THREE YEAR EDUCATION PLAN 2020-2023

ANNUAL EDUCATION RESULTS REPORT 2019-2020

Fort McMurray Public School Division
Submitted to Alberta Education
November 30, 2020

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MESSAGE FROM THE BOARD CHAIR

As we reflect on the 2019-2020 school year, we are pleased with how much was achieved. This Annual Education Results Report tells many of the successes of the entire school year, including the months where learning as we knew it underwent an abrupt, massive change. There were challenges along the way, but we never lost sight of "Doing What's Best for Kids".

The Board was pleased to welcome Jennifer Turner as Superintendent of Fort McMurray Public Schools on March 1, 2020. Superintendent Turner was faced with some extraordinary circumstances, a global pandemic and an historic flood, immediately upon her arrival. Her credentials, knowledge, previous leadership experience, and work ethic have been both commendable and invaluable as she guided FMPSD to a very strong completion of both the academic and the calendar year 2019-2020. We are confident in Superintendent Turner's ability to lead the division for continuous improvement as we go forward.

There were several IMR project highlights which must be mentioned as we review the year. We were able to significantly renovate Beacon Hill offices to have the same functionality as our modern facilities while allowing the ability to efficiently manage school traffic flow. This school also received all new HVAC air handling units and new electrical high efficiency LED lighting upgrades. The Board is very pleased to have received the support from the Government of Alberta for these projects to be approved and completed.

As a result of the arrival of COVID-19 and the cancellation of in-person classes in March of 2020 provincial exams were cancelled. Many of the historical end of year assessment processes were not possible to conduct. As a result, we look to historical trends to inform our reflection and planning. Of the sixteen accountability pillars or categories, we have results for twelve of these areas. Fort McMurray Public Schools performed above provincial results in nine of twelve categories. Our division reported improvement in ten of the twelve categories. We took particular note of Fort McMurray Composite High School which demonstrated significant improvement in three areas: high school completion, diploma participation rate and school improvement. Of note, our First Nations, Métis, and Inuit reporting demonstrates an improvement in both high school completion (up 8.3%) and diploma exam participation rate (up 5.5%) both of which are above the provincial level. As a result of these areas of improvement, our graph had fewer areas marked in red.
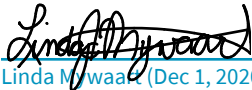
Our community is now facing, not only the lingering effects of the wildfire and the economic downturn, but also a global pandemic and a catastrophic flood. We see many needs increasing as a result of these events. The Board is grateful that the social profit organizations have come alongside our division to continue providing and enhancing critical mental health services and

supports for students, staff and families. Additionally we have community and business support in numerous ways for academics, athletics, arts and so many more opportunities for students. Partnering with the Fort McMurray Catholic School Division proved to be increasingly important on common annual matters such as transportation and calendar, and then on critical matters of collaboration to lead and support students, staff and families during the unprecedented events of the spring.

Circumstances, meeting formats, and both teaching and learning were altered in the latter part of the school year, but working together for student success remained constant throughout. We are very proud of our students, staff and families for another outstanding school year.

The Board is confident that the 2020-2021 will also see many exciting opportunities and achievements for students in our division. Although we anticipate more change in the upcoming year, we remain committed to our mission. "The Fort McMurray Public School Division is a learning community dedicated to educating all students for personal excellence."

Sincerely

Linda Mywaart (Dec 1, 2020 09:04 MST)

Linda Mywaart
Board Chair

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2019/2020 school year and the Three-Year Education Plan commencing September 1, 2020 for the Fort McMurray School Division were prepared under the direction of the Board in accordance with its responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2019/2020 school year and the Three-Year Education Plan for 2020-2023 on November 25, 2020.

Linda Mywaart
Board Chair

This combined Annual Education Results Report and the Three-Year Education Plan can be viewed at: http://fmpsdschools.ca/annualreports.php

Paper copies are available by contacting:

Fort McMurray School Division
231 Hardin Street
Fort McMurray, AB T9H 2G2
Phone: (780) 799-7900

FOUNDATION STATEMENTS

Our Vision

Inspire and engage students for life-long learning.

Our Mission

Fort McMurray School Division is a learning community dedicated to educating all students for personal excellence.

Our Beliefs

1. We believe in achieving high standards for all students.

2. We believe parents are partners in student learning.

3. We believe in safe and caring educational environments.

4. We believe in developing responsible and productive citizens.

5. We believe in the development of lifelong learners.

6. We believe in inclusive education.

7. We believe in being accountable for results for student achievement.

8. We believe in the professional competencies of our staff.

A PROFILE OF THE SCHOOL AUTHORITY

Fort McMurray Public School Division serves the urban community of Fort McMurray, located in the Regional Municipality of Wood Buffalo. The surrounding region holds one of the world's largest oil reserves. The Fort McMurray Public School Division is committed to serving the needs of students and the community, working in partnership with the Government of Alberta, Regional Municipality of Wood Buffalo, industry and community agencies that serve the region.

The Division serves 6338 students within 16 schools: 12 elementary, 3 junior/senior high schools and one outreach secondary school. A variety of programs are offered to respond to community interest and needs, including Islamic and Christian faith programming, athletics, fine arts, STEAM, and opportunities for work experience and transitions to the workforce through the Registered Apprenticeship Program (RAP).

The Division offers a variety of programs for students and is responsive to the needs and interests of the community. A strong ECDP to grade 12 French Immersion program, PEAK Athletics programs offered in a variety of sports; Reggio-inspired program for early learners; Tech-Trades Academies to develop skills in coding, robotics and multimedia; Fine Arts programs in drama, dance, visual arts; and a Confucius Classroom are just some of the programs offered at Division schools.

In recent years there have been additional facilities and upgrades to schools within the Division. Two new elementary schools Christina Gordon School and Dave McNeilly School opened in 2017, as well as the completed expansion to École McTavish High School and modernization of Fort McMurray Composite School in 2019. Fort McMurray Public schools provide modern facilities for students to learn and practice 21st-century skills.

The community of Fort McMurray has endured many challenges over recent years. Recovery from the Horse River Wildfire continues as the extent of the devastation has had long-lasting effects on the financial and mental health of those most affected. The economic downturn in Alberta has hit the region hard, and a growing number of families are facing financial hardships. A spring flood in early May 2020 severely damaged many homes and businesses in the downtown core, including substantial damage to Fort McMurray Composite High School. Recovery and rebuilding are still in the early stages, with families displaced from homes and

jobs. This is all in addition to coping with the challenges of the worldwide COVID-19 pandemic that is affecting all schools in the province and country.

Despite the challenges, teachers and support staff in the schools and Division maintain the work of supporting students academically, physically and emotionally as the process of recovery continues. We work to ensure that students have the knowledge, skills and competencies they require as 21st-century learners and their future needs in the workforce. We continue to ensure that our teaching staff have the resources and supports to differentiate planning, instruction and assessment to meet the needs of all students in diverse and inclusive learning environments.

TRENDS AND ISSUES

Teaching Quality Standard

Standard 1: Fostering Effective Relationships

- Focus on engaging parents and continuous improvement of public schools.
- Develop new approaches and opportunities to strengthen school, parent and community relationships and create opportunities to meaningfully engage our families and community to garner support for public education.

Standard 2: Engaging in Career-Long Learning

- Collaborate in system-wide grade level teams and school-based instructional teams to enhance teachers' skills for educating a diverse student body and holding high expectations for student achievement.
- Ensure professional learning communities provide regular opportunities for exchange of teacher expertise to increase student achievement.
- Challenge all staff to be more innovative, creative, and skilled in leveraging technology as a resource to support learning.
- Support collaborative practices based on wrap-around principles.

Standard 3: Demonstrating a Professional Body of Knowledge

- Potential future curriculum redesign will require teachers to be responsive to the changes ahead, requiring teachers to adapt how they plan, teach, and assess students.
- Continue to implement Early Learning Literacy and Numeracy Frameworks to better support our growing numbers within early learning.
- Implement the Teaching Strategies® Creative Curriculum for Kindergarten and Creative Curriculum for Pre-School to support early learners in the Division.
- Use technology to enhance student achievement and engagement, and to prepare students to participate in a knowledge-based and technologically-advanced society.

Teaching Quality Standard continued

Standard 4: Establishing Inclusive Learning Environments

- Create inclusive positive learning environments and a sense of belonging for all students by providing flexible learning options for students.
- Meet the educational needs of English Language Learners.
- Implement of Collaborative Response Model (CRM) and Pyramid of Interventions as a structure and process to respond to student needs.
- Continue to implement Welcoming, Caring, Respectful, Safe and Inclusive programming to meet our increasing numbers of students with diverse needs.
- Provide additional physical, emotional, mental health and instructional support and services to enable all students to have an equal opportunity for learning success.
- Integrate learning supports into school improvement efforts to effectively reduce barriers to learning and increase the participation of all students in the learning process.

Standard 5: Applying Foundational Knowledge about First Nations, Métis and Inuit

- Address and support the learning and cultural needs of students who are First Nations, Métis or Inuit that may contribute to increased achievement results and rate of positive self-identification.

Standard 6: Adhering to Legal Frameworks and Policies

- Communicate high expectations for all students, inclusive to all.

Leadership Quality Standard

Standard 1: Fostering Effective Relationships

- Focus on engaging parents and continuous improvement of public schools.
- Build new relationships with community partners to assist with responding to our challenging economic times.
- Develop a deep, comprehensive understanding of our student demographic, cultures, languages, diverse learning needs.

Standard 2: Modelling Commitment to Professional Learning

- Support collaborative practices based on wrap-around principles.

Standard 3: Embodying Visionary Leadership

- Establish Collaborative Response Models at the school level to address the needs of all students.
- Facilitate schools utilizing sound assessment practices, including differentiation to meet the needs of all students.

Standard 4: Leading a Learning Community

- Division-wide focuses on continuous improvement, with specific emphasis on improving skills in numeracy and literacy.
- Continue to implement Early Learning Literacy and Numeracy Frameworks to better support early learning.
- Implement the Teaching Strategies® *Creative Curriculum for Kindergarten* and *Creative Curriculum for Pre-School* to support early learners in the Division.
- Provide physical, emotional, mental health and instructional support and services to address assessed needs and to enable all students to have an equal opportunity for learning success.
- Integrate learning supports into school improvement efforts to effectively reduce barriers to learning and increase the participation of all students in the learning process.
- Support teachers in the implementation of the professional practice standards at the teacher, leader, and superintendent level.

Leadership Quality Standard continued

Standard 5: Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit

- Support the cultural needs of Indigenous students.
- Develop relationships with Indigenous community groups, Elders and Knowledge Keepers.
- Ensure staff understand the First Nation, Métis and Inuit knowledge they are to share with their students.
- Establish an Elders Advisory Council to provide local knowledge and better meet the needs of our indigenous youth and community.

Standard 6: Providing Instructional Leadership

- Design relevant learning experiences for our diverse population through the implementation of universal benchmarking and the Collaborative Response Model (CRM).
- Ensure student assessment and evaluation practices are fair, appropriate, and evidence-informed.
- Interpret a wide range of data to inform school practice and enable success for all students.
- Facilitate a variety of technologies to support learning for all students.

Standard 7: Developing Leadership Capacity

- Respond to the ongoing changes in school-based leadership through programs that develop leadership capacity.
- Continue to provide opportunities for teachers to lead during weekly grade group collaborative time and Professional Learning Fridays.
- Continue to build capacity through leadership development opportunities to address inevitable leadership turnover.

Standard 8: Managing School Operations and Resources

- Facilitate access to appropriate technology and digital learning environments
- Alignment of procedures, practices and resources with school and school authority vision, goals and priorities.

Standard 9: Understanding and Responding to the Larger Societal Context

- Engaging local partners to understand the local context (First Nations, Métis, Inuit, Black Lives Matter, Pride, cultural and linguistic diversity).
- Represent the needs of students at the community, school authority, and provincial level.

Superintendent Leadership Quality Standard

Standard 1: Building Effective Relationships

- Employ team-building strategies and use a solution-focused process to resolve challenges presented by COVID, flood, and class cancellation.
- Collaborate with community and provincial agencies to address the needs of students and their families.

Standard 2: Modeling Commitment to Professional Learning

- Communicate a philosophy of education that is student-centred.
- Actively seek out feedback and information from a variety of sources (Google Form, Thought Exchange, collaborative sharing sessions, individual and small group focus discussions).
- Seek and critically review educational research and apply it to decisions and practices as appropriate.

Standard 3: Visionary Leadership

- Continue to implement Early Learning Literacy and Numeracy Frameworks to better support our growing numbers within early learning.
- Implement the Teaching Strategies® *Creative Curriculum for Kindergarten* and *Creative Curriculum for Pre-School* to support early learners in the Division.
- Division-wide focus on increasing achievement. Emphasis on improving skills in numeracy and literacy.
- Continue to strive for consistent, high academic achievement results in all schools.
- Promote in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives: High-quality learning, excellence in student outcomes, First Nations, Métis, Inuit success, to be a highly responsible and responsive system to our local context.

Standard 4: Leading Learning

- Provide learning opportunities, based on research principles of effective teaching, learning and leadership to support building capacity of all members of the school community, such as:
- Integrate learning supports into school improvement efforts to effectively reduce barriers to learning and increase the participation of all students in the learning process.
- Address learning gaps by supporting student mental health, a consequence of post-wildfire, the economic downturn, flood and COVID-19 pandemic.

Superintendent Leadership Quality Standard continued

Standard 5: Ensuring First Nations, Métis and Inuit Education for All Students

- Support cultural needs of Indigenous students.
- Develop relationships with Indigenous community groups, Elders and Knowledge Keepers
- Engage and collaborate with local First Nations and Métis leaders, organizations and communities to optimize learning success.
- Understand historical, social, economic and political implications of: treaties with First Nations; legislation and agreements with Métis; and residential schools.

Standard 6: School Authority Operations and Resources

- Support the transition of new students into our schools and community, many who come with complex issues.
- Pyramid of interventions have been developed within our Division to continue to support the mental health needs of our students. Including: A Division Mental Health Coordinator supports four full time mental health therapists who provide therapy within schools for students who display severe needs; and school counselors and Mental Health Therapists (high schools) are in place at each school to support the students who need more targeted or universal programming.
- Implement new funding formula while providing strong fiscal and resource management to meet needs of students in accordance to all statutory, regulatory and school authority regulations.
- Ensure effective alignment of school authority's human resources to achieve the school authority education plan.

Standard 7: Supporting Effective Governance

- Communicate high expectations for all students, inclusive to all.
- Division-wide plan to support the new Safe and Caring Schools mandate. This mandate is communicated and implemented as per Fort McMurray Public School Division *Administrative Procedure 350 - Students Rights and Responsibilities, Appendix A, Code of Conduct, Board Policy 19, Sexual Orientation and Gender Identity, and Board Policy 20, Student Conduct/Welcoming, Caring, Respectful and Safe Schools.*
- New members of the Senior Leadership Team focus on establishing and supporting effective working relationships with the Board based on mutual trust, respect and integrity.
- Ensure all students and staff are provided with a welcoming, caring, respectful and safe environment.

SUMMARY OF ACCOMPLISHMENTS

- Three FMPSD students were named to the Education Minister's Youth Advisory Council.
- First Nations, Metis, Inuit Student Advisory Council was the recipient of the 2020 Heart of Wood Buffalo Indigenous Advocate Award.
- Students and staff of the Fort McMurray Public School Division were winners of the Arts Council of Wood Buffalo Excellence in Arts Education awards.
- Thirteen Fort McMurray Public Schools students awarded as Wood Buffalo Top 20 Under 20, for their contributions to the community.
- Gift of two teepees, ceremony and traditional teaching of the teepee poles and construction. Looking forward to these teepees being a central part of teaching, learning, and cultural awareness for all students and staff with Fort McMurray Public School Division.
- Westwood High School will be hosting the Canadian pilot of the Amazon Future Engineer Program.

Fort McMurray Public Schools

2019-2020 ANNUAL EDUCATION RESULTS SUMMARY

Fort McMurray School Division is a learning community dedicated to educating all students for personal excellence.

OUR SCHOOLS, STUDENTS, STAFF & PARENTS

16 SCHOOLS
12 Elementary Schools
3 High Schools
1 Outreach School

6352 STUDENTS
17% English Language Learners
14% Early Childhood Learners
8% First Nations, Métis or Inuit
5% Severe Disabilities

708 STAFF MEMBERS
358 ATA Employees
316 CUPE Employees
34 Out of Scope Employees

PARENTS
89% of parents are involved in decisions about their students' education
Parent Engagement included Networks Meetings, School Councils, ASCA, Facebook, Twitter, Board Meetings as well as input on the school growth plans & the Division plan
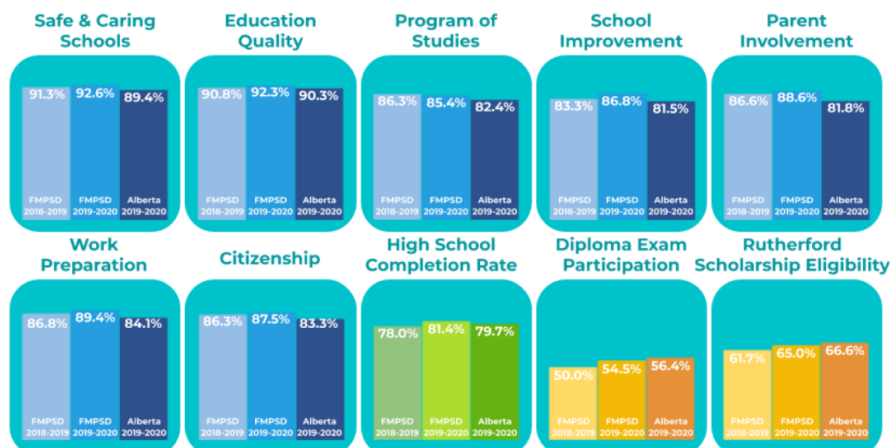
PROGRAM PRIORITIES

- ☑ Student Achievement
- ☑ School Completion
- ☑ Safe and Caring Schools
- ☑ First Nations, Métis, or Inuit student achievement
- ☑ Student work and/or post-secondary studies preparedness

ACCOMPLISHMENTS

92% of students, parents and staff agree that FMPSD provides quality education

89% of parents and staff agree that students are prepared for citizenship and the world of work

93% of students, parents and staff agree that our schools are Safe & Caring

2.6% FMPSD drop-out rate, which is lower than the provincal average.

2019-2020 DISTRICT REPORT CARD

The following are the results of the 2019-2020 Alberta Education Accountability Pillar Survey completed by Fort McMurray School Division Parents, Students and Staff.

Safe & Caring Schools
FMPSD 2018-2019: 91.3%
FMPSD 2019-2020: 92.6%
Alberta 2019-2020: 89.4%

Education Quality
FMPSD 2018-2019: 90.8%
FMPSD 2019-2020: 92.3%
Alberta 2019-2020: 90.3%

Program of Studies
FMPSD 2018-2019: 86.3%
FMPSD 2019-2020: 85.4%
Alberta 2019-2020: 82.4%

School Improvement
FMPSD 2018-2019: 83.3%
FMPSD 2019-2020: 86.8%
Alberta 2019-2020: 81.5%

Parent Involvement
FMPSD 2018-2019: 86.6%
FMPSD 2019-2020: 88.6%
Alberta 2019-2020: 81.8%

Work Preparation
FMPSD 2018-2019: 86.8%
FMPSD 2019-2020: 89.4%
Alberta 2019-2020: 84.1%

Citizenship
FMPSD 2018-2019: 86.3%
FMPSD 2019-2020: 87.5%
Alberta 2019-2020: 83.3%

High School Completion Rate
FMPSD 2018-2019: 78.0%
FMPSD 2019-2020: 81.4%
Alberta 2019-2020: 79.7%

Diploma Exam Participation
FMPSD 2018-2019: 50.0%
FMPSD 2019-2020: 54.5%
Alberta 2019-2020: 56.4%

Rutherford Scholarship Eligibility
FMPSD 2018-2019: 61.7%
FMPSD 2019-2020: 65.0%
Alberta 2019-2020: 66.6%

IMPROVEMENT AREAS

- ⬆ Increase academic achievement at both the elementary and secondary level
- ⬆ Apply instructional and assessment strategies that are engaging, and through which students can demonstrate their learning
- ⬆ Continue building the capacity to support First Nations, Métis and Inuit student achievement and promoting leadership opportunities for Indigenous students

FINANCIAL RESULTS

- Government of Alberta grant revenue makes up 92% of total revenues
- Funding is spent primarily on Salaries and Benefits at 70.6% of total expenses
- FMPSD is using reserves to support deficit budgets
- Over the past 3 years enrollment has increased by 21%. The next 3 years is projected to increase by a cumulative 10.6%.

READ THE COMPLETE AERR/SEP REPORT AND DETAILED FINANCIAL INFORMATION ON OUR WEBSITE AT

https://fmpsdschools.ca/annualreports.php

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COMBINED 2020 ACCOUNTABILITY PILLAR OVERALL SUMMARY

May 2020 *Accountability Pillar Overall Summary*

Measure Category	Measure	Fort McMurray School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	92.6	91.3	90.6	89.4	89.0	89.2	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Program of Studies	85.4	86.3	84.6	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	92.3	90.8	90.0	90.3	90.2	90.1	Very High	Improved Significantly	Excellent
	Drop Out Rate	2.6	0.5	0.8	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	81.4	78.0	73.6	79.7	79.1	78.4	High	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	72.5	72.1	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	16.2	16.1	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	73.3	74.0	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	15.6	16.0	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	54.5	50.0	43.4	56.4	56.3	55.6	Intermediate	Improved Significantly	Good
	Rutherford Scholarship Eligibility Rate	65.0	61.7	57.0	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	51.3	49.6	48.5	60.1	59.0	58.5	Intermediate	Maintained	Acceptable
	Work Preparation	89.4	86.8	85.1	84.1	83.0	82.7	Very High	Improved Significantly	Excellent
	Citizenship	87.5	86.3	85.2	83.3	82.9	83.2	Very High	Improved Significantly	Excellent
Parental Involvement	Parental Involvement	88.6	86.6	84.3	81.8	81.3	81.2	Very High	Improved Significantly	Excellent
Continuous Improvement	School Improvement	86.8	83.3	82.4	81.5	81.0	80.9	Very High	Improved Significantly	Excellent

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

COMBINED 2020 ACCOUNTABILITY PILLAR FIRST NATIONS, MÉTIS AND INUIT SUMMARY

Measure Category	Measure	Fort McMurray School Division (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	2.5	2.6	1.9	5.5	5.4	5.3	Very High	n/a	n/a
	High School Completion Rate (3 yr.)	61.6	53.3	51.9	55.8	56.6	54.5	Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	59.4	64.5 *	n/a	54.0	51.9 *	n/a	n/a	n/a
	PAT: Excellence	n/a	3.8	9.4 *	n/a	7.4	6.5 *	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	65.5	70.0 *	n/a	77.2	76.7 *	n/a	n/a	n/a
	Diploma: Excellence	n/a	8.1	9.9 *	n/a	11.4	10.6 *	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	30.9	25.4	20.5	24.4	24.6	23.6	Low	Improved	Acceptable
	Rutherford Scholarship Eligibility Rate	56.9	44.9	39.1	39.1	37.1	35.7	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr.)	32.5	35.8	35.5	35.0	34.2	33.0	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

* Data for 3 year average PAT and Diploma results are based on 2017-2019 results.

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).

4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.

6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

OUTCOME 1: Alberta's Students are Successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	73.4	70.0	74.0	72.5	n/a	78	n/a	n/a	n/a	78	80	80
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	32.9	14.4	17.6	16.2	n/a	18	n/a	n/a	n/a	18	20	20

Notes:
1.   Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2.   Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

3.   Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).

4.   Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Comment on Results

Due to cancellation of in-class learning and the transition to online beginning March 16, there were no Provincial Achievement Tests written in Alberta in spring 2020. Teachers plan for student needs through analysis of a variety of sources of academic data used in practice such as school-based formative, summative and performance based measures. Additional sources of data include reading benchmarks based on Fountas and Pinnell, writing assessments and Math Intervention/Programming Instrument (MIPI), which provide information on areas of strengths and areas of need of further development or higher level intervention strategies.

Previous academic results reported from 2019 provincial achievement tests were within the intermediate range with an overall acceptable level. Academic achievement and growth in Literacy and Numeracy are a primary focus for Division staff and there is a strong emphasis placed on strategies, resources and professional learning that support student learning.

In the 2019/2020 school year, Fort McMurray School Division began implementing the Collaborative Response Model as a framework for instructional teams to effectively identify and support the specific learning needs of all students based on data. The implementation of this framework, along with research based instructional strategies and resources, is a way to continue to monitor impact on student learning.

Strategies

Responding to Student Needs

- Focus on literacy and numeracy skills at all grade levels.
- Administer literacy and numeracy diagnostic tools to students in grades 1-9 two times per year with strong levels of fidelity.
- Continue to implement effective teaching strategies and continuum of support for all students.
- Scaffold instructional practices to meet learning needs of all students.
- Ensure students requiring assistive technologies have access to equipment.
- Maintain open communication with parents regarding their child's learning needs.
- Continue full day Kindergarten at Dr. K.A. Clark School to support the diverse needs of the students.
- Continue the Reggio-inspired ECDP and Kindergarten programs.
- Provide sheltered classroom for junior high ELL students at Fort McMurray Composite High School.
- Monitor student achievement to identify gaps in learning which may be more pronounced following extended loss of in-class learning time in spring 2020.
- Increased online learning supports for students who must self-isolate or quarantine.
- E-cademy+, a fully online education program available as option for families who either cannot, or choose not, to attend in-class school during the COVID-19 pandemic.

Building Staff Capacity

- Implement a Collaborative Response Model (CRM) to be used with a high degree of fidelity, for teachers to discuss and plan how to assist all students in need of additional support and intervention.
- Support teachers with implementing differentiated literacy and numeracy strategies, interventions and continuum of supports for students with learning needs.
- Provide opportunities for staff to professionally collaborate to support instructional planning and assessing for learning.
- Support teachers with implementing differentiated formative and summative assessment strategies.

Building Staff Capacity continued

- Division Coordinators support teachers to build capacity in literacy, numeracy, technology, and English Language Learner instructional practices and assessment.
- Continue partnerships with Edmonton Regional Learning Consortium and Alberta Assessment Consortium for professional development.
- Education department provides ongoing mentorship and support to teachers new to the profession.
- Support staff with the implementation of Assistive Technologies.
- Create action plans at each school based on information from Alberta Education's Annual Educational Results Report and school data measures, with strategies and processes that are implemented and monitored throughout the year.
- Supports and professional development provided for online teaching and learning.
- Weekly collaborative work sessions for all teachers during the time that in-school classes were cancelled due to COVID-19.

OUTCOME 1: Alberta's Students are Successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	75.5	72.0	76.6	73.3	n/a	80	n/a	n/a	n/a	80	80	80
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	23.0	13.5	18.9	15.6	n/a	18	n/a	n/a	n/a	18	20	20

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Comment on Results

Due to cancellation of in-class learning and the transition to online beginning March 16, there were no Provincial Diploma Exams written in Alberta in spring 2020. Teachers plan for student needs through analysis of a variety of sources of academic data used in practice such as school-based formative, summative and performance based measures.

The Diploma Exam results from 2018/2019 showed a decrease from the previous year in both acceptable standard and standard of excellence. While still within a similar range as results over the five year history. Increasing achievement remains a primary focus for the Division. An emphasis on Literacy and Numeracy continues in secondary schools as these are foundational skills for learning in all subject areas.

In the 2019/2020 school year, Fort McMurray School Division began implementing the Collaborative Response Model as a framework for instructional teams to effectively identify and support the specific learning needs of all students based on data. The implementation of this framework, along with research based instructional strategies and resources, is a way to continue to monitor impact on student learning.

Strategies

Responding to Student Needs

- Develop focused school-based plans that emphasize maintaining and applying foundational skills of literacy and numeracy.
- Provide universal and targeted accommodations for diverse learners are practiced on a regular basis and are aligned with student need.
- Offer academic tutoring and supports to further assist students in their learning.
- Provide an outreach high school program with an inclusive learning environment for students whose needs are best met in a flexible program outside of the traditional high school setting.
- Increased online learning supports for students who must self-isolate or quarantine.
- E-cademy+ fully online education program available as option for families who either cannot, or choose not to attend in-class school during COVID-19 pandemic.

Building Staff Capacity

- Implement a Collaborative Response Model (CRM) to be used with a degree of fidelity for teachers to discuss and plan how to assist the different needs through implementing continuum of supports for students.
- Continue to provide collaborative professional learning time for staff to plan for instruction and assessment for/of learning.
- Support teachers with implementing differentiated formative and summative assessment strategies.
- Continue to partner with the Edmonton Regional Learning Consortium and Alberta Assessment Consortium to provide teachers professional development.
- Build teacher capacity in assessment by integrating assessment resources from Alberta Assessment Consortium (AAC) into monthly staff meetings.
- Provide support for all teachers, with focus on new teachers and teachers in new roles, by the Education Department.
- Support staff with the implementation of Assistive Technologies
- Continue to provide Division PD Days and ATA Institute Days for teacher professional development.
- Supports provided for online teaching and learning
- Weekly collaborative work sessions for all teachers during the time that in-school classes were cancelled due to COVID-19 (March – June, 2020)
- Continue to create school specific action plans based on information from Alberta Education's Annual Educational Results Report and school data measures, with strategies and processes that are implemented and monitored throughout the year.

OUTCOME 1: Alberta's Students are Successful, continued

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	77.0	70.1	72.8	78.0	81.4	80	High	Improved Significantly	Good	80	82	82
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	47.4	17.0	36.8	50.0	54.5	52	Intermediate	Improved Significantly	Good	55	58	58
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.5	0.3	1.6	0.5	2.6	0.3	Very High	n/a	n/a	0.3	0.3	0.3
High school to post-secondary transition rate of students within six years of entering Grade 10.	59.1	48.0	47.7	49.6	51.3	60	Intermediate	Maintained	Acceptable	65	68	68
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	47.9	53.0	56.3	61.7	65.0	60	Intermediate	n/a	n/a	65	68	68

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Comment on Results

Improvements are evident in the results for each of the five measures provided in the chart above when compared to the previous year, with results in four of the categories showing growth over the previous year. The results for High School completion, Students Writing four or more Diploma Exams, and Eligible for Rutherford Scholarship have recovered since their lows in 2016 following the Horse River Wildfire and city evacuation, with most recent data in these measures exceeding pre-fire levels. Growth in each of the results may reflect a rebound in results that had been lower in the years directly following the fire.

The Division offers a variety of learning opportunities to meet the diverse needs and interests of the students, such as Tech-Trades Academies, CTS options, and introduction to careers in the trades through the Registered Apprenticeship Program (RAP). Division high schools offer all levels of core classes offered in Alberta Programs of Study.

Frank Spragins High School provides an outreach program to meet the needs of students who require a flexible high school structure. Student enrollment continues to increase including a large percentage of students enrolling from outside of FMPSD. Frank Spragins High School offers a successful program with increased numbers of graduates over the years. Transition rates from the outreach high school are lower than that of a traditional high school but the flexible, inclusive environment meets the needs of students who may find challenges to succeed in a mainstream high school program.

Strategies

Responding to Student Needs

- Continue academic counseling support in secondary schools to increase number of students writing four or more Diploma exams.
- Develop focused school-based plans that emphasize building foundational skills of literacy and numeracy.
- Offer academic tutoring and supports to further assist students in their learning.
- Maintain summer school program to enhance high school course delivery and achievement.
- Ensure that universal and targeted accommodations for diverse learners are practiced on a regular basis and are aligned with student need.
- Provide academic supports to assist students who are absent from school for extended periods of time due to self-isolation or quarantine.
- Provide counselling supports for those who struggle with trauma and other personal stressors as a consequence of the pandemic.
- Addition of division-based social worker to support student and family need arising from spring 2020 flood.

Building Staff Capacity

- Continue to provide collaborative professional learning time for staff to plan for instruction and assessment for/of learning.
- Increase staff knowledge and skills to implement the Collaborative Response Model to support student learning.
- Continue to partner with the Edmonton Regional Learning Consortium and Alberta Assessment Consortium to provide teachers professional development.
- Build teacher capacity in assessment by integrating assessment resources from Alberta Assessment Consortium (AAC) into monthly staff meetings.
- Provide support for new teachers from the Education Department.
- Continue to provide Division PD Days and ATA Institute Days for teacher professional development.

OUTCOME 1: Alberta's Students are Successful, continued

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.8	84.9	84.5	86.3	87.5	87	Very High	Improved Significantly	Excellent	88	89	90

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Comment on Results

Student citizenship results are excellent and have shown steady improvements over the past five years. The Division has a strong commitment to develop ethical citizens through various programs such as "The Leader in Me", Zones of Regulation, HeartMath, Peak Academies and "WITS" anti-bullying program. All Division schools participate in activities that support the local community such as food drives for the local food bank, supporting charities or volunteering in community events. The Division has a focus on encouraging student leadership, and there have been many examples of student-initiated projects that contribute to supporting the community.

There is a strong emphasis on environmental stewardship within the Fort McMurray School Division, with both teacher-led and student-led initiatives that promote a focus on the community involvement and the environment. The Division is proud of the many local and provincial recognition received for student leadership in environmental stewardship over the past several years, including Emerald Award winners and Westwood High School being named Canada's 2nd Greenest School by the Canada Green Building Council in 2018.

Strategies

Responding to Student Needs

- Implement "WITS" anti-bullying program to students in all elementary schools, in partnership with the RCMP, Fuse Social and local Firefighters. During COVID, theses are being offered virtually.
- Promote comprehensive school health, environmental stewardship and citizenship.
  Support school-based social justice projects that teach students generosity, caring for others, and developing community citizenship.
  Continue to develop student leadership through "The Leader in Me" program, implemented in 10 elementary schools, and student leadership groups in secondary schools.
- Zones of Regulation continue to implement in Division schools to assist students to self-regulate.
- Implement HeartMath in Schools to help students, staff, and families cope with stress and anxiety in a productive manner.
- Peak academy encourages the use of cooperation and collaborative team-building skills.
- Continue recognition of students' achievements (academic, citizenship, fine arts, etc.) by the Board of Trustees during monthly Spotlight on Students portion of the Board meeting.
- Offer a variety of co-curricular and extra-curricular clubs with focus on initiatives that promote active citizenship, community involvement and environmental stewardship.

Building Staff Capacity

- Continue to enhance communication to parents regarding programs and activities.
- Provide opportunities for professional development for elementary school staff on the "7 Habits of Effective People".
- Support staff understanding of environmental issues. Division staff leadership committee, Green Scene, provides information for teacher professional development and student learning opportunities.
- Continue to provide school counselors in every school, to offer a variety of individual, group and classroom programs targeted at building skills in areas of active citizenship - social skills, self-regulatory, relationship building and resilience.

OUTCOME 2: First Nations, Métis, and Inuit Students in Alberta are Successful, continued

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	64.9	64.2	59.4	n/a	70	n/a	n/a	n/a	70	75	80
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	10.6	8.2	3.8	n/a	12	n/a	n/a	n/a	12	15	18
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	79.5	70.2	69.7	65.5	n/a	85	n/a	n/a	n/a	85	85	85
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	10.3	7.9	11.9	8.1	n/a	15	n/a	n/a	n/a	15	15	15

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).

4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.

6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

Comment on Results

Teachers analyze a variety of sources of academic data used in practice, such as school-based formative, summative and performance-based measures. Additional sources of data such as reading benchmarks based on Fountis and Pinnell, writing assessments, and Math Intervention/Programming Instrument (MIPI) provide information on areas of strengths and areas of need of further development or higher-level intervention strategies

Academic results for the First Nations, Métis, and Inuit students in the previous year were considered maintained from the year prior at the acceptable standard, with a decline at the standard of excellence. Academic achievement and growth in Literacy and Numeracy remain a primary focus for Division staff, and there is a strong emphasis placed on strategies, resources and professional learning that support student learning. Attendance, including transient registrations, can be an issue throughout the year and or during Provincial Achievement Test scheduled times.

In the 2019/2020 school year, Fort McMurray School Division started implementing the Collaborative Response Model as a framework for instructional teams to effectively identify and support the specific learning needs of all students based on data. The implementation of this framework, along with research-based instructional strategies and, resources is a way to continue to monitor impact on student learning.

Strategies

Responding to Student Needs

- Invite FNMI parents, elders/knowledge keepers, cultural advisors and local community members into the school in ways such as Guest Speakers, Elders' Breakfast and Luncheons, guests of FNMI Student Advisory group, special guests at school and Division functions.
- Community engagement with local Chief and Council, Métis Association.
- Provide all students with learning experiences that focus on First Nations, Métis and Inuit perspectives and experiences, treaties and the history and legacy of residential schools.
- Support the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of FNMI students.
- Build cultural and community connections and engage students in FNMI cultural learning with the support of a Cultural Navigator.
- Celebrate achievements of FNMI students through the Traditional Celebration of Achievement (TCOA) and nominations to the Regional Aboriginal Recognition Awards (RARA) and the Honouring Spirit Awards.
- Support assigned by Principal to specific school staff to address academic and individual needs.
- Track FNMI student progress and ensuring effective academic interventions are in place.
- Introduce Cree language course in schools.
- Develop land-based learning activities to engage students.
- Indigenous staff hired to support Indigenous studies and student needs in positive identity, positive vision, connection and empowerment.

Building Staff Capacity

- Build the capacity of staff by providing professional learning opportunities to support understanding of historical, social economic and political implications of treaties with First Nations, legislation and agreements negotiated with Métis, and residential schools and their legacy through professional development and accessing local Indigenous resources.
- Indigenous Lead Teacher supports teachers by modelling lessons in the classroom on reconciliation and residential school history.
- Individual Schools will establish a goal and action plan focusing on TQS 5 Standards after Professional Development Day sessions.

OUTCOME 2: First Nations, Métis, and Inuit Students in Alberta are Successful, continued

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	63.8	44.9	57.7	53.3	61.6	65	Low	Maintained	Issue	65	70	75
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	26.2	3.5	15.7	25.4	34.9	28	Low	Improved	Acceptable	35	40	45
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	2.6	0.0	3.0	2.6	2.5	0.3	Very High	n/a	n/a	0	0	0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	38.5	35.3	35.3	35.8	32.5	40	Very Low	Maintained	Concern	40	45	50
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	39.1	32.6	39.8	44.9	56.1	45	Intermediate	n/a	n/a	45	45	50

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Comment on Results

Results for First Nations, Metis, and Inuit High School Completion Rate, Students writing four or More Diploma Exams, and Percentage of Students Eligible for a Rutherford Scholarship have each shown large improvements over the previous year. The Dropout Rate for Self-Identified First Nations, Metis, and Inuit Students remains low compared to the provincial average.

Frank Spragins High School provides an outreach program to meet the needs of students who require a flexible high school structure. Student enrollment continues to increase, including a large percentage of students enrolling from outside the Fort McMurray School Division. Frank Spragins offers a successful program with increased numbers of graduates over the years. The school provides a flexible, inclusive environment that meets the needs of students who might not succeed in a mainstream high school program.

Strategies

Responding to Student Needs

- Focus on increasing the achievement of students who are First Nations, Métis or Inuit.
- Continue to provide a forum for First Nation, Métis and Inuit student voices to be heard and communicate to the Board of Trustees through the First Nation, Métis and Inuit Student Advisory Council. This group, consisting of high school students, meets several times per year to discuss issues relating to ongoing success of First Nation, Métis and Inuit students in school.
- Build cultural and community connections and engage students in FNMI cultural learning with the support of a Cultural Navigator.
- Maintain a gathering space in all high schools where students can receive nutrition, personal and cultural support.
- Connections for out of class academic support.
- Provide an Indigenous teacher as a connection and support for students who are First Nations, Métis or Inuit to complete high school.
- Partnerships with organizations such as CAREERS Next Generation and NAABA (Northern Alberta Aboriginal Business Association) to provide information and opportunities for students after high school.
- Indigenous Mentorship/apprenticeship positions available to students via CAREERS Next Generation
- Celebrate achievements of First Nation, Métis and Inuit students through the Traditional Celebration of Achievement (TCOA) and nominations to the Regional Aboriginal Recognition Awards (RARA), and the Alberta School Board Association's Honouring Spirit Awards, Regional Municipality of Wood Buffalo Citizen Recognition.
- Support from school counselors and school First Nation, Métis and Inuit coordinator to address academic and individual needs.
- Provide opportunities for First Nation, Métis and Inuit high school students to tour post-secondary institutions (Keyano College, University of Alberta).
- Connect students to community and culture through monthly Elders' Breakfasts and Luncheons.

OUTCOME 3: Alberta has Excellent Teachers, School Leaders, and School Authority Leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	81.4	84.1	83.3	86.3	85.4	88	Very High	Improved Significantly	Excellent	90	90	90

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Comment on Result

Continue to provide a forum for First Nation, Métis and Inuit students Results from students, parents, and teachers indicate a high level of satisfaction with the programs of study provided at Fort McMurray School Division. Results continue to be very high and above the provincial average.

Fort McMurray School Division offers a wide range of programming options for students, curricular, co-curricular and extra-curricular. Examples of programs offered include STEAM, athletics, fine arts, languages and career preparation programs.

Professional development opportunities are available to staff to increase capacity and improve instructional practice in many ways. Professional development is supported with professional learning and collaborative days embedded in the Division calendar throughout the school year.

Strategies

Responding to Student Needs

- Continued collaborations with many community agencies to provide a broad program of study, including Learning Through the Arts (LTTA), APPLE Schools, CAREERS Next Generation, Multicultural Association, Nistawoyou Friendship Centre, and the Regional Municipality of Wood Buffalo.
- Implementation of programs to provide students with additional opportunities to learn, including Tech-Trades Academies, PEAK Athletics, Fine Arts programming and CTF/CTS.
- Ensure learning supports continue to be integrated into regular classroom routines and reduce the amount of time individual students are pulled out of classrooms during instructional time.
- Continue dual-credit partnerships with post-secondary institutions that will support further exploration of careers and post-secondary studies (Welding, Non-Destructive Testing, Electrical, Wastewater Management).
- Continue to offer French Immersion programs at École Dickinsfield and École McTavish.
- Continue Division-wide emphasis on promoting healthy schools and healthy environment with a focus on increasing results.
- Continue to increase Division-wide focus on the arts.
- Provide students with programs of choice and greater flexibility to earn high school credits.
- Promote career pathway planning in collaboration with local business such as CAREERS Next Generation and Skills Alberta.
- Promote and encourage students to take part in work experience, job shadowing and volunteer opportunities to give students real-world experiences.

Building Staff Capacity

- Support professional learning and collaborative learning time within the Division calendar, providing opportunities for teachers to collaborate with others to build personal and collective capacities and expertise.
- Support teachers to build and maintain awareness of emerging technologies to enhance knowledge and inform practice.
- Align new Division initiatives and school-based programs to ensure a common focus for staff.

Building Staff Capacity continued

- Support teachers new to the profession through mentorship and building capacity to support students with diverse learning needs.
- Continue to enhance communication to the community regarding programs of study offered at Division schools.
- "Aspiring Leaders Program" provides new or aspiring school leaders with the skills and knowledge to support a broad program of student and extra-curricular programming at the school level. A focus on the new Leadership Quality Standard introduces participants to the roles and responsibilities school leadership.
- Provide resources and support to teachers and administrators in the implementation of the revised Teaching Quality Standard and Leadership Quality Standard.

OUTCOME 4: Alberta's K-12 Education System is Well-Governed and Managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	88.3	90.6	89.9	91.3	92.6	92	Very High	Improved Significantly	Excellent	93	93	93
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.5	89.6	89.6	90.8	92.3	90	Very High	Improved Significantly	Excellent	93	93	93
Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	85.4	84.5	83.9	86.8	89.4	88	Very High	Improved	Excellent	90	90	90
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	74.6	73.2	73.1	75.2	79.0	77	n/a	n/a	n/a	80	82	85
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.2	84.7	81.5	86.6	88.6	90	Very High	Improved	Excellent	90	90	90
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	80.2	82.4	81.6	83.3	86.8	87	Very High	Improved Significantly	Excellent	88	90	90

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Comment on Results

Fort McMurray School Division results for Outcome Four are strong and indicate growth in each measure.

There are many opportunities in place for dialogue and providing feedback to the Division to encourage engagement with stakeholders. These groups include Parent Networks, Student Advisory Committee, First Nations, Métis, Inuit Student Advisory, School Leaders Group, and teacher representatives through the Superintendent Advisory Group of Educators (SAGE).

Comment on Results continued

Providing a safe and caring environment is a priority for the Fort McMurray School Division. There have been increased mental health supports and counselling made available to students following the 2016 wildfire and the economic downturn that has severely affected the community over the past several years.

Fort McMurray School Division has Administrative Procedures in place to maintain a safe and caring learning environment for all students, including *Administrative Procedure 350 - Students Rights and Responsibilities, Appendix A, Code of Conduct, Appendix B, Sexual Orientation and Gender Identity, and Appendix C, Student Conduct/ Welcoming, Caring, Respectful and Safe Schools.*

Strategies

Responding to Student Needs

- Continue to create an environment where students feel welcomed, cared for, respected and safe, under the guidance of established policy and administrative procedures.
- Provide support and resources to teachers to continue to promote and sustain inclusive learning environments where diversity is embraced.
- Continue to respond to individual learner differences with appropriate universal and targeted, and differentiated strategies for success, and incorporate students' personal and cultural strengths into teaching and learning.
- Provide opportunities for student leadership through "The Leader in Me" program or other school-based student leadership opportunities.
- Awareness of and facilitate responses to the emotional and mental health needs of students.
- Continue to implement the "WITS" anti-bullying program currently implemented in all elementary schools in partnership with the RCMP.
- Continue to coordinate Developmental Pediatrician (Dr. Goulden) clinics with Alberta Health and local families.
- Integrate Division's Transdisciplinary Team (i.e., Speech-Language Pathologists, Occupational Therapist and Physical Therapists).
- Continue to provide support and space for school Gay-Straight Alliances/Queer-Straight Alliances (GSAs/QSAs).
- Provide support to lesbian, gay, bisexual, and transgender (LGBT) students with one-to-one therapy, parent support group and building staff capacity through the support of a specialized Psychologist.

Responding to Student Needs continued

- Implement a community of practice for behaviour management for children with special needs.
- Provide opportunities for student voice and feedback through committees such as the Student Advisory Committee, and First Nations, Métis, and Inuit Student Advisory Committee.
- Provide opportunities for parents to provide feedback and discuss education issues through School Councils and Division Networks Committee meetings.
- Continue to seek information from students through the OurSCHOOL Survey tool.

Building Staff Capacity

- Collaborate with community agencies to provide mental health and wellness supports in schools.
- Mental Health Therapists on Division staff available to provide supports; school counsellors are available at every school.
- Continue to provide professional development training in Psychological First Aid (PFA) and Skills for Psychological Recovery (SPR); Cognitive Behavioral Intervention for Trauma in Schools (CBITS); "Journey of Hope," "FRIENDS for Life," and "Who Do You Tell?" programs to promote safe and caring schools.
- Continue to share best practices and evidence-based programs to promote safe, caring, welcoming and inclusive schools ("Tribes Learning Communities," "The Zones of Regulation," "The Leader in Me," character education programs).
- Monitor effectiveness of Sexual Orientation and Gender Identity administrative procedure to support student sexual orientation and gender identity.
- Provide training in Hour Zero School Emergency crisis management protocols.
- Partnership with community organizations such as Some Other Solutions (SOS) to provide mentorship opportunities for students.
- Intervention teams of school-based personnel support development and implementation of instructional and or positive behavior strategies and coordinating support for diverse learners.

Building Staff Capacity continued

- Comprehensive Health model implemented in schools; universal focus on healthy living – fitness, healthy eating, and mental health.
- Ensure school growth plans are aligned to provincial goals and strategies.
- Annual presentations of a school growth plan to the Board of Trustees by school principals and parent council chairs highlighting each school's achievements and strategies for improvement.
- Expand innovative and creative ways to increase parent engagement.

- Promote programs of choice and achievement results with the community.
- Engage community and parents on recommended programming in schools.
- Promote PowerSchool Parent Portal to access grades and attendance.
- Continue to provide support for school council members through Networks Meetings and attendance at the Alberta School Councils' Association Annual Conference.
- Ensure schools are utilizing a variety of tools and approaches to engage their School Council and parent community to provide input into Division and school direction.
- Continue to utilize a variety of tools to communicate Division and school initiatives and activities that support how FMPSD is providing high-quality education, including newsletters, website, social media and community media sources.

FUTURE CHALLENGES

- Changing demographics of the Wood Buffalo region has led to new challenges. The economic downturn over the past several years has brought an increased level of poverty within our community. In October 2020, the *Poverty Reduction Network – Wood Buffalo* reported that over 4000 families in the community earn less than the average cost of living, and 1 in 3 children are experiencing poverty.
- The community is experiencing multi-levels of trauma as many are still recovering from the 2016 wildfire, with the addition of the destruction of the May 2020 floods and COVID-19 pandemic. There has been an increase in mental health issues in families that have added stressors within the schools.

SUMMARY OF FINANCIAL RESULTS

Basic Principles

The board allocates resources equitably to all schools in respect of the learning needs of the students. The basis of allocation is primarily enrollment driven.

Development and Implementation Principles

The Superintendent, with the assistance of the Associate Superintendent of Business and Finance, is responsible for developing recommendations on the basis of allocation and a recommendation to the Board of Trustees. The Superintendent and or designate(s) is to consult with schools, departments, school councils and others.

The basis of allocation provides resources to support all students with an instructional program and learning resources appropriate to their educational needs. Support services such as counselling, intervention, libraries and technology are provided within the available resources. School principals are responsible for developing education plans within budgeted staffing allocation. Division administrators are responsible for developing education plans that address the need for division support services. The education plans serve as planning, operational and control mechanism to ensure accountability for results and resources, and are built into the division budget for board review and approval of school division services programs and resource deployment. All decisions taken are consistent with the division's mission and the priorities set out in the division's Three Year Education Plan and are consistent with prevailing collective agreements, division policy and administrative procedures, and provincial statutes and regulations.

Basis of Allocation

The basis of allocation process establishes the criteria to equitably allocate the instructional funding to schools and to school programs based on differential student needs. Once the level of resources required to address differential student needs is determined and the grant rates are approved by Alberta Education, a basic full-time equivalent staffing ratios and resource allocation per student, per grades can be established. The resources for differentiated categories of student needs are based on the assessments and complexity of each school. The highest needs are addressed first such as One-to-one Educational Assistants, and the balance of funds are used for mild moderate needs.

AUDITED STATEMENT OF OPERATIONS
for the Year Ending August 31, 2020

	Actual 2020
Revenues	
Government of Alberta	88,571,324
Federal Government and other government grants	222,450
Property taxes	-
Fees	1,008,837
Sales of services and products	7,206,805
Investment income	303,573
Donations and other contributions	318,551
Other revenue - Rental of facilities	1,031,427
Total Revenues	**98,662,967**
Expenses	
Instruction - kindergarten	10,987,451
Instruction - grades 1-12	58,682,382
Plant operations & maintenance	19,618,385
Transportation	1,777,063
Board & system administration	2,884,348
External services	-
Total Expenses	**93,949,629**
Annual Surplus (Deficit)	**4,713,338**

REVENUES AFS AUGUST 31, 2020

Government of Alberta, 90%

Other, 10%
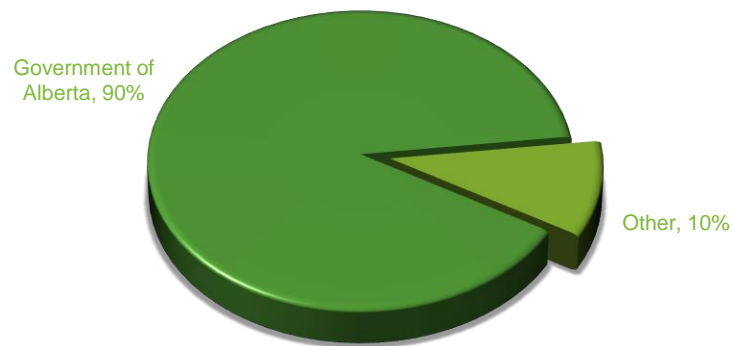
BREAKDOWN OF OTHER REVENUES AFS AUGUST 31, 2020

Investment income, 3%

Other revenue - Rental of facilities, 10%

Federal Government and other government grants, 2%

Donations and other contributions, 3%

Property taxes, 0%

Fees, 10%

Sales of services and products, 72%
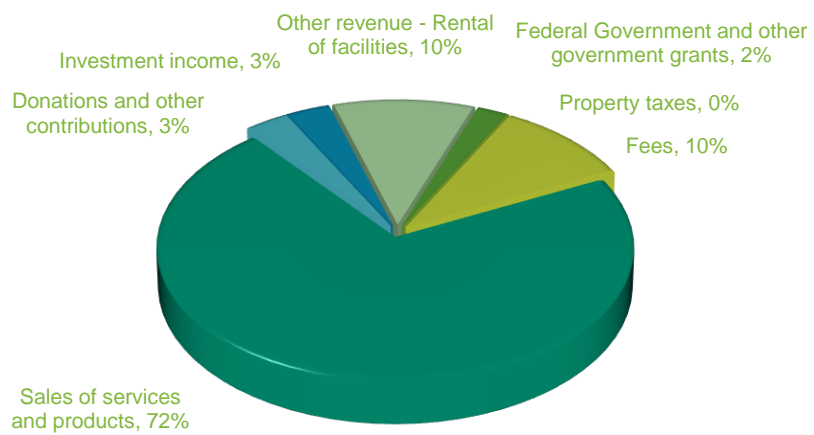
EXPENDITURES AFS AUGUST 31, 2020

Plant operations & maintenance, 21%

Transportation, 2%

Board & system administration, 3%

Instruction - kindergarten, 12%

Instruction - grades 1-12, 62%
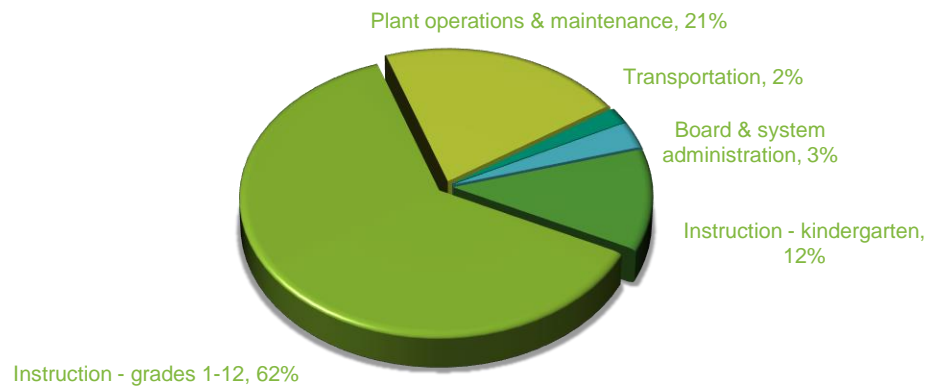
BUDGET SUMMARY

Budget Principles

All staff and school councils have the opportunity for involvement in the budget planning process through their schools, school councils, unions and or leadership committees. The responsibility for expending funds and utilizing staffing full-time equivalencies is delegated to schools and service departments through the budget allocation. School and division services education plans are addressed in the budget. The degree of operational flexibility within the approved budget is clearly defined. The budget serves as a planning, operational and control mechanism for results and resources, as well as the basis for board approval of programs and resource deployment. Surpluses and deficits are monitored and reported. The budget is developed in accordance with generally accepted accounting principles.

Budget Guidelines

Enrollments:

- Approved budgets will be based on projected enrollments.
- Budget will be revised in November based on updated provincial allocation and actual September 30th enrollments.

Changes in Priorities:
- The superintendent must be consulted if adjustments to school priorities are considered during the year.

Surplus/Deficit:
- Schools and departments manage to balanced budget allocations.
- Planning for contingent expenditures should be built into the budget.
- Surpluses and/or deficits will be carries over into the next year's budget as an aggregated amount.
- Surpluses in excess of 3% are to be supported by an explanation for the surplus.
- Deficit recovery plans are required in the event of a deficit.

Reserves:
- Schools may set aside budget reserves in anticipation of future equipment or resource needs that could not normally be acquired within the funding allocations for a single year. The reserve fund must have a specific purpose, clearly described in the school's plan. The superintendent is to be consulted on the establishment and allocation of reserve funds.

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31, 2021

	Approved Budget 2020/2021
Revenues	
Alberta Education	79,648,933
Alberta Infrastructure	9,842,856
Other - Government of Alberta	956,155
Federal Government and First Nations	159,450
Other Alberta school authorities	
Fees	1,675,240
Other sales and services	832,590
Investment income	200,000
Gifts and donations	779,844
Rental of facilities	1,100,000
Fundraising	120,873
Gains on disposal of capital assets	
Other revenue	222,937
Total Revenues	**95,538,878**
Expenses	
Instruction - Pre-Kindergarten	3,569,468
Instruction - Grades K-12	71,635,988
Plant operations & maintenance	19,574,770
Transportation	2,587,469
Administration	3,122,920
External Services	-
Total Expenses	**100,490,615**
Annual Surplus (Deficit)	**(4,951,737)**

BUDGETED STATEMENT REVENUES 2020-2021

Alberta Infrastructure, 10%

Alberta Education, 84%
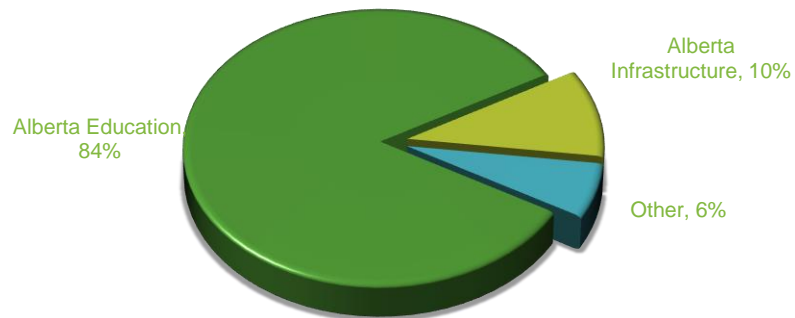
Other, 6%

BUDGETED OTHER REVENUES BREAKDOWN 2020-2021

Fundraising, 2%

Other revenue, 4%

Rental of facilities, 18%

Other - Government of Alberta, 16%

Federal Government and First Nations, 2%

Gifts and donations, 13%

Other Alberta school authorities, 0%

Investment income, 3%

Fees, 28%

Other sales and services, 14%
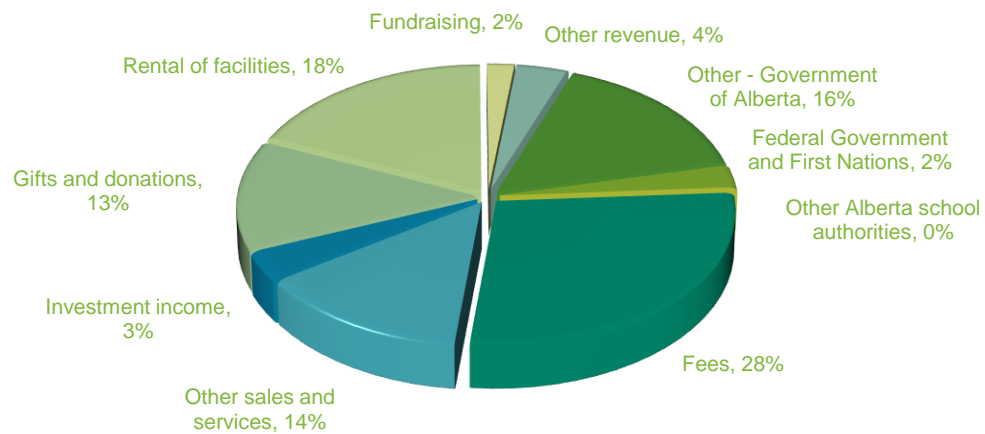
**BUDGETED EXPENSES BY PROGRAM
2020-2021**

Plant operations &
maintenance, 19%

Transportation, 3%

Administration, 3%

Instruction - Pre-
Kindergarten, 4%

Instruction - Grades K-12,
71%
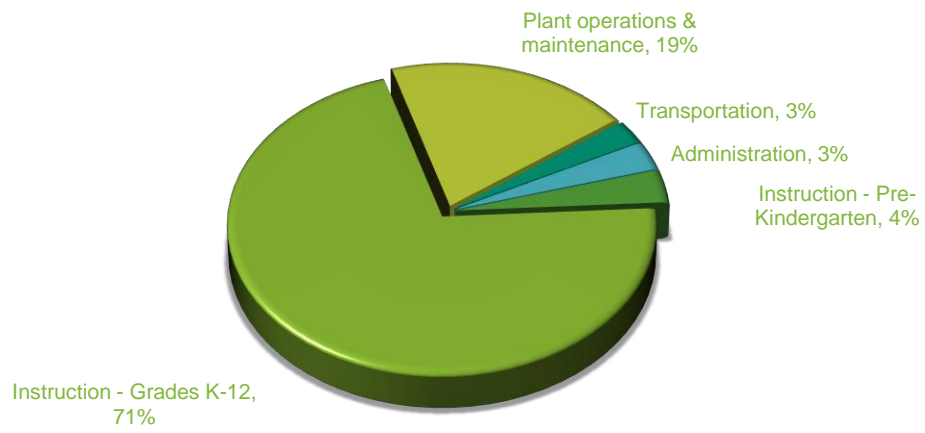
Revenue vs. Expense Timeline

Capital Reserves
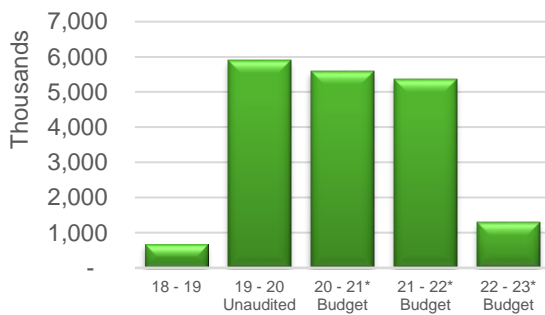
Accumulated Surplus
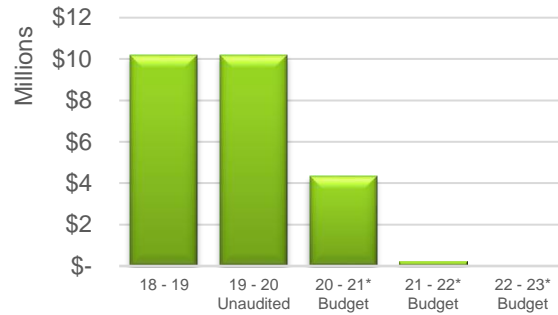
Division Enrollment Trend
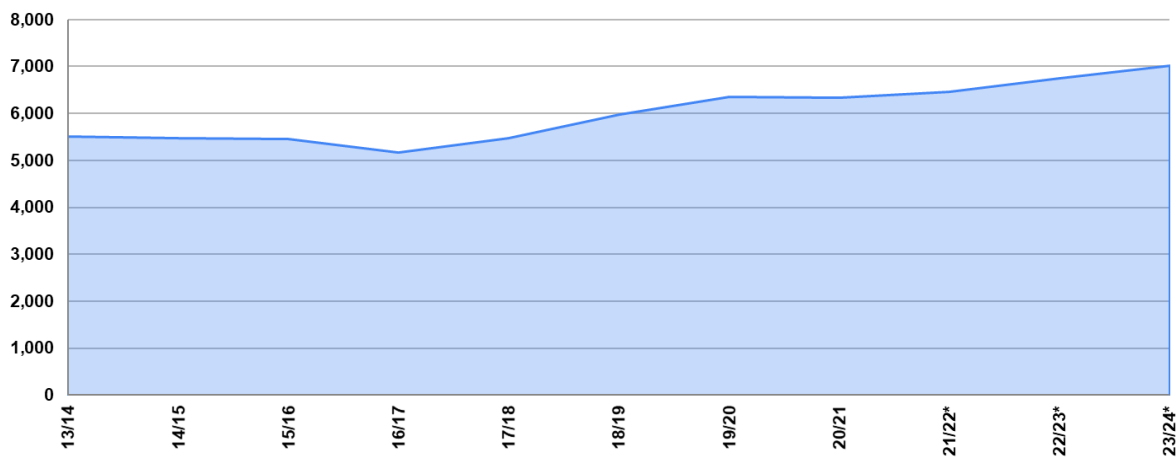
* forecasted

CAPITAL AND FACILITIES PROJECTS

During the 2018-2019 school year, numerous important capital projects were in progress. The Operations and Maintenance Department were heavily involved with the final phases of construction for the high school addition to École McTavish Public High School, the modernization of Fort McMurray Composite High School, and the relocation of modular to Walter and Gladys Hill Public School. Our staff worked in conjunction with Alberta Infrastructure and the contractors to ensure that keys were transferred to the division so school staff could access the building to prepare for the 2019-2020 school year. Despite several delays, school staff were able to access the buildings. We anticipate that Operations and Maintenance staff will be very active at École McTavish Public High School throughout 2019-2020 as they work with school administration and the building contractor to address deficiencies.

In addition, many maintenance and renewal projects were completed during the 2018-2019 school year. Infrastructure Maintenance Renewal Projects completed totaled 2.1 million dollars and covered: window and door replacements, roofing repairs and replacement, asphalt, flooring, heating, ventilation, and air conditioning (HVAC) repair and replacement.

The Division's Capital plan requires new modular relocations and modernizations.

2016 Stats Canada Census shows 8.4% of the urban population in Fort McMurray is ages 0 to 4 years old, which would result in a school population of over 7,000 for Fort McMurray School Division if this trend continues.

Many division facilities are over 30 years old and require modernization. These have been prioritized in the Capital Plan. The 7 year Infrastructure Maintenance Renewal (IMR) Plan totals $23.9 million or $3.4 million per year. This is more than double our IMR grant allocation of $1.5 million annually.

Modular classrooms requested:

1. Addition of 4 modular classrooms to Christina Gordon School to accommodate growth.
2. Replacement of 8 beyond life portables at École Dickinsfield School with 16 modulars in a 2-storey configuration to accommodate growth.
3. Addition of 2 modular classrooms to Frank Spragins High School to accommodate growth.

The top three school modernization projects requested:

1. École Dickinsfield Public School
2. Westwood Community High School
3. Thickwood Heights School

WHISTLEBLOWER PROTECTION

The Board of Trustee believes that our Ethics and Business Conduct requires our trustees, managers, employees and volunteers to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. As a representative of the Division, we must practice honesty and integrity in fulfilling our responsibilities and comply with all applicable laws and regulations. In return all should expect a positive supportive environment where they can seek advice and if necessary disclose wrong doings without fear of reprisal knowing such disclosure will be taken seriously.

Fort McMurray School Division's policy and procedures on Whistleblower protected is posted on the website at http://board.fmpsd.ab.ca/HTMLpolicyNew/procedures/AP403.html.

In the 2019-2020 school year, there were no reports or disclosures received.

SCHOOL GENERATED FUNDS

AUDITED SCHOOL GENERATED FUNDS
for the Year Ending August 31, 2020

	Actual 2020
School generated funds, beginning of year	1,182,662
Gross receipts:	
Fees	170,313
Fundraising	52,285
Gifts and donations	85,840
Grants to schools	-
Other sales and services	280,481
Total gross receipts	588,919
Total related expenses and uses of funds	365,029
Total direct costs including costs fo goods sold to raise fur	86,119
School generated funds, end of year	1,320,433
Balance in deferred revenue	-
Balance included in Accounts Payable	21,133
Balance in accumulated surplus (operating reserves)	1,299,300

WEBSITE LINKS

Financial Links

The Audited Financial Statement Report for the 2019-2020 school year is available at:
http://fmpsdschools.ca/annualreports.php

The provincial roll up of financial results is available at:
https://www.alberta.ca/k-12-education-financial-statements.aspx

Further information on the use of School Generated Funds can be found on page 27 of the Audited Financial Statements, reference Note 11 and on page 30, reference Schedule 8. The Audited Financial Statement Report is available at:
http://fmpsdschools.ca/annualreports.php

Additional information on School Generated Funds is available at:
http://board.fmpsd.ab.ca/HTMLpolicyNew/procedures/AP511.html

Information on our jurisdiction's budget is available at:
http://fmpsdschools.ca/annualreports.php

The Master Facility and Capital plan is available at:
http://fmpsdschools.ca/annualreports.php

For additional information contact:
Business & Finance at 780.799.7900 or business.finance@fmpsd.ab.ca

Fort McMurray Public School Division
Business & Finance Department
231 Hardin Street
Fort McMurray, Alberta T9H 2G2

PARENTAL INVOLVEMENT

- Parents are updated on Division budgets, policies and results, and are asked to provide feedback concerning these topics at Division Parent Networks meetings that are held monthly through-out the school year.
- Parents initiate topics at Division Parent Networks meetings for discussion and potential changes at the school or division level.
- School leaders meet with their School Councils to develop school growth plans yearly.
- Parent representatives from School Councils have an opportunity to observe and participate in the annual School Growth Plan presentation to the Board of Education.
- Combined SEP & AERR is posted on the Fort McMurray School Division website. A printed version is available on request.
- Parents are consulted and provide input into the annual budget process.
- Parent representatives from each school were supported to attend the annual conference by the Alberta School Councils Association.
- Parents continue to be encouraged to follow the District's daily announcements on social media.
- Thought Exchange used as a tool to gather information from stakeholders.

TIMELINES AND COMMUNICATION

The Board approved this combined Annual Education Results Report (AERR) for the 2019/2020 school year and the Three-Year Education Plan (3YEP) for 2020/2023 on November 25, 2020. The combined report can be viewed at: https://fmpsdschools.ca/annualreports.php

Paper copies are available by contacting:
Fort McMurray School Division
231 Hardin Street
Fort McMurray, AB T9H 2G2
Phone : (780) 799-7900

APPENDIX – MEASURE DETAILS

The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	82.5	9.5	79.9	3.9	86.2	9.9	84.8	4.4	n/a	n/a	88	10
	Province	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3	n/a	n/a		
English Lang Arts 30-2	Authority	80.3	16.4	78.0	4.9	78.7	10.2	77.8	3.7	n/a	n/a	82	10
	Province	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1	n/a	n/a		
French Lang Arts 30-1	Authority	87.5	0.0	*	*	81.8	0.0	*	*	n/a	n/a	90	10
	Province	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1	n/a	n/a		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5	n/a	n/a		
Mathematics 30-1	Authority	70.2	19.0	59.8	25.2	64.1	28.2	67.2	21.6	n/a	n/a	70	30
	Province	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1	n/a	n/a		
Mathematics 30-2	Authority	64.3	9.5	55.4	6.8	53.4	6.9	65.4	11.5	n/a	n/a	68	13
	Province	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8	n/a	n/a		
Social Studies 30-1	Authority	71.1	5.8	84.7	13.1	80.2	10.4	69.2	9.9	n/a	n/a	83	13
	Province	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0	n/a	n/a		
Social Studies 30-2	Authority	64.0	5.3	62.8	4.7	64.8	4.8	57.6	3.5	n/a	n/a	70	10
	Province	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2	n/a	n/a		
Biology 30	Authority	90.9	59.1	74.4	29.9	88.4	41.1	79.1	30.6	n/a	n/a	85	35
	Province	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5	n/a	n/a		
Chemistry 30	Authority	76.9	48.1	69.7	25.7	78.5	33.3	77.2	37.5	n/a	n/a	80	38
	Province	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5	n/a	n/a		
Physics 30	Authority	83.6	38.8	77.6	31.3	75.5	34.0	75.2	24.8	n/a	n/a	78	30
	Province	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5	n/a	n/a		
Science 30	Authority	70.0	12.5	73.2	9.8	68.4	0.0	60.0	16.7	n/a	n/a	80	20
	Province	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2	n/a	n/a		

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Graph of Diploma Examination Results – Overall

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
3. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

English Lang Arts 30-1

Acceptable Standard %   Standard of Excellence %

English Lang Arts 30-2

Acceptable Standard %   Standard of Excellence %

French Lang Arts 30-1

Acceptable Standard %   Standard of Excellence %

[No Data for Français 30]

Mathematics 30-1

Acceptable Standard %   Standard of Excellence %

Mathematics 30-2

Acceptable Standard %   Standard of Excellence %

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
3. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Diploma Examination Results by Course
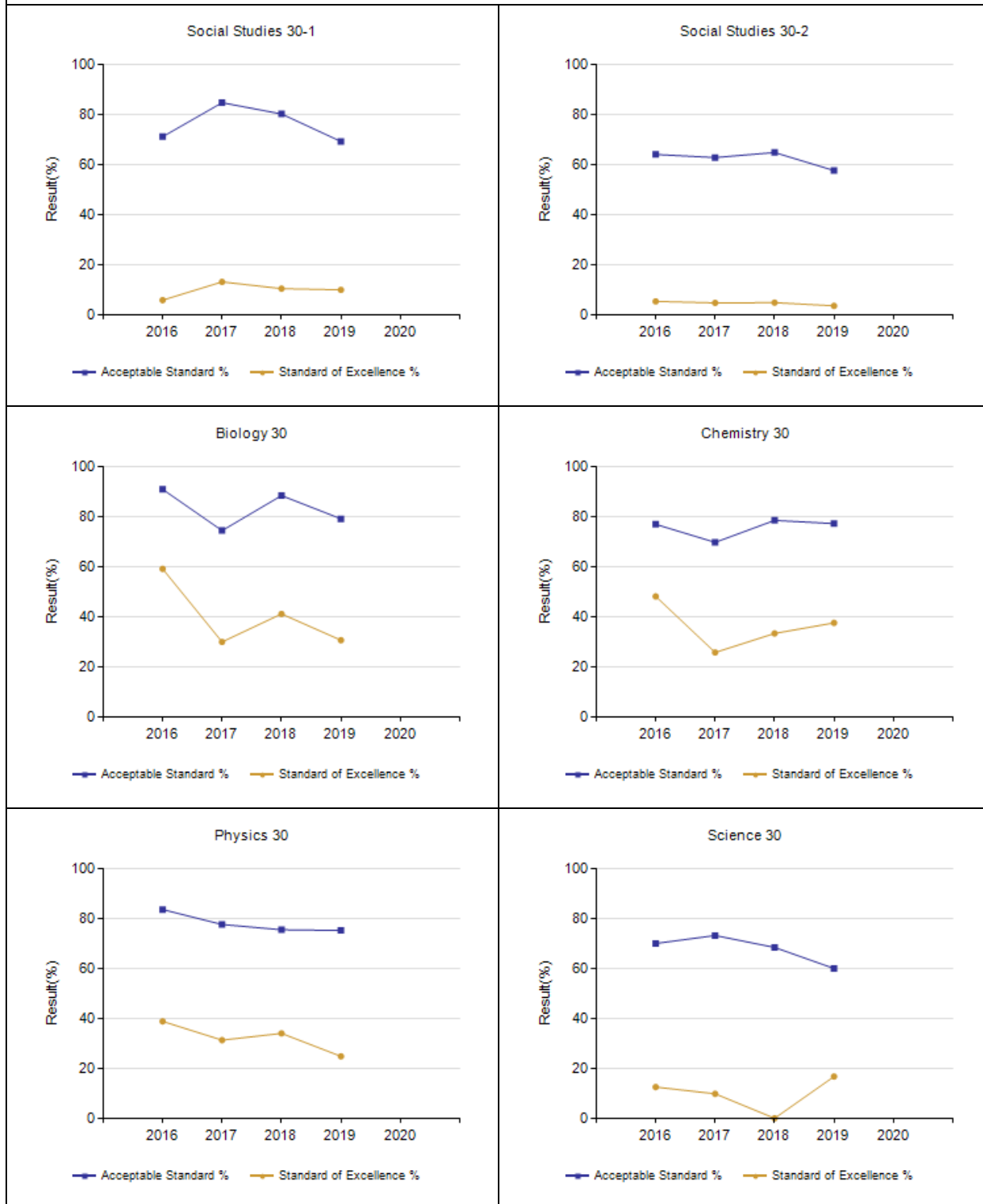
Social Studies 30-1

Social Studies 30-2

Biology 30
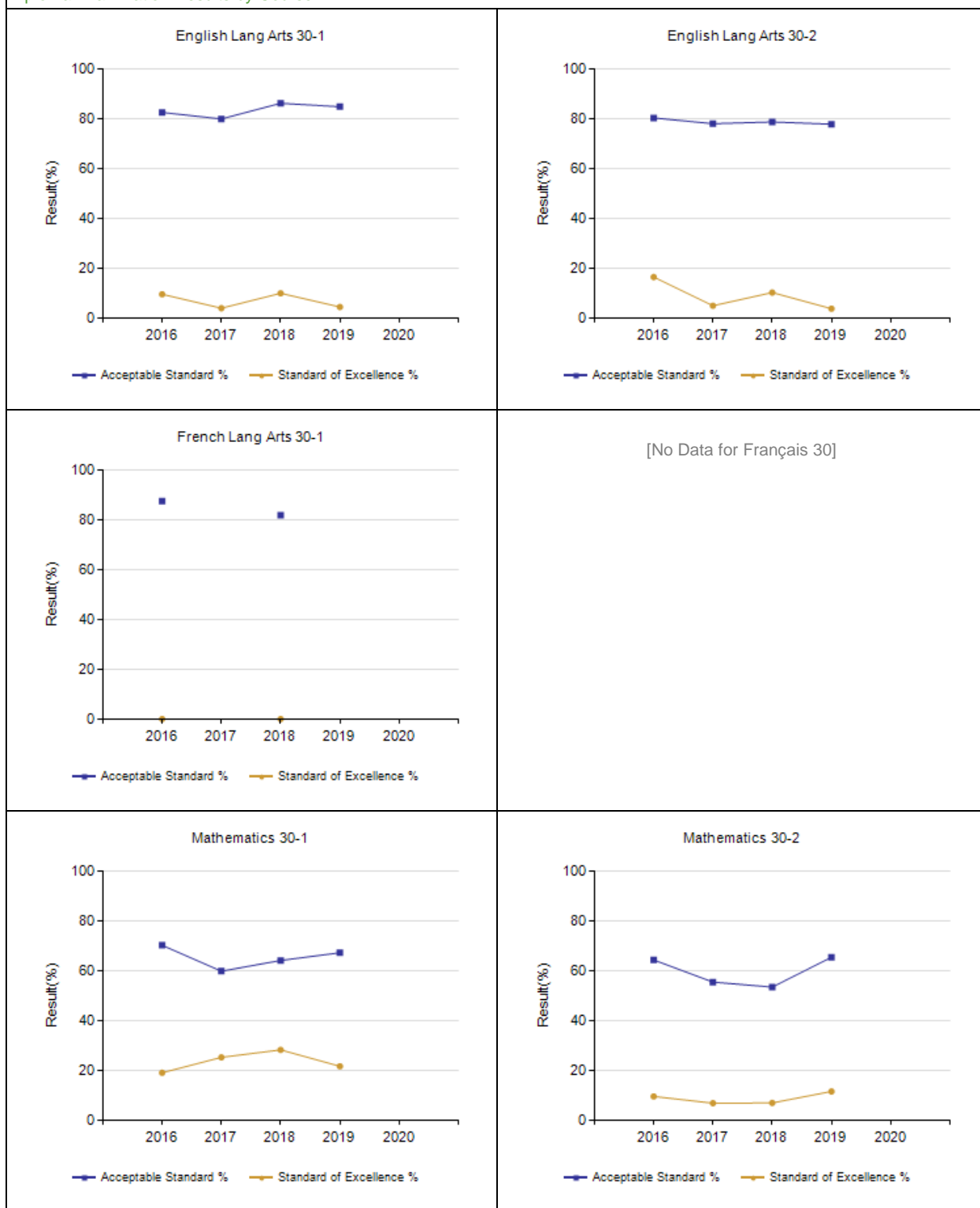

Chemistry 30

Physics 30

Science 30

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Examination Results Course By Course Summary with Measure Evaluation

Course	Measure	Fort McMurray School Division							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	187	83.6	n/a	n/a	30,125	86.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	187	6.1	n/a	n/a	30,125	12.4
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	139	78.2	n/a	n/a	16,540	88.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	139	6.3	n/a	n/a	16,540	12.2
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	11	81.8	n/a	n/a	1,273	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	11	0.0	n/a	n/a	1,273	10.2
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	98.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	23.7
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	118	63.7	n/a	n/a	19,969	76.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	118	25.0	n/a	n/a	19,969	33.7
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	61	58.1	n/a	n/a	14,385	75.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	61	8.4	n/a	n/a	14,385	16.3
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	170	78.0	n/a	n/a	21,884	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	170	11.1	n/a	n/a	21,884	16.5
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	168	61.8	n/a	n/a	20,401	79.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	168	4.3	n/a	n/a	20,401	12.3
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	132	80.6	n/a	n/a	22,820	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	132	33.9	n/a	n/a	22,820	34.8
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	127	75.1	n/a	n/a	18,682	84.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	127	32.2	n/a	n/a	18,682	39.8
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	89	76.1	n/a	n/a	9,626	86.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	89	30.0	n/a	n/a	9,626	43.0
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	30	67.2	n/a	n/a	9,475	85.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	30	8.8	n/a	n/a	9,475	30.4

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:
1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
3 Year Completion	77.0	70.1	72.8	78.0	81.4	76.5	78.0	78.0	79.1	79.7
4 Year Completion	78.8	85.3	83.4	81.4	86.0	81.0	81.2	82.6	82.7	83.5
5 Year Completion	82.1	80.8	85.9	86.6	84.4	82.1	83.2	83.4	84.8	84.9
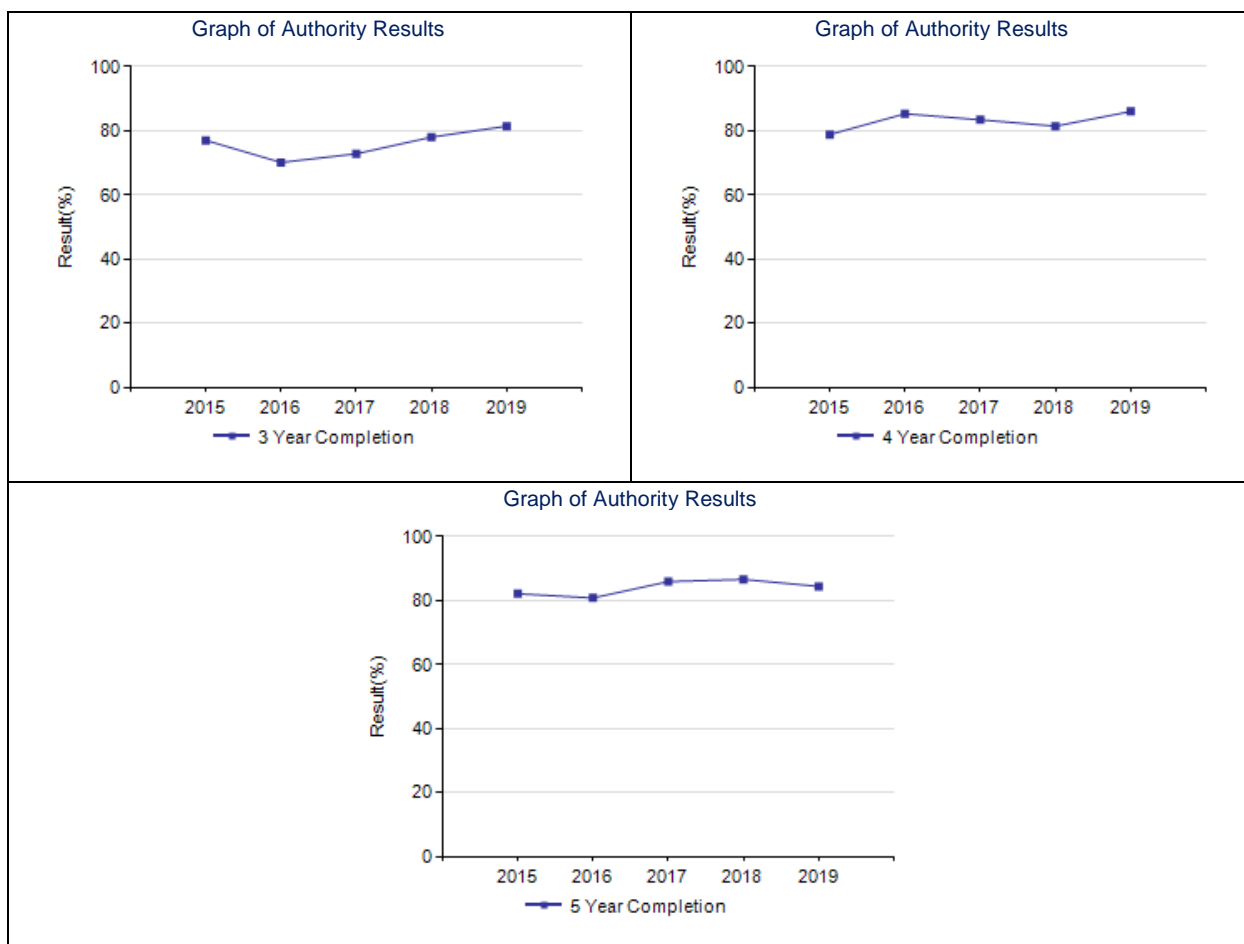
Graph of Authority Results

Graph of Authority Results

Graph of Authority Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					**Province**				
	2015	**2016**	**2017**	**2018**	**2019**	**2015**	**2016**	**2017**	**2018**	**2019**
Drop Out Rate	2.5	0.3	1.6	0.5	2.6	3.2	3.0	2.3	2.6	2.7
Returning Rate	26.8	21.9	9.4	42.0	91.5	18.2	18.9	19.9	22.7	18.2

Graph of Authority Results — Drop Out Rate

Graph of Authority Results — Returning Rate

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					**Province**				
	2015	**2016**	**2017**	**2018**	**2019**	**2015**	**2016**	**2017**	**2018**	**2019**
4 Year Rate	31.2	30.0	33.9	29.9	41.5	37.0	37.0	39.3	40.1	40.8
6 Year Rate	59.1	48.0	47.7	49.6	51.3	59.4	57.9	58.7	59.0	60.1

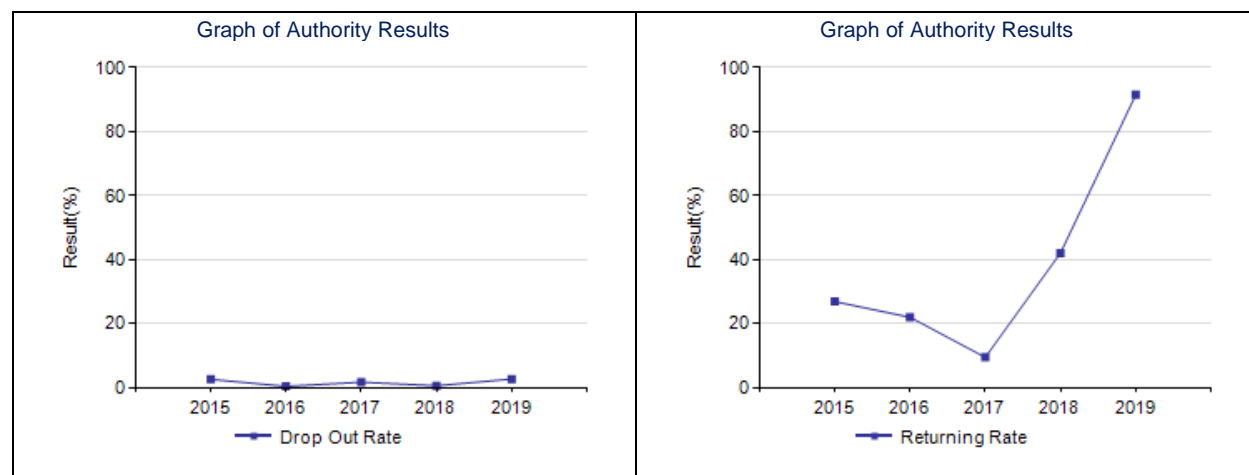Graph of Authority Results

Graph of Authority Results

Notes:
1.   Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Rutherford Scholarship Eligibility Rate	47.9	53.0	56.3	61.7	65.0	60.8	62.3	63.4	64.8	66.6

Rutherford eligibility rate details.		Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
Reporting School Year	Total Students	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2015	489	207	42.3	178	36.4	100	20.4	234	47.9
2016	489	220	45.0	196	40.1	136	27.8	259	53.0
2017	465	233	50.1	190	40.9	96	20.6	262	56.3
2018	446	262	58.7	210	47.1	127	28.5	275	61.7
2019	414	232	56.0	229	55.3	149	36.0	269	65.0
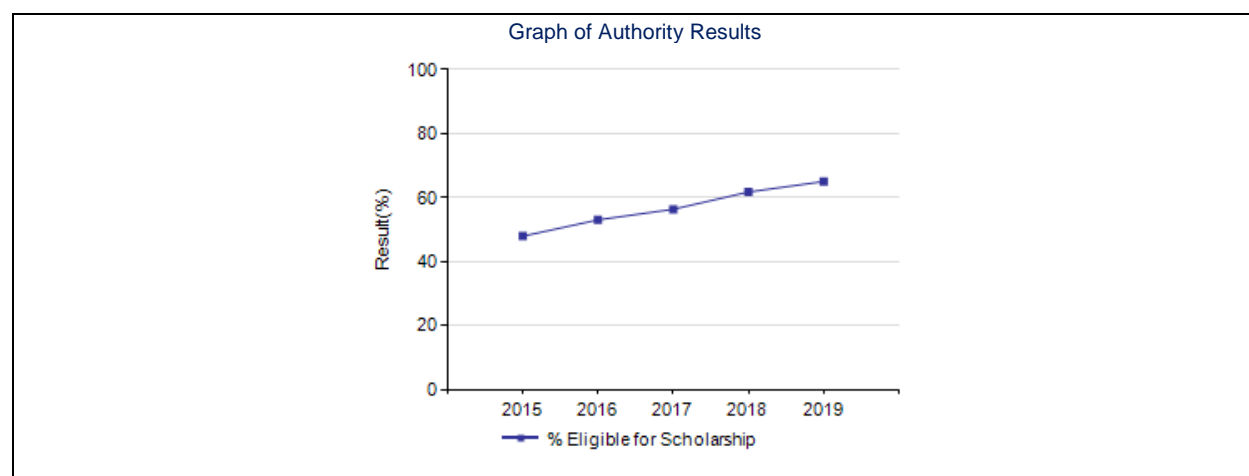
Graph of Authority Results
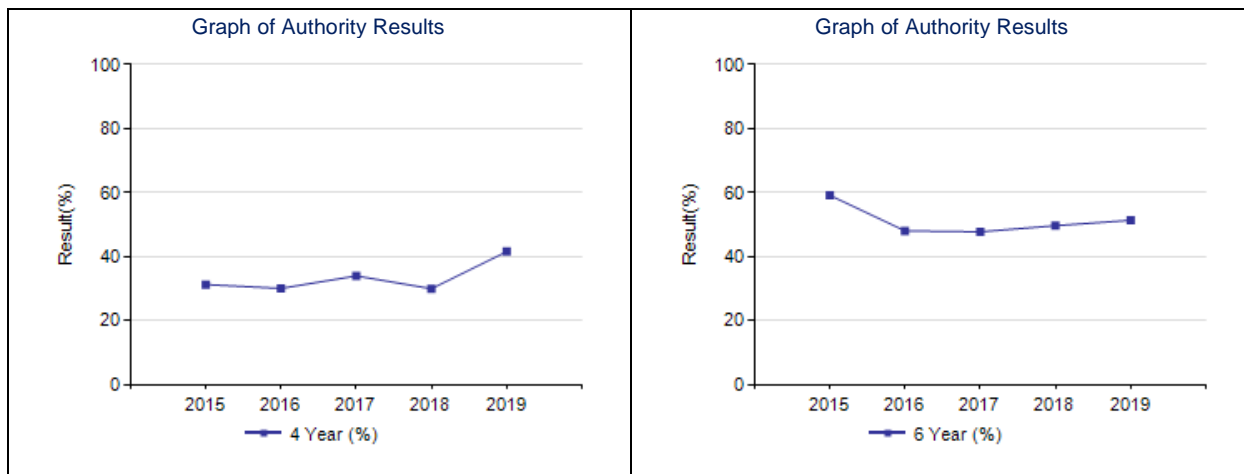
Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.										
	Authority					**Province**				
	2015	**2016**	**2017**	**2018**	**2019**	**2015**	**2016**	**2017**	**2018**	**2019**
% Writing 0 Exams	15.6	26.0	18.1	14.7	14.1	15.7	15.0	14.8	14.2	14.3
% Writing 1+ Exams	84.4	74.0	81.9	85.3	85.9	84.3	85.0	85.2	85.8	85.7
% Writing 2+ Exams	82.3	55.8	75.8	84.0	82.9	81.2	82.0	82.3	83.0	83.0
% Writing 3+ Exams	56.8	36.7	48.4	62.4	65.0	64.7	65.2	66.1	66.8	66.8
% Writing 4+ Exams	**47.4**	**17.0**	**36.8**	**50.0**	**54.5**	**54.6**	**54.9**	**55.7**	**56.3**	**56.4**
% Writing 5+ Exams	31.2	6.3	25.6	39.8	42.9	37.1	37.5	37.8	38.7	38.1
% Writing 6+ Exams	15.6	1.5	8.5	17.8	22.0	13.8	13.6	13.9	14.2	13.6

Graph of Authority Results
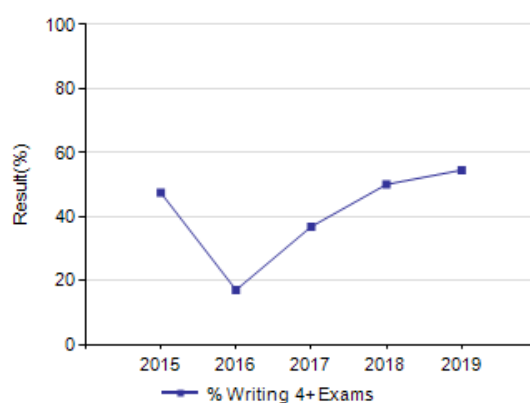
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
English Language Arts 30-1	45.9	18.6	39.9	55.8	57.7	53.2	54.0	55.0	56.3	55.7
English Language Arts 30-2	34.9	13.0	33.5	26.2	22.9	28.7	28.7	28.8	27.8	28.8
Total of 1 or more English Diploma Exams	**79.9**	**31.3**	**72.3**	**81.4**	**79.9**	**79.5**	**80.1**	**80.9**	**81.1**	**81.3**
Social Studies 30-1	43.8	31.3	33.5	52.1	53.2	43.5	45.1	44.9	45.0	44.1
Social Studies 30-2	36.4	13.5	39.9	28.7	26.4	36.7	35.8	36.4	37.1	37.8
Total of 1 or more Social Diploma Exams	**78.1**	**44.8**	**73.1**	**80.2**	**77.5**	**79.5**	**80.3**	**80.7**	**81.4**	**81.3**
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics 30-1	29.0	28.2	18.2	36.9	38.4	37.1	36.4	35.5	36.5	35.3
Mathematics 30-2	18.6	7.9	13.9	16.8	13.0	22.4	23.7	25.1	24.9	25.9
Total of 1 or more Math Diploma Exams	**46.7**	**36.1**	**32.1**	**53.0**	**50.4**	**57.6**	**58.3**	**58.6**	**59.3**	**59.1**
Biology 30	34.6	16.6	29.8	39.9	40.8	40.6	40.7	41.7	42.7	42.3
Chemistry 30	31.7	25.9	27.2	37.2	41.5	35.7	35.6	35.1	35.8	35.1
Physics 30	22.5	17.2	17.6	27.4	31.7	19.9	19.3	18.6	18.7	17.6
Science 30	5.3	6.5	10.7	3.4	9.5	14.1	15.7	16.9	17.0	18.1
Total of 1 or more Science Diploma Exams	**49.7**	**40.8**	**44.5**	**53.4**	**61.6**	**59.8**	**60.5**	**61.2**	**61.8**	**61.8**
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.3	0.3	0.3
French Language Arts 30	3.6	2.3	1.2	3.4	2.1	2.8	2.8	3.0	2.7	2.6
Total of 1 or more French Diploma Exams	**3.6**	**2.3**	**1.2**	**3.4**	**2.1**	**3.0**	**3.1**	**3.3**	**3.0**	**2.9**

Notes:
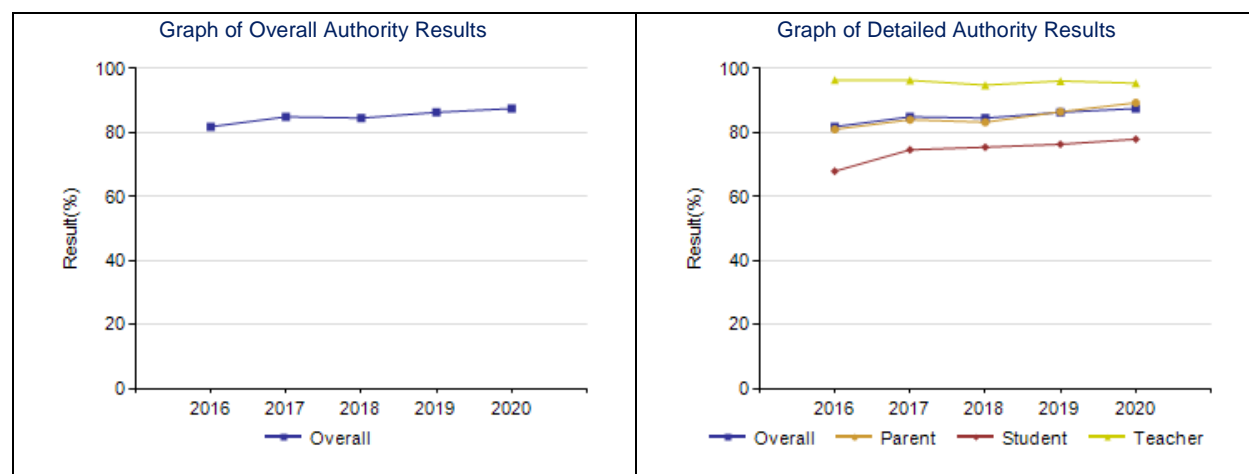1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	81.8	84.9	84.5	86.3	87.5	83.9	83.7	83.0	82.9	83.3
Teacher	96.4	96.3	94.8	96.1	95.4	94.5	94.0	93.4	93.2	93.6
Parent	81.0	84.0	83.2	86.5	89.3	82.9	82.7	81.7	81.9	82.4
Student	67.9	74.6	75.4	76.3	77.9	74.5	74.4	73.9	73.5	73.8

Graph of Overall Authority Results

Graph of Detailed Authority Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.

	Authority					Province				
	2016	**2017**	**2018**	**2019**	**2020**	**2016**	**2017**	**2018**	**2019**	**2020**
Overall	85.4	84.5	83.9	86.8	89.4	82.6	82.7	82.4	83.0	84.1
Teacher	93.6	93.9	94.0	96.6	95.2	90.5	90.4	90.3	90.8	92.2
Parent	77.1	75.0	73.8	77.1	83.6	74.8	75.1	74.6	75.2	76.0

Graph of Overall Authority Results

Graph of Detailed Authority Results

Notes:
1.   Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2016	**2017**	**2018**	**2019**	**2020**	**2016**	**2017**	**2018**	**2019**	**2020**
Overall	74.6	73.2	73.1	75.2	79.0	70.7	71.0	70.9	71.4	72.6
Teacher	81.2	83.3	84.6	85.0	86.2	77.3	77.3	77.8	78.8	80.6
Parent	68.1	63.1	61.7	65.3	71.9	64.2	64.8	64.0	64.0	64.6

Graph of Overall Authority Results
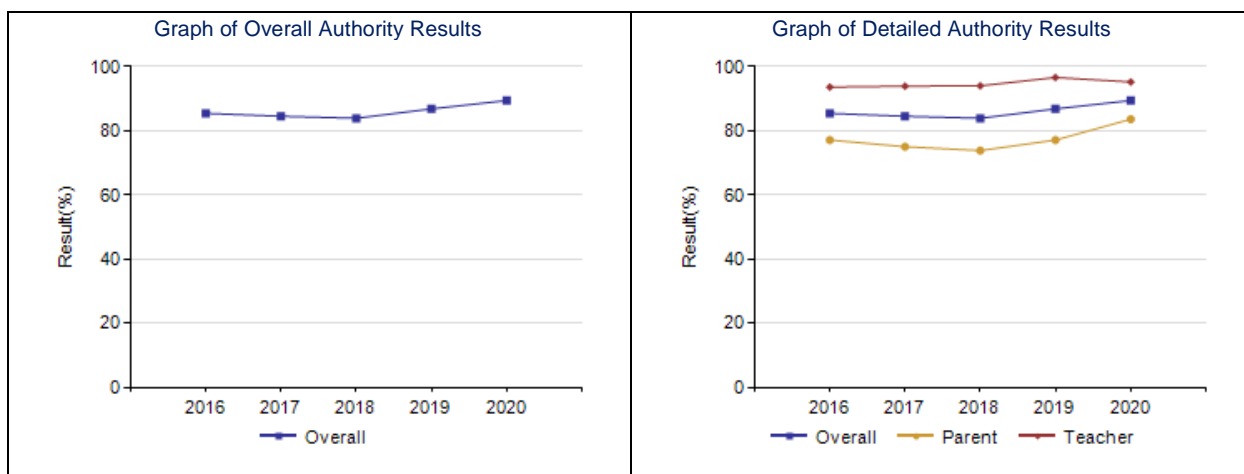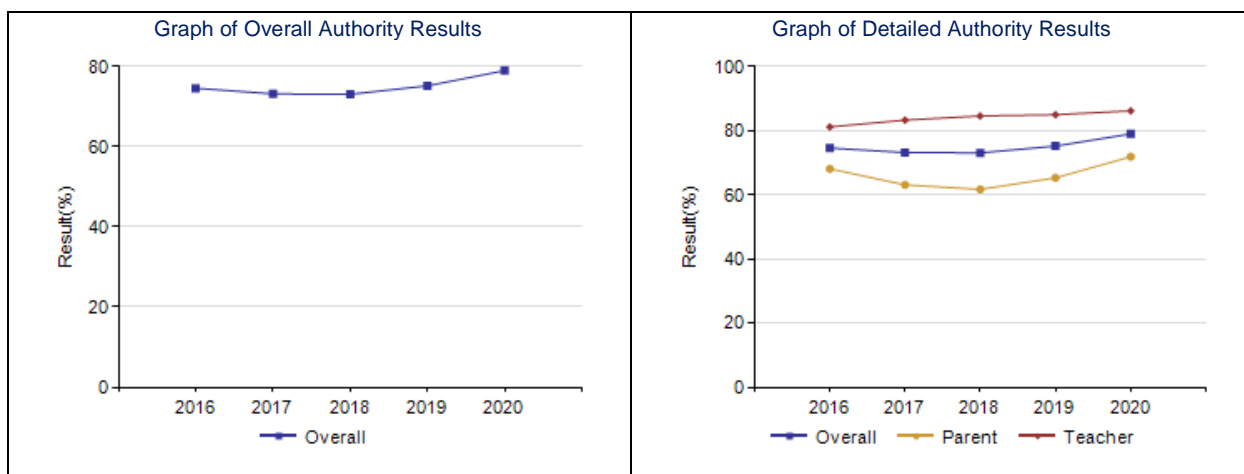
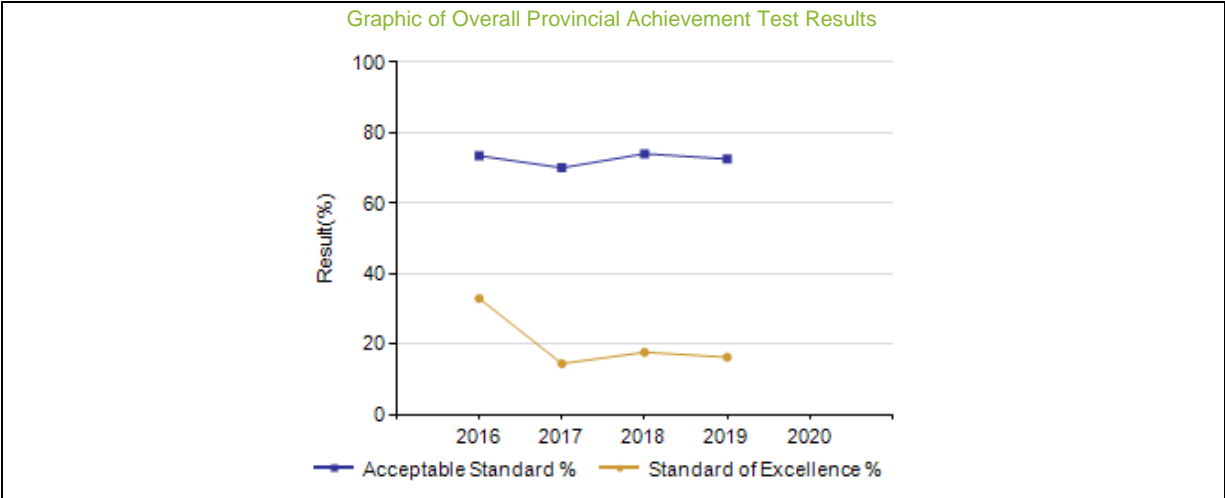

Graph of Detailed Authority Results

Notes:
1.   Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	42.2	18.8	85.1	14.6	87.9	18.1	85.9	13.9	n/a	n/a	88	17
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
French Language Arts 6 année	Authority	*	*	90.9	9.1	88.6	11.4	75.5	13.2	n/a	n/a	88	16
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
Mathematics 6	Authority	90.0	32.5	67.0	9.7	74.1	10.4	68.8	11.5	n/a	n/a	75	15
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	Authority	93.9	42.4	72.9	20.2	78.0	19.4	75.3	17.5	n/a	n/a	80	22
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	Authority	96.7	33.3	69.8	17.1	72.7	14.1	72.1	14.5	n/a	n/a	76	20
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		
English Language Arts 9	Authority	*	*	74.8	16.3	79.1	15.6	75.4	16.5	n/a	n/a	80	18
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a		
K&E English Language Arts 9	Authority	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a		
	Province	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4	n/a	n/a		
French Language Arts 9 année	Authority	n/a	n/a	86.4	4.5	66.7	19.0	90.6	12.5	n/a	n/a	80	15
	Province	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3	n/a	n/a		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0	n/a	n/a		
Mathematics 9	Authority	88.9	66.7	58.8	11.7	58.8	15.6	53.3	18.2	n/a	n/a	60	20
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a		
K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a		
	Province	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2	n/a	n/a		
Science 9	Authority	100.0	75.0	64.6	11.7	70.4	23.0	76.0	23.4	n/a	n/a	78	26
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a		
K&E Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Province	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7	n/a	n/a		
Social Studies 9	Authority	100.0	62.5	59.1	14.8	67.4	26.6	68.3	17.4	n/a	n/a	70	21
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a	n/a		
K&E Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Province	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0	n/a	n/a		

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

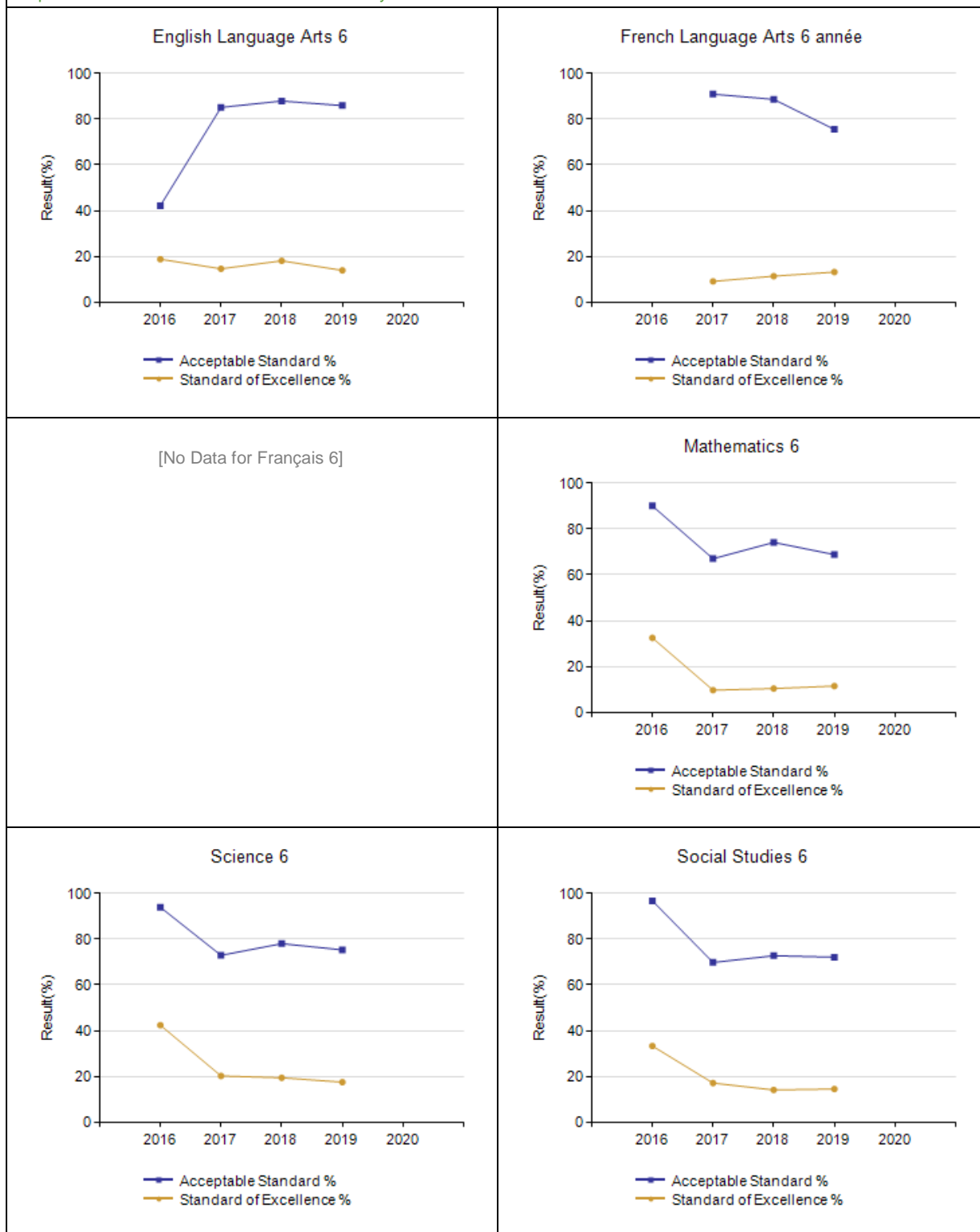## Graphic of Overall Provincial Achievement Test Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

English Language Arts 6

French Language Arts 6 année

[No Data for Français 6]

Mathematics 6

Science 6

Social Studies 6

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Graph of Provincial Achievement Test Results by Course

English Language Arts 9

- Acceptable Standard %
- Standard of Excellence %

K&E English Language Arts 9

- Acceptable Standard %
- Standard of Excellence %

French Language Arts 9 année

- Acceptable Standard %
- Standard of Excellence %

[No Data for Français 9]

Mathematics 9

- Acceptable Standard %
- Standard of Excellence %

K&E Mathematics 9

- Acceptable Standard %
- Standard of Excellence %

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
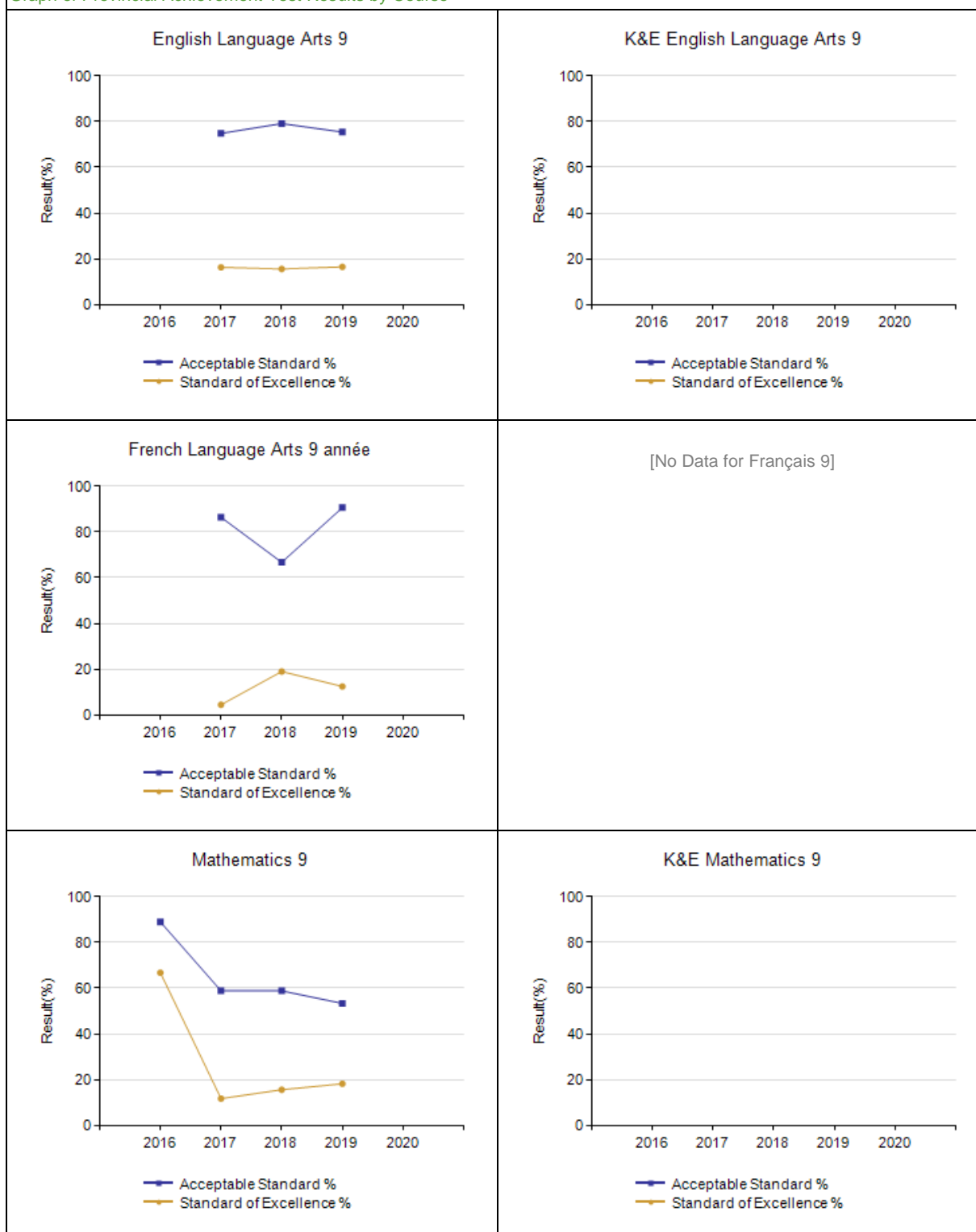3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.
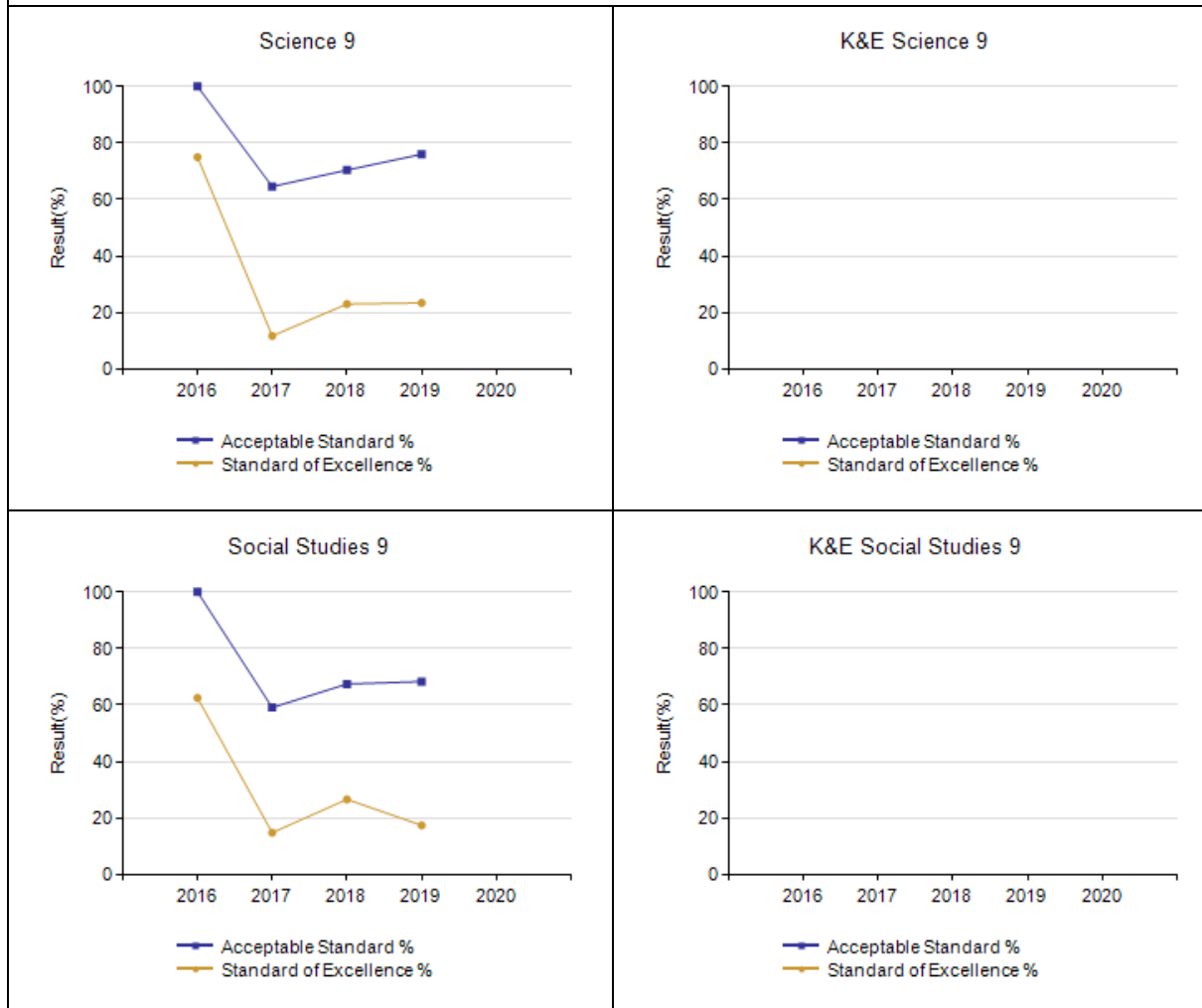
Graph of Provincial Achievement Test Results by Course

Science 9

Result(%) vs Year (2016–2020)
- Acceptable Standard %
- Standard of Excellence %

K&E Science 9

- Acceptable Standard %
- Standard of Excellence %

Social Studies 9

Result(%) vs Year (2016–2020)
- Acceptable Standard %
- Standard of Excellence %

K&E Social Studies 9

- Acceptable Standard %
- Standard of Excellence %

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

PAT Results Course by Course Summary By Enrolled With Measure Evaluation

Course	Measure	Fort McMurray School Division							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	360	86.3	n/a	n/a	51,977	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	360	15.5	n/a	n/a	51,977	18.2
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	40	85.0	n/a	n/a	3,357	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	40	11.2	n/a	n/a	3,357	13.8
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	91.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	23.1
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	359	70.0	n/a	n/a	51,924	71.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	359	10.5	n/a	n/a	51,924	13.9
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	359	75.4	n/a	n/a	51,966	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	359	19.0	n/a	n/a	51,966	29.4
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	359	71.5	n/a	n/a	51,937	74.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	359	15.2	n/a	n/a	51,937	23.1
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	298	76.4	n/a	n/a	46,591	76.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	298	16.1	n/a	n/a	46,591	14.8
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	57.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	25	81.2	n/a	n/a	2,824	82.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	25	12.0	n/a	n/a	2,824	11.1
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	86.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	24.8
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	296	57.0	n/a	n/a	46,129	62.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	296	15.2	n/a	n/a	46,129	17.6
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,029	58.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,029	13.4
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	297	70.3	n/a	n/a	46,581	75.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	297	19.4	n/a	n/a	46,581	24.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	63.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	12.1
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	298	64.9	n/a	n/a	46,607	67.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	298	19.6	n/a	n/a	46,607	20.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,453	55.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,453	14.0

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
English Language Arts 6	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6 année	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
French Language Arts 6 année	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
Mathematics 6	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
Science 6	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
Social Studies 6	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
English Language Arts 9	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
K&E English Language Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
K&E English Language Arts 9	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9 année	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
French Language Arts 9 année	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
Mathematics 9	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
K&E Mathematics 9	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
Science 9	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
K&E Science 9	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
Social Studies 9	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
K&E Social Studies 9	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:
1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

| Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	**High**	**Intermediate**	**Low**	**Very Low**
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Authority					Province				
	2016	**2017**	**2018**	**2019**	**2020**	**2016**	**2017**	**2018**	**2019**	**2020**
Overall	81.4	84.1	83.3	86.3	85.4	81.9	81.9	81.8	82.2	82.4
Teacher	88.6	89.7	89.5	90.1	88.8	88.1	88.0	88.4	89.1	89.3
Parent	79.3	82.7	77.8	84.9	85.5	80.1	80.1	79.9	80.1	80.1
Student	76.2	79.9	82.6	83.8	82.1	77.5	77.7	77.2	77.4	77.8
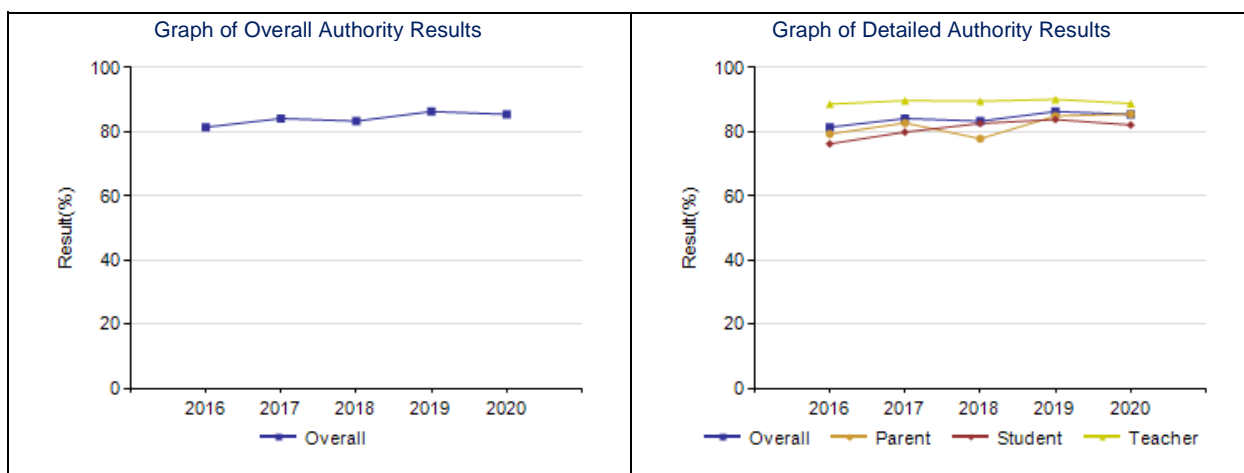
Graph of Overall Authority Results
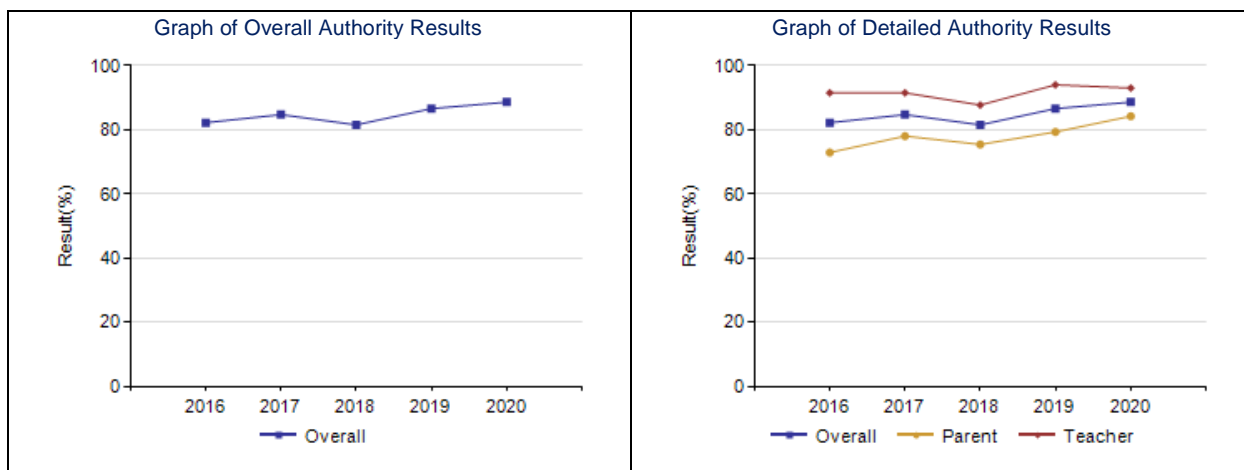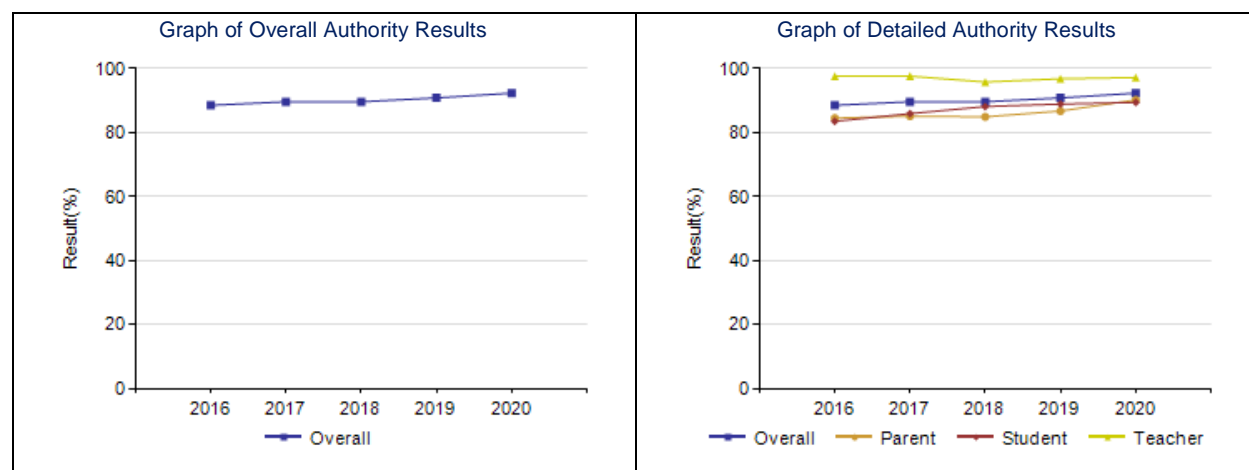

Graph of Detailed Authority Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Authority					Province				
	2016	**2017**	**2018**	**2019**	**2020**	**2016**	**2017**	**2018**	**2019**	**2020**
Overall	82.2	84.7	81.5	86.6	88.6	80.9	81.2	81.2	81.3	81.8
Teacher	91.5	91.5	87.7	94.0	93.0	88.4	88.5	88.9	89.0	89.6
Parent	72.9	78.0	75.4	79.3	84.2	73.5	73.9	73.4	73.6	73.9

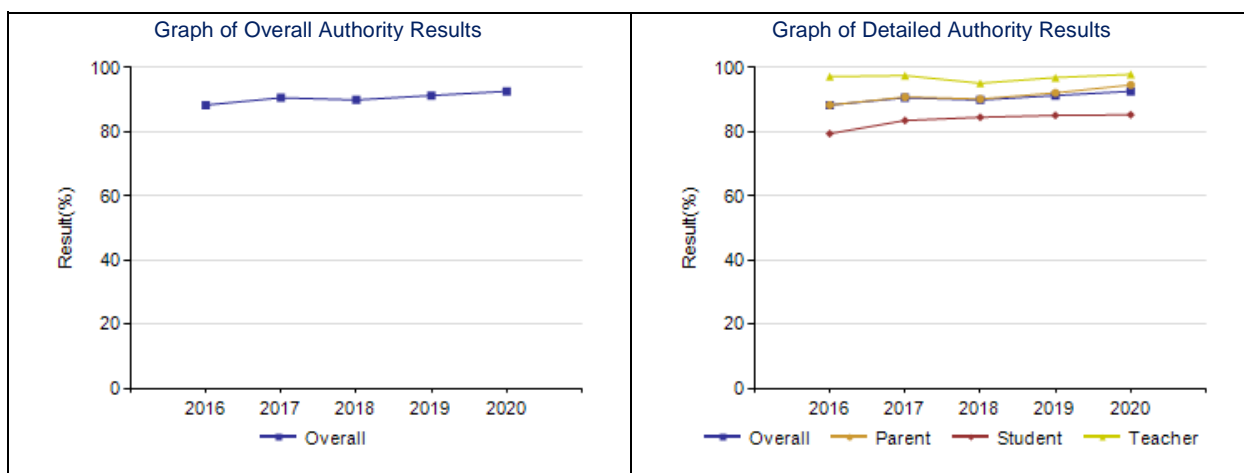Graph of Overall Authority Results

Graph of Detailed Authority Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Authority					Province				
	2016	**2017**	**2018**	**2019**	**2020**	**2016**	**2017**	**2018**	**2019**	**2020**
Overall	88.5	89.6	89.6	90.8	92.3	90.1	90.1	90.0	90.2	90.3
Teacher	97.6	97.6	95.8	96.8	97.2	96.0	95.9	95.8	96.1	96.4
Parent	84.5	85.1	84.9	86.7	90.2	86.1	86.4	86.0	86.4	86.7
Student	83.5	85.9	88.1	88.9	89.4	88.0	88.1	88.2	88.1	87.8

Graph of Overall Authority Results
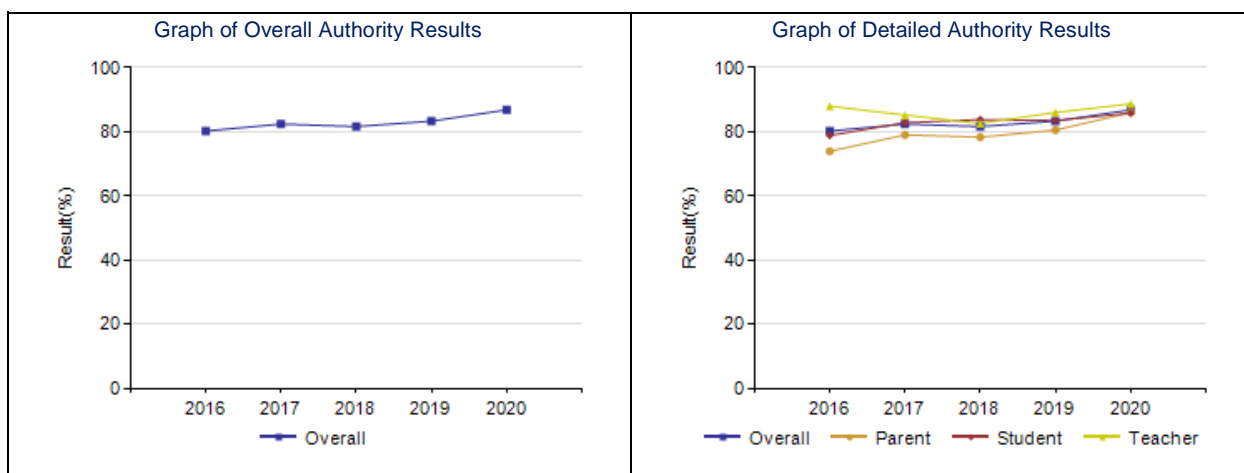

Graph of Detailed Authority Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Authority					Province				
	2016	**2017**	**2018**	**2019**	**2020**	**2016**	**2017**	**2018**	**2019**	**2020**
Overall	88.3	90.6	89.9	91.3	92.6	89.5	89.5	89.0	89.0	89.4
Teacher	97.2	97.5	95.1	96.9	97.9	95.4	95.3	95.0	95.1	95.3
Parent	88.3	90.8	90.2	92.1	94.6	89.8	89.9	89.4	89.7	90.2
Student	79.4	83.5	84.5	85.1	85.3	83.4	83.3	82.5	82.3	82.6

Graph of Overall Authority Results

Graph of Detailed Authority Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority					Province				
	2016	**2017**	**2018**	**2019**	**2020**	**2016**	**2017**	**2018**	**2019**	**2020**
Overall	80.2	82.4	81.6	83.3	86.8	81.2	81.4	80.3	81.0	81.5
Teacher	88.0	85.2	82.6	86.0	88.7	82.3	82.2	81.5	83.4	85.0
Parent	73.9	79.0	78.3	80.5	86.0	79.7	80.8	79.3	80.3	80.0
Student	78.8	82.8	83.8	83.5	85.8	81.5	81.1	80.2	79.4	79.6

Graph of Overall Authority Results

Graph of Detailed Authority Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

FMPSD AERR 3 YEAR PLAN 2020

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