

**Drayton Valley Community Outreach School
2020-21 Annual Education Results Report**

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Annual Education Results Report
DRAYTON VALLEY COMMUNITY OUTREACH
SCHOOL

2020-2021 School Year

Foundation Statements

VISION

Learners will successfully explore and pursue their own path to a life of purpose.

MISSION

We will build a flexible school community where a focus on wellness, personal responsibility and individuality empower our students to flourish.

VALUES

Wellness	Lifelong Learning	Active Citizenship
relationships dignity individuality self worth self respect self confidence resiliency	critical thinking work ethic skill development passion	connections peer mentorship empathy respect for others equality social justice

ESSENTIAL INFORMATION ABOUT THE SCHOOL

Drayton Valley Community Outreach School provides support to Grade 9 to 12 WRSD students in Drayton Valley. The majority of our population are students for whom learning has been compromised because, primarily, they have either 'avoided' attending regular school classes or their compromised attendance has exacerbated severe anxiety problems. This avoidance has occurred for many reasons but, even with the provision of 'in-house' support at other schools, including administration, teaching staff, School Support Facilitators and Family Wellness Workers, these young people have not been successful at achieving success in the

traditional school context. Fortunately, now these students have reached a point in their lives where they wish to achieve academic success and earn a high school diploma in order to improve their life chances as they move beyond school. Included in this group are approximately one quarter of our population who are accessing Tier 4 interventions, support beyond the school, and are involved with the justice system, mental health providers or addictions.

We also have an increasing cohort of students who are accessing us as an option due to flexibility in pace and space. Finally, we have shared students from all high schools in our school division who are needing to take one or two courses they are unable to take at their host school; who for whatever reason are choosing to access self-directed learning options.

2020-2021 Results Report

School Results

Assurance Domain	Measure	Drayton Valley Comm 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
Student Growth and Achievement	Student Learning Engagement	79.3	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	87.2	80.1	70.6	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	24.1	36.5	26.3	83.4	80.3	79.6	Very Low	Maintained	Concern
	5-year High School Completion	30.6	72.2	53.2	86.2	85.3	84.8	Very Low	Declined	Concern
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	66.8	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	3.6	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.1	87.8	87.2	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.6	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	95.5	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	70.6	72.4	72.4	79.5	81.8	81.4	n/a	n/a	n/a

FNMI Results

Assurance Domain	Measure	Drayton Valley Comm Outreach (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	*	*	n/a	62.0	55.9	55.6	*	n/a	n/a
	5-year High School Completion	*	*	n/a	68.1	65.0	63.4	*	n/a	n/a
	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	80.0	n/a	n/a	77.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	0.0	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

Summary of Accountability Pillar Results

In looking at the data, it is great to see so many positive results. When we dig deeper into a couple of the categories, we can see some interesting results and trends. Student Learning Engagement seems to be deceiving, as teachers scored our school at 100% (7 respondents), and students 58.6% (16 respondents). What can we attribute this to? With COVID, we were not able to have our engagement activities like food, crocheting, film studies, bring in activities/speakers, have our cultural events. Our daily attendance was quite low in comparison to previous years. Students did not enjoy the restrictions and would often work from home. We struggled with connecting with these students on a consistent basis as they were able to hide at home. Students asked if we could do the engagement activities during the 2020/21 school year but we were not able to. It definitely impacted our culture and climate.

Looking even deeper into the numbers we can see the attitudes of our students towards subject at our school we see the following:

English 80% - Learning is useful

Math 46% - Learning is useful

Science 81% - Learning is useful

Social 43% - Learning is useful

With our demographics, we quite often hear during our intake meetings that our students do not like Math and Social Studies. They are both subject areas where they have anxiety and/or struggle with. We started offering a math prep course for students coming in from grade 9 or who have not taken high school math courses before to give them improved skills to take Math 10C or Math 10-3. Our goal was to build confidence and take the stigma out of math. It is a strategy that we will continue with into this school year and beyond. For Social Studies, we need to do a better job of connecting the outcomes of this course with real world applications. The cliché of why are we learning this, especially for our Social Studies 30 courses, we need to map out a plan where students understand the importance and real world applications of the outcomes of Social Studies.

Impact of 2020/21 Results on Strategies

Inquiry Question for 2020/21

We had two inquiry questions for the 2020/21 school year. Both are below

- 1) How can we as a staff and as a school develop and administer assessment that focuses on outcomes rather than average scores to improve teacher practices and provide informed feedback to students?
- 2) How can we as a staff develop, implement and sustain an in-school engagement program, within an established alternative school environment, to increase life chances for each student?

Goals	Key Strategies	Reflections based on 20/21 Data
<p>Improve student learning and create experiences and positive cultural events for them to participate in.</p> <p>Improve current assessment practices to meet the needs of on campus and SDL/Connections students.</p>	<p>Some of our strategies are carryovers from the previous year. We have found that focusing on our engagement strategies has improved our culture.</p> <p>Create activities and experiences for students with a focus on the competencies that also teaches students how to think.</p> <p>Student engagement and assessment/feedback</p> <p>Continued release time or Fri Teacher development time for teachers to look at curriculum and design meaningful and engaging learning opportunities</p> <p>Use of technology/communication /Powerschool as a way to give more immediate, meaningful feedback to both students and parents on progress or need for intervention</p>	<p>COVID policies interfered with creating those experiences and engaging students. We had hoped that we could “get back to what we do at DVCOS” but unfortunately we were not able to. However, it did force us as a staff to look at alternative ways to engage students and give them a “regular” school experience. Whether it was virtual art or crocheting, online games and activities, socially distanced activities at school, we tried our best to give our students a good experience.</p> <p>Creating an environment where students attend and want to engage, empowers them and our staff to improve on their learning and what works best for kids. It is a goal that we will continue to improve on.</p>

Signatures

Our School Plan has been developed collaboratively with the school community and is submitted to the Superintendent for review

Principal

Date

We the undersigned, have been provided with information regarding the development of this school plan and are aware of the contents of this document.

Teacher Representative

Date

Approved:

_____ **Superintendent of Schools or Delegate**

_____ **Date**