

Boyle Street Education Centre

Annual Education Results Report (2017-2018) and 3-Year Education Plan for (2018-2021)

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Acknowledgements

Annual Education Results Report (AERR) and 3-Year Education Plan (3YEP) for Boyle Street Education Centre.

Boyle Street Education Centre
10312 105 Street,
Edmonton AB,
T5J 1E6
780.428.1420
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This combined report was prepared by Scott Meunier, Principal of Boyle Street Education Centre. The report has been prepared in collaboration with and would have been impossible without the efforts of the following people and teams:

- Mavis Averill, Superintendent
- Huiy Tang, Vice Principal
- Sharanpal Sandhu, Assistant Secretary Treasurer
- Mary Pfeffer, Administrative Assistant
- Richard Meyers, IT Manager

Support, contributions of ideas and direction were also made by:

- The students and staff members of Boyle Street Education Centre
- William Potvin, Secretary-Treasurer
- The Board of Directors of BSEC – Boyle Street Education Centre

Thanks to all for their dedication and hard work.

Message from the Board Chair

We are pleased that over the last three years, provincial measures show that we have maintained performance levels in every measure. However, given that the purpose of the Boyle Street Education Centre is to inspire and support the educational success and social development of youth (between the ages of 14 and 19) who have previously experienced interruptions in their formal learning, we are particularly pleased to present a 3 year plan that demonstrates success in charter goals to a greater degree than ever before.

While provincial measures are important, we have a responsibility to meet our Charter School goals and develop best practices, innovation and research that addresses the needs and realities of our students. The local measures presented in this plan enable the Board, Superintendent, teachers and staff to focus on our Charter goals and have a positive impact on student engagement, retention and academic success. It is our firm belief that progress on the Charter goals will also influence and stimulate success in provincial performance measures.

Karen Erickson

Chair, Boyle Street Education Centre

Accountability Statement

The Annual Education Results Report for the 2017-18 school year and the Three-Year Education Plan commencing September 1, 2018 for Boyle Street Education Centre were prepared under the direction of the Board in accordance with its responsibilities under the *School Act*.

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

The Board approved this combined Annual Education Results Report for the 2017/2018 school year and the Three-Year Education Plan for 2018/2021 on November 22, 2018.

Foundation Statements

Mission

The purpose of the Boyle Street Education Centre (BSEC) is to inspire and support the educational success and social development of youth who have previously experienced interruptions in their formal learning.

Vision

Our vision is to be an inclusive and holistic education centre that facilitates the mental, physical, emotional and spiritual growth of students who have experienced interruptions to their learning.

Principles

Boyle Street Education Centre recognizes that the majority of the youth it serves are survivors of trauma. The school accepts that issues like mental health challenges, racism, abuse, extended periods of unstable housing and other traumas substantially inhibit the success of the young people that live with them. Students who have experienced extreme traumas can learn and, with the correct supporting services and relationships, can positively connect and contribute to the world around them.

Our school is guided by these seven principles:

- **Being learner-centred:** School develops an educational plan that accommodates each youth's unique needs and desires.
- **Sharing responsibility and accountability for results:** BSEC works to establish a circle of support for each student in which the Centre is just one of many success-enabling agents.
- **Creating and Sustaining Community:** Internal and external community resources are vital in ensuring relevant and accurate learning is available for all students.
- **Inclusivity of access:** Every learner enjoys fair, reasonable, and barrier-free access to the opportunities we offer.
- **Program flexibility:** Students enjoy a primarily self-paced learning environment that, with the guidance of the school staff, can include experiential, multidisciplinary, and community-based opportunities.
- **Sustainability:** Staff operate within a Professional Learning Community focused on deliberate and constant refinement of the learning opportunities throughout the Education Centre.
- **Innovation for excellence:** A priority of the school is to discover and deploy research-based innovations to serve the needs of students.

A Profile of the School Authority

BSEC is open to young people who are not experiencing success in conventional learning environments. Every student between the ages of 14 and 19 years is accepted if the school is able to effectively support their educational needs.

Our students historically do not arrive at BSEC “school ready.” As survivors of intergenerational oppression, they experience barriers to wellbeing that include racism, abuse, and extended periods of unstable housing. In many cases, our students have lived for long periods without positive adult role models, adequate financial resources, or good mental health. The pressure of having to manage so many challenges often results in them choosing to drop out of school when challenged or to demonstrate below-average academic performance relative to age.

To counter the effects of these barriers, BSEC offers many qualities similar to a family. The school accepts students wherever they are in their journey and offers a program that is flexible and diverse enough to respond to changing circumstances. This welcoming, caring, respectful and safe learning environment can help our students develop a sense of hope that they may thrive in their lives after high school. The ability to imagine a better future is a luxury often not enjoyed by many of our students before they attend but one often reported by those who have been part of our program.

Program Overview

Our school currently offers the following programs of study:

Fundamental Courses	Optional Courses
English Language Arts	Communications Technology
Mathematics	Audio and Video Production
Science	Cosmetology
Social Studies	Foods
Physical Education	Construction
Traditional Media Art	Fashions
Career and Life Management	Work Experience/Work Readiness
Knowledge and Employability	Art

In addition to the main program of studies, our school offers a variety of options that students can select to drop into. These classes offer students alternative pathways to completing their high-school diplomas. The options include:

Co-Curricular Options	
Drop In Physical –Education (PE)	Success Coaching (CTR)
Drop In Art (CTS/ART)	Animal-Assisted Group Therapy (CALM)
Yoga (PE/HPE)	Gender and Sexuality Alliance (GSA – CALM)
Improvisational Drama (CALM/ENG/IMPROV)	Pow-Wow Dance Class
Audio Production with Guest Artist-In-Residence (COM)	Theatre Appreciation
Massage Therapy (PE – Wellness component)	Indigenous cultural activities – daily smudging, pipe ceremony, sweat lodge ceremony, traditional beadwork and conversational Cree.

Finally, our school has services and supports in place to help students in crisis find a way into learning. The following services or affiliated services to our students in a constant effort to make it easy for our students to come to school:

Student Services	
Psychoeducational Assessment	Edmonton RCSD charter-school targeted enhancement team
Emotional and Behavioral counseling	Student Success Coach
Meditation Class (CALM)	Student Funding Supports
Youth Support Worker (for assistance with housing and legal matters)	Boy's and Girl's Sharing Circles (CALM)
Bi-Weekly visits from Alberta Health Services mobile nursing staff.	Weekly Addictions Counseling (Alberta Health Services – AHS)

Trends

Our school has invested in establishing performance measures that accurately represent the impact of the program. This year, our school is able to demonstrate strong performance in each of its charter goals.

Provincial measures show that we have maintained performance levels in every measure. While there have been statistical fluctuations in some categories, these measures suggest program stability and maturity. Local performance measures, however, go on to demonstrate an increasing trend of student engagement, retention, and academic success not represented in provincial measures.

Issues

Annually, areas of issue or concern appear in the provincial accountability measures for our school. As we have moved toward evidence-based decision making over the course of the most recent charter term, local data have been collected to provide context and a deeper understanding of matters that appear concerning.

One annual area of concern is the provincial Drop Out rate. The combined 3-Year Education Plan and AERR [produced last year](#)¹ detailed the ways in which the provincial Drop Out Rate measure fails to accurately capture the degree to which BSEC is able to support students to attend school². Alternate local accounts of student attendance show that a large number of students who are eligible to return to BSEC do so.

Table 1 - Percentage of Eligible Students who Returned to BSEC for September Count 2017-2019.

Percent of Eligible Students who Returned – 2017-18	72%
Percent of Eligible Students who Returned – 2018-19	76%

¹ Located online at <https://www.bsec.ab.ca/wp-content/uploads/2017/12/Combined-3-Year-Education-Plan-and-Annual-Education-Results-Report-for-2017-2020.pdf>

² Briefly stated, the provincial Drop Out Rate measure fails to include accurate data about our student population due to the way it is calculated and, therefore, it does not accurately reflect the degree of eligible student engagement in the school.

Other annual areas of issue or concern may also benefit from examining local data. The provincial measure for Parental Involvement, for example, reports on the amount of satisfaction that parents and teachers have with parental involvement in decisions about their child's education. This measure, which is lower than the provincial average, captures only information collected from parents as part of a survey and does not include the ongoing parent and guardian conferences the school conducts with its caretaking stakeholders.

It is important to note that measures of “concern” represent concerns for the staff members at the school. We continue to develop programs and strategies that support our students to complete high school. For example:

- We have increased our outreach to students in a number of different modes (telephone, social media, home visits, etc.).
- We network with community partners to provide services and supports to our students.
- We employ a support services team with skilled staff who are trained to design intervention strategies to keep our youth engaged.

Where areas of concern do exist, the data suggest that BSEC has consistently maintained the ability to include the youth who would otherwise not be accessing education.

Future Challenges

During the 2017-18 school year, BSEC underwent an independent evaluation of the program. The recommendations emerging from the evaluation lay out some future challenges for our school. Briefly summarized, the recommendations from the evaluation report are to:

- Continue to collect longitudinal data.
- Analyze longitudinal data to affirm and inform strategies of the school.
- Confirm most successful strategies for the success of our school.
- Engage in whole staff PD regarding First Nations, Metis and Inuit (FNMI) perspectives, culture and histories.
- Weave First Nations, Métis and Inuit perspectives, culture and histories throughout teaching and learning processes.
- Complete an inventory of FNMI resources and determine sufficiency.
- Discuss the future of BSEC site with Alberta Education Capital Planning.
- Clearly articulate what student success means for BSEC.
- Continue to use cognitive neuroscience to inform teaching and learning.
- Use the new TQS to guide ongoing professional learning at BSEC.
- Explore opportunities for students to participate in land-based learning experiences.
- Collaborate with the U of A to provide pre-service teacher partnership opportunities
- Explore relationships with other school authorities – Specifically Northland.

Certain recommendations require a whole-school approach to address. The new 3-Year Education Plan detailed in this document is built upon three recommendations that require a whole-school approach. These are to:

1. Weave First Nations, Métis and Inuit perspectives, culture and histories throughout teaching and learning processes,
2. Continue to use cognitive neuroscience to inform teaching and learning (and using longitudinal data to support decision making about successful strategies), and to
3. Use the new TQS to guide ongoing professional learning at BSEC.

Beyond the recommended actions, the following are other challenges that the school authority must address:

- **Literacy and Numeracy:** Wide Range Achievement Test (WRAT) data for new students in 2017-18 demonstrated a high need to focus on improving student literacy and numeracy. A comparison between fall of 2017 to spring 2018 shows that these efforts improved literacy and numeracy last year. However, since BSEC routinely accepts several brand new students each year, supporting literacy and numeracy growth may represent an ongoing challenge.
- **Success for First Nations, Métis and Inuit learners:** Our student population is primarily self-identified FMNI students. It is necessary to find balance between learning experiences rooted in “western” ways of knowing and those rooted in “Indigenous” ways of knowing. It is important that our students are able to see their story as one of strength and courage alongside all of the difficult situations that are also a part of their world. The inclusion of a new goal in the 2018-2021 education plan will identify strategies to address this set of challenges.
- **Student Engagement:** Maintaining student engagement in school programs is an ongoing challenge. Our school seeks to build a community of learners and to design experiences that foster engagement with our school community. We must consider student commitments to family, mental anguish, and the chaos in which students live when working to keep students inspired and connected.
- **Trauma:** BSEC serves traumatized youth who have witnessed or experienced extremely challenging circumstances during their short lives. This is apparent in the challenges they face in learning at school. It is also true, though, most of our youth are First Nations, Métis and/or Inuit and have access to vibrant, rewarding and spiritual communities. Our challenge is to support our youth in their healing and learning and offer wide access to opportunities that both cultures have to offer.
- **Capital Planning:** The current lease term for the school building expires in August 2021. The Board of Directors and superintendent must begin discussions with Alberta Education as well as the owners of the current school site in order to ensure that there continues to be a facility suitable to the needs of the program.

Parental Involvement

Parental involvement in our school community is stable, if quieter than some other schools. The high number and quality of parent/guardian interactions from staff members reaching out via telephone, learning plan development, social media, and community events creates important ties with the people our students have come to trust most. The link between the school and our parents is getting stronger.

We are, however, considering the efficacy of our attempts to establish a school council. Our school follows the *School Council Regulation* each year in efforts to invite parents and/or guardians of students to establish a school council. To date, there have never been enough parents or guardians attend that meeting to establish a council as per the regulation. Going forward, school administration is consulting with volunteers and the school's own Indigenous and Cultural Events committee to reconsider the approach taken to reach out to the parents and supportive guardians of our students so that we are able to add significant parent voice to the operation of the school.

Our school continues to connect to parents and guardians in two other ways. The first is to invite them to community events where student achievements are celebrated. There are at least two of these per year and they are always well-attended. The second is in the area of inclusive educational planning where parents are invited to discuss any diagnoses that their children have received regarding their behavioral or emotional ability to engage in the academic goals laid out for them. Parents are an integral part of the process where Individualized Program Plans (IPPs) are developed and their knowledge and information and support are necessary for the continued success of their child in our school.

Key message

With the focus on engaging youth through inclusive and holistic educational opportunities, the key message at the centre of all of the school's outward communication is that:

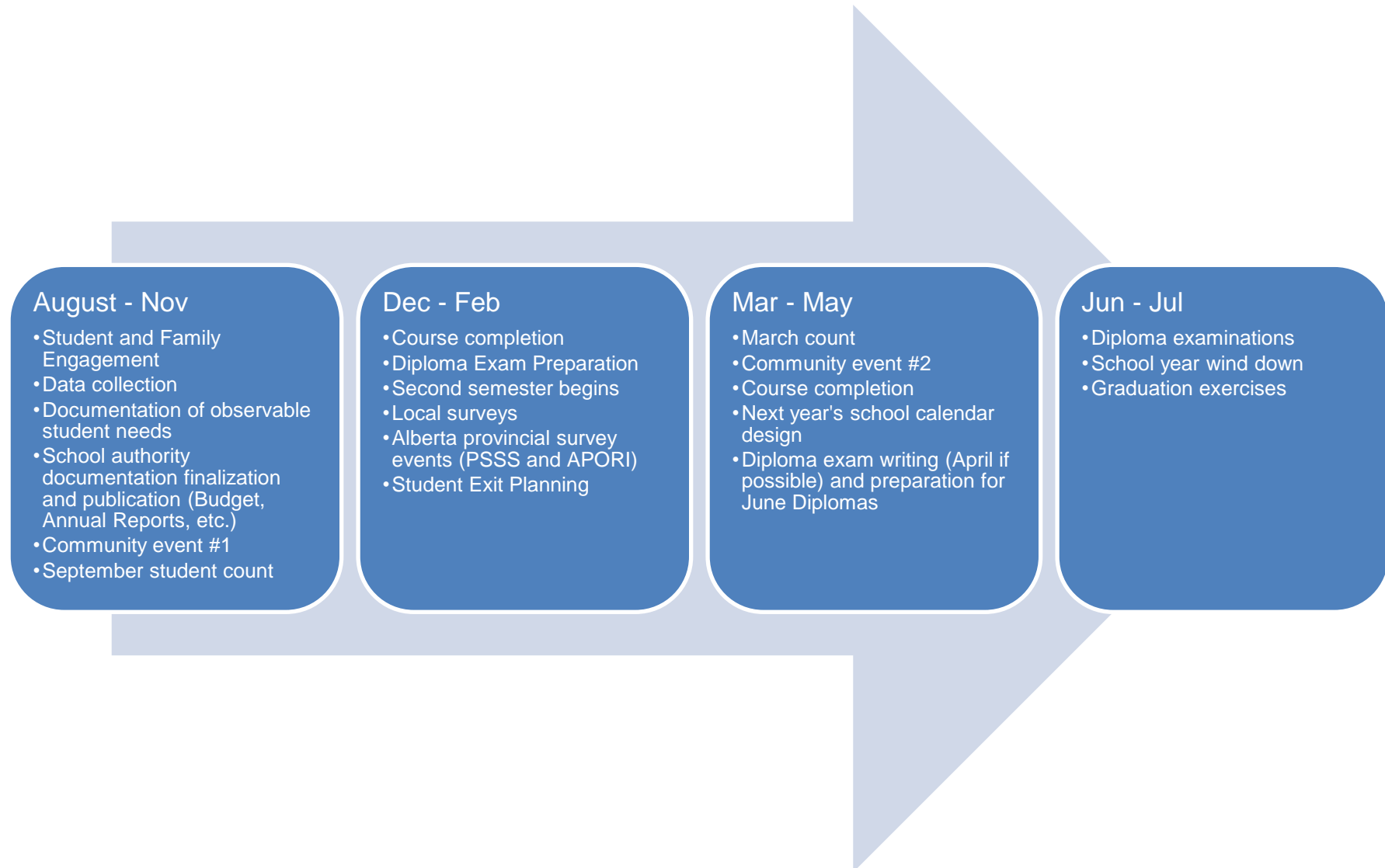
Students who have experienced extreme trauma can learn and, with the correct supporting services and relationships, can positively connect with and contribute to the world around them.

Stakeholder Communication and Timeline

Our school communicates with its stakeholder community in a number of ways. School documents, calendar and news is shared through the website (<http://www.bsec.ab.ca>). The school also uses online survey tools like [SurveyMonkey](#) and social media platforms like [Facebook](#) and [Twitter](#) to connect with students and community members. These efforts have met with a significant amount of success. Finally, in cases that require contact with or input from the entire school community, hard-copy mail outs to its registered families.

Stakeholder	Strategies
Students	<ul style="list-style-type: none"> • Open-House events. • Website and Social Media presence. • Local survey events. • Annual Provincial Stakeholder Satisfaction Survey. • Alberta Provincial Online Reporting Initiative Survey
Parents and Guardians	<ul style="list-style-type: none"> • Open-House events. • Website and Social Media presence. • Local survey events. • Annual Provincial Stakeholder Satisfaction Survey. • Alberta Provincial Online Reporting Initiative Survey
Educational Community	<ul style="list-style-type: none"> • Presentations to pre-service teachers (U of A), conferences and teacher's conventions. • Distribution of BSEC-produced scholarship.
Alberta Education	<ul style="list-style-type: none"> • Meeting with Field Services RE: Annual Reports and Education Plans. • Sitting on stakeholder committees (e.g. High-School Redesign External Committee, PASI provincial attendance standards workgroup)

Table 2 - General School Year Timeline



2018 Accountability Pillar Overall Summary

Measure Category	Measure	Boyle Street Education Centre			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	87.0	89.3	91.6	89.0	89.5	89.4	High	Maintained	Good
Student Learning Opportunities	Program of Studies	82.2	81.6	80.5	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	94.7	94.3	95.0	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	22.2	30.6	26.7	2.3	3.0	3.3	Very Low	Maintained	Concern
	High School Completion Rate (3 yr)	0.0	0.0	1.4	78.0	78.0	77.0	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.6	73.4	73.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.9	19.5	19.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	85.7	92.3	78.0	83.7	83.0	83.0	High	Maintained	Good
	Diploma: Excellence	0.0	0.0	5.1	24.2	22.2	21.7	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	55.7	54.9	54.7	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	8.3	20.0	13.3	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	0.0	4.7	2.8	58.7	57.9	59.0	Very Low	Maintained	Concern
	Work Preparation	100.0	100.0	100.0	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	80.6	86.2	85.4	83.0	83.7	83.7	High	Maintained	Good
Parental Involvement	Parental Involvement	74.0	76.7	73.1	81.2	81.2	81.0	Low	Maintained	Issue
Continuous Improvement	School Improvement	94.0	96.2	95.3	80.3	81.4	80.7	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

2018 Accountability Pillar First Nations, Métis and Inuit Summary

Measure Category	Measure	Boyle Street Education Centre (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	19.6	24.0	24.6	4.8	5.8	6.3	Very Low	Maintained	Concern
	High School Completion Rate (3 yr)	0.0	0.0	0.0	53.3	53.7	50.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	51.7	51.7	52.0	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	6.6	6.7	6.5	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	83.3	90.0	74.8	77.1	77.1	76.6	Intermediate	Maintained	Acceptable
	Diploma: Excellence	0.0	0.0	6.1	11.0	10.7	10.3	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	24.4	21.8	21.2	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	9.5	16.0	10.2	35.9	34.2	33.0	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	0.0	5.7	3.3	33.0	31.8	32.8	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

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

Review of 2017-18 Education Plan Results

This section comments on the results of performance measures from the 2017-18 school year. The education plan for our school is made up of three school-specific charter goals and five goals that align with the outcomes of the [Alberta Education Business Plan 2017-2020](#). Each charter goal is measured by a combination of local and provincial measures of performance.

Charter Goal 1

Outcome: Students, with outreach and support from school staff, will better manage the effects of trauma experiences.

Performance Measures	Results (in percentages)					Target*	Targets		
	2014	2015	2016	2017	2018	2018	2019	2020	2021
Rate of attendance correlated with outreach efforts.^	n/a	100.0	57.0	65.0	93	70.0	n/a	n/a	n/a
Percentage of available supports and services accessed by students.	n/a	n/a	64.0	75.0	86	75.0	87	88	89
Percentage of eligible students returning to school.	n/a	n/a	n/a	72.0	76	77.0	78	79	80
Percentage of students achieving IPP outcomes.	n/a	n/a	44.0	43.0	49	n/a**	50	51	52
Change in Severe Behaviours Over Time	n/a	n/a	23.0	24.2	22	n/a**	23	24	25
6-Year Transition Rate	4.0	0.0	3.7	4.7	0	10.0	10.5	11.0	11.0

^Measure to be discontinued in 2019-21 Education Plan. Rationale provided below.

*Target set for 2017/18 in the three year education plan 2017/18 – 2019/20.

**Target not set in the three year education plan 2017/18 – 2019/20.

Comment on Results

Rate of attendance correlated with outreach efforts:

Since 2015, the best strategy we have found to engage students has been to actively conduct outreach. Outreach may consist of partnerships with external organizations like the Youth Restorative Action Project to offer day programs in the school building during summer months, offering youth bus passes to eligible students during both summer months, and making phone contacts with families and students. Since these efforts began, we have examined the correlation between contact attempts and actual student attendance for the first 5 days of school³. The table below details the correlation of contact attempts to actual student attendance in the first 5 days of each school year since 2015.

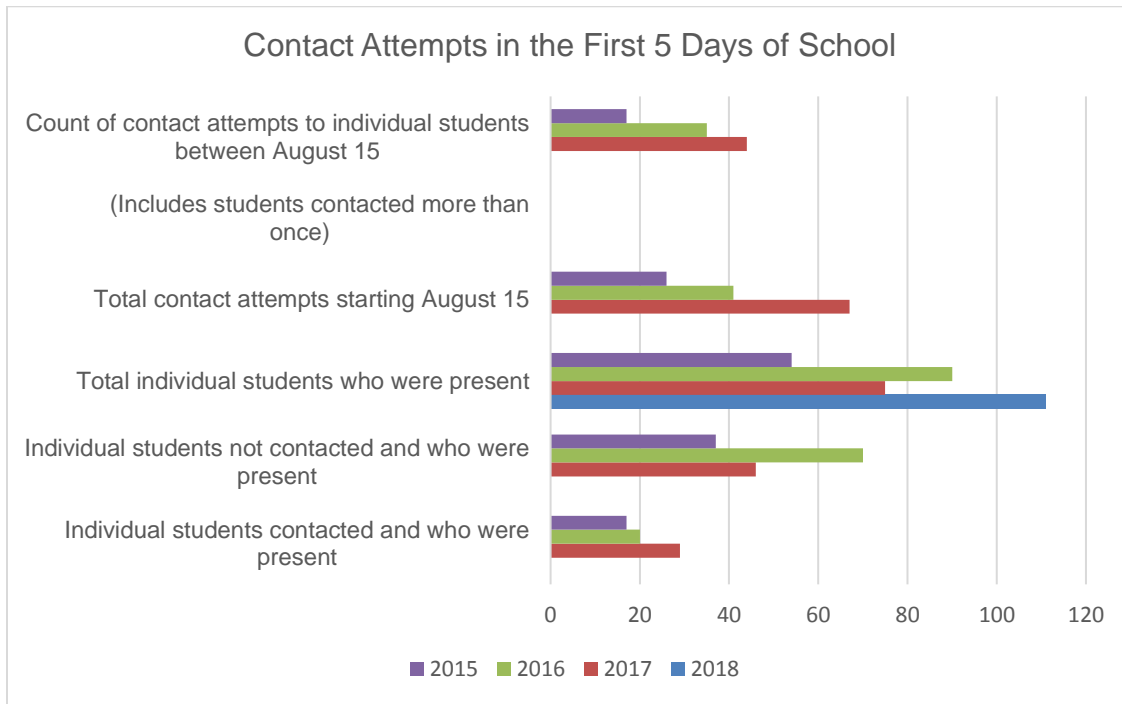
The accuracy of this measure is being reconsidered. With a wide variety of outreach activities taking place throughout the year (including the summer), it is increasingly difficult to draw a direct causal link between the outreach efforts and a new measure is being considered in the forthcoming 3-Year Education Plan (See Below).

³ Note Reasons Codes used

- Interagency Contact
- Parent / Guardian Contact
- Attempt to Contact Student
- Contacted Student

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Table 3 - Counts of Individuals Contacted and Attendance Rates.



Percentage of available supports and services accessed by students:

Our students make liberal use of the supports and services available through the school. In 2017-18, 86% of services offered to students were accessed, exceeding the target use by over ten percent. The table below details the service counts for each category of service offered.

Boyle Street Education Centre - Annual Education Results Report

Table 4 - Service Counts: Referrals to Actual Access

Counts of Services for 2017-2018

Count of Services Referred		Count of Services Accessed	
- Addictions Counseling	20	2	- Addictions Counseling
- Advancing Futures	10	1	- Advancing Futures
- AISH/PDD	3	3	- AISH/PDD
- Animal Therapy	7	29	- Animal Therapy
- Assessment	179	57	- Assessment
- Bus Pass	116	94	- Bus Pass
- Cultural Activities	27	53	- Cultural Activities
- Doctor	17	13	- Doctor
- Educational Assistant	0	0	- Educational Assistant
- Gender and Sexuality Alliance	1	0	- Gender and Sexuality Alliance
- Housing	17	15	- Housing
- Identification	5	18	- Identification
- Legal	43	37	- Legal
- Massage	0	0	- Massage
- Meditation	14	0	- Meditation
- Mentoring	0	0	- Mentoring
- Nurses	18	6	- Nurses
- Pregnancy	5	9	- Pregnancy
- Previously Tested/Diagnosed	2	75	- Previously Tested/Diagnosed
- Psychologist Counselling	44	11	- Psychologist Counselling
- Resume	4	27	- Resume
- School Counselling	62	83	- School Counselling
- Services Offered and Declined	38	1	- Services Offered and Declined
- Sharing Circle	4	23	- Sharing Circle
- Social Worker	2	11	- Social Worker
- Student Finance	36	51	- Student Finance
- Treatment Referral	4	3	- Treatment Referral
- Work Experience	120	68	- Work Experience
- Yoga	32	27	- Yoga
Total	830	717	

Percentage of eligible students returning to school:

Over three-quarters of students eligible to return to our school did so in 2018. This represents a huge success in student engagement and speaks to the value of the strategies detailed below.

Percentage of students achieving Individualized Program Plan (IPP) outcomes:

Nearly half of students with IPPs are achieving the outcomes set out in their plans. This supports the claim that students who need supports in order to learn are receiving them and are more able to make academic progress.

Change in Severe Behaviours over time⁴:

Many students at our school are diagnosed with psychological conditions that can lead to severe behavior. When a student exhibits severe behavior, a note related to that instance is made by the staff member who observed it. The assumption behind this measure is that, if the program plan for the student is well designed on the basis of their diagnosis, overall instances of *severe behaviors* should decrease over time.

Instances of *severe behaviours* are not generally shown to decrease over time. In over half the recorded cases, there is no change in the instances of severe behaviors over time. As such, this measure is under review to determine if a third year of data may provide context around any changes in instances of severe behavior during the 2018-19 school year.

⁴ Method:

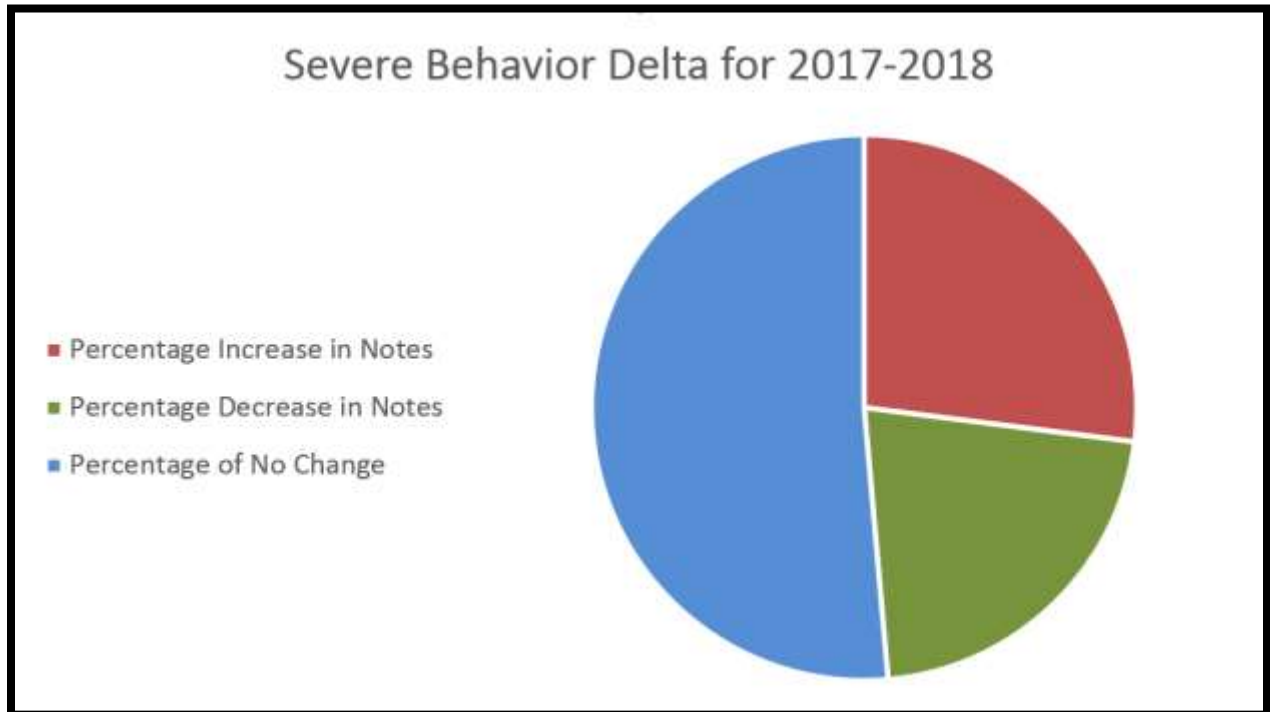
- Count the instances of Notes Reason Codes for S1 and S2 per student.
- Count instances of Daily Attendance (DA) for S1 and S2 per student.
 - o Daily Attendance (DA) is defined as that the student is recorded as present at all in any class for any length of time. This identifies that the student was at the school that day only. The maximum count would be 1 per day.
 - o Class Attendance (CA) is defined as that the student is present for greater than half of a scheduled class. So in a single day a student could have a maximum count of 6.
- Students with class attendance (CA) less than 40 for either S1 or S2 are removed due to insufficient data, this reduces the total sample size by roughly 63%, from 202 to 74 students.
- Notes Reasons for a time period is divided by the same time period of Attendance then multiplied by 100 to get a percentage. This quotient reflects the attendance of the student with respect to the number of behaviour related notes they instigate when present. This percentage is recorded as a percentage quotient for each semester.
- This percentage quotient of Semester 2 is then subtracted from the percentage quotient of Semester 1 to show the delta change between the two percentages. Negative values should indicate an improvement in recorded behaviour for the student.

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Table 5 - Counts of Note Reasons during 2017-18 School Year.

Description	Counts	Meaning
Increase in Notes	20	Total Students whose behavior is probably not improving
Decrease in Notes	16	Total student whose behavior is probably improving
No Change	38	Total Students whose behavior did not change (or had no issues to begin with)
Total	74	Total Students with 40 classes or greater of attendance for S1 and S2
Percentage Increase in Notes	27	Student behavior is probably not improving
Percentage Decrease in Notes	21.6	Student behavior is probably improving
Percentage of No Change	51.4	No change to student behavior

Table 6 - Graphic Representation of Severe Behavior Note Counts.



6-Year Transition Rate:

This provincial measure shows the percentage of students in the grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10, adjusted for attrition.

For 2017-2018, our transition rate shows no change. This may be due to the fact that it is rare for a student to begin their high school career in our school (instead, students commonly enroll in other programs first), so members of a grade 10 cohort in a given year do not appear in our provincially-collected statistics.

Strategies Supporting Goal 1:

Our school offers:

- Outreach to students and their guardians via phone, social media and home visits.
- Outreach to professionals in the community connected to our students' lives.
- Support for addressing "outside of school" situations that influence their ability to engage with their school plan (e.g. legal issues, housing and childcare instability, and persistent health and mental health problems).
- Help for students seeking student funding, mental health supports, legal advice, transportation, and basic needs such as food, clothing and shelter.
- Alternative approaches to managing anxiety and depression. These may include cultural experiences like smudging, pipe ceremonies, and sweat lodge ceremonies. Non-cultural approaches may include yoga, meditation, massage therapy and animal assisted therapy.
- Evidence-informed methods of self-regulation that students may use in and out of school in support of making healthy choices when faced with anxiety and depression.
- Development of alternative safes space for students when they are unable to be in the classroom (student lounge?)

Charter Goal 2

Outcome: Students will improve their skill attainment and their ability to positively transition from our program.

Performance Measures	Results (in percentages)					Target*	Targets		
	2014	2015	2016	2017	2018	2018	2019	2020	2021
Percentage of new students in a given school year demonstrating positive change in WRAT scores.	n/a	n/a	n/a	47.0	92	n/a	93	94	95
Diploma exam results (acceptable level)	100.0	76.9	64.7	92.3	86	94.0	92.0	92.5	93.0
6-Year Transition Rate	4.0	0.0	3.7	4.7	0	10.0	10.5	11.0	11.0

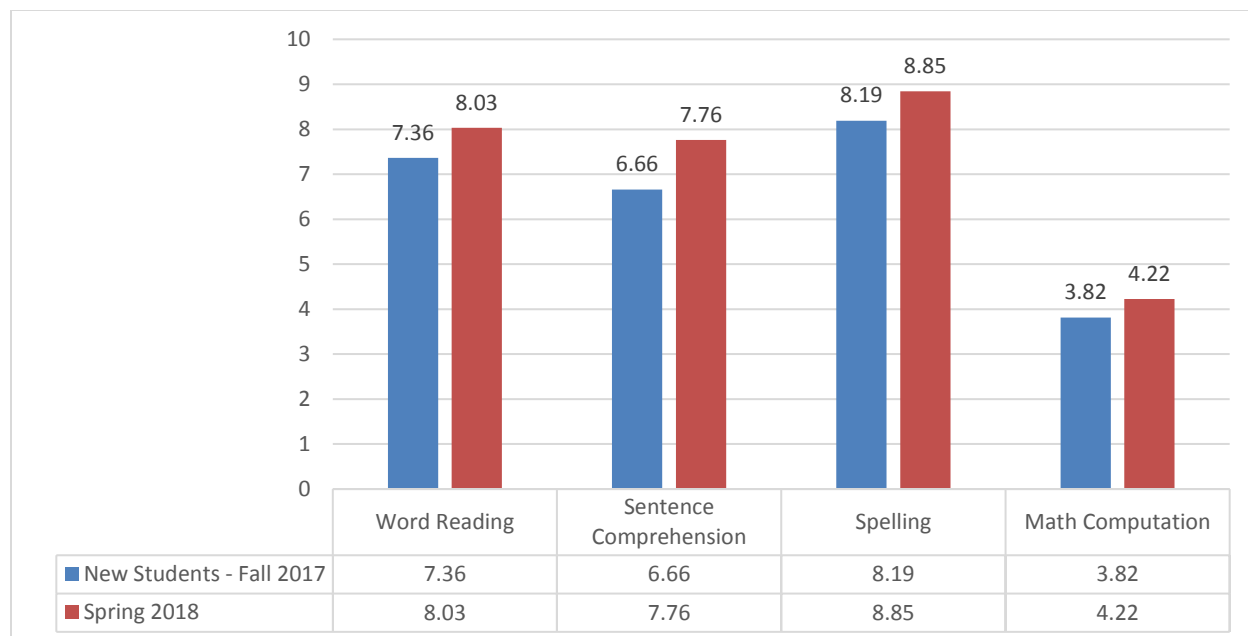
*Target set for 2017/18 in the three year education plan 2017/18 – 2019/20.

Comment on Results

Percentage of new students in a given school year who demonstrated positive change in Wide-Range Achievement Test scores: A comparison between the scores of students arriving at our school in the fall of 2017 and those same students in the spring of 2018 demonstrates improvement in every Wide Range Achievement Test (WRAT⁵) category.

These results show that there was a small improvement for all tested students in each WRAT category. 92% of students tested in the fall of 2017 and the spring of 2018 demonstrated improvement.

Table 7 - WRAT-4 Pre-Test Fall 2017 vs. Spring 2018 (Grade Equivalence - New Students Only)



⁵ WRAT scores have been used at BSEC since the 2016-17 school year only. As such, WRAT data is not available for longitudinal comparisons at this time.

Diploma exam results (acceptable level)

Nearly 86% of Diploma writers achieved the acceptable level. There were 2 more writers than the year previous. More writers mean more variability in scores.

6-Year Transition Rate: This is the percentage of students in the grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10, adjusted for attrition.

This data is based on 21 people who fall into this category (as opposed to 24 people in the previous year). For many, our school is not their first school of choice. This may impact results annually for any cohort measure.

Strategies Supporting Goal 2:

Our school offers:

- Access to educational assistants and extra teacher time in areas of greatest student volume and need.⁶
- Diploma exam accommodations for students who require them as per their individualized program plan.
- Alternative approaches and accommodations for managing anxiety and depression. These may include cultural experiences like smudging, pipe ceremonies, and sweat lodge ceremonies. Non-cultural approaches may include yoga, meditation, massage therapy and animal assisted therapy.
- Student-centred approaches that address students at their level of demonstrable skill instead of their chronological age or grade level.
- Support for students to challenge or move ahead in classes if they demonstrate the ability to do so.
- Support for in- and out-of-school work experience programs.
- Navigation support for students eligible for and interested in applying for financial support so that they can complete high school.
- In-school teaching around work-related issues, world issues and awareness of issues that influence our students' lives.
- In-depth exit planning meetings that connect students to one person from the student services team as a support for their future planning.

⁶ Based on attendance and WRAT scores.

Charter Goal 3

Outcome: Students will access school and community supports in order to better manage their behaviour so that they are able to achieve their learning goals.

Performance Measures	Results (in percentages)					Target*	Targets		
	2014	2015	2016	2017	2018	2018	2019	2020	2021
Change in Severe Behaviours Over Time	n/a	n/a	23.0	24.2	22	35.0	36	37	38
Percentage of student use of services and supports	n/a	n/a	64.0	75.0	86	75.0	75.5	76.0	76.5
Percentage of students achieving IPP outcomes	n/a	n/a	44.0	43.0	49	50.0	50.0	50.5	51.0
Change in literacy/numeracy levels	n/a	n/a	n/a	47.0	92	50.0	50.0	50.5	51.0

*Target set for 2017/18 in the three year education plan 2017/18 – 2019/20.

Comment on Results

It is clear that the measures for this charter goal are the same as those for the other Charter goals. As such, this goal will be discontinued in the revised education plan detailed below.

Change in severe behaviours over time: See comments in Charter Goal 1.

Percentage of new students in a given school year who demonstrated positive change in Wide-Range Achievement Test scores: See comments in Charter Goal 2.

Diploma exam results (acceptable level): See comments in Charter Goal 2.

6-Year Transition Rate: See comments in Charter Goal 2.

Strategies Supporting Goal 3:

Our school offers:

- Access to a youth worker to support students to address “out of school” issues like pending court appointments, unstable housing, health and mental health issues problems so that a student’s behaviour doesn’t escalate due to these types of worries.
- Access to school counsellors who support de-escalation of situations in classrooms before involving administration.
- The use of in-school suspensions as an alternate measure in cases where a student may safely remain at school.
- Access to educational assistants and extra teacher time in areas of greatest student volume and need.
- Alternative approaches to managing anxiety and depression. These may include cultural experiences like smudging, pipe ceremonies, and sweat lodge ceremonies. Non-cultural approaches may include yoga, meditation, massage therapy and animal assisted therapy.
- Student-centred approaches that address students at their level of demonstrable skill instead of their chronological age or grade level.
- Support for students to challenge or move ahead in classes if they demonstrate the ability to do so.
- In-school teaching around work-related issues, world issues and awareness of issues that influence our students’ lives.
- Support for in-school and out of school work experience programs.
- School wide meetings with staff to ensure that school wide behaviour plans are consistent throughout the school.
- Ongoing consultation between teachers, Inclusive Education Coordinator and Vice Principal regarding learning and behaviour plans for students with severe needs.
- Ongoing meetings with students and Inclusive Ed Coordinator/Vice Principal to review IPP’s and to encourage students to fulfill their learning goals.

Review of Provincial Outcome Achievement

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	93.3	76.9	64.7	92.3	85.7	86	High	Maintained	Good	87	88	89
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	6.7	15.4	0.0	0.0	0.0	10	Very Low	Maintained	Concern	11	12	13

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	0.0	0.0	4.1	0.0	0.0	4	Very Low	Maintained	Concern	5	6	7
Drop Out Rate - annual dropout rate of students aged 14 to 18	21.3	26.5	22.9	30.6	22.2	21	Very Low	Maintained	Concern	20	19	18
High school to post-secondary transition rate of students within six years of entering Grade 10.	4.0	0.0	3.7	4.7	0.0	5	Very Low	Maintained	Concern	6	7	8
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	6.7	20.0	8.3	9	n/a	Maintained	n/a	10	11	12
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	0.0	0.0	0.0	0.0	0.0	1	Very Low	Maintained	Concern	2	3	4

Comment on Results

Diploma Exam (Acceptable and Excellence):

The near 7% decline in this measure may be due to a greater number of overall exam writers. More writers increases the variability in the potential scores.

Each year, it is unclear how many students will successfully sit and complete their diploma exams. 2016 was very successful for us with many of our students writing in April as opposed to January. Having four sittings for writing diploma exams is very beneficial for our students as outside factors compromise their ability to always be prepared to write in January or June. Nonetheless, when a BSEC student successfully sits a diploma exam, it is a major accomplishment and it is celebrated in the school.

High School Completion Rate (3 Yrs.):

The average BSEC student is going to have difficulty completing school in just three years. The following facts must be considered when interpreting these data:

- Due to our policy of continuous enrolment, some students join us and are placed according to their ability in courses beyond Grade 10. These students would not be counted as members of the cohort used to measure performance in this area.
- Since students who move from one authority to another during High School are often attributed to the school authority where they received the most credit, students who technically complete their High School programs at BSEC after receiving credit elsewhere may not be included in the cohort used to measure performance in this area.
- Due to transiency and the movement of families, many students are not able to remain in a stable situation and so this greatly impacts their ability to be successful within the three year time span.

Drop Out Rate:

The provincial Drop Out Rate measure fails to accurately capture the degree to which BSEC is able to support students to attend school. Alternate local accounts of student attendance show that a large number of students who are eligible to return to BSEC do so (see results for [Charter Goal 1](#) in this document).

HS to PS in 6 Years:

Our work with students regarding their future educational or vocational goals is based on their abilities and interests. This process provides students with opportunities to become aware of options available to them in their future. It is often the case that students who enroll in BSEC do so with no clear idea of any sort of life beyond high school at all. As a result, much of our work becomes about making it possible for students to understand what leaving high school means. In some cases, we are successful but a longitudinal research project would be required to determine exactly to what degree this is true.

Rutherford Scholarship and 4+ Diploma Exams:

The percentage of our students eligible for the Rutherford Scholarship dropped in 2017 but is still historically high. This measure is volatile due to the small number of our students who write diploma exams.

Strategies

Diploma Exam (Acceptable and Excellence):

- Maintain: Celebration of students who complete their Diploma Examinations.
- Maintain: Plentiful information about and access to Post-Secondary institutions.
- Maintain: Timely requests for accommodations made for writers who need them.
- Maintain: A non-threatening environment for Diploma writers.
- Maintain: Reminder phone calls for Diploma writers.
- Maintain: Transition-planning for students who will be leaving the school.

High School Completion Rate (3 Yrs.) and Drop Out Rate:

- Maintain: Continuous intake policy.
- Maintain: Personalized Intake and Inclusive Education Planning.
- Maintain: Using Knowledge and Employability curriculum.
- Maintain: Barrier-free access to support services.
- Maintain: Provision of school supplies for all students.
- Maintain: Barrier-free access to wide array of drop-in learning opportunities.
- Maintain: Literacy instruction as a component in all of our classes and no longer have any type of “pull-out” literacy classes.
- Maintain: Alternative stress management techniques offered Diploma writers (meditation, yoga, and animal-assisted therapy).

HS to PS in 6 Years:

- Maintain: Work Experience and CALM classes which focus on life and work skills.
- Maintain: Professional Learning Community that focuses on goals related to achieving our mission and vision.
- Maintain: Exit-planning sessions with students and one on one supports from our Student Success Coach and Student Services team in supporting students in their transition planning.

Rutherford Scholarship and 4+ Diploma Exams:

- Maintain: Transition-planning for students who will be leaving the school.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	90.8	86.3	83.6	86.2	80.6	81	High	Maintained	Good	82	83	84
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	90.9	100.0	100.0	100.0	100.0	100	Very High	Maintained	Excellent	100	100	100

Comment on Results

Citizenship:

The 6% reduction in this measure is due to a significant decrease in teacher agreement with the statement “Students follow rules at school” and “students respect each other.”

Strategies

The staff employ a number of strategies to ensure that these areas of student performance remain high:

- Staff modeling of respectful and conscientious speech and behavior;
- A respectful, counseling-informed approach to conflict management; staff are able to access school counsellor for supports for behavioral concerns in the classroom prior to administration being involved.
- Staff models a mediated approach to conflict resolution to address conflicts between all members of our school committee
- Invitations for student input into decisions that will impact them or the learning space they use.
- Opportunities for students to demonstrate leadership and agency in their learning plans.
- An active and staff supported student council, plans activities throughout the year. As these are student-led, students develop a sense of pride and a respectful attitude towards taking part. Student council also works to raise awareness around societal issues.
- Opportunities for all students to explore their indigenous traditions and to join in activities that root them in a cultural context
- Due to the one on one individualized learning environment that the school employs, some of our students do not have the experience of learning in a larger group. School wide seminars have been instituted on a daily basis. These have allowed our students to begin to learn behaviours such as listening when in a larger group, respecting other opinions and giving respect to the presenter. These are important skills to learn. The seminars also allow our students a space to have a voice in larger societal issues and to learn discussion skills.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	90.9	100.0	100.0	100.0	100.0	100	n/a	n/a	n/a	100	100	100

Comment on Results

These results remain very high and indicate that the strategies listed below have a positive impact on this measure.

Strategies

The following strategies are either in place or planned to maintain the high level of this measure:

- Maintain: Delivery of Career and Technology Studies (CTS), Registered Apprenticeship Program (RAP)/Youth Apprenticeship Project (YAP) and Work Experience Programs.
- Maintain: Using the Knowledge and Employability program of studies where appropriate for our youth.
- Maintain: Further develop the Work Experience and CALM instructional strategies to incorporate real life skills for employment.
- Maintain: On-site job preparation opportunities when feasible and appropriate (e.g.: kitchen work experience and work shop).
- Maintain: Exit planning and support for students to transition to further learning opportunities.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	100.0	72.7	61.5	90.0	83.3	85	Intermediate	Maintained	Acceptable	86	87	88
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	7.7	18.2	0.0	0.0	0.0	10	Very Low	Maintained	Concern	11	12	13

Comment on Results

Diploma (Acceptable Standard):

The near 7% decline in this measure may be due to a greater number of overall exam writers. This increases the variability in the potential scores.

Most of our students are First Nations, Métis or Inuit youth and so the overall discussion of the situation for our students writing diploma exams holds true for this measure as well.

Strategies

- Support for students in accessing all of the school cultural programs and school Elder including daily smudge, pipe ceremonies, sweat lodge ceremonies, grief and loss ceremonies, boy's and girl's sharing circles, Truth and Reconciliation events, Orange Shirt Day, etc.
- Seminars are conducted which bring attention to issues affecting Indigenous students such as the history of the Residential schools, the 60's scoop, the treatment of First Nation's war veterans, murdered and missing Indigenous women and girls. We also speak about the positive change that is happening in Canada such as First Nation's people beginning to be elected to municipal, provincial and federal politics.
- One on one teaching supports, individually paced learning plans, behavioural and emotional supports, teacher assistant support.
- Animal support group, meditation and yoga to support academic test anxiety.
- Support from counselling staff to teach methods of anxiety reduction in an academic setting.
- Approved accommodations reduce stress for students to prepare for and write the exam.
- Low-stress environment for exam writing, practice exams and test preparation.
- Please see strategies under Charter Goals.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	0.0	0.0	0.0	0.0	0.0	1	Very Low	Maintained	Concern	1	2	3
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	14.7	28.0	21.8	24.0	19.6	21	Very Low	Maintained	Concern	20	19	18
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	5.1	0.0	4.1	5.7	0.0	5	Very Low	Maintained	Concern	6	7	8
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	4.3	16.0	9.5	9	n/a	Maintained	n/a	10	11	12
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	0.0	0.0	0.0	0.0	0.0	1	Very Low	Maintained	Concern	2	3	4

Comment on Results

- Please see comments under goal one.

Strategies

- Please note strategies under goal one.
- Please note strategies under Charter goals.

Outcome Three: Alberta's education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	92.6	95.0	90.6	89.3	87.0	88	High	Maintained	Good	89	90	91

Comment on Results

Safe and Caring Schools:

The small decline in this measure is due to small sample size. In this case, a minority of teachers and students declined in their agreement that students treat each other well at school.

Strategies

BSEC has standards of student conduct and behaviour that support the creation of a favourable learning environment. Furthermore, the school has guidelines and procedures available to deal with any acts which compromise or threaten the actual or perceived safety or security of the members of the school community.

Bullying or harassment in any form, on-site or on-line will be addressed quickly and appropriate measures will be taken to ensure the safety of all involved. All students and staff need to be safe from any disrespect or prejudice in regard to all aspects of Alberta Human rights legislation which include the right to dignity, rights and responsibilities without regard to race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

We continue to use the following strategies to ensure a welcoming, caring, respectful and safe learning environment that respects diversity and promotes inclusion:

- **Enhancement: Consulting the student body as an advisory group for the direction of the school when large decisions need to be made. Revising approaches to improve parent voice in decision making about the school program where possible.**
- The revision of the Student Conduct Policy to align with legislation and conventional school procedures.
- Maintain: Constant student and staff education around gender issues and safety.
- Maintain: GSA availability.
- Maintain: A supervision team is on duty at all break times during the day.
- Maintain: Addressing conflicts by using mediation and other forms of restorative justice.
- Maintain: Parents/guardians are immediately made aware of situations at school which may impact student safety.
- Maintain: Assistance in applying for Learner Benefits and Social Services Supports (Advancing Futures, Alberta Children's Services).
- Maintain: Breakfast and lunch programs to remove any barriers to accessing healthy food.
- Maintain: Transportation incentives for students who live too far from the school to walk.
- Maintain: Individualized Program Plans that respond to student needs and build on capacities of individual students.
- Maintain: Engaging students in learning about First Nation, Métis and Inuit Cultures by integrating Cultural Camps, Culture Instruction (beading, dancing and conversational Cree language), Talking Circles, Sweats, and Pipe Ceremonies.
- Maintain: A multidisciplinary approach to address students' academic, emotional and behavioural needs (by employing or consulting psychologists, youth workers, probation officers, social service workers, and health workers).

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	85.5	79.0	80.7	81.6	82.2	83	Very High	Maintained	Excellent	84	85	86

Comment on Results

The encouraging strength of this measure indicates that stakeholders see that BSEC maintains an important breadth of programming used to engage students. The strategies listed below support the high achievement in this area.

Strategies

- Maintain: Excellent access to all core courses supported, where appropriate, by opportunities to access course materials online or in other alternative fashions.
- Maintain: Excellent array of options courses offered according to student interest and attendance.
- Maintain: A set of drop-in courses led by expert instructors in areas that many students may not be familiar with (Improvisational Drama, Fitness, Animal Assisted Therapy, Art, COS, etc.) The opportunities for expansion of experience are great if the entire skill sets of both students and staff are activated.
- Maintain: An approach to leadership that distributes authority to make the best decisions possible with the student about the student's learning needs. Trusting professionals to approach their tasks reflectively creates an environment of ownership and constant growth.
- Maintain: The high level of Board-directed support for individual staff-member professional growth. As long as professional growth plans can be shown to support the school's mission, staff members are afforded strong financial and release support by the Board.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	97.1	95.1	94.5	96.2	94.0	95	Very High	Maintained	Excellent	95	96	97
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	75.9	67.5	75.0	76.7	74.0	75	Low	Maintained	Issue	76	77	78
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.9	97.0	93.8	94.3	94.7	95	Very High	Maintained	Excellent	95	96	97

Comment on Results

Satisfaction with Parental Involvement:

The small reduction in this measure is due to significant decrease in Teacher agreement that parents are involved in decisions about their children's education.

Our school is still encouraged by the historically high score in this measure. The performance in this area indicates that BSEC is seeing more positive parental involvement in decisions about education in the school. Where possible, BSEC facilitates community events to familiarize parents and guardians with the school environment. BSEC also works hard to connect with parents and guardians with relation to the Individualized program plans that are prepared for each student. Year after year, BSEC has encouraged more and more parents and guardians to participate in this process and to keep them informed as to the progress of their children.

Strategies

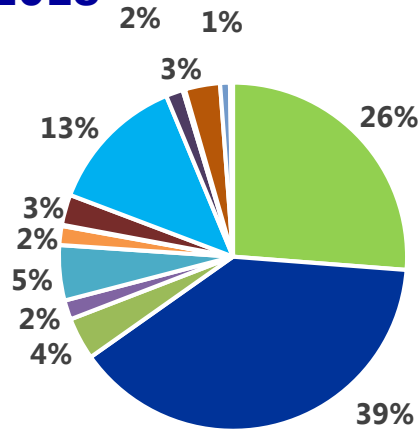
Satisfaction with Parental Involvement:

- **Enhancement:** Administration may work harder to highlight instances of parent/guardian contact that some staff members may not be aware are taking place as responsibility for this is often outside non-administrative scope-of-work.
- **Maintain:** Collaboration with parents regarding diagnoses requiring IPPs for their children.
- **Maintain:** Our school data base which tracks student behaviours, their learning needs and their ability to access our services is giving us high quality data which we can use for future planning.

Summary of Financial Results

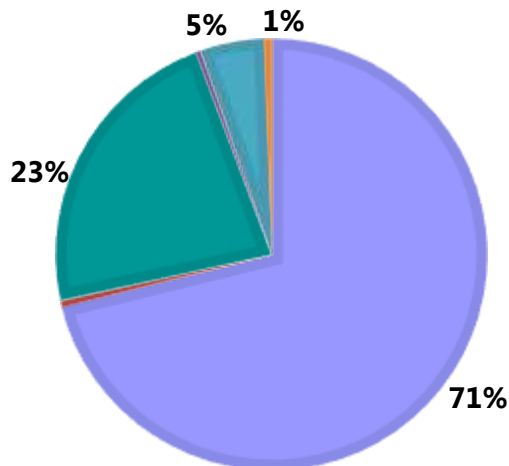
The 2016-17 financial results were independently audited in October of 2018. The following is the summary of financial results for that school year and, as always, the most current financial and budget information (including audited financial statements) can be found at <http://www.bsec.ab.ca/documents>

REVENUE 2017-2018



- Basic Instruction
- FNMI
- Administration Grant
- Severe Disabilities
- Social-Economic
- Transportation

EXPENDITURES 2017-2018



- Instructional Expenditures
- Transportation
- Operations & Maintenance
- Youth Project
- Board & System Admin
- Funding Reduction

Budget Summary

The 2018-2019 budget is prepared according to the *Funding Manual for School Authorities 2018/2019* (<https://education.alberta.ca/media/3739782/2018-19-funding-manual.pdf>). The budget assumes the enrollment of 139 regular students where 84 students demonstrate severe disabilities.

The Board of Directors' budgeting priorities are:

- No reduction in staff,
- No reduction in programs,
- Balanced budget and
- Focus on research.

A copy of the 2018-19 budget is located at <http://www.bsec.ab.ca/documents>.

Enrolments

This school year (2018-19), 141 students have enrolled. The vast majority of our students qualify for inclusive education funding and for First Nations, Métis or Inuit funding modifiers.

Staffing

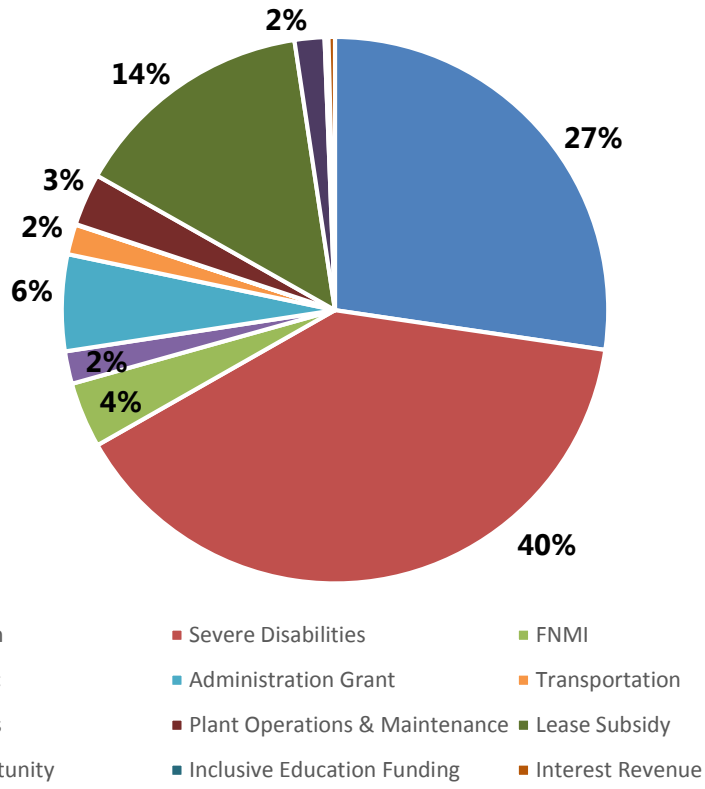
We have 12 FTE teaching staff and 11 FTE support staff.

Revenue & Expenditure

For the 2018-19 school year, BSEC anticipates revenue of \$3,397,673 and expenditures of \$3,397,673. The Board of Directors adopted this projection on May 24, 2018.

The Teacher's collective agreement is effective from September 1, 2017 to August 31, 2020 with 0% increase on the grid.

REVENUE 2018-2019



Summary of Facility and Capital Plans

Our school facility is located at 10312 – 105 Street in Edmonton. This facility is meeting our school's needs very well. The facility is also BOMA BEST*/GO GREEN certified.

The lease for this facility continues until August 31, 2021 and it is the Board's intention to negotiate with the facility's landlord and Alberta Education's Capital Planning department to secure another lease term for this facility.

Updates to the Facility or Capital Plans are available at <http://www.bsec.ab.ca/documents>.

Whistleblower Protection

Section 32 of the *Public Interest Disclosure Act (2013)* requires that school authorities include an annual report of disclosures here.

There have been no disclosures in the last year. The most current is available at <http://www.bsec.ab.ca/documents>

Boyle Street Education Centre 3-Year Education Plan (2018-2021)

Local and provincial measures show that our school offers a stable program that improves outcomes for our students. BSEC has every reason to believe that the program will continue to be stable and that only minor adjustments to the education plan as required to promote continuous improvement.

There are two important additions to this year's plan:

1. The first addition is a new charter goal. As referenced in the comments for the previous Charter Goal #3, this goal is a subset of Charter Goal #1. This year's plan replaces Charter Goal #3 with a goal to *apply and share foundational knowledge about North America's Indigenous peoples, including First Nations, Métis, and Inuit, for the benefit of all students*. It is the belief of the school community that such a goal will support alignment with updated [professional practice standards](#) and, most importantly, provide relevant and meaningful cultural learning opportunities and modalities for our students.
2. The second addition is the inclusion of "Lead Measures" in the plan. Performance measures lag behind work and inform the degree to which we are succeeding in given categories of importance. Lead measures, on the other hand, are selected because staff members influence them directly and because they are assumed to be predictive of the performance targets we have set. We have never represented lead measures in this document and our purpose for doing so now is to improve the ability to observe how the efforts of staff members influence the performance measures. When staff members are aware of where their efforts can have the biggest influence, it helps to focus finite capacity in key areas of influence.

Charter Goal 1:

Students will demonstrate improved ability to manage the effects of trauma experiences so that they are able to achieve their learning goals.

Lead Measures (Levers)	Performance Measures	Targets		
		2019	2020	2021
Number of Parent/Guardian Contact notes	Increase in number of Parent/Guardian contacts ⁷ .	n/a	n/a	n/a
Number of Supports and Services available.	Increase in the percentage of available supports and services accessed by students.	87	88	89
Number of Academic notes	Percentage of students achieving IPP outcomes.	78	79	80
	Increase in the percentage of students who achieved the acceptable standard on diploma examinations (overall results).	87	88	89
Number of Student Support Counseling notes.	Percentage decrease in the <i>Severe Behaviours</i> over Time (measure under review).	23	24	25
	Increase in the percentage of eligible students returning to school.	78	79	80

Strategies in support of Goal 1:

- Reach out to students’ guardians via phone, social media and home visits.
- Reach out to professionals in the community connected to our students’ lives.
- Support students to address “outside of school” situations that influence their ability to engage with their school plan (e.g. legal issues, housing and childcare instability, and persistent health and mental health problems).
- Help students to navigate external systems they need to have stable living and health.
- Provide alternative approaches to managing anxiety and depression.
- Provide evidence-informed methods of self-regulation.

⁷ This is a new measure for 2018-19. No baseline data exists.

Charter Goal 2:

Students will improve their skill attainment and their ability to positively transition from our program to thriving livelihood.

Lead Measures (Levers)	Performance Measures	Targets		
		2019	2020	2021
Number of Academic notes.	Increase in the percentage of new students in a given school year who demonstrated positive change in Wide-Range Achievement Test scores.	93	94	95
	Increase in the percentage of students who achieved the acceptable standard on diploma examinations (overall results).	87	88	89
Number of Student Finance notes.	6-Year Transition Rate (Provincial Measure).	10.5	11	11.5
Number of Student Contacted notes.				
Number of Interagency Contact notes.				
Number of Exit Meetings with students not eligible to return to school.				
Number of Students in Work Experience annually				

Strategies in support of Goal 2:

- Provide extra educational support in areas of greatest student volume and need.
- Offer accommodations in high-stakes exams for students who require them as per their individualized program plan.
- Offer alternative supports for students to regulate in times of stress (including animal support group, yoga and meditation techniques).
- Teach students at their skill level and not their age/grade level.
- Support students to challenge or move ahead in classes if they demonstrate the skill to do so.
- Offer in- and out-of-school work experience programs for students to learn about getting and keeping a job.
- Offer instruction in work-readiness, world issues and awareness of issues that influence our students' lives.
- In-depth exit planning meetings that connect students to one person from the student services team as a support for their future planning.

Charter Goal 3:

BSEC will apply and share foundational knowledge about North America’s Indigenous peoples, including First Nations, Métis, and Inuit, for the benefit of all students.

Lead Measures (Levers)	Performance Measures	Targets		
		2019	2020	2021
The number of resources that accurately reflect and demonstrate the history, strength and diversity of Indigenous peoples available in each program area within the school;	Increase in percentage of self-identified First Nations, Métis and Inuit students who achieved the acceptable standard on diploma examinations.	86	87	88
The number of learning opportunities attended by staff and students that enable all school staff and students to gain a knowledge, understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, and experiences Indigenous peoples.		Other performance measures may be defined after a year of data on lead measures is collected.		
The number of school-based activities available to students to gain an understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, and experiences of Indigenous peoples.				
The number of inter-authority dialogues created around professional standards implementation, student engagement and instruction, in histories, cultures, languages, contributions, perspectives, and experiences of Indigenous peoples.				

Strategies in support of Goal 3:

- Support student achievement by integrating Indigenous education and cultural practices into school wide collaborative approaches.
- Use all programs of study to provide opportunities for students to develop a knowledge, understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, and experiences of Indigenous peoples.
- Support the learning experiences of all students by using resources that accurately reflect and demonstrate the history, strength, and diversity of Indigenous peoples.
- Enable all school staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, and experiences of Indigenous peoples.
- Pursue opportunities and engage in practices to facilitate reconciliation **within** the school community as recommended by the Truth and Reconciliation Commission of Canada Report (2015) and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP, 2011).
- Pursue opportunities and engage in practices to facilitate reconciliation **beyond** the school community as recommended by the Truth and Reconciliation Commission of Canada Report (2015) and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP, 2011).

APPENDIX – Measure Details (OPTIONAL)

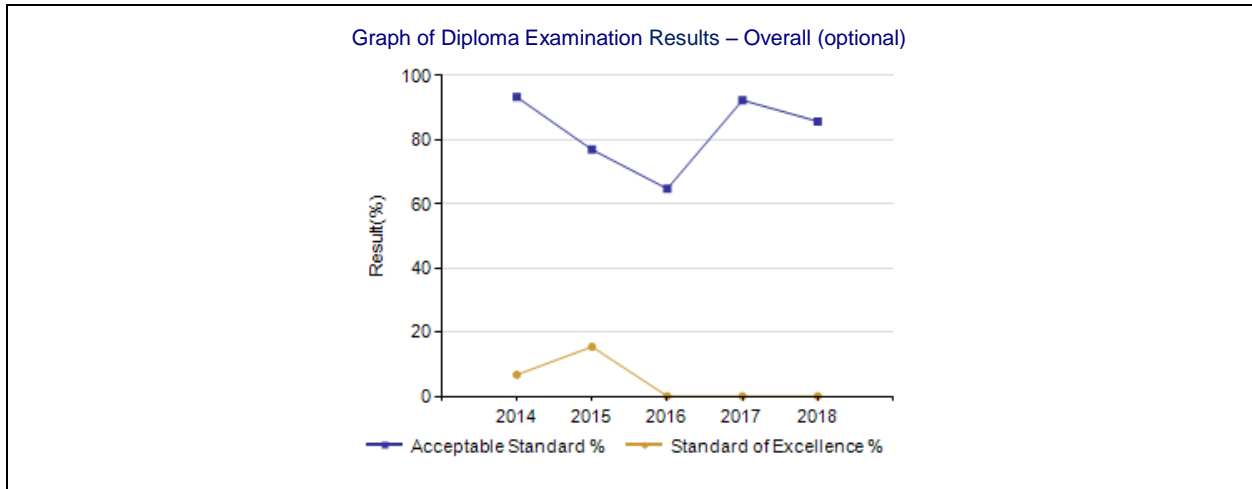
The following pages include tables and graphs that provide detailed data for the performance measures.

Diploma Examination Results – Measure Details (OPTIONAL)

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	*	*	*	*	*	*	*	*	*	*		
	Province	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2		
English Lang Arts 30-2	Authority	*	*	85.7	14.3	85.7	0.0	100.0	0.0	*	*		
	Province	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0		
Mathematics 30-1	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3		
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4		
Social Studies 30-1	Authority	*	*	n/a	n/a	n/a	n/a	*	*	*	*		
	Province	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7		
Social Studies 30-2	Authority	*	*	*	*	57.1	0.0	*	*	*	*		
	Province	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2		
Biology 30	Authority	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a		
	Province	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6		
Science 30	Authority	*	*	n/a	n/a	*	*	n/a	n/a	*	*		
	Province	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.



Notes:

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Diploma Examination Results by Course (optional)																															
<p>English Lang Arts 30-1</p> <table border="1"> <caption>English Lang Arts 30-1 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr><td>2014</td><td>0</td><td>0</td></tr> <tr><td>2015</td><td>0</td><td>0</td></tr> <tr><td>2016</td><td>0</td><td>0</td></tr> <tr><td>2017</td><td>0</td><td>0</td></tr> <tr><td>2018</td><td>0</td><td>0</td></tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2014	0	0	2015	0	0	2016	0	0	2017	0	0	2018	0	0	<p>English Lang Arts 30-2</p> <table border="1"> <caption>English Lang Arts 30-2 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr><td>2015</td><td>85</td><td>15</td></tr> <tr><td>2016</td><td>85</td><td>0</td></tr> <tr><td>2017</td><td>100</td><td>0</td></tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2015	85	15	2016	85	0	2017	100	0
Year	Acceptable Standard %	Standard of Excellence %																													
2014	0	0																													
2015	0	0																													
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Year	Acceptable Standard %	Standard of Excellence %																													
2015	85	15																													
2016	85	0																													
2017	100	0																													
<p>[No Data for French Lang Arts 30-1]</p>	<p>[No Data for Français 30]</p>																														
<p>[No Data for Mathematics 30-1]</p>	<p>[No Data for Mathematics 30-2]</p>																														

Notes:

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2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
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Diploma Examination Results by Course (optional)	
<p style="text-align: center;">Social Studies 30-1</p>	<p style="text-align: center;">Social Studies 30-2</p>
<p style="text-align: center;">[No Data for Biology 30]</p>	<p style="text-align: center;">[No Data for Chemistry 30]</p>
<p style="text-align: center;">[No Data for Physics 30]</p>	<p style="text-align: center;">Science 30</p>

Notes:

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

Boyle Street Education Centre - 3-Year Education Plan 2018-2021

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

		Boyle Street Education Centre							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	*	*	*	1	*	n/a	n/a	30,393	87.5	29,349	86.6
	Standard of Excellence	*	*	*	1	*	n/a	n/a	30,393	13.2	29,349	11.3
English Lang Arts 30-2	Acceptable Standard	*	*	*	5	*	7	90.5	16,184	88.0	16,632	89.1
	Standard of Excellence	*	*	*	5	*	7	4.8	16,184	13.1	16,632	11.7
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,230	93.8	1,312	94.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,230	11.0	1,312	9.3
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	97.4	146	97.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	23.0	146	18.6
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,148	77.8	20,605	73.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,148	35.3	20,605	29.4
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,362	74.2	13,516	74.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,362	16.4	13,516	16.1
Social Studies 30-1	Acceptable Standard	*	*	*	2	*	n/a	n/a	21,793	86.2	21,941	86.0
	Standard of Excellence	*	*	*	2	*	n/a	n/a	21,793	17.7	21,941	15.1
Social Studies 30-2	Acceptable Standard	*	*	*	5	*	7	57.1	20,391	78.8	19,847	81.0
	Standard of Excellence	*	*	*	5	*	7	0.0	20,391	12.2	19,847	12.7
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23,026	86.6	22,263	85.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23,026	36.6	22,263	32.6
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,770	83.6	19,031	82.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,770	38.3	19,031	35.8
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,679	86.2	10,276	85.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,679	43.6	10,276	39.1
Science 30	Acceptable Standard	*	*	*	1	*	n/a	n/a	9,426	85.4	8,651	84.4
	Standard of Excellence	*	*	*	1	*	n/a	n/a	9,426	31.5	8,651	27.6

Notes:

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

Boyle Street Education Centre - 3-Year Education Plan 2018-2021

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Boyle Street Education Centre - 3-Year Education Plan 2018-2021

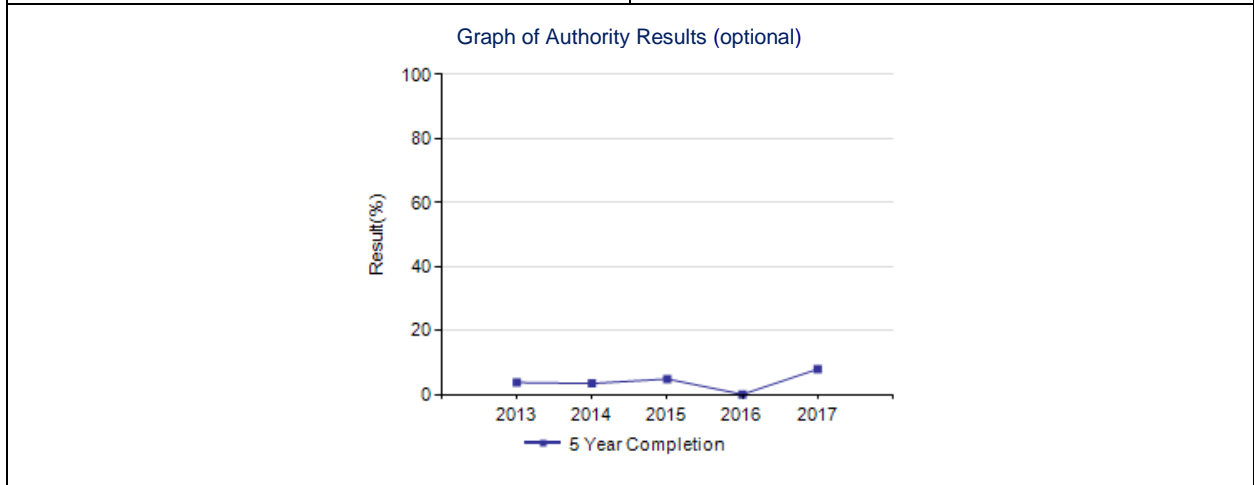
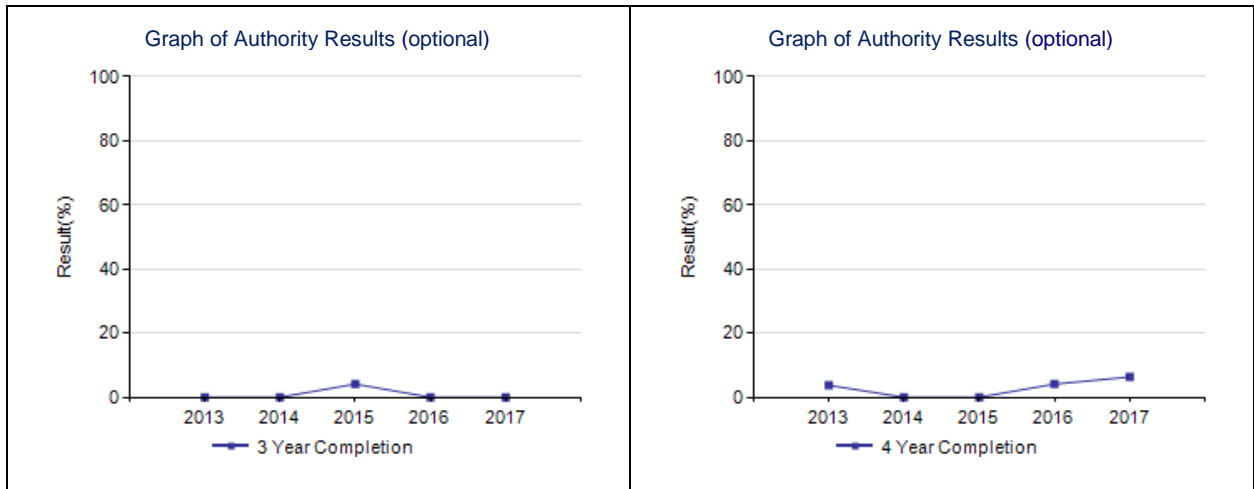
Overall Evaluation Table

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

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

High School Completion Rate – Measure Details (OPTIONAL)

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
3 Year Completion	0.0	0.0	4.1	0.0	0.0	75.3	76.5	76.5	78.0	78.0
4 Year Completion	3.7	0.0	0.0	4.1	6.3	79.6	79.9	81.0	81.2	82.6
5 Year Completion	3.7	3.4	4.8	0.0	7.9	81.5	82.0	82.1	83.2	83.4

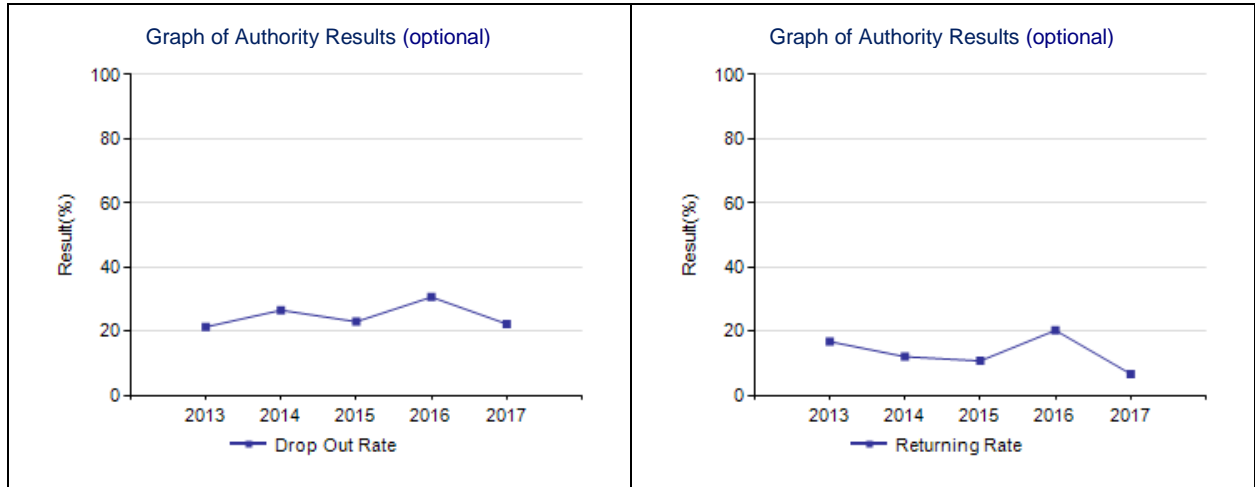


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort caused by one authority.

Drop Out Rate – Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	21.3	26.5	22.9	30.6	22.2	3.3	3.5	3.2	3.0	2.3
Returning Rate	16.7	12.0	10.7	20.2	6.6	20.7	20.9	18.2	18.9	19.9

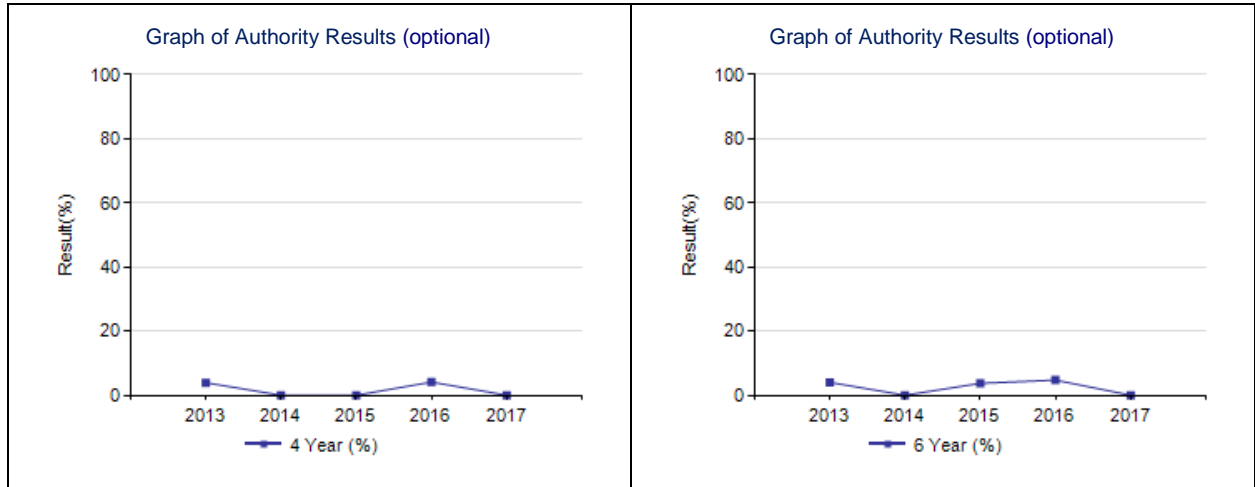


Notes:

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

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

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
4 Year Rate	3.9	0.0	0.0	4.1	0.0	39.7	38.3	37.0	37.0	39.3
6 Year Rate	4.0	0.0	3.7	4.7	0.0	59.0	59.7	59.4	57.9	58.7



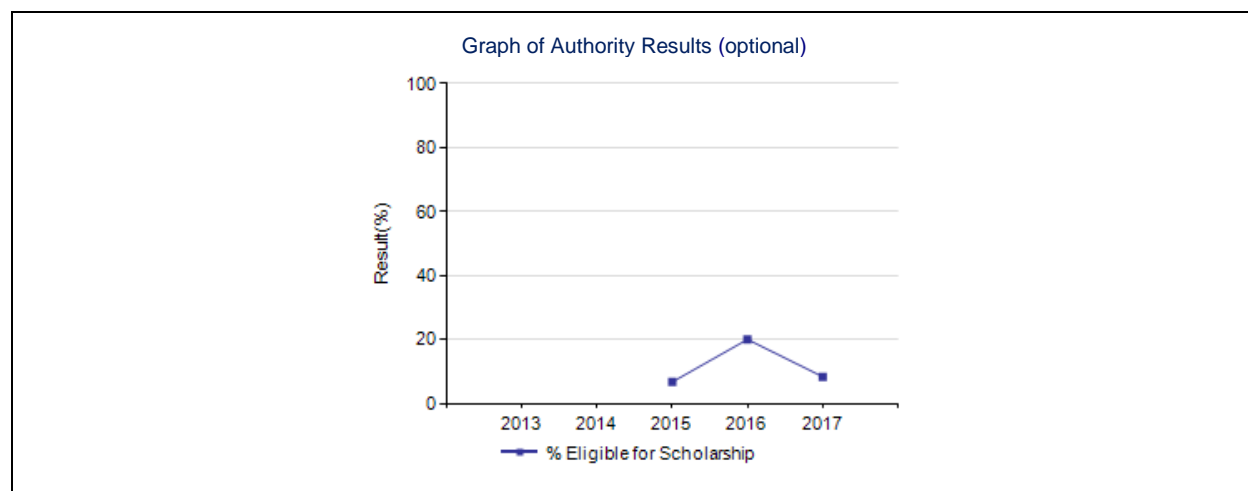
Notes:

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

Rutherford Eligibility Rate – Measure Details (OPTIONAL)

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Rutherford Scholarship Eligibility Rate	n/a	n/a	6.7	20.0	8.3	n/a	n/a	60.8	62.3	63.4

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	30	2	6.7	0	0.0	0	0.0	2	6.7
2016	30	5	16.7	3	10.0	1	3.3	6	20.0
2017	24	2	8.3	0	0.0	0	0.0	2	8.3



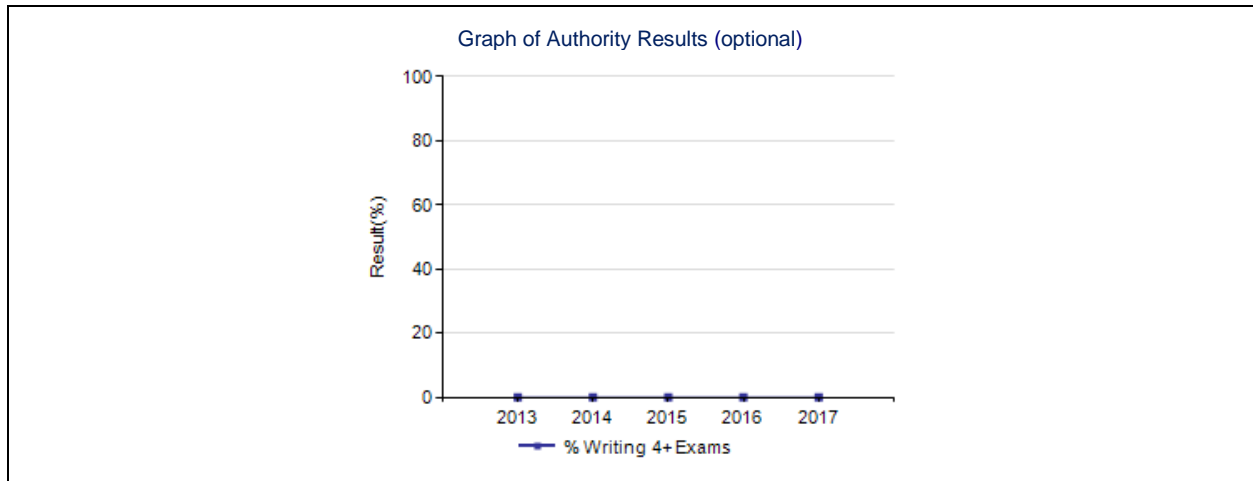
Notes:

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

Diploma Examination Participation Rate – Measure Details (OPTIONAL)

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

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
% Writing 0 Exams	95.2	100.0	100.0	92.0	100.0	16.6	15.7	15.7	15.0	14.8
% Writing 1+ Exams	4.8	0.0	0.0	8.0	0.0	83.4	84.3	84.3	85.0	85.2
% Writing 2+ Exams	0.0	0.0	0.0	0.0	0.0	80.3	81.4	81.2	82.0	82.3
% Writing 3+ Exams	0.0	0.0	0.0	0.0	0.0	63.3	65.0	64.7	65.2	66.1
% Writing 4+ Exams	0.0	0.0	0.0	0.0	0.0	50.1	54.4	54.6	54.9	55.7
% Writing 5+ Exams	0.0	0.0	0.0	0.0	0.0	31.5	36.3	37.1	37.5	37.8
% Writing 6+ Exams	0.0	0.0	0.0	0.0	0.0	11.4	13.1	13.8	13.6	13.9



Boyle Street Education Centre - 3-Year Education Plan 2018-2021

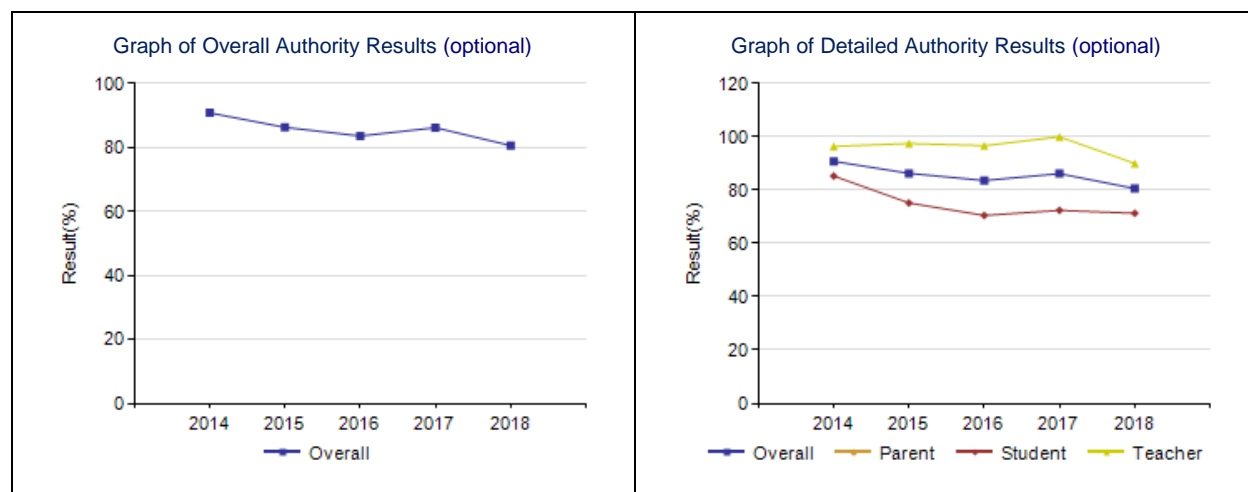
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
English Language Arts 30-1	0.0	0.0	0.0	0.0	0.0	53.9	54.0	53.2	54.0	55.0
English Language Arts 30-2	0.0	0.0	0.0	0.0	0.0	27.1	28.0	28.7	28.7	28.8
Total of 1 or more English Diploma Exams	0.0	0.0	0.0	0.0	0.0	78.7	79.7	79.5	80.1	80.9
Social Studies 30-1	0.0	0.0	0.0	0.0	0.0	45.8	45.1	43.5	45.1	44.9
Social Studies 30-2	5.3	0.0	0.0	7.7	0.0	33.7	35.2	36.7	35.8	36.4
Total of 1 or more Social Diploma Exams	5.3	0.0	0.0	7.7	0.0	78.8	79.6	79.5	80.3	80.7
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	7.2	0.1	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0
Mathematics 30-1	0.0	0.0	0.0	0.0	0.0	29.7	37.3	37.1	36.4	35.5
Mathematics 30-2	0.0	0.0	0.0	0.0	0.0	16.7	21.4	22.4	23.7	25.1
Total of 1 or more Math Diploma Exams	0.0	0.0	0.0	0.0	0.0	52.1	57.0	57.6	58.3	58.6
Biology 30	0.0	0.0	0.0	0.0	0.0	42.2	41.4	40.6	40.7	41.7
Chemistry 30	0.0	0.0	0.0	0.0	0.0	31.5	34.7	35.7	35.6	35.1
Physics 30	0.0	0.0	0.0	0.0	0.0	17.3	20.0	19.9	19.3	18.6
Science 30	0.0	0.0	0.0	0.0	0.0	9.8	12.8	14.1	15.7	16.9
Total of 1 or more Science Diploma Exams	0.0	0.0	0.0	0.0	0.0	57.3	59.4	59.8	60.5	61.2
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.2	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.7	2.7	2.8	2.8	3.0
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	3.0	2.9	3.0	3.1	3.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort caused by one authority.

Citizenship – Measure Details (OPTIONAL)

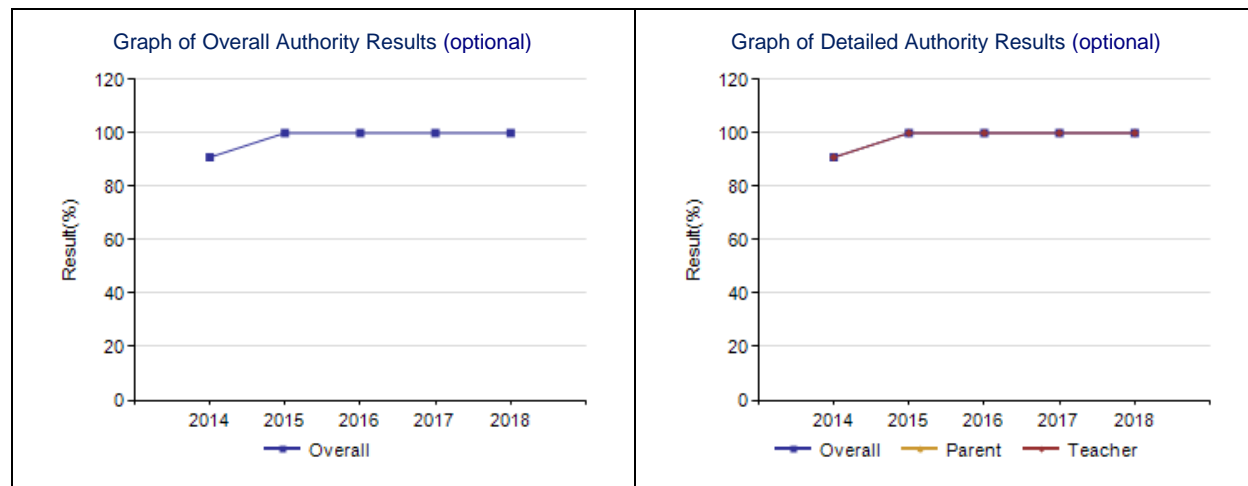
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	90.8	86.3	83.6	86.2	80.6	83.4	83.5	83.9	83.7	83.0
Teacher	96.4	97.5	96.7	100.0	90.0	93.8	94.2	94.5	94.0	93.4
Parent	*	*	*	*	*	81.9	82.1	82.9	82.7	81.7
Student	85.3	75.2	70.5	72.4	71.3	74.5	74.2	74.5	74.4	73.9



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

Work Preparation – Measure Details (OPTIONAL)

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	90.9	100.0	100.0	100.0	100.0	81.2	82.0	82.6	82.7	82.4
Teacher	90.9	100.0	100.0	100.0	100.0	89.3	89.7	90.5	90.4	90.3
Parent	*	*	*	*	*	73.1	74.2	74.8	75.1	74.6

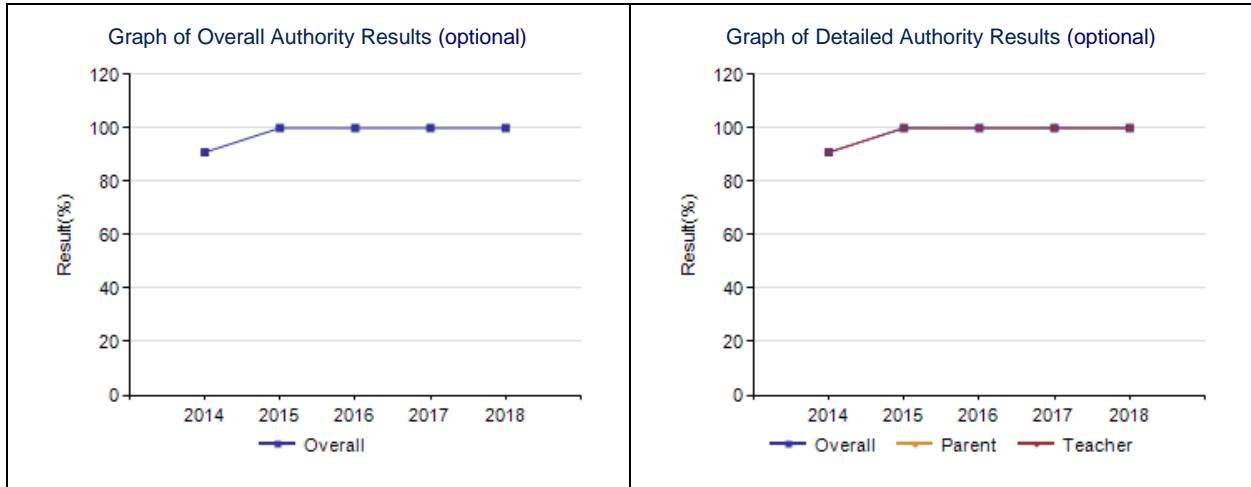


- Notes:
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Lifelong Learning – Measure Details (OPTIONAL)

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

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	90.9	100.0	100.0	100.0	100.0	69.5	70.0	70.7	71.0	70.9
Teacher	90.9	100.0	100.0	100.0	100.0	76.0	76.0	77.3	77.3	77.8
Parent	*	*	*	*	*	63.0	64.0	64.2	64.8	64.0



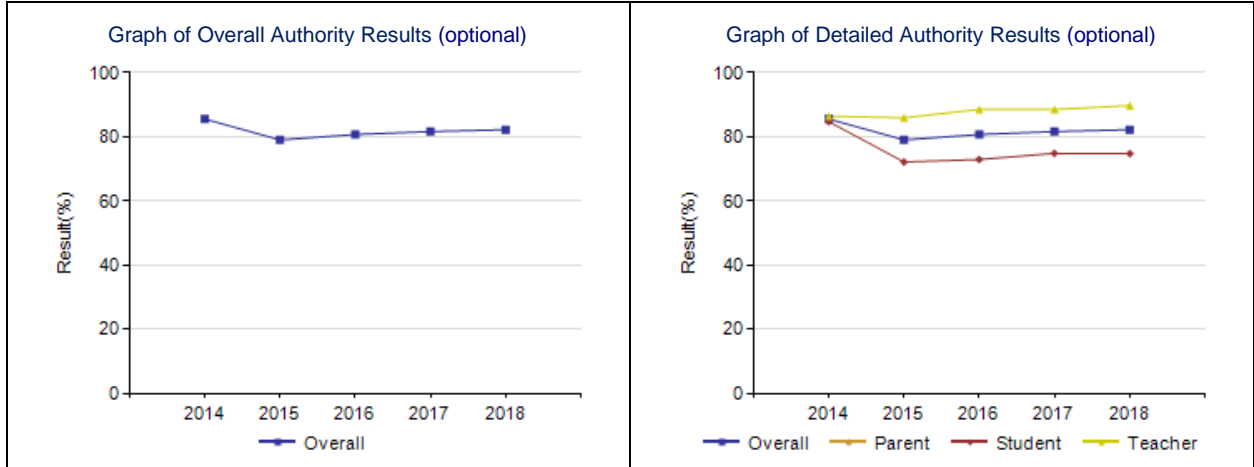
Notes:

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

Program of Studies – Measure Details (OPTIONAL)

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

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	85.5	79.0	80.7	81.6	82.2	81.3	81.3	81.9	81.9	81.8
Teacher	86.4	85.9	88.5	88.5	89.7	87.5	87.2	88.1	88.0	88.4
Parent	*	*	*	*	*	79.9	79.9	80.1	80.1	79.9
Student	84.7	72.1	72.9	74.8	74.7	76.6	76.9	77.5	77.7	77.2

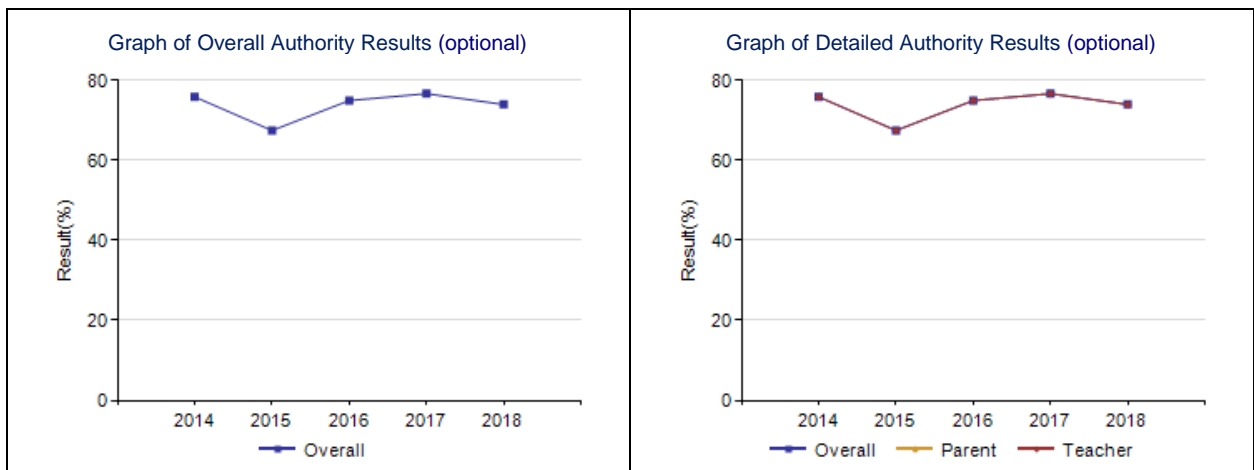


- Notes:
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 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details (OPTIONAL)

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

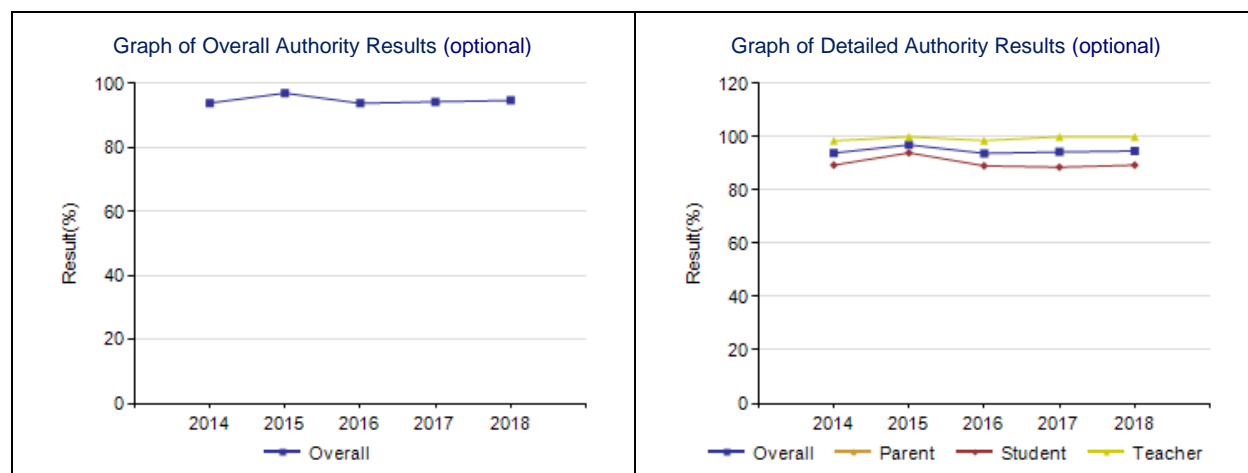
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	75.9	67.5	75.0	76.7	74.0	80.6	80.7	80.9	81.2	81.2
Teacher	75.9	67.5	75.0	76.7	74.0	88.0	88.1	88.4	88.5	88.9
Parent	*	*	*	*	*	73.1	73.4	73.5	73.9	73.4



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

Education Quality – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	93.9	97.0	93.8	94.3	94.7	89.2	89.5	90.1	90.1	90.0
Teacher	98.5	100.0	98.6	100.0	100.0	95.5	95.9	96.0	95.9	95.8
Parent	*	*	*	*	*	84.7	85.4	86.1	86.4	86.0
Student	89.4	94.0	89.1	88.6	89.4	87.3	87.4	88.0	88.1	88.2

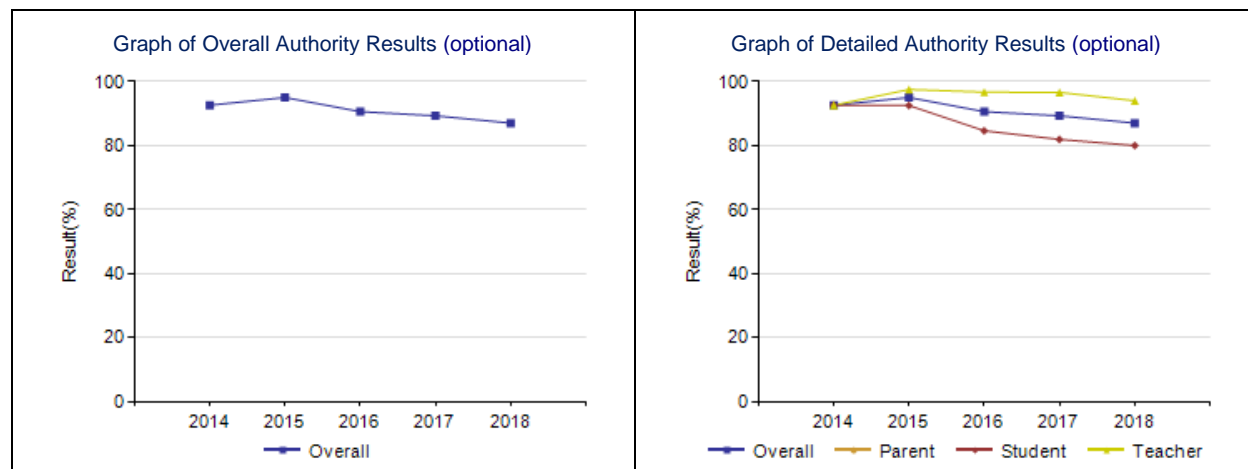


Notes:

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

Safe and Caring – Measure Details (OPTIONAL)

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	92.6	95.0	90.6	89.3	87.0	89.1	89.2	89.5	89.5	89.0
Teacher	92.6	97.5	96.7	96.6	94.0	95.3	95.4	95.4	95.3	95.0
Parent	*	*	*	*	*	88.9	89.3	89.8	89.9	89.4
Student	92.6	92.5	84.6	81.9	80.0	83.1	83.0	83.4	83.3	82.5



Notes:

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

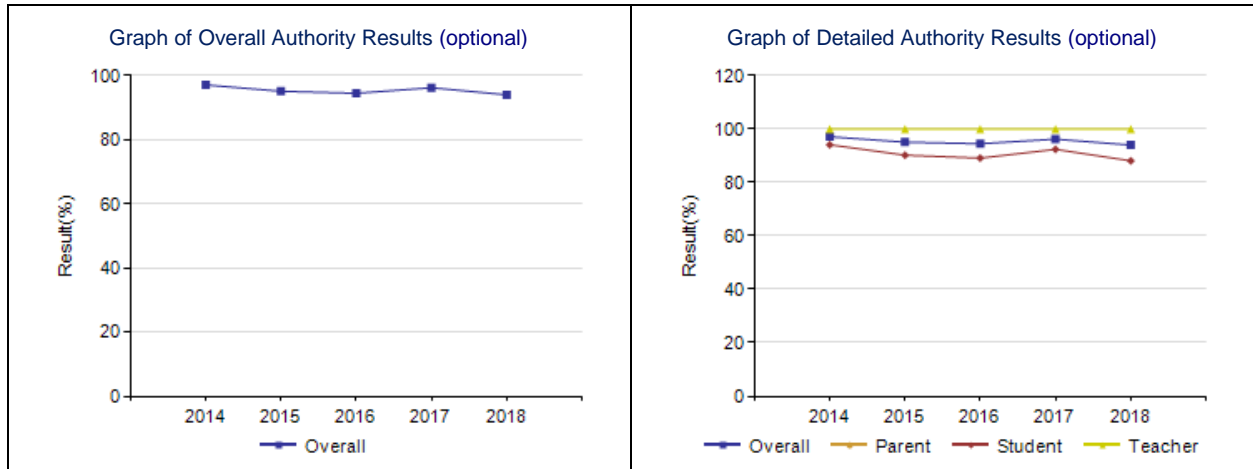
Boyle Street Education Centre - 3-Year Education Plan 2018-2021

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

School Improvement – Measure Details (OPTIONAL)

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

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	97.1	95.1	94.5	96.2	94.0	79.8	79.6	81.2	81.4	80.3
Teacher	100.0	100.0	100.0	100.0	100.0	81.3	79.8	82.3	82.2	81.5
Parent	*	*	*	*	*	77.0	78.5	79.7	80.8	79.3
Student	94.1	90.2	89.1	92.4	88.1	81.2	80.7	81.5	81.1	80.2



Notes:

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

APPENDIX B – Measure Evaluation Reference

Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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