



Wild Rose School Division

**ANNUAL EDUCATION RESULTS REPORT
2013-2014
&
THREE YEAR EDUCATION PLAN
2014-2017**



Accountability Statement

The Annual Education Results Report for the 2013-2014 school year and the Education Plan for the three years commencing September 1, 2014, for Wild Rose School Division No. 66 were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Management 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.

The Board approved this combined Annual Education Results Report for the 2013/2014 school year and the Three-Year Education Plan for 2014/2017 on November 25, 2014.

(Print)

Board Chair

FOUNDATION STATEMENTS

Mandate

To improve the life chances of ALL students

Mission

To create powerful learning environments that inspire excellence in learning
and support the well-being of all students

Vision

All students complete their programs with a sense of dignity, purpose, and hope.

Values

- Honesty & integrity
- Fairness & empathy
- Respect
- Responsibility & Accountability
- Continuous improvement

Beliefs

- Education must be a hopeful activity.
- All students can be passionate, successful learners.
- Our primary purpose is facilitating student development in the academic, social and personal realms.
- The teacher at the front of the class is a powerful model and the most influential variable in student learning.
- Learning best occurs in a positive, safe, and supportive environment that enhances well-being, resiliency, and a respect for diversity.
- Positive relationships are at the foundation of good learning.
- Students will respond positively to quality programs and high expectations.
- Student learning should be active, interactive, and appropriate to the individual.
- Technology must be used appropriately and innovatively to enhance learning.
- Students must be prepared for life in a rapidly changing civil democratic society.
- The school system must function seamlessly as part of the larger social fabric.

Operating Principles

- The system must be aligned to maintain focus and coherence.
- The system must be open and transparent with frequent communication between stakeholders.
- The system is an evolving learning community.
- Programming must adhere to the requirements of Alberta Education and respect the expectations of the communities served.

Trends and Issues

Budget Reductions

Over the past three years, Wild Rose School Division has seen a significant reduction in the funds available to support student programming. During this period, the Division has utilized accumulated reserves to maintain programming and staffing levels to the greatest degree possible. After the 2014-2015, these reserves will be effectively depleted with resulting program and staffing reductions unless there is some improvement in the allocation levels.

Student Population Fluctuations

While central Alberta is in the midst of an economic upswing, there is a difference compared to such surges in the past. Whereas previously, the majority of workers relocated their families to the towns in which they were employed, this is not necessarily the case now. Many workers are brought in on temporary contract work and move on to new sites much more quickly than in the past. Given this, many workers choose to leave their families in larger centres rather than uprooting them regularly. If they do move their families to the towns of employment, they are more often than in the past, uprooted much sooner. As a result, either our schools never see the children, or they are only in the schools for a short period of time making planning and budgeting very difficult. This situation is further complicated by the draw to larger centres along the Highway 2 corridor to which we have lost a significant number of students over the past 2 years.

Student Well-Being

The severity of problems presented by students appears to be growing in frequency, complexity and intensity to the point where they are beginning to exceed the capacity of those in the education system to address them effectively. Accordingly, if schools are to respond appropriately to these challenges, either additional resources will need to be made available to systems to access outside expertise or to support the training or retraining of staff to provide them with the necessary skills and knowledge needed.

Summary of Accomplishments

Family Wellness Worker (FWW) Program

Over the past 3 years, the Division has been developing the FWW program as means to provide more proactive and effective support for children and families in need. The intent was to provide a more broad base of support for students that extended beyond the walls and hours of the school. As awareness of this approach has spread, so, too, has demand. As a result, there are currently in excess of 1000 open files, suspensions have decreased, and more students are receiving the support they require before things escalate to a crisis state.

Wellness Initiative

Focussing only on the academic obligations of the Division is not enough so healthy schools has long been a focus in WRSD. Over the past year, though, this work moved to a whole new level. Partially as a result of C2 discussions, the Division created an Ad Hoc Wellness Committee--comprised of representatives of all employee groups along with trustees and senior administration--with the intent of focusing on the well-being of adults in the system as well. This focus on wellness led to the creation of a *Director of Wellness* position with responsibility for promoting the health and well-being of students and staff in the Division commencing with the start of the 2014-2015 school year. Finally, the September, 2014, Rally Day was entirely focused on well-being.

Shared Services

The Shared Services initiative that has been discussed in previous reports continues to evolve and now includes four major partners. As a result of this work, each partner is able to leverage the expertise in other divisions to support technology thereby maximizing the skill sets of IT workers and providing vastly enhanced technology environments for staff and students. Interestingly, over the past year, this "shared" partnership concept has begun to evolve to encompass curricular work as well opening up a whole new vista of possibility.

Focus on Reading

Recognizing the continued importance of reading as a fundamental skill required for student success, 2013-2014 saw the first full implementation of the Fountas & Pinnell Reading Assessment. This initiative was undertaken to identify those students whose reading skills were below what would be needed for success in school. Beyond just providing information on reading, this information will be incorporated as part of a data set (along with attendance and behaviour) to identify students at risk of not completing their programs to allow for early interventions and support.

FLEX Learning Initiative

The Division has committed to the development of a next generation of online courses intended to begin addressing growing demand for more flexible approaches to learning. These courses will provide for both in-person and online learning experiences, completely flexible learning time, and broaden the options of study available for students, regardless of the size and location of school they attend. An additional outcome of this work will be to provide teachers with a repository of examples of how to design similar learning experiences for students in more traditional learning settings.

Provincial Exam Results

While these results continue to provide room for growth, there are encouraging signs that results are headed in the right direction. The next step will be to begin focusing on how to improve the levels of excellence.

School Councils

The Division continues to support the real engagement of parents through School Councils. This support has taken the form of trustee attendance at every school council meeting both to provide information and to hear concerns. Further, the Division has maintained the Umbrella School Council meetings (which have seen continuously growing attendance) and annual Town Hall meetings. Finally, the Division financially supports the membership of all councils in ASCA.

Combined 2014 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	Wild Rose School Div. No. 66			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	Good	Safe and Caring	84.7	82.1	82.6	89.1	89.0	88.6	High	Improved	Good
Student Learning Opportunities	Acceptable	Program of Studies	72.1	72.9	73.3	81.3	81.5	81.1	Low	Maintained	Issue
		Education Quality	85.2	83.4	84.5	89.2	89.8	89.5	Intermediate	Maintained	Acceptable
		Drop Out Rate	3.3	5.0	4.9	3.3	3.5	3.6	High	Improved Significantly	Good
		High School Completion Rate (3 yr)	72.4	74.0	75.2	74.9	74.8	73.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	71.9	71.2	73.7	74.0	75.3	75.5	Low	Maintained	Issue
		PAT: Excellence	13.0	13.3	14.1	19.0	19.1	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	83.2	82.1	80.2	85.4	84.2	83.4	Intermediate	Improved	Good
		Diploma: Excellence	13.9	14.5	14.0	21.0	19.5	19.1	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	38.6	43.1	45.5	50.5	56.6	55.9	Low	Declined Significantly	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	52.9	58.7	57.7	60.9	61.3	60.8	Intermediate	Declined	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Issue	Transition Rate (6 yr)	46.7	46.4	48.3	59.2	59.5	59.1	Low	Maintained	Issue
		Work Preparation	72.5	69.7	71.0	81.2	80.3	80.0	Low	Maintained	Issue
		Citizenship	74.7	73.0	73.6	83.4	83.4	82.6	Intermediate	Maintained	Acceptable
Parental Involvement	Good	Parental Involvement	80.1	76.0	74.9	80.6	80.3	80.0	High	Improved Significantly	Good
Continuous Improvement	Acceptable	School Improvement	73.3	68.8	72.6	79.8	80.6	80.2	Intermediate	Maintained	Acceptable

Notes:

Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.

1. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
2. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
3. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
4. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
5. Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Combined 2014 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure Category Evaluation	Measure	Wild Rose School Div No. 66			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 Learning Opportunities	n/a	Drop Out Rate	5.3	5.7	8.5	7.8	8.5	9.3	Intermediate	Maintained	Acceptable
		High School Completion Rate (3 yr)	69.6	72.7	66.6	43.6	43.9	40.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	54.3	59.9	59.3	53.4	56.2	53.6	Very Low	Maintained	Concern
		PAT: Excellence	5.0	5.8	7.8	6.3	6.3	6.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	72.9	88.0	82.0	78.2	75.2	75.7	Low	Maintained	Issue
		Diploma: Excellence	8.5	12.0	10.6	10.4	8.4	8.0	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	31.6	27.3	26.5	18.9	21.2	20.0	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	36.1	48.3	41.3	33.0	35.1	33.9	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	45.5	35.9	31.3	32.1	32.2	31.2	Low	Improved	Acceptable

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Measure Evaluation Reference (Optional)

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.22	66.22 - 72.00	72.00 - 81.95	81.95 - 85.72	85.72 - 100.00
PAT: Excellence	0.00 - 10.93	10.93 - 14.38	14.38 - 20.26	20.26 - 26.17	26.17 - 100.00
Diploma: Acceptable	0.00 - 72.08	72.08 - 78.77	78.77 - 85.43	85.43 - 89.96	89.96 - 100.00
Diploma: Excellence	0.00 - 7.77	7.77 - 11.90	11.90 - 18.63	18.63 - 22.99	22.99 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

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.

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Goal One: An excellent start to learning

Outcome: *Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.*

- There are no required performance measures for this goal. School authorities are encouraged to incorporate early development data available at the local level.

Comment on Results

WRSD continues to work on ensuring that children get a strong start in school. To facilitate this, the Division has participated in the EDI mapping initiative, undertaken pre-K screening, and administers Kindergarten Readiness screening upon entry into Kindergarten. Further, the Division has supported the implementation of full-day Kindergarten in some of its schools with the additional time being focused on incorporating a play-based approach. Finally, the Division provides targeted support to daycares to work with students with known disabilities.

Results from the EDI screen indicate three areas of concern - physical health & well-being, language & cognitive development, and communication skills & general knowledge. Each of these has significant implications with respect to a child's readiness to engage productively and fully in learning activities. Results of the Readiness screen indicate that over 30% of students entering Kindergarten in the Division have a mild or moderate challenge that will negatively impact their readiness to learn.

Strategies

- Continue support of above noted initiatives

Goal Two: Success for every student

Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014		2014	Achievement	Improvement	Overall	2015	2016
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	82.6	77.7	80.9	82.1	83.2	83	Intermediate	Improved	Good	84	85	86
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	13.3	12.5	15.0	14.5	13.9	18	Intermediate	Maintained	Acceptable	19	20	20

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013		2014	Achievement	Improvement	Overall	2015	2016
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	73.3	73.4	78.2	74.0	72.4	80	Intermediate	Maintained	Acceptable	82	85	85
Drop Out Rate - annual dropout rate of students aged 14 to 18	6.0	5.8	3.9	5.0	3.3	3.5	High	Improved Significantly	Good	3.0	2.5	2.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	47.8	49.9	48.6	46.4	46.7	50	Low	Maintained	Issue	52	55	60
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	51.0	55.4	59.0	58.7	52.9	60	Intermediate	Declined	Issue	60	65	65
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	42.1	45.3	47.9	43.1	38.6	48	Low	Declined Significantly	Concern	50	52	54

Comment on Results

Over the past number of years, WRSD has emphasized providing programming for students needing alternate means of completing their studies. As a result, some outcomes appear to have declined as these students typically take more time than the 3 years used as the standard. Evidence of this is in the declining Drop-Out Rate and the steadily climbing 5-Year Completion rate. So, while short-term results may not be a strong looking, longer-term ones are.

Strategies

- Continue work on refocusing Outreach Schools to provide more flexible and supportive programming
- Strengthen the wrap-around supports available to high school students (e.g., FWW supports)
- Utilize Student Information tools to facilitate earlier identification of students at-risk
- Refocus interventions to “support” rather than monitoring and discipline
- Continue to provide and upgrade post-secondary counselling support
- Provide more flexible learning options for students
- Engage the High School Redesign process

Notes:

1. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
2. 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.
3. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
4. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Outcome: *Students demonstrate proficiency in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014		2014	Achievement	Improvement	Overall	2015	2016
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	74.2	74.6	75.3	71.2	71.9	81	Low	Maintained	Issue	75	77	80
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	15.1	13.6	15.5	13.3	13.0	18	Low	Maintained	Issue	15	18	20

Comment on Results

Overall results are up slightly which is encouraging but there is still room to improve. Levels of Excellence continue to be an area of concern. Overall, when compared to last year, of the 8 exams written, results improved in 5, stayed the same in 1 and dropped in 2. Unusually low results in 2 schools had a significant negative impact on the overall result for the division. ELA results continue to be strong and math continues to improve.

Strategies

- Continue to focus on ensuring students have the necessary literacy skills to effectively complete all school work
- Continue to develop the Teacher Collaborative PD model that encourages and supports the sharing of good practice
- Continue to fine-tune data gathering and analysis tools and skills of teachers and administrators

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Outcome: *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014		2014	Achievement	Improvement	Overall	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	75.1	73.8	73.8	73.0	74.7	75	Intermediate	Maintained	Acceptable	77	80	82
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.	72.9	73.8	69.3	69.7	72.5	75	Low	Maintained	Issue	77	80	82

Comment on Results

Results show modest improvements, largely driven by improved parent perceptions that likely result from efforts to keep parents more informed about the work going on in the schools. There continues to be some concern expressed by both teachers and students in some schools on the degree to which students follow the rules and respect each other.

Strategies

- Continue support of the career program, especially the integration of MyBlueprint into student program planning; take steps to ensure parents are more aware of this tool to support their children
- Develop more “authentic” project work that will engage students more in their communities
- Develop dual credit opportunities for students

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Outcome: *Students demonstrate citizenship and entrepreneurship. (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014		2014	Achievement	Improvement	Overall	2015	2016
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	59.8	61.7	58.1	57.2	61.1	70	n/a	n/a	n/a	70	72	75

Comment on Results (OPTIONAL)
Strategies

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014		2014	Achievement	Improvement	Overall	2015	2016
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	65.3	57.5	60.6	59.9	54.3	74	Very Low	Maintained	Concern	60	65	70
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).	15.8	5.8	11.7	5.8	5.0	14	Very Low	Maintained	Concern	10	12	15
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	76.7	83.0	75.0	88.0	72.9	82	Low	Maintained	Issue	80	82	84
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	8.2	6.4	13.3	12.0	8.5	16	Low	Maintained	Issue	12	14	16

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013		2014	Achievement	Improvement	Overall	2015	2016
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	68.1	66.3	60.8	72.7	69.6	74	Intermediate	Maintained	Acceptable	74	75	77
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	10.4	14.0	5.9	5.7	5.3	5.0	Intermediate	Maintained	Acceptable	4.5	4.0	3.5
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	34.9	27.0	31.1	35.9	45.5	40	Low	Improved	Acceptable	45	50	55
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	53.1	51.6	24.0	48.3	36.1	52	Very Low	Maintained	Concern	50	52	54
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	45.4	33.1	19.0	27.3	31.6	35	Low	Maintained	Issue	35	40	42

Comment on Results

Overall, when compared with provincial levels, exam results are solid, but there continues to be room for improvement. Efforts to encourage more students to stay in school and complete their programs appear to be paying off. Both high school completion and dropout rates are getting very close to those of the general student population. Transition to post-secondary programs also indicates the positive results of working to show students the options open to them.

Strategies

- Through the Aboriginal Resource Centre (ARC), continue to provide students with the opportunity to find “voice” both in school and in the community
- Through ARC provide opportunities for at-risk youth and their families to connect positively with the school system
- Continue to develop flexible programming options that support student learning needs within more fluid lifestyles and attendance patterns
- Establish an “elder-in-residence” program
- Continue work on a “Certificate in Aboriginal Studies” program
- Develop a comprehensive response to the obligations of the Truth and Reconciliation process
- Rework career programming, work experience and off-site activities as opportunities for students to “see” life beyond high school

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Goal Three: Quality teaching and school leadership

Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
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.	71.9	75.2	71.9	72.9	72.1	75	Low	Maintained	Issue	75	77	78

Comment on Results

The slight drop was primarily the result of teacher perceptions and reflects the concern in 1 community that the Division was not supportive of the Band program. Otherwise, the results are solid other than some pockets of concern around the delivery of second language opportunities for students and drama.

Strategies

- Support the limited re-introduction of French studies at high school where there is sufficient demand
- The FLEX Learning initiative will result in a significant number of courses being made available (high school only during year 1) in a flexible learning format
- Continue to support schools moving toward a 1-1 environment through the deployment of Chromebooks and professional development support.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014		2014	Achievement	Improvement	Overall	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	76.8	74.8	73.9	76.0	80.1	80	High	Improved Significantly	Good	82	84	85
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.2	85.1	84.9	83.4	85.2	85	Intermediate	Maintained	Acceptable	87	89	90

Comment on Results

These results appear to reflect the interaction of 2 broad areas of work: first, the ongoing work of supporting School Councils(as described earlier in the Accomplishments section) and, second, an increasingly effective social media presence as a means of engaging the community with accurate information

Strategies

- Continue to support parents' engagement with the system by "educating" them about what their children are experiencing in school, especially through work with School Councils
- Continue to refine social media presence as an effective communications tool
- Increase the use of ThoughtExchange as a tool to hear parent and community voice"
- begin to utilize the analytic tools developed last year as a means to more effectively identify students at-risk

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Outcome: Students and communities have access to safe and healthy learning environments.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014		2014	Achievement	Improvement	Overall	2015	2016
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.	83.2	83.1	82.6	82.1	84.7	85	High	Improved	Good	86	88	90
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	76.5	75.9	73.1	68.8	73.3	75	Intermediate	Maintained	Acceptable	75	78	80

Comment on Results

While there appears to be some concern as to how students interact with one another, overall, WRSD schools are considered to be safe and caring places for students to be. Over the past year, there was a noticeable improvement in the parent perceptions of how students were treated by adults in the school, likely the result of significant work done in the area of relationship building. Although it is still lower than desirable, there was a stronger rating around the belief that schools in the division are improving. This is likely due to a deeper understanding of the changes occurring in the instructional approach. There is still some dissatisfaction on the part of teachers regarding the PD model which likely emanates from a wish for increased support to pursue areas of individual interest.

Strategies

- Take forward the *Understanding Poverty* work as part of the effort to build stronger relationships in schools
- Create a *Director of Wellness* position to provide increased focus to the wellness work in the division; There will be specific focus given to the area of mental health and the provision of supports for those most vulnerable
- Provide PD focused on deepening teacher understandings of the cross curricular competencies and how to emphasize these in the development of learning plans; this will be built around supporting collaborative work amongst teachers
- Initiate work to develop more flexible learning options for students at all levels
- Develop a program to support school-based administrators work to develop the leadership skills and understandings necessary to effectively support teachers appropriately in the emerging world of education

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Note:

Future Challenges

In addition to those items identified previously in the Issues section, the following are areas of challenge for WRSD:

Teacher Supply

Given the growth that is forecast for Alberta, especially in the larger urban centres and the Highway 2 corridor, the ability of the Division to attract and retain high quality teachers is a concern. One of the ways the Division is trying to address this potential issue is by ensuring it gets known as a place that is progressive and cognizant of, and supportive of teachers' personal and professional needs.

Levels of Excellence

While the initial focus of work in the area of achievement has been to facilitate evolving teacher practice and greater inclusivity, increased attention will need to be given to improving the levels of excellence students attain both in classroom work as well as on the Provincial Exams. To that end, the Division has directed increasing levels of support toward improving teacher understandings of project-based learning and the appropriate and effective integration of technology as a learning tool.

Summary of Financial Results

- The Board concluded the 2013-14 fiscal year with a forecasted deficit of \$858,510, which was less compared to the budgeted 2013-14 fiscal year deficit of \$894,360. The main factor contributing to the variance was lower than expected expenditures in Operations & Maintenance, External Services and the individual school budgets. This was offset with higher than expected expenditures in Pupil Transportation and Board & System Administration.
- In the area of School Generated Funds the amount of revenue collected and expended during the 2013-14 school year is as follows:

- [Web Link to provincial roll-up of jurisdiction AFS information:](#)
- [Web Link to Jurisdictions' Audited Financial Statement and unaudited schedules for 2013/2014:](#)

Collections	
Activity Fees	537,284
Gifts & Donations	197,438
Fund Raising	793,371
Rentals	20,270
Sales & Services	367,073
Investment Income	1,455
	\$ 1,916,891
Expenditures	
Activity & User Fees	1,474,877
Fund Raising Costs	472,093
Interest & Bank Charges	3,235
	\$ 1,950,205
Excess of Expenditures over Collections	-\$ 33,314
Opening Bank Balances	\$ 747,496
Closing Bank Balances	\$ 714,182

Budget Summary

- [As per pages 22-24](#)

Capital and Facilities Projects

- For the 2013-14 year Wild Rose School Division contributed \$10,000 to a community driven playground improvement for Aurora Elementary School.
- The total amount of expenditures under the Infrastructure Maintenance and Renewal (IMR) Program was \$496,086. The major areas of expenditures were as follows:

Electrical Repairs and Upgrades	\$ 110,547
Plumbing/ Heating/ A/C Repairs and Upgrades	85,639
General Maintenance Items	81,464
Painting	40,256
Roof Repairs	38,560
Flooring Replacement	37,000
Security/ CCTV Replacement	24,226
Building Management System Replacement	21,124
Accessibility/ Special Needs	15,867
Grounds Improvements and Playgrounds	<u>4,403</u>
Total Expenditure	\$ 469,086

Summary of Facility and Capital Plans

- The Board's Three Year Plan consists of the following two projects:
 1. Modernization of David Thompson High School. Early in fiscal 2014-15 school year Alberta Education granted approval of this project. The first step to commence this project will be the Value Management process, which is scheduled to take place on December 2nd and 3rd, 2014.
 2. Replacement of the four modular units at the Evergreen Elementary School in Drayton Valley.

Further Information may be obtained by contacting:

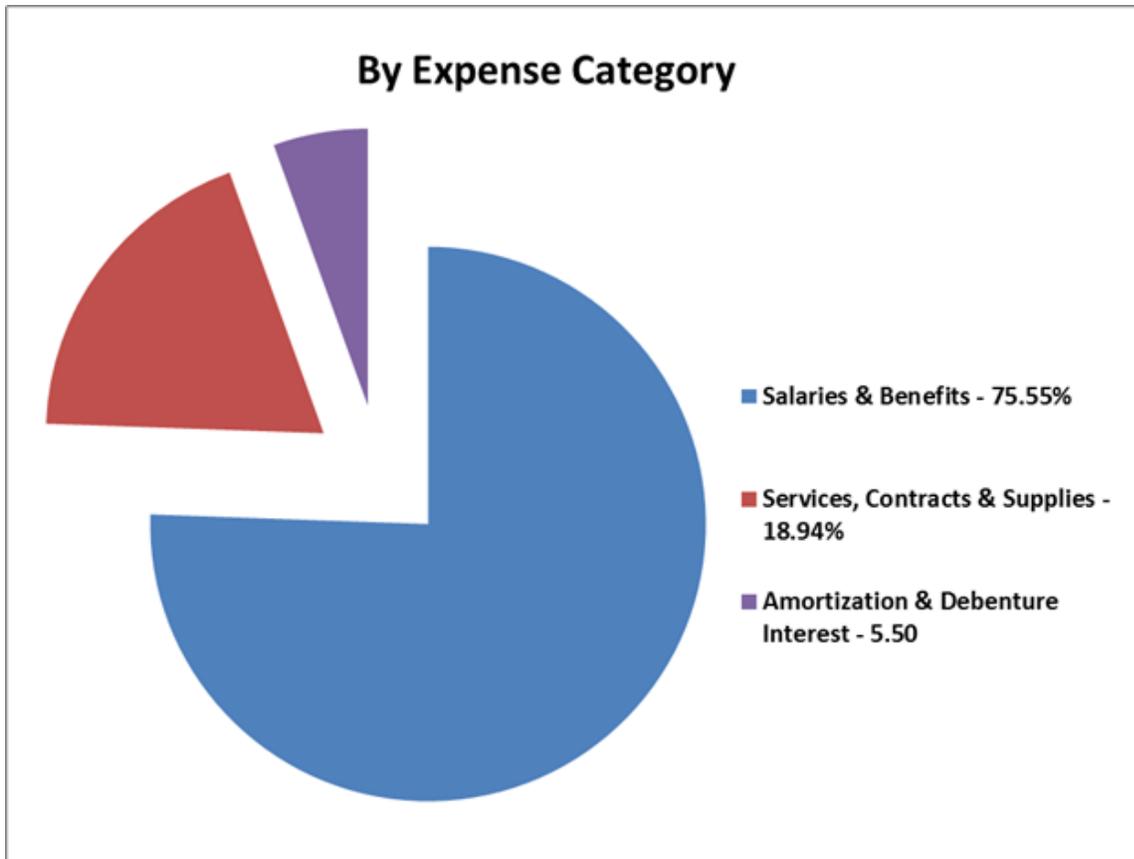
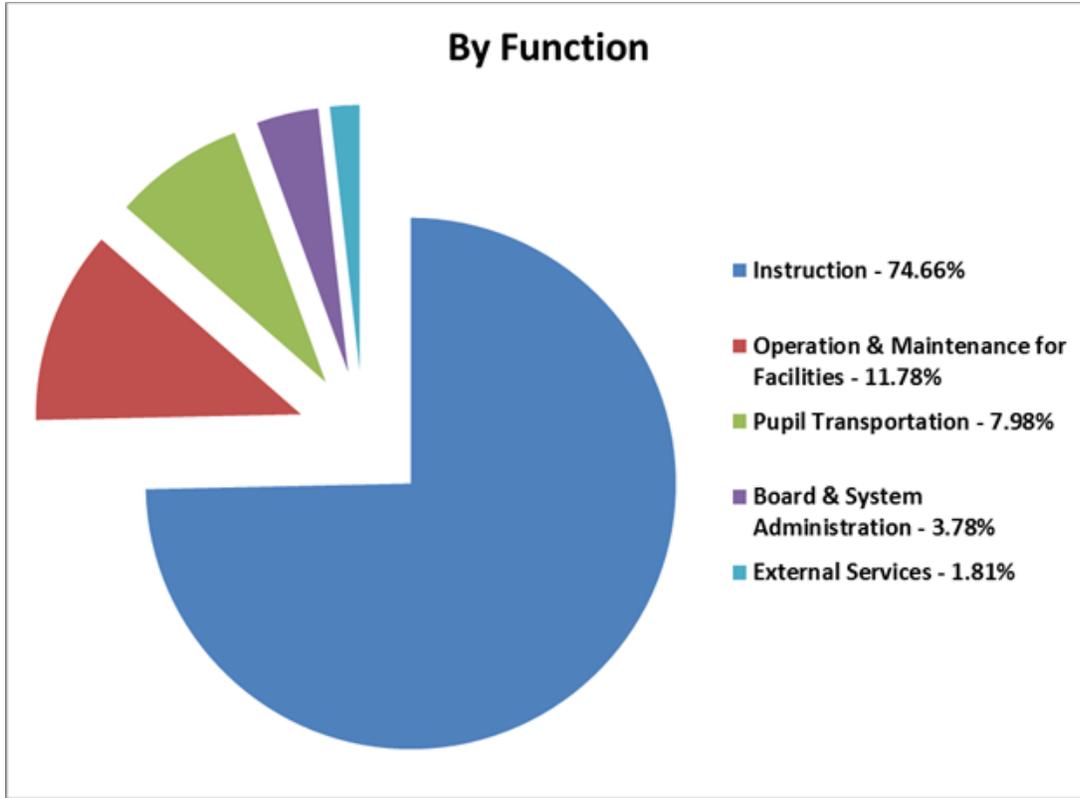
Mohammed Azim
 Secretary-Treasurer
 4912-43 Street
 Rocky Mountain House, AB T4T 1P4
 Email: Mohammed.Azim@wrsd.ca

2014-15 Budgeted Statement of Revenue & Expenditures

	Final Approved Budget 2014-15	Actual 2013-14	Budget 2013-14	Actual 2012-13	Actual 2011-12
REVENUE					
Government of Alberta	56,647,210	56,358,011	57,356,160	58,470,052	58,728,803
Fed. Gov't and/or First Nations	45,500	122,588	110,500	157,219	167,587
Other Alberta School Authorities	6,600	1,925	6,600	8,384	83,984
Instruction Resource Fees	844,060	955,074	930,890	1,418,965	1,145,148
Other Sales & Services	852,770	432,116	1,087,720	637,486	545,826
Investment Income	115,000	161,218	98,000	112,328	128,211
Gifts & Donations	159,000	251,923	372,950	491,464	387,526
Rental of Facilities	15,500	21,205	29,500	40,626	43,281
Fund Raising	680,000		680,000	666,650	676,504
Disposal of capital assets	-	12,087	0	-	1,345
Other Revenue	-	50,279	0	26,813	-
Amortization of Cap. Allocations	2,340,000	2,338,216	2,348,000	2,304,490	2,400,876
TOTAL REVENUE	61,705,640	60,704,642	63,020,320	64,334,477	64,309,091
EXPENDITURES					
Certificated salaries	27,069,340	26,357,860	26,478,100	28,160,176	28,177,964
Certificated benefits	5,806,780	5,960,340	5,708,040	5,791,467	5,777,151
Non-Certificated salaries	12,370,590	12,554,335	12,500,060	11,855,367	12,120,392
Non-Certificated benefits	2,973,620	2,878,965	2,588,500	2,607,825	2,657,648
Services, Contracts and Supplies	12,089,830	10,440,585	13,183,920	12,897,678	12,632,623
Amortization of Capital Assets					
Supported	2,340,000	2,257,057	2,348,000	2,304,490	2,400,876
Un-Supported	1,089,000	1,112,662	1,012,960	1,173,589	1,199,537
Interest on Capital Debt	84,050		94,370	122,382	159,022
Other Interest Charges	-	1,348	1,000	4,524	5,968
Loss on Disposal of Fixed Assets	-	-	0	15,748	-
TOTAL EXPENDITURES	63,823,210	61,563,152	63,914,950	64,933,246	65,131,181
SURPLUS (DEFICIT)	(2,117,570)	(858,510)	(894,630)	(598,769)	(822,090)

2014-15 Budgeted Allocation of Revenue & Expenditures (By Program)

	Final Approved Budget 2014-15	Actual 2013-14	Budget 2013-14	Actual 2012-13	Actual 2011-12
REVENUE					
ECS - Grade 12 Instruction	45,532,540	39,681,939	46,173,150	49,242,825	47,594,116
Operations & Maintenance of Facil	7,516,500	7,287,114	8,142,800	6,990,693	9,026,046
Pupil Transportation	5,090,000	10,168,147	5,168,540	5,318,222	5,222,642
Board & System Administration	2,414,200	2,462,747	2,399,200	2,206,073	2,203,446
External Services	1,152,400	1,104,695	1,136,630	576,664	262,841
TOTAL REVENUES	61,705,640	60,704,642	63,020,320	64,334,477	64,309,091
EXPENSES					
ECS - Grade 12 Instruction	47,650,110	45,567,389	47,080,580	49,915,265	48,684,722
Operations & Maintenance of Facili	7,516,500	7,609,914	8,397,300	7,041,532	9,070,590
Pupil Transportation	5,090,000	4,808,778	4,901,240	4,767,353	4,705,555
Board & System Administration	2,414,200	2,627,163	2,399,200	2,379,084	2,407,473
External Services	1,152,400	949,908	1,136,630	830,012	262,841
TOTAL REVENUES	63,823,210	61,563,152	63,914,950	64,933,246	65,131,181



Parental Involvement

- Twice yearly Umbrella School Council meetings
 - Monthly attendance of trustees at each School Council meeting
 - Division-supported ASCA memberships for each School Council
 - Financial support for representatives of each School Council to attend the annual ASCA conference
 - Increased social media presence to facilitate increased and more accurate information for parents
 - Increased interactions with local media
 - Town Hall meetings to provide a live venue in which to hear community voice
 - Conducted Thoughtstream survey as a means to engage public feedback
-
- Over the month of October, each school will present its draft results report and improvement plans to School Council for feedback.

Timelines and Communication

- Draft version of the Combined AERR/3 Year Plan presented to trustees for commentary October 21, 2014
- Final approval of the Combined AERR/3 Year Plan, November 25, 2014
- [Combined AERR/3 Year Plan posted to the website, November 28, 2014](#)
- Highlights version of the Plan distributed to school councils early December
- Hard copies of the Plan available at the Division Education Centre and each school
- [Web Link to Jurisdiction AERR Summary Page:](#)
- [Web Link to Jurisdiction Average Class Size All Subjects Report:](#)
- [Web Link to Jurisdiction Average Class Size Core Subjects Report:](#)