

# **Drumheller Outreach 3-Year Education Plan and Annual Education Results Report**



**2020/2021-2021/2022-2022/2023**

**Golden Hills School Division No. 75**



---

## Accountability Statement

The Education Plan of the Drumheller Outreach School for the three years commencing September 1, 2020, was prepared under the direction of the school staff in accordance with the responsibilities specified in the School Act and the Golden Hills School Division No. 75. The school is committed to achieving the results laid out in this plan.

## Publication and Communication

Copies of the 3 Year Education Plan and the Annual Education Results Report are distributed to staff, available at the office, and posted on the school's website at [drumout.ca](http://drumout.ca).

## Key Priority for 2020 – 2023

Our key priority is to improve attendance and school culture as well as assist students in completing a high school diploma. We are also beginning the process of rebirthing the Drumheller Outreach School in terms of form and structure to better meet the needs of youth and adults in the Drumheller community.



Table of Contents

*Accountability Statement* ..... 2

*Publication and Communication* ..... 2

*Key Priority for 2020 – 2023* ..... 2

    Mission Statement..... 4

    School Profile..... 4

        How does the program work? ..... 4

        Duration of Program ..... 5

*Message from the Principal* ..... 6

    Change ..... 6

*Important Note*..... 7

    Combined May 2020 Accountability Pillar Overall Summary ..... 8

*Budget*..... 10



---

## Foundation Statements

### *Mission Statement*

We provide an alternative education, in a safe and caring environment, promoting positive learning attitudes, respect, dignity, in keeping with the needs and life situations of students.

### *School Profile*

The ultimate goal of the Outreach Program is to get the student back into school and working towards an Alberta High School Diploma and to assist in transitioning into a productive employment or post-secondary education. The school is situated in the downtown business district of Drumheller. It provides a very kind, friendly, low-key environment that allows students to participate in a caring community.

The school has three primary focuses:

1. Work towards an Alberta High School Diploma
2. Move towards successful workplace integration
3. Transition into a regular high school environment

The Drumheller Outreach School works closely with the Drumheller Valley Secondary School to provide optimum learning opportunities for students.

Curtis LaPierre, Principal and Ms. Campbell-Bentley, lead teacher, provide the leadership for this program and are pleased with the positive gains made.

The Drumheller Outreach School has met the learning needs of hundreds of students over the years and has proven to be a vital component for student learning and success.

### **How does the program work?**

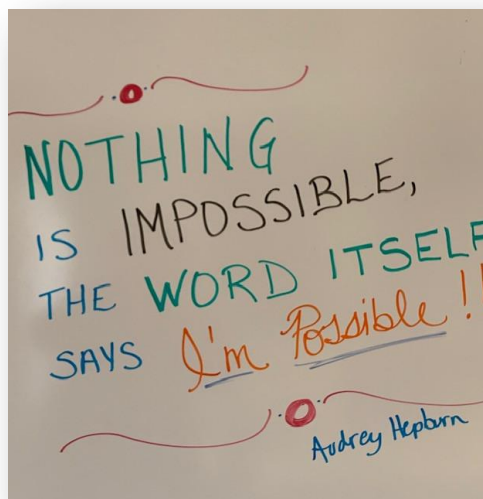
1. Students build their own programs from Alberta Education approved courses and within guidelines, and set their own long and short term goals.
2. Students do independent work, some self-directed and some teacher directed, in a comfortable, friendly environment.
3. Courses, activities and learning packages are set up so students can work at their own pace within parameters as described in the individual education plan/contract.
4. The program can accommodate students who require flexible hours and individualized programs.
5. The Outreach program will make additional services available to students, including personal and career counselling, study skills and time management sessions, conflict resolution and anger management training, job site training and work experience.

Weekly social activities will be held to encourage mutual support and friendly interaction among students and family members.

6. Upon successful grade level completion students may progress to the next level with no regard for the usual starting points of the year.

#### Duration of Program

1. The Outreach program is intended to be up to one school year in length. At the end of the first semester some students may be encouraged to return to a regular or alternate program in a high school setting. Students will attend the Outreach from 12:30 pm to 3:30 pm.
2. The Outreach program staff will determine the length of the program for each individual student.
3. Students who attend but are not completing assignments as per their individual education plan/contract may be asked to leave, may be prohibited from attending until they are ready to submit work for marking, or may be asked to withdraw for a minimum of one to three months. Students may also, at the discretion of staff, be relocated to another workstation within the school. All decisions regarding attendance and progress will be made with the student's best interest in mind while ensuring the integrity of the overall program.



---

## Message from the Principal

The demographics of the Outreach population change dramatically every year. Our goal at the Outreach School is to continually and effectively adapt to the changing population and create a program each year that will focus on the unique needs of that group and develop the skills necessary for that population.

The Drumheller Outreach School continues to run as a half-time program. The decision to change from a full-time program was made four years ago as it was not sustainable under the existing CEU funding model, at the time.

So herein lies the challenge:

### *Change*

The 2020 school year has seen a tremendous shift in the education funding model, the delivery of education to students, and the demand for outreach programming. We have also lived the experience of COVID-19 challenges and have been shut down twice and have pivoted to a Learning at Home model.

In regard to the education funding model, we have seen another outreach school, in Drumheller, from another school division, close their doors as a result of the school being unsustainable, based on recent changes to the funding model. We are currently in a financial position to sustain the Drumheller Outreach, for the next two years. However, are wrestling with the long-term viability.

With respect to the delivery of education to students, the landscape of delivery models has expanded significantly for students which again raises questions with respect to long-term sustainability of the Drumheller Outreach.

Finally, with respect to the programming and management of students at DVSS and students at every need and ability being successful there has been a reduced demand for the outreach model of education.

We are at a point of having to rethink programming based on need and accessibility for students and pivot in our thinking of what change needs to happen to best meets the needs of diverse learners.

We are committed to the Drumheller Outreach School and its students, but also realize there may be a better way to meet the needs of students.

Sincerely,

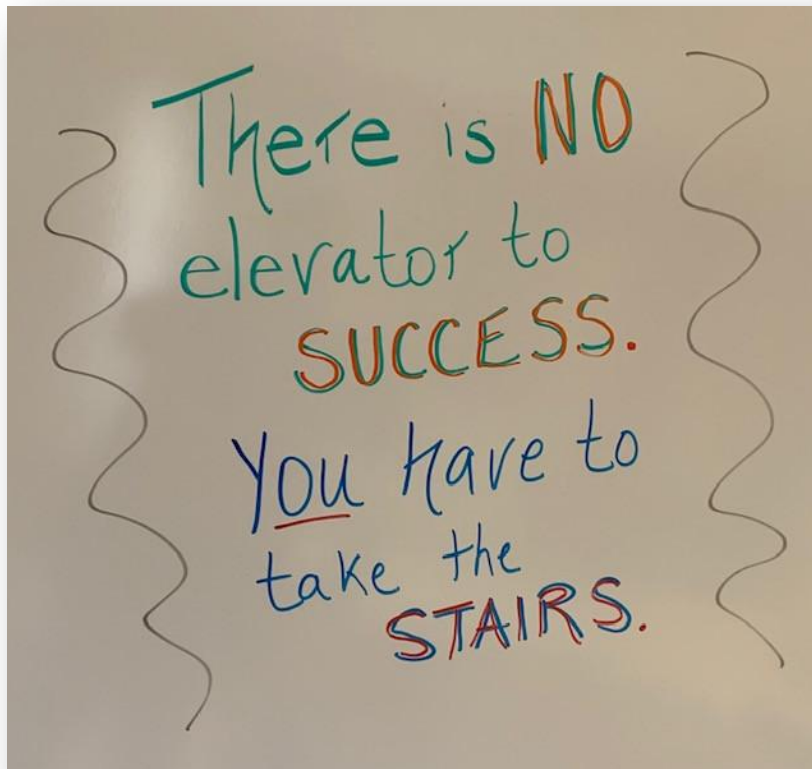
Curtis LaPierre, B.Ed., M.A.L.  
Principal



### Important Note

The Accountability Pillar Results Report measures many things that do not fit well into an outreach school mode of operation, goals, and outcome measures of success. I have every confidence in the Drumheller Outreach School team in providing the most competent, nurturing, and caring environment for students. Some of the tremendous successes experienced at the Outreach School this year are the number of successfully completed credits, students that successfully completed high school, and the caring environment provided to students.

Unfortunately, all survey data for February 2020 is not reflected in this data. I do not have an explanation for this.



### Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Drumheller Outreach			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	n/a	n/a	87.2	89.4	89.0	89.2	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	33.3	82.4	82.2	82.0	n/a	n/a	n/a
	Education Quality	n/a	n/a	83.3	90.3	90.2	90.1	n/a	n/a	n/a
	Drop Out Rate	44.8	14.5	17.3	2.7	2.6	2.7	Very Low	n/a	n/a
	High School Completion Rate (3 yr)	*	*	8.5	79.7	79.1	78.4	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	42.9	40.8	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	0.0	1.8	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	*	*	0.0	56.4	56.3	55.6	*	*	*
	Rutherford Scholarship Eligibility Rate	42.9	48.1	50.7	66.6	64.8	63.5	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	0.0	17.1	17.1	60.1	59.0	58.5	Very Low	Declined	Concern
	Work Preparation	n/a	n/a	n/a	84.1	83.0	82.7	n/a	n/a	n/a
	Citizenship	n/a	n/a	59.0	83.3	82.9	83.2	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	81.8	81.3	81.2	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	75.0	81.5	81.0	80.9	n/a	n/a	n/a

#### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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.
4. 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).
5. 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.
6. 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.
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.
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.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.



## 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.

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)

## Budget

Budgeted Operating Expense 2020-2021		
		%
<b>Allocation</b> (includes prior year carry-over)	\$113,799.00	
<b>Certificated</b> (Substitutes & Certificated Staffing)	\$54,000.00	47%
<b>Non-Certificated</b> (Support & Other Staffing)	\$28,031.00	25%
<b>Supplies &amp; Services</b>	\$31,768.00	28%