



# Annual Education Results Report

AERR, 2022-23

Every Student, Every Day, a Success.

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

## *beliefs*

- 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.

**Every Student, Every Day, a Success.**

# Table of Contents

<b>Message from the Board Chair</b>	4
<b>About Us</b>	
Profile of the School Authority	5
Our Schools	6
Our Map	7
Sharing our Results	7
Enrolment Trends	8-9
<b>Challenges and Successes</b>	10
<b>2022-2023 Accountability Statement</b>	11
<b>Alberta Education Assurance Measures</b>	12-14
<b>Local Measures</b>	14
<b>Stakeholder Engagement</b>	14
<b>Our Priorities</b>	
Priority 1: Literacy and Numeracy	15-20
Priority 2: High Quality Teaching and Optimum Learning	21-23
Priority 3: Equity	24-26
<b>Continuum of Supports</b>	27
<b>Whistleblower Protection</b>	27
<b>Summary of Financial Results</b>	28

## Message from the Board Chair

On behalf of the Board of Trustees, it is my pleasure to present the Battle River School Division (BRSD) 2022-2023 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 2022-2023 school year. The Alberta Assurance Measures data included in this report are based on surveys completed by parents, students and teachers.

The AERR for BRSD for the 2022-2023 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report was approved by the Board on Nov. 28, 2023.



Sincerely,

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

Patrick McFeely  
Board Chair



# About Us

## Profile of School Authority

By the end of the 2022-2023 school year, BRSD had completed its 28th full year of operation.

During the 2022-2023 school year, BRSD served approximately 5,733 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). Within our midst, we serve approximately 2,200 students in the City of Camrose.

In 2022-2023 the division employed about 303 full-time teachers, 54 part-time teachers, and about 382 full/part-time non-teaching staff. We operated a fleet of system-owned buses.

Approximately 3,200 students were safely transported over 8,420 kilometers of roads per day during the 2022-2023 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.

**Battle River School Division**

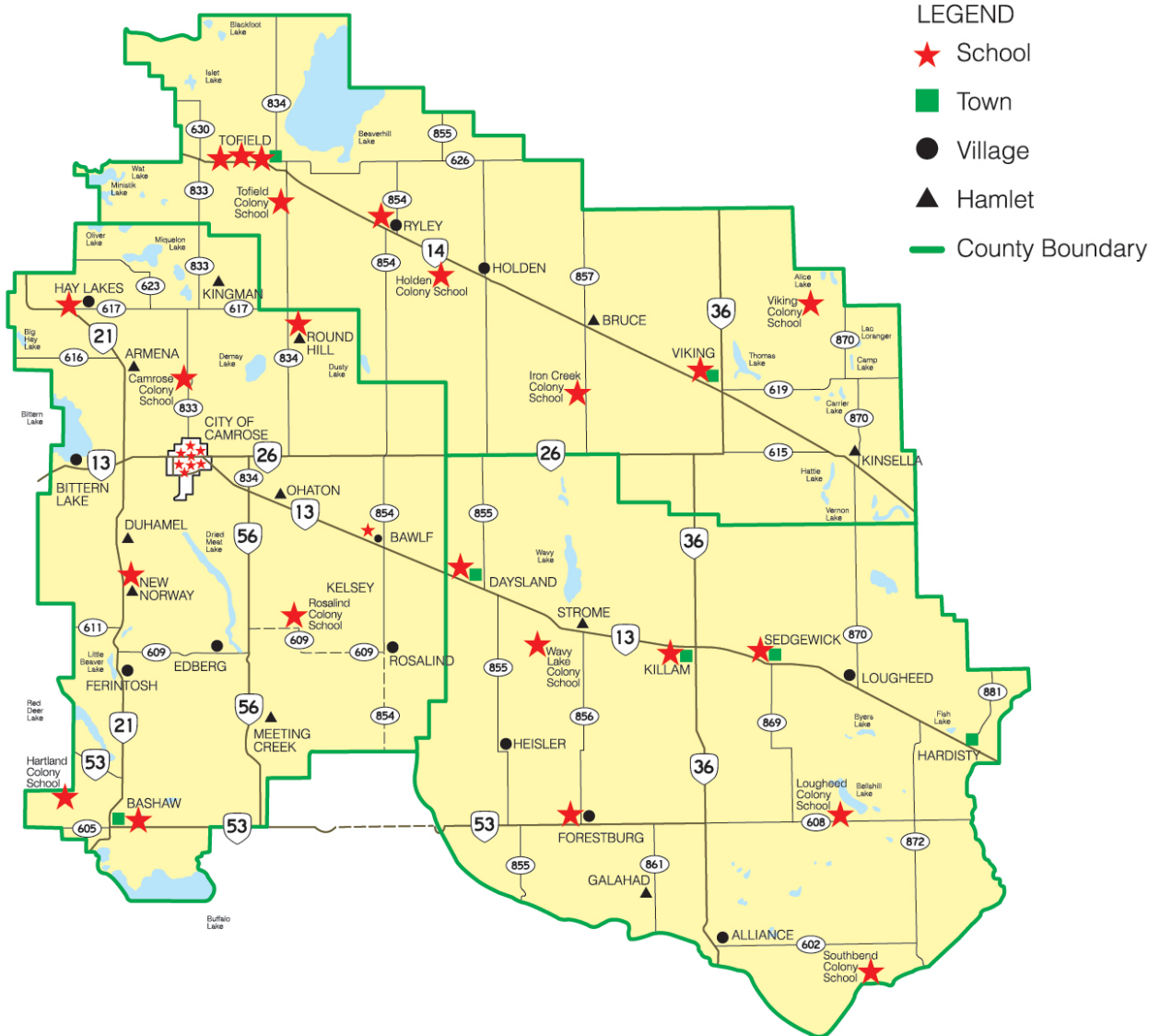
5402 48A Avenue, Camrose, AB T4V 0L3 phone 780-672-6131 website [www.brsd.ab.ca](http://www.brsd.ab.ca)

## Our Schools

School Name	Grades	Location	Principal	Assistant Principal
Bashaw	K-12	Bashaw	Craig Dimond	Shawna Johnson
Battle River Alternative Centre for Education (BRACE)	1-12	Camrose	Melanie Buckley	
Bawlf	K-12	Bawlf	April L'Heureux	Caroline Simonson
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
Camrose Women's Shelter	1-12	Camrose	Melanie Buckley	
Central High Sedgewick	1-12	Sedgewick	Richard Cowan	Madison Nickel
Charlie Killam (École)	6-8	Camrose	Andrea Gutmann	Donna Elaschuk Sabrina Heydorn William Klassen
Chester Ronning	K-5	Camrose	Reid Lansing	Nathan Pederson
Daysland	K-12	Daysland	Wes Wilson	Jennifer Thomas
Forestburg	K-12	Forestburg	Krysta Rathwell	Coleman Miller
Hay Lakes	1-12	Hay Lakes	Lloyd MacKenzie	Karla Koleba
Jack Stuart	PreK-5	Jack Stuart	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	Chelsea Niederlag
Sifton (École)	PreK-5	Camrose	Chad Ramsay	Carroll Glidden
Sparling	PreK-5	Camrose	Johnathan Skinner	Denise Read
Tofield	5-12	Tofield	Zenovia Lazaruik	Mark Chanasyk Jennifer Erick
Viking	K-12	Viking	Tracy Doerksen	Dr. Tony Rice

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

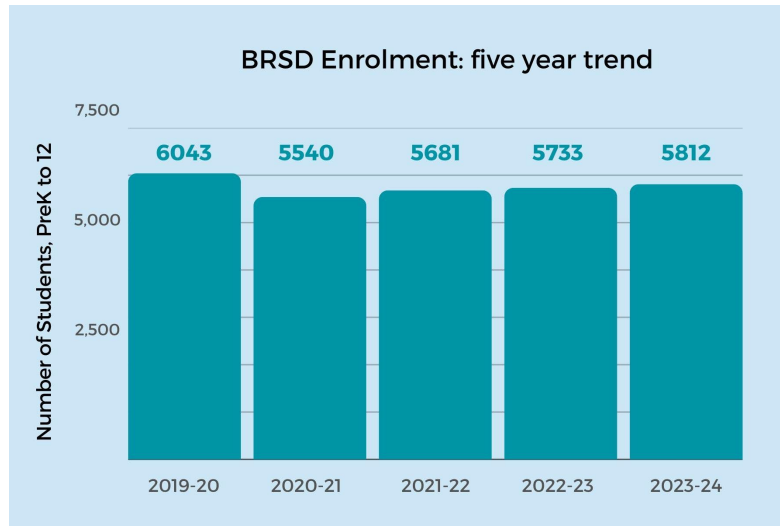


## Sharing Our Results

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	2019-20	2020-21 (covid)	2021-22	2022-23	2023-24
Bashaw	249	225	229	244	246
Battle River Home Ed	7	22	29	22.5	26.2
Bawlf	337	287	295	304	309
BRACE	179	117	191	145	153
CW Sears	320	297	292	277	278
Camrose Colony	8	8	7	4	3
Camrose Composite High School (École)	694	647	683	723	776
Central High Sedgewick Public School	416	384	368	372.5	356.5
Charlie Killam (École)	502	510	450	461	480
Chester Ronning	316	261	302	301	310
Daysland	221	203	198	215	215
Forestburg	200	182	169	182	201



## Enrolment Trends

School Name	2019-20	2020-21 (covid)	2021-22	2022-23	2023-24
Hartland Colony	24	28	29	32	31
Hay Lakes	220	202	229	216	233
Holden Colony	27	27	13	13	14
Iron Creek Colony	4	5	5	8	10
Jack Stuart	296	264	263	283	291
Killam Public	173	170	165	162	157
Lougheed Colony	16	18	19	21	20
New Norway	242	213	211	199	197.3
North Star Outreach	15	36	36	13	19
Rosalind Colony	22	21	25	24	23
Round Hill	86	93	95	108	103
Ryley	92	141	141	123	106
Sifton (École)	347	297	287	283	314
Southbend Colony	18	14	9	10	9
Sparling	176	166	186	209	197
Tofield	368	401	446	479	452
Tofield Colony	17	15	18	13	14
Viking	252	255	265	254	237
Viking Colony	27	26	20	21	21
Wavy Lake Colony	6	5	6	6	7
Camrose Women's Shelter	4	0	0	5	3
Other	162	n/a	n/a	n/a	n/a
<b>BRSD Total</b>	<b>6043</b>	<b>5540</b>	<b>5681</b>	<b>5733</b>	<b>5812</b>
<b>Growth % from Prior Year</b>		<b>-8.32%</b>	<b>2.55%</b>	<b>0.92%</b>	<b>1.38%</b>

# Challenges and Successes

## Challenges

- We experience restricted access to specialized supports and positions in our rural school division.
- The average age of BRSD school buildings is more than 50 years old. We are challenged to keep up with the maintenance and repair of these aging buildings.
- Mental health issues are more complex and are requiring services and expertise beyond the skill of school-based staff, and funding for these positions in a sustainable manner is a concern.
- Staffing shortages of qualified personnel to fill all positions.

## Successes

### **Equity:**

Over the past year, BRSD has experienced noticeable opportunities in our work with equity. There have been many authentic Indigenous learning opportunities. i.e., BRACE programming, beading/sewing, Knowledge Keepers and Elders working with students, teachers and leadership groups, Tipi raising at ÉCCHS. There have been learning and supports for other areas of equity, such as with diverse cultures, English as an Additional Language, gender awareness, inclusion and wellness.

### **Assurance:**

BRSD planning and results reporting is a continuous improvement cycle which involves setting priorities; then reviewing, measuring, analyzing and reporting results. The Board has reviewed division parent, teacher, and student assurance survey results from spring of 2023. Completing these annual surveys are important to provide the division stakeholder feedback into our planning.

### **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 for our early learners and high school students and to create equity of access for students (BVI, DHH, CCN, ACT).

### **New Curricular Implementation:**

Collaborative work among teachers to support the new curriculum implementation took place. Schools from across the division continued their *Family of Schools* work to support professional learning activities centered on high quality instruction and optimum learning.

### **Building Improvements:**

A recent renovation was completed in one of our rural schools to convert an underutilized science classroom into a multi-use space that includes a four station Foods lab, allowing the school to offer Foods as a course option. This eliminated the need to send students to another school for Home Economics, reducing transportation expenses and time outside the classroom, while supporting both Hot Lunch and Breakfast programs.

Water flow and temperature monitoring devices were installed in all our schools and division buildings. These devices detect and send notifications of abnormal water usage or leaks to Facilities staff. This allows for quicker response to a water or temperature event, reducing the possibilities of placing a learning space or a support building in an inoperable state.

# Accountability Statement and Assurance Measures Summary

## Accountability Statement

The AERR for BRSD, for the 2022-23 school year, was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the jurisdiction can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

The Annual Education Results Report for 2022-23 was approved by the Board on Nov. 28, 2023.



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 2022, Fall 2023 and from our own school division data.

Overall, the provincial measures from the 2022-23 school year that are available to us, provide us with a few measures of success:

- We improved our 3- and 5-year High School Completion rates.
- Our citizenship measure shows a slight increase.
- Our student engagement and welcoming, caring, respectful and safe learning environments are equivalent to provincial results.
- A high percentage (80 percent) of students and parents (87 percent) agree that students are safe at school, are learning the importance of caring and respect for others and are trusted in school.

It is important to note that parent response rates to the survey continue to be below 15 percent. We are aware that we still have areas which we need to work on to improve parent and guardian feedback. We will seek that feedback and input through different means to determine successes and challenges.

With the development of the priorities in our Education Plan, our focus on the Critical 2 (High Quality Teaching and Optimum Learning) and our vision: *Every Student, Every Day, a Success*, we are committed to ensuring that all of our students achieve the highest of standards.

We know that students’ foundational skills in literacy and numeracy need to continue to be a priority. We look forward to continuing to work with our diverse communities to ensure our students are supported and successful.

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. Table 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 2023 Required Alberta Education Assurance Measures Overall Summary

Assurance Domain	Measure	Battle River School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.3	82.7	82.7	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	76.8	79.4	79.5	80.3	81.4	82.3	Intermediate	Declined Significantly	Issue
	3-year High School Completion	75.6	85.0	84.7	80.7	83.2	82.3	Intermediate	Declined Significantly	Issue
	5-year High School Completion	30.0	89.6	87.3	88.6	87.1	86.2	High	Improved	Good
	PAT: Acceptable	58.1	58.8	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	10.3	10.2	n/a	16.0	17.7	n/a	Low	n/a	n/a
	Diploma: Acceptable	67.6	67.6	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
Teaching & Leading	Diploma: Excellence	7.7	8.8	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
	Education Quality	87.0	86.8	87.6	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.3	85.4	85.4	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	75.2	76.5	76.5	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	75.2	73.3	75.0	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

Table 1

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)	3.2	n/a	49.2	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	1.7	2.5	2.6	2.5	2.3	2.5	Very High	Improved	Excellent
In-Service Jurisdiction Needs	70.7	77.6	75.6	82.2	83.7	84.3	Very Low	Declined	Concern
Lifelong Learning	75.4	77.2	73.0	80.4	81.0	76.8	Intermediate	Maintained	Acceptable
Program of Studies	80.5	79.4	77.5	82.9	82.9	82.6	High	Improved	Good
Program of Studies - At Risk Students	76.5	78.1	79.6	81.2	81.9	83.4	Very Low	Declined Significantly	Concern
Rutherford Scholarship Eligibility Rate	76.6	76.4	86.2	71.9	70.2	86.3	Very High	Improved Significantly	Excellent
Safe and Caring	86.7	88.4	88.6	87.5	88.8	89.1	High	Declined	Acceptable
Satisfaction with Program Access	69.6	71.2	71.6	72.3	72.6	73.9	Low	Declined	Issue
School Improvement	73.8	70.7	73.7	75.2	74.2	77.9	Intermediate	Maintained	Acceptable
Transition Rate (6 yr)	54.4	57.2	57.8	55.7	60.3	60.2	Intermediate	Maintained	Acceptable
Work Preparation	75.3	82.8	81.7	83.1	84.9	84.5	High	Maintained	Good

Table 2

Assurance Domain	Measure	Alberta (FNMI)			Measure Evaluation		
		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
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	57.0	59.5	59.1	Very Low	Declined	Concern
	5-year High School Completion	71.3	68.0	67.0	Very Low	Improved Significantly	Acceptable
	PAT: Acceptable	40.5	43.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	5.5	5.9	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	74.8	68.7	n/a	Low	n/a	n/a
Teaching & Leading	Diploma: Excellence	11.3	8.5	n/a	Low	n/a	n/a
	Education Quality	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
	Access to Supports and Services	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

Table 3 Province: Alberta (FNMI)

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	16.9	*	52.0	72.8	78.5	77.1	Very Low	Declined	Concern
	5-year High School Completion	35.5	*	70.6	88.7	86.1	86.0	Very Low	Declined	Concern
	PAT: Acceptable	50.6	42.3	n/a	57.9	59.7	n/a	Very Low	n/a	n/a
	PAT: Excellence	4.8	0.0	n/a	12.2	13.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	31.8	53.3	n/a	67.1	59.0	n/a	Very Low	n/a	n/a
Teaching & Leading	Diploma: Excellence	0.0	0.0	n/a	13.8	10.8	n/a	Very Low	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (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 Authority: 2285, The BRSD English as an Additional Language Learners (EAL)

## 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 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
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 - 100.00
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

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each 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 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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 which 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.

Table (refer to pg. 13) 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.

Table (refer to pg. 13) shows the definition of the five improvement evaluation levels based upon the chi-square result.

## Overall Evaluation Table

The overall evaluation combines the achievement evaluation and the improvement evaluation. Table (refer to pg. 13) 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
- School Review meetings
- School Board Engagement
- ATA Liaison Meetings

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

## 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	69
Grade 5 division overall average on MIPI	62.7
Grade 6 division overall average on MIPI	64.6
Grade 7 division overall average on MIPI	60
Grade 8 division overall average on MIPI	54.1
Grade 9 division overall average on MIPI	52.3
Grade 10 division overall average on MIPI	54.9
AEM - First Nations, Metis, Inuit Students	
MIPI (Math Intervention Programming Instrument)	BRSD %
Grade 4 division overall average on MIPI	58.5
Grade 5 division overall average on MIPI	50.7
Grade 6 division overall average on MIPI	57.5
Grade 7 division overall average on MIPI	51.3
Grade 8 division overall average on MIPI	52
Grade 9 division overall average on MIPI	37
Grade 10 division overall average on MIPI	46.7

## Local Literacy Data - Elementary Literacy Intervention Data

September 2022				June 2023		
CC3 Overall Performance	Student Responses	At-Risk Count	At-Risk %	Student Responses	At-Risk Count	At-Risk %
Grade 1				139	55	39.6
Grade 2	375	80	21.3	130	66	50.8
Grade 3	430	108	25.1	155	81	52.3
LeNS	Student Responses	At-Risk Count	At-Risk %	Student Responses	At-Risk Count	At-Risk %
Grade 1				156	71	45.5
Grade 2	380	99	26.1	140	57	40.7
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 2022				June 2023		
Alberta Ed Screener	Student Responses	At-Risk Count	At-Risk %	Student Responses	At-Risk Count	At-Risk %
Grade 1				126	68	54.0
Grade 2	409	122	29.5	129	61	47.3
Grade 3	449	83	18.5	118	60	50.1

The Alberta Education Screen was used for grades 1-3. This measured students overall understanding in the strand of number.



## PAT Course by Course Results by Number Enrolled

PAT Course by Course Results by Number Enrolled													
		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	87.6	11.6	n/a	n/a	n/a	n/a	75.2	12.8	72.8	9.2	75	12
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4		
French Language Arts 6 année	Authority	64.5	9.7	n/a	n/a	n/a	n/a	32.1	3.6	42.5	7.5	45	10
	Province	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5		
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	90.3	24.6	n/a	n/a	n/a	n/a	83.0	20.2	78.9	19.4		
Mathematics 6	Authority	68.0	7.6	n/a	n/a	n/a	n/a	61.7	6.9	62.7	8.7	65	10
	Province	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9		
Science 6	Authority	76.3	24.5	n/a	n/a	n/a	n/a	69.8	21.6	60.0	17.8	70	20
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8		
Social Studies 6	Authority	77.8	19.0	n/a	n/a	n/a	n/a	63.9	13.5	60.7	9.6	65	15
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0		
English Language Arts 9	Authority	68.5	9.0	n/a	n/a	n/a	n/a	63.9	6.5	65.8	8.1	70	10
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4		
K&E English Language Arts 9	Authority	78.3	4.3	n/a	n/a	n/a	n/a	50.0	12.5	n/a	n/a	55	15
	Province	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7		
French Language Arts 9 année	Authority	81.3	6.3	n/a	n/a	n/a	n/a	52.0	0.0	59.1	0.0	65	10
	Province	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9		
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	88.6	26.0	n/a	n/a	n/a	n/a	80.0	25.0	81.6	22.3		
Mathematics 9	Authority	44.6	8.7	n/a	n/a	n/a	n/a	41.7	8.2	47.1	7.9	52	10
	Province	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5		
K&E Mathematics 9	Authority	65.4	11.5	n/a	n/a	n/a	n/a	50.0	12.5	n/a	n/a	55	15
	Province	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3		
Science 9	Authority	67.8	17.2	n/a	n/a	n/a	n/a	65.2	15.1	65.0	14.3	70	18
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1		
K&E Science 9	Authority	78.3	39.1	n/a	n/a	n/a	n/a	62.5	12.5	n/a	n/a	65	15
	Province	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9		
Social Studies 9	Authority	63.5	16.8	n/a	n/a	n/a	n/a	60.7	8.4	52.0	11.8	55	15
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9		
K&E Social Studies 9	Authority	78.3	34.8	n/a	n/a	n/a	n/a	37.5	12.5	n/a	n/a	40	15
	Province	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6		

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

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

Course	Measure	Battle River School Division						Alberta				
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Low	n/a	n/a	401	72.8	n/a	n/a	52,106	76.2	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	401	9.2	n/a	n/a	52,106	18.4	n/a	n/a
French Language Arts 6 année	Acceptable Standard	Low	n/a	n/a	40	42.5	n/a	n/a	3,131	77.6	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	40	7.5	n/a	n/a	3,131	12.5	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a
Mathematics 6	Acceptable Standard	Very Low	n/a	n/a	402	62.7	n/a	n/a	52,551	65.4	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	402	8.7	n/a	n/a	52,551	15.9	n/a	n/a
Science 6	Acceptable Standard	Very Low	n/a	n/a	427	60.0	n/a	n/a	54,859	66.7	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	427	17.8	n/a	n/a	54,859	21.8	n/a	n/a
Social Studies 6	Acceptable Standard	Low	n/a	n/a	427	60.7	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	427	9.8	n/a	n/a	57,655	18.0	n/a	n/a
English Language Arts 9	Acceptable Standard	Low	n/a	n/a	445	65.8	n/a	n/a	56,255	71.4	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	445	8.1	n/a	n/a	56,255	13.4	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	50.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	5.7	n/a	n/a
French Language Arts 9 année	Acceptable Standard	Very Low	n/a	n/a	22	59.1	n/a	n/a	3,215	76.1	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	22	0.0	n/a	n/a	3,215	10.9	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a
Mathematics 9	Acceptable Standard	Very Low	n/a	n/a	444	47.1	n/a	n/a	55,447	54.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	444	7.9	n/a	n/a	55,447	13.5	n/a	n/a
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	52.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	11.3	n/a	n/a
Science 9	Acceptable Standard	Intermediate	n/a	n/a	448	65.0	n/a	n/a	56,311	66.3	n/a	n/a
	Standard of Excellence	High	n/a	n/a	448	14.3	n/a	n/a	56,311	20.1	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	52.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	10.9	n/a	n/a
Social Studies 9	Acceptable Standard	Very Low	n/a	n/a	448	52.0	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	448	11.8	n/a	n/a	56,309	15.9	n/a	n/a
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	49.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	10.6	n/a	n/a

## Diploma Examination Results with Measure Details

Diploma Exam Course by Course Results by Students Writing													
		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	85.7	6.3	n/a	n/a	n/a	n/a	71.6	3.5	76.7	2.2	80	7
	Province	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5		
English Lang Arts 30-2	Authority	89.7	7.5	n/a	n/a	n/a	n/a	83.0	8.5	91.0	6.0	92	10
	Province	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7		
French Language Arts 30-1	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	100.0	0.0	90	10
	Province	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1		
Français 30-1	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	98.6	29.5	n/a	n/a	n/a	n/a	98.8	44.2	99.2	30.7		
Mathematics 30-1	Authority	72.7	20.5	n/a	n/a	n/a	n/a	47.8	7.5	52.6	7.8	55	10
	Province	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0		
Mathematics 30-2	Authority	67.6	8.1	n/a	n/a	n/a	n/a	48.0	5.3	47.4	6.5	55	10
	Province	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2		
Social Studies 30-1	Authority	81.5	6.8	n/a	n/a	n/a	n/a	78.9	7.9	67.7	3.2	70	10
	Province	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9		
Social Studies 30-2	Authority	72.5	3.6	n/a	n/a	n/a	n/a	68.6	2.9	77.0	5.9	80	10
	Province	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3		
Biology 30	Authority	69.9	26.1	n/a	n/a	n/a	n/a	63.6	13.2	67.7	16.7	70	20
	Province	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8		
Chemistry 30	Authority	71.6	27.6	n/a	n/a	n/a	n/a	61.6	14.0	64.6	16.7	67	20
	Province	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0		
Physics 30	Authority	85.2	25.9	n/a	n/a	n/a	n/a	76.6	23.4	54.1	3.3	60	7
	Province	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9		
Science 30	Authority	79.5	14.3	n/a	n/a	n/a	n/a	62.5	6.3	59.1	10.2	65	15
	Province	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1		

## Diploma Examination Results Course by Course Summary with Measure Evaluation

Course	Measure	Battle River School Division							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	n/a	n/a	223	76.7	n/a	n/a	31,493	83.7	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	223	2.2	n/a	n/a	31,493	10.5	n/a	n/a
English Lang Arts 30-2	Acceptable Standard	Intermediate	n/a	n/a	133	91.0	n/a	n/a	17,112	86.2	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	133	6.0	n/a	n/a	17,112	12.7	n/a	n/a
French Language Arts 30-1	Acceptable Standard	Very High	n/a	n/a	13	100.0	n/a	n/a	1,236	93.1	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	13	0.0	n/a	n/a	1,236	6.1	n/a	n/a
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	99.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	30.7	n/a	n/a
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	116	52.6	n/a	n/a	19,783	70.8	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	116	7.8	n/a	n/a	19,783	29.0	n/a	n/a
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	154	47.4	n/a	n/a	14,418	71.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	154	6.5	n/a	n/a	14,418	15.2	n/a	n/a
Social Studies 30-1	Acceptable Standard	Very Low	n/a	n/a	220	67.7	n/a	n/a	24,023	83.5	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	220	3.2	n/a	n/a	24,023	15.9	n/a	n/a
Social Studies 30-2	Acceptable Standard	Low	n/a	n/a	135	77.0	n/a	n/a	21,045	78.1	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	135	5.9	n/a	n/a	21,045	12.3	n/a	n/a
Biology 30	Acceptable Standard	Very Low	n/a	n/a	192	67.7	n/a	n/a	23,270	82.7	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	192	16.7	n/a	n/a	23,270	32.8	n/a	n/a
Chemistry 30	Acceptable Standard	Low	n/a	n/a	144	64.6	n/a	n/a	18,364	80.5	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	144	16.7	n/a	n/a	18,364	37.0	n/a	n/a
Physics 30	Acceptable Standard	Low	n/a	n/a	61	54.1	n/a	n/a	9,241	82.3	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	61	3.3	n/a	n/a	9,241	39.9	n/a	n/a
Science 30	Acceptable Standard	Very Low	n/a	n/a	88	59.1	n/a	n/a	8,007	79.4	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	88	10.2	n/a	n/a	8,007	23.1	n/a	n/a

## Provincial Achievement Test Results by Number Enrolled Measure History

PAT Results By Number Enrolled Measure History													
	Battle River School Division					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	942	n/a	n/a	880	875	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
Acceptable Standard %	65.6	n/a	n/a	58.8	58.1	Very Low	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	14.6	n/a	n/a	10.2	10.3	Low	n/a	n/a	20.8	n/a	n/a	17.7	16.0

## Diploma Examination Results by Students Writing Measure History

Diploma Exam Results By Students Writing Measure History													
	Battle River School Division					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	557	n/a	n/a	508	537	n/a	n/a	n/a	65,117	n/a	n/a	58,444	67,294
Acceptable Standard %	78.0	n/a	n/a	67.6	67.6	Very Low	n/a	n/a	83.6	n/a	n/a	75.2	80.3
Standard of Excellence %	12.9	n/a	n/a	8.8	7.7	Very Low	n/a	n/a	24.0	n/a	n/a	18.2	21.2



## Comments

Battle River continued to be five percent lower than the provincial average on the Acceptable Standard on PAT results. We performed six percent below the provincial average on the PAT Standard of Excellence. Battle River performed 12 percent lower than the provincial average on the Acceptable Standard for Diploma Exams. In BRSD, eight percent of students achieved the Standard of Excellence on Diploma Exams. Province wide, 21 percent of students achieved the Standard of Excellence. In BRSD, we are seeing improvement in our Numeracy and Literacy skills in grades one to six thanks to the various screening tools we are now using to put interventions in place. We anticipate seeing this improvement continue into the higher grades as we develop consistency in instruction and best practices across the division.

## Strategies for Improvement and Next Steps

- Implement and promote the use of evidence-based literacy and numeracy instruction strategies: structured interventions using the mCLASS materials, numeracy progressions, as well as specific resources (Heggerty, UFLI, and Secret Stories, EICS) within classrooms to ensure the effectiveness of teaching methods.
- Regularly and consistently track diagnostic data for all students through Dibbels/Mclass/Elm/English Letter Name-Sound (LeNS) assessment, Castles and Coltheart 3 (CC3): Classroom teachers use formative assessments and real-time reporting to put supports in place sooner for all students.
- We compare data at different times throughout the year to measure the growth/progress of Indigenous and English as Additional Language students.
- Regularly assess and monitor students' literacy and numeracy progress to ensure interventions and support as needed, and to measure the success of the strategies implemented.
- The literacy assessment (DIBELS/LeNS-CC3) results drive tailored, research-based instruction, enhancing educators' effectiveness and significantly boosting students' achievement to meet literacy benchmarks.
- Significant research to support the literacy assessments, ensuring their reliability and validity.

### Goal for 2023-2024

Increase the percentage of students in grades 1-3 meeting or exceeding literacy benchmarks by 15 percent (from 12.3 percent of students at-risk to 10.5 percent at-risk) over the next three academic years through the implementation of evidence-based instruction strategies, professional development for educators, and enhanced family engagement initiatives.

### Goal for 2023-2024

Using the EICS numeracy screener we aim to increase our division average of Grade 1 to 7 students to above 60 percent. We will use this screening tool to identify the areas of support needed for students and the staff, supporting them by grounding in the learning progressions of strong numeracy development.

### Goal for 2023-2024 school year

Battle River will establish a Numeracy Committee of teachers from every school to address the strengths and challenges of our division's numeracy program.



# Priority 2 High Quality Teaching and Optimum Learning

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

## 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										
	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	%
Overall	n/a	n/a	n/a	n/a	1,851	84.4	2,117	82.7	1,897	82.3	n/a	Maintained	n/a	n/a	n/a	n/a	230,956	85.8	249,740	85.1	257,214	84.4	
Parent	n/a	n/a	n/a	n/a	221	88.3	282	84.0	224	83.4	n/a	Maintained	n/a	n/a	n/a	n/a	30,994	89.0	31,894	88.7	31,882	87.3	
Student	n/a	n/a	n/a	n/a	1,370	70.4	1,562	87.9	1,388	70.0	n/a	Improved	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	
Teacher	n/a	n/a	n/a	n/a	260	96.5	273	96.1	285	93.3	n/a	Declined	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	

## High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																							
	Authority												Province										
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	485	77.2	412	82.3	435	86.9	401	85.0	412	75.6	Intermediate	Declined Significantly	Issue	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	439	84.9	463	80.9	413	88.5	436	88.8	402	87.3	Intermediate	Maintained	Acceptable	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	479	86.3	432	86.7	462	85.5	414	89.6	437	90.0	High	Improved	Good	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6

## Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority												Province										
	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	%
Overall	2,405	87.3	2,274	88.5	1,850	88.5	2,113	86.8	1,897	87.0	Intermediate	Maintained	Acceptable	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	385	81.1	328	82.9	221	83.5	283	80.4	224	82.5	High	Maintained	Good	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	1,695	85.0	1,635	86.3	1,369	84.9	1,557	83.7	1,388	84.3	Intermediate	Maintained	Acceptable	197,282	88.1	193,793	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	325	95.9	311	96.3	260	97.1	273	96.3	285	94.3	Intermediate	Declined	Issue	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

## Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.																							
	Authority												Province										
	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	%
Overall	1,630	76.4	1,559	75.7	1,299	78.9	1,500	79.4	1,328	80.5	High	Improved	Good	181,846	82.2	184,393	82.4	157,880	81.9	172,338	82.9	179,589	82.6
Parent	385	78.2	328	74.5	220	75.7	282	80.1	224	79.5	High	Maintained	Good	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2
Student	920	67.8	920	67.1	819	67.2	946	66.5	818	73.2	High	Improved Significantly	Good	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9	115,467	77.4
Teacher	325	85.1	311	85.5	260	87.7	273	88.6	284	88.9	High	Maintained	Good	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3

## 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												Province										
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
4 Year Rate	439	35.2	453	36.9	413	36.7	436	36.3	402	36.4	Intermediate	Maintained	Acceptable	44,994	40.2	44,980	40.9	45,351	40.5	46,242	41.2	47,660	40.2
6 Year Rate	450	58.3	468	58.5	432	57.7	451	57.2	414	54.4	Intermediate	Maintained	Acceptable	43,728	59.1	44,832	60.3	44,983	60.0	44,966	60.3	45,342	59.7

## 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									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	324	83.1	309	73.7	252	76.8	284	77.8	278	70.7	Very Low	Declined	Concern	33,074	86.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	324	83.1	309	73.7	252	76.8	284	77.8	278	70.7	Very Low	Declined	Concern	33,074	86.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2

## 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									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	693	67.2	622	68.8	471	75.9	533	77.2	480	75.4	Intermediate	Maintained	Acceptable	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4
Parent	370	67.0	314	57.1	216	62.0	266	64.4	208	64.9	Intermediate	Maintained	Acceptable	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4
Teacher	323	77.4	308	80.5	255	89.8	267	90.1	272	85.8	Intermediate	Maintained	Acceptable	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3

## Rutherford Eligibility Rate — Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	503	61.2	474	62.4	513	66.7	423	75.4	444	76.6	Very High	Improved Significantly	Excellent	60,559	64.8	58,970	66.6	59,357	68.0	58,631	70.2	57,307	71.9

## 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 the last three years.

	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	%
Overall	2,385	74.8	2,285	76.8	1,810	78.7	2,084	70.7	1,874	73.8	Intermediate	Maintained	Acceptable	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	373	72.9	323	74.3	210	76.2	275	69.6	219	66.7	Low	Maintained	Issue	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	1,692	73.3	1,633	76.1	1,359	77.8	1,554	73.1	1,383	74.0	Intermediate	Maintained	Acceptable	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	320	78.1	309	79.9	241	82.2	255	79.2	272	80.9	High	Maintained	Good	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0

## 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									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	684	78.1	616	80.7	462	79.2	525	82.8	476	79.3	High	Maintained	Good	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1
Parent	384	68.4	308	68.5	213	65.7	260	72.7	204	69.6	High	Maintained	Good	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0
Teacher	320	87.8	308	92.9	249	92.8	265	92.8	272	89.0	Intermediate	Declined	Issue	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3

## Comments

In Battle River, we have many reasons to celebrate. The percentage of students who agree that they are engaged in their learning has increased from the previous year (68 to 70 percent). Our 4- and 5-year Completion rates are slightly higher than the provincial average. There has been a significant increase in students (70 to 73 percent) indicating they are satisfied with the opportunity to receive broad program of studies (including fine arts, career, technology, and health and physical education).

We have examined all of the data available to us through Alberta Education and local assessments and screeners. We are aware that we must be intentional with revisiting the results of our work and ensure we are continually aligned with our Education Plan.

## Strategies for Improvement and Next Steps

- Providing intentional learning opportunities for administrators to support optimum learning and high quality teaching through Leading & Learning meetings, Administrator Mentorship, and Aspiring Leaders
- Educational Assistant Professional Learning (Parabytes, Autism Learning Series, 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)
- Assessing and re-evaluating HR processes in recruiting staff that contribute to an optimum learning environment and high quality teaching. Create a list of HR processes to review (ie. interview guides, probationary reviews/evaluations, onboarding processes, timeliness of filling positions, etc.).
- 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, Metis, and Inuit, Adhering to Legal Frameworks and Policies) into their daily practices.
- Division-wide professional development day for all staff. This year, we worked with our Local ATA to bring in speakers who shared messages focused on resilience, relationships, and how all Battle River staff make a difference for students. This professional learning opportunity developed a sense of belonging.
- Collect qualitative feedback after Battle River professional learning events. Allow staff to reflect on and determine the next steps for planning professional learning to ensure that we are meeting the needs of our staff.
- 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.
- Battle River will pursue further opportunities with the Dual Credit program in the coming year with Olds College and Red Deer Polytechnic. Currently, we have 7 high school students taking Veterinarian Tech Assistant, Accounting, Horticulture, and Marketing through Old College. BRSD secured a government grant of fifty thousand dollars to cover tuition and resources for our students to earn post-secondary credits while still being enrolled in BRSD. In the coming year, we plan to expand this program.



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

### 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.	83.3	84.7
Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same over the last three years.	73.8	84.7
Overall percentage of students and parents who feel students receive the help and support they require at school.	75.2	80.6
Overall percentage of students and parents who feel that students at risk have quality programs that are easy to access and timely.	76.5	81.2
Percentage of Grade 12 students eligible for a Rutherford Scholarship	76.6	71.9
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.7	2.5
AEM - First Nations, Metis, Inuit Students		
Alberta Education Assurance (AEA) survey	BRSD %	PROV %
Percentage of students eligible for a Rutherford Scholarship	56.3	43.9
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.7	5.1
3 Year Completion Rate - FNMI	63.7	57



## Citizenship — Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	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	%
Overall	2,404	77.3	2,274	76.7	1,850	80.0	2,118	79.4	1,898	76.8	Intermediate	Declined Significantly	Issue	285,614	82.9	284,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	385	73.7	328	76.9	221	74.0	282	75.6	224	73.2	Intermediate	Maintained	Acceptable	35,247	81.9	36,891	82.4	30,805	81.4	31,889	80.4	31,869	79.4
Student	1,694	67.1	1,634	70.6	1,369	73.1	1,563	69.4	1,388	69.9	High	Maintained	Good	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	325	91.1	312	91.8	280	92.8	273	83.2	286	87.3	Intermediate	Declined Significantly	Issue	33,277	83.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	80.3

## Parental Involvement — Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	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	%
Overall	706	75.8	638	76.7	479	75.2	554	73.3	508	75.2	Intermediate	Maintained	Acceptable	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	381	66.8	327	66.7	220	63.7	282	61.6	223	66.6	Intermediate	Maintained	Acceptable	34,844	73.6	36,556	73.9	30,888	72.2	31,598	72.3	31,720	72.5
Teacher	325	84.9	311	86.6	259	86.8	272	84.9	285	83.9	Low	Maintained	Issue	33,172	89.0	33,821	89.6	30,033	86.8	30,614	85.2	32,215	85.7

## 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									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	1,850	78.6	2,118	76.5	1,898	75.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	221	86.2	283	88.1	224	69.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	1,368	79.1	1,562	77.3	1,387	79.7	n/a	Improved	n/a	n/a	n/a	n/a	n/a	169,631	80.2	188,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	281	83.8	273	84.1	285	76.6	n/a	Declined Significantly	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

## 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										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	%
Overall	n/a	n/a	n/a	n/a	1,852	86.9	2,119	85.4	1,898	83.3	n/a	Declined	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	221	86.2	283	84.1	224	82.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	1,371	79.1	1,563	75.3	1,388	75.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	280	95.3	273	96.7	286	91.5	n/a	Declined Significantly	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

## Safe and Caring — Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.																							
	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	%
Overall	2,402	85.8	2,272	88.8	1,852	89.8	2,118	88.4	1,898	86.7	High	Declined	Acceptable	285,382	89.0	284,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	378	51.3	323	61.8	215	56.3	278	63.7	223	63.6	High	Maintained	Good	35,247	89.7	36,899	90.2	30,999	90.5	31,707	89.5	31,879	88.1
Student	1,692	76.8	1,633	81.0	1,371	83.9	1,562	80.5	1,388	80.4	High	Maintained	Good	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	325	95.1	311	95.7	280	95.8	273	97.0	286	93.2	Intermediate	Declined	Issue	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0

## Satisfaction with Program Access — Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																							
	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	%
Overall	2,387	69.0	2,261	72.0	1,838	65.6	2,111	71.2	1,887	69.6	Low	Declined	Issue	283,978	73.1	282,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9
Parent	378	51.3	323	61.8	215	56.3	278	63.7	223	63.6	Intermediate	Maintained	Acceptable	34,371	81.1	35,963	88.4	29,417	65.7	30,684	67.4	31,117	68.4
Student	1,689	78.9	1,629	78.8	1,363	74.0	1,560	74.4	1,384	78.8	Intermediate	Improved	Good	196,411	78.8	192,661	79.0	168,839	71.9	186,237	73.5	192,289	74.3
Teacher	322	78.8	309	76.6	260	66.5	273	75.4	280	66.2	Low	Declined Significantly	Concern	33,198	79.3	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0

## High School Completion Rates — 3-year Rolling Average

	Battle River School Division (FNMI)						Alberta (FNMI)					
	2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	17	60.7	20	67.2	19	71.8	3,732	58.4	3,845	59.1	3,910	59.5
4 Year Completion	18	65.4	16	62.9	20	70.0	3,549	62.9	3,641	65.5	3,778	66.0
5 Year Completion	17	67.1	18	68.6	16	67.6	3,381	65.8	3,490	67.0	3,594	69.1

Table 4 Authority: 2285, The BRSD (FNMI); Province: Alberta (FNMI)

## Comments

In Battle River, over the past year, the percentage of students who agree that they have access to the appropriate supports and services at school increased from 77 to 80 percent. The percentage of parents (87 percent) and students (80 percent) 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, remained high this past year. The percentage of student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community improved from 74 to 79 percent.

Staff indicate a decrease from 93 to 87 percent in their satisfaction that students model the characteristics of active citizenship. Battle River staff also indicated a decrease (84 to 77 percent) that students have access to the appropriate supports and services at school. Staff indicated a decrease (98 to 92 percent) that their learning environments are welcoming, caring, respectful and safe. This has been a trend over the past 3 years.

Significant social-emotional learning programming was delivered by MHCB coaches and Alberta Education Mental Health Wellness Coaches to students and their teachers across BRSD during the 2022-2023 school year. Every administration team received coaching in restorative circles, 84 employees received NVCI training to build their capacity to de-escalate and intervene when working with students who have complex, unsafe behaviours.

## Strategies for Improvement and Next Steps

- BRSD supports restorative practices and processes. This year, BRSD has several administrators taking professional development at the Alberta Annual Restorative Justice Conference.
- 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 second annual powwow during the 2023/2024 year.
- Track live Indigenous student attendance data through Dossier and follow up with families.
- Develop stronger community partnerships (Camrose Area, Beaver County, and Flagstaff County) to support EAL students.
- In Battle River, we will be introducing our SAVY (Student Advocacy & Voice for Youth) movement to a second cohort of students: Grade 5 to 9. This new group of SAVY students will allow BRSD to access student voice with more depth and breadth.
- Through a Memorandum of Understanding with the Augustana Campus: University of Alberta, BRSD students can participate in several deep cultural learning opportunities, including musical shows, planned walks, and Indigenous recruitment series
- Researching and Implementing targeted Diversity, Equity, and Inclusion strategies to increase the number of applicants from diverse backgrounds for all positions.
- Access to Low Incidence Support and Services Grant to support students with low incidence complexities
- Commitment to EELIT (Eastern Edge Low Incidence Team)
- Mentorship teachers learning opportunities focused on equity supports for students and teacher development
- Behaviour consultant to work with schools to acquire proactive strategies and interventions across the behaviour support continuum.
- FSLW & MHCB supporting staff with strategies for implementation within the school community to create connection, a sense of belonging and wellness.

# 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>			



© Jigsaw Learning  
Connecting CR to Priorities Template

## Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in the Annual Education Results Report.

The Whistleblower Protection Act requires that we state the number of disclosures we have received for the 2022-23 year. BRSD has received and acted on one disclosure for the 2022-23 year. The government review is not complete as of this report.

# Summary of Financial Results

## Variance Analysis of Spring Budget to Actual Expenditures 2022-23

Variance Analysis of Spring Budget to Actual Expenditures 2022-23				
	2023 Actual	2023 Budget	Variance Amount	Variance %
<b>Revenue</b>				
Government of Alberta	76,718,972	74,680,990	3,087,508	4.13%
Fees	1,002,618	850,617	(12,330)	-1.45%
Sales of services and products	1,813,102	1,133,433	404,127	35.66%
Other revenue	3,556,175	1,522,649	(226,690)	-14.89%
<b>Total Revenues</b>	<b>83,090,867</b>	<b>78,187,689</b>	<b>3,252,615</b>	<b>4.16%</b>
<b>Expense by Programs</b>				
Instruction - ECS	2,475,398	2,701,014	23,450	0.87%
Instruction - Grades 1 - 12	56,604,399	54,690,916	(1,693,658)	-3.10%
Operations and maintenance	10,846,304	10,884,933	(80,313)	-0.74%
Transportation	6,154,422	5,691,273	(330,058)	-5.80%
System administration	2,622,359	2,734,436	(109,371)	-4.00%
External services	2,227,424	2,141,878	78,277	3.65%
<b>Total Expenses</b>	<b>80,930,306</b>	<b>78,844,450</b>	<b>(2,111,673)</b>	<b>-2.68%</b>
<b>Variance Explanation</b>				
<b>Revenue</b>				
BRSD received increased funding as a change in the WMA calculation due to increased enrolments. Unexpected grants were received for the Teacher Salary settlement, Jordan's Principle, additional learning, MHCBC Pilot, fuel, and insurance. Our investment income was higher than expected due to increased cash on hand. As well, the Division experienced an increase in international students.				
<b>Expenses</b>				
Instruction expenses were increased as due to increased certificated staff time, additional technology projects, and increased specialized services.				
Operations and maintenance expenses were lower as a result of decreased insurance costs and deferred IMR projects.				
Transportation expenses exceeded budget due to increased costs for repairs, fuel, tires and driver training.				

Audited Financial Statements, reserve summary, and summary of school budgets and School Generated Funds for the year ending August 31, 2023 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.