

Westwind School Division #74

COMBINED AERR & THREE-YEAR EDUCATION PLAN 2017 – 2020



WEBLINKS

- ****Public Disclosure Documents**
 - [Current Three-Year Education Plan & AERR](#)
 - [Current Summary of the Annual Education Results Report](#)
 - [Audited Financial Statement for 2016-17](#)
 - [Public Disclosure of Expenses – Trustees & Superintendent](#)
 - [Annual Class Size Survey Results – FALL 2017](#) (also included in APPENDIX Section of this document)
 - [Capital & Facilities Plan](#)

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the **2016-17** school year and the Education Plan for the three years commencing **September 1, 2017** for **Westwind School Division #74** 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 2016/2017 school year and the Three-Year Education Plan for 2017 / 2020 on December 1, 2017.



Mr. Jim Ralph
Board Chair



Mr. Ken Sommerfeldt
Superintendent

COMMUNICATION OF THE PLAN

Copies of the plan are distributed to all schools and school councils for discussion and feedback. Highlights are published in local newspapers, and copies of the report are available at the Divisional Office as well as on the Divisional Website. Westwind believes the combined Three-Year Education Plan and AERR are living documents and may need to be adjusted from time to time in order to assist schools to address emerging needs and achieve their goals for continuous improvement.

VISION STATEMENT

“Empowering the Human Potential of All Learners”

MISSION STATEMENT

Westwind School Division No. 74 empowers partners to build a world class, lifelong learning community; one that ensures that learners become responsible, caring, creative, self-reliant and contributing members of a democratic, knowledge based and productive society.

PRINCIPLES & BELIEFS

Westwind School Division No. 74 believes in principles for a quality learning system that is accessible, learner-centered, collaborative, accountable, responsive, innovative, fair and equitable.

Guiding Principles

Westwind School Division #74 believes:

- maximizing student potential is best achieved through an ongoing cycle of continuous improvement.
- formative and summative assessment, analysis and reporting of results and then development of improvement plans are essential components of the improvement cycle.
- the highest motivation comes from within, where personal passion and sense of purpose is a professional ideal.
- collaborative engagement enhances individual growth and collective achievement.
- an organization committed to transformation embraces change, encourages and supports innovation and celebrates creativity.
- effective problem solving requires honest, respectful communication, critical thinking, and a focus on solutions.
- by strengthening the division as a whole, each individual school and community also becomes stronger, while still recognizing that each school and community has the desire to preserve their unique sense of community and school identity.

DIVISIONAL PROFILE

Westwind School Division came into existence on September 1, 1994 as a result of regionalization and the amalgamation of the former Cardston School Division, Stirling School District and the northwest portion of the County of Warner School Division (community of Raymond). Westwind School Division stretches 66 kilometers north from the Canada/US Border and 109 kilometers from East to West; bounded on the West by the Waterton Lakes National Park and the Waterton River and on the East by a line running parallel with the Cardston County Eastern Boundary. The towns of Cardston, Magrath, and Raymond and the villages/hamlets of Stirling, Glenwood, Hill Spring, Mountain View, Leavitt, Del Bonita, Spring Coulee and Welling serve as trading centers for our largely rural population. Westwind serves just over 4,600 students, including preschool, ECS, 19 colony schools and a significant number of First Nations students, the majority of which are members of the Blood Reserve. **Effective September 1, 1998 Westwind Regional Division No. 9 officially became Westwind School Division No. 74.**

TRUSTEES/ADMINISTRATION

The jurisdiction is divided into seven (7) electoral areas with a total of eight (8) elected trustees plus one elected trustee from the Blood Reserve for a total of nine (9) elected trustees. There are two elected trustees from the Towns of Cardston and Raymond. The School Division Office is located in Cardston at 445 Main Street.

Trustees ([Meet the Trustees](#))

Mr. Jim Ralph (Raymond) – Board Chair
Mr. Doug Smith (Mtn. View/Hill Spring/Glenwood/Leavitt & Rural West) – Vice Chair
Mr. Joshua Smith (Stirling)
Mr. Rod Wendorff (Raymond)
Mr. Ross Blackmer (Magrath)
Ms. Patricia Beazer (Cardston)
Ms. Peggy Blackmore (Cardston)
Ms. Jessica Payne (Welling & Rural East)
Ms. Anna-Joyce Frank (Blood Reserve)

Senior Administration

Mr. Kenneth N Sommerfeldt, Superintendent
Mr. John Waterhouse, Deputy Superintendent
Mr. Peter Wright, Secretary Treasurer
Dr. Nolen Olsen, Assistant Superintendent
Dr. Rick Gilson, Assistant Superintendent

JURISDICTION PROGRAMS

A. Schools [\(Visit School Websites\)](#)

The Division operates twelve (12) regular schools, one (1) alternate school and nineteen (19) Hutterite Colony schools as listed below:

B. Regular Schools

REGULAR SCHOOLS (13)	
Cardston Elementary School (6204)	K - 5
Cardston Jr. High School (6203)	6 - 8
Cardston High School (6201)	9 - 12
Spring Glen Elementary School (6207)	K - 5
Spring Glen Junior High School (6223)	6 - 9
Magrath Elementary School (6211)	K - 6
Magrath Jr./Sr. High School (6210)	7 - 12
Mountain View School (6212)	K - 9
Raymond Elementary School (6508)	K - 6
Raymond Jr. High School (6507)	7 - 9
Raymond High School (6506)	10 - 12
Stirling School (6535)	K - 12
Westwind Alternate School (0576)	1 - 12

COLONY SCHOOLS (19)	
Big Bend Colony School (6213)	Blue Ridge Colony School (0994)
Crystal Spring Colony School (6214)	East Cardston Colony School (6215)
Deerfield Colony School (6225)	East Raymond Colony School (6536)
Hutterville Colony School (6216)	Miami Colony School (6514)
Milford Colony School (6515)	New Elm Colony School (6217)
New Rockport Colony School (6516)	Old Elm Colony School (6218)
O.K. Colony School (6517)	Riverside Colony School (6219)
Rockport Colony School (6220)	Spring Valley Colony School (0011)
Standoff Colony School (6221)	West Raley Colony School (6222)
Wolf Creek Colony School (6519)	Mr. Karl Peterson, District Principal

ENROLLMENT

The figures provided in this report reflect the actual September 30, 2017 count that has been submitted to Alberta Education, as well as projections for future years. It is encouraging to note that enrollment is slowly increasing.

***UPDATED ANNUALLY**

Enrollment	2013-14	2014-15	2015-16	2016-17	2017-18
E.C.S. (Pre-School 3 & 4)	244	245	243	252	267
Elementary (K-6)	2,331	2,368	2,405	2,459	2,439
Junior High (7-9)	1,014	977	986	1,000	1,034
Senior High (10-12)	871	900	921	900	887
TOTALS	4,460	4,490	4,555	4,611	4,627

Significant Cultural Populations – 2017-18			
	Blood Reserve	Off Reserve	Total
First Nations' Students	288	274	562
Hutterite Colony Students (<i>Ages 6-15</i>)			314

Three year projection data - ECS - 12	
2017 – 2018	4,627
2018 – 2019 <i>Projection</i>	4,665
2019 – 2020 <i>Projection</i>	4,704

*Based on [Baragar Projection Services](#)

Staffing	2014-15	2015-16	2016-17	2017-18
Teaching Staff <i>(All Certified Teachers)</i>	247.0	241.1	240.1	241.4
Non-Teaching Support Staff	298.8	297.5	309.5	318.2
TOTAL	545.8	538.6	549.6	559.6



SPECIAL PROGRAMMING

STUDENT NUTRITION PROGRAM

In 2016-17, Westwind was selected to participate in the pilot for the Alberta Education Student Nutrition Program with one school involved (Cardston Elementary School). In 2017-18, we are pleased to announce an additional three schools have been added to the program: Spring Glen Elementary, Mountain View School and Raymond Elementary School. This program is intended for schools with students in grades 1-6 only and with modernization projects underway in Magrath and Stirling, we have opted to wait one more year before bringing them in the program. At the beginning of next year, we will be providing a healthy meal for all students in grades 1 through 6 throughout Westwind School Division. We have found the greatest need in our schools is for a “breakfast” program that also provides for snacks and limited “bag” lunches for some students. Initial feedback from schools has been extremely positive. The funding for this program is provided as a grant from Alberta Education.

FIRST NATIONS, METIS & INUIT (FNMI)

Westwind School Division No. 74 has a significant number of First Nation’s students who are members of the Blood Tribe and who may or may not live on the reserve. The most significant populations attend schools in the communities of Cardston, Glenwood and Hill Spring. The Board receives funding from Alberta Education for all off-reserve FNMI students – these students are deemed to be provincially-funded students, the same as with any other resident student. However, if a First Nation’s student chooses to “self-identify” there is some additional funding that flows to the division to subsidize costs for these students. These funds are used to offset the cost of additional staff and learning resources for our First Nation’s students, as well as providing assistance to school council funding for First Nation’s cultural events and involvement in other school-related activities (ie. extra-curricular, etc). It is important to note that funding and limitations for busing is the same for all other provincially funded students – which means that students living closer than 2.4 km from their school are not eligible for bus service.

Closing the Gap for FNMI Students

For Westwind students who live on the Blood Reserve, there is an agreement in place with the Kainai Board of Education, who are funded by Indian & Northern Affairs Canada (INAC), to provide funding to educate these federal students at a cost equivalent to the average per pupil cost of all students in the division. The Board is firmly committed to ensure success for First Nation’s students as we continue to work to address the achievement gap for these students. In Westwind, we believe that academic success is closely linked to literacy, and as such we are working hard to make sense of the data related to First Nation’s student success. Through the use of Fountas & Pinnell Reading Assessments, we have identified there are deficits that can only be addressed with a comprehensive focus on literacy across the curriculum and across grade levels. We know that “literacy” capacity is of paramount importance for the success of our First Nation’s students, and as such, teachers are working collaboratively to ensure that literacy education becomes a priority in all subject areas from Kindergarten through Grade 12. To accomplish this aggressive task, a divisional literacy committee has been created to provide literacy leadership in every Westwind school – in 2016-17 multiple opportunities for literacy in-service will be provided to deepen teacher capacity to diagnose, instruct and assess to ensure continued improvement in literacy.

BUILDING COLLABORATION AND CAPACITY FOR EDUCATION (BCCE)

This special initiative targeting First Nation's school authorities and public school jurisdictions was started in the Spring of 2016 and is intended to facilitate increased collaboration between public school jurisdictions and First Nation's school systems from which they share students. Westwind School Division #74 is located adjacent to the largest Reserve in Canada (by land mass) and currently has about 600 students who are members of the Blood Tribe, living both on-reserve and off-reserve in communities served by our school system.

A major component of BCCE is to create a new "Education Services Agreement" to replace old tuition agreements. Since students living on First Nation Reserves funded by the Federal Government, when they choose to attend a school off-reserve a tuition agreement is required to define the level of funding to be provided to the provincial jurisdiction. And, since First Nation's students not living on federal reserve lands are funded by the province, whenever a First Nation's student who resides off reserve chooses to attend school on a reserve, there is a need for an agreement to transfer funding back to the Education authority on the respective Reserve. The "tuition agreement" between Westwind SD and the Kainai Board of Education was created in 1988 and needs to be updated.

An Educational Services Agreement is a more comprehensive plan that includes a tuition agreement as well as details regarding access to services, contingency plans for transient students, commitments to share professional expertise and other resources, and a long-term commitment to work together to ensure the success of all first nations' students.

WESTWIND ALTERNATE SCHOOL

Westwind School Division No. 74 provides alternative learning programs through the Westwind Alternate School. These include Home Education, Distance Learning and Outreach Programs.

The Westwind Alternate School is a stand-alone facility based in the Town of Cardston, with satellite campuses in Raymond and Magrath. The administration and staff cooperate with all divisional schools to ensure the educational needs of individual students and families are accommodated and supported. Certificated mentor teachers have responsibility for the development, supervision and evaluation of individual program plans, which are designed to meet the unique learning styles, needs and circumstances of each student.

ENGLISH, AS A SECOND LANGUAGE (ESL)

Westwind School Division No. 74 recognizes the "English as a Second Language Funding Program" assists with program development for selected Westwind students. An "English as a Second Language (ESL) Program" is presently in place for Hutterite Colony schools - with Educational Assistant support for all colonies.

STUDENT HEALTH PARTNERSHIP

The Westwind School Division No. 74 is a founding member of the Student Health Partnership. The majority of the funds allocated in the School Division are used to provide speech/language and behavioral/emotional services to students by employing speech-language assistants, behavioral assistants and family school liaison counselors. This partnership has also taken on the responsibility for the Case Management for Children with Complex Needs Initiative initiated by Alberta Education, Health and Child and Family Services Ministries.

SUCCESS IN SCHOOL FOR CHILDREN AND YOUTH IN CARE (CROSS-MINISTRY SERVICES)

Westwind School Division No. 74 continues to participate in the Provincial Pilot Project to improve education transitioning for children in provincial foster care. We will expand the project to include all schools in Westwind School Division. This joint inter-ministry protocol (wrap-around services) focuses on supporting children in foster care as they transition from school to school. Westwind remains committed to working with partnering ministries to meet the diverse and complex needs of students.

PUF/FSCD JOINT MINISTRY PROTOCOL

Westwind School Division No. 74 in conjunction with Family Supports for Children with Disabilities is entering the second year of a joint protocol to provide wrap-around services for children with disabilities and their families.

DIVISIONAL TECHNOLOGY STEERING COMMITTEE (*UPDATE)

Technology continues to play an important role in helping to meet the needs of all learners in Westwind. Key partnerships with the Alberta Assessment Consortium (AAC), Alberta Education (AB Ed), the Southern Alberta Professional Development Consortia (SAPDC), Alberta Technology Leaders in Education (ATLE), Apple Canada, GOOGLE Apps for Educators (GAPE), SMART Technologies, and many others form a foundation for meaningful professional development opportunities, necessary to bring about transformational change in the way we provide individualized learning opportunities for students.

Westwind has committed significant resources to improve student access to digital learning tools, as well as providing a current teaching resources for teachers. Each classroom teaching station includes a laptop computer and a means for projecting images and viewing digitally available video, in many cases, a SmartBoard, all within a robust wireless network capable of accommodating student-owned devices throughout the division. With the rapid and constantly changing technology landscape, constant attention and flexibility is required to accommodate emerging innovation and uses of technology for teaching and learning. The challenge is to provide appropriate resources that support learning that can be sustained over time.

In 2015-16, Westwind enter a lease agreement for new laptop computers for teachers and desktop computers for secretaries and librarians. We also increased our fleet of devices for student use. This is the first lease agreement for divisional technology and means that at the end of the lease term (4 years) these devices will be surrendered to the leasing company and new devices will need to be acquired. In **2016-17**, new technology was acquired for student devices, both purchased and leased, including 13” MacAir laptops, iMac desktop computers, iPads and Chromebooks.

In **2017-18**, our technology focus will continue to build capacity for users to leverage these devices for learning through the continued implement and refinement of the Alberta Education Learning and Technology Policy Framework (LTPF) and Ministerial Order for Student Learning. Our commitment is to maintain a robust divisional wireless network and acquire appropriate devices and services as needed to address the increasing need for greater student access to optimize student learning.

SCHOOL COUNCIL

In harmony with the Alberta School Act - *School Council Regulations 113/2007*, Westwind School Division No. 74 works closely with school administrators to ensure that school councils function properly, and that each school council is provided the opportunity to advise the school principal relative to the development of the school's mission, vision, philosophy, policies, AERR and 3-year Education Plan, and school budget. Each school council has an opportunity to provide the board with information regarding the council's activities as well as a detailed written summary report each year. The divisional school council, including each school council chair and principal, also meets annually.

School Councils receive a detailed report on the results of the provincial testing program and accountability pillar survey data through the school principal. This information is also provided to school administrators to then share with their school council and community, and is also available in electronic format on the divisional website. In order to facilitate openness and transparency, the Westwind website contains all Board information that is available to the public, including board policies and the minutes of monthly Board Meetings.

COUNSELLING SERVICES

Through a combination of teacher-counselors and family school liaison counselors (FSLC) Westwind School Division provides academic, career and personal counseling throughout the division. In 2017-18 additional counselling and educational assistant support was provided through the CIF Grant. We have four high schools in which we have a teacher counselor who is primarily focused on academic and career counseling. In addition, each of our schools has at least one member of the FSLC team assigned to provide counseling support covering a wide range of needs including but not limited to addiction, relationships, emotional, behavioral, and mental health issues as warranted. Schools with significant FNMI populations in Cardston, Hill Spring, and Glenwood have FSLC staff with a particular history of working successfully with First Nation students and the First Nation community. Wherever possible, a Family School Liaison Counselor assigned in those schools is a member of the First Nation Community. A modest portion of the expense for the FSLC program is provided by the regional Family & Community Support Services in Cardston and Barons-Eureka-Warner (Raymond/Stirling) offices with additional funding coming from South West Regional Collaborative Services (SWRCSD). Westwind School Division's commitment to counseling support for students has seen our commitment to the FSLC program grow to 7.5 FTE serving 12 schools in 2017-18. Additional counseling support is provided through two registered Psychologists and additional contracted supports, as needed.

SPEECH THERAPY

Speech therapists from Chinook Health provide speech/language services to students from kindergarten through grade 3 within the school Division. Health Region therapists are assisted by speech assistants hired by the Westwind School Division #74. Speech services for Program Unit Funded (PUF) students are contracted from either Chinook Health or from private speech/language practitioners.

INCLUSIVE EDUCATION

Many people believe this refers only to students with special needs and that where a “special needs code” is attained, that additional funding and support is automatically provided. This is a myth – funding and supports are no longer linked to “coding”! Westwind School Division No. 74 recognizes the uniqueness of each and every student who have specific talents, abilities and/or handicaps possibly requiring some level of support to provide a greater sense of belonging and acceptance in school community and enhance personal growth, development and success. The Board is committed to provide the programs and services that enable students to succeed and to receive an education appropriate to their abilities and needs. In partnership, parents, students, school administrators, teachers and support staff workers contribute to decisions to address student needs.

The inclusive education team consists of a full-time psychologist, a behavior specialist, a student services coordinator and an early learning consultant. Together they work with teachers and educational assistants in providing services to students. The preferred mode of program delivery is integration in the regular classroom within the student’s local school. Other program delivery options include pullout classes, one-to-one instruction with an educational assistant, programs within the Alternate School, and program delivery within the student’s home. Each school has a designated teacher who assists the principal to coordinate the Inclusive Education programs within the school. Family School Liaison Counselors assist parents and schools in meeting the needs of students who have academic, behavioral, economic, and/or emotional needs. A chartered psychologist provides assessment for students throughout the division.

Students who have been identified as needing Special Education programming are provided with an Individualized Program Plan (IPP) that identifies how their unique learning needs are to be met. Parents, students, and school staff, as well as other agencies, when appropriate, are involved in the development of programs.

A Divisional Focus on Improvement

The Board and senior administration are determined to support the transformational initiatives of the past four years, which will continue to be divisional priorities and guide the development of school administrators and teachers in Westwind well into the future:

- 1. Empowering Instructional Leadership**
- 2. Building Instructional Expertise**
- 3. Deepening and Improving Student Assessment Practices**
- 4. Working Collaboratively**

Staff Professional Learning

Date	Event	Details
Aug 28	School-based Learning Day	All Certified Staff
Aug 29	Student Assessment – Dr. Thomas Guskey	All Certified Staff
Aug 30	Student Assessment – Dr. Thomas Guskey	All Certified Staff
Aug 31	School-based Planning Day	All Certified Staff
Oct 6	Divisional PLC & School determined PD	All Certified Staff
Nov 9	Full Day of Professional Learning	All Staff
Nov 14	Board/Principal Assurance Networking Session	School Admin & Trustees
Dec 8	Divisional PLC & School determined PD	All Certified Staff
Jan 31	Divisional PLC & School Determined PD	All Certified Staff
Jan 31	Divisional EA Conference	All EA Support Staff
Feb 16	Divisional PLC & School determined PD	All Certified Staff
Feb 22-23	SWATCA – Teacher’s Convention	All teachers
Mar 23	Divisional PLC & School determined PD	All Certified Staff
Apr 20	Divisional PLC & School determined PD	All Certified Staff
May 18	Divisional PLC & School determined PD	All Certified Staff
Jun 25	School-based Staff Development	All Certified Staff
Jun 26	School-based Staff Development	All Certified Staff
Jun 27	School-based Staff Development	All Certified Staff
Jun 28	School-based Staff Development	All Certified Staff
Jun 29	School-based Staff Development	All Certified Staff

Ongoing PD & Leadership Focus

- Monthly divisional admin meetings – leadership development each month with Senior Admin (coaching/mentorship) – provision of regular PLC time for school admin
- Monthly Superintendent/Principal consultations & school walk-through – teacher supervision
- Book studies/professional reading
- Support staff development (EA Learning, Librarians, Secretaries)
- PowerSchool
- Google Apps for Education (GAFE) – Google +
- Apple Professional Learning
- Webinar Learning Opportunities
- Monitoring and nurturing of PLC principles with all teachers
- Ongoing development and support of PLC Cohort Lead Teachers
- Teacher Induction Program (for teachers new to district and/or new to assignment)
- Distributed leadership development (*Literacy, Curriculum Writing, Assessment, RTI, Cohort Leaders*)
- Building teacher capacity in instructional expertise, differentiated instruction and embedded formative assessment
- High School Redesign
- Learning and Technology Policy Framework
- Individual School PD/Professional Learning Plans
- Developing & Maintaining meaningful partnerships – AAC, SAPDC, CASSIX, U of L, AB Ed



Jr High Leadership Retreat
Payne Lake Lodge

Cooks on a “nutritious beverage” break at Raymond High School



For PUBLIC Distribution
APPROVED

Westwind School Division #74
2017-18

March 9, 2017 Board Mtg

August 2017						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Aug 28 - First Day for Teachers					0	4
Aug 28-31 - Professional Learning					Instr	N/I

September 2017						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Sep 1 - First Day for EAs					19	1
Sep 5 - First Day for Students					Instr	N/I
Sep 6 - First Day for Kindergarten					Instr	N/I

October 2017						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Oct 6 -- PD/PLC Day (no students)					20	1
Oct 9 - Thanksgiving Day STAT					Instr	N/I

November 2017						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
Nov 9 - DIV PD/PLC (no students)					20	1
Nov 10 - Remembrance Day STAT					Instr	N/I

December 2017							
SUN	MON	TUE	WED	THU	FRI	SAT	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31	Dec 8 - PD/PLC (no students)					14	1
Dec 21 - Last Day of Classes					Instr	N/I	

January 2018						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Jan 8 - School Resumes					17	1
Jan 31 - EA Conf (No students)					Instr	N/I
Jan 31 DIV PD/PLC (no students)					Instr	N/I

February 2018						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			
Feb 1 - First Day of Spring Sem					14	3
Feb 16 - PD/PLC (No Students)					Instr	N/I
Feb 19 - 23 -- Family Day Week (schools closed)					Instr	N/I

March 2018						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
Mar 23 - PD/PLC (No Students)					20	1
Mar 30 - Good Friday					Instr	N/I

April 2018						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
Apr 2-6 -- Easter Break					15	1
Apr 20 - PD/PLC (No Students)					Instr	N/I

May 2018						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
May 18 - PD/PLC (No Students)					21	1
May 21 - Victoria Day (STAT)					Instr	N/I

June 2018						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Jun 21 - Aboriginal Day					20	1
Jun 22 - Last day for Gr 1-9					Instr	N/I
Jun 25-28 - High School Exams					Instr	N/I
Jun 28 - Last Day for High School					Instr	N/I

Legend						
	=	Non-Instruction Days				
	=	Regular School Days				
	=	PLC Days				
	=	Holidays (Christmas & Easter)				
	=	Teacher's Convention				
5-Sep		First Day for Students				
22-Jun		Last day for Gr 1-9				
28-Jun		Last day for Gr 10-12				

Divisional Calendar Development

Each year, at a fall board meeting (Nov or Dec), the Board of Trustees considers a “draft” calendar and approves a version to be shared with stakeholders – who are invited to provide input for the creation of a divisional calendar for the next school year. Stakeholder groups then respond with suggestions for the Board to consider – this process takes until the February board meeting. Stakeholders specifically targeted include: ATA Local, School Councils, School Administrators and individual school staffs. At the March Board Meeting, the Board of Trustees normally pass a motion to accept a final draft of the collaborative created divisional calendar.

Parents have consistently expressed the desire to have children start school “after Labour Day” wherever feasible and to end school as early in June as possible. Summers in Southern Alberta are short and families like to have as long a summer break as is possible. Parents have also expressed a desire to have the “Family Day” week in February as a week free from instruction and to have the “spring break” in April.

Since the inception of “Inspiring Education” in the spring of 2010, the nature of teaching and learning has changed. Expectations and standards have been revisited and in most cases, raised to a new level of proficiency for both students and teachers. It is now assumed, as supported by exhaustive research studies, that teachers collaborate to plan and assess for optimal student learning. This takes time and the calendar must provide for this essential components and structure.

We acknowledge the professionalism and dedication of our teachers and of all school employees, and strive to create a calendar that empowers them with the time necessary to provide necessary instruction for students and also time for professional learning and growth.



Cardston Elementary Students



Combined 2017 Accountability Pillar Overall Summary

Measure Category	Measure	Westwind SD No.74			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.5	90.1	90.1	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	77.5	79.1	78.8	81.9	81.9	81.5	Intermediate	Maintained	Acceptable
	Education Quality	91.7	91.8	91.1	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	3.0	2.4	3.1	3.0	3.2	3.3	High	Maintained	Good
	High School Completion Rate (3 yr)	79.6	80.9	81.1	77.9	76.5	76.1	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	76.7	74.2	75.2	73.4	73.6	73.2	Intermediate	Maintained	Acceptable
	PAT: Excellence	22.4	19.7	20.6	19.5	19.4	18.8	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	79.2	82.1	81.7	83.0	82.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	16.7	15.9	16.1	22.2	21.2	21.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	54.8	62.2	60.0	54.9	54.6	53.1	Intermediate	Declined	Issue
	Rutherford Scholarship Eligibility Rate	76.8	79.1	79.1	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	44.0	49.5	47.3	57.9	59.4	59.3	n/a	Maintained	n/a
	Work Preparation	83.5	85.9	83.9	82.7	82.6	81.9	High	Maintained	Good
	Citizenship	82.8	84.5	83.8	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	81.0	82.1	80.7	81.2	80.9	80.7	High	Maintained	Good
Continuous Improvement	School Improvement	85.1	84.3	85.3	81.4	81.2	80.2	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Combined 2017 Accountability Pillar First Nations, Métis and Inuit Summary

Measure Category	Measure	Westwind SD No.74 (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	4.9	6.1	7.0	5.8	6.1	6.7	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	51.3	61.7	50.0	53.6	50.2	47.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	53.2	45.8	43.9	51.7	52.4	52.1	Very Low	Improved	Issue
	PAT: Excellence	3.0	2.8	2.9	6.7	6.3	6.3	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	56.6	69.9	68.7	77.1	76.1	76.3	Very Low	Maintained	Concern
	Diploma: Excellence	4.8	4.1	5.0	10.7	10.2	10.2	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	18.0	39.3	31.1	21.8	20.7	20.3	Very Low	Declined	Concern
	Rutherford Scholarship Eligibility Rate	34.4	54.8	54.8	34.2	31.9	31.9	n/a	Declined	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	40.9	46.6	46.5	31.8	33.5	33.3	n/a	Maintained	n/a
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
9. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
10. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

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 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 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
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
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.

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

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)

Outcome One: Alberta’s students are successful *(Provincial Achievement Test Results)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	74.3	74.6	76.9	74.2	76.7	n/a	Intermediate	Maintained	Acceptable	n/a	n/a	n/a
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	19.9	19.6	22.4	19.7	22.4	n/a	High	Maintained	Good	n/a	n/a	n/a

WWSD PAT Results		Westwind SD No.74						Alberta				
Course	Measure	Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Improved Significantly	Excellent	381	92.1	341	85.0	49,572	82.5	46,989	82.5
	Standard of Excellence	Very High	Improved	Excellent	381	24.4	341	20.3	49,572	18.9	46,989	19.2
Mathematics 6	Acceptable Standard	High	Improved	Good	381	79.8	342	76.5	49,507	69.4	46,906	73.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	381	16.5	342	18.1	49,507	12.6	46,906	14.5
Science 6	Acceptable Standard	Intermediate	Improved	Good	380	82.1	342	77.7	49,501	76.9	46,914	76.7
	Standard of Excellence	Very High	Improved Significantly	Excellent	380	34.5	342	25.6	49,501	29.0	46,914	25.8
Social Studies 6	Acceptable Standard	Intermediate	Improved Significantly	Good	380	75.8	342	67.7	49,485	72.9	46,903	70.5
	Standard of Excellence	High	Improved Significantly	Good	380	21.8	342	15.7	49,485	21.7	46,903	18.9
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	306	76.1	294	78.3	45,487	76.8	43,746	76.3
	Standard of Excellence	High	Maintained	Good	306	16.3	294	16.7	45,487	14.9	43,746	14.9
Mathematics 9	Acceptable Standard	Intermediate	Maintained	Acceptable	295	70.8	289	71.7	45,020	67.2	43,295	66.7
	Standard of Excellence	Very High	Maintained	Excellent	295	24.4	289	23.8	45,020	19.0	43,295	17.6
Science 9	Acceptable Standard	High	Maintained	Good	304	73.4	295	75.5	45,445	74.0	43,808	73.8
	Standard of Excellence	Very High	Maintained	Excellent	304	22.0	295	25.2	45,445	21.4	43,808	22.4
Social Studies 9	Acceptable Standard	Intermediate	Declined	Issue	308	65.3	294	69.9	45,484	67.0	43,722	65.1
	Standard of Excellence	High	Maintained	Good	308	20.5	294	22.6	45,484	20.2	43,722	19.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



Student of the Week Awards at CES

Provincial Achievement Test Results – Measure Details (OPTIONAL)

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	84.6	20.2	84.3	18.7	85.5	20.7	85.4	21.6	92.1	24.4	n/a	n/a
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
Mathematics 6	Authority	81.4	19.3	78.8	19.8	77.7	18.7	73.2	15.9	79.8	16.5	n/a	n/a
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	Authority	80.0	28.7	79.9	26.5	76.8	24.3	76.2	25.9	82.1	34.5	n/a	n/a
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	Authority	73.2	20.6	69.6	15.9	69.8	17.0	63.7	14.0	75.8	21.8	n/a	n/a
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		
English Language Arts 9	Authority	75.8	15.8	72.9	14.0	81.4	16.2	80.7	20.0	76.1	16.3	n/a	n/a
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
English Lang Arts 9 KAE	Authority	57.1	0.0	73.3	6.7	62.5	0.0	84.2	0.0	*	*	n/a	n/a
	Province	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9		
Mathematics 9	Authority	66.2	21.2	68.3	23.5	74.3	29.5	72.6	18.3	70.8	24.4	n/a	n/a
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0		
Mathematics 9 KAE	Authority	71.4	21.4	84.2	10.5	66.7	5.6	76.9	23.1	35.0	10.0	60	15
	Province	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3		
Science 9	Authority	70.4	17.3	72.8	19.2	79.0	31.7	74.9	24.7	73.4	22.0	n/a	n/a
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4		
Science 9 KAE	Authority	37.5	0.0	83.3	16.7	43.8	12.5	66.7	11.1	36.4	0.0	65	13
	Province	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3		
Social Studies 9	Authority	62.4	16.9	69.4	21.1	74.4	26.6	65.9	20.1	65.3	20.5	72	n/a
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2		
Social Studies 9 KAE	Authority	*	*	61.1	5.6	56.3	12.5	70.6	5.9	*	*	n/a	n/a
	Province	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Comments:

In 2016-17, we experienced a bit of a decline in the Acceptable Standard for Grade 9 Social Studies. All other subjects and standards we at good or acceptable levels.

Strategies:

- Division-wide focus on LITERACY across the curriculum – teachers will collaboratively identify areas of concern and develop a school plan to improve the meeting of literacy benchmarks for all students.
- New student nutrition program has been initiated in four of six K-6 schools. Ensuring that students start each day with a nutritious breakfast, lunch and snacks throughout the day.
- A deep analysis of Provincial Achievement Test results will be completed and shared with teachers in the respective divisional subject/grade level cohort (all teachers teaching common subjects) for analysis and sharing so they can learn from divisional best practice.
- Ensure that PLC structures are provide with embedded time for collaboration and the framework for a school personnel to work collaboratively to better instruct, provide needed intervention, and otherwise assist students continues to be refined.
- Focus on improving formative student assessment strategies (Dylan Wiliam) and school intervention plans (Mattos).
- Teachers will be encouraged to participate in the marking of Provincial Achievement Tests.
- Administrators will report achievement results and improvement plans to the Board and public annually. All divisional and school data are shared with all school administrators and the board.

Outcome 1 cont'd -- Hutterite Colony Student Achievement

Westwind Colony Students Compared to All Colony Students in Alberta

	2014-15		2015-16		2016-17	
	ACC	EXC	ACC	EXC	ACC	EXC
Gr 6 ELA	9.3	4.8	-0.1	2.1	18.5	7.0
Gr 6 Math	12.7	6.6	7.3	2.3	19.6	1.3
Gr 6 Sci	17.9	4.6	3.0	-4.5	26.1	1.2
Gr 6 SS	25.6	0.7	6.1	-0.6	26.9	2.4

Westwind Colony Students compared to all students in Westwind

	2014-15		2015-16		2016-17	
	ACC	EXC	ACC	EXC	ACC	EXC
Gr 6 ELA	4.2	-5.3	-6.6	-9.5	5.3	-11.4
Gr 6 Math	6.9	-5.9	5.6	-3.8	7.4	-11.4
Gr 6 Sci	2.7	-8.9	-3.5	-16.8	7.6	-21.7
Gr 6 SS	-0.6	-11.9	-0.1	-7.9	-1.4	-14.1

Westwind Colony Students compared to all students in Alberta

	2014-15		2015-16		2016-17	
	ACC	EXC	ACC	EXC	ACC	EXC
Gr 6 ELA	6.9	-4.1	-4.1	-8.3	14.9	-6.1
Gr 6 Math	11.3	-1.3	6.6	-1.9	17.8	-7.5
Gr 6 Sci	3.1	-9.9	-5.3	-18.0	12.8	-16.2
Gr 6 SS	-0.6	-13.0	-7.8	-15.9	1.5	-14.0

Comments:

Results are available for Grade 6 only due to the low number of students enrolled in Grade 9 by the end of the school year – it is common practice for Hutterite children to transition to colony-based experiential learning on their 15th birthday – resulting in limited numbers to write Gr 9 PATs.

- It is significant to note that Westwind Hutterite students perform very well, as compared to all other provincial colony students, all Westwind divisional students and all provincial students on grade 6 provincial achievement tests particularly on the Acceptable Standard.

Strategies:

- Divisional subject/grade cohorts will receive a disaggregated item analysis and will develop an improvement plan to address curricular deficits reflected in their individual school results.
- Ensure that PLC structures are provided with embedded time for collaboration and the framework for a school personnel to work collaboratively to better instruct, provide needed intervention, and otherwise assist students continues to be refined.
- Improved student assessment strategies and school intervention plans – this includes expanding the use of Fountas & Pinnell Reading Assessments and introducing the Jerry Johns literacy assessment (designed for ELL students).
- Results are presented to the Board and to Colony Leaders, at an annual Hutterite Education Meeting held in November each year.
- At the beginning of the 2015-16, a Divisional Principal was hired to supervise colony education. We have found this additional layer of support for colony school staff assists to enhance collaboration and to more effectively focus professional learning for teachers.



Spring Glen Elementary
Students



Outcome One: Alberta's students are successful (Diploma Exam Results)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	80.3	81.1	82.0	82.1	79.2	n/a	Intermediate	Maintained	Acceptable	n/a	n/a	n/a
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	14.3	16.6	15.8	15.9	16.7	n/a	Intermediate	Maintained	Acceptable	n/a	n/a	n/a

2016-17		Westwind SD No.74						Alberta				
Course	Measure	Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Intermediate	Declined	Issue	167	89.8	142	93.6	30,150	86.5	28,895	87.0
	Standard of Excellence	High	Maintained	Good	167	13.8	142	11.9	30,150	11.7	28,895	11.3
English Lang Arts 30-2	Acceptable Standard	Intermediate	Declined	Issue	110	89.1	105	93.8	16,797	89.5	16,361	89.2
	Standard of Excellence	High	Maintained	Good	110	17.3	105	13.9	16,797	11.4	16,361	12.2
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	96	76.0	90	67.8	20,371	73.1	20,934	74.0
	Standard of Excellence	n/a	n/a	n/a	96	19.8	90	19.8	20,371	30.7	20,934	28.5
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	104	76.9	94	72.5	14,327	74.7	12,738	73.6
	Standard of Excellence	n/a	n/a	n/a	104	14.4	94	17.5	14,327	15.9	12,738	15.8
Social Studies 30-1	Acceptable Standard	Low	Maintained	Issue	146	76.7	123	81.3	22,249	86.0	21,875	85.9
	Standard of Excellence	Low	Maintained	Issue	146	6.2	123	7.7	22,249	14.8	21,875	14.9
Social Studies 30-2	Acceptable Standard	Low	Declined	Issue	132	78.8	131	84.6	20,054	80.6	19,579	82.1
	Standard of Excellence	High	Maintained	Good	132	15.2	131	11.7	20,054	12.6	19,579	13.5
Biology 30	Acceptable Standard	Low	Declined Significantly	Concern	163	72.4	183	82.1	22,993	84.2	21,843	85.4
	Standard of Excellence	Low	Maintained	Issue	163	18.4	183	21.0	22,993	32.3	21,843	32.4
Chemistry 30	Acceptable Standard	Intermediate	Maintained	Acceptable	130	79.2	118	77.8	18,751	83.1	19,161	81.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	130	28.5	118	23.7	18,751	38.6	19,161	34.6
Physics 30	Acceptable Standard	Low	Maintained	Issue	64	68.8	46	73.2	9,952	85.7	10,553	84.3
	Standard of Excellence	Intermediate	Maintained	Acceptable	64	21.9	46	23.5	9,952	41.8	10,553	36.6
Science 30	Acceptable Standard	Low	Maintained	Issue	9	66.7	14	68.7	9,323	84.9	7,914	84.4
	Standard of Excellence	Low	Maintained	Issue	9	11.1	14	10.4	9,323	28.4	7,914	26.6

Diploma Examination Results – Measure Details (OPTIONAL)

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	85.6	6.3	90.5	12.0	94.8	12.7	95.6	11.1	89.8	13.8	94	n/a
	Province	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7		
English Lang Arts 30-2	Authority	89.0	7.3	89.3	16.1	95.0	17.0	97.1	8.7	89.1	17.3	94	n/a
	Province	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4		
Mathematics 30-1	Authority	77.5	29.2	67.0	15.2	78.5	21.5	58.1	22.6	76.0	19.8	n/a	n/a
	Province	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7		
Mathematics 30-2	Authority	76.4	7.3	76.8	19.5	64.5	11.2	76.1	21.7	76.9	14.4	n/a	n/a
	Province	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9		
Social Studies 30-1	Authority	78.2	3.4	80.3	4.5	81.3	8.9	82.4	9.6	76.7	6.2	82	10
	Province	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8		
Social Studies 30-2	Authority	78.0	9.9	83.3	11.1	82.8	11.7	87.6	12.4	78.8	15.2	88	n/a
	Province	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6		
Biology 30	Authority	81.8	21.0	83.2	21.4	80.7	20.5	82.4	21.0	72.4	18.4	83	22
	Province	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3		
Chemistry 30	Authority	78.9	23.7	77.8	26.2	77.9	25.0	77.6	20.0	79.2	28.5	n/a	n/a
	Province	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6		
Physics 30	Authority	71.2	16.7	71.4	36.7	77.8	15.6	70.5	18.2	68.8	21.9	75	30
	Province	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8		
Science 30	Authority	*	*	*	*	72.7	9.1	64.7	11.8	66.7	11.1	80	25
	Province	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Accountability Pillar Survey Results

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	81.9	79.1	83.2	80.9	79.6	n/a	High	Maintained	Good	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.0	3.6	3.3	2.4	3.0	n/a	High	Maintained	Good	n/a	n/a	n/a
High school to post-secondary transition rate of students within six years of entering Grade 10.	52.0	42.6	50.0	49.5	44.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship .	n/a	n/a	n/a	79.1	76.8	n/a	n/a	Maintained	n/a	n/a	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	57.3	58.9	58.8	62.2	54.8	n/a	Intermediate	Declined	Issue	60.5	61.5	62.5

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
3 Year Completion	81.9	79.1	83.2	80.9	79.6	74.8	75.3	76.5	76.5	77.9
4 Year Completion	82.6	83.8	83.5	84.4	83.6	79.2	79.6	79.9	81.0	81.2
5 Year Completion	79.8	83.8	85.0	83.9	86.2	80.6	81.5	82.0	82.1	83.2

Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
% Writing 0 Exams	12.8	12.9	10.4	11.5	16.6	16.5	16.6	15.7	15.7	15.0
% Writing 1+ Exams	87.2	87.1	89.6	88.5	83.4	83.5	83.4	84.3	84.3	85.0
% Writing 2+ Exams (<i>Grad Requirement</i>)	84.4	85.6	87.4	87.4	82.3	80.5	80.3	81.4	81.2	81.9
% Writing 3+ Exams	71.9	69.8	69.5	73.7	65.9	66.8	63.3	65.0	64.7	65.2
% Writing 4+ Exams	57.3	58.9	58.8	62.2	54.8	55.9	50.1	54.4	54.6	54.9
% Writing 5+ Exams	36.3	39.4	40.3	37.8	37.0	37.5	31.5	36.3	37.1	37.5
% Writing 6+ Exams	13.5	15.5	12.7	8.4	13.3	14.3	11.4	13.1	13.8	13.6

Comments **Transition Rate:** Accurate data on transition rate to post-secondary study is skewed, due to the significant number of our students who choose to enroll outside of Alberta or who either work for a year prior to or immediately depart for LDS missions following high school (young men are eligible for mission service at age 18 and young women at age 19). Where transition data is tracked (ie. Raymond High School) in year seven, there is a very high percentage of students who enroll in post-secondary programs, but not necessarily in Alberta.

Strategies – DIP Participation Rate

- Division-wide focus on LITERACY across the curriculum, including all high school subject disciplines – teachers will collaboratively identify areas of concern and develop a school plan to improve the meeting of literacy benchmarks for all students. Recognition that literacy is a common link to success in all areas of study. With improved literacy skills, students should feel confident in writing elective diploma examinations.
- Improve student achievement through the appropriate and timely application of formative assessment strategies and utilization of high yield teaching strategies – teachers strive to differentiate instruction to accommodate a variety of learning styles in every classroom.

- Improvement to the participation rate for diploma exam must begin at the start of a student's high school experience. Students will be encouraged to enroll in "diploma stream" core subjects to facilitate increased eligibility to write additional provincial assessments.
- Deep analysis of Diploma Exam results – subject by subject to the Student and Item Analysis level – shared with all teachers in the respective divisional subject/grade level cohort (all teachers teaching common subjects) for analysis and sharing so they can learn from divisional best practice. Institution of "Dossier" to better inform administrators and teachers of emerging trends that may require intervention.
- Teachers will participate in divisional PLC cohorts to deepen understanding of curriculum, appropriate assessment and reporting of student learning, and timely intervention (when students do not learn).
- School administrators and teachers perform deep analysis of data to better understand test results as these apply to the unique learning context in their school and community. This analysis also identifies students on the margins so individual strategies can be developed to ensure overall student success.
- Administrators will report achievement results and improvement plans to the Board and public annually. All school results, regardless of grade level, are shared with all school principals.
- Teachers will participate in the marking of Diploma Exams and will participate in Provincial Field Testing programs and working groups.

Notes:

1. *Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).*
2. *Overall evaluations can only be calculated if both improvement and achievement evaluations are available.*
3. *Diploma Examination Participation, High School Completion and High School to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.*
4. *Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.*
5. *Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.*
6. *Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.*
7. *Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.*
8. *Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.*



Outcome One: Alberta’s students are successful *(continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship .	84.8	82.5	84.2	84.5	82.8	n/a	Very High	Maintained	Excellent	n/a	n/a	n/a
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.	85.6	82.0	83.7	85.9	83.5	n/a	High	Maintained	Good	n/a	n/a	n/a

Strategies: (Optional) – this is a list of ongoing strategies that will continue.

- Provide a Junior High Leadership development seminar for all Jr. High Student Council leaders.
- Provide a variety of social projects throughout the division, including: service projects, youth reclamation programs, Why Try, Roots of Empathy, The Heart of the Matter (Character and Citizenship Education), Love and Logic, The Leader in You, Celebrating Success, Advisor Program, and Safe and Caring schools.
- Family School Liaison Counselors will meet regularly to work collaboratively in order to meet the needs of all students.
- In order to instill a sense of cooperation and understanding between different cultural groups provide activities including: Native Honor Night and other cultural awareness events/assemblies, and foreign student exchange programs, and intra-divisional activities, guest speakers and presentations.
- Character Education is integrated into school programs through the implementation of “Love & Logic.” This includes – anti-bullying efforts.
- Provide opportunities for Work Experience, Tech Prep, Registered Apprenticeship Program, Green Certificate, Job Shadowing, Take Your Kids to Work, Career Cupboard, Jr. Achievement, Planning for post-secondary studies grade 6, 9, and 12 parent and student guide, Locally Developed Courses (Faith-based Religious Studies Courses and Archaeology) and the Skills Canada Competition.
- Teachers will work collaboratively to identify areas where students will have opportunities to engage in meaningful, authentic learning and develop attitudes and skills to be critical thinkers, collaborative problem solvers and ethical citizens.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.



Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	39.2	40.8	45.1	45.8	53.2	55.0	Very Low	Improved	Issue	57.0	60.0	62.0
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	2.1	3.4	2.5	2.8	3.0	10.0	Very Low	Maintained	Concern	10.0	12.0	15.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	47.6	62.2	73.9	69.9	56.6	75.0	Very Low	Maintained	Concern	75.0	76.0	77.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	0.0	3.3	7.6	4.1	4.8	10.0	Very Low	Maintained	Concern	8.0	10.0	12.0

STRATEGIES FOR First Nations, Métis and Inuit (SUCCESS ON PROVINCIAL ASSESSMENTS)

Comments: *Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of “Improved” or “Improved significantly” on Accountability Pillar measures, may be included.*

We have experienced steady improvement for our First Nation’s students at the Acceptable Standard for both Provincial Achievement Tests (Gr 6 & 9) and Diploma Examinations – this is an important first step, as we raise the achievement level of these students to a level where they can experience continued academic success. The next step will be to help these students to excel in increasing numbers.

Strategies for Improvement: *For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results. Authorities should include strategies that ensure all students, teachers and school leaders learn about the First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.*

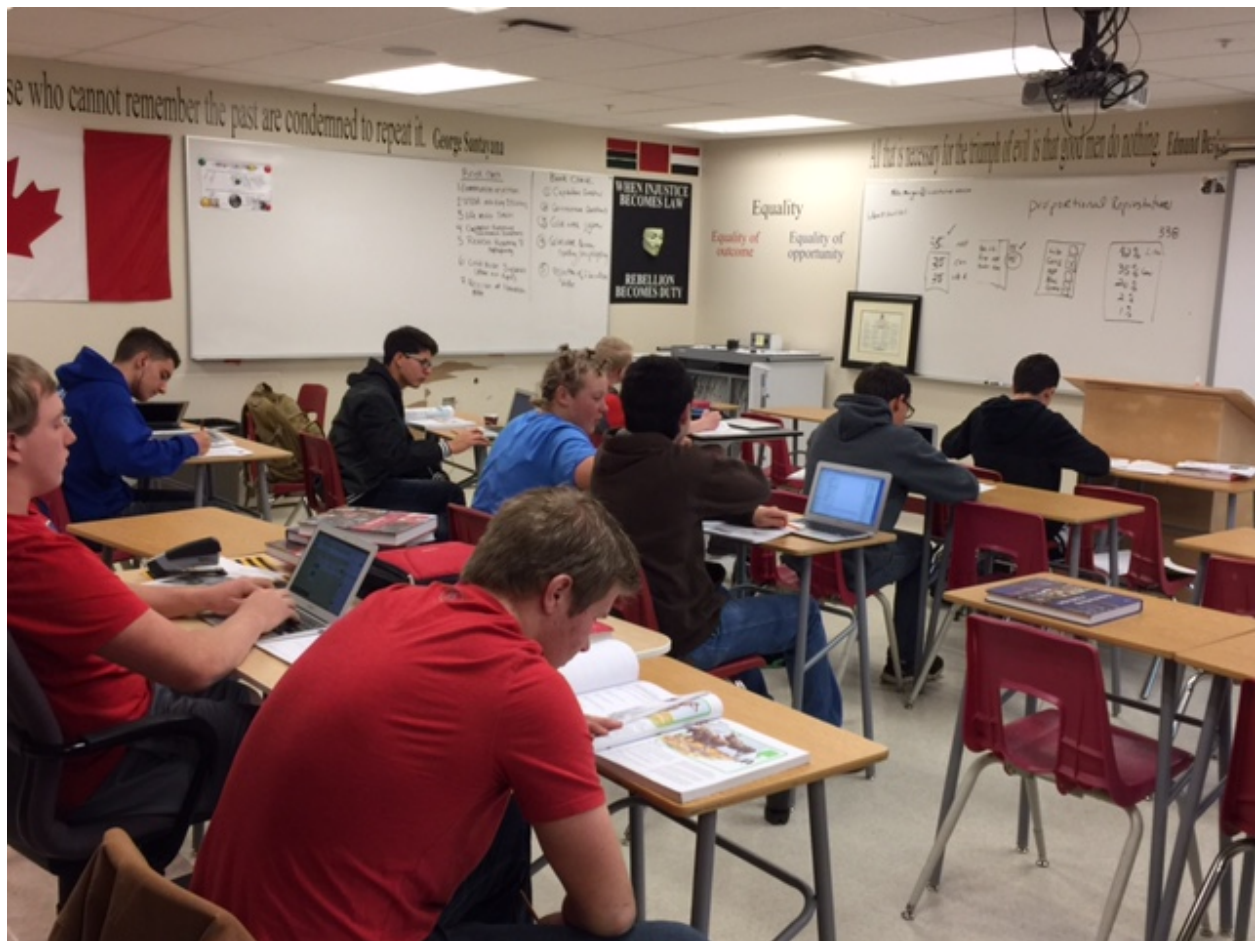
- Provide counseling support for Cardston High School at a level higher than formula – where we have the greatest population of First Nation’s students. Identify students who may require interventions to complete high school program. Encourage First Nation’s students to take diploma exam courses and plan for post-secondary study.
- Improve student achievement through the appropriate and timely application of formative assessment strategies and utilization of high yield teaching strategies – teachers strive to differentiate instruction to accommodate a variety of learning styles in every classroom.
 - First Nation’s students are provided with access to tutors, especially at the high school level.
- First Nation’s Family-School Liaison Counselors are provided in all schools with a significant First Nation’s student population. Their primary responsibility is to work with students, parents/guardians and school staff to develop and ensure the academic and extra-curricular program is tailored to meet the individual needs of each student.
 - Individually targeted intervention programs designed to ensure students complete the requirements for high school graduation (ie. Cardston High School)
 - First Nation’s Family School Liaison Counselors (meeting monthly as a district PLC):
 - work closely with parents and family members to encourage attendance at school.
 - visit homes throughout the school year to develop positive relationships and to provide support.
 - Consistently monitor progress of First Nation’s students and function as a liaison advocate for these students with teachers and parents/guardians.
- Division-wide focus on LITERACY across the curriculum, including all high school subject disciplines – teachers will collaboratively identify areas of concern and develop a school plan to improve the meeting of literacy benchmarks for all students. Recognition that literacy is a common link to success in all areas of study.
 - Schools will develop a strategic program for remediation with intervention strategies appropriate to overcome learning deficits that are identified and addressed in a timely manner. The use of Fountas & Pinnell and other reliable Reading Assessments are used throughout the division to identify gaps in literacy – from which, teachers prescribe needed intervention strategies to overcome them (ie. Jerry Johns, Burns & Roe, etc).
- Wherever possible, First Nation’s candidates are hired to work in our schools to provide necessary role models for First Nation’s students.
 - Provide access to Blackfoot language and Native Culture classes where First Nation’s staff and local Tribal Elders can interact and encourage First Nation’s students.
- Expand the use of “Dossier” to increase understanding of student achievement data and to better develop and manage individual program plans for struggling students and provide for timely intervention/recovery strategies.

- Ensure that schools provide opportunities and encouragement for First Nation’s parents to be involved in school functions and parent-teacher interviews – additionally, schools will strive to increase First Nation’s involvement on school council.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Preparing to Solve the World’s Problems



Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated *(continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	51.8	37.4	50.9	61.7	51.3	n/a	Very Low	Maintained	Concern	60.0	63.0	65.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	7.1	6.8	7.9	6.1	4.9	n/a	Intermediate	Maintained	Acceptable	n/a	n/a	n/a
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	48.5	45.3	47.5	46.6	40.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship .	n/a	n/a	n/a	54.8	34.4	n/a	n/a	Declined	n/a	45.0	50.0	55.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	23.3	31.2	22.9	39.3	18.0	n/a	Very Low	Declined	Concern	30.0	35.0	40.0

Comments: *(Optional) Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of “Improved” or “Improved significantly” on Accountability Pillar measures, may be included.*

- Alberta students are eligible for funding until they are 20 years of age (a full five years after they enter grade 10) and this will be further extended once the new Education Act comes into effect. This would suggest that it is acceptable for students to complete high school within that longer period of time (rather than the three years required by the measure for High School Completion). There are many First Nation’s students who choose to complete high school in four or five years, and may even choose to complete high school in a post-secondary setting (at Lethbridge College or Red Crow College).
- In terms of drop out rate – when a First Nation’s student leaves Westwind, they often enroll in a Federal School located on the Blood Reserve or one of our neighbouring jurisdictions.
- We are seeing a steady increase in the number of First Nations’ students who qualify for a Rutherford Scholarship – we believe this measure will continue to improve as we more fully address gaps in literacy.
- The final measure, once again, is limited to those who write diploma exams within 3 years of entering grade 10 – they may be an unrealistic expectation for many of our First Nation’s students.

STRATEGIES for IMPROVEMENT: *(Optional) For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results. Authorities should include strategies that ensure all students, teachers and school leaders learn about the First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.*

- First Nation’s students will have access and where appropriate, will be encouraged to take advantage of after-school teacher and peer-counseling programs, addictions counseling and other community resources as needed/desired.
- Westwind high schools will participate in High School Redesign to enable them to provide increased support for students in charting a future education plan with support to accomplish it.
 - Create student advisory groups within the framework of high school redesign, as appropriate.
 - Promote First Nation’s student eligibility for scholarships, including Rutherford Scholarships.
- First Nation’s staff members will visit homes throughout the school year to develop relationships and provide supports to improve attendance at school.
- Establish a divisional student engagement committee, including First Nation’s student representatives, to discuss issues and explore solutions to improve the learning experience for all students.
- Schools will invite First Nation’s Elders to interact with students and assist staff to better understand and meet student needs.
- Westwind School Division will partner with Kainai Senior Administration to explore ways to better meet First Nation’s student needs, including the sharing of data. This is occurring with the work in the current BCCE (Building Collaboration and Capacity in Education) project.
- Schools will be encouraged and provided with means to celebrate the diversity of culture represented in their student population to instill a sense of toleration and acceptance for all.
 - Cardston High School, our only high school with a significant First Nation’s population, will continue to recognize and celebrate First Nation’s student achievement with a separate First Nation’s Honour and Award night as well as at other whole-school celebrations (ie. graduation).
 - First Nation’s students will be encouraged to participate in extra-curricular programs in schools.

- Provide school leaders with resources and opportunities for training to understand the history and impact of residential schools and the corresponding impact on First Nations families.
 - Schools will be provided with copies of books relating to residential schools (ie. Fatty Legs & Stranger at Home).
 - Science teachers will be provided with resources directly related to the teaching of science to First Nation's Students (ie. Bridging Cultures: Indigenous and Scientific Ways of Knowing Nature)
 - Complete sets of "Turtle Island" leveled reading materials and Stuart Shanker books have been provided to schools.

Notes:

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



**Cardston High School
New Learning Commons**

Outcome Three: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	91.1	89.2	91.2	90.1	90.5	n/a	Very High	Maintained	Excellent	n/a	n/a	n/a

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of “Improved” or “Improved significantly” on Accountability Pillar measures, may be included.

Strategies: For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results. Authorities should describe the strategies implemented to ensure that all children and students have access to meaningful and relevant learning experiences that include appropriate instructional supports to demonstrate that the jurisdiction is meeting its obligations as stated in the Inclusive Education Policy. For further information and resources, visit <https://education.alberta.ca/inclusive-education/what-is-inclusion/>.

- Schools will ensure that students are involved in safe and caring initiatives such as: Roots of Empathy, Why Try, Seven Habits of Highly Effective Teens, The Heart of the Matter, Love & Logic (Character & Citizen Education), Drug Awareness presentations, Child Identification & Child Safety Program (Child Find), FNMI initiatives to promote tolerance and diversity, and locally developed courses.
- Regularly inspect and maintain all playground facilities to meet safety codes.
- Communicate with school partners, through the use of: PowerSchool (student marks, attendance and daily bulletin), Family School Liaison Counselors, School Council representatives, divisional and school websites, and school newsletters. A major focus is being placed on making school websites more user friendly, and improving them to provide meaningful information to parents and students, and to promote involvement in the school community.
- Engage parents and community members through back-to-school nights, parent-teacher conferences, volunteering, and provide training for members of School Councils at divisional and provincial levels. Parents are encouraged to become involved in their children’s education by collaborating with/serving on school councils.
- Celebrate the diversity of culture in all schools.
- Provide for First Nation’s representation on school councils.
- Engage parents and community members through focus groups, surveys and social media to obtain feedback on divisional and school initiatives.
- Principals will work collaboratively with staff and school council to establish annual School Improvement Plans. These plans will be the focus of networking sessions with the Board of Trustees in two full-day assurance sessions: one in the Fall and a second in the Spring.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.

Raymond Jr High Staff



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	79.0	78.0	79.2	79.1	77.5	n/a	Intermediate	Maintained	Acceptable	n/a	n/a	n/a

Context: Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of “Improved” or “Improved significantly” on Accountability Pillar measures, may be included.

Since 2010, with the release of the Inspiring Education document, Westwind School Division embarked on a course to meet the challenge to transform our education system: aligning the way teachers teach and how students learn.

All teachers now work in subject/grade level collaborative cohorts doing the work that teachers previously accomplished alone – building clarity on essential learning outcomes, creating common language (consciously competent) around teaching strategies, effective formative assessment and what to do for students who do not (or struggle) meeting standards. We also have schools are making progress towards “standards based reporting” to students and parents. Teachers also work together to create detailed year plans for all core subjects and have initiated a division-wide focus on improving literacy across the curriculum.

Strategies: For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

- Teachers will provide excellent initial instruction to students using “high yield” teaching strategies reflected in current research (Marzano, Hattie).
- Teachers will be provided with professional learning opportunities at the divisional & school level, including personally selected learning, regular and ongoing collaborative engagement sessions with colleagues, and an increased awareness of the importance of maintaining a healthy work/life balance.
- Divisional and school leaders will provide teachers with opportunities to lead professional learning and learning improvement initiatives, such as: literacy, numeracy and overall staff and student health and wellness.
- Teachers will use a variety of assessment strategies (formative & summative) to identify deficits in student learning that can be met through the school intervention plan in a more purposeful and strategic manner (Wiliam).
- Teachers will deepen their understanding and expertise in using a variety of teaching and assessment strategies by visiting colleague classrooms and participating in frequent, reflective discussions with mentor/coachers and school administrators.
- Students will have access to assistive technology resources such as Imagine Learning, Lexia Reading, Read and Write Gold, Google Applications and an emerging battery of applications using tablet technology, etc. – We believe that literacy is KEY to all student learning and success.
- Teachers will collaborate interdependently as participants in divisional PLC cohorts to deepen personal and group understanding of curriculum, student assessment, the reporting of student learning, intervention response strategies for remediation and enrichment.
- At monthly administration meetings, all school administrators will participate in collaborative teams to build individual and group capacity in instructional leadership. This work will include building understanding of best practices for teaching and learning, effective teacher supervision and evaluation strategies, using data to inform school improvement plans and improving staff wellness.
- School administrators will be actively engaged in teacher supervision to help teachers become more strategic, coherent and purposeful in their work and participate in school and divisional collaborative cohorts – this work involves the cycle of improvement (clarify learning outcomes, identify high-yield teaching strategies, stronger linkage of assessment to curriculum, intervention strategies, addressing emerging PD needs).

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	86.1	85.9	85.8	84.3	85.1	n/a	Very High	Maintained	Excellent	n/a	n/a	n/a
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.9	77.7	82.5	82.1	81.0	n/a	High	Maintained	Good	n/a	n/a	n/a
Percentage of teachers, parents and students satisfied with the overall quality of basic education .	91.8	90.3	91.1	91.8	91.7	n/a	Very High	Maintained	Excellent	n/a	n/a	n/a

Comment on Results:

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of “Improved” or “Improved significantly” on Accountability Pillar measures, may be included.

Strategies:

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

- Schools will REFINE existing communications plans to further improve parental and community involvement (engagement).
- Schools will maintain a web presence that is current and relevant for parents and community members.
- Schools will sponsor a variety of events, dependent upon their community context, to bring parents and community members into the school, such as: back-to-school nights, drama/music productions, parent-teacher conferences, volunteer opportunities, mentorship programs, cultural celebrations, etc.
- Schools will engage parents and community members to elicit feedback on initiatives through personal focus group meetings, surveys, and social media.
- Principals will work collaboratively with staff and school council to develop and revise annual School Improvement Plans and share progress directly with Senior Administration and the Board.
- School Councils will take an active role in the planning of select school activities, and some will be encouraged to attend the annual ASCA meeting.
- A variety of elective courses will be available for students -- band, choral, drama, and music programs.
- Provide education and resources to deliver special learning initiatives such as: English as a Second Language (ESL), and Students Improvement Projects.
- Schools will support their library so students will have access to a variety of print and digital literature, as they work to create a learning commons in their school.
- Schools will provide safe and caring initiatives to students, such as: Roots of Empathy, Why Try, Seven Habits of Highly Effective Teens, The Heart of the Matter, Love & Logic (Character & Citizen Education), Drug Awareness presentations, Child Identification & Child Safety Program (Child Find), FNMI initiatives to promote tolerance and diversity, and locally developed courses.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Summary of Financial Information

The following is a breakdown showing how the Westwind School Division No. 74 Board allocated resources—with data for past years (2015-16 & 2016-17) and current (2017-18) school year.

RESOURCES BREAKDOWN						
CATEGORY	2015/16 Actual		2016/17 Actual		2017/18 PROJECTED	
	EXPENSE	REVENUE	EXPENSE	REVENUE	EXPENSE	REVENUE
ECS - Gr 12 Instruction	\$42,505,839	\$42,709,370	\$43,180,131	\$42,695,987	\$44,154,049	\$43,989,589
Board & System Admin	2,428,295	2,542,201	2,366,720	2,528,913	2,444,612	2,535,553
Operations & Maintenance	5,516,139	5,337,377	5,684,103	5,578,913	6,914,852	6,926,914
Transportation	1,989,227	1,992,827	2,095,979	2,270,082	2,099,654	2,261,729
TOTALS	\$52,439,500	\$52,581,775	\$53,326,933	\$53,073,895	\$55,613,167	\$55,713,785
Surplus/Deficit		\$142,275		(\$253,038)		\$100,618

For more detailed information about the Westwind School Division #74 Budget, please contact Mr. Peter Wright, Secretary-Treasurer, at the Westwind School Division No. 74 Divisional Office (445 Main Street, Cardston). A [copy of the Audited Financial Statement](#) can be downloaded from the Westwind School Division Website.

Budget Summary

The Westwind School Division No. 74 budgeting process is guided by a consistent, ongoing desire to enhance student achievement. Despite the implementation of the Renewed Funding Framework and its accompanying flexibility pillar, the Westwind School Division No. 74 has continued to use the previous provincial model for allocating resources. Our programs are under continual review, and currently the various stakeholders feel that our educational programs and allocation of resources are effective in meeting divisional and provincial goals for the enhancement of student achievement.

The 2017-18 Budget has been created with the guiding principle of making expenditure reductions, as far removed from the classroom and student, as possible. The 2017-18 school year will see needed expenditures for a Computer Hardware Refresh for students (formerly referred to as “evergreening”). We have a very successful exchange program, which is, in essence, an ongoing hardware refresh and maintenance program.

Detailed information on the sources of school generated funds can be obtained via the Westwind’s web-link to the audited financial statements and related schedules.

Capital and Facilities Projects

After extensive work with Alberta Education, projects have been approved and funding has been allocated for modernization projects in the communities of Magrath and Stirling; namely, the Magrath School, which houses Magrath Elementary School and Magrath Junior/Senior High School and Stirling School (K-12). Both projects are currently underway. As these two projects proceed through construction, priorities for the division will shift to additional space for Raymond Junior High School and Raymond High School; and, Cardston Junior High School gathering space and learning commons.

Summary of Facility & Capital Plan

We have two current projects nearing completion in Westwind School Division No. 74 – these include the Magrath Elementary School (MES) and Magrath Jr/Sr High School modernization project and the Stirling School project.

Due to increased enrolment in the town of Raymond and with Raymond Elementary School currently experiencing greater than 125% utilization, the priority for Westwind School Division is for a new “middle school” with a grade configuration of grades 5-8. We anticipate this to be accepted by Alberta Education and Alberta Infrastructure, which will be evidence once a “value-management session” is scheduled.

A secondary priority for the division is for a modernization for the Cardston Junior High School. Originally constructed in 1984, this school was designed as an elementary school. Our plan would include a revision in the school floor plan to accommodate a gathering area, learning commons and better overall utilization of space.

We appreciate the willingness of Alberta Education and Alberta Infrastructure to work with our divisional administration in the past and expect this relationship to continue in order to ensure the needs of our students and communities are met.

Parental Involvement

All school councils have been involved in the creation of school plans through multiple meetings of the Divisional School Council, which then feed into the district plan. Focus groups also provided input that helped refine the divisional plan. A district planning session, held in November, provided another opportunity for school administrators to collaborate and share concerns and strategies with each other, central office administration, trustees and school council chairs. Copies of the completed plan will be distributed to all schools so principals may share the divisional data with staff, school councils and interested members of their school community for deeper discussion and additional feedback.

Timelines and Communication

Pre-planning for the annual combined 3-year education plan and AERR commences annually in the spring (May and June – as soon as the results from accountability pillar surveys are available). Schools begin to work on identifying priorities and consulting with their stakeholders. In September/October, this work continues and once the provincial testing data has been updated to the template, school administrators meet together with central office to collaborate on the creation of our divisional plan and finalize their individual school plans.

Copies of the draft divisional plan are provided to all schools to be shared with staff and school councils for further discussion and feedback. Following the submission of school plans, the district reviews the school plans and finalizes the district plan for submission by November 30. Highlights of the plan (AERR) are published in local newspapers, and copies of the plan and report are available at the Divisional Office as well as on the Divisional Website. Westwind believes all Combined Three-Year Education Plan and AERR documents need to be living documents in order to assist schools and the district to achieve goals for continuous improvement. The 2017-2020 educational plan for Westwind School Division No. 74, which includes a budget summary is available annually on the jurisdiction website.

Whistleblower Protection (Required)

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 or combined Three-Year Education Plan/Annual Education Results Report.

REPORT for 2016-17 School Year

There were no disclosures made in Westwind School Division #74 for the 2016-17 school year. Public Interest Disclosure (Whistleblower Protection) policy and procedures are outlined in [Westwind Board Policy #296.0](#) and an accompanying [Form #296.1](#).



Mr. Sommerfeldt
(Superintendent)
Interacting with social studies Class
From Spring Glen Jr High



Raymond Jr Comets
Celebrate Win

APPENDIX – Measure Details (OPTIONAL)

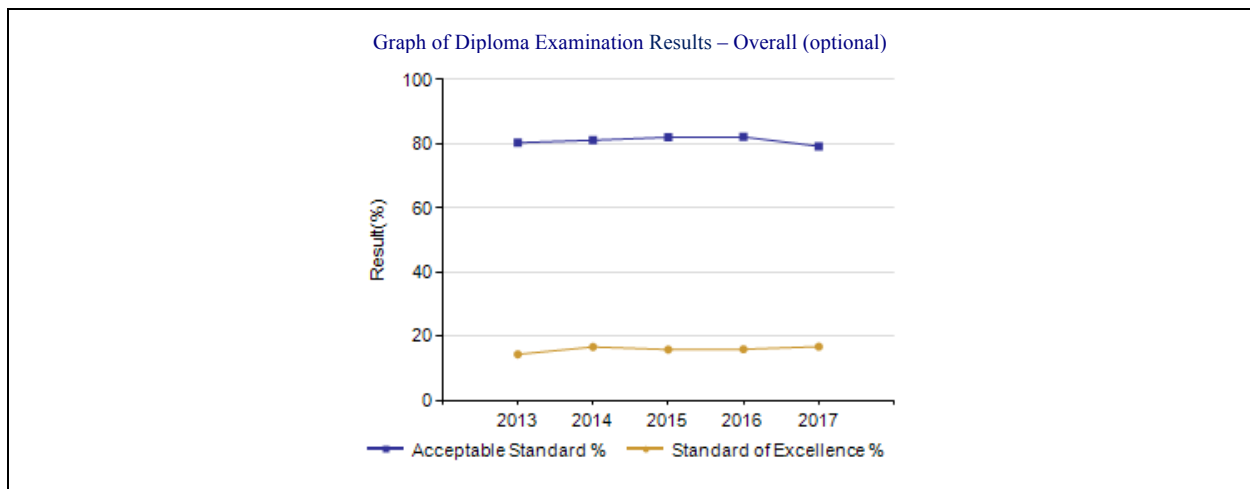
The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details (OPTIONAL)

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	85.6	6.3	90.5	12.0	94.8	12.7	95.6	11.1	89.8	13.8	94	n/a
	Province	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7		
English Lang Arts 30-2	Authority	89.0	7.3	89.3	16.1	95.0	17.0	97.1	8.7	89.1	17.3	94	n/a
	Province	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4		
Mathematics 30-1	Authority	77.5	29.2	67.0	15.2	78.5	21.5	58.1	22.6	76.0	19.8	n/a	n/a
	Province	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7		
Mathematics 30-2	Authority	76.4	7.3	76.8	19.5	64.5	11.2	76.1	21.7	76.9	14.4	n/a	n/a
	Province	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9		
Social Studies 30-1	Authority	78.2	3.4	80.3	4.5	81.3	8.9	82.4	9.6	76.7	6.2	82	10
	Province	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8		
Social Studies 30-2	Authority	78.0	9.9	83.3	11.1	82.8	11.7	87.6	12.4	78.8	15.2	88	n/a
	Province	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6		
Biology 30	Authority	81.8	21.0	83.2	21.4	80.7	20.5	82.4	21.0	72.4	18.4	83	22
	Province	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3		
Chemistry 30	Authority	78.9	23.7	77.8	26.2	77.9	25.0	77.6	20.0	79.2	28.5	n/a	n/a
	Province	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6		
Physics 30	Authority	71.2	16.7	71.4	36.7	77.8	15.6	70.5	18.2	68.8	21.9	75	30
	Province	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8		
Science 30	Authority	*	*	*	*	72.7	9.1	64.7	11.8	66.7	11.1	80	25
	Province	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4		

Notes:

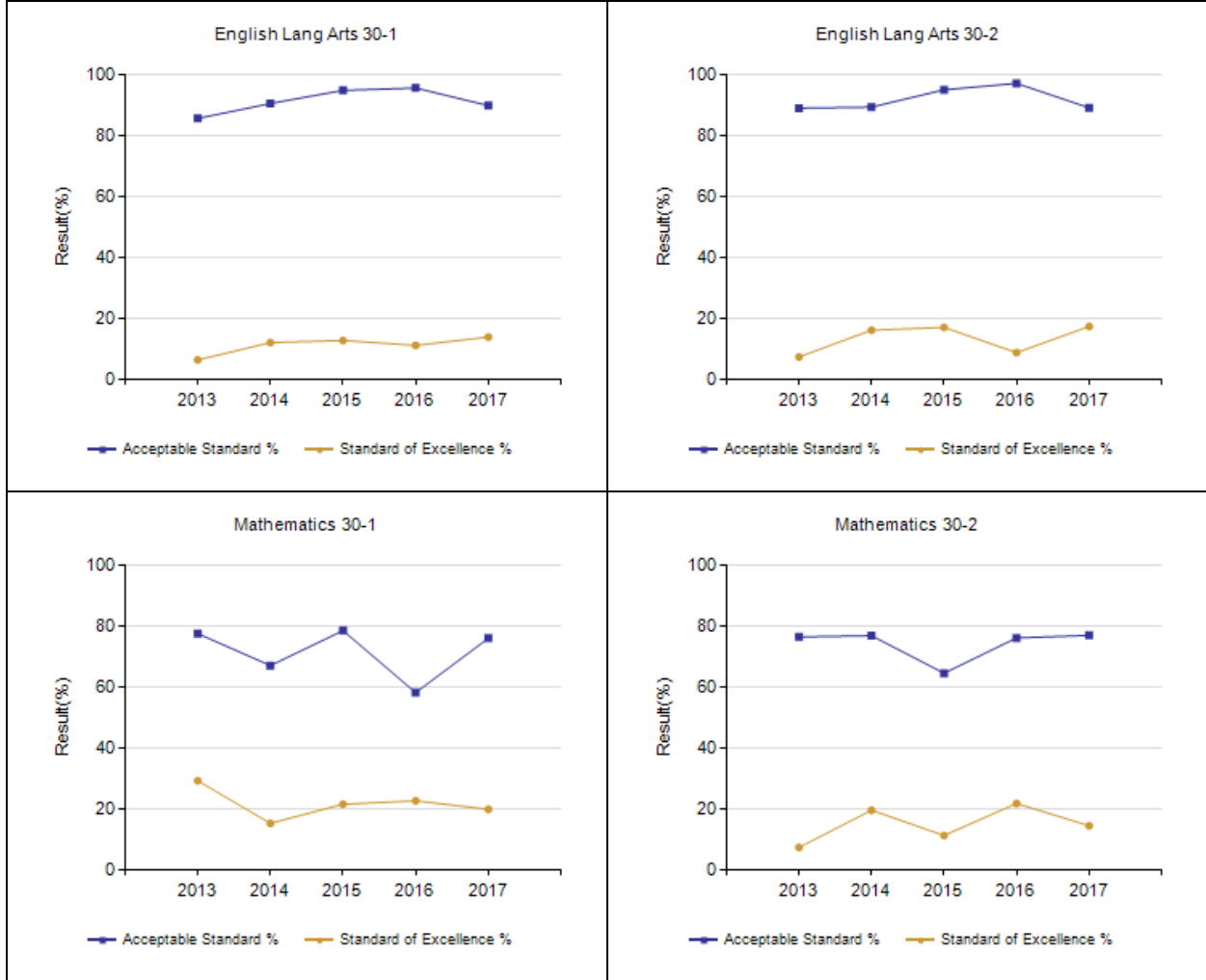
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- “A” = Acceptable; “E” = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

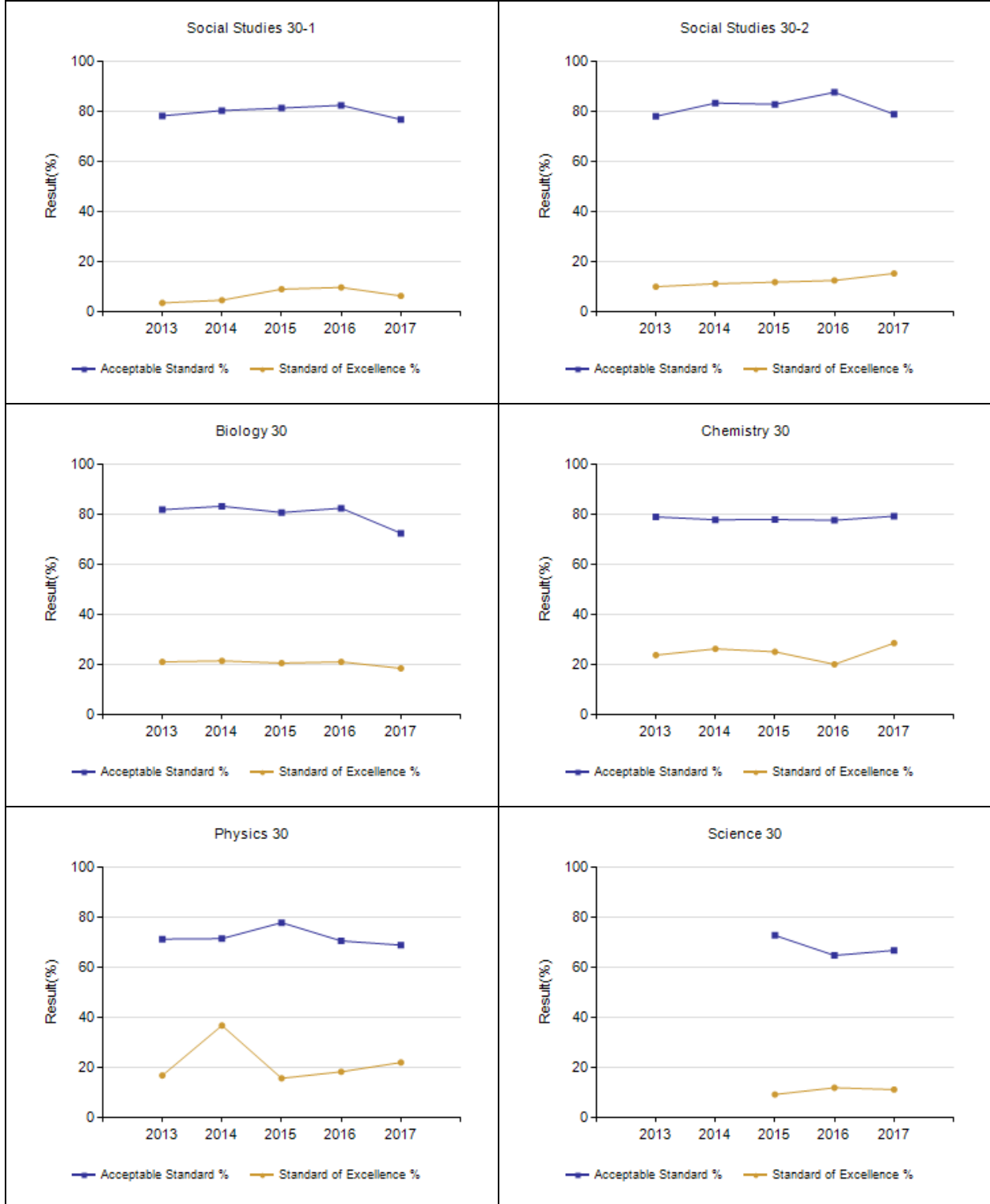
Diploma Examination Results by Course (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
3. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Examination Results by Course (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Examination Results Course By Course Summary With Measure Evaluation (optional)

		Westwind SD No.74							Alberta			
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Intermediate	Declined	Issue	167	89.8	142	93.6	30,150	86.5	28,895	87.0
	Standard of Excellence	High	Maintained	Good	167	13.8	142	11.9	30,150	11.7	28,895	11.3
English Lang Arts 30-2	Acceptable Standard	Intermediate	Declined	Issue	110	89.1	105	93.8	16,797	89.5	16,361	89.2
	Standard of Excellence	High	Maintained	Good	110	17.3	105	13.9	16,797	11.4	16,361	12.2
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	96	76.0	90	67.8	20,371	73.1	20,934	74.0
	Standard of Excellence	n/a	n/a	n/a	96	19.8	90	19.8	20,371	30.7	20,934	28.5
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	104	76.9	94	72.5	14,327	74.7	12,738	73.6
	Standard of Excellence	n/a	n/a	n/a	104	14.4	94	17.5	14,327	15.9	12,738	15.8
Social Studies 30-1	Acceptable Standard	Low	Maintained	Issue	146	76.7	123	81.3	22,249	86.0	21,875	85.9
	Standard of Excellence	Low	Maintained	Issue	146	6.2	123	7.7	22,249	14.8	21,875	14.9
Social Studies 30-2	Acceptable Standard	Low	Declined	Issue	132	78.8	131	84.6	20,054	80.6	19,579	82.1
	Standard of Excellence	High	Maintained	Good	132	15.2	131	11.7	20,054	12.6	19,579	13.5
Biology 30	Acceptable Standard	Low	Declined Significantly	Concern	163	72.4	183	82.1	22,993	84.2	21,843	85.4
	Standard of Excellence	Low	Maintained	Issue	163	18.4	183	21.0	22,993	32.3	21,843	32.4
Chemistry 30	Acceptable Standard	Intermediate	Maintained	Acceptable	130	79.2	118	77.8	18,751	83.1	19,161	81.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	130	28.5	118	23.7	18,751	38.6	19,161	34.6
Physics 30	Acceptable Standard	Low	Maintained	Issue	64	68.8	46	73.2	9,952	85.7	10,553	84.3
	Standard of Excellence	Intermediate	Maintained	Acceptable	64	21.9	46	23.5	9,952	41.8	10,553	36.6
Science 30	Acceptable Standard	Low	Maintained	Issue	9	66.7	14	68.7	9,323	84.9	7,914	84.4
	Standard of Excellence	Low	Maintained	Issue	9	11.1	14	10.4	9,323	28.4	7,914	26.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Measure Evaluation Reference - 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.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:

1. 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. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

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)

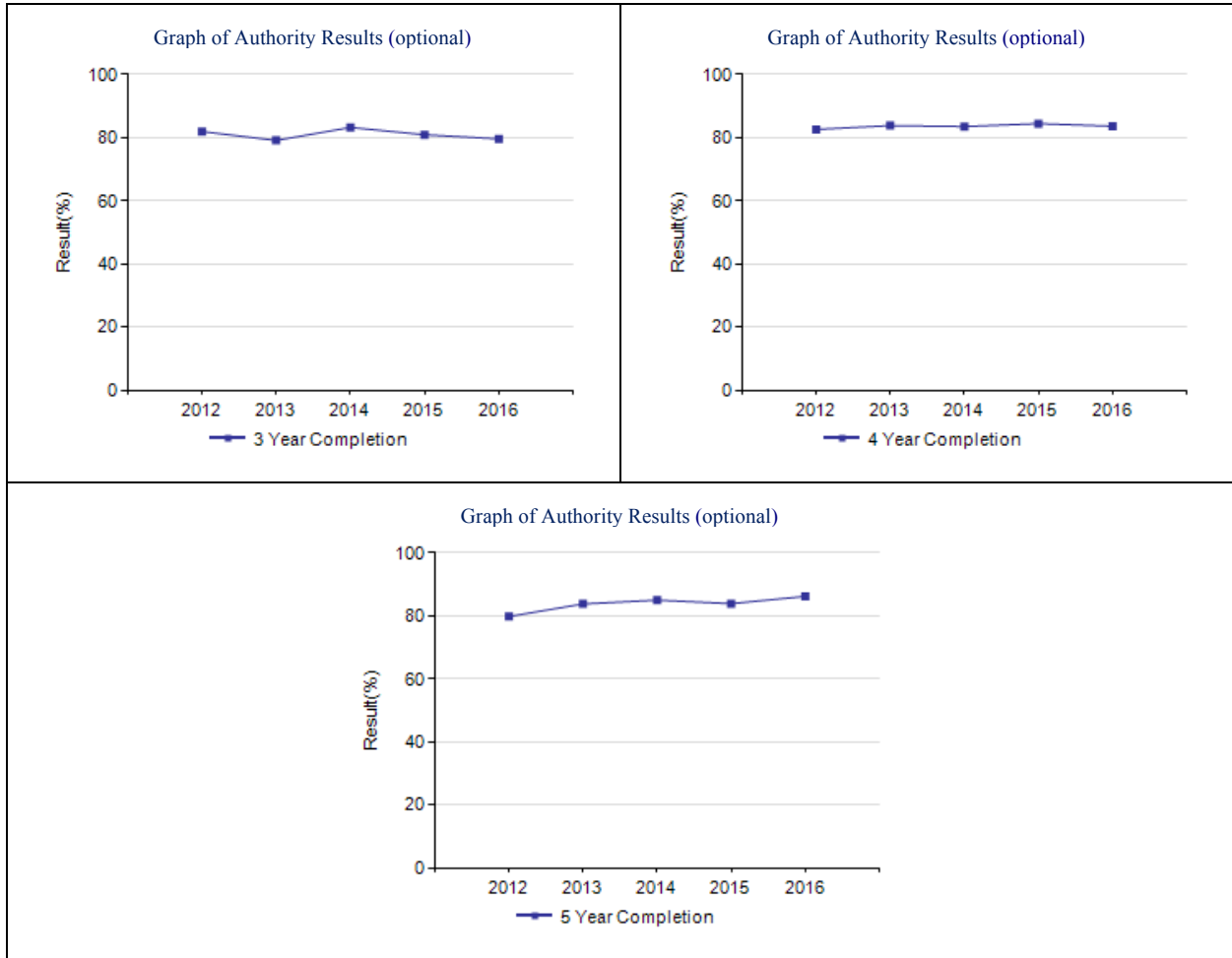
Overall Evaluation Table

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.

	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

High School Completion Rate – Measure Details (OPTIONAL)

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
3 Year Completion	81.9	79.1	83.2	80.9	79.6	74.8	75.3	76.5	76.5	77.9
4 Year Completion	82.6	83.8	83.5	84.4	83.6	79.2	79.6	79.9	81.0	81.2
5 Year Completion	79.8	83.8	85.0	83.9	86.2	80.6	81.5	82.0	82.1	83.2

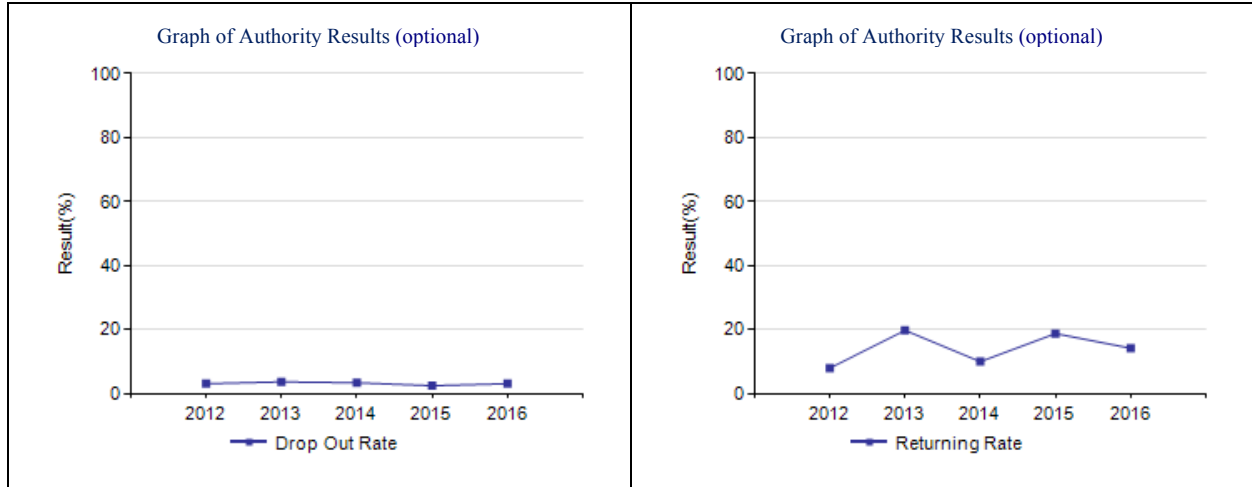


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Drop Out Rate – Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Drop Out Rate	3.0	3.6	3.3	2.4	3.0	3.6	3.3	3.5	3.2	3.0
Returning Rate	7.9	19.7	9.9	18.7	14.1	22.8	20.7	20.9	18.2	18.9

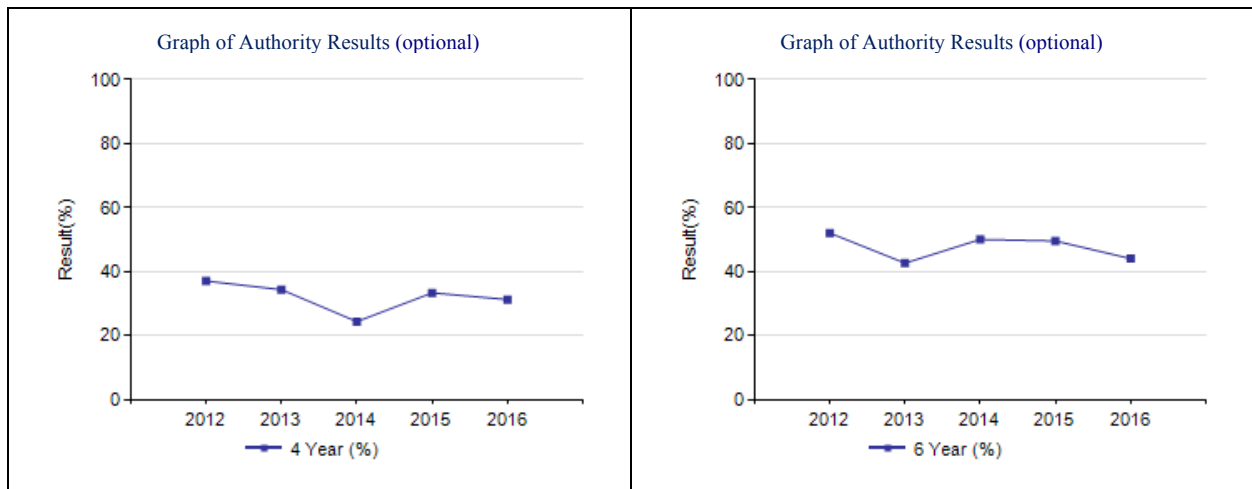


Notes:

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High School to Post-secondary Transition Rate – Measure Details (OPTIONAL)

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
4 Year Rate	37.0	34.3	24.3	33.3	31.2	39.4	39.7	38.3	37.0	37.0
6 Year Rate	52.0	42.6	50.0	49.5	44.0	59.3	59.0	59.7	59.4	57.9



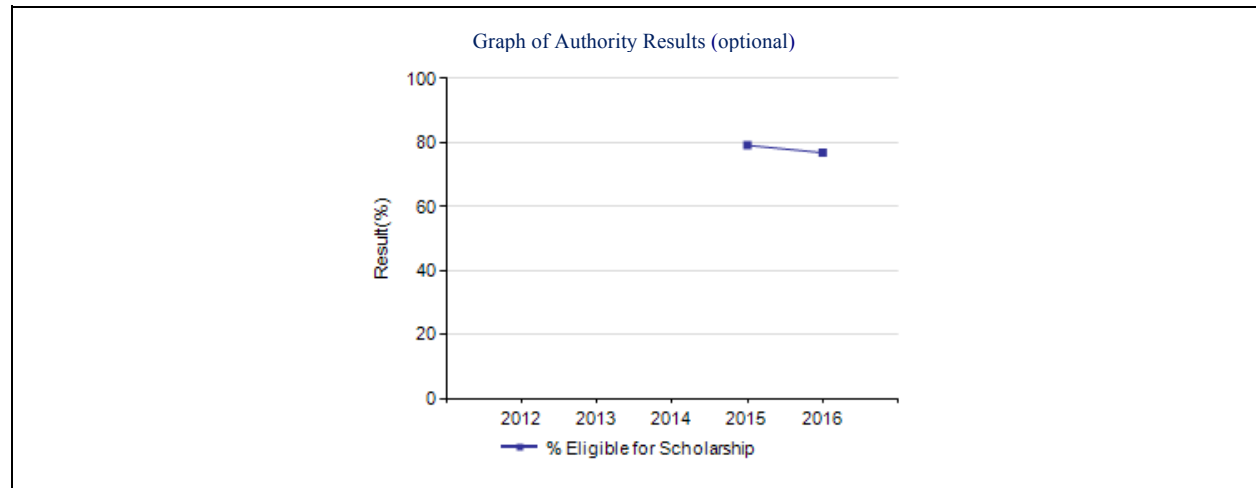
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Rutherford Eligibility Rate – Measure Details (OPTIONAL)

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	79.1	76.8	n/a	n/a	n/a	60.8	62.3

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2012	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	258	190	73.6	175	67.8	138	53.5	204	79.1
2016	284	191	67.3	189	66.5	161	56.7	218	76.8



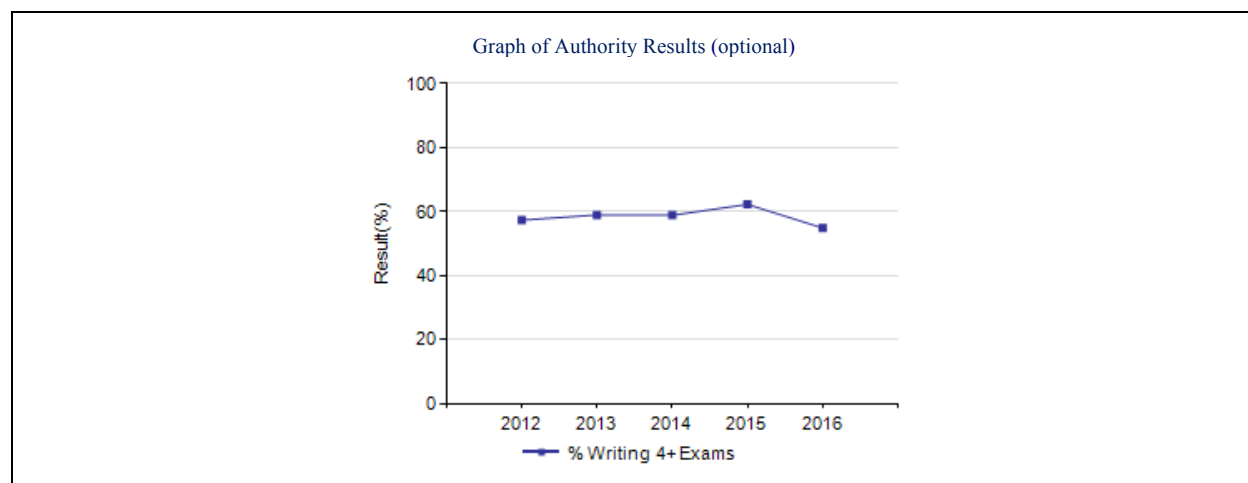
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
3. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

Diploma Examination Participation Rate – Measure Details (OPTIONAL)

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
% Writing 0 Exams	12.8	12.9	10.4	11.5	16.6	16.5	16.6	15.7	15.7	15.0
% Writing 1+ Exams	87.2	87.1	89.6	88.5	83.4	83.5	83.4	84.3	84.3	85.0
% Writing 2+ Exams	84.4	85.6	87.4	87.4	82.3	80.5	80.3	81.4	81.2	81.9
% Writing 3+ Exams	71.9	69.8	69.5	73.7	65.9	66.8	63.3	65.0	64.7	65.2
% Writing 4+ Exams	57.3	58.9	58.8	62.2	54.8	55.9	50.1	54.4	54.6	54.9
% Writing 5+ Exams	36.3	39.4	40.3	37.8	37.0	37.5	31.5	36.3	37.1	37.5
% Writing 6+ Exams	13.5	15.5	12.7	8.4	13.3	14.3	11.4	13.1	13.8	13.6



Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

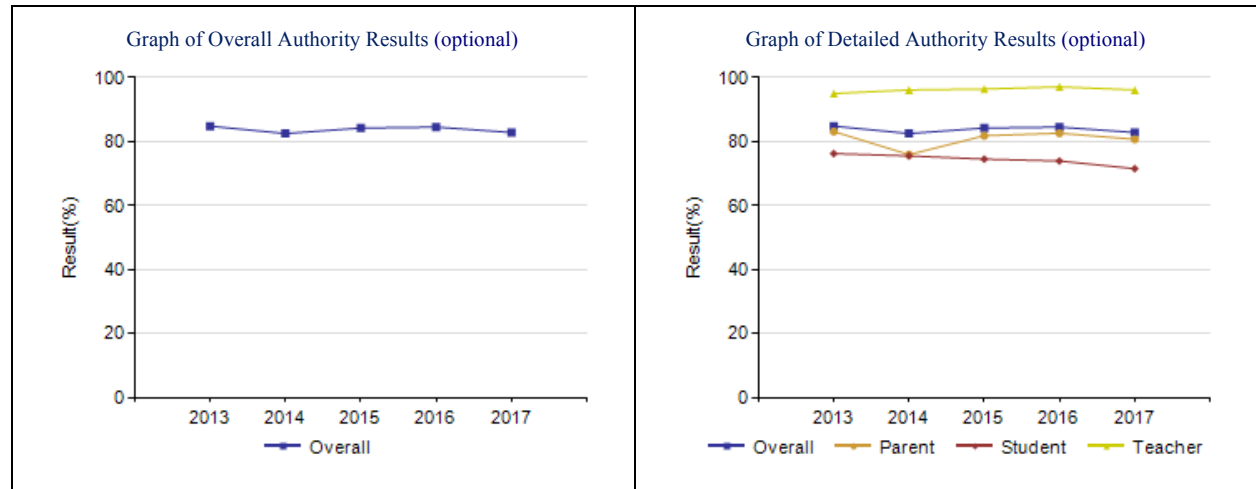
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
English Language Arts 30-1	50.7	55.6	50.3	51.9	46.2	54.7	53.9	54.0	53.2	53.9
English Language Arts 30-2	33.8	28.5	35.8	36.4	35.4	25.9	27.1	28.0	28.7	28.7
Total of 1 or more English Diploma Exams	82.7	81.6	85.5	86.7	81.3	78.6	78.7	79.7	79.5	80.0
Social Studies 30-1	41.9	50.5	41.6	43.9	39.9	47.6	45.8	45.1	43.5	45.1
Social Studies 30-2	44.0	32.1	44.5	43.9	42.7	31.9	33.7	35.2	36.7	35.8
Total of 1 or more Social Diploma Exams	85.2	82.3	86.1	87.5	81.9	78.7	78.8	79.6	79.5	80.2
Pure Mathematics 30	34.9	0.4	0.0	0.0	0.0	42.2	7.2	0.1	0.0	0.0
Applied Mathematics 30	31.3	1.1	0.0	0.0	0.0	19.5	0.2	0.0	0.0	0.0
Mathematics 30-1	n/a	40.1	35.2	26.9	29.2	n/a	29.7	37.3	37.1	36.4
Mathematics 30-2	n/a	20.2	26.8	37.1	31.6	n/a	16.7	21.4	22.4	23.6
Total of 1 or more Math Diploma Exams	66.2	61.4	61.0	63.6	57.6	61.1	52.1	57.0	57.6	58.3
Biology 30	60.2	61.7	63.9	61.4	53.5	42.8	42.2	41.4	40.6	40.7
Chemistry 30	36.3	41.9	41.3	37.9	37.8	36.5	31.5	34.7	35.7	35.5
Physics 30	15.8	20.6	16.8	14.4	16.3	20.2	17.3	20.0	19.9	19.3
Science 30	0.4	0.4	1.3	3.8	6.6	10.3	9.8	12.8	14.1	15.7
Total of 1 or more Science Diploma Exams	62.7	66.1	68.7	69.7	63.2	59.2	57.3	59.4	59.8	60.5

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Citizenship – Measure Details (OPTIONAL)

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	84.8	82.5	84.2	84.5	82.8	83.4	83.4	83.5	83.9	83.7
Teacher	95.0	96.1	96.4	97.1	96.1	93.6	93.8	94.2	94.5	94.0
Parent	83.1	75.9	81.8	82.6	80.7	80.3	81.9	82.1	82.9	82.7
Student	76.2	75.5	74.5	73.9	71.5	76.2	74.5	74.2	74.5	74.4

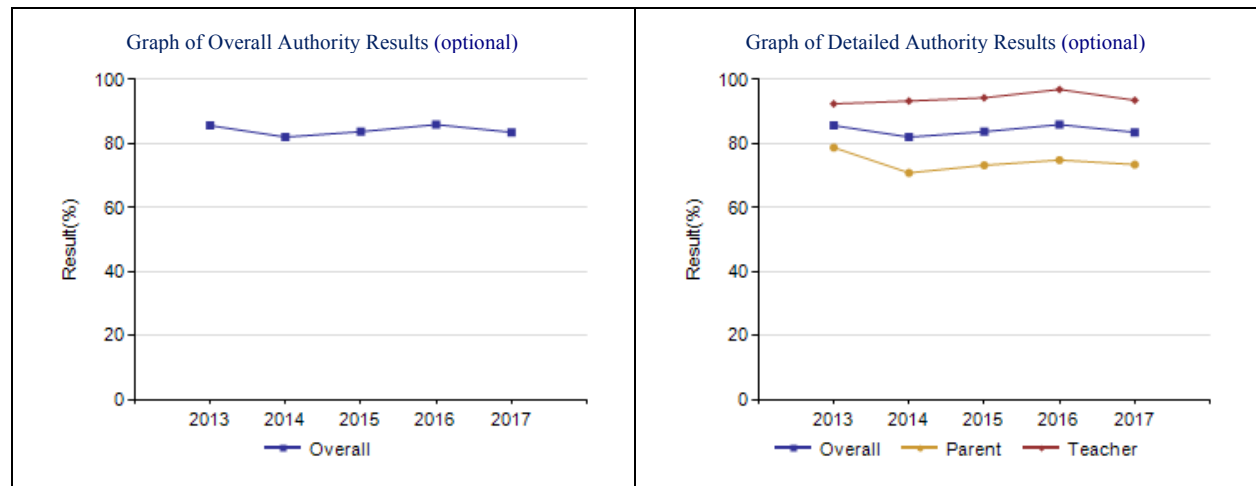


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFEM (Tell Them From Me) survey in 2014.

Work Preparation – Measure Details (OPTIONAL)

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.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	85.6	82.0	83.7	85.9	83.5	80.3	81.2	82.0	82.6	82.7
Teacher	92.4	93.3	94.3	96.9	93.5	89.4	89.3	89.7	90.5	90.4
Parent	78.7	70.8	73.2	74.8	73.4	71.1	73.1	74.2	74.8	75.1

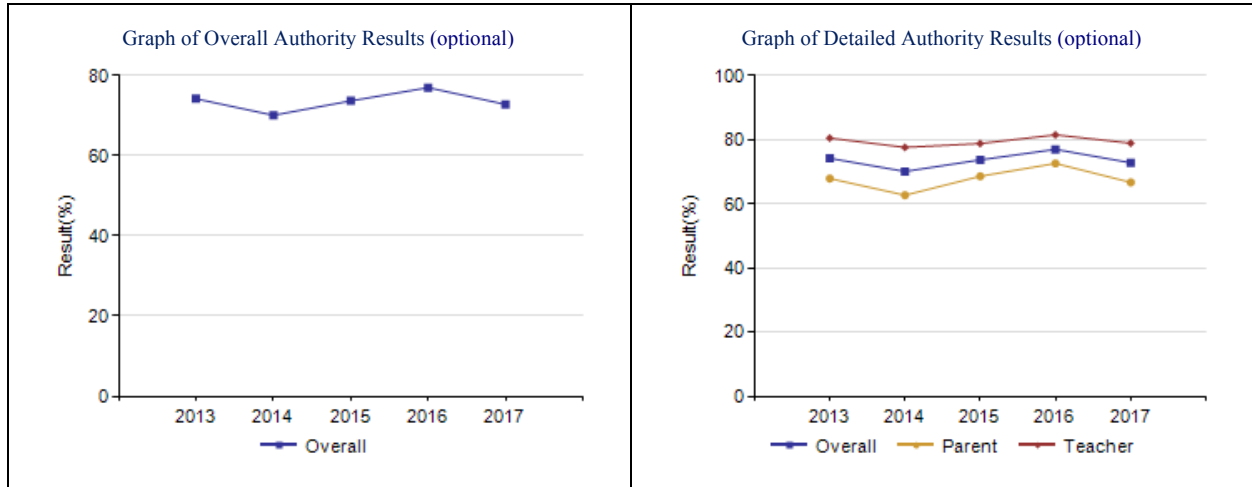


Notes:

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Lifelong Learning – Measure Details (OPTIONAL)

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	74.2	70.1	73.7	77.0	72.8	68.5	69.5	70.0	70.7	71.0
Teacher	80.5	77.6	78.8	81.5	78.9	75.7	76.0	76.0	77.3	77.3
Parent	67.9	62.7	68.6	72.6	66.7	61.2	63.0	64.0	64.2	64.8



Notes:

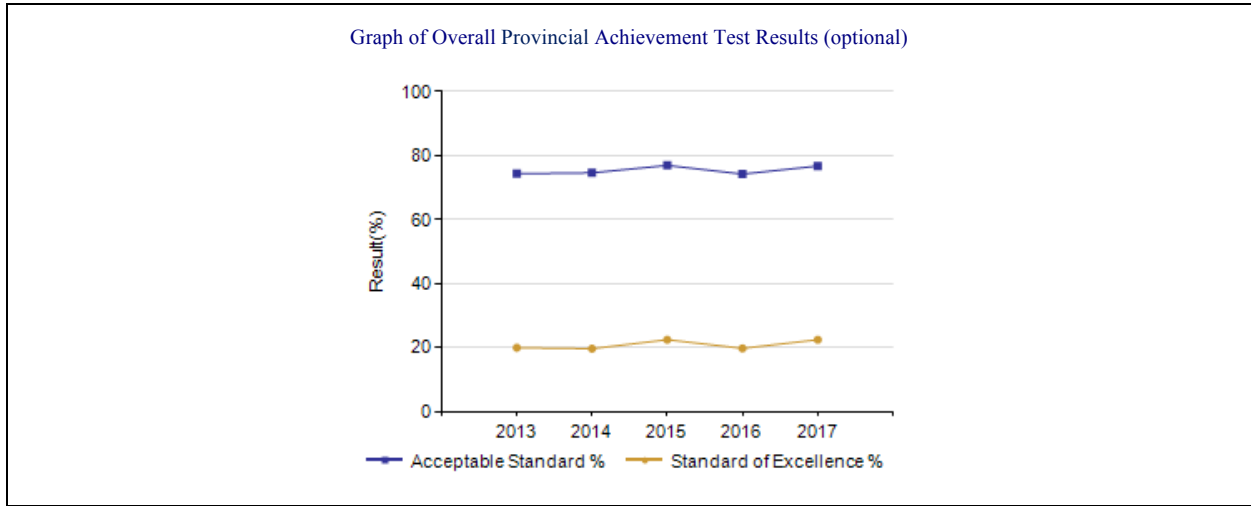
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Provincial Achievement Test Results – Measure Details (OPTIONAL)

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	84.6	20.2	84.3	18.7	85.5	20.7	85.4	21.6	92.1	24.4	n/a	n/a
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
Mathematics 6	Authority	81.4	19.3	78.8	19.8	77.7	18.7	73.2	15.9	79.8	16.5	n/a	n/a
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	Authority	80.0	28.7	79.9	26.5	76.8	24.3	76.2	25.9	82.1	34.5	n/a	n/a
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	Authority	73.2	20.6	69.6	15.9	69.8	17.0	63.7	14.0	75.8	21.8	n/a	n/a
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		
English Language Arts 9	Authority	75.8	15.8	72.9	14.0	81.4	16.2	80.7	20.0	76.1	16.3	n/a	n/a
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
English Lang Arts 9 KAE	Authority	57.1	0.0	73.3	6.7	62.5	0.0	84.2	0.0	*	*	n/a	n/a
	Province	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9		
Mathematics 9	Authority	66.2	21.2	68.3	23.5	74.3	29.5	72.6	18.3	70.8	24.4	n/a	n/a
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0		
Mathematics 9 KAE	Authority	71.4	21.4	84.2	10.5	66.7	5.6	76.9	23.1	35.0	10.0	60	15
	Province	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3		
Science 9	Authority	70.4	17.3	72.8	19.2	79.0	31.7	74.9	24.7	73.4	22.0	n/a	n/a
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4		
Science 9 KAE	Authority	37.5	0.0	83.3	16.7	43.8	12.5	66.7	11.1	36.4	0.0	65	13
	Province	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3		
Social Studies 9	Authority	62.4	16.9	69.4	21.1	74.4	26.6	65.9	20.1	65.3	20.5	72	n/a
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2		
Social Studies 9 KAE	Authority	*	*	61.1	5.6	56.3	12.5	70.6	5.9	*	*	n/a	n/a
	Province	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7		

Notes:

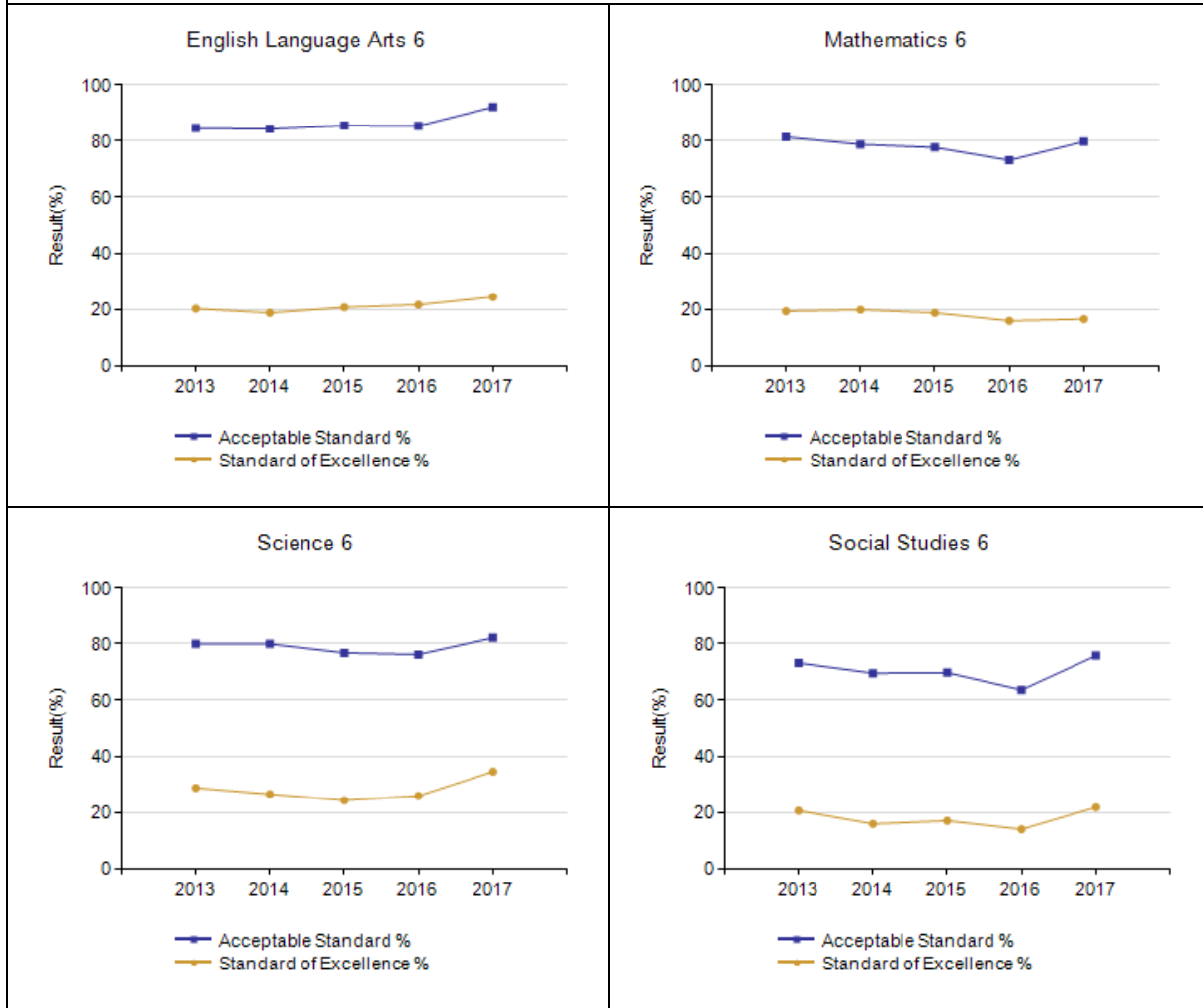
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

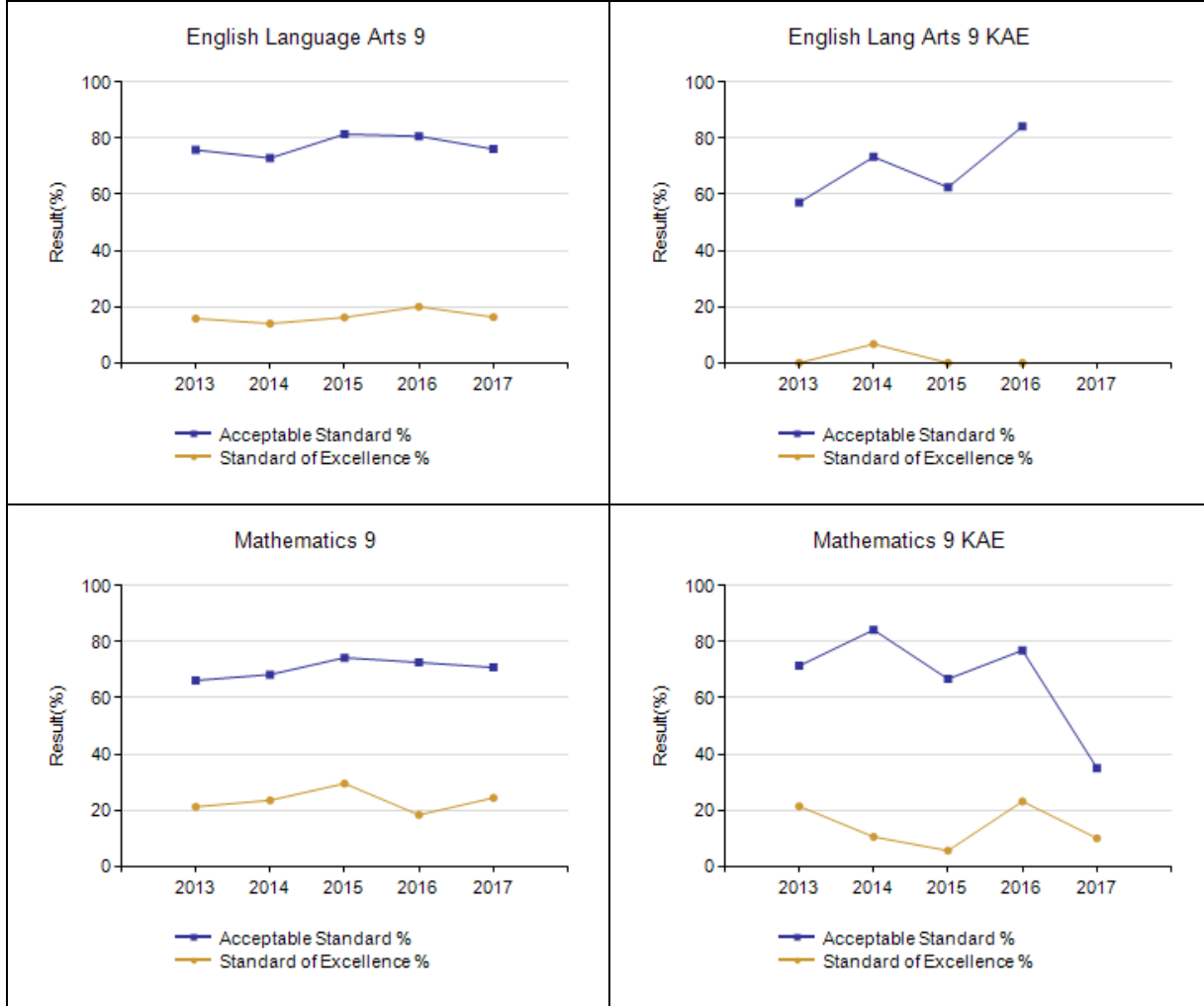
Graph of Provincial Achievement Test Results by Course (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

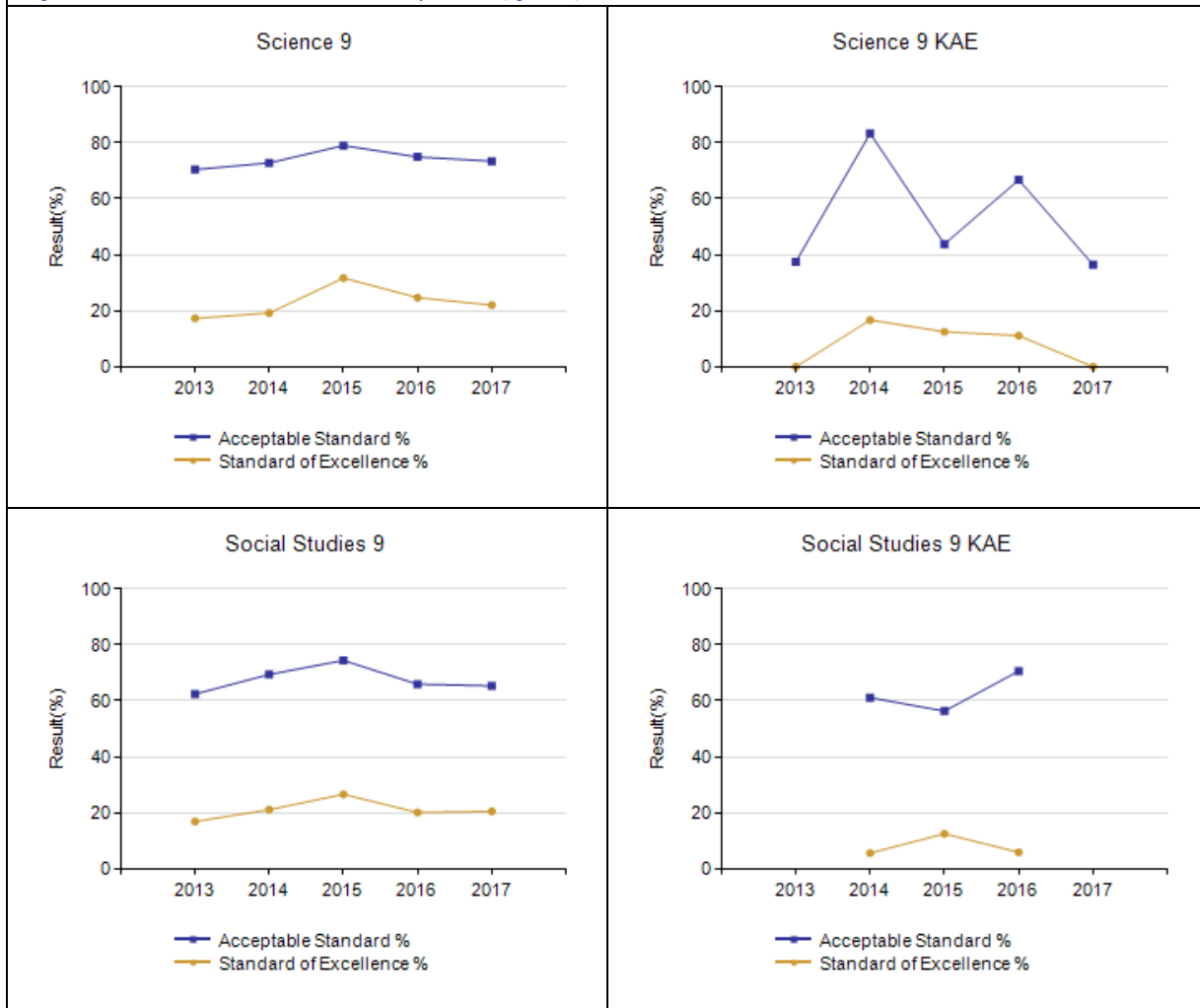
Graph of Provincial Achievement Test Results by Course (optional)



Notes:

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Graph of Provincial Achievement Test Results by Course (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

Course		Measure		Westwind SD No.74						Alberta				
				Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Improved Significantly	Excellent	381	92.1	341	85.0	49,572	82.5	46,989	82.5		
	Standard of Excellence	Very High	Improved	Excellent	381	24.4	341	20.3	49,572	18.9	46,989	19.2		
Mathematics 6	Acceptable Standard	High	Improved	Good	381	79.8	342	76.5	49,507	69.4	46,906	73.0		
	Standard of Excellence	Intermediate	Maintained	Acceptable	381	16.5	342	18.1	49,507	12.6	46,906	14.5		
Science 6	Acceptable Standard	Intermediate	Improved	Good	380	82.1	342	77.7	49,501	76.9	46,914	76.7		
	Standard of Excellence	Very High	Improved Significantly	Excellent	380	34.5	342	25.6	49,501	29.0	46,914	25.8		
Social Studies 6	Acceptable Standard	Intermediate	Improved Significantly	Good	380	75.8	342	67.7	49,485	72.9	46,903	70.5		
	Standard of Excellence	High	Improved Significantly	Good	380	21.8	342	15.7	49,485	21.7	46,903	18.9		
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	306	76.1	294	78.3	45,487	76.8	43,746	76.3		
	Standard of Excellence	High	Maintained	Good	306	16.3	294	16.7	45,487	14.9	43,746	14.9		
English Lang Arts 9 KAE	Acceptable Standard	*	*	*	9	*	17	73.3	1,428	58.8	1,576	61.9		
	Standard of Excellence	*	*	*	9	*	17	2.2	1,428	5.9	1,576	4.8		
Mathematics 9	Acceptable Standard	Intermediate	Maintained	Acceptable	295	70.8	289	71.7	45,020	67.2	43,295	66.7		
	Standard of Excellence	Very High	Maintained	Excellent	295	24.4	289	23.8	45,020	19.0	43,295	17.6		
Mathematics 9 KAE	Acceptable Standard	Low	Declined Significantly	Concern	20	35.0	21	75.9	1,848	57.5	2,026	61.8		
	Standard of Excellence	Intermediate	Maintained	Acceptable	20	10.0	21	13.1	1,848	13.3	2,026	14.0		
Science 9	Acceptable Standard	High	Maintained	Good	304	73.4	295	75.5	45,445	74.0	43,808	73.8		
	Standard of Excellence	Very High	Maintained	Excellent	304	22.0	295	25.2	45,445	21.4	43,808	22.4		
Science 9 KAE	Acceptable Standard	Very Low	Declined	Concern	11	36.4	15	64.6	1,440	63.9	1,547	64.1		
	Standard of Excellence	Low	Declined	Issue	11	0.0	15	13.4	1,440	13.3	1,547	14.8		
Social Studies 9	Acceptable Standard	Intermediate	Declined	Issue	308	65.3	294	69.9	45,484	67.0	43,722	65.1		
	Standard of Excellence	High	Maintained	Good	308	20.5	294	22.6	45,484	20.2	43,722	19.2		
Social Studies 9 KAE	Acceptable Standard	*	*	*	9	*	17	62.6	1,393	56.3	1,533	59.0		
	Standard of Excellence	*	*	*	9	*	17	8.0	1,393	12.7	1,533	11.2		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Measure Evaluation Reference - 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.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

- 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%.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

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

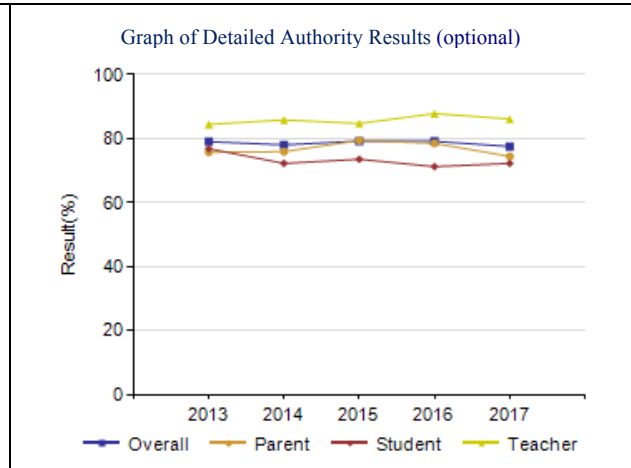
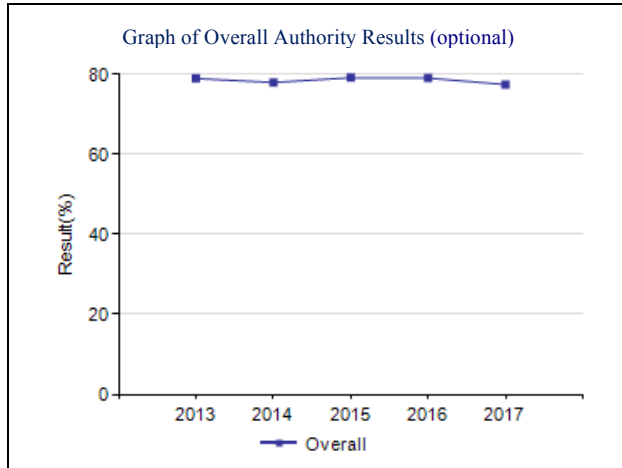
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

Program of Studies – Measure Details (OPTIONAL)

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.

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	79.0	78.0	79.2	79.1	77.5	81.5	81.3	81.3	81.9	81.9
Teacher	84.4	85.8	84.7	87.8	86.1	87.9	87.5	87.2	88.1	88.0
Parent	75.7	75.9	79.4	78.5	74.4	78.9	79.9	79.9	80.1	80.1
Student	76.8	72.2	73.5	71.2	72.2	77.8	76.6	76.9	77.5	77.7



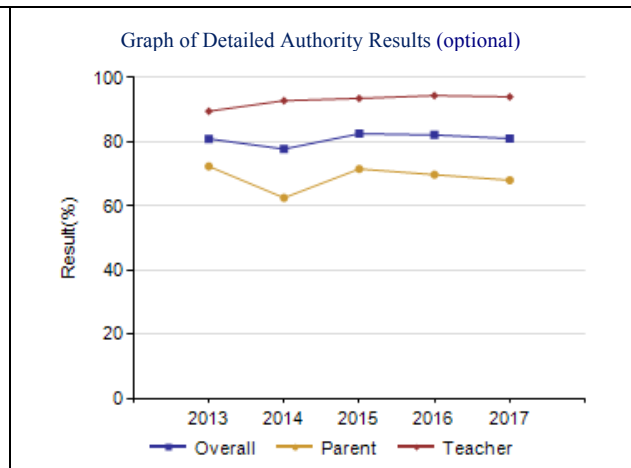
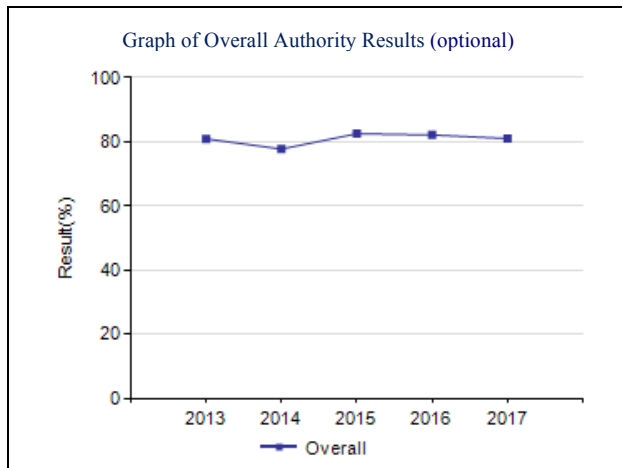
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Parental Involvement – Measure Details (OPTIONAL)

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	80.9	77.7	82.5	82.1	81.0	80.3	80.6	80.7	80.9	81.2
Teacher	89.5	92.8	93.5	94.4	94.0	88.5	88.0	88.1	88.4	88.5
Parent	72.3	62.5	71.5	69.7	68.0	72.2	73.1	73.4	73.5	73.9

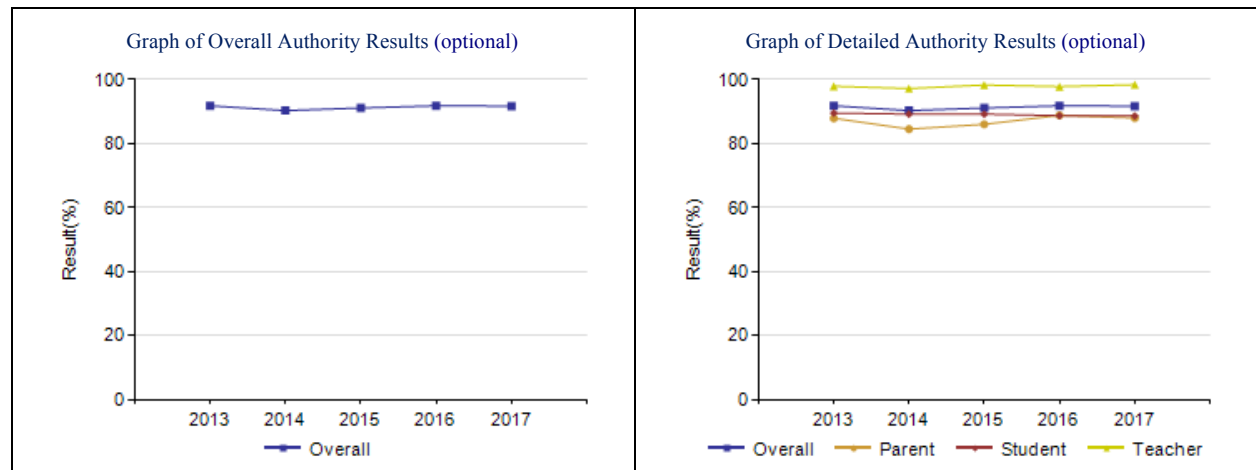


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details (OPTIONAL)

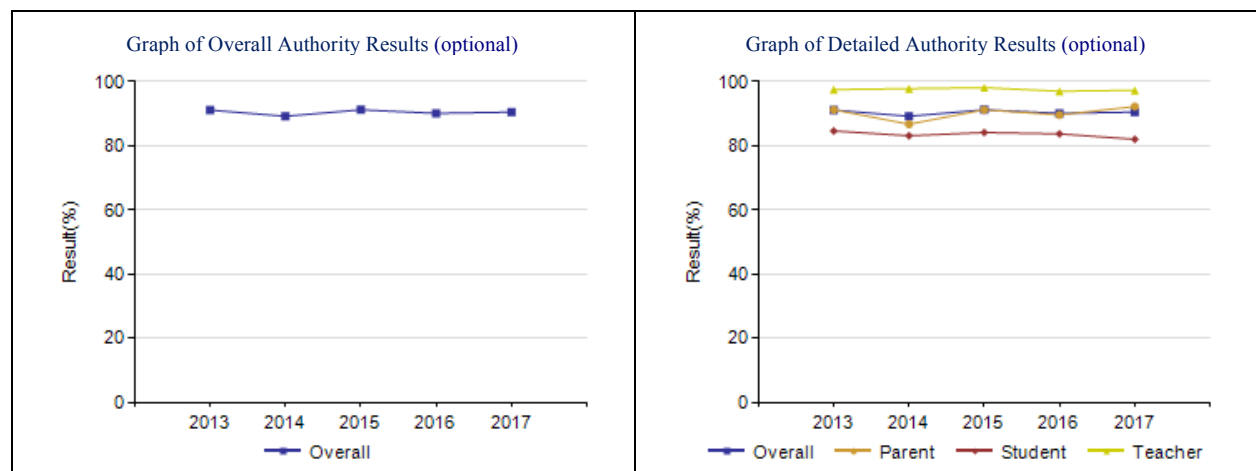
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	91.8	90.3	91.1	91.8	91.7	89.8	89.2	89.5	90.1	90.1
Teacher	97.9	97.2	98.3	97.8	98.4	95.7	95.5	95.9	96.0	95.9
Parent	87.9	84.5	86.0	88.8	88.0	84.9	84.7	85.4	86.1	86.4
Student	89.5	89.2	89.2	88.7	88.6	88.7	87.3	87.4	88.0	88.1



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Safe and Caring – Measure Details (OPTIONAL)

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.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	91.1	89.2	91.2	90.1	90.5	89.0	89.1	89.2	89.5	89.5
Teacher	97.5	97.8	98.1	97.0	97.3	95.0	95.3	95.4	95.4	95.3
Parent	91.2	86.7	91.2	89.6	92.2	87.8	88.9	89.3	89.8	89.9
Student	84.6	83.1	84.1	83.7	82.0	84.2	83.1	83.0	83.4	83.3

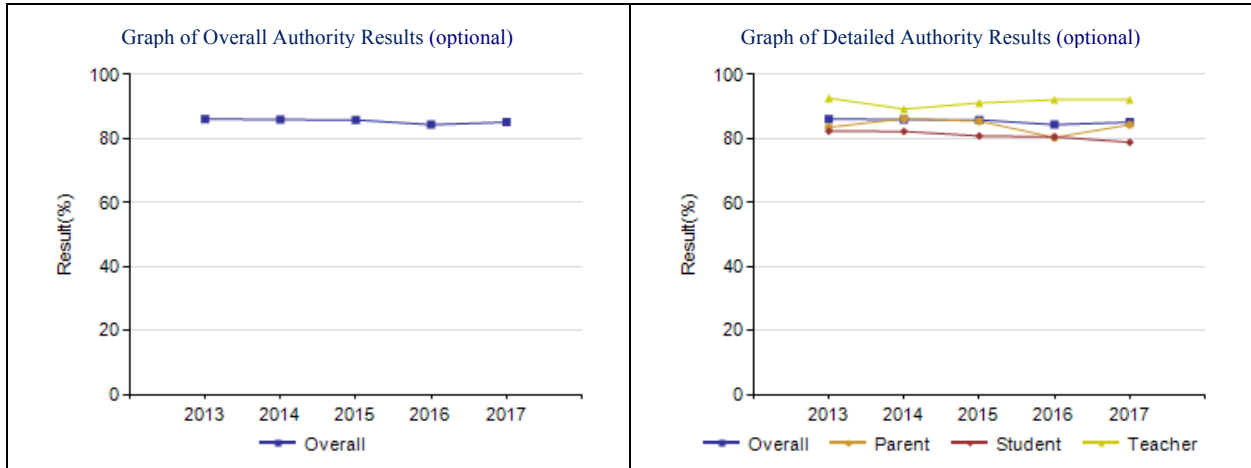


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

School Improvement – Measure Details (OPTIONAL)

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.

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	86.1	85.9	85.8	84.3	85.1	80.6	79.8	79.6	81.2	81.4
Teacher	92.6	89.2	91.1	92.1	92.1	80.9	81.3	79.8	82.3	82.2
Parent	83.5	86.2	85.4	80.3	84.3	77.9	77.0	78.5	79.7	80.8
Student	82.3	82.2	80.8	80.5	78.8	82.9	81.2	80.7	81.5	81.1



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

FALL 2017 – Class Size DATA

Jurisdiction Summary

ALL SUBJECTS

Jurisdiction:	Westwind School Division No. 74 [A.0056]
Number of Schools Reported:	12
Total Number of Schools:	12
Total Number of FTE Teacher Assistants:	153.0
Number of FTE Teacher Assistants assigned to students with special needs:	138.9

	K to 3			4 to 6			7 to 9			10 to 12		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Largest Class	34.0	76.0	39.0	39.0	40.0	39.0	34.0	77.0	37.0	60.0	60.0	49.0
Average Class Size	19.5	20.8	20.4	23.1	23.8	22.3	20.0	21.6	22.2	16.1	18.1	19.4
Number of Students with Severe Disabilities per cl		1.2	1.3	0.7	0.5	0.6	0.5	0.7	0.6	0.5	0.5	0.5
Number of Mild/Moderate Students per class	2.8	2.7	3.4	0.9	0.6	1.7	1.4	1.2	1.3	1.4	1.5	1.3
Number of Gifted/Talented Students per class										0.0		
Number of ESL Students per class	0.0		0.1		0.0	0.0	0.0		0.0	0.0	0.0	
Smallest Class	9.0	11.0	11.0	6.0	12.0	7.0	1.0	3.0	1.0	1.0	1.0	1.0

Distribution of Class Sizes - %	K to 3			4 to 6			7 to 9			10 to 12		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
1 to 5	0.0	0.0	0.0	0.0	0.0	0.0	4.5	1.1	0.6	21.5	11.8	5.6
6 to 10	3.5	0.0	0.0	1.1	0.0	2.9	3.1	5.5	2.9	12.3	13.6	9.9
11 to 15	13.3	8.2	16.8	7.0	4.4	11.5	11.6	10.2	13.7	13.8	16.8	19.2
16 to 20	36.5	37.0	30.6	28.1	10.4	13.5	30.1	28.7	18.1	15.7	17.7	17.8
21 to 25	45.4	48.1	45.5	30.9	60.1	45.2	35.6	30.9	38.1	21.1	15.9	22.5
26 to 30	0.9	6.2	6.8	18.6	19.2	21.0	12.7	11.6	14.6	10.3	15.5	16.9
31 to 35	0.4	0.0	0.0	14.0	5.7	5.5	2.4	9.8	11.4	2.7	4.5	5.6
36 to 40	0.0	0.0	0.2	0.4	0.3	0.3	0.0	1.8	0.6	1.5	1.4	1.4
Over 40	0.0	0.4	0.0	0.0	0.0	0.0	0.0	0.4	0.0	1.1	2.7	0.9

Distribution of Class Sizes - #	K to 3			4 to 6			7 to 9			10 to 12		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
11 to 15	61	37	79	20	14	40	34	28	43	36	37	41
16 to 20	167	166	144	80	33	47	88	79	57	41	39	38
21 to 25	208	216	214	88	191	157	104	85	120	55	35	48
26 to 30	4	28	32	53	61	73	37	32	46	27	34	36
31 to 35	2	0	0	40	18	19	7	27	36	7	10	12
36 to 40	0	0	1	1	1	1	0	5	2	4	3	3
Over 40	0	2	0	0	0	0	0	1	0	3	6	2
1 to 5	0	0	0	0	0	0	13	3	2	56	26	12
6 to 10	16	0	0	3	0	10	9	15	9	32	30	21

Note: 3/4 combined classes are included in the Gr. 4 to 6 average
 6/7 combined classes are included in the Gr. 7 to 9 average
 9/10 combined classes are included in the Gr. 10 to 12 average
 Special Education classes are included
 Team taught classes are reflected as an instructional PTR size (i.e., a class of 50 with two teachers would be reported as two classes of 25).
 Colony/Hutterite schools have been excluded
 Outreach/alternative schools have been excluded
 Virtual/Home Ed/Distance Ed programs have been excluded
 Core Classes: Math, Language Arts, Sciences, Social Studies, Special Education

Jurisdiction Summary

CORE SUBJECTS ONLY

Westwind School Division No. 74 [A.0056]

Jurisdiction:

Number of Schools Reported:

12

Total Number of Schools:

12

	K to 3			4 to 6			7 to 9			10 to 12		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Cardston Elementary School	19.9	20.2	20.6	22.1	25.0	22.5						
Cardston High School							22.7	26.8	25.3	20.8	23.9	23.1
Cardston Junior High School				22.4	24.1	18.6	21.0	22.7	22.6			
Magrath Elementary School	21.3	23.5	20.3	26.8	24.8	28.3						
Magrath Junior Senior High School							21.7	27.3	26.8	20.4	24.4	22.2
Mountain View School	11.6	11.8	12.3	14.0	16.3	15.7	10.7	16.3	15.3			
Raymond Elementary School	18.9	20.9	21.6	26.9	25.9	24.6						
Raymond High School										18.6	18.0	17.5
Raymond Junior High School							25.1	25.9	25.7			
Spring Glen Elementary School	19.0	19.3	20.0	19.5	24.1	15.5						
Spring Glen Junior High School				18.0	16.0	21.0	23.3	18.2	16.7			
Stirling School	24.3	24.8	22.3	22.3	23.7	22.7	24.7	21.0	28.0	16.5	16.5	18.0
Total for Jurisdiction 0056	19.5	20.7	20.4	23.3	24.0	22.6	21.9	23.3	23.8	19.4	20.7	20.6

Note:

3/4 combined classes are included in the Gr. 4 to 6 average
 6/7 combined classes are included in the Gr. 7 to 9 average
 9/10 combined classes are included in the Gr. 10 to 12 average
 Special Education classes are included
 Team taught classes are reflected as an instructional PTR size (i.e., a class of 50 with two teachers would be reported as two classes of 25).
 Colony/Hutterite schools have been excluded
 Outreach/alternative schools have been excluded
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 Core Classes: Math, Language Arts, Sciences, Social Studies, Special Education