

# The Waldorf Independent School of Edmonton

Combined

Annual Education Results Report for 2016 - 2017

and

Three-Year Education Plan for 2017 - 2020



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**Message from the Board Chair**

Welcome to the 2017-18 school year! My name is Eva and I am pleased to serve as President of the Waldorf Education Society of Edmonton Board of Directors.

I am excited about the upcoming school term and all the opportunities and challenges that come with each new year. As we enter into this new phase of development and extend our junior high programming, we will continue to navigate and refine our systems and processes.

I am anticipating an exceptional year ahead. There has been an incredible amount of behind the scenes collaboration happening related to building the internal structures, policies, committees and mandates. In addition, a strong sense of security with the anticipation of the school building purchase this year. A physical foundation and permanent home that has taken countless hours and incredibly motivated volunteers and staff to acquire. We are also actively expanding the WISE staff, as we can afford to, and continue to find talent within our community to serve the extensive volunteer needs of the WISE that are necessary to provide exceptional education to the children.

Our WISE community is a unique group of people. We care deeply about educating children in an intentional and meaningful way. As Jack Petrash said during staff training in August, I believe 'Waldorf Education is designed to develop divergent thinking'. Growing thoughtful, well-rounded people who will, in my opinion, have the tools to make positive changes in our society by learning how to collaborate, foster meaningful relationships, and actively use the skills acquired in the combined Alberta Education and Waldorf Curriculums. By coming together at The WISE, we are building an environment for our children to live, grow and be safe in. I am so grateful to be a part of such an exceptional education program.

I am honored to serve with some of the most committed and dedicated people that I have had the privilege to work with since joining this board a few years ago. I often reflect upon our WISE community and the service given, that allows us to provide affordable Waldorf Education in Edmonton, and I feel very proud to be part of that.

With gratitude,

Eva Niven  
WESE Board President

**Accountability Statement**

The Annual Education Results Report for the **2016-17** school year and the Education Plan for the three years commencing September 1, **2017** for **the Waldorf Education Society of Edmonton** 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 Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2016-2017 school year and the three-year Education Plan for 2017- 2020 on November 24, 2017.



Signed \_\_\_\_\_  
President of the Board of Directors, 24 November 2017

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## Foundation Statements

### Mission

The Waldorf Independent School of Edmonton is a community-run school that strives to provide an accessible Waldorf education for children and families. We look to the pedagogical and anthroposophical indications of Rudolf Steiner to guide and foster the physical, emotional, intellectual and spiritual potential of the child towards the realization of responsible human freedom.

### Vision

#### 2-5 Year Vision

In 2-5 years, WISE will be a thriving Waldorf school, operating in its own building/facility, with room to support our growing programs.

We will maintain our designation as a 'Developing School' within AWSNA, attaining Waldorf certification for all teachers.

The WISE will be known for our talented and committed staff, our accessible community, and for our happy, well-adjusted students, who demonstrate an ongoing passion for life and education.

#### 5-15 Year Vision

In 5-15 years, WISE will be a thriving, AWSNA-certified pre-k through grade 9 Waldorf school, operating independently in its own building/campus.

Our inspiring, Waldorf-certified teachers will continue to follow Waldorf Curriculum and Alberta Program of Studies.

### Principles

In order to achieve our Vision and Mission, the following principles are implemented:

1. A broad curriculum balancing the sciences, arts, and humanities.
2. A progression of learning based on the synergy of the child's physical and inner development as put forth by Dr. Rudolf Steiner.
3. An emphasis on personal development and the integration of knowledge from the student's own life.

A school day structured around the 'main lesson' – a concentrated daily two-hour session in which one subject is explored for three or more weeks, followed by lessons devoted to two foreign languages, language arts, mathematics, social studies, science, physical activities, and artistic pursuits.

4. A single teacher remaining with a class for a period of eight years.
5. An emphasis upon Eurythmy – a rhythmical art of movement enhancing the experience of movement in space and the experience of knowledge in the mind.

### Values Statements

We value children and honour the whole child.

We value Waldorf Education for what it brings to each family.

We value our unique community built on mutual respect and integrity.

We believe that humanity is interconnected and that it is our shared responsibility to participate in the healing and nurturing of our world.

We value the spiritual intention guiding our school and we honour the diverse beliefs of our community.

### **A Profile of the School Authority**

Waldorf schools are traditionally run by the faculty and an administrative team. Like most young Waldorf schools the WISE was started by a strong group of parents that founded the WESE society.

The Waldorf Education Society of Edmonton (WESE) has been in existence since 2002, when a gathering of like-minded individuals, came together to form a formal group, which would support the development of Waldorf Education in Edmonton.

After a few years of small parent-tot playgroups, held in homes of community members, WESE opened its doors to the first 'official' early childhood program in the spring of 2007. With the founding of the 'Little Tree Waldorf Centre', WESE was able to begin hosting annual Pumpkin, Winter and May Fair festivals open to the community at large.

The parent-tot groups continued to grow, and in September 2008, WESE began our first Nursery School program. Children who had been attending the parent-tot groups made the transition into a warm, embracing classroom without their parents. Twice a week, teachers led the children through a rhythmic morning of indoor and outdoor play, songs, and crafts.

In the fall of 2011 WESE launched the Waldorf Independent School of Edmonton (WISE) with a kindergarten and a combined Grade 1 & 2. WESE began offering Out-Of-School Care and Home School Arts Enrichment programs in addition to our popular nursery and parent tot programs.

Elected at our Annual General Meeting in the fall, the WESE Board is responsible for overseeing the running of the WISE School. The WESE Board of Directors continues to organize public festivals such as the Winter Fair, the May Fair Festival and the Gala fundraiser.

### **PROFILE OF OUR SCHOOL**

The Waldorf Independent School of Edmonton (WISE) was established in September 2011. The WISE strives to assist students to nurture their sense of self, to develop and understand their relationships to the world and immediate community, and learn to respect nature and each other through their own observations and experiences.

Integrating artistic activities into the daily curriculum enhances the development of the child's imagination, and allows for academic core subjects to be brought in a wide range of activities, meeting all different learning styles. Lessons such as music, singing, painting, drawing, modelling, movement, introduction of second languages of different origins, and handwork, supplement the broad academic curriculum, and encourage a head, heart and hands approach to learning.

#### **The WISE offers:**

- A broad curriculum balancing the sciences, arts and humanities.

- A progression of learning based on related stages of children's physical, social, emotional and spiritual development.

- An emphasis on character development and the integration of knowledge with the student's own life.

- An emphasis on continuity across grades to support the social, emotional and physical development of the child. Ideally, a single teacher remaining with a class for a period of eight years

- An emphasis upon nature, movement and exploration – both physical and intellectual.

In 2017-2018, we offer the following programming:

- Two Kindergarten classes streamed into Senior and Junior groups with an additional full day of class being offered for Senior Kindergarten.
- One of Grades 1 – 6, and a partially combined Grade 7/8 class
- Traditional, parent directed Home Education facilitation for Grades 1-8
- Early childhood programs for children from 18 months to 4 years of age
- A weekly Home School Arts Enrichment program

Our school will grow annually with the addition of a new Grade 1 Class each year with an intent to grow to a Grade 9.

## Trends and Issues

WISE is a vibrant and growing school and we recognize the importance of our commitment to deliver a quality Waldorf school experience for all students. We continue to reassess and refine our process and procedure to ensure our school grows in all measures of its success.

The following trends and issues have informed our strategies to support the success of our students and assure our faculty and community that we provide a unique and exceptional educational experience in Edmonton.

- Strong and stable Early Childhood programming provides a strong foundation for our students and healthy enrollment for future years. Challenges experienced in our Kindergarten programming during the 2016-17 school year have effectively been addressed by adding two Early Childhood Co-Chairs who provide guidance to faculty and staff unique to Early Childhood pedagogy. Their presence and consistency has been helpful to parents who require support or experience challenges.
- We have observed that retention of staff is an important focus and requires additional training and financial support, as it benefits all aspects of school and community life.
- We recognize the value in adding resources to bolster community outreach and awareness of our programming and approach was needed to continue to build healthy class sizes in our school.
- We witness trends reflected in our annual survey results, exit surveys and PAT results, where we are called to deliver or provide assurance that WISE provides a broad and successful educational experience. We have responded to this through the following strategies:
  - Standardization of all IPP documentation, using templates and resources provided by Alberta Education. All follow up with families will be structured and consistent.
  - Effective September 2017, we have implemented a weekly PAT prep classes and PAT practice classes for Grade 6. We will implement PAT prep and practice for Grade 9 students, with the addition of a Grade 9 class in September 2018.
  - We will provide ongoing Professional Development opportunities for faculty with respect to creating IPPs and providing remedial support for students who need it.
  - WISE Administration will conference with teachers bi-annually to ensure Alberta Education and Waldorf curricular outcomes are met. (Aug / Jan)
  - We will increase comprehensive measures to gauge student competency in literacy and numeracy. These measures will include the annual use of a Standardized Assessment Tool for all students. Assessment tool measures will help to inform the creation of IPPs, or to determine extra supports where required. Communication with families about student achievement will occur in concert with Parent Teacher Conferences. (Nov/Feb)

In response to potential issues of student and faculty confidentiality, we will continue to require all faculty, staff and WESE Board members to sign Confidentiality Agreements annually, and participate in a review of our WISE Code of Conduct and PIPA legislation as it relates to private schools. In collaboration with Alberta Education, we have amended our Confidentiality Agreement and will require all parent volunteers to sign one annually.

We have the following overarching goals for the 2017-18 School Year:

- All children at The WISE will have met the annual outcomes as described by Alberta Education curriculum in addition to meeting the outcomes described in Waldorf curriculum.
- We will increase satisfaction and assurance of our community in all measures as reflected in our annual survey results.
- We will work toward the following goals for achievement in our annual PAT results:
  - We will meet or exceed the Acceptable Standard and Standard of Excellence provincial achievement averages in all subjects.



**Summary of Accomplishments – Impact of Major Activities & Strategies**

1. The Waldorf Independent School of Edmonton officially opened its doors on September 6<sup>th</sup> 2011 to 30 children – 21 in Kindergarten and 9 in a Class 1/2 split. We now have over 160 students with classes from Kindergarten through Grade 8, as well as traditional homeschoolers in Grades 1 through 8.
2. The Waldorf Independent School of Edmonton has a skilled and committed faculty that possess Alberta Teaching Certificates and or Early Childhood Certification (as required), as well as Waldorf Teaching experience and training.
3. Several events were held during the 2016-17 school year that supported the development of our parent community and created engagement and support for the Waldorf Independent School of Edmonton. This has included parent education talks and speaker events, three highly successful community festivals: Pumpkin Walk, Winter Fair and May Fair as well as smaller school assemblies and celebrations throughout the year that encouraged parent and community involvement.
4. We continue to host the annual Gateways Conference. This year our guest speaker was author and Waldorf educator Michael D’Aleo. This event was open to the public and included an informative session for teachers only, as well as the choice between a wonderful selection of practical as well as theoretical subjects taught by our own teachers.
5. We purchased 2 portable classrooms to help accommodate the growing number of students, with one dedicated as a music room and the other double portable housing our Grade 6 and Grade 7/8 classes.
6. We began a music and band program with children in Grade 3 and up, receiving instruction in playing the ukulele and children in Grades 5 and up playing traditional band instruments in a number of ensemble classes including flute and choral.
7. For September 2017, the seventh year of our school, we have more than quadrupled the enrolment we had in our inaugural year, September 2011.
8. Our Junior High program is in its second year and we offer a selection of electives for Grades 7 & 8. These include Outdoor Education, Cooking and Nutrition, Jewelry Making and Parkour.
9. We continue to fundraise toward the purchase of our building and land. We expect to have the acquisition completed by January 2018.
10. The WISE continues their affiliation with the Association of Waldorf Schools of North America (AWSNA), with “developing school” member designation. This includes an annual visit, mentoring support from sister schools and reporting in the form of a Three Year Plan.

**Combined 2017 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)**

Measure Category	Measure	Waldorf Education Society Edm			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	89.4	88.9	91.5	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	74.2	90.0	94.2	81.9	81.9	81.5	Intermediate	Declined	Issue
	Education Quality	90.7	95.5	95.1	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	3.0	3.2	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	61.8	85.7	85.7	73.4	73.6	73.2	Very Low	Declined	Concern
	PAT: Excellence	7.4	17.9	17.9	19.5	19.4	18.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
	Work Preparation	89.2	95.8	94.8	82.7	82.6	81.9	Very High	Maintained	Excellent
	Citizenship	84.4	85.9	90.2	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	95.2	100.0	98.1	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	80.6	78.3	86.0	81.4	81.2	80.2	Very High	Maintained	Excellent

Notes:

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

**Combined 2017 Accountability Pillar First Nations, Métis and Inuit Summary  
(Required for Public/Separate/Francophone School Authorities)**

Measure Category	Measure	Waldorf Education Society Edm (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	n/a	n/a	5.8	6.1	6.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	53.6	50.2	47.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*	*	n/a	51.7	52.4	52.1	*	*	*
	PAT: Excellence	*	*	n/a	6.7	6.3	6.3	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	77.1	76.1	76.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	10.7	10.2	10.2	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	21.8	20.7	20.3	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	34.2	31.9	31.9	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	31.8	33.5	33.3	n/a	n/a	n/a
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

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

**Measure Evaluation Reference (Optional)**

**Achievement Evaluation**

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

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

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

Notes:

- 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%.
- 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		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	85.7	61.8	80.0	Very Low	Declined	Concern	80.0	85.0	85.0
Overall percentage of 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	17.9	7.4	15.0	Very Low	Maintained	Concern	20.0	25.0	25.0

### Comment on Results (OPTIONAL)

Our PAT results for this past year are below the provincial standard and are of concern to our faculty, administration and community.

### Strategies

1. **Remediation:** We have reviewed individual test scores from last year to identify children who were not successful in their PAT test scores. Their overall work has been reviewed to identify gaps, individual remediation strategies and IPPs have been created as needed.
2. **Preparation:** Our Grade 6 class, led by their class teacher, have begun a weekly PAT prep class and PAT practice class which will focus on test taking skills and closing curricular gaps. We will follow this same process for our Grade 9 class starting in September of the 2018-19 school year.
3. **Targets and Goals:** We are committed to meet or exceed the Alberta provincial average of Acceptable Standard and Standard of Excellence in our PAT test scores for each subject.
4. **Integration of Provincial Benchmarking Tools:** We will use SLA testing for all Grade 3 classes to provide us important bench marking and to inform our individualized support for students. We will also utilize a Standardized Assessment Tool for all grades annually to identify individual gaps, inform IPPs and ensure children are operating at grade level. Teachers work with checklists for all skills-based learning outcomes twice per year – in November and February. Progress is shared with families at Parent Teacher Interviews and as part of an annual report card in June.

### Overall Approach:

- We have reviewed the class results from the PATs to identify areas of curricular strength, and areas where we need to enhance our teaching in preparation for this year's Achievement tests.
- We are committed to implementing a grade-by-grade school-wide curriculum that reflects the outcomes as described by Alberta Education, as well as Waldorf curriculum.
- Bi-annual review of long-term and short-term planning with class teachers to ensure curriculum alignment between Waldorf pedagogy and AB Education outcomes.
- Providing on-going professional development and mentor support for faculty as they grow in their mastery of a Waldorf pedagogical approach and Alberta Education curricular outcomes.
- Teaching evaluations are in place to ensure consistent best practice good practices, followed up by mentoring and professional development as needed.
- Annual review and improvement of our pedagogical approaches and practices through collaborative faculty study and discussion.
- Assessment specialists are brought into the Grade 2 class for a Waldorf-based developmental assessment, as well as for individual students throughout the school as needed.

- Classroom Aides will support student success by participating in ongoing student observation and through small group work with students within the budgetary restraints of the school.
- IPPs will be standardized using resources and templates provided by Alberta Education. IPPs will be created for all children grades 1 - 8 who do not meet learning outcomes even with small group support so that additional tutoring or resources are accessed.

Notes:

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

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

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

**Comment on Results**

Please note that we do not have results for these measures as we are a K-8 school.

**Strategies**

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	94.5	85.9	84.4	90.0	Very High	Maintained	Excellent	92.0	94.0	95.0
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.	n/a	n/a	93.8	95.8	89.2	90.0	Very High	Maintained	Excellent	92.0	94.0	95.0

**Comment on Results**

Our results, while maintained from the prior year, should be acknowledged as trending down. We can support the assurance to our students, faculty and community using strategies to increase community service and citizenship, academic success and personal resilience.

Our results suggest that we would benefit from raising our community's awareness of the skills that are being taught within our school and acquired within the curriculum. Our goal is to increase this clarity and therefore the confidence of our students, faculty and community, that the unique approach of Waldorf pedagogy and curriculum provides an advantage to the whole child and that this translate to successful citizenship, career development and personal satisfaction.

**Strategies**

We will support strategies that encourage community service and citizenship, academic success and personal resilience.

Ensure each student's familiarity with roles and responsibilities of citizenship:

- Students are taught acceptable social interactions and behaviour through modelling by teachers, administration and parents.
- WISE celebrates many festivals including Michaelmas, Martinmas (Lantern Walk) and Santa Lucia. These encourage strength, courage and compassion when confronted with adversity and in the face of injustice.
- Students are provided opportunities and encouraged to engage in community service and active citizenship.
- The Grade 6 class participates in a Knighthood ceremony which requires that students perform a month of community service at home, in the school and within our greater community.
- We offer a Leadership Club for our Junior High students over the lunch hour.
- We will offer an Intramural Sport League to give students the opportunity to participate in sport, develop their skill and cultivate leadership skills.
- The Grade 5 students are partnered with Grade 1 and 2 students as 'Reading Buddies.'
- All children are responsible for Class Jobs at the end of the day to maintain the health and wellness of the school. These chores include tidying-up, cleaning and compost collection.

Create an environment of active and practical participation in the learning process grounded in life:

- Academic core curriculum includes practical applications and projects in every subject.
- Students are encouraged and helped in developing imagination, an essential tool for creative entrepreneurship.



- All subjects are related to the student's life experience.

Work with the school community to model citizenship and entrepreneurship:

- The school community engages in volunteer activities for the immediate as well as the wider community.
- The school community offers opportunities for creative fundraising projects, and community building events.
- Bring more information to our parent and teaching community regarding this annual survey.
- The school community provides good role models for citizenship and entrepreneurial skills.
- Some student handwork projects or artwork are donated to the school's annual Gala Fundraiser. The proceeds of our Grade 3 Class Market are either donated to the school or to charitable institutions.
- Students in our older grades can participate as recess ambassadors to model appropriate behavior and facilitate problem solving for younger children.
- In music, handwork, woodwork, and in all the classrooms, each student has rotating chores that they must fulfill throughout a class/day/week. These chores are used to demonstrate citizenship within the classroom and to develop practical life-long skills.
- A Winter Concert and seasonal assemblies provide an opportunity for students to share their acquired learning with members of the community.
- The Grade 3 class field trip to a local farm consisted of donating their time and labour to help with the vegetable harvest.

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of 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 with only K-9 schools)</i>	n/a	n/a	80.2	66.7	79.4	80.0	n/a	n/a	n/a	82.0	84.0	85.0

**Comment on Results**

We recognize that our results from last year are over 10% higher than the year prior. We continue to undertake initiatives in our community to ensure that WISE delivers a broad educational experience, that supports the needs of a child emotionally, physically and intellectually to ensure they are divergent thinkers, active citizens and possess a personal resilience.

**Strategies**

- Support emotional maturity and resilience through modeling: Students are taught acceptable social interactions and behaviour through modelling by teachers, administration and parents.
- Support personal resilience by participating in the indigenous practice of 'talking-circle' as a tool to address social injustice and discipline questions in all classes.
- Support Waldorf Curriculum: Continue to nurture enthusiasm for life and for learning through the rich, arts integrated model of education that we represent.
- Continue to grow an educational program that endeavours to meet all learning styles, and nurtures skills that will grow and mature throughout a student's life (for example, foreign languages, practical arts, fine arts, nature studies, movement and games, outdoor education, and community service projects).
- Support all initiatives that work toward our school-wide goals of providing extra educational support for all students who need it, and supporting academic excellence.
- Continue to grow and develop a rich Junior Highschool (Grades 7-9) that focusses on nurturing the skills and the motivation needed to continue into adulthood a committed life-long learner.
- Encourage a respect for cultural celebrations through festivals like Michaelmas, Martinmas (Lantern Walk) and Santa Lucia. These encourage strength, courage and compassion when confronted with adversity and in the face of injustice.
- Support all school initiatives where students are provided opportunities and encouraged to engage in community service and active citizenship.
  - The Grade 6 class participates in a Knighthood ceremony which requires each student to engage in month of community service at home, in the school and within the greater community.
  - We offer a Leadership Club for our Junior Highschool students over the lunch hour.
  - We will offer an Intramural Sport League to offer the opportunity for children to participate in sport, develop physical skill and cultivate leadership skills.
  - The Grade 5 students are partnered with Grade 1 and 2 students as 'Reading Buddies.'
  - All children are responsible for Class Jobs at the end of the day to maintain the health and wellness of the school. These chores include tidying-up, cleaning and compost collection.

Notes:

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

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

(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		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	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	*	*		*	*	*			
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	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	n/a		n/a	n/a	n/a			

### Comment on Results

We recognize the value of and embrace all initiatives by Alberta Education to ensure there are more educational opportunities for all students to learn about Indigenous culture, the impact of colonialism and the legacy of residential schools in Canada.

### Strategies

Create a welcoming, respectful environment of First Nations, Metis and Inuit cultures, history, and diversities:

- We are committed to an inclusive education that welcomes all members of our community.
- We are committed to drawing on the cultural riches of the original, indigenous population of Alberta to enhance and enrich the curriculum we offer.
- First Nations mythology, history, and cultural practices are part of the academic core curriculum in History, Geography and Language Arts classes.
- The interesting, varied and engaging way in which different cultures are brought to the students from Kindergarten to Grade 7 through their classroom community and through their studies (particularly in studying the music, stories, and art of different cultures throughout the grades curriculum), fosters reverence, interest and engenders respect and understanding for other cultures.

Work with First Nation communities to build relationships and share resources:

- Leaders from within the First Nations community are invited to present stories, history, and cultural activities in individual classrooms. We will welcome Mr. Lloyd Cardinal, a member of the Nakota First Nation, to facilitate an assembly on November 28, 2017 about Indigenous Worldviews. He will also speak with our Grade 7/8 class on January 9, 2018 about the

legacy of the residential school system in Canada. We are planning a community evening for our parent body and faculty with the goal of increasing our collective cultural awareness to share at home and in the classroom.

- First Nation parents within the school community are encouraged to participate actively on the Board of the school, join committees and engage as volunteers alongside other community members.
- All Alberta Education curricular outcomes with respect to Indigenous culture and history will be integrated on all grade levels as part of their Canadian History lessons.
- We have integrated the indigenous practice of 'talking-circle' as a tool to address social injustice and discipline questions in all classes.

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

<b>Comment on Results</b>
<b>Strategies</b>

Notes:

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

## Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	n/a	n/a	94.2	88.9	89.4	90.0	Very High	Maintained	Excellent	90.0	92.0	95.0

### Comment on Results

We recognize that our result is slightly raised from the year prior though we are still lower overall from our result of 94.2% in 2015.

We are encouraged that the number of parents and students surveyed has increased from 15 parents in 2016 to 20 in 2017, and from 28 students in 2016 to 48 in 2017. Reviewing the individual results, we can see that both parents and faculty provided very supportive feedback, parents responding with 100% satisfaction and faculty with 96.4%. We are concerned in the trending of our students however, with a decline in measured satisfaction from 85% in 2015 to 71.6% in 2017.

Our detailed survey results show that students particularly in Grades 4-6 were unsure with how to respond to specific survey questions regarding safety and their school environment.

The WISE school agrees that all students must be safe in school, treated fairly and should learn the importance of caring and respect for others. We will support all initiatives that ensure this outcome.

### Strategies

Create an atmosphere of respect, free from prejudice towards race, gender and religious groups:

- Model respectful social interactions free from prejudice towards race, gender and religious or other minority groups.
- Students from Kindergarten to Grade 8 learn to embrace all cultures, races, religions, and other minority groups, with respect and empathy through adult examples, narrative, and conversation.

Proactively work against bullying, victimization, and any other form of abusive behaviour:

- Facilitate on-going classroom dialogue to encourage discussion about school safety and respectful behaviour
- Continue to develop policies and procedures that communicate a clearly defined approach to discipline. We have updated our Discipline Policy to include Tiered Behaviour Strategies that offer structure and supportive best practice for faculty, and transparency of process and expectation for students and parents.
- Implement Tiered Discipline strategies to approach discipline concerns in a consistent way, with structured communication and collaboration with school families.
- Develop procedures and policies that help to facilitate conflict resolution for employees.
- Class meetings and talking circles are conducted to bring in the spirit of truth and reconciliation in the case of bullying and discipline issues in the classroom.
- Instruct children on how to recognize bullying behaviour and empower them to feel confident in interfering in a bullying situation, and/or to report the issue.
- We will continue to offer guidance to teachers on how to recognize and handle bullying in the classroom, through PD opportunities as well as ongoing conversation at staff meetings. We have held a professional development seminar on September 25 for all faculty to review and improve our existing Discipline Policy and collaborate on classroom strategies.

- Provide clear instructions on how to communicate as well as reporting protocol, to all community members: Parents, employees, and students. We have introduced a Behaviour Report Form which is completed and shared with families to open discussion about problematic behaviour.

Create a physically safe environment in the classrooms as well as in the playground:

- Continue to update and develop policies and procedures that ensure adequate response to health and accident.
- Work with the Playground Committee to ensure safety of all playground equipment.
- Continue to develop policies and procedures that ensure safety guidelines are compliant.
- Continue to work with the Health and Safety Committee to ensure safety of all school equipment.
- We have increased the number of playground supervisors to ensure there is increased visibility and access for children.

*Authorities should describe the strategies implemented to ensure that all children and students have access to meaningful and relevant learning experiences that include appropriate instructional supports to demonstrate that the jurisdiction is meeting its obligations as stated in the Inclusive Education Policy. For further information and resources, visit <https://education.alberta.ca/inclusive-education/what-is-inclusion/>.*

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	n/a	98.4	90.0	74.2	80.0	Intermediate	Declined	Issue	82.0	85.0	90.0

### Comment on Results

We recognize that the survey results indicate a decline in measured satisfaction from our teachers, parents and students. We are concerned about this and recognize it may reflect the growth we have experienced in the launching and development of our Junior Highschool program. We will continue to provide opportunities for unique learning experiences.

Also, our Principal, in-house pedagogical mentor, and Executive Administrator are available as mentors to all new and continuing teachers. In addition, a number of Waldorf specialists have joined our school throughout the years as mentors for our faculty. The goal of this support is to enrich the professional development of our faculty and inspire more enrichment opportunities for all students.

### Strategies

Increase faculty satisfaction through PD opportunities & support:

- Each Teacher is required to develop a professional growth plan for the year to be approved by the Principal and supported by the in-house Pedagogical mentor and Executive Administrator, to be reviewed in the spring in anticipation of summer Waldorf training plans.
- Attendance to a course on Waldorf Education, either as part of ongoing Waldorf Teacher Training, or as a single course for developing a yearly Waldorf curriculum outline is supported through allocated training funds and a culture of ongoing professional development in the Waldorf pedagogical approach to teaching.
- Participating in local conferences and courses offered by AISCA, WESE, or the Alberta Ministry of Education.
- Receiving guidance, support and mentorship from the in-house Pedagogical mentor on a weekly basis or from visiting Specialists as provided.
- We are continuing to expand the committee structure for the school to ensure that all full-time employees have a voice in the governance structure of the school.
- The faculty chair position is filled by 2 senior faculty members. These faculty co-chairs share the responsibility of creating weekly agendas for faculty meetings, as well as facilitating directed study and once-monthly artistic meetings.
- PD days as well as weekly professional development during staff meetings include activities designed to improve the skill base needed for a successful teacher. These include professional development needs that were identified by our present survey results such as bullying intervention, sex education, curriculum development and alignment.
- Sharing of best teaching practices are included in weekly staff meetings to support peer mentorship and co-inspiration.
- Continued study and preparation for the Waldorf 'College of Teachers', an important measure of progress in our Full Membership Status with AWSNA (Association of Waldorf Schools of North America) which will be the governing body of the school as related to pedagogical issues and curriculum development. Eventually, this 'College of Teachers' will make recommendations related to teachers' development and study material in conjunction with the Administrative team.



- The Waldorf Governance model of leadership and collaboration is practiced between the Principal, Executive Administrator, WESE board and faculty.
- The WESE board and WISE faculty meet 4 times a year for joint study, work groups, and social interaction to promote healthy working relationships. We have come to expect 90% attendance for these meetings.
- The WESE board, principal, and in-house Pedagogical mentor continue to expand and improve programs to more fully embody and represent Waldorf education.

Increase student satisfaction by developing and improving programming:

- The German language program was begun September 2016 for Grades 1 and 2 and will continue to grow by 1 grade per year.
- The eurythmy program continues to grow and all classes will experience 3 three week blocks of therapeutic movement work. Eurythmy programming for Grade 1 started in 2016 and will continue to grow by one grade per year.
- The Junior Highschool program will continue to offer elective programming for students including Parkour, Health and Nutrition, Outdoor Education and Jewelry Making.
- Starting September 2017, the WISE began a formal music and band program. Children in Grade 3 begin ukulele in addition to learning flute, and children in grades 5-8 participate in a traditional band program with concert instruments.
- We will begin an intramural sports program to offer a formal sport opportunity in addition to weekly Games & Movement.
- Grade 8 students participate in a computer lab using new Mac laptops
- A school-wide Health curriculum is in development aligned with the outcomes described by the Alberta Education Program of Studies, introduced using a Waldorf approach.

Increase parent satisfaction through transparency and collaborative leadership:

- The school continues to strengthen and develop its committee structure and volunteer opportunities, inviting parents to participate at various levels of governance, with clear goals.

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	n/a	n/a	93.8	78.3	80.6	82.0	Very High	Maintained	Excellent	85.0	90.0	94.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	96.3	100.0	95.2	96.0	Very High	Maintained	Excellent	96.0	96.0	96.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	94.7	95.5	90.7	92.0	Very High	Maintained	Excellent	95.0	95.0	95.0

### Comment on Results

The WISE Administrative Staff and WESE board will work to increase the number of survey respondents to ensure that more families are heard from in our survey.

Survey results will be used to review planning and programming for future years.

Most of the respondents are highly satisfied or satisfied with parental involvement (collaboration & engagement) in decisions about their child's education. In addition, many believe they had adequate opportunity to be involved in decisions at the school and about their child's education.

### Strategies

Parents are involved in their children's education and in School Governance:

- By attending Parent Education meetings offered by each class teacher once per term.
- By attending Parent Teacher Interviews twice each year.
- By being in regular communication about their child's learning and progress with their child's teacher.
- By volunteering to participate in classroom activities such as walks, field trips, baking, crafts, and handwork lessons. Each family is expected to volunteer for a minimum of 20 hours per annum.
- By joining the WESE board.
- By participating in committees essential to the social and economic health of the school.
- By becoming a Class Parent Rep.

Teachers and Administration are involved in in School Governance:

- By joining a committee essential to the cultural and pedagogical health of the school.
- By attending WESE planning meetings.

Board members are involved in School Governance:

- By attending monthly board meetings.
- By participating in committees essential to the social and economic health of the school.

- By attending WESE planning meetings.
- By chairing a committee.

**Comment on progress and future improvements**

- We have redefined roles and responsibilities of the board and created portfolios that align with the current need of the school.
- The Board Development Committee was struck for active recruitment of new board members and increase the capacity of the volunteers to hold the work of the school through structured professional development opportunities and clear duties and responsibilities / confidentiality (review WESE board code of conduct).
- The Growth & Development Committee creates new processes to address feedback from parent surveys and exit interview. They have recommended changes to exit surveys to gather more feedback and provide an opportunity for families to outreach to administration and a member of the WESE Board.
- Board roles and responsibilities have become more transparent to the parent community, allowing for more engagement.
- Parent volunteers continue to be active this year with classroom activities. All parents in these roles are briefed on the importance of maintaining the confidentiality of students in our care and are required to complete a Confidentiality Agreement, signed annually. This requirement is consistent with the requirements for all staff, visiting mentors, substitute teachers, WESE board members and committee members.
- The board has created a survey for teachers to identify staffing needs in the areas of administration and maintenance.
- We look forward to improving our board orientation and providing additional training for board members as they grow in their capacities to be effective leaders. This will include an annual review of PIPA legislation as it relates to Private 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. 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.

Note:

**Future Challenges**

1. We are in the process of purchasing our building from the Edmonton Catholic School Board by January 2018. This will affect our budget allocations as we move from leasing to mortgage payments, and completing much needed building renovations like laying a new roof.
2. As part of our commitment to our Faculty and community, we will continue to provide professional development opportunities for our faculty and support them in their work to become certified Waldorf teachers. This will require planning, financial commitment and fundraising.
3. As our classes mature and grow we are increasingly mindful of the needs in our facility

Summary of Financial Results

Private School Authority Code: 0259  
 School Code: 1600

STATEMENT OF FINANCIAL POSITION  
 as at August 31  
 (in dollars)

		AFS 2017	AFS 2016 (NOTE*)
<b>ASSETS</b>			
<b>Current assets</b>			
Cash and cash equivalents	Note	\$332,699	\$201,406
Accounts receivable (net after allowances)			
Province of Alberta	Note	\$0	\$7,442
Federal Government and/or First Nations	Note	\$9,305	\$29,220
Other accounts receivable	Note	\$6,188	\$0
Prepaid expenses	Note	\$58,422	\$1,092
Other current assets	Note	\$6,924	\$11,809
<b>Total current assets</b>		<b>\$413,538</b>	<b>\$250,969</b>
<b>School generated assets</b>			
Trust assets	Note	\$0	\$0
Other assets	Note	\$1	\$0
<b>Capital assets</b>			
Land at cost		\$0	\$0
Buildings at cost		\$128,713	
Less: accumulated amortization		\$17,451	\$43,378
Leasehold Improvements at cost		\$29,553	
Less: accumulated amortization		\$29,553	\$25,025
Equipment at cost		\$40,199	
Less: accumulated amortization		\$11,822	\$2,142
Vehicles at cost		\$0	
Less: accumulated amortization		\$0	\$0
<b>Total capital assets</b>	Note	<b>\$139,639</b>	<b>\$70,545</b>
<b>TOTAL ASSETS</b>		<b>\$576,638</b>	<b>\$321,514</b>
<b>LIABILITIES</b>			
<b>Current liabilities</b>			
Bank indebtedness	Note	\$0	\$0
Accounts payable and accrued liabilities			
Province of Alberta	Note	\$0	\$0
Federal Government and/or First Nations	Note	\$0	\$0
Other payables and accrued liabilities	Note	\$86,396	\$45,882
Capital payables	Note	\$0	\$0
Deferred revenue	Note	\$97,761	\$94,632
Deferred capital allocations	Note	\$223,177	\$0
Current portion of long term debt		\$0	\$0
<b>Total current liabilities</b>		<b>\$407,334</b>	<b>\$140,514</b>
<b>School generated liabilities</b>			
Trust liabilities	Note	\$0	\$0
Other liabilities	Note	\$0	\$54,026
<b>Long term debt</b>			
Debentures & Bonds	Note	\$0	\$0
Capital loans	Note	\$0	\$0
Capital leases	Note	\$0	\$0
Mortgages	Note	\$0	\$0
Other loans	Note	\$0	\$0
Less: Current portion of long term debt	Note	\$0	\$0
Unamortized capital allocations	Note	\$0	\$0
<b>Total long term liabilities</b>		<b>\$0</b>	<b>\$54,026</b>
<b>TOTAL LIABILITIES</b>		<b>\$407,334</b>	<b>\$194,540</b>
<b>NET ASSETS</b>			
Unrestricted net assets		\$6,207	\$56,430
Operating reserves		\$0	\$0
<b>Total accumulated surplus (deficit) from operations</b>		<b>\$6,207</b>	<b>\$56,430</b>
Investment in capital assets		\$163,097	\$70,544
Capital reserves		\$0	\$0
<b>Total capital funds</b>		<b>\$163,097</b>	<b>\$70,544</b>
<b>Total net assets</b>		<b>\$169,304</b>	<b>\$126,974</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>		<b>\$576,638</b>	<b>\$321,514</b>

Note: \* Audited Financial Statements (AFS) as submitted to Alberta Education pursuant to Section 28(6) of the School Act; Private Schools Regulation 190/2000 Section 15 or as restated. Input "(Restated)" in 2016 column heading where not taken from the finalized 2015/2016 Audited Financial Statements.

Budget Summary

Private School Authority Code: 0259  
 School Code: 1600

**STATEMENT OF REVENUES AND EXPENSES**  
 for the Year Ended August 31  
 (In dollars)

	AFS 2017	Budget 2017 (NOTE *)	AFS 2016 (NOTE *)
<b>REVENUES</b>			
Alberta Education (excluding Home Education)	\$880,770	\$0	\$746,064
Alberta Education - Home Education	\$40,099	\$0	\$11,115
<b>Total Alberta Education Revenues</b>	<b>\$920,870</b>	<b>\$0</b>	<b>\$757,179</b>
Other Government of Alberta	\$0	\$0	\$0
Federal Government and/or First Nations	\$0	\$0	\$0
Other Alberta school authorities	\$0	\$0	\$0
Instructional fees/Tuition fees	\$205,568	\$0	\$137,263
Non-instructional fees (O&M, Transportation, Admin, etc.)	\$133,354	\$0	\$35,455
Other sales and services	\$275,072	\$0	\$224,453
Interest on investments	\$124	\$0	\$150
Gifts and donations	\$21,266	\$0	\$207,676
Gross school generated funds	\$0	\$0	\$0
Amortization of capital allocations	\$23,459	\$0	\$33,489
Other	Note	\$0	\$0
<b>Total Revenues</b>	<b>\$1,619,365</b>	<b>\$0</b>	<b>\$1,395,665</b>
<b>EXPENSES</b>			
Certificated salaries (excluding home education)	Note	\$565,994	\$0
Certificated benefits	Note	\$58,602	\$0
Non-certificated salaries and wages (excluding home education)	Note	\$247,181	\$0
Non-certificated benefits	Note	\$30,291	\$0
Services, contracts and supplies other than leases (excluding home education)		\$399,317	\$0
Leases - Building	Note	\$154,790	\$0
Leases - Other	Note	\$0	\$0
Severe Disabilities (excluding home education)		\$46,587	\$0
Early Literacy (excluding home education)		\$30,802	\$0
English as a Second Language (excluding home education)		\$0	\$0
Regional Collaborative Service Delivery (excluding home ed.)		\$0	\$0
<b>Home Education:</b>			
Certificated salaries	Note	\$16,342	\$0
Certificated benefits	Note	\$2,790	\$0
Non-certificated salaries & wages	Note	\$0	\$0
Non-certificated benefits	Note	\$0	\$0
Payments to parents who provided home education programs to students	Note	\$0	\$0
Contracts	Note	\$0	\$0
Services and supplies	Note	\$881	\$0
Regional Collaborative Service Delivery		\$0	\$0
Gross school generated funds		\$0	\$0
<b>Capital and debt services</b>			
Amortization of capital assets:			
From restricted funds		\$23,459	\$0
From unrestricted funds		\$0	\$0
Total amortization of capital assets		\$23,459	\$0
Interest on capital debt		\$0	\$0
Other interest charges		\$0	\$0
Losses (gains) on disposal of capital assets		\$0	\$0
Other	Note	\$0	\$0
<b>Total Expenses</b>		<b>\$1,577,036</b>	<b>\$0</b>
<b>SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES</b>		<b>\$42,330</b>	<b>\$0</b>

Note: \* Input \*(Restated) in Budget 2017 and/or AFS 2016 column headings where comparatives are not taken from the respective finalized 2016/2017 Budget Report and/or finalized 2015/2016 Audited Financial Statements.

### Capital and Facilities Projects

We are in the planning phase for an outdoor classroom project, as well as capital project to develop the land in front of the property to add more instructional space, including 6 classrooms.

While we await the official transfer of the property (see note in Summary of Facility and Capital Plans), we are continuing work to plan and prepare for both projects.

### Summary of Facility and Capital Plans

We are in the process of purchasing our current school building/location from the Edmonton Catholic School District. The property sale has gone through the property disposition process, beginning in 2015, and we are now waiting for Edmonton Catholic Schools District (ECSD) to complete the sale. The sale process has been protracted, and is currently experiencing a delay related to the political controversies lately raised by the EPSB regarding the right of independent boards to purchase surplus schools in general. However, as the EPSB officially weighed in on the process in 2015, allowing it to move forward, we believe there is no legal grounds for delaying the sale, and we will continue to advocate for the sale to be completed as soon as possible.

### Parental Involvement

Parent participation and volunteerism at the Waldorf Independent School of Edmonton completes the circle of support and learning for the students. Parents are encouraged to take an active role in their children's education, helping in a number of critical areas from serving on the board and numerous committees, to supporting community-building events and fundraisers.

WESE / WISE host several events throughout the year that are open to the entire community and provide many opportunities both to attend and contribute to the events. We believe that a strong connection to the wider community is important promotion of the work we do within the school and as part of our greater community partnerships. We feel that this supports the growth and stability of all programming.

- We have welcomed Waldorf mentor teacher, Jack Petrash, to facilitate a parent evening around organized sports in a Waldorf school.
- We look forward to welcoming Waldorf mentor teacher, Joanne Klimenhage, as a keynote speaker for our annual WISE Gateways Conference. She will focus on Remedial Work in Waldorf Schools.

### Class Parent Representatives

Each classroom has a class parent representative who coordinates activities amongst the parents of each class. In addition, the class representative communicates the needs and supports required for their class and coordinates activities to meet those needs within the larger parent body.

**Timelines and Communication**

The Combined Three Year Plan and AERR will be approved by the WESE Board of Directors no later than November 29, 2017. It will be submitted to Alberta Education and posted to our school authority website no later than November 30, 2017.

The Plan will be posted on the Waldorf Education Society of Edmonton school website [www.wese.ca](http://www.wese.ca) and a copy shall be placed in the Teacher's Resource room in the school. Notice of its availability will be circulated in an update to members by January 2018.

The Audited Financial Statement of the Waldorf Educations Society of Edmonton for 2016-2017 was approved by the Board 24 November 2017 and made available to members in our school office.

**Whistleblower Protection**

The WESE Board of Directors approved its "Whistleblower Policy and Procedure", at its board meeting on November 30, 2016.

In accordance with the new requirement from the Province of Alberta that our School Authority make an annual report on whistleblowing in our Combined Annual Education Results Report and Three Year Education Plan, the WESE Board of Directors hereby states that there have been no (zero) whistleblower disclosures of wrong-doing in our school during the 2016-17 school year or thus far in the current 2017-18 school year.

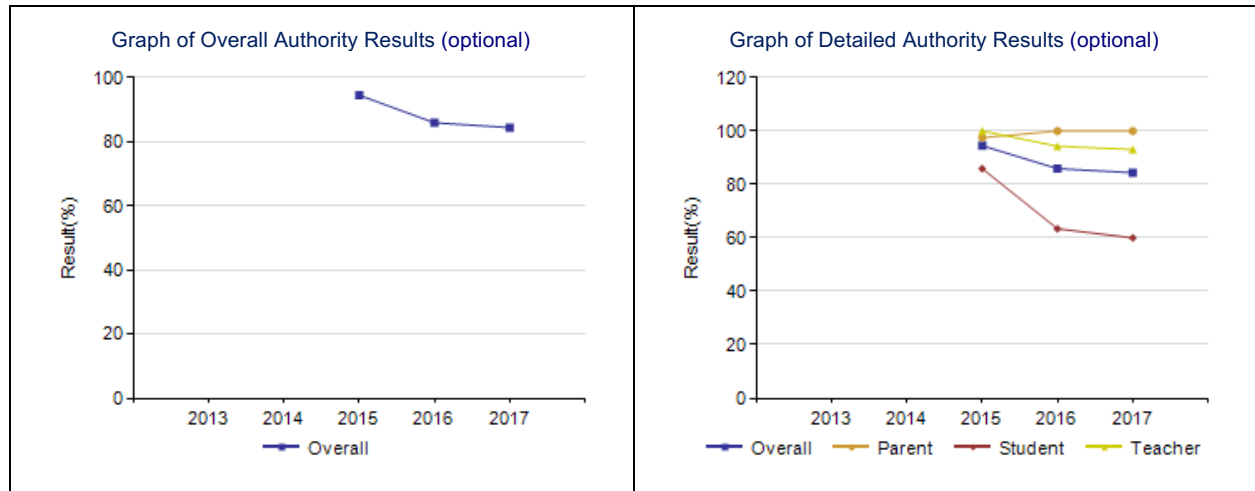
### **APPENDIX – Measure Details**

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



**Citizenship – Measure Details**

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	n/a	n/a	94.5	85.9	84.4	83.4	83.4	83.5	83.9	83.7
Teacher	n/a	n/a	100.0	94.3	93.1	93.6	93.8	94.2	94.5	94.0
Parent	n/a	*	97.5	100.0	100.0	80.3	81.9	82.1	82.9	82.7
Student	n/a	n/a	85.9	63.4	60.0	76.2	74.5	74.2	74.5	74.4

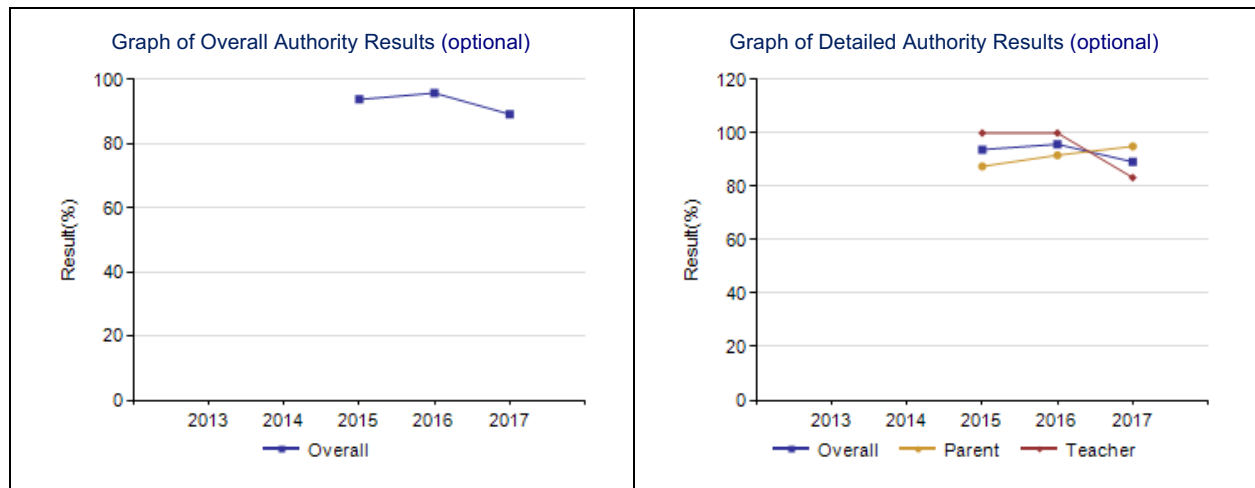


Notes:

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

**Work Preparation – Measure Details**

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	n/a	n/a	93.8	95.8	89.2	80.3	81.2	82.0	82.6	82.7
Teacher	n/a	n/a	100.0	100.0	83.3	89.4	89.3	89.7	90.5	90.4
Parent	n/a	*	87.5	91.7	95.0	71.1	73.1	74.2	74.8	75.1



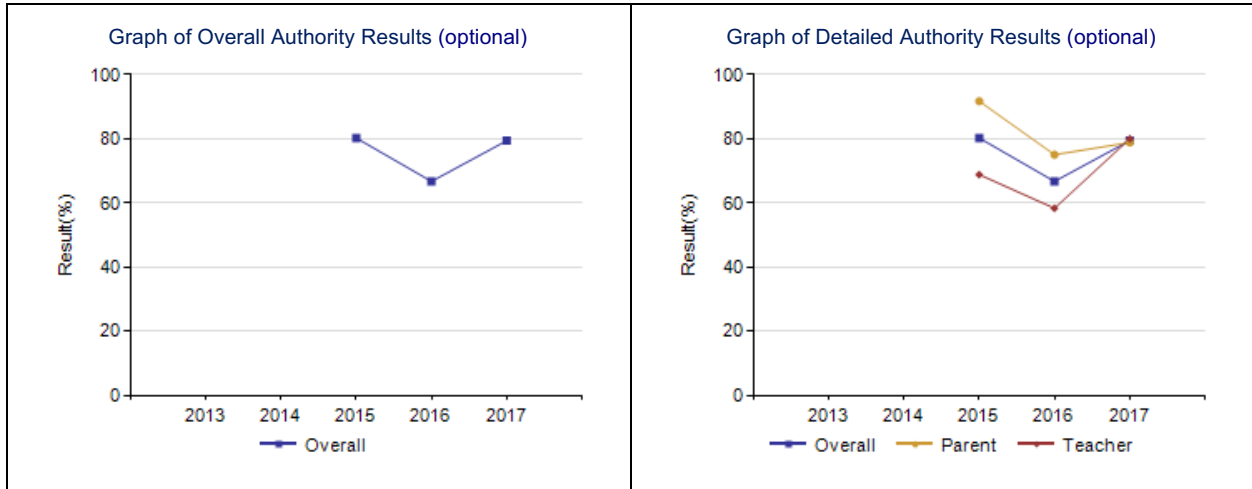
Notes:

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

**Lifelong Learning – Measure Details**

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

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	n/a	n/a	80.2	66.7	79.4	68.5	69.5	70.0	70.7	71.0
Teacher	n/a	n/a	68.8	58.3	80.0	75.7	76.0	76.0	77.3	77.3
Parent	n/a	*	91.7	75.0	78.8	61.2	63.0	64.0	64.2	64.8



Notes:

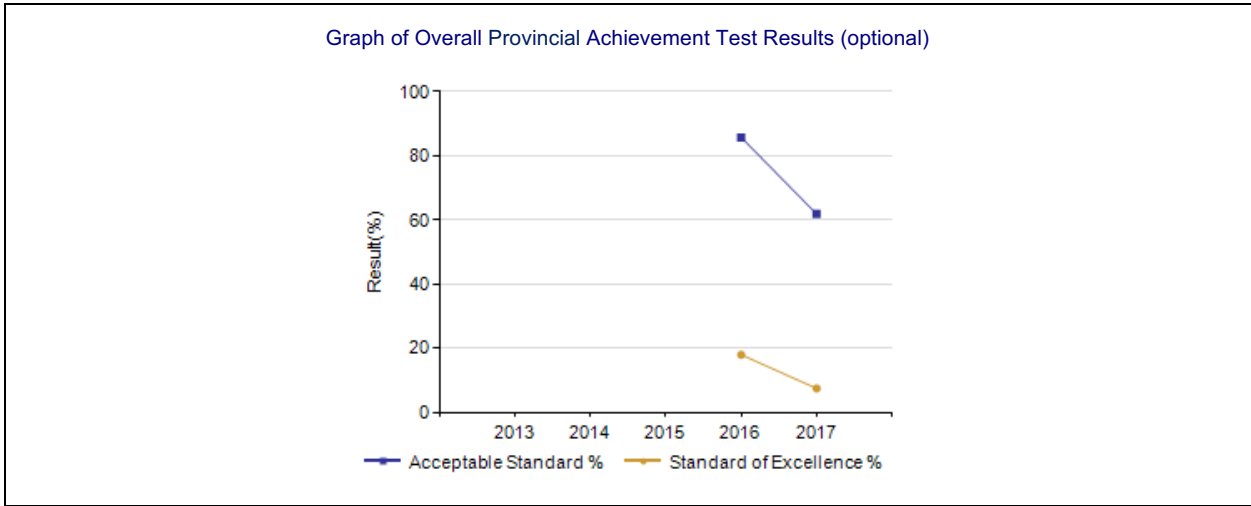
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	100.0	14.3	64.7	11.8		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	71.4	0.0	58.8	0.0		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	100.0	57.1	82.4	17.6		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	71.4	0.0	41.2	0.0		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		
English Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
English Lang Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9		
French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3		
Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2		
Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7		

Notes:

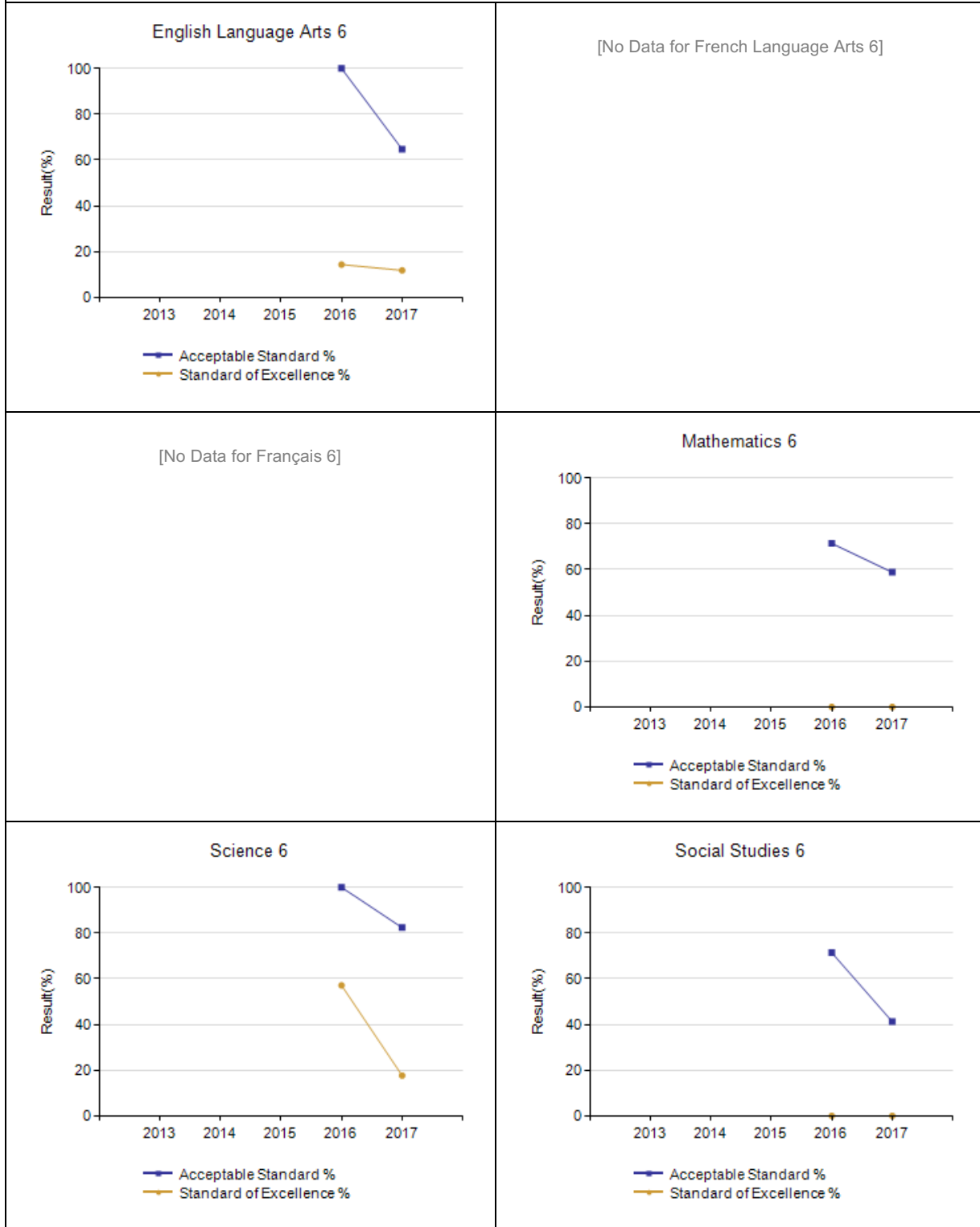
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation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



Notes:

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

Graph of Provincial Achievement Test Results by Course (optional)



Notes:

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

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

		Waldorf Education Society Edm							Alberta			
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very Low	Declined	Concern	17	64.7	7	100.0	49,572	82.5	46,989	82.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	17	11.8	7	14.3	49,572	18.9	46,989	19.2
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	85.1	2,864	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	13.5	2,864	14.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	92.1	524	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	21.6	524	16.5
Mathematics 6	Acceptable Standard	Very Low	Maintained	Concern	17	58.8	7	71.4	49,507	69.4	46,906	73.0
	Standard of Excellence	Very Low	Maintained	Concern	17	0.0	7	0.0	49,507	12.6	46,906	14.5
Science 6	Acceptable Standard	Intermediate	Declined	Issue	17	82.4	7	100.0	49,501	76.9	46,914	76.7
	Standard of Excellence	Intermediate	Declined	Issue	17	17.6	7	57.1	49,501	29.0	46,914	25.8
Social Studies 6	Acceptable Standard	Very Low	Declined	Concern	17	41.2	7	71.4	49,485	72.9	46,903	70.5
	Standard of Excellence	Very Low	Maintained	Concern	17	0.0	7	0.0	49,485	21.7	46,903	18.9
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,487	76.8	43,746	76.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,487	14.9	43,746	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,428	58.8	1,576	61.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,428	5.9	1,576	4.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	83.1	2,625	85.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	11.2	2,625	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	88.9	392	87.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	26.1	392	21.6
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,020	67.2	43,295	66.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,020	19.0	43,295	17.6
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,848	57.5	2,026	61.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,848	13.3	2,026	14.0
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,445	74.0	43,808	73.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,445	21.4	43,808	22.4
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,440	63.9	1,547	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,440	13.3	1,547	14.8
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,484	67.0	43,722	65.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,484	20.2	43,722	19.2
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,393	56.3	1,533	59.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,393	12.7	1,533	11.2

Notes:

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

**Measure Evaluation Reference - Achievement Evaluation**

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

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

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

Notes:

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

**Improvement Table**

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

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

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

**Overall Evaluation Table**

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

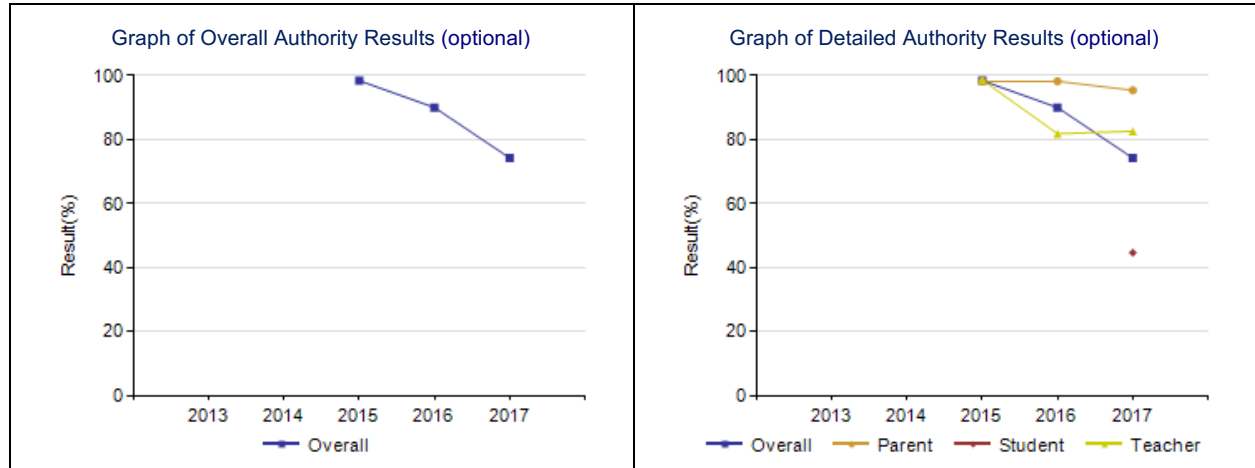
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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



**Program of Studies – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	n/a	n/a	98.4	90.0	74.2	81.5	81.3	81.3	81.9	81.9
Teacher	n/a	n/a	98.6	81.8	82.6	87.9	87.5	87.2	88.1	88.0
Parent	n/a	*	98.2	98.2	95.4	78.9	79.9	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	44.6	77.8	76.6	76.9	77.5	77.7

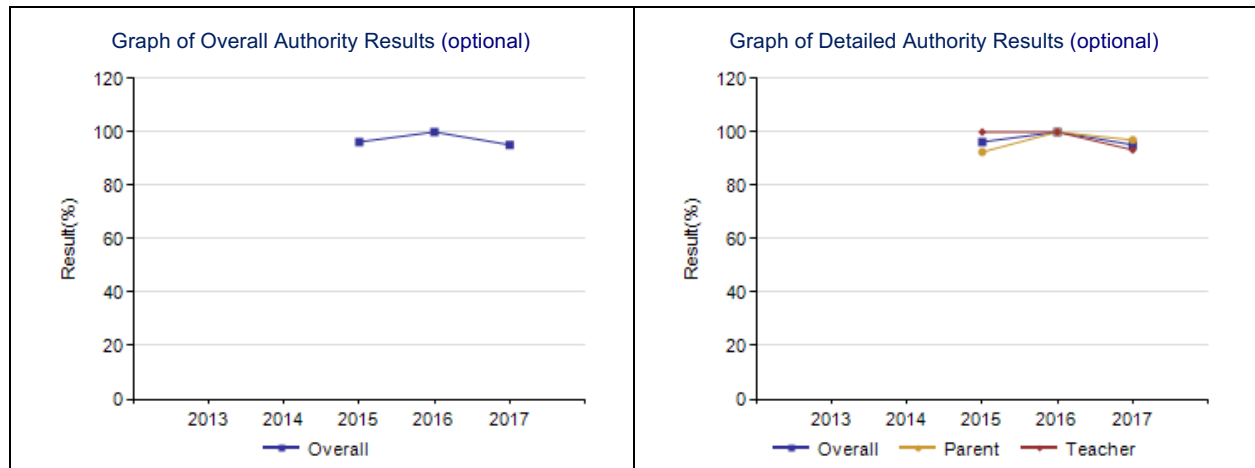


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction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

**Parental Involvement – Measure Details (OPTIONAL)**

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

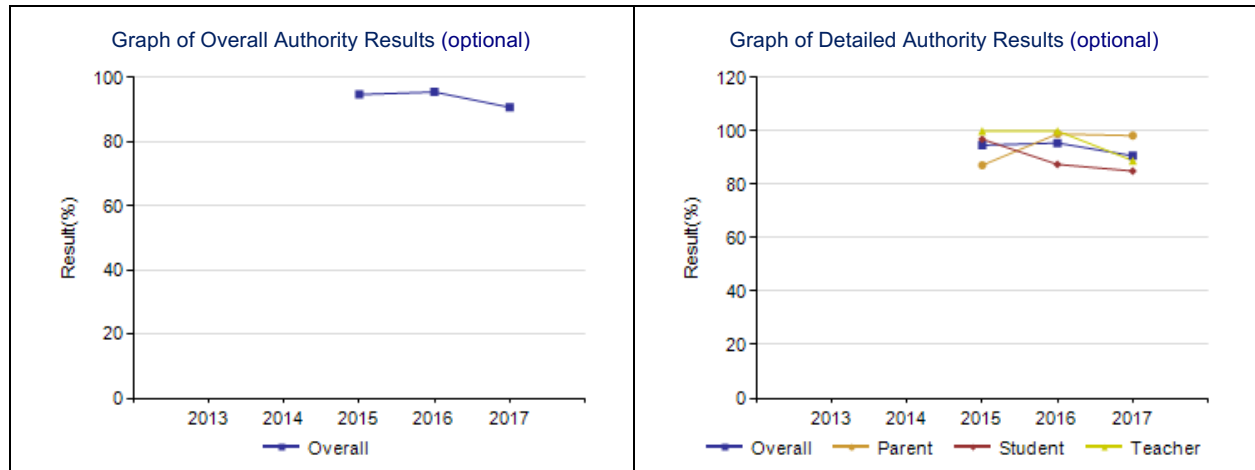
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	n/a	n/a	96.3	100.0	95.2	80.3	80.6	80.7	80.9	81.2
Teacher	n/a	n/a	100.0	100.0	93.3	88.5	88.0	88.1	88.4	88.5
Parent	n/a	*	92.5	100.0	97.0	72.2	73.1	73.4	73.5	73.9



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

**Education Quality – Measure Details (OPTIONAL)**

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	n/a	n/a	94.7	95.5	90.7	89.8	89.2	89.5	90.1	90.1
Teacher	n/a	n/a	100.0	100.0	88.9	95.7	95.5	95.9	96.0	95.9
Parent	n/a	*	87.2	98.9	98.3	84.9	84.7	85.4	86.1	86.4
Student	n/a	n/a	96.9	87.5	85.0	88.7	87.3	87.4	88.0	88.1

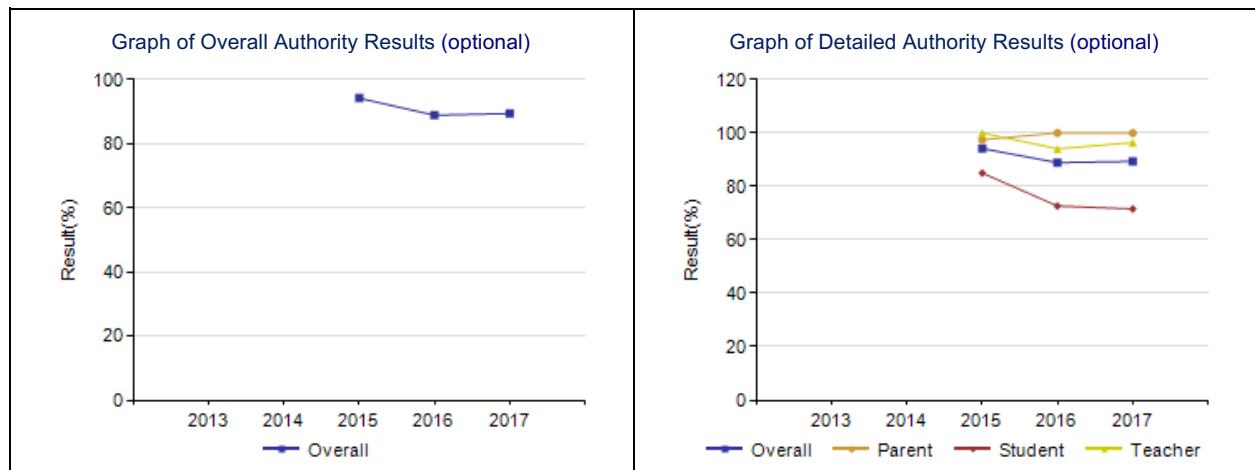


Notes:

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

**Safe and Caring – Measure Details (OPTIONAL)**

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	n/a	n/a	94.2	88.9	89.4	89.0	89.1	89.2	89.5	89.5
Teacher	n/a	n/a	100.0	94.1	96.4	95.0	95.3	95.4	95.4	95.3
Parent	n/a	*	97.5	100.0	100.0	87.8	88.9	89.3	89.8	89.9
Student	n/a	n/a	85.0	72.7	71.6	84.2	83.1	83.0	83.4	83.3



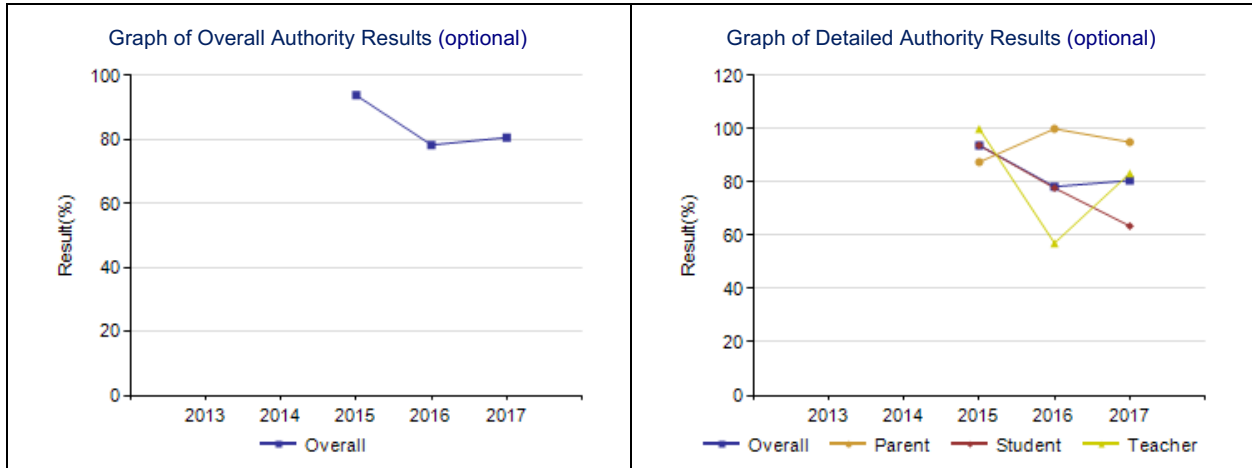
Notes:

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

**School Improvement – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	n/a	n/a	93.8	78.3	80.6	80.6	79.8	79.6	81.2	81.4
Teacher	n/a	n/a	100.0	57.1	83.3	80.9	81.3	79.8	82.3	82.2
Parent	n/a	*	87.5	100.0	95.0	77.9	77.0	78.5	79.7	80.8
Student	n/a	n/a	93.8	77.8	63.5	82.9	81.2	80.7	81.5	81.1



Notes:

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