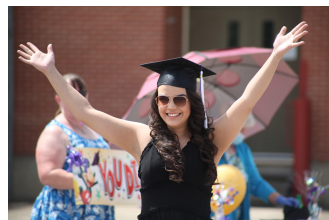


School Results Report

2020/2021

Alternative Schools



The Year in Review

Fast Facts:

Outreach	Quest	North Cottage
#202, 5214 47 Avenue Red Deer, Ab T4N 3P7 (t) 403-343-1354 (f) 403-346-2417 (e) asc@rdpsd.ab.ca http://asc.rdpsd.ab.ca/	#202, 5214 47 Avenue Red Deer, Ab T4N 3P7 (t) 403-343-1354 (f) 403-346-2417 (e) asc@rdpsd.ab.ca http://asc.rdpsd.ab.ca/	5704 60 st Red Deer, Ab T4N 6V6 (t) 403-342-2170 (f) 403-342-2171 (e) nchs@rdpsd.ab.ca bit.ly/NorthCottage

Principal: Stephen Pottage
Vice-Principal(s): Shelley Lower

Outreach	Quest	North Cottage
Student Profile: <ul style="list-style-type: none"> Grade 4-8: 10 Grade 9: 34 Grade 10: 75 Grade 11: 105 Grade 12: 218 Total Student Population: 442 ESL Students: N/A First Nations; Métis; Inuit Students: 119 French Immersion Students:N/A Staff Profile: <ul style="list-style-type: none"> Teachers: 11 Classified Staff: 5 Facility Services Staff: XX Total Staff: 16 	Student Profile: <ul style="list-style-type: none"> Grade 6-8: 0 Grade 9:83 Grade 10: 88 Grade 11: 102 Grade 12:116 Total Student Population: 389 ESL Students: N/A First Nations; Métis; Inuit Students: 38 French Immersion Students:N/A Staff Profile: <ul style="list-style-type: none"> Teachers: 10 Classified Staff: 2 Facility Services Staff: XX Total Staff: 17 	Student Profile: <ul style="list-style-type: none"> Grade 7-8: 0 Grade 9:0 Grade 10: 2 Grade 11: 5 Grade 12: 12 Total Student Population: 19 ESL Students: N/A First Nations; Métis; Inuit Students: 7 French Immersion Students:N/A Staff Profile: <ul style="list-style-type: none"> Teachers: 2 Classified Staff: 1 Facility Services Staff: XX Total Staff: 3

New Directions:

COVID-19 limited our ability to continue our priorities during the 2020/21 school year. Our staff was also mobilized to support not only our regular student body, but to also the hundreds of RDPSD students who chose at-home learning in response to COVID-19. The Alternative Programs supported over 2000 students during the 2020/21 school year which was almost double from the previous school year (1083).

The Alternative School Centre continued our emphasis on a number of initiatives this past year which prioritized our efforts around course completions and parent engagement. Our continued use of the pomodoro light system to set a school routine has continued to be very positive and we are excited about the stability and work expectations it sets for students. The decision to move away from direct-instruction and towards more independent and personalized learning approaches has resulted in our teachers able to support far more students on a daily basis and give kids more flexibility around attendance. We have also moved our traditional learning spaces into a “learning commons” approach and inclusive environment to support the many different learning styles and levels of our students. Teachers meet with students to set daily work expectations and we are intervening at a much earlier time when students become disengaged. As we continue to try new strategies

within this new model, we are excited about the possibilities and see a future which should result in more students reaching HS completion.

Opportunities and Challenges:

The Alternative School Programs continue to review the opportunities and challenges of keeping struggling and at-risk students connected with their education. Many of our students have become disenfranchised with the educational system and Alternative School Programs staff are working hard to reconnect through flexible attendance and learning opportunities. This, along with personal and addiction counselling and support services, we are hopeful students will take greater interest in their educational futures.

A Year of Success:

Red Deer Public Schools continues to provide high quality learning opportunities for our students. We are proud of the achievements of our students and of the learning opportunities provided for them, reflecting both our vision: "A culture of respect, inclusion, caring and excellence, where every student succeeds" and the mission of the Red Deer Public Schools: "Striving for excellence by inspiring learning and nurturing hope in every student."

Alberta Education Assurance Measures: Overall Summary

School: 4435 Outreach School Centre

Assurance Domain	Measure	Outreach School Centre			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	78.6	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	64.6	76.8	76.9	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	6.0	6.8	13.0	83.4	80.3	79.6	Very Low	Declined	Concern
	5-year High School Completion	29.4	35.1	27.3	86.2	85.3	84.8	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	3.9	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	0.0	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	70.1	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	14.6	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	84.0	90.7	93.1	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.6	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	93.5	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	80.0	73.3	70.0	79.5	81.8	81.4	n/a	n/a	n/a

Alberta Education Assurance Measures: FNMI Summary

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 4435 Outreach School Centre (FNMI)

[illegible]

Division Goal

Literacy and Numeracy

Literacy refers to the ability of students to effectively and confidently work with words and numbers.

Outcomes

- Each learner is proficient in the areas of reading, writing, speaking and listening.
- Each learner has the ability to proficiently reason and apply numerical concepts.

Division Performance Measures

Survey result scores for literacy measurements by students, parents, and staff

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are able to read and write what is expected in school.	77.8	85.7	77.3	N/A	N/A
Overall percentage of students who feel they are able to read and write what is expected of them in school.	80.0	96.8	91.7	N/A	89.29
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	91.3	88.2	86.4	N/A	95.65

Survey result scores for numeracy measurements by students, parents, and staff

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	77.8	76.2	75.0	N/A	N/A
Overall percentage of students who feel they are able to understand and work with numbers in school.	80.0	77.4	70.8	N/A	85.71
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	78.3	88.2	86.4	N/A	91.30

Anecdotal Results, Analysis and Action

Anecdotal Results:

- 2020/21 was a difficult year for students due to the complexities of COVID-19. Many of our students had a difficult time staying engaged and completing courses in a timely manner.

Analysis:

- With increased attendance and prioritization of daily literacy and numeracy outcomes, we expected students to get back on track with increased completions.

Action:

- We are in the process of acquiring new courses (more engaging, better sequencing) and adapting our older ones to better support our students and their learning. We have also started piloting a new initiative to have our regular attending students get 30min of dedicated EA time per week. This time will be spent primarily to address literacy and numeracy

Division Goal

Equity

***Equity is fairness for all students through:
excellence in instruction, support for students, and a reduction of barriers..***

Outcomes

- All staff have the ability to meet the diverse needs of all students through excellent instruction.
- Students are supported in their academic, behavioural, social and emotional well-being.
- Students are able to access the supports and services they need to achieve success through the reduction of barriers.

Alberta Education Performance Measures

- **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.**

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	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.	90.5	91.5	n/a	87.1	89.7

- **Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.**

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	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.	88.9	90.5	n/a	87.5	84.9

Division Performance Measures

- **Survey result scores for equity measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	81.5	95.2	81.8	N/A	N/A
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	80.0	80.7	91.7	N/A	96.43
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	91.3	88.2	100	N/A	100

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	77.8	81.0	72.7	N/A	N/A
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	60.0	67.7	81.3	N/A	92.86
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	95.7	94.1	86.4	N/A	86.96

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	77.8	87.6	61.4	N/A	N/A
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	80.0	64.5	72.9	N/A	78.57
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	95.7	76.5	77.3	N/A	65.22

Anecdotal Results, Analysis and Action

Anecdotal Results:

- COVID has resulted in students who feel more disconnected to our school than ever before. Attendance and regular completion of courses were way down as a result.
- Our staff were also tasked with supporting the 9-12 AHL program and we had more than double our annual enrollment.

Analysis:

- Overall we believe that we are doing a very good job - in our current model - of supporting a wide variety of students with flexible educational approaches and diverse programming options.

Action:

- We are looking at re-examining how we support our communities' most at-risk students while providing them a flexible yet engaging educational experience and opportunity.

Division Goal

Student Success And Completion

Student success and completion is the successful journey students experience from early learning, through all grades, to high school completion, and beyond..

Outcomes

- Children have an excellent start to their learning journey in Pre-K and Kindergarten.
- Students experience effective transitions between grades and between schools.
- Students experience character education programming in Grades 1-9.
- Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.

Alberta Education Performance Measures

- **Overall agreement that students model the characteristics of active citizenship.**

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	76.8	77	n/a	76.8	64.6

- **Overall agreement that students are taught attitudes & behaviour that make them successful when they finish school.**

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
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.	100	100	n/a	100	100

- **Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education.**

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	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.	48.7	51.5	n/a	46.8	48.9

- **High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.**

	Outreach School									
	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	N	%	N	%	N	%	N	%	N	%
3 Year Completion	34	9.7	42	13.0	30	19.4	35	6.8	37	6.0
4 Year Completion	34	12.8	37	19.9	42	25.4	28	23.4	38	27.3
5 Year Completion	22	39.4	35	18.7	37	28.2	45	35.1	30	29.4

Measure	Outreach School			Alberta		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Diploma Exam Participation Rate (4+ Exams)	n/a	0.0	0.0	n/a	56.6	56.4
Drop Out Rate	23.4	22.6	15.6	2.6	2.7	2.6
Program of Studies	48.9	46.0	48.8	81.9	82.4	82.1
Rutherford Scholarship Eligibility Rate	36.9	35.2	35.6	68.0	66.6	64.9
Safe and Caring	89.7	87.1	89.3	90.0	89.4	89.1
School Improvement	84.9	87.5	89.0	81.4	81.5	81.0
Transition Rate (6 yr)	7.8	11.9	12.9	60.0	60.3	59.5
Work Preparation	100.0	100.0	100.0	85.7	84.1	83.2

Division Performance Measures

- Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children will be prepared for the next grade level.	70.4	66.7	75.0	N/A	N/A
Overall percentage of students who feel they will be prepared for the next grade level.	100	83.9	81.3	N/A	82.14
Overall percentage of teachers who feel the students will be prepared for the next grade level.	78.3	82.4	81.8	N/A	69.57

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children will complete high school.	81.5	90.5	81.8	N/A	N/A
Overall percentage of students who feel they will complete high school.	100	96.8	95.8	N/A	92.86
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	100	100	90.9	N/A	91.30

- Survey result scores for the division's Core Values for Learning and Life by students, parents, and staff**

Performance Measure	Results (in percentages)
	2020-2021
Overall percentage of parents who feel their children hear about the Red Deer Public Schools' Values for Learning and Life in school.	N/A
Overall percentage of students who feel they hear about the Red Deer Public Schools' Values for Learning and Life in school.	75.00
Overall percentage of teachers who feel that students hear about the Red Deer Public Schools' Values for Learning and Life in school.	73.91

Anecdotal Results, Analysis and Action

Anecdotal Results:

- The Alternative Programs supports upgrading students, and adults who do not show up on our annual results. In a typical year we have 20-30 students who achieve their HS diploma through us that does not show up on the 3-5 year completion rates yet this continues to be a statistic that we are incredibly proud of.

Analysis:

-

Action:

- We are looking at re-examining how we support our communities' most at-risk students while providing them a flexible yet engaging educational experience and opportunity.
-

Division Goal
<i>Success for First Nations, Métis and Inuit students</i>
Outcome
<ul style="list-style-type: none">FNMI Students are engaged in learning.
Anecdotal Results, Analysis and Action
<ul style="list-style-type: none">We have a disproportionately high FNMI student population. We continue to emphasize Indigenous perspectives across all programs and in all classes, and value our strong partnerships with local elders and the Native Friendship Society.

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of **The Alternative School Centre**. As required under Section 13 of the School Councils Regulation, schools provide opportunities for their School Councils and stakeholders to be involved in the development of the report. A review and interpretation of Accountability Pillar measures are also communicated and shared with School Councils and are available at individual schools.

- The School Results Report was reviewed and discussed at the **November 10** meeting of the School Council
- The School Results Report is posted on the school website at: www.asc.rdpsd.ab.ca



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