CONTINUOUS IMPROVEMENT REPORT
2018-2019

BRANDON SCHOOL DIVISION

1031 – 6th Street, Brandon, MB R7A 4K5
Phone: 204-729-3100   Email: info@bsd.ca
Website: www.bsd.ca

TABLE OF CONTENTS

INTRODUCTION

Brandon School Division is focused on student engagement in learning and achievement. The 2018-2019 school year demonstrated great enthusiasm and growth by all. This report captures a cross-section of the learning initiatives and outcomes to date, relaying the hard work, progress and commitment to learning by our students, staff, parents & guardians and our community as a whole.

Division Vision Statement

To be a centre of educational excellence, built on community partnerships, effective leadership and exemplary practices.

Division Mission Statement

The Brandon School Division strives to enable each student to achieve maximum intellectual, emotional, social and physical growth.

Division Value Statements

Brandon School Division exists to provide for the learning needs of its students. We believe:

- ❖ All people are capable of learning.
- ❖ Individuals learn in different ways and at different rates.
- ❖ Learning is a developmental lifelong process.
- ❖ Language is essential to learning.
- ❖ Learning requires the active participation of the learner:
    - ▪ The environment encourages risk-taking.
    - ▪ The learner has input into decisions about the learning.
    - ▪ The learner perceives learning to be meaningful and integrates it with prior knowledge and experience.
    - ▪ The learner engages in realistic self-assessment.
- ❖ Learning is a social and an individual process.
- ❖ Learning is affected by the physical environment.
- ❖ Learning is more effective when:
    - ▪ Home, school and community collaborate in providing a positive learning environment.
    - ▪ Attention is paid to both process and product.
    - ▪ The learner's basic needs have been met.

Learning Community Guiding Principles

- ❖ To encourage and support risk-taking through open communication in a climate of trust;
- ❖ To accept and commit to the process of change and renewal;
- ❖ To improve teaching and learning for all through shared decision-making based on experience and research; and
- ❖ To attend to the well-being of each member — with mind, heart and spirit.

SCHOOL DIVISION PROFILE

Geographic Information

Brandon School Division's Administration Office is located in Brandon, Manitoba, Canada. The Division services the City of Brandon, the Town of Alexander, Canadian Forces Base Shilo and surrounding areas.

There are 23 schools in the Brandon School Division, 20 of which are located within the City of Brandon. The Brandon School Division boundary extends beyond the boundaries of the City of Brandon and includes parts of the municipalities of Cornwallis, Riverdale, Elton, Oakland-Wawanesa, North Cypress-Langford, Glenboro-South Cypress and Whitehead as well as Canadian Forces Base Shilo. Students who live outside the City limits and are 1.6 kilometers or more from their catchment schools are provided with school bus transportation. Transportation service is also provided within the City limits to students who take French Immersion, or otherwise qualify due to distance walked.

Schools vary in grade and structures and although not physically structured in this manner, all schools in Brandon follow the Early (K-4), Middle (5-8) and Senior Years (9-12) philosophy.

The Brandon School Division operates a neighbourhood school concept whereby students in elementary school attend the school according to their catchment area. At the middle years level, school catchment areas have been established to ensure reasonable class sizes while protecting the right of students to attend schools built to serve their neighbourhoods. The high schools operate on an open boundaries concept. If a student chooses a special program, i.e. vocational or French Immersion, catchment areas do not apply and they may enroll in the appropriate school.

Context data helps paint a picture of the context in which our students and staff live and learn. The context data relevant to our continuous improvement falls into two categories. First, we monitor both local and regional demographic data to glean a picture of the students and community we serve. For example, these data include: enrollment, percentage of students who have self-declared as Indigenous, and poverty rates in the City of Brandon.

Given that lower socioeconomic status is related to poorer outcomes, the extent of poverty in our community helps us understand the barriers some of our students face. For instance, 16.8% of Brandon residents live in poverty. Furthermore, according to a report published by the Brandon Neighborhood Renewal Corporation, "Brandon's Indigenous population is uniquely vulnerable to poverty."[1]

---

[1] Brandon Neighborhood Renewal Corporation. (2016). *Brandon poverty compass: A resource guide of statistics relating to poverty in Brandon*. Brandon, MB. Author. Retrieved from http://bnrc.ca/images/pdf/povertycompass_-_14.02.2017.compressed.pdf

Demographic Data for Students Designated as English as an Additional Language (EAL) and Self-Declared Indigenous Students

	# of Students	% of Population
English as an Additional Language	1,893	21.18%
Self-Declared Indigenous Students	1,569	17.56%
Total Student Population as at September 30, 2018		**8,936**

Divisional Programming

Brandon School Division supports our vision of educational excellence by offering our students a wide variety of programs and services suited to individual learning needs and strengths. A few of these programs include:

Advanced Placement Program ("AP")
The AP Program provides motivated high school students with the opportunity to take university-level courses in a high school setting. Participants not only gain university-level skills, but in many cases they also earn university credit while still in high school.

Career Education / Work Placements
Brandon School Division students and staff continue to enjoy a wealth of support for our community work placements. On an annual basis, more than 175 local businesses and organizations host students for their work placements. Work Placement is one of several delivery mechanisms that may be used to achieve the teaching/learning goals, objectives, and/or outcomes stated in department-developed, registered or approved curricula/courses.

Indigenous Education
Indigenous Education initiatives in the Brandon School Division are designed to provide assistance to Instructional and Support staff as they integrate Indigenous perspectives into their daily teaching activities.

Indigenous Language courses are offered in Grades 9-12 in Cree, Michif, and Anishinaabemowin/Ojibway. Traditional teachings, history, culture, and spirituality are essential components of each course, and are a primary basis for students to develop fluency in their language. Classes will include a variety of interactive activities, both in-class and off-site, which will focus on developing skills in reading, speaking, and writing. Students will play an active role in these activities.

International Baccalaureate Diploma Program ("IB")
The IB Diploma Program for students aged 16 to 19 is a challenging two-year curricula leading to final examinations and a qualification that is welcomed by leading universities around the world. In some cases, students who participate in the IB Diploma Program will also fulfill the requirements of their province's curriculum and examination.

Neelin High School Off Campus (now known as "Brandon School Division Off Campus)
Neelin High School Off Campus is an initiative of the Brandon School Division that opened its doors to the public in September 2007. The school offers students who have been out of school the opportunity to complete their education in a more flexible setting. It is our intention to meet the needs of students who do not function well within the traditional high school setting. Course requirements here are the same as they are at other Manitoba High Schools.

Effective June 21, 2019, Manitoba Education & Training approved our request for Neelin High School Off Campus to to become an official stand-alone school, now known as "**Brandon School Division - Off Campus**".

Vocational Programming
Brandon School Division offers the following vocational option courses at Crocus Plains Regional Secondary School:

Advertising Art	Automotive Technology
Carpentry	Collision Repair
Culinary Arts	Design Drafting
Early Childhood Education	Electronic Sciences & Technology
Graphic Design	Hairstyling
Photography	Welding

Youth Revolution Program ("YR")
YR is a student led, health and wellness leadership program in the Brandon School Division. Students from Grades 5-12 design activities and events that:
- promote healthy lifestyle choices;
- reduce risk related behaviour; and
- reduce bullying, discrimination, and social injustice.

YR implements programs for children, youth, parents and guardians, in order to create a culture of volunteerism and community involvement.

Board of Trustees

Our Board of Trustees consists of the following individuals:

Senior Administration

Our Senior Administration consists of the following individuals:

Dr. Marc D. Casavant
Superintendent/CEO
Email: casavant.marc@bsd.ca

Mathew Gustafson
Assistant Superintendent
Email: gustafson.mathew@bsd.ca

Elaine McFadzen
Assistant Superintendent
Email: mcfadzen.elaine@bsd.ca

Denis Labossiere
Secretary-Treasurer
Email: labossiere.denis@bsd.ca

Eunice Jamora
Assistant Secretary-Treasurer
Email: jamora.eunice@bsd.ca

Division Staffing Profile (as at September 30, 2018)

Full-Time Equivalents	Number
Principals	21.000
Vice Principals	15.000
Teachers	557.275
Counsellors	16.000
Resource Teachers	26.000
Teachers supporting special needs low enrolment classes	16.125
Educational Assistants	280.023
Speech Language Pathologists	8.750
Reading Clinicians	0.000
Occupational Therapists	0.000
Physiotherapists	0.000
Psychologists	5.000
Social Workers	13.250
Other professional staff (specify) - Specialists	13.000

Education for Sustainable Development

	# of Schools
Kindergarten to Grade 6	1
Kindergarten to Grade 8	17
Kindergarten to Grade 12	1
Grades 9-12	4
Total Schools	**23**
Number of Schools with an ESD Plan	**0**

** Education for Sustainable Development Funds are used at the Division Level and are allocated to schools within the Division.

DEPARTMENT REPORTS

Continuous Improvement from the Office of the Secretary-Treasurer

In 2018-2019, our department's primary focus remained with the new Enterprise Resource Planning (ERP) system. As part of Phase Two, we implemented the Time Sheet Entry Web (TEW) Module and the School Books Accounting System. Clear transition processes and thorough planning resulted in successful installations of both modules. The modules have allowed the Division to improve efficiencies, reduce clerical time and increase accuracy, while at the same time providing transparency, accountability and internal controls.

We also implemented a Customer Service/Helpdesk Ticket System for Payroll Services and Accounting/Purchasing Services to improve efficiencies and services. This system is used to manage, organize, respond to and track inquiries. Between September 1, 2018 and June 30, 2019, Payroll Services tracked 763 tickets with an average response time to the tickets of 4 hrs and 43 minutes. Other ticket system capabilities includes categorizing inquiries and producing valuable analysis tracking information for all departments.

In 2019-2020, we will implement the Online Payments Module/Option for the School Books Accounting System. This will assist school administration staff by reducing the collection and handling of school cash, cheques, and permission forms along with reducing daily interruptions and trips to the bank. It will also decrease cash handling and allow for more instructional time for teachers. The module will improve communications, tracking and managing of fee payments and collection of forms. Lastly, for parents/guardians and students, it offers the convenience of online payments.

Another powerful ERP Module that we are implementing in the summer of 2019 is the Staff Notification System. The Staff Notification System allows Human Resources staff to create and send electronic notification of staff changes to individuals and departments that are affected by the change. The Payroll Department is notified electronically using the *Staff Notification System Transaction Processing Screen* that allows payroll clerks to view, edit and process employee changes that affect payroll. This product provides a one to one comparison of payroll information with Human Resources assignments. A report will display where differences exist between the two products.

In addition, our office continues to work closely with MCM Architects, the Public Schools Finance Board and Fresh Projects to ensure that construction timelines are met for the opening of the Division's new K-8 school, **Maryland Park School** in September 2020.

Continuous Improvement from the Office of Human Resources

In 2018-2019, the Office of Human Resources was still heavily involved with further implementation of AtrieveERP Modules. These included HR Workflows, Staffing Requisition, Job Posting Web and Staffing Notification Full.

HR Workflows enables employees of the Brandon School Division to submit changes in regards to their mailing address, payroll/benefits, emergency contact information, name change, sub/casual renewal and much more! Depending on the selection, the change happens automatically, or then routes to the appropriate person to process the task.

Staffing Requisition allows School Leaders to submit staff vacancies online through AtrieveERP. This then flows to the appropriate HR staff member, and once processed, creates the job posting for that specific vacancy. Furthermore, Job Posting Web was also implemented in April 2019, to allow applications to be submitted online through Atrieve, either internally or externally.

Staffing Notification Full started in June 2019, and will be completed by the end of September 2019. This function plays a key role in the areas of HR and Payroll and will assist in reducing errors and increase accuracy between the two departments.

The last project to be implemented within the Office of Human Resources will be the Occupational Health and Safety Incident Management Module. This will eliminate paper forms along with much of the data entry currently being performed. It will allow for a faster, more accurate, and traceable entry, with electronic transmission directly to the Provincial Workers' Compensation Board.

The 2018-2019 school year brought many professional development opportunities for our staff, both teachers and support; with approximately 130 events scheduled. The graph below displays the total number of employees who attended professional development at each school/location throughout the 2018-2019 school year.

Professional Development (by location)
2018-2019 Total # Attended
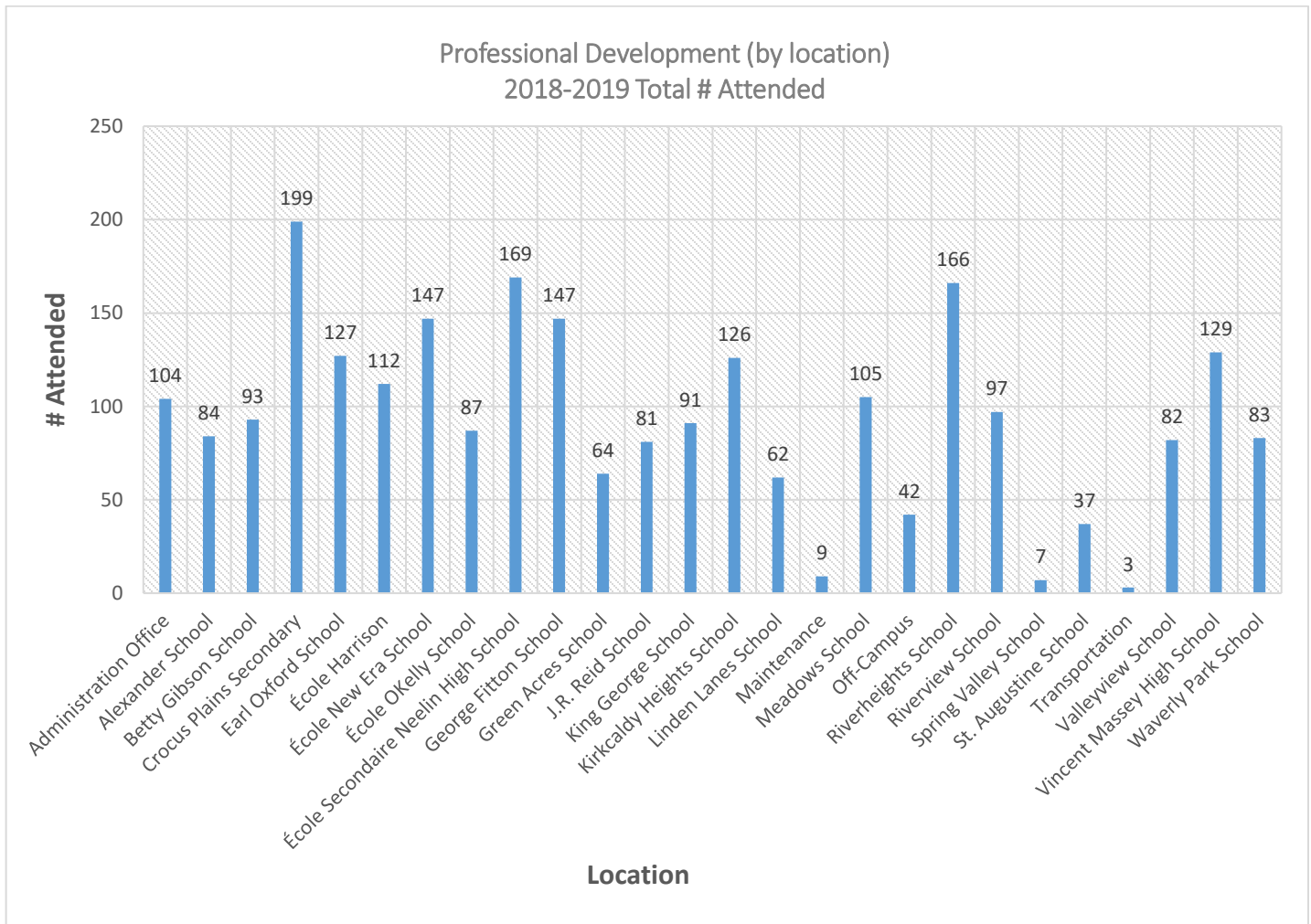
The Office of Human Resources will continue to provide the necessary resources for our employees, such as training and professional development opportunities, return to work programs, workplace safety and health and assistance with general inquiries.

Continuous Improvement from the Office of Facilities & Transportation

In the 2018-2019 fiscal year, Brandon School Division's Office of Facilities & Transportation supported many improvement efforts in major repairs and/or replacement of our facility assets through our capital planning efforts, with a focus on feasibility and extending end of life.

Additionally, our Transportation Department continued efforts on planning asset replacement initiative with focus on green energy and fiscal responsibility measures.

Facilities Department
Brandon School Division's Joint User Group Agreement with the City of Brandon provides support via a Partnership Agreement to share costs annually to improve school/City of Brandon recreational sites such as field development and playground space.

Further review of document storage concerns within the Brandon School Division Administration Office has highlighted the need to improve storage for proper record management. Discussion around accessibility limitations, space allocations and a suitable training area are also additional considerations. A consultant will be engaged to develop a needs assessment and/or feasibility study.

Major Capital Work within the Division includes:

- **Linden Lanes School**
  Accessible grooming room.
- **Riverheights School**
  Gym roof replacement.
- **Maryland Park School**
  Construction of new K-8 School Opening September 2020.
- **École New Era School**
  Upgrade heating system.
- **Crocus Plains Regional Secondary School**
  Installation of a universally accessible washroom.

Transportation Department
The Transportation Department purchased four propane school buses, which continue to support our efforts in fleet management in end of life asset replacement, with environmental and fiscal responsibility measures.

In the 2018-2019 fiscal year, the Transportation Department introduced School Locator, which now provides a fast, easy way for families to identify their catchment area school using their home address. We have seen 4145 searches since its inception in 2018.

The Transportation Department will be assessing the effects that the new Maryland Park School will have on Transportation for the 2020-2021 School Year.

Fleet management efforts including asset replacement foundation are modeled utilizing both current and projected student transportation numbers as reflected below.

Brandon School Division Registered Bus Students
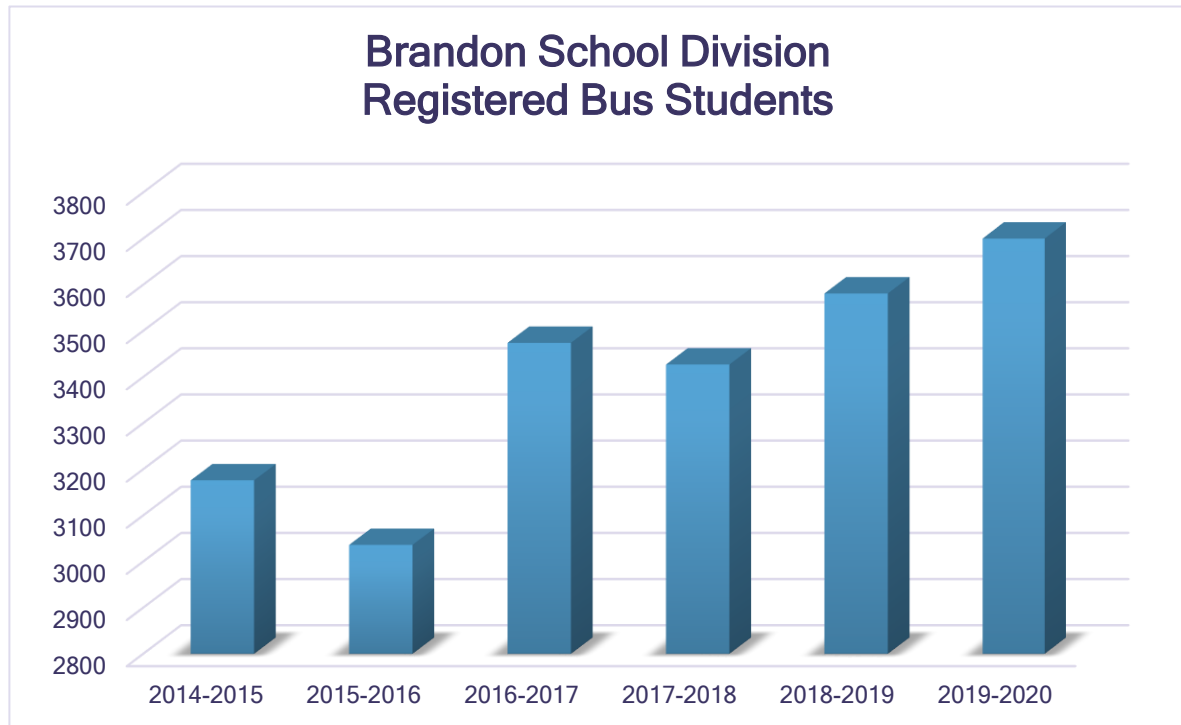
Brandon School Division Student Transportation Numbers	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
	3176	3036	3474	3427	3581

Maryland Park School

The ground-breaking ceremony took place at the Maryland Park School site in April 2019. The Kindergarten to Grade 8 School includes a childcare center, life skills suite and industrial arts labs. The Board of Trustees held a Catchment Information Session on May 22, 2019 and approved the Maryland Park School Catchment Area at the regular board meeting held on June 10, 2019. The YMCA of Brandon will be running the Before & After School Program within their licensed space. There will be 30 spaces in this program.

Additionally, considerations have been made in the design phase to accommodate our joint use agreement with the City of Brandon for recreational use of gymnasium space. In September 2020 the school will welcome 450 students.

Continuous Improvement from Management & Information Systems Technology (MIST)

The 2018-2019 school year saw the Brandon School Division undertake several projects to further the Division's goal of Continuous Improvement. The first project with the biggest scope of work was the implementation of new Student Information Software (SIS), which began in September of the 2018-2019 school year. With the software configured, and data imported and validated, we officially started using PowerSchool as our SIS at the end of August. The year presented several "just-in-time" learning and training situations as we cycled through a typical school year: moving students from one class to another or from one school to another, entering assessments, printing report cards or transcripts, registering students for the next school year, graduations and awards. All these functions (and more!) are easily completed once you know how, but are challenging when unknown.

We would like to thank the MIST Staff who configured, populated and supported the implementation of PowerSchool, the staff of the Brandon School Division, and parents/guardians for their patience and understanding as we worked through the first year together.

The MIST Department also worked with Student Achievement Support Services in their effort to introduce additional accessible learning technology to our Division, to further support our students. Once effective technologies were identified, the MIST Department assisted in acquiring and configuring the equipment.

Our Division was very supportive as the MIST Department replaced equipment based on the recommended life expectancy identified in our eight year technology plan. This is an integral step in ensuring the technology we use in the classroom, and the infrastructure that supports it, is current and provides a positive experience for our staff and students. This year's equipment replacement focused primarily on replacing the original laptops installed in classrooms.

The balance of the Department's time was spent responding to and addressing 3,682 requests for service entered into our Help Desk System. With all requests for service considered, we are happy to report that the average time that elapsed from the request being created to resolution of the problem was 6 hours and 19 minutes. High priority items were resolved in 4 hours and 24 minutes. Responding to staff requests in a timely manner is another of the components that is essential in ensuring technology is an effective learning, reporting, and information tool supporting all the needs of the system.
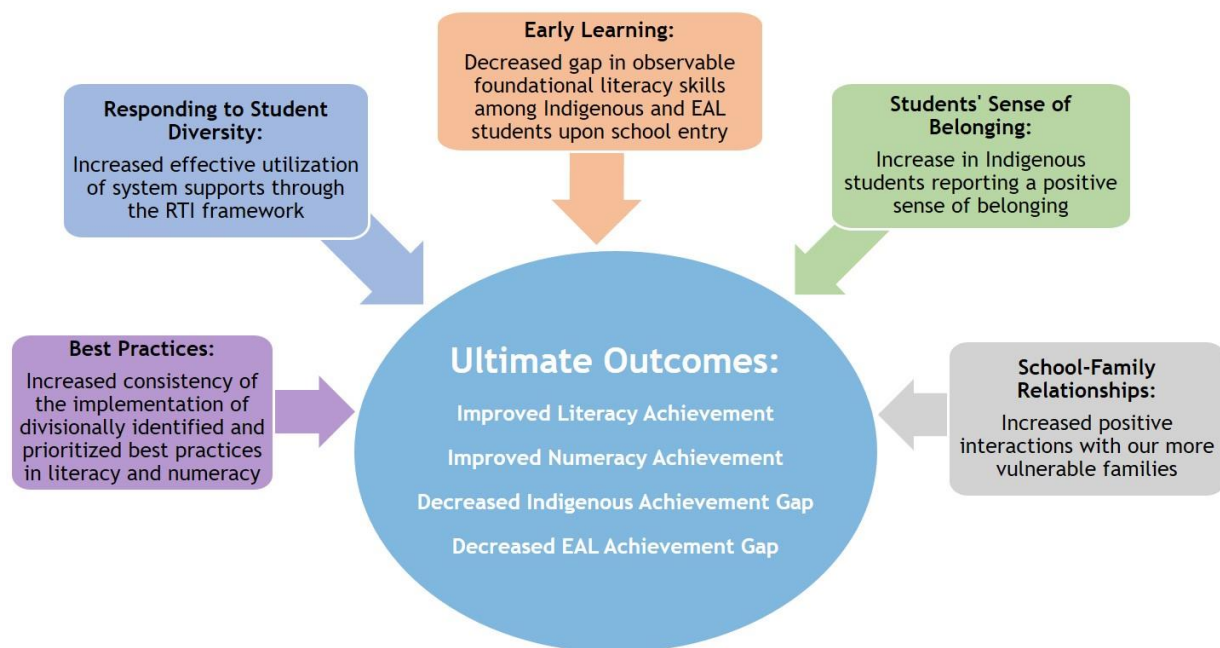
OUR CONTINUOUS IMPROVEMENT PLAN

Brandon School Division's **Continuous Improvement Plan** was designed to meet the reporting and planning criteria from the **Department of Manitoba Education and Training – K-12 Framework for Continuous Improvement**. Our plan is a result of a collaborative effort, bringing Senior Administration, School Leaders, Curriculum Specialists, our Board of Trustees, parents/guardians, students and our community together, to create and align our four (4) Ultimate Outcomes:

- ❖ **Improved Literacy**
- ❖ **Decreased Indigenous Achievement Gap**

- ❖ **Improved Numeracy**
- ❖ **Decreased English as an Additional Language Achievement Gap**

In order to achieve these Ultimate Outcomes, we have developed five (5) Priority Areas, with a clear focus on two during the first two years of implementation.

OUR CONTINUOUS IMPROVEMENT PLAN:

Responding to Student Diversity:
Increased effective utilization of system supports through the RTI framework

Early Learning:
Decreased gap in observable foundational literacy skills among Indigenous and EAL students upon school entry

Students' Sense of Belonging:
Increase in Indigenous students reporting a positive sense of belonging

Best Practices:
Increased consistency of the implementation of divisionally identified and prioritized best practices in literacy and numeracy

Ultimate Outcomes:

Improved Literacy Achievement

Improved Numeracy Achievement

Decreased Indigenous Achievement Gap

Decreased EAL Achievement Gap

School-Family Relationships:
Increased positive interactions with our more vulnerable families

Our Commitment:

This plan represents a high overall student achievement in Literacy and Numeracy, with no significant gaps in that achievement for Indigenous and English as an Additional Language Learners. With a core focus on Responding to Diversity; Best Practices; Early Learning; School-Family Relationships; and Sense of Belonging, we are committed to advancing education.

TO VIEW OUR CURRENT CONTINUOUS IMPROVEMENT PLAN, PLEASE VISIT:
https://www.bsd.ca/Division/AboutUs/Pages/Continuous-Improvement-in-BSD.aspx

OUR CONTINUOUS IMPROVEMENT PROGRESS

Brandon School Division regularly monitors enrollment, attendance, engagement and achievement data from Provincial and Divisional sources. The data is analyzed in four ways. First, we look at the current **status**; the most recent snapshot in time. Second, we analyze **trends** to gauge positive and negative changes over time. Third, we compare various learner group results, looking for improvements in known achievement **gaps**. Finally, as much as possible, we measure individual student **growth**, tracking each student at two or more points in time. This report highlights significant positive trends in student achievement as well as significant advancements made in the identification and gathering of data to inform our Continuous Improvement Plan.

Division-Wide Continuous Improvement Actions

One of the key tenets of Response to Intervention is *concentrated instruction*, identifying the most vital curricular outcomes on which we will guarantee all students will become proficient. These outcomes (which we call *Foundational Outcomes ("FO")*), become the basis for the collaborative instruction and assessment cycle, and the interventions carried out by teachers and intervention teams. Regular monitoring of students' level of proficiency on these outcomes is at the heart of the RTI process. Tracking year-end proficiency levels of all students on each foundational outcome is also one measure we will use to monitor progress on our continuous improvement plan.

We laid the foundational outcome groundwork during the 2017-2018 school year beginning with developing a consistent understanding of foundational outcomes. Also in that school year, we identified and prioritized Division-wide foundational outcomes in literacy, numeracy, français, and in the area of academic and social behaviours from Kindergarten through Grade 9.

Over the course of the 2018-2019 school year, we completed the following targets:
- Unwrapped each FO into specific learning targets
- Identified the proficiency benchmarks
- Described proficiency levels for each FO
- Reached Division-wide alignment on all of the above
- Gathered FO data on each kindergarten through Grade 9 student

Foundational Outcomes: Baseline Data

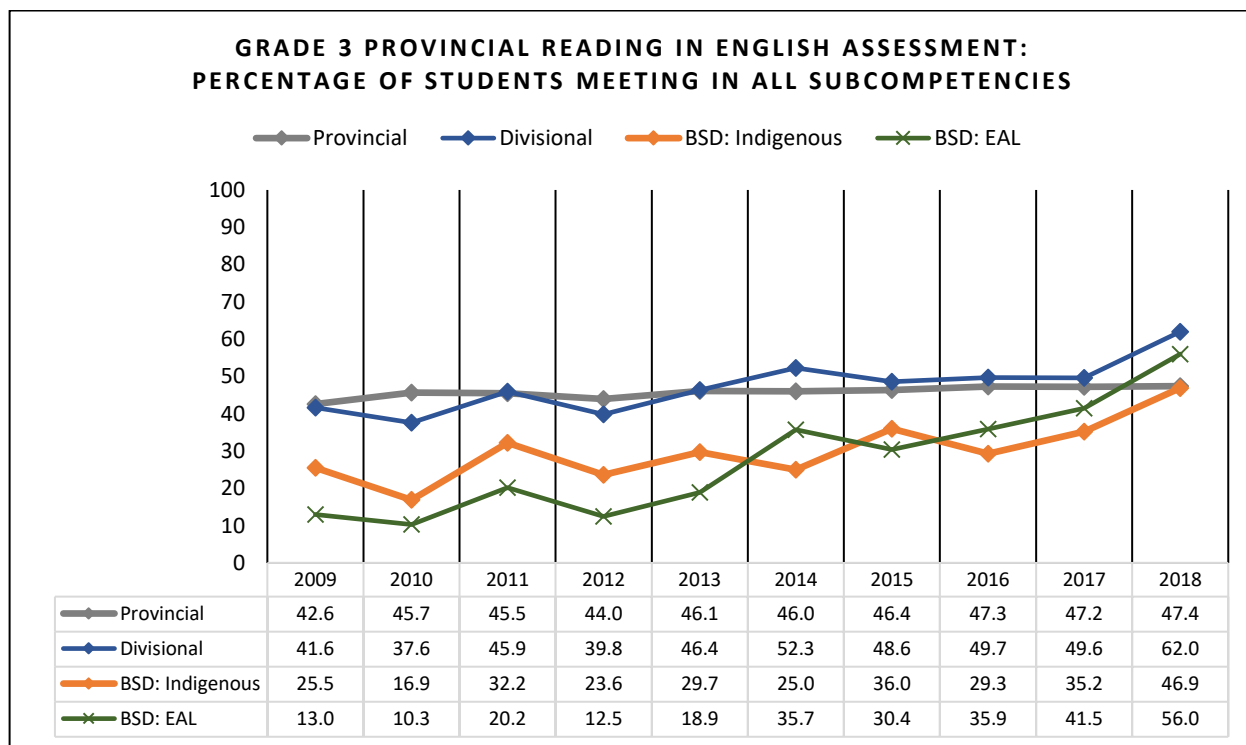| Percent of Students Meeting the Proficiency Benchmark on Each Foundational Outcome: June 2019*								
Foundational Outcome Area	BSD	Male	Female	Indigenous	Non-Ind	EAL	Non-EAL	Non-Ind, Non-EAL
Literacy	**74.6%**	70.6%	78.7%	57.3%	78.4%	69.2%	76.1%	81.8%
Numeracy	**74.9%**	73.9%	76.0%	55.4%	79.3%	75.6%	74.8%	80.6%
Français	**76.4%**	71.1%	81.5%	51.9%	79.5%	78.3%	76.2%	79.5%
Personal Management Skills	**81.8%**	76.8%	87.2%	63.3%	86.0%	86.2%	80.6%	85.8%
Active Participation in Learning	**80.7%**	74.8%	86.9%	62.6%	84.7%	85.5%	79.3%	84.4%
Social Responsibility	**91.3%**	87.9%	94.8%	83.5%	93.0%	92.9%	90.8%	93.0%

*Data gathered on Kindergarten through Grade 9 students (including any Grade 10-12 students taking a Grade 9 course). Depending on the outcome, sample sizes ranged from 81% to 93% of the relevant student population.

Across the Division, an average of 75% of BSD students achieved proficiency on the literacy, numeracy, and français foundational outcomes, while 85% achieved proficiency on the academic and social behaviour outcomes. A smaller proportion of male students are achieving in each FO compared with female students, with the greatest gap seen in Active Participation in Learning. The Indigenous achievement gap is apparent, with just over half of Indigenous students demonstrating proficiency on academic outcomes, and just over two-thirds demonstrating proficiency on the behavioural outcomes. As this is the first collection of this data, it provides a baseline against which future results will be compared.

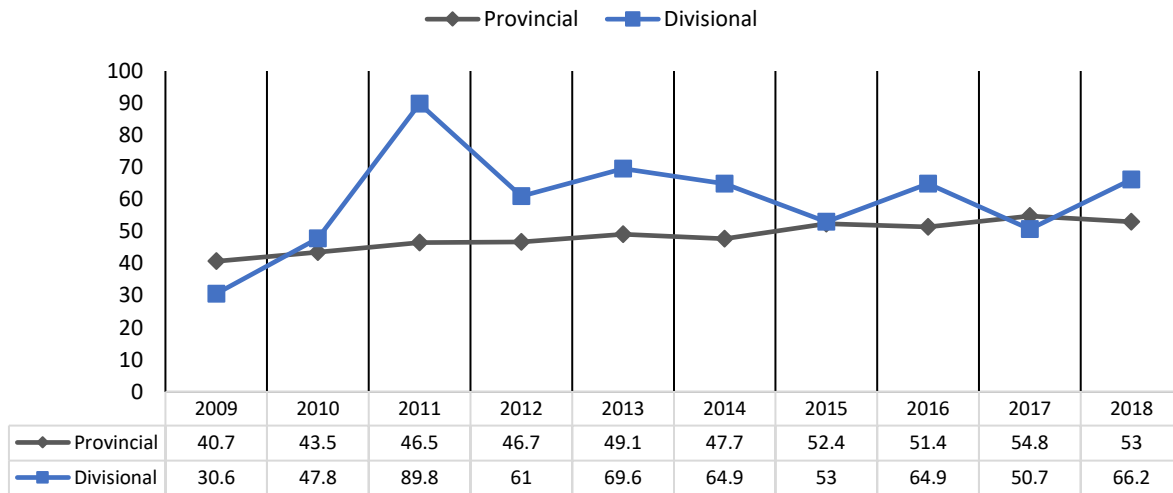**Formative (Mid-Year) Assessment Results**

Despite little change across the province, Brandon School Division saw remarkable gains in the proportion of students meeting grade-level expectations on all subcompetencies in Grade 3 reading in English, Grade 4 reading in French, as well as Grade 3 and 7 numeracy. These gains were evident for Indigenous and English as an Additional Language (EAL) learners in particular.

The following graphs depict the 10-year trends in these provincial assessments. For students to be included in the graphs, they must be meeting grade-appropriate expectations in _all_ of the subcompetencies assessed.

GRADE 3 PROVINCIAL READING IN ENGLISH ASSESSMENT: PERCENTAGE OF STUDENTS MEETING IN ALL SUBCOMPETENCIES

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Provincial	42.6	45.7	45.5	44.0	46.1	46.0	46.4	47.3	47.2	47.4
Divisional	41.6	37.6	45.9	39.8	46.4	52.3	48.6	49.7	49.6	62.0
BSD: Indigenous	25.5	16.9	32.2	23.6	29.7	25.0	36.0	29.3	35.2	46.9
BSD: EAL	13.0	10.3	20.2	12.5	18.9	35.7	30.4	35.9	41.5	56.0

Last year, 12.4% more BSD students were meeting expectations in all reading subcompetencies compared with the year before. We are seeing a steady increase in the proportion of Indigenous students meeting these Grade 3 reading competencies. Last year in particular, there was a jump of 17.6% more Indigenous students, bringing them at par with the average performance across the province. The results of EAL students have been steadily increasing also, indicating that we are closing the EAL gap on this early reading assessment.

**GRADE 4 PROVINCIAL READING IN FRENCH ASSESSMENT
PERCENTAGE OF STUDENTS MEETING IN ALL SUBCOMPETENCIES**

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Provincial	40.7	43.5	46.5	46.7	49.1	47.7	52.4	51.4	54.8	53
Divisional	30.6	47.8	89.8	61	69.6	64.9	53	64.9	50.7	66.2

A similar provincial assessment is conducted with French Immersion students in Grade 4, assessing their reading in French skills. The results on this assessment have been more variable over time (perhaps partly explained by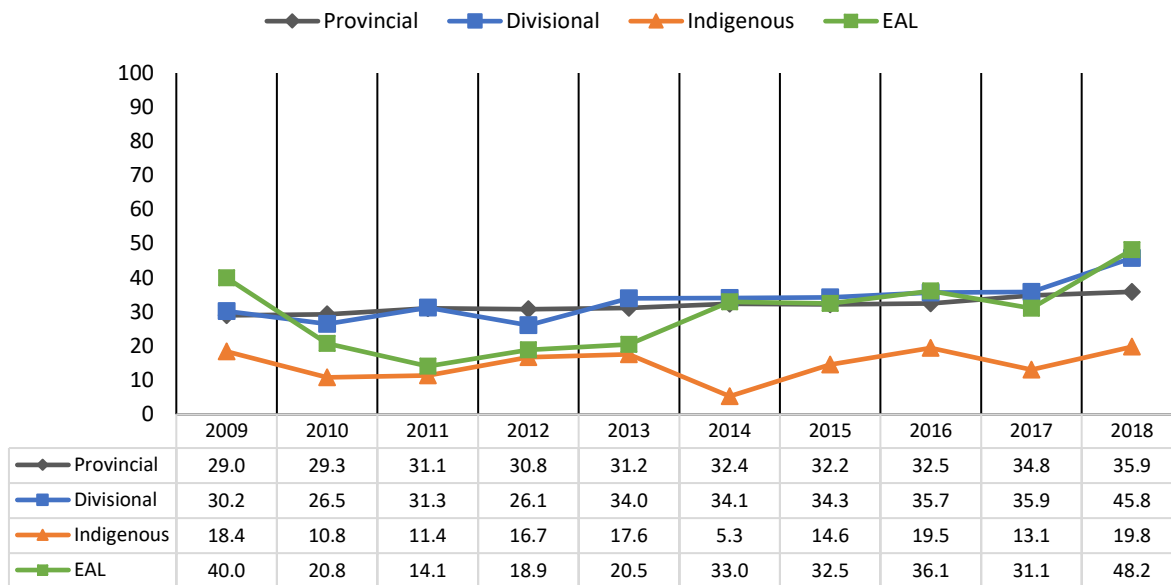 a relatively small sample size), however, there were 15.5% more students meeting all French reading subcompetencies last year compared with the year before.

**GRADE 3 PROVINCIAL NUMERACY ASSESSMENT
PERCENTAGE OF STUDENTS MEETING IN ALL SUBCOMPETENCIES**

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Provincial	25.9	28.6	28.3	29.9	30.8	31.1	34.2	34.6	35.2	35.9
Divisional	16.4	27.3	28.0	30.4	31.5	36.1	39.1	35.5	38.9	44.1
BSD: Indigenous	2.9	10.1	15.6	14.6	16.2	17.2	20.8	18.7	21.9	26.5
BSD: EAL	10.9	19.5	17.2	21.2	27.4	35.7	35.7	32.0	38.1	51.5
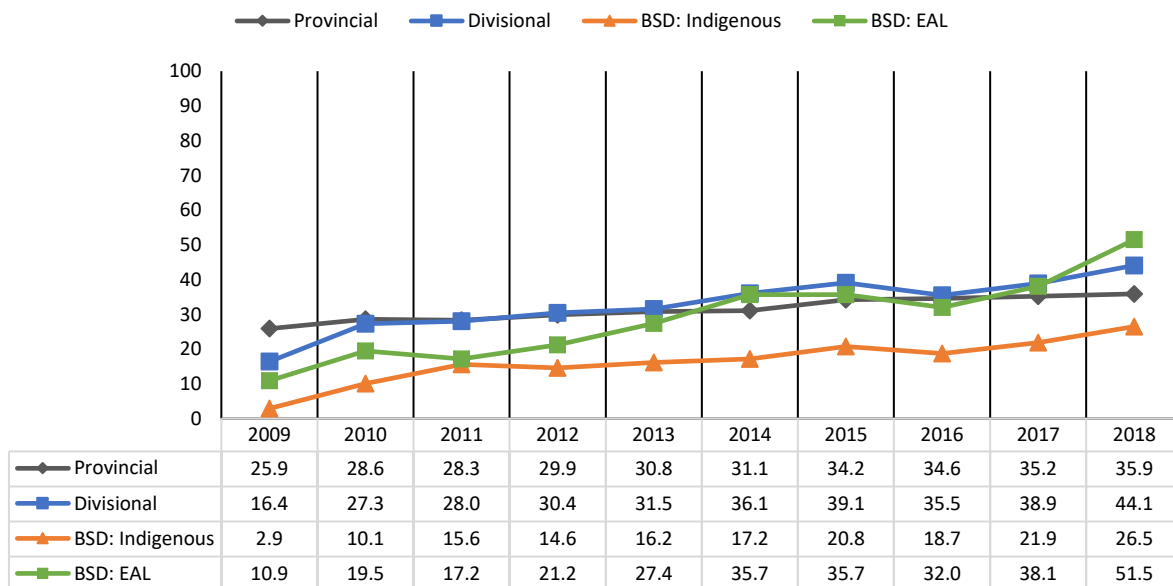
We note similar positive trends on the Provincial Grade 3 Numeracy Assessment. Over the last two years, 8.6% more students are meeting grade-appropriate expectations on all four numeracy subcompetencies, representing a 24% increase and the highest result in at least 10 years. Statistics rose from 19% to 27% in the last two years for our Indigenous students; and in one year, 13.5% more EAL students met expectations on all subcompetencies.

GRADE 7 PROVINCIAL NUMERACY ASSESSMENT
PERCENTAGE OF STUDENTS MEETING IN ALL SUBCOMPETENCIES

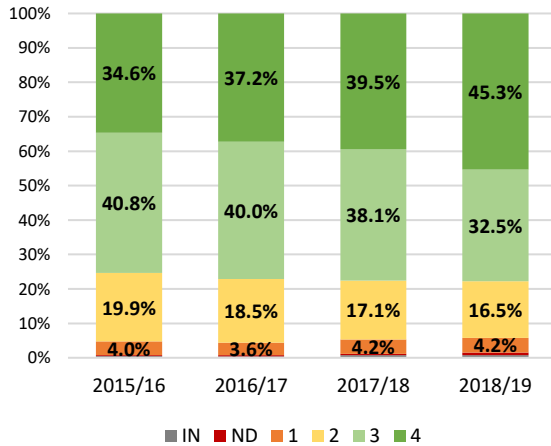|	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Provincial	29.0	29.3	31.1	30.8	31.2	32.4	32.2	32.5	34.8	35.9
Divisional	30.2	26.5	31.3	26.1	34.0	34.1	34.3	35.7	35.9	45.8
Indigenous	18.4	10.8	11.4	16.7	17.6	5.3	14.6	19.5	13.1	19.8
EAL	40.0	20.8	14.1	18.9	20.5	33.0	32.5	36.1	31.1	48.2

The story is similar on the provincial Grade 7 Numeracy Assessment. Last year, BSD statistics were 10% higher than across the province, and 10% more than the year before. Across the Division, and for Indigenous and EAL students in particular, last year's percentages of students meeting all subcompetencies were the highest we have seen in more than 10 years.
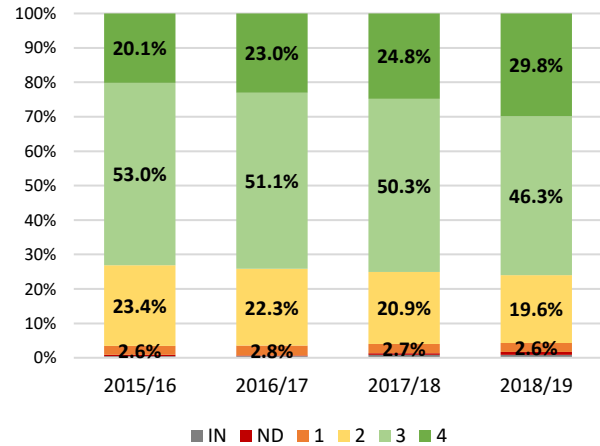
Summative (End-of-Year) Assessment Results

June evaluations of student proficiency in reading, writing, math knowledge and understanding, as well as mental math and estimation show small, gradual gains in the percentage of students at a level 3 or 4. In each area, the greatest change is an increase in the proportion of students attaining the highest level of proficiency. For instance, in reading, the percentage of students attaining a level 3 or 4 grew from 75% to 78% over the last four years; but the percentage of students attaining the highest level of proficiency climbed from 35% to 45% in that time.
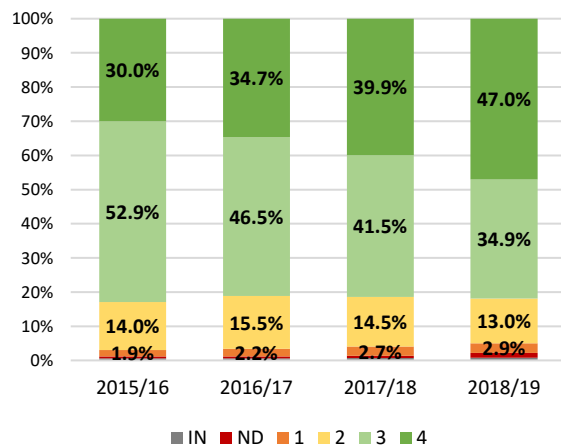
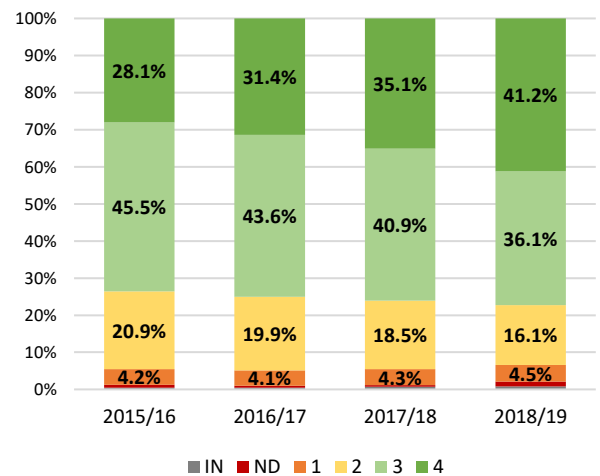**Reading Achievement: Percent of Students at Each Proficiency Level over Four Years**

	2015/16	2016/17	2017/18	2018/19
4	34.6%	37.2%	39.5%	45.3%
3	40.8%	40.0%	38.1%	32.5%
2	19.9%	18.5%	17.1%	16.5%
1	4.0%	3.6%	4.2%	4.2%

Legend: IN ND 1 2 3 4

Writing Achievement: Percent of Students at Each Proficiency Level over Four Years

	2015/16	2016/17	2017/18	2018/19
4	20.1%	23.0%	24.8%	29.8%
3	53.0%	51.1%	50.3%	46.3%
2	23.4%	22.3%	20.9%	19.6%
1	2.6%	2.8%	2.7%	2.6%

Legend: IN ND 1 2 3 4

Math Knowledge & Underatsnding Achievement: Percent of Students at Each Proficiency Level over 4 Years

	2015/16	2016/17	2017/18	2018/19
4	30.0%	34.7%	39.9%	47.0%
3	52.9%	46.5%	41.5%	34.9%
2	14.0%	15.5%	14.5%	13.0%
1	1.9%	2.2%	2.7%	2.9%

Legend: IN ND 1 2 3 4

Mental Math & Estimation Achievement: Percent of Students at Each Proficiency Level over 4 Years

|	2015/16	2016/17	2017/18	2018/19
4	28.1%	31.4%	35.1%	41.2%
3	45.5%	43.6%	40.9%	36.1%
2	20.9%	19.9%	18.5%	16.1%
1	4.2%	4.1%	4.3%	4.5%

Legend: IN ND 1 2 3 4

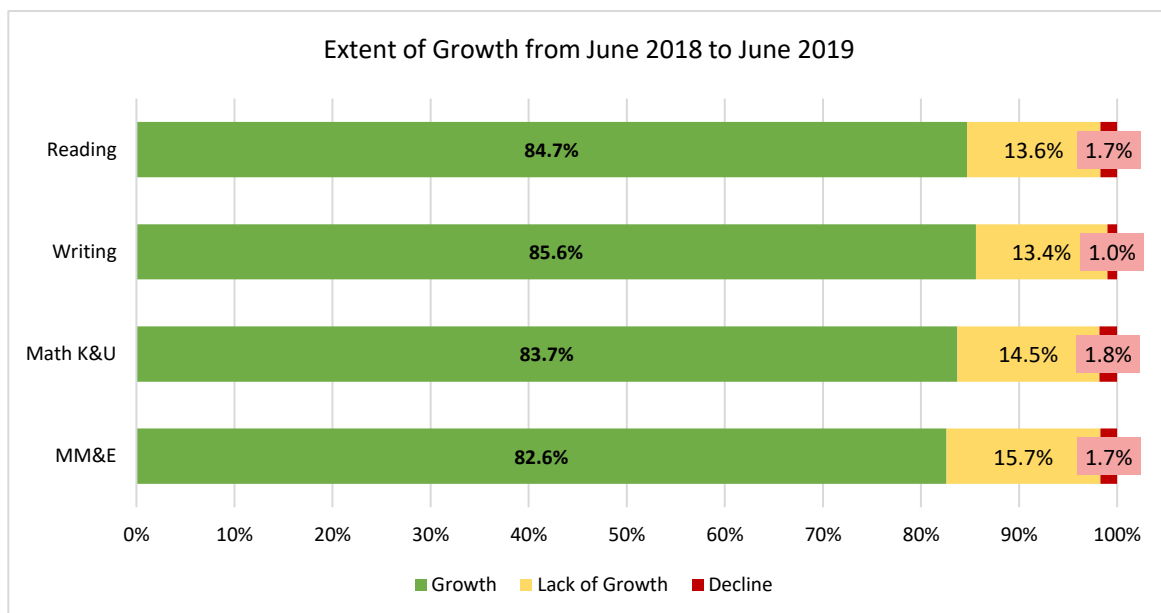**Growth Measurement on Summative Achievement Levels**

Tracking *growth* is about measuring the performance of **a student or group over two or more points in time**. Unlike monitoring trends, growth measurement is done on a student-by-student basis, comparing the achievement levels of the same student over time. Although more difficult to track, growth models take into account students' initial level of proficiency, and are thus more sensitive to the incremental progress inherent in the learning process. The decision to gauge our success by the degree of continuous learning evident in our students is a better match with a growth mindset, and with our fundamental goal of continuous learning for *all* students.

The following Growth Matrix was used to help gauge the extent of growth across our system on the summative evaluations teachers make on June report cards.
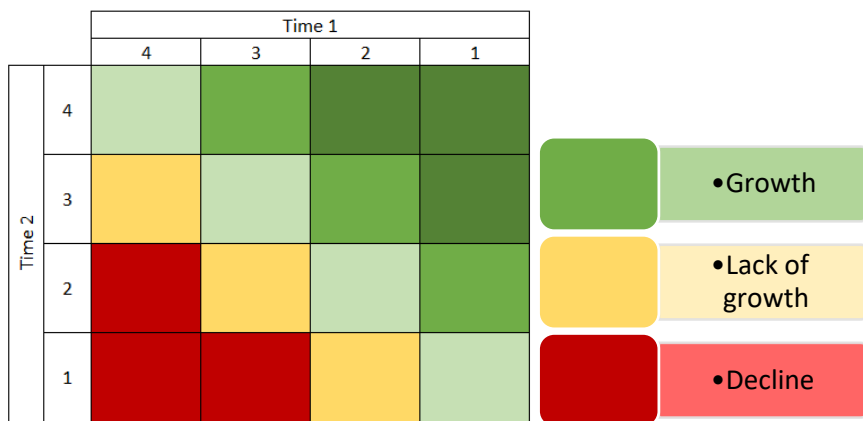

In this model, any green cell represents growth, with the lightest green cells depicting anticipated growth (for example, attaining a level 3 at the end of one grade, and a level 3 on the same competency at the next grade), and darker green cells represented accelerated growth.

In particular, we analyzed growth in reading, writing, math knowledge and understanding, as well as mental math and estimation. In each of these areas, at least 83% of students showed anticipated or accelerated growth between June 2018 and June 2019.

Extent of Growth from June 2018 to June 2019

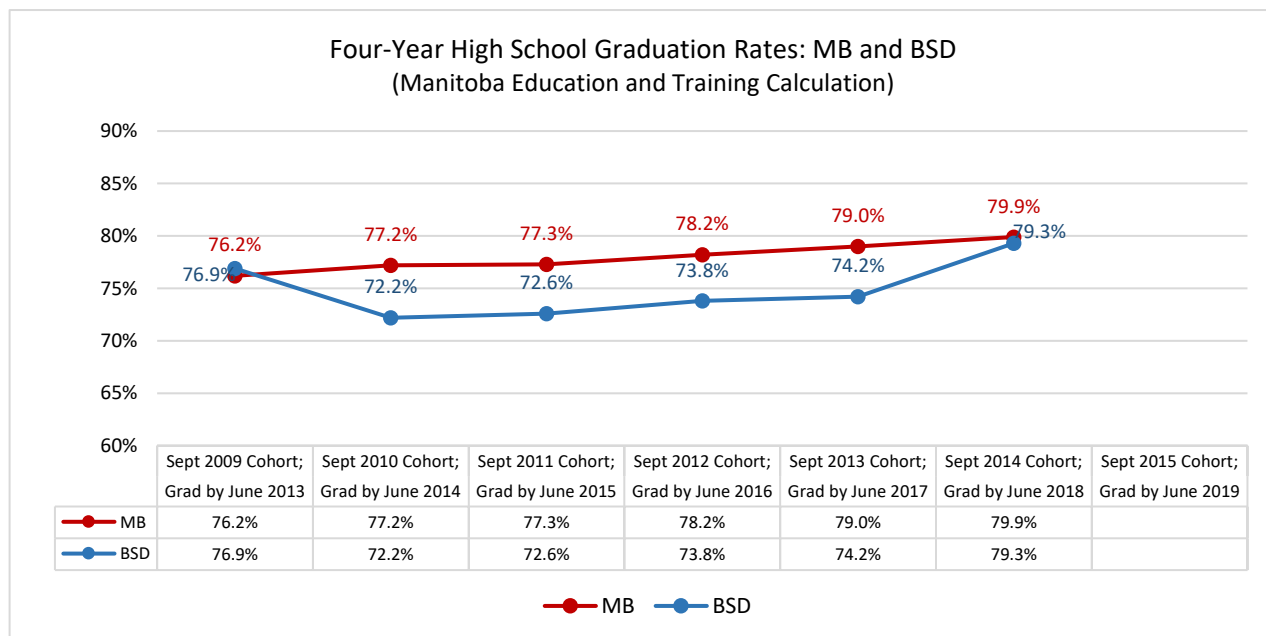|	Growth	Lack of Growth	Decline
Reading	84.7%	13.6%	1.7%
Writing	85.6%	13.4%	1.0%
Math K&U	83.7%	14.5%	1.8%
MM&E	82.6%	15.7%	1.7%

Furthermore, when we compared last year's growth with the three previous years, we noted steady gains in the percentage of students demonstrating growth. Importantly, there are now far greater proportions of students demonstrating accelerated growth compared with those showing a lack of growth. An example of this four-year comparison of growth is shown below.
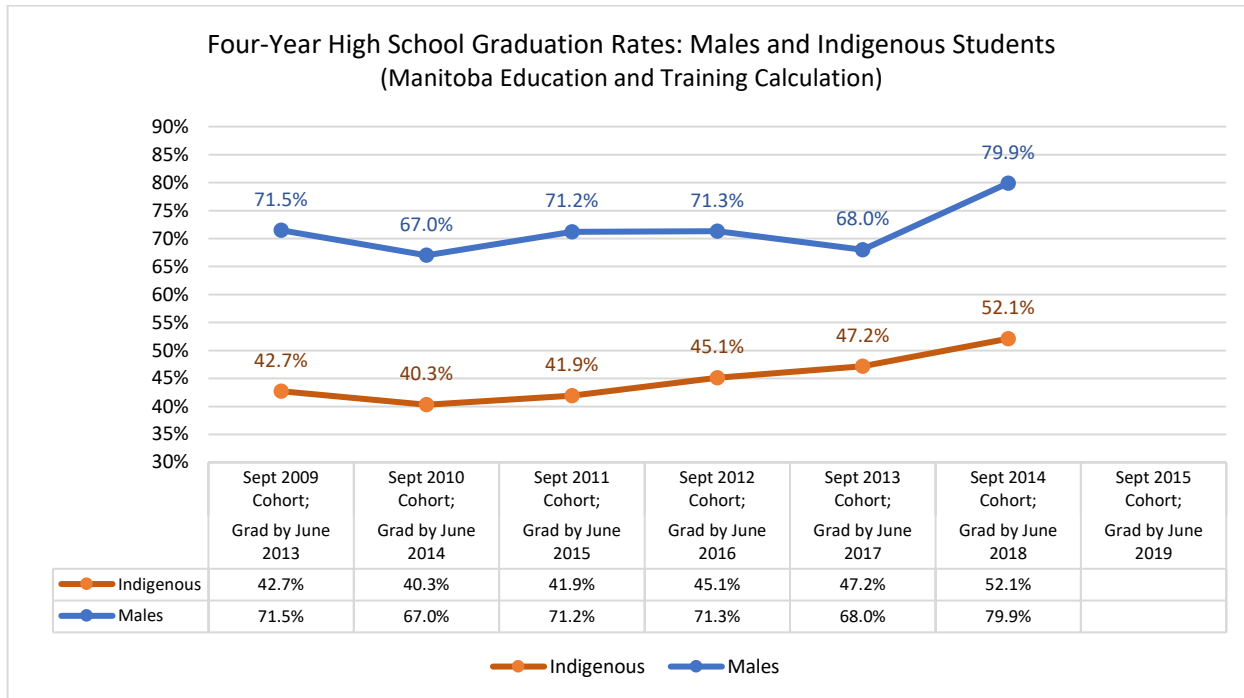

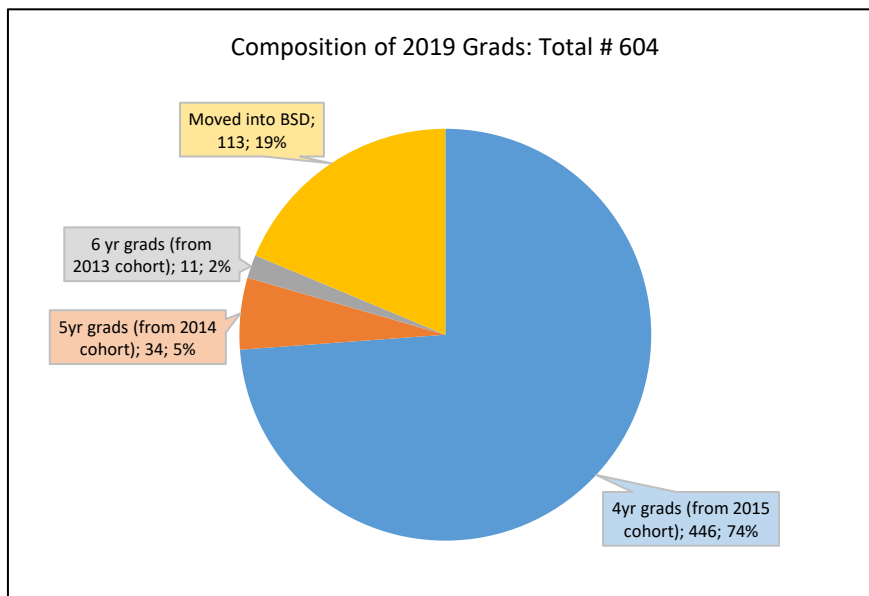**Reading Growth: Four-Year Comparison**
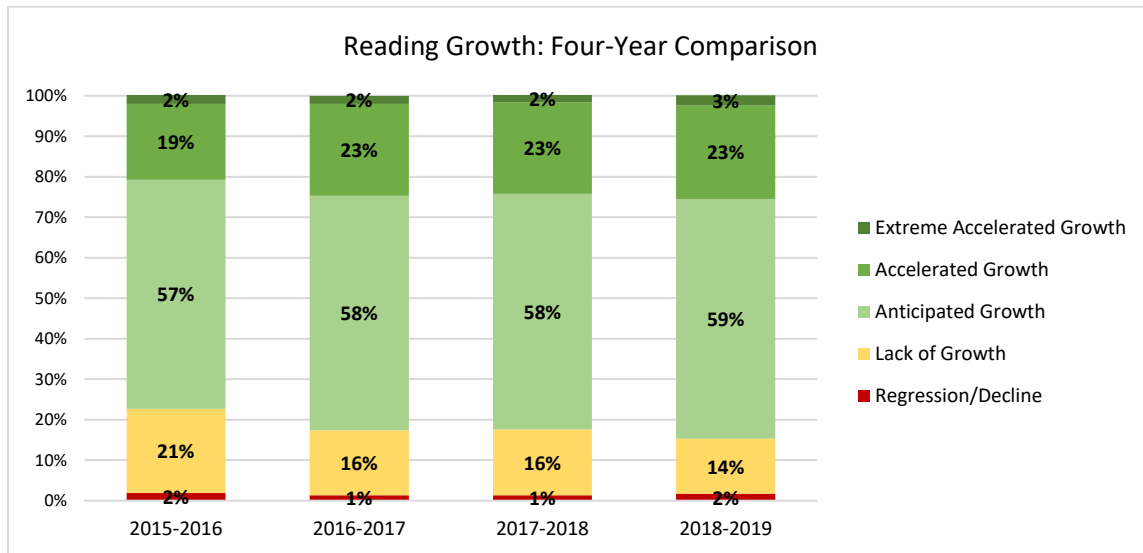
Graduation Statistics

While Brandon School Division has had lower graduation rates than the provincial average over the last several years, we saw a sharp increase in BSD's graduation rates in June 2018.

Four-Year High School Graduation Rates: MB and BSD
(Manitoba Education and Training Calculation)

	Sept 2009 Cohort; Grad by June 2013	Sept 2010 Cohort; Grad by June 2014	Sept 2011 Cohort; Grad by June 2015	Sept 2012 Cohort; Grad by June 2016	Sept 2013 Cohort; Grad by June 2017	Sept 2014 Cohort; Grad by June 2018	Sept 2015 Cohort; Grad by June 2019
MB	76.2%	77.2%	77.3%	78.2%	79.0%	79.9%	
BSD	76.9%	72.2%	72.6%	73.8%	74.2%	79.3%	

Importantly, there has been a steady increase in graduation rates for Indigenous students in our Division; 12 % more students between June 2014 and June 2018. The graduation rate for male students was also higher than it has been for at least 6 years.

Four-Year High School Graduation Rates: Males and Indigenous Students
(Manitoba Education and Training Calculation)

|	Sept 2009 Cohort; Grad by June 2013	Sept 2010 Cohort; Grad by June 2014	Sept 2011 Cohort; Grad by June 2015	Sept 2012 Cohort; Grad by June 2016	Sept 2013 Cohort; Grad by June 2017	Sept 2014 Cohort; Grad by June 2018	Sept 2015 Cohort; Grad by June 2019
Indigenous	42.7%	40.3%	41.9%	45.1%	47.2%	52.1%	
Males	71.5%	67.0%	71.2%	71.3%	68.0%	79.9%	

Unfortunately, individual school divisions are unable to replicate the provincial model for calculating graduation rates. Thus, Brandon School Division sought to gather and analyze graduation statistics in a way that mirrors the provincial model as closely as possible, while also reporting important contextual statistics which impact the composition of our graduates.

Composition of 2019 Grads: Total # 604

Moved into BSD; 113; 19%

6 yr grads (from 2013 cohort); 11; 2%

5yr grads (from 2014 cohort); 34; 5%

4yr grads (from 2015 cohort); 446; 74%

Eighty-one percent of the 604 students who graduated in June 2019 started their Grade 9 year in this Division, while a full 113 graduates (or 19%) were students who moved into BSD some time during their high school career. This pie chart also depicts the breakdown of 4-year, 5-year and 6-year grads for those who attended BSD throughout high school.

Current Status of 2015 Cohort: Total # 612

- Graduated by June 2019
- Enrolled but not graduating
- Moved or Deceased
- Dropped Out

9, 2%
62, 10%
94, 15%
447, 73%
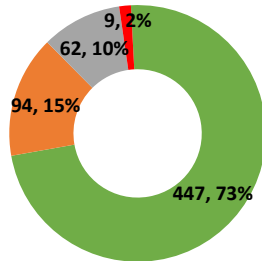
Next, we examined the current status of each student who started their Grade 9 year with us four years ago (the 2015 BSD Grade 9 cohort). Fifteen percent of those students continue to be enrolled in our Division, but have not yet graduated within the fours years. Importantly, 62 students (or 10%) have left our Division, representing attrition we then factored into our 4-year within-Division graduation rate.
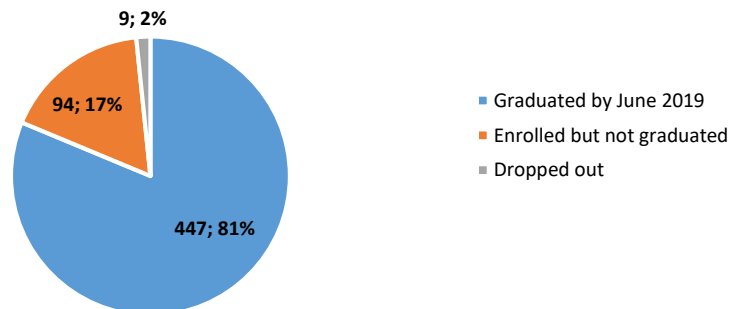
BSD's formula for a 4-year within-division graduation rate:

$$\left(\frac{\text{\# of 2015 cohort who graduated by June 30, 2019}}{(\text{\# registered in BSD on Sept 30, 2015} - \text{\# moved or deceased})}\right) * 100$$

$$= \left(\frac{447}{(612-62)}\right) * 100$$

$$= 81\%$$

Four-Year Within-Division Graduation Results

9; 2%
94; 17%
447; 81%

- Graduated by June 2019
- Enrolled but not graduated
- Dropped out

Summary of Graduation Rate Statistics

In 2019, BSD's 4-year within-division graduation rate was 81%. Of the 604 grads, 113 (19%) were students who had moved into this School Division sometime during their high school years. Of the 612 Grade 9 students who started their high school experience in BSD, 447 graduated in our Division within 4 years, and 62 (10%) moved out of the Division. Next year, our Division will be able to report on the 5-year graduation rates for the 2015 Grade 9 cohort. We will also be able to report the 4-year rate for the 2016 cohort, allowing us to begin analyzing graduation trends using the 4-year-within-division calculation.

CONCLUSION

In the Brandon School Division, we strive to provide all of our students with equitable, fair access to quality personalized learning opportunities. Our staff are working, caring, and applying strategies together. Our collective responsibility is resulting in a pronounced collective impact, and the results we are seeing are the BEST they have been in more than 10 years. We are very pleased with our growth and achievements made during the 2018-2019 school year.

Using the Framework of Continuous Improvement, our **Continuous Improvement Plan** aligns the priorities of Manitoba Education & Training, our Board of Trustees, Senior Administration, School Leaders, Curriculum Specialists, our parents/guardians, students and our community at large. This plan represents a commitment to high overall achievement in Literacy and Numeracy, with no significant gaps in that achievement for Indigenous or English as an Additional Language learners.

With a core focus on Responding to Diversity; Best Practices; Early Learning; School-Family Relationships; and Sense of Belonging, we are committed to advancing education within our school community.
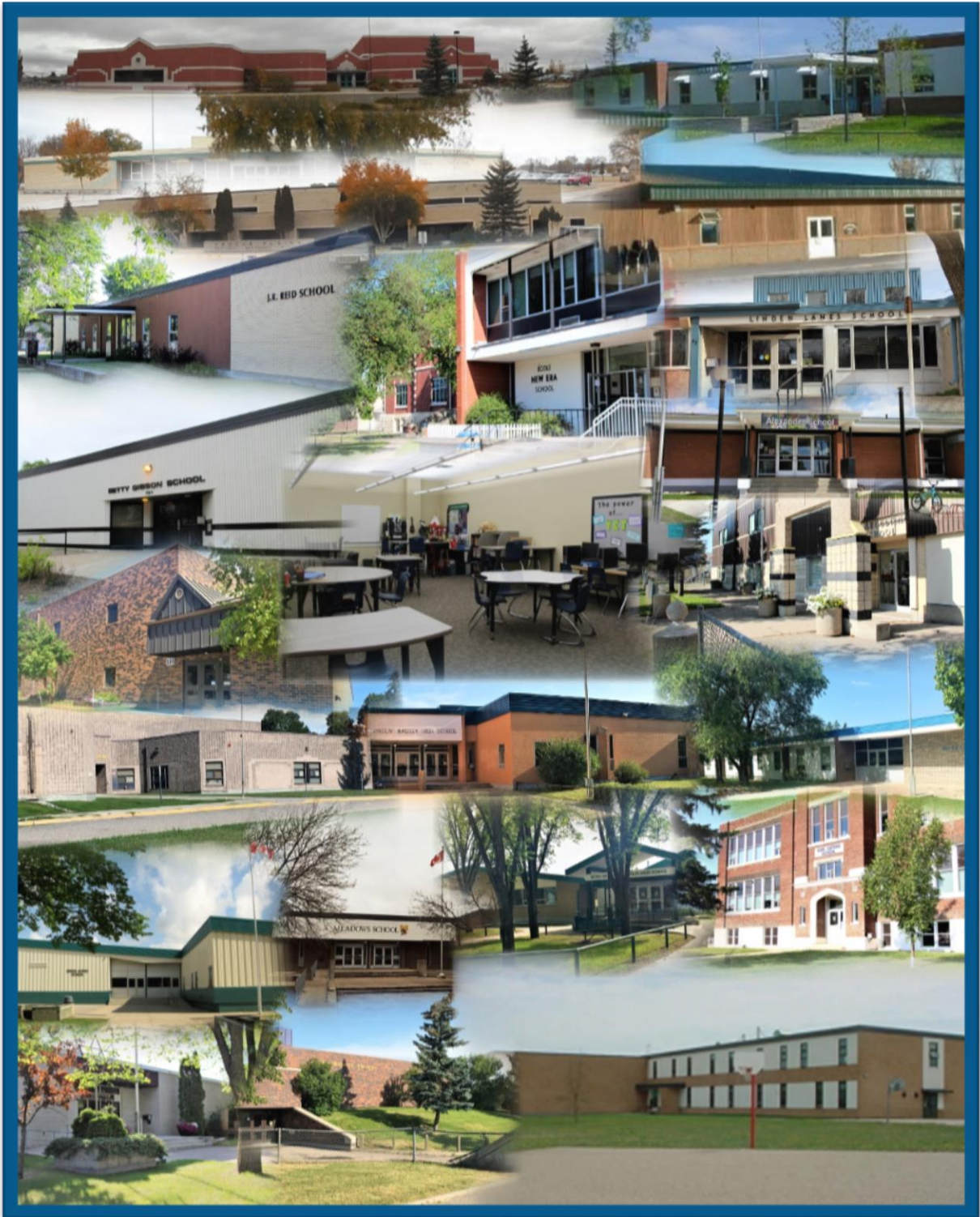
BRANDON SCHOOL DIVISION
PER:

Dr. Marc D. Casavant
Superintendent/CEO

Other Items Attached to Original Report Submitted to Manitoba Education & Training:
Attachment 1: Grants - Financial Declaration

· **This document is intended to be reviewed as a Digital PDF** ·
· **Please consider the environment before printing** ·
· **This document is available in alternative formats upon request. Email: info@bsd.ca** ·

Accepting the Challenge