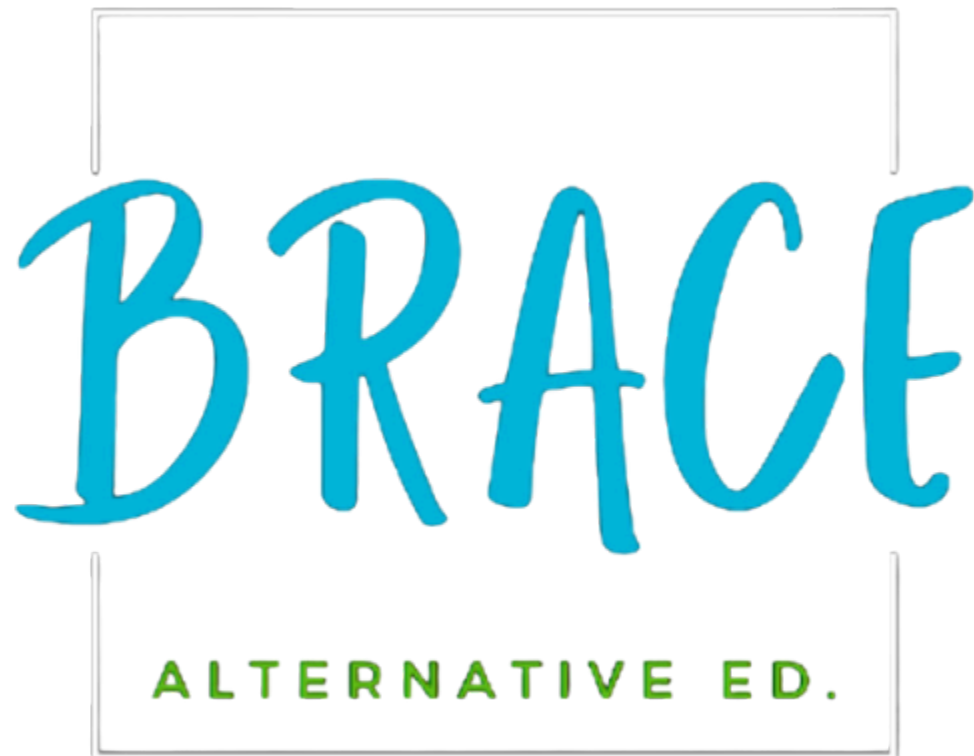# Battle River Alternative Centre for Education

"To be willing is to be able."

Annual Education Results Report

2023-24

September, 2024

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Alberta Education Assurance Measures

What is Assurance?

The Alberta Education Assurance Framework is one way that the Alberta Government ensures that our education system is working. Each spring school divisions and their schools create education plans that guide us throughout the year as we work to teach your students and to keep current with educational research, manage resources effectively and ensure our schools are excellent places to grow up. You may have completed a survey in the early part of the year where you provided feedback on how our schools were doing. You may also have had students write, or have heard of, our Provincial Achievement Tests or Diploma Exams. These are just a few of the examples of how schools and divisions collect data to let us know how we are progressing.

In the fall schools and divisions are provided with the results of our hard work in the form of an Annual Education Results Report. This is that report.

What is measured?

As you look through this report you will see that there are many different measures including exam results, high school completion rates, Safe and Caring measures, data specific to our First Nations, Metis and Inuit students and our English Language Learners. Financial information is also reported on in this document.

What is "local data"?

Local data is evidence collected by schools and by divisions and used, along with our Alberta Education data, to paint a fuller picture of what is happening in our school. This includes things like results from testing students' reading, or mathematics skills, surveys from schools that ask questions specifically about our school.

2023-2024 Accountability Statement

Whistleblower Protection

Whistleblower Protection: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca

Accountability Statement

The *Battle River Alternative Centre for Education Annual Education Results Report* for the 2023-2024 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This *Annual Education Results Report* for 2023-2024 was approved by our School Council.

_____   _____   _Nov. 30, 2024_____

Parent Council Chair   Date   Principal   Date

Profile

The Battle River Alternative Centre for Education (BRACE) provides an alternative learning environment for junior high and high school students within the Battle River School Division. Established in 2021, BRACE was formed by merging Battle River Online School and Camrose Outreach School to meet the diverse needs of part-time and full-time students, shared students from partner schools, adult learners, and those upgrading their skills. Additionally, a Middle Years Outreach program is available for students in grades 5-9 who require an alternative setting. BRACE also offers summer school and oversees the Women's Shelter School and parent-led home education programs. BRACE averages about 200 full time students and about 400 shared students (students at other BRSD schools) each year.

BRACE provides students with:
- a safe, comfortable environment
- flexible learning environment (online and can access in person)
- qualified student centered teachers and support staff
- Alberta Education courses (cores and electives) required to attain a Diploma or Certificate of Achievement.
- flexible schedules and access to one on one help (both in-person or virtually)
- in-person one-one instruction and group instruction - synchronous and asynchronous online learning platform (Moodle)

Students attending BRACE have access to BRSD Career Counselors, Family School Liaison support, Addictions and Mental Health support through AHS, and other community supports like Camrose Association for Community Living, The Open Door, and other inter-agency support.

BRACE is located in the North end of École Camrose Composite High School and BRACE high school students have access to different learning spaces. BRACE prides itself on meeting all of the "alternative" needs in the division.

Our Vision: "To be willing is to be able."

Our Mission: To develop strong healthy relationships within flexible learning environments while assisting students in meeting their educational needs.

Our Beliefs or Values:

At BRACE we strive for:
  Belonging – We are all better together.
  Relationships – Support each other and make connections with classmates.
  Accepting – Be mindful and inclusive of others.
  Caring – Show kindness and compassion to others.
  Excellence – Focus on learning and being engaged in your work.

Alberta Education Assurance Measures - Overall Summary

Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Battle River Alternative Centr			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	n/a	94.1	86.1	83.7	84.4	84.8	n/a	n/a	n/a
	Citizenship	n/a	89.0	88.1	79.4	80.3	80.9	n/a	n/a	n/a
	3-year High School Completion	52.0	47.6	44.0	80.4	80.7	82.4	Very Low	Maintained	Concern
	5-year High School Completion	42.1	67.6	55.5	88.1	88.6	87.3	Very Low	Declined	Concern
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	55.8	56.0	56.0	81.5	80.3	80.3	Very Low	Maintained	Concern
	Diploma: Excellence	6.5	1.4	1.4	22.6	21.2	21.2	Very Low	Improved Significantly	Acceptable
Teaching & Leading	Education Quality	n/a	95.2	90.4	87.6	88.1	88.6	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	95.3	92.2	84.0	84.7	85.4	n/a	n/a	n/a
	Access to Supports and Services	n/a	100.0	95.6	79.9	80.6	81.1	n/a	n/a	n/a
Governance	Parental Involvement	n/a	87.5	77.4	79.5	79.1	78.9	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. 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 Exam 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.

Priority 1: Literacy and Numeracy

All students will improve in literacy and numeracy.

SCHOOL GOAL(s)
- BRACE students will have improved literacy outcomes (reading, writing, speaking, viewing, and listening) through high quality instruction and optimal learning environments.
- BRACE students will continuously enhance their numeracy skills and competencies to solve problems and apply strategies in a wide variety of contexts.

Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning-Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Diploma Exam Results

Diploma Exam Results	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
Acceptable Standard %	N/A	47.8	56.0	N/A	67.6	67.6	N/A	75.2	80.3
Standard of Excellence %	N/A	0.6	1.4	N/A	8.8	7.7	N/A	18.2	21.2

Comments: We are encouraged to see that our percentage of Acceptable Standard and Standard of Excellence has risen from 2022-2023. We will continue to focus on high quality teaching and optimum learning through our creating of courses, instruction of outcomes, assessment of activities, and descriptive feedback to support students to learn at deeper levels so these results continue to increase. We will be working to support our teachers in evaluating Diploma results to inform practice and also providing a variety of opportunities to prepare students for Diploma exams.

Diploma Exam Results Course By Course Summary With Measure Evaluation

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.		Results (in percentages)								
		2020		2021		2022		2023		2024	
		A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	n/a	n/a	n/a	n/a	45.2	0.0	73.3	0.0	88.5	3.8
	Authority	n/a	n/a	n/a	n/a	71.6	3.5	76.7	2.2	83.8	2.1
	Province	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1

						A	E	A	E	A	E
English Lang Arts 30-2	School	n/a	n/a	n/a	n/a	69.2	3.8	88.9	0.0	88.9	5.6
	Authority	n/a	n/a	n/a	n/a	83.0	8.5	91.0	6.0	82.9	9.5
	Province	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9
Mathematics 30-1	School	n/a	n/a	n/a	n/a	0.0	0.0	10.0	0.0	25.0	0.0
	Authority	n/a	n/a	n/a	n/a	47.8	7.5	52.6	7.8	51.7	10.8
	Province	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0	75.4	34.9
Mathematics 30-2	School	n/a	n/a	n/a	n/a	37.5	0.0	36.4	0.0	52.4	14.3
	Authority	n/a	n/a	n/a	n/a	48.0	5.3	47.4	6.5	46.7	5.9
	Province	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4
Social Studies 30-1	School	n/a	n/a	n/a	n/a	73.3	0.0	43.5	0.0	75.0	8.3
	Authority	n/a	n/a	n/a	n/a	78.9	7.9	67.7	3.2	73.1	6.7
	Province	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7
Social Studies 30-2	School	n/a	n/a	n/a	n/a	56.0	0.0	75.0	0.0	60.0	6.7
	Authority	n/a	n/a	n/a	n/a	68.6	2.9	77.0	5.9	68.8	5.4
	Province	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7
Biology 30	School	n/a	n/a	n/a	n/a	14.3	0.0	47.6	0.0	57.1	0.0
	Authority	n/a	n/a	n/a	n/a	63.6	13.2	67.7	16.7	66.0	12.2
	Province	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7
Chemistry 30	School	n/a	n/a	n/a	n/a	30.0	0.0	56.3	0.0	14.3	0.0
	Authority	n/a	n/a	n/a	n/a	61.6	14.0	64.6	16.7	65.9	13.8
	Province	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0	82.9	38.0
Physics 30	School	n/a	n/a	n/a	n/a	*	*	45.5	0.0	66.7	22.2
	Authority	n/a	n/a	n/a	n/a	76.6	23.4	54.1	3.3	66.7	14.4
	Province	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1
Science 30	School	n/a	n/a	n/a	n/a	55.0	0.0	50.0	7.5	32.0	6.0
	Authority	n/a	n/a	n/a	n/a	62.5	6.3	59.1	10.2	48.0	4.1
	Province	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1	81.3	24.6

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. 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. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Implications for Education Plan

The two key implications for us are fostering connections and improving the quality of teaching and learning. By building strong connections with students and following through to ensure they are engaging with both their courses and teachers, we will gain a deeper understanding of whether they are in the right streams or courses. Ensuring that students are engaged and that their needs are being met will help both students and educators achieve success.

As part of our mandate, we serve a diverse population, including upgraders and mature students who may have specific course requirements. Through sustained connection and engagement, we can ensure that students are receiving high-quality teaching and optimal learning experiences. This approach will directly inform and shape our educational plan moving forward.

Priority 2: High Quality Teaching and Optimum Learning

All staff are working to create an optimum learning environment for students through high quality teaching.

Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning-Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	78.1	94.1	N/A	82.7	82.3	81.9	85.1	84.4	83.7
Parent	62.5	N/A	N/A	84.0	83.4	84.6	88.7	87.3	86.7
Student	78.4	88.2	N/A	67.9	70.0	65.7	71.3	70.9	69.3
Teacher	93.3	100.0	N/A	96.1	93.3	95.3	95.5	95.1	95.1

Comments: In a general sense, engagement is a concern and a priority for our 2024-25 plan. Engagement not only in the courses, but also in our program. Weekly announcements, monthly newsletters, increasing consistent activities on Thursdays, phone calls, etc. are part of our plan to connect and engage our community. Our community includes our own BRACE-registered students, but also shared students and faculty. We continue to work to balance engaging with both BRACE students and shared students and faculty to ensure increased student learning engagement in a way that does not affect our own results.

Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	70.0	100.0	N/A	77.2	75.4	76.4	81.0	80.4	79.9
Parent	*	N/A	*	64.4	64.9	66.6	74.6	73.4	73.3
Teacher	70.0	100.0	*	90.1	85.8	86.2	87.4	87.3	86.6

Comments: We are focusing on updating and improving our Moodle courses and as we do that, we will work to ensure we are including sound assessment practices. Focusing on the learning and not on the grade or score inspires students to engage with and remember the material they are learning.

Another area we develop lifelong learning is through helping students transition from school to community living and employment through supporting programs such as RAP, Work Ex, etc.

Work Preparation
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			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	90.0	100.0	N/A	82.8	79.3	80.1	84.9	83.1	82.8
Parent	*	N/A	*	72.7	69.6	70.0	77.3	75.0	74.8
Teacher	90.0	100.0	*	92.8	89.0	90.3	92.5	91.3	90.7

Comments: With a strong focus on developing culture and character, we will collaborate with Career Counselors and post-secondary institutions to cultivate the attitudes and behaviors that will help students succeed in the workforce after graduation. Additionally, we have introduced several complementary courses designed to support students as they transition to life beyond school.

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

	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
	%	%	%	%	%	%	%	%	%
3 Year Completion	34.7	47.6	52.0	85.0	75.6	83.5	83.2	80.7	80.4
4 Year Completion	55.4	40.0	55.0	88.8	87.3	79.6	87.1	86.5	85.1
5 Year Completion	48.5	67.6	42.1	89.6	90.0	87.7	87.1	88.6	88.1

Comments: Given that our community and students come from diverse backgrounds and situations, we work closely with each student to create a personalized program that sets them up for success including number and types of courses and what high school completion looks like for them. This year, our focus is on strengthening our connections with students and providing ongoing support to ensure they stay on track to successfully complete their program, while meeting them where they are and balancing their individual needs.

We also recognize our role in supporting community schools in their completion rates through sharing of students and programs.

High School to Post-secondary Transition Rate

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
	%	%	%	%	%	%	%	%	%
4 Year Rate	0.0	3.3	0.0	36.3	39.4	33.5	41.2	40.2	41.1
6 Year Rate	8.9	22.5	4.5	57.2	54.4	55.6	60.3	59.7	60.1

Comments: At this time, our priority is to develop programs that are responsive to student needs and to connect with our students in ways that engage them, ensuring they stay on track for personal success in alignment with their individual goals and aspirations.

We support many students who have come to us for upgrading or an adaptable program that will allow them to successfully upgrade to meet lifelong goals and fulfill post-secondary program requirements. Since the majority of our students do not begin with us in Grade 10, they are not reflected in the data shown.

Rutherford Eligibility Rate

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
	%	%	%	%	%	%	%	%	%
Rutherford Scholarship Eligibility Rate	63.9	64.8	60.8	75.4	76.6	75.9	70.2	71.9	70.7

Comments: We are proud of our success in supporting students to reach their full potential. By fostering strong connections, we will continue to motivate, guide, and encourage them to achieve their very best.

Education Quality

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

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	85.7	95.2	N/A	86.8	87.0	86.8	89.0	88.1	87.6
Parent	77.1	N/A	*	80.4	82.5	81.9	86.1	84.4	83.8
Student	93.3	90.4	N/A	83.7	84.3	82.4	85.9	85.7	84.9
Teacher	86.7	100.0	*	96.3	94.3	96.1	95.0	94.4	93.9

Comments: We take pride in the satisfaction our teachers, parents, and students have consistently expressed regarding the overall quality of our basic education. By emphasizing strong connections and maintaining a focus on high-quality teaching and optimum learning, we aim to ensure this satisfaction continues to grow. We are also working to increase engagement from students and parents in our culture to ensure that we get valuable data and feedback.

School Improvement

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			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	88.9	98.2	N/A	70.7	73.8	74.5	74.2	75.2	75.8
Parent	*	N/A	*	59.6	66.7	74.4	70.0	72.5	75.2
Student	100.0	96.4	N/A	73.1	74.0	68.3	76.3	75.0	74.0
Teacher	77.8	100.0	*	79.2	80.9	80.9	76.3	78.0	78.2

Comments: We are pleased that our stakeholders recognize the improvements in our school. By strengthening connections and continuing to enhance high-quality teaching and optimum learning, we aim to maintain and build upon our previous successes.

Program of Studies

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.

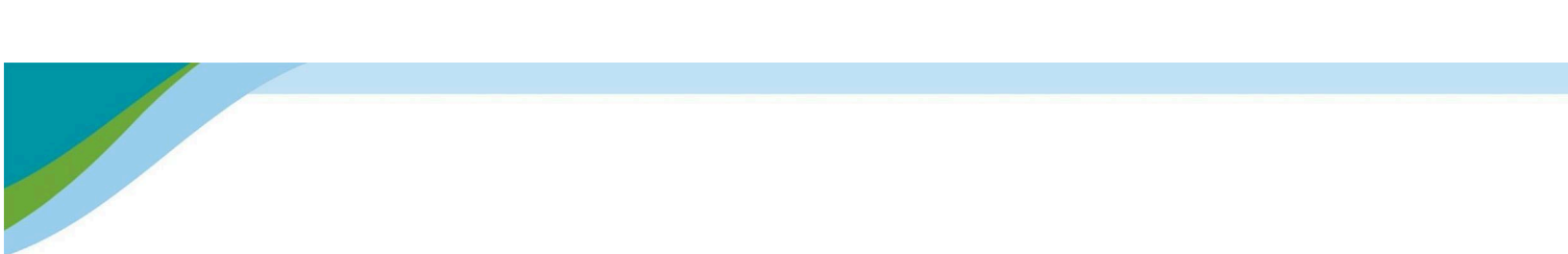|	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	80.9	81.7	N/A	79.4	80.5	79.5	82.9	82.9	82.8
Parent	*	N/A	*	80.1	79.5	79.8	82.4	82.2	82.3
Student	78.1	67.0	N/A	69.5	73.2	70.4	76.9	77.4	76.7
Teacher	83.6	96.3	*	88.6	88.9	88.2	89.3	89.3	89.2

Comments: Through staffing and programming, we have expanded the variety of complementary courses, ensuring that our students have access to a broad program of studies that meet student interests. We also provide and support community schools with a variety of complementary courses so they can add to their course offerings.

Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	67.3	87.5	N/A	73.3	75.2	76.3	78.8	79.1	79.5
Parent	*	N/A	*	61.6	66.6	69.6	72.3	72.5	74.4
Teacher	67.3	87.5	*	84.9	83.9	83.1	85.2	85.7	84.6

Comments: Through weekly announcements, monthly newsletters, and a focus on building connections, we aim to enhance parent engagement, ensuring they feel actively involved in their students' education and programming. We regularly involve parents through live PowerSchool updates complemented with Moodle progress reports and announcements.

Implications for Education Plan
Our two key priorities—fostering connections and enhancing the quality of teaching and learning—are central to maintaining and improving many of our results. A third priority is cultivating a strong and positive culture. By focusing on these areas, we aim to address the results requiring action while continuing to excel in areas where we have already achieved success.

Priority 3: Equity

All students' unique backgrounds will be fostered and honoured through high-quality teaching and optimum learning.

SCHOOL GOAL
- At BRACE, we will ensure all students feel safe, welcomed, and we will continue to provide the same access to services wherever possible for academic success, and student well being.
- Our classrooms will be conducive to both staff and students having an optimum learning/work environment. This includes balancing the needs of in person learning and online learning.

Assurance Domains:
Learning Supports- Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.
Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	89.1	95.3	n/a	85.4	83.3	83.4	86.1	84.7	84.0
Parent	71.4	n/a	*	84.1	82.9	85.9	86.9	85.6	85.3
Student	98.9	94.2	n/a	75.3	75.5	71.0	77.7	76.6	75.2
Teacher	97.0	96.4	*	96.7	91.5	93.2	93.6	92.0	91.6

Comments: Through our focus on connection and engagement, we are hopeful that our efforts will help maintain strong results in this area.

Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	87.2	89.0	n/a	79.4	76.8	77.3	81.4	80.3	79.4
Parent	*	n/a	*	75.5	73.2	76.7	80.4	79.4	78.7
Student	83.0	83.1	n/a	69.4	69.9	64.9	72.1	71.3	69.6
Teacher	91.5	95.0	*	93.2	87.3	90.2	91.7	90.3	89.8

Comments: With a focus on connection and developing culture, we hope to build on our previous results.

Safe and Caring

Percentage of teacher, parent and student agreement: 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			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	91.9	98.4	n/a	88.4	86.7	86.8	88.8	87.5	87.1
Parent	77.8	n/a	*	87.7	86.6	88.8	89.5	88.1	88.0
Student	100.0	96.9	n/a	80.5	80.4	77.5	82.5	81.5	80.4
Teacher	97.9	100.0	*	97.0	93.2	94.1	94.3	93.0	92.9
Comments: With a focus on connection and developing culture, we hope to build on our previous results.									

Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	89.0	85.0	n/a	71.2	69.6	69.5	72.6	72.9	71.9
Parent	*	n/a	*	63.7	63.6	67.4	67.4	68.4	67.8
Student	87.5	80.4	n/a	74.4	78.8	72.4	73.5	74.3	73.0
Teacher	90.6	89.6	*	75.4	66.2	68.8	77.0	76.0	74.8
Comments: Through our weekly announcements, monthly newsletters, activity Thursdays, and our social media posts, we are working to ensure that our students have access to programs and services despite their situation. Our career counselors are very engaged and we work closely with our SWF, MHCB, and Alberta Health Mental Health workers to provide programs and services for our students. Through continuous enrollment, students are able to access and start a program anytime during the school year.									

Access to Supports & Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	91.3	100.0	n/a	76.5	75.2	76.5	81.6	80.6	79.9
Parent	80.0	n/a	*	68.1	69.3	73.7	77.4	75.7	75.4
Student	100.0	100.0	n/a	77.3	79.7	77.0	80.1	79.9	78.7
Teacher	93.9	100.0	*	84.1	76.6	78.9	87.3	86.2	85.6
Comments: We will continue to work with service providers to maintain student access to supports and services.									

At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	92.2	100.0	n/a	78.1	76.5	78.0	81.9	81.2	80.6
Parent	80.0	n/a	*	67.9	67.1	71.5	75.3	73.7	73.5
Student	100.0	100.0	n/a	77.3	79.7	77.0	80.1	79.9	78.7
Teacher	96.6	100.0	*	89.3	82.9	85.4	90.3	89.9	89.5

Comments: By building strong connections with students and following through to ensure they are engaging with both their courses and teachers, we will continue to ensure that we are active in engaging with students who are at risk to support them and help them to access programs and services. This includes shared students, families, and staff who require support that aren't included in this data.

Drop Out Rate

Drop Out Rate - annual dropout rate of students aged 14 to 18

	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
	%	%	%	%	%	%	%	%	%
Drop Out Rate	11.3	6.5	11.9	2.5	1.7	3.5	2.3	2.5	2.5
Returning Rate	8.0	20.6	34.5	15.3	15.3	21.9	17.3	17.2	16.6

Comments: As part of our mandate, we support a diverse student population, including those who have faced challenges with in-person learning and academic success. By fostering sustained connection and engagement, we can ensure students receive high-quality teaching and optimal learning experiences. This commitment will guide and shape our educational plan moving forward.

By building strong relationships with students and actively monitoring their engagement with courses and teachers, we can better assess whether they are in the right streams or courses, identify their needs for success, and develop tailored plans to support their individual pathways to achievement, whatever that may be.

Implications for Education Plan

These results reaffirm our focus on building connections, increasing engagement, and fostering a positive culture. By concentrating on these three areas, we are confident in our ability to maintain and enhance our outcomes while ensuring that the individual program plans we create support each student's unique path to success.

Attendance

Attendance at BRACE is tailored to each student's individual program plan. Some students attend daily, others attend weekly, and some are face-to-face only for assessments. We recognize that connection with our staff and program is essential for success, so we prioritize creating plans that ensure meaningful engagement. For BRACE students and shared students who are not consistently connecting, teachers and administrators reach out through phone calls and emails to support them in following their plans and achieving success.

School Budget Summary 2023-2024

Categories	Amount ($)
Teachers	793 680
Support Staff	102 833
Substitutes	1421
Classroom Resources	13 146
General Resources	8229
Professional Development	1312

- Teachers
- Support Staff
- Substitutes
- Classroom Resources
- General Resources
- Professional Development

11.2%

86.2%
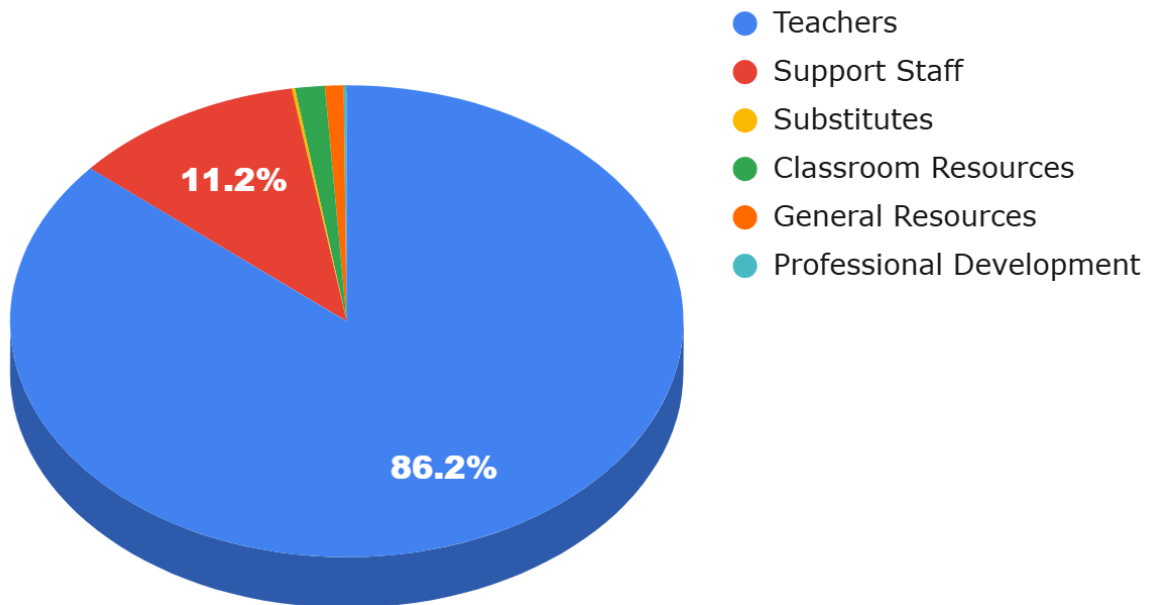
School Year Summary

Overall, we feel we made significant progress toward achieving our goals for the 2023-24 school year. While we are pleased with the strides we've made, we recognize that there are areas where continued focus and improvement will further benefit all of our students - BRACE students and shared students. Moving forward, we plan to concentrate on three primary areas: strengthening our connections with students, enhancing our engagement with high-quality teaching and optimal learning practices, and developing a stronger, more inclusive school culture.

Our commitment to building strong connections with students is essential, as it lays the foundation for meaningful engagement in their education. By fostering positive relationships with both staff and peers, we aim to create an environment where students feel supported and valued.

In parallel, we are dedicated to maintaining and improving the quality of teaching and learning in our school. We believe that high-quality instruction and tailored learning experiences are critical in helping all students reach their full potential.

Finally, we are focused on further developing the culture of our school to ensure that all students feel a sense of belonging and connection. We recognize that a positive school culture is crucial in helping students feel cared for, supported, and motivated to succeed.

These three areas—connection, high quality teaching and optimum learning, and school culture—will serve as our primary focus in the coming year as we continue to work toward creating an environment where all students can thrive.

Stakeholder Engagement

At present, we do not have an active parent council, and as indicated in the data above, the lack of sufficient participation prevented our results from being published for the 2023-24 school year. We recognize the importance of stakeholder engagement and the role it plays in gathering meaningful data. As such, we are committed to focusing on three key areas—strengthening connections, enhancing engagement in teaching and learning, and fostering a positive school culture—as a way to improve our interactions with all stakeholders. We believe these areas of focus will help us increase participation and gather more accurate and representative data in the upcoming school year.

Additionally, we understand the importance of hearing from both families and students, and we are dedicated to actively engaging with them throughout the year. This will include seeking their input and feedback, ensuring they feel heard and valued, and continuously incorporating their perspectives into our planning and decision-making processes. By doing so, we aim to create a more inclusive environment where all voices are considered, ultimately contributing to the success of our students and the broader school community.

EDUCATION PLAN 2024-2025

Learning Success For All

OUTCOMES

Achieve learning outcomes and demonstrate growth through a focus on numeracy and literacy.

Engage and develop skills that enable students to adapt to and thrive in a rapidly changing society.

Recognize and support the diverse and unique learning needs of all students.

SCHOOL GOAL:

The learning experience of BRACE students will be enhanced through meaningful connections with our staff and program, intentional diploma preparation, consistent design in our Moodle courses, and a focus on building a positive learning community.

Assurance Domains:

Student Growth and Achievement: The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Strategies:

- Connect with students and parents through a variety of engagement methods
- Focus on building up our program to enhance our school culture through activities, communications, and fostering meaningful relationships among students, staff, and the wider community

Measures:

- Measures of completion and student and stakeholder engagement will increase
- Attendance at Thrilling Thursdays and culture events will increase (Truth and Reconciliation Day, Terry Fox Run, Remembrance Day, Christmas luncheon, etc.)
- Survey students to check on the extent that they feel they have a school they belong to

Implementation Plan:

- Meeting with Student Advocates for Voices in Youth members and accessing student voice
- Creation of communication tracking
- Weekly announcements sent out in addition to monthly newsletters
- Planning of Thrilling Thursdays and culture events

Allocation of Resources:	Professional Learning:
- Time given to communicate and build connection with students and families	- Engage in Moodle Hub meetings
- Time and funds given to planning and creating Thrilling Thursdays and culture events	- Gallery Walks and Critical Friend protocols
	- Collaboration with outreach/online schools on best practices.

Enhance High Quality Learning and Working Environments

OUTCOMES

Prioritize resources to support student and system success.

Foster welcoming, caring and equitable learning and working environments.

Support and enhance the positive culture of teaching, leading and learning.

SCHOOL GOAL:

We will enhance learning opportunities and working environments through intentional diploma preparation and consistent course design that utilizes best practices .

Assurance Domains:

Learning Supports: Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Teaching and Learning: Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Governance: Processes that determine strategic direction, establish policy and manage fiscal resources.

Strategies:
- Each diploma course will include scheduled diploma preparation sessions led by the course teacher, available for in-person or online attendance. Alternatively, a recording of the session can be provided
- Ensure that courses guide students to build skills and competencies that will prepare them for success on diploma exams
- Collaborate to identify best practices for online/outreach learning and to identify digital tools that support best practices
- Create a list of pillars of best practice that are consistent from course to course
- Collaborate to support each other through gallery walks, critical friend protocol, etc.

Measures:
- Survey students to ask how prepared they felt for their diploma courses and to what extent they had access to diploma prep materials.
- Survey students and parents on their knowledge of where to find learning materials
- Online courses have the same course pillars and students can go seamlessly between classes and know how to begin and access course materials

Implementation Plan:
- Diploma teachers prepare and deliver diploma prep sessions prior to diplomas in January and June
- Diploma prep schedule sent out and sessions advertised through email and social media
- Collaboratively create a list of the Moodle Course pillars
- Teachers choose one course to work through and upgrade in line with the pillars
- Staff gallery walks and collaboration to support teachers in updating courses

Allocation of Resources:	Professional Learning:
- Time allotted at Professional Learning and Collaboration Days to collaborate - Funds available for Professional Learning and resources	- Collaboration with other online/outreach schools - Conferences - Sharing of academic resources - Visible Learning workshops and resources

Well Being

OUTCOMES
Prioritize and enhance well-being and positive mental health for all.
Promote inclusive environments that celebrate diversity and support all.
Students who self-identify as Indigenous are supported to achieve success.

SCHOOL GOAL:

We will endeavour to build our school culture to ensure that students feel a sense of belonging and have a school they feel they belong to.

Assurance Domains:

Learning Supports- Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Strategies:
- Predictable daily/weekly events through Thrilling Thursdays and culture events
- Breakout spaces created for students as an alternative learning environment or to take a break
- Students have a staff member that checks up on them and connects with them regularly
- Building upon our learning environment where mistakes are learned from, academic and non-academic successes are celebrated
- Thrilling Thursdays and culture events are inclusive and are planned to ensure all can feel like they belong

Measures:
- Students feel that they belong and are included
- Connections with adults are tracked and all students have a positive interaction with an adult
- Engagement in Thrilling Thursdays and culture events is positive and supportive of each other

Implementation Plan:
- Classroom displays of equity and diversity
- ELA novels with characters from other cultures
- Yearly Pride celebration/activities
- National Day of Truth and Reconciliation - smudge, learning, sharing circle
- Smudging
- Indigenous arts and crafts
- Indigenous speakers and role models in employment sector

Allocation of Resources:	Professional Learning:
- Time and resources given to planning and hosting Thrilling Thursdays and culture events - Breakout space created - Time given to connect	- Collaboration with other schools on best practices for connecting with students - Conferences - Academic resources