



**ANNUAL EDUCATION  
RESULTS REPORT  
2023-2024**



***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 2023-2024 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 PRSD 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 PRSD for the 2023-2024 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 PRSD 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. PRSD 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 PRSD 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

**P**ride in Public Education  
**R**espect, Responsibility and Integrity  
**S**tudent-Centered; Promoting Success and Safety  
**D**iversity 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**



# 2023-2024 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. The 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: Elk Island Catholic Schools Phonological Awareness (EICS PA) for Grades 1-3, Divisional Writing Assessment Tool (WAT) for Grades 1-9, Reading Comprehension Assessment Tool (RCAT) Data for Grades 4-12, Fountas & Pinnell (F&P) Benchmark Data from Grades 1-9, Divisional Report Card Data for Grades 1-12, and Divisional Survey Results Regarding Literacy Achievement;**

**Numeracy: Elk Island Catholic Schools Mathematics (EICS Math) assessment for Grades 1-7, Math Intervention/Programming Instrument (MIPI) Data for Grades 8-10, 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 Grade 9 and Diploma Exam (DIPs) Results. There are no Grade 6 PAT Results in English Language Arts for the 2023-24 school year;

**Numeracy:** Provincial Achievement Tests (PATs) Results for Grade 9 and Diploma Exam (DIPs) Results. There are no Grade 6 PAT Results in Math for the 2023-24 school year;

**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.**

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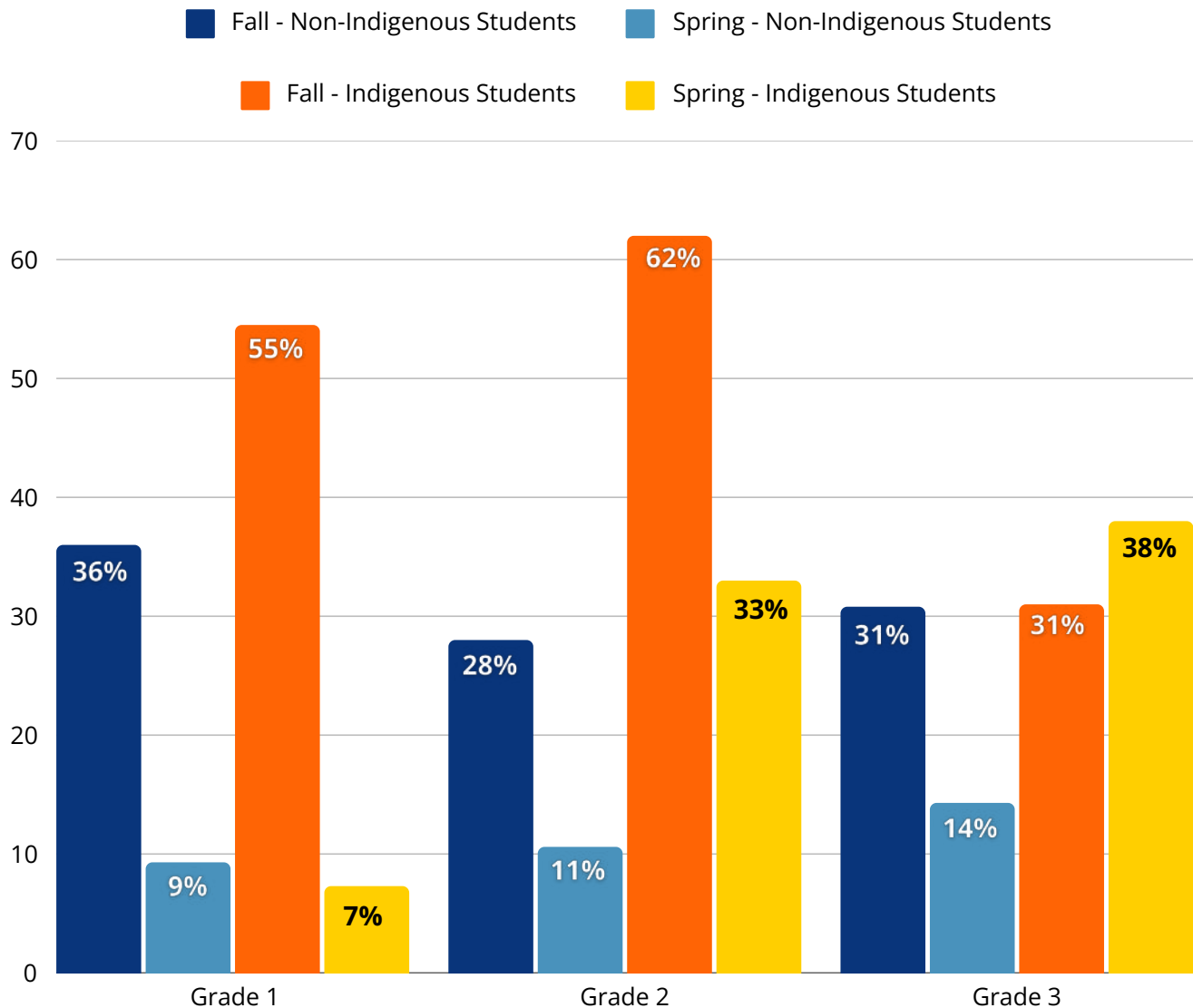
The Division has invested significantly in the acquisition of Fountas and Pinnell resources for Grades 1-9 to allow teachers to complete Running Records at key times throughout the year to measure students' overall progress in reading and make informed decisions regarding targeted instruction. The Division 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 achievement 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 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. For more information, please read our [Literacy Framework for 2023-2024](#) and our updated [Literacy Framework for the 2024-2025 school year](#).



# LITERACY ACHIEVEMENT RESULTS

## Elk Island Catholic Schools Phonological Awareness Assessment Percentage of students considered "At Risk"



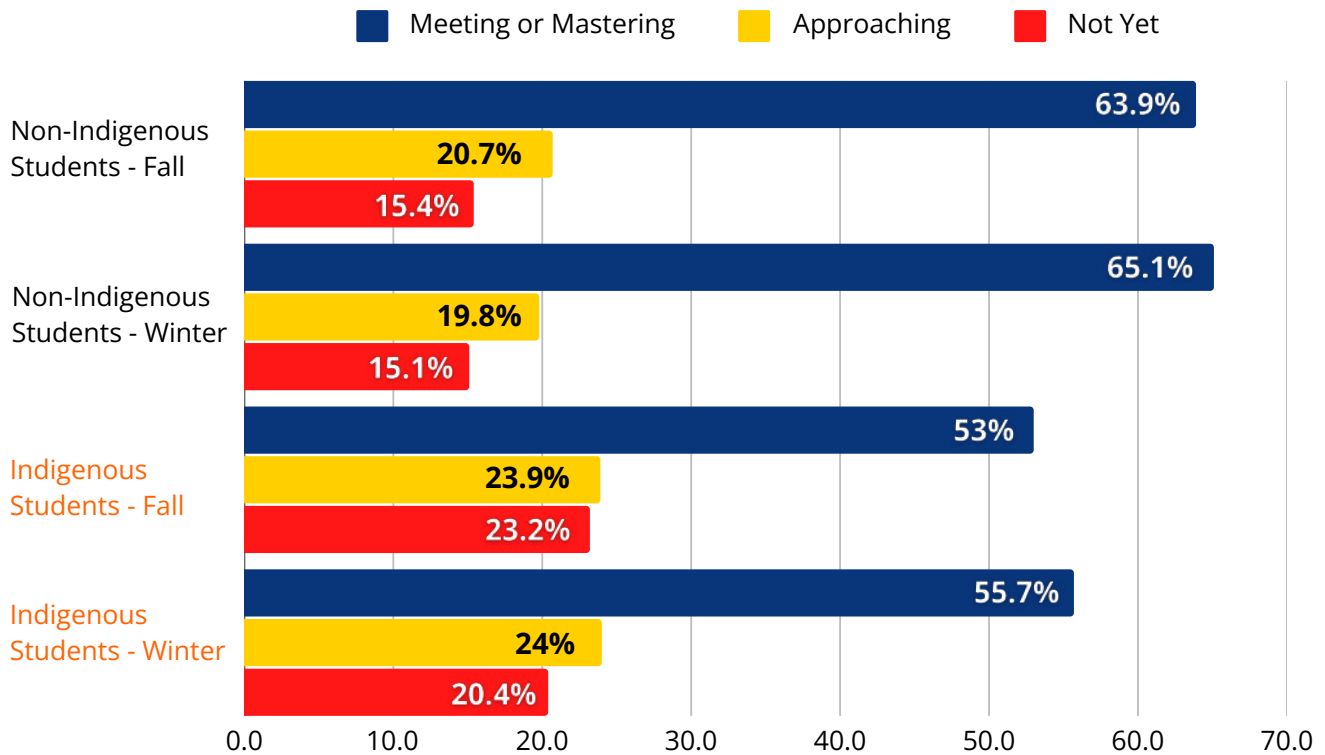
### Summary

The Elk Island Catholic Schools Phonological Awareness (EICS PA) assessment is a screening tool that assesses students' knowledge in various areas of phonological awareness and phonics. It was adapted from various assessments, including Heggerty's Phonemic Awareness Skills Screener Assessments, the Letter Name-Sound (LeNS) and Castles and Coltheart 3 (CC3) assessments, the Reading Readiness Screening Tool (RRST), and Kilpatrick's Phonological Awareness Screening Test (PAST).

All students in Grades 1, 2 and 3 completed the EICS PA assessment. Results indicate a significant decrease in the number of students identified as "at risk" at the end of the 2023-24 school year in every Grade level, except among our Indigenous students in Grade 3.

# LITERACY ACHIEVEMENT RESULTS

## Reading Comprehension Assessment Tool (RCAT): Grades 4-12



Percentage of students meeting or mastering grade-level expectations

### 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 assessment was administered to Grades 4 to 12 students across the division.

This set of data indicate the growth in achievement for our Indigenous students from the Fall to Winter assessment periods was slightly higher than the change in growth for our non-Indigenous students, hence a narrowing of the academic achievement gap between our Indigenous learners and non-Indigenous learners. In the Fall assessment period, the achievement gap between our non-Indigenous students who were either meeting or mastering grade-level expectations and our Indigenous students was 10.9%; however, in the Winter assessments that achievement gap narrowed to 9.4%, a gap reduction of 1.5%.

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 and then eliminating the gap between our Indigenous and non-Indigenous learners.

[See full 2023-24 data results here](#)

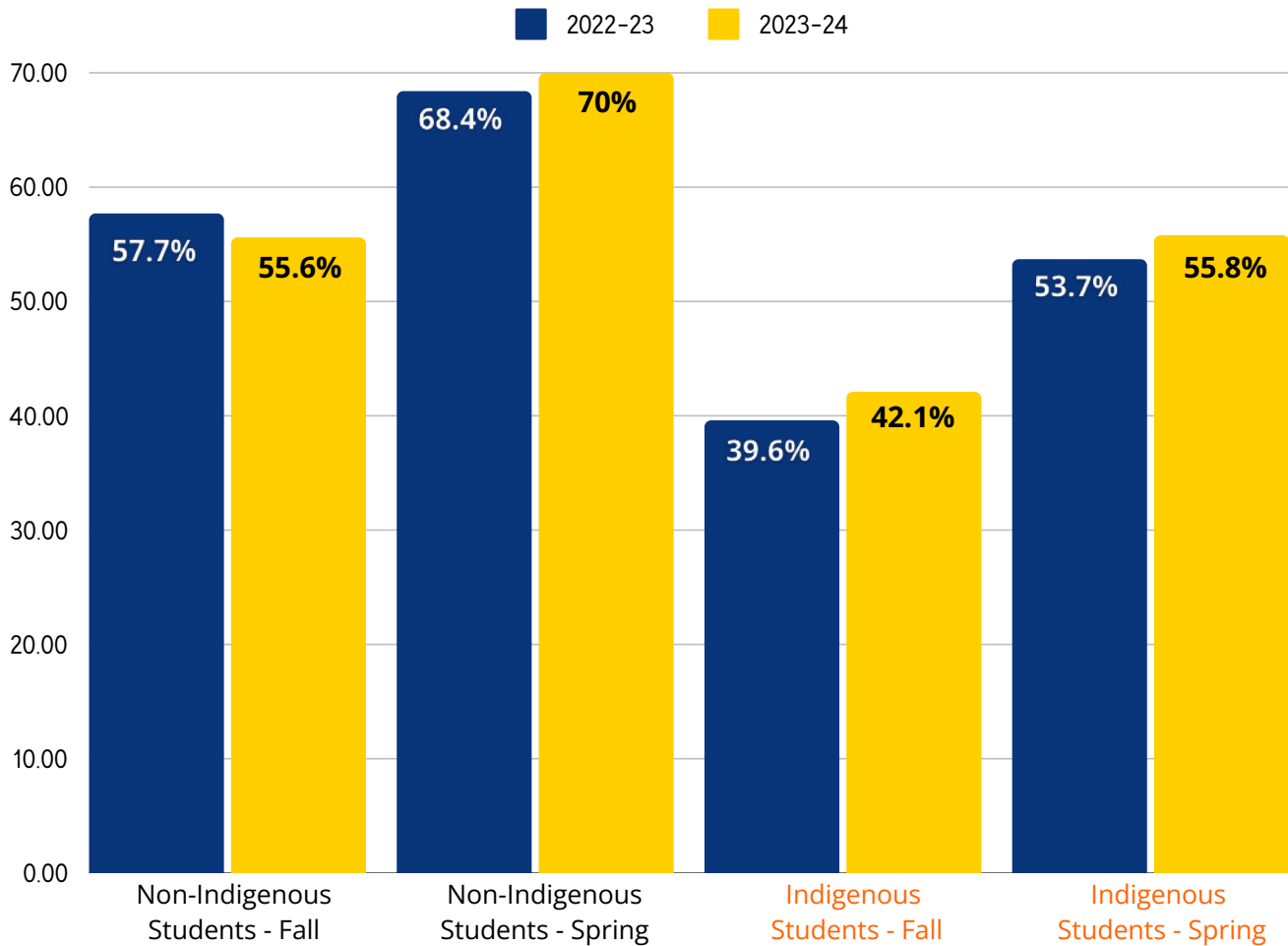
[About Reading Comprehension Assessment Tool Data](#)



# LITERACY ACHIEVEMENT RESULTS

## Division Fountas & Pinnell BAS I and II Data: Grades 1-9

### Percentage of students reading at grade level



Percentage of students reading at grade level

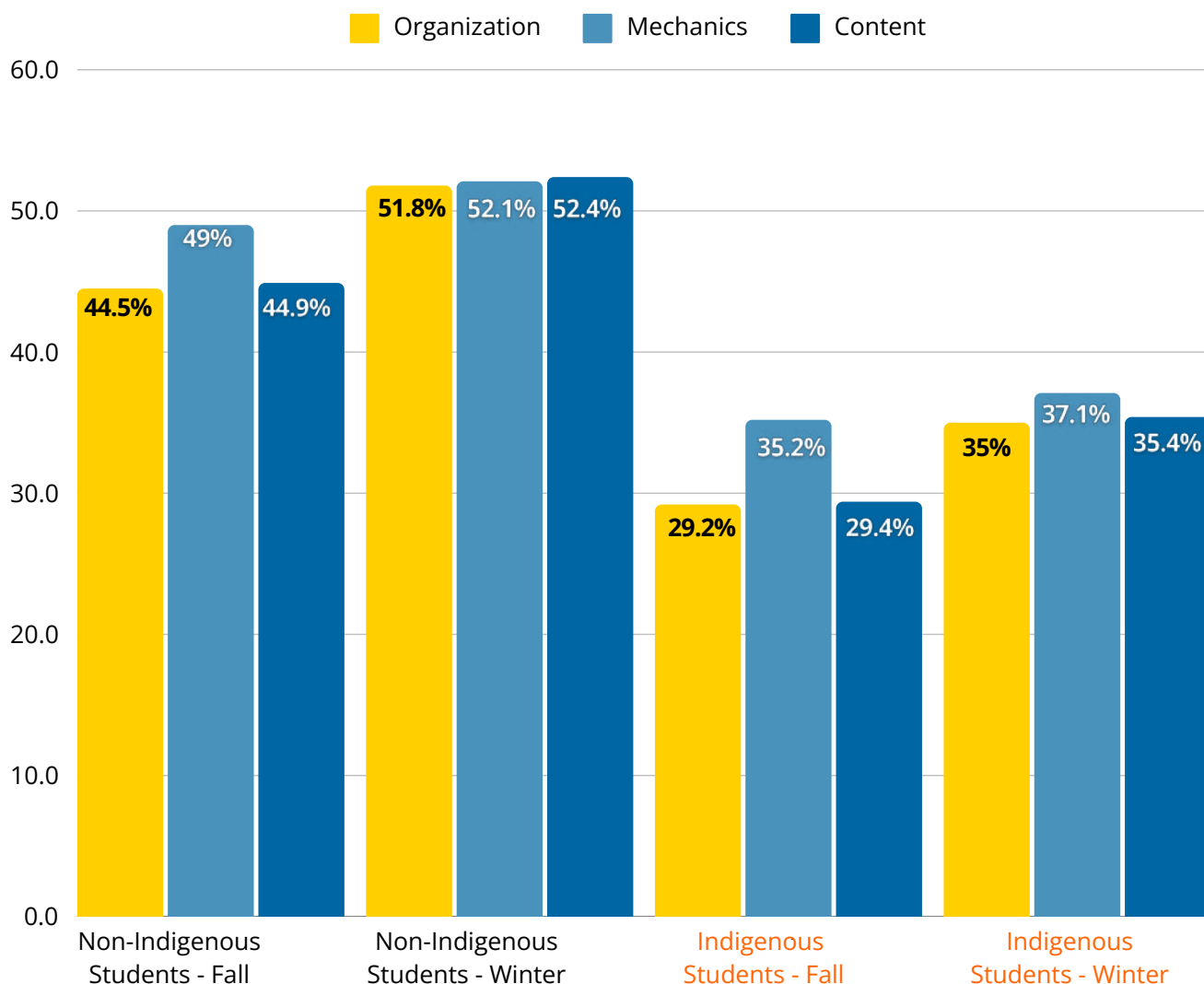
### Summary

The F & P Benchmark Assessment System (F&P BAS) 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. During the 2023-2024 school year, all of our Grades 1-3 students and only those students in Grades 4-9 achieving less than 50% on the RCAT were assessed using the F&P BAS. 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 2023-24 school year, and results have also improved from the previous year. We are committed to continuing our important work in this area.

[View the complete 2023-2024 F&P Data Here](#)  
[About Fountas & Pinnell BAS I and II Data](#)

# LITERACY ACHIEVEMENT RESULTS

## Writing Assessment Tool (WAT) Data: Grades 1-9



**Percentage of Grade 1-9 Students Meeting or Mastering Expectations**

### Summary

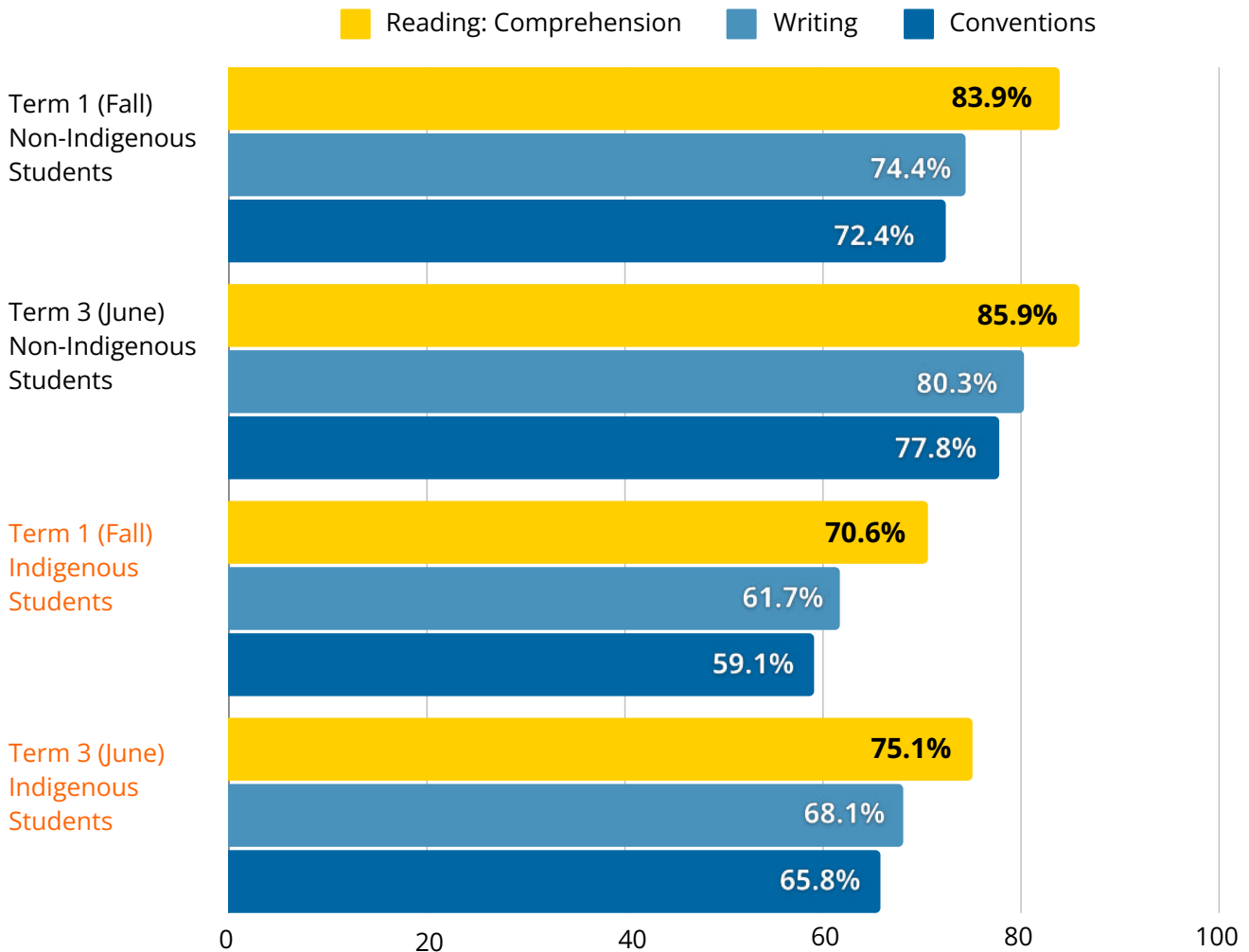
The Division Writing Assessment Tool (WAT) is an internally developed assessment that measures proficiency in organization, mechanics and content of student writing and is administered to Grades 1 to 9 students. WAT data are primarily used to inform instruction throughout the year. The Fall data is based on curricular outcomes from the previous grade level and the Winter data is based on current grade-level outcomes. As such, any increase in writing performance from the Fall to the Winter represents significant growth.

The Writing Assessment Tool (WAT) data for 2023-2024 show that less than 50% of all students were meeting or mastering grade-level expectations in writing during the Fall reporting period. Results also show that while there were gains from the Fall to Winter administration for all three areas assessed for both Indigenous and non-Indigenous learners, there is still a significant achievement gap between Indigenous and non-Indigenous learners and overall performance is below expected targets. 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 as Reported by Teachers Percentage of Grades 1-6 students meeting or mastering expectations



### Summary

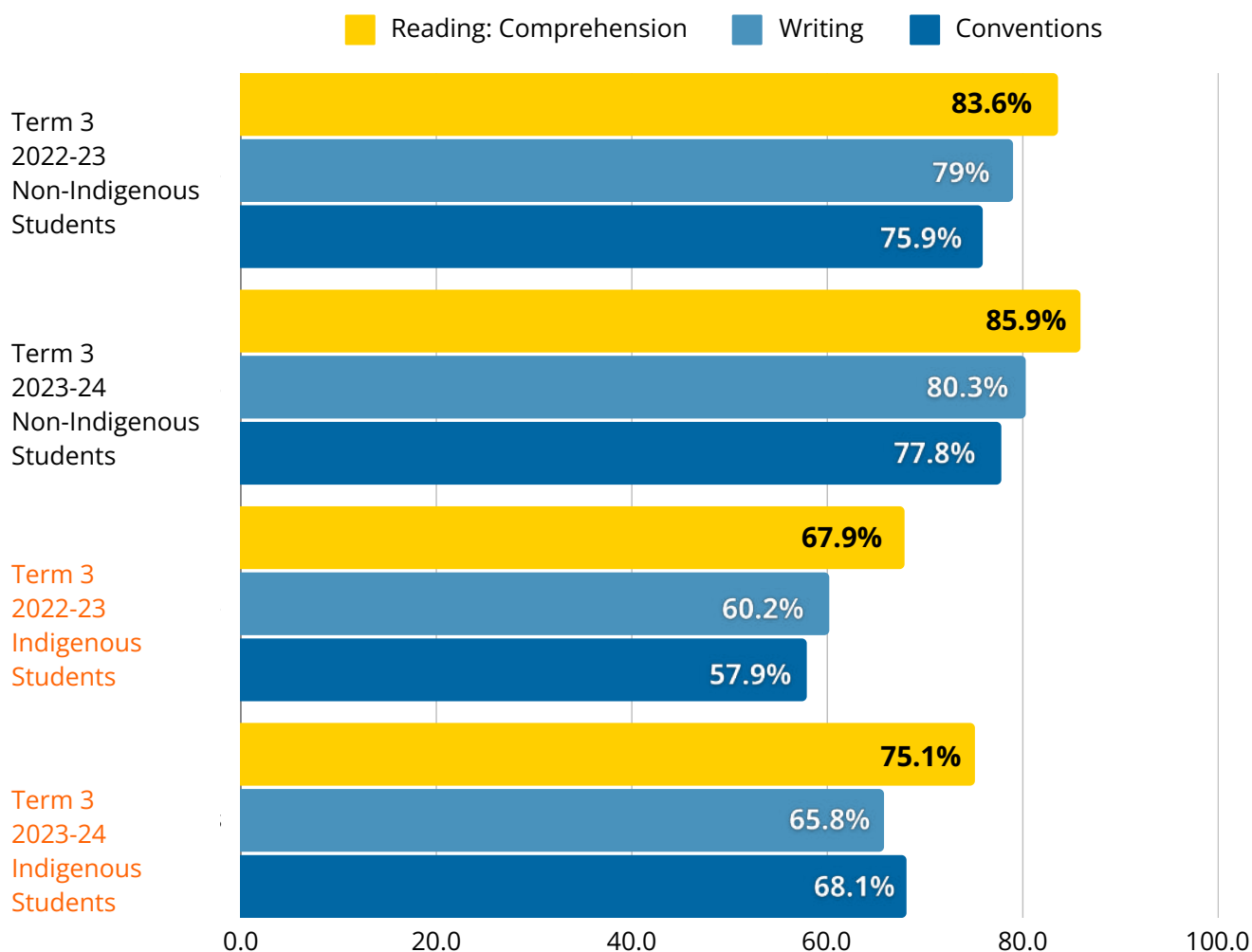
The report card data indicate that from the Term 1 report to the Term 3 report there was a significant increase in the percentage of Grades 1-6 students meeting grade-level expectations in all areas of Reading and Writing. While this is very positive, the overall data also suggest further important work 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 as Reported by Teachers

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 2.3% gain in reading performance amongst our non-Indigenous students and a 7.2% gain amongst our Indigenous students compared to the previous year. For writing, the gain was 1.6% for non-Indigenous students and 7.9% for our Indigenous students.

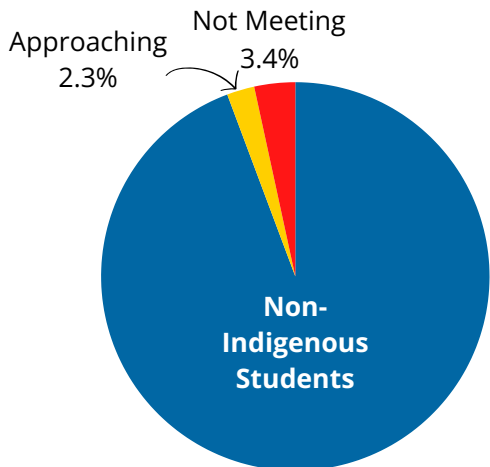
Further, the gap between our non-Indigenous and Indigenous students in reading performance decreased from 15.7% to 10.8% year-over-year. While much work remains, efforts to improve achievement and to eliminate the achievement gap between our Indigenous and non-Indigenous learners are having a positive impact.



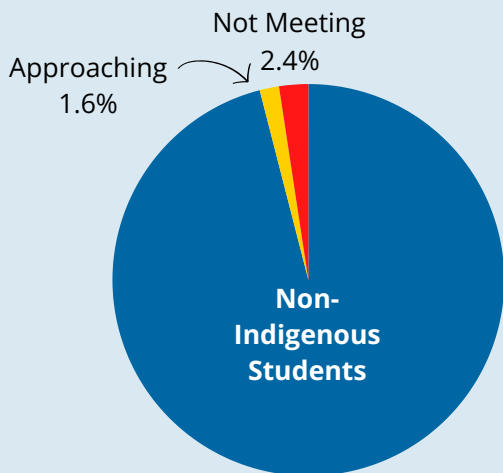
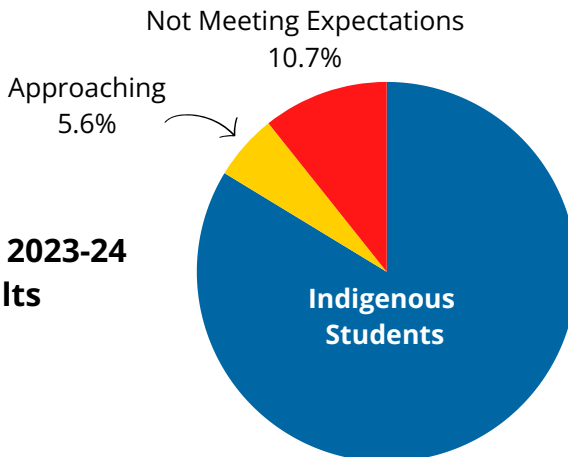
# LITERACY ACHIEVEMENT RESULTS

## Division Report Card Data for Literacy as Reported by Teachers

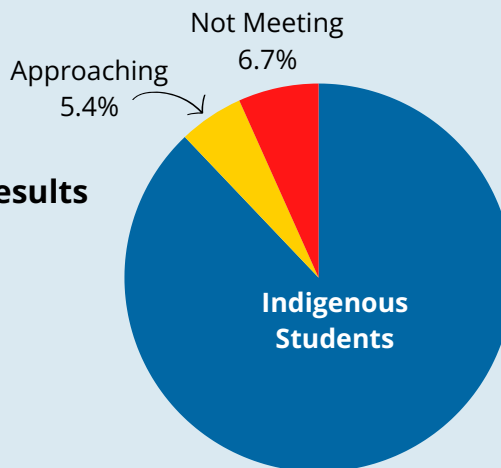
Percentage of Grades 7-9 students meeting or mastering expectations: 2023-2024



**November 2023-24 Results**



**June 2023-24 Results**



### Previous Year's Results

Percentage of students Meeting or Mastering grade-level expectations  
June 2023

#### Non-Indigenous Students



#### Indigenous Students



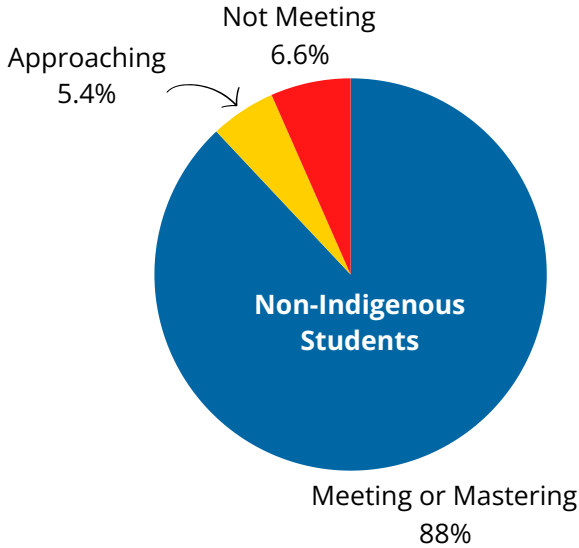
### Summary

The Grades 7-9 school report card data indicate 96% of non-Indigenous students met or mastered grade-level expectations at the end of the 2023-24 school year, which is 0.6% higher than in the previous school year. Amongst our Indigenous students, 87.9% met or mastered grade-level expectations, which is a gain of 5% from the previous school year. These data provide evidence that the PRSD's efforts to eliminate the achievement gap between our Indigenous and non-Indigenous students are working.

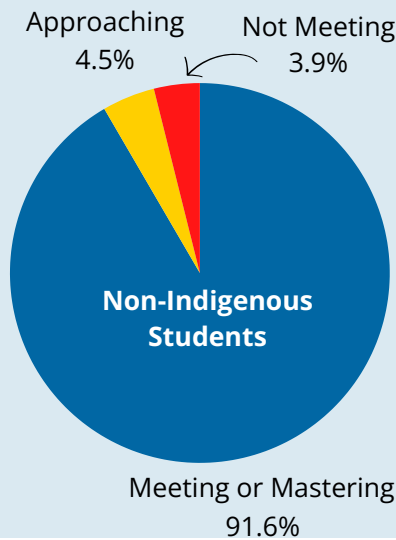
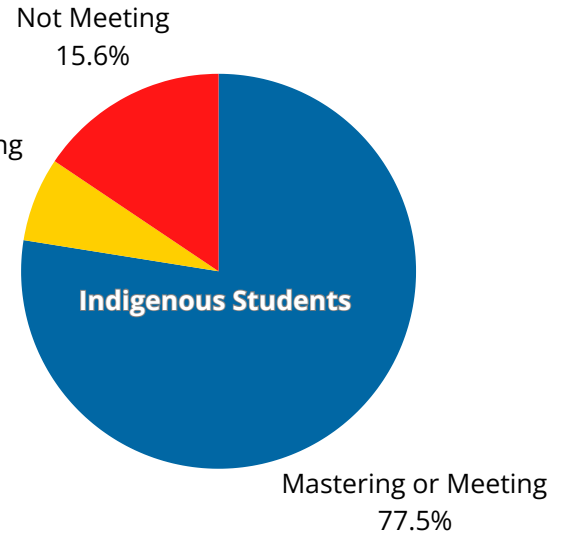
# LITERACY ACHIEVEMENT RESULTS

## Division Report Card Data for Literacy as Reported by Teachers

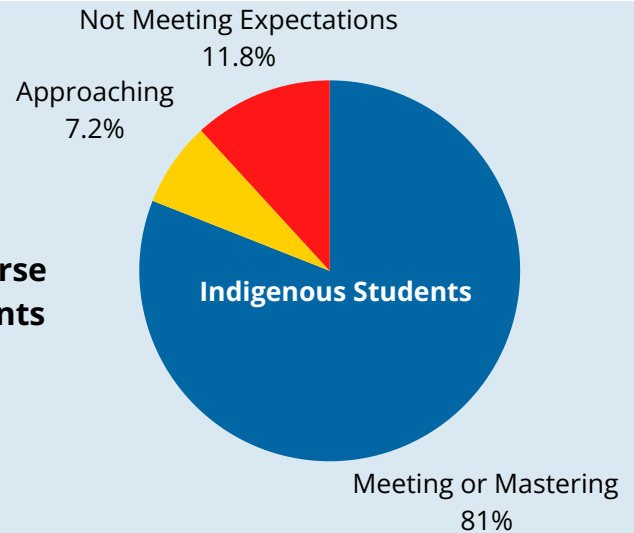
Percentage of Grades 10-12 students meeting or mastering expectations: 2023-2024



### Mid-semester assessments



### End of course assessments



## Previous Year's Results

Percentage of students Meeting or Mastering grade-level expectations  
End of Course Assessments

### Non-Indigenous Students



### Indigenous Students



## Summary

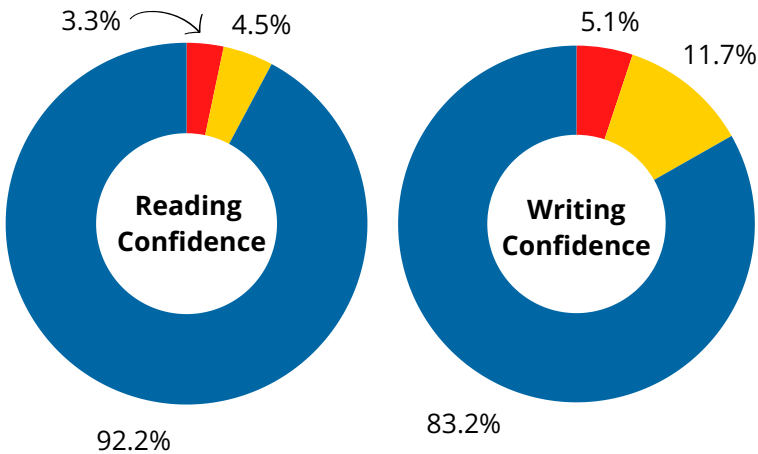
The Grades 10-12 school report card data indicate that 91.6% of non-Indigenous students met or mastered grade-level expectations at the end of the 2023-24 school year, which is 2.2% higher than in the previous school year. Amongst our Indigenous students, 81% met or mastered grade-level expectations, which is a gain of 3.5% from the previous school year. These data provide evidence that the PRSD's efforts to eliminate the achievement gap between our Indigenous and non-Indigenous students are working.

# LITERACY ACHIEVEMENT RESULTS

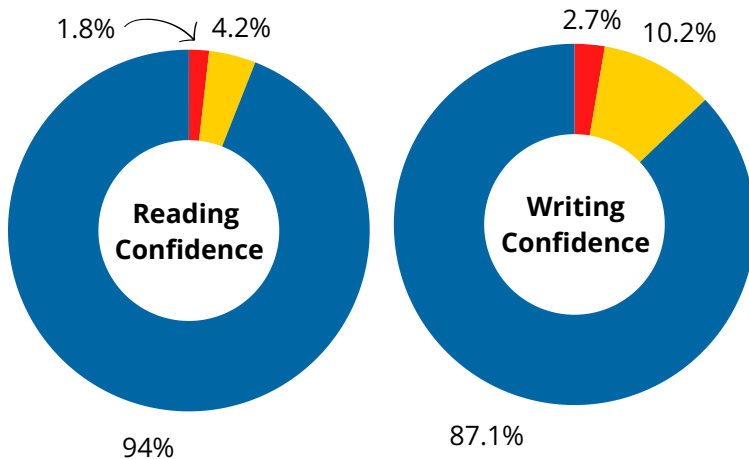
## PRSD Education Student Assurance Survey Results: Goal One - Literacy

- Confident to Very Confident
- Less Confident
- Not Confident

### Grades 3-6

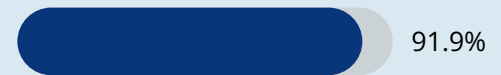


### Grades 7-12



### Previous Year's Results

#### Reading Confidence

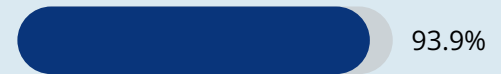


#### Writing Confidence

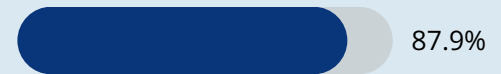


Percentage of students who indicated they were confident to very confident

#### Reading Confidence



#### Writing Confidence



### 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 1,700 students in Grades 3-12, which represents approximately 85 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](#)

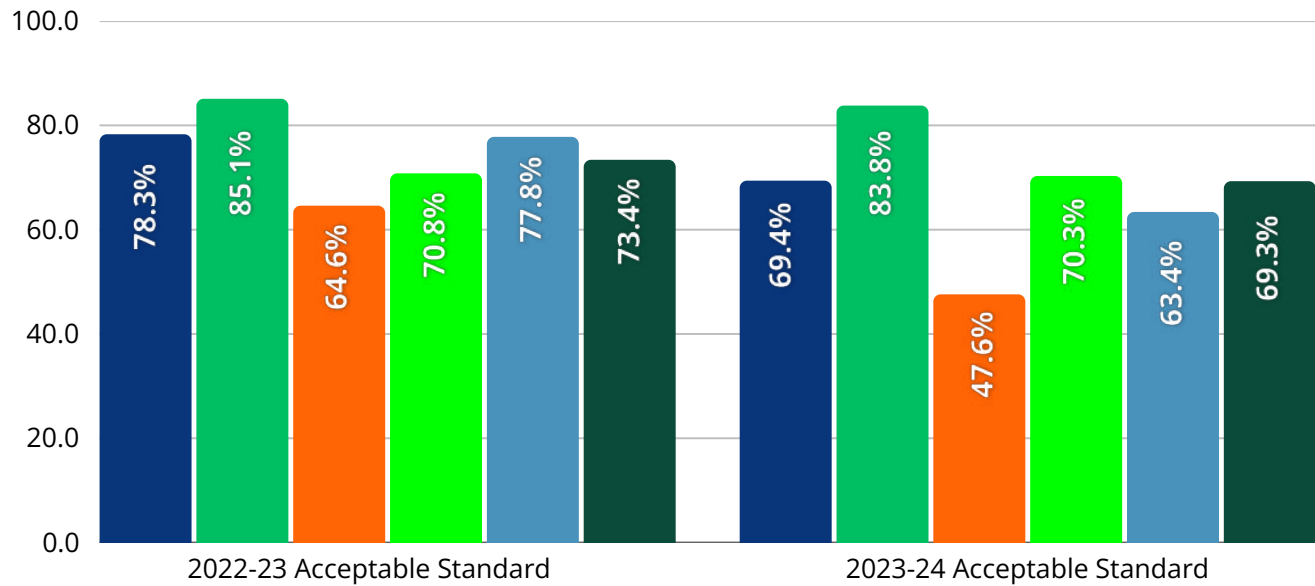


# LITERACY ACHIEVEMENT RESULTS

## Grade 9 Provincial Achievement Test (PAT) Acceptable Performance

### Year over Year Comparison of Grade 9 English Language Arts

■ PRSD - All Students 
 ■ Alberta - All Students 
 ■ PRSD - Indigenous Students  
■ Alberta - Indigenous Students 
 ■ PRSD - English as an Additional Language 
 ■ Alberta - EAL Students (EAL) Students



Test results for all students writing - Percentage of students achieving a passing grade

### Summary

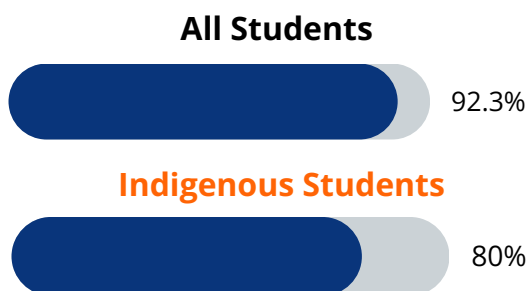
The percentage of Acceptable Standard performance for the Grade 9 ELA PAT decreased from 78.3% to 69.4% in 2023-24. Further work is required to help ensure students perform better on this assessment in future years. Our Indigenous students also saw a decrease in their performance scores from 64.6% to 47.6% in 2023-24.

[Click here for all ELA PAT Results](#)

[Click here for all Grade 6 and 9 PAT Results](#)

## Grade 9 English Language Arts

### Division Year-End Report Card Data



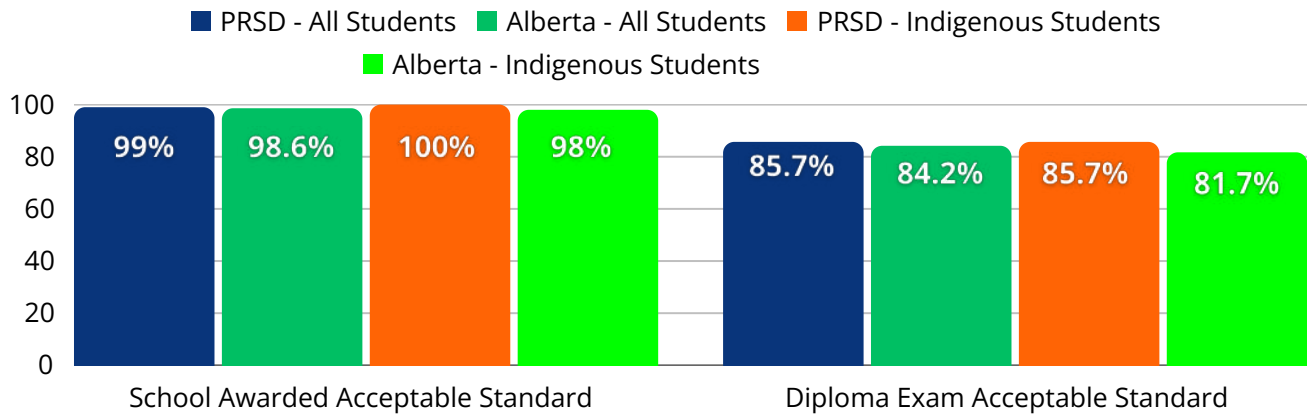
### A Comparison

The Division's year-end report card data indicate 92.3% of our Grade 9 students were meeting or mastering the core outcomes in ELA. Meanwhile, 80% of the Division's Indigenous students met or mastered the core outcomes.

# LITERACY ACHIEVEMENT RESULTS

## Provincial Diploma Exam Results: Percentage of students with a passing mark

### ELA 30-1



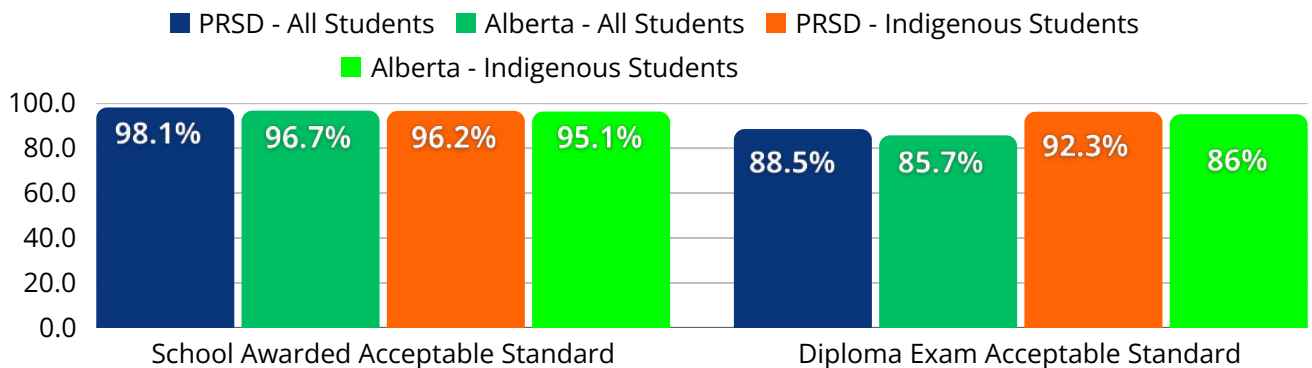
### Summary

In the 2023-24 school year, 99% of our ELA 30-1 students achieved a school-awarded acceptable standard (a grade of 50% or higher). When blending these results with the diploma exam marks, which were above 85% for all of our students, 99% of PRSD students enrolled in ELA 30-1 in 2023-24 received a passing grade. Data values for English as an Additional Language (EAL) students have been suppressed as the number of students writing the ELA 30-1 Diploma exam was fewer than six.

[Click here for complete ELA Diploma Exam Results](#)

[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 2023-2024, 92.3% of our Indigenous students and 88.5% of our total student population achieved the acceptable standard or greater on their ELA 30-2 diploma exams. The Division's total student population achieved at 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 96.2% of our students achieved an acceptable standard (a grade of 50% or higher). Data values for EAL students have been suppressed as the number of students writing the ELA 30-2 Diploma exam was fewer than six.

# Summary of Literacy Achievement Results

## **General Statement**

Local PRSD measures such as RCAT data, Fountas and Pinnell data, WAT 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-based 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.

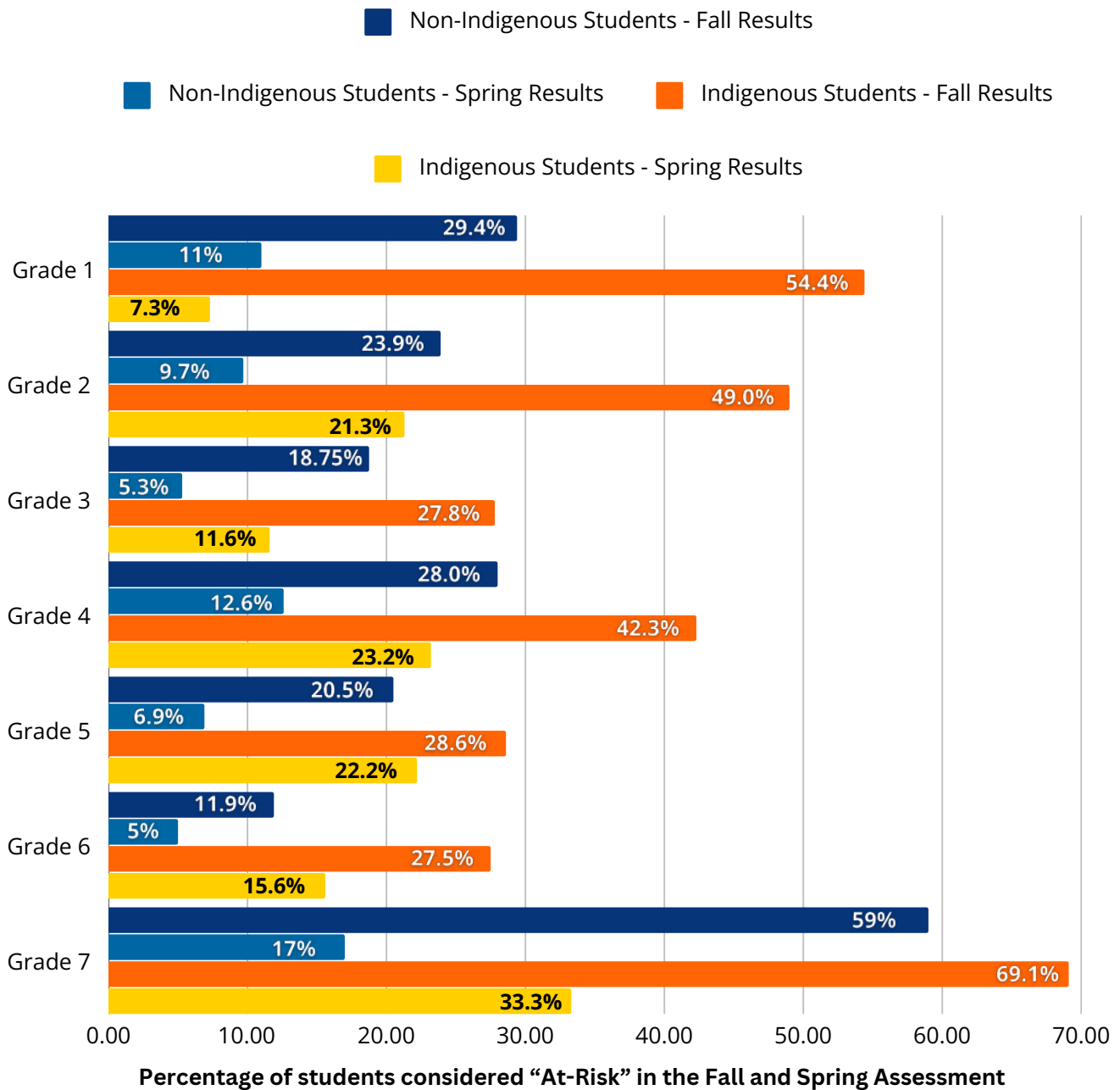
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The Division has invested significant resources to support numeracy instruction and have worked with Alberta Education to focus on learning loss intervention supports. The Division used the Mathematics Intervention/Programming Instrument (MIPI) and the Elk Island Catholic Schools Mathematics Assessment 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 achievement 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 provides excellent guidance, resources and overall supports to teachers in their work to achieve the Division's Numeracy goal. For more information, please view our [Numeracy Framework for 2023-2024](#), and our updated [Numeracy Framework for the 2024-2025 school year](#).

# NUMERACY ACHIEVEMENT RESULTS

## Elk Island Catholic Schools Math Assessment Data: Grade 1-7



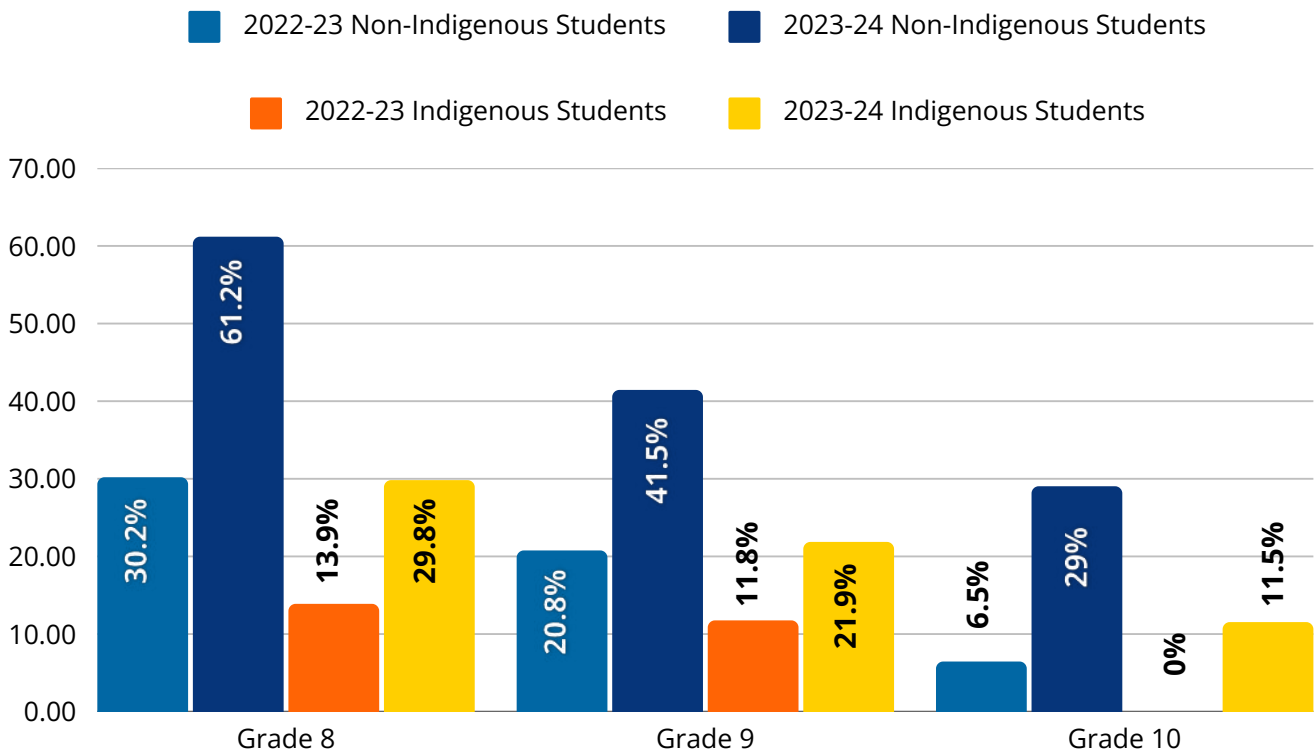
### Summary

The EICS Math Assessment is a Fall screening tool that assesses students' knowledge in various strands of number, patterning and algebra. The same test is administered again in the Spring to see if at-risk students have achieved success in the previous grade level outcomes by the end of the current school year. These data show significant reductions in the percentage of students at risk from the Fall to the Spring for all students across all grade levels.

### Overview of Divisional Literacy and Numeracy Assessments

# NUMERACY ACHIEVEMENT RESULTS

## Division Mathematics Intervention/Programming Instrument (MIPI) Data



Percentage of students meeting or mastering core concepts from the previous grade level

### 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. While the September 2023 results are not at the levels expected for Grade 8 to 10, and while there are significant achievement gaps between our Indigenous students and non-Indigenous students, there has been a significant improvement in performance across all grade levels from September 2022 to September 2023.

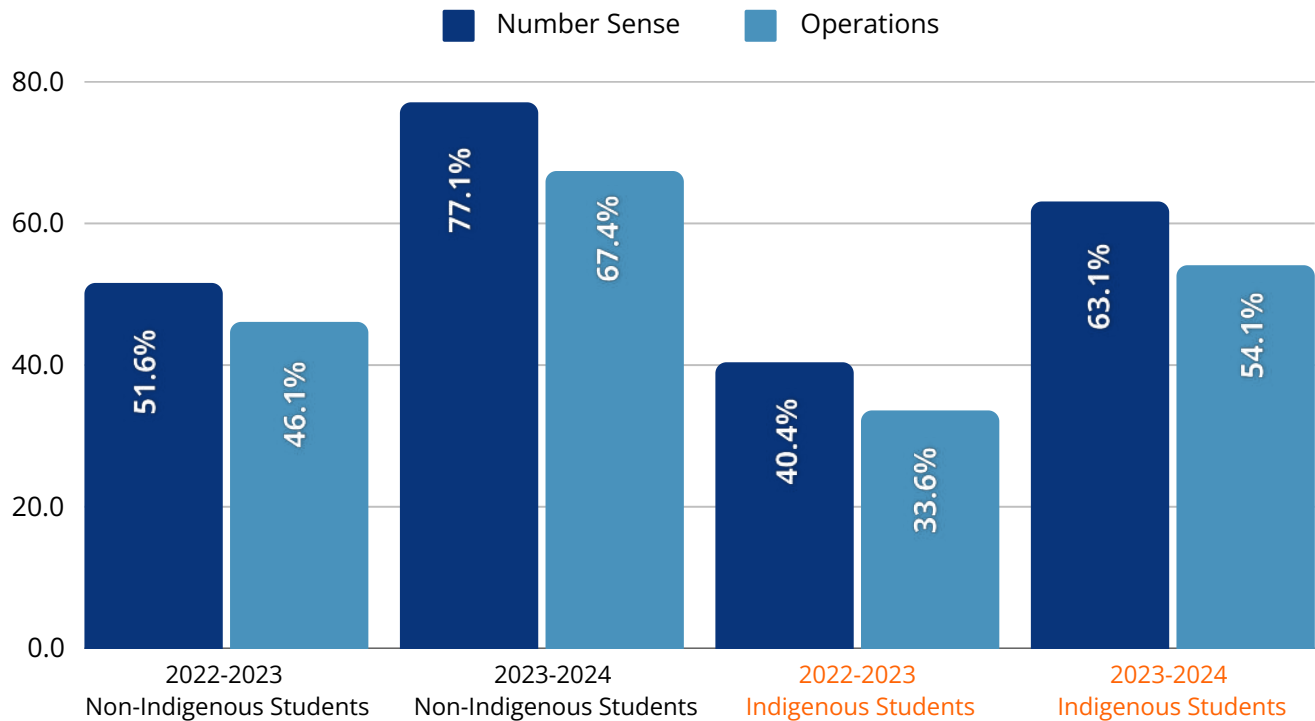
### [Overview of Divisional Literacy and Numeracy Assessments](#)



# 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 core strands of mathematics. The assessments are administrated 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 2023-24 NCAT results suggest that 67.4% to 77.1% of non-Indigenous students and 54.1% to 63.1% of Indigenous students had met or mastered the concepts in these two 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 considerable improvement in the overall student results. It is of interest to note that the K-3 students received a new math curriculum in the 2022-23 school year and the Grade 4-6 students received new math curriculum in the 2023-24 school year.

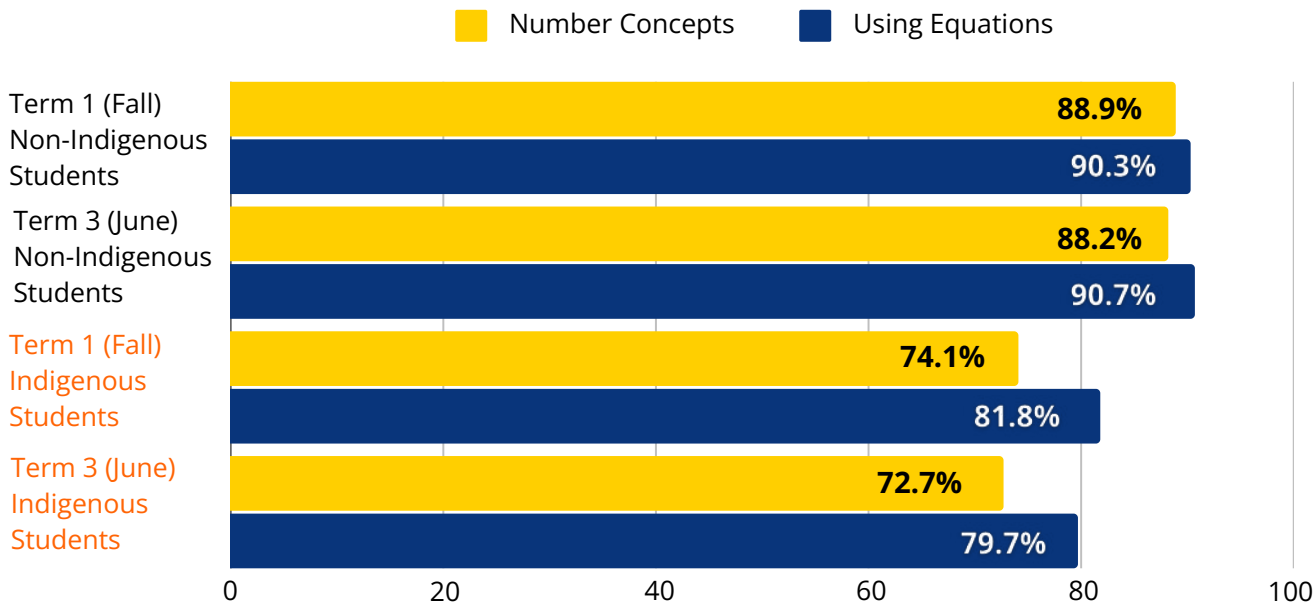
Eliminating the achievement gaps for our Indigenous students and ensuring all of our students are meeting program expectations remain important priorities moving forward.

[Overview of Divisional Literacy and Numeracy Assessments](#)

# NUMERACY ACHIEVEMENT RESULTS

## Division Report Card Data for Numeracy as Reported by Teachers

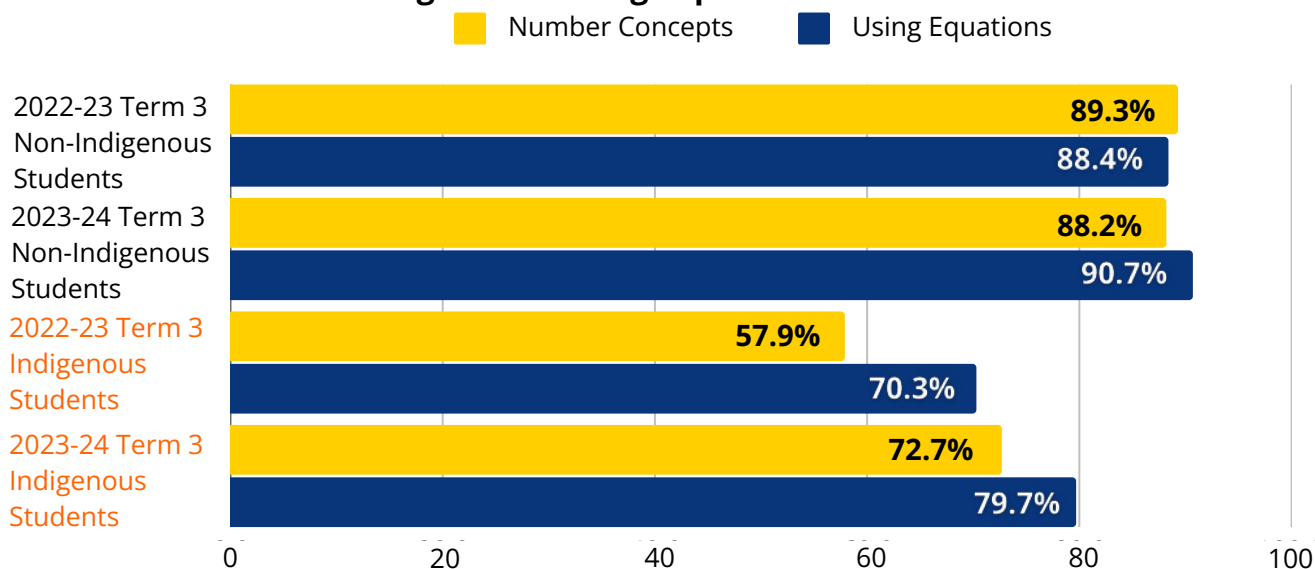
Percentage of Grades 1-6 students meeting or mastering expectations in 2023-24



### Summary

The report card data from the 2023-2024 school year showed a slight change in achievement for the full term to June for non-Indigenous students, but a more significant improvement for Indigenous students. As shown in the graph below, the year-end data for our Indigenous students has improved substantially from 2022-2023 to 2023-2024 and while the achievement gap has been narrowed significantly, this remains an important priority.

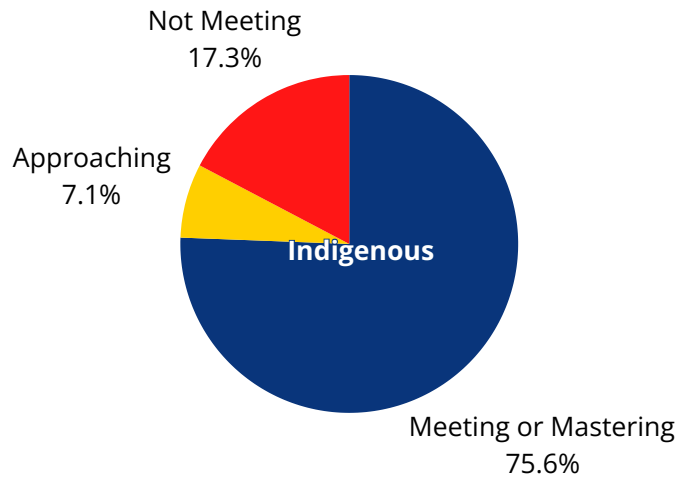
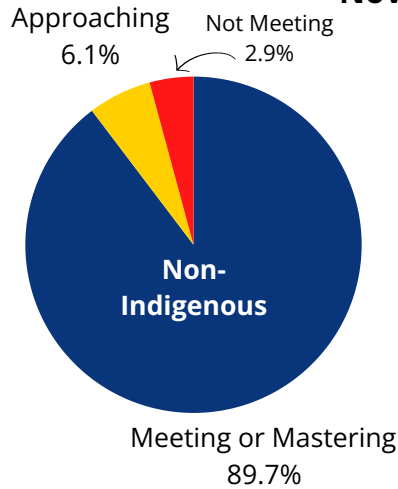
### Year-over-year comparison of the percentage of Grades 1-6 students meeting or mastering expectations in Term 3



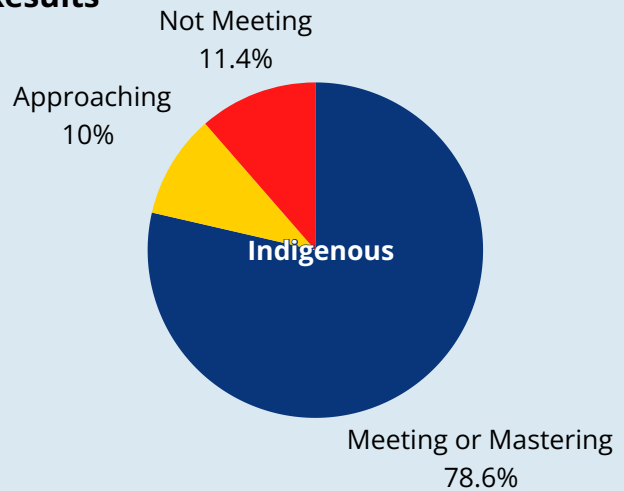
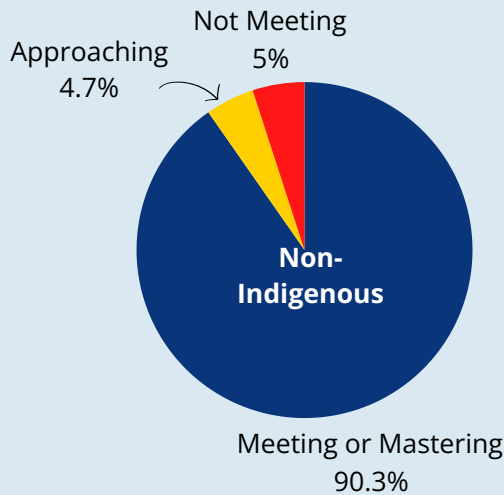
# NUMERACY ACHIEVEMENT RESULTS

## Division Report Card Data for Numeracy as Reported by Teachers Percentage of Grades 7-9 Students Meeting or Mastering Expectations

### November Results



### June Results



### Previous Year's Results

Percentage of students Meeting or Mastering grade-level expectations  
June 2023

#### Non-Indigenous Students



#### Indigenous Students



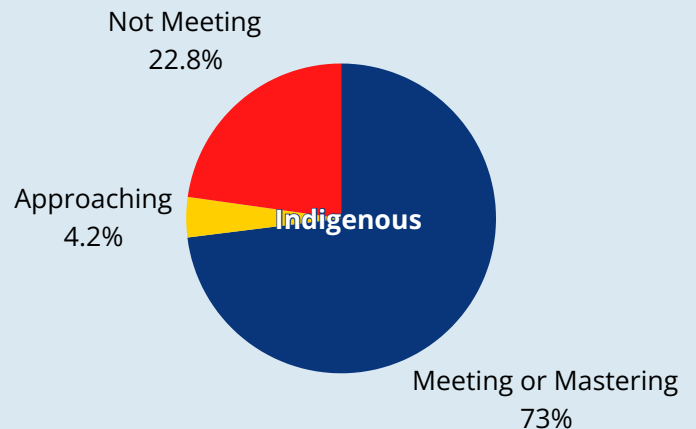
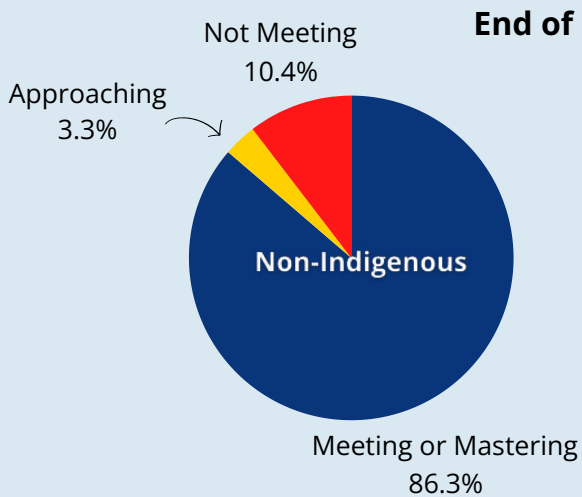
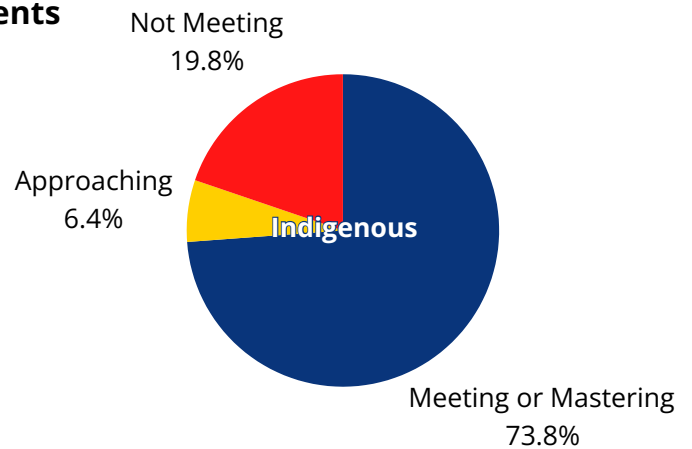
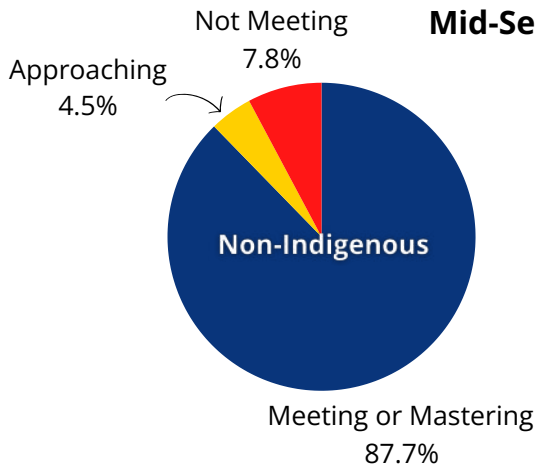
### Summary

The Grade 7 to 9 report card data indicate that from the November reporting period to the June reporting period the percentage of students meeting or mastering grade-level expectation increased by 0.6% for Non-Indigenous students and 3.0% for Indigenous students. While our Indigenous students did not perform as well as our non-Indigenous students, the achievement gap has narrowed significantly. Compared to June 2023, our June 2024 results improved for all students.

# NUMERACY ACHIEVEMENT RESULTS

## Division Report Card Data for Numeracy as Reported by Teachers

### Percentage of Grades 10-12 Students Meeting or Mastering Expectations



### Previous Year's Results

Percentage of students Meeting or Mastering grade-level expectations  
End of Course Assessments

#### Non-Indigenous Students



#### Indigenous Students



### Summary

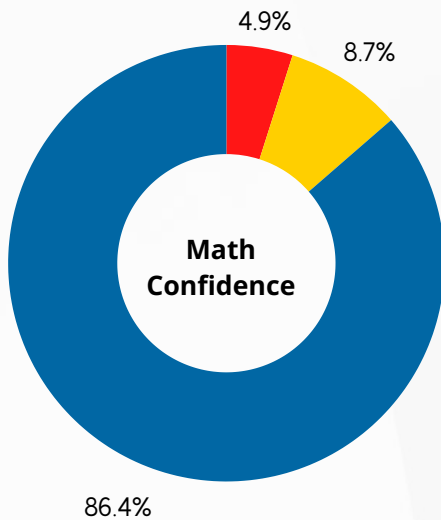
The Grade 10 to 12 school report card data show relatively stable performance from mid-semester to end of semester. Performance in 2023-2024 improved for non-Indigenous students while dropping slightly for Indigenous students. The mathematics achievement gap between our non-Indigenous and Indigenous students remains an important priority moving forward.



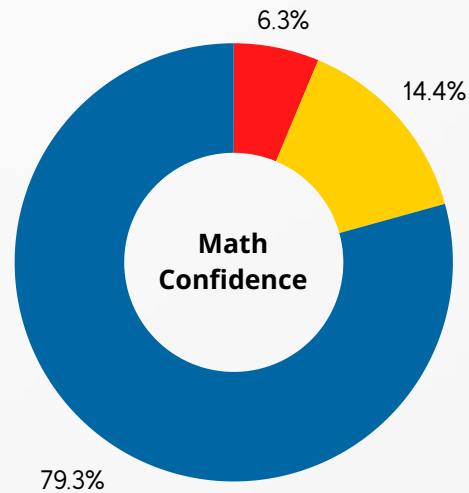
# NUMERACY ACHIEVEMENT RESULTS

## PRSD Education Student Assurance Survey Results: Goal Two - Numeracy

### Grades 3-6



### Grades 7-12



- Confident to Very Confident
- Less Confident
- Not Confident

### Previous Year's Results

Percentage of students who indicated they were confident to very confident

#### Grade 3-6 Math Confidence



#### Grade 7-12 Math Confidence



### Summary

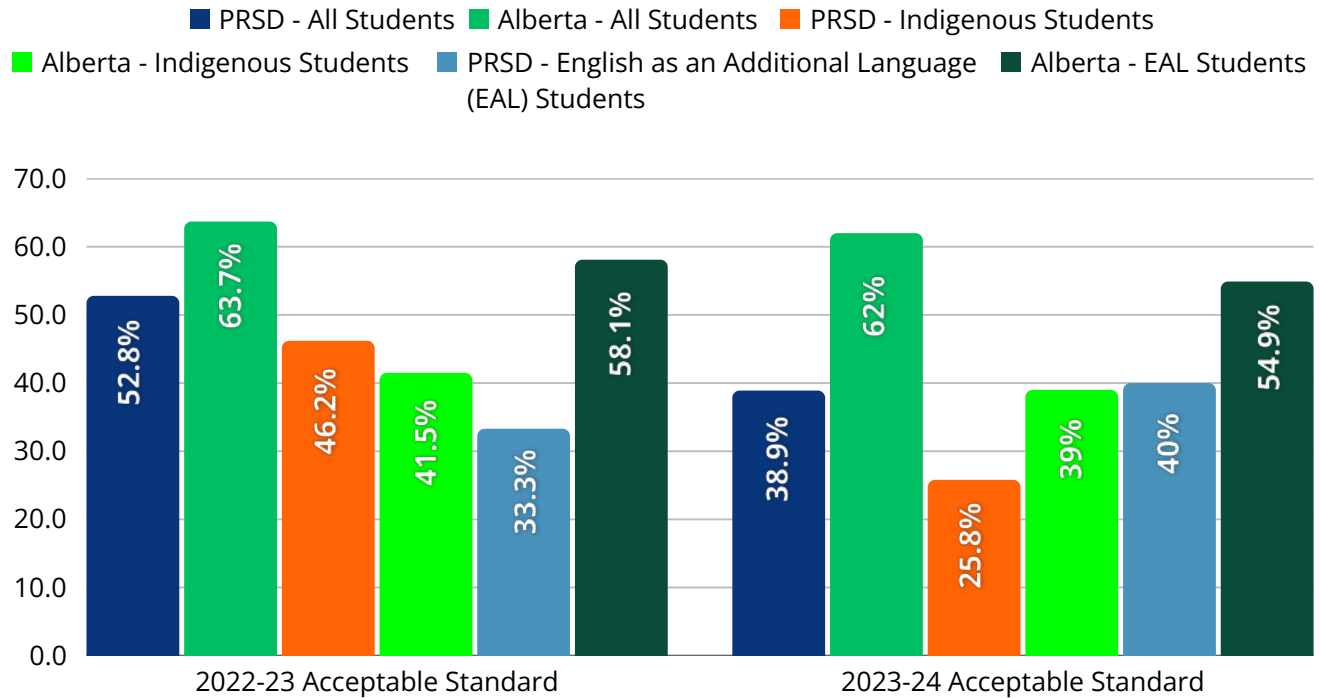
Students were asked to rate their level of confidence in their own math skills on a scale of 1 to 5, with 1 being not confident and 5 being very confident. As you can see in the above graphs, the PRSD Education Assurance Survey data indicated that 86.4% (combined percentages from students who answered either three or greater on the survey) of Grades 3 to 6 Students felt confident in their numeracy skills and 79.3% of Grades 7 to 12 students felt the same way.

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

# NUMERACY ACHIEVEMENT RESULTS

## Grade 9 Provincial Achievement Test (PAT) Acceptable Performance

### Year over Year Comparison of Grade 9 Mathematics



Test results for all students writing - Percentage of students achieving a passing grade

### Summary

The Grade 9 Math PAT results continue to be challenging and not at the level expected at the provincial or division levels. Acceptable standard performance for both non-Indigenous and Indigenous students were well below the provincial performance.

[Click here for complete Math PAT Results](#)

[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

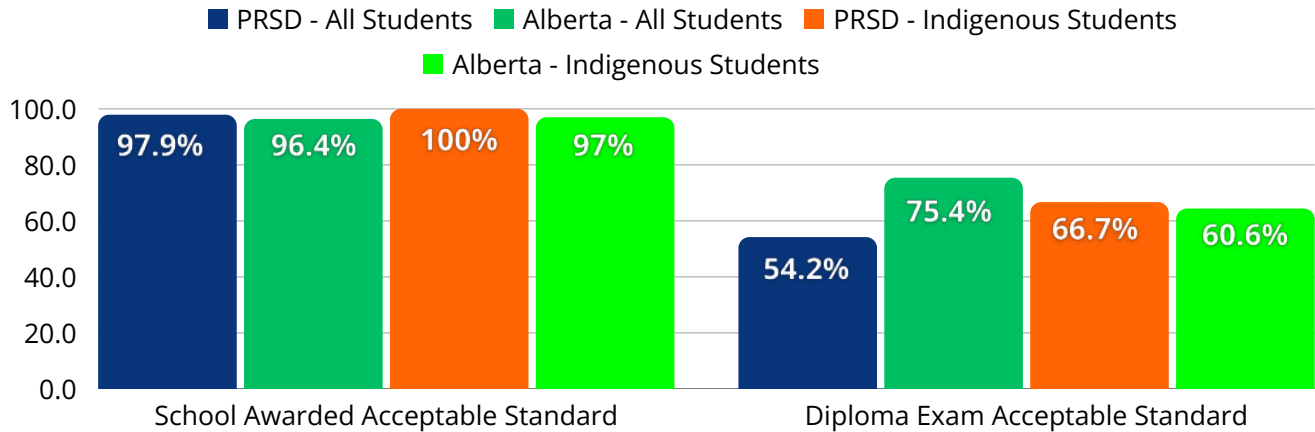
The division's year-end report card data indicate that 75.8% of our Grade 9 students were meeting or mastering grade-level expectations and 77.2% of our Indigenous students were meeting or mastering grade-level expectations. Working with our schools to help ensure students are well prepared for the PAT and take this assessment seriously will continue to be a priority focus moving forward.

# NUMERACY ACHIEVEMENT RESULTS

## Provincial Diploma Exam Results (All Students)

Percentage of students with a passing mark

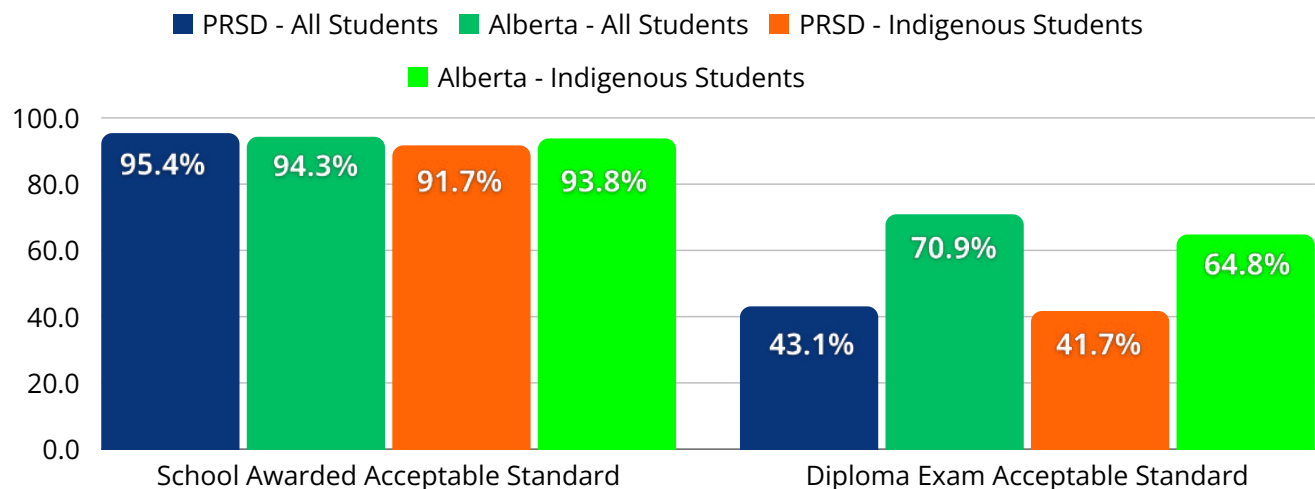
### Math 30-1



### Summary

In the 2023-2024 school year, our achievement data for the Math 30-1 indicate that 96.6% of our students achieved a blended score acceptable standard (a grade of 50% or higher) compared to 93.8% for the province. Furthermore PRSD's Indigenous students outperformed their provincial counterparts on both the school awarded and diploma exam acceptable standard. Data values for English as an Additional Language (EAL) students have been suppressed as the number of students writing the Math 30-1 Diploma exam was fewer than six.

### Math 30-2



[Click here for complete Math Diploma Exam Results](#)

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

### Summary

In the 2023-2024 school year our achievement data for Math 30-2 indicated that 94.7% of our students achieved a blended score acceptable standard (a grade of 50% or higher) compared to 91.9% for the province. A priority moving forward is to support students in performing better on the diploma exam itself. Data values for English as an Additional Language (EAL) students are unavailable as no PRSD students wrote the Math 30-2 Diploma exam in the 2023-2024 school year.

# 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. This will continue to be a priority moving forward.

## 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.





## SCHOOL 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.

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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

Number of BSPs Implemented

Number of IPPs Implemented

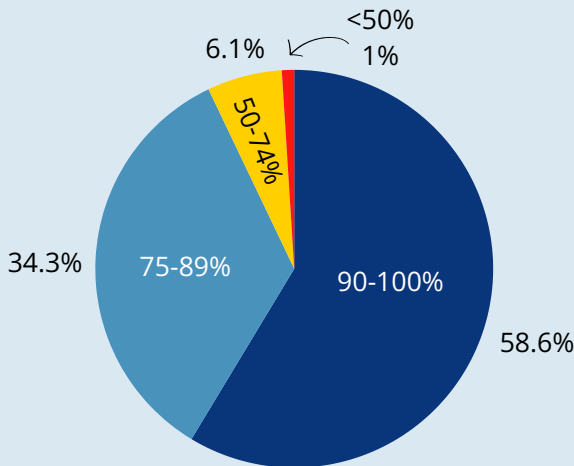


### Summary

The Division prides itself on being an inclusive system and works hard to ensure the learning needs of our students are met through a variety of means, which are often captured in Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs). In the 2023-2024 school year we implemented 75 BSPs and 350 IPPs. This represents a 24.6% increase over the number of PRSD students who required specialized supports during the 2022-23 school year.

Further, the total number of students enrolled with the PRSD in June of 2024 was 3,132. As such, **approximately 1 in every 7** students were provided with specialized supports during the 2023-24 school year as part of their educational programming.

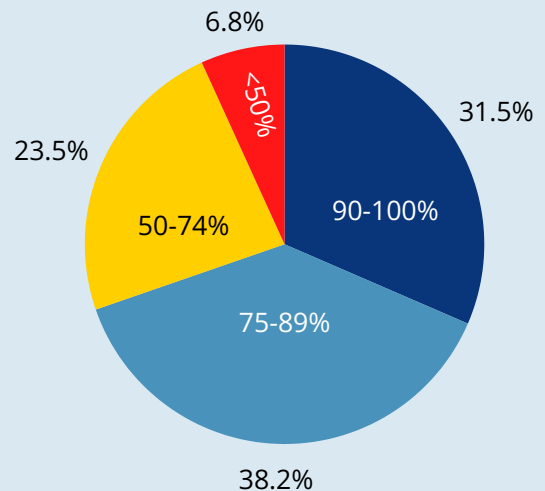
### Attendance Data: Non-Indigenous Students



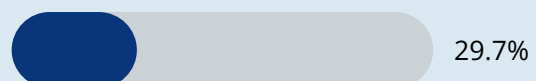
#### Previous Year 90-100% Attendance Rate



### Attendance Data: Indigenous Students



#### Previous Year 90-100% Attendance Rate



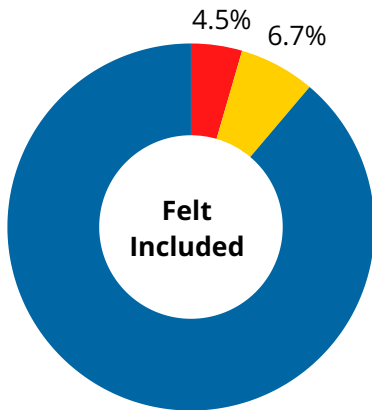
### Summary

The 2023-2024 attendance data indicate that 58.6% of the PRSD non-Indigenous students attended school 90% or more of the school year and 31.5% of our Indigenous students attended school 90% or more of the school year. While both of these numbers continue to show a slight improvement over the previous year, efforts to improve our overall attendance rates will continue. 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.

# INCLUSIVE EDUCATION PRACTICES

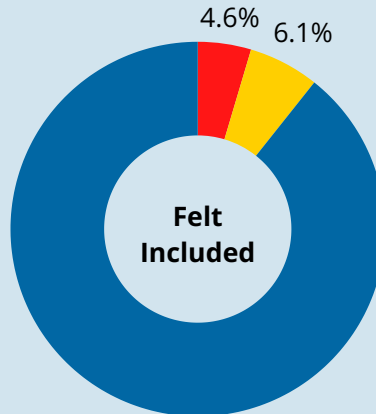
## PRSD Education Student Assurance Survey Results: Goal Three - Inclusion

**Grades 3-6**



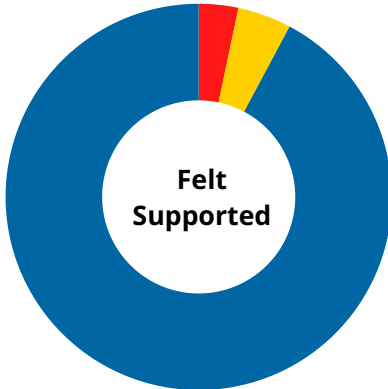
88.8%

**Grades 7-12**



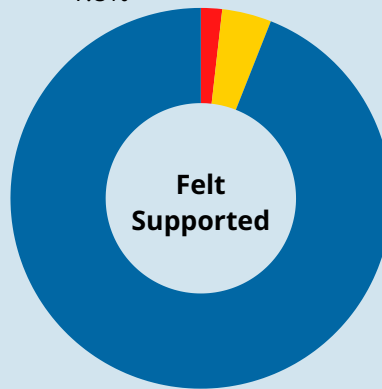
89.3%

**Grades 3-6**



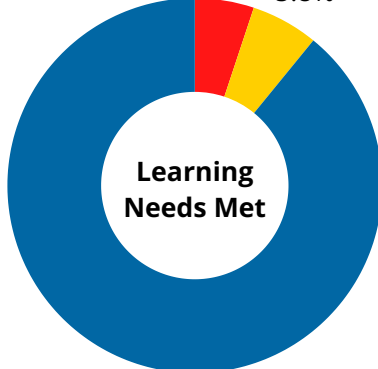
92.2%

**Grades 7-12**



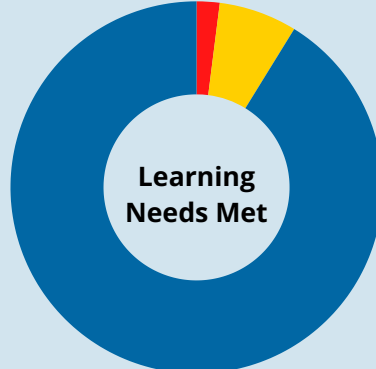
94%

**Grades 3-6**



89.1%

**Grades 7-12**



91.2%

### Previous Year's Results

Percentage of students who indicated they were confident to very confident

#### Grades 3-6

**Felt Included**



**Felt Supported**



**Learning Needs Met**



#### Grades 7-12

**Felt Included**



**Felt Supported**



**Learning Needs Met**



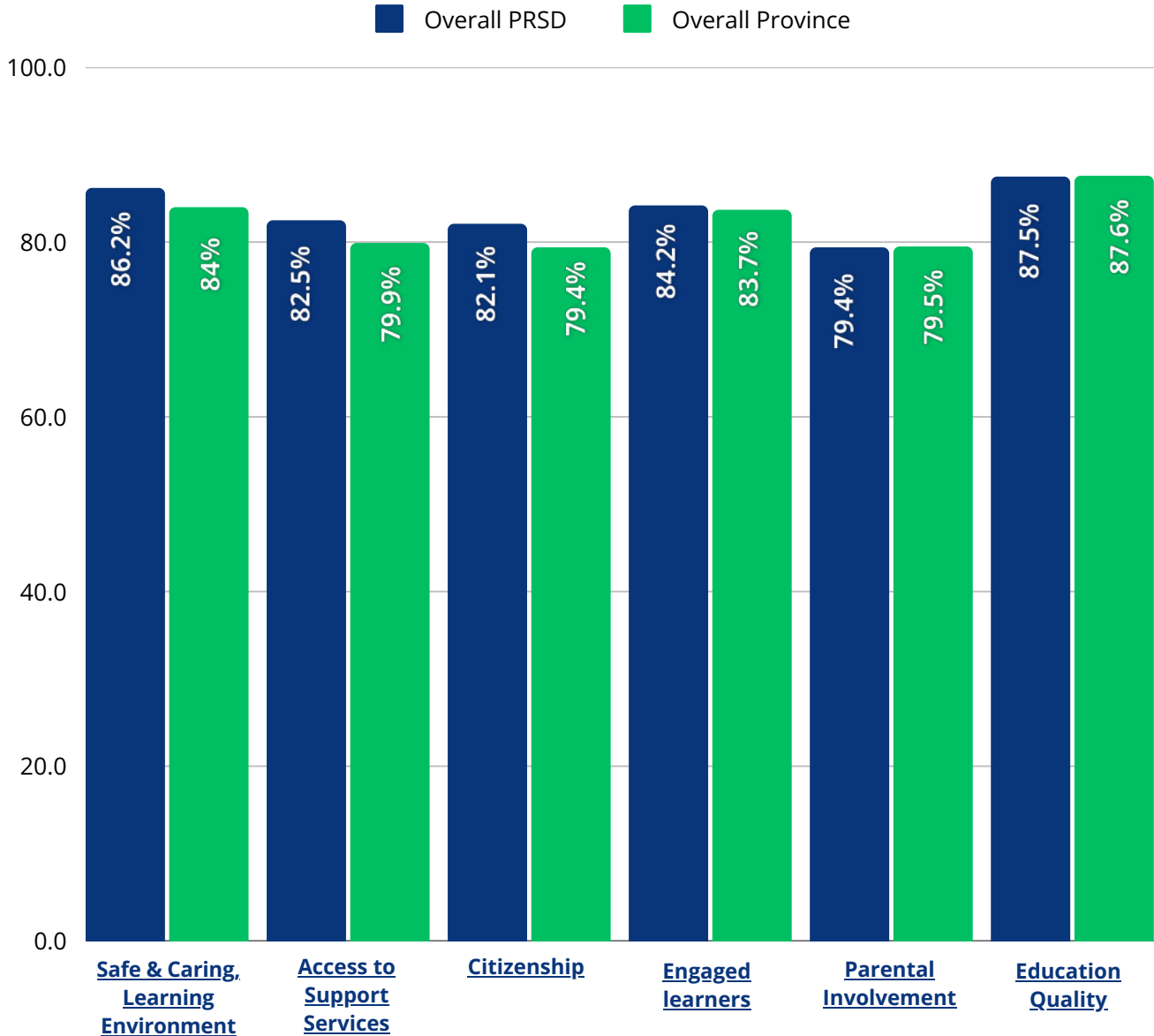
[Link to the PRSD Student Assurance Survey Qualitative Data](#)

- Agree
- Somewhat Agree
- Disagree

# 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

(Click the column headings for a breakdown of the responses from Parents, Students and Teachers)

## 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.

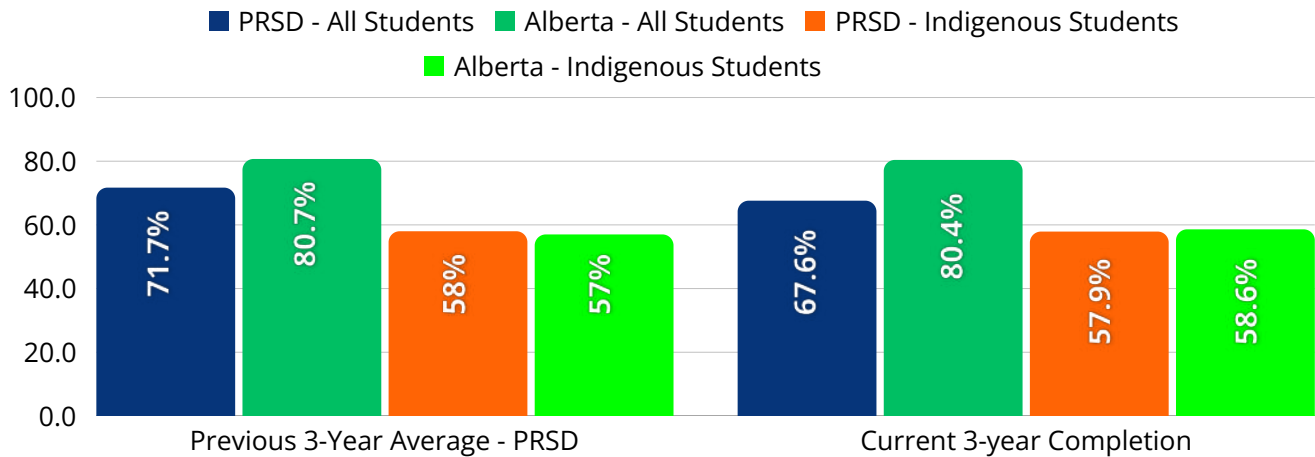
[Click here for the overall Alberta Education Assurance Measures Results](#)



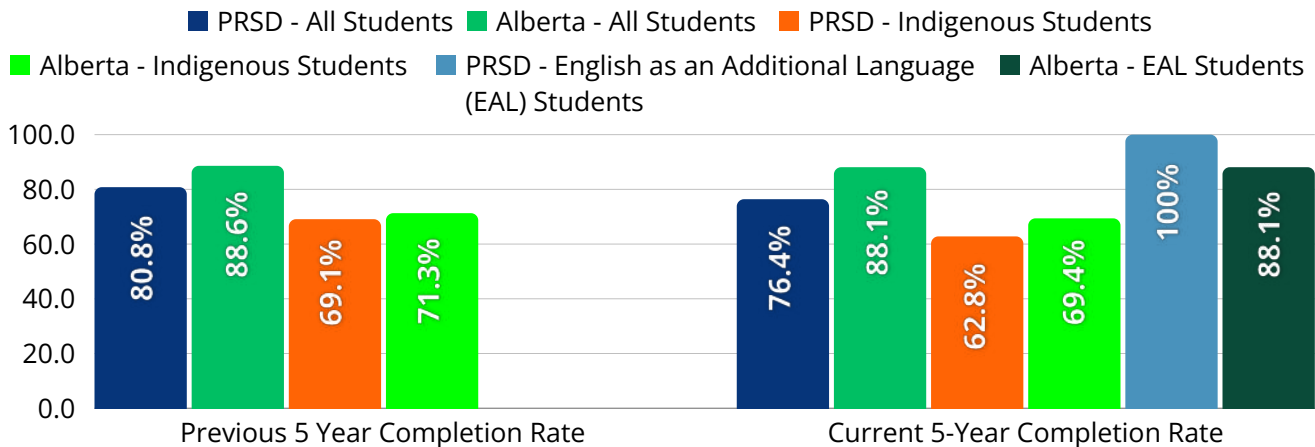
# INCLUSIVE EDUCATION PRACTICES

## Alberta Education Assurance Measures: High School Completion Rates

### 3-Year Completion Rates



### 5-Year 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.

While the PRSD High School Completion Rates do show a decline in all categories, our higher five-year high school completion rate is a testament to our inclusive learning environment and our efforts to provide students with every opportunity to complete their high school education.

Data values for 3-year completion rates for English as an Additional Language (EAL) students are suppressed as there were fewer than six graduates in the 2022-2023 school year. Similarly, data values for the 2021-2022 five-year complete rate are also suppressed.

[Click here for detailed High School Completion Rates](#)

# 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 2023-2024 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. Students and parents have expressed a high level of satisfaction with programming and the inclusionary and safe nature of our schools. At the high school level, the Division's graduation rates in 2023-2024 were slightly lower than both the previous 3-year and 5-year average for both our overall student population and our Indigenous student population. Attendance rates for 2023-2024 improved over the previous year; however, they continue to be lower than our target with only 58.6% of our non-Indigenous students and 31.5% 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 2024-2025 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, 2024 Financial Statements:

## Instructional

- Despite the unfunded costs, full-day Kindergarten is offered in some PRSD schools.
- Through various grants received from Alberta Education and other Government departments, PRSD was able to provide additional certificated staff in schools
- The Mental Health in Schools Pilot Project ran for the full year, providing universal supports in every PRSD school.
- The North Peace Commercial Driving Academy started offering classes in the summer of 2024 and will continue to operate out of Central Operations in Grimshaw. Classes are open to industry for a fee and to PRSD eligible students as part of their education.

## Operations and Maintenance (O&M)

- Incurred a deficit of \$610,509 for the 2023/2024 fiscal year.
- The cost of inflation and carbon tax continue to be pressures on the O&M budget.
- Funding for O&M is based on enrollment and building utilization. Our school buildings are significantly underutilized and while PRSD enrollment has been stable for a few years our numbers in the lower grades are less than our numbers in the senior grades.

## Transportation

- Incurred a surplus of \$89,080 for the 2023/2024 fiscal year.
- By the end of the year we were able to recruit some bus drivers, helping with the stability of the bus runs. We are still looking for bus drivers in some communities and would like to have more spare drivers to help when regular drivers have to be away from their routes.
- The cost of new school busses has increase about 60% since 2020 making it difficult to replace school buses on the regular schedule.

## System Administration

- The Board Governance and System Administration financial results were break even for the 2023/2024 fiscal year. However, because of increased costs the Administration budget was not able to absorb as many expenses from the Instructional Department as we have in the past.

### **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](http://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](mailto:FreemanRh@prsd.ab.ca)

# SUMMARY OF FINANCIAL RESULTS

## 2023-2024 AUDITED FINANCIAL STATEMENT HIGHLIGHTS:

<b>REVENUES</b>	<b>\$57.1M</b>	
Alberta Education		<b>\$50.1M</b>
Alberta Infrastructure		<b>\$2.9M</b>
Other GOA		<b>\$1.3M</b>
Fees and Others		<b>\$1.9M</b>
External Services		<b>\$0.9M</b>
<b>PROGRAMS</b>	<b>\$54M</b>	
Instructional (ECS)		<b>\$1.1M</b>
Instructional - Grades 1 to 12		<b>\$38.8M</b>
Operations and Maintenance		<b>\$7.8M</b>
Transportation		<b>\$6.4M</b>
Board Governance & Administration		<b>\$2.5M</b>
External Services		<b>\$1M</b>

## \$0.1M DEFICIT FOR THE YEAR

Teachers Salaries & Benefits - \$25M

Support Staff Salaries & Benefits - \$15.9M

Supplies & Contracted Services - \$12.1M

Asset Amortization - \$4.2M

[Click here to access the 2024-2025 Peace River School Division Budget](#)

[Click here to access the 2023-2024 Audited Financial Statements](#)

[Click here to access the Provincial roll up of Audited Financial Statements](#)



# 2024-2025 BUDGET SUMMARY

The Peace River School Division Board of Trustees approved the 2024-25 Budget and is committed to meeting the goals in the 2024-2029 Education Plan Year 1 by:

## Literacy and Numeracy Development

- Maintaining Central Operations Coordinators to support Teachers with the new curriculum, literacy, numeracy, and Instructional Leadership;
- Maintaining the Indigenous Education Coordinator and Indigenous Support Workers in schools to assist with closing the learning gap;
- Continuing with Collaborative Response and assessments to ensure all students receive the supports needed to be successful.

## Inclusionary Culture

- Maintaining the Indigenous Education Coordinator to assist in developing relationships with Local Indigenous Elders;
- Maintaining the Indigenous Education Coordinator to support school-based staff with their foundational knowledge about the First Nations, Métis, and Inuit. To further Indigenous Education with Land-Based Learning opportunities. To continue the Elders in Schools program to further sharing of knowledge.
- Adopting the new Policy 20: *Anti-Racism* and continuing the work of the Board's Anti-Racism Committee.
- Supporting the Alternative Education Program to ensure all students have access to the programming they need.
- Promoting the Board's Policy 19: *Welcoming, Caring, Respectful, and Safe Learning Environment*.
- Maintaining Divisional Social Workers and Universal Programming to support students as much as we can provide within our financial constraints.
- Continuing to provide mental health supports for students in schools.

### Additional Information:

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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](mailto:FreemanRh@prsd.ab.ca)

# 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 2023-2024 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](http://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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