

2023-2024
**ANNUAL
EDUCATION
RESULTS
REPORT**

FOR

WETASKIWIN REGIONAL
PUBLIC SCHOOLS

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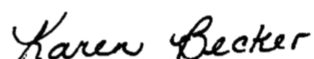
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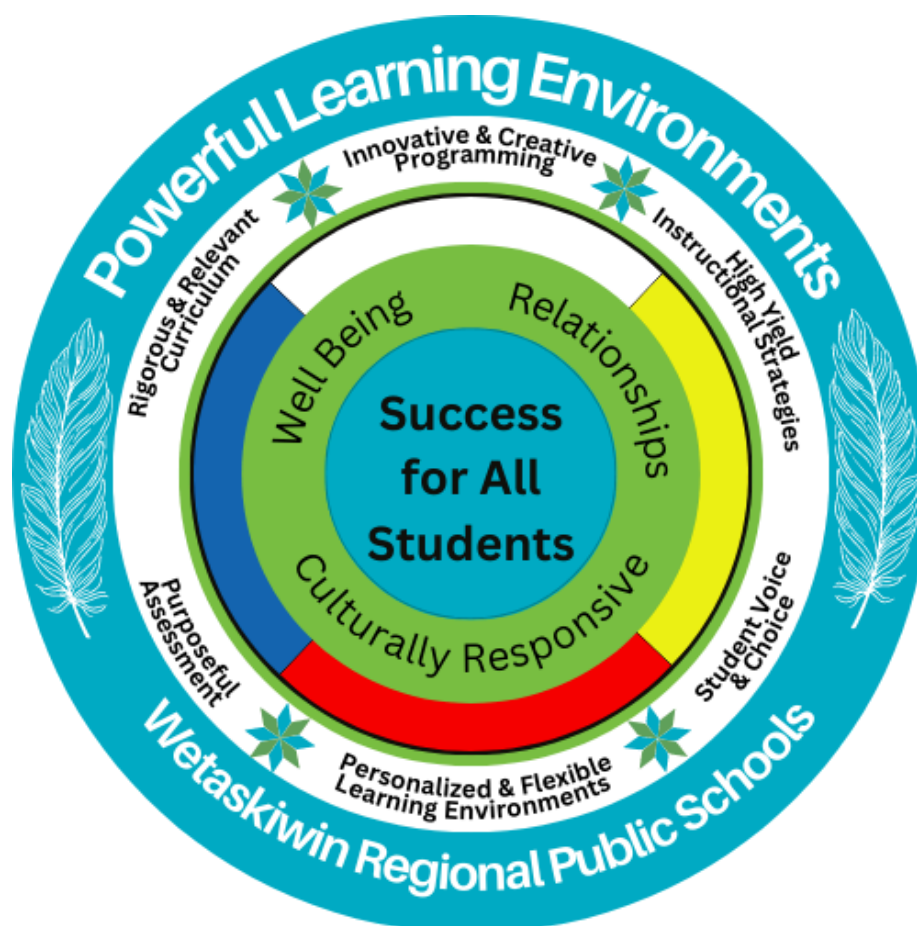
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Accountability Statement

The Annual Education Results Report for The Wetaskiwin School Division for the 2023/2024 school year was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting 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. This Annual Education Results Report for 2023/2024 was approved by the Board on December 4, 2024.



Karen Becker, Board Chair



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 2023-2024 school year has been one of change, growth and community consultation. The Board has been working with Superintendent, Mike Wake and his team, to bring life to a new vision for WRPS.

A new approach to our committee structure has helped us as we continue to adapt and update policies as needed, with the focus on the needs of our students, staff and communities.

Our priorities include:

- 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.

The Board recognizes the hard work of all of our staff, and their dedication to embedding our priorities in their work. This alignment ensures consistent practice that provides optimal learning experiences for all students.

We are also committed to continuing to provide new and innovative programming to our schools, and to connecting with the community, local business, and non-profit organizations to create new and unique opportunities for our students.

The Education plan for 2025-2028 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 2024-2025

Wetaskiwin Regional Public Schools (WRPS) serves 3,276 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 840 students in a high school in the City of Wetaskiwin. 951 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 232 certificated teaching staff and 207 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

WRPS is experiencing a notable decline in student enrollment, primarily driven by a decrease in birth rates both within its boundaries and across Canada. Data from the Canada Revenue Agency and the Stats Canada Census, analyzed using Barager planning software, projects a reduction of 281 students from the current enrollment of 3276 by 2027. This trend is further emphasized by a 30% decline in birth rates between 2017 and 2020. Such a decline in enrollment presents significant challenges for resource allocation and the long-term sustainability of schools within the district.

Attendance

Attendance is a challenge in WRPS. The majority of students attend school regularly and are engaged in learning, however there the division has an overall absentee rate of 15.5% with several schools reporting an absent rate over 23%. There are Grade 9 -12 students who lack engagement when they arrive at school, as they do not attend class or attend sporadically.

Socio- Economic Impact

Due to the cost of living, families are experiencing high levels of stress. Providing the basics such as food, clothing, and shelter is a challenge for many of the families across WRPS. Students are reporting they are needing to work part-time, while caregivers are required to work multiple jobs to support their household expenses. The impacts are observed and reported in the mental health of our students and families. Families are reaching out to schools for support in the areas of food security, mental health, clothing and housing support at times.

Middle Years Engagement & Achievement

WRPS has noted a decline in middle years achievement as indicated by survey and anecdotal data. We believe this is due to a lack of student engagement. Our education plan prioritizes student voice and choice balanced by a wholistic and strength-based approach to equip students with the knowledge and skills to fully engage and achieve success in all domains of the school experience.

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 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 support the successful implementation of the new curriculums the Division designed and operationalized 23 full-day learning sessions for teachers of English Language Arts and Literacy (ELAL) and Math for Grades Four to Six and for New Science Curriculum in grades Kindergarten to Grade three. 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. Rubrics for assessing writing in the new ELAL Kindergarten to Grade Six Curriculums were co-created with teachers to ensure clarity in assessment practices. 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.

As part of successful curriculum implementation WRPS has created and instituted a K-6 writing assessment strategy aligned with new curricular outcomes. This work has resulted in a twice annual on-demand writing assignment along with common rubrics, grading criteria and an exemplar bank for reference. This work will continue with junior high this year to be ready for the implementation

Collaborative Response Framework

We are entering our fourth year with the implementation of Collaborative Response in all schools across WRPS. We are committed to Mâdawohkamâtowin - 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.

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.

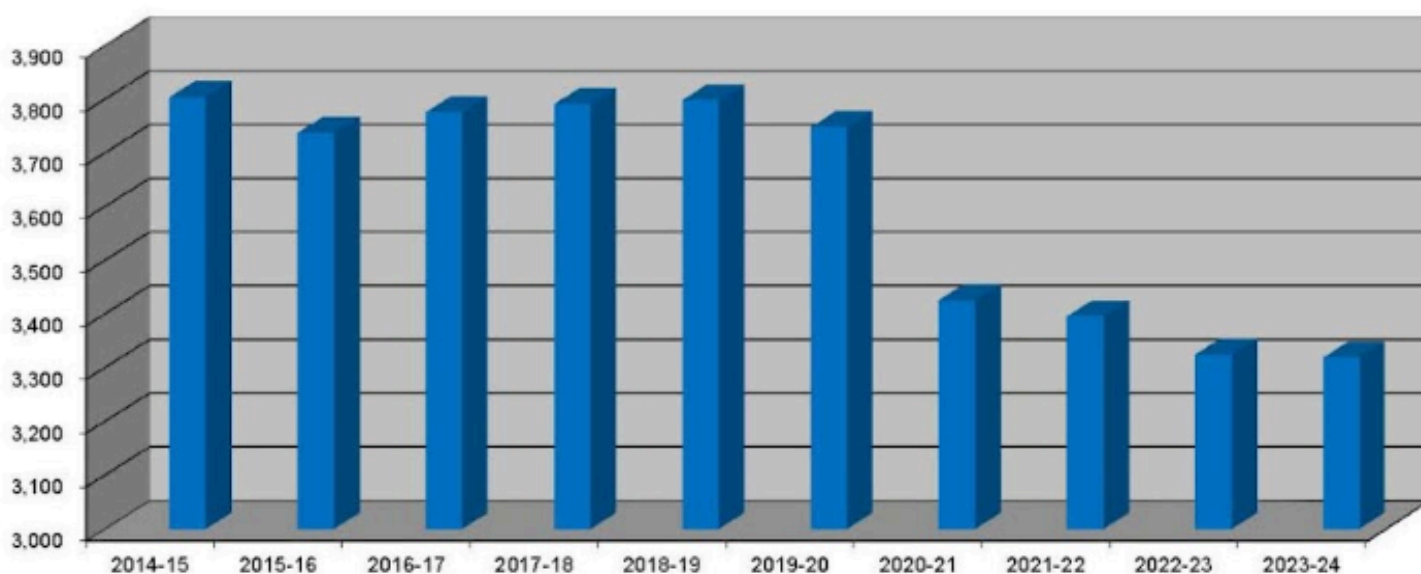
Enrollment in WRPS Schools in 2023-2024

School Name	Grade Configuration	Number of Students
Alder Flats	K-6	92
Buck Mountain Central	7-12	153
Winfield	K-6	73
Lakedell	K-6	72
Pigeon Lake Regional	7-12	274
Falun	K-6	128
Pipestone	K-6	80
Griffith Scott School	K-8	266
Parkdale	K-8	202
Centennial	K-6	143
Queen Elizabeth	K-8	178
Norwood	K-8	208
Clear Vista	K-8	432
Wetaskiwin Composite High School	9-12	914
Wetaskiwin Outreach	7-12	145
Pine Haven Colony School	K-8	17
Silver Creek Colony School	K-9	13
Total Students		3443
Early Education	Pre-K	53 Children

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%)		



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%.

Alberta Education Assurance Measures

Fall 2024 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	81.4	79.7	80.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	74.1	72.4	73.7	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	3-year High School Completion	72.5	62.0	67.4	80.4	80.7	82.4	Low	Improved	Acceptable
	5-year High School Completion	74.7	81.6	77.8	88.1	88.6	87.3	Low	Maintained	Issue
	PAT 6:: Acceptable	59.8	56.4	56.4	68.5	66.2	66.2	Low	Maintained	Issue
	PAT 6: Excellence	8.7	12.5	12.5	19.8	18.0	18.0	Low	Declined	Issue
	PAT 9:: Acceptable	57.3	52.2	52.2	62.5	62.6	62.6	Very Low	Improved	Issue
	PAT 9: Excellence	12.9	11.1	11.1	15.4	15.5	15.5	Low	Maintained	Issue
	Diploma: Acceptable	87.6	80.1	80.1	81.5	80.3	80.3	High	Improved Significantly	Improved Significantly
	Diploma: Excellence	29.1	17.4	17.4	22.6	21.2	21.2	Very High	Improved Significantly	Improved Significantly
Teaching & Leading	Education Quality	85.2	83.3	84.0	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.7	79.2	80.0	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	76.4	73.9	80.0	84.0	84.7	85.4	n/a	Improved	n/a
Governance	Parental Involvement	73.2	67.7	68.9	79.5	79.1	78.9	Low	Improved	Acceptable

Insights From Results Analysis

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

The 2024 results illustrate that we maintained or improved in reported measures across the four domains with the exception of Grade 6 Provincial Achievement Test Excellence. There is a sense of strong belief that the strategies outlined in our 3-year Education Plan will continue to 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 results also illustrate that we improved significantly in the Student Growth and Achievement domain with diploma acceptable and excellence.

The grade 6 PATs do not include ELAL or Math as these provincial assessments were not administered due to the implementation of these new curriculums.

Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2024

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)	40.4	0.6	n/a	52.7	3.5	n/a	Low	n/a	n/a
Drop Out Rate	4.1	5.0	4.5	2.5	2.5	2.4	High	Maintained	Good
In-Service Jurisdiction Needs	75.3	68.0	69.0	81.1	82.2	83.0	Very Low	Improved	Issue
Lifelong Learning	70.9	69.7	71.3	79.9	80.4	80.7	Intermediate	Maintained	Acceptable
Program of Studies	75.0	73.4	74.3	82.8	82.9	82.9	Intermediate	Declined	Issue
Program of Studies - At Risk Students	77.3	75.2	75.0	80.6	81.2	81.5	Very Low	Improved	Issue
Rutherford Scholarship Eligibility Rate	57.2	52.4	52.8	70.7	71.9	70.0	Intermediate	Improved	Good
Safe and Caring	83.3	82.6	83.3	87.1	87.5	88.1	Intermediate	Maintained	Acceptable
Satisfaction with Program Access	67.1	67.0	65.8	71.9	72.9	72.7	Low	Maintained	Issue
School Improvement	68.7	62.5	61.2	75.8	75.2	74.7	Low	Improved Significantly	Good
Transition Rate (6 yr)	42.5	38.0	39.3	60.1	59.7	60.0	Low	Maintained	Issue
Work Preparation	72.4	70.2	74.2	82.8	83.1	84.0	Low	Maintained	Issue

Insights From Results Analysis

The 2024 results on supplemental measures illustrate that we maintained or improved in 9 reported measures and improved significantly in the school improvement measure. The overall percentage of parents who indicated that schools improved or stayed the same increased by 13.4%. The percentage of parents of grade 10-12 students increased by 23.8%.

The percentage of Students in grades 10-12 who reported improvement in their schools increased by 14.7%.

One area that continues to require focus is our students grade 7-9 as their response to whether schools had improved or stayed the same, went down by 11.9%.

Another notable area of improvement was our Rutherford Scholarship eligibility that increased by 5.2%.

Our Three Year Education plan specifically identified student engagement as an area of focus and as such specific strategies were employed to enhance student engagement. Some of the strategies included greater and more innovative programming opportunities as well as structuring all bell schedules to include a balance of structured and unstructured time for students.

Fall 2024 Alberta Education Assurance Measures - First Nation, Metis, Inuit

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	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	50.9	40.7	43.0	58.6	57.0	59.5	Very Low	Improved	Issue
	5-year High School Completion	59.6	65.7	60.9	69.4	71.3	69.1	Very Low	Maintained	Concern
	PAT 6: Acceptable	39.3	31.4	31.4	48.7	45.3	45.3	Very Low	Maintained	Concern
	PAT 6 : Excellence	1.6	7.1	7.1	7.3	6.5	6.5	Very Low	Declined	Concern
	PAT 9: Acceptable	42.3	30.9	30.9	41.4	39.4	39.4	Very Low	Improved	Issue
	PAT 9 : Excellence	6.8	5.1	5.1	6.1	5.3	5/3	Very Low	Maintained	Concern
	Diploma: Acceptable	86.0	73.0	73.0	76.9	74.8	74.8	High	Improved	Good
	Diploma: Excellence	19.6	14.3	14.3	11.8	11.3	11.3	High	Maintained	Good
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

Insights From Results Analysis

The 2024 results on assurance measures for FNMI students illustrate that we maintained or improved in 7 reported measures. There was a decline in the grade 6 PAT Excellence category which was based upon only two subjects - Social Studies and Science.

There was a 13% improvement on the measure of students achieving acceptable on diplomas and a 5.3% increase for students achieving excellence on diploma's.

In our Three Year Education Plan we identified the need for an enhanced middle years strategy to increase student support and engagement. These strategies would be to positively impact all student inclusive of FNMI and EAL.

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

Fall 2024

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)	16.5	0.0	n/a	23.5	1.3	n/a	Very Low	n/a	n/a
Drop Out Rate	6.7	10.2	7.8	5.2	5.1	5.0	Intermediate	Maintained	Acceptable
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	34.2	30.9	25.8	43.7	43.9	41.5	Very Low	Improved	Issue
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)	19.1	15.3	21.3	36.8	35.5	36.3	Very Low	Maintained	Concern
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Insights From Results Analysis

The 2024 supplemental results on assurance measures for First Nation, Metis, Inuit students illustrate that we maintained or improved in 3 reported measures.

An area of improvement was our Rutherford Scholarship eligibility which increased by 3.3%.

One area that requires improvement in our participation rate for First Nations, Metis, Inuit students writing diploma exams.

The Success Coaches at our High Schools will be working to support students in grade twelve to ensure course completion, credit recovery and diploma participation.

Alberta Education Assurance Measures - Overall Summary- Fall 2024

The Wetaskiwin School Division (EAL)

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	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	63.0	72.0	72.8	76.7	*	*	*
	5-year High School Completion	n/a	*	n/a	88.1	88.7	87.2	n/a	n/a	n/a
	PAT 6: Acceptable	41.7	16.7	16.7	64.6	65.4	65.4	Very Low	Improved	Issue
	PAT 6 : Excellence	0.0	16.7	16.7	16.5	15.7	15.7	Very Low	Declined	Concern
	PAT 9: Acceptable	*	67.5	67.5	52.7	55.3	55.3	*	*	*
	PAT 9 : Excellence	*	22.5	22.5	10.1	11.0	11.0	*	*	*
	Diploma: Acceptable	80.0	*	n/a	66.3	67.1	67.1	Intermediate	n/a	n/a
	Diploma: Excellence	6.7	*	n/a	14.0	13.8	13.8	Very Low	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

Insights From Results Analysis

The 2024 results on supplemental measures illustrate that we improved in the measure for students achieving the acceptable standard on grade 6 PATs. We recognize that we are still below provincial standards and as such we acknowledge that this is an area for continued focus for improvement. With the implementation of new curriculum, we have had and continue to schedule time to engage with and support grade 6 teachers in the subject of science this year as outlined in our three year education plan. With this concentrated focus, we would intend to see improvement in our science PATs.

This data is based upon 12 students writing. The 16.7 metric is a 3 year average with previous years having less than 6 students - which was a suppressed score.

Student Growth and Achievement

Alberta Education Assurance Measures						
High School Completion Rates						
Performance Measure	Results in Percentages					
	2018	2019	2020	2021	2022	2023
3 Year Completion	66.5	63.1	73.8	66.3	62.0	72.5
3 Year Completion(FNMI)	33.1	32.2	47.9	40.3	40.7	50.9
3 Year Completion(EAL)	*	83.3	59.0	N/A	67.0	*
4 Year Completion	73.1	73.6	71.3	79.6	71.7	70.2
4 Year Completion(FNMI)	51.5	49.1	51	57.5	53.6	49.5
4 Year Completion(EAL)	*	*	*	*	N/A	83.7
5 Year Completion	75.5	76.3	76.8	74.9	81.6	74.7
5 Year Completion(FNMI)	60.4	58.1	57.8	59.2	55.7	59.6
5 Year Completion(EAL)	100	*	*	*	N/A	N/A
Insights From Results Analysis						
<p>The June 2023 high school completion results increased 10.5% over the previous year for 3 year completion; however WRPS continues to perform below the provincial average. The 4 year and 5 year completion rates remain consistently below the provincial average.</p> <p>Our students who self-identify as First Nations, Metis and Inuit are completing high school at a rate lower than the provincial average. There was an improvement of 10.2% over the previous year on the 3 year completion rate to 50.9% with the provincial average being 58.6%. The statistic of deep concern is the 4-year rate of 49.5% being 15.8% below the provincial average.</p> <p>Our students who are identified as English as Additional Language Learners complete high school at 83.7% in four years. We do not have three or five year data to report on for 2023.</p> <p>Rutherford Scholarships have improved to 57.2% eligibility however, WRPS students remained low compared to the province.</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 strategies intended to address high school graduation rates; recognizing the years prior to high school are critical for setting the stage for students to be successful in completing high school. 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 and passions such as physical activity and art</p>						

opportunities. While students have different opportunities to complete their High School requirements in a fashion that is appropriate for their situation. Course and program offerings for 2023 have included the continuation of career technology studies courses in our High Schools such as electro-technologies and fabrication at multiple sites. While summer school course offerings continue to expand.

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

Performance Measure LeNS, CC3 & AB Ed Numeracy Screeners	Total Number of Students Assessed	Students at Risk Beg. of Year	Months Behind for Students At Risk	Students at Risk End of Year	Months Behind for Students at Risk	Months Gained by Students At Risk
Grade 1 Literacy	201	46	5.5	43	6.3	-0.8
Grade 1 Numeracy	202	57	8.2	49	4.5	4.0
Grade 2 Literacy	211	46	8.5	44	13.7	-5.2
Grade 2 Numeracy	211	67	10.0	60	6.6	3.4
Grade 3 Literacy	209	64	14.8	53	15.4	-0.6
Grade 3 Numeracy	209	45	10.7	36	10.1	6.0

Insights From Results Analysis

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 the grade one students who were still found to be at risk in June in literacy were still 6.3 months behind the provincial norm.

The grade two students who were still found to be at risk in June in literacy were still over a year behind the provincial norms and the grade three students who were still found to be at risk in literacy were still over a year behind the provincial norm.

The grade one, two and three students who were found to be at risk for numeracy understanding in the beginning of the year gained approximately 4-6 months of growth.

Additionally, assessment resources that provide greater diagnostic information were purchased and provided to all schools. This measure is to help determine the specific areas of need for students so that appropriate support can be provided. Reading intervention resources for grades 4-9 were purchased and provided to all schools to ensure that staff are equipped to address what is discovered through assessment and provide support to middle years readers as needed.

A note for consideration: When new students move into our school division they are assessed and if found to be at risk they were also provided intervention and were reassessed at the end of the school year and are calculated into the above data.

Local Measure - Reading Readiness Screening Tool - Phonological Awareness

	Number of Students Assessed	Fall Screening Number of students requiring support	End of Year Number of students requiring support	Number of students achieving mastery of concepts
Kindergarten	191	92	49	150
Grade One	206	68	21	149

Insights From Results Analysis

WRPS has been utilizing the Reading Readiness Screening Tool to assess our kindergarten and grade one students twice a year for the last four years. This assessment is focused on foundational phonemic awareness skills and early phonics skills. The students' achievement on each subtest is broken down for teachers to be able to adapt instruction to the needs of both the class and the individual. These results each year clearly show very strong measurable growth. We feel that this battery is exceedingly helpful to teachers in planning and delivering targeted instruction. We would very strongly recommend that this battery be considered on the authorized alternative assessments in the early literacy provincial assessment protocol.

Local Performance Measure - WRPS Math Summative Assessments - June 2024

Grade	Part A	Part B
	Percentage of Students Achieving 70% or higher on their grade level assessment.	
	Computation	Applied
Grade 1	85%	91.4%
Grade 2	58.6%	70.2%
Grade 3	73.2%	59.3%
Grade 4	60.9%	60%
Grade 5	67.7%	56%
Grade 7	60%	
Grade 8	22%	

Insights From Results Analysis

The trend in our data suggests that as students progress through the grades there are gaps in their knowledge, understanding and abilities to achieve grade-level math expectations. We also believe that the grade 8 cohort was quite adversely affected in the covid years with gaps in numeracy instruction affecting overall achievement. We are disaggregating the math assessment to identify trend areas of strength and need as well as cross referencing attendance to better understand all variables that may be affecting performance.

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 will be working together as a group to thoroughly review the math curriculum, instructional strategies and assessment practices in the 2024-2025 school year. Teachers will be meeting on and outside of our PLC Days to reflect on current practices, high yield instructional practices, and how to engage students in rich mathematical tasks in areas identified as needing greater support.

Student Growth and Achievement - (PAT Results By Course Summary)

Grade 6 PAT Results By Number Enrolled Measure History													
	Wetaskiwin School Division					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
	n/a	n/a	232	273	229	n/a	n/a	n/a	n/a	n/a	56,482	57,655	60,804
Acceptable Standard %	n/a	n/a	58.6	56.4	59.8	Low	Maintained	Issue	n/a	n/a	67.8	66.2	68.2
Standard of Excellence %	n/a	n/a	11.6	12.5	8.7	Low	Declined	Issue	n/a	n/a	20.1	18.0	19.8

Student Growth and Achievement - Grade 6 PAT Results - All Students Fall 2024

All Students Grade 6 Pat Results (In Percentages)											
Subject		2020		2021		2022		2023		2024	
		WRPS	Prov	WRPS	Prov	WRPS	Prov	WRPS	Prov	WRPS	Prov
LA 6	Acceptable	N/A	N/A	N/A	N/A	83.4	89.8	87.2	90.4	N/A	N/A
	Excellence	N/A	N/A	N/A	N/A	16.1	22.3	16.1	21.9	N/A	N/A
Social Studies 6	Acceptable	N/A	N/A	N/A	N/A	72	79.3	66.1	78.3	59.8	68.7
	Excellence	N/A	N/A	N/A	N/A	14.3	23.6	14.6	21.3	8.7	20.4
Math 6	Acceptable	N/A	N/A	N/A	N/A	65.3	75	69.8	77.4	N/A	N/A
	Excellence	N/A	N/A	N/A	N/A	8.5	14.8	9.9	18.8	N/A	N/A
Science 6	Acceptable	N/A	N/A	N/A	N/A	76.4	83.4	71.4	79.3	60.2	68.8
	Excellence	N/A	N/A	N/A	N/A	19.9	27.7	22.4	25.9	18.3	25.6

Student Growth and Achievement - PAT Results - Grade 6 FNMI Fall 2024

First Nations, Metis, Inuit Student Grade 6 PAT Results (in percentages)											
Subject		2020		2021		2022		2023		2024	
		WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta
English Language Arts 6	Acceptable	N/A	N/A	N/A	N/A	58.1	76	80	79.8	N/A	N/A
	Excellence	N/A	N/A	N/A	N/A	0	9.6	7.2	9.4	N/A	N/A
Social Studies 6	Acceptable	N/A	N/A	N/A	N/A	50	60.3	43.1	59.8	39.3	48.7
	Excellence	N/A	N/A	N/A	N/A	0	9.4	9.8	8.6	1.6	7.3
Mathematics 6	Acceptable	N/A	N/A	N/A	N/A	40	51.6	55.3	55.2	N/A	N/A
	Excellence	N/A	N/A	N/A	N/A	0	4.7	4.3	7.3	N/A	N/A
Science 6	Acceptable	N/A	N/A	N/A	N/A	47.8	65	49.1	61	42.9	51.4
	Excellence	N/A	N/A	N/A	N/A	6.5	12.4	13.2	11.9	8.9	12.3

Student Growth and Achievement - PAT Results - Gr. 6 - FNMI

		Achievement	Improvement	Overall
Science 6	Acceptable Standard	Very Low	Maintained	Concern
	Standard of Excellence	Very Low	Maintained	Concern
Social Studies 6	Acceptable Standard	Very Low	Maintained	Concern
	Standard of Excellence	Very Low	Declined	Concern

Student Growth and Achievement - PAT Results - Gr. 6 - EAL

English as an Additional Language Student Grade 6 PAT Results (in percentages)											
Subject		2020		2021		2022		2023		2024	
		WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta
English Language Arts 6	Acceptable	N/A	N/A	N/A	N/A	*	86.3	100	85.4	n/a	n/a
	Excellence	N/A	N/A	N/A	N/A	*	17.9	33.3	16.1	n/a	n/a
Social Studies 6	Acceptable	N/A	N/A	N/A	N/A	*	76.1	*	73.8	41.7	64.6
	Excellence	N/A	N/A	N/A	N/A	*	19.9	*	17.7	0.0	16.5
Mathematics 6	Acceptable	N/A	N/A	N/A	N/A	*	72.9	100	74.2	n/a	n/a
	Excellence	N/A	N/A	N/A	N/A	*	14.6	16.7	17.4	n/a	n/a
Science 6	Acceptable	N/A	N/A	N/A	N/A	*	79.8	*	72.9	45.5	63.8
	Excellence	N/A	N/A	N/A	N/A	*	23.2	*	19.4	9.1	18.4

Student Growth and Achievement - PAT Results - Gr. 6 - EAL

		Achievement
Science 6	Acceptable Standard	Very Low
	Standard of Excellence	Very Low
Social Studies 6	Acceptable Standard	Very Low
	Standard of Excellence	Very Low

Insights From Results Analysis

Grade 6 Overall

This data is based upon 12 students writing.

Language Arts and Math PAT's were not administered to Grade six students in the 2023-2024 school year due to the implementation of the new curriculum in these subjects.

The percentage of grade six students achieving the acceptable standard in Social Studies was 59.8% which is 8.9% lower than provincial average.

The percentage of grade six students achieving the standard of excellence in Social Studies was 8.7% which is 11.7% below the provincial average.

The percentage of grade six students achieving the acceptable standard in Science was 60.2% which is 8.6% lower than the provincial average.

The percentage of grade six students achieving the standard of excellence in Science was 18.3% which is 7.3% below the provincial average.

Each school in WRPS reviews their PAT data and uses this information to inform goals and strategies in their school plans.

WRPS is reviewing the new Science Curriculum in grades 6 this school year (2024-2025) and as such, we would expect to see improvement in student achievement in this subject.

Additionally grade six teachers are involved in a number of full day new curriculum sessions focusing on defining essential outcomes in both LA and Math. This greater clarity centered on LA and Math will help teachers to support students in the key areas of these curriculums.

Grade 6 First Nation, Metis and Inuit

Language Arts and Math PAT's were not administered to Grade six students in the 2023-2024 school year due to the implementation of new curriculum in these subjects.

The percentage of grade six FNMI students achieving the acceptable standard in social studies was 39.3% which is 9.4 % lower than provincial average.

The percentage of grade six FNMI students achieving the standard of excellence in social studies was 1.6 % which is 5.7 % below the provincial average.

The percentage of grade six FNMI students achieving the acceptable standard in science was 42.9% which is 8.5% lower than the provincial average.

The percentage of grade six FNMI students achieving the standard of excellence in science was 8.9% which is 3.4% below the provincial average.

Each school in WRPS reviews their PAT data and uses this information to inform goals and strategies in their school plans.

WRPS is reviewing the new Science Curriculum in grade 6 this school year (2024-2025) and as such, we would expect to see improvement in student achievement in this subject for all students.

Grade 6 English as an Additional Language (EAL)

Language Arts and Math PAT's were not administered to Grade six students in the 2023-2024 school year due to the implementation of a new curriculum in these subjects.

The percentage of EAL grade six students achieving the acceptable standard in social studies was 41.7%.

The percentage of EAL grade six students achieving the standard of excellence in social studies was 0.0%.

The percentage of EAL grade six students achieving the acceptable standard in science was 45.5%.

The percentage of grade six students achieving the standard of excellence in science was 9.1%

Each school in WRPS reviews their PAT data and uses this information to inform goals and strategies in their school plans.

WRPS is reviewing the new Science Curriculum in grades 6 this school year (2024-2025) and as such, we would expect to see improvement in student achievement in this subject for all students.

Student Growth and Achievement - PAT Results - Gr. 9 - All Students

All Student Grade 9 PAT Results (in percentages)													
Subject		2019		2020		2021		2022		2023		2024	
		WRPS	Prov	WRPS	Prov	WRPS	Prov	WRPS	Prov	WRPS	Prov	WRPS	Prov
LA 9	Acceptable	73.9	84.9	N/A	N/A	N/A	N/A	83.4	85.4	84.9	85.1	72.3	69.5
	Excellence	6.8	16.7	N/A	N/A	N/A	N/A	16.6	15.8	12	15.9	8.4	11.8
K&E - LA 9	Acceptable	81.8	71.3	N/A	N/A	N/A	N/A	77.8	67	57.6	71.2	44.4	49.6
	Excellence	9.1	6.7	N/A	N/A	N/A	N/A	17.8	6.6	3	8	2.2	5.6
Soc. Stud. 9	Acceptable	66.5	77	N/A	N/A	N/A	N/A	64.7	72.8	56.1	69.3	58.8	60.0
	Excellence	14.8	23.1	N/A	N/A	N/A	N/A	14.1	20.6	13.8	18.9	14.7	15.9
K&E SS 9	Acceptable	80	64.7	N/A	N/A	N/A	N/A	53.8	65.9	50	61.9	40.8	50.4
	Excellence	30	17.4	N/A	N/A	N/A	N/A	7.7	17.9	0	13.2	12.2	11.3
Math 9	Acceptable	58.2	67.4	N/A	N/A	N/A	N/A	58	63.7	55.2	64.7	43.5	51.4
	Excellence	13.8	21.4	N/A	N/A	N/A	N/A	24.5	20.1	12.1	16	12.2	13.7
K&E Math 9	Acceptable	69	68.3	N/A	N/A	N/A	N/A	87.5	67.8	60	64.7	47.9	52.0
	Excellence	17.2	15.1	N/A	N/A	N/A	N/A	27.5	13.6	4.4	13.9	2.1	9.9
Sci. 9	Acceptable	81.3	84.5	N/A	N/A	N/A	N/A	73.6	82.1	63.1	78.8	64.6	66.8
	Excellence	21.7	29.6	N/A	N/A	N/A	N/A	23.6	27.3	19.2	23.9	21.9	20.9
K&E Sci. 9	Acceptable	56.7	71.9	N/A	N/A	N/A	N/A	77.8	72.6	69.2	67.6	46.4	52.3
	Excellence	3.3	12.4	N/A	N/A	N/A	N/A	0	13.8	23.1	13.9	7.1	9.0

Student Growth and Achievement - PAT Results - Gr. 9 - FNMI Students

First Nations, Metis, and Inuit Student Grade 9 PAT Results (in percentages)											
Subject		2020		2021		2022		2023		2024	
		WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta
English Language Arts 9	Acceptable	N/A	N/A	N/A	N/A	68.6	71.9	57.9	70.8	57.4	49.5
	Excellence	N/A	N/A	N/A	N/A	5.7	5.3	7.9	6.4	5.9	4.7
K&E English Language Arts 9	Acceptable	N/A	N/A	N/A	N/A	81.8	68.7	74.8	68.1	50.0	42.8
	Excellence	N/A	N/A	N/A	N/A	18.2	7.3	5.6	5.8	3.1	4.9
Social Studies 9	Acceptable	N/A	N/A	N/A	N/A	42	48	31.3	48.2	37.9	39.0
	Excellence	N/A	N/A	N/A	N/A	2	5.7	6.3	7	4.5	6.3
K&E Social Studies 9	Acceptable	N/A	N/A	N/A	N/A	57.1	55.7	55.6	59.2	44.1	46.2
	Excellence	N/A	N/A	N/A	N/A	14.3	12.2	0	9.5	14.7	9.4
Mathematics 9	Acceptable	N/A	N/A	N/A	N/A	35.8	37.8	33.3	41.5	23.9	28.7
	Excellence	N/A	N/A	N/A	N/A	15.4	5.8	6.1	5.5	3.0	3.0
K&E Mathematics 9	Acceptable	N/A	N/A	N/A	N/A	84.2	63.3	60	63	45.5	43.7
	Excellence	N/A	N/A	N/A	N/A	31.6	7.9	8	14.4	3.0	6.2
Science 9	Acceptable	N/A	N/A	N/A	N/A	56.9	65.3	38.2	59.6	42.9	46.0
	Excellence	N/A	N/A	N/A	N/A	3.9	11.3	7.3	10	12.7	8.5
K&E Science 9	Acceptable	N/A	N/A	N/A	N/A	*	70.1	83.3	64.8	43.2	46.6
	Excellence	N/A	N/A	N/A	N/A	*	12.7	33.3	11	8.1	7.2

Mathematics 9	Acceptable Standard	Very Low	Maintained	Concern
	Standard of Excellence	Very Low	Maintained	Concern
K&E Mathematics 9	Acceptable Standard	Low	Maintained	Issue
	Standard of Excellence	Low	Maintained	Issue
Science 9	Acceptable Standard	Very Low	Improved Significantly	Acceptable
	Standard of Excellence	High	Improved	Good
K&E Science 9	Acceptable Standard	Low	Declined	Issue
	Standard of Excellence	Intermediate	Declined	Issue
Social Studies 9	Acceptable Standard	Very Low	Improved Significantly	Acceptable
	Standard of Excellence	Very Low	Maintained	Concern
K&E Social Studies 9	Acceptable Standard	Low	Maintained	Issue
	Standard of Excellence	Intermediate	Improved	Good

Student Growth and Achievement - PAT Results - Gr. 9 - EAL Students

English as an Additional Language Student - Grade 9 PAT Results (in percentages)											
Subject		2020		2021		2022		2023		2024	
		WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta
English Language Arts 9	Acceptable	N/A	N/A	N/A	N/A	*	77.4	71.4	73.4	*	56.9
	Excellence	N/A	N/A	N/A	N/A	*	8.7	14.3	7.8	*	5.4
K&E English Language Arts 9	Acceptable	N/A	N/A	N/A	N/A	*	54.7	*	52	*	46.7
	Excellence	N/A	N/A	N/A	N/A	*	2.8	*	2	*	4.0
Social Studies 9	Acceptable	N/A	N/A	N/A	N/A	*	64.7	66.7	58.7	*	49.4
	Excellence	N/A	N/A	N/A	N/A	*	15	33.3	12.8	*	9.6
K&E Social Studies 9	Acceptable	N/A	N/A	N/A	N/A	N/A	73.3	*	50	*	44.4
	Excellence	N/A	N/A	N/A	N/A	N/A	13.1	*	1.9	*	7.4
Mathematics 9	Acceptable	N/A	N/A	N/A	N/A	*	56.7	85.7	58.1	*	46.7
	Excellence	N/A	N/A	N/A	N/A	*	15.6	28.6	13.9	*	11.5
K&E Mathematics 9	Acceptable	N/A	N/A	N/A	N/A	*	61.9	*	49	*	49.7
	Excellence	N/A	N/A	N/A	N/A	*	11.1	*	7	*	12.2
Science 9	Acceptable	N/A	N/A	N/A	N/A	*	73.8	55.6	69.4	*	57.7
	Excellence	N/A	N/A	N/A	N/A	*	18.1	33.3	17.5	*	14.2
K&E Science	Acceptable	N/A	N/A	N/A	N/A	N/A	64	*	45	*	41.1
	Excellence	N/A	N/A	N/A	N/A	N/A	3.4	*	4.5	*	5.5

Insights From Results Analysis

Grade 9 Overall

- The percentage of Grade nine students achieving the Acceptable Standard in English Language Arts was 57.4 % which is 7.9% higher than the province.
- The percentage of Grade nine students achieving the Standard of Excellence in English Language Arts was 5.9% which is 1.2 % higher than the province.
- The percentage of Grade nine students achieving the Acceptable Standard in Math was 43.5%
- The percentage of Grade nine students achieving the Standard of Excellence in Math was 12.2 %.
- The percentage of Grade nine students achieving the Acceptable Standard in Social Studies was 58.8%
- The percentage of Grade nine students achieving the Standard of Excellence in Social Studies was 14.7 %
- The percentage of Grade nine students achieving the Acceptable Standard in Science was 42.9%
- The percentage of Grade nine students achieving the Standard of Excellence in Science was 21.9 %

- The percentage of Grade nine students achieving the Acceptable Standard in K & E English Language Arts was 44.4%
- The percentage of Grade nine students achieving the Standard of Excellence in in K & E English Language Arts was 2.2 %
- The percentage of Grade nine students achieving the Acceptable Standard in K & E Math was 47.9%
- The percentage of Grade nine students achieving the Standard of Excellence in K & E Math was 2.1 %
- The percentage of Grade nine students achieving the Acceptable Standard in K & E Science was 46.4%
- The percentage of Grade nine students achieving the Standard of Excellence in in K & E Science was 7.1 %
- The percentage of Grade nine students achieving the Acceptable Standard in K & E Social Studies was 40.8%
- The percentage of Grade nine students achieving the Standard of Excellence in in K & E Social Studies was 12.2%
- All WRPS schools work together with their staff to review Grade Nine PAT data to identify trends and areas of strength or need. Each individual school strategizes to impact and improve student achievement based upon the data.
- With the anticipation of new draft junior high curriculum, WRPS will be engaging junior high teachers to review specific subjects and data sets to identify trends requiring greater focus to impact student achievement.

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 was 57.4% which is 8.2% higher than the province.
- The percentage of First Nation, Metis and Inuit Grade Nine students achieving the Standard of Excellence in English Language Arts was 5.9% which is 1.5% higher than the province.
- The percentage of First Nation, Metis and Inuit Grade Nine students achieving the Acceptable Standard in Mathematics was 23.9%.
- The percentage of First Nation, Metis and Inuit Grade Nine students achieving the Standard of Excellence in Mathematics was 3.0%.
- The percentage of First Nation, Metis and Inuit Grade Nine students achieving the Acceptable Standard in Social Studies was 37.9%
- The percentage of First Nation, Metis and Inuit Grade Nine students achieving the Standard of Excellence in Social Studies was 4.5 %.
- The percentage of First Nation, Metis and Inuit Grade Nine students achieving the Acceptable Standard in Science was 42.9%
- The percentage of First Nation, Metis and Inuit Grade Nine students achieving the Standard of Excellence in Science was 12.7 %
- The percentage of First Nation, Metis and Inuit Grade Nine students achieving the Acceptable Standard in K & E English Language Arts was 50.0%
- The percentage of First Nation, Metis and Inuit Grade Nine students achieving the Standard of Excellence in in K & E English Language Arts was 3.1 %
- The percentage of First Nation, Metis and Inuit Grade Nine students achieving the Acceptable Standard in K & E Math was 45.5%
- The percentage of First Nation, Metis and Inuit Grade Nine students achieving the Standard of Excellence in K & E Math was 3.0%
- The percentage of First Nation, Metis and Inuit Grade Nine students achieving the Acceptable Standard in K & E Science was 43.2%
- The percentage of First Nation, Metis and Inuit Grade Nine students achieving the Standard of Excellence in in K & E Science was 8.1 %
- The percentage of First Nation, Metis and Inuit Grade Nine students achieving the Acceptable Standard in K & E Social Studies was 44.1%
- The percentage of First Nation, Metis and Inuit Grade Nine students achieving the Standard of Excellence in in K & E Social Studies was 14.7%
- 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)

In the 2023-2024 school year there were fewer than six EAL students involved in Grade 9 PAT's in all subjects and courses which means that the data is suppressed and not available for deep analysis.

Overall Summary Diploma Exams

Wetaskiwin School Division - Diploma Results Course By Course Summary with Measure Evaluation						
Course	Measure	Achievement	Improvement	Overall	WRPS 2024	Province 2024
English Lang. Arts 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	86.8	83.7
	Standard of Excellence	Very High	Improved Significantly	Excellent	17.0	10.5
English Lang. Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	93.1	86.2
	Standard of Excellence	Low	Maintained	Issue	7.9	12.7
Mathematics 30-1	Acceptable Standard	n/a	Improved Significantly	n/a	88.9	83.5
	Standard of Excellence	n/a	Improved	n/a	53.3	15.9
Mathematics 30-2	Acceptable Standard	n/a	Maintained	n/a	86.4	78.1
	Standard of Excellence	n/a	Maintained	n/a	35.5	12.3
Social Studies 30-1	Acceptable Standard	High	Maintained	Good	86.4	70.8
	Standard of Excellence	Very High	Improved Significantly	Excellent	33.9	29.0
Social Studies 30-2	Acceptable Standard	Intermediate	Improved	Good	73.1	71.1
	Standard of Excellence	Very High	Improved Significantly	Excellent	8.7	15.2
Biology 30	Acceptable Standard	High	Improved	Good	93.6	79.4
	Standard of Excellence	High	Improved	Good	40.4	23.1
Chemistry 30	Acceptable Standard	Very High	Improved Significantly	Excellent	87.3	82.7
	Standard of Excellence	High	Improved Significantly	Good	30.4	32.8

Physics 30	Acceptable Standard	High	Improved	Good	88.8	80.5
	Standard of Excellence	Very High	Improved Significantly	Excellent	32.5	37.0
Science 30	Acceptable Standard	High	Maintained	Good	87.5	82.3
	Standard of Excellence	Very High	Maintained	Excellent	59.4	39.9

All Student Grade Diploma Exam Results (in percentages)											
Subject		2020		2021		2022		2023		2024	
		WRPS	Prov.	WRPS	Prov.	WRPS	Prov.	WRPS	Prov.	WRPS	Prov.
English Language Arts 30-1	Acceptable	N/A	N/A	N/A	N/A	90.7	78.8	86.8	83.7	86.8	83.7
	Excellence	N/A	N/A	N/A	N/A	1.9	9.4	7.4	10.5	17.0	10.5
English Language Arts 30-2	Acceptable	N/A	N/A	N/A	N/A	77.8	80.8	89.9	86.2	93.1	86.2
	Excellence	N/A	N/A	N/A	N/A	9.3	12.3	11.6	12.7	7.9	12.7
Social Studies 30-1	Acceptable	N/A	N/A	N/A	N/A	73.5	81.5	84.6	83.4	88.9	83.5
	Excellence	N/A	N/A	N/A	N/A	16.3	15.8	22	15.9	53.3	15.9
Social Studies 30-2	Acceptable	N/A	N/A	N/A	N/A	81.6	72.5	80.4	78.1	86.4	78.1
	Excellence	N/A	N/A	N/A	N/A	21.1	13.2	17	12.3	35.5	12.3
Mathematics 30-1	Acceptable	N/A	N/A	N/A	N/A	77.8	63.6	61.3	70.8	86.4	70.8
	Excellence	N/A	N/A	N/A	N/A	27.8	23	22.6	29	33.9	29.0
Mathematics 30-2	Acceptable	N/A	N/A	N/A	N/A	90	61.5	69	71.1	73.1	71.1
	Excellence	N/A	N/A	N/A	N/A	10	11.8	14.1	15.2	8.7	15.2
Science 30	Acceptable	N/A	N/A	N/A	N/A	81.3	75.7	91.3	76.4	93.6	79.4
	Excellence	N/A	N/A	N/A	N/A	28.1	17.2	34.8	23.1	40.4	23.1
Biology 30	Acceptable	N/A	N/A	N/A	N/A	67.7	74.3	78.4	82.7	87.3	82.7
	Excellence	N/A	N/A	N/A	N/A	6.5	25.2	20.8	32.8	30.4	32.8
Chemistry 30	Acceptable	N/A	N/A	N/A	N/A	78.8	77.1	70.7	80.5	88.8	80.5
	Excellence	N/A	N/A	N/A	N/A	24.2	31.1	14.6	37	32.5	37.0
Physics 30	Acceptable	N/A	N/A	N/A	N/A	58.3	78.5	68.8	82.3	87.5	82.3

	Excellence	N/A	N/A	N/A	N/A	16.7	34.6	29.9	39.9	59.4	39.9
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First Nation, Metis, and Inuit Student Grade Diploma Exam Results (in percentages)											
Subject		2020		2021		2022		2023		2024	
		WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta
English Language Arts 30-1	Acceptable	N/A	N/A	N/A	N/A	83.3	73.5	71.4	78.3	81.8	81.7
	Excellence	N/A	N/A	N/A	N/A	0	4.4	14.3	6.1	27.3	6.9
English Language Arts 30-2	Acceptable	N/A	N/A	N/A	N/A	73.3	82.1	86.2	86.5	92.6	86.0
	Excellence	N/A	N/A	N/A	N/A	6.7	9.2	13.8	9.9	7.4	10.8
Social Studies 30-1	Acceptable	N/A	N/A	N/A	N/A	*	72.5	75	73	*	*
	Excellence	N/A	N/A	N/A	N/A	*	7.4	25	8.6	*	*
Social Studies 30-2	Acceptable	N/A	N/A	N/A	N/A	93.3	66	71.9	72.3	82.9	72.9
	Excellence	N/A	N/A	N/A	N/A	13.3	5.4	12.5	5.4	17.1	6.6
Mathematics 30-1	Acceptable	N/A	N/A	N/A	N/A	*	50.9	*	60.6	*	*
	Excellence	N/A	N/A	N/A	N/A	*	10.5	*	15	*	*
Mathematics 30-2	Acceptable	N/A	N/A	N/A	N/A	*	55.2	62.5	65.8	*	*
	Excellence	N/A	N/A	N/A	N/A	*	7.3	37.5	12.1	*	*
Science 30	Acceptable	N/A	N/A	N/A	N/A	*	70	87.5	75.3	*	*
	Excellence	N/A	N/A	N/A	N/A	*	7.2	25	18.7	*	*
Biology 30	Acceptable	N/A	N/A	N/A	N/A	*	58.9	61.5	72.5	66.7	72.8
	Excellence	N/A	N/A	N/A	N/A	*	11.5	7.7	19.1	22.2	17.0
Chemistry 30	Acceptable	N/A	N/A	N/A	N/A	N/A	62.5	42.9	70	*	*
	Excellence	N/A	N/A	N/A	N/A	N/A	15.4	0	24	*	*
Physics 30	Acceptable	N/A	N/A	N/A	N/A	*	68.6	*	7	*	*
	Excellence	N/A	N/A	N/A	N/A	*	25.2	*	26.8	*	*

Wetaskiwin School Division - Diploma Results Course By Course Summary with Measure Evaluation - FNMI						
Course	Measure	Achievement	Improvement	Overall	WRPS 2024	Province 2024
English Lang. Arts 30-1	Acceptable Standard	Low	Maintained	Issue	81.8	81.7
	Standard of Excellence	Very High	Maintained	Excellent	27.3	6.9
English Lang. Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	92.6	86.0
	Standard of Excellence	Low	Maintained	Issue	7.4	10.8
Mathematics 30-1	Acceptable Standard	*	*	*	*	*
	Standard of Excellence	*	*	*	*	*
Mathematics 30-2	Acceptable Standard	*	*	*	*	*
	Standard of Excellence	*	*	*	*	*
Social Studies 30-1	Acceptable Standard	*	*	*	*	*
	Standard of Excellence	*	*	*	*	*
Social Studies 30-2	Acceptable Standard	Intermediate	Improved	Good	82.9	72.9
	Standard of Excellence	High	Maintained	Good	17.1	6.6
Biology 30	Acceptable Standard	Very Low	Maintained	Concern	66.7	72.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	22.2	17.0
Chemistry 30	Acceptable Standard	*	*	*	*	*
	Standard of Excellence	*	*	*	*	*
Physics 30	Acceptable Standard	*	*	*	*	*
	Standard of Excellence	*	*	*	*	*
Science 30	Acceptable Standard	*	*	*	*	*
	Standard of Excellence	*	*	*	*	*

English as an Additional Language Student Grade Diploma Exam Results (in percentages)											
Subject		2020		2021		2022		2023		2024	
		WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta	WRPS	Alberta
English Language Arts 30-1	Acceptable	N/A	N/A	N/A	N/A	*	55.5	N/A	63.3	*	61.3
	Excellence	N/A	N/A	N/A	N/A	*	2.6	N/A	3.7	*	2.7
English Language Arts 30-2	Acceptable	N/A	N/A	N/A	N/A	*	63.9	*	71.5	*	70.0
	Excellence	N/A	N/A	N/A	N/A	*	3.7	*	5.5	*	5.2
Social Studies 30-1	Acceptable	N/A	N/A	N/A	N/A	N/A	68.7	*	72.7	n/a	70.5
	Excellence	N/A	N/A	N/A	N/A	N/A	9	*	8.8	n/a	10.7
Social Studies 30-2	Acceptable	N/A	N/A	N/A	N/A	*	55.6	*	62.5	100	63.2
	Excellence	N/A	N/A	N/A	N/A	*	7.1	*	7.8	14.3	8.3
Mathematics 30-2	Acceptable	N/A	N/A	N/A	N/A	*	46.9	N/A	58.5	*	57.7
	Excellence	N/A	N/A	N/A	N/A	*	6.3	N/A	9.7	*	9.0
Biology 30	Acceptable	N/A	N/A	N/A	N/A	*	61	*	72.8	*	69.7
	Excellence	N/A	N/A	N/A	N/A	*	18	*	24.7	*	23.6
Chemistry 30	Acceptable	N/A	N/A	N/A	N/A	*	67.9	*	73.5	*	73.2
	Excellence	N/A	N/A	N/A	N/A	*	23.5	*	29.9	*	29.6

Insights From Results Analysis

Diploma Exams Overall

- WRPS students have a tradition of scoring well on their diploma exams with all subjects exceeding the provincial average for acceptable. 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 local version of Rock the Diploma was offered to students for Social.
- As part of our 3-year plan the establishment of subject-specific Professional Learning Communities (PLC) for our Junior High and Senior High Teachers was initiated. These divisional PLC's bring our teachers together to analyze their planning, instruction and assessment practices.
- A significant increase in Social 30-2 in acceptable by 10% above the provincial average for First Nations, Metis and Inuit students. These students also exceeded provincial excellence standards by 10.5%

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 remained consistent between 2022-2023 and 2023-2024 at 86.8%. The percentage of students achieving the standard of excellence in 30-1 for 2024 was 17.0% which was a 9.6% increase over the previous year and is 6.9% above the provincial average.

- **English Language Arts 30-2**

The percentage of students achieving the acceptable standard in 30-2 increased from 2023-2024 to 93.1% which is 7.4% above the provincial average. The percentage of students achieving the standard of excellence in 30-2 decreased by 3.7% from the previous year.

- **Math 30-1**

The percentage of students achieving the acceptable standard in 30-1 increased significantly to 86.4%, a 25.1% increase over the previous year, exceeding the provincial average. The percentage of students achieving the standard of excellence in 30-1 increased by 11.3% which is 5.2% to 33.9% on par with the provincial average.

- **Math 30-2**

The percentage of students achieving the acceptable standard in 30-2 increased by 4.9% over the previous year to 73.9% which was above the provincial average. The percentage of students achieving the standard of excellence in 30-2 decreased to 8.7% which is 6.7% below the provincial average.

- **Social Studies 30-1**

The percentage of students achieving the acceptable standard in 30-1 increased by 4.3% from 2023 to 88.9%. The percentage of students achieving the standard of excellence in 30-1 increased significantly by 31.3% to 53.3% which is 34.6% above the provincial average.

- **Social Studies 30-2**

The percentage of students achieving the acceptable standard in 30-2 increased 6% to 86.4% over the previous year. The percentage of students achieving the standard of excellence in 30-2 increased significantly by 18.5% to 35.5% which is 22.8% above the provincial average.

- **Biology 30**

The percentage of students achieving the acceptable standard in Biology increased by 8.9% from the previous year to 87.3%, which is 4.2% above the provincial average. The percentage of students achieving the standard of excellence increased by 9.6% from the previous year to 30.4% which is 3.3% below the provincial average.

- **Chemistry 30**

The percentage of students achieving the acceptable standard in Chemistry increased by 18.1% to 88.8%. The percentage of students achieving the standard of excellence significantly increased by 17.9% to 32.5% from the previous year, which is 6.5% below the provincial average.

- **Physics 30**

The percentage of students achieving the acceptable standard in Physics increased by 18.7% from the previous year to 87.5%. The percentage of students achieving the standard of excellence significantly increased by 37.5% to 59.4% which is 16.3% above the provincial average.

- **Science 30**

The percentage of students achieving the acceptable standard in Science increased by 2.3% over the previous year to 93.6%. The percentage of students achieving the standard of excellence increased by 5.6% to 40.4 which is 15.8 % above the provincial average.

Diploma Exam 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 increased by 10.4% to 81.8% from the previous year. The percentage of students achieving the standard of excellence in 30-1 increased by 13% to 27.3% which is 20.4% above the provincial average.

- **English Language Arts 30-2**

For First Nations, Metis and Inuit students in 30-2 there was a 6.4% increase from the previous year in achieving the acceptable

standard to 92.6%. There was a decrease of 6.4% with students achieving the standard of excellence.

- **Mathematics 30-1**

In the 2023-2024 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**

In the 2023-2024 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.

- **Social Studies 30-1**

In the 2023-2024 school year there were fewer than six First Nations, Metis and Inuit students who took Social 30-1 which means that the data is suppressed and not available for deep analysis.

- **Social Studies 30-2**

The percentage of First Nations, Metis and Inuit students achieving the acceptable standard in Social 30-2 was 82.9% which is an increase of 11% and is 10% above the provincial average. The percentage of students achieving the standard of excellence in Social 30-2 was 17.1% which is above the provincial average by 10.5%.

- **Biology 30**

The percentage of First Nations, Metis and Inuit students achieving the acceptable standard in Biology 30 was 66.7% which is an increase of 5.2% from the previous year; however, it is 6.1% below the provincial average. The percentage of students achieving the standard of excellence in Biology 30 significantly increased 14.5% to 22.2% which is above the provincial average.

- **Science 30**

In the 2023-2024 school year there were fewer than six First Nations, Metis and Inuit students who took Science 30 which means that the data is suppressed and not available for deep analysis.

Diploma English as a Second Language Learner (EAL)

In the 2023-2024 school year there were fewer than six English as Second Language Learner students who participated in writing Diploma exams for English, Math, Science, Biology and Chemistry and as such, the results are suppressed and cannot be ascertained.

- **Social 30-2**

The percentage of English as Second Language Learners students achieving acceptable standard in Social 30-2 was 100% which exceeded the provincial average. The percentage of students achieving the standard of excellence was 14.3 which was above provincial average.

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	2024
Overall	74.1	74.7	72.5	75.1	72.4	74.1
Parent	70.5	71.4	72.5	71.5	68.3	72.6
Student	62.8	62.8	68.3	64.4	62.7	62.1
Teacher	89.1	89.9	89.1	89.3	85.1	87.6

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	2024
Overall	n/a	n/a	81.8	80.8	79.7	81.4
Parent	n/a	n/a	80.8	82.9	81.3	84.2
Student	n/a	n/a	69.9	65.9	66.1	65.9
Teacher	n/a	n/a	94.8	93.5	91.8	94.0

Insights From Results Analysis

- Overall there was minor improvement in the reporting for citizenship across groups.
- Citizenship reporting from parents continues to be a concern for grade 7 - 12 specifically for students following the rules and students respecting each other. Students in Grade 7-9 reported these two areas as concerns as well, whereas, Grade 10 - 12 students reported a minor improvement in these two areas.
- Schools are intentionally implementing programs to support citizenship development.
- Student learner engagement mirrors that of the province whereby parents and teachers have strong reports; however, student reports are weaker. The scoring also is similar to the province.
- To increase student engagement innovative programming was a focus including offering courses in drones, trades, initiating the hockey academy and providing learning opportunities with companies within the community.

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				
	2020	2021	2022	2023	2024
Overall	84.8	87.2	84.8	83.3	85.2
Parent	76.5	80.2	80.9	76.7	81.0
Student	82.7	85.1	80.5	81.7	82.1
Teacher	95.1	96.1	93.0	91.4	92.5

Insights From Results Analysis

- In 2024 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. WRPS 2024 year result is 85.2% and the province 87.6%
- Our results in Quality of Education increased or were maintained across stakeholder groups. Overall WRPS results are 3% +/- within the provincial average. Students in Grade 7 -12 reported they consistently (88%) that they had quality teaching at their school; however, were less satisfied with the level of challenge their school work presented (70%).
- 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 7 designated Professional Learning Days (PLC) 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. Professional Learning 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				
	2020	2021	2022	2023	2024
Overall	n/a	83.7	80.9	79.2	79.7
Parent	n/a	83.2	82.9	78.9	81.1
Student	n/a	73.9	67.7	68.7	68.3
Teacher	n/a	94.0	92.1	90.0	89.7

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				
	2020	2021	2022	2023	2024
Overall	n/a	79.2	73.2	73.9	76.4
Parent	n/a	69.6	67.0	67.2	68.8
Student	n/a	79.7	73.1	74.7	75.8
Teacher	n/a	88.4	79.7	79.8	84.5

Insights From Results Analysis

Welcoming, Caring Respectful and Safe Learning Environments (WCRSLE)

- Overall results remain consistent from all reporting groups (parents, students and teachers)
- Students in grade 7-9 scores were of concern with a decrease in all areas; however, year to year they are the lowest of the three grade groups.
- The number of parents reporting was low for each group; that aside, parents in Grade 4 - 6 reported the greatest satisfaction. Grade 10 - 12 parental reporting showed a minor decrease but is significantly below the provincial average.
- The areas students
- Areas of particular concern were the following 2 areas for students and parents: students respecting one another and students care for each other. The other question sets had a much more favorable response by students and families.
- To support WCRSLE currently 6 schools are supported by a therapy dog.
- In the spring of 2024 a student forum was held that included students and community to hear about strengths and challenges impacting the student body. This was followed by a meeting with the Wetaskiwin City Council and a group of Wetaskiwin Composite High School students in June.
- Each school has access to Family School Liaison who support the social and emotional needs of students.
- Indigenous support workers are present in all WRPS schools to support students, staff and families.
- The mental health capacity building team continues to provide a menu of lessons within the schools in WRPS.
- ISSP and a CASA classroom (Grade 7-11) both launched during the 2023-2024 school year to support WCRSLE.

- The division engages in the Violent Threat Risk Assessment protocol to support and mitigate risk and harm; 52 assessments were completed in 2023-2024.

Support Services

- Overall teachers, parents and students report they have access to appropriate support and services was 76.4% (up from 73.9%) in the previous year.
- Parents reported 67.2% in 2023, that they agree that students have access to the appropriate support and services. This year saw a slight improvement of 68.8%. 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 anticipate to continue to see improvement to our results consistent growth over time 67.0%>67.2%>68.8%. We continue to have increased involvement with our parents and their involvement in the child's support and interventions along with consistent access to a continuum of supports.
- 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

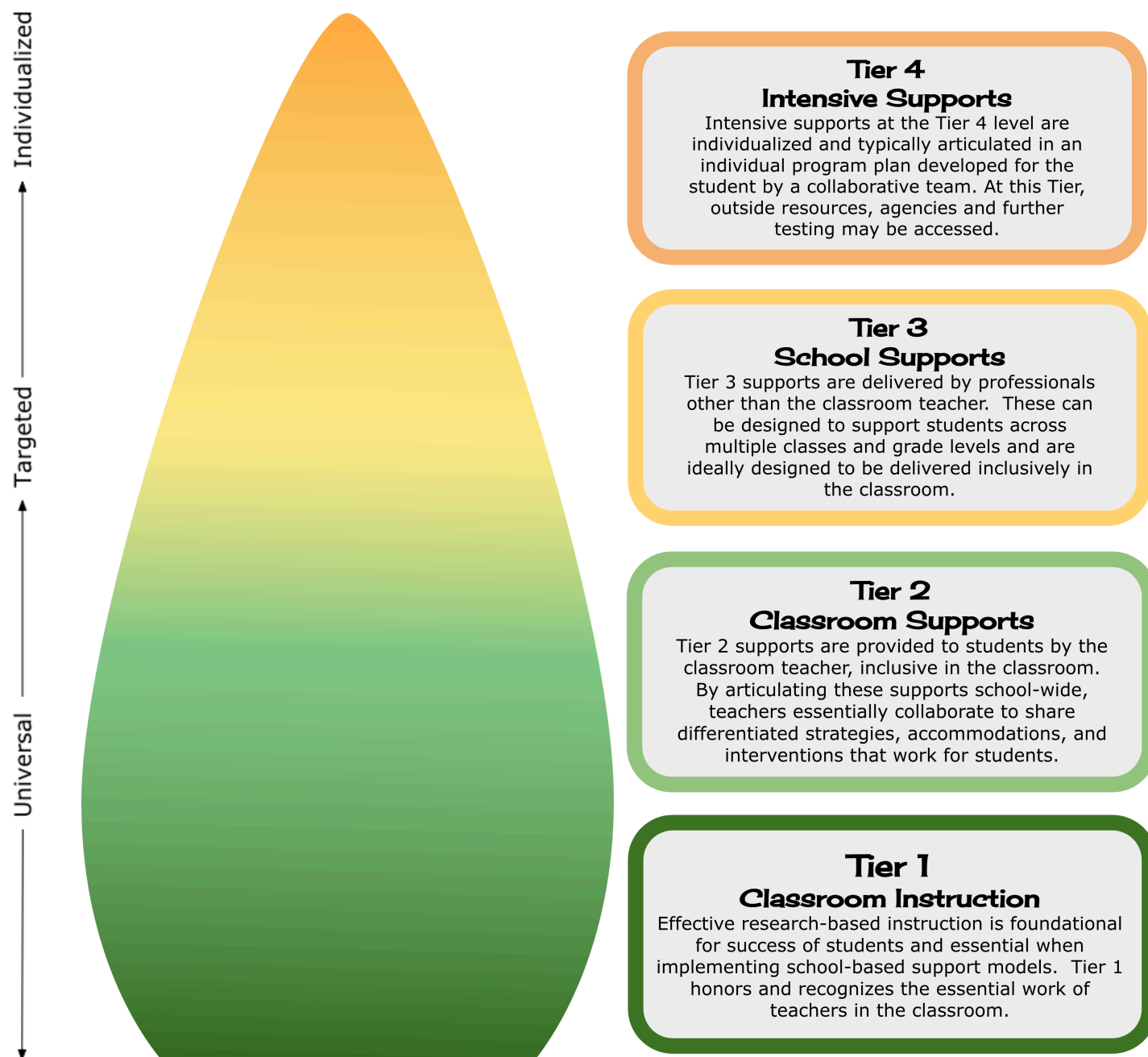
Demonstration of students' schools accessing Specialized services through our Multidisciplinary Team requests for involvement. This is data demonstrating

Grade Configuration	2021-2022	2022-2023	2023-2024
K-6	33%	26%	25%
K-8	62%	69%	71%
7-12 and 9-12	9%	4%	4%
Total Request for Involvement	111*	126*	203

* 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.
- WRPS Staff complete our Collaborative Response Survey each year and school administrators review this data to affirm their collaborative response plan and evaluate strengths and areas needing support.



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.

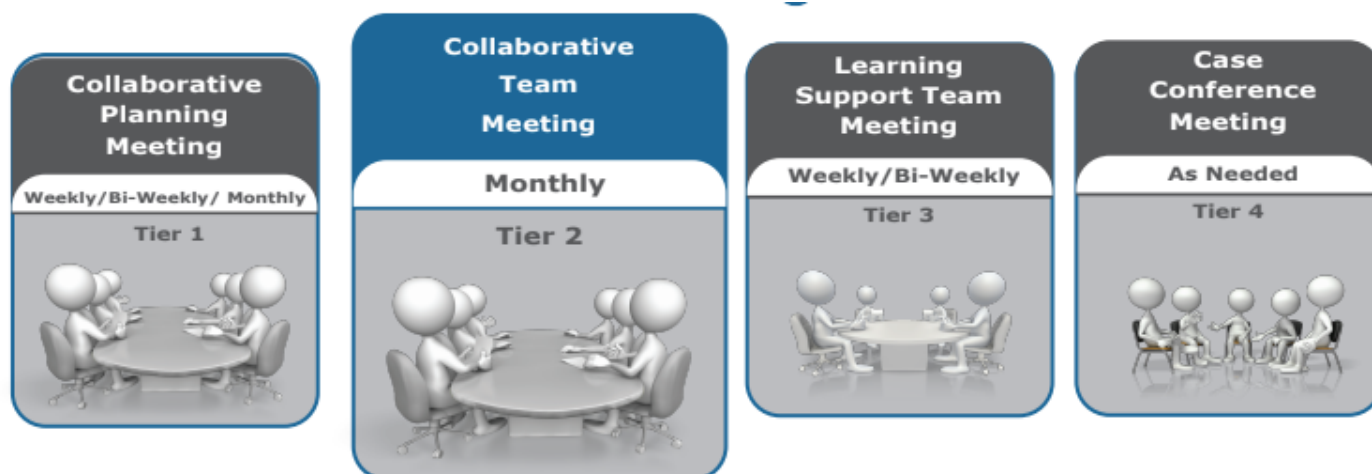
Meeting Structure Specialized Supports:

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 through resources and professional learning opportunities for staff..
- 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.
- All school plans have a goal and strategy to address Indigenous ways of knowing and being specific to their school community.
- Leaders have been provided with teachings to support their understanding of the impacts the truth has had on our indigenous families and communities. All leaders joined Dr. Donald for the River Walk to learn about the place and space which we work, live and play. These experiences continue to further our understanding and support the calls to action born out of the Truth and Reconciliation Commission.

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	2024
Overall	76.2	77.8	73.6	70.2	67.7	73.2
Parent	67.9	66.9	66.0	64.4	58.8	68.8
Teacher	84.5	88.6	81.2	75.9	76.6	77.6

Insights From Results Analysis

- Last year’s results had an increase in both Parent and Teacher responses. Parents have responded with a 6% increase in this measure, moving away from the consistent trend of decline over the past 5 years.
- Our results for both stakeholders are below the provincial average. WRPS moved from Declined to Improved to Acceptable level with a result of 73.2% compared to the Province which reports at 79.5%.
- We have an ongoing commitment 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, through the likes of social media, school websites and person to person communication . We would anticipate that this will improve this result moving forward.
- Schools continue to engage with parents in either an advisory or council structure.

Summary of Financial Results

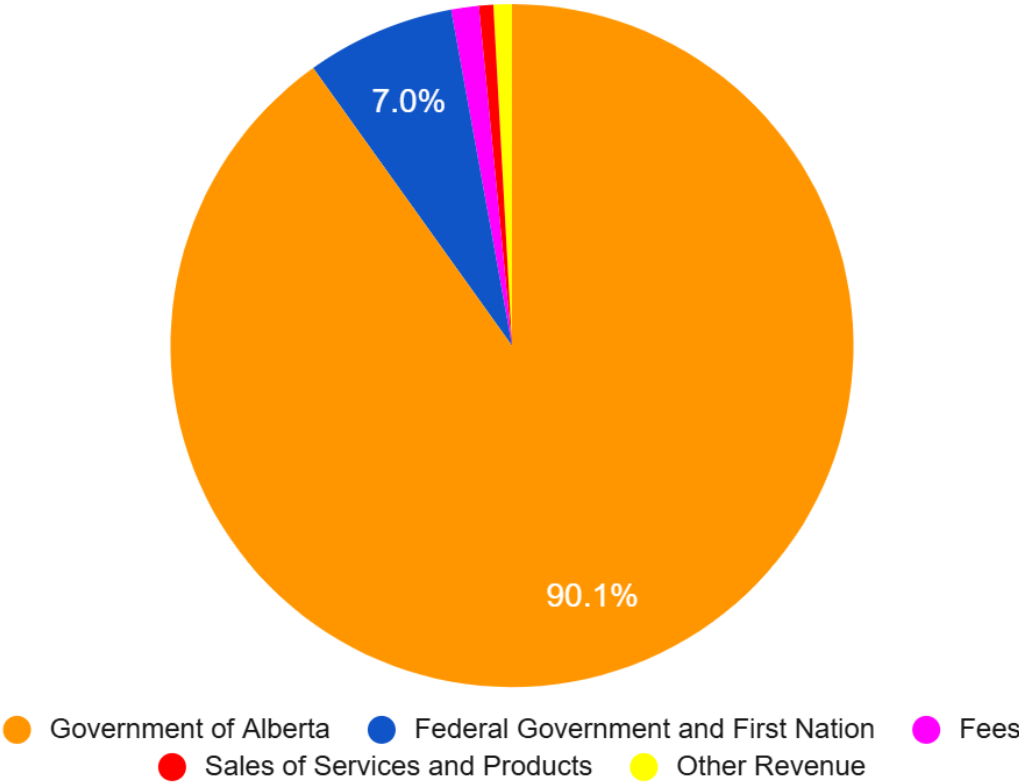
The 2023-2024 Audited Financial Statements were approved by the Board in November 2024. The school division ended the year with a \$857,337 deficit. The Board had originally anticipated a deficit of \$2,180,904. The following tables provide a brief summary of the Division's financial results versus budget:

2023-2024	Budget	Actual	Variance
Revenue	\$52,890,442	\$54,761,198	\$1,870,756
Expenses	\$55,071,346	\$55,618,585	(\$547,239)
Net Deficit	(\$2,180,904)	(\$857,387)	\$1,323,517

Revenue by Source (2023-2024 Actual):

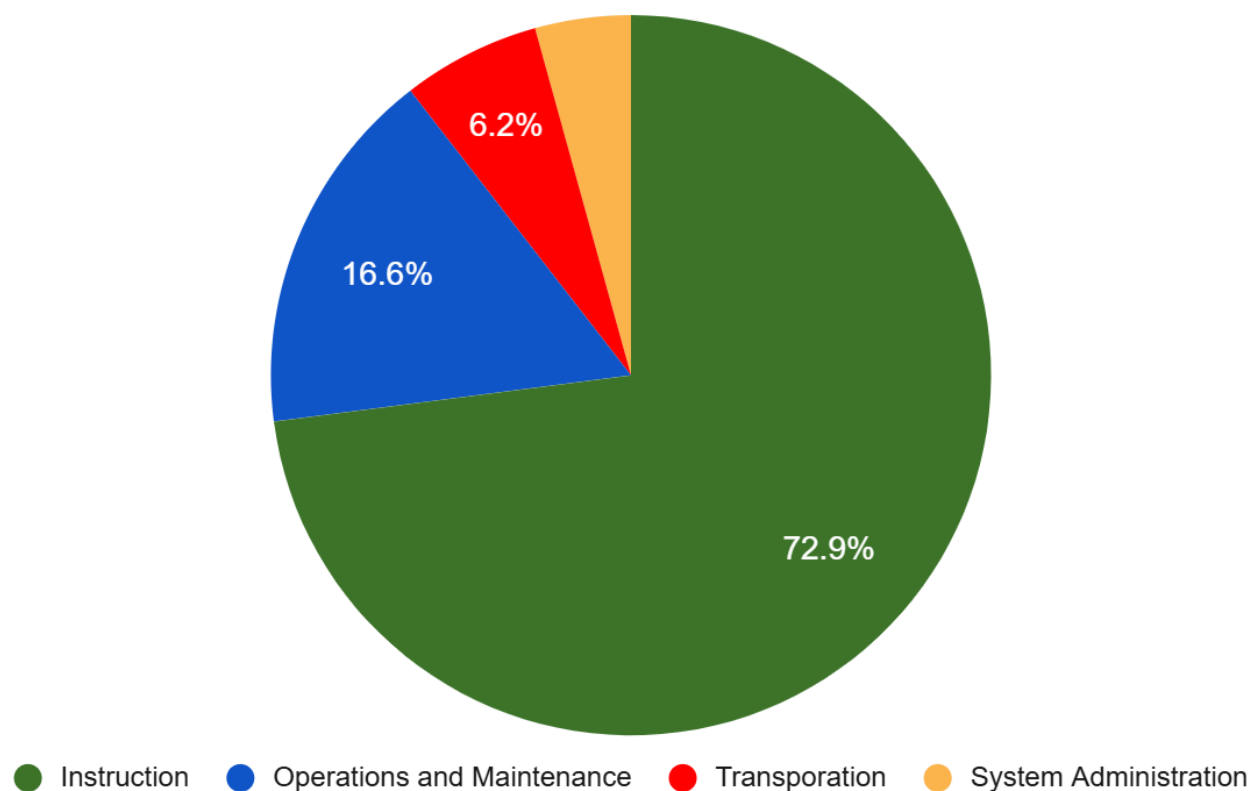
Revenue by Source			
	2023-24 Budget	2023-24 Actual	Variance
Government of Alberta	47,659,499	47,539,147	(120,352)
Federal Government and First Nation	3,720,451	4,750,609	1,030,158
Fees	690,297	413,946	(276,351)
Sales of Services and Products	359,395	905,311	545,916
Other Revenue	460,800	1,152,185	691,385
Total	52,890,442	54,761,198	1,870,756

In 2023-2024, the division received a significant amount of revenue (and correspondingly expense) for the Jordan's Principle program under the Federal Government and First Nations line. This funding arrangement was finalized subsequent to the budget being approved. Jordan's Principle is a vital Government of Canada program designed to ensure that First Nations children receive timely access to the services and support they need.



Expense by Program (2023-2024 Actual):

Expense By Program			
	2023-24 Budget	2023-24 Actual	Variance
Instruction	40,170,763	41,142,916	972,153
Operations and Maintenance	9,118,609	8,780,646	(337,963)
Transportation	3,416,041	3,219,524	(196,517)
System Administration	2,365,933	2,475,499	109,566
Total	55,071,346	55,618,585	547,239



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:

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Stakeholder Engagement

The Board engaged stakeholders in 2023 - 2024 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.

Accountability System

The Annual Education Results Report for the 2023-2024 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 2023-2024 Annual Education Results Report on December 4, 2024.

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 2023-24 year.

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