

22-23 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

- 134 students registered for the school year, but staff worked with 224 students throughout the year – of these 78% self identified as Indigenous students with 81% being assessed as students with high needs.
- First year with new administration allowed for fresh perspective and an outside point of view.

- In 2022-2023, due to reported software issues (support was ending for the database program) administration looked to find an alternative that would work with the already existing student information system (Powerschool).
- Extensive development of land-based learning opportunities were designed by staff and attended by students

- **Full Year Stats: 2022-2023**

Semester 1 Credits: 173 (term 1) + 582 (term 2) = 755

Semester 2 Credits: 550 (term 3) + 955 (term 4) = 1505

Total: 2260

Diplomas and Certificates

Semester 1: 4 Diplomas

Semester 2: 9 Diplomas, 1 Certificate of Achievement

Total: 13 Diplomas and 1 Certificate

THE BOYLE STREET EDUCATION CENTRE

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

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

Authority: 6017 Boyle Street Education Centre

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	83.0	81.4	81.4	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	79.6	77.2	79.8	80.3	81.4	82.3	High	Maintained	Good
	3-year High School Completion	0.0	0.0	0.0	80.7	83.2	82.3	Very Low	Maintained	Concern
	5-year High School Completion	6.7	21.7	12.2	88.6	87.1	86.2	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	33.3	55.0	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	0.0	0.0	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	92.7	94.5	90.3	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.8	82.9	82.9	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	94.4	96.3	96.3	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	84.0	n/a	81.8	79.1	78.8	80.3	Very High	Maintained	Excellent

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 83%.

5-year High School completion decreased from 21.7% to 6.7%. We had a large group of students age out last year, many of whom were 19 and came to us with little to no credits. Due to COVID-19 and access to online learning during the COVID-19 years, there could possibly be a correlation there in our drop in numbers. Fourteen of these students completed their high school programs.

Citizenship

Citizenship increased 2.2% this year. This was in large part due to our newly formed school and student council. Some activities to increase citizenship skills among our student population included:

- sweat site clean-up and rebuilding
- grieving and support circles
- extracurricular activities like bowling/cycling/hiking
- land-based learning activities such as drying meat and river valley science floats
- on-going mediation processes
- 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 very high. This speaks to the focus on relationship building, trauma informed teaching practice, and school culture. We worked diligently to be a student-led school where all aspects of the school community would be included in the decision making and educational process.

Finally, Indigenous living is a way of life at BSEC. We have a focus on Indigenous ways of knowledge and the building of land-based learning opportunities for students as a path towards greater respect for learning, which is inherent in all our 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. Here is a look at our local measures:

Charter Goals and local performance measures

Charter Goal 1

Foster knowledge, skills, and values necessary for a young person to thrive in society after 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.

Key Insights on Performance Measures

Measure: *Parental involvement (Provincial measure)*

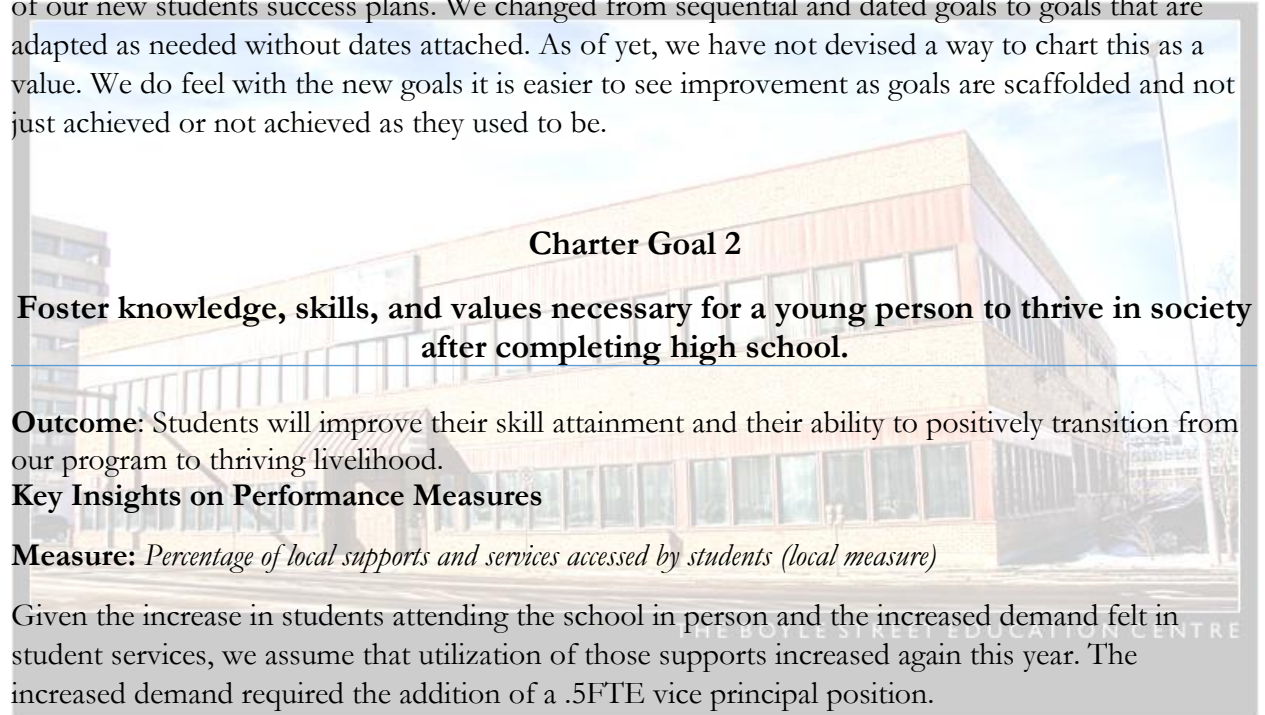
This was an area of improvement in the school. We had no results for parental involvement last year but we are happy to report that we are 5 points higher than the provincial average this year. This is due to the formation of our school council. This group met quarterly and is made up of parents, teachers, caregivers, and community members. They counseled with the principal, helped with fundraising, and sponsored our community Christmas dinner. Along with our student council, this group brought wonderful ideas and a fresh perspective to our school community.

Measure: *School contact with parent/guardians*

Continuing with the “engagement teacher and triad of support model” developed during the pandemic, BSEC was able to reach out to the community more than ever. The ability to utilize more staff members than in the past, and the diminished risk of covid transmission allowed BSEC to contact and welcome to the school more parents and guardians than in past years. Additionally, in-person relationships with networks of students’ social and support workers maintained digitally during the pandemic became possible and allowed us to expand our collaborations to outside agencies. Working more closely with students’ supports allows us to better manage the effects of students’ trauma.

Measure: *Annual individual student achievement on learning plan (Local measure)*

Measuring success and student achievement on learning plans changed in 2021-22 with the adoption of our new students success plans. We changed from sequential and dated goals to goals that are adapted as needed without dates attached. As of yet, we have not devised a way to chart this as a value. We do feel with the new goals it is easier to see improvement as goals are scaffolded and not just achieved or not achieved as they used to be.



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.

Key Insights on Performance Measures

Measure: *Percentage of local supports and services accessed by students (local measure)*

Given the increase in students attending the school in person and the increased demand felt in student services, we assume that utilization of those supports increased again this year. The increased demand required the addition of a .5FTE vice principal position.

Measure: *Engagement with Work Experience (local measure)*

Despite staff and program changes in work experience each of the last three years, BSEC continued to experience an increase in the number of employment credentials successfully completed by our students in 2022-23. This indicates that students engagement with work experience opportunities increased. This bodes well for further employment opportunities and positive work experience skills that our students were able to obtain over the school year.

Charter Goal 3

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

Outcome: Boyle Street Education Centre will apply and share foundational knowledge about North America's Indigenous peoples, including First Nations, Métis, and Inuit, for the benefit of all students.

Key Insights on Performance Measures

Measure: *Percentage of students who engage with resources and activities that accurately reflect the history, strength, and diversity of indigenous peoples*

We have seen improvement in this area, largely due to:

- New courses focused on sharing foundational knowledge were introduced at BSEC, Braided Journeys and Smudge chronicles.
- implementation of and commitment to regularly scheduled Land-based learning events which were held at least monthly, each led by a member of BSEC's Indigenous studies committee.
- Increased utilization of a property known as the "sweat site" for impromptu outings, ceremonies, and land-based learning events.

Measure: *Percent of staff members who engage with resources and activities that accurately reflect the history, strength, and diversity of indigenous peoples.*

Boyle Street Education Centre continues in our commitment to provide learning to our staff and students and communities regarding First Nations, Inuit and Metis ways of knowing, historical and current information, support for cultural practices and respect for the world view of Indigenous peoples. To this end we continued with the following:

- 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. This committee is made up of primarily Indigenous staff. BSEC leans heavily on its indigenous staff for direction on how to best to promote reconciliation in the school.
- 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.
- Staff meetings provide frequent opportunities for staff to share reflections and discussions on historical oppression, impacts of historical and current trauma for Indigenous peoples, and implications for engagement and learning for students.
- Staff are required to focus at least one of three professional learning objectives on Applying Foundational Knowledge about First Nations, Métis, and Inuit (TQS 5 and LQS 5). This has led to an increase in attending, participating, and sharing of professional development opportunities focused on Indigenous content and issues.
- The school continued to nurture relationship with the Aboriginal Teachers Education Program at the University of Alberta. This allowed us to expand our Indigenous Studies program and local expertise.