

Westwind School Division #74

COMBINED AERR & THREE-YEAR EDUCATION PLAN

2018 – 2021



WEBLINKS

- ****Public Disclosure Documents Permalinks**
 - [Current Three-Year Education Plan & AERR](#)
 - [Current Summary of the Annual Education Results Report](#)
 - [Current Audited Financial Statement](#)
 - [Current Capital and Facilities Plan](#)
 - [Current Divisional Budget](#)
 - [Provincial Audited Financial Statement Roll Up](#)

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2017-18 school year and the Three-Year Education Plan commencing September 1, 2018 for Westwind School Division No. 74 were prepared under the direction of the Board in accordance with its responsibilities under the *School 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 2017/2018 school year and the Three-Year Education Plan for 2018/ 2021 on November 15, 2018.



Mr. Jim Ralph
Board Chair

Mr. Ken Sommerfeldt
Superintendent

COMMUNICATION OF THE PLAN

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

****NEW** 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-centred 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.

DIVISIONAL PROFILE

Westwind School Division came into existence on September 1, 1994 as a result of regionalization and the amalgamation of the former Cardston School Division, Stirling School District and the northwest portion of the County of Warner School Division (community of Raymond). Westwind School Division stretches 66 kilometers north from the Canada/US Border and 109 kilometers from East to West; bounded on the West by 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 largely rural population. Westwind serves just over 4,600 students, including preschool, ECS, 19 colony schools and a significant number of First Nations students, the majority of which are members of the Blood Reserve. **Effective September 1, 1998 Westwind Regional Division No. 9 officially became Westwind School Division No. 74.**

TRUSTEES/ADMINISTRATION

The jurisdiction is divided into seven (7) electoral areas with a total of eight (8) elected trustees plus one elected trustee from the Blood Reserve for a total of nine (9) elected trustees. There are two elected trustees from the Towns of Cardston and Raymond. The School Division Office is located in Cardston at 445 Main Street. In the 2017 Municipal Election, seven of the nine trustees were newly elect to the board.

Trustees ([Meet the Trustees](#))

Mr. Jim Ralph (Raymond) – Board Chair

Mr. Doug Smith (Mtn. View/Hill Spring/Glenwood/Leavitt & Rural West) – Vice Chair

Mr. Joshua Smith (Stirling)

Mr. Rod Wendorff (Raymond)

Mr. Ross Blackmer (Magrath)

Ms. Patricia Beazer (Cardston)

Ms. Peggy Blackmore (Cardston)

Ms. Jessica Payne (Welling & Rural East)

Ms. Anna-Joyce Frank (Blood Reserve)

Senior Administration

Mr. Kenneth N Sommerfeldt, Superintendent of Schools

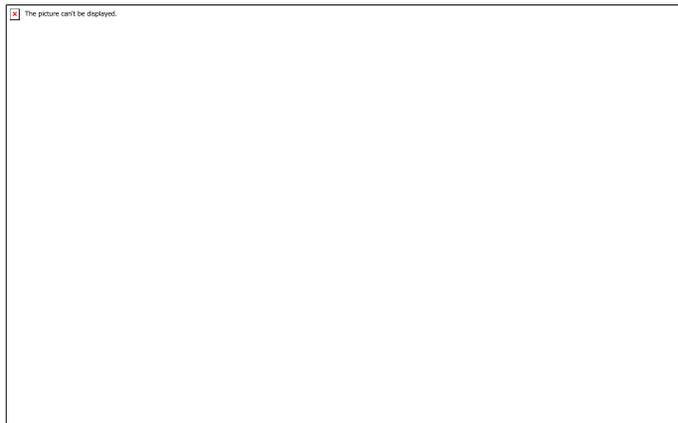
Mr. Darren Mazutinec, Deputy Superintendent

Mr. Peter Wright, Secretary Treasurer

Dr. Nolen Olsen, Assistant Superintendent

Mr. Austin Nunn, Assistant Superintendent

Mr. Jerry Salmon, Director of Learning



JURISDICTION PROGRAMS

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

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

B. Regular Schools

REGULAR SCHOOLS (13)	
Cardston Elementary School (6204)	K - 5
Cardston Jr. High School (6203)	6 - 8
Cardston High School (6201)	9 - 12
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

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)
Huttermville 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, 2018 count that has been submitted to Alberta Education, as well as projections for future years. It is encouraging to note that enrollment is slowly increasing.

***UPDATED ANNUALLY**

Enrollment	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
E.C.S. (Pre-School 3 & 4)	244	245	243	252	267	260
Elementary (K-6)	2,331	2,368	2,405	2,459	2,439	2,491
Junior High (7-9)	1,014	977	986	1,000	1,034	1,038
Senior High (10-12)	871	900	921	900	887	884
TOTALS	4,460	4,490	4,555	4,611	4,627	4,673

Significant Cultural Populations – 2018-19			
	Blood Reserve	Off Reserve	Total
First Nations' Students	283	270	553
Hutterite Colony Students (<i>Ages 6-15</i>)			308

Three year projection data - ECS – 12		Actual
2018 – 2019	4,681	4,673
2019 – 2020 <i>Projection</i>	4,765	--
2020 – 2021 <i>Projection</i>	4,789	--

*Based on [Baragar Projection Services](#)

Staffing	2014-15	2015-16	2016-17	2017-18	2018-19
Teaching Staff <i>(All Certified Teachers)</i>	247.0	241.1	240.1	241.4	247.8
Non-Teaching Support Staff	298.8	297.5	309.5	318.2	325.4
TOTAL	545.8	538.6	549.6	559.6	573.2

SPECIAL PROGRAMS

STUDENT NUTRITION PROGRAM

In 2016-17, Westwind was selected to participate in the pilot for the Alberta Education Student Nutrition Program with one school involved (Cardston Elementary School). In 2017-18, we were pleased to bring an additional three schools to the program: Spring Glen Elementary, Mountain View School and Raymond Elementary School. Starting in September 2018, we were able to add Magrath Elementary School and Stirling School, which means that nearly all K-6 students in Westwind are now being provided with nutritious food and/or snacks each school day. Since 2016, we have learned that our greatest need, in terms of student nutrition, is for “breakfast” and snack programs. The feedback we have received from our participating schools has been extremely positive. The funding for this program is provided as a special grant from Alberta Education, this means if the funding is discontinued, these programs could disappear as well.

FIRST NATIONS, METIS & INUIT (FNMI)

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



Closing the Gap for FNMI Students

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

accomplish this aggressive task, divisional literacy committees have been created to provide literacy leadership in every Westwind school to provide opportunities for literacy in-service be provided 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 #74 is located adjacent to the largest Reserve in Canada (by land mass) and currently has about 600 students who are members of the Blood Tribe, living both on-reserve and off-reserve in communities served by our school system.

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

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

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.

Our intent is to focus on the needs of our First Nation's 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's students in our division.

Our project is comprised of three main components that are intended to complement already existing programs and efforts 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. Our hope is 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. One of our Family Liaison Counselors, with a digital “art” background, will be provided some time to work with our artist in residence to provide some additional “arts” expertise in complementary artistic mediums such as digital art forms, music and the recording arts. Through this partnership and the relationships developed with students, we hope to better identify both learning and social supports for the student and their family 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 to further assist in linking students with their culture and increasing our capacity to understand the needs of our First Nation’s students, their families and culture.

Divisional Literacy Initiative

Westwind School Division will be implementing the collaborative response model as a structure to organize our efforts to support our students learning and growth. As part of this model, groups of teachers (both elementary and secondary) are developing drafts of tiered supports within literacy. When a teacher does not know how to support a student struggling with literacy, the strategies included within the tiered model will provide them with ideas of how to provide assistance to our students. In many cases, the teacher may need to attend professional development in order to learn how to use the strategies listed. This will also improve our overall capacity.

Divisional Numeracy Initiative

Westwind School Division will be implementing the collaborative response model as a structure to organize our efforts to support our students learning and growth. As part of this model, a group of teachers is developing a draft of tiered supports within numeracy. When a teacher does not know how to support a student struggling with numeracy, the strategies included within the tiered model will provide them with ideas of how to provide assistance to our students. In many cases, the teacher may need to attend professional development in order to learn how to use the strategies listed. This will also improve our overall capacity. Westwind teachers have also been working with Geri Loraway in an effort to help our students develop number sense and provide a foundational understanding of math that will help at the higher levels.

WESTWIND ALTERNATE SCHOOL

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

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

ENGLISH, AS A SECOND LANGUAGE (ESL)

Westwind School Division No. 74 recognizes the “English as a Second Language Funding Program” assists with program development for selected Westwind students. An “English as a Second Language (ESL) Program” is presently in place for Hutterite Colony schools - with Educational Assistant support for all colonies. Recently, we are seeing more students moving into the division with their first language other than English.

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

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

PUF/FSCD JOINT MINISTRY PROTOCOL

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

SCHOOL COUNCIL

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

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

COUNSELLING SERVICES

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

SPEECH THERAPY

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

INCLUSIVE EDUCATION

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

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

needs of students who have academic, behavioral, economic, and/or emotional needs. A chartered psychologist provides assessment for students throughout the division.

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

***New – Ideal Learning Environment**

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

- 1. Empowering Instructional Leadership**
- 2. Building Instructional Expertise**
- 3. Focusing on literacy, numeracy, and formative assessment**
- 4. Developing our collaborative response model, the ideal learning environment, and inclusion practices**
- 5. Deepening and Improving Student Assessment Practices**
- 6. Enhancing professional collaboration**

Commencing in January 2018, Westwind School Division initiated the process to establish a new mission and vision. This information is contained in Board Policy #1.

Vision

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

Mission

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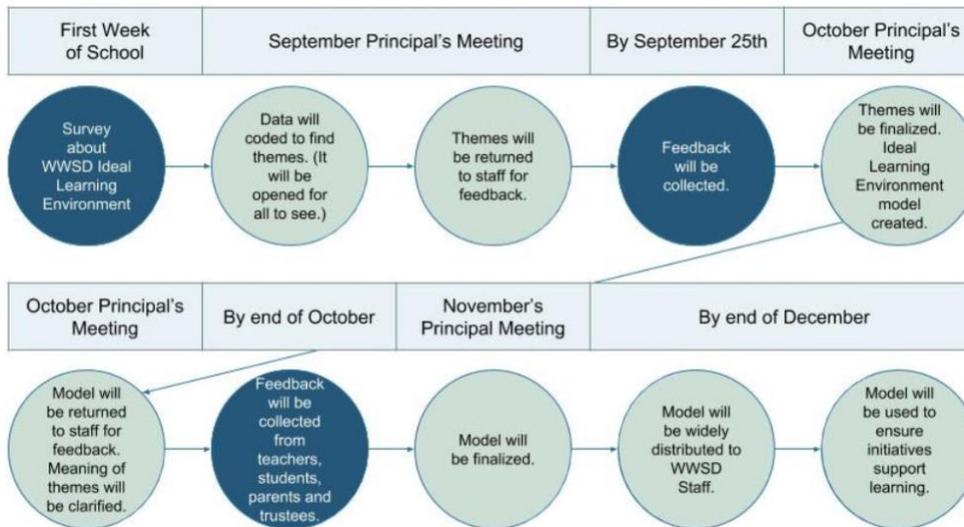
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The Ideal Learning Environment Graphic



Our Process to Create the Ideal Learning Environment



Ongoing PD & Leadership Focus

- Monthly divisional admin meetings – leadership development each month with Senior Admin (coaching/mentorship) – provision of regular collaborative time for school administrators
- Monthly 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
- Teacher Ed camps, sharing of best practice, and teacher TED talks to showcase best practice
- 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 district and/or new to assignment)
- Distributed leadership development (*Literacy, Curriculum Writing, Assessment, RTI, Cohort Leaders*)
- Building teacher capacity in instructional expertise, differentiated instruction and embedded formative assessment
- High School Redesign
- Learning and Technology Policy Framework
- Individual School PD/Professional Learning Plans
- Developing & Maintaining meaningful partnerships – AAC, SAPDC, CASSIX, U of L, AB Ed.

Approved 7 Mar 2018

Westwind School Division Calendar
2018-19

For Public Distribution

August 2018							September 2018							October 2018							November 2018										
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT				
			1	2	3	4						1		1	2	3	4	5	6					1	2	3					
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10				
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17				
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24				
26	27	28	29	30	31	26	23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30					
29-31 - School Operation Days						0	3	30 - 3 - Labour Day 4 - First Day for Students 28 - PD Day						18	1	8 - Thanksgiving Day						22	0	4 - Daylight Savings Time Ends 9 - Remembrance Day STAT 12 - PD Day						20	1
						Instr	N/I							Instr	N/I							Instr	N/I							Instr	N/I
December 2018							January 2019							February 2019							March 2019										
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT				
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2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9				
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16				
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23				
23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29	30				
30	31						7 - School Resumes 30 - PD Day 31 - Spring Semester Begins	17	1	18 - Family Day 19-20 - Schools Closed 21-22 - Teacher's Convention	15	2	31							31	10 - Daylight Savings Begins 25 - PD Day	20	1								
21 - Last Day of Classes						Instr	N/I							Instr	N/I							Instr	N/I								
April 2019							May 2019							June 2019							Legend										
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT											
	1	2	3	4	5	6				1	2	3	4								=	Non-Instruction Days									
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	=	Regular School Days									
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15		STAT Holidays									
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22		Holidays									
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29		Teacher's Convention									
19-26 - Easter Break						16	0	17 - PD Day 20 - Victoria Day (STAT)						21	1	21 - Last Day for Gr 1-9 (Aboriginal Day) 27 - Last Day for Students 28 - Operational Day						19	1	Days	Students						
						Instr	N/I							Instr	N/I							Instr	N/I	184	High School Instruction						
																								180	Elem/Jr High Instruction						

Divisional Calendar Development

Each year, at a fall board meeting (usually in November), the Board of Trustees considers a “draft” calendar and approves a version to be shared with stakeholders – who are then invited to provide input and make recommendations for the board to consider as they determine the divisional calendar for the next school year. Stakeholders specifically engaged include: ATA Local, School Councils, School Administrators and each individual school staff. At the March Board Meeting, the Board of Trustees set the calendar for the next school year with a motion to accept the final draft of the collaboratively-created divisional calendar.

Parents have consistently expressed the desire to have children start school “after Labour Day” whenever feasible and also, to end school as early in June as possible. Parents have also expressed their desire to have the “Family Day” week in February as a full week free from instruction and then have a “spring break” in April.

We acknowledge the professionalism and dedication of our teachers and of all school employees and believe the divisional calendar empowers them with the time necessary to provide the necessary hours of instruction for students as well as time for necessary professional learning and growth.

Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Westwind SD No.74			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.3	90.5	90.6	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	78.2	77.5	78.6	81.8	81.9	81.7	Intermediate	Maintained	Acceptable
	Education Quality	91.7	91.7	91.5	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	2.9	3.0	2.9	2.3	3.0	3.3	High	Maintained	Good
	High School Completion Rate (3 yr)	77.6	79.6	81.2	78.0	78.0	77.0	High	Declined	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	76.9	76.7	75.9	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	PAT: Excellence	20.8	22.4	21.5	19.9	19.5	19.2	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	84.9	79.2	81.1	83.7	83.0	83.0	High	Improved	Good
	Diploma: Excellence	20.2	16.7	16.1	24.2	22.2	21.7	High	Improved	Good
	Diploma Exam Participation Rate (4+ Exams)	54.7	54.8	58.6	55.7	54.9	54.7	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	72.3	76.8	77.9	63.4	62.3	61.5	n/a	Declined	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	50.9	44.0	47.8	58.7	57.9	59.0	Intermediate	Maintained	Acceptable
	Work Preparation	83.6	83.5	84.3	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	83.7	82.8	83.8	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	83.1	81.0	81.8	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	85.2	85.1	85.1	80.3	81.4	80.7	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the 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.
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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 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 2018 Accountability Pillar First Nations, Métis and Inuit Summary

Measure Category	Measure	Westwind SD No.74 (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	6.7	4.9	6.3	4.8	5.8	6.3	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	58.8	51.3	54.7	53.3	53.7	50.5	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	46.1	53.2	48.0	51.7	51.7	52.0	Very Low	Maintained	Concern
	PAT: Excellence	6.2	3.0	2.8	6.6	6.7	6.5	Very Low	Improved	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	63.4	56.6	66.8	77.1	77.1	76.6	Very Low	Maintained	Concern
	Diploma: Excellence	1.2	4.8	5.5	11.0	10.7	10.3	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	22.4	18.0	26.7	24.4	21.8	21.2	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	32.4	34.4	44.6	35.9	34.2	33.0	n/a	Declined	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	44.3	40.9	45.0	33.0	31.8	32.8	Low	Maintained	Issue
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

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

Measure Evaluation Reference

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

Improvement Table

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

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

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

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

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

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

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	74.6	76.9	74.2	76.7	76.9	N/A	Intermediate	Maintained	Acceptable	N/A	N/A	N/A
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	19.6	22.4	19.7	22.4	20.8	N/A	High	Maintained	Good	N/A	N/A	N/A

2017-18		Westwind SD No.74						Alberta				
Course	Measure	Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	Maintained	Good	330	87.9	356	87.7	51,540	83.5	48,248	82.7
	Standard of Excellence	High	Declined	Acceptable	330	18.2	356	22.2	51,540	17.9	48,248	19.6
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	330	76.7	356	76.9	51,486	72.9	48,172	71.6
	Standard of Excellence	Intermediate	Declined	Issue	330	13.0	356	17.0	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	330	79.7	355	78.4	51,517	78.8	48,180	77.1
	Standard of Excellence	High	Maintained	Good	330	29.4	355	28.2	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	Intermediate	Improved	Good	330	75.5	355	69.8	51,525	75.1	48,170	71.4
	Standard of Excellence	High	Maintained	Good	330	20.6	355	17.6	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	Intermediate	Improved	Good	302	82.8	289	79.4	46,822	76.1	44,296	76.5
	Standard of Excellence	High	Maintained	Good	302	17.2	289	17.5	46,822	14.7	44,296	14.9
Mathematics 9	Acceptable Standard	Intermediate	Maintained	Acceptable	300	69.3	282	72.6	46,603	59.2	43,851	66.8
	Standard of Excellence	High	Maintained	Good	300	22.3	282	24.1	46,603	15.0	43,851	18.1
Science 9	Acceptable Standard	High	Maintained	Good	306	76.5	288	75.7	46,810	75.7	44,341	74.1
	Standard of Excellence	Very High	Maintained	Excellent	306	25.5	288	26.2	46,810	24.4	44,341	22.2
Social Studies 9	Acceptable Standard	Intermediate	Improved	Good	302	72.5	291	68.5	46,840	66.7	44,267	65.6
	Standard of Excellence	High	Maintained	Good	302	22.5	291	22.4	46,840	21.5	44,267	19.4
English Lang Arts 9 KAE	Acceptable Standard	Low	Declined	Issue	13	38.5	18	73.4	1,588	55.7	1,543	60.5
	Standard of Excellence	Low	Maintained	Issue	13	0.0	18	0.0	1,588	5.9	1,543	5.6
Mathematics 9 KAE	Acceptable Standard	Low	Declined	Issue	20	40.0	21	59.5	2,049	57.4	1,983	59.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	20	15.0	21	12.9	2,049	13.6	1,983	13.6
Science 9 KAE	Acceptable Standard	Low	Maintained	Issue	10	40.0	15	48.9	1,528	64.6	1,522	64.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	10	10.0	15	7.9	1,528	12.3	1,522	14.3
Social Studies 9 KAE	Acceptable Standard	Low	Declined	Issue	14	42.9	17	63.4	1,501	55.2	1,493	57.2
	Standard of Excellence	Low	Declined	Issue	14	0.0	17	9.2	1,501	14.2	1,493	11.8

Comments:

In 2017-18, we experienced a bit of a decline primarily with our Knowledge and Employability students. All other subjects and standards we at good or acceptable levels with the exception of the standard of excellence for grade 6 math.

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.
- New student nutrition program has been initiated in six of six K-6 schools. Ensuring that students start each day with a nutritious breakfast, lunch and snacks throughout the day.
- A deep analysis of Provincial Achievement Test results will be completed and shared with teachers in the respective divisional subject/grade level cohort (all teachers teaching common subjects) for analysis and sharing so they can learn from divisional best practice.
- Ensure that collaborative structures are provide with embedded time for teacher collaboration and the supports needed to better instruct, provide needed intervention, and otherwise assist students.
- Focus on improving formative student assessment strategies (Dylan Wiliam) and school intervention plans (Mattos).
- Teachers will be encouraged to participate in the marking of Provincial Achievement Tests.
- Administrators will report achievement results and improvement plans to the Board and public annually. All divisional and school data are shared with all school administrators and the board.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the 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.

Outcome 1 cont'd -- Hutterite Colony Student Achievement

Westwind Colony Students Compared to All Colony Students in Alberta

	2014-15		2015-16		2016-17		2017-18	
	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
Gr 6 Math	12.7	6.6	7.3	2.3	19.6	1.3	-7.7	-2.7
Gr 6 Sci	17.9	4.6	3.0	-4.5	26.1	1.2	13.4	4.8
Gr 6 SS	25.6	0.7	6.1	-0.6	26.9	2.4	6.7	1.9

Westwind Colony Students compared to all students in Westwind

	2014-15		2015-16		2016-17		2017-18	
	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
Gr 6 Math	6.9	-5.9	5.6	-3.8	7.4	-11.4	-13.7	-9.3
Gr 6 Sci	2.7	-8.9	-3.5	-16.8	7.6	-21.7	-1.9	-14.6
Gr 6 SS	-0.6	-11.9	-0.1	-7.9	-1.4	-14.1	-16.2	-13.2

Westwind Colony Students compared to all students in Alberta

	2014-15		2015-16		2016-17		2017-18	
	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
Gr 6 Math	11.3	-1.3	6.6	-1.9	17.8	-7.5	-9.9	-10.3
Gr 6 Sci	3.1	-9.9	-5.3	-18.0	12.8	-16.2	-1.0	-15.7
Gr 6 SS	-0.6	-13.0	-7.8	-15.9	1.5	-14.0	-15.8	-15.8

5% or more below provincial average
less than 5% below provincial average
At or better than provincial average

Comments:

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

- Divisional subject/grade cohorts will receive a disaggregated item analysis and will develop an improvement plan to address curricular deficits reflected in their individual school results.
- 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.
- Ensure that divisional collaborative team structures are provided with time to plan to better instruct, provide needed intervention, and otherwise assist students.
- Improve student assessment strategies and intervention plans – this includes 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 to Colony Leaders, at an annual Hutterite Education Meeting held in November each year.
- At the beginning of the 2015-16, a Divisional Principal was hired to supervise colony education. We believe this additional layer of support for colony school staff assists to enhance collaboration and to more effectively focus professional learning for teachers.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	81.1	82.0	82.1	79.2	84.9	N/A	High	Improved	Good	N/A	N/A	N/A
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	16.6	15.8	15.9	16.7	20.2	N/A	High	Improved	Good	N/A	N/A	N/A

2017-18		Westwind SD No.74						Alberta				
Course	Measure	Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very High	Maintained	Excellent	172	94.2	145	93.4	30,393	87.5	29,349	86.6
	Standard of Excellence	High	Maintained	Good	172	13.4	145	12.5	30,393	13.2	29,349	11.3
English Lang Arts 30-2	Acceptable Standard	Low	Declined	Issue	87	86.2	105	93.7	16,184	88.0	16,632	89.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	87	11.5	105	14.3	16,184	13.1	16,632	11.7
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	90	87.8	85	70.9	20,148	77.8	20,605	73.3
	Standard of Excellence	n/a	n/a	n/a	90	28.9	85	21.3	20,148	35.3	20,605	29.4
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	96	82.3	101	72.5	14,362	74.2	13,516	74.7
	Standard of Excellence	n/a	n/a	n/a	96	17.7	101	15.8	14,362	16.4	13,516	16.1
Social Studies 30-1	Acceptable Standard	Intermediate	Improved	Good	129	86.8	128	80.1	21,793	86.2	21,941	86.0
	Standard of Excellence	High	Improved	Good	129	14.7	128	8.2	21,793	17.7	21,941	15.1
Social Studies 30-2	Acceptable Standard	Low	Declined	Issue	115	73.9	127	83.1	20,391	78.8	19,847	81.0
	Standard of Excellence	Very Low	Declined Significantly	Concern	115	3.5	127	13.1	20,391	12.2	19,847	12.7
Biology 30	Acceptable Standard	High	Improved	Good	210	85.7	172	78.5	23,026	86.6	22,263	85.0
	Standard of Excellence	High	Improved Significantly	Good	210	32.4	172	20.0	23,026	36.6	22,263	32.6
Chemistry 30	Acceptable Standard	High	Maintained	Good	145	80.7	120	78.2	18,770	83.6	19,031	82.3
	Standard of Excellence	Intermediate	Maintained	Acceptable	145	26.2	120	24.5	18,770	38.3	19,031	35.8
Physics 30	Acceptable Standard	High	Improved	Good	65	84.6	51	72.3	9,679	86.2	10,276	85.1
	Standard of Excellence	Intermediate	Improved	Good	65	30.8	51	18.5	9,679	43.6	10,276	39.1
Science 30	Acceptable Standard	Very Low	Maintained	Concern	7	57.1	12	68.0	9,426	85.4	8,651	84.4
	Standard of Excellence	Low	Maintained	Issue	7	0.0	12	10.7	9,426	31.5	8,651	27.6

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	79.1	83.2	80.9	79.6	77.6	N/A	High	Declined	Acceptable	N/A	N/A	N/A
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.6	3.3	2.4	3.0	2.9	N/A	High	Maintained	Good	N/A	N/A	N/A

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High school to post-secondary transition rate of students within six years of entering Grade 10.	42.6	50.0	49.5	44.0	50.9	N/A	Intermediate	Maintained	Acceptable	N/A	N/A	N/A
Percentage of Grade 12 students eligible for a Rutherford Scholarship .	n/a	n/a	79.1	76.8	72.3	N/A	n/a	Declined	n/a	N/A	N/A	N/A
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	58.9	58.8	62.2	54.8	54.7	N/A	Intermediate	Maintained	Acceptable	N/A	N/A	N/A

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

Strategies – DIP Participation Rate

- Division-wide focus on LITERACY 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.
- Improvement to the participation rate for diploma exam must begin at the start of a student’s high school experience. Students will be encouraged to enroll in “diploma stream” core subjects to facilitate increase eligibility to write additional provincial assessments.
- Deep analysis of Diploma Exam results – subject by subject to the Student and Item Analysis level – shared with all teachers in the respective divisional subject/grade level cohort (all teachers teaching common subjects) for analysis and sharing so they can learn from divisional best practice. Institution of “Dossier” to better inform administrators and teachers of emerging trends that may require intervention.
- Teachers will participate in divisional collaborative cohorts to deepen understanding of curriculum, appropriate assessment and reporting of student learning, and timely intervention (when students do not learn).
- School administrators and teachers perform deep analysis of data to better understand test results as these apply to the unique learning context in their school and community. This analysis also identifies students on the margins so individual strategies can be developed to ensure overall student success.
- Administrators will report achievement results and improvement plans to the Board and public annually. All school results, regardless of grade level, are shared with all school principals.
- Teachers will participate in the marking of Diploma Exams and in 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. 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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. **Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.**
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		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82.5	84.2	84.5	82.8	83.7	N/A	Very High	Maintained	Excellent	N/A	N/A	N/A
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	82.0	83.7	85.9	83.5	83.6	N/A	High	Maintained	Good	N/A	N/A	N/A

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

- Provide a Junior High Leadership development seminar for all Jr. High Student Council leaders.
- Provide a variety of social projects throughout the division, including: service projects, youth reclamation programs, Why Try, Roots of Empathy, The Heart of the Matter (Character and Citizenship Education), Love and Logic, The Leader in Me, Celebrating Success, Advisor Program, and Safe and Caring schools.
- Family School Liaison Counselors will meet regularly to work collaboratively in order to meet the needs of all students.
- Establishment of “Hope Squads” in almost all divisional schools to provide peer support for overall student wellness.
- In order to instill a sense of cooperation and understanding between different cultural groups provide activities including: Native Honor Night and other cultural awareness events/assemblies, and foreign student exchange programs, and intra-divisional activities, guest speakers and presentations.
- 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/TFM (Tell Them From Me) survey tool.



Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ success

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	40.8	45.1	45.8	53.2	46.1	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).	3.4	2.5	2.8	3.0	6.2	10.0	Very Low	Improved	Issue	10.0	12.0	12.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	62.2	73.9	69.9	56.6	63.4	75.0	Very Low	Maintained	Concern	75.0	76.0	77.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	3.3	7.6	4.1	4.8	1.2	8.0	Very Low	Maintained	Concern	8.0	8.5	9.0

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

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

It is encouraging to see an improvement in the standard of excellence on the Provincial Achievement Tests – this is the best achievement result by more than double the previous three-year average.

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

- Provide counseling support for Cardston High School at a level higher than formula – where we have the greatest population of First Nation’s students. Identify students who may require interventions to complete high school program. Encourage First Nation’s students to take diploma exam courses and plan for post-secondary study.
- Improve student achievement through the appropriate and timely application of formative assessment strategies and utilization of high yield teaching strategies – teachers strive to differentiate instruction to accommodate a variety of learning styles in every classroom.
 - First Nation’s students are provided with access to tutors, especially at the high school level.
- Establishment of “Hope Squads” in all divisional schools to provide peer supports to address student wellness, specifically bullying and suicide prevention.
- First Nation’s Family-School Liaison Counselors are provided in all schools with a significant First Nation’s student population. Their primary responsibility is to work with students, parents/guardians and school staff to develop and ensure the academic and extra-curricular program is tailored to meet the individual needs of each student.
 - Individually targeted intervention programs designed to ensure students complete the requirements for high school graduation (ie. Cardston High School)
 - First Nation’s Family School Liaison Counselors (meeting monthly as a district collaborative teams):
 - work closely with parents and family members to encourage attendance at school.
 - visit homes throughout the school year to develop positive relationships and to provide support.
 - Consistently monitor progress of First Nation’s students and function as a liaison advocate for these students with teachers and parents/guardians.



Colony students learning about First Nation’s culture.

- 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 benchmarks for all students. Recognition that literacy and numeracy are common links to success in all areas of study.
- Wherever possible, First Nation’s candidates are hired to work in our schools to provide necessary role models for First Nation’s students.
 - Provide access to Blackfoot language and Native Culture classes where First Nation’s staff and local Tribal Elders can interact and encourage First Nation’s students, with efforts to expand our list of potential Elder mentors for local schools.
- Expand the use of “Dossier” to increase understanding of student achievement data and to better develop and manage individual program plans for struggling students and provide for timely intervention/recovery strategies.
- Ensure that schools provide opportunities and encouragement for First Nation’s parents to be involved in school functions and parent-teacher interviews – additionally, schools will strive to increase First Nation’s involvement on school council.
 - Provide childcare for parents while visiting with 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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the 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.
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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.



Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' SUCCESS (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	37.4	50.9	61.7	51.3	58.8	60.0	Low	Maintained	Issue	62.0	65.0	67.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	6.8	7.9	6.1	4.9	6.7	N/A	Intermediate	Maintained	Acceptable	N/A	N/A	N/A
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	45.3	47.5	46.6	40.9	44.3	N/A	Low	Maintained	Issue	50.0	53.0	55.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship .	n/a	n/a	54.8	34.4	32.4	45.0	n/a	Declined	n/a	N/A	N/A	N/A
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	31.2	22.9	39.3	18.0	22.4	30.0	Very Low	Maintained	Concern	30.0	33.0	35.0

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

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



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

- First Nation’s students will have access and where appropriate, will be encouraged to take advantage of after-school teacher and peer-counseling programs, addictions counseling and other community resources as needed/desired.
- Westwind high schools will participate in High School Redesign to enable them to provide increased support for students in charting a future education plan with support to accomplish it.
 - Create student advisory groups within the framework of high school redesign, as appropriate.
 - Promote First Nation’s student eligibility for scholarships, including Rutherford Scholarships.
 - All First Nation’s students are pre-enrolled in Lethbridge College and are accepted as students, contingent upon the student meeting admission requirements.
- First Nation’s staff members will visit homes throughout the school year to develop relationships with students and parents to provide supports needed to improve attendance at school.

- Establish a divisional student engagement committee, including First Nation’s student representatives, to discuss issues and explore solutions to improve the learning experience for all students.
- Schools will invite First Nation’s Elders to interact with students and assist staff to better understand and meet student needs.
- Westwind School Division will partner with Kainai Senior Administration to explore ways to better meet First Nation’s student needs, including the sharing of data. This is occurring with the work in the current BCCE (Building Collaboration and Capacity in Education) and Innovation for First Nation’s Success (IFNE) grant programs.
 - Hire an Artist in Residence to work with students as a mentor/coach and to serve as a resource for schools as they address the requirements for FNMI content for curriculum and the quality standards.
- Schools will be encouraged and provided with means to celebrate the diversity of culture represented in their student population to instill a sense of toleration and acceptance for all.
 - Cardston High School, our only high school with a significant First Nation’s population, will continue to recognize and celebrate First Nation’s student achievement with a separate First Nation’s Honour and Award night as well as at other whole-school celebrations (ie. graduation).
 - First Nation’s students will be encouraged to participate in extra-curricular programs in schools.
- Provide school leaders with resources and opportunities for training to understand the history and impact of residential schools and the corresponding impact on First Nations families.
- Bring in Dr. Martin Brokenleg to provide training for all staff – January 30, 2019.

Notes:

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	89.2	91.2	90.1	90.5	90.3	N/A	Very High	Maintained	Excellent	N/A	N/A	N/A

Comment on Results (OPTIONAL)

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

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

- Schools will ensure that students are involved in safe and caring initiatives such as: Roots of Empathy, Why Try, Seven Habits of Highly Effective Teens (The 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 major focus is being placed on making school websites more user friendly and improving them to provide meaningful information to parents and students, and to promote involvement in the school community.
- Engage parents and community members through back-to-school nights, parent-teacher conferences, volunteering, and provide training for members of School Councils at divisional and provincial levels. Parents are encouraged to become involved in their children’s education by collaborating with/serving on school councils.
- Celebrate the diversity of culture in all schools.
- Provide for First Nation’s representation on school councils.
- Engage parents and community members through focus groups, surveys and social media to obtain feedback on divisional and school initiatives.
- Principals will work collaboratively with staff and school council to establish annual School Improvement Plans. These plans will be the focus of networking sessions with the Board of Trustees in two full-day assurance sessions: one in the Fall and a second in the Spring.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	78.0	79.2	79.1	77.5	78.2	N/A	Intermediate	Maintained	Acceptable	N/A	N/A	N/A

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	85.9	85.8	84.3	85.1	85.2	N/A	Very High	Maintained	Excellent	N/A	N/A	N/A
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.7	82.5	82.1	81.0	83.1	N/A	Very High	Maintained	Excellent	N/A	N/A	N/A
Percentage of teachers, parents and students satisfied with the overall quality of basic education .	90.3	91.1	91.8	91.7	91.7	N/A	Very High	Maintained	Excellent	N/A	N/A	N/A

Comment on Results:

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

Strategies:

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

- Schools will 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.
- Schools will provide safe and caring initiatives to students, 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.

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.

Summary of Financial Information

The following is a breakdown showing how the Westwind School Division No. 74 Board allocated resources—with data for past years (2016-17 & 2017-18) and current (2018-19) school year.

RESOURCES BREAKDOWN						
CATEGORY	2016/17 Actual		2017/18 Actual		2018/19 PROJECTED	
	EXPENSE	REVENUE	EXPENSE	REVENUE	EXPENSE	REVENUE
ECS - Gr 12 Instruction	\$43,180,138	\$42,695,987	\$43,292,982	\$43,660,596	\$45,330,232	\$44,568,056
Board & System Admin	2,366,720	2,528,913	2,692,405	2,554,044	2,180,807	2,625,825
Operations & Maintenance	5,684,106	5,578,913	5,913,266	5,890,927	7,967,214	7,936,572
Transportation	2,095,979	2,270,082	2,222,492	2,522,250	2,233,781	2,505,905
TOTALS	\$53,326,943	\$53,073,895	\$54,121,145	\$54,627,817	\$57,712,034	\$57,636,358
Surplus/Deficit		(\$253,048)		\$506,672		(\$75,676)

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

Budget Summary

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

The 2018-19 Budget has been created with the guiding principle of making expenditure reductions as far removed from the classroom and student, as possible. The 2018-19 school year will include plans for a Computer Hardware Refresh for teacher (as our current “lease” agreement will expire in January 2020). We have a very successful exchange program, which is, in essence, an ongoing hardware refresh and maintenance program.

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

Capital and Facilities Projects

After extensive work with Alberta Education, projects have been approved and funding has been allocated for modernization projects in the communities of Magrath and Stirling; namely, the Magrath School, which houses Magrath Elementary School and Magrath Junior/Senior High School and Stirling School (K-12). Both projects are currently nearing completion. As these two projects proceed through construction, the board priority will focus on additional space for our Raymond students.

Summary of Facility & Capital Plan

Our current projects for the Magrath Elementary School (MES) and Magrath Jr/Sr High School modernization project and the Stirling School project will be completed early in 2019.

Due to increased enrolment in the town of Raymond and with Raymond Elementary School currently experiencing greater than 125% utilization, the priority for Westwind School Division is for a new high school with a grade configuration of grades 9-12. We are hopeful that our proposal for the reconfiguration of the Raymond schools will be accepted by Alberta Education and Alberta Infrastructure. Our proposal is to reconfigure all three schools, as follows: Raymond Elementary (K-4), Raymond Jr High School (5-8) and Raymond High School (9-12).

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

Parental Involvement

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

Timelines and Communication

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

Copies of the draft divisional plan are provided to all schools to be shared with staff and school councils for further discussion and feedback. Following the submission of school plans, the district reviews the school plans and finalizes the district plan for submission by November 30. Highlights of the plan (AERR) are published in local newspapers, and copies of the plan and report are available at the Divisional Office as well as on the Divisional Website. Westwind believes the Combined Three-Year Education Plan and AERR documents need to be living documents in order to assist schools and the district to set and achieve goals for continuous improvement in teaching and learning. The 2018-2021 educational plan for Westwind School Division No. 74, which includes a budget summary is available annually on the jurisdiction website.



Whistleblower Protection (Required)

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

REPORT for 2017-18 School Year

One Whistleblower complaint/disclosure was received during the 2016-17 school year, however, there has been no conclusion as of 30 November 2018, as the investigation is still ongoing.

Public Interest Disclosure (Whistleblower Protection) procedures are outlined on the website in [Westwind Administrative Procedure 403](#).



APPENDIX – Measure Details (OPTIONAL)

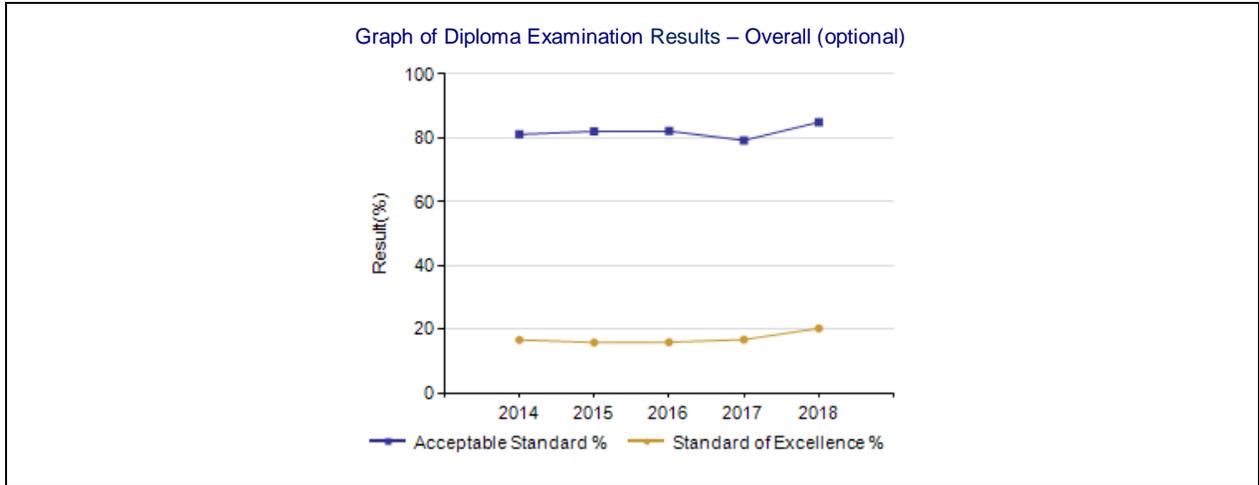
The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details (OPTIONAL)

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	90.5	12.0	94.8	12.7	95.6	11.1	89.8	13.8	94.2	13.4		
	Province	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2		
English Lang Arts 30-2	Authority	89.3	16.1	95.0	17.0	97.1	8.7	89.1	17.3	86.2	11.5		
	Province	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1		
Mathematics 30-1	Authority	67.0	15.2	78.5	21.5	58.1	22.6	76.0	19.8	87.8	28.9		
	Province	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3		
Mathematics 30-2	Authority	76.8	19.5	64.5	11.2	76.1	21.7	76.9	14.4	82.3	17.7		
	Province	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4		
Social Studies 30-1	Authority	80.3	4.5	81.3	8.9	82.4	9.6	76.7	6.2	86.8	14.7		
	Province	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7		
Social Studies 30-2	Authority	83.3	11.1	82.8	11.7	87.6	12.4	78.8	15.2	73.9	3.5		
	Province	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2		
Biology 30	Authority	83.2	21.4	80.7	20.5	82.4	21.0	72.4	18.4	85.7	32.4		
	Province	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6		
Chemistry 30	Authority	77.8	26.2	77.9	25.0	77.6	20.0	79.2	28.5	80.7	26.2		
	Province	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3		
Physics 30	Authority	71.4	36.7	77.8	15.6	70.5	18.2	68.8	21.9	84.6	30.8		
	Province	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6		
Science 30	Authority	*	*	72.7	9.1	64.7	11.8	66.7	11.1	57.1	0.0		
	Province	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5		

Notes:

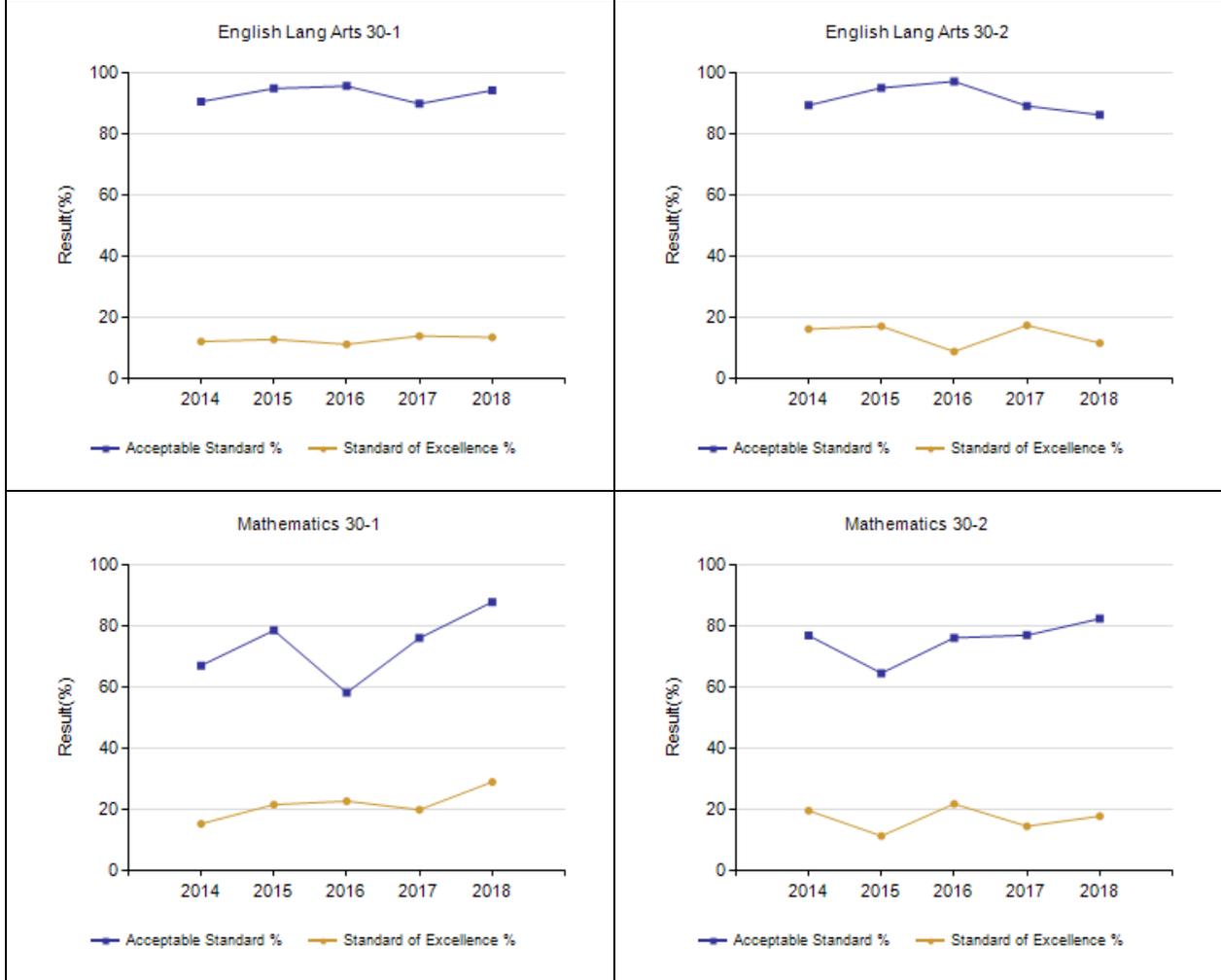
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution 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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.



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.
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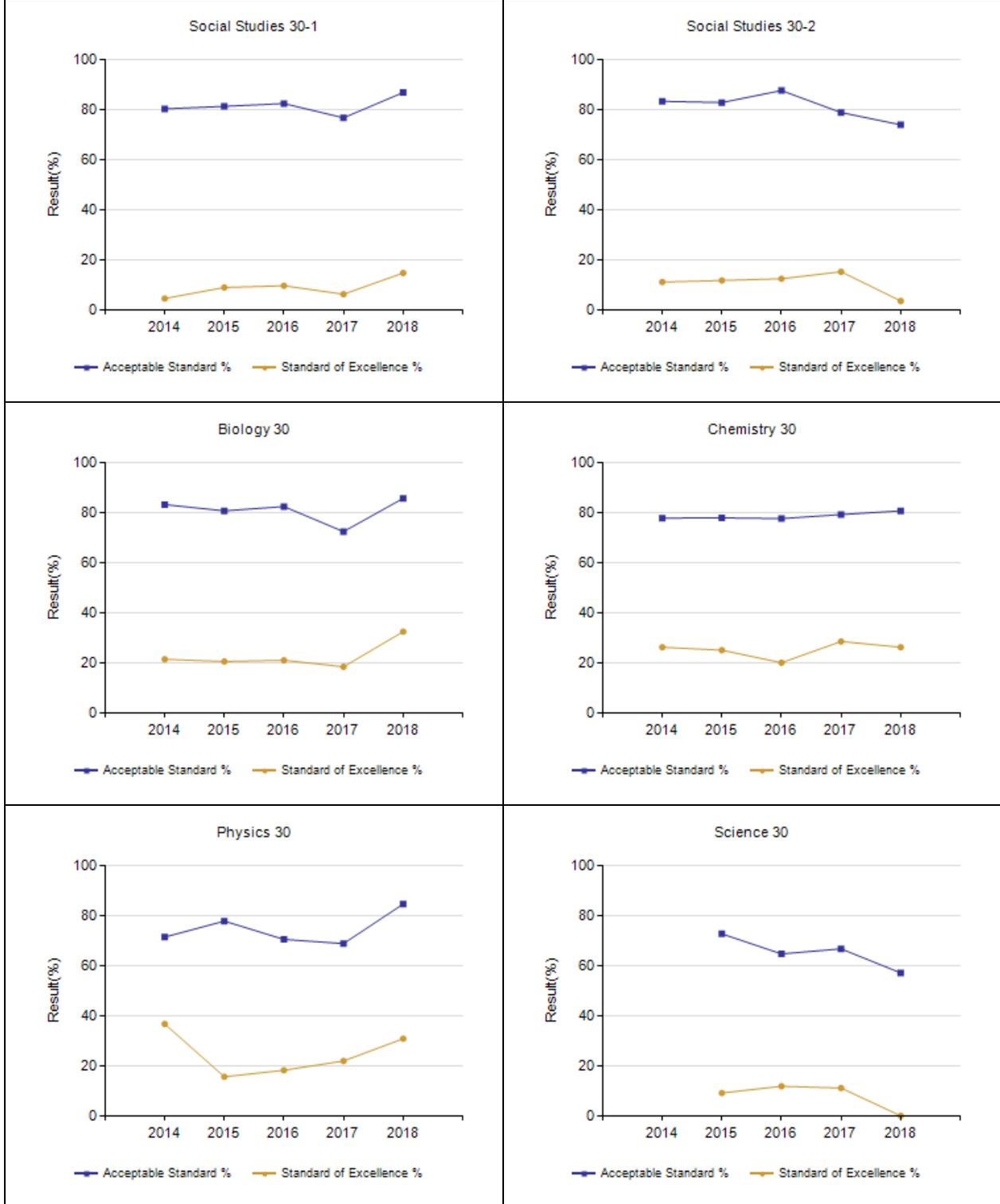
Diploma Examination Results by Course (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
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Diploma Examination Results by Course (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Diploma Examinations was impacted by the 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.

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

		Westwind SD No.74							Alberta			
Course	Measure	Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very High	Maintained	Excellent	172	94.2	145	93.4	30,393	87.5	29,349	86.6
	Standard of Excellence	High	Maintained	Good	172	13.4	145	12.5	30,393	13.2	29,349	11.3
English Lang Arts 30-2	Acceptable Standard	Low	Declined	Issue	87	86.2	105	93.7	16,184	88.0	16,632	89.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	87	11.5	105	14.3	16,184	13.1	16,632	11.7
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	90	87.8	85	70.9	20,148	77.8	20,605	73.3
	Standard of Excellence	n/a	n/a	n/a	90	28.9	85	21.3	20,148	35.3	20,605	29.4
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	96	82.3	101	72.5	14,362	74.2	13,516	74.7
	Standard of Excellence	n/a	n/a	n/a	96	17.7	101	15.8	14,362	16.4	13,516	16.1
Social Studies 30-1	Acceptable Standard	Intermediate	Improved	Good	129	86.8	128	80.1	21,793	86.2	21,941	86.0
	Standard of Excellence	High	Improved	Good	129	14.7	128	8.2	21,793	17.7	21,941	15.1
Social Studies 30-2	Acceptable Standard	Low	Declined	Issue	115	73.9	127	83.1	20,391	78.8	19,847	81.0
	Standard of Excellence	Very Low	Declined Significantly	Concern	115	3.5	127	13.1	20,391	12.2	19,847	12.7
Biology 30	Acceptable Standard	High	Improved	Good	210	85.7	172	78.5	23,026	86.6	22,263	85.0
	Standard of Excellence	High	Improved Significantly	Good	210	32.4	172	20.0	23,026	36.6	22,263	32.6
Chemistry 30	Acceptable Standard	High	Maintained	Good	145	80.7	120	78.2	18,770	83.6	19,031	82.3
	Standard of Excellence	Intermediate	Maintained	Acceptable	145	26.2	120	24.5	18,770	38.3	19,031	35.8
Physics 30	Acceptable Standard	High	Improved	Good	65	84.6	51	72.3	9,679	86.2	10,276	85.1
	Standard of Excellence	Intermediate	Improved	Good	65	30.8	51	18.5	9,679	43.6	10,276	39.1
Science 30	Acceptable Standard	Very Low	Maintained	Concern	7	57.1	12	68.0	9,426	85.4	8,651	84.4
	Standard of Excellence	Low	Maintained	Issue	7	0.0	12	10.7	9,426	31.5	8,651	27.6

Notes:

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

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Improvement Table

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

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

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

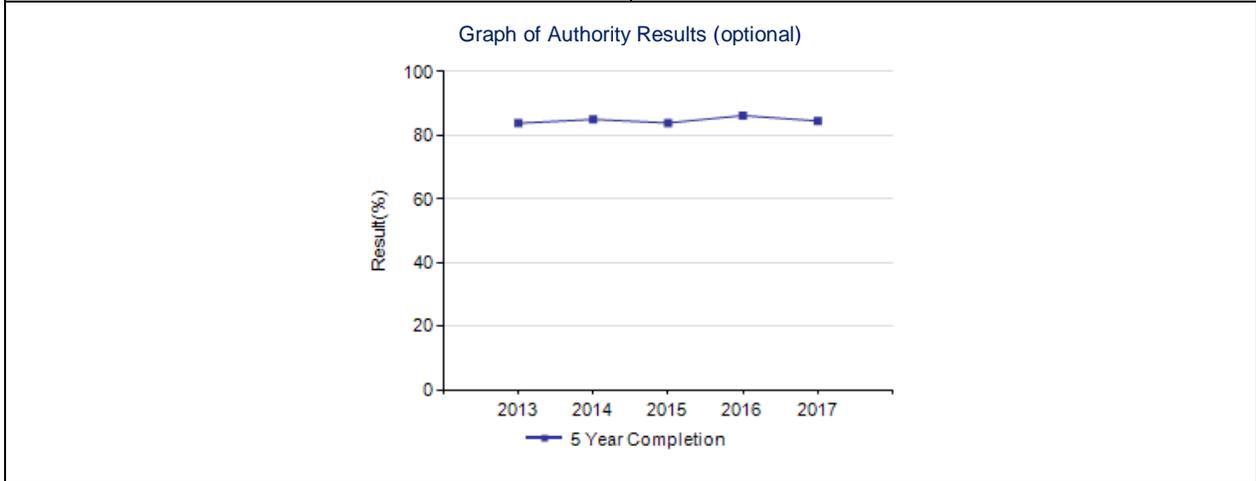
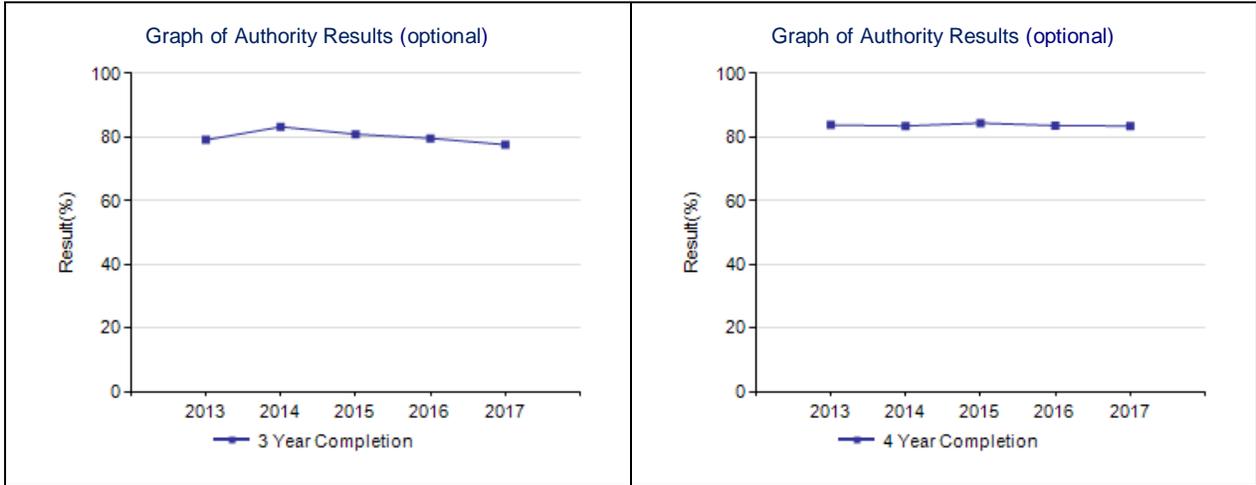
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

High School Completion Rate – Measure Details (OPTIONAL)

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

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
3 Year Completion	79.1	83.2	80.9	79.6	77.6	75.3	76.5	76.5	78.0	78.0
4 Year Completion	83.8	83.5	84.4	83.6	83.5	79.6	79.9	81.0	81.2	82.6
5 Year Completion	83.8	85.0	83.9	86.2	84.5	81.5	82.0	82.1	83.2	83.4

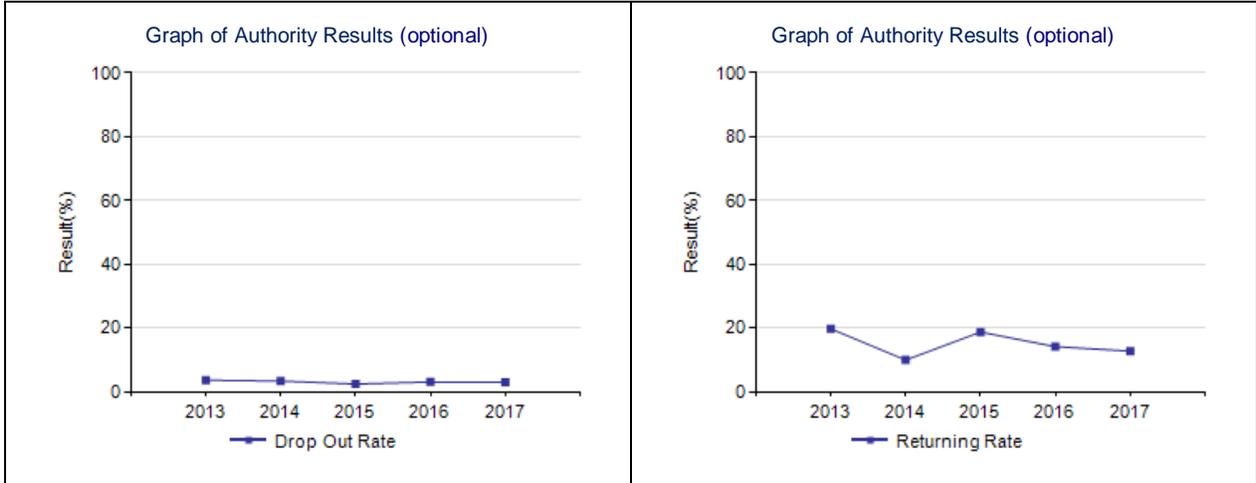


Notes:

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 2015/2016 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 caused by one authority.

Drop Out Rate – Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	3.6	3.3	2.4	3.0	2.9	3.3	3.5	3.2	3.0	2.3
Returning Rate	19.7	9.9	18.7	14.1	12.7	20.7	20.9	18.2	18.9	19.9

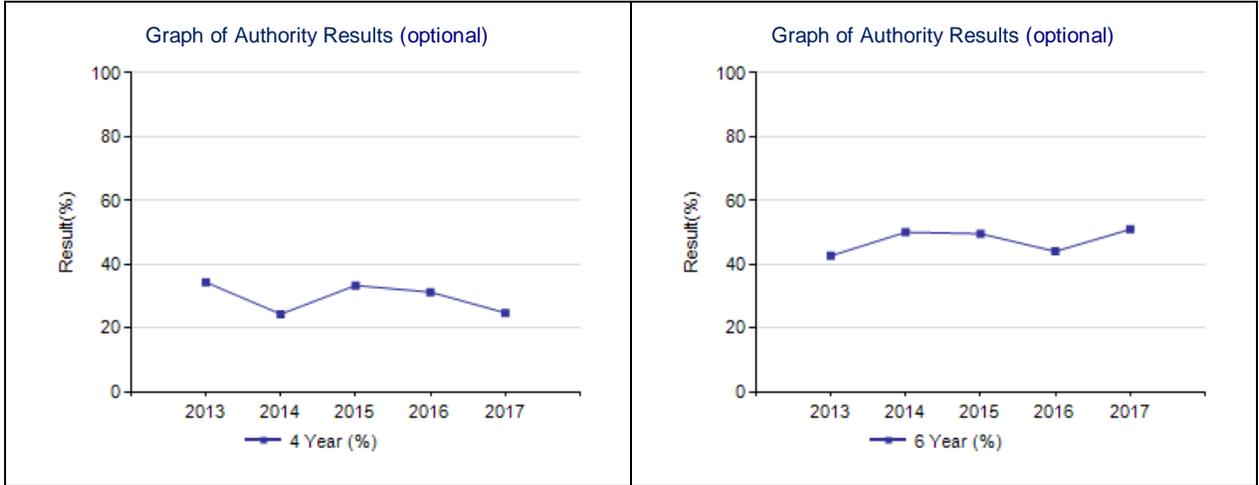


Notes:

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

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

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
4 Year Rate	34.3	24.3	33.3	31.2	24.7	39.7	38.3	37.0	37.0	39.3
6 Year Rate	42.6	50.0	49.5	44.0	50.9	59.0	59.7	59.4	57.9	58.7



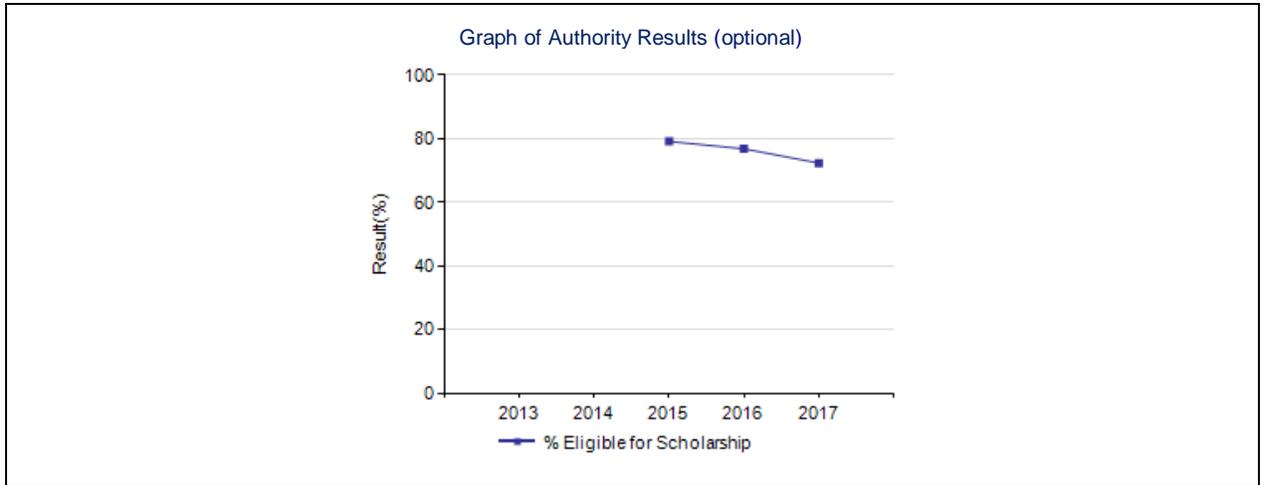
Notes:

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

Rutherford Eligibility Rate – Measure Details (OPTIONAL)

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Rutherford Scholarship Eligibility Rate	n/a	n/a	79.1	76.8	72.3	n/a	n/a	60.8	62.3	63.4

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
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	258	190	73.6	175	67.8	138	53.5	204	79.1
2016	284	191	67.3	189	66.5	161	56.7	218	76.8
2017	300	203	67.7	182	60.7	163	54.3	217	72.3



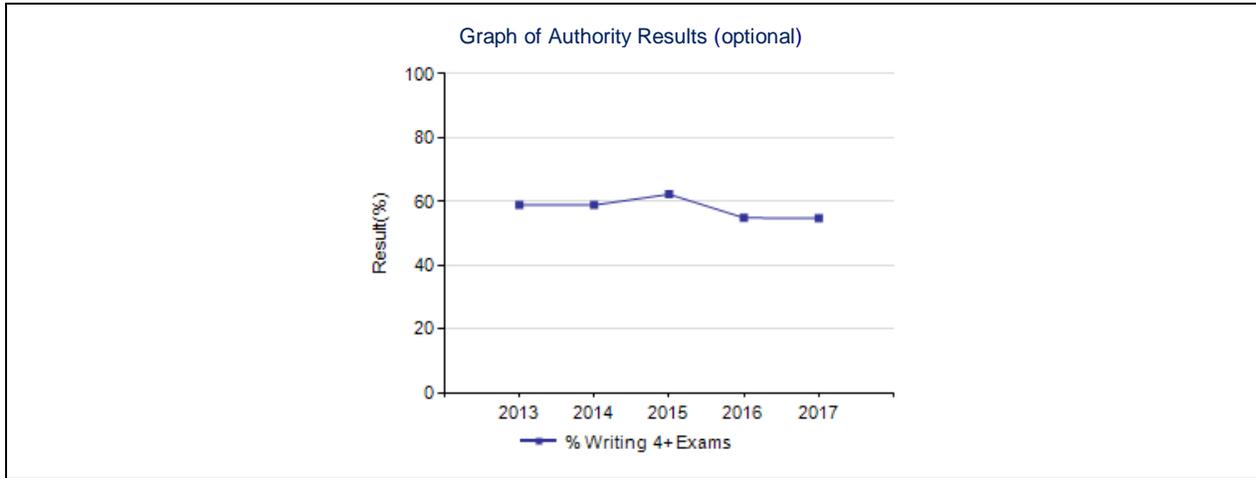
Notes:

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

Diploma Examination Participation Rate – Measure Details (OPTIONAL)

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

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
% Writing 0 Exams	12.9	10.4	11.5	16.6	16.7	16.6	15.7	15.7	15.0	14.8
% Writing 1+ Exams	87.1	89.6	88.5	83.4	83.3	83.4	84.3	84.3	85.0	85.2
% Writing 2+ Exams	85.6	87.4	87.4	82.3	81.4	80.3	81.4	81.2	82.0	82.3
% Writing 3+ Exams	69.8	69.5	73.7	65.9	64.7	63.3	65.0	64.7	65.2	66.1
% Writing 4+ Exams	58.9	58.8	62.2	54.8	54.7	50.1	54.4	54.6	54.9	55.7
% Writing 5+ Exams	39.4	40.3	37.8	37.0	34.6	31.5	36.3	37.1	37.5	37.8
% Writing 6+ Exams	15.5	12.7	8.4	13.3	13.5	11.4	13.1	13.8	13.6	13.9



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

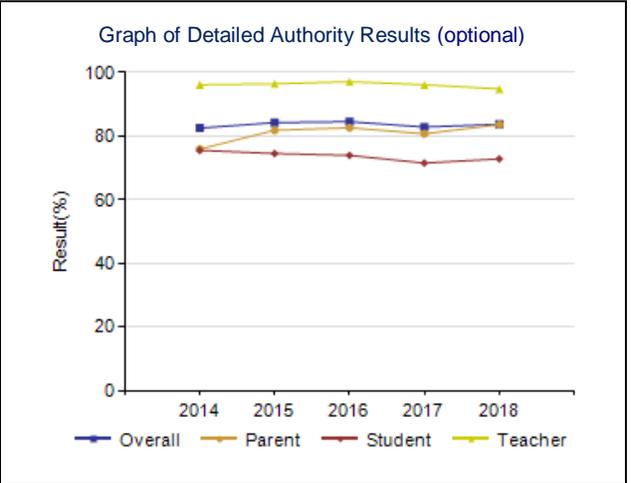
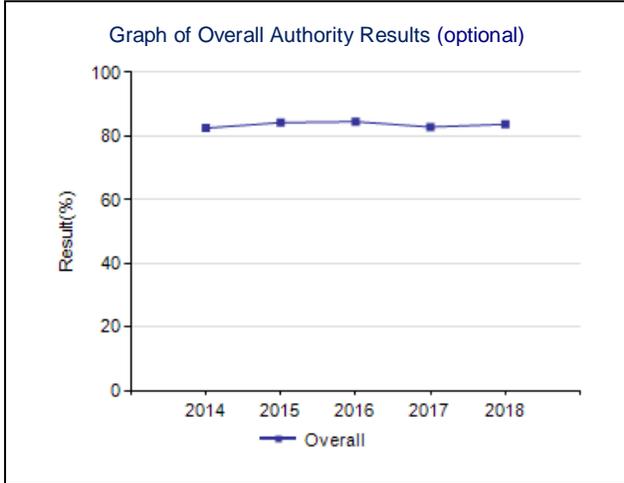
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
English Language Arts 30-1	55.6	50.3	51.9	46.2	48.9	53.9	54.0	53.2	54.0	55.0
English Language Arts 30-2	28.5	35.8	36.4	35.4	32.1	27.1	28.0	28.7	28.7	28.8
Total of 1 or more English Diploma Exams	81.6	85.5	86.7	81.3	80.1	78.7	79.7	79.5	80.1	80.9
Social Studies 30-1	50.5	41.6	43.9	39.9	43.0	45.8	45.1	43.5	45.1	44.9
Social Studies 30-2	32.1	44.5	43.9	42.7	37.7	33.7	35.2	36.7	35.8	36.4
Total of 1 or more Social Diploma Exams	82.3	86.1	87.5	81.9	80.1	78.8	79.6	79.5	80.3	80.7
Mathematics 30-1	40.1	35.2	26.9	29.2	28.0	29.7	37.3	37.1	36.4	35.5
Mathematics 30-2	20.2	26.8	37.1	31.6	29.3	16.7	21.4	22.4	23.7	25.1
Total of 1 or more Math Diploma Exams	61.4	61.0	63.6	57.6	57.0	52.1	57.0	57.6	58.3	58.6
Biology 30	61.7	63.9	61.4	53.5	55.8	42.2	41.4	40.6	40.7	41.7
Chemistry 30	41.9	41.3	37.9	37.8	34.9	31.5	34.7	35.7	35.6	35.1
Physics 30	20.6	16.8	14.4	16.3	18.7	17.3	20.0	19.9	19.3	18.6
Science 30	0.4	1.3	3.8	6.6	2.8	9.8	12.8	14.1	15.7	16.9
Total of 1 or more Science Diploma Exams	66.1	68.7	69.7	63.2	61.1	57.3	59.4	59.8	60.5	61.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests 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 2015/2016 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 caused by one authority.

Citizenship – Measure Details (OPTIONAL)

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	82.5	84.2	84.5	82.8	83.7	83.4	83.5	83.9	83.7	83.0
Teacher	96.1	96.4	97.1	96.1	94.8	93.8	94.2	94.5	94.0	93.4
Parent	75.9	81.8	82.6	80.7	83.6	81.9	82.1	82.9	82.7	81.7
Student	75.5	74.5	73.9	71.5	72.8	74.5	74.2	74.5	74.4	73.9

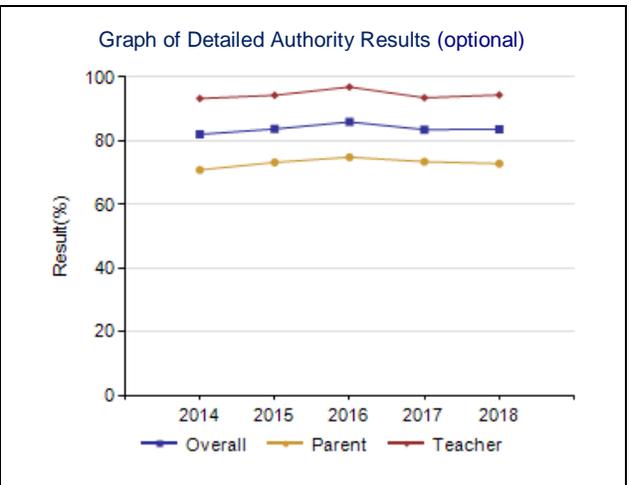
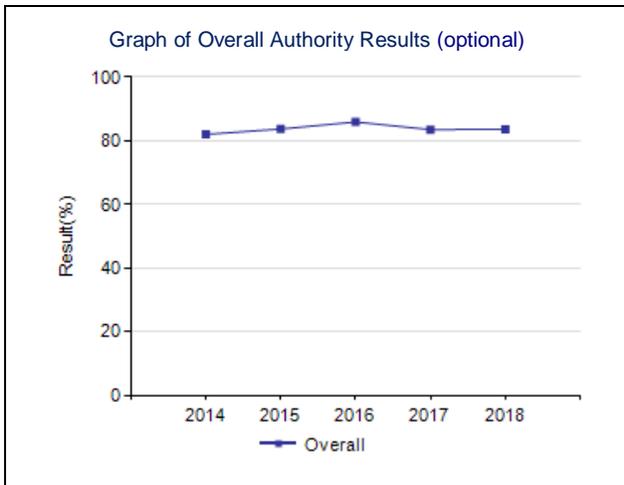


Notes:

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

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	82.0	83.7	85.9	83.5	83.6	81.2	82.0	82.6	82.7	82.4
Teacher	93.3	94.3	96.9	93.5	94.4	89.3	89.7	90.5	90.4	90.3
Parent	70.8	73.2	74.8	73.4	72.8	73.1	74.2	74.8	75.1	74.6



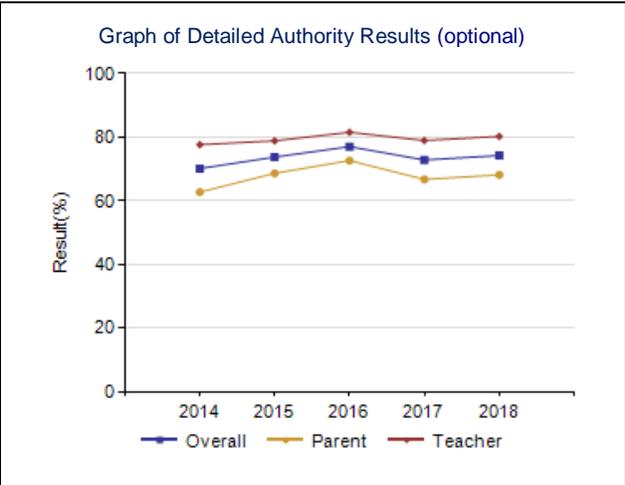
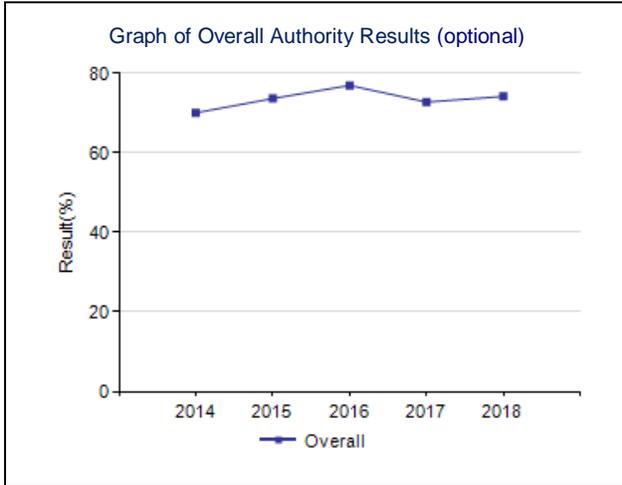
Notes:

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 (OPTIONAL)

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

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	70.1	73.7	77.0	72.8	74.2	69.5	70.0	70.7	71.0	70.9
Teacher	77.6	78.8	81.5	78.9	80.2	76.0	76.0	77.3	77.3	77.8
Parent	62.7	68.6	72.6	66.7	68.1	63.0	64.0	64.2	64.8	64.0



Notes:

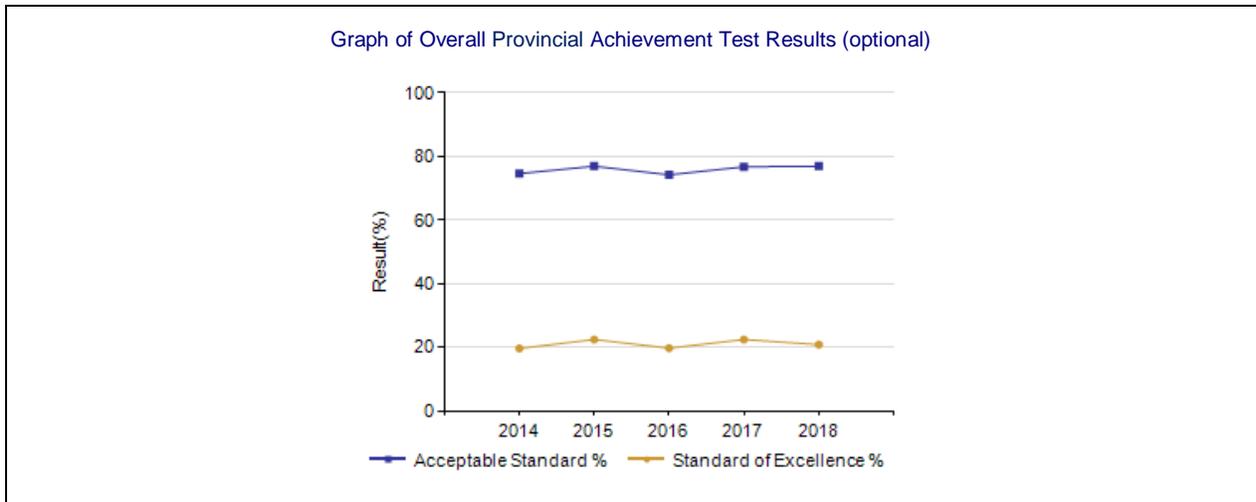
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results – Measure Details (OPTIONAL)

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	84.3	18.7	85.5	20.7	85.4	21.6	92.1	24.4	87.9	18.2		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
Mathematics 6	Authority	78.8	19.8	77.7	18.7	73.2	15.9	79.8	16.5	76.7	13.0		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	Authority	79.9	26.5	76.8	24.3	76.2	25.9	82.1	34.5	79.7	29.4		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	Authority	69.6	15.9	69.8	17.0	63.7	14.0	75.8	21.8	75.5	20.6		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		
English Language Arts 9	Authority	72.9	14.0	81.4	16.2	80.7	20.0	76.1	16.3	82.8	17.2		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
English Lang Arts 9 KAE	Authority	73.3	6.7	62.5	0.0	84.2	0.0	*	*	38.5	0.0		
	Province	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9		
Mathematics 9	Authority	68.3	23.5	74.3	29.5	72.6	18.3	70.8	24.4	69.3	22.3		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Mathematics 9 KAE	Authority	84.2	10.5	66.7	5.6	76.9	23.1	35.0	10.0	40.0	15.0		
	Province	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6		
Science 9	Authority	72.8	19.2	79.0	31.7	74.9	24.7	73.4	22.0	76.5	25.5		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Science 9 KAE	Authority	83.3	16.7	43.8	12.5	66.7	11.1	36.4	0.0	40.0	10.0		
	Province	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3		
Social Studies 9	Authority	69.4	21.1	74.4	26.6	65.9	20.1	65.3	20.5	72.5	22.5		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		
Social Studies 9 KAE	Authority	61.1	5.6	56.3	12.5	70.6	5.9	*	*	42.9	0.0		
	Province	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2		

Notes:

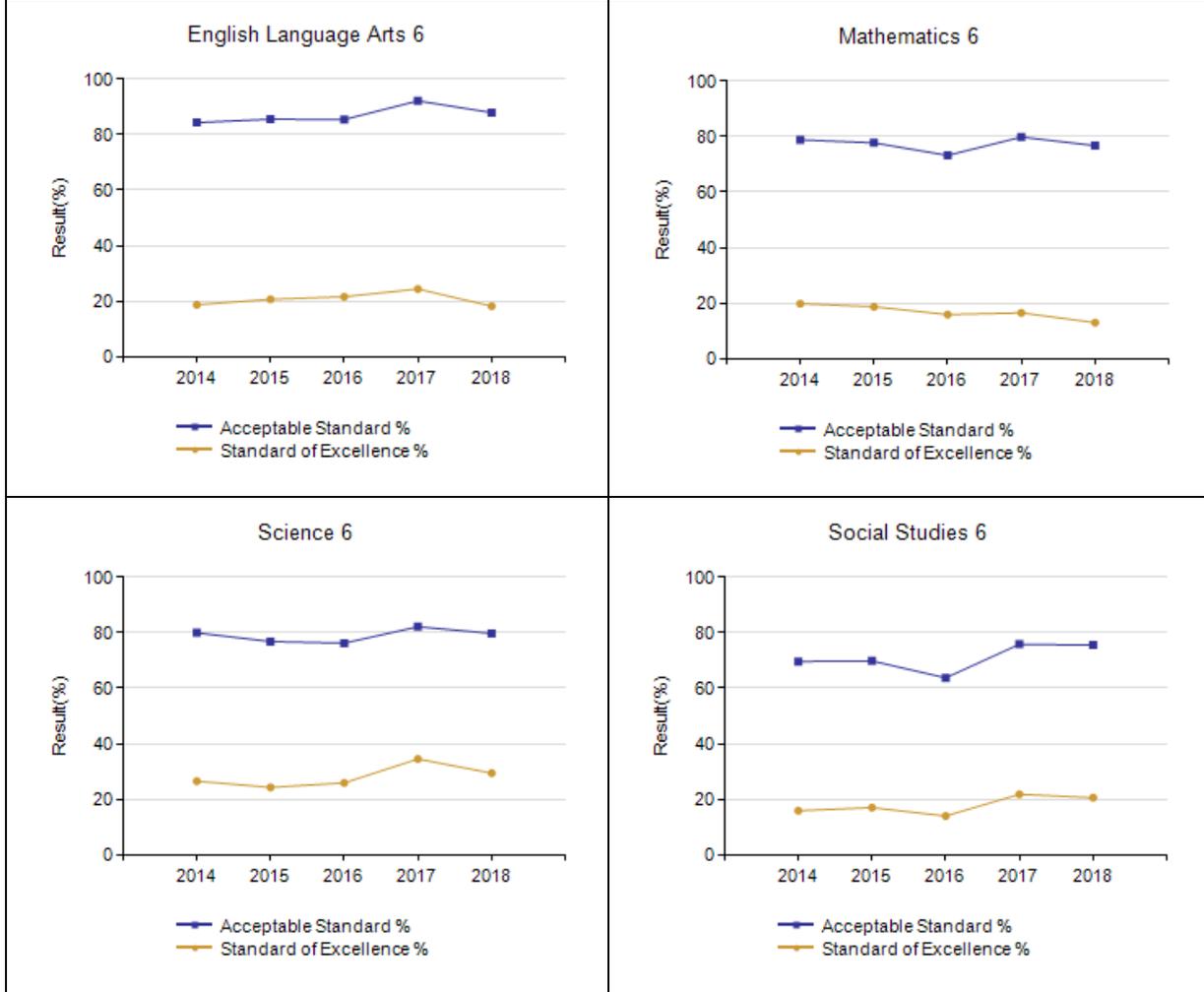
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests 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.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.



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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

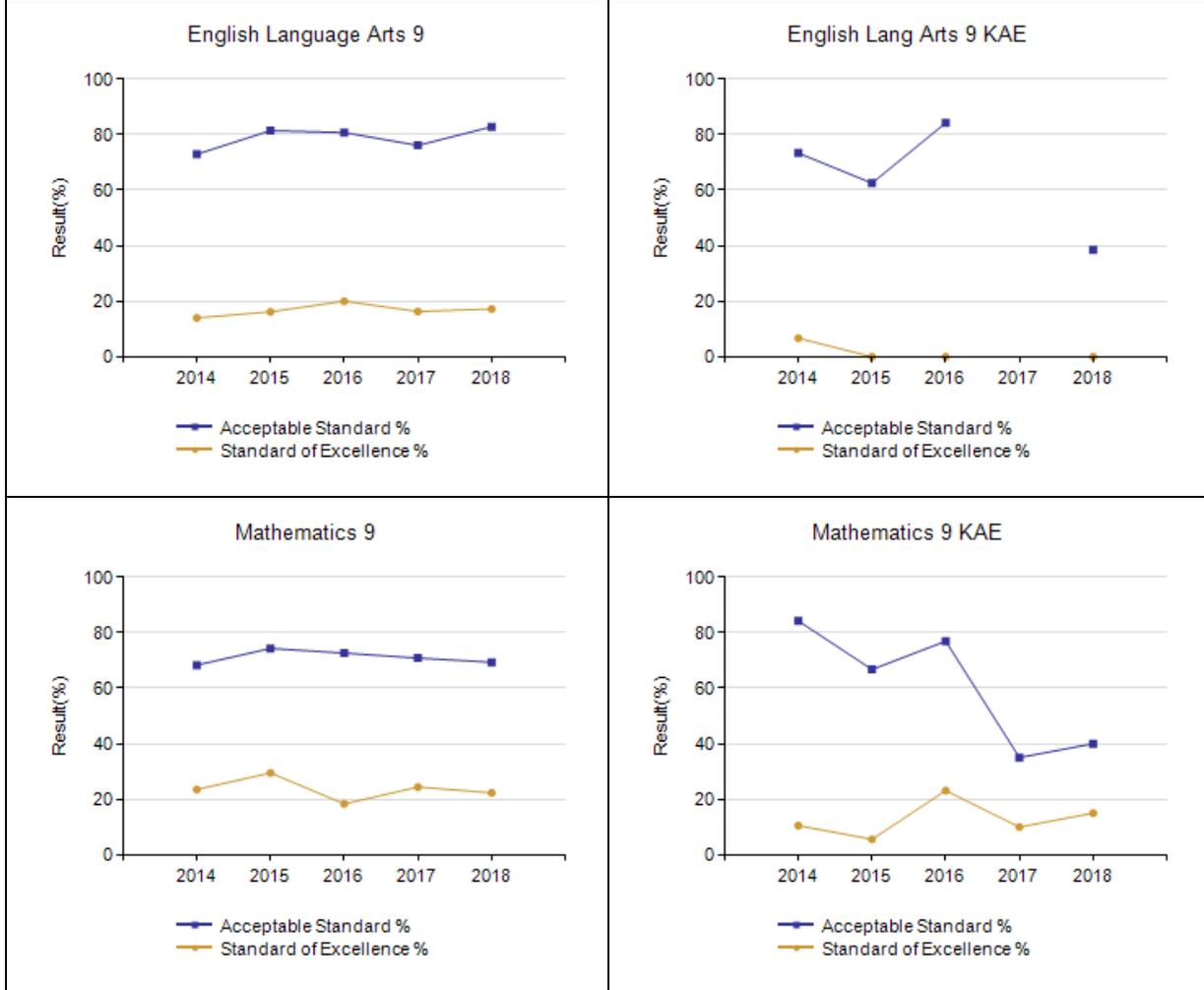
Graph of Provincial Achievement Test Results by Course (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the 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. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

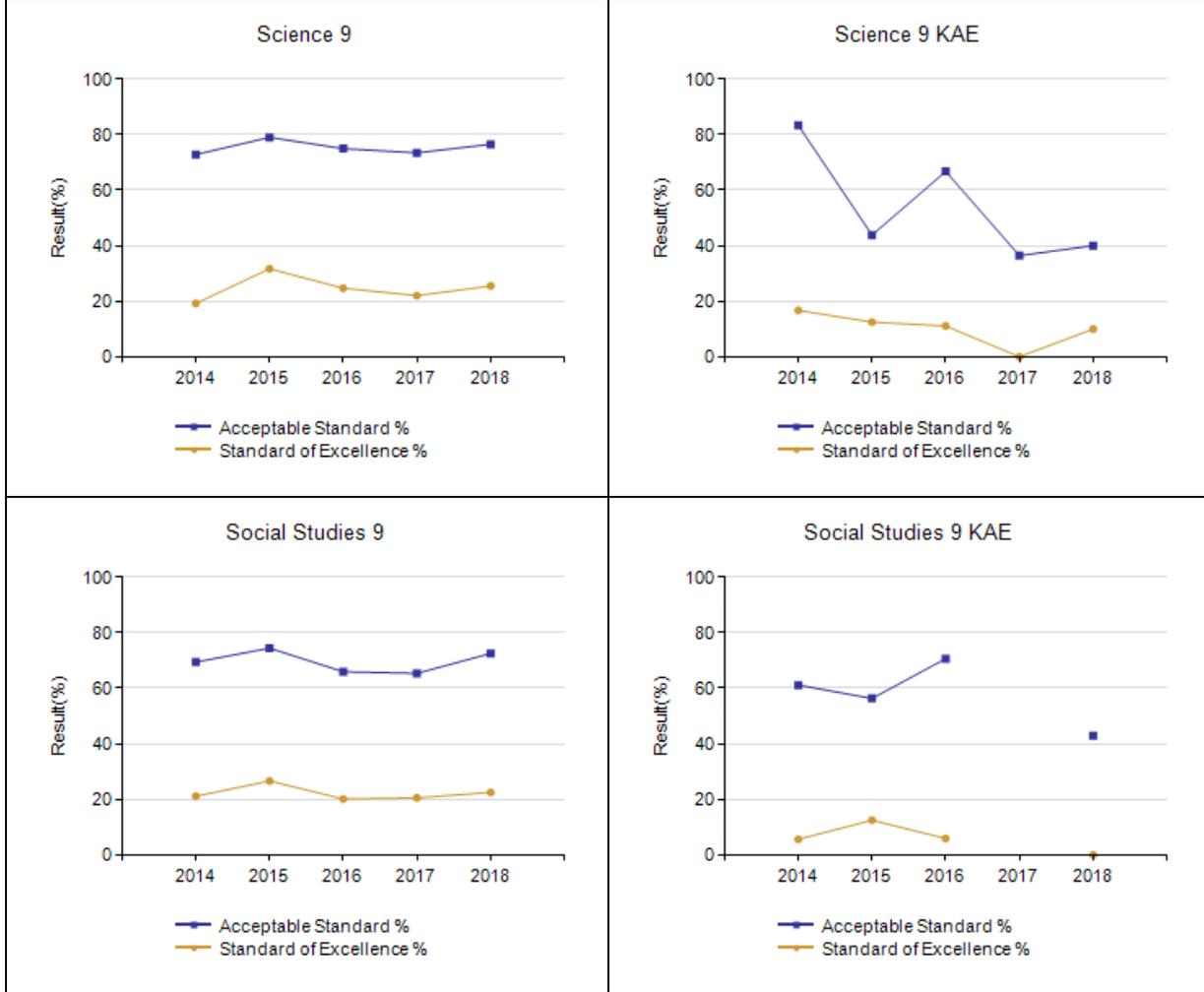
Graph of Provincial Achievement Test Results by Course (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the 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. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

Graph of Provincial Achievement Test Results by Course (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the 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.

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

		Westwind SD No.74							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	Maintained	Good	330	87.9	356	87.7	51,540	83.5	48,248	82.7
	Standard of Excellence	High	Declined	Acceptable	330	18.2	356	22.2	51,540	17.9	48,248	19.6
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	330	76.7	356	76.9	51,486	72.9	48,172	71.6
	Standard of Excellence	Intermediate	Declined	Issue	330	13.0	356	17.0	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	330	79.7	355	78.4	51,517	78.8	48,180	77.1
	Standard of Excellence	High	Maintained	Good	330	29.4	355	28.2	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	Intermediate	Improved	Good	330	75.5	355	69.8	51,525	75.1	48,170	71.4
	Standard of Excellence	High	Maintained	Good	330	20.6	355	17.6	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	Intermediate	Improved	Good	302	82.8	289	79.4	46,822	76.1	44,296	76.5
	Standard of Excellence	High	Maintained	Good	302	17.2	289	17.5	46,822	14.7	44,296	14.9
English Lang Arts 9 KAE	Acceptable Standard	Low	Declined	Issue	13	38.5	18	73.4	1,588	55.7	1,543	60.5
	Standard of Excellence	Low	Maintained	Issue	13	0.0	18	0.0	1,588	5.9	1,543	5.6
Mathematics 9	Acceptable Standard	Intermediate	Maintained	Acceptable	300	69.3	282	72.6	46,603	59.2	43,851	66.8
	Standard of Excellence	High	Maintained	Good	300	22.3	282	24.1	46,603	15.0	43,851	18.1
Mathematics 9 KAE	Acceptable Standard	Low	Declined	Issue	20	40.0	21	59.5	2,049	57.4	1,983	59.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	20	15.0	21	12.9	2,049	13.6	1,983	13.6
Science 9	Acceptable Standard	High	Maintained	Good	306	76.5	288	75.7	46,810	75.7	44,341	74.1
	Standard of Excellence	Very High	Maintained	Excellent	306	25.5	288	26.2	46,810	24.4	44,341	22.2
Science 9 KAE	Acceptable Standard	Low	Maintained	Issue	10	40.0	15	48.9	1,528	64.6	1,522	64.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	10	10.0	15	7.9	1,528	12.3	1,522	14.3
Social Studies 9	Acceptable Standard	Intermediate	Improved	Good	302	72.5	291	68.5	46,840	66.7	44,267	65.6
	Standard of Excellence	High	Maintained	Good	302	22.5	291	22.4	46,840	21.5	44,267	19.4
Social Studies 9 KAE	Acceptable Standard	Low	Declined	Issue	14	42.9	17	63.4	1,501	55.2	1,493	57.2
	Standard of Excellence	Low	Declined	Issue	14	0.0	17	9.2	1,501	14.2	1,493	11.8

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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

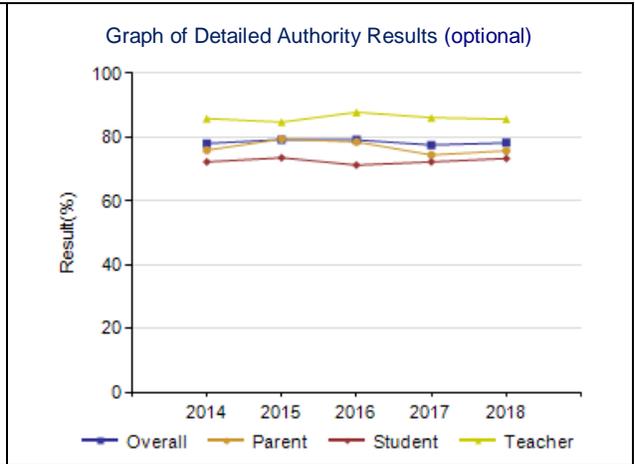
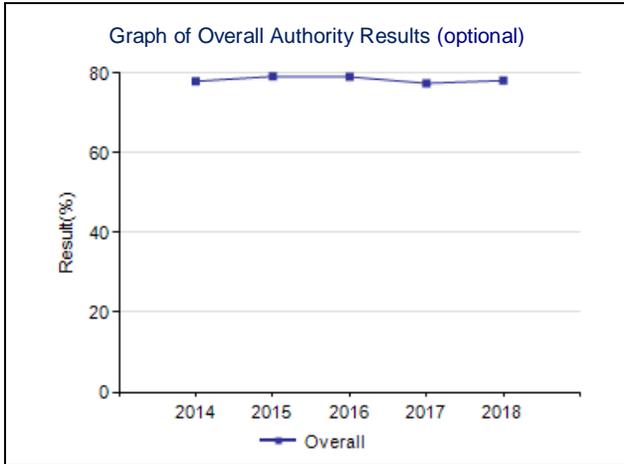
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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 (OPTIONAL)

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	78.0	79.2	79.1	77.5	78.2	81.3	81.3	81.9	81.9	81.8
Teacher	85.8	84.7	87.8	86.1	85.6	87.5	87.2	88.1	88.0	88.4
Parent	75.9	79.4	78.5	74.4	75.7	79.9	79.9	80.1	80.1	79.9
Student	72.2	73.5	71.2	72.2	73.3	76.6	76.9	77.5	77.7	77.2

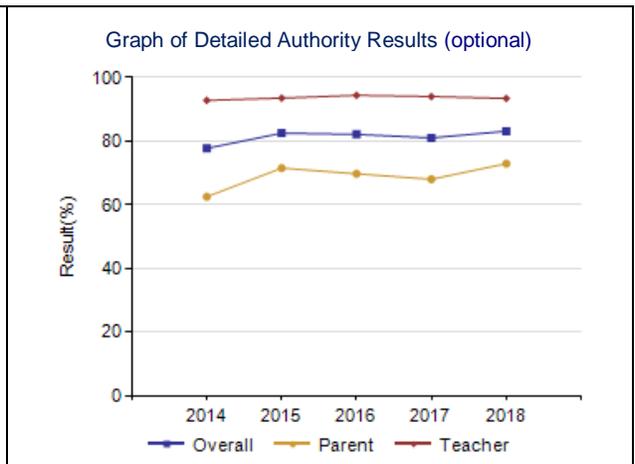
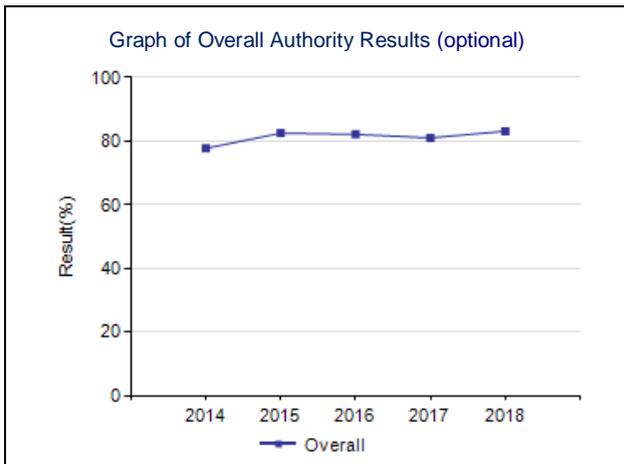


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From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

Parental Involvement – Measure Details (OPTIONAL)

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

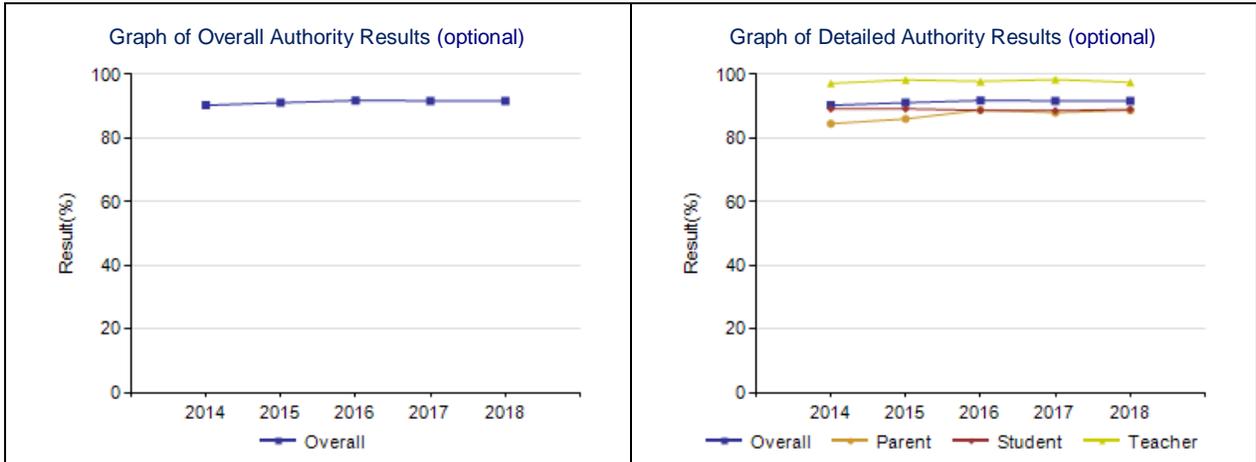
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	77.7	82.5	82.1	81.0	83.1	80.6	80.7	80.9	81.2	81.2
Teacher	92.8	93.5	94.4	94.0	93.4	88.0	88.1	88.4	88.5	88.9
Parent	62.5	71.5	69.7	68.0	72.9	73.1	73.4	73.5	73.9	73.4



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

Education Quality – Measure Details (OPTIONAL)

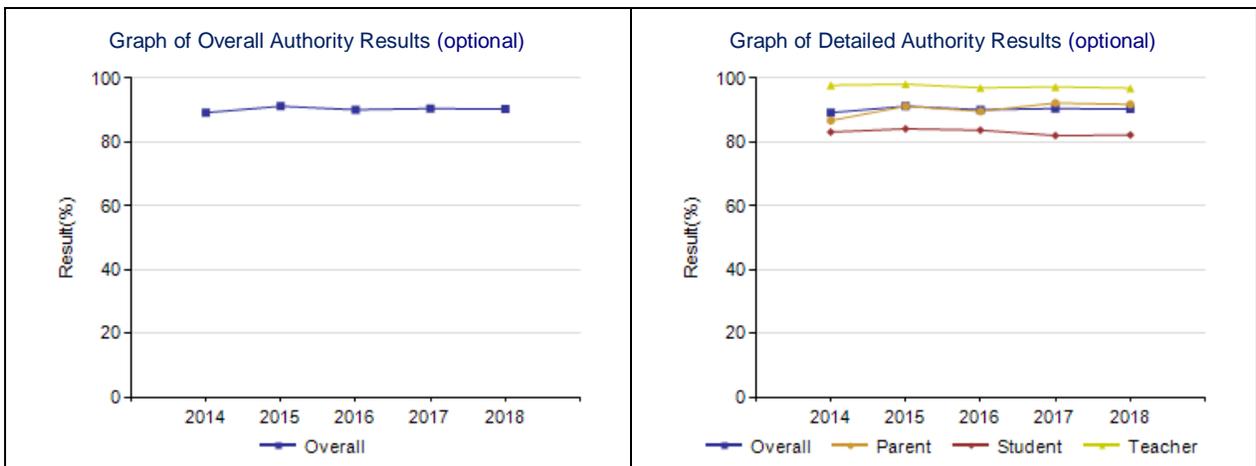
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	90.3	91.1	91.8	91.7	91.7	89.2	89.5	90.1	90.1	90.0
Teacher	97.2	98.3	97.8	98.4	97.5	95.5	95.9	96.0	95.9	95.8
Parent	84.5	86.0	88.8	88.0	88.7	84.7	85.4	86.1	86.4	86.0
Student	89.2	89.2	88.7	88.6	89.0	87.3	87.4	88.0	88.1	88.2



- 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/TFM (Tell Them From Me) survey tool.

Safe and Caring – Measure Details (OPTIONAL)

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	89.2	91.2	90.1	90.5	90.3	89.1	89.2	89.5	89.5	89.0
Teacher	97.8	98.1	97.0	97.3	96.9	95.3	95.4	95.4	95.3	95.0
Parent	86.7	91.2	89.6	92.2	91.8	88.9	89.3	89.8	89.9	89.4
Student	83.1	84.1	83.7	82.0	82.2	83.1	83.0	83.4	83.3	82.5

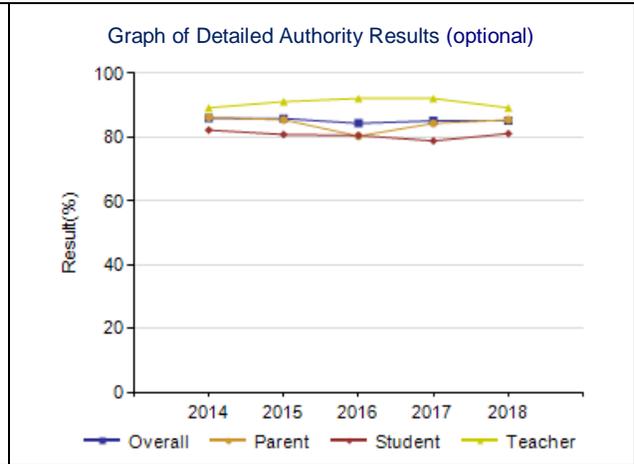
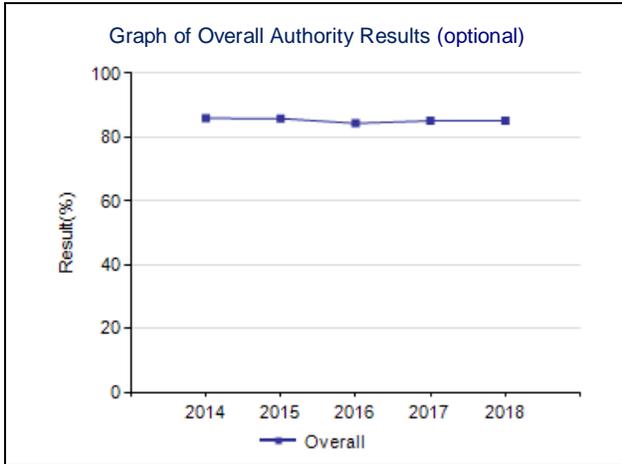


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From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

School Improvement – Measure Details (OPTIONAL)

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	85.9	85.8	84.3	85.1	85.2	79.8	79.6	81.2	81.4	80.3
Teacher	89.2	91.1	92.1	92.1	89.2	81.3	79.8	82.3	82.2	81.5
Parent	86.2	85.4	80.3	84.3	85.4	77.0	78.5	79.7	80.8	79.3
Student	82.2	80.8	80.5	78.8	81.1	81.2	80.7	81.5	81.1	80.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

Class Size All Subjects 2018-19

Jurisdiction Summary

ALL SUBJECTS

Jurisdiction:

Westwind School Division No. 74 [A.0056]

Number of Schools Reported:

12

Total Number of Schools:

12

	K to 3			4 to 6			7 to 9			10 to 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Cardston Elementary School	20.2	20.6	20.7	25.0	22.5	22.6						
Cardston High School							20.8	23.5	21.3	17.9	19.4	16.4
Cardston Junior High School				20.1	16.7	26.1	19.3	19.2	21.9			
Magrath Elementary School	23.5	20.3	23.3	24.8	28.3	27.9						
Magrath Junior Senior High School							25.0	26.1	22.7	23.3	22.4	23.5
Mountain View School	11.8	12.3	12.3	16.3	15.7	15.0	16.3	15.3	13.7			
Raymond Elementary School	20.9	21.6	18.9	25.9	24.6	25.5						
Raymond High School										16.0	18.5	22.3
Raymond Junior High School							23.2	23.2	24.0			
Spring Glen Elementary School	22.0	20.5	19.3	23.0	17.0	20.0						
Spring Glen Junior High School				16.0	21.0	24.0	21.8	15.2	18.6			
Stirling School	24.5	22.3	22.5	23.7	22.7	25.0	20.5	27.7	23.9	16.3	18.0	15.0
Total for Jurisdiction 0056	20.8	20.4	20.1	23.7	22.4	24.2	21.6	21.9	21.8	18.1	19.6	19.0

Class Size Core Subjects Only 2018-19

Jurisdiction Summary
CORE SUBJECTS ONLY
Westwind School Division No. 74 [A.0056]

Jurisdiction:

Number of Schools Reported:

12

Total Number of Schools:

12

	K to 3			4 to 6			7 to 9			10 to 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Cardston Elementary School	20.2	20.6	20.7	25.0	22.5	22.6						
Cardston High School							26.8	25.3	26.2	23.9	23.1	20.8
Cardston Junior High School				24.1	19.4	26.6	22.7	22.5	23.9			
Magrath Elementary School	23.5	20.3	23.3	24.8	28.3	27.9						
Magrath Junior Senior High School							27.3	26.8	22.6	24.4	22.2	22.1
Mountain View School	11.8	12.3	12.3	16.3	15.7	15.0	16.3	15.3	13.7			
Raymond Elementary School	20.9	21.6	18.9	25.9	24.6	25.5						
Raymond High School										18.0	19.4	22.0
Raymond Junior High School							25.9	25.7	25.6			
Spring Glen Elementary School	19.3	20.0	19.3	24.1	15.5	20.0						
Spring Glen Junior High School				16.0	21.0	24.0	18.2	16.7	18.6			
Stirling School	24.8	22.3	22.5	23.7	22.7	25.0	21.0	28.0	24.3	16.5	18.0	19.9
Total for Jurisdiction 0056	20.7	20.4	20.1	24.0	22.9	24.3	23.3	23.9	23.1	20.7	21.2	21.2