

# **Boyle Street Education Centre**

## ***Annual Report***

*November 30, 2020*

This document contains:

- The *Annual Education Results Report (AERR)* for the 2019-20 School Year (pp. 5-53), and
- The *3-Year Education Plan (3YEP)* for 2020-2023 (pp. 54-62) is based on the trends and issues data identified in the AERR.

## **Acknowledgements**

3-Year Education Plan (3YEP) for Boyle Street Education Centre. © in November 2020.

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.

This document would not exist without the advice and dedication of:

- Mavis Averill, Superintendent
- Sharanpal Sandhu, Secretary-Treasurer
- Scott Meunier, Principal
- Huiy Tang, Vice Principal
- Mary Pfeffer, Administrative Assistant
- Richard Meyers, IT Manager
- Cliff Whitford, School Counsellor and Chair of our Indigenous Studies Committee
- William Potvin, former Secretary-Treasurer

Thanks to all for their dedication and hard work.

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## **Accountability Statements**

### **Accountability Statement for the Annual Education Results Report**

The Annual Education Results Report for Boyle Street Education Centre for the 2019/2020 school year was prepared under the direction of the Board/Board of directors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2019/2020 was approved by the Board on November 19th, 2020.

### **Accountability Statement for the Education Plan**

The Education Plan for Boyle Street Education Centre commencing August 24<sup>th</sup>, 2020, was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the Education Plan for 3 Years on November 19<sup>th</sup>, 2020.

\_\_\_\_ Signed \_\_\_\_\_, November 19<sup>th</sup>, 2020

Karen Erickson,  
Board Chair

# Annual Education Results Report: 2019-2020

## The context for 2019-2020 School Year at BSEC

The 2019-2020 school year at BSEC saw incredible achievements in the face of daunting challenges. In brief, while we enjoyed strong student enrollment and attendance through the first half of the year, our second semester saw two significant interruptions that prevented students from accessing learning and supports as they enjoyed previously (prior to the provincial suspension of in-person learning as the result of COVID-19 on March 15, 2020). These interruptions were:

- On the afternoon of January 9, 2020, water from a broken line beneath the school damaged the main floor of the school. This water extended to approximately 80% of the main floor of the building and caused catastrophic damage to most of its functional learning and administrative office space.
  - While the school closed temporarily to assess the damage and begin rehabilitation of the building, we were able to reopen the school to students using the second floor to serve students.
- Sometime during the evening of January 18, 2020, an unauthorized party broke into the learning and office spaces on the second floor of our building.
  - The school again closed to assess the damage and begin rehabilitation. This closure further interrupted student access to learning and supports while the staff members worked with contractors to make the space safe and serviceable for in-person learning.

These two events significantly eroded our student engagement. By the time schools closed to limit the spread of COVID-19 in March of 2020, many of our students had already disengaged from attending school. Since the majority of provincial data included in this report were sampled after the water damage and break-in (as per the data sampling dates shown on pages [8 and 9 of this document](#)), we ask readers to consider these circumstances as the context for our commentary on the results of the 2019-2020 school year.

The staff of BSEC displayed inspiring resilience during this challenging time. While the school closures and growing threat of COVID caused a noticeable strain on the school team, BSEC staff members demonstrated unwavering commitment and inspiring creativity in providing learning and supports to students all year long. Local data show record numbers of student and parent contacts, home visits, and credit completions in spite of it being perhaps the single most trying time in anyone's living memory.

## May 2020 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	85.8	84.7	87.0	89.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	Program of Studies	81.7	80.4	81.4	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	86.0	91.1	93.4	90.3	90.2	90.1	Intermediate	Declined	Issue
	Drop Out Rate	19.5	18.7	23.8	2.7	2.6	2.7	Very Low	n/a	n/a
	High School Completion Rate (3 yr.)	0.0	0.0	0.0	79.7	79.1	78.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	57.9	78.6	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	5.3	1.8	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	56.4	56.3	55.6	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	11.1	18.9	15.8	66.6	64.8	63.5	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr.)	6.4	7.9	4.2	60.1	59.0	58.5	Very Low	Maintained	Concern
	Work Preparation	100.0	91.7	97.2	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	82.3	77.8	81.6	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	81.8	66.7	72.4	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	92.1	93.2	94.5	81.5	81.0	80.9	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. 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), 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, Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires from 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. The 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. 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.

### **Source Data Reference: 3-Year Plan May 2020**

#### Data Updates

- New year of results for all survey measures.
- New year of results for all derived measures (Drop Out Rate, High School Completion Rate, Post-Secondary Transition Rate, Diploma Examination Participation Rate and Rutherford Scholarship Eligibility Rate).

#### Methodology Updates

- 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 between schools for derived measures, most noticeably for these two measures. This methodology better reflects the current variety of program delivery options (including online, distance, and home education), improving attribution of results for situations 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.

(Source: Alberta Government, 2020. Accountability Pillar Results for 3-Year Education Plans: May 2020, 6017 Boyle Street Education Centre).

Measure	Current Result	Previous Year Result	Previous 3 Year Average	Data Updated
Safe and Caring	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020 <sup>1</sup>
Program of Studies	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
Education Quality	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
Drop Out Rate	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 01, 2020
High School Completion Rate (3 yr)	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 01, 2020
PAT: Acceptable	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Aug 23, 2019
PAT: Excellence	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Aug 23, 2019
Diploma: Acceptable	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Aug 23, 2019
Diploma: Excellence	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Aug 23, 2019
Diploma Exam Participation Rate (4+ Exams)	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 01, 2020
Rutherford Scholarship Eligibility Rate	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 01, 2020
Transition Rate (6 yr)	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 01, 2020

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<sup>1</sup> Dates highlighted in orange represent a data sampling after January 2020.



Work Preparation	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
Citizenship	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
Parental Involvement	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
School Improvement	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
Satisfaction with Program Access	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
In-service jurisdiction Needs	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020

## 2014-20 Note Reason Counts

For context, the following table shows the number of individual events recorded in our school's custom behavior-tracking database. Staff members use the database, called *Prometheus*, to record observations related to (but not limited to) student behavior, academic accommodation, contact with parents/guardians, counselling events, and interagency contacts. These data inform our local near- and medium-term decision making related to programming. We present *Prometheus* counts throughout this document in the context of the assurance domains, and this table summarizes all of those counts.

	± 14-15	± 15-16	± 16-17	± 17-18	± 18-19	± 19-20
Row Labels ▼						
Academic	124	121	121	235	226	877
Admin Behaviour Management	234	216	175	232	237	232
Alternative Health	21	7	4	38	9	46
Assessment (Psychologist)	55	86	72	78	64	52
Attempt to Contact Student	170	745	631	296	324	1427
Attendance	1033	1678	1451	1202	1371	1278
Behaviour	2342	2801	2276	2956	2552	1660
Consultation					117	291
Contacted Student	64	362	507	365	364	2232
Counselling (AHS)	72	21	42	3	8	4
Counselling (Psychologist)	59	76	187	188	6	901
Debrief		2	16	7	30	39
Employment	27	20	36	71	42	109
External Referral	72	139	54	54	26	23
Financial	140	313	630	708	530	753
Health/Medical	354	396	517	598	457	492
Home Visit			54	13	31	134
Housing	111	61	291	353	110	166
Identification	39	21	55	148	53	84
Intake	234	195	240	197	182	191
Interagency Contact	528	617	1054	977	555	734
Legal	167	260	479	466	212	315
Mediation	35	17	17	12	9	7
Parent / Guardian Contact	387	823	548	561	660	1073
Potential Student Conflict	205	79	51	49	97	86
School Counsellor	240	287	236	346	887	227
Student Support Counselling	367	247	967	937	634	1454
<b>Grand Total</b>	<b>7080</b>	<b>9590</b>	<b>10711</b>	<b>11090</b>	<b>9793</b>	<b>14887</b>

Figure 1 - Detail of Prometheus Note Reason Counts 2014-2020

## **Results Analysis of Provincial Assurance Measures**

### **Domain: Local and Societal Context**

#### **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 wellbeing 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 have a sense of how to exercise their voices.
- 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 Boyle Street Education Centre (BSEC)**

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:

<b>Fundamental Courses</b>	<b>Optional Courses</b>
English Language Arts	Communications Technology
Mathematics	Audio and Video Production
Science	Cosmetology
Social Studies	Construction
Physical Education	Fashions
Traditional Media Art	Work Experience/Work Readiness
Career and Life Management	Art
Knowledge and Employability	Feeds <sup>2</sup>

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<sup>2</sup> At this time, due to what we determine to be a high risk of potential COVID transmission, we have discontinued student work in areas related to cooking or cleaning in the building. When it is safe to do so, kitchen and cleaning work experience may again be available to students.

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:

<b>Co-Curricular Options</b>	
Drop In Physical –Education (PE)	Success Coaching (CTR)
Theatre Appreciation	Animal-Assisted Group Therapy (CALM)
Yoga (PE/HPE)	Gender and Sexuality Alliance (GSA – CALM)
Improviseational Drama (CALM/ENG/IMPROV)	Indigenous cultural activities – daily smudging, pipe ceremony, sweat lodge ceremony, traditional beadwork and conversational Cree.
Massage Therapy (PE – Wellness component)	

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:

<b>Student Services</b>	
Psychoeducational Assessment	Student Success Coach
Emotional and Behavioral counseling	Student Funding Supports
Access to Alberta Health Services through the Indigenous Wellness Clinic	Boy's and Girl's Sharing Circles (CALM)
Youth Support Worker (for assistance with housing and legal matters)	

## **Trends**

### *Provincial Measures*

It is difficult to identify trends based on 2019-20 school year data. Based on the accountability pillar measures, our school maintained its level of achievement in all but one of the measures cited. The measure of *Education Quality* declined but, since we have tended to score highly in this measure and because data were sampled after school interruption, we believe it is necessary to await data from 2020-21 before considering whether this result indicates a true issue or a reflection of how severely students were impacted by multiple school closures in 2020.

### *Local Measures*

Our school has developed performance measures that accurately represent the impact of the program. While we report on these in other sections of this report, we believe it is valuable to bring attendance data to the fore where it is available.

The 2019-2020 data showed 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. In an attempt to re-engage students who left our school after the closures of 2020, our team canvassed our previously attending student body through May and June of 2020 to secure students who wanted to pre-register for the 2020-21 school year. Due to these re-engagement efforts, we are pleased to demonstrate that 75% of all students who were eligible to return to our school enrolled for 2020-21.

*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%
Percent of Eligible Students who Returned – 2020-21	75%

## **Issues**

### *Provincial Measures*

Provincial measures suggest overall program stability and maturity. The results show that we have maintained performance levels all but one measure (addressed above). There are three measures evaluated to be a *Concern*, namely the 3-year high school completion rate, the Diploma exam participation rate and the 6-year transition rate.

### *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 have tended to move from one authority to another during High School, the record goes to the school authority where they received the most credit. Students who 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.

Most of our students can complete high school within 4-5 years when they access necessary supports. Context for this information is in the section related to the [Student Growth and Achievement](#) domain. Some of the approaches we take in support of high school completion include:

- Quarterly intake,
- Personalized Intake and Inclusive Education Planning,
- Ongoing outreach to students whose attendance patterns suggest disengagement (phone calls, social media connections, home visits),
- Applying Knowledge and Employability curriculum where student need requires,
- Barrier-free access to support services,
- No-cost access to school supplies for all students,
- Barrier-free access to co-curricular learning opportunities (in accordance with the prevailing health and safety measures to minimize the risk of COVID transmission),
- Literacy instruction as a component in all of our classes,
- Alternative stress management techniques offered Diploma writers (meditation, yoga, and animal-assisted therapy – all with updated health and safety procedures to minimize COVID transmission risks).



*Diploma Examination Participation:*

It is rare for BSEC students to write more than two diploma exams in any given year. Those students who write their diploma exams often have to navigate a series of personal barriers including the effects of trauma on their learning, changing circumstances in their homes, and more than a requisite amount of self-sabotaging behaviors consistent with those who have severe disabilities.

We help our students understand what leaving high school entails. For some, leaving high school can include enrollment in a post-secondary institution or apprenticing in a trade. Many, however, do not take either of those paths and find success in areas that fall outside of this measure's scope.<sup>3</sup>

We work in a number of ways to help students prepare for life after high school. The work of our Student Services Team and courses included in our Work Experience, CALM and Indigenous studies programming allow students safe ways to explore their options while still in school. Specifically, we offer:

- Combined exit-planning sessions and Work Experience classes.
- One-on-one supports from our Student Success Coach and Student Services team to personalize support for students in their transition planning.
- Work Experience and CALM classes that support young people to earn industry-standard credentials while still in high school (CSTS 2020, First Aid, WHMIS, etc.).

Beyond the factors that have tended to influence the Diploma Examination Participation rate, the learning interruptions of 2020 affected potential diploma exam writers in an unusual fashion. In spite of the school closure in early January 2020, two students wrote diploma exams within two weeks of the closure. Those students, while capable, reported that the suddenness of the school closure affected their ability to perform the way they wanted on the exams. Those same students registered to re-take their exams in June and even received department support to do so (as they were generally cancelled for June 2020), but in the end neither attended the exam sitting.

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<sup>3</sup> This measure represents the percentage of students in a Grade 10 cohort who enter post-secondary education or a registered apprenticeship program within 6 years of entering grade 10 (Alberta Government, 2020. Accountability Pillar Results for 3-Year Education Plans: May 2020, 6017 Boyle Street Education Centre).

## ***Future Challenges***

### ***COVID-19***

The overriding challenge for schools across Alberta concerns how to provide learning and supports safely while mitigating the risks related to COVID-19. Since we cannot eliminate the risk of COVID-19 for students and staff members, our school has established strongly overlapping engineering, administrative and equipment-based controls to minimize the risks presented by the virus. These controls come at significant expense to the school and future allocations of funding will include significantly increased amounts in the areas of Occupational Health and Safety.

### ***Stakeholder Communication***

Our school's primary stakeholders are its students. This has never been more apparent than in early 2020 when, during the coldest weeks of the year, water damaged our school and it was unavailable. Students attempting to access learning and supports were unable to get what they needed in a timely fashion. Responding as quickly as we could to provide a consistently available learning space, some of those students returned. The key learning BSEC staff took away from the events of early 2020 is that we have limited reliable channels of communication with our students and their families. Often, the most reliable channel of communication with students during this time was the Facebook Messenger smartphone application.

When the government cancelled in-person classes in March, we needed a more secure solution for supporting our students from a distance:

- Our IT manager executed a rapid onboarding of a secure online learning management system to allow students and their families a platform for accessing curricular materials safely from a distance on whatever device they happen to have.
- Our Student Services team led efforts to deliver adequately quarantined paper modules and materials to students in their homes (while observing Occupational Health and Safety requirements current to the time).
- Our administrators worked to ensure food security for our students and our families by establishing relationships with charitable organizations dealing with ensuring the delivery of healthy fruits and vegetables to their homes.

### *Organizational Challenges*

In 2018, BSEC underwent an independent evaluation of the program<sup>4</sup>. The recommendations emerging from the evaluation lay out some future challenges for our school. Some of the ongoing challenges set out in that evaluation are to:

- Continue to collect longitudinal data to confirm the 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.
- Clearly articulate what student success means for BSEC.
- Applying cognitive neuroscience to inform teaching and learning.
- Explore opportunities for students to participate safely in land-based learning experiences.
- Collaborate with the U of A to provide safe pre-service teacher partnership opportunities.
- Explore relationships with other school authorities.

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<sup>4</sup> The final report from this evaluation is available on our school's website at <http://www.bsec.ab.ca/documents>

### *Stakeholder Engagement*

COVID-19 has changed our approaches to stakeholder engagement. We are happy to report that the required changes may even have a positive long-term impact on the school's ability to remain connected with our stakeholders.

Details of some of the changes are in the [Future Challenges](#) section of this report. While our students are the primary stakeholder groups for our operations, we are finding that the guardians and families of our students are more accessible and easier to connect with due to the lifestyle changes forced by the presence of the virus.

On September 30, 2020, the school had an online School Council establishment meeting that did not achieve a quorum as outlined in the *School Council Regulation*. The second meeting, held on October 27, 2020 online included a greater number of parents and guardians thanks to the targeted efforts of the Student Services and school administration teams.

We offer information to the greater community through our broadcast channels as well. Where appropriate, information for interested community members and Alberta Education staff members is available through updates on our website and social media.

### *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:

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*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. In the presence of the novel coronavirus COVID-19, we are committed to accommodating students' access learning and supports seamlessly from wherever they are.*

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### *Stakeholder Communication*

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 and home visits to connect with students, parents and community members.
- Paper versions of system assurance surveys go by mail to registered families.
- Students and their families can access information about their/their children's' performance through our web-based student information system or in our secure online collaboration/learning management platform (Microsoft Teams).
- In a circumstance where it is necessary to offer learning to our students at a distance, our staff members can also deliver adequately quarantined paper modules and materials to students in their homes (while observing Occupational Health and Safety requirements current to the time).
- Where staff members do not offer certain services or supports within their own scope of work, our school administration leads partnership development with service providers and organizations that can support our students and their families in the community. Some examples include:
  - Physician access through the indigenous wellness clinic.
  - A mobile grocery store for all members of the community to access inexpensive basic fruits and vegetables all through the year.
  - Addictions and mental health supports referrals.

Table 2 - BSEC Stakeholders and Engagement Strategies

Stakeholder	Strategies
Students	<ul style="list-style-type: none"> <li>• Phone calls, text messages, emails, social media messaging</li> <li>• Community events (Online and Blended)</li> <li>• Website and Social Media presence</li> <li>• Local survey events</li> <li>• Annual Provincial Stakeholder Satisfaction Survey</li> <li>• Alberta Provincial Online Reporting Initiative Survey</li> <li>• Engaging student council</li> </ul>
Parents and Guardians	<ul style="list-style-type: none"> <li>• Phone calls, text messages, emails, social media messaging</li> <li>• Community events (Online and Blended)</li> <li>• Website and Social Media presence</li> <li>• Local survey events</li> <li>• Annual Provincial Stakeholder Satisfaction Survey.</li> <li>• Alberta Provincial Online Reporting Initiative Survey</li> <li>• Regular parent/guardian contact by school.</li> <li>• Attempts to establish a school parent/guardian council.</li> </ul>
Educational Community	<ul style="list-style-type: none"> <li>• Research partnership with the University of Alberta supporting success for students.</li> <li>• Presentations to pre-service teachers (U of A), conferences and teacher's conventions.</li> <li>• Distribution of BSEC-produced scholarship.</li> <li>• Inter-Authority consultation around student engagement.</li> </ul>
Alberta Education	<ul style="list-style-type: none"> <li>• Meeting with Field Services RE: Annual Reports and Education Plans.</li> <li>• Sitting on stakeholder committees (e.g. High-School Redesign External Committee, PASI provincial attendance standards workgroup) in support of Alberta Education initiatives.</li> </ul>

**Our school made presentations to the following organizations during the last five years:**

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 In the last 5 years:**

- 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

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*Annual Cycle of Action and Communication*



*Figure 2 - General Annual Cycle of BSEC Events*

### **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>



## Domain: Governance

### Required Provincial Measures: Parental Involvement and Budget-to-Actual Comparison

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	75.0	76.7	74.0	66.7	82	85	High	Maintained	Good	85	86	87

### Comment on Provincial Results

#### Parental Involvement

Parental involvement is often a challenge for schools. As we are in service to a large number of students who identify as First Nations, Métis or Inuit, the legacy of Canada's indigenous residential school system is a significant barrier to engaging some of our parent community. This year, however, we are pleased to see that our data demonstrate an increase in the satisfaction with parental involvement.

Based to a large degree in the efforts undertaken to support our students and their families through all of the school interruptions of 2019-20, the link between the school and our parents is getting stronger. During 2019-20, our school recorded a three-year high of 1073 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 out<sup>5</sup> creates important ties with the people our students have come to trust most.

<sup>5</sup> These contacts happen in the form of via telephone calls, text messages, and social media tools.

### **Comment on Provincial Results: Parent Involvement Efforts**

The following items are examples of ways our school connects with the families of our students:

- Our school has traditionally invited parents and guardians to significant community events where we celebrate student achievements throughout the year. While there are at least three of these well-attended events per year, (in December, May and July), we are examining how to engage parents more regularly in celebrations of student achievement<sup>6</sup>.
- Parents and guardians are key members of inclusive educational planning. We invite parents and guardians 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.
- During the spring of 2020, there was a significant increase in the number of home visits conducted by our staff members. Where the previous 3-year average of home visits is 33 visits, **2019-20 saw staff members conduct 134 home visits**. The number of visits increased dramatically as part of our effort to support students and their families affected by COVID-19 school closures.
- Our school follows the *School Council Regulation* each year in efforts to invite parents and/or guardians of students to establish a school council. This year, we invited parents to participate in a special Parent/Guardian council online in our secure online learning and collaboration platform. This has been very successful.
  - By November 30, 2019, BSEC held at three 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*.

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<sup>6</sup> We have suspended in-person community events at this time due to measures taken to limit the spread of COVID-19.

### **Required Local Measures: 2019-20 Summary of Financial Results**

The audit of the 2019-20 financial results concluded in October of 2020. 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/2020/11/2020-11-24\\_ExecutiveSummary\\_Financial\\_2019-2021.pdf](https://www.bsec.ab.ca/wp-content/uploads/2020/11/2020-11-24_ExecutiveSummary_Financial_2019-2021.pdf) and
- <https://www.bsec.ab.ca/wp-content/uploads/2020/11/Audited-Financial-Statement-31-August-2020-Signed-written.pdf>

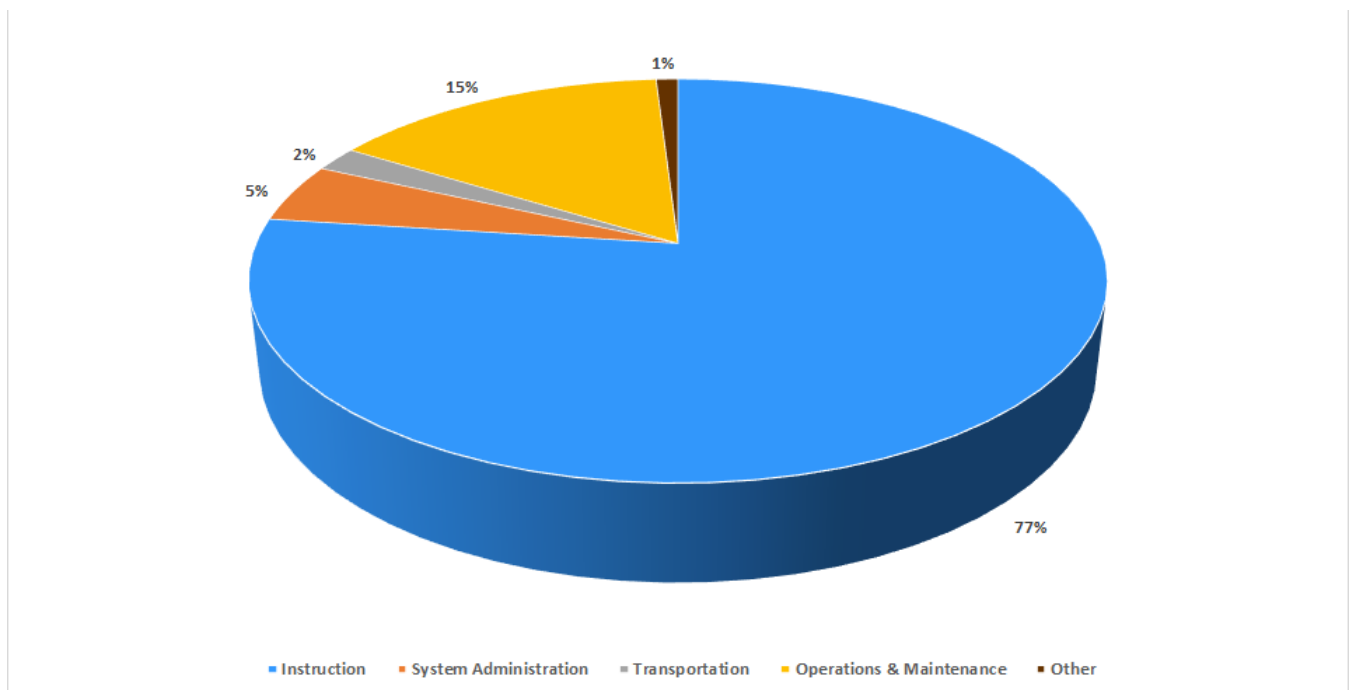


Figure 3 - Summary of Revenue for 2019-20

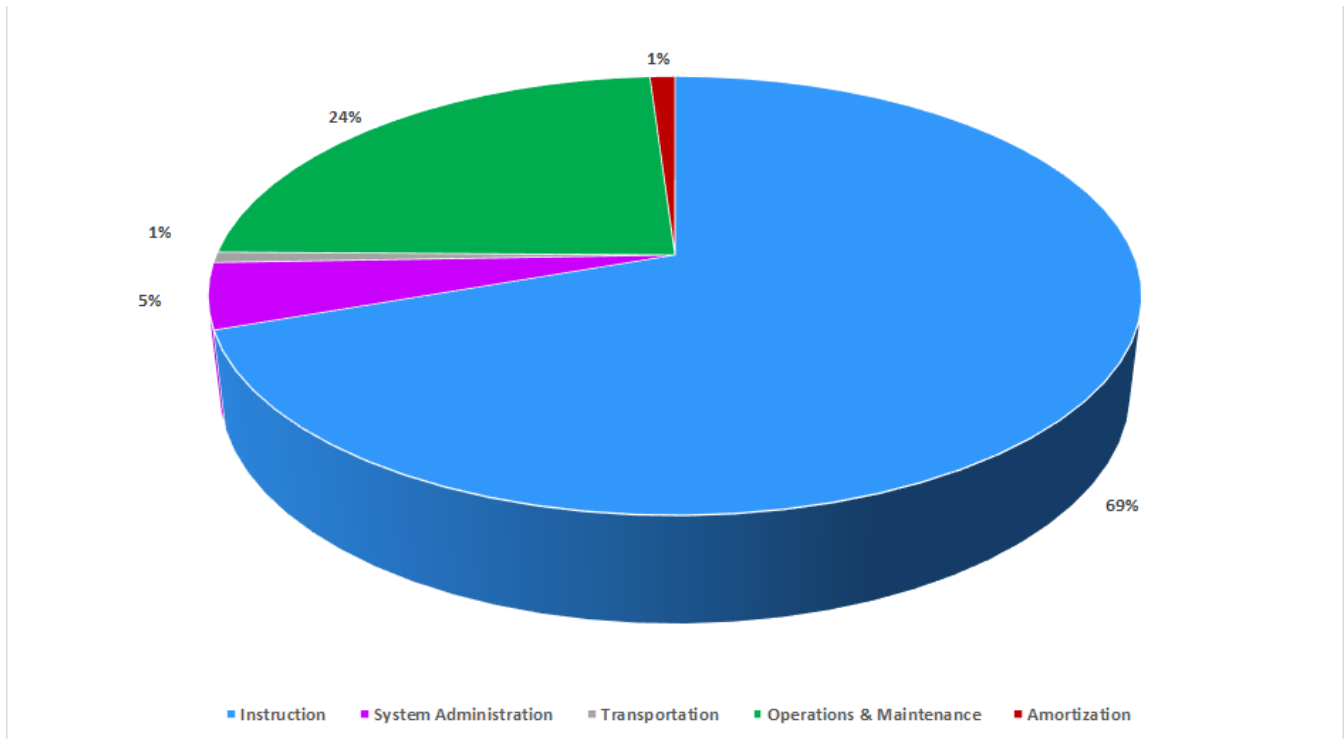


Figure 4 - Summary of Expenditures for 2019-20

## **Guiding Principles**

The Boyle Street Education Centre Board is committed to fiscal responsibility and transparent accountability. The learning needs of the student population are first and foremost when planning the budget. The 2020-21 school year is the first year of 15-year charter term.

Even though we have had more than two decades of successfully engaging our youth “put at risk,” we continue to search for new ideas and strategies to support them in understanding and guiding their learning to become contributing citizens of the society. We also seek to share what we have learned with our wider education community both at home and internationally.

## **2020-21 Budget Overview**

The 2020-2021 budget follows the Funding Manual for School Authorities 2020/2021 School Year provided by Alberta Education.

Budget development is a measured approach that focuses on the following strategic priorities which are initiatives that address the Board priorities in support of mission, vision, and goals of the charter. The Board operates in a fiscally responsible manner. The Board set the following strategic priorities:

1. To offer an inclusive, integrated, and accessible education program which promotes learning, healing, and self-growth for all students.
2. To ensure a safe, welcoming, and caring learning environment which honours and respects diversity.
3. To operate within a balanced budget.
4. To collaborate and cooperate with others in the wider educational community to share in research and best educational practices.

One of the goals of Alberta Education’s New Funding and Assurance Model is to provide predictable funding. It continues to be a challenge to prepare a budget for transient youth. This places challenging demands on the school to assess students’ specific learning needs and capabilities and then to identify learning styles, interests, goals and required support services. There are also demands on the school to raise youth achievement while providing refuge from some of the risks outside of the school. We focus not only on supporting learning but as indicated in our charter outcomes, providing supports to navigate the world and to be thriving agents in their own successes.

Budgeting is a process of making fundamental decisions that will shape and guide the work of the Board. The budget is educationally sound and fiscally responsible. It helps to identify the operational, financial, and other goals necessary to enable all learners of Boyle Street Education Centre to continue our pursuit of educational excellence in all areas.

Our accounting summary shows investments in classroom experiences with qualified teachers and on supportive student service programs to re-engage those who struggle to attend school.

Our students can be flexible and adaptable, but they need the continuous support and innovative strategies to keep them engaged despite their frequent involvement with high-risk activities such as gangs, violence, and substance abuse.

## **2020-21 Budget Projections**

The 2020-2021 budget is prepared according to the *Funding Manual for School Authorities 2019/2020* (<https://open.alberta.ca/publications/1485-5542>). The 2020-2021 projected budget is comprised of \$3,872,172 as revenue and \$3,872,172 as expenditures.

In 2020/2021, the Board will spend about 69% of its operating expenditures on salaries and benefits for both certificated and non-certificated staff. Salaries and benefits continue to be the single largest expenditure of the school.

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

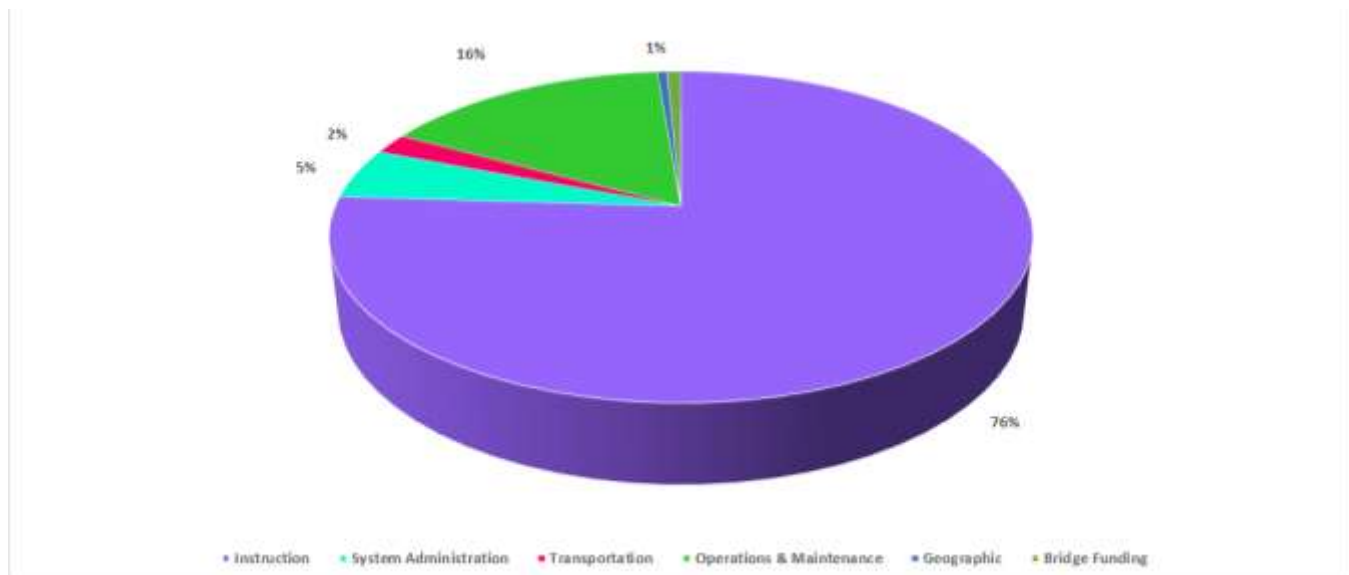


Figure 5 - Projected Revenue for 2020-2021

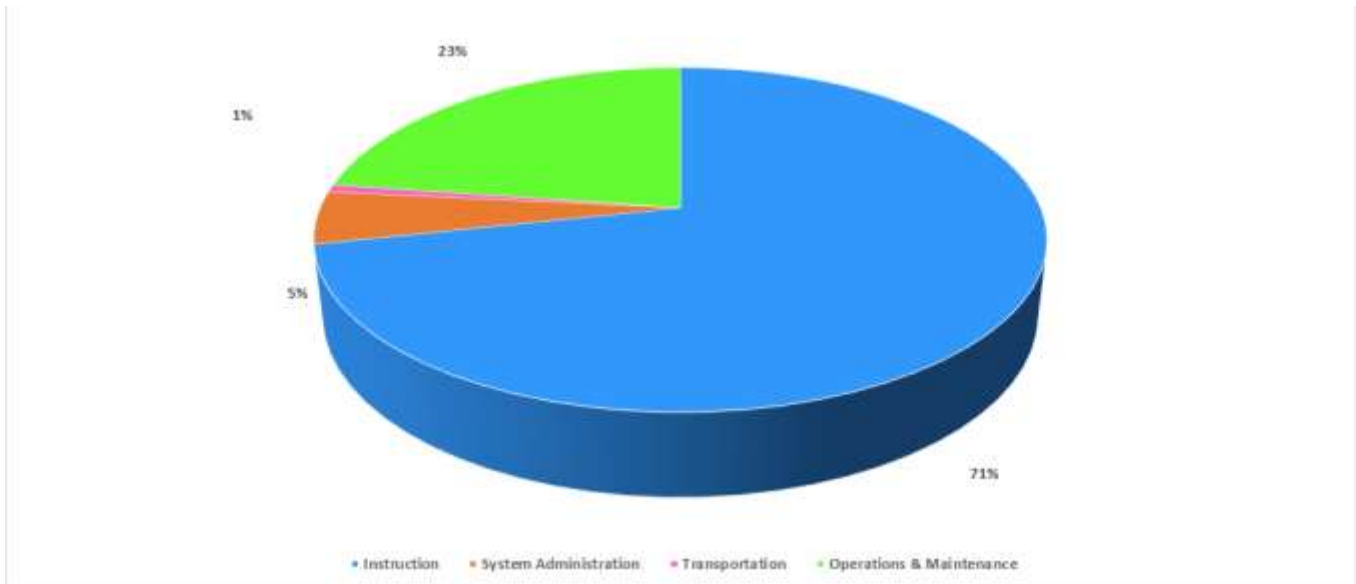


Figure 6 - Projected Expenditures for 2020-2021



## **Charter**

Our current charter term commenced on 1 September 2021. The charter term concludes on 31 August 2035. Our student body is primarily self-identified as First Nations, Métis, and Inuit.

Due to the transient nature of our students, we work with over 200 youth every year. We are becoming more and more successful with retaining our students. With the support from our wrap around services and funding from Alberta Education we continuously work to provide services to address the needs of youth and assist youth to reach their educational goals. We continue to make efforts to address the unacceptable levels of violence and abuse in our larger community. We were honoured with Crime Prevention Award in 2013 for keeping the youth engaged at school.

## **Enrolments**

Student enrolment is the primary driver of funding for our school division. The new weighted calculation uses three years of enrolment data to determine funding rates. This will help us to plan. Despite Covid-19, we managed to reach closer to our target goals in our student enrolment numbers. This school year (2020-21) 87% of our student population self-identified as First Nations, Métis, and Inuit. Our budget serves to address our goal of ensuring First Nations, Métis, and Inuit student success within a learning environment that respects and values the history, culture, and contributions of our Indigenous peoples. Over 97% of our students are identified as students with high needs. All of our students have had interruptions in their educational journey.

## **Staffing**

We have 12 FTE teaching staff and 12 FTE support staff (including 1 intern from University of Alberta). Our staff provide significant supports for all students. Our budget continues to support teaching staff and support staff in their professional learning and collaborative work to build capacity, engage youth, and create paths for the student success. Many of our students require extraordinary support throughout their years with us and our staff provides the needed supports and services for students with exceptional learning needs in the least restrictive and most inclusive educational environment.

### **Facility and Capital Plans**

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

At Boyle Street Education Centre, we can nurture our youth's curiosity and desire to explore the world. We also have the responsibility to prepare the youth for the world of tomorrow. Although we cannot see that world, we can help the youth ask relevant questions; develop processes for thinking and searching for answers; and communicate, work, and live cooperatively. This is an exciting and important task. As we teach youth basic academic skills, we also incorporate learning processes that will help them be informed, knowledgeable, responsible citizens. That is what we do by incorporating youth exchange opportunities for the youth at Boyle Street Education Centre.

By experiencing first-hand the lifestyles of a community away from home, the students gain life-long social awareness, gaining respect and understanding of cultural diversity, languages, and socio-economic situations. With every exchange the participants learn to appreciate the shared and unique aspects of life in Canada. We have observed that the exchange participants experience a boost in their self-confidence and an overall improvement of their communication skills. A large majority of exchange students gave us the feedback that their participation offered them an opportunity to reflect on future life choices, including academic and career goals.

### **Lease**

Our lease with Kootenay Holdings Ltd. is supported by Alberta Education to operate Boyle Street Education Centre in its current facility for a five-year term from 1 September 2021 until 31 August 2026. The lease is approved by the Education Minister on year-to-year basis.

## Domain: Student Growth and Achievement

### Required Provincial Measures: Diploma Exams, High School Completion, and Citizenship

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2021	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	64.7	92.3	85.7	57.9	n/a <sup>7</sup>	80	n/a	n/a	n/a	81	82	83
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	0.0	0.0	0.0	5.3	n/a	5	n/a	n/a	n/a	5	6	6
High School Completion Rate - percentages of students who completed high school within <b>five</b> <sup>8</sup> years of entering Grade 10.	0.0	7.9	17.4	6.6	No Data	10	Very Low	Maintained	Concern	10	11	12
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	83.6	86.2	80.6	77.8	82.3	83	Very High	Maintained	Excellent	84	85	86

### Comment on Provincial Results

#### Student achievement is consistently strong or improving

Since 2015, the school has used local data 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.

School Year	Credits Earned (Total)
2015-16	856
2016-17	1305
2017-18	1475
2018-19	1399
2019-20	1607

Table 3 - Annual Credits Earned by Students at BSEC 2015-20

<sup>7</sup> The June 2020 Diploma Examinations were cancelled across the province. Two of our students registered to write in June and did not attend to write.

<sup>8</sup> Provincial measures include data for three, four and five-year completion. The majority of our students cannot complete high school within three or four years (due to the severity of their disabilities). We are representing the provincial data related to five-year high school completion as it better represents the reality for our students.

### **Diploma Exam (Acceptable and Excellence<sup>9</sup>):**

The detailed comment on our Diploma Examination results is in the [Issues](#) section of this document.

### **High School Completion (4- and 5-year results)**

While the 3-year average is reported in the overall [May 2020 Accountability Pillar Summary](#), we are highlighting the longer-term results here. Figure 6 demonstrates that, while the 3-year high school completion is too low to report, the 4- and 5-year completion is significantly higher (with the 4-year completion being the best overall). Figure 7 shows that, when we examine the 3-year rolling average, 2017-19 had the greatest percentage of students completing high school within 5 years of entering the Grade 10 cohort.

A summary of our school's actions to support high school completion is available in the [Issues](#) section of this document.

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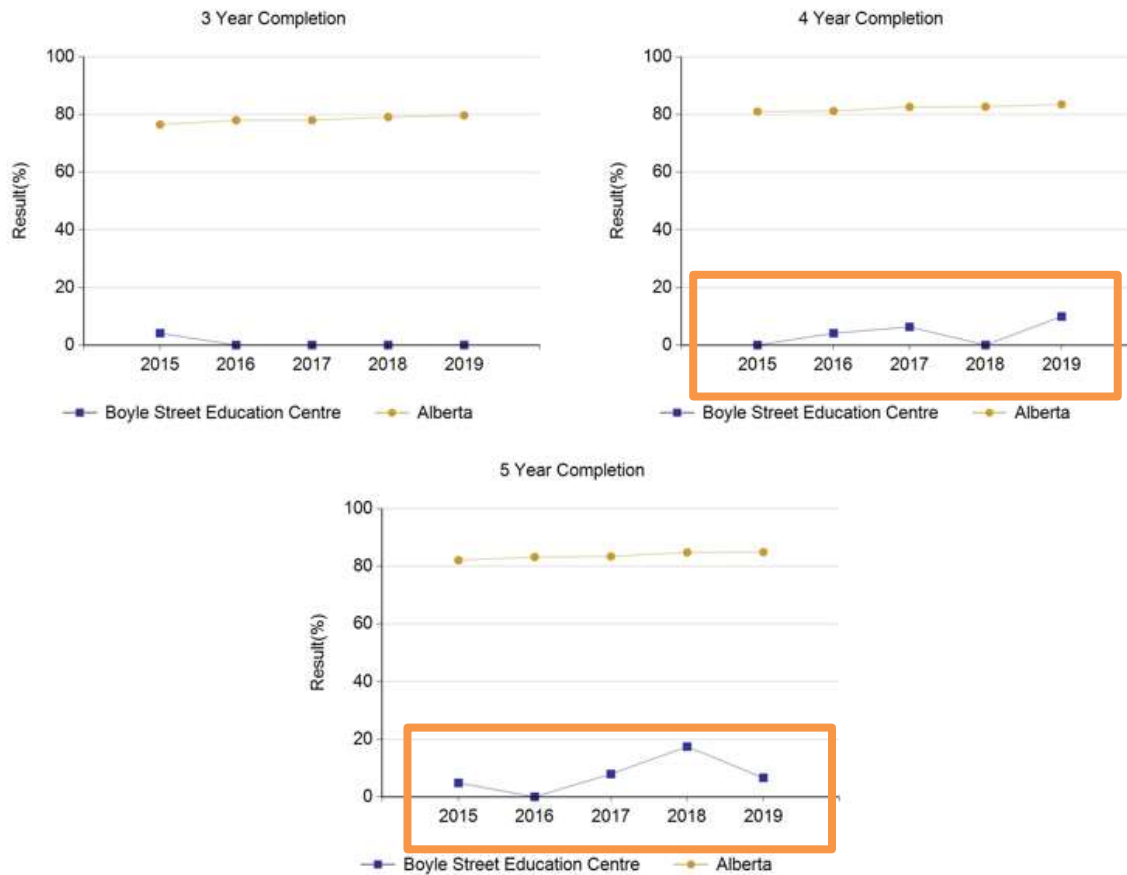
<sup>9</sup> With greater than 90% of our student population annually self-identifying as First Nations, Métis, or Inuit, we take report these results as representative of the requirement to report on the success of students thus identifying.

## High School Completion Rates - Measure History

Authority: 6017 Boyle Street Education Centre

Province: Alberta

	Boyle Street Education Centre										Alberta									
	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	27	4.1	13	0.0	28	0.0	22	0.0	20	0.0	43,810	76.5	45,034	78.0	45,207	78.0	45,144	79.1	45,562	79.7
4 Year Completion	18	0.0	28	4.1	17	6.3	31	0.0	21	9.9	44,394	81.0	43,918	81.2	45,174	82.8	45,350	82.7	45,347	83.5
5 Year Completion	23	4.8	20	0.0	27	7.9	18	17.4	31	6.8	45,111	82.1	44,418	83.2	43,950	83.4	45,199	84.8	45,415	84.9



### Notes:

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

Report Generated: Apr 24, 2020  
Locked with Suppression for May 2020

Report Version 1.0  
Data Current as of Mar 01, 2020

Figure 7 - Detailed High School Completion Report 2015-10. Alberta Government, 2020.

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.

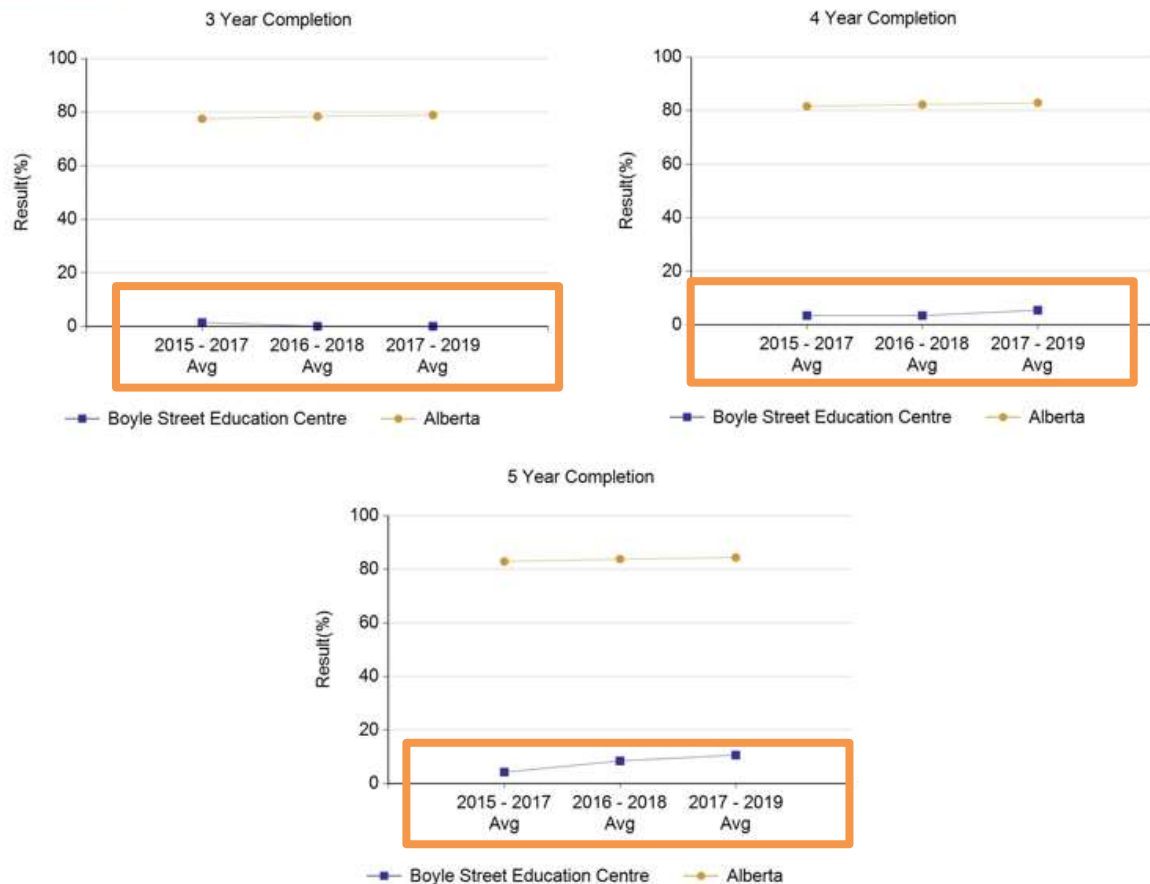
3. 2018 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

### High School Completion Rates - 3 Year Rolling Average

Authority: 6017 Boyle Street Education Centre

Province: Alberta

	Boyle Street Education Centre						Alberta					
	2015 - 2017 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2015 - 2017 Avg		2016 - 2018 Avg		2017 - 2019 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	23	1.4	21	0.0	23	0.0	44,684	77.5	45,128	78.4	45,304	78.9
4 Year Completion	20	3.4	25	3.4	23	5.4	44,495	81.6	44,814	82.2	45,290	82.9
5 Year Completion	23	4.2	22	8.4	25	10.6	44,493	82.9	44,522	83.8	44,855	84.4



Report Generated: Apr 24, 2020  
Locked with Suppression for May 2020

Report Version 1.0  
Data Current as of Mar 01, 2020

Figure 8 - Detailed High School Completion 3-Year Rolling Average 2017-19. Alberta Government, 2020.

## Citizenship

Our school's results in this measure are excellent. 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 behaviors 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 affect 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.



## Domain: Teaching and Leading

### Required Provincial Measure: Education Quality

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.8	94.3	94.7	91.1	86.0	90	Intermediate	Declined	Issue	91	92	93

### Comment on Provincial Results

#### Education Quality:

The impact of the learning interruptions of 2020 are most clearly visible in the results for this measure. Sampled on 29 March 2020, the data reflect not only the suspension of in-person classes because of COVID-19 but also the fact that, after the January and February closures, teachers in particular felt their ability to offer quality educational experiences diminished. The data show teachers were the least satisfied group surveyed. It is our belief that our efforts to re-engage students after the 2020 interruptions will show an improvement in this measure in subsequent years (barring any further significant interruptions to student learning).

Authority: 6017 Boyle Street Education Centre

Province: Alberta

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

	Boyle Street Education Centre									
	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%
Overall	67	93.8	78	94.3	73	94.7	90	91.1	53	86.0
Parent	2	*	1	*	3	*	2	*	2	*
Student	55	89.1	66	88.6	63	89.4	78	85.0	42	85.7
Teacher	12	98.8	12	100.0	10	100.0	12	97.2	11	86.4

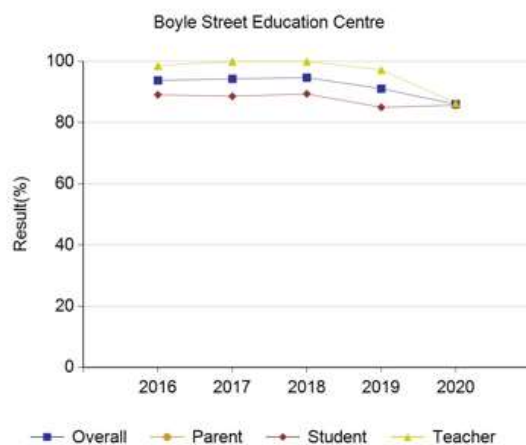


Figure 9 - Education Quality Measure Results Detail. Alberta Education, 2020.

### **Required Local Measures: Professional Learning, Supervision and Evaluation Processes**

In 2019-20, school administration revised the procedures for planning professional learning. Specifically, the revisions align expectations of teachers and school leaders with the new *Teaching Quality Standard* and *Leadership Quality Standard*.

#### ***Actions Taken***

- Policy and procedures for support, instructional, and administrative staff revised, Oct 2018.
- All senior administration completed appropriate levels of certification training for new LQS and SLQS – August 2019.
- Implemented new growth planning and supervision procedures - August 2019.
  - See Appendix B for the detail from the BSEC Policy and Procedures Manual.

## Domain: Learning Supports

### Required Provincial Measure: Safe and Caring

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
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.	90.6	89.3	87.0	84.7	85.8	86	High	Maintained	Good	87	88	89

### Comment on Provincial Results

#### *Safe and Caring*

Our school is proud that this measure is consistently high. In an effort to approach excellence in this measure, we will apply the following strategies in the context COVID-19's impact on schooling:

- Training and outfitting staff members to offer seamless access to learning and supports to students from wherever they are.
- Professional Learning Community (PLC) directed focus on applying Universal Design for Learning (UDL) principles of differentiated instruction so our students have multiple options for engaging with learning content and many options in terms of how to represent achievement of learning outcomes.
- A school-wide reinforcement of behaviors that support safety of all. Rooted in an awareness that COVID-19-related procedures are new and stressful for our students, we have established regular, predictable routines for students who attend in person. In addition, we offer instruction in the use of engineered, administrative and equipment controls

**Required Local Component: FNMI Student Success, Professional Learning about FNMI Perspectives and Experiences, and Programs/Services/Strategies for Students**

**FNMI Student Success:**

Most of our students are First Nations, Métis or Inuit youth. These are some of the strategies we use to maintain their engagement in school while also acknowledging that their heritages and cultures are significant sources of strength and meaning:

- Our school has committed to measure improvements to student and staff access to knowledge about Canada's Indigenous peoples. We report the outcomes and measures in the [Results Analysis for Charter Goal #3](#) section of this document.
- Our school offers cultural programs including options to smudge daily, participate in pipe ceremonies, sweat lodge ceremonies, grief and loss ceremonies, boy's and girl's sharing circles, Truth and Reconciliation events, Orange Shirt Day, and conversations with our school's Elder.
- Our school conducts distributed grouped learning seminars that bring attention to issues affecting Indigenous peoples in Canada. Some topics include 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 (MMIWG Commission). We also speak about the positive change that is happening in Canada such as First Nation's people beginning to seek municipal, provincial and federal offices.

### **Professional Learning about FNMI Perspectives:**

The independent evaluation report received by the school in 2018 included recommendations for staff-wide professional learning. Specifically, supported staff members' professional learning in areas related to accurate representations of indigenous perspectives, histories and knowledges such that these could be better shared with our students. In 2019-20, school administration responded to these recommendations by establishing a charter goal focused on increasing accurate knowledge of indigenous truths among the school community. The administration then took action to build a more systematic approach to staff professional learning in these areas:

- We directed all staff members to include at least one goal in their professional growth plans dealing with increasing personal awareness of accurate representations of indigenous perspectives, histories and knowledges.
- We directed instructional staff members to develop lessons, activities and resources that foster increased opportunities for students to explore Indigenous ways of knowing in their areas of study.
- Our school's indigenous studies committee developed a calendar of events meant to support recommended actions outlined in the Truth and Reconciliation Commission of Canada's *Calls to Action*.
- 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.

We report the outcomes and measures in the [Results Analysis for Charter Goal #3](#) section of this document.

## Programs/Services/Strategies for Students:

Our students have a great deal of access to a continuum of supports and services. Our Student Services team works with teachers, parents/guardians, and the students themselves to identify services and supports that align with observed learning needs and recommendations based on known diagnoses. These services and supports help our students maintain engagement and to manage their symptoms so that they are able to learn. While 2019-20 was a year of many challenges, 76% of those referred to services accessed them.

Counts of Services		Term	19-20	October 27, 2020
Count of Services Referred		Count of Services Accessed		
- Acupuncture	31	44	- Acupuncture	
- Addictions Counseling	7	2	- Addictions Counseling	
- Advancing Futures	4	0	- Advancing Futures	
- AISH/PDD	3	3	- AISH/PDD	
- Animal Therapy	73	24	- Animal Therapy	
- Assessment	154	53	- Assessment	
- Bus Pass	95	76	- Bus Pass	
- Calming Room	18	24	- Calming Room	
- Doctor	57	42	- Doctor	
- Educational Assistant	0	0	- Educational Assistant	
- Gender and Sexuality Alliance	0	0	- Gender and Sexuality Alliance	
- Housing	11	22	- Housing	
- Identification	37	19	- Identification	
- Indigenous Studies Activities	17	62	- Indigenous Studies Activities	
- Legal	20	26	- Legal	
- Massage	0	0	- Massage	
- Meditation	31	20	- Meditation	
- Mentoring	0	0	- Mentoring	
- Nurses	16	5	- Nurses	
- Pregnancy	4	8	- Pregnancy	
- Previously Tested/Diagnosed	10	0	- Previously Tested/Diagnosed	
- Psychologist Counselling	60	30	- Psychologist Counselling	
- Resume	29	26	- Resume	
- School Counselling	49	45	- School Counselling	
- Services Offered and Declined	14	39	- Services Offered and Declined	
- Sharing Circle	2	22	- Sharing Circle	
- Social Worker	1	7	- Social Worker	
- Student Finance	37	38	- Student Finance	
- Treatment Referral	0	0	- Treatment Referral	
- Work Experience	122	57	- Work Experience	
- Yoga	37	25	- Yoga	
Total		939	719	

Figure 10 - Detail of Service Referrals and Access Counts for 2019-20

## Results Analysis of Boyle Street Education Centre 3-Year Education Plan (2019-2022)

The 2020-21 school year is the first year of our school's new 15-year charter term. During the charter renewal process, BSEC 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 3-Year 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.

## 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)	2015-16	2016-17	2017-18	2018-19	2019-2020	Performance Measures	2017-18	2018-19	2019-20
Number of Parent/Guardian Contact notes	823	548	561	660	1073	Parental Involvement	74	67	82
Effective application of instructional strategies and classroom accommodations (Number of – Academic Notes)	121	121	235	226	877	Percentage of new students in a given school year who demonstrated positive change in Wide-Range Achievement Test scores <sup>10</sup> .	n/a	n/a	n/a <sup>11</sup>
						Percentage of students who achieved the acceptable standard on diploma examinations	86	58	n/a <sup>12</sup>
Number of Student Support Counseling notes.	247	967	937	634	1454	Percentage of students achieving IPP outcomes.	43	46	41
Number of Student Contact Attempts	745	631	296	324	1427				
Number of Actual Student Contacts	362	507	365	364	2232				
Number of Student Debriefs	2	16	7	30	39				
Number of Home Visits	n/a	54	13	31	134				
Number of Interagency Contacts	617	1054	977	555	734				

<sup>10</sup> Students retained for at least two or more years with a minimum of 50% attendance in their second test year.

<sup>11</sup> This is a new measure. No data exists for 2017-2019. The first year of reporting would have been 2019-2020. Due to multiple school closures in 2020, we did not conduct a second round of WRAT tests because there was no way to objectively conduct the assessments (these require periods of targeted instruction followed by learning assessments that were not possible to conduct in the second semester last year).

<sup>12</sup> Due to COVID-19 safety measures, diploma examinations were cancelled across the province in 2019.



### **Comment on Results**

The 2019-20 data are exciting. In each lead measure category, the data show significant increases on the previous year. Where available, the data for the lagging performance measures are correspondingly significant (particularly in the area of Parent Involvement). It is encouraging to see that, in spite of all the school interruptions last year, 41% of students still achieved their IPP goals.

Because we were not able to observe key performance measures in the latter half of 2019-20, we must observe the impact the obviously high degree of investment in student and parent contacts over more time.

### **Local Data: Student achievement is consistently strong or improving.**

Since 2015, the school has used local data 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.

School Year	Credits Earned (Total)
2015-16	856
2016-17	1305
2017-18	1475
2018-19	1399
2019-20	1607

*Table 4 - Annual Credits Earned by Students at BSEC 2015-20*

## 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)	2015-16	2016-17	2017-18	2018-19	2019-20	Performance Measures	2017-18	2018-19	2019-20
Number of Supports and Services referred.	n/a	713	830	739	939	Percentage of available supports and services accessed by students.	76	82	77
Number of Student Finance notes.	313	630	708	530	753	6-Year Transition Rate (Provincial Measure).	0	8	6
Number of Student Contacted notes.	362	507	365	364	2232				
Number of Interagency Contact notes.	617	1054	977	555	734				
Number of Students in Work Experience annually	n/a	n/a	51	50	55	Number of Successful Employment Credentials Earned by Students <ul style="list-style-type: none"> <li>CSA (Confined space awareness)</li> <li>FP (Fall protection)</li> <li>WVH (Workplace Violence Harassment)</li> <li>TDG (Transportation of Dangerous Goods)</li> <li>WHMIS (Workplace Hazardous Materials Information System)</li> </ul>	20	51	15 <sup>13</sup>

<sup>13</sup> This number reflects the impact of the school interruptions last year. For context, as of this date (October 26, 2020), our students have completed **16** Employment Credentials in the first quarter of 2020-21.

### **Comment on Results**

The 2019-20 data are exciting. In each lead measure category, the data show significant increases on the previous year. The lagging performance measures of *Service Access* and *Employment Credentials* reflect the impact of school interruptions. The impact of last year's significantly high student contact counts (2,232 instances recorded) will not be apparent until at least next year's reporting period.

### 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	2019	Performance Measures	2017-18	2018-19	2019-20
The number of <b>resources</b> 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 – New Count introduced.	57 <sup>14</sup>	n/a - There is no performance measure associated with this count.	n/a	n/a	n/a
The number of <b>learning opportunities the school makes available to students</b> that support this goal.	75	17 <sup>15</sup>	Number of students who engage with resources and activities that accurately reflect the history, strength and diversity of indigenous peoples.	n/a	75	63 <sup>16</sup>
The number of <b>learning opportunities accessed by staff members</b> in support of this goal.	74	35 <sup>17</sup>	Percent of staff members who engage with resources and activities that accurately reflect the history, strength and diversity of indigenous peoples.	<50 (est.)	72	100

<sup>14</sup> Each staff member employed by the school in 2019-20 developed resources to accurately reflect and demonstrate indigenous lived experiences. In spite of the school interruptions, staff members with student contact or responsibilities for resource development took action. This number reflects the low-end self-reported production of resources by teaching staff. We anticipate this number of resources to grow each year.

<sup>15</sup> The number of events planned for 2019-20 was 86. After January 9<sup>th</sup>, 2020, however, we were not able to host the number of events we planned.

<sup>16</sup> The student-focused learning opportunities are very popular among our students. Even with the year we had last year, 63 students accessed the learning opportunities we offered during the first half of the year.

<sup>17</sup> Understandably, while staff members made plans to access learning opportunities, some people did not get to complete.

### **Comment on Results**

These data are very exciting because they indicate one of the largest areas of growth in our school. While our school has always rooted its practices and processes in some traditional practices of local indigenous peoples, we have never recorded our deliberate efforts in this regard. With the commencement of our new charter term, we are excited to see exactly how much effort has gone into building capacity for intercultural understanding, including specifically truths related to the lasting impacts of residential schools on our society.

The following are highlights from the staff survey about their professional learning related to this goal:

- All reporting staff members accessed some learning opportunities in support of this goal specifically.
- Two staff members indicated that traditional indigenous practices are part of their daily lives.
- Two staff members accessed for-credit university courses related to indigenous ways of knowing to grow their teaching practices.
- Two staff members indicated they accessed the expertise of the school's own Indigenous Studies committee for support in developing resources and improving their practice.
- Five staff members attended conferences (online and in person) related to various aspects of indigenous experience in Canada.
- Five staff members reported taking the [Indigenous Canada course from the University of Alberta and Coursera](#).

## **3-Year Education Plan (3YEP): 2020-2023**

We base the 3-Year Education Plan for BSEC on the results contextualized in the Annual Education Results Report.

### **Time Frame**

This 3YEP is a rolling three-year plan.

### **Results Analysis**

The results of this plan will be reported to the public by May 31 annually. The results reported at that time will include our analysis of provincial survey measures and local performance measures of the plan's outcomes.

### **Stakeholder Engagement**

Our school actively engaged stakeholders to inform the development of this plan. Specifically, we engaged:

- Students in conversation, particularly around the supports and services available to them to enable them to learn from wherever they must access school.
- Parents and guardians in both individualized planning sessions around their child's learning or in group settings through invitations to parent council participation.
- Interested members of the community as they make themselves known and engage with the school via social media channels.
- Members of the greater educational community at TAAPCS, CASS, and the University of Alberta.
- Members of the Board of Directors who review our results annually and direct the senior administration according to its collective responsibility.

### **Strategic Priorities**

School administration is aware of the [Alberta Education Business Plan](#) strategic priorities. This document reports on the current measures related to First Nations, Métis and Inuit student success in the assurance domains in the [AERR](#). This 3YEP identifies the outcomes and near-term measures that we use to track how students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives, experiences, treaties, agreements, and the history and legacy of residential schools.

### **Budget**

The link to our school's budget is [https://www.bsec.ab.ca/wp-content/uploads/2020/11/2020-11-24\\_ExecutiveSummary\\_Financial\\_2019-2021.pdf](https://www.bsec.ab.ca/wp-content/uploads/2020/11/2020-11-24_ExecutiveSummary_Financial_2019-2021.pdf)

## **Structure: 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)	2015-16	2016-17	2017-18	2018-19	2019-2020	Performance Measures	2017-18	2018-19	2019-20	Target 2020-21
Number of Parent/Guardian Contact notes	823	548	561	660	1073	Parental Involvement	74	67	82	85
Effective application of instructional strategies and classroom accommodations (Number of – Academic Notes)	121	121	235	226	877	Percentage of new students in a given school year who demonstrated positive change in Wide-Range Achievement Test scores <sup>18</sup> .	n/a	n/a	n/a	10 <sup>19</sup>
						Percentage of students who achieved the acceptable standard on diploma examinations	86	58	n/a	58
Number of Student Support Counseling notes.	247	967	937	634	1454	Percentage of students achieving IPP outcomes.	43	46	41	45
Number of Student Contact Attempts	745	631	296	324	1427					
Number of Actual Student Contacts	362	507	365	364	2232					
Number of Student Debriefs	2	16	7	30	39					
Number of Home Visits	n/a	54	13	31	134					
Number of Interagency Contacts	617	1054	977	555	734					

<sup>18</sup> Students retained for at least two or more years with a minimum of 50% attendance in their second test year.

<sup>19</sup> This target value is a benchmark threshold for success. We will record the actual value when we are able to take another round of WRAT assessments.



**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)	2015-16	2016-17	2017-18	2018-19	2019-20	Performance Measures	2017-18	2018-19	2019-20	Target 2020-21
Number of Supports and Services referred.	n/a	713	830	739	939	Percentage of available supports and services accessed by students.	76	82	77	80
Number of Student Finance notes.	313	630	708	530	753	6-Year Transition Rate (Provincial Measure).	0	8	6	8
Number of Student Contacted notes.	362	507	365	364	2232					
Number of Interagency Contact notes.	617	1054	977	555	734					
Number of Students in Work Experience annually	n/a	n/a	51	50	55	Number of Successful Employment Credentials Earned by Students <ul style="list-style-type: none"> <li>• CSA (Confined space awareness)</li> <li>• FP (Fall protection)</li> <li>• WWH (Workplace Violence Harassment)</li> <li>• TDG (Transportation of Dangerous Goods)</li> <li>• WHMIS (Workplace Hazardous Materials Information System)</li> </ul>	20	51	15	20

**Strategies Expected to Support Achievement of Goal 2:**

- Provide extra educational support in areas of greatest student volume and need.
- Offer accommodations in high-stakes exams for students who require them as per their individualized program plan.
- Refer students to services and supports that help them learn how to self-regulate in times of stress (including animal support group, yoga and meditation techniques where we can establish COVID-19 safety controls for safe access).
- 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	2019	Performance Measures	2017-18	2018-19	2019-20	Target 2020-21
The number of <b>resources</b> 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 – New Count introduced.	57	n/a - There is no performance measure associated with this count.	n/a	n/a	n/a	n/a
The number of <b>learning opportunities the school makes available to students</b> that support this goal.	75	17	Number of students who engage with resources and activities that accurately reflect the history, strength and diversity of indigenous peoples.	n/a	75	63	<b>70</b>
The number of <b>learning opportunities accessed by staff members</b> in support of this goal.	74	35	Percent of staff members who engage with resources and activities that accurately reflect the history, strength and diversity of indigenous peoples.	<50 (est.)	72	100	<b>100</b>

**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 (particularly in the area of land-based learning – see below).
- Enable all school staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, and experiences of Indigenous peoples.
- Pursue opportunities and engage in practices to facilitate reconciliation **within** the school community as recommended by the Truth and Reconciliation Commission of Canada Report (2015) and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP, 2011).
- Pursue opportunities and engage in practices to facilitate reconciliation **beyond** the school community as recommended by the Truth and Reconciliation Commission of Canada Report (2015) and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP, 2011).

## **APPENDIX A– 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.

# **Accountability Pillar Results for 3-Year Education Plans**

**May 2020**

**6017 Boyle Street Education Centre**

**Report Date: April 26, 2020**



Report Version 1.0 Locked with Suppression for May 2020 Data Current as of Mar 29, 2020

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### What's New for May 2020?

This section outlines any changes to the data, calculations or measures compared to the October 2019 release.

#### Data Updates

- New year of results for all survey measures.
- New year of results for all derived measures (Drop Out Rate, High School Completion Rate, Post-Secondary Transition Rate, Diploma Examination Participation Rate and Rutherford Scholarship Eligibility Rate).

#### Methodology Updates

- 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 between schools for derived measures, most noticeably for these two measures. This methodology better reflects the current variety of program delivery options (including online, distance, and home education), improving attribution of results for situations 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.

Report Generated: Apr 24, 2020

Report Version 1.0

Locked with Suppression for May 2020

Data Current as of Mar 29, 2020

## Accountability Pillar Overall Summary

3-Year Plan - May 2020

Authority: 6017 Boyle Street Education Centre



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	<a href="#">Safe and Caring</a>	85.8	84.7	87.0	89.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	<a href="#">Program of Studies</a>	81.7	80.4	81.4	82.4	82.2	82.0	Very High	Maintained	Excellent
	<a href="#">Education Quality</a>	86.0	91.1	93.4	90.3	90.2	90.1	Intermediate	Declined	Issue
	<a href="#">Drop Out Rate</a>	19.5	18.7	23.8	2.7	2.6	2.7	Very Low	n/a	n/a
	<a href="#">High School Completion Rate (3 yr)</a>	0.0	0.0	0.0	79.7	79.1	78.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	57.9	85.7	80.9	83.6	83.7	83.1	Very Low	Declined	Concern
	<a href="#">Diploma: Excellence</a>	5.3	0.0	0.0	24.0	24.2	22.5	Very Low	Maintained	Concern
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	0.0	0.0	0.0	56.4	56.3	55.6	Very Low	Maintained	Concern
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	11.1	18.9	15.8	66.6	64.8	63.5	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	6.4	7.9	4.2	60.1	59.0	58.5	Very Low	Maintained	Concern
	<a href="#">Work Preparation</a>	100.0	91.7	97.2	84.1	83.0	82.7	Very High	Maintained	Excellent
	<a href="#">Citizenship</a>	82.3	77.8	81.6	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	<a href="#">Parental Involvement</a>	81.8	66.7	72.4	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	<a href="#">School Improvement</a>	92.1	93.2	94.5	81.5	81.0	80.9	Very High	Maintained	Excellent

### Notes:

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

11.Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

12.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.

13.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).

14.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.

15.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.

16.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.

17.Weight 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.

18.2016 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.

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Locked with Suppression for May 2020

Report Version 1.0

Data Current as of Mar 29, 2020

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.



## Accountability Pillar Overall Summary

### Source Data Reference

### 3-Year Plan - May 2020

### Authority: 6017 Boyle Street Education Centre

Measure Category	Measure	Current Result	Previous Year Result	Previous 3 Year Average	Data Updated
Safe and Caring Schools	Safe and Caring	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
Student Learning Opportunities	Program of Studies	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
	Education Quality	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
	Drop Out Rate	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 01, 2020
	High School Completion Rate (3 yr)	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 01, 2020
Student Learning Achievement (Grades K-9)	PAT: Acceptable	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Aug 23, 2019
	PAT: Excellence	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Aug 23, 2019
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Aug 23, 2019
	Diploma: Excellence	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Aug 23, 2019
	Diploma Exam Participation Rate (4+ Exams)	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 01, 2020
	Rutherford Scholarship Eligibility Rate	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 01, 2020
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 01, 2020

	Work Preparation	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
	Citizenship	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
Parental Involvement	Parental Involvement	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
Continuous Improvement	School Improvement	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
ACOL Measure	Satisfaction with Program Access	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
	In-service jurisdiction Needs	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020

# Accountability Pillar Overall Summary

## Measure Evaluation Reference

### 3-Year Plan - May 2020

#### Authority: 6017 Boyle Street Education Centre

#### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-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 five 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
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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.

## Accountability Pillar Overall Summary

### Measure Evaluation Reference

#### 3-Year Plan - May 2020

#### Authority: 6017 Boyle Street Education Centre

#### 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 five 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



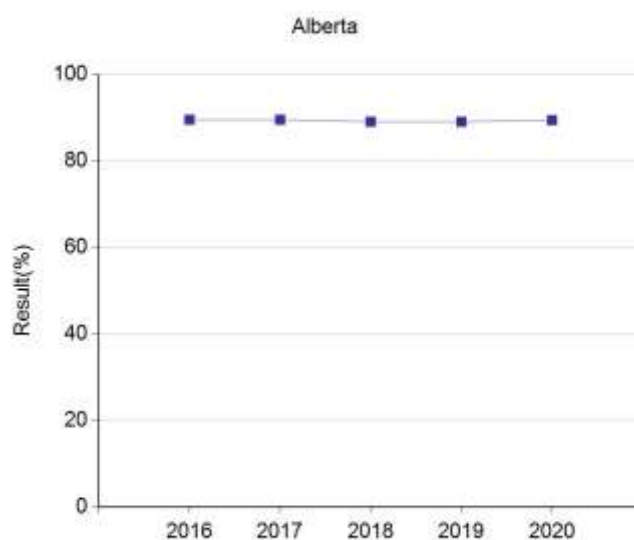
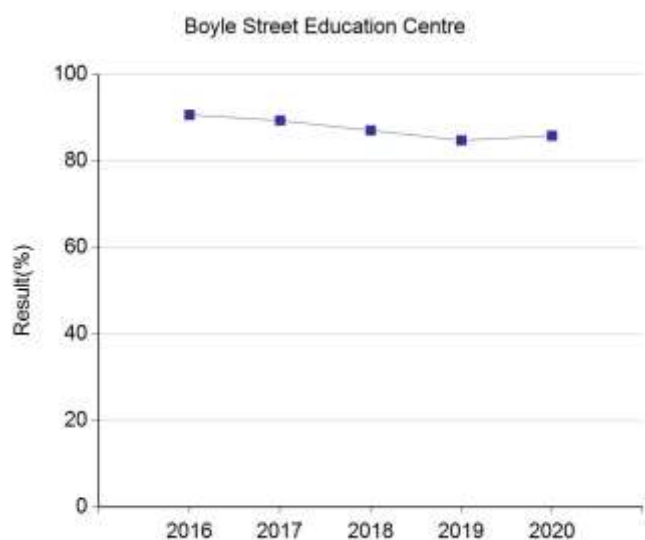
## B.4 Safe and Caring Measure History

**Authority:** 6017 Boyle Street Education Centre

**Province:** Alberta

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.

Boyle Street Education Centre										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
67	90.6	78	89.3	73	87.0	90	84.7	53	85.8	284,589	89.5	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4



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/TFM (Tell Them From Me) survey tool.

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
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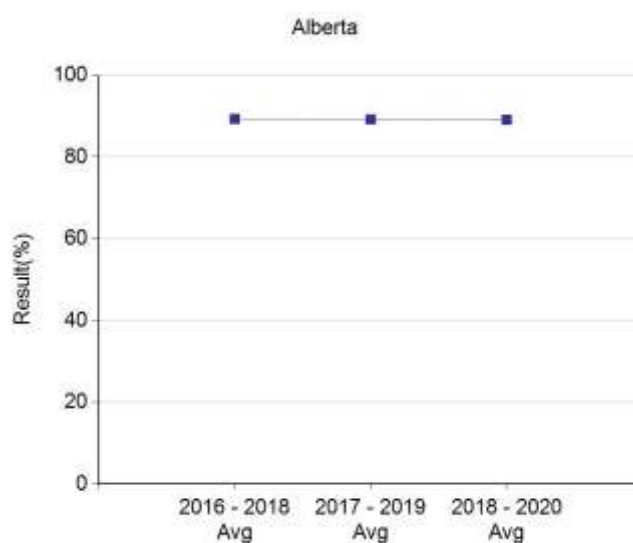
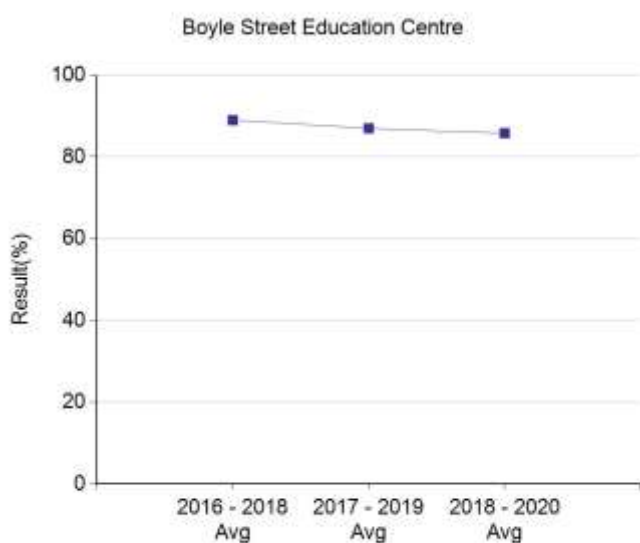
## B.4 Safe and Caring - 3 Year Rolling Average

**Authority: 6017 Boyle Street Education Centre**

**Province: Alberta**

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.

Boyle Street Education Centre						Alberta					
2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg	
N	%	N	%	N	%	N	%	N	%	N	%
73	89.0	80	87.0	72	85.8	279,237	89.3	272,834	89.2	261,027	89.1



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.

Notes:

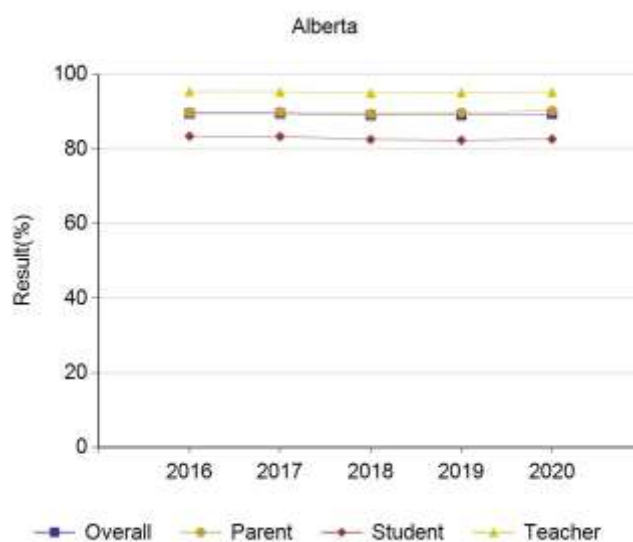
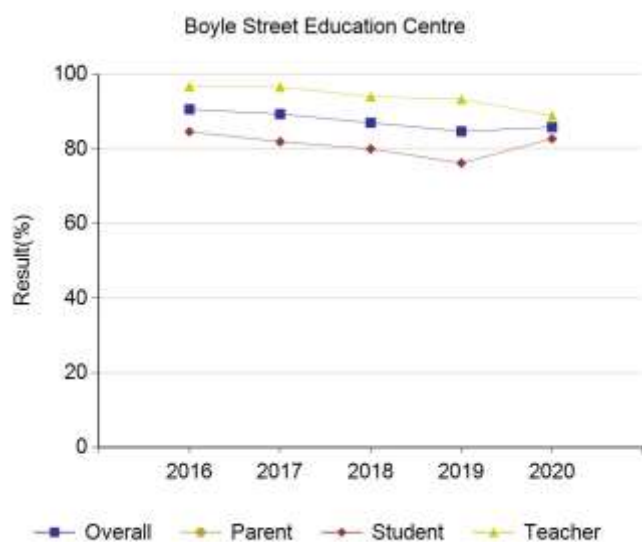
## B.4 Safe and Caring History with Groups

Authority: 6017 Boyle Street Education Centre

Province: Alberta

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.

	Boyle Street Education Centre										Alberta									
	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	67	90.6	78	89.3	73	87.0	90	84.7	53	85.8	284,589	89.5	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4
Parent	2	*	1	*	3	*	2	*	2	*	33,662	89.8	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2
Student	55	84.6	66	81.9	63	80.0	78	76.2	42	82.7	220,486	83.4	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6
Teacher	12	96.7	12	96.6	10	94.0	12	93.3	11	88.9	30,441	95.4	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3



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/TFM (Tell Them From Me) survey tool.

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.

## B.4 Safe and Caring Detail

### Authority: 6017 Boyle Street Education Centre

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.

Parent - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students treat each other well at your child's school	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
Teachers care about your child	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
Your child is safe at school	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
Your child is safe on the way to and from school	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
Your child is treated fairly by adults at school	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*

#### Notes:

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

## B.4 Safe and Caring Detail

### Authority: 6017 Boyle Street Education Centre

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.

	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*

#### Parent - Grade 10-12

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students treat each other well at your child's school	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
Teachers care about your child	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
Your child is safe at school	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
Your child is safe on the way to and from school	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*

#### Notes:

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

## B.4 Safe and Caring Detail

### Authority: 6017 Boyle Street Education Centre

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.

Your child is treated fairly by adults at school	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*

#### Teacher - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students are safe at your school	2016	12	67	33	0	0	0	100
	2017	12	75	25	0	0	0	100
	2018	10	70	30	0	0	0	100
	2019	12	58	33	8	0	0	92
	2020	11	36	55	0	0	9	91
Students are safe on the way to and from your school	2016	12	0	83	8	0	8	83
	2017	12	25	58	8	0	8	83
	2018	10	20	60	10	0	10	80
	2019	12	25	58	0	0	17	83
	2020	11	9	55	18	0	18	64
Students are treated fairly by adults at your school	2016	12	100	0	0	0	0	100
	2017	11	91	9	0	0	0	100
	2018	10	100	0	0	0	0	100
	2019	12	92	8	0	0	0	100
	2020	10	80	20	0	0	0	100
Students treat each other well at your school	2016	12	50	50	0	0	0	100
	2017	12	42	58	0	0	0	100

#### 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.

## B.4 Safe and Caring Detail

### Authority: 6017 Boyle Street Education Centre

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.

	2018	10	50	40	10	0	0	90
	2019	12	33	58	8	0	0	92
	2020	11	27	73	0	0	0	100
Teachers at your school care about their students	2016	12	100	0	0	0	0	100
	2017	12	92	8	0	0	0	100
	2018	10	90	10	0	0	0	100
	2019	12	100	0	0	0	0	100
	2020	11	82	9	0	0	9	91

### Teacher - Grade 10

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students are safe at your school	2016	11	64	36	0	0	0	100
	2017	9	67	33	0	0	0	100
	2018	9	67	33	0	0	0	100
	2019	10	60	30	10	0	0	90
	2020	8	38	50	0	0	13	88
Students are safe on the way to and from your school	2016	11	0	82	9	0	9	82
	2017	9	22	56	11	0	11	78
	2018	9	22	56	11	0	11	78
	2019	10	30	60	0	0	10	90
	2020	8	13	50	13	0	25	63
Students are treated fairly by adults at your school	2016	11	100	0	0	0	0	100
	2017	9	89	11	0	0	0	100
	2018	9	100	0	0	0	0	100
	2019	10	90	10	0	0	0	100

#### 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.



## B.4 Safe and Caring Detail

### Authority: 6017 Boyle Street Education Centre

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.

	2020	7	86	14	0	0	0	100
Students treat each other well at your school	2016	11	55	45	0	0	0	100
	2017	9	33	67	0	0	0	100
	2018	9	56	33	11	0	0	89
	2019	10	40	50	10	0	0	90
	2020	8	38	63	0	0	0	100
Teachers at your school care about their students	2016	11	100	0	0	0	0	100
	2017	9	89	11	0	0	0	100
	2018	9	89	11	0	0	0	100
	2019	10	100	0	0	0	0	100
	2020	8	88	0	0	0	13	88

### Student - Grade 10-12

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
I am treated fairly by adults at my school	2016	55	44	44	4	4	5	87
	2017	65	38	54	5	0	3	92
	2018	63	32	57	5	0	6	89
	2019	76	34	51	1	3	11	86
	2020	42	36	55	2	2	5	90
I feel safe at school	2016	55	29	56	2	9	4	85
	2017	65	43	43	6	0	8	86
	2018	62	32	52	2	3	11	84
	2019	78	27	54	3	1	15	81
	2020	41	29	56	5	5	5	85
I feel safe on the way to and from school	2016	54	33	46	11	4	6	80

#### 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/TFM (Tell Them From Me) survey tool.

## B.4 Safe and Caring Detail

### Authority: 6017 Boyle Street Education Centre

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.

	2017	66	29	52	9	0	11	80
	2018	61	26	54	5	5	10	80
	2019	77	26	43	13	0	18	69
	2020	42	26	50	7	10	7	76
My teachers care about me	2016	54	35	52	0	4	9	87
	2017	65	37	42	0	0	22	78
	2018	62	34	47	6	0	13	81
	2019	77	31	40	5	3	21	71
	2020	42	26	55	2	2	14	81
Other students treat me well	2016	55	24	60	4	5	7	84
	2017	65	23	49	9	2	17	72
	2018	62	24	42	11	2	21	66
	2019	78	26	49	8	1	17	74
	2020	41	29	51	5	0	15	80

#### 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.

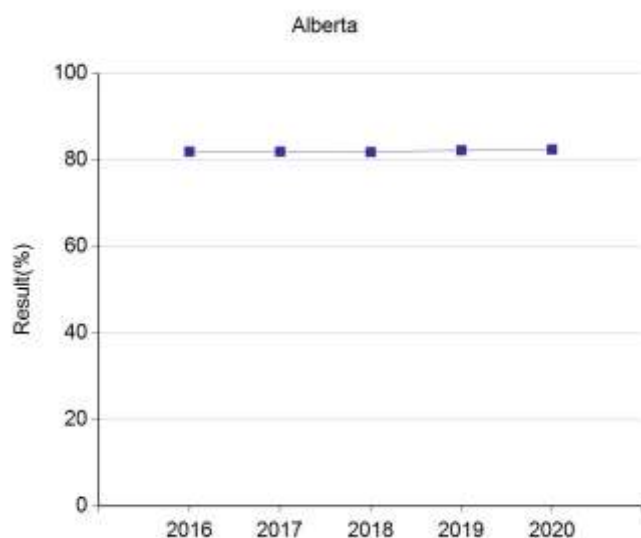
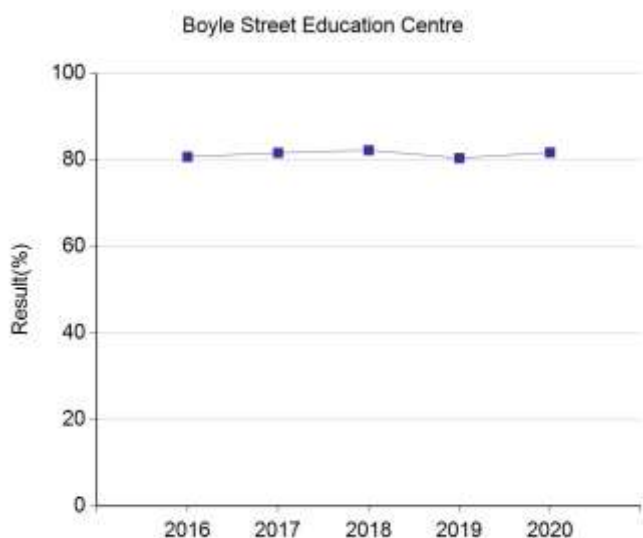
## A.1b Program of Studies Measure History

Authority: 6017 Boyle Street Education Centre

Province: Alberta

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.

Boyle Street Education Centre										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
67	80.7	78	81.6	73	82.2	90	80.4	53	81.7	198,841	81.9	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4



Notes:

## Student Learning Opportunities



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.

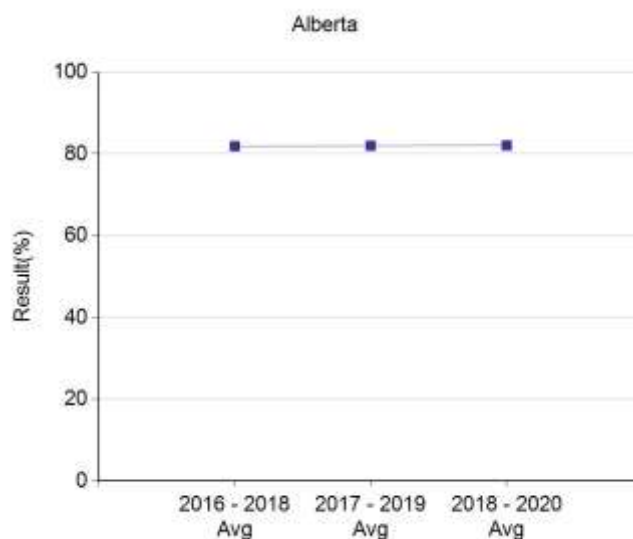
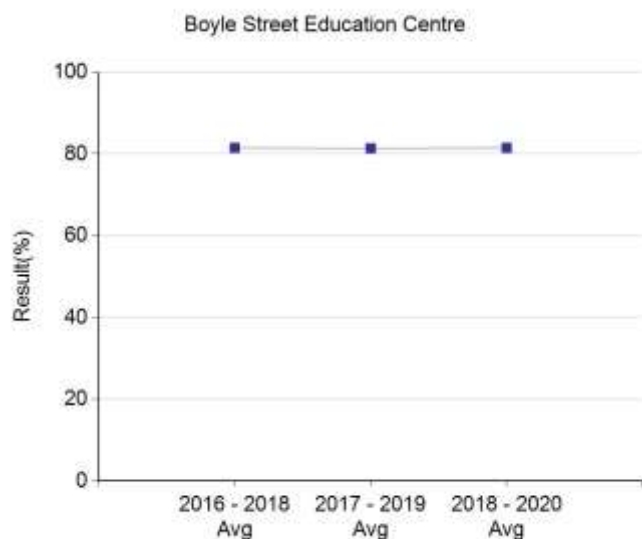
### A.1b Program of Studies - 3 Year Rolling Average

**Authority: 6017 Boyle Street Education Centre**

**Province: Alberta**

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.

Boyle Street Education Centre						Alberta					
2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg	
N	%	N	%	N	%	N	%	N	%	N	%
73	81.5	80	81.4	72	81.5	194,017	81.9	188,352	82.0	180,715	82.1



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.

Notes:

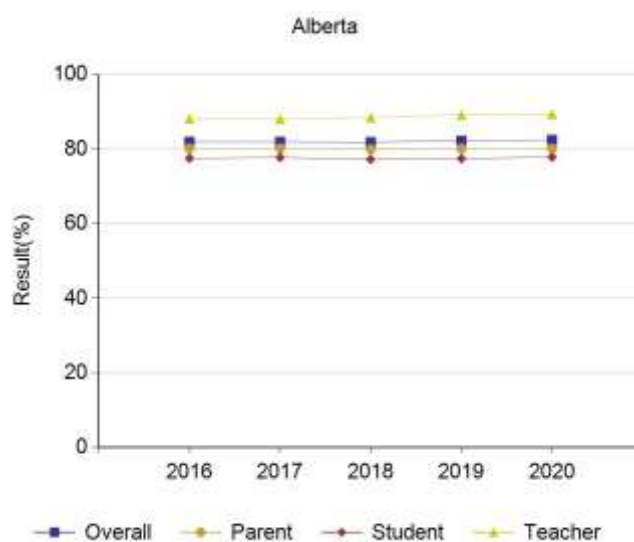
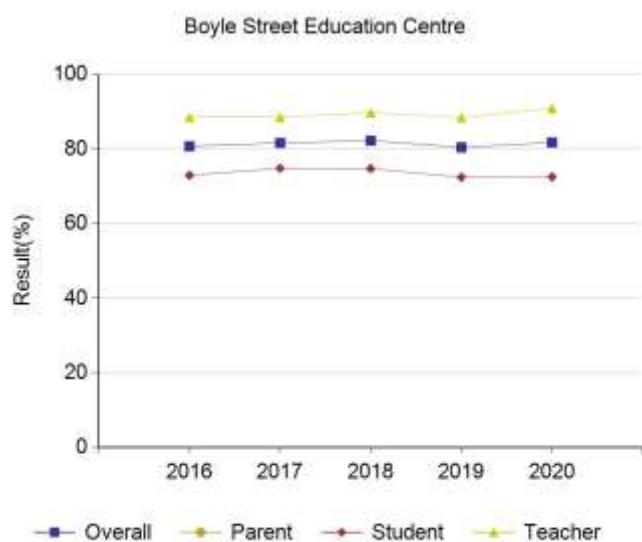
## A.1b Program of Studies History with Groups

Authority: 6017 Boyle Street Education Centre

Province: Alberta

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.

	Boyle Street Education Centre										Alberta									
	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	67	80.7	78	81.6	73	82.2	90	80.4	53	81.7	198,841	81.9	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4
Parent	2	*	1	*	3	*	2	*	2	*	33,656	80.1	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1
Student	55	72.9	66	74.8	63	74.7	78	72.4	42	72.5	134,738	77.5	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8
Teacher	12	88.5	12	88.5	10	89.7	12	88.4	11	90.9	30,447	88.1	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3



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.

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.

# Student Learning Opportunities



## A.1b Program of Studies Detail

### Authority: 6017 Boyle Street Education Centre

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.

Parent - All

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school: Another language?	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school: Art?	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school: Computers?	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school: Drama?	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school:	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*

#### 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.

# Student Learning Opportunities



## A.1b Program of Studies Detail

### Authority: 6017 Boyle Street Education Centre

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.

Health?	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school: Music?	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*

### Parent - All

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you with the opportunities your child has to participate in physical education at school?	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
How satisfied or dissatisfied are you with the variety of subjects available to your child at school?	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*

### Notes:

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



# Student Learning Opportunities



## A.1b Program of Studies Detail

### Authority: 6017 Boyle Street Education Centre

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.

Parent - Grade 10-12

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school: Another language?	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school: Art?	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school: Computers?	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school: Drama?	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school:	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*

#### 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.

# Student Learning Opportunities



## A.1b Program of Studies Detail

### Authority: 6017 Boyle Street Education Centre

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.

Health?	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school:	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
Music?								

### Parent - Grade 10-12

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you with the opportunities your child has to participate in physical education at school?	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
How satisfied or dissatisfied are you with the variety of subjects available to your child at school?	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*

#### Notes:

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

# Student Learning Opportunities



## A.1b Program of Studies Detail

### Authority: 6017 Boyle Street Education Centre

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.

Teacher - All

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you with the opportunities students at your school have to learn about the following topics: Another language	2016	12	0	17	58	8	17	17
	2017	12	0	8	58	8	25	8
	2018	9	0	22	44	0	33	22
	2019	12	0	42	17	8	33	42
	2020	11	18	27	18	9	27	45
How satisfied or dissatisfied are you with the opportunities students at your school have to learn about the following topics: Art	2016	12	100	0	0	0	0	100
	2017	12	100	0	0	0	0	100
	2018	10	90	10	0	0	0	100
	2019	12	92	8	0	0	0	100
	2020	11	82	18	0	0	0	100
How satisfied or dissatisfied are you with the opportunities students at your school have to learn about the following topics: Computers	2016	12	67	33	0	0	0	100
	2017	12	58	42	0	0	0	100
	2018	10	40	50	10	0	0	90
	2019	12	33	58	0	8	0	92
	2020	11	27	73	0	0	0	100
How satisfied or dissatisfied are you with the opportunities students at your school have to learn about the following topics: Drama	2016	12	58	33	8	0	0	92
	2017	12	67	33	0	0	0	100
	2018	10	80	20	0	0	0	100
	2019	12	58	25	0	8	8	83
	2020	11	64	27	0	0	9	91
How satisfied or dissatisfied are you with the opportunities students at your school have to learn about the following topics:	2016	12	50	50	0	0	0	100
	2017	12	67	33	0	0	0	100

#### Notes:

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# Student Learning Opportunities



## A.1b Program of Studies Detail

### Authority: 6017 Boyle Street Education Centre

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.

Health	2018	9	67	33	0	0	0	100
	2019	12	58	33	8	0	0	92
	2020	11	45	55	0	0	0	100
How satisfied or dissatisfied are you with the opportunities students at your school have to learn about the following topics:	2016	12	83	17	0	0	0	100
	2017	12	100	0	0	0	0	100
	2018	10	100	0	0	0	0	100
	2019	12	100	0	0	0	0	100
	2020	11	91	0	0	0	9	91
Music								

### Teacher - All

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you with the opportunities students at your school have to participate in physical education	2016	12	75	25	0	0	0	100
	2017	12	83	17	0	0	0	100
	2018	10	90	10	0	0	0	100
	2019	12	83	17	0	0	0	100
	2020	11	91	9	0	0	0	100
How satisfied or dissatisfied are you with the variety of subjects available to students at your school	2016	12	75	25	0	0	0	100
	2017	12	75	25	0	0	0	100
	2018	10	70	30	0	0	0	100
	2019	11	91	9	0	0	0	100
	2020	11	55	45	0	0	0	100

### 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.

# Student Learning Opportunities



## A.1b Program of Studies Detail

### Authority: 6017 Boyle Street Education Centre

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.

Teacher - Grade 10

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you with the opportunities students at your school have to learn about the following topics: Another language	2016	11	0	18	64	0	18	18
	2017	9	0	11	67	11	11	11
	2018	8	0	25	38	0	38	25
	2019	10	0	30	20	10	40	30
	2020	8	13	25	25	13	25	38
How satisfied or dissatisfied are you with the opportunities students at your school have to learn about the following topics: Art	2016	11	100	0	0	0	0	100
	2017	9	100	0	0	0	0	100
	2018	9	89	11	0	0	0	100
	2019	10	90	10	0	0	0	100
	2020	8	88	13	0	0	0	100
How satisfied or dissatisfied are you with the opportunities students at your school have to learn about the following topics: Computers	2016	11	64	36	0	0	0	100
	2017	9	56	44	0	0	0	100
	2018	9	44	56	0	0	0	100
	2019	10	30	60	0	10	0	90
	2020	8	25	75	0	0	0	100
How satisfied or dissatisfied are you with the opportunities students at your school have to learn about the following topics: Drama	2016	11	55	36	9	0	0	91
	2017	9	78	22	0	0	0	100
	2018	9	89	11	0	0	0	100
	2019	10	60	20	0	10	10	80
	2020	8	75	25	0	0	0	100
How satisfied or dissatisfied are you with the opportunities students at your school have to learn about the following topics:	2016	11	45	55	0	0	0	100
	2017	9	67	33	0	0	0	100

#### Notes:

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# Student Learning Opportunities



## A.1b Program of Studies Detail

### Authority: 6017 Boyle Street Education Centre

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.

Health	2018	8	63	38	0	0	0	100
	2019	10	60	30	10	0	0	90
	2020	8	50	50	0	0	0	100
How satisfied or dissatisfied are you with the opportunities students at your school have to learn about the following topics:	2016	11	82	18	0	0	0	100
	2017	9	100	0	0	0	0	100
	2018	9	100	0	0	0	0	100
	2019	10	100	0	0	0	0	100
	2020	8	100	0	0	0	0	100
Music								

### Teacher - Grade 10

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you with the opportunities students at your school have to participate in physical education	2016	11	73	27	0	0	0	100
	2017	9	89	11	0	0	0	100
	2018	9	89	11	0	0	0	100
	2019	10	80	20	0	0	0	100
	2020	8	100	0	0	0	0	100
How satisfied or dissatisfied are you with the variety of subjects available to students at your school	2016	11	73	27	0	0	0	100
	2017	9	78	22	0	0	0	100
	2018	9	78	22	0	0	0	100
	2019	9	89	11	0	0	0	100
	2020	8	50	50	0	0	0	100

#### 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.

# Student Learning Opportunities



## A.1b Program of Studies Detail

### Authority: 6017 Boyle Street Education Centre

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.

Student - Grade 10-12

		N	Very Good %	Good %	Poor %	Very Poor %	Don't Know %	Top 2 Box %
Are the opportunities you have to learn about art at school	2016	55	44	45	4	0	7	89
	2017	64	42	42	2	0	14	84
	2018	62	45	40	5	0	10	85
	2019	76	45	39	3	4	9	84
	2020	42	38	57	0	0	5	95
Are the opportunities you have to learn about computers at school	2016	54	26	43	17	4	11	69
	2017	63	19	51	13	0	17	70
	2018	63	24	54	11	0	11	78
	2019	78	18	47	13	1	21	65
	2020	41	7	61	15	2	15	68
Are the opportunities you have to learn about drama at school	2016	55	13	51	9	4	24	64
	2017	63	19	46	13	0	22	65
	2018	61	20	46	10	3	21	66
	2019	77	16	48	14	3	19	64
	2020	42	17	33	12	12	26	50
Are the opportunities you have to learn about health at school	2016	53	26	45	17	4	8	72
	2017	66	27	44	11	0	18	71
	2018	63	19	62	5	0	14	81
	2019	77	23	48	9	0	19	71
	2020	42	26	40	19	0	14	67
Are the opportunities you have to learn about music at school	2016	55	44	44	5	2	5	87
	2017	62	40	42	2	0	16	82
	2018	63	43	43	2	0	13	86

#### 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.

# Student Learning Opportunities



## A.1b Program of Studies Detail

### Authority: 6017 Boyle Street Education Centre

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.

	2019	77	53	32	3	0	12	86
	2020	42	38	57	0	0	5	95
Are the opportunities you have to learn another language at school	2016	55	13	22	25	18	22	35
	2017	64	8	30	22	13	28	38
	2018	63	5	21	25	13	37	25
	2019	78	8	26	28	9	29	33
	2020	42	7	26	24	12	31	33

### Student - Grade 10-12

		N	Very Good %	Good %	Poor %	Very Poor %	Don't Know %	Top 2 Box %
Are the opportunities you have to participate in physical education at school	2016	55	44	38	11	0	7	82
	2017	64	48	42	2	0	8	91
	2018	61	51	39	3	2	5	90
	2019	76	47	38	3	1	11	86
	2020	42	40	45	5	2	7	86
Is the variety of courses available to you at school	2016	54	37	50	7	2	4	87
	2017	65	38	58	0	2	2	97
	2018	62	39	48	8	2	3	87
	2019	78	37	54	4	1	4	91
	2020	42	31	55	10	0	5	86

#### 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/TFM (Tell Them From Me) survey tool.



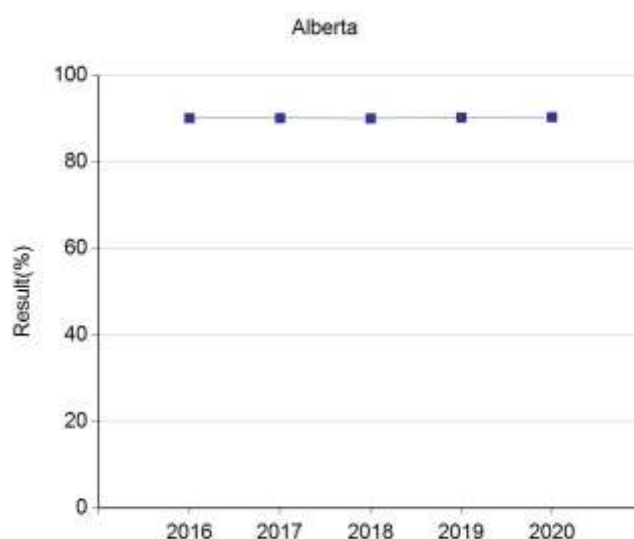
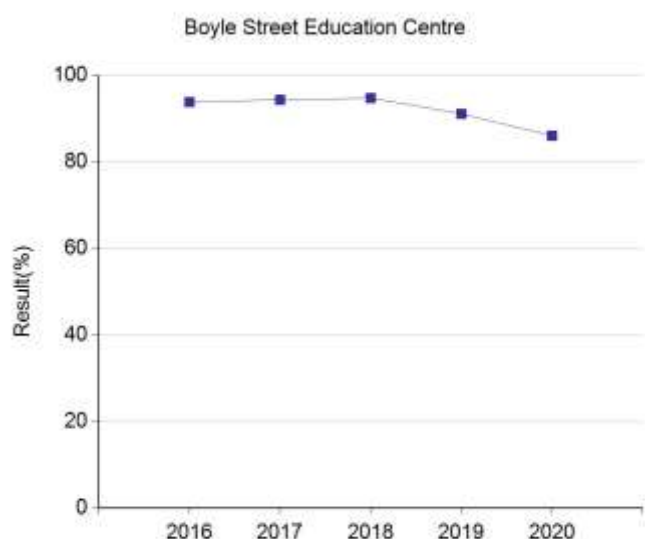
## A.4 Education Quality Measure History

**Authority:** 6017 Boyle Street Education Centre

**Province:** Alberta

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

Boyle Street Education Centre										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
67	93.8	78	94.3	73	94.7	90	91.1	53	86.0	285,217	90.1	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3



Notes:

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

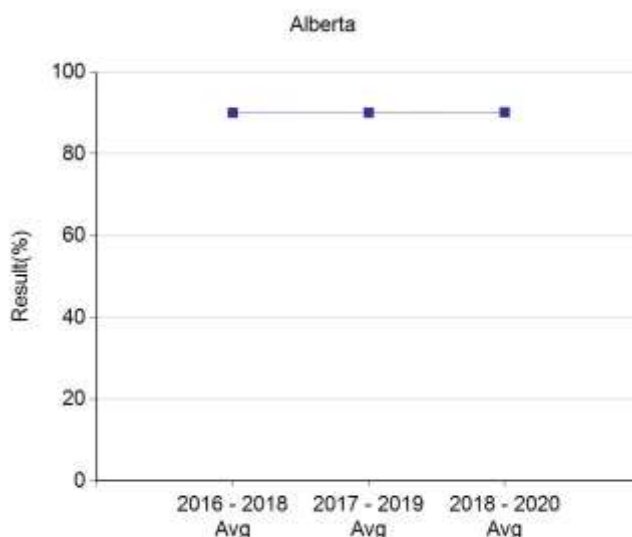
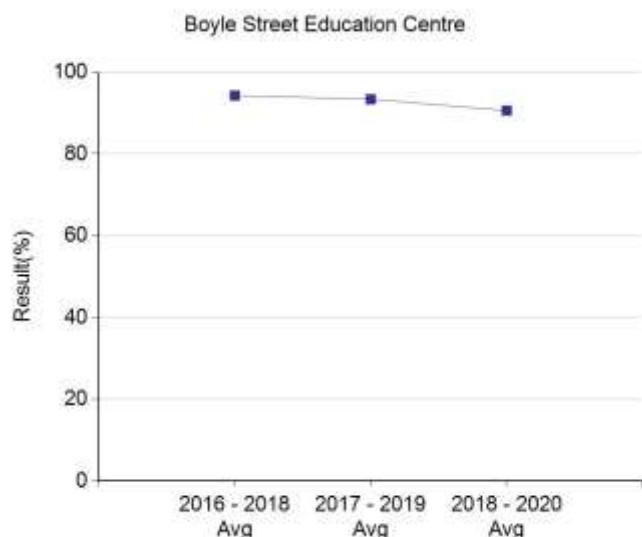
## A.4 Education Quality - 3 Year Rolling Average

**Authority: 6017 Boyle Street Education Centre**

**Province: Alberta**

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

Boyle Street Education Centre						Alberta					
2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg	
N	%	N	%	N	%	N	%	N	%	N	%
73	94.3	80	93.4	72	90.6	279,832	90.1	273,373	90.1	261,497	90.2



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.

Notes:

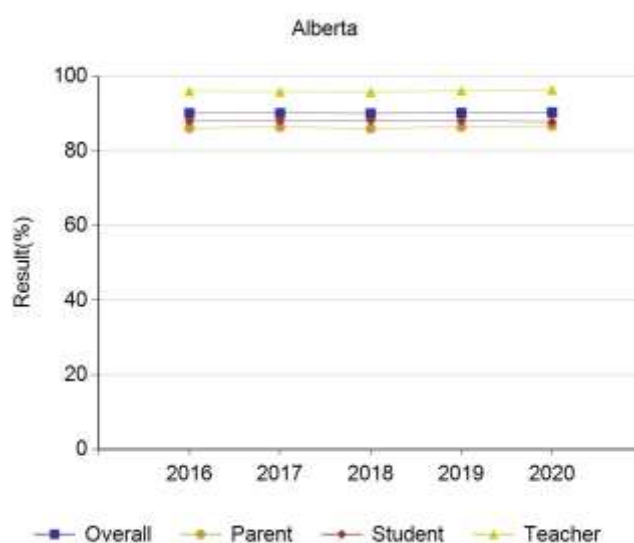
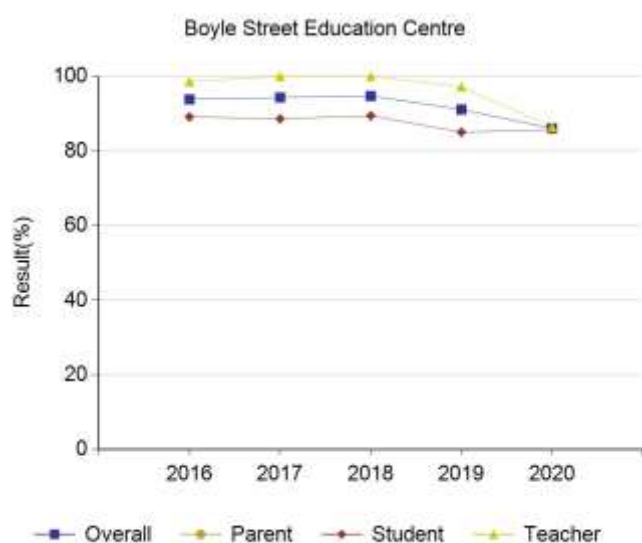
## A.4 Education Quality History with Groups

Authority: 6017 Boyle Street Education Centre

Province: Alberta

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

	Boyle Street Education Centre										Alberta									
	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	67	93.8	78	94.3	73	94.7	90	91.1	53	86.0	285,217	90.1	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3
Parent	2	*	1	*	3	*	2	*	2	*	33,675	86.1	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7
Student	55	89.1	66	88.6	63	89.4	78	85.0	42	85.7	221,094	88.0	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8
Teacher	12	98.6	12	100.0	10	100.0	12	97.2	11	86.4	30,448	96.0	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4



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/TFM (Tell Them From Me) survey tool.

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.

# Student Learning Opportunities



## A.4 Education Quality Detail

### Authority: 6017 Boyle Street Education Centre

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

Parent - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Your child clearly understands what he or she is expected to learn at school?	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
Your child finds school work challenging?	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
Your child finds school work interesting?	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
Your child is learning what he or she needs to know?	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
	2016	2	*	*	*	*	*	*

Notes:

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

# Student Learning Opportunities



## A.4 Education Quality Detail

### Authority: 6017 Boyle Street Education Centre

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

How satisfied or dissatisfied are you with the quality of education your child is receiving at school?	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*

#### Parent - All

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you with the quality of teaching at your child's school?	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*

#### Notes:

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

# Student Learning Opportunities



## A.4 Education Quality Detail

### Authority: 6017 Boyle Street Education Centre

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

Parent - Grade 10-12

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Your child clearly understands what he or she is expected to learn at school?	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
Your child finds school work challenging?	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
Your child finds school work interesting?	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
Your child is learning what he or she needs to know?	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
	2016	2	*	*	*	*	*	*

#### Notes:

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

# Student Learning Opportunities



## A.4 Education Quality Detail

### Authority: 6017 Boyle Street Education Centre

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

How satisfied or dissatisfied are you with the quality of education your child is receiving at school?	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*

#### Parent - Grade 10-12

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you with the quality of teaching at your child's school?	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*

#### Notes:

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



# Student Learning Opportunities



## A.4 Education Quality Detail

### Authority: 6017 Boyle Street Education Centre

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

Teacher - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students at your school are learning what they need to know	2016	12	67	33	0	0	0	100
	2017	12	75	25	0	0	0	100
	2018	10	100	0	0	0	0	100
	2019	12	50	50	0	0	0	100
	2020	11	82	9	0	0	9	91
Students at your school clearly understand what they are expected to learn at school	2016	12	42	50	0	0	8	92
	2017	12	58	42	0	0	0	100
	2018	10	30	70	0	0	0	100
	2019	12	25	67	8	0	0	92
	2020	11	73	9	9	0	9	82
Students at your school find school work challenging	2016	12	42	58	0	0	0	100
	2017	12	58	42	0	0	0	100
	2018	10	60	40	0	0	0	100
	2019	12	58	42	0	0	0	100
	2020	11	55	27	0	0	18	82
Students at your school find school work interesting	2016	12	25	75	0	0	0	100
	2017	11	45	55	0	0	0	100
	2018	10	40	60	0	0	0	100
	2019	12	42	50	8	0	0	92
	2020	11	45	36	18	0	0	82
		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
	2016	12	83	17	0	0	0	100

#### 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.

# Student Learning Opportunities



## A.4 Education Quality Detail

### Authority: 6017 Boyle Street Education Centre

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

How satisfied or dissatisfied are you with the quality of education students at your school are receiving	2017	12	83	17	0	0	0	100
	2018	10	80	20	0	0	0	100
	2019	12	67	33	0	0	0	100
	2020	11	82	9	0	0	9	91

#### Teacher - All

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you with the quality of teaching at your school	2016	12	83	17	0	0	0	100
	2017	12	83	17	0	0	0	100
	2018	10	80	20	0	0	0	100
	2019	12	67	33	0	0	0	100
	2020	11	64	27	0	0	9	91

#### 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/TFM (Tell Them From Me) survey tool.

# Student Learning Opportunities



## A.4 Education Quality Detail

### Authority: 6017 Boyle Street Education Centre

Percentage of teachers, parents and students satisfied with the overall quality of basic education.  
Teacher - Grade 10

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students at your school are learning what they need to know	2016	11	64	36	0	0	0	100
	2017	9	67	33	0	0	0	100
	2018	9	100	0	0	0	0	100
	2019	10	60	40	0	0	0	100
	2020	8	88	0	0	0	13	88
Students at your school clearly understand what they are expected to learn at school	2016	11	45	45	0	0	9	91
	2017	9	67	33	0	0	0	100
	2018	9	22	78	0	0	0	100
	2019	10	30	60	10	0	0	90
	2020	8	88	0	0	0	13	88
Students at your school find school work challenging	2016	11	45	55	0	0	0	100
	2017	9	56	44	0	0	0	100
	2018	9	56	44	0	0	0	100
	2019	10	70	30	0	0	0	100
	2020	8	63	13	0	0	25	75
Students at your school find school work interesting	2016	11	27	73	0	0	0	100
	2017	8	38	63	0	0	0	100
	2018	9	44	56	0	0	0	100
	2019	10	50	40	10	0	0	90
	2020	8	63	25	13	0	0	88
		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
	2016	11	82	18	0	0	0	100

#### 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.

# Student Learning Opportunities



## A.4 Education Quality Detail

### Authority: 6017 Boyle Street Education Centre

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

How satisfied or dissatisfied are you with the quality of education students at your school are receiving	2017	9	89	11	0	0	0	100
	2018	9	89	11	0	0	0	100
	2019	10	70	30	0	0	0	100
	2020	8	88	0	0	0	13	88

#### Teacher - Grade 10

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you with the quality of teaching at your school	2016	11	82	18	0	0	0	100
	2017	9	89	11	0	0	0	100
	2018	9	89	11	0	0	0	100
	2019	10	70	30	0	0	0	100
	2020	8	75	13	0	0	13	88

#### 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/TFM (Tell Them From Me) survey tool.

# Student Learning Opportunities



## A.4 Education Quality Detail

### Authority: 6017 Boyle Street Education Centre

Percentage of teachers, parents and students satisfied with the overall quality of basic education.  
Student - Grade 10-12

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
It is clear what I am expected to learn at school	2016	55	27	60	5	2	5	87
	2017	66	30	64	2	0	5	94
	2018	62	35	56	3	2	3	92
	2019	77	32	60	4	0	4	92
	2020	42	31	52	12	0	5	83
My school work is challenging	2016	55	20	62	11	2	5	82
	2017	66	15	53	24	0	8	68
	2018	63	21	46	32	0	2	67
	2019	78	10	53	19	4	14	63
	2020	42	21	55	17	2	5	76
My school work is interesting	2016	54	24	61	15	0	0	85
	2017	66	20	70	3	2	6	89
	2018	63	22	70	8	0	0	92
	2019	78	21	59	13	0	8	79
	2020	42	31	50	7	0	12	81
The core subjects (math, language arts, social studies, science) I am learning at school are useful to me	2016	55	49	42	2	5	2	91
	2017	65	42	49	3	0	6	91
	2018	63	48	46	2	2	3	94
	2019	77	48	45	3	0	4	94
	2020	42	45	43	7	0	5	88
		N	Very Good %	Good %	Poor %	Very Poor %	Don't Know %	Top 2 Box %
Is the quality of teaching at your school	2016	55	36	58	5	0	0	95

#### Notes:

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

# Student Learning Opportunities



## A.4 Education Quality Detail

### Authority: 6017 Boyle Street Education Centre

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

	2017	66	41	55	0	0	5	95
	2018	63	44	51	3	0	2	95
	2019	78	40	51	6	0	3	91
	2020	42	33	60	5	2	0	93

### Student - Grade 10-12

		N	Very Good %	Good %	Poor %	Very Poor %	Don't Know %	Top 2 Box %
Overall, is the education you are receiving at school	2016	55	38	56	2	2	2	95
	2017	66	44	50	2	0	5	94
	2018	63	35	62	3	0	0	97
	2019	78	38	53	1	1	6	91
	2020	42	33	60	5	2	0	93

#### Notes:

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

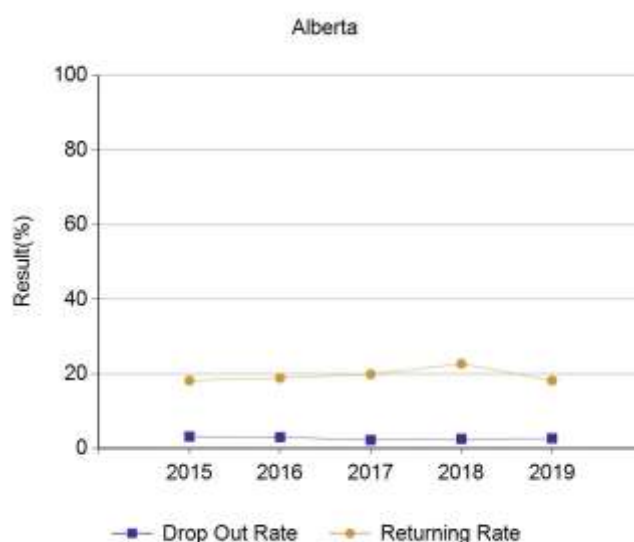
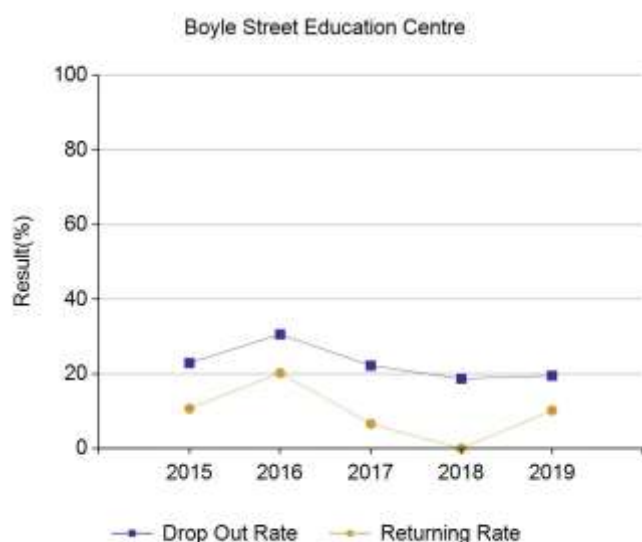


## Drop Out Rate - Measure History

Authority: 6017 Boyle Street Education Centre

Province: Alberta

	Boyle Street Education Centre										Alberta									
	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	68	22.9	100	30.6	110	22.2	106	18.7	112	19.5	180,104	3.2	181,382	3.0	182,062	2.3	182,832	2.6	184,812	2.7
Returning Rate	31	10.7	18	20.2	34	6.6	28	0.0	25	10.2	7,960	18.2	7,614	18.9	7,626	19.9	6,800	22.7	6,750	18.2



## Drop Out Rate - 3 Year Rolling Average

Authority: 6017 Boyle Street Education Centre

Province: Alberta

	Boyle Street Education Centre						Alberta					
	2015 - 2017 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2015 - 2017 Avg		2016 - 2018 Avg		2017 - 2019 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	93	25.2	105	23.8	109	20.1	181,183	2.9	182,092	2.7	183,235	2.6
Returning Rate	28	12.5	27	8.9	29	5.6	7,733	19.0	7,347	20.5	7,059	20.3

Notes:

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

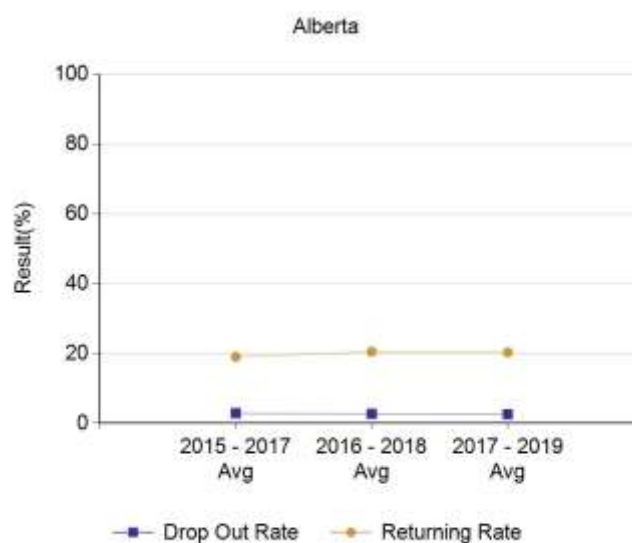
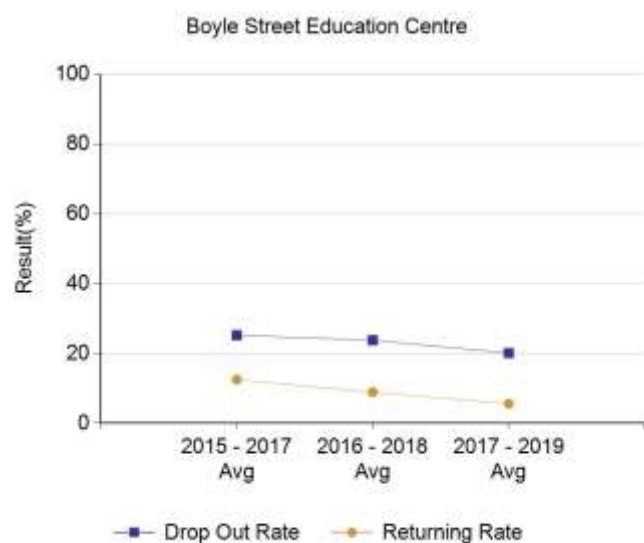
Report Generated: Apr 24, 2020

Locked with Suppression for May 2020

Report Version 1.0

Data Current as of Mar 01, 2020

# Student Learning Opportunities



## Drop Out Rates

Authority: 6017 Boyle Street Education Centre

### Detail for Annual Drop Out Rate

	Total Students	Drop Out Count	Unadjusted Drop Out Rate	Estimated Attrition	Drop Out Rate
2015	68	18	26.5	3.2	22.9
2016	100	34	34.0	4.9	30.6
2017	110	28	25.5	4.6	22.2
2018	106	24	22.6	5.2	18.7
2019	112	25	22.3	3.9	19.5

### Detail for Annual Returning Rate

	Drop Out Count	Returning Count			Total Returning Count	Unadjusted Returning Rate	Estimated Attrition	Returning Rate
		K-12 Participation	Post-Secondary	Apprenticeship				
2015	31	3	0	0	3	9.7	2.9	10.7
2016	18	3	0	0	3	16.7	3.2	20.2
2017	34	2	0	0	2	5.9	3.6	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. 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.



## Student Learning Opportunities



2018	28	0	0	0	0	0.0	4.5	<b>0.0</b>
2019	25	2	0	0	2	8.0	5.3	<b>10.2</b>

### Notes:

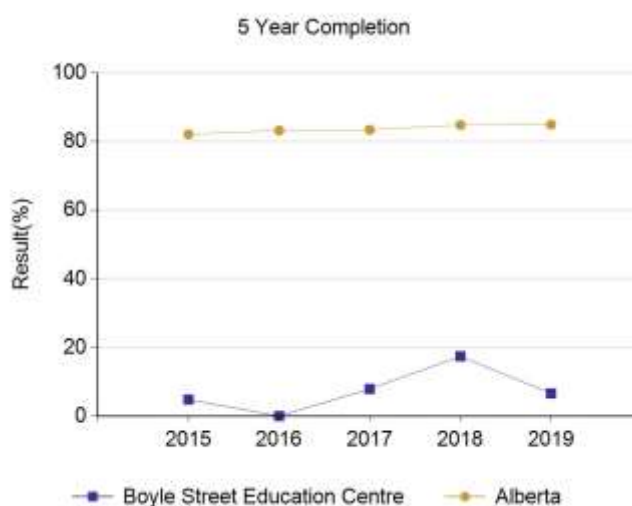
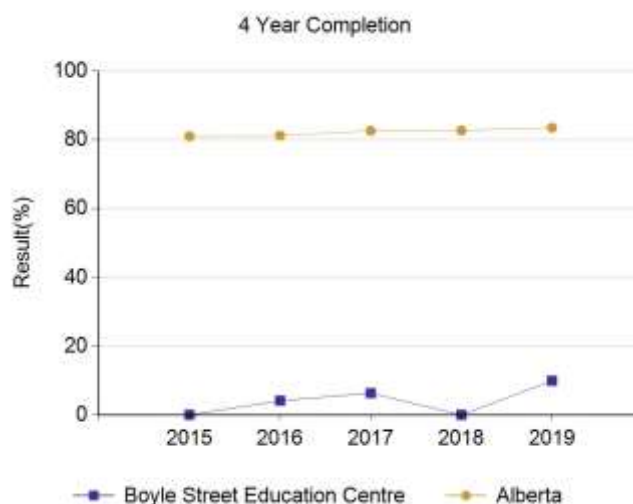
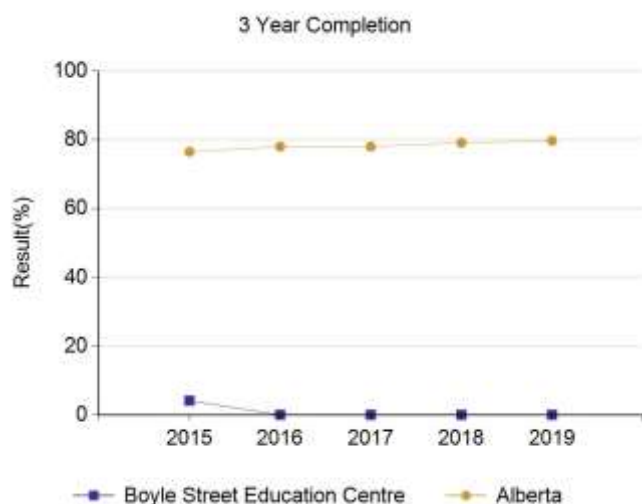
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2. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

## High School Completion Rates - Measure History

Authority: 6017 Boyle Street Education Centre

Province: Alberta

	Boyle Street Education Centre										Alberta									
	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	27	4.1	13	0.0	28	0.0	22	0.0	20	0.0	43,810	76.5	45,034	78.0	45,207	78.0	45,144	79.1	45,562	79.7
4 Year Completion	18	0.0	26	4.1	17	6.3	31	0.0	21	9.9	44,394	81.0	43,918	81.2	45,174	82.6	45,350	82.7	45,347	83.5
5 Year Completion	23	4.8	20	0.0	27	7.9	18	17.4	31	6.6	45,111	82.1	44,418	83.2	43,950	83.4	45,199	84.8	45,415	84.9



# Student Learning Opportunities



## High School Completion Rates

### Authority: 6017 Boyle Street Education Centre

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.

## High School Completion Rates - 3 Year Rolling Average

### Authority: 6017 Boyle Street Education Centre

#### Province: Alberta

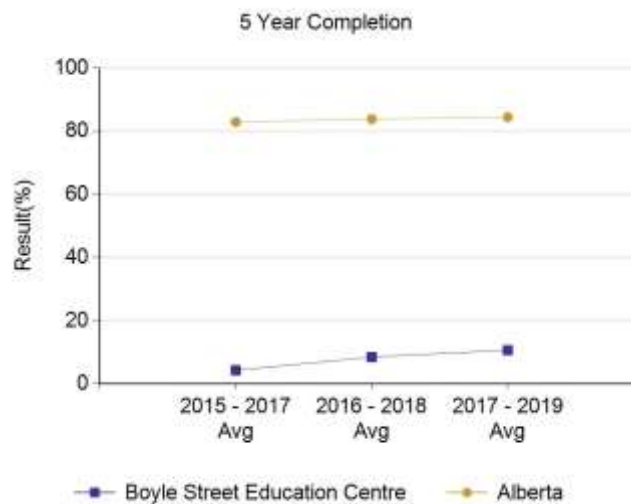
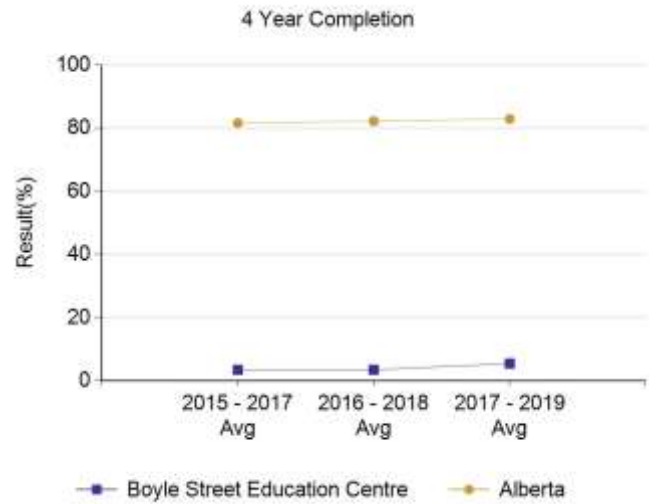
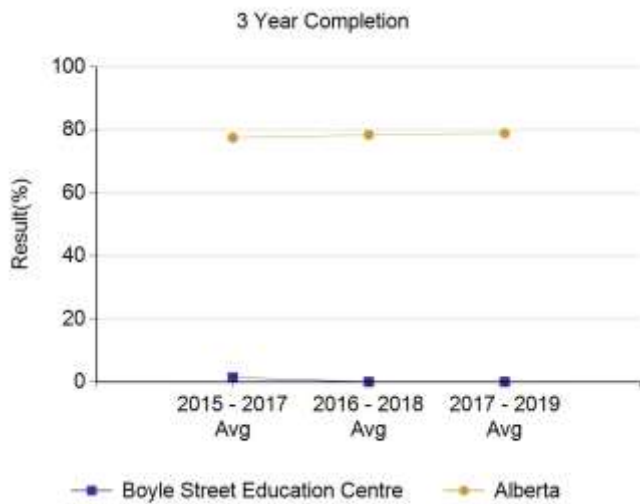
	Boyle Street Education Centre						Alberta					
	2015 - 2017 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2015 - 2017 Avg		2016 - 2018 Avg		2017 - 2019 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>3 Year Completion</b>	<b>23</b>	<b>1.4</b>	<b>21</b>	<b>0.0</b>	<b>23</b>	<b>0.0</b>	<b>44,684</b>	<b>77.5</b>	<b>45,128</b>	<b>78.4</b>	<b>45,304</b>	<b>78.9</b>
4 Year Completion	20	3.4	25	3.4	23	5.4	44,495	81.6	44,814	82.2	45,290	82.9
5 Year Completion	23	4.2	22	8.4	25	10.6	44,493	82.9	44,522	83.8	44,855	84.4

# Student Learning Opportunities



## High School Completion Rates

Authority: 6017 Boyle Street Education Centre



### 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.

### Detail for 3 Year Rate (All Students)

	Total Students	Credentialed Completer			Non-Credentialed Completer			Total Completers	Continuers	Leavers	Unadjusted Completion Rate	Estimated Attrition	Completion Rate
		High School Diploma	High School Equivalency Diploma	Certificate of Achievement	PostSecondary Attendance	Apprenticeship	Academic Standing						
2015	27	0	0	0	0	1	0	1	9	17	3.7	2.8	4.1
2016	13	0	0	0	0	0	0	0	8	5	0.0	0.5	0.0
2017	28	0	0	0	0	0	0	0	17	11	0.0	1.3	0.0

# Student Learning Opportunities



## High School Completion Rates

Authority: 6017 Boyle Street Education Centre

2018	22	0	0	0	0	0	0	0	13	9	0.0	2.2	0.0
2019	20	0	0	0	0	0	0	0	14	6	0.0	2.0	0.0

### Detail for 3 Year Rate (Mover/Non-Mover)

		Total Students	Credentialed Completer			Non-Credentialed Completer			Total Completers	Continuers	Leavers
			High School Diploma	High School Equivalency Diploma	Certificate of Achievement	PostSecondary Attendance	Apprenticeship	Academic Standing			
2015	Mover	9	0	0	0	0	1	0	1	6	2
	Non-Mover	18	0	0	0	0	0	0	0	3	15
2016	Mover	8	*	*	*	*	*	*	*	*	*
	Non-Mover	5	*	*	*	*	*	*	*	*	*
2017	Mover	9	0	0	0	0	0	0	0	8	1
	Non-Mover	19	0	0	0	0	0	0	0	9	10
2018	Mover	12	0	0	0	0	0	0	0	10	2
	Non-Mover	10	0	0	0	0	0	0	0	3	7
2019	Mover	6	0	0	0	0	0	0	0	6	0
	Non-Mover	14	0	0	0	0	0	0	0	8	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. 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.

Report Generated: Apr 24, 2020

Report Version 1.0 Locked with Suppression for May 2020 Data Current as of Mar 01, 2020

# Student Learning Opportunities



## High School Completion Rates

**Authority: 6017 Boyle Street Education Centre**  
**Detail for 4 Year Rate (All Students)**

	Total Students	Credentialed Completer			Non-Credentialed Completer			Total Completers	Continuers	Leavers	Unadjusted Completion Rate	Estimated Attrition	Completion Rate
		High School Diploma	High School Equivalency Diploma	Certificate of Achievement	PostSecondary Attendance	Apprenticeship	Academic Standing						
2015	18	0	0	0	0	0	0	0	7	11	0.0	0.9	<b>0.0</b>
2016	26	1	0	0	0	0	0	1	9	16	3.8	1.6	<b>4.1</b>
2017	17	1	0	0	0	0	0	1	10	6	5.9	1.0	<b>6.3</b>
2018	31	0	0	0	0	0	0	0	19	12	0.0	0.7	<b>0.0</b>
2019	21	1	0	1	0	0	0	2	9	10	9.5	0.9	<b>9.9</b>

### Detail for 4 Year Rate (Mover/Non-Mover)

		Total Students	Credentialed Completer			Non-Credentialed Completer			Total Completers	Continuers	Leavers
			High School Diploma	High School Equivalency Diploma	Certificate of Achievement	PostSecondary Attendance	Apprenticeship	Academic Standing			
2015	Mover	9	0	0	0	0	0	0	0	6	3
	Non-Mover	9	0	0	0	0	0	0	0	1	8
2016	Mover	11	1	0	0	0	0	0	1	6	4
	Non-Mover	15	0	0	0	0	0	0	0	3	12
2017	Mover	13	*	*	*	*	*	*	*	*	*
	Non-Mover	4	*	*	*	*	*	*	*	*	*
2018	Mover	13	0	0	0	0	0	0	0	11	2
	Non-Mover	18	0	0	0	0	0	0	0	8	10
2019	Mover	13	1	0	0	0	0	0	1	8	4
	Non-Mover	8	0	0	1	0	0	0	1	1	6

#### Notes:

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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.

# Student Learning Opportunities



## High School Completion Rates

Authority: 6017 Boyle Street Education Centre

Detail for 5 Year Rate (All Students)

	Total Students	Credentialed Completer			Non-Credentialed Completer			Total Completers	Continuers	Leavers	Unadjusted Completion Rate	Estimated Attrition	Completion Rate
		High School Diploma	High School Equivalency Diploma	Certificate of Achievement	PostSecondary Attendance	Apprenticeship	Academic Standing						
2015	23	1	0	0	0	0	0	1	6	16	4.3	2.0	4.8
2016	20	0	0	0	0	0	0	0	5	15	0.0	1.2	0.0
2017	27	2	0	0	0	0	0	2	9	16	7.4	1.5	7.9
2018	18	3	0	0	0	0	0	3	8	7	16.7	0.8	17.4
2019	31	1	0	0	1	0	0	2	13	16	6.5	0.8	6.6

Detail for 5 Year Rate (Mover/Non-Mover)

		Total Students	Credentialed Completer			Non-Credentialed Completer			Total Completers	Continuers	Leavers
			High School Diploma	High School Equivalency Diploma	Certificate of Achievement	PostSecondary Attendance	Apprenticeship	Academic Standing			
2015	Mover	12	1	0	0	0	0	0	1	5	6
	Non-Mover	11	0	0	0	0	0	0	0	1	10
2016	Mover	11	0	0	0	0	0	0	0	4	7
	Non-Mover	9	0	0	0	0	0	0	0	1	8
2017	Mover	12	1	0	0	0	0	0	1	7	4
	Non-Mover	15	1	0	0	0	0	0	1	2	12
2018	Mover	14	*	*	*	*	*	*	*	*	*
	Non-Mover	4	*	*	*	*	*	*	*	*	*
2019	Mover	14	1	0	0	1	0	0	2	8	4
	Non-Mover	17	0	0	0	0	0	0	0	5	12

Notes:

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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.

Report Generated: Apr 24, 2020

Report Version 1.0 Locked with Suppression for May 2020

Data Current as of Mar 01, 2020

# Student Learning Opportunities



## High School Completion Rates

Authority: 6017 Boyle Street Education Centre

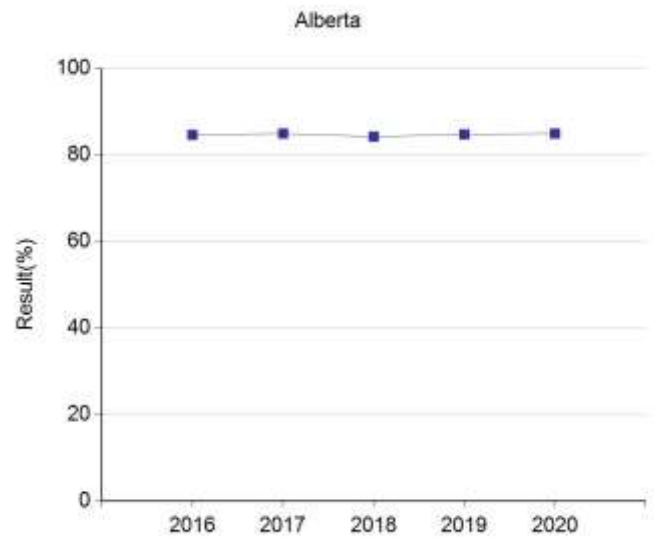
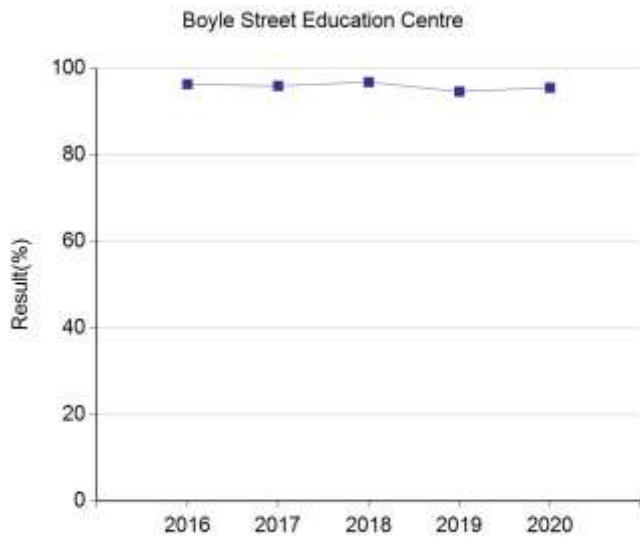
## B.3 Program of Studies - At Risk Students Measure History

Authority: 6017 Boyle Street Education Centre

Province: Alberta

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

Boyle Street Education Centre										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
67	96.3	78	95.9	73	96.8	90	94.6	53	95.5	159,115	84.6	160,737	84.9	253,515	84.2	265,362	84.7	264,165	84.9





## Student Learning Opportunities



### High School Completion Rates

#### Authority: 6017 Boyle Street Education Centre

##### 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.

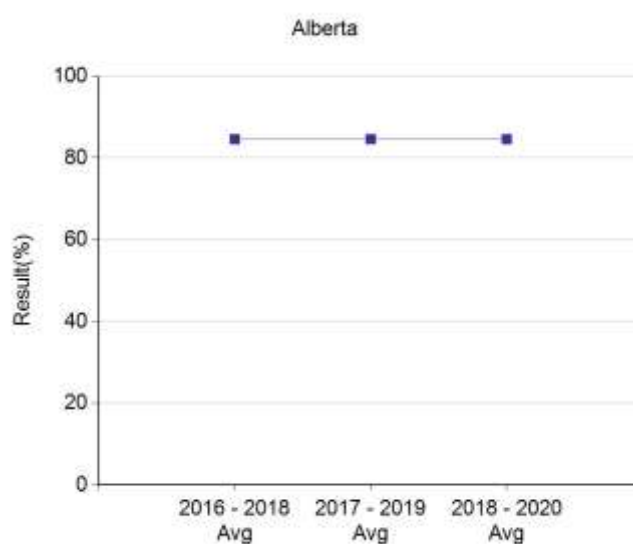
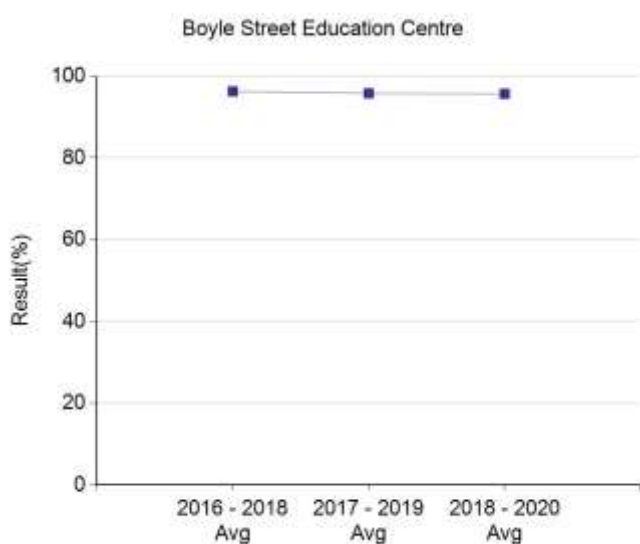
## B.3 Program of Studies - At Risk Students - 3 Year Rolling Average

Authority: 6017 Boyle Street Education Centre

Province: Alberta

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

Boyle Street Education Centre						Alberta					
2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg	
N	%	N	%	N	%	N	%	N	%	N	%
73	96.3	80	95.8	72	95.7	191,122	84.6	226,538	84.6	261,014	84.6



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.

# Student Learning Opportunities



## B.3 Program of Studies - At Risk Students Detail

### Authority: 6017 Boyle Street Education Centre

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

Notes:

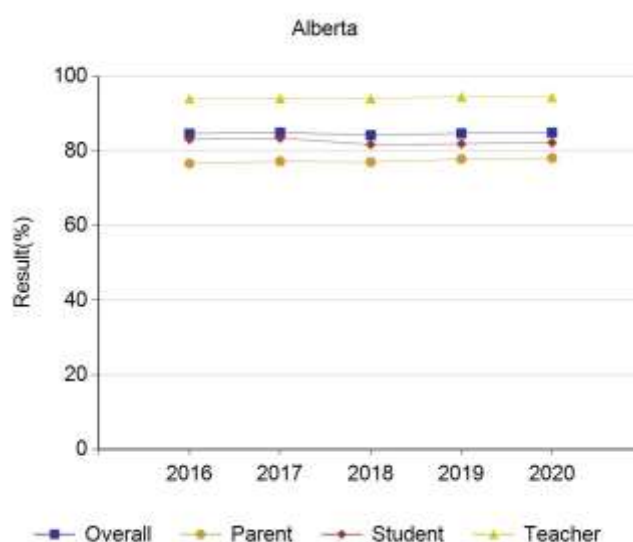
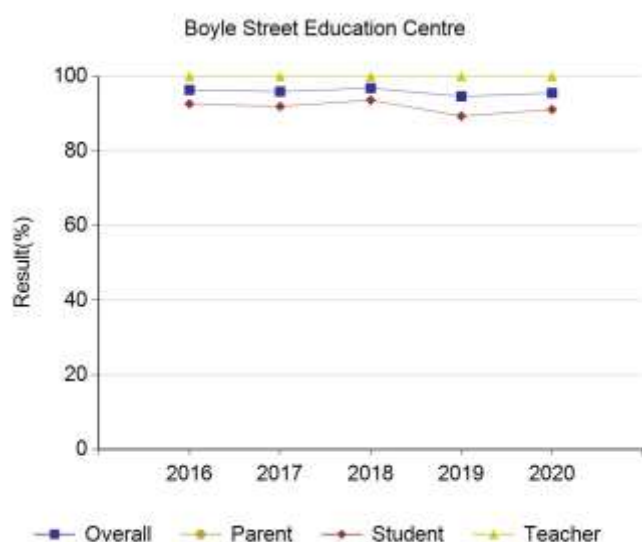
## B.3 Program of Studies - At Risk Students History with Groups

### Authority: 6017 Boyle Street Education Centre

### Province: Alberta

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	Boyle Street Education Centre										Alberta									
	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	67	96.3	78	95.9	73	96.8	90	94.6	53	95.5	159,115	84.6	160,737	84.9	253,515	84.2	265,362	84.7	264,165	84.9
Parent	2	*	1	*	3	*	2	*	2	*	33,608	76.6	32,800	77.2	35,439	77.0	35,184	77.8	36,846	78.1
Student	55	92.6	66	91.9	63	93.6	78	89.3	42	91.1	95,085	83.1	96,489	83.4	185,470	81.7	196,933	81.9	193,409	82.2
Teacher	12	100.0	12	100.0	10	100.0	12	100.0	11	100.0	30,422	94.0	31,448	94.1	32,606	94.0	33,245	94.5	33,910	94.4



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/TFM (Tell Them From Me) survey tool.

# Student Learning Opportunities



## B.3 Program of Studies - At Risk Students Detail

### Authority: 6017 Boyle Street Education Centre

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

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.

Parent - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
When your child needs it, teachers at your child's school are available to help him or her	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
Your child can easily access programs and services at school to get help with school work	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	1	*	*	*	*	*	*
Your child can get help at school with problems that are not related to school work	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*

Notes:

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

# Student Learning Opportunities



## B.3 Program of Studies - At Risk Students Detail

### Authority: 6017 Boyle Street Education Centre

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

Parent - Grade 10-12

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
When your child needs it, teachers at your child's school are available to help him or her	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
Your child can easily access programs and services at school to get help with school work	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	1	*	*	*	*	*	*
Your child can get help at school with problems that are not related to school work	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*

Teacher - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students can easily access programs and services at your school to get help with school work	2016	12	100	0	0	0	0	100
	2017	12	100	0	0	0	0	100
	2018	10	90	10	0	0	0	100
	2019	12	100	0	0	0	0	100
	2020	11	82	18	0	0	0	100

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.

# Student Learning Opportunities



## B.3 Program of Studies - At Risk Students Detail

Authority: 6017 Boyle Street Education Centre

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

Students can get help at your school with problems that are not related to school work	2016	12	100	0	0	0	0	100
	2017	12	100	0	0	0	0	100
	2018	10	100	0	0	0	0	100
	2019	12	100	0	0	0	0	100
	2020	11	91	9	0	0	0	100
When students need it, teachers at your school are available to help them	2016	12	100	0	0	0	0	100
	2017	12	92	8	0	0	0	100
	2018	10	90	10	0	0	0	100
	2019	12	92	8	0	0	0	100
	2020	11	82	18	0	0	0	100

Teacher - Grade 10

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students can easily access programs and services at your school to get help with school work	2016	11	100	0	0	0	0	100
	2017	9	100	0	0	0	0	100
	2018	9	89	11	0	0	0	100
	2019	10	100	0	0	0	0	100
	2020	8	88	13	0	0	0	100
Students can get help at your school with problems that are not related to school work	2016	11	100	0	0	0	0	100
	2017	9	100	0	0	0	0	100
	2018	9	100	0	0	0	0	100
	2019	10	100	0	0	0	0	100
	2020	8	100	0	0	0	0	100
When students need it, teachers at your school are available to help them	2016	11	100	0	0	0	0	100
	2017	9	89	11	0	0	0	100
	2018	9	89	11	0	0	0	100

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.

# Student Learning Opportunities



## B.3 Program of Studies - At Risk Students Detail

### Authority: 6017 Boyle Street Education Centre

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	2019	10	90	10	0	0	0	100
	2020	8	88	13	0	0	0	100

#### Student - Grade 10-12

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
I can get help at my school with problems that are not related to school work	2016	54	43	46	6	4	2	89
	2017	66	55	33	0	0	12	88
	2018	63	38	52	5	2	3	90
	2019	77	42	40	4	1	13	82
	2020	41	34	54	2	2	7	88
It is easy to get help with school work at my school if I need it	2016	53	45	49	0	4	2	94
	2017	65	48	46	0	2	5	94
	2018	61	51	48	2	0	0	98
	2019	78	38	54	4	0	4	92
	2020	41	41	51	2	0	5	93
When I need it, teachers at my school are available to help me	2016	55	44	51	4	2	0	95
	2017	66	47	47	2	0	5	94
	2018	63	41	51	3	0	5	92
	2019	78	44	50	4	0	3	94
	2020	41	39	54	5	0	2	93

#### 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.

# Student Learning Achievement (Grades 10-12)

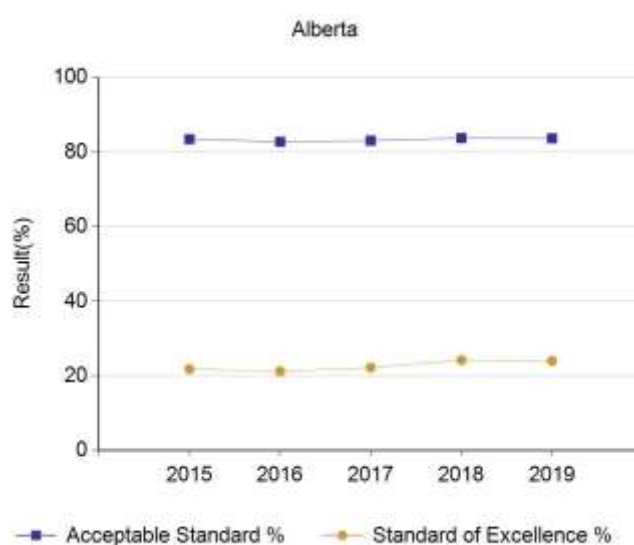
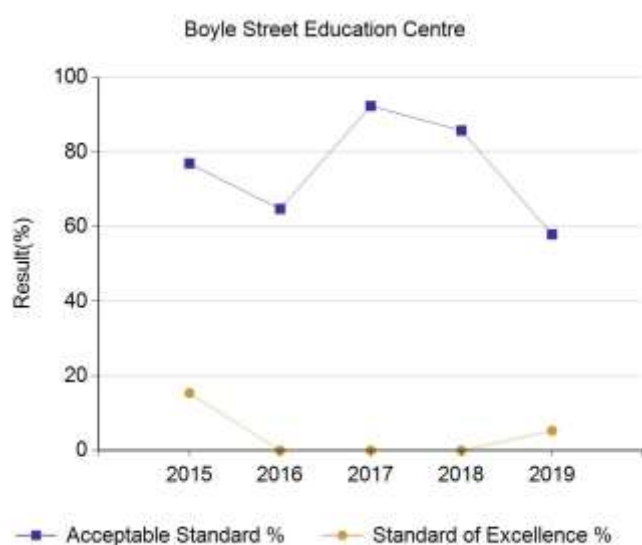


## Diploma Exam Results By Students Writing Measure History

Authority: 6017 Boyle Street Education Centre

Province: Alberta

	Boyle Street Education Centre					Alberta				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
N	12	9	11	10	14	62,746	65,429	65,851	65,736	65,117
Acceptable Standard %	76.9	64.7	92.3	85.7	57.9	83.4	82.7	83.0	83.7	83.6
Standard of Excellence %	15.4	0.0	0.0	0.0	5.3	21.8	21.2	22.2	24.2	24.0



### Notes:

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



## Student Learning Achievement (Grades 10-12)



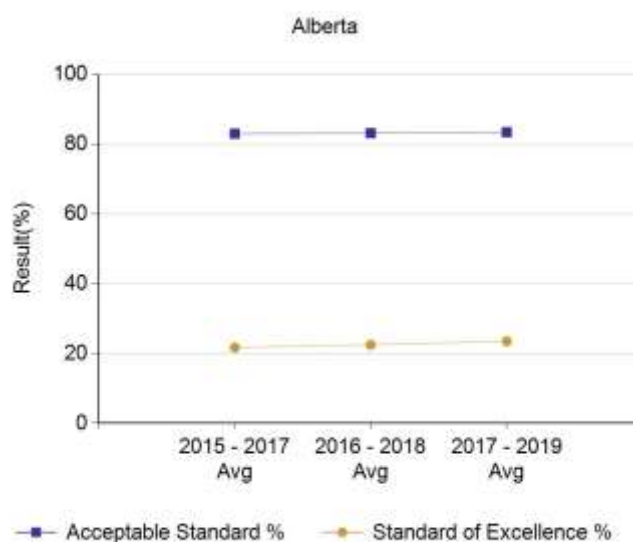
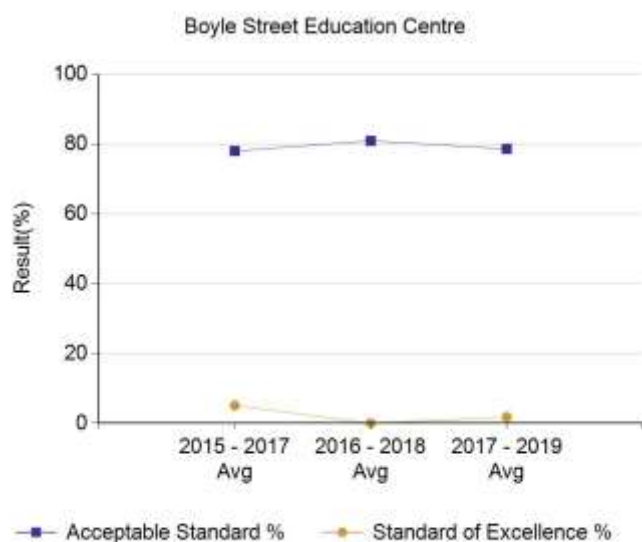
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

### Diploma Exam Results By Students Writing - 3 Year Rolling Average

Authority: 6017 Boyle Street Education Centre

Province: Alberta

	Boyle Street Education Centre			Alberta		
	2015 - 2017 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2015 - 2017 Avg	2016 - 2018 Avg	2017 - 2019 Avg
N	11	10	12	64,675	65,672	65,568
Acceptable Standard %	78.0	80.9	78.6	83.0	83.1	83.4
Standard of Excellence %	5.1	0.0	1.8	21.7	22.5	23.5



#### Notes:

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

# Student Learning Achievement (Grades 10-12)



2. 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.
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.

## Diploma Exam Results Course By Course Summary With Measure Evaluation Authority: 6017 Boyle Street Education Centre

		Boyle Street Education Centre							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
<a href="#">English Lang Arts 30-1</a>	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	29,832	86.8	30,091	86.9
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	29,832	12.3	30,091	11.9
<a href="#">English Lang Arts 30-2</a>	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	9	88.9	7	92.9	16,640	87.1	16,563	88.9
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	9	11.1	7	0.0	16,640	12.1	16,563	12.3
<a href="#">French Lang Arts 30-1</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,215	91.5	1,296	94.1
	Diploma Examination 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
<a href="#">Français 30-1</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	98.6	154	98.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	29.5	154	20.6
<a href="#">Mathematics 30-1</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,389	77.8	20,337	73.9
	Diploma Examination 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
<a href="#">Mathematics 30-2</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,465	76.5	14,107	74.8
	Diploma Examination 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
<a href="#">Social Studies 30-1</a>	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	21,610	86.6	22,179	85.7
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	21,610	17.0	22,179	15.6
<a href="#">Social Studies 30-2</a>	Diploma Examination Acceptable Standard	*	*	*	4	*	7	57.1	20,758	77.8	20,078	80.2
	Diploma Examination Standard of Excellence	*	*	*	4	*	7	0.0	20,758	12.2	20,078	12.6
<a href="#">Biology 30</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22,442	83.9	22,853	85.3
	Diploma Examination 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
<a href="#">Chemistry 30</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,525	85.7	18,929	82.7

## Student Learning Achievement (Grades 10-12)



	Diploma Examination 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
<a href="#">Physics 30</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,247	87.5	9,974	85.9
	Diploma Examination 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
<a href="#">Science 30</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,676	85.7	9,180	84.9
	Diploma Examination 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.

## Student Learning Achievement (Grades 10-12)

### Measure Evaluation Reference - Achievement Evaluation

**Authority: 6017 Boyle Street Education Centre**

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-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 five 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.

# Student Learning Achievement (Grades 10-12)



## Diploma Exam Results By Course

Authority: 6017 Boyle Street Education Centre

Province: Alberta

Report Generated: Apr 24, 2020

Report Version 1.0 Locked with Suppression for May 2020

Data Current as of Aug 23, 2019



## Student Learning Achievement (Grades 10-12)

### Measure Evaluation Reference - Improvement and Overall Evaluation Table

Authority: 6017 Boyle Street Education Centre

#### 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 five 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

#### 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.

# Student Learning Achievement (Grades 10-12)



## Diploma Exam Results By Course

Authority: 6017 Boyle Street Education Centre

Province: Alberta

Declined Significantly	Acceptable	Issue	Issue	Concern	Concern
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Report Generated: Apr 24, 2020  
Locked with Suppression for May 2020

Report Version 1.0  
Data Current as of Aug 23, 2019

### English Lang Arts 30-1

	Boyle Street Education Centre					Alberta				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Students Writing	2	1	3	1	3	28,166	29,730	30,150	30,393	29,832
Diploma Examination Acceptable Standard (%)	*	*	*	*	*	86.5	86.8	86.5	87.5	86.8
Diploma Examination Standard of Excellence (%)	*	*	*	*	*	11.4	10.7	11.7	13.2	12.3
School Awarded Acceptable Standard (%)	*	*	*	*	*	97.5	97.8	97.9	97.9	98.0
School Awarded Standard of Excellence (%)	*	*	*	*	*	31.9	32.2	32.9	34.5	35.1

#### 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.

Report Generated: Apr 24, 2020  
Locked with Suppression for May 2020

Report Version 1.0  
Data Current as of Aug 23, 2019

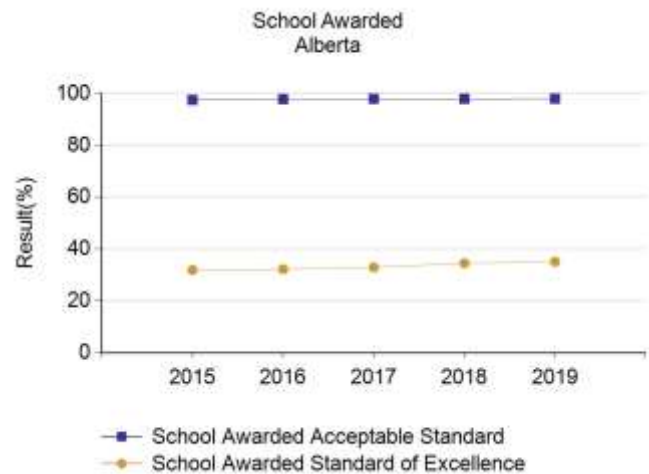
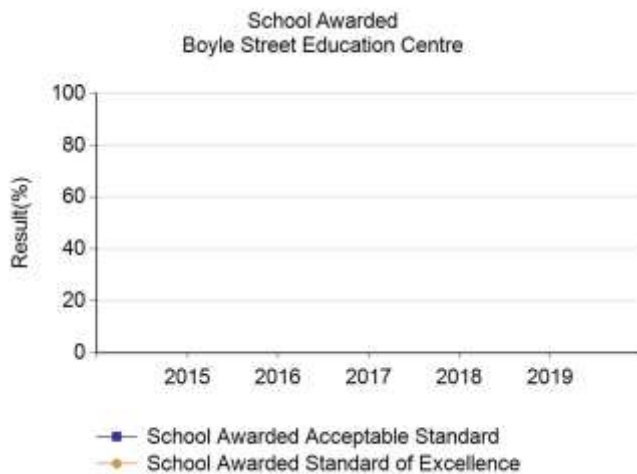
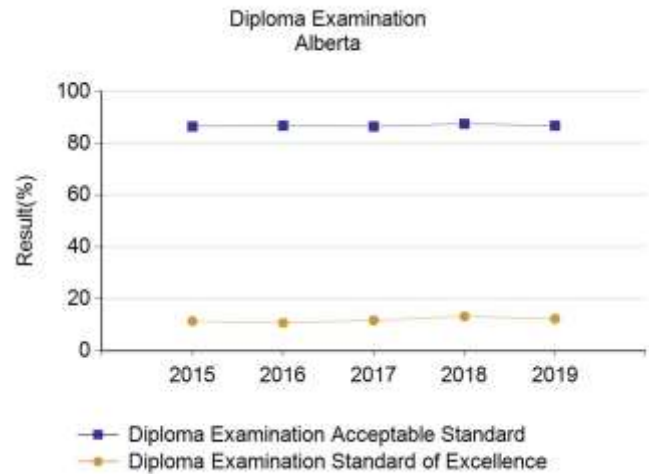
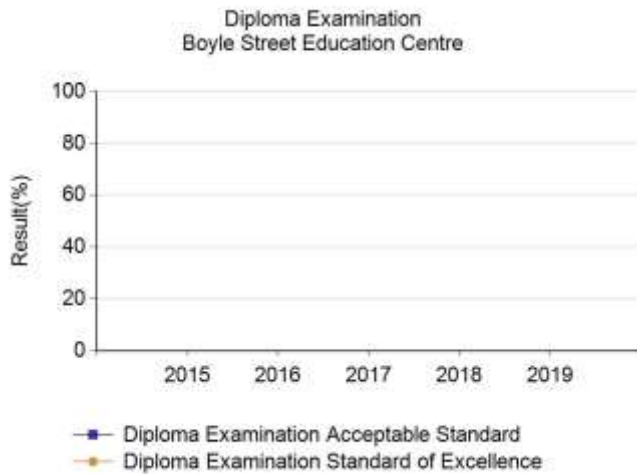
# Student Learning Achievement (Grades 10-12)



## Diploma Exam Results By Course

Authority: 6017 Boyle Street Education Centre

Province: Alberta



### 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.

# Student Learning Achievement (Grades 10-12)



## Diploma Exam Results By Course

Authority: 6017 Boyle Street Education Centre

Province: Alberta

### English Lang Arts 30-1

	Boyle Street Education Centre			Alberta		
	2015 - 2017 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2015 - 2017 Avg	2016 - 2018 Avg	2017 - 2019 Avg
Students Writing	n/a	n/a	n/a	29,349	30,091	30,125
Diploma Examination Acceptable Standard (%)	n/a	n/a	n/a	86.6	86.9	86.9
Diploma Examination Standard of Excellence (%)	n/a	n/a	n/a	11.3	11.9	12.4
School Awarded Acceptable Standard (%)	n/a	n/a	n/a	97.7	97.9	97.9
School Awarded Standard of Excellence (%)	n/a	n/a	n/a	32.4	33.2	34.2

#### Notes:

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



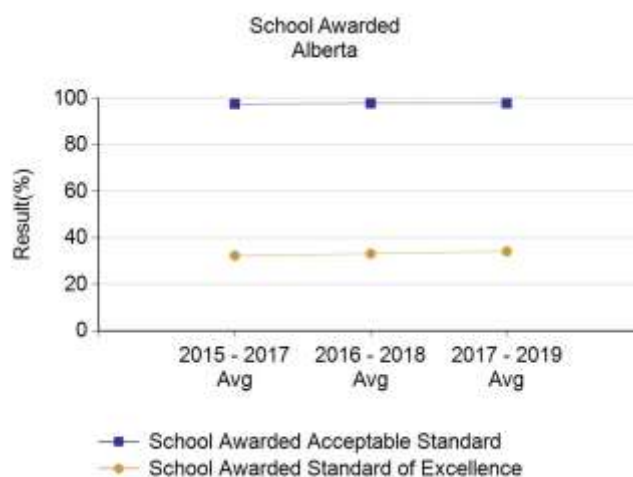
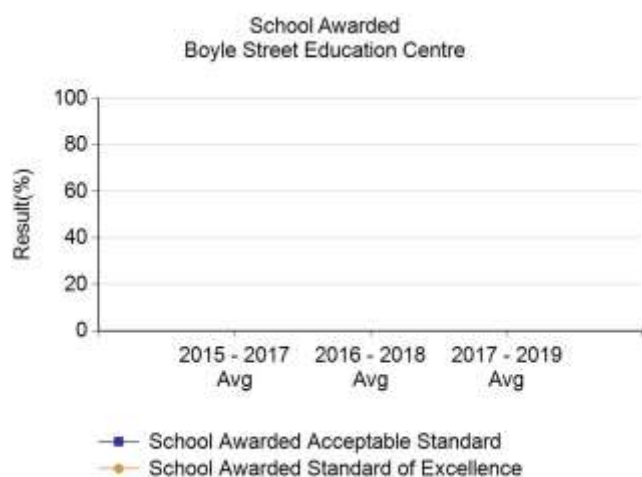
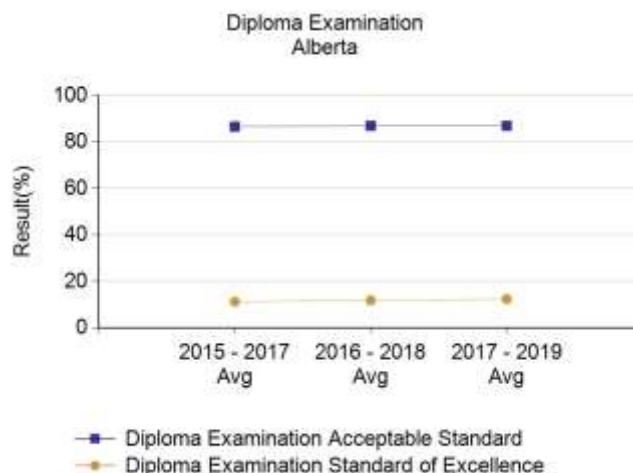
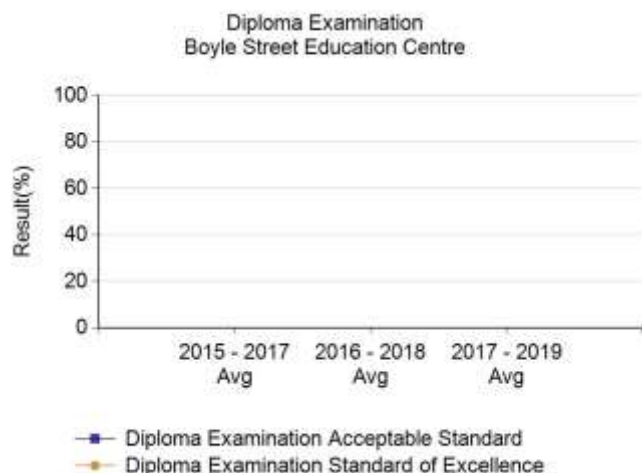
# Student Learning Achievement (Grades 10-12)



## Diploma Exam Results By Course

Authority: 6017 Boyle Street Education Centre

Province: Alberta



## English Lang Arts 30-2

	Boyle Street Education Centre					Alberta				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Students Writing	7	7	7	5	9	16,391	16,707	16,797	16,184	16,640

### 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.

# Student Learning Achievement (Grades 10-12)

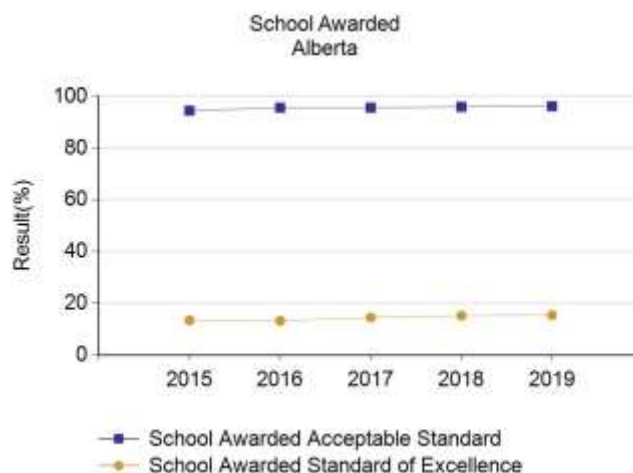
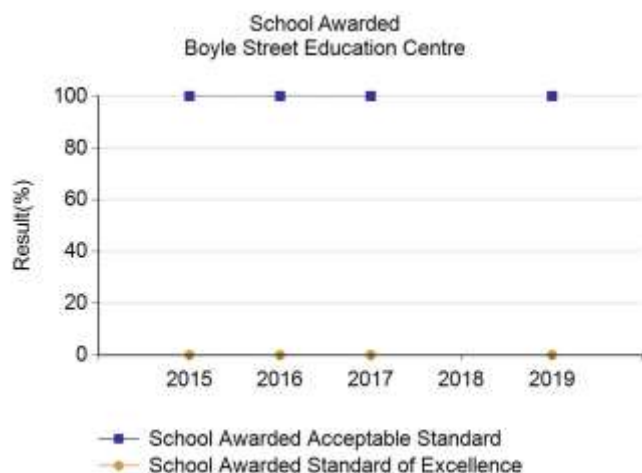
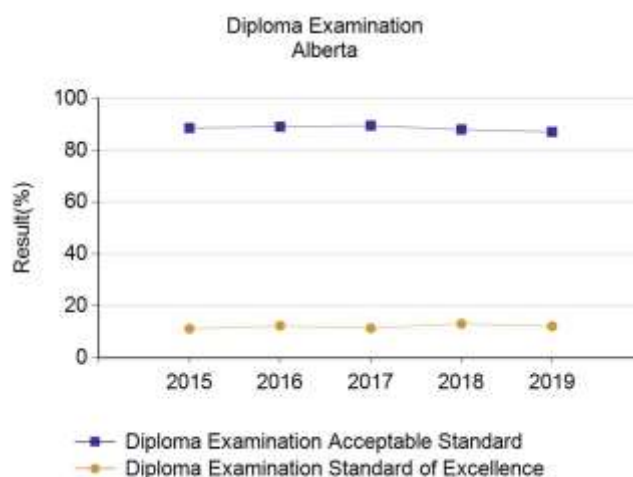
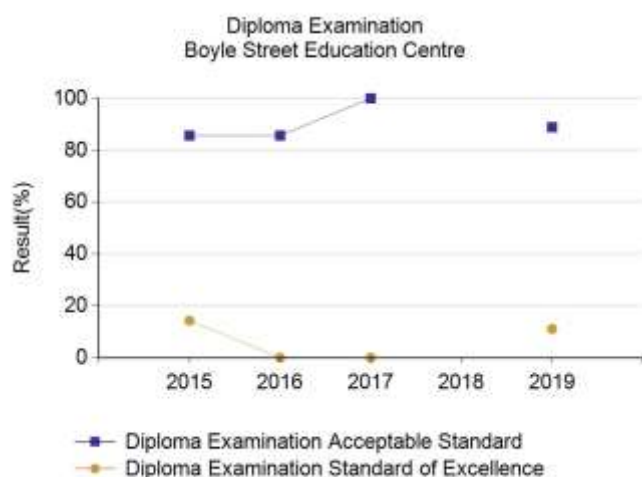


## Diploma Exam Results By Course

Authority: 6017 Boyle Street Education Centre

Province: Alberta

Diploma Examination Acceptable Standard (%)	85.7	85.7	100.0	*	88.9	88.6	89.1	89.5	88.0	87.1
Diploma Examination Standard of Excellence (%)	14.3	0.0	0.0	*	11.1	11.2	12.3	11.4	13.1	12.1
School Awarded Acceptable Standard (%)	100.0	100.0	100.0	*	100.0	94.4	95.6	95.6	95.9	96.1
School Awarded Standard of Excellence (%)	0.0	0.0	0.0	*	0.0	13.4	13.2	14.5	15.2	15.4



## English Lang Arts 30-2

Notes:

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

# Student Learning Achievement (Grades 10-12)



## Diploma Exam Results By Course

Authority: 6017 Boyle Street Education Centre

Province: Alberta

	Boyle Street Education Centre			Alberta		
	2015 - 2017 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2015 - 2017 Avg	2016 - 2018 Avg	2017 - 2019 Avg
Students Writing	7	7	8	16,632	16,563	16,540
Diploma Examination Acceptable Standard (%)	90.5	92.9	94.4	89.1	88.9	88.2
Diploma Examination Standard of Excellence (%)	4.8	0.0	5.6	11.7	12.3	12.2
School Awarded Acceptable Standard (%)	100.0	100.0	100.0	95.2	95.7	95.9
School Awarded Standard of Excellence (%)	0.0	0.0	0.0	13.7	14.3	15.0

### 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.

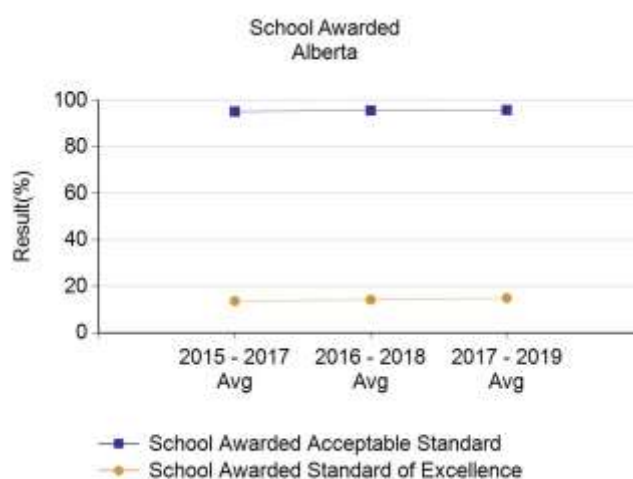
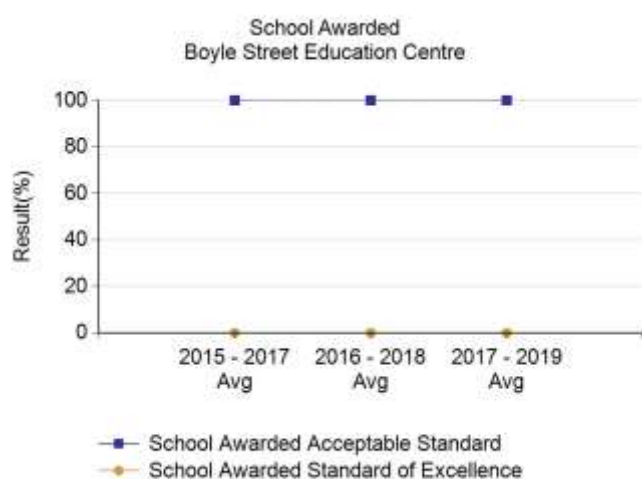
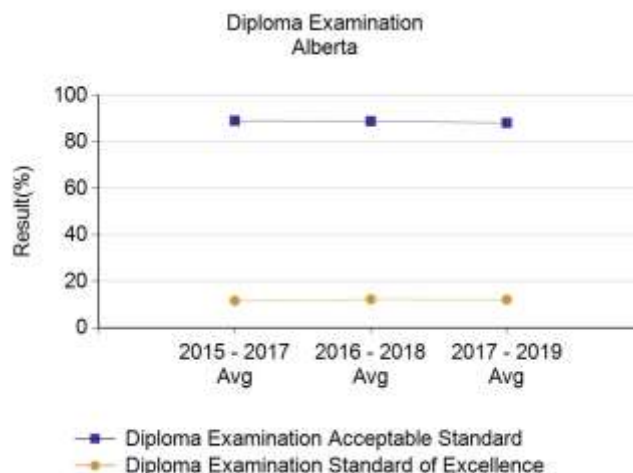
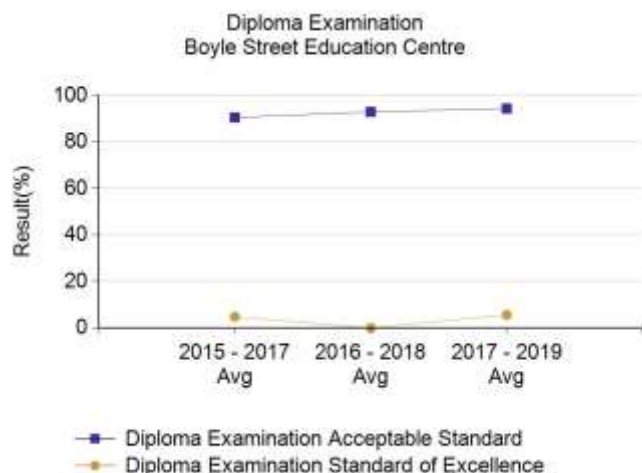
# Student Learning Achievement (Grades 10-12)



## Diploma Exam Results By Course

Authority: 6017 Boyle Street Education Centre

Province: Alberta



## Social Studies 30-1

	Boyle Street Education Centre					Alberta				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Students Writing	n/a	n/a	1	2	3	21,080	22,494	22,249	21,793	21,610

### 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.

# Student Learning Achievement (Grades 10-12)

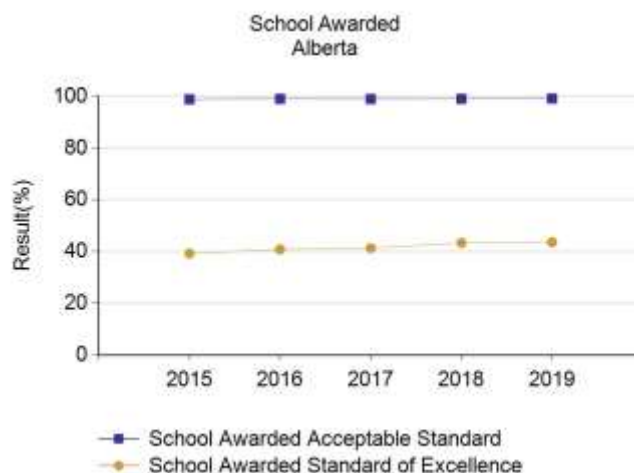
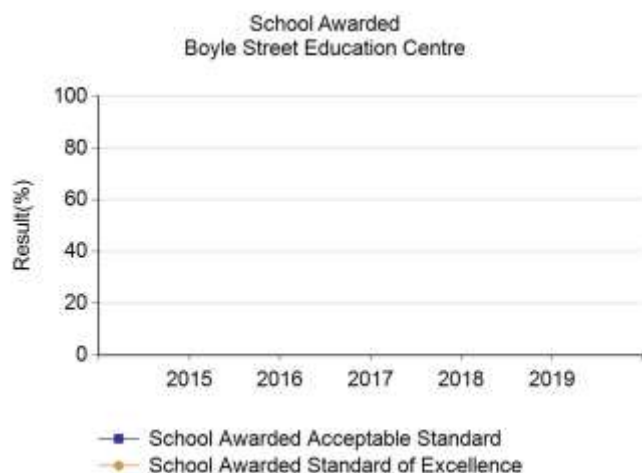
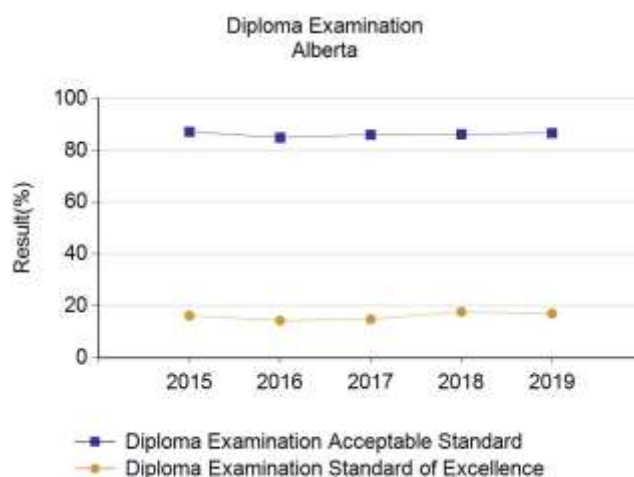


## Diploma Exam Results By Course

Authority: 6017 Boyle Street Education Centre

Province: Alberta

Diploma Examination Acceptable Standard (%)	n/a	n/a	*	*	*	87.1	84.9	86.0	86.2	86.6
Diploma Examination Standard of Excellence (%)	n/a	n/a	*	*	*	16.2	14.3	14.8	17.7	17.0
School Awarded Acceptable Standard (%)	n/a	n/a	*	*	*	98.8	99.0	98.9	99.0	99.1
School Awarded Standard of Excellence (%)	n/a	n/a	*	*	*	39.2	40.8	41.3	43.3	43.6



## Social Studies 30-1

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.

# Student Learning Achievement (Grades 10-12)



## Diploma Exam Results By Course

Authority: 6017 Boyle Street Education Centre

Province: Alberta

	Boyle Street Education Centre			Alberta		
	2015 - 2017 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2015 - 2017 Avg	2016 - 2018 Avg	2017 - 2019 Avg
Students Writing	n/a	n/a	n/a	21,941	22,179	21,884
Diploma Examination Acceptable Standard (%)	n/a	n/a	n/a	86.0	85.7	86.2
Diploma Examination Standard of Excellence (%)	n/a	n/a	n/a	15.1	15.6	16.5
School Awarded Acceptable Standard (%)	n/a	n/a	n/a	98.9	99.0	99.0
School Awarded Standard of Excellence (%)	n/a	n/a	n/a	40.4	41.8	42.8

### Notes:

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

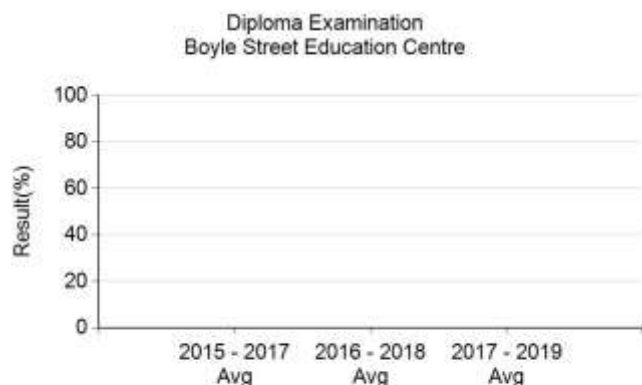
# Student Learning Achievement (Grades 10-12)



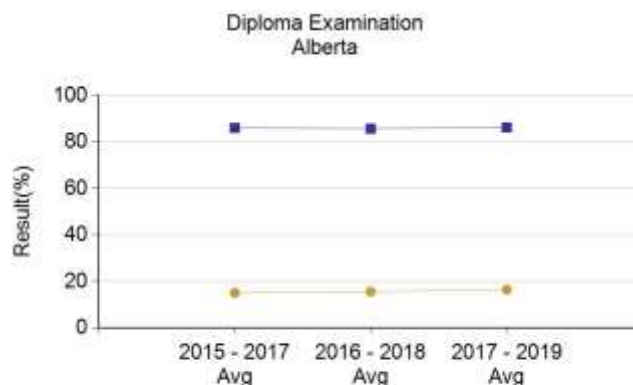
## Diploma Exam Results By Course

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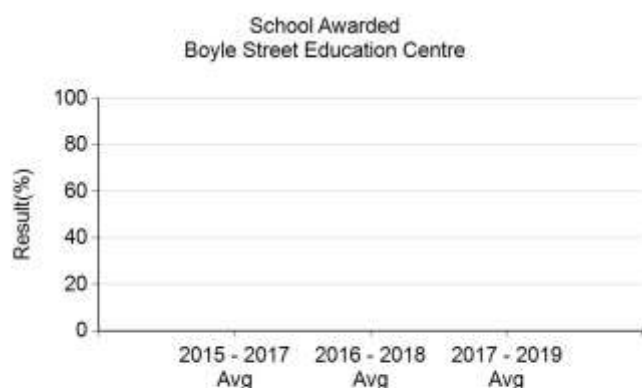
Province: Alberta



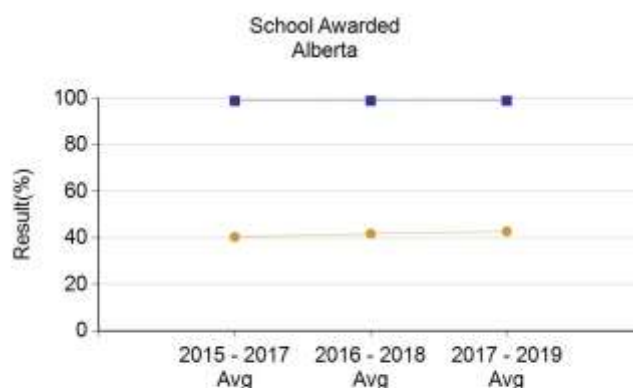
■ Diploma Examination Acceptable Standard  
● Diploma Examination Standard of Excellence



■ Diploma Examination Acceptable Standard  
● Diploma Examination Standard of Excellence



■ School Awarded Acceptable Standard  
● School Awarded Standard of Excellence



■ School Awarded Acceptable Standard  
● School Awarded Standard of Excellence

## Social Studies 30-2

	Boyle Street Education Centre					Alberta				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Students Writing	4	7	2	5	4	19,698	19,790	20,054	20,391	20,758

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.

# Student Learning Achievement (Grades 10-12)

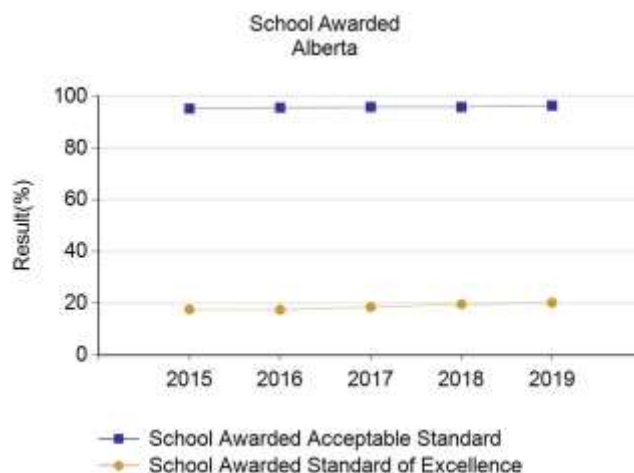
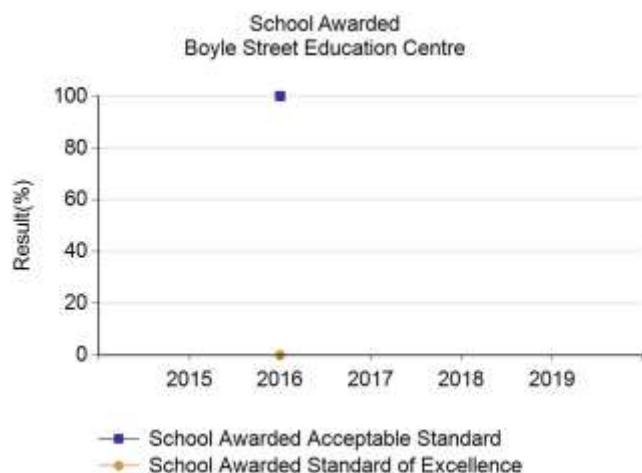
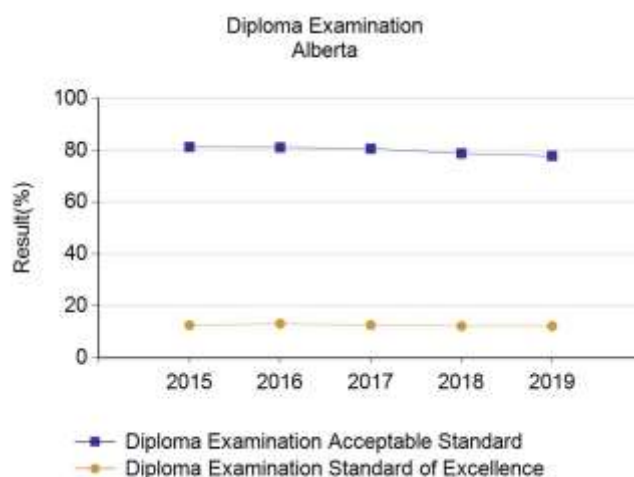
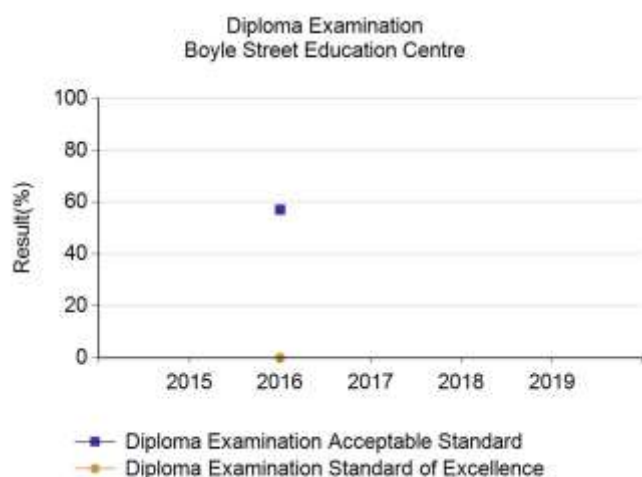


## Diploma Exam Results By Course

Authority: 6017 Boyle Street Education Centre

Province: Alberta

Diploma Examination Acceptable Standard (%)	*	57.1	*	*	*	81.3	81.1	80.6	78.8	77.8
Diploma Examination Standard of Excellence (%)	*	0.0	*	*	*	12.5	13.1	12.6	12.2	12.2
School Awarded Acceptable Standard (%)	*	100.0	*	*	*	95.2	95.6	95.8	95.8	96.4
School Awarded Standard of Excellence (%)	*	0.0	*	*	*	17.6	17.5	18.5	19.6	20.2



## Social Studies 30-2

Notes:

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



# Student Learning Achievement (Grades 10-12)



## Diploma Exam Results By Course

Authority: 6017 Boyle Street Education Centre

Province: Alberta

	Boyle Street Education Centre			Alberta		
	2015 - 2017 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2015 - 2017 Avg	2016 - 2018 Avg	2017 - 2019 Avg
Students Writing	7	7	n/a	19,847	20,078	20,401
Diploma Examination Acceptable Standard (%)	57.1	57.1	n/a	81.0	80.2	79.0
Diploma Examination Standard of Excellence (%)	0.0	0.0	n/a	12.7	12.6	12.3
School Awarded Acceptable Standard (%)	100.0	100.0	n/a	95.5	95.7	96.0
School Awarded Standard of Excellence (%)	0.0	0.0	n/a	17.9	18.6	19.5

### Notes:

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

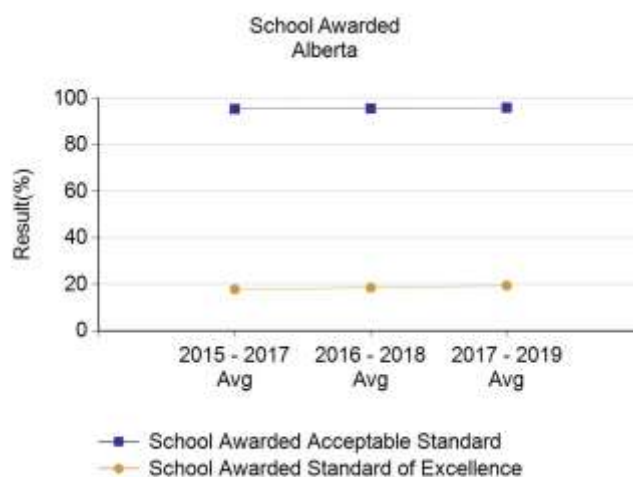
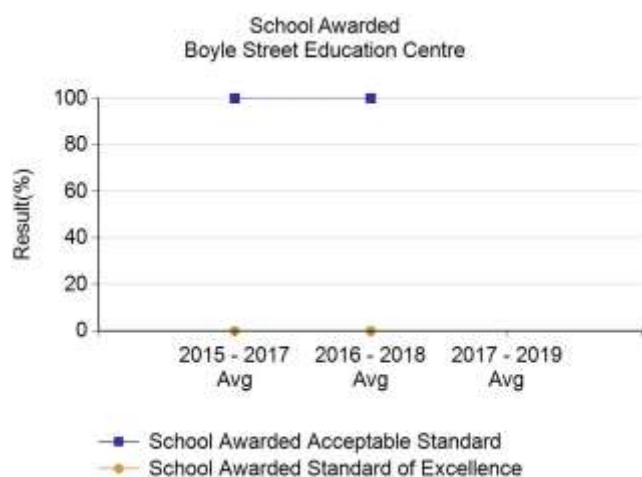
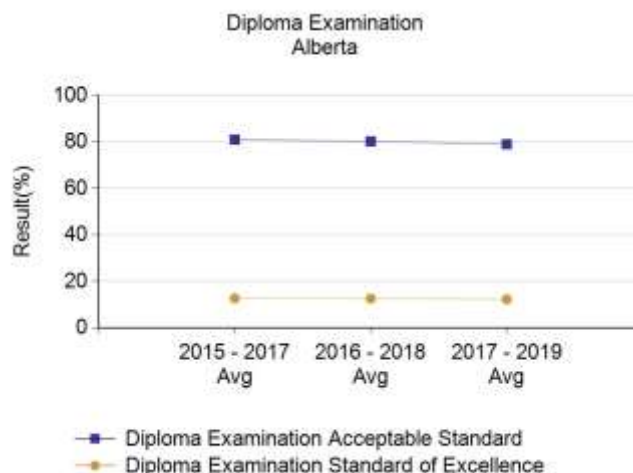
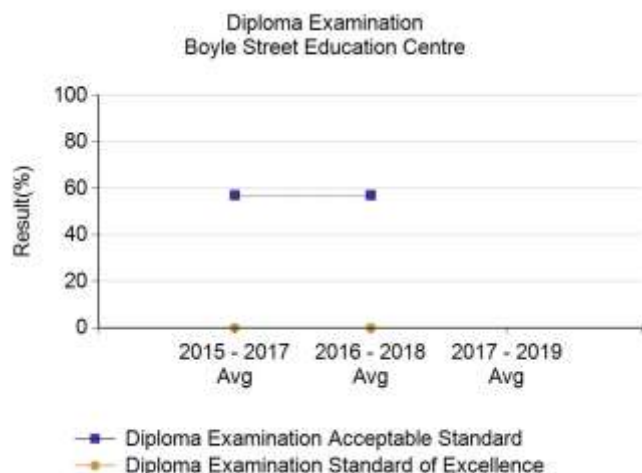
# Student Learning Achievement (Grades 10-12)



## Diploma Exam Results By Course

Authority: 6017 Boyle Street Education Centre

Province: Alberta



## Science 30

	Boyle Street Education Centre					Alberta				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Students Writing	n/a	1	n/a	1	n/a	7,840	8,790	9,323	9,426	9,676

### 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.

# Student Learning Achievement (Grades 10-12)

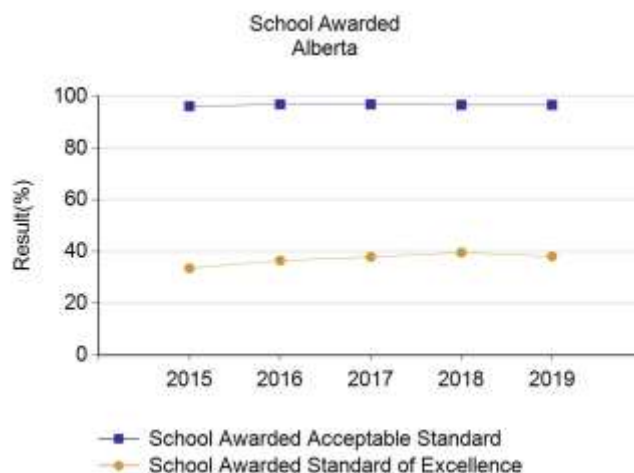
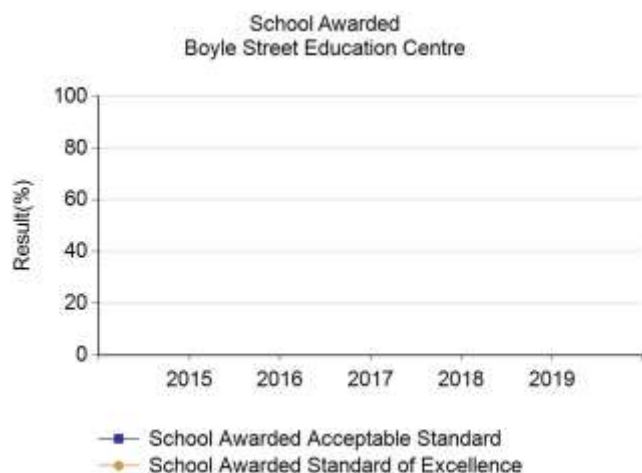
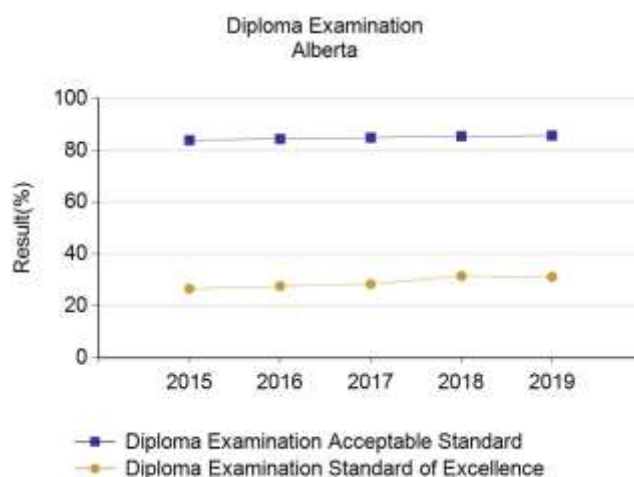


## Diploma Exam Results By Course

Authority: 6017 Boyle Street Education Centre

Province: Alberta

Diploma Examination Acceptable Standard (%)	n/a	*	n/a	*	n/a	83.9	84.4	84.9	85.4	85.7
Diploma Examination Standard of Excellence (%)	n/a	*	n/a	*	n/a	26.6	27.6	28.4	31.5	31.2
School Awarded Acceptable Standard (%)	n/a	*	n/a	*	n/a	96.1	96.9	96.9	96.6	96.6
School Awarded Standard of Excellence (%)	n/a	*	n/a	*	n/a	33.5	36.5	37.9	39.6	38.1



## Science 30

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.

# Student Learning Achievement (Grades 10-12)



## Diploma Exam Results By Course

Authority: 6017 Boyle Street Education Centre

Province: Alberta

	Boyle Street Education Centre			Alberta		
	2015 - 2017 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2015 - 2017 Avg	2016 - 2018 Avg	2017 - 2019 Avg
Students Writing	n/a	n/a	n/a	8,651	9,180	9,475
Diploma Examination Acceptable Standard (%)	n/a	n/a	n/a	84.4	84.9	85.4
Diploma Examination Standard of Excellence (%)	n/a	n/a	n/a	27.6	29.2	30.4
School Awarded Acceptable Standard (%)	n/a	n/a	n/a	96.6	96.8	96.7
School Awarded Standard of Excellence (%)	n/a	n/a	n/a	35.9	38.0	38.5

### Notes:

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

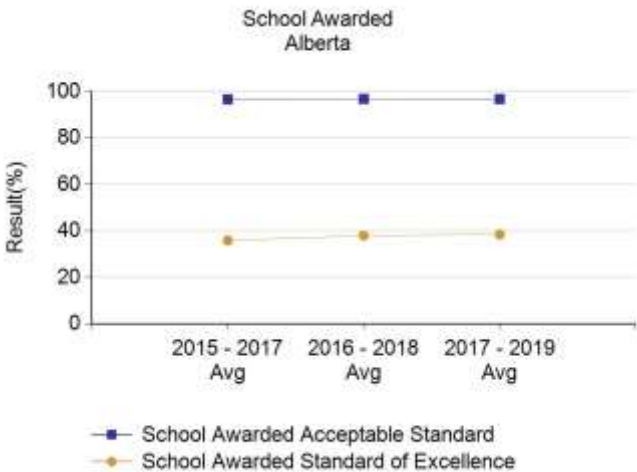
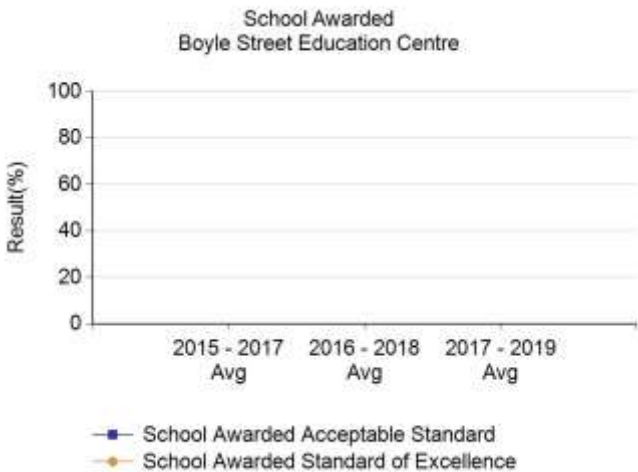
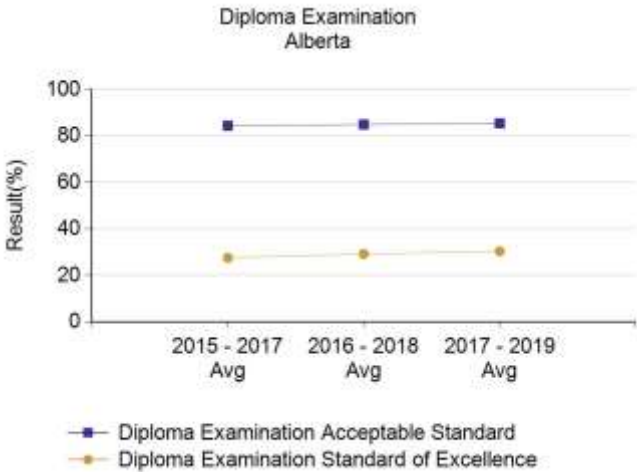
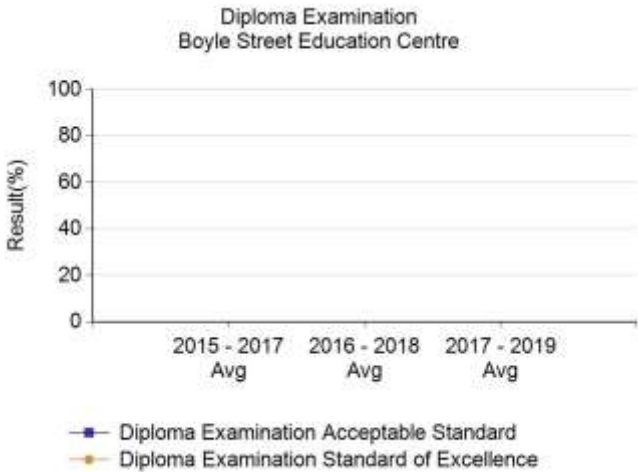
# Student Learning Achievement (Grades 10-12)



## Diploma Exam Results By Course

Authority: 6017 Boyle Street Education Centre

Province: Alberta



### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
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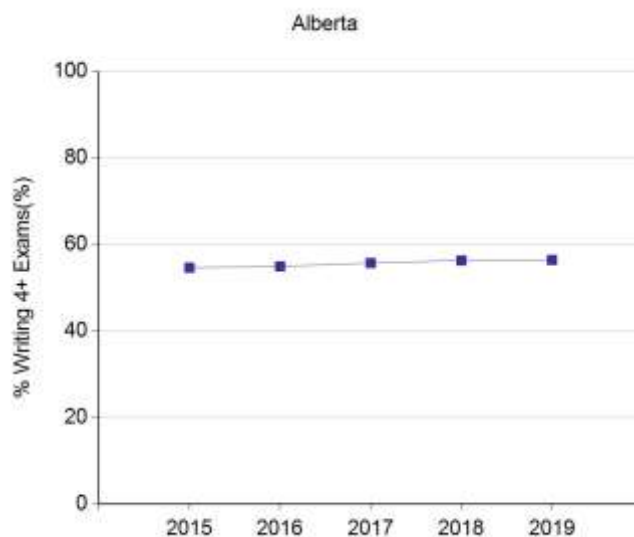
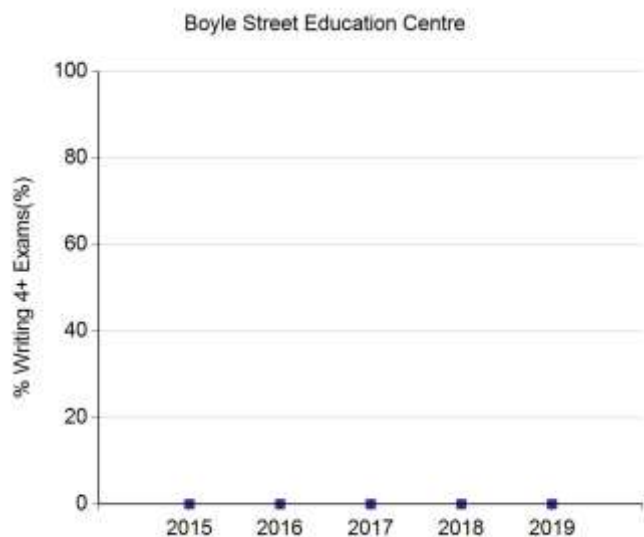
## Diploma Exam Participation Rate - Measure History

Authority: 6017 Boyle Street Education Centre

Province: Alberta

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

	Boyle Street Education Centre					Alberta				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>N</b>	<b>27</b>	<b>13</b>	<b>28</b>	<b>22</b>	<b>20</b>	<b>43,810</b>	<b>45,034</b>	<b>45,207</b>	<b>45,144</b>	<b>45,562</b>
% Writing 0 Exams	100.0	92.0	100.0	100.0	100.0	15.7	15.0	14.8	14.2	14.3
% Writing 1+ Exams	0.0	8.0	0.0	0.0	0.0	84.3	85.0	85.2	85.8	85.7
% Writing 2+ Exams	0.0	0.0	0.0	0.0	0.0	81.2	82.0	82.3	83.0	83.0
% Writing 3+ Exams	0.0	0.0	0.0	0.0	0.0	64.7	65.2	66.1	66.8	66.8
<b>% Writing 4+ Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>54.6</b>	<b>54.9</b>	<b>55.7</b>	<b>56.3</b>	<b>56.4</b>
% Writing 5+ Exams	0.0	0.0	0.0	0.0	0.0	37.1	37.5	37.8	38.7	38.1
% Writing 6+ Exams	0.0	0.0	0.0	0.0	0.0	13.8	13.6	13.9	14.2	13.6



- 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.
- 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.
- 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.

# Student Learning Achievement (Grades 10-12)



## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.

## Diploma Exam Participation Rate - 3 Year Rolling Average

**Authority: 6017 Boyle Street Education Centre**

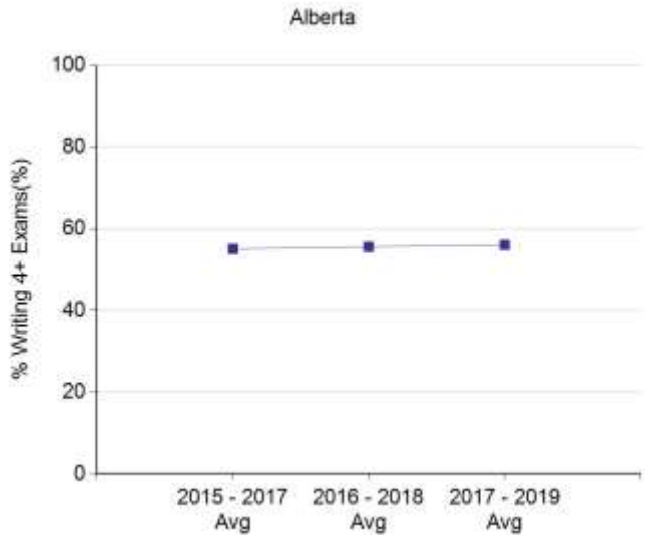
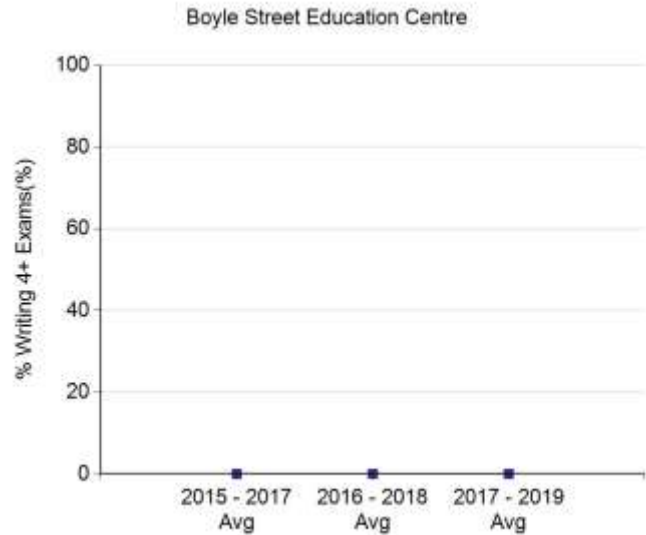
**Province: Alberta**

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

	Boyle Street Education Centre			Alberta		
	2015 - 2017 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2015 - 2017 Avg	2016 - 2018 Avg	2017 - 2019 Avg
<b>N</b>	<b>23</b>	<b>21</b>	<b>23</b>	<b>44,684</b>	<b>45,128</b>	<b>45,304</b>
% Writing 0 Exams	97.3	97.3	100.0	15.2	14.7	14.4
% Writing 1+ Exams	2.7	2.7	0.0	84.8	85.3	85.6
% Writing 2+ Exams	0.0	0.0	0.0	81.8	82.4	82.7
% Writing 3+ Exams	0.0	0.0	0.0	65.4	66.0	66.6
<b>% Writing 4+ Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>55.1</b>	<b>55.6</b>	<b>56.1</b>
% Writing 5+ Exams	0.0	0.0	0.0	37.5	38.0	38.2
% Writing 6+ Exams	0.0	0.0	0.0	13.8	13.9	13.9

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. 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. 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.

# Student Learning Achievement (Grades 10-12)



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.

Report Version 1.0  
Data Current as of Mar 01, 2020

## Diploma Exam Participation Rate Detail

**Authority:** 6017 Boyle Street Education Centre

**Province:** Alberta

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

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. 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. 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.



# Student Learning Achievement (Grades 10-12)



	Boyle Street Education Centre					Alberta				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>N</b>	<b>27</b>	<b>13</b>	<b>28</b>	<b>22</b>	<b>20</b>	<b>43,810</b>	<b>45,034</b>	<b>45,207</b>	<b>45,144</b>	<b>45,562</b>
English Language Arts 30-1	0.0	0.0	0.0	0.0	0.0	53.2	54.0	55.0	56.3	55.7
English Language Arts 30-2	0.0	0.0	0.0	0.0	0.0	28.7	28.7	28.8	27.8	28.8
<b>Total of 1 or more English Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>79.5</b>	<b>80.1</b>	<b>80.9</b>	<b>81.1</b>	<b>81.3</b>
Social Studies 30-1	0.0	0.0	0.0	0.0	0.0	43.5	45.1	44.9	45.0	44.1
Social Studies 30-2	0.0	7.7	0.0	0.0	0.0	36.7	35.8	36.4	37.1	37.8
<b>Total of 1 or more Social Diploma Exams</b>	<b>0.0</b>	<b>7.7</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>79.5</b>	<b>80.3</b>	<b>80.7</b>	<b>81.4</b>	<b>81.3</b>
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	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	37.1	36.4	35.5	36.5	35.3
Mathematics 30-2	0.0	0.0	0.0	0.0	0.0	22.4	23.7	25.1	24.9	25.9
<b>Total of 1 or more Math Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>57.6</b>	<b>58.3</b>	<b>58.6</b>	<b>59.3</b>	<b>59.1</b>
Biology 30	0.0	0.0	0.0	0.0	0.0	40.6	40.7	41.7	42.7	42.3
Chemistry 30	0.0	0.0	0.0	0.0	0.0	35.7	35.6	35.1	35.8	35.1
Physics 30	0.0	0.0	0.0	0.0	0.0	19.9	19.3	18.6	18.7	17.6
Science 30	0.0	0.0	0.0	0.0	0.0	14.1	15.7	16.9	17.0	18.1
<b>Total of 1 or more Science Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>59.8</b>	<b>60.5</b>	<b>61.2</b>	<b>61.8</b>	<b>61.8</b>
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.8	2.8	3.0	2.7	2.6
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>3.0</b>	<b>3.1</b>	<b>3.3</b>	<b>3.0</b>	<b>2.9</b>

## Notes:

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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. 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. 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.

# Student Learning Achievement (Grades 10-12)

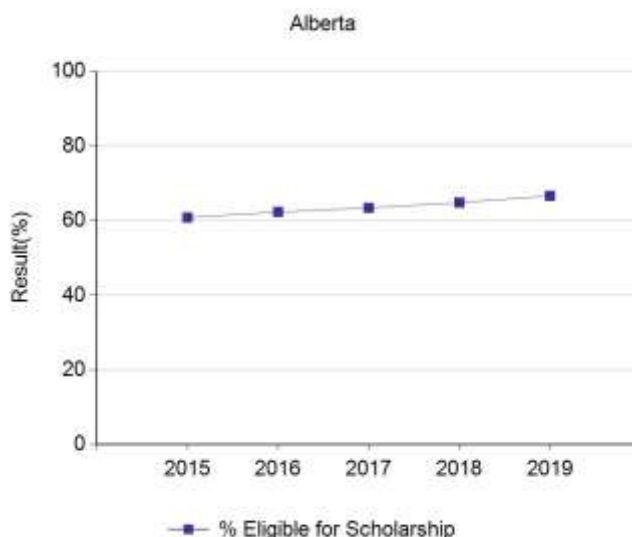
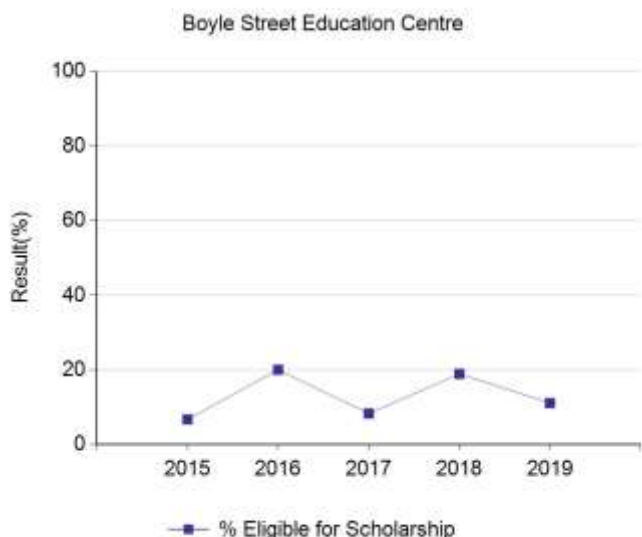


## Rutherford Scholarship Eligibility Rate - Measure History

Authority: 6017 Boyle Street Education Centre

Province: Alberta

	Boyle Street Education Centre					Alberta				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Total Gr 12 Students	30	30	24	37	36	58,041	59,063	60,127	60,559	58,970
Percent Eligible for Scholarship	6.7	20.0	8.3	18.9	11.1	60.8	62.3	63.4	64.8	66.6



Notes: interpreting trends over

time.

Report Generated: Apr 24, 2020

Locked with Suppression for  
May 2020 Report Version 1.0

Data Current as of Mar 01, 2020

## Rutherford Scholarship Eligibility Rate - 3 Year Rolling Average

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
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.

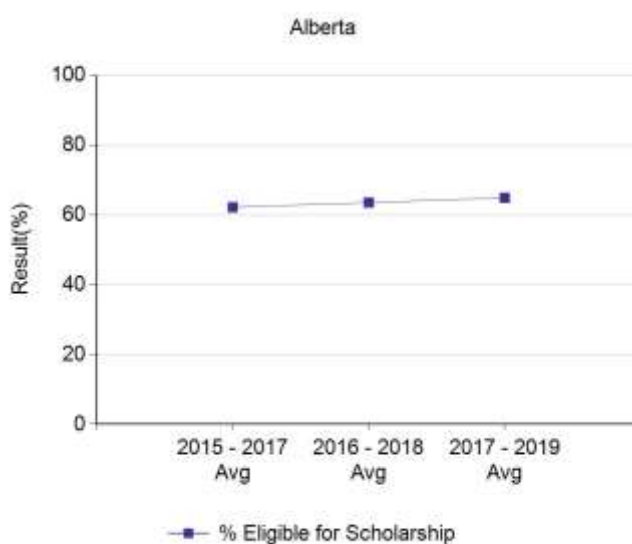
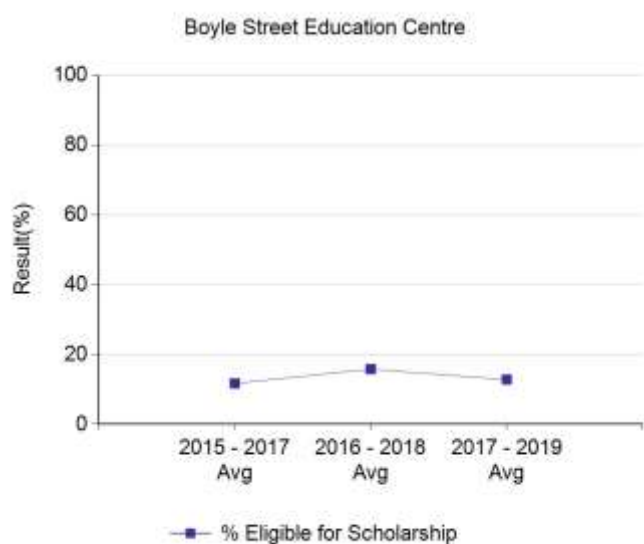
# Student Learning Achievement (Grades 10-12)



Authority: 6017 Boyle Street Education Centre

Province: Alberta

	Boyle Street Education Centre			Alberta		
	2015 - 2017 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2015 - 2017 Avg	2016 - 2018 Avg	2017 - 2019 Avg
Total Gr 12 Students	28	30	32	59,077	59,916	59,885
Percent Eligible for Scholarship	11.7	15.8	12.8	62.2	63.5	64.9



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Report Generated: Apr 24, 2020

Locked with Suppression for May 2020

Report Version 1.0

Data Current as of Mar 01, 2020

# Student Learning Achievement (Grades 10-12)



Notes:

interpreting trends over time.

## Rutherford Scholarship Eligibility Rate

### Eligibility By Grade

Authority: 6017 Boyle Street Education Centre

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
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
2019	36	3	8.3	2	5.6	0	0.0	4	11.1

Notes:

interpreting trends over time.

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Report Generated: Apr 24, 2020

Report Version 1.0

Locked with Suppression for May 2020

Data Current as of Mar 01, 2020

# Preparation for Lifelong Learning, World of Work, Citizenship



## High School to Post-Secondary Transition Rates - Measure History

Authority: 6017 Boyle Street Education Centre

Province: Alberta

	Boyle Street Education Centre										Alberta									
	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
4 Year Transition	18	0.0	26	4.1	17	0.0	31	0.0	21	0.0	44,394	37.0	43,918	37.0	45,174	39.3	45,350	40.1	45,347	40.8
6 Year Transition	32	3.7	24	4.7	21	0.0	27	7.9	18	6.4	45,231	59.4	45,105	57.9	44,412	58.7	43,908	59.0	45,194	60.1

### Notes:

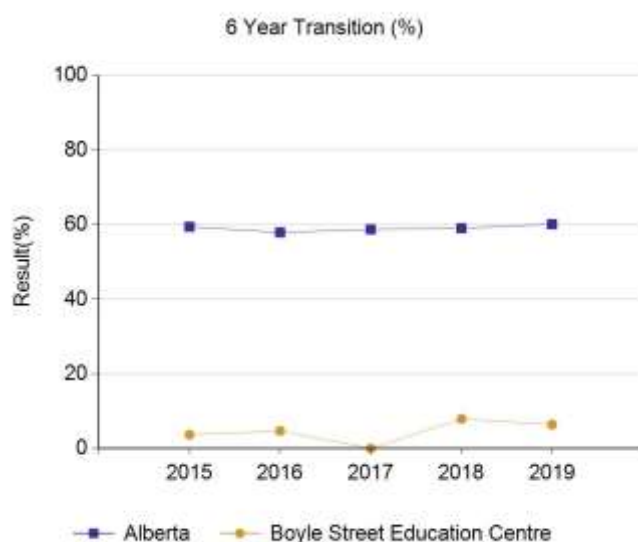
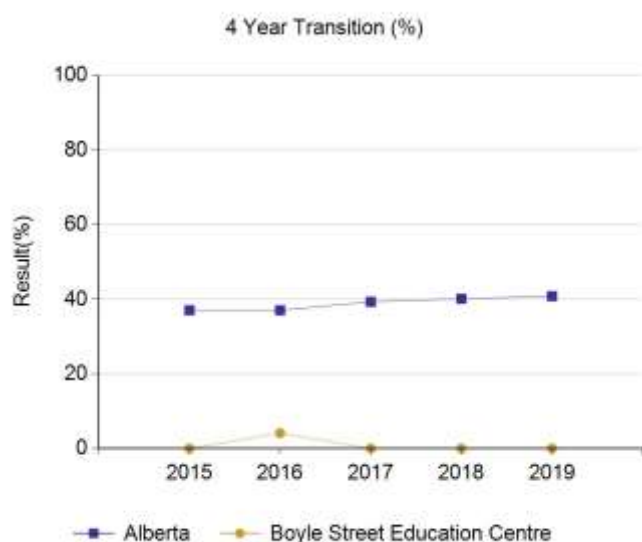
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

Report Generated: Apr 24, 2020

Locked with Suppression for May 2020

Report Version 1.0

Data Current as of Mar 01, 2020



## High School to Post-Secondary Transition Rates - 3 Year Rolling Average

Authority: 6017 Boyle Street Education Centre

Province: Alberta

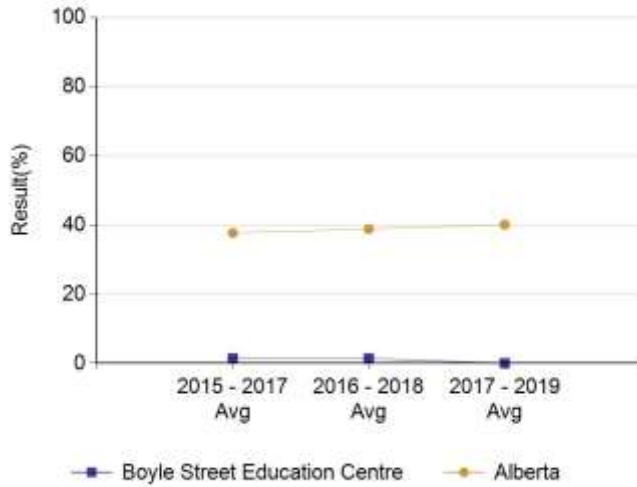
	Boyle Street Education Centre						Alberta					
	2015 - 2017 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2015 - 2017 Avg		2016 - 2018 Avg		2017 - 2019 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
4 Year Transition	20	1.4	25	1.4	23	0.0	44,495	37.7	44,814	38.8	45,290	40.1
6 Year	26	2.8	24	4.2	22	4.8	44,916	58.7	44,475	58.5	44,505	59.3

### Notes:

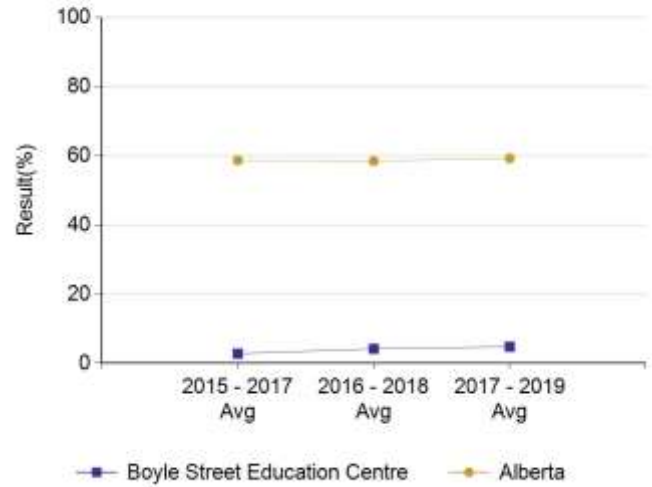
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

Transition

4 Year Transition (%)



6 Year Transition (%)



Notes:

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

# Preparation for Lifelong Learning, World of Work, Citizenship



## High School to Post-Secondary Transition Rates

Authority: 6017 Boyle Street Education Centre

### Details for 4 Year Rate

	Total Students	Transitioners		Number of Transitioners	Unadjusted Transition Rates	Estimated Attrition	Estimated Out-of-Province Post-Secondary	Transition Rates
		Post-secondary	Apprenticeship					
2015	32	1	0	1	3.1	1.5	0.1	3.7
2016	24	1	0	1	4.2	2.0	0.0	4.7
2017	21	0	0	0	0.0	1.0	0.0	0.0
2018	27	0	2	2	7.4	1.6	0.0	7.9
2019	18	1	0	1	5.6	1.1	0.1	6.4
		Transitioners		Number of		Estimated		

#### Notes:

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



*Alberta*

	Total Students	Post-secondary	Apprenticeship	Transitioners	Unadjusted Transition Rates	Attrition	Estimated Out-of-Province Post-Secondary	Transition Rates
2015	18	0	0	0	0.0	0.9	0.0	<b>0.0</b>
2016	26	0	1	1	3.8	1.6	0.0	<b>4.1</b>
2017	17	0	0	0	0.0	1.0	0.0	<b>0.0</b>
2018	31	0	0	0	0.0	0.7	0.0	<b>0.0</b>
2019	21	0	0	0	0.0	0.9	0.0	<b>0.0</b>

**Details for 6 Year Rate**

Notes:

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

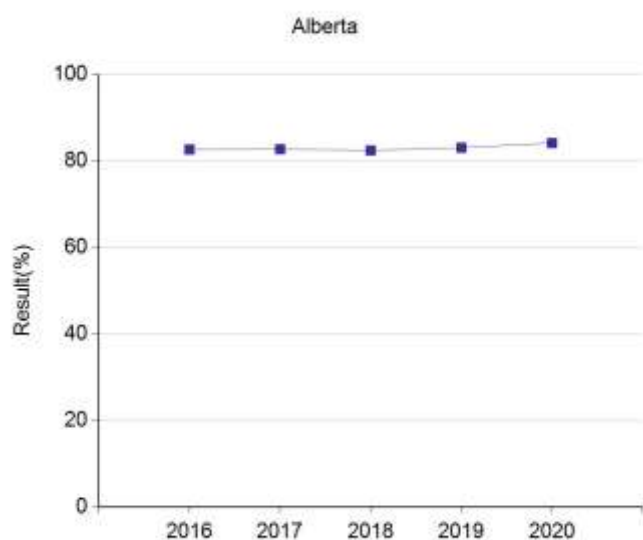
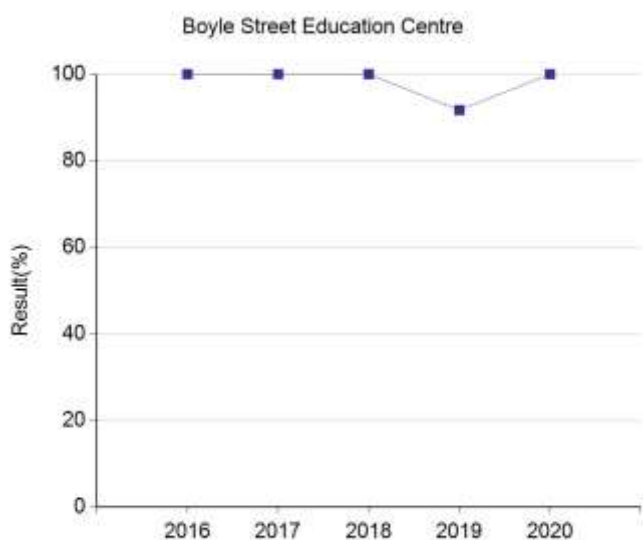
## A.8 Work Preparation Measure History

**Authority:** 6017 Boyle Street Education Centre

**Province:** Alberta

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.

Boyle Street Education Centre										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
12	100.0	12	100.0	9	100.0	12	91.7	10	100.0	61,412	82.6	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1



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

Notes:

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

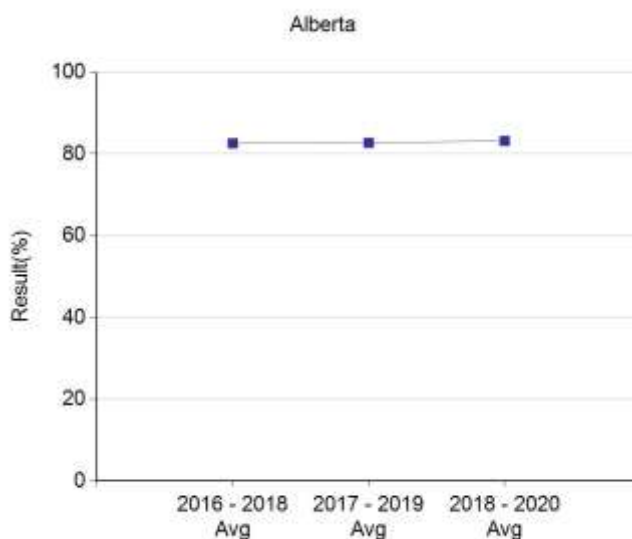
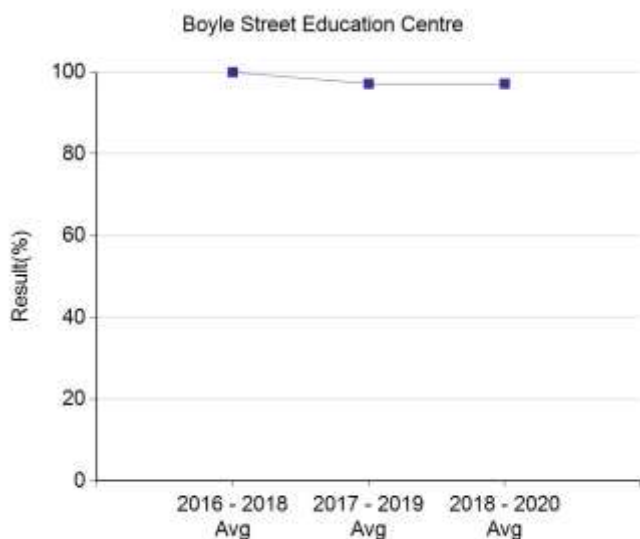
## A.8 Work Preparation - 3 Year Rolling Average

**Authority:** 6017 Boyle Street Education Centre

**Province:** Alberta

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.

Boyle Street Education Centre						Alberta					
2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg	
N	%	N	%	N	%	N	%	N	%	N	%
11	100.0	11	97.2	10	97.2	62,757	82.6	64,316	82.7	66,498	83.2



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

Notes:

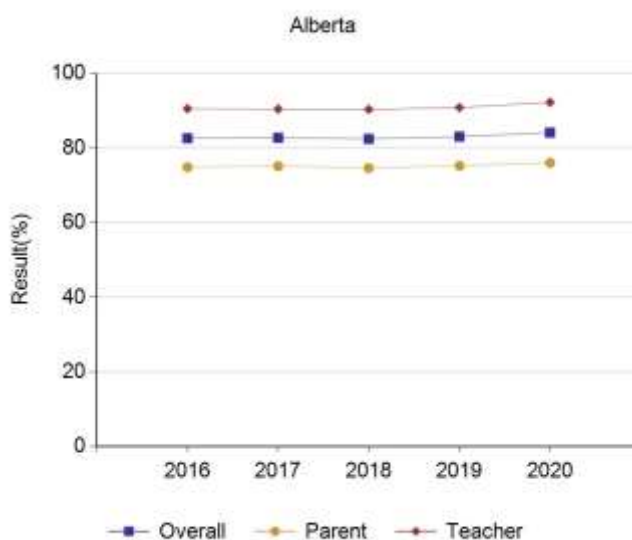
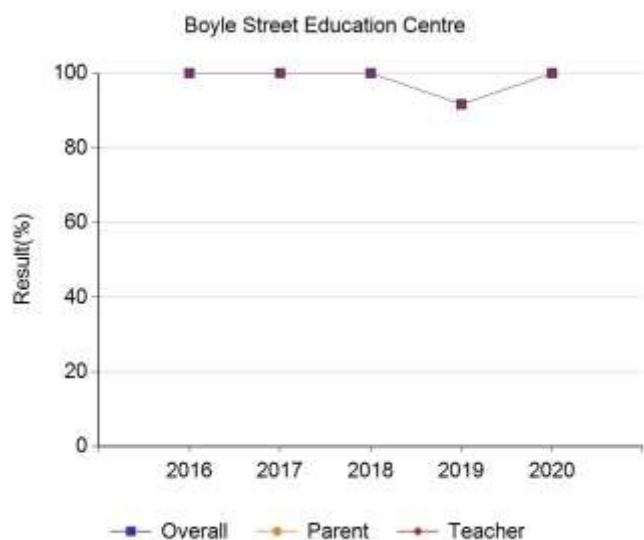
## A.8 Work Preparation History with Groups

Authority: 6017 Boyle Street Education Centre

Province: Alberta

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.

	Boyle Street Education Centre										Alberta									
	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	12	100.0	12	100.0	9	100.0	12	91.7	10	100.0	61,412	82.6	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1
Parent	2	*	1	*	3	*	2	*	2	*	31,502	74.8	30,828	75.1	33,176	74.6	33,423	75.2	34,944	76.0
Teacher	12	100.0	12	100.0	9	100.0	12	91.7	10	100.0	29,910	90.5	30,846	90.4	32,010	90.3	32,665	90.8	33,277	92.2



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

Notes:

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

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

# Preparation for Lifelong Learning, World of Work, Citizenship



## A.8 Work Preparation Detail

### Authority: 6017 Boyle Street Education Centre

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.

Parent - All

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
Your child is taught attitudes and behaviors to be successful at work when he or she leaves school	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*

#### Notes:

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

# Preparation for Lifelong Learning, World of Work, Citizenship



## A.8 Work Preparation Detail

### Authority: 6017 Boyle Street Education Centre

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.

Parent - Grade 10-12

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
Your child is taught attitudes and behaviors to be successful at work when he or she leaves school	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*

#### Notes:

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

# Preparation for Lifelong Learning, World of Work, Citizenship



## A.8 Work Preparation Detail

### Authority: 6017 Boyle Street Education Centre

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.

Teacher - All

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
Students at your school are taught attitudes and behaviors to be successful at work when they leave school	2016	12	50	50	0	0	0	100
	2017	12	83	17	0	0	0	100
	2018	9	56	44	0	0	0	100
	2019	12	58	33	8	0	0	92
	2020	10	70	30	0	0	0	100

#### Notes:

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



# Preparation for Lifelong Learning, World of Work, Citizenship



## A.8 Work Preparation Detail

### Authority: 6017 Boyle Street Education Centre

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.

Teacher - Grade 10

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
Students at your school are taught attitudes and behaviors to be successful at work when they leave school	2016	11	45	55	0	0	0	100
	2017	9	89	11	0	0	0	100
	2018	8	50	50	0	0	0	100
	2019	10	70	20	10	0	0	90
	2020	8	88	13	0	0	0	100

#### Notes:

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

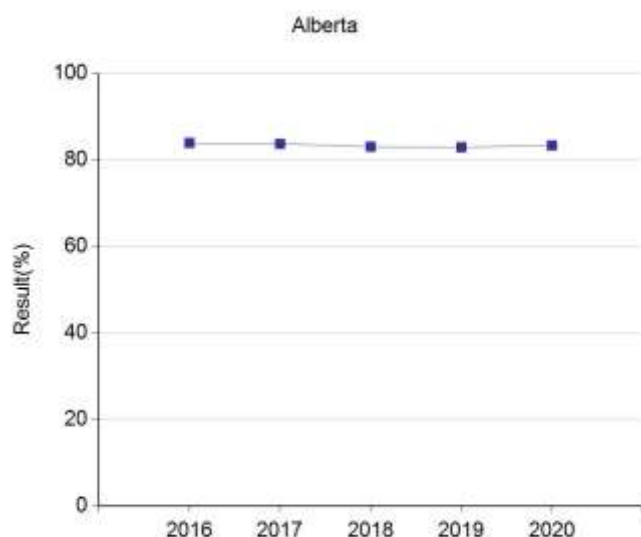
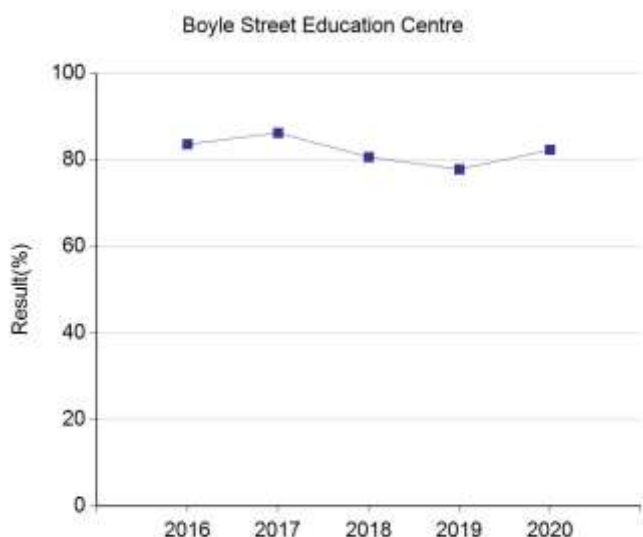
## A.6 Citizenship Measure History

Authority: 6017 Boyle Street Education Centre

Province: Alberta

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

Boyle Street Education Centre										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
67	83.6	78	86.2	73	80.6	90	77.8	53	82.3	284,921	83.9	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3



Notes:

# Preparation for Lifelong Learning, World of Work, Citizenship



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.

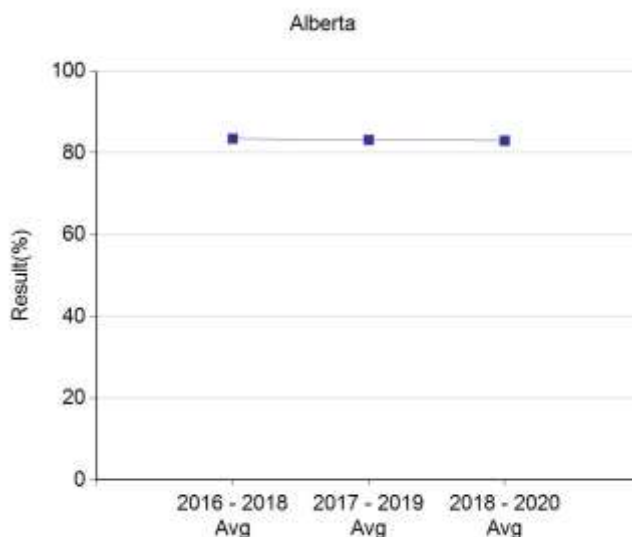
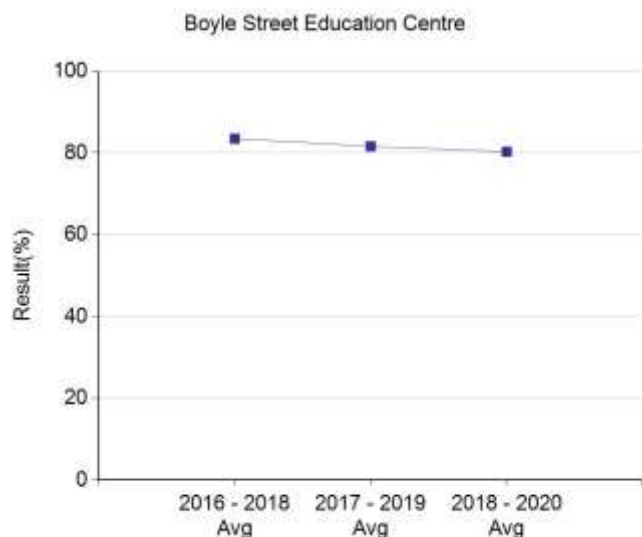
## A.6 Citizenship - 3 Year Rolling Average

**Authority:** 6017 Boyle Street Education Centre

**Province:** Alberta

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

Boyle Street Education Centre						Alberta					
2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg	
N	%	N	%	N	%	N	%	N	%	N	%
73	83.5	80	81.6	72	80.3	279,540	83.5	273,104	83.2	261,251	83.0



Notes:

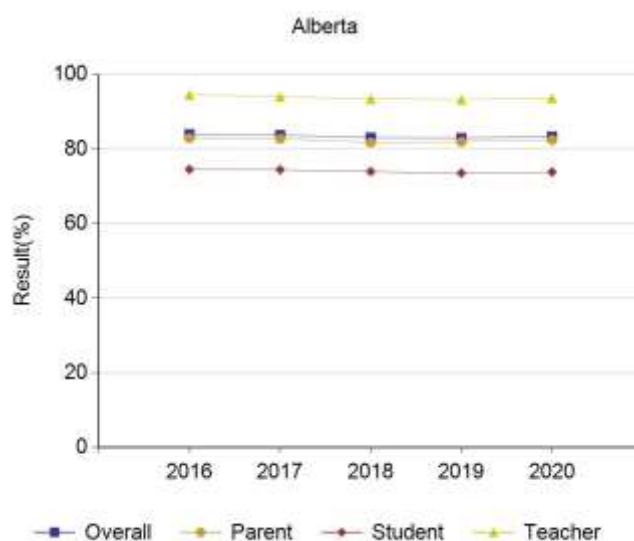
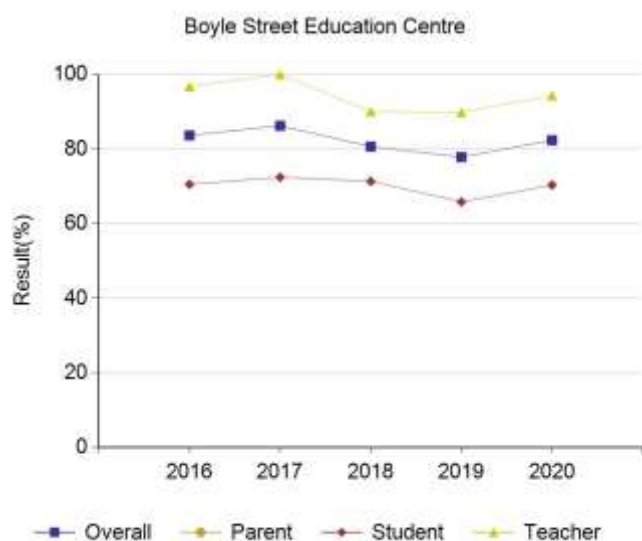
## A.6 Citizenship History with Groups

Authority: 6017 Boyle Street Education Centre

Province: Alberta

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

	Boyle Street Education Centre										Alberta									
	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	67	83.6	78	86.2	73	80.6	90	77.8	53	82.3	284,921	83.9	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3
Parent	2	*	1	*	3	*	2	*	2	*	33,658	82.9	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4
Student	55	70.5	66	72.4	63	71.3	78	65.8	42	70.3	220,819	74.5	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8
Teacher	12	96.7	12	100.0	10	90.0	12	89.8	11	94.3	30,444	94.5	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6



## Preparation for Lifelong Learning, World of Work, Citizenship



### 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.

# Preparation for Lifelong Learning, World of Work, Citizenship



## A.6 Citizenship Detail

### Authority: 6017 Boyle Street Education Centre

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

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students at your child's school follow the rules	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
Students at your child's school help each other when they can	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
Students at your child's school respect each other	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
Your child is encouraged at school to be involved in activities that help the community	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
Your child is encouraged at school to try his or her best	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*

#### Notes:

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

# Preparation for Lifelong Learning, World of Work, Citizenship



## A.6 Citizenship Detail

Authority: 6017 Boyle Street Education Centre

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

	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*

### Parent - Grade 10-12

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students at your child's school follow the rules	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
Students at your child's school help each other when they can	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
Students at your child's school respect each other	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
Your child is encouraged at school to be involved in activities that help the community	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
	2016	2	*	*	*	*	*	*

#### Notes:

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

# Preparation for Lifelong Learning, World of Work, Citizenship



## A.6 Citizenship Detail

### Authority: 6017 Boyle Street Education Centre

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

Your child is encouraged at school to try his or her best	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*

#### Teacher - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students are encouraged at your school to be involved in activities that help the community	2016	12	58	33	8	0	0	92
	2017	12	83	17	0	0	0	100
	2018	10	50	40	10	0	0	90
	2019	12	42	42	8	8	0	83
	2020	9	44	56	0	0	0	100
Students are encouraged at your school to try their best	2016	12	75	25	0	0	0	100
	2017	12	83	17	0	0	0	100
	2018	10	60	40	0	0	0	100
	2019	11	64	36	0	0	0	100
	2020	11	73	27	0	0	0	100
Students at your school follow the rules	2016	12	17	75	8	0	0	92
	2017	12	33	67	0	0	0	100
	2018	10	10	60	20	10	0	70
	2019	12	17	67	17	0	0	83
	2020	11	9	82	9	0	0	91
Students at your school help each other when they can	2016	12	42	58	0	0	0	100
	2017	12	50	50	0	0	0	100
	2018	10	30	70	0	0	0	100
	2019	12	50	50	0	0	0	100

#### 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.



# Preparation for Lifelong Learning, World of Work, Citizenship



## A.6 Citizenship Detail

Authority: 6017 Boyle Street Education Centre

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

	2020	11	45	45	9	0	0	91
Students at your school respect each other	2016	12	50	50	0	0	0	100
	2017	12	58	42	0	0	0	100
	2018	10	30	60	10	0	0	90
	2019	12	25	58	17	0	0	83
	2020	11	36	55	0	0	9	91

### Teacher - Grade 10

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students are encouraged at your school to be involved in activities that help the community	2016	11	55	36	9	0	0	91
	2017	9	89	11	0	0	0	100
	2018	9	56	33	11	0	0	89
	2019	10	40	40	10	10	0	80
	2020	6	67	33	0	0	0	100
Students are encouraged at your school to try their best	2016	11	73	27	0	0	0	100
	2017	9	89	11	0	0	0	100
	2018	9	56	44	0	0	0	100
	2019	9	56	44	0	0	0	100
	2020	8	100	0	0	0	0	100
Students at your school follow the rules	2016	11	18	73	9	0	0	91
	2017	9	33	67	0	0	0	100
	2018	9	11	56	22	11	0	67
	2019	10	20	60	20	0	0	80
	2020	8	13	75	13	0	0	88
Students at your school help each other when they can	2016	11	45	55	0	0	0	100
	2017	9	44	56	0	0	0	100

#### 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.

# Preparation for Lifelong Learning, World of Work, Citizenship



## A.6 Citizenship Detail

Authority: 6017 Boyle Street Education Centre

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

	2018	9	33	67	0	0	0	100
	2019	10	60	40	0	0	0	100
	2020	8	63	25	13	0	0	88
Students at your school respect each other	2016	11	55	45	0	0	0	100
	2017	9	56	44	0	0	0	100
	2018	9	33	56	11	0	0	89
	2019	10	30	50	20	0	0	80
	2020	8	50	38	0	0	13	88

### Student - Grade 10-12

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
At school, I am encouraged to get involved in activities that help people in my community	2016	55	22	53	16	4	5	75
	2017	63	16	51	6	3	24	67
	2018	62	21	53	15	0	11	74
	2019	76	18	51	13	1	16	70
	2020	41	24	49	15	2	10	73
At school, I am encouraged to try my best	2016	55	47	49	2	2	0	96
	2017	65	45	52	0	0	3	97
	2018	63	44	51	5	0	0	95
	2019	77	48	42	5	0	5	90
	2020	42	43	55	2	0	0	98
At school, students follow the rules	2016	55	13	51	13	11	13	64
	2017	65	12	57	12	0	18	69
	2018	62	8	52	21	5	15	60
	2019	77	13	40	14	6	26	53
	2020	42	10	45	26	2	17	55

#### 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/TFM (Tell Them From Me) survey tool.

# Preparation for Lifelong Learning, World of Work, Citizenship



## A.6 Citizenship Detail

### Authority: 6017 Boyle Street Education Centre

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

At school, students help each other	2016	55	18	35	24	11	13	53
	2017	65	6	52	22	5	15	58
	2018	61	13	46	23	3	15	59
	2019	78	12	41	23	9	15	53
	2020	42	17	55	14	7	7	71
At school, students respect each other	2016	55	11	55	13	5	16	65
	2017	65	15	55	6	5	18	71
	2018	62	16	52	13	5	15	68
	2019	78	12	53	13	4	19	64
	2020	42	7	48	14	7	24	55

#### 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.

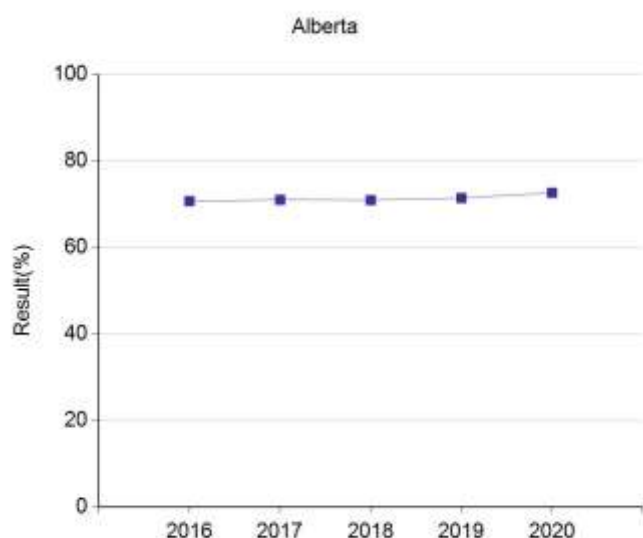
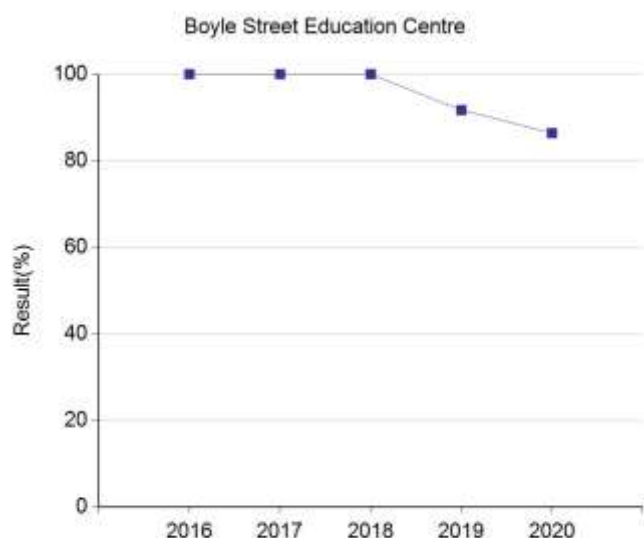
## A.7 Life Long Learning Measure History

Authority: 6017 Boyle Street Education Centre

Province: Alberta

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

Boyle Street Education Centre										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
12	100.0	12	100.0	10	100.0	12	91.7	11	86.4	62,329	70.7	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6



## Notes:

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

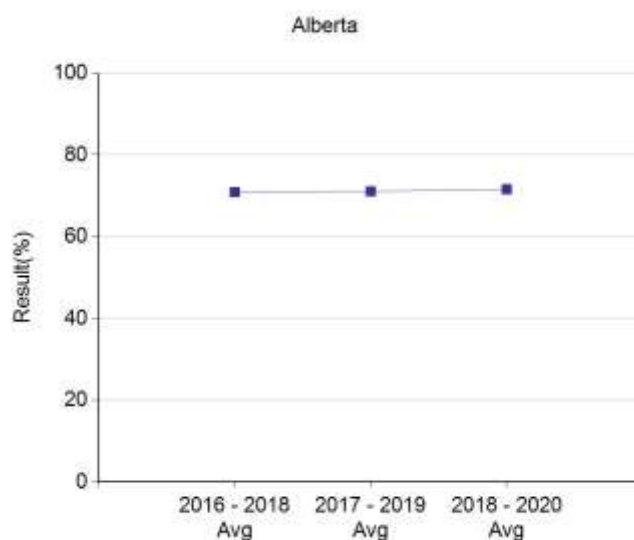
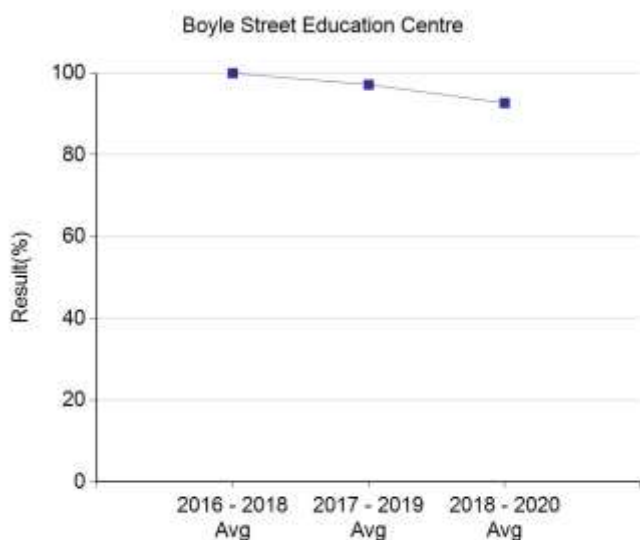
## A.7 Life Long Learning - 3 Year Rolling Average

Authority: 6017 Boyle Street Education Centre

Province: Alberta

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

Boyle Street Education Centre						Alberta					
2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg	
N	%	N	%	N	%	N	%	N	%	N	%
11	100.0	11	97.2	11	92.7	63,687	70.9	65,225	71.1	67,423	71.6



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

Notes:

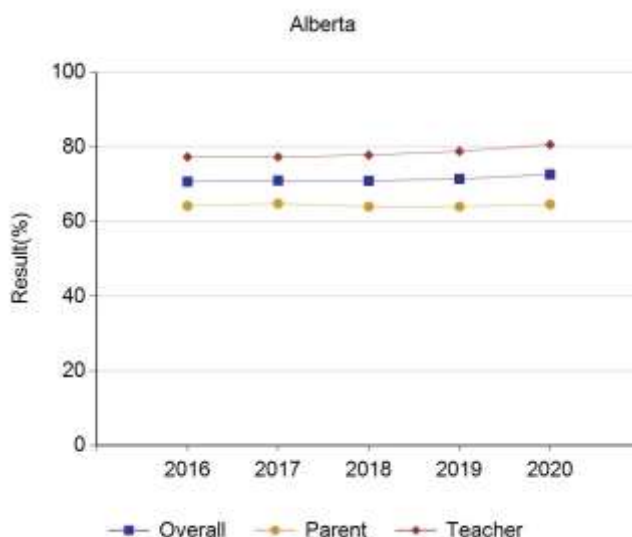
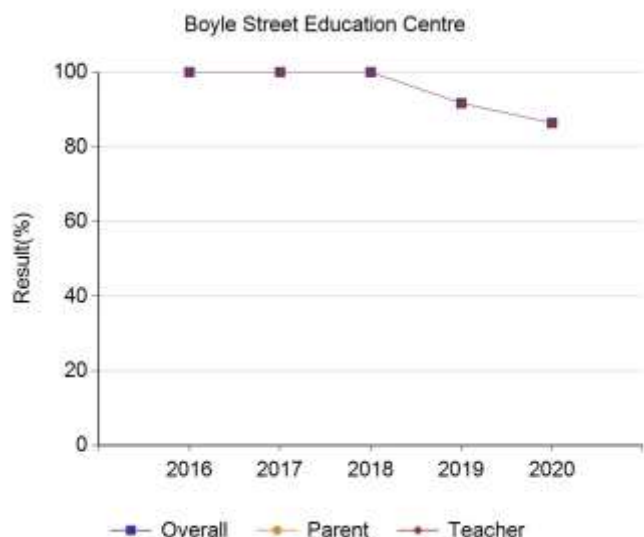
## A.7 Life Long Learning History with Groups

Authority: 6017 Boyle Street Education Centre

Province: Alberta

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

	Boyle Street Education Centre										Alberta									
	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	12	100.0	12	100.0	10	100.0	12	91.7	11	86.4	62,329	70.7	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6
Parent	2	*	1	*	3	*	2	*	2	*	32,078	64.2	31,326	64.8	33,714	64.0	33,876	64.0	35,454	64.6
Teacher	12	100.0	12	100.0	10	100.0	12	91.7	11	86.4	30,251	77.3	31,263	77.3	32,430	77.8	33,067	78.8	33,728	80.6



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

Notes:

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

# Preparation for Lifelong Learning, World of Work, Citizenship



## A.7 Life Long Learning Detail

### Authority: 6017 Boyle Street Education Centre

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

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
Your child is taught the knowledge, skills and attitudes necessary for learning throughout his or her lifetime	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*

#### Notes:

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



# Preparation for Lifelong Learning, World of Work, Citizenship



## A.7 Life Long Learning Detail

### Authority: 6017 Boyle Street Education Centre

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.  
Parent - Grade 10-12

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
Your child is taught the knowledge, skills and attitudes necessary for learning throughout his or her lifetime	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*

#### Notes:

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

# Preparation for Lifelong Learning, World of Work, Citizenship



## A.7 Life Long Learning Detail

### Authority: 6017 Boyle Street Education Centre

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

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime	2016	12	50	50	0	0	0	100
	2017	12	42	58	0	0	0	100
	2018	10	40	60	0	0	0	100
	2019	12	25	67	8	0	0	92
	2020	11	27	55	0	0	18	82
Students at your school are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime	2016	12	75	25	0	0	0	100
	2017	12	67	33	0	0	0	100
	2018	10	60	40	0	0	0	100
	2019	12	42	50	8	0	0	92
	2020	11	64	27	9	0	0	91

#### Notes:

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

# Preparation for Lifelong Learning, World of Work, Citizenship



## A.7 Life Long Learning Detail

### Authority: 6017 Boyle Street Education Centre

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.  
Teacher - Grade 10

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime	2016	11	55	45	0	0	0	100
	2017	9	33	67	0	0	0	100
	2018	9	44	56	0	0	0	100
	2019	10	30	60	10	0	0	90
	2020	8	38	50	0	0	13	88
Students at your school are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime	2016	11	73	27	0	0	0	100
	2017	9	67	33	0	0	0	100
	2018	9	56	44	0	0	0	100
	2019	10	50	40	10	0	0	90
	2020	8	75	13	13	0	0	88

#### Notes:

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

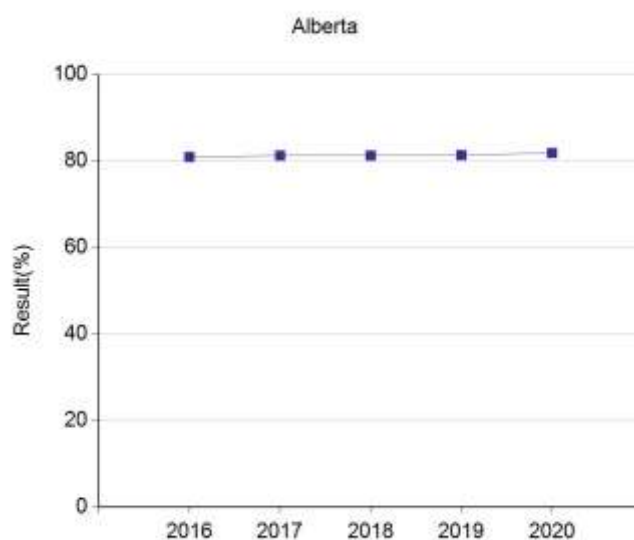
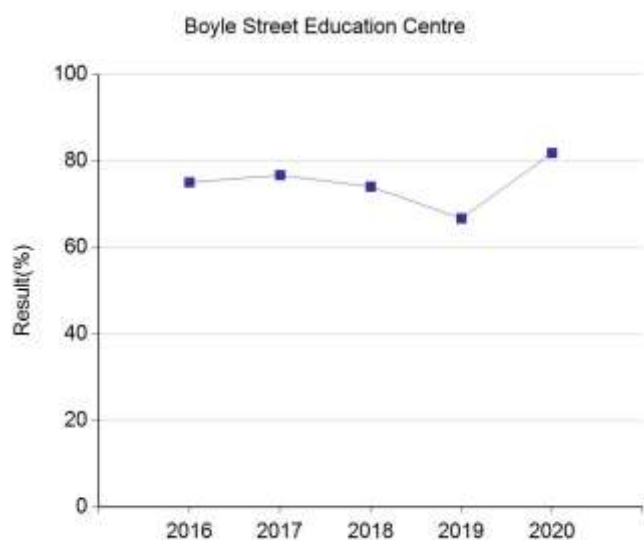
## C.1 Parental Involvement Measure History

Authority: 6017 Boyle Street Education Centre

Province: Alberta

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

Boyle Street Education Centre										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
12	75.0	12	76.7	10	74.0	12	66.7	11	81.8	63,739	80.9	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8



## 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 (\*).

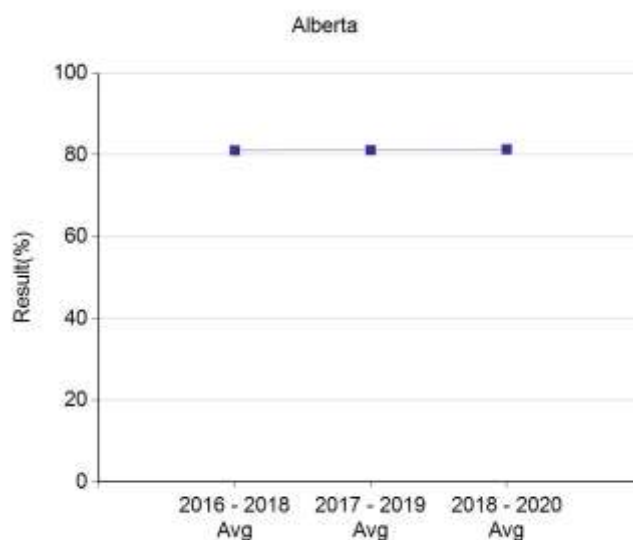
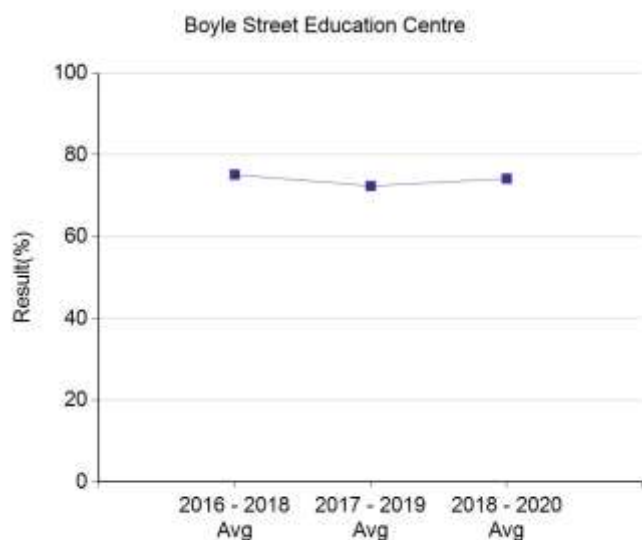
### C.1 Parental Involvement - 3 Year Rolling Average

Authority: 6017 Boyle Street Education Centre

Province: Alberta

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

Boyle Street Education Centre						Alberta					
2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg	
N	%	N	%	N	%	N	%	N	%	N	%
11	75.2	11	72.4	11	74.2	65,051	81.1	66,510	81.2	68,667	81.4



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

# Parental Involvement

Notes:

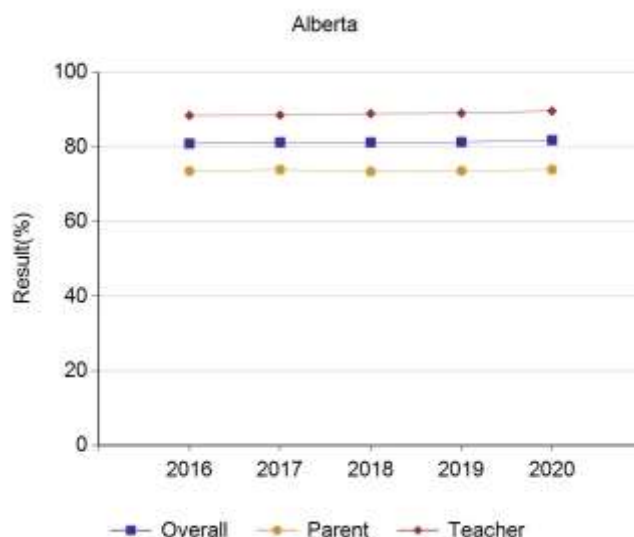
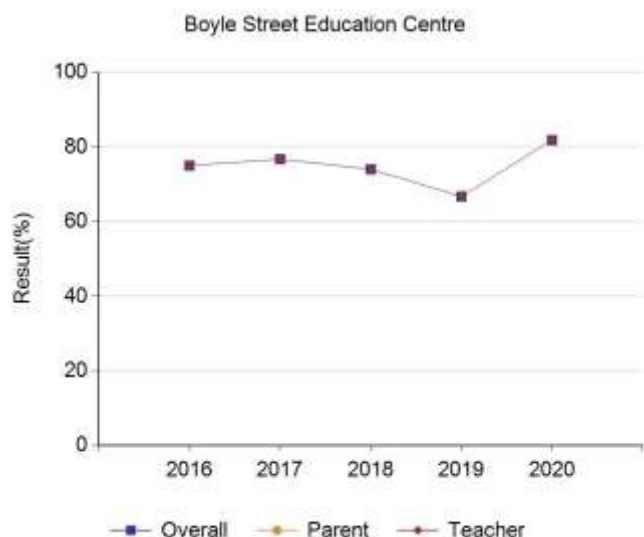
## C.1 Parental Involvement History with Groups

Authority: 6017 Boyle Street Education Centre

Province: Alberta

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

	Boyle Street Education Centre										Alberta									
	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	12	75.0	12	76.7	10	74.0	12	66.7	11	81.8	63,739	80.9	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8
Parent	2	*	1	*	3	*	2	*	2	*	33,351	73.5	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9
Teacher	12	75.0	12	76.7	10	74.0	12	66.7	11	81.8	30,388	88.4	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6



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

Notes:

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

# Parental Involvement

## C.1 Parental Involvement Detail

### Authority: 6017 Boyle Street Education Centre

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

Parent - All

		N	A Lot %	Some %	Very Little %	Not At All %	Don't Know %	Top 2 Box %
To what extent are you involved in decisions about your child's education? Would you say	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
To what extent are you involved in decisions at your child's school? Would you say	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you that your input into decisions at your child's school is considered	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
	2016	2	*	*	*	*	*	*

Notes:

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



# Parental Involvement

## C.1 Parental Involvement Detail

### Authority: 6017 Boyle Street Education Centre

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

How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*

#### Parent - Grade 10-12

		N	A Lot %	Some %	Very Little %	Not At All %	Don't Know %	Top 2 Box %
To what extent are you involved in decisions about your child's education? Would you say	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
To what extent are you involved in decisions at your child's school? Would you say	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you that your input into decisions at your child's school is considered	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*

#### Notes:

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

# Parental Involvement



## C.1 Parental Involvement Detail

Authority: 6017 Boyle Street Education Centre

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

	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*

### Teacher - All

		N	A Lot %	Some %	Very Little %	Not At All %	Don't Know %	Top 2 Box %
To what extent are parents or guardians involved in decisions about their children's education? Would you say	2016	12	0	33	67	0	0	33
	2017	12	8	50	42	0	0	58
	2018	10	20	20	50	0	10	40
	2019	12	0	33	50	8	8	33
	2020	11	9	55	27	0	9	64
To what extent are parents or guardians involved in decisions at your school? Would you say:	2016	12	8	33	58	0	0	42
	2017	12	0	33	67	0	0	33
	2018	10	20	20	50	10	0	40
	2019	12	0	25	50	8	17	25
	2020	11	18	55	18	0	9	73
		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions about their children's education	2016	12	67	33	0	0	0	100
	2017	12	83	17	0	0	0	100
	2018	10	60	40	0	0	0	100

### Notes:

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

# Parental Involvement

## C.1 Parental Involvement Detail

### Authority: 6017 Boyle Street Education Centre

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

	2019	12	50	42	0	0	8	92
	2020	11	45	45	0	0	9	91
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions at your school	2016	12	42	58	0	0	0	100
	2017	12	75	25	0	0	0	100
	2018	10	60	40	0	0	0	100
	2019	12	50	42	0	0	8	92
	2020	11	45	45	0	0	9	91
That the input of parents or guardians into decisions at your school is considered	2016	12	50	50	0	0	0	100
	2017	12	67	25	8	0	0	92
	2018	10	40	50	0	0	10	90
	2019	12	42	50	0	0	8	92
	2020	11	36	55	0	0	9	91

#### Teacher - Grade 10

		N	A Lot %	Some %	Very Little %	Not At All %	Don't Know %	Top 2 Box %
To what extent are parents or guardians involved in decisions about their children's education? Would you say	2016	11	0	36	64	0	0	36
	2017	9	11	44	44	0	0	56
	2018	9	22	22	44	0	11	44
	2019	10	0	30	50	10	10	30
	2020	8	13	50	38	0	0	63
To what extent are parents or guardians involved in decisions at your school? Would you say:	2016	11	9	36	55	0	0	45
	2017	9	0	22	78	0	0	22
	2018	9	22	11	56	11	0	33
	2019	10	0	20	50	10	20	20
	2020	8	25	50	25	0	0	75

#### Notes:

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

# Parental Involvement

## C.1 Parental Involvement Detail

### Authority: 6017 Boyle Street Education Centre

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

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions about their children's education	2016	11	64	36	0	0	0	100
	2017	9	89	11	0	0	0	100
	2018	9	67	33	0	0	0	100
	2019	10	50	40	0	0	10	90
	2020	8	50	50	0	0	0	100
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions at your school	2016	11	36	64	0	0	0	100
	2017	9	78	22	0	0	0	100
	2018	9	67	33	0	0	0	100
	2019	10	50	40	0	0	10	90
	2020	8	50	50	0	0	0	100
That the input of parents or guardians into decisions at your school is considered	2016	11	45	55	0	0	0	100
	2017	9	67	22	11	0	0	89
	2018	9	44	44	0	0	11	89
	2019	10	40	50	0	0	10	90
	2020	8	38	63	0	0	0	100

#### Notes:

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

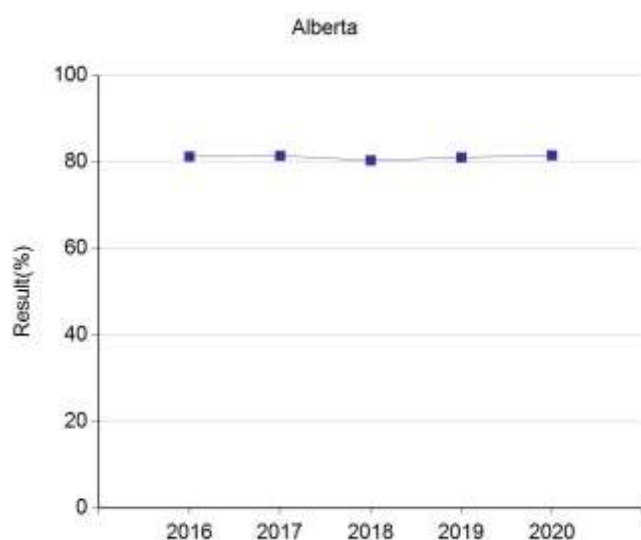
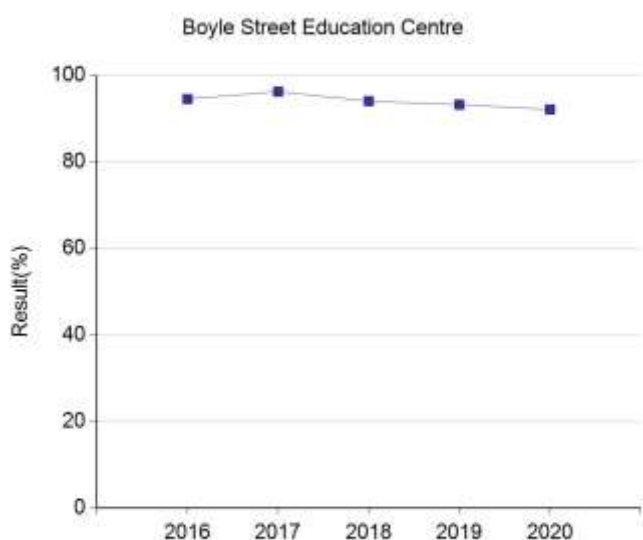
## E.2 School Improvement Measure History

Authority: 6017 Boyle Street Education Centre

Province: Alberta

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.

Boyle Street Education Centre										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
67	94.5	78	96.2	73	94.0	90	93.2	53	92.1	282,880	81.2	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5



### Notes:

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

Report Generated: Apr 24, 2020

Locked with Suppression for May 2020

Report Version 1.0

Data Current as of Mar 29, 2020

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.

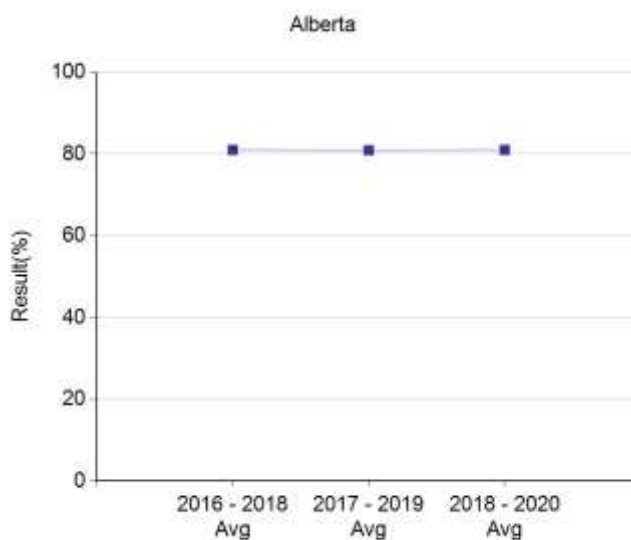
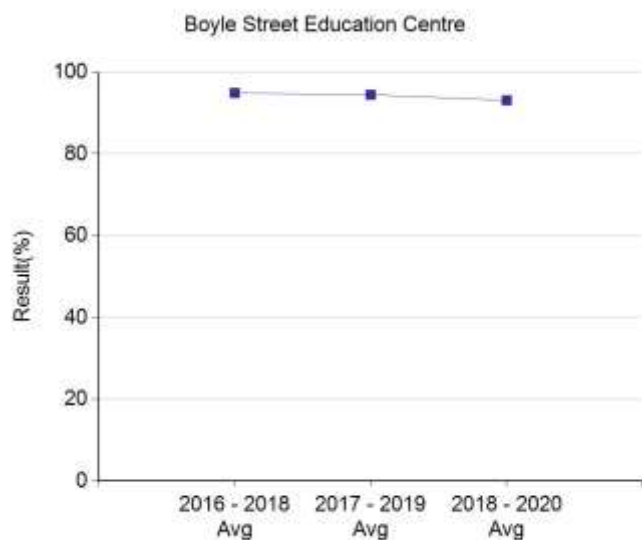
## E.2 School Improvement - 3 Year Rolling Average

**Authority: 6017 Boyle Street Education Centre**

**Province: Alberta**

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.

Boyle Street Education Centre						Alberta					
2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg	
N	%	N	%	N	%	N	%	N	%	N	%
73	94.9	80	94.5	72	93.1	277,253	81.0	270,747	80.9	258,896	81.0



Notes:

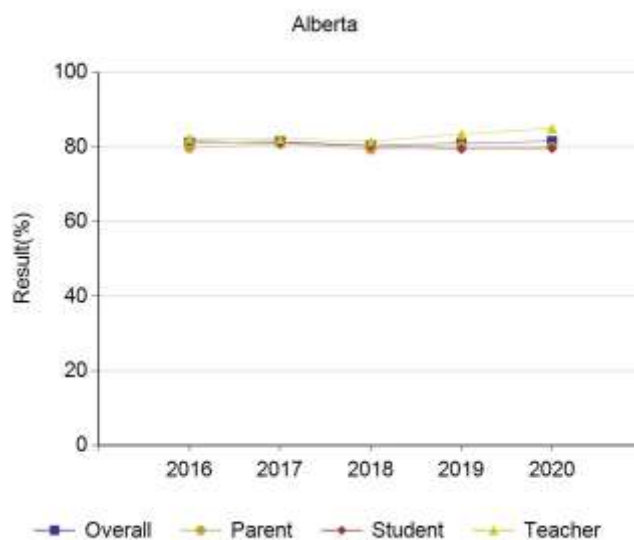
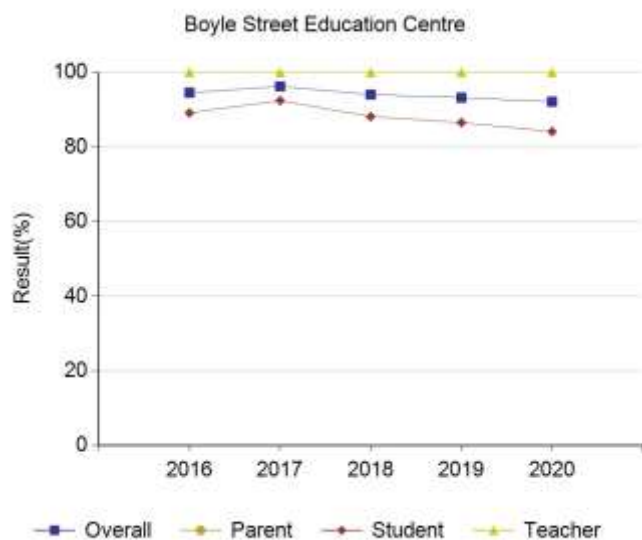
## E.2 School Improvement History with Groups

Authority: 6017 Boyle Street Education Centre

Province: Alberta

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.

	Boyle Street Education Centre										Alberta									
	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	67	94.5	78	96.2	73	94.0	90	93.2	53	92.1	282,880	81.2	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5
Parent	2	*	1	*	3	*	2	*	2	*	32,786	79.7	31,845	80.8	34,237	79.3	34,159	80.3	35,896	80.0
Student	55	89.1	66	92.4	63	88.1	78	86.5	42	84.1	220,142	81.5	234,964	81.1	185,106	80.2	196,592	79.4	192,917	79.6
Teacher	12	100.0	12	100.0	10	100.0	12	100.0	11	100.0	29,952	82.3	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0



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.



# Continuous Improvement



## E.2 School Improvement Detail

### Authority: 6017 Boyle Street Education Centre

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.

Parent - All

		N	Improved %	Stayed The Same %	Declined %	Don't Know %	Top 2 Box %
In your opinion, has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years	2016	2	*	*	*	*	*
	2017	1	*	*	*	*	*
	2018	3	*	*	*	*	*
	2019	2	*	*	*	*	*
	2020	2	*	*	*	*	*

#### Notes:

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

# Continuous Improvement



## E.2 School Improvement Detail

### Authority: 6017 Boyle Street Education Centre

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.

Parent - Grade 10-12

		N	Improved %	Stayed The Same %	Declined %	Don't Know %	Top 2 Box %
In your opinion, has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years	2016	2	*	*	*	*	*
	2017	1	*	*	*	*	*
	2018	3	*	*	*	*	*
	2019	2	*	*	*	*	*
	2020	2	*	*	*	*	*

#### Notes:

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

## Continuous Improvement



### E.2 School Improvement Detail

#### Authority: 6017 Boyle Street Education Centre

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.

Teacher - All

		N	Improved %	Stayed The Same %	Declined %	Don't Know %	Top 2 Box %
In your opinion, has the quality of education at your school improved, stayed the same, or declined in the past three years	2016	12	92	8	0	0	100
	2017	12	100	0	0	0	100
	2018	10	100	0	0	0	100
	2019	12	83	17	0	0	100
	2020	11	91	9	0	0	100

#### 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.

# Continuous Improvement



## E.2 School Improvement Detail

### Authority: 6017 Boyle Street Education Centre

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.

Teacher - Grade 10

		N	Improved %	Stayed The Same %	Declined %	Don't Know %	Top 2 Box %
In your opinion, has the quality of education at your school improved, stayed the same, or declined in the past three years	2016	11	91	9	0	0	100
	2017	9	100	0	0	0	100
	2018	9	100	0	0	0	100
	2019	10	80	20	0	0	100
	2020	8	88	13	0	0	100

#### 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.

## E.2 School Improvement Detail

### Authority: 6017 Boyle Street Education Centre

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.

Student - Grade 10-12

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
I am proud of my school	2016	55	35	56	0	4	5	91
	2017	66	38	55	2	2	5	92
	2018	63	40	51	6	0	3	90
	2019	77	38	48	5	1	8	86
	2020	41	34	51	7	2	5	85
I would recommend my school to a friend	2016	55	45	42	5	0	7	87
	2017	66	50	42	0	2	6	92
	2018	63	41	44	5	3	6	86
	2019	78	46	41	5	0	8	87
	2020	41	37	46	12	2	2	83

#### 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.

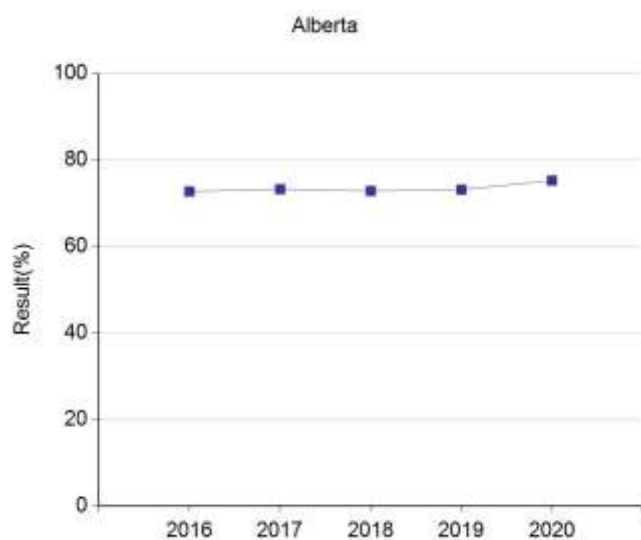
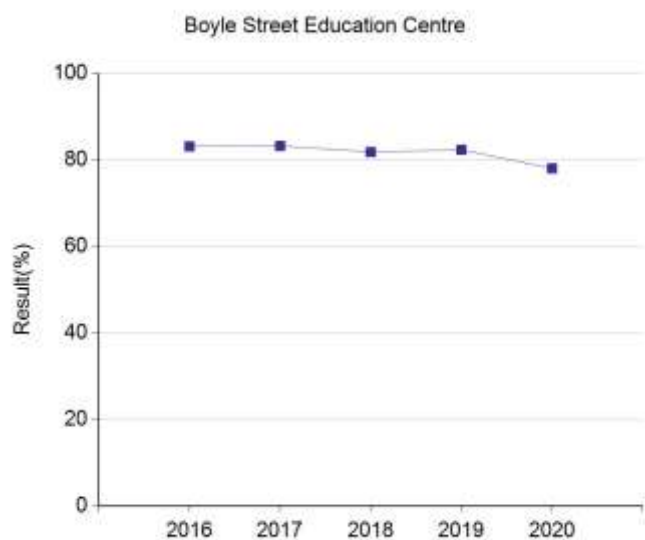
## B.2 Satisfaction with Program Access Measure History

Authority: 6017 Boyle Street Education Centre

Province: Alberta

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

Boyle Street Education Centre										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
67	83.1	78	83.2	73	81.8	89	82.3	53	78.0	157,921	72.7	159,543	73.2	251,836	72.8	263,978	73.1	262,662	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 (\*).
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.

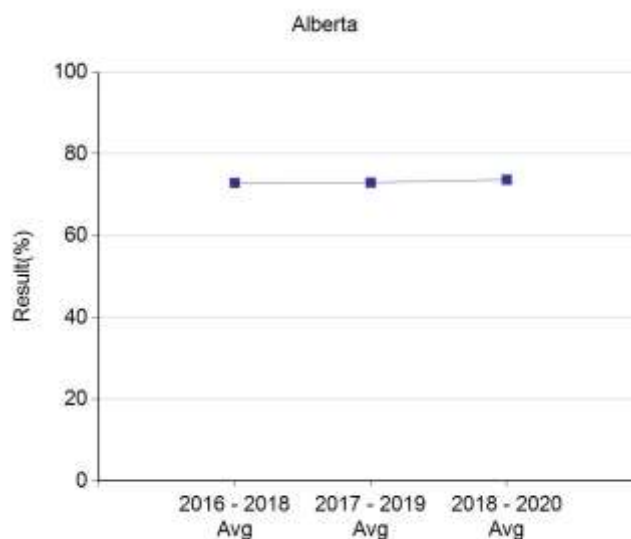
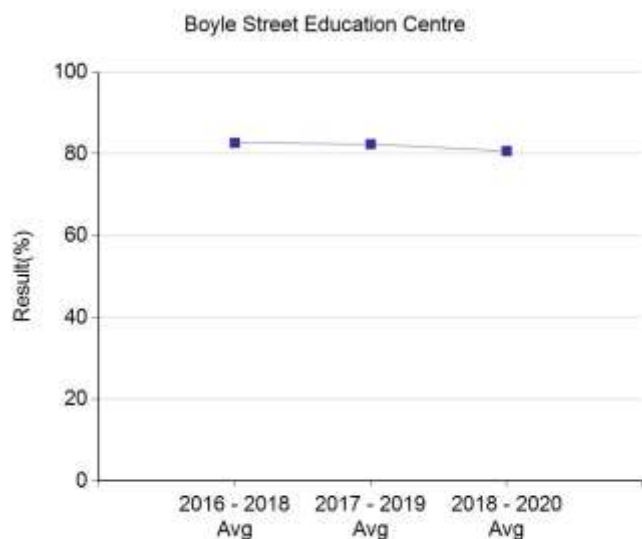
## B.2 Satisfaction with Program Access - 3 Year Rolling Average

**Authority: 6017 Boyle Street Education Centre**

**Province: Alberta**

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

Boyle Street Education Centre						Alberta					
2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg	
N	%	N	%	N	%	N	%	N	%	N	%
73	82.7	80	82.4	72	80.7	189,767	72.9	225,119	73.0	259,492	73.7



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.

Notes:

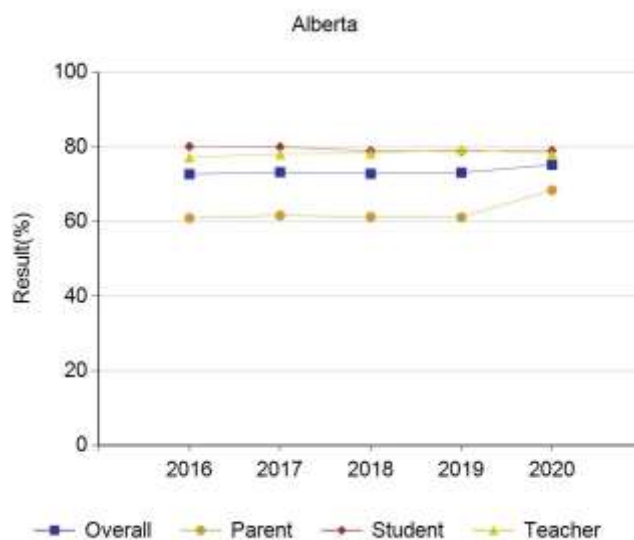
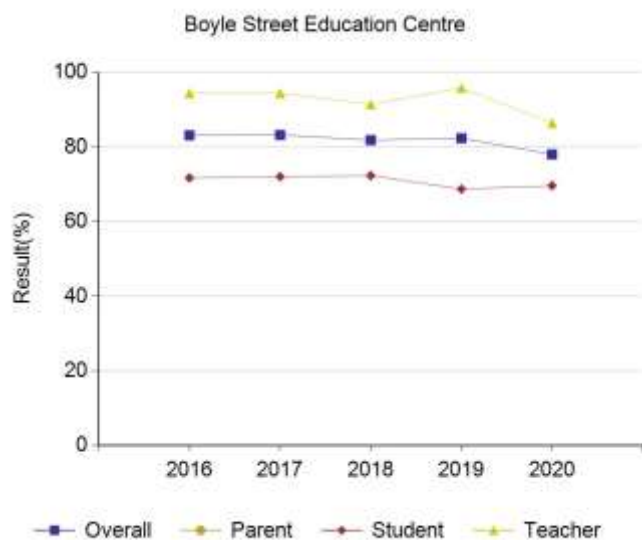
## B.2 Satisfaction with Program Access History with Groups

Authority: 6017 Boyle Street Education Centre

Province: Alberta

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

	Boyle Street Education Centre										Alberta									
	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	67	83.1	78	83.2	73	81.8	89	82.3	53	78.0	157,921	72.7	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2
Parent	2	*	1	*	3	*	2	*	2	*	32,772	60.9	31,898	61.6	34,350	61.2	34,371	61.1	35,963	68.4
Student	55	71.7	66	72.0	63	72.3	77	68.7	42	69.6	94,766	80.1	96,258	80.0	184,949	78.9	196,411	78.8	192,861	79.0
Teacher	12	94.4	12	94.4	10	91.4	12	95.8	11	86.4	30,383	77.2	31,387	78.1	32,537	78.3	33,196	79.3	33,838	78.1



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/TFM (Tell Them From Me) survey tool.



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.

## B.2 Satisfaction with Program Access Detail

## Authority: 6017 Boyle Street Education Centre

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

Parent - All

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you that your child can access the following services in a timely manner at school when needed: Academic counselling (Grades 7 and 10)	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
How satisfied or dissatisfied are you that your child can access the following services in a timely manner at school when needed: Career Counselling (Grades 7 and 10)	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
How satisfied or dissatisfied are you that your child can access the following services in a timely manner at school when needed: School Library services	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
How satisfied or dissatisfied are you that your child can access the following services in a timely manner at school when needed: Services (beyond regular instruction) that help students to read and write	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
How satisfied or dissatisfied are you with the special support your child has received at school	2016	1	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*

## 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.

## B.2 Satisfaction with Program Access Detail

## Authority: 6017 Boyle Street Education Centre

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

	2018	3	*	*	*	*	*	*
	2019	1	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*

## Parent - Grade 10-12

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you that your child can access the following services in a timely manner at school when needed: Academic counselling (Grades 7 and 10)	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
How satisfied or dissatisfied are you that your child can access the following services in a timely manner at school when needed: Career Counselling (Grades 7 and 10)	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
How satisfied or dissatisfied are you that your child can access the following services in a timely manner at school when needed: School Library services	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*
How satisfied or dissatisfied are you that your child can access the following services in a timely manner at school when needed: Services (beyond regular instruction) that help students to read and write	2016	2	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	2	*	*	*	*	*	*

## Notes:

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

## B.2 Satisfaction with Program Access Detail

## Authority: 6017 Boyle Street Education Centre

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

	2020	2	*	*	*	*	*	*
How satisfied or dissatisfied are you with the special support your child has received at school	2016	1	*	*	*	*	*	*
	2017	1	*	*	*	*	*	*
	2018	3	*	*	*	*	*	*
	2019	1	*	*	*	*	*	*
	2020	2	*	*	*	*	*	*

## Teacher - All

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you that students at your school can access the following services in a timely manner at school when needed: Academic counselling	2016	12	100	0	0	0	0	100
	2017	12	92	8	0	0	0	100
	2018	10	100	0	0	0	0	100
	2019	12	83	17	0	0	0	100
	2020	11	73	18	0	0	9	91
How satisfied or dissatisfied are you that students at your school can access the following services in a timely manner at school when needed: Career Counselling	2016	12	92	8	0	0	0	100
	2017	12	92	8	0	0	0	100
	2018	10	100	0	0	0	0	100
	2019	12	83	17	0	0	0	100
	2020	11	82	9	0	0	9	91
How satisfied or dissatisfied are you that students at your school can access the following services in a timely manner at school when needed: School Library services	2016	12	17	50	25	0	8	67
	2017	12	17	50	25	0	8	67
	2018	9	0	44	22	0	33	44
	2019	12	17	58	8	8	8	75
	2020	11	9	64	18	0	9	73
	2016	12	58	42	0	0	0	100

## Notes:

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

## B.2 Satisfaction with Program Access Detail

### Authority: 6017 Boyle Street Education Centre

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

How satisfied or dissatisfied are you that students at your school can access the following services in a timely manner at school when needed: Services (beyond regular instruction) that help students to read and write	2017	12	67	33	0	0	0	100
	2018	10	60	40	0	0	0	100
	2019	12	83	17	0	0	0	100
	2020	11	64	18	9	0	9	82
How satisfied or dissatisfied are you that students at your school can access the following services in a timely manner at school when needed: Student assessment services for students with learning difficulties	2016	12	100	0	0	0	0	100
	2017	11	100	0	0	0	0	100
	2018	9	100	0	0	0	0	100
	2019	12	83	17	0	0	0	100
How satisfied or dissatisfied are you that students at your school can access the following services in a timely manner at school when needed: Supports for students with special needs	2020	11	91	0	0	0	9	91
	2016	12	92	8	0	0	0	100
	2017	12	92	8	0	0	0	100
	2018	10	80	20	0	0	0	100
	2019	12	67	33	0	0	0	100
	2020	11	91	0	0	0	9	91

#### Teacher - Grade 10

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you that students at your school can access the following services in a timely manner at school when needed: Academic counselling	2016	11	100	0	0	0	0	100
	2017	9	89	11	0	0	0	100
	2018	9	100	0	0	0	0	100
	2019	10	80	20	0	0	0	100
	2020	8	75	25	0	0	0	100
How satisfied or dissatisfied are you that students at your school can access the following services in a timely manner at school when needed: Career Counselling	2016	11	91	9	0	0	0	100
	2017	9	89	11	0	0	0	100
	2018	9	100	0	0	0	0	100

#### 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.

## B.2 Satisfaction with Program Access Detail

## Authority: 6017 Boyle Street Education Centre

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

	2019	10	80	20	0	0	0	100
	2020	8	100	0	0	0	0	100
How satisfied or dissatisfied are you that students at your school can access the following services in a timely manner at school when needed: School Library services	2016	11	9	55	27	0	9	64
	2017	9	22	44	33	0	0	67
	2018	8	0	38	25	0	38	38
	2019	10	10	60	10	10	10	70
	2020	8	0	75	25	0	0	75
How satisfied or dissatisfied are you that students at your school can access the following services in a timely manner at school when needed: Services (beyond regular instruction) that help students to read and write	2016	11	55	45	0	0	0	100
	2017	9	67	33	0	0	0	100
	2018	9	56	44	0	0	0	100
	2019	10	80	20	0	0	0	100
	2020	8	75	13	13	0	0	88
How satisfied or dissatisfied are you that students at your school can access the following services in a timely manner at school when needed: Student assessment services for students with learning difficulties	2016	11	100	0	0	0	0	100
	2017	8	100	0	0	0	0	100
	2018	8	100	0	0	0	0	100
	2019	10	80	20	0	0	0	100
	2020	8	100	0	0	0	0	100
How satisfied or dissatisfied are you that students at your school can access the following services in a timely manner at school when needed: Supports for students with special needs	2016	11	91	9	0	0	0	100
	2017	9	89	11	0	0	0	100
	2018	9	78	22	0	0	0	100
	2019	10	60	40	0	0	0	100
	2020	8	100	0	0	0	0	100

## Student - Grade 10-12

	N	Yes %	No %	Don't Know %	Top 2 Box %

## 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.

## B.2 Satisfaction with Program Access Detail

## Authority: 6017 Boyle Street Education Centre

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

At school can you get the help you need with deciding what courses you take	2016	55	87	7	5	87
	2017	66	88	3	9	88
	2018	63	90	5	5	90
	2019	77	92	4	4	92
	2020	42	81	7	12	81
At school can you get the help you need with planning for a career	2016	54	78	7	15	78
	2017	65	89	0	11	89
	2018	63	84	6	10	84
	2019	77	71	6	22	71
	2020	42	79	12	10	79
At school can you get the help you need with reading and writing	2016	55	91	5	4	91
	2017	66	88	3	9	88
	2018	62	89	6	5	89
	2019	76	82	8	11	82
	2020	42	88	10	2	88
At school can you get the help you need with using the school library	2016	55	31	40	29	31
	2017	64	22	31	47	22
	2018	61	25	48	28	25
	2019	77	30	30	40	30
	2020	42	31	33	36	31

## 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.

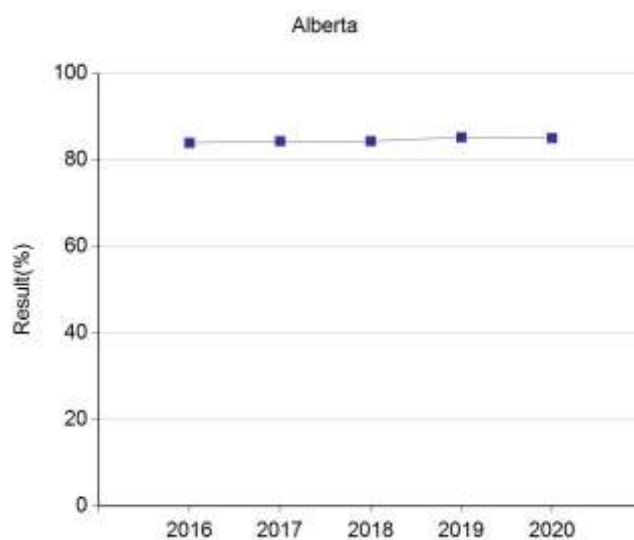
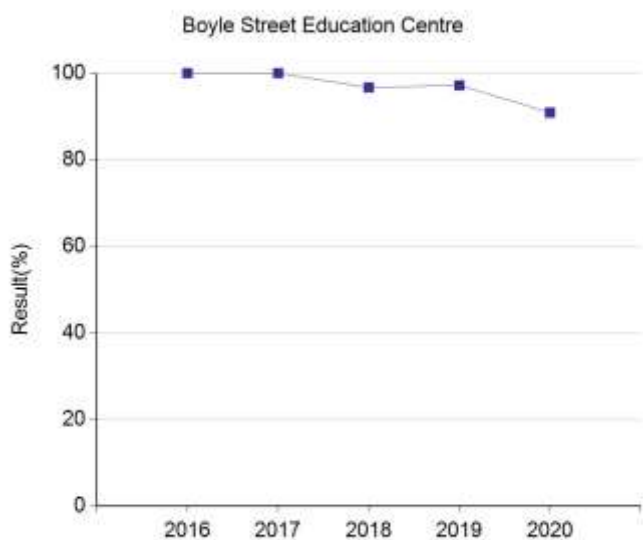
## D.6 In-service jurisdiction Needs Measure History

Authority: 6017 Boyle Street Education Centre

Province: Alberta

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

Boyle Street Education Centre										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
12	100.0	12	100.0	10	96.7	12	97.2	11	90.9	30,287	83.9	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0





## Notes:

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

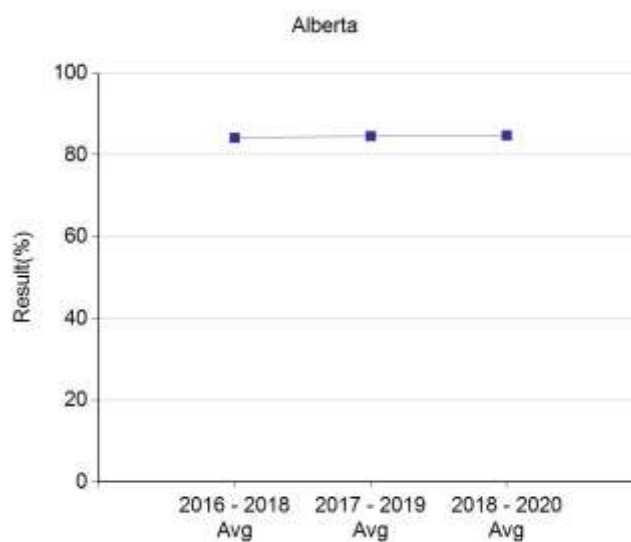
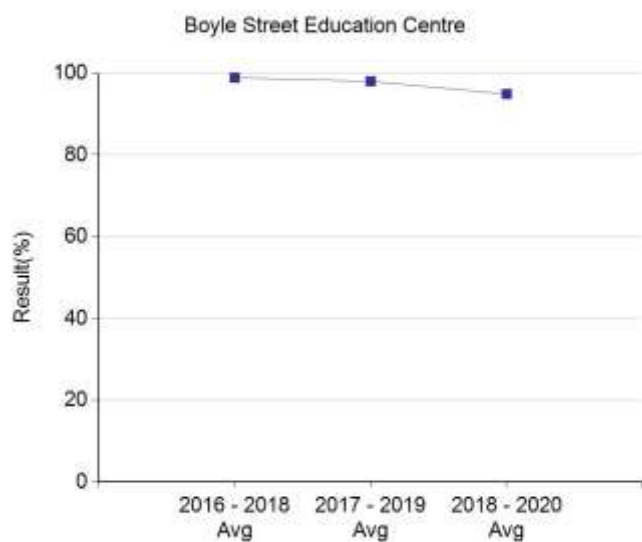
## D.6 In-service jurisdiction Needs - 3 Year Rolling Average

**Authority:** 6017 Boyle Street Education Centre

**Province:** Alberta

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

Boyle Street Education Centre						Alberta					
2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg	
N	%	N	%	N	%	N	%	N	%	N	%
11	98.9	11	98.0	11	94.9	31,334	84.2	32,263	84.6	33,089	84.8



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

Notes:

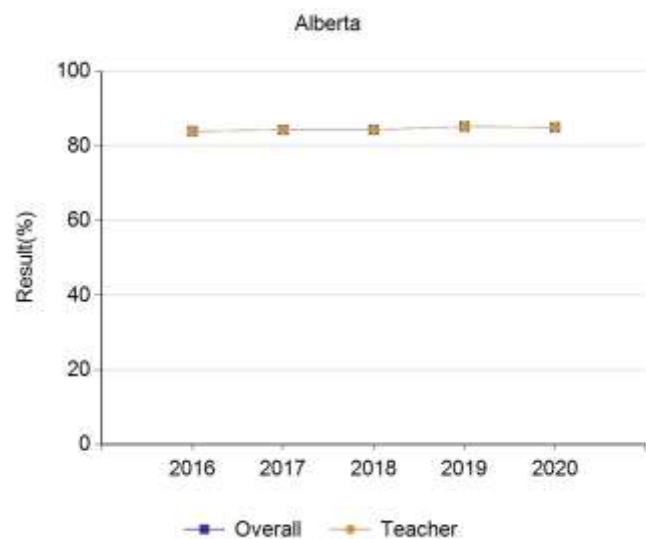
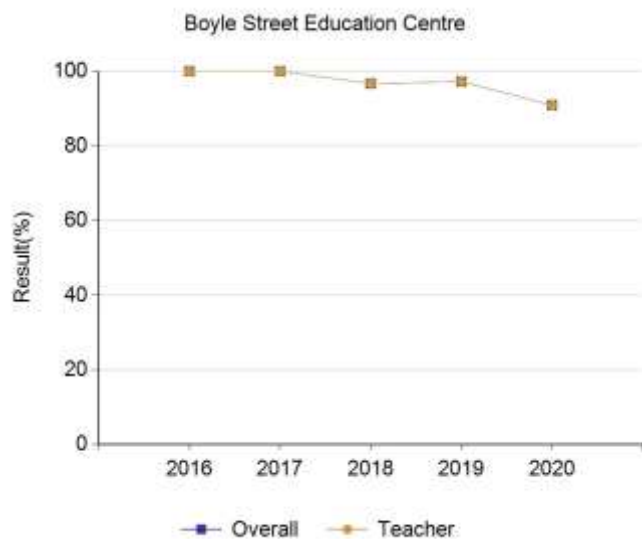
## D.6 In-service jurisdiction Needs History with Groups

Authority: 6017 Boyle Street Education Centre

Province: Alberta

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	Boyle Street Education Centre										Alberta									
	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	12	100.0	12	100.0	10	96.7	12	97.2	11	90.9	30,287	83.9	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0
Teacher	12	100.0	12	100.0	10	96.7	12	97.2	11	90.9	30,287	83.9	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0



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

Notes:

## D.6 In-service jurisdiction Needs Detail

**Authority: 6017 Boyle Street Education Centre**

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. Teacher - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have: Been focused on the priorities of the jurisdiction	2016	12	75	25	0	0	0	100
	2017	12	67	33	0	0	0	100
	2018	10	90	0	0	0	10	90
	2019	12	67	33	0	0	0	100
	2020	11	73	18	0	0	9	91
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have: Effectively addressed your professional development needs	2016	12	58	42	0	0	0	100
	2017	12	75	25	0	0	0	100
	2018	10	100	0	0	0	0	100
	2019	12	75	17	8	0	0	92
	2020	11	73	18	0	0	9	91
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have: Significantly contributed to your ongoing professional development	2016	12	67	33	0	0	0	100
	2017	11	73	27	0	0	0	100
	2018	10	100	0	0	0	0	100
	2019	12	83	17	0	0	0	100
	2020	11	73	18	0	0	9	91

Notes:

## D.6 In-service jurisdiction Needs Detail

**Authority: 6017 Boyle Street Education Centre**

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. Teacher - Grade 10

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities	2016	11	73	27	0	0	0	100
	2017	9	67	33	0	0	0	100

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

made available through the jurisdiction have: Been focused on the priorities of the jurisdiction	2018	9	89	0	0	0	11	89
	2019	10	70	30	0	0	0	100
	2020	8	75	25	0	0	0	100
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have: Effectively addressed your professional development needs	2016	11	55	45	0	0	0	100
	2017	9	78	22	0	0	0	100
	2018	9	100	0	0	0	0	100
	2019	10	70	20	10	0	0	90
	2020	8	75	25	0	0	0	100
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have: Significantly contributed to your ongoing professional development	2016	11	64	36	0	0	0	100
	2017	8	75	25	0	0	0	100
	2018	9	100	0	0	0	0	100
	2019	10	80	20	0	0	0	100
	2020	8	75	25	0	0	0	100

Notes:

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

## Appendix – Definitions for Measures and Key Terms

The **First Nations, Métis and Inuit** results reported for the Accountability Pillar only include students that self-identified as First Nations, Métis or Inuit on student registration forms. School authorities are required to report on Accountability Pillar results for First Nations, Métis, and Inuit students in their 3-year education plans and annual education results reports for the purpose of monitoring and improving education outcomes. Please ensure context and appropriate analysis are provided whenever results for self-identified First Nations, Métis and Inuit students are shared publicly.

**High School Completion Rate (3-year)** is the percentage of students in the Grade 10 Cohort<sup>1</sup> who have completed high school by the end of their third year, adjusted for attrition<sup>2</sup>.

- High school completion is defined as: receiving an Alberta high school diploma, certificate of high school achievement (completion of Knowledge and Employability courses and the certificate requirements) or high school equivalency (GED); entering a post-secondary level program at an Alberta post-secondary institution; registering in an Alberta apprenticeship program; or earning credit in a minimum of five grade 12 courses, including a Language Arts diploma exam course and three other diploma examination courses.

**Post-Secondary Transition Rate (6-year)** is the percentage of students in the Grade 10 Cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10, adjusted for attrition.

- An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.

**Diploma Exam Participation Rate (4+Exams)** is the percentage of students in the Grade 10 Cohort who have written four or more diploma exams by the end of their third year in high school, adjusted for attrition.

- Students are not considered a diploma examination participant if they do not have an examination mark.

**Drop Out Rate** is the percentage of students aged 14 to 18 years registered in the Alberta Kindergarten to Grade 12 system who drop out the following year, adjusted for attrition.

- An initial age specific cohort of students aged 14 to 18 years is established for a given school year, excluding the following groups of students: students who are not registered on September 30th of the school year; students registered in schools not affiliated with Alberta (e.g. Lloydminster); students registered in schools under provincial or federal authorities; students identified as having a moderate/severe cognitive or severe multiple disability; visiting/exchange students; students attending Hutterite colony schools.
- A student who was in Alberta's education system is considered to have dropped out if:
  - There is no evidence of their participation in the Alberta education system the following school year  
(including in Alberta post-secondary and apprenticeship programs)
  - They did not complete high school (see high school completion measure for details).

**Rutherford Scholarship Eligibility Rate** is the percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and/or 12.

- Students must have completed at least one grade 12 course. Students in the following categories are excluded: students who are not registered on September 30th of the school year; students

registered in schools not affiliated with Alberta (e.g. Lloydminster); students registered in schools under provincial or federal authorities; students identified in the grade 12 school year as having a moderate/severe cognitive disability or severe multiple disability; students identified in the grade 12 school year as visiting/exchange students; students 20 years of age or older on September 1 of the school year.

## Appendix – Definitions for Measures and Key Terms

**Provincial Achievement Test (PAT) Results (Acceptable / Excellence)** are based on all students in each grade (total enrollment in the grade plus the ungraded students who are in the corresponding year of schooling). Results are calculated for each test. The overall result is the average of the results for each test weighted by the number of students enrolled.

- PAT acceptable is the percentage of students who achieve the acceptable standard on grades 6 and 9 Provincial Achievement Tests.
- PAT excellence is the percentage of students who achieve the standard of excellence on grades 6 and 9 Provincial Achievement Tests.

**Diploma Exam Results (Acceptable / Excellence)** are based on the numbers of students writing each diploma exam. The overall diploma exam result is the average of the results for each exam weighted by the number of students writing.

- Diploma exam result (acceptable) is the percentage of students who achieve acceptable standard (i.e. a mark of 50%) on a diploma exam.
- Diploma exam result (excellence) is the percentage of students who achieve the standard of excellence (i.e. a mark of 80%) on a diploma exam.

## Survey Measures

In public, separate and Francophone schools all students in grades 4, 7 and 10; their parents; and all teachers are included in the survey. In charter schools and level 2 private schools students in grade 4 and above; their parents; and all teachers are included in the survey.

- The measure results for parents and teachers are calculated by aggregating the responses to all questions that comprise the measure.
- The measure result for students is calculated by first aggregating the responses to questions within each grade grouping and then taking a simple average across grade groups.
- The overall measure result is calculated by taking the simple average of measure results for parents, teachers and students.

## Table Headings

For each table displaying measure history or 3-year Rolling Averages, **N** represents the size of the underlying cohort. For example:

- **N** is the size of the Grade 10 Cohort for High School Completion Rate, Post-Secondary Transition Rate, and Diploma Exam Participation Rate.
- **N** is the size of the age-specific cohort for Drop Out Rate.
- For survey measures, **N** is the number of respondents.

Values under the % column headings represent the rate for that cohort.

Some measures are calculated using several years of data. In these cases, the years displayed in the tables and charts reflect the latest years of data included in each calculation.

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<sup>1</sup>Grade 10 Cohort: Students are included in the Grade 10 Cohort in the first school year in which they have a grade 10 registration at a public, separate, Francophone, charter or accredited private school. The following categories of students are excluded from the Grade 10 Cohort: a. students who register after September 30th of the school year;

- b. students who are registered in schools under provincial and federal authorities, Lloydminster school authorities or other out-of-province schools;
- c. students who have a concurrent grade 9 registration in the same school year;
- d. adult students (older than 18 when they start grade 10);
- e. students who are identified as having a moderate/severe cognitive disability or a severe multiple disability;
- f. students attending Hutterite Colony schools; and
- g. visiting or exchange students

<sup>2</sup>Attrition: The loss of students due to out-migration and mortality, referred to as "attrition", is estimated from department and Statistics Canada data.

## **APPENDIX B – Teacher Evaluation Policy, 2019**

### **Teacher Evaluation**

#### **BOYLE STREET EDUCATION CENTRE**

#### **BACKGROUND**

The Division believes that as part of an accountable and open education system, teachers are required to focus on the core purpose of the school – providing all students with the best possible opportunities to learn. Teachers must have a deep and thorough knowledge of teaching and learning so that they are able to serve as exemplary leaders in their classrooms.

#### **GUIDELINES**

The purpose of the teacher evaluation program are to:

Communicate performance expectations

Facilitate improved instructional performance

Identify strengths as well as areas where effectiveness could be improved

Assist the teacher to assess critically her/his own performance

Serve as a basis for decisions relating to contract status, promotion, transfer or termination.

The evaluation process and subsequent judgements rendered must be fair and just, which requires:

Elimination, to the extent possible, of personal bias, interest and prejudice on the part of the evaluators;

Provision of reasonable time to improve areas identified as requiring improvement

Use of multiple data collection sources relative to teacher performance on established criteria;

Opportunities to discuss the evaluation with the evaluators; and

The right to appeal the evaluation.

Evaluation reports will be treated as confidential documents and kept on file in the Office personnel file. Access to evaluation reports is restricted to the teacher, Principal, the Superintendent and the Secretary Treasurer.



The evaluation of teachers will be based upon the Teacher Quality Standard within which are six competencies and indicators.

### *Teaching Quality Standard*

*“Quality teaching occurs when the teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.”*

The Teaching Quality Standard is described by the following competencies and indicators:

1. Fostering Effective Relationships
2. Engaging in Career Long Learning
3. Demonstrating a Professional Body of Knowledge
4. Establish Inclusive Learning Environments
5. Applying Foundational Knowledge about First Nations, Metis, and Inuit
6. Adhering to Legal Frameworks and Policies

## PROCEDURES

### Supervision

1.1 Ongoing supervision is comprised of those actions of Principals designed to maintain a general awareness of instructional programs, teaching practices, and student performance.

1.2 Supervision procedures provide for a range of practices, and may include growth-oriented teacher conferences that focus on a specific area(s) of practice.

1.3 Supervision of teachers by the Principal must include:

1.3.1 Providing professional support and guidance to the teachers;

1.3.2 Observing and receiving information from any source about the quality of teaching a teacher provides to students; and

1.3.3 Identifying the behaviors or practices of a teacher that for any reason may require an evaluation.

1.4 Principals shall ensure that teachers in their schools have each completed an annual individualized professional learning plan.

1.5 Early in the school year, each Principal shall inform staff members of the nature of informal classroom visits.

1.6 Principals are to share their observations and perceptions with teachers in an informal yet professional manner. The feedback provided is to be designed to encourage reflection, with professional growth being the intended outcome.

1.7 Where the Principal determines the information at hand warrants an evaluation of a teacher's performance, the Principal shall inform the teacher and the Superintendent or designate(s). The Superintendent or designate(s), and/or the Principal will meet, forthwith, with the teacher to advise the teacher of the behavior(s) or practice(s) in question and its relationship to the TQS. The Superintendent, designate or Principal will prepare and deliver to the teacher a written account of the meeting.

1.8 Where the Superintendent or designate(s), through information provided to him/her from any source, determines the information at hand warrants an evaluation of a teacher's performance, he/she shall inform the teacher and the Principal. The Superintendent or designate(s), and/or Principal will meet, forthwith, with the teacher to advise the teacher

of the behavior(s) or practice(s) in question and its relationship to the TQS. The Superintendent, designate or Principal will prepare and deliver to the teacher a written account of the meeting.

## 2. Evaluation

2.1 An evaluation may be conducted:

2.1.1 Upon the written request of the teacher;

2.1.2 For purposes of gathering information related to a specific employment decision such as granting a continuous contract or making a recommendation for permanent certification;

2.1.3 For purposes of assessing the growth of the teacher in specific areas of practice, or

2.1.4 When, on the basis of information received through supervision, the Principal has reason to believe that the teaching of the teacher may not meet the TQS.

2.2 The teacher evaluation process shall follow the rules of natural justice.

2.3 Evaluations are to be carried out in a spirit of empathy, understanding, trust, cooperation, and common sense.

2.4 On initiating an evaluation, the Principal must communicate explicitly to the teacher the reasons for and purposes of the evaluation.

2.5 Principals shall use the appropriate process, criteria and standards for the evaluation considering both the contractual status of the teacher being evaluated and the purpose of the evaluation.

3. Evaluation of teachers who do not possess a permanent professional certificate and/or a continuing contract of employment:

3.1 Evaluations will focus on judging the degree to which the teachers possess and apply the appropriate knowledge, skills and attributes outlined in Teaching Quality Standard

3.2 After conducting a minimum of two classroom visits (including one visit prior to November 30), the Principal shall complete a formal report.

3.4 The teacher shall receive a minimum of two written evaluations.

4. Evaluation of teachers holding a permanent professional teaching certificate employed under a continuing contract and who are deemed to be meeting or exceeding the TQS:

4.1 These evaluations will be initiated by a written request from the teacher.

4.2 Situations in which such an evaluation may be initiated include the following:

4.2.1 When a teacher wants feedback on a new teaching approach or program;

4.2.2 When a teacher is considering a change of position or wants an employment reference.

4.3 The teacher and the evaluator shall meet in a pre-observation conference to jointly develop the evaluation plan and to establish the procedures for gathering the data required for the report.

4.4 The final responsibility for any judgments made in the culminating written evaluation report lies with the author.

5. Evaluation of teachers whose performance may not meet the TQS:

5.1 In the event that observations made during the course of ongoing supervision warrant an evaluation of a teacher's performance, the Superintendent, designate and/or Principal shall conduct an evaluation and shall determine if all aspects of the teacher's teaching meet the TQS.

5.2 Within 30 calendar days of the completion of the evaluation, the Principal or Superintendent or designate shall prepare a report and shall include recommendations pertaining to the need for the teacher to remediate his or her teaching practices (if applicable).

5.3 The Principal and/or Superintendent or designate and the teacher shall meet to discuss the evaluation and the teacher shall be given an opportunity to append any written comments to the report. The evaluation, together with the teacher's comments, shall be placed in the teacher's personnel file.

5.4 When the Principal or Superintendent or designate determines that a teacher's teaching does not meet the TQS, the Principal or Superintendent or designate shall issue a Notice of Remediation to the teacher.

5.4.2 The Principal and Superintendent or designate may provide assistance and/or resources as requested by the teacher.

5.4.3 After no more than 100 school days, a subsequent evaluation is undertaken.

5.4.4 If the Principal and/or Superintendent or designate concludes that the teacher's teaching now meets or exceeds the TQS, the regular supervision cycle will resume.

5.4.5 If the Principal and/or Superintendent or designate concludes that the teacher's teaching does not meet or exceed the TQS, then the Superintendent or designate will:

5.4.5.1 Offer an additional period of remediation to the teacher, and/or

5.4.5.2 Change the teacher's assignment, or

5.4.5.3 Recommend to the Board to terminate the teacher's contract of employment.

6. This administrative procedure does not restrict:

6.1 A Principal from taking disciplinary or other action, as appropriate, where the Principal has reasonable grounds for believing that the actions or practices of a teacher endangers the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the Board, or

6.2 The Board, or Superintendent or designate, from taking any action or exercising any right or power under the Education Act.

7. Appeals

7.1 The teacher shall have an opportunity to discuss the evaluation with the evaluator and to append additional information to an evaluation report.

7.2 The teacher may appeal the evaluation process, in writing, to the Superintendent.

7.3 The teacher shall have the right to request of the Superintendent that an additional evaluator be assigned.

7.3.1 On the first occasion in which a teacher requests that an additional evaluator be assigned, the Superintendent shall assign a person to conduct a re-evaluation.

7.3.2 On any other occasion, the Superintendent may assign a person to conduct a re-evaluation