



PALLISER
BEYOND BORDERS

Palliser Beyond Borders' Annual Education Results Report 2023-2024

Foundation statements, history, and demographics	2
Vision statement	2
Mission	2
Priorities	2
PBB in context	3
Insights on Student Growth and Development	4
Insights from the Learning Supports Section	5
Insights on Governance	6
Student Achievement by Subject	7
Grade 9 PAT Results:	7
Diploma Exam Results:	8

Foundation statements, history, and demographics

Vision statement

Palliser Beyond Borders endeavors to build strong relationships with students by providing guidance and flexible learning pathways to success in an increasingly digital world.

Mission

PBB's mission is to:

- Build strong relationships with students by providing guidance and flexible learning pathways to success in an increasingly digital world.
- Maintain an accessible and inclusive digital learning environment.
- Support all home based learning environments.
- Cultivate student independence and the development of executive functioning skills.
- Foster a learning community for students that encourages academic excellence.
- Foster a professional community for staff that encourages professional excellence.

Priorities

PBB's priorities over the next 3-years are:

- Relationships
Provide service to schools within Palliser and serve them first, being flexible and adaptable to the needs of Palliser's changing student population.
- The online learning experience
Palliser Beyond Borders prioritizes a dynamic online learning experience that prioritizes depth over breadth in course offerings, user friendly technology, and engaging academic resources.
- Professional growth
Palliser Beyond Borders prioritizes student success through continuous professional development for our educators in innovative assessment practices and effective online learning pedagogies.

PBB in context

Palliser Beyond Borders (PBB) was established in January of 2014 by the Palliser Regional School Division Board of Trustees and approved by Alberta Education one month later. The original intent of PBB was to provide Palliser high school students the opportunity to enroll in online courses by working with their high school principals and registering through their schools. Over the life of the school, PBB has evolved to provide access to courses for non-primary high school students across Alberta. In September of 2021, the grade levels that PBB offered for enrollment was increased to span grades 1 through 12.

For the 2023-2024 school year, PBB will meet the needs of students as a:

- stand-alone virtual school, acting as the primary school for students in grades 9 thru 12,
- partner school for high school students within the Palliser School Division,
- partner school for high school students in communities across Alberta,
- virtual school for mature (graduated and adult) students,
- summer school provider,
- home education school.

Instruction at PBB has been offered in stand-alone online courses using learning management systems (LMS) and through live instruction using video conferencing software. With a focus on student-teacher relationships, PBB does not provide access to print based distance learning materials.

School council

Despite our best efforts, Palliser Beyond Borders has been unable to establish a school council. This may be in part due to the high percentage of our student population who attend another school. We continue to communicate regularly with our students, parents, and partner schools and look for opportunities to increase family involvement in school activities.

Insights on Student Growth and Development

Student Learning Engagement:

- Overall, 94.1% of respondents at Palliser Beyond Borders agreed that students were engaged in their learning, compared to 83.7% provincially.
- **Positive trend overall:** The school demonstrates a generally positive trend in student learning engagement, consistently exceeding the provincial average. The overall Student Learning Engagement measure for the 2022-2024 period is 89.5% at Palliser Beyond Borders, compared to 84.4% for Alberta.
- **Stakeholder agreement:** Teachers, parents, and students largely agree on the positive state of student learning engagement. The three-year average (2022-2024) shows:
 - Overall: 89.5% agreement
 - Parent: 94.2% agreement
 - Student: 72.8% agreement.
- **Potential focus area: student perspective:** Understanding student perspectives on engagement and addressing any factors contributing to lower agreement among students could enhance learning experiences.

Citizenship:

- In 2024, Palliser Beyond Borders received a 92.7% rating for citizenship, while the Alberta average was 79.4%. This result reflects a maintained "very high" achievement over previous years for the school and is considered "excellent" compared to the provincial average.
- **High performance, positive trend:** Palliser Beyond Borders demonstrates strong performance in Citizenship, consistently exceeding the provincial average and showing a positive trend. The overall Citizenship measure for the 2022-2024 period is 86.9% at the school, compared to 80.4% in Alberta. This suggests the school effectively fosters positive citizenship qualities among students.
- **Strong stakeholder agreement:** Similar to student learning engagement, there's a high level of agreement among teachers, parents, and students regarding positive citizenship attributes.

High School Completion:

- **Area of concern:** Palliser Beyond Borders had notably lower high school completion rates compared to the provincial average in 2024. The school's 3-year completion rate was 29.8%, significantly lower than the provincial average of 80.4%. This marks a "very low" achievement for the school and is a point of "concern" compared to the provincial results.
- Breakdown of the completion rates:
 - 3-Year Completion: 29.8% for the school vs. 80.4% for Alberta
 - Previous Year (2023) 3-Year Completion: 50.2% for the school vs 80.7% for Alberta
 - Previous 3-Year Average (2021-2023) 3-Year Completion: 46.5% for the school vs 82.4% for Alberta

- **Understanding contributing factors:**
 - Small Sample Size: Palliser Beyond Borders is a smaller school, which can lead to greater fluctuations in completion rates. For example, in 2021, only 9 students were part of the completion rate calculation.
 - Unique School Characteristics: Palliser Beyond Borders caters to a specific student population and offers non-traditional programming that influences completion rates differently than traditional high schools.

Insights on Teaching and Leading

- **High education quality:** Palliser Beyond Borders consistently scores **very highly** in Education Quality, surpassing the provincial average. This suggests satisfaction among stakeholders regarding the school's educational approach.
- **Strong stakeholder agreement:** A high level of agreement exists among teachers, parents, and students regarding the quality of education, as demonstrated by their positive responses. The 3-year average for 2022-2024 shows:
 - Overall: 89.4% satisfaction
 - Parent: 88.9% satisfaction
 - Student: 84.8% satisfaction
- **Positive trend among teachers:** Teachers, specifically, show a strong and consistent trend of satisfaction with Education Quality. Almost all teachers surveyed across grade levels expressed satisfaction, with percentages in the high 90s.
- The data trends suggests Palliser Beyond Borders demonstrates strength in educational leadership and teaching, leading to high satisfaction with the quality of education provided. The school's consistent performance above the provincial average and strong agreement among stakeholders highlight its commitment to educational excellence.

Insights from the Learning Supports Section

- **Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE):**
 - Palliser Beyond Borders exhibits a strong commitment to fostering Welcoming, Caring, Respectful and Safe Learning Environments, evidenced by the high percentage of agreement among teachers, parents, and students in the 2024 Alberta Education Assurance survey. The school consistently surpasses provincial averages, indicating a positive and supportive school climate.
 - Palliser Beyond Borders achieved a 98.5% agreement rate for WCRSLE, while the Alberta average was 84.0%. This signifies "improved" achievement for the school and places it in a significantly favorable position compared to the provincial average.
 - Palliser Beyond Borders exhibits a **positive trend** in creating welcoming, caring, respectful, and safe learning environments, with the WCRSLE measure showing improvement, increasing from 87.8 in 2022/2023 to 98.5 in 2023/2024. The school outperformed the provincial average, which was 84.0.
- **Access to supports and services:**
 - Palliser Beyond Borders demonstrates a consistent commitment to providing access to necessary support services.

- The school maintained its performance for access to supports and services, with its score increasing from 75.6 in 2022/2023 to 87.3 in 2023/2024. This is also above the provincial average, which was 79.9.
- The data indicates a high level of agreement among teachers, parents, and students that appropriate supports are accessible, although some specific areas show potential for improvement.
- **Parental involvement:**
 - The school consistently receives very high marks in parental involvement, exceeding the provincial average.
 - The data suggests that parents are actively engaged in their children's education and view the school's efforts in this domain favorably.
- **Importance of context:**
 - It's crucial to consider the notes accompanying the data.
 - Factors like the COVID-19 pandemic, wildfires, and security breaches during Provincial Achievement Tests (PATs) could impact data interpretation.

Insights on Governance

- **Consistently high parental involvement:** Palliser Beyond Borders School demonstrates strong parental involvement, consistently exceeding the provincial average. For the 2022-2024 period, the Parental Involvement measure stands at 87.9%, compared to the Alberta average of 79.1%. This suggests the school effectively engages parents in their children's education.
- **Positive parental perception:** The data reveals a high level of satisfaction among parents regarding their involvement in school decisions. The three-year rolling average for parental satisfaction with opportunities for involvement is consistently above 90%. This positive trend indicates that parents feel heard and valued by the school.
- **Teacher perspective on parental involvement:** Teacher responses generally align with the positive trend in parental involvement. The data shows teachers reporting a high percentage (81.1% in the 2022-2024 average) for parental involvement in their child's education. This suggests a shared understanding and collaboration between parents and teachers.
- **Specific areas of involvement:** The data provides details about specific areas of parental involvement, such as decisions about the child's overall education and decisions about the school. Analyzing trends in these specific areas could offer a more nuanced understanding of how parental involvement manifests in the school's governance.

Student Achievement by Subject

Grade 9 PAT Results:

English Language Arts 9:

- **Area of strength:** Over the past three reporting years, students have consistently scored better on the written portion of the PAT rather than the reading portion. On average, students typically perform relatively well on the functional writing portion versus the narrative, however the narrative/essay is typically a bit higher. 14.4/20 vs. 15.2/20
- **Area of focus:** SLO 2.2 (Respond to Texts) often show a lower percentage of correct answers. Synthesizing Ideas from a source is an area of focus. For example: *Synthesize information in a magazine article to determine the focus of the writer's ideas*. This trend shows that students might need more practice with developing their ability to draw conclusions, form generalizations and identify central themes based on a synthesis of information from different parts of a text.

Math 9:

- **Area of concern:** Over the past 3 years, students on Part A of the Grade 9 Math PAT, reveal persistent challenges in several key mathematical areas. Across multiple years, students struggled with rational numbers, particularly operations like division and subtraction, as well as comparing and ordering them.
- **Potential focus area:** While students demonstrate strengths in certain areas, targeted support in areas like applying complex problem-solving skills in the Number strand, mastering transformations and symmetry in the Shape and Space strand, and enhancing data analysis and probability application skills will be beneficial.

Science 9:

- **Area of concern:** Data for the past 3 years reveals several trends. While students demonstrated strengths in areas like analyzing inheritance patterns, applying chemical naming conventions, analyzing graphical data, and predicting patterns in celestial events, there are also areas requiring improvement. These trends, observed across various units, suggest a need to reinforce foundational knowledge through hands-on activities and strengthen data analysis and application skills.
- **Focus on foundational concepts:** Students have consistently had challenges with basic concepts across various units. For example, students struggled to distinguish between pure substances and mixtures in the Matter and Chemical Change unit and had difficulty interpreting toxicity data in Environmental Chemistry. Reinforcing these fundamental concepts through hands-on activities, visual aids, and real-world applications will improve student understanding.
- **Strengthen data analysis and application skills:** There is a need to improve data analysis skills, particularly in interpreting graphs, tables, and applying scientific concepts to real-world situations. This includes interpreting LD50 values in Environmental Chemistry, analyzing circuits in Electrical Principles and Technologies, and applying research skills in Space Exploration. Provide students with opportunities to analyze

various data formats, practice applying concepts to solve problems, and engage in inquiry-based activities to strengthen these skills.

Social Studies 9:

- **Strength in fundamental concepts:** Students consistently demonstrate proficiency in understanding fundamental concepts, such as the intentions of legislation, the criteria for screening immigrants, and the role of labor unions.
- **Focus on higher-order thinking:** A consistent trend is the difficulty students encounter when asked to complete tasks involving higher-order thinking skills. These challenges appear when students are asked to interpret complex information presented in visual formats like graphs, formulate conclusions and generalizations from multiple sources, and apply their knowledge to real-world scenarios.

Diploma Exam Results:

Biology 30

- **High student performance:** The percentage of students achieving the acceptable standard in Biology 30 consistently hovers around 97% across various reporting periods. This indicates consistently high performance among students taking the Biology 30 Diploma Examination.
- **Areas of strength:** Nervous and Endocrine Systems and Cell Division and Genetics..
- **Areas of focus:** Molecular Biology, Population and Community Dynamics, and numerical response questions in general compared to multiple choice questions.

Chemistry 30

- **Overall trend:** Student scores are consistently slightly higher in unit B and D, and slightly lower in unit A.
- **Knowledge vs. Skills:** Items primarily assessing knowledge typically have higher success rates compared to items requiring the application of skills and problem-solving.
- **Area of focus:** Concepts and calculations related to calorimetry experiments and predicting products of organic reactions stand out as areas requiring additional focus and practice.
- **Area of focus:** While students demonstrate understanding of core chemical concepts, applying them quantitatively to solve problems and analyze data remains a persistent challenge across multiple reporting categories.

English Language Arts 30-1

- A specific skill to focus on in preparing for the ELA 30-1 diploma, according to trends, would be analyzing the relationship between literary techniques and their effect on a text's meaning.
- Similar to Grade 9 ELA, SLO 2.2 Understand and appreciate textual forms, elements and techniques is an area of focus.

- Students need to understand literary devices, however this is not enough. Students need to understand the effects of the device and how it contributes to the overall meaning and purpose of the text.
- **Area of focus:** Focus on close reading activities that encourage students to unpack the language, imagery, and themes present in Shakespeare's works. They need to develop the specific skills to be able to analyze a new Shakespearean text. Additionally, dramatic irony is an area of focus.

English Language Arts 30-2

- **Area of focus:** "Determining the Impact of Stylistic Choices on Meaning and Effect." These questions require students to analyze how an author's deliberate use of language, syntax, or structure contributes to the overall meaning, tone, or impact of a text. For example "How does the intentional use of capitalization of particular words impact?"

Math 30-1

- **Consistent high pass rates:** Palliser Beyond Borders demonstrated a strong track record of high pass rates in Math 30-1. Overall, the January 2024 diploma results for Palliser Beyond Borders show strong performance in Math 30-1, with the school exceeding provincial averages.
- **Areas of strength:** Over time, Permutations, Combinations, and Binomial Theorem (PCBT) shows consistent strong performance from Palliser Beyond Borders students.

Math 30-2

- **Areas of strength in specific topics:** While overall written response scores for Math 30-2 are lower compared to the province, analyzing individual item performance reveals in June 2024, Palliser Beyond Borders students excelled on a question involving cubic functions (54.0% correct compared to the provincial average of 33.3%).
- **Area of focus:** Palliser Beyond Borders consistently scored lower than the provincial average on the written response section of the Math 30-2 diploma exam.

Physics 30

- **High Achievement:** A significant percentage of students consistently achieve the standard of excellence (80% or higher), suggesting strong mastery of Physics 30 concepts. The percentage of students achieving the acceptable standard in Physics 30 consistently exceeds 97%, indicating high overall performance across various exam periods.
- **Areas of strength:** Students consistently score higher in "Forces and Fields" and "Electromagnetic Radiation" categories compared to "Momentum and Impulse" and "Atomic Physics" categories.
- **Areas of focus:** Students generally achieve lower average raw scores in "Momentum and Impulse". Specific challenges arise in calculating final velocity in collisions and analyzing linear graphs to determine mass.

Science 30

- All students achieved the acceptable standard and 2 out of 8 achieved standard of excellence.
- **Area of strength:** Student scores were higher on the circulatory and immune systems, genetics, and environmental chemistry than the province.
- **Area of focus:** Student scores were lower on Field theory and electrical energy, electromagnetic spectrum and energy and the environment.

Social Studies 30-1

- 100% of students achieved the Acceptable Standard with school average scores within 1% of the provincial averages for both the written response and the multiple choice sections.
- **Area of strength:** Students scored slightly higher on the evaluation and synthesis questions than the provincial average.
- **Area of focus:** Students scored slightly lower on Related Issue 3 compared to the province,

Social Studies 30-2

- **Area of strength:** 100% of students achieved the acceptable standard, with achievement slightly higher on the written response section versus the provincial average. On the multiple choice section students, on average, achieved 5% higher than the provincial average.
- **Area of focus:** Students scored slightly lower on Related Issue 2 but higher on all others compared to the provincial average and higher on both of the Understanding and Analysis and Evaluation and Synthesis questions.