

**Inner City Youth Development Association
Inner City High School Inner City Youth Support**

Combined 3-Year Education Plan and Annual Education Results Report (AERR)

2013



Accountability Statement

Accountability Statement for the Combined Annual Education Results Report and Three-Year Education Plan

The Annual Education Results Report for the 2013/2014 school year and the Education Plan for the three years commencing September 1, 2013/2016 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 2013/2016 school year and the three-year Education Plan for 2013 – 2016 on December 15, 2013.

Foundation Statements

Vision, Mission, and Goals

Introduction

This document is built on the experiences of 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 a 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 and 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, develop 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
- **Nominated for the 2013 True Award – L G Circle on Mental Health and Addictions, Lieutenant Governor of Alberta**

Demographics

Most students at Inner City High School are without parental support, basic resources and often in crisis. The following demographics shift slightly from year to year but present an accurate picture of our client base.

85-90% are of Aboriginal heritage

80% live in unsafe or unstable housing

11 % 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 and the costs of this problem to our society are incalculable.

Wrap around Services provided by Inner City High School

Our onsite social worker provides students support through counselling for issues such as depression, suicide, neglect, abuse and other issues on a regular basis. Issues such as mental health and addictions, if necessary, are referred by our social worker and four youth workers to appropriate agencies. The workers then advocate for the students as they attempt to find their way through 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.

Our partnership with Native Counselling Services provides students access to other appropriate supports.

Our collaborative relationship with probation officers and other social agents enable us to support students as they work to engage in the educational process and turn their lives in a positive direction.

Counselling Supports

Our Aboriginal Elder makes regular visits and is an experienced counselor. The Elder is supported by our four youth support workers and our social worker who also deal with addictions. Regular referrals are also made to AADAC, and Nechi-Poundmaker Institute

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 by 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

Inner City Youth Development Association Food Bank

Provides Inner City High School students with emergency food when needed.

Edmonton Oilers Community 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 provides a gift bag for all students complete with a \$50 gift card and other items.

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

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

Books and Babies

Makes regular visits with books and together with young mothers develop reading strategies and demonstrate the value of reading to their children

Why Act Now

Inner City High School is a participant in the Why Act Now project, an international nutrition project based at the University of Alberta with a mandate to improve the nutrition and health of Aboriginal populations

Journeys Cultural Exchange 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, never had regular attendance at any time 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

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 practical. Funding levels are one of the major challenges that we face. However, in the past few years that challenge has been mediated somewhat through access to the Special Needs Funding formula.

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 (grade 3 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 the often hostile and violent environment that has been part of their socialization but are not conducive to academic success. This situation is combined with a deeply entrenched resistance to perceived institutional authorities. This demographic is strikingly similar to the demographic of most inmates of our provincial jails and federal penitentiaries. We work to change that through education.

Summary of Accomplishments

This September and October our registration was up 11% daily attendance was up 14% and retention increased by 12%.

Interior building renovations were completed this past summer

We are now able to accommodate more students with an improved attendance rate

Thanks to the National Hockey League Players Association we have an equipped fitness program

Nominated for the 2013 True Award – L G Circle on Mental Health and Addictions, Lieutenant Governor of Alberta

Combined 2013 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure Category Evaluation	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
Student Learning Opportunities	n/a	Drop Out Rate	22.3	22.7	13.3	8.5	9.0	10.2	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	0.0	0.0	0.0	43.9	40.2	37.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	61.8	58.4	58.6	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	6.1	6.6	6.3	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	85.7	90.0	90.0	77.1	75.8	76.0	High	Maintained	Good
		Diploma: Excellence	14.3	0.0	0.0	9.5	9.2	8.5	Intermediate	Improved	Good
		Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	21.2	19.6	18.5	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	*	*	n/a	35.1	34.4	31.4	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	0.0	*	n/a	32.2	30.2	31.8	Very Low	n/a	n/a

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9).
2. 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, Chemistry 30, Physics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Goal One: Engage Students who have previously dropped out of school back into school

Outcome: *Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets			
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016	
Students participate in and are supported by the schools' wraparound services											85	87	90
To engage students in the learning process through the completion of their first high school credit											75	80	85

Goal Two: Success for every student

Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	50.0	*	33.3	85.7	80.0		Intermediate	Improved	Good	82	84	85
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	0.0	*	0.0	0.0	13.3		Intermediate	Improved	Good	14	15	16

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	0.0	0.0	0.0	0.0	6.8		Very Low	Maintained	Concern	7	8	9
Drop Out Rate - annual dropout rate of students aged 14 to 18	39.5	35.5	26.6	23.8	20.8		Very Low	Maintained	Concern	19	17	15
High school to post-secondary transition rate of students within six years of entering Grade 10.	0.0	15.0	0.0	0.0	0.0		Very Low	Declined	Concern			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	16.7	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)

Most students registering at Inner City High School (ICHS) have previously dropped out of school before registering with us.. Some were expelled; others never attended enough to develop fundamental literacy skills and often test at the grade 3 level. For the most part these are intelligent young people capable of graduating from high school but it takes more than 3 years.

Poverty, homelessness and a lack of basic needs must be addressed as students' progress through high school courses.

Strategies

Strategies include using digital arts (photography, video, music making/recording and graphic arts) to engage students in the process of multi literacies while at the same time in the educational process. The addition of a cosmetology room, a comprehensive food program, and an expanded physical education program enhance our programming and round out these strategies.

Notes:

1. 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, Chemistry 30, Physics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. 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.
3. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Outcome: *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.6	85.1	77.4	73.2	74.7		Intermediate	Maintained	Acceptable	76	78	80
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.	88.9	72.7	66.7	n/a	81.8		High	Maintained	Good	83	85	87

Comment on Results (OPTIONAL)

Approximately 90% of students who register at Inner City High School have had contact with the punitive end of the justice system and do not model characteristics of active citizenship. We strive to develop strategies and processes that build a culture of non-violence, cooperation and respect in our students..

Strategies

Programs and projects that develop and enhance life skills such as presentations by former graduates, community role models, Participation in daily circles, jobs around the school, in the local community and inviting participation in sharing the rationale for operational and other responsibilities wherever and whenever possible

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012		2013	Achievement	Improvement	Overall	2014	2015
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		Very Low	Maintained	Concern	10	15	20
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	3.8	22.7	22.3		Very Low	Maintained	Concern	20	18	15
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	*	*	*	0.0		Very Low	n/a	n/a	20	25	30
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	*	*		*	*	*			
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		Very Low	Maintained	Concern			

Comment on Results

Completing high school within 3 years is extremely difficult for the majority of students who register in Inner City High School. Most students are from and often living in dysfunctional environments, without parental support, stable and safe housing and have already dropped out of school and been out of school for some time when they register. Academically the average new student tests out at grade 3, math is often lower.

Strategies

We intend to continue offering and improving:
 Wrap-around programming that provides the resources and support students need
 Engaging arts based programming focused on developing multiliteracies
 Engaging and substantial bridging to academic studies
 Improving our students' high school completion rate

Goal Three: Quality teaching and school leadership

Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
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.	75.1	79.1	76.6	72.7	75.7		Intermediate	Maintained	Acceptable	77	79	80

Comment on Results (OPTIONAL)

The breadth of Inner City High School programming is supported by a historical use of the arts in the development of students multi literacy skills and act as a bridge to and enhance academic courses.

Strategies

Regular staff meetings follow the action research model and work to promote students' success.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	46.7	60.8	51.1	n/a	54.0		Very Low	Maintained	Concern	n/a	n/a	n/a
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.1	93.2	89.5	94.9	91.8		Very High	Maintained	Excellent	93	94	95

Comment on Results (OPTIONAL)

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 parental role. In most cases students live precariously and independently.

Strategies

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 pedagogy to take place with basic resources and engaging programming.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: Students and communities have access to safe and healthy learning environments.

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
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.	81.7	88.9	91.7	82.6	87.9		High	Maintained	Good	89	90	91
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.	95.2	89.1	79.2	97.0	93.8		Very High	Improved	Excellent	95	96	97

Comment on Results (OPTIONAL)
 Students are proud of their school and appreciate the renovations of the school building provided by the Edmonton Oilers Community Foundation.

Strategies
 Treating students with respect and encouraging them to take ownership of and responsibility for the building and its environment.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Future Challenges

To continue developing and creating a high quality educational experience for Edmonton's high risk youth who are among the most underserved and disadvantaged students in our city.

To develop quality programming that provides for and enhances our policy of continuous intake with student engagement and success.

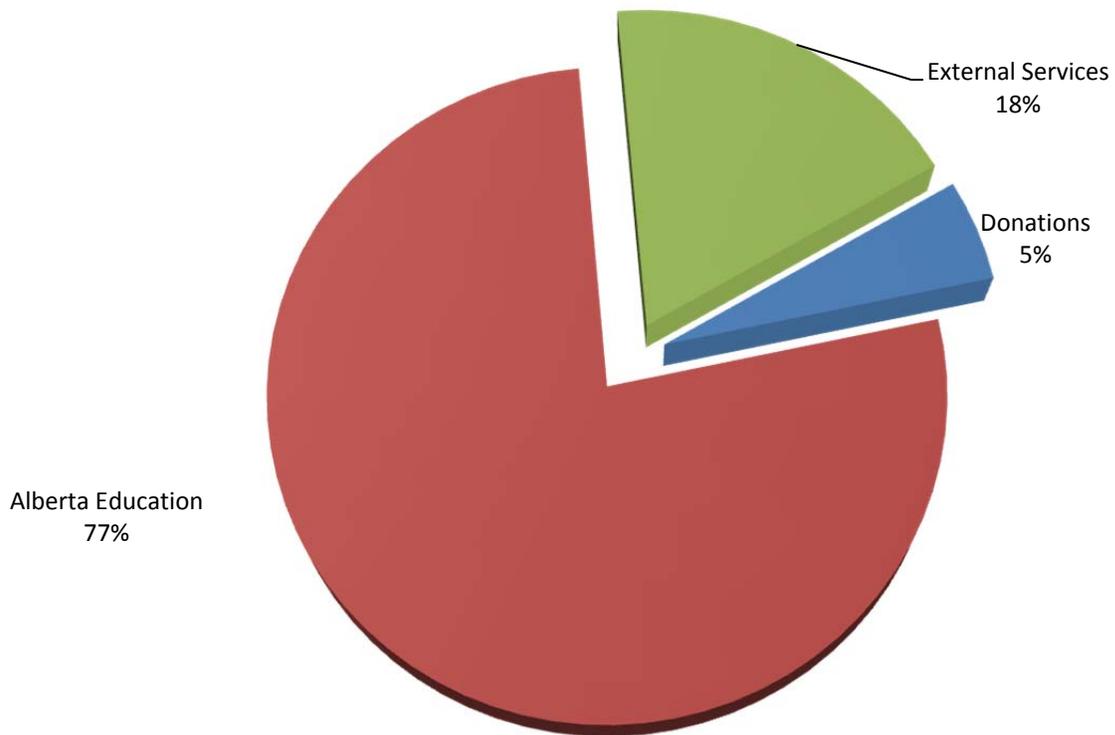
To continue developing quality arts based educational programs for Edmonton's high risk youth

**Budget Summary
2012/2013**

Revenue	Budget	Budget	Budget	Actual	Actual	Actual
	School	Other Programs	ICYDA Total	School	Other Programs	ICYDA Total
Alberta Education	1,612,553		1,612,553	1,968,692		1,968,692
Other Alberta Government		127,702	127,702		80,059	80,059
Federal Government		98,600	98,600		157,627	157,627
Gifts and Donations		231,300	231,300	128,600	99,262	227,682
Other Revenue		111,000	111,000		125,403	125,403
Total Revenue	12,612,553	568,602	2,181,155	2,097,292	462,351	2,559,643
Expenses						
Instruction	1,572,366			1,870,409		1,870,409
Operation & maint	40,187			122,616		122,916
Transportation				31,568		31,568
Board & system						
External Services		510,602			460,368	460,368
Total Expenses	1,612,553	568,602		2,097,326	460,368	2,557,694
Surplus (deficit) of revenue over expenses				(34)	1,983	1,949

Summary of Financial Results

Distribution of Revenue (2012-13)



Budget Summary

Capital and Facilities Projects

The Edmonton Oilers Community Foundation have renovated all three floors of the school building that we lease from them. The building is leased at a subsidized rate and supported by the foundation. To date each of the last three summers have seen each of the three floors in the building renovated to accommodate Inner City High School students at a cost of almost 6 million dollars

This summer the grounds and parking lot will complete the renovation project at Inner City High School.

Summary of Facility and Capital Plans

The Edmonton Oilers Community Foundation are renovating the main floor of the school building that we lease from them. The building is leased at a subsidized rate and supported by the foundation. To date each of the last three summers have seen each of the three floors in the building renovated to accommodate Inner City High School students at a cost of \$5.5 million.

This summer the grounds and parking lot will complete the renovation project at Inner City High School.

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 parental role. In most cases students live independently in mostly unsafe/unstable accommodation.

Timelines and Communication

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

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