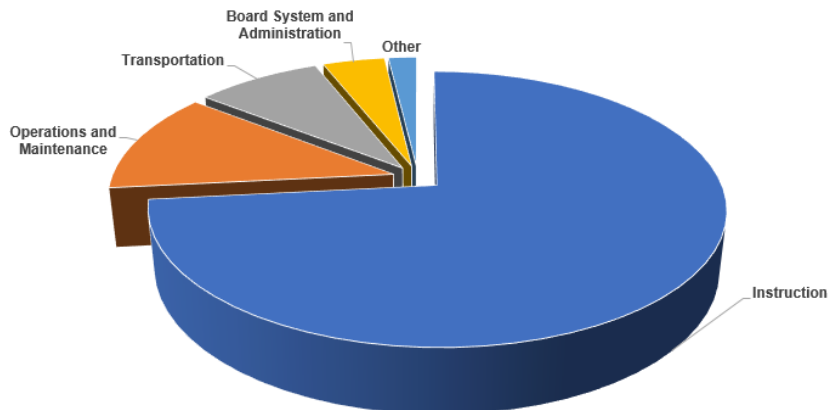
Revenue By Source (year end August 31, 2018)		
Government of Alberta	56,605,936	94.8%
Federal Government	194,891	0.3%
Fees	1,051,101	1.8%
Sales	566,768	0.9%
Fundraising, Gifts, Donations	934,930	1.6%
Other Revenue	366,587	0.6%
Total	59,720,213	100%

Expenses By Program (year end August 31, 2018)		
Instruction	44,218,977	73.4%
Plant Operations and Maintenance	7,321,017	12.1%
Transportation	5,074,654	8.4%
Board System & Administration	2,515,076	4.2%
Other	1,140,854	1.9%
Total	60,270,578	100.0%

Revenue by Source for the year-end August 31, 2018



Expenses by Program for the year-end August 31, 2018



For more Information

2017 - 2018 Audited Financial Statements are available on our website

[Web link to Jurisdictions' Audited Financial Statement and unaudited schedules for 2017 - 2018](#)

[Web link to provincial roll-up of jurisdiction AFS information](#)

Budget Summary

The 2018-2019 Budget was approved by the Board in May 2018

The following table provides a brief summary of the Division's projections:

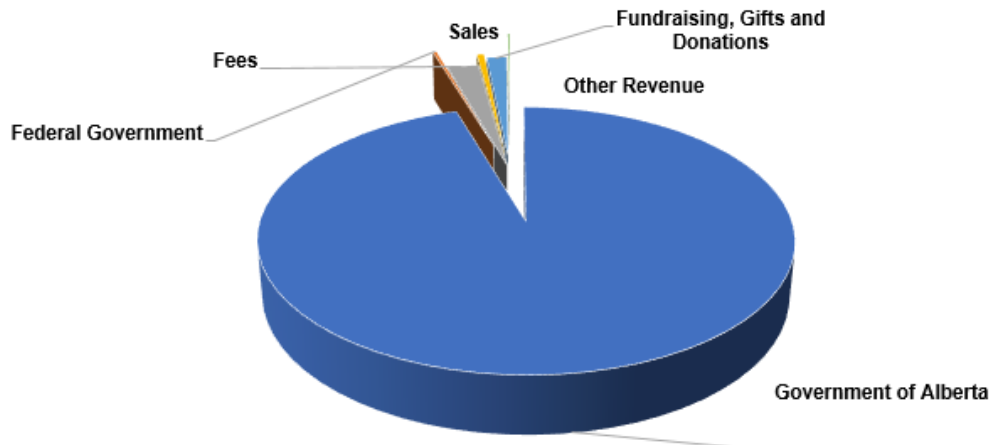
Similar to the last few years, the process was challenging due to continued reduction in overall enrollment for the Division.

Revenue	59,799,307
Expenses	59,799,307
Surplus (Deficit)	-

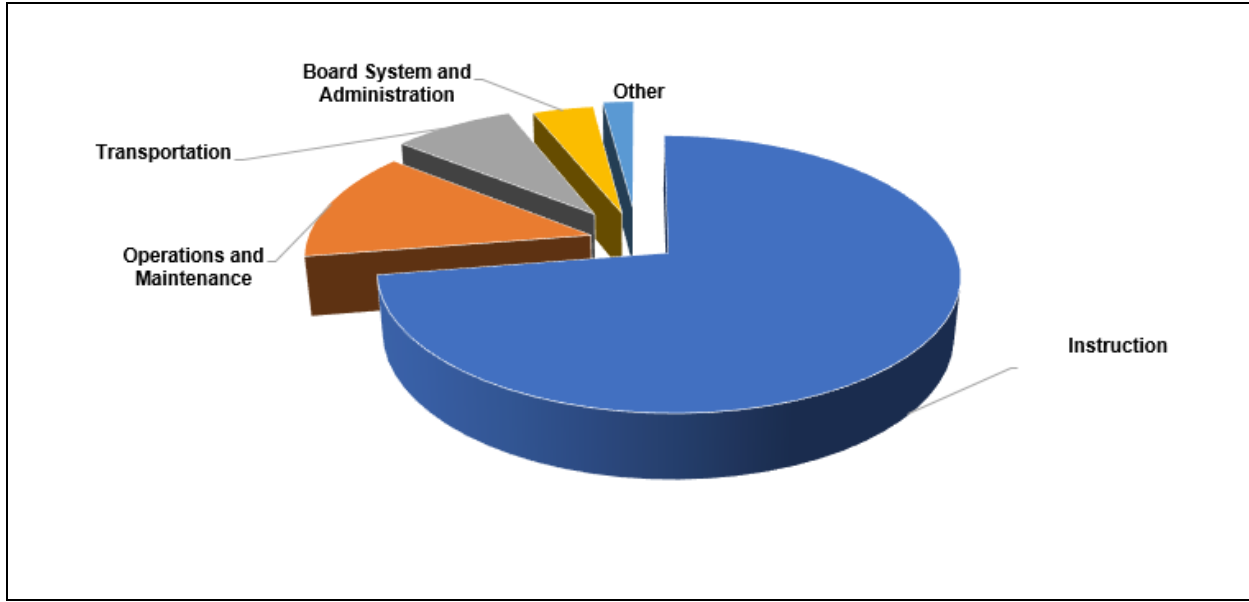
Revenue By Source		
Government of Alberta	57,001,298	95.3%
Federal Government	173,675	0.3%
Fees	1,355,758	2.3%
Sales	318,958	0.5%
Fundraising, Gifts, Donations	868,500	1.5%
Other Revenue	81,118	0.1%
Total	59,799,307	100.0%

Expenses by Program		
Instruction	43,335,565	72.5%
Plant operations and maintenance	7,928,530	13.3%
Transportation	4,869,419	8.1%
Board & system administration	2,437,660	4.1%
External services	1,228,133	2.1%
Total	59,799,307	100.0%

Revenue by Source



Expenses by Program



Capital and Facilities Projects

The Board of Education for Wild Rose School Division No. 66 approved its Three-Year Capital Plan that includes new school construction. The following projects are in progress:

Evergreen Elementary school in Drayton Valley - The new school is on schedule for completion by January 2021
Corridor Schools - We submitted an updated corridor capital plan to Alberta Education in September 2018 that included the following:

- Close David Thompson High School by December 31, 2021 and remediate the sewage lagoon
- Request for a modernization to Condor School as a K - 6 elementary school
- Request for a replacement school at Leslieville as a grade 7 - 12 high school

[Web link to Capital Plan](#)

Parental Involvement

- Each year the Board hosts 2 umbrella school council meetings to receive parental feedback regarding a wide variety of educational topics.
- Trustees attended their monthly school council meetings.
- Public meetings in Drayton Valley regarding the replacement Evergreen School design.
- Public meetings in Clearwater County regarding our capital plan to close David Thompson High School, build a new replacement high school in Leslieville and modernize an elementary school in Condor.
- Division supported Alberta School Council Association (ASCA) memberships for each School Council.
- Financial support for representatives of each school council to attend the annual ASCA conference.
- Increased social media presence to facilitate accurate information and input from parents.
- Each school council is given the opportunity to provide advice on the development of their school's policies, annual education plan, annual results report and budget.
- Each school provides parents with the school's provincial testing program results and accountability pillar results along with an interpretation of those results.

Timelines and Communication

- Discussion of three-year education plan strategies with the Board at our October 4, 2018 retreat.
- Draft AERR/3YEP emailed to trustees, school admin and all school councils for feedback on October 9, 2018.
- Draft AERR/3YEP presented at our October 16, 2018 regular board meeting and to school administrators at the October 17 administrators meeting, for commentary and feedback.
- Edits made to plan based on feedback.
- Final approval of the Combined AERR/3YEP at the November 27, 2018 regular Board meeting.
- Combined AERR/3YEP posted on the WRSD website on November 30, 2018.
- Highlights version of the plan posted on the WRSD website on November 30, 2018.
- [Web link to Jurisdiction AERR Summary Page](#)
- [Web link to Jurisdiction 2017-2018 Average Class Size All Subjects Report](#)
- [Web link to Jurisdiction 2017-2018 Average Class Size Core Subjects Report](#)
- [Web link to Combined 2018 - 2021 Three Year Plan and 2017 - 2018 Annual Education Results Report](#)

Whistleblower Protection

- WRSD had no disclosures during the 2017 - 2018 school year.