

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

### Accountability Statements

The Annual Education Results Report for the 2018-2019 school year and the Education Plan for the three years commencing September 1, 2019 for Wetaskiwin Regional Public Schools was prepared under the direction of the Board in accordance with its responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

### Parental Involvement

Wetaskiwin Regional Public Schools will post this Strategic Education Plan on its website. Copies will be made available at each individual school or Division Office upon request. The jurisdictional Strategic Education Plan is annually reviewed with staff and Council of School Councils (COSC) for input.

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>

### Timelines and Communication

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

### Whistleblower Protection

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

## Business Services

### Summary of Financial Results

Operations for the 2018-19 school year generated revenues totalling \$55,891,940 and expenditures totalling \$57,076,266 resulting in a net deficit of \$1,184,326. Operating reserves decreased by \$944,956 to a balance of \$1,595,824 (net of School Generated Funds totalling \$602,936). Capital reserves decreased by \$8,732 to a balance of \$222,548.

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

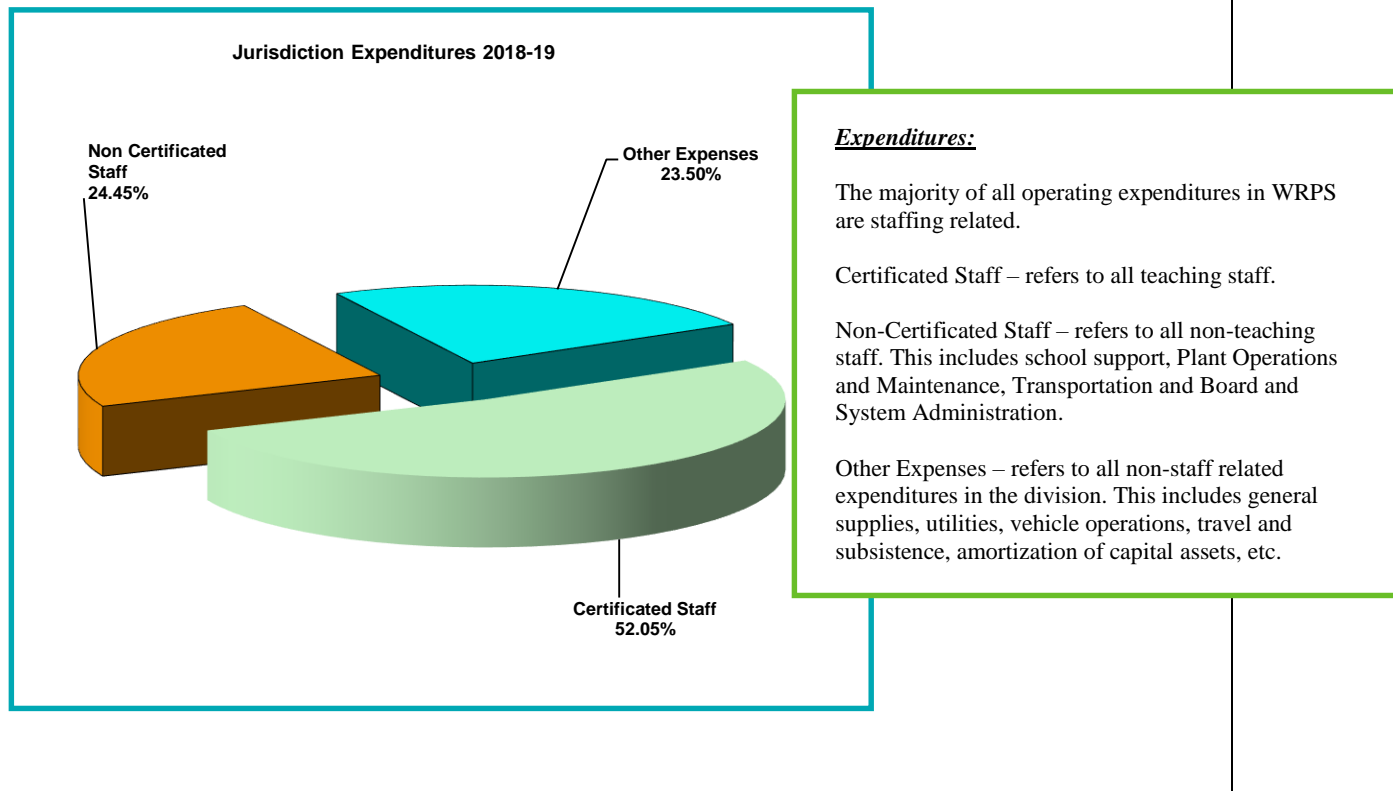
Operating funds are distributed in order to cover staffing levels determined in consultation with site administrators and, in addition, include a per student allocation to cover services, contracts and fees expenditures. Funds, once distributed to the budgetary sites, are the responsibility of that site.

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 16 in the [Audited Financial Statements \(AFS\) for 2018-2019](#).

### Provincial roll up of AFS information

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



### **Budget Summary**

The [2019-2020 Board Approved Budget](#) reflects a projected deficit of 1,506,782.

This budget includes provincial funding grants at the same rates as those received in 2018-2019. With the exception of the Classroom Improvement Grant which has been removed. Enrolment is projected to increase by 32.50 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 \$180,523 less than the amount approved by the provincial government for these types of services.

The [2019-2020 Fall Revised Budget](#) reflects a projected deficit of \$2,010,633.

This budget was revised to reflect provincial funding announced in October 2019, which included a Transitional grant which was \$1.2 million less than three grants that had been received in subsequent years (Class Size grant, Classroom Improvement grant and School Fees grant). The revised budget also includes an unanticipated decline in enrolment of 50 FTE and a significant increase to the Board's insurance premiums.

[Pictograph of 2019-2020 Approved Budget](#)

### **Capital and Facilities Projects**

The Board [2020-2023 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 2018-2019 school year WRPS spent \$1.5 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

## Combined 2019 Accountability Pillar Overall Summary

Measure Category	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
Safe and Caring Schools	Safe and Caring	84.0	85.2	85.7	89.0	89.0	89.3	Intermediate	Declined	Issue
Student Learning Opportunities	Program of Studies	74.4	76.3	76.5	82.2	81.8	81.9	Intermediate	Declined	Issue
	Education Quality	87.4	86.7	87.4	90.2	90.0	90.1	High	Maintained	Good
	Drop Out Rate	2.2	3.4	3.3	2.6	2.3	2.9	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	66.4	65.3	66.4	79.1	78.0	77.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	67.1	65.1	65.1	73.8	73.6	73.6	Low	Maintained	Issue
	PAT: Excellence	14.5	16.5	13.7	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	83.8	84.8	84.2	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	19.6	22.5	20.0	24.0	24.2	22.5	High	Maintained	Good
	Diploma Exam Participation Rate (4+ Exams)	44.5	35.4	38.7	56.3	55.7	55.1	Intermediate	Improved	Good
	Rutherford Scholarship Eligibility Rate	48.0	46.1	48.0	64.8	63.4	62.2	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	44.0	42.8	42.3	59.0	58.7	58.7	Low	Maintained	Issue
	Work Preparation	72.5	77.6	76.2	83.0	82.4	82.6	Low	Declined	Issue
	Citizenship	74.1	75.2	77.7	82.9	83.0	83.5	Intermediate	Declined Significantly	Issue
Parental Involvement	Parental Involvement	76.2	78.0	79.1	81.3	81.2	81.1	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	74.9	74.5	74.5	81.0	80.3	81.0	Intermediate	Maintained	Acceptable

## Combined 2019 Accountability Pillar First Nations, Métis and Inuit Summary

Measure Category	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
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	3.5	5.9	5.8	5.4	4.8	5.6	High	Improved	Good
	High School Completion Rate (3 yr)	33.0	35.3	35.0	56.6	53.3	52.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	44.1	46.8	45.6	54.0	51.7	51.9	Very Low	Maintained	Concern
	PAT: Excellence	4.1	4.1	3.1	7.4	6.6	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	73.6	75.0	75.2	77.2	77.1	76.7	Low	Maintained	Issue
	Diploma: Excellence	5.4	4.2	5.8	11.4	11.0	10.6	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	15.6	7.7	13.1	24.6	24.4	22.3	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	22.0	18.0	19.7	37.1	35.9	34.0	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	15.6	18.2	21.8	34.2	33.0	32.8	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	64.6	66.0	64.3	65.1	67.1	70	Low	Maintained	Issue	71	73	75
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	13.7	11.5	12.9	16.5	14.5		Intermediate	Maintained	Acceptable	Maintain		

### Comment on Results

Alberta Education Provincial Achievement Test (PAT) Results are based on all students in each grade (total enrollment in the grade plus the ungraded students who are in the corresponding year of schooling). Results are calculated for each test. The overall result is the average of the results for each test weighted by the number of students enrolled. The provincial rate for Acceptable in 2019 was 74%, having improved one percent over the past five years. Over the same period, the WRPS result has improved 2%.

Results for students writing grade six and nine ELA and Math PATs provide measures for the Board's Strategic Plan, as follows:

- ELA6 Acceptable (94%) and Excellence (17%) are the highest they have been in the past five years.
- ELA9 Acceptable (74%) and Excellence (7%) were less than their previous three year average. They typically approximate provincial rates.
- MA6 (81%) results have improved the past two years and are now similar to provincial rates while Excellence (13%) is the highest result in the past five years and approaching the provincial rate.
- MA9 results are consistently less than provincial rates (Acceptable 58%; Excellence 14%).

Improving grade six results are attributed to a more coherent approach related to implementation of the PLC process, including literacy intervention, math assessment, and targeted intervention practices. Overall PAT Cohort results in 7 of 12 elementary schools improved, improved significantly, or maintained excellence. It is also notable that 90% of students wrote Science6, achieving 86% Acceptable, the highest result in the past five years and on par with provincial results. 86% of students wrote SocialStudies6 with 81% of students achieving Acceptable, approaching provincial achievement levels. WRPS Social Studies 6 scored the highest Participation and Acceptable rates in the past five years. The Science 6 and Social Studies 6 results affirm improving literacy and academic performance for WRPS students.

All three secondary schools had declining or consistently low Overall PAT Cohort results. The two elementary schools with low to very low PAT Acceptable results also have very low SES, high transiency, and a significant number of Indigenous students (resident and non-resident).

### Strategies

- Principals continue implementation of the PLC process and job-embedded professional development at schools.
- Leadership Team (principals, vice-principals, and division staff) plan monthly staff development activities related to PLC work.
- Division Learning Services team continue to support implementation of literacy intervention, math assessment, and targeted intervention practices.
- Complete PAT error analysis workshops for MA6 and MA9 teachers. Maintain grade-level (1-9) collaborative math teacher meetings
- Implement and monitor a consistent SMART Goal process in all schools.
- Complete grade nine achievement review with secondary schools. Develop and implement a subsequent action plan.
- Pilot an English and Math recovery program Pigeon Lake Regional School.
- Principals will develop a *within-year progress check* then report impact based on SMART Goal implementation supported by JEPD.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	86.8	84.9	83.0	84.8	83.8		Intermediate	Maintained	Acceptable	Maintain		
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	21.3	20.1	17.3	22.5	19.6		High	Maintained	Good	Maintain		

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	71.0	69.2	64.7	65.3	66.4		Intermediate	Maintained	Acceptable	Maintain		
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	40.8	38.7	42.1	35.4	44.5	45	Intermediate	Improved	Good	Maintain		
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.8	2.8	3.7	3.4	2.2		Very High	Improved	Excellent	Maintain		
High school to post-secondary transition rate of students within six years of entering Grade 10.	44.4	41.5	42.6	42.8	44.0	45	Low	Maintained	Issue	46	48	50
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	48.7	49.1	46.1	48.0	50	Very Low	Maintained	Concern	52	54	56

**Comment on Results**

High schools continue their successful support of grade twelve students. The low dropout rate is very encouraging, given the number of students entering grade ten who have struggled in grade nine. The three high schools share a belief that *students who stay in school have a chance to complete high school or improve their likelihood of transitioning to a post-secondary program*. High schools have subsequently revised their learning services strategies, also having added success coaches for Indigenous students. The high school completion and transition to post-secondary rates, as well as diploma participation, will improve provided students are supported to maintain good standing on a daily basis. The development of a five year high school completion strategy is underway.

**Strategies**

In the Board's [2019-2021 Strategic Plan](#), there are two strategic priorities directly related to Provincial Outcome One and Two. Each priorities identifies related goals and objectives to ensure the success of all students, including students identified FNMI.

**Strategic Priority 1: Student Achievement**  
 PURPOSE: Students have the highest quality learning opportunities and will experience educational success.  
 Goal 1.1: Increase high school completion rates  
 Goal 1.2: Support student and staff wellness  
 Goal 1.3: Deliver inclusive education that is student centered

**Strategic Priority 2: Indigenous Student Success**  
 PURPOSE: Indigenous students gain a stronger sense of belonging and achieve greater success throughout their education journey.  
 GOAL 2.1: Take Action on implementing Truth and Reconciliation Commission (TRC) Calls to Action  
 GOAL 2.2: Ensure all staff and students gain an understanding and appreciation of Treaties, history and the importance of Truth and Reconciliation  
 GOAL 2.3: Address systemic gaps in education for our Indigenous students

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	78.4	79.3	78.6	75.2	74.1	78	Intermediate	Declined Significantly	Issue	78	80	82

**Comment on Results**

While students feel encouraged to try their best, nearly half believe most students do not follow the rules or respect each other. Parents and teachers agree that students are encouraged to try their best. Teachers hold more favorable perceptions about the respect students have for one another as well as a belief that most students follow rules.

**Strategies**

- Principals continue implementation of the PLC process and job-embedded professional development at schools.
- Leadership Team (principals, vice-principals, and division staff) plan monthly staff development activities related to PLC work.
- Implement and monitor a consistent SMART Goal process in each of the secondary schools.
- Complete grade nine achievement review with secondary schools. Develop and implement a subsequent action plan that involves tracking grade nine students based on the participation in the provincial achievement test program.
- Pilot an English and Math recovery program Pigeon Lake Regional School.
- Principals will develop a *within-year progress check* then report impact based on SMART Goal implementation supported by JEPD.

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	41.1	48.0	42.0	46.8	44.1	55	Very Low	Maintained	Concern	60	70	80
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).	2.1	1.7	3.4	4.1	4.1	6	Very Low	Maintained	Concern	10	15	20
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	79.4	77.6	73.1	75.0	73.6	78	Low	Maintained	Issue	80	83	85
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	12.7	8.4	4.8	4.2	5.4	7	Very Low	Maintained	Concern	10	13	20
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	48.7	30.3	39.4	35.3	33.0	40	Very Low	Maintained	Concern	50	60	65
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	10.1	11.2	20.4	7.7	15.6	20	Very Low	Maintained	Concern	25	30	45
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	6.6	4.6	6.8	5.9	3.5		High	Improved	Good	Maintain		
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	24.4	23.1	24.1	18.2	15.6	25	Very Low	Maintained	Concern	30	40	50
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	18.4	22.7	18.0	22.0	25	Very Low	Maintained	Concern	30	45	60

### Comment on Results

Over the past five years, a significant level of effort and resources have been expended to improve the quality of education for Indigenous students. OurSchool Survey Results (2019 Fall) indicate Indigenous students in secondary school value schooling, are engaged by the purpose of each class lesson, and receive specific feedback about their work that helps them to learn. However, their responses suggest they do not try as hard to succeed, ask for help to understand concepts or ideas, and participate in class discussions when compared to non-Indigenous students. It is concerning that they also report experiencing moderate to high levels of anxiety and depression, likely associated with higher truancy levels and struggles with homework. It is positive that students report there tends to be someone at school who consistently provides encouragement and who can be turned to for advice. However, fewer students report that teachers treat them fairly; praise them when they have done well; get along well with students; show an interest in every student's learning; take account of students' needs, abilities, and interests or; do a lot to help students who need extra support.

A case analysis was presented as part of the ESA Review with the Maskwacis Education School Commission (MESC). It focused on two schools with high resident and non-resident Indigenous student enrolment. More Indigenous students were ranked in the bottom half of the class based on provincial achievement test results and final report card marks. However, findings indicated that Indigenous students with the greatest number of years in either school performed better, with more students meeting grade level expectations. MESC recommended that in addition to strategies supporting academic achievement, schools needed implement trauma-informed practices.

### Strategies

- Complete a program review identify how the positions within the Indigenous program are directly or indirectly impacting academic achievement
- Collaborate with MESC to develop common approaches through student registration and attendance to improve student achievement
- Continue development and delivery of programming to staff about the impacts of intergenerational trauma and restorative processes to improve the nurturing and responsive capacities of schools (supported by IFNE grant)

### Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	77.3	76.5	76.8	76.3	74.4	75	Intermediate	Declined	Issue	76	78	80

#### Comment on Results

Although results have slightly declined, they remain satisfactory. It is difficult to consistently deliver a broad program of studies in smaller school communities. When the Board reviewed its strategic direction in 2016, it kept in mind the importance of ensuring students receive a variety of opportunities. For example, in Wetaskiwin, grade seven and eight students from five schools partake two afternoons each week in complementary courses, including courses from Career Technology Foundations (CTF), Indigenous studies, and performing arts. Following the CTF belief in the value of exploration, students are enrolled in a range of courses to support a broad learning experience. However, some students and parents complain that they are not being provided options and students are forced to enroll in low interest courses.

#### Strategies

- The Board Strategic Direction from 2016 is revised. Goal 3.1 for the next two school years (Strategic Plan 2019-2021) is to ensure programs are viable with objectives to explore new funding partnerships; review and analyze the impacts of choice on resources availability and determine appropriate actions.



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

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	86.8	86.0	85.8	85.2	84.0		Intermediate	Declined	Issue	86	88	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.6	87.3	88.3	86.7	87.4		High	Maintained	Good	Maintain		
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.	77.1	75.8	75.3	77.6	72.5		Low	Declined	Issue	75	80	90
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	67.7	65.1	64.7	65.7	62.2		n/a	n/a	n/a	Maintain		
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	79.2	79.2	80.1	78.0	76.2		Intermediate	Maintained	Acceptable	Maintain		
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.	75.7	73.8	75.1	74.5	74.9		Intermediate	Maintained	Acceptable	Maintain		

### Comment on Results

Students consistently report that they have good teachers. OurSchool Survey Results (2019 Fall) elaborate student perceptions. Students generally believe that teachers are good at explaining difficult and important ideas; use class time to help students learn; organize lessons well; and provide clear responses to students' questions.

Safe and Caring results have remained good over the past four years. Schools are developing nurturing and responsive strategies to ensure students feel safe and cared for. Programming to support mental wellness developed by the Mental Health Capacity Building grant, Indigenous strategies to involve Elders in school activities, staff development strategies funded by the Innovation in First Nations Education grant, and the expansion of services that support family school relations fund by the Central Alberta Regional Collaborative Service Delivery grant all enhance principal and classroom teacher responsibilities to create nurturing and responsive schools. Results are maintained despite the increasing pressures of daily living in school communities that already have high needs related to low Socio-Economic Status.

### Strategies

Each principal is responsible for ensuring schools are nurturing and responsive through the implementation of SMART Goals leading to positive behaviors and attitudes. Division programs supporting mental health capacity building supports teachers to provide constructive lessons and classroom expectations for students to develop desirable attitudes and behaviours that will make them successful in class and eventually at work when they finish school.

**Alberta Education Accountability Pillar Results Notes:**

1. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
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.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. 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. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
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.
8. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
9. 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.
10. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
11. 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.