



BOYLE SCHOOL

Annual Education Results Report 2022-2023

Engage Learning. Ignite Potential. Inspire Success.

“Aspen View Public Schools is committed to preparing our students to achieve success and reach their unique potential through the provision of meaningful learning opportunities.”



Introduction

Alberta Education’s Assurance Framework came into effect on September 1, 2020. The Assurance Framework is a system for schools and school authorities to consistently assess progress and demonstrate success. The framework has five assurance domains with related performance measures that enable schools and school authorities to show their communities how they are performing each year:

Student Growth & 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 & Leading

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.

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.

Governance

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

Local & Societal Context

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

One of the key ways that schools demonstrate accountability and provide assurance is through the development and publication of their **Education Plans** and **Annual Education Results Reports (AERRs)**. Education Plans identify priorities, outcomes, measures and strategies to improve in key areas, while the AERR provides the results achieved from implementing the plan.

This document, the 2022-2023 Annual Education Results Report, is based on the Priorities, Outcomes, Goals and Performance Measures identified within the 2022-2025 Education Plan.



Alberta Education Assurance Measures Overall Summary Fall 2023

Assurance Domain	Measure	Boyle School			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	89.1	85.2	85.2	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	79.5	83.2	87.2	80.3	81.4	82.3	High	Declined	Acceptable
	3-year High School Completion	53.8	66.2	80.8	80.7	83.2	82.3	Very Low	Declined	Concern
	5-year High School Completion	93.8	89.4	86.6	88.6	87.1	86.2	Very High	Maintained	Excellent
	PAT: Acceptable	83.1	71.6	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	16.9	8.0	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable	69.6	54.5	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	15.2	0.0	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	88.7	91.7	91.4	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.4	88.2	88.2	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	82.4	82.3	82.3	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	80.5	83.4	85.5	79.1	78.8	80.3	High	Maintained	Good



Alberta Education Assurance Measures: 5-Year Data

Assurance Domain	Measure	Boyle					Alberta				
		2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Student Growth and Achievement	Student Learning Engagement	na	na	87.3	83	89.1	na	na	85.6	85.1	84.4
	Citizenship	90.7	91.2	86.1	83.2	79.5	82.9	83.3	83.2	81.4	80.3
	3-year high School Completion	69.4	82.5	93.8	66.2	53.8	79.7	80.3	83.4	83.2	80.7
	5-year high School Completion	79.9	89.8	80.6	89.4	93.8	85.2	85.3	86.2	87.1	88.6
	PAT: Acceptable	na	na	na	71.6	83.1	71.1	na	na	64.3	63.3
	PAT: Excellent	na	na	na	8.0	16.9	20.8	na	na	17.7	16.0
	Diploma: Acceptable	na	na	na	54.5	69.6	83.6	na	na	75.2	80.3
	Diploma: Excellent	na	na	na	0.0	15.2	24.0	na	na	18.2	21.2
Teaching & Leading	Education Quality	93.7	91.1	89.9	91.7	88.7	90.2	90.3	89.6	89.0	88.1
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	na	na	90	88.2	84.4	na	na	87.8	86.1	84.7
	Access to Supports and Services	na	na	85.8	82.3	82.4	na	na	82.6	81.6	80.6
Governance	Parental Involvement	92.9	87.6	68.5	93.4	80.5	81.3	81.8	79.5	78.8	79.1



Priority One	Student Success and Completion
Alberta Education Assurance Area	Student Growth and Achievement
Students are successful from the time they enter school until high school completion, and beyond.	
Outcomes	<p>Every student is proficient in reading, writing, speaking and listening.</p> <p>Every student is proficient in mathematical reasoning, and applying mathematical concepts</p> <p>More students complete high school and are connected to career pathways for future success</p> <p>Increased First Nations, Metis & Inuit student success</p>

Provincial Achievement Tests (Standards Demonstrated by All Students)					
Subject	Number of Students	(Boyle) Acceptable (%)	Alberta Acceptable (%)	(Boyle) Excellent (%)	Alberta Excellent (%)
PAT Overall	25	83.1	63.3	16.9	16.0
English Language Arts 6	12	100	76.2	25	18.4
English Language Arts 9	13	84.6	71.4	0.0	13.4
Math 6	11	72.7	64.4	0.0	15.8
Math 9	9	77.8	53.2	11.1	13
Science 6	11	81.8	66.7	27.3	22.5
Science 9	9	100	65.5	33.3	20.1
Social Studies 6	11	81.8	66.3	27.3	18.5
Social Studies 9	13	84.6	57.6	15.4	15.9



Diploma Exams									
Subject	Number Students	Diploma Exam				School Awarded			
		(Boyle) Acceptable (%)	Alberta Acceptable (%)	(Boyle) Excellent (%)	Alberta Excellent (%)	(Boyle) Acceptable (%)	Alberta Acceptable (%)	(Boyle) Excellent (%)	Alberta Excellent (%)
English 30-1	8	50.0	83.7	0.0	10.5	100	98.4	37.5	42.4
English 30-2	na	na	86.2	na	12.7	na	96.7	na	18.7
Social Studies 30-1	10	60	83.5	10	15.9	100.0	99.3	40.0	50
Social Studies 30-2	na	na	78.1	na	12.3	na	97	na	22.6
Biology 30	na	na	82.7	na	32.8	na	97.2	na	51.6
Chemistry 30	na	na	80.5	na	37	na	97.4	na	56.3
Physics 30	na	na	82.3	na	39.9	na	98.1	na	61.2
Science 30	11	90.9	79.4	27.3	23.1	100.0	96.2	45.5	35.5
Math 30-1	na	na	70.8	na	29	na	96.1	na	54.1
Math 30-2	9	55.6	71.1	11.1	15.2	100.0	94.1	33.3	29.2



Diploma Exam Participation Rates										
	(Boyle) 2018- 2019	AB 2018-2019	(Boyle) 2019-2020	AB 2019-2020	(Boyle) 2020-2021	AB 2020-2021	(Boyle) 2021-2022	AB 2021-2022	(Boyle) 2022-2023	AB 2022-2023
English 30-1	56.3	55.9	na	na	na	na	30.8	27.7	38.5	56.4
English 30-2	25	29	na	na	na	na	30.8	13.3	30.8	28.1
English 1 or more	81.3	81.7	na	na	na	na	61.5	40.5	69.2	81.3
Math 30-1	18.8	35.4	na	na	na	na	7.7	10.9	7.7	32.1
Math 30-2	43.8	26.1	na	na	na	na	0.0	12.1	46.2	24.6
Math 1 or more	50.0	59.3	na	na	na	na	7.7	22.9	46.2	54.8
Social 30-1	56.3	44.3	na	na	na	na	0.0	22.5	53.8	45
Social 30-2	25	38	na	na	na	na	0.0	17.4	15.4	36.1
Social 1 or more	81.3	81.7	na	na	na	na	0.0	39.8	69.2	80.5
Bio 30	56.3	42.4	na	na	na	na	7.7	18	23.1	38.1
Chemistry 30	37.5	35.2	na	na	na	na	0.0	15.6	7.7	32.5
Physics 30	0.0	17.7	na	na	na	na	0.0	9	0.0	16.7
Science 30	12.5	18.2	na	na	na	na	0.0	7.9	46.2	14.3
Science 1 or more	68.8	62.1	na	na	na	na	7.7	41.4	53.8	59.4



Provincial Achievement Tests and Diploma Exams: Observations and Next Steps

Achievement results on PATs and Diploma Exams are relatively strong.

PAT achievement data is also very strong. Boyle students achieved above or just under provincial averages on the Acceptable standard and standard of Excellence in almost every area.

Diploma exam results are below Alberta average in all subjects except Science 30. There is also a significant discrepancy between School Awarded marks and Diploma Exam marks in many cases. School awarded marks are significantly higher than student achievement on the Diploma exams. While some variation is expected, more investigation is needed into the causes of these differences.

High school math scores are a concern. Just under 56% of Boyle students achieved the acceptable standard on the Math 30-2 Diploma exam, compared to 71% provincially. Teachers are participating in a high school math PS session, and will have opportunities to reflect on additional actions. Also, efforts are underway to improve math achievement across the school. Students are participating in math intervention groups in lower and upper elementary grades. Work is also being done with teachers to increase their capacity in analyzing and responding to student's difficulties with math (math interviews in grade 6).

Teachers will meet over the next several months to discuss the Diploma exam results, and to evaluate course plans to ensure that assignments and assessments are aligned to Provincial curricular outcomes. This work will occur over Professional Development days and teacher meetings throughout the remainder of the 2023-2024 academic year.

In January, teachers will be exploring ways to efficiently level and provide support for students who might still be struggling with reading in the higher grades (students in the humanities saw the greatest discrepancies). This also aligns with our school reading goal.

Fountas and Pinnell Literacy Assessment June 2023				
Grade	Insufficient (%)	Basic (%)	Proficient (%)	Excellent (%)
1	38	5	24	33
2	33	0	5	62
3	10	5	10	75
4	14	5	14	67
5	15	19	4	62
6	27	27	0	46
Gr.1-6	22	9	10	59



Early Years Literacy Assessments		
Grades	# At Risk Initial Assessment	# At Risk Final Assessment
1 LeNS	8	9
2 LeNS	12	8
2 CC3	10	8
3 CC3	7	5
4 CC3	4	3

Early Years Numeracy Assessments		
Grades	# At Risk Initial Assessment	# At Risk Final Assessment
1	8	6
2	7	4
3	3	3
4	8	4

Literacy and Numeracy: Observations and Next Steps

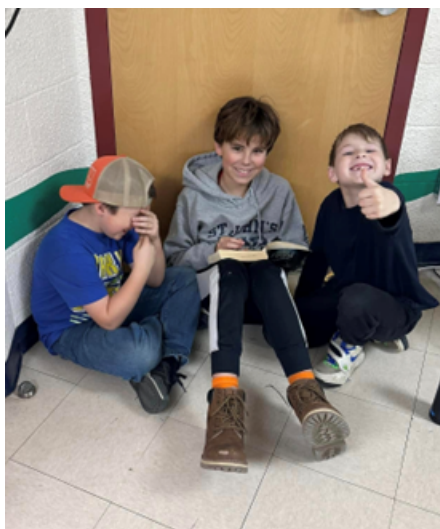


Literacy data indicates many students are reading at “excellent” levels according to F&P test results. However, data from our CC3 and LeNS testing shows more may be struggling than indicated by F&P alone. With reading being the fundamental success indicator for students, our Priority 1 focus this year is ensuring we are regularly assessing reading and responding effectively to every student.

School administration is leading efforts in grades K-6 to build capacity with evidence-based teaching practices. Teachers are receiving support so they can implement small group instruction more effectively, and ensuring that they are regularly gathering and responding to quality evidence about student’s reading. We are excited and hopeful that we will see students improving their reading, and will be tracking growth carefully through regular running records.

To assist with writing instruction, teachers have attended collaborative marking workshops throughout the year. Teachers use common rubrics to examine student writing, then reflect, discuss and plan with colleagues to improve writing instruction.

For grades 7-12, we have taken initial steps to pilot a reading comprehension tool (RCAT) that will help senior grade level teachers respond more effectively to students that are still struggling with reading. School administration is making resources available to support these efforts, including training during PD days, assistance with planning, and access to the RCAT.



High School Completion					
	(Boyle) 2022	(Boyle) Comparison to 2021 (+/-)	(Boyle) Comparison to Alberta 2022 (+/-)	(Boyle) 3 Year Average	Alberta 3 Year Average
3 Year Completion	53.8	-12.4	-26.9	80.8	82.3
5 Year Completion	93.8	+4.4	+5.2	86.6	86.2
FNMI High School Completion					
3 Year Completion	*	*	*	*	*
5 Year Completion	*	*	*	80.1	*

Drop Out Rate					
	(Boyle) 2022	(Boyle) Comparison to 2021 (+/-)	(Boyle) Comparison to Alberta 2022 (+/-)	(Boyle) 3 Year Average	Alberta 3 Year Average
Drop Out Rate	7.8	+7.8	+5.3	3.6	2.4
Returning Rate	*	*	*	*	17.5
FNMI Drop Out Rate					
Drop Out Rate	2.9	+1.6	-2.1	2.9	5.0
Returning Rate	*	*	*	*	20.3



Student Learning Engagement					
	(Boyle) 2023	(Boyle) Comparison to 2022 (+/-)	(Boyle) Comparison to Alberta 2023 (+/-)	(Boyle) 3 Year Average	Alberta 3 Year Average
Overall	89.1	+3.9	+4.7	87.1	84.8
Parent	87.5	-5.4	+0.2	90.2	88.0
Student	84.1	+19.4	+13.2	74.4	71.1
Teacher	95.6	-2.5	+0.5	96.9	95.3

Citizenship					
	(Boyle) 2023	(Boyle) Comparison to 2022 (+/-)	(Boyle) Comparison to Alberta 2023 (+/-)	(Boyle) 3 Year Average	Alberta 3 Year Average
Overall	79.5	-3.7	-0.8	81.3	80.9
Parent	67.5	-8.4	-12.1	71.5	79.9
Student	83.4	+5.2	+12.1	80.8	71.7
Teacher	87.8	-7.8	-2.5	91.7	91.0

Observations and Next Steps
<p>Boyle School's dropout rate is slightly higher than expected based on past results from Boyle School, and also higher than the provincial average. Further investigation is planned.</p> <p>Our FNMI rate is slightly lower than the previous year, but overall is comparable to the provincial average. Because of the relatively small number of FNMI students at Boyle School, it's important to focus on individual students. Note that many categories in provincial reporting are blank as a result of the low sample size. Our next step to supporting our FNMI students will be to gather and track data more intentionally at the school level, and examine outcomes for our FNMI learners.</p>



Priority Two	Wellbeing
Alberta Education Assurance Area	Teaching and Leading Learning Supports
Success and well-being is a priority in Aspen View Public Schools. Learning and working environments are inclusive, safe, welcoming and healthy.	
Outcomes	Greater success and well-being for all Provide quality instruction and learning opportunities for all students Provide appropriate supports to ensure student success for all

Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education.						
	Number of Responses	(Boyle) 2023	(Boyle) Comparison to 2022 (+/-)	(Boyle) Comparison to Alberta 2023 (+/-)	(Boyle) 3 Year Average	Alberta 3 Year Average
Overall	79	88.7	-3.0	+0.6	90.2	88.6
Parent	11	81.8	-9.9	-2.6	86.7	85.2
Student	53	90.9	+4.8	+5.2	88.5	85.8
Teacher	15	93.3	-3.9	-1.1	95.3	94.7

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring and safe.

	Number of Responses	(Boyle) 2023	(Boyle) Comparison to 2022 (+/-)	(Boyle) Comparison to Alberta 2023 (+/-)	(Boyle) 3 Year Average	Alberta 3 Year Average
Overall	79	84.4	-3.8	-0.3	86.3	85.4
Parent	11	72.7	-11.1	-12.9	78.3	86.2
Student	53	85.2	+2.9	+8.6	83.7	77.2
Teacher	15	95.2	-3.2	+3.2	96.8	92.8

Access to Supports and Services: Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Number of Responses	(Boyle) 2023	(Boyle) Comparison to 2022 (+/-)	(Boyle) Comparison to Alberta 2023 (+/-)	(Boyle) 3 Year Average	Alberta 3 Year Average
Overall	79	82.4	+0.1	+1.8	82.4	81.1
Parent	11	80.0	+7.5	+4.3	76.2	76.5
Student	53	89.9	+0.7	+10.0	89.6	80.0
Teacher	15	77.3	-7.9	-8.9	81.3	86.8



Boyle School Professional Development 2022-2023

During the previous academic year, staff participated in PD activities related to “Collaborative Response”. Teachers worked in groups to examine and respond to individual student’s needs using a case management model.

Our Priority 2 school focus is to continue building on this work.

Teachers met on Dec 4th to learn about instructional strategies to support students with IPPs, and worked on improving goal selection for these students.

On Jan 31st, staff will meet to work on our Continuum of Support. There is a need to clarify and document the support we are providing to students. This work will also include discussion of universal, targeted, and individual supports, and how small group instruction can be used intentionally to meet the needs of diverse classrooms.

Priority Three	Engagement
Alberta Education Assurance Area	Governance Local and Societal Context
Decision making and assurance are based on a commitment to ongoing engagement, efficiencies and communication	
Outcomes	Educational partners contribute towards student success Resources are effectively managed to ensure learning supports, quality teaching and leading and optimum learning for all The district is grounded in effective, transparent, equitable and evidence-based practices.



Parental Involvement: Percentages of teachers and parents satisfied with parental involvement in decisions about their child's education.						
	Number of Responses	(Boyle) 2023	(Boyle) Comparison to 2022 (+/-)	(Boyle) Comparison to Alberta 2023 (+/-)	(Boyle) 3 Year Average	Alberta 3 Year Average
Overall	26	80.5	-2.9	+1.4	82.0	78.9
Parent	11	63.6	-15.5	-8.9	71.4	72.4
Teacher	15	97.3	+9.5	+11.6	92.5	85.5

Engagement Opportunities and Learnings

This year school staff have worked to improve engagement with our community:

Staff:

This year we have reinstated monthly staff meetings, and have intentionally planned PD days to support the unique needs of our school. For example, on Dec. 4th, teachers met to discuss small group instruction, IPP goals and strategies, and time-table feedback sessions. Grades 4-6 teachers met with admin and our Inclusive Education Lead to go over resources and received PD in improving guided reading. Administration leads monthly wellness challenges for staff.

Students:

This year we have restarted monthly assemblies for the whole school. Each assembly highlights one of the "Seven Sacred Teachings". These teachings are used to help integrate indigenous knowledge into the life of our school. Staff and students are challenged to reflect about the teachings in their classes, and how to apply the teachings in their school lives. Assemblies also conclude with a "Minute to Win It!" to get students engaged and having fun!

Our Student's Union plans monthly theme days, hosts events for the community, and participates in School Council meetings. They also publish, together with school admin, a monthly newsletter for the community.

Parents:

There were significant drops in parent perceptions in the well-being category (Welcome Caring and Sage, Education Quality, and Citizenship). In response, school administrators have been particularly intentional about building positive relationships with parents. Actions



include listening to concerns as they are raised, ensuring we follow up with parents, and reflecting continually on how to improve our responses to concerns.

One area of concern was overall communication from the school. School administration worked with the School Council to publish a Communications Plan to clarify and share expectations related to communication from the school. This now includes a monthly email from the Principal to all parents, the Principal's message in the school newsletter, and regular communication from classroom teachers.

Initial feedback from school council members and select parents has been mostly positive about these efforts. In January and February 2024, we will share and discuss results with our School Council. We will also be discussing plans for a school-built survey to parents in February 2024.

Additionally, parents and community have been made welcome into the school for events such as Remembrance Day, Alberta Theatre's Cinderella, the Halloween Costume Parade, and the Back to School BBQ. We will continue to take advantage of opportunities to include our community.

Social Media:

Boyle School maintains a robust social media presence where we highlight our staff and students, and "tell our story" to our community. Boyle accounts are updated daily on Facebook and Instagram.

