



Frank Spragins
High School
Where Everyone Belongs

FMPD
Frank Spragins High School
Assurance Framework
2022-2023

School Profile and Context 2021-2022

Frank Spragins has a current enrollment of 292 students – up 10 students from the 2020/21 school year, but down 110 students as compared to this point in the 2019/20 school year. This is a result of Alberta Education's changes to the provincial funding model, which had prevented us from accepting transfers and dual students from FMCS D, Fort McKay, and Fort Chipewyan. The breakdown of our student enrollments are as follows:

- On Campus students: 51
- Off Campus students: 113
- Student Upgraders: 45
- Adult Students: 36
- Dual Enrolled students: 35
- Homeschooled students: 12

There are currently 46 students identified with special needs at our school; 17 of these are code 40's, and 26 are code 50's.

Eighteen percent of our students are of First Nations, Metis, or Inuit descent.

Frank Spragins staff consists of 8.0 Full Time Equivalency (FTE) ATA staff, 0.6 FTE Counseling staff, 1.0 FTE Educational Assistants, 1.0 FTE Food Services Assistant , and 2.0 FTE School Secretaries.

Highlights, Trends and Challenges:

Frank Spragins High School continues to operate in a mode of high standards, as is evidenced in the 2020-2021 Assurance Measure Results, where we see that - despite the disproportionate impact of the COVID-19 pandemic on our school's students and families - we were able to maintain our results from the previous year and also demonstrated improvement in several areas.

Highlights:

- Frank Spragins High School continues to score extremely well in Safe and Caring Schools, Programs of Studies, Educational Quality, Programs for at-risk students, Work Preparation, Lifelong Learning, Access to Supports and Services, and Program Access Satisfaction - as well as some improved FNMI results.
- Frank Spragins High School graduated over 50 students in June 2021, and we have 49 potential graduates this year.

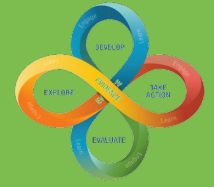
Trends:

- Unlike mainstream schools, the bulk of our registrations occur in September, and enrollment steadily increases throughout the school year.
- Students choose Frank Spragins for a variety of reasons including more personalized instruction and support, flexible scheduling and timetabling, mode of curriculum delivery, evening instructional hours, a nursery classroom for student parents, our very popular food service program, as well as the mental health and wellness supports that we offer.
- The Dual-Enrollment program at Frank Spragins had previously opened us up to whole new demographics of students from communities in need, such as Fort McKay and Fort Chipewyan - but the changes to Alberta Education's funding model had forced us to temporarily discontinue this aspect of our Outreach program. Despite recently being given the go-ahead to offer our services to these communities once again, we have not had much response as these communities have since forged their own educational solutions during the intervening year - and FMCS D has now opened its own "Outreach" program as well.

Challenges:

- Increasing numbers of students are presenting with mental health issues that hinder their learning - which necessitates more intervention and support for students in this area before they are ready to engage in their studies.
- Homelessness, substance abuse & addictions, and troubled home lives are issues for a number of our students.
- Limited community-based resources for older youth who would benefit from alternative living arrangements and long-term support. This results in continued transience and absenteeism.
- Limited resources for youth with complex needs in Fort McMurray, such as child and adolescent psychiatry, specialized assessment & treatment centres, and community based care.
- Students often come to us with significant gaps in their attendance, knowledge base, and in some cases, having been out of school for months or even years.
- Student readiness, engagement, participation, and motivation to change can be a challenge - and this is often the result of high levels of anxiety amongst our students, as well as other challenges in their lives.
- Relevant professional development and opportunity for collaboration is limited as we are the only true outreach high school in Fort McMurray.
- Maintaining communication with some of our students during the current COVID-19 crisis has been an enormous challenge, as our goal is to continue providing these students with the support that they require.
- Parental engagement has also always been a challenge for Frank Spragins, as many of our students' parents are struggling with the same issues and obstacles in life as our students.

Despite the unique challenges that we face as an Outreach School, we take pride in the fact that we serve the students who need our guidance and support the most. We feel an overwhelming sense of fulfillment and satisfaction when we see our students finally graduate, and this is what makes our work so rewarding!



OUR GOALS

1. High-Quality Learning Opportunities for All
2. Excellence in Student Learning Outcomes
3. Supporting First Nations, Métis and Inuit Students
4. Highly Responsive and Responsible Jurisdiction

ASSURANCE CYCLE

1. Explore - Analyze and Interpret
2. Develop - Identification of Problem, Strategy and Plan
3. Take Action - Implement and Adjust
4. Evaluate - Impact on Outcomes

CURRENT STATE (EVIDENCE)

STRENGTHS

Very high achievement for the school in the areas of:

- Safe and Caring Schools, Program of Studies, Education Quality, and Work Preparation
- Program Access Satisfaction (up from 80% to 100% among students in 5 years)
- Our Rutherford Scholarship Eligibility Rate is on the rise (20% to 45% in less than 5 years)

OurSCHOOL Survey Results:

- Near or above Canadian averages on most metrics
- Positive Behavior and Student Effort is on par with the Canadian average
- Student Interest and Motivation is on average 25% higher than the Canadian norm
- Students with a positive sense of belonging at school are on average 25% higher than the Canadian norm
- All drivers of student outcomes are above the Canadian averages

AREAS FOR GROWTH

- Increasing student attendance rates
- Addressing student mental health to enable higher rates of academic success

LOCAL CONTEXT

As Fort McMurray's primary Outreach program, the students that we work with students that:

- are often from marginalized demographics
- often have considerable mental health challenges
- often struggle with addictions and substance abuse
- often have little to no parental involvement in their lives
- often have significant gaps in their education prior to registering with us

As such, our school/staff places a higher focus on student health and wellness. Staff strive to form positive relationships with students, and our students know that they are cared for. This creates a safe and welcoming environment for our students, and that allows us to then help them to achieve success in their education.

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING FRIDAYS
 - Frank Spragins staff will use PLF Fridays to engage in a book study of Harvard Education's [Absent From School: Understanding and Addressing Student Absenteeism](#)
 - Frank Spragins staff will use PLF Fridays in partnership with CMHA Wood Buffalo to engage in their mental health Recovery College program
2. PHYSICAL RESOURCES
 - Each staff member will require their own copy of Harvard Education's [Absent From School: Understanding and Addressing Student Absenteeism](#)
3. HUMAN RESOURCES
 - Staff will require time for the assigned readings associated with our book study, and staff PLF time will be used for analysis and CMHA seminars
4. BUDGET
 - Funds from the school budget have been used to purchase one copy of the [Absent From School](#) book for each staff member

INDICATORS OF SUCCESS

SHORT TERM

- Staff will achieve a greater understanding of the barriers to attendance affecting our students, allowing the school to create an environment that better encourages and supports attendance from all students.
- Staff will learn individual teacher-based, school-wide, and community-based strategies to better support our students' mental health, enabling them to better focus on their academic progress and success

MOVING TO - DESIRED STATE

- Increased student attendance will lead to higher rates of student work completion, academic achievement, and graduation rates.
- Increased and more effective supports for student mental health will also lead to higher rates of student work completion, academic achievement, and graduation rates - but also higher rates of positive relationships, life satisfaction, and lower rates of addictions and substance abuse for our students.



GROWTH AREA: Increasing student attendance rates - Our students have struggled in areas such as Diploma Exam Results, Completion Rates, and Post-Secondary Transition Rates. We believe that a common factor in these areas is insufficient school attendance.


ACTION FOR IMPROVEMENT: Increasing student attendance rates - IF time and resources were made available for staff to engage in a book study of Harvard Education's Publication, Absent From School: Understanding and Addressing Student Absenteeism, and IF time were made available for staff to engage in a collaborative response model where they can focus on applying this new knowledge to individual students, THEN we would expect that staff would have a better understanding as to how we as a school can more effectively engage in practices that foster increased school attendance from our students - which in turn should lead to improved Diploma Exam Results, Completion Rates, and Post-Secondary Transition Rates.

Moving From... <i>Current State</i>	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement <i>How?</i>	Short term success indicators (October) <i>Evidence of Improvement</i>	Moving To... (June) <i>Desired State "Audacious" 1-year goal</i>
Our students have struggled in the areas of Completion Rates, Diploma Exam Results, and Post-Secondary Transition Rates. While recognizing that this is not abnormal in the Outreach context, in the spirit of continuous improvement these are areas that we would like to address and improve for the benefit of our students.	Assurance Measure results: Our Completion Rates, Diploma Exam Results, and Post-Secondary Transition Rates are all currently significantly below the provincial average. This is normal for an Outreach School, but still our biggest areas for growth to focus on.	These results tell us that student learning at Frank Spragins is not abnormal within the Outreach context. However, we are endeavoring to engage in continuous improvement, and want to increase our students' attendance rates for their academic benefit and future success.	Our evidence indicates that attendance is one of the central issues hindering academic success. Areas for growth in teaching practices centre around relationship building, proactive communication, and wrap-around supports - in addition to academic supports.	Our staff will form a study group, and use our PLF time to work our way through Harvard Education's <u>Absent From School</u> publication. The research contained within will be discussed and analyzed to develop attendance strategies that can be applied at the school.	<ul style="list-style-type: none"> -Increased student wellness and prioritization of education -Increased student attendance -Increased "on-task" time by our students while -Increased course completion rates on the part of our students -Diploma exam results that are closer in line with our school-awarded grades. -Increased student access to school-facilitated wrap-around supports 	Frank Spragins average attendance rates will increase by 5% by the end of the 2022/23 school year, and by 10% by the end of the 2023/24 school year.



GROWTH AREA: Addressing student mental health - Our students have struggled in areas such as Diploma Exam Results, Completion Rates, and Post-Secondary Transition Rates - but also in areas such as Positive Relationships, Anxiety & Depression, General Health, Life Satisfaction, and Substance Abuse. We believe that a common factor in these areas are mental health challenges and struggles.

ACTION FOR IMPROVEMENT: Addressing student mental health - IF time and resources were made available for staff to engage in CMHA Wood Buffalo's Recovery College mental health support program, and IF time were made available for staff to engage in a collaborative response model where they can focus on applying this new knowledge to individual students, THEN we would expect that staff would have a better understanding as to how we as a school can more effectively support our many students who struggle with mental health challenges - which in turn should lead to improved Diploma Exam results, Completion Rates, Post Secondary Transition Rates - but also improvements in Positive Relationships, Anxiety & Depression, General Health, Life Satisfaction, and Substance Abuse.



Moving From... <i>Current State</i>	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement <i>How?</i>	Short term success indicators (October) <i>Evidence of Improvement</i>	Moving To... (June) <i>Desired State "Audacious" 1-year goal</i>
Our students have struggled in the mental health indicators amongst the Social-Emotional Outcomes of the OurSCHOOL survey. While recognizing that this is not abnormal in the Outreach context, in the spirit of continuous improvement this is an area that we would like to address and improve for the benefit of our students' wellness.	OurSCHOOL Survey results: Positive Relationships: 25% below the Canadian norm Student Depression: 20% above the Canadian Norm Anxiety: 10% above the Canadian Norm Marijuana and Tobacco use: 15% above the Canadian Norm General Health and Life Satisfaction: Both below 60%	These results tell us that student learning at Frank Spragins is not abnormal within the Outreach context. However, we are endeavoring to engage in continuous improvement, and want to address student mental health, which should result in increased academic achievement as well.	Our evidence indicates that student mental health is a central factor that impacts both attendance and academic achievement. We believe that teaching practices in this area are already strong, but we are looking to refine these practices for student benefit.	Our staff will use our PLF time to work with staff from CMHA to complete their 13-session Recovery College program. This professional learning will be used to develop strategies, practices, and supports that can be applied at the school to address student wellness.	-Increased student mental and physical wellness -Increased student attendance -Decreases rates of Anxiety and Depression -Forging of Positive Relationships with students -Decreased substance abuse -Increased student access to school-facilitated wrap-around supports	Frank Spragins results in the Social-Emotional Outcomes of the OurSCHOOL survey will improve by 3% by the end of the 2022/23 school year, and by 6% by the end of the 2023/24 school year

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 1858 Frank Spragins High School



Assurance Domain	Measure	Frank Spragins High 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	88.8	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	91.0	92.8	93.4	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	29.4	30.4	26.9	83.4	80.3	79.6	Very Low	Maintained	Concern
	5-year High School Completion	47.4	41.3	54.5	86.2	85.3	84.8	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	54.1	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	7.1	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.9	95.9	97.2	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.9	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	94.8	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	90.0	80.0	86.5	79.5	81.8	81.4	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. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
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 (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
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, Social Studies 30-2.

Student Growth and Achievement

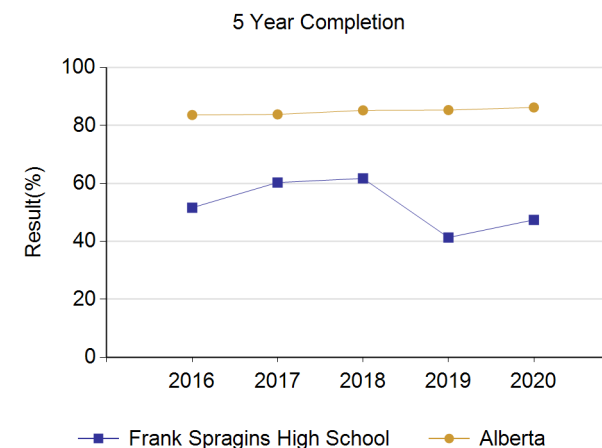
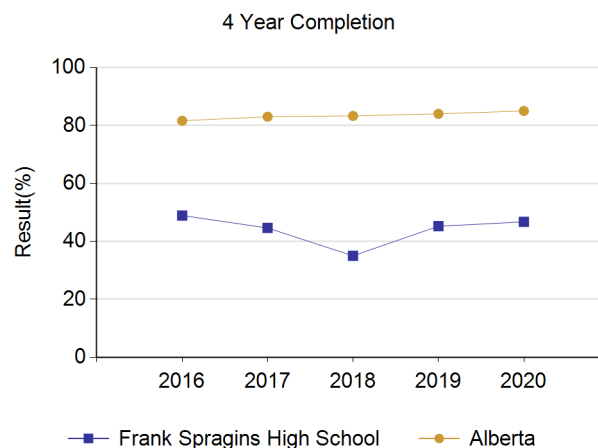
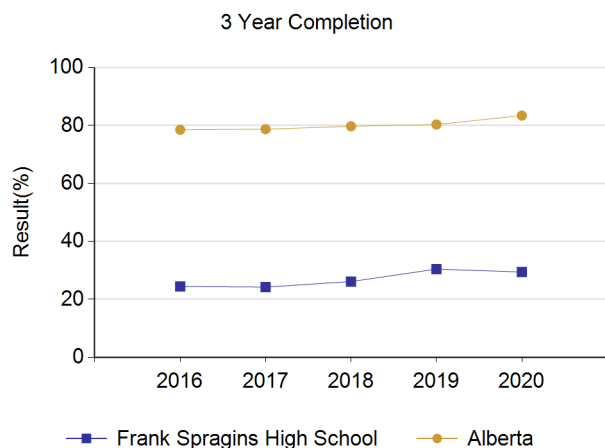


High School Completion Rates - Measure History

School: 1858 Frank Spragins High School

Province: Alberta

	Frank Spragins High School										Measure Evaluation			Alberta									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	40	24.4	37	24.2	30	26.1	45	30.4	37	29.4	Very Low	Maintained	Concern	44,823	78.5	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4
4 Year Completion	52	48.9	49	44.6	41	35.0	37	45.2	51	46.7	Very Low	Maintained	Concern	43,739	81.6	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0
5 Year Completion	63	51.6	55	60.3	51	61.7	41	41.3	42	47.4	Very Low	Maintained	Concern	44,191	83.6	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
4. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

Supplemental Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 1858 Frank Spragins High School



Measure	Frank Spragins High 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
Diploma Exam Participation Rate (4+ Exams)	n/a	0.0	0.0	n/a	56.6	56.4	n/a	n/a	n/a
Drop Out Rate	4.7	7.2	5.8	2.6	2.7	2.6	Intermediate	Maintained	Acceptable
Program of Studies	98.1	90.3	91.8	81.9	82.4	82.1	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	44.4	44.6	39.4	68.0	66.6	64.9	Very Low	Maintained	Concern
Safe and Caring	97.6	96.2	96.1	90.0	89.4	89.1	n/a	n/a	n/a
School Improvement	83.1	98.9	98.0	81.4	81.5	81.0	n/a	n/a	n/a
Transition Rate (6 yr)	5.9	9.5	11.0	60.0	60.3	59.5	Very Low	Maintained	Concern
Work Preparation	100.0	90.0	96.7	85.7	84.1	83.2	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. Only supplemental measures with Achievement standards are included in the Supplemental AEAMs – Overall Summary.
3. Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
4. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

Drop Out Rate

Measure History

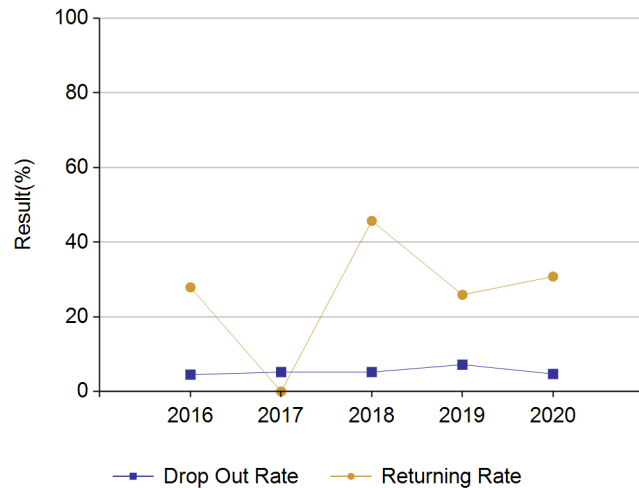
School: 1858 Frank Spragins High School

Province: Alberta

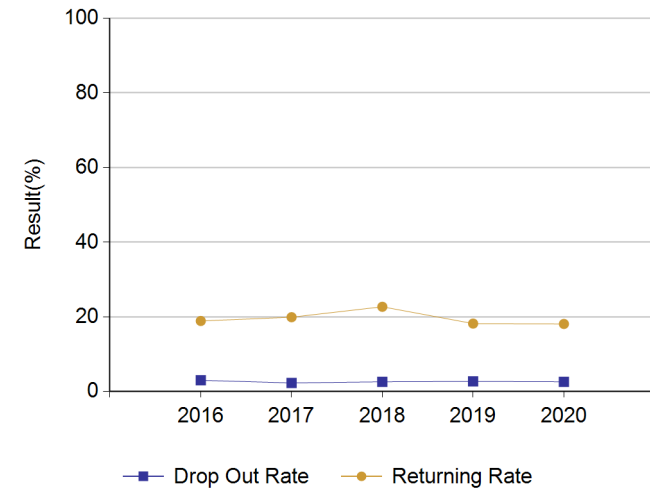


	Frank Spragins High School										Measure Evaluation			Alberta									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Drop Out Rate	173	4.5	141	5.2	129	5.2	143	7.2	163	4.7	Intermediate	Maintained	Acceptable	181,382	3.0	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6
Returning Rate	16	27.9	16	0.0	19	45.7	15	25.9	17	30.8	n/a	n/a	n/a	7,614	18.9	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1

Frank Spragins High School



Alberta



Notes:

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2. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

High School to Post-Secondary Transition Rate

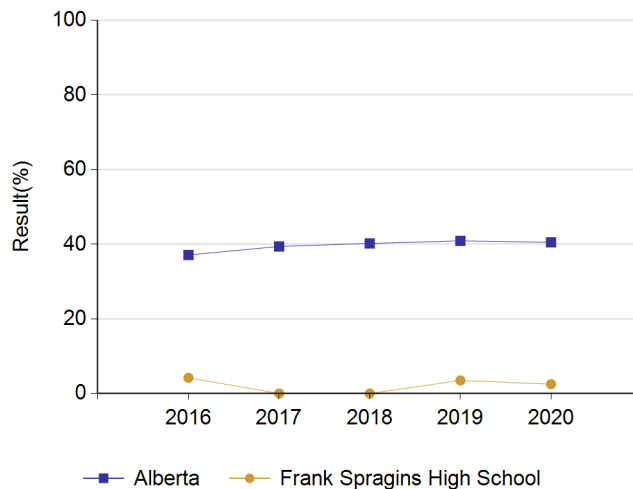
Measure History

School: 1858 Frank Spragins High School

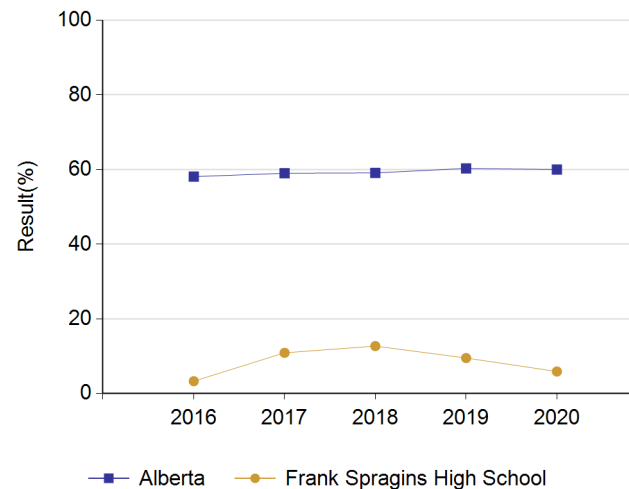
Province: Alberta

	Frank Spragins High School										Measure Evaluation			Alberta									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
4 Year Transition	52	4.2	49	0.0	41	0.0	37	3.5	51	2.5	Very Low	Maintained	Concern	43,739	37.1	44,841	39.4	44,994	40.2	44,980	40.9	45,351	40.5
6 Year Transition	39	3.3	65	10.9	57	12.7	51	9.5	43	5.9	Very Low	Maintained	Concern	44,848	58.1	44,182	59.0	43,728	59.1	44,832	60.3	44,983	60.0

4 Year Transition (%)



6 Year Transition (%)



Notes:

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2. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 1858 Frank Spragins High School (FNMI)



Assurance Domain	Measure	Frank Spragins High School (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
Student Growth and Achievement	Student Learning Engagement	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
	3-year High School Completion	39.9	11.9	15.6	62.0	55.9	55.6	Very Low	Improved	Issue
	5-year High School Completion	62.7	24.2	51.3	68.1	65.0	63.4	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	50.1	n/a	n/a	77.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	3.2	n/a	n/a	11.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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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 (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
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, Social Studies 30-2.

Student Growth and Achievement



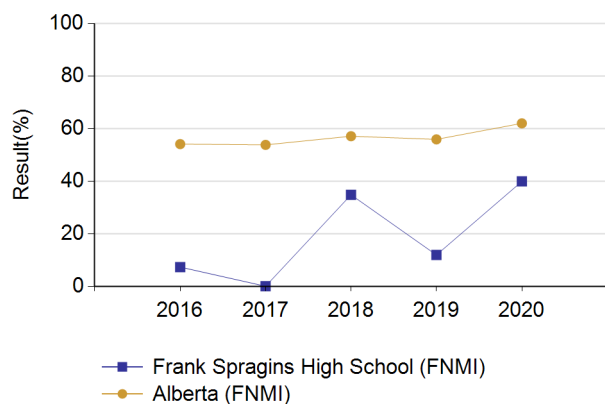
High School Completion Rates - Measure History

School: 1858 Frank Spragins High School (FNMI)

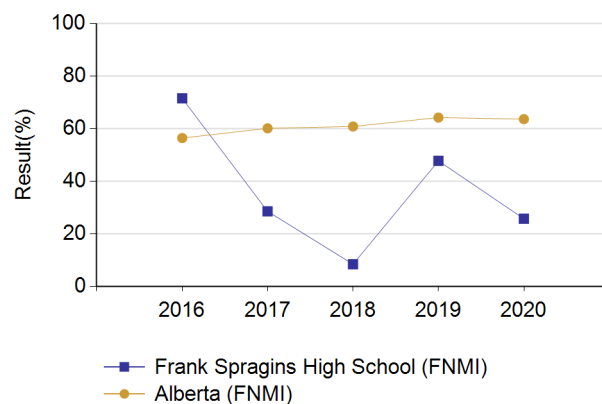
Province: Alberta (FNMI)

	Frank Spragins High School (FNMI)										Measure Evaluation			Alberta (FNMI)									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	14	7.3	11	0.0	16	34.8	20	11.9	13	39.9	Very Low	Improved	Issue	3,484	54.1	3,599	53.8	3,632	57.1	3,750	55.9	3,814	62.0
4 Year Completion	17	71.5	15	28.5	14	8.4	21	47.7	22	25.7	Very Low	Maintained	Concern	3,247	56.4	3,318	60.1	3,453	60.8	3,524	64.2	3,670	63.6
5 Year Completion	17	42.4	17	80.5	16	49.2	14	24.2	21	62.7	Very Low	Maintained	Concern	3,027	59.2	3,199	60.6	3,266	64.5	3,407	65.0	3,469	68.1

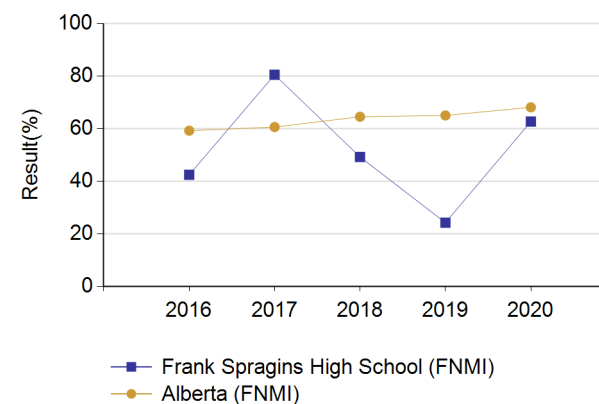
3 Year Completion



4 Year Completion



5 Year Completion



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
4. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

Supplemental Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 1858 Frank Spragins High School (FNMI)



Measure	Frank Spragins High School (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
Diploma Exam Participation Rate (4+ Exams)	n/a	0.0	0.0	n/a	24.4	24.6	n/a	n/a	n/a
Drop Out Rate	1.9	5.3	5.4	5.0	5.5	5.2	Very High	Maintained	Excellent
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	37.8	47.4	37.6	39.5	39.1	37.4	Very Low	Maintained	Concern
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transition Rate (6 yr)	10.5	0.5	4.1	35.7	35.0	34.1	Very Low	Maintained	Concern
Work Preparation	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. Only supplemental measures with Achievement standards are included in the Supplemental AEAMs – Overall Summary.
3. Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
4. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

Drop Out Rate

Measure History

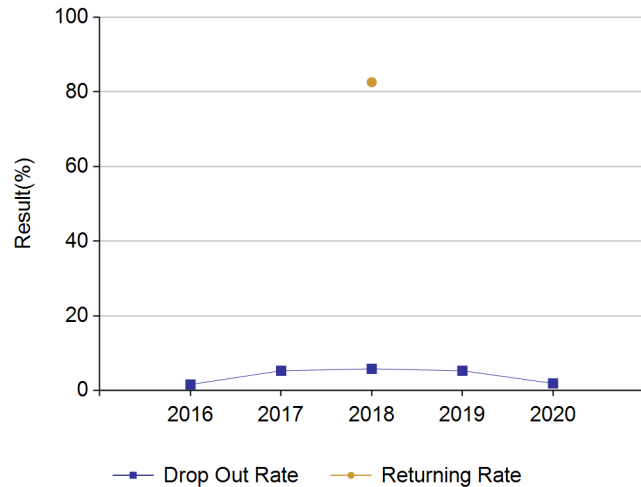
School: 1858 Frank Spragins High School (FNMI)

Province: Alberta (FNMI)

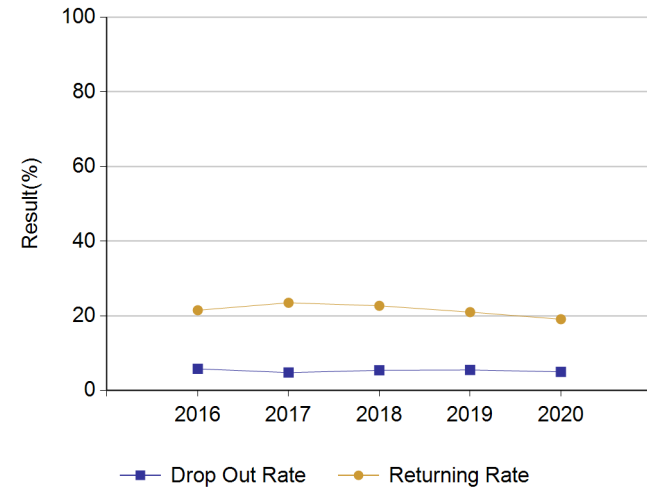


	Frank Spragins High School (FNMI)										Measure Evaluation			Alberta (FNMI)									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Drop Out Rate	45	1.6	56	5.3	40	5.8	62	5.3	43	1.9	Very High	Maintained	Excellent	14,037	5.8	14,425	4.8	14,820	5.4	15,064	5.5	15,393	5.0
Returning Rate	3	*	1	*	11	82.6	3	*	5	*	n/a	n/a	n/a	1,000	21.5	1,014	23.5	875	22.7	947	21.0	955	19.1

Frank Spragins High School (FNMI)



Alberta (FNMI)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.



Report on Student Outcomes and School Climate

OurSCHOOL Secondary School Survey (8694)

Frank Spragins High School Highlights

Your version of the **OurSCHOOL** student survey measures 34 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 44 students in this school that participated in the survey between 7 Mar. 2022 and 30 Mar. 2022. The number of students by grade level is:

- grade 9: 6
- grade10: 9
- grade11: 9
- grade12: 20

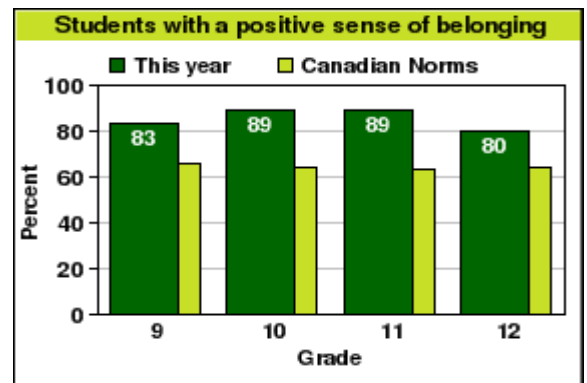
The bar charts show the results by grade for grades with at least 5 students. These are compared with Canadian norms, which are based on last year's results for all students using the OurSCHOOL survey at the grade levels found in this school. For details on the survey see www.thelearningbar.com.

Social-Emotional Outcomes

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

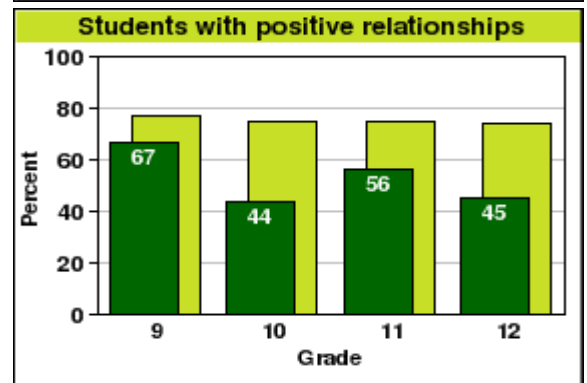
- 84% of students in this school had a high sense of belonging; the Canadian norm for these grades is 64%.
- 83% of the girls and 88% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 60% and for boys is 69%.



Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

- In this school, 50% of students had positive relationships; the Canadian norm for these grades is 75%.
- 52% of the girls and 50% of the boys in this school had positive relationships. The Canadian norm for girls is 77% and for boys is 73%.



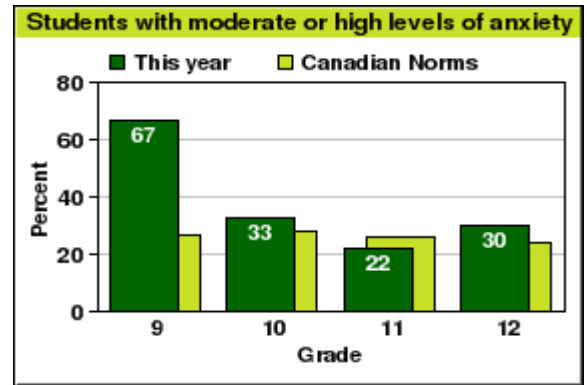


Social-Emotional Outcomes

Students with moderate or high levels of anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

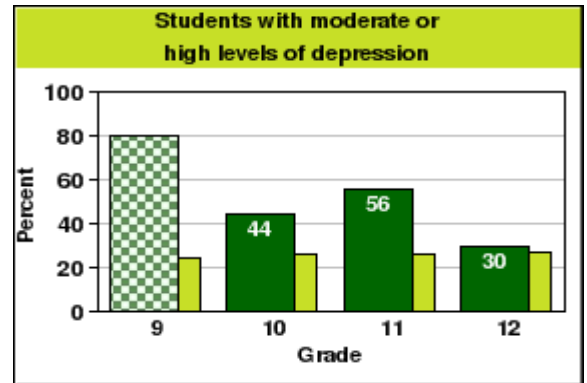
- 34% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 26%.
- 35% of the girls and 31% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 36% and for boys is 17%.



Students with moderate or high levels of depression

Students who have prolonged periods when they feel sad, discouraged, and inadequate.

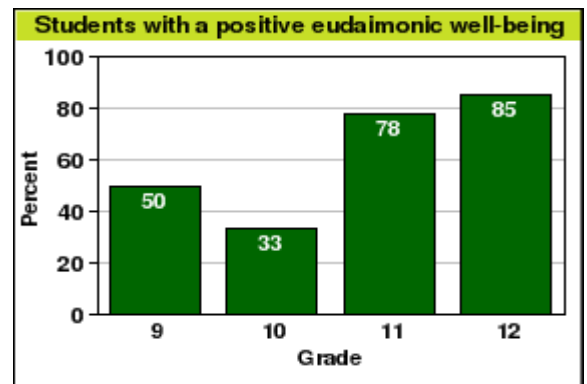
- 48% of students in this school had moderate to high levels of depression; the Canadian norm for these grades is 26%.
- 52% of the girls and 38% of the boys in this school had moderate to high levels of depression. The Canadian norm for girls is 34% and for boys is 17%.
- ** Some of the results in this chart are greater than or equal to 80%, i.e. bar(s) with hatched pattern. In the interest of protecting student anonymity, we do not report the exact percentage for this measure when it equals or exceeds 80%.



Students with a positive eudaimonic well-being

Students with positive eudaimonia pursue personally expressive goals and have a sense of purpose in their life.

- 68% of students in this school had positive eudaimonia.
- 61% of the girls and 81% of the boys in this school had positive eudaimonia.



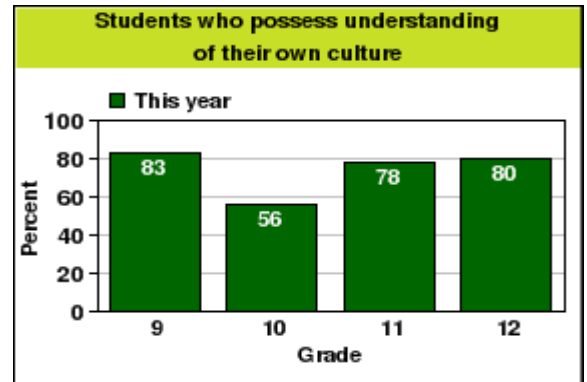


Social-Emotional Outcomes

Students who possess understanding of their own culture

Students who have an understanding of the beliefs, values, attitudes and behaviours of their own culture.

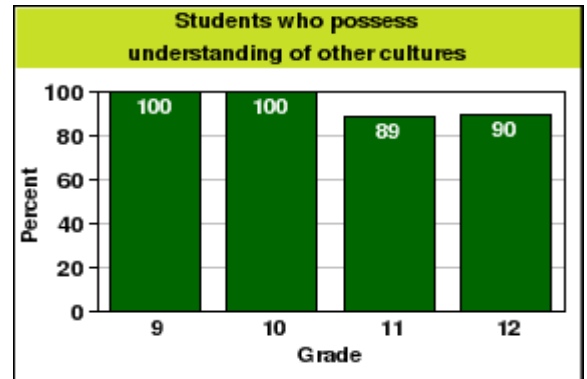
- 75% of students in this school had awareness of their own culture.
- 74% of the girls and 81% of the boys in this school had awareness of their own culture.



Students who possess understanding of other cultures

Students who have an understanding of the beliefs, values, attitudes and behaviours of those from other cultures.

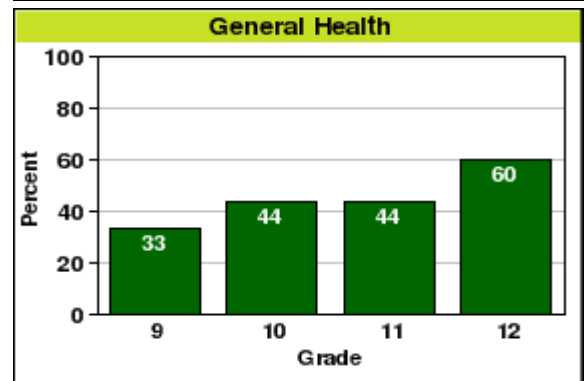
- 93% of students in this school had awareness of other cultures.
- 87% of the girls and 100% of the boys in this school had awareness of other cultures.



General Health

Students who consider their own general health to be good to excellent.

- 50% of students in this school reported having positive general health.
- 48% of the girls and 63% of the boys in this school reported having positive general health.





Report on Student Outcomes and School Climate

OurSCHOOL Secondary School Survey (8694)

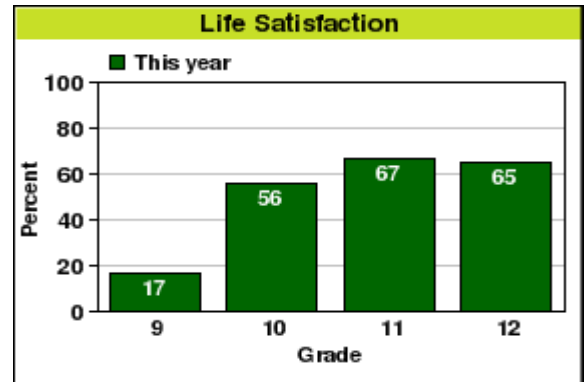
Frank Spragins High School Highlights

Social-Emotional Outcomes

Life Satisfaction

Students who are satisfied with the overall quality of their lives.

- 57% of students in this school had positive life satisfaction.
- 61% of the girls and 63% of the boys in this school had positive life satisfaction.



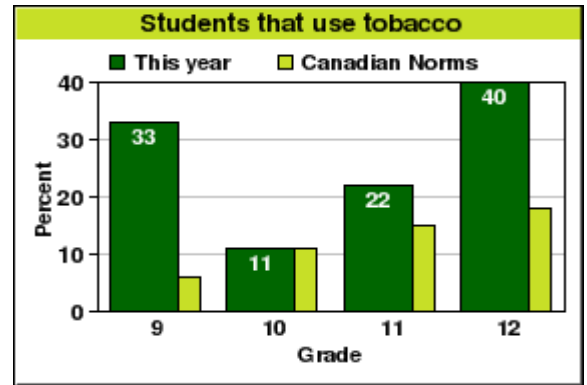


Physical Health Outcomes

Students that use tobacco

The percentage of students that use tobacco occasionally or at least once every day.

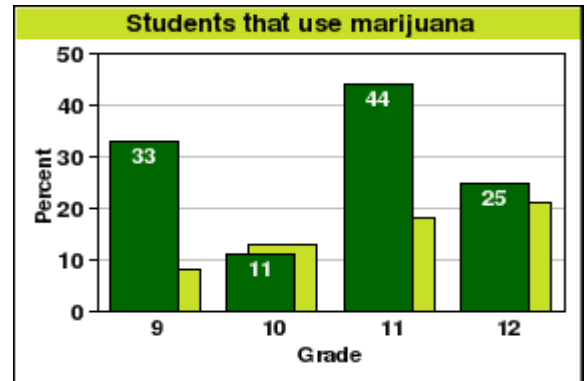
- 30% of students in this school indicated they were occasional or regular tobacco users; the Canadian norm for these grades is 12%.
- 30% of the girls and 38% of the boys in this school were occasional and regular tobacco users. The Canadian norm for girls is 11% and for boys is 14%.



Students that use marijuana

The percentage of students that use marijuana occasionally or at least once every day.

- 27% of students in this school indicated they were occasional or regular marijuana users; the Canadian norm for these grades is 15%.
- 30% of the girls and 25% of the boys in this school were occasional and regular marijuana users. The Canadian norm for girls is 13% and for boys is 16%.





Report on Student Outcomes and School Climate
OurSCHOOL Secondary School Survey (8694)
Frank Spragins High School Highlights

DRIVERS of Student Outcomes

Positive teacher-student relations

Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this school, positive teacher-student relations were rated 8.9 out of 10; the Canadian norm for these grades is 6.3.

Positive learning climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

- In this school, students rated disciplinary climate of the classroom 8.2 out of 10; the Canadian norm for these grades is 6.3.

Expectations for success

The school staff emphasizes academic skills and hold high expectations for all students to succeed.

- In this school, students rated teachers' expectations for academic success 8.5 out of 10; the Canadian norm for these grades is 7.2.