

THREE-YEAR EDUCATION PLAN

& ANNUAL EDUCATION RESULTS REPORT

2019-2022





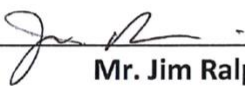
PUBLIC DISCLOSURE DOCUMENT LINKS

- [Current Three-Year Education Plan & AERR](#)
- [Current Summary of the Annual Education Results Report](#)
- [Current Audited Financial Statement](#)
- [Current Capital and Facilities Plan](#)
- [Current Division Budget](#)
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ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan commencing September 1, 2019, for Westwind School Division No. 74 were prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan for the 2019/2022 on January 9, 2020.



Mr. Jim Ralph
Board Chair



Mr. Darren Mazutinec
Superintendent

COMMUNICATION OF THE PLAN

Westwind School Division will distribute copies of the plan to all schools and school councils for discussion and feedback. Highlights are published on the Division Website, westwind.ab.ca, on Division social media, and copies of the report are available at the Divisional Office. Westwind believes the combined Three-Year Education Plan and AERR are living documents. They may need to be adjusted from time to time to assist schools in addressing emerging needs and achieving their goals for continuous improvement.



Parental Involvement

All school councils were involved in the creation of school plans. Through biannual meetings of the Divisional School Council, the district receives feedback for its plan. District BPAN, Board Principals Assurance Networking, sessions are held through fall to provide an opportunity for school administrators to collaborate and share concerns and strategies with central office administration, and trustees. Copies of the completed plan will be distributed to all schools so that principals may share the divisional data with staff, school councils, and interested members of their school community for more in-depth 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 the fall, 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 school plans.

Following the submission of school plans, the district reviews the school plans and finalizes the district plan for submission by January 6. The 2019-2022 Educational Plan for Westwind School Division No. 74, which includes a budget summary is available annually on the jurisdiction website.

FOUNDATIONAL STATEMENTS

Westwind Logo



Vision Statement

Westwind School Division will be a collaborative community of engaged learners that inspires all students to realize their full and complete potential.

Mission Statement

The mission of Westwind School Division is to foster engaging and student-centered learning environments that will inspire each student to strive for personal excellence and allow all learners to thrive.



Values

Our values guide our behavior, structure our operations and shape our Division strategies. For every decision we make, we will hold ourselves accountable to these values, and ask:

- Is this what's best for our students?
- Will this help us build trust and improve relationships?
- How will this decision further education, inform practice and enhance learning?

Westwind School Division values **students** by:

- Ensuring students are always our top priority. We are committed to making decisions in the best interest of our students and seeing every learner as unique and worthwhile while supporting them in their learning journey.
- Supporting inclusive, safe and caring learning communities that respect diversity and foster a sense of empathy and belonging.
- Establishing and communicating high expectations for students when it comes to academics, attendance, achievement, behavior, citizenship, and extracurriculars.

Westwind School Division values **education and learning** by:

- Providing high quality learning opportunities for all.
- Engaging our students and staff to pursue their passions and empower all to realize their potential and achieve personal excellence.
- Supporting teacher and staff development to best meet the needs of a diverse and vibrant student population, preparing them for an ever-changing modern society.
- Promoting wellness and balance and supporting the mental and emotional health of all students and staff.
- Providing students with access to a rich variety of learning opportunities and ways they can demonstrate their learning.

Westwind School division values **trust and relationships** by:

- Recognizing that learning is a collaborative effort that requires the engagement of students, staff, parents/guardians, and communities.
- Striving to ensure all stakeholders feel connected, valued, respected and have a voice.
- Recognizing that we are accountable to students, parents/guardians and all stakeholders.
- Earning and maintaining the confidence of the communities we serve through transparency and integrity in our decision-making processes.
- Understanding that the parent-division partnership is essential in a student's development and fostering a relationship of reciprocal trust.



Westwind School Division Profile

Westwind School Division stretches 66 kilometers north from the Canada/US Border and 109 kilometers from East to West, bounded on the West by Waterton Lakes National Park and the Waterton River and in the East at New Rockport Colony East of highway #4. 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 mostly rural population. Westwind serves just under 4,700 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.

Trustees/Administration

The jurisdiction is divided into seven electoral areas with a total of eight elected trustees plus one elected trustee from the Blood Reserve for a total of nine 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. Darren Mazutinec – Superintendent of Schools

Mr. Peter Wright – Secretary-Treasurer

Mr. Austin Nunn – Assistant Superintendent

Mr. Todd Heggie – Assistant Superintendent

Mr. Rob Doig – Assistant Superintendent



Schools

The Division operates twelve regular schools, two alternate schools, and nineteen Hutterite Colony schools as listed below:

REGULAR SCHOOLS		
Name	Code	Configuration
Cardston Elementary School	6204	K - 5
Cardston Jr. High School	6203	6 - 8
Cardston High School	6201	9 - 12
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
Spring Glen Elementary School	6207	K - 5
Spring Glen Junior High School	6223	6 - 9
Stirling School	6535	K - 12
Westwind Alternate School	0576	1 - 12
Raymond Alternate School	2257	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, Colony Principal



Enrollment

The figures provided in this report reflect the actual September 30, 2019 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	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
E.C.S. (Pre-School 3 & 4)	248	238	253	262	253	241
Elementary (K-6)	2,375	2,410	2,457	2,448	2,497	2,445
Junior High (7-9)	978	985	998	1,035	1,041	1,108
Senior High (10-12)	904	917	896	893	892	897
TOTALS	4,505	4,550	4,604	4,638	4,683	4,691

Significant Cultural Populations – 2019-20			
	Blood Reserve	Off-Reserve	Total
First Nations' Students	261	298	559
Hutterite Colony Students (<i>Ages 6-15</i>)			315

Three-year projection data - ECS – 12		Actual
2018 – 2019	4,681	4,683
2019 – 2020	4,765	4,691
2020 – 2021 Projection	4,791	--
2021 – 2022 Projection	4,818	--
2022 – 2023 Projection	4,846	--

*Based on Baragar Projection Services

Staffing	2015-16	2016-17	2017-18	2018-19	2019-20
Teaching Staff <i>(All Certified Teachers)</i>	241.1	240.1	241.4	247.8	246.7
Non-Teaching Support Staff	297.5	309.5	318.2	325.4	328.3
TOTAL	538.6	549.6	559.6	573.2	575.0



SPECIAL PROGRAMS

First Nations, Metis, and Inuit (FNMI)

Westwind School Division No. 74 has a significant number of First Nation 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 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 other 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 (i.e., extra-curricular, etc.). It is important to note that funding and limitations for busing are 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.



The Board is firmly committed to ensuring 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 that there are deficits that can only be addressed with a comprehensive focus on literacy across the curriculum and grade levels. We know that literacy capacity is of paramount importance for the success of our First Nation students. As such, teachers are working collaboratively to ensure that literacy education becomes a priority in all subject areas from Kindergarten through Grade 12. Divisional literacy committees were created to provide literacy leadership to every Westwind school and

to provide opportunities for literacy in-service to deepen teacher capacity to diagnose, instruct, and assess to ensure continued improvement in literacy.

Building Collaboration and Capacity for Education Grant (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 is located adjacent to the largest Reserve in Canada (by landmass). It currently has about 500 students who are members of the Blood Tribe, living both on-reserve and off-reserve in communities served by our school system.



A significant component of BCCE is to create an 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. The reverse is also true, the funding for First Nation students not living on reserve comes from the province, so if they attend a school on reserve, then there is a need for an agreement so that funding can transfer to the Education Authority. The "tuition agreement" between Westwind SD and the Kainai Board of Education was created in 1988 and needed to be updated.

Westwind SD and the other public boards that have students attending their schools are very close to finalizing this new Education Service Agreement. The agreement is now with the legal teams for a final check, we hope that the agreement will be signed and in place early in 2020.

Initiative for First Nation's Education (IFNE) Grant

In the Spring of 2018, we were successful in obtaining grant funding to target initiatives designed to positively impact the success of our First Nation's, Metis, and Inuit students.

We intend to focus on the needs of our First Nation students who do not complete high school and/or who otherwise disengage from learning/school. This initiative will be guided by Westwind Alternate School and will primarily serve Cardston High School, Cardston Junior High School, and Cardston Elementary School but will also include Spring Glen Elementary and Spring Glen Junior High School. These schools serve the vast majority of First Nation students in our division.

The three main components of our project complement already existing programs and efforts used to ensure the success of First Nations students in Westwind School Division. First, we have hired a First Nation's Artist to work as an Artist in Residence. This individual is a member of the Kainai (Blood) Tribe and uses "art" as a medium to connect with students, especially our First Nation's youth. We hope that some of these students will be inspired to complete high school and find in the "arts" a bridge to post-secondary education. The artist in residence will also be a resource for all divisional schools to help staff and students better understand and integrate the principles of Truth and Reconciliation. Through this partnership and the relationships developed with students, we hope to identify better both learning and social supports for the student and their families to help our students to become more resilient and chart a course for success in school and life.

The final component of the project is to provide some time for one of our Family Liaison Counselors to work with the Kainai Board of Education to ensure that all students (K-12) are enrolled in school, especially for students/families who are transient. If time permits, time may also be spent with high school students who may not have met or may not be meeting the requirements for high school graduation or who have may have "dropped out" of school in high school or earlier.

To complement this initiative, we will enlist the help of the Kainai Board of Education to help us partner with appropriate Elders and other mentors from the Blood Tribe. These individuals will



further assist in linking students with their culture and increasing our capacity to understand the needs of our First Nation students, their families, and culture.

Divisional Literacy Initiative

Westwind School Division is learning about and implementing the Collaborative Response model in our schools to effectively use the expertise in each building to best help all our students. The division has formed a committee that has gone through much research concerning how students best learn to read (at both elementary and secondary levels). If a student is struggling, a teacher can look through the continuum of supports to see if any of those strategies are missing from their current programming and can choose the least invasive strategy to support a student's success. As teachers learn about these strategies, they can access members of these literacy committees to assist them with implementation. The success of students is measured both by our reading screens/assessments and by a student's overall performance.

Divisional Numeracy Initiative

Westwind School Division is learning about and implementing the Collaborative Response model in our schools to effectively use the expertise in each building to best help all our students. The division has formed a committee that has gone through much research concerning how students best learn skills within number sense (at both elementary and secondary levels). If a student is struggling, a teacher can look through the continuum of supports to see if any of those strategies are missing from their current programming and can choose the least invasive strategy to support a student's success. Instructional strategies are selected from a "progressions model" that shows how number sense develops through different areas of reasoning. As teachers learn about these strategies, they can access members of this numeracy committee to assist them with implementation. The success of students is measured both by our fundamental reading screens/assessments and by a student's overall performance.

English as a Second Language (ESL)

Westwind School Division 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 Westwind School Division School, including Hutterite Colony schools - with Educational Assistant support for all colonies. Recently, we are seeing more students moving into the division with their first language other than English.

School Council

In harmony with the Education Act – *School Council section 55*, Westwind School Division works closely with school administrators to ensure that school councils function correctly. School councils are 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 the community and is also available in electronic format on the divisional website. The Westwind website contains all Board information that is available to the public, including board policies and the minutes of monthly Board Meetings to help in facilitating openness and transparency.

Counseling Services

Through a combination of teacher-academic advisors and family-school liaison counselors (FSLC), Westwind School Division provides academic, career, and personal counseling throughout the division. We have four high schools in which we have an academic advisor who is primarily focused on educational and career advice. Also, 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). 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 2019-20. Additional counseling support is provided through two registered Psychologists and other 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. Speech services for Program Unit Funded (PUF) students are contracted from either Chinook Health or private speech/language practitioners.

Inclusive Education

Westwind School Division recognizes the uniqueness of every student's specific talents, abilities, and/or challenges, possibly requiring some level of support to provide a greater sense of belonging and acceptance in the school community and enhance personal growth, development, and success. The Board is committed to providing 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 in coordinating 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 Inclusive Education programming are provided with an Individualized Student Plan (ISP) that defines 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.

THE IDEAL LEARNING ENVIRONMENT

In early 2018, Westwind School Division created a new mission and vision. The vision is that Westwind School Division will be a collaborative community of engaged learners that inspires all students to realize their full and complete potential. The mission of Westwind School Division is to foster engaging and student-centered learning environments that will inspire each student to strive for personal excellence and allow learners to thrive. As we work to bring these statements to realization, we wanted to define an ideal student-centered learning environment.

Research shows the importance of trust, healthy dialogue, commitment to a common goal, holding each other accountable, and attention to results are in order for a team to work effectively together. For several years, Westwind School Division has engaged in professional development that has improved our ability to help students increase their achievement. These professional development initiatives have occurred in many different areas. The ideal learning environment is meant to answer the question, "What are we working towards?" It provides our division with a common goal that we are all working towards for our students.

The Ideal Learning Environment will be used to guide our decision-making practices. As we strive always to answer "yes" to, "Is this in the best interest of students?", this model helps us to know what is included within that answer. In the classroom, as we look to improve our practice, this model can serve as a reminder of all the areas that we need to consider when designing learning.



DIVISION GOALS

Concept Based Curriculum/Outcome Based Reporting

Looking at our Ideal Learning Environment, we are focusing on the areas of Curriculum, Assessment, and Relationships. In preparation for the expected change in curriculum, Westwind School Division continues to move forward in preparation for the shift to a concept based curriculum. We continue to support administration and teachers in their learning through the various SAPDC session on the topic. We have been working with Julie Stern and Corwin Publishing, as we have had all of our elementary school admin teams attend sessions over the past year. We are working with Corwin Publishing to have a presenter come and present to all of our K-9 teachers on June 22 so that we all can be working from the same knowledge base. Westwind is also going to have a presenter from SAPDC come and present to our administrator on the new LearnAlberta site so they can better understand the framework of the new curriculum.

In conjunction with the work with the new curriculum, this is a good time for us to be looking at how we are assessing and reporting on student learning. Currently, in Westwind, we have 15 different schools and all 15 are grading and reporting to parents differently. Over the next two years, we are planning on having all of our schools move to Outcome Based Reporting. There has been lots of work done by previous Central Office Admin to lay the groundwork for this move to improve student learning. The elementary schools are using the work of Damian Cooper to move the work forward.



Enhanced Inclusive Education Delivery Model

The delivery model will focus on a deeper understanding of the role of educational assistance and the need to develop student independence as they progress in their educational experience. The model focuses on the professional development of educational assistance in three main areas: students with cognitive delays, students with communication challenges, and students dealing with social and emotional difficulties. The development of the model will focus on a collaborative problem-solving approach to meeting the needs of students.

To improve this delivery model, the following will be developed in the next two years. First, the professional development an EA will need to work with students in the three areas will be developed and rolled out to the EA staff. Second, will be the development of our model related to EA staff while working with students in the area of social and emotional learning. The model titled “River of Regulation” focuses on helping students with self-regulation strategies and is a strength-based approach. The River of Regulation includes understanding student’s background, triggers, and how to return to calm and learning behavior as soon as possible. The model consists of the role of collaborative response, EA evaluation, reporting documents for data collection, social-emotional framework, the role of mental health, and Family School Liaison Counselors in supporting school staff when working with students.

Wellness

Looking at our Ideal Learning Environment, we are focusing on the area of Student Wellbeing and taking it out to staff as well. In Westwind, we have come to understand the importance of focusing on and supporting all in the area of wellness; if individuals are not well, the optimal learning will not be taking place. This year there has been a divisional wellness committee formed that is looking to support the need of students, staff, and schools. Every week there is a social media post made dealing with the topic of wellness and what we can do to improve. As well there is also a monthly wellness challenge for each school to take part in with supporting documentation to present the challenge. We are looking at our existing administrative procedures and we are looking to see with needs to changed and added to so that wellness can be supported.

Several other programs are being implemented to support this work. We have established six and are supporting the establishment of more Hope Squads in our division. The Hope Squads are providing leadership opportunities for students in the area of mental health as well as providing support to students that are in need. For staff, we are providing PD training in the area of Mental Health Frist Ad so that our staff can be supported through the trauma they deal with regularly. We also have six elementary schools that are taking part in the nutrition program where breakfast and snacks are being provided to students that need them.





Ongoing PD & Leadership Focus

- Every six week in person divisional admin meetings along with monthly zoom meetings – leadership development each month with Senior Admin (coaching/mentorship) – provision of regular collaborative time for school administrators
- Superintendent/Principal consultations & school walk-through – coaching for teacher supervision
- Book studies/professional reading at the division and school levels
- Support staff development/learning (Educational Assistants, Librarians, Secretaries)
- PowerSchool PD for staff from Central Office
- Literacy, numeracy, and formative assessment focus for all grade K-12 teachers and school admin
- Inservice training for Learning Support Teachers (LST) in schools to help improve teacher capacity
- Collaborative Response Training (CRT) focusing on inclusion and intervention
- ASCD school supports for Instructional Strategies PD
- FNMI PD for teachers
- Self-selected teacher PD learning groups
- Divisional peer visits to colleagues
- Local and provincial conferences for school admin and teachers
- Provincial exam marking for networking and course-specific PD
- Google Apps for Education (GAPE) – Google +
- Apple Professional Learning
- Webinar/podcasts Learning Opportunities
- Monitoring, nurturing, and supporting Professional Collaboration (PC) with all teachers
- Teacher Induction Program (for teachers new to the district and/or new to assignment)
- Building teacher capacity in instructional expertise, differentiated instruction, and embedded formative assessment
- High School Redesign
- Individual School PD/Professional Learning Plans
- Developing & Maintaining meaningful partnerships – AAC, SAPDC, CASSIX, U of L, AB Ed.



Financial Information

Summary of Financial Reports / Budget Summary

The Westwind School Division's budgeting process is guided by a consistent, ongoing desire to enhance student achievement. 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 2019-20 Budget has been created with the guiding principle of making expenditure reductions, as far removed from the classroom and student, as possible.

Detailed information on the sources of school generated funds can be obtained via the Westwind website in the audited financial statements and related schedules.

Summary of Financial Results				
	2017/18	2018/19	2019/20	
	Actual	Actual	Budget	%
REVENUES				
Instruction ECS-Gr 12	43,660,596	44,237,260	44,411,974	77.4%
Plant Oper. & Maint.	5,890,927	7,285,298	7,628,278	13.3%
Transportation	2,522,250	2,470,950	2,506,131	4.4%
Board & Admin	2,554,044	2,611,764	2,599,217	4.5%
External Services	238,413	231,832	205,013	0.4%
TOTAL REVENUES	54,866,230	56,837,104	57,350,613	100%
EXPENSES				
Instruction ECS-Gr 12	43,292,982	44,972,255	44,685,269	77.9%
Plant Oper. & Maint.	5,913,266	7,351,147	7,960,801	13.9%
Transportation	2,222,492	2,349,623	2,314,494	4.0%
Board & Admin	2,692,405	2,418,902	2,185,059	3.8%
External Services	199,865	203,112	204,990	0.4%
TOTAL EXPENSES	54,321,010	57,295,039	57,350,613	100%
Surplus (Deficit) of Revenues over Expenses	545,220	(457,935)	0	

For more detailed information about the Westwind School Division Budget, please contact Mr. Peter Wright, Secretary-Treasurer, at the Westwind School Division Divisional Office (445 Main Street, Cardston). A copy of the [Audited Financial Statement](#) can be downloaded from the



Westwind School Division Website. To see a copy of the Audited Financial provincial rollups [click this link](#).

Capital and Facilities Projects

After extensive work with Alberta Education and Alberta Infrastructure, 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 were completed in the 18/19 school year and are now being enjoyed by students, staff, and the communities. Priorities for the division have now shifted to additional space for Raymond Junior High School and Raymond High School.

Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report or combined Three-Year Education Plan/Annual Education Results Report.

Report for 2018-19 School Year

One Whistleblower complaint/disclosure was received during the 2016-17 school year, however, there has been no conclusion as of December 20, 2019, as the investigation is still ongoing.

There was one complaint/disclosure that was received during the 2018-2019 school year, it was investigated and brought to a resolution.



Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	Westwind School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	91.2	90.3	90.3	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	79.7	78.2	78.3	82.2	81.8	81.9	High	Maintained	Good
	Education Quality	91.2	91.7	91.7	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	2.4	2.9	2.8	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	83.1	77.6	79.4	79.1	78.0	77.5	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	76.3	76.9	75.9	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	19.4	20.8	21.0	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	84.5	84.9	82.1	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	20.6	20.2	17.6	24.0	24.2	22.5	High	Maintained	Good
	Diploma Exam Participation Rate (4+ Exams)	60.3	54.7	57.2	56.3	55.7	55.1	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	77.4	72.3	76.1	64.8	63.4	62.2	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	49.7	50.9	48.1	59.0	58.7	58.7	Intermediate	Maintained	Acceptable
	Work Preparation	84.6	83.6	84.3	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	84.3	83.7	83.7	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	82.3	83.1	82.1	81.3	81.2	81.1	High	Maintained	Good
Continuous Improvement	School Improvement	83.5	85.2	84.9	81.0	80.3	81.0	Very High	Declined	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.



Combined 2019 Accountability Pillar First Nations, Métis and Inuit Summary

Measure Category	Measure	Westwind School Division (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	6.4	6.7	5.9	5.4	4.8	5.6	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	66.3	58.8	57.3	56.6	53.3	52.4	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	51.2	46.1	48.4	54.0	51.7	51.9	Very Low	Maintained	Concern
	PAT: Excellence	3.0	6.2	4.0	7.4	6.6	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	75.8	63.4	63.3	77.2	77.1	76.7	Low	Improved	Acceptable
	Diploma: Excellence	6.5	1.2	3.4	11.4	11.0	10.6	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	21.2	22.4	26.5	24.6	24.4	22.3	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	40.5	32.4	40.5	37.1	35.9	34.0	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	54.0	44.3	43.9	34.2	33.0	32.8	Intermediate	Maintained	Acceptable
	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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.



Measure Evaluation Reference

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
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
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 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

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	76.9	74.2	76.7	76.9	76.3		Intermediate	Maintained	Acceptable			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	22.4	19.7	22.4	20.8	19.4		Intermediate	Maintained	Acceptable			

		Westwind School Division							Alberta			
Course	Measure	Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	Maintained	Good	397	88.9	346	88.5	54,820	83.2	49,573	82.9
	Standard of Excellence	High	Maintained	Good	397	19.6	346	21.4	54,820	17.8	49,573	19.1
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	397	75.1	346	76.5	54,778	72.5	49,502	71.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	397	14.1	346	15.1	54,778	15.0	49,502	13.5
Science 6	Acceptable Standard	Intermediate	Improved	Good	397	82.4	346	79.3	54,879	77.6	49,520	77.9
	Standard of Excellence	High	Maintained	Good	397	27.0	346	29.9	54,879	28.6	49,520	28.9
Social Studies 6	Acceptable Standard	Intermediate	Improved	Good	397	75.3	346	71.7	54,802	76.2	49,511	73.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	397	18.6	346	18.8	54,802	24.4	49,511	22.3
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	286	79.7	293	79.9	47,465	75.1	45,363	76.6
	Standard of Excellence	High	Maintained	Good	286	17.5	293	17.9	47,465	14.7	45,363	14.9
Mathematics 9	Acceptable Standard	Low	Declined Significantly	Concern	294	60.2	286	70.9	46,764	60.0	44,959	64.7
	Standard of Excellence	Intermediate	Declined	Issue	294	17.0	286	21.7	46,764	19.0	44,959	17.1
Science 9	Acceptable Standard	Very High	Improved	Excellent	292	78.4	294	74.9	47,489	75.2	45,363	74.6
	Standard of Excellence	Very High	Maintained	Excellent	292	26.7	294	24.1	47,489	26.4	45,363	22.7
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	291	69.8	294	67.9	47,496	68.7	45,366	66.1
	Standard of Excellence	Intermediate	Declined	Issue	291	17.2	294	21.0	47,496	20.6	45,366	19.9
K&E English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	24	62.5	16	61.3	1,569	57.4	1,551	58.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	24	4.2	16	0.0	1,569	5.4	1,551	6.0
K&E Mathematics 9	Acceptable Standard	Low	Maintained	Issue	15	46.7	22	50.6	2,190	59.6	2,007	58.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	15	6.7	22	16.0	2,190	13.2	2,007	13.3
K&E Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	18	61.1	13	47.7	1,536	61.7	1,520	64.1
	Standard of Excellence	Low	Maintained	Issue	18	5.6	13	7.0	1,536	10.7	1,520	13.3
K&E Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	20	60.0	16	56.7	1,466	55.9	1,501	56.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	20	10.0	16	2.9	1,466	15.0	1,501	12.8



Westwind Colony Students Compared to All Colony Students in Alberta

	2014-15		2015-16		2016-17		2017-18		2018-19	
	ACC	EXC	ACC	EXC	ACC	EXC	ACC	EXC	ACC	EXC
Gr 6 ELA	9.3	4.8	-0.1	2.1	18.5	7.0	3.2	-0.8	9.4	2.9
Gr 6 Math	12.7	6.6	7.3	2.3	19.6	1.3	-7.7	-2.7	4.8	1.0
Gr 6 Sci	17.9	4.6	3.0	-4.5	26.1	1.2	13.4	4.8	5.4	-3.4
Gr 6 SS	25.6	0.7	6.1	-0.6	26.9	2.4	6.7	1.9	4.6	-2.3

Westwind Colony Students compared to all students in Westwind

	2014-15		2015-16		2016-17		2017-18		2018-19	
	ACC	EXC	ACC	EXC	ACC	EXC	ACC	EXC	ACC	EXC
Gr 6 ELA	4.2	-5.3	-6.6	-9.5	5.3	-11.4	-2.7	-10.8	-5.0	-9.9
Gr 6 Math	6.9	-5.9	5.6	-3.8	7.4	-11.4	-13.7	-9.3	-7.4	-7.6
Gr 6 Sci	2.7	-8.9	-3.5	-16.8	7.6	-21.7	-1.9	-14.6	-14.7	-20.5
Gr 6 SS	-0.6	-11.9	-0.1	-7.9	-1.4	-14.1	-16.2	-13.2	-17.2	-15.4

Westwind Colony Students compared to all students in Alberta

	2014-15		2015-16		2016-17		2017-18		2018-19	
	ACC	EXC	ACC	EXC	ACC	EXC	ACC	EXC	ACC	EXC
Gr 6 ELA	6.9	-4.1	-4.1	-8.3	14.9	-6.1	1.7	-10.5	0.7	-8.1
Gr 6 Math	11.3	-1.3	6.6	-1.9	17.8	-7.5	-9.9	-10.3	-4.8	-8.5
Gr 6 Sci	3.1	-9.9	-5.3	-18.0	12.8	-16.2	-1.0	-15.7	-9.9	-22.1
Gr 6 SS	-0.6	-13.0	-7.8	-15.9	1.5	-14.0	-15.8	-15.8	-18.1	-21.2

Comment on Results

In 2018-19, overall, Westwind maintained how it has done in the past with its PAT results. The one area that there was the most significant decline was in Math 9. In looking closer at the Math 9 results, one of our schools did significantly worse than what was predicted on the Prior Level of Achievement Report.

For colony students, 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 a minimal number of students who write Gr 9 PATs. It is significant to note that Westwind Hutterite students perform very well, as compared to all other provincial colony students.

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.
- Division-wide focus on NUMERACY across the curriculum – teachers will collaboratively identify areas of concern and develop a school plan to improve the meeting of numeracy benchmarks for all students.
- Student nutrition programs have been initiated in six of six K-6 schools. We are ensuring that students start each day with a nutritious breakfast, lunch, and snacks throughout the day.



- An in-depth 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. We are moving our teacher to use Dossier for some of their analysis.
- Ensure that collaborative structures are provided with embedded time for teacher collaboration and the supports needed to instruct better, provide required intervention, and otherwise assist students.
- Focus on improving formative student assessment strategies (Dylan Wiliam) and school intervention plans (Mattos). There is also a focus on moving to outcome based reporting (Damiam Cooper) to ensure that we are closely following and assessing the curriculum.
- Teachers will be encouraged to participate in the marking of the 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.
- Expanding the use of Fountas & Pinnell Reading Assessments and/or the Jerry Johns literacy assessment (designed for ELL students).
- Results are presented to the Board and Colony Leaders, at an annual Hutterite Education Meeting held in November each year.
- At the beginning of 2015-16, a Divisional Principal was hired to supervise colony education. We believe this additional layer of support for colony school staff assists in enhancing collaboration and in more effectively focussing professional learning for teachers.

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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.





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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	82.0	82.1	79.2	84.9	84.5		Intermediate	Maintained	Acceptable			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	15.8	15.9	16.7	20.2	20.6		High	Maintained	Good			

		Westwind School Division						Alberta					
Course	Measure	Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
English Lang Arts 30-1	Acceptable Standard	High	Maintained	Good	144	93.8	158	93.2	29,832	86.8	30,091	86.9	
	Standard of Excellence	Very High	Maintained	Excellent	144	16.0	158	12.8	29,832	12.3	30,091	11.9	
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	92	92.4	100	90.8	16,640	87.1	16,563	88.9	
	Standard of Excellence	High	Improved	Good	92	18.5	100	12.5	16,640	12.1	16,563	12.3	
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	88	79.5	93	74.0	19,389	77.8	20,337	73.9	
	Standard of Excellence	n/a	n/a	n/a	88	31.8	93	23.8	19,389	35.1	20,337	30.6	
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	80	81.3	97	78.4	14,465	76.5	14,107	74.8	
	Standard of Excellence	n/a	n/a	n/a	80	15.0	97	18.0	14,465	16.8	14,107	16.4	
Social Studies 30-1	Acceptable Standard	Intermediate	Improved	Good	110	87.3	133	82.0	21,610	86.6	22,179	85.7	
	Standard of Excellence	Intermediate	Maintained	Acceptable	110	11.8	133	10.2	21,610	17.0	22,179	15.6	
Social Studies 30-2	Acceptable Standard	Low	Maintained	Issue	123	77.2	123	80.1	20,758	77.8	20,078	80.2	
	Standard of Excellence	Intermediate	Maintained	Acceptable	123	10.6	123	10.3	20,758	12.2	20,078	12.6	
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	150	80.7	183	80.2	22,442	83.9	22,853	85.3	
	Standard of Excellence	Intermediate	Maintained	Acceptable	150	26.0	183	23.9	22,442	35.5	22,853	33.8	
Chemistry 30	Acceptable Standard	Very High	Improved	Excellent	92	87.0	133	79.2	18,525	85.7	18,929	82.7	
	Standard of Excellence	Very High	Improved	Excellent	92	35.9	133	24.9	18,525	42.5	18,929	37.2	
Physics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	70	77.1	58	74.6	9,247	87.5	9,974	85.9	
	Standard of Excellence	Intermediate	Maintained	Acceptable	70	31.4	58	23.6	9,247	43.5	9,974	41.7	
Science 30	Acceptable Standard	High	Improved	Good	25	88.0	11	62.8	9,676	85.7	9,180	84.9	
	Standard of Excellence	Low	Maintained	Issue	25	4.0	11	7.6	9,676	31.2	9,180	29.2	

Comment on Results
 For Westwind, we have maintained our level of achievement for our Diploma exam results. Comparing the 2019 results to the past three-year average, we have only declined in the areas of acceptable standard for Social 30-1 and standard of excellence for Science 30. We have many newer Social 30 teachers, so we have given time to a veteran Social 30 teacher to be able to work with our newer teachers. Science 30 is a newer course being taught in our division; last year, we had 25 students take the class were in the past three years, there was only an average of 11. As more students take the course, we believe we will get more reliable data. Math 30-1 & 30-2 detailed results are still not available as the course is too new.

- Strategies**
- Division-wide focus on LITERACY and NUMERACY 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, including focused PD at the school and division level for teachers.
 - In-depth 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 collaborative cohorts to deepen understanding of curriculum, appropriate assessment and reporting of student learning, and timely intervention (when students do not learn).
 - 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 Provincial Field Testing programs & 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. 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.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.





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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	83.2	80.9	79.6	77.6	83.1		Very High	Improved	Excellent			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	58.8	62.2	54.8	54.7	60.3		High	Maintained	Good			
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.3	2.4	3.0	2.9	2.4		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	50.0	49.5	44.0	50.9	49.7		Intermediate	Maintained	Acceptable			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	79.1	76.8	72.3	77.4		Very High	Maintained	Excellent			

Comment on Results

Transition Rate: Accurate data on transition rate to post-secondary study is skewed. A significant number of our students who choose to enroll outside of Alberta or who either work for a year before or immediately depart for LDS missions following high school (young men are eligible for missionary service at age 18 and young women at age 19). Where transition data is tracked (i.e. 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

- Improvement of the participation rate for diploma exams 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 increase eligibility to write additional provincial assessments.
- Working collaboratively with Kainai Board and other public school boards to track students and work together to ensure FNMI students are not lost
- Using programs like Dual Credit, High School Redesign, RAP, and modernizations to expand offerings to students and increase engagement, keeping students in school.
- School-based Academic Advisors are tracking students and are helping them enroll in post-secondary well after graduation.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
8. 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.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.2	84.5	82.8	83.7	84.3		Very High	Maintained	Excellent			

Comment on Results

Our schools continue to do well in this area.

Strategies

- 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 Me, Celebrating Success, Advisor Program, and Safe and Caring schools, 7 Habits.
- Family School Liaison Counselors will meet regularly to work collaboratively to meet the needs of all students.
- Establishment of “Hope Squads” in almost all Jr. High and Senior High Schools to provide peer support for overall student wellness.
- 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.
- Provide opportunities for Dual Credit, 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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.





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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	45.1	45.8	53.2	46.1	51.2	57.0	Very Low	Maintained	Concern	57.0	60.0	65.0
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).	2.5	2.8	3.0	6.2	3.0	10.0	Very Low	Maintained	Concern	8.0	10.0	12.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	73.9	69.9	56.6	63.4	75.8	75	Low	Improved	Acceptable			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	7.6	4.1	4.8	1.2	6.5	8	Very Low	Maintained	Concern	8.0	8.5	9.0

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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.





Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	50.9	61.7	51.3	58.8	66.3		Intermediate	Maintained	Acceptable			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	22.9	39.3	18.0	22.4	21.2	30.0	Very Low	Maintained	Concern	30.0	33.0	35.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	7.9	6.1	4.9	6.7	6.4		Intermediate	Maintained	Acceptable			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	47.5	46.6	40.9	44.3	54.0		Intermediate	Maintained	Acceptable			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	54.8	34.4	32.4	40.5	45.0	Very Low	Maintained	Concern	47.0	50.0	53.0

Comment on Results

It is encouraging to see an improvement in all areas compared to the previous three-year average except for the standard of excellence for PATs. We are happy to see the increase, but we still know there is lots more work to do.

It was exhilarating to see the dramatic improvement in the area of FNMI students who achieved the acceptable standard on the diploma examinations. The past two years, our high school that has the largest FNMI population started doing an after school tutoring session that we believed helped in this area. As well the ELA teachers have begun having their students write diploma exams multiple times in a course, for the course in the first semester the students if they are achieving at a certain level can write the exam in November writing as well as the January writing.

Strategies

- Increase attendance rate, percentage of FNMI students that attend 90%, by creating a sense of belonging for our FNMI students. We would like to see a 5% increase over the last three year average of our FNMI students that attend school 90% of the time. The past three years average of the percentage of first nation students attending 90%: Gr. 1-5: 52.3%, Gr. 6-8: 51.8%, and Gr. 9-12 35.26%. To create a sense of belonging, we will be doing some of the following things:
 - Increased use of Elders working with students, different drumming and dancing groups formed through all grades, helping students make the traditional dress so they can have proper clothing to wear to activates
 - Host the Weaving Ways PD for our teachers, so they have better skills to infuse the culture into their classes as well as using the buffalo kits
 - Tying Blackfoot Culture into the work that we are currently doing with safe and caring school through 7 Habits
 - Expand the practice of "learning from the land" by having one of our Principals meetings model this strategy. Then have our principals share the approach with their teachers for their students.
 - Provide access to Blackfoot language and Native Culture classes where First Nation staff and local Tribal Elders can interact and encourage First Nation students, with efforts to expand our list of potential Elder mentors for local schools
- Expand student's vision for their future by exposing students to opportunities beyond high school. As students develop their possible future visions, education becomes more critical.
 - Creating First Nation bulletin boards that high light role models that students can look up to.
 - In Jr and Sr high, students will visit Lethbridge College and the University of Lethbridge to see programs and what is potentially available to them.
 - We will take grade 12 FNMI students into the college and university to do early registration with them.
 - Start work on planning an FNMI career-focused day to be held in the 2020-2021 school year
- Increased academic flexibility and opportunity to retain students and help them succeed at a high level.
 - We are adding Science 30 to our course offerings at more of our high schools to add diploma subject courses that FNMI students may be able to take to find success.
 - Provide after school tutoring to students to help them find more success.
 - Increased course offerings and flexibility for course completion and striving to hit students interests to improve student retention
 - Continuation and recognition of student achievement at FNMI Honor night as a goal for students to work towards.



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 2015/16 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), historical Rutherford Scholarship Eligibility Rate results are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.





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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	79.2	79.1	77.5	78.2	79.7		High	Maintained	Good			

Comment on Results

We have relatively small schools in Westwind, so there are limits to the elective courses that can be provided for students. Efforts are made to ensure electives fit with staff expertise and student interest.

Strategies

- New schools in Magrath and Stirling have expanded CTS and Fine Arts facilities to enable an expansion of elective course offerings.
- New dual credit opportunities are now available for high school students.
- 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 increased awareness of the importance of maintaining a healthy work/life balance.
- 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.

Notes:

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





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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	91.2	90.1	90.5	90.3	91.2		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.1	91.8	91.7	91.7	91.2		Very High	Maintained	Excellent			
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.	83.7	85.9	83.5	83.6	84.6		High	Maintained	Good			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education.	82.5	82.1	81.0	83.1	82.3		High	Maintained	Good			
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.	85.8	84.3	85.1	85.2	83.5		Very High	Declined	Good			

<p>Comment on Results</p> <p>There has been substantial turnover in Westwind School Division's central office; this has trickled down into our school as well.</p>
<p>Strategies</p> <ul style="list-style-type: none"> ➤ 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 Leader in Me), 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. ➤ Establish “Hope Squads” in all divisional schools to provide peer supports for students in the areas of student wellness, particularly bullying and suicide prevention. ➤ 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 significant 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 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. ➤ Schools will continue to monitor and 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/learning commons so students will have access to a variety of print and digital literature, as they work to create more diverse learning opportunities for students.

Notes:

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



APPENDIX – Measure Details

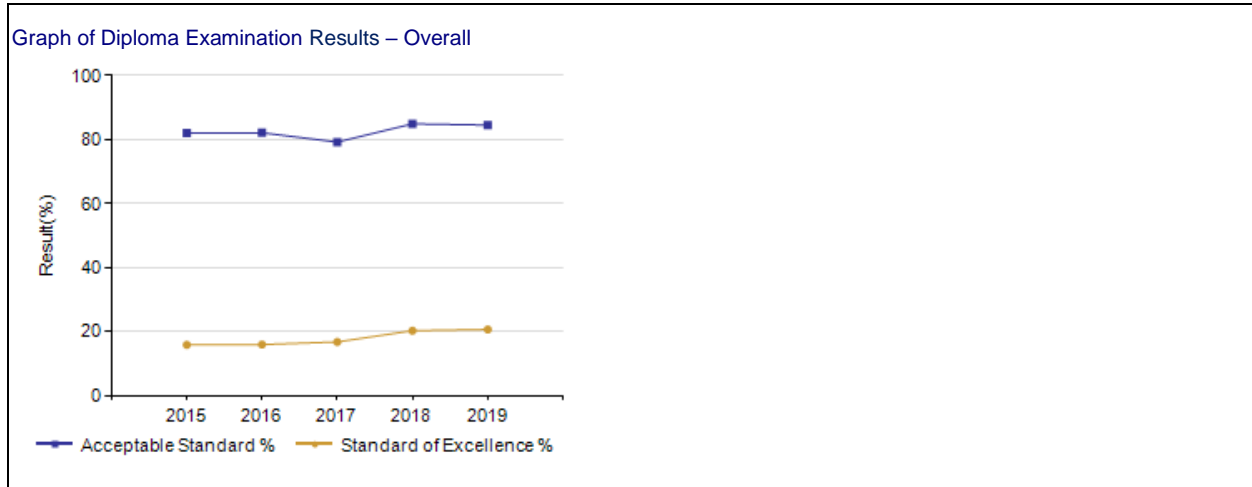
The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	94.8	12.7	95.6	11.1	89.8	13.8	94.2	13.4	93.8	16.0		
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3		
English Lang Arts 30-2	Authority	95.0	17.0	97.1	8.7	89.1	17.3	86.2	11.5	92.4	18.5		
	Province	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1		
Mathematics 30-1	Authority	78.5	21.5	58.1	22.6	76.0	19.8	87.8	28.9	79.5	31.8		
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		
Mathematics 30-2	Authority	64.5	11.2	76.1	21.7	76.9	14.4	82.3	17.7	81.3	15.0		
	Province	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8		
Social Studies 30-1	Authority	81.3	8.9	82.4	9.6	76.7	6.2	86.8	14.7	87.3	11.8		
	Province	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0		
Social Studies 30-2	Authority	82.8	11.7	87.6	12.4	78.8	15.2	73.9	3.5	77.2	10.6		
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2		
Biology 30	Authority	80.7	20.5	82.4	21.0	72.4	18.4	85.7	32.4	80.7	26.0		
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5		
Chemistry 30	Authority	77.9	25.0	77.6	20.0	79.2	28.5	80.7	26.2	87.0	35.9		
	Province	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5		
Physics 30	Authority	77.8	15.6	70.5	18.2	68.8	21.9	84.6	30.8	77.1	31.4		
	Province	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5		
Science 30	Authority	72.7	9.1	64.7	11.8	66.7	11.1	57.1	0.0	88.0	4.0		
	Province	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2		

Notes:

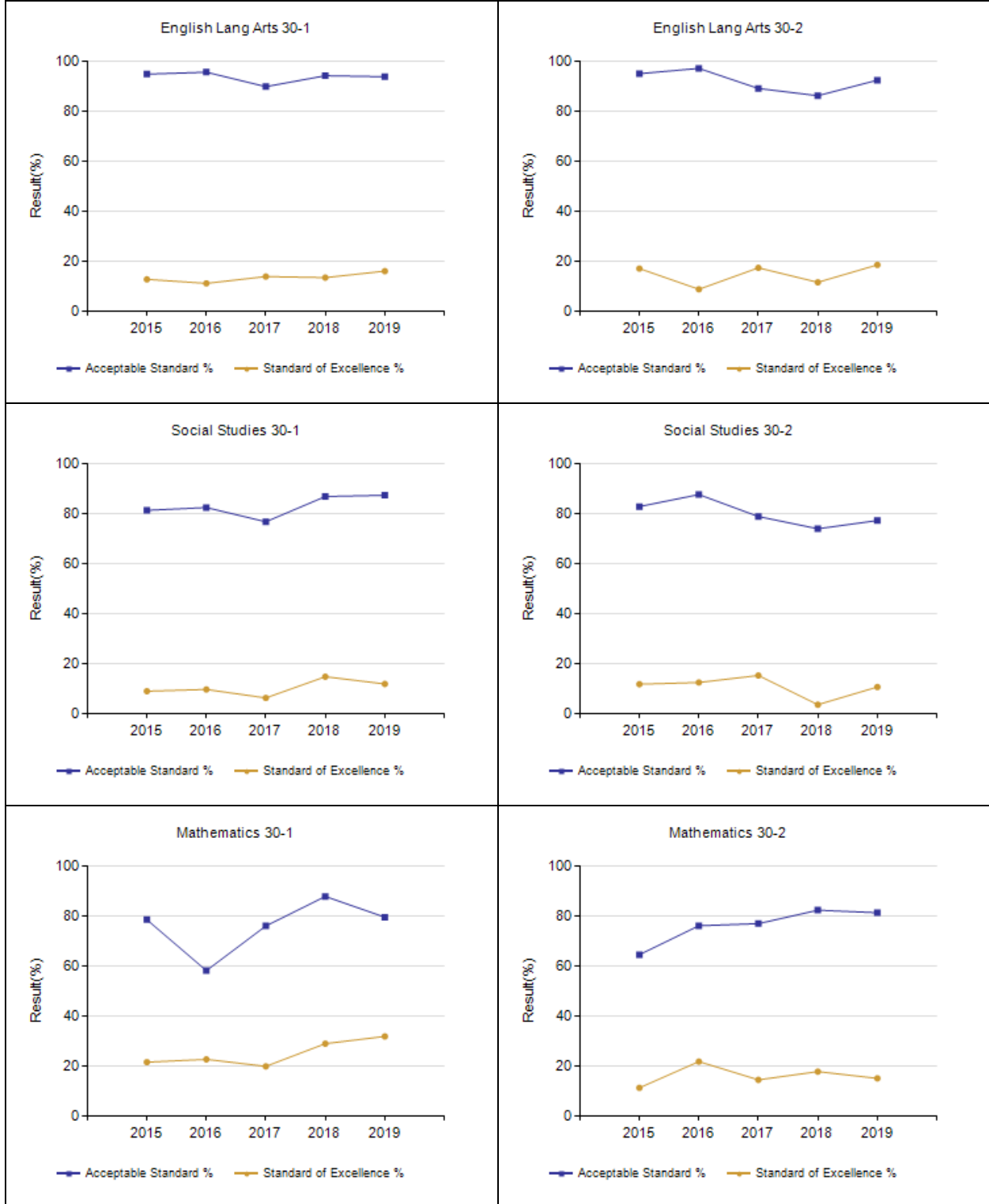
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution 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 fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.



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 fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

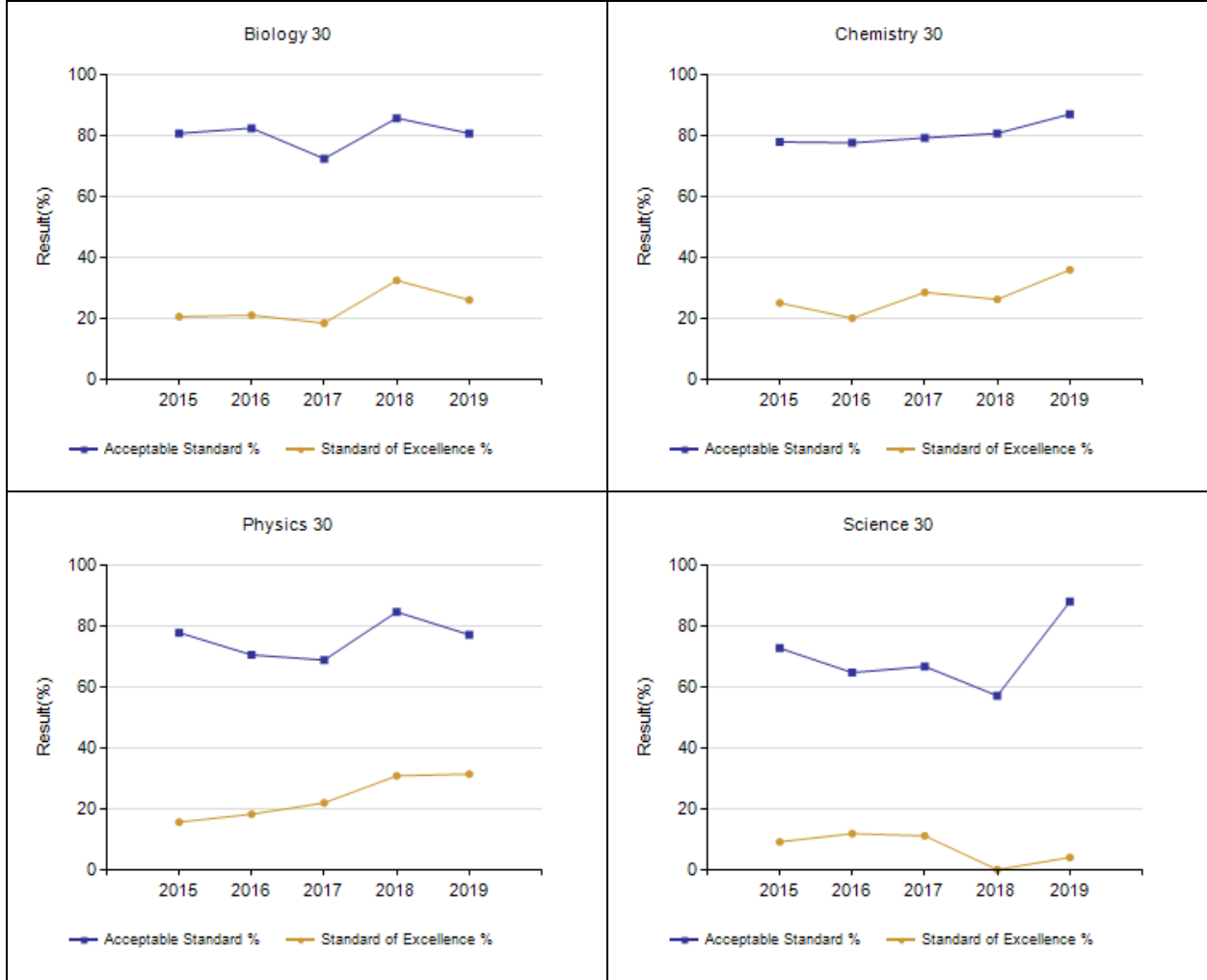
Diploma Examination Results by Course



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 fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Diploma Examination Results by Course



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 fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Examination Results Course By Course Summary With Measure Evaluation

		Westwind School Division							Alberta			
Course	Measure	Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	High	Maintained	Good	144	93.8	158	93.2	29,832	86.8	30,091	86.9
	Standard of Excellence	Very High	Maintained	Excellent	144	16.0	158	12.8	29,832	12.3	30,091	11.9
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	92	92.4	100	90.8	16,640	87.1	16,563	88.9
	Standard of Excellence	High	Improved	Good	92	18.5	100	12.5	16,640	12.1	16,563	12.3
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	88	79.5	93	74.0	19,389	77.8	20,337	73.9
	Standard of Excellence	n/a	n/a	n/a	88	31.8	93	23.8	19,389	35.1	20,337	30.6
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	80	81.3	97	78.4	14,465	76.5	14,107	74.8
	Standard of Excellence	n/a	n/a	n/a	80	15.0	97	18.0	14,465	16.8	14,107	16.4
Social Studies 30-1	Acceptable Standard	Intermediate	Improved	Good	110	87.3	133	82.0	21,610	86.6	22,179	85.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	110	11.8	133	10.2	21,610	17.0	22,179	15.6
Social Studies 30-2	Acceptable Standard	Low	Maintained	Issue	123	77.2	123	80.1	20,758	77.8	20,078	80.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	123	10.6	123	10.3	20,758	12.2	20,078	12.6
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	150	80.7	183	80.2	22,442	83.9	22,853	85.3
	Standard of Excellence	Intermediate	Maintained	Acceptable	150	26.0	183	23.9	22,442	35.5	22,853	33.8
Chemistry 30	Acceptable Standard	Very High	Improved	Excellent	92	87.0	133	79.2	18,525	85.7	18,929	82.7
	Standard of Excellence	Very High	Improved	Excellent	92	35.9	133	24.9	18,525	42.5	18,929	37.2
Physics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	70	77.1	58	74.6	9,247	87.5	9,974	85.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	70	31.4	58	23.6	9,247	43.5	9,974	41.7
Science 30	Acceptable Standard	High	Improved	Good	25	88.0	11	62.8	9,676	85.7	9,180	84.9
	Standard of Excellence	Low	Maintained	Issue	25	4.0	11	7.6	9,676	31.2	9,180	29.2

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 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 fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Measure Evaluation Reference - Achievement Evaluation

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

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

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

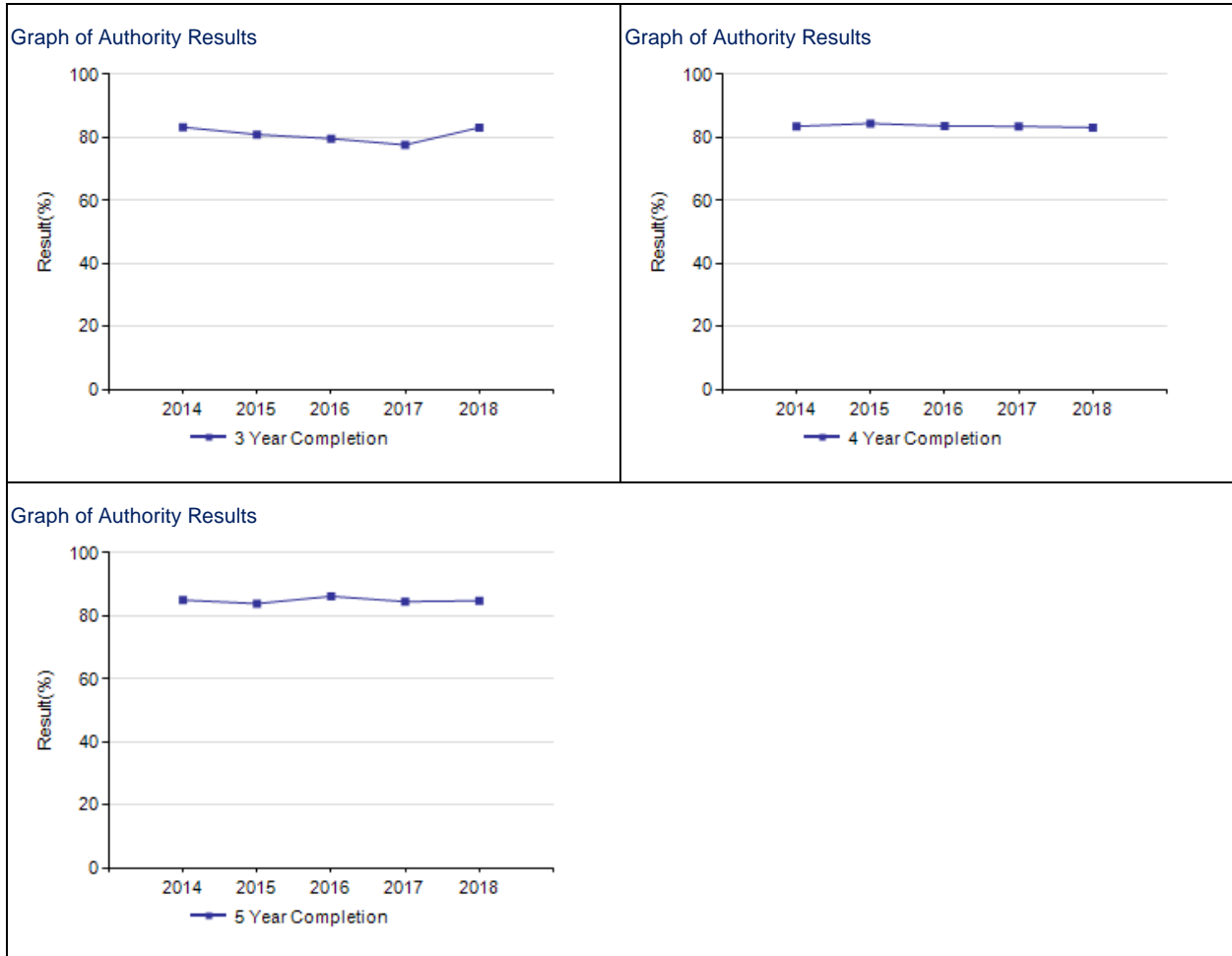
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
3 Year Completion	83.2	80.9	79.6	77.6	83.1	76.5	76.5	78.0	78.0	79.1
4 Year Completion	83.5	84.4	83.6	83.5	83.1	79.9	81.0	81.2	82.6	82.7
5 Year Completion	85.0	83.9	86.2	84.5	84.8	82.0	82.1	83.2	83.4	84.8

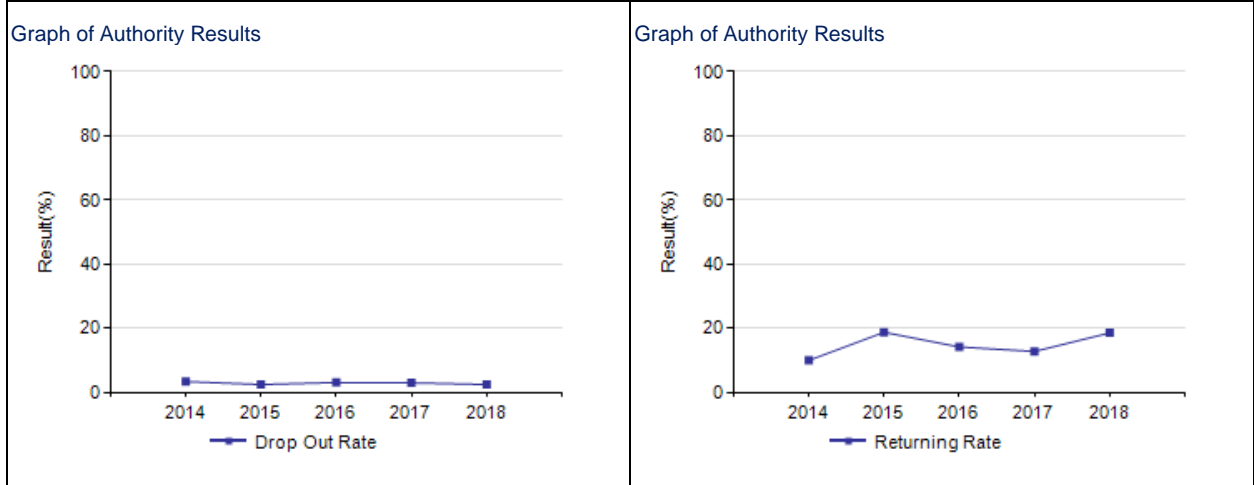


Notes:

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 2015/16 school year. Caution should be used when interpreting trends over time.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Drop Out Rate	3.3	2.4	3.0	2.9	2.4	3.5	3.2	3.0	2.3	2.6
Returning Rate	9.9	18.7	14.1	12.7	18.5	20.9	18.2	18.9	19.9	22.7

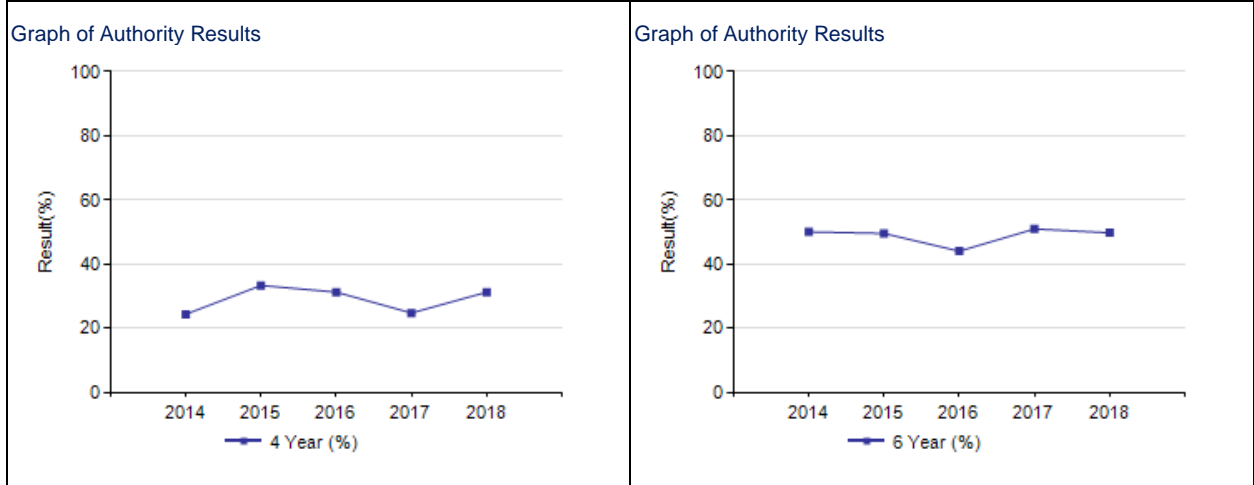


Notes:

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High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
4 Year Rate	24.3	33.3	31.2	24.7	31.2	38.3	37.0	37.0	39.3	40.1
6 Year Rate	50.0	49.5	44.0	50.9	49.7	59.7	59.4	57.9	58.7	59.0



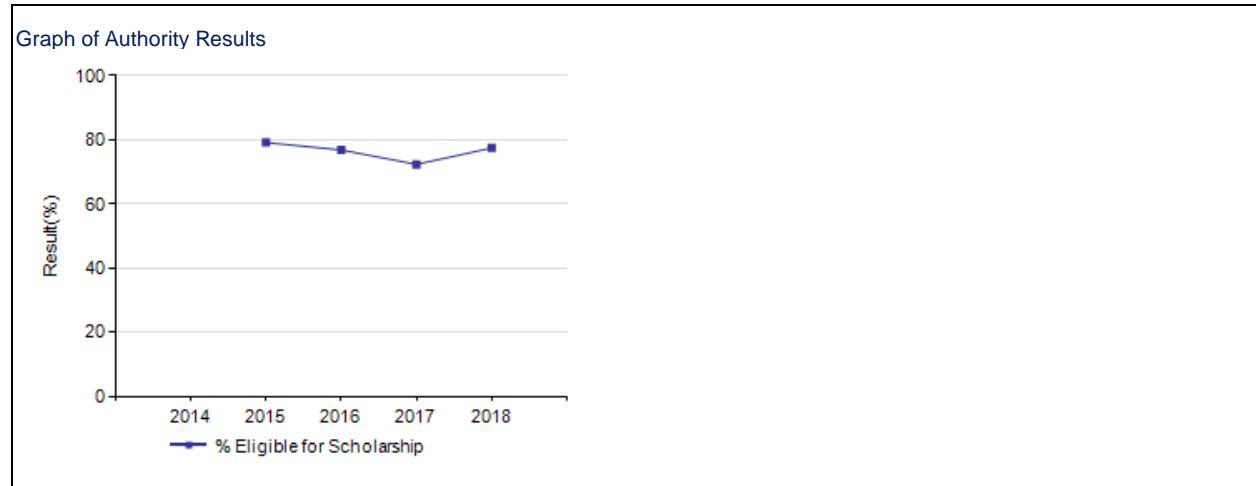
Notes:

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

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Rutherford Scholarship Eligibility Rate	n/a	79.1	76.8	72.3	77.4	n/a	60.8	62.3	63.4	64.8

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
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
2017	300	203	67.7	182	60.7	163	54.3	217	72.3
2018	292	220	75.3	198	67.8	171	58.6	226	77.4



Notes:

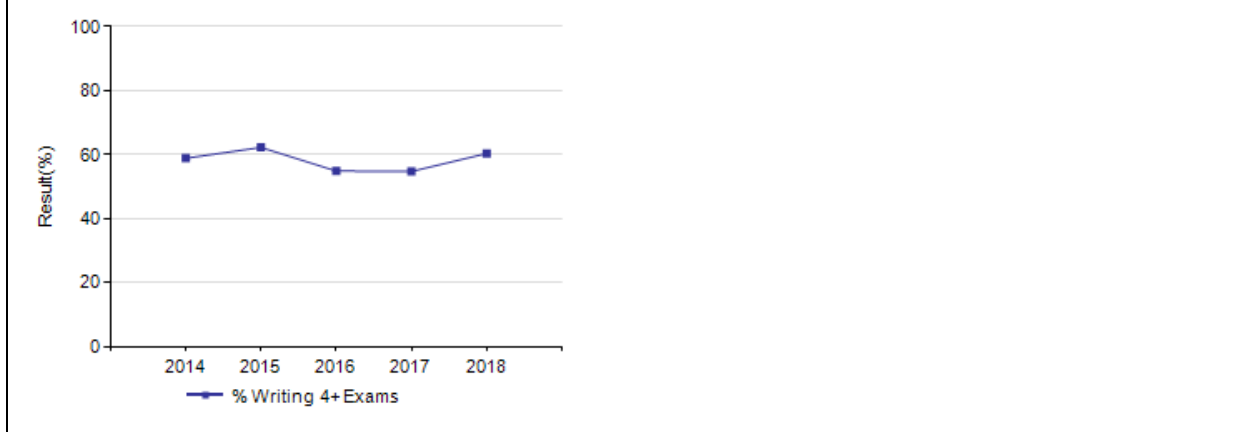
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
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

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
% Writing 0 Exams	10.4	11.5	16.6	16.7	13.2	15.7	15.7	15.0	14.8	14.2
% Writing 1+ Exams	89.6	88.5	83.4	83.3	86.8	84.3	84.3	85.0	85.2	85.8
% Writing 2+ Exams	87.4	87.4	82.3	81.4	85.1	81.4	81.2	82.0	82.3	83.0
% Writing 3+ Exams	69.5	73.7	65.9	64.7	68.6	65.0	64.7	65.2	66.1	66.8
% Writing 4+ Exams	58.8	62.2	54.8	54.7	60.3	54.4	54.6	54.9	55.7	56.3
% Writing 5+ Exams	40.3	37.8	37.0	34.6	44.7	36.3	37.1	37.5	37.8	38.7
% Writing 6+ Exams	12.7	8.4	13.3	13.5	19.1	13.1	13.8	13.6	13.9	14.2

Graph of Authority Results



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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
English Language Arts 30-1	50.3	51.9	46.2	48.9	59.8	54.0	53.2	54.0	55.0	56.3
English Language Arts 30-2	35.8	36.4	35.4	32.1	26.5	28.0	28.7	28.7	28.8	27.8
Total of 1 or more English Diploma Exams	85.5	86.7	81.3	80.1	85.6	79.7	79.5	80.1	80.9	81.1
Social Studies 30-1	41.6	43.9	39.9	43.0	46.7	45.1	43.5	45.1	44.9	45.0
Social Studies 30-2	44.5	43.9	42.7	37.7	36.8	35.2	36.7	35.8	36.4	37.1
Total of 1 or more Social Diploma Exams	86.1	87.5	81.9	80.1	83.5	79.6	79.5	80.3	80.7	81.4
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics 30-1	35.2	26.9	29.2	28.0	30.6	37.3	37.1	36.4	35.5	36.5
Mathematics 30-2	26.8	37.1	31.6	29.3	33.0	21.4	22.4	23.7	25.1	24.9
Total of 1 or more Math Diploma Exams	61.0	63.6	57.6	57.0	61.5	57.0	57.6	58.3	58.6	59.3
Biology 30	63.9	61.4	53.5	55.8	58.8	41.4	40.6	40.7	41.7	42.7
Chemistry 30	41.3	37.9	37.8	34.9	48.1	34.7	35.7	35.6	35.1	35.8
Physics 30	16.8	14.4	16.3	18.7	22.0	20.0	19.9	19.3	18.6	18.7
Science 30	1.3	3.8	6.6	2.8	2.4	12.8	14.1	15.7	16.9	17.0
Total of 1 or more Science Diploma Exams	68.7	69.7	63.2	61.1	67.0	59.4	59.8	60.5	61.2	61.8

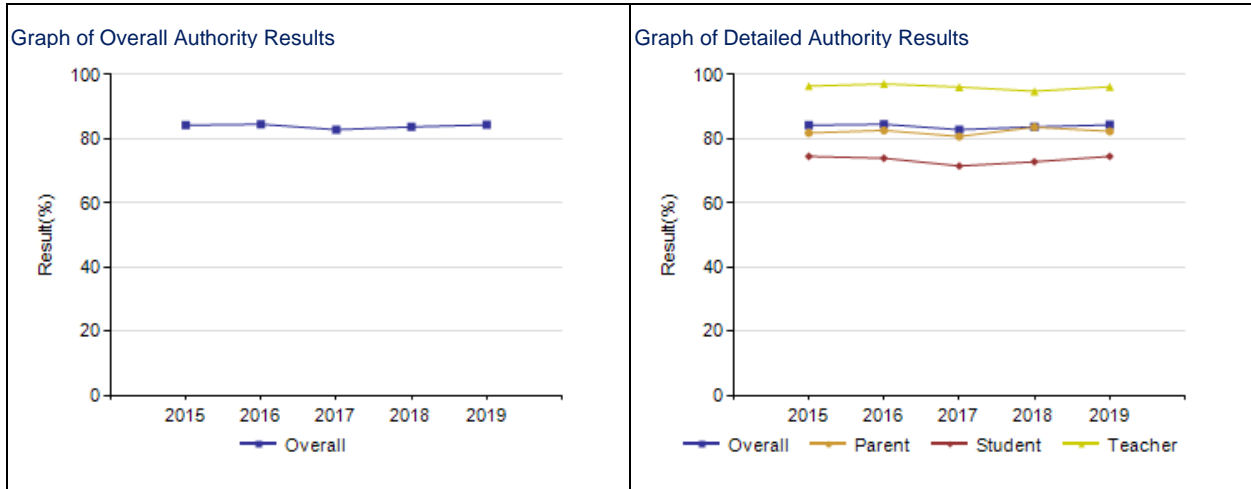
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	84.2	84.5	82.8	83.7	84.3	83.5	83.9	83.7	83.0	82.9
Teacher	96.4	97.1	96.1	94.8	96.2	94.2	94.5	94.0	93.4	93.2
Parent	81.8	82.6	80.7	83.6	82.3	82.1	82.9	82.7	81.7	81.9
Student	74.5	73.9	71.5	72.8	74.5	74.2	74.5	74.4	73.9	73.5

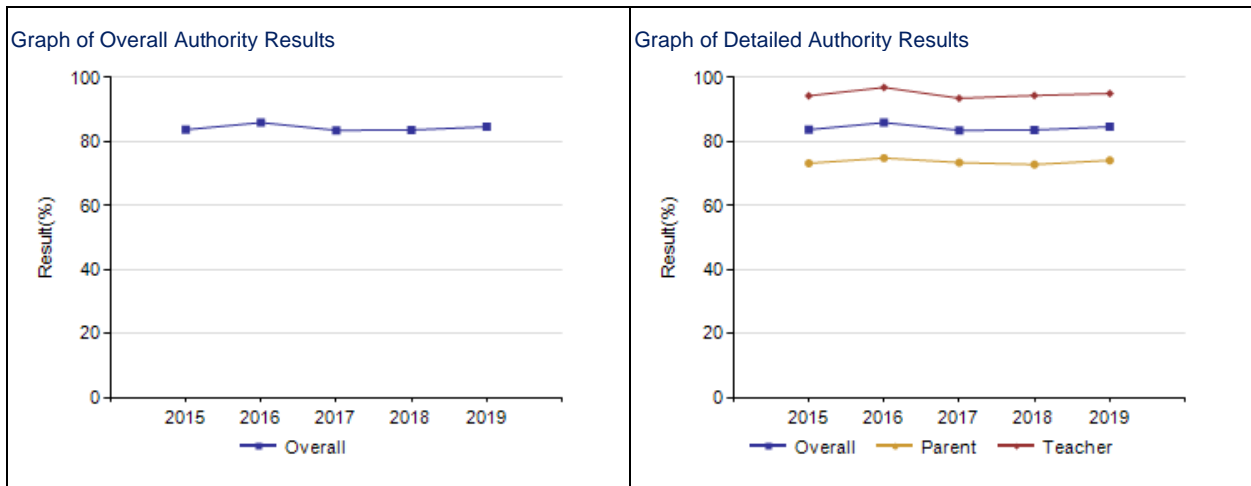


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them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

Work Preparation – Measure Details

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	83.7	85.9	83.5	83.6	84.6	82.0	82.6	82.7	82.4	83.0
Teacher	94.3	96.9	93.5	94.4	95.0	89.7	90.5	90.4	90.3	90.8
Parent	73.2	74.8	73.4	72.8	74.1	74.2	74.8	75.1	74.6	75.2

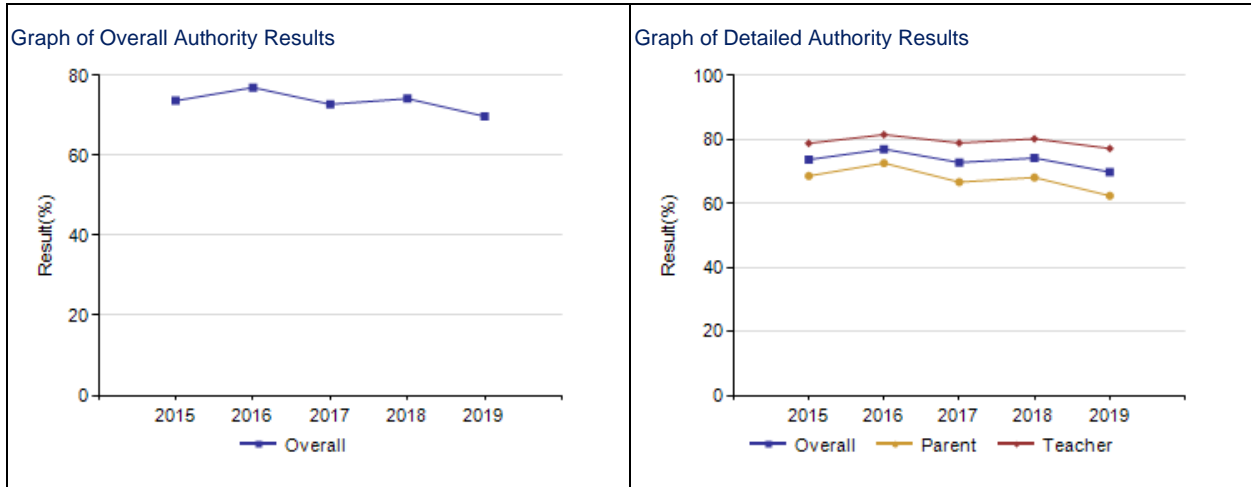


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	73.7	77.0	72.8	74.2	69.8	70.0	70.7	71.0	70.9	71.4
Teacher	78.8	81.5	78.9	80.2	77.2	76.0	77.3	77.3	77.8	78.8
Parent	68.6	72.6	66.7	68.1	62.4	64.0	64.2	64.8	64.0	64.0



Notes:

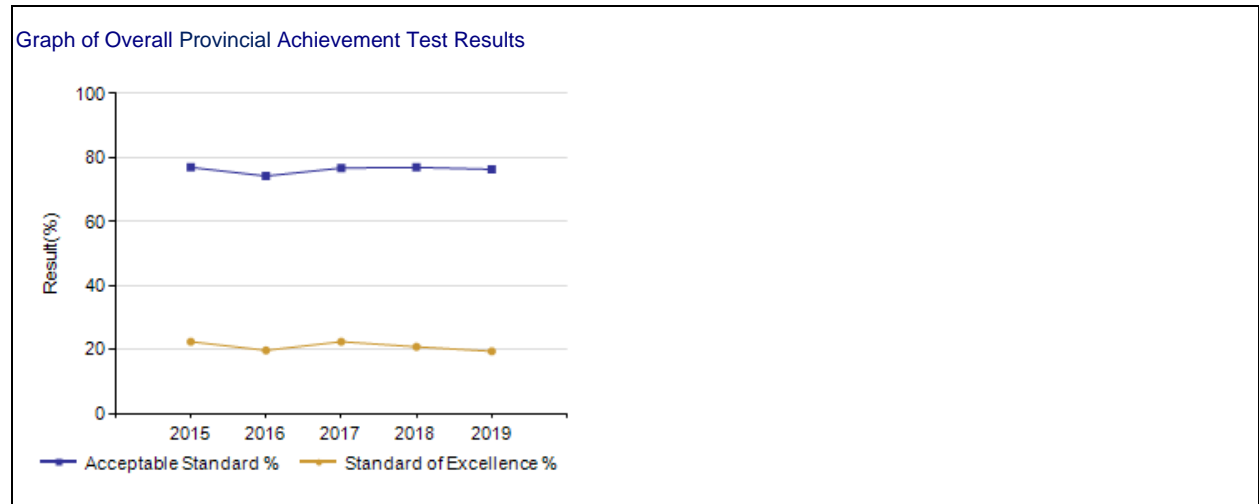
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results – Measure Details

		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	85.5	20.7	85.4	21.6	92.1	24.4	87.9	18.2	88.9	19.6		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
Mathematics 6	Authority	77.7	18.7	73.2	15.9	79.8	16.5	76.7	13.0	75.1	14.1		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Science 6	Authority	76.8	24.3	76.2	25.9	82.1	34.5	79.7	29.4	82.4	27.0		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	Authority	69.8	17.0	63.7	14.0	75.8	21.8	75.5	20.6	75.3	18.6		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		
English Language Arts 9	Authority	81.4	16.2	80.7	20.0	76.1	16.3	82.8	17.2	79.7	17.5		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
K&E English Language Arts 9	Authority	62.5	0.0	84.2	0.0	*	*	38.5	0.0	62.5	4.2		
	Province	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4		
Mathematics 9	Authority	74.3	29.5	72.6	18.3	70.8	24.4	69.3	22.3	60.2	17.0		
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0		
K&E Mathematics 9	Authority	66.7	5.6	76.9	23.1	35.0	10.0	40.0	15.0	46.7	6.7		
	Province	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2		
Science 9	Authority	79.0	31.7	74.9	24.7	73.4	22.0	76.5	25.5	78.4	26.7		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
K&E Science 9	Authority	43.8	12.5	66.7	11.1	36.4	0.0	40.0	10.0	61.1	5.6		
	Province	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7		
Social Studies 9	Authority	74.4	26.6	65.9	20.1	65.3	20.5	72.5	22.5	69.8	17.2		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		
K&E Social Studies 9	Authority	56.3	12.5	70.6	5.9	*	*	42.9	0.0	60.0	10.0		
	Province	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0		

Notes:

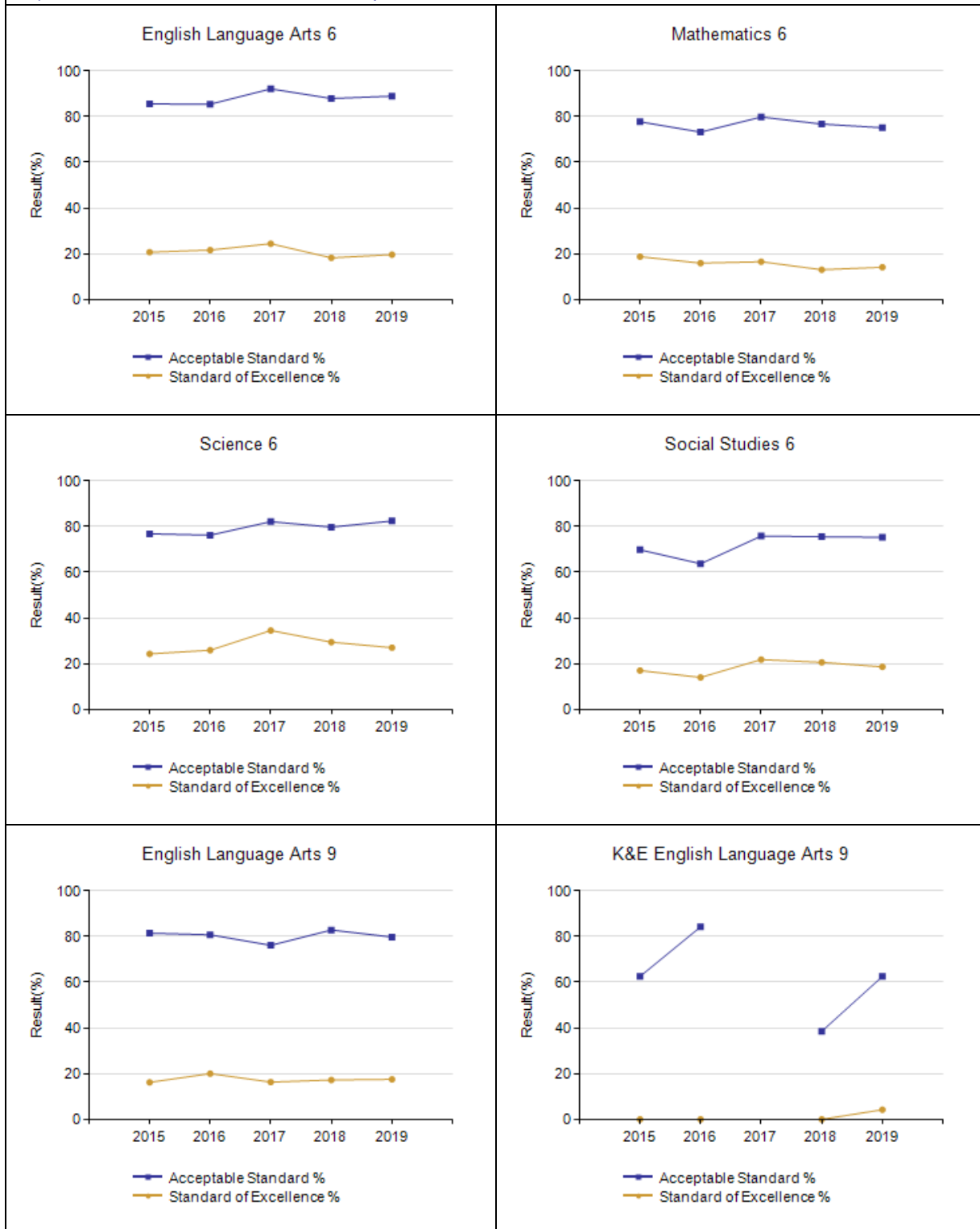
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.



Notes:

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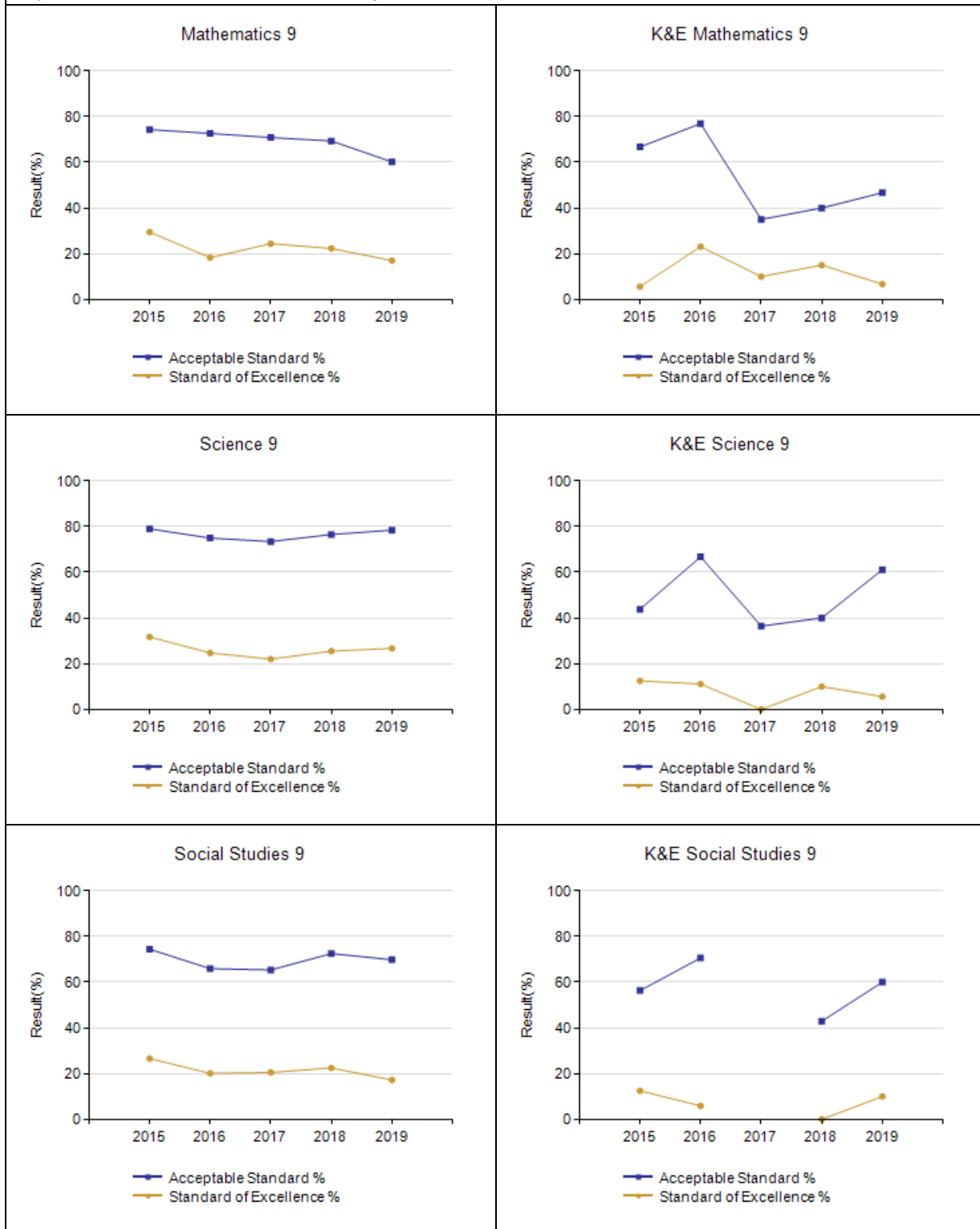
Graph of Provincial Achievement Test Results by Course



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 fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Graph of Provincial Achievement Test Results by Course



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 fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Westwind School Division						Alberta				
Course	Measure	Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	Maintained	Good	397	88.9	346	88.5	54,820	83.2	49,573	82.9
	Standard of Excellence	High	Maintained	Good	397	19.6	346	21.4	54,820	17.8	49,573	19.1
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	397	75.1	346	76.5	54,778	72.5	49,502	71.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	397	14.1	346	15.1	54,778	15.0	49,502	13.5
Science 6	Acceptable Standard	Intermediate	Improved	Good	397	82.4	346	79.3	54,879	77.6	49,520	77.9
	Standard of Excellence	High	Maintained	Good	397	27.0	346	29.9	54,879	28.6	49,520	28.9
Social Studies 6	Acceptable Standard	Intermediate	Improved	Good	397	75.3	346	71.7	54,802	76.2	49,511	73.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	397	18.6	346	18.8	54,802	24.4	49,511	22.3
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	286	79.7	293	79.9	47,465	75.1	45,363	76.6
	Standard of Excellence	High	Maintained	Good	286	17.5	293	17.9	47,465	14.7	45,363	14.9
K&E English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	24	62.5	16	61.3	1,569	57.4	1,551	58.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	24	4.2	16	0.0	1,569	5.4	1,551	6.0
Mathematics 9	Acceptable Standard	Low	Declined Significantly	Concern	294	60.2	286	70.9	46,764	60.0	44,959	64.7
	Standard of Excellence	Intermediate	Declined	Issue	294	17.0	286	21.7	46,764	19.0	44,959	17.1
K&E Mathematics 9	Acceptable Standard	Low	Maintained	Issue	15	46.7	22	50.6	2,190	59.6	2,007	58.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	15	6.7	22	16.0	2,190	13.2	2,007	13.3
Science 9	Acceptable Standard	Very High	Improved	Excellent	292	78.4	294	74.9	47,489	75.2	45,363	74.6
	Standard of Excellence	Very High	Maintained	Excellent	292	26.7	294	24.1	47,489	26.4	45,363	22.7
K&E Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	18	61.1	13	47.7	1,536	61.7	1,520	64.1
	Standard of Excellence	Low	Maintained	Issue	18	5.6	13	7.0	1,536	10.7	1,520	13.3
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	291	69.8	294	67.9	47,496	68.7	45,366	66.1
	Standard of Excellence	Intermediate	Declined	Issue	291	17.2	294	21.0	47,496	20.6	45,366	19.9
K&E Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	20	60.0	16	56.7	1,466	55.9	1,501	56.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	20	10.0	16	2.9	1,466	15.0	1,501	12.8

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Measure Evaluation Reference - Achievement Evaluation

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

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

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 année	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
K&E English Language Arts 9	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 année	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
K&E Mathematics 9	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
K&E Science 9	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
K&E Social Studies 9	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:

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 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

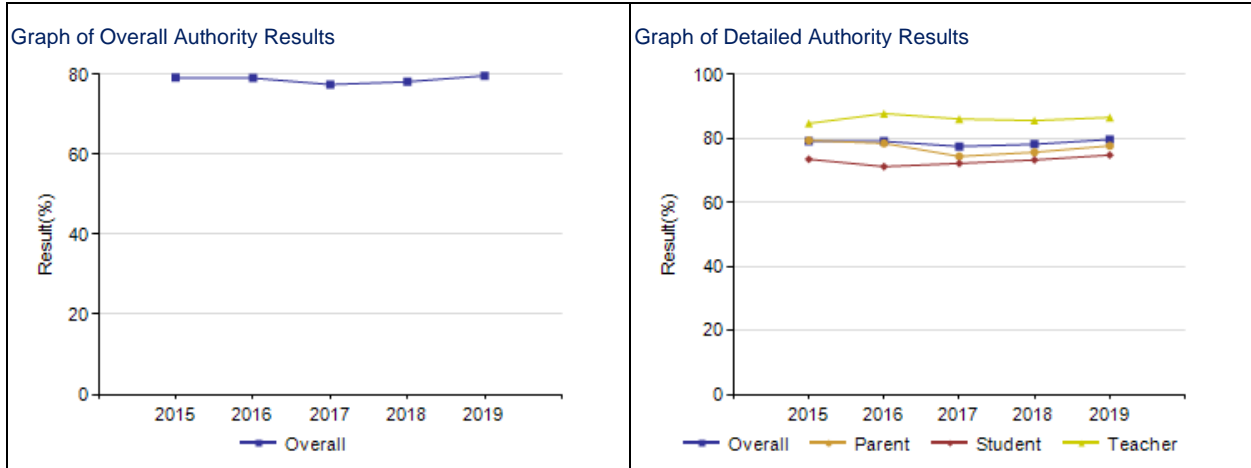
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	79.2	79.1	77.5	78.2	79.7	81.3	81.9	81.9	81.8	82.2
Teacher	84.7	87.8	86.1	85.6	86.6	87.2	88.1	88.0	88.4	89.1
Parent	79.4	78.5	74.4	75.7	77.7	79.9	80.1	80.1	79.9	80.1
Student	73.5	71.2	72.2	73.3	74.8	76.9	77.5	77.7	77.2	77.4

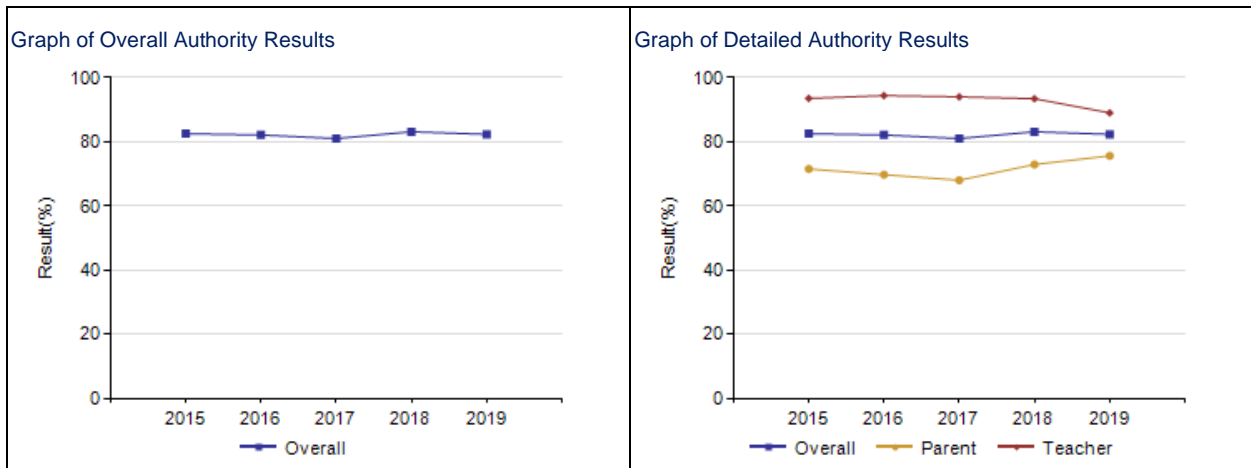


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From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

Parental Involvement – Measure Details

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

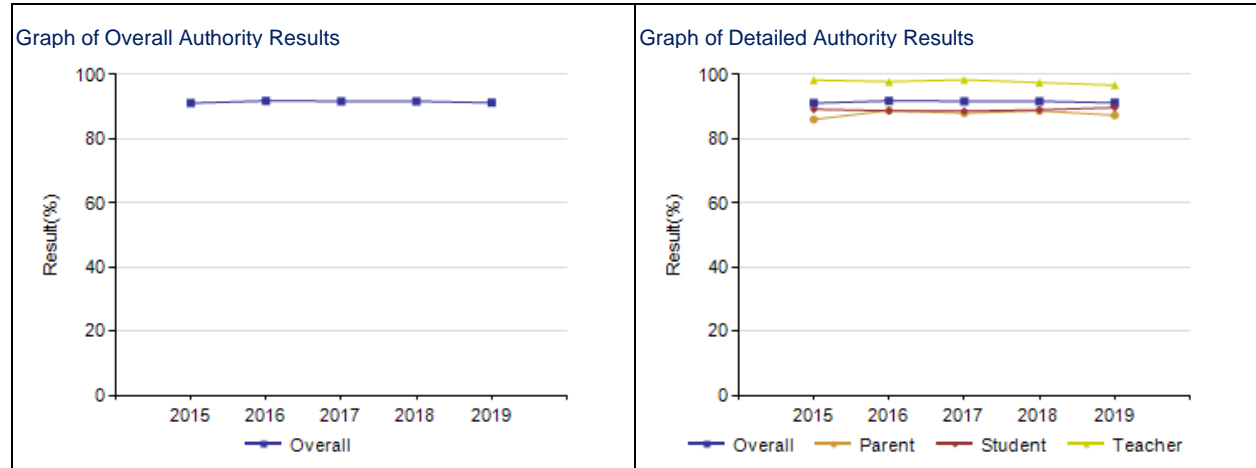
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	82.5	82.1	81.0	83.1	82.3	80.7	80.9	81.2	81.2	81.3
Teacher	93.5	94.4	94.0	93.4	89.0	88.1	88.4	88.5	88.9	89.0
Parent	71.5	69.7	68.0	72.9	75.6	73.4	73.5	73.9	73.4	73.6



- Notes:
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Education Quality – Measure Details

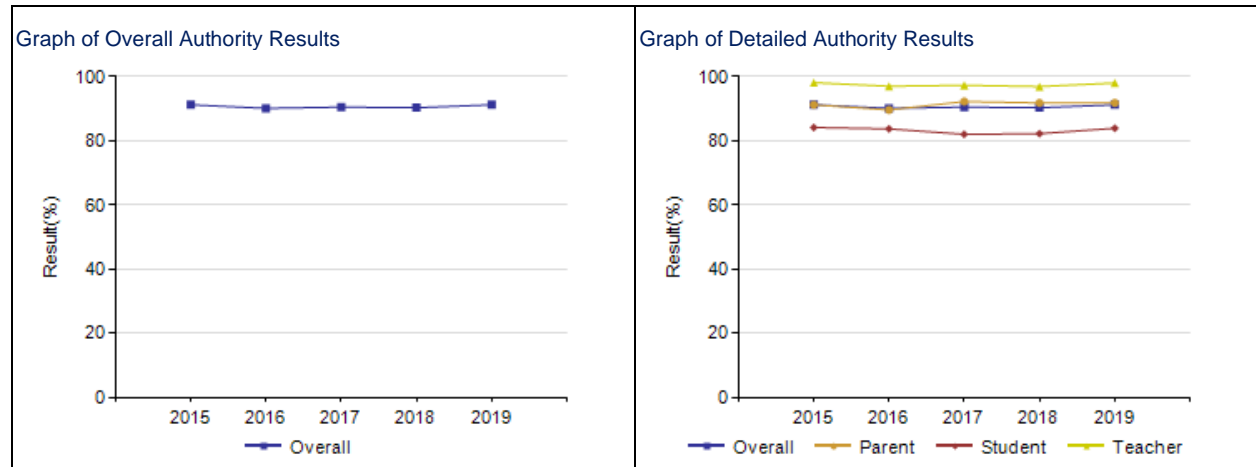
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	91.1	91.8	91.7	91.7	91.2	89.5	90.1	90.1	90.0	90.2
Teacher	98.3	97.8	98.4	97.5	96.7	95.9	96.0	95.9	95.8	96.1
Parent	86.0	88.8	88.0	88.7	87.3	85.4	86.1	86.4	86.0	86.4
Student	89.2	88.7	88.6	89.0	89.7	87.4	88.0	88.1	88.2	88.1



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

Safe and Caring – Measure Details

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	91.2	90.1	90.5	90.3	91.2	89.2	89.5	89.5	89.0	89.0
Teacher	98.1	97.0	97.3	96.9	98.0	95.4	95.4	95.3	95.0	95.1
Parent	91.2	89.6	92.2	91.8	91.8	89.3	89.8	89.9	89.4	89.7
Student	84.1	83.7	82.0	82.2	83.9	83.0	83.4	83.3	82.5	82.3

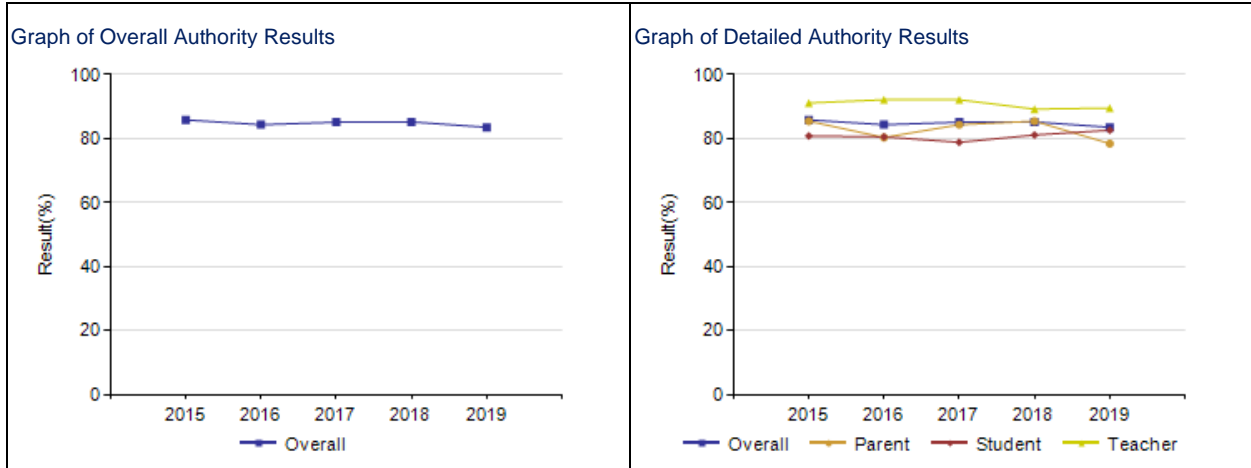


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them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

School Improvement – Measure Details

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	85.8	84.3	85.1	85.2	83.5	79.6	81.2	81.4	80.3	81.0
Teacher	91.1	92.1	92.1	89.2	89.5	79.8	82.3	82.2	81.5	83.4
Parent	85.4	80.3	84.3	85.4	78.4	78.5	79.7	80.8	79.3	80.3
Student	80.8	80.5	78.8	81.1	82.6	80.7	81.5	81.1	80.2	79.4



Notes:

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