# Bridge Network Outreach School
**Principal:  Ken Dunfield**

## Annual Education Results Report
2022-2023

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 2023 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 | 93.5 | 85.7 | 85.7 | 84.4 | 85.1 | 85.1 |
| | Citizenship | 94.0 | 94.3 | 91.4 | 80.3 | 81.4 | 82.3 |
| | 3-year High School Completion | 24.3 | 10.1 | 11.0 | 80.7 | 83.2 | 82.3 |
| | 5-year High School Completion | 20.3 | 18.8 | 18.0 | 88.6 | 87.1 | 86.2 |
| | PAT: Acceptable | 0.0 | 0.0 | n/a | 63.3 | 64.3 | n/a |
| | PAT: Excellence | 0.0 | 0.0 | n/a | 16.0 | 17.7 | n/a |
| | Diploma: Acceptable | 78.4 | 63.6 | n/a | 80.3 | 75.2 | n/a |
| | Diploma: Excellence | 5.9 | 0.0 | n/a | 21.2 | 18.2 | n/a |
| Teaching & Leading | Education Quality | 97.6 | 93.9 | 95.1 | 88.1 | 89.0 | 89.7 |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 97.5 | 93.1 | 93.1 | 84.7 | 86.1 | 86.1 |
| | Access to Supports and Services | 99.1 | 95.2 | 95.2 | 80.6 | 81.6 | 81.6 |
| Governance | Parental Involvement | 100.0 | n/a | 100.0 | 79.1 | 78.8 | 80.3 |

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 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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.

## Alberta Education Assurance Measures Results
### Overall Multi Year Summary

| Assurance Domain | Measure | Bridge Network Outreach School | | | | |
|---|---|---|---|---|---|---|
| | | 2019 | 2020 | 2021 | 2022 | 2023 |
| Student Growth and Achievement | Student Learning Engagement | n/a | n/a | 88.9 | 85.7 | 93.5 |
| | Citizenship | 82 | 88.4 | 82.2 | 94.3 | 94 |
| | 3-year High School Completion | 0 | 14.1 | 8.7 | 10.1 | 24.3 |
| | 5-year High School Completion | 20.9 | 20.9 | 14.2 | 18.8 | 20.3 |
| | PAT: Acceptable | n/a | n/a | n/a | 0 | 0 |
| | PAT: Excellence | n/a | n/a | n/a | 0 | 0 |
| | Diploma: Acceptable | 59.5 | n/a | n/a | 63.6 | 78.4 |
| | Diploma: Excellence | 9.5 | n/a | n/a | 0 | 5.9 |
| Teaching & Leading | Education Quality | 93.7 | 96.3 | 93.1 | 93.9 | 97.6 |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | n/a | n/a | 88.6 | 93.1 | 97.5 |
| | Access to Supports and Services | n/a | n/a | 84.3 | 95.2 | 99.1 |
| Governance | Parental Involvement | 100 | 100 | 97.1 | n/a | 100 |

| | Achievement | | | | |
|---|---|---|---|---|---|
| Improvement | 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: Quality 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 ways 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), 9 Knowledge & Employability courses, CALM & Physical Education courses.

**Evidence:**
Evidence shows a decrease in the number of days needed for course completion for all four core subject areas.

**Average Course Completion Times**

| Average Course Completion Times in Days | 2020-2021* | 2021-2022* | 2022-2023* |
|---|---|---|---|
| Mathematics | 145 Days | 113 days | 99 days |
| Social Studies | 125 Days | 102 days | 88 days |
| English Language Arts | 123 Days | 118 days | 102 days |
| Science | 85 days | 76 days | 66 days |
| Overall | 112 Days | 100 days | 89 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** | **2023** | 2020 | 2021 | 2022 | 2023 | **2020** | **2021** | **2022** | **2023** |
| Overall | **96.3** | **93.1** | **93.9** | **97.6** | 90.4 | 89.9 | 88.7 | 86.6 | 90.3 | 89.6 | 89.0 | 88.1 |
| Parent | * | * | * | * | 87.7 | 89.3 | 84.0 | 81.1 | 86.7 | 86.7 | 86.1 | 84.4 |
| Student | **92.6** | **88.4** | **93.9** | **95.2** | 86.1 | 84.7 | 85.7 | 85.1 | 87.8 | 86.3 | 85.9 | 85.7 |
| Teacher | **100** | **97.9** | * | **100** | 97.2 | 95.6 | 96.3 | 93.6 | 96.4 | 95.7 | 95 | 94.4 |

*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 |
| | 2023 | 96 | 95 | 100 |
| Satisfied with Teaching and Learning | | | | |
| | 2021 | 87 | 90 | 95 |
| | 2022 | 92 | 87 | 100 |
| | 2023 | 93 | 95 | 100 |
| Satisfied with Students Engaged in Learning | | | | |
| | 2021 | 74 | 86 | 91 |
| | 2022 | 89 | 83 | 97 |
| | 2023 | 95 | 90 | 97 |

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

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 2023-2024 school year.

- Continue to refine and improve our registration intake process for students & parents.
- Continue to update our *Bridge Way* document that outlines our procedures, processes, pedagogy, and best practices in an Outreach setting to support student success.
- 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.

**Evidence:**

- The evidence below shows an overall continued high level of satisfaction for students and teachers.
  - o Parent responses not included due to low response rate.
- Multi-Year credit attainment continues to improve overall and per/student.

**Satisfaction with Program Access**

- 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. | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | BN | | | | GPPSD | | | | Province | | | |
| | 2020 | 2021 | 2022 | 2023 | 2020 | 2021 | 2022 | 2023 | 2020 | 2021 | 2022 | 2023 |
| Overall | 92.2 | 78.5 | 97.4 | 94.1 | 76.2 | 68.1 | 72.3 | 73.7 | 75.2 | 71.8 | 72.6 | 72.9 |
| Parent | * | * | * | * | 69.4 | 64.4 | 63.2 | 68.0 | 68.4 | 65.7 | 67.4 | 68.4 |
| Student | 84.4 | 72.6 | 97.4 | 92.8 | 82.4 | 71.3 | 77.5 | 77.2 | 79.0 | 71.9 | 73.5 | 74.3 |
| Teacher | 100 | 84.4 | * | 95.5 | 76.7 | 68.6 | 76.1 | 75.8 | 78.1 | 77.8 | 77.0 | 76.0 |

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

| Multi-Year Credit Attainment- Bridge Network | | | | | |
|---|---|---|---|---|---|
| Year | 2018/2019 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| Total Credits Earned | 1708 | 1816 | 1369 | 1646 | 1891 |
| Credits Earned per Total # of students | 5.7 | 7.7 | 5.7 | 7.6 | 8.8 |
| *Credits Earned per active # of students | 9.8 | 11.6 | 10.5 | 12.6 | 14.4 |

**\*Active students are students who completed at least one credit**

## Priority:  Inclusion

**Outcome: Creating a safe and welcoming learning environment.**

As an Alternative/Outreach School, students who attend the Bridge Network have additional barriers and challenges**.**  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.

Some strategies we have used 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 by enhancing building aesthetics.
- Ensuring all students are greeted in a friendly manner each time they enter or leave the building.

**Evidence:**

**2023 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** | **2023** | **2021** | **2022** | **2023** | **2021** | **2022** | **2023** |
| Overall | **88.6** | **93.1** | **97.5** | 86.5 | 82.3 | 82.4 | 87.8 | 86.1 | 84.7 |
| Parent | * | * | * | 87.8 | 80.7 | 82.4 | 88.2 | 86.9 | 85.6 |
| Student | **81.1** | **93.1** | **95.0** | 77.0 | 75.1 | 74.1 | 79.8 | 77.7 | 76.6 |
| Teacher | **96.1** | * | **100.0** | 94.9 | 91.0 | 90.7 | 95.3 | 93.6 | 92.0 |

*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 |
| 2023 | 100 | 89 | 100 |
| Student emotional, physical well-being and mental health is supported |  |  |  |
| 2021 | 77 | 83 | 90 |
| 2022 | 100 | 79 | 100 |
| 2023 | 93 | 88 | 100 |
| Would recommend school to others |  |  |  |
| 2021 | 92 | 67 | N/A |
| 2022 | 100 | 95 | N/A |
| 2023 | 100 | 94 | N/A |

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

**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.
- For Q11, our staff is also engaged in acquiring Indigenous Foundational Knowledge on Professional Learning Days.
- 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.

**Evidence**

**Percentage of Students agree:**

| Division Assurance Survey Results* | | Students |
|---|---|---|
| **Q11-Learn about Indigenous cultures and history** | | |
| | 2021 | 77% |
| | 2022 | 79% |
| | 2023 | 86% |
| **Q13- School staff know me** | | |
| | 2021 | 77% |
| | 2022 | 72% |
| | 2023 | 86% |
| **Q18- Able to access supports at school to help with learning** | | |
| | 2021 | 75% |
| | 2022 | 79% |
| | 2023 | 89% |
| **Q19- Can contribute ideas to improve things for students** | | |
| | 2021 | 62% |
| | 2022 | 77% |
| | 2023 | 80% |
| **Q26- I have the opportunity to contribute to conversations about current issues in Canada and the world** | | |
| | 2021 | 79% |
| | 2022 | 77% |
| | 2023 | 83% |
| **Q27- I have the opportunity to contribute to conversations about current issues in the local community** | | |
| | 2021 | 81% |
| | 2022 | 77% |
| | 2023 | 80% |