



ANNUAL EDUCATION RESULTS REPORT 2022-2023



Peace River School Division

Learning Together - Success for All

Peace River School Division

Learning Together - Success for All



MESSAGE FROM THE SUPERINTENDENT

Message goes here.

Adam Murray
Peace River School Division



MESSAGE FROM THE PRINCIPAL

Student learning, safety and wellness are at the forefront of the decision-making processes at Ecole Springfield Elementary. Our diverse student population ensures that we focus on inclusionary practices and differentiating for a variety of learning needs. Our goals are for all of our students to be literate, numerate and successful by implementing researched based classroom practices into all the layers of instruction and learning.

We continue to streamline collaborative response structures and processes to focus on student learning and achievement. Weekly embedded meeting times allows for staff to analyze data and what that means to current classroom practice and student interventions. Working together with families to ensure student success is at the heart of what we do.

Gail McNabb

School Name



ABOUT

ECOLE SPRINGFIELD ELEMENTARY

Ecole Springfield is a dual track English and French Immersion located in Peace River, Alberta. We offer pre-kindergarten through Grade Four school with a population of about 330 students.

Mission Statement: Success for All

Vision Statement: Springfield is a caring school that promotes and supports learning

Values:

At Springfield Elementary we believe in:

Learning – a safe and caring learning environment will enhance learning.

Success– learning strategies that engage children will increase student achievement.

Fairness– individual differences and will treat everyone with respect and dignity.

Quality Teaching – professional growth through learning communities to improve student achievement.

High Standards – we set high standards for students and teachers.

OUR VISION

First Choice for Students:
We are a dynamic learning
community focused on
student success.

OUR MISSION

Learning Together –
Success for All

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, and identifies priority areas of emphasis for ongoing work. This report shares Springfield and Alberta Education (ABED) data that align with the education plan's performance measures which collectively serve as indicators of success for the 3 strategic goals centered on literacy development, numeracy development, and inclusionary practices.

Springfield data shared in this report includes the following:

Literacy: Fountas & Pinnell (F&P) Benchmark Data from Grades 1-4, Reading Comprehension Assessment Tool (RCAT) Data for Grade 4, Springfield Report Card Data, and Springfield Survey Results Regarding Literacy Confidence;

Numeracy: Math Intervention/Programming Instrument (MIPI) Data for Grades 2-4, Numeracy Comprehension Assessment Tool (NCAT) Data for Grades 1-4, Springfield Report Card Data, and Springfield Survey Results Regarding Numeracy Confidence;

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

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

Inclusionary Practices: Alberta Education Assurance Measures (AEAMs).





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 Programs, Dedicated Divisional Support Programs, Literacy Framework.

LITERACY ACHIEVEMENT RESULTS

Fountas & Pinnell BAS I and II Data

31%

All Students, Winter Results:
31% met grade-level expectations

40%

All Students, Spring Results:
40% met grade-level expectations

25%

Indigenous Students, Winter Results:
25% met grade-level expectations

24.2%

Indigenous Students, Spring Results:
24.2% met grade-level expectations

- While improvements between winter and spring results for all students show improvement, we continue to work at closing the learning gaps resulting from the pandemic. We had more than a few students come back to school in 2022-2023 who had not been to school for a while. Absenteeism continues to be an issue.

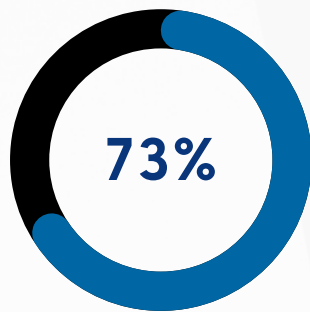
51.4%



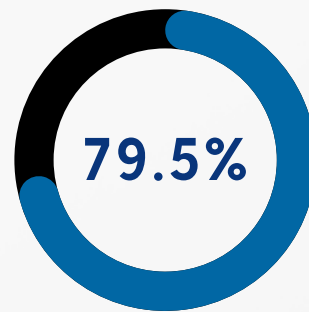
LITERACY

ACHIEVEMENT RESULTS

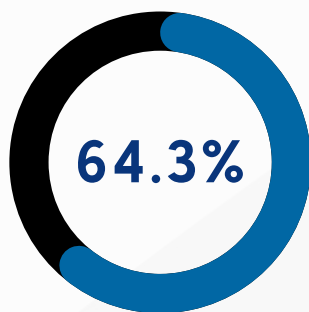
Reading Comprehension Assessment Tool Data



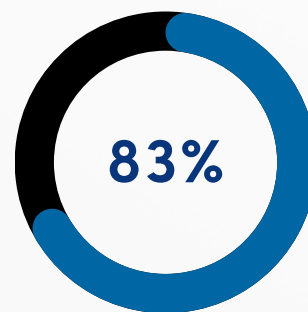
Grades 4 - 73% of students assessed during the fall administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.



Grades 4 - : 79.5% of students assessed during the winter administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.



Grades 4: 64.3% of Indigenous students assessed during the fall administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.



Grades 4: 83% of Indigenous students assessed during the winter administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.

- Analysis of the fall RCATs and focused areas of instruction for improvement resulted in improved scores in the winter RCAT.

LITERACY

ACHIEVEMENT RESULTS

Year-End Report Card Data for Literacy - Percentage of students meeting or mastering expectations

Grades 1-4: Term 1

Reading Comprehension

32%

Reading Fluency

28.6%

Writing Content & Organization

30.3%

Writing Conventions

26.7%

Grades 1-4: Term 3

Reading Comprehension

54.7%

Reading Fluency

51.5%

Writing Content & Organization

56.4%

Writing Conventions

50.9%

- We are pleased to see the writing content, organization and conventions improve dramatically. There was a push for a common writing resource from our staff. Teachers reviewing results and pinpointing next steps in learning helped focus instruction as well. Term 3 results are up between 8 & 17% from last year.



LITERACY

ACHIEVEMENT RESULTS

Year-End Report Card Data for Literacy - Percentage of Indigenous students meeting or mastering expectations

Grades 1-4: Term 1

Reading Comprehension

16.9%

Reading Fluency

15.4%

Writing Content & Organization

16.1%

Writing Conventions

16.7%

Grades 1-4: Term 3

Reading Comprehension

44.6%

Reading Fluency

39.8%

Writing Content & Organization

38.1%

Writing Conventions

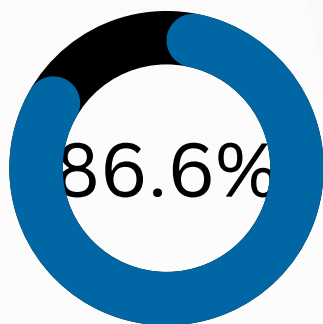
36.9

While significantly lower than the results for all students, there were significant improvements in report card data from the 1st to 3rd term. We will continue to work on student attendance and a focus on literacy in the classroom.

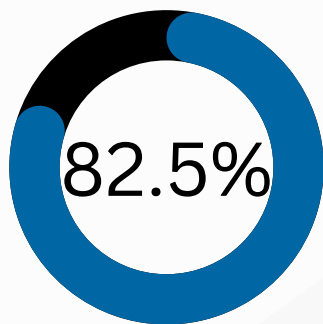
LITERACY ACHIEVEMENT RESULTS



PRSD Education Assurance Survey Results: Goal One - Literacy



Percentage of students in Grades
3-4 who feel confident when
reading.



Percentage of students in Grades
3-4 who feel confident when
writing.

- This question is different from last year when students were asked if they feel they improved in their literacy skills.
- This is a positive result in terms of confidence level. When students are confident they are more apt to take risks in their learning.

Summary of Literacy Achievement Results

- **General Statement**

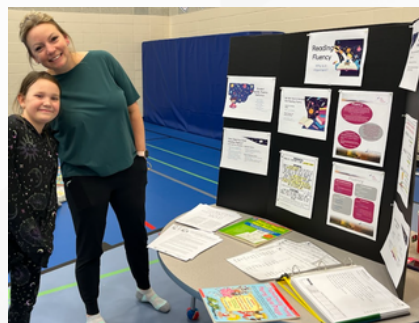
The extra support supplied by the Learning Loss Intervention Program did significantly help some students who were able to attend school consistently. Unfortunately, many of our indigenous and other students were targeted for that support, but did not attend enough to get the full benefit of the programming.

- **Factors that affected results**

- Nov and Dec attendance was strongly impacted by the flu. There was a staffing disruption to the 2/3 FI classroom, and three FI classes from Gr 1-4 became three.
- New curriculum implementation may also have been a factor as teachers were just in their first year of the curriculum in k-3.

- **Next steps**

- We continue to refine our collaborative response structures and focus on literacy. 2023-2024 has added data input times to compile data into one spot for easier desegregation. Divisional Coordinators are attending these meetings to help with next steps and interpreting the data.
- Continue to look for ways to engage our families to help improve attendance.





PRSD GOAL TWO

ALL STUDENTS ARE NUMERATE

OUTCOME:

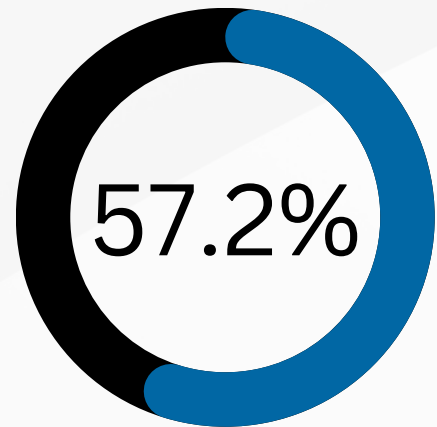
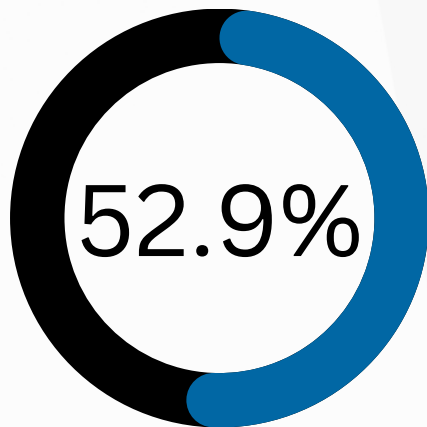
All students are performing at or above grade level in numeracy or meeting their individualized program goals.

Numeracy Program Information, Divisional Support Programs, [Numeracy Framework](#)

NUMERACY ACHIEVEMENT RESULTS

Mathematics Intervention/Programming Instrument (MIPI) Data: All Students Grades 2-4

Grade 2-4 Results:

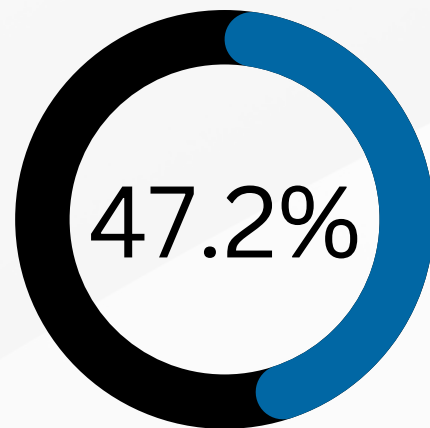
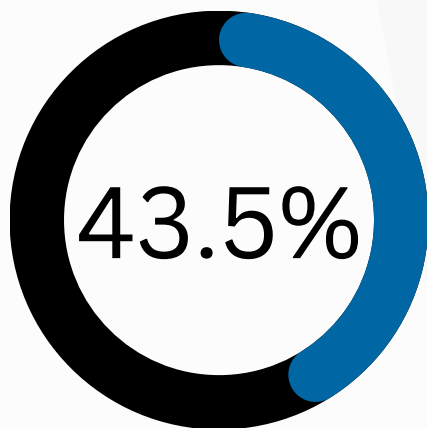


- The MIPI is administered at the beginning of the year to determine how well students understand key concepts from the previous year's work, which provides a useful starting point for the current year's instruction. The September 2021 results show that 57.1% of Grades 2-4 students started their school year meeting or mastering the core concepts from the previous grade level.
- The second number is year end results.

NUMERACY ACHIEVEMENT RESULTS

Mathematics Intervention/Programming Instrument (MIPI) Data: Indigenous Students Grades 2-4

Grade 2-4
Results:



- The MIPI was administered twice in 2022-2023. The first number is from the start of the year for grade 2-4.
- There was a 3.7% increase from the start to the end of the year.

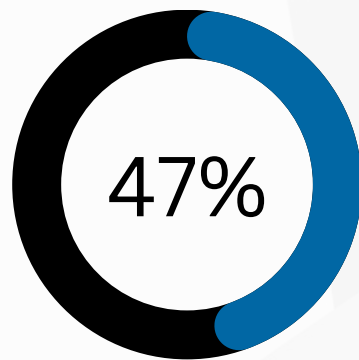


NUMERACY ACHIEVEMENT RESULTS

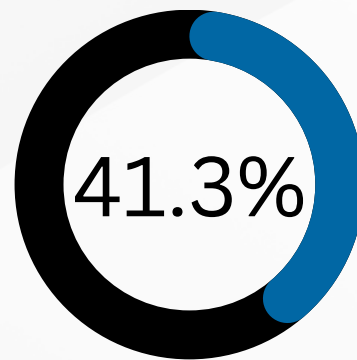
Numeracy Comprehension Assessment Tool Data: All Students Grades 1-4

- The NCAT is a formative assessment tool that assesses student proficiency in 4 core strands of mathematics, and the assessments are administrated at various points throughout the Grades 1-4 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 2021-2022 NCAT results suggest that from 16% to 63% of students had met or mastered the concepts in these 4 numeracy strands at the time of test administration.

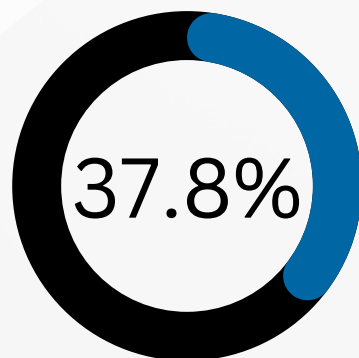
Number Sense



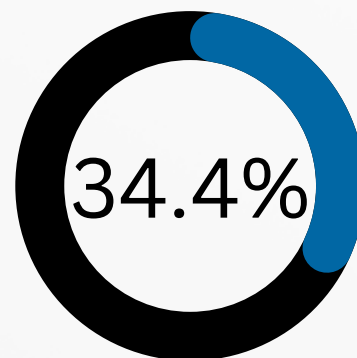
Place Value



Fractions & Decimals



Operations

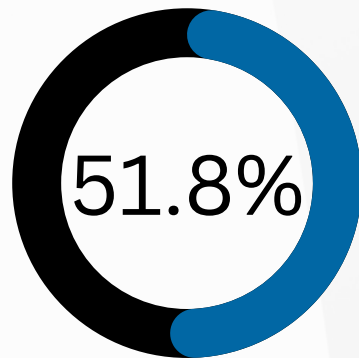


NUMERACY ACHIEVEMENT RESULTS

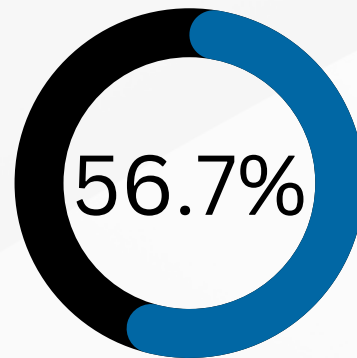
Numeracy Comprehension Assessment Tool Data: Indigenous Students Grades 1-4

- The 2021-2022 NCAT results suggest that from 12% to 46% of Indigenous students had met or mastered the concepts in the 4 core numeracy strands at the time of test administration throughout the year.

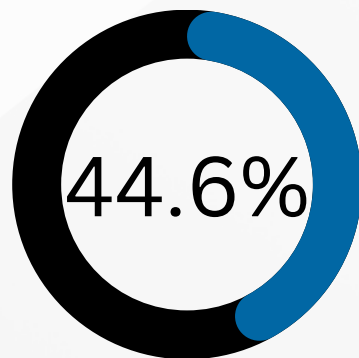
Number Sense



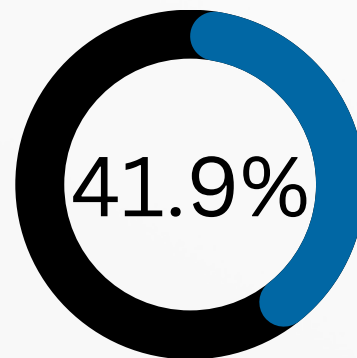
Place Value



Fractions & Decimals



Operations



NUMERACY ACHIEVEMENT RESULTS

Year-End Report Card Data for Numeracy: Percentage of Grades 1-4 students meeting or mastering expectations

All Students:

Grade 1-4: Term 1
Number Concepts

60.1%

Grade 1-4: Term 3
Number Concepts

79.5%

Indigenous Students:

Grade 1-4: Term 1
Number Concepts

40.7%

Grade 1-4: Term 3
Number Concepts

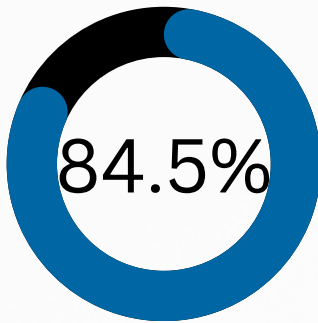
70%

- The report card data for students meeting expectations at the start of the year, was virtually unchanged from the 2021-2022 report card data. However, there was a significant increase in students who were meeting or mastering number concepts by the end of the year. These results show a focus on numeracy instruction in the classroom. As students and teachers become more confident with the new curriculum, it is our hope that we can continue to see improvements.



Numeracy Achievement Results

PRSD Education Assurance Survey Results: Goal Two - Numeracy



Percentage of students in Grades 3-4 who feel confident in their math skills.

- This was the first year for this question on the survey. It is a different question than 'have you improved' your numeracy skills. It is encouraging to see such a high percentage of students have confidence in their math abilities.



Summary of Numeracy Achievement Results

- **General Statement**

- We are pleased to see such improvement in the area of number concepts. Although not yet where we would like all our students to be, it does show that we are heading in the right direction.

- **Factors that affected results**

- We did receive funding from the government to hire some additional staff for a few months. This staff was used for targeted instruction - mostly in literacy, but also some numeracy time was included. Our inclusive education coaches were able to do some numeracy small group work with a handful of students. Some staff members were also trained in the Bridges Numeracy Intervention and used this in their classrooms to help close the gap for students in the area of number.

- **Next steps**

- Continue to work with Divisional coordinators during our Collaborative Response Meeting to analyze data and pick areas for focused instruction.
- Use our school based numeracy leads as a resource for our staff if they may need a hand with resources, pedagogy etc.



PRSD GOAL THREE

ALL STUDENTS ARE SUCCESSFUL THROUGH INCLUSIONARY PRACTICES

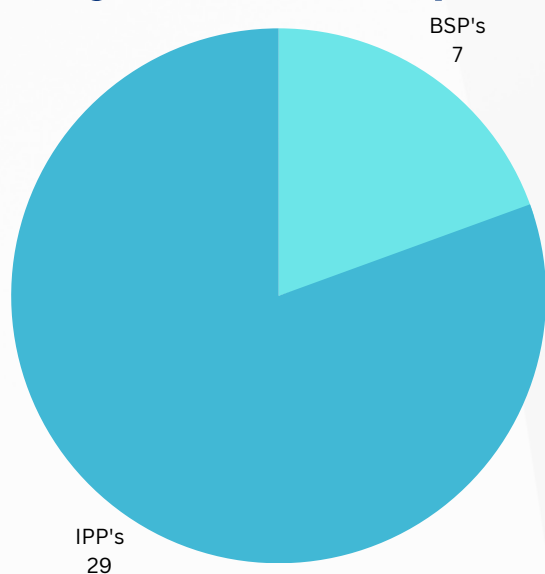
OUTCOME:

All students' academic, physical and socio-emotional needs are met within a culture of inclusion.

Inclusionary Programs and Supports & Student Success -
Need to Include a piece here.

INCLUSIVE EDUCATION PRACTICES

Springfield - Behavioural Support Plans & Individual Program Plans for Special Needs Students

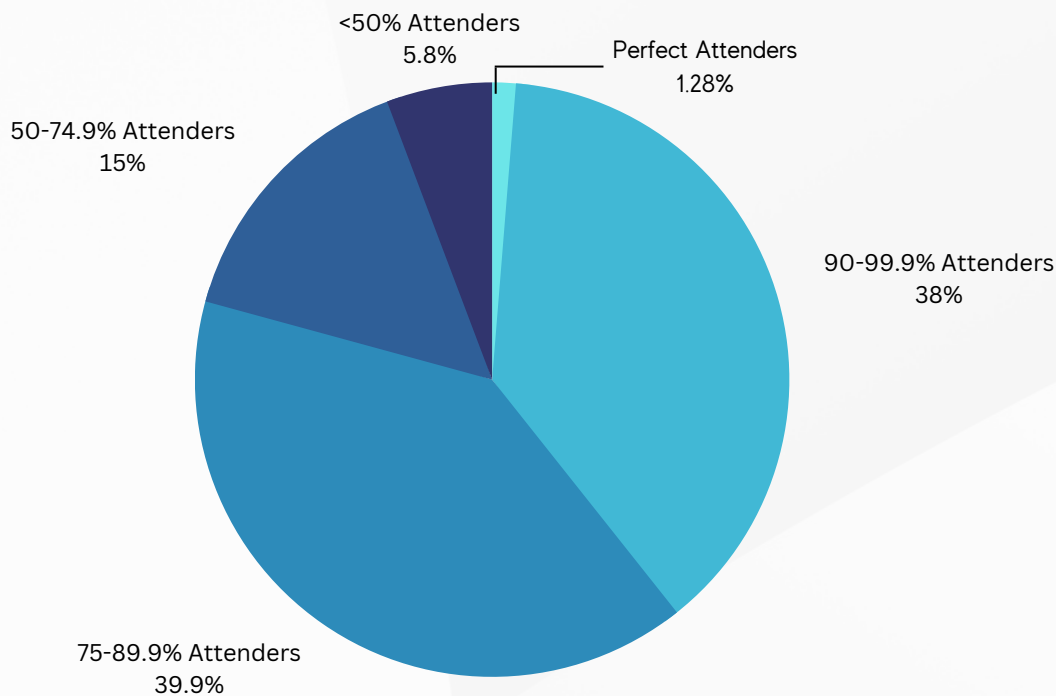


Regarding Springfield data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were 7 BSPs completed and 29 IPP's completed in the 2022-2023 school year

We have a number of students with moderate and complex needs who require specialized programming to achieve academics and behaviour, as well as social/emotional success. In addition, a number of students not on a BSP may require co-regulation to be successful in the classroom. The Mental Health Capacity Building Project Success Coach is an invaluable resource in this area. Our Inclusive Education Coaches, both at the school and divisional level, are committed to programming for student success.

INCLUSIVE EDUCATION PRACTICES

Attendance Data: All Students

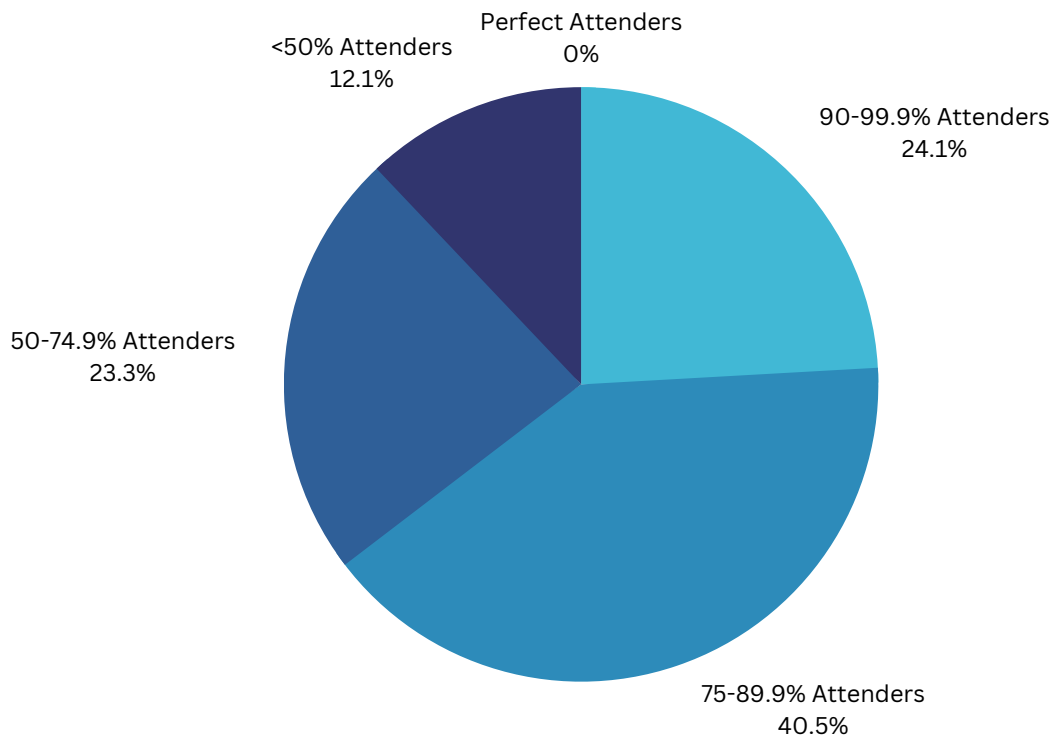


- Attendance continues to be a concern across all grades for students. The prediction of improved attendance for the 2022-2023 school year did not materialize. Flu season in the fall had a dramatic impact on attendance. It was also difficult to find subs for Educational Assistants and teaching staff. Substitutes are scarce.
- Pre-pandemic, 93.12% of our student population attended school 90% or more. We had 23.55% perfect attenders. In 2022-2023 we had four perfect attenders.



INCLUSIVE EDUCATION PRACTICES

Attendance Data: Indigenous Students



- We did see a 7% increase from last year of indigenous students attending school 75% or more. The school Indigenous support worker made contact with our students who were in the 10-75% range, asking what supports families might need to get them to school. Moving forward, this is a strategy we will continue to use.
- Pre-pandemic, (2019-2020) 84% of Indigenous students attended 89.99% or more. 16 % were perfect attenders. In 2022-2023 there were no indigenous students who were perfect attenders.



INCLUSIVE EDUCATION PRACTICES

PRSD Education Assurance Survey Results: Goal Three - Inclusive Education

Percentage of students who felt included in their schools:

- Grades 3-4:



Percentage of students who felt supported by adults
in their schools:

- Grades 3-4:



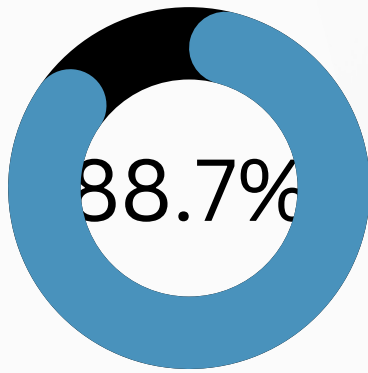
- We continue to have an overwhelming majority of our student population feel included and supported by the adults in our school. This is a reflection of the work put into building relationships between staff and students.



INCLUSIVE EDUCATION PRACTICES

PRSD Education Assurance Survey Results:

Goal Three - Inclusion



Percentage of students in Grades 3-4 who felt their learning needs were being met.

The high percentage of students who feel their learning needs are being met is a reflection of the work done in the classroom as well as with our Success Coach and Inclusive Education Coaches at the school and divisional level, who work to program so that all students are successful.



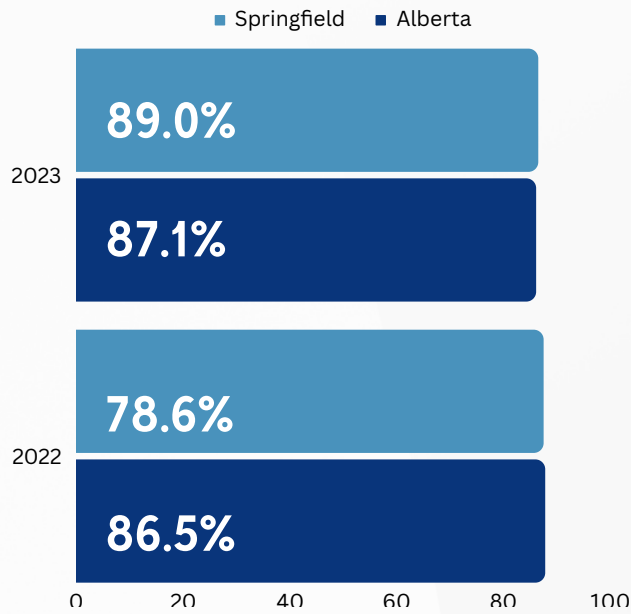
INCLUSIVE EDUCATION PRACTICES

Alberta Education

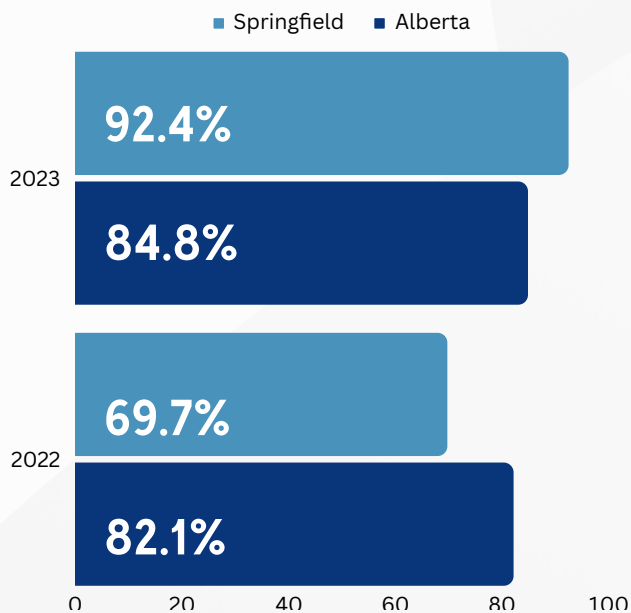
Assurance Measures - Overall Summary Results

Authority: 1070 The Peace River School Division

Welcoming, Caring, Respectful & Safe Learning Environments



Access to Support Services



INCLUSIVE EDUCATION PRACTICES

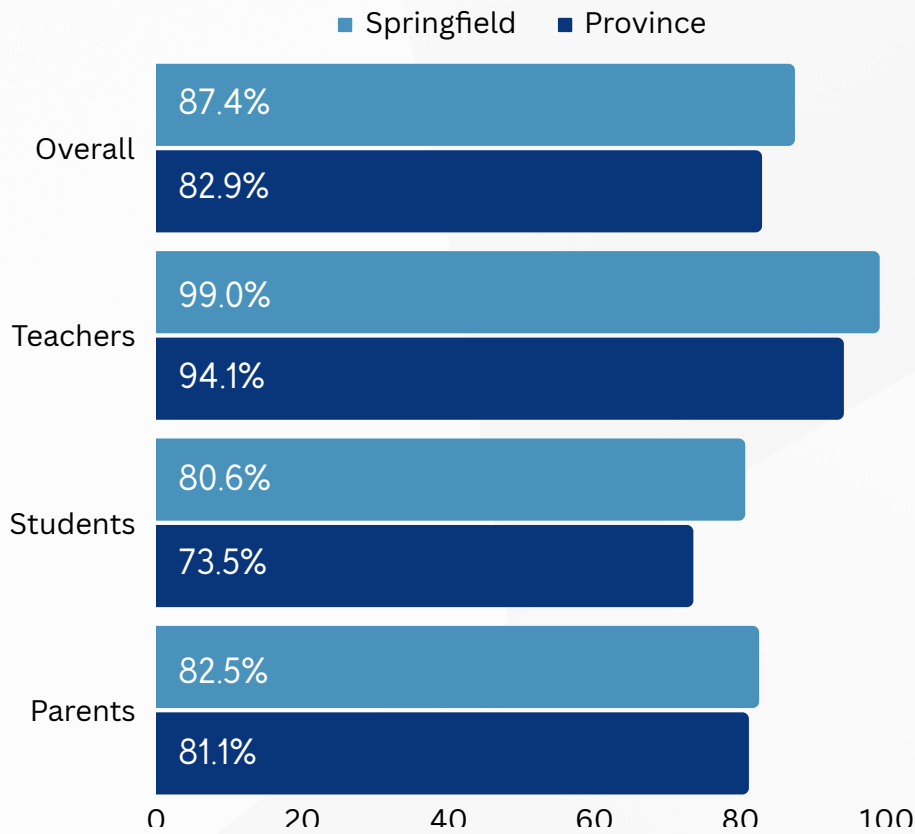
Alberta Education Survey Results

AUTHORITY: 1070 THE PEACE RIVER SCHOOL DIVISION



Student Growth & Achievement: Citizenship

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



INCLUSIVE EDUCATION PRACTICES

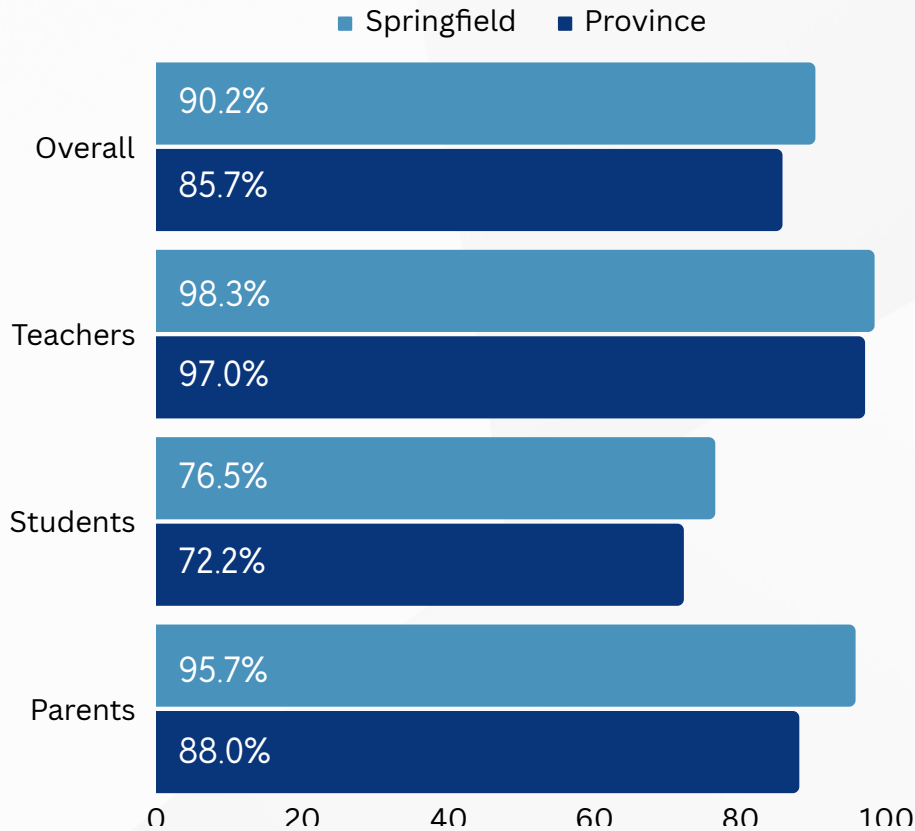
Alberta Education Survey Results

AUTHORITY: 1070 THE PEACE RIVER SCHOOL DIVISION



Student Growth & Achievement Overall Summary

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



Summary of Inclusive Education Practices

- **General Statement**

- We saw many significant increases throughout the survey. We increased the number of parents, students and staff who felt that we had a welcoming, safe and respectful learning environment by 10.4%. Access to supports increased by 22.3 % and displaying active citizenship increased by 13.1% and agreeing that students are engaged in their learning increased by 8.9%

- **Factors that affected results**

- This past year, all teachers were asked to contact parents to invite them to participate in the survey. We also had Chromebooks set up for parents during literacy night to do the survey and ask questions if they didn't understand a question. We had fewer gr 4 students but a higher number of parental participation.

- **Next steps**

- We will continue to promote the survey through phone calls, school messenger, Facebook and teacher contact.

SUMMARY OF FINANCIAL RESULTS





BUDGET SUMMARY

Summary of results & overall summary.



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;
- Facility tours within the division each year;
- Attending monthly Administrators 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;
- Published and distributed to each School Council within the Division;
- Made available at all Peace River School Division schools;
- Presented to Alberta Education;
- Displayed and accessible to parents and other stakeholders at the Division's Central Operations, Box 380, 4702 – 51 Street, Grimshaw, Alberta.

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