

Drumheller Outreach – School Assurance Education Results Report



2021/2022-2022/2023-2023/2024

Golden Hills School Division No. 75



Accountability Statement

The Education Plan of the Drumheller Outreach School for the three years commencing September 1, 2021, 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.

Key Priority for 2021 – 2024

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.



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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 Erin 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.

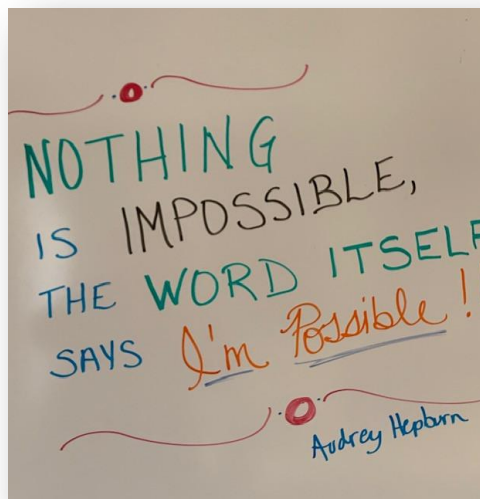
How does the program work?

1. Students work with the lead teacher to build individualized programs from Alberta Education approved courses and within guidelines and set their own long and short term goals.
2. Students do independent online work, through GHLA with a subject specific teacher, in a safe, comfortable, friendly, accommodating environment.
3. Courses, activities and learning goals 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. Upon successful grade level completion students may progress to the next level with no regard for the usual starting points of the year.

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

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 another year. 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.

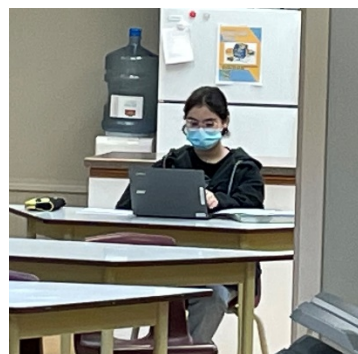
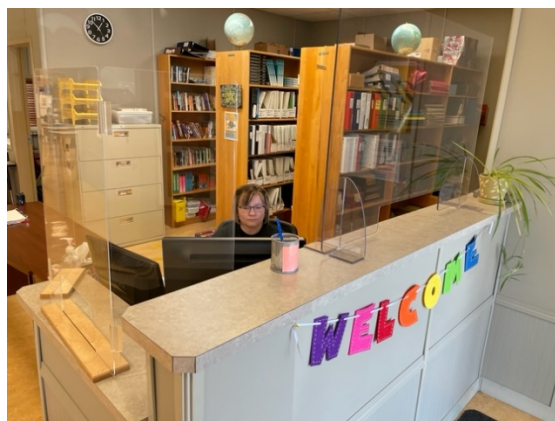
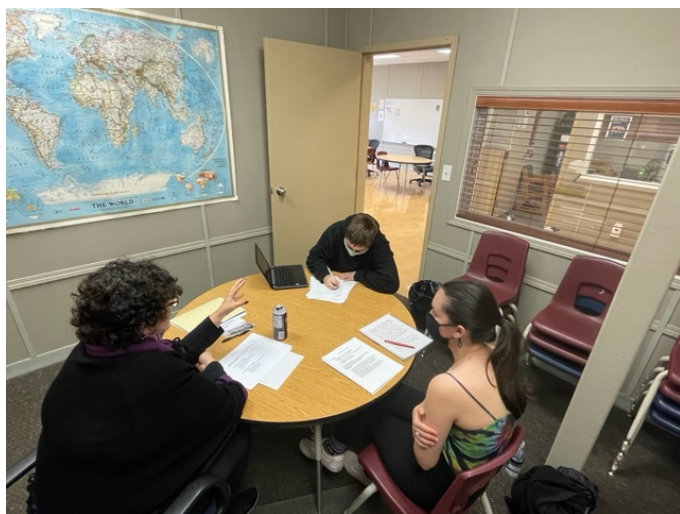
We are committed to the Drumheller Outreach School and its students, but also realize there may be a better way to meet the needs of students.

Sincerely,

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

Important Note

The Assurance Measures 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 students that successfully completed high school, the support provided to our Drumheller Learn at Home students and the caring environment provided to students.



Spring 2021 School Results Summary for Planning and Reporting

The following pages contain the tables and graphs that provide data for the school for the required and supplemental Alberta Education Assurance Measures used for planning and results reporting. Schools may use these in their plan/report to meet requirements and/or to provide additional information to help in interpreting the results.

Overall and detailed results can also be found in a variety of formats through the Extranet and Stakeholder File Exchange (SFX) applications:

Standard Reports

There are three (3) standard PDF reports at the School Level:

- **School Report** – this report contains the most comprehensive information for each required and supplemental measure.
- **FNMI Report** – this report contains the school results for self-identified First Nations, Métis and Inuit students. Survey measures are not included in this report as survey responses are anonymous and self-identification cannot be applied to the data.
- **ESL Report** – this report contains the school results for English as Second Language. Survey measures are not included in this report as survey responses are anonymous.

Excel Reports

These reports present the school data in a format that allows maximum flexibility in how schools may want to present their data in Education Plans and Annual Education Results Reports:

- **Excel Data Summary.xls** – this report has the school Overall Summary and the 5-year histories for each measure. It also includes the breakdown of the survey results by respondent group, the PAT and Diploma Exam Results Course by Course Summary with Measure Evaluation tables, and the evaluation of the 3-, 4- and 5- year High School Completion Rates (**NEW**).
- **FNMI Excel Data Summary.xls** – similar to the report above, but for the school results for self-identified First Nations, Métis and Inuit students.
- **ESL Excel Data Summary.xls** – similar to the Excel Data Summary, but for the school results for English as Second Language students.

Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	55.3	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	63.6	n/a	59.0	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	*	*	0.0	83.4	80.3	79.6	*	*	*
	5-year High School Completion	*	43.9	37.8	86.2	85.3	84.8	*	*	*
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	41.0	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	0.0	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	79.5	n/a	83.3	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.7	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	75.0	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	79.5	81.8	81.4	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. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
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), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
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, Social Studies 30-2.

Measure Evaluation Reference (Required AEAMs)

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
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 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
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

- For all measures: 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%.

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				
Improvement	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

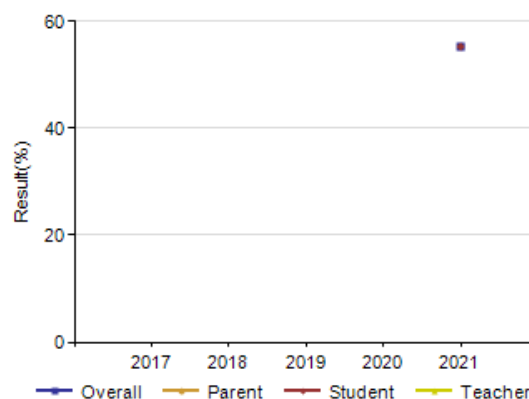
The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	55.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,684	85.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	278	87.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	55.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,122	70.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	284	97.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

Graph of School Results



Comment on Results

Results appear to be indicative of the low numbers in the school. With that said, the students attending are very isolated individuals spanning over multiple grades and courses. This could be giving them the impression of being less engaged due to working independently. We have been able to establish some consistency over the past few years based on programming and staffing. In addition to this, we are working with the Golden Hills Learning Academy teaching staff at providing programs that exemplify Powerful Learning, which in turn allows for more engaging opportunities.

Strategies

Continue to:

- Ensure students, parents and staff are provided the opportunity to complete the Assurance Measures Survey.
- Increase group activities and learning opportunities, which has already begun. For example, to increase collaboration and group learning there has been effort to enroll students in the same subject area at the same time.
- Build a positive, engaged, caring, trusting relationship between the teacher and students.
- Celebrate student learning and achievements.

Notes:

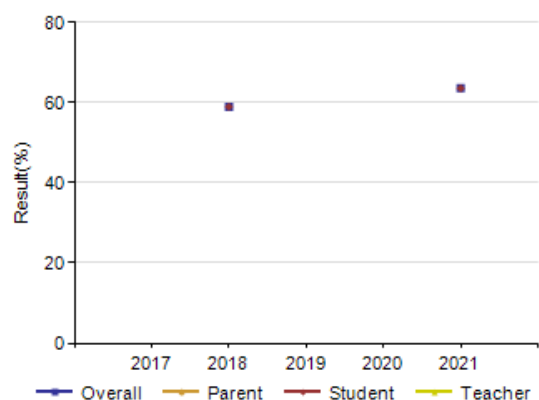
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
3. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School										Authority										Province												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	8	59.0	n/a	n/a	n/a	n/a	7	63.6	n/a	n/a	n/a	2,091	86.0	2,102	85.6	2,068	84.8	2,227	83.3	1,679	83.0	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	1	*	5	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	266	82.8	312	82.1	314	82.9	268	79.0	275	80.2	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	n/a	n/a	8	59.0	n/a	n/a	n/a	n/a	7	63.6	n/a	n/a	n/a	1,470	78.9	1,457	77.9	1,423	75.9	1,653	76.1	1,120	74.0	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	1	*	3	*	5	*	2	*	1	*	n/a	n/a	n/a	355	96.3	333	96.7	331	95.6	306	94.9	284	94.9	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

Graph of School Results

**Comment on Results**

Results appear to be indicative of the low numbers in the school as well as the way the Outreach School operates, especially during a pandemic. Students attending were required to work in isolated spaces. Though the students got along and respected one another, they didn't really connect and interact. With staffing and program consistency, we have been able to provide multiple collaboration and citizenship opportunities for the students. We believe we are on the right path to establishing a program that encourages and promotes global citizenship.

Strategies**Continue to:**

- Ensure students, parents and staff are provided the opportunity to complete the Assurance Measures Survey.
- Increase group activities and community building, which has already begun.
- Continue to model and encourage the characteristics of active citizenship.
- Improve in-school culture by giving the students ownership over their space, and the activities we do.
- Plan to engage the community in the school and engage the students out in the community through collaboration with local establishments and resources, as the pandemic guidelines permit.
- Build a positive, engaged, caring, trusting relationship between the teacher and students.

Notes:

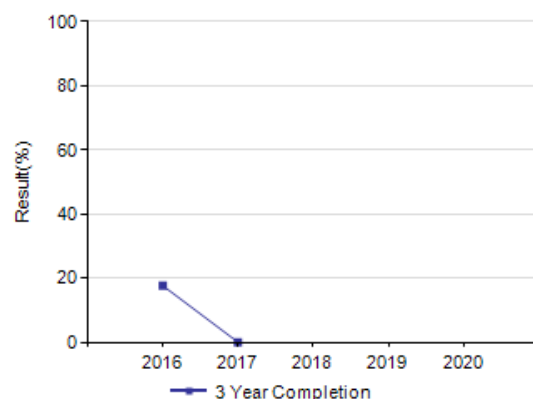
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.
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. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

High School Completion Rate – Measure Details

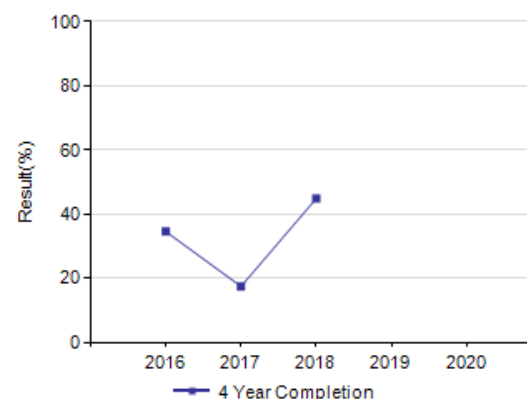
High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.																																	
	School										Authority										Province												
	2016		2017		2018		2019		2020		Measure Evaluation			2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	6	17.6	7	0.0	4	*	1	*	1	*	*	*	*	506	77.1	520	77.2	490	76.9	490	78.9	511	84.1	44,823	78.5	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4
4 Year Completion	6	34.5	6	17.4	7	44.8	4	*	1	*	*	*	*	473	81.8	503	81.6	520	83.8	489	84.8	493	83.3	43,739	81.6	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0
5 Year Completion	5	*	6	34.4	6	35.0	7	43.9	4	*	*	*	*	484	82.3	472	84.6	504	84.1	519	86.6	489	86.0	44,191	83.6	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2

Graph of School Results

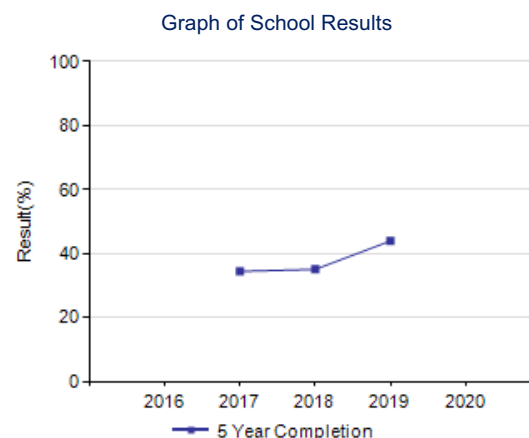


Graph of School Results

**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.
4. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

High School Completion Rate – Measure Details



Comment on Results

The Outreach consists mainly of a unique at risk population in which most students take longer to complete high school. Many of the students are faced with challenging lives that hinder their progress. With that said, the majority of the Outreach students do not begin their high school career with the Outreach School. Because the majority of the Outreach students are completing courses provided through Golden Hills Learning Academy, the majority of the results would be reported under GHLA.

Strategies

- As of September 2021, the Outreach School has enrolled students in grade 10 to begin their high school career; however, all their courses are reported through GHLA. With that said, we will continue to do the following:
- Bring in subject specialists and resources to provide support for students academically and for post-secondary schooling/career planning.
- Continue to support progress at any rate.
- Focus on long-term goals to motivate students.
- Focus on positive self-esteem for students through pride in success.
- Focus on nurturing, positive, trusting teacher-student relationship

Notes:

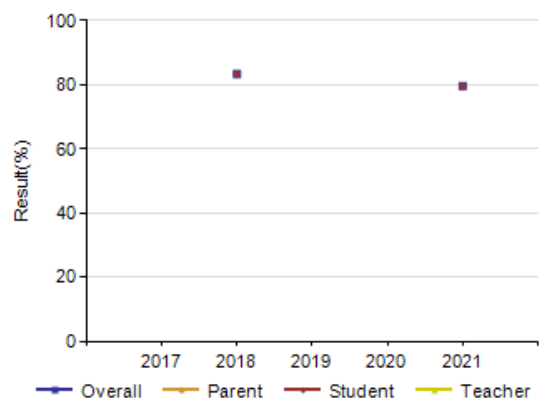
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
											Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	8	83.3	n/a	n/a	n/a	n/a	8	79.5	n/a	n/a	n/a	2,091	92.4	2,104	92.0	2,066	92.1	2,228	91.4	1,684	89.9	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	1	*	5	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	266	88.4	312	87.8	314	88.7	268	86.6	278	86.2	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	n/a	n/a	8	83.3	n/a	n/a	n/a	n/a	8	79.5	n/a	n/a	n/a	1,470	90.5	1,459	90.3	1,421	89.6	1,654	89.8	1,122	86.3	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	1	*	3	*	5	*	2	*	1	*	n/a	n/a	n/a	355	98.3	333	97.8	331	98.1	306	97.8	284	97.3	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

Graph of School Results

**Comment on Results**

- Prior to 2021, there would appear to be a lack of feedback from students and parents. We are pleased with the results provided from the 2021 survey and hope to build on this.

Strategies

- Consistency in routine and programming.
- Working with DVSS staff to provide support and opportunities for deeper understanding.
- Be more intentional on getting parent involvement in providing feedback on the Assurance Measures Survey.

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
- 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

[No Data for Parental Involvement]

Graph of School Results

[No Data for Parental Involvement]

Notes:

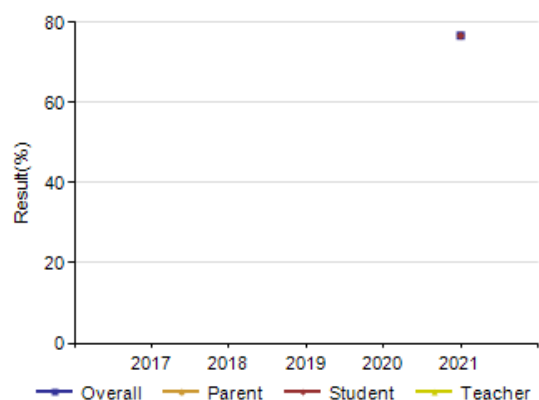
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	76.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,682	87.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8		
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	278	88.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2		
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	76.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,120	78.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	284	96.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3		

Graph of School Results

**Comment on Results**

- A significant priority in our school is to focus on relationship building with a safe and caring environment, and to focus on personal growth for individuals.
- Considering that the staff work diligently at ensuring everyone feels welcome and safe in an outreach setting, we are pleased with these results. That said, there is always room for improvement.

Strategies

- Have the Family Resource Worker come in to provide support for our students.
- As the pandemic permits, consider having the RCMP liaison come in to establish positive relationships with the students.
- Continue to work on developing positive staff/student and student/student relationships.

Notes:

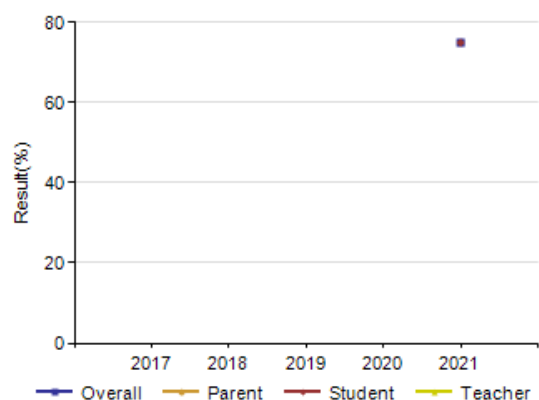
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3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	75.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,683	81.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6		
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	278	76.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9		
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	75.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,121	78.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	284	90.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7		

Graph of School Results

**Comment on Results**

Considering that the students need to access an online teacher and the Outreach lead teacher, we are pleased with these results. We continue to streamline the process to ensure our students to have access to appropriate supports and services at school.

Strategies**Continue to:**

- Be more intentional about helping students and parents be more aware of the various supports and services we are providing.
- Query students and parents about what their struggles are and collaborate together to provide solutions, such as further supports and services to meet their needs, i.e. subject specialists, Family Resource Worker, organization and time management strategies.
- Ensure students, parents and staff are provided the opportunity to complete the Assurance Measures Survey.
- Engage the community in the school and engage the students out in the community through collaboration with local establishments and resources.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
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.

Supplemental Alberta Education Assurance Measures - Overall Summary

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
Diploma Exam Participation Rate (4+ Exams)	n/a	*	0.0	n/a	56.6	56.4	n/a	n/a	n/a
Drop Out Rate	0.0	44.8	26.4	2.6	2.7	2.6	Very High	Improved	Excellent
Program of Studies	63.6	n/a	33.3	81.9	82.4	82.1	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	70.0	42.9	45.0	68.0	66.6	64.9	High	Improved	Good
Safe and Caring	79.4	n/a	87.2	90.0	89.4	89.1	n/a	n/a	n/a
School Improvement	69.2	n/a	75.0	81.4	81.5	81.0	n/a	n/a	n/a
Transition Rate (6 yr)	0.0	0.0	8.6	60.0	60.3	59.5	Very Low	Maintained	Concern
Work Preparation	n/a	n/a	n/a	85.7	84.1	83.2	n/a	n/a	n/a

Comment on Results

We are very pleased with these overall results.

Strategies**Continue to:**

- Use the strategies listed above addressing each indicator to improve on these results.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Only supplemental measures with Achievement standards are included in the Supplemental AEAMs – Overall Summary.
3. Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
4. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

Measure Evaluation Reference (Supplemental AEAMs)

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
4-year High School Completion	0.00 - 71.57	71.57 - 78.63	78.63 - 87.93	87.93 - 91.45	91.45 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 36.23	36.23 - 41.92	41.92 - 58.66	58.66 - 71.19	71.19 - 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
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 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
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00
Transition Rate (4 yr)	0.00 - 21.98	21.98 - 30.52	30.52 - 44.34	44.34 - 61.50	61.50 - 100.00
Transition Rate (6 yr)	0.00 - 35.49	35.49 - 49.47	49.47 - 62.88	62.88 - 72.76	72.76 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00

Notes:

- 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%.
- 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.

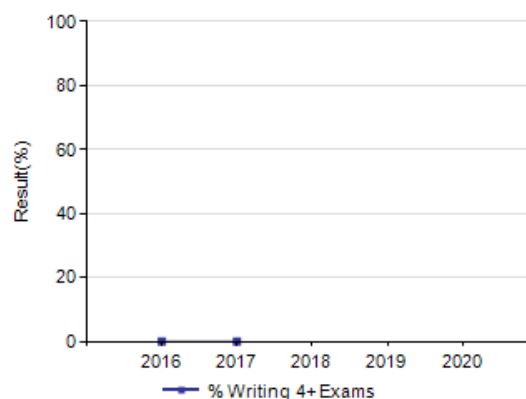
Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable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

Diploma Examination Participation Rate – Measure Details

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

	School					Measure Evaluation			Authority					Province				
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
N	6	7	4	1	1	n/a	n/a	n/a	506	520	490	490	511	44,823	44,982	44,978	45,354	46,245
% Writing 0 Exams	82.4	85.2	*	*	n/a	n/a	n/a	n/a	17.7	19.2	15.2	16.3	n/a	14.6	14.4	13.9	13.9	n/a
% Writing 1+ Exams	17.6	14.8	*	*	n/a	n/a	n/a	n/a	82.3	80.8	84.8	83.7	n/a	85.4	85.6	86.1	86.1	n/a
% Writing 2+ Exams	17.6	14.8	*	*	n/a	n/a	n/a	n/a	79.9	77.4	80.1	81.6	n/a	82.3	82.7	83.3	83.3	n/a
% Writing 3+ Exams	17.6	0.0	*	*	n/a	n/a	n/a	n/a	54.4	57.3	60.6	59.1	n/a	65.5	66.5	67.1	67.1	n/a
% Writing 4+ Exams	0.0	0.0	*	*	n/a	n/a	n/a	n/a	42.3	46.1	46.5	45.3	n/a	55.2	56.0	56.6	56.6	n/a
% Writing 5+ Exams	0.0	0.0	*	*	n/a	n/a	n/a	n/a	26.0	28.9	24.9	24.6	n/a	37.7	38.0	38.8	38.3	n/a
% Writing 6+ Exams	0.0	0.0	*	*	n/a	n/a	n/a	n/a	7.5	8.0	6.2	6.0	n/a	13.7	14.0	14.3	13.7	n/a

Graph of School Results



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 the Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
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.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

Diploma Examination Participation Rate – Measure Details

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

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
N	6	7	4	1	1	506	520	490	490	511	44,823	44,982	44,978	45,354	46,245
English Language Arts 30-1	0.0	14.3	*	*	n/a	46.8	50.6	56.3	50.4	n/a	54.2	55.3	56.6	55.9	n/a
English Language Arts 30-2	16.7	0.0	*	*	n/a	34.8	31.9	27.3	30.8	n/a	28.8	29.0	27.9	29.0	n/a
Total of 1 or more English Diploma Exams	16.7	14.3	*	*	n/a	79.1	77.7	79.6	80.6	n/a	80.5	81.3	81.5	81.7	n/a
Social Studies 30-1	0.0	0.0	*	*	n/a	40.1	45.2	50.0	43.9	n/a	45.4	45.2	45.2	44.3	n/a
Social Studies 30-2	16.7	14.3	*	*	n/a	38.5	31.5	29.2	34.5	n/a	36.0	36.6	37.3	38.0	n/a
Total of 1 or more Social Diploma Exams	16.7	14.3	*	*	n/a	78.5	76.3	78.6	78.4	n/a	80.7	81.2	81.8	81.7	n/a
Pure Mathematics 30	0.0	0.0	*	*	n/a	0.0	0.0	0.0	0.0	n/a	0.0	0.0	0.0	0.0	n/a
Applied Mathematics 30	0.0	0.0	*	*	n/a	0.0	0.0	0.0	0.0	n/a	0.0	0.0	0.0	0.0	n/a
Mathematics 30-1	0.0	0.0	*	*	n/a	26.3	28.1	24.9	22.4	n/a	36.6	35.7	36.7	35.4	n/a
Mathematics 30-2	0.0	0.0	*	*	n/a	23.3	23.3	27.8	32.4	n/a	23.8	25.2	25.0	26.1	n/a
Total of 1 or more Math Diploma Exams	0.0	0.0	*	*	n/a	48.6	49.6	52.2	53.1	n/a	58.6	58.9	59.6	59.3	n/a
Biology 30	0.0	0.0	*	*	n/a	37.5	46.2	46.5	43.7	n/a	40.9	42.0	42.9	42.4	n/a
Chemistry 30	0.0	0.0	*	*	n/a	28.9	31.9	28.4	27.6	n/a	35.7	35.3	36.0	35.2	n/a
Physics 30	0.0	0.0	*	*	n/a	13.8	11.9	11.6	10.8	n/a	19.4	18.8	18.8	17.7	n/a
Science 30	16.7	0.0	*	*	n/a	0.6	0.2	1.2	0.4	n/a	15.8	17.0	17.1	18.2	n/a
Total of 1 or more Science Diploma Exams	16.7	0.0	*	*	n/a	47.2	53.1	55.1	50.8	n/a	60.8	61.6	62.1	62.1	n/a
Français 30-1	0.0	0.0	*	*	n/a	0.0	0.0	0.0	0.0	n/a	0.3	0.3	0.3	0.3	n/a
French Language Arts 30	0.0	0.0	*	*	n/a	0.0	0.0	0.0	0.0	n/a	2.8	3.0	2.7	2.6	n/a
Total of 1 or more French Diploma Exams	0.0	0.0	*	*	n/a	0.0	0.0	0.0	0.0	n/a	3.1	3.3	3.0	2.9	n/a

Notes:

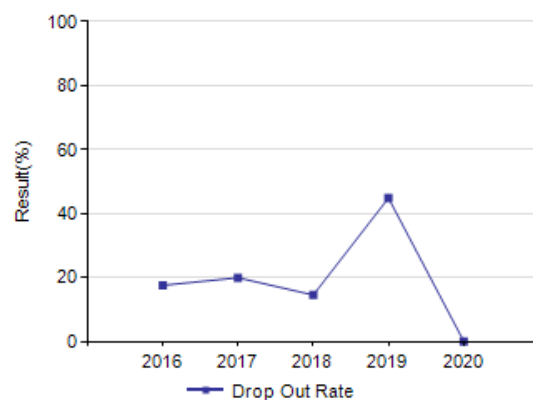
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3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

Drop Out Rate – Measure Details

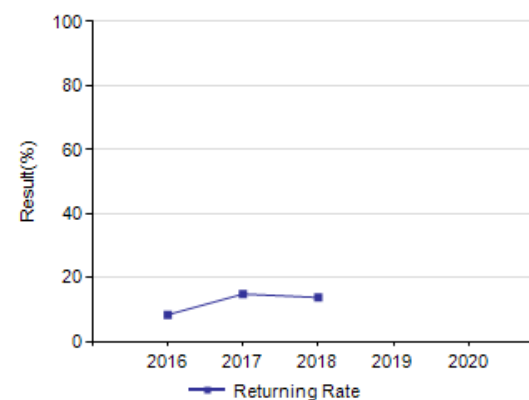
Drop Out Rate - annual dropout rate of students aged 14 to 18

	School										Authority										Province												
	2016		2017		2018		2019		2020		Measure Evaluation			2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	36	17.5	39	19.9	33	14.5	11	44.8	10	0.0	Very High	Improved	Excellent	1,881	3.4	1,981	3.0	1,952	2.5	1,942	3.8	1,981	3.3	181,382	3.0	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6
Returning Rate	13	8.3	7	14.8	8	13.7	3	*	5	*	n/a	n/a	n/a	72	10.1	85	23.6	88	18.6	67	15.1	86	13.9	7,614	18.9	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1

Graph of School Results



Graph of School Results

**Comment on Results**

We are very pleased with these overall results showing that we have progressed in the right direction over the past few years.

Strategies**Continue to:**

- Use the strategies listed above addressing each indicator to improve on these results.

Notes:

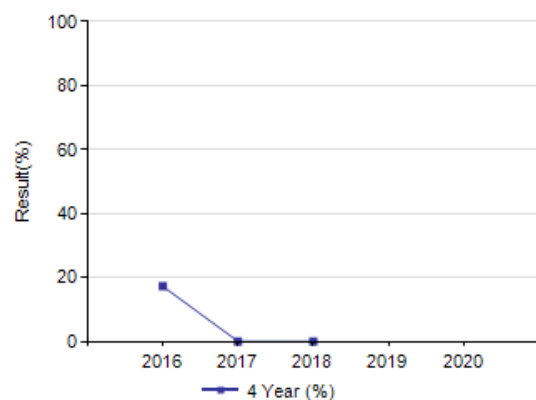
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

High School to Post-secondary Transition Rate – Measure Details

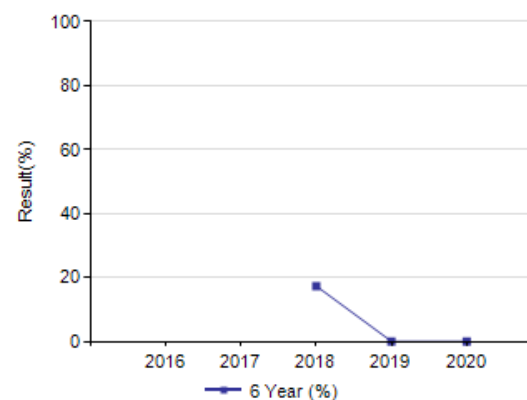
High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	School										Measure Evaluation			Authority										Province									
	2016		2017		2018		2019		2020					2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
4 Year Rate	6	17.2	6	0.0	7	0.0	4	*	1	*	*	*	*	473	36.7	503	34.0	520	35.6	489	35.4	493	30.8	43,739	37.1	44,841	39.4	44,994	40.2	44,980	40.9	45,351	40.5
6 Year Rate	4	*	5	*	6	17.3	6	0.0	7	0.0	Very Low	Maintained	Concern	482	49.3	485	51.4	472	56.1	504	51.8	518	50.2	44,848	58.1	44,182	59.0	43,728	59.1	44,832	60.3	44,983	60.0

Graph of School Results



Graph of School Results

**Comment on Results**

Prior to most recent years, the majority of students enrolled at the Outreach School had the goal of achieving a high school diploma, but not necessarily the goal to transition to post-secondary education. However, more recently we are enrolling students who have goals of attending post-secondary education.

Strategies**Continue to:**

- Support students in achieving their goals.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

In-service Jurisdiction Needs– Measure Details

[No Data for In-service Jurisdiction Needs]

Graph of School Results

[No Data for In-service Jurisdiction Needs]

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Lifelong Learning – Measure Details

[No Data for Lifelong Learning]

Graph of School Results

[No Data for Lifelong Learning]

Notes:

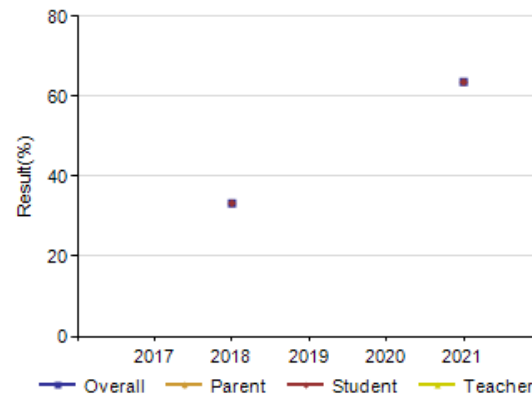
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

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.

	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	8	33.3	n/a	n/a	n/a	n/a	7	63.6	n/a	n/a	n/a	1,521	81.1	1,581	79.0	1,525	81.0	1,589	81.2	1,339	82.1	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
Parent	1	*	5	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	266	77.7	312	76.0	314	79.2	268	75.4	274	78.4	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7
Student	n/a	n/a	8	33.3	n/a	n/a	n/a	n/a	7	63.6	n/a	n/a	n/a	900	77.7	936	73.1	880	78.2	1,015	78.4	781	79.1	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9
Teacher	1	*	3	*	5	*	2	*	1	*	n/a	n/a	n/a	355	87.8	333	88.0	331	85.7	306	89.7	284	88.7	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2

Graph of School Results



Comment on Results

With online programming we offer all core subjects as well as the majority of fine arts, career, technology, and health and physical education courses. In addition to this, we are able to focus on work experience and RAP placements as well as offer dual credit opportunities.

Strategies

Continue to:

- Be more mindful of communicating with the students of the various opportunities that are available to them.
- Creative in how we make opportunities available to the students, ie. band, dual credit child care, P.E., etc.
- Explore community specialists or other resources that can be used to earn CTS and option credits
- Ensure students know how to gain credits outside of the school, i.e. work experience, RAP, etc.
- Reaching out in the community to find resources available to place students in work experience programs, RAP programs, and career experiences.
- Do more of a combined program between Outreach and DVSS to provide students with more opportunity for option classes.

Notes:

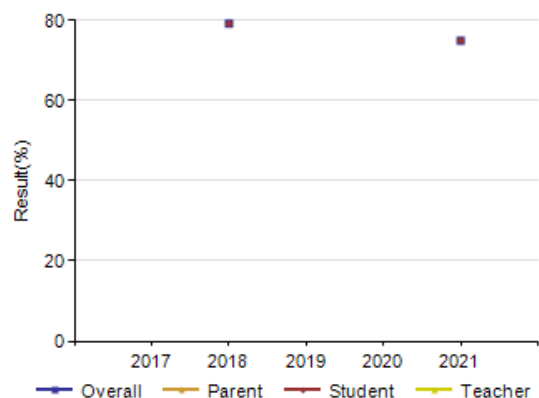
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

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.

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	8	79.2	n/a	n/a	n/a	n/a	7	75.0	n/a	n/a	n/a	2,090	86.0	2,102	84.5	2,065	85.6	2,225	85.2	1,682	81.9	160,737	84.9	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7
Parent	1	*	5	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	266	77.5	312	77.0	312	77.9	268	75.9	277	74.7	32,800	77.2	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7
Student	n/a	n/a	8	79.2	n/a	n/a	n/a	n/a	7	75.0	n/a	n/a	n/a	1,469	84.5	1,457	81.9	1,422	83.7	1,652	83.5	1,121	78.8	96,489	83.4	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2
Teacher	1	*	3	*	5	*	2	*	1	*	n/a	n/a	n/a	355	95.8	333	94.6	331	95.2	305	96.2	284	92.1	31,448	94.1	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2

Graph of School Results



Comment on Results

We are very pleased with these overall results showing that we have progressed in the right direction over the past few years. With that said, one positive comment to note is that we are seeing less and less students enrolled at the Outreach School who would be categorized as "at risk." In the recent years, we would classify the majority of students as "alternative learners" as opposed to "at risk." Providing this alternative learning environment for students has a made positive impact on them prior to becoming "at risk."

Strategies

- We see the Outreach School to be of great value, as it has had tremendous impact at providing an opportunities for all learners and reducing "at risk" numbers. We hope we can offer this program for years to come.

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
- 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.

Rutherford Eligibility Rate – Measure Details

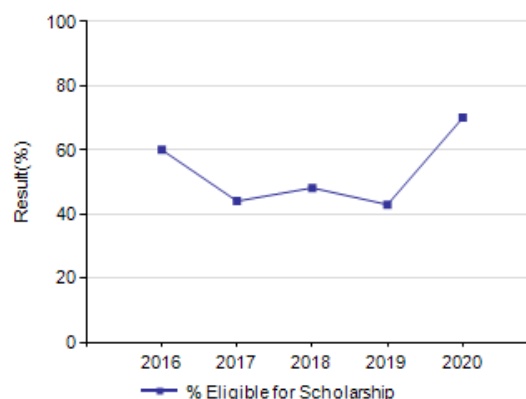
Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School										Authority										Province												
	2016		2017		2018		2019		2020		Measure Evaluation			2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	15	60.0	25	44.0	27	48.1	7	42.9	10	70.0	High	Improved	Good	547	64.2	548	68.2	541	70.1	557	71.3	569	73.3	59,063	62.3	60,127	63.4	60,559	64.8	58,970	66.6	59,357	68.0

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
2016	15	8	53.3	8	53.3	4	26.7	9	60.0
2017	25	7	28.0	8	32.0	3	12.0	11	44.0
2018	27	10	37.0	9	33.3	6	22.2	13	48.1
2019	7	2	28.6	2	28.6	0	0.0	3	42.9
2020	10	7	70.0	5	50.0	4	40.0	7	70.0

Graph of School Results



Comment on Results

As mentioned earlier, prior to most recent years, the majority of students enrolled at the Outreach School had the goal of achieving a high school diploma, but not necessarily the goal to transition to post-secondary education. However, more recently we are enrolling students who have goals of attending post-secondary education. As a result, we are seeing higher achievement which makes them eligible for scholarships.

Strategies

Continue to:

- Apply and implement Powerful Learning strategies listed previously in order to support students in achieving greater success as well as their goals.

Notes:

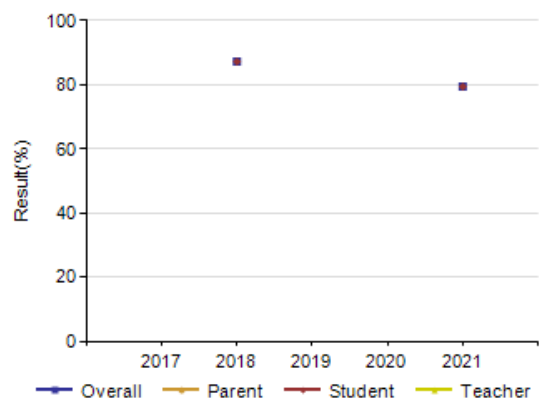
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. 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.
4. Participation in the 2019/20 Diploma Examinations was impacted by the COVID-19 pandemic. Caution should be used when interpreting the trends over time.

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.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
											Achievement	Improvement	Overall																				
Overall	n/a	n/a	8	87.2	n/a	n/a	n/a	n/a	7	79.4	n/a	n/a	n/a	2,090	91.2	2,102	90.6	2,067	90.6	2,226	90.0	1,682	90.0	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	1	*	5	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	266	90.3	312	89.8	314	91.5	268	87.7	278	90.5	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	n/a	n/a	8	87.2	n/a	n/a	n/a	n/a	7	79.4	n/a	n/a	n/a	1,469	86.5	1,457	84.6	1,422	83.6	1,652	85.5	1,120	83.1	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	1	*	3	*	5	*	2	*	1	*	n/a	n/a	n/a	355	96.9	333	97.5	331	96.8	306	96.9	284	96.5	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4

Graph of School Results

**Comment on Results**

- A significant priority in our school is to focus on relationship building with a safe and caring environment, and to focus on personal growth for individuals.
- Considering that the staff work diligently at ensuring everyone feels welcome and safe in an outreach setting, we are pleased with these results. That said, there is always room for improvement.

Strategies

- Have the Family Resource Worker come in to provide support for our students.
- As the pandemic permits, consider having the RCMP liaison come in to establish positive relationships with the students.
- Continue to work on developing positive staff/student and student/student relationships.

Notes:

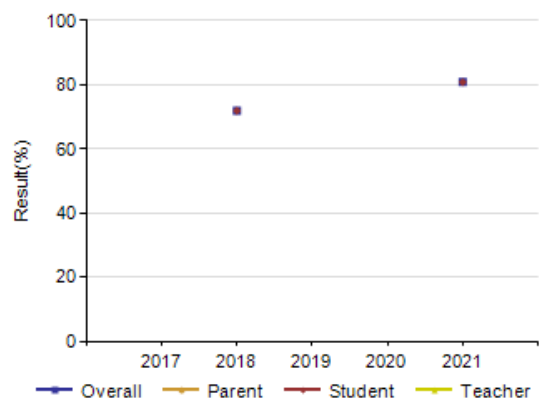
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
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.

Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	School										Authority										Province												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	8	71.9	n/a	n/a	n/a	n/a	7	80.8	n/a	n/a	n/a	2,075	74.5	2,090	73.7	2,054	75.7	2,211	77.5	1,668	73.2	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8
Parent	1	*	5	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	254	62.5	304	61.9	307	62.6	263	69.2	267	63.8	31,898	61.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7
Student	n/a	n/a	8	71.9	n/a	n/a	n/a	n/a	7	80.8	n/a	n/a	n/a	1,467	78.8	1,454	78.4	1,417	81.9	1,642	80.9	1,119	74.6	96,258	80.0	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9
Teacher	1	*	3	*	5	*	2	*	1	*	n/a	n/a	n/a	354	82.2	332	80.8	330	82.5	306	82.3	282	81.2	31,387	78.1	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8

Graph of School Results

**Comment on Results**

Considering that the students need to access an online teacher and the Outreach lead teacher, we are pleased with these results. We continue to streamline the process to ensure our students to have access to appropriate supports and services at school.

Strategies**Continue to:**

- Be more intentional about helping students and parents be more aware of the various supports and services we are providing.
- Query students and parents about what their struggles are and collaborate together to provide solutions, such as further supports and services to meet their needs, i.e. subject specialists, Family Resource Worker, organization and time management strategies.
- Ensure students, parents and staff are provided the opportunity to complete the Assurance Measures Survey.
- Engage the community in the school and engage the students out in the community through collaboration with local establishments and resources.

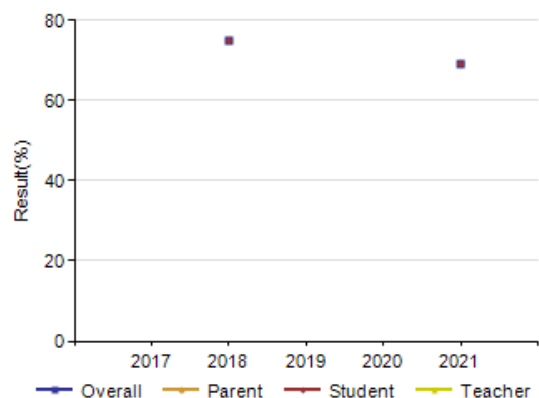
Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
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.

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.																																		
	School										Measure Evaluation			Authority										Province										
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	8	75.0	n/a	n/a	n/a	n/a	7	69.2	n/a	n/a	n/a	2,077	88.0	2,085	83.0	2,051	84.7	2,213	84.3	1,644	82.6	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	
Parent	1	*	5	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	260	88.5	304	79.3	307	84.0	262	77.5	264	80.7	31,845	80.8	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	
Student	n/a	n/a	8	75.0	n/a	n/a	n/a	n/a	7	69.2	n/a	n/a	n/a	1,468	86.9	1,456	83.4	1,420	84.4	1,649	85.4	1,115	81.8	234,964	81.1	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	
Teacher	1	*	3	*	5	*	2	*	1	*	n/a	n/a	n/a	349	88.5	325	86.2	324	85.5	302	90.1	265	85.3	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	

Graph of School Results

**Comment on Results**

Our Outreach School strives to offer a small, safe, caring environment, where students feel they belong and where they will experience success. We encourage both personal and academic growth and provide individualized support for student needs.

Strategies**Continue to:**

- Offer the courses we can and give options to ALL students to be successful.
- Be intentional about communicating our successes and opportunities with students and parents.

Consider implementing creative ways of communicating, sharing and celebrating the Outreach School and its students, such as social media, i.e. Facebook Page.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
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.

Work Preparation – Measure Details

[No Data for Work Preparation]

Graph of School Results

[No Data for Work Preparation]

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.