
Drumheller Outreach 3-Year Education Plan and Annual Education Results Report

2018/2019-2019/2020-2020/2021



Golden Hills School Division No. 75



Accountability Statement

The Education Plan of the Drumheller Outreach School for the three years commencing September 1, 2017, was prepared under the direction of the school staff in accordance with the responsibilities specified in the School Act and the Golden Hills School Division No. 75. The school is committed to achieving the results laid out in this plan.

Publication and Communication

Copies of the 3 Year Education Plan and the Annual Education Results Report are distributed to staff, available at the office, and posted on the schools web site at drumout.ca.

Key Priority for 2018 – 2021

Our key priority is to improve attendance and school culture as well as assist students in completing a high school diploma.



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Foundation Statements

Mission Statement

We provide an alternative education, in a safe and caring environment, promoting positive learning attitudes, respect, dignity, in keeping with the needs and life situations of students.

School Profile

The ultimate goal of the Outreach Program is to get the student back into school working towards an Alberta High School Diploma and to assist in transitioning into a productive employment or post-secondary education. The school is situated in the downtown business district of Drumheller. It provides a very kind, friendly, low-key environment that allows students to participate in a caring community.

The school has three primary focuses:

1. Work towards an Alberta High School Diploma
2. Move towards successful work place integration
3. Transition into a regular high school environment

The Drumheller Outreach School works closely with the Drumheller Valley Secondary School to provide optimum learning opportunities for students.

Curtis LaPierre, principal and the lead teacher provide the leadership for this program and are pleased with the positive gains made this year.

The Drumheller Outreach School has met the learning needs of hundreds of students over the years and has proven to be a vital component for student learning and success.

How does the program work?

1. Students build their own programs from Alberta Education approved courses and within guidelines, set their own long and short term goals.
2. Students do independent work, some self-directed and some teacher directed, in a comfortable, friendly environment.
3. Courses, activities and learning packages are set up so students can work at their own pace within parameters as described in the individual education plan/contract.
4. The program can accommodate students who require flexible hours and individualized programs.
5. The Outreach program will make additional services available to students, including personal and career counselling, study skills and time management sessions, conflict resolution and anger management training, job site training and work experience. Weekly social activities will be held to encourage mutual support and friendly interaction among students and family members.
6. Upon successful grade level completion students may progress to the next level with no regard for the usual starting points of the year.

Duration of Program

1. The Outreach program is intended to be up to one school year in length. At the end of the first semester some students may be encouraged to return to a regular or alternate program in a high school setting. Students will attend the Outreach from 12:30 pm to 3:30 pm.
2. The Outreach program staff will determine the length of the program for each individual student.
3. Students who attend but are not completing assignments as per their individual education plan/contract may be asked to leave, may be prohibited from attending until they are ready to submit work for marking, or may be asked to withdraw for a minimum of one to three months. Students may also, at the discretion of staff, be relocated to another workstation within the school. All decisions regarding attendance and progress will be made with the student's best interest in mind while ensuring the integrity of the overall program.

Message from the Principal

The demographics of the Outreach population changes dramatically every year. Our goal at the Outreach School is to continually and effectively adapt to the changing population and create a program each year that will focus on the unique needs of that group and develop the skills necessary for that population.

Drumheller Outreach School continues to go through changes as our lead teacher is moving away and we are currently taking applications to fill this position. In addition to that, we are only in our second year running the Drumheller Outreach School as a half-time program. The reason for this change was two-fold. First, the CEU funding model for Outreach School is inadequate to fund a full-time program and second, a slight decline in demand based on the number of students being successful at DVSS. In spite of the changes made, Drumheller Outreach School is still committed to providing for the needs of its students and moving them forward in achieving their High School Diploma.

I look forward to the continued progress of the Drumheller Outreach School and its students.

Sincerely,

Curtis LaPierre, B.Ed., M.A.L.
Principal

Important Note

The Accountability Pillar Results Report measures many things that do not fit well into an outreach school mode of operation, goals, and outcome measures of success. I have every confidence in the Drumheller Outreach School team in providing the most competent, nurturing, and caring environment for students. Some of the tremendous successes experienced at the Outreach School this year are the number of successfully completed credits, students that successfully completed high school, and the caring environment provided to students.

Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Drumheller Outreach			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	87.2	n/a	88.0	89.0	89.5	89.4	High	Maintained	Good
Student Learning Opportunities	Program of Studies	33.3	n/a	61.4	81.8	81.9	81.7	Very Low	Declined	Concern
	Education Quality	83.3	n/a	90.8	90.0	90.1	89.9	Low	Maintained	Issue
	Drop Out Rate	19.9	17.5	16.4	2.3	3.0	3.3	Very Low	Maintained	Concern
	High School Completion Rate (3 yr)	0.0	17.0	17.0	78.0	78.0	77.0	Very Low	Declined	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.6	73.4	73.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.9	19.5	19.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	39.1	40.5	56.7	83.7	83.0	83.0	Very Low	Declined	Concern
	Diploma: Excellence	0.0	5.4	5.5	24.2	22.2	21.7	Very Low	Declined	Concern
	Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	55.7	54.9	54.7	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	44.0	60.0	49.4	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	*	14.8	58.7	57.9	59.0	*	*	*
	Work Preparation	n/a	n/a	n/a	82.4	82.7	82.4	n/a	n/a	n/a
	Citizenship	59.0	n/a	73.1	83.0	83.7	83.7	Very Low	Maintained	Concern
Parental Involvement	Parental Involvement	n/a	n/a	n/a	81.2	81.2	81.0	n/a	n/a	n/a
Continuous Improvement	School Improvement	75.0	n/a	82.4	80.3	81.4	80.7	Intermediate	Maintained	Acceptable

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. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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.
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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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; and Social Studies 30-2.
8. 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.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 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.

Measure Evaluation Reference

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 3 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 5 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
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

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.

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 5 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
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Outcome One: Alberta's students are successful

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	65.9	63.0	66.7	40.5	39.1	50	Very Low	Declined	Concern	50	55	60
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	2.4	7.4	3.7	5.4	0.0	7	Very Low	Declined	Concern	5	7	9

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	*	*	*	17.0	0.0	N/A	Very Low	Declined	Concern	N/A	N/A	N/A
Drop Out Rate - annual dropout rate of students aged 14 to 18	29.2	7.1	24.6	17.5	19.9	16	Very Low	Maintained	Concern	16	15	14
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	29.6	0.0	*	*	4	*	*	*	4	6	8
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	38.9	60.0	44.0	42	n/a	Maintained	n/a	45	47	49
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	0.0	0.0	N/A	Very Low	Maintained	Concern	N/A	N/A	N/A

Comment on Results

(an assessment of progress toward achieving the target)

The low numbers in these categories are indicative of the transient population that the Outreach deals with. There is a combination of students who moved out of the province as well as students who went back to work to save money for school. In addition to this,

The Outreach consists mainly of a unique at risk population in which most students take longer to complete high school. Many of the students are faced with challenging lives that hinder their progress.

In addition, we had concerns about some of the course material used at the Outreach School and whether it has become outdated in terms of preparing students for the diploma exams. As of last year, the Outreach School is using course material provided by The Learning Academy as a replacement for select courses.

Strategies

- CIF Plan: Bring in subject specialists and resources to provide support for students academically and for post-secondary schooling/career planning.
 - Provide practice exams.
 - Continue to support progress at any rate.
 - Focus on long-term goals to motivate students
 - Focus on positive self-esteem for students through pride in success
- Focus on nurturing, positive, trusting teacher-student relationship

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. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. 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; and Social Studies 30-2.
5. 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.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
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.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	78.1	81.2	65.0	n/a	59.0	67	Very Low	Maintained	Concern	65	67	69
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.	83.3	n/a	n/a	n/a	n/a	N/A	n/a	n/a	n/a	N/A	N/A	N/A

Comment on Results

(an assessment of progress toward achieving the target)

The students attending are very isolated individuals. Though the students got along and respected one another, they didn't really connect and interact with each other.

Strategies

- Ensure students, parents and staff are provided the opportunity to complete the Accountability Pillar Survey.
- Increase group activities and community building, which has already begun.
- Model and encourage the characteristics of active citizenship.
- Improve in-school culture by giving the students ownership over their space, and the activities we do.
- Engage the community in the school, and engage the students out in the community through collaboration with local establishments and resources.
- Build a positive, engaged, caring, trusting relationship between the teacher and students.
Interact with parents as much as possible, without taking autonomy away from the student

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.

Outcome Three: Alberta’s education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	93.8	84.3	91.7	n/a	87.2	94	High	Maintained	Good	90	92	94

Comment on Results

(an assessment of progress toward achieving the target)

Results from the past few years show not only overall growth in this area, but also excellent numbers. The Outreach School does have a very pleasant atmosphere where empathy, respect and relationship building skills are valued, modeled and encouraged. This has had a very positive impact on all stakeholders and the environment. In addition to this, there has been a very small number of students attending with regular attendance, which reduces their social interaction and getting to know one another.

Strategies

- The staff demonstrates respect and care for one another and the students, consistently monitoring behavior, and addressing any inappropriate remarks or behavior.
- Positive relationship building strategies: Weekly social interactions with the entire class to improve interpersonal relationships and to recognize similarities among all students to evoke empathy for one another.

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.

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	72.7	64.3	58.5	n/a	33.3	62	Very Low	Declined	Concern	40	45	50

Comment on Results
(an assessment of progress toward achieving the target)

- The Outreach program focuses on completing the core subjects required for a high school diploma. Because of our small population, we are unable to provide option courses that a larger school is able to provide. A significant priority in our school is to focus on relationship building with a safe and caring environment, and to focus on personal growth for individuals.
- The Outreach has added an optional P.E. component that some students are participating in.

Strategies

- Explore community specialists or other resources with the CIF grant, that can be used to earn CTS and option credits
- Option courses are now available through the Learning Academy for Outreach Students to complete.
- Register with Safety in Schools program.
- Ensure students know how to gain credits outside of the school, i.e. work experience, RAP, etc.
- Reaching out in the community to find resources available to place students in work experience programs, RAP programs, and career experiences.
- Currently trying to do more of a combined program between Outreach and DVSS to provide students with more opportunity for option classes.

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.

Outcome Five: Alberta’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	79.2	82.1	82.6	n/a	75.0	84	Intermediate	Maintained	Acceptable	80	85	90
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.0	n/a	n/a	n/a	n/a	84	n/a	n/a	n/a	80	81	82
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	83.3	94.0	87.5	n/a	83.3	90	Low	Maintained	Issue	85	87	89

Comment on Results

(an assessment of progress toward achieving the target)

- Consistency in routine and programming.
- Increased exposure to all of the course materials and content allowed for improved assistance from teacher.
- Results are indicative of a very small sample size.
- Because the Outreach School deals primarily with at-risk students, this correlates with a lack of parental involvement.

Strategies

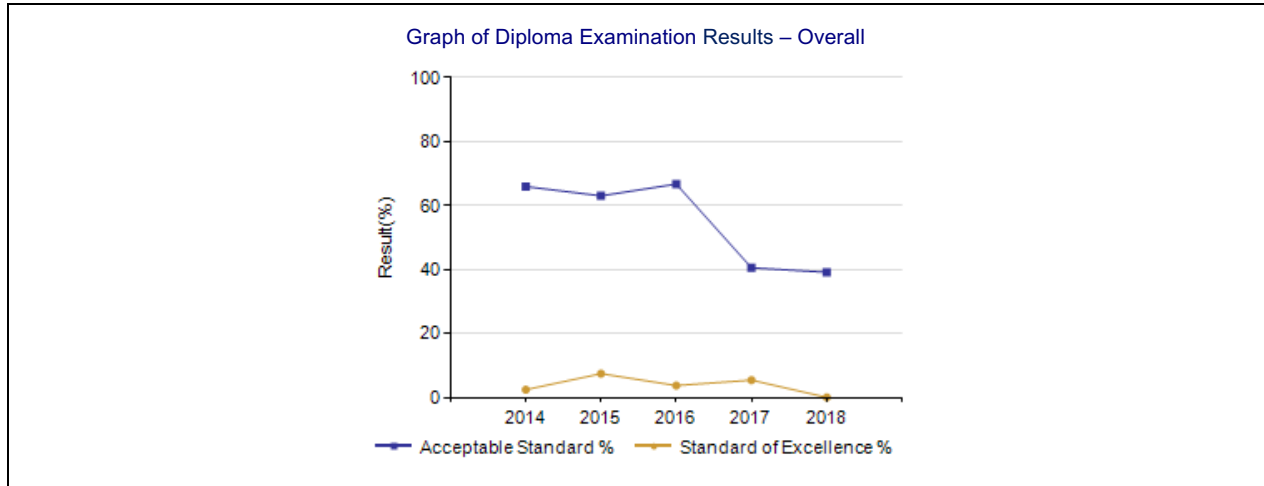
- CIF Plan: The addition of support and guidance from a career counselor will improve student motivation and dedication to their studies.
- CIF Plan: The addition of subject specialist on a consistent basis will provide extra support and expertise improving student experience and achievement.
- Be more intentional on getting parent involvement in providing feedback on the Accountability Pillar Survey.

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.

APPENDIX – Measure Details

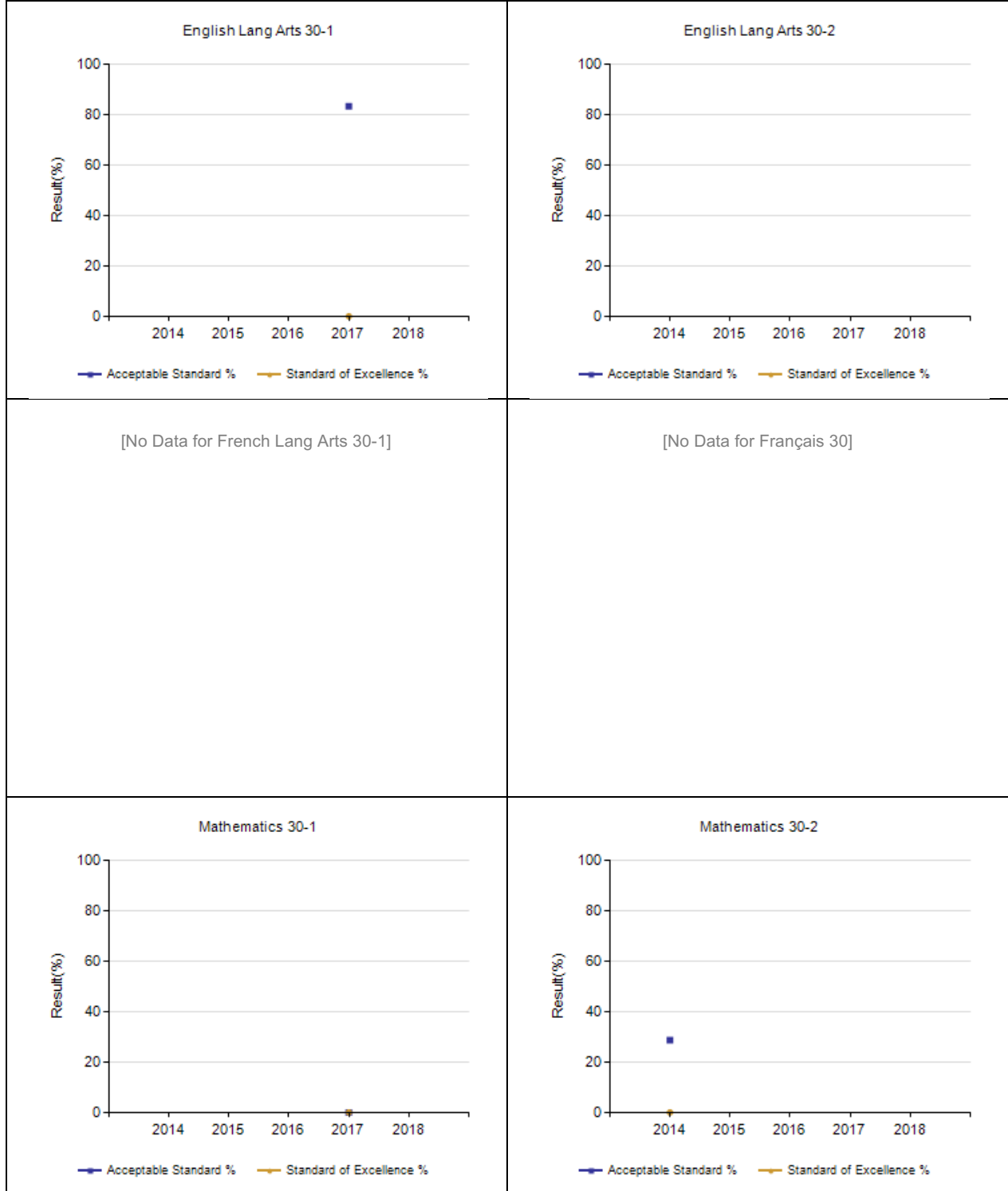
The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

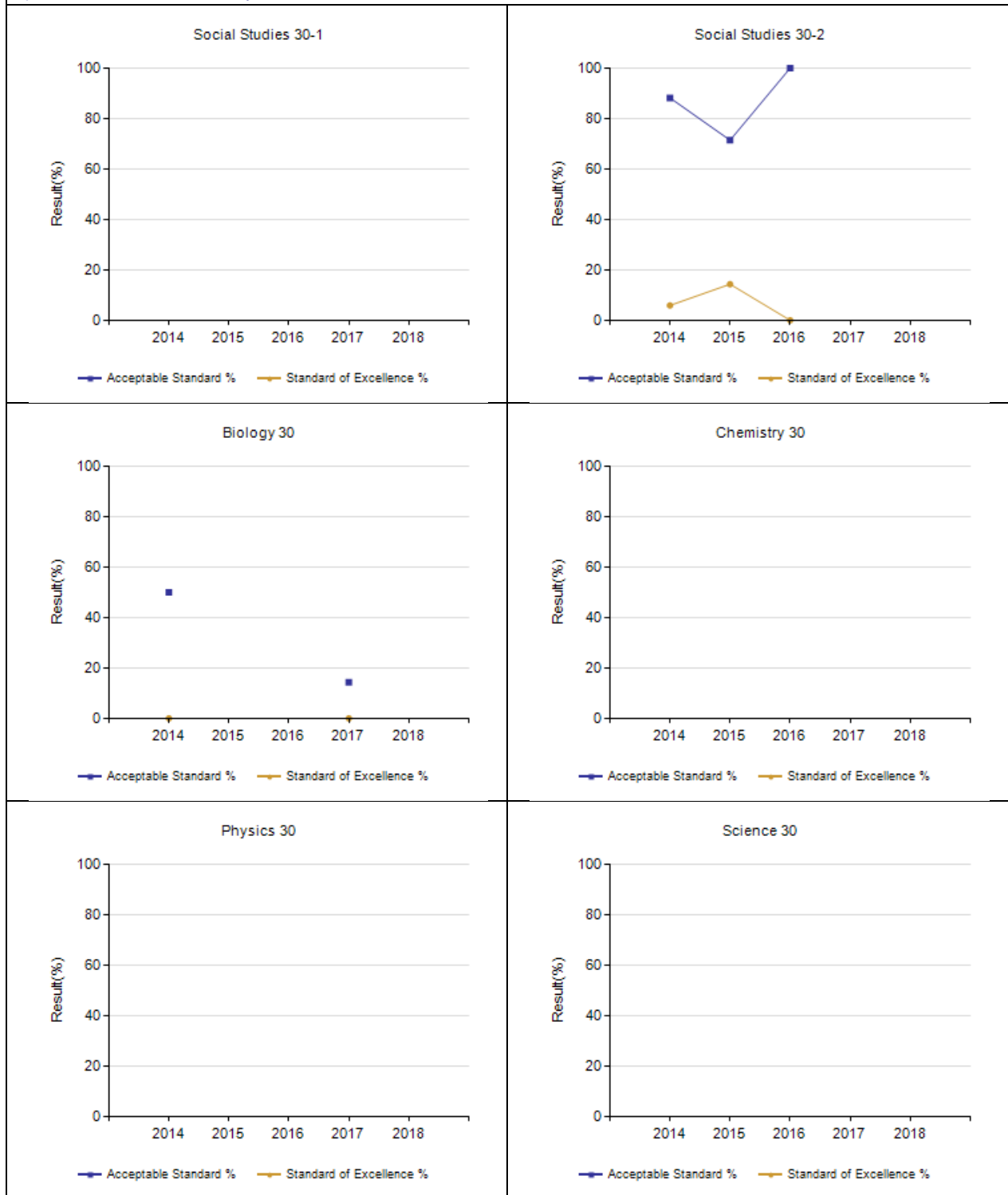
Diploma Examination Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Diploma Examination Results by Course



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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Diploma Examination Results Course By Course Summary With Measure Evaluation

		Drumheller Outreach							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	*	*	*	4	*	6	83.3	30,393	87.5	29,349	86.6
	Standard of Excellence	*	*	*	4	*	6	0.0	30,393	13.2	29,349	11.3
English Lang Arts 30-2	Acceptable Standard	*	*	*	3	*	n/a	n/a	16,184	88.0	16,632	89.1
	Standard of Excellence	*	*	*	3	*	n/a	n/a	16,184	13.1	16,632	11.7
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,230	93.8	1,312	94.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,230	11.0	1,312	9.3
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	97.4	146	97.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	23.0	146	18.6
Mathematics 30-1	Acceptable Standard	*	*	*	4	*	6	0.0	20,148	77.8	20,605	73.3
	Standard of Excellence	*	*	*	4	*	6	0.0	20,148	35.3	20,605	29.4
Mathematics 30-2	Acceptable Standard	*	*	*	1	*	n/a	n/a	14,362	74.2	13,516	74.7
	Standard of Excellence	*	*	*	1	*	n/a	n/a	14,362	16.4	13,516	16.1
Social Studies 30-1	Acceptable Standard	*	*	*	2	*	n/a	n/a	21,793	86.2	21,941	86.0
	Standard of Excellence	*	*	*	2	*	n/a	n/a	21,793	17.7	21,941	15.1
Social Studies 30-2	Acceptable Standard	*	*	*	5	*	8	85.7	20,391	78.8	19,847	81.0
	Standard of Excellence	*	*	*	5	*	8	7.1	20,391	12.2	19,847	12.7
Biology 30	Acceptable Standard	*	*	*	2	*	7	14.3	23,026	86.6	22,263	85.0
	Standard of Excellence	*	*	*	2	*	7	0.0	23,026	36.6	22,263	32.6
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,770	83.6	19,031	82.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,770	38.3	19,031	35.8
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,679	86.2	10,276	85.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,679	43.6	10,276	39.1
Science 30	Acceptable Standard	*	*	*	2	*	n/a	n/a	9,426	85.4	8,651	84.4
	Standard of Excellence	*	*	*	2	*	n/a	n/a	9,426	31.5	8,651	27.6

Notes:

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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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Measure Evaluation Reference - 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 3 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 5 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.

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 5 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

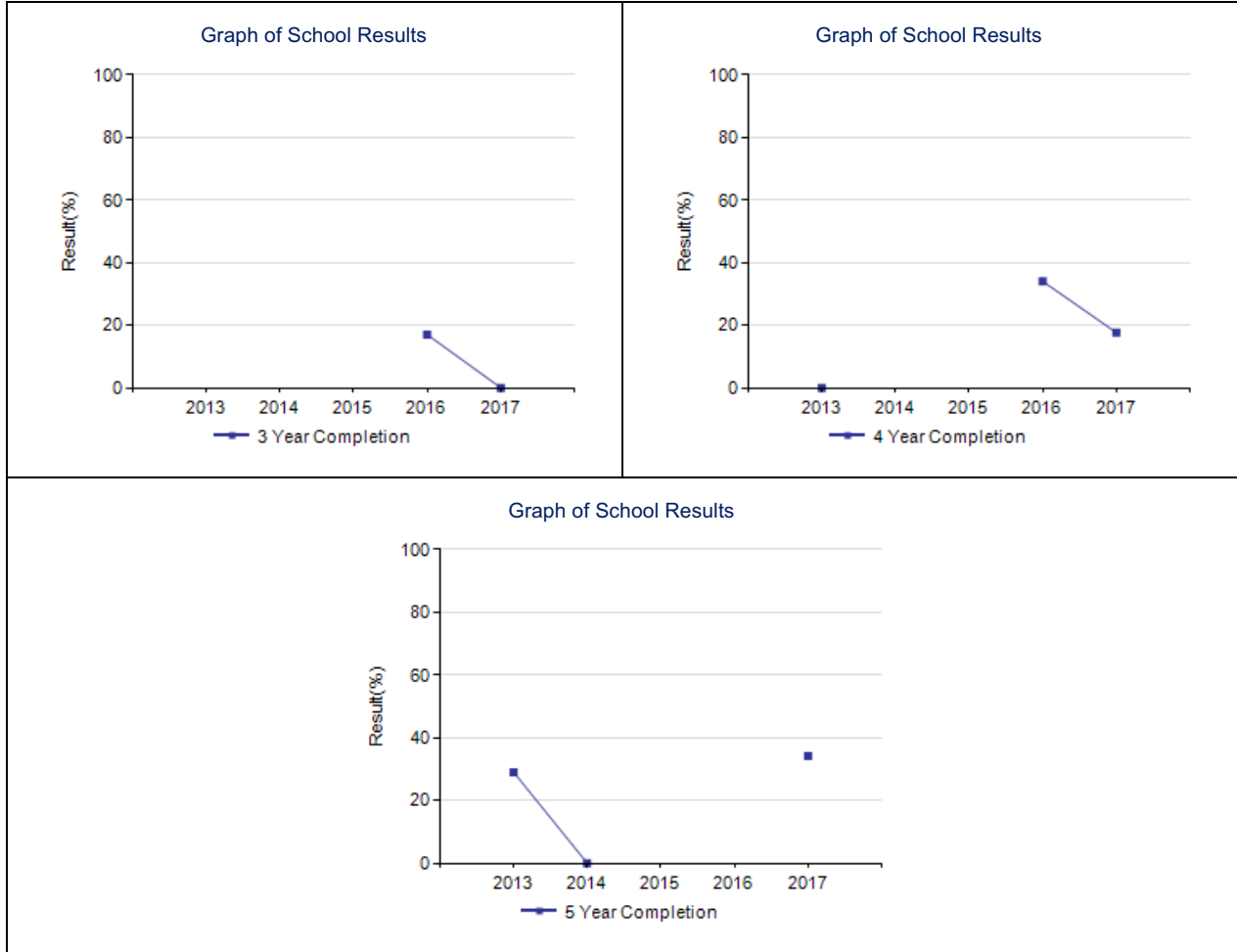
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	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

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
3 Year Completion	*	*	*	17.0	0.0	67.6	77.6	72.1	74.4	74.1	75.3	76.5	76.5	78.0	78.0
4 Year Completion	0.0	*	*	34.0	17.6	78.2	73.7	79.6	79.4	79.3	79.6	79.9	81.0	81.2	82.6
5 Year Completion	29.0	0.0	*	*	34.2	75.9	80.3	76.3	80.2	82.4	81.5	82.0	82.1	83.2	83.4

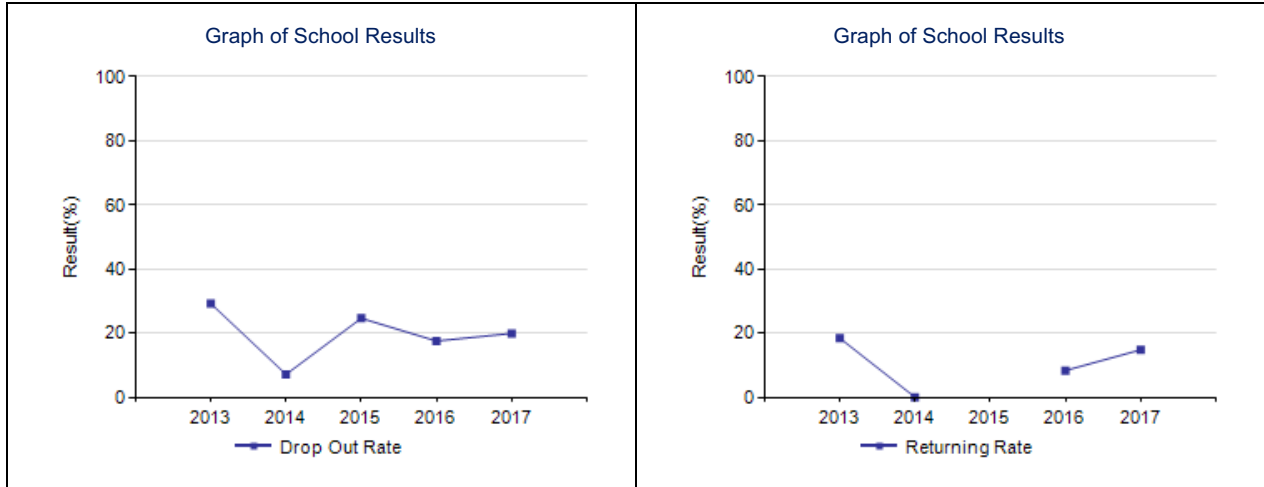


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 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 caused by one authority.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	29.2	7.1	24.6	17.5	19.9	3.4	3.8	3.1	3.4	3.0	3.3	3.5	3.2	3.0	2.3
Returning Rate	18.4	0.0	*	8.3	14.8	17.1	13.3	10.1	10.1	23.6	20.7	20.9	18.2	18.9	19.9



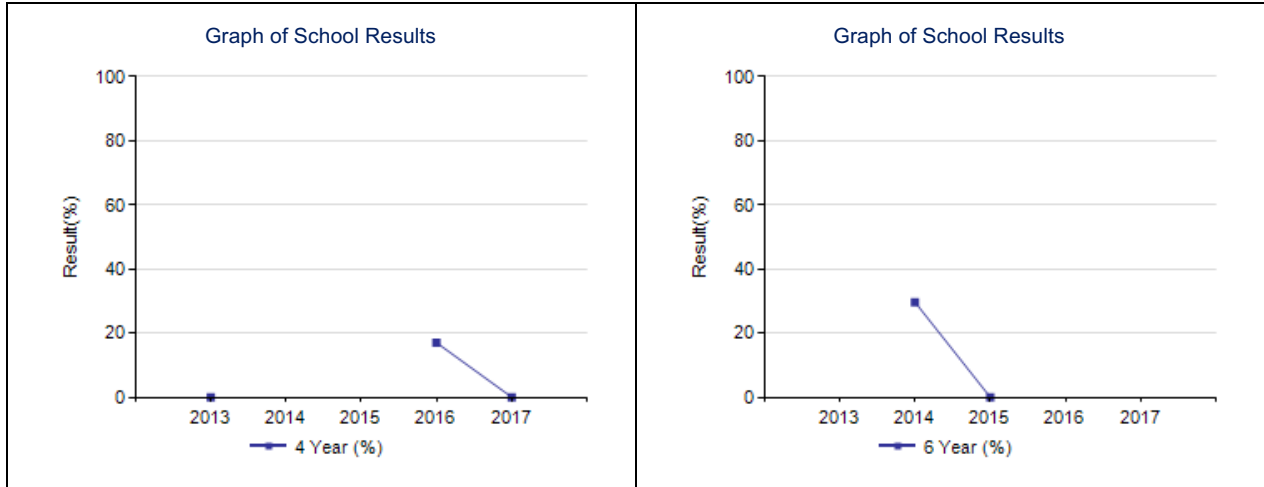
Notes:

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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					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
4 Year Rate	0.0	*	*	17.0	0.0	33.4	30.5	33.8	35.3	33.7	39.7	38.3	37.0	37.0	39.3
6 Year Rate	*	29.6	0.0	*	*	52.7	48.5	50.9	48.4	50.7	59.0	59.7	59.4	57.9	58.7



Notes:

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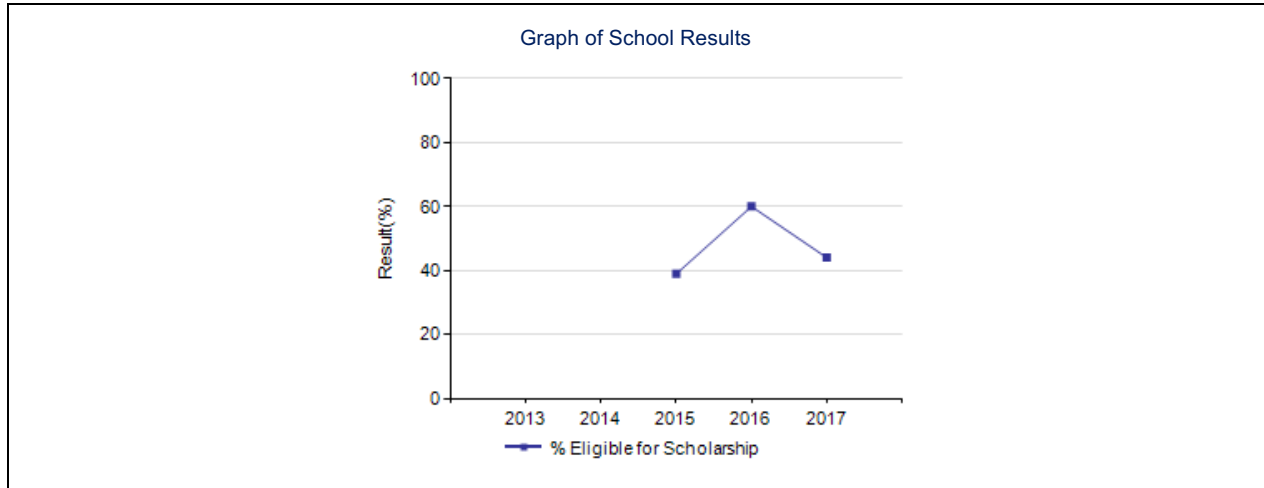
Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Rutherford Scholarship Eligibility Rate	n/a	n/a	38.9	60.0	44.0	n/a	n/a	59.0	64.2	68.2	n/a	n/a	60.8	62.3	63.4

Rutherford eligibility rate details.

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
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	18	6	33.3	5	27.8	2	11.1	7	38.9
2016	15	8	53.3	8	53.3	4	26.7	9	60.0
2017	25	7	28.0	8	32.0	3	12.0	11	44.0



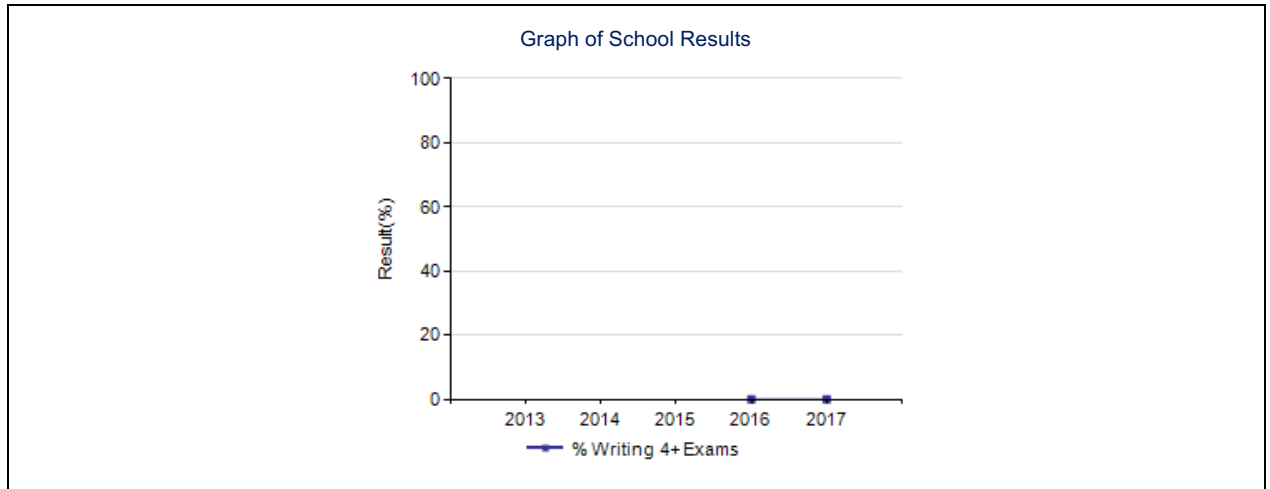
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
3. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

Diploma Examination Participation Rate – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
% Writing 0 Exams	*	*	*	83.0	85.2	22.4	18.9	20.0	20.3	22.4	16.6	15.7	15.7	15.0	14.8
% Writing 1+ Exams	*	*	*	17.0	14.8	77.6	81.1	80.0	79.7	77.6	83.4	84.3	84.3	85.0	85.2
% Writing 2+ Exams	*	*	*	17.0	14.8	74.1	78.4	76.0	77.3	74.3	80.3	81.4	81.2	82.0	82.3
% Writing 3+ Exams	*	*	*	17.0	0.0	55.2	56.4	56.2	52.4	54.8	63.3	65.0	64.7	65.2	66.1
% Writing 4+ Exams	*	*	*	0.0	0.0	45.6	42.9	42.8	40.8	44.4	50.1	54.4	54.6	54.9	55.7
% Writing 5+ Exams	*	*	*	0.0	0.0	28.5	26.3	26.4	25.1	27.9	31.5	36.3	37.1	37.5	37.8
% Writing 6+ Exams	*	*	*	0.0	0.0	8.6	7.5	7.8	7.2	7.9	11.4	13.1	13.8	13.6	13.9



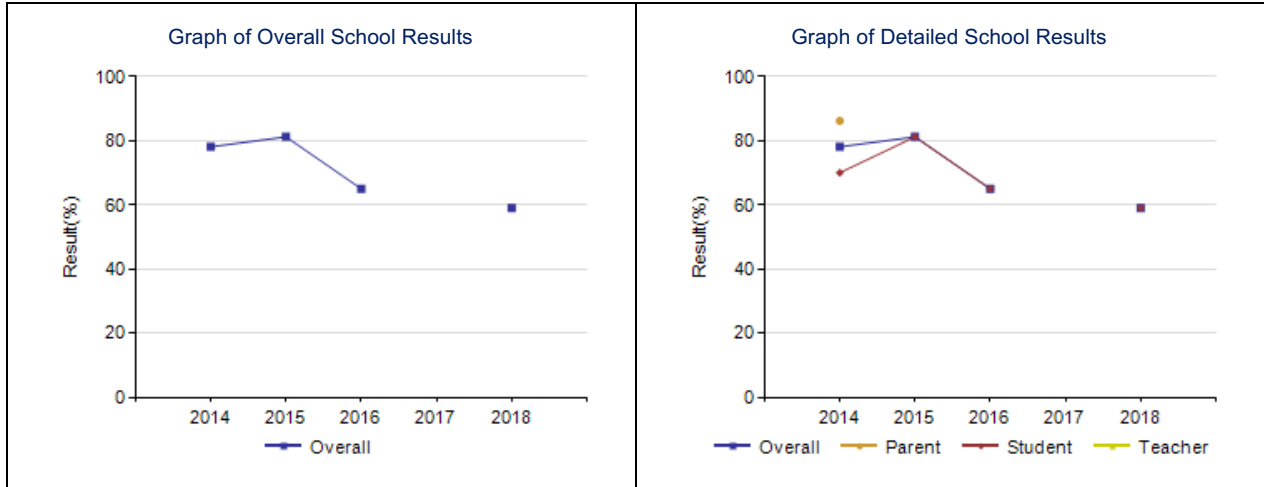
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
English Language Arts 30-1	*	*	*	0.0	14.3	49.6	44.9	47.9	45.1	48.4	53.9	54.0	53.2	54.0	55.0
English Language Arts 30-2	*	*	*	16.7	0.0	25.4	37.5	32.0	33.7	30.6	27.1	28.0	28.7	28.7	28.8
Total of 1 or more English Diploma Exams	*	*	*	16.7	14.3	74.2	78.3	75.9	76.4	74.4	78.7	79.7	79.5	80.1	80.9
Social Studies 30-1	*	*	*	0.0	0.0	42.5	41.6	37.7	38.7	43.5	45.8	45.1	43.5	45.1	44.9
Social Studies 30-2	*	*	*	16.7	14.3	31.0	37.5	37.3	37.1	30.2	33.7	35.2	36.7	35.8	36.4
Total of 1 or more Social Diploma Exams	*	*	*	16.7	14.3	73.2	77.3	75.1	75.6	73.3	78.8	79.6	79.5	80.3	80.7
Pure Mathematics 30	*	*	*	0.0	0.0	1.0	0.0	0.0	0.0	0.0	7.2	0.1	0.0	0.0	0.0
Applied Mathematics 30	*	*	*	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0
Mathematics 30-1	*	*	*	0.0	0.0	29.0	29.1	27.6	25.5	27.1	29.7	37.3	37.1	36.4	35.5
Mathematics 30-2	*	*	*	0.0	0.0	19.4	21.9	22.7	22.7	22.3	16.7	21.4	22.4	23.7	25.1
Total of 1 or more Math Diploma Exams	*	*	*	0.0	0.0	48.0	49.6	48.9	47.2	47.7	52.1	57.0	57.6	58.3	58.6
Biology 30	*	*	*	0.0	0.0	45.8	38.3	39.8	36.2	44.4	42.2	41.4	40.6	40.7	41.7
Chemistry 30	*	*	*	0.0	0.0	31.5	28.7	32.3	27.8	30.8	31.5	34.7	35.7	35.6	35.1
Physics 30	*	*	*	0.0	0.0	11.7	14.1	13.0	13.3	11.6	17.3	20.0	19.9	19.3	18.6
Science 30	*	*	*	16.7	0.0	0.2	0.6	0.2	0.6	0.2	9.8	12.8	14.1	15.7	16.9
Total of 1 or more Science Diploma Exams	*	*	*	16.7	0.0	51.6	47.7	49.5	45.5	51.0	57.3	59.4	59.8	60.5	61.2
Français 30-1	*	*	*	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.2	0.3	0.3
French Language Arts 30	*	*	*	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.7	2.7	2.8	2.8	3.0
Total of 1 or more French Diploma Exams	*	*	*	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.0	2.9	3.0	3.1	3.3

Notes:

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2. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
4. 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 caused by one authority.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	78.1	81.2	65.0	n/a	59.0	84.3	84.7	84.0	86.0	85.6	83.4	83.5	83.9	83.7	83.0
Teacher	*	*	*	*	*	93.5	94.0	94.5	96.3	96.7	93.8	94.2	94.5	94.0	93.4
Parent	86.2	*	*	*	*	81.9	81.4	80.1	82.8	82.1	81.9	82.1	82.9	82.7	81.7
Student	70.0	81.2	65.0	n/a	59.0	77.5	78.6	77.4	78.9	77.9	74.5	74.2	74.5	74.4	73.9



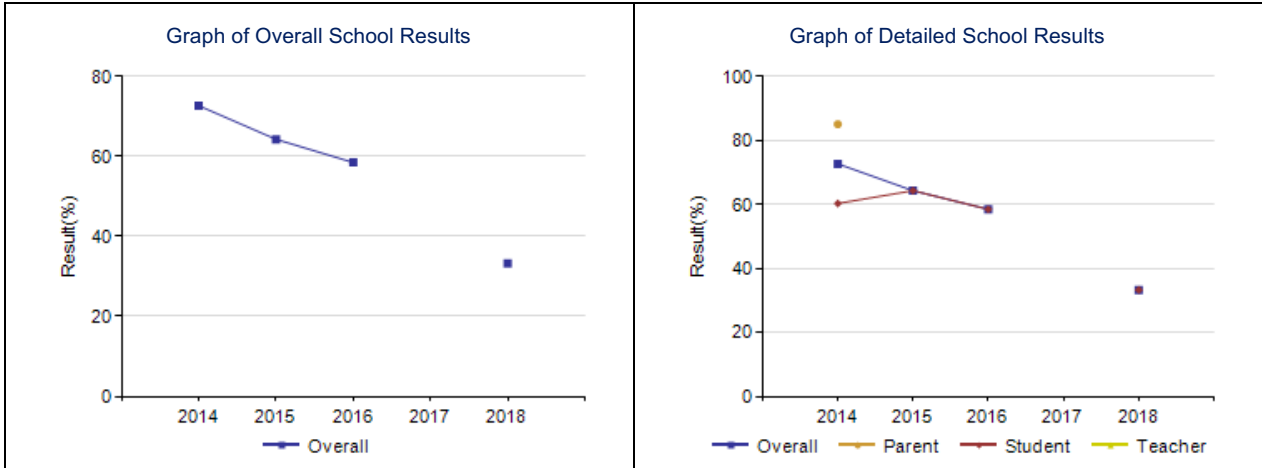
Notes:

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.

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					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	72.7	64.3	58.5	n/a	33.3	81.2	77.9	79.6	81.1	79.0	81.3	81.3	81.9	81.9	81.8
Teacher	*	*	*	*	*	85.8	83.5	84.5	87.8	88.0	87.5	87.2	88.1	88.0	88.4
Parent	85.1	*	*	*	*	80.6	75.0	77.3	77.7	76.0	79.9	79.9	80.1	80.1	79.9
Student	60.3	64.3	58.5	n/a	33.3	77.3	75.2	77.1	77.7	73.1	76.6	76.9	77.5	77.7	77.2

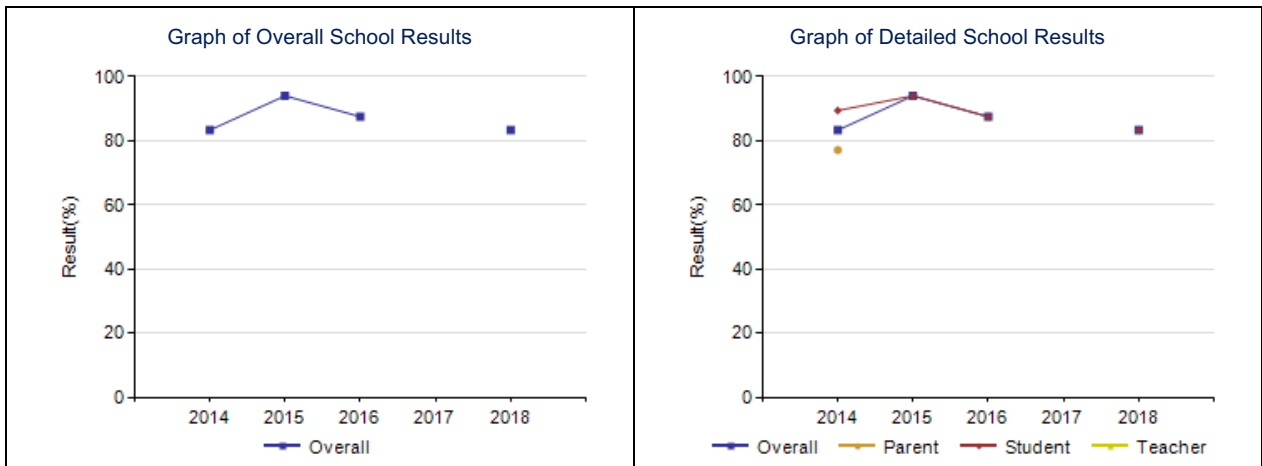


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From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

Education Quality – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	83.3	94.0	87.5	n/a	83.3	91.3	90.7	92.1	92.4	92.0	89.2	89.5	90.1	90.1	90.0
Teacher	*	*	*	*	*	98.1	95.7	98.0	98.3	97.8	95.5	95.9	96.0	95.9	95.8
Parent	77.1	*	*	*	*	86.6	86.4	87.9	88.4	87.8	84.7	85.4	86.1	86.4	86.0
Student	89.4	94.0	87.5	n/a	83.3	89.2	89.9	90.5	90.5	90.3	87.3	87.4	88.0	88.1	88.2

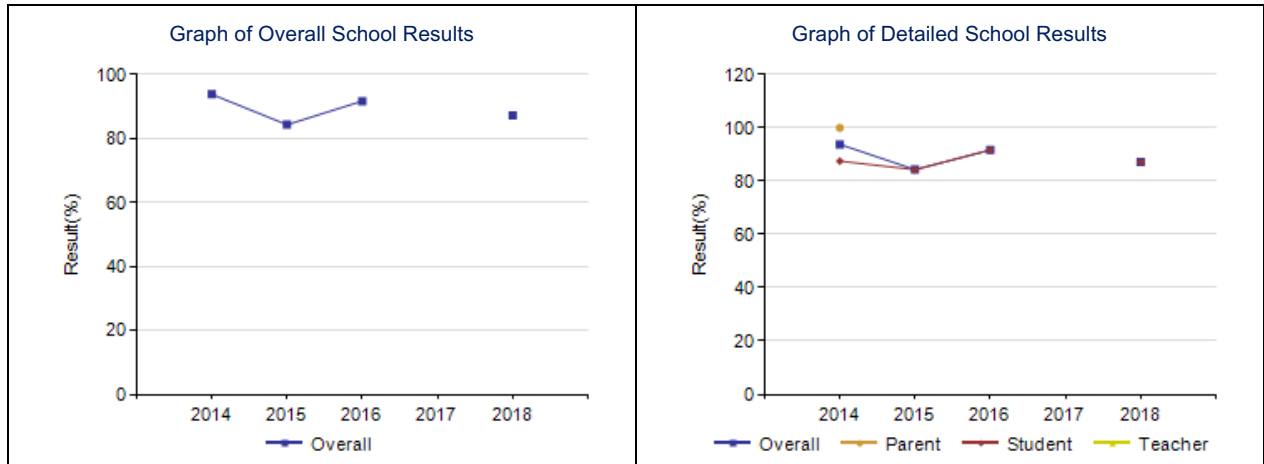


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From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

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					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	93.8	84.3	91.7	n/a	87.2	90.3	90.2	90.9	91.2	90.6	89.1	89.2	89.5	89.5	89.0
Teacher	*	*	*	*	*	95.7	95.3	96.7	96.9	97.5	95.3	95.4	95.4	95.3	95.0
Parent	100.0	*	*	*	*	89.1	89.6	89.2	90.3	89.8	88.9	89.3	89.8	89.9	89.4
Student	87.5	84.3	91.7	n/a	87.2	86.0	85.8	86.8	86.5	84.6	83.1	83.0	83.4	83.3	82.5



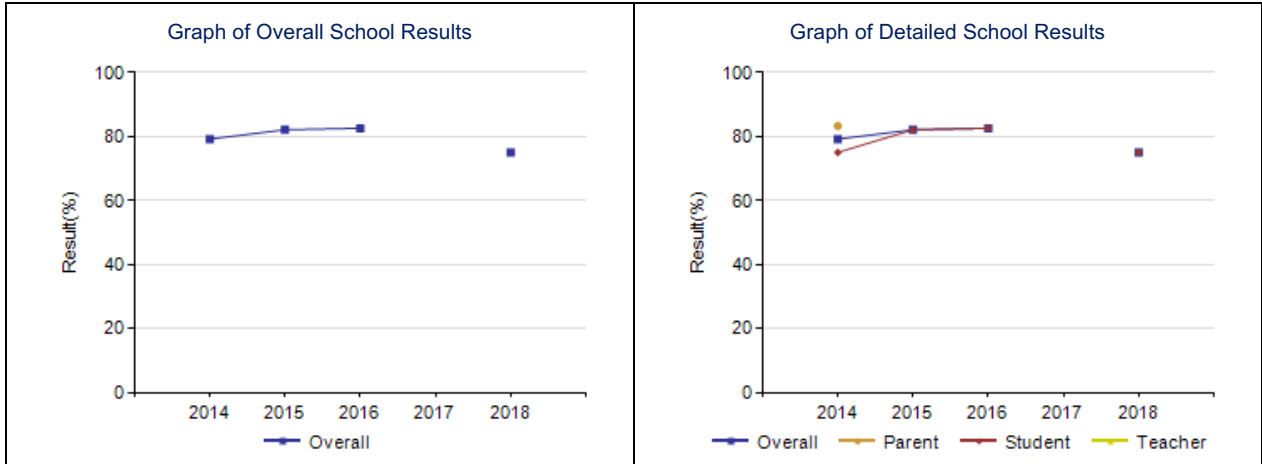
Notes:

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

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					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	79.2	82.1	82.6	n/a	75.0	83.5	82.8	86.3	88.0	83.0	79.8	79.6	81.2	81.4	80.3
Teacher	*	*	*	*	*	84.2	84.5	90.3	88.5	86.2	81.3	79.8	82.3	82.2	81.5
Parent	83.3	*	*	*	*	80.9	78.0	81.7	88.5	79.3	77.0	78.5	79.7	80.8	79.3
Student	75.0	82.1	82.6	n/a	75.0	85.6	85.9	86.8	86.9	83.4	81.2	80.7	81.5	81.1	80.2



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.

Budgeted Operating Expense 2018-2019

		%
Allocation (includes prior year carry-over)	\$110,400.00	
Staffing		
Certificated (Substitutes & Certificated Staffing)	\$53,000.00	48%
Non-Certificated (Support & Other Staffing)	\$27,730.00	25%
Supplies & Services	\$29,670.00	27%