



**SCHOOL AUTHORITY 9140:
West Island College Society of Alberta**

Combined Annual Three-Year
Education Plan and
Annual Results Report (AERR)

November 30, 2019

Message from the Board Chair (optional)

Message from the Board Chair

The 2018-2019 school year was marked by both change and continuity for West Island College. Ms. Chantal Gionet successfully completed her first year as our Head of School. Chantal and her leadership team remain committed to the College's mission, vision and values and to leading our exceptional team of administrators and educators as we collectively deliver on the promise to our families to provide an outstanding university preparatory program focused on academic excellence, combined with a wide array of co-curricular programs and activities designed to inspire and challenge our outstanding students.

West Island College continues to be one of the strongest performing schools in Alberta, ranking fifth within the most recent Fraser Institute annual rankings. The largest cohort of students in our history successfully challenged Advanced Placement exams, consistently achieving scores above provincial and global averages, and our students received numerous awards and scholarships from a broad cross-section of leading Canadian universities.

Our community is defined by a culture of caring, curious and diverse learners passionately engaged in the pursuit of real world, relevant learning experiences through participation in the extensive co-curricular programs offered at WIC. Our highly innovative Institute Program, which offers our students the opportunity to explore their interests in business, health sciences, engineering, liberal arts or the fine arts provides real world, in-the-field learning experiences. Our students are global ambassadors, travelling this past year to Japan, Brazil, Tanzania, Vietnam and New York. These trips help our students become citizens of the world and in many cases include impactful service-learning opportunities, working with local students and lending their energy to impactful volunteer projects in country. Students can also participate in a multitude of activities and program offerings through our International Language options, our wonderful theatre and music programs, our Outdoor Education program, our highly successful Athletics Programs or by joining one or more of the 30 clubs and service activities available throughout the school year.

For the fiscal year ended August 31, 2019 we again enjoyed a modest annual operating surplus while making investments in our physical plant including the creation of highly innovative learning and collaboration spaces, reducing our debt and supporting our team of master teachers through ongoing professional development opportunities that help them continue their personal growth and ensure our teaching teams remain at the cutting edge of pedagogical developments. Through their creativity, dedication and commitment our teaching and administrative team is the backbone of our success and the foundation which enables us to provide a richly diverse learning experience dedicated to the whole student.

I would like to sincerely thank our Head of School and our exceptional faculty and staff for the unwavering commitment to the success of our students and to ensuring that we provide a safe, caring learning environment. Finally, I would like to also sincerely thank my fellow Board Members who volunteer their time, energy, resources and expertise with the shared goals of ensuring strong governance, the rigorous pursuit of our strategic plan, and the continued long-term success of West Island College.

Ross Bentley
Chair of the Board

Message from Head of School

At West Island College, relationships are at the heart of everything that we do. We strive to provide a safe, supportive and inclusive learning environment where people feel connected, valued and have pride in the College. We believe in high standards, character education, developing the whole student and preparing young people to be successful in post-secondary studies and in life.

We provide a rigorous academic program and encourage students to be critical and creative thinkers who possess an entrepreneurial and innovative mindset. We have integrated human centred design thinking, project-based and problem-based learning into our programs. We educate the whole student and strive to personalize each student's educational experience by providing breadth and depth of curricular and co-curricular programs, as well as unparalleled real-world learning opportunities.

Our Professional Learning framework ensures continuous professional growth and development for our teachers. We continue to invest in leading-edge research and professional development opportunities within and outside of the College.

Providing a 21st century learning environment is critical to foster and develop in our students the competencies, skills and habits of mind to prepare them to be successful now and in the future. During the summer of 2019, we created new modern and versatile learning spaces that are inspiring and equipped with state-of-the-art technology, equipment, tools, resources, and versatile furniture to support 21st century learning, computational thinking, engineering projects and robotics. We added two student break-out collaborative spaces, a new innovation and design lab, two new modern classrooms, and modernized several classrooms with versatile furniture and cutting edge technology to support student collaboration, creativity and real-world learning.

Our students are well-rounded, have great school pride and excel in academics, athletics, co-curricular offerings and give back to community. Their academic performance results speak to the success of our programs and our outstanding faculty. Our strong results in Advanced Placement course offerings are impressive. In 2019, 88 students wrote 131 AP exams and continued to achieve at a level far greater than the provincial and global levels. Overall, WIC students scored 4.1 out of 5 on average. Comparatively the Canadian average score was 3.57 and the global average score was 2.93. These are some examples of the excellent academic results in this report. We are so proud of the graduates of 2019 who received admission offers from the universities of their choice and received \$400,000 in university scholarships. Our 2019 graduates are currently attending over 16 post-secondary institutions across Canada.

In March 2019, 124 students and 19 staff travelled to the destinations offered through our International Studies Program – Japan, Tanzania, Vietnam and Brazil. While travelling, our students completed 2,150 hours of community service work - 400 hours in Brazil, 550 hours in Vietnam and 1200 hours in Tanzania. These community engagement opportunities provide invaluable learning opportunities for our students, developing empathy and a sense of shared humanity. Students deepen their understanding and appreciation of different cultures, traditions and local social issues faced by people from a global context.

We continue to enrich our academic program by integrating coding, Design Thinking and STEAM into our core curriculum. We broadened our outdoor education program to provide more choice to our Senior students and continue to provide more choice in our Focus Friday program, to name only a few.

West Island College is a dynamic place to learn, teach and work. Our students thrive in their learning; they are inspired, supported and challenged to be their best selves and to reach their full potential. This would not be possible without our incredible teachers and staff who bring passion, expertise and care to their work with students every day.

West Island College has a great reputation for academic excellence, innovation and a strong sense of community. We are proud of providing our students with pioneering programs and unparalleled real-world learning opportunities such as our Institutes (Engineering, Business, Health

Sciences and Liberal Arts), Focus Friday and International Studies programs. These options are unique to WIC and differentiate us from other schools.

We strive to unleash the potential of passionate and creative problem solvers, ready to contribute to a better world as future leaders, innovators and active global citizens who make a difference in their respective communities.

Chantal Gionet
Head of School & CEO

Accountability Statement for the Combined Annual Education Results Report and Three-Year Education Plan

The Annual Education Results Report for the 2018-19 school year and the Three-Year Education Plan commencing September 1, 2019 for West Island College were prepared under the direction of the Board in accordance with its responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*.

This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2018/19 school year and the Three Year Education Plan for 2019/ 2022 on January 28, 2019.

Foundation Statements (optional)

Our Purpose

We unleash the potential of passionate and creative problem solvers, ready to contribute to a better world.

Our Promise

We challenge, inspire and support one another as we imagine and create our best futures.

Our Commitments

Creativity

Together WIC students and faculty build a powerful culture of creativity that is without boundaries. We are critical thinkers who challenge ideas, pave new paths and encourage inventiveness whenever possible.

Connection

As a close-knit community, we know and care about each other. We foster an environment where students can feel supported while building their futures.

Confidence

WIC students are ready for the challenges and opportunities life presents them. They grow strong, self-assured and motivated by each WIC experience. Through academic rigour and a supportive environment, our students become resilient problem-solvers who believe they can and will achieve what they set out to do.

Our Manifesto

At WIC...

**You can be strong and sure of who you are and what you can do.
You can be brave, exploring outside of your comfort zone.
You can fail without fear, knowing there's a whole community behind you.
You can be inventive, outrageous, playful and fun.
You can be gentle, thoughtful and introspective.
You can learn without limits and wonder without walls.
You can be part of something bigger – a team, a family, a community.
You can be the most authentic version of you.
You can be fierce in your path, wherever it takes you.
You can be anything, because at WIC, it's your future to own.**

Be Bold. Be Brave. Be Ready.

Own Your Future

A Profile of the School Authority (optional)

West Island College is a premier, independent, university preparatory school located in the southeast quadrant of the City of Calgary. The College is a co-educational, bilingual day school for high achieving students. Since its founding in 1982, West Island College has gained a reputation for outstanding academic achievements, community service, and personal development of each student, and success in post-secondary and the world of work. The College attracts students from the entire city, and from locations as distant as Okotoks, Bragg Creek and Cochrane.

At West Island College, incredible opportunities happen every day in an environment where learning is tailored to each individual student; where relationships are nurtured through effective teamwork and collaboration; and where students are immersed in a community of enthusiastic learners. West Island College emphasizes respect, responsibility and citizenship. We believe that inspiring our students to pursue excellence in academics, leadership, athletics and global awareness prepares them for success in the future. In addition to exceptional teachers, an Advanced Placement Program, outstanding athletics, small class sizes and an extensive co-curricular program with leadership opportunities, WIC offers courses in French (Immersion or Second Language), Spanish and an International Languages Certificate. From our International Studies program and authentic student leadership opportunities, to Outdoor Education and WIC's Business, Health Sciences, Engineering, Fine Arts, and Liberal Arts Institutes, students are challenged to go beyond their comfort zones and discover what experiential learning really means.

The current enrollment is 565 students in small class sizes from Grade 7 to 12. The website at www.westislandcollege.ab.ca provides more detailed information. Historically, between 98 to 100 per cent of WIC graduates transition to post-secondary education. Students are selected to attend WIC on the basis of their performance on standardized entrance tests where average intellectual potential and skill acquisition, as a minimum, must be demonstrated. In addition, students must display social maturity commensurate with their age at the time of testing. This maturity is evaluated during a personal interview and through guided letters of reference. West Island College is a student- centered educational organization.

Summary of Accomplishments (optional)

A Brief History of the College

West Island College was founded in 1974, in response to the need for an academic program dedicated to preparing students for post-secondary studies and for the reality of contemporary Canadian society. The first campus was established in Pointe-Claire, Quebec, and subsequently moved to Dollard-des-Ormeaux, Quebec, situated in the West Island region of Montreal.

Throughout the College's history, it has met with outstanding success in each of its pursuits and this is substantiated by the College's rapid growth. From a modest genesis of 40 students, the Montreal campus now accommodates 550 students in a state-of-the-art facility. With an ongoing commitment to the development of the whole child, West Island College embarked on an ambitious program of expansion. In 1982, West Island College of Alberta opened in Calgary. From a group of 39 students, the Calgary College now boasts a population of 565 students.

West Island College Calgary recognizes the need for a well-rounded educational experience. Through the Outdoor Education program, French Immersion and Spanish as a Second Language program, the International Studies Program, the Business Institute, Health Sciences Institute, Engineering Institute, Liberal Arts Institute, the Wolves' Den Speaker Series, and rigorous academic programming including Advanced Placement, the College is actively involved in the pursuit of excellence at home and across the globe. Through the years, these opportunities have expanded to include the Sailing Educational Adventures (SEA) Program, the Marine Biology Studies at Bamfield, University Campus Tours, Band Camp, a field study to the New York Financial District and Silicon Valley in California, the DELF (Diplôme d'études en langue française), the DELE (Diploma de Española Lengua Extranjera) and a junior school French immersion trip to Quebec City.

In June of 2018, West Island College Calgary appointed its third Head of School, Mme. Chantal Gionet. In Fall of 2018, a bridge strategic plan was established, which will guide the College's work through the 2018/19 and 2019/20 academic year. During the Fall of 2019, WIC welcomed an accreditation visiting committee from the Canadian Accredited Independent Schools, who evaluated the College against our internal report and a set of 12 national standards. Concurrently, the College has undertaken a consultative strategic planning process to establish its strategic direction for the next decade.

Combined 2019 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure	West Island College			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	92.9	95.1	94.6	89.0	89.0	89.3	Very High	Declined	Good
Student Learning Opportunities	Program of Studies	88.8	90.5	90.8	82.2	81.8	81.9	Very High	Declined	Good
	Education Quality	93.8	95.8	95.6	90.2	90.0	90.1	Very High	Declined	Good
	Drop Out Rate	0.1	0.5	0.2	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	94.7	97.2	96.7	79.1	78.0	77.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	95.5	95.5	96.3	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	42.3	50.6	48.4	20.6	19.9	19.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	97.7	95.9	96.2	83.6	83.7	83.1	Very High	Maintained	Excellent
	Diploma: Excellence	59.1	58.2	52.1	24.0	24.2	22.5	Very High	Improved	Excellent
	Diploma Exam Participation Rate (4+ Exams)	86.8	92.6	92.2	56.3	55.7	55.1	Very High	Declined	Good
	Rutherford Scholarship Eligibility Rate	100.0	100.0	100.0	64.8	63.4	62.2	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	34.3	50.6	46.5	59.0	58.7	58.7	Very Low	Declined	Concern
	Work Preparation	91.7	95.0	94.9	83.0	82.4	82.6	Very High	Declined	Good
	Citizenship	88.2	92.7	93.1	82.9	83.0	83.5	Very High	Declined Significantly	Acceptable
Parental Involvement	Parental Involvement	86.4	88.8	89.6	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	83.8	89.6	88.8	81.0	80.3	81.0	Very High	Declined Significantly	Acceptable

Notes:

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

Combined 2019 Accountability Pillar First Nations, Métis and Inuit Summary (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure	West Island College (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	*	*	n/a	5.4	4.8	5.6	*	*	*
	High School Completion Rate (3 yr)	*	n/a	n/a	56.6	53.3	52.4	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	*	n/a	54.0	51.7	51.9	n/a	n/a	n/a
	PAT: Excellence	n/a	*	n/a	7.4	6.6	6.5	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	*	n/a	77.2	77.1	76.7	n/a	n/a	n/a
	Diploma: Excellence	n/a	*	n/a	11.4	11.0	10.6	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	*	n/a	n/a	24.6	24.4	22.3	*	*	*
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	37.1	35.9	34.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	n/a	n/a	34.2	33.0	32.8	*	*	*
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

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

Measure Evaluation Reference (Optional)

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	94.6	97.1	96.4	95.5	95.5		Very High	Maintained	Excellent			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	46.4	45.6	49.1	50.6	42.3		Very High	Maintained	Excellent			

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.

West Island College is very pleased with the results and in these two areas. The College takes seriously the importance of ensuring all students, at all ages are reaching the emotional, social, intellectual and physical milestones at each stage of the educational journey. WIC promotes and acts upon the academic, emotional, physical and social potential of its members within an ethical community. The programs, faculty and resources are available address the multiple needs of students to ensure that each child benefits from a balanced, holistic education. A rigorous academic program infused with enrichment and experiential learning is foundational to the WIC education.

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.

1. Further develop the vertical integration of foundational technology skills from Grade 7 to 12.
2. Capitalize on the partnership with STEM Learning Labs to create a “Culture of Innovation” at WIC and further develop student skills around design, critical and creative thinking.
3. Expand the use of MyBlueprint learning inventories to assist students in understanding who they are as learner.

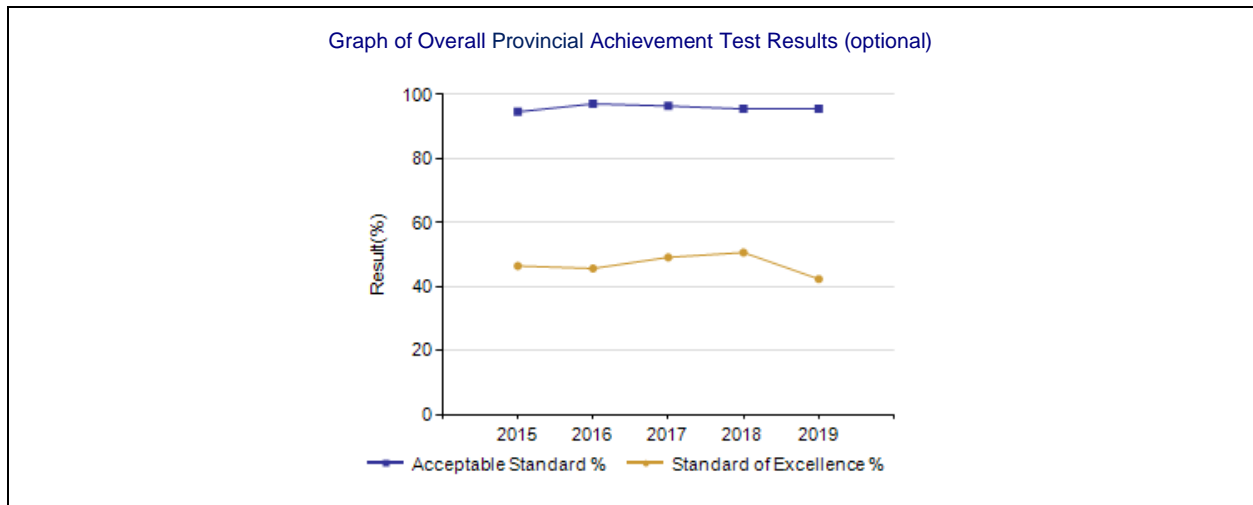
- Notes:
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 4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Provincial Achievement Test Results – Measure Details (OPTIONAL)

		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	97.5	41.8	97.5	46.9	96.5	37.4	98.2	54.1	96.2	40.4		
	Authority	97.5	41.8	97.5	46.9	96.5	37.4	98.2	54.1	96.2	40.4		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
French Language Arts 9 année	School	100.0	37.5	100.0	25.0	94.1	52.9	95.5	31.8	96.9	31.3		
	Authority	100.0	37.5	100.0	25.0	94.1	52.9	95.5	31.8	96.9	31.3		
	Province	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3		
Mathematics 9	School	94.9	57.0	95.1	50.6	95.7	55.7	87.4	43.2	91.3	35.6		
	Authority	94.9	57.0	95.1	50.6	95.7	55.7	87.4	43.2	91.3	35.6		
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0		
Science 9	School	92.4	41.8	98.8	42.0	95.7	46.1	98.2	54.1	96.2	46.7		
	Authority	92.4	41.8	98.8	42.0	95.7	46.1	98.2	54.1	96.2	46.7		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
Social Studies 9	School	92.4	46.8	96.3	46.9	98.3	56.5	98.2	55.0	98.1	50.0		
	Authority	92.4	46.8	96.3	46.9	98.3	56.5	98.2	55.0	98.1	50.0		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		

Notes:

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



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	95.5	96.2	96.5	95.9	97.7		Very High	Maintained	Excellent			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	57.8	51.2	46.9	58.2	59.1		Very High	Improved	Excellent			

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.

The College takes seriously the importance of ensuring all students, at all ages are reaching the emotional, social, intellectual and physical milestones at each stage of the journey. The programs, faculty and resources available address the multiple needs of students to ensure that each child benefits from a balanced, holistic education. A rigorous academic program infused with enrichment and experiential learning is foundational to the WIC education.

Preparing students for life beyond high school is the core of the work we do. Our Purpose: We unleash the potential of passionate and creative problem solvers, ready to contribute to a better world. And Our Promise: We challenge, inspire and support one another as we imagine and create our best futures provides the framework for the decisions we make and the work we do.

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.

1. Expanded use of myBlueprint in the College to engage students in their own career/portfolio planning will be embedded in the Teacher Advisory Program.
2. Enhance the Focus Friday Program to expand unique enrichment opportunities for students embedded in the timetable. Partnerships with outside organizations, alumni and student led initiatives have been good additions.

Notes:

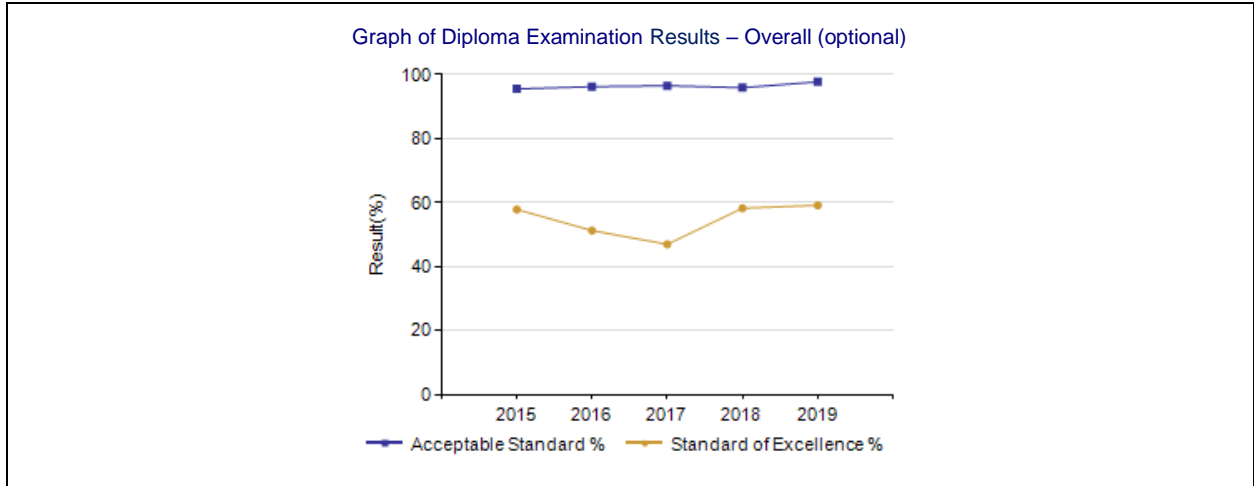
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Examination Results – Measure Details (OPTIONAL)

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	98.5	54.5	100.0	50.7	100.0	44.1	96.9	52.3	100.0	47.6		
	Authority	98.5	54.5	100.0	50.7	100.0	44.1	96.9	52.3	100.0	47.6		
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3		
French Lang Arts 30-1	School	100.0	33.3	100.0	20.0	*	*	*	*	100.0	0.0		
	Authority	100.0	33.3	100.0	20.0	*	*	*	*	100.0	0.0		
	Province	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1		
Mathematics 30-1	School	96.4	57.1	89.5	40.8	92.5	43.0	93.3	61.1	96.4	71.4		
	Authority	96.4	57.1	89.5	40.8	92.5	43.0	93.3	61.1	96.4	71.4		
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		
Social Studies 30-1	School	93.9	59.1	100.0	53.1	100.0	50.8	97.2	52.8	100.0	48.8		
	Authority	93.9	59.1	100.0	53.1	100.0	50.8	97.2	52.8	100.0	48.8		
	Province	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0		
Biology 30	School	94.7	59.2	96.9	42.2	96.9	50.0	95.9	64.4	94.7	68.0		
	Authority	94.7	59.2	96.9	42.2	96.9	50.0	95.9	64.4	94.7	68.0		
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5		
Chemistry 30	School	97.4	66.7	94.7	71.9	95.7	50.0	95.6	75.6	97.0	71.2		
	Authority	97.4	66.7	94.7	71.9	95.7	50.0	95.6	75.6	97.0	71.2		
	Province	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5		
Physics 30	School	88.2	55.9	94.5	58.2	93.9	48.5	97.3	43.2	97.0	66.7		
	Authority	88.2	55.9	94.5	58.2	93.9	48.5	97.3	43.2	97.0	66.7		
	Province	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5		

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



Notes:

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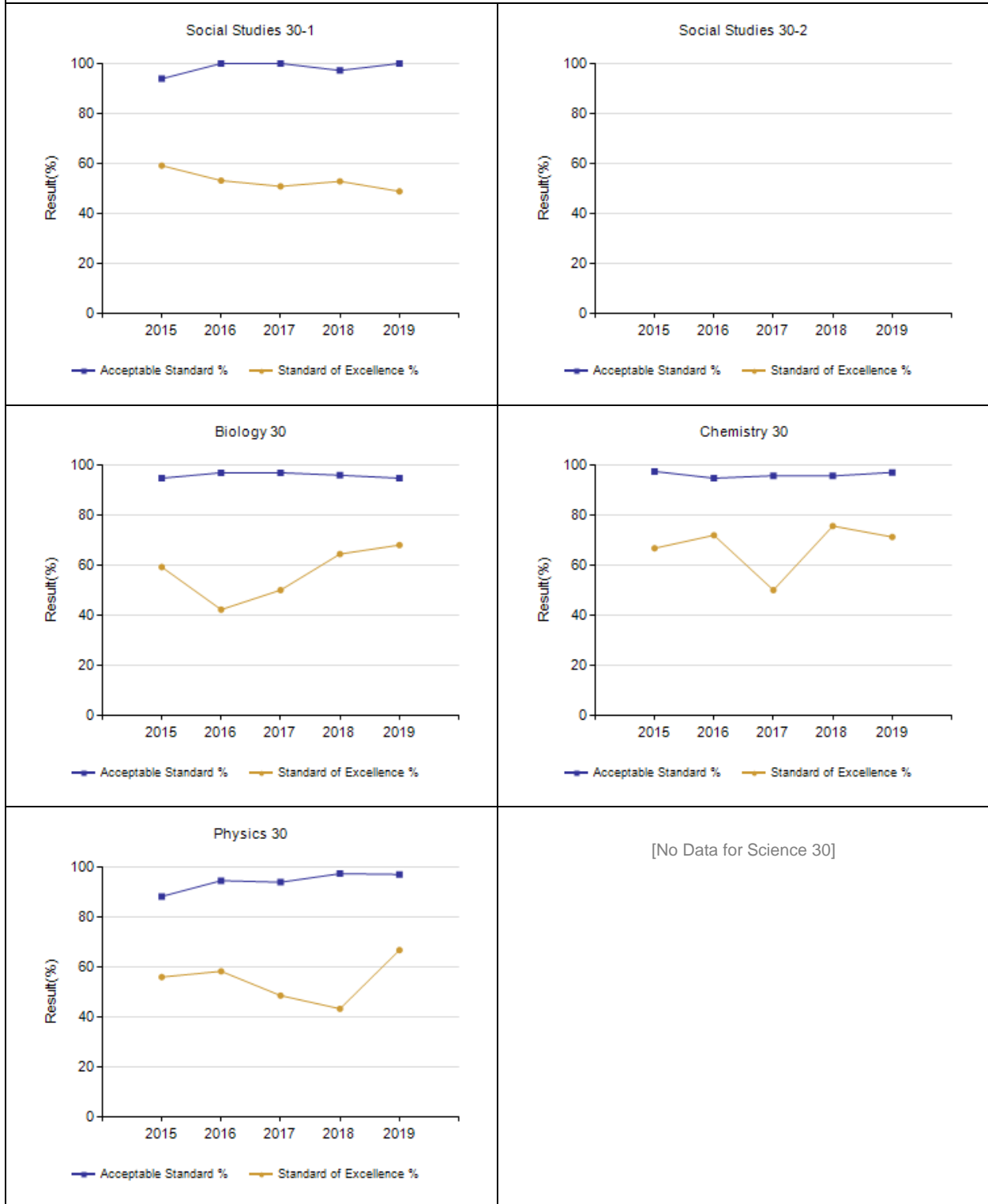
Diploma Examination Results by Course (optional)

<p style="text-align: center;">English Lang Arts 30-1</p> <table border="1"> <caption>English Lang Arts 30-1 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>98</td> <td>54</td> </tr> <tr> <td>2016</td> <td>100</td> <td>50</td> </tr> <tr> <td>2017</td> <td>100</td> <td>44</td> </tr> <tr> <td>2018</td> <td>97</td> <td>52</td> </tr> <tr> <td>2019</td> <td>100</td> <td>48</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2015	98	54	2016	100	50	2017	100	44	2018	97	52	2019	100	48	<p>[No Data for English Lang Arts 30-2]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2015	98	54																	
2016	100	50																	
2017	100	44																	
2018	97	52																	
2019	100	48																	
<p style="text-align: center;">French Lang Arts 30-1</p> <table border="1"> <caption>French Lang Arts 30-1 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>100</td> <td>33</td> </tr> <tr> <td>2016</td> <td>100</td> <td>20</td> </tr> <tr> <td>2017</td> <td>100</td> <td>0</td> </tr> <tr> <td>2018</td> <td>100</td> <td>0</td> </tr> <tr> <td>2019</td> <td>100</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2015	100	33	2016	100	20	2017	100	0	2018	100	0	2019	100	0	<p>[No Data for Français 30]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2015	100	33																	
2016	100	20																	
2017	100	0																	
2018	100	0																	
2019	100	0																	
<p style="text-align: center;">Mathematics 30-1</p> <table border="1"> <caption>Mathematics 30-1 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>96</td> <td>57</td> </tr> <tr> <td>2016</td> <td>89</td> <td>41</td> </tr> <tr> <td>2017</td> <td>92</td> <td>43</td> </tr> <tr> <td>2018</td> <td>93</td> <td>61</td> </tr> <tr> <td>2019</td> <td>96</td> <td>72</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2015	96	57	2016	89	41	2017	92	43	2018	93	61	2019	96	72	<p>[No Data for Mathematics 30-2]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2015	96	57																	
2016	89	41																	
2017	92	43																	
2018	93	61																	
2019	96	72																	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
3. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Diploma Examination Results by Course (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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

Course		Measure		West Island College						Alberta				
				Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very High	Maintained	Excellent	84	100.0	69	99.0	29,832	86.8	30,091	86.9		
	Standard of Excellence	Very High	Maintained	Excellent	84	47.6	69	49.0	29,832	12.3	30,091	11.9		
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,640	87.1	16,563	88.9		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,640	12.1	16,563	12.3		
French Lang Arts 30-1	Acceptable Standard	Very High	Maintained	Excellent	14	100.0	10	100.0	1,215	91.5	1,296	94.1		
	Standard of Excellence	Low	Declined	Issue	14	0.0	10	20.0	1,215	10.1	1,296	9.7		
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	98.6	154	98.3		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	29.5	154	20.6		
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	84	96.4	86	91.8	19,389	77.8	20,337	73.9		
	Standard of Excellence	n/a	n/a	n/a	84	71.4	86	48.3	19,389	35.1	20,337	30.6		
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,465	76.5	14,107	74.8		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,465	16.8	14,107	16.4		
Social Studies 30-1	Acceptable Standard	Very High	Maintained	Excellent	82	100.0	73	99.1	21,610	86.6	22,179	85.7		
	Standard of Excellence	Very High	Maintained	Excellent	82	48.8	73	52.2	21,610	17.0	22,179	15.6		
Social Studies 30-2	Acceptable Standard	*	*	*	2	*	n/a	n/a	20,758	77.8	20,078	80.2		
	Standard of Excellence	*	*	*	2	*	n/a	n/a	20,758	12.2	20,078	12.6		
Biology 30	Acceptable Standard	Very High	Maintained	Excellent	75	94.7	67	96.5	22,442	83.9	22,853	85.3		
	Standard of Excellence	Very High	Improved	Excellent	75	68.0	67	52.2	22,442	35.5	22,853	33.8		
Chemistry 30	Acceptable Standard	Very High	Maintained	Excellent	66	97.0	49	95.3	18,525	85.7	18,929	82.7		
	Standard of Excellence	Very High	Maintained	Excellent	66	71.2	49	65.8	18,525	42.5	18,929	37.2		
Physics 30	Acceptable Standard	Very High	Maintained	Excellent	33	97.0	42	95.3	9,247	87.5	9,974	85.9		
	Standard of Excellence	Very High	Improved	Excellent	33	66.7	42	50.0	9,247	43.5	9,974	41.7		
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,676	85.7	9,180	84.9		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,676	31.2	9,180	29.2		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

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

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	98.7	95.7	97.3	97.2	94.7		Very High	Maintained	Excellent			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	75.7	91.6	92.3	92.6	86.8		Very High	Declined	Good			
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.5	0.0	0.0	0.5	0.1		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	45.3	46.1	42.7	50.6	34.3		Very Low	Declined	Concern			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	100.0	100.0	100.0	100.0		Very High	Maintained	Excellent			

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.

At WIC, we learn from each other in a community environment where individuals interact as citizens, as collaborators and as leaders. The personalized learning environment is best defined, in the WIC context, as an environment which is conducive to the development of all aspects of a young person. WIC's programs and the alignment of resources address the multiple needs of its students, ensuring a balanced education for all. The College is proud of the academic results of its students in the wide range of categories represented by these categories. The accountability pillar results are a strong indicator of the satisfaction level of all WIC stakeholders in this regard. The daily work and future strategic planning of WIC faculty and board members will continue to focus on our growth mindset and improvement.

At WIC, we believe that high expectations for student success begins with teachers first having high expectations for themselves – confidence that they possess the necessary knowledge and skills to provide students with quality learning experiences.

The Post-Secondary Transition Rate is the percentage of students in the grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10, or adjusted by attrition. (An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province. A large number of WIC graduates leave Alberta to attend post-secondary institutions. The result is this indicator not accurately representing the **100% graduation rate and 92.5% transition rate of WIC's class of 2019.**

Overview of WIC's Graduating Class of 2019

The class of 2019 accepted offers into the following programs of choice:

Faculty Choices	N	%
Business/Economics	25	31.25
Engineering	18	22.5
Health sciences	15	18.75
Arts/Social sciences	6	7.5
Fine Arts	3	3.75
Nursing	2	2.5

Gap year	5	6.25
Other Program	6	7.5

Are attending the following schools:

- University of Victoria
- University of British Columbia Vancouver
- University of British Columbia Okanagan
- University of Alberta
- Mount Royal University
- Southern Alberta Institute of Technology
- University of Saskatchewan
- Western University
- University of Toronto
- Queen's University
- University of Ottawa
- Carleton University
- McGill University
- Dalhousie University
- St. Francis Xavier University
- Gap year

Collectively earned scholarships worth: \$400,000

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.

1. With the tightening of the regulation around out of province credits (especially for ELA and Social Studies, we expect that this metric will improve over the next 2 years. We are also adding math 30-2 to our course offerings, which will improve this metric in 2 ways:
 - Students who would not have taken grade 12 math will now take math 30-2
 - Students who would have only taken math 30-1 (no calculus afterwards) may now take both 30-2 and 30-1.
2. Capitalize on the partnership with STEM Learning Labs to enhance a “Culture of Innovation” at WIC, enhance STEM course breadth, and further develop student skills around critical and creative thinking.
3. Continue to promote the Bilingual Diploma. At WIC, this Bilingual Diploma is awarded to those Grade 12 students who have successfully completed 45 credits of study in which the language of instruction was French. Students who complete our bilingual diploma write an additional diploma exam in French Language Arts 30-1.
4. A formalized tutorial block, for both Junior School and Senior School, has been embedded in the school week since September, 2016 and the College will continue fine tune this support to meet student needs and requests.

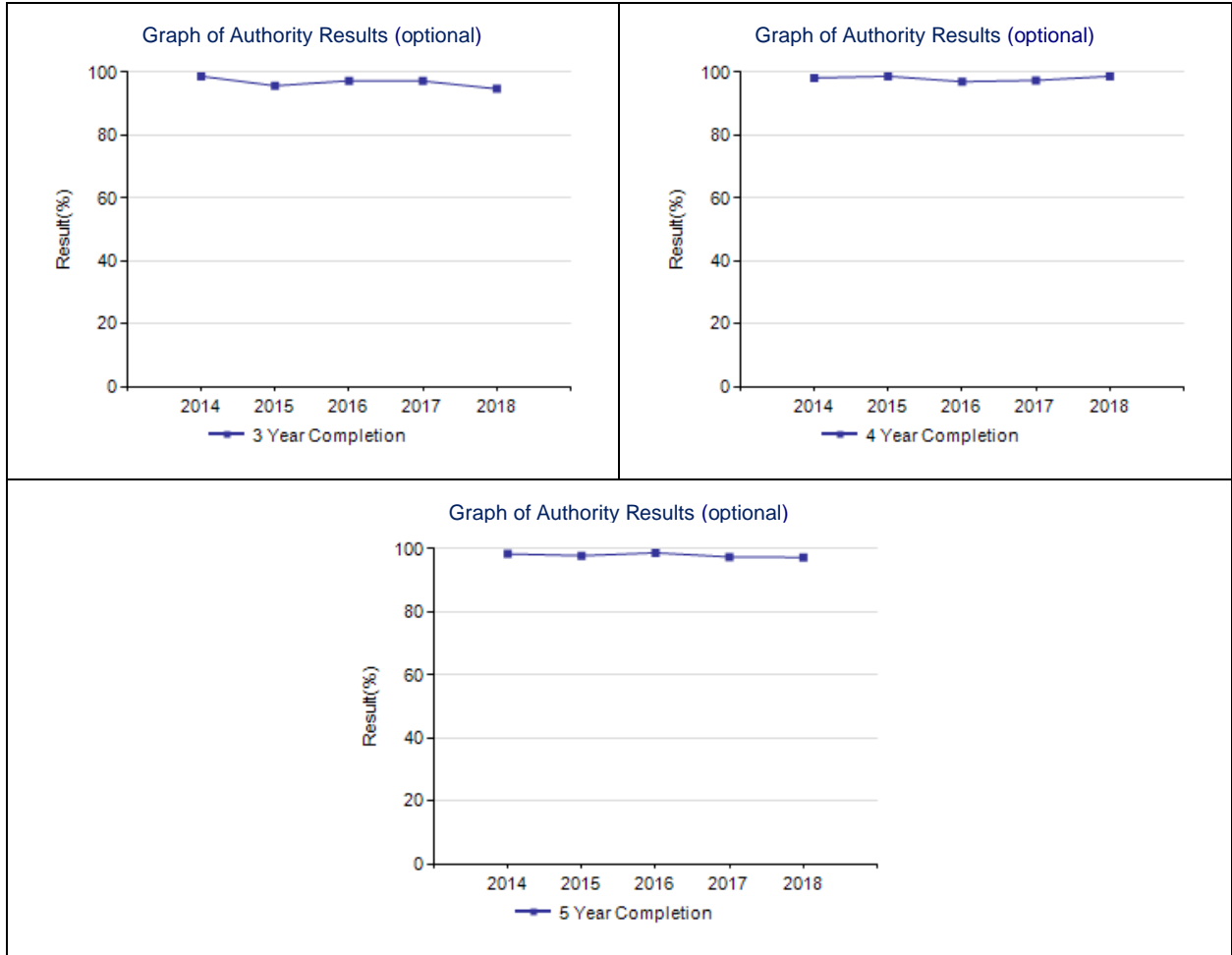
Notes:

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

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.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
3 Year Completion	98.7	95.7	97.3	97.2	94.7	98.7	95.7	97.3	97.2	94.7	76.5	76.5	78.0	78.0	79.1
4 Year Completion	98.2	98.7	97.0	97.4	98.7	98.2	98.7	97.0	97.4	98.7	79.9	81.0	81.2	82.6	82.7
5 Year Completion	98.4	97.8	98.7	97.4	97.3	98.4	97.8	98.7	97.4	97.3	82.0	82.1	83.2	83.4	84.8



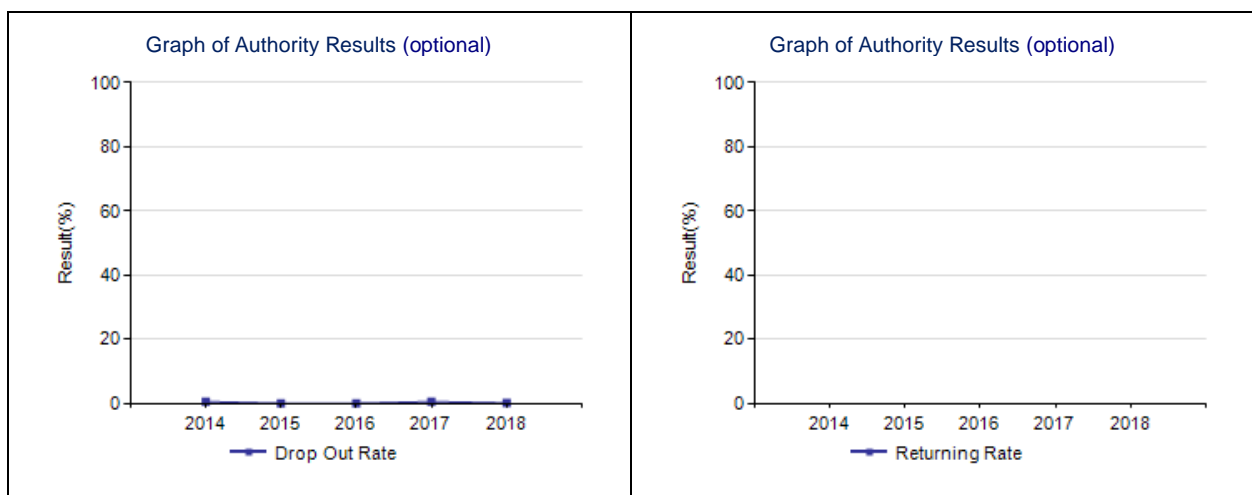
Notes:

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2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Drop Out Rate – Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Drop Out Rate	0.5	0.0	0.0	0.5	0.1	0.5	0.0	0.0	0.5	0.1	3.5	3.2	3.0	2.3	2.6
Returning Rate	*	*	*	n/a	*	*	*	*	n/a	*	20.9	18.2	18.9	19.9	22.7



Notes:

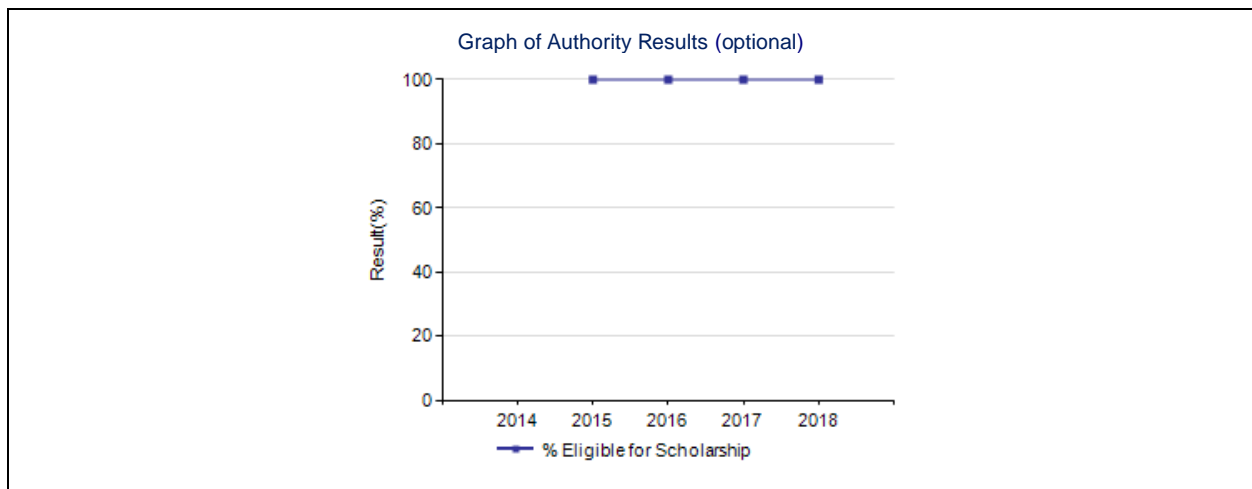
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Rutherford Eligibility Rate – Measure Details (OPTIONAL)

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Rutherford Scholarship Eligibility Rate	n/a	100.0	100.0	100.0	100.0	n/a	100.0	100.0	100.0	100.0	n/a	60.8	62.3	63.4	64.8

Rutherford eligibility rate details.

Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	64	62	96.9	60	93.8	53	82.8	64	100.0
2016	80	78	97.5	78	97.5	65	81.3	80	100.0
2017	64	63	98.4	64	100.0	55	85.9	64	100.0
2018	68	65	95.6	67	98.5	59	86.8	68	100.0



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	96.2	93.9	92.6	92.7	88.2		Very High	Declined Significantly	Acceptable			

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.

WIC is concerned to see the decrease in the evaluation score of the first performance measure in this category. Although the percentage score has improved and the overall results are acceptable, we will be continuing to work to return this level to Very High next year. We believe that the College has a responsibility to provide our students with opportunities to grow as positive role models contributing to society as well as to prepare them for successful futures. Teachers are discussing this area within their professional learning communities and sharing their feedback with administration. In the Spring of 2018, a comprehensive student and parent survey was completed by Kevin Graham from Lookout Management. Insights from this data will also be incorporated into strategies to improve moving forward.

WIC continues to maintain an excellent satisfaction rating from teachers, students and parents related to active citizenship. The College supports a culture which is deeply rooted in practicing good citizenship and learning to give back to our society. The array of co-curricular activities and an outstanding International Studies program provides the students with many opportunities to engage in service learning. Students are provided with, and expected to model, active citizenship on a daily basis by committing to the school uniform, acting as mentors to younger students, volunteering, participating in ceremonies and assemblies and giving back to the larger community.

The Physical Education department will explore ways to incorporate community-based service learning opportunities into the Physical Education electives.

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.

1. The College will engage in a partnership with Safer Schools Together to continue to invest in the development of our school culture and climate both online and on campus.
2. The College has introduced the “Leader in Me” character education program in Grades 7 & 8, which is delivered as part of the TA curriculum.
3. Continue to support the student initiative “Civitas” which enables senior students to address their peers on a variety of topics, including: sexual orientation, racial discrimination, overcoming adversity etc.
4. Physical Education teachers will continue to place emphasis on character development and sportsmanship in all classes.
5. Embed global citizenship within the curriculum and support it with the international studies program. Further entrench this by joining Round Square.
6. WIC will continue to utilize the annual Remembrance Day assembly to reinforce and teach the characteristics and value of good citizenship.
7. Students continue to participate in School leadership through a variety of Student Governance groups, including students’ council and the prefect program.
8. For the first time, the annual Prestigious Alumni Awards were held at WIC, enabling our students to hear from and be inspired by those being recognized.

Notes:

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	*	n/a		n/a	n/a	n/a			
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).	n/a	n/a	n/a	*	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	*	*	*	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	*	*	*	n/a		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.
1. Continue to look for opportunities to create open lines of communication for potentially more students to identify as First Nations, Metis and Inuit and ensure they have access to supports and programs.
 2. Infuse awareness and understanding of the culture and history of First Nations Metis and Inuit people is integral to the social studies curriculum with field studies to First Nations cultural sites.
 3. Continue to look for opportunities to connect students with Indigenous presenters (story-telling, art, etc)
 4. A grade 7 classroom is set-up to reflect Canadian First Nations' traditions and artifacts.
 5. As part of ongoing curriculum development, the College is looking to connect WIC teachers with teachers in First Nations, Métis and Inuit communities to share perspectives, professional development opportunities and resources.
 6. WIC hosted a Metis Singer and Story Teller who presented to all grade 7 & 8 students in October of 2019.
 7. WIC engaged with a local First Nations person to host a Metis flag raising ceremony in our Hall of Nations during assembly in November of 2019.

Authorities must develop at least one strategy to improve First Nations, Métis and Inuit student success and ensure all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	*	*	n/a	*		*	*	*			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	*	*	n/a	*		*	*	*			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	n/a	*	*	*	*		*	*	*			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	*		*	*	*			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	*	*	n/a	n/a		n/a	n/a	n/a			

<p>Comment on Results (OPTIONAL) <i>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.</i></p>
<p>Strategies <i>For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.</i></p> <ol style="list-style-type: none"> The College faculty will actively engage in professional development opportunities provided by Alberta Education, Alberta Independent Schools and Colleges and other organizations to build teacher capacity in supporting First Nations Metis and Inuit student learning needs. <p><i>Authorities must develop at least one strategy to improve First Nations, Métis and Inuit student success and ensure all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.</i></p>

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 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.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
- 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.
- 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.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	92.0	90.7	91.2	90.5	88.8		Very High	Declined	Good			

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.

Building on a strong core of academic excellence, the College is truly excited to continue to explore the concepts of design-thinking, makerspaces, enrichment opportunities and experiential learning. We are surprised to see the modest decline in this satisfaction based performance measure. We will be leveraging the data to develop strategies to return the score to Very High.

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.

1. Speakers series expanded significantly exposing students to a variety of experts in different fields during Friday Focus flex block.
2. Student led seminars series on a variety of topics has become very popular with senior students.
3. Speech and Debate club resurrected with a bilingual section in French & English.
4. Partnership with two Francophone artists in residence to develop an appreciation for theatre & art in French. The focus is on Molière, France's most acclaimed playwright, at times nicknamed "France's Shakespeare". This series of workshops is meant to broaden our young learners' literary knowledge, all the while having them stand up and be active. Students refine their overall knowledge about various plays and their historical context, but most of the time is dedicated to acting and participating in various theatrical games, based on the plays or other content.
5. Continue to develop the bilingual poetry through the national contest "Poetry in Voice", the Slam/Poetry club and in inviting some guest speakers (i.e Josée Thibeault, Richard Harrison) to develop more engaging and active lessons in poetry in both ELA & FLA.
6. Partnership with Adrianna Giuffre from the University of Calgary has brought her masters research in neuroscience to the College with a focus on: Kinesiology 101, Exercise Physiology and Health Science journal research.
7. Support the student led initiative with the U of C Technovation Challenge.
8. Harness the new design lab for curricular and co-curricular programming
9. Refine and enhance the STEM offerings at WIC including computer sciences, programming, and advanced robotics. A Gr. 11 computer studies elective has been added this year.
10. Purchase of five Holo-lenses to bring a mixed/augmented reality experience to the College.
11. Coding will be added to the Friday Focus offering.
12. Continue to utilize Harvard Business School CASE simulations.
13. A strong focus on literacy will be central to schoolwide professional development.
14. Continue to expand the French Immersion library in Literature, Science, Social Studies or French culture at WIC. We bought hundreds of new popular books, movies and magazines to enrich students experience.
15. Adding Math 30-2 to regular course offerings.

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.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	95.6	94.6	93.9	95.1	92.9		Very High	Declined	Good			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	97.5	95.6	95.5	95.8	93.8		Very High	Declined	Good			
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.	94.5	92.0	97.6	95.0	91.7		Very High	Declined	Good			
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	89.7	89.1	94.1	93.4	91.3		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	91.2	90.6	89.4	88.8	86.4		Very High	Maintained	Excellent			
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.	90.3	87.5	89.3	89.6	83.8		Very High	Declined Significantly	Acceptable			

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.

We are surprised to see the modest decline in these satisfaction based performance measure. We will be leveraging the data to develop strategies to return the score to Very High. Additionally, we will examine in what areas there may be some concern through consultation and analysis. The College will continue to support the Professional Learning Community Model (PLC) to provide teachers with the opportunity to collaborate on vertically integrating the development of progressive skills from grades 7-12.

An ongoing focus on the student services portfolio should allow the College to increase the level of personalization and flexibility for each student. Meeting the needs of every student to the highest level is the goal of the College.

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.

1. Ongoing use of an annual Professional Learning Framework for Faculty.
2. The College will continue to host regular parent information sessions to provide information relevant to parent questions and concerns.
3. Completion of a parent and student survey to solicit feedback on their experience at the College.
4. The Head of School will host regular *Coffee with the Head of School* mornings to engage authentically with parents on relevant and timely topics.
5. The College has developed a Parent Guild to include more opportunities for parent input and regarding the direction of the College, educational trends, concerns and other relevant topics.
6. The College will continue to utilize Campus Connect to provide parents with easy access to all programs regarding their child. With single login capability, parents have marks and attendance records easily accessible.
7. The College will continue to utilize its PowerSchool program to personalize communication for students and parents.
8. Senior administration will continue to seek parental input through the Board of Directors and the Parent Guild.

Notes:

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

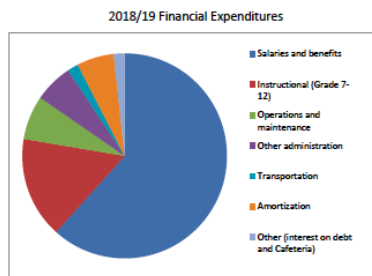
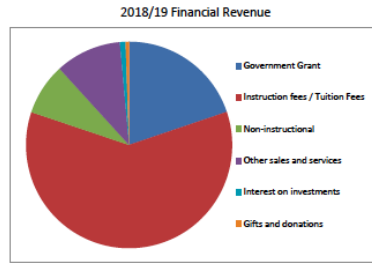
Note:

Future Challenges (Optional)

1. Maintaining a high level of educational programming and experiences for students in the potential loss of or fluctuations in government funding. WIC will continue to work with its community to articulate its value as an educational institution. WIC will also continue to work with Alberta Education to ensure the high standards of accountability are met or exceeded.
2. The dynamic nature of educational choice and the technology accelerators are common challenges for all schools. The very way in which education is delivered is rapidly changing. The challenge lies in meeting the needs of our students and families in a time of intense change. It is almost impossible to predict, adapt, fund and utilize new technologies effectively. This continues to be a challenge as well as an opportunity. WIC continues to invest in developing as a highly effective learning organization through professional development, research and development, pilot projects and community consultation.
3. Ensuring professional development opportunities are accessible for all staff. WIC continues to place a high priority on ensuring our staff have access to the staff development they need.
4. Personalizing education and providing flexibility for students and families is both an opportunity and a challenge that WIC is constantly trying to facilitate. Utilizing technology solutions, innovative scheduling and engaging stakeholders in conversations is allowing the College to *think outside of the box*, be innovative and future focused.
5. Social media with all of its opportunities presents a number of challenges. WIC is continually looking to ensure this powerful tool is used effectively and ethically through policy development, education, constructive application, and establishing clear expectations.

Summary of Financial Results

West Island College Society of Alberta	2018/19 Financial Amount (1)	2018/19 Financial Percentage	2018/19 Budget Amount (2)	2018/19 Budget Percentage
Summary of Financial Results				
Revenue Summary				
Grants				
Alberta Education	3,104,480	19.6%	3,056,435	19.3%
Other Revenue				
Tuition and instruction fees	9,453,822	59.6%	9,348,476	59.0%
Non-instructional and transportation	1,264,682	8.0%	1,407,276	8.9%
Other sales and services	1,619,194	10.2%	1,722,020	10.9%
Interest on investments	140,681	0.9%	35,000	0.2%
Amortization	84,268	0.5%	80,000	0.5%
Gifts and donations	195,680	1.2%	190,200	1.2%
Total revenues	15,862,807	100.0%	15,839,407	100.0%
Expenditure Summary				
Salaries and benefits	9,229,756	61.7%	9,498,126	61.8%
Services, contracts and supplies				
Instructional (Grade 7-12)	2,385,091	15.9%	2,744,812	17.8%
Operations and maintenance	1,038,541	6.9%	905,552	5.9%
Other administration	916,115	6.1%	752,708	4.9%
Transportation	256,261	1.7%	260,000	1.7%
Amortization	876,623	5.9%	907,700	5.9%
Other (interest on debt and Cafeteria)	254,745	1.7%	308,550	2.0%
Total expenses	14,957,132	100.0%	15,377,448	100.0%
Surplus (deficit of revenues over expenses)	905,675		461,959	

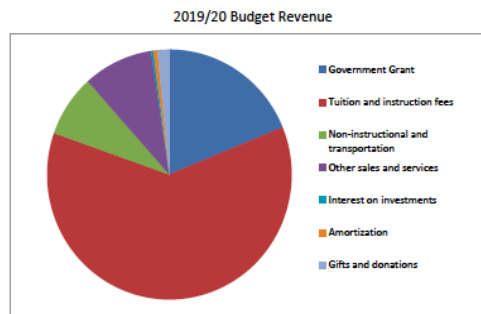


(1) This information is taken from 2018/19 Audited Financial Statement Report
 (2) This information is taken from 2018/19 Budget report submitted to Alberta Education May 2018

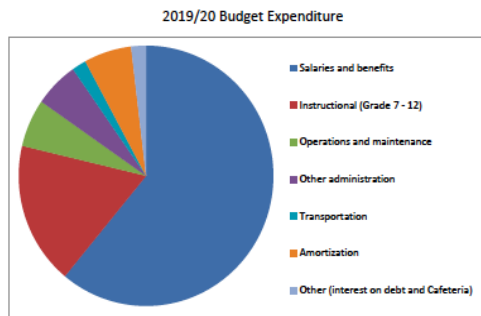
Budget Summary

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

West Island College Society of Alberta	2019/20 Budget Amount (1)	2019/20 Budget Percentage
Budget Summary		
Revenue Summary		
Grants		
Alberta Education	3,031,816	18.8%
Other Revenue		
Tuition and instruction fees	9,915,148	61.6%
Non-instructional and transportation	1,288,422	8.0%
Other sales and services	1,484,760	9.2%
Interest on investments	50,000	0.3%
Amortization	85,000	0.5%
Gifts and donations	250,000	1.6%
Total revenues	16,105,146	100.0%



Expenditure Summary		
Salaries and benefits	9,714,618	61.0%
Services, contracts and supplies		
Instructional (Grade 7-12)	2,820,245	17.7%
Operations and maintenance	947,225	5.9%
Other administration	894,809	5.6%
Transportation	289,950	1.8%
Amortization	959,000	6.0%
Other (interest on debt and Cafeteria)	299,430	1.9%
Total expenses	15,925,277	100.0%
Surplus (deficit of revenues over expenses)	179,869	



(1) Budget information summarized from 2019/20 Budget report submitted to Alberta Education May 2019.

Parental Involvement

The West Island College (WIC) Parent Guild represents the volunteer interests of students, parents, alumni, the Board of Directors, faculty, staff and other community members with a demonstrated interest in the school. The WIC Parent Guild originated with the Parent Advisory Council (PAC) when the school was first created. The PAC was refocused in 2019 and rebranded the WIC Parent Guild in order to serve as the volunteer hub that supports the strategic direction of WIC. The WIC Parent Guild will work to enrich the lives of WIC students by providing unique elements that will enhance their physical, social, and general well-being.

As a parent of a WIC student, you can become a member of the Guild when you register your child. Throughout the year, parents are welcome to volunteer for a variety of school events. The WIC Parent Guild has created a volunteer database to match skills and interests. These events and opportunities will evolve as the volunteer program matures in alignment with the school's needs.

Timelines and Communication

AERR posted on January 29, 2019 here:

<http://westislandcollege.ab.ca/forms-documents/>

Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their annual report of disclosures in their Annual Education Results report or combined Three – Year Education Plan/Annual Education Results Report. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca

There have been no disclosures.

