

Boyle Street Education Centre

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

For access to the entire document summarized here as well as to detailed financial information about our school authority, please visit <http://www.bsec.ab.ca/documents>

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.

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.

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.

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:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the 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.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
9. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
10. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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 ³ .	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.

³ 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 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).