WILD ROSE SCHOOL DIVISION
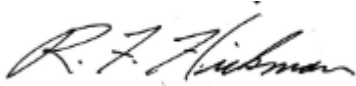# ANNUAL EDUCATION RESULTS REPORT
2018 - 2019
&
THREE YEAR EDUCATION PLAN
2019 – 2022

Accountability Statement

The Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan commencing September 1, 2019 for Wild Rose School Division were prepared under the direction of the Board in accordance with its responsibilities under the Education 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 plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan for 2019/ 2022 on December 17, 2019.

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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
Learning
- Create powerful learning environments based on research and the Teaching Quality Standard
- Foundational focus on Literacy and Numeracy
- Provide individualized, timely, data-informed support for student needs
- Support the infusion of First Nations, Métis and Inuit foundational knowledge into classroom instruction and school culture
- Support implementation of new curriculum

Leading
- Empower students and staff to take on leadership roles
- Provide support for school leaders based on research and the Leadership Quality Standard
- Plan and support student transition to post-secondary and the world of work

Well-being
- Promote student and staff wellness
- Develop a culture that respects diversity and belonging
- Encourage healthy minds and bodies

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 4,650 students. We are a strong professional learning community committed to providing powerful learning environments 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 540 full time and part time staff members, including teachers, support staff, maintenance, IT specialists and administration. In addition, we also employ another 115 casual employees.

We take pride in the fact that we:
- Reflect best practices for instruction and assessment
- Provide safe and caring schools
- Focus on learning, leading and well-being
- 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.

2018-19 Results & Challenges

Enrolment: Our September 30, 2019 enrolment was 4649 students. This is 97 students less than our September 30, 2018 enrolment. We have experienced an enrollment decline of more than 700 students over the past decade. This decline has primarily been the result of the depopulation trend being experienced across rural Alberta over the past several years.

Budget: Our 2018-19 financial year ended with a 3% surplus ($2,000,000). We also received additional funds for the sale of our bus fleet as a result of moving to contracted transportation services in the south part of our division effective the start of the 2019-20 school year. However, it is important to note that the income from the sale of our buses will be used over the next 5 years to cover the yearly projected deficit between the cost of our contracted bus services and the yearly transportation grant we receive from the government.

Our 2019-20 budget projects a deficit of $2.7 million. This is mainly the result of projected deficits in transportation and plant operations & maintenance as well as an overall grant reduction from Alberta Education for 2019-20.

[Web link to the jurisdiction's 2018-19 Audited Financial Statement
and 2019 - 2020 Budget](#)

Capital Plans & Utilization Rates: In 2018 - 2019 we continued with plans to improve our school utilization rates:
- In January 2019, construction began on the Evergreen Elementary replacement school in Drayton Valley. Completion is expected in January 2021 with a capacity of 250 students. This is much lower than the 450 capacity of the old Evergreen School. In addition, after the new Evergreen school opens, we will be looking at the possibility of reducing the size of one or more of our other school buildings in Drayton Valley.
- We worked 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 high school in Leslieville and a modernization of Condor School. This will not only reduce the number of schools in the corridor from 3 schools to 2 schools but also provide students with a updated learning environments.
- Community engagement and consultation were key components in the development of these capital plans. As a result, our community supports and understands the need to reduce the number of school buildings we have and the need to increase our utilization rates.

[Web link to the jurisdiction's 2020-23 capital plan](#)

Plant Operations and Maintenance: Our low utilization rates have negatively impacted 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 as well as the costs to operate, clean and maintain them. As a result, the number of incomplete service requests at our schools had been growing prior to the 2018-19 school year. However, during the 2018-19 school year we hired an additional temporary maintenance position and contracted out a few projects. This greatly improved the completion of service requests at our schools. Unfortunately, this also added to our plant operations and maintenance deficit in 2018-19. Deficit spending in plant operations and maintenance will continue until we are able to reduce the number of school buildings we operate and improve our overall utilization rates. This will happen via the Board's capital plans.

Transportation: In 2018 - 2019 WRSD made the decision to investigate the possibility of contracting transportation services in the south part of the division, like we already do in the north part of the division. This action was prompted by the ever-increasing costs, changes and challenges related to new transportation regulations that make it difficult and inefficient for us to run our own small transportation operation. At our June 18, 2019 board meeting, a motion was passed to contract all our bus routes in the south part of the division to Prairie Bus Lines starting the 2019-20 school year. This also resulted in the sale of our buses and eventually, bus barn.

Accountability Pillar Results: WRSD October 2019 accountability pillar results have been ranked as "High" in the following six measures: Safe and Caring, Education Quality, Drop Out Rate, High School Completion, Citizenship and School Improvement. Compared to our previous 3-year average, our 2019 achievement results have been ranked as "Improved" in Program of Studies. Another area of improvement compared to our 2018 results is our Transition Rate to post-secondary studies. We increased our results by 9.5% thereby changing our ranking from Very Low to Intermediate. We believe that adding career counselors to our high schools and making this a bigger focus in our schools will continue to result in improvements to this measure.

Inclusive Education: In 2018-19 we subsidized 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 observe increasing student needs and classroom complexity. The number of complex students who have significant trauma in their backgrounds has increased dramatically. Despite these challenges, we continued to offer 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
- In addition to inclusion, two of our high schools have developed some time for their complex learners and diverse students to be in a congregated setting in order to give them a sense of community and to provide them with valuable social, life-skill activities that provide them with a consistent social group. Swimming, cooking, shopping and work experience are examples of the programming opportunities offered.

First Nations, Métis and Inuit Supports & Learnings: In 2018-19 we implemented the following strategies for the purpose of increasing cultural sensitivity, reducing racism and infusing cultural learnings in our classrooms that help students learn about First Nations, Métis and Inuit perspectives, experiences, treaties, history and the legacy of residential schools:
- Collaborative meetings between WRSD and Stoney Education Authority to discuss ways we can support each other in terms of student and staff learning.
- Participation of students from eight 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.

- Sharing of staff professional development opportunities where teachers from the Sunchild First Nation School attended our Kindergarten and grade 1 play-based learning day. One Sunchild teacher also shadowed one of our grade 1 teachers for the day.
- Students from 3 of our schools took part in the cultural teachings at the Rocky Mountain House National Historic Site. This included: drumming & song, Metis jigging, smudging, becoming a man, becoming a woman, Turtle Rattle, significance of the tipi, sweat lodge, traditional games and the Round Dance
- Blanket exercise being accessed by most of our staff and even some of our elementary and high school students.
- We explored First Nations, Métis and Inuit outcomes in the Draft K-4 curriculum with all K-4 teachers and applied for a grant to purchase K-4 classroom materials to support implementation.
- Three of our schools developed Social Studies Indigenous Kits for their specific grade levels.
- Our high school counselors have been trained to identify and promote scholarships and bursaries specific to Indigenous students.
- Two members of the division office senior leadership team as well as one trustee attended the 2019 CASS First Nations, Métis and Inuit Spring Gathering.
- In January 2019 we had the ATA Walking Together: Education For Reconciliation Project provide training to all of our school administrators regarding Indigenous history and cultural awareness.
- Throughout the year we provided school staff with multiple Indigenous resources and professional development opportunities via our Weekly Update.
- Division office provided 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.
- All WRSD 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.
- In March 2019 we received approval for an Indigenous Languages in Education grant. We received $100,000 from Alberta Education to engage in a 2-year project that involves our local Elders and Knowledge Keepers to create literacy resources and video recordings translated in the Cree and Michif languages. In April we offered protocol to both Cree and Metis Elders to begin our journey, asking their help in identifying which stories need to be told. In May we hired a videographer to lead this process of creating professional quality recordings so that we can offer the collection of stories both digitally and in print form.
- Offering 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.

- Division office allocated funding to each school for the purchase of Indigenous resources, bringing elders into their schools or taking part in other Indigenous activities.

The total number of self-identified indigenous students in our division over the past few years has been as follows:
- 2014-15: 480
- 2015-16: 570
- 2016-17: 550
- 2017-18: 482
- 2018-19: 504

Starting 2018-19 division office collected data to see how many of our grade 9-12 Indigenous students left the division. In 2018-19 we lost 78 of the 504 Indigenous students before the end of the school year as follows:
- 7 students graduated early
- 41 students moved to another provincial school mid-year
- 9 students moved to a First Nations Federal school mid-year
- 5 students registered with ADLC mid-year
- 16 students left WRSD mid-year and did not registered anywhere else

Information Technology: On March 26, 2019, our Director of Technology was invited by Cisco to be part of a panel of experts to film a video to be played during their global launch for a new product called Wi-Fi 6 technology. Because of the relationship WRSD has with Meraki and Cisco, the WRSD Director of Technology was invited to participate on this panel to share our vision for Wi-Fi 6 technology. See the following article for details: Cisco/Meraki Case Study & WRSD. We continued to replace our older smartboards with large flat screen televisions that have Chromecast technology.

Student & Staff Wellness: Mental health and well-being continued to be a high priority and concern in our schools in 2018-19. Our Family Wellness Workers continued to see a high demand and caseload for their services. The following strategies were used in 2018-19:
- Access wellness consultant Jody Carrington to work with our Family Wellness Workers and provide workshops for parents.
- The division's Wellness Committee collected data via a staff wellness survey to assess and address staff needs. This Committee will continue its work in 2019-20 in terms of analyzing patterns and trends identified in the survey.
- Our school administrators will be participating in a book study throughout 2019-20 entitled "Workplace Wellness that Works", by Laura Putnam.
- Promotion of the Employee Family Assistance Program through admin meetings and through our weekly update that goes out to all staff. A wellness section on the weekly update was established.
- Provided support to refugee families, putting them in contact with other helpful community agencies. Our English Language Learner educational assistant supported these students in and out of the classroom to specifically focus on English skills and culture in Canada. Volunteers were brought in to read with refugee students to support their further development. Our Learning Services Coordinator met with the family and their sponsors to discuss programming and transition to the community. This proved to be very successful in helping these students succeed, make friends and even get to grade level.

- Increased monitoring, earlier identification and interventions for students struggling with absenteeism.
- Provided support for student clubs based on WRSD Policy 20 - Welcoming, Caring, Respectful and Safe Learning and Working Environments. This included support for Gay Straight Alliances at two of our high schools and support for transgender students regarding preferred washrooms and preferred name.
- Completion of four Connect Parenting courses for parents with children aged 8 to 18. Connect Parenting is an evidence-based 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.
- Our Director of Wellness co-authored an article featuring our school division's wellness strategy that was published by the School Superintendents Association (a professional organization for more than 13,000 educational leaders in the United States and throughout the world). The article highlights wellness in Wild Rose School Division and can be found in their February 2019 edition: Resilient Schools Put Educators First.

Provincial Nutrition Program: In 2018-19 we continued our partnership with Hope Mission to provide a lunch program for students in need at Eldorado School, Drayton Christian School and Breton Elementary School. 127 students received a daily lunch as a result of this program.

Staff / Community Engagement & Communications: In 2018-19 the division continued to engage stakeholders, share information and receive feedback using the following strategies:
- Trustee attendance at school council meetings
- Staff and public survey regarding the development of the School Year Calendar
- Stakeholder feedback on new and amended policy and administrative procedures
- Use of our website and social media to promote our news release stories
- Public meeting regarding the new Evergreen replacement school and future potential grade configurations in Drayton Valley schools

- Several employee group meetings with trustees and division administration including: Teacher Board Advisory Committee, Teacher Leadership Council and Admin Council. These meetings are used to discuss issues important to our staff
- Two umbrella school council meetings; one in the south and one in the north to discuss issues of importance to parents
- Joint meeting of trustees and administration with the St. Thomas Aquinas Roman Catholic School Division to discuss common interests and potential partnerships in Drayton Valley
- Joint meetings with our municipal partners: Town of Rocky Mountain House, Village of Caroline, Clearwater County, Town of Drayton Valley and the Village of Breton. These meetings are used to discuss our common interests and current partnerships in various shared projects like our Family Wellness Worker program and School Resource officer program.
- Several trustees and division administration attended the 2019 Alberta Rural Education Symposium with several of our municipal partners to discuss future potential partnerships that will benefit both our students and rural communities.

Program of Studies & New Curriculum:
- Grade-level sessions to help prepare all teachers for the new DRAFT K-4 Curriculum
- Our Director of Instruction and Learning Services Coordinator were selected to present at ULead, one of the foremost international events for school and system leaders in the world. They shared our process for new curriculum planning, implementation and collaboration.
- Our Director of Instruction is working with curriculum coordinators across Alberta to prepare for new curriculum support and implementation. Curriculum leads meet monthly to share and plan. A second provincial committee that the Director sits on examines assessment of the new curriculum.
- We offered a summer school program in July 2019 for students wanting to earn additional credits. The following courses were offered: Google Course, CALM, Work Prep, Physical Education, Wildlife and Tourism.

Numeracy: In 2018-19 we increased our focus on numeracy using the following strategies:
- Development of a draft division-wide numeracy framework to support numeracy and mathematics programming in all our schools. Further work will be completed on this framework in 2019-20.
- Began a community of practice around mathematics and numeracy involving two meetings with our junior high teachers.

Literacy: In 2018-19 we continued our focus on literacy using the following strategies:
- Direct classroom support to teachers regarding literacy intervention and universal programming.
- Professional development sessions.
- Literacy kits.
- Four of our elementary schools hosted community literacy events that promote literacy for lifelong learning including: family reading nights, free books at Christmas and early learning events involving pre-school.

Collaborative Response Model (CRM): In 2018-19 we continued to develop division-wide expectations and assist schools regarding their monthly CRM meetings and Program

Planning Team meetings for the purpose of personalizing student learning and providing appropriate supports for all students. This included the following strategies:

- Worked with our school administrators to develop a school framework that values collaborative, action focused responses, data-informed discussions, and timely intervention to ensure all students can experience success.
- Hired a consultant to conduct school reviews for 4 of our schools related to the collaborative response model.
- Discussion of CRM at our Teacher Leadership Council meetings.
- Members of the Division senior leadership team attended some school CRM meetings.
- Schools reviewed their menu of interventions.
- Three of our schools piloted new CRM software for tracking student information.

Academic & Career Counseling: Our 2017-18 Accountability Pillar Results indicated a significant decline in the percentage of our students making the transition to post-secondary studies. As such, the following strategies were used in 2018-19:

- Added high school career counselors to each of our high schools
- Developed a community of practice with our high school career counselors to support and transition our high school students from school into post-secondary studies and the world of work. This resulted in more students taking the Registered Apprenticeship Program and dual credit courses during the 2018-19 school year compared to the previous year.
- Our High School Career Counselors provided support to our CALM teachers and Teacher Advisory programs in helping students use the MyBlue Print application. This resulted in the increased use of MyBlue Print at one of our high schools and plans for increased use at another high school.
- Increased collaboration with Careers: The Next Generation and industry to increase the number of Registered Apprenticeship Program (RAP) students in our high schools. This resulted in an increase from 1 student in 2017-18 to 8 students in 2018-19.
- We were pleased to see this measure increase by 9 percentage points in our 2018-19 Accountability Pillar results.

Early Learning: In 2018-19 we increased our supports for early learning and pre-kindergarten students to help students become better prepared for entrance into the K-12 education system. We used the following strategies:

- Addition of pre-K programs at 2 of our schools – Drayton Christian School and Ecole Rocky Elementary.
- Developed a DRAFT Early Learning Framework with our Kindergarten teachers.
- We will be inviting community Play School Representatives to review our DRAFT framework and best practices around play-based learning 2019-20.

Leadership: In 2018-19 we made use of the following leadership strategies:

- Members of the division office senior leadership team met monthly with each individual school administrative team to provide support in developing instructional leadership at their school. Additional topics of support were individually tailored to each school leader team based on their needs.
- The senior leadership team worked with our school administrators in developing understanding and skills regarding the new Teaching Quality Standard and Leadership Quality Standard at several of our monthly admin meetings.

- Encouraged and assisted our school leaders and system leaders to qualify for leadership certification.

Strategic Planning: In 2018-19 the Wild Rose School Division senior leadership team increased our focus on strategic planning. Our goal was to help focus our tasks and energies on high yielding strategies that would provide the best possible support for our schools in the areas of learning, leading and well-being.

Health & Safety: In 2018-19 WRSD consulted with our employee groups and the Ministry of Labour to establish terms of reference for our Health & Safety Committee and our Health & Safety Liaisons. Our first Health & Safety Committee meeting took place in the fall of 2019.

Combined 2019 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure	Wild Rose School Division			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	87.2	86.9	87.0	89.0	89.0	89.3	High	Maintained	Good
Student Learning Opportunities	Program of Studies	76.1	75.0	74.0	82.2	81.8	81.9	Intermediate	Improved	Good
	Education Quality	88.0	88.3	88.1	90.2	90.0	90.1	High	Maintained	Good
	Drop Out Rate	3.8	3.0	3.5	2.6	2.3	2.9	High	Maintained	Good
	High School Completion Rate (3 yr)	75.3	79.9	77.6	79.1	78.0	77.5	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	71.4	72.2	72.6	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	15.1	14.1	15.2	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	75.8	79.9	80.2	83.6	83.7	83.1	Low	Declined	Issue
	Diploma: Excellence	14.6	14.7	13.8	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	43.0	46.2	42.9	56.3	55.7	55.1	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	59.8	59.3	58.3	64.8	63.4	62.2	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	48.9	39.4	46.3	59.0	58.7	58.7	Intermediate	Maintained	Acceptable
	Work Preparation	77.7	75.4	77.0	83.0	82.4	82.6	Intermediate	Maintained	Acceptable
	Citizenship	79.4	78.7	79.1	82.9	83.0	83.5	High	Maintained	Good
Parental Involvement	Parental Involvement	78.1	80.7	80.4	81.3	81.2	81.1	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	77.5	75.8	76.4	81.0	80.3	81.0	High	Maintained	Good

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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
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.

Combined 2019 Accountability Pillar First Nations, Métis and Inuit Summary (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure	Wild Rose School Division (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	5.6	3.5	6.4	5.4	4.8	5.6	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	65.9	67.0	59.9	56.6	53.3	52.4	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	48.2	50.9	50.8	54.0	51.7	51.9	Very Low	Maintained	Concern
	PAT: Excellence	7.0	3.4	5.6	7.4	6.6	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	75.5	78.2	77.3	77.2	77.1	76.7	Low	Maintained	Issue
	Diploma: Excellence	4.3	11.9	10.4	11.4	11.0	10.6	Very Low	Declined	Concern
	Diploma Exam Participation Rate (4+ Exams)	32.9	25.1	27.2	24.6	24.4	22.3	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	43.6	56.1	44.8	37.1	35.9	34.0	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	37.0	20.3	32.7	34.2	33.0	32.8	Very Low	Maintained	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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
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.

Measure Evaluation Reference (Optional)

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
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
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	69.5	74.5	71.1	72.2	71.4		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).	11.9	15.9	15.7	14.1	15.1		Intermediate	Maintained	Acceptable			

Strategies

- 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.
- Support the use of software for tracking student information being discussed at CRM & PPT meetings.
- Host curriculum leader and grade-level sessions at division office to help prepare all K-4 teachers for the new curriculum.
- Refine our numeracy framework to support numeracy and mathematics programming in all our schools.
- Continue a community of practice around mathematics and numeracy, starting with our junior high teachers.
- Provide direct support to teachers regarding literacy and numeracy intervention and universal programming by providing classroom support, professional development sessions and literacy kits.
- Expand focus on writing supports through a writing community of practice and units of study writing resource
- Continue to analyse and learn from PAT results
- Develop a community of practice with the various early learning programs in our communities to promote best practice around play-based learning.

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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	80.2	79.0	81.6	79.9	75.8		Low	Declined	Issue	79.0	80.0	81.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	13.0	13.4	13.4	14.7	14.6		Intermediate	Maintained	Acceptable			

Strategies

- Continue to analyse and learn from Diploma results.
- Continue to support high school literacy strategy implementation.

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 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.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	76.0	74.1	78.9	79.9	75.3		High	Maintained	Good			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	39.6	40.3	42.2	46.2	43.0		Low	Maintained	Issue	46.0	47.0	48.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.1	3.9	3.5	3.0	3.8		High	Maintained	Good			
High school to post-secondary transition rate of students within six years of entering Grade 10.	49.4	49.0	50.5	39.4	48.9		Intermediate	Maintained	Acceptable			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	60.0	55.6	59.3	59.8		Intermediate	Maintained	Acceptable			

Strategies

- Continue 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.
- Continue the use of universal and targeted accommodations.
- Measure the "post-secondary transition rates" of our coded students to improve our career counseling for students with codes.
- Use our WRAP Around team meeting process to increase student completion. The WRAP Around Support Team offers support from both the community and school division. The WRAP team will collaborate on a solution focused plan that targets school programming as well as connecting the student and or family to community support. The WRAP team consists of the school administrator, Student Support Facilitator, Family Wellness Worker, classroom teacher, Director of Student Services, Coordinator of Student Services, RCMP, Mental Health, Family Services or other community agencies as needed (Addictions, Sexual Assault Center, Probations etc.).

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an aste risk (*).
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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results 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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	77.2	79.2	79.3	78.7	79.4		High	Maintained	Good			

Strategies
• Empower students and staff to take on leadership roles • Family Oriented Programming to support early learning family strategies.

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: First Nations, Métis, and Inuit students in Alberta are successful

(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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	55.9	53.6	47.9	50.9	48.2		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).	9.1	7.5	5.8	3.4	7.0		Very Low	Maintained	Concern	11.0	12.0	13.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	79.5	74.7	78.9	78.2	75.5		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).	27.3	8.1	11.1	11.9	4.3		Very Low	Declined	Concern	13.0	14.0	15.0

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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful *(continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	64.2	49.7	63.0	67.0	65.9		Intermediate	Maintained	Acceptable			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	30.4	29.8	26.7	25.1	32.9		Low	Maintained	Issue	34.0	36.0	38.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	9.0	6.7	8.9	3.5	5.6		Intermediate	Maintained	Acceptable			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	49.0	41.6	36.4	20.3	37.0		Very Low	Maintained	Concern	46.0	47.0	48.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	37.8	40.4	56.1	43.6		Very Low	Maintained	Concern	54.0	55.0	56.0

Strategies

- High School Career Counselors will identify and promote scholarships and bursaries specific to First Nations, Métis and Inuit students.
- Establish relationships with Ta'Otha, Sunchild and O'Chiese schools in our region to provide cross-cultural opportunities for students and share professional development resources.

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 2015/16 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), historical Rutherford Scholarship Eligibility Rate results 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 has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	74.4	73.6	73.4	75.0	76.1		Intermediate	Improved	Good			

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.
- Promote the Employee Family Assistance Program through administrator meetings and once per month through the weekly update.
- The division's Wellness Committee will implement wellness strategies based on the data collected last year.

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 Four: Alberta's K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	85.6	86.6	87.5	86.9	87.2		High	Maintained	Good			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	85.9	87.8	88.1	88.3	88.0		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.	76.0	77.7	78.0	75.4	77.7		Intermediate	Maintained	Acceptable			
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	62.4	63.2	64.8	64.9	68.0		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	78.7	79.5	81.0	80.7	78.1		Intermediate	Maintained	Acceptable			
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.	76.3	76.6	76.7	75.8	77.5		High	Maintained	Good			

Strategies

- 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

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

- Host 2 umbrella school council meetings during the year where representatives from each school council meet with our trustees and division office administration.
- Work closely with Alberta Education and Alberta Infrastructure regarding construction of the Evergreen replacement school and H.W. Pickup School remediation 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.

- 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.
- Implement our new Health & Safety Committee for the school division as well as Health & Safety Liaisons 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 aste risk (*).
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:

2018-19 Financial Summary

The 2018-19 Audited Financial Statements were approved by the Board in November 2019. The Board ended the year with a $2 million dollar surplus which included the sale of the entire bus fleet. Focusing funds on instructional programs and in the classroom remains the boards priority.

The following table provides a brief summary of the Division's financial results over the last two years:
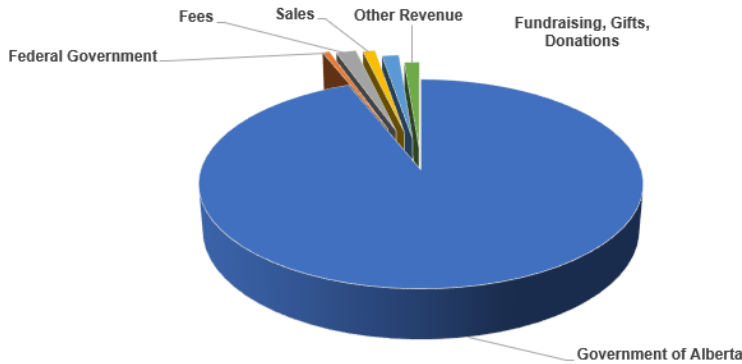
For the Year End August 31

	2019	2018
Revenue	60,041,430	59,720,213
Expenses	58,038,666	60,270,578
Surplus (Deficit)	2,002,764	(550,365)

Revenue and Expense

Revenue By Source (year end August 31, 2019)		
Government of Alberta	56,423,229	94.0%
Federal Government	357,721	0.6%
Fees	1,024,942	1.7%
Sales	619,291	1.0%
Fundraising, Gifts, Donations	861,688	1.4%
Other Revenue	754,559	1.3%
Total	60,041,430	100%

Expense By Program (year end August 31, 2019)		
Instruction	42,742,696	73.6%
Plant Operations and Maintenance	6,917,033	11.9%
Transportation	4,878,518	8.4%
Board System & Administration	2,418,710	4.2%
Other	1,081,709	1.9%
Total	58,038,666	100.0%

Revenue by Source for the year-end August 31, 2019

Expense by Program for the year-end August 31, 2019

Additional information on School Generated Funds can be found in Note 18 of the division's financial statements.

For more information contact Secretary Treasurer, Ama Urbinsky at 403-845-3376 or ama.urbinsky@wrsd.ca

Web link to jurisdiction's Financial Statements for 2018-19

Web link to provincial roll-up of jurisdictions AFS information
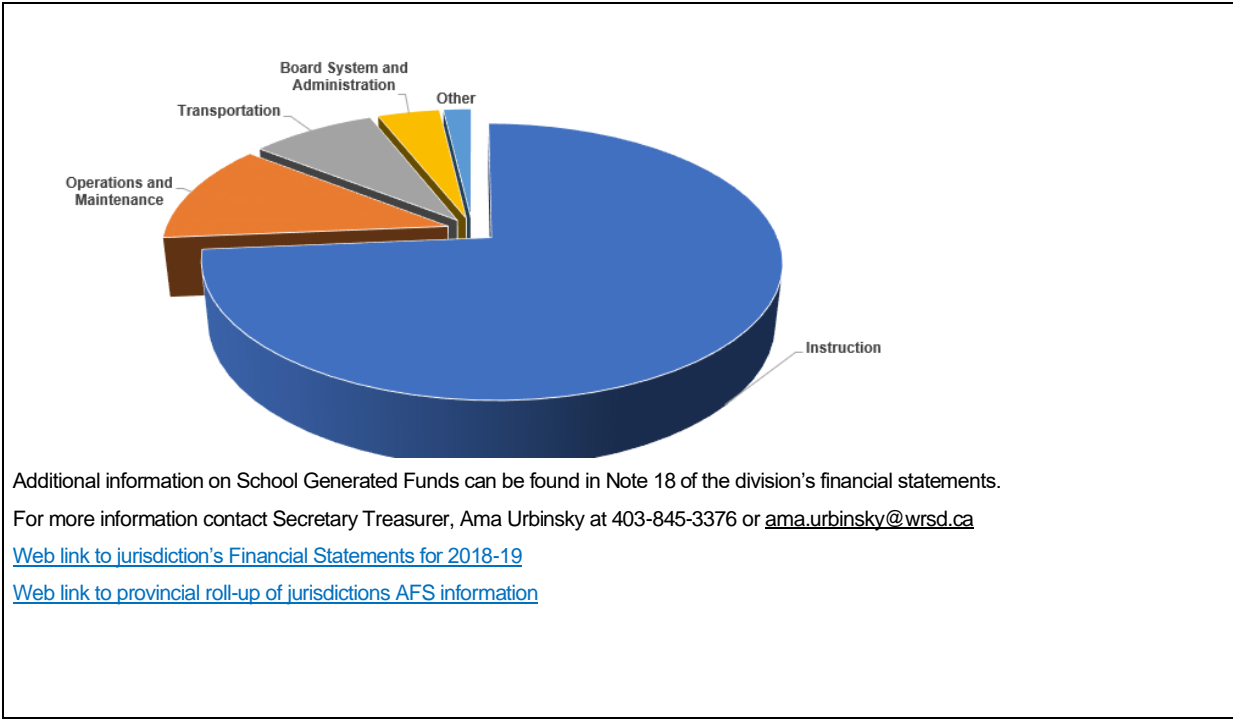
Budget Summary

The 2019-20 Spring Budget was approved by the Board in June 2019. The budget was developed with a conservative approach due to the uncertainty of funding from the province. The board projected a deficit budget of $1.6 million to be covered by operating reserves.

The following assumptions were used in the development of Wild Rose School Division No.66's 2019-20 Spring budget submission:

- Declining enrolment - approximately 150 less students or 2 per cent

- Ongoing Maintenance deficit due to formula for Plant Operations and Maintenance funding not adequate for rural school divisions

- Ongoing Transportation deficit due to inadequate funding provided for rural transportation

- Base Instruction grant maintained at 2018-19 rate and all other grant rates at 2018-19 levels

- No funding received from Alberta Education for the Classroom Improvement Fund (CIF)

- No funding received from Alberta Education for the School Nutrition Program

- Included the TEBA/ATA agreement as unfunded (assumed a salary increase of 1.5%)

- Support staff for 2019-20 - 0% increase

- Assumed would receive funding from Alberta Education or Bill 1 Mandatory Fee

- Certificated staff were maintained at 2018-19 levels

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

Revenue	57,455,088
Expenses	59,015,083
Surplus (Deficit)	(1,559,995)

Revenue By Source		
Government of Alberta	54,957,924	95.7%
Federal Government	173,675	0.3%
Fees	855,184	1.5%
Sales	401,125	0.7%
Fundraising, Gifts, Donations	869,680	1.5%
Other Revenue	197,500	0.3%
Total	**57,455,088**	**100.0%**

Expenses by Program		
Instruction	42,077,286	71.3%
Plant operations and maintenance	8,461,661	14.3%
Transportation	4,885,442	8.3%
Board & system administration	2,553,695	4.3%
External services	1,036,999	1.8%
Total	**59,015,083**	**100.0%**
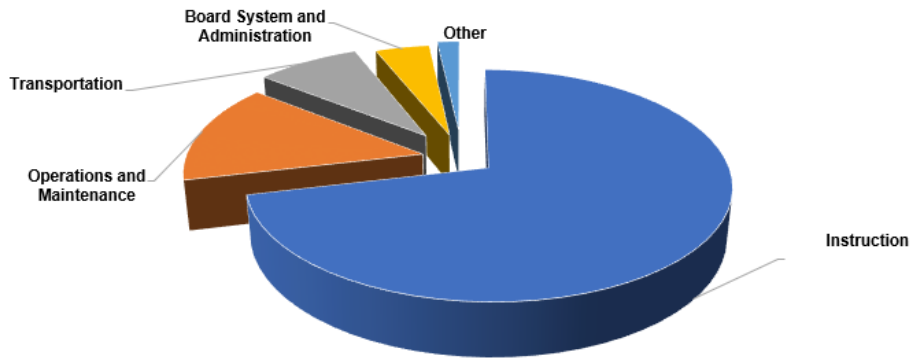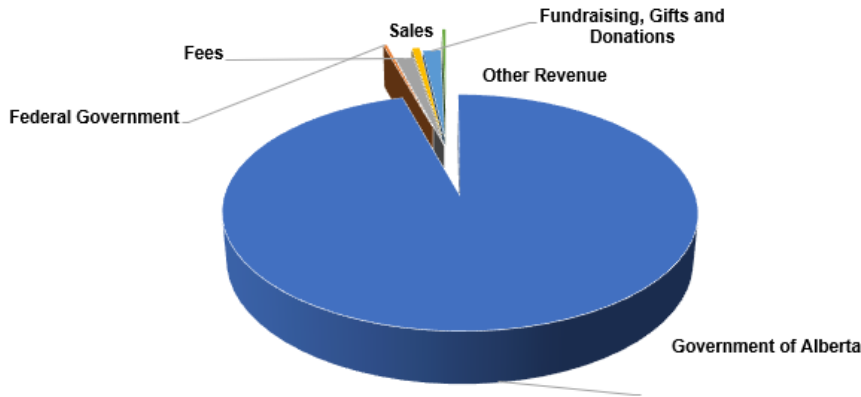
Web link to jurisdiction's 2019-20 Budget Submission

Summary of Facility and Capital Plans

- The Board of Education 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 in Clearwater County - On November 1, 2019, the division was awarded its' top school capital priority project: close and remediate David Thompson High School, modernization to Condor School as an elementary school and replacement high school at Leslieville

Web link to Three-Year 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 meeting in Drayton Valley regarding grade configurations and the replacement Evergreen School design.
- Financial support for representatives of each school council to attend the annual ASCA conference.
- Social media and website 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 September 18, 2019 retreat.
- Draft AERR/3YEP presented at our October 15, 2019 regular board meeting for input and feedback.
- Final approval of the Combined AERR/3YEP at the November 26, 2019 regular Board meeting.
- Combined AERR/3YEP posted on the WRSD website on November 29, 2019.
- Highlights version of the plan posted on the WRSD website on November 29, 2019.

Web link to Jurisdiction AERR Summary Page

Web link to Combined 2018-19 Annual Education Results Report and 2019 - 2022 Three Year Plan

Whistleblower Protection

- Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. Wild Rose School Division did not have any disclosures this year, therefore, there is nothing to report.