

Annual education results report 2023-2024

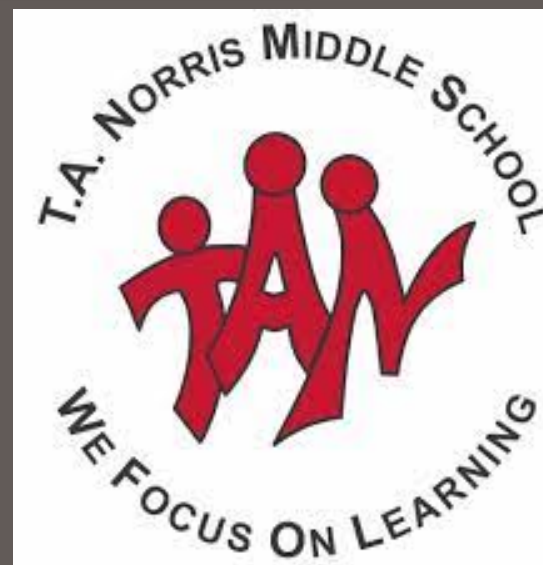


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Message from the Board Chair

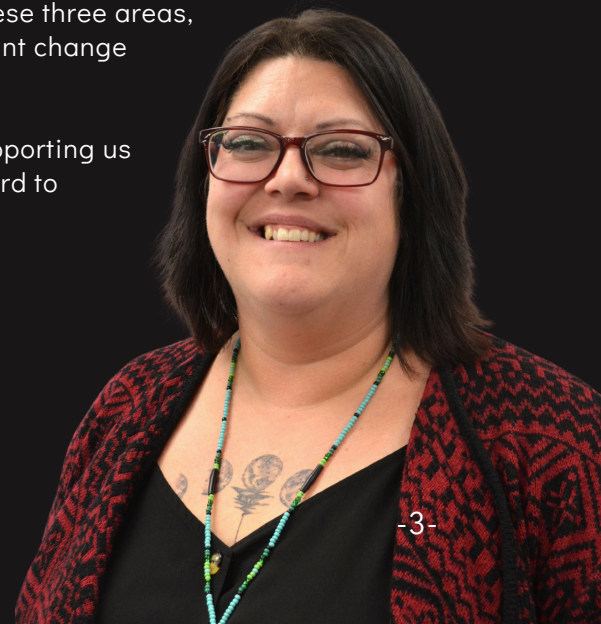
It is my pleasure to present the Peace River School Division's 2022-2023 Annual Education Results Report. This report includes details about the strategies utilized during the school year, the results achieved and the priorities that lie ahead. The board is committed to providing students with the best 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

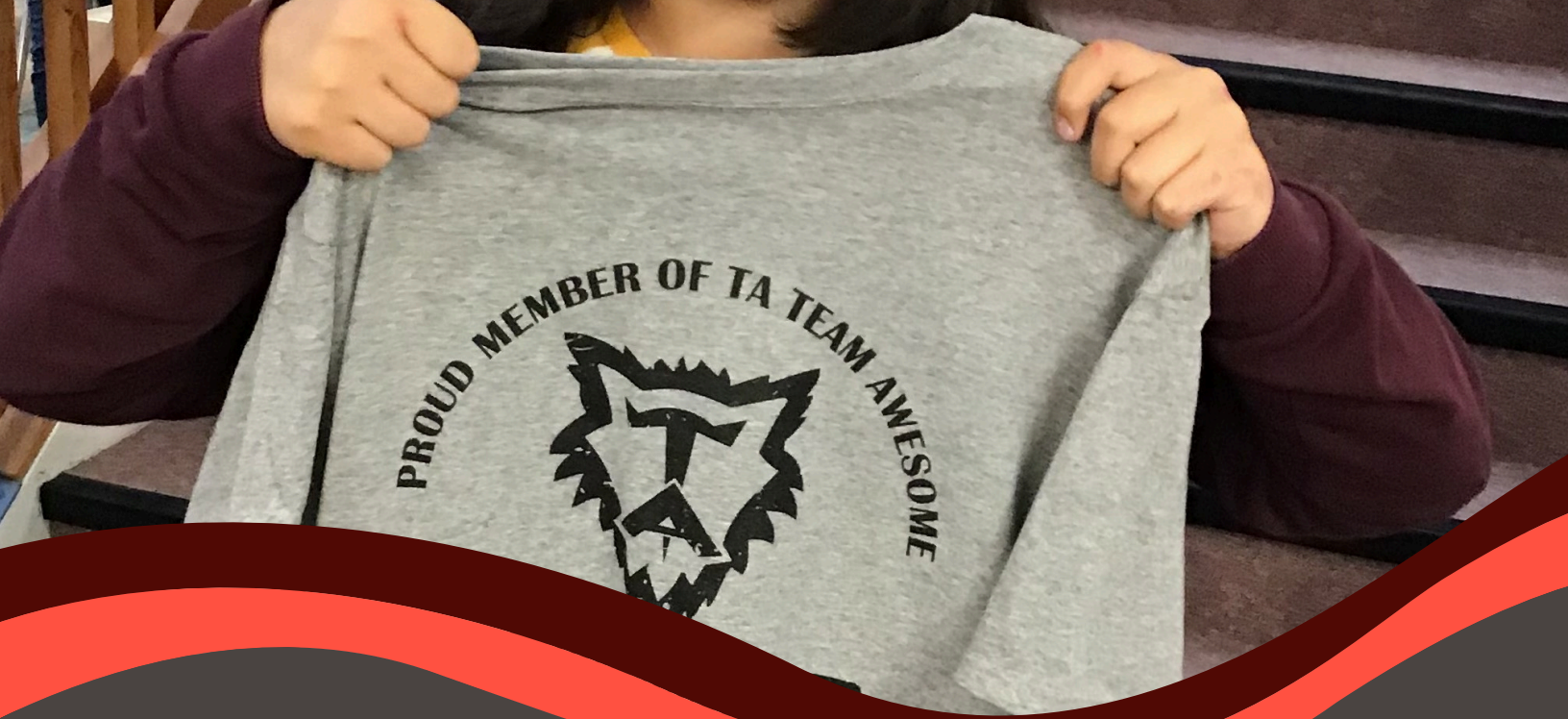
At TA Norris, we are committed to success! Success in the classroom, on the court, in social settings, and life. We are committed to building confidence and perseverance in our learners, who are our current and future leaders.

It is a privilege to lead a school with the greatest students, supported with excellent and highly qualified educators. We hope that as you enter through our doors, you can feel the positive energy and inclusionary spirit that is present and evident in our building. We are confident that despite some of the challenges faced in the world as of late, we will continue to focus on and support the success of all our learners.

TA Norris is a wonderful school where students develop life long skills, connections, and experiences that will set them on the path to be highly effective and thriving members of our local, and global community. When you attend, connect with, volunteer, work with, and support TA Norris Middle School, you become part of our Timberwolves wolf pack and are lifetime members of #teamawesome (TA= Team Awesome). We are proud to have what we feel is the best team!

Jonathan Pittman
T.A. Norris Middle School





TA Norris Middle School

TA Norris is a middle school serving grade 5-8 students in the Peace River area. We pride ourselves on being a school with a positive school culture and a vibrant learning environment. We offer a variety of different programs for our students to explore. Our school is equipped with a fully functioning foods lab, industrial arts shop, open concept washrooms, an art room, music room, a double gymnasium, a traverse climbing wall, a fitness area, a science lab and a beautiful library that has an excellent selection of English and French materials.

We have continued our instructional focus through a Collaborative Response framework with Response to Intervention (RTI) thrust as a means to meet the needs of all learners. We have created an opportunity for all students to receive targeted instruction during a 'Success Block'. During the block, teachers have the opportunity to work with targeted groups of students with a focus on literacy and other foundational skills.

Student and staff wellness is of utmost importance to us. Our staffing team includes one full-time youth support worker whose focus is on a wide variety of issues and who offers programming and learning experiences about mental and physical health during our health classes. Our team also includes a divisional youth support worker who is allocated to our school once a week, and more if needed. We are privileged that this worker has a four legged volunteer that works with many of our students and is a huge part of our team here at school.

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 ”

PRSD

- ride in Public Education
- espect, Responsibility and Integrity
- tudent-Centered; Promoting Success and Safety
- 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



280
students



42
Staff



2023/2024 ANNUAL EDUCATION Results Report

Authority: 1070 The Peace River School Division

This report provides a comprehensive summary of the progress made on the three goals outlined in the 3-Year Education Plan and identifies priority areas for continued focus. It includes data from TA Norris and Alberta Education that align with the performance measures of the education plan. These measures serve as indicators of success for the three strategic goals: literacy development, numeracy development, and inclusionary practices.

The local-level (TA Norris) data included in this report are as follows:

Literacy:

- Fountas & Pinnell (F&P) Benchmark Data for Grades 5-8
- Reading Comprehension Assessment Tool (RCAT) Data for Grades 5-8
- Divisional Report Card Data
- Divisional Survey Results Regarding Literacy Achievement

Numeracy:

- Math Intervention/Programming Instrument (MIPI) Data for Grades 5-8
- Numeracy Common Assessment Tool (NCAT) Data for Grades 5-8
- Divisional Report Card Data
- Divisional Survey Results Regarding Numeracy Achievement

Inclusionary Practices:

- Divisional Data on Programming for Special Needs Students
- Divisional Data on Student Absenteeism
- Divisional Survey Results Regarding Inclusionary Practices

The provincial-level Alberta Education data included in this report are as follows:

Literacy:

- Provincial Achievement Tests (PATs) Results for Grades 6 and 9
- Diploma Exam (DIPs) Results

Inclusionary Practices:

- Alberta Education Assurance Measures



TAN Goal One:

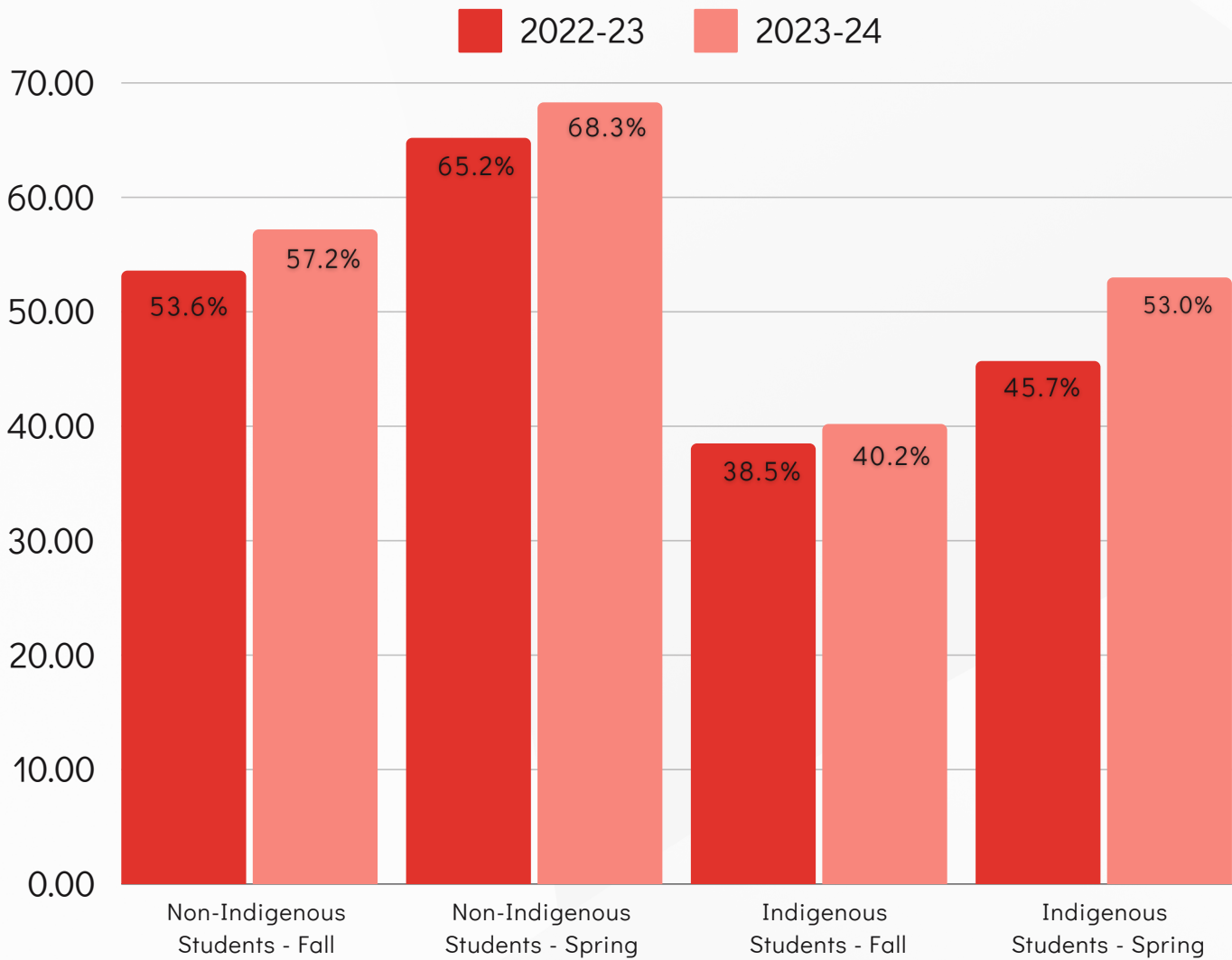
All students are literate

Outcome:

All students are reading and writing at or above grade level or meeting their individualized program goals.

Literacy Achievement Results

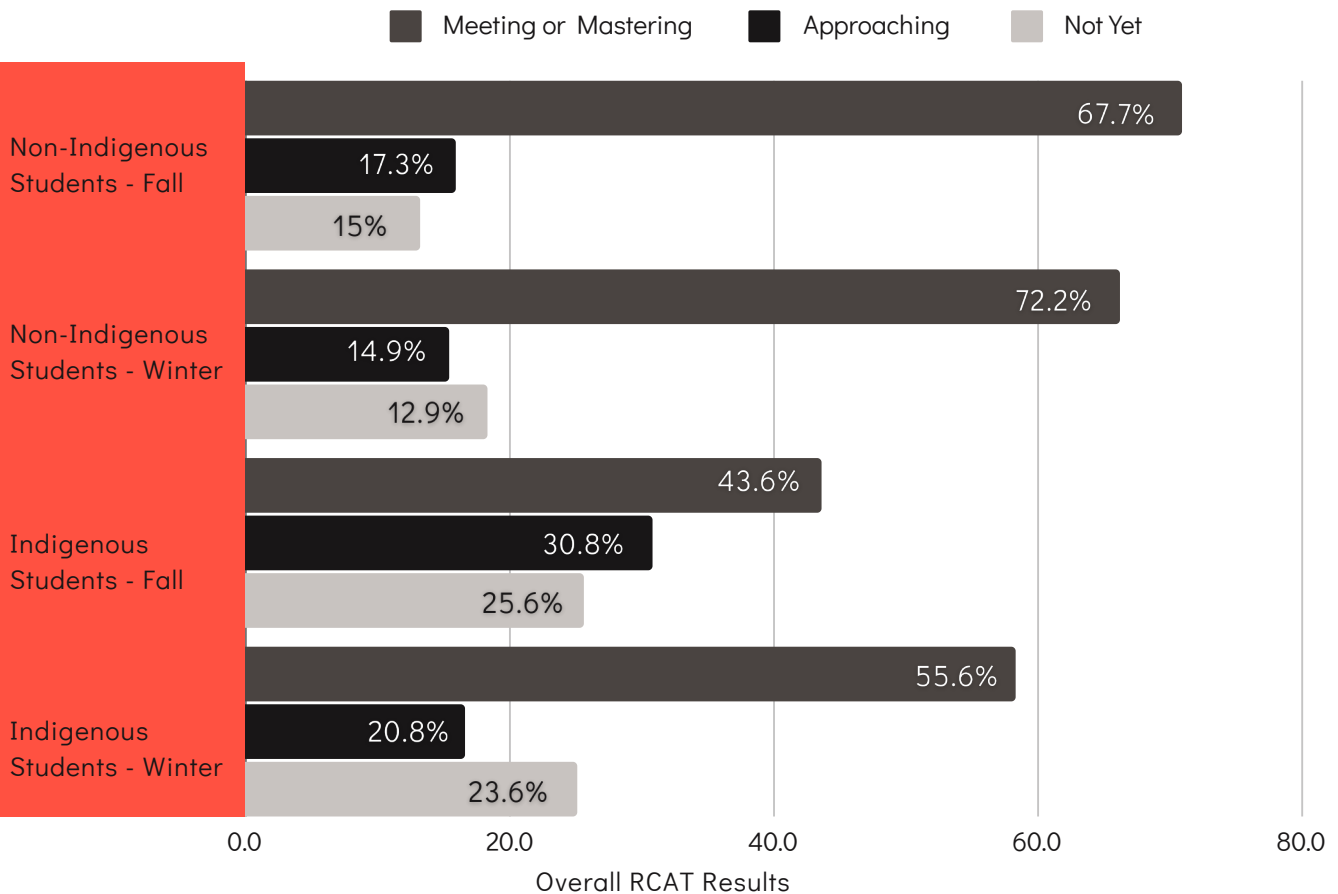
Division Fountas & Pinnell BAS I and II Data



The Fountas & Pinnell (F&P) Benchmark Assessment System identifies expected reading levels for each grade, which progress from the beginning to the end of the school year. Any improvement in reading performance from Fall to Spring signifies meaningful growth. While many students continue to perform below desired levels and gaps remain between Indigenous and non-Indigenous learners, the data reflect significant growth in reading abilities during the 2023-2024 school year, with results showing improvement compared to previous years. We are committed to building on this progress and continuing our work in this vital area.

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 our Indigenous students from the Fall to Winter assessment periods and a narrowing of the academic achievement gap between our Indigenous learners and non-Indigenous learners. In the Fall assessment period, the percentage of non-Indigenous students who were either meeting or mastering grade-level expectations was 24% greater than our Indigenous students. However, in the Winter assessments that achievement gap narrowed to 16.6%.

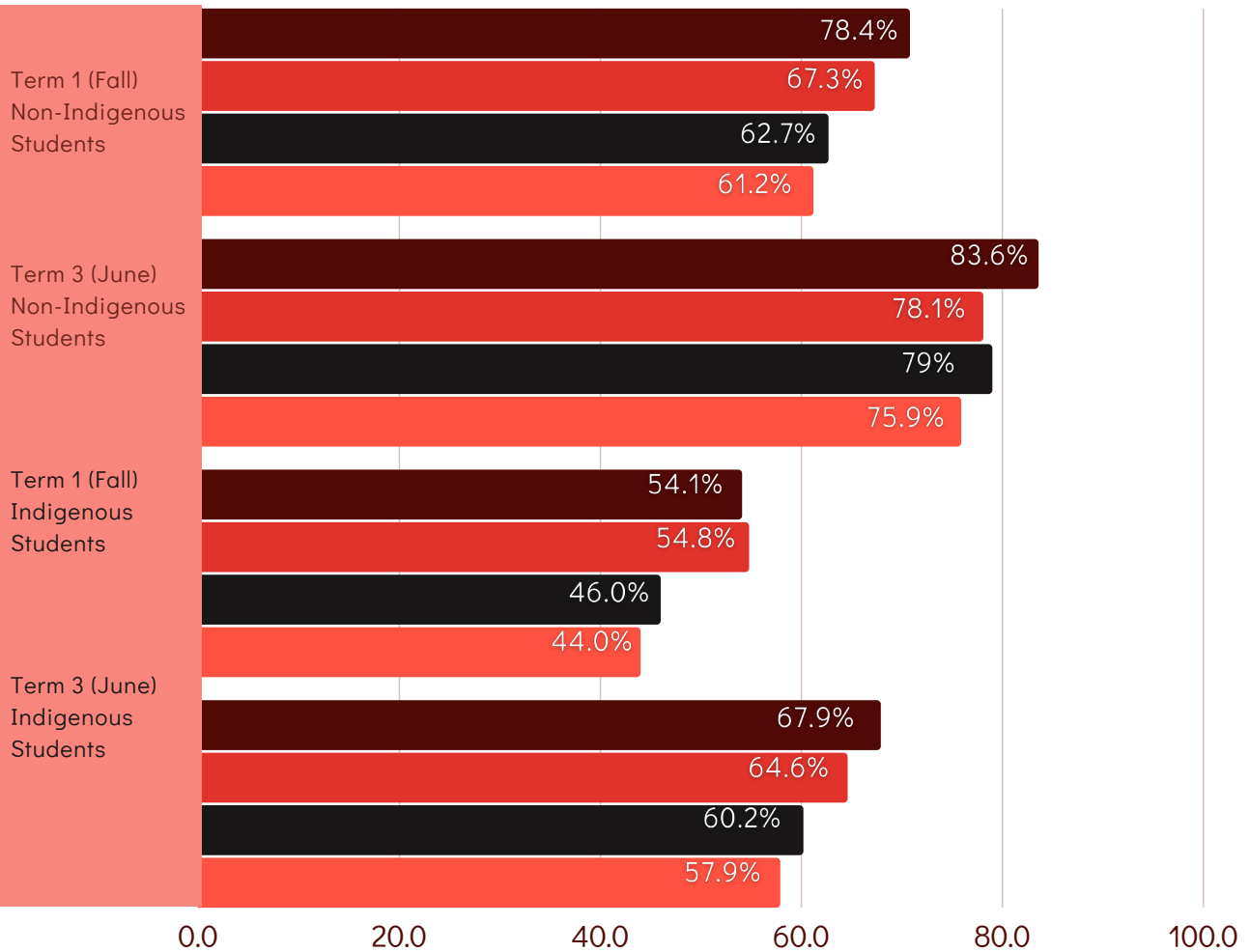
TAN's goal is to continue to narrow this gap between our Indigenous and non-Indigenous learners in order to fully achieve our mission of success for all.

Literacy Achievement Results

Percentage of Grades 5-8 students meeting or mastering expectations

■ Reading: Comprehension ■ Reading: Fluency

■ Writing: Content and Organization ■ Writing: Conventions



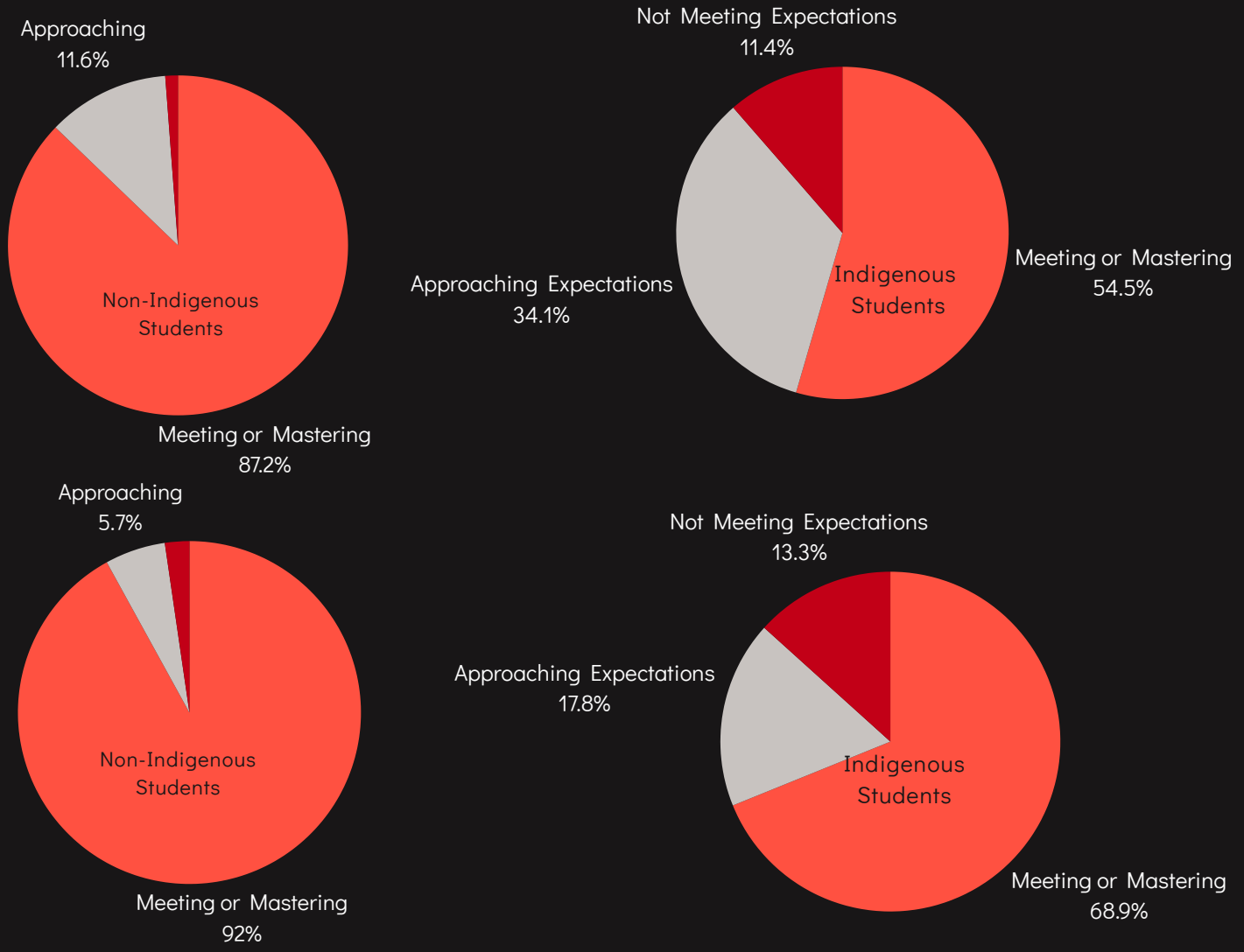
Summary

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 5-8 students meeting grade-level expectations in all areas of Reading and Writing. While this is very positive, the overall data suggest that further important work is required to ensure our students are meeting program expectations. 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.

Literacy Achievement Results

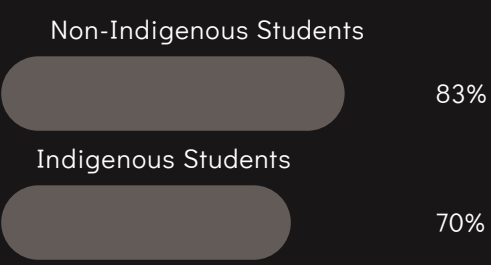
Division Report Card Data for Literacy

Percentage of Grades 7-9 students meeting or mastering expectations - 2023-2024



Previous Year's Results

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

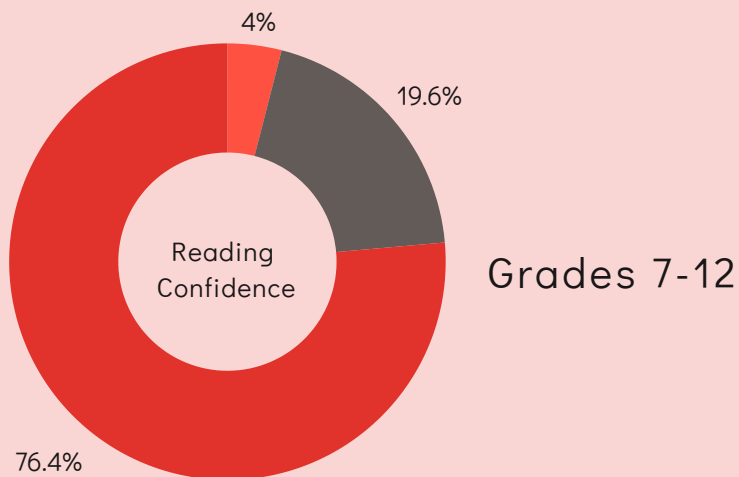
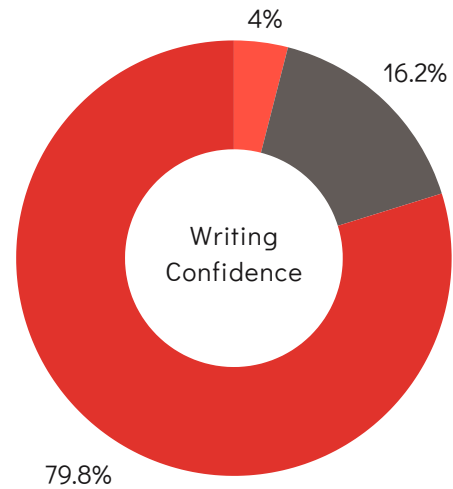
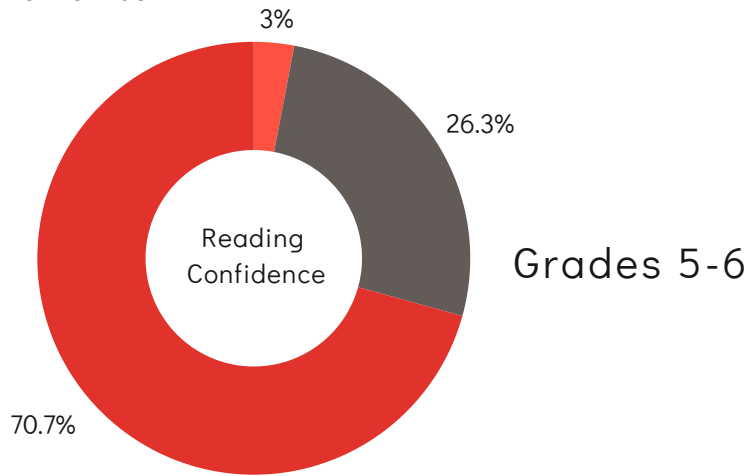


The Grades 7-8 school report card data indicate that there has a general trend toward growth across all grades. However there has been growth more work is needed in closing the gap between our Indigenous and Non- Indigenous learners. We are committed to meeting the needs of all learners.

Literacy Achievement Results

PRSD Education Assurance Survey Results: Goal One - Literacy

- Confident to Very Confident
- Less Confident
- Not Confident



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.

Summary of Literacy Achievement Results

General Statement

TAN data, including Fountas and Pinnell assessments, RCAT results, and year-end report card analysis, highlight ongoing progress in literacy development across the division. This progress was also reflected in survey responses, with the majority of students in Grades 5 to 8 indicating improvements in their reading and writing abilities over the school year. Alberta Education results from PATs and Diploma exams in English Language Arts further demonstrate gains in literacy skills. Despite this progress, there is still work to be done to achieve the desired levels of literacy growth. While it is encouraging to see the achievement gap between non-Indigenous and Indigenous students narrowing, continued efforts are necessary to build on this momentum.

Factors Influencing Results

TAN's data suggest that students are recovering from the academic disruptions caused by the COVID-19 pandemic. However, challenges such as inconsistent attendance and ongoing substitute teacher shortages have impacted both teaching and learning. These issues have limited teachers' ability to cover all course material and students' capacity to engage fully with the content presented, making consistent progress more difficult.

Future Directions

The school staff will maintain its focus on literacy development as a key priority in the coming years. By continuing to implement the Collaborative Response framework, we aim to create inclusive classrooms that support diverse learning needs through tailored instruction and assessment practices. Teachers will be supported with a range of assessment tools to gather critical insights into students' literacy skills, enabling more targeted and effective instructional planning. Division staff will collaborate with schools to develop standardized assessments for core outcomes in English Language Arts and promote structured literacy blocks in all classrooms to ensure consistent and meaningful progress.



PRSD Goal Two

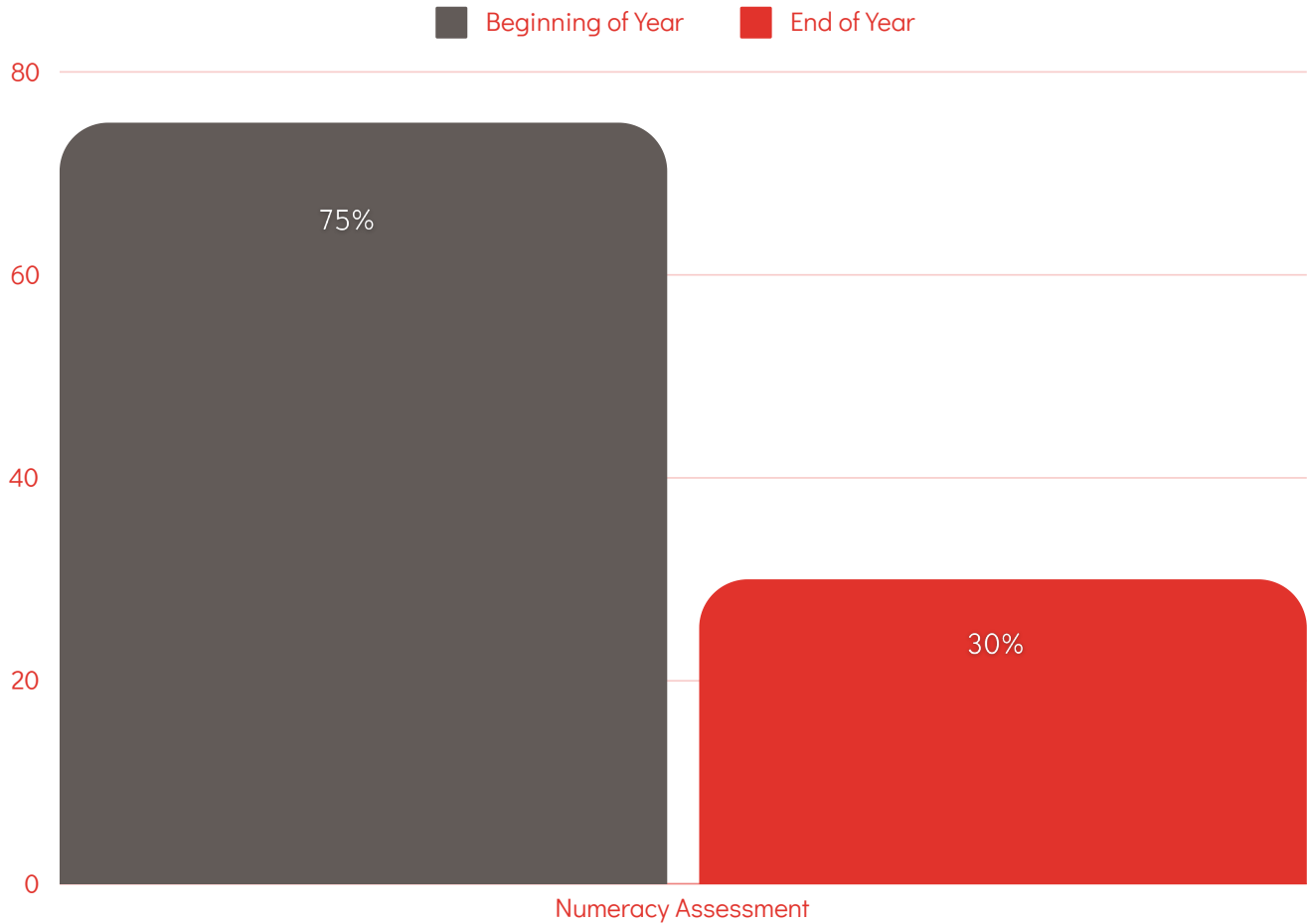
All students are numerate

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

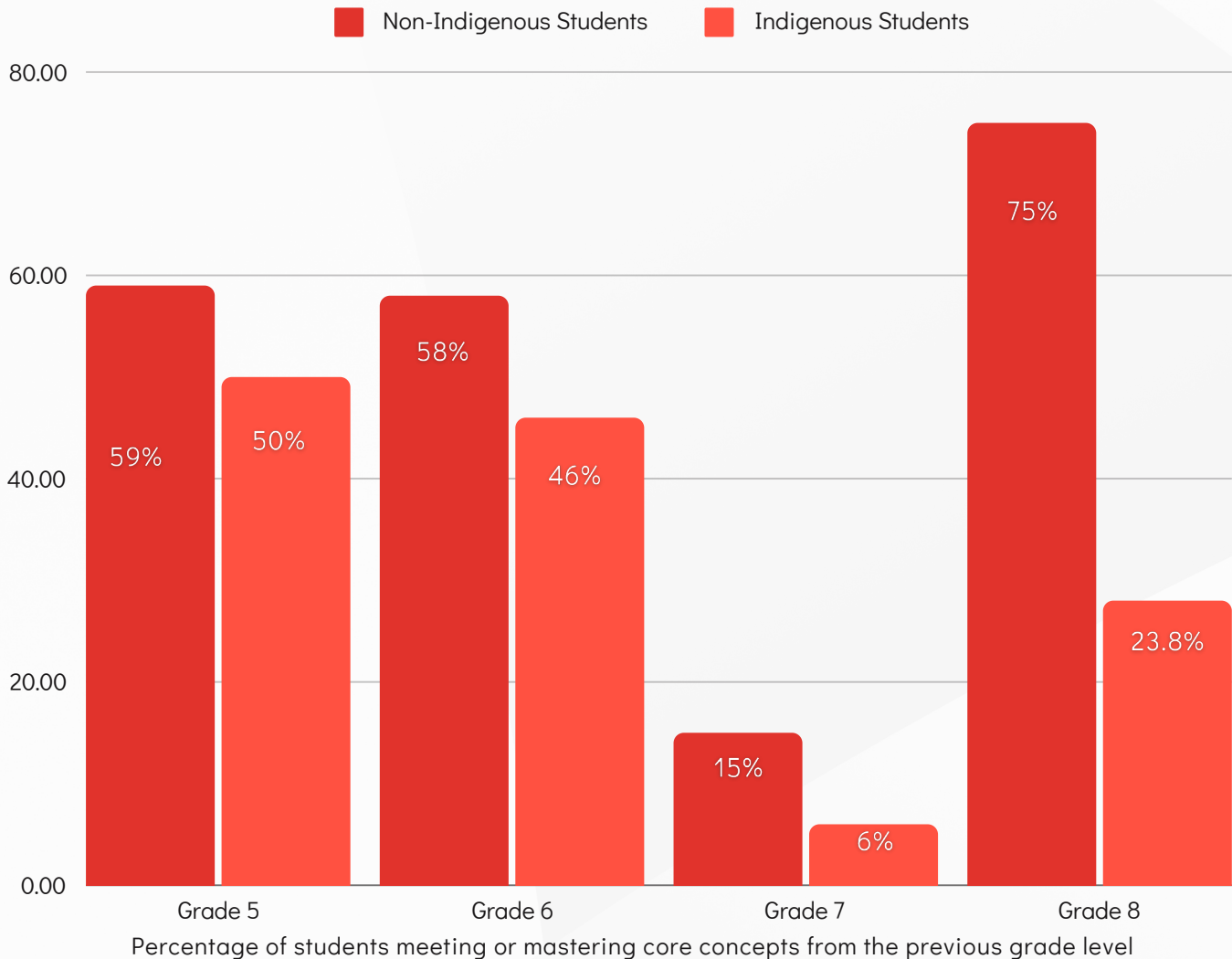
At the beginning of the 2023-24 school year, all students participated in the initial assessments; however, only those identified as at-risk were reassessed at the year's end.

Students in Grades 5 through 8 completed the numeracy assessment, while only students flagged as at-risk at the conclusion of the 2022-23 school year participated in the assessment during fall 2023.

The results showed a notable decrease in the number of students identified as at-risk by the end of the school year.

Numeracy Achievement Results

Division Mathematics Intervention/Programming Instrument (MIPI) Data Gr 8
EICS Math assessment Gr 5-7



Summary

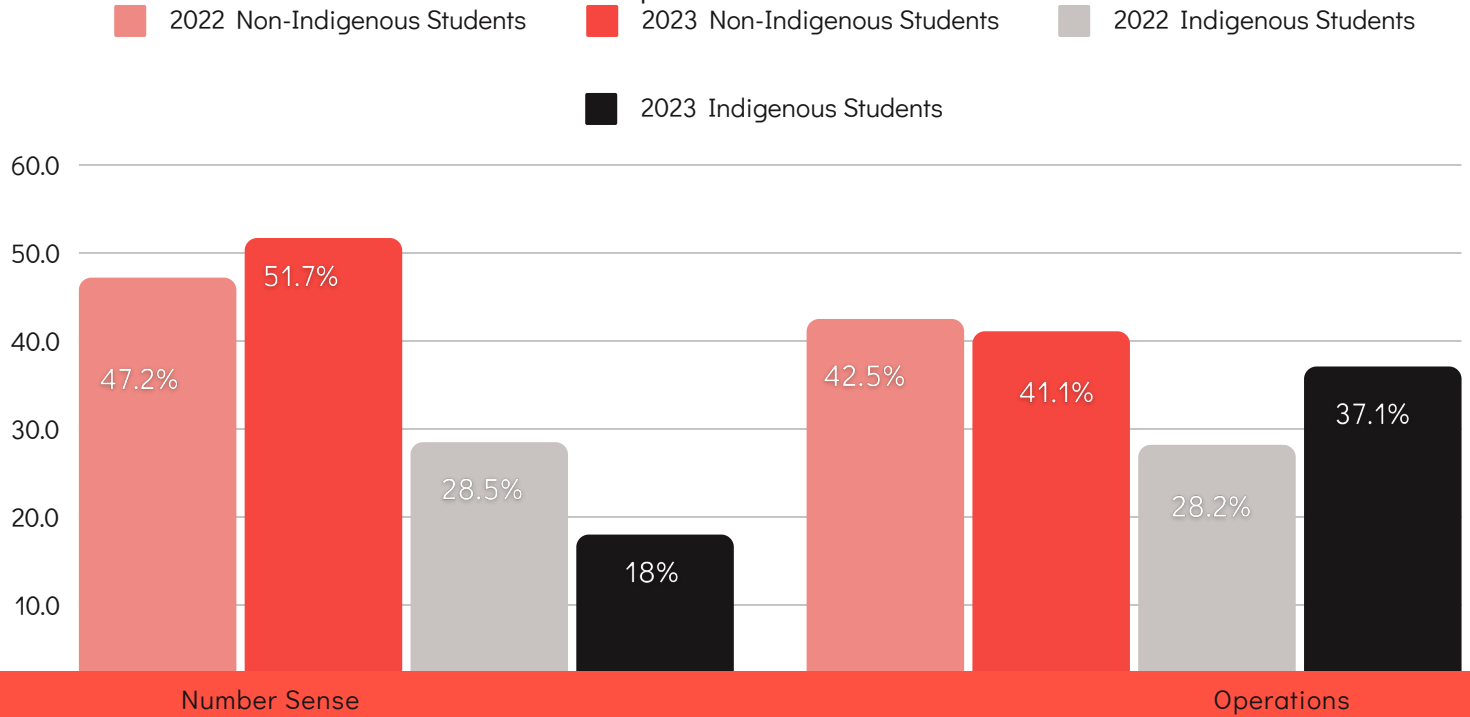
The EICS is administered at the beginning of the year to determine how well students understand key concepts from the previous year's work, which provides a useful starting point for the current year's instruction. The September 2023 results showed that roughly half of our students started their school year meeting or mastering the core concepts from the previous grade level. The MIPI assessment measures the same data but was only administered to our grade 8 students as there was no EICS for this grade. This data shows that 3/4 of our grade 8 Non-Indigenous students had expressed meeting or mastering the previous year's outcomes. It also indicates that 1/4 of our Indigenous students could express a meeting or mastery level of the content. This indicates that work needs to be continued in this area.

Another important note to make is the anomaly in the grade 7 results. Since EICS assessment content was from the previous grade, this grade 7 group would have received an assessment on the grade 6 curriculum. The challenge was that the grade 6 curriculum changed, and students were assessed on concepts they had not covered due to the content shift with the new grade 6 curriculum

Numeracy Achievement Results

Division Numeracy Common Assessment Tool (NCAT) Data

Grade 5-8 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 mathematics. The assessments are administrated at various points throughout the Grades 5-8 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 2023-24 NCAT results suggest that about 50% of non-Indigenous students had met or mastered the number sense and operations strands of mathematics at the time of test administration, and teachers used this information to inform their planning and instruction for the remainder of the year.

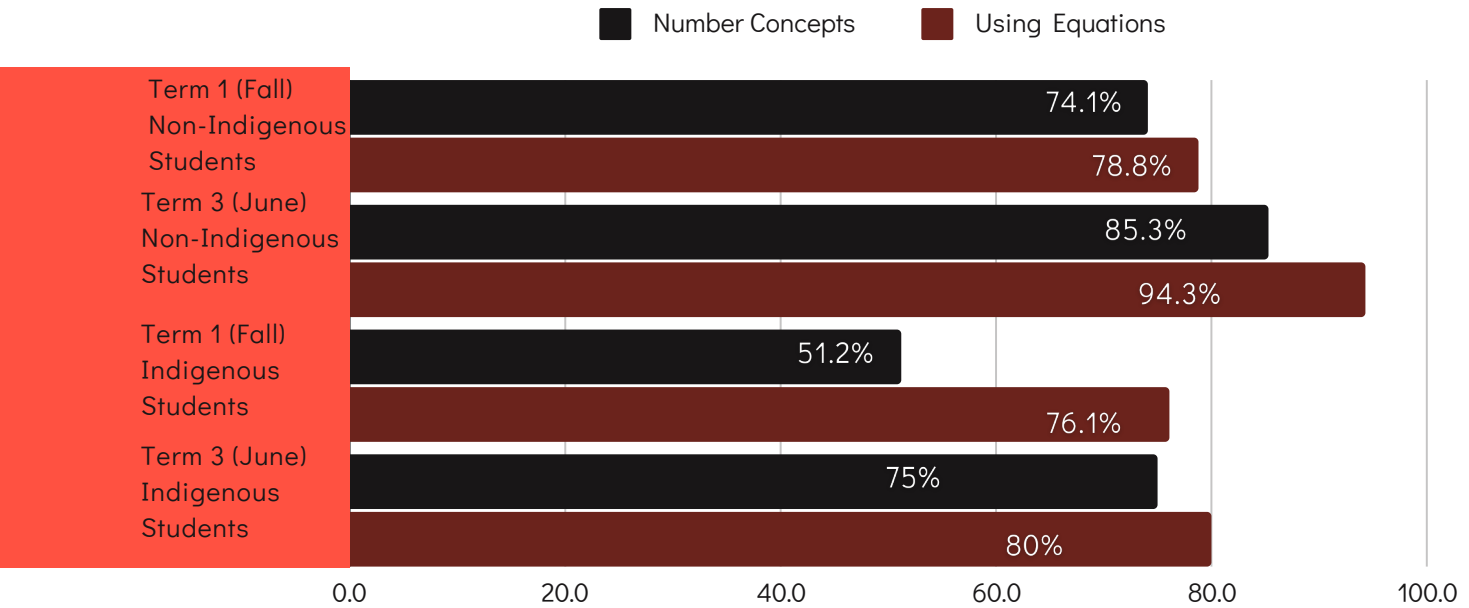
We are starting to see a trend in an upward direction of our students results for their expression on number sense and operations assessments.

A similar pattern is evident in the data for our Indigenous students. Continued efforts are necessary to close the achievement gaps for Indigenous students and to ensure that all learners are meeting program expectations.

Numeracy Achievement Results

Division Year-End Report Card Data for Numeracy

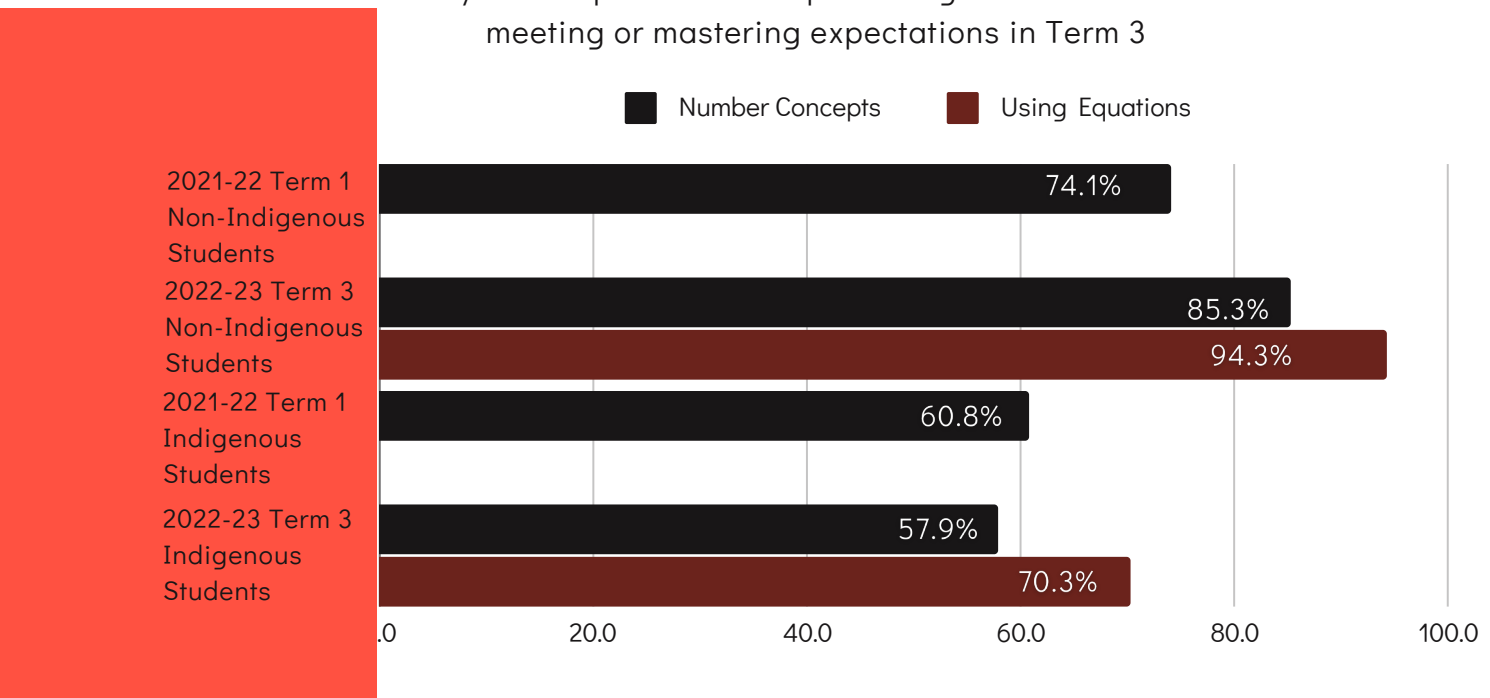
Percentage of Grades 5-8 students meeting or mastering expectations in 2022-23



Summary

The Report Card Data for the 2023-24 school year showed growth in the percentage of Grades 5-8 students who met or mastered the core learning outcomes in the Number Concepts and Using Equations strands of mathematics. As the data proves we are seeing growth in our mathematics concepts across all students.

Year-over-year comparison of the percentage of Grades 5-8 students meeting or mastering expectations in Term 3

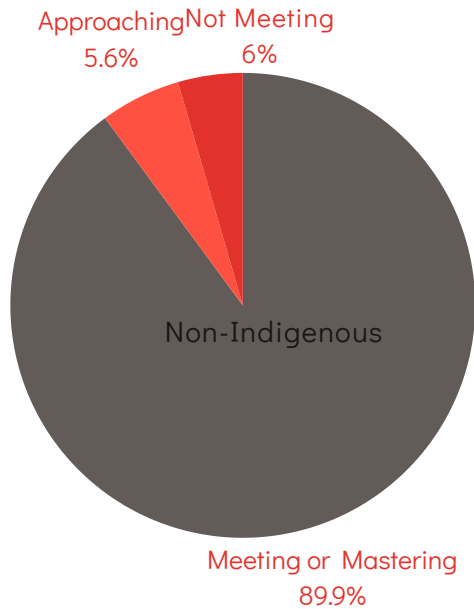


Numeracy Achievement Results

Division Report Card Data for Numeracy:

Percentage of Grades 5-8 Students Meeting or Mastering Expectations

November Results



June Results

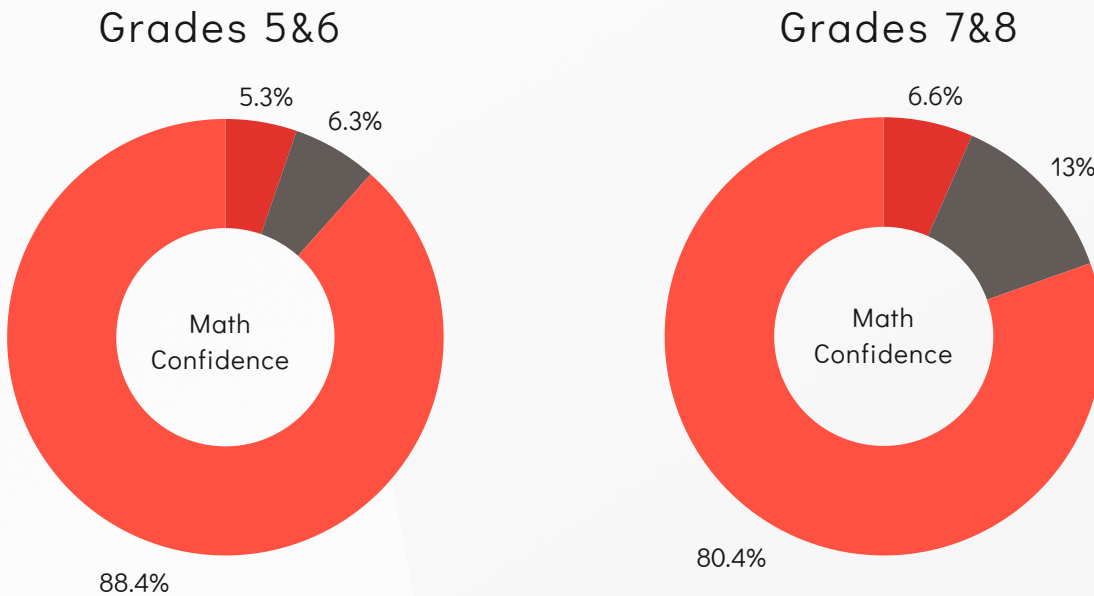


Summary

The Grades 7-9 report card data indicate that from the November reporting period to the June reporting period the percentage of Non-Indigenous students meeting or mastering grade-level expectations in numeracy increased by 1.6%. Unfortunately we have seen a small decrease with our Indigenous students by 2.6% in the meeting or mastering category. We are committed to set this trend in the correct direction and support our Indigenous learners in achieving their goals of meeting and mastering their numeracy.

Numeracy Achievement Results

PRSD Education Assurance Survey Results: Goal Two - Numeracy



- Confident to Very Confident
- Less Confident
- Not Confident

Summary

Students were asked to rate their confidence in their math skills on a scale of 1 to 5, with 1 being not confident and 5 being extremely confident. As shown in the graphs above, the TAN Education Assurance Survey data revealed that 84.4% (combined percentages of students who selected three or higher on the survey) of Grade 5 to 8 students felt confident in their numeracy skills.

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

Summary of Numeracy Achievement Results

General Statement

TA Norris data, including the Mathematics Intervention/Programming Instrument (MIPI) results, NCAT data, and year-end report card analysis, indicate progress in numeracy development across grade levels. However, performance among Grades 5 to 8 students indicate that there is still some work to be done in the area of mathematics. The gaps between the school's assurance survey results and performances on standardized assessment such as MIPI and NCAT's along with ongoing disparities between Indigenous and non-Indigenous learners, remain a concern. Although all students are trending in the right direction some of the data highlight the need to strengthen numeracy instruction and assessment to address underperformance, particularly in Grades 5 to 8.

Factors That Affected Results

TA Norris data suggest that students are gradually overcoming the learning challenges brought about by the COVID-19 pandemic. However, regular attendance issues and a lack of substitute staff have posed significant challenges throughout the year. These issues limited teachers' ability to deliver the full curriculum and reduced opportunities for students to consistently engage with learning, further impacting achievement outcomes.

Next Steps

Improving numeracy development will continue to be a central focus at TA Norris in the upcoming school year. By utilizing the Collaborative Response framework, the school will ensure that classrooms are inclusive, with tailored instructional and assessment practices designed to meet the needs of all learners. Teachers will receive continued support in using various assessment tools to gather essential data about student progress, enabling them to plan and deliver instruction within a structured and cohesive sequence. Staff will collaborate to create common assessments aligned with core mathematics outcomes and establish consistent numeracy-focused instructional time in all classrooms. Staff with the support of the divisional support team will continue to drive their practice on data informed instruction. Using the data to develop Differentiated Instruction to best target all learners for continued growth. Building a strong foundation in numeracy skills for all students remains a key priority, and the school is committed to this essential work.



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

Number of BSPs Implemented



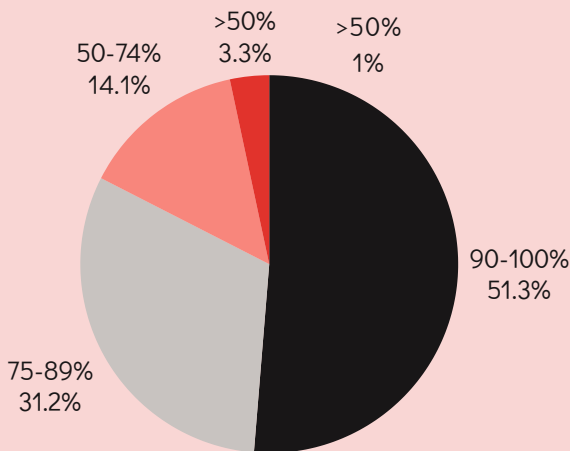
Number of IPPs Implemented



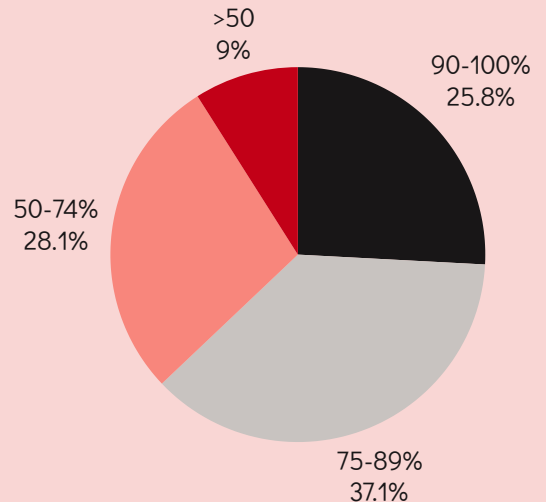
Regarding TAN data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were 15 BSPs and 57 IPPs implemented in the 2023-24 school year. The total population of students within the PRSD in the same school year was 285. As such, **approximately 1 in every 4** students in TAN required specialized supports during the school year as part of their educational programming.



Attendance Data: Non-Indigenous Students



Attendance Data: Indigenous Students



Summary

Out of the total number of students in the TAN in the 2023-24 school year, just over half of our students attended 90% or more of the school year. Amongst our Indigenous students, only a quarter of the population attended 90% of the school year or more.

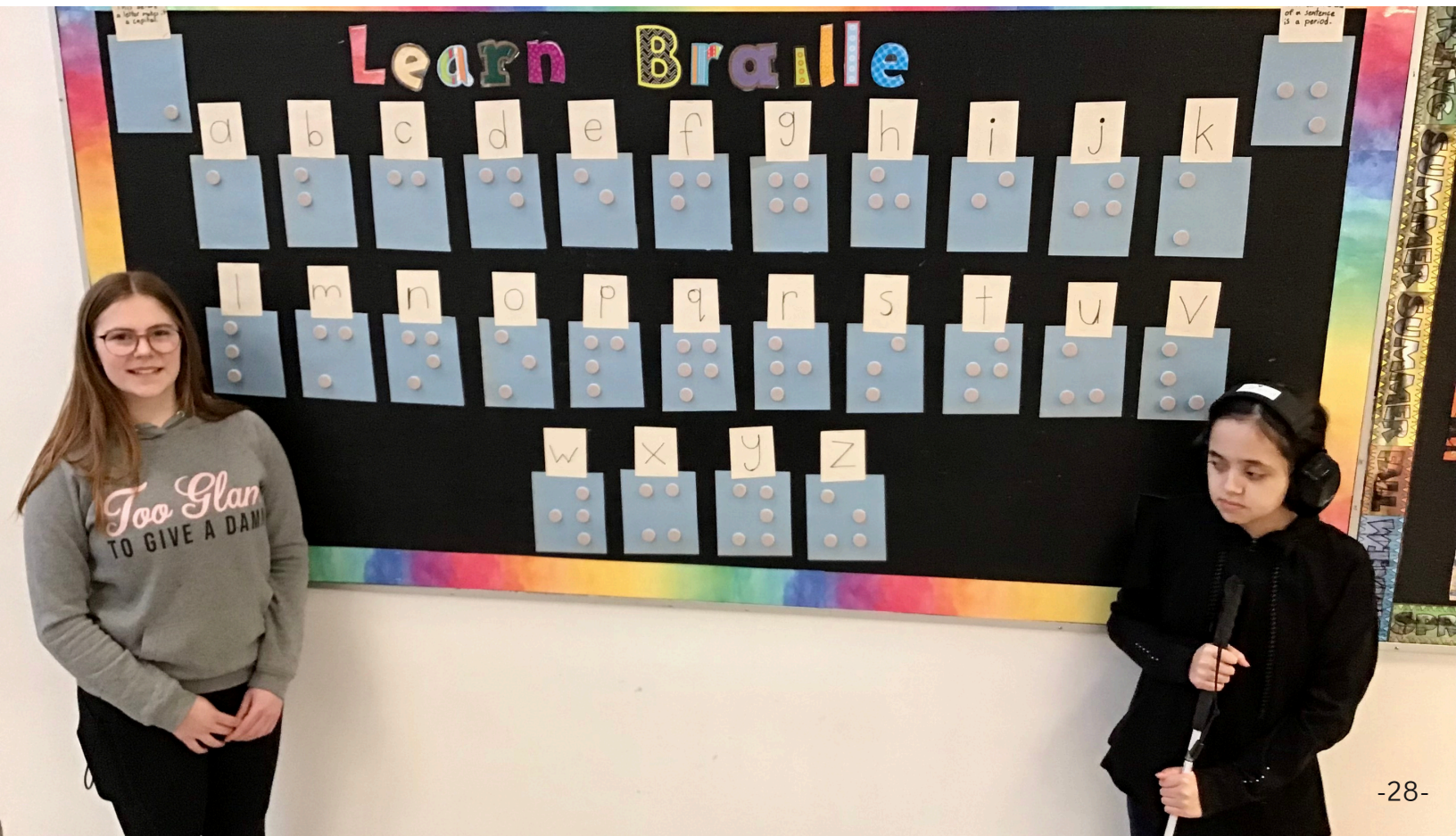
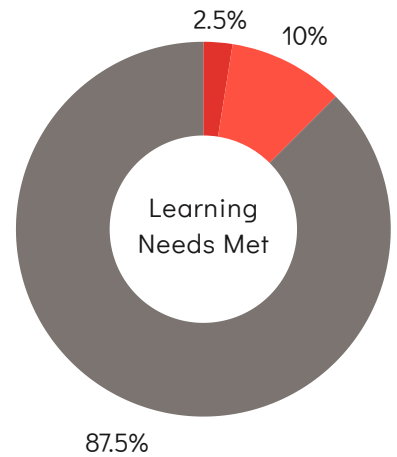
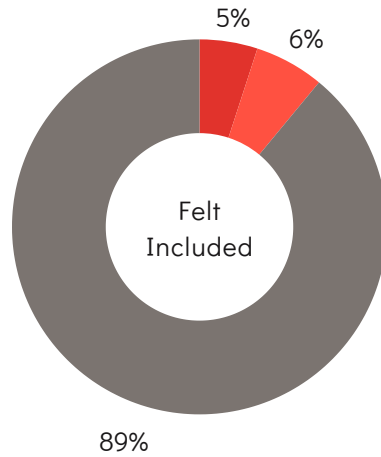
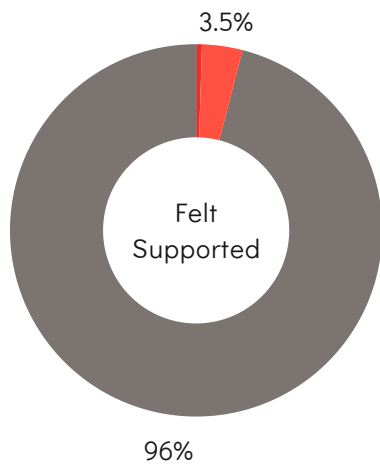
The school's targeted attendance rate is at least 90% as research suggests that an absenteeism rate of 10% or higher results in lower levels of academic achievement. While not where we want them to be, these numbers are slightly improved over the 2022-23 school year. We continue to work with families to reduce barriers for students to attend school.

Inclusive Education Practices

PRSD Education Assurance Survey Results: Goal Three - Inclusion

Grades 5-8

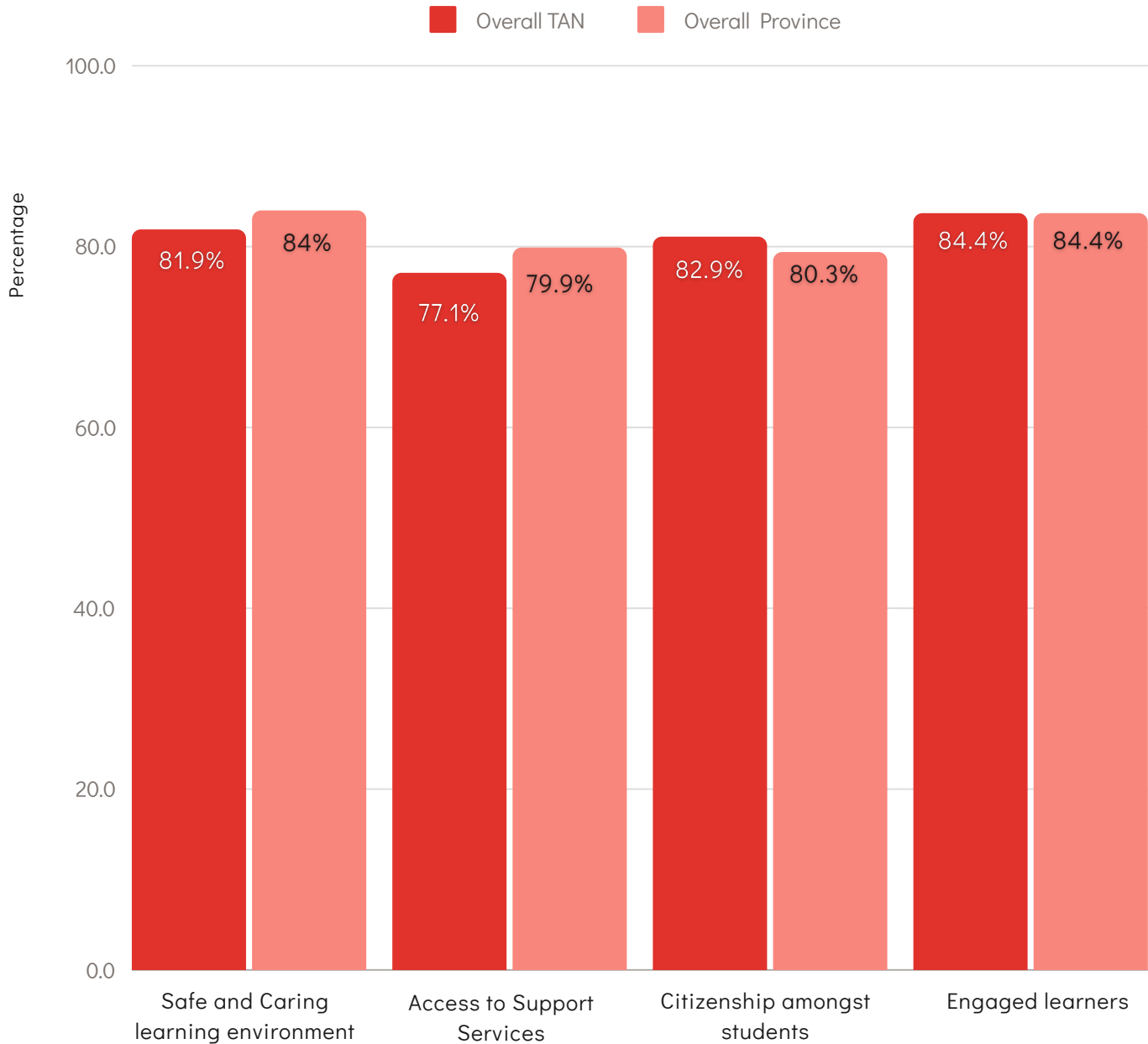
- Agree
- Somewhat Agree
- Disagree



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, TAN is on par with the provincial average for the percentage in all four categories of safe and caring learning environments, access to support services, citizenship, and engaged learners.

Summary of Inclusion Education Practices

General Statement

Based on TA Norris and Alberta Education (ABED) survey data, students at TA Norris reported feeling included, safe, and well-supported throughout the 2023-2024 school year. Both school-level and provincial data showed that the majority of students felt their educational needs were being met. Internal data also demonstrated that students requiring specialized academic and behavioral support were provided with Individual Program Plans and Behaviour Support Plans.

Although students and parents have generally expressed high levels of satisfaction with programming and the inclusive, safe environment of the school, challenges persist in numeracy achievement, particularly in Grades 5-8, despite steady gains in literacy performance. Attendance rates for 2023-2024 improved compared to the prior year but remain below the targeted goal. Absenteeism rates exceeding 10% continue to significantly affect students' academic progress, making this issue a key priority moving forward.

Factors That Affected Results

TA Norris continues to face significant challenges related to regular attendance and ongoing substitute staff shortages, which have contributed to less-than-ideal conditions throughout the year. These issues have impacted teachers' ability to effectively cover course material and limited students' opportunities to fully engage with and retain the content.

Next Steps

Improving attendance rates will remain a central focus at TA Norris during the 2023-2024 school year, as consistent attendance is recognized as a crucial factor for student success and a positive educational experience. TA Norris is committed to maintaining a welcoming, inclusive, and supportive environment, providing meaningful and engaging opportunities for all learners to thrive academically and personally.

2023-24 budget summary

FINANCIAL RESULTS

	<u>Budget</u>	<u>Actual</u>
School Allocation Funding	\$100,215.00	\$104,192.00
Indigenous Education Funding	\$5,160.00	\$5,160.00
Nutrition Grant Funding	\$30,295.00	\$30,295.00
Other sales and services	\$9,373	\$4,292.00

\$1,102.00 SURPLUS

BUDGET HIGHLIGHTS

Include a list here:

- School-wide complimentary breakfast and lunch program
- New program/curriculum materials and equipment
- Upgraded equipment for our CTF shop (Industrial Arts) programs.
- Purchase and implementation of Indigenous cultural artifacts throughout the school.



TIMELINES AND COMMUNICATION

TA Norris Middle School's AERR Report will be communicated in the following ways:

- Posted in the Documents section of the TAN website at www.tanorrismiddleschool.ca
- Published and distributed to the School Council
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