

**BOYLE STREET EDUCATION CENTRE  
EVALUATION**

**REPORT  
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**Alberta Education**

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## **I. INTRODUCTION**

### **Background**

The Boyle Street Education Centre is a board governed, publicly funded charter school located at 10312 - 105 Street, Edmonton, Alberta. Through an individualized approach to instruction, the school provides students from 14 to 19 an opportunity to become actively engaged in a high school program that will lead to successful personal outcomes. These may include completion of a high school diploma, successful transition to the work force, enhanced academic success and post-secondary participation. The students for whom the school is intended will have experienced multiple social problems that may include histories of physical and sexual abuse, addictions, criminal involvement and frequent stays in institutional settings. Many students lack stability and support in their home environments. Located in the inner city, the Centre serves any student who meets the age criterion on a first-come, first served basis. Registration is done individually with an emphasis on frank and honest information on the student's history provided in a non-judgmental setting. While the school depends upon the students' personal resiliency as a major resource, it provides a "wrap-around" service model to meet the diverse needs of the students.

The original charter for the school was given Ministerial approval in 1995 and began operating in September 1996. Subsequent five-year terms were granted by the Minister of Education from September 1, 2001 to August 31, 2011.

### **Mission**

To promote the success of students who are at-risk youth or who have been out of school, in their goals of education, including the acquisition of social and employability skills, so they may be responsible, caring and contributing members of society; and to encourage the participation in and commitment to the education process by parents and caregivers, students and the community.

### **Vision**

To be an education centre that is holistic in nature and aspires to facilitate the mental, physical, emotional and spiritual growth of students who have previously been unsuccessful or have had interruptions in their school experience. Students will:

- maximize their capacity to pursue post-secondary learning if they choose to do so;
- enter the workforce, and;
- understand the rights and responsibilities of citizenship.

### **Charter Elements**

The essential elements outlined in the Charter are:

1. work with socially, economically and otherwise disadvantaged youth;
2. provide a holistic education program within a multi-disciplinary community model and a supportive environment;

3. promote success for students including the acquisition of social and employability skills;
4. encourage the participation in and commitment to the education process by parents and caregivers, students and the community;
5. engage students to complete their individualized learning program;
6. improve attendance levels;
7. improve student literacy and numeracy skills;
8. have students progress towards provincial graduation requirements;
9. develop individual and class level programs that stem from student interest but that follow the Alberta Program of Studies;
10. embed curriculum within activities that stimulate student participation;
11. provide access to a support network of relevant services to meet student needs through community partnerships;
12. provide continuous access to year-round education; and
13. Student goal attainment will be measured using the following outcomes:
  - school attendance,
  - academic progress,
  - utilization of available support services, and
  - participation in school and community life.

The school was originally located in the Boyle Street Co-op from where its concept was conceived. The Boyle Street Co-op is an inner city agency that has been offering services and programming to people in poverty since 1971. The school relocated and was fully operational at its new location in the R.H. David building in September 2004. The building is fully occupied by the school, and the lease period coincides with term of the charter. The current facility has been modernized to provide spacious learning environments with generous amounts of natural light. Students, staff and community members enter a large central cafeteria/lounge area from where the food preparation area, a fitness area and the CTS facility can be accessed. The main entrance at the front but is locked to discourage non-students from entering the building. A hallway leads to an accessible front office, and instructional areas for Social Studies and Math are accessible from the small front foyer.

On the second floor there is a wide hallway equipped with some easy chairs and reading materials. A student services suite, English, science, CTS and music instructional areas, and an aboriginal cultural space make up the remainder. The student services area provides office space for staff and community partners to see students and is a visual manifestation of the wrap-around service model. Services under this model include personal counseling, a psychologist, AADAC counseling, community nursing and access to social workers.

The enrollment is maintained at close to 125 students registered in Grades 10 to 12. Over the course of a school year, because of the transient nature of the clientele, perhaps twice that number of students will be enrolled for all or part of the year. There is a staff complement of 23. This includes 14 Full Time Equivalent (FTE) teachers, including the principal, vice-principal, guidance counselor and subject area specialists. The teaching staff is supported by an office manager, a secretary, a psychology intern and janitorial staff. In addition, the Board of Directors has contracted for part-time service of a Superintendent of Schools and a

secretary-treasurer. The school also employs a CTS/work experience coordinator, a qualified cosmetologist and a qualified chef.

The school is governed by five appointed directors who are members of the Boyle Street Education Centre Society.

## **Terms of Reference**

The *Charter Schools Regulation* requires the Minister to conduct a minimum of one evaluation of each charter school within the term of its Charter. There are four purposes to an evaluation of a charter school:

1. To provide evidence to the Minister and the board that the charter school is in compliance with provincial requirements and the requirements of the Charter, inclusive of charter amendments, approved by the Minister;
2. To report to staff, parents and the community as to the success of the charter school and to identify areas of strength and areas which require additional attention;
3. To focus the attention of the board and staff on the goals and objectives of the Charter and the need to establish and confirm measurable outcomes and measures; and
4. To facilitate continuous improvement in the charter school consistent with the Accountability Pillar of the Renewed Funding Framework.

There are seven essential questions that govern the evaluation:

1. Are provincial requirements being met?
2. Does the school meet the terms and conditions of its Charter?
3. Do the students, parents, teachers and community members see the school as being effective and successful?
4. Is the school financially viable?
5. Are innovative practices and approaches to student learning and other charter innovations being used, effective and being shared?
6. Is the school being governed effectively?
7. Is the school being administered effectively?

## **Processes**

The findings of the evaluation were established using the following processes and activities:

1. Seven observations were completed during the evaluation to observe instruction and student activities. Individual program plans, course outlines and records of student achievement were reviewed after the classroom observations had taken place.
2. Interviews were held with 12 academic staff. In combination, the visitations and interviews provided for discussion with all staff members who are involved in the instructional activities at the school.
3. Four parents were interviewed at the school to determine levels of satisfaction with the school and student progress. Attempts were made to contact a larger number of parents, but most were unavailable by phone and a number declined to offer input to the evaluation team. In light of this low participation, and in light of the fact that many

students have “independent student” status, focus groups were held with groups of two or three students at a time to solicit further input.

4. A student survey was administered to all students to determine satisfaction levels with the school program, organization and facility.
5. A staff survey was administered to all staff to determine satisfaction levels with school program, organization and facility.
6. A parent survey was sent to all families of students attending the school to determine satisfaction levels with school program, organization and facility.
7. Material prepared by the school was reviewed; including educational plans and results reports, handbooks and classroom schedules. Additional documentation and records regarding the school’s administration and governance were examined on-site.
8. A Board of Directors’ meeting was attended (October 16, 2008) and its related documents were reviewed.
9. Interviews were conducted with the board chairperson, two other board members, the superintendent, the secretary-treasurer and the principal and vice-principal to acquire information about the administration and governance of the school.
10. A questionnaire was administered to all board members who attended the October 16, 2008 meeting to determine satisfaction levels with school program, organization and operation.

### **Value-Added Component**

As a service to the charter school community, feedback is provided by the evaluation team upon an area of school operations identified by the school administration. The area chosen by the Boyle Street Education Centre was the “wrap-around” service model.

Key questions upon which the school sought feedback were:

1. What are the components of the school’s current model of wrap-around services?
2. Do the students who use the supports find them valuable?
3. What are the reasons that some students choose not to access the supports?
4. Are the supports seen as valuable by parents and staff members?
5. Are the resources expended on wrap-around services justified?
6. Could resources be re-directed into areas with greater impact?

The recommendations from this component are included in the “Recommendations” section of the report (p. 26) and the full value-added report is included as “Appendix E” (p. 80.)

## **II. EVALUATION FINDINGS**

### **A: Are Provincial Requirements Being Met?**

#### **1. The Alberta *Programs of Study* is being followed.**

**Yes**     **No**     **Unsure**

Based upon interviews of principal and staff, and direct observation of teachers and their year and unit plans:

- All the teachers have access to the Alberta *Programs of Study*; and

- All the teachers follow the Alberta *Programs of Study* when creating their lesson outlines and individualized program plans.

**2. Students participate in Provincial Achievement Tests and Diploma Examinations.**

Yes     No     Unsure

Based on the Accountability Pillar reports and interview with the principal:

- A total of seven diploma exams were written in 2007/2008 but not by students in their third year of high school, the Accountability Pillar measure; and
- 0% of students in their third year of high school participated in diploma examinations.

**3. Required provincial documents are completed and submitted on time.**

Yes     No     Unsure

Based on reviewing source documents and interviews with the principal and secretary-treasurer and verified by Alberta Education reviews:

- The Three Year Education Plan (3YEP), the Annual Education Results Report (AERR), the Budget Report Form (BRF) and Audited Financial Statement (AFS) were submitted on time; and
- The Alberta Education reviews of these documents indicated the reports were in compliance.

**4. Fees and school-generated funds are appropriate and explained.**

Yes     No     Unsure

Based on interviews with the principal, vice-principal, superintendent and secretary-treasurer:

- There are no material fees or school fees;
- 100% of parent interviews indicated awareness and acceptability of the fees, and the fees are outlined in the *Parent Handbook*; and
- The AFS (2006/2007) reflects that the net SGF are \$7,418 which is appropriate.

**5. Officials hired by the board (superintendent, secretary-treasurer, principal, teachers) are qualified.**

Yes     No     Unsure

Based on interviews with the superintendent, principal, vice-principal, secretary-treasurer and teachers, all staff are qualified:

- 100% of teaching staff and the principal have Alberta teaching certification;
- The superintendent is an experienced and well-respected public school superintendent;
- The secretary-treasurer has formal training and extensive experience with managing school division finances.

**6. Requirements of the *Funding Manual for School Authorities* for the current school year are met.**

Yes     No     Unsure

Based on a review of policy and financial records and verified by interview with the secretary-treasurer:

- The AFS and the BRF are in order;
- The school has appropriate insurance coverage in place; and

- The management letters provided by the auditor identified no significant weaknesses in the finances of the school.

**7. Average class sizes meet Alberta Education Guidelines.**

Yes     No     Unsure

Based upon interviews with the principal, teachers, parents and classroom observations and enrolment data:

- All classes are well below the class size guidelines.

**8. The Charter meets the requirements and recommendations for instructional time.**

Yes     No     Unsure

Based on the school calendar, timetables and the principal/vice-principal interview:

- The school provides more than the minimum hours of instruction per year for Grades 10 to 12; and
- Students have access to a minimum of 25 hours of instruction per credit under the personalized learning model.

**9. The school's facility is appropriate to the provision of student programming.**

Yes     No     Unsure

Based on observations, survey results and confirmed in interviews with staff, parents and board members:

- The school facility is appropriate to the provision of student programming;
- Classroom observations indicate that more than adequate space is available in the classrooms for the number of students that are present in each class;
- All classrooms have computers and projectors to support the use of technology in the classrooms; and
- SMART boards are being installed in all classrooms with funds from the Innovative Technology grants available for the next three years.

**B: Does the School Meet the Terms and Conditions of its Charter?**

**10. The specified teaching philosophy and methodology of the Charter are followed.**

Yes     No     Unsure

Based on the BSEC school charter, school information documents, classroom observations, interviews with teachers and parents, surveys of staff and parents and examination of student records:

- All interviews and observations confirmed a methodology consistent with the Charter. These methodologies and philosophy centre around individualized learning, building and reinforcing literacy and numeracy and engaging previously unmotivated students; and
- All school documents clearly outline the essential elements of the Charter.

**11. The Charter is current.**

Yes     No     Unsure

Based on a review of the charter, superintendent interview, board agendas and minutes:

- The Boyle Street Education Centre charter is effective September 1, 2006 to August 31, 2011; and

- The board met in September 2008 to review progress on the charter and to provide strategic direction to the superintendent. The superintendent interview confirmed that the strategic direction is being implemented.

**12. The measurable outcomes and indicators of success are being evaluated and reported.**

Yes    No    Unsure

Based on a review of the AERR and the 3YEP and verified in the superintendent/secretary-treasurer interview:

- Required and local measures consistent with school goals are identified in the 3YEP and reported in the AERR with the exception of employability skills;
- The students who write diploma exams demonstrate acceptable levels of achievement;
- BSEC has developed a local goal with outcomes, measures and targets directly related to attendance, engagement in the school community and number of credits earned; and
- A key focus of the board's directive to the superintendent is to develop measurements of student success.

**13. Other charter requirements are evident in school operation.**

Yes    No    Unsure

Based on principal and teacher interviews and surveys of students and parents, charter elements are evident in school operation:

- Teachers have developed Professional Growth Plans (PGPs) appropriate to the Charter focus of the school and are aligned with the school's goals and 3YEP; and
- Other charter requirements evident in the school operation include:
  - engaging students in their learning;
  - providing support services in a holistic or "wrap-around" model; and
  - individualizing student-learning plans.

**14. Entrance and enrollment requirements are consistent with the Charter: clear, communicated and open.**

Yes    No    Unsure

Based on a review of the school information documents, the Charter, the policy on student admissions and verified in interviews with teachers, parents and board members:

- The entrance and enrollment requirements, which are consistent with the Charter, are clearly stated in the school policy, the student handbook and the registration information provided to students and parents;
- 100% of students surveyed and 100% of parents surveyed indicate satisfaction that their teacher (school) helps them understand the program at the school; and
- The board, staff and service providers all confirm that the students enrolled in the school have the characteristics of the target group identified in the charter.

**15. The Charter includes improved student learning outcomes that are, in turn, reflected in education planning and results reporting.**

Yes    No    Unsure

Based on a review of the Charter, the AERR and the 3YEP, and verified in teacher, principal, superintendent and board member interviews and by classroom observations:

- Methodologies appropriate for providing individualized instruction are evident;

- The school’s mission clearly articulates one purpose of the school is to improve student learning;
- All staff surveyed were very satisfied or satisfied with the overall quality of education provided to students at the school;
- 84% of staff surveyed were very satisfied or satisfied that each child has improved his/her academic achievement as a result of attending BSEC;
- 100% of parents surveyed were satisfied with the overall quality of education provided to the students; and
- 96% of students are satisfied with the education they are receiving at the school.

**16. Student achievement, as measured by Provincial Achievement Testing and Diploma Examinations, demonstrates an upward trend over time.**

Yes     No     Unsure

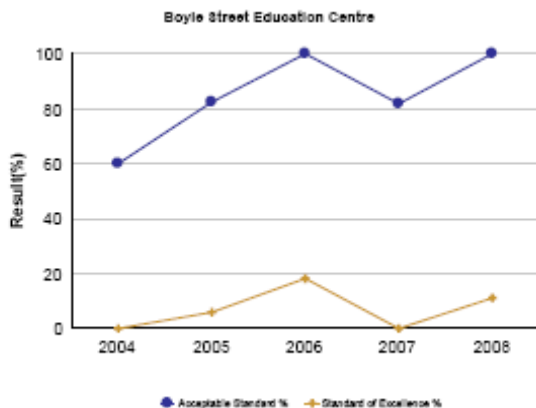
- Students are not registered into grades at which PATs are written;
- A minority of students write diploma examinations. Those who do write achieve well in reaching the Acceptable Standard;
- Zero students met the “Participation” criterion of four or more diploma exams written in 2007/2008; and
- The school has a goal for improved literacy and numeracy but is unable to report on their progress; a new academic screening test was recently adopted so a new baseline has to be established.

**Diploma Exam Results By Students Writing Measure History**

Authority: 6017 Boyle Street Education Centre

Province: Alberta

	Boyle Street Education Centre					Province				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
N	7	12	9	6	7	57,778	57,633	57,544	56,189	57,926
Acceptable Standard %	60.0	82.4	100.0	81.8	100.0	85.8	85.7	84.7	85.4	85.0
Standard of Excellence %	0.0	5.9	18.2	0.0	11.1	22.2	23.0	23.0	23.3	22.3



Authority: 6017 Boyle Street Education Centre

Province: Alberta

English Lang Arts 30-1

	Boyle Street Education Centre					Province				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Students Writing	2	5	n/a	1	1	26,594	27,523	27,921	28,118	28,024
Acceptable Standard %	*	*	n/a	*	*	92.0	89.1	88.0	87.7	87.1
Standard of Excellence %	*	*	n/a	*	*	18.8	17.8	19.3	19.0	15.5

Authority: 6017 Boyle Street Education Centre

Province: Alberta

English Lang Arts 30-2

	Boyle Street Education Centre					Province				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Students Writing	4	4	2	6	2	12,423	12,493	12,598	12,735	13,241
Acceptable Standard %	*	*	*	100.0	*	85.2	89.4	86.1	88.7	88.9
Standard of Excellence %	*	*	*	0.0	*	7.1	10.1	8.1	9.7	8.8

Authority: 6017 Boyle Street Education Centre

Province: Alberta

Social Studies 30

	Boyle Street Education Centre					Province				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Students Writing	1	n/a	2	1	n/a	23,158	23,538	23,759	24,223	23,287
Acceptable Standard %	*	n/a	*	*	n/a	85.9	85.2	85.5	86.1	84.7
Standard of Excellence %	*	n/a	*	*	n/a	23.8	24.3	23.9	24.6	21.5

Authority: 6017 Boyle Street Education Centre

Province: Alberta

Social Studies 33

	Boyle Street Education Centre					Province				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Students Writing	3	4	3	2	6	15,518	14,676	14,736	15,033	15,365
Acceptable Standard %	*	*	*	*	100.0	82.9	85.0	83.5	84.8	85.3
Standard of Excellence %	*	*	*	*	16.7	15.0	17.6	19.0	19.6	18.9

## Diploma Exam Participation Rate - 3 Year Rolling Average

Authority: 6017 Boyle Street Education Centre

Province: Alberta

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

	Boyle Street Education Centre			Province		
	2003 - 2005 Avg	2004 - 2006 Avg	2005 - 2007 Avg	2003 - 2005 Avg	2004 - 2006 Avg	2005 - 2007 Avg
<b>N</b>	<b>25</b>	<b>25</b>	<b>28</b>	<b>43,208</b>	<b>43,394</b>	<b>43,874</b>
% Writing 0 Exams	96.0	96.0	97.7	18.5	18.1	18.0
% Writing 1+ Exams	4.0	4.0	2.3	81.5	81.9	82.0
% Writing 2+ Exams	0.0	1.1	1.1	77.7	78.2	78.4
% Writing 3+ Exams	0.0	0.0	0.0	64.3	65.1	65.6
% Writing 4+ Exams	0.0	0.0	0.0	52.4	53.2	53.6
% Writing 5+ Exams	0.0	0.0	0.0	33.7	34.3	34.6
% Writing 6+ Exams	0.0	0.0	0.0	12.5	12.9	13.0

## Diploma Exam Participation Rate Detail

Authority: 6017 Boyle Street Education Centre

Province: Alberta

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

	Boyle Street Education Centre					Province				
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
<b>N</b>	<b>31</b>	<b>20</b>	<b>25</b>	<b>31</b>	<b>29</b>	<b>43,370</b>	<b>43,221</b>	<b>43,032</b>	<b>43,930</b>	<b>44,661</b>
English 30/30-1	3.2	0.0	0.0	0.0	0.0	52.3	53.4	54.4	54.7	54.5
English 33/30-2	0.0	5.0	0.0	3.2	0.0	23.5	24.4	23.7	23.5	23.6
<b>Total of 1 or more English Diploma Exams</b>	<b>3.2</b>	<b>5.0</b>	<b>0.0</b>	<b>3.2</b>	<b>0.0</b>	<b>74.5</b>	<b>76.6</b>	<b>76.9</b>	<b>77.1</b>	<b>77.0</b>
Social 30	0.0	0.0	0.0	0.0	0.0	47.5	47.8	49.1	49.5	49.3
Social 33	3.2	0.0	0.0	0.0	0.0	29.8	30.3	29.1	28.8	28.8
<b>Total of 1 or more Social Diploma Exams</b>	<b>3.2</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>76.1</b>	<b>76.9</b>	<b>77.0</b>	<b>77.2</b>	<b>77.2</b>
Math 30/Pure	0.0	0.0	0.0	0.0	0.0	39.1	39.5	41.1	41.9	41.7
Math 33/Applied	0.0	0.0	0.0	3.2	0.0	19.5	20.0	19.9	19.5	19.5
<b>Total of 1 or more Math Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>3.2</b>	<b>0.0</b>	<b>58.2</b>	<b>58.9</b>	<b>60.4</b>	<b>60.7</b>	<b>60.7</b>
Biology 30	0.0	0.0	0.0	0.0	0.0	38.0	38.7	39.4	39.6	39.8
Chemistry 30	0.0	0.0	0.0	0.0	0.0	33.7	33.9	34.4	34.2	34.3
Physics 30	0.0	0.0	0.0	3.2	0.0	21.3	21.5	21.6	21.6	21.5
Science 30	0.0	0.0	0.0	0.0	0.0	6.2	6.7	7.0	7.0	7.0
<b>Total of 1 or more Science Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>3.2</b>	<b>0.0</b>	<b>55.2</b>	<b>55.5</b>	<b>56.6</b>	<b>56.7</b>	<b>56.5</b>
Français 30	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.2	2.3	2.4	2.7	2.7
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>2.4</b>	<b>2.5</b>	<b>2.6</b>	<b>2.9</b>	<b>2.9</b>

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.

## C: Do the Students, Parents, Teachers and Community Members See the School As Being Effective and Successful?

**17. Students are made aware of and know the school's expectations of them.**

Yes    No    Unsure

Based on a review of board member, student, staff and parent satisfaction survey data, the AERR 2004/2005, the school handbook and verified by teacher, principal and parent interviews:

- Behavioral expectations are posted and appeared to be followed by the large majority of the students;
- Teachers, parents and students agree that students are safe at school, learning the importance of caring for others, learning respect for others and treated fairly in school;
- The school communicates standards for student behavior and the school rules to parents and students;
- Course outlines provide students with the information about course content, expectations and evaluation methodology;
- 94% of students and 87.5% of parents surveyed indicated they are satisfied that the school has rules for the way students are expected to behave; and
- 96% of students and 100% of parents surveyed indicate they are satisfied that they/their children are treated fairly and consistently at school.

**18. Regular reporting is provided to parents.**

Yes    No    Unsure

Based on a review of student records and report cards and verified by parent and teacher interviews and surveys:

- Parents expressed satisfaction with the school reports and progress information provided;
- 87.5% of parents surveyed indicated satisfaction with the reporting provided by the school;
- 84% of students surveyed indicated satisfaction with information about their progress;
- 87.5% of parents surveyed were satisfied with receiving enough information about what their child is expected to learn; and
- 100% of staff and parents interviewed were satisfied with the amount and quality of information provided to parents about the child's progress.

**19. Student achievement results are consistent with the Charter goals and targets for student learning.**

Yes    No    Unsure

Based on a review of the Charter, the AERR and the 3YEP and verified in teacher, principal, superintendent, board member and parent interviews:

- Principal/vice-principal interviews confirmed that they are dissatisfied with the measures used to gauge student academic progress;
- The Accountability Pillar measures of student achievement are seen by board members and administration as not sufficient to measure student academic progress at BSEC;
- 92% of students surveyed indicated that they are very satisfied or satisfied that they receive enough information about what they are expected to learn;
- Reporting of goals, outcomes, priorities, measures and strategies related to the mandate goal(s) are included in the 3YEP; and

- The Accountability Pillar Results show that 82% of staff, students and parents indicate the school has shown improvement in the last three years.

**20. Parents support the school.**

**Yes**     **No**     **Unsure**

Based on student surveys and parent, teacher and board member interviews:

- 94.7% of staff surveyed were very satisfied or satisfied that the school takes action to resolve the concerns of parents;
- Teachers interviewed clearly communicated that those parents who are involved with their students are very satisfied with the school;
- 62.5% of parents surveyed were satisfied that administration appropriately acts on parent concerns; and
- 94.7% of staff surveyed were very satisfied or satisfied that the school takes action to resolve the concerns of parents.

**21. The stakeholders perceive that the school facility meets student needs.**

Yes    No    Unsure

Based on board member, parent, staff, student and administration interviews and surveys:

- All parents and 92% of staff interviewed perceived that the school facility meets student needs;
- Board members interviewed confirmed that the present facility will meet the long-term student needs; and
- The superintendent confirmed that the facility would meet the long-term student needs.

**D: Is the School Financially Viable?**

According to the AFS, the school ended the 2006-2007 school year with an accumulated operating surplus of \$1.1 million, which is about 50% of their total expenses. Total revenue for the period was \$2.2 million, 97% of which was obtained from the Government of Alberta. The remainder was derived from various sources such as investment income (\$41,000), gifts and donations (\$18,000) and net school generated funds (\$1,300). Total expenses for the 2006-2007 school year were \$2.2 million. Of this amount, 72.1% was spent on instruction. The remainder was used for such items as operation and maintenance (20.9%), transportation (1.5%) and for board and system administration (5.5%).

The school society budgeted a \$195,000 surplus for Budget 2008-2009. The budget was approved by the board on May 21, 2008. The projected total revenue is \$2.7 million and total expenses were budgeted at \$2.5 million. The budgeted allocation of total expenses by program is: instructional expense takes 80% of the budget, plant operation and maintenance 11%, transportation 3%, and board and system administration 6% of the total expenses.

**22. The financial position of the school is positive as demonstrated in the audited financial statement.**

Yes    No    Unsure

Based on a review of the BRF 2008-2009 and the AFS 2006-2007 and verified in interviews with the secretary-treasurer:

- The school ended the school year 2006-2007 with an accumulated operating surplus of \$1.1 and capital assets of \$76,000.
- The enrollment is projected to be 130 students for the 2008-2009 school year.

**23. Expenditures for the current year are consistent with budgeted amounts.**

Yes    No    Unsure

A review of the AFS 2006-2007, BRF 2008-2009, and interviews with the secretary-treasurer:

- There are not any significant variances between budget and expenditures at the time of the on-site evaluation; and
- The board and administrative costs are about 6% of the total expenses.

**24. Long-term commitments are reasonable and minimal.**

Yes    No    Unsure

Based on interviews with the secretary-treasurer:

- The school has no long-term commitments beyond the Charter mandate; and
- Other than the facility leases, no other long-term commitments were indicated.

**25. Financial processes and documents comply with provincial requirements.**

Yes     No     Unsure

Based on a review of the BRF 2008-2009 and the AFS 2006-2007 and verified in interviews with the secretary-treasurer:

- The AFS and BRF were submitted in a timely manner;
- Both the AFS and BRF were complete and fully compliant.

**26. Recommendations, if any, made in the auditor's management letter are successfully addressed.**

Yes     No     Unsure

- Review of AFS 2006-2007, and confirmed in the secretary-treasurer interview, indicated there were no recommendations for the school financial processes and procedures.

**27. Charter school budget information is shared with school stakeholder groups and is available for public review.**

Yes     No     Unsure

Based on interviews with the secretary-treasurer:

- The board holds an annual general meeting to share budget information.
- Budget information is provided in the three year education plan (2008-2011). And it is available on the board website;
- The superintendent indicated that the board did gather input from staff and he acted as the conduit for all information between staff members and the board. Parents are not involved in the school despite efforts by staff to engage them;
- Three parents interviewed felt that the financial information was readily available. Parents indicated confidence and trust that the board managed the financial affairs properly.

**28. Enrollment in the Charter School is adequate and in accordance with the *Charter School Regulations*.**

Yes     No     Unsure

Based on a review of the school enrollment trend data and verified by the principal and superintendent:

- The enrolment has been stable at around 130 students.

**29. Appropriate insurance is maintained for loss due to fire, theft or flood and to cover liability.**

Yes     No     Unsure

Based on the interview with the superintendent and secretary-treasurer:

- The school has a comprehensive schedule of insurance coverage in place (property, liability, bond and crime, transportation and umbrella liability).

**30. Board budget planning reflects board priorities.**

Yes     No     Unsure

Based on a review of the BRF 2008-2009 and the AFS 2006-2007 and verified in interviews with the secretary-treasurer:

- Board budget planning reflects board priorities, and resources are available to reflect board priorities; and
- The board is committed to provide the best possible resources, including professional development, for the staff.

**E: Are Innovative Practices and Approaches to Student Learning and Other Charter Innovations Being Used, Effective and Shared?**

**31. Educational innovations outlined in the Charter are evident in practice.**

Yes    No    Unsure

Based on classroom observations, teacher interviews and the AERR:

- Educational innovations outlined in the Charter are evident;
- Individualized programming is developed for each student;
- Student needs have a considerable impact on program development;
- Modules that are linked to the program of studies are developed to engage students and provide appropriate activities and assignments;
- Students work independently and seek assistance when they require it;
- Students complete programs at their own pace so are able to manage in spite of gaps in attendance;
- Students have continuous access to a support network within the school setting; and
- Wrap-around model is evident at the school.

**32. Staff members have opportunities for in-service related to the Charter and individual growth plans.**

Yes    No    Unsure

Based on a review of the Charter, the AERR and the 3YEP and verified in classroom observations and interviews with the superintendent, principal and teachers:

- 100% of teachers interviewed confirmed that each teacher receives \$1,000 for professional development related to his/her professional growth plan;
- 100% of the teachers completed and filed a professional growth plan with the principal;
- Principal confirmed that administrative discussions and written feedback related to the professional growth was provided for 100% of the teachers; and
- A review of PGPs indicated that most plans addressed individual professional goals and were related to the professional development priorities for the school.

**33. The school shares effective practices related to its Charter mandate.**

Yes    No    Unsure

Based on a review of the AERR and verified by the superintendent and principal interviews:

- There is an extensive history of sharing effective practices with educational partners and the community; and
- There has been a highly successful collaboration with the Department of Psychology at the University of Alberta.

**F: Is the School Being Governed Effectively?**

**34. The Charter board adheres to the by-laws of the society or company operating the school.**

Yes    No    Unsure

Based on a review of the policies approved by the board and board minutes and verified by board member interviews and observation of a board meeting:

- A review of company by-laws, policies and board meeting minutes indicated board adherence to by-laws;
- Adherence to by-laws was also confirmed by board member interviews;
- Review of board agenda package and minutes indicated that appropriate business was conducted in compliance with the *School Act*;
- Observation of a board meeting on October 16, 2008 indicated appropriate use of procedure for the meeting; and
- Interviews with the superintendent and the secretary treasurer indicated a recent move to a more formal set of procedures at board meetings and the intent to seek legal assistance in updating the society's by-laws. This is a recommendation from the review conducted when the school's charter was last renewed.

**35. Communication among the Charter board, superintendent and staff is effective and in the best interests of the school.**

Yes     No     Unsure

Based on satisfaction surveys, superintendent, principal, board member and teacher interviews and observation of a board meeting, there is some degree of dissatisfaction with communication between the board and the staff:

- 62.5% of parents surveyed were satisfied with the performance of the board;
- 25% of parents surveyed were unsure of the board's performance. 12.5% (one parent) was dissatisfied;
- 33% of board members interviewed indicated that communication among the Charter board, superintendent and staff is effective, efficient and in the best interests of the school. 66% disagreed;
- Comments from board members clarified that communications between the Board and superintendent and between the staff and superintendent were effective. The communication between the board and staff was not effective;
- 42% of teachers interviewed acknowledged that communication among the Charter board, superintendent and staff is effective, efficient and in the best interests of the school;
- 89.5% of staff surveyed were satisfied that teaching staff and administration at the school work together well;
- 94.7% of staff surveyed were satisfied with the opportunity for input into the decision making process;
- Interviews with the principal and the superintendent revealed differing views of the effectiveness of communication. While both answered in the positive, the principal said that it had been effective in the past, and she assumed that it would be so in the future. The superintendent indicated that it had been unsatisfactory in the past but would improve with a new direction begun this year;
- A number of staff and board members referred to "uneasiness" among the three groups in this area; and
- An unusually high 27% of total board member survey responses were "Don't Know."

**36. The school council is active, involved and aware of its responsibilities.**

Yes     No     Unsure

Based on parent and teacher surveys and verified in interviews with the parents, principal and board members:

- Repeated attempts to convene a School Council have been unsuccessful.

**37. The corporate body is in good standing in accordance with the *Societies Act* or the *Companies Act*.**

Yes    No    Unsure

- Based on a review of the current Corporate Registry filing confirmation document, the company is up to date and in good standing.

**38. Members of the Charter board take advantage of their opportunities to enhance their knowledge and skills in charter school governance.**

Yes    No    Unsure

Based on board member and superintendent interviews:

- BSEC is a member in good standing of The Association of Alberta Public Charter Schools;
- Superintendent and board member interviews confirmed the board is made up of professionals who have a good understanding of issues and processes and who are committed to fulfilling the vision of the charter school; and
- The board has begun to hold an annual strategic planning retreat.

**39. The charter board has developed appropriate by-laws and policies regarding board governance, the role/responsibilities of the superintendent, the Charter board, the principal, the teachers and the school council.**

Yes    No    Unsure

Based on a review of the by-laws and policies regarding governance and verified by superintendent and board member interviews:

- The board has developed appropriate roles/responsibilities for the superintendent, charter board, principal, secretary-treasurer, teachers and school council;
- Policies 2050, 2060, 2070 and 2080 specify procedures for meetings, the keeping of minutes and the role of board committees and responsibilities for the board chair;
- Survey and interview results include:
  - 62.5% of parents surveyed were satisfied with the performance of the board; and
  - 47.4% of staff were satisfied with the performance of the board;
- Through direct observation during the on-site phase of the evaluation, there was a clear delineation of roles between students, teachers, parents, administrators and board members; and
- Recent changes in board strategic planning and resulting communications have created a degree of tension with staff.

**40. The charter board contracts for adequate superintendent services as per the requirements of the *School Act*.**

Yes    No    Unsure

Based on interviews with board members, superintendent and principal, the board contracts adequate superintendent services:

- The superintendent's contract provides for services based on specified directions from the board;
- There is no reference to time committed to the role, nor to a percentage of FTE; and
- Superintendent, board member and principal interviews recognized that the superintendent has the confidence of all of the staff groups and of the board.

**41. Recommendations of past reviews and evaluations have been successfully addressed.**

Yes     No     Unsure

- All of the Board members interviewed indicated that they were unsure of the recommendations and their current status;
- The Superintendent indicated that a number of the recommendations had been acted upon, but that some were not supported by staff;
- Observations by the evaluation team suggest that ten of the 17 recommendations are in evidence; and
- Some of the recommendations address issues that have proven intractable such as improved attendance and parent participation.

**42. The Charter board is committed to achieving the charter school's vision.**

Yes     No     Unsure

Based on a review of the Charter, the 3YEP and the AERR and verified by superintendent, principal, board member and parent interviews:

- The charter vision is clearly articulated;
- The board has developed four strategic directions for the school to be acted upon by the superintendent; and
- 47.4% of staff surveyed were very satisfied or satisfied with the performance of the Board of Directors while 42.1% of staff said that they were dissatisfied or very dissatisfied.

**43. Charter board decisions are communicated to the public regularly in an open manner.**

Yes     No     Unsure

Based on a review of the Charter, communications plan, and verified by superintendent, principal, board member and parent interviews:

- The 3YEP and AERR are posted on the school website;
- The board minutes are shared with staff by email;
- 62.5% of parents surveyed were satisfied with the performance of the Board of Directors; and
- 66% of teachers interviewed agreed that Board decisions are communicated regularly and openly.

**44. The Charter board maintains effective and appropriate relationships with partners, associations and societies.**

Yes     No     Unsure

- A review of the board meeting minutes for 2006, society annual report and a list of partnerships and verified in board member and superintendent interviews confirmed that the board maintains effective and appropriate relationships with at least 15 partners, associations and societies.

## **G: Is the School Being Administered Effectively?**

### **45. The charter school focuses on continuous improvement.**

**Yes**    **No**    **Unsure**

Based on reviewing source documents and interviews with the superintendent, principal and secretary-treasurer and verified by Alberta Education reviews:

- The 3YEP and AERR meet all provincial requirements as identified in the *Guide to Charter School Planning and Results Reporting*. Education plan and results reports reviews indicated that all plans and reports are completed in a timely manner;
- 82% satisfaction with “School Improvement” reported in Accountability Pillar results; and
- The superintendent articulated in his interview a clear plan for school improvement in the current school year.

### **46. Staff members are involved in decision-making and program development, implementation and review.**

**Yes**    **No**    **Unsure**

Based on a review of the staff satisfaction surveys, staff meeting agenda and verified in teacher and principal interviews:

- 94.7% of staff surveyed were very satisfied or satisfied that they have opportunities for input into school decision-making; and
- All stakeholders reported that staff is involved in the decision-making processes.

### **47. Classroom and grade organization are appropriate.**

**Yes**    **No**    **Unsure**

Based on classroom observations, the assignment of grades to particular rooms, class lists and parent and teacher interviews:

- 100% of teachers interviewed and 100% of parents interviewed agreed that classroom and grade organization are appropriate;
- The reduced student enrollment allows teachers to successfully handle four or five different courses during the same class time; and
- Students from all three grades are placed in the core instructional room for Math, English, Social Studies and Science.

### **48. Safety procedures are in place.**

**Yes**    **No**    **Unsure**

Based on a review of the policy manual and a visual inspection of the facility and verified by staff, principal and parent interviews and by satisfaction surveys:

- Safety procedures were confirmed by review of school policies, student handbook provisions, supervision schedule and fire drill records;
- Observation of student movement throughout the school indicated attention to student safety;
- A response to an emergency PA code was observed and staff responded very quickly and effectively;

- Appropriate attention to student safety was confirmed by parent, principal and teacher interviews;
- 98% of students surveyed and 100% of parents surveyed were satisfied with safety at school and 100% of staff surveyed were satisfied that the school is a safe and caring place for students and staff;
- 57.9% of staff surveyed believed that the children are safe on their way to and from school;
- 91% of students surveyed said they felt safe on their way to and from school; and
- 81.8% satisfaction with “Safe and Caring” as reported in the Accountability Pillar Results.

**49. Student records meet the requirements of the *Student Record Regulation*.**

**Yes**    **No**    **Unsure**

Based on a visual inspection of a sample of students’ records and verified by principal and teacher interviews:

- 100% of the student records reviewed were in compliance with the *Student Record Regulation*; and
- While all of the required documentation for the student record is kept by the school, some of it, including a detailed summary of annual attendance and a copy of the final report card, is kept on the electronic student file.

**50. The school facility meets provincial health, safety and building standards and is suitable for operation as a charter school.**

**Yes**    **No**    **Unsure**

Based on parent interviews, secretary-treasurer interview, review of the inspection documents and verified by the superintendent, principal and board member interviews:

- A review of inspection report documentation confirmed successful inspections for fire and health;
- The facility is adequate for the current enrollment; and
- 100% of parents interviewed indicated that to their knowledge, all health and safety standards are met.

**51. School teaching and administrative staff members adhere to the requirements of the *Student Evaluation Regulation* and *Student Evaluation Policy*.**

**Yes**    **No**    **Unsure**

Based on a review of the PAT participation rates and the school student evaluation policy and verified by the principal interview:

- 84% of students surveyed were satisfied that they receive regular information about their progress;
- Students write diploma examinations when they have completed the requisite courses;
- All parents interviewed and 87.5% surveyed were satisfied with the reporting information they receive about their child’s progress at school; and
- The principal indicated in the interview that the school is fully compliant.

### III. EVALUATION CONCLUSIONS

Boyle Street Education Centre provides a safe, welcoming and supportive environment for youth who have little such stability and support in the rest of their lives. The staff are fully committed to doing what they see as the best possible job on behalf of the students.

The frustration for staff, for the school administration and for the board is that so few students take full advantage of the tremendous opportunities available. It is hard to imagine any strategies that have not been employed to entice students into furthering their education, yet the attendance rate hovers between 60% and 40%.

#### 1. Are the provincial requirements being met?

*Yes*

Based on the findings and evidence, BSEC meets the provincial requirements of the *Charter Schools Regulation* and the *School Act*. The school follows the Alberta *Programs of Study* and provides more than the minimum required amount of instructional time, and students participate in the Diploma Examination component of provincial assessment. The school complies with Alberta Education planning, reporting and funding requirements in providing complete and timely information. The school maintains classes that are well below the maximum guideline of 27 for students in Grades 10 to 12.

#### 2. Does the school meet the terms and conditions of its Charter?

*Yes*

The evidence is clear that the Boyle Street Education Centre is fulfilling the mandate of its charter in the students it serves and in the programs and supports it provides. The students are characterized by personal circumstances and previous experiences that meet the criteria of disadvantaged youth. Few of the students have the support of a stable home with at least one parent, and many fit the definition of “independent students” who are essentially charting their own way to adulthood.

Academic screening indicates that the majority of students are well behind their peers in basic literacy and numeracy on entry to the school. Out of the 126 students, 102 meet the criteria established by Alberta Education as special needs, and have been assigned a special education code. Of these, 49 meet the criteria of a severe disability. A high number of students receive financial support, many have involvement with alcohol or illegal substances, many have a history of involvement with the criminal justice system and all have a history of difficulty or failure in previous schools.

There remains the question of whether the school is fulfilling other parts of its mandate. It is clear that it has not been successful in encouraging parents’ participation in and commitment to the education process. The school has not been able to establish a parent council, and parent response to invitations to participate in school activities is almost non-existent. Improving student attendance and their level of engagement in learning are clearly closely related. School staff feel strongly that they are enhancing academic or literacy skills but do not have any objective ways to demonstrate the accuracy of this contention.

The charter's references to improving student literacy and numeracy skills, the acquisition of social and employability skills and progressing towards provincial graduation requirements are certainly pursued, but the question of how much progress is required to define success remains unanswered. The reason for the elusiveness of this answer is that there are no pre-defined benchmarks from which to measure progress.

**3. Do the students, parents, teachers and community members see the school as being effective and successful?**

*Yes*

Students, parents and staff see the school as being effective and successful. There is strong stakeholder support for all areas of the school operation including the delivery of an individualized instructional program. The school's approach to discipline and resulting culture of responsibility that yields mature student behavior are a source of pride for the school.

There is a caveat on this question, however. The school's board of directors, with the advice of the superintendent is embarking on a process of giving more specific strategic direction to the school. The objectives of this direction are clearly driven by concern for the success of the students, yet despite the fact that staff share this concern and believe strongly in the same objectives, there is suspicion that board does not understand the complexity and difficulty of making progress in this area. If this lack of trust is perpetuated, the mission and current success of the school may become compromised.

**4. Is the school financially viable?**

*Yes*

Based on a review of financial information and interviews with appropriate stakeholders, the Boyle Street Education Centre is in a healthy and viable financial position and is able to support the individualized learning, extensive program choices and wrap-around services that it provides for its students. Effective and transparent budgetary planning has helped the Board identify budget priorities such as incentives for students to complete employability skills-based programs, enhancing employability skills of the students and opportunities for professional development of the staff. The school building is well maintained and clean and provides a safe, attractive environment for the students.

**5. Are innovative approaches to student learning and other charter innovations are being used, effective and shared?**

*Yes*

The programming that has evolved to re-engage students in education is intensive, highly individualized, designed to enhance the opportunity for success and is flexible in its entry and completion points. The teachers exhibit a personal commitment to their students and ensure that while learning is set at appropriate instructional levels, the course outlines are closely related to the Program of Studies. The classrooms are bright and welcoming spaces, and the computers and equipment available are generous. Given the small numbers in the school, the array of subjects offered is impressive and includes food studies, cosmetology, construction technology and instrumental music.

The school hosts a large number of visitors who are keen to replicate its success with their own difficult to serve clients or students, and it has a number of innovative partnerships with outside agencies and post-secondary institutions.

**6. Is the school being governed effectively?**

*Yes*

The Boyle Street Education Centre is being effectively governed by a group of qualified and committed Board of Directors with the support and cooperation of the administration team and staff. However, the new direction taken by the board must be pursued in an atmosphere of greater trust and understanding. This will happen only if there is improved communication between the board and the staff, using the communication channels established by policy, in which the superintendent is the key.

**7. Is the school being administered effectively?**

*Yes*

The BSEC is being effectively administered by a qualified, caring and committed administrative team including the superintendent, principal and vice-principal. The school principal has been a key visionary figure for the school almost since its inception, and certainly since the school moved to its present location. The principal has provided strong leadership in the establishment of a safe, caring and highly individualized program, and through her collaborative leadership style has built consensus on the direction that the school has followed for the last number of years. The vice-principal provides continuity and strong support for the staff and principal and exudes compassion for the students. She has taken the lead in providing the wrap-around service model that allows teachers to focus on learning. The superintendent, with extensive senior administrative experience, provides valued and appreciated service, and he enjoys the confidence of the whole school community. The board and administrative costs are reasonable.

#### **IV. COMMENDATIONS, RECOMMENDATIONS AND REQUIRED CHANGES**

##### **Commendations:**

- The school staff demonstrate a high degree of care and concern for the students and are fully committed to providing an unconditionally supportive environment in which they approach students from a non-judgmental perspective.
- The breakfast and lunch programs, the provision of bus tickets, and the safe, calm supportive school atmosphere all contribute to a barrier-free environment.
- The partnerships that the school has developed with outside agencies allow for a true “wrap-around” service model. The non-instructional supports provided to students are without parallel in a school of this size. There are highly qualified professionals on hand or available through referral to assist students to deal with almost any personal or mental health issue that they might experience.
- The broad range of programming is impressive for a school with such a small student population.
- The partnership with the Department of Psychology of the University of Alberta and the placement of a psychology intern have resulted in high-quality projects and resources that are a direct benefit to the school population and to other vulnerable youth.
- The school principal and assistant principal have modeled lifelong learning by pursuing graduate studies, and have modeled one of the foundations of the charter school movement by pursuing research into the education of students for whom the charter is designed.
- The approach to Professional Development with individual teacher budgets utilized by the school provides for a combination of school directed and individual teacher led professional development. This approach emphasizes the organization’s view of the professional nature of its teachers.
- The development and ongoing updating of modules highlighted an underlying curricular content knowledge of teaching staff.
- Staff has confidence that they have the expertise to make a difference for their student population.
- The development and maintenance of a truly “safe” environment is a testimony to the skills of staff in developing a set of expectations that are shared by its student body.
- BSEC should be commended for its commitment to technology in all aspects of its operation from data collection to instruction. This is characterized by its recent move to SMART board technology.

##### **Recommendations for Consideration:**

- While recognizing the limitations of provincial measures of student academic progress, the school has not been successful in providing alternative measures. It is recommended that the school research a practicable measure of academic functioning, administer the measure to incoming students and re-administer it prior to the end of the school year. This will establish a base line from which to measure progress within the academic year, and from one year to the next for returning students. This would allow the board to set meaningful targets and provide data to staff as to whether their strategies are effective.

- The school reports on student attendance rates, but only in large aggregated data for the whole school and on an individual level. It is recommended that the school refine its attendance procedures and records so that in addition to current reports, data by class, by instructional block, by home room and by time period be collected and reported on. Such data could be used to determine, for example, whether starting school later might improve attendance, or whether students truly value a particular class by attending more often. Without such data, programming decisions are less well informed, and a solution to the ongoing challenge of improved student attendance may remain elusive.
- The board has made the charter element, *student preparation for the world of work*, a priority for the superintendent and would like to see measures such as follow-up on graduates put in place. Board members mentioned extending support to students as they transition to the work force. It is recommended that members of the school staff, administration and the superintendent, with the possible participation of a board member, research and plan for a systematic career education component of the student's school program. This might result in a greatly expanded work study/work experience program, or other strategies deemed effective by the planning group. An element of this plan might include a definition of and a way to measure students' employability skills.
- It is recommended that more group instructional activities be included within the framework of individualized student programming. Once students get down to work, they are isolated from each other and pursue what must be a lonely journey through their academic work. The only other person who knows what they are working on, what frustrations they face and what revelations they experience is the teacher. While this one-to-one relationship is invaluable and must not be lost, the support students can get from common learning experiences with peers should be explored. Discussions on current events in social studies, demonstration experiments and the discussion of research methods in science, or analysis of popular lyrics in English might be possible examples. This approach should include differentiated responses based on the course level of students.  
 Alternatives strategies to address the issue of instructional isolation could include the already planned use of SMART boards as a catalyst to group activities, or the teaching of Aboriginal Studies 10/20/30 that goes beyond modules and the strict school hours to provide real opportunities for FNMI students attending the school to be more actively involved with the FNMI community, its elders and its leaders.
- It is recommended that staff look for professional development opportunities within the activities of the Outreach Education Council of the Alberta Teachers' Association, informally through visits and exchanges with teachers of vulnerable youth in public systems and through specific instructionally focused PD within the special education community. Staff may benefit also from visiting classes in conventional settings that are designed to engage hard to reach students.
- The school's charter refers to encouraging "the participation in and commitment to the education process by parents and caregivers..." Such participation is rare, despite the efforts of school staff, and despite the recommendations of the previous evaluation. It is recommended that the school develop a set of explicit strategies, perhaps targeted at individual parents and caregivers, to encourage their participation either in the school or from the home. An alternative for consideration is to remove the emphasis from parental involvement and for the school to actively pursue the development of a mentorship program for its students. Consideration should be given to amending this statement in the charter.

## **Required Changes:**

None

## **Recommendations from the “Value-Added” Review:**

It is suggested that:

1. Consideration be given to the universal promotion of healthy behaviors (i.e.: dealing with anxiety, power and control issues, etc.) through classroom presentations in addition to the initiation of small targeted groups. This will complement the existing individual counseling, and a more universal approach may result in a greater number of students receiving service from the 'existing' service providers.
2. Formal partnership agreements be defined to ensure their future sustainability. A simple, one page agreement as to what services the partner brings to the table would be beneficial should individuals change positions and new staff members be hired.
3. Time be allocated for the 'wrap-around team' to case conference on a more formal basis and for each other to build understanding of each other's systems and realities and work to bridge the gaps. Intentional quarterly case conferences are beneficial for the sharing of new funding formulas, shift in focus, and trends. These meetings can be brief.
4. Consideration be given to the addition of a 'commitment coach' to work with students, their families and or community mentors to promote the concept of commitment for life long learning and living.

## APPENDICES

### APPENDIX A: Charter School Evaluation Template

**Charter School:** Boyle Street Education Centre

**Evaluators:** Stuart Adams, John Mevel, Sandra Skare, Bob Steele, Sandra Woitas, Cindy Wang

**Dates:** October 27 – 31, 2008

Are provincial requirements being met? YES		Indicators	Evidence
1. The Alberta <i>Programs of Study</i> are being followed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Teachers have current programs of study.</li> <li>○ Teacher plans and Individual Program Plans are based upon the Alberta <i>Programs of Study</i>.</li> <li>○ Daily planning.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Classroom visitations.</li> <li>○ Course outlines.</li> <li>○ Individual program plans.</li> <li>○ Teacher interview.</li> <li>○ Principal interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ Classroom observations, teacher interviews and interviews with the principal and superintendent confirmed the Alberta <i>Programs of Study</i> are being followed.</li> <li>○ 100 % of classroom teachers observed during classroom visitations and post-visitation debriefing and 100% of teachers interviewed had completed lesson outlines and individualized program plans that are based on the Alberta <i>Programs of Study</i>.</li> <li>○ 100% of classroom teachers observed and interviewed had access to a current copy of the Alberta <i>Programs of Study</i>.</li> </ul>
2. Students participate in provincial achievement and diploma exams.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Participation rates are appropriate and show improvement, if warranted.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ <i>Student Evaluation Policy</i>.</li> <li>○ Alberta Education multi-year Provincial Achievement Test (students writing and cohort) and Diploma Examination reports.</li> <li>○ AERR.</li> <li>○ Principal interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ The Accountability Pillar Summary Report of October 2008 indicates that none of the 29 students in their third year of high school wrote a diploma exam.</li> <li>○ A total of seven diploma exams were written in 2007/2008.</li> <li>○ Board members and administration gave differing responses to this question when interviewed.</li> <li>○ While students do participate, there is no clear definition of what level of participation is appropriate.</li> </ul>

Are provincial requirements being met? YES	Indicators	Evidence	
3. Required provincial documents are completed and submitted on time.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Dates of submission correspond to deadlines.</li> <li>○ Documents require minimal revision based upon manager feedback.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Documents including BRF, AERR, 3YEP and APAR.</li> <li>○ Superintendent interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ A review of the submission dates for the 3YEPs, AERRs, BRFs and AFSs for the last 2 operating years indicate timely completion of the required documents; also confirmed by interviews with the superintendent &amp; secretary-treasurer.</li> <li>○ The <i>2008-2011 Charter School 3YEP Summary and Review Template</i> completed by Alberta Education indicates compliance.</li> <li>○ At the time of the evaluation, the preparation of the AERR (2007/2008) was ongoing to be completed prior to the November 30, 2008 deadline.</li> </ul>
4. Fees and School Generated Funds (SGFs) are appropriate and explained.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Fee schedules contain appropriate fees.</li> <li>○ Accounting for school fees and SGFs is consistent with department requirements.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Board budget documents and motion approving fees.</li> <li>○ Principal interview.</li> <li>○ Parent interview.</li> <li>○ Superintendent interview.</li> <li>○ Secretary-treasurer interview.</li> <li>○ Website.</li> </ul>	<ul style="list-style-type: none"> <li>○ Secretary-treasurer interview confirmed the fact that students do not have to pay fees.</li> <li>○ Parents interviewed indicated awareness and acceptability of the fees.</li> <li>○ The <i>AFS (2006/2007)</i> reflects that the net SGF are \$7,418 which is appropriate.</li> </ul>
5. Officials hired by the board (superintendent, secretary-treasurer, principal, teachers) are qualified.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Superintendent is approved by Alberta Education and has educational expertise.</li> <li>○ Secretary-treasurer is appointed in accordance with the <i>School Act</i> and has required expertise.</li> <li>○ Principal and teachers have Alberta teacher certification and required expertise.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Ministerial approval letter for superintendent appointment.</li> <li>○ Secretary-treasurer qualifications as identified in resume.</li> </ul>	<ul style="list-style-type: none"> <li>○ Interviews with superintendent and secretary-treasurer indicated qualifications appropriate for their roles. The superintendent has previously held the superintendency of one of the four urban public boards in the province. The secretary-treasurer has formal training and also has extensive experience with managing school finances.</li> <li>○ Interviews with the principal/vice-principal confirmed that 100% of teaching staff and the principal have Alberta teaching certification.</li> <li>○ Interviews with superintendent and board members</li> </ul>

Are provincial requirements being met? YES		Indicators	Evidence
		<ul style="list-style-type: none"> <li>○ Principal and teachers' teaching certificate numbers and resumes.</li> <li>○ Superintendent interview.</li> <li>○ Board member interview.</li> </ul>	confirmed staff qualifications.
6. Requirements of the <i>Funding Manual for School Authorities</i> for the current school year are met.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Transportation, if provided, is consistent with section 1.26.</li> <li>○ Financial records are audited; AFS and BRF are submitted as required.</li> <li>○ Insurance and bonds are in place.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Transportation policy in policy manual.</li> <li>○ Management letters provided by Auditor.</li> <li>○ Insurance policy in effect.</li> </ul>	<ul style="list-style-type: none"> <li>○ Transportation is not provided universally by the school, but students earn transit tickets by dint of their attendance at school. The school will not allow lack of transportation to be a barrier that will prevent a student from coming to school.</li> <li>○ The AFSs &amp; BRFs for the last two operating years were reviewed and are in order.</li> <li>○ The schedule of insurance coverage currently in place was reviewed and indicated appropriate insurance in place.</li> </ul>
7. Average class sizes meet Alberta Education guidelines.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Class Size Initiative (CSI) Plan addresses the Alberta Commission on Learning (ACOL) guidelines.</li> <li>○ Grade K-3 – 17 students.</li> <li>○ Grade 4-6 – 23 students.</li> <li>○ Grade 7-9 – 25 students.</li> <li>○ Grade 10-12 – 27 students.</li> <li>○ Actual class sizes are consistent with targets established in the CSI.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ CSI plan submitted to and approved by Alberta Education.</li> <li>○ AERR class size reporting addendum (January 15, 2005) containing verified class sizes for 2004/2005.</li> <li>○ Class lists.</li> <li>○ Teacher interview.</li> <li>○ Principal interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ All classes are well below the class size guidelines.</li> </ul>

Are provincial requirements being met? YES	Indicators	Evidence
8. The charter school meets the requirements and recommendations for instructional time.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure  <ul style="list-style-type: none"> <li>○ Grade 1-9: 950 hours.</li> <li>○ Grade 10-12: 1000 hours.</li> <li>○ High School Subjects: 25 hours per credit.</li> <li>○ Teacher and student timetables.</li> <li>○ Recommended subject time allocations in the <i>Guide to Education ECS to Grade 12, 2004/2005 School Year</i>.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ School master timetable.</li> <li>○ Principal interview.</li> <li>○ Teacher interview.</li> <li>○ Teacher and student timetables.</li> <li>○ Subject time allocations per grade.</li> </ul>	<ul style="list-style-type: none"> <li>○ Teacher and student timetables indicate that the school exceeds the recommended number of hours and the recommended subject time allocations.</li> <li>○ Review of current calendar and timetables indicated provision of 1,005 instructional hours per year. Time allocations exceed provincial requirements.</li> <li>○ Two teachers are teamed to teach the four academic subjects.</li> </ul>
9. The school's facility is appropriate to the provision of the student programming.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure  <ul style="list-style-type: none"> <li>○ Adequate classroom space is available for the number of students housed in the school.</li> <li>○ Ancillary spaces are adequate (e.g., laboratories and Career and Technology Study facilities).</li> <li>○ The facility is safe.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ School map.</li> <li>○ Demographic information.</li> <li>○ Correspondence with Alberta Infrastructure and Transportation.</li> <li>○ Principal interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ Based on direct observations and confirmed in interviews with the principal/vice-principal, staff and parents, the present facility is appropriate for the provision of the student programming.</li> <li>○ Survey results indicate that 96% of students, 90% of staff and 100% of parents are satisfied that the facility is appropriate.</li> <li>○ Interviews with administration, parents and board members confirmed that the school does not have adequate space for a full physical education program, the school uses nearby community facilities, and the fitness space that does exist is well used by students.</li> <li>○ The academic classrooms are bright and large with natural light.</li> <li>○ The general office contains secretarial/reception space, a modest staff work space and offices for the principal and a small conference room that serves as an office for the secretary-treasurer and superintendent when they are present. Other administrative offices located on the second floor are</li> </ul>

Are provincial requirements being met? YES		Indicators	Evidence
			<p>provided for the “wrap-around service” professionals to use.</p> <ul style="list-style-type: none"> <li>○ Classroom observations indicate that adequate space is available in the classrooms for the number of students that are present in each class.</li> <li>○ All classrooms are well equipped with computers to support the vision of individually paced learning.</li> <li>○ SMART boards are being installed in all classrooms with funds from the Innovative Technology grants available for the next three years.</li> </ul>
<p>10. The specified teaching philosophy and methodology of the Charter are followed.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Classroom instruction reflects individual charter school mandate.</li> <li>○ Reporting to parents reflects individual charter school mandate.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Charter that outlines pedagogical or instructional techniques for the school.</li> <li>○ Website.</li> <li>○ Classroom observations.</li> <li>○ School information documents.</li> <li>○ Teacher interview.</li> <li>○ Superintendent interview.</li> <li>○ Parent interview.</li> <li>○ Principal interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ Classroom observations, interviews with staff and a review of a sample of student records indicate appropriate activities reflecting charter philosophy and methodologies. These methodologies and philosophy center around individualized learning, building and reinforcing literacy and numeracy and engaging previously unmotivated students.</li> <li>○ Observations from classroom visits included:             <ul style="list-style-type: none"> <li>● Individualized self – paced learning encourages student learning.</li> <li>● Assignments and activities contained in modules reflect the unique nature of the student population at BSEC.</li> <li>● Student programs are all individualized so students complete programs at a pace appropriate to their academic level.</li> <li>● Student artwork is displayed in the classroom and school.</li> <li>● Students have opportunities to develop hands-on skills (cosmetology, shop, food preparation).</li> <li>● Instructional strategies, expectations, pacing, and evaluation strategies have been developed for at-risk youth.</li> </ul> </li> </ul>

Are provincial requirements being met? YES	Indicators	Evidence
		<ul style="list-style-type: none"> <li>• Teachers take on a role of teacher/facilitator and teach concepts to individual students as needed.</li> <li>• Teachers use technology to provide variety for students (computers, SMART boards, embroidery machines).</li> <li>• BSEC uses a variety of incentives (food, transportation, school activities) to encourage attendance.</li> <li>• All students are screened upon registration and those found lacking in the skills required to succeed in the Grade 10 curriculum are placed in an academic preparation program.</li> <li>• Self-paced learning is evident in the classrooms observed.</li> <li>• One-to-one instruction is one of the main teaching strategies.</li> <li>• Other strategies include mini-lessons and demonstrations to small groups of students.</li> <li>• Students may begin courses throughout the year depending on their progress.</li> <li>• Teachers observed are knowledgeable in the discipline they are teaching.</li> <li>• The environment is student centered rather than course or teacher centered.</li> <li>• Emphasis is on student choice within an adult-like learning environment.</li> <li>• There are limited restrictions on student movements, but supervision and monitoring by staff is evident when needed (e.g., monitoring unannounced visitors).</li> <li>• Staff work as a team.</li> <li>• Staff has excellent rapport with students.</li> <li>• Staff interaction with students is non-</li> </ul>

Are provincial requirements being met? YES	Indicators	Evidence
		<p>confrontational.</p> <ul style="list-style-type: none"> <li>○ All interviews, classroom observations and debriefing confirmed a methodology/philosophy consistent with the Charter.</li> <li>○ The school website clearly outlines the charter tenets for all users.</li> <li>○ 100% of staff surveyed and the parents interviewed were very satisfied or satisfied that the specified teaching philosophy and methodology of the Charter is followed.</li> <li>○ 87% of parents surveyed and all of parents interviewed were satisfied that the staff helped them understand the mandate of the school's educational program.</li> <li>○ All of parents interviewed and 87% of parents surveyed indicated strong satisfaction for receiving timely and appropriate information from teachers on student progress.</li> <li>○ 100% of teachers surveyed indicated satisfaction with the overall quality of education provided to students.</li> </ul>
<p>11. The Charter is current.</p> <p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Unsure</p>	<ul style="list-style-type: none"> <li>○ The charter school reviews new research related to its charter goal.</li> <li>○ Requirements contained in provincial documents (e.g., Charter Schools Handbook) are reflected in the Charter.</li> <li>○ The school has a plan to review its charter periodically.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Charter documents.</li> <li>○ Board member interview.</li> <li>○ Superintendent interview.</li> <li>○ Requests for charter school amendments.</li> <li>○ Board agendas and minutes.</li> </ul>	<ul style="list-style-type: none"> <li>○ The Boyle Street Education Centre charter is effective September 1, 2006 to August 31, 2011. The board met in September 2008 to review progress on the charter and to provide strategic direction to the superintendent. The superintendent interview confirmed that the strategic direction is being implemented.</li> <li>○ A review of board agendas and minutes and the school's Policy Handbook indicated that the board is systematically developing key board policy to ensure the school is effectively governed and the Charter mandate remains current.</li> </ul>

Are provincial requirements being met? YES		Indicators	Evidence
12. The measurable outcomes and indicators of success are being evaluated and reported upon.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Goals and outcomes contained in AERRs are consistent with the Charter approved by the Minister.</li> <li>○ Measures appropriate to the Charter are identified in the 3YEP 2005-2008 and reported on in the AERR.</li> <li>○ Superintendent and board evaluation of results are included in the AERR and priority areas of improvement identified.</li> <li>○ Provincial requirements are met in the AERR and the 3YEP 2005-2008.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ AERR and 3YEP 2005-2008.</li> <li>○ Alberta Education Review Templates for AERR and 3YEP 2005-2008.</li> <li>○ Website.</li> <li>○ Superintendent interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ Confirmed by review of the last two operating years 3YEPs and AERRs, and the 2008-2011 Charter School 3YEP Summary and Review Template that 100% of measurable outcomes are being evaluated and reported upon.</li> <li>○ These findings were confirmed in the principal/vice-principal and superintendent/secretary-treasurer interviews.</li> <li>○ A review of the 3YEP (2008-2011) confirmed that the school has developed a local goal with outcomes, measures and targets directly related to engaging out-of-school youth back into the learning process.</li> <li>○ The new strategic direction given by the Board to the superintendent encompasses:             <ul style="list-style-type: none"> <li>• a more direct focus on the quality of instruction</li> <li>• the preparation of students to enter the workforce</li> <li>• improved attendance and</li> <li>• using empirical evidence to determine the degree of success.</li> </ul> </li> <li>○ School administration and the superintendent expressed reservations about the validity of measures for academic growth and attendance.</li> <li>○ There is no measure currently in place to determine students' progress in attaining employability skills.</li> </ul>
13. Other charter requirements are evident in school operation.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Grade configurations are consistent with the Charter and appropriate to the facility.</li> <li>○ Facility enhancements are consistent with the Charter.</li> <li>○ Timetabling is consistent with the Charter.</li> <li>○ Staff activities reflect the Charter.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Charter identifies grade levels to be served; grades are</li> </ul>	<ul style="list-style-type: none"> <li>○ Each academic instructional group has two teachers.</li> <li>○ The charter allows for a maximum of 125 students and this enrollment has been achieved.</li> <li>○ Appropriate school organizational arrangements were confirmed by interview with the principal.</li> <li>○ PGP's appropriate to the Charter were confirmed by the teachers interviewed.</li> </ul>

Are provincial requirements being met? YES	Indicators	Evidence
	<ul style="list-style-type: none"> <li>○ consistent with Charter.</li> <li>○ Capital Plan.</li> <li>○ School's annual professional development plan and PGP's identify professional development activities to enhance staff capacity in areas identified in the Charter.</li> <li>○ Principal interview.</li> <li>○ Teacher interview.</li> <li>○ Parent interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ The school's capital plan does not encompass any changes to the physical plant during the term of the charter.</li> <li>○ Appropriateness of organization and activities was supported by the parents interviewed.</li> <li>○ 84% of staff surveyed indicated satisfaction that each child has improved his/her academic achievement as a result of attending BSEC.</li> <li>○ A number of staff indicated that they have difficulty finding appropriate professional development opportunities.</li> </ul>
<p>14. Entrance and enrollment requirements are consistent with the Charter, clear, communicated and open.</p>	<p> <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Unsure </p> <ul style="list-style-type: none"> <li>○ Policy is established, consistent with the Charter requirement, to describe students the school intends to serve.</li> <li>○ Parent registration information, consistent with the Charter requirement, describes students the school intends to serve.</li> <li>○ Registration procedures, consistent with the Charter requirement, describe students the school intends to serve.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ School information documents about the nature of the charter school and the students the school serves.</li> <li>○ Charter.</li> <li>○ Policy on registration of students.</li> <li>○ Website.</li> <li>○ Board member interview.</li> <li>○ Teacher interview.</li> <li>○ Principal interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ Review of policy provisions and of admission documentation indicated conformity with charter requirements.</li> <li>○ The school has developed information that is contained in brochures and posted on the website that outlines the entrance requirements.</li> <li>○ Parent, principal and teacher interviews confirmed that the entrance and enrollment requirements are met.</li> <li>○ Openness, clarity and communication of entrance requirements were confirmed by principal, teacher, board member and parent interviews.</li> <li>○ 100% of students and 100% of parents surveyed were satisfied that the administration helped them understand the mandate of the school's education program.</li> <li>○ Staff indicate that a large proportion of the students are acting as "independent adults" under the definition contained in the School Act.</li> </ul>

<p>15. The Charter includes improved student learning outcomes to be attained that are, in turn, reflected in education planning and results reporting.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Identified list as required by the <i>School Act</i> is included in the Charter and visible in the planning and reporting documents.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Charter as approved and/or amended with the approval of the Minister.</li> <li>○ 3YEP.</li> <li>○ AERR.</li> <li>○ Board member interview.</li> <li>○ Superintendent interview.</li> <li>○ Parent interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ The 3YEP Review Template indicates that outcomes for student learning are complete.</li> <li>○ Methodologies appropriate for providing individualized instruction are evident.</li> <li>○ The school’s mission clearly articulates one purpose of the school is to improve student learning.</li> <li>○ All staff surveyed were very satisfied or satisfied with the overall quality of education provided to students at the school.</li> <li>○ 84% of staff surveyed were very satisfied or satisfied that each child has improved his/her academic achievement as a result of attending BSEC.</li> <li>○ 100% of parents surveyed were satisfied with the overall quality of education provided to the students.</li> <li>○ 96% of students are satisfied with the education they are receiving at the school.</li> </ul>
<p>16. Student achievement as measured by Provincial Achievement Testing and Diploma Examinations demonstrates an upward trend over time.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Student achievement on PATs (cohort and writing) and Diploma Examination results trends upward during the past five years.</li> <li>○ Student achievement results meet or exceed school and provincial targets.</li> <li>○ Value-added trend lines are positive for students in Grade 3 to Grade 6 and from Grade 6 to Grade 9.</li> <li>○ Participation rates are similar to or exceed provincial participation rates.</li> <li>○ Staff planning includes reference to PAT and Diploma Examination results.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Multi-year reports provided by the Learner Assessment Branch.</li> <li>○ Five-year achievement data provided by Alberta Education.</li> <li>○ AERR and 3YEP 2005-2008.</li> <li>○ Staff meeting minutes.</li> </ul>	<ul style="list-style-type: none"> <li>○ Students are not registered into grades at which PATs are written.</li> <li>○ A minority of students write diploma examinations. Those who do write achieve well in reaching the Acceptable Standard.</li> <li>○ Zero students met the “Participation” criterion of four or more diploma exams written in 2007/2008.</li> <li>○ The school has a goal for improved literacy and numeracy but is unable to report on their progress; a new academic screening test was recently adopted so a new baseline has to be established.</li> <li>○ School administration indicates that there are no plans in place to systematically re-test students who complete the initial screening test.</li> <li>○ The screening test is part of a computerized tutorial/remediation program called Auto Skills. The literacy component consists of a single sub-test using the “Cloze” procedure and provides a limited</li> </ul>

		<ul style="list-style-type: none"> <li>○ Teacher interview.</li> <li>○ Superintendent interview.</li> </ul>	<p>assessment of students' skills. While presumably normed on an appropriately large North American population, no data about the norms, no percentile ranking and no grade –equivalent scores were accessible on the corporate web site.</p>
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Do the students, parents, teachers, and community members see the school as being effective and successful? YES		Indicators	Evidence
17. Students are made aware of and know the school's expectations of them.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Teacher, parent, student and board 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.</li> <li>○ The school has written behavioural standards and implements these standards on a consistent basis.</li> <li>○ The school communicates standards for student behaviour and the school rules to parents and students.</li> <li>○ Course outlines provide students with the information about course content, expectations and evaluation methodology.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ School and provincial satisfaction survey data and AERR.</li> <li>○ Parent and student handbooks.</li> <li>○ Student Evaluation Policy.</li> <li>○ Course outlines.</li> <li>○ Teacher interviews.</li> <li>○ Principal interview.</li> <li>○ Parent interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ Classroom observations confirm that teacher/student interactions are respectful and caring.</li> <li>○ Behavioural expectations are posted and appeared to be followed by the large majority of the students almost all of the time that the evaluation team was on-site.</li> <li>○ Teachers work with students to reinforce appropriate behaviours.</li> <li>○ 98% of students indicated satisfaction with safety at school (94% for safety to and from school); for parents, 100% at school and 100% to and from school; for staff, 100% satisfaction with safety at school (58% satisfaction with safety to and from school).</li> <li>○ Parents and students expressed very high satisfaction with behavioral expectations and implementation of these standards on a consistent basis. The results are:             <ul style="list-style-type: none"> <li>● 94% of students and 87.5% of parents surveyed indicated they are satisfied that the school has rules for the way students are expected to behave.</li> <li>● 96% of students and 100% of parents surveyed indicate they are satisfied that they/their</li> </ul> </li> </ul>

Do the students, parents, teachers, and community members see the school as being effective and successful? YES	Indicators	Evidence
		<p>children are treated fairly and consistently at school.</p> <ul style="list-style-type: none"> <li>• 100% of parents interviewed indicated satisfaction that the school made the students aware of the school's expectations.</li> <li>• 62.5% of interviewed parents indicated that the administration of the school did take action to resolve the concerns of parents (37.5% don't know).</li> </ul> <p>○ The staff expressed very high satisfaction with the student behavioral expectations of the school. The results are:</p> <ul style="list-style-type: none"> <li>• 94.7% of staff surveyed indicated satisfaction with student behavioral expectations.</li> <li>• 89.5% of staff surveyed were very satisfied or satisfied that the school provides enough information to parents about what their children are expected to learn.</li> <li>• 84.2% of staff were very satisfied or satisfied that rules are enforced fairly and consistently.</li> <li>• 100% of teachers interviewed indicated that students are made aware of and know the school's expectations of them.</li> <li>• 94.7 % of staff surveyed were very satisfied/satisfied that the school has a positive climate.</li> <li>• 94.7% of staff surveyed indicated that the administration of the school takes action to resolve the concerns of the parents.</li> <li>• 81.8% of staff, students and parents believe BSEC is a safe and caring school as measured by the provincial survey.</li> </ul>

Do the students, parents, teachers, and community members see the school as being effective and successful? YES		Indicators	Evidence
			<ul style="list-style-type: none"> <li>○ Board members expressed high satisfaction that the school is safe, the school provides clear expectations for student behavior and the rules are consistently enforced.</li> <li>○ The parent and teacher interviews confirmed strong support for the school philosophy on discipline.</li> <li>○ Accountability Pillar Results indicate 87.4% satisfaction of parents, students and teachers with the quality of education. It is important to note that only three of the respondents were parents and so these numbers reflect largely student and teacher opinions. There was 49.2% satisfaction with parental involvement. One parent responded to this item so this is a reflection of a high degree of dissatisfaction on the part of the teachers.</li> </ul>
18. Regular reporting is provided to parents.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Frequency of reporting and adequacy of information reported for individual students.</li> <li>○ Teacher, parent, student and board satisfaction with parental involvement in decisions about their children's education.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Student evaluation policy and course outlines.</li> <li>○ Provincial satisfaction survey results; AERR.</li> <li>○ IPP information about reporting to parents.</li> <li>○ Teacher interview.</li> <li>○ Report cards and Individual Student Profiles for PATs.</li> <li>○ Students' cumulative records.</li> <li>○ Parent interview.</li> <li>○ Staff survey.</li> <li>○ Student survey.</li> </ul>	<ul style="list-style-type: none"> <li>○ Regular reporting to parents was confirmed by reviewing a sample of student records.</li> <li>○ All parents interviewed and 87.5% of parents surveyed indicated satisfaction with the reporting provided by the school.</li> <li>○ 84% of students surveyed indicated satisfaction with information about their progress.</li> <li>○ 87.5% of parents surveyed were satisfied with receiving enough information about what their child is expected to learn.</li> <li>○ 100% of staff interviewed were satisfied with the amount and quality of information provided to parents about the child's progress.</li> <li>○ 89.5% of staff surveyed were very satisfied or satisfied that the school provides enough information to parents about their child's progress.</li> </ul>

Do the students, parents, teachers, and community members see the school as being effective and successful? YES	Indicators	Evidence
<p>19. Student achievement results are consistent with the Charter goal(s) and targets for student learning.</p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input checked="" type="checkbox"/> Unsure</p>	<ul style="list-style-type: none"> <li>○ The charter school uses results to inform subsequent education planning by determining priority areas for improvement and building on areas of strength.</li> <li>○ 3YEPs and AERRs for the current charter term identify realistic and appropriate targets for student achievement and provide explanations when results do not meet or exceed performance targets.</li> <li>○ Percentages of teachers, parents and board members surveyed who indicate that their school has improved, stayed the same or declined in the last three years.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ 3YEPs for the term of the Charter.</li> <li>○ AERRs for the term of the Charter.</li> <li>○ Superintendent interview.</li> <li>○ Board member interview.</li> <li>○ Student survey.</li> </ul>	<ul style="list-style-type: none"> <li>○ The school uses the number of credits earned as a measure of progress in student achievement and of progress towards high school diploma requirements.</li> <li>○ There has been a recent decline on this measure.</li> <li>○ Principal/vice-principal interview indicated that administration experiences frustration with the lack of data to confirm the intuitive conclusion that the school is becoming more effective in meeting its charter goals with the students.</li> <li>○ The Board's strategic direction to the superintendent includes a section on improving the quality of classroom instruction and measuring the success of new strategies.</li> <li>○ 92% of students surveyed indicated that they are very satisfied or satisfied that they receive enough information about what they are expected to learn.</li> <li>○ The mandate goal(s), measures, performance indicators and expected outcomes are listed in the Charter Renewal.</li> <li>○ Reporting and analysis of performance measures for the mandate goal(s) are included in the AERR 2006/2007.</li> <li>○ Reporting of goals, outcomes, priorities, measures and strategies related to the mandate goal(s) are included in the 3YEP 2008-2011.</li> <li>○ The Accountability Pillar Results show that 82% of staff, students and parents indicate the school has shown improvement in the last three years. Note that this percentage includes two parental responses.</li> </ul>

<p><b>Do the students, parents, teachers, and community members see the school as being effective and successful?</b> YES</p>	<p><b>Indicators</b></p>	<p><b>Evidence</b></p>
<p>20. Parents support the school.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure</p>	<ul style="list-style-type: none"> <li>○ Teachers, parent and student satisfaction with the opportunity for students to receive a broad program of studies including fine arts, career, technology, health and physical education.</li> <li>○ Teacher, parent, student and board satisfaction with the overall quality of education in the charter school.</li> <li>○ Percentage of students who remain in the charter school after their first year of enrolling in the school.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Provincial and local satisfaction survey data; AERR.</li> <li>○ Enrollment data.</li> <li>○ Parent interview.</li> <li>○ Principal interview.</li> <li>○ Board member interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ 94.7% of staff surveyed were very satisfied or satisfied that the school takes action to resolve the concerns of parents.</li> <li>○ Teachers interviewed indicated that most parents who are still involved in the students' lives are supportive of the school but frequently have more immediate issues that take priority.</li> <li>○ As only two or three parents responded to the provincial survey, those results cannot be seen as representative.</li> <li>○ 62.5% of parents surveyed were satisfied that administration appropriately acts on parent concerns. The remainder didn't know.</li> <li>○ Those parents interviewed indicated that they are very supportive of the school.</li> <li>○ 94.7% of staff surveyed were very satisfied or satisfied that the school takes action to resolve the concerns of parents.</li> </ul>
<p>21. Stakeholders perceive that the school facility meets student needs.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure</p>	<ul style="list-style-type: none"> <li>○ Stakeholders are satisfied that the facility is adequate.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Board member, parent, staff, student and administration interviews and surveys.</li> </ul>	<ul style="list-style-type: none"> <li>○ The parents interviewed perceived that the school facility meets student needs.</li> <li>○ 92% of teachers interviewed satisfied that the school facility meets student needs.</li> <li>○ 89.5% of staff surveyed are satisfied that the school facility meets student needs.</li> <li>○ Board members interviewed confirmed that the present facility meets student needs.</li> <li>○ The superintendent confirmed that the facility meets student needs.</li> </ul>

Is the school financially viable? YES		Indicators	Evidence
22. The financial position of the school is positive as demonstrated in the AFS.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Budget is balanced.</li> <li>○ Improvement in accumulated operating surplus over three years.</li> <li>○ Enrollment trends support the charter school's financial position.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ BRF.</li> <li>○ AFS.</li> </ul>	<ul style="list-style-type: none"> <li>○ The school ended the school year 2006-2007 with an accumulated operating surplus of \$1.1 and capital assets of \$76,000.</li> <li>○ The enrollment is projected to be 130 students for the 2008-2009 school year.</li> </ul>
23. Expenditures for the current year are consistent with budgeted amounts.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Variances between budget and expenditures are reasonable (over the last three years).</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ BRF.</li> <li>○ AFS.</li> <li>○ Chart of accounts.</li> <li>○ Secretary-treasurer interview.</li> <li>○ Board member interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ There are not any significant variances between budget and expenditures at the time of the on-site evaluation; and</li> <li>○ The board and administrative costs are about 6% of the total expenses.</li> </ul>
24. Long-term commitments are reasonable and minimal.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Financial commitments do not extend beyond the Charter term (facility, service and employment).</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Contracts, leases, Minister's letter of approval for the Charter and term of the Charter.</li> <li>○ Superintendent and secretary-treasurer interview.</li> <li>○ Board member interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ The school has no long-term commitments beyond the Charter mandate; and</li> <li>○ Other than the facility leases, no long-term commitments were indicated.</li> </ul>
25. Financial processes and documents comply with provincial requirements.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Feedback on AFS and BRF over the past three years is available and has been appropriately addressed.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Letters from School Finance, if any, documenting where changes are required to ensure compliance.</li> <li>○ Documented changes as required.</li> <li>○ Superintendent interview.</li> <li>○ Secretary-treasurer interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ The AFS and BRF were submitted in a timely manner;</li> <li>○ Both the AFS and BRF were complete and fully compliant.</li> </ul>

<p>26. Recommendations, if any, made in the auditor's management letter are successfully addressed.</p>	<p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Unsure</p>	<ul style="list-style-type: none"> <li>○ Management letters are addressed appropriately.</li> <li>○ Actions are documented addressing any requirements.</li> <li>○ Requirements are reflected in practice.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Management letters provided by the Board auditor for the past three years.</li> <li>○ Documented changes that address issues identified in the management letters.</li> <li>○ Secretary-treasurer interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ Review of AFS 2006-2007, and confirmed in the secretary-treasurer interview, indicated there were no recommendations for the school financial processes and procedures.</li> </ul>
<p>27. Charter school budget information is shared with school stakeholder groups and is available for public review.</p>	<p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Unsure</p>	<ul style="list-style-type: none"> <li>○ Budget information in the 3YEP 2005-2008 and AERR meets provincial planning requirements.</li> <li>○ Information is provided as to how and where budget information can be accessed.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Superintendent interview.</li> <li>○ Website.</li> <li>○ 3YEP 2005-2008 and AERR.</li> <li>○ Teacher interview.</li> <li>○ Principal interview.</li> <li>○ Superintendent interview.</li> <li>○ Board member interview.</li> <li>○ Parent interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ The board holds an annual general meeting to share budget information.</li> <li>○ Budget information is provided in the three year education plan (2008-2011). And it is available on the board website;</li> <li>○ The superintendent indicated that the board did gather input from staff and he acted as the conduit for all information between staff members and the board. Parents are not involved in the school despite efforts by staff to engage them;</li> <li>○ Three parents interviewed felt that the financial information was readily available. Parents indicated confidence and trust that the board managed the financial affairs properly.</li> </ul>
<p>28. Enrollment in the charter school is adequate and in accordance with the <i>Charter Schools Regulation</i>.</p>	<p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Unsure</p>	<ul style="list-style-type: none"> <li>○ Minimum 100 students or number approved by the Minister.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ September 30 enrollment figures supplied to Alberta Education.</li> <li>○ Principal interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ The enrolment has been stable at around 130 students.</li> </ul>
<p>29. Appropriate insurance is maintained for loss due to fire, theft, or flood and to cover liability.</p>	<p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Unsure</p>	<ul style="list-style-type: none"> <li>○ Policy in place protects the Charter board for potential losses.</li> <li>○ Charter board is named as a co-insured when a building is leased.</li> <li>○ Records are safely maintained, including back up.</li> </ul>	<ul style="list-style-type: none"> <li>○ The school has a comprehensive schedule of insurance coverage in place (property, liability, bond and crime, transportation and umbrella liability).</li> </ul>

		<b>Data Sources:</b> ○ Insurance policy.	
30. Board budget planning reflects board priorities	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	○ Superintendent can identify board priorities in budget. ○ Resources are available to support board financial priorities. <b>Data Sources:</b> ○ Budget document, BRF. ○ Board minutes. ○ Board member interview. ○ Superintendent interview.	○ Board budget planning reflects board priorities, and resources are available to reflect board priorities; and ○ The board is committed to provide the best possible resources, including professional development, for the staff.

Are innovative practices and approaches to student learning and other charter innovations being used, effective and shared? YES	Indicators and Data Sources		Evidence
	31. Educational innovations outlined in the Charter are evident in practice.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	○ Classroom instruction demonstrates strategies related to charter school innovations. ○ Reporting to parents reflects student success in areas relating to charter school innovations. ○ AERR contains results obtained from measures pertaining to charter school innovations. <b>Data Sources:</b> ○ Charter to determine educational innovations offered in the charter school. ○ Measures identified in 3YEP to determine results for expected outcomes of the innovations. ○ AERR. ○ Teacher interview. ○ Superintendent interview. ○ Board member interview. ○ Parent interview.

<b>Are innovative practices and approaches to student learning and other charter innovations being used, effective and shared?</b> <b>YES</b>		<b>Indicators and Data Sources</b>	<b>Evidence</b>
			<ul style="list-style-type: none"> <li>• Wrap-around model is evident at the school.</li> <li>○ One side effect of the individualized designed and paced instruction is the relative isolation of students in the learning process. While teachers were seen to be active in mediating the material, tutoring and encouraging students, there was virtually no interaction among the students themselves. When not engaged with the teacher, the learning process is an isolated experience for students.</li> <li>○ The school has a Technology Plan that builds on the extensive availability of computers in each classroom, the wireless network and specialized software.</li> <li>○ The plan includes a strategy to share information on research into teaching at-risk youth who have experienced trauma of various kinds.</li> <li>○ The plan makes reference to a three-year project with Concordia University and Alberta Education.</li> </ul>
32. Staff have opportunities for in-service related to the Charter and individual growth plans.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ In-service is offered in areas related to charter goals.</li> <li>○ Alignment exists among the Charter, the 3YEP, the charter school professional development plan and staff PGPs.</li> <li>○ Percentage of teachers who agree that in-services received from the charter school have:               <ul style="list-style-type: none"> <li>• Effectively addressed professional development needs; and</li> <li>• Contributed significantly to on-going professional development.</li> </ul> </li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Professional development plan for the school.</li> <li>○ 3YEP that highlights in-service and professional</li> </ul>	<ul style="list-style-type: none"> <li>○ Teachers interviewed indicated the following:               <ul style="list-style-type: none"> <li>• Each teacher has his/her own PD plan and funding (\$1000/yr) that is reviewed by administration.</li> <li>• Staff are encouraged to attend appropriate conferences.</li> <li>• In addition to individual Professional Learning Plans the school targets one area of focus for the year (e.g., FASD).</li> <li>• The aligning of individual Professional Learning Plans with the school focus is encouraged.</li> <li>• School is providing a number of P.D. days to</li> </ul> </li> </ul>

<p><b>Are innovative practices and approaches to student learning and other charter innovations being used, effective and shared?</b> YES</p>	<p><b>Indicators and Data Sources</b></p>	<p><b>Evidence</b></p>
	<p>development priorities for the year.</p> <ul style="list-style-type: none"> <li>○ Individual teacher PGPs.</li> <li>○ Principal interview.</li> <li>○ Provincial satisfaction survey data.</li> <li>○ Teacher interview.</li> <li>○ Board member interview.</li> </ul>	<p>support integration of SMART Board Technology in the classroom.</p> <ul style="list-style-type: none"> <li>● Difficult to find professional development opportunities that directly relate to the actual work/student population at BSEC.</li> <li>○ 100% of the teachers completed and filed a professional growth plan with the school administration.</li> <li>○ Vice-Principal confirmed that administrative discussions and written feedback related to the professional growth were provided for 100% of the academic teachers.</li> <li>○ A review of PGPs indicated that plans addressed both individual professional goals and professional development priorities for the school.</li> <li>○ 82.1% of teachers reported that “in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.” as reported in Accountability Pillar results.</li> <li>○ 100% of teachers interviewed expressed satisfaction with opportunities provided for in-service related to individual growth plans and professional development related to the Charter mandate.</li> <li>○ One of the Board’s strategic directions to the superintendent addresses the need for teachers to participate more in Edmonton professional development opportunities.</li> <li>○ Not all of the board members interviewed understood that all of the teachers had access either</li> </ul>

<b>Are innovative practices and approaches to student learning and other charter innovations being used, effective and shared?</b> <b>YES</b>	<b>Indicators and Data Sources</b>	<b>Evidence</b>
		all or a substantial part of their PD funds in the last school year.

<p>33. The school shares effective practices related to its charter mandate.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Communication plan for sharing innovations, results achieved and lessons learned.</li> <li>○ Tracking of activities by which innovations/effective practices are shared with the education community.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Communications plan and school website.</li> <li>○ Journals and publications.</li> <li>○ Superintendent interview.</li> <li>○ Principal interview.</li> <li>○ Teacher secondments.</li> <li>○ Board member interview.</li> <li>○ Presentations at conferences.</li> <li>○ School visits.</li> </ul>	<ul style="list-style-type: none"> <li>○ A review of the AERR for 2006/2007 reveals an extensive history of sharing effective practices with educational partners and the community. A total of 31 separate activities are reported. These include attendance at conferences, visits to the school from other professionals, partnership activities with post-secondary institutions and student performances or participation in community events.</li> <li>○ A highly successful collaboration with the Department of Psychology at the University of Alberta has resulted in the placement of a psychology intern in the school, and some resultant projects of high standard.</li> <li>○ One of the most successful projects is the FASD resource that has had two printings and wide dissemination through Alberta Government agencies.</li> <li>○ Another resource about teen pregnancy is complete. It is written and produced in such a way as to provide clear, comprehensive information in a highly accessible format for teens.</li> </ul>
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<p><b>Is the school being governed effectively?</b> YES</p>	<p><b>Indicators</b></p>	<p><b>Evidence</b></p>
<p>34. The Charter board adheres to the by-laws of the society or company operating the school.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure <ul style="list-style-type: none"> <li>○ Policy manual reflects the by-laws.</li> <li>○ Board minutes reflect adherence to by-laws.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Policy manual.</li> <li>○ Society by-laws as approved.</li> <li>○ Board minutes.</li> <li>○ Board member interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ Review of company by-laws, policies and board meeting minutes indicated board adherence to by-laws.</li> <li>○ Adherence to by-laws was also confirmed by board member interviews.</li> <li>○ Review of board agenda package and minutes indicated that appropriate business was conducted in compliance with the <i>School Act</i>.</li> <li>○ Observation of a board meeting on October 16, 2008 indicated appropriate use of procedure for the</li> </ul>

Is the school being governed effectively? YES		Indicators	Evidence
			<ul style="list-style-type: none"> <li>meeting.</li> <li>○ Compliance with legislative and procedural requirements was confirmed by board member interviews.</li> <li>○ Interviews with the superintendent and the secretary treasurer indicated a recent move to a more formal set of procedures at board meetings and the intent to seek legal assistance in updating the society's by-laws.</li> </ul>
<p>35. Communication among the Charter board, superintendent and staff is effective, efficient and in the best interests of the school.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Satisfaction of staff, superintendent and board members that communication is efficient and in the best interests of the school.</li> <li>○ Board minutes reflect positive communication.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Local survey conducted during evaluation.</li> <li>○ AERR.</li> <li>○ Board minutes.</li> <li>○ Communications plan.</li> <li>○ Board member interview.</li> <li>○ Teacher interview.</li> <li>○ Superintendent interview.</li> <li>○ Principal interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ 62.5% of parents surveyed were satisfied with the performance of the board.</li> <li>○ 25% of parents surveyed were unsure of the board's performance. 12.5% (one parent) was dissatisfied.</li> <li>○ 33% of board members interviewed indicated that communication among the Charter board, superintendent and staff is effective, efficient and in the best interests of the school. 66% disagreed.</li> <li>○ Comments from Board members clarified that communications between the Board and superintendent and between the staff and superintendent were effective. The communication between the Board and staff was not effective.</li> <li>○ 42% of teachers interviewed acknowledged that communication among the Charter board, superintendent and staff is effective, efficient and in the best interests of the school.</li> <li>○ 89.5% of staff surveyed were satisfied that teaching staff and administration at the school work together well.</li> <li>○ 94.7% of staff surveyed were satisfied with the opportunity for input into the decision making process.</li> <li>○ The board minutes have recently been shared by e-mail to staff.</li> </ul>

Is the school being governed effectively? YES		Indicators	Evidence
			<ul style="list-style-type: none"> <li>○ The principal provides a principal’s report to the Board at every board meeting. Other staff may be asked to report to the Board with the approval of the Superintendent.</li> <li>○ Interviews with the principal and the superintendent revealed differing views of the effectiveness of communication. While both answered in the positive, the principal said that it had been effective in the past and she assumed that it would be so in the future. The superintendent indicated that it had been unsatisfactory in the past but would improve with a new direction begun this year.</li> <li>○ A number of staff and board members referred to “uneasiness” among the three groups in this area.</li> <li>○ An unusually high 27% of total board member survey responses were “Don’t Know.”</li> </ul>
36. The school council is active, involved and aware of its responsibilities.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Documents relating to the establishment and operation of the school council are consistent with the <i>School Council Regulation</i>.</li> <li>○ The school council supports the Charter board.</li> <li>○ The school council successfully addresses activities it has chosen to undertake.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ School council documents.</li> <li>○ School council minutes.</li> <li>○ School council plan of activities.</li> <li>○ Communication by the school council with the community.</li> <li>○ Interviews with/surveys of parents.</li> <li>○ Interview with school council chair.</li> <li>○ Principal interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ Each year parents are invited to the Annual General Meeting of the School Council. To date, the school has been unable to attract enough parents to create a School Council.</li> <li>○ The Student Council fulfills some of the communication responsibilities of the School Council.</li> </ul>

<p>37. The corporate body is in good standing in accordance with the <i>Societies Act</i> or the <i>Companies Act</i>.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Corporate Registry indicates the Society or Company is in good standing.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Alberta Education corporate search.</li> </ul>	<ul style="list-style-type: none"> <li>○ Review of Corporate Registry documents indicated confirmation of current filing by the Society.</li> </ul>
<p>38. Members of the Charter board take advantage of opportunities to enhance their knowledge and skills in charter school governance.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Charter board members attend board meetings regularly.</li> <li>○ Charter board members attend and report back to the Charter board on activities related to improving their knowledge and skills.</li> <li>○ Percentage of charter board members who attend at least one professional development activity per year to enhance capacity as a board member.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Board minutes to determine attendance.</li> <li>○ Board minutes containing reports of board members on learnings obtained in professional development activities.</li> <li>○ Board motions approving attendance of board members at professional development activities.</li> <li>○ Board member interview.</li> <li>○ Superintendent interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ Superintendent and board member interviews confirmed participation in The Association of Alberta Public Charter Schools.</li> <li>○ Superintendent and board member interviews confirmed the board is made up of professionals who have a good understanding of issues and processes, and who are committed to fulfilling the vision of the charter school.</li> <li>○ The board has begun to hold an annual strategic planning retreat.</li> <li>○ Not all board members attend professional development opportunities.</li> </ul>
<p>39. The Charter board has developed appropriate by-laws and policies regarding board governance, the roles and responsibilities of the superintendent, the Charter board, the principal, the teachers and the school council.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Personnel and governance policies are consistent with by-laws and provincial legislation, regulations and policy.</li> <li>○ Personnel and governance policies are followed.</li> <li>○ Governance of the charter school is reported to be effective.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ By-laws.</li> <li>○ Policy manual.</li> <li>○ Superintendent duties (either in policy or in contract) and role of the board chair in contracts.</li> <li>○ Principal interview.</li> <li>○ Board member interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ The board has developed a comprehensive policy handbook.</li> <li>○ Review of board policies, confirmed by interviews, indicate that appropriate policies, particularly regarding roles/responsibilities of key individuals are in place.</li> <li>○ The superintendent works with the board on an ongoing basis to update policies to reflect changes in expectations and legislation.</li> <li>○ 62.5% of parents surveyed were satisfied with the performance of the board.</li> <li>○ 25% of parents surveyed were unsure of the performance of the board.</li> </ul>

		<ul style="list-style-type: none"> <li>○ Teacher interview.</li> <li>○ Superintendent interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ 47.4% of staff were satisfied with the performance of the board.</li> <li>○ Through direct observation and confirmed in interviews, there was almost always a clear delineation of roles between students, teachers, parents, administrators and board members in their roles. Recent changes in Board strategic planning and resulting communications have created a degree of tension with staff.</li> <li>○ 94.7% of staff surveyed reported that they were satisfied with their input into school decision-making.</li> </ul>
40. The Charter board contracts for adequate superintendent service as per the requirements of the <i>School Act</i> .	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Superintendent and charter board report satisfaction with the time that the superintendent has to carry out the functions of the Chief Education Officer and Chief Executive Officer as required by the <i>School Act</i>.</li> <li>○ Charter board and superintendent express satisfaction with the contracted time for a superintendent.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Interview with superintendent and board chair.</li> <li>○ Principal interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ The superintendent's contract does not make reference to a specific time commitment, but Board members and school administration agree that services are adequate.</li> <li>○ The Superintendent reports that he works on BSEC business from a home office, in the school and by traveling to and attending meetings off-site. He does not report records of the time committed although it has increased substantially this year.</li> </ul>
41. Recommendations of past reviews and evaluations have been successfully addressed.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Recommendations and required changes identified in action plans from past evaluations have been addressed.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Prior evaluation reports.</li> <li>○ Action plans.</li> <li>○ 3YEP and AERRs.</li> </ul>	<ul style="list-style-type: none"> <li>○ All of the Board members interviewed indicated that they were unsure of the recommendations and their current status.</li> <li>○ The Superintendent indicated that a number of the recommendations had been acted upon, but that some were not supported by staff.</li> <li>○ Observations by the evaluation team suggest that ten of the 17 recommendations are in evidence.</li> <li>○ Some of the recommendations address issues that have proven intractable such as improved attendance and parent participation.</li> </ul>
42. The Charter board is committed to achieving the charter school's vision.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> <li>○ The vision identified in the Charter is accurately reflected in education planning and results reporting.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Vision statement in the Charter.</li> </ul>	<ul style="list-style-type: none"> <li>○ Parents interviewed affirmed the board's commitment.</li> <li>○ Board commitment to achieving the school's vision was confirmed by board member, superintendent</li> </ul>

	<input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ 3YEP.</li> <li>○ AERR documenting results achieved in realizing the vision.</li> <li>○ Website.</li> <li>○ Superintendent interview.</li> <li>○ Principal interview.</li> <li>○ Board member interview.</li> <li>○ Parent interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ and principal interviews.</li> <li>○ The board has developed four strategic directions for the school to be acted upon by the superintendent.</li> <li>○ 47.4% of staff surveyed were very satisfied or satisfied with the performance of the Board of Directors while 42.1% of staff said that they were dissatisfied or very dissatisfied.</li> </ul>
43. Charter board decisions are communicated to the public regularly and in an open manner.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Board motions are identified in the minutes.</li> <li>○ Those affected by board decisions are aware of those decisions.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Board minutes.</li> <li>○ Communications plan.</li> <li>○ Interviews with parents and principal.</li> <li>○ Website.</li> <li>○ Newsletters.</li> <li>○ Teacher interview.</li> <li>○ Superintendent interview.</li> <li>○ Board member interview.</li> <li>○ Parent interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ Board member, superintendent and parent interviews that the board regularly communicates its decisions. Strategies mentioned were: <ul style="list-style-type: none"> <li>● The board, policies, planning and reporting documents are posted on the school website.</li> <li>● The board minutes are shared with staff by email.</li> </ul> </li> <li>○ 62.5% of parents surveyed were satisfied with the performance of the Board of Directors.</li> <li>○ 47.4% of staff surveyed were satisfied with the performance of the Board of Directors.</li> <li>○ 66% of teachers interviewed agreed that Board decisions are communicated regularly and openly.</li> </ul>
44. The Charter board maintains effective and appropriate relationships with partners, associations and societies.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Agreements, donations, joint projects and minutes of meetings are documented and maintained appropriately.</li> <li>○ Societies and companies file annual reports with Corporate Registries.</li> <li>○ Students benefit from the relationship.</li> </ul> <p><b>Data Sources</b></p> <ul style="list-style-type: none"> <li>○ Documentation.</li> <li>○ Website</li> <li>○ Board member interview.</li> <li>○ Superintendent interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ A review of the board meeting minutes, a list of partnerships and verified in board member and superintendent interviews, confirmed that the board maintains effective and appropriate relationships with associations and societies.</li> </ul>

Is the school being administered effectively? YES	Indicators	Evidence
45. The charter school focuses on continuous improvement. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Education plans contain measures to address the unique aspects of the Charter to determine results achieved.</li> <li>○ The 3YEP and AERR meet all provincial requirements as identified in the <i>Guide to Charter School Planning and Results Reporting</i>.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ 3YEP and AERRs for the past three years.</li> <li>○ Website.</li> <li>○ Education plan and results report review templates provided by Alberta Education liaison manager.</li> <li>○ Superintendent interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ The 3YEP and AERR meet all provincial requirements as identified in the <i>Guide to Charter School Planning and Results Reporting</i>. Education plan and results reports reviews indicated that all plans and reports are completed in a timely manner.</li> <li>○ 82% satisfaction with “School Improvement” reported in Accountability Pillar results.</li> <li>○ The superintendent articulated in his interview a clear plan for school improvement in the current school year.</li> </ul>
46. Staff members are involved in decision-making and program development, implementation and review. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Minutes and schedule of staff meetings/groups.</li> <li>○ Staff satisfaction with staff group working outcomes.</li> <li>○ Staff involvement in decision-making.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Staff meeting minutes and yearly schedule.</li> <li>○ Teacher interview.</li> <li>○ Principal interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ 94.7% of staff surveyed were very satisfied or satisfied that they have opportunities for input into school decision-making.</li> <li>○ All stakeholders reported that staff is involved in the decision-making processes.</li> <li>○ Staff meetings are held on a regular basis and many school operational decisions are made through consensus.</li> </ul>
47. Classroom and grade organization are appropriate. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ The facility is appropriate to the instructional needs of the grades and programs offered in the school.</li> <li>○ Class sizes are consistent with the approved CSI Plan.</li> <li>○ Instructional groupings reflect student age, programming needs and achievement.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Assignment of grades to particular rooms.</li> <li>○ Class lists.</li> <li>○ Class sizes for Divisions I, II, III and IV.</li> <li>○ Interviews with teachers and principal to determine the rationale for the instructional groupings.</li> </ul>	<ul style="list-style-type: none"> <li>○ 100% of teachers interviewed and 100% of parents interviewed agreed that classroom and grade organization are appropriate.</li> <li>○ Reduced student enrollment allows teachers to successfully handle 4 or 5 different courses during the same class time.</li> <li>○ Students from all three grades are placed in the core instructional room for Math, English, Social Studies and Science.</li> <li>○ Individual student needs are determined by screening process (Auto Skills Program).</li> </ul>

Is the school being administered effectively? YES		Indicators	Evidence
		<ul style="list-style-type: none"> <li>○ Teacher interview.</li> <li>○ Parent interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ Staff has flexibility to change student programming throughout the year if needed.</li> <li>○ Parents are very satisfied with the grade configuration and the class sizes.</li> </ul>
48. Safety procedures are in place.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Policy ensures student and staff safety.</li> <li>○ Supervision is appropriate to the number of students, the school facility and grounds.</li> <li>○ Teachers, parents, students and board members agree students are safe at school.</li> <li>○ Number of fire drills/lock down drills held per year.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ Policy manual.</li> <li>○ Student and staff handbooks.</li> <li>○ Supervision schedule.</li> <li>○ Record of fire drills held.</li> <li>○ Provincial satisfaction survey and AERR.</li> <li>○ Crisis manual.</li> <li>○ Teacher interview.</li> <li>○ Principal interview.</li> <li>○ Parent interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ Safety procedures were confirmed by review of school policies, student handbook provisions, supervision schedule and fire drill records.</li> <li>○ Observation of student movement throughout the school indicated attention to student safety.</li> <li>○ A response to an emergency PA code was observed and staff responded very quickly and effectively.</li> <li>○ Appropriate attention to student safety was confirmed by parent, principal and teacher interviews.</li> <li>○ 98% of students surveyed and 100% of parents surveyed were satisfied with safety at school and 100% of staff surveyed were satisfied that the school is a safe and caring place for students and staff.</li> <li>○ 57.9% of staff surveyed believed that the children are safe on their way to and from school.</li> <li>○ 91% of students surveyed said that felt safe on their way to and from school.</li> <li>○ 81.8% satisfaction with “Safe and Caring” as reported in the Accountability Pillar Results.</li> </ul>
49. Student records meet the requirements of the <i>Student Record Regulation</i> .	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Student records are maintained securely.</li> <li>○ Student records are current.</li> <li>○ Student records contain required information.</li> </ul> <p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>○ <i>Student Record Regulation</i>.</li> <li>○ Sample of student records.</li> <li>○ Principal interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ Samples of student records from each grade level were reviewed to confirm that they are maintained in accordance with the Alberta Education <i>Student Record Regulation</i>.</li> <li>○ While all of the required documentation for the student record is kept by the school, some of it, including a detailed summary of annual attendance and a copy of the final report card, is kept on the</li> </ul>

Is the school being administered effectively? YES	Indicators	Evidence
		electronic student file.
50. The school facility meets provincial health, safety and building standards and is suitable for operation as a charter school.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure  <ul style="list-style-type: none"> <li>○ Inspection reports from the fire department and health units are recent.</li> <li>○ School capital plan is complete.</li> <li>○ Facility leases.</li> </ul> <b>Data Sources:</b> <ul style="list-style-type: none"> <li>○ Inspection reports.</li> <li>○ Facility and capital plans submitted to Alberta Infrastructure.</li> <li>○ Copies of leases.</li> <li>○ Parent interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ A review of inspection report documentation confirmed successful inspections for fire and health.</li> <li>○ The facility is adequate for the current enrollment.</li> <li>○ 100% of parents interviewed indicated that to their knowledge, all health and safety standards are met.</li> </ul>
51. School teaching and administrative staff members adhere to the requirements of the <i>Student Evaluation Regulation and Student Evaluation Policy</i> .	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure  <ul style="list-style-type: none"> <li>○ Charter school supports provincial examinations.</li> <li>○ Provincial examinations are conducted in a manner consistent with provincial requirements.</li> <li>○ Participation rates on provincial examinations.</li> <li>○ Program evaluations are conducted.</li> <li>○ Parents are satisfied with reporting of student achievement.</li> </ul> <b>Data Sources:</b> <ul style="list-style-type: none"> <li>○ Alberta Education Multi-year PAT and Diploma Examination reports.</li> <li>○ School policy on excusing students.</li> <li>○ Principal interview.</li> <li>○ Provincial satisfaction survey data.</li> <li>○ Superintendent interview.</li> </ul>	<ul style="list-style-type: none"> <li>○ Students write diploma examinations when they have completed the requisite courses.</li> <li>○ 84% of students surveyed were satisfied that they receive regular information about their progress.</li> <li>○ All parents interviewed and 87.5% surveyed were satisfied with the reporting information they receive about their child's progress at school.</li> <li>○ The principal indicated in the interview that the school is fully compliant.</li> </ul>

## **APPENDIX B: Student Survey Results**

Surveys were handed out in each of the homerooms. Students who chose to complete them did so and turned them in to the office or the homeroom teachers. A total of 50 Grade 10, 11 and 12 students completed the survey.

The results have been consolidated for reporting.

### **Findings**

- A high proportion of students (96%) were very satisfied or satisfied with the education they are receiving at the school.
- A high proportion of students (100%) were very satisfied or satisfied that their teacher helps them understand the education program at the school.
- A high proportion of students (92%) were very satisfied or satisfied that they receive enough information about what they are expected to learn.
- A high proportion of students (84%) were very satisfied or satisfied that they receive regular information about their progress.
- A high proportion of students (96%) were very satisfied or satisfied that they receive the help they need to succeed at school.
- A high proportion of the students (88%) were very satisfied or satisfied that the teaching and administrative staff at the school work well together.
- A high proportion of the students (94%) were very satisfied or satisfied that the school has rules for the way that children should behave.
- A high proportion of the students (96%) were very satisfied or satisfied that they are treated fairly and consistently.
- A high proportion of students (98%) were very satisfied or satisfied that they feel safe at school.
- A high proportion of students (86%) were very satisfied or satisfied that they are safe on the way to and from school.
- A high proportion of students (82%) were very satisfied or satisfied that they have improved their academic achievement as a result of attending the charter school.
- A high proportion of students (96%) were very satisfied or satisfied that the school facility meets student needs.

## Charter School Student Survey

We are conducting a review of your school. Your feedback is valuable and will help us to determine your satisfaction with the program offered by the school. Please indicate your level of satisfaction by responding to the questions below. Check one box per question.

How satisfied are you:	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know
With the education you are receiving at the school?	30%	66%		2%	2%
That the teachers help you understand the education program at the school?	48%	52%			
That you receive enough information about what you are expected to learn?	34%	58%	2%	2%	4%
That you receive regular information about your progress?	24%	60%	8%	2%	6%
That you receive the help you need to succeed at school?	52%	44%	4%		
That the teaching and administration staff at the school work well together?	48%	40%			6%
That the school has rules for the way that children should behave?	32%	62%			6%
That you are treated fairly and consistently?	50%	46%	2%		2%
That you are safe at school?	42%	56%			2%
That you are safe on the way to and from school?	34%	57%		2%	6%
That you have improved your academic achievement as a result of attending the charter school?	42%	40%	6%	2%	10%
That the school facility meets student needs?	58%	38%	2%		2%

## Charter School Student Survey – Student Focus Group Comments

Satisfaction:

1. **With the education you are receiving at the school?**
  - Happy, have test anxiety and staff help me a lot.
  - Staff isn't pushy.
  - Staff knows if you are having problems and let you work at your own pace.
  - Work is broken down into smaller modules and lots of one on one.
  - Work seems easier and at our own level.
  
2. **That the teachers help you understand the education program at the school?**
  - Teachers teaching in their core really good at what they do and know their subjects.
  - Lots of math help results in a better understanding.
  - Yes, very helpful.
  - Very satisfied with help in the classroom.
  
3. **That you receive enough information about what you are expected to learn?**
  - Yes, we receive a checklist/course outline.
  - Staff provides deadlines and lots of reminders.
  - Staff always asking if you need help.
  
4. **That you receive regular information about your progress?**
  - Yes, we can always ask if we want to know how we are doing.
  - We receive a report card at the end of every term.
  - Can get feedback any time.
  - Always know because teachers are always watching you work and helping when needed.
  
5. **That you receive the help you need to succeed at school?**
  - Yes, also can get financial help as well.
  - Meal program (breakfast and lunch) allows some student to eat regularly.
  - Yes and we always get help if we ask for it.
  
6. **That the teaching and administration staff at the school work well together?**
  - Yes, staff seem to work well together.
  - Teachers get along with students and staff get along with staff.
  - Yes no disagreements between staff.
  
7. **That the school has rules for the way that children should behave?**
  - Yes rules are enforced and great to have.
  - Students remind each other of appropriate conduct.
  - Shirley reviews the code of conduct in the assemblies.
  - Yes, if not followed, staff reminds us.
  
8. **That you are treated fairly and consistently?**
  - Yes, we all have a chance to be heard through mediation process.

- We have lots of people (counselors) to talk to.
- We also have a voice through the students' council.
- Yes, teachers apply the rules fairly, same for all.

**9. That you are safe at school?**

- This feels like a safe place.
- Staff provides protection when necessary.
- This school is really safe.
- I don't feel threatened.
- Lots of opportunity to do different things.
- Never feel threatened or concerned for safety.

**10. That you are safe on the way to and from school?**

- I use public transportation and feel safe.
- I believe I am safe (on the way to and from school).

**11. That you have improved your academic achievement as a result of attending the charter school?**

- Yes, my grades are up (since coming here).
- Definitely.
- One on one and small pupil teacher ratio is very important.
- Yes, I didn't get along in a larger school.

**12. That the school facility meets student needs?**

- Yes better than the old one, classrooms are bigger and have large windows.
- Yes for a little school, it has everything.

Two questions were asked in the student focus groups concerning the Wrap-Around Service Model in the school.

**13. Do you agree that the services such as counseling, Advancing Futures/St. Finance funding support, etc. help you in either: staying in school? focusing on your class work?**

- Yes, both help me. Finance is very important as I have been on my own since age 14 and am now 19.
- Yes, it helped me get a job.

**14. How often do you use extra supports in the school such as counseling services or funding services?**

- I don't use it but there is lots of help here.
- I use the support daily, weekly.
- It is a very important part of being here.
- This school is awesome; it has been my second home for the past 4 years.

## **APPENDIX C: Parent Survey Results and Interview Summary**

### **Survey**

In October 2008, the school distributed parent surveys to all of the students in attendance. As of October 30, 2008, 8 surveys had been returned anonymously in sealed envelopes.

### **Interviews**

A letter inviting parents to contact the school if they wished to participate in an interview accompanied the survey. On December 27 – 30 two, parents were interviewed at the school. A number of parents were called at random from the school. Most parents were unavailable and two were unwilling to respond to a survey. One parent responded over the telephone.

### **Findings**

- 100% of parents surveyed were very satisfied or satisfied:
  - with the overall quality of education that their child is receiving at the school,
  - that the administration helped them understand the mandate or reason for the education program at the school,
  - that their child receives the help needed to succeed at school,
  - that their child is treated fairly and consistently,
  - that their child is safe at school,
  - that their child is safe on the way to and from school, and
  - that your child has improved his/her academic achievement as a result of attending the charter school.
- 87.5% of parents surveyed were satisfied or very satisfied that the school has rules for the way that children should behave.
- 97% of parents were very satisfied or satisfied that the school facility meets student needs.
- Very high proportions (87.5%) of the parents surveyed were very satisfied or satisfied that the staff helped them understand the mandate of or reason for the education program at the school.
- 87.5% of parents surveyed were satisfied or very satisfied that they receive regular information about their child's progress.
- 87.5% of parents surveyed were very satisfied or satisfied that the teaching and administration staff work together well.
- 62.5% of parents surveyed were satisfied or very satisfied that the school administration takes action to resolve concerns of parents. The remaining parents responded "Do not know" to this question.
- 62.5% of parents surveyed were very satisfied or satisfied about the performance of the Board of Directors. 12.5% of parents were very dissatisfied.

## Charter School Parent Survey

We are conducting a review of your charter school. Your feedback is valuable and will help us to determine your satisfaction with the programs and services offered by the school. Please indicate your level of satisfaction by responding to the questions below. Check one box per question.

<b>How satisfied are you:</b>	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know
1. With the overall quality of education that your child is receiving at the school? (#16)	50%	50%			
2. That the administration helped you understand the mandate or reason for the education program at the school? (#15)	50%	50%			
3. That the staff helped you understand the mandate or reason for the education program at the school? (#9)	37.5%	50%			12.5%
4. That you receive enough information about what your child is expected to learn? (#19)	37.5%	50%			12.5%
5. That you receive regular information about your child's progress? (#19)	37.5%	50%			12.5%
6. That your child receives the help needed to succeed at school? (#21)	37.5%	62.5%			
7. That the teaching and administration staff at the school works well together? (# 41)	37.5%	50%			12.5%
8. That the school council takes appropriate action to resolve the concerns of parents? (#42)	25%	37.5%			37.5%
9. That the school administration takes appropriate action to resolve the concerns of parents? (#22)	25%	37.5%			37.5%
10. With the performance of the Board of Directors? (#50)	25%	37.5%		12.5%	25%
11. That the school has rules for the way that children should behave? (#18)	50%	37.5%			12.5%

<b>How satisfied are you:</b>	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know
12. That your child is treated fairly and consistently? (#18)	50%	50%			
13. That your child is safe at school? (#54)	57%	43%			
14. That your child is safe on the way to and from school? (#54)	62.5%	37.5%			
15. That your child has improved his/her academic achievement as a result of attending the charter school? (#16)	50%	50%			

## Parent Interview Summary

**Person Interviewed:** Two interviews held at the school and one was conducted over the telephone October 27 – 31, 2008

Item	Please check	Indicators	Evidence
<b>Provincial Requirements</b>			
1. Fees and school-generated funds are appropriate and explained.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<input type="checkbox"/> Fee schedules contain appropriate fees. <input type="checkbox"/> Accounting for school fees and School Generated Funds (SGF) is consistent with department requirements.	<input type="checkbox"/> No fees assessed.
<b>Conditions of Charter</b>			
2. The specified teaching philosophy and methodology of the Charter is followed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<input type="checkbox"/> Classroom instruction reflects individual charter school mandate. <input type="checkbox"/> Reporting to parents reflects individual charter school mandate.	<input type="checkbox"/> Students work at their own pace on an individualized program.
3. Other charter requirements are evident in school operation.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Unsure	<input type="checkbox"/> Grade configurations are consistent with the terms of the Charter and appropriate to the facility. <input type="checkbox"/> Facility enhancements are consistent with the Charter. <input type="checkbox"/> Timetabling is consistent with the Charter. <input type="checkbox"/> Staff activities reflect the Charter.	<input type="checkbox"/> My grandson had problems with attendance in the past but now is better in BSEC. <input type="checkbox"/> He enjoys going to school.
4. Entrance and enrollment requirements are consistent with the Charter, clear, communicated and open.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<input type="checkbox"/> Policy is established, consistent with the Charter requirement, to describe students the school intends to serve. <input type="checkbox"/> Parent registration information, consistent with the Charter requirement, describes students the school intends to serve. <input type="checkbox"/> Registration procedures, consistent	

		with the Charter requirement, describe students the school intends to serve.	
5. Students are made aware of and know the school's expectations of them.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Teacher, parent, student and board 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.</li> <li>○ The school has written behavioral standards and implements these standards on a consistent basis.</li> <li>○ The school communicates standards for student behavior and the school rules to parents and students.</li> <li>○ Course outlines provide students with the information about course content, expectations and evaluation methodology.</li> </ul>	<ul style="list-style-type: none"> <li>○ He knows they want him to attend.</li> <li>○ They want him to have an education and a goal for after he is done.</li> </ul>
6. Regular reporting is provided to parents.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Frequency of reporting and adequacy of information reported for individual students.</li> <li>○ Teacher, parent, student and board satisfaction with parental involvement in decisions about their children's education.</li> </ul>	<ul style="list-style-type: none"> <li>○ Receive report card and phone calls from the school.</li> </ul>
7. Parents support the school.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Teachers, parent and student satisfaction with the opportunity for students to receive a broad program of studies including fine arts, career, technology, health and physical education.</li> <li>○ Teacher, parent, student and board satisfaction with the overall quality of</li> </ul>	<ul style="list-style-type: none"> <li>○ I am happy with how the school deals with kids.</li> <li>○ All of my kids went to BSEC. My son is now a chef.</li> </ul>

		<p>education.</p> <ul style="list-style-type: none"> <li>○ Percentage of students who remain in the charter school after their first year of enrolling in the school.</li> </ul>	
<p>8. Stakeholders perceive that the school facility meets student needs.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Stakeholders are satisfied that the school facility is adequate.</li> </ul>	○
<b>School is Viable</b>			
<p>9. Charter school budget information is shared with school stakeholder groups and is available for public review.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Budget information in the Three-Year Education Plan and AERR meets provincial planning requirements.</li> <li>○ Information is provided as to how and where budget information can be accessed.</li> </ul>	<ul style="list-style-type: none"> <li>○ I have attended parent meeting where funding was discussed.</li> </ul>
<p>10. Educational innovations outlined in the Charter are successfully evident.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Classroom instruction incorporates strategies consistent with charter school innovations.</li> <li>○ Reporting to parents reflects student success in areas reflecting charter school innovations.</li> <li>○ AERR contains results obtained from measures pertaining to charter school innovations.</li> </ul>	<ul style="list-style-type: none"> <li>○ The programs are individualized and this worked well for my kids.</li> <li>○ It is also up to the child to show some initiative and commit to his schoolwork.</li> </ul>
<p>11. The school council is active, involved and aware of its responsibilities.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Documents relating to the establishment and operation of the school council are consistent with the <i>School Council Regulation</i>.</li> <li>○ The school council supports the</li> </ul>	<ul style="list-style-type: none"> <li>○ I have attended parent meetings.</li> </ul>

		<p>Charter board.</p> <ul style="list-style-type: none"> <li>○ The school council successfully addresses activities it has chosen to undertake.</li> </ul>	
<p><b>12.</b> The Charter board is committed to achieving the charter school's vision.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ The vision identified in the Charter is accurately reflected in education planning and results reporting.</li> </ul>	
<p><b>13.</b> Charter board decisions are communicated to the charter school community regularly and in an open manner.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Board motions are identified in the minutes.</li> <li>○ Those affected by board decisions are aware of those decisions.</li> </ul>	<ul style="list-style-type: none"> <li>○ I have seen copies of the minutes.</li> </ul>
<p><b>14.</b> Classroom and grade organization are appropriate.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ The facility is appropriate to the instructional needs of the grades and programs offered in the school.</li> <li>○ Class sizes are consistent with the approved Class Size Initiative Plan.</li> <li>○ Instructional groupings reflect student age, programming needs and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>○ The school seems to work well.</li> </ul>
<p><b>15.</b> Safety procedures are in place.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<ul style="list-style-type: none"> <li>○ Policy ensures student and staff safety.</li> <li>○ Supervision is appropriate to the number of students, the school facility and grounds.</li> <li>○ Teachers, parents, students and board members agree that students are safe at school.</li> <li>○ Number of fire drills/lock down drills held per year.</li> </ul>	<ul style="list-style-type: none"> <li>○ I am aware of fire drills and lockdowns.</li> </ul>

<p><b>16.</b> The school facility meets provincial health, safety and building standards and is suitable for operation as a charter school.</p>	<p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Unsure</p>	<ul style="list-style-type: none"> <li>○ Inspection reports from the fire department and health units are recent.</li> <li>○ School Capital Plan is complete.</li> <li>○ Facility leases.</li> </ul>	<ul style="list-style-type: none"> <li>○ The facility seems to be a good. Lots of space with windows. It is also clean and well kept.</li> </ul>
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## **APPENDIX D: Staff Survey Results and Teacher Interview Summary**

### **Survey**

Prior to the site visits (October 27 - 31, 2008) a total of 23 staff surveys were distributed to staff members of Boyle Street Education Centre. As of November 3, 2008 a total of 19 staff surveys were returned.

### **Findings:**

**The following results are based on the 19 staff surveys returned to the evaluation team.**

- All staff members were very satisfied or satisfied with the overall quality of education provided to students at the school.
- All staff members were very satisfied or satisfied that the mandate of the school's Charter is reflected in the teaching and administration of the school.
- A high proportion of the staff surveyed (89.5%) were very satisfied or satisfied that the school provides enough information to parents about what their children are expected to learn.
- A high proportion of staff surveyed (89.5%) were very satisfied or satisfied that the school provides enough information to parents about their children's progress.
- A high proportion of the staff (89.5%) indicated that they were very satisfied or satisfied that the teaching and administrative staff worked well together.
- A high proportion of the staff surveyed (94.7%) were very satisfied or satisfied that they have opportunities for input into school decision-making.
- A high proportion of staff members (94.7%) were very satisfied or satisfied that the school has a positive climate.
- A high proportion of staff surveyed (94.7%) were very satisfied or satisfied that the school administration takes action to resolve the concerns of parents.
- Less than half of the staff surveyed (47.4%) were very satisfied or satisfied with the performance of the Board of Directors with 42.1% of the staff being dissatisfied or very dissatisfied regarding this survey question.
- A high proportion of staff surveyed (94.7%) were very satisfied or satisfied that the school provides clear expectations for student behavior.
- A high proportion of staff surveyed (84.2%) were very satisfied or satisfied that the rules are enforced fairly and consistently.
- All staff members were very satisfied or satisfied that the school is a safe and caring place for students and staff.
- Slightly over half the staff members surveyed (57.9%) were very satisfied or satisfied that children are safe on the way to and from school.
- A high proportion of staff surveyed (84.2%) were very satisfied or satisfied that each child has improved his/her academic achievement as a result of attending the charter school.
- A high proportion of staff surveyed (89.5%) were very satisfied or satisfied that the school facility meets student needs.

## Charter School Staff Survey

We are conducting a review of your charter school. Your feedback is valuable and will help us to determine your satisfaction with the programs and services offered by the school. Please indicate your level of satisfaction by responding to the questions below. Check one box per question.

How satisfied are you:	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know
1. With the overall quality of education provided to students at the school?	52.6%	47.4%			
2. That the mandate of the school's Charter is reflected in the teaching and the administration of the school?	63.1%	36.9%			
3. That the school provides enough information to parents about what their children are expected to learn?	31.6%	57.9%	10.5%		
4. That the school provides enough information to parents about their children's progress?	47.4%	42.1%	10.5%		
5. That the teaching and administration staff at the school work well together?	68.4%	21.1%	10.5%		
6. That you have opportunities for input into school decision – making?	63.1%	31.6%	5.3%		
7. That your school has a positive climate?	57.8%	36.9%	5.3%		
8. That the school administration takes action to resolve the concerns of parents?	63.1%	31.6%			5.3%
9. With the performance of the Board of Directors?	10.5%	36.9%	31.6%	10.5%	10.5%
10. That the school provides clear expectations for student behaviour?	42.1%	52.6%	5.3%		
11. That the rules are enforced fairly and consistently?	42.1%	42.1%	10.5%		5.3%
12. That the school is a safe and caring place for students and staff?	47.4%	52.6%			

<b>How satisfied are you:</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>Don't Know</b>
<b>13.</b> That children are safe on the way to and from school?	15.8%	42.1%	26.3%	5.3%	10.5%
<b>14.</b> That each child has improved his/her academic achievement as a result of attending the charter school?	52.6%	31.6%	5.3%		10.5%
<b>15.</b> That the school facility meets student needs?	57.9%	31.6%	10.5%		

## Charter School Evaluation – Teacher Interviews

12 teachers interviewed

Item	Please check	Suggested Indicators	Evidence
<b>Provincial Requirements</b>			
1. The Alberta Programs of Study are being followed.	Yes - 12 No - 0 Unsure - 0	<ul style="list-style-type: none"> <li>○ Teachers have current programs of study.</li> <li>○ Teacher long-range plans are based upon the Alberta Programs of Study.</li> <li>○ Daily planning.</li> </ul>	<ul style="list-style-type: none"> <li>○ The school has developed curriculum modules based on the programs of study to address the required outcomes.</li> <li>○ Pre-developed modules are the core of curricular planning for the school with adjustments made to this core to meet individual student need and learning style.</li> <li>○ Daily planning is subject to students in attendance, program and student need.</li> <li>○ The school does make use of recommended resources.</li> <li>○ Use lab approach whenever possible to achieve outcomes and provide motivation for students.</li> </ul>
2. Average class sizes meet Alberta Learning guidelines.	Yes - 12 No - 0 Unsure - 0	<ul style="list-style-type: none"> <li>○ Actual class sizes consistent with targets established in the CSI.                             <ul style="list-style-type: none"> <li>● Grade K-3 – 17 students.</li> <li>● Grade 4-6 – 23 students.</li> <li>● Grade 7-9 – 25 students.</li> <li>● Grade 10-12 – 27 students.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Teachers indicated that class sizes are well below recommended targets.</li> <li>○ Teachers noted that usually there are no more than ten students in a class at a time.</li> </ul>
3. The charter school meets the requirements and recommendations for instructional time.	Yes - 11 No - 0 Unsure - 1	<ul style="list-style-type: none"> <li>○ Grade 1-9: 950 hours.</li> <li>○ Grade 10-12: 1000 hours.</li> <li>○ High School Subjects: 25 hours per credit.</li> <li>○ Teacher and student timetables.</li> </ul>	<ul style="list-style-type: none"> <li>○ Student work is highly individualized and self-paced resulting in extended completion times for individual courses.</li> <li>○ Teachers are very aware of the requirements and recommendations for instructional time and indicated that the current school structure is compliant with</li> </ul>

			<p>these requirements.</p> <ul style="list-style-type: none"> <li>○ Daily student attendance is recorded in each class.</li> <li>○ Discussed at the beginning of the year during staff meeting.</li> <li>○ Course completion is based on completed requirements rather than a set number of hours.</li> </ul>
<b>Conditions of Charter</b>			
<p>4. The specified teaching philosophy and methodology of the charter is followed.</p>	<p>Yes - 12 No - 0 Unsure - 0</p>	<ul style="list-style-type: none"> <li>○ Classroom instruction reflects individual charter school mandate.</li> <li>○ Reporting to parents reflects individual charter school mandate.</li> </ul>	<ul style="list-style-type: none"> <li>○ All students are on individualized programs. Teachers are very flexible in accommodating student needs.</li> <li>○ Teachers indicated that in order to be successful with this student group it is imperative to engage students on a personal level and go beyond a narrow view of schooling.</li> <li>○ Teachers noted that it was their role as educators to help students succeed step-by-step and not set students up for failure.</li> </ul>
<p>5. Other charter requirements are evident in school operation.</p>	<p>Yes - 12 No - 0 Unsure - 0</p>	<ul style="list-style-type: none"> <li>○ Staff activities reflect the charter.</li> <li>○ Grade levels are consistent with the Charter.</li> <li>○ School's annual professional development plan and professional growth plans identify professional development activities to enhance staff capacity in areas identified in the Charter.</li> </ul>	<ul style="list-style-type: none"> <li>○ Boyle Street Education Centre continues to offer programming to at-risk students within the age and grade range of the charter.</li> <li>○ Teachers are associate ATA members and attend the annual convention and conferences offered through the association.</li> <li>○ BSEC provided numerous supports for students. Housing, student finance, counseling and transition to work.</li> <li>○ Teachers adhere to a relationship model of engaging students.</li> <li>○ FNMI Student needs are reflected in</li> </ul>

			school activities: 1) Cultural activities: pipe ceremonies/sweats; 2) Boy's and girl's talking circle; 3) Elder available for cultural activities/events.
6. Entrance and enrolment requirements are consistent with the charter, clear, communicated, and open.	Yes - 11 No - 0 Unsure - 1	<ul style="list-style-type: none"> <li>○ Policy is consistent with the charter requirement to describe students the school intends to serve.</li> <li>○ Parent registration information, consistent with the charter requirement, describes students the school intends to serve.</li> <li>○ Registration procedures, consistent with the charter requirement, describe students the school intends to serve.</li> </ul>	<ul style="list-style-type: none"> <li>○ Registration form follows Alberta Education requirements.</li> <li>○ A specific registration/intake process is in place that is consistent with charter.</li> <li>○ Students are within age guidelines.</li> <li>○ Almost all students have been out of school for a period of time.</li> <li>○ School continues to serve the at-risk student population outlined in its charter.</li> </ul>
7. Student achievement as measured by provincial achievement testing and diploma examinations demonstrates an upward trend over time.	Yes - 12 No - 0 Unsure - 0	<ul style="list-style-type: none"> <li>○ Staff planning includes reference to PAT and Diploma Examination results.</li> </ul>	<ul style="list-style-type: none"> <li>○ Most students attending Boyle Street Education Centre do not participate in courses at the Diploma exam level.</li> <li>○ Each year we have one or two who have the potential to get to a diploma level.</li> <li>○ Teachers noted that for those students who write Diploma Exams - the school mark and exam mark are very close.</li> <li>○ Students don't write the Grade 9 Provincial Achievement Tests.</li> </ul>
<b>School is Successful</b>			
8. Students are made aware of and know the school's expectations of them.	Yes - 12 No - 0 Unsure - 0	<ul style="list-style-type: none"> <li>○ 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.</li> <li>○ The school has written behavioral standards and implements these standards on a consistent basis.</li> <li>○ The school communicates standards for student behavior and the school rules to parents and students.</li> <li>○ Course outlines provide students with the</li> </ul>	<ul style="list-style-type: none"> <li>○ This is an important component of the intake process.</li> <li>○ Expectations are reinforced to the whole group in assemblies throughout the school year.</li> <li>○ Students do respect teachers. They know what is expected of them.</li> <li>○ The student handbook outlines a code of conduct.</li> <li>○ The school makes good use of the mediation process.</li> </ul>

		information about course content, expectations and evaluation methodology.	<ul style="list-style-type: none"> <li>○ Policies are in place and accessible on-line for teachers.</li> <li>○ Teachers feel that the school is a safe environment.</li> <li>○ Whole school is responsible for each student – team approach.</li> </ul>
9. Regular reporting is provided to parents.	Yes - 12 No - 0 Unsure - 0	<ul style="list-style-type: none"> <li>○ Frequency of reporting and adequacy of information reported for individual students.</li> <li>○ Satisfaction with parental involvement in decisions about their children’s education.</li> </ul>	<ul style="list-style-type: none"> <li>○ There are report cards provided to parents through students quarterly.</li> <li>○ Many students are independent students or have parents that allow their children to make educational decisions for themselves.</li> <li>○ The school calls the home to discuss extended absences.</li> <li>○ Teachers are always open to meeting with the parent.</li> </ul>
10. Parents support the school.	Yes - 7 No - 0 Unsure - 5	<ul style="list-style-type: none"> <li>○ Teacher, parent, and student satisfaction with the opportunity for students to receive a broad program of studies including fine arts, career, technology, health and physical education.</li> <li>○ Teacher, parent, student and board satisfaction with the overall quality of education in the charter school.</li> <li>○ Percentage of students who remain in the charter school after their first year of enrolling in the school.</li> </ul>	<ul style="list-style-type: none"> <li>○ Parents appear to appreciate efforts of the school but show little interest in what is going on at the school.</li> <li>○ Parents who come to the open house are very supportive but seem unwilling to make contact with the school over student issue. Teachers work at providing quality education but don’t have control over who stays and for how long.</li> <li>○ Students overcome many obstacles to attend school and may leave after the first year for various reasons.</li> <li>○ A small number of parents actively support the school – many parents do not want to be involved – leave decisions to the student.</li> </ul>

11. Stakeholders perceive that the school facility meets student needs.	Yes – 11 No – 0 Unsure – 1	<ul style="list-style-type: none"> <li>○ Stakeholders are satisfied that the school facility is adequate.</li> </ul>	<ul style="list-style-type: none"> <li>○ Yes the facilities are very adequate.</li> <li>○ Location offers good access via public transportation.</li> <li>○ School building appears to adequately meet students learning needs (eg., shop, cosmetology lab, gym equipment, etc.).</li> <li>○ Access to a gymnasium or a green space would be beneficial.</li> </ul>
<b>School is Viable</b>			
12. Charter school budget information is shared with school stakeholder groups and is available for public review.	Yes – 10 No – 0 Unsure – 2	<ul style="list-style-type: none"> <li>○ Information is provided as to how and where budget information can be accessed.</li> </ul>	<ul style="list-style-type: none"> <li>○ Each department has its own budget.</li> <li>○ Teachers receive an electronic copy each year.</li> <li>○ Financial information is available on the web site.</li> <li>○ Information is shared at board meetings that are open to the public.</li> </ul>
<b>Innovation is Shared</b>			
13. Educational innovations outlined in the charter are successfully evident.	Yes - 11 No - 0 Unsure - 1	<ul style="list-style-type: none"> <li>○ Classroom instruction incorporates strategies consistent with charter school innovations.</li> <li>○ Reporting to parents reflects student success in areas reflecting charter school innovations.</li> </ul>	<ul style="list-style-type: none"> <li>○ Instruction is highly individualized and self paced.</li> <li>○ Teachers facilitate learning - encourage students and monitor progress.</li> <li>○ Teachers are using SMART board technology to enhance learning.</li> <li>○ The student population seems to have turned over in recent years and we appear to have less commitment to success those in prior years.</li> </ul>
14. Staff have opportunities for in-service related to the charter and individual growth plans.	Yes - 12 No - 0 Unsure - 0	<ul style="list-style-type: none"> <li>○ In-service is offered in areas related to charter goals.</li> <li>○ Alignment exists among the charter, Three Year Education Plan, the charter school professional development plan, and staff Professional Growth Plans (PGPs).</li> <li>○ Teachers agree that in-services received from the charter school have:</li> </ul>	<ul style="list-style-type: none"> <li>○ Each teacher has his/her own PD plan and funding (\$1000/yr) that is reviewed by administration.</li> <li>○ Staff is encouraged to attend appropriate conferences.</li> <li>○ In addition to individual Professional Learning Plans the school targets one area of focus for the year (eg., FASD).</li> <li>○ The <u>aligning of individual Professional</u></li> </ul>

		<ul style="list-style-type: none"> <li>• Effectively addressed professional development needs; and</li> <li>• Contributed significantly to on-going professional development.</li> </ul>	<p>Learning Plans with the school focus is encouraged.</p> <ul style="list-style-type: none"> <li>○ School is providing a number of P.D. days to support integration of SMART Board Technology in the classroom.</li> <li>○ Difficult to find professional development opportunities that directly relate to the actual work/student population at BSEC.</li> </ul>
15. The school shares effective practices related to its charter mandate.	Yes – 10 No – 1 Unsure – 1	<ul style="list-style-type: none"> <li>○ Communication plan for sharing innovations, results achieved and lessons learned.</li> <li>○ Tracking of activities by which innovations/effective practices are shared with the education community.</li> <li>○ The school can identify learnings transferable to other schools.</li> </ul>	<ul style="list-style-type: none"> <li>○ There are many tours and visitors going through the school.</li> <li>○ There are many enquiries from individual teachers.</li> <li>○ BSEC hosts many national and/or international visitors.</li> <li>○ BSEC staff makes presentations at various conferences throughout Alberta.</li> <li>○ The school has produced a number of resources and documents that are shared publicly. (eg., FASD resource and resource for pregnant students).</li> </ul>
<b>Effective Governance</b>			
16. Communication among the charter board, superintendent and staff is effective, efficient and in the best interests of the school.	Yes - 5 No - 2 Unsure - 5	<ul style="list-style-type: none"> <li>○ Satisfaction that communication is efficient and in the best interests of the school.</li> </ul>	<ul style="list-style-type: none"> <li>○ Staff expressed concerns regarding communications between the charter board and the school staff. This concern seems to revolve around the goals of the school and the focus of the school program.</li> <li>○ The board has expressed concerns with a perceived lack of focus on workplace transition but seem uninformed regarding some of the programs that the school is offering that focus on this area.</li> <li>○ Board minutes are posted and the superintendent has met with staff to convey the boards concerns.</li> </ul>

			<ul style="list-style-type: none"> <li>○ There are efforts underway to improve communication among the board, school staff and the superintendent these include: 1) The superintendent will have regular office hours, 2) staff is sent board meeting minutes by e-mail</li> <li>○ Information from staff meetings is made available to the board and superintendent.</li> </ul>
17. The charter board has developed appropriate by-laws and policies regarding board governance, the role/responsibilities of the superintendent, the charter board, the principal, the teachers and the school council.	Yes - 11 No - 0 Unsure - 1	<ul style="list-style-type: none"> <li>○ Personnel and governance policies are followed.</li> <li>○ Governance of the charter school is reported to be effective.</li> </ul>	<ul style="list-style-type: none"> <li>○ Staff has discussed policies and by-laws during their internal staff meetings.</li> <li>○ Teacher responsibilities are clearly communicated.</li> <li>○ Information is shared at staff meetings.</li> <li>○ Staff discusses issues as they arise – decisions are based on mandate and existing policies.</li> </ul>
18. Charter board decisions are communicated to the charter school community regularly and in an open manner.	Yes - 8 No - 1 Unsure - 3	<ul style="list-style-type: none"> <li>○ Those affected by Board decisions are aware of those decisions.</li> </ul>	<ul style="list-style-type: none"> <li>○ Staff meeting minutes are available to staff, superintendent and board.</li> <li>○ Board meeting minutes are available to public.</li> <li>○ Efforts are being made this year to improve internal communications.</li> </ul>
<b>Effective Administration</b>			
19. Staff members are involved in decision-making about program development, implementation, and review and about policy development.	Yes - 12 No - 0 Unsure - 0	<ul style="list-style-type: none"> <li>○ Minutes and schedule of staff meetings/groups.</li> <li>○ Staff satisfaction with staff group working outcomes.</li> <li>○ Staff involvement in decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>○ The staff are very supportive of the principal and work well together.</li> <li>○ Staff always has been involved in decisions.</li> <li>○ Administration does seek out staff opinion and promote discussion on issues.</li> <li>○ Staff meetings feel very democratic.</li> <li>○ Staff involved in collaborative process in</li> </ul>

			<ul style="list-style-type: none"> <li>○ resolving issues when possible.</li> <li>○ School-wide behavior plans are developed collaboratively for specific students.</li> </ul>
20. Classroom and grade organization are appropriate.	<p>Yes - 12 No - 0 Unsure - 0</p>	<ul style="list-style-type: none"> <li>○ The facility is appropriate to the instructional needs of the grades and programs offered in the school.</li> <li>○ Instructional groupings reflect student age, programming needs and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>○ Reduced student enrollment allows teachers to successfully handle 4 or 5 different courses during the same class time.</li> <li>○ Students from all three grades are placed in the core instructional room for Math, English, Social Studies and Science.</li> <li>○ Individual student needs are determined by screening process (Auto Skills Program).</li> <li>○ Staff has flexibility to change student programming throughout the year if needed.</li> </ul>
21. Safety procedures are in place.	<p>Yes - 12 No - 0 Unsure - 0</p>	<ul style="list-style-type: none"> <li>○ Supervision is appropriate to the number of students, the school facility and grounds.</li> <li>○ Agreement that students are safe at school.</li> <li>○ Number of fire drills/lock down drills held per year.</li> </ul>	<ul style="list-style-type: none"> <li>○ The school holds regular fire drills as well as lock down drills.</li> <li>○ The front door of the school is locked at all times to discourage people from wandering in uninvited.</li> <li>○ Staff and students express that they feel safe in the school.</li> <li>○ Procedures are in place for potential disruptions and staff know and can implement procedures.</li> <li>○ Supervision is in place throughout the day.</li> <li>○ There is a school plan for first aid and emergencies.</li> </ul>

## **APPENDIX E: Boyle Street Education Centre Evaluation Value-Added Component**

### **Review of Wrap-Around Services**

#### **Purpose**

Boyle Street Education Centre was invited to suggest an area of its operation upon which it would receive feedback as part of the scheduled charter school evaluation. The area chosen was the support services that the school provides to students outside of the instructional setting. These services are referred to as the “wrap-around team,” reflecting the intention of meeting all of a student’s needs without regard for barriers such as demarcation of responsibilities between agencies or targeted funding, or the barrier of off-site location and office hours.

#### **Data Collection**

Boyle Street Education Centre exists to provide individualized service and support to youth who face barriers to educational success. It was deemed appropriate to use qualitative data rather than relying upon numerical data.

#### **Interviews with Team Members**

The “Wrap-around Team” consists of:

Representation from:

- **AADAC:** An addiction counselor is available to staff, students and families a half-day every two weeks or upon request.
- **ESHIP:** A full time person who works as a ‘networker’ to link students and families to appropriate services.
- **SCHOOL COUNSELLOR:** A full time person funded through allocated ‘education’ dollars.
- **FAMILY CENTRE:** A .2 FTE mental health therapist delegated to provide services to students who are not FMNI, and/or not ‘in care’. (This position compliments another psychologist position .4 FTE. delegated to provide services to students who are FMNI, and/or ‘in care’.)
- **ALBERTA HEALTH SERVICES BOARD (formerly known as Capital Health):** Two outreach personnel, one registered nurse and a para-professional described as a community health representative, are available to staff, students and families one half-day per week or upon request.
- **CHARTERED PSYCHOLOGIST:** .8 FTE provides academic testing and programming consultation.

The members of the “wrap-around team” were interviewed on Thursday, October 30. Other partners identified but not interviewed were Elder Dave LaSuisse, representatives from Advancing Futures (Alberta Child and Family Services) and Student Finance (Alberta Works.)

Here is a brief summary of the data from the interviews with the ‘wrap-around’ service providers.

### **1. What are the components of the school’s current model of wrap-around services?**

- The components of the school’s current model of wrap-around services were viewed as being integral to the operation of a school meeting the needs of some of Edmonton’s most high risk youth.
- Only one of the interviewees stated that the theme of First Nations culture was a prevalent component of the combination of services.
- There was overwhelming consensus that their purpose was connected to the work in the classroom.
- As it presently stands, the collaborative effort does not go beyond informal cooperation and occasional coordination of efforts. It is based on relationships.
- There is not a long term, well defined formal partnership. Based on relationships, the organization(s) and the BSEC have ‘come together’ to achieve common goals of providing front line service.
- There appears to be ‘trust’ at the partners table.
- Little time is spent in learning each other’s systems and realities.
- There is no fixed structure in the form of clear expectations (letters of agreement, code of ethics, shared mission statement) amongst the partners at the table or with BSEC.
- There is not a formal, scheduled communication vehicle in place where partners spend face-to-face time. (i.e.: weekly case conferences).
- Much is done effectively through informal communication.
- Of note, the participants did not think of the ‘wrap-around services’ as a model; rather ‘more of a way of meeting needs’.

### **2. Do the students who use the supports find them valuable?**

- It was a theme throughout the interviews that many of the students come to BSEC with immense trust issues especially those with past and/or present involvement with the Child Welfare system.
- The large ‘community room’ provides informal opportunities for students to develop connections with ‘wrap-around’ personnel and this was an important channel for either that first, second or third connection and/or a teachable moment.
- It was expressed that the longer the students stayed engaged with BSEC, the more apt they were to take advantage of the services and become ‘repeat’ users.
- For other, it was a need or a crisis that led them to the service provider in the first place.
- The teaching staff play an important role in promoting the services or directing a student to the appropriate provider. This again, was very informal, with no agreed-upon referral process in place.
- In the case of AADAC, several of the students are directed to consult with the addictions counselor as a requirement of their judicial sentencing and/or probation. Even then, the

worker suggested that reluctance and/or the student refusing to comply completely were a common stance.

- As with all treatment models, those who want to make the changes in their lives will participate and these supports will be utilized.
- During the morning that these interviews took place, there was a public announcement that the ‘nurses’ had arrived.
- It was felt by the nursing team there might be ‘customers’ that morning as it was flu season and they were offering free flu shots.
- Although 100% of participants interviewed felt the students who choose to use the services benefited greatly, there was still a concern with poor attendance or a lack of commitment to ‘show up’ for appointments either ‘on time’ or ‘show up’ at all. This was cited as another reason why the community room was such a vital place at BSEC. In other words, Mohammed goes to the mountain, rather than the other way around.
- Poor attendance continues to be the greatest challenge not only for the teachers but this group as well.

### **3. What are the reasons that some students choose not to access the supports?**

- Further to the above, to quote an old adage, “you can lead a horse to water, but you can’t make him drink.”
- There is a continued lack of trust, the stigma of admitting to a mental illness, and negative past experiences with authority and/or those dedicated to their case files.
- Another reason identified was the reality of ‘opening up’ might lead to other trauma issues that the student does not wish to deal with. Another suggested that many of the student’s lives were ‘daunting’ and that the students, themselves, don’t have the ‘withitness’ to take the first step.
- There was mentioned that the parachuting of ‘some’ of the services may work against the students accessing the specific services. They also realized there were monetary restraints that made full time school site access impossible.
- Partners felt that there were strong connections between students and teachers in the safety of the classroom environment. In these situations, teachers would display what one person described as ‘therapeutic’ teaching. Depending on the circumstance, the needs of the student were met within the walls of the classroom.

### **4. Are the supports seen as valuable by parents and staff members?**

- Absolutely; although feedback from parents, according to this cluster group, is minimal. Several students are on bursaries from Children and Youth Services and have no connections with family. Many families have chosen to have no involvement with the school. For the few who have, they have expressed appreciation and gratitude.
- It is the service provider’s experience; staff members are extremely pleased with the manner in which these supports are delivered in a professional, timely manner.

### **5. Are the resources expended on wrap-around services justified?**

- Yes.

- It was felt there was no duplication of services. There may be some crossover; however, with the regular informal ‘down the hall’, in the ‘common room’ or ‘can I have a minute’ discussions, there appeared to be a clear understanding of who did what and with whom.

#### **6. Could resources be re-directed into areas with greater impact?**

- It was felt that existing resources remain and in “a perfect world” be expanded especially those where the service providers were ‘parachuted’ in either weekly or bi-weekly for a day or half-day.
- Other suggestions for additional supports included the following:
  - Increase Housing Support (especially for those who are not assigned a Region 6 social worker and/or over 18). It was felt that the existing person cannot be expected to continue to “do it all” as the need is so large.
  - School Resource Officer.
  - Family Liaison Worker.
  - Increased access to the Birth Control clinic, a medical doctor and a psychiatrist.

All participants mentioned the tremendous support of the school principal and her tenacity to continually do what is best for the students.

Suggested topics for further discussion included:

- a shift from individual counseling to group, classroom presentations on addictions, anxiety etc.,
- availability of field trips,
- expansion of options beyond ‘trades’,
- effective use of technology,
- re-visiting two teacher per classroom model, and
- parenting workshops.

### **Student Interviews**

Three formal interviews were done with former students. Two informal conversations were done with former students of the interviewer who are now attending BSEC. These were held in the hallway.

The following questions were asked of the five students:

- 1. Do you or have you used the extra supports in the school such as the counseling services or funding services?**
- 2. Do the services or did the services such as counseling, Advancing Futures, Student Finance funding support etc. help you stay in school or help you focus on your class work?**

Here is a summary of the responses:

- 100% of the participants commented on the distribution of no cost bus tickets and the availability of breakfast and lunch as very important to keeping them in school.
- Only one (past) student did not take advantage of the extra supports (outside of food and bus tickets) in the school such as the counseling services or funding services. This individual felt he received all the support he needed from the chef at the school, Scotty Welsh, no longer with BSCE. This individual described the relationship between the teaching staff and students as a ‘happy marriage’ and within this arrangement; many teachers provided ‘on the spot’ help. However, he also made it very clear, that should he have ‘needed’ the ‘other’ services, he would have taken full advantage of them. There was nothing detrimental, in his view, which the service providers were and/or how they provided the service.
- For those students who had taken advantage of the extra supports (not including food and bus tickets), all felt the services were timely, effective and confidential and because of this, prolonged their stay at BSEC.
- One past student remarked, “Who doesn’t like free stuff?” and openly admitted to taking advantage of almost everything that came her way.
- Another said these supports made BSEC a ‘perfect’ school.
- When asked why some students did not choose to use the ‘extra services’ offered by BSEC, there was frequent mention of their lack of readiness to ask for help. When probed deeper, they spoke of lack of trust, fear of authority, experience in the system, and immense shame. This echoed much of what the partner table had shared earlier.
- Teachers were also viewed as people you could trust and go to for help regardless of its complexity.
- The principal was viewed as a strong matriarch who kept the ‘school family’ together.
- When asked should there be other supports than the ones already at the school, there was only one suggestion; provision for day care services for those student with children.

### **Student Focus Groups**

Two questions concerning the Wrap-Around Service Model in the school were asked in the student focus groups that were conducted as part of the formal evaluation. Here are the questions and the responses:

1. **Do you agree that the services such as counseling, Advancing Futures/St. Finance funding support, etc. help you in staying in school and/or focusing on your class work?**
  - Yes, both help me. Finance is very important as I have been on my own since age 14 and am now 19.
  - Yes, it helped me get a job.
2. **How often do you use extra supports in the school such as counseling services or funding services?**
  - I don’t use it but there is lots of help here.
  - I use the support daily, weekly.
  - It is a very important part of being here.
  - This school is awesome; it has been my second home for the past 4 years.

## **Recommendations**

It is suggested that:

1. Consideration be given to the universal promotion of healthy behaviors (i.e.: dealing with anxiety, power and control issues, etc) through classroom presentations in addition to the initiation of small-targeted groups. This will complement the existing individual counseling, and a more universal approach may result in a greater number of students receiving service from the 'existing' service providers.
2. Formal partnership agreements be defined for future sustainability.
3. Time be allocated for the 'wrap-around team' to case conference on a more formal basis and for each other to build understanding of each other's systems and realities and work to bridge the gaps.
4. Consideration be given to the addition of a 'commitment coach' to work with students, their families and or community mentors to promote the concept of commitment for life long learning and living.