



Annual Education Results Report

2023-24

Every Student, Every Day, a Success.

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.

The order of our priorities is not indicative of their importance.

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 and caring environment.
- Positive relationships build healthy, resilient students and staff.
- When a student is in need we will provide support.
- We will support every student to the best of our ability every day.
- All staff must be skilled, committed and dedicated to their own continuous learning.
- Optimal learning occurs when it is engaging, meaningful and active.

Table of Contents

Contents

Table of Contents	3
Board of Trustees	4
About Us.....	5
Our Schools	6
Our Map	7
Enrolment Trends.....	8
Challenges and Successes	10
Accountability and Assurance	15
Alberta Education Assurance Measures	17
Priority 1: Numeracy and Literacy	20
Priority 2: Optimal Learning and High Quality Teaching	32
Priority 3: Equity	37
Continuum of Supports	43
Financial Summary	45

Board of Trustees

Message from the Board Chair

On behalf of the Board of Trustees, it is my pleasure to present the Battle River School Division (BRSD) 2023-24 Annual Education Results Report (AERR).

BRSD is honoured to serve the students and families throughout our geographic region. Our schools play an important role within each of our communities and we value the partnership between our communities, families and schools.

This year's AERR provides a broad overview of our school division as well as a summary of the work completed in the division during the 2023-24 school year. The Alberta Assurance Measures data included in this report are based on surveys completed by parents, students and teachers.



Sincerely,

A handwritten signature in blue ink that reads "Patrick McFeely".

Patrick McFeely
Board Chair



Patrick McFeely
City of Camrose
Board Chair



Doug Algar
City of Camrose
Vice Chair



Lyle Albrecht
Beaver
County



Karen Belich
Camrose
County



Dwight Dibben
Flagstaff
County



Board of Trustees

Profile of School Authority

By the end of the 2023-24 school year, BRSD had completed its 29th full year of operation.

During the 2023-24 school year, BRSD served approximately 5,839 students in 32 schools/programs including 10 Hutterite Colony Schools, Battle River Centre for Alternative Learning, the Women's Shelter, Pre-K and French Immersion for grades K-12.

In BRSD, 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 47,961 people (based on 2021 population estimates from Alberta Municipal Affairs, 2023). Within our midst, we serve approximately 2,400 students in the City of Camrose.

In 2023-24, the division employed about 351 teachers and about 410 full- and part-time non-teaching staff. We operated a fleet of system-owned buses.

Approximately 3,700 students were safely transported over 10,950 kilometers of roads per day during the 2023-24 school year.



Our Vision: Every Student, Every Day, a Success.

Our 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.

Our Beliefs:

We believe:

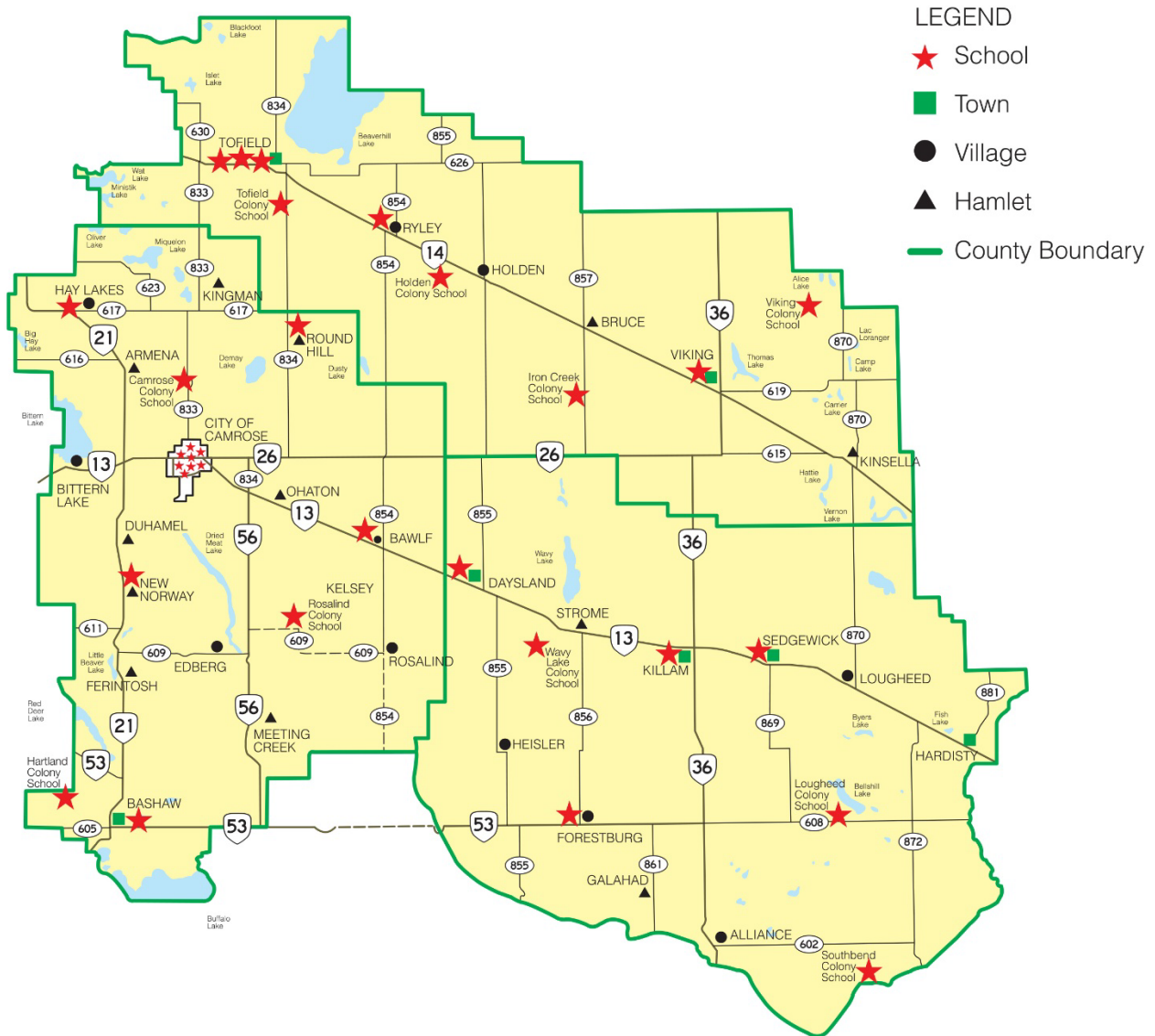
- Every student can learn.
- Our fundamental purpose is to promote student learning, growth and understanding.
- Everyone will be treated with dignity and respect in a safe, caring and inclusive environment.
- Positive relationships build healthy, resilient students and staff.
- When a student is in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

Our Schools

School Name	Grades	Location	Principal	Assistant Principal
Bashaw	K-12	Bashaw	Craig Dimond	Chelsea Niederlag
Battle River Alternative Centre for Education (BRACE)	1-12	Camrose	Mark Chanasyk	
Bawlf	K-12	Bawlf	April L'Heureux	Adam Troitsky
C.W. Sears	PreK-4	Tofield	Adam Madsen	Corina Doyle
Camrose Composite High (École)	9-12	Camrose	Shane Gau	Chad Kendall Paula Neuman Sandra Wills (Gr. 9)
Camrose Women's Shelter	1-12	Camrose	Mark Chanasyk	
Central High Sedgewick Public	1-12	Sedgewick	Richard Cowan	Madison Nickel
Charlie Killam (École)	6-8	Camrose	Andrea Gutmann	Donna Elaschuk Sabrina Heydorn
Chester Ronning	K-5	Camrose	Reid Lansing	Nathan Pederson
Daysland	K-12	Daysland	Wes Wilson	Jennifer Thomas
Forestburg	K-12	Forestburg	Calvin Anhorn	Tony Rice (Acting)
Hay Lakes	1-12	Hay Lakes	Lloyd MacKenzie	Karla Koleba
Jack Stuart	PreK-5	Camrose	Todd Sieben	Erica Easton
Killam Public	K-9	Killam	Keely Nelson	Janna Freadrich
New Norway	K-12	New Norway	Kelly Arial	Steven Searle
North Star Outreach	10-12	Tofield	Zenovia Lazaruik	
Round Hill	K-9	Round Hill	Brian Horbay	
Ryley	K-9	Ryley	Maria Schaade	
Sifton (École)	PreK-5	Camrose	Kathleen McLennan	Terry Kennedy
Sparling	PreK-5	Camrose	Jonathan Skinner	Denise Read
Tofield	5-12	Tofield	Zenovia Lazaruik	Karen Gartner Jennifer Erick (Acting)
Viking	K-12	Viking	Tracy Doerksen	

Colony Schools	K-10	Principal: Margaret Carlson
Camrose Colony		Rosalind Colony
Hartland Colony		Southbend Colony
Holden Colony		Tofield Colony
Iron Creek Colony		Viking Colony
Lougheed Colony		Wavy Lake Colony

Our Map

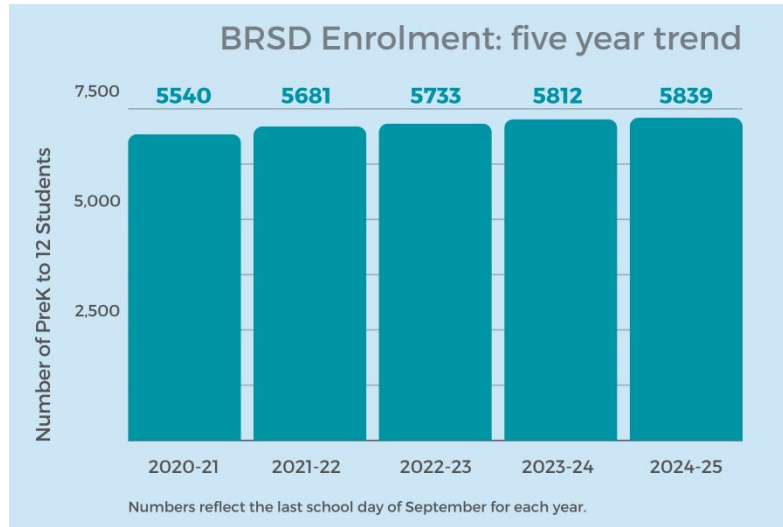


Sharing Our Results

Every year, BRSD 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 education plans during these meetings. The division's Council of School Councils also provides a platform for communities to be updated on our results. More data related to BRSD and school results is available on our school division and individual school websites.

[BRSD Reports](#): Three-year plans, AERR, enrolment reports, facilities reports, finance reports; general reports.

Enrolment Trends



School Name	2020-21 (covid)	2021-22	2022-23	2023-24	2024-25
Bashaw	225	229	244	246	265
Battle River Home Ed	22	29	22.5	26.2	32.3
Bawlf	287	295	304	309	304
BRACE	117	191	145	153	173
CW Sears	297	292	277	278	278
Camrose Colony	8	7	4	3	5
Camrose Composite High (École)	647	683	723	776	841
Central High Sedgewick Public	384	368	372.5	356.5	337.5
Charlie Killam (École)	510	450	461	480	481
Chester Ronning	261	302	301	310	318
Daysland	203	198	215	215	233
Forestburg	182	169	182	201	187

School Name	2020-21 (covid)	2021-22	2022-23	2023-24	2024-25
Hartland Colony	28	29	32	31	30
Hay Lakes	202	229	216	233	216
Holden Colony	27	13	13	14	13
Iron Creek Colony	5	5	8	10	14
Jack Stuart	264	263	283	291	279
Killam Public	170	165	162	157	141
Lougheed Colony	18	19	21	20	19
New Norway	213	211	199	197.3	181.2
North Star Outreach	36	36	13	19	26
Rosalind Colony	21	25	24	23	21
Round Hill	93	95	108	103	116
Ryley	141	141	123	106	104
Sifton (École)	297	287	283	314	308
Southbend Colony	14	9	10	9	10
Sparling	166	186	209	197	196
Tofield	401	446	479	452	438
Tofield Colony	15	18	13	14	14
Viking	255	265	254	237	226
Viking Colony	26	20	21	21	20
Wavy Lake Colony	5	6	6	7	9
Camrose Women's Shelter	0	0	5	3	3
BRSD Total	5540	5681	5733	5812	5839

**2024-25 numbers include BRSD Pre-K students

Challenges

Facilities

The average age of BRSD school buildings exceeds 50 years, presenting significant maintenance challenges. Keeping up with the costly repairs of aging infrastructure, such as roofs and mechanical equipment, is a constant struggle. Additionally, outdated systems like plumbing and electrical require frequent upgrades to ensure safety and compliance with modern standards. Balancing these needs with budget constraints makes the task even more daunting.

Human Resources

There are continued areas within the division where there is a struggle to find qualified applicants for positions, both with certified teaching staff and non-certified support staff. Specialized positions in areas such as Senior High Math and Sciences and in the areas of CTS, Educational Assistant positions and Colony positions take more time to fill or don't get filled at all in the required timeframe. In addition, there are instances where staff will work rurally for a few years but then choose to relocate to more urban centers due to a variety of reasons. With the diverse student needs within the division, there are also circumstances where applicants do not have the required medical or educational training for some positions which also creates some challenges for filling positions in a timely manner.

Student Support and Learning

Meeting the increasingly complex and diverse needs of our students requires effective, evidence-based approaches to inform and strengthen key practices, especially in supporting an inclusive environment and improving student attendance. The next steps call for continued thoughtful planning and adaptable educational strategies to support all learners and ensure their success. As BRSD prioritizes continued progress and success in math and numeracy, sourcing and vetting appropriate resources during the implementation of new curricula becomes critical. Addressing these challenges necessitates strategic planning and a commitment to adapting educational approaches to support all learners.

Technology

Implementing and maintaining safe and reliable technology solutions in K-12 school divisions presents some challenges. Inflation is a significant factor, as rising costs make it increasingly difficult for divisions to afford the purchase and maintenance of new equipment and services. Another growing concern is the increasing need to stay current with cybersecurity knowledge, mitigation tools, and recovery capabilities, as more connected technology in the division introduces vulnerabilities. This combination of financial, logistical, and security challenges makes the seamless integration of new technologies in classrooms a complex task.

Transportation

Transportation continues to face challenges with driver shortages and the difficulty of filling vacant routes, especially in our rural areas. Finding and retaining substitute drivers in these regions is also a significant struggle. Additionally, our aging fleet presents another major challenge. The high cost of bus replacements makes it difficult to address our current fleet deficit while also staying on track with regular purchases to keep our vehicles up-to-date and in reliable working condition.

Successes

Artificial Intelligence (AI)

In the 2023-24 school year, our school division made significant strides in integrating artificial intelligence into our educational framework. We dedicated part of our professional learning series to AI, featuring sessions with a leading expert in the field. Additionally, we formed a committee of teachers and administrators to develop an [AI framework](#) and a [student code of conduct](#). To ensure practicality and effectiveness, we gathered and incorporated feedback from our teachers on the draft document. This collaborative approach has positioned us to thoughtfully and effectively integrate AI into our schools.

Assurance

BRSD's planning and results reporting is a continuous improvement cycle, underscored by our strong partnership with the Board of Trustees. This relationship drives success for teachers, parents, and students. BRSD's review of our Spring 2024 assurance surveys from parents, teachers, and students, demonstrates the critical role of these annual surveys in providing essential stakeholder feedback for strategic and impactful planning.

Building Improvements

BRSD's Division Offices were relocated to 4302 38 Street in Camrose on March 21, 2024, upon completion of renovations at the site. The work included the move of office teams from two locations in the City of Camrose as well as the arrangement and assembly of furniture at the new office. This transition marks a strategic decision aimed at enhancing operational efficiency and the creation of meeting spaces to provide opportunities to host BRSD professional learning events and meetings.

A comprehensive exterior building envelope renovation for Viking School was completed in phases over two years (2022-2023). The final site review occurred in November 2023. The total cost of this project was \$2.9 million. These items on top of the day-to-day workload throughout the division were major accomplishments during the 2023-24 school year.

Communication

One area where we saw significant improvement and success was in our communication with both our school community and the local communities at large. From Division Office down to individual BRSD schools, we utilized multiple modalities and communication strategies to ensure everyone was kept informed and engaged. This comprehensive approach included regular updates on initiatives, important dates, celebrations, and the financial realities of BRSD. By fostering open and transparent communication, we strengthened our connection with the community and ensured a shared understanding of our goals and achievements.

Equity Work

Over the past year, BRSD has experienced noticeable opportunities in our work with equity, including authentic Indigenous learning interactions with Knowledge Keepers, Elders, and leadership groups, as well as two new Tipi raisings (Round Hill and Ecole Sifton School). BRSD also hosted a Round Dance at ECCHS in June. Our division has seen a significant increase in the number of student groups for QSA/LGBTQ+, driven by the promotion from both the division and individual schools and the commitment of our students. These inclusive and diverse groups have profoundly impacted the welcoming and caring nature of our schools, making a real difference for our students. This past year some elementary schools offered a Unified Games initiative, which promoted inclusion by bringing together athletes with and without disabilities. Every participant went home with a ribbon, celebrating their achievements and fostering a sense of community.

Finance

We are streamlining the bookkeeping of School Generated Funds by centralizing accounting operations for four schools, with five more to join in the fall of 2024. Implementing MyBudgetFile allows departments and schools to create and manage budgets more efficiently. We will continue to engage with administrators to discuss budget challenges, fostering understanding and exploring potential solutions.

Grants

We applied for and received financial support for Low Incidence Supports and Services (LISS), for Alberta Education's Mental Health in Schools pilot project and Literacy Intervention. This funding allows BRSD to provide more intentional support and equitable access for our students to access specialized services in the areas of BVI - Blind or Low Vision / Visual Impairment, DHH - Deaf or Hard of Hearing, CCN - Complex Communication Needs, and AAC - Augmentative or Alternative Communication.

Human Resources

BRSD Human Resources team was able to recruit a full complement of French Immersion teachers and French-speaking administrators to support the expanding student numbers at some grade levels and in some schools. The division was fortunate to receive approval for a CTS Bridge to Certification Grant to support the training of a Journeyman Carpenter to become a certified teacher. This is a two-year process. The HR team continues to attend career fairs and opportunities with post-secondary institutions including the University of Alberta, Concordia and Red Deer Polytechnic. There is also a focus on attracting more diversity of applicants to teaching positions including an equity statement on all job postings: *BRSD believes in equity, diversity and inclusion. We are committed to welcoming, respecting and valuing people for who they are as individuals, learning from their differences, embracing their uniqueness, and providing a positive workplace for all.*

Inclusion

BRSD has established collaborative response procedures where school staff plan for and develop strategies to support students within the school community. BRSD has a process where students, regardless of their community, have access to equitable support through our consultative services team. This is done through our continuum of support and services. Students can access universal strategies, and in some cases, may receive targeted and individualized service from our consultative team.

BRSD continues to support language skills and development for our students. For the past few years, we have displayed and referenced language coreboards in our early learning classrooms. We have extended these resources outside into our playgrounds for continued development of language beyond the classroom. By being sensitive and responsive to student needs and fostering inclusive communities, we are creating supportive environments, enhancing the sense of belonging for students.

Literacy and Numeracy

This year, our Division 1 (grades 1-3) achieved notable success in literacy and numeracy through data-informed strategies for all students. Battle River uses the results from our screening tests to create small-group interventions for below-benchmark students. By utilizing diverse resources and screeners, we effectively identified and supported student needs, fostering significant improvements in foundational skills and overall academic performance. Overall, timely interventions resulted in greater numbers of students achieving or exceeding benchmark scores.

Mental Health and Wellness

Mental Health Capacity Building (MHCB) has been instrumental in helping build student mental health capacity that supports the daily work of our Mental Health Capacity Builders. They target developmentally appropriate programming for students from Pre-K to Grade 12.

Critical Response is embedded within BRSD schools. All schools developed and implemented attendance plans which schools are being supported to further develop, providing continual attendance support. We are working to build the connections that students have to school and support families with attendance.

BRSD employs 10 Student Wellness Facilitators to support students with Social Emotional Learning and Interpersonal skills while providing encouragement and navigation to local agencies for student wellness support available within the community. In the 2023-2024 School Year, 527 referrals were made to community agencies. SWFs provide crisis support and grief management for schools and students during crises, under the direction of the Coordinator of Health and Wellness. This ensures timely external agency referrals for students who require additional support.

MHCB has had great success implementing "Connection 15" with BRSD schools. These activities, designed by MHCB and Wellness teams, promote belonging and student, staff and community connection.

MHCB hosted three Adulting 101-Pathways Forward events in Camrose, Tofield and Sedgewick. The events brought together community agencies and businesses to provide information and support students who are transitioning out of high school to post-secondary and adult life.

New Curricular Implementation

Teachers collaborated extensively to implement the new curricula in 4-6 English Language Arts and Literature 4-6, K-3 French Language Arts and Literature and 4-6 Mathematics. Staff across the division participated in three Professional Learning Series days, continuing the Family of Schools initiative to drive professional learning focused on delivering high-quality instruction and maximizing student learning outcomes. These collective efforts promoted an effective curriculum transition.

Off-Campus Education

Battle River offers students a variety of off-campus programs to enhance their education and prepare for future careers. Currently, 172 students participate in the Work Experience program, gaining hands-on, real-world skills as part of their education. In the Green Certificate Program, 14 students are developing agricultural skills while earning high school credits. The Registered Apprenticeship Program (RAP) supports 33 students in beginning trades apprenticeships while still in high school, offering them a head start on their careers. Additionally, 18 students are enrolled in Dual Credit courses, earning both high school and post-secondary credits in fields such as accounting, sports management, and veterinary technical assistance. BRSD actively promotes these opportunities through newsletters, social media, and collaboration with career counselors. The division also maintains a partnership with Olds and Lakeland Colleges.

Professional Learning

We have made a concerted effort to listen to our teachers' preferences for professional learning, ensuring their expertise and voices are respected in the process. By leveraging BRSD expertise, we have utilized our own teachers as field experts to facilitate sessions for their colleagues. This approach has garnered positive feedback through exit-slips. This professional learning approach not only provides relevant and practical learning opportunities but also fosters a culture of collaboration and mutual respect. By acknowledging and empowering our teachers to lead professional development, we strengthen our community and enhance the overall quality of education.

BRSD's Professional Learning Series (PLS) has become more diverse, focused, and responsive through teacher collaboration and input, with many sessions led by teachers to foster leadership and peer support. Each school had nine Early Dismissal afternoons, where staff engaged in activities such as literacy and numeracy strategies, student support planning, health training and technology workshops, all tailored to meet specific school needs. This targeted approach has empowered educators to implement the new curriculum effectively and support their colleagues, resulting in a more engaged, innovative teaching community and positive feedback from professional learning surveys.

Resources

BRSD improved teacher planning and instruction by purchasing and implementing new, high-quality math curriculum resources aligned to the new Mathematics K-6 curriculum and the existing 7-9 curriculum. We provided comprehensive support—including professional learning sessions, instructional coaching, and ongoing assistance—to ensure effective integration. This initiative equips our teachers with the tools and strategies needed to foster a deeper understanding of mathematics among students, ultimately enhancing their academic outcomes.

BRSD supported more literacy initiatives this past year. Sora is an award-winning digital reading app that empowers K-12 students to discover age-appropriate ebooks, audiobooks, and more. Sora usage has exploded with 2,449 hours of in-app reading in the 2023-24 school year, including over 541 hours during our summer months, helping to prevent the "summer slide." Our titles quadrupled to 4,532 audiobooks and ebooks, including hundreds of interactive read-along titles. Sora is used for pleasure reading, to support novel sets in English classes and for one-on-one support with students and support staff. Sora users averaged over 2.5 hours a month of Sora reading. BRSD is excited to continue developing and promoting this literacy resource.

Stakeholder Survey

Over the past year, BRSD engaged stakeholders by creating and sharing a new survey to inform our Education Plan. The survey was completed by over 270 individuals (parents, guardians, and staff) and gave division leadership invaluable information and insight into moving our division forward and setting in place our new Education Plan. This survey was instrumental in helping redefine our three priorities.

Student Voice

Our student group Student Advocacy & Voice for Youth (SAVY) is an essential part of our division. This year, we expanded SAVY to include two groups: grades 4-9 and grades 10-12. This expansion significantly enhances student voice, ensuring we hear and act upon our students' diverse perspectives and concerns. By engaging a broader age range, we are better equipped to address the topics that matter most to them, fostering a more inclusive and responsive educational environment. All students in BRSD also had the opportunity to provide feedback in our division-wide survey to set our priorities in our Education Plan.

Transportation

Through innovative bus routing strategies, we have successfully accommodated over 700 additional student riders without expanding our bus fleet or adding drivers. This increase follows Alberta Education's revised transportation eligibility, which shortened the distance requirement for student transportation. Despite these changes, the Camrose student transfer process continues to run smoothly. Thanks to effective recruitment and retention efforts, we minimized bus cancellations due to driver shortages.

Our "first-on, first-off" model ensures equitable ride times for students, and the transition to an online platform for transportation registration has streamlined the process. To ensure compliance with the National Safety Code, we hired a Transportation Safety Coordinator. Additionally, we held our first-ever joint meeting between administrators and bus drivers to discuss expectations, behavior management, bell times, and inclement weather protocols.

Technology

The Tech Department has successfully enhanced teaching and learning by providing up-to-date computing devices and well-maintained teaching displays, all connected to a secure enterprise network. Key achievements include implementing Soundfield systems in all K-6 classrooms, enhancing both student learning and teacher well-being by reducing vocal strain. Other successes include a full network redesign, the cleanup of iPads, the launch of a teaching displays evergreen program, and the consistent replacement of student and staff computing devices to ensure a seamless technology experience across the division.

Accountability Statement

The Annual Education Results Report for Battle River School Division for the 2023-24 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting 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 school authority can acquire the knowledge, skills and attitudes they need to be successful, contributing members of society.

The Annual Education Results Report for 2023-24 was approved by the Board on Nov. 28, 2024.



Patrick McFeely
Board Chair



Rhae-Ann Holoien
Superintendent of Schools

Alberta Education Assurance Measures Overall Summary

Provincial data shared in this report comes from the *Alberta Education Assurance Measure Results: Spring 2024 and Fall 2024 reports* and from our own school division data.

Overall, the provincial measures from the 2023-24 school year that are available to us, provide us with many measures of success:

- Over the past year, BRSD's Provincial Achievement Test results (Grades 6 and 9) and Diploma Exam results surpassed the previous three-year average in both the Acceptable Standard and Standard of Excellence.
- BRSD achieved a notable improvement in its three-year high school completion rate, increasing by nearly 8 percentage points from 75.6% to 83.5% within a single year.
- 76.7% of parents reported satisfaction with how students demonstrate active citizenship characteristics, marking a 3.5% increase from last year.
- 86.8% of teachers, parents, and students are satisfied with the overall quality of basic education, approaching the provincial average of 87.6%.
- 83.4% of teachers, parents, and students agree that their learning environments are welcoming, caring, respectful, and safe.
- 76.5% of parents, students, and teachers feel that students have access to appropriate supports and services at school, representing an overall increase of 1.3% from last year. Parent satisfaction specifically rose by 4.4%.
- The percentage of parents satisfied with their involvement in decisions about their child's education increased from 66.6% to 69.6%, a rise of 3% from last year.
- Satisfaction among teachers and parents that students demonstrate essential knowledge, skills, and attitudes for lifelong learning rose from 75.4% to 76.4% over the past year.
- Overall, 78% of parents, students, and teachers agree that programs for children at risk are accessible and timely. Parental satisfaction specifically increased from 67.1% to 71.5%, a 4.4% gain.
- In BRSD, 75.9% of Grade 12 students are eligible for a Rutherford Scholarship, compared to the provincial average of 70.7%.
- The percentage of parents, students, and teachers (86.8%) who feel students are safe, are learning to care for others, respect others, and are treated fairly remained consistent with last year's result of 86.7%.
- The percentage of parents, students, and teachers (74.5%) who believe their school or the jurisdiction's schools have improved or stayed the same over the last three years increased, with a 7.7% rise in positive responses from parents.

- The percentage of First Nation, Métis, Inuit students who achieved the Acceptable Standard on Grade 9 Provincial Achievement Tests increased from 34.6% to 52.3%, an increase of 17.7%.
- The 3-Year High School Completion Rate for English as an Additional Language students increased from 16.9% to 66.7%; an increase of 49.8%.
- BRSD saw a significant increase in parent participation in the Alberta Education Assurance Measures survey, with 343 parents responding this year—a 53% increase from previous participation rates.

Through hard work and a shared commitment to student success, BRSD achieved notable progress this year, with gains in provincial test scores, high school completion rates, and satisfaction across stakeholders in key areas such as citizenship, quality of education, and safe, supportive learning environments. Our division's efforts also led to increased parental involvement and engagement, reflecting the dedication of our entire school community to fostering positive, inclusive educational experiences.

As we transition to our new priorities—Learning Success for All, Enhance High Quality Learning and Working Environments, and Well-Being—BRSD remains deeply committed to our vision: Every Student, Every Day, a Success. Building on our previous focus on Literacy and Numeracy, High Quality Teaching, Optimum Learning, and Equity, we are dedicated to ensuring that every student achieves the highest standards in an inclusive, supportive environment.

Universal, Targeted, and Individualized supports are available to all our BRSD students. We support schools and students as appropriate, and that support may vary from school to school and student to student as per the circumstances.

Tables 1 and 2 provide information related to all students. Table 3 provides information related to our Indigenous students. Table 4 provides information related to our English as an Additional Language students.

Alberta Education Assurance Measures

Fall 2024 Required Alberta Education Assurance Measures Overall Summary

Table 1: Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Battle River School Division			Alberta			Measure Average		
		Current Result	Prev Year Results	Prev 3 Year Average	Current Result	Prev Year Results	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	81.9	82.3	82.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	77.3	76.8	78.1	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	3-year High School Completion	83.5	75.6	82.5	80.4	80.7	82.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	87.7	90.0	88.4	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	64.0	60.7	60.7	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	13.8	9.6	9.6	19.8	18.0	18.0	Intermediate	Improved	Good
	PAT9: Acceptable	61.7	57.5	57.5	62.5	62.6	62.6	Very Low	Improved	Issue
	PAT9: Excellence	12.2	10.4	10.4	15.4	15.5	15.5	Low	Maintained	Issue
	Diploma: Acceptable	67.9	67.6	67.6	81.5	80.3	80.3	Very Low	Maintained	Concern
	Diploma: Excellence	7.9	7.7	7.7	22.6	21.2	21.1	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	86.8	87.0	86.9	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.4	83.3	84.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	76.5	75.2	75.8	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	76.3	75.2	74.3	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

Table 2: Supplemental Alberta Education Assurance Measures - Overall Summary

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
Diploma Exam Participation Rate (4+ Exams)	57.6	3.2	n/a	52.7	3.5	n/a	Intermediate	n/a	n/a
Drop Out Rate	3.5	1.7	2.3	2.5	2.5	2.4	High	Declined Significantly	Issue
In-Service Jurisdiction Needs	73.0	70.7	74.2	81.1	82.2	83.0	Very Low	Maintained	Concern
Lifelong Learning	76.4	75.4	76.3	79.9	80.4	80.7	High	Maintained	Good
Program of Studies	79.5	80.5	79.9	82.8	82.9	82.9	High	Maintained	Good
Program of Studies – At Risk Students	78.0	76.5	77.3	80.6	81.2	81.5	Very Low	Maintained	Concern
Rutherford Scholarship Eligibility Rate	75.9	76.6	72.9	70.7	71.9	70.0	Very High	Improved	Excellent
Safe and Caring	86.8	86.7	87.6	87.1	87.5	88.1	High	Maintained	Good
Satisfaction with Program Access	69.5	69.6	70.4	71.9	72.9	72.7	Low	Maintained	Issue
School Improvement	74.5	73.8	72.3	75.8	75.2	74.7	Intermediate	Improved	Good
Transition Rate (6 yr)	55.6	54.4	56.4	60.1	59.7	60.0	Intermediate	Maintained	Acceptable
Work Preparation	80.1	79.3	80.1	82.8	83.1	84.0	High	Maintained	Good

Table 3: Required Alberta Education Assurance Measures - Overall Summary for First Nations, Metis, Inuit (FNMI) - Fall 2024

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	54.5	63.7	71.8	58.6	57.0	59.5	Very Low	Declined	Concern
	5-year High School Completion	72.9	75.5	67.6	69.4	71.3	69.1	Low	Maintained	Issue
	PAT6: Acceptable	48.4	37.5	37.5	48.7	45.3	45.3	Very Low	Maintained	Concern
	PAT6: Excellence	6.5	12.5	12.5	7.3	6.5	6.5	Very Low	Maintained	Concern
	PAT9: Acceptable	52.3	34.6	34.6	41.4	39.4	39.4	Very Low	Improved	Issue
	PAT9: Excellence	9.4	6.7	6.7	6.1	5.3	5.3	Very Low	Maintained	Concern
	Diploma: Acceptable	59.3	64.6	64.6	76.9	74.8	74.8	Very Low	Maintained	Concern
	Diploma: Excellence	1.8	6.2	6.2	11.8	11.3	11.3	Very Low	Maintained	Concern
Teaching & Leading	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 (WCRSLE)	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

Table 4: Required Alberta Education Assurance Measures - Overall Summary for English as an Additional Language (EAL) Learners - Fall 2024

Assurance Domain	Measure	Battle River School Division (EAL)			Alberta (EAL)			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	66.7	16.9	34.3	72.0	72.8	76.7	Low	Improved	Acceptable
	5-year High School Completion	*	35.3	53.1	88.1	88.7	87.2	-	-	-
	PAT6: Acceptable	38.5	59.3	59.3	64.6	65.4	65.4	Very Low	Declined	Concern
	PAT6: Excellence	0.0	7.4	7.4	16.5	15.7	15.7	Very Low	Declined	Concern
	PAT9: Acceptable	60.0	46.4	46.4	52.7	55.3	55.3	Very Low	Maintained	Concern
	PAT9: Excellence	7.1	3.6	3.6	10.1	11.0	11.0	Very Low	Maintained	Concern
	Diploma: Acceptable	43.1	31.8	31.8	66.3	67.1	67.1	Very Low	Maintained	Concern
	Diploma: Excellence	7.8	0.0	0.0	14.9	13.8	13.8	Very Low	Maintained	Concern
Teaching & Learning	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 (WCRSLE)	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

Achievement Evaluation

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 – 66.30	66.30 – 71.63	71.63 – 77.50	77.50 – 81.08	81.08 – 100.0
3-year High School Completion	0.00 – 65.95	65.95 – 74.10	74.10 – 84.79	84.79 – 89.00	89.00 – 100.0
5-year High School Completion	0.00 – 72.59	72.59 – 80.82	80.82 – 89.18	89.18 – 91.96	91.96 – 100.0
PAT: Acceptable	0.00 – 66.07	66.07 – 70.32	70.32 – 79.81	79.81 – 84.64	84.64 – 100.00
PAT: Excellence	0.00 – 9.97	9.97 – 13.44	13.44 – 19.56	19.56 – 25.83	25.83 – 100.00
Diploma: Acceptable	0.00 – 71.45	71.45 – 78.34	78.34 – 84.76	84.76 – 87.95	87.95 – 100.0
Diploma: Excellence	0.00 – 9.55	9.55 – 12.59	12.59 – 19.38	19.38 – 23.20	23.20 – 100.00
Education Quality	0.00 – 80.94	80.94 – 84.23	84.23 – 87.23	87.23 – 89.60	89.60 – 100.00
Parental Involvement	0.00 – 70.76	70.76 – 74.58	74.58 – 78.50	78.50 – 82.30	82.30 – 100.00

Improvement Table

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 – 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 – 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Notes regarding data displayed in charts throughout

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Achievement Evaluation

Achievement evaluation is based upon a comparison of current year data to a set of standards that remain consistent over time. The standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year, allowing for consistent planning and evaluation.

The first table on page 18 shows the range of values defining the five achievement evaluation levels for each measure.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the current year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation, making improvement evaluation fair across jurisdictions of different sizes.

The second table on page 18 shows the definition of the five improvement evaluation levels based on the chi-square result.

Overall Evaluation Table

The overall evaluation combines the achievement evaluation and the improvement evaluation. The third table on page 18 illustrates how the achievement and improvement evaluations are combined to get the overall evaluation.

Local Measures: What is measured?

As you look through this report you will see that there are many different measures including exam results, high school completion rates, Safe and Caring measures, data specific to our First Nations, Métis and Inuit students, as well as our English as an Additional Language (EAL) learners.

Local Measures: What is “local data”?

Local data is evidence collected by schools and by divisions and used, along with our Alberta Education data, to illustrate what is happening in our schools. This includes items like results from testing students' reading or mathematics skills.

Stakeholder Engagement

Over the past year, BRSD endeavored to work with students, parents and staff. This process included:

- School Councils and Division Council of School Councils
- Parent/Teacher/Student Led Conferences
- Student Advocacy & Youth for Voice (SAVY)
- Division Feedback Surveys:
 - Human Resources Organizational Health Survey
 - BRSD Stakeholder Survey
- School Review Meetings
- School Board Engagement
- ATA Liaison Meetings

Priority 1: Numeracy and Literacy

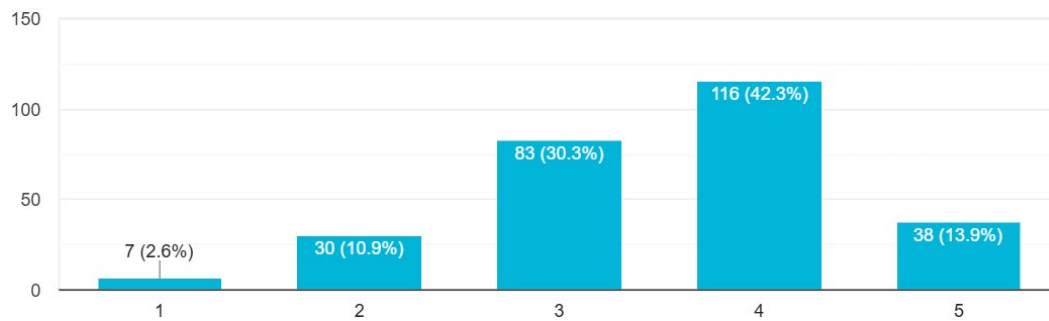
Division Goal: All Students will improve in literacy and numeracy.

In Spring 2024, Battle River asked stakeholders the following question on our Satisfaction Survey:

How well are BRSD schools meeting priority #1 outlined in the AERR and the Three Year Education Plan?



Responses were overwhelmingly positive:



Assurance Domains

Student Growth and Achievement: The ongoing progress of students’ learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning: Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

Results: Evidence and Measures Used

Local Numeracy Measures - All Students	
Numeracy	
MIPI (Math Intervention Programming Instrument)	BRSD %
Grade 4 division overall average on MIPI	65.1
Grade 5 division overall average on MIPI	63.9
Grade 6 division overall average on MIPI	64.3
Grade 7 division overall average on MIPI	59.6
Grade 8 division overall average on MIPI	57.5
Grade 9 division overall average on MIPI	52.7
Grade 10 division overall average on MIPI	54.6

First Nations, Métis, Inuit Students (FNMI)	
Numeracy	
MIPI (Math Intervention Programming Instrument)	BRSD %
Grade 4 division overall average on MIPI	61
Grade 5 division overall average on MIPI	62.3
Grade 6 division overall average on MIPI	53.2
Grade 7 division overall average on MIPI	54.3
Grade 8 division overall average on MIPI	48
Grade 9 division overall average on MIPI	48.4

Local Literacy Data - Elementary Literacy Intervention Data

September 2023				June 2024			
CC3 Overall Performance	Student Responses	At-Risk Count	At-Risk %	Student Responses	At-Risk Count	At-Risk %	Approx. Months Behind
Grade 1				267	57	21.3	-3
Grade 2	410	84	20.5	230	68	29.5	-7
Grade 3	391	85	21.7	240	68	28.3	-4.5
LeNS	Student Responses	At-Risk Count	At-Risk %	Student Responses	At-Risk Count	At-Risk %	
Grade 1				261	79	30.2	
Grade 2	408	100	24.5	257	73	28.4	
Grade 3							

The CC3 test helps find out what kind of reading problems a student might have. It tests whether a student can remember and say common and irregular words like "take", "hand", "island", "cough" and can say made-up words like "norf", "framp", "gurve", that don't have any meaning.

The LeNS test checks if a student knows basic phonics, which are needed to learn to read independently. It tests the student's knowledge of how to say single letters and letter combinations like "n", "d", "e", "ch", "ay", "oa", "oy".

Local Numeracy Data - Elementary Numeracy Intervention Data

September 2023				June 2024			
Alberta Ed Screener	Student Responses	At-Risk Count	At-Risk %	Student Responses	At-Risk Count	At-Risk %	Supports/ Interventions
Grade 1				364	25	6.0	Universal
Grade 2	309	119	27.0	87	33	8.0	Universal
Grade 3	414	242	58.0	148	92	22.0	Universal

The EICS Screener was used for grades 1-3. This measured students overall understanding in the strand of number. Months behind data is not available; interventions and supports are based upon exam cut scores for each grade: <25% Intensive Individualized Support; >25%-<40% Targeted Supports; >40% Universal Supports.

PROVINCIAL ACHIEVEMENT TESTS

Grade 6 Provincial Achievement Test Results by Number Enrolled Measure History

Grade 6 PAT Results by Number Enrolled Measure History													
	Battle River School Division					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	407	427	400	n/a	n/a	n/a	n/a	n/a	56,482	57,655	60,804
Acceptable Standard %	n/a	n/a	63.9	60.7	64.0	Low	Maintained	Issue	n/a	n/a	67.8	66.2	68.5
Standard of Excellence %	n/a	n/a	13.5	9.6	13.8	Intermediate	Improved	Good	n/a	n/a	20.1	18.0	19.8

Grade 9 Provincial Achievement Test Results by Number Enrolled Measure History

Grade 9 PAT Results by Number Enrolled Measure History													
	Battle River School Division					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	473	448	452	n/a	n/a	n/a	n/a	n/a	53,039	57,925	60,682
Acceptable Standard %	n/a	n/a	57.7	57.5	61.7	Very Low	Improved	Issue	n/a	n/a	62.9	62.6	62.5
Standard of Excellence %	n/a	n/a	9.5	10.4	12.2	Low	Maintained	Issue	n/a	n/a	16.8	15.5	15.4

PAT Course by Course Results by Number Enrolled

PAT Course by Course Results by Number Enrolled													
		Results (in percentages)										Target	
		2020		2021		2022		2023		2024		2025	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	n/a	n/a	n/a	n/a	75.2	12.8	72.8	9.2	n/a	n/a	75	12
	Province	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4	n/a	n/a		
French Language Arts 6 année	Authority	n/a	n/a	n/a	n/a	32.1	3.6	42.5	7.5	29.2	0.0	60	10
	Province	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5	69.9	9.3		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	n/a	n/a	n/a	n/a	83.0	20.2	78.9	19.4	80.4	18.5		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	61.7	6.9	62.7	8.7	n/a	n/a	65	10
	Province	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9	n/a	n/a		
Science 6	Authority	n/a	n/a	n/a	n/a	69.8	21.6	60.0	17.8	66.3	17.9	70	20
	Province	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8	68.8	24.8		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	63.9	13.5	60.7	9.6	64.0	13.8	70	15
	Province	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8		
English Language Arts 9	Authority	n/a	n/a	n/a	n/a	63.9	6.5	65.8	8.1	68.4	7.6	70	10
	Province	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8		
K&E English Language Arts 9	Authority	n/a	n/a	n/a	n/a	50.0	12.5	n/a	n/a	*	*	55	15
	Province	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7	49.6	5.6		
French Language Arts 9 année	Authority	n/a	n/a	n/a	n/a	52.0	0.0	59.1	0.0	84.2	10.5	85	15
	Province	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9	76.6	10.6		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	n/a	n/a	n/a	n/a	80.0	25.0	81.6	22.3	83.1	19.7		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	41.7	8.2	47.1	7.9	48.0	9.4	55	12
	Province	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0		
K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	50.0	12.5	n/a	n/a	*	*	55	15
	Province	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3	52.2	9.9		
Science 9	Authority	n/a	n/a	n/a	n/a	65.2	15.1	65.0	14.3	70.5	18.8	72	20
	Province	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8		
K&E Science 9	Authority	n/a	n/a	n/a	n/a	62.5	12.5	n/a	n/a	*	*	65	15
	Province	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9	52.3	8.9		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	60.7	8.4	52.0	11.8	60.3	13.7	65	15
	Province	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8		
K&E Social Studies 9	Authority	n/a	n/a	n/a	n/a	37.5	12.5	n/a	n/a	*	*	50	15
	Province	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6	50.4	11.3		

Notes provided on the following page.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

PAT Results Course by Course Summary by Number Enrolled with Measure Evaluation

Course		Measure		Battle River School Division						Alberta				
				Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	Very Low	Declined	Concern	24	29.2	40	42.5	1,870	69.9	3,131	77.6		
	Standard of Excellence	Very Low	Declined	Concern	24	0.0	40	7.5	1,870	9.3	3,131	12.5		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4		
Science 6	Acceptable Standard	Low	Improved	Acceptable	374	66.3	427	60.0	53,806	68.8	54,859	66.7		
	Standard of Excellence	Intermediate	Maintained	Acceptable	374	17.9	427	17.8	53,806	24.8	54,859	21.8		
Social Studies 6	Acceptable Standard	Low	Maintained	Issue	400	64.0	427	60.7	60,804	68.5	57,655	66.2		
	Standard of Excellence	Intermediate	Improved	Good	400	13.8	427	9.6	60,804	19.8	57,655	18.0		
English Language 9	Acceptable Standard	Low	Maintained	Issue	449	68.4	445	65.8	59,096	69.5	56,255	71.4		
	Standard of Excellence	Low	Maintained	Issue	449	7.6	445	8.1	59,096	11.8	56,255	13.4		
K&E English Language Arts 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	1,465	49.6	1,254	50.2		
	Standard of Excellence	*	*	*	3	*	n/a	n/a	1,465	5.6	1,254	5.7		
French Language Arts 9 année	Acceptable Standard	Intermediate	Improved	Good	19	84.2	22	59.1	3,308	76.6	3,215	76.1		
	Standard of Excellence	Intermediate	Improved	Good	19	10.5	22	0.0	3,308	10.6	3,215	10.9		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3		
Mathematics 9	Acceptable Standard	Very Low	Maintained	Concern	448	49.0	444	47.1	58,577	52.7	55,447	54.4		
	Standard of Excellence	Low	Maintained	Issue	448	9.4	444	7.9	58,577	14.0	55,447	13.5		
K&E Mathematics 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	1,967	52.2	1,815	52.7		
	Standard of Excellence	*	*	*	3	*	n/a	n/a	1,967	9.9	1,815	11.3		
Science 9	Acceptable Standard	Intermediate	Improved	Good	447	70.5	448	65.0	59,072	67.6	56,311	66.3		
	Standard of Excellence	Very High	Improved	Excellent	447	18.8	448	14.3	59,072	20.8	56,311	20.1		
K&E Science 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	1,411	52.3	1,197	52.9		
	Standard of Excellence	*	*	*	3	*	n/a	n/a	1,411	8.9	1,197	10.9		
Social Studies 9	Acceptable Standard	Low	Improved Significantly	Good	446	60.3	448	52.0	59,125	60.5	56,309	58.4		
	Standard of Excellence	Intermediate	Maintained	Acceptable	446	13.7	448	11.8	59,125	15.8	56,309	15.9		
K&E Social Studies 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	1,351	50.4	1,140	49.6		
	Standard of Excellence	*	*	*	3	*	n/a	n/a	1,351	11.3	1,140	10.6		

PAT Results Course by Course Summary by Number Enrolled with Measure Evaluation - English as an Additional Language Learners

Course		Measure		Battle River School Division (EAL)						Alberta (EAL)				
				Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	110	74.5	188	75.5		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	110	12.7	188	13.8		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77	75.3	79	65.8		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77	11.7	79	10.0		
Science 6	Acceptable Standard	Very Low	Declined	Concern	25	52.0	27	74.1	10,323	63.8	9,728	64.7		
	Standard of Excellence	Very Low	Maintained	Concern	25	0.0	27	3.7	10,323	18.4	9,728	17.2		
Social Studies 6	Acceptable Standard	Very Low	Declined	Concern	26	38.5	27	59.3	11,278	16.5	10,098	65.4		
	Standard of Excellence	Very Low	Declined	Concern	26	0.0	27	704	11,278	16.5	10,098	15.7		
English Language Arts 9	Acceptable Standard	Very Low	Maintained	Concern	17	58.8	14	42.9	7,249	56.9	6,969	62.2		
	Standard of Excellence	Very Low	Maintained	Concern	17	0.0	14	0.0	7,249	5.4	6,969	6.6		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	150	46.7	149	34.9		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	150	4.0	149	1.3		
French Language Arts 9 année	Acceptable Standard	*	*	*	2	*	n/a	n/a	174	67.8	194	71.1		
	Standard of Excellence	*	*	*	2	*	n/a	n/a	174	9.2	194	11.3		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	60.8	84	64.3		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	7.6	84	11.9		
Mathematics 9	Acceptable Standard	Low	Maintained	Issue	17	52.9	14	42.9	7,201	11.5	6,930	50.1		
	Standard of Excellence	Very Low	Declined	Concern	17	0.0	14	701	7,201	11.5	6,930	12.0		
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	197	49.7	177	39.5		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	197	12.2	177	5.6		
Science 9	Acceptable Standard	High	Improved	Good	17	76.5	14	57.1	7,236	57.7	6,975	59.4		
	Standard of Excellence	Very High	Improved	Excellent	17	23.5	14	7.1	7,236	14.2	6,975	15.0		
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	146	41.1	151	33.1		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	146	5.5	151	3.3		
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	17	52.9	14	42.9	7,249	49.4	6,983	50.4		
	Standard of Excellence	Very Low	Maintained	Concern	17	5.9	14	0.0	7,249	9.6	6,983	11.0		
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	135	44.4	137	39.4		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	135	7.4	137	1.5		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year-average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

PAT Results Course by Course Summary by Number Enrolled with Measure Evaluation (FNMI)

Course		Measure		Battle River School Division (FNMI)						Alberta (FNMI)				
				Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	*	*	*	1	*	n/a	n/a	102	56.9	132	65.9		
	Standard of Excellence	*	*	*	1	*	n/a	n/a	102	2.9	132	5.3		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	57.1	16	81.3		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	0.0	16	31.3		
Science 6	Acceptable Standard	Very Low	Maintained	Concern	31	48.4	24	41.7	3,851	51.4	3,990	46.0		
	Standard of Excellence	Intermediate	Maintained	Acceptable	31	19.4	24	12.5	3,851	12.3	3,990	9.0		
Social Studies 6	Acceptable Standard	Very Low	Maintained	Concern	31	48.4	24	37.5	4,556	48.7	4,332	45.3		
	Standard of Excellence	Very Low	Maintained	Concern	31	6.5	24	12.5	4,556	7.3	4,332	6.5		
English Language Arts 9	Acceptable Standard	Very Low	Improved	Issue	37	56.8	26	42.3	4,465	49.5	4,375	49.2		
	Standard of Excellence	Very Low	Maintained	Concern	37	5.4	26	3.8	4,465	4.7	4,375	4.4		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	388	42.8	297	43.8		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	388	4.9	297	3.7		
French Language Arts 9 année	Acceptable Standard	*	*	*	1	*	n/a	n/a	160	63.8	136	65.4		
	Standard of Excellence	*	*	*	1	*	n/a	n/a	160	5.6	136	4.4		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	79.2	20	75.0		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	12.5	20	10.0		
Mathematics 9	Acceptable Standard	Very Low	Improved	Issue	37	37.8	26	19.2	4,361	28.7	4,197	28.7		
	Standard of Excellence	Very Low	Maintained	Concern	37	5.4	26	7.7	4,361	4.8	4,197	3.8		
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	485	43.7	440	48.9		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	485	6.2	440	11.1		
Science 9	Acceptable Standard	Intermediate	Improved	Good	37	64.9	26	46.2	4,477	46.0	4,380	42.1		
	Standard of Excellence	High	Maintained	Good	37	13.5	26	7.7	4,477	8.5	4,380	7.1		
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	373	46.6	281	48.4		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	373	7.2	281	8.2		
Social Studies 9	Acceptable Standard	Very Low	Improved	Issue	37	48.6	26	30.8	4,498	39.0	4,393	34.1		
	Standard of Excellence	Intermediate	Maintained	Acceptable	37	13.5	26	7.7	4,498	6.3	4,393	4.9		
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	351	46.2	262	45.4		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	351	9.4	262	7.3		

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
- Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year-average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

DIPLOMA EXAMS

Diploma Examination Results by Students Writing Measure History

	Battle River School Division					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	508	537	600	n/a	n/a	n/a	n/a	n/a	58,444	67,294	72,444
Acceptable Standard %	n/a	n/a	67.6	67.6	67.9	Very Low	Maintained	Concern	n/a	n/a	75.2	80.3	81.5
Standard of Excellence %	n/a	n/a	8.8	7.7	7.9	Very Low	Maintained	Concern	n/a	n/a	18.2	21.2	22.6

Diploma Examination Results with Measure Details

Diploma Exam Course by Course Results by Students Writing		Results (in percentages)										Target	
		2020		2021		2022		2023		2024		2025	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	71.6	3.5	76.7	2.2	83.8	2.1	85	8
	Province	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1		
English Lang Arts 30-2	Authority	n/a	n/a	n/a	n/a	83.0	8.5	91.0	6.0	82.9	9.5	85	10
	Province	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9		
French Language Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	100.0	0.0	*	*	70	10
	Province	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1	95.3	8.6		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	98.8	44.2	99.2	30.7	99.4	26.3		
Mathematics 30-1	Authority	n/a	n/a	n/a	n/a	47.8	7.5	52.6	7.8	51.7	10.8	60	15
	Province	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0	75.4	34.9		
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	48.0	5.3	47.4	6.5	46.7	5.9	65	10
	Province	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	78.9	7.9	67.7	3.2	73.1	6.7	75	10
	Province	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	68.6	2.9	77.0	5.9	68.8	5.4	75	10
	Province	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7		
Biology 30	Authority	n/a	n/a	n/a	n/a	63.6	13.2	67.7	16.7	66.0	12.2	70	15
	Province	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	61.6	14.0	64.6	16.7	65.9	13.8	68	15
	Province	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0	82.9	38.0		
Physics 30	Authority	n/a	n/a	n/a	n/a	76.6	23.4	54.1	3.3	66.7	14.4	68	15
	Province	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1		
Science 30	Authority	n/a	n/a	n/a	n/a	62.5	6.3	59.1	10.2	48.0	4.1	65	20
	Province	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1	81.3	24.6		

Diploma Examination Results Course by Course Summary with Measure Evaluation

Course	Measure	Battle River School Division							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Low	Improved	Acceptable	234	83.8	223	76.7	33,001	84.2	31,493	83.7
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	234	2.1	223	2.2	33,001	10.1	31,493	10.5
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Low	Declined Significantly	Concern	158	82.9	133	91.0	19,219	85.7	17,112	86.2
	Diploma Examination Standard of Excellence	Intermediate	Improved	Good	158	9.5	133	6.0	19,219	12.9	17,112	12.7
French Language Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	5	*	13	100.0	1,200	95.3	1,236	93.1
	Diploma Examination Standard of Excellence	*	*	*	5	*	13	0.0	1,200	8.6	1,236	6.1
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	99.4	127	99.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	26.3	127	30.7
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	120	51.7	116	52.6	21,035	75.4	19,763	70.8
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	120	10.8	116	7.8	21,035	34.9	19,763	29.0
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	135	46.7	154	47.4	15,676	70.9	14,418	71.1
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	135	5.9	154	6.5	15,676	15.4	14,418	15.2
Social Studies 30-1	Diploma Examination Acceptable Standard	Low	Improved	Acceptable	208	73.1	220	67.7	25,167	85.2	24,023	83.5
	Diploma Examination Standard of Excellence	Low	Improved	Acceptable	208	6.7	220	3.2	25,167	18.7	24,023	15.9
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	Declined	Concern	186	68.8	135	77.0	23,985	77.6	21,045	78.1
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	186	5.4	135	5.9	23,985	12.7	21,045	12.3
Biology 30	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	188	66.0	192	67.7	24,414	83.1	23,270	82.7
	Diploma Examination Standard of Excellence	Low	Declined	Issue	188	12.2	192	16.7	24,414	33.7	23,270	32.8
Chemistry 30	Diploma Examination Acceptable Standard	Low	Maintained	Issue	138	65.9	144	64.6	19,955	82.9	18,364	80.5
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	138	13.8	144	16.7	19,955	38.0	18,364	37.0
Physics 30	Diploma Examination Acceptable Standard	Low	Improved	Acceptable	90	66.7	61	54.1	9,955	85.1	9,241	82.3
	Diploma Examination Standard of Excellence	Low	Improved Significantly	Good	90	14.4	61	3.3	9,955	43.1	9,241	39.9
Science 30	Diploma Examination Acceptable Standard	Very Low	Declined	Concern	98	48.0	88	59.1	8,439	81.3	8,007	79.4
	Diploma Examination Standard of Excellence	Low	Declined	Issue	98	4.1	88	10.2	8,439	24.6	8,007	23.1

Diploma Results Course by Course Summary by Number Enrolled with Measure Evaluation (FNMI)

Course		Battle River School Division (FNMI)								Alberta (FNMI)			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
English Lang Arts 30-1	Acceptable Standard	Low	Improved	Acceptable	13	84.6	11	54.5	1,402	81.7	1,286	78.3	
	Standard of Excellence	Very Low	Maintained	Concern	13	0.0	11	0.0	1,402	6.9	1,286	6.1	
English Lang Arts 30-2	Acceptable Standard	Very Low	Declined	Concern	22	68.2	9	88.9	2,010	86.0	1,833	86.5	
	Standard of Excellence	Very Low	Maintained	Concern	22	0.0	9	0.0	2,010	10.8	1,833	9.9	
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36	88.9	37	83.8	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36	0.0	37	2.7	
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	*	n/a	n/a	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	*	n/a	n/a	
Mathematics 30-1	Acceptable Standard	*	*	*	4	*	n/a	n/a	634	64.4	566	60.6	
	Standard of Excellence	*	*	*	4	*	n/a	n/a	634	17.0	566	15.0	
Mathematics 30-2	Acceptable Standard	n/a	Maintained	n/a	11	45.5	7	42.9	785	64.8	742	65.8	
	Standard of Excellence	n/a	Declined	n/a	11	0.0	7	14.3	785	10.1	742	12.1	
Social Studies 30-1	Acceptable Standard	Very Low	Maintained	Concern	10	60.0	9	77.8	1,071	79.1	986	73.0	
	Standard of Excellence	Intermediate	Maintained	Acceptable	10	10.0	9	11.1	1,071	10.6	986	8.6	
Social Studies 30-2	Acceptable Standard	Very Low	Declined	Concern	23	52.2	10	80.0	2,091	72.9	1,933	72.3	
	Standard of Excellence	Very Low	Maintained	Concern	23	0.0	10	0.0	2,091	6.6	1,933	5.4	
Biology 30	Acceptable Standard	Very Low	Maintained	Concern	16	43.8	6	50.0	1,041	72.8	902	72.5	
	Standard of Excellence	Very Low	Maintained	Concern	16	6.3	6	16.7	1,041	17.0	902	19.1	
Chemistry 30	Acceptable Standard	*	*	*	4	*	8	37.5	614	78.2	550	70.0	
	Standard of Excellence	*	*	*	4	*	8	12.5	614	23.5	550	24.0	
Physics 30	Acceptable Standard	*	*	*	4	*	n/a	n/a	280	80.4	250	72.0	
	Standard of Excellence	*	*	*	4	*	n/a	n/a	280	23.2	250	26.8	
Science 30	Acceptable Standard	Low	n/a	n/a	6	66.7	n/a	n/a	480	78.1	470	75.3	
	Standard of Excellence	Low	n/a	n/a	6	0.0	n/a	n/a	480	18.5	470	18.7	

Diploma Results Course by Course Summary by Number Enrolled with Measure Evaluation (EAL)

Course		Battle River School Division (EAL)								Alberta (EAL)			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	7	28.6	n/a	n/a	2,095	61.3	2,482	63.3	
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	7	0.0	n/a	n/a	2,095	2.7	2,482	3.7	
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	6	66.7	n/a	n/a	2,333	70.0	2,284	71.5	
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	6	0.0	n/a	n/a	2,333	5.2	2,284	5.5	
French Language Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	21	85.7	27	85.2	
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	21	19.0	27	0.0	
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	100.0	11	100.0	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	11.1	11	9.1	
Mathematics 30-1	Diploma Examination Acceptable Standard	*	*	*	5	*	n/a	n/a	1,543	64.0	1,714	61.1	
	Diploma Examination Standard of Excellence	*	*	*	5	*	n/a	n/a	1,543	27.6	1,714	23.1	
Mathematics 30-2	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	1,250	57.7	1,327	58.5	
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	1,250	9.0	1,327	9.7	
Social Studies 30-1	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	1,110	70.5	1,415	72.7	
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	1,110	10.7	1,415	8.8	
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	7	42.9	n/a	n/a	2,904	63.2	2,749	62.5	
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	7	0.0	n/a	n/a	2,904	8.3	2,749	7.8	
Biology 30	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	7	42.9	n/a	n/a	1,509	69.7	1,790	72.8	
	Diploma Examination Standard of Excellence	Low	n/a	n/a	7	14.3	n/a	n/a	1,509	23.6	1,790	24.7	
Chemistry 30	Diploma Examination Acceptable Standard	*	*	*	5	*	n/a	n/a	1,364	73.2	1,479	73.5	
	Diploma Examination Standard of Excellence	*	*	*	5	*	n/a	n/a	1,364	29.6	1,479	29.9	
Physics 30	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	645	71.3	715	75.7	
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	645	32.9	715	32.3	
Science 30	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	591	69.0	714	67.4	
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	591	16.2	714	16.1	

Notes (above two charts):

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
- Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year-average. Caution should be used when interpreting trends over time.
- Participation in the Diploma Exams was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Comments

In Battle River, we have many achievements to celebrate.

- Literacy and numeracy early identification and intervention: Our screeners have enabled teachers to identify students' needs quickly, allowing for timely, targeted interventions. This has been particularly impactful in the lower grades, where foundational skills are established.
- Improved student outcomes in literacy and numeracy: With data-driven support strategies in place, we've seen measurable improvements in student performance. Many students are achieving key milestones that signify growth and readiness for subsequent grade levels.
- Enhanced instructional focus: Screeners have provided teachers with valuable insights, enabling them to focus on specific skills and areas that need reinforcement. This targeted approach has improved instructional quality and consistency across the division, fostering a strong foundation for students' literacy and numeracy skills.
- Standard of Excellence for Mathematics 9: In Mathematics 9, 9.4% of students achieved the Standard of Excellence, reflecting a slight increase from the previous year of 7.9%.
- French Language Arts 9 (9e année): The division demonstrated significant improvement in the Acceptable Standard, with 84.2% of students achieving this level, an increase from a previous 59.1%.
- French Language Arts 9 (Standard of Excellence): Improvement was noted at the Standard of Excellence level, with 10.5% of students achieving this standard, up from 0.0% in previous years, aligning closely with the provincial average of 10.6%.
- English Language Arts 30-1: The Acceptable Standard for English Language Arts 30-1 improved to 83.8%, up from 76.7% last year.
- English Language Arts 30-2 (Standard of Excellence): In English Language Arts 30-2, the percentage of students achieving the Standard of Excellence rose to 9.5%, up from 6.0% from the previous year.
- French Language Arts 30-1: Students in French Language Arts 30-1 achieved 100% at the Acceptable Standard, maintaining a high level of success.
- Science 9: While not traditionally seen as part of numeracy, the skills in Science 9 often overlap with numeracy competencies. The division saw significant improvement, with 70.5% of students achieving the Acceptable Standard, up from 65% in previous years. Additionally, 18.8% achieved the Standard of Excellence, showing high proficiency compared to the previous average of 14.3%. These results surpass the provincial Acceptable Standard average of 67.6%.
- Mathematics 30-1 (Standard of Excellence): In Mathematics 30-1, 10.8% of students achieved the Standard of Excellence, an increase from the previous year of 7.8%.
- Physics 30: Physics 30 saw significant improvement, with 66.7% of students achieving the Acceptable Standard, up from a previous 54.1% from last year.
- Physics 30 (Standard of Excellence): A gain was seen at the Standard of Excellence in Physics 30, with 14.4% of students achieving this level, up from 3.3% last year.

In Battle River, we recognize that our data highlights specific challenges we need to address.

- French Language Arts 6 (6e année): There is a notable concern with the Acceptable Standard, where only 29.2% of students achieved this level, significantly lower than the provincial average of 69.9%. Additionally, no students achieved the Standard of Excellence, down from 7.5% in previous years.
- English Language Arts 30-1 (Standard of Excellence): Only 2.1% of students achieved the Standard of Excellence, a level below the provincial average of 10.1%.
- English Language Arts 30-2: The Acceptable Standard in English Language Arts 30-2 declined significantly to 82.9%, down from a three-year average of 91.0%, and remains below the provincial average of 85.7%.
- Social Studies 30-2: The Acceptable Standard for Social Studies 30-2 dropped to 68.8%, down from 77% from last year.
- Mathematics 9: The Acceptable Standard in Mathematics 9 is notably low, with only 49% of students achieving this level, which is below the provincial average of 52.7%. The Standard of Excellence sits at 9.4%, below the provincial average of 14%.

- Mathematics 30-1: The Acceptable Standard for Mathematics 30-1 sits at 51.7%, below the provincial average of 75.4%. Additionally, the Standard of Excellence is at 10.8%, significantly lower than the provincial average of 34.9%.
- Mathematics 30-2: The Acceptable Standard for Mathematics 30-2 is 46.7%, which is below the provincial average of 70.9%. Similarly, the Standard of Excellence is low at 5.9%, compared to the provincial average of 15.4%.
- Biology 30: The Acceptable Standard for Biology 30 is 66.0%, which is below the provincial average of 83.1%. The Standard of Excellence has declined to 12.2%, compared to the provincial average of 33.7%.
- Chemistry 30: 65.9% of students achieved the Acceptable Standard in Chemistry 30, lower than the provincial average of 82.9%. The Standard of Excellence is also low, at 13.8%, compared to the provincial rate of 38.0%.
- Science 30: Only 48.0% of students reached the Acceptable Standard in Science 30, compared to a provincial average of 81.3%, and just 4.1% achieved the Standard of Excellence, below the provincial average of 24.6%.

Local Data Summary

In BRSD, we are seeing notable improvements in numeracy and literacy for grades 1-6 through consistent use of Tier 1 universal learning strategies. Literacy strategies are supported by the University of Florida Institute (UFLI) program, complemented by screening tools and targeted interventions. These tools enable early identification of student needs, allowing us to implement support swiftly. For the 23-24 school year, students reached key milestones: in numeracy, grades 1 and 2 were below 10% at EOY assessment; in literacy, grade 3 achieved below 20% at-risk—a critical benchmark in reading ability. Interventions will continue for these students into grade 4, where we're seeing even fewer students below benchmark. Our teachers have been pivotal in these achievements, consistently applying best practices across the division. We expect this positive trend to carry into higher grades as we enhance instructional consistency and best practices. With ongoing professional learning and resource support, our educators are well-prepared to meet students' diverse needs, building a solid foundation for future success.

Strategies for Improvement and Next Steps

- Implement targeted professional learning for teachers, focusing on effective instructional strategies and assessment methods in subjects with significant achievement gaps. Emphasize areas like differentiated instruction and mastery of outcomes.
- Implement and promote Real Time Reporting which will support students and families in their ability to gauge student progress and give timely feedback. This initiative will also support teachers in closely tracking student progress and knowing when to adjust teaching and learning plans to support student learning.
- Provide substantial support for numeracy across the division, with a focus on the pedagogy and progressions used in the Mathology program for grades K-9. Each school will have a dedicated numeracy lead who will offer at-the-elbow support for teachers, alongside delivering instructional sessions during professional learning and collaboration days. This approach ensures that our educators are well-equipped to enhance students' mathematical understanding, competence, and achievement.
- Continue to work with a math consultant to help build the capacity of our Math and Numeracy teachers.
- Continue the implementation and promotion of the use of evidence-based literacy and numeracy instructional strategies. Our next steps include Structured Literacy and Numeracy Interventions; Numeracy Progressions; Long-term Numeracy Screeners (EICS) from grades K-10; mCLASS/DIBELS diagnostic screeners; UFLI intervention for Kindergarten.
- Improve outcomes for at-risk students through focused, strategic interventions. To achieve this, we will set clear, measurable objectives for literacy and numeracy improvement among at-risk students. By implementing immediate support based on the collected data, we aim to provide proactive, personalized interventions to ensure that all students receive the help they need as soon as it is needed. This approach will enable us to move the needle on student achievement, particularly for those at risk.

- Prioritize both the academic success and well-being of our Indigenous and English as Additional Language students. We will compare data at multiple points throughout the year to provide targeted support.
- Work with Administrators and Teachers to support the implementation of Visible Learning; this will shift teaching practices to align with best practices in pedagogy and support deeper student learning in all subject areas. Administrators and teachers will deepen their understanding of high-yield instructional strategies to support student learning.

Literacy and Numeracy Goals for 2024-25

BRSB has set ambitious and clear goals to enhance student achievement in both literacy and numeracy. For literacy, in grades 1-3, we aim for 95% of students to be at or above benchmark by May 2025, and for grades 4-6, our goal is 85% at or above benchmark by May 2025. Battle River will use the EICS screener tool in numeracy to target 100% of students in grades 1-3 to achieve 60% or above, and 75% of students in grades 4-10 to reach 60% or above. These goals reflect our commitment to fostering academic excellence and ensuring all students have the support and skills they need to succeed.

We aim to enhance our numeracy efforts by focusing on vertical alignment of curriculum, providing targeted interventions for at-risk students from Kindergarten to Grade 10. **For those transitioning from grades 9 to 10, we are supporting teachers with additional professional learning, vertically enhancing curricular understanding to support student transitions.** As teachers deepen their curricular understanding, they will more effectively be able to assess student gaps in learning and address target instruction to meet student needs. We are also ensuring consistent support for students across the division with dedicated intervention times in numeracy.

Priority 2: Optimal Learning and High Quality Teaching

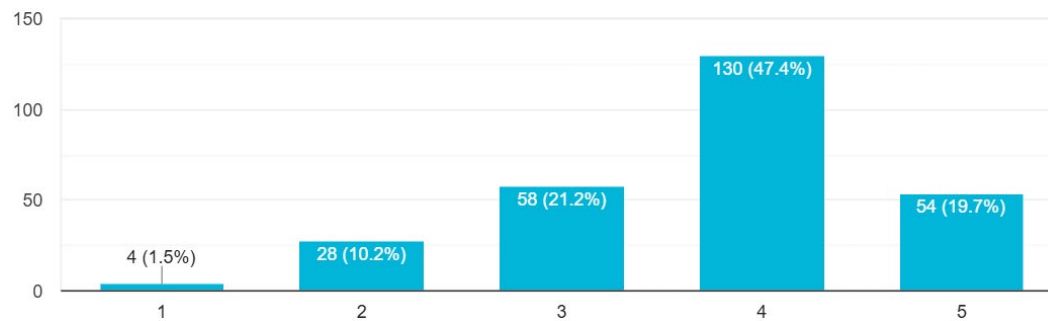
Division Goal: All staff are working to create an optimum learning environment for students through high quality teaching.

In Spring 2024, Battle River asked stakeholders the following question on our Satisfaction Survey:

How well are BRSD schools meeting priority #2 outlined in the AERR and the Three Year Education Plan?



Responses were overwhelmingly positive:



Assurance Domains

Student Growth and Achievement: The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning: Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

Student Learning Engagement — Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school

	Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	1,851	84.4	2,117	82.7	1,807	82.3	2,162	81.9	n/a	Maintained	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	221	86.3	282	84.0	224	83.4	343	84.6	n/a	Maintained	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7

High School Completion Rate — Measure Details

High School Completion rate – percentages of students who completed high school with three, four and five years of entering Grade 10

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	412	82.3	435	86.9	401	85.0	412	75.6	385	83.5	Intermediate	Maintained	Acceptable	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4
4 Year Completion	453	80.9	413	88.5	436	88.8	402	87.3	413	79.6	Intermediate	Declined Significantly	Issue	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1
5 Year Completion	432	86.7	452	85.5	414	89.6	437	90.0	403	87.7	Intermediate	Maintained	Acceptable	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1

Education Quality — Measure Details

Percentage of teachers, parents and student satisfied with their overall quality of basic education

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	2,274	88.5	1,850	88.5	2,113	86.8	1,897	87.0	2,164	86.8	Intermediate	Maintained	Acceptable	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	328	82.9	221	83.5	283	80.4	224	82.5	343	81.9	High	Maintained	Good	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	1,635	86.3	1,369	84.9	1,557	83.7	1,388	84.3	1,536	82.4	Low	Declined	Issue	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	311	96.3	260	97.1	273	96.3	285	94.3	285	96.1	High	Maintained	Good	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

Program of Studies — Measure Details

Percentage of teachers, parents and student satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	1,559	75.7	1,299	76.9	1,500	79.4	1,326	80.5	1,475	79.5	High	Maintained	Good	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8
Parent	328	74.5	220	75.7	282	80.1	224	79.5	342	79.8	High	Maintained	Good	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3
Student	920	67.1	819	67.2	945	69.5	818	73.2	848	70.4	Intermediate	Maintained	Acceptable	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7
Teacher	311	85.5	260	87.7	273	88.6	284	88.9	285	88.2	High	Maintained	Good	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2

High School to Post-secondary Transition Rate — Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
4 Year Transition	453	36.9	413	36.7	436	36.3	402	39.4	413	33.5	Intermediate	Declined	Issue	44,980	40.9	45,351	40.5	46,242	41.2	47,660	40.2	48,296	41.1
6 Year Transition	468	58.5	432	57.7	451	57.2	414	54.4	437	55.6	Intermediate	Maintained	Acceptable	44,832	60.3	44,983	60.0	44,966	60.3	45,342	59.7	46,232	60.1

In-service Jurisdiction Needs — Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	309	73.7	252	76.8	264	77.6	276	70.7	278	73.0	Very Low	Maintained	Concern	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	309	73.7	252	76.8	264	77.6	276	70.7	278	73.0	Very Low	Maintained	Concern	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1

Lifelong Learning — Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	622	68.8	471	75.9	533	77.2	480	75.4	606	76.4	High	Maintained	Good	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9
Parent	314	57.1	216	62.0	266	64.4	208	64.9	327	66.6	High	Maintained	Good	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3
Teacher	308	80.5	255	89.8	267	90.1	272	85.8	279	86.2	Intermediate	Maintained	Acceptable	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6

Rutherford Eligibility Rate — Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	474	62.4	513	66.7	423	75.4	444	76.6	456	75.9	Very High	Improved	Excellent	58,970	66.6	59,357	68.0	58,631	70.2	57,307	71.9	58,930	70.7

School Improvement — Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same for the last three years

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	2,265	76.8	1,810	78.7	2,084	70.7	1,874	73.8	2,120	74.5	Intermediate	Improved	Good	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8
Parent	323	74.3	210	76.2	275	59.6	219	66.7	336	74.4	Intermediate	Improved Significantly	Good	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2
Student	1,633	76.1	1,359	77.8	1,554	73.1	1,383	74.0	1,517	68.3	Low	Declined Significantly	Concern	192,917	79.6	167,992	79.1	185,107	76.3	191,14	75.0	197,479	74.0
Teacher	309	79.9	241	82.2	255	79.2	272	80.9	267	80.9	High	Maintained	Good	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2

Work Preparation — Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	616	80.7	462	79.2	525	82.8	476	79.3	601	80.1	High	Maintained	Good	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8
Parent	308	68.5	213	65.7	260	72.7	204	69.6	323	70.0	High	Maintained	Good	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8
Teacher	308	92.9	249	92.8	265	92.8	272	89.0	278	90.3	Intermediate	Maintained	Acceptable	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7

Comments

In Battle River, we have many achievements to celebrate.

- There is a high level of satisfaction among teachers regarding the quality of education, consistently maintaining above 94% in recent years (96% for 2024), suggesting a strong instructional environment. This area remains stable with positive ratings.
- The eligibility rate for Rutherford Scholarships has shown improvement over the years, with 2023 reaching a high of 75.9%. This improvement reflects positively on academic achievements and graduation support.
- Parent ratings on school improvement have seen significant improvement, moving from 59.6% in 2022 to 66.7% in 2023 and now 74.4% in 2024, indicating strong efforts in responding to community feedback and enhancing the learning environment.
- Teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning remains consistent and strong at 76.4%.
- The percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school continues to be strong in Battle River. The percentage for 2023 was 79.3, this year it remains similar at 80.3.
- The 3-year High School Completion Rate increased from 75.6% (2022) to 83.5% in 2023.

In Battle River, we recognize that our data highlights specific challenges we need to address.

- Student engagement has declined, dropping from 70.0% in 2023 to 65.7% in 2024.
- The percentage of teachers satisfied with professional development opportunities dropped to 73.0% in 2024, marking it as a concern. Students' perceptions of school improvement have declined, from 74% in 2023 to 68.3% in 2024, categorizing it as a concern.
- The transition rate for high school students to post-secondary within four years declined to 33.5% in 2023, falling below the provincial average.

Strategies for Improvement and Next Steps

- Implement targeted professional learning for teachers, focusing on effective instructional strategies and assessment methods in subjects with significant achievement gaps. Emphasize areas like differentiated instruction and mastery of outcomes.
- Continue to develop initiatives that foster student active participation and connection with learning.
- Develop additional strategies to access student voice in order to address student concerns.
- Increase opportunities for students to participate in decision-making processes, particularly for initiatives that affect their daily experiences.
- Work with local colleges and universities, including Lakeland College and the University of Alberta, Augustana Campus to promote more learning opportunities for students.
- Use targeted professional learning in the areas of literacy, numeracy and French Immersion pedagogy. BRSD will begin Professional Learning through targeted learning in John Hattie's research and Visible Learning. This will give administrators and teachers the opportunity to further refine their teaching pedagogy with additional learning about high-yield instructional strategies.
- Develop targeted professional learning for French Immersion teachers from Kindergarten to Grade 8 to meet their needs in collaboration with Wolf Creek Public School Division. This targeted professional learning opportunity in French will result in teachers deepening their French Immersion pedagogy, especially in the area of Oral Language Development.
- Provide intentional learning opportunities for administrators to enhance high quality learning and working environments through Leading & Learning meetings, Administrator Mentorship, and the Aspiring Leaders Program to build leadership capacity across the division.
- Provide professional learning for Educational Assistants: Parabytes, Mental Health and Wellness, Student Regulation Tools, Understanding Physical and Medical Information, TouchChat communication, EA Roles and Responsibilities, Executive Functioning, Documentation and Behaviour Tracking, Visuals and Sense of Belonging, dedicated webpage with courses for professional learning.
- Provide a comprehensive mentorship program to support new teachers to better understand and incorporate the Teaching Quality Standard (Fostering Effective Relationships, Engaging in Career-Long Learning, Demonstrating a Professional Body of Knowledge, Establishing Inclusive Environments, Applying Foundational Knowledge about First Nations, Métis, and Inuit, Adhering to Legal Frameworks and Policies) into their daily practices.
- Engage aspiring leaders within BRSD with the opportunity to network and learn within a small, supportive group to take on future leadership roles; this professional learning gives aspiring leaders relative project experience in education, which directly impacts student educational experiences.
- Regularly assess the impact of professional learning initiatives on teacher satisfaction and student outcomes. Adjust future offerings based on this qualitative feedback to ensure ongoing improvement. Future professional learning offerings will be rated on teacher satisfaction and also will be decided as they relate to pedagogies that have high-yield instructional practices that can be applied to multiple curricular areas.
- Develop the School Review/Instructional leadership process with school administrators to ensure alignment with the division goals and school assurance plans. Encourage and support reflection on successes/challenges, goal setting, strategies, and measures.

- Enhance the visibility of school and division improvement initiatives to students by regularly sharing updates on goals, projects, and achievements that impact their learning environment. Use social media, newsletters, and radio ads to communicate progress. Highlight accomplishments that benefit students directly, such as facility upgrades, new programs, and expanded extracurricular opportunities. Additionally, share stories of school activities and professional learning updates in leadership or staff communications to foster a culture of continuous improvement and celebrate collective success.
- Engage students to support student leadership through SAVY, an interschool leadership group that advises BRSD Leadership about topics that will inform leadership in order to support student engagement across the district.
- Celebrate the achievements of BRSD students in off-campus programs, which provide pathways to real-world careers. Through initiatives like the Registered Apprenticeship Program (RAP), Green Certificate, and Dual Credit courses, BRSD students gain hands-on experience and earn valuable credentials. This year, students completed over 1,000 hours of RAP training in trades such as Agriculture Equipment Technician and Electrician. With 172 students engaged in Work Experience and successful completions in Dual Credit programs—including the Alberta Central East (ACE) cohort—BRSD is expanding Dual Credit opportunities to include new programs at Lakeland College. These off-campus programs are equipping students with practical skills and opening doors to future careers. Looking ahead, Battle River will continue to expand opportunities in off-campus programs for the coming year.

Priority 3: Equity

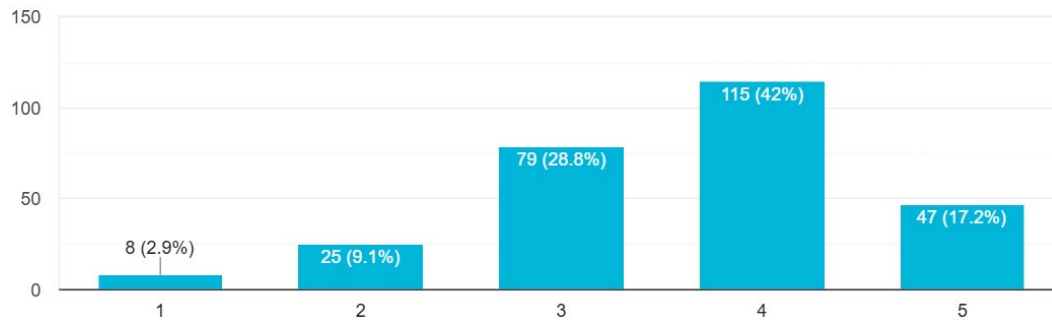
Division Goal: All students' unique backgrounds will be fostered and honoured through high quality teaching and optimum learning.

In Spring 2024, Battle River asked stakeholders the following question on our Satisfaction Survey:

How well are BRSD schools meeting priority #3 outlined in the AERR and the Three Year Education Plan?



Responses were overwhelmingly positive:



Assurance Domains

Learning Supports: Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Results: Evidence and Measures Used

AEM - All students		
Alberta Education Assurance (AEA) survey	BRSD %	PROV %
Overall percentage of stakeholders who agree that their learning environments are welcoming, caring, respectful and safe.	83.4	84
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same over the last three years.	74.5	75.8
Overall percentage of teachers, parents and students who feel students receive the help and support they require at school.	76.5	79.9
Overall percentage of teachers, parents and students agree that programs for students at risk are easy to access and timely.	78	80.6
Percentage of Grade 12 students eligible for a Rutherford Scholarship	75.9	70.7
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.5	2.5

AEM - First Nations, Métis, Inuit Students		
Alberta Education Assurance (AEA) survey	BRSD %	PROV %
Percentage of students eligible for a Rutherford Scholarship	51.6	43.7
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.3	5.2
3 Year Completion Rate - FNMI	54.5	58.6

Citizenship — Measure Details

Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	2,274	79.7	1,850	80.0	2,118	79.4	1,898	76.8	2,162	77.3	Intermediate	Maintained	Acceptable	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	328	76.9	221	74.0	282	75.5	224	73.2	343	76.7	High	Maintained	Good	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	1,634	70.6	1,369	73.1	1,563	69.4	1,388	69.9	1,534	64.9	Intermediate	Declined Significantly	Issue	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	312	91.6	260	92.8	273	93.2	286	87.3	285	90.2	Intermediate	Maintained	Acceptable	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

Parental Involvement — Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	638	76.7	479	75.2	554	73.3	508	75.2	624	76.3	Intermediate	Maintained	Acceptable	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	327	66.7	220	63.7	282	61.6	223	66.6	340	69.6	High	Improved	Good	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	311	86.6	259	86.8	272	84.9	285	83.9	284	83.1	Low	Maintained	Issue	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

Access to Supports and Services — Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	1,850	78.6	2,118	76.5	1,896	75.2	2,159	76.5	n/a	Maintained	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	221	72.9	283	68.1	224	69.3	340	73.7	n/a	Improved	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	1,368	79.1	1,562	77.3	1,387	79.7	1,534	77.0	n/a	Maintained	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	261	83.8	273	84.1	285	76.6	285	78.9	n/a	Maintained	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

Welcoming, Caring, Respectful and Safe Learning Environments — Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Authority											Province											
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	1,852	86.9	2,119	85.4	1,898	83.3	2,163	83.4	n/a	Maintained	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	221	86.2	283	84.1	224	82.9	343	85.9	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	1,371	79.1	1,563	75.3	1,388	75.5	1,535	71.0	n/a	Declined Significantly	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	260	95.3	273	96.7	286	91.5	285	93.2	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

Safe and Caring — Measure Details

Percentage of teachers, 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.

	Authority											Province											
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	2,272	88.8	1,852	89.8	2,118	88.4	1,898	86.7	2,163	86.8	High	Maintained	Good	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	328	89.6	221	89.6	283	87.7	224	86.6	343	88.8	Very High	Maintained	Excellent	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	1,633	81.0	1,371	83.9	1,562	80.5	1,388	80.4	1,535	77.5	Intermediate	Declined Significantly	Issue	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	311	95.7	260	95.8	273	97.0	286	93.2	285	94.1	Intermediate	Maintained	Acceptable	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9

Satisfaction with Program Access — Measure Details

The percentage of teachers, parents and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	Authority											Province											
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	2,261	72.0	1,838	65.6	2,111	71.2	1,887	69.6	2,148	69.5	Low	Maintained	Issue	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9
Parent	323	61.6	215	56.3	278	63.7	223	63.6	335	67.4	Intermediate	Maintained	Acceptable	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8
Student	1,629	78.8	1,363	74.0	1,560	74.4	1,384	78.8	1,531	72.4	Low	Significantly Declined	Concern	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0
Teacher	309	75.6	260	66.5	273	75.4	280	66.2	282	68.8	Low	Maintained	Issue	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8

High School Completion Rates — 3-year Rolling Average

	Battle River School Division (FNMI)						Alberta (FNMI)					
	2019-2021 Avg		2020-2022 Avg		2021-2023 Avg		2019-2021 Avg		2020-2022 Avg		2021-2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	20	67.2	19	71.8	23	65.0	3,845	59.1	3,910	59.5	4,046	58.4
4 Year Completion	16	62.9	20	70.0	19	72.0	3,641	65.5	3,778	66.0	3,856	66.6
5 Year Completion	18	68.6	16	67.6	20	69.4	3,490	67.0	3,594	69.1	3,740	69.6

Comments

In Battle River, we have many achievements to celebrate.

- The percentage of parents who are satisfied that students model the characteristics of active citizenship has improved to 76.7%, this is the highest this rate has been since 2021.
- Parental satisfaction with involvement has steadily improved, reaching 69.6% in 2024, this is the highest rate it has seen over the last 4 years.
- The percentage of parents who agree that students have access to the appropriate supports and services at school increased from 69.3% to 73.7% in 2024, suggesting a positive impact on support accessibility.
- 85.9 % of parents agree that their schools' learning environments are welcoming, caring, respectful and safe. This was an increase of 3%.
- The percentage of parents who agree 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 is strong in Battle River, coming in at 88.8%, an increase of 2.2% over last year.
- The percentage of parents satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community was at an all-time 5-year high in Battle River, at 67.4%.
- Although the 3-year high school completion rate rolling has declined, there is a significant increase in the number of continuers for high school, which is an indicator that 4 and 5-year rates will be increasing in future years.

In Battle River, we recognize that our data highlights specific challenges we need to address.

- The percentage of students who are satisfied that students model the characteristics of active citizenship declined by 5% from last year, falling to 64.9% in 2024.
- The percentage of student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community decreased by 5% in 2024 to 72.4%.
- The percentage of students who agree that their learning environments are welcoming, caring, respectful and safe declined significantly from 75.5% to 71.0% in 2024, highlighting a potential area for improvement.
- The percentage of student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community declined significantly from 78.8% to 72.4% in 2024.

Strategies for Improvement and Next Steps

- Seek out more student voice to gather insights on their perspectives about citizenship and understand their challenges. Use this data to inform specific citizenship-building activities through our SAVY group.
- Open a CASA classroom in 2025, based on a partnership with CASA Mental Health. This classroom will provide an inclusive, supportive learning environment with a dedicated space for students to thrive academically, socially and emotionally. Students eligible for this service will receive targeted mental health support and care as well as support for caregivers and families, while also receiving specialized programming to meet their academic needs.
- Evaluate the current support services to identify gaps.
- Work with staff to understand areas where students need more assistance.
- Provide time at each school's monthly collaboration meeting, for well-being.
- Continue to apply to Jordan's Principle to supplement funding for cultural opportunities and educational and health supports.
- Continue and build our foundational relationship with our Cree Knowledge Keeper/Elder. Students and staff have been involved in drumming, singing, ceremony, and cultural teachings to enhance their understanding of Cree culture. Battle River intends to host a third annual powwow during the 2024-25 school year in Viking.
- Track live Indigenous student attendance data through Dossier and follow up with families.

- Continue to develop stronger community partnerships (Camrose Area, Beaver County, and Flagstaff County) to support EAL students. BRSD is collaborating with various agencies to support new community families. Since April, the City of Camrose has provided taxi tokens to assist with transportation, and Family and Community Support Services (FCSS) has contributed by offering program details and including its *Help Book* in intake packages. Monthly updates from Camrose Public Library's Newcomer Program helps to inform families about community events and services, while Action for Healthy Communities collaborates with schools to promote resources like homework help and after-school programs. Additionally, BRSD is developing connections with Beaver County and Viking, with efforts underway to enhance support in Flagstaff.
- Research and Implement targeted Diversity, Equity, and Inclusion strategies to increase the number of applicants from diverse backgrounds for all positions.
- Continue to access to Low Incidence Support and Services Grant to support students with low-incidence complexities.
- Commit to use EELIT (Eastern Edge Low Incidence Team)
- Provide mentorship teachers with learning opportunities focused on equity supports for students and teacher development
- Promote the use of the Behaviour consultant to work with schools to acquire proactive strategies and interventions across the behaviour support continuum.
- Promote the use of the Student Wellness Facilitators (SWF) & Mental Health Capacity Builders (MHCB) to support staff with strategies for implementation within the school community to create connection, a sense of belonging and wellness.
- Commit to have 21 school administrators and 41 educational assistants across our division be trained in Supporting Individuals Through Valued Attachments (SIVA).

First Nations, Metis and Inuit Student: Progress, Success, Moving Forward

Grade 6 PAT Results By Number Enrolled Measure History

	Battle River School Division (FNMI)					Measure Evaluation			Alberta (FNMI)				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	19	24	31	n/a	n/a	n/a	n/a	n/a	4,396	4,332	4,556
Acceptable Standard %	n/a	n/a	68.4	37.5	48.4	Very Low	Maintained	Concern	n/a	n/a	46.8	45.3	48.7
Standard of Excellence %	n/a	n/a	0.0	12.5	6.5	Very Low	Maintained	Concern	n/a	n/a	7.3	6.5	7.3

Grade 9 PAT Results By Number Enrolled Measure History

	Battle River School Division (FNMI)					Measure Evaluation			Alberta (FNMI)				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	28	26	37	n/a	n/a	n/a	n/a	n/a	4,188	4,717	4,868
Acceptable Standard %	n/a	n/a	31.0	34.6	52.3	Very Low	Improved	Issue	n/a	n/a	41.9	39.4	41.4
Standard of Excellence %	n/a	n/a	2.7	6.7	9.4	Very Low	Maintained	Concern	n/a	n/a	5.4	5.3	6.1

Diploma Exams Results By Students Writing Measure History

	Battle River School Division (FNMI)					Measure Evaluation			Alberta (FNMI)				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	12	24	49	n/a	n/a	n/a	n/a	n/a	3,107	3,949	4,258
Acceptable Standard %	n/a	n/a	84.2	64.6	59.3	Very Low	Maintained	Issue	n/a	n/a	68.7	74.8	76.9
Standard of Excellence %	n/a	n/a	15.8	6.2	1.8	Very Low	Maintained	Concern	n/a	n/a	8.5	11.3	11.8

Drop Out Rate Measure History (FNMI)

	Battle River School Division (FNMI)										Alberta (FNMI)												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	79	6.0	80	6.3	86	3.3	82	2.7	111	1.3	Very High	Improved	Excellent	15,064	5.5	15,393	5.0	15,696	4.9	15,971	5.1	17,067	5.2
Returning Rate	6	31.0	5	*	7	41.4	4	*	3	*	n/a	n/a	n/a	947	21.0	955	19.1	907	18.2	968	23.8	969	19.4

High School to Post-Secondary Transition Rate Measure History

	Battle River School Division (FNMI)										Measure Evaluation			Alberta (FNMI)									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	21	50.0	15	75.1	23	76.6	19	63.7	28	54.5	Very Low	Declined	Concern	3,750	55.9	3,814	62.0	3,972	59.5	3,943	57.0	4,222	58.6
4 Year Completion	13	55.2	21	58.1	15	75.2	23	76.8	19	63.9	Very Low	Maintained	Concern	3,524	64.2	3,670	63.6	3,729	68.6	3,936	65.8	3,902	65.3
5 Year Completion	20	78.6	13	67.6	20	59.7	15	75.5	24	72.9	Low	Maintained	Issue	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3	3,909	69.4

High School Completion Rates Measure History

	Battle River School Division (FNMI)										Measure Evaluation			Alberta (FNMI)									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	21	50.0	15	75.1	23	76.6	19	63.7	28	54.5	Very Low	Declined	Concern	3,750	55.9	3,814	62.0	3,972	59.5	3,943	57.0	4,222	58.6
4 Year Completion	13	55.2	21	58.1	15	75.2	23	76.8	19	63.9	Very Low	Maintained	Concern	3,524	64.2	3,670	63.6	3,729	68.6	3,936	65.8	3,902	65.3
5 Year Completion	20	78.6	13	67.6	20	59.7	15	75.5	24	72.9	Low	Maintained	Issue	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3	3,909	69.4

The educational outcomes for Indigenous students in BRSD highlight progress alongside areas needing improvement. The 3-year high school completion rate is 54.5%, below the provincial FNMI average of 58.6%, underscoring the need for targeted graduation support. However, an increase in students continuing beyond three years suggests future improvements in the 4- and 5-year rates. The 5-year completion rate stands out positively at 72.9%, exceeding the provincial average of 69.4%.

Grade 6 and 12 achievement remains low, with challenges in reaching the Acceptable Standard and Standard of Excellence. In contrast, Grade 9 Indigenous students show strong performance on Provincial Achievement Tests, with 52.3% meeting the Acceptable Standard (compared to 41.4% provincially) and 9.4% achieving the Standard of Excellence (compared to 6.1%).

Dropout rates have improved, dropping from 2.7% to 1.3%, yet post-secondary transition remains low at 13.5% compared to the provincial average of 22.8%. This data underscores the need for strong support systems, resilience-building strategies, and culturally responsive programming. Efforts will include promoting scholarships and grants for post-secondary pathways.

BRSD has supported First Nations, Métis, and Inuit students through initiatives funded by Jordan's Principle, providing resources like Educational Assistants, Elder visits, and psychological assessments. These services address academic and holistic needs, fostering an inclusive environment aligned with Call to Action 63. Over 70 Indigenous-led, student-centered activities have deepened cultural connections. Strategies to monitor and improve attendance, numeracy, and literacy continue, while traditional practices such as drum-making workshops enhance cultural learning.

Goals moving forward include:

1. Supporting Indigenous learners through targeted, in-class assistance.
2. Infusing Indigenous perspectives into lessons, aided by curriculum resources and a curriculum scan.
3. Building connections with diverse Indigenous communities, including engaging Métis and off-reserve First Nations educators for professional development.
4. Expanding Elder and Knowledge Keeper support to bring varied perspectives to students and staff.
5. Hiring an Indigenous Support Worker and Knowledge Keeper to support cultural activities in five schools through Jordan's Principle funding.

Continuum of Supports

Connecting Collaborative Response to School Improvement in Battle River

The Collaborative Response is a foundational framework that layers in collaborative structures so staff can better respond to student needs. The use of the collaborative response process continues to be an integral tool for BRSD schools and our continuum of supports and services. The process allows our staff to solve challenges of practice, promote teacher efficacy and meet the diverse needs of our students. In Battle River, we will continue to embed the Collaborative Response Framework into our routines in order to better meet Student Social Emotional Learning, learning needs and develop responsive plans.

The Collaborative Response Structure has four tiers:

Tier 1	Collaborative Planning and Meeting - weekly/biweekly/monthly
Tier 2	Collaborative Team Meeting - monthly
Tier 3	School Support Team Meeting - weekly/biweekly
Tier 4	Case Consult Team Meeting - as needed

In Battle River, our Collaborative Response framework aligns with our priorities:



Connecting Collaborative Response to Organizational Priorities

Collaborative Response should be considered a school-wide framework for meeting organizational priorities. Use this organizer to map out refinement of foundational components in relation to school priorities.

Foundational Component	Priority - Literacy	Priority - Numeracy	Priority - Equity
<p>What are we using as a universal screen?</p>			
<p>What are the next steps for our Continuum of Supports?</p>			
<p>Is it a focus for our collaborative team meetings? Do teams have it connected as a goal/priority for collaborative planning?</p>			

Mental Health - Continuum of Supports

BRSD's Tiered approach to student mental health meets each student where they are at, providing or facilitating access to:

- Universal mental health promotion and prevention programming: Through the BRSD Mental Health Capacity Building (MHCB) team, each school has access to evidence-based and informed, developmentally appropriate, classroom, and schoolwide programming. Programs: build healthy coping, self-regulation, and social skills; facilitate healthy peer relationships; build mental health literacy, and work to increase student awareness of the higher tiered mental health resources available to them in their schools and local communities.
- Targeted mental health skill building: For students with identified mental health related needs, small groups and/or 1:1 support is offered, with the goal of building resilience, enhancing social skills, supporting students to manage stress and anxiety, and develop problem-solving abilities. The Student Wellness Facilitator team who facilitates this work is available in each BRSD school
- Intensive: BRSD school staff and wellness teams provide supportive referrals for students that may require more specialized mental health support, referring them to Recovery Alberta mental health clinics, their family physician, and other pertinent supports in their community. Where inclusion criteria is met, referrals for students may also be referred to the BRSD CASA classroom, due to start its first cohort in February 2025.

Through an intentional approach to student mental health, BRSD works towards creating classroom and school environments that are safe and caring.

Financial Summary

Variance Analysis of Spring Budget to Actual Expenditures 2023-24

Variance Analysis of Spring Budget to Actual Expenditures 2022-23				
	2024 Actual	2024 Budget	Variance Amount	Variance %
Revenue				
Government of Alberta	77,523,403	76,895,031	628,372	0.82%
Federal Government	476,396	63,237	413,159	653.35%
Fees	1,062,036	751,735	310,301	41.28%
Sales of Services and Products	1,673,604	1,035,666	637,938	61.60%
Other Revenue	1,745,460	1,038,578	706,882	68.06%
Total Revenues	82,480,899	79,784,247	2,696,652	3.38%
Expense by Programs				
Instruction - ECS	2,673,739	2,992,664	(318,925)	-10.66%
Instruction - Grades 1 - 12	59,443,148	57,997,113	1,446,035	2.49%
Operations and Maintenance	10,819,074	11,699,232	(880,158)	-7.52%
Transportation	6,399,407	6,517,469	(118,062)	-1.81%
System Administration	2,651,530	2,720,231	(68,701)	-2.53%
External Services	2,610,020	2,484,247	125,773	5.06%
Total Expenses	84,596,918	84,410,956	185,962	0.22%
Variance Explanation				
Revenue				
BRSD experienced increased funding due to higher enrolments, which impacted the WMA calculation. Additional grants were received for Jordan's Principle. Investment income exceeded expectations, driven by higher cash on hand. Furthermore, the Division saw an increase in the number of international students.				
Expenses				
Instruction expenses rose in proportion to increased revenue, primarily due to the addition of Educational Assistant positions funded through Jordan's Principle, as well as investments in new technology projects.				
Operations and maintenance expenses were lower as a result of decreased insurance costs and deferred IMR projects.				
Transportation expenses were lower due to savings in insurance, fuel and tire costs.				

Audited Financial Statements, reserve summary, and summary of school budgets and School Generated Funds for the year ending August 31, 2024 are available on the Division website.

<https://www.brsd.ab.ca/our-division/reports-documents/reports>

Comparative information is available on the provincial 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.