

# Chinook's Edge School Division No. 73

*Where Students Come First!*



## Annual Education Results Report

***2015-2016***

## Three Year Education Plan

***2016-2019***

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## **Quick Links**

Chinook’s Edge School Division – Website .....	<a href="http://cesd73.ca">cesd73.ca</a>
Annual Education Results Report & Three Year Education Plan .....	<a href="http://cesd73.ca/Publications.php">cesd73.ca/Publications.php</a>
October 2016 Accountability Pillar.....	<a href="http://cesd73.ca/Publications.php">cesd73.ca/Publications.php</a>
2015-2016 Financial Audited Statement.....	<a href="http://cesd73.ca/Publications.php">cesd73.ca/Publications.php</a>
2016-2017 Operating Budget .....	<a href="http://cesd73.ca/Publications.php">cesd73.ca/Publications.php</a>
2017-2020 Capital and Facilities Plan .....	<a href="http://cesd73.ca/Publications.php">cesd73.ca/Publications.php</a>
2016-2017 Class Size Report .....	<a href="http://cesd73.ca/Publications.php">cesd73.ca/Publications.php</a>
Summary of AERR .....	<a href="http://cesd73.ca/Publications.php">cesd73.ca/Publications.php</a>
Our Schools .....	<a href="http://cesd73.ca/Schools.php">cesd73.ca/Schools.php</a>
Provincial Roll-up of Jurisdiction AFS Information .....	<a href="http://education.alberta.ca/financial-statements/school-jurisdictions">education.alberta.ca/financial-statements/school-jurisdictions</a>

### **Our Mission**

*Chinook’s Edge School Division will engage every student in meaningful learning by challenging, encouraging and believing in them.*

### **Our Vision**

*Chinook’s Edge School Division will be universally recognized as a collaborative learning community where learning is personalized for all students to achieve success as compassionate and innovative global citizens.*

## Our Accountability

The Annual Education Results Report for the 2015-2016 school year and the Education Plan for the three years commencing September 1, 2016 for Chinook's Edge School Division were prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Fiscal Management Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

This document reflects an ongoing contribution from the Board of Trustees, central office leaders, school based administrators, teachers, support staff, parents, and students. It is both a look back at where we have been as well as a plan that will help to establish priorities that guide division programming and chart a path for the future. It is also designed to provide all stakeholders with goals and objectives for the enhancement of educational opportunities for students, and to keep school communities informed of the direction our division is committed to following.

Chinook's Edge Board of Education approved this combined Annual Education Results Report for the 2015-2016 school year and the Three-year Education Plan for 2016-2019 on November 30, 2016.



Mrs. Colleen Butler  
Chair of the Board of Education



Mr. Kurt Sacher  
Superintendent of Schools

### **Did You Know?**

Our Board of Education received honourable mention at the ASBA Premier's Award for School Board Innovation and Excellence, for our division's collaborative work with the Zone 4 Aspiring Leaders Program.



## Board of Education

Colleen Butler, Chair  
Ron Fisher, Vice Chair  
Sheldon Ball  
Holly Bilton  
Sherry Cooper  
Connie Huelsman  
Trudy James  
Gordon Kerr  
Jackie Swainson  
Kurt Sacher, Superintendent

## Our Schools

School	Grades	Enrolment	School	Grades	Enrolment
Beacon Hill Elementary	K – 5	262	École John Wilson Elementary	K – 4	417
Bowden Grandview	K – 12	312	Neudorf Colony	1 – 9	19
Carstairs Elementary	K – 3	292	Off Campus Learning Centre	1 – 9	27
Chinook Center	K – 4	93	École Olds Elementary	K – 4	572
C.P. Blakely	K – 5	353	Olds Koinonia Christian	K – 12	303
Cremona	K – 12	358	Olds High	9 – 12	567
École Deer Meadow	5 – 8	448	Olds Career High	10 – 12	66
Delburne Centralized	K – 12	374	Penhold Crossing Secondary	6 – 12	326
Didsbury High	9 – 12	266	Penhold Elementary	2 – 5	276
Didsbury Career High	10 – 12	55	Pine Hill Colony	K – 9	8
Elnora	K – 8	66	Poplar Ridge	K – 6	185
Equinox Group Home	7 – 9	1	Rainbow Colony	1 – 9	27
École Fox Run	6 – 8	527	Reed Ranch	1 – 6	62
Gasoline Alley Career High School	10 – 12	135	River Valley	K – 8	657
Grimmon House	10 – 12	2	Ross Ford Elementary	K – 4	376
École H.J. Cody High	9 – 12	651	Spruce View	K – 12	276
Horizon	K – 12	37	École Steffie Woima	K – 5	417
Hugh Sutherland	4 – 12	656	Sundre Learning Centre	10 – 12	17
Innisfail Career High	10 – 12	50	Sundre High	9 – 12	287
Innisfail High	9 – 12	347	Sylvan Lake Career High	10 – 12	59
École Innisfail Middle	5 – 8	396	Westglen	5 – 8	333
Jessie Duncan Elementary	K – 1	168	<b>TOTAL ENROLMENT</b>		<b>11,127</b>

## Our Programs

- Academics
- Athletics
- Character Education
- Career High Schools
- Careers – The Next Generation
- Christian Education
- Daily Physical Activity
- Distributed Learning
- Dual Credit Programming
- Early Childhood Services
- Extra-Curricular Activities
- English as a Second Language
- Family School Wellness
- Fine Arts
- French Immersion
- Health and Wellness
- Health Pathways
- Learning Commons and Research
- Pre-Kindergarten
- Summer School
- Welcome to Kindergarten

### Did You Know?

The Chinook's Edge 'Matters Committees' approach to engagement has been noted by all stakeholders in our school communities as a strong source of collaboration and communication. Each school community in Chinook's Edge has representation on our 'Teachers Matter', 'Students Matter', 'Parents Matter' and 'Support Staff Matter' committees.

## Outcomes and Performance Measures

<p><b>OUTCOME 1:</b> Alberta's students are successful</p>	<p><b>PERFORMANCE MEASURES</b></p> <ul style="list-style-type: none"> <li>• Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort).</li> <li>• Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations.</li> <li>• High school completion rate of students within three years of entering Grade 10.</li> <li>• Annual dropout rate of students aged 14 to 18.</li> <li>• High school to post-secondary transition rate of students within six years of entering Grade 10.</li> <li>• Percentage of Grade 12 students eligible for a Rutherford Scholarship.</li> <li>• Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10.</li> <li>• Overall teacher, parent and student agreement that students model the characteristics of active citizenship.</li> <li>• Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.</li> </ul>
<p><b>OUTCOME 2:</b> The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated</p>	<p><b>PERFORMANCE MEASURES</b></p> <ul style="list-style-type: none"> <li>• Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard and the percentage of self-identified FNMI students who achieved the standard of excellence on Provincial Achievement Tests.</li> <li>• Overall percentage of self-identified FNMI students who achieved the acceptable standard and the overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations.</li> <li>• High school completion rate of self-identified FNMI students within three years of entering Grade 10.</li> <li>• Annual dropout rate of self-identified FNMI students aged 14 to 18.</li> <li>• High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.</li> <li>• Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.</li> <li>• Percentage of self-identified FNMI students writing four or more Diploma Examinations within three years of entering Grade 10.</li> </ul>
<p><b>OUTCOME 3:</b> Alberta's education system is inclusive</p>	<p><b>PERFORMANCE MEASURES</b></p> <ul style="list-style-type: none"> <li>• Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.</li> </ul>
<p><b>OUTCOME 4:</b> Alberta has excellent teachers, school and school authority leaders.</p>	<p><b>PERFORMANCE MEASURES</b></p> <ul style="list-style-type: none"> <li>• Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education.</li> </ul>
<p><b>OUTCOME 5:</b> The education system is well governed and managed.</p>	<p><b>PERFORMANCE MEASURES</b></p> <ul style="list-style-type: none"> <li>• Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort).</li> </ul>

## October 2016 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Chinook's Edge SD No. 73			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	Excellent	Safe and Caring	89.5	90.0	89.1	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	Good	Program of Studies	78.0	78.9	79.1	81.9	81.3	81.4	Intermediate	Declined	Issue
		Education Quality	90.4	90.2	90.1	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	3.7	3.8	3.8	3.2	3.5	3.5	High	Maintained	Good
		High School Completion Rate (3 yr)	81.2	80.1	79.3	76.5	76.5	75.5	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	76.5	75.4	76.3	73.6	72.9	73.4	Intermediate	Maintained	Acceptable
		PAT: Excellence	17.7	16.1	16.1	19.4	18.8	18.6	Intermediate	Improved	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	87.0	89.3	87.0	85.0	85.2	85.1	High	Maintained	Good
		Diploma: Excellence	16.0	17.9	16.5	21.0	21.0	20.5	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	46.2	47.8	49.2	54.6	54.4	53.5	Intermediate	Declined	Issue
		Rutherford Scholarship Eligibility Rate	59.1	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	56.2	56.8	54.5	59.4	59.7	59.3	High	Maintained	Good
		Work Preparation	81.1	81.3	80.3	82.6	82.0	81.1	High	Maintained	Good
		Citizenship	83.1	82.9	82.4	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Good	Parental Involvement	78.9	82.2	80.2	80.9	80.7	80.5	High	Maintained	Good
Continuous Improvement	Excellent	School Improvement	83.0	83.5	81.8	81.2	79.6	80.0	Very High	Improved	Excellent

### Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 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.
- 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), Social Studies (Grades 6, 9, 9 KAE).
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

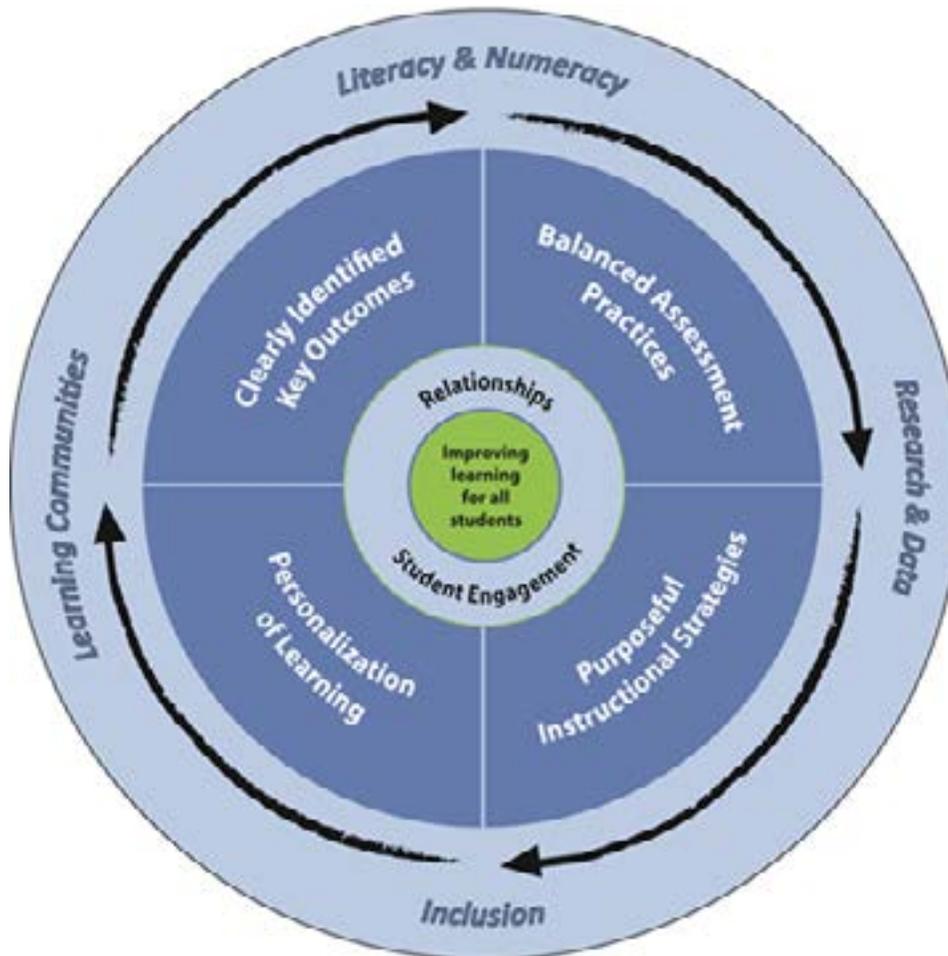
## October 2016 Accountability Pillar Overall Summary - FNMI

Measure Category	Measure Category Evaluation	Measure	Chinook's Edge SD No. 73 (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	n/a	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	n/a	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	7.2	5.8	4.8	6.1	7.0	7.2	Low	Maintained	Issue
		High School Completion Rate (3 yr)	61.7	65.8	65.5	50.2	47.7	46.4	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	68.9	64.3	65.7	52.4	52.1	52.8	Low	Maintained	Issue
		PAT: Excellence	8.9	10.5	9.2	6.3	6.5	6.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	83.2	90.5	81.8	78.2	78.3	77.3	Intermediate	Maintained	Acceptable
		Diploma: Excellence	15.9	14.7	8.8	10.0	9.5	9.4	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	27.4	31.8	33.8	20.7	21.0	20.4	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate	37.3	n/a	n/a	31.9	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	47.8	38.4	30.7	33.5	33.0	33.3	Intermediate	Improved	Good
		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	n/a	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Continuous Improvement	n/a	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	

- Notes:
1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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.
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), Social Studies (Grades 6, 9, 9 KAE).
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, Chemistry 30, Physics 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
6. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
7. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
9. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
10. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

## Quality Learning Environment - Our Model

The research could not be more clear... if great school divisions want to help students learn and succeed at the highest levels... then they need to align their organizations so that they invest in and support the professional growth of their teachers. – Kurt Sacher, Superintendent of Schools



### **Did You Know?**

Our unique QLE model has an interactive feature on our website, showcasing the depth and details of our work on behalf of every child in our care. Visit the Learning Services section of [www.cesd73.ca](http://www.cesd73.ca).

# OUTCOME ONE - Alberta's students are successful

## OUTCOME: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
Overall percentage of students who achieved the <b>acceptable standard on diploma examinations</b> (overall results).	84.8	85.3	86.4	89.3	<b>87.0</b>	High	Maintained	Good
Overall percentage of students who achieved the <b>standard of excellence on diploma examinations</b> (overall results).	16.5	16.2	15.6	17.9	<b>16.0</b>	Intermediate	Maintained	Acceptable

### Key Strategies for Continued Success and Improvement

- Quality Learning Environment (QLE) - see page 8
- Division-wide focus on literacy
- Education planning process - schools share with each other and the Board
- 3 division-wide learning days for senior high teachers supported by Learning Services
- 5 collaborative days per year (approved by the Board, 2017-2019)
- Instructional leadership focus for school and central office leaders
- A focus on improving diploma exam and PAT results across the division
- Improved analysis of diploma exam and PAT data
- Implementation of Dossier
- Associate superintendent visits with diploma and PAT teachers in the the Fall and Spring to discuss achievement and results
- Diploma exam perusal sessions
- Essential outcome development for grades 10-12
- Exam preparation strategies for all high schools
- New teacher orientation – August
- Transparent school data for all teachers and leaders
- Teacher and administrator professional growth plans
- CESD teachers engaged in provincial marking and item writing
- New teachers participating as observers in provincial marking of diploma exams

### Did You Know?

Chinook's Edge has Learning Support Teams at work in every school to ensure Learning and Social Emotional Outcomes are defined and supported, so that every student can succeed.



## OUTCOME ONE - Alberta's students are successful (cont...)

Performance Measure	Results (in percentages)					Evaluation		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	76.0	77.7	80.0	80.1	<b>81.2</b>	High	Maintained	Good
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.2	3.6	4.0	3.8	<b>3.7</b>	High	Maintained	Good
High school to post-secondary transition rate of students within six years of entering Grade 10.	55.6	53.8	52.7	56.8	<b>56.2</b>	High	Maintained	Good
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	<b>59.1</b>	n/a	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	47.4	50.3	49.5	47.8	<b>46.2</b>	Intermediate	Declined	Issue

### Key Strategies for Continued Success and Improvement

- Interventions for at-risk students using RTI processes
- CAREERS: The Next Generation
- Career High programs
- Partnerships with Olds College and Red Deer College
- Career connections including a grade 9-12 scope and sequence for students
- Career and post-secondary counseling within our schools – career practitioners in schools
- Support for apprenticeship and trade development programs
- Improve transition strategies as students move between grade and schools
- Meeting with students and parents to develop individual graduation plans
- Continuing to provide and enhance summer school programs
- Dual Accreditation Program (High School to post-secondary seamless transition dual credit)
- Off-Campus learning (work experience, knowledge and employability programs, registered apprenticeship, and/or career preparation programs)
- MyBluePrint education planning tool for grades 7-12
- Scholarship and bursary processes
- Partnerships with business and industry
- High School Plus – division wide focus on student learning and growth beyond grade 12 and graduation
- Literacy assessments beginning with grade one students to target those needing support and early intervention
- High School Redesign – strategies to enhance students achievement, students engagement and career planning



#### Did You Know?

Chinook's Edge has Learning Support Teams at work in every school to ensure Learning and Social Emotional Outcomes are defined and supported, so that every student can succeed.

## **OUTCOME ONE - Alberta's students are successful** *(cont...)*

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.3	81.6	82.9	82.9	<b>83.1</b>	<b>Very High</b>	<b>Maintained</b>	<b>Excellent</b>
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.	79.4	79.5	80.1	81.3	<b>81.1</b>	<b>High</b>	<b>Maintained</b>	<b>Good</b>

### **Key Strategies for Continued Success and Improvement**

- Social Emotional Essential Outcomes
- Character Education focus in schools
- Extra-curricular opportunities
- Fundraising for and involvement in charitable and humanitarian projects
- School field trips
- Activities aimed at improving life for others around the globe
- Take Our Kids to Work program for grade 9's
- Global awareness and education
- International exchange programs
- Volunteerism
- Job fairs and post-secondary reviews
- Student leadership programs in schools
- Student government programs in schools to involve students in the decision-making that affects them
- Leadership opportunities (Terry Fox Center in Ottawa, the Forum for Young Albertans, the Forum for Young Canadians)
- Middle school philosophy
- Central Alberta Refugee Effort (CARE) Clubs
- Free the Children / We Day
- Division wide speech contests, science fairs, and heritage fairs provide opportunities for students to demonstrate abilities and efforts.
- CTS pathways & Off-Campus learning (work experience, knowledge and employability programs, registered apprenticeship, and/or career preparation programs)
- MyBlueprint education planning tool
- Expanded school leadership programs
- CTF program of study implementation at middle school



# OUTCOME ONE - Alberta's students are successful (cont...)

## SPECIFIC OUTCOME: Students demonstrate a strong foundation in literacy and numeracy.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the <b>acceptable standard on Provincial Achievement Tests</b> (overall cohort results).	76.4	77.5	75.9	75.4	76.5	80	Intermediate	Maintained	Acceptable	80	80	85
Overall percentage of students in Grades 6 and 9 who achieved the <b>standard of excellence on Provincial Achievement Tests</b> (overall cohort results).	16.0	16.4	15.8	16.1	17.7	16	Intermediate	Improved	Good	18	18	20

### Key Strategies for Continued Success and Improvement

- Quality Learning Environment (QLE) - see page 8
- A division-wide focus on literacy facilitated by a literacy steering committee
- Creation of literacy data tool stored in Dossier
- Education planning process - schools share with each other and the Board
- Instructional leadership focus for school and central office leaders
- Improved analysis of achievement test data
- French Immersion collaboration and support from French Immersion Coordinator
- Balanced assessment practices
- Fall school visits to discuss achievement and results
- New teacher orientation – August
- Learning commons and research focus
- Instructional Media Centre (IMC)
- Transparent school data for all teachers and leaders
- Growth plans – every staff member in the division
- Term-based division administrators
- Learning support teams (LST) in every school
- Essential Outcome Work grade K-12
- Assistive technology available to support students

#### Did You Know?

Upwards of 250 students of first Nations, Métis and Inuit heritage from across our division gathered for a day of learning, networking and celebrating their culture at the first-ever Chinook's Edge Indigenous Youth Conference.



## OUTCOME TWO - The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	61.5	60.2	72.5	64.3	68.9	80	Low	Maintained	Issue	85	85	90
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).	6.3	6.4	10.5	10.5	8.9	12	Very Low	Maintained	Concern	14	14	16
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	78.4	74.4	80.4	90.5	83.2	85	Intermediate	Maintained	Acceptable	90	90	90
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	13.7	7.7	3.9	14.7	15.9	14	Intermediate	Maintained	Acceptable	16	16	18

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	63.5	68.1	62.6	65.8	61.7	70	Low	Maintained	Issue	70	75	75
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	7.3	5.9	2.9	5.8	7.2	5.0	Low	Maintained	Issue	4.5	4.0	4.0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	58.8	30.0	23.7	38.4	47.8	60	Intermediate	Improved	Good	65	70	70
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	37.3	45	n/a	n/a	n/a	50	55	55
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	21.2	38.3	31.3	31.8	27.4	35	Very Low	Maintained	Concern	40	45	45

### Key Strategies for Continued Success and Improvement

- Analysis of achievement tests and diploma exams for all FNMI students. Data is shared with all schools.
- School identification and tracking of FNMI students in terms of their progress and needs. (Dossier)
- Implementation of appropriate individual programs for FNMI identified students to meet specific needs.
- 0.1 FTE FNMI Coordinator, FNMI Steering Committee, and key FNMI contacts at each school.
- Indigenous Youth Conference
- Partners with ARPDC in the Provincial First Nations, Metis and Inuit Professional Learning Project (ended June 2016)
- Aligning curriculum outcomes with FNMI resources
- Increasing aboriginal content and resources in libraries, in our Instructional Media Centre, and on our website – central coordination for resources.
- Accessing the Central Alberta Regional Consortium for support for schools.
- Creating a database of cultural programs and presentations available for schools.
- Success in Schools for Children/Youth in Care.
- Healthy Schools Grant support for visual representations

# OUTCOME THREE - Alberta's education system is inclusive

## OUTCOME: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
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.	88.8	88.1	89.3	90.0	89.5	Very High	Maintained	Excellent

### Supports For Every Learner

- High level of support for students with unique, diverse and complex learning needs
- Learning support teachers (LST) in every school.
- Response to Intervention Processes
- Continuum of Supports
- Coordinated Specialized Support Services (SLP, OT, PT, Nurse, Psychologists, Deaf and Hard of
- Hearing Consultants and Vision Consultants)
  - Central Alberta Regional Collaborative Service Delivery (CA RCSD)
  - Private Contracted Services (SLP, OT, Psychology)
- Horizon Alternate School for students with a broad range of developmental, social-emotional and mental health needs
- Family School Wellness Workers in all schools
- Educational assistants supporting students in their learning
- Pre-kindergarten programs in Olds, Sylvan, Didsbury and Penhold
- STEPS programs in Olds, Innisfail and Sylvan Lake
- Individual program plan (IPP) development
- Success in Schools for Children/Youth in Care
- Assistive technology for students
- Student Services Liaison support for every school
- Safe and Caring Schools Committee
- Social Emotional Learning Framework
- Violence Threat Risk Assessment (VTRA) Support
- Nonviolent Crisis Intervention Support
- Partnerships with Alberta Health Services, Central Alberta Child and Family Services Authority, RCMP, and Family Community Support Services (FCSS) in our municipalities and communities
- Youth Empowerment Supports (YES) program in Olds and Didsbury
- Mental Health First Aide Support
- Equinox (partnership with Vantage Community Services)
- Grimmon House (partnership with Calgary Boys and Girls Club)



## **OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.**

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	79.5	80.4	78.0	78.9	78.0	80	Intermediate	Declined	Issue	81	82	83

- Division-wide implementation of Response to Intervention
- Professional learning guides for leaders, teachers, and support staff
- Mentorship programs
- Three-year teacher mentorship program
- Instructional leadership focus.
- Evidence based hiring
- Crucial confrontations training for leaders
- Aspiring leaders program (in collaboration with 6 school divisions)
- Developing Leaders Program for new administrators
- Our CESD focus on improvement – see graphic below:

### **Did You Know?**

Chinook's Edge was proud to celebrate an Alberta Education 'Excellence in Teaching Award' recipient again this year!



- Academic focus
- Fine Arts (Music, Band, and Drama)
- Kiwanis Music Festivals
- Career and technology studies – all strands
- Career and technology Foundations - implementation
- Physical activity, athletics, health and wellness
- Daily physical activity (30 minutes each day)
- Learning support teams (LST) in every school
- Character education focus for all schools
- Focus on digital citizenship
- Community Learning Campus (CLC) programs
- Use of student owned devices
- Adequate hardware and software for learning
- CESD division-wide focus on learning commons
- Collaborative focus using the Google Platform
- Implementation of CTF (Career and Technology Foundations) in grades 5-9
- Technology renewal for students and teachers as well as classroom environments
- Safe, secure and reliable wireless access to local and wide area networks
- Supports for English as a Second Language (ESL) learners
- French Immersion Programming

### **Did You Know?**

Chinook's Edge holds a four-day New Teacher Orientation each year, which is part of what is considered to be one of the most extensive mentorship programs in the province. Our division has structured multiple methods for ongoing mentorship and collaboration, ensuring that our best skills and professional development opportunities are shared extensively.

# **OUTCOME FIVE: The education system is well governed and managed**

## **OUTCOME: The education system demonstrates collaboration and engagement.**

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	79.3	79.4	79.0	82.2	<b>78.9</b>	High	Maintained	Good
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.3	90.1	89.8	90.2	<b>90.4</b>	Very High	Maintained	Excellent

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
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.	81.5	81.4	80.6	83.5	<b>83.0</b>	Very High	Improved	Excellent

### **Key Strategies for Continued Success and Improvement**

- Relationships Matter / Division Committees. Opportunities for all stakeholders to collaborate and share feedback to division leaders through the following committees:
  - Parents Matter
  - Teachers Matter
  - Students Matter
  - Support Staff Matter
- Parent-teacher-student interviews, conferences, and portfolio-walks
- Report cards and portfolios to track student progress
- Open houses for parents and the community
- Parent volunteers welcomed in all schools
- School council meetings
- Parents invited to a variety of educational in-services
- PowerSchool access for parents and students
- Website upgrades for Chinook's Edge and our schools
- Central Office Leadership Team (COLT) visits to schools – 'COLT Roadshows' and 'Connecting with COLT'
- Satisfaction surveys for students, parents, and staff.
- Pilot of Outcome Based Reporting Tool
- Safe and Caring Schools Committee
- Superintendent's Survey



# 2015-2016 Financial Summary

## Overview

- The 2015-2016 Audited Financial Statement was approved by the Board in November 2016.
- The following table provides a brief summary of our financial results for the past two years:

### Summarized Statement of Revenue, Expense and Accumulated Reserves for the Year Ended August 31

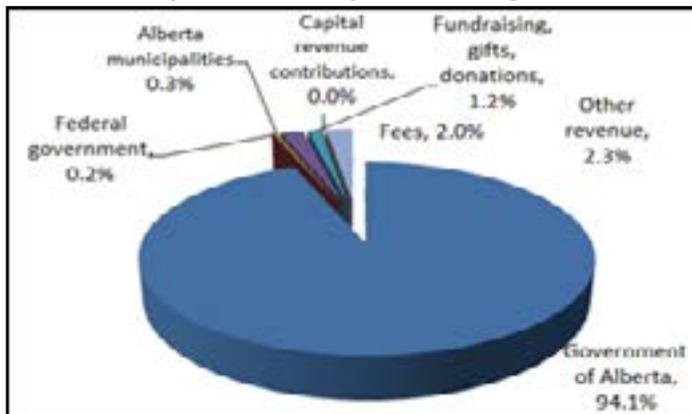
	2015 (000's)	2016 (000's)
Revenue (Exhibit I)	\$ 124,530	\$ 128,743
Expenses (Exhibits II)	125,628	128,544
Excess of expenses over revenue for the year	(1,098)	199
Operating funds used for capital purposes	(1,737)	(2,056)
Net amortization (non-cash)	2,043	2,005
Accumulated operating, capital, and unrestricted reserves:		
Beginning of year	5,242	4,450
End of year	<u>\$4,450</u>	<u>\$4,598</u>

## Revenue and Expenses

<u>Revenue – By Source</u>			<u>Expenses – By Program</u>		
Government of Alberta	94.1%	\$121,121,022	Instruction (1 - 12)	72.7%	\$93,047,617
Federal government	0.2%	242,521	Facility operations & maintenance	12.2%	15,429,230
Alberta municipalities	0.3%	344,197	Transportation	5.2%	6,713,374
Fees	2.0%	2,536,945	ECS	5.0%	6,694,089
Fundraising, gifts, donations	1.2%	1,487,935	Board & System administration	3.3%	4,363,606
Other revenue	2.3%	3,010,159	Other	1.6%	2,295,650
<b>TOTAL</b>	<b>100.0%</b>	<b>\$128,742,779</b>	<b>TOTAL</b>	<b>100.0%</b>	<b>\$128,543,566</b>

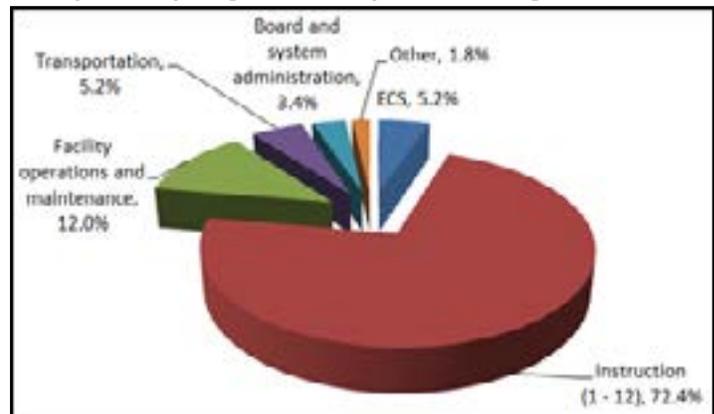
### Exhibit I

Revenue by Source for the year ended August 31, 2016



### Exhibit II

Expenses by Program for the year ended August 31, 2016



## For More Information

- Our 2015-2016 Audited Financial Statement is available online at: [www.chinooksedge.ab.ca/Publications.php](http://www.chinooksedge.ab.ca/Publications.php)
- For additional information on the Financial Summary or detailed information on sources of school-generated funds and their uses, please contact Susan Roy, Treasurer at 403-227-7070.

# 2016-2017 Operating Budget

## Overview

- Chinook’s Edge has budgeted 3.3% for Board and System Administration, well below the allowance of 3.6%.
- The 2016-2017 Operating Budget was approved by the Board in June 2016.
- The following table provides a brief summary of projections:

## Revenue, Expense and Accumulated Reserves Projections

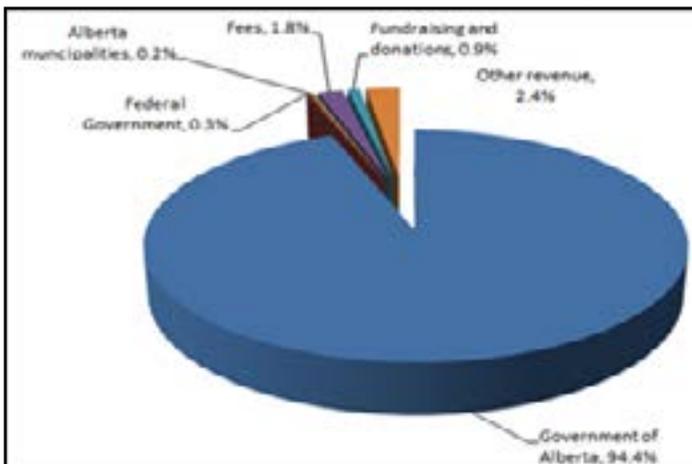
	<b>2016-2017</b>
Revenue (Exhibit I)	\$127,957,108
Expenses (Exhibits II)	127,804,521
Excess of expenses over revenue for the year	152,587
Operating funds used for capital purposes	(1,280,000)
Net amortization (non-cash)	1,774,345
Accumulated operating, capital, and unrestricted reserves:	
Beginning of year	4,572,539
End of year	\$5,219,471

## Revenue and Expenses

<b>Revenue – By Source</b>			<b>Expenses – By Program</b>		
Government of Alberta	94.4%	\$120,835,551	ECS	5.0%	\$6,400,000
Federal government	0.3%	332,748	Instruction (1 - 12)	73.6%	93,374,011
Alberta municipalities	0.2%	305,410	Facility operations and maintenance	12.3%	15,741,755
Fees	1.8%	2,284,834	Transportation	5.2%	6,612,005
Fundraising, gifts, donations	0.9%	1,152,701	Board and system administration	3.3%	4,260,217
Other revenue	2.4%	3,045,864	Other	1.1%	416,533
<b>TOTAL</b>	<b>100%</b>	<b>\$127,957,108</b>	<b>TOTAL</b>	<b>100%</b>	<b>\$126,891,286</b>

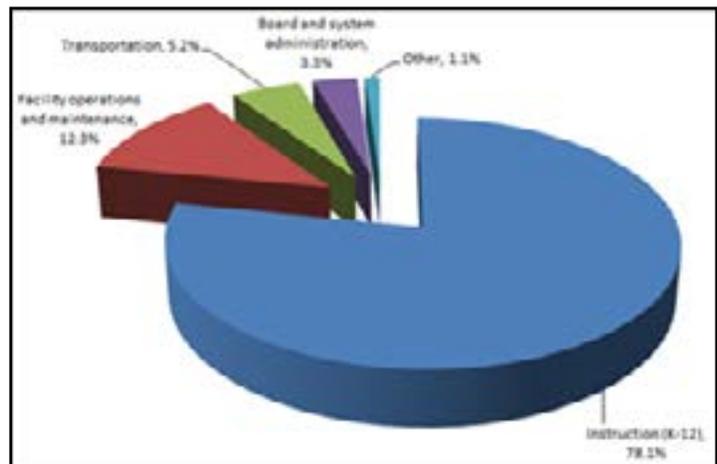
**Exhibit I**

Revenue by Source for the year ended August 31, 2016



**Exhibit II**

Expenses by Program for the year ended August 31, 2016



## For More Information

- Our 2016-2017 Operating Budget is available online at: [www.chinooksedge.ab.ca/Publications.php](http://www.chinooksedge.ab.ca/Publications.php)
- Contact Susan Roy, Treasurer at 1-403-227-7070.

## Facility and Capital Projects

The Board of Education for Chinook's Edge School Division No. 73 has approved its Three Year Capital Facility Plan that includes new school construction as well as major modernizations of existing schools.

The following projects are currently in progress:

- École John Wilson Elementary School in Innisfail – An upgrading of the heating and ventilation system and an interior modernization. Expected completion date is June 2017.

### For More Information

- Our 2016-2019 School Capital Plan is available online at: [www.cesd73.ca/Publications.php](http://www.cesd73.ca/Publications.php)
- Contact Shawn Russell, Associate Superintendent - Corporate Services at 1-403-227-7070.

## Collaboration and Communication with Stakeholders

The Chinook's Edge School Division No. 73 Three-Year Education Plan and the Annual Education Results Report is posted on the website at [www.cesd73.ca/Publications.php](http://www.cesd73.ca/Publications.php). Copies are also sent to all school councils and school principals.

In addition, the following strategies are used to communicate and collaborate with our stakeholders:

- **Education Planning** – School leaders create their school education plans collaboratively with staff, school council, other school leaders, the Board, and our central office leadership team. All plans and school data are available on school websites.
- **Parental Feedback** – School and division leaders use a wide variety of tools to collect feedback from parents. These include, but are not limited to, focus groups, online surveys, parent interviews, special event entrance/exit questionnaires, course evaluation forms, and school council meetings. In addition, our division-wide Parents Matter Committee provides parents from across the division with opportunities to dialogue with the Board and Central Office leaders.
- **Everyone Matters** – Several committees exist to allow central office leaders and trustees to hear from stakeholders: Teachers Matter, Students Matter, Support Staff Matter, Parents Matter, and Division Office Staff Matter.
- **Division Communications** – Staff Newsletters, Community Newspapers, Media Releases, Board Highlights, Division and School Websites, Twitter, Facebook, communications with local media, communication support to schools, new Webcast video messaging.



## Transportation

Our Transportation Services department works closely with parents and the Board to provide safe transportation to approximately 5,000 students each year. We are proud of our bus drivers and transportation staff who provide high levels of service to our students.

Recent highlights and successes from Transportation Services include:

- 7 new buses were purchased this school year with funding help from the Board.
- New routes in Sylvan Lake were developed to accommodate the boundary changes and the opening of Beacon Hill Elementary School
- Budget continues to be a challenge with an anticipated deficit of over \$500,000.00 for the current school year
- An increasing desire for in town busing in larger communities is proving to be a challenge within the funding framework provided for transportation
- Collaborative Partnership with Red Deer Catholic Regional Schools focused on providing shared transportation.

### For More Information

- Visit Transportation Services online at: [www.cesd73.ca/Contact%20Transportation%20Services.php](http://www.cesd73.ca/Contact%20Transportation%20Services.php)
- Contact Shawn Russell, Associate Superintendent – Corporate Services at 1-403-227-7070.

## Trends, Issues and Challenges

The following trends and issues continue to create challenges for Chinook's Edge School Division No. 73. The Board and Superintendency team have made Alberta Education aware of these challenges and will continue to work collaboratively with the Province to discuss solutions and strategies in the upcoming years.

- **Inclusive Education** – Over the past number of years, it has become very apparent that the needs of our students who make up our classrooms have been increasing. These increased needs require professional development for staff, access to specialized consultants from the division/region, trained support staff, collaborative partnerships, and time for teachers to plan, develop and meet about individualized student support plans. All of these additional supports require school divisions to have adequate access to resources and funding from the province. While we appreciate the funding we receive for inclusive education, we want to be sure the province is aware the expenditures to ensure appropriate and reasonable supports are in place do not match the funding allocation provided. We trust the funding allocation model will be reviewed and revised so the funding adequately supports the costs for providing high quality inclusive education in Alberta.
- **Transportation** – The transportation needs and expectations of our students and parents continue to exceed the resources made available to Chinook's Edge School Division No. 73. Increases to the cost of fuel have not been funded accordingly for the last five years. In addition, the lack of adequate funding along with the increased demand for our limited resources has made it difficult to evergreen our bus fleet. As such, the foreseeable future looks bleak for capital replacement. Implementation of the Carbon Levy may bring a fiscal challenge in the near future. Finally, there has been a substantial increase to the demand for urban busing without government funding. Overall, Transportation Services faces major shortages in budget areas such as staffing, capital, and other operational costs.
- **Facilities** - As community populations continue to increase, we face challenges with enrolments over school capacity. While we have been able to manipulate our school grade configurations, it is becoming increasingly evident that our facilities must be a priority.

## Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. Chinook's Edge School Division did not have any disclosures this year, therefore, there is nothing to report.