

Combined 3-Year Education Plan and Annual Education Results Report for Wetaskiwin Regional Public Schools

Accountability Statements

The Annual Education Results Report for the 2017/2018 school year and the Education Plan for the three years commencing September 1, 2018 for Wetaskiwin Regional Public Schools was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

We had no disclosures or investigations related to the Public Interest Disclosure (*Whistle Blower Protection Act*).

The Board approved this combined Annual Education Results Report for the 2017-2018 school year and the Three-Year Education Plan for 2018-2021 on November 27, 2018.

Wetaskiwin Regional Public Schools posted this Strategic Education Plan on its website. Copies are made available at each school or Division Office upon request. The jurisdictional Strategic Education Plan is annually reviewed with staff and Council of School Councils (COSC) for their input. In accordance with Administrative Procedure 101 – School Planning and Reporting, principals are required to provide stakeholders an opportunity for meaningful input into the school's planning and reporting documents. The requirement is monitored through principal supervision evaluation practices.

For more information regarding the Combined 3-Year Education Plan and Annual Education Results Report contact:

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Planning & Reporting and all supporting documents are available on our website:

<https://www.wrps11.ca/trustees/planning-reporting>

School Plans are posted on their school websites:

<http://www.wrps11.ca/schools/our-schools>

[Class Size Report Core Subject 2017-2018](#) and [Class Size Report All Subjects 2017-2018](#) are posted on our website.

Business Services

Summary of Financial Results

Operations for the 2017-18 school year generated revenues totalling \$56,355,000 and expenditures totalling \$56,758,751 resulting in a net deficit of \$403,751. Operating reserves increased by \$128,548 to a balance of \$2,561,332 (net of School Generated Funds totalling \$582,384). Capital reserves decreased by \$124,726 to a balance of \$231,280.

WRPS receives the majority of its operating and capital revenue from the province.

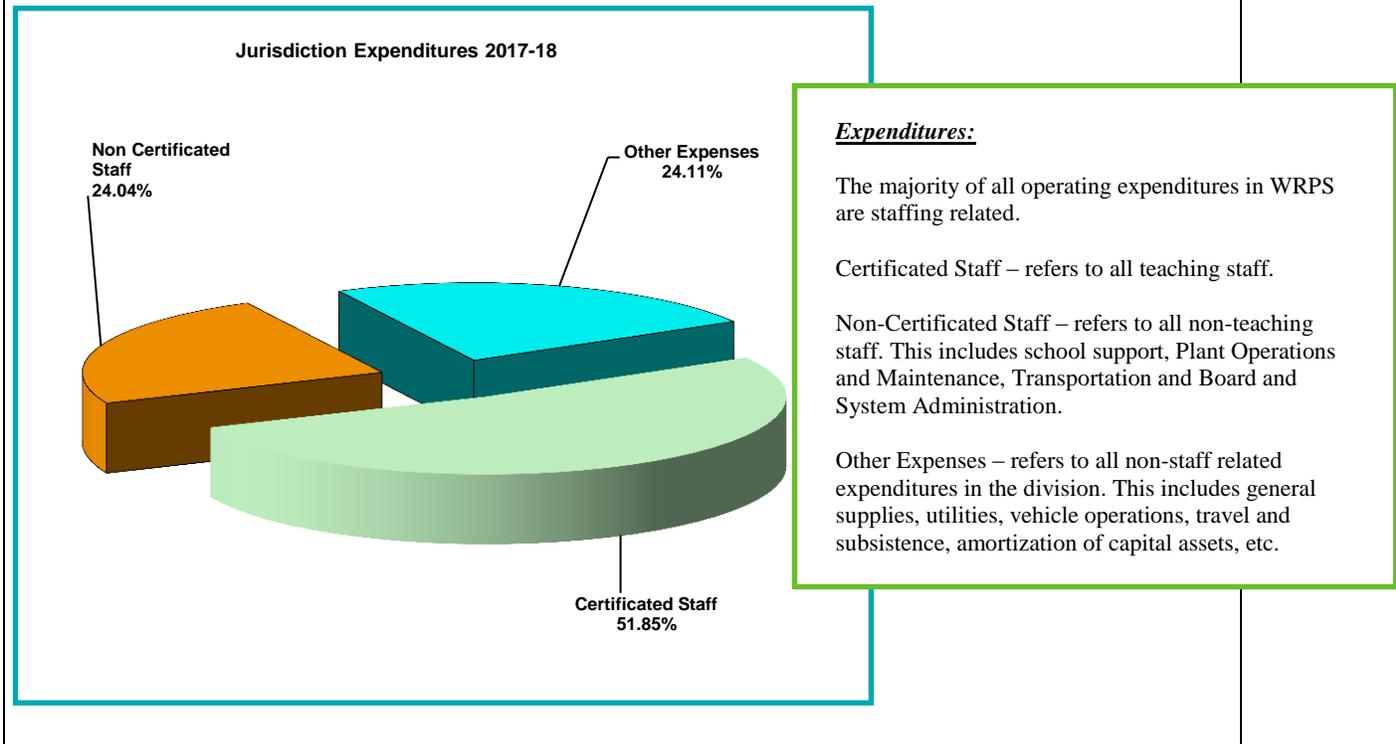
Operating funds are distributed in order to cover staffing levels determined in consultation with site administrators and, in addition, include a per student allocation to cover services, contracts and fees expenditures. Funds, once distributed to the budgetary sites, are the responsibility of that site.

The majority of all operating expenditures in WRPS are staffing related. Non-staff related expenditures include general supplies, utilities, vehicle operations, travel and subsistence, amortization of capital assets, etc. For more detailed information, please refer to Schedule 3 of the [Audited Financial Statements](#).

Detailed information on WRPS's sources of school-generated funds and their uses are found in Note 15 in the [Audited Financial Statements \(AFS\) for 2017-2018](#).

[Provincial roll up of AFS information](#)

For more information, please contact Mrs. Sherri Senger, Associate Superintendent: Business at 780-352-6018.



Budget Summary

The [2018-2019 Board Approved Budget](#) reflects a projected deficit of \$924,095.

This budget includes provincial funding grants at the same rates as those received in 2017-2018. Enrolment is projected to increase by 2.0 full-time equivalent students. Staffing levels are determined in consultation with site administrators and include 0% salary increases. The cost of providing Facility Operations and Maintenance and Transportation Services are projected to significantly exceed the amount of funding that is projected to be received. Board and System Administration costs are anticipated to be \$294,303 less than the amount approved by the provincial government for these types of services.

The [2018-2019 Fall Revised Budget](#) reflects a projected deficit of \$913,445.

This budget is developed using the same criteria as that used to develop the Board Approved Budget which the exception of enrolment which is the number of students on September 30, 2018 and staff which are those employees compensated in the October 2018 payroll.

[Pictograph of 2018-2019 Approved Budget](#)

Capital and Facilities Projects

The Board [2018-2021 Three Year Capital Plan](#) includes new replacement schools for each of Winfield School and Parkdale School. On an annual basis School Boards submit a Three Year Plan to the Provincial Government requesting capital funding to address the Boards capital needs. Each year as part of their provincial budget the government announces which capital projects they have chosen to support.

During the 2017-2018 school year WRPS spent \$3 million of Infrastructure Maintenance Renewal (IMR) funding. One of the Board's highest priorities regarding school facilities is to ensure that health, safety and essential upgrading needs are completed as required. IMR funding is provided for this purpose.

Summary of Facility and Capital Plans

Annually, Operations & Maintenance staff, in conjunction with site administrators, completes an exhaustive review of all facility requirements. The Facility Plan prioritizes projects in the following manner:

1. Health and safety of students and staff;
2. Educational program functional deficiencies and long term planning;
3. Prolong the life of the facility and update components failing through aging; and
4. Esthetics

The [2018-19 Facility Plan](#) projects that 105 IMR funded projects will be addressed costing an estimated total of \$1,956,706.

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

Measure Category	Measure	Wetaskiwin Regional Div No. 11			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	85.2	85.8	86.2	89.0	89.5	89.4	High	Maintained	Good
Student Learning Opportunities	Program of Studies	76.3	76.8	76.9	81.8	81.9	81.7	Intermediate	Maintained	Acceptable
	Education Quality	86.7	88.3	87.7	90.0	90.1	89.9	Intermediate	Maintained	Acceptable
	Drop Out Rate	3.4	3.7	3.4	2.3	3.0	3.3	High	Maintained	Good
	High School Completion Rate (3 yr)	65.3	64.7	68.3	78.0	78.0	77.0	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	65.1	64.3	65.0	73.6	73.4	73.3	Very Low	Maintained	Concern
	PAT: Excellence	16.5	12.9	12.7	19.9	19.5	19.2	Intermediate	Improved	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	84.8	83.0	84.9	83.7	83.0	83.0	High	Maintained	Good
	Diploma: Excellence	22.5	17.3	19.6	24.2	22.2	21.7	High	Maintained	Good
	Diploma Exam Participation Rate (4+ Exams)	35.4	42.1	40.5	55.7	54.9	54.7	Low	Declined	Issue
	Rutherford Scholarship Eligibility Rate	46.1	49.1	48.9	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	42.8	42.6	42.8	58.7	57.9	59.0	Low	Maintained	Issue
	Work Preparation	77.6	75.3	76.0	82.4	82.7	82.4	Intermediate	Maintained	Acceptable
	Citizenship	75.2	78.6	78.8	83.0	83.7	83.7	Intermediate	Declined Significantly	Issue
Parental Involvement	Parental Involvement	78.0	80.1	79.5	81.2	81.2	81.0	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	74.5	75.1	74.9	80.3	81.4	80.7	Intermediate	Maintained	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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

Measure Category	Measure	Wetaskiwin Regional Div No. 11 (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	5.9	6.8	6.0	4.8	5.8	6.3	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	35.3	39.4	39.5	53.3	53.7	50.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	46.8	42.0	43.7	51.7	51.7	52.0	Very Low	Maintained	Concern
	PAT: Excellence	4.1	3.4	2.4	6.6	6.7	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	75.0	73.1	76.7	77.1	77.1	76.6	Low	Maintained	Issue
	Diploma: Excellence	4.2	4.8	8.6	11.0	10.7	10.3	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	7.7	20.4	13.9	24.4	21.8	21.2	Very Low	Declined	Concern
	Rutherford Scholarship Eligibility Rate	18.0	22.7	20.5	35.9	34.2	33.0	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	18.2	24.1	23.9	33.0	31.8	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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
9. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
10. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		2018	Achievement	Improvement	Overall	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	67.3	64.6	66.0	64.3	65.1	67	Very Low	Maintained	Concern	70	75	80
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	15.4	13.7	11.5	12.9	16.5	14.0	Intermediate	Improved	Good	Maintain		

Comment on Results

Results for students writing grade six and nine ELA and Math PATs:

- ELA Acceptable – ELA6 (90%) and ELA9 (84%) results are consistent over time and similar to provincial rates.
- ELA Excellence – ELA6 (20%) and ELA9 (13%) are consistent over time and tend to be slightly less than provincial rates.
- The ELA6 acceptable and excellence results are the highest than they have been in the last five years. Standard of Excellence results improved for eight of the thirteen reported PATs and were otherwise maintained at previous levels.
- MA Acceptable – MA6 (78%) and MA9 (61%) results improved in 2017-2018.
- MA Excellence – MA6 (11%) increased while MA9 (13%) is consistent over time. They are reasonably comparable to the province.
- MA6 Acceptable results improved 10% from the previous year. While MA9 only improved 3% from the previous year, it is notable that the province dropped nearly 10%.

In 2017-2018 schools were directed to focus support and track progress for ELA and Math PAT classes. Each school predicted its ELA and Math results mid-year and just prior to administering the PATs. For each of the ELA and Math PATs, school predicted results were greater than actual results.

Strategies

Schools will develop and implement Literacy, Numeracy and Daily Work Completion strategies using divisional approved SMART GOAL templates. Templates require each school to establish and implement tracking practices. [SMART Goal templates and tracking practices based on the Leadership Team commitment to implement PLC practices using: *Learning by Doing: A Handbook for Professional Learning Communities at Work 3rd ed.* (DuFour, Dufour, Eaker, Many & Mattos. 2016).]

Implement job-embedded professional development supported by eleven Board approved non-instructional days. The requirement that professional development be “job-embedded” connotes a direct connection between a teacher’s work in the classroom and the professional development the teacher receives.

Develop and implement a comprehensive K-12 five-year high school completion framework delineating annual strategies & measures for the Board, central services and schools.

Expand the Whole School Early Literacy program from two to four schools.

Review and develop necessary revisions in Inclusive Learning Services, including Indigenous academic supports. Use the RTI framework to establish: support universal approaches with targeted content; targeted strategies (remedial intervention 3X per week for 45 minutes; and specific strategies (daily remedial intervention for 30 minutes). Complete a comprehensive review of transition strategies and implement for spring 2019.

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	87.5	86.8	84.9	83.0	84.8	85.0	High	Maintained	Good	Maintain		
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	21.1	21.3	20.1	17.3	22.5	20.0	High	Maintained	Good	Maintain		

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	70.5	71.0	69.2	64.7	65.3	67	Intermediate	Maintained	Acceptable	70	72	75
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.7	3.8	2.8	3.7	3.4	Maintain	High	Maintained	Good	Maintain		
High school to post-secondary transition rate of students within six years of entering Grade 10.	44.9	44.4	41.5	42.6	42.8	45	Low	Maintained	Issue	50	55	60
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	48.7	49.1	46.1	Maintain	n/a	Maintained	n/a	Maintain		
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	40.2	40.8	38.7	42.1	35.4	40	Low	Declined	Issue	45	50	60

Comment on Results

Students who participate in diploma courses are successful. The Board reviewed its priorities. Effective October 2018, the priority is to **increase the rate of high school completion** while maintaining successful completion rates of diploma courses.

The high school completion and transition to post-secondary rates, as well as diploma participation, will improve with a high school completion strategy.

Strategies

WRPS high schools participate in Alberta Education's high school redesign program. Areas of development: student engagement; instruction and supports for struggling learners; school climate; and significant student staff relationships.

High school completion will be supported by a review and implementation of Dual Credit opportunities appropriate to the needs of WRPS students.

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	78.2	78.4	79.3	78.6	75.2	77	Intermediate	Declined Significantly	Issue	78	79	80
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	79.0	77.1	75.8	75.3	77.6	Maintain	Intermediate	Maintained	Acceptable	Maintain		

Comment on Results

Regarding citizenship, more than 25% of parents reported students do not respect one another or follow rules. Students agree and their perceptions are slightly higher. Teachers responses indicate about 15% of students do not respect one another or follow rules.

Strategies

Each school principal will review these results with their school councils and student leadership teams to understand and address perceptions. The division's Learning Services Teams will undertake a similar review. Its findings will be reviewed with the Leadership Team.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	46.7	41.1	48.0	42.0	46.8	50	Very Low	Maintained	Concern	55	60	65
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).	4.1	2.1	1.7	3.4	4.1	5	Very Low	Maintained	Concern	6	8	10
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	84.6	79.4	77.6	73.1	75.0	80	Low	Maintained	Issue	82	85	90
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	8.8	12.7	8.4	4.8	4.2	5	Very Low	Maintained	Concern	7	10	15

Comment on Results

Low PAT and DIP results are concerning. The results for Indigenous students writing grade six and nine ELA and Math PATs confirm the need to review school literacy and numeracy strategies, with careful attention on supports to Indigenous students. The division is committing resources to support Indigenous student success, including achievement. Resources include teachers, education assistants and support workers. There needs to be greater transparency ensuring programs are focused on the right impacts.

Strategies

WRPS is committed to school and division strategies that ensure all students, teachers and school leaders learn about the First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools. The focus of the Indigenous program is curriculum development & implementation, academic and learning supports as well as the development of inclusive school communities.

In 2018-2019 the Indigenous program is under review as an outcome of a series of Indigenous family engagement sessions led by the Maskwacis Trustee and facilitated by the Associate Superintendent Instruction.

Ensure the Board priority and ensuing plan is focused on all students, including Indigenous students.

A staff development proposal will be developed, requesting Maskwacis Cultural College support to acquire Foundational Knowledge.

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	44.7	48.7	30.3	39.4	35.3	45	Very Low	Maintained	Concern	50	60	70
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	5.7	6.6	4.6	6.8	5.9	Maintain	Intermediate	Maintained	Acceptable	Maintain		
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	19.2	24.4	23.1	24.1	18.2	25	Very Low	Maintained	Concern	30	35	50
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	18.4	22.7	18.0		n/a	Maintained	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	16.4	10.1	11.2	20.4	7.7	15	Very Low	Declined	Concern	20	25	35

Comment on Results

Results are predictably low given poor ELA and Math results. With the exception of Drop Out Rate, FNMI performance measures are unacceptable. WRPS high schools are implementing strategies based on the "Success Coach" model. These programs designate teachers and education assistants to provide academic support to Indigenous students, in coordination with the services of Learning Support Teachers and School Counsellors.

Strategies

Ensure division high school completion strategies account for Indigenous students.

A review of the WRPS success coach model will be completed in 2018-2019, with recommendations in place for 2019-2020.

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	85.8	86.8	86.0	85.8	85.2	Maintain	High	Maintained	Good	Maintain		

Comment on Results

Over the last five years, teachers, parents and students have maintained good perceptions about schools being safe and caring.

Strategies

Anticipate, value and support diversity and learner differences - Schools implement positive school environment plans. The plans are designed to address how schools will be welcoming, caring, respectful and safe learning environments and create a sense of belonging for all learners and their families. Planning is under review to ensure practices are impactful. Wetaskiwin Regional Public Schools believes everyone in the school community shares in the responsibility of creating, maintaining and promoting a welcoming, caring, respectful and safe learning environment that respects diversity, equity and human rights and fosters a sense of inclusion and belonging. Administrative Procedures were reviewed and revised to reflect this commitment.

High expectations for all learners – The school board reviewed its strategic priorities and determined that improving high school completion rates, including the successful daily completion of school work, best expresses its commitment.

Understand learners’ strengths and needs - In addition to Accountability Pillar measures, schools track literacy & numeracy using benchmarking programs such as Fountas & Pinnell; the Math Intervention Numeracy Instrument (developed by EPSB); K-8 teachers have collaboratively developed math common assessments, administered annually, used formatively and summative at teacher discretion; teachers and learning support teachers completed collaborative Math PAT reviews.

Reduce barriers within learning environments - All schools operate a learning team model designed to provide guidance and support to vulnerable students – based on learning, social, emotional or other development needs. Learning team members include learning support teacher, counsellor, family school liaison, and Indigenous support worker.

Capacity building - Schools are implementing job-embedded professional development supported by eleven Board approved non-instructional days. The requirement that professional development be “job-embedded” connotes a direct connection between a teacher’s work in the classroom and the professional development the teacher receives.

Shared responsibility - Students continue to access a number of programs resulting from community partnerships and grant funding i.e., meals programs, after school programs, mental health support, student wellness and leadership, post-secondary relationships, joint initiatives with neighboring Maskwacis Cree Nations. All schools have adopted the Professional Learning Community framework. Collective responsibility is a shared practice.

Authorities should describe the strategies implemented to ensure that all children and students have access to meaningful and relevant learning experiences that include appropriate instructional supports to demonstrate that the jurisdiction is meeting its obligations as stated in the Inclusive Education Policy. For further information and resources, visit <https://education.alberta.ca/inclusive-education/what-is-inclusion/>.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	77.2	77.3	76.5	76.8	76.3	Maintain	Intermediate	Maintained	Acceptable	Maintain		

Comment on Results

WRPS results are good although slightly less than provincial results. When the Board developed its strategic direction, it kept in mind the importance of ensuring students receive a variety of opportunities.

All grade seven and eight programs are provided additional teacher allocations to support performing and fine arts programs as well as career and technology studies. Grade seven and eight students from five Wetaskiwin area schools attend a program at Ecole Queen Elizabeth two afternoons per week that is developed to enrich the program of studies. Programs to support Indigenous knowledge, including Cree culture and language, are being developed and piloted. Grade 9 students enrolled at Wetaskiwin Composite High School receive opportunities to enroll in courses and extracurricular programs that support their development in a broad range of programs.

Strategies

Continue to support and develop classes and opportunities for students to explore and develop strengths and interests.

Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	75.9	75.7	73.8	75.1	74.5	Maintain	Intermediate	Maintained	Acceptable	Maintain		
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.6	79.2	79.2	80.1	78.0	Maintain	Intermediate	Maintained	Acceptable	Maintain		
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.9	87.6	87.3	88.3	86.7	Maintain	Intermediate	Maintained	Acceptable	Maintain		

Comment on Results

School Improvement – Results comparable to province. They are consistent over time. It is commendable that staff maintained an improvement focus given changes in a number of schools. The Leadership Team committed to focus school improvement plans based on the Professional Learning Community model. The Board provided additional non-instructional days in the school calendar to support school improvement. Positive growth in schools should favor perceptions about school improvement.

Parental Involvement – Results comparable to province. Parents consistently report they are satisfied with their involvement in decisions about their child's education. Schools provide fall and spring parent teacher interviews. Parents are invited to Learning Team meetings as needs arise for the student. Schools ensure parents are contributing to the development of Individual Program Plans. Parents are consulted regarding special education needs placements. Parents are welcome to attend school council meetings and have voice through the Council of School Councils to meet with a trustee and superintendent of schools. Parent input regarding school operations is invited. i.e., school calendars, administrative procedures.

Quality of Basic Education – Results are comparable to province. Student consistently report that they have “good” teachers. Good teaching practices identified by students include:

- Effectively using class time to help us learn.
- Explaining more and re-teaching when I do not understand something.
- Provide clear responses to my questions.
- Teach important ideas well.
- Provide examples of what our work should look like.
- Tell us what we will be learning when class starts.
- Teaching problem solving strategies and helping me improve my work.
- Help me plan to successfully finish an assignment.
- Provide helpful comments from tests and quizzes.

Strategies

Continue to provide supervision and professional learning opportunities that support teacher growth.

Notes:

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