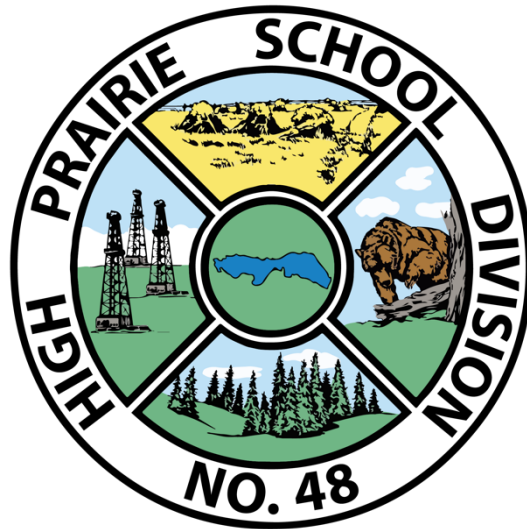




Prairie View Outreach School

**Annual Education Results Report
2020-21**



About Us

Prairie View Outreach is located in the town of High Prairie in Northern Alberta within Big Lakes County. It is located at the junction of Highway 2 and Highway 749, approximately 371 kilometres northwest of Edmonton and 118 kilometres west of Slave Lake.

Our school offers an alternative learning environment to a student population of approximately 70 students in grades 7 to 12 who attend only Prairie View Outreach and approximately 25 students more who are blended with E. W. Pratt. Programming is individualized, flexible, and offered within a small, personal setting.

Principal's Message

Our students come to us from the Town of High Prairie, the surrounding agricultural community as well as several Metis Settlements and First Nations communities (East Prairie, Peavine, Gift Lake, Sucker Creek, Driftpile and Kapawe'no).

Some of our students attend in-person full time, others attend several times per week and some work almost entirely off-site, coming to school occasionally for teacher support.

The community offers a wide variety of amenities and our school takes advantage of the access we have to those amenities including an indoor pool, curling rink, bowling alley, ski hill and skating rink.

At Prairie View Outreach School:

- We provide secondary students from grades 7-12 an alternative education model offered within a small, personal setting that allows for flexible, individual pathways to success. We provide a welcoming environment that serves students for whom mainstream environments have been less successful, and also for students who choose to work in an alternate environment because of personal circumstances. Prairie View Outreach also provides a degree of programming flexibility for students who are enrolled at E. W. Pratt High School as their primary school.
- We support students in unlocking their personal potential and finding direction in life.

- We measure success on an individual basis - each student has his/her own personal goals that we support them in attaining.

Prairie View Outreach has a teaching staff of 1.5 FTEs, a .6 FTE principal, one FTE administrative assistant and 1 FTE educational assistant. We are additionally supported by a Learning Support Teacher we share with E.W. Pratt High School, and an Indigenous Education Coach and a Career Coach also shared with other schools.

Our teachers deliver a full complement of junior high and high school core courses to students using a Google Classroom delivery system. Off-site students may also request Google Meetings with teachers as the need arises. In addition to these core courses, teachers also include Locally Developed Courses, CTS courses, Off-Campus Education courses, and Phys Ed. in the range of courses they teach and assess. Our students have access to Dual Credit courses as well. Most weeks, we ensure daily phys. ed. programming that spans a range of activities including yoga, skating, swimming, basketball, softball, and disc golf.

With the support of our Indigenous Education Coach, we are committed to making education for reconciliation a primary focus of what we do. We draw on the traditional knowledge and wisdom of Indigenous Elders and knowledge keepers to lead us in learning about Indigenous history, perspectives, culture and world view through land-based learning activities and field trips, cultural celebrations and practises, storytelling and direct instruction. Wherever possible, we align teachings with specific courses to allow students to achieve high school credits for their work (ribbon skirt sewing - CTS Fashion, for example).



Orange Shirt Day (now Truth and Reconciliation Day) sewing orange masks

Staff List

Jamie Babcock
Eathel Carmichael
Gary Lewis
Christine Cardinal
Valene Fisher
Christian Collett
Jamie Chalifoux
Ken Janzen
Patrick Larade

Principal
Teacher
Teacher
Educational Assistant
Administrative Support
Wellness Coach
Indigenous Education Coach
Career Coach
Learning Support Teacher



Commencement 2021

Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Prairie View Outreach School			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	73.8	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	78.5	75.3	74.4	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	0.0	10.1	8.3	83.4	80.3	79.6	Very Low	Declined	Concern
	5-year High School Completion	9.5	11.4	19.6	86.2	85.3	84.8	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	25.0	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	10.7	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	51.9	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	3.8	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.9	89.2	88.7	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.0	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	89.4	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	78.3	83.5	79.5	81.8	81.4	n/a	n/a	n/a

Spring 2021 Required Alberta Education Assurance Measures - Overall First Nation, Métis, and Inuit Summary

Assurance Domain	Measure	Prairie View Outreach School (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	0.0	0.0	4.9	62.0	55.9	55.6	Very Low	Maintained	Concern
	5-year High School Completion	11.8	12.8	21.8	68.1	65.0	63.4	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	77.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	11.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

DOMAIN 1: STUDENT GROWTH AND ACHIEVEMENT

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																																	
	School													Authority										Province									
	2016		2017		2018		2019		2020		Measure Evaluation			2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	15	0.0	7	14.8	10	0.0	10	10.1	12	0.0	Very Low	Declined	Concern	289	62.9	248	63.0	260	64.4	252	60.1	246	60.8	44,823	78.5	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4
4 Year Completion	9	33.7	13	0.0	8	12.8	10	10.5	11	9.2	Very Low	Maintained	Concern	250	70.1	284	68.5	249	69.3	261	70.8	250	69.1	43,739	81.6	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0
5 Year Completion	6	51.2	10	40.2	14	7.3	9	11.4	11	9.5	Very Low	Maintained	Concern	239	72.2	249	73.9	283	71.5	249	71.1	265	73.0	44,191	83.6	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2

First Nation, Métis, and Inuit High School Completion Rate – Measure Details

	Prairie View Outreach School (FNMI)										Measure Evaluation			Alberta (FNMI)									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	11	0.0	7	14.8	9	0.0	8	0.0	9	0.0	Very Low	Maintained	Concern	3,484	54.1	3,599	53.8	3,632	57.1	3,750	55.9	3,814	62.0
4 Year Completion	8	37.8	1	0.0	8	12.8	9	11.7	9	0.0	Very Low	Maintained	Concern	3,247	56.4	3,318	60.1	3,453	60.8	3,524	64.2	3,670	63.6
5 Year Completion	3	*	9	44.7	13	7.9	8	12.8	9	11.8	Very Low	Maintained	Concern	3,027	59.2	3,199	60.6	3,266	64.5	3,407	65.0	3,469	68.1



Comments on Results

Very few of our students typically complete high school in three years primarily because they most often try at least a full year at a traditional high school before making their way to the outreach program. This year's success was hindered further because students engaged very little with school after the first school closure in the fall because of the Alberta government's COVID-19 directives. Although outreach schools were exempt from this provincial directive, that information came late and many of our students nonetheless stayed home. Staff collectively worked daily to reach out and re-engage students with emails and phone calls, attempting to draw them back to school, either on or off campus, but we were only partially successful. Those students we were able to maintain a connection with were more successful in completing courses and moving closer to graduation. For those students who continued to engage, either in person or remotely, we continued our focus areas of literacy, numeracy and formative assessment. Teachers continue to build vocabulary work into core courses.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	9	57.8	34	78.1	31	69.8	33	75.3	22	78.5	n/a	n/a	n/a	2,291	77.9	1,178	77.4	944	73.2	1,084	78.3	876	80.3	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	n/a	n/a	14	77.1	3	*	12	67.8	2	*	n/a	n/a	n/a	158	77.0	251	73.1	157	69.1	177	73.0	89	71.0	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	9	57.8	20	79.0	31	69.8	21	82.9	22	78.5	n/a	n/a	n/a	1,959	64.2	741	71.5	620	64.4	714	72.0	605	76.3	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	n/a	n/a	4	*	3	*	4	*	3	*	n/a	n/a	n/a	174	92.5	186	87.6	167	86.0	193	90.0	182	93.4	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

Comments on Results

While there was a significant reduction this year in opportunities for our students to be actively involved in activities that support people in their respective smaller communities, and their larger school community, because of limited physical access to these communities, based on our classroom conversations, our students seemed to be acutely aware of the needs of people globally. The percentage of students who agreed or strongly agreed that students respect each other at school increased somewhat over previous years. The global pandemic served in the school to draw those students who were attending to feel a bond to each other. We continue to build on school community with the support of our Wellness Coach, Indigenous Education Coach and Learning Support Teacher.

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22	73.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	83.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6		
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0		
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22	73.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	74.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	96.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0		

Comments on Results

Our students report that science and social studies are more interesting and more meaningful to them than English Language Arts and math. It is clear that we need to plan to increase our students' engagement in those subjects they find less meaningful and interesting.

- 80% indicate that science is both interesting and meaningful to them.
- 80% indicate that math is meaningful to them, while only 60% find it interesting.
- 86% indicate that social studies is meaningful to them and 71% find it interesting.
- Only 67% find English interesting and meaningful.

Our teachers' continued focus on providing timely, meaningful feedback, and ensuring students are supported in their learning will facilitate higher levels of student engagement.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18																																	
	School													Authority										Province									
	2016		2017		2018		2019		2020		Measure Evaluation			2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	57	10.4	47	31.1	29	36.3	35	36.7	72	14.2	Very Low	Improved Significantly	Acceptable	1,042	5.0	1,058	5.5	977	6.2	1,015	6.3	1,050	5.5	181,382	3.0	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6
Returning Rate	n/a	n/a	6	34.9	16	7.1	11	19.4	13	15.7	n/a	n/a	n/a	36	6.3	58	25.0	67	25.0	66	13.5	69	15.8	7,614	18.9	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1

Comments on Results

We celebrate each individual course a student completes that moves them closer to graduation. Sometimes students age out of the system before they complete the requirements for a diploma, and some selectively choose courses they know they need to move their career direction forward which sometimes does not require a high school diploma or certificate of achievement.

While we can't be sure, there may be a correlation between students staying in school and the elimination of the diploma exams.



Regional Science Fair Winner - she went on to compete in Nationals

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	9	63.4	34	64.1	31	60.7	34	60.5	22	53.1	n/a	n/a	n/a	1,596	82.9	858	84.1	647	78.5	825	82.1	594	80.5	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
Parent	n/a	n/a	14	60.0	3	*	12	53.7	2	*	n/a	n/a	n/a	158	82.9	252	83.6	157	77.0	177	77.8	90	78.6	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7
Student	9	63.4	20	68.1	31	60.7	22	67.2	22	53.1	n/a	n/a	n/a	1,264	76.2	420	80.2	323	71.1	455	80.0	322	76.2	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9
Teacher	n/a	n/a	4	*	3	*	4	*	3	*	n/a	n/a	n/a	174	89.7	186	88.6	167	87.3	193	88.6	182	86.8	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2

Comments on Results

As an outreach school, our purpose is not to offer a broad range of programming to our students, and nor are we capable of doing so. Students who are interested in art instruction, technology, drama, music and second languages, will find their way to the schools in our jurisdiction that offer those courses. Our students reported they were more satisfied with their opportunity to participate in physical education, which we do offer, (80%) than with other courses we don't offer such as drama (11% satisfied). We are including in our school Three-Year Plan, strategies to increase the variety of activities available to students in all levels of physical education.

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																																	
	School												Authority										Province										
	2016		2017		2018		2019		2020		Measure Evaluation			2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	8	37.5	5	*	14	50.0	38	39.5	31	22.6	Very Low	Declined	Concern	337	49.9	306	51.6	355	50.1	368	48.9	307	45.9	59,063	62.3	60,127	63.4	60,559	64.8	58,970	66.6	59,357	68.0

Comments on Results

Low student engagement from the time of the first school closure in the fall of this year most likely has impacted our students' course completions.

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	9	91.1	34	95.5	31	91.3	34	86.5	22	88.0	n/a	n/a	n/a	2,284	86.6	1,178	86.8	944	84.1	1,083	86.5	877	87.3	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	n/a	n/a	14	97.1	3	*	12	80.4	2	*	n/a	n/a	n/a	158	85.4	252	85.1	157	82.1	177	83.6	90	81.6	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	9	91.1	20	93.9	31	91.3	22	92.7	22	88.0	n/a	n/a	n/a	1,952	78.4	740	81.4	620	77.3	713	80.7	605	83.5	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	n/a	n/a	4	*	3	*	4	*	3	*	n/a	n/a	n/a	174	95.9	186	93.9	167	92.9	193	95.1	182	96.7	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4

Comments on Results

Because of the personalized nature of the program we offer, students generally feel cared for, feel understood and that we respect and treat them fairly. Fully 95% feel they are treated fairly by adults, and 91% indicate that their teachers care for them. That only 86% feel safe at school is a cause for us to understand why and address the issue.



School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	9	72.2	34	87.7	30	84.7	33	87.5	22	88.1	n/a	n/a	n/a	2,272	79.6	1,166	79.3	934	77.4	1,083	81.1	850	76.7	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4
Parent	n/a	n/a	14	92.9	3	*	12	75.0	1	*	n/a	n/a	n/a	152	77.6	240	78.8	150	73.3	176	76.7	79	68.4	31,845	80.8	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7
Student	9	72.2	20	82.5	30	84.7	21	100.0	22	88.1	n/a	n/a	n/a	1,950	72.3	741	79.8	617	73.1	714	81.0	600	79.8	234,964	81.1	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1
Teacher	n/a	n/a	4	*	3	*	4	*	3	*	n/a	n/a	n/a	170	88.8	185	79.5	167	85.6	193	85.5	171	81.9	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4

Comments on Results

90% of students who responded to the survey said they are proud of their school while only 86% said they would recommend their school to a friend. While it may be that our students find their home here, they may not find it to be the right choice for their friends. Further investigation is needed to determine the reason for the discrepancy in the responses.

Work Preparation – Measure Details

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.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	14	71.4	n/a	n/a	12	41.7	n/a	n/a	n/a	n/a	n/a	322	77.8	419	78.4	317	73.2	359	80.3	261	80.7	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7
Parent	n/a	n/a	14	71.4	3	*	12	41.7	2	*	n/a	n/a	n/a	150	70.7	236	69.9	151	59.6	169	71.6	82	65.9	30,828	75.1	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8
Teacher	n/a	n/a	4	*	3	*	4	*	3	*	n/a	n/a	n/a	172	84.9	183	86.9	166	86.7	190	88.9	179	95.5	30,846	90.4	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7

Comments on Results

It is necessary to increase the number of parents responding to the survey in order to avoid data suppression.

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.																																	
	School										Measure Evaluation			Authority										Province									
	2016		2017		2018		2019		2020					2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
4 Year Rate	9	34.6	13	0.0	8	12.8	10	0.0	11	0.0	Very Low	Maintained	Concern	250	39.4	284	42.9	249	33.5	261	38.0	250	36.0	43,739	37.1	44,841	39.4	44,994	40.2	44,980	40.9	45,351	40.5
6 Year Rate	3	*	5	*	10	31.5	14	7.9	9	11.5	Very Low	Maintained	Concern	263	51.9	238	54.6	249	52.6	282	53.5	250	48.2	44,848	58.1	44,182	59.0	43,728	59.1	44,832	60.3	44,983	60.0

Comments on Results

Our students often take more time to complete high school than students in the regular high school programs. Some students who graduated in a COVID year have chosen to delay postsecondary education until such time that they can attend in person.

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																																	
	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	14	96.4	n/a	n/a	12	58.3	n/a	n/a	n/a	n/a	n/a	323	73.8	423	73.9	317	66.1	367	73.2	265	76.9	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1
Parent	n/a	n/a	14	96.4	3	*	12	58.3	2	*	n/a	n/a	n/a	150	63.8	240	62.4	150	51.4	174	62.7	84	63.9	31,326	64.8	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3
Teacher	n/a	n/a	4	*	3	*	4	*	3	*	n/a	n/a	n/a	173	83.7	183	85.4	167	80.9	193	83.6	181	89.8	31,263	77.3	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9

Comments on Results

It is necessary to increase the number of parents responding to the survey in order to avoid data suppression.

Ontario Comprehension Assessment (OCA)

This literacy screening tool is used with students in Grades 7-10.

	2018-19	2019-20	2020-21
Limited	45	11	1
Acceptable	8	3	0
Excellence	2	0	0

Comments on Results

Few students assessed because of interruptions to on-site education. That aside, many of our students come to us with literacy deficits. We expect to have to build literacy skills as they engage in courses.

Math Intervention/Programming Instrument (MIPI)

This numeracy assessment tool is used with students in Grades 2-10.

	2018-19	2019-20	2020-21
May Require Attention	3	1	0
Requires Attention	24	4	7
Does not Require Attention	2	0	0

Comments on Results

Few students assessed because of interruptions to on-site education. That aside, many of our students come to us with math deficits. We expect to have to build math skills as they engage in courses.

DOMAIN 2: TEACHING AND LEADING

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	9	92.6	34	94.0	31	82.8	34	89.2	22	87.9	n/a	n/a	n/a	2,290	87.6	1,181	87.7	946	84.3	1,086	88.1	876	86.7	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	n/a	n/a	14	96.4	3	*	12	84.7	2	*	n/a	n/a	n/a	158	83.7	252	83.4	157	78.6	177	83.3	90	80.4	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	9	92.6	20	91.7	31	82.8	22	93.8	22	87.9	n/a	n/a	n/a	1,958	84.5	743	86.9	622	81.0	716	87.0	604	86.0	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	n/a	n/a	4	*	3	*	4	*	3	*	n/a	n/a	n/a	174	94.6	186	92.9	167	93.3	193	93.9	182	93.7	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

Comments on Results

100% of the students who responded to this survey question said they were satisfied that the quality of teaching at their school was good or very good. 91% indicated that the core subjects are useful to them. A significant percentage (19%) disagreed that their school work is interesting, so while our students are satisfied with the overall quality of teaching, we can still improve the interesting factor.

DOMAIN 3: LEARNING SUPPORTS

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

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																																		
	School													Authority										Province										
	2017		2018		2019		2020		2021					Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22	82.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	84.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8		
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2		
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22	82.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	79.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	95.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3		

Comments on Results

While students feel like they belong (86%), that teachers care about them (91%), that students respect each other (82%), that they are treated well by adults (95%), feel safe (86%) and welcome (86%), only 46% agree that students care about each other. Because each student is pursuing their own program and each is largely working individually even when they are onsite, there are fewer opportunities for the types of activities that allow students to get to know each other, and consequently care about each other. Intentionally finding ways to have students working together, may address this perception and allow students to get to know each other. The restrictions around COVID-19 also impacted our ability to have students work together and get to know each other to any degree.

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																																		
	School										Measure Evaluation			Authority										Province										
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22	89.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	876	83.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6		
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	74.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9		
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22	89.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	604	84.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	90.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7		

Comments on Results

Students are well aware of the support their teachers are able to give them (95% agree their teachers are available to help them and 91% say it is easy to get help with their school work if they need it). They are much less aware of the availability of help with problems that are not related to their schoolwork. 14% indicated that they did not know what support was available.

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	34	91.0	31	88.0	33	86.3	22	89.4	n/a	n/a	n/a	332	87.8	1,179	86.4	944	81.3	1,084	86.3	876	83.4	160,737	84.9	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7
Parent	n/a	n/a	14	90.5	3	*	12	80.6	2	*	n/a	n/a	n/a	158	81.1	252	79.1	157	72.0	177	78.5	90	72.1	32,800	77.2	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7
Student	n/a	n/a	20	91.5	31	88.0	21	92.1	22	89.4	n/a	n/a	n/a	n/a	n/a	741	84.7	620	80.0	714	85.5	604	84.1	96,489	83.4	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2
Teacher	n/a	n/a	4	*	3	*	4	*	3	*	n/a	n/a	n/a	174	94.4	186	95.3	167	91.8	193	95.0	182	93.9	31,448	94.1	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2

Comments on Results

This measure is made up of the same questions as Access to Supports and Services above.

Students are well aware of the support their teachers are able to give them (95% agree their teachers are available to help them and 91% say it is easy to get help with their school work if they need it). They are much less aware of the availability of help with problems that are not related to their schoolwork. 14% indicated that they did not know what support was available.

Inclusion – Pyramid of Intervention

We have worked with our Inclusive Education Teacher to develop a Pyramid of Interventions that is specific to our context as an outreach school, and are now in the process of learning the Collaborative Response Model as embedded in Dossier. Admin and teachers meet weekly to review student engagement, academic progress and social-emotional well-being of each of our students. Contacting off-site students and students who are less active to offer support is a primary focus. We are working on improving the efficiency of our processes with the assistance of Dossier.

We use a wide range of supports for students across all tiers of the pyramids including various technology applications (including text to voice, IXL for math and literacy, Google Meetings for off-site students), daily small group skill building in reading and math, referrals to our Wellness Coach or counsellor.

First Nation, Métis, and Inuit Programming

We work very closely and intentionally with our Indigenous Education Coach to build staff capacity for integrating FNMI culture, history and worldview into all subject areas and activities. This is an on-going process as teachers work to improve each of the courses they deliver. All on-site students participate in a weekly Sharing Circle that includes the option of smudging led by our IEC with the intention to have each staff member and student become comfortable with leading the circle over time. The land-based learning activities and field trips, the sewing and art projects (ribbon skirts/shirts, drum-making, Metis dot art, fish scale art, moose hair tufting and so forth), the special presentations from Elders and Knowledge keepers, acknowledgement/celebration of significant events/dates (Truth and Reconciliation Day, Sisters in Spirit Walk, Metis Week, Moose Hide Campaign for example) all support students developing pride in their Indigenous heritage and respect for Indigenous people, history, culture and point of view.



DOMAIN 4: GOVERNANCE

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																																	
	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	14	88.6	n/a	n/a	12	78.3	n/a	n/a	n/a	n/a	n/a	330	83.2	432	82.3	323	77.4	370	83.7	272	77.6	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	n/a	n/a	14	88.6	3	*	12	78.3	2	*	n/a	n/a	n/a	156	76.0	247	75.5	156	67.1	177	77.4	90	68.5	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	n/a	n/a	4	*	3	*	4	*	3	*	n/a	n/a	n/a	174	90.5	185	89.0	167	87.7	193	90.0	182	86.7	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

Comments on Results

Data suppressed - increasing number of respondents is necessary.

Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	34	71.1	31	73.2	34	74.3	21	81.8	n/a	n/a	n/a	327	80.3	1,165	80.8	937	75.6	1,081	83.2	870	81.0	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8
Parent	n/a	n/a	14	74.6	3	*	12	61.1	2	*	n/a	n/a	n/a	153	72.2	243	68.6	152	63.5	173	74.1	87	71.1	31,898	61.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7
Student	n/a	n/a	20	67.5	31	73.2	22	87.5	21	81.8	n/a	n/a	n/a	n/a	n/a	737	85.7	618	78.2	714	84.6	601	85.2	96,258	80.0	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9
Teacher	n/a	n/a	4	*	3	*	4	*	3	*	n/a	n/a	n/a	174	88.4	185	88.0	167	85.0	194	90.8	182	86.7	31,387	78.1	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8

Comments on Results

Our students show high satisfaction with the support they get in selecting courses (95%) and 81% are satisfied with the help they receive for career planning. With our Career Coach on site only half a day a week, it is entirely possible that he has been unable to connect with some students. Compounding that obstacle is the very low school attendance and engagement that could be attributed to the COVID-19 restrictions, among other things. Only 64% of students are satisfied with the help they need when using the school library - 14% say they don't know if they can get help or not. More likely is that they don't know we have a library since it is a relatively new addition to the school and we don't have signage (it sits behind the administration office).

