

# Centre for Alternative & Virtual Education (the CAVE) 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.

<b>Priority One</b>	<b>Student Success and Completion</b>
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 &amp; Inuit student success</p>

### Spring 2023 Supplemental Alberta Education Assurance Measures – Overall Summary

Measure	the C.A.V.E.			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	*	n/a	n/a	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	13.8	17.9	15.7	2.5	2.3	2.5	Very Low	Maintained	Concern
In-Service Jurisdiction Needs	88.9	61.9	61.9	82.2	83.7	84.3	High	Improved	Good
Lifelong Learning	100.0	66.7	66.7	80.4	81.0	76.8	Very High	Improved	Excellent
Program of Studies	58.8	54.9	46.6	82.9	82.9	82.6	Very Low	Maintained	Concern
Program of Studies - At Risk Students	75.0	86.6	85.0	81.2	81.9	83.4	Very Low	Maintained	Concern
Rutherford Scholarship Eligibility Rate	54.1	43.5	43.8	71.9	70.2	68.3	Low	Maintained	Issue
Safe and Caring	79.6	95.7	89.5	87.5	88.8	89.1	Low	Maintained	Issue
Satisfaction with Program Access	80.6	69.2	76.3	72.9	72.6	73.9	High	Maintained	Good
School Improvement	75.0	75.8	54.6	75.2	74.2	77.9	Intermediate	Improved	Good
Transition Rate (6 yr)	*	*	n/a	59.7	60.3	60.2	*	n/a	n/a
Work Preparation	100.0	66.7	66.7	83.1	84.9	84.5	Very High	Improved	Excellent

Assurance Domain	Measure	the C.A.V.E.	Alberta	Measure Evaluation
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		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	80.1	73.1	73.1	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	78.8	88.2	71.7	80.3	81.4	82.3	High	Maintained	Good
	3-year High School Completion	*	*	36.3	80.7	83.2	82.3	*	*	*
	5-year High School Completion	35.4	*	n/a	88.6	87.1	86.2	Very Low	n/a	n/a
	PAT: Acceptable	n/a	*	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	*	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	49.2	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	0.0	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	80.6	83.4	77.0	88.1	89.0	89.7	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.5	91.3	91.3	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	74.3	86.0	86.0	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	95.8	65.0	65.0	79.1	78.8	80.3	Very High	Improved	Excellent

This document, the 2022-23 Annual Education Results Report, is based on the Priorities, Outcomes, Goals and Performance Measures identified within the 2022-25 Education Plan.

Student Learning Engagement					
	(CAVE) 2023	(CAVE) Comparison to 2022 (+/-)	(CAVE) Comparison to Alberta 2023 (+/-)	(CAVE) 3 Year Average (2021-2023)	Alberta 3 Year Average (2021-2023)
Overall	80.1	+7	-5.5	76.7	85.1
Parent					88.7
Student	60.3	-3.5	-11	59.2	71.3
Teacher	100	0	+4.5	100	95.5

Reflections and Next Steps
<p><i>The overall assurance measures summary shows that the Centre for Alternative and Virtual Education shows a high level in the areas of Lifelong learning and work preparation. These two can go hand in hand. With the availability of staff and admin at the cave to have these conversations in a more intimate setting is a definite positive.</i></p> <p><i>School improvement and program access are also high. There has been a great deal of work with the staff at the cave to improve processes in order to better help students and</i></p>

*school staff at other schools in the division. More clarity on what it takes to do a virtual course and be successful. Things such as increased visits from cave staff, more contact via email/phone/google meets, information provided to students and staff clearly outlining processes and dates have all made a positive impact. These procedures have been implemented starting September 2023 and early feedback is positive.*

*One benefit to taking courses at the cave is program access. We are able to start courses later and still have students complete them by the end of the semester. We also are able to start semester 2 courses earlier in a lot of situations. We have provided a list of courses we can offer students at other schools that can aid in them getting graduated. These courses are sometimes hard to fit in when students are in a traditional school due to schedules and availability.*

*The parental involvement with students doing virtual courses is definitely an area for improvement. Although our summary shows we are doing well. This is in part because parents filling out surveys that apply are doing so for their child's primary school. Because of the fact that the majority of the students who do courses via the CAVE are taking courses at other schools, this is challenging to get a clear picture. Next step will be to develop a survey in house and distribute it to parents/students/staff who are involved in the virtual learning world of the cave.*

<b>Priority Two</b>	<b>Wellbeing</b>
<b>Alberta Education Assurance Area</b>	Teaching and Leading Learning Supports
<b>Success and well-being is a priority in Aspen View Public Schools. Learning and working environments are inclusive, safe, welcoming and healthy.</b>	
<b>Outcomes</b>	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

### Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

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

	School									Province								
	2021			2022			2023			Measure Evaluation			2021		2022		2023	
	N	%		N	%		N	%		Achievement	Improvement	Overall	N	%	N	%	N	%
Overall	13	80.0		22	91.3		15	79.5		n/a	Declined	n/a	231,091	87.8	249,941	86.1	257,391	84.7

Parent	1	*	6	88.5	2	*	*	*	*	30,980	88.2	31,715	86.9	31,885	85.6
Student	7	65.0	8	94.4	9	63.8	n/a	Declined	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	6	95.0	8	91.1	6	95.2	n/a	Maintained	n/a	30,211	95.3	30,968	93.6	32,350	92.0

## Access to Supports & Services – Measure Details

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

	School									Province					
	2021		2022		2023		Measure Evaluation			2021		2022		2023	
	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%
Overall	13	84.2	22	86.0	15	74.3	n/a	Maintained	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	1	*	6	70.0	2	*	*	*	*	30,936	78.9	31,684	77.4	31,847	75.7
Student	7	68.4	8	95.8	9	55.6	n/a	Declined	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	6	100.0	8	92.3	6	93.1	n/a	Maintained	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Citizenship					
	(CAVE) 2023	(CAVE) Comparison to 2022 (+/-)	(CAVE) Comparison to Alberta 2023 (+/-)	(CAVE) 3 Year Average (2021-2023)	Alberta 3 Year Average (2021-2023)
Overall	78.8	-9.6	-4.4	78.9	81.4
Parent	NA				80.4
Student	57.5	-29.3	-16.6	62.7	72.1
Teacher	100	+10.5	+5.9	95.1	91.7

## (Centre for Alternative and Virtual Education) Professional Development 2022-2023

*The CAVE is continuing to review the students that we serve and implementing a continuation of the Collaborative Response model we implemented last year. This will include developing a continuum of support and a working information list of students who attend. As a staff, we have dug down into the processes and procedures to make them more robust. We have had to reflect on what we have been doing and adjust in some areas and strengthen others. Although enrollments for in-person students are lower, we are still using this to help guide our interactions with students. We discuss and support students who attend the CAVE differently than those who work remotely. Those who attend are provided*

*with a very welcoming, calm, and quiet environment. The structure of how the CAVE staff are sitting in the same room provides the opportunity for daily meetings. We have reorganized our entry to become more welcoming.*

*We are seeing students registering for various reasons, one significant trend being anxiety with large buildings and crowds. We are seeing students become more relaxed. Four students who have transferred back to larger in-person schools have been successful after attending with the CAVE. The principal has been checking on those students to make sure they are acclimating well and achieving success.*

*Staff at the cave are cooking with students to create a sense of community within the school and also to provide breaks throughout the day. This also provides increased one on one attention for those who attend and not just about their academics.*

*Staff consistently discuss and review students who both attend and don't attend to discuss how they are doing.*

<b>Priority Three</b>	<b>Engagement</b>
<b>Alberta Education Assurance Area</b>	Governance Local and Societal Context
<b>Decision making and assurance are based on a commitment to ongoing engagement, efficiencies and communication</b>	
<b>Outcomes</b>	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.

### Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.												
	School						Measure Evaluation			Province		
	2021		2022		2023		Achievement	Improvement	Overall	2021	2022	2023
	N	%	N	%	N	%				%	%	%
Overall	13	76.9	22	73.1	15	80.1	n/a	Maintained	n/a	85.6	85.1	84.4
Parent	1	*	6	55.6	2	*	*	*	*	89.0	88.7	87.3
Student	7	53.7	8	63.8	9	60.3	n/a	Maintained	n/a	71.8	71.3	70.9

Teacher	6	100.0	8	100.0	6	100.0	n/a	Maintained	n/a	96.0	95.5	95.1
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## Engagement Opportunities and Learnings

*Engaging students in virtual courses is difficult. One method we are working on is developing better course materials that utilize multiple methods of delivery, such as adding video tutorials, images and teacher-led tutorials for groups of students taking the same course. As a CAVE staff we have increased our visits to our partner schools to meet face to face with students and virtual coordinators. These meetings are designed to provide help and support to all involved. The response thus far has been positive.*

*We still remain very accessible to parents and students due to the fact staff have no set schedule, so having online meetings, phone calls, email or moodle messaging conversations is readily available and effective.*

*As a staff the CAVE utilizes our physical setting quite well to engage with students and staff. All teachers and students are situated in the same room. Therefore, outreach students are able to get help and feedback from their teachers. Prior to students showing up and after they leave teachers are often discussing different elements of their courses and their students. Teachers and admin engage with parents via the usual channels, email, phone and in-person meetings.*

*We will, as a staff, work on developing a survey to give out to virtual students/parents/coordinators to get more feedback on how to engage with everyone better. We have made strides but do need to improve.*