

21-22 School year Executive Summary

Boyle Street Education Centre works with the most vulnerable students in Edmonton. We believe given the right amount of supports, both behavioural and academic, that these students can succeed in school. Each year our dedicated staff work on finding new ways of reaching and teaching our students. For more detailed information please refer to our complete AERR document.

Context of the school year

- 116 students registered for the school year – of these 87.1 % self identified as Indigenous students with 89% being assessed as students with high needs. We had a smaller staff going into the year as our student numbers had declined
- COVID continued to impact our school with a needed 10-day school closure in October due to many staff being ill. Mental health of both students and staff were affected
- A new principal started the year but retired from education in March and so an acting principal was chosen from senior staff. School was successful in securing a new principal for the 22-23 school year
- IT management changed from an in-school person to an organization
- New website was designed and now has been launched for our school
- Extensive development of land-based learning opportunities were designed by staff and attended by students
- Staff continued to offer both in-person and virtual learning opportunities for students
- 27 students participated in graduation – 11 completed their high school certificates

Our local measures often tell a different story from the provincial measures and so in addition to the provincial assurance survey measures, we have included our local data.

Provincial Data

Data indicates only student evaluation. Teacher and parent survey data was not compiled.

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	81.4	88.1	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	77.2	83.1	80.1	81.4	83.2	83.1	Intermediate	Maintained	Acceptable
	3-year High School Completion	0.0	0.0	0.0	83.2	83.4	81.1	Very Low	Maintained	Concern
	5-year High School Completion	21.7	8.3	10.8	87.1	86.2	85.6	Very Low	Improved	Issue
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	57.9	n/a	n/a	83.6	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	5.3	n/a	n/a	24.0	n/a	n/a	n/a	
Teaching & Leading	Education Quality	94.5	88.8	88.6	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.9	84.0	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	96.3	97.0	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	62.5	74.2	78.8	79.5	81.5	n/a	n/a	n/a

Student Learning Engagement/High School Completion

The student learning engagement survey measure, which measures the overall engagement students have with their classes in our school remains high at 81.4%.

5-year High School completion increased from 8.3% to 21.7% which indicates the extreme importance of support for those coming back to school to complete their program of studies. 11 students completed their high school programs.

Diploma exams – Provincial data was not compiled on our diploma exams. Local data indicates 30 diploma exams were written. 66% achieved the acceptable standard.

Citizenship

Closer scrutiny indicates that our student evaluation of this measure increased by nearly 10% over the previous year. Some activities to increase citizenship skills among our student population included sweat site clean-up and rebuilding, grieving and support circles, holiday meals delivered to families, land-based learning activities such as drying meat and river valley awareness walks, on-going mediation processes, and listening to student voices for input into school decision.

Welcoming, Caring, Respectful and Safe Learning Environments/Access to supports and services

Our school is proud that this assurance measure remains high. As we continue to be impacted by the COVID-19 pandemic, we remained committed to being flexible, compassionate and understanding in our effort to approach excellence in this measure. To reinforce our belief in providing this for our students, we made the following decisions:

Continued access for our students to a system of support services and learning experiences to address both their well-being and academic needs

A commitment to keeping our school safe and healthy meant that we continued to follow all health information with increased cleaning, air filtration systems, available masking for those who requested this, sign-in sheets, encouraging students to stay home if ill etc.

Professional Learning and Training sessions compiled and taught to all staff regarding impacts of historical and current trauma upon learning.

Management of many staff changes throughout the school year which maintained a stable school environment.

A focus on Indigenous ways of knowledge and the building of land-based learning opportunities for students as a path towards greater respect for the learning, which is inherent in these practices. This could lead to an increase in self-awareness and self-esteem for our community of learners who are primarily of Indigenous backgrounds.

Accessing Supports and Services – Local Measures

The strength of our program rests and relies on connecting students to the academic, behavioural and emotional supports that they need to relieve their minds of stress so that they can concentrate on their ability to learn. Without these supports, our students would be unable to attend to their learning and in fact, that is what has led them to fall behind in their previous studies. Below is information from our local data regarding the number of contacts our staff has made to connect students to their learning and these services.

Lead Measures (Levers)	2017-18	2018-19	2019-20	2020-21	2021-22	Performance Measures	2019-20	2020-21	2021-22
Number of Supports and Services referred.	830	739	939	843	623	Percentage of available supports and services accessed by students.	77	54	60
Number of Student Finance notes.	708	530	753	720	421	6-Year Transition Rate (Provincial Measure).	6	3.3	0
Number of Student Contacted notes.	365	364	2232	1924	1693				
Number of Interagency Contact notes.	977	555	734	720	830				
Number of Students in Work Experience annually	51	50	55	10	60	Number of Successful Employment Credentials Earned by Students	46	73	190

The slight decrease in our lead measures indicates that there was a lower student population for the 21-22 school year. Our enrolment declined from 133 students in the previous year to 116. This was mostly due to the impact of the pandemic on our students, their families and their overall mental health.

Due to the lessening of COVID restrictions in the wider society, we were able once again to offer work experience opportunities to our students. This program was very successful over the year with 3 times the number of successful credits obtained.

Parental Involvement – Local Measures

Lead Measures (Levers)	2017-18	2018-19	2019-2020	2020-21	2021-2022	Performance Measures	2019-20	2020-21	2021-22
Number of Parent/Guardian Contact notes	561	660	1073	635	727	Parental Involvement (Provincial measure)	82	62.5	n/a
Effective application of instructional strategies and classroom accommodations (Number of – Academic Notes)	235	226	877	1216	1097	5-Year high school completion (Provincial measure)	n/a	8.3	21.7
						Percentage of students who achieved the acceptable standard on diploma examinations	58	n/a	n/a¹
Number of Student Support Counseling notes.	937	634	1454	1066	1289	Percentage of students achieving SSP outcomes.	41	33.8	39.2
Number of Student Contact Attempts	296	324	1427	1074	954	Number of students achieving a high school diploma and/or certificate of achievement.	n/a	11	11
Number of Actual Student Contacts	365	364	2232	1924	1693	Student Learning Engagement (Provincial measure)	n/a	88.1	81.4
Number of Student Debriefs	7	30	39	31	51				
Number of Home Visits	13	31	134	97	280*	School contact with parents/guardians (Local data)	1073	635	727
Number of Interagency Contacts	977	555	734	720	830				

Although provincial data taken from assurance surveys indicates very little engagement with parents/guardians, local data indicates on-going and continued outreach effort in the 21-22 school year with our students' families/guardians.

¹ Diploma exams information is incorrect due to an issue with marks being submitted to PASI – this has since been corrected. Actual information is included below in the comments.

Local Measures of Professional Development and Commitment to Indigenous Ways of Knowing

The following chart represents our school's commitment to Indigenize our course development and content in order to better serve our students.

Lead Measures (Levers)	2020-21	2021-22	Performance Measures	2019-20	2020-21	2021-22
The number of learning opportunities the school makes available to students that support this goal.	110	87	Number of students who engage with resources and activities that accurately reflect the history, strength and diversity of indigenous peoples.	63	40	40
The number of learning opportunities accessed by staff members in support of this goal.	40	n/a	Percent of staff members who engage with resources and activities that accurately reflect the history, strength and diversity of indigenous peoples.	72	100	100

For the 21-22 school year, In-house, BSEC staff were offered different learning opportunities to gain foundational knowledge about North American's Indigenous peoples, including First Nations, Metis, and Inuit, for the benefit of all students.

- Activities attended included: Pipe ceremonies, Land-based learning events, Indigenous memorials, Residential school related events, and National Indigenous Peoples Day.

100% of BSEC staff worked on attaining more information and learning about Indigenous ways of knowing.

Comment on Research Partnerships

The 21-22 school year saw the culmination of two research projects at the school.

- 1.) Action research regarding BSEC's students experience of collaborating with staff to develop their student success plans (SSP) completed by a BSEC teacher.

Three themes emerged from the exploration into students' experiences of engaging in a Student Success Plan:

- Student Comes First,
- Sense of Belonging,
- Things Always Change.

- 2.) Exploring the social-emotional strengths of students put at risk – collaboration with U of A – the purpose of this research was to develop a culturally sensitive tool for measuring strengths found

in students who were assessed as being “put at risk”. The researchers did develop a draft tool which is currently unavailable to be shared as there may be further changes to final iteration.

These research projects will have an impact our school programming as they both exposed valuable knowledge and “ways of practice” which our staff utilize in their daily work at our school.