

2022-2023

ANNUAL EDUCATION RESULTS REPORT

FOR

WETASKIWIN REGIONAL
PUBLIC SCHOOLS

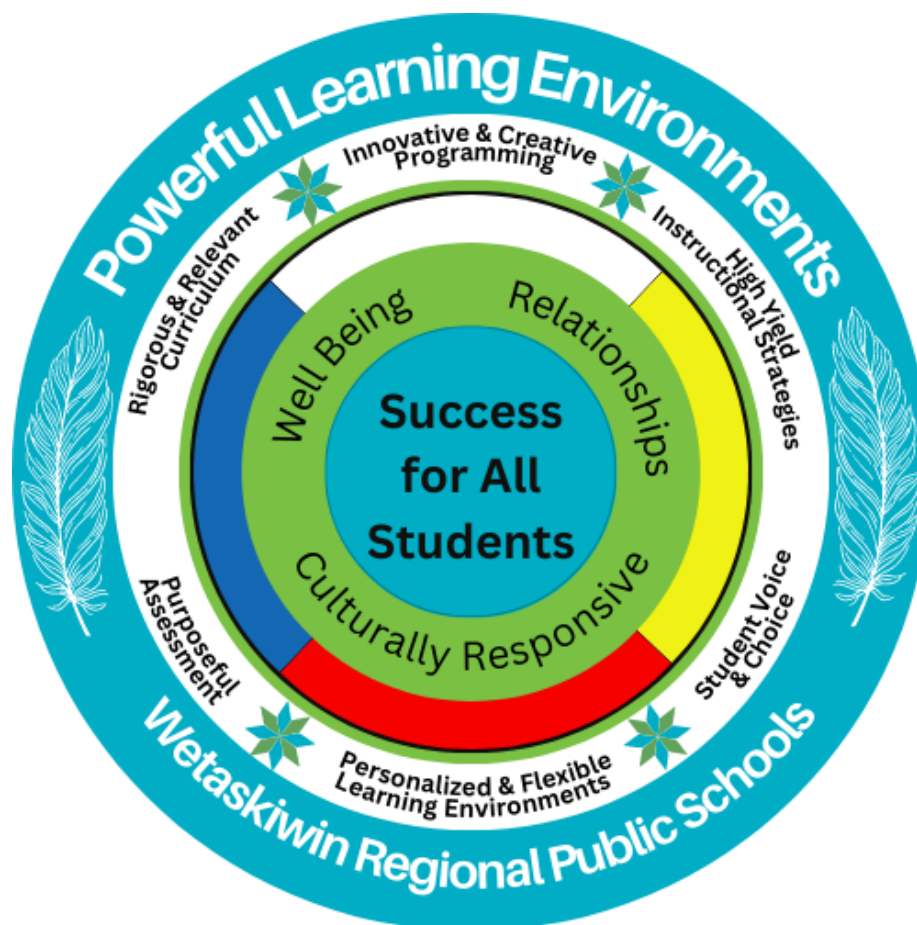
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This is our way

Wetaskiwin Regional Public Schools (WRPS) is a learning organization which embraces a strength-based approach to student learning. We frame our work from an appreciative perspective which poses an overarching question, "How can we ensure that every student in WRPS can learn in a powerful learning environment?" This approach does not ignore the many learning challenges that exist; rather, we choose to focus on what is right with the world as opposed to what is wrong. We inquire into our peak experiences, and value the gifts each student and staff member brings to our schools.

WRPS has adopted *Powerful Learning Environments* to help communicate the goals and priorities in our three year plan for education. Listed below is a brief explanation of the elements of our model:

- **Success for all Students** - it is our belief that students will receive a quality education in a culture that is inclusive, supports mutual respect, celebrates diversity, and honours the dignity of those we serve and for those who serve.
- **Well Being**- a priority for WRPS is to champion student and staff well being.
- **Relationships** - we know the importance of fostering effective relationships with our students, parents, and community members through thoughtful and meaningful interactions.
- **Culturally Responsive**- WRPS acknowledges and honours the diverse lived experiences, beliefs, practices, customs and rituals that reflect the diversity of our families and students
- **Medicine Wheel** - “the circle shape represents the interconnectivity of all aspects of one’s being, including the connection with the natural world” (Indigenous Corporate Teaching Inc., 2022)
- **Student Voice and Choice** - We recognize the importance of partnering with students and parents to engage in effective processes that allow our student’s voices to be heard. We provide students meaningful opportunities to make choices related to their learning experiences.
- **High-Yield Instructional Strategies** - Research based strategies that have the greatest positive effect on student achievement for all students, in all subject areas, at all grade levels (Marzano, 2001.)
- **Innovative and Creative Programming** - Innovative and creative programming creates learning opportunities that engage our students in a personalized, flexible, student-centered manner based on the needs of 21st-century students.
- **Rigorous and Relevant Curriculum** - Rigorous and relevant curriculum challenges students to integrate and apply their learning to real world situations. Students are challenged to use higher order thinking skills and to demonstrate mastery of discipline-specific concepts and skills.
- **Purposeful Assessment** - Assessment is merely the means of gathering information about student learning (Black, 2013). Purposeful assessment is using that information to inform instruction, guide student learning, and provide feedback.
- **Personalized and Flexible Learning Environments** - Our staff recognizes that all learners are unique, have distinct interests and this requires individualization in both programming and in the learning environment.

Message From Our Board Chair

The 2022-2023 school year has been one of change and growth. The Board has been working with Superintendent, Mike Wake, to bring a new vision to WRPS. The Board has worked diligently to update policies, committee structures, and to revise our priorities, not only to meet the needs of our students, staff and communities, but to work toward a common vision for WRPS.

The priorities that we believe will lead us to our goals are to:

- Demonstrate our commitment to Truth and Reconciliation and the spirit of the Calls to Action both which represent the beliefs and natural laws since time immemorial.
- Honor that parents/guardians/caregivers are essential partners and the primary voice in the lives of students.
- Demonstrate integrity and transparency in our stewardship of public education.
- Demonstrate a commitment to rural sustainability by providing innovative programming in modernized facilities that support 21st Century learning.
- Align our policies, processes, and practices to meet the needs of our community.
- Commit to learning about how Treaty language and the Truth and Reconciliation Calls to Action should guide our governance decisions, practices and relationships.

We are also committed to bringing new and innovative programming to our schools, and to connect with the community, local businesses and non-profit organizations to create new and unique opportunities for our students.

The Education plan for 2024-2027 reflects the Board priorities, expanded opportunities for student learning, and hope and optimism for the future.



Karen Becker

Karen Becker, Board Chair

Our Division's Profile for 2023-2024

Wetaskiwin Regional Public Schools (WRPS) serves 3452 students in 17 schools located in the City of Wetaskiwin, the County of Wetaskiwin, and the Town of Millet.



The schools range in size from approximately 12 students in one of the two Hutterite Colony schools to over 829 students in a high school in the City of Wetaskiwin. 937 of our students identify as Indigenous. By geographic area, seven schools are located in the City of Wetaskiwin, seven rural schools in the County of Wetaskiwin, two colony schools, and one school in the Town of Millet.

WRPS provides a high-quality education to its students within a safe and caring environment with various program supports. We have enhanced our services related to counseling services, special education, career counseling and student mental health.

WRPS offers a broad range of programming options for students. These include, but are not limited to: Indigenous Education, Mental Health Capacity Building, and Outreach Programs. WRPS offers a range of fitness, health and wellness, art, drama, music, and sports options for students throughout the Division.

WRPS' extracurricular programming allows students opportunities to become involved in music and drama productions, special interest clubs, and athletic teams, contributing to a student's well-rounded education.

WRPS employs approximately 223 certificated teaching staff and 211 support staff. WRPS is governed by an elected Board of six trustees, and one Maskwacis First Nations Trustee who is appointed to the Board by the Maskwacis Four Bands. Each school is represented by a school council or parent advisory committee where parents and teachers work together to enhance student learning and well-being.



Our Challenges

Declining Enrollment

It has been observed that there is a decline in birth rates and enrollment within the defined boundaries of WRPS. According to projections for 2026, there is an estimated decrease in enrollment of 332 students since 2015. A comparison of birth rates between 2017 and 2020 reveals a decline of 30%. It has been observed since 2016 that 12 out of 14 schools within WRPS are operating at less than 75% capacity. Additionally, there are 5 schools with a total population of fewer than 155 students. Smaller schools under the 155 student population receive a reduced amount of funding to pay for utilities, cleaning and maintaining the school.

Mental Health

Post-pandemic, we are experiencing an increase in mental health concerns for our students overall. The increased stress experienced by families and students had an adverse effect on the mental and emotional well-being of our community. Our Mental Health Capacity Building team continues to be focused on promotion and prevention in each of our schools. The team supports skill building for our students and our staff. Our school counselors and family school liaisons support our students and families when crises arise and work collaboratively with community agencies to support the mental health needs.

Equity

Equity in programming, being culturally responsive, and supporting the needs of all students continues to be an area of focus for our school division. Our education plan on equity prioritizes support to schools based on their needs and strives to provide access to a diverse range of programming across our geographically large division. We are committed to addressing the Truth and Reconciliation calls to action and aim for culturally responsive programs that honour Indigenous cultures and traditions. We recognize that the ability to provide support is dependent on available resources, and we will continue to advocate for additional resources to ensure that all students have the support they need to succeed.

Our Successes

Curriculum Implementation

To prepare for the implementation of the new curriculums the Division designed and operationalized 22 full-day learning sessions for teachers of English Language Arts and Literacy (ELAL) and Math for Grades K-3 along with Grade K-6 Physical Education and Wellness. The learning sessions focused on ensuring that all staff understood the new design and architecture of the new curriculum as well as professional learning centered on high-yield, research-informed instructional strategies. Curriculum support documents were shared and resources to support new curriculums were purchased with funding provided by Alberta Education. Additional professional learning sessions were scheduled during the divisional PLC days to further support teachers' understanding, competence and confidence.

Foundational Knowledge and Understanding

WRPS leaders engaged in acknowledging the truth of Canada's past through learnings each time the team came together. Our direction moving forward on this journey was developed by a working group consisting of school leaders from within the school division. The working group is focused on actions aligned in the following areas: Wahkotowin, Understanding Foundational Knowledge, Connection to Curriculum (Indigenous Perspectives/Intentionality), and Cultural Experiences/Engagement (From Activity to Being). We are grateful for the guidance of our Indigenous Support Workers, Elders, and Knowledge Keepers on our journey together. We are humbled and grateful for their support.

Collaborative Response Framework

We are entering our third year with the implementation of Collaborative Response in all schools across WRPS. We are committed to Mâmahowkamâtowin - working cooperatively and collectively to serve our students; realizing the vision will require everyone's efforts to achieve. A successful implementation is empowering our schools to focus on systematic practices to improve teaching practices that improve student learning. Our commitment to Collaborative Response structures and implementation with fidelity has improved how our staff perceive Collective Teacher Efficacy. Research demonstrates that Collective Teacher Efficacy significantly impacts the collective belief of teachers in their ability to positively affect students and impact student achievement significantly.

Well Being

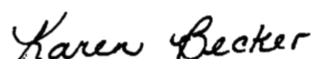
WRPS continued our focus on staff well being, specifically engaging in intentional acts and practices of well being. Staff were given permission to take opportunities to care for their well being throughout the year, be that taking time on a professional learning day to connect with other staff or to individually engage in practices that support their well being. Well being continues to be led collectively in the school division by a working group consisting of school leaders and a guiding coalition made up of staff from all roles. During the 2022 - 23 school year, our division worked with BluLatern and surveyed our Grade 3 - 12 students across the school division. The data garnered from the survey will guide planning forward, with student voice being at the forefront of the conversation.

Innovative Programming

WRPS continues to be a division that is striving to improve through innovative programming. Innovative education is about creativity at all levels of the system. This is visible in our programming outside of the classroom as we expand our partnerships with local businesses to offer Registered Apprenticeship Program (RAP) and Work experience placements. It is in our schools and classrooms as we create Powerful Learning Environments that cultivate a growth mindset for our students. These learning environments will be culturally responsive and incorporate best practices across all learning opportunities. Through this work, our focus is to create flexible, student-centered approaches for the 21st-century student.

Accountability Statement

The Education Plan for The Wetaskiwin School Division for the three years commencing September 1, 2023 was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This rolling plan was developed in the context of the provincial government's business and fiscal plans. The Board used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the Education Plan for 2023-2026 in June 2023.



Karen Becker, Board Chair

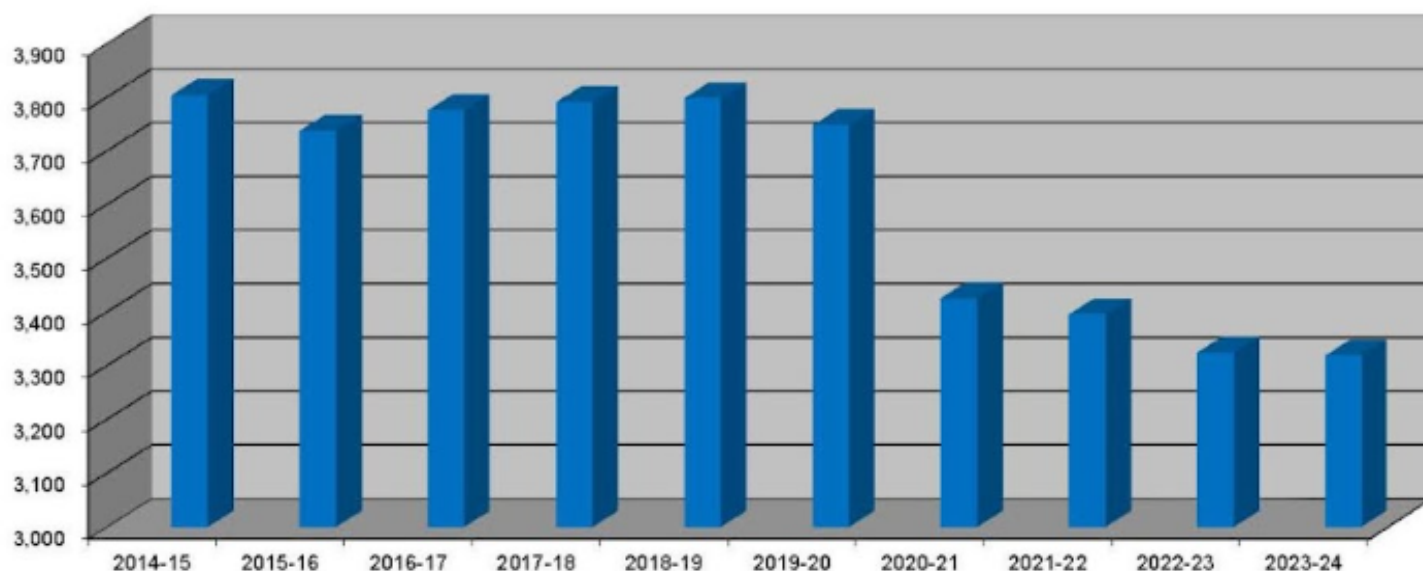
Enrollment in WRPS Schools in 2022-2023

School Name	Grade Configuration	Number of Students
Alder Flats	K-6	97
Buck Mountain Central	7-12	171
Winfield	K-6	68.5
Lakedell	K-6	65.5
Pigeon Lake Regional	7-12	260
Falun	K-6	115
Pipestone	K-6	86
Griffith Scott School	K-8	271
Parkdale	K-8	196.5
Centennial	K-6	142
Queen Elizabeth	K-8	177.5
Norwood	K-8	221
Clear Vista	K-8	409.5
Wetaskiwin Composite High School	9-12	829
Wetaskiwin Outreach	7-12	162
Pine Haven Colony School	K-8	13
Silver Creek Colony School	K-9	12
Total Students		3324.5

WRPS Enrolment FTE Statistics

Enrolment by School: 2014-15 through 2023-24

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Increase (Decrease) 2022-23 to 2023-24	% Increase (Decrease) 2022-23 to 2023-24
Alder Flats	121.0	141.5	129.0	118.0	123.0	123.0	122.5	104.0	97.0	86.0	(11.0)	(11.34%)
Buck Mountain	181.0	180.0	160.0	163.0	185.0	183.0	191.0	187.0	171.0	153.0	(18.0)	(10.53%)
CB McMurdo	142.5	124.0	129.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.00%
Centennial	185.0	179.0	221.0	263.0	248.0	234.0	208.5	138.5	142.0	134.0	(8.0)	(5.63%)
Clear Vista	511.5	513.5	520.5	437.5	461.0	432.0	380.5	363.0	409.5	412.0	2.5	0.61%
Falun	132.5	132.0	129.0	130.5	123.0	125.5	116.5	111.0	115.0	118.5	3.5	3.04%
Griffiths-Scott	122.0	124.0	127.0	269.5	270.0	253.5	242.0	253.0	271.0	251.0	(20.0)	(7.38%)
Gwynne	100.0	114.0	110.0	97.0	102.5	104.5	85.0	87.0	0.0	0.0	0.0	0.00%
Lakedell	90.0	98.0	107.5	101.5	100.0	93.0	68.5	72.5	65.5	66.0	0.5	0.76%
Millet	148.0	143.0	146.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.00%
Norwood	208.5	211.0	198.0	233.5	237.0	237.0	225.5	215.0	221.0	200.0	(21.0)	(9.50%)
Parkdale	262.5	222.5	293.0	240.0	232.5	232.0	199.0	222.0	196.5	193.0	(3.5)	(1.78%)
Pigeon Lake	306.0	296.0	320.0	289.0	279.0	296.0	247.0	247.0	260.0	274.0	14.0	5.38%
Pinehaven	39.0	37.0	36.0	32.0	21.0	22.0	17.0	15.5	13.0	17.0	4.0	30.77%
Pipestone	85.0	87.5	77.0	76.0	78.0	79.5	91.0	82.0	86.0	76.5	(9.5)	(11.05%)
Queen Elizabeth	267.0	249.0	160.0	195.0	184.5	164.0	129.0	186.0	177.5	169.5	(8.0)	(4.51%)
Silver Creek	24.0	22.0	25.0	16.5	16.0	15.0	12.0	13.0	12.0	13.0	1.0	8.33%
WCHS	754.0	714.0	743.0	919.0	917.0	904.0	861.0	884.0	829.0	914.0	85.0	10.25%
Outreach				66.0	68.0	106.0	143.0	125.0	162.0	145.0	(17.0)	(10.49%)
Home Ed	29.0	39.0	38.5	43.0	55.5	52.5	0.0	0.0	0.0	0.0	0.0	0.00%
Winfield	77.0	83.5	82.0	70.0	69.5	59.0	66.0	66.0	68.5	70.0	1.5	2.19%
Early Education	18.0	26.5	24.0	30.5	27.5	32.0	20.5	24.0	28.0	26.5	(1.5)	(5.36%)
*Total	3,803.5	3,737.0	3,775.5	3,790.5	3,798.0	3,747.5	3,425.5	3,395.5	3,324.5	3,319.0	(5.5)	(0.17%)
% Yr to Yr Decline	0.41%	(1.75%)	1.03%	0.40%	0.20%	(1.33%)	(8.59%)	(0.88%)	(2.09%)	(0.17%)		



Alberta Education Assurance Measures

Fall 2023 Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Wetaskiwin 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
Student Growth and Achievement	Student Learning Engagement	79.7	80.8	80.8	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	72.4	75.1	74.9	80.3	81.4	82.3	Intermediate	Declined	Issue
	3-year High School Completion	62.0	66.3	67.7	80.7	83.2	82.3	Very Low	Declined	Concern
	5-year High School Completion	81.6	74.9	76.0	88.6	87.1	86.2	Intermediate	Improved	Good
	PAT: Acceptable	53.1	60.4	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	11.4	16.0	n/a	16.0	17.7	n/a	Low	n/a	n/a
	Diploma: Acceptable	80.1	79.4	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	17.4	15.3	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	83.3	84.8	84.8	88.1	89.0	89.7	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.2	80.9	80.9	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	73.9	73.2	73.2	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	67.7	70.2	74.0	79.1	78.8	80.3	Very Low	Declined	Concern

Measure Evaluation Reference

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
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 62.15	62.15 - 67.21	67.21 - 77.26	77.26 - 82.01	82.01 - 100.00
PAT: Excellence	0.00 - 10.15	10.15 - 13.39	13.39 - 17.84	17.84 - 23.74	23.74 - 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
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes: For all measures: 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%.

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

Notes: For all measures: 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%.

Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	Wetaskiwin 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
Diploma Exam Participation Rate (4+ Exams)	0.6	n/a	35.1	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	5.0	4.1	4.4	2.5	2.3	2.5	Intermediate	Maintained	Acceptable
In-Service Jurisdiction Needs	68.0	70.0	72.0	82.2	83.7	84.3	Very Low	Maintained	Concern
Lifelong Learning	69.7	72.9	66.4	80.4	81.0	76.8	Intermediate	Maintained	Acceptable
Program of Studies	73.4	75.3	75.9	82.9	82.9	82.6	Intermediate	Declined	Issue
Program of Studies - At Risk Students	75.2	74.9	77.9	81.2	81.9	83.4	Very Low	Declined	Concern
Rutherford Scholarship Eligibility Rate	52.4	53.4	51.1	71.9	70.2	68.3	Low	Maintained	Issue
Safe and Caring	82.6	83.9	83.8	87.5	88.8	89.1	Intermediate	Maintained	Acceptable
Satisfaction with Program Access	67.0	64.7	66.9	72.9	72.6	73.9	Low	Maintained	Issue
School Improvement	62.5	59.9	64.8	75.2	74.2	77.9	Very Low	Declined	Concern
Transition Rate (6 yr)	38.0	41.9	42.1	59.7	60.3	60.2	Low	Declined	Issue
Work Preparation	70.2	78.2	75.8	83.1	84.9	84.5	Low	Declined	Issue

Fall 2023 Alberta Education Assurance Measures - First Nation, Metis, Inuit

Assurance Domain	Measure	Wetaskiwin 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
Student Growth and Achievement	Student Learning Engagement	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
	3-year High School Completion	40.7	40.3	40.1	57.0	59.5	59.1	Very Low	Maintained	Concern
	5-year High School Completion	65.7	59.2	58.4	71.3	68.0	67.0	Very Low	Maintained	Concern
	PAT: Acceptable	31.0	39.1	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	5.5	5.7	n/a	5.5	5.9	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	73.0	70.4	n/a	74.8	68.7	n/a	Low	n/a	n/a
	Diploma: Excellence	14.3	9.3	n/a	11.3	8.5	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Supplemental Alberta Education Assurance Measures - First Nation, Metis, Inuit

Measure	Wetaskiwin 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
Diploma Exam Participation Rate (4+ Exams)	0.6	n/a	35.1	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	5.0	4.1	4.4	2.5	2.3	2.5	Intermediate	Maintained	Acceptable
In-Service Jurisdiction Needs	68.0	70.0	72.0	82.2	83.7	84.3	Very Low	Maintained	Concern
Lifelong Learning	69.7	72.9	66.4	80.4	81.0	76.8	Intermediate	Maintained	Acceptable
Program of Studies	73.4	75.3	75.9	82.9	82.9	82.6	Intermediate	Declined	Issue
Program of Studies - At Risk Students	75.2	74.9	77.9	81.2	81.9	83.4	Very Low	Declined	Concern
Rutherford Scholarship Eligibility Rate	52.4	53.4	51.1	71.9	70.2	68.3	Low	Maintained	Issue
Safe and Caring	82.6	83.9	83.8	87.5	88.8	89.1	Intermediate	Maintained	Acceptable
Satisfaction with Program Access	67.0	64.7	66.9	72.9	72.6	73.9	Low	Maintained	Issue
School Improvement	62.5	59.9	64.8	75.2	74.2	77.9	Very Low	Declined	Concern
Transition Rate (6 yr)	38.0	41.9	42.1	59.7	60.3	60.2	Low	Declined	Issue
Work Preparation	70.2	78.2	75.8	83.1	84.9	84.5	Low	Declined	Issue

Alberta Education Assurance Measures - English as Second Language Report

Assurance Domain	Measure	Wetaskiwin School Division (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	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
	3-year High School Completion	67.0	n/a	71.2	72.8	78.5	77.1	Low	Maintained	Issue
	5-year High School Completion	*	*	n/a	88.7	86.1	86.0	*	n/a	n/a
	PAT: Acceptable	60.9	16.7	n/a	57.9	59.7	n/a	Very Low	n/a	n/a
	PAT: Excellence	21.7	0.0	n/a	12.2	13.7	n/a	High	n/a	n/a
	Diploma: Acceptable	*	*	n/a	67.1	59.0	n/a	*	n/a	n/a
	Diploma: Excellence	*	*	n/a	13.8	10.8	n/a	*	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Supplemental Alberta Education Assurance Measures - English as Second Language Report

Measure	Wetaskiwin School Division (EAL)			Alberta (EAL)			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	16.8	n/a	66.7	4.6	n/a	51.0	n/a	n/a	n/a
Drop Out Rate	9.4	7.5	6.1	2.5	2.2	2.3	Very Low	Maintained	Concern
In-Service Jurisdiction Needs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Lifelong Learning	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies - At Risk Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	33.3	*	66.1	60.3	61.3	58.4	Very Low	Declined	Concern
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Satisfaction with Program Access	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transition Rate (6 yr)	*	*	48.6	62.7	66.0	65.7	*	*	*
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

General Comments: Overall Summary

The current Assurance Measures reflect a new iteration of the longstanding Accountability Pillar designed by Alberta Education.

The 2022 results illustrate an overall decline in five out of the eight reported measures across the four domains. While these results are concerning there is a sense of strong belief that the strategies outlined in our 3-year Education Plan will impact future results in a positive way. Our four core strategies focus on Truth and Reconciliation, Well Being, Innovation, as well as Curriculum, Instruction and Assessment. The individual strategies and subsequent performance measures outlined in our 3-year Education Plan pave the way for improvement and growth.

The effects of the COVID-19 pandemic continue to have an impact on student learning during the 2022 - 23 school year. As a division, we continued to provide strategies to address learning loss through consistent benchmark assessments administered to all of our K-9 students. Our benchmarking strategies help teachers identify gaps in student learning and allow for targeted interventions for our students in need.

Numeracy continues to be an area of need. The division developed math common assessments a number of years ago for all grade levels in grades 1-8, with the exception of grade 6 as they have their own assessment through the Provincial Achievement Tests. The divisional math assessments were implemented as planned. The results were assessed by individual teachers and were collected divisionally as a benchmark tool in June 2022. These results demonstrate that interrupted instruction during the two years of the Covid 19 pandemic has affected student progress in math. School teams use this data set to assess learning strengths and gaps for students as part of the instructional plan in the current school year.

As part of the Continuum of Supports, our schools continued to be provided with a minimum 0.25 FTE Literacy teacher (K-6 & K-8 schools) as well as a 0.25 Inclusion Coach in all schools, as a way to provide focused additional support to students who are in need. Family School Liaison and School Counselors are present in each of our schools to support the social-emotional needs of our students.

As we focus on Truth and Reconciliation: calls to action, Principals work with staff to incorporate Indigenous ways of knowing into our schools and classrooms. Indigenous Support Workers are valued members of our schools as we support Indigenous, Metis and Inuit students and families.

Student Growth and Achievement

Alberta Education Assurance Measures					
High School Completion Rates					
Performance Measure	Results in Percentages				
	2018	2019	2020	2021	2022
3 Year Completion	66.5	63.1	73.8	66.3	62.0
3 Year Completion(FNMI)	33.1	32.2	47.9	40.3	40.7
3 Year Completion(EAL)	*	83.3	59	N/A	67
4 Year Completion	73.1	73.6	71.3	79.6	71.7
4 Year Completion(FNMI)	51.5	49.1	51	57.5	53.6
4 Year Completion(EAL)	*	*	*	*	N/A
5 Year Completion	75.5	76.3	76.8	74.9	81.6
5 Year Completion(FNMI)	60.4	58.1	57.8	59.2	55.7
5 Year Completion(EAL)	100	*	*	*	*
Comments on Results: Analysis and Action					
<p>The June 2022 results were consistent with pre-covid high school completion levels. This result illustrates that there still remains a significant gap between our results and provincial results with our 3 year rate at 62% and our 4 year rate at 71.7%.</p> <p>Our students who self-identify as First Nations, Metis and Inuit are completing high school at a rate much lower than the provincial average. This statistic is of deep concern to our school division with our 3-year rate of 40.7% being 16.7% below the provincial average and our 4-year rate of 53.6% being 12.2% below the provincial average.</p> <p>Our students who are identified as English as Additional Language Learners complete high school at 67% which is above our overall 3-year rate.</p> <p>Rutherford Scholarships have remained low compared to the province with 52.4% of our students being eligible.</p> <p>Dropout rates have remained consistent over the last four years varying from 4.1% to 5.0 slightly above the provincial average</p> <p>The 3- year Education Plan contains many strategies which address high school graduation rates; however, it's clear more work needs to be done in this area. A key strategy to improve these results focuses on providing innovative programming within WRPS to improve student engagement. Our schools provide a variety of relevant and interesting course offerings to support our student's potential career paths, as well as, different opportunities to complete their High School requirements in a fashion that is appropriate for their situation. Course and program offerings for 2022 have included the expansion of career technology studies courses in our High Schools such as electro-technologies and fabrication at multiple sites. Additional courses include a grade 10 math competencies course to help students transition into Math 10C, as well as the expansion of summer school course offerings.</p>					

We continue to ensure we provide a breadth of programming across the division including coordinated and consistent career and technology foundation and career technology studies offerings. High School Success coaches support off-campus educational opportunities for students such as Dual Credit, RAP, Green Certificate and Work Experience.

Early Years Literacy And Numeracy Assessments

Literacy					
Performance Measure	Total Number of Students Assessed	Students at Risk		Total Number of Students Assessed (June)	Students at Risk
Grade 1 Lens Name-Sound (LeNS) Assessment At Risk - (JANUARY 2023)	206	22%		23	26%
Grade 1 - Alberta Education Numeracy Assessment At Risk - (JANUARY 2023)	205	25%		70	54%
Grade 2 Lens Name-Sound (LeNS) Assessment English At Risk	202	29%		96	35%
Grade 2 Castles & Coltheart 2 (CC3) Assessment English At Risk	202	28%		99	43%
Grade 2 - Alberta Education Numeracy Assessment At Risk	203	31%		92	39%
Grade 3 Castles & Coltheart 3 (CC3) Assessment English At Risk	226	26%		104	39%
Grade 3 - Alberta Education Numeracy Assessment At Risk	226	27%		91	44%
Comments On Results: Analysis and Action					
<p>WRPS utilized the LENS, CC3 and the Alberta Education Numeracy Screening Assessments to assess early years literacy and numeracy in grades 1, 2 and 3. WRPS applied for and received funding through Alberta Education to address the needs of students found to be at risk on these assessments. This funding was used to purchase needed intervention resources as well as hire additional certificated and non-certificated staff to provide small group, whole group or one on one intervention in both literacy and numeracy. On average our data suggests that students found to be at risk were approximately six to eight months behind when initially assessed. When the students who were at risk were reassessed in June we approximate their months behind to be around 4 months.</p>					

Numeracy	
Performance Measure - Fall 2022	Results in Percentages
	2022-2023
Percentage of Grade 2 students at or above the 70% benchmark on the MIPI Assessment.	87.3%
Percentage of Grade 3 students at or above the 70% benchmark on the MIPI Assessment.	79.7%
Percentage of Grade 4 students at or above the 70% benchmark on the MIPI Assessment.	66.6%
Percentage of Grade 5 students at or above the 70% benchmark on the MIPI Assessment.	61.2%
Percentage of Grade 6 students at or above the 70% benchmark on the MIPI Assessment.	62.8%
Percentage of Grade 7 students at or above the 70% benchmark on the MIPI Assessment.	42.2%
Percentage of Grade 8 students at or above the 70% benchmark on the MIPI Assessment.	42%
Percentage of Grade 9 students at or above the 70% benchmark on the MIPI Assessment.	41.4%
Comments on Results: Analysis and Action	
<p>The trend in our MIPI data suggests that as students progress through the grades there are gaps in their readiness for grade-level math instruction. In response to the data, our school teams have been asked to thoroughly disaggregate this data to identify key areas requiring more direct instruction and intervention. Additionally, Junior High Math Teachers have been targeted as a group to focus on improving numbers sense in our students through the creation of a Junior High Professional Learning Community (PLC). This PLC is reflecting on current practices, working towards engaging students in rich mathematical tasks, often in small groups, where they explore, discuss, and solve problems together.</p>	

Provincial Achievement Test Results

Alberta Education provides Provincial Achievement test data on two different cohorts. “Student Enrolled” which includes student data for excused and absent students and “Students Writing” which is the students who have written the exam. In the following sections, we provide both sets of data but focus our comments and improvement strategies on the “Students writing cohort”.

PAT Results By Number Enrolled Measure History

	Wetaskiwin School Division					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	573	n/a	n/a	529	528	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
Acceptable Standard %	60.1	n/a	n/a	60.4	53.1	Very Low	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	13.4	n/a	n/a	16.0	11.4	Low	n/a	n/a	20.8	n/a	n/a	17.7	16.0

All Student Grade 6 PAT Results (in percentages)

Subject		2019		2020		2021		2022		2023	
		WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta
English Language Arts 6	Acceptable	93.6	91.9	N/A	N/A	N/A	N/A	83.4	89.8	87.2	90.4
	Excellence	16.7	19.6	N/A	N/A	N/A	N/A	16.1	22.3	16.1	21.9
Social Studies 6	Acceptable	81.2	84.1	N/A	N/A	N/A	N/A	72	79.3	66.1	78.3
	Excellence	23.1	27	N/A	N/A	N/A	N/A	14.3	23.6	14.6	21.3
Mathematics 6	Acceptable	81	79.8	N/A	N/A	N/A	N/A	65.3	75	69.8	77.4
	Excellence	13.1	16.6	N/A	N/A	N/A	N/A	8.5	14.8	9.9	18.8
Science 6	Acceptable	85.7	85.5	N/A	N/A	N/A	N/A	76.4	83.4	71.4	79.3
	Excellence	24.1	31.6	N/A	N/A	N/A	N/A	19.9	27.7	22.4	25.9

First Nations, Metis, Inuit Student Grade 6 PAT Results (in percentages)

Subject		2019		2020		2021		2022		2023	
		WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta
English Language Arts 6	Acceptable	79.7	82.0	N/A	N/A	N/A	N/A	58.1	76	80	79.8
	Excellence	6.3	7.2	N/A	N/A	N/A	N/A	0	9.6	7.2	9.4
Social Studies 6	Acceptable	67.2	66.3	N/A	N/A	N/A	N/A	50	60.3	43.1	59.8
	Excellence	3.4	10.3	N/A	N/A	N/A	N/A	0	9.4	9.8	8.6
Mathematics 6	Acceptable	65.5	58.2	N/A	N/A	N/A	N/A	40	51.6	55.3	55.2
	Excellence	3.6	4.8	N/A	N/A	N/A	N/A	0	4.7	4.3	7.3
Science 6	Acceptable	70.6	67.7	N/A	N/A	N/A	N/A	47.8	65	49.1	61
	Excellence	7.4	13.6	N/A	N/A	N/A	N/A	6.5	12.4	13.2	11.9

English as an Additional Language Student Grade 6 PAT Results (in percentages)

Subject		2019		2020		2021		2022		2023	
		WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta
English Language Arts 6	Acceptable	100	89.3	N/A	N/A	N/A	N/A	*	86.3	100	85.4
	Excellence	12.5	15.1	N/A	N/A	N/A	N/A	*	17.9	33.3	16.1
Social Studies 6	Acceptable	*	81.8	N/A	N/A	N/A	N/A	*	76.1	*	73.8
	Excellence	*	22.5	N/A	N/A	N/A	N/A	*	19.9	*	17.7
Mathematics 6	Acceptable	100	79.2	N/A	N/A	N/A	N/A	*	72.9	100	74.2
	Excellence	12.5	15.8	N/A	N/A	N/A	N/A	*	14.6	16.7	17.4
Science 6	Acceptable	*	83.2	N/A	N/A	N/A	N/A	*	79.8	*	72.9
	Excellence	*	25.6	N/A	N/A	N/A	N/A	*	23.2	*	19.4

Comment on Results: Analysis and Action

Grade 6 Overall

- The percentage of Grade Six students achieving the Acceptable Standard in English Language Arts was 87.2 %. This is an increase of 3.8% from the 2021-2022 school year. There was also an increase of 4.5% in Math in the 2022-2023 school year compared to the 2021-2022 school year.
- The percentage of Grade Six students achieving the Standard of Excellence remained stable in English Language Arts and increased in Mathematics, Social Studies, and Science.
- Our results reflect that COVID-19 and the resulting interrupted instruction has had a detrimental impact on math achievement.

Grade 6 First Nation, Metis and Inuit

- The percentage of First Nation, Metis and Inuit Grade Six students achieving the Acceptable Standard in English Language Arts increased by 21.9% from 2021-2022 to 2022-2023.
- The percentage of First Nation, Metis and Inuit Grade Six students achieving the Acceptable Standard in Mathematics increased by 15.3% from 40% to 55.3%.
- The percentage of First Nation, Metis and Inuit Grade Six students achieving the Standard of Excellence increased by 7.2% in English Language Arts from 0% to 7.2%. There was an increase of 9.8% in Social Studies and by 6.7% in Science for students achieving the standard of excellence from 2021-2022 to 2022-2023.
- The percentage of First Nation, Metis and Inuit Grade Six students achieving acceptable standard in Social Studies decreased by 6.9%

Grade 6 English as an Additional Language (EAL)

- 100 percent of Grade Six Students who are identified as English as an Additional Language who wrote English Language Arts achieved the Acceptable Standard and 33% achieved Standard of Excellence. Both of these results are higher than the provincial average.
- 100 percent of Grade Six Students who are identified as English as an Additional Language who wrote Mathematics achieved the Acceptable Standard and 16.7% achieved Standard of Excellence.

Grade 9 PAT Results**All Student Grade 9 PAT Results (in percentages)**

Subject		2019		2020		2021		2022		2023	
		WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta
English Language Arts 9	Acceptable	73.9	84.9	N/A	N/A	N/A	N/A	83.4	85.4	84.9	85.1
	Excellence	6.8	16.7	N/A	N/A	N/A	N/A	16.6	15.8	12	15.9
K&E English Language Arts	Acceptable	81.8	71.3	N/A	N/A	N/A	N/A	77.8	67	57.6	71.2
	Excellence	9.1	6.7	N/A	N/A	N/A	N/A	17.8	6.6	3	8
Social Studies 9	Acceptable	66.5	77	N/A	N/A	N/A	N/A	64.7	72.8	56.1	69.3
	Excellence	14.8	23.1	N/A	N/A	N/A	N/A	14.1	20.6	13.8	18.9
K&E Social Studies 9	Acceptable	80	64.7	N/A	N/A	N/A	N/A	53.8	65.9	50	61.9
	Excellence	30	17.4	N/A	N/A	N/A	N/A	7.7	17.9	0	13.2
Mathematics 9	Acceptable	58.2	67.4	N/A	N/A	N/A	N/A	58	63.7	55.2	64.7
	Excellence	13.8	21.4	N/A	N/A	N/A	N/A	24.5	20.1	12.1	16
K&E Mathematics 9	Acceptable	69	68.3	N/A	N/A	N/A	N/A	87.5	67.8	60	64.7
	Excellence	17.2	15.1	N/A	N/A	N/A	N/A	27.5	13.6	4.4	13.9
Science 9	Acceptable	81.3	84.5	N/A	N/A	N/A	N/A	73.6	82.1	63.1	78.8
	Excellence	21.7	29.6	N/A	N/A	N/A	N/A	23.6	27.3	19.2	23.9
K&E Science 9	Acceptable	56.7	71.9	N/A	N/A	N/A	N/A	77.8	72.6	69.2	67.6
	Excellence	3.3	12.4	N/A	N/A	N/A	N/A	0	13.8	23.1	13.9

First Nations, Metis, and Inuit Student Grade 9 PAT Results (in percentages)											
Subject		2019		2020		2021		2022		2023	
		WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta
English Language Arts 9	Acceptable	57	70.1	N/A	N/A	N/A	N/A	68.6	71.9	57.9	70.8
	Excellence	4.1	5.4	N/A	N/A	N/A	N/A	5.7	5.3	7.9	6.4
K&E English Language Arts 9	Acceptable	*	74.8	N/A	N/A	N/A	N/A	81.8	68.7	74.8	68.1
	Excellence	*	6.7	N/A	N/A	N/A	N/A	18.2	7.3	5.6	5.8
Social Studies 9	Acceptable	51	55.7	N/A	N/A	N/A	N/A	42	48	31.3	48.2
	Excellence	8.4	8.4	N/A	N/A	N/A	N/A	2	5.7	6.3	7
K&E Social Studies 9	Acceptable	69.2	65.3	N/A	N/A	N/A	N/A	57.1	55.7	55.6	59.2
	Excellence	23.1	15.9	N/A	N/A	N/A	N/A	14.3	12.2	0	9.5
Mathematics 9	Acceptable	38.1	40.2	N/A	N/A	N/A	N/A	35.8	37.8	33.3	41.5
	Excellence	4.8	6.9	N/A	N/A	N/A	N/A	15.4	5.8	6.1	5.5
K&E Mathematics 9	Acceptable	46.7	66.4	N/A	N/A	N/A	N/A	84.2	63.3	60	63
	Excellence	13.3	13.8	N/A	N/A	N/A	N/A	31.6	7.9	8	14.4
Science 9	Acceptable	63.6	66.4	N/A	N/A	N/A	N/A	56.9	65.3	38.2	59.6
	Excellence	4.5	12.8	N/A	N/A	N/A	N/A	3.9	11.3	7.3	10
K&E Science 9	Acceptable	52.4	69.7	N/A	N/A	N/A	N/A	*	70.1	83.3	64.8
	Excellence	4.8	7.6	N/A	N/A	N/A	N/A	*	12.7	33.3	11

English as an Additional Language Student Grade 9 PAT Results (in percentages)

Subject		2019		2020		2021		2022		2023	
		WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta
English Language Arts 9	Acceptable	50	73.9	N/A	N/A	N/A	N/A	*	77.4	71.4	73.4
	Excellence	0	8	N/A	N/A	N/A	N/A	*	8.7	14.3	7.8
K&E English Language Arts 9	Acceptable	N/A	61.7	N/A	N/A	N/A	N/A	*	54.7	*	52
	Excellence	N/A	2.6	N/A	N/A	N/A	N/A	*	2.8	*	2
Social Studies 9	Acceptable	*	68.3	N/A	N/A	N/A	N/A	*	64.7	66.7	58.7
	Excellence	*	16.2	N/A	N/A	N/A	N/A	*	15	33.3	12.8
K&E Social Studies 9	Acceptable	*	62.7	N/A	N/A	N/A	N/A	N/A	73.3	*	50
	Excellence	*	13.3	N/A	N/A	N/A	N/A	N/A	13.1	*	1.9
Mathematics 9	Acceptable	33.3	60.6	N/A	N/A	N/A	N/A	*	56.7	85.7	58.1
	Excellence	15.7	18.6	N/A	N/A	N/A	N/A	*	15.6	28.6	13.9
K&E Mathematics 9	Acceptable	N/A	60.8	N/A	N/A	N/A	N/A	*	61.9	*	49
	Excellence	N/A	16.9	N/A	N/A	N/A	N/A	*	11.1	*	7
Science 9	Acceptable	*	75.5	N/A	N/A	N/A	N/A	*	73.8	55.6	69.4
	Excellence	*	20.7	N/A	N/A	N/A	N/A	*	18.1	33.3	17.5
K&E Science	Acceptable	*	68.9	N/A	N/A	N/A	N/A	N/A	64	*	45
	Excellence	*	6.8	N/A	N/A	N/A	N/A	N/A	3.4	*	4.5

Comment on Results: Analysis and Action

Grade 9 Overall

- **NOTE: This cohort of grade nine students did not engage with the Grade 6 Provincial Achievement Test due to COVID 19 and hence have not had the experience of writing a formalized Provincial Achievement Test.**
- The percentage of Grade nine students achieving the Acceptable Standard in English Language Arts was 84.9 %. This is an increase of 1.5 % from the 2021-2022 school year. For the standard of excellence in English Language Arts, we are close to the provincial average (15.5%), but there was a slight decrease from 16.6% to 12% from 2021-2022 to 2022-2023.
- In Math, there was a slight decrease of 2.8% in acceptable standard to 55.2% and a significant decrease (12.4%) in students achieving the standard of excellence in Math 9 in the 2022-2023 school year compared to the 2021-2022 school year. Jr High Math remains a priority in our 3-year plan as students across the province since 2019 have achieved well below compared to the English Language Arts (ELA), Science, and Social Studies results.
- The percentage of Grade Nine students achieving the standard of excellence in Social Studies has remained stable at around 15% since 2019. Students achieving the acceptable standard in Grade Nine Social Studies has dropped by 12.9% to 56.1%. A focused approach on the political and judicial outcomes has been identified by our teachers as an area for improvement.
- The percentage of Grade Nine students achieving acceptable standards in Science has decreased by 10% over the last three writing sessions. An area for improvement is science-specific vocabulary.

Grade 9 First Nation, Metis and Inuit

- The percentage of First Nation, Metis and Inuit Grade Nine students achieving the Acceptable Standard in English Language Arts decreased by 10.7% from 2021-2022 to 2022-2023. The percentage of First Nation, Metis and Inuit Grade Nine students achieving the Standard of Excellence in English Language Arts increased by 2.2% from 2021-2022 to 2022-2023.
- The percentage of First Nation, Metis and Inuit Grade Nine students achieving the Acceptable Standard in Mathematics decreased by 2.5%.
- The percentage of First Nation, Metis and Inuit Grade Nine students achieving the Standard of Excellence in Mathematics decreased by 9.3% from 2021-2022 to 2022-2023.
- Students achieving the acceptable standard in Grade Nine Social Studies has dropped by 10.7% from 42% to 31.3% and the percentage of Grade Nine students achieving the standard of excellence in Social Studies increased by 4.3% from 2021-2022 to 2022-2023.
- The percentage of Grade Nine students achieving acceptable standards in Science has decreased by 10%.
- The percentage of First Nation, Metis and Inuit Grade Nine students achieving the standard of excellence in science increased by 3.4%
- The results overall for First Nation, Metis and Inuit students indicate the need for new strategies to be developed.

Grade 9 English as an Additional Language (EAL)

- The percentage of Grade Nine students identifying as EAL who achieved the acceptable standard in English Language Arts was 71.4% percent. 14.8% achieved the Standard of Excellence which is higher than the provincial average.
- The percentage of Grade Nine students identifying as EAL who achieved the acceptable standard in Mathematics was 85.7% percent and 28.6% achieved the Standard of Excellence. Both of these results are significantly higher than the province's 58.1% (Acceptable) and 13.9% (Excellence).
- The percentage of Grade Nine students identifying as EAL who achieved the acceptable standard in Social Studies was 66.7% percent while 33.3% achieved the Standard of Excellence which is 23.1% higher than the provincial average.
- The percentage of Grade Nine students identifying as EAL achieving acceptable standards in Science is 55.6% and students achieving the standard of excellence was 33.3% which is 15.2% higher than the provincial average.

Overall Summary Diploma Exams

All Student Grade Diploma Exam Results (in percentages)											
Subject		2019		2020		2021		2022		2023	
		WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta
English Language Arts 30-1	Acceptable	92	86.8	N/A	N/A	N/A	N/A	90.7	78.8	86.8	83.7
	Excellence	3.5	12.3	N/A	N/A	N/A	N/A	1.9	9.4	7.4	10.5
English Language Arts 30-2	Acceptable	88.8	87.1	N/A	N/A	N/A	N/A	77.8	80.8	89.9	86.2
	Excellence	8	12.2	N/A	N/A	N/A	N/A	9.3	12.3	11.6	12.7
Social Studies 30-1	Acceptable	86.1	86.6	N/A	N/A	N/A	N/A	73.5	81.5	84.6	83.4
	Excellence	22.8	17	N/A	N/A	N/A	N/A	16.3	15.8	22	15.9
Social Studies 30-2	Acceptable	83.2	77.8	N/A	N/A	N/A	N/A	81.6	72.5	80.4	78.1
	Excellence	13.4	12.2	N/A	N/A	N/A	N/A	21.1	13.2	17	12.3
Mathematics 30-1	Acceptable	75.4	77.8	N/A	N/A	N/A	N/A	77.8	63.6	61.3	70.8
	Excellence	31.6	35.1	N/A	N/A	N/A	N/A	27.8	23	22.6	29
Mathematics 30-2	Acceptable	73.8	76.5	N/A	N/A	N/A	N/A	90	61.5	69	71.1
	Excellence	13.1	16.8	N/A	N/A	N/A	N/A	10	11.8	14.1	15.2
Science 30	Acceptable	88.1	85.7	N/A	N/A	N/A	N/A	81.3	75.7	91.3	76.4
	Excellence	28.8	31.2	N/A	N/A	N/A	N/A	28.1	17.2	34.8	23.1
Biology 30	Acceptable	68.2	83.9	N/A	N/A	N/A	N/A	67.7	74.3	78.4	82.7
	Excellence	23.4	35.5	N/A	N/A	N/A	N/A	6.5	25.2	20.8	32.8
Chemistry 30	Acceptable	88.9	85.7	N/A	N/A	N/A	N/A	78.8	77.1	70.7	80.5
	Excellence	37.5	42.5	N/A	N/A	N/A	N/A	24.2	31.1	14.6	37
Physics 30	Acceptable	100	87.5	N/A	N/A	N/A	N/A	58.3	78.5	68.8	82.3
	Excellence	66.7	43.5	N/A	N/A	N/A	N/A	16.7	34.6	29.9	39.9

First Nation, Metis, and Inuit Student Grade Diploma Exam Results (in percentages)											
Subject		2019		2020		2021		2022		2023	
		WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta
English Language Arts 30-1	Acceptable	80	84.8	N/A	N/A	N/A	N/A	83.3	73.5	71.4	78.3
	Excellence	0	5.4	N/A	N/A	N/A	N/A	0	4.4	14.3	6.1
English Language Arts 30-2	Acceptable	88.1	88.4	N/A	N/A	N/A	N/A	73.3	82.1	86.2	86.5
	Excellence	0	9.7	N/A	N/A	N/A	N/A	6.7	9.2	13.8	9.9
Social Studies 30-1	Acceptable	*	77.3	N/A	N/A	N/A	N/A	*	72.5	75	73
	Excellence	*	7.6	N/A	N/A	N/A	N/A	*	7.4	25	8.6
Social Studies 30-2	Acceptable	76.2	70.1	N/A	N/A	N/A	N/A	93.3	66	71.9	72.3
	Excellence	4.8	5.8	N/A	N/A	N/A	N/A	13.3	5.4	12.5	5.4
Mathematics 30-1	Acceptable	*	61.7	N/A	N/A	N/A	N/A	*	50.9	*	60.6
	Excellence	*	18.2	N/A	N/A	N/A	N/A	*	10.5	*	15
Mathematics 30-2	Acceptable	*	72	N/A	N/A	N/A	N/A	*	55.2	62.5	65.8
	Excellence	*	12	N/A	N/A	N/A	N/A	*	7.3	37.5	12.1
Science 30	Acceptable	62.5	84.1	N/A	N/A	N/A	N/A	*	70	87.5	75.3
	Excellence	12.5	19.5	N/A	N/A	N/A	N/A	*	7.2	25	18.7
Biology 30	Acceptable	27.3	72.6	N/A	N/A	N/A	N/A	*	58.9	61.5	72.5
	Excellence	0	17.8	N/A	N/A	N/A	N/A	*	11.5	7.7	19.1
Chemistry 30	Acceptable	*	72.9	N/A	N/A	N/A	N/A	N/A	62.5	42.9	70
	Excellence	*	23.7	N/A	N/A	N/A	N/A	N/A	15.4	0	24
Physics 30	Acceptable	*	74.1	N/A	N/A	N/A	N/A	*	68.6	*	7
	Excellence	*	25.9	N/A	N/A	N/A	N/A	*	25.2	*	26.8

English as an Additional Language Student Grade Diploma Exam Results (in percentages)											
Subject		2019		2020		2021		2022		2023	
		WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta
English Language Arts 30-1	Acceptable	*	68.1	N/A	N/A	N/A	N/A	*	55.5	N/A	63.3
	Excellence	*	3.3	N/A	N/A	N/A	N/A	*	2.6	N/A	3.7
English Language Arts 30-2	Acceptable	*	73.1	N/A	N/A	N/A	N/A	*	63.9	*	71.5
	Excellence	*	4.8	N/A	N/A	N/A	N/A	*	3.7	*	5.5
Social Studies 30-1	Acceptable	*	79.1	N/A	N/A	N/A	N/A	N/A	68.7	*	72.7
	Excellence	*	9.6	N/A	N/A	N/A	N/A	N/A	9	*	8.8
Social Studies 30-2	Acceptable	*	65.7	N/A	N/A	N/A	N/A	*	55.6	*	62.5
	Excellence	*	7.5	N/A	N/A	N/A	N/A	*	7.1	*	7.8
Mathematics 30-2	Acceptable	*	68.8	N/A	N/A	N/A	N/A	*	46.9	N/A	58.5
	Excellence	*	11.6	N/A	N/A	N/A	N/A	*	6.3	N/A	9.7
Biology 30	Acceptable	*	76.6	N/A	N/A	N/A	N/A	*	61	*	72.8
	Excellence	*	24.7	N/A	N/A	N/A	N/A	*	18	*	24.7
Chemistry 30	Acceptable	*	78.8	N/A	N/A	N/A	N/A	*	67.9	*	73.5
	Excellence	*	34.6	N/A	N/A	N/A	N/A	*	23.5	*	29.9

Comment on Results: Analysis and Action

Diploma Overall

- WRPS students have a tradition of scoring well on their diploma results with most of our acceptable and excellence results at the provincial rates. As noted in many of our School's Diploma Analysis reports, teachers strive to keep their school-awarded marks within +/- of 5% percentage of the Diploma mark. As part of our Diploma improvement strategy, our teachers collaborate with their colleagues to analyze results in the fall and engage in improvement strategies as a result of this analysis.
- A strategy in our 3-year plan is the establishment of subject-specific Professional Learning Communities (PLC) for our Junior High and Senior High Teachers. These divisional PLC's bring our teachers together to analyze their planning, instruction and assessment practices.
- In this section, we will comment on individual subjects focusing on areas of strength and areas of growth.
- English Language Arts 30-1**
The percentage of students achieving the acceptable standard in 30-1 decreased by 3.9% between 2021-2022 and 2022-2023. The percentage of students achieving the standard of excellence in 30-1 increased by 5.5% which is 3.1% above the provincial average.
- English Language Arts 30-2**
The percentage of students achieving the acceptable standard in 30-2 significantly increased by 12.1% between 2021-2022 and

2022-2023. The percentage of students achieving the standard of excellence in 30-2 increased by 2.1% which is 1.1% below the provincial average.

- **Grade 12 Math**

Math has seen a significant drop since COVID. In Math 30-1, results have dropped to 61.3% from 77.8 in 2022. Math 30-2 results have dropped from 90% to 69%. This drop in Math results is part of the pattern that has been identified starting in grade 7.

- **Math 30-1**

The percentage of students achieving the acceptable standard in 30-1 decreased by 16.6% between 2021-2022 and 2022-2023. The percentage of students achieving the standard of excellence in 30-1 decreased by 16.5% which is 5.2% below the provincial average.

- **Math 30-2**

The percentage of students achieving the acceptable standard in 30-2 decreased by 21% between 2021-2022 and 2022-2023. The percentage of students achieving the standard of excellence in 30-2 increased by 4.1% which is 1.1% below the provincial average.

- **Social Studies 30-1**

The percentage of students achieving the acceptable standard in 30-1 increased by 11.1% between 2021-2022 and 2022-2023. The percentage of students achieving the standard of excellence in 30-1 increased by 5.7% which is 5.2% above the provincial average.

- **Social Studies 30-2**

The percentage of students achieving the acceptable standard in 30-2 decreased slightly by 1.2% between 2021-2022 and 2022-2023. The percentage of students achieving the standard of excellence in 30-2 decreased by 4.1% which is 4.7% above the provincial average.

- **Sciences: Biology, Chemistry, Science, and Physics**

Biology, Chemistry and Science 30 results improved significantly from 2021. In most subjects, we saw a double-digit improvement from the previous year's results. One of the contributing factors indicated by our Teachers is the return to lab-based learning in our High School Science courses.

- **Biology 30**

The percentage of students achieving the acceptable standard in Biology increased by 10.7% between 2021-2022 and 2022-2023. The percentage of students achieving the standard of excellence increased by 14.3% which is 7.6% above the provincial average.

- **Chemistry 30**

The percentage of students achieving the acceptable standard in Chemistry decreased by 8.1% between 2021-2022 and 2022-2023. The percentage of students achieving the standard of excellence decreased by 9.6% which is 22.4% below the provincial average.

- **Physics 30**

The percentage of students achieving the acceptable standard in Physics increased by 10.5% between 2021-2022 and 2022-2023. The percentage of students achieving the standard of excellence increased by 13.1% which is 10 % below the provincial average.

- **Science 30**

The percentage of students achieving the acceptable standard in Science increased by 10% between 2021-2022 and 2022-2023. The percentage of students achieving the standard of excellence increased by 6.7% which is 11.7 % above the provincial average.

Diploma Results for First Nations, Metis and Inuit

- **English Language Arts 30-1**

The percentage of First Nations, Metis and Inuit students achieving the acceptable standard in English 30-1 decreased by 11.9% between 2021-2022 and 2022-2023. The percentage of students achieving the standard of excellence in 30-1 increased by 14.3% between 2021-2022 and 2022-2023 which is 8.2% above the provincial average.

- **English Language Arts 30-2**

For First Nations, Metis and Inuit students in 30-2 there was a 12.9% increase in achieving the acceptable standard between 2021-2022 and 2022-2023 and there was a 7.1% increase in students achieving the standard of excellence.

- **Mathematics 30-1**

In the 2022-2023 school year there were fewer than six First Nations, Metis and Inuit students who took Math 30-1 which means that the data is suppressed and not available for deep analysis.

- **Mathematics 30-2**

The percentage of First Nations, Metis and Inuit students achieving the acceptable standard in Math 30-2 was 62.5% which is close to the provincial average. The percentage of students achieving the standard of excellence in 30-2 was 37.5% which is 25.4% above the provincial average.

- **Social Studies 30-1**

The percentage of First Nations, Metis and Inuit students achieving the acceptable standard in Social 30-1 was 75% which is close to the provincial average. The percentage of students achieving the standard of excellence in 30-1 was 25% which is 16.4% above the provincial average.

- **Social Studies 30-2**

The percentage of First Nations, Metis and Inuit students achieving the acceptable standard in Math 30-2 was 71.9% which is a decrease of 21.4%. The percentage of students achieving the standard of excellence in 30-2 was 12.5% which is above the provincial average.

- **Science 30**

The percentage of First Nations, Metis and Inuit students achieving the acceptable standard in Science 30 was 87.5% which is an increase of 21.4%. The percentage of students achieving the standard of excellence in 30-2 was 12.5% which is above the provincial average.

- **Diploma English as a Second Language Learner (EAL)**

In the 2022-2023 school year there were fewer than six English as Second Language Learner students who participated in writing Diploma exams for English, Math, Social Studies, Science, Biology and Chemistry and as such, the results are suppressed and cannot be ascertained.

Citizenship & Student Learning Engagement

Citizenship – Overall percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

Performance Measure	Results in Percentages				
	2019	2020	2021	2022	2023
Overall	74.1	74.7	72.5	75.1	72.4
Parent	70.5	71.4	72.5	71.5	68.3
Student	62.8	62.8	68.3	64.4	62.7
Teacher	89.1	89.9	89.1	89.3	85.1

Student Learning Engagement – The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

Performance Measure	Results in Percentages				
	2019	2020	2021	2022	2023
Overall	n/a	n/a	81.8	80.8	79.7
Parent	n/a	n/a	80.8	82.9	81.3
Student	n/a	n/a	69.9	65.9	66.1
Teacher	n/a	n/a	94.8	93.5	91.8

Comment on Results: Analysis and Action

- We continue to observe the impacts of COVID 19 on the global social and emotional development of our students.
- Our schools continue to provide character education to support student competency often from an Indigenous lens, such as the Seven Grandfather teachings throughout our K-6 and K-8 schools. Many of our schools have student action/leadership groups to support citizenship.
- This data is corroborated with the BluLantern student wellbeing survey, whereby Elementary school students report 79.5% that students help each other, Grade 7 -9 students report 34.5% believe students at their school are kind to one another, Grade 10 - 12 report 29% of students are kind to one another.
- Due to these results, a comprehensive review and development of strategies are needed to address citizenship and student engagement which continue to decline year over year, and from cohort group to cohort group.

Teaching and Leading

Education Quality - The percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

Performance Measure	Results in Percentages				
	2019	2020	2021	2022	2023
Overall	87.4	84.8	87.2	84.8	83.3
Parent	82.1	76.5	80.2	80.9	76.7
Student	84.4	82.7	85.1	80.5	81.7
Teacher	95.6	95.1	96.1	93.0	91.4

Comment on Results: Analysis and Action

- In 2023 our results remained consistent in the acceptable range in terms of overall satisfaction with the quality of basic education. Nonetheless, our results are slightly below provincial results.
- Our results in Quality of Education in grades 7-9 reported 75.3% in 2022 and increased to 80.1% in 2023. The greatest gap in satisfaction between WRPS and the province comes again from our students, especially in 10-12 reporting 71.6% and the Province reporting 81.1 %.
- In the 3-Year Education Plan, there is an enhanced effort focusing on increasing student engagement in grade 7 to 12 through innovative programming. In grades 7-9, we concentrated on providing consistent Career and Technology Foundations programming which includes construction and welding, computer programming, as well as foods. For High School students a partnership with Careers Alberta was established as well as expanding partnerships between local businesses and WRPS to offer a greater level of Registered Apprenticeship Program (RAP) and Work Experience opportunities for our students. We expect that our expanded partnerships will create a significant increase in students enrolling in RAP and Work Experience. In addition to this, Dual Credit agreements between WRPS and post-secondary institutes were expanded.

Professional Learning

- WRPS continues to focus on supporting leaders and teachers by providing 10 designated Professional Learning Days (PLD) during the learning calendar year. Certificated staff and uncertificated staff had the opportunity on these days to choose from a variety of [learning sessions](#) offered in person and virtually. The sessions were focused on curriculum, instructional practices, and regulatory practices. Staff were also provided with the opportunity to engage in learning that

supported their growth plans if it was not offered as part of the PLC days.

- ECS to Grade 6 teachers had the opportunity to engage in learning about and implementing the new curriculum through individual grade sessions that focused on a cooperative and collaborative model of learning. 22 sessions were held involving all teachers in each grade throughout our school division.

Supervision and Evaluation

- [AP: 423 Teacher Supervision and Evaluation](#) guides school-based administrators in terms of supervision and evaluation of teachers.
- Principals are required to submit their professional growth plan to the Superintendent of Schools each year. The Superintendent of Schools met with all principals throughout the year to review their learning success stories (school education plans) and their professional learning plans. The Superintendent completes evaluation on a cyclical basis or as required. The Superintendent and designates provide regular check in with principals as part of ongoing supervision and support. This support is part of the school division's alignment strategy in that our 3-Year Education Plan is being operationalized in our schools.

Learning Supports

Welcoming, Caring, Respectful and Safe Learning Environment – Overall percentage of teachers, parents, and students who agree that learning environments are welcoming, caring, respectful, and safe.

Performance Measure	Results in Percentages				
	2019	2020	2021	2022	2023
Overall	n/a	n/a	83.7	80.9	79.2
Parent	n/a	n/a	83.2	82.9	78.9
Student	n/a	n/a	73.9	67.7	68.7
Teacher	n/a	n/a	94.0	92.1	90.0

Access to Support and Services – The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

Performance Measure	Results in Percentages				
	2019	2020	2021	2022	2023
Overall	n/a	n/a	79.2	73.2	73.9
Parent	n/a	n/a	69.6	67.0	67.2
Student	n/a	n/a	79.7	73.1	74.7
Teacher	n/a	n/a	88.4	79.7	79.8

Comment on Results: Analysis and Action

Welcoming, Caring Respectful and Safe Learning Environments (WCRSLE)

- Overall results for this measure showed a minor improvement from 2022 - 2023. Parents and teachers' results remain consistently strong. The area of focus is student reporting. There was significant improvement for the Grade 4 - 6 student cohort (from 72.3% to 80.2%) and a minor improvement for the Grade 7-9 cohort of 3%, although below province. The Grade 10-12 student cohort declined from 66.9% to 59.5% which is well below the province.
- Students in the Grade 4-6 cohort reported improvement in responding to all areas captured by WCRSLE. Students in the Grade 7-9 cohort report students caring and accepting one another is of concern. This was further exemplified in the Grade 10 - 12 student cohort whereby students reported students caring for and respecting each other has declined significantly. Students across all 3 cohorts positively report teachers care about them.
- To gain a better understanding from our students, in the spring we engaged with BluLatern to assess the well being of our students Grade 3 - 12. The survey covered the following areas: Safe, Respectful, Caring, Welcoming, Mental Health, and Wellness. The overall results align with the data presented here. School teams received their data in the final months of the school year.
- In response to a critical incident the previous year and through much collaboration with community partners we instituted a locked doors expectation following the opening of the school day. To further address safety concerns as a school division we put a no hats, hoodies (covering the head) or backpacks (in the classroom) expectations in place. There was an overall increase in the reporting from all participants (teachers, parents, and students) in feeling safe at school, other than the Grade 10 - 12 student cohort.
- To support WCRSLE we developed and adopted an Administrative Procedure regarding [Therapy Dogs](#) in schools. The procedure was created in January of 2023.

Support Services

- Overall teachers, parents and students report they have access to appropriate support and services was 73.9% (up from 73.2%) in the previous year.
- Parents reported 67.0% in 2022, that they agree that students have access to the appropriate support and services. This year saw a slight improvement of 67.2%. Different strategies may need to be identified to improve our parents' understanding of the way in which their children access support and services at school.
- We continue to share and communicate our Division-wide strategies for students to access the Continuum of Support and services with our teachers and parents. Our rates to which our school teams access specialized support and services for our students demonstrate that we have a robust utilization of resources impacting our teaching and learning in our school. See the chart below, MultiDisciplinary Team (MDT) Request for Involvement, demonstrates the levels to which our students access support and services.

Local Measures: Multiple Disciplinary Team (MDT) Request for Involvement

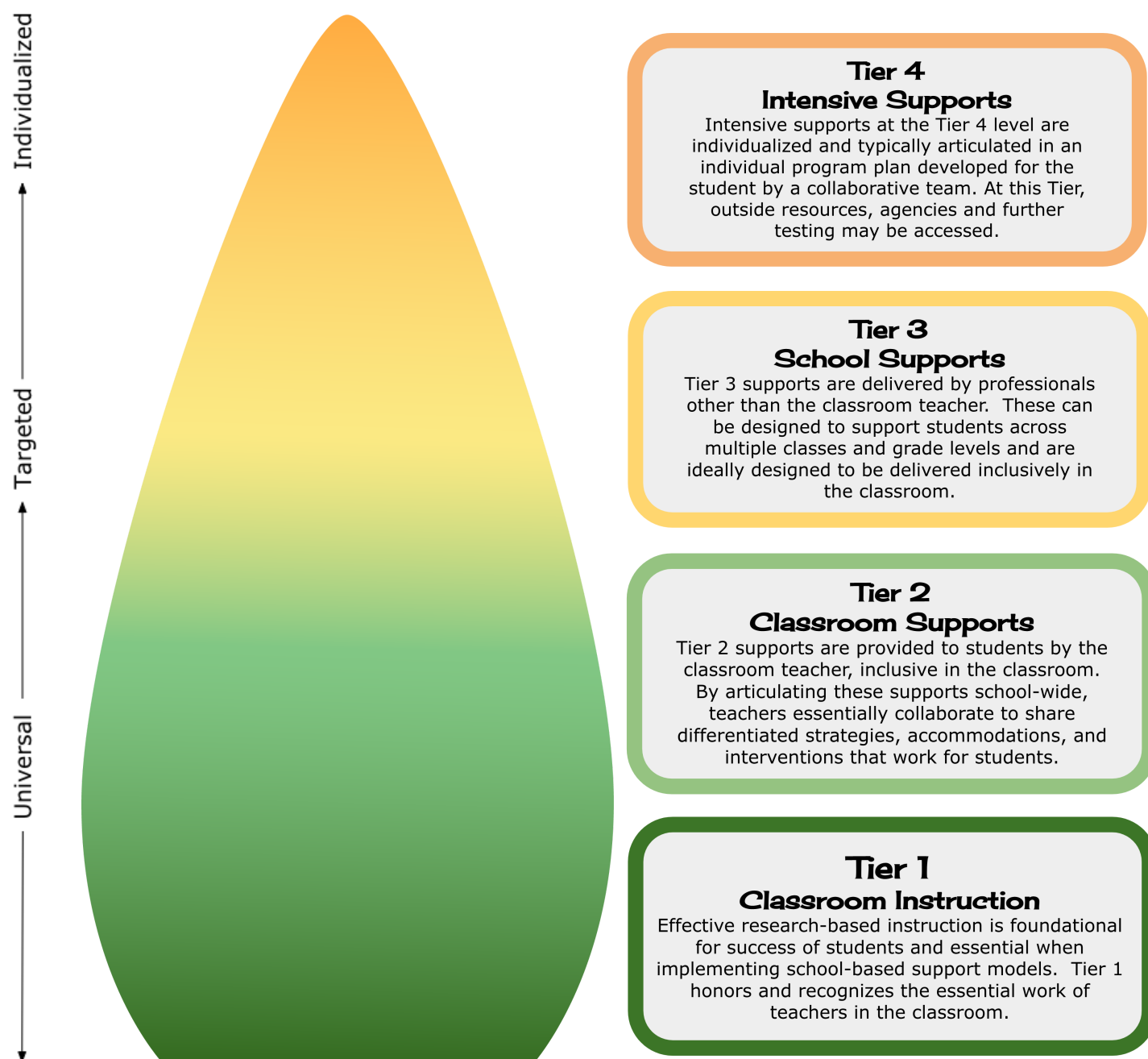
Demonstration of students' schools accessing Specialized services through our Multidisciplinary Team requests for involvement. This is data demonstrating

Grade Configuration	2021-2022	2022-2023
K-6	33%	26%
K-8	62%	69%
7-12 and 9-12	.009%	.04%
Total Request for Involvement	111*	126*

* This does not include the amount of pre, post, and report debriefs or Case Consult Team Meeting that occur with the MDT member

Access to Continuum of Supports and Services

- WRPS Continuum of Support: Wetaskiwin Regional School Division is committed to an Inclusive environment dedicated to meeting the unique needs of all of our students. Our Division follows the Continuum of Support from Collaborative Response. The model provides a framework within which to articulate support to respond to the needs of students beyond foundational classroom instruction, with increasing intensity and support at each subsequent tier. Within this structure resides the School Divisions method for providing specialized support services. As students need to access greater or less levels of support they can move up or down the Four Tiers as needed.



We continue to have various specialized supports and services to support our students. The following is an overview:

- Inclusion coaches (K-12)
- Early Literacy Teachers (K-6)
- Success Coaches (9-12)
- Indigenous Support Workers (K-12)
- Family School Liaison Workers (K-12)
- Multi-Disciplinary Team
 - Speech and Language Pathologist
 - Occupational Therapist
 - Specialized Support Worker
 - These team members provide additional support to students and staff.
- District Psychologist
- LICN Team contracted supports (Low Incident Complex Needs)
 - Educational Audiologist
 - Blind and Visually Impaired
 - Deaf and Hard of Hearing
 - Orientation and Mobility
 - Physiotherapist

These team members provide additional support to students and staff. In addition, we have literacy coaches who provide intervention to students who are not achieving at grade level.

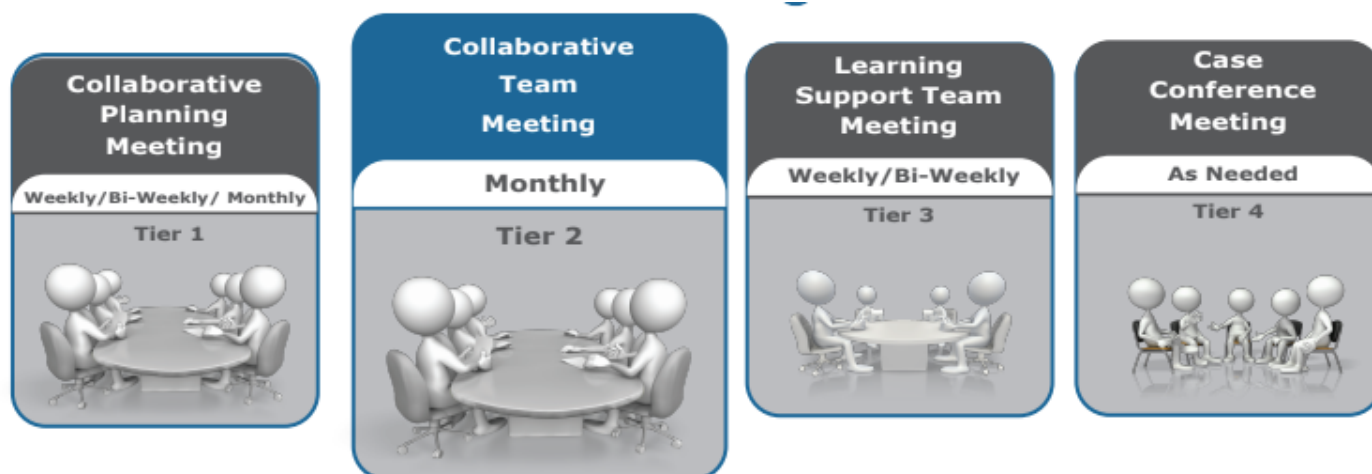
Meeting Structure Specialized Supports:

Along with the Continuum of Supports, all WRPS schools have a framework that supports our belief that in order to support students' unique needs "All students deserve a Team". We know that together we are better learners and teachers and that all staff in WRPS work in the best interest of every student. At the heart of that work are four core beliefs of the Collaborative Response:

- ❖ All students can succeed.
- ❖ Teachers make the greatest impact on student learning.
- ❖ Schools cannot achieve high levels of success when adults work in isolation.
- ❖ Leadership is responsible for ensuring structures for collaboration.

This framework is focused on student learning and success and includes four foundational components:

Collaborative Team Meetings, Collaborative Planning Meetings, School Support Team Meetings and Case Consult Team Meetings.



First Nations, Metis and Inuit Student Success

- Indigenous Support Workers (ISW) have a significant role in the success of our students, specifically a sense of belonging and advocating for students and families needs. As part of a sense of belonging students have an opportunity to engage in indigenous cultural opportunities, such as, drumming, beading, cultural ceremonies (sweats, feasts, daily smudging), and specific teachings provided by Elders and Knowledge Keepers.
- Through the implementation of the new curriculum, there was intentionality regarding embedding indigenous perspectives and resources in the roll out.
- Each of our schools intentionally schedules an intervention block to support academic success for all students. Our inclusion coaches support students and staff in developing responsive plans to address students who are experiencing academic or regulatory challenges.
- Ensure that all school plans have a focus on action to support Truth and Reconciliation which aligns with the Division's priority demonstrating our commitment to Truth and Reconciliation and the spirit of the Calls to Action both represent the beliefs and natural laws since time immemorial.
- Leaders have been provided with teachings to support their understanding of the impacts the truth has had on our indigenous families and communities. This furthers our understanding and supports the calls to action born out of the Truth and Reconciliation Commission. With the intent school leaders will support their staff with learning.

Governance

Parental Involvement– The percentage of teachers and parents who are satisfied with parental involvement in decisions about their child's education.

Performance Measure	Results in Percentages				
	2019	2020	2021	2022	2023
Overall	76.2	77.8	73.6	70.2	67.7
Parent	67.9	66.9	66.0	64.4	58.8
Teacher	84.5	88.6	81.2	75.9	76.6

Comment on Results: Analysis and Action

- Last year's results are consistent showing a decline in this measure over the past 5 years.
- Our results for both stakeholders are below the provincial average.
- To help improve this measure, schools have been asked to design and implement a plan to increase engagement and communication with parents and community communities. We would anticipate that this will improve this result moving forward.
- Schools continue to engage with parents in either an advisory or council structure.
- Community consultations led by the Superintendent of Schools were hosted in each school community twice throughout the 2022- 2023 school year.

Budget-Actual Comparison

Total Expenses:

Budgeted: \$53,418,583 Actual: \$53,092,361 Variance: \$326,222

Summary of Financial Results

The division's Audited Financial Statements (AFS) are posted on the division's [website](#) and a web link to the provincial roll up of AFS information: <https://www.alberta.ca/k-12-education-financial-statements.aspx>.

Financial information contact Ms. Sherri Reid, CPA, CMA, CSBO, Associate Superintendent, Business:

Wetaskiwin Regional Public Schools
5515-47A Avenue
Wetaskiwin, AB T9A 3S3

Phone: 780-352-6018
Fax: 780-352-7886
Email: sherri.reid@wrps11.ca

Stakeholder Engagement

The Board engaged stakeholders in 2022 - 2023 through Council of School Council meetings, individual monthly school council meetings with trustee representation, distribution of board highlights, and invitations to observe public board meetings held online. Additionally, the Board invited feedback from its stakeholders through division surveys and email communication. The Board reviewed parental feedback provided through the Alberta Education Assurance Survey. Moreover, the Board engaged with local governments: the City of Wetaskiwin and the County of Wetaskiwin. The Board used stakeholder feedback to refine the [Board's strategic priorities](#) and to develop the division's Education Plan. The revised Education Plan will be published by June 30, 2023.

The Board provides transportation services for St. Thomas Aquinas Catholic School Division and has an agreement with them for the same.

Accountability System

The Annual Education Results Report for the 2022-2023 school year was prepared under the direction of the Board in accordance with its responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

The Board approved the 2022-2023 Annual Education Results Report on November 15, 2023.

For more information regarding the Annual Education Results Report contact Mr. Mike Wake, Superintendent at:

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Reporting documents are available on our website: <https://www.wrps11.ca/trustees/planning-reporting>

Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report. For a copy of the legislation or for further information and resources please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca. WRPS has received zero disclosures for the 2022-23 year.

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