



School Education Plan/Results Report Reporting Tool – 2015/16

School: Alternative Schools	Prepared by: Rick Ramsfield
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PLEASE NOTE:

- Use this reporting tool to support your school's education results reporting.
- The Reporting Tool is intended for gathering local measures only. Alberta Education Accountability Pillar measures will be gathered when that data is available and when you are completing the School Education Results Report. These measures are described within the Reporting Tool for information.
- **These are the performance measures you will need to assign responsibility, processes and timing for:**
Examples: Literacy – LAT/Learning Team
Attendance – Student Record Secretary/Vice Principal
Suspension Rates – Principal/Vice Principal
- **District Survey Rubric Results will be provided once the administration and compilation of data are completed.**
- **For Throughline Outcomes, the STARS program has not been implemented so leave this section blank.**
- Plan to complete this before the end of June and update as needed when year-end results are available.
- The *Analysis and Action* section must also be completed and submitted providing insights on results and future action.
- Forward the completed version to your Senior Admin liaison as well the Associate Superintendent – System Improvement by September 15.
- A compilation of this data will support development of both the district and school Annual Education Results Reports.

Priority Area	<i>Literacy</i>
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Alberta Education Performance Measures (Insert Accountability Pillar Data sourced from Extranet)

Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	19.7	10.7	12.8	73.0	73.1	73.9	Very Low	Maintained	Concern
		PAT: Excellence	1.3	2.2	1.1	18.8	18.4	18.9	Very Low	Maintained	Concern
		Diploma: Acceptable	72.9	84.1	74.5	85.2	85.5	84.6	Very Low	Maintained	Concern
		Diploma: Excellence	6.3	13.6	6.5	21.0	21.1	20.0	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	54.6	54.4	53.5	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate	33.3	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a

- Percentage of students who achieved the acceptable standard and the standard of excellence Provincial Achievement Tests, Student Learning Assessments and Diploma Exam.

Analysis and Action	Students at the Alternative School Centre continue to perform below Provincial average on diploma examinations. Attendance concerns continue to hamper consistent learning opportunities for our students. In the case of PAT results we see very low rates and again poor attendance, PAT participation and commitment from the students and parents have been contributing factors. We have changed up our independent study into a learning commons to help address differentiated learning styles of our students and created a classroom setting for our grade 8/9 students to provide more structure to their learning. We are also insuring a regular reporting of absences to the parent/guardian in hopes we will see an appropriate response.
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District Performance Measure	Percentage of students in grades 1 to 8 who are reading/literate within 1 year of grade level.
Measure Definition	Number of students who are more than 1.0 grade levels below through formal and informal

	assessment			
Source/Process	School based survey of teachers. Teacher expertise and insights into students and those who do not require benchmarking. Use of Fountas and Pinnell or PM Benchmark – as appropriate			
Data	Number of students in school	Number of students who are reading/writing within one year	Percentage	Responsible
Analysis and Action				

District Performance Measure	Survey result scores for literacy measurements by students, parents and staff. (RDP).			
Measure Definition	Survey scores for students, parents and staff based on the locally develop District Survey - Literacy Rubric			
Source/Process	Survey data – students, parents, staff			
Data	Item	Students	Parents	Staff
	Reading/Writing	88%	78.95%	87.5%
	Numeracy	80%	78.95%	87.5%
	Use	78%	68.42%	90.63%
Analysis and Action				

Priority Area	<i>Equity</i>			
Alberta Education Performance Measures (Insert Accountability Pillar Data sourced from Extranet)				
<ul style="list-style-type: none"> Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. 				
Analysis and Action				

District Performance Measure	Survey result scores for equity measurements by students, parents and staff. (RDP).			
Measure Definition	Survey scores for students, parents and staff based on the locally develop District Survey - Equity Rubric			
Source/Process	Survey data – students, parents, staff			
Data	Item	Students	Parents	Staff
	Learning	88%	94.74%	87.5%
	Support	88%	89.47%	93.75%
	Well-Being	86%	84.21%	87.5%
	Connections	62%	78.95%	71.88%
Analysis and Action				

Priority Area

High School Completion and Transitions

Alberta Education Performance Measures (Insert Accountability Pillar Data sourced from Extranet)

Student Learning Opportunities	Issue	Program of Studies	61.6	37.5	43.6	81.9	81.3	81.4	Very Low	Improved	Issue
		Education Quality	84.8	88.0	90.5	90.1	89.5	89.5	Intermediate	Maintained	Acceptable
		Drop Out Rate	21.9	14.9	17.1	3.2	3.5	3.5	Very Low	Declined	Concern
		High School Completion Rate (3 yr)	0.0	11.2	12.3	76.5	76.5	75.5	Very Low	Declined Significantly	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	12.0	9.0	14.1	59.4	59.7	59.3	Very Low	Maintained	Concern
		Work Preparation	n/a	71.4	71.4	82.6	82.0	81.1	n/a	n/a	n/a
		Citizenship	71.4	69.8	70.5	83.9	83.5	83.4	Low	Maintained	Issue

- High school completion rate of students within three years of entering Grade 10.
- High school to post-secondary transition rate of students within six years of entering Grade 10.
- Overall agreement that students model the characteristics of active citizenship.
- Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education.

Analysis and Action

The vast majority of our students come to us because they have struggled in the traditional school setting and success has been limited. Issues of attendance, substance abuse and mental health or combinations of, all contribute to a disconnect with their learning and HS completion. Through consistent support, mentoring we are working hard to make connections with our students and have them complete their HS diploma before they age out of the system. We were pleased to see that our citizenship is being maintained and hopeful that our caring atmosphere in the Alternative School Centre will see this improve. Due to our size opportunities for students to have a broad program of studies is limited. We are working with our two other HS to provide other opportunities for our students when/where possible.

District Performance Measure	Students identified with attendance issues .	
Measure Definition	Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement. (guideline 20% absenteeism AND impacting achievement)	
Source/Process	School generated report of those students with attendance issues that is also impacting achievement	
Data	Number of students identified with attendance issues impacting their achievement.	Responsible
Analysis and Action	Attendance, or lack of, is a significant contributor in our students' learning and success. Unfortunately this has been a consistent factor for the majority of our students throughout their schooling and in some cases going all the way back to grade 1. We continue to work at making a caring connection with our students in hopes that they will come to see their schooling as the best part of their day.	

District Performance Measure	Suspension rates.					
Measure Definition	Students who have been suspended out of school for three or more days . (OSS)					
Source/Process	School records – First Class discipline					
Data	Students in school	Number of OSS for 3 or	Incident Rate (% of	Individual students	Incident Rate (% of	Responsible

		more days	student count)	with OSS for 3 or more days	student count)	
Analysis and Action	Students come to us who have been suspended from the traditional school setting, usually as a result of substance use/abuse. We do not suspend students from the Alternative school program.					

District Performance Measure	Survey result scores for completion measurements by students, parents and staff. (RDP).			
Measure Definition	Survey scores for students, parents and staff based on the locally develop District Survey - High School Completion and Transitions Rubric			
Source/Process	Survey data – students, parents, staff			
Data	Item	Students	Parents	Staff
	Competencies	78%	84.21%	68.75%
	Transitions	84%	78.95%	78.13%
	High School Completion	94%	94.74%	90.63%
	Successful Transitions (High School only)	61.9%	66.67%	72.41%
Analysis and Action				

Priority Area	Throughline Outcomes										
Alberta Education Performance Measures (Insert Accountability Pillar Data sourced from Extranet)											
Safe and Caring Schools	Excellent	Safe and Caring	88.6	86.3	85.9	89.5	89.2	89.1	Very High	Maintained	Excellent
		Program of Studies	61.6	37.5	43.6	81.9	81.3	81.4	Very Low	Improved	Issue
		Education Quality	84.8	88.0	90.5	90.1	89.5	89.5	Intermediate	Maintained	Acceptable
<ul style="list-style-type: none"> Overall satisfaction with the quality with the quality of basic education. Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. 											
Analysis and Action	There was an increase in the overall satisfaction around the program of studies but as there have been no significant changes in this area we are unsure of reasons for this improvement. The approval rating for school improvement has increased significantly and above Provincial average and we are hopeful that this trend will continue as we improve the opportunities for differentiated learning within our facility.										

Priority Area	Success for FNMI Students										
Alberta Education Performance Measures (Do not include this data within School Results Reports as per Alberta Education guidelines)											
<ul style="list-style-type: none"> Provide comment on initiatives to support FNMI student success 											
Analysis and Action	We continue to work with our FNMI community to provide cultural opportunities and awareness for all of our students. We have elected to implement the new Teacher and Leadership Quality Standards this year (1 year prior to mandatory implementation) “whereas Alberta teachers and leaders play a fundamental role in establishing the conditions under which the learning aspirations and the potential of First Nations, Metis and Inuit students will be realized.”										