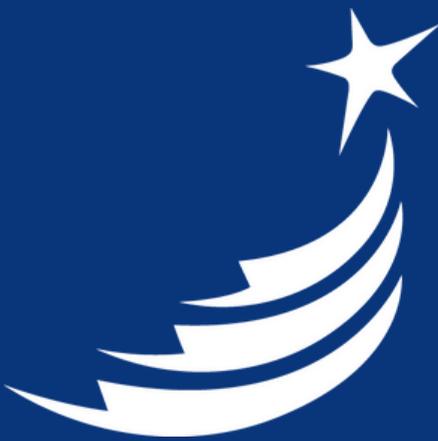




**ANNUAL EDUCATION
RESULTS REPORT
2022-2023**



*Peace River
School Division*

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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

Paul Rowe Jr. Sr. High School is a dynamic school community with SOLE! We are the home of the Raiders. Our school community focuses on fostering respect for self, respect for others, respect for learning, and respect for the environment. Through each of these aspects we work collaboratively to respond to student needs and enhance student success. As a staff, we meet regularly to discuss student engagement and student needs. We partner with the community to promote and celebrate student success. We believe all students can be successful, and through academics, leadership, citizenship, and athletics, we create opportunities for each student; helping them grow and transition to their next steps. Each day we strive to "catch the energy, and release the potential" in every student.

Vikki Presakarchuk
Paul Rowe Jr. Sr. High School



ABOUT

PAUL ROWE JR. SR. HIGH SCHOOL

Paul Rowe Jr. Sr. High School is a grade 7 to 12 school with a population of approximately 150 students and 17 staff members. We are located in a small northern Alberta town called Manning, population approximately 1200. We offer a full range of programming including all academics, CTS, options, and physical education. Paul Rowe offers a middle school concept for our grade 7 and 8 students and a senior high environment for our grade 9 to 12 students. We supplement our academic program for literacy with a specific targeted literacy instruction for grades 7 to 9. Senior high programming is also complemented with work experience, RAP, and dual credit opportunities. Junior and Senior high students have the opportunity explore options in the areas of fine arts, home economics, shop, CTS, athletics, and cosmetology. Our vision is to create opportunities that inspire a lasting wonder and appreciation for life, learning, and thinking; helping all students to become successful, responsible individuals.

OUR VISION

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

OUR MISSION

Learning Together
- Success for All

FOUNDATION STATEMENTS



OUR MOTTO

- S** Respect for Self
- O** Respect for Others
- L** Respect for Learning
- E** Respect for Environment



PRINCIPLES & BELIEFS

- **Success:** To encourage self reliant, objective thinkers who are prepared to advance their lives successfully to the best of their ability.
- **Respect:** To develop regard for a person's dignity by honoring their beliefs, values, properties, and rights.
- **Integrity:** To promote for all a sense of uncompromising adherence to doing what is right at all times.
- **Understanding:** To foster respect for individual and cultural differences.
- **Accountability:** To provide programs and instruction which will maximize students' potential for success with the expectation of high standards for all.

QUICK FACTS

ABOUT THE PEACE RIVER SCHOOL DIVISION



**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 Paul Rowe, 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 and Paul Rowe) data shared in this report include the following:

Literacy: **Fountas & Pinnell (F&P Benchmark Data from Grades 7-9, Reading Comprehension Assessment Tool (RCAT) Data for Grades 9-12, School Based Report Card Data, and School Based Survey Results Regarding Literacy Achievement;**

Numeracy: **Math Intervention/Programming Instrument (MIPI) Data for Grades 7-10, Numeracy Common Assessment Tool (NCAT) Data for Grades 7-9, School Based Report Card Data, and School Based Survey Results Regarding Numeracy Achievement;**

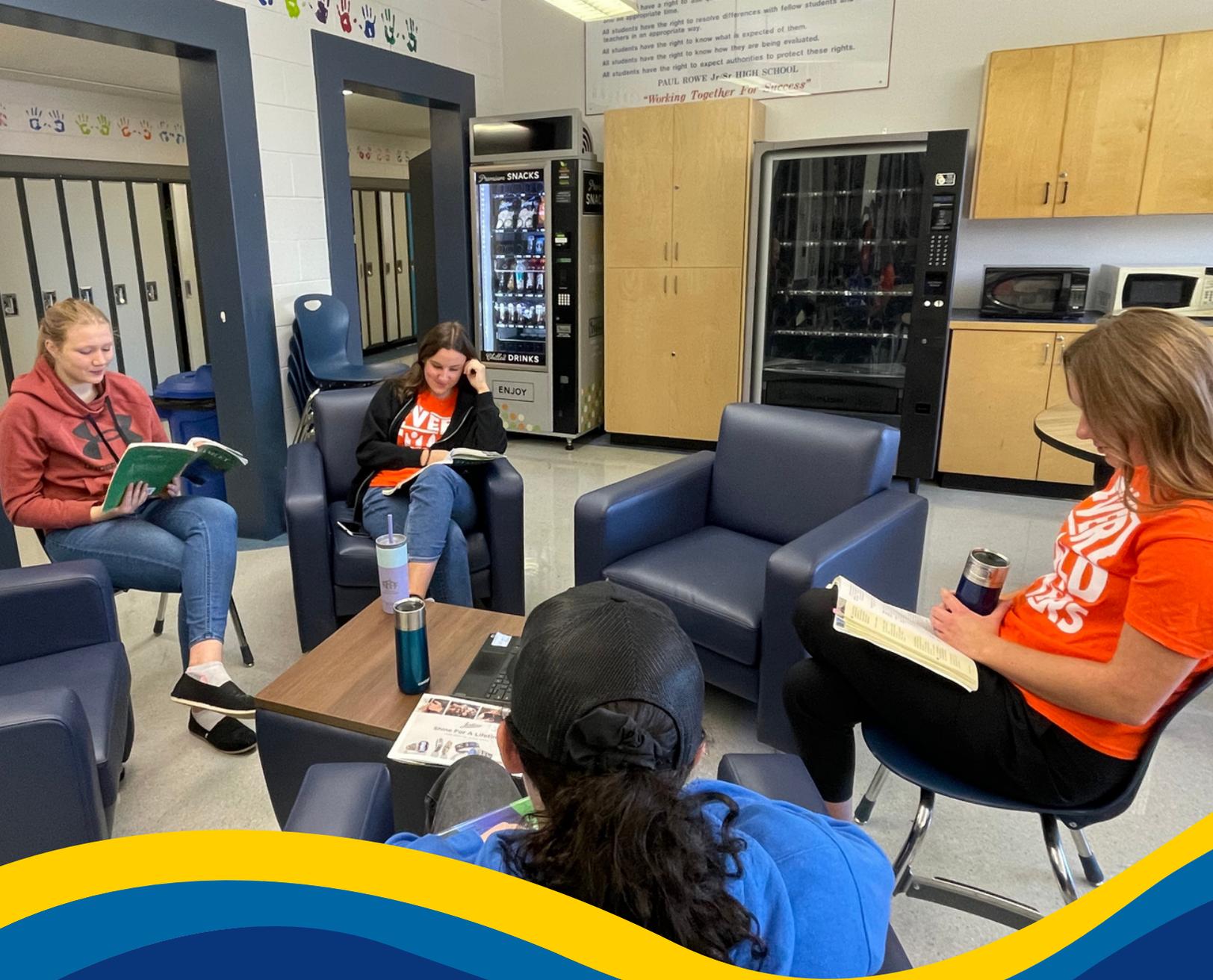
Inclusionary Practices: School Based Data Regarding Programming for Special Needs students, School Based Data Regarding Student Absenteeism, and School Based Survey Results Regarding Inclusionary Practices.

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

Literacy: Provincial Achievement Tests (PATs) Results for Grade 9 and Diploma Exam (DIPs) Results;

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

Inclusionary Practices: Alberta Education Assurance Measures.



PRSD GOAL ONE:

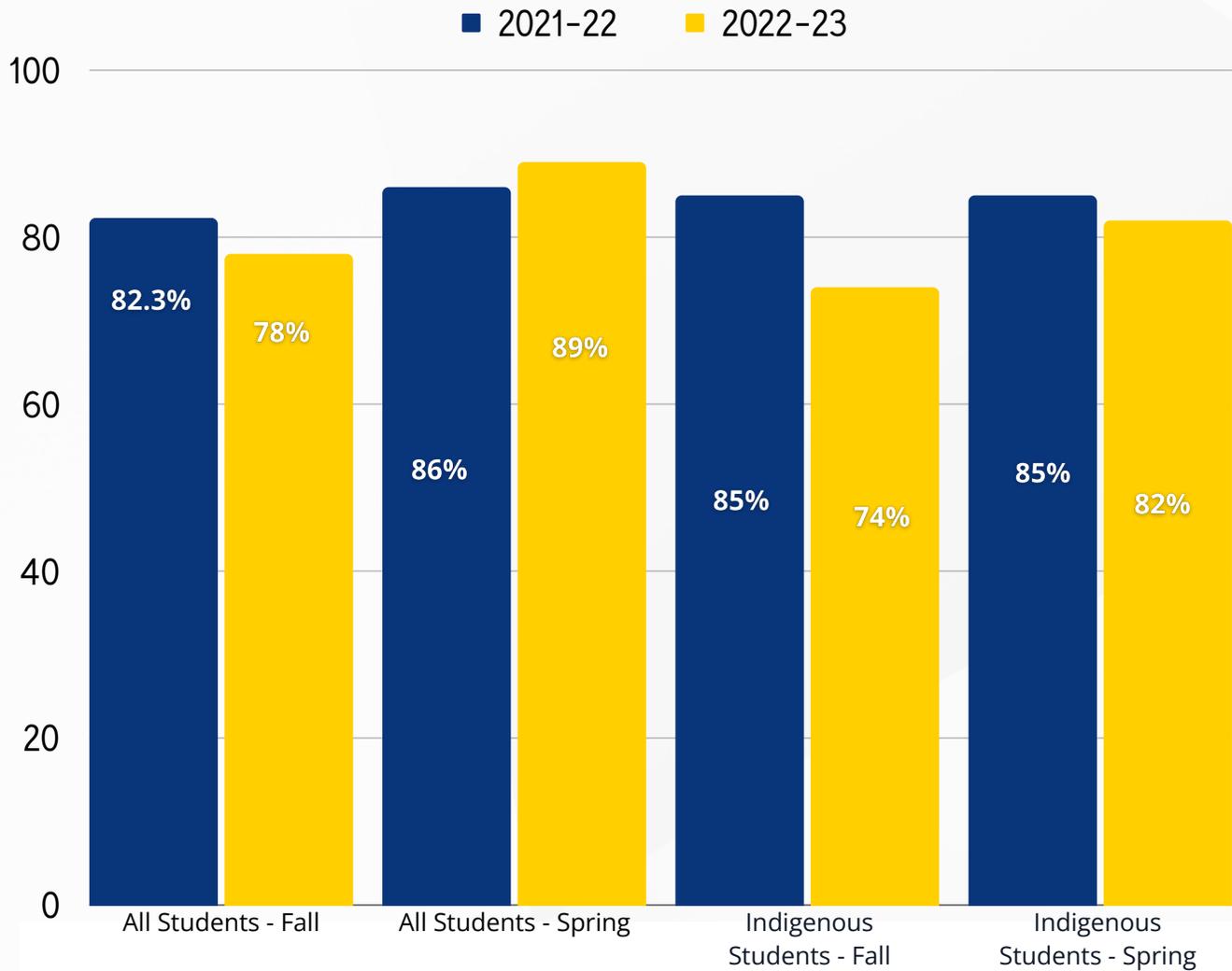
ALL STUDENTS ARE LITERATE

OUTCOME:

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

LITERACY ACHIEVEMENT RESULTS

Paul Rowe Jr Sr High School Fountas & Pinnell BAS I and II Data



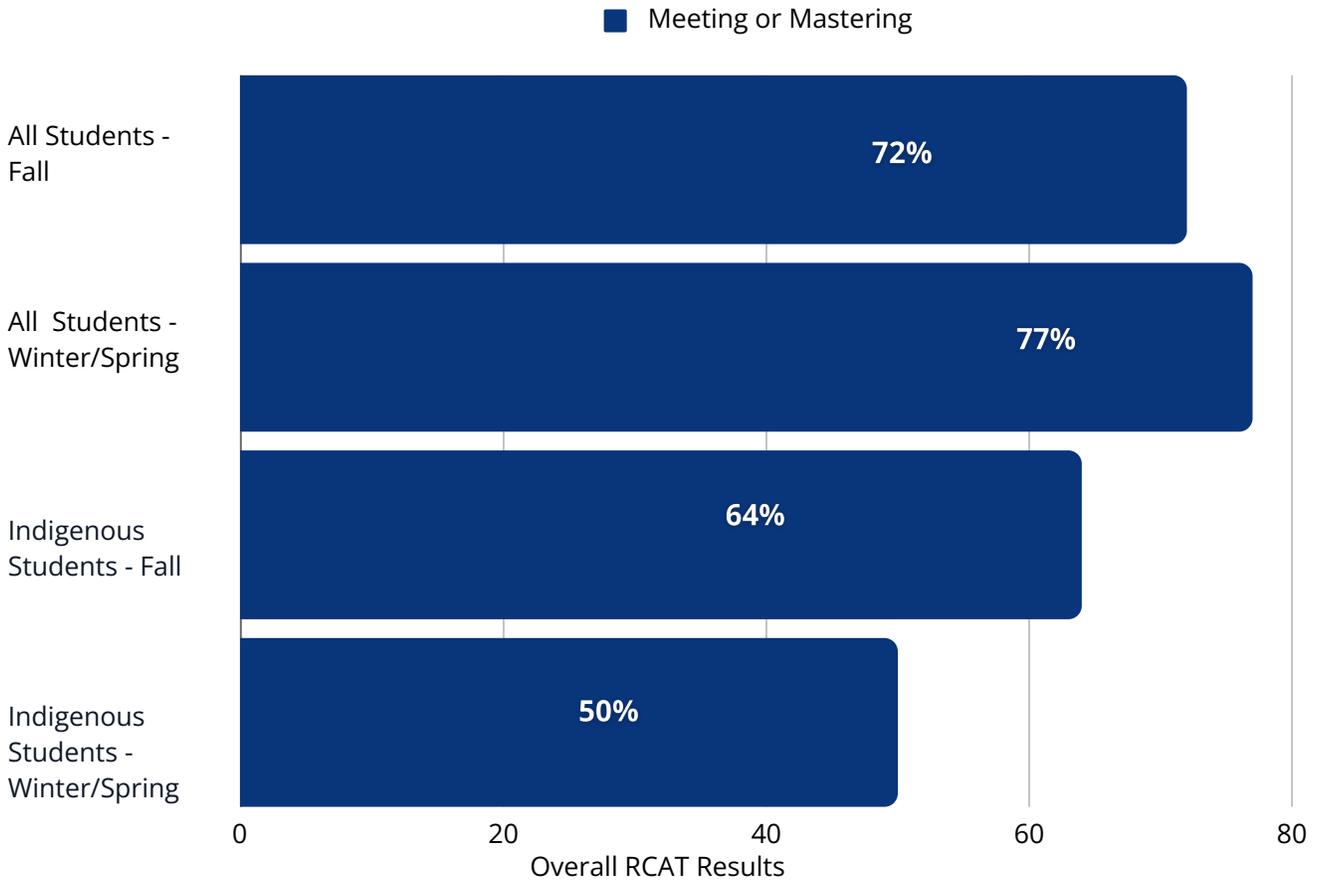
Summary

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. Our F & P data has shown growth over the last year. We feel this is due to strong universal instruction as well as targeted interventions. Specific student needs continue to be addressed via collaborative response supports.

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.

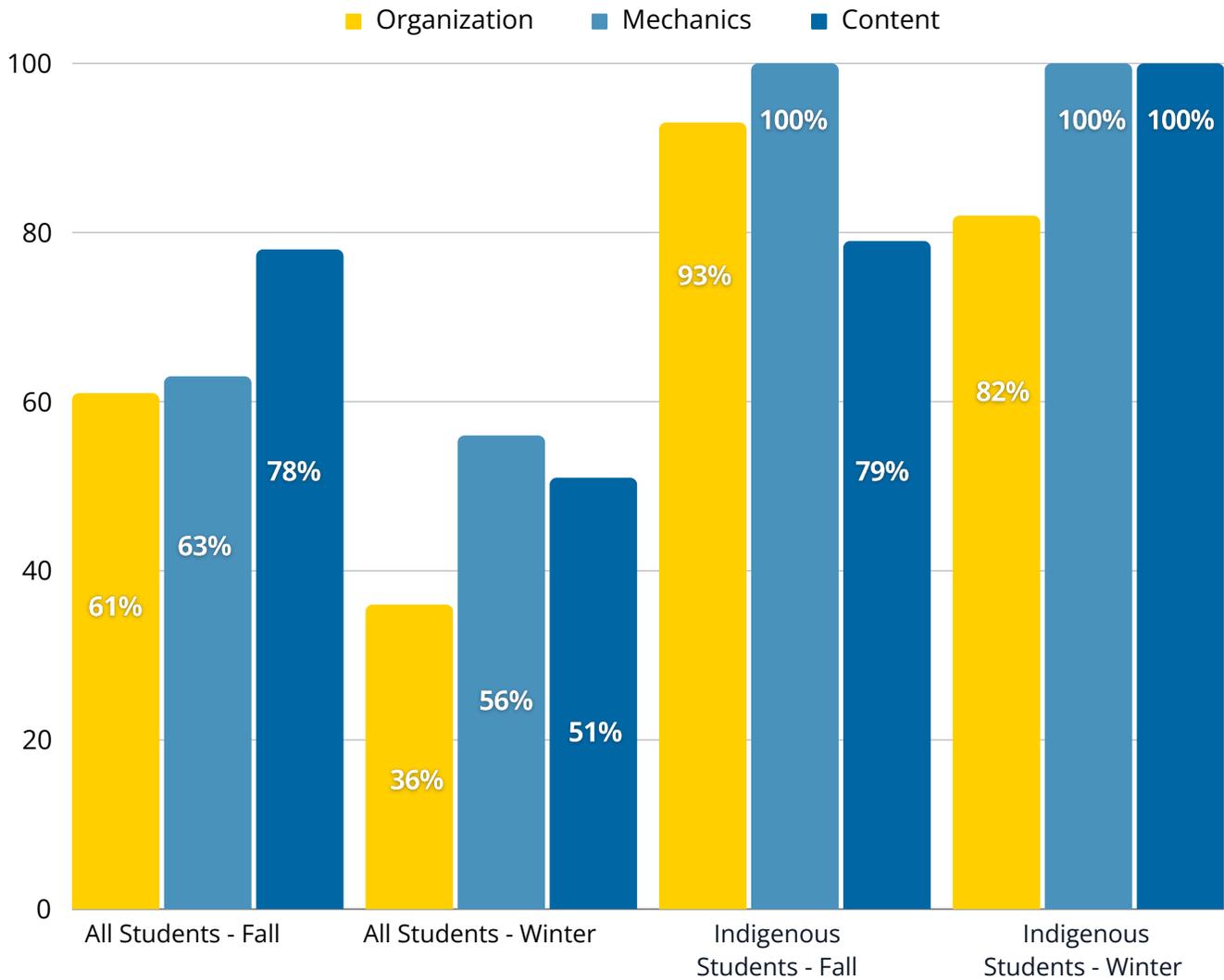
This set of data indicates achievement of students who were meeting grade level expectations in the category of identifying and interpreting ideas and details. Fall data gathered is consistent with data gathered from Fall F&P. Winter/Spring data for all students shows slight growth. Indigenous data for students is slightly skewed from Fall to Winter/Spring due to a decline in number of students assessed.

The Division's goal is to continue to narrow this gap between our Indigenous and non-Indigenous learners in order to fully achieve our mission of success for all.

[See full 2022-23 data results here](#)
[About Reading Comprehension Assessment Tool Data](#)

LITERACY ACHIEVEMENT RESULTS

Writing Assessment Tool (WAT) Data



Percentage of Grade 7-9 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 just over 60% of all students were meeting or mastering grade-level expectations in writing during the Fall reporting period. A decline in achievement between the fall and winter reporting periods, there remains significant room for improvement. Data for Indigenous students compared to all students shows no learning gap in this area of achievement.

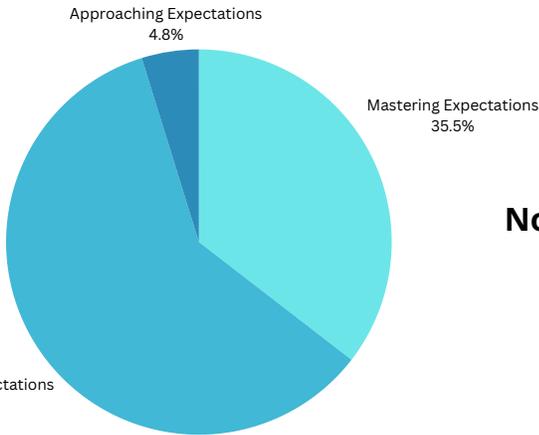
Moving forward, continued efforts will be made to ensure students become more proficient in writing. As well, this internally developed assessment tool continues to be shaped in order to measure this skill most effectively and objectively.

LITERACY ACHIEVEMENT RESULTS

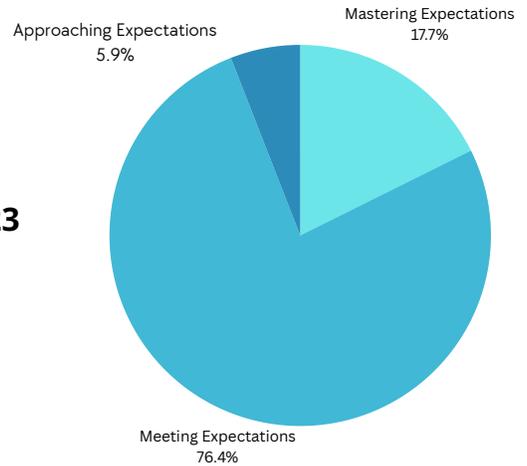
Division Report Card Data for Literacy

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

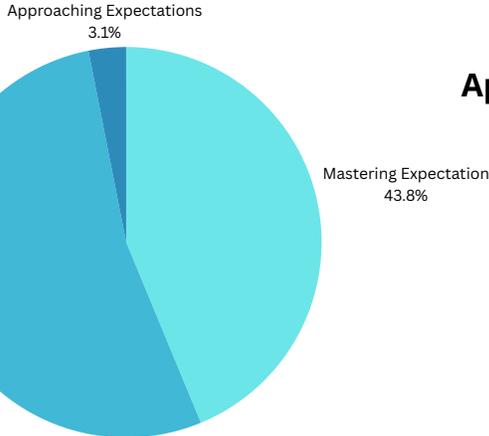
Percentage of Grades 7-9 Students meeting or mastering expectations



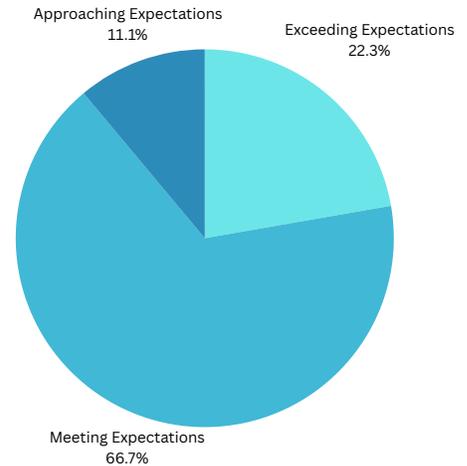
Percentage of Grades 7-9 Indigenous Students meeting or mastering expectations



November 2022-23 Results



April 2022-23 Results



Previous Year's Results

Percentage of students Meeting or Mastering grade-level expectations April

All Students



Indigenous Students



Summary

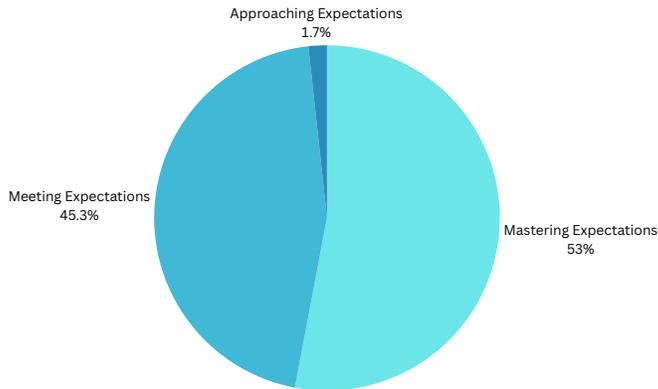
The Grades 7-9 school report card data indicate 93.9% of all students met or mastered grade-level expectations in April of the school 2022-23 school year, which is 6.1% higher than in the previous school year. Amongst our Indigenous students, 84.3% met or mastered grade-level expectations, which is a gain of 3% from the previous school year. This data is evidence of the PRSD's efforts to eliminate the achievement gap between our Indigenous and non-Indigenous students.

LITERACY ACHIEVEMENT RESULTS

Division Report Card Data for Literacy

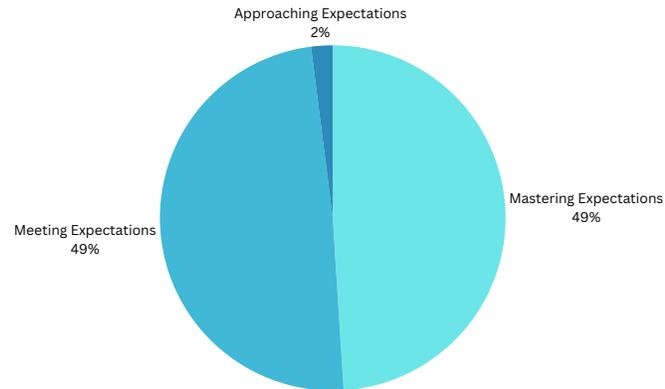
Percentage of Grades 10-12 students meeting or mastering expectations: 2022-2023

November

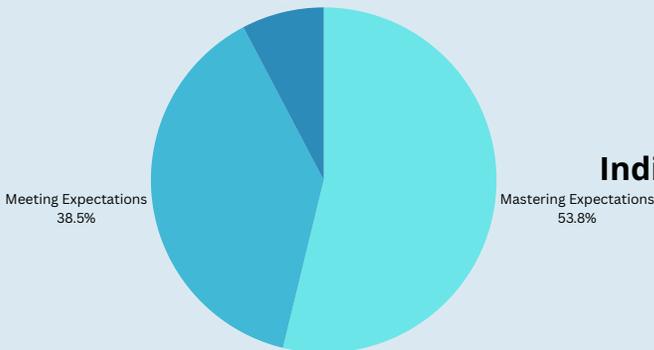


All Students

January



November



Indigenous Students

January



Previous Year's Results

Percentage of students Meeting or Mastering grade-level end of course expectations

2022

All Students



Indigenous Students



Summary

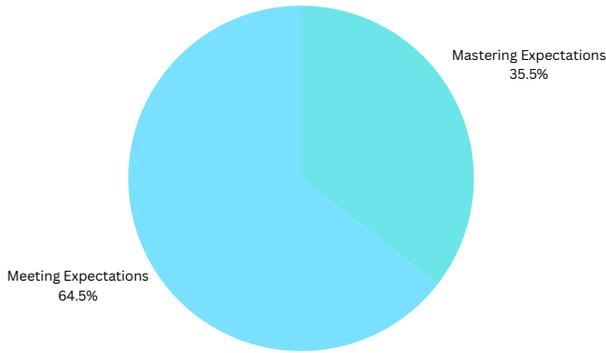
The Grades 10-12 school report card data for first semester indicates that 96.6% of all students and 92.3% of Indigenous students met or mastered grade-level expectations at the end of their literacy based courses. Both sets of students showed similar achievement to their mid-semester marks. The achievement gap between our Indigenous students and all students achievement is narrow at 4.3%. While significant work remains, the data suggest a positive trend towards closing the achievement gap.

LITERACY ACHIEVEMENT RESULTS

Division Report Card Data for Literacy

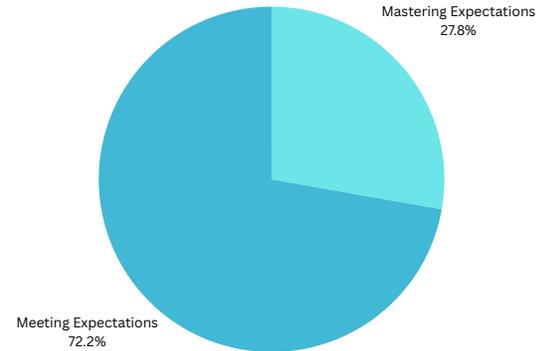
Percentage of Grades 10-12 students meeting or mastering expectations: 2022-2023

April



All Students

June



No data to display

Indigenous Students
This data is suppressed due to a too small sample size.

No data to display

Previous Year's Results

Percentage of students Meeting or Mastering grade-level end of course expectations

2022
All Students



Indigenous Students

This data is suppressed due to a too small sample size

Summary

The Grades 10-12 school report card data for second semester indicates that 90% of all students met or mastered grade-level expectations at the end of their literacy based courses. Students showed similar achievement to their mid-semester marks. Data for indigenous student achievement specifically is not available due to a small sample size. Efforts to increase student achievement for all students will continue to be a focus.

LITERACY ACHIEVEMENT RESULTS

PRSD Education Assurance Survey Results: Goal One - Literacy

- Confident to Very Confident
- Less or Not Confident



Grades 7-12



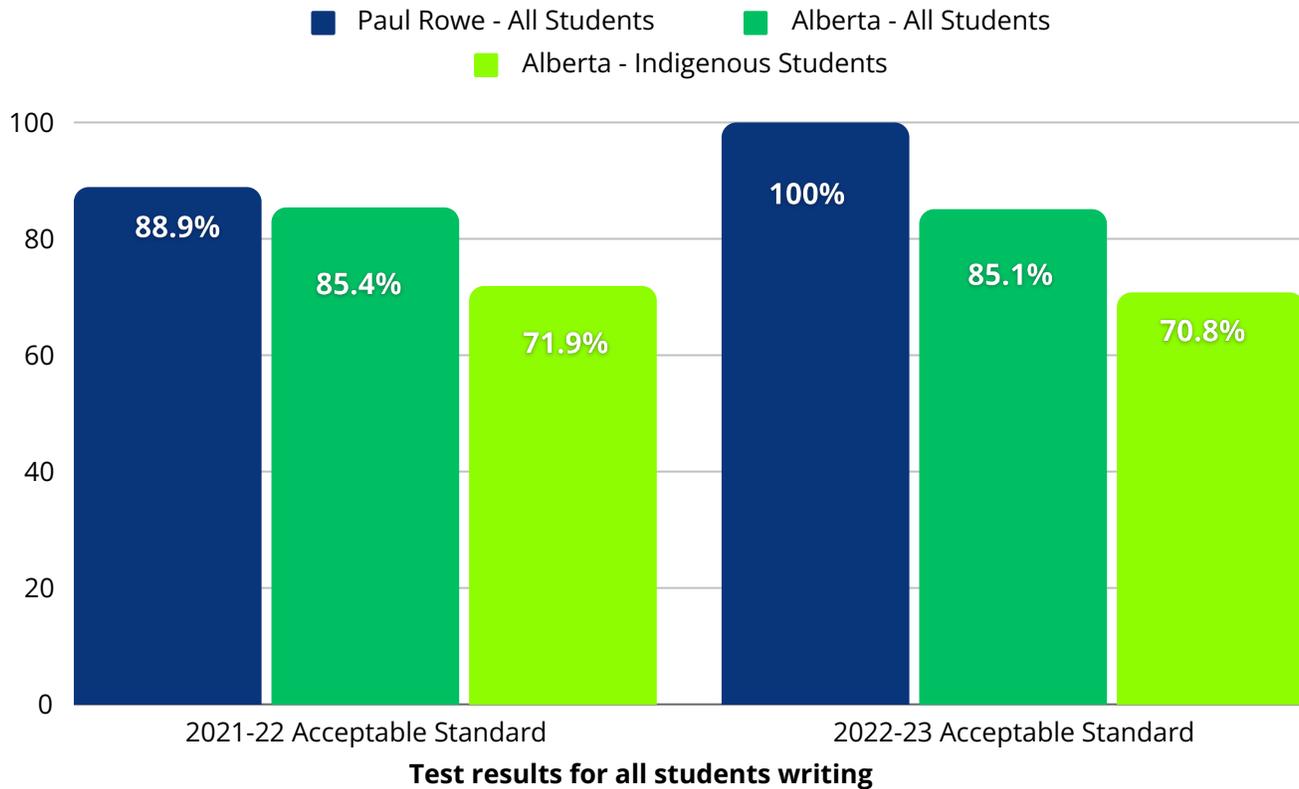
Summary

Students were surveyed mid-year and 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”. Students communicated an overall confidence in their reading and writing skills. This will allow for continued growth in student achievement as students are entering with a positive midset.

LITERACY ACHIEVEMENT RESULTS

Grade 9 Provincial Achievement Test (PAT) Acceptable/Excellence

Year over Year Comparison of Grade 9 English Language Arts



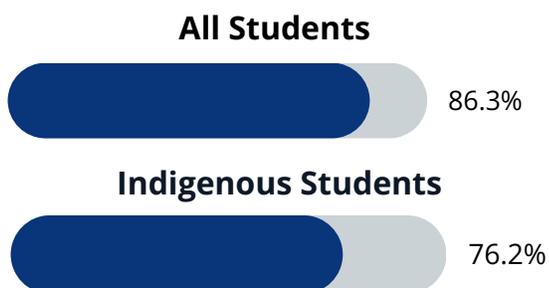
Summary

The percentage of Acceptable Standard performance for the Grade 9 ELA PAT increased from 71.7 to 100% in 2022-23, eliminating the gap between Paul Rowe student performance and provincial student performance. Further work is required to help ensure students consistently perform better on this assessment in future years. Our Indigenous student population was too small to measure for this data in 2022-23.

[CLICK HERE for all PAT Results](#)

Grade 9 English Language Arts

Division Year-End Report Card Data



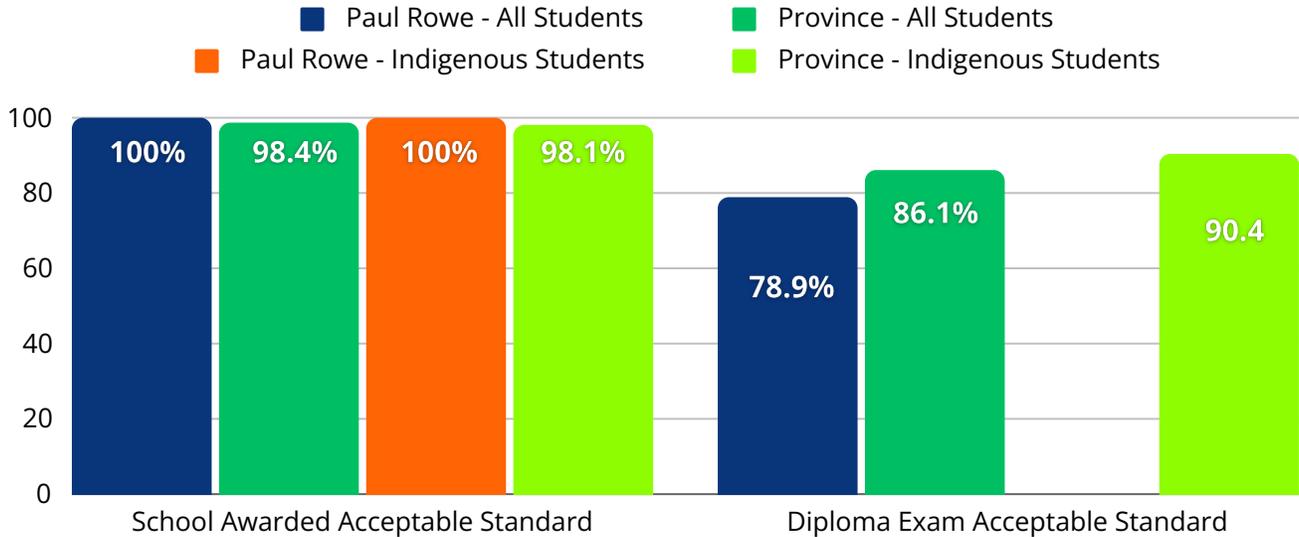
A Comparison

The Division's year-end report card data indicate 86.3% of our Grade 9 students were meeting or mastering the core outcomes in ELA. Meanwhile, 76.2% of the Division's Indigenous students met or mastered the core outcomes.

LITERACY ACHIEVEMENT RESULTS

Provincial Diploma Exam Results

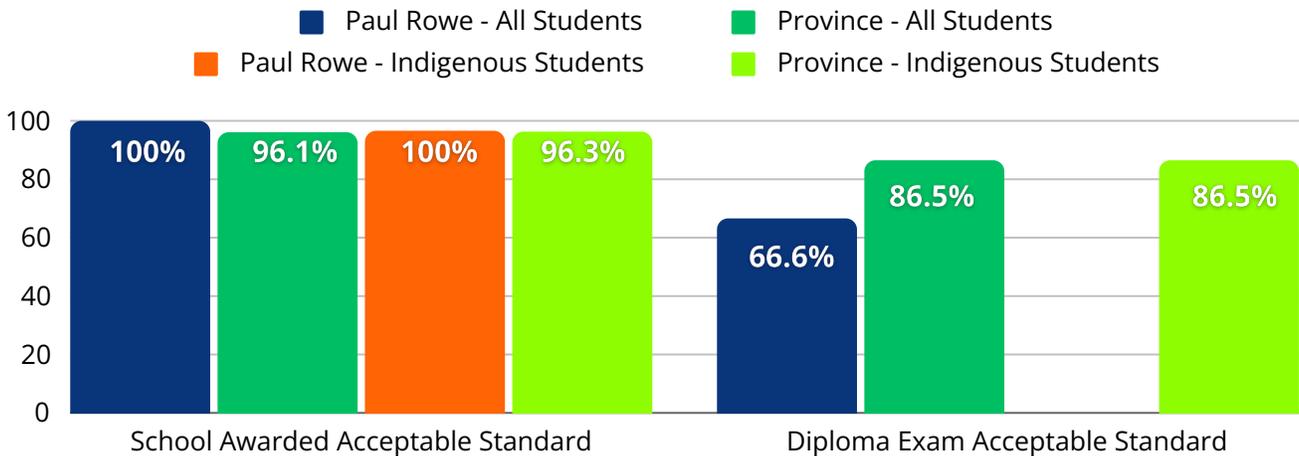
ELA 30-1



Summary

In the 2022-23 school year, 100% of our ELA 30-1 students achieved a school-awarded acceptable standard. When blending these results with the diploma exam marks, which were nearing 80% for all of our students, every Paul Rowe student enrolled in ELA 30-1 in 2022-23 received a passing grade. [CLICK HERE for all Diploma Exam Results](#)

ELA 30-2



Summary

Student performance in the ELA 30-2 Diploma Exams was slightly different to that of the students who completed ELA 30-1. In 2023, the sample size for school based Indigenous student data was too small. While the average mark for Paul Rowe students was below the provincial average on the diploma exams scores, the total student population achieved an acceptable standard (100% success rate).

Summary of Literacy Achievement Results

General Statement

School 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, specific to Paul Rowe, where the vast majority of students from Grades 7 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. Additionally, while the school is excited to see the gaps in achievement between our non-Indigenous and Indigenous students lessen, more work is needed to continue improving this measure.

Factors That Affected Results

The school's achievement data indicates 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

The Division's focus on literacy development will remain a priority for the upcoming school year and beyond. 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. Efforts will continue to support teachers in using a variety of assessment tools to gather critical information about students' literacy development so that instructional activities can be more purposefully planned and delivered in the best interest of all students. School staff will continue to collaborate with division staff to develop common assessments of core learner outcomes in English Language Arts, and will continue to assist in establishing and maintaining focused literacy instructional blocks within our school.



PRSD GOAL TWO

ALL STUDENTS ARE NUMERATE

OUTCOME:

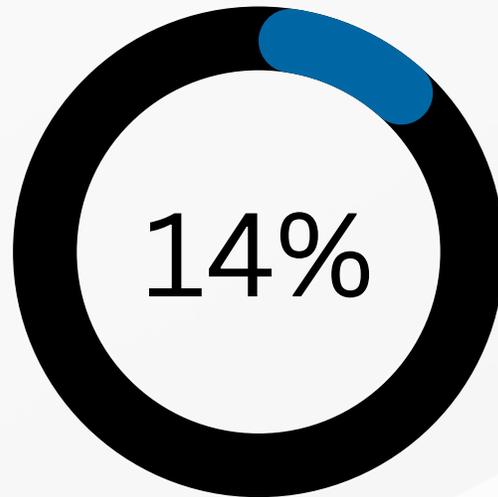
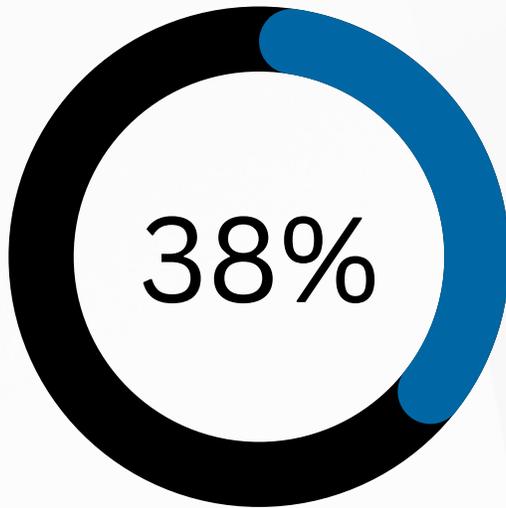
ALL STUDENTS ARE PERFORMING AT OR ABOVE GRADE LEVEL IN NUMERACY OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.

NUMERACY ACHIEVEMENT RESULTS

Division Mathematics Intervention/Programming Instrument (MIPI) Data:

All Students Grades 7-10

Indigenous Students Grades 7-10



Summary

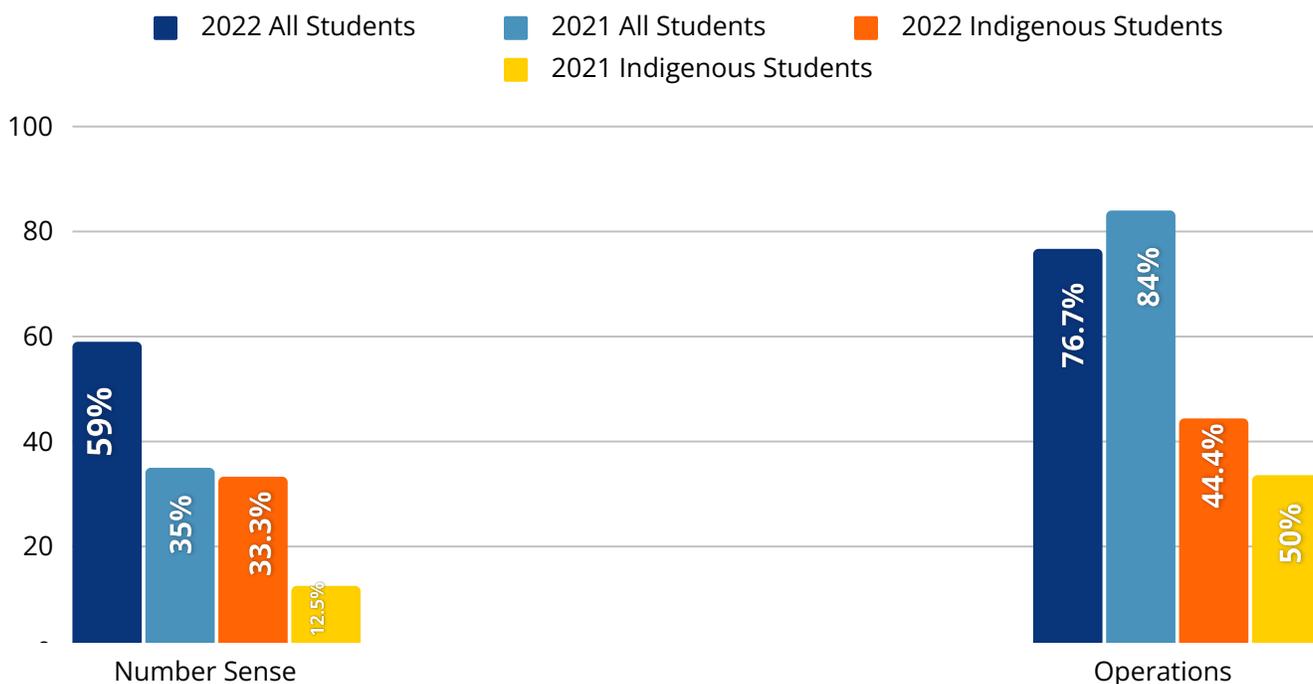
The MIPI is administered at the beginning of the year to determine how well students understand key concepts from the previous year's work, which provides a useful starting point for the current year's instruction. The September 2022 results show that 38% of Grades 7-10 students started their school year meeting or mastering the core concepts from the previous grade level.

The September 2022 results also show that 14% of Grades 7-10 Indigenous students started their school year meeting or mastering the core concepts from the previous grade level. This result is based on a very small sample size that may have skewed results.

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 59-76.7% of all 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 with Number Sense in this school year than the previous school year at the time of test administration, and slightly better on Operations in the previous school year.

Similar trends can be seen in the data regarding our Indigenous students. Further work is also required to eliminate the achievement gaps for our Indigenous students and to ensure all of our students are meeting program expectations.

About Numeracy Comprehension Assessment Tool

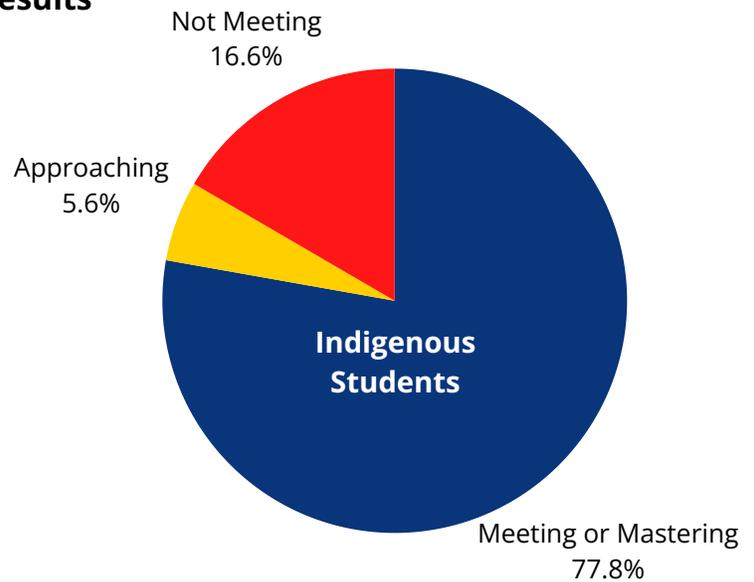
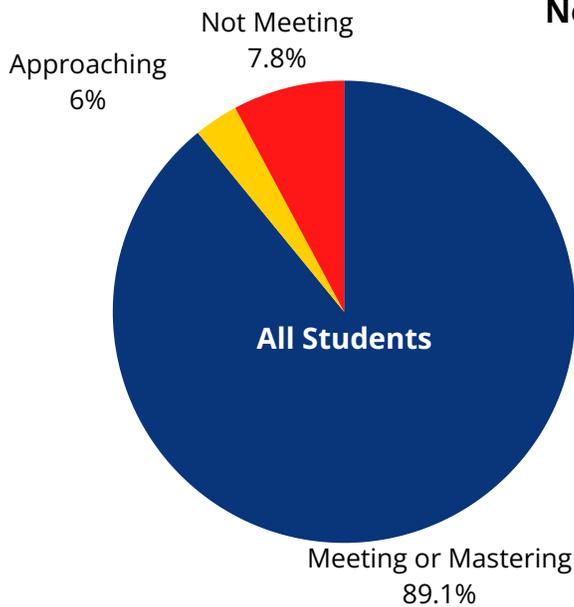


NUMERACY ACHIEVEMENT RESULTS

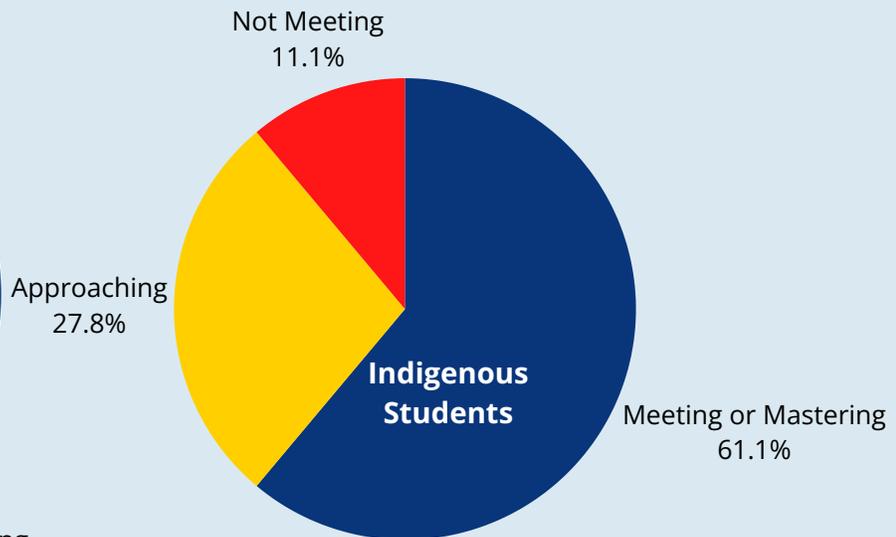
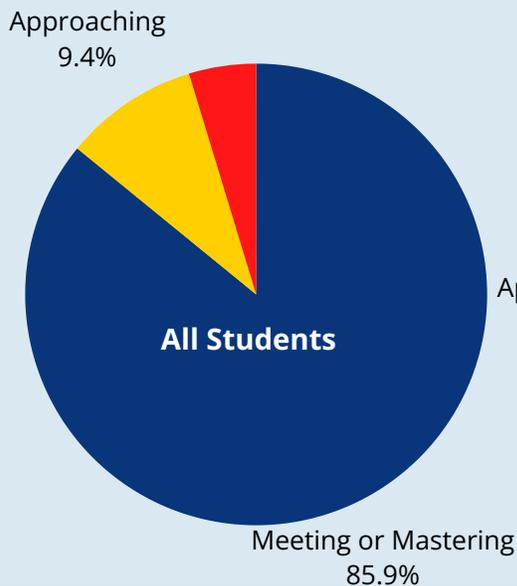
Division Report Card Data for Numeracy:

Percentage of Grades 7-9 Students Meeting or Mastering Expectations

November Results



April Results



Summary

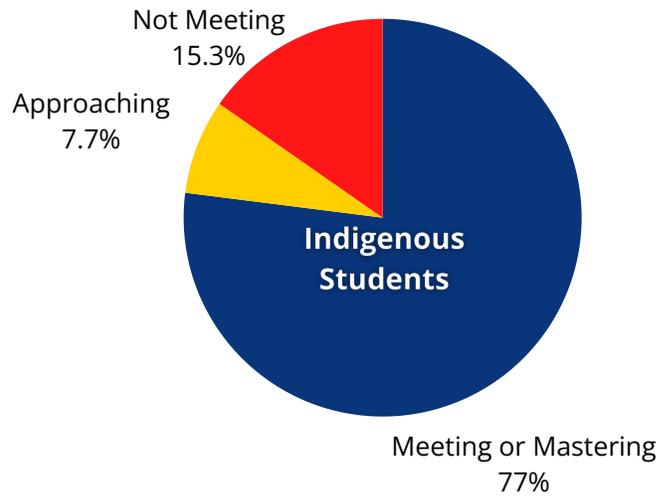
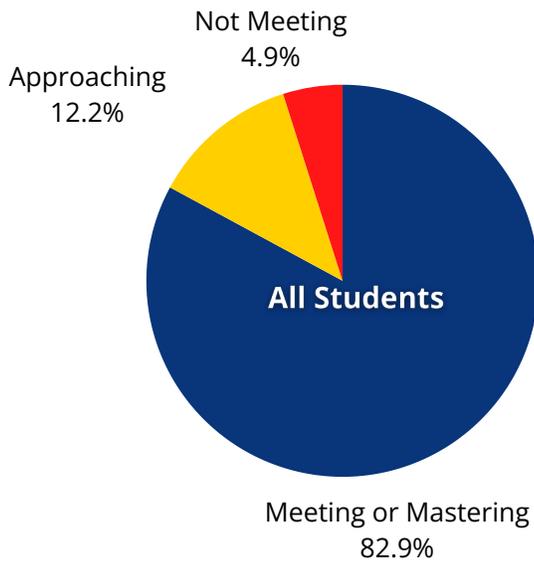
The Grades 7-9 report card data indicate that from the November reporting period to the April reporting period the percentage of all students meeting or mastering grade-level expectations in numeracy decreased by approximately 3%. This decrease was high for our Indigenous students at over 10%. This is not an atypical trend in Junior High, but remains an important area of concern to work towards improving moving forward.

NUMERACY ACHIEVEMENT RESULTS

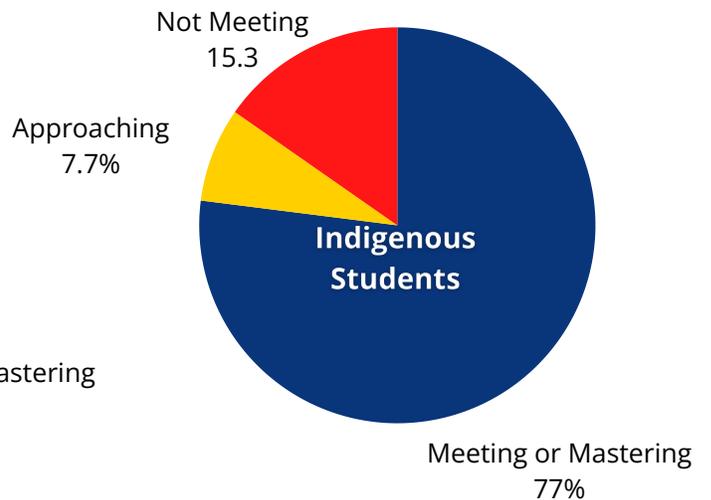
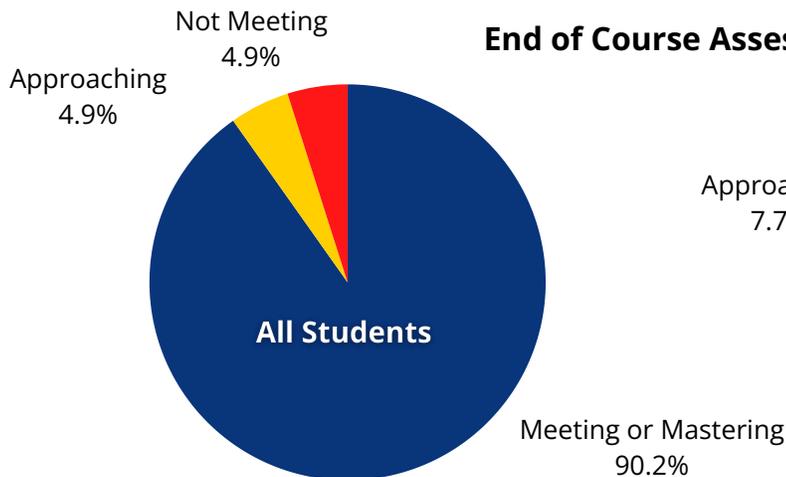
Division Report Card Data for Numeracy:

Percentage of Grades 10-12 Students Meeting or Mastering Expectations Semester 1

Mid-Semester Assessments



End of Course Assessments



Summary

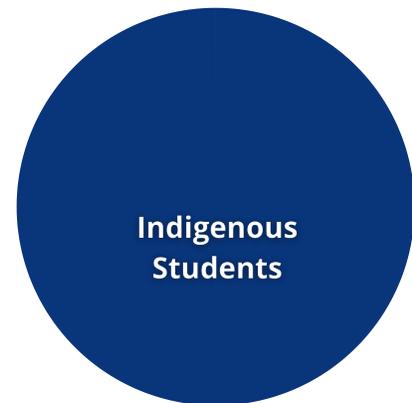
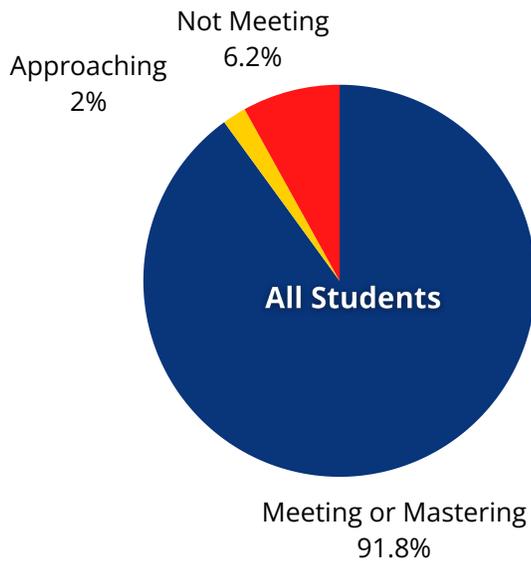
The Grades 10-12 school report card data for semester one shows growth in the number of students who either met or mastered grade-level expectations at the end of their numeracy courses. The data for Indigenous students remained the same for both semester indicating that there needs to be a continued focus on narrowing the achievement gap.

NUMERACY ACHIEVEMENT RESULTS

Division Report Card Data for Numeracy:

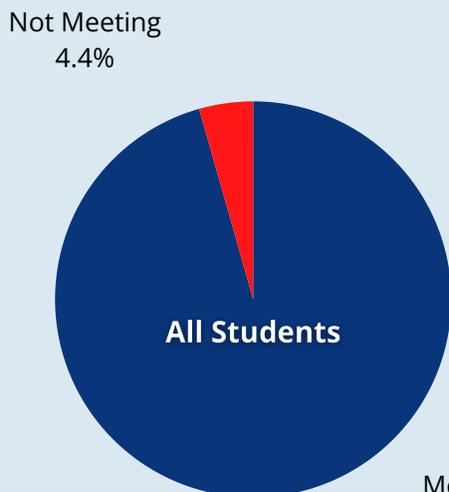
Percentage of Grades 10-12 Students Meeting or Mastering Expectations Semester 2

Mid-Semester Assessments



Meeting or Mastering
100%

End of Course Assessments



Meeting or Mastering
100%

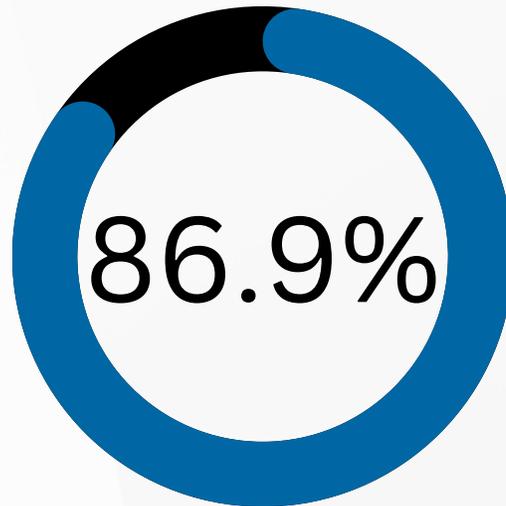
Summary

The Grades 10-12 school report card data shows significant growth in the number of students who either met or mastered grade-level expectations at the end of their Semester 2 numeracy courses. Data for Indigenous students does not show an achievement gap with 100% of students achieving success in numeracy based courses.

NUMERACY ACHIEVEMENT RESULTS

PRSD Education Assurance Survey Results: Goal Two - Numeracy

Grades 7-12



Summary

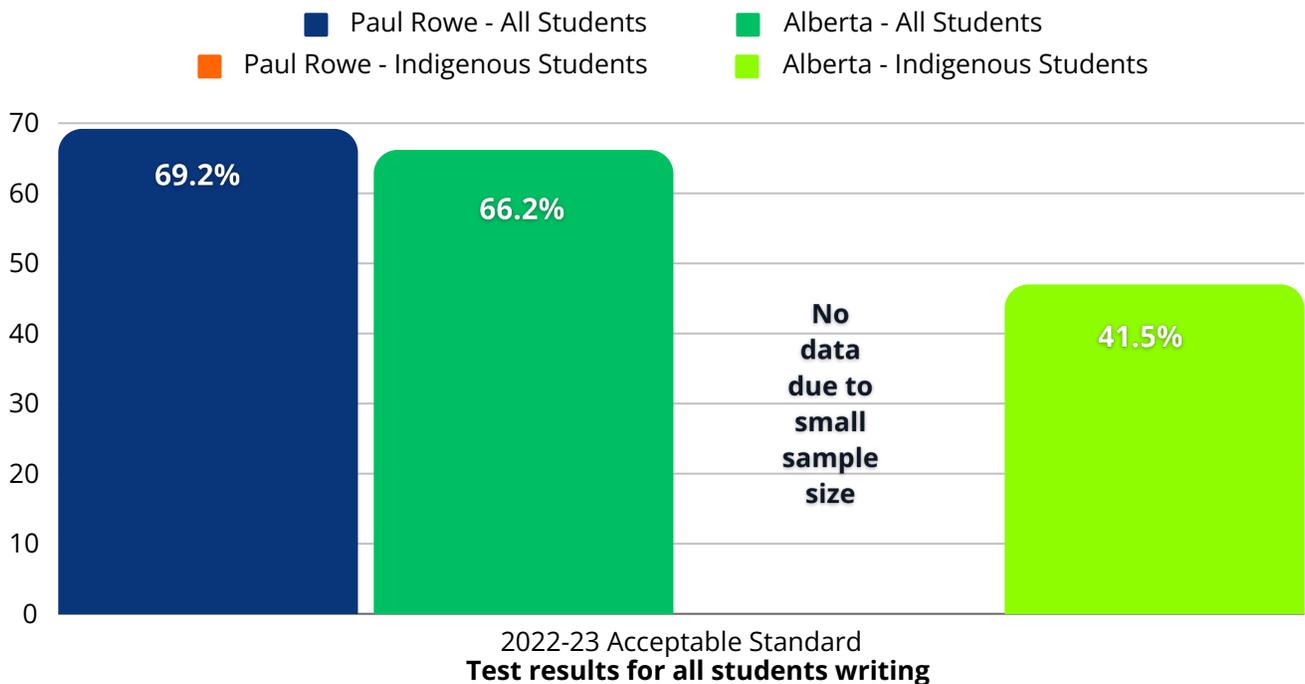
Students were asked to rate their level of confidence in their own math skills on a scale of 1 to 5, with 1 being not confident and 5 being extremely confident. As you can see in the above graphs, the PRSD Education Assurance Survey data indicated that 86.9% (combined percentages from students who answered either three or greater on the survey) of Paul Rowe students felt confident in their numeracy skills.

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

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 are slightly above the provincial average. The overall average indicates that there is some work to be done to continue to improve overall results in mathematics achievement. No school based data is available for Indigenous Students due to a small sample size. As well, no comparison data is available from previous year due to a provincial security breach in Provincial Exam delivery.

[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

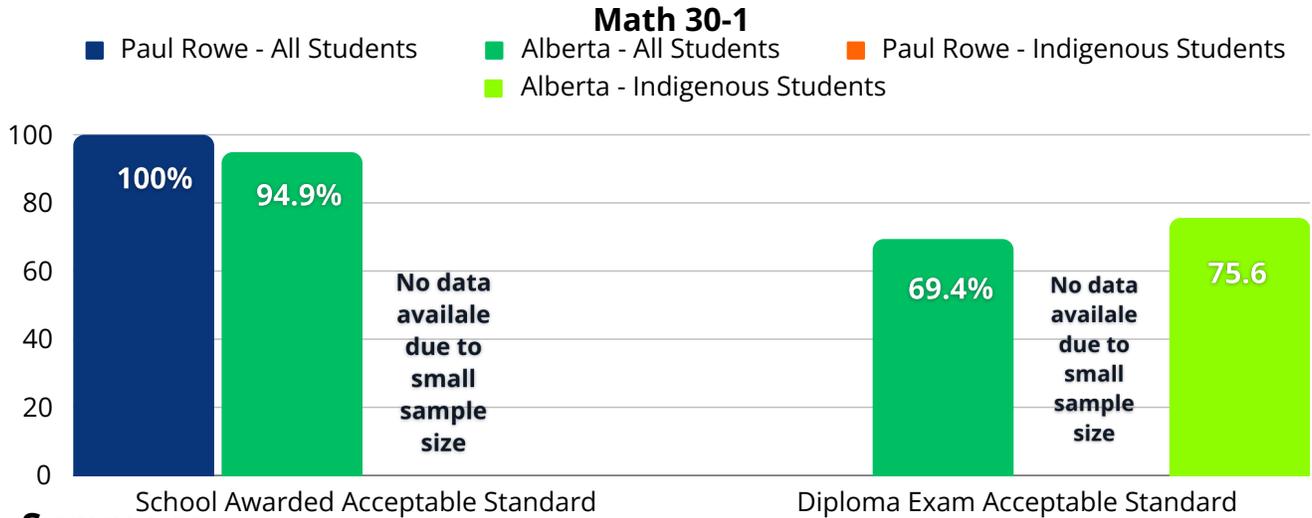


Summary

The school's year-end report card data indicate that 100% of our Grade 9 students were meeting or mastering grade-level expectations and 100% of our Indigenous students were meeting or mastering grade-level expectations. Working with our students to help ensure they are well prepared for the PAT and take this assessment seriously will continue to be a priority focus moving forward. We are working more directly with the division numeracy coordinator to support this direction.

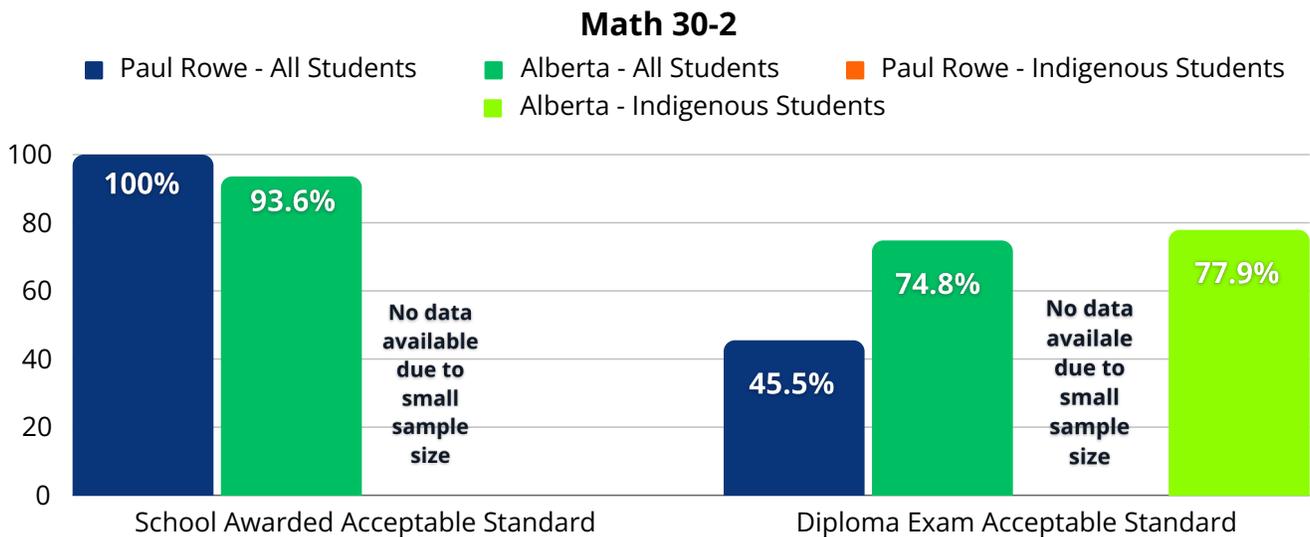
NUMERACY ACHIEVEMENT RESULTS

Provincial Diploma Exam Results - All Students



Summary

In the 2022-23 school year, our achievement data for Math 30-1 indicate that there is work to be done to help students achieve higher standards on the diploma exams. However, it should be noted that 100% of our students achieved a “blended score” acceptable standard compared to 93.4% provincially. Furthermore, the division’s Indigenous students outperformed their provincial counterparts on both the “School Awarded” and Blended Score acceptable standard. Moving forward, a divisional priority is to help students to improve their performance on the diploma exam.



Summary

In the 2022-23 school year, the Paul Rowe 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 45.5%, the “blended score” acceptable standard was 100% compared to 93.1% provincially. 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

Division standard measures such as the Mathematics Intervention/Programming Instrument (MIPI) data, NCAT data, and year-end report card data, revealed growth in numeracy development across grade levels throughout the division during the school year; however, achievement in Grades 7 to 9 was less positive overall. Growth in numeracy development was further evidenced through the division's survey data where the vast majority of students from Grades 7 to 12 reported they felt confident in their numeracy skills and abilities. 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 school 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, particularly at the Grades 7 to 9 level.

Factors That Affected Results

Numeracy achievement data indicates 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

The focus on numeracy development will remain a priority for the upcoming school year and beyond. 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 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, and recently we established focused numeracy instructional time in our junior high programming. 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

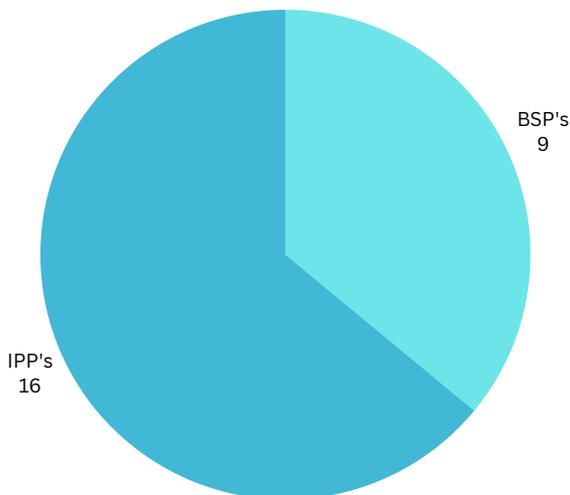
ALL STUDENTS ARE SUCCESSFUL THROUGH INCLUSIONARY PRACTICES

OUTCOME:

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

INCLUSIVE EDUCATION PRACTICES

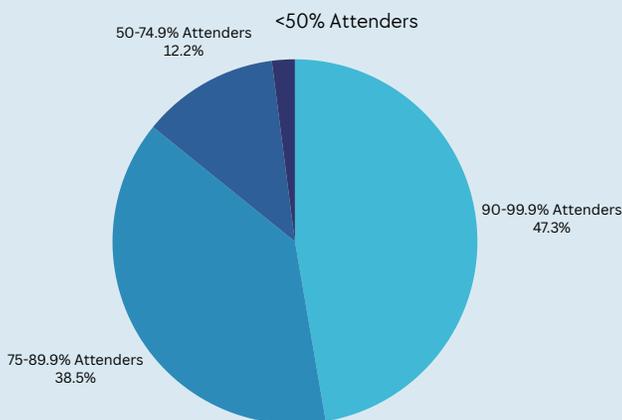
Behavioural Support Plans and Individual Program Plans for Special Needs Students - Division Data



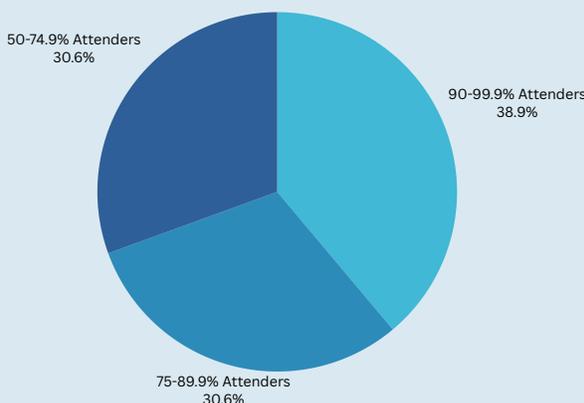
Regarding School data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were 9 BSPs completed and 16 IPPs completed in the 2022-23 school year. The total population of students within Paul Rowe in the same school year was 151.

This works out to just under 2 of every 10 Paul Rowe students requiring accommodations that enable them to be included in the classroom with their peers.

Attendance Data: All Students



Attendance Data: Indigenous Students



Summary

Out of the total number of students in Paul Rowe in the 2022-23 school year, just less than half of our students attended 90% or more of the school year. Amongst our Indigenous students, just over a third attended 90% of the school year or more.

The School's and Division's 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 7-12

Percentage of students who felt included in their school:



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



Percentage of students who felt their academic needs were being met in their school:

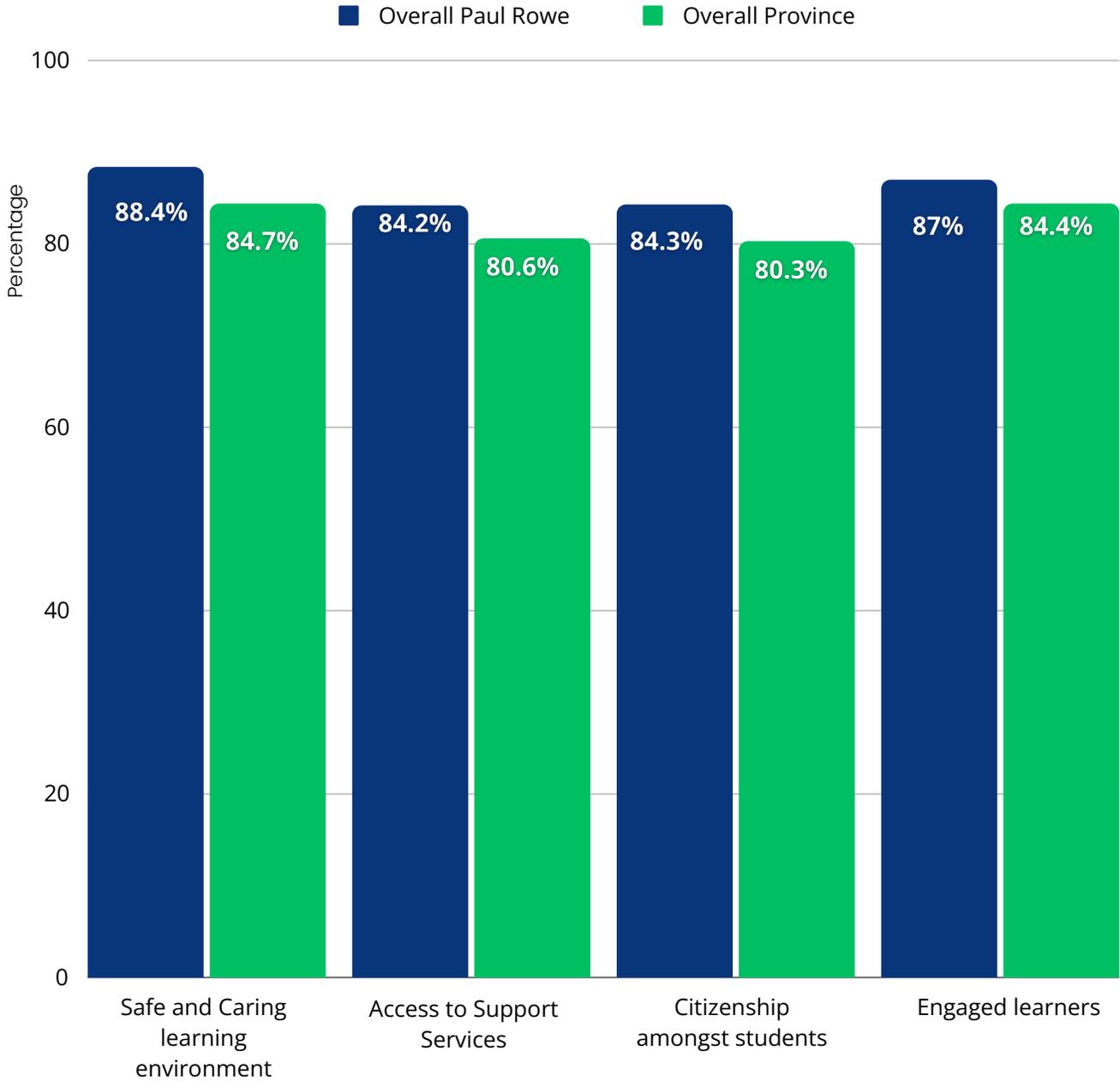


[Link to the PRSD Student Assurance Survey Qualitative Data](#)

INCLUSIVE EDUCATION PRACTICES

Alberta Education Assurance Measures - Overall Summary Results

Authority: 1070 The Peace River School Division



Percentage of students, parents and teachers who agree

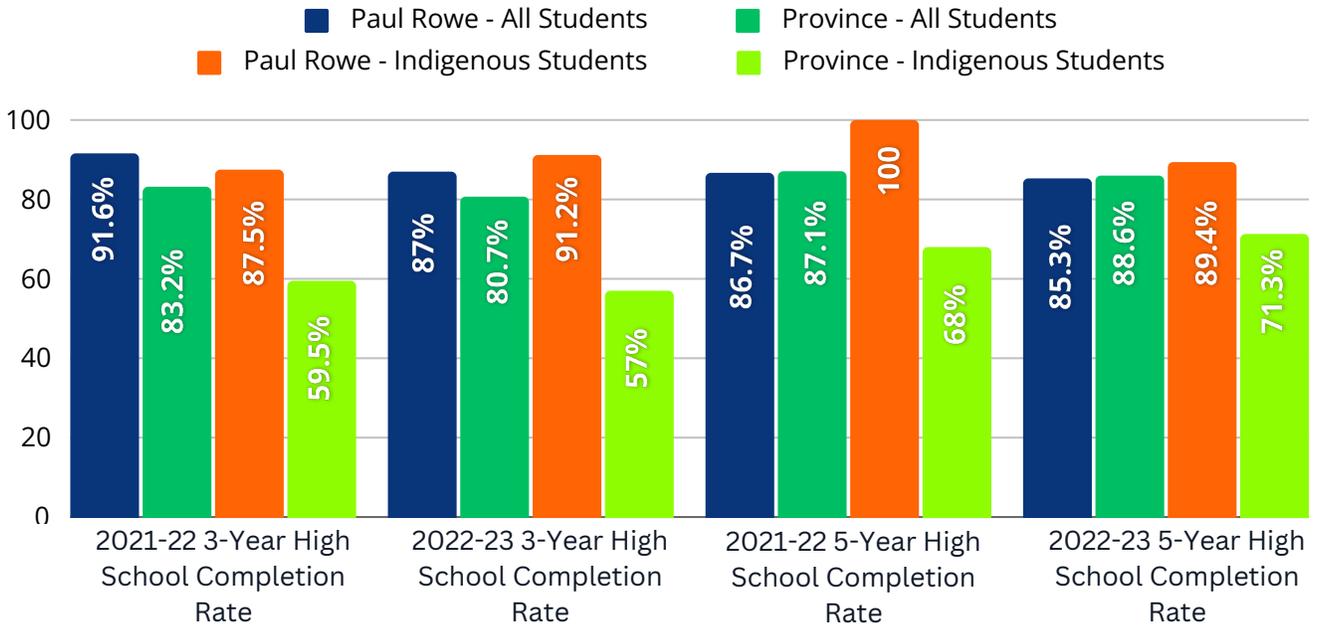
Summary

Based on provincial data, Paul Rowe exceeded the overall provincial average for the percentage in all four categories of safe and caring learning environments, access to support services, citizenship, and engaged learners. In all of these categories, Paul Rowe maintained a high standard in comparison to last year's results.

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

INCLUSIVE EDUCATION PRACTICES

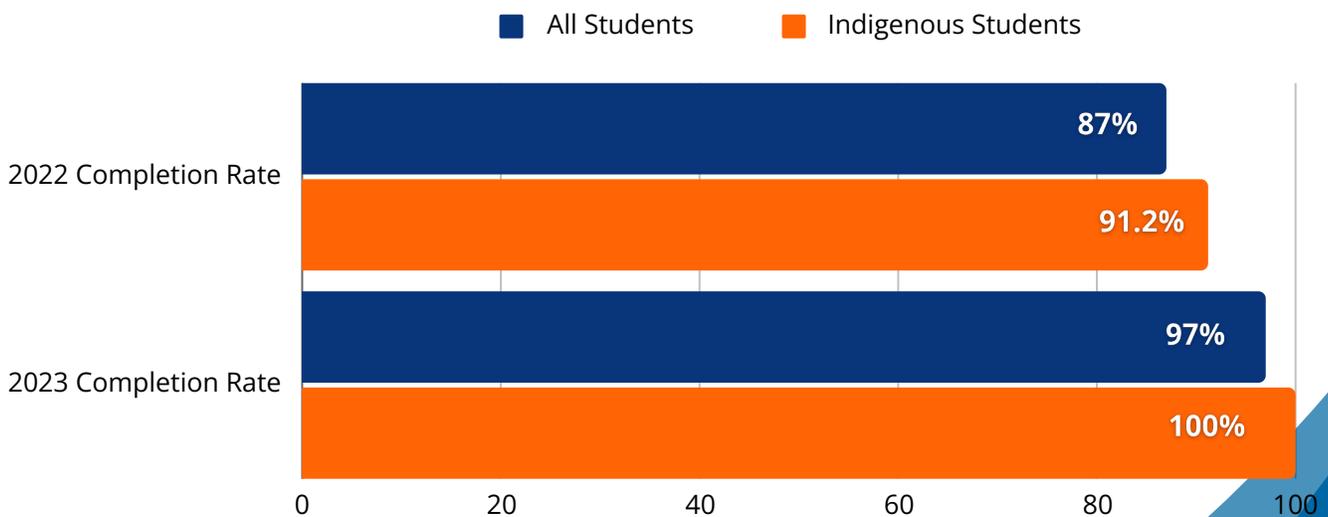
Alberta Education Assurance Measures: High School Completion Rates



Summary

The school based data for three and five year completion rate continues to be maintained at a high and/or very high rate as assessed by Alberta Ed. In the graph below, you will see the annual graduation rate for both our total student population and Indigenous student population. Both sets of data show an improvement in our High School completion rate.

Alberta Education Survey Results: Annual High School Completion Rate



Summary of Inclusion Education Practices

General Statement

Overall, based on Paul Rowe and ABED survey data, students felt included, safe and well supported in our school throughout the 2022-2023 school year. School 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. While students and parents have generally expressed a high level of satisfaction with programming and the inclusionary and safe nature of our schools, there have been gains in literacy achievement; however, there continues to be challenges in numeracy achievement, and particularly numeracy at the Grades 7-9 level. Overall the school continues to maintain a high graduation rate for both our overall student population and our Indigenous student population. Attendance rates for 2022-2023 with the majority of students attending a majority of the time; however, when student absenteeism is greater than 10%, there is an impact on their academic development, and thus, this matter will remain a priority moving forward.

Factors That Affected Results

Paul Rowe 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

Paul Rowe 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. The school will continue with its commitment to provide meaningful and engaging services for all students in an environment that is welcoming, safe, and supportive.

2021-2022 BUDGET SUMMARY

Budget Report

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

SCHOOL: Paul Rowe Jr/Sr High

Revenue and Allocations to Budget Center

AB ED: Service & Supports	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Funding Framework Allocation	\$74,410	\$81,436
Total AB ED: Service & Supports	\$74,410	\$81,436
% of Revenue and Allocations to Budget Center	101%	101%

AB ED: Differential Cost Funding	2022 - 2023 Spring Budget	2021-2022 Spring Budget
FNMI Allocation: School: Current Year	\$2,520	\$2,520
FNMI Allocation Per Student: Current Year	\$60	\$60
FNMI and Aboriginal Enrolment: Grade 1-12	42 Student	42 Student
Total AB ED: Differential Cost Funding	\$2,520	\$2,520
% of Revenue and Allocations to Budget Center	3%	3%

Transfers	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Transfer: School Operations: Room Closures	(\$2,952)	(\$2,952)
Total Transfers	(\$2,952)	(\$2,952)
% of Revenue and Allocations to Budget Center	-4%	-4%

Total Revenue and Allocations to Budget Center	\$73,978	\$81,004
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Expenditures

Other Staffing Costs	2022 - 2023 Spring Budget	2021-2022 Spring Budget
School Based Certificated Sub Cost	\$5,550	\$3,552
Days of School Certified Subs	25.00 Days	16.00 Days
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
School Based Certificated Sub Benefits	\$555	\$355
School Based Certificated Sub Cost	\$5,550	\$3,552
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
Uncertified Subs and Additional Hours	\$3,000	\$2,000
Total Other Staffing Costs	\$9,105	\$5,907
% of Expenditures	12%	7%

Contracted Services	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Certificated Inservice/Reg Fees	\$900	\$900
Staff and Public Relations	\$1,436	\$1,436
Postage & Phone	\$4,802	\$7,000
Advertising	\$500	\$500
Expense Reimbursement	\$3,000	\$3,000
Field Trips	\$2,500	\$2,500
Contracted Building Grounds Maintenance	\$1,000	\$1,000
Contracted Equipment & Vehicle Maintenance	\$1,000	\$1,000
Total Contracted Services	\$15,138	\$17,336
% of Expenditures	20%	21%

Budget Report

Wednesday, January 10, 2024 1:19 PM

SCHOOL: Paul Rowe Jr/Sr High - Budget Report

2022 - 2023 Spring Budget

Supplies	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Supplies	\$42,485	\$50,511
Library Supplies	\$2,250	\$2,250
Furniture & Equipment	\$5,000	\$5,000
Total Supplies	\$49,735	\$57,761
% of Expenditures	67%	71%

Total Expenditures	\$73,978	\$81,004
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Summary

	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Total Revenues and Allocations To Budget	\$73,978	\$81,004
Total Expenditures	\$73,978	\$81,004
Variance	\$0	\$0

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

Paul Rowe Junior Senior High School's AERR Report will be communicated in the following ways:

- Posted in the Documents section of the Paul Rowe Jr. Sr. High School website at <https://www.paulrowehigh.ca/>
- Presented and distributed at the January 2024 school council meeting

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