



Battle River School Division
(Report on Assurance)
Annual Education Results Report
2020/2021



**“THESE ARE ALL OUR CHILDREN.
WE WILL PROFIT BY, OR PAY FOR, WHATEVER THEY BECOME.”**

– JAMES BALDWIN

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Message from the Board Chair



The 2020-2021 school year brought challenges and opportunities to all of us, as we continued to adapt and change in response to shifting global realities.

The Battle River School Division team began the school year by creating a remote learning program that would make it possible for parents reluctant to have their children physically in classrooms to continue receiving a quality educational program; and a quarterly semester system that would allow high school students the best opportunity for success under the circumstances of the day.

By year's end we had all become adept at transitioning back and forth between in-person and remote learning, and were finding the bright side to being able to connect to others in new ways.

Through it all, our school division has remained committed to the pillars of Optimal Learning and High Quality Teaching.

Our Board, our leadership and every member of our teams has demonstrated flexibility and a willingness to do things differently than ever before, in order to continue to help ensure *Every Student, Every Day, A Success*.

Respectfully,



Karin Belich, Chair
BRSD Board of Trustees

FOUNDATION STATEMENTS

Vision

EVERY STUDENT, EVERY DAY, A SUCCESS.

Mission

“The Battle River School Division, in collaboration with our communities, will support every student to be a lifelong learner and contributing member of society.”

Beliefs

We believe:

- Every student can learn.
- Our fundamental purpose is to promote student learning, growth and understanding.
- Everyone will be treated with dignity and respect in a safe, caring and inclusive environment.
- Positive relationships build healthy, resilient students and staff.
- When a student is in need we will provide support.
- All staff must be skilled, committed and dedicated to their own continuous learning.
- Optimal learning occurs when it is engaging, meaningful and active.

Profile of the School Authority

By the end of the 2020/21 school year Battle River School Division (formerly the Counties of Beaver, Camrose and Flagstaff, and Camrose School District) had completed its 26th full year of operation. During the 2020-2021 school year Battle River schools served approximately 5,540 students in 32 schools/programs including 10 Hutterite Colony Schools, Battle River Online School,

Camrose Outreach School, BRSD At-Home Learning, the Women's Shelter, and French Immersion for grades K-12. In the Battle River School Division, the majority of our students come from farms, acreages, villages and small towns in a predominantly rural setting which has a total population of about 47,800 people (based on 2020 population estimates from Alberta Municipal Affairs). Within our midst

we also serve approximately 2,300 students within the City of Camrose. In 2020/21 the division employed about 307 full-time teachers, 75 part-time teachers, and about 400 full/part-time non-teaching staff. We operated a fleet of system-owned buses. Approximately 3,500 students were safely transported over 8420 kilometers of roads per day during the 2020/21 school year.

Battle River School Division's *Critical2*

At the CORE of the new SLQS, LQS and TQS is the belief that all involved are working to create an **"optimum learning environment"** for students through **high "quality teaching"**.

TQS - "Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply, results in optimum learning for all students." p.3

LQS - "Quality leadership occurs when the leader's ongoing analysis of the content, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students." p.3

SLQS - "Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority." p.3

In Battle River School Division the **Critical 2** was developed using input from school staff, school councils and board members who focused on the qualities that encompass **optimum learning and high quality teaching**.

Optimum Learning

Optimum learning can only happen in an environment where the social and emotional elements of learning are prioritized and understood to be the foundation of academic success and personal well-being. It begins with a positive productive school climate which provides intellectual and emotional safety, stimulating classrooms that are personalized and co-constructed by adults and students. Optimal learning happens when students have kind, caring, and respectful adult, adult-student, and peer relationships. This cultivates a sense of belonging and provides a foundation on which high academic success can be achieved. Optimal learning reflects a belief that all students can achieve at high levels.

Achievement of optimal learning is demonstrated by but not limited to indicators such as:

- Positive relationships that are kind, caring and respectful between adults, adults-students and students-students;
- Self-awareness and healthy expression of emotions;
- Health and safety is promoted and the school and classroom environments are welcoming and fun and show that adults and children are respectful of one another;
- A focus on effort, supported risk taking, and growth;
- Co-created/teaching of procedures, routines, and classroom design that support safe and engaged interactions;
- Relevant, rigorous, student-appropriate content;
- All aspects of diversity and learner ability are understood, expected and welcomed;
- Ongoing feedback and opportunities for self-directed learning;
- Individual strengths leveraged to support academic, social, and emotional growth;
- Multiple pathways to learn and demonstrate learning; and
- Instruction is scaffolded to meet the needs of diverse learners.

High Quality Teaching

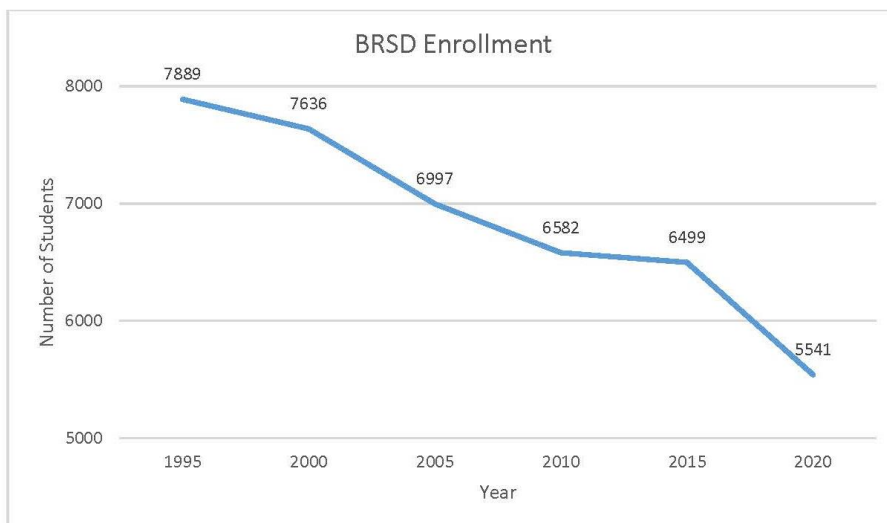
High Quality Teaching requires teachers who are: lifelong learners, current in their knowledge, able to analyze and use resources that are relevant, willing and able to use a variety of instructional strategies to reach learner diversity, excellent communicators, put students first, understand the need for, and the characteristics of, optimum learning environments and able to connect with students within and outside of the learning process.

Achievement of high quality teaching is demonstrated by but not limited to indicators such as:

- Lessons have clear learning intentions with goals that clarify what success looks like;
- Planning/lesson informs the teaching and learning that occurs in class (i.e. clear expectations, sequencing and linking learning, clear instructions, scaffolding, questioning/feedback, formative assessment);
- Teachers use explicit teaching practices that clearly show students what to do and how to do it;
- Collaborative learning opportunities are planned for and occur in a variety of ways (i.e. small groups, peer tutoring, reciprocal teaching, cooperative learning);
- Students are provided with multiple opportunities to encounter, engage with and elaborate on new knowledge and skills;

- Questioning is used to extend, probe, revisit and review student learning and as an immediate source of feedback to track student progress and understanding;
- Feedback is used to inform both the teacher and student about their learning and informs the next steps in a teachers' planning and instruction;
- Differentiated instructional strategies are used to extend the knowledge and skills of all students;
- Teaching promotes high levels of resilience, confidence and independence when tackling challenging activities; and
- Freedom and space are provided for children to pursue individual interests and engage in sustained activities.

Challenges We Face



Decreasing rural population increases challenges

- We have 2348 fewer students than 25 years ago.
- Funding is primarily based on student enrollment. Lower numbers mean:
 - Less funding for programs and staff;
 - Fewer dollars to cover busing;
 - Inadequate amounts to maintain school buildings.
- 6/11 BRSD high schools serve 75 students or less in Grades 10 to 12. It's a challenge to provide a full range of programs to small numbers of students in each grade.
- 75% of our spending is on PEOPLE. It's a challenge to make changes without impacting jobs.

Students' need for mental health services is going up

- It's tough for students to learn when they're dealing with anxiety, depression or other mental health issues.
- It's difficult to access community-based mental health services in rural areas.

COVID-19 has made all aspects of schooling difficult

- More than 600 students did not attend school in person in 2020. A new program accommodated over 500 students to learn at home, but about 150 did not participate in any BRSD school or program.
- Restrictions and safety measures have limited school activities.
- \$1,400,000 is the amount it has cost for extra programs and teaching staff, cleaning staff, cleaning supplies and PPE.
- It's a challenge to ensure everyone's safety

Recruitment for Teaching Positions

- We continue to have challenges in filling specialty positions like French Immersion and math/science positions and find the number of applicants is low for many positions.
- Recruiting candidates for positions in rural schools who are qualified and who want to stay in these areas remains difficult.
- Access to quality substitute staff is also a challenge, and became more so with the COVID-19 pandemic.

Facilities

- Despite having had three replacement schools in the past few years, the average age of school buildings in Battle River School Division is more than 50 years. Many building systems, such as electrical and heating, have reached or exceeded their life expectancy. We are challenged to keep up with maintenance and repair of these aging buildings.
- As we look to the future, we believe our ability to maintain schools appropriately will be further compromised. A five-year roofing plan indicates several schools and office buildings will require major roofing repair.
- BRSD experienced a significant increase in building insurance of 230%.

Successes

In our Alberta Education Assurance Measures Overall Summary:

- We saw a significant improvement in our 3 year High School Completion rate.
- We saw a slight increase in our Citizenship measure
- Our Education Quality measure remains high.

The beginning of the 2020 -21 school year saw us setting up an online at-home school platform in a very short period of time. At its fullest capacity the school was serving 700 students Kindergarten to grade 12, whose families had chosen for them to learn from home.

The use of technology during the 2020-21 school year became a necessity for BRSD leaders, teachers and educational assistants. Teacher efficacy in relation to online instruction and technological tools grew exponentially. All of our teaching staff are now able to move from face to face, to online, to a combination of both seamlessly. Student engagement and attendance increased throughout the year. Staff learned what online applications worked for learning and what didn't. We were able to acquire and use some quality early literacy applications. Teachers were able to take their students on virtual field trips and to places they may never have the opportunity to visit otherwise. Teacher's use of these tools provided us with the tools to plan a virtual summer reading program that saw 91 students in grade 2 to 5 participate in a 4 week summer reading program to boost their literacy skills and their love of reading.

The new online environment of 2020-21 also provided the opportunity for a larger number of parents to join school council meetings. Many of our schools saw attendance double if not triple when they started hosting school council meetings online. Parent teacher conference numbers also increased during this time period. This increase in attendance has resulted in our school and division leadership exploring new ways to engage our stakeholders in our work.

Mental Health support during a pandemic challenged the Family School Liaison Workers (FSLW) team to think outside the box and become creative in order to meet the needs of students, staff and parents. The FSLW team managed to provide support to almost 700 students either on a google meet, over the phone or even through texting. Understanding the importance of personal connection, some of the FSLW wrote personalized letters to each of their students. One student commented to their mom "this is the first thing I ever got in the mail". Doing what they do best, the FSLW team worked tirelessly to build relationships one screen at a time.

The BRSD Mental Health Capacity Building team began the 2020-2021 school year physically present in all BRSD schools, once a week, intentionally providing short, flexible regulation and wellness activities for the first several weeks of school. The "Wellness Breaks" programming provided activities that encouraged the creation of safe, calm and connected classrooms, building the capacity of both students and school staff. These short regulation activities continued to be well utilized throughout the school year, even after the team was moved to remote programming in November (which would continue until the end of June). Our most requested topics for programming remained similar to previous years: healthy relationships and social thinking, self-regulation, and emotional literacy. While it was challenging to move a few of our programs to an online environment, there was little that we weren't able to offer virtually.

The majority of MHCB programming was offered virtually, a task that at the offset seemed daunting, but which proved to have its benefits. Our team found that teachers that had not previously utilized our program were doing so because the format suited their needs, and these new connections continued into this year as we've returned to in-person programming. The increased scheduling flexibility that MHCB staff had because they didn't need to travel from site

to site also allowed our staff to increase their reach. We expected that the additional effort required in setting-up the technology to host virtual MHCB programming in classrooms would be a major barrier to service delivery, but we were pleasantly surprised; educators jumped through the hoops without complaint, were persistent in troubleshooting any problems, creative in their approach, and we found that the extra steps required resulted in increased engagement during lessons. It was clear that teachers not only valued the information and strategies our team brought to classrooms, but that they were very aware of how critical it was to attend to their students' mental health.

The MHCB staff have received many notes of thanks from teachers this year. This message from an elementary school teacher with praise for one of my wellness coaches, reiterates some of the messages I've written about above: *I have to say in a year of burden, stress, restriction, and disconnection, she has been a constant source of encouragement, advocacy, authenticity, and positivity. My students who have accessed her programming over the year have consistently been engaged and appreciative of the opportunity to meet with her. She is well prepared and does a great job of catering her presentation and interaction with the grade level. My classes have had their fair share of complexity and she has been consistently flexible and patient in the midst of our chaos. I can appreciate the significant challenge that offering programming through a digital means - she acknowledged the disappointment that students had due to distanced meetings, but she did not let it impact her passion for building the wellness capacity in students and staff. That in itself is commendable.*

In addition to in class programming for students, we also offered a number of well utilized staff wellness programs, including yoga, nutrition presentations, water canvas workshops, and discussions on grief and mental health. Parents were also presented with a number of wellness options to learn and experience, one of the most popular being the "Calm Down Toolkit" program that was offered as a parent, and a parent/child, experiential online program. We also provided 4 weeks of family yoga, a "Supporting Your Child As They Return to School" online discussion and evening, and more! Parents/caregivers and school staff reported through evaluations and surveys that this programming was meaningful to them and had positive benefits for their personal wellness.

While 2020-2021 was a year of challenges, I can also say with certainty that it was also a year of opportunities. The pandemic has raised the profile of mental health and increased demand for our programming, and I have had a wonderful team of creative and dedicated staff that are committed to meeting those challenges with flexibility and compassion.

Accountability Statement

The Annual Education Results Report for Battle River School Division, for the 2020-2021 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.

The Annual Education Results Report for 2020-2021 was approved by the Board on November 25, 2021.



Karen Belich
Chair of the Board of Trustees



Rita Marler
Superintendent of Schools

Alberta Education Assurance Measures Overall Summary

Assurance Measure Summary

Covid 19 has changed many things within our Division including the data we have available for our 2020-21 AERR. Provincial data shared in this report comes from the “Alberta Education Assurance Measure Results” spring 2021 and from our own school division data.

Overall the provincial measures from the 2020-21 school year that are available to us, provide us with a number of reasons to celebrate:

- Our Education Quality measure remains high.
- We had improved in our 3-High School Completion rates.
- Our Citizenship measure shows a slight increase.
- The new measures of student engagement and welcoming, caring, respectful and safe learning environments are in line with provincial results.

However:

- Approximate response rates for the survey represent overall:
 - 34% of grade 4 to 12 students
 - 6% of all families and 8% of 4-12 families
 - 63% of teachers

- We have had a slight decrease in parent involvement

We are keenly aware that we still have areas which we need to work to improve and the impact that Covid 19 has had and continues to have on both students and staff. With the development of the priorities in our new Education Plan, our focus on the Critical 2 and our vision “Every Student, Every Day, A Success” we are committed to ensuring that all our students achieve the highest of standards. With Covid 19 and the absence of Provincial achievement data we have made a commitment to ensure we collect high quality data within our division using such measures as: Literacy & numeracy benchmark assessments, common core subject assessments, and stakeholder engagement data. We know that student’s foundational skills in literacy and numeracy need to continue to be a priority. We look forward to working with our diverse communities. As an African Proverb states “If you want to go fast go alone. If you want to go far, go with others.”



May 2020 Alberta Education Accountability Pillar Summary & Spring 2021 Alberta Education Assurance Measures



Accountability Pillar Overall Summary
3-Year Plan - May 2020
Authority: 2285 The Battle River School Division

Measure Category	Measure	Battle River School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	88.8	85.8	86.6	89.4	89.0	89.2	Very High	Improved Significantly	Excellent
	Program of Studies	75.7	76.4	77.2	82.4	82.2	82.0	Intermediate	Declined	Issue
Student Learning Opportunities	Education Quality	88.5	87.3	87.9	90.3	90.2	90.1	High	Maintained	Good
	Drop Out Rate	2.6	2.3	2.0	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (2 yr)	81.9	78.8	78.2	79.7	79.1	78.4	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	70.3	70.1	74.0	73.8	73.6	73.6	Intermediate	Declined	Issue
	PAT: Excellence	14.6	13.7	16.6	20.6	19.9	19.6	Intermediate	Declined	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	78.0	74.9	76.6	83.6	83.7	83.1	Low	Maintained	Issue
	Diploma: Excellence	12.9	12.8	13.8	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	49.0	53.4	54.1	56.4	56.3	55.6	Intermediate	Declined	Issue
	Rutherford Scholarship Eligibility Rate	62.4	61.2	60.3	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	58.2	58.4	57.8	60.1	59.0	58.5	High	Maintained	Good
	Work Preparation	80.7	78.1	78.9	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	79.7	77.3	78.4	83.3	82.9	83.2	High	Improved	Good
Parental Involvement	Parental Involvement	76.7	75.8	76.2	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	76.8	74.8	76.3	81.5	81.0	80.9	High	Maintained	Good

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021


Authority: 2285 The Battle River School Division



Assurance Domain	Measure	Battle River School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.4	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	80.0	79.7	78.4	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	86.9	82.3	80.0	83.4	80.3	79.6	High	Improved Significantly	Good
	5-year High School Completion	85.5	86.7	86.0	86.2	85.3	84.8	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a	70.2	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	14.1	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	76.5	n/a	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.5	88.5	87.8	89.6	90.3	90.2	n/a	n/a	n/a
	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.9	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
Learning Supports	Access to Supports and Services	78.6	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	75.2	76.7	76.0	79.5	81.8	81.4	n/a	n/a	n/a


May 2020 Alberta Education Accountability Pillar Summary & Spring 2021 Alberta Education Assurance Measures
First Nations, Metis and Inuit Results Reports

Accountability Pillar Overall Summary
3-Year Plan - May 2020
Province: Alberta (FNMI)



Measure Category	Measure	Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a
	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	5.5	5.4	5.3	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	55.8	56.6	54.5	Very Low	Improved	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	54.0	51.7	51.9	Very Low	Improved Significantly	Acceptable
	PAT: Excellence	7.4	6.0	6.5	Very Low	Improved Significantly	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	77.2	77.1	76.7	Low	Maintained	Issue
	Diploma: Excellence	11.4	11.0	10.6	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	24.4	24.6	23.6	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	39.1	37.1	35.7	Very Low	Improved Significantly	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	35.0	34.2	33.0	Very Low	Improved	Issue
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a

Required Alberta Education Assurance Measures - Overall Summary
Spring 2021
Authority: 2285 The Battle River School Division (FNMI)



Assurance Domain	Measure	Battle River School Division (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	75.1	50.0	63.2	62.0	55.9	55.6	Intermediate	Maintained	Acceptable
	5-year High School Completion	67.6	78.6	62.7	68.1	65.0	63.4	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	54.8	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	8.6	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	68.3	n/a	n/a	77.1	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	10.0	n/a	n/a	11.2	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Division Goals and Data

1 Battle River School Division students are successful.

Outcomes					
Outcome One: All Battle River students are successful.					
Alberta Education Assurance Measures					
High School Completion Rates					
Performance Measure	Results in Percentages				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
3 Year Completion	78.8	80.4	77.2	82.3	86.9
4 Year Completion	82.0	83.2	84.9	80.9	88.5
5 Year Completion	85.0	85.2	86.3	86.7	85.5
Citizenship – Overall percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.					
Performance Measure	Results in Percentages				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall	79.6	78.2	77.3	79.7	80.0
Student Learning Engagement – The percentage of teachers, parents and students who agree that students are engaged in their learning at school.					
Performance Measure	Results in Percentages				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall	n/a	n/a	n/a	n/a	84.4
Battle River School Division Assurance Measures					
Performance Measure	Results in Percentages				
	2018-2019	2019-2020	2020-2021		
Using Fountas and Pinnell Spring Result: Percentage of Grade 3 students reading at grade level.	67%	70%	***70%		
Using Fountas and Pinnell Spring Result: Percentage of Grade 4-6 students reading at grade level.	n/a	n/a	***75%		
Percentage of Grade 2 students below the 60% benchmark on the MiPi Assessment.	10.4	10.1	9.4		
Percentage of Grade 3 students below the 60% benchmark on the MiPi Assessment.	18.8	24.4	24.2		
Percentage of Grade 4 students below the 60% benchmark on the MiPi Assessment.	26.1	32.7	32.2		
Percentage of Grade 5 students below the 60% benchmark on the MiPi Assessment.	35.6	39.3	39.2		
Percentage of Grade 6 students below the 60% benchmark on the MiPi Assessment.	36.3	46.3	45.9		
Percentage of Grade 7 students below the 60% benchmark on the MiPi Assessment.	45.1	59.9	61.2		

Percentage of Grade 8 students below the 60% benchmark on the MiPi Assessment.	53.8	64.6	64.6
Percentage of Grade 9 students below the 60% benchmark on the MiPi Assessment.	52.8	76.1	75.0
Percentage of Grade 10 students below the 60% benchmark on the MiPi Assessment.	n/a	66.3	56.9

2021-2022 Alberta Education Literacy Testing:
 → Total number of grade 2 students in the division = 454
 → 250 students completed the assessments
 → 32.4% were identified as At-Risk
 → 25% were below grade level

2021-2022 Alberta Education Literacy Testing:
 → Total number of grade 3 students in the division = 417
 → 37% were identified as At-Risk
 → 23.7% were below grade level

***Data is skewed due to the impact of Covid 19

School Awarded Marks for Grade 12 -1; -2 Core Courses

	2019-20	2020-21	2019-20	2020-21
	S.S. 30-1	S.S. 30-1	S.S. 30-2	S.S. 30-2
Excellence (80+)	52.10	56.6	17.50	18.6
Acceptable (50 – 79)	47.40	43.3	79.80	79.2
Below Acceptable (↓50)	0.50	0.0	2.50	2.1
Course Average	77.70	78.14	67.45	67.37

	2019-20	2020-21	2019-20	2020-21
	ELA 30-1	ELA 30-1	ELA 30-2	ELA 30-2
Excellence (80+)	54.29	59.5	37.11	27.7
Acceptable (50 – 79)	45.70	37.9	58.76	69.4
Below Acceptable (↓50)	0.00	2.6	0.12	2.9
Course Average	78.57	78.85	72.26	69.32

	2019-20	2020-21	2019-20	2020-21
	Math 30-1	Math 30-1	Math 30-2	Math 30-2
Excellence (80+)	61.20	59.2	31.21	38.9
Acceptable (50 – 79)	37.93	40.0	67.60	60.3
Below Acceptable (↓50)	0.01	0.8	0.02	0.8
Course Average	79.35	78.15	70.96	73.34

	2019-20	2020-21	2019-20	2020-21
	Chem 30	Chem 30	Physics 30	Physics 30
Excellence (80+)	64.40	54.0	69.30	70.5
Acceptable (50 – 79)	35.60	45.3	30.60	28.2
Below Acceptable (↓50)	0.00	0.7	0.00	1.3
Course Average	82.65	77.6	85.05	81.98

	2019-20	2020-21	2019-20	2020-21
	Bio 30	Bio 30	Science 30	Science 30
Excellence (80+)	53.20	56.6	45.70	0
Acceptable (50 – 79)	45.10	42.3	53.20	100.0
Below Acceptable (↓50)	0.03	1.1	0.01	0.0
Course Average	78.68	78.7	73.90	68.03

Comment on Results: Analysis and Action

- During the 2020-2021 school year a deep dive into our early literacy data and time spent with lead literacy teachers highlighted the need for us to work with our K to 3 early literacy teachers to build their understanding of and abilities to teach foundational literacy skills to their students.
- We have again used school awarded marks to look at student and staff needs in our high school programs. We know that the realities of Covid 19 have had an impact on our students. Early numeracy results for the 2021-2022 school year are indicating that the disruption to learning and the quarter system has resulted in some learning loss for our students. We have a strong numeracy framework in place in our division and going forward into this school year we will be providing staff with elbow to elbow support and resources to support them so they in turn can support their students.
- Implementation of PowerSchool and Dossier along with further work in schools on the Collaborative Response model will enable our schools and teachers to leverage their data to support student and teacher growth.
- We have created a Principal of Early Literacy position. This learning team member is and will continue to support our school leaders in deepening their understanding of foundational literacy skills and the high quality teaching strategies that build these skills in students. They are and will continue to work elbow to elbow with teacher modelling and promoting high impact strategies. We have already hosted part one of a two part early literacy “Boot Camp” for generalist teachers who are teaching our earliest learners.
- Learning Inclusion team continue to coach, guide and support staff in building their capacity to meet the needs of their diverse learners in inclusive environments. Supporting teachers with the development and creation of focused and meaningful Individual Program Plans and Behavioural Support Plans is an ongoing need.
- We have a focused intervention plan in place for our grade 2 and 3 students in both the areas of Literacy and Numeracy.
- A noticeably larger number of students grade 12 enrolled in -1 courses as opposed to -2 and were successful in the completion of the course. We believe that not having to write a diploma exam may have been a factor in their decision.

2 First Nations, Métis and Inuit students are successful.

Outcomes					
Outcome Two: First Nations, Métis and Inuit students are successful.					
Alberta Education Measures					
First Nations, Metis and Inuit High School Completion Rates					
	Results in Percentages				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
3 Year Completion	48.8	82.5	57.1	50.0	75.1
4 Year Completion	63.1	57.0	82.8	55.2	58.1
5 Year Completion	64.7	54.4	55.2	78.6	67.6
Battle River School Division Assurance Measures					
Performance Measure	Results				
	2018-2019	2019-2020	2020-2021		
Self-identified FNMI students in BRSD.	314	323	306		
FNMI students with learning/behavioural codes.	93	94	86		
Using BAS Spring Result: Percentage of Grade 3 students reading at grade level.	38%	*42%	*47%		
FNMI students completing MiPi.	230	193	184		
FNMI students scoring below MiPi Benchmark.	106	106	110*		
Using the BAS Percentage of FNMI Grade 4 to 6 students who are at grade level.		**19%	*45%		
* Data may be incomplete due to Covid interruptions					
**Data was compiled from the online reading assessment D.O.R.A.					

Comment on Results: Analysis and Action

- Our First Nation, Metis and Inuit data is reflective of our division data and this group of students have also been severely impacted by the Covid environment.
- For the 2021-2022 school year we have added an Equity Coordinator position to the learning team. They have already begun to take a deep dive into our data and have met with each of our school administrators to discuss students with ancestry and their individual learning needs.
- We are working in partnership with Joe Heslip from the British Columbia Ministry of Education to begin the Equity Project. This work which has taken place over the last several years has had a positive impact on Indigenous student results as well as the results of students from all marginalized groups.

3 Battle River School Division has excellent teachers, school leaders, and school authority leaders.

Outcomes					
Outcome Three: Battle River School Division has excellent teachers, school leaders, and school authority leaders.					
Alberta Education Assurance Measures					
Education Quality – The percentage of teachers, parents and students satisfied with the overall quality of education.					
Performance Measure	Results in Percentages				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall	88.7	87.6	87.3	88.5	88.5
Access to Supports and Services – The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.					
Performance Measure	Results in Percentages				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall	n/a	n/a	n/a	n/a	78.6
Battle River School Division Assurance Measures					
Performance Measure	Results in Percentages				
	2018-2019	2019-2020	2020-2021		
Percentage of year one and two teachers that report cohort professional learning opportunities and mentorship are effective in enhancing their professional growth and development as teachers.	83.2	73.7	82.0		
Percentage of Division Leadership who report having grown professionally as a result of our 2 year Alberta Research Network research project with U of C	96	98	98		
3-year retention rate of Principals and Assistant Principals	95% (2 retirements)	95% (1 retirement, 1 resigned)	93% (3 retirements)		
Percentage of Aspiring Leaders seeking leadership positions in BRSD.	70	60	95		

Comment on Results: Analysis and Action

- We have continued to build our onboarding program for new employees to BRSD. New teachers participate in a two year mentorship program. Survey results indicate that this program is a great support to our new teachers.
- Despite Covid we have worked to ensure we provide a breadth of programming across the division. Our newly remodeled online/outreach program BRACE is fully accessed by high schools across the division.
- The convenience of online professional learning has been highlighted during Covid and we offer a wide range of opportunities for staff during and after school hours to support their learning needs.
- We continue to support and develop our administrator’s skills in classroom walk-throughs, quality feedback and supports for teacher growth.
- The collaborative response process continues to be the strategy we are building division wide to develop a broader bank of high quality teaching strategies to support all students.
- Continue to deepen the work and build staff and student capacity in support of mental health through our MHCB and FSLW team model and identified wellness team

4 Battle River School Division's education system is well governed and managed.

Outcomes					
Outcome Four: Battle River School Division's Education System is well governed and managed.					
Alberta Education Assurance Measure					
Parental Involvement – Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.					
Performance Measures	Results in Percentages				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall	77.2	75.8	75.8	76.7	75.2
Safe and Caring – Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.					
Performance Measures	Results in Percentages				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall	87.5	86.6	85.8	88.8	89.8
Lifelong Learning – Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.					
Performance Measures	Results in Percentages				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall	67.6	88.3	67.2	68.8	75.9
Work Preparation – The percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they graduate.					
Performance Measures	Results in Percentages				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall	80.1	78.5	78.1	80.7	79.7
School Improvement – Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.					
Performance Measures	Results in Percentages				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall	78.5	75.7	74.8	76.8	78.7

Comment on Results: Analysis and Action

- Increased communication at all levels has been very well received by our stakeholders over this past year. Although much of it was in response to Covid, we are now sending regular updates to parents about all of the work happening within the division.
- Community engagement, Council of School Councils, and increased communication during the spring have supported an increased understanding of the work we do in Battle River School Division to support student success.
- Ongoing communication from the Superintendent's Office, linked to each aspect of our Critical 2: Essential Reading for Administrators, Essential Reading for Staff and As the River Flows
- Schools are consistently utilizing a variety of contemporary tools and approaches to engage their school council and parent community to provide input into division and school decisions/directions

- Community engagement process to garnered stakeholder voice and next steps in moving BRSD forward
- Continued focus on school climate and culture through School Review Team Visits

Stakeholder Engagement



**School Councils
& Council of School Councils**



**SAVY (Student Advocacy &
Youth for Voice**



Division Feedback Surveys



School Review Meetings



School Board Engagement



ATA Liaison Meetings

Strengthened Direction for 2021 and Beyond

Our school division prides itself in being a learning organization and as we look to the future we know there are many areas in which we can build from both our strengths and improve upon weaknesses. Moving forward in the 2021-22 school year we will be using:

- PowerSchool as our student information platform. PowerSchool will also enhance our abilities to track and use division data to inform our work.
- IntelliMedia – Dossier Platform will enable us to create a Data Dashboard to support us in determining if our strategies are moving us closer to our goals.
- The Learning team expertise provide professional learning experiences and support in the areas of: collaborative response, curriculum, literacy and numeracy foundations, supporting diverse learning needs, social and emotional well-being and assessment.

Sharing Our Results

Every year Battle River School Division provides all of our communities with a four page newspaper insert that outlines key information from the past school year. Board members attend school council meetings to share board highlights and answer questions. School administrators share their school data and plans during these meetings. The division's Council of School Councils also provides a platform for communities to be updated on our results.

Links to the following documents on our school Division Website also provides information in greater detail:

BRSO Website [Battle River School Division: Home](#)

AERR/Three Year Plan 2019-22 <https://www.brsd.ab.ca/download/226244>

Enrolment Reports [Battle River School Division Enrollment – September 30, 2021](#)

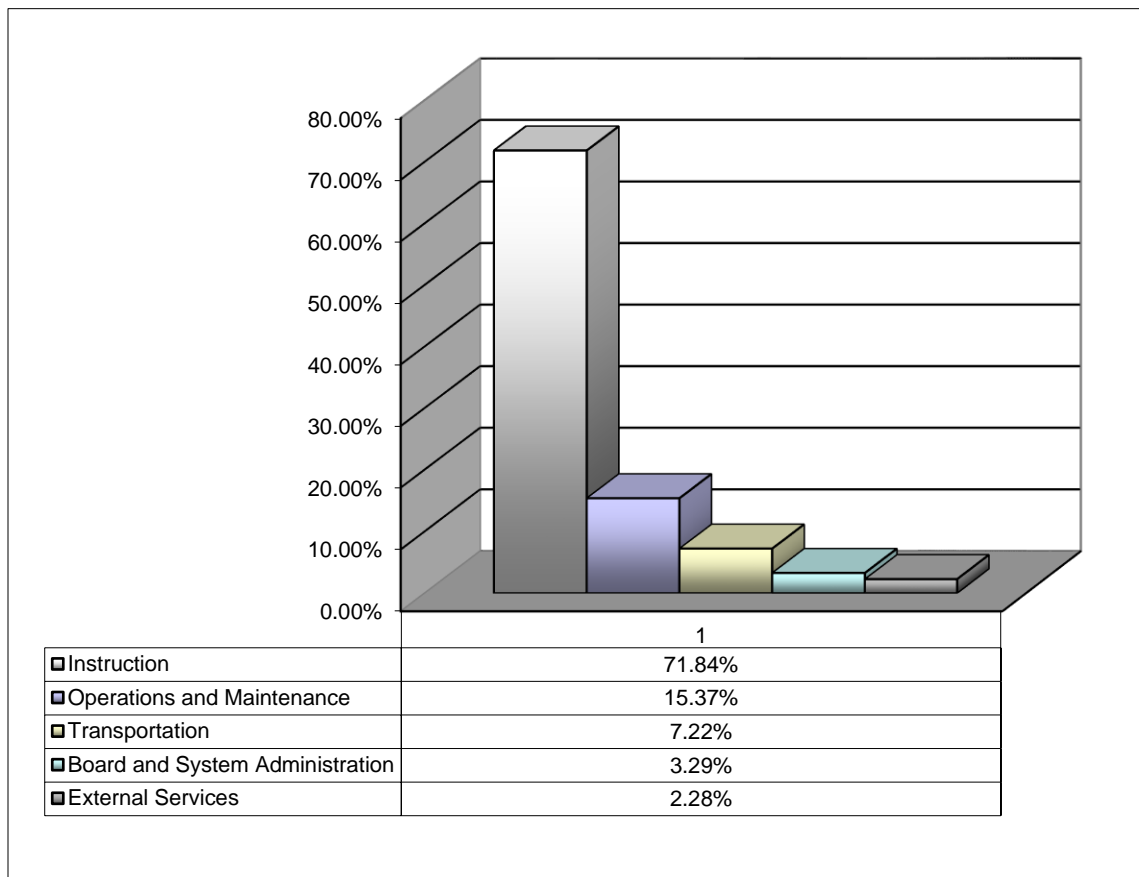


Summary of Financial Results 2020-2021

Revenue		
Alberta Government	\$ 73,183,244	94.07%
Other Revenue	4,616,355	5.93%
Total Revenue	\$ 77,799,599	100.00%

Expenditures		
Instruction	\$ 54,291,686	71.84%
Operations and Maintenance	11,614,924	15.37%
Transportation	5,456,724	7.22%
Board and System Administration	2,482,974	3.29%
External Services	1,726,442	2.28%
Total Expenditures	\$ 75,572,750	100.00%

Operating Surplus (Deficit)	\$ 2,226,849	
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Audited Financial Statements and summaries of School Generated Funds for the year ended August 31, 2021 are available on the Division website at: <https://www.brsd.ab.ca/our-division/reports-documents/reports>

Comparative information is available on the provinces website: <https://www.alberta.ca/k-12-education-financial-statements.aspx>

For further information regarding the financial information for Battle River School Division please contact the Secretary-Treasurer at 780-672-6131.

WhistleBlower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in the Annual Education Results Report. The Whistleblower Protection Act requires that we state the number of disclosures we have received for the 2020/21 year. BRSD has received zero disclosures for the 2020/21 year.

