

Inner City Youth Development Association



**Inner City High School / Inner City Youth Support
Combined 3-Year Education Plan and Annual Education Results Report
2017**

Message from the Board Chair

In the 2016/2017 academic year we graduated five students with a full high school diploma. Of those five two students applied or are in the process of applying for Edmonton Oilers Community Foundation (EOCF) scholarships.

One student is upgrading her marks for university admission. One is working full time. The activities of the other student are unknown to us.

At first glance this number appears low even though we are a small school with just over 100 students. However it represents quite an achievement when you consider that most of our students have been in an average of ten different schools, expelled from some and dropped out of most.

Most youth test out at an average of grades three to seven in English and less in Mathematics when they first register with us.

The demographics of our students are similar to those of inmates in our provincial and federal institutions. However a higher percentage (up to 90%) of our youth are of Indigenous background.

Despite their mobile and difficult background, for the most part youth's attendance and retention rates improve year after year.

It takes the wrap around programming that Inner City Youth Development Association offers to make the difference we do.

Our programming includes basic resources such as daily meals, bus passes and bus tickets, counselling and other supports to help engage the youth and turn their activities from dysfunctional and sometimes criminal behaviours to educational pursuits.

Accountability Statement

The Annual Education Results Report for the 2016/2017 school year and the Education Plan for the three years commencing September 1, 2017/2020 for the Inner City Youth Development Association was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2016/2017 school year and the three-year Education Plan for 2017 – 2020 on November 26, 2017.

Vision, Mission, and Goals

Introduction

This document is built on the experiences of over 20 years offering educational programming to Edmonton's high risk youth. The term "high risk youth" is used here to describe youth who are not only at risk of not completing high school, but also of becoming involved in criminal activity, drug and alcohol abuse and/or requiring continuous maintenance by society's social system. This document represents our three year vision for the continued development of Inner City High School and the success of our students.

Vision

Our Vision is to engage and inspire Edmonton's high risk youth to recognize the intrinsic value of education, overcome their previous educational and social difficulties, and pursue post-secondary education and or fulltime employment; thereby fulfilling their potential as contributing, caring members of the community.

Mission

Our mission is to provide Edmonton's high risk youth with an education that promotes and facilitates positive behaviour, creative expression, and cooperative working skills. We provide an academic and arts based educational program that is built on the values of trust, respect, cooperation, and non-violence. These values, when reinforced with our education program and career counselling provide students with the tools to become active, constructive citizens.

Principles

Teachers and support staff at Inner City High School:

Base their daily practice on the values of trust, respect, cooperation and non-violence

Respect the individuality of all students, recognize the desperate conditions that many of our students are struggling to overcome,

Treat all students equally, and respect their inherent dignity and intelligence.

Believe that every youth in our programs has the right to the resources that provide for their basic necessities and create the conditions for a pedagogy that is relevant and responds to their needs.

Believe every Inner City High School student has the right to be provided with an education program and a right to be supported in the completion of that program

School Profile

Inner City Youth Development Association (1990) and Inner City High School (1993) were established to provide Edmonton's high risk youth with opportunities to break the cycle of poverty, desperation, and dependence that colours their lives enabling them to become contributing members of society. The purpose of the school is to provide opportunities for our students to stabilize their lives, develop literacy skills, and achieve a high school diploma. As a result, developing the skills and attitudes that can lead to full-time employment and prevent their return to a life on the street.

Success and Recognition

- One of the finalists for Edmonton's Smart City Award (1998)
- Subject of the National Film Board/Lorna Thomas Productions' video *Beating The Streets* (1998)
- Recognized in the City Of Edmonton's Salute To Excellence (1999)
- Recognized by the University of Alberta with an Alumni Award (2000)
- Rotary Integrity Award (Edmonton Strathcona Rotary Club, 2002)
- Presented with the Alberta Centennial Medal (2005)
- Selected as the Edmonton Oilers Community Foundation Legacy Project (2007)
- Recognized by Native Counselling Services of Alberta for Outstanding Service to the Aboriginal Community (2009)
- Among semi-finalist for Alberta Education's Excellence in Teaching Award (2010-2011)
- Recipient of the TELUS Innovation Award (2012) for making a lasting and social impact within the local community
- Recipient of the 2014 True Award – Lieutenant Governor's Circle on Mental Health and Addictions, Lieutenant Governor of Alberta

Demographics

The following demographics shift slightly from year to year but present an accurate picture of our students.

Most students at Inner City High School are without parental support, basic resources and often in crisis. 85-90% are of Aboriginal heritage

80% live in unsafe or unstable housing and would fit the official definition of homelessness

10 % live in group homes

85% live independently

4% live with a parent, some years it's less

90% on average are known to have involvement with the justice system

5-10% are absolutely homeless although at some points the number is considerably higher

At different times throughout the school year approximately 30% of our students experienced periods of homelessness. For some of these students homelessness is chronic. The loss of the youth's potential and the resulting costs of this problem to our society are incalculable.

Wrap Around Services Provided by Inner City High School

Our onsite social workers provide students support through counselling for issues such as depression, suicide, neglect, abuse and other issues on a regular basis. For example in this past year our social/youth support workers completed 23 suicide safety plans with youth who disclosed that they were contemplating suicide. Issues such as mental health and addictions, if necessary, are referred by our social worker and four youth workers to appropriate agencies. Some of our social/youth engagement workers have addictions training. We also have a partnership with Alberta Health Services for onsite addictions counselling. Our social/youth engagement workers also advocate for the students as they attempt to find their way through the social support system.

Legal Services and Support

Our legal support worker helps students negotiate the justice system, attain legal representation, serve community hours and other legal entanglements as they present themselves. For example, last year he helped clear 47 warrants, made 42 court appearances and facilitated a program where in cooperation with probation officers students served 268.5 Community Service hours in lieu of incarceration.

Counselling Supports

Our Cultural Advisor and Elder Liaison is an Addictions Counsellor and coordinates the Elder's regular visits and sharing circles. The Elder is supported by our youth support worker and our social worker who also deal with addictions. Regular referrals are also made to AADAC, and Nechi-Poundmaker Institute.

Inner City Youth Development Association Food Bank

Our on-site food bank provides Inner City High School students with emergency food when needed.

Edmonton Oilers Community Foundation

The Foundation caters an annual Christmas dinner for Inner City High School students. The hockey team circulates among the students signing autographs on the student's sweater, posters hats or whatever they want. The Foundation also provides a gift bag for all students complete with a \$50 gift card

Housing Referrals

We work cooperatively and collaboratively with several group homes such as Spirit of Our Youth, Chimo Youth Retreat Society, Boy's and Girl's Club Partners Program, Cunningham Place, Inner City Youth Housing Project, John Howard Society and other group homes.

Advancing Futures Bursary Program

A collaborative project that provides monthly financial support to students with a history of being in long term care under the authority of the Alberta government to enable them to pursue educational goals.

Alberta Works (Student Finance)

Provides students who meet their criteria with financial support to pursue educational goals and enter the work force.

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Registration

Collaboration with probation officers, social workers and other social agents is facilitated by our policy of continuous registration.

Psychological Assessments

On site psychological assessments provided by chartered psychologist.

Boyle McCauley Health Services

Weekly visits by two nurses provide flu shots, health information and advice, referrals preventative presentations, and other health related educational activities.

Alberta Health Services

We host regular meetings and referrals for students facing addiction issues.

Health for Two

Provides supports to pregnant mothers

Basically Babies

Provides bassinets full of baby supplies to new mothers

Journeys Cultural Exchange Program

This program brings University of Alberta Students together with Inner City High School students to create awareness and understanding between both groups

Summary

Our wrap around programming creates and supports the conditions for pedagogy to take place. This process results in the establishment of a successful learning environment where students, previously incarcerated, expelled from other schools, dropped out of school, have never had regular attendance in their school history and often involved in street life can become engaged in academic studies and look to the future with hope and possibility.

Trends and Issues

Inner City High School offers an academic and arts-based senior high school program to Edmonton's high risk youth. We have spent several years developing a pedagogy and methodology to provide education to this high need group. The population we serve is severely disadvantaged economically and socially. They require a flexible, safe, understanding environment and a small teacher/student ratio. This situation presents us with a financial challenge. Topping up education funding with tuition is not possible. Funding levels are one of the major challenges that we face. This challenge has been mediated somewhat through access to the Alberta Education Severe Disabilities Funding formula and the generosity of Edmonton's philanthropic community.

Trends

Over the past several years our school population has shifted from one comprised of students who had experienced and wanted to leave behind street life and the behaviours associated with that life to a student body that, for the most part, is still connected to that life. Many students are now referred to us by probation officers, social workers, group homes, and through "word on the street".

Most hope to change but have been socialized into a dysfunctional lifestyle. Generally, when students first come to us they bring a series of unsuccessful school experiences, low literacy skills and require significant bridging to succeed in academic courses. For the most part they present serious behaviour issues and habits that have enabled them to succeed and negotiate an often hostile and violent environment.

When they first register at Inner City High School students lack even the most basic resources. Their literacy and numeracy levels are such that Graduation within three years is rarely possible. Many of our students have fallen through the cracks and have lived without parental or government support and have had negative experiences in previous schools. Some students are or have been under the guardianship of Children's Services. Most have lived a street involved life and been socialized into habits that are not conducive to academic studies.

The route to high school graduation requires creating the conditions for pedagogy to take place, creating an environment that builds community, creating a sense of belonging, building self confidence and making the transition to academic studies. This process usually takes more than three years.

Education and the Virtual World

This past year we ran a pilot project with a few students who working through their avatars participated in a virtual world project in which they experienced the impact of colonialism, residential schools and the “Sixties Scoop” on Canada’s indigenous population. The latent impact of the colonial and residential school experiences on Edmonton’s high risk youth and the realization that “Education is the new Buffalo” was the primary focus of this project. A secondary focus was for students to realize that identity is fluid and with education and positive career choices they can create a life filled with hope and possibility.

Leadership

A Leadership group and a social justice group met after school on a regular basis. Students participate in school based activities that build capacity and promote understanding and leadership qualities among students. Student’s accomplishments and positive images are posted on Instagram and linked to our web site.

Summary of Accomplishments

Our most noteworthy accomplishment is creating an environment where students, mostly young Indigenous youth, become engaged in education and begin to replace a sense of hopelessness with dreams of a career and a hope filled future.

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Combined 2017 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure	Inner City Youth			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	89.3	87.0	90.4	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	84.3	83.2	83.3	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	91.4	96.2	94.1	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	19.9	12.3	23.1	3.0	3.2	3.3	Very Low	Maintained	Concern
	High School Completion Rate (3 yr)	0.0	3.8	1.3	77.9	76.5	76.1	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.4	73.6	73.2	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.5	19.4	18.8	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	44.4	73.3	61.9	83.0	82.7	83.1	Very Low	Maintained	Concern
	Diploma: Excellence	0.0	13.3	6.8	22.2	21.2	21.5	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	54.9	54.6	53.1	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	8.7	9.1	9.1	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	0.0	4.3	4.1	57.9	59.4	59.3	Very Low	Declined	Concern
	Work Preparation	91.7	85.7	82.9	82.7	82.6	81.9	Very High	Maintained	Excellent
	Citizenship	79.4	83.1	82.6	83.7	83.9	83.6	High	Maintained	Good
Parental Involvement	Parental Involvement	70.0	62.9	64.4	81.2	80.9	80.7	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	89.6	87.6	89.3	81.4	81.2	80.2	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. 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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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 Examination 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; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

**Combined 2017 Accountability Pillar First Nations, Métis and Inuit Summary
(Required for Public/Separate/Francophone School Authorities)**

Measure Category	Measure	Inner City Youth (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	17.2	14.2	25.2	5.8	6.1	6.7	Very Low	Maintained	Concern
	High School Completion Rate (3 yr)	0.0	0.0	0.0	53.6	50.2	47.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	51.7	52.4	52.1	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	6.7	6.3	6.3	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	55.6	90.0	63.3	77.1	76.1	76.3	Very Low	Maintained	Concern
	Diploma: Excellence	0.0	20.0	9.4	10.7	10.2	10.2	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	21.8	20.7	20.3	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	9.1	13.3	13.3	34.2	31.9	31.9	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	0.0	0.0	3.9	31.8	33.5	33.3	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
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 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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 Examination 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; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
9. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
10. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

Measure Evaluation Reference (Optional)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Charter Goal: (For Charter Schools Only)

Outcome: (Charter Outcome)

- *Charter Goals, Outcomes and Performance Measures (locally determined, consistent with Section 35 of the School Act, per the charter school's ministerial approved charter agreement.)*

Performance Measures	Results (in percentages)					Target*	Targets		
	2013	2014	2015	2016	2017	2017	2018	2019	2020
Locally Determined Performance Measure(s)									

Comment on Results (OPTIONAL)
Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Strategies
For each outcome, charter schools must develop and include strategies (at least one strategy for each outcome) in the plan.

* Target set for 2016/17 in the three year education plan 2016/17 – 2018/19.

Outcome One: Alberta's students are successful

[No Data for PAT Results]

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
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 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	75.0	42.3	70.0	73.3	44.4		Very Low	Maintained	Concern			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	8.3	3.8	3.3	13.3	0.0		Very Low	Maintained	Concern			

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	6.3	0.0	0.0	3.8	0.0		Very Low	Maintained	Concern			
Drop Out Rate - annual dropout rate of students aged 14 to 18	20.9	29.3	27.8	12.3	19.9		Very Low	Maintained	Concern			
High school to post-secondary transition rate of students within six years of entering Grade 10.	5.2	4.2	4.0	4.3	0.0		Very Low	Declined	Concern			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	9.1	8.7		n/a	Maintained	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	0.0	0.0	0.0	0.0	0.0		Very Low	Maintained	Concern			

Comment on Results (OPTIONAL)

Generally, when students first come to us they bring a series of unsuccessful school experiences, low literacy skills (mid elementary is average) and require significant bridging to succeed in academic courses. For the most part they present serious behaviour issues and habits that have enabled them to succeed and negotiate an often hostile and violent environment.

When they first register at Inner City High School students lack even the most basic resources. Their literacy and numeracy levels are such that Graduation within three years is rarely possible. Many of our students have fallen through the cracks and have lived without parental or government support, have had negative experiences in previous schools. Some students are or have been under the guardianship of Children's Services. Most have lived a street involved way of life and been socialized into habits that are not conducive to academic studies.

The route to high school graduation requires creating the conditions for pedagogy to take place, creating an environment that builds community, creating a sense of belonging, building self confidence and making the transition to academic studies. This process usually takes more than three years.

Strategies

To continue developing engaging strategies, methodologies, and programs that engage youth in academic studies.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. 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 Examination 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; and Social Studies 30-2.

5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	74.7	79.3	85.4	83.1	79.4		High	Maintained	Good	84	86	88
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.	81.8	80.0	n/a	85.7	91.7		Very High	Maintained	Excellent	92	93	94

Comment on Results (OPTIONAL)

We are continually analyzing data i.e. attendance, progress,

Strategies

The characteristics of active citizenship and positive behaviours are encouraged and integrated into daily circles and the day to day operation of the school.
 Activities that encourage positive attitudes and behaviours such as the non violent resolution of conflict, cooperation and respect for one another are integrated into the day to day life of the school.
 We will continue to collaborate with parents and social agents responsible for student's welfare.
 We will continue to develop and enhance our wrap around program for Edmonton's high risk youth and provide the conditions for learning to take place with basic resources and engaging programming.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	86.4	80.0	n/a	64.3	78.3		n/a	n/a	n/a	80	82	85

Comment on Results (OPTIONAL)
Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Strategies

*To continue holding success in school meetings with social workers and other social agents responsible for students welfare
 To continue correspondence regarding attendance with guardians, parents or persons responsible for the welfare of our students.*

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		2017	Achievement	Improvement	Overall	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	85.7	33.3	66.7	90.0	55.6		Very Low	Maintained	Concern	60	63	65
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	9.5	8.3	0.0	20.0	0.0		Very Low	Maintained	Concern	10	12	15

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Strategies

We will continue developing ways of engaging Indigenous students in academic studies. Strategies such as relevant curriculum content and experiential learning.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
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 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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 Examination 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; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		2017	Achievement	Improvement	Overall	2018	2019
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	0.0	0.0	0.0	0.0	0.0		Very Low	Maintained	Concern	5	10	15
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	23.6	34.5	26.9	14.2	17.2		Very Low	Maintained	Concern	15	12	10
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	8.3	6.6	5.2	0.0	0.0		Very Low	Maintained	Concern	6	8	10
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	13.3	9.1		n/a	Maintained	n/a	10	12	15
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	0.0	0.0	0.0	0.0	0.0		Very Low	Maintained	Concern	n/a	n/a	n/a

<p>Comment on Results (OPTIONAL) <i>Poverty, homelessness and a lack of basic resources must be addressed as students' progress through high school courses.</i></p>
<p>Strategies <i>To Introduce students to the value and joy of learning and that they can be successful through hands on experiences.</i> <i>To continue with projects that introduce First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools to Inner City High School staff and students..</i></p>

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
 4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
 5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
 6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	87.9	92.0	92.1	87.0	89.3		Very High	Maintained	Excellent	90	91	92

Comment on Results The structure of our programming is intended to facilitate the development of the values of trust, respect, cooperation and non-violence.

Students are proud of their school. For many it's the only stable thing in their lives.

Strategies
We will continue to model and encourage the values of trust respect and cooperation among staff and students
We will continue to develop and focus on a strength based approach with our students.
We will continue developing engaging technological based programming as part of our multi-literacies approach
 .

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	75.7	78.0	88.6	83.2	84.3		Very High	Maintained	Excellent	85	87	89

Comment on Results

Typically there is a lack of parental involvement. As many as 90% or more of our students are without parental support. In many cases social workers, group home workers and probation officers take on parental role. In most cases students live precariously and Independently. The living conditions are often unstable and often unsafe.

Strategies

We will continue to request and attend meetings and case conferences with social workers, group home workers probation officers and other social agents. Meetings and other forms of contact, where appropriate, will be improved.
Where appropriate we will continue to make parents feel welcome and informed regarding student's progress

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Outcome Five: Alberta’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
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.	93.8	89.4	90.9	87.6	89.6		Very High	Maintained	Excellent	90	91	92
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	54.0	66.0	n/a	62.9	70.0		Very Low	Maintained	Concern	70	72	74
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.8	91.7	94.3	96.2	91.4		Very High	Maintained	Excellent	92	93	94

Comment on Results

Typically there is a lack of parental involvement. As many as 90% or more of our students are without parental support. In many cases social workers, group home workers and probation officers take on parental role. In most cases students live precariously and independently. The living conditions are often unstable and often unsafe.

Strategies

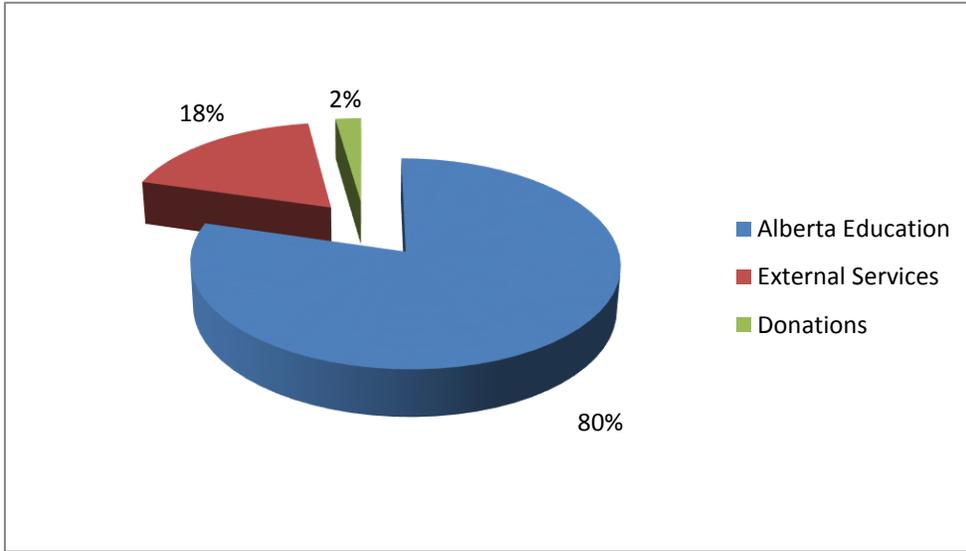
We will continue to request and attend meetings and case conferences with social workers, group home workers probation officers and other social agents. These Success in School meetings are an important for all parties. Meetings and other forms of contact, where appropriate, will be improved. Parents are made to feel welcome and informed wherever possible.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Summary of Financial Results

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.



<i>Budget Summary</i>				
Revenue and Expenses	2015/2016 Actual	2016/2017 Budget Board Approved	2016/17 Actual	2017/2018 Budget Board Approved
Revenue	Amount	Amount	Amount	Amount
Alberta Education	2,364,449	2,429,449	2,612,257	2,120,871
Alberta Government, Human Services Fee for Services (Tuition Fees)	37,062	50,000	25,915	43,000
Other Government of Alberta (Community Initiatives and FCSS)	112,324	100,000	89,945	110,000
Foundation grants, gifts and donations	293,750	225,450	540,291	582,498
Other Revenue	2,601	3,000	2,722	3,000
Amortization of Capital Assets	5,617	5,617	13,315	3,532
Total Revenue	2,815,803	2,813,516	3,284,445	2,862,901
Expenses				
Certificated Salaries and benefits	1,202,699	1,128,890	1,207,504	1,116,689
Non Certificated Salaries and Benefits	1,086,164	1,174,968	1,279,975	987,191
Service Contract and Supplies	205,016	194,150	455,939	449,021
External Services (Youth Support Program)	308,255	300,000	281,409	300,000
Amortization of Capital Assets	13,429	13,502	13,315	10,000
Total Expenses	2,81	2,81	3,238,142	2,862,901

	5,563	1,510		
Surplus (Deficit) of Revenue over Expenses	240	2,006	46,303	0

Note:

ICYDA receives an in-kind grant in subsidized rent, paid utilities, and paid outdoor maintenance.

In the original 2017-2018 budget the subsidy and expense were netted together to sum to zero

In the 2016-2017 actual statements, this transaction has been reclassified to revenue and expense. The 2017-2018 budget has been changed by \$250,000 to compare with the 2016-2017 actuals.

Capital and Facilities Projects

We have no immediate plans for capital/facility projects.

Summary of Facility and Capital Plans

n/a

Parental Involvement

Typically there is a lack of parental involvement. Most students are without parental support. In some cases social workers, group home workers and probation officers take on a parental role. Most students live independently often in unsafe/unstable accommodation. We strive to ensure that where appropriate parents are made to feel welcome. In some cases there can be court orders preventing parental contact.

Timelines and Communication

Inner City High School's combined 3 Year Education and AERR and budgetary information can be accessed at www.innercity.ca

The Education Plan will also be available at the school office.

Whistleblower Protection

The ICYDA Board maintains a positive working environment for all Inner City Youth Development Association (ICYDA) employees and a culture characterized by integrity, trust, respect, cooperation and non-violence. The ICYDA Board expects all staff to demonstrate high ethical standards in their work. According to policy 5120 Appendix 2 Public Interest Disclosure, Inner City Youth Development Association will take action in an objective manner to address reports of wrongdoing within Inner City Youth Development Association without retribution to Inner City Youth Development Association employees who report wrongdoing in good faith.

There were no disclosures as per the Whistleblower Protection Legislation.

