



Bridge Network Outreach School

Principal: Ken Dunfield

Annual Education Results Report

2021-2022



**Grande Prairie
Public School
Division**
Every Student Succeeds



www.gppsd.ab.ca/school/bridgenetwork



GPPSD2357

WHO WE ARE:

Our Mission: Supporting students to become actively engaged and committed to their education while providing an alternative, flexible, and personalized learning environment.

Grade 10 - 12



220 Students



6 Staff



At the Bridge Network Outreach School, we help students with...

Diploma Credits

Do you just need a few more credits for your diploma but can't commit to a full semester? We can help with that!

Course Challenges

Do you have your diploma already, or are you 19 years of age before September 1st? Students can challenge courses to meet graduation requirements and upgrade school-based marks. We can help with that!

Credit Recovery

Failed a course at one of our Division High Schools but you don't want to take the entire course again? We can help with that!

Concurrent Enrolment

Can't fit a course into your timetable at one of our Division High Schools? With your school's approval, we can help with that!

Upgrading

Do you need to improve a mark, but don't have time to go to school full-time due to work commitments? We can help with that!

Flexible Hours & Days of Attendance

Do you need to get a course or two for your diploma while working? We can help with that!

Fall 2022 Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Bridge Network			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	85.7	88.9	n/a	85.1	85.6	n/a
	Citizenship	94.3	82.2	85.2	81.4	83.2	83.1
	3-year High School Completion	10.1	8.7	7.6	83.2	83.4	81.1
	5-year High School Completion	18.8	14.2	19.2	87.1	86.2	85.6
	PAT: Acceptable	0.0	n/a	n/a	67.3	n/a	73.8
	PAT: Excellence	0.0	n/a	n/a	18.0	n/a	20.6
	Diploma: Acceptable	63.6	n/a	59.5	75.2	n/a	83.6
	Diploma: Excellence	0.0	n/a	9.5	18.2	n/a	24.0
Teaching & Leading	Education Quality	93.9	93.1	95.0	89.0	89.6	90.3
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.1	88.6	n/a	86.1	87.8	n/a
	Access to Supports and Services	95.2	84.3	n/a	81.6	82.6	n/a
Governance	Parental Involvement	n/a	97.1	100.0	78.8	79.5	81.5

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- 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 (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.
- 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.

Assurance Domain		Measure	Bridge Network Outreach School				
			2018	2019	2020	2021	2022
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	88.9	85.7	
	Citizenship	89.1	82	88.4	82.2	94.3	
	3-year High School Completion	6.7	0	14.1	8.7	10.1	
	5-year High School Completion	22.7	20.9	20.9	14.2	18.8	
	PAT: Acceptable	n/a	n/a	n/a	n/a	0	
	PAT: Excellence	n/a	n/a	n/a	n/a	0	
	Diploma: Acceptable	73.2	59.5	n/a	n/a	63.6	
	Diploma: Excellence	4.9	9.5	n/a	n/a	0	
Teaching & Leading	Education Quality	96.2	93.7	96.3	93.1	93.9	
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	88.6	93.1	
	Access to Supports and Services	n/a	n/a	n/a	84.3	95.2	
Governance	Parental Involvement	97.4	100	100	97.1	n/a	



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

Our previous focus on strategies to increase attendance and engage learners has led to a significant increase in regular student attendance. As such, our focus has now shifted to working to ensure optimum learning for students within an outreach/alternative education setting. Specifically, our priorities are Teaching and Learning and Inclusion.

Our Education Plan is focused on:

Priority: Teaching and Learning

Outcome: Effective resources for teaching and learning.

Quality resources have a huge impact on student success in an outreach setting, we are constantly looking to improve. Focusing on essential outcomes and creating fewer redundancies are a way to make courses more streamlined and appropriate for an independent learner. We are hoping to improve our average course completion times as we adapt and improve our current resources as well as look at the overall quality of our delivery. This process is ongoing and will take time as we have 2.9 teachers that deliver 21 Math and Science courses as well as 12 English & Social Studies courses. This is in addition to 18 Career Technology (CTS), CALM & Physical Education courses.

Evidence:

Average Course Completion Times

Average Course Completion Times in Days	2020-2021*	2021-2022*
Mathematics	145 Days	113 days
Social Studies	125 Days	102 days
English Language Arts	123 Days	118 days
Science	85 days	76 days
Overall	112 Days	100 days

- *These calculations do not include course challenges, students who did not complete courses, or credit recovery from previous course work done. The “days” calculation was from start date to completion date. This is not necessarily representative of the actual time spent on the course and may/does include any weekends/holidays etc.*

Education Quality – Provincial Assurance Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.									
	BN			GPPSD			Province		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Overall	96.3	93.1	93.9	90.4	89.9	88.7	90.3	89.6	89.0
Parent	*	*	*	87.7	89.3	84.0	86.7	86.7	86.1
Student	92.6	88.4	93.9	86.1	84.7	85.7	87.8	86.3	85.9
Teacher	100	97.9	*	97.2	95.6	96.3	96.4	95.7	95

**Data values suppressed where the number of respondents is fewer than 6*

Percentage of Parents, Students and Staff agree:

Division Assurance Survey- Bridge Network	Parents	Students	Staff
Satisfied with the Quality of Education			
2021	86	91	96
2022	92	89	100
Satisfied with Teaching and Learning			
2021	87	90	95
2022	92	87	100
Satisfied with Students Engaged in Learning			
2021	74	86	91
2022	89	83	97

Outcome: Effective practices and processes that support student success in an alternative educational environment.

Evidence:

The evidence shows a significant increase in satisfaction for last year. Data indicates that student satisfaction increased by 24.8 basis points from the previous year.

Satisfaction with Program Access

Assurance Questions for Students*

*All Provincial Assurance data based solely on student responses for 2021-2022

- At school can you get the help you need with reading and writing
- At school can you get the help you need with planning for a career
- At school can you get the help you need with deciding what courses you take

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

	Bridge Network			GPPSD			AB Province		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Overall	92.2	78.5	97.4	76.2	68.1	72.3	75.2	71.8	72.6
Parent	*	*	*	69.4	64.4	63.2	68.4	65.7	67.4
Student	84.4	72.6	97.4	82.4	71.3	77.5	79.0	71.9	73.5
Teacher	100	84.4	*	76.7	68.6	76.1	78.1	77.8	77.0

**Data values suppressed where the number of respondents is fewer than 6*

Multi-Year Credit Attainment- Bridge Network					
Year	2017/2018	2018/2019	2019/20	2020/21	2021/22
Total Credits Earned	1961	1708	1816	1369	1646
Credits Earned per Student	7.1	5.7	7.7	5.7	7.6

Discussion:

Diploma Exam data does show an increase of 4% in diploma acceptable standard which is slightly above the previous 3yr average.

As an alternative educational environment, best practices for teaching and learning at Bridge Network may differ from those of a traditional school. In addition, teachers and learners at

alternative education schools can often feel isolated. As such, we are working on the following strategies for the 2022-2023 school year.

- Continue to refine and improve our registration intake process for students.
- Continue to update our *Bridge Way* document that outlines our procedures, processes, pedagogy, and best practices in an Outreach setting to support student success.
- Provide time for staff to work with administration and other teachers on best practices and pedagogy for teaching and learning in an alternative environment.
- Course audits to focus on essential outcomes and reduce redundancies.
- Student feedback slips for each unit of course material to ensure students have a chance to respond to materials in a timely manner.

Priority: Inclusion

Outcome: Creating a safe and welcoming learning environment.

Discussion:

40% of students indicated during the 2021-2022 intake process that anxiety presented a barrier to success in school. To support the removal of anxiety-based barriers, our school has worked on creating a learning environment that is welcoming, caring, respectful, safe, and supports the emotional well-being of students.

Based on an analysis of our school-based year-end student survey, qualitative responses indicate that student perception prior to attending the Bridge were generally negative in nature. However, after having attended, student perception, in general, was that their experience was very positive. This view is also supported by the Division Assurance Survey, where 95% of those students surveyed would recommend our school to others.

Evidence:

2022 Alberta Education Results Report Multi Year

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

	BN			GPPSD			Province		
	2021	2022		2021	2022		2021	2022	
Overall	88.6	93.1		86.5	82.3		87.8	86.1	
Parent	*	*		87.8	80.7		88.2	86.9	
Student	81.1	93.1		77.0	75.1		79.8	77.7	
Teacher	96.1	*		94.9	91.0		95.3	93.6	

**Data values suppressed where the number of respondents is fewer than 6*

Division Assurance Survey Measures

Percentage of Parents, Students and Staff agree:

Division Assurance Survey- Bridge Network		Parents	Students	Staff
School is Welcoming, Caring, Respectful and Safe Environment				
	2021	86	86	96
	2022	100	82	100
Student emotional, physical well-being and mental health is supported				
	2021	77	83	90
	2022	100	79	100

Discussion:

Based on the data, we experienced a significant jump in our results

Some strategies we are incorporating to develop a welcoming, healthy, safe environment are:

- Continue to provide a student food pantry for students who may have food security issues.
- Supplying personal hygiene products to students.
- Continue to build and present a warm, welcoming, safe and caring learning environment for all students, parents, and staff through the use of new signage, posters, pictures, and bulletin boards.
- Ensuring all students are greeted in a friendly manner each time they enter or leave the building.
- Continue to communicate and inform parents and students what the Bridge is really like through our Bridge Quarterly Newsletter (2022-2023)

Outcome: Creating opportunities for Student Voice and a sense of belonging.

Evidence

Percentage of Students agree:

Division Assurance Survey Results*		Students
Q11-Learn about Indigenous cultures and history		
	2021	77%
	2022	79%
Q13- School staff know me		
	2021	77%
	2022	72%

Q18- Able to access supports at school to help with learning		
	2021	75%
	2022	79%
Q19- Can contribute ideas to improve things for students		
	2021	62%
	2022	77%
Q26- I have the opportunity to contribute to conversations about current issues in Canada and the world		
	2021	79%
	2022	77%
Q27- I have the opportunity to contribute to conversations about current issues in the local community		
	2021	81%
	2022	77%

Discussion:

The above 6 questions had the lowest satisfaction ratings for students. We have grouped these questions under the “Creating opportunities for Student Voice and a sense of belonging” outcome as they are quite closely related. Below are some of the strategies we are employing to try to improve in these areas:

- To address Q19, Q26, and Q27, we have switched from a “Digital Suggestion Box”, where students can give feedback on issues of importance to them, to a hard copy format as we found we had better success with responses.
- To address Q11 we have worked to better “Indigenize” the school with Seven Sacred Teachings posters, Medicine Wheel Teachings posters, Treaty 8 flag, Metis flag, Every Child Matters flag as well as highlighting, through school wide presentations, Orange Shirt Day, National Metis Week, National Day for Truth and Reconciliation and events during National Indigenous Peoples Day. We have also worked with the Friendship Centre to bring in a Knowledge Keeper to share teachings with students around Smudging.
- For Q11, our staff is also engaged in acquiring Indigenous Foundational Knowledge on every Professional Learning Day.
- Q11 will also be supported with increasing and improving our school’s resources around Indigenous based authors and novels that can be infused into current curricular outcomes.
- To address Q13, Q26, and Q27, we have brought back our *Lunch Club* sessions on a bi-weekly basis where students have the opportunity to interact with community leaders and experts on a variety of topics as well as have input on school policies and procedures. This

also supports students being able to connect with one another as well as promote student voice.

- Staff continuing to share anecdotal evidence of students' sense of belonging.
- Q18 is being addressed with additional time provided for supports around counselling for mental health and addictions.