



ANNUAL EDUCATION RESULTS REPORT 2022-2023



*Peace River
School Division*



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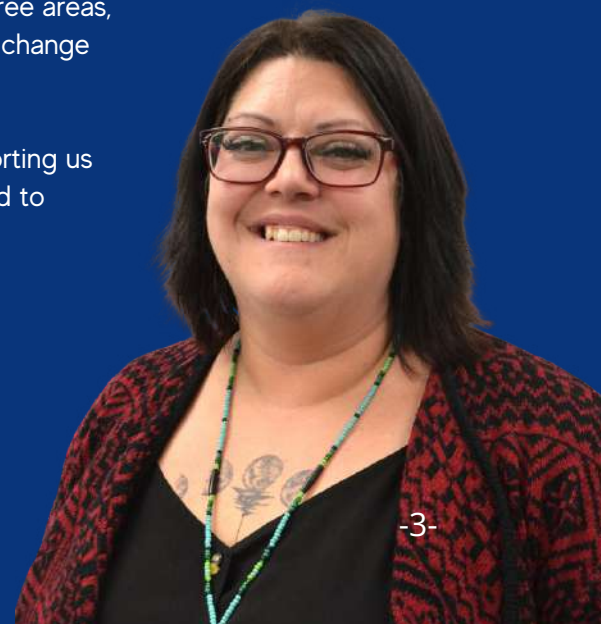
MESSAGE FROM THE BOARD CHAIR

It is my pleasure to present the Peace River School Division's 2022-2023 Annual Education Results Report. This report includes details about the strategies utilized during the school year, the results achieved and the priorities that lie ahead. The board is committed to providing students with the best educational experiences possible through engaging and inclusive learning environments, and by providing students with the supports they need to ensure their mental and emotional wellness needs are met.

Our divisional goals continue to revolve around literacy, numeracy and inclusion. We remain committed to the strategies that we believe will lead to significant success in these three areas, and will continue to implement Collaborative Response as an important change initiative in fostering a culture of success for all!

Thank you to all stakeholders for contributing to this plan, and for supporting us in our commitment to continuous improvement. We are looking forward to a great year ahead!

Crystal Owens
Peace River School Division Board Chair



ADVOCATES OF PUBLIC EDUCATION

The Peace River School Division (PRSD) Board of Trustees are local community members who are elected to advocate for public education and schools within the division.

Entrusted by the community, our duty is to ensure that students and teachers are able to thrive in educational environments that support them in reaching their full potential.

As leaders, the PRSD Trustees model collaboration, teamwork, innovation and inclusive mindsets. Through critical thinking and problem-solving lenses, our job is to identify priorities within the division and to allocate resources to successfully address them.

Together, we keep open minds, deliberate with essential stakeholder groups, and create opportunities for the division to reach its goals in literacy, numeracy and inclusion.

Representing diverse backgrounds ourselves, the PRSD Board of Trustees value and celebrate diversity and believe in providing students with educational experiences that best meet their individual needs.

Our commitment to bettering public education is focused on creating pathways of success for all Peace River School Division students!

OUR COMMITMENT

The Board of Trustees is committed to ensuring strategic use of available resources to provide high quality educational services to meet the diverse needs of all students within the division. Through this commitment, the division ensures an intense focus on the development of literacy and numeracy skills in an inclusionary environment intended to establish a culture of success for all.

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the Peace River School Division for the 2022-2023 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the jurisdiction can acquire the knowledge, skills, and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

Crystal Owens
Board Chair
OwensCry@prsd.ab.ca

Adam Murray
Superintendent of Schools
MurrayA@prsd.ab.ca



ABOUT THE PEACE RIVER SCHOOL DIVISION

The Peace River School Division covers a geographical area of approximately 13,000 square kilometers and operates 21 schools that serve 12 communities in Northwestern Alberta. The Division has Transportation Agreements in place with three other School Divisions and provides transportation services to approximately 3,000 students daily. Peace River School Division School Bus Drivers are professionally trained and collectively travel approximately 12,500 kilometers per day on 69 separate bus routes.

As our vision statement says, we are a dynamic learning community focusing on student success. In addition to our intense focus on literacy and numeracy programming, we offer other high quality educational opportunities including fine arts programs, career and technology studies, second language studies, and a broad variety of extracurricular and sports programs.

We take great pride in the level of support received from our school communities. Some of the many examples of the reason we call ourselves the Peace River School Division family include: parental engagement, extensive partnerships with neighboring school divisions and post secondary institutions, and the involvement and support from local businesses and our communities' locally elected officials.

OUR VISION

First Choice for Students:
We are a dynamic learning
community focused on
student success.

OUR MISSION

Learning Together
- Success for All

FOUNDATION STATEMENTS



OUR MOTTO

Pride in Public Education
Respect, Responsibility and Integrity
Student-Centered; Promoting Success and Safety
Diversity Celebrated; Differences Embraced



PRINCIPLES & BELIEFS

- Our core values include: honesty, integrity, respect, fairness, compassion, responsibility, and caring.
- We have expectations of high standards.
- We strive to foster attitudes and habits necessary to work effectively and productively.
- We organize programs and resources to maximize students' potential for success.
- We believe in collaboration between home, school and community for effective schooling.

QUICK FACTS



**3,000 +
STUDENTS**



**21
SCHOOLS**



**69
BUS ROUTES**



**500 +
STAFF**



2022/2023 ANNUAL EDUCATION RESULTS REPORT

AUTHORITY: 1070 THE PEACE RIVER SCHOOL DIVISION

This report provides an overall summary of the progress made with the three goals in the 3-Year Education Plan. It also identifies priority areas of emphasis for ongoing work. This report shares PRSD and Alberta Education data that align with the education plan's performance measures. These measures collectively serve as indicators of success for the three strategic goals centred on literacy development, numeracy development, and inclusionary practices.

The **local-level (PRSD) data** shared in this report include the following:

Literacy: Early Years Assessments to assess for students considered at risk, **Fountas & Pinnell (F&P Benchmark Data from Grades 1-8, Reading Comprehension Assessment Tool (RCAT) Data for Grades 4-12, Divisional Report Card Data, and Divisional Survey Results Regarding Literacy Achievement;**

Numeracy: Early Years Assessments to assess for students considered at risk, **Math Intervention/Programming Instrument (MIPI) Data for Grades 2-10, Numeracy Common Assessment Tool (NCAT) Data for Grades 1-9, Divisional Report Card Data, and Divisional Survey Results Regarding Numeracy Achievement;**

Inclusionary Practices: Divisional Data Regarding Programming for Special Needs students, Divisional Data Regarding Student Absenteeism, and Divisional Survey Results Regarding Inclusionary Practices.

The **Provincial-level Alberta Education data** in this report include the following:

Literacy: Provincial Achievement Tests (PATs) Results for Grades 6 & 9 and Diploma Exam (DIPs) Results;

Numeracy: Provincial Achievement Tests (PATs) Results for Grades 6 & 9 and Diploma Exam (DIPs) Results;

Inclusionary Practices: Alberta Education Assurance Measures.



PRSD GOAL ONE:

ALL STUDENTS ARE LITERATE

OUTCOME:

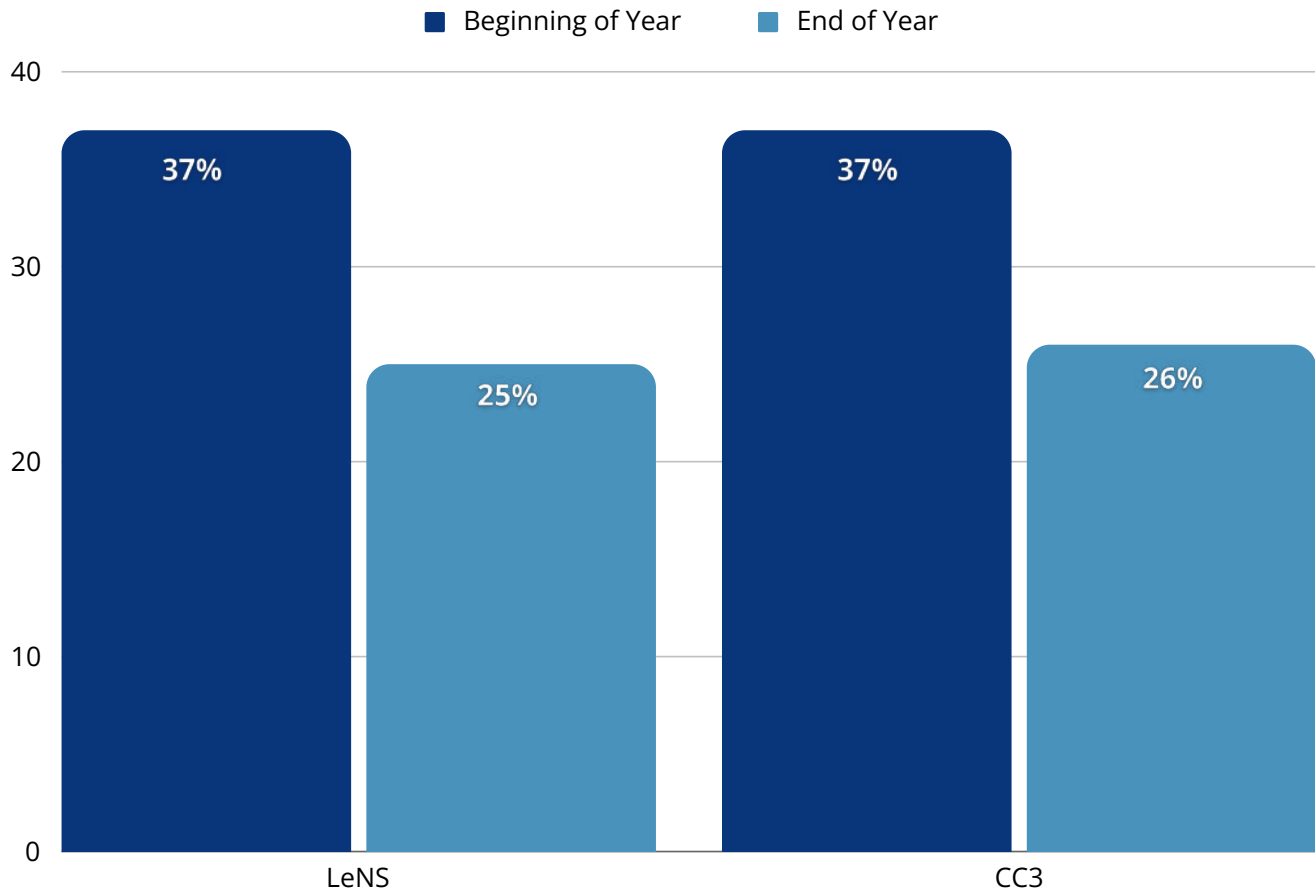
ALL STUDENTS ARE READING AND WRITING AT OR ABOVE GRADE LEVEL OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.

The Division has invested significantly in the acquisition of Fountas and Pinnell resources for Grades 1-8 to allow teachers to complete Running Records at key times throughout the year to measure students' overall progress in reading and make informed decisions regarding targeted instruction. The Division also used the Reading Comprehension Assessment Tool (RCAT) to measure growth over time, and these assessments complement other PRSD and Alberta Education literacy assessments in providing a more comprehensive picture of how well our students are learning to read and write. The Division student data have been broken down into two categories: Indigenous students and Non-Indigenous students. This disaggregation of achievement results for the Division is consistent with the reporting of provincial data and helps to more accurately examine the achievement gap between our Indigenous and non-Indigenous learners. Through this approach, the Division is able to identify and implement specific strategies to help narrow any gaps.

Division-level staffing includes a Program Coordinator for Literacy who works collaboratively with other Learning Services team members to provide extensive supports for literacy instruction throughout the Division. Furthermore, the Division's **Literacy Framework** provides excellent guidance, resources and overall supports to teachers in their work to effectively teach reading and writing so that all students are meeting program expectations, hence achieving the Division's Literacy goal.

LITERACY ACHIEVEMENT RESULTS

Early Years Assessments - Percentage of Students Considered at Risk



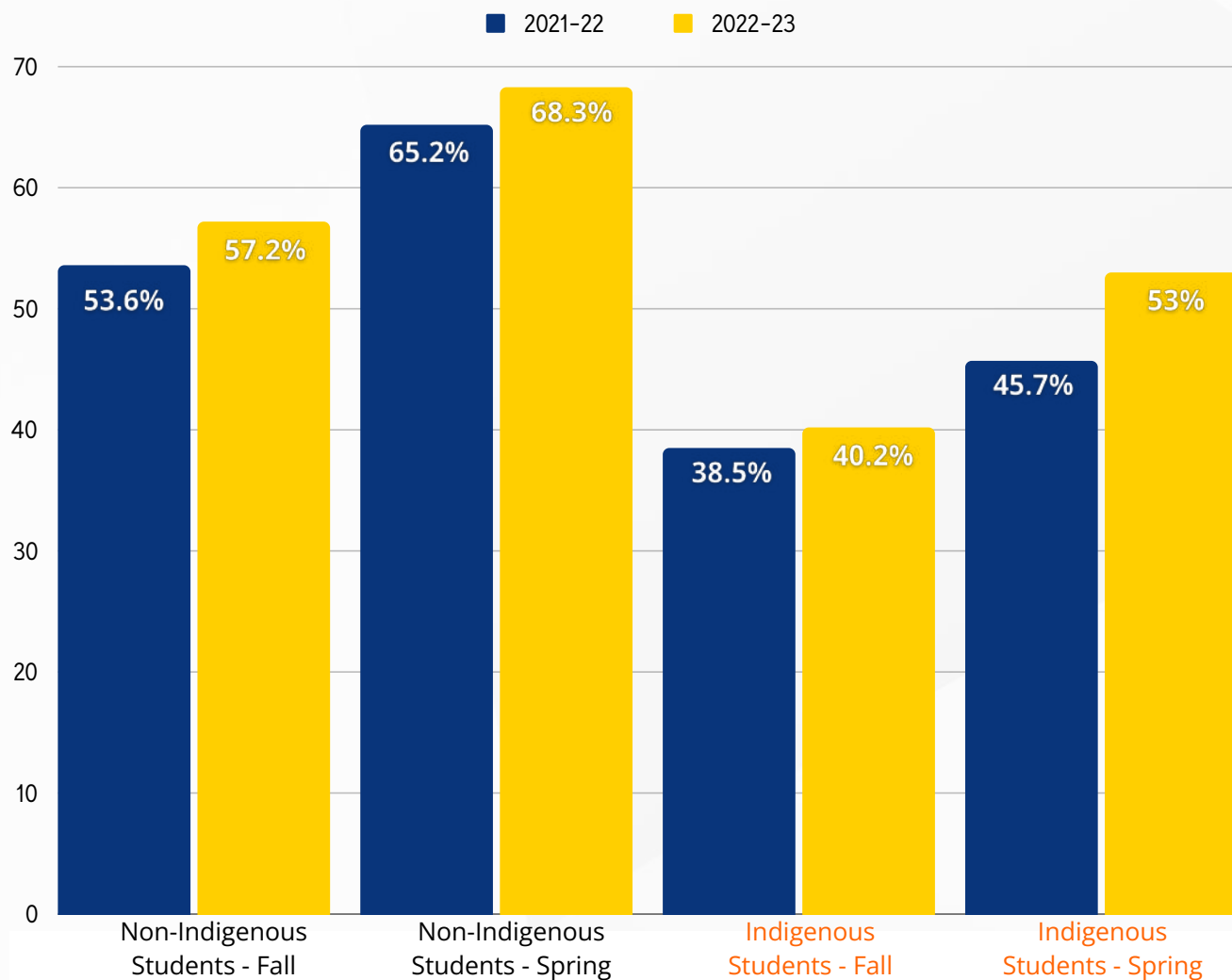
Summary

The Letter Name-Sound (LeNS) assessment and Castles and Coltheart 3 (CC3) assess student skills in the area of literacy. LeNS Data from the 2022-23 school year shows a drop in students considered at risk from 37% to 25% and the Castles and Coltheart 3 (CC3) shows a similar drop from 37% to 26%. This data shows classroom interventions are having a positive impact.

All students in Grades 1 and 2 completed the LeNS and CC3 assessments while only the CC3 assessment was completed by all Grade 3 students. Grade 4 students identified as at-risk at the end of the 2022-23 school year, completed the CC3 assessment.

LITERACY ACHIEVEMENT RESULTS

Division Fountas & Pinnell BAS I and II Data



Summary

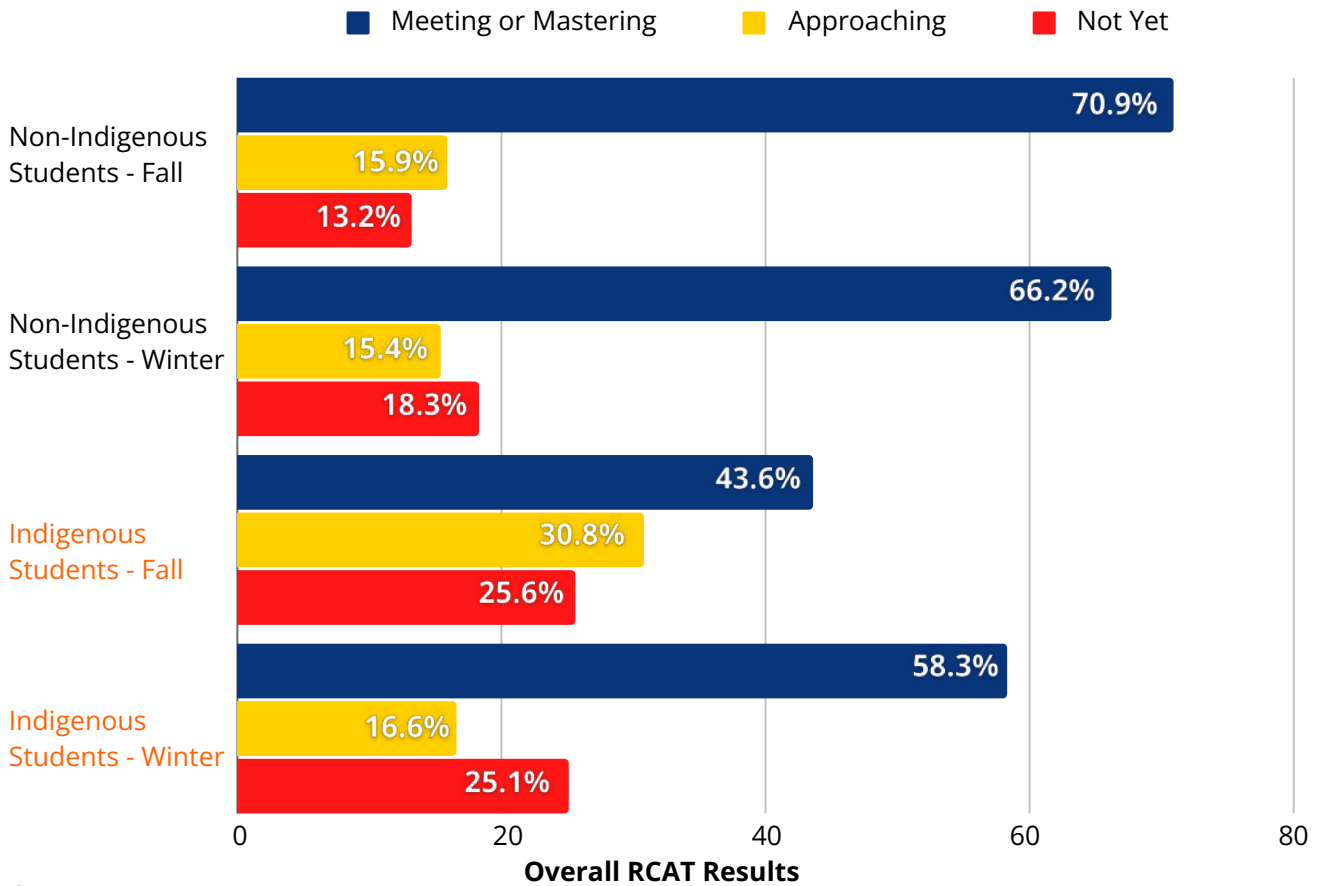
The F & P Benchmark Assessment System has established expected reading levels at each grade level that increase from the beginning of the school year to the end. As such, any increase in reading performance from the Fall to the Spring represents significant growth. While our students continue to test below desirable levels and there are significant gaps between Indigenous and non-Indigenous students, the data indicate there was significant growth in their reading abilities in the 2022-23 school year, and results have also improved from the previous year. We are committed to continuing our important work in this area.

About Fountas & Pinnell BAS I and II Data



LITERACY ACHIEVEMENT RESULTS

Reading Comprehension Assessment Tool (RCAT)



Summary

The RCAT is an on-line assessment tool that provides grade-level reading passages from narrative, informational, and poetic readings to assess students' comprehension abilities in the five major skills required for reading comprehension.

This set of data indicate significant growth for our Indigenous students from the Fall to Winter assessment periods and a narrowing of the academic achievement gap between our Indigenous learners and non-Indigenous learners. In the Fall assessment period, the percentage of non-Indigenous students who were either meeting or mastering grade-level expectations was 27.3% greater than our Indigenous students; however, in the Winter assessments that achievement gap narrowed dramatically to just 7.9%.

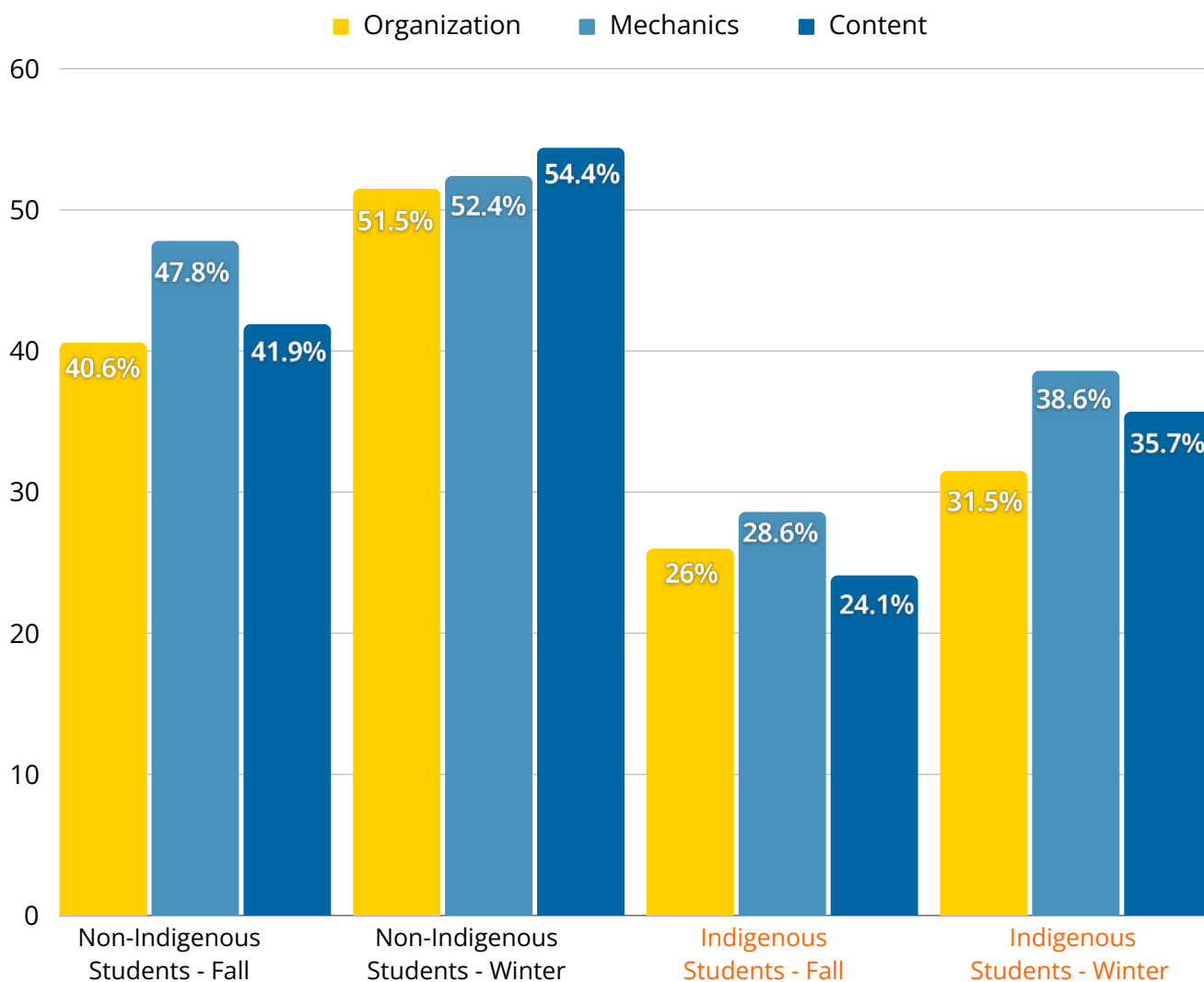
In order to fully achieve the mission of success for all, the division's goal is to continue to promote achievement growth for all students while narrowing the gap between our Indigenous and non-Indigenous learners.

[See full 2022-23 data results here](#)

[About Reading Comprehension Assessment Tool Data](#)

LITERACY ACHIEVEMENT RESULTS

Writing Assessment Tool (WAT) Data



Percentage of Grade 1-9 Students Meeting or Mastering Expectations

Summary

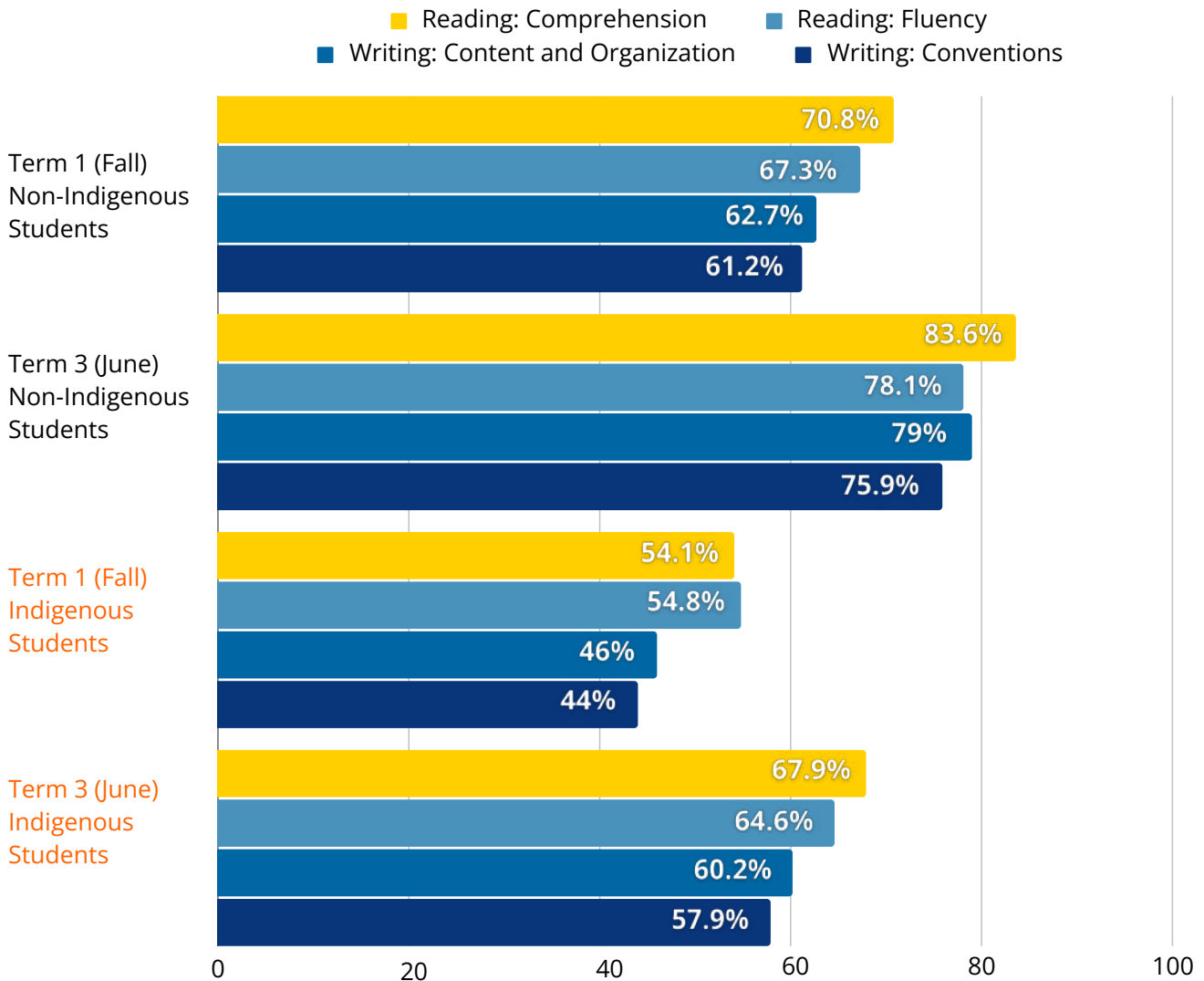
The Division Writing Assessment Tool (WAT) is an internally developed assessment that measures proficiency in organization, mechanics and content. WAT data are primarily used to inform instruction throughout the year. The Fall data is based on curricular outcomes from the previous grade level and the Winter data is based on current grade-level outcomes.

The Writing Assessment Tool (WAT) data for 2022-2023 show that less than 50% of all students were meeting or mastering grade-level expectations in writing during the Fall reporting period. While there were gains between the fall and winter reporting periods, there remains significant room for improvement. The Fall data exclude the Grade 1 students because they did not complete this assessment at that time. Moving forward, continued efforts will be made to ensure students become more proficient in writing.

LITERACY ACHIEVEMENT RESULTS

Division Report Card Data for Literacy

Percentage of Grades 1-6 students meeting or mastering expectations



Summary

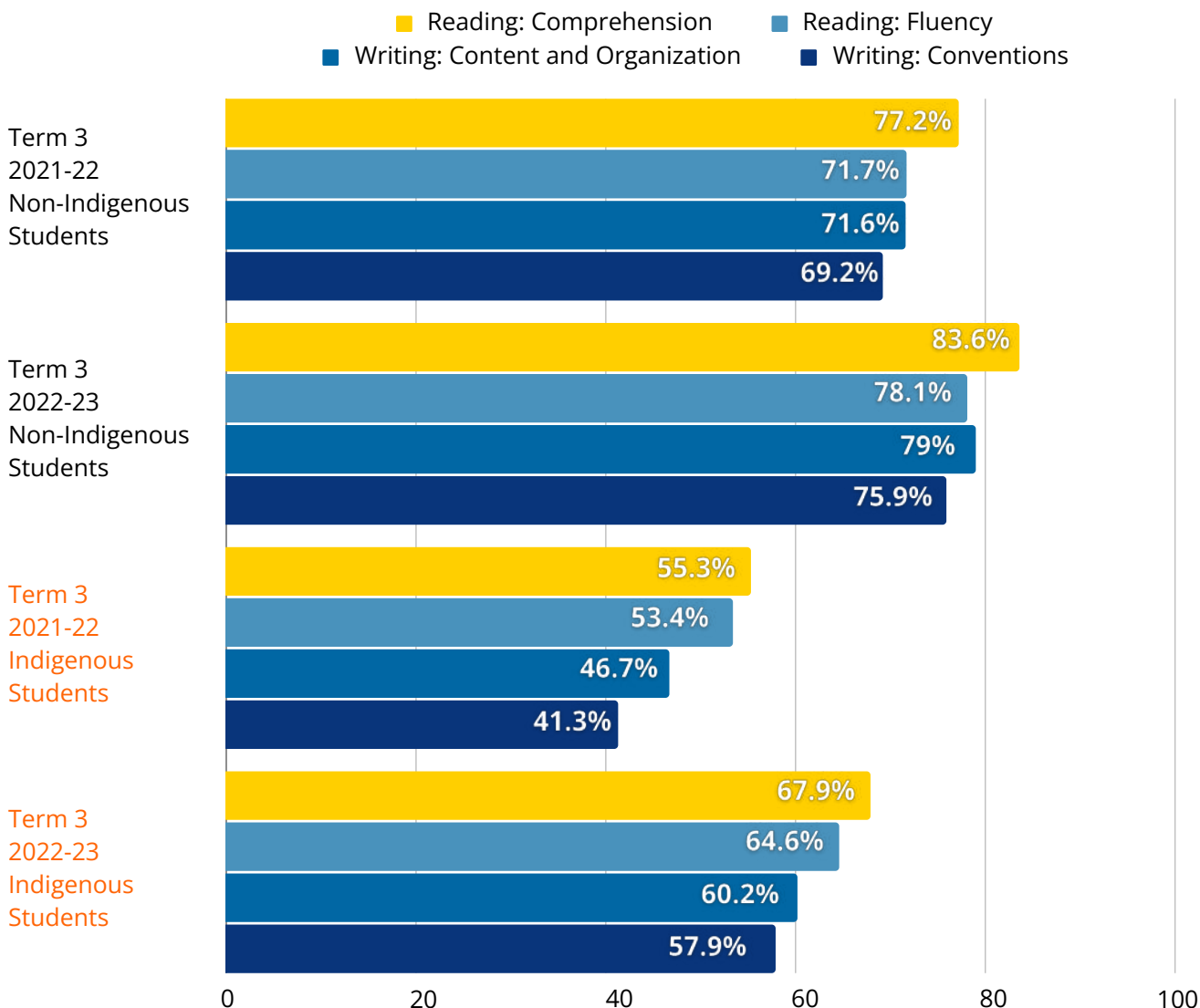
The report card data indicate that from the Term 1 report to the Term 3 report there was a significant increase in the percentage of Grades 1-6 students meeting grade-level expectations in all areas of Reading and Writing. While this is very positive, the overall data suggest further important work is required to ensure our students are meeting program expectations. Further work is also required to eliminate the achievement gaps for our Indigenous students and to ensure all of our students are meeting program expectations.

LITERACY ACHIEVEMENT RESULTS

Division Report Card Data for Literacy

Percentage of Grades 1-6 students meeting or mastering expectations: Year-end results

Year-over-year comparison



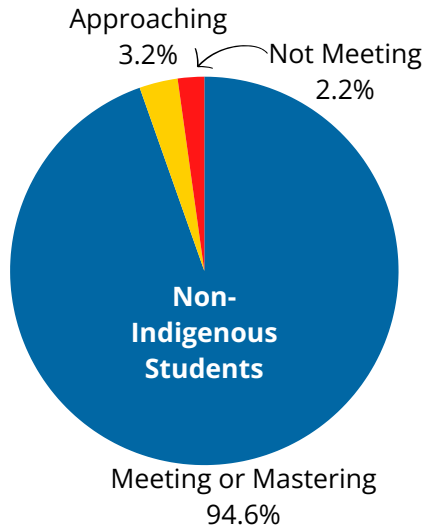
Summary

The year-over-year comparison of report card data indicate there was a significant increase in the percentage of Grades 1 through 6 students meeting grade-level expectations in all areas of Reading and Writing. The division experienced a 6.4% gain in reading performance amongst our non-Indigenous students and an 11.9% gain amongst our Indigenous students compared to the previous year. For writing, the gain was 7.1% for non-Indigenous students and 15.1% for our Indigenous students. While much work remains, efforts to improve achievement and elimination of the gap between our Indigenous and non-Indigenous learners are having a positive impact.

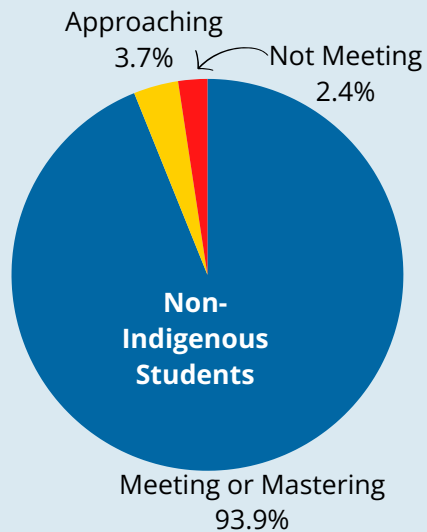
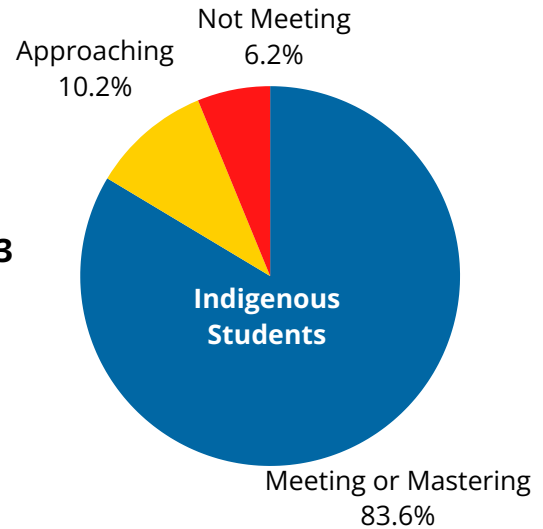
LITERACY ACHIEVEMENT RESULTS

Division Report Card Data for Literacy

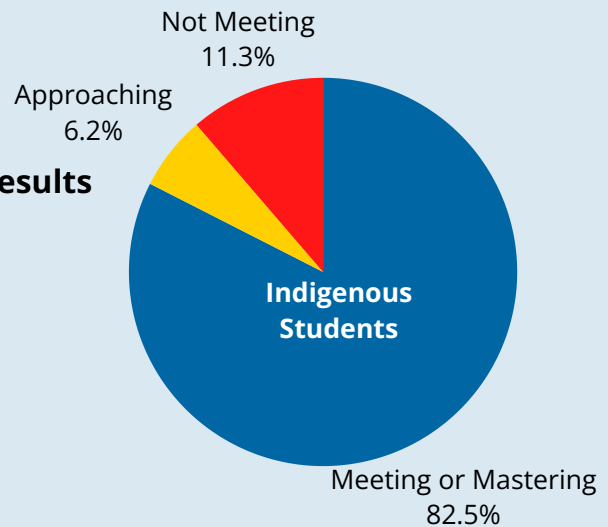
Percentage of Grades 7-9 students meeting or mastering expectations - 2022-2023



November 2022-23 Results



June 2022-23 Results



Previous Year's Results

Percentage of students Meeting or Mastering grade-level expectations
June 2022

Non-Indigenous Students



Indigenous Students



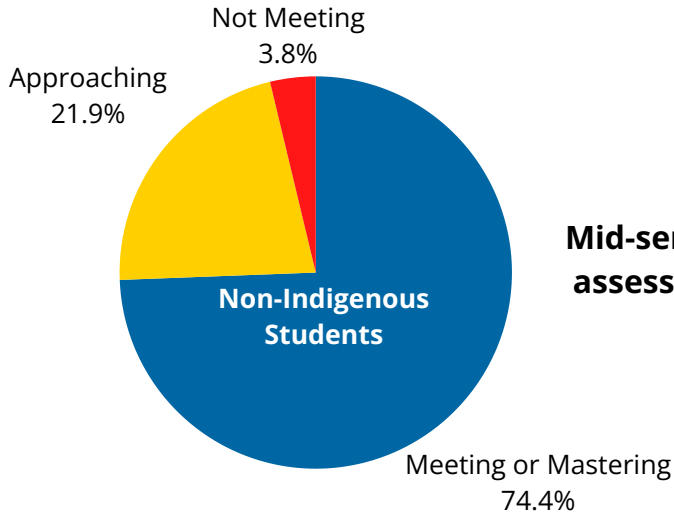
Summary

The Grades 7-9 school report card data indicate 93.9% of non-Indigenous students met or mastered grade-level expectations at the end of the 2022-23 school year, which is 7.7% higher than in the previous school year. Amongst our Indigenous students, 82.5% met or mastered grade-level expectations, which is a significant gain of 13.3% from the previous school year. This data is evidence that the PRSD's efforts to eliminate the achievement gap between our Indigenous and non-Indigenous students are working.

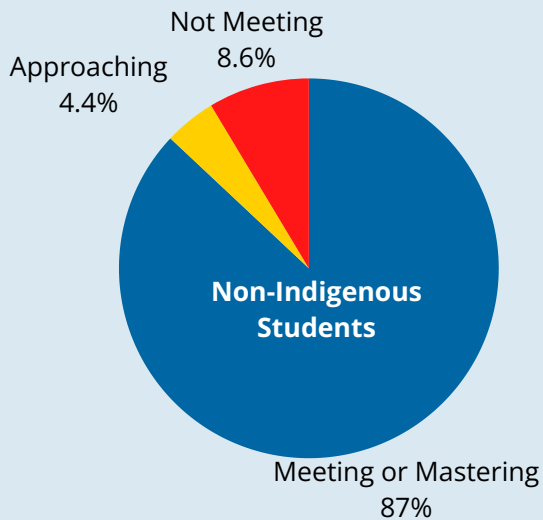
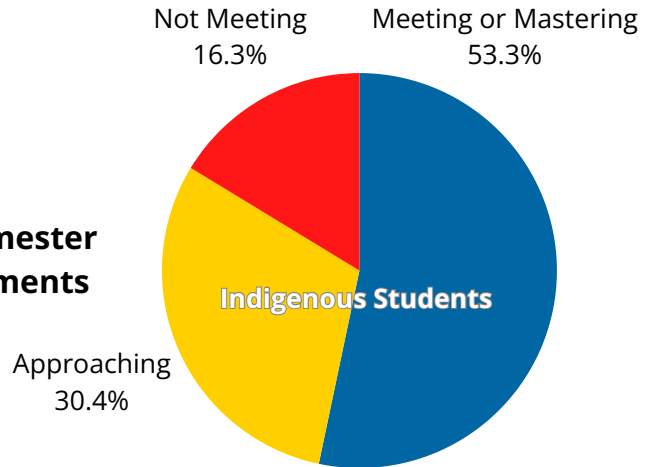
LITERACY ACHIEVEMENT RESULTS

Division Report Card Data for Literacy

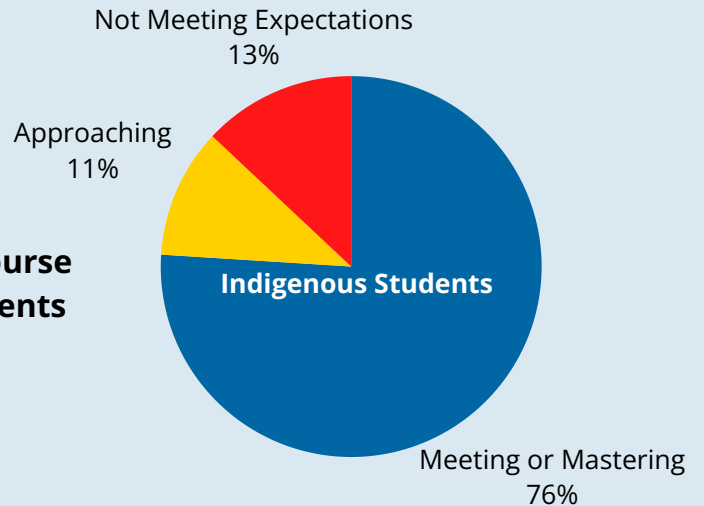
Percentage of Grades 10-12 students meeting or mastering expectations: 2022-2023



Mid-semester assessments



End of course assessments



Previous Year's Results

Percentage of students Meeting or Mastering grade-level expectations
June 2022

Non-Indigenous Students



Indigenous Students



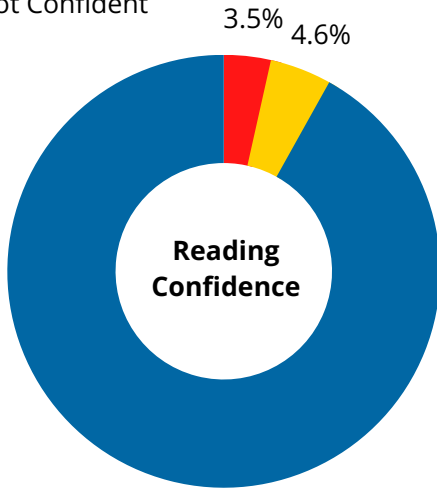
Summary

The Grades 10-12 school report card data indicate that 87% of non-Indigenous students and 76% of Indigenous students met or mastered grade-level expectations at the end of their courses. Both groups of students showed significant growth over their mid-semester marks. The achievement gap between our Indigenous students and non-Indigenous students also decreased from 21.1% in the mid-semester assessments to 11% in the end-of-course assessments. While significant work remains, the data suggest a positive trend towards closing the achievement gap.

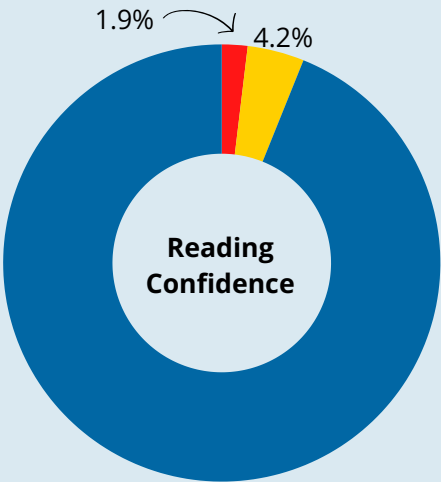
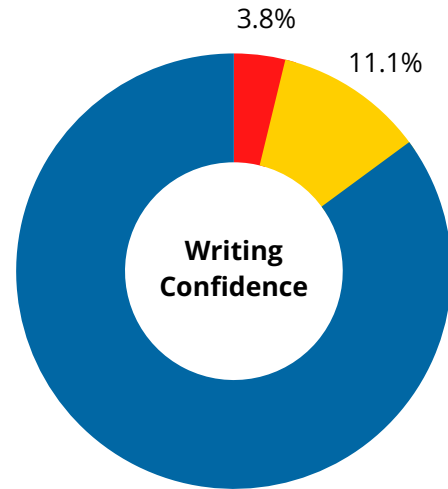
LITERACY ACHIEVEMENT RESULTS

PRSD Education Assurance Survey Results: Goal One - Literacy

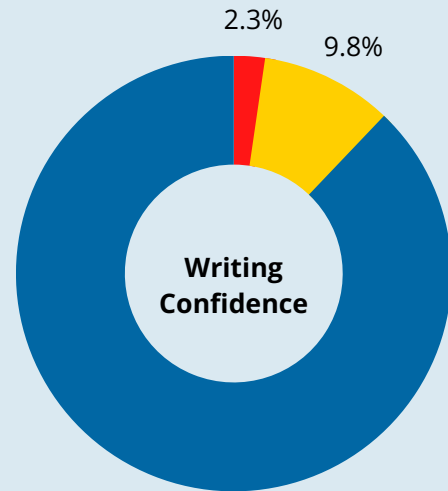
- Confident to Very Confident
- Less Confident
- Not Confident



Grades 3-6



Grades 7-12



Summary

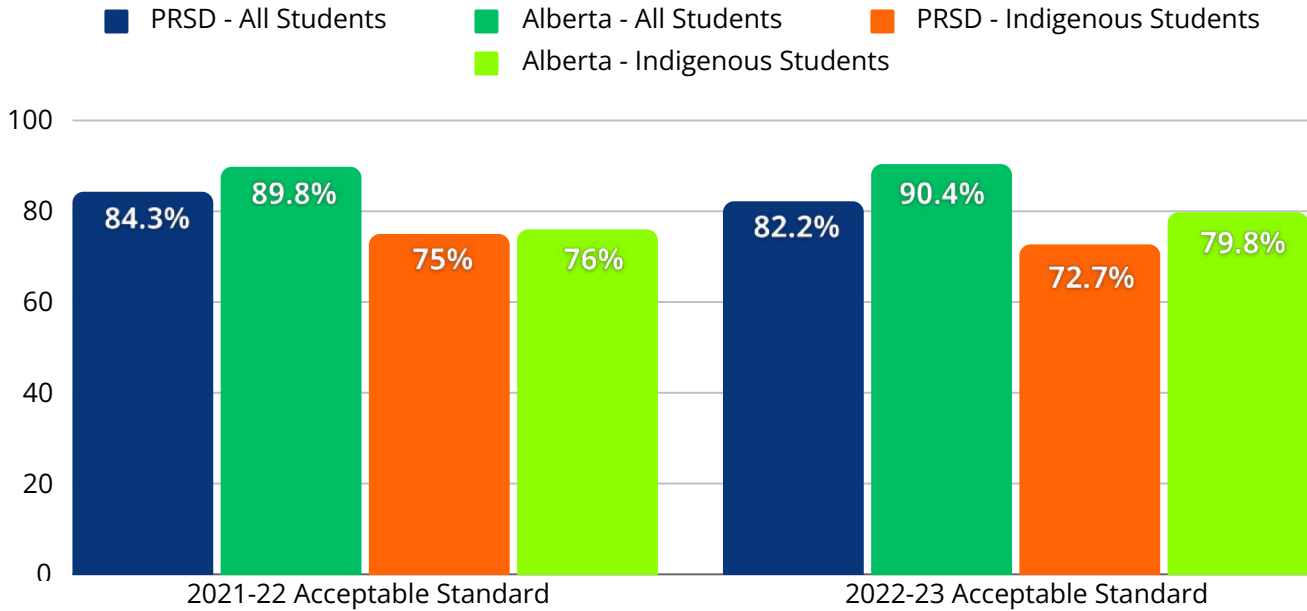
Students were asked to rate their level of confidence in their own reading and writing skills on a scale of 1 to 5, with one being “not confident” and five being “very confident”. Results include responses from 1,519 students in Grades 3-12, which represents approximately 75 per cent of eligible students. The literacy results from the survey are very positive and show the majority of students are confident in their reading and writing abilities.

[Link to the PRSD Student Assurance Survey Qualitative Data](#)

LITERACY ACHIEVEMENT RESULTS

Grade 6 Provincial Achievement Test (PAT) Acceptable/Excellence

Year over Year Comparison of Grade 6 English Language Arts



Test results for all students writing

Summary

A year-over-year comparison of the Grade 6 PAT results indicate PRSD students, on average, scored 2.2% lower on the test in 2023.

[Click here for all PAT Results](#)

Grade 6 English Language Arts

Division Year-End Report Card Data All Students

Reading 82.8%

Writing 81%

Indigenous Students

Reading 76.3%

Writing 74.1%

A Comparison

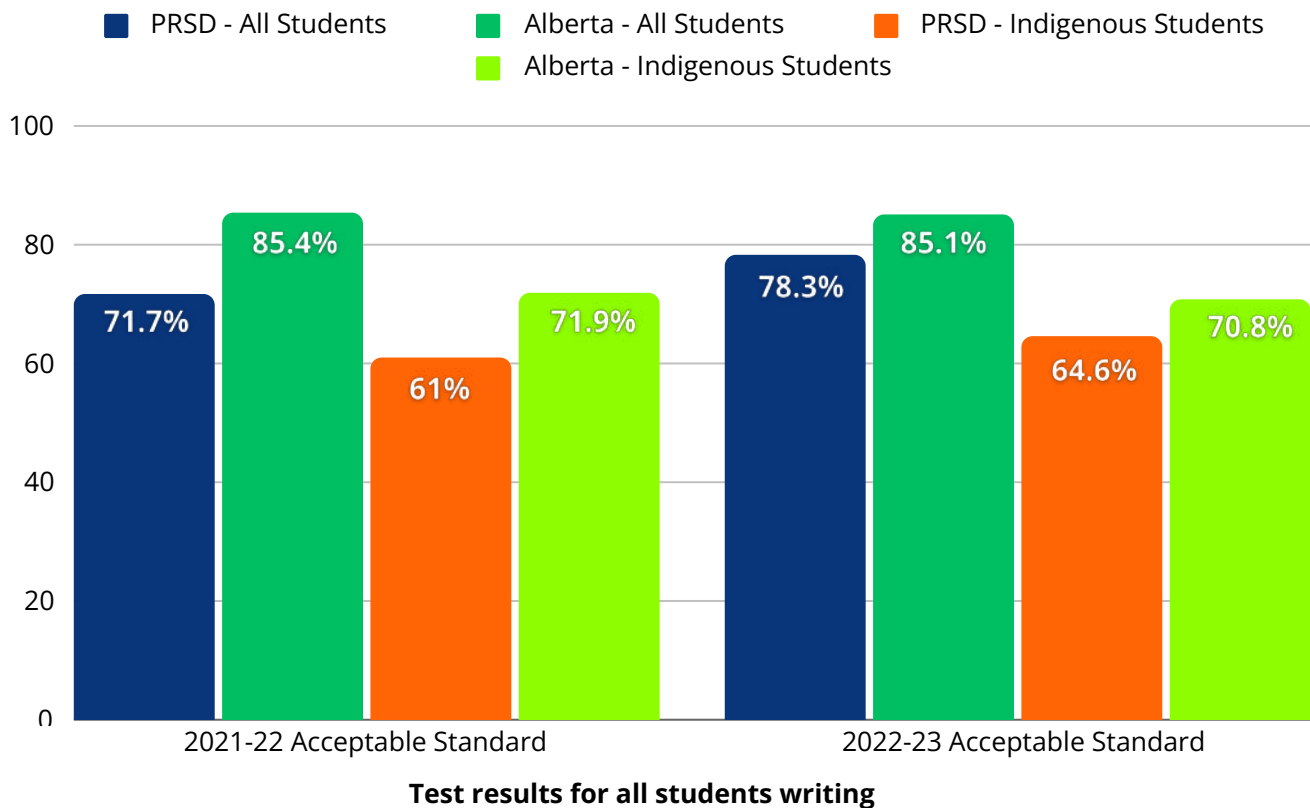
The division's year-end report card data indicate 82.8% of our Grade 6 students were either meeting or mastering expectations in Reading Comprehension and Fluency and 81% were either meeting or mastering in Writing Content and Organization, and Conventions, which is 8.7% below their performance on the PAT. Working with our schools regarding assessment practices will continue to be a priority focus moving forward.

The report card data for our Indigenous students are in line with the Provincial Achievement Test results.

LITERACY ACHIEVEMENT RESULTS

Grade 9 Provincial Achievement Test (PAT) Acceptable/Excellence

Year over Year Comparison of Grade 9 English Language Arts



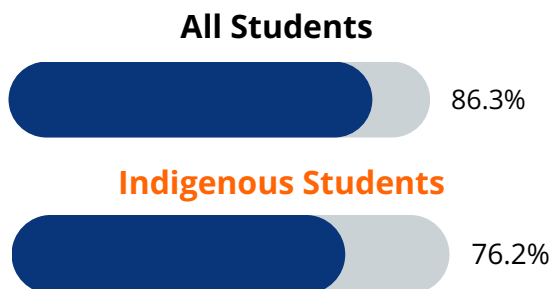
Summary

The percentage of Acceptable Standard performance for the Grade 9 ELA PAT increased from 71.7% to 78.3% in 2022-23, narrowing the gap between PRSD student performance and provincial student performance by 6.9%. Further work is required to help ensure students perform better on this assessment in future years. Our Indigenous students also improved their performance on the PAT by 3.6% from 61% to 64.6% in 2022-23.

[Click here for all PAT Results](#)

Grade 9 English Language Arts

Division Year-End Report Card Data



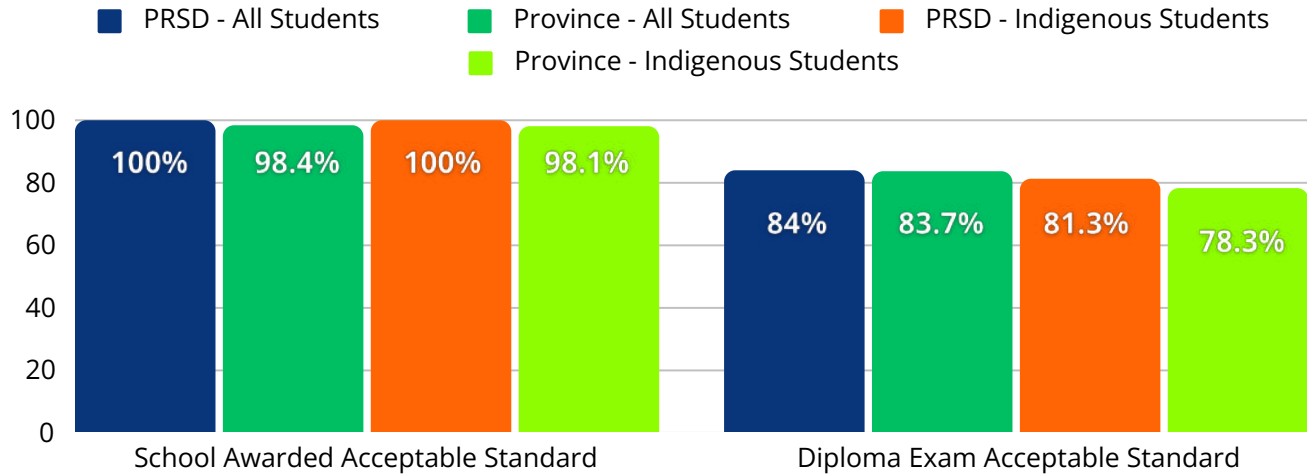
A Comparison

The Division's year-end report card data indicate 86.3% of our Grade 9 students were meeting or mastering the core outcomes in ELA. Meanwhile, 76.2% of the Division's Indigenous students met or mastered the core outcomes.

LITERACY ACHIEVEMENT RESULTS

Provincial Diploma Exam Results

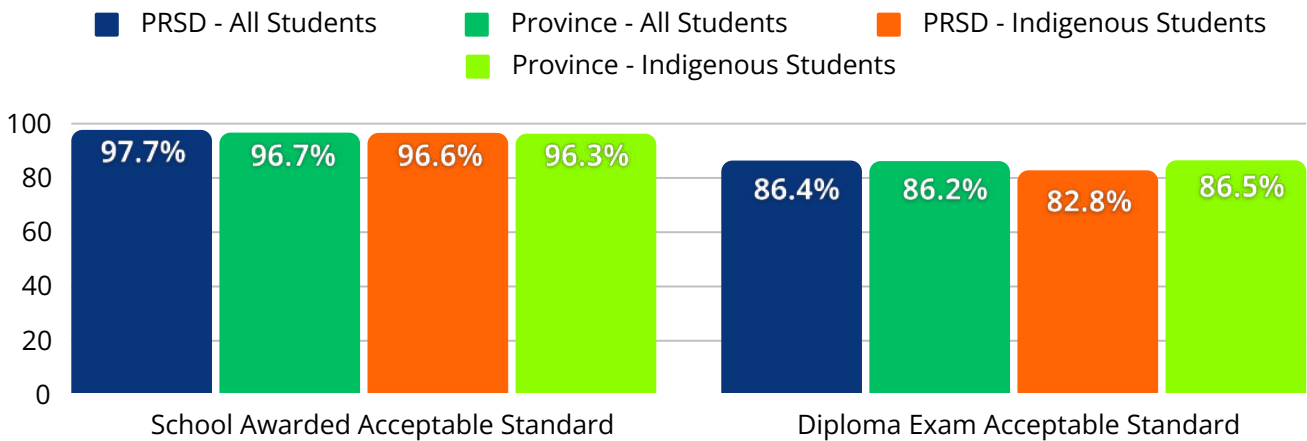
ELA 30-1



Summary

In the 2022-23 school year, 100% of our ELA 30-1 students achieved a school-awarded acceptable standard. When blending these results with the diploma exam marks, which were above 80% for all of our students, every PRSD student enrolled in ELA 30-1 in 2022-23 received a passing grade. [CLICK HERE for all Diploma Exam Results](#)

ELA 30-2



Summary

Student performance in the ELA 30-2 Diploma Exams was similar to that of the students who completed ELA 30-1. In 2023, 82.8% of our Indigenous students and 86.4% of our total student population achieved the acceptable standard or greater on their ELA 30-2 diploma exams. While the average mark for the PRSD Indigenous students was 3.7% below the provincial average, the Division's total student population achieved a slightly higher level than the provincial average for the acceptable standard or greater, and the Blended Score (School-Awarded Mark combined with the Diploma Exam Mark) indicates that all students achieved an acceptable standard (100% success rate).

Summary of Literacy Achievement Results

General Statement

Local PRSD measures such as Fountas and Pinnell data, RCAT data, and year-end report card data, reveal growth in literacy development across grade levels throughout the division during the school year. This growth was further verified through the division's survey data where the vast majority of students from Grades 3 to 12 reported they felt their reading and writing skills had improved throughout the year. Alberta Education achievement results for PATs and Diploma exams in English Language Arts generally revealed that students have made gains in their literacy development; however, the overall growth in literacy development is not yet at the levels desired. Additionally, while the PRSD is excited to see the gaps in achievement between our non-Indigenous and Indigenous students lessen, more work is needed to continue improving this measure.

Factors That Affected Results

The PRSD's achievement data indicate our students are turning a corner in terms of overcoming the learning loss created by the COVID-19 Pandemic. However, we continue to experience significant challenges in the area of regular attendance in addition to coping with serious substitute staff shortages that have resulted in far less than desirable circumstances throughout the year. Consequently, the ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall attendance levels.

Next Steps

The Division's focus on literacy development will remain a priority for the upcoming school year and beyond. We remain committed to Collaborative Response as the vehicle to continue our reculturation work to ensure differentiated assessment and instructional practices that foster inclusive classrooms where all students have multiple opportunities to further develop their literacy skills as the foundation for overall academic success. Efforts will continue to support teachers in using a variety of assessment tools to gather critical information about students' literacy development so that instructional activities can be more purposefully planned and delivered in the best interest of all students. Division-level staff will continue to work with school staff to develop common assessments of core learner outcomes in English Language Arts, and will continue to assist in establishing and maintaining focused literacy instructional blocks within all classrooms throughout the division.



PRSD GOAL TWO

ALL STUDENTS ARE NUMERATE

OUTCOME:

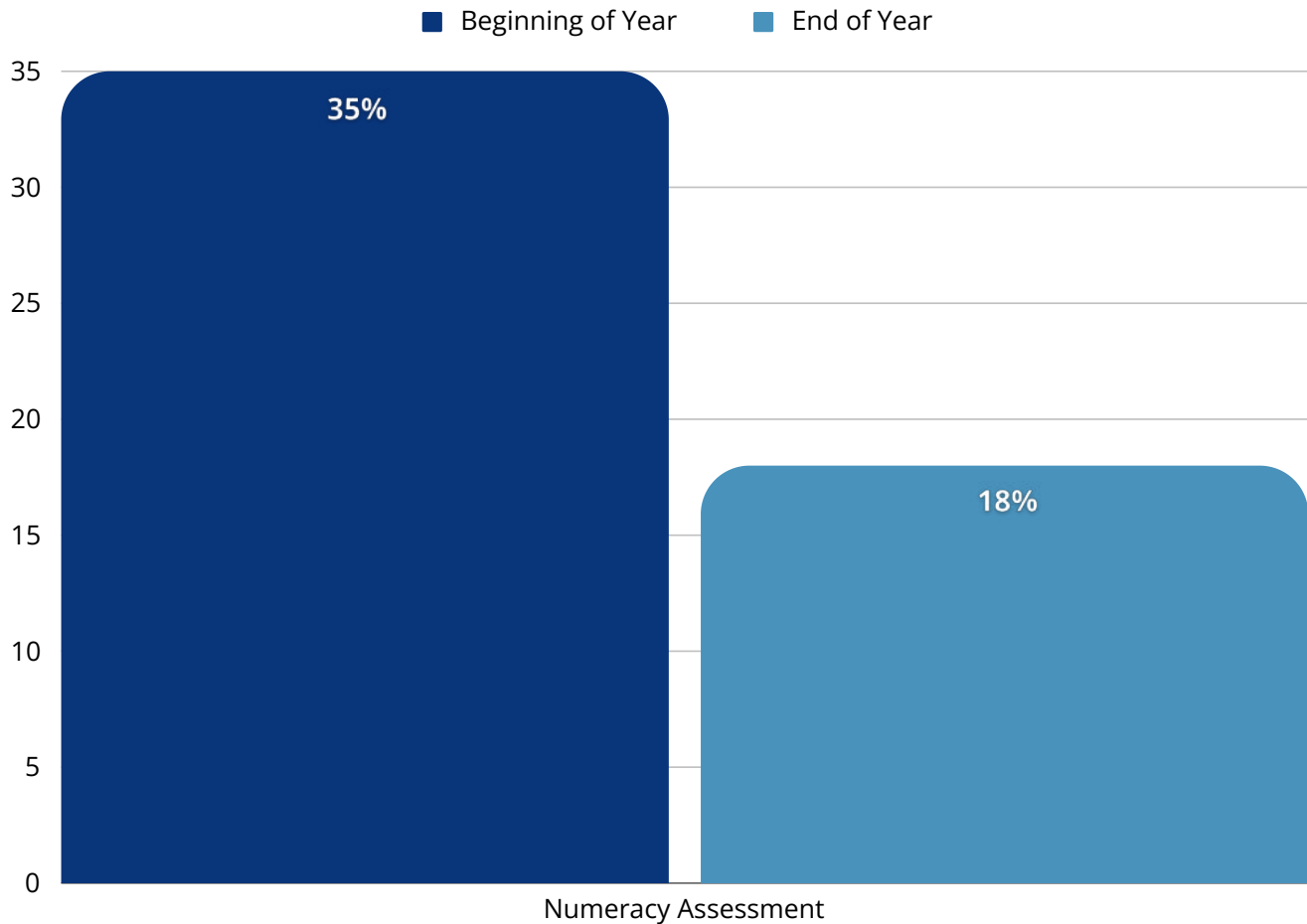
ALL STUDENTS ARE PERFORMING AT OR ABOVE GRADE LEVEL IN NUMERACY OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.

The Division has invested significant resources to support numeracy instruction and have worked with Alberta Education to focus on learning loss intervention supports. The Division used the Mathematics Intervention/Programming Instrument (MIPI) to benchmark student comprehension of core numeracy content at the beginning of the year and also used the Numeracy Common Assessment Tool (NCAT) to assess proficiency in core areas of mathematics, and these assessments complement report card data as well as provincial assessment data. The Division student data have been broken down into two categories: Indigenous students and Non-Indigenous students. This disaggregation of achievement results for the Division is consistent with the reporting of provincial data and helps to more accurately examine the achievement gap between our Indigenous and non-Indigenous learners. Through this approach, the Division is able to identify and implement specific strategies to help narrow any gaps.

The Division's staffing includes a Program Coordinator for Numeracy who works collaboratively with other Learning Services team members to provide extensive supports to teachers throughout the Division. Furthermore, the Division's **Numeracy Framework** provides excellent guidance, resources and overall supports to teachers in their work to achieve the Division's Numeracy goal.

NUMERACY ACHIEVEMENT RESULTS

Early Years Assessments - Percentage of Students Considered at Risk



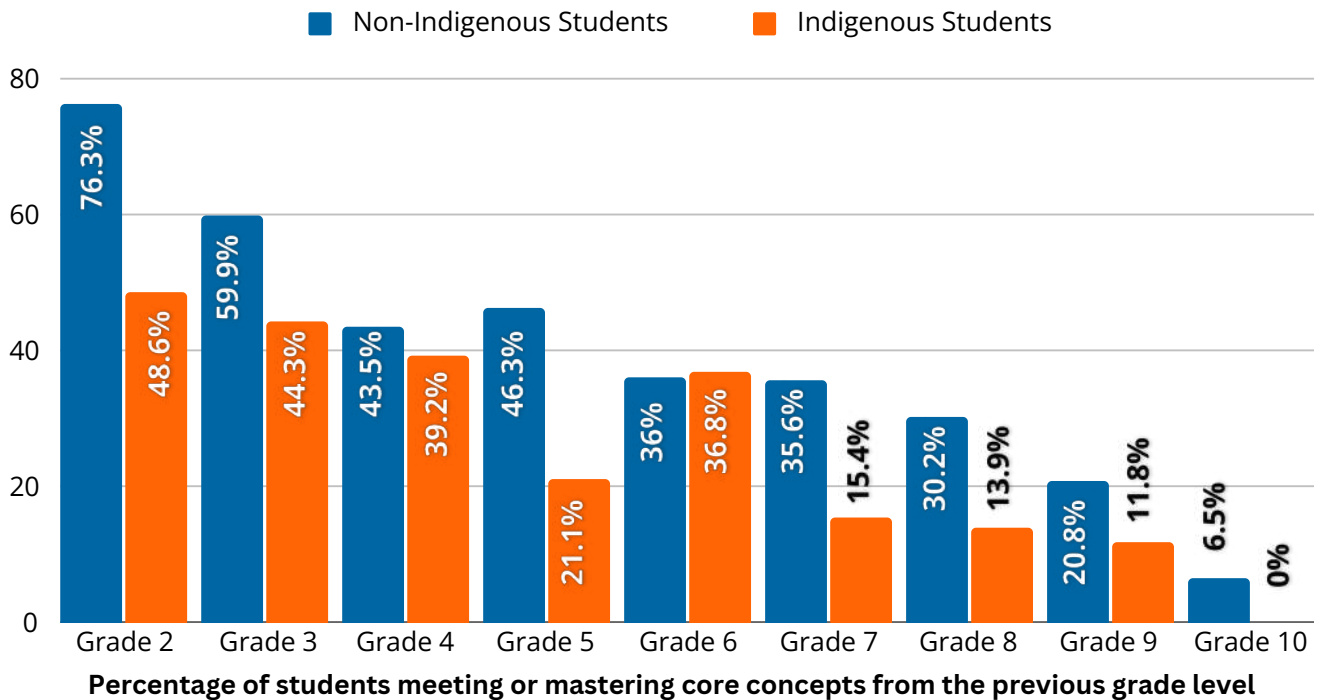
Summary

While all students completed this assessments at the beginning of the 2022-23 school year, only those who were identified as being at-risk were reassessed at the end of the year.

All students in Grades 1, 2 and 3 completed the numeracy assessment. Only those Grade 4 students identified as at-risk at the end of the 2021-22 school year, completed the numeracy assessment in the fall of 2022. Results indicate a significant drop in the number of students considered at risk at the end of the school year.

NUMERACY ACHIEVEMENT RESULTS

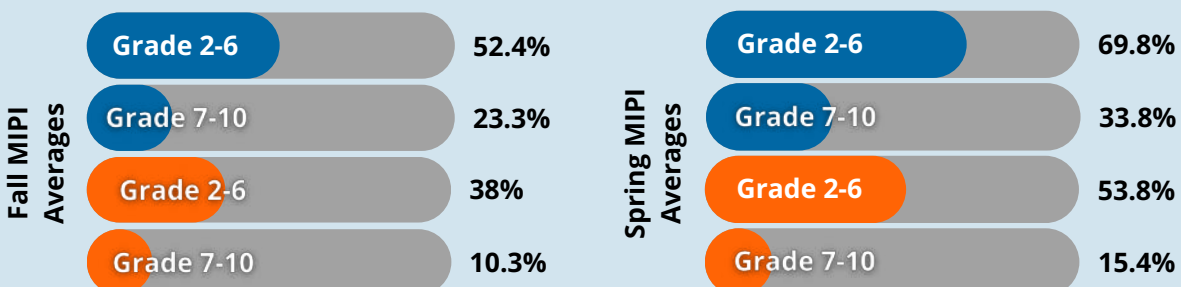
Division Mathematics Intervention/Programming Instrument (MIPI) Data



Summary

The MIPI is administered at the beginning of the year to determine how well students understand key concepts from previous year's work, which provides a useful starting point for the current year's instruction. The September 2022 results showed that 48.2% of non-Indigenous Grade 2 through 6 students and 38.2% of Indigenous students started their school year meeting or mastering the core concepts from the previous grade level. Meanwhile, only 20% of Grades 7-10 non-Indigenous students and 10.3% of Indigenous students were meeting or mastering the core content of the previous grade level. The above chart also shows a decline in the number of students meeting or mastering core content as students get older. This data is very useful in helping teachers to identify priority areas for intense instruction in numeracy throughout the year. In 2023, we made the decision to repeat the MIPI in the Spring. [View the detailed Spring results here.](#)

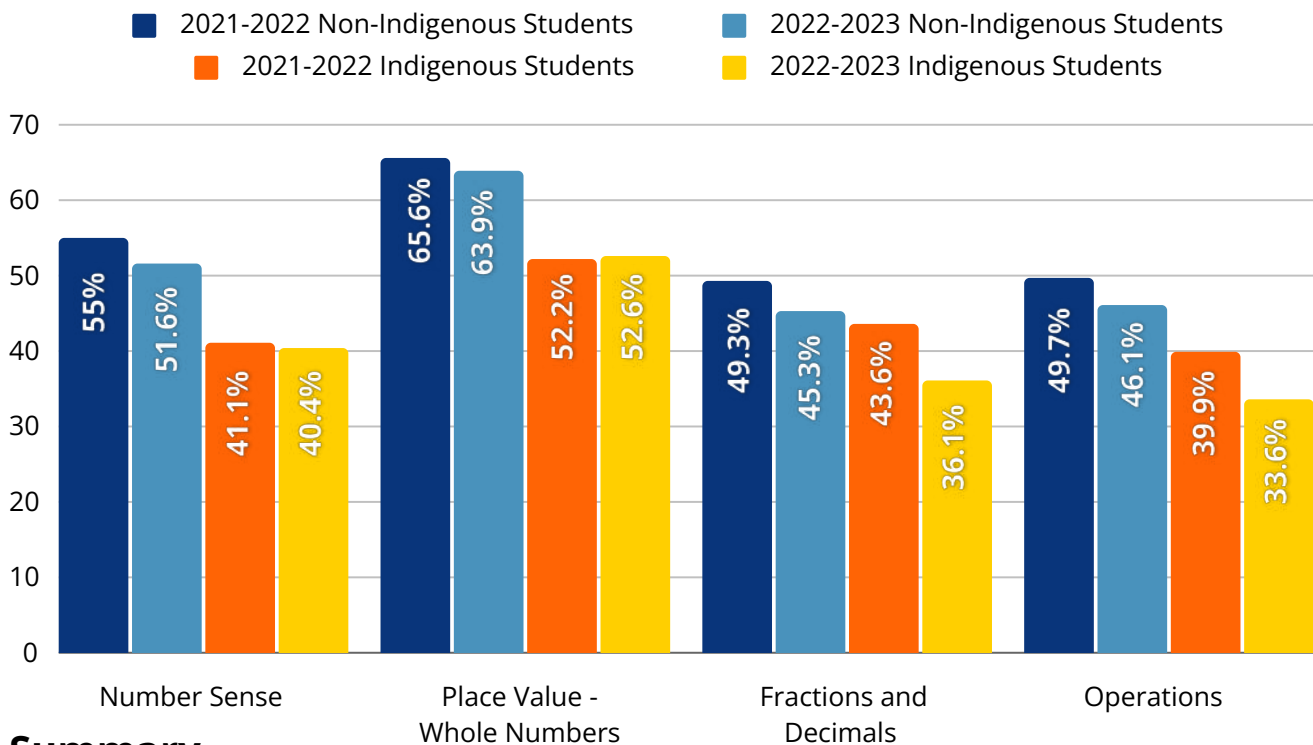
About Mathematics Intervention/Programming Instrument (MIPI)



NUMERACY ACHIEVEMENT RESULTS

Division Numeracy Common Assessment Tool (NCAT) Data

Grade 1 - 9 Year over Year comparison of percentage of student meeting or mastering expectations



Summary

The NCAT is a summative assessment tool that assesses student proficiency in four core strands of mathematics. The assessments are administered at various points throughout the Grades 1-9 curriculum as key units of work are completed. These assessments provide a snapshot of student progress at points in time throughout the school year.

The 2022-23 NCAT results suggest that 45% to 64% of non-Indigenous students had met or mastered the concepts in these four numeracy strands at the time of test administration, and teachers used this information to inform their planning and instruction for the remainder of the year.

The year-over-year comparison indicates that students performed slightly better in the previous school year at the time of test administration. Results may be lower because the K-3 students received a new curriculum in 2022-23 school year.

Similar trends can be seen in the data regarding our Indigenous students. Further work is also required to eliminate the achievement gaps for our Indigenous students and to ensure all of our students are meeting program expectations.

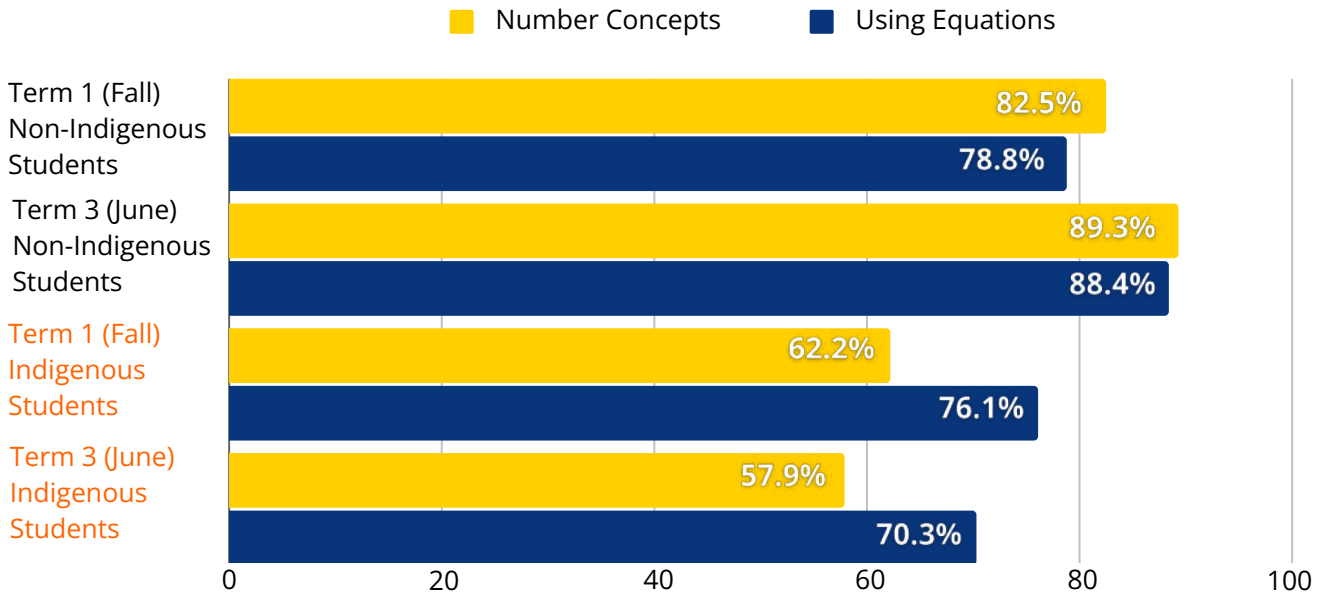
About Numeracy Common Assessment Tool



NUMERACY ACHIEVEMENT RESULTS

Division Year-End Report Card Data for Numeracy

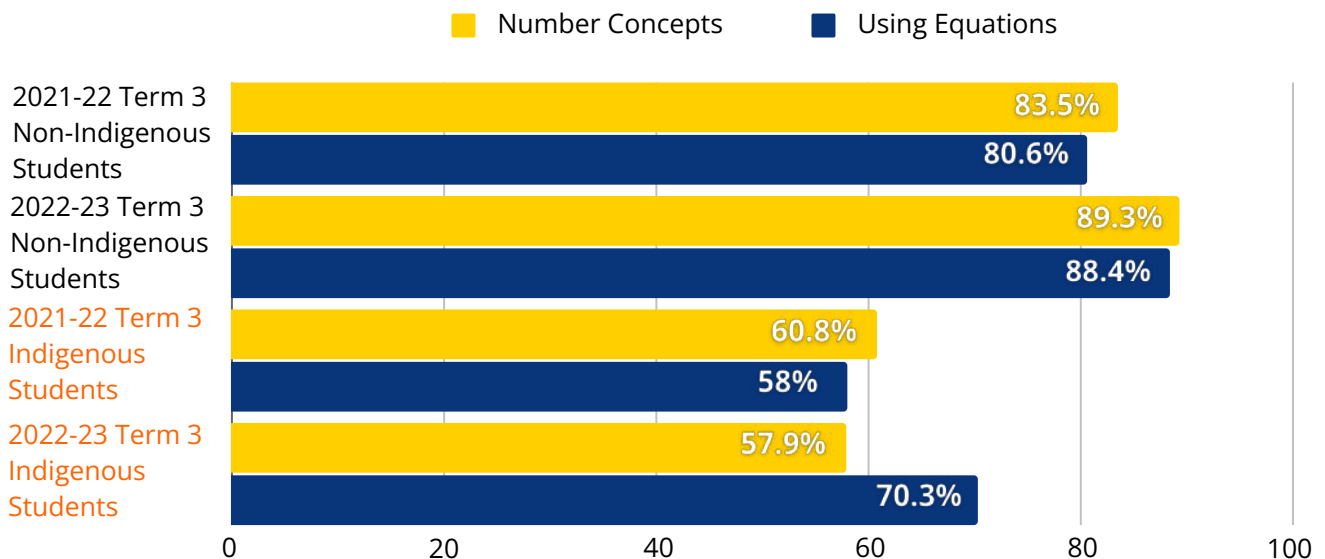
Percentage of Grades 1-6 students meeting or mastering expectations in 2022-23



Summary

The Report Card Data for the 2022-23 school year showed growth in the percentage of Grades 1-6 students who met or mastered the core learning outcomes in the Number Concepts strand of mathematics. As shown in the graph below, growth is also evident in the results from our non-Indigenous students in the year-over-year comparison. While there is an anomaly in the data from the Indigenous students in the year-over-year data for number concepts, significant growth is evident in the area of using equations.

Year-over-year comparison of the percentage of Grades 1-6 students meeting or mastering expectations in Term 3

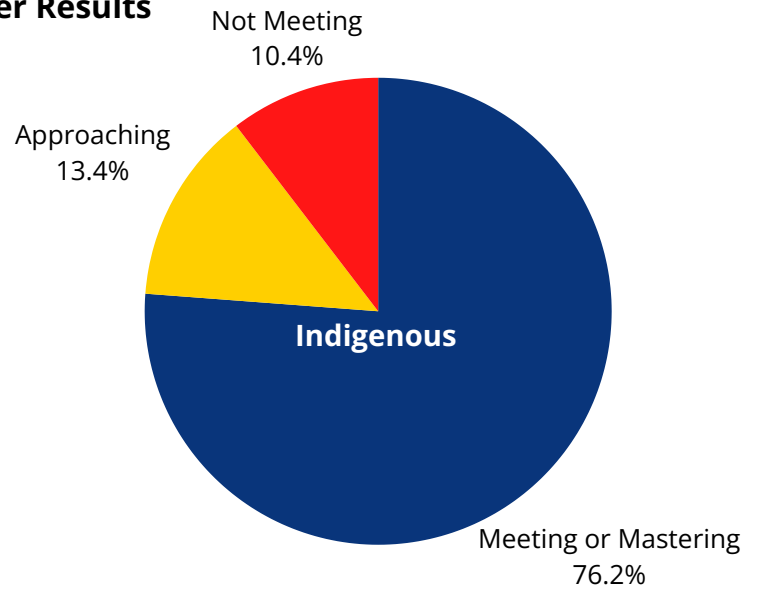


NUMERACY ACHIEVEMENT RESULTS

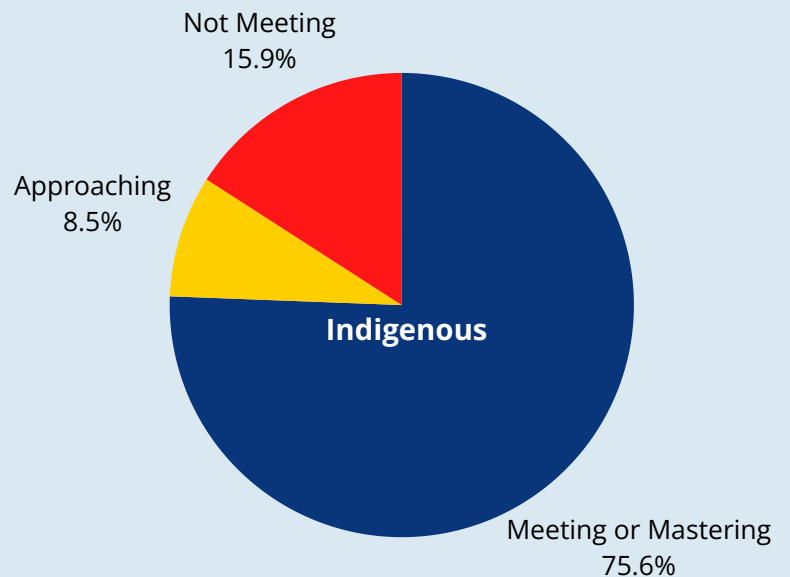
Division Report Card Data for Numeracy:

Percentage of Grades 7-9 Students Meeting or Mastering Expectations

November Results



June Results



Summary

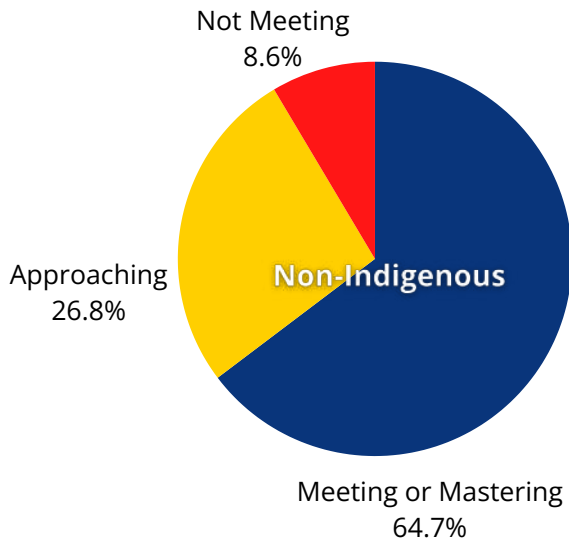
The Grades 7-9 report card data indicate that from the November reporting period to the June reporting period the percentage of all students meeting or mastering grade-level expectations in numeracy decreased by less than 2% for both our non-Indigenous and Indigenous students. This is not an atypical trend in Junior High, but remains an important area of focus moving forward.

NUMERACY ACHIEVEMENT RESULTS

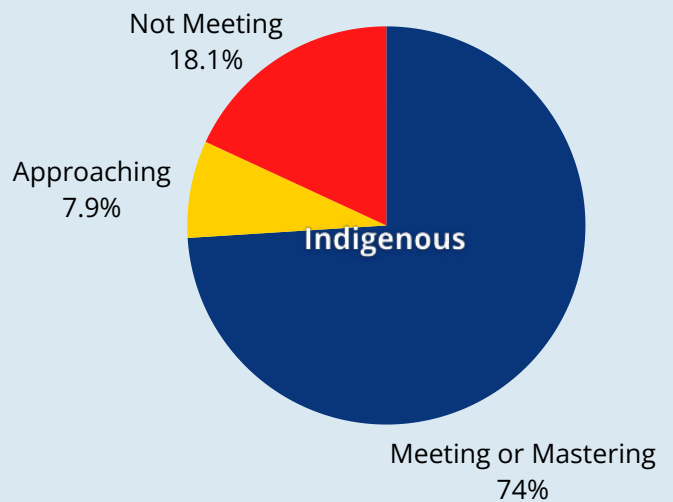
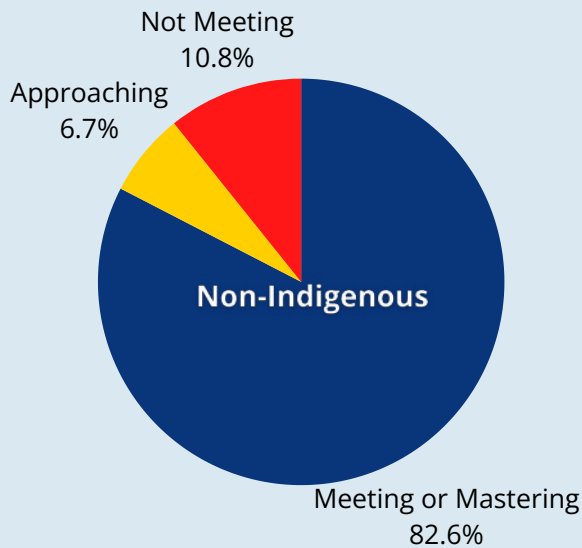
Division Report Card Data for Numeracy:

Percentage of Grades 10-12 Students Meeting or Mastering Expectations

Mid-Semester Assessments



End of Course Assessments



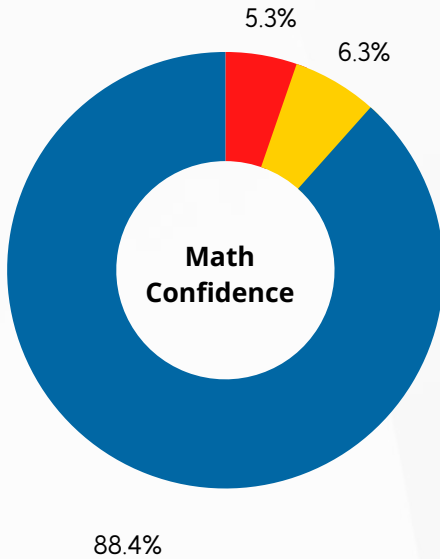
Summary

The Grades 10-12 school report card data show significant growth in the number of students who either met or mastered grade-level expectations at the end of their courses in Semesters 1 and 2.

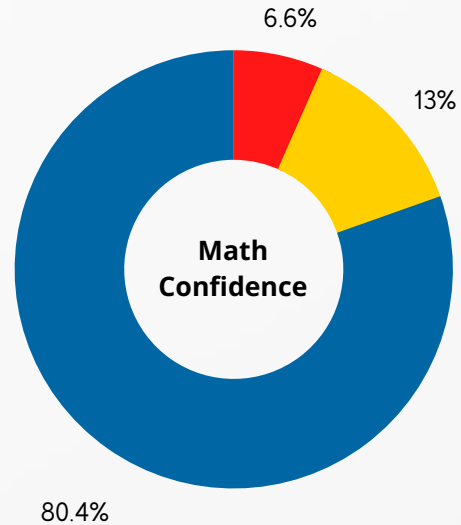
NUMERACY ACHIEVEMENT RESULTS

PRSD Education Assurance Survey Results: Goal Two - Numeracy

Grades 3-6



Grades 7-12



- Confident to Very Confident
- Less Confident
- Not Confident

Summary

Students were asked to rate their level of confidence in their own math skills on a scale of 1 to 5, with 1 being not confident and 5 being very confident. As you can see in the above graphs, the PRSD Education Assurance Survey data indicated that 88.4% (combined percentages from students who answered either three or greater on the survey) of Grades 3 to 6 Students felt confident in their numeracy skills and 80.4% of Grades 7 to 12 students felt the same way.

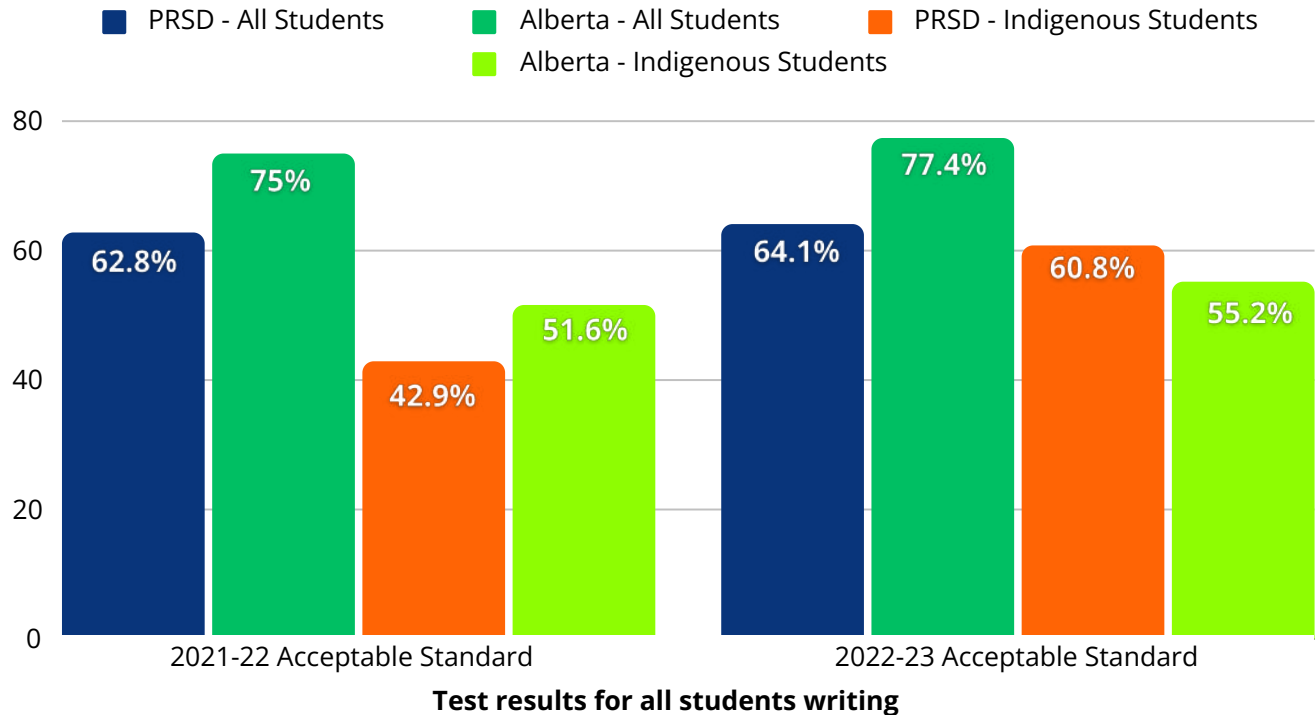
[Link to the PRSD Student Assurance Survey Qualitative Data](#)



NUMERACY ACHIEVEMENT RESULTS

Provincial Achievement Test (PAT) - Grade 6

Year-over-Year Comparison of Grade 6 Mathematics



Summary

The Grade 6 Math PAT results show a positive trend for the Peace River school Division. Not only did all of our students perform better in 2023 than in 2022, the achievement gap between our overall student population and our Indigenous students narrowed significantly, from 19.9% in 2022 to 3.3% in 2023. This is hugely celebratory and demonstrate that our collaborative response efforts are paying off.

[Click here for all PAT Results](#)

Grade 6 Mathematics

Division Year-End Report Card Data

All Students

Number Concepts 88.7%

Using Equations 93.3%

Indigenous Students

Number Concepts 84.6%

Using Equations 92.8%

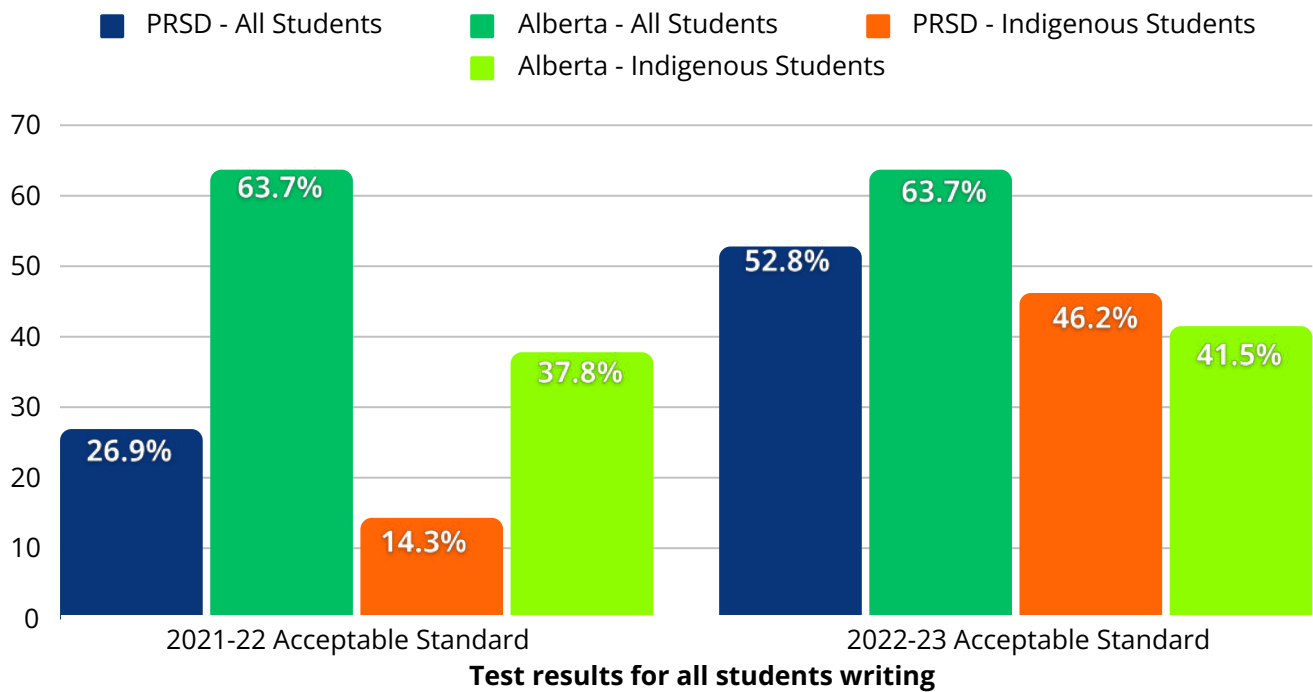
Summary

The division's year-end report card data indicate there is very little achievement gap between all students and our Indigenous students, a trend that is further evidenced in our PAT results. Our report card data does, however, show a larger percentage of students meeting or mastering grade-level expectations. Further work to improve Division assessment practices will continue to be a priority focus moving forward.

NUMERACY ACHIEVEMENT RESULTS

Provincial Achievement Test (PAT) - Grade 9

Year over Year Comparison of Grade 9 Mathematics



Summary

The Grade 9 PAT results in mathematics show significant improvement in test scores from the 2021-22 school year. Our overall student population improved their test results by almost 26% and our Indigenous students improved by almost 32%, even surpassing the provincial average for Indigenous students by 4.7%. While this is a very positive result for the Peace River School Division, significant work is ongoing to improve mathematics results even more.

[Click here for all PAT Results](#)

Grade 9 Mathematics

Division Year-End Report Card Data

Meeting or Mastering
Grade-Level Expectations

All Students



Indigenous Students

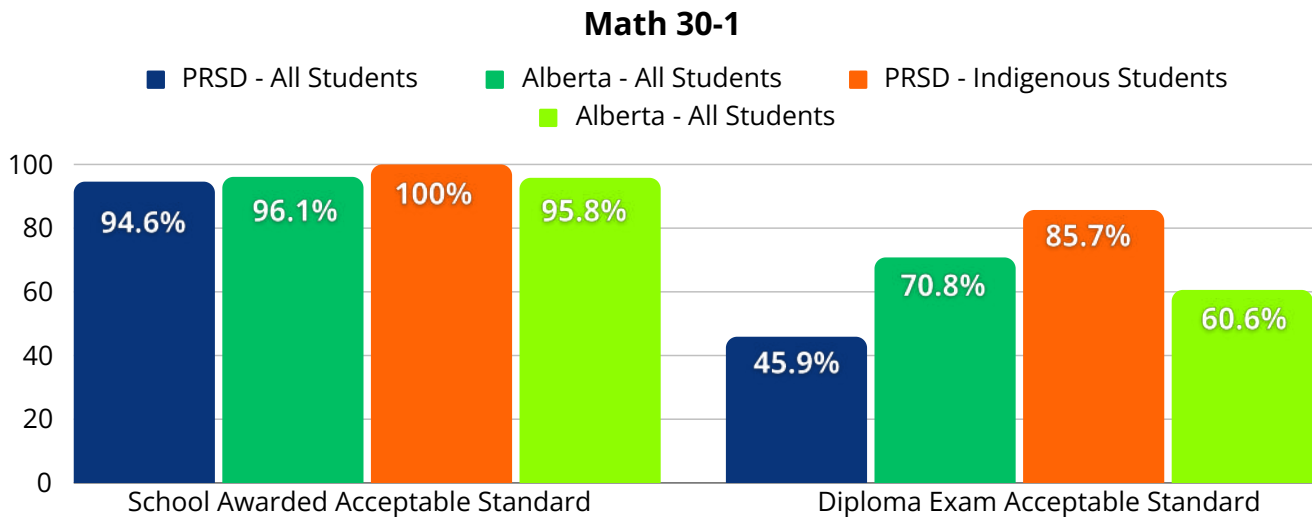


Summary

The division's year-end report card data indicate that 75.8% of our Grade 9 students were meeting or mastering grade-level expectations and 60% of our Indigenous students were meeting or mastering grade-level expectations. Working with our schools to help ensure students are well prepared for the PAT and take this assessment seriously will continue to be a priority focus moving forward.

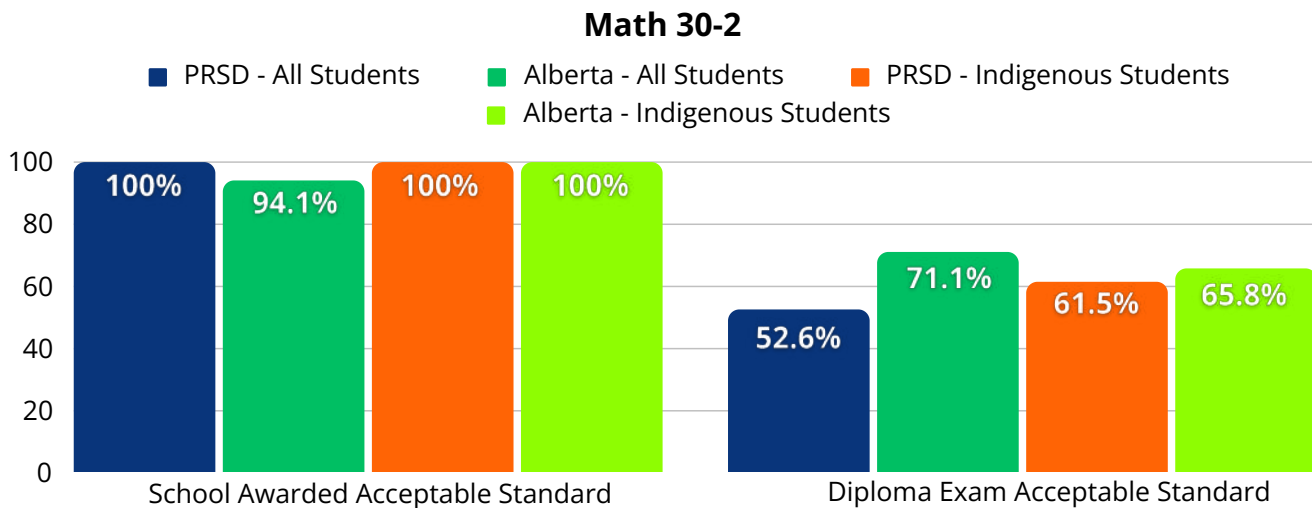
NUMERACY ACHIEVEMENT RESULTS

Provincial Diploma Exam Results - All Students



Summary

In the 2022-23 school year, our achievement data for Math 30-1 indicate that 97.2% of our students achieved a blended score acceptable standard compared to 94.4% provincially. Furthermore, the division's Indigenous students outperformed their provincial counterparts on both the School Awarded and Diploma Exam acceptable standard. Moving forward, a divisional priority is to help students to improve their performance on the diploma exam.



Summary

[Click here for all Diploma Exam Results](#)

In the 2022-23 school year, the PRSD's achievement data for Math 30-2 indicate that 100% of our students achieved an acceptable standard on the school awarded mark, and while their acceptable standard performance on the diploma exam was only 52.6%, the blended score acceptable standard was 100% compared to 92.8% provincially. Although all students enrolled in this course received a passing grade, a priority moving forward is to help ensure students are better prepared to perform well on the diploma exam for this course.

Summary of Numeracy Achievement Results

General Statement

Local PRSD measures such as the Mathematics Intervention/Programming Instrument (MIPI) data, NCAT data, and year-end report card data, revealed growth in numeracy development across grade levels throughout the division during the school year; however, achievement in Grades 7 to 9 was less positive overall. Growth in numeracy development was further evidenced through the division's survey data where the vast majority of students from Grades 3 to 12 reported they felt their numeracy skills and abilities had improved throughout the year. Alberta Education achievement results for PATs and Diploma exams in mathematics were generally less favourable than the growth experienced in literacy, and the gaps between the division and provincial performance are concerning, as are the continued gaps in achievement between our Indigenous and non-Indigenous learners. In essence, there is a significant need to intensify the focus on numeracy instruction and assessment to address the overall serious underperformance, particularly at the Grades 7 to 9 level.

Factors That Affected Results

The PRSD's achievement data indicate our students are turning a corner in terms of overcoming the learning loss created by the COVID-19 Pandemic. However, we continue to experience significant challenges in the area of regular attendance in addition to coping with serious substitute staff shortages that have resulted in far less than desirable circumstances throughout the year. The ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall attendance levels.

Next Steps

The Division's focus on numeracy development will remain a priority for the upcoming school year and beyond. We remain committed to Collaborative Response as the vehicle to continue our reculturation work to ensure differentiated instructional and assessment practices that foster inclusive classrooms where all students have multiple opportunities to further develop their numeracy skills as the foundation for overall academic success. Efforts will continue to support teachers in using a variety of assessment tools to gather critical information about students' numeracy development so that instructional activities can be more purposefully planned and delivered through a common instructional sequence in the best interest of all students. Division-level staff will continue to work with school staff to develop common assessments of core learner outcomes in mathematics, and will continue to assist in establishing and maintaining focused numeracy instructional blocks within all classrooms throughout the division. There is much work to be done to create a solid foundational numeracy base for our students, and we remain committed to doing exactly that.



PRSD GOAL THREE

ALL STUDENTS ARE SUCCESSFUL THROUGH INCLUSIONARY PRACTICES

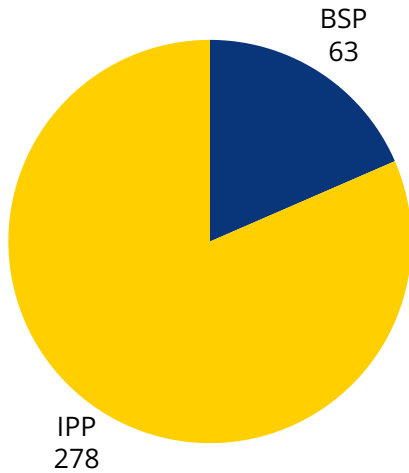
OUTCOME:

ALL STUDENTS' ACADEMIC, PHYSICAL AND SOCIO-EMOTIONAL NEEDS ARE MET WITHIN A CULTURE OF INCLUSION.

In an effort to ensure the needs of all students are met, Learning Services team members support schools with the creation and implementation of educational program plans that are informed by Individual Program Plans (IPPs) and Behaviour Support Plans (BSPs). Through the work of collaborative response, differentiated instruction and partnerships with multiple agencies, efforts are made to ensure all students' needs are met.

INCLUSIVE EDUCATION PRACTICES

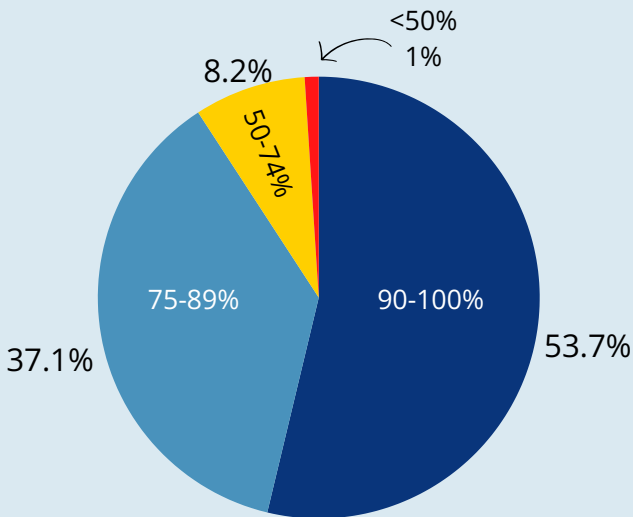
Behavioural Support Plans and Individual Program Plans for Special Needs Students - Division Data



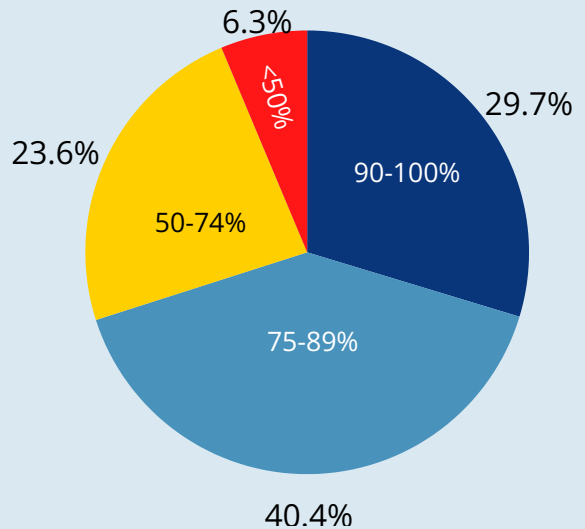
Summary

Regarding Division data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were 63 BSPs and 278 IPPs implemented in the 2022-23 school year. The total population of students within the PRSD in the same school year was 3,024. As such, approximately 1 in every 9 students in the PRSD required specialized supports during the school year as part of their educational programming.

Attendance Data: Non-Indigenous Students



Attendance Data: Indigenous Students



Summary

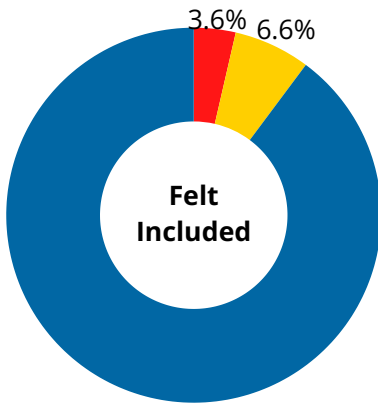
The 2022-2023 attendance data indicate that 54% of the PRSD non-Indigenous students attended school over 90% of the time. This compared to only 30% for our Indigenous students.

The Division's targeted attendance rate is at least 90% as research suggests that an absenteeism rate of 10% or higher results in lower levels of academic achievement. While last year's attendance rates were not where we want them to be, there was a slight improvement over the 2021-22 school year. Pre-pandemic attendance rates were much higher than current rates of attendance, and efforts to improve attendance will continue.

INCLUSIVE EDUCATION PRACTICES

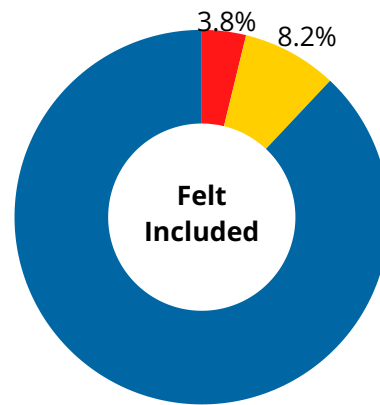
PRSD Education Assurance Survey Results: Goal Three - Inclusion

Grades 3-6



89.8%

Grades 7-12

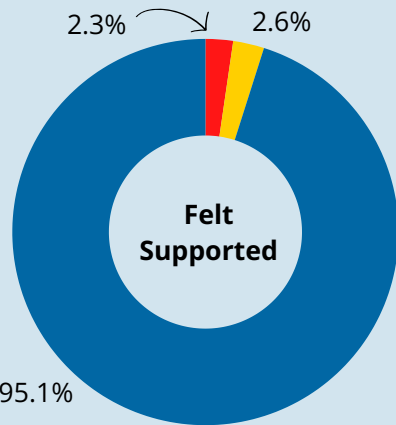


88%

■ Agree
■ Somewhat Agree
■ Disagree

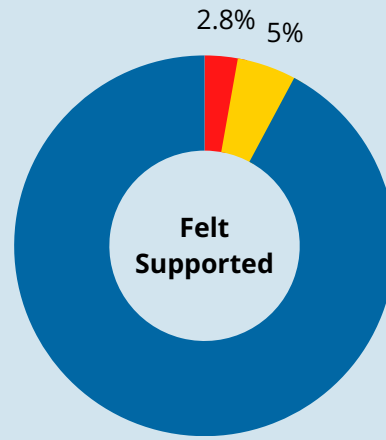
[Link to the PRSD Student Assurance Survey Qualitative Data](#)

Grades 3-6



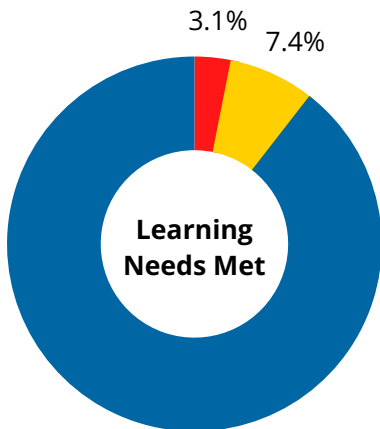
95.1%

Grades 7-12



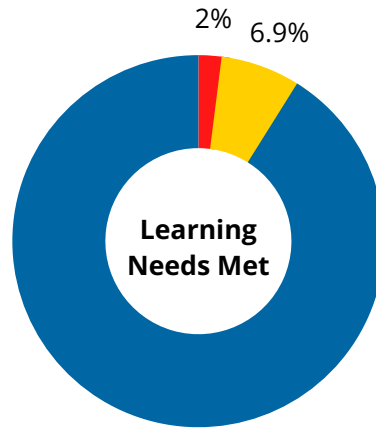
92.2%

Grades 3-6



89.5%

Grades 7-12

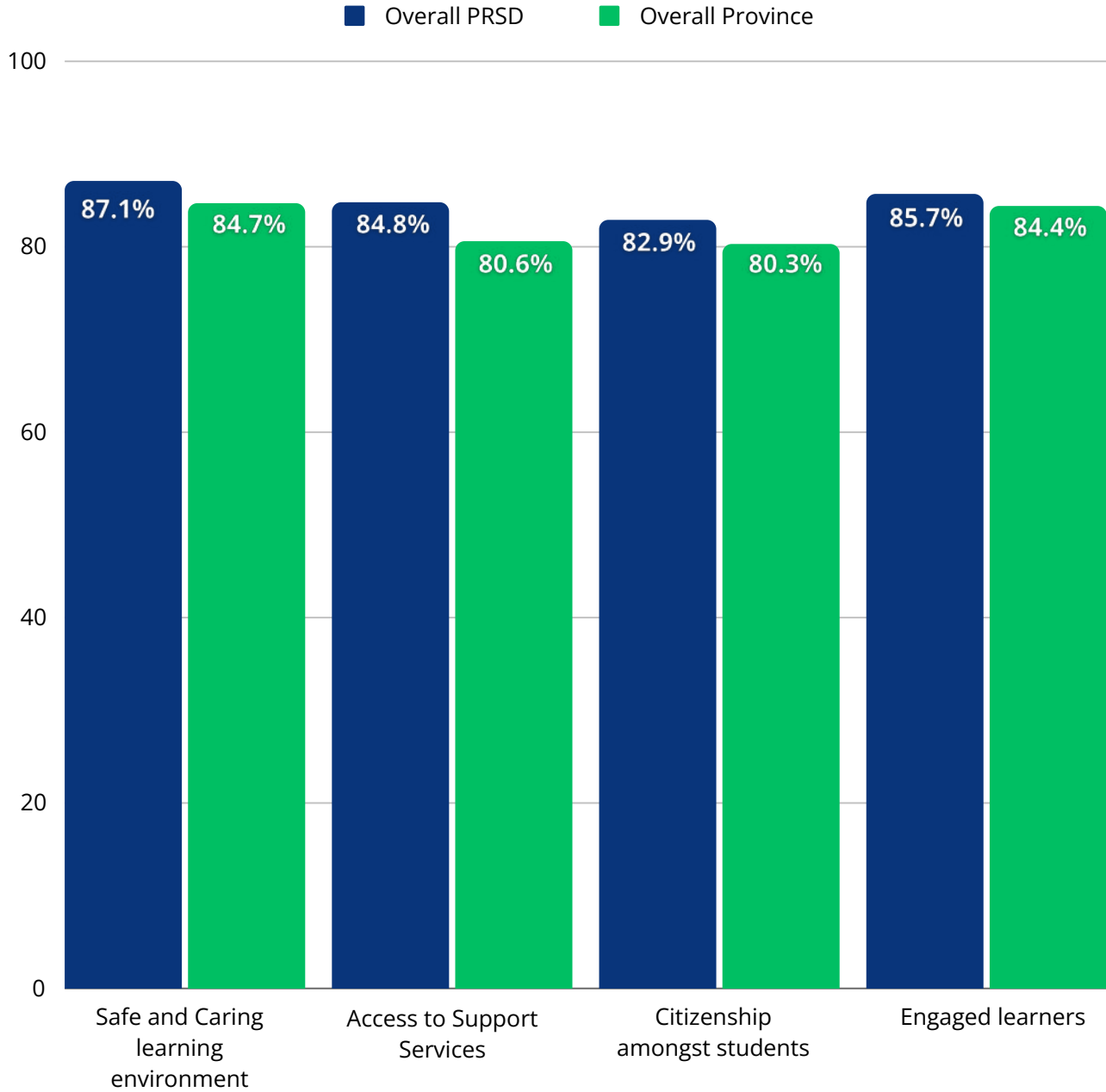


91.1%

INCLUSIVE EDUCATION PRACTICES

Alberta Education Assurance Measures - Overall Summary Results

Authority: 1070 The Peace River School Division



Percentage of students, parents and teachers who agree

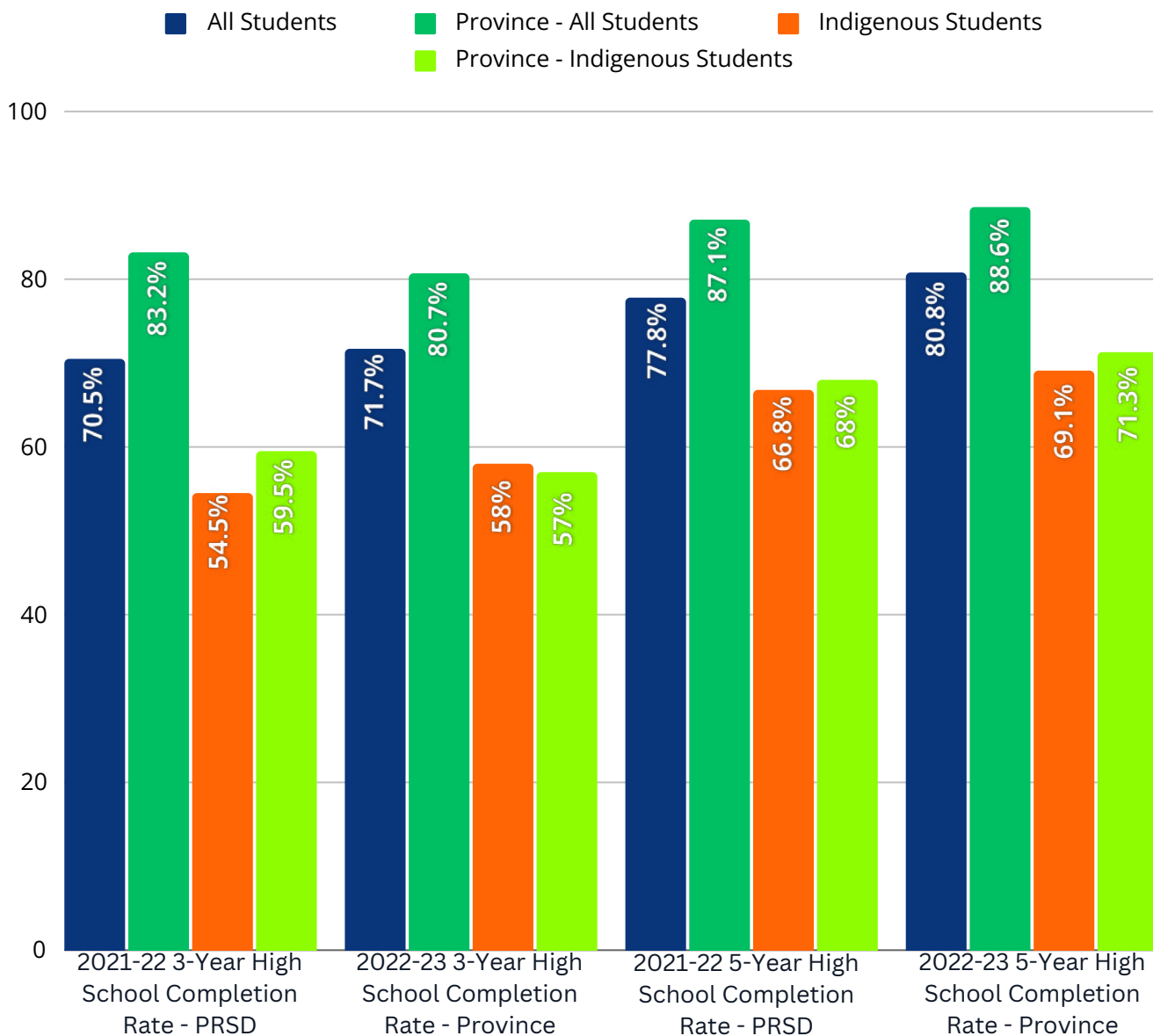
Summary

Based on provincial data, the PRSD exceeded the overall provincial percent average in all four categories of safe and caring learning environments, access to support services, citizenship, and engaged learners. In all of these categories, the PRSD either maintained an already high standard, or improved upon last year's results.

[Link to Alberta Education Assurance Measures Results](#)

INCLUSIVE EDUCATION PRACTICES

Alberta Education Assurance Measures: High School Completion Rates



Summary

This graph shows the number of students who graduated after three or five years of high school. In Alberta, once a student reaches Grade 10, it is an expectation that they will complete high school within three, four, or five years.

The PRSD High School Completion Rates show improvement in all categories with the overall student rate improving by 1.2% in the three-year average, and the Indigenous rate improving by 3.5%. In the five-year average, the overall student rate improved by 3% to 80.8% in 2023 while the Indigenous student high school completion rate improved by 2.3% to 69.1%.

Summary of Inclusion Education Practices

General Statement

Overall, based on PRSD and ABED survey data, PRSD students felt included, safe and well supported in their schools throughout the 2022-2023 school year. Divisional and Provincial data also showed that a majority of our students felt their learning needs were being met. Internal data also showed that students with specialized academic and behavioural support needs were supported with Individual Program Plans and Behaviour Support Plans. While students and parents have generally expressed a high level of satisfaction with programming and the inclusionary and safe nature of our schools, and gains in literacy achievement, there continues to be challenges in numeracy achievement, particularly at the Grades 7-9 level. At the high school level, the Division's graduation rates in 2022-2023 were slightly higher than both the previous 3-year and 5-year average for both our overall student population and our Indigenous student population. Attendance rates for 2022-2023 improved over the previous year; however, they continue to be lower than our target with only 53.7% of our non-Indigenous students and 29.7% of our Indigenous students attending 90% or more of the time. When student absenteeism is greater than 10%, there is an impact on their academic development, and this matter will need to remain a priority moving forward.

Factors That Affected Results

The PRSD continues to experience significant challenges in the area of regular attendance in addition to coping with serious substitute staff shortages that have resulted in far less than desirable circumstances throughout the year. The ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall attendance levels.

Next Steps

The PRSD will continue to focus its efforts to improve attendance rates during the 2023-2024 school year as it is recognized that regular attendance is a critical factor in determining the overall experience and success in school. The Division will continue with its commitment to provide meaningful and engaging services for all students in an inclusive environment that is welcoming, safe, and supportive.

SUMMARY OF FINANCIAL RESULTS

As per the August 31, 2023 Financial Statements:

Instructional

- In offering full day kindergarten in some schools, PRSD runs a deficit in those programs;
- Difficulty in recruiting and retaining teachers caused significant delays in finding the staff needed in some schools. The PRSD did not complete the September 2022 hiring until May 2023.
- Investment income gain \$142,813

Operations and Maintenance

- Incurred a deficit of \$629,521 mostly because of Carbon Tax increases, price increases, and supply chain issues.
- The PRSD has an average building utilization rate of less than 50%, which significantly affects operations and maintenance funding.

Transportation

- Incurred a deficit of \$363,993.
- The PRSD received additional grant funding for fuel costs that helped offset increasing prices.
- Difficulty in hiring bus drivers caused significant bus route cancellations throughout the year.
- Gain on sale of capital assets \$322,320, which was transferred to capital reserves

System Administration

- Incurred a deficit of \$21,214 which is less than the total amortization of \$122,705.

Additional Information:

The Peace River School Division's Audited Financial Statement, Unaudited Schedules and Preliminary Spring Budget can be viewed at www.prsd.ab.ca.

For further financial information or questions, please contact Secretary Treasurer, Rhonda Freeman by phone at: 780-624-3601 or email at: FreemanRh@prsd.ab.ca



SUMMARY OF FINANCIAL RESULTS

2022-2023
AUDITED FINANCIAL STATEMENT HIGHLIGHTS:

REVENUES	\$54.3M	
Alberta Education		\$47.2M
Alberta Infrastructure		\$2.9M
Other GOA		\$1.85M
Fees and Others		\$1.35M
External Services		\$1M
PROGRAMS	\$54M	
Instructional (ECS)		\$1.1M
Instructional - Grades 1 to 12		\$35.1M
Operations and Maintenance		\$8.25M
Transportation		\$6.3M
Board Governance & Administration		\$2.25M
External Services		\$1M

\$0.3M SURPLUS FOR THE YEAR

Teachers Salaries & Benefits - \$24M

Support Staff Salaries & Benefits - \$14M

Supplies & Contracted Services - \$11M

Asset Amortization - \$4M

**VIEW THE 2022-2023
PRSD AUDITED
FINANCIAL
STATEMENT HERE**

2023-2024 BUDGET SUMMARY

The Peace River School Division Board of Trustees approved the 2023-24 Budget and is committed to meeting the goals in the 2021-2024 Education Plan Year 3 by:

Literacy and Numeracy Development

- Maintaining Central Operations Coordinators to support Teachers with the new curriculum, literacy, numeracy, Collaborative Response, and Instructional Leadership;
- Maintaining the Indigenous Education Coordinator to support school-based staff with their foundational knowledge about the First Nations, Metis, and Inuit.

Inclusionary Culture

- Maintaining the Indigenous Education Coordinator to assist in developing relationships with Local Indigenous Elders
- Continuing the work of the Board's Anti-Racism Committee
- Supporting the Alternative Education Program
- Promoting the Board's Policy 19 - Welcoming, Caring, Respectful and Safe Learning Environment
- Maintaining Divisional Social Workers and Universal Programming to support students.

Additional Information:

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Stakeholder Engagement & Accountability System

The Peace River School Division ensures stakeholder engagement and full accountability through many different measures, such as:

- Regular Board meetings that are open to the public and streamed virtually for community members to attend
- Assurance Surveys for students and staff to provide insightful feedback
- Hosting two Council of School Council meetings throughout each school year
- Attending Joint Municipalities meetings to engage and communicate with local community stakeholders
- Student Engagement Sessions
- Ongoing Anti-Racism Committee meetings
- Joint Board Meetings with neighbouring school divisions.

WHISTLEBLOWER PROTECTION

Peace River School Division is committed to maintaining a positive and supportive environment whereby employees are provided with clear guidance for seeking advice and, if necessary, disclosing wrongdoing without fear of reprisal, knowing that such disclosures will be taken seriously.

On June 1, 2013, The Province of Alberta has enacted the Public Interest Disclosure (Whistleblower Protection) Act (“the Act”) in order to:

- Facilitate the disclosure and investigation of significant and serious matters in or relating to public bodies, including school boards, which an employee believes may be unlawful, dangerous to the public, or injurious to the public interest;
- Protect employees who make those disclosures;
- Manage, investigate and make recommendations respecting disclosures of wrongdoings and reprisals;
- Promote public confidence in the administration of public bodies.

In accordance with the Act, Peace River School Division developed and enacted Administrative Procedure 403 Public Interest Disclosure in December 2013.

To view Administrative Procedure 403 **[CLICK HERE](#)**.

Peace River School Division did not receive any disclosures during the 2021-2022 school year.



TIMELINES AND COMMUNICATION

The Peace River School Division's AERR Report will be communicated in the following ways:

- Posted in the Documents section of the Peace River School Division website at www.prsd.ab.ca
- Published and distributed to each School Council within the Division
- Made available at all Peace River School Division schools
- Presented to Alberta Education
- Displayed and accessible to parents and other stakeholders at the Division's Central Operations, Box 380, 4702 – 51 Street, Grimshaw, Alberta.

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