

Boyle Street Education Centre

Annual Report

Acknowledgements

3-Year Education Plan (3YEP) for Boyle Street Education Centre. © November 2019.

Boyle Street Education Centre

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This document is available to help tell the story about our school. Each person who learns and works here has an impact on its development and, though it contains largely quantitative information, we want to acknowledge that everyone's work contributes to the story.

Scott Meunier was primarily responsible for the document's preparation. This preparation, however, took place in regular collaboration with the students, staff member committees, some parents and guardians, the Board of Directors and members of Alberta Education's field services team. This document would not exist without the support and advice of:

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

Thanks to all for their dedication and hard work.

Message from the Board Chair

Years of learning and experimentation have led to the program that we now offer our students. During the last school year, we have worked to update systems in our school and we have developed a new vision along with revised guiding principles for our Charter. We continue to research how to improve our educational service to our students, and have seen this improvement in their outcomes. It continues to be an exciting time in our school, as the research regarding neurodevelopment, which informs our work, is producing a wealth of information. In addition, Alberta Education's commitment to the foundational knowledge of First Nations, Métis and Inuit communities supports our focus of resources and attention to the cultures of the students we work with. This is helpful in creating a sense of belonging and pride within our school community.

As we look back on the 2018-2019 school year, we see a stable school and evidence we offer a beacon of hope in our community. The students who attend our school inspire our staff to innovate in educational practice. Our students trust the adults in the school community to offer ideas and supportive services for their mental well-being. Many discover that their attendance and academic progress improves along with their health. For students who have historically found failure in schools, the idea that school can be a place of healing and learning is a welcome revelation. We are also improving in our ability to engage with the parents and guardians of our students, which underlines the growing sense of trust and partnership between our school and the families we serve.

We could not offer this program to our students without the support of our community partners and Alberta Education. We hope to continue to discover new and better ways of reaching students who have not had previous success in education. We realize that there are students like ours in every school and that we are incredibly fortunate in being able to reach those who walk through our doors. We are delighted to share what we have learned with others as the field of education is improving in its awareness of just how many young people experience incredible challenges before they even arrive in a classroom. We stand ready to come together with our extended community to ensure that we all use the best practices that are available and that young people of all ages can simply come to school and feel safe as they learn.

On behalf of the Boyle Street Education Centre Board of Directors, we are pleased to present our annual report to our stakeholders.

Sincerely,

Karen Erickson

Board Chair

Accountability Statement

The Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan commencing September 1, 2019 for Boyle Street Education Centre were prepared under the direction of the Board in accordance with its responsibilities under the *Education 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 2018/2019 school year and the Three-Year Education Plan for 2019/2022 on December 9th, 2019.

Foundation Statements

Mission Statement

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

Vision Statement

BSEC believes that all students have the capacity to learn. Our vision is to provide an integrated educational program that enables students to be their best selves.

Principles

Our instructional practices and student support services are rooted in the belief that both well being and learning are necessary components of a healthy student. We are committed to offering an inclusive and accessible educational space promoting education, healing and self-growth for all students.

- Instructional practices and student services are trauma-informed.
- Students develop and drive their educational goals within a circle of guidance, information and support from school staff.
- BSEC students are active in their own learning and will develop a sense of their own voice and how to exercise it.
- Students will gain the knowledge, skills and attitudes to be dedicated, self-reliant and responsible people who are integral members of our communities.
- Students will be educated to know who they are, where they came from and how they belong in order that they create a strong path forward following their graduation – a sense of self-actualization and self-determination.
- All components of our educational centre are accountable and work in collaboration for the benefit of our students

A Profile of the School Authority (optional)

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 may attend if the school is able to 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 may choose to attend. 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)
Improvistional 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	Student Success Coach
Emotional and Behavioral counseling	Student Funding Supports
Bi-Weekly visits from Alberta Health Services mobile nursing staff.	Boy’s and Girl’s Sharing Circles (CALM)
Youth Support Worker (for assistance with housing and legal matters)	Weekly Addictions Counseling (Alberta Health Services – AHS)
Physician access (through the Indigenous Wellness Clinic)	

Combined 2019 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	84.7	87.0	89.0	89.0	89.0	89.3	High	Maintained	Good
Student Learning Opportunities	Program of Studies	80.4	82.2	81.5	82.2	81.8	81.9	High	Maintained	Good
	Education Quality	91.1	94.7	94.3	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	18.7	22.2	25.2	2.6	2.3	2.9	Very Low	Improved	Issue
	High School Completion Rate (3 yr)	0.0	0.0	1.4	79.1	78.0	77.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	57.9	85.7	80.9	83.6	83.7	83.1	Very Low	Declined	Concern
	Diploma: Excellence	5.3	0.0	0.0	24.0	24.2	22.5	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	56.3	55.7	55.1	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	18.9	8.3	11.7	64.8	63.4	62.2	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	7.9	0.0	2.8	59.0	58.7	58.7	Very Low	Maintained	Concern
	Work Preparation	91.7	100.0	100.0	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	77.8	80.6	83.5	82.9	83.0	83.5	High	Maintained	Good
Parental Involvement	Parental Involvement	66.7	74.0	75.2	81.3	81.2	81.1	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	93.2	94.0	94.9	81.0	80.3	81.0	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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Combined 2019 Accountability Pillar First Nations, Métis and Inuit Summary

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	14.8	19.6	21.8	5.4	4.8	5.6	Very Low	Improved	Issue
	High School Completion Rate (3 yr)	0.0	0.0	0.0	56.6	53.3	52.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	50.0	83.3	78.3	77.2	77.1	76.7	Very Low	Declined	Concern
	Diploma: Excellence	0.0	0.0	0.0	11.4	11.0	10.6	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	24.6	24.4	22.3	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	10.0	9.5	10.0	37.1	35.9	34.0	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	7.2	0.0	3.3	34.2	33.0	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:

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9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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.

The provincial Drop Out rate¹ measure shows improvement in the 2018-19 school year. Previous Education Plans detail how BSEC supports students to attend school. Provincial and local measures show that BSEC was successful connecting with young people who are at risk of dropping out in that school year.

The 2019-2020 data show a decline in the percent of eligible students who returned. Of the students who returned, 42 were those who have a diagnosed need and existing program plans in place.

Table 1 - Percent of Eligible Students who Return to School in a Given Year 2017-2019

Percent of Eligible Students who Returned – 2017-18	72%
Percent of Eligible Students who Returned – 2018-19	76%
Percent of Eligible Students who Returned – 2019-20	70%

¹ Previous 3-Year Education Plans detail the reasons the provincial Drop-Out measure is problematic for BSEC. 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>. 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

Issues

Provincial and local measures suggest general program stability and maturity. Local performance measures, in fact, demonstrate an increasing trend toward student engagement.

Provincial data show that we have maintained performance levels in all but two measures. The first, Drop-Out Rate, is on a trend of improvement. The other measure shows a decline in the percentage of diploma writers achieving the acceptable standard on diploma examinations.

We understand this to mean that we have more students with more severe needs than ever before. In the 2018-19 school year, we saw a shift in the most common diagnoses of the student population. We found that the majority of our students exhibited significant *risk to self*. This is in stark contrast to past years when the student population characterized more often by behaviors consistent with potential risk to others.

This underscores the importance of applying accommodations and strategies for students in classrooms. The work ahead is to improve the ways our students can manage their symptoms of trauma so they are able to achieve their learning goals.

	Boyle Street Education Centre				
	2015	2016	2017	2018	2019
N	12	9	11	10	14
Acceptable Standard %	76.9	64.7	92.3	85.7	57.9

Table 2 – Acceptable Standard Percentage - Whole School, 2019 compared to four previous years.

Parental Involvement

Parental involvement has always been a challenge for our school.

The legacy of Canada's indigenous residential school system may be a significant barrier to engaging some of our parent community. With more than 90% of our students identifying as First Nations, Métis or Inuit annually, the significance of that legacy on the community's relationship with school cannot be overstated.

School data, however, demonstrate the link between the school and our parents is getting stronger. Our school recorded a three-year high of 660 parent or guardian contacts not available in the data from the provincial accountability pillar survey. The quality of parent/guardian interactions from staff members reaching out² creates important ties with the people our students have come to trust most.

In addition to outreach efforts, the school connects with 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 well-attended events per year. 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, information, and support are necessary for the continued success of their child in our school.

Our school has also taken a different approach to forming 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. Since 2018, the school has taken the approach of both broadcasting opportunities for parents and guardians to advise the administration but also inviting individual parents to low stakes, informal meetings about what happens in the school.

By November 30th, 2019, BSEC held at 3 meetings with parents and guardians as well as people in their network who may be considered as "interested community members" as defined in the *School Council Regulation*. On November 7th, 2018, the school had a School Council Establishment meeting with 6 parents in attendance (a major achievement and a signal of the improving parental involvement).

² These contacts happen in the form of via telephone calls, text messages, and social media tools.

Future Challenges

In 2018, BSEC underwent an independent evaluation of the program³. 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.

Certain recommendations require a whole-school approach to address. The 3-Year Education Plan detailed in this document rests 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.

³ The final report from this evaluation is available on our school's website at <http://www.bsec.ab.ca/documents>

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. The school shares documents, calendar and news through the website (<http://www.bsec.ab.ca>). The school also uses phone calls, text messages, emails, social media messaging, online surveys a to connect with students, parents 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.

Table 3 - BSEC Stakeholders and Engagement Strategies

Stakeholder	Strategies
Students	<ul style="list-style-type: none"> • Phone calls, text messages, emails, social media messaging • Open-House events • Website and Social Media presence • Local survey events • Annual Provincial Stakeholder Satisfaction Survey • Alberta Provincial Online Reporting Initiative Survey • Engaging student council
Parents and Guardians	<ul style="list-style-type: none"> • Phone calls, text messages, emails, social media messaging • Open-House events • Website and Social Media presence • Local survey events • Annual Provincial Stakeholder Satisfaction Survey. • Alberta Provincial Online Reporting Initiative Survey • Regular parent/guardian contact by school. • Attempts to establish a school council.
Educational Community	<ul style="list-style-type: none"> • Research partnership with the University of Alberta supporting success for students. • Presentations to pre-service teachers (U of A), conferences and teacher's conventions. • Distribution of BSEC-produced scholarship. • Inter-Authority consultation around student engagement.
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) in support of Alberta Education initiatives.

Our school made presentations to the following organizations during the first three years of our current charter:

The school staff goes to great lengths to share what we have learned at our school in the best practices to achieve positive outcomes for students who have experienced trauma in their lives.

- Northern Lakes College: How Trauma Affects Learning – April 2015
- Aurora Academic Charter School – PowerSchool Presentation and ongoing Support (beginning March 2015)
- Aurora Academic Charter School – Action Research Partnership – April 2015
- GETCA – Teacher conferences – 2015, 2016 and 2017 – presentations on Improv and high risk youth, Teaching strategies for students who have experienced trauma, Conversations around TRC issues
- NCTCA – Teacher conferences – 2015, 2016 – Teaching students who have experienced trauma/ Improv and high risk youth
- National At Risk Youth Conference – NRYC – 2017 - Savannah Georgia, USA – Teaching students who have experienced trauma – presentation has been downloaded 66 times across Canada and the USA
- ULead 2018 – Presentation on how to maintain a consistent and motivated staff while working with youth “put at risk”

Awareness presentations on the programs at BSEC during the three years of our current charter:

- Various Children and Family Services offices
- Alberta Justice Youth Probation (North and South Offices)
- Youth Empowerment and Support Services (YESS)- awareness sessions regarding our program
- The Edmonton Pride Centre
- Native Counseling Services of Alberta – awareness sessions regarding our program
- The African Centre
- YouCan Edmonton
- John Howard Society - Youth Restorative Action Project (YRAP).
- Elizabeth Fry Society

Timelines and Communication

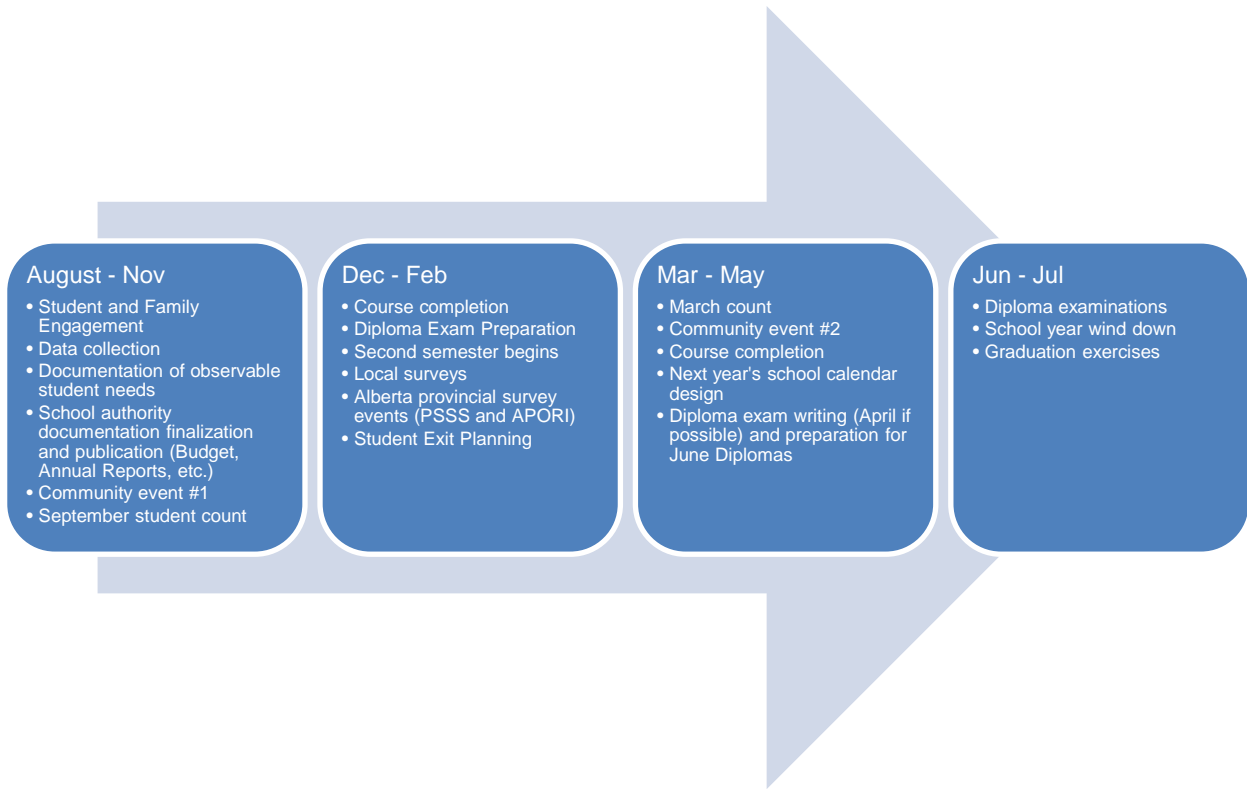


Figure 1 - General Annual Timeline of BSEC Events

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

Charter Goal 1: Demonstrate social and emotional skills needed to manage the effects of trauma.

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

Performance Measures	Results (in percentages)					
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Rate of attendance correlated with outreach efforts	n/a	n/a	100.0	57.0	65.0	70
Rate of student use of supports and services	n/a	n/a	n/a	64.0	75.0	82
Growth in 6-year Transition, Work Preparation and Citizenship rate	0.0	4.0	0.0	3.7	4.7	7.9

Comment on Results:

These measures demonstrate that our students are attending, accessing services, and transitioning to the world of work.

Rate of attendance correlated with outreach efforts:

Since 2015, we have found that the best strategy for engaging students is active outreach. This consists of directly contacting families and students, offering youth bus passes to eligible students, and partnerships with external organizations like the Youth Restorative Action Project (YRAP) to offer day programs in the school building during summer months.

Percentage of available supports and services accessed by students:

Our students use the supports and services available through the school. Since beginning to use this measure, we have seen steady growth in the percentage of students who access supports when referred. We attribute this increase both to increased intentional referrals on the part of staff members but also due to a growing variety of supports and services that are available to students to help them manage the effects of trauma that can disrupt their learning.

Growth in 6-year Transition, Work Preparation and Citizenship 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.

In part, we attribute some of the growth in this measure to our well-designed work experience (WE) program. Students enrolled in WE have higher average overall attendance than those who are not. In addition, the skills, knowledge, abilities and values they learn in WE improve their ability to thrive in the job market after they complete high school.

Strategies used to achieve 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
- Offer students the opportunity to use the calming room

Charter Goal 2: Demonstrate the knowledge, skills and competencies to successfully transition to post-secondary education and/or work.

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

Performance Measures	Results (in percentages)					
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Positive change in literacy/numeracy levels	n/a	n/a	n/a	n/a	47.0	22
Diploma exam results (acceptable level)	75.0	100.0	76.9	64.7	85.7	57.9
Growth in 6 year Transition, Work preparation and Citizenship rate	0.0	4.0	0.0	3.7	4.7	7.9

Comment on Results:

Positive change in literacy/numeracy levels

Percentage of new students in a given school year who demonstrated positive change in Wide-Range Achievement Test (WRAT) scores:

BSEC began using WRATs in 2016-17. Comparisons between the scores of students arriving at our school in the fall of 2018 and those same students in the spring of 2019 are not yet valid as there are fewer than three full years of information available to compare students on their performance over time.

Our school will continue using the standardized WRAT to identify change in literacy and numeracy of individual students over time. In the forthcoming education plan, this measure will include only those students retained for at least two or more years with a minimum of 50% attendance in their second test year. The rationale for making this change in sample is that it will provide a better assessment of each person’s actual progress than being a summary statistic of a variety of people.

Diploma Exam Results

There is no discernable trend in the percentage of our students annually who achieve the acceptable level on diploma examinations. Records since 2013 demonstrate widely ranging results from 100% to 58%. For context, it is critical to appreciate that, for our students, even writing the diploma exam is a significant achievement and that our work with them academically is only one factor amongst a number of other significant risk factors that can challenge our students to complete their formal education.

Our results demonstrate sustained improving performance in charter outcomes. In addition to these performance measures, annual reports demonstrate that the percentage of students achieving an *Acceptable* level of achievement on Diploma Exams is on par with the provincial average (School: 81% over the last 3 years; Province: 83% over the last 3 years).

Strategies used to achieve 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 intake, course planning and exit planning meetings that connect students to one person from the student services team as a support for their future planning

Charter Goal 3: Act as engaged agents of their own learning and thriving members of their communities.

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

Performance Measures	Results (in percentages)					
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Severe behaviours will diminish over time	n/a	n/a	n/a	23.0	24.2	26
Rates of student use of services and supports	n/a	n/a	n/a	64.0	75.0	82
Increase in number of students achieving IPP outcomes	n/a	n/a	n/a	44.0	43.0	46
Positive change in literacy and numeracy levels	n/a	n/a	n/a	n/a	47.0	22

Comment on Results:

Severe Behaviors⁴

Many students at have psychological conditions that can lead to severe behavior. When a student exhibits severe behavior, staff members write an observational note about the instance. There is an assumption that instances of *severe behaviors* should decline over time if the individualized program plans support students to manage the symptoms related to their diagnoses.

Over the last three years, we observe that instances of *severe behaviours* do not decrease over time. We do not accept this as evidence that our program is not working; we recognize it as a product of how we operate. There are two reasons severe behaviors remain in the 25% range annually:

1. Our school accepts students throughout the year. New students usually begin to present severe behaviors within a month of registering at our school, so there is always a new set of severe behaviors.
2. The majority of our returning students (more than 70% of our students yearly) have diagnosed conditions that may affect them through their entire lives. While they may learn to use the supports and services available to them in our school, these are not cures and severe behaviors may manifest periodically. When they manifest, staff members support the students as best they can and then make records of each instance.

⁴ Severe Behaviors are those associated with severe emotional or behavioral disabilities. The behaviors are chronic, extreme and pervasive behaviours, which require close and constant adult supervision, high levels of structure and other intensive support services in order to function in an educational setting. The behaviours significantly interfere with both the learning and safety of the child/student and other children/students. (*Handbook for the Identification and Review of Students with Severe Disabilities, p. 17*).

Strategies used to achieve Goal 3:

- Mediation process is used to address student/teacher or student/student conflicts so that a student is able to maintain attendance in classes.
- Youth worker assists students in addressing “out of school” issues such as pending court issues, lack of housing, mental health issues, health issues etc. so that a student’s behaviour doesn’t escalate due to these types of worries.
- School utilizes school counsellor to support de-escalation of situations in classrooms as a step prior to administration being involved.
- Principal utilizes in school suspension process as an alternative to sending the student home.
- Phone calls to guardians are made so that school staff are fully aware of the situations that students are dealing with and can modify classroom expectations.
- Educational assistant and extra teacher time in areas of greatest need.
- Animal assisted therapy, yoga and meditation techniques are encouraged for reduction in academic and test anxiety.
- Students are taught at their skill level and not their age/grade level.
- Students are allowed to challenge or move ahead in classes if they have the skill level to do so. Many students have achieved skills and partially completed classes from other schools so these are acknowledged and supported.
- Staff research and gather academic information for students so they do not repeat formerly achieved work.
- Support for in-school and out of school work experience programs.
- In-school teaching around work-related issues, world issues and awareness of issues which impact our students’ lives.
- School wide meetings with staff to ensure that school wide behaviour plans are consistent throughout the school.
- In depth consultation between teachers, Inclusive Education Coordinator and Vice Principal regarding learning and behaviour plans for students with severe needs.
- On-going one on one 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 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	76.9	64.7	92.3	85.7	57.9	80	Very Low	Declined	Concern	81	82	83
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	15.4	0.0 ⁵	0.0	0.0	5.3	5	Very Low	Maintained	Concern	6	7	8

Comment on Results

Diploma Exam (Acceptable and Excellence):

The decline in this measure may be due to a greater number of overall exam writers.

Each year, it is unclear how many students will successfully sit and complete their diploma exams. Increasing the number of exam sittings offers more students the opportunity to write diploma exams, but more writers increases the potential variability in scores. Nonetheless, when a BSEC student successfully sits a diploma exam, it is a major accomplishment and cause for celebration.

Strategies

Diploma Exam (Acceptable and Excellence):

- Enhancement – We are considering the re-introduction of a Diploma Prep seminar to support improved management of test anxiety.
- 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.

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

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	0.0	4.1	0.0	0.0	0.0	3	Very Low	Maintained	Concern	4	5	6
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	3	Very Low	Maintained	Concern	4	5	6
Drop Out Rate - annual dropout rate of students aged 14 to 18	26.5	22.9	30.6	22.2	18.7	15	Very Low	Improved	Issue	10	8	5
High school to post-secondary transition rate of students within six years of entering Grade 10.	0.0	3.7	4.7	0.0	7.9	10	Very Low	Maintained	Concern	10.5	11	11.5
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	6.7	20.0	8.3	18.9	10	Very Low	Maintained	Concern	11	12	13 ⁶

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

Comment on Results

High School Completion Rate (3 Yrs.):

The average BSEC student has difficulty completing school in three years. We consider the following facts when interpreting these data:

- Due to our policy of continuous enrolment, establishing a meaningful trend line for our school from these data is challenging.
- 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.
- The transience of our students and their families greatly affects their ability to be successful within the three-year time span.

Drop Out Rate:

While this year's results show improvement, this measure is problematic for our school. 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:

We base our work with students on their strengths and interests. We offer students opportunities to explore options available to them according to these interests. As a result, much of our work is about making helping our students understand what leaving high school entails. 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 or More Diploma Exams:

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

Strategies

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:

- Enhancement: Exit-planning sessions are now joined with Work Experience classes. This combined with one on one supports from our Student Success Coach and Student Services team may improve support for students in their transition planning.
- 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.

Rutherford Scholarship and 4+ Diploma Exams:

- Enhancement – We are considering the re-introduction of a Diploma Prep seminar to support improved management of test anxiety.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	86.3	83.6	86.2	80.6	77.8	80	High	Maintained	Good	81	82	83 ⁷

Comment on Results

Citizenship:

The reduction in this measure is due to a 6% decrease in student agreement that students model characteristics of active citizenship.

⁷ Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

Strategies

Our school is not satisfied with this result. The opportunity for growth in this measure is significant, especially given that matters related to fair representation in government, the Truth and Reconciliation Commission of Canada, and environmental stewardships are significant interests for many of our students.

Our primary strategy to address the question of modeling active citizenship is to enhance the opportunities students and staff members have to access to accurate and meaningful knowledge about civic engagement, the circumstances that uniquely affect Canada's Indigenous peoples, and effective ways of addressing the issue of climate change in our times.

Our main methods of sharing and activating student action on these topics are:

- Instructional staff members are responsible to develop lessons, activities and resources that foster increased opportunities for students to explore Indigenous ways of knowing in each area of study.
- Daily school wide seminars on a variety of large topics. 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.
- 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.
- Regular events meant to support recommended actions outlined in the Truth and Reconciliation Commission of Canada's *Calls to Action*.

In addition to these methods, we also offer:

- 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.
- Opportunities for all students to explore their indigenous traditions and to join in activities that root them in a cultural context.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	72.7	61.5	90.0	83.3	50.0	55	Very Low	Declined	Concern	55	60	65
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	18.2	0.0	0.0	0.0	0.0	10	Very Low	Maintained	Concern	10	15	20 ⁸

⁸ Notes:

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

Comment on Results

Diploma (Acceptable Standard):

The decline in this measure may be due to a greater number of overall exam writers.

Each year, it is unclear how many students will successfully sit and complete their diploma exams. Increasing the number of exam sittings offers more students the opportunity to write diploma exams, but more writers increases the potential variability in 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

- Enhancement: We are considering the re-introduction of a Diploma Prep seminar to support improved management of test anxiety.
- Enhancement: Our school has defined a new charter outcome to and accompanying measures to improve student and staff access to knowledge about Canada's Indigenous peoples.
- 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.
- 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.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	0.0	0.0	0.0	0.0	0.0	1	Very Low	Maintained	Concern	1	3	5
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	3	Very Low	Maintained	Concern	4	5	6
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	28.0	21.8	24.0	19.6	14.8	10	Very Low	Improved	Issue	10	7	5
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	0.0	4.1	5.7	0.0	7.2	10	Very Low	Maintained	Concern	10.5	11	11.5
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	4.3	16.0	9.5	10.0	10	Very Low	Maintained	Concern	11	12	13 ⁹

Comment on Results

- Please see [comments](#) under goal one.

Strategies

- Please note [strategies](#) under goal one.

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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	79.0	80.7	81.6	82.2	80.4	81	High	Maintained	Good	82	83	84 ¹⁰

Comment on Results

Satisfaction with the Breadth of the Program of Studies:

This measure has remained high for several years. Our school strives to offer a wide variety in programs of study that can demonstrably contribute to our students’ ability to complete high school and thrive in the workforce. Over time, the specific programs may vary according to student interest and the availability of sufficiently expert staff members or members of the community to support learning.

Strategies

As always, the primary strategies we use to ensure breadth of programming are:

- To employ certificated instructional staff members who have a variety of skills, training and experience to offer a well-rounded set of opportunities to our students.
- To arrange a wide variety of options for students to try as they work towards a high school diploma. The incredible breadth of our program is detailed in [our school profile](#).

¹⁰ Notes:

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

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

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	95.0	90.6	89.3	87.0	84.7	85	High	Maintained	Good	86	87	88
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	97.0	93.8	94.3	94.7	91.1	92	Very High	Maintained	Excellent	93	94	95
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.	100.0	100.0	100.0	100.0	91.7	95	Very High	Maintained	Excellent	96	97	98
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	67.5	75.0	76.7	74.0	66.7	70	Very Low	Maintained	Concern	71	72	73
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.	95.1	94.5	96.2	94.0	93.2	94	Very High	Maintained	Excellent	95	96	97 ¹¹

¹¹ 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.

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. In 2019-2020, the school held a successful establishment meeting for a school council of interested parents and guardians. This is also a major success for our school.

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.

Table 4 - Number of Successful Parent/Guardian Contacts Annually 2014-2019.

Note Count Reason	2014-15	2015-16	2016-17	2017-18	2018-19
Parent / Guardian Contact	387	823	548	561	660

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.
- Enhancement: School council as a form of parental involvement.
- Maintain: Collaboration with parents regarding diagnoses requiring IPPs for their children.
- Maintain: Our school database 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 audit of the 2018-19 financial results occurred in October of 2019. The following is the summary of financial results for that school year and. The most current financial and budget information (audited financial statements) can be found at <https://www.bsec.ab.ca/wp-content/uploads/2019/12/Audited-Financial-Report-2018-2019.pdf>

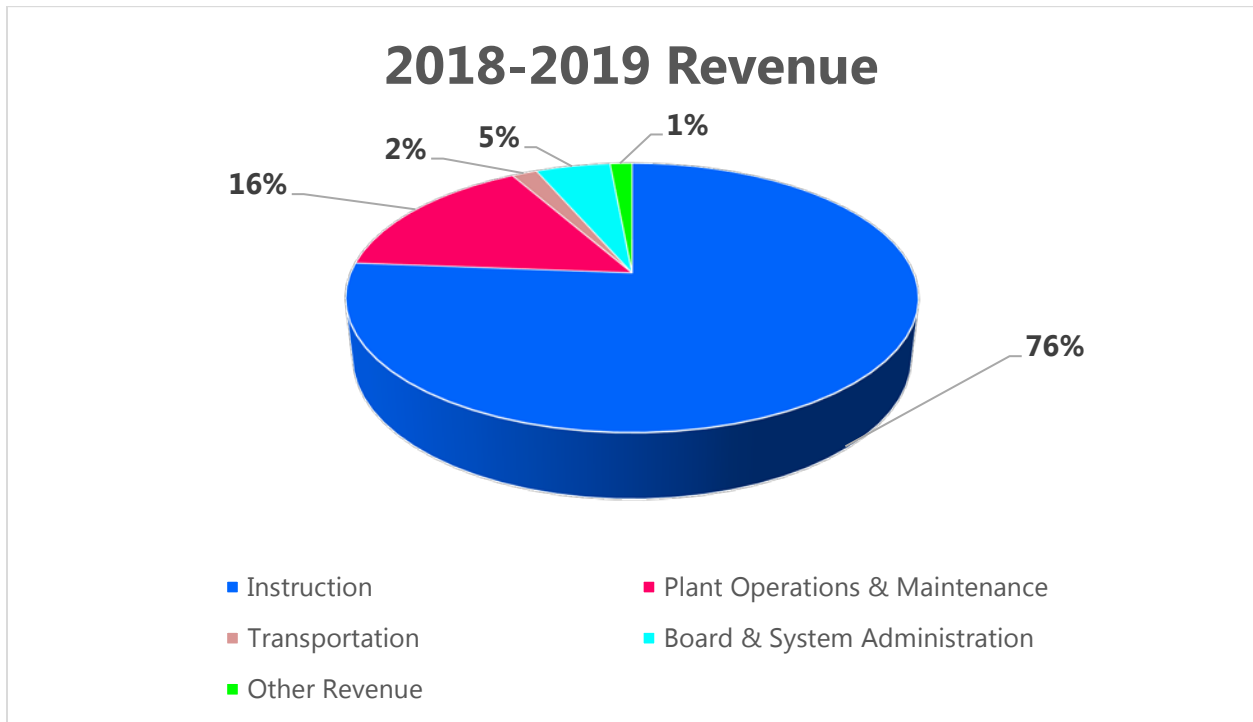


Figure 2 - Summary of Revenue for 2018-19

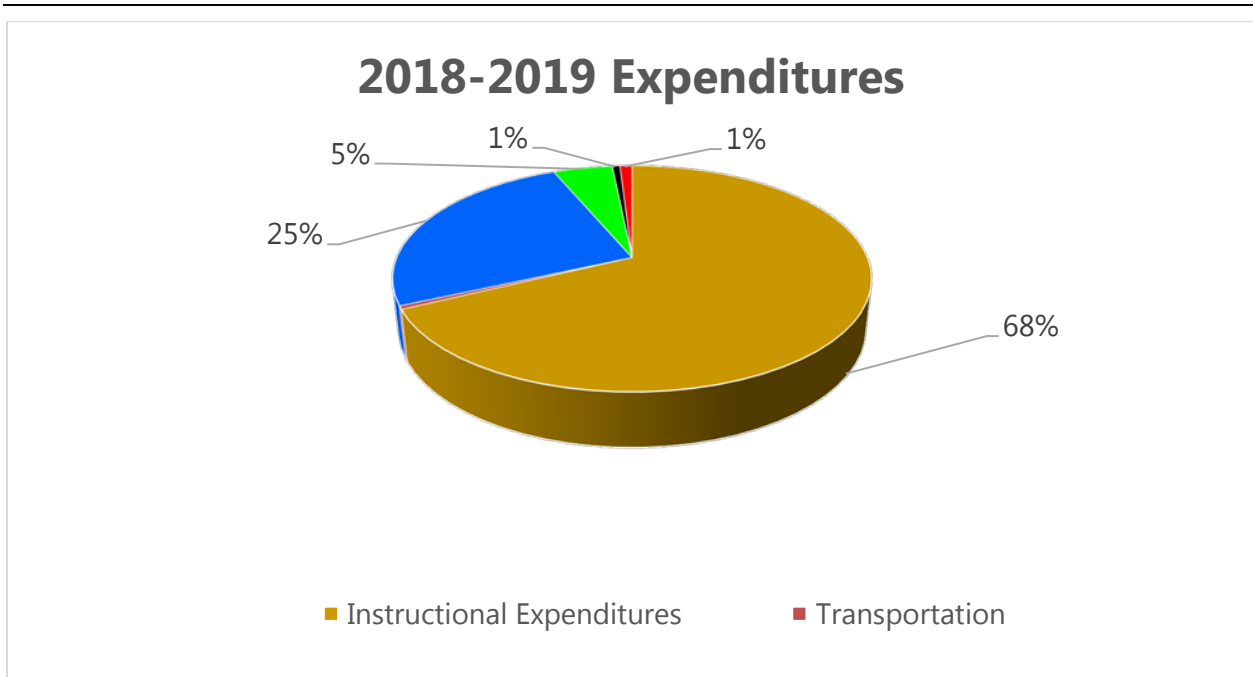


Figure 3 - Summary of Expenditures for 2018-19

Budget Summary

The 2019-2020 budget is prepared according to the *Funding Manual for School Authorities 2019/2020* (<https://open.alberta.ca/publications/1485-5542>). We have based our calculation on the 150 regular students, out of which we have anticipated that 92 special needs students files will be approved for Severe Disabilities funding.

The Board's priorities for the preparation of this budget include:

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

Revenue & Expenditure

Like previous budgets our budget for 2019-20 school year is educationally sound and fiscally responsible. We have revised our budget for 2019-2020 to align with the requirements of Alberta Education. The budget with revenue of \$3,722,901 and expenditures of \$3,722,901 was approved by the School Board in November 21, 2019 board meeting.

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

Provincial roll up of AFS information: <https://education.alberta.ca/financial-statements/combined-statements> .

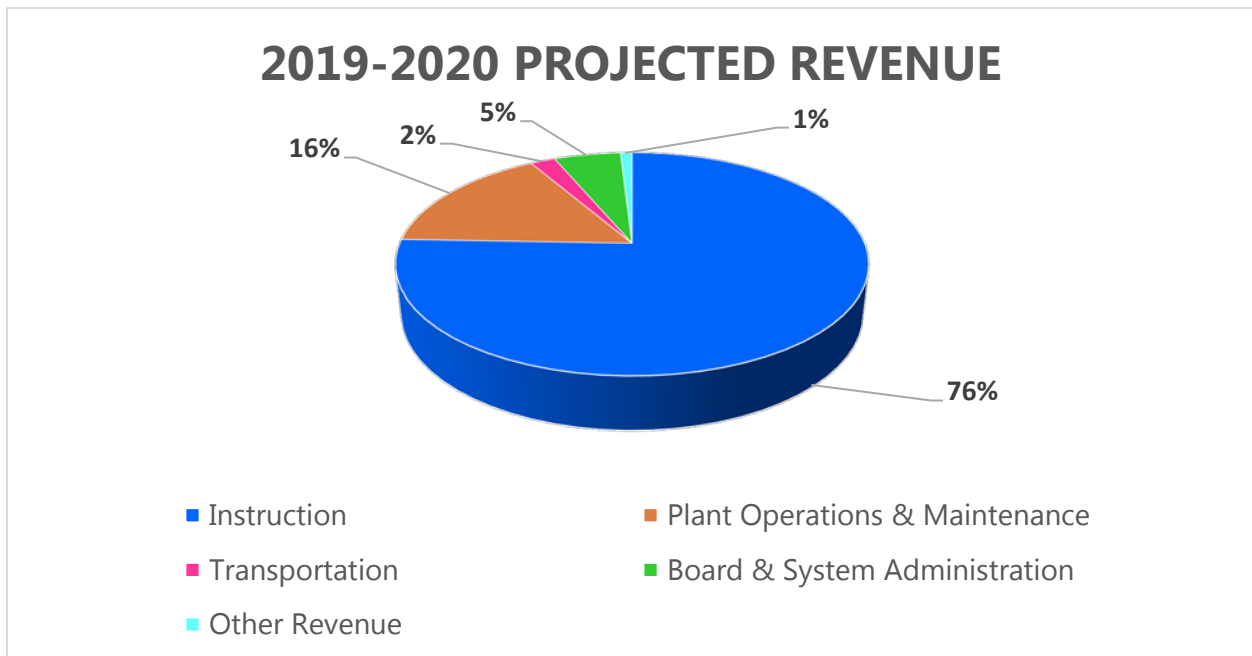


Figure 4 - Projected Revenue for 2019-2020

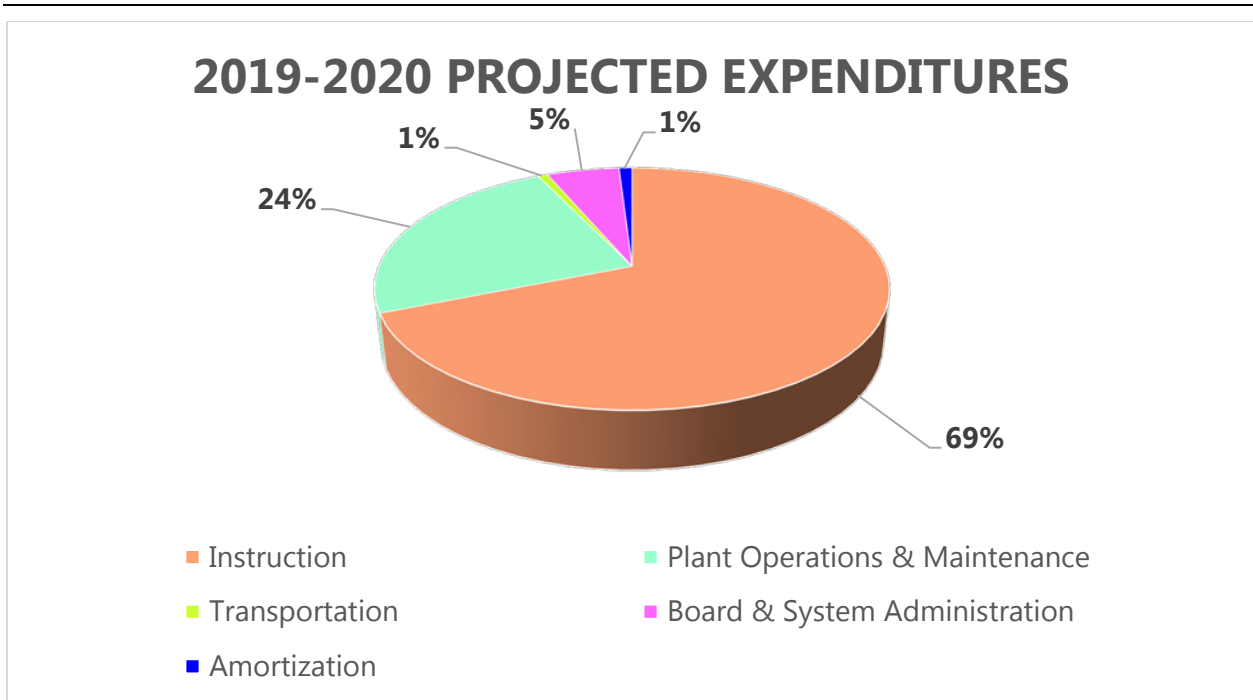


Figure 5 - Projected Expenditures for 2019-2020

Budget highlights for 2019-20 are available at https://www.bsec.ab.ca/wp-content/uploads/2018/12/SummaryOfFinancialResults2018_RevenueProj2019.pdf.

Enrolments

In the 2019-20 school year we have enrolled 150 students out of which 87% self-identified as FNMI. Over 90% of our students are identified as students with severe needs. All of our students have had interruptions in their educational journey.

Staffing

We have 12 FTE teaching staff and 11 FTE support staff (including 1 intern from University of Alberta).

Summary of Facility and Capital Plans

The current location 10312 – 105 Street, Edmonton AB T5J 1E6 is meeting the required environmental standards and is an Environmentally Responsible building. The building has received BOMA BEST* certification/GO GREEN certification.

A copy of the 2019-20 budget is located at <http://www.bsec.ab.ca/documents>.

Lease

Our lease with Belvedere Property was renewed and the lease is supported to operate Boyle Street Education Centre in its current facility for a five-year term from September 1, 2016 until August 31, 2021 (as per the Deputy Minister of Education).

Charter

Our Charter terminates on 31 August 2020. We have applied for a charter renewal of 15 years (2020-2035).

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 (2019-2022)

The 2018-19 school year saw the conclusion of a 3-year planning cycle. The 2019-20 school year is the last year of the current charter term. In the spirit of continuous improvement and in collaboration with key stakeholders, we have set new charter goals designed for the long term as well as new outcomes and performance metrics to support the medium-term planning process.

There are two important notes about the structure of the 2019-2022 Education Plan:

1. This plan includes an outcome 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 for our students.
2. The addition of "Lead Measures." Performance measures inform the degree of success attained with respect to a goal, but they lag behind any work done. Lead measures, on the other hand, are measurable actions that staff members can take that may predict performance any given area. 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 for action in key areas. The intention is to examine the counts over the next three years to determine what impact they have on the performance measures they appear to influence.

Summary of Charter Goals, Outcomes and Performance Measures

Charter Goal 1: Engage students in a safe and caring path to completing high school.

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

Performance Measures:

- Parental Involvement (provincial measure).
- Percentage of students who achieve the acceptable standard on diploma examinations (provincial measure, overall results).
- Student grade equivalency on Wide-Range Achievement Test – change over time (local measure).
- Annual individual student achievement on learning plan objectives (local measure).

Charter Goal 2: Foster knowledge, skills and values necessary for a young person to thrive in society after completing high school.

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

Performance Measures:

- Percentage local supports and services accessed by students (local measure).
- 6-Year Transition Rate (provincial measure).
- Engagement with Work Experience (local measure).
- Post-Departure information about people who have left the program. (Potential Local Measure).

Charter Goal 3: Build capacity for intercultural understanding, empathy and mutual respect.

Outcome: 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.

Performance Measures:

- The number of high-quality resources our school makes available for students and staff to access Indigenous ways of knowing and the histories, perspectives and worldview of Indigenous peoples (local statistic)
- Percent of students who engage with resources and activities that accurately reflect the history, strength and diversity of indigenous peoples (local measure).
- Percent of staff members who engage with resources and activities that accurately reflect the history, strength and diversity of indigenous peoples (local measure).

Charter Goal 1: Engage students in a safe and caring path to completing high school.

Outcome: 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)	2014-15	2015-16	2016-17	2017-18	2018-19	Performance Measures	2017-18	2018-19	Targets		
									2019	2020	2021
Number of Parent/Guardian Contact notes	387	823	548	561	660	Parental Involvement	74	67	70	75	80
Effective application of instructional strategies and classroom accommodations (Number of – Academic Notes)	124	121	121	235	226	Percentage of new students in a given school year who demonstrated positive change in Wide-Range Achievement Test scores ¹² .	n/a ¹³	n/a	n/a	n/a	n/a
						Percentage of students who achieved the acceptable standard on diploma examinations	86	58	70	75	80
Number of Student Support Counseling notes.	367	247	967	937	634	Percentage of students achieving IPP outcomes.	43	46	50	50.5	51
Number of Student Contact Attempts	170	745	631	296	324						
Number of Actual Student Contacts	64	362	507	365	364						
Number of Student Debriefs	n/a	2	16	7	30						
Number of Home Visits	n/a	n/a	54	13	31						
Number of Interagency Contacts	528	617	1054	977	555						

¹² Students retained for at least two or more years with a minimum of 50% attendance in their second test year.

¹³ This is a new measure. No data exists for 2017-2019. The first year of reporting will be 2019-2020.

Strategies Expected to Support Achievement of Goal 1:

- Weekly student services team meetings to coordinate the range of ongoing supports and services we offer to the students. This increases efficiency and also timely contacts with youth and their families.
- 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.

Charter Goal 2: Foster knowledge, skills and values necessary for a young person to thrive in society after completing high school.

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

Lead Measures (Levers)	2014-15	2015-16	2016-17	2017-18	2018-19	Performance Measures	2017-18	2018-19	Targets		
									2019	2020	2021
Number of Supports and Services referred.	n/a	n/a	713	830	739	Percentage of available supports and services accessed by students.	76	82	85	90	95
Number of Student Finance notes.	140	313	630	708	530	6-Year Transition Rate (Provincial Measure).	0	8	10.5	11	11.5
Number of Student Contacted notes.	64	362	507	365	364						
Number of Interagency Contact notes.	528	617	1054	977	555						
Number of Students in Work Experience annually	n/a	n/a	n/a	51	50						

Strategies Expected to Support Achievement of Goal 1:

- 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: Build capacity for intercultural understanding, empathy and mutual respect.

Outcome: 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)	2018	Performance Measures	2017-18	2018-19	Targets		
					2019	2020	2021
The number of resources developed and applied to accurately reflect and demonstrate the history, strength and diversity of indigenous peoples available in each program area within the school.	n/a (inventory in progress)	n/a - An inventory of all resources is underway. There is no performance measure associated with this count. Evaluation of resources is underway according to criteria defined by BSEC’s certificated teachers and members of the internal indigenous studies committee. Results will be available and targets will be set in the next annual report.	n/a	n/a	n/a	n/a	n/a
The number of learning opportunities the school makes available to students that support this goal.	75	Percent of students who engage with resources and activities that accurately reflect the history, strength and diversity of indigenous peoples.	n/a	75	76	77	78
The number of learning opportunities accessed by staff members in support of this goal.	74	Percent of staff members who engage with resources and activities that accurately reflect the history, strength and diversity of indigenous peoples.	<50 (est.)	72	75	76	77

Strategies Expected to Support Achievement 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).

Student achievement is consistently strong or improving.

BSEC has enjoyed a successful charter term. The Minister’s independent evaluation of the school identified a key criterion for being successful in the application for a 15-year charter term was that the school could demonstrate consistently strong or improving student achievement.

Since that time, the school has developed local measures and data collection tools to help articulate what success means at BSEC. The results from the 2015-2020 charter term demonstrate consistently strong student achievement, with more than 1000 credits earned per year since 2016. They also demonstrate that students who continue to attend over the long term consistently improve in their ability to complete high school. In particular, our graduation rate continues to improve and our student body has become more stable. We have been successful in attracting younger students over the term of the charter and this bodes well for a continued and more stable student population.

School Year	Credits Earned (Total)
2015-16	856
2016-17	1305
2017-18	1475
2018-19	1399

Table 5 - Annual Credits Earned by Students at BSEC 2015-19

APPENDIX – Measure Details

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

Measure Evaluation Reference

Achievement evaluation compares Current Year data to a set of standards that remain consistent over time. The Standards represent 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 evaluation¹⁴.

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

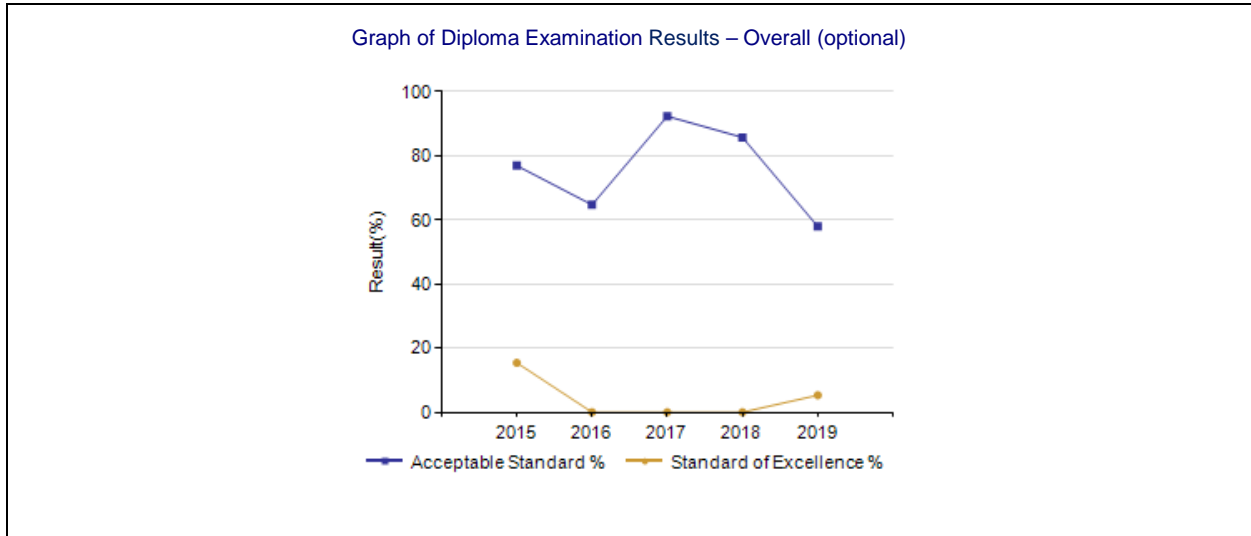
The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these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

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	*	*	*	*	*	*	*	*	*	*		
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3		
English Lang Arts 30-2	Authority	85.7	14.3	85.7	0.0	100.0	0.0	*	*	88.9	11.1		
	Province	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1		
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	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1		
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	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5		
Mathematics 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		
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	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	*	*	*	*	*	*		
	Province	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0		
Social Studies 30-2	Authority	*	*	57.1	0.0	*	*	*	*	*	*		
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2		
Biology 30	Authority	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5		
Science 30	Authority	n/a	n/a	*	*	n/a	n/a	*	*	n/a	n/a		
	Province	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2		

Notes:

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



Notes:

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

Diploma Examination Results by Course (optional)

<p style="text-align: center;">English Lang Arts 30-1</p> <table border="1"> <caption>English Lang Arts 30-1 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr><td>2015</td><td>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> <tr><td>2019</td><td>0</td><td>0</td></tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2015	0	0	2016	0	0	2017	0	0	2018	0	0	2019	0	0	<p style="text-align: center;">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> <tr><td>2019</td><td>88</td><td>10</td></tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2015	85	15	2016	85	0	2017	100	0	2019	88	10
Year	Acceptable Standard %	Standard of Excellence %																																
2015	0	0																																
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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.
3. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Diploma Examination Results by Course (optional)

<p style="text-align: center;">Social Studies 30-1</p> <p>Result(%)</p> <p>2015 2016 2017 2018 2019</p> <p>Acceptable Standard % Standard of Excellence %</p>	<p style="text-align: center;">Social Studies 30-2</p> <p>Result(%)</p> <p>2015 2016 2017 2018 2019</p> <p>Acceptable Standard % Standard of Excellence %</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> <p>Result(%)</p> <p>2015 2016 2017 2018 2019</p> <p>Acceptable Standard % Standard of Excellence %</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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

		Boyle Street Education Centre							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	*	*	*	3	*	n/a	n/a	29,832	86.8	30,091	86.9
	Standard of Excellence	*	*	*	3	*	n/a	n/a	29,832	12.3	30,091	11.9
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	9	88.9	7	92.9	16,640	87.1	16,563	88.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	9	11.1	7	0.0	16,640	12.1	16,563	12.3
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,215	91.5	1,296	94.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,215	10.1	1,296	9.7
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	98.6	154	98.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	29.5	154	20.6
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,389	77.8	20,337	73.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,389	35.1	20,337	30.6
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,465	76.5	14,107	74.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,465	16.8	14,107	16.4
Social Studies 30-1	Acceptable Standard	*	*	*	3	*	n/a	n/a	21,610	86.6	22,179	85.7
	Standard of Excellence	*	*	*	3	*	n/a	n/a	21,610	17.0	22,179	15.6
Social Studies 30-2	Acceptable Standard	*	*	*	4	*	7	57.1	20,758	77.8	20,078	80.2
	Standard of Excellence	*	*	*	4	*	7	0.0	20,758	12.2	20,078	12.6
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22,442	83.9	22,853	85.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22,442	35.5	22,853	33.8
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,525	85.7	18,929	82.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,525	42.5	18,929	37.2
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,247	87.5	9,974	85.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,247	43.5	9,974	41.7
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,676	85.7	9,180	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,676	31.2	9,180	29.2

Notes:

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

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

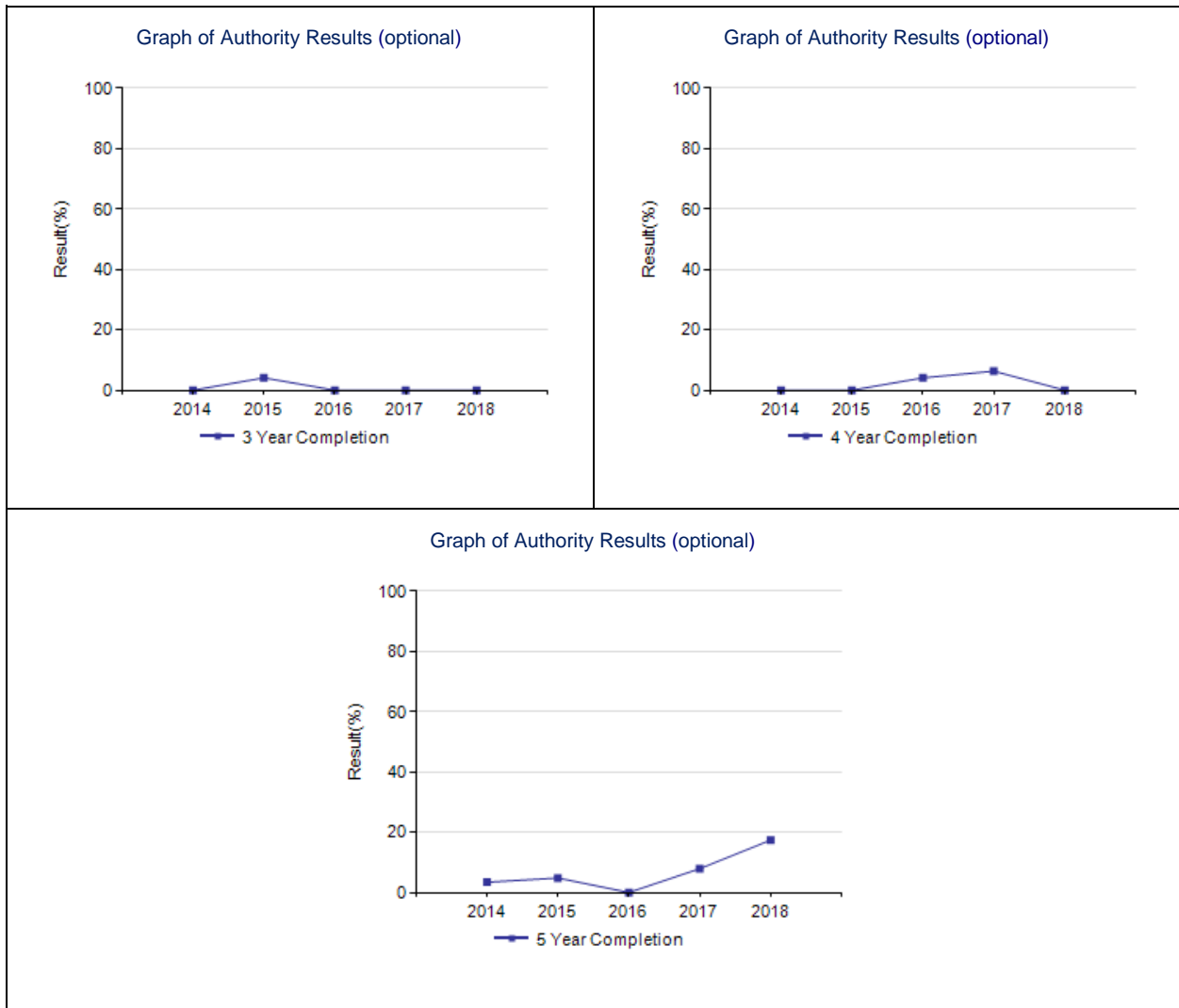
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
3 Year Completion	0.0	4.1	0.0	0.0	0.0	76.5	76.5	78.0	78.0	79.1
4 Year Completion	0.0	0.0	4.1	6.3	0.0	79.9	81.0	81.2	82.6	82.7
5 Year Completion	3.4	4.8	0.0	7.9	17.4	82.0	82.1	83.2	83.4	84.8

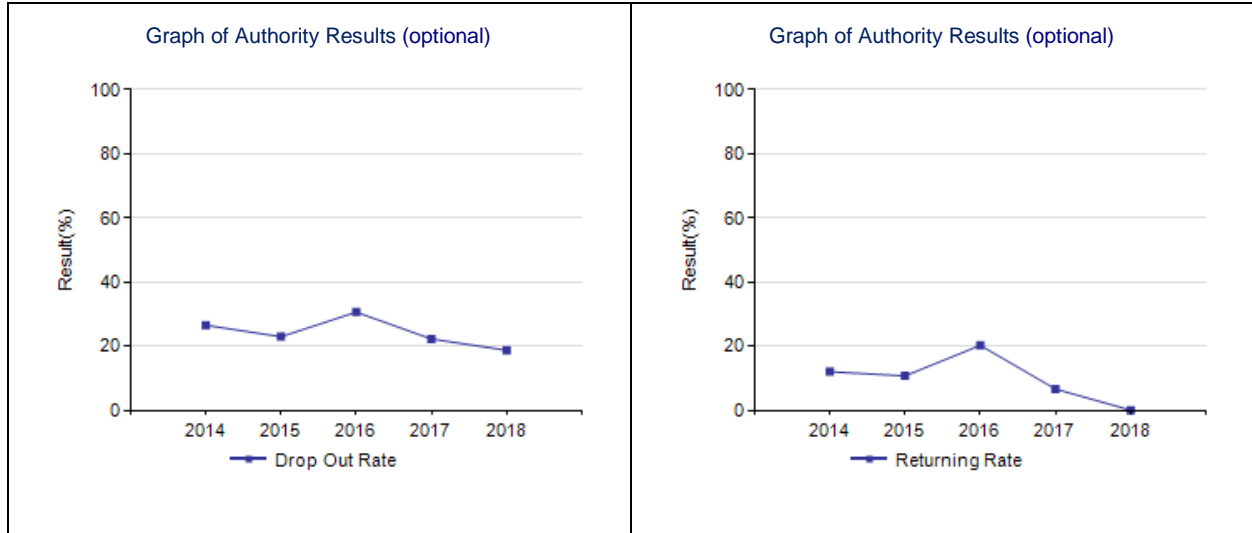


Notes:

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

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Drop Out Rate	26.5	22.9	30.6	22.2	18.7	3.5	3.2	3.0	2.3	2.6
Returning Rate	12.0	10.7	20.2	6.6	0.0	20.9	18.2	18.9	19.9	22.7

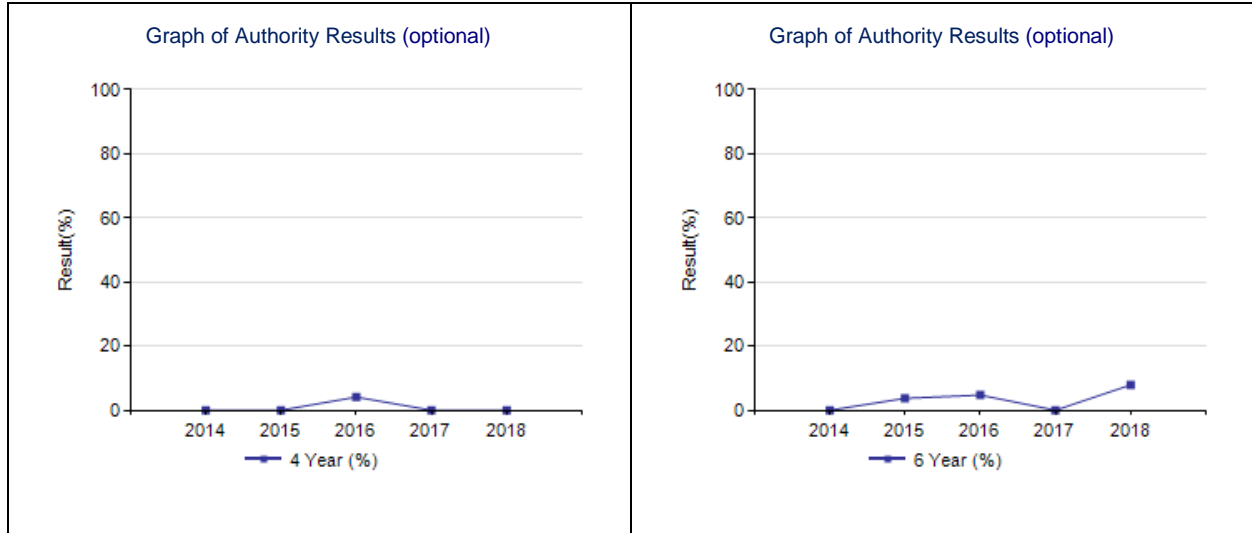


Notes:

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High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
4 Year Rate	0.0	0.0	4.1	0.0	0.0	38.3	37.0	37.0	39.3	40.1
6 Year Rate	0.0	3.7	4.7	0.0	7.9	59.7	59.4	57.9	58.7	59.0



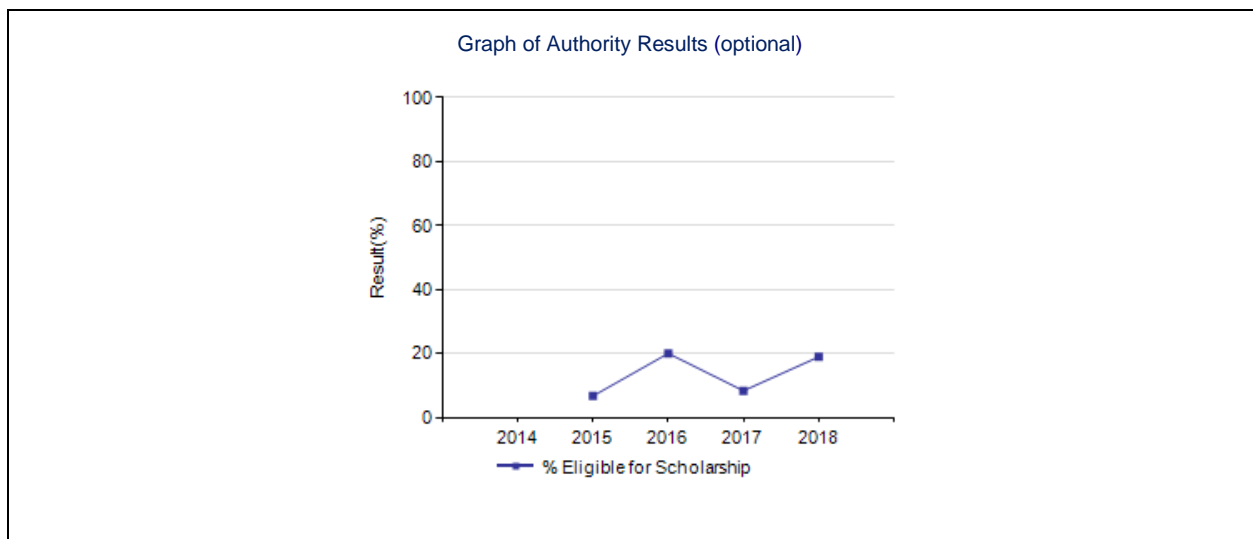
Notes:

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Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Rutherford Scholarship Eligibility Rate	n/a	6.7	20.0	8.3	18.9	n/a	60.8	62.3	63.4	64.8

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	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
2018	37	4	10.8	4	10.8	1	2.7	7	18.9



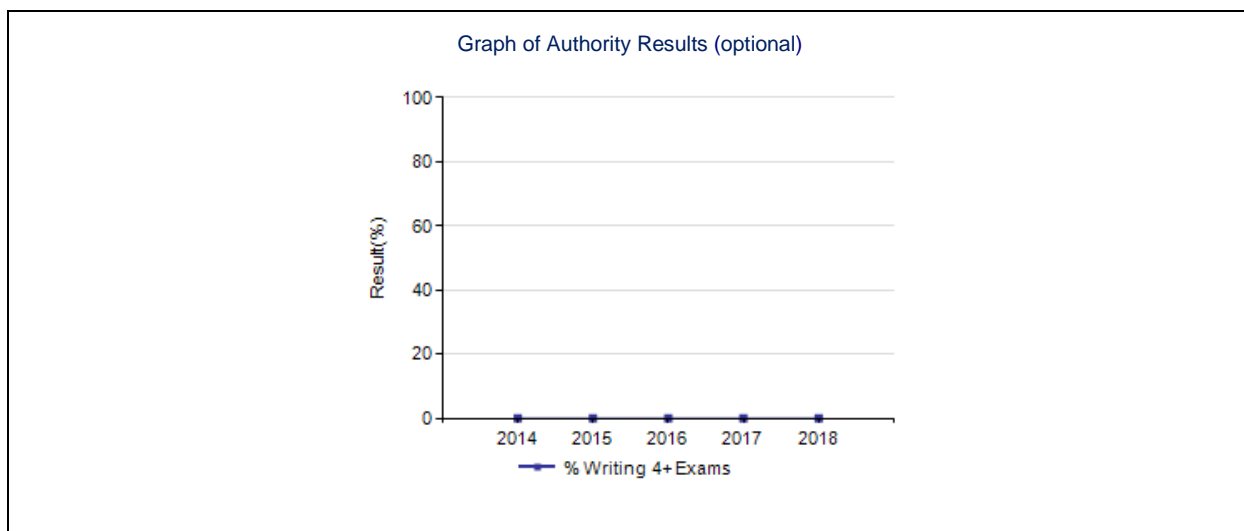
Notes:

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

Diploma Examination Participation Rate – Measure Details

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
% Writing 0 Exams	100.0	100.0	92.0	100.0	100.0	15.7	15.7	15.0	14.8	14.2
% Writing 1+ Exams	0.0	0.0	8.0	0.0	0.0	84.3	84.3	85.0	85.2	85.8
% Writing 2+ Exams	0.0	0.0	0.0	0.0	0.0	81.4	81.2	82.0	82.3	83.0
% Writing 3+ Exams	0.0	0.0	0.0	0.0	0.0	65.0	64.7	65.2	66.1	66.8
% Writing 4+ Exams	0.0	0.0	0.0	0.0	0.0	54.4	54.6	54.9	55.7	56.3
% Writing 5+ Exams	0.0	0.0	0.0	0.0	0.0	36.3	37.1	37.5	37.8	38.7
% Writing 6+ Exams	0.0	0.0	0.0	0.0	0.0	13.1	13.8	13.6	13.9	14.2



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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
English Language Arts 30-1	0.0	0.0	0.0	0.0	0.0	54.0	53.2	54.0	55.0	56.3
English Language Arts 30-2	0.0	0.0	0.0	0.0	0.0	28.0	28.7	28.7	28.8	27.8
Total of 1 or more English Diploma Exams	0.0	0.0	0.0	0.0	0.0	79.7	79.5	80.1	80.9	81.1
Social Studies 30-1	0.0	0.0	0.0	0.0	0.0	45.1	43.5	45.1	44.9	45.0
Social Studies 30-2	0.0	0.0	7.7	0.0	0.0	35.2	36.7	35.8	36.4	37.1
Total of 1 or more Social Diploma Exams	0.0	0.0	7.7	0.0	0.0	79.6	79.5	80.3	80.7	81.4
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics 30-1	0.0	0.0	0.0	0.0	0.0	37.3	37.1	36.4	35.5	36.5
Mathematics 30-2	0.0	0.0	0.0	0.0	0.0	21.4	22.4	23.7	25.1	24.9
Total of 1 or more Math Diploma Exams	0.0	0.0	0.0	0.0	0.0	57.0	57.6	58.3	58.6	59.3
Biology 30	0.0	0.0	0.0	0.0	0.0	41.4	40.6	40.7	41.7	42.7
Chemistry 30	0.0	0.0	0.0	0.0	0.0	34.7	35.7	35.6	35.1	35.8
Physics 30	0.0	0.0	0.0	0.0	0.0	20.0	19.9	19.3	18.6	18.7
Science 30	0.0	0.0	0.0	0.0	0.0	12.8	14.1	15.7	16.9	17.0
Total of 1 or more Science Diploma Exams	0.0	0.0	0.0	0.0	0.0	59.4	59.8	60.5	61.2	61.8

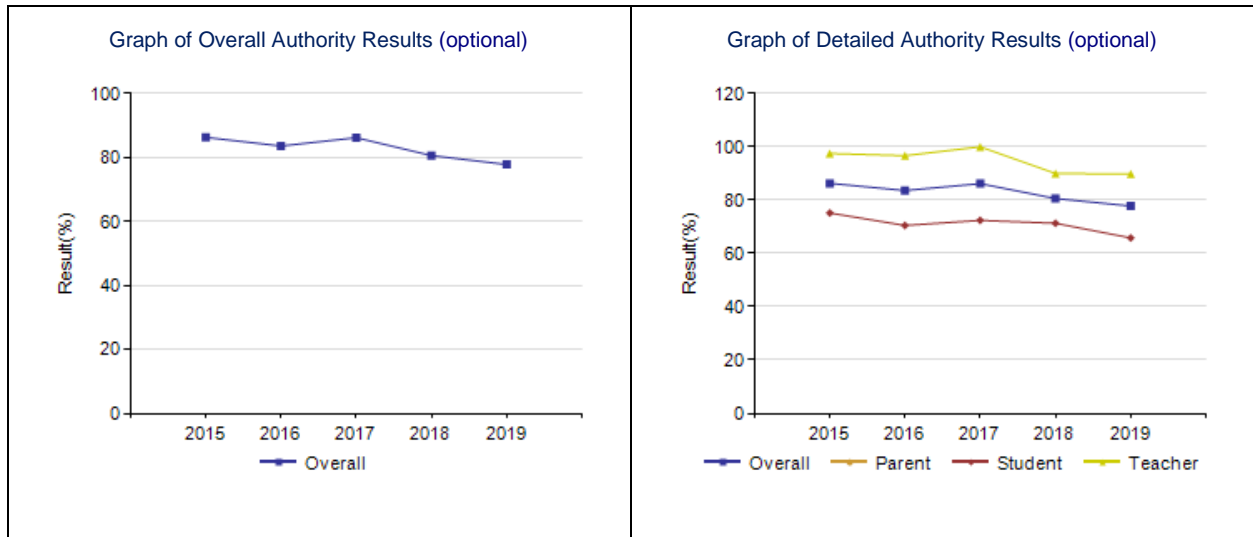
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.3	0.2	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.7	2.8	2.8	3.0	2.7
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	2.9	3.0	3.1	3.3	3.0

Notes:

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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.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
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.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	86.3	83.6	86.2	80.6	77.8	83.5	83.9	83.7	83.0	82.9
Teacher	97.5	96.7	100.0	90.0	89.8	94.2	94.5	94.0	93.4	93.2
Parent	*	*	*	*	*	82.1	82.9	82.7	81.7	81.9
Student	75.2	70.5	72.4	71.3	65.8	74.2	74.5	74.4	73.9	73.5

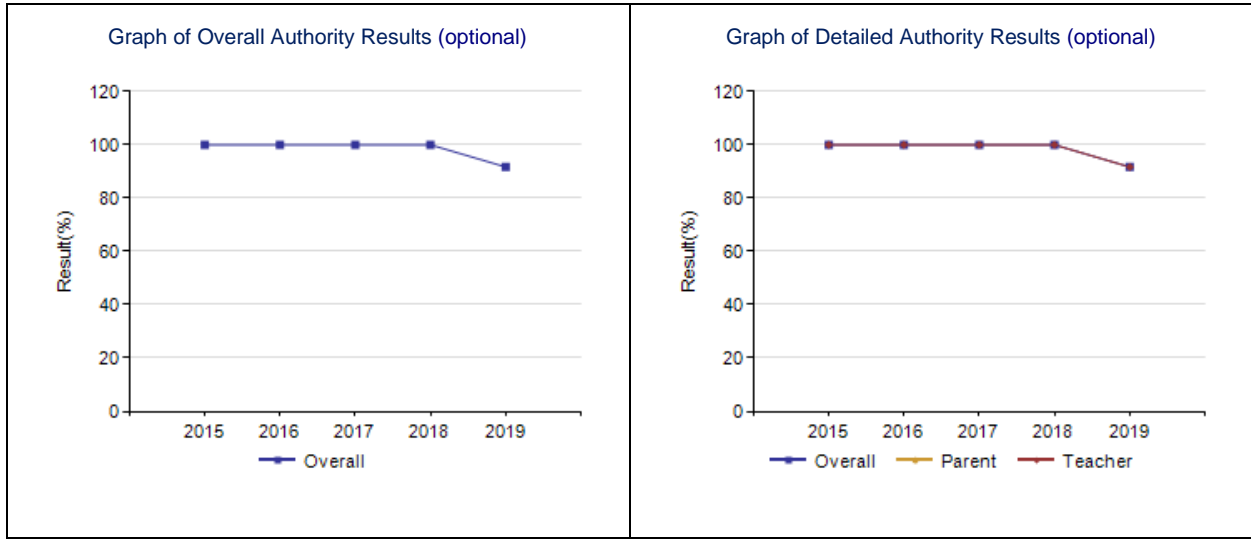


Notes:

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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.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	100.0	100.0	100.0	100.0	91.7	82.0	82.6	82.7	82.4	83.0
Teacher	100.0	100.0	100.0	100.0	91.7	89.7	90.5	90.4	90.3	90.8
Parent	*	*	*	*	*	74.2	74.8	75.1	74.6	75.2



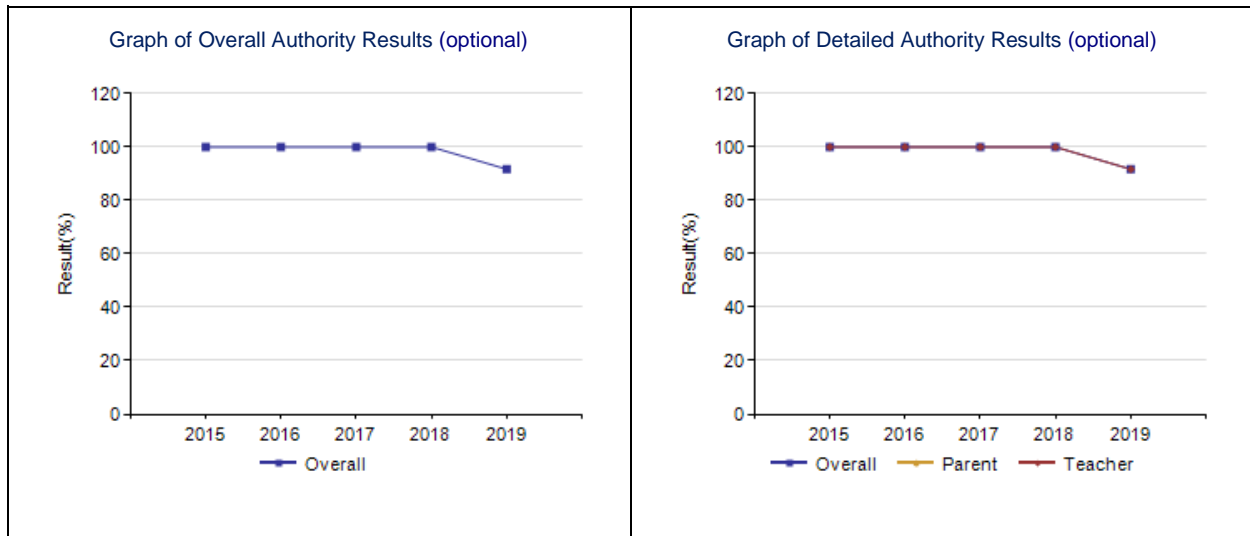
Notes:

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

Lifelong Learning – Measure Details

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

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	100.0	100.0	100.0	100.0	91.7	70.0	70.7	71.0	70.9	71.4
Teacher	100.0	100.0	100.0	100.0	91.7	76.0	77.3	77.3	77.8	78.8
Parent	*	*	*	*	*	64.0	64.2	64.8	64.0	64.0



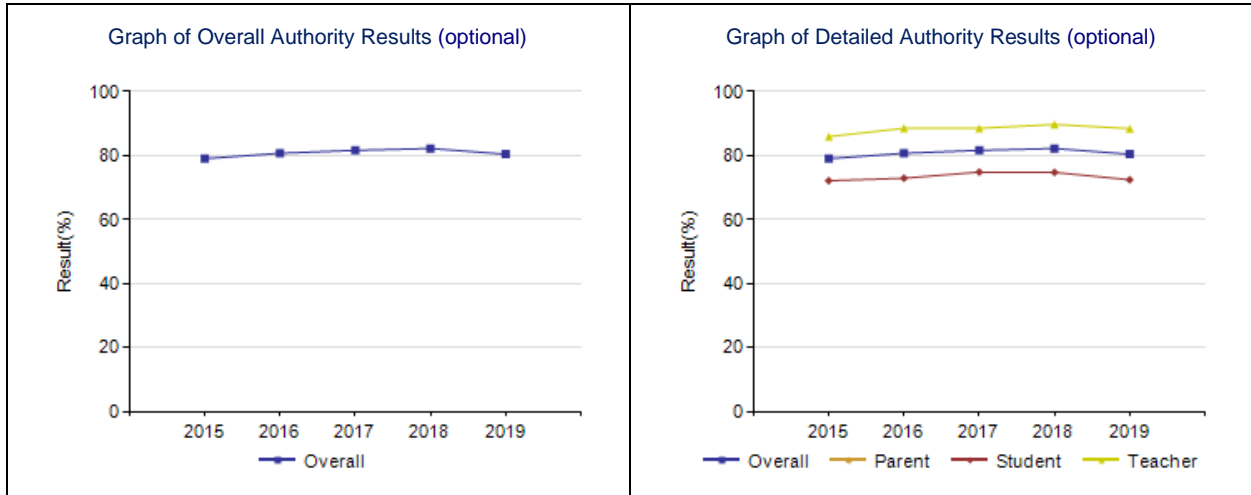
Notes:

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Program of Studies – Measure Details

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	79.0	80.7	81.6	82.2	80.4	81.3	81.9	81.9	81.8	82.2
Teacher	85.9	88.5	88.5	89.7	88.4	87.2	88.1	88.0	88.4	89.1
Parent	*	*	*	*	*	79.9	80.1	80.1	79.9	80.1
Student	72.1	72.9	74.8	74.7	72.4	76.9	77.5	77.7	77.2	77.4

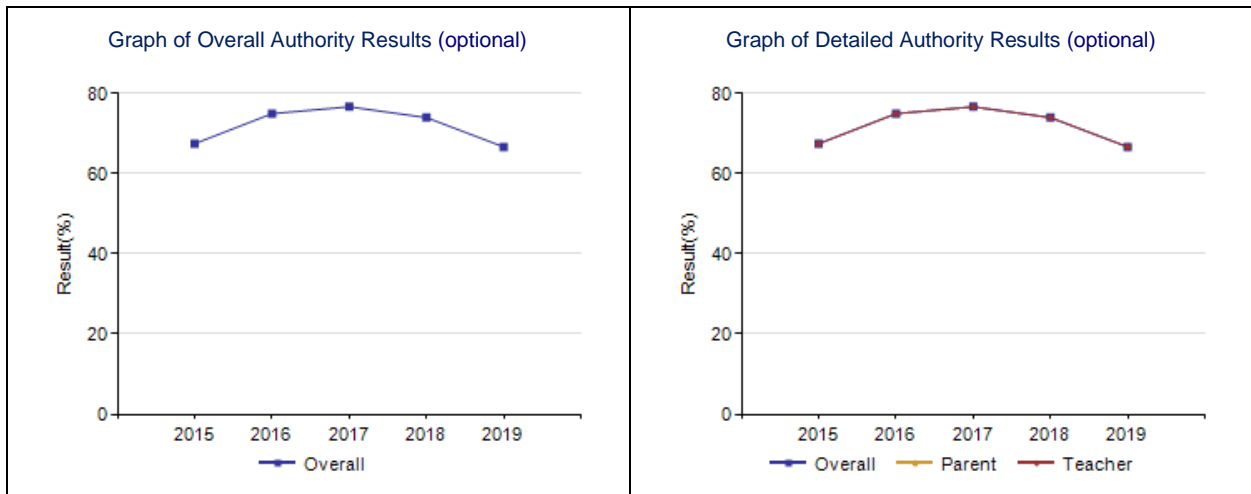


Notes:

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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.

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	67.5	75.0	76.7	74.0	66.7	80.7	80.9	81.2	81.2	81.3
Teacher	67.5	75.0	76.7	74.0	66.7	88.1	88.4	88.5	88.9	89.0
Parent	*	*	*	*	*	73.4	73.5	73.9	73.4	73.6

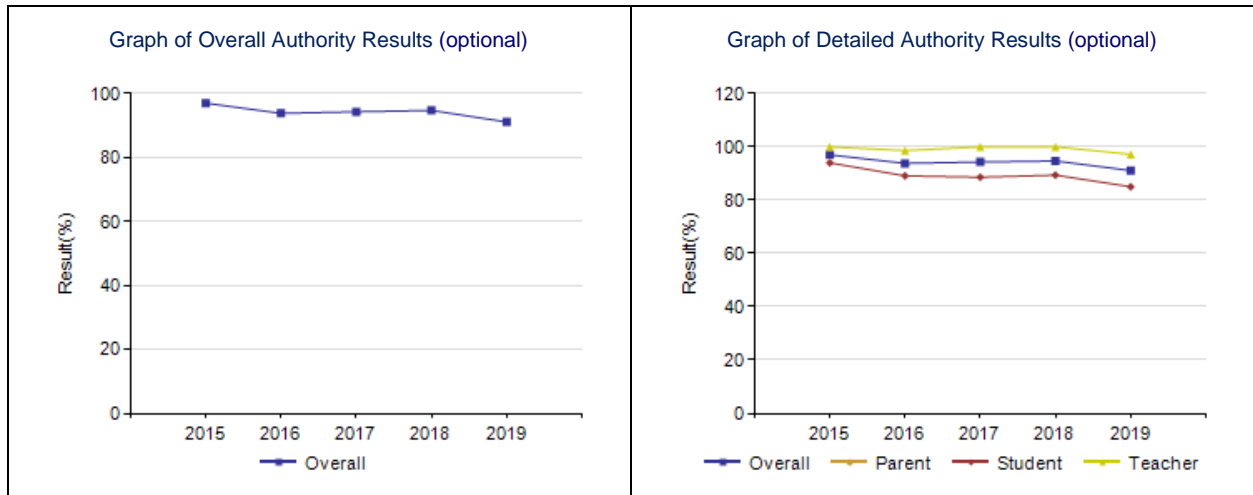


Notes:

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Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	97.0	93.8	94.3	94.7	91.1	89.5	90.1	90.1	90.0	90.2
Teacher	100.0	98.6	100.0	100.0	97.2	95.9	96.0	95.9	95.8	96.1
Parent	*	*	*	*	*	85.4	86.1	86.4	86.0	86.4
Student	94.0	89.1	88.6	89.4	85.0	87.4	88.0	88.1	88.2	88.1

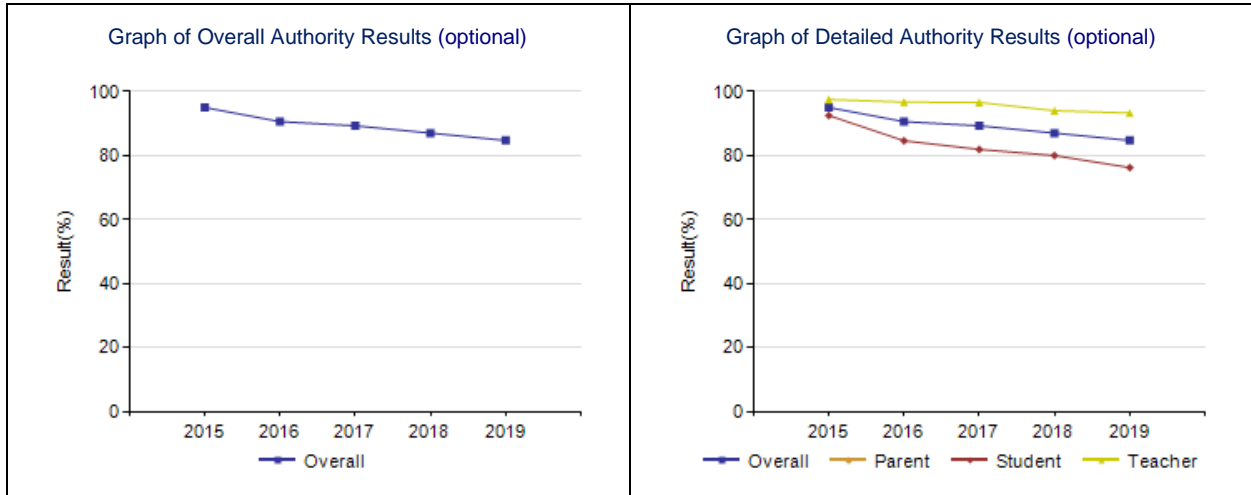


Notes:

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Safe and Caring – Measure Details

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	95.0	90.6	89.3	87.0	84.7	89.2	89.5	89.5	89.0	89.0
Teacher	97.5	96.7	96.6	94.0	93.3	95.4	95.4	95.3	95.0	95.1
Parent	*	*	*	*	*	89.3	89.8	89.9	89.4	89.7
Student	92.5	84.6	81.9	80.0	76.2	83.0	83.4	83.3	82.5	82.3



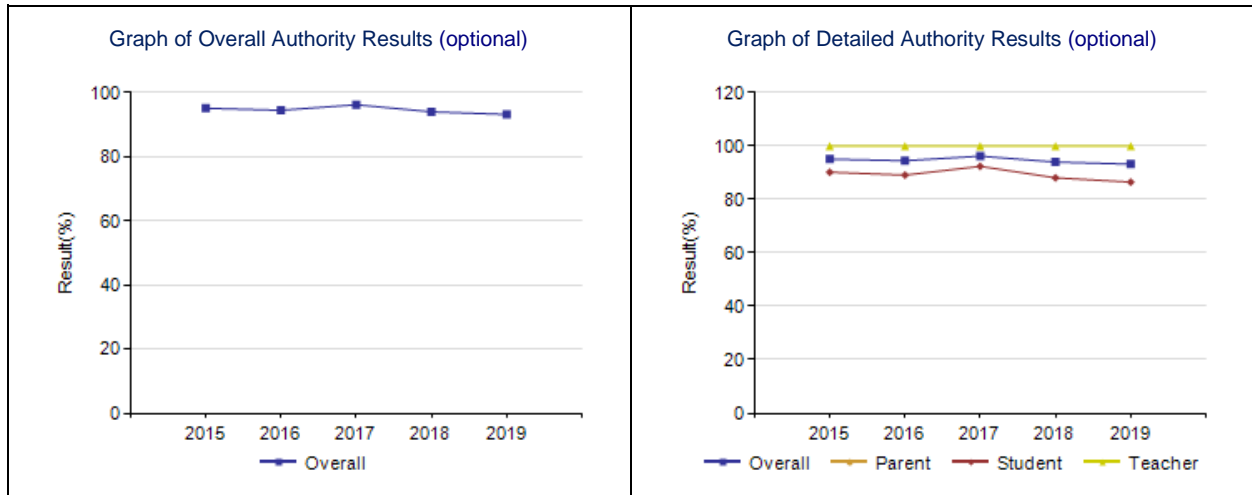
Notes:

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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.

School Improvement – Measure Details

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	95.1	94.5	96.2	94.0	93.2	79.6	81.2	81.4	80.3	81.0
Teacher	100.0	100.0	100.0	100.0	100.0	79.8	82.3	82.2	81.5	83.4
Parent	*	*	*	*	*	78.5	79.7	80.8	79.3	80.3
Student	90.2	89.1	92.4	88.1	86.5	80.7	81.5	81.1	80.2	79.4



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.