



# CONTINUOUS IMPROVEMENT REPORT 2019-2020

## BRANDON SCHOOL DIVISION

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# INTRODUCTION

Brandon School Division is focused on student engagement in learning and achievement. The 2019-2020 school year demonstrated great enthusiasm and growth. 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 serves the City of Brandon, the Town of Alexander, Canadian Forces Base Shilo and surrounding areas.

There are currently 23 schools in the Brandon School Division, with the 24<sup>th</sup> school, Maryland Park set to open in January 2021. Twenty of our schools 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 environment in which our students and staff live and learn. The data relevant to our continuous improvement falls into two categories. We monitor both local and regional demographic data to glean a picture of the students and community we serve. For example, the data includes: student enrollment, percentage of students who have self-declared as Indigenous, students designated as English as an Additional Language and the 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 and staff face in the day-to-day learning environment. With the data we gather, we are able to see how our Continuous Improvement Plan helps us with our five priorities of Best Practices, Responding to Student Diversity, Early Learning, Students' Sense of Belonging, and School-Family Relationships.

## 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 Students	1,935	21.5%
Self-Declared Indigenous Students	1,681	18.7%
<b>Total Student Population as at September 30, 2019</b>		<b>9003</b>

### 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/Ojibwe. 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 include a variety of interactive activities, both in-class and off-site, which focus on developing skills in reading, speaking, and writing. Students 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.

### **Prairie Hope High School (formerly known as Neelin High School Off-Campus)**

Prairie Hope High School 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 may not function well within the traditional high school setting. Course requirements here are the same as they are at other Manitoba high schools.

### **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:



Dr. Linda Ross, Chairperson  
Email: ross.linda@bsd.ca  
Ward: 1



Sherilyn Bambridge,  
Vice-Chairperson  
Email: bambridge.sherilyn@bsd.ca  
Ward: 2



Peter Bartlette  
\*Resigned September 30, 2020\*  
Ward: 1



Kim Fallis  
Email: fallis.kim@bsd.ca  
Ward: 1



Delvina Kejick  
Email: kejick.delvina@bsd.ca  
Ward: 1



Lisa Letain  
Email: letain.lisa@bsd.ca  
Ward: 1



Stephen Montague  
\*Resigned January 30, 2020\*  
Ward: 1



Jim Murray  
Email: murray.jim@bsd.ca  
Ward: 1



Kevan Sumner  
\*Resigned September 9, 2019\*  
Ward: 1

## Senior Administration

Our Senior Administration consists of the following individuals:



Dr. Marc D. Casavant  
Superintendent/CEO  
Email: [casavant.marc@bsd.ca](mailto:casavant.marc@bsd.ca)



Mathew Gustafson  
Assistant Superintendent  
Email: [gustafson.mathew@bsd.ca](mailto:gustafson.mathew@bsd.ca)



Elaine McFadzen  
Assistant Superintendent  
Email: [mcfadzen.elaine@bsd.ca](mailto:mcfadzen.elaine@bsd.ca)



Denis Labossiere  
Secretary-Treasurer  
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Eunice Jamora  
Assistant Secretary-Treasurer  
Email: [jamora.eunice@bsd.ca](mailto:jamora.eunice@bsd.ca)





## Division Staffing Profile (as at September 30, 2019)

Full-Time Equivalents	Number
Principals	23.000
Vice Principals	14.000
Teachers	579.135
Counsellors	17.250
Resource Teachers	28.875
Teachers supporting special needs low enrolment classes	7.375
Educational Assistants	304.818
Speech Language Pathologists	8.750
Reading Clinicians	0.000
Occupational Therapists	0.000
Physiotherapists	0.000
Psychologists	6.000
Social Workers	13.500
Other professional staff (specify) - Specialists	12.750



## Education for Sustainable Development

	# of Schools
Kindergarten to Grade 6	1
Kindergarten to Grade 8	17
Kindergarten to Grade 12	1
Grades 9-12	<u>4</u>
<b>Total Schools</b>	<b>23</b>

**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 2019-2020, we implemented the Staff Notification System. This new system allows electronic notifications of staff changes to individuals and departments, increasing efficiencies between Payroll and Human Resources.

Between July 1, 2019 and June 30, 2020 Payroll Services and Accounting Services tracked 456 and 69 tickets, respectively. The average response time for Payroll Services was three hours, while Accounting Services was one hour and 40 minutes.



The COVID-19 pandemic impacted regular operations by introducing new reporting requirements and processes. Some projects were postponed due to the increased COVID-19 financial reporting required by the Province. To ensure continuity of service from our department, we cross-trained our staff and provided them with mobile technology.

In 2020-2021, the online payment module/option for the School Books Accounting System will be implemented. This will assist school administration staff by reducing the collection and handling of school cash, cheques, and permission forms. It will also reduce daily interruptions and trips to the bank. This module will improve communications, manage fee payments and streamline form collections. Lastly, for parents and students the module will offer the convenience of online payments while also providing more instructional time for teachers.

In addition, our office continues to work closely with MCM Architects, the Public Schools Finance Board and Penn-co Construction Canada (2003) Ltd. to ensure that the revised construction timelines are met for the opening of the Division's new K-8 school, Maryland Park School in January 2021. The bankruptcy of the General Contractor, Fresh Projects, in March 2020 affected the completion timelines and opening of Maryland Park School from September 2020 to January 2021.



## Continuous Improvement from the Office of Human Resources

In 2019-2020, the Office of Human Resources continued to implement more programs within the PowerSchool software. This included the completion of the Staffing Notification Full, Employee Onboarding, and Professional Learning programs. Additionally, with the AtrieveERP system being implemented in 2017, we also reviewed certain areas of the system to better enhance the functionality, based on user feedback over the past couple of years. These included areas such as the Automated Dispatch System, Staffing Requisition and other HR processes.

Employee Onboarding enables new hires to receive their employment package electronically via the email address they applied with and will be live for the 2020-2021 school year. This will allow new staff members to review and complete pertinent required documents prior to commencing employment.

The Professional Learning project kicked off in March 2020 and is set to go live for the 2020-2021 school year. This system will allow staff members to more efficiently search for, register, and track their own Professional Development (PD) sessions. As well, this will provide a more user-friendly system for facilitators to manage their PD sessions.

The 2019-2020 school year brought about many challenges once the COVID-19 pandemic was announced. In a typical year, many professional development opportunities for both teachers and support staff are offered; unfortunately, many events had to be cancelled due to the COVID-19 Pandemic.

The Office of Human Resources continued to create, review and update the Administrative Procedures in the 5000 series, to provide staff with important employment resources, along with continuing to provide support to all staff members.

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 2019-2020 fiscal year Brandon School Division's Facilities & Transportation Department supported many improvement efforts in major repairs and/or replacement of our facility assets through our capital planning efforts, with a focus on feasibility, life cycle asset management and green energy initiatives.

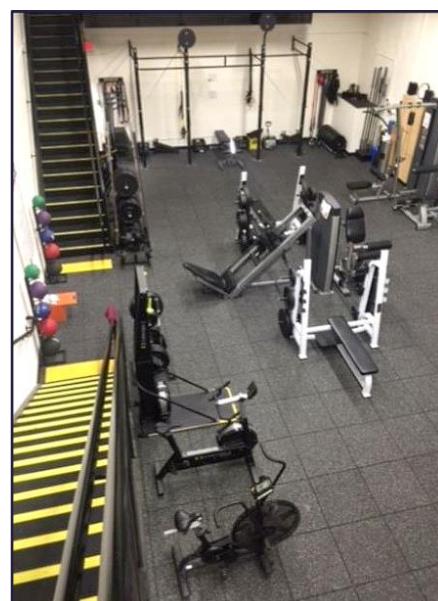
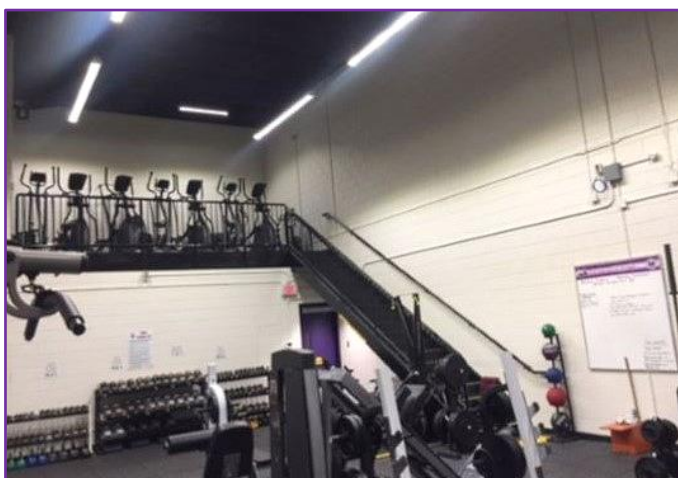
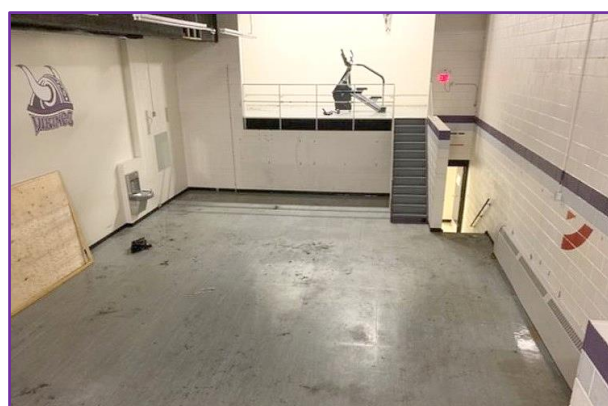
### Facilities Department

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. During the 2019-2020 fiscal year our partnership allowed us to carry out needed improvements to the Earl Oxford School grounds by improving water drainage.

The following is a high-level summary of capital projects that were implemented in the 2019-2020 fiscal year:

### 2019/2020 CAPITAL PROJECTS

- **LED Lighting Retrofit**  
Crocus Plains Regional Secondary School  
Earl Oxford School  
George Fitton School
- **Crocus Plains Regional Secondary School**  
Roof Structural Review
- **Vincent Massey High School**  
Fitness Studio Renovation
- **Earl Oxford School**  
Old Gym Renovation - Storage  
Field Drainage Upgrade





## Maryland Park School

Opening of the Maryland Park School was delayed mid-build due to the general contractor, Fresh Projects filing for bankruptcy. The project has now been turned over to Penn-co Construction. The Division continues to work closely with Public Schools Finance Board (PSFB) and site representatives towards a revised completion date of January 2021.



### **Transportation Department**

The Transportation Department purchased four propane school buses to bring the on-road fleet of propane buses to 24, which will continue to support our efforts in fleet management in end of life asset replacement, with environmental and fiscal responsibility measures. The transportation department has worked with the propane fuel supplier to initiate a new fill station at the Co-op card lock facility located just to the east of the Transportation compound on Richmond Ave East. This facility offers faster fueling times and with a new filler interface on the buses a much easier and safer fill process. The new fill process is enabled with fob based fueling technology, which gives increased reporting ability of fuel used by each bus via electronic download. The fill station at the transportation compound will be decommissioned and removed to facilitate additional parking space in the compound.

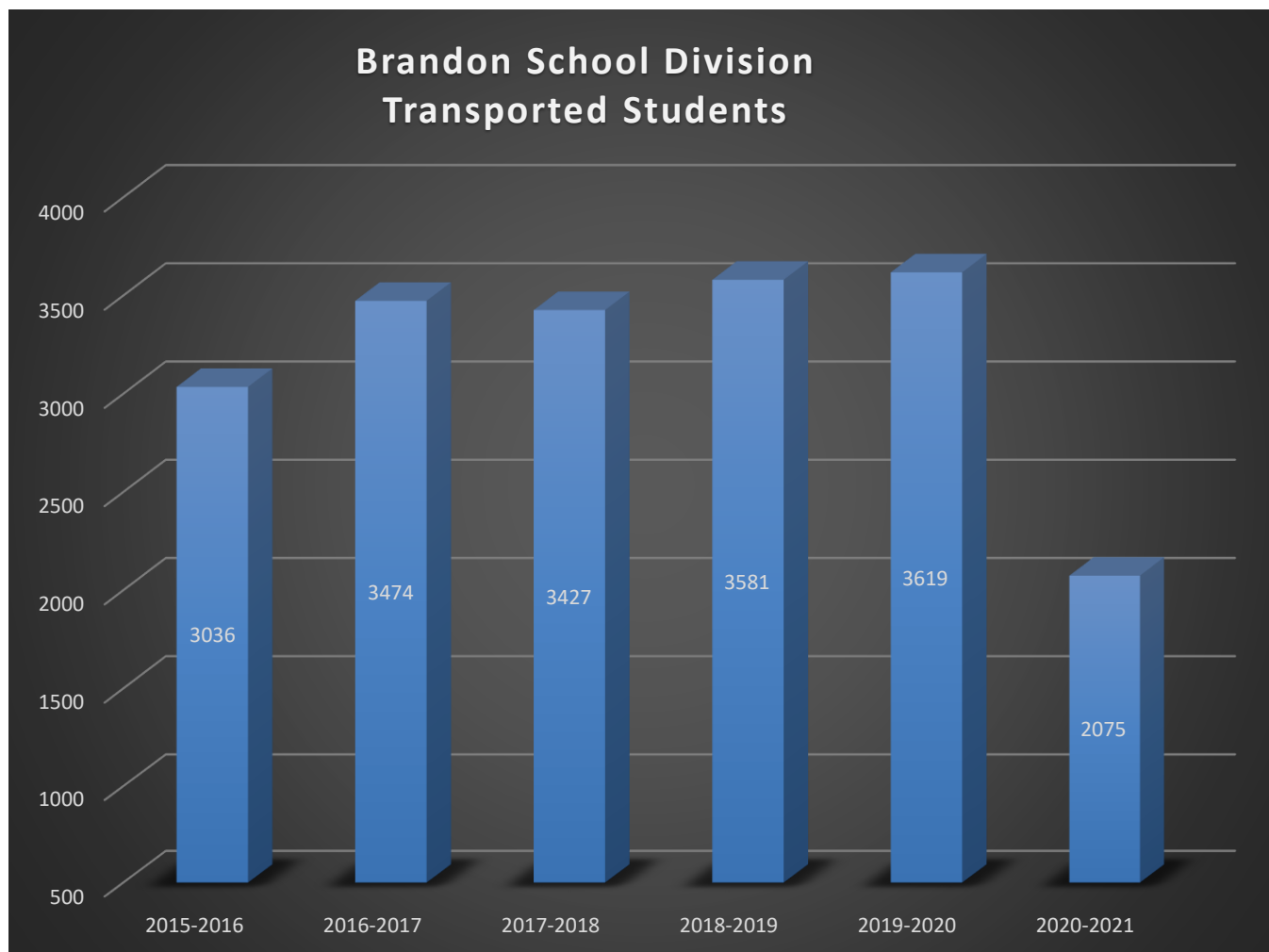
The Brandon School Division Transportation Department has participated in a discussion with the Management & Information Systems Technology Department to improve demographic data integrity across multiple software platforms in the Division. The goal is to improve data quality and automated transfer of data between multiple platforms that includes transportation and school purposed software.

The Brandon School Division Transportation Department continues to review bus operations during pandemic conditions. The Transportation Department has initiated a comprehensive bus sanitization practice with cleaning and twice-daily sanitization via electrostatic sprayers.

The Transportation Department is preparing for the opening of the Maryland Park School in early 2021.







Brandon School Division Student Bus Numbers	2015-2016	2016-2017	2017- 2018	2018- 2019	2019- 2020	2020-2021
	<b>3036</b>	<b>3474</b>	<b>3427</b>	<b>3581</b>	<b>3619</b>	<b>2075*</b>

\* Note: 2020-2021 contain projected numbers and will be significantly lower due to no busing of non-funded in city high school students during the pandemic.

## Continuous Improvement from Management & Information Systems Technology (MIST)

The 2019/2020 school year was certainly a year to remember. It started with the MIST Department loading each desktop and laptop computer with fresh, up to date software. Other projects the MIST Department implemented included the upgrading of our wireless equipment at the high schools and replacing half of our network switch fleet. This work continues to exemplify Brandon School Division's commitment in its belief that information and communication technology is a vital component of teaching, learning and business in our Division. Current technology ensures a positive experience for students, staff and administration.

In addition, the MIST Department partnered with the Maintenance Department to upgrade the paging solutions at four elementary schools and one high school. This project proved very rewarding as the system leverages our computer network infrastructure to provide an enhanced paging solution able to meet today's accessibility mandates. The new solution incorporates a visual aspect with strobe lights and a scrolling marquee, which is easily updated by school administration to communicate unique, targeted messages.

To inform decision making and ensure effective operation, the Brandon School Division analyzes data gathered from various applications. To ensure the integrity and reliability of the data being referenced, the MIST Department, with assistance from IBM, has been working with our schools to develop and provide processes and tools that will enable both the schools and the Division to be confident in the data being used to make decisions.

The MIST Department is excited to be involved in planning for the effective use of technology as a learning tool for our new school scheduled to open this year. Many conversations have occurred to ensure the necessary infrastructure will be in place and the technology in the hands of the students and teachers as soon as the school opens.

The school year ended like no other. As the COVID-19 pandemic swept into Manitoba, Microsoft Teams, OneDrive and laptops became foundational for communicating with and educating our students. Having the infrastructure in place, MIST centered its focus on educating and training our staff in the use of this technology to support student learning.



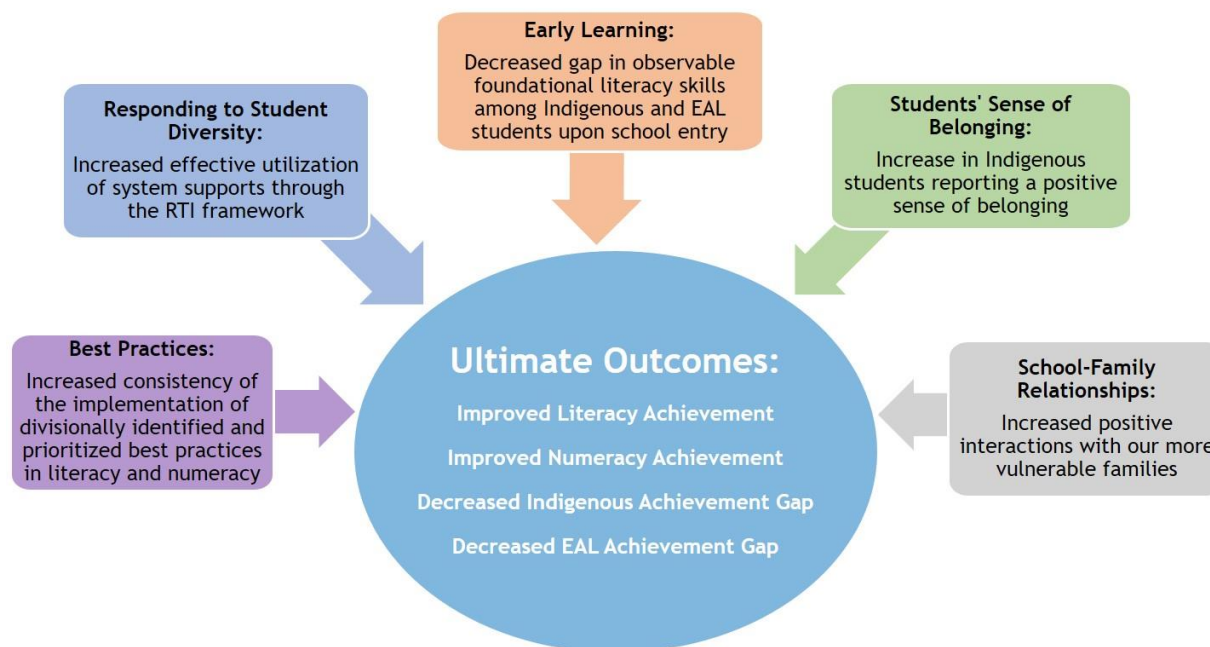
# OUR CONTINUOUS IMPROVEMENT PLAN

Brandon School Division's **Continuous Improvement Plan** was designed to meet the reporting and planning criteria from **Manitoba Education – 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**
- ❖ **Improved Numeracy**
- ❖ **Decreased Indigenous Achievement Gap**
- ❖ **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:



### 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 Student 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

Data is at the heart of continuous improvement because it helps us monitor our progress and make decisions. The decisions we make and conclusions we draw from the data are only as good as the data itself, and they are only possible if the data exists, and is made available in an understandable format. Thus, BSD engaged in improving 3 major aspects of data in the 2019/2020 school year:

1. Data integrity
2. Data availability
3. Data usability

Our **data integrity** process included:

1. Improving the reliability of our data through various data integrity investigations and data cleansing activities; and
2. Improving the validity of our data through discussions of operational definitions and the identification of data needs for various stakeholders.

While the impact of data integrity is difficult to quantify, it is a necessary continuous process to maintain confidence in the data sources and analyses.

We also focused on **data availability** by identifying important data and working towards the consistent and electronic collection of data. Over the course of the 2019/2020 school year, we reached the following data availability targets:

- Replaced paper-based forms with digital forms and created workflow automation using a toolkit called *clevr*. We have begun inputting data into the following digital forms:
  - Student Specific Plan, Literacy Data Form (including Fountas and Pinnell™, GB+, Reading Recovery® Observation Survey, Phonological Awareness, and Empower™ Reading), Psychology Clinician Form, Speech Language Pathologist Clinician Form, Social Worker Clinician Form, Student Services Log.
  - Progress on other Clevr forms has continued, with implementation set for the fall of 2020.

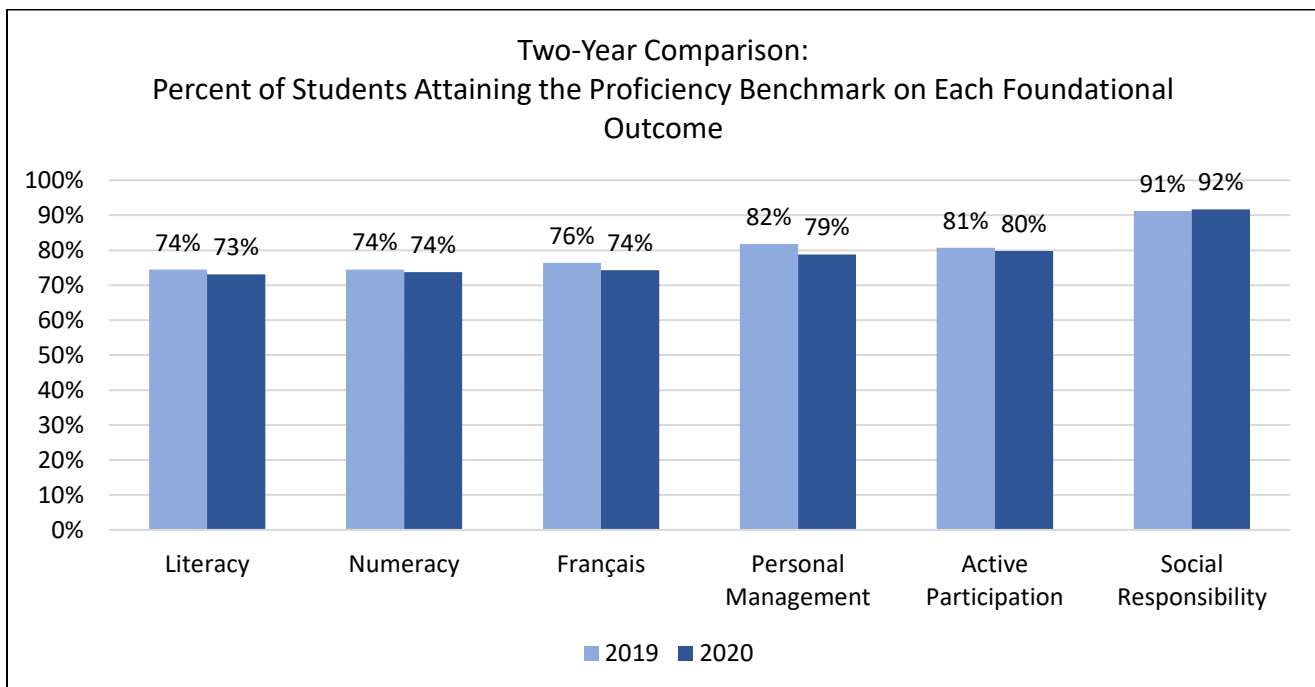
Finally, decision-makers need the ability to pull meaningful information from the data quickly and efficiently. We focused our **data usability** efforts on aggregating data in a meaningful way, creating easy to interpret summaries and visualizations, and increasing the speed of data report delivery. Over the course of the 2019/2020 school year, we reached the following data usability targets:

- Created division-wide and school-specific interactive data reports using Microsoft Power BI, including:
  - Early Years and Middle Years Provincial Assessment Results (5 years of data)
  - K-8 Report Card Results (5 years of data)
  - Foundational Outcome Results (2 years of data)
  - EDI Results (8 testing years)
- Provided training to school leaders in accessing and interpreting their Power BI reports.
- Provided classroom teachers with Recovery Learning Reports which combined in one place the relevant data to help teachers plan for recovery learning in the upcoming school year.

The following section highlights student achievement results pertinent to the ultimate outcomes of the Brandon School Division Continuous Improvement Plan.

### Foundational Outcome Results

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's)*), 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. In June 2019, we gathered FO data for the first time across the division. This year, we also gathered year-end proficiency levels on each divisional FO for all kindergarten through grade 9 students.



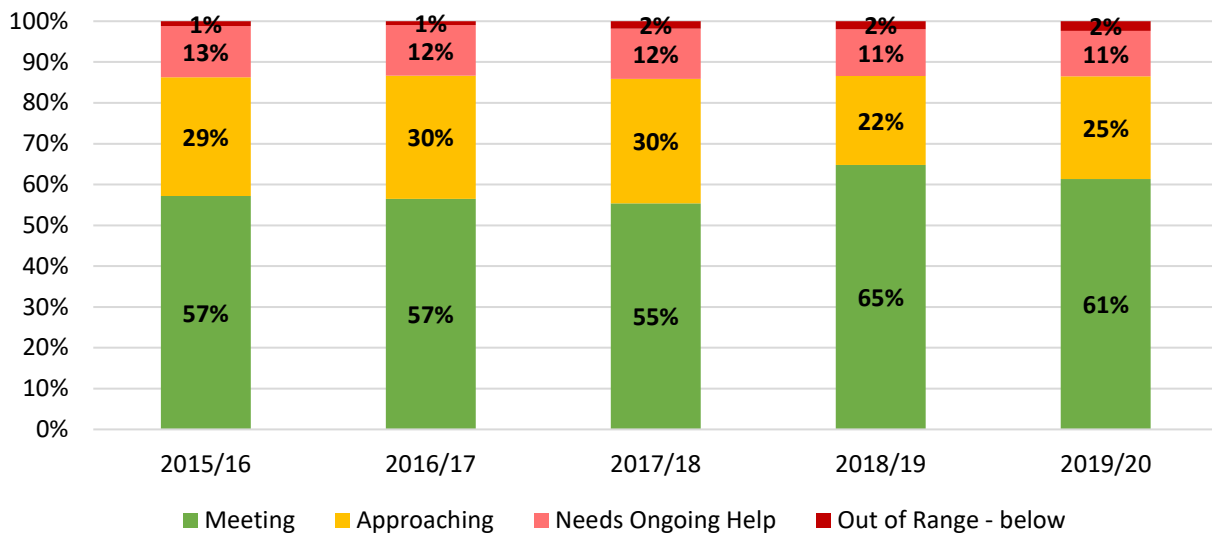
There were small decreases from 2019 to 2020 in the percentage of students attaining proficiency on these foundational outcomes. Although much concentrated effort was placed on targeted instruction and intervention around these outcomes, interruption to in-class learning may have impacted the full realization of these efforts.

### Provincial Assessment Results

Provincial assessment results allow the division to track changes in the degree to which our students are meeting key literacy and numeracy competencies. Positive change is the result of 1) increases in the percentage of students 'meeting' the grade-level expectations and/or 2) decreases in the percentage of students at the lowest levels of proficiency.\* The following provincial assessment results are calculated as the percentage of each proficiency level obtained across all sub-competencies in a given assessment.

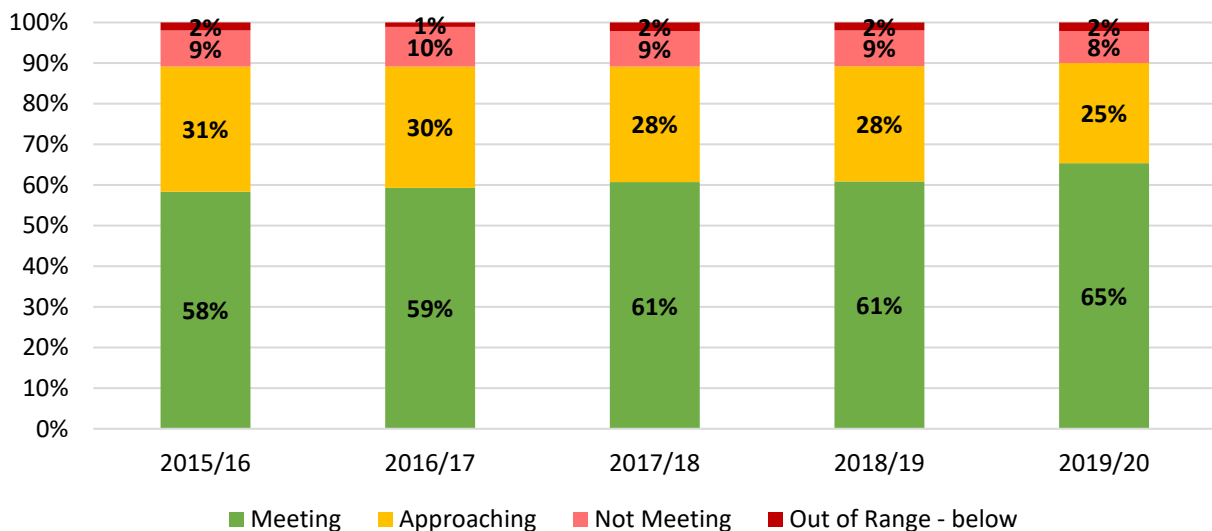
*\*Note that division-to-province comparisons on provincial assessment results are unavailable for the 2019/2020 school year.*

Grade 3 Provincial Reading Assessment:  
Proficiency Level Distribution by Year



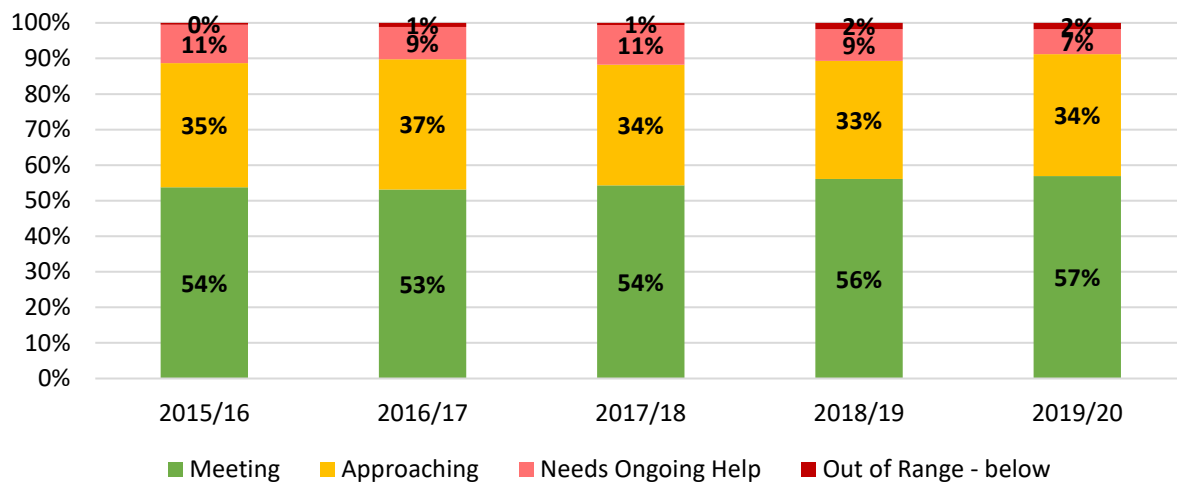
While 2018/19 saw a drastic increase in the percentage of students meeting grade 3 reading competencies, we saw a small drop in the percentage of students meeting these expectations in 2019/20, with an increase in the 'Approaching' category.

Grade 8 Provincial Reading Assessment:  
Proficiency Level Distribution by Year



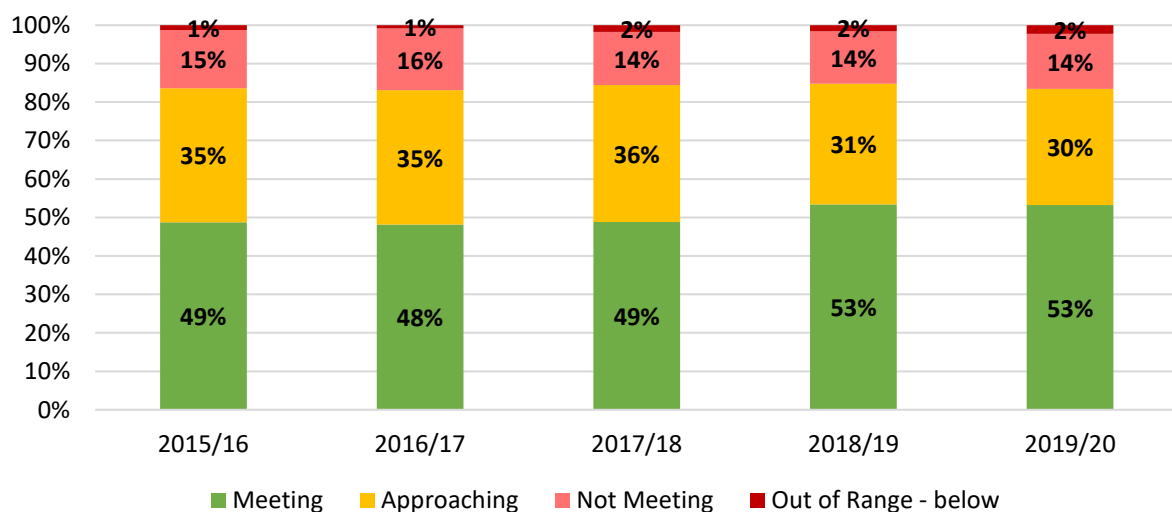
While the percentage of students 'Not Meeting' or being 'Out of Range' has remained consistent, we have seen a steady increase in the percentage of students meeting grade 8 reading competencies over the last 5 years.

Grade 3 Provincial Numeracy Assessment:  
Proficiency Level Distribution by Year



There has been a steady increase in the last 5 years in the percentage of students who are meeting grade level expectations in early grade 3 numeracy skills. There has also been a steady decrease in the percentage of students attaining a “Needs Ongoing Help” or “Out of Range” over the last 5 years.

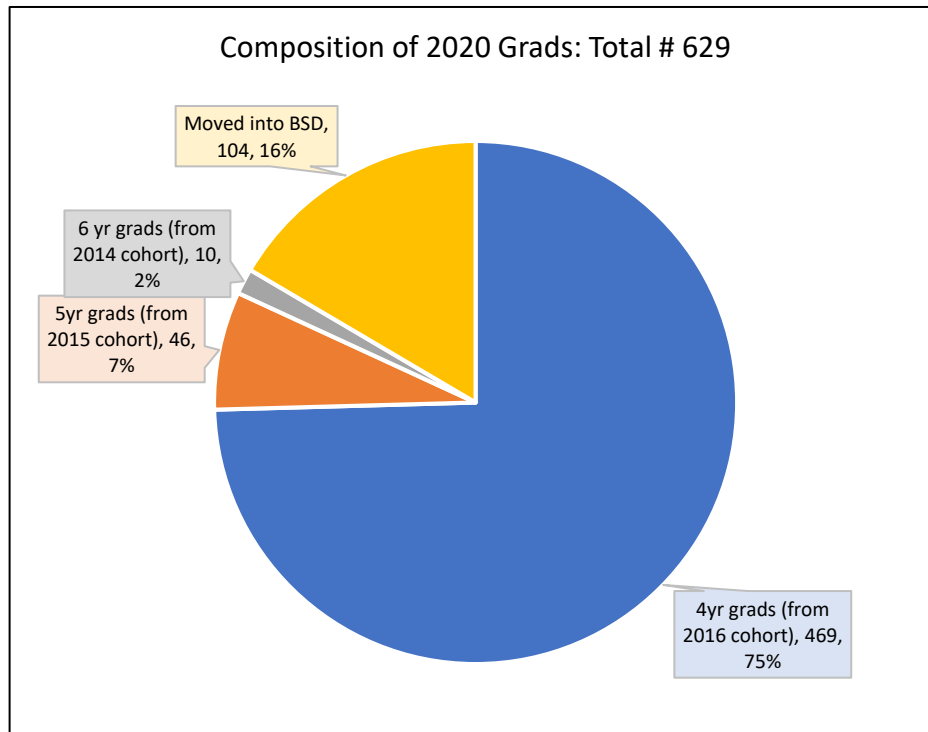
Grade 7 Provincial Numeracy Assessment:  
Proficiency Level Distribution by Year



On the grade 7 numeracy assessment, we have seen an increase in the percentage of students meeting expectations over the last 2 years compared with the previous 3 years. However, we have not seen a significant change in the percentage of students who are not meeting expectations on these skills.

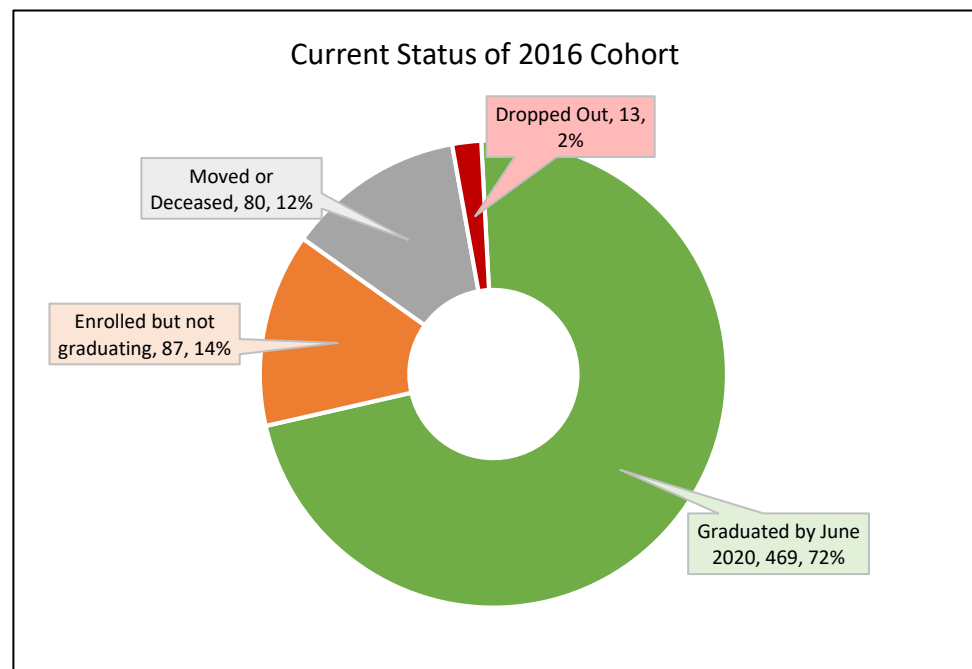
## Graduation Rates

For the second consecutive year, Brandon School Division gathered and analyzed 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.



In the 2019/2020 school year, 629 students graduated from Brandon School Division. Of those students, 84% started their grade 9 year in this division, while a full 104 graduates (or 16%) were students who moved into BSD sometime during high school. This pie chart also depicts the breakdown of 4-year, 5-year and 6-year graduates for those who attended BSD throughout high school.

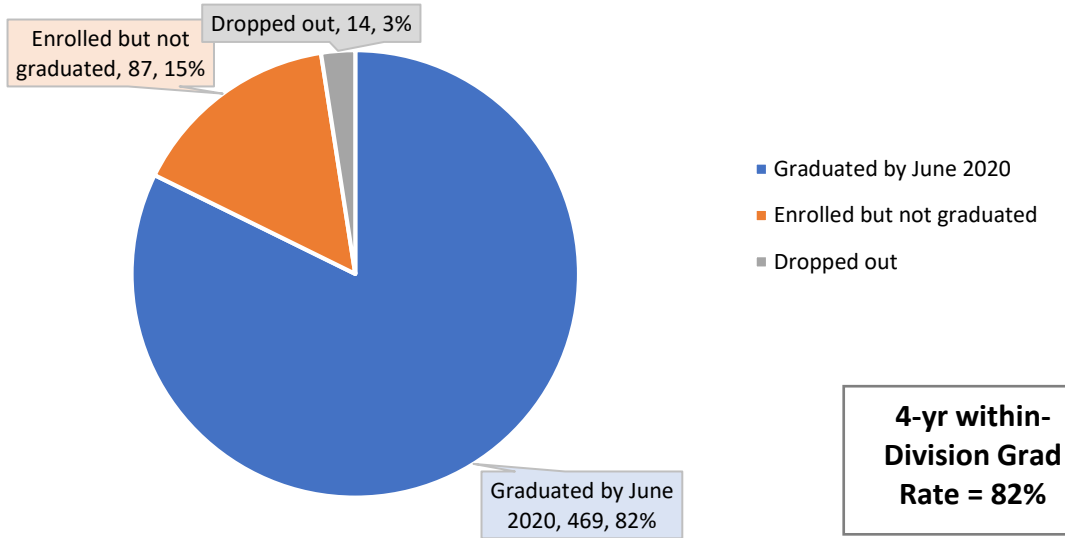
On-time graduates are those who graduate within four years of starting grade 9. The 2016 BSD grade 9 cohort consisted of 650 students, 72% of whom graduated on time within this division. Importantly, 80 (or 12%) have left BSD. Of that original 2016 cohort, 14% continue to be enrolled in BSD but have not yet graduated, and 2% have dropped out.



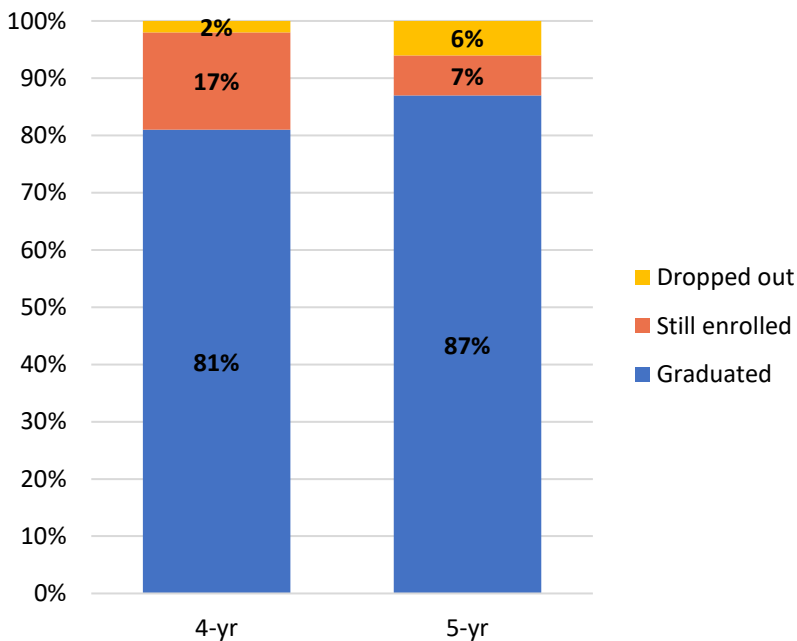


The four-year within-division graduation rate is calculated on students who started, and have stayed, in BSD for the length of their high school career. This method of calculating grad rates therefore accounts for attrition but does not include the graduation results for students who have left BSD, nor for students who have moved in. This year's 4-year within-division graduation rate is 82%. Last year's rate was 81%.

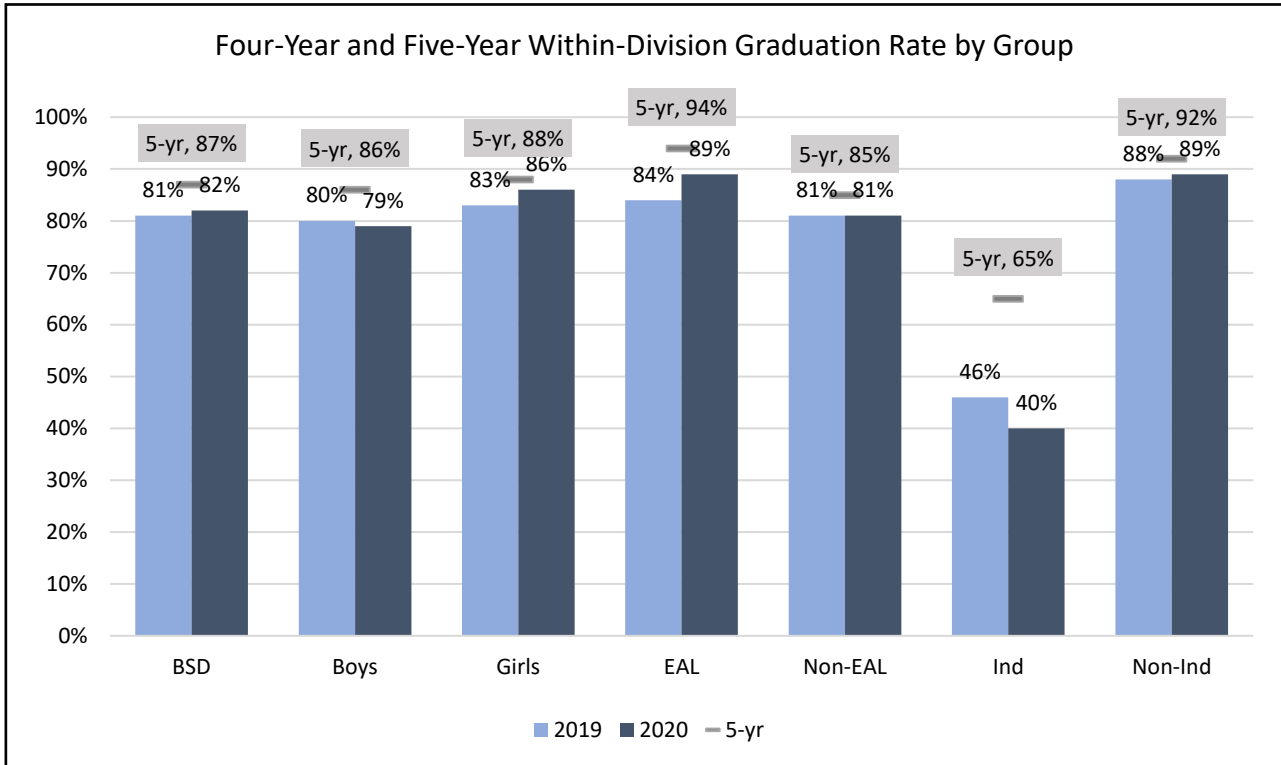
### 4-Year Within-Division Graduation Results (2016 Cohort)



### 2015 Cohort: 4-yr and 5-yr Graduation Rates



For the first time, using our new method of calculating graduation rates, we can report the 5-year within-division graduation rate. This rate is 87%, meaning that 87% of the students who started in grade 9 with us in 2015 have graduated within 5 years. In other words, it took 6% of the 2015 cohort one extra year to finish high school.



This graph depicts the 4-year within-division graduation rates for various learner groups. For example, note that girls are slightly more likely to graduate within 4 years than boys. However, the most obvious difference is that the grad rate of Indigenous students is less than half of that for non-Indigenous students (40% compared with 89%). It is notable that when we look at the 5-year graduation rate for Indigenous students, it jumps to 65%, which represents the largest gain in that one year of any group.



# CONCLUSION

The commitment behind the Brandon School Division's Continuous Improvement Plan is for all students to attain high levels of achievement in foundational literacy and numeracy skills. In 2018/2019 more Brandon School Division students were meeting grade-level expectations on all sub-competencies in Grade 3 reading in English, Grade 4 reading in French, as well as Grade 3 and 7 numeracy.

In this time period we saw a steady increase in the proportion of Indigenous students meeting these Grade 3 reading competencies. There was a jump of 17.6% more Indigenous students, bringing them at par with the average performance across the province.

Positive trends were seen as well on the Provincial Grade 3 Numeracy Assessment. Statistics rose from 19% to 27% over two years for our Indigenous students, and in one year, 13.5% more English as an Additional Language students met expectations on all sub-competencies.

A similar story unfolded on the provincial Grade 7 Numeracy Assessment in the last couple of years. Brandon School Division statistics were 10% higher than across the province, and 10% more than the year before. Across the Division, and for Indigenous and English as an Additional Language learners, the 2018/2019 percentages of students meeting all sub-competencies were the highest we have seen in more than 10 years.

Graduation rates have also been a significant area for celebration. There has been a steady increase in graduation rates for Indigenous students in our Division as 12% more students graduated between 2014 and 2018. The graduation rate for male students was also higher than it has been for at least six years.

The achievement results from 2019/2020 have to be considered in light of the pandemic that hit the province in March. The impact of COVID-19 on our students and staff was immediate; a disruption occurred to the normal way of delivering and receiving education. While the long-term impact of the pandemic is yet to be understood, continued dedication to our Continuous Improvement Plan is essential to continue building on the gains we have achieved over the past few years.

**BRANDON SCHOOL DIVISION**  
**PER:**

**Dr. Marc D. Casavant**  
**Superintendent/CEO**

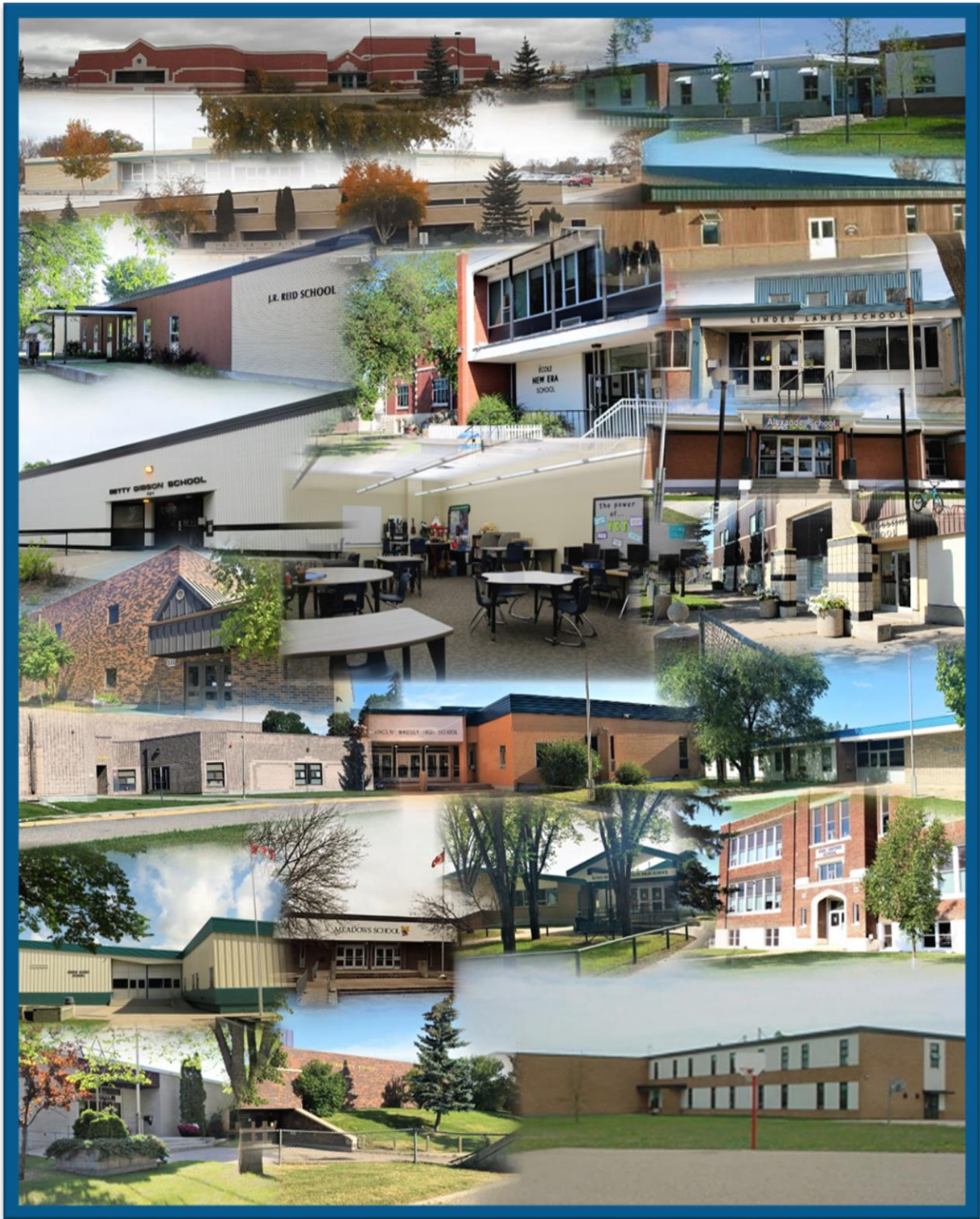
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· All photos in this report that contain Brandon School Division Staff and Students were taken before the COVID-19 Pandemic ·





## *Accepting the Challenge*

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