



**ANNUAL EDUCATION  
RESULTS REPORT  
2022-2023**



**Grimshaw  
Public School**



# TABLE OF CONTENTS

Message from the Board Chair.....	3
Message from the Superintendent .....	5
Message from the Principal .....	6
About Grimshaw Public School .....	7
Alberta Education Results Report Introduction.....	9
Literacy Achievement Results.....	10
• Early Years Assessments: Percentage of Students Considered at Risk .....	11
• Fountas & Pinnell Data.....	12
• Reading Comprehension Assessment Tool (RCAT) Data .....	13
• Writing Assessment Tool (WAT) Data .....	14
• Division Report Card Data .....	15
• PRSD Education Assurance Survey Results .....	19
• Provincial Achievement Test Results - Grade 6 .....	20
• Provincial Achievement Test Results - Grade 9 .....	21
• Provincial Diploma Exam Results .....	22
• Summary of Literacy Achievement Results .....	23
Numeracy Achievement Results .....	24
• Early Years Assessments: Percentage of Students Considered at Risk .....	25
• Mathematics Intervention/Programming Instrument Data (MIPI) .....	26
• Numeracy Comprehension Assessment Tool Data (NCAT) .....	27
• Division Report Card Data .....	28
• PRSD Education Assurance Survey Results .....	31
• Provincial Achievement Test Results - Grade 6 .....	32
• Provincial Achievement Test Results - Grade 9 .....	33
• Provincial Diploma Exam Results .....	34
• Summary of Numeracy Achievement Results .....	35
Inclusive Education Practices .....	36
• Behaviour Support Plans and Individual Program Plans .....	37
• Attendance Data .....	37
• PRSD Education Assurance Survey Results .....	38
• Alberta Education Assurance Measures: Safe and Caring Schools.....	39
• Alberta Education Assurance Measures: High School Completion Rates .....	40
• Summary of Inclusion Education Practices .....	41
Summary of Financial Results .....	42
Accountability Statements .....	44
Communication Plan .....	45





# MESSAGE FROM THE BOARD CHAIR

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

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

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

*Crystal Owens*  
Peace River School Division Board Chair



# ADVOCATES OF PUBLIC EDUCATION

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

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

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

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

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

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

## OUR COMMITMENT

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

## ACCOUNTABILITY STATEMENT

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

*Crystal Owens*  
Board Chair  
OwensCry@prsd.ab.ca

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



# MESSAGE FROM THE SUPERINTENDENT

I am so proud of the collective work the Peace River School Division staff demonstrates each day in supporting success in academic achievement and overall growth and development of our youth. We are seeing good progress as a result. Great job PRSD staff and students!

The cumulative impact of your collective and significant effort is represented in this Annual Education Results Report (AERR). The AERR highlights the commitment of staff to use a collaborative response approach to ensure delivery of differentiated educational services in pursuit of an inclusive education environment that best meets the needs of all our students, not just many or most. Your efforts to utilize formative assessment strategies, differentiated instructional practices, and individual learner profiles to personalize the learning experience, provides meaningful and effective supports for all students.

The Peace River School Division is aligning supports, professional development, and resources at all levels to ensure every student is successful. We commit to achieving this goal through our **Three-Year Education Plan** that focuses on ensuring all students will be literate, numerate, and included. If you have any questions about this report, or our Three-Year Education Plan, please do not hesitate to contact your school principal, and/or join the school council to make a positive impact in public education. I look forward to a wonderful school year, Learning Together ~ Success for All!

*Adam Murray*  
Peace River School Division



# MESSAGE FROM THE PRINCIPAL

Grimshaw Public School follows a strong tradition of supporting achievement, development and overall well-being of students. GPS students benefit from goal setting and a school environment that ensures every student has opportunities to be successful through access to different teaching strategies, materials, and courses. It is our job to do all we can to ensure that students reach their full potential.

We will attain this goal by making sure the educational experience is engaging and learning is enjoyable and rewarding. At GPS we believe community leadership is an essential skill to nourish in our school and students will continue to be given opportunities to support their community through a wide variety of social initiatives. At GPS we provide our students with a safe learning environment where students can make good choices, setting a path for success in current and future grade levels and for career preparation. We are here to support our students in their learning endeavours and to help build strategies to achieve their goals. Our greatest support in this area comes from parents and guardians; with encouragement at home - and a few reminders to complete homework - our students can achieve anything they want from life

*Jessica Shaw*  
Grimshaw Public School





# ABOUT GRIMSHAW PUBLIC SCHOOL

Grimshaw Public School (GPS) was established in 2017 and is a K-12 school that serves the rural community of Grimshaw and surrounding areas. The school's population is approximately 495 students, with a complement of approximately 60 staff members teaching and supporting our students. Grimshaw Public School shares a large three-gymnasium fieldhouse, an indoor running track, a large state-of-the-art theatre, well-equipped Home Economics and Industrial Arts labs, and a fully-stocked community library. Our students make use of all the newest educational technologies while they learn, with a 1-1 student-to-device ratio. Grimshaw Public School supports different learning styles in classrooms through alternative seating that includes stand-up desks, collaborative workstations, wobble stools, rocking chairs, and single desks for students that benefit from working independently. Students have a wide selection of electives and complementary courses and programming options at GPS, including Fine and Industrial Arts, Home Economics, Drama, Design Studies, STEM, and French. Students also benefit from our athletic programs, which include basketball, volleyball, track and field, and badminton. GPS uses a Collaborative Response (CR) approach to support student learning and differentiate instruction. Through universal assessment and supports and constant progress monitoring, teachers at GPS can support all of our learners and ensure all students have access to the most current literacy and numeracy instruction in a inclusive and responsive environment.

## OUR VISION

Grimshaw Public School:  
A welcoming environment  
where all students discover  
success!

## OUR MISSION

Inspiring our students  
today for tomorrow's  
future

# ABOUT THE PEACE RIVER SCHOOL DIVISION



## OUR MOTTO

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



## PRINCIPLES & BELIEFS

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

## QUICK FACTS



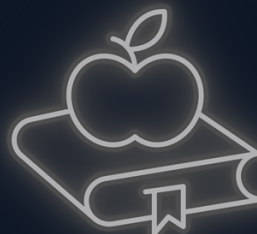
**3,000 +  
STUDENTS**



**21  
SCHOOLS**



**69  
BUS ROUTES**



**500 +  
STAFF**

# 2022/2023 ANNUAL EDUCATION RESULTS REPORT

**AUTHORITY: 1070 THE PEACE RIVER SCHOOL DIVISION**

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

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

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

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

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

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

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

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

**Inclusionary Practices:** Alberta Education Assurance Measures.



## **PRSD GOAL ONE:**

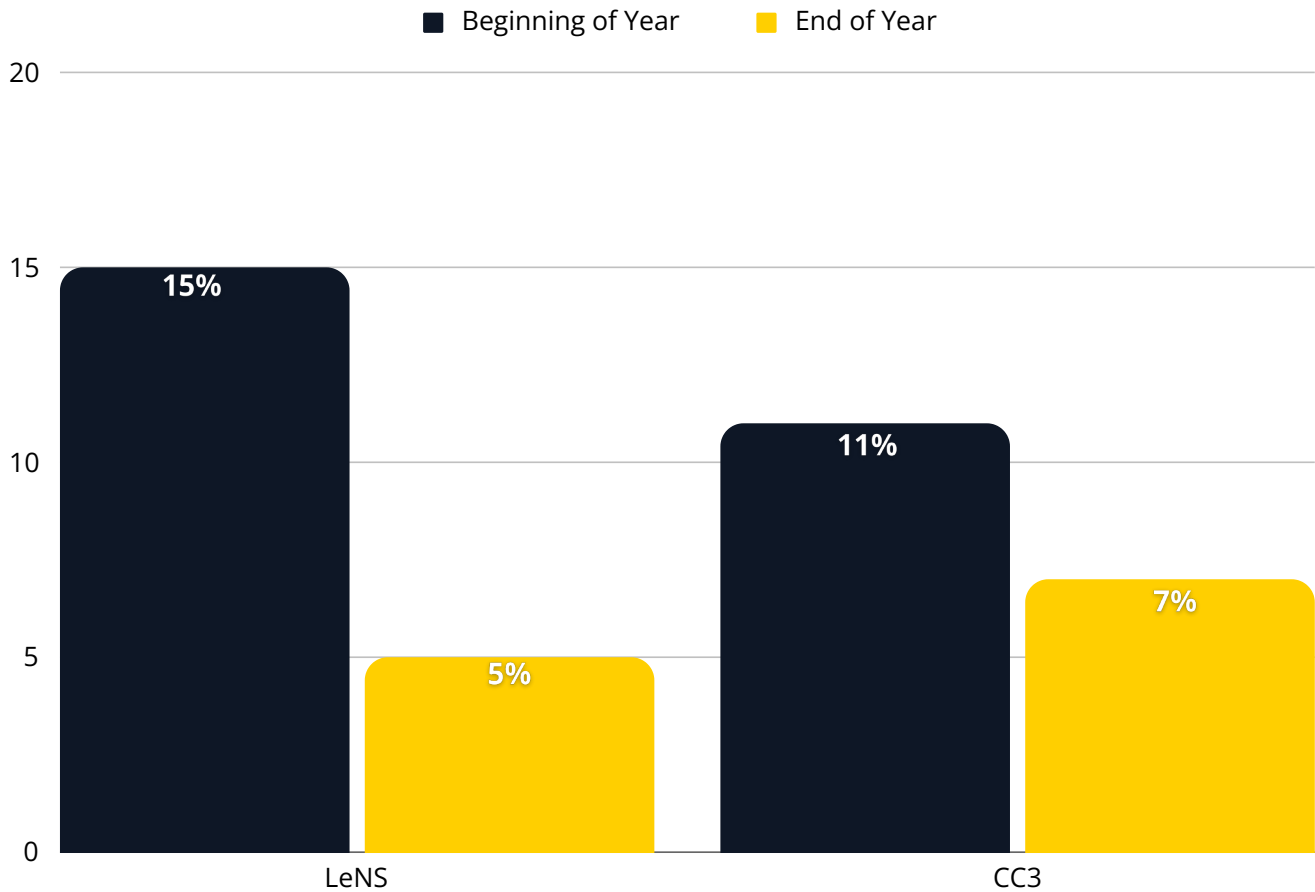
**ALL STUDENTS ARE LITERATE**

## **OUTCOME:**

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

# LITERACY ACHIEVEMENT RESULTS

## Early Years Assessments - Percentage of Students Considered at Risk



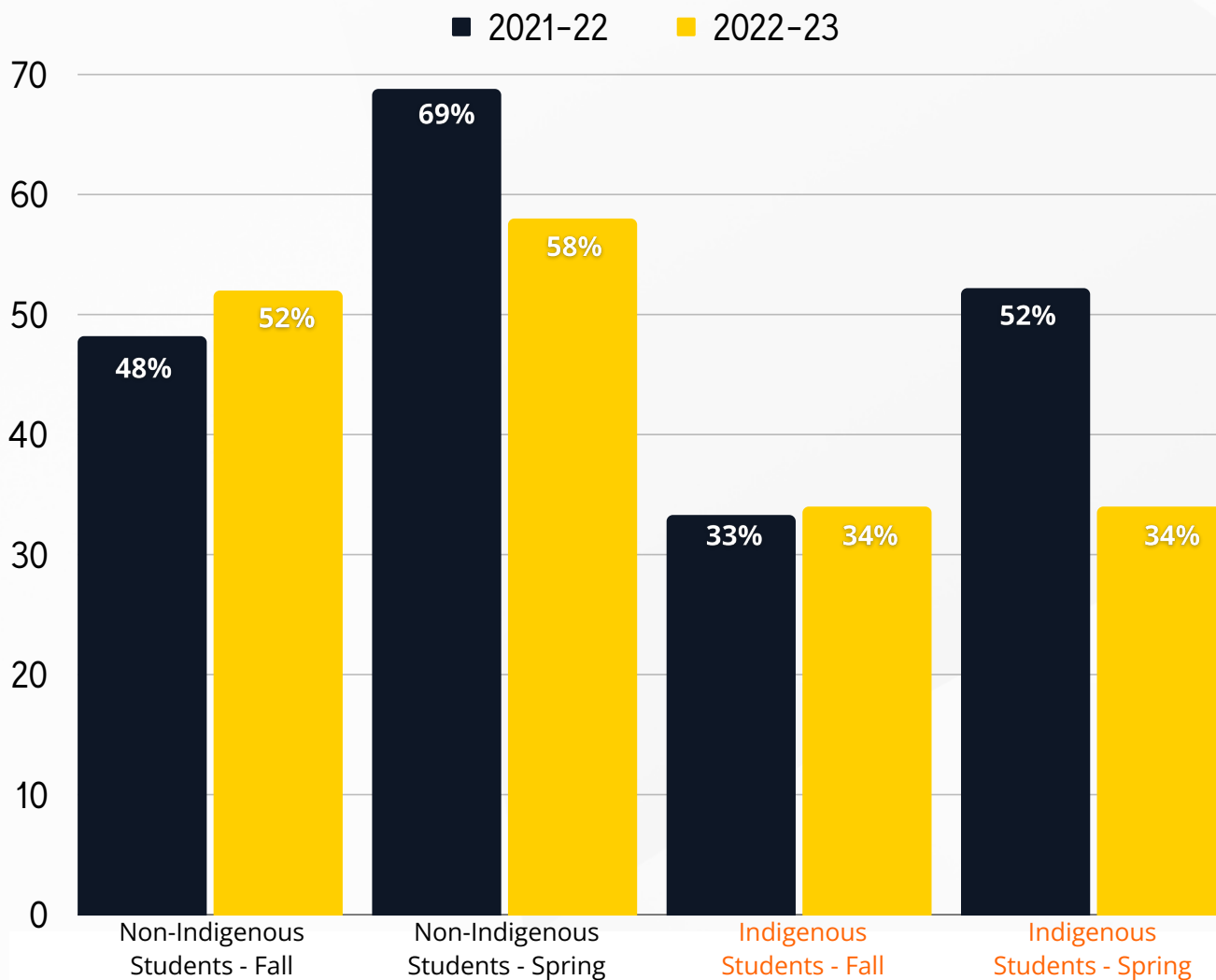
### Summary

The Letter Name-Sound (LeNS) assessment and Castles and Coltheart 3 (CC3) assess student skills in the area of literacy. Data from the 2022-23 school year shows a drop in students considered at risk from 15% to 5% and the Castles and Coltheart 3 (CC3) shows a similar drop from 11% to 7%. This data is showing a trend in the right direction.

All students in Grade 1 and 2 completed the LeNS, and CC3 assessments. All students in Grade 3 completed the CC3 assessment. Only those Grade 4 students identified as at-risk at the end of the 2022-23 school year, completed the CC3 assessment. Results indicate a significant drop in the number of students considered at risk at the end of the school year.

# LITERACY ACHIEVEMENT RESULTS

## Division Fountas & Pinnell BAS I and II Data



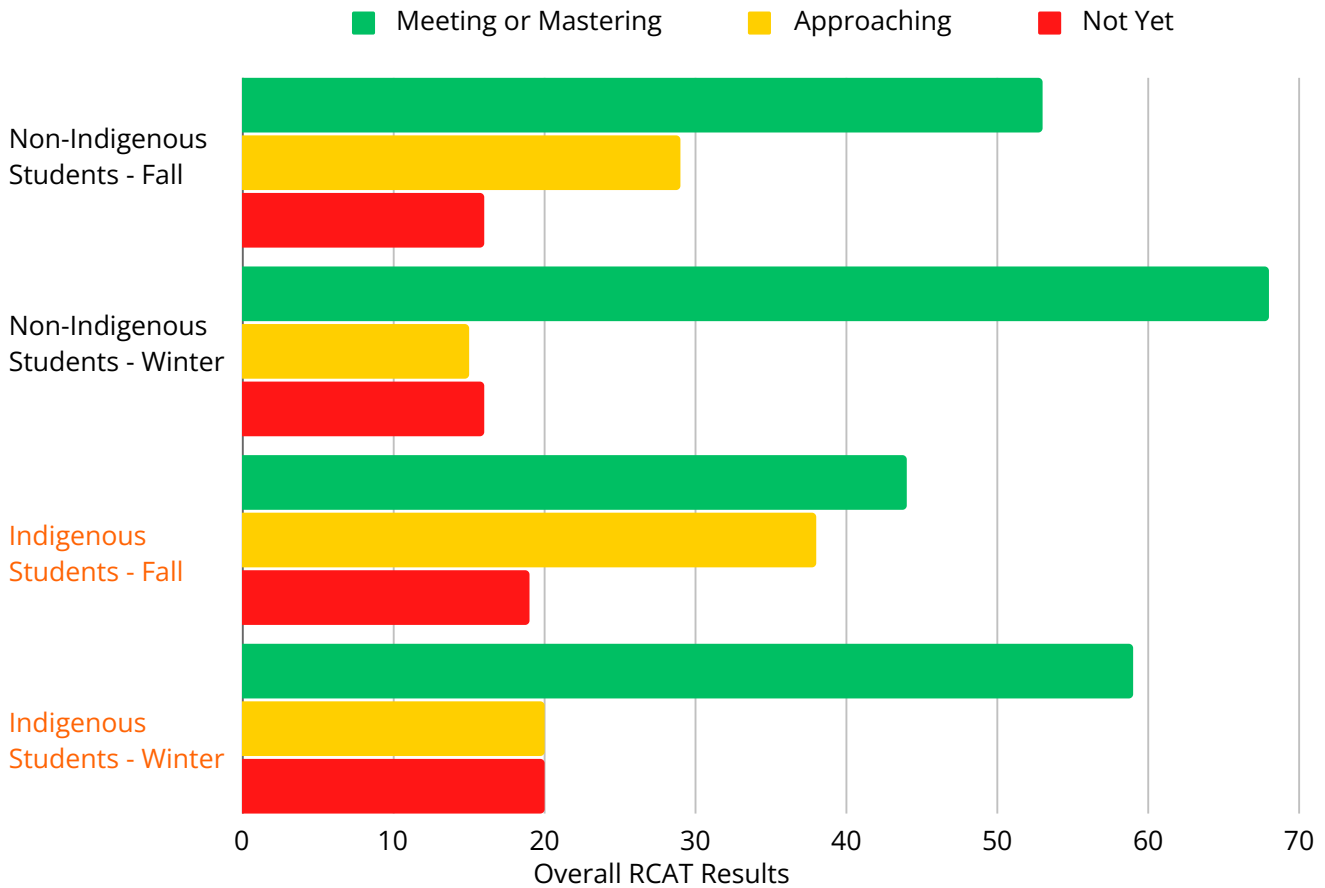
### Summary

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

### About Fountas & Pinnell BAS I and II Data

# LITERACY ACHIEVEMENT RESULTS

## Reading Comprehension Assessment Tool (RCAT)



### Summary

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

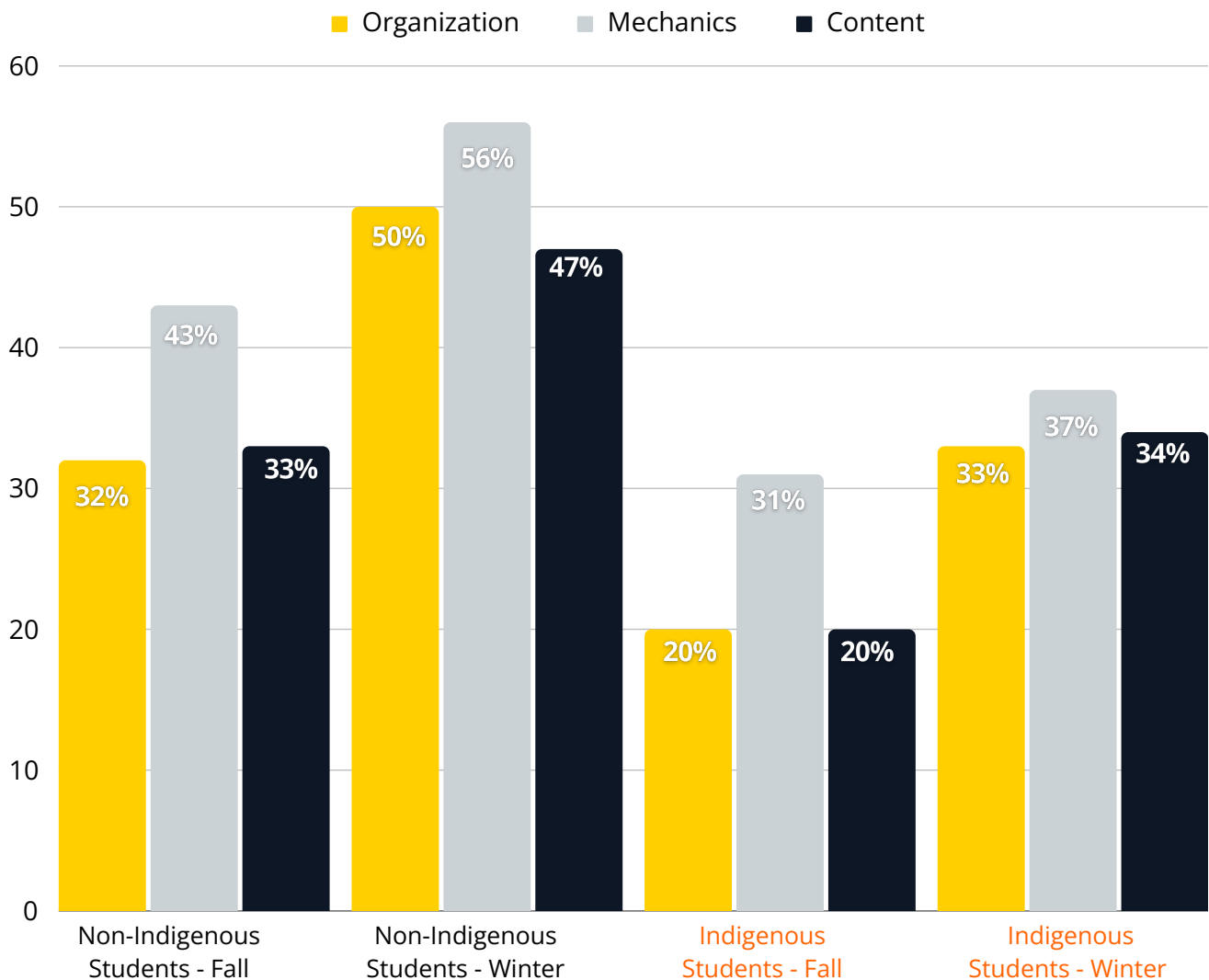
This set of data indicate significant growth for all students from the Fall to Winter assessment periods a reduction in the number of students who are approaching expectations. We will continue to work towards reducing the number of students who are "not yet" meeting expectations through targeted intervention and continued work towards their individual program plan goals.

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

[About Reading Comprehension Assessment Tool Data](#)

# LITERACY ACHIEVEMENT RESULTS

## Writing Assessment Tool (WAT) Data



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

### Summary

The Division Writing Assessment Tool (WAT) is an internally developed assessment that measures proficiency in organization, mechanics and content. The Division does not write the WAT in the Spring because WAT data are primarily used to inform instruction throughout the year. The Fall data is based on curricular outcomes from the previous grade level and the Winter data is based on current grade level outcomes.

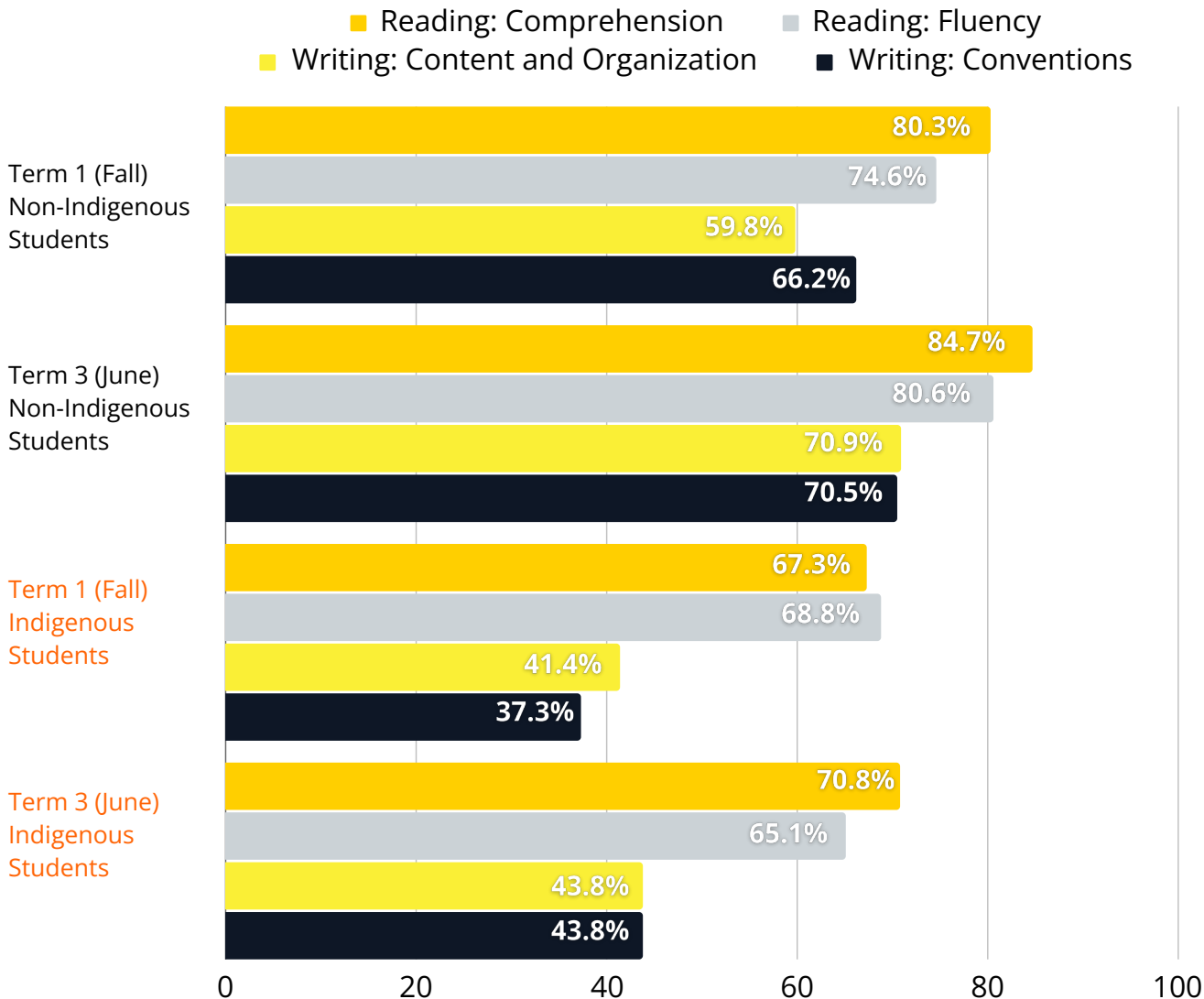
The Writing Assessment Tool (WAT) data for 2022-2023 show that less than 50% of all students were meeting or mastering grade-level expectations in writing during the Fall reporting period. While there were gains between the fall and winter reporting periods, there remains significant room for improvement. Moving forward, continued efforts will be made to ensure students become more proficient in writing.



# LITERACY ACHIEVEMENT RESULTS

## Report Card Data for Literacy

Percentage of Grades 1-6 students meeting or mastering expectations



### Summary

The report card data indicate that from the Term 1 report to the Term 3 report there was a significant increase in the percentage of Grades 1-6 students meeting grade-level expectations in all areas of Reading and Writing. While this is very positive, the overall data suggests that further work is needed in the area of writing, and that work needs to be done to close the achievement gap between our Indigenous and Non-Indigenous learners.

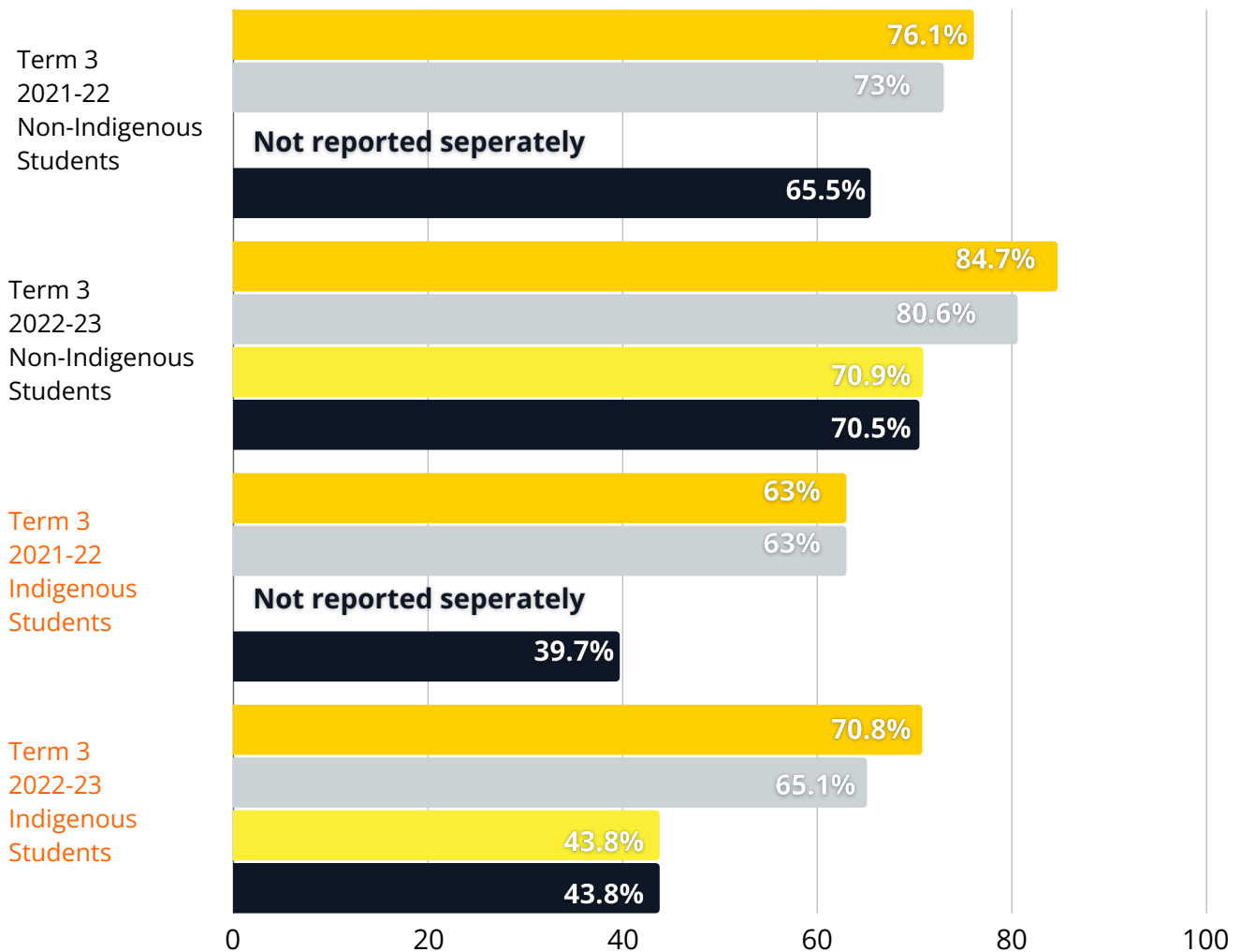
# LITERACY ACHIEVEMENT RESULTS

## Report Card Data for Literacy

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

### Year-over-year comparison

■ Reading: Comprehension     ■ Reading: Fluency  
■ Writing: Content and Organization     ■ Writing: Conventions



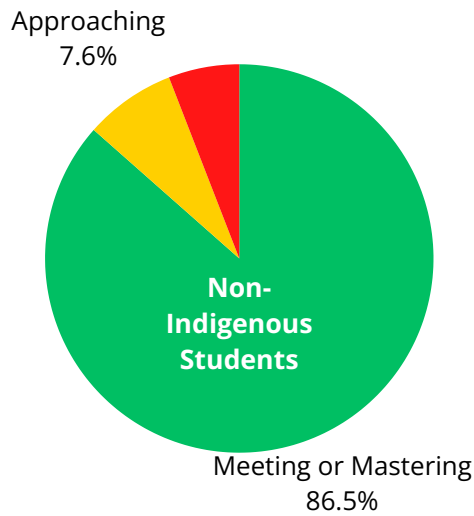
### Summary

The year over year comparison of report card data indicate there was an increase in the percentage of Grades 1 through 6 students meeting grade-level expectations in all areas of Reading and Writing. While much work remains, efforts to improve achievement and minimize the gap between our Indigenous and non-Indigenous learners are having a positive impact on achievement.

# LITERACY ACHIEVEMENT RESULTS

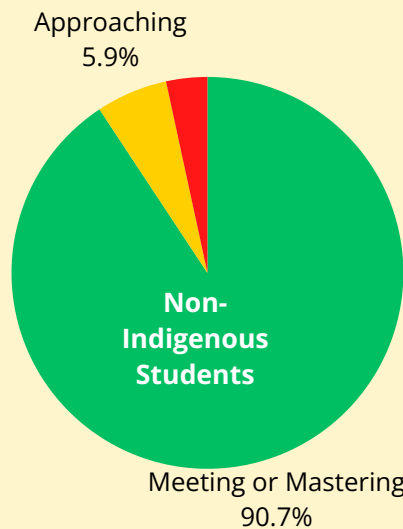
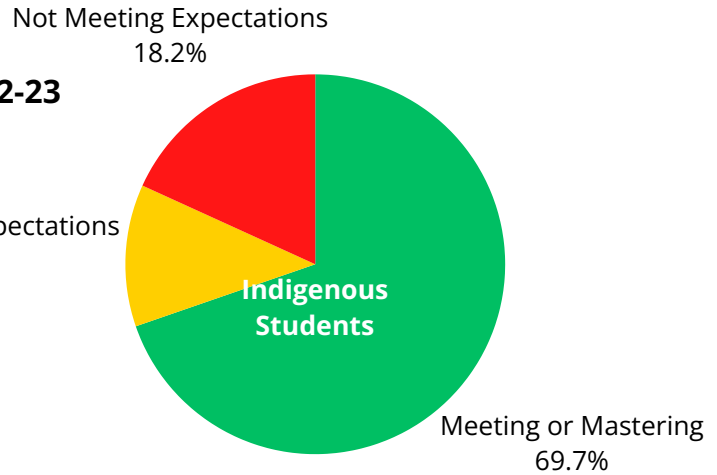
## Report Card Data for Literacy

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



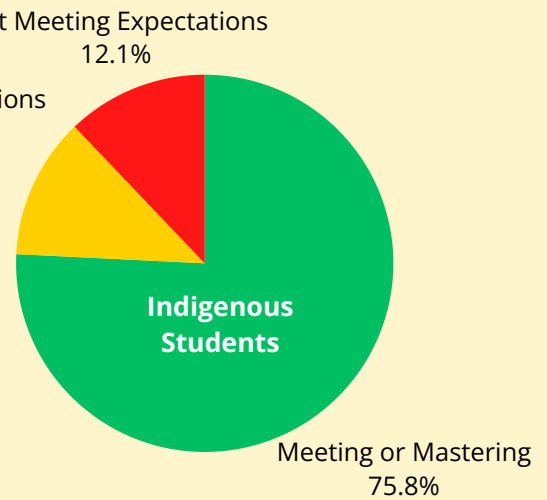
### November 2022-23 Results

Approaching Expectations  
12.1%



### June 2022-23 Results

Approaching Expectations  
12.1%



## Previous Year's Results

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

### Non-Indigenous Students



### Indigenous Students



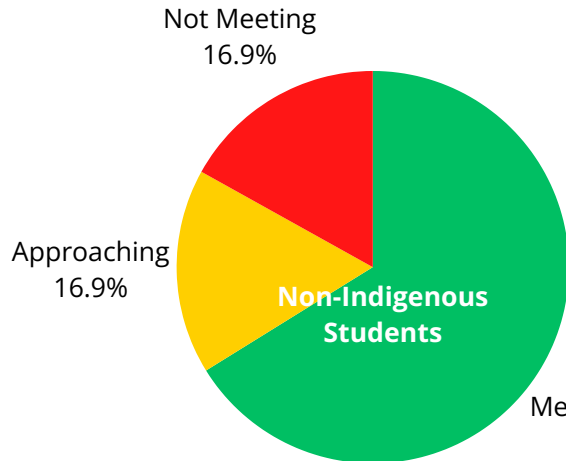
## Summary

The Grades 7-9 school report card data indicate 90.7% of non-Indigenous students met or mastered grade-level expectations at the end of the school 2022-23 school year, which is 15.5% higher than in the previous school year. Amongst our Indigenous students, 75.8% met or mastered grade-level expectations, which is a phenomenal gain of 28.6% from the previous school year. This data is evidence of the efforts to eliminate the achievement gap between our Indigenous and non-Indigenous students.

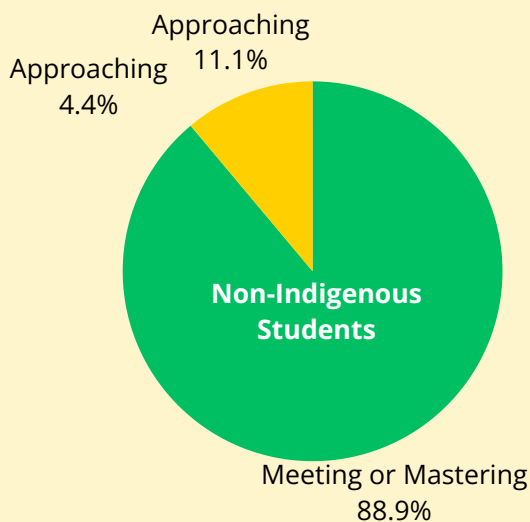
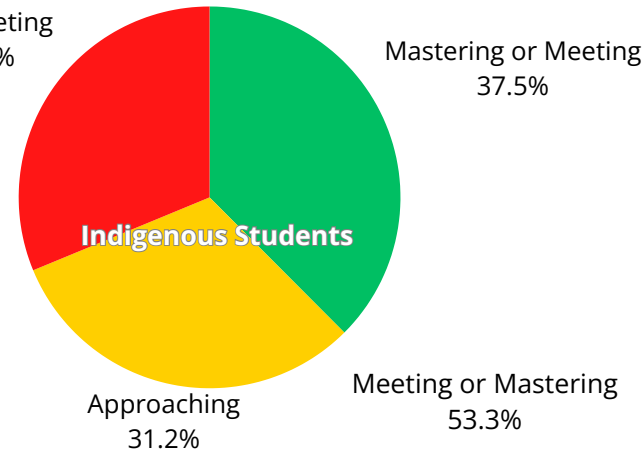
# LITERACY ACHIEVEMENT RESULTS

## Report Card Data for Literacy

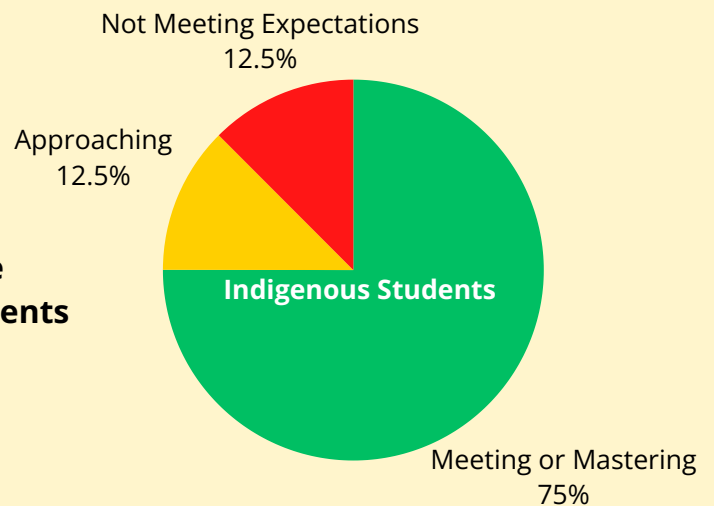
Percentage of Grades 10-12 students meeting or mastering expectations: 2022-2023



### November assessments



### June assessments



## Previous Year's Results

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

### Non-Indigenous Students



### Indigenous Students



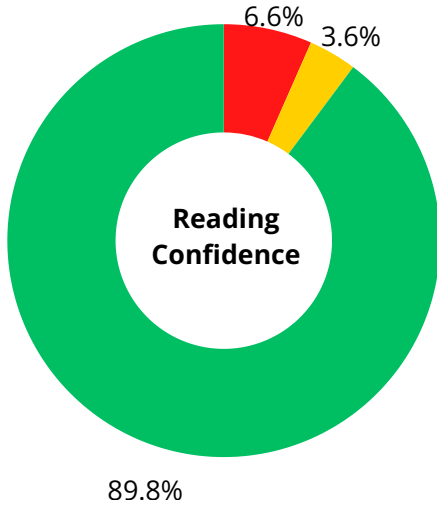
## Summary

The Grades 10-12 school report card data indicate that 88.9% of non-Indigenous students and 75% of Indigenous students met or mastered grade-level expectations at the end of the year. Additional work is required to close the achievement gap between our Indigenous and Non-Indigenous learners.

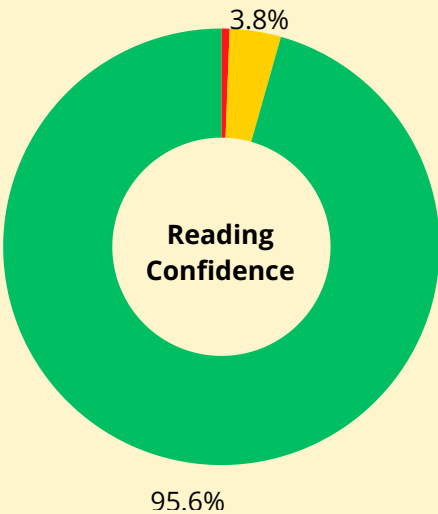
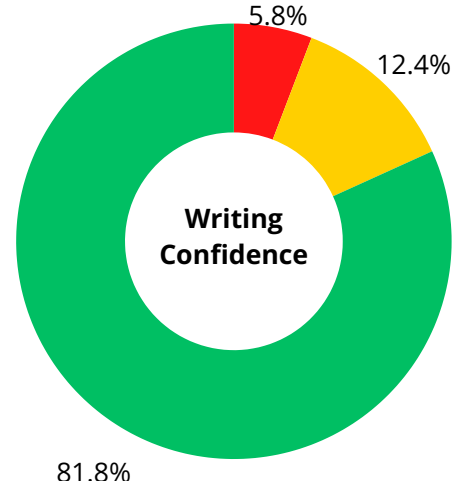
# LITERACY ACHIEVEMENT RESULTS

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

- Confident to Very Confident
- Less Confident
- Not Confident



**Grades 3-6**



**Grades 7-12**



### Summary

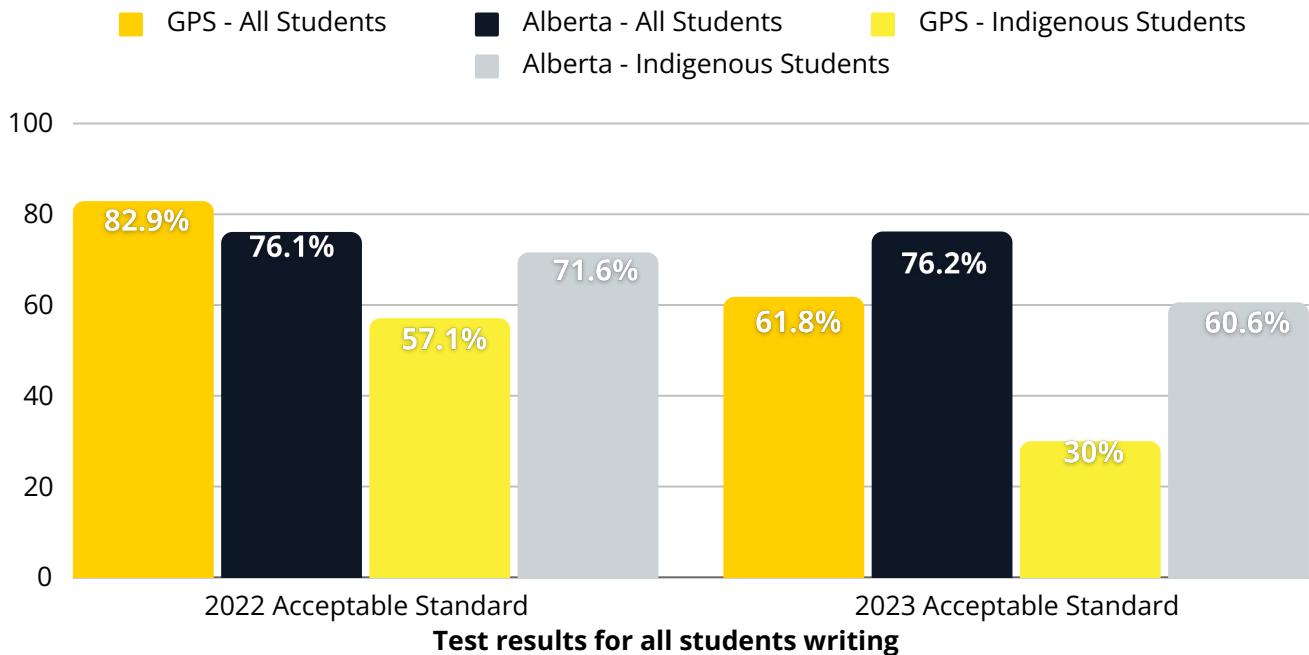
Students were asked to rate their level of confidence in their own reading and writing skills on a scale of 1 to 5, with one being “not confident” and five being “very confident”. The literacy results from the survey are very positive and show the majority of students are confident in their reading and writing abilities. We will continue to work towards students having increased confidence and skills in the area of writing.

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

# LITERACY ACHIEVEMENT RESULTS

## Grade 6 Provincial Achievement Test (PAT) Acceptable/Excellence

### Year over Year Comparison of Grade 6 English Language Arts



### Summary

A year over year comparison of the Grade 6 PAT results indicate that last year GPS students did not perform as well as students in the rest of the province, while the year before they performed slightly better than the province. Further analysis is required to determine a trend.

[CLICK HERE for all PAT Results](#)

### Grade 6 English Language Arts

#### Year-End Report Card Data All Students

Reading 84.7%

Writing 70.9%

#### Indigenous Students

Reading 70.8%

Writing 43.8%

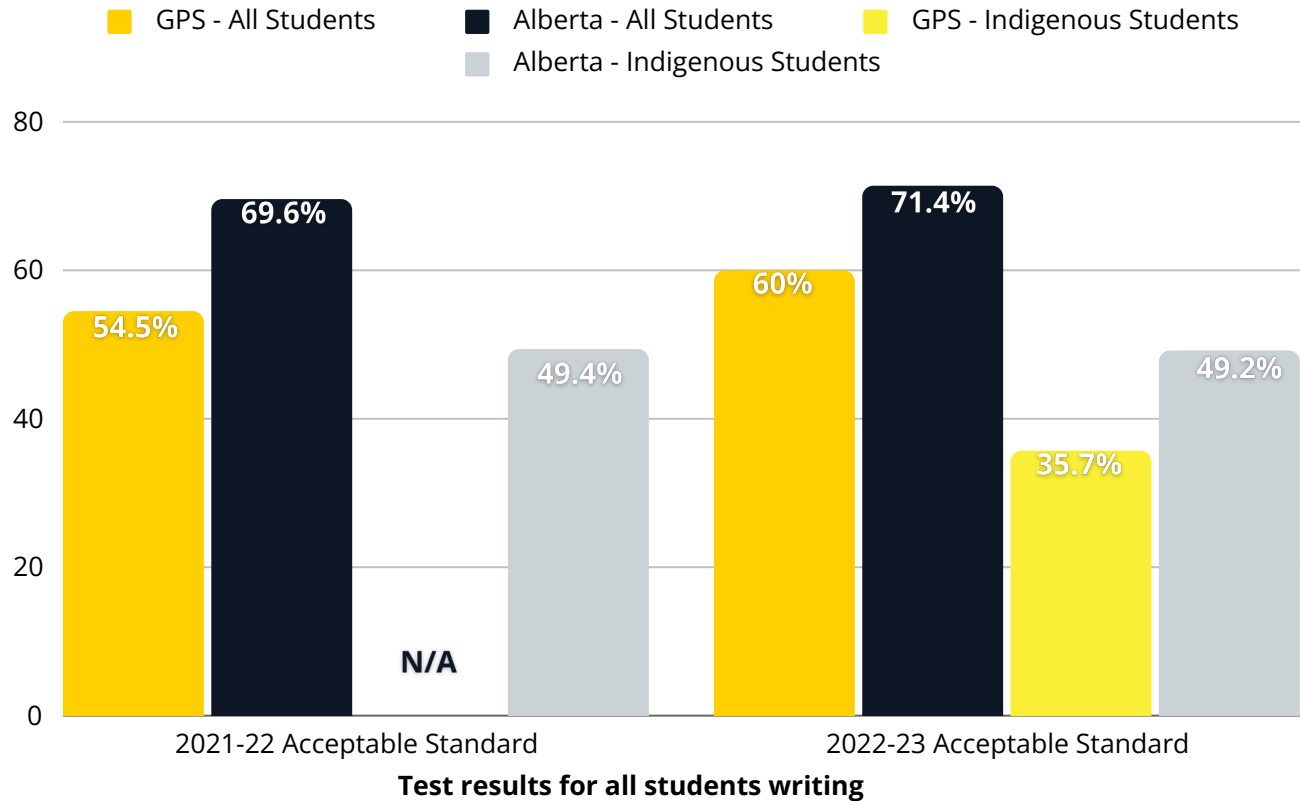
### A Comparison

The year-end report card data indicate 84.7% of our Grade 6 students were either meeting or mastering expectations in Reading Comprehension and 70.9% were either meeting or mastering in Writing Content and Organization, which is significantly higher than their performance on the PAT. Among other factors, this can be attributed to robust assessment practices, which includes opportunities for students to demonstrate their understandings through various modalities.

# LITERACY ACHIEVEMENT RESULTS

## Grade 9 Provincial Achievement Test (PAT) Acceptable/Excellence

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



### Summary

The percentage of Acceptable Standard performance for the Grade 9 ELA PAT increased in 2022-23, narrowing the gap between PRSD student performance and provincial student performance. Further work is required to help ensure students perform better on this assessment in future years. Note that there was not a sufficient number of Indigenous students who wrote the PAT in 2021-2022 to determine a data point.

[CLICK HERE for all PAT Results](#)

## Grade 9 English Language Arts

### Year-End Report Card Data



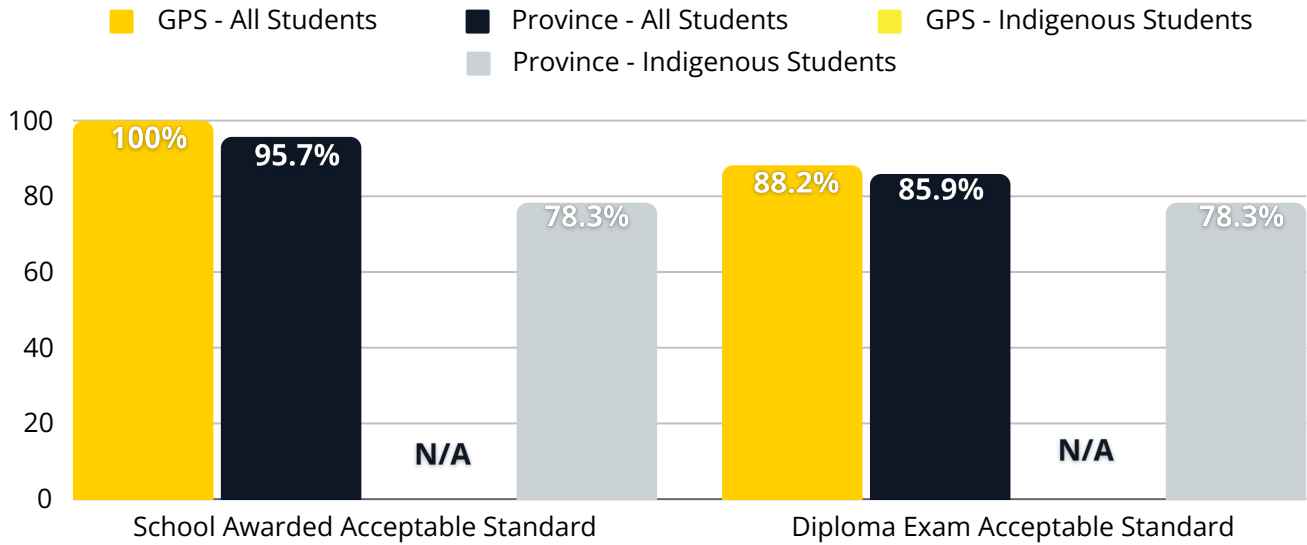
### A Comparison

The year-end report card data indicate 90.7% of our Grade 9 students (75.8% of our Indigenous Students) were either meeting or mastering expectations in Literacy, which is significantly higher than their performance on the PAT. Among other factors, this can be attributed to robust assessment practices, which includes opportunities for students to demonstrate their understandings through various modalities.

# LITERACY ACHIEVEMENT RESULTS

## Provincial Diploma Exam Results

### ELA 30-1

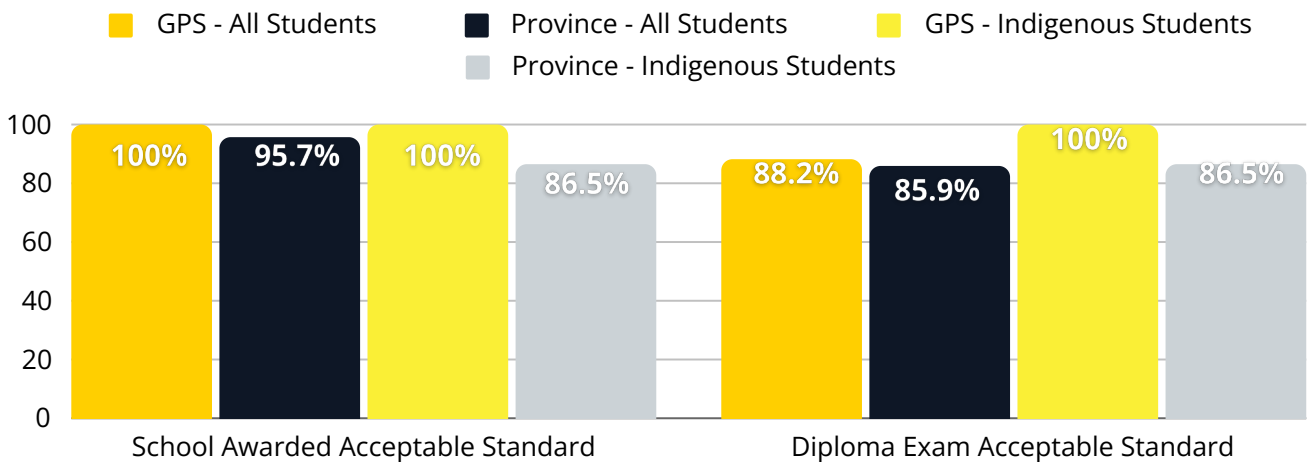


### Summary

In the 2022-23 school year, 100% of our ELA 30-1 students achieved a school-awarded acceptable standard. Of these students, 88.2% also achieved the acceptable standard on their Diploma Exam.

[CLICK HERE for all Diploma Exam Results](#)

### ELA 30-2



### Summary

Student performance in the ELA 30-2 Diploma Exams showed that all students who took this course successfully achieved the acceptable standard with both their school-awarded and blended marks. Of these students, 88.2% achieved acceptable standard on the Diploma Exam. It is a notable success that 100% of Indigenous students achieved the acceptable standard on the Diploma Exam.



# Summary of Literacy Achievement Results

## **General Statement**

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

## **Factors That Affected Results**

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

## **Next Steps**

Grimshaw Public School's focus on literacy development will remain a priority for the upcoming school year and beyond, particularly in the area of writing. We remain committed to Collaborative Response as the vehicle to continue our reculturation work to ensure differentiated instructional and assessment practices that foster inclusive classrooms where all students have multiple opportunities to further develop their literacy skills as the foundation for overall academic success. Staff will continue to collaborate to develop common assessments and deliver targeted intervention.



## PRSD GOAL TWO

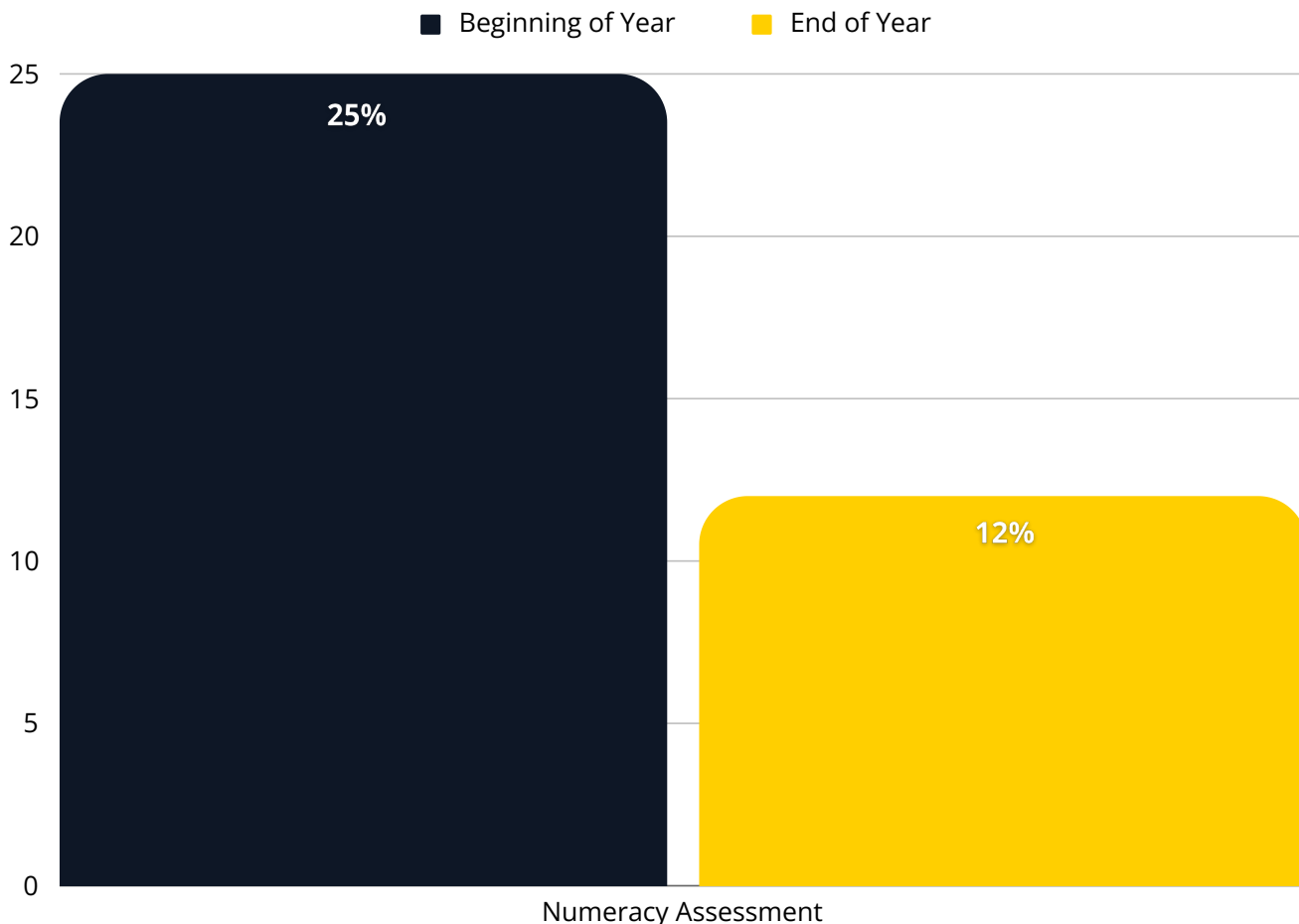
ALL STUDENTS ARE NUMERATE

### OUTCOME:

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

# NUMERACY ACHIEVEMENT RESULTS

## Early Years Assessments - Percentage of Students Considered at Risk



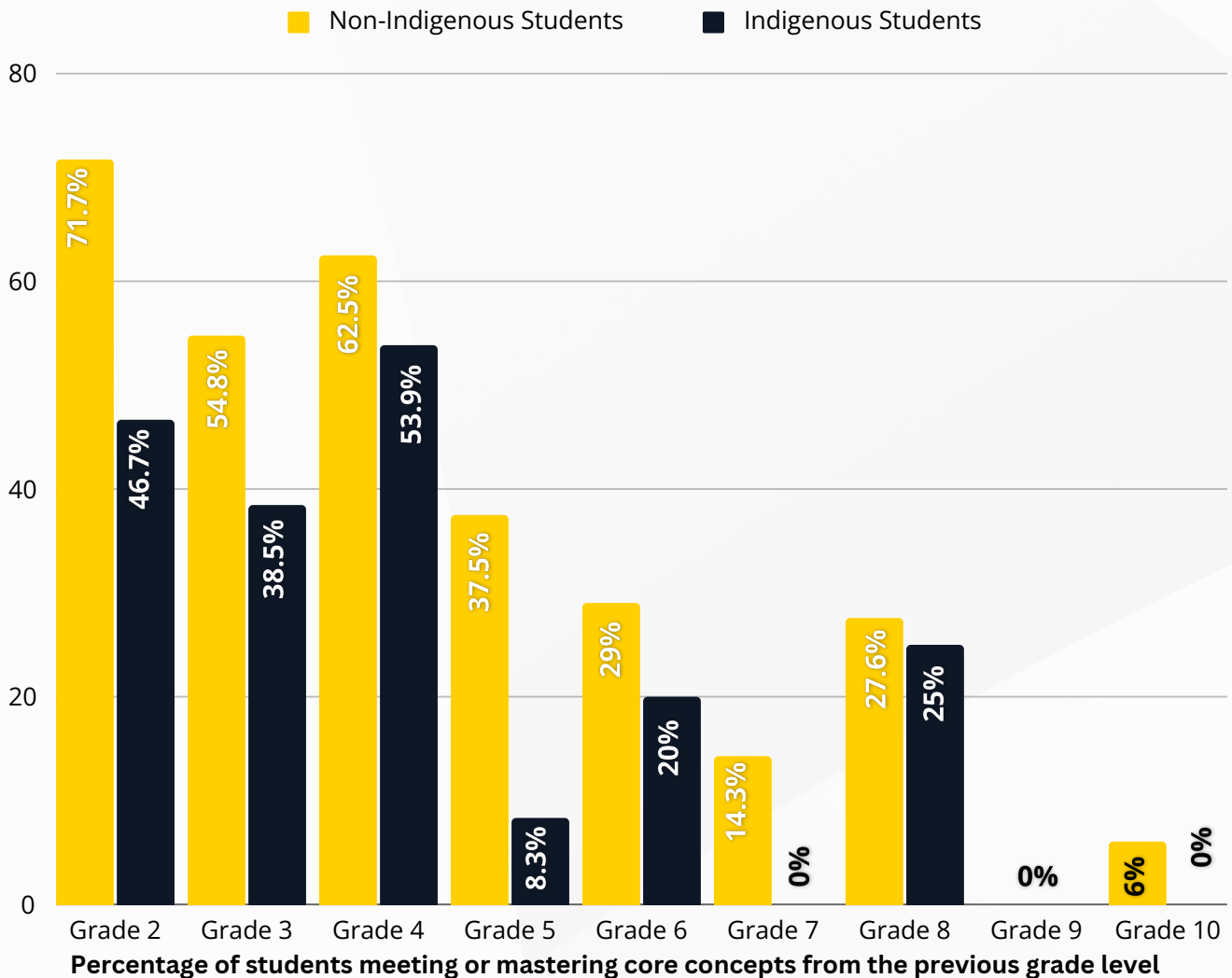
### Summary

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

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

# NUMERACY ACHIEVEMENT RESULTS

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



### Summary

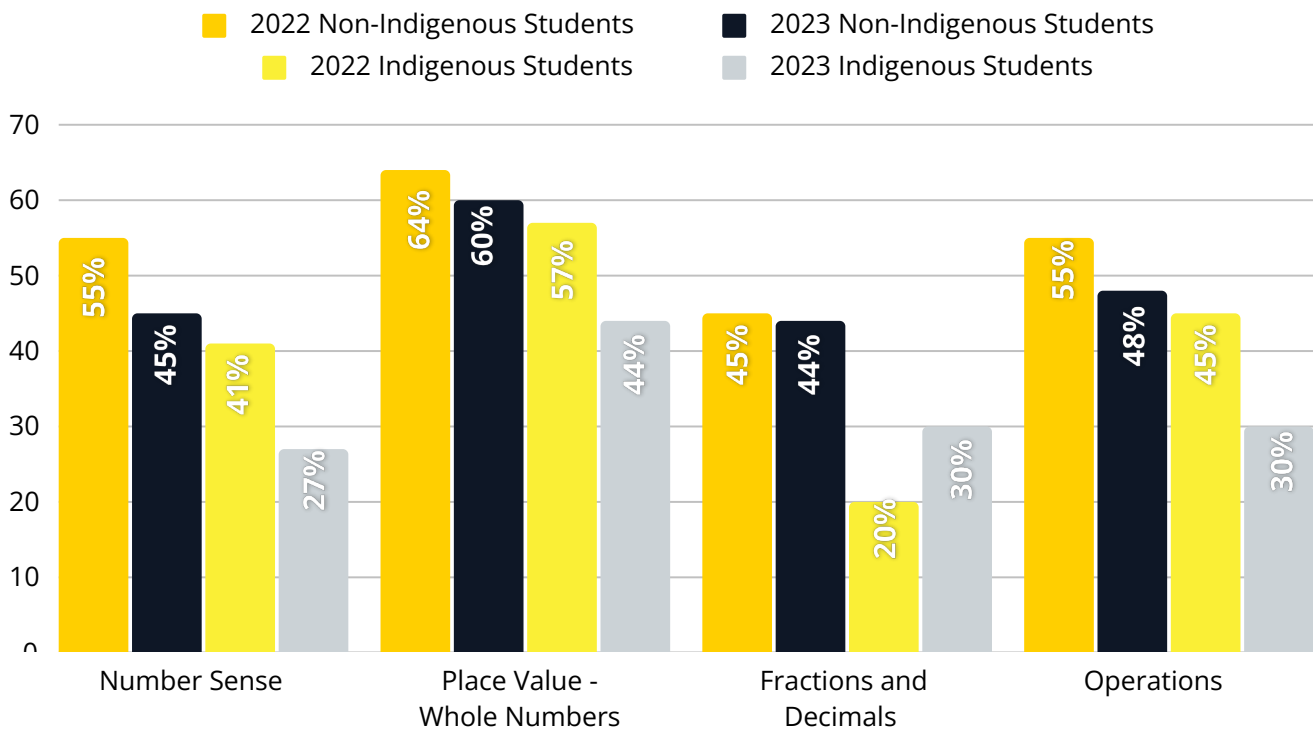
The MIPI is administered at the beginning of the year to determine how well students understand key concepts from previous year's work. The intention of this assessment is to provide a useful starting point for the current year's instruction. The September 2022 results showed that 53% of non-Indigenous Grade 2 through 6 students and 35% of Indigenous students started their school year meeting or mastering the core concepts from the previous grade level. Meanwhile, only 11% of Grades 7-10 non-Indigenous students and 3% of Indigenous students were meeting or mastering the core content of the previous grade level. The above chart also shows a decline in the number of students meeting or mastering core content as students get older. A factor in the analysis of this data is the degree of care that students demonstrated in the writing of the assessment. Further data from multiple sources did not align fully with the results, particularly in Junior/Senior High. More work is to be done to ensure that this assessment provides the useful information that it is designed to provide.

### About Mathematics Intervention/Programming Instrument (MIPI)

# NUMERACY ACHIEVEMENT RESULTS

## Division Numeracy Common Assessment Tool (NCAT) Data

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



### Summary

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

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

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

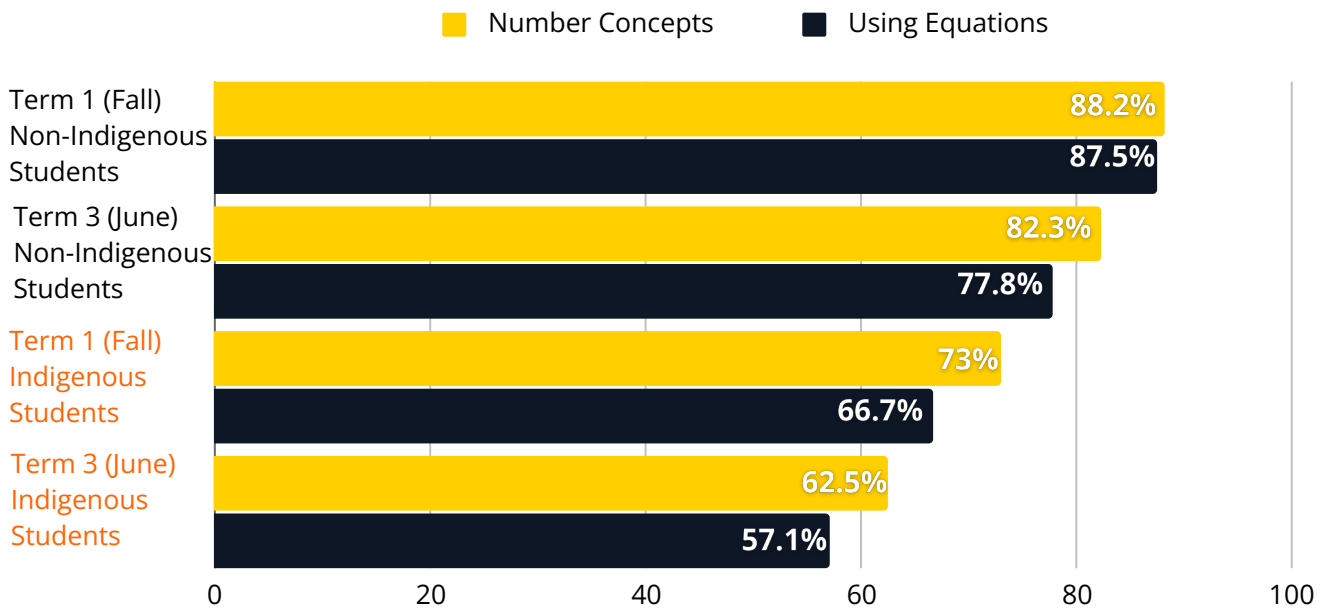
### About Numeracy Comprehension Assessment Tool



# NUMERACY ACHIEVEMENT RESULTS

## Division Year-End Report Card Data for Numeracy

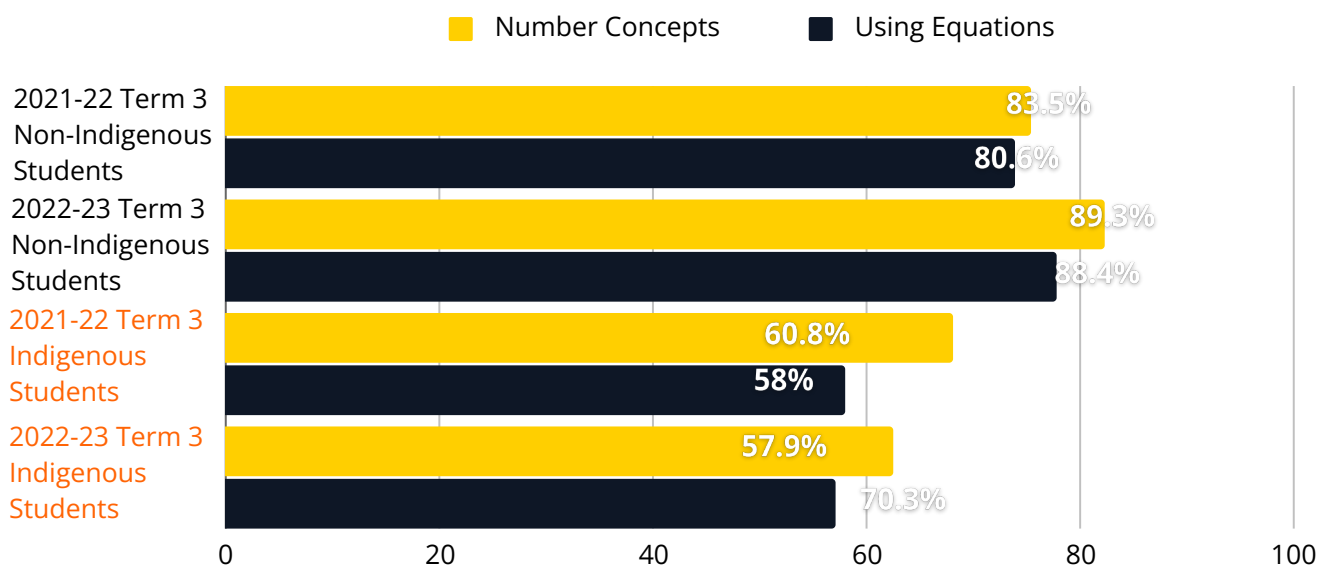
### Percentage of Grades 1-6 students meeting or mastering expectations in 2022-23



### Summary

The Report Card Data for the 2022-23 school year showed a slight decrease in the percentage of Grades 1-6 students who met or mastered the core learning outcomes in the Number Concepts strand of mathematics. Factors that may have impacted results include inconsistent reporting of outcomes on the Term 1 (vs. Term 3) report card, and the new K-3 curriculum. However, in the graph below, growth is evident in the year-over-year comparison.

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

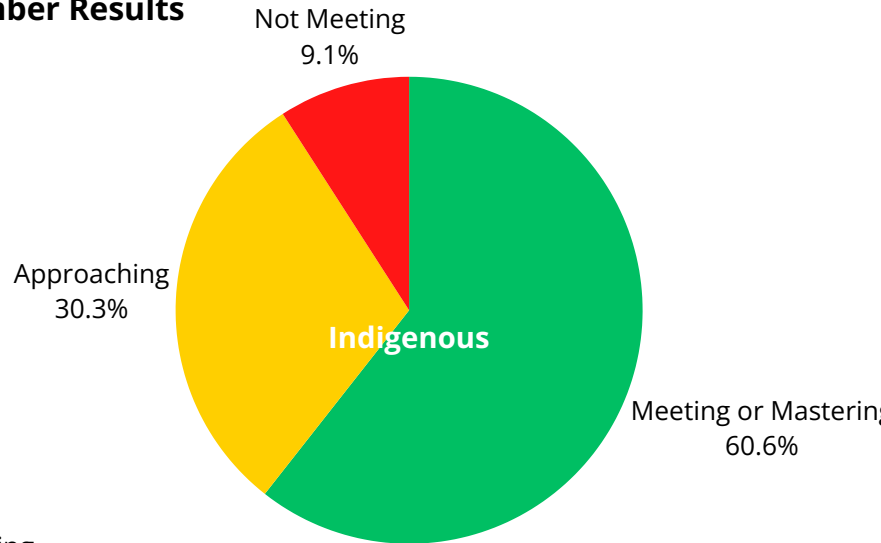
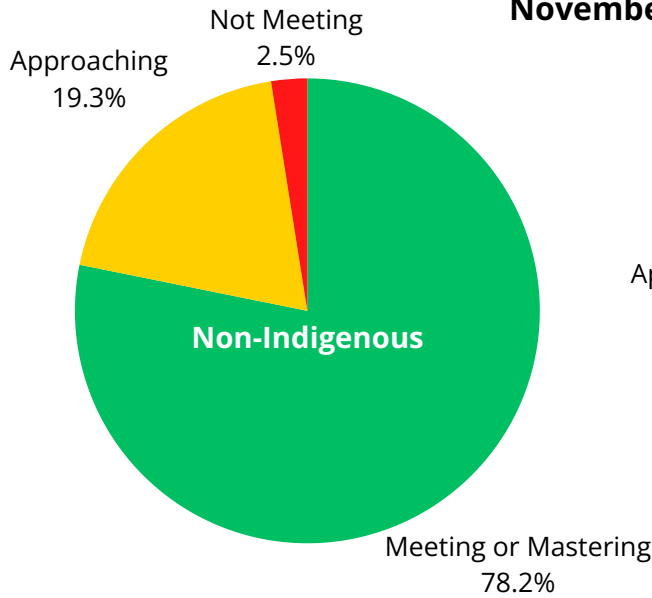


# NUMERACY ACHIEVEMENT RESULTS

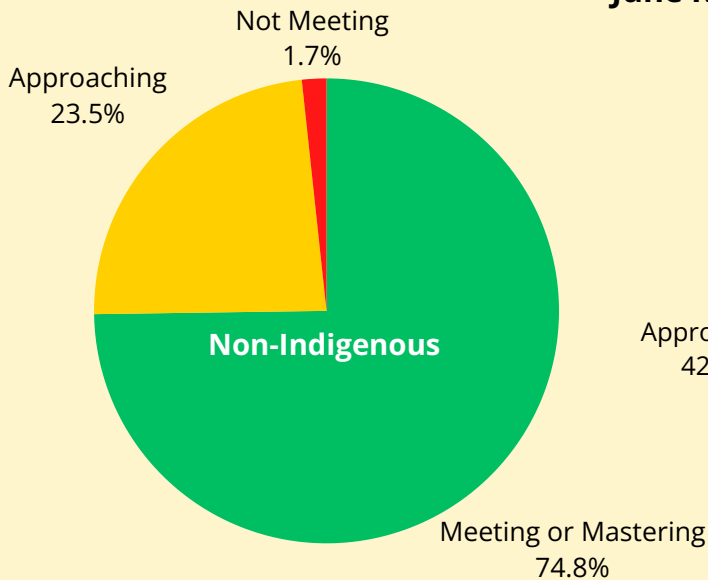
## Division Report Card Data for Numeracy:

### Percentage of Grades 7-9 Students Meeting or Mastering Expectations

#### November Results



#### June Results



## Summary

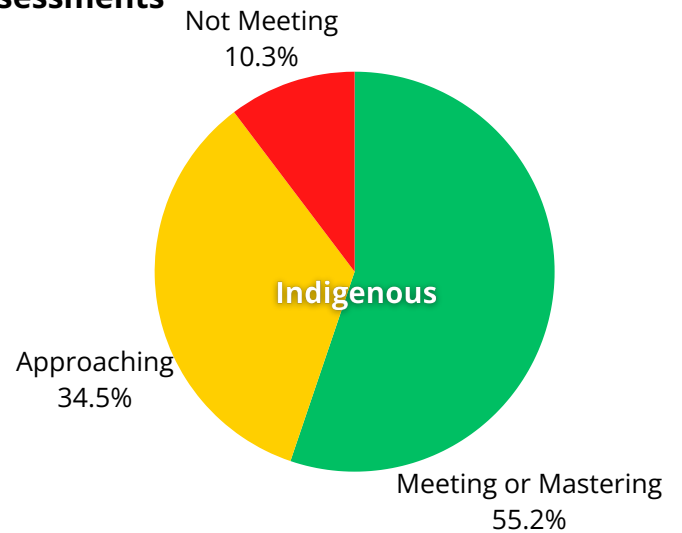
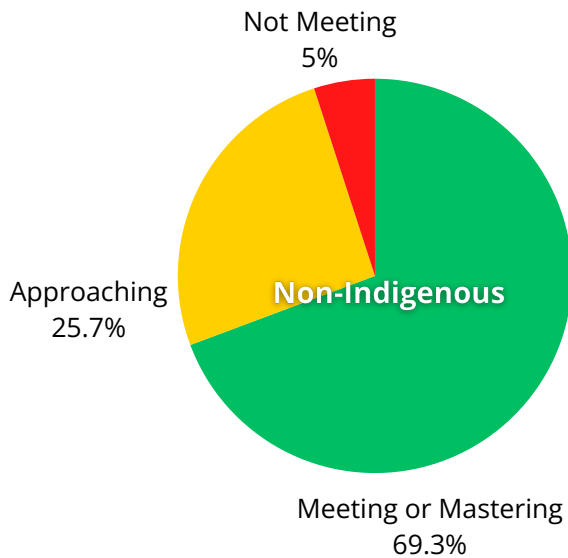
The Grades 7-9 report card data indicate that from the November reporting period to the June reporting period the percentage of all students meeting or mastering grade-level expectations in numeracy decreased slightly. This is not an atypical trend in Junior High, but remains an important area of focus moving forward.

# NUMERACY ACHIEVEMENT RESULTS

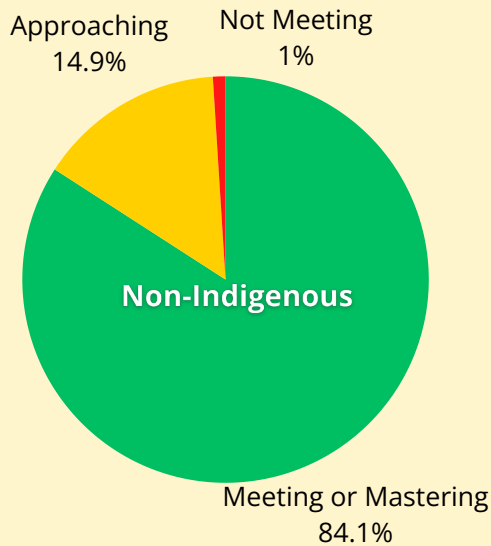
## Division Report Card Data for Numeracy:

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

#### Mid-Semester Assessments



#### End of Course Assessments



## Summary

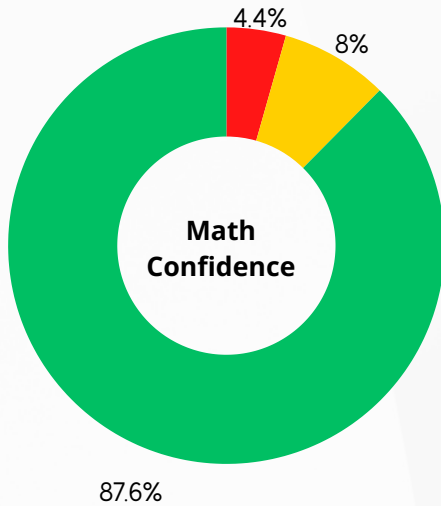
The Grades 10-12 school report card data show significant growth in the number of students who either met or mastered grade-level expectations at the end of their courses.



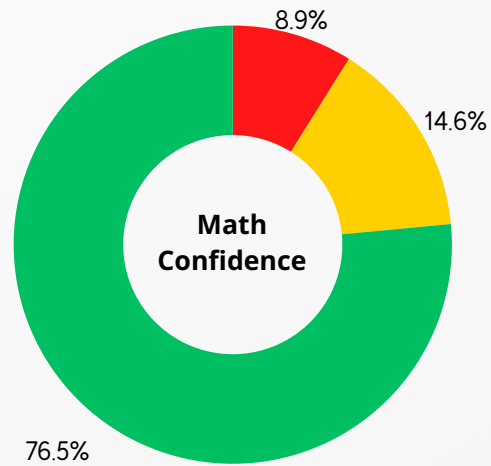
# NUMERACY ACHIEVEMENT RESULTS

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

### Grades 3-6



### Grades 7-12



- Confident to Very Confident
- Less Confident
- Not Confident

### Summary

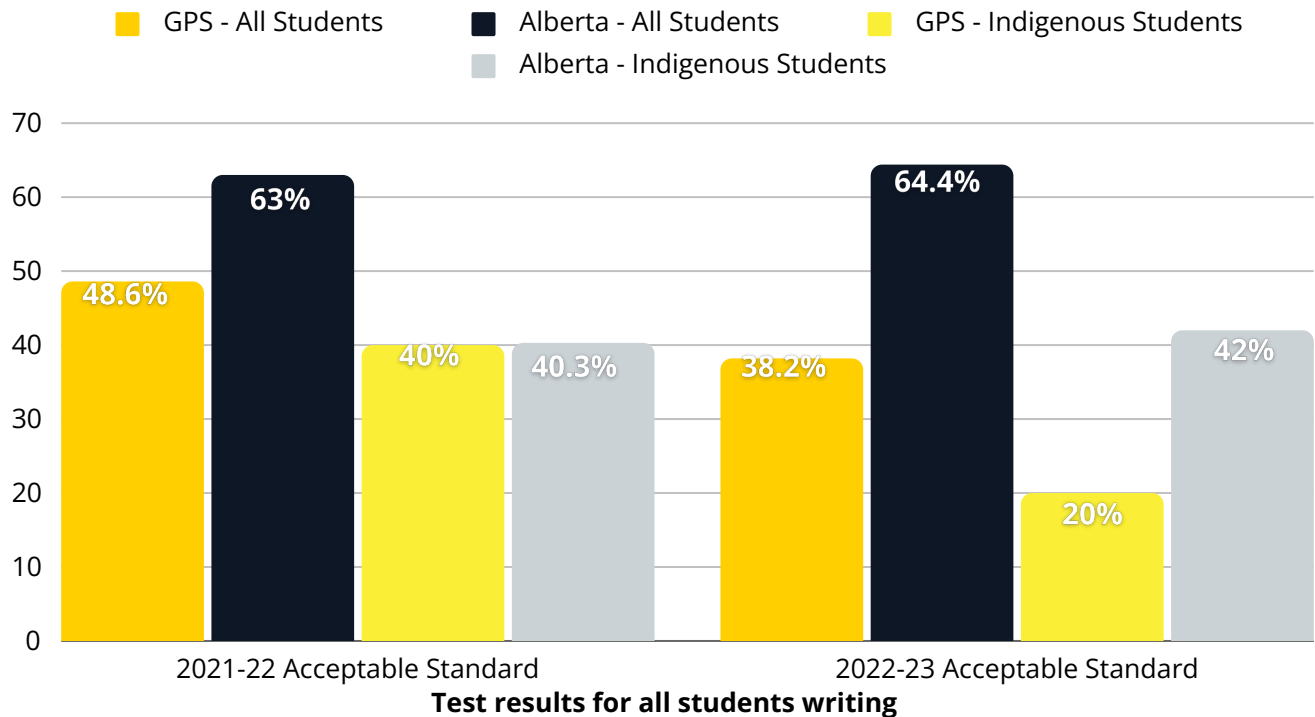
Students were asked to rate their level of confidence in their own math skills on a scale of 1 to 5, with 1 being not confident and 5 being extremely confident. As you can see in the above graphs, the PRSD Education Assurance Survey data indicated that 87.6% (combined percentages from students who answered either three or greater on the survey) of Grade 3 to 6 students felt confident in their numeracy skills and 76.5% of Grade 7 to 12 students felt the same way.

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

# NUMERACY ACHIEVEMENT RESULTS

## Provincial Achievement Test (PAT) - Grade 6

### Year-over-Year Comparison of Grade 6 Mathematics



### Summary

Students have historically struggled with the Grade 6 Mathematics PAT, and results decreased last year. This is an area of concern and focus moving forward. Factors to consider for last year include a high number of students on Individual Program Plans, and learning loss due to COVID.

[CLICK HERE for all PAT Results](#)

## Grade 6 Mathematics

### Division Year-End Report Card Data

#### All Students

Number Concepts 84.7%

Using Equations 85.2%

#### Indigenous Students

Number Concepts 66.7%

Using Equations 66.7%

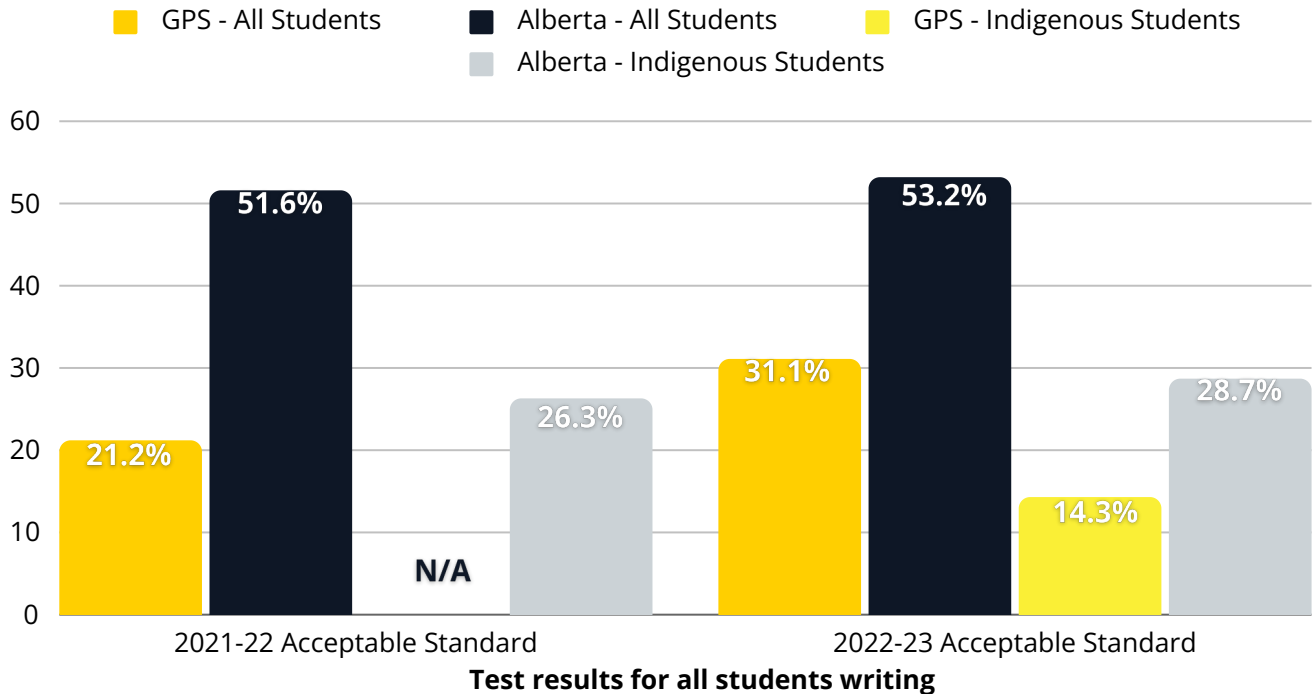
### Summary

Our report card data shows a larger percentage of students meeting or mastering grade-level expectations than PAT results. While further work is ongoing to improve numeracy results on standardized assessments, part of this disparity can be attributed to assessment practices that include a variety of modalities and allow students to demonstrate their knowledge in a variety of ways, as well as individualized goals and plans for students with exceptional needs.

# NUMERACY ACHIEVEMENT RESULTS

## Provincial Achievement Test (PAT) - Grade 9

### Year over Year Comparison of Grade 9 Mathematics



### Summary

The Grade 9 PAT results in mathematics show improvement in test scores from the 2021-22 school year, although this is an area of concern and focus moving forward.

[CLICK HERE for all PAT Results](#)

## Grade 9 Mathematics

### Division Year-End Report Card Data

Meeting or Mastering  
Grade-Level Expectations

#### All Students



#### Indigenous Students

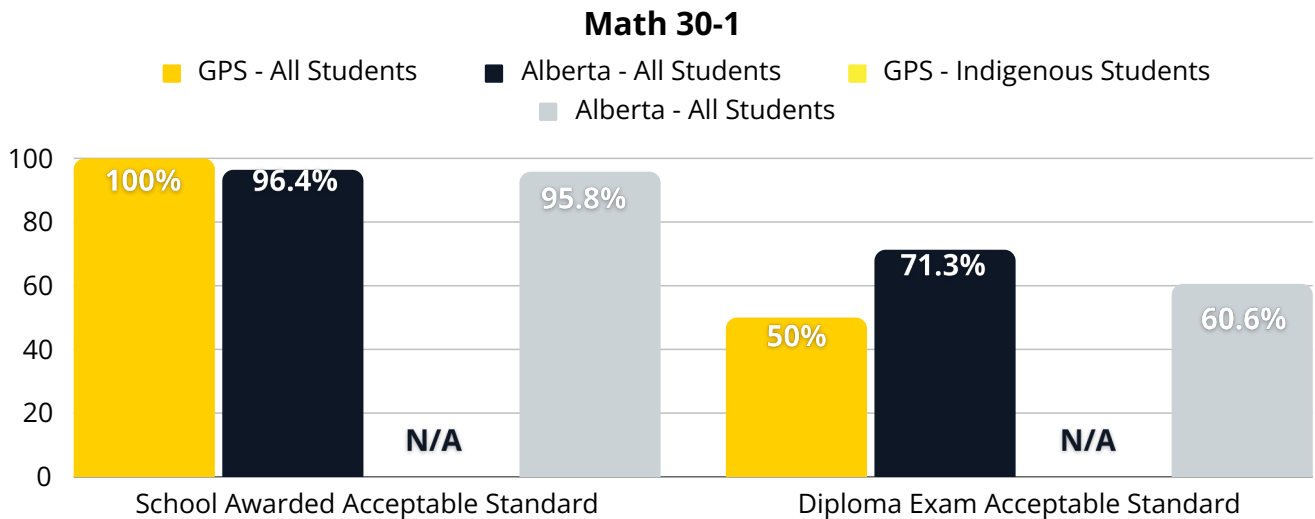


### Summary

Our report card data shows a larger percentage of students meeting or mastering grade-level expectations than PAT results. While further work is ongoing to improve numeracy results on standardized assessments, part of this disparity can be attributed to assessment practices that include a variety of modalities and allow students to demonstrate their knowledge in a variety of ways. We will continue working with our students to ensure they are well prepared for the PAT and take this assessment seriously.

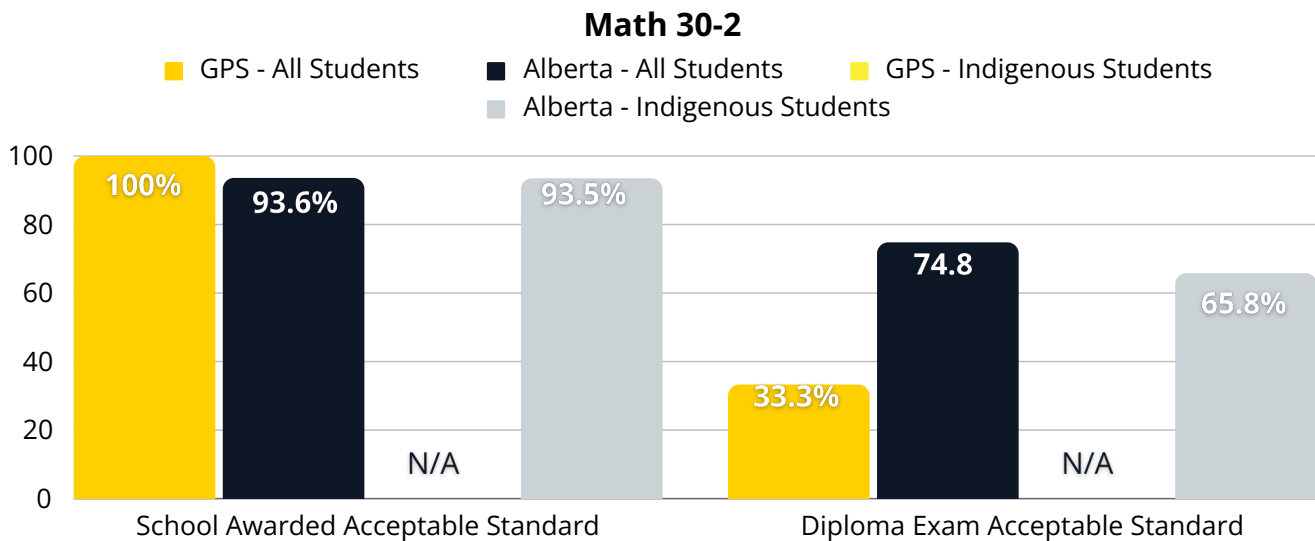
# NUMERACY ACHIEVEMENT RESULTS

## Provincial Diploma Exam Results - All Students



### Summary

In the 2022-23 school year, our achievement data for Math 30-1 indicate that 100% of our students achieved a “blended score” acceptable standard. Moving forward, a priority is to help students to improve their performance on the diploma exam.



### Summary

In the 2022-23 school year, the PRSD’s achievement data for Math 30-2 indicate that 100% of our students achieved an acceptable standard on the school awarded mark, and while their acceptable standard performance on the diploma exam was only 33.3%, the “blended score” acceptable standard was 100%. Although all students enrolled in this course received a passing grade, a priority moving forward is to help ensure students are better prepared to perform well on the diploma exam for this course.

# Summary of Numeracy Achievement Results

## **General Statement**

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

## **Factors That Affected Results**

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

## **Next Steps**

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



## **PRSD GOAL THREE**

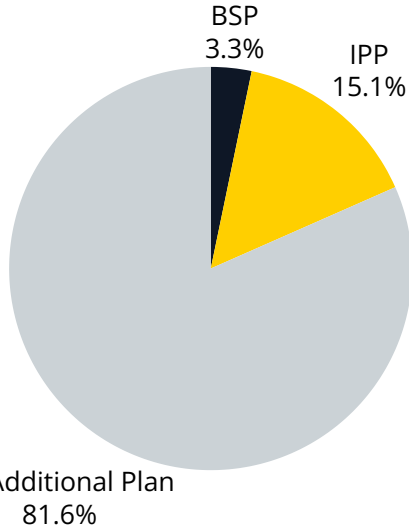
ALL STUDENTS ARE SUCCESSFUL THROUGH INCLUSIONARY PRACTICES

### **OUTCOME:**

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

# INCLUSIVE EDUCATION PRACTICES

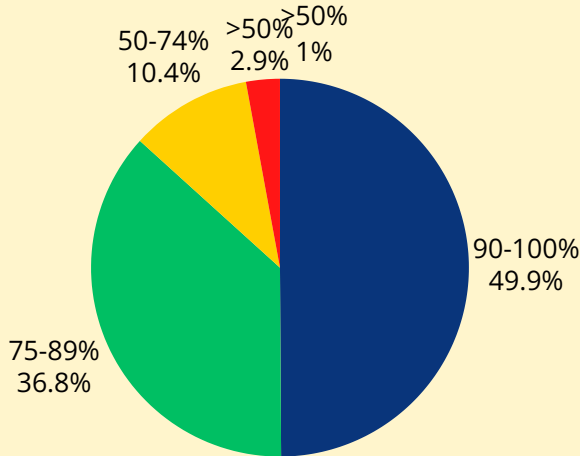
## Behavioural Support Plans and Individual Program Plans for Special Needs Students - Division Data



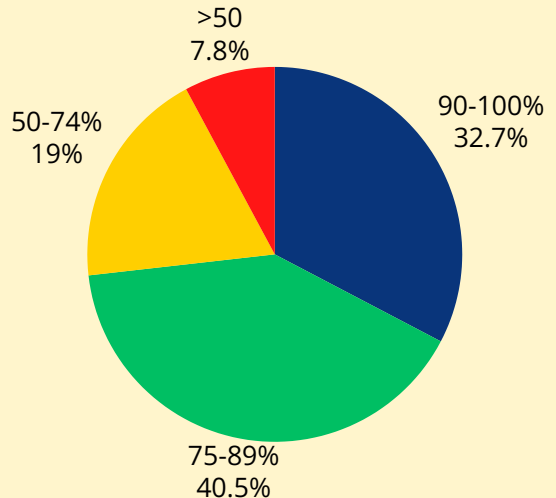
Regarding Division data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were 17 BSPs completed and 79 IPPs completed in the 2022-23 school year. The total population of students at GPS in the same school year was 522.

This works out to approximately 1 in every 5 students at GPS requiring accommodations that enable them to be included in the classroom with their peers.

### Attendance Data: Non-Indigenous Students



### Attendance Data: Indigenous Students



## Summary

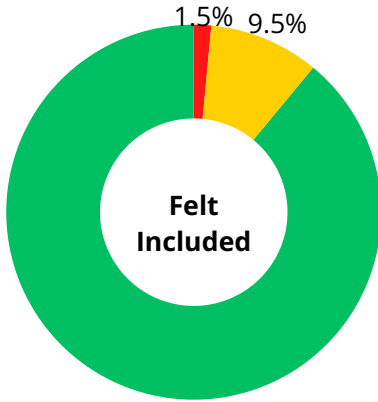
Out of the total number of students at Grimshaw Public School in the 2022-23 school year, approximately half of our students attended 90% or more of the school year. Amongst our Indigenous students, only about a third attended 90% of the school year or more.

The targeted attendance rate is at least 90% as research suggests that an absenteeism rate of 10% or higher results in lower levels of academic achievement. While not where we want them to be, these numbers are slightly improved over the 2021-22 school year. Attendance was significantly impacted by the pandemic, and efforts will continue to ensure improved attendance moving forward.

# INCLUSIVE EDUCATION PRACTICES

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

Grades 3-6

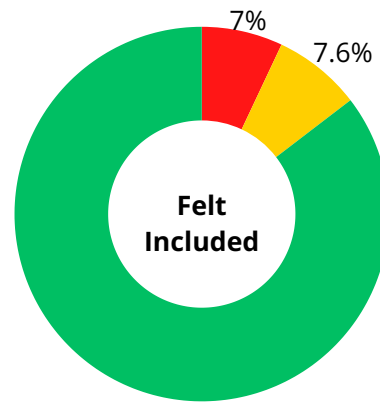


89%

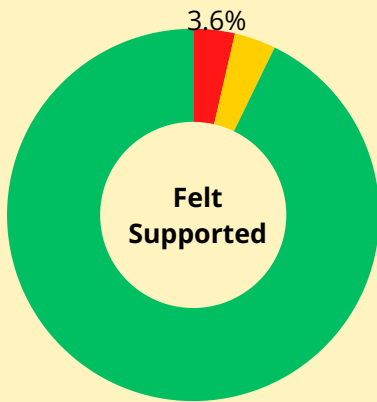
- Agree
- Somewhat Agree
- Disagree

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

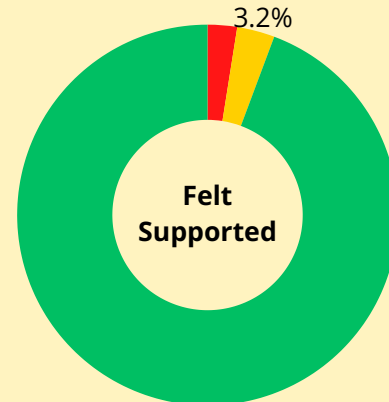
Grades 7-12



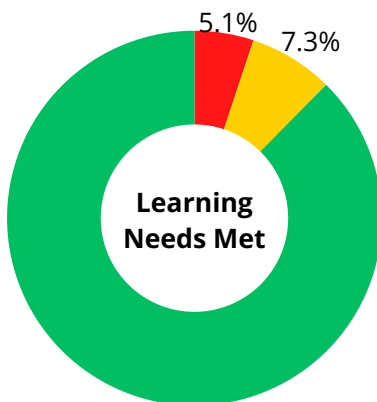
85.4%



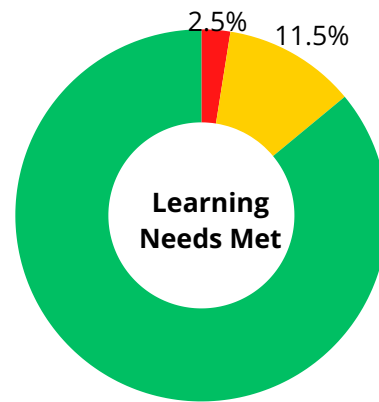
92.8%



94.3%



87.6%

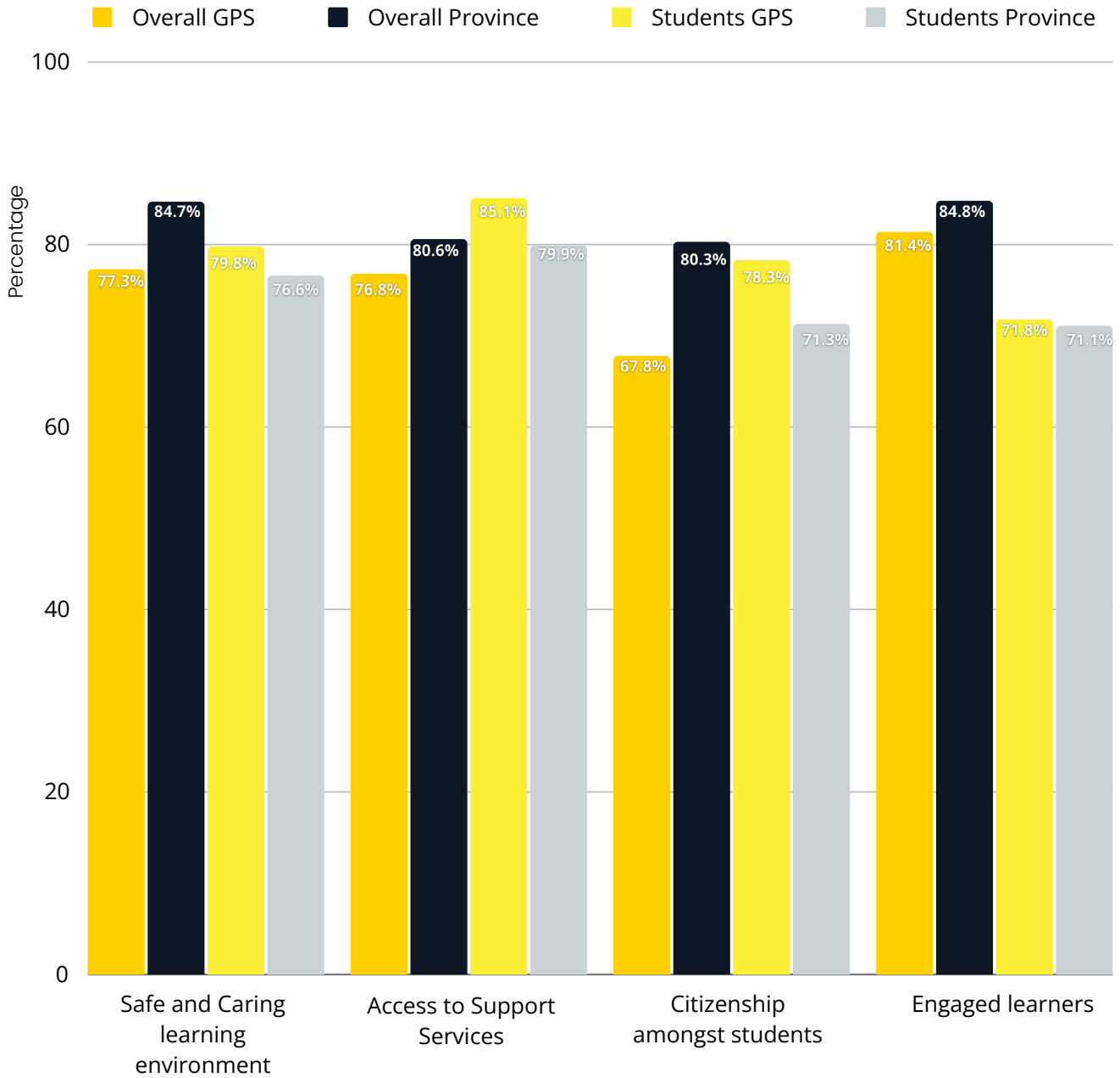


86%



# INCLUSIVE EDUCATION PRACTICES

## Alberta Education Assurance Measures - Overall Summary Results



**Percentage of students, parents and teachers who agree**

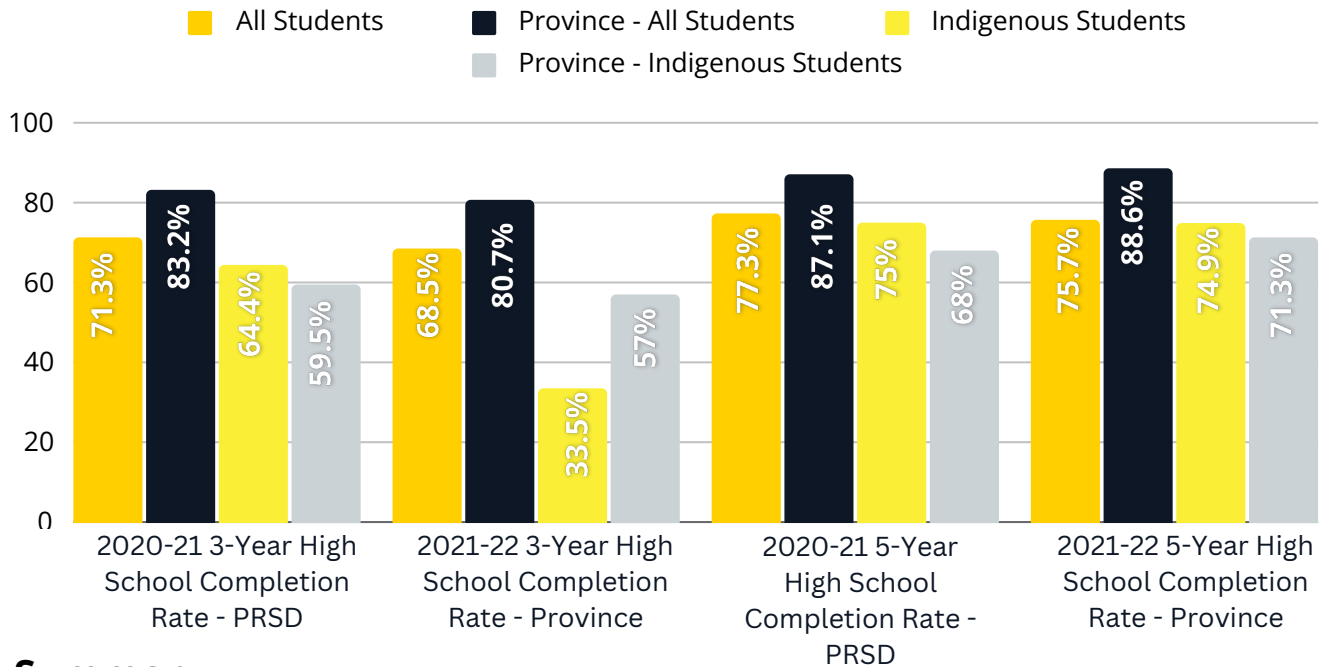
### Summary

Based on provincial data, Grimshaw Public School lagged slightly behind for the percentage in all four categories of safe and caring learning environments, access to support services, citizenship, and engaged learners. In contrast, however, when student data was examined separately from other stakeholders, GPS exceeded the provincial average in all of these categories.

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

# INCLUSIVE EDUCATION PRACTICES

## Alberta Education Assurance Measures: High School Completion Rates



### Summary

Grimshaw Public School's three-year and five-year High School Completion Rates for 2021-2022 show a slight decrease from the previous year. It is noted that the 2020-2021 and 2021-2022 school years relied solely on school-awarded marks, as participation in the Diploma Exams was impacted by the COVID-19 Pandemic. Completion data for the 2022-2023 school year is not yet available at this time.

# Summary of Inclusion Education Practices

## **General Statement**

Overall, based on PRSD and ABED survey data, students at Grimshaw Public School felt included, safe and well supported throughout the 2022-2023 school year. Divisional and Provincial data also showed that a majority of our students felt that their learning needs were being met. Internal data also showed that students with specialized academic and behavioural support needs were supported with Individual Program Plans and Behaviour Support Plans. Students in particular have generally expressed a high level of satisfaction with programming and the inclusionary and safe nature of our school. At the high school level, the graduation rate in 2021-2022 was less than desirable, but last year data is not yet available for comparison. Attendance rates continue to be lower than our target with a large number of students attending less than 90% of the time. The number of students who attend less than 90% of the year is significantly higher for our Indigenous students. When student absenteeism is greater than 10%, there is an impact on their academic development, and this matter will need to remain a priority moving forward.

## **Factors That Affected Results**

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

## **Next Steps**

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

# SUMMARY OF FINANCIAL RESULTS

## Budget Report

Peace River School Division No. 10  
2022 - 2023 Spring Budget

### SCHOOL: Grimshaw Public School

#### Revenue and Allocations to Budget Center

AB ED: Service & Supports	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Funding Framework Allocation	\$206,586	\$225,073
<b>Total AB ED: Service &amp; Supports</b>	<b>\$206,586</b>	<b>\$225,073</b>
<b>% of Revenue and Allocations to Budget Center</b>	<b>97%</b>	<b>97%</b>

AB ED: Differential Cost Funding	2022 - 2023 Spring Budget	2021-2022 Spring Budget
FNMI Allocation: School: Current Year	\$6,840	\$6,840
FNMI Allocation Per Student: Current Year	\$60	\$60
FNMI and Aboriginal Enrolment: ECS	0 Students	0 Students
FNMI and Aboriginal Enrolment: Grade 1-12	114 Student	114 Student
<b>Total AB ED: Differential Cost Funding</b>	<b>\$6,840</b>	<b>\$6,840</b>
<b>% of Revenue and Allocations to Budget Center</b>	<b>3%</b>	<b>3%</b>

<b>Total Revenue and Allocations to Budget Center</b>	<b>\$213,426</b>	<b>\$231,913</b>
---	------------------	------------------

#### Expenditures

Other Staffing Costs	2022 - 2023 Spring Budget	2021-2022 Spring Budget
School Based Certificated Sub Cost	\$22,200	\$11,100
Days of School Certified Subs	100.00 Days	50.00 Days
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
School Based Certificated Sub Benefits	\$2,220	\$1,110
School Based Certificated Sub Cost	\$22,200	\$11,100
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
<b>Total Other Staffing Costs</b>	<b>\$24,420</b>	<b>\$12,210</b>
<b>% of Expenditures</b>	<b>11%</b>	<b>5%</b>

Contracted Services	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Certificated Inservice/Reg Fees	\$10,000	\$21,000
Uncertificated Inservice/Reg Fees	\$5,000	\$10,000
Professional Fees	\$1,000	\$1,000
Staff and Public Relations	\$500	\$0
Postage & Phone	\$1,500	\$1,500
Advertising	\$0	\$500
Expense Reimbursement	\$1,500	\$1,500
Field Trips	\$15,000	\$10,000
Contracted Building Grounds Maintenance	\$5,000	\$5,000
<b>Total Contracted Services</b>	<b>\$39,500</b>	<b>\$50,500</b>
<b>% of Expenditures</b>	<b>19%</b>	<b>22%</b>

Supplies	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Supplies	\$94,006	\$113,703
Library Supplies	\$40,500	\$40,500



Supplies	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Furniture & Equipment	\$15,000	\$15,000
<b>Total Supplies</b>	<b>\$149,506</b>	<b>\$169,203</b>
<b>% of Expenditures</b>	<b>70%</b>	<b>73%</b>

<b>Total Expenditures</b>	<b>\$213,426</b>	<b>\$231,913</b>
---------------------------	------------------	------------------

**Summary**

	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Total Revenues and Allocations To Budget	\$213,426	\$231,913
Total Expenditures	\$213,426	\$231,913
<b>Variance</b>	<b>\$0</b>	<b>\$0</b>

# Stakeholder Engagement & Accountability System

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

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

## WHISTLEBLOWER PROTECTION

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

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

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

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

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

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



## TIMELINES AND COMMUNICATION

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

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

## CONNECT WITH US:



[WWW.PRSD.AB.CA](http://WWW.PRSD.AB.CA)



@PEACE RIVER SCHOOL DIVISION



@PEACERIVERSCHOOLDIVISION