



Fort McMurray
Public Schools

THREE-YEAR EDUCATION PLAN 2019-2022

ANNUAL EDUCATION RESULTS REPORT 2018-2019 SCHOOL YEAR

AUTHORITY: 3260 THE FORT MCMURRAY SCHOOL DIVISION

SUBMITTED TO ALBERTA EDUCATION
JANUARY 6, 2020

Doing
What's
Best
For Kids

TABLE OF CONTENTS

Message from the Board Chair	3
Accountability Statement	5
Foundation Statements.....	6
A Profile of the School Authority	7
Trends and Issues	9
Summary of Accomplishments	15
AERR Summary	16
Combined 2019 Accountability Pillar Overall Summary	17
Combined 2019 Accountability Pillar FNMI Summary.....	18
Outcome One	19
Outcome Two	30
Outcome Three	36
Outcome Four	39
Future Challenges	44
Summary of Financial Results	45
Budget Summary	51
Capital and Facilities Projects.....	58
Whistleblower Protection	60
Parental Involvement	61
Timelines and Communication.....	62
Appendix.....	63

MESSAGE FROM THE BOARD CHAIR



We are very proud of our Division's accomplishments during the 2018-19 school year. This Annual Education Results Report tells much of the story of another successful year "Doing What's Best for Kids." We will also include highlights of our plan for 2019-20 and there is certainly much to look forward to in our Division.

One of the major responsibilities of the Board is to select a superintendent. The Board is pleased to announce that Jennifer Turner has been appointed to the role after a comprehensive search, replacing

Doug Nicholls who is retiring in January of 2020. Thank you to Doug Nicholls for his exemplary work these last six plus years. We are very excited that Jennifer will be joining the team and will be part of the 2019-2020 results report.

There were several capital highlights, which must be mentioned as we review the year. Much of École McTavish's high school expansion project was completed in the 2018-19 school year which allowed for a successful opening this September. The expanded gymnasium was in operation by the middle of October. Modulares were moved from Dave McNeilly to Walter and Gladys Hill to relieve some of the space issues there. Composite High School's modernization was completed and what a first-class finished product it is. While facilities do not make the school culture or student results, the Board is very pleased to have received the support from the Government of Alberta for these projects to be approved and completed.

In terms of student results, the Board is very pleased with the Accountability Pillar for this last year. Seven of the 12 measures were in the "Very High" category and four of the remaining five were in "Intermediate" or higher range. Several of our students were recognized at the provincial or national levels including First Nations, Metis and Inuit awards, coding competitions, Green Scene or environmental achievements, and national Science Fair medals. In terms of our staff, one teacher was selected as a recipient for the Prime Minister's Award for Teaching Excellence.

Our community is still feeling the effects of the wildfire and the economic downturn in the local economy. The Board thanks all of the social profit organizations who have provided critical services in counselling and mental health supports for students, staff, and parents. Speaking of partnerships, the Board is pleased to work effectively with the Fort McMurray Catholic School Division in areas such as a common calendar and transportation. Multiple meetings have been held with our "sister board" throughout the school year to discuss both local and provincial issues.

Fort McMurray Public School Division remains in enrollment growth mode. After a reduction in student population of 6% immediately after the wildfire, the last three years have seen growth of 6%, 10%, and 6%. We are projecting an enrollment increase of 4% to 6% for 2019-2020. We are fortunate to have this reality although we are finding teacher recruitment increasingly challenging.

Our students are the centre of all of our decisions. To ensure engagement of our stakeholders, the Board tours schools every year, has a very effective Networks Committee group which includes the school council representatives and school administrators, and hosts up to 80

people at Board meetings. The Board, staff and parents are all part of a highly effective team striving for continuous improvement and student success.

We look forward to another exciting year in 2019-2020 and we thank everyone who has helped in shaping and supporting our Division to be highly effective for the students we serve.

A handwritten signature in black ink, reading "Linda Mywaart". The signature is fluid and cursive, with a long horizontal line extending from the end of the name.

Linda Mywaart
Board Chair

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan commencing September 1, 2019 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 2018/2019 school year and the Three-Year Education Plan for 2019/2022 on December 18, 2019.

A handwritten signature in black ink, reading "Linda Mywaart", with a long horizontal flourish extending to the right.

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.

There are currently 6434 students enrolled in the school Division. The student population in the Division has been increasing steadily over the past three years, with a 10% increase in total population from 2018 and an additional 6% in the current year. Much of the increase in enrollment is seen in new students entering the Early Learning program, which reflects the large number of young families in the community. There are 16 schools in the Fort McMurray Public School Division: 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. In 2017/2018, two new school buildings opened and each show tremendous growth in enrollment since opening their doors to students. Christina Gordon, in the Timberlea neighborhood currently has 523 ECDP-6 students, and Dave McNeilly School in the newly developing neighborhood of Parsons Creek North has 318 ECDP-6 students. Also Fort McMurray Composite High School completed a full facility modernization in 2019.

A Profile of the School Authority continued

École McTavish High School continues to undergo an expansion to increase facilities to accommodate a rapidly growing senior high program. All Fort McMurray Public School Division high schools provide modern facilities for students to learn and practice 21st century skills.

As the community continues in the recovery process following the devastating wildfire of May 2016, our schools provide supports that students need to be successful. There has been a strong emphasis on mental health to assist students post wildfire. 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 are provided 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 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.
- All staff will be challenged 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.

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 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 focus on increasing achievement. Emphasis on improving skills in numeracy and literacy.
- 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.
- 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.
- Support teachers in implementing the Teacher Quality Standard

Leadership Quality Standard continued

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

- Support 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.

Standard 6: Providing Instructional Leadership

- Continue to offer information technology programs in Division schools to promote and develop skills for 21st century learners.
- Design relevant learning experiences for our diverse population through the implementation of universal benchmarking and the Collaborative Response Model (CRM).

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 Professional Learning Fridays.
- Continue to build capacity through leadership development opportunities to address inevitable leadership turnover.

Standard 8: Managing School Operations and Resources

- Use technology to enhance student achievement and engagement, and to prepare students to participate in a knowledge-based and technologically-advanced society.

Standard 9: Understanding and Responding to the Larger Societal Context

- Establish partnerships with community agencies to support student needs

Superintendent Leadership Quality Standard

Standard 1: Building Effective Relationships

- Address gaps in achievement by supporting student mental health, a consequence of post-wildfire and the economic downturn within Wood Buffalo. University of Alberta study data has shown 44% of youth in grades 7-12 are experiencing one of the following four diagnosis: alcohol and drug abuse, PTSD, anxiety, self-harm and depression.

Standard 2: Modeling Commitment to Professional Learning

- Support collaborative practices based on wrap-around principles.

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 results in all schools. Continue to improve Provincial Achievement and Diploma results for acceptable levels and level of excellence.

Standard 4: Leading Learning

- Support teachers and School Leaders in implementing the new *Teaching Quality Standard* and *Leadership Quality Standard*.
- Design relevant learning experiences for our diverse population through the implementation of universal benchmarking and the Collaborative Response Model (CRM).
- 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.

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

Standard 6: School Authority Operations and Resources

- Support the transition of 1478 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. A Division Mental Health Coordinator supports four full time mental health therapists who provide therapy within schools for students who display severe needs. 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.

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, Appendix B, Sexual Orientation and Gender Identity, and Appendix C, Student Conduct/Welcoming, Caring, Respectful and Safe Schools.*

SUMMARY OF ACCOMPLISHMENTS

- Westwood Community High School was awarded the second-place winner in Canada's Greenest School 2018 competition hosted by the Canada Green Building Council.
- High school students scored top marks on the University of Waterloo's Canadian Computing Competition hosted by the University's Centre for Education in Mathematic and Computing.
- Two FMPSD school administrators were recipients of the Distinguished Leadership Award presented by the Council for School Leadership (CSL) of the Alberta Teachers' Association (ATA).
- Student representatives from Dr. Clark School and Composite High School recognized with the Alberta School Boards Association (ASBA) Honouring Spirit Indigenous Award.
- FMPSD students have performed exceptionally well in both local and national science fairs.
- FMPSD teacher was the recipient of the Prime Minister's Teaching Award for Excellence for his dedication to students.

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



6434 STUDENTS

22% English Language Learners
17% Early Childhood Learners
9% First Nations, Métis or Inuit
6% Severe Disabilities



700 STAFF MEMBERS

350 ATA Employees
314 CUPE Employees
36 Out of Scope Employees



PARENTS

87% 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

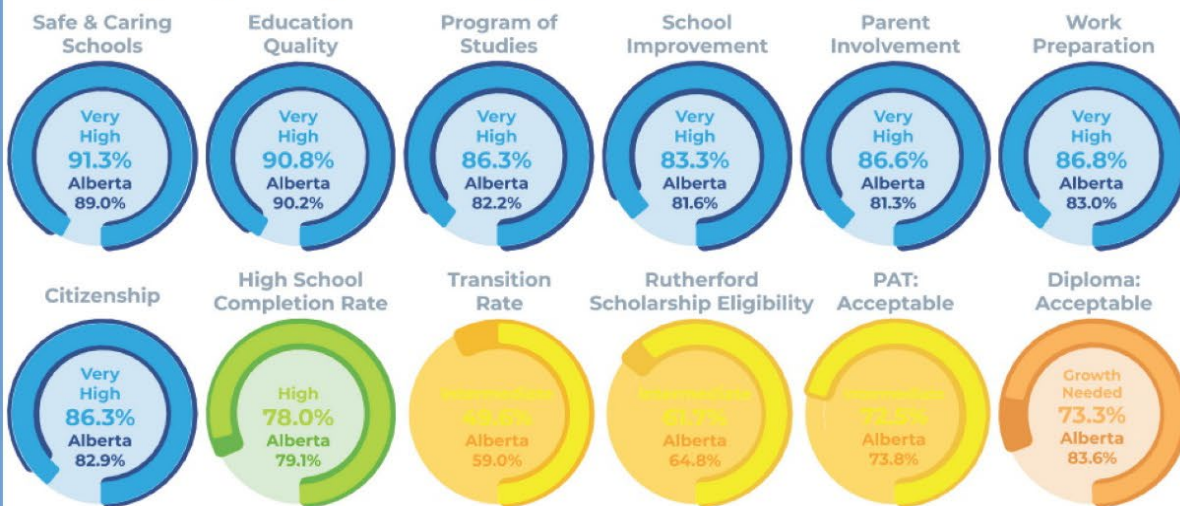
- ☒ Student Achievement
- ☒ School Completion
- ☒ Safe and Caring Schools
- ☒ First Nations, Métis, or Inuit student achievement
- ☒ Student work and/or post-secondary studies preparedness

ACCOMPLISHMENTS

- 91% of students, parents and staff agree that FMPSD provides quality education
- 91% of students, parents and staff agree that our schools are Safe & Caring
- 87% of parents and staff agree that students are prepared for citizenship and the world of work
- 1.1% FMPSD drop-out rate, which is lower than the provincial average.

2018-2019 DISTRICT REPORT CARD

The following are the results of the 2018-2019 Alberta Education Accountability Pillar Survey completed by Fort McMurray School Division Parents, Students and Staff.



IMPROVEMENT AREAS

- 1 Increase achievement in Provincial Achievement Test & Diploma results
- Apply instructional and assessment strategies that are
- 1 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

- 1 Government of Alberta grant revenue makes up 95% of total revenues
- 1 Funding is spent primarily on Salaries and Benefits at 74% of total expenses
- 1 FMPSD is using reserves to support instruction
- Over the past 3 years enrollment has increased by 23%.
- 1 The next 3 years is projected to increase by a cumulative 18%.

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

<https://fmpsdschools.ca/annualreports.php>



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COMBINED 2019 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	91.3	89.9	89.6	89.0	89.0	89.3	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Program of Studies	86.3	83.3	82.9	82.2	81.8	81.9	Very High	Improved Significantly	Excellent
	Education Quality	90.8	89.6	89.2	90.2	90.0	90.1	Very High	Improved Significantly	Excellent
	Drop Out Rate	0.5	1.6	1.5	2.6	2.3	2.9	Very High	Improved Significantly	Excellent
	High School Completion Rate (3 yr.)	78.0	72.8	73.3	79.1	78.0	77.5	High	Improved	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	72.5	74.0	72.0	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	16.2	17.6	16.0	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	73.3	76.6	74.3	83.6	83.7	83.1	Low	Maintained	Issue
	Diploma: Excellence	15.6	18.9	16.2	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	50.0	36.8	42.1	56.3	55.7	55.1	Intermediate	Improved Significantly	Good
	Rutherford Scholarship Eligibility Rate	61.7	56.3	52.4	64.8	63.4	62.2	Intermediate	Improved Significantly	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr.)	49.6	47.7	51.6	59.0	58.7	58.7	Intermediate	Maintained	Acceptable
	Work Preparation	86.8	83.9	84.6	83.0	82.4	82.6	Very High	Improved	Excellent
	Citizenship	86.3	84.5	83.7	82.9	83.0	83.5	Very High	Improved Significantly	Excellent
Parental Involvement	Parental Involvement	86.6	81.5	82.8	81.3	81.2	81.1	Very High	Improved	Excellent
Continuous Improvement	School Improvement	83.3	81.6	81.4	81.0	80.3	81.0	Very High	Improved Significantly	Excellent

Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.

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.

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).

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.

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.

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.

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.

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.

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

COMBINED 2019 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	2.6	3.0	1.9	5.4	4.8	5.6	Very High	Maintained	Excellent
	High School Completion Rate (3 yr.)	53.3	57.7	55.4	56.6	53.3	52.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	59.4	64.2	64.5	54.0	51.7	51.9	Very Low	Maintained	Concern
	PAT: Excellence	3.8	8.2	9.4	7.4	6.6	6.5	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	65.5	69.7	70.0	77.2	77.1	76.7	Very Low	Maintained	Concern
	Diploma: Excellence	8.1	11.9	9.9	11.4	11.0	10.6	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	25.4	15.7	20.9	24.6	24.4	22.3	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	44.9	39.8	37.1	37.1	35.9	34.0	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr.)	35.8	35.3	36.4	34.2	33.0	32.8	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:

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.⁴

OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	75.4	73.4	70.0	74.0	72.5	78	Intermediate	Maintained	Acceptable	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).	17.5	32.9	14.4	17.6	16.2	18	Intermediate	Maintained	Acceptable	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

Academic results for the Fort McMurray School Division are 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 is 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 in two schools.
- Provide sheltered classroom for junior high ELL students at Fort McMurray Composite High School.

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.

Outcome One: Alberta's students are successful continued

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	74.2	75.5	72.0	76.6	73.3	80	Low	Maintained	Issue	80	80	85
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	16.4	23.0	13.5	18.9	15.6	18	Intermediate	Maintained	Acceptable	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

The Diploma Exam results from 2018/2019 show 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 is 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.

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. Focus areas for 2019/2020 Division PD: December 13, Supporting Teacher Quality Standard Competency 5, “Applying Foundational Knowledge about First Nations, Métis and Inuit”, and January 31, “Connecting to Numeracy”. 2019 ATA Institution Day: Fostering Effective Relationships within the New Teaching Quality Standards.

Building Staff Capacity continued

- 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 One: Alberta's students are successful continued

Performance Measure	Results (in percentages)						Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	70.9	77.0	70.1	72.8	78.0	78	High	Improved	Good	80	80	82
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	39.3	47.4	17.0	36.8	50.0	48	Intermediate	Improved Significantly	Good	52	55	58
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.6	2.5	0.3	1.6	0.5	0.3	Very High	Improved Significantly	Excellent	0.3	0.3	0.3
High school to post-secondary transition rate of students within six years of entering Grade 10.	56.9	59.1	48.0	47.7	49.6	60	Intermediate	Maintained	Acceptable	60	65	68
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	47.9	53.0	56.3	61.7	60	Intermediate	Improved Significantly	Good	62	65	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 three of the categories at their highest levels in the five-year history. The results for High School completion, Drop Out Rate, Transition Rates, Rutherford Scholarship Eligibility and Students Writing Four or More Diploma Exams, provide data two years following the Horse River Wildfire and city evacuation. Growth in each of the results may reflect a rebound in results that had been lower in the years directly following the fire.

Comment on Results continued

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.

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 One: Alberta's students are successful continued

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.8	81.8	84.9	84.5	86.3	86	Very High	Improved Significantly	Excellent	87	87	89

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.

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.
- 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 TWO: FIRST NATIONS, MÉTIS, AND INUIT STUDENTS IN ALBERTA ARE SUCCESSFUL

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	64.4	*	64.9	64.2	59.4	70	Very Low	Maintained	Concern	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).	11.2	*	10.6	8.2	3.8	12	Very Low	Declined	Concern	12	15	18
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	72.2	79.5	70.2	69.7	65.5	85	Very Low	Maintained	Concern	85	85	85
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	4.1	10.3	7.9	11.9	8.1	15	Very Low	Maintained	Concern	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

Academic results for the First Nations, Métis, and Inuit students are considered maintained from previous year with the exception of standard of excellence which has declined. 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. 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 is 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.
- 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.

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
- Professional Development day focus on Teacher Quality Standard 5-First Nations, Métis and Inuit culture, history and reconciliation to support teacher learning.
- Individual Schools will establish a goal focusing on TQS 5 Standards after Professional Development Day sessions.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful continued

Performance Measure	Results (in percentages)						Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	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.	46.8	63.8	44.9	57.7	53.3	65	Very Low	Maintained	Concern	65	70	75
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	15.6	26.2	3.5	15.7	25.4	28	Very Low	Maintained	Concern	28	31	35
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	6.8	2.6	0.0	3.0	2.6	0	Very High	Maintained	Excellent	0	0	0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	40.6	38.5	35.3	35.3	35.8	40	Very Low	Maintained	Concern	40	45	45
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	39.1	32.6	39.8	44.9	40	Very Low	Maintained	Concern	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

The Diploma Exam results from 2018/2019 are considered maintained from the previous years. A focus on Literacy and Numeracy skills continues in secondary schools as these are foundational skills for learning in all subject areas. Attendance, including transient registrations can be an issue throughout the year and/or during PAT scheduled times. Tutoring programs are offered at some schools with some FNMI attendees.

Comment on Results continued

In the 2019/2020 school year, Fort McMurray School Division is 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.

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 voice 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.
- Create a gathering space in all high schools where students can receive nutrition, personal and cultural support.
- Connections for out of class academic support.
- Provide a Mental Health Therapist 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 THREE: ALBERTA HAS EXCELLENT TEACHERS, SCHOOL LEADERS, AND SCHOOL AUTHORITY LEADERS

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	81.0	81.4	84.1	83.3	86.3		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

Results from students, parents and teachers indicate high level of satisfaction with the programs of study provided at Fort McMurray School Division. Results have increased from previous years, are very high and above provincial average.

Fort McMurray School Division provides 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 that are embedded in the Division calendar.

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, 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 FOUR: ALBERTA'S K-12 EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	87.5	88.3	90.6	89.9	91.3	92	Very High	Improved Significantly	Excellent	92	93	95
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.2	88.5	89.6	89.6	90.8	90	Very High	Improved Significantly	Excellent	90	90	90
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	80.4	85.4	84.5	83.9	86.8	86	Very High	Improved	Excellent	88	90	90
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	70.0	74.6	73.2	73.1	75.2	75	n/a	n/a	n/a	77	80	82
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.6	82.2	84.7	81.5	86.6	87	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.	79.9	80.2	82.4	81.6	83.3	85	Very High	Improved Significantly	Excellent	87	88	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/TFM (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 "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) with service providers with Regional Collaborative Service Delivery.
- 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.
- Regional Collaborative Service Delivery (RCSD) Interagency partnerships and collaboration to support students and families in our school communities

Responding to Student Needs continued

- Implement a community of practice for behavior management for children with special needs.
- Provide opportunities for student voice and feedback through committees such as: 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 Therapist 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 school growth plans 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 to 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. There has been an increase in mental health issues in families that have added stressors within the schools. The Wood Buffalo Food Bank has reported that 20,000 people of the community, including 10,000 children, access their services.
- University of Alberta study data has shown 44% of youth in grades 7-12 are experiencing one of the following four diagnosis: alcohol and drug abuse, PTSD, anxiety, self-harm and depression. Providing adequate mental health supports continues to be a challenge within the Wood Buffalo region.

SUMMARY OF FINANCIAL RESULTS

Jurisdiction Summary

CORE SUBJECTS ONLY

Jurisdiction: The Fort McMurray School Division [A.3260]

Number of Schools Reported: 13

Total Number of Schools: 13

	K to 3			4 to 6			7 to 9			10 to 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Total for Jurisdiction	20.1	18.4	21.2	21.0	18.4	22.7	24.9	23.8	26.6	22.5	23.8	23.0
Beacon Hill School	15.4	11.5	23.7	20.5	10.9	20.0						
Christina Gordon Public School	21.0	19.6	18.7	15.0	17.7	26.0						
Dave McNeilly Public School		11.3	18.7		7.6	17.7						
Dr Karl A Clark Elementary	20.5	24.1	22.4	18.0	21.6	18.9						
Ecole Dickinsfield School	22.6	19.4	22.9	23.3	19.3	25.2						
École McTavish Junior High School							25.6	25.2	27.3			21.9
Fort McMurray Composite High School							22.6	20.0	24.5	22.7	18.0	22.8
Greely Road School	22.3	10.8	18.5	19.3	11.3	19.0						
Thickwood Heights School	17.3	22.5	19.4	24.0	20.9	23.5						
Timberlea Public School	18.9	23.2	24.6	19.2	30.7	24.7						
Walter & Gladys Hill Public School	19.2	17.6	20.7	22.5	22.7	23.9						
Westview School	20.7	15.8	22.5	26.0	16.0	21.8						
Westwood Community High School									26.5	22.4	25.8	23.6

Jurisdiction Summary

ALL SUBJECTS

Jurisdiction: The Fort McMurray School Division [A.3260]

Number of Schools Reported: 13

Total Number of Schools: 13

	K to 3			4 to 6			7 to 9			10 to 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Total for Jurisdiction	19.8	18.4	20.5	21.0	18.5	22.8	24.3	23.3	25.5	19.9	21.1	21.9
Beacon Hill School	14.7	11.5	24.0	20.5	10.8	20.0						
Christina Gordon Public School	20.8	19.6	18.2	15.0	17.8	26.1						
Dave McNeilly Public School		11.3	18.0		7.6	17.7						
Dr Karl A Clark Elementary	21.0	24.0	21.9	18.2	21.7	19.0						
Ecole Dickinsfield School	22.3	19.5	21.7	23.3	19.4	25.1						
École McTavish Junior High School							24.9	24.8	25.4			19.3
Fort McMurray Composite High School							22.3	19.2	24.3	19.1	16.6	23.4
Greely Road School	22.5	10.8	17.2	19.4	11.3	19.0						
Thickwood Heights School	17.0	22.5	18.2	24.0	20.9	23.6						
Timberlea Public School	18.9	23.3	24.7	19.2	30.7	24.7						
Walter & Gladys Hill Public School	19.0	17.6	20.3	22.1	22.9	24.1						
Westview School	19.2	15.8	22.5	26.0	16.0	21.8						
Westwood Community High School									26.4	20.3	22.6	22.2

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.

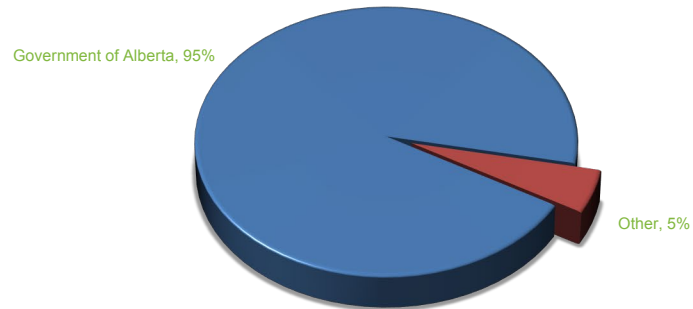
Basis of Allocation

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.

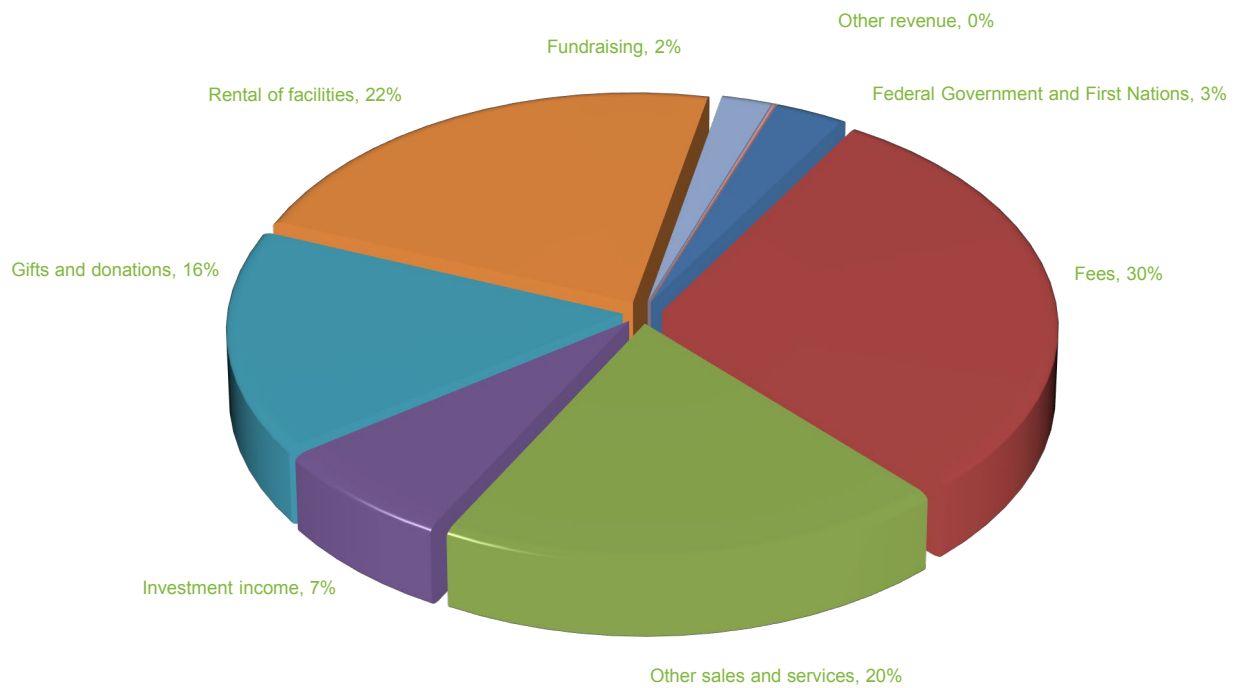
AUDITED STATEMENT OF OPERATIONS
for the Year Ending August 31, 2019

	Actual 2019
Revenues	
Government of Alberta	87,837,150
Federal Government and First Nations	145,615
Out of province authorities	-
Alberta municipalities - special tax levies	-
Property taxes	-
Fees	1,406,113
Other sales and services	955,625
Investment income	347,597
Gifts and donations	760,821
Rental of facilities	1,060,563
Fundraising	105,779
Gains on disposal of capital assets	-
Other revenue	5,394
Total Revenues	92,624,657
Expenses	
Instruction - kindergarten	12,191,148
Instruction - grades 1-12	54,576,506
Plant operations & maintenance	16,590,565
Transportation	2,257,983
Administration	3,043,592
External services	-
Total Expenses	88,659,794
Annual Surplus (Deficit)	3,964,863

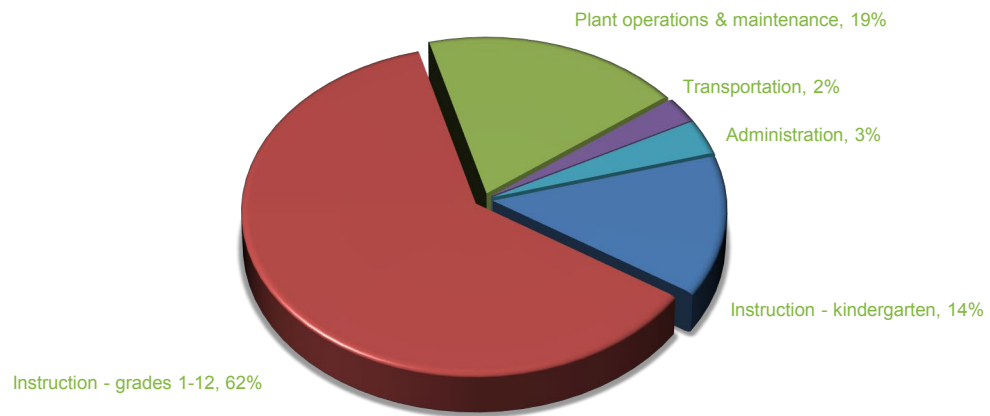
REVENUES AFS AUGUST 31, 2019



BREAKDOWN OF OTHER REVENUES AFS AUGUST 31, 2019



EXPENDITURES AFS AUGUST 31, 2019



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.

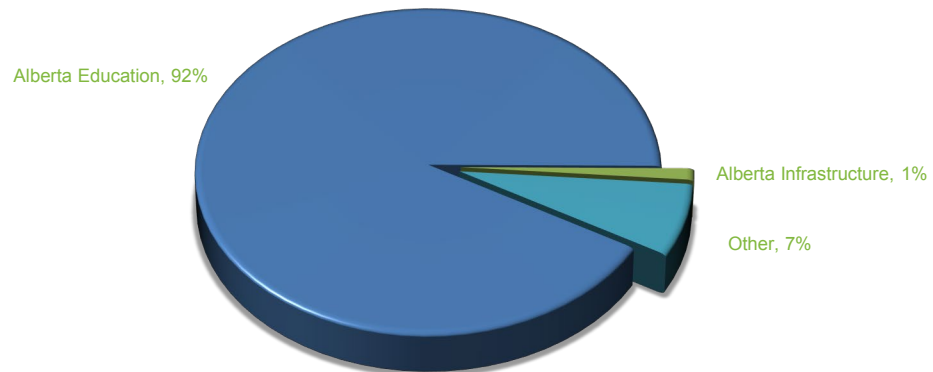
Reserves:

- 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.

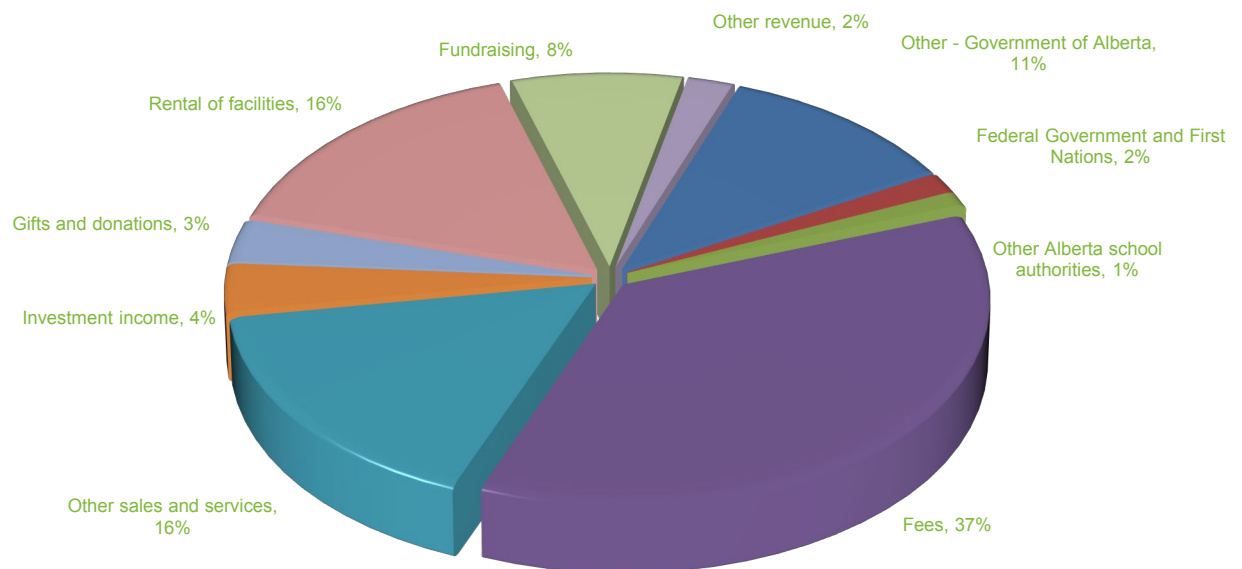
BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31, 2020

	Approved Budget 2019/2020	Fall Budget Update 2019/2020
Revenues		
Alberta Education	87,398,009	78,829,824
Alberta Infrastructure	1,078,000	9,842,856
Other - Government of Alberta	759,737	956,155
Federal Government and First Nations	106,300	159,450
Other Alberta school authorities	75,000	75,000
Fees	2,469,708	1,774,400
Other sales and services	1,107,513	991,494
Investment income	250,000	350,000
Gifts and donations	223,500	164,844
Rental of facilities	1,080,000	1,005,000
Fundraising	541,297	500,000
Gains on disposal of capital assets	-	-
Other revenue	145,000	145,000
Total Revenues	95,234,064	94,794,023
Expenses		
Instruction - Kindergarten	10,501,259	12,213,011
Instruction - Grades 1-12	62,049,742	60,549,089
Plant operations & maintenance	19,222,573	19,334,081
Transportation	2,481,351	2,591,233
Administration	3,776,120	3,449,050
External Services	-	-
Total Expenses	98,031,045	98,136,464
Annual Surplus (Deficit)	(2,796,981)	(3,342,441)

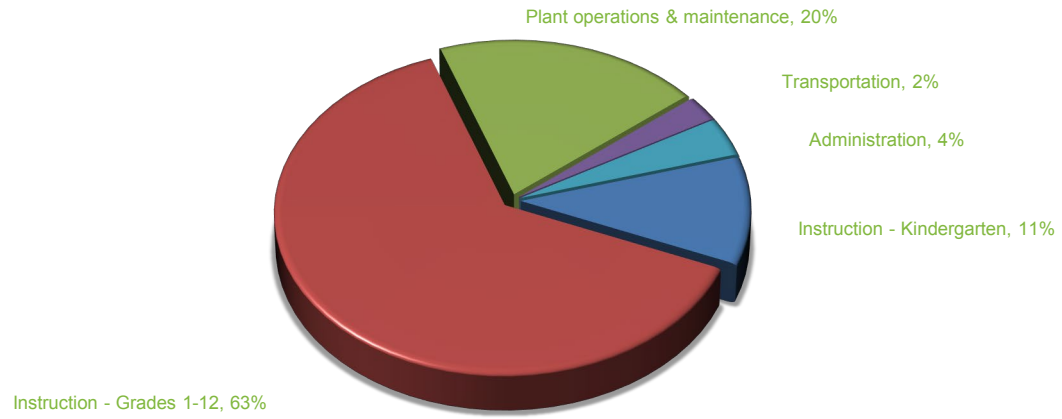
BUDGETED STATEMENT REVENUES 2019/2020 (Spring Budget)



BREAKDOWN OF OTHER REVENUES 2019/2020 (Spring Budget)



BUDGETED EXPENSES BY PROGRAM 2018/2019



SCHOOL GENERATED FUNDS

AUDITED SCHOOL GENERATED FUNDS for the Year Ending August 31, 2019

	Actual 2019
School generated funds, beginning of year	1,254,273
Gross receipts:	
Fees	462,755
Fundraising	105,529
Gifts and donations	137,670
Grants to schools	-
Other sales and services	309,514
Total gross receipts	1,015,468
Total related expenses and uses of funds	994,885
Total direct costs including costs fo goods sold to raise fur	92,194
School generated funds, end of year	1,182,662
Balance in deferred revenue	59,580
Balance in accumulated surplus (operating reserves)	1,123,082

WEBSITE LINKS

Class Size Links

For information on average class sizes for Alberta please visit:

<https://www.alberta.ca/class-size.aspx#toc-1>

Financial Links

The Audited Financial Statement Report for the 2018-2019 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 12 of the Audited Financial Statements, reference Note 14 and page 17, 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:

<https://www.fmpsdschools.ca/Admin%20Procedures%20Manual.php>

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@fmps.ab.ca

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

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://www.fmpsd.ab.ca/HTMLpolicyNew/procedures/AP403.html>.

In the 2018-2019 school year, there were no reports or disclosures received.

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.

TIMELINES AND COMMUNICATION

The Board approved this combined Annual Education Results Report (AERR) for the 2018/2019 school year and the Three-Year Education Plan (3YEP) for 2019/2022 on December 18, 2019. 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.

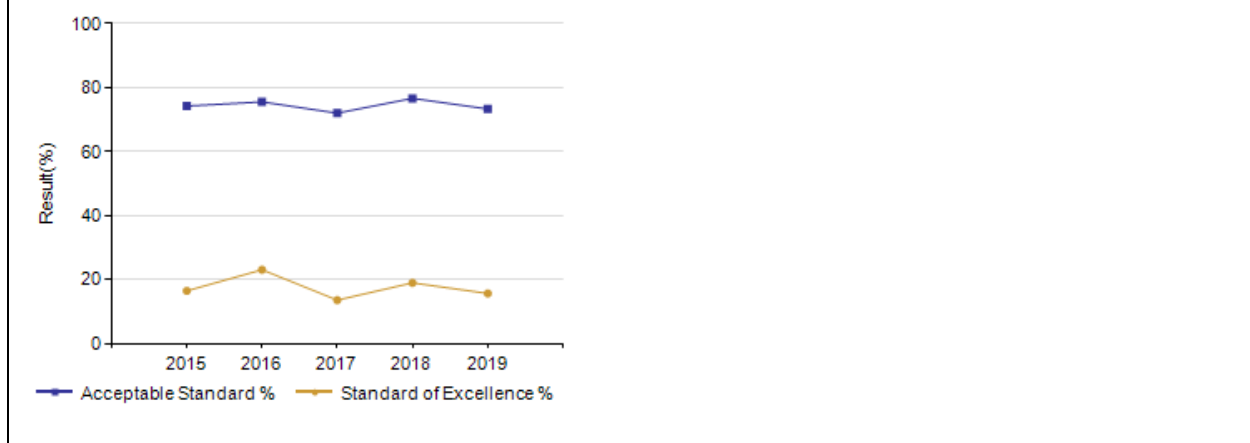
Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	81.3	9.9	82.5	9.5	79.9	3.9	86.2	9.9	84.8	4.4	88	10
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3		
English Lang Arts 30-2	Authority	88.7	4.3	80.3	16.4	78.0	4.9	78.7	10.2	77.8	3.7	82	10
	Province	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1		
French Lang Arts 30-1	Authority	81.8	9.1	87.5	0.0	*	*	81.8	0.0	*	*	90	10
	Province	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1		
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	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5		
Mathematics 30-1	Authority	71.3	36.0	70.2	19.0	59.8	25.2	64.1	28.2	67.2	21.6	70	30
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		
Mathematics 30-2	Authority	51.3	1.3	64.3	9.5	55.4	6.8	53.4	6.9	65.4	11.5	68	13
	Province	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8		
Social Studies 30-1	Authority	77.8	12.7	71.1	5.8	84.7	13.1	80.2	10.4	69.2	9.9	83	13
	Province	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0		
Social Studies 30-2	Authority	67.2	3.1	64.0	5.3	62.8	4.7	64.8	4.8	57.6	3.5	70	10
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2		
Biology 30	Authority	71.4	36.5	90.9	59.1	74.4	29.9	88.4	41.1	79.1	30.6	85	35
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5		
Chemistry 30	Authority	75.4	29.4	76.9	48.1	69.7	25.7	78.5	33.3	77.2	37.5	80	38
	Province	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5		
Physics 30	Authority	73.5	30.6	83.6	38.8	77.6	31.3	75.5	34.0	75.2	24.8	78	30
	Province	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5		
Science 30	Authority	46.4	0.0	70.0	12.5	73.2	9.8	68.4	0.0	60.0	16.7	80	20
	Province	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2		

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.

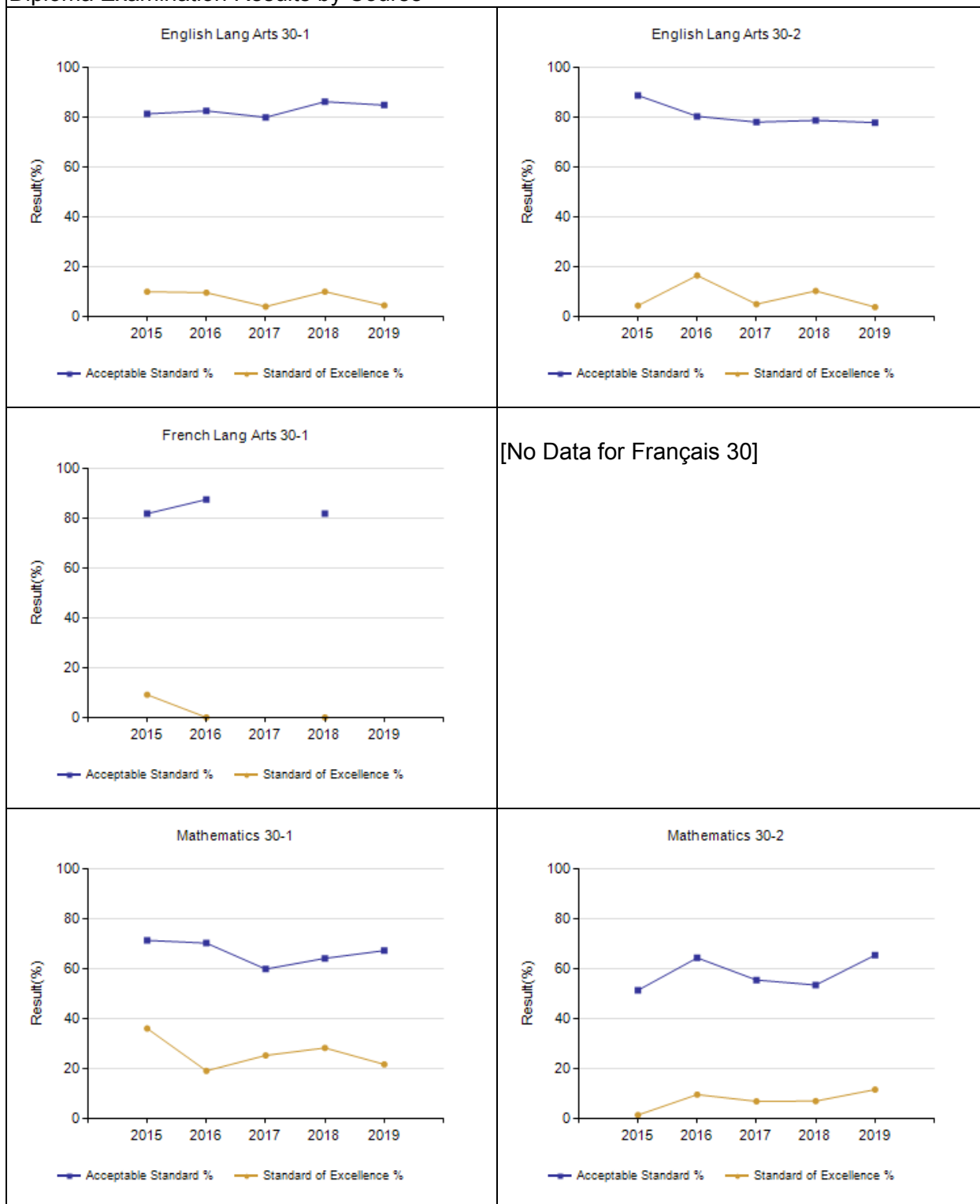
Graph of Diploma Examination Results – Overall



Notes:

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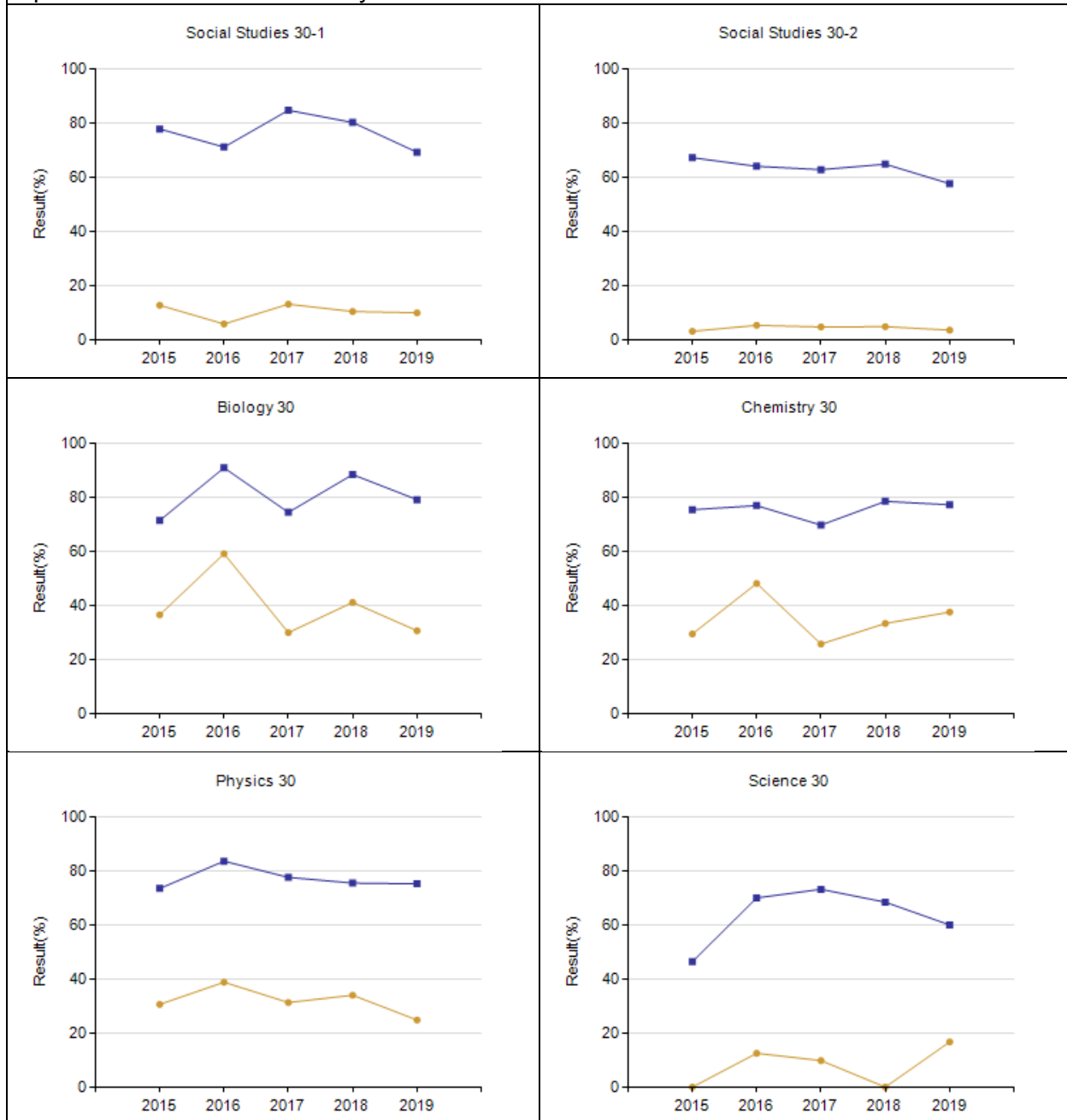
Diploma Examination Results by Course



Notes:

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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.
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Diploma Examination Results by Course



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

		Fort McMurray School Division								Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average		
Course	Measure				N	%	N	%	N	%	N	%	
English Lang Arts 30-1	Acceptable Standard	Low	Maintained	Issue	204	84.8	179	83.0	29,832	86.8	30,091	86.9	
	Standard of Excellence	Low	Declined	Issue	204	4.4	179	6.9	29,832	12.3	30,091	11.9	
English Lang Arts 30-2	Acceptable Standard	Very Low	Maintained	Concern	108	77.8	155	78.4	16,640	87.1	16,563	88.9	
	Standard of Excellence	Low	Declined	Issue	108	3.7	155	7.6	16,640	12.1	16,563	12.3	
French Lang Arts 30-1	Acceptable Standard	*	*	*	5	*	11	81.8	1,215	91.5	1,296	94.1	
	Standard of Excellence	*	*	*	5	*	11	0.0	1,215	10.1	1,296	9.7	
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	98.6	154	98.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	29.5	154	20.6	
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	116	67.2	119	62.0	19,389	77.8	20,337	73.9	
	Standard of Excellence	n/a	n/a	n/a	116	21.6	119	26.7	19,389	35.1	20,337	30.6	
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	52	65.4	66	54.4	14,465	76.5	14,107	74.8	
	Standard of Excellence	n/a	n/a	n/a	52	11.5	66	6.8	14,465	16.8	14,107	16.4	
Social Studies 30-1	Acceptable Standard	Very Low	Declined Significantly	Concern	182	69.2	165	82.4	21,610	86.6	22,179	85.7	
	Standard of Excellence	Intermediate	Maintained	Acceptable	182	9.9	165	11.8	21,610	17.0	22,179	15.6	
Social Studies 30-2	Acceptable Standard	Very Low	Declined	Concern	144	57.6	180	63.8	20,758	77.8	20,078	80.2	
	Standard of Excellence	Very Low	Maintained	Concern	144	3.5	180	4.7	20,758	12.2	20,078	12.6	
Biology 30	Acceptable Standard	Low	Maintained	Issue	134	79.1	132	81.4	22,442	83.9	22,853	85.3	
	Standard of Excellence	High	Maintained	Good	134	30.6	132	35.5	22,442	35.5	22,853	33.8	
Chemistry 30	Acceptable Standard	Intermediate	Maintained	Acceptable	136	77.2	122	74.1	18,525	85.7	18,929	82.7	
	Standard of Excellence	Very High	Improved	Excellent	136	37.5	122	29.5	18,525	42.5	18,929	37.2	
Physics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	105	75.2	81	76.6	9,247	87.5	9,974	85.9	
	Standard of Excellence	Intermediate	Declined	Issue	105	24.8	81	32.7	9,247	43.5	9,974	41.7	
Science 30	Acceptable Standard	Very Low	Maintained	Concern	30	60.0	30	70.8	9,676	85.7	9,180	84.9	
	Standard of Excellence	Intermediate	Improved	Good	30	16.7	30	4.9	9,676	31.2	9,180	29.2	

Notes:

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

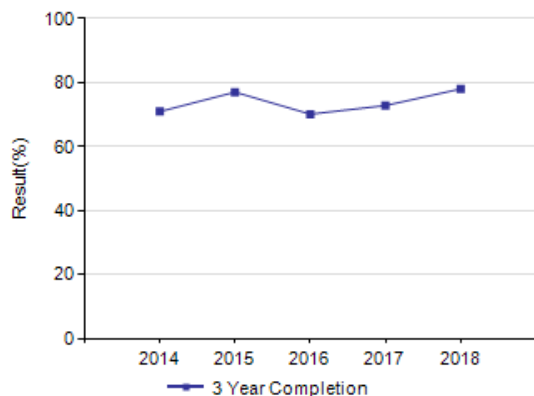
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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

High School Completion Rate – Measure Details

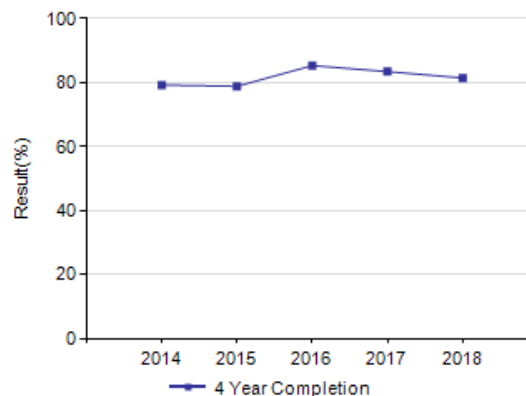
High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
3 Year Completion	70.9	77.0	70.1	72.8	78.0	76.5	76.5	78.0	78.0	79.1
4 Year Completion	79.2	78.8	85.3	83.4	81.4	79.9	81.0	81.2	82.6	82.7
5 Year Completion	86.1	82.1	80.8	85.9	86.6	82.0	82.1	83.2	83.4	84.8

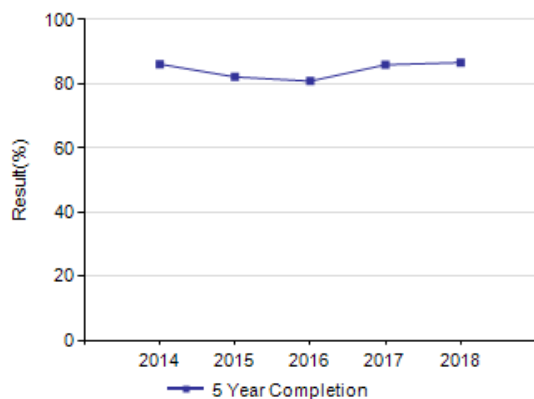
Graph of Authority Results



Graph of Authority Results



Graph of Authority Results



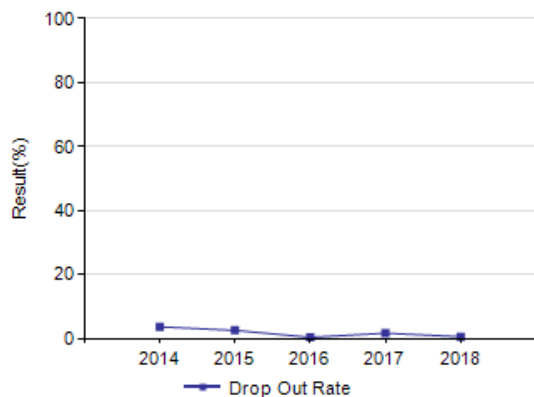
Notes:

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.

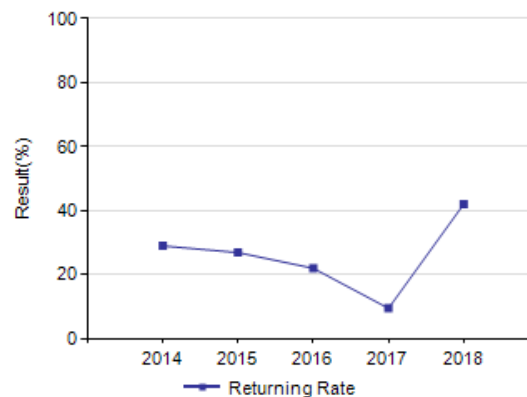
Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Drop Out Rate	3.6	2.5	0.3	1.6	0.5	3.5	3.2	3.0	2.3	2.6
Returning Rate	28.9	26.8	21.9	9.4	42.0	20.9	18.2	18.9	19.9	22.7

Graph of Authority Results



Graph of Authority Results



Notes:

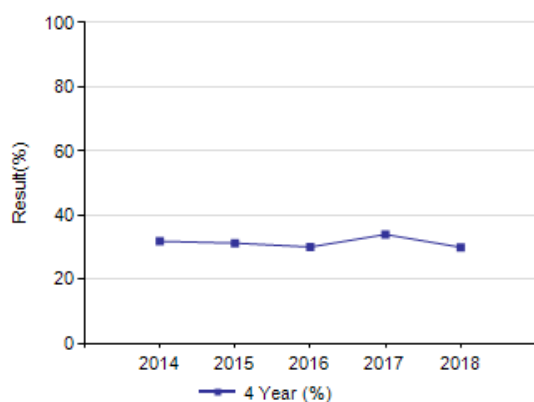
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

High School to Post-secondary Transition Rate – Measure Details

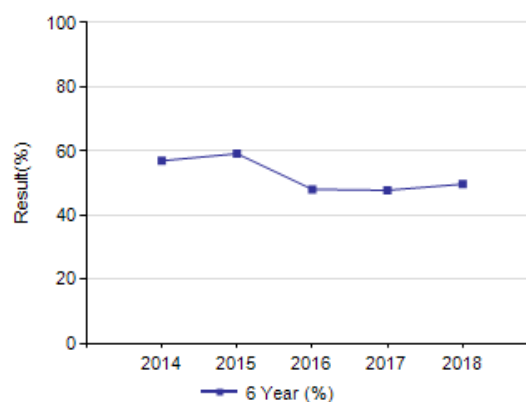
High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
4 Year Rate	31.8	31.2	30.0	33.9	29.9	38.3	37.0	37.0	39.3	40.1
6 Year Rate	56.9	59.1	48.0	47.7	49.6	59.7	59.4	57.9	58.7	59.0

Graph of Authority Results



Graph of Authority Results



Notes:

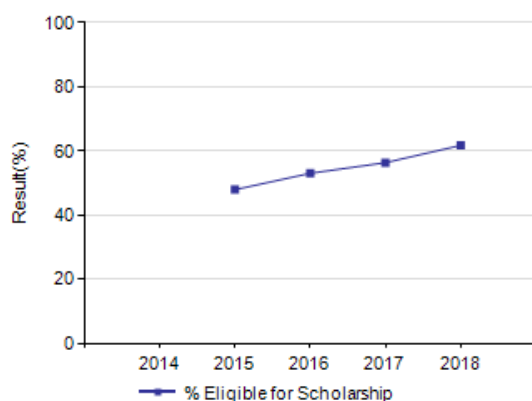
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.												
			Authority					Province				
			2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Rutherford Rate	Scholarship	Eligibility	n/a	47.9	53.0	56.3	61.7	n/a	60.8	62.3	63.4	64.8

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		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
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
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

Graph of Authority Results



Notes:

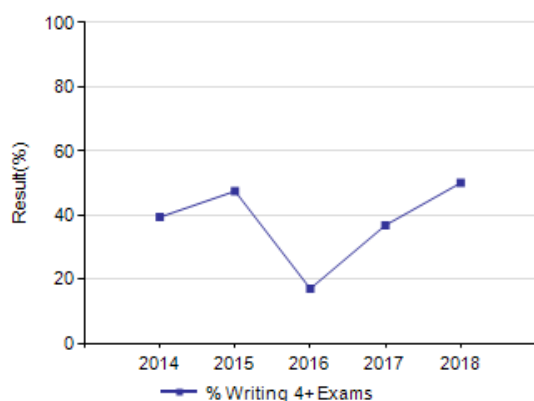
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. 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.

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
% Writing 0 Exams	21.8	15.6	26.0	18.1	14.7	15.7	15.7	15.0	14.8	14.2
% Writing 1+ Exams	78.2	84.4	74.0	81.9	85.3	84.3	84.3	85.0	85.2	85.8
% Writing 2+ Exams	76.2	82.3	55.8	75.8	84.0	81.4	81.2	82.0	82.3	83.0
% Writing 3+ Exams	48.8	56.8	36.7	48.4	62.4	65.0	64.7	65.2	66.1	66.8
% Writing 4+ Exams	39.3	47.4	17.0	36.8	50.0	54.4	54.6	54.9	55.7	56.3
% Writing 5+ Exams	27.7	31.2	6.3	25.6	39.8	36.3	37.1	37.5	37.8	38.7
% Writing 6+ Exams	11.9	15.6	1.5	8.5	17.8	13.1	13.8	13.6	13.9	14.2

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
English Language Arts 30-1	42.4	45.9	18.6	39.9	55.8	54.0	53.2	54.0	55.0	56.3
English Language Arts 30-2	32.7	34.9	13.0	33.5	26.2	28.0	28.7	28.7	28.8	27.8
Total of 1 or more English Diploma Exams	73.1	79.9	31.3	72.3	81.4	79.7	79.5	80.1	80.9	81.1
Social Studies 30-1	39.9	43.8	31.3	33.5	52.1	45.1	43.5	45.1	44.9	45.0
Social Studies 30-2	33.7	36.4	13.5	39.9	28.7	35.2	36.7	35.8	36.4	37.1
Total of 1 or more Social Diploma Exams	72.8	78.1	44.8	73.1	80.2	79.6	79.5	80.3	80.7	81.4
Pure Mathematics 30	0.2	0.0	0.0	0.0	0.0	0.1	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	25.7	29.0	28.2	18.2	36.9	37.3	37.1	36.4	35.5	36.5
Mathematics 30-2	15.0	18.6	7.9	13.9	16.8	21.4	22.4	23.7	25.1	24.9
Total of 1 or more Math Diploma Exams	40.4	46.7	36.1	32.1	53.0	57.0	57.6	58.3	58.6	59.3
Biology 30	26.2	34.6	16.6	29.8	39.9	41.4	40.6	40.7	41.7	42.7
Chemistry 30	30.4	31.7	25.9	27.2	37.2	34.7	35.7	35.6	35.1	35.8
Physics 30	19.0	22.5	17.2	17.6	27.4	20.0	19.9	19.3	18.6	18.7
Science 30	3.2	5.3	6.5	10.7	3.4	12.8	14.1	15.7	16.9	17.0
Total of 1 or more Science Diploma Exams	40.6	49.7	40.8	44.5	53.4	59.4	59.8	60.5	61.2	61.8
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.3	0.2	0.3	0.3	0.3
French Language Arts 30	2.2	3.6	2.3	1.2	3.4	2.7	2.8	2.8	3.0	2.7
Total of 1 or more French Diploma Exams	2.2	3.6	2.3	1.2	3.4	2.9	3.0	3.1	3.3	3.0

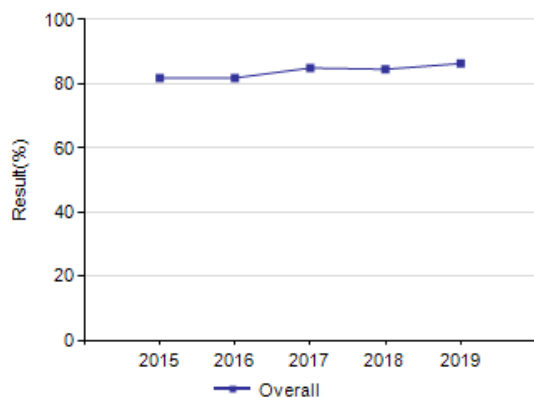
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Diploma Examinations was impacted by the fires in May to June 2016. 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.

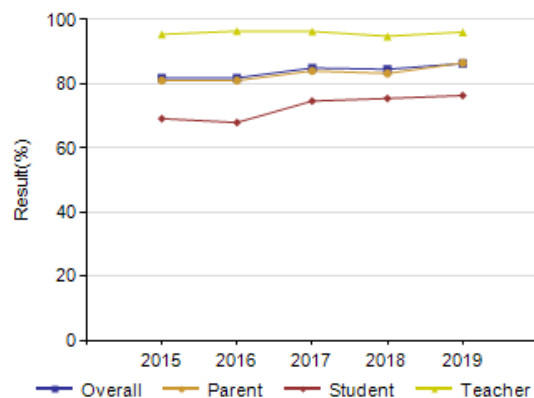
Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	81.8	81.8	84.9	84.5	86.3	83.5	83.9	83.7	83.0	82.9
Teacher	95.4	96.4	96.3	94.8	96.1	94.2	94.5	94.0	93.4	93.2
Parent	81.0	81.0	84.0	83.2	86.5	82.1	82.9	82.7	81.7	81.9
Student	69.1	67.9	74.6	75.4	76.3	74.2	74.5	74.4	73.9	73.5

Graph of Overall Authority Results



Graph of Detailed Authority Results



Notes:

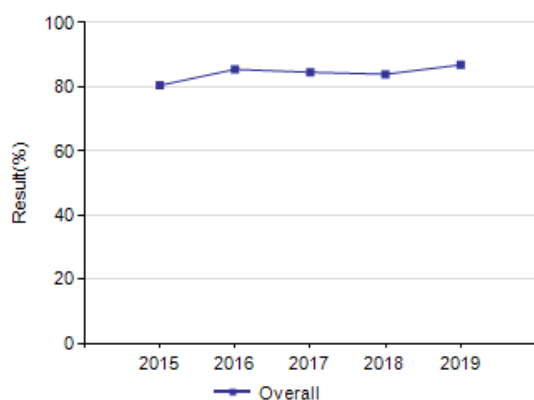
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey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

Work Preparation – Measure Details

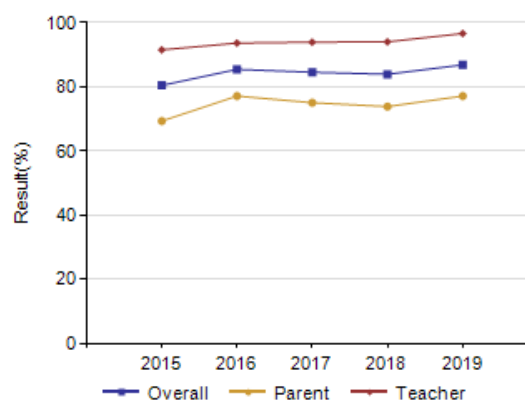
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	80.4	85.4	84.5	83.9	86.8	82.0	82.6	82.7	82.4	83.0
Teacher	91.5	93.6	93.9	94.0	96.6	89.7	90.5	90.4	90.3	90.8
Parent	69.3	77.1	75.0	73.8	77.1	74.2	74.8	75.1	74.6	75.2

Graph of Overall Authority Results



Graph of Detailed Authority Results



Notes:

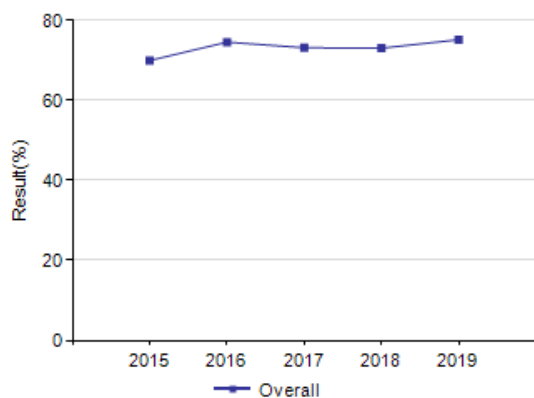
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details

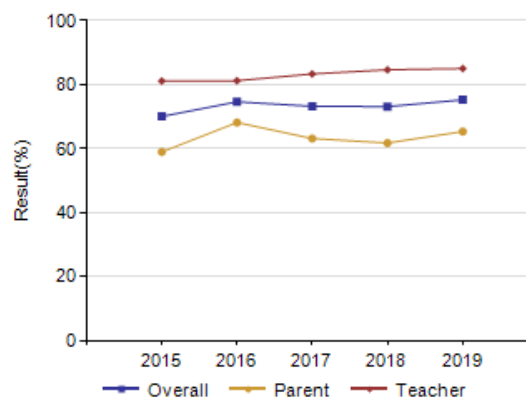
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	70.0	74.6	73.2	73.1	75.2	70.0	70.7	71.0	70.9	71.4
Teacher	81.1	81.2	83.3	84.6	85.0	76.0	77.3	77.3	77.8	78.8
Parent	58.9	68.1	63.1	61.7	65.3	64.0	64.2	64.8	64.0	64.0

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 (*).

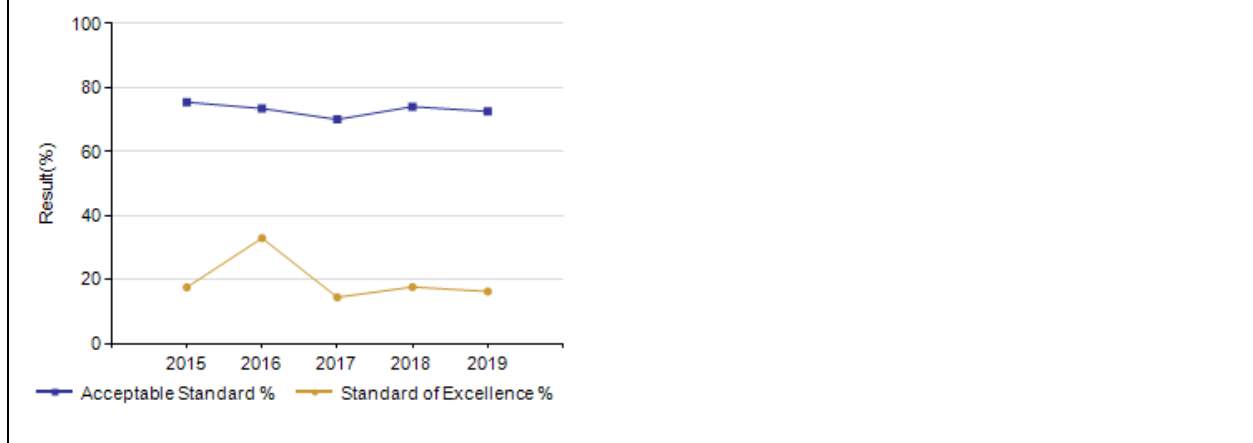
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)											
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	86.1	19.4	42.2	18.8	85.1	14.6	87.9	18.1	85.9	13.9	88	17
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
French Language Arts 6 année	Authority	90.0	16.7	*	*	90.9	9.1	88.6	11.4	75.5	13.2	88	16
	Province	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7		
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	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6		
Mathematics 6	Authority	78.7	17.3	90.0	32.5	67.0	9.7	74.1	10.4	68.8	11.5	75	15
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Science 6	Authority	76.9	21.5	93.9	42.4	72.9	20.2	78.0	19.4	75.3	17.5	80	22
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	Authority	70.6	15.2	96.7	33.3	69.8	17.1	72.7	14.1	72.1	14.5	76	20
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		
English Language Arts 9	Authority	78.1	11.3	*	*	74.8	16.3	79.1	15.6	75.4	16.5	80	18
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
K&E English Language Arts 9	Authority	33.3	0.0	n/a	n/a	n/a	n/a	*	*	*	*		
	Province	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4		
French Language Arts 9 année	Authority	100.0	10.5	n/a	n/a	86.4	4.5	66.7	19.0	90.6	12.5	80	15
	Province	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3		
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	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0		
Mathematics 9	Authority	64.9	19.9	88.9	66.7	58.8	11.7	58.8	15.6	53.3	18.2	60	20
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0		
K&E Mathematics 9	Authority	44.4	11.1	n/a	n/a	n/a	n/a	*	*	*	*		
	Province	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2		
Science 9	Authority	74.1	20.2	100.0	75.0	64.6	11.7	70.4	23.0	76.0	23.4	78	26
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
K&E Science 9	Authority	55.6	11.1	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Province	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7		
Social Studies 9	Authority	70.2	16.0	100.0	62.5	59.1	14.8	67.4	26.6	68.3	17.4	70	21
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		
K&E Social Studies 9	Authority	55.6	11.1	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Province	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "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.

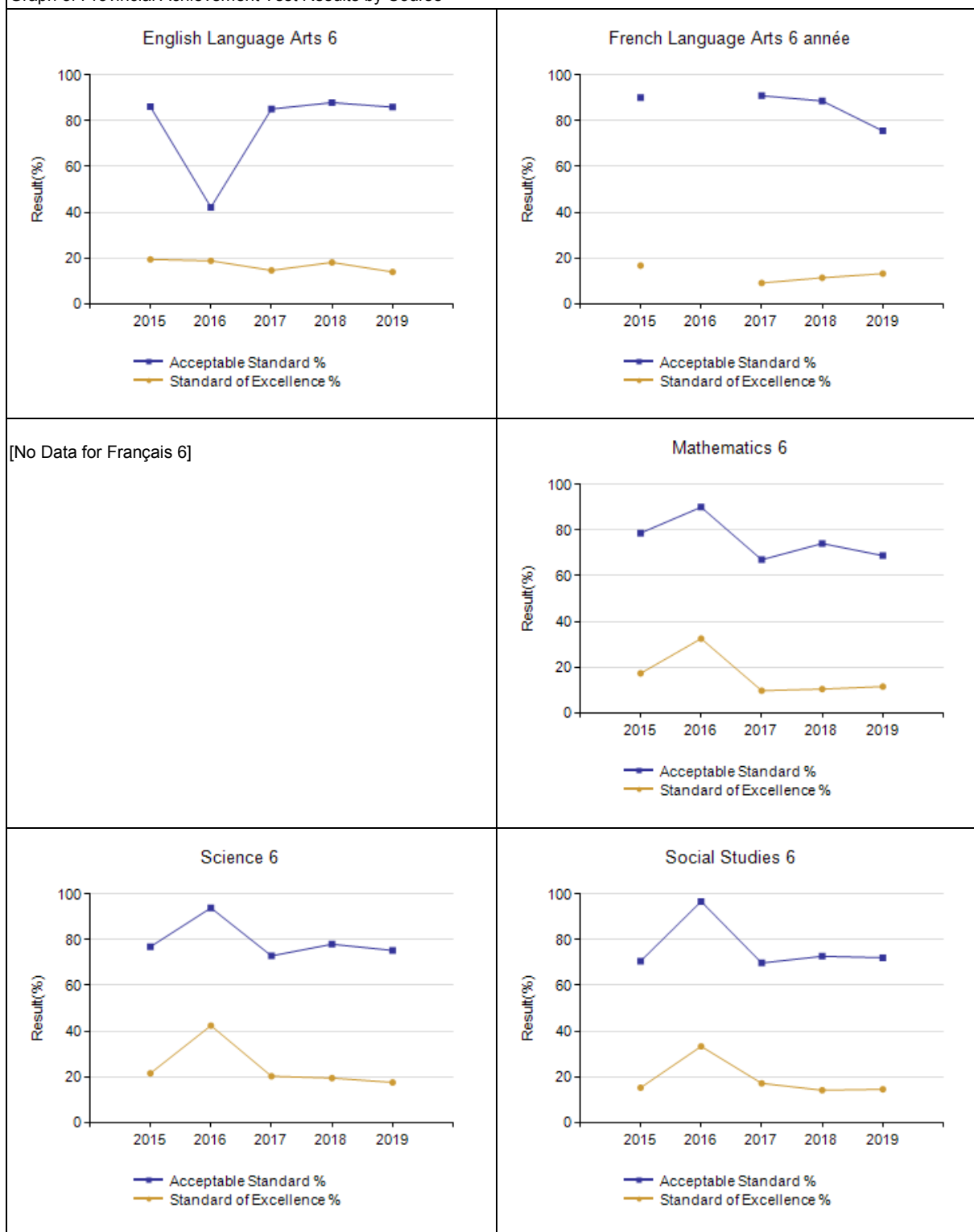
Graph of Overall Provincial Achievement Test Results



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.

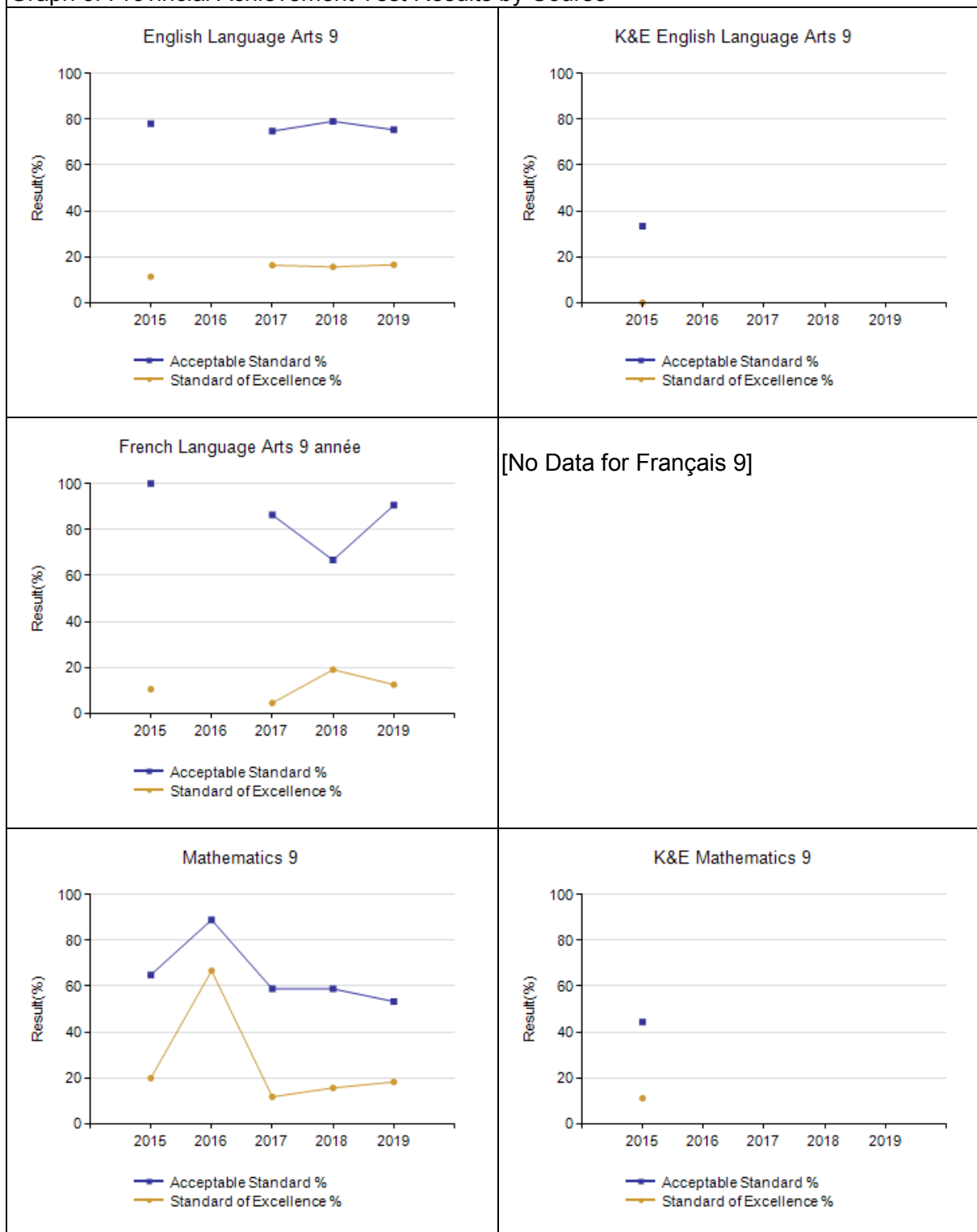
Graph of Provincial Achievement Test Results by Course



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.

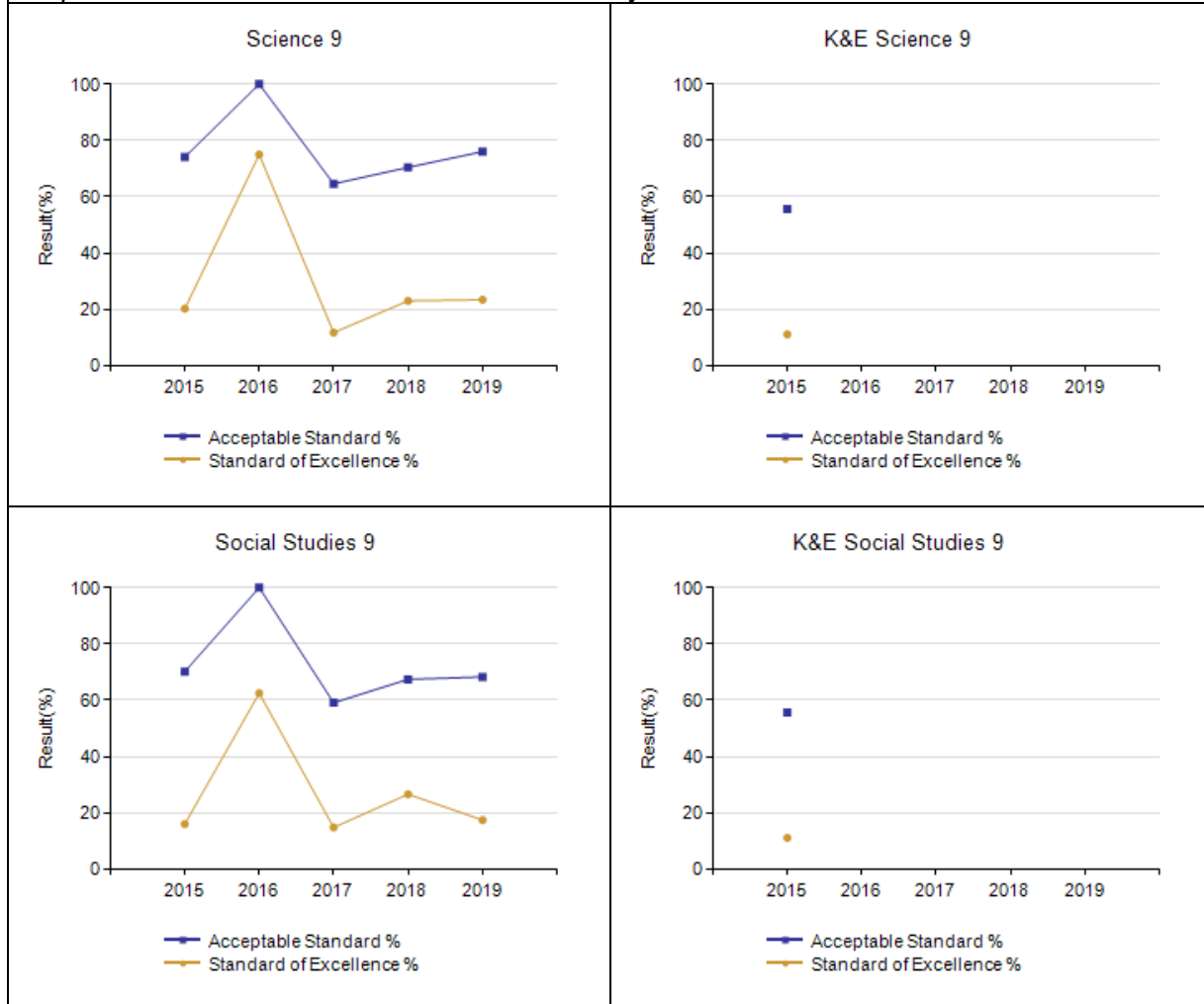
Graph of Provincial Achievement Test Results by Course



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



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

		Fort McMurray School Division								Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average		
Course	Measure				N	%	N	%	N	%	N	%	
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	403	85.9	338	86.5	54,820	83.2	49,573	82.9	
	Standard of Excellence	Intermediate	Maintained	Acceptable	403	13.9	338	16.3	54,820	17.8	49,573	19.1	
French Language Arts 6 année	Acceptable Standard	Intermediate	Declined	Issue	53	75.5	34	89.7	3,559	87.7	3,122	86.0	
	Standard of Excellence	Intermediate	Maintained	Acceptable	53	13.2	34	10.3	3,559	15.7	3,122	13.3	
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6	
Mathematics 6	Acceptable Standard	Low	Maintained	Issue	401	68.8	338	70.5	54,778	72.5	49,502	71.5	
	Standard of Excellence	Intermediate	Maintained	Acceptable	401	11.5	338	10.0	54,778	15.0	49,502	13.5	
Science 6	Acceptable Standard	Low	Maintained	Issue	401	75.3	338	75.5	54,879	77.6	49,520	77.9	
	Standard of Excellence	Intermediate	Maintained	Acceptable	401	17.5	338	19.8	54,879	28.6	49,520	28.9	
Social Studies 6	Acceptable Standard	Intermediate	Maintained	Acceptable	401	72.1	338	71.2	54,802	76.2	49,511	73.1	
	Standard of Excellence	Intermediate	Maintained	Acceptable	401	14.5	338	15.6	54,802	24.4	49,511	22.3	
English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	333	75.4	280	77.0	47,465	75.1	45,363	76.6	
	Standard of Excellence	High	Maintained	Good	333	16.5	280	15.9	47,465	14.7	45,363	14.9	
K&E English Language Arts 9	Acceptable Standard	*	*	*	5	*	n/a	n/a	1,569	57.4	1,551	58.1	
	Standard of Excellence	*	*	*	5	*	n/a	n/a	1,569	5.4	1,551	6.0	
French Language Arts 9 année	Acceptable Standard	Intermediate	Improved	Good	32	90.6	22	76.5	2,811	82.9	2,758	82.5	
	Standard of Excellence	Intermediate	Maintained	Acceptable	32	12.5	22	11.8	2,811	12.3	2,758	10.6	
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1	
Mathematics 9	Acceptable Standard	Low	Declined	Issue	330	53.3	279	58.8	46,764	60.0	44,959	64.7	
	Standard of Excellence	High	Improved	Good	330	18.2	279	13.6	46,764	19.0	44,959	17.1	
K&E Mathematics 9	Acceptable Standard	*	*	*	5	*	n/a	n/a	2,190	59.6	2,007	58.7	
	Standard of Excellence	*	*	*	5	*	n/a	n/a	2,190	13.2	2,007	13.3	
Science 9	Acceptable Standard	High	Improved Significantly	Good	329	76.0	281	67.5	47,489	75.2	45,363	74.6	
	Standard of Excellence	Very High	Improved	Excellent	329	23.4	281	17.3	47,489	26.4	45,363	22.7	
K&E Science 9	Acceptable Standard	*	*	*	4	*	n/a	n/a	1,536	61.7	1,520	64.1	
	Standard of Excellence	*	*	*	4	*	n/a	n/a	1,536	10.7	1,520	13.3	

Social Studies 9	Acceptable Standard	Intermediate	Improved	Good	334	68.3	281	63.3	47,496	68.7	45,366	66.1
	Standard of Excellence	Intermediate	Declined	Issue	334	17.4	281	20.7	47,496	20.6	45,366	19.9
K&E Social Studies 9	Acceptable Standard	*	*	*	5	*	n/a	n/a	1,466	55.9	1,501	56.5
	Standard of Excellence	*	*	*	5	*	n/a	n/a	1,466	15.0	1,501	12.8

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
	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
	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
	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
	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
	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
	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
	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
	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
	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
	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
	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
	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
	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
	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.

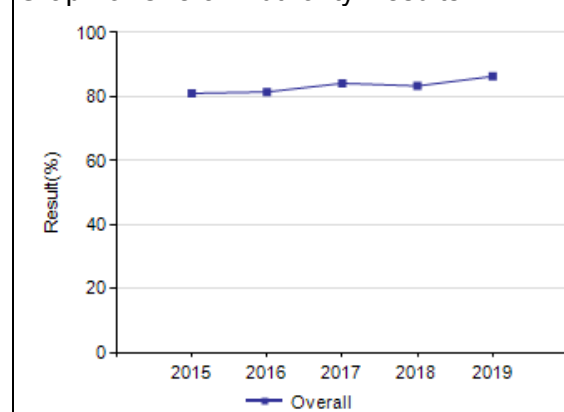
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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

Program of Studies – Measure Details

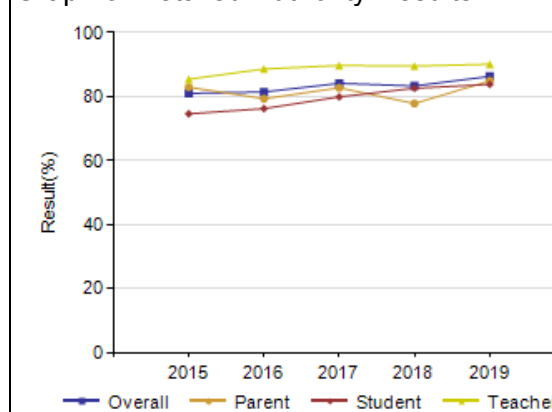
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	81.0	81.4	84.1	83.3	86.3	81.3	81.9	81.9	81.8	82.2
Teacher	85.4	88.6	89.7	89.5	90.1	87.2	88.1	88.0	88.4	89.1
Parent	82.9	79.3	82.7	77.8	84.9	79.9	80.1	80.1	79.9	80.1
Student	74.6	76.2	79.9	82.6	83.8	76.9	77.5	77.7	77.2	77.4

Graph of Overall Authority Results



Graph of Detailed Authority Results

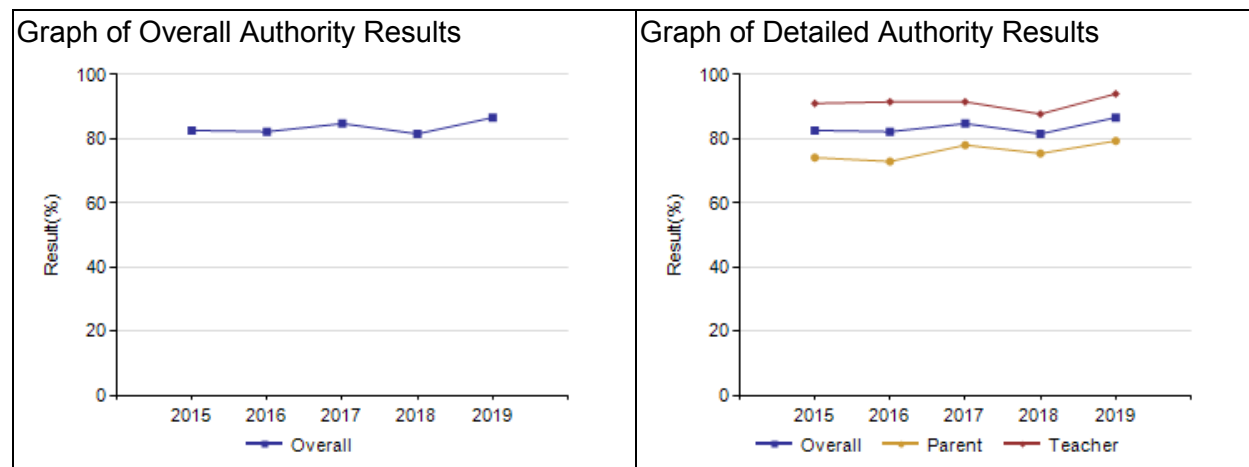


Notes:

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/TFM (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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	82.6	82.2	84.7	81.5	86.6	80.7	80.9	81.2	81.2	81.3
Teacher	91.0	91.5	91.5	87.7	94.0	88.1	88.4	88.5	88.9	89.0
Parent	74.1	72.9	78.0	75.4	79.3	73.4	73.5	73.9	73.4	73.6



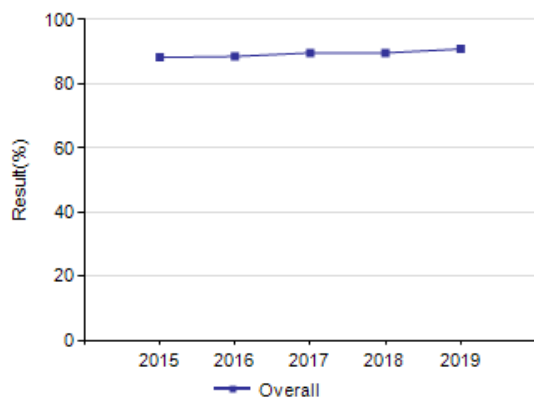
Notes:

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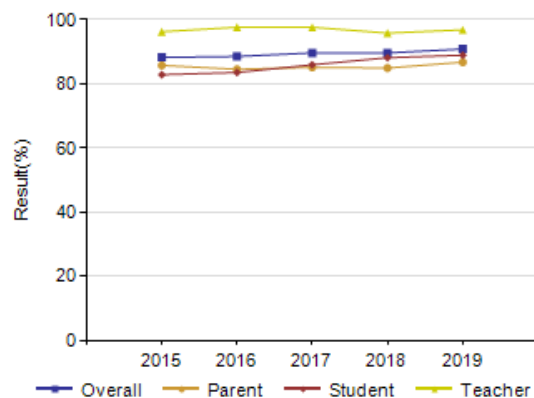
Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	88.2	88.5	89.6	89.6	90.8	89.5	90.1	90.1	90.0	90.2
Teacher	96.2	97.6	97.6	95.8	96.8	95.9	96.0	95.9	95.8	96.1
Parent	85.7	84.5	85.1	84.9	86.7	85.4	86.1	86.4	86.0	86.4
Student	82.8	83.5	85.9	88.1	88.9	87.4	88.0	88.1	88.2	88.1

Graph of Overall Authority Results



Graph of Detailed Authority Results



Notes:

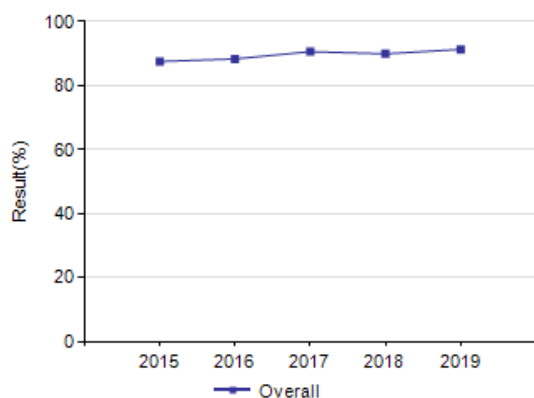
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey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

Safe and Caring – Measure Details

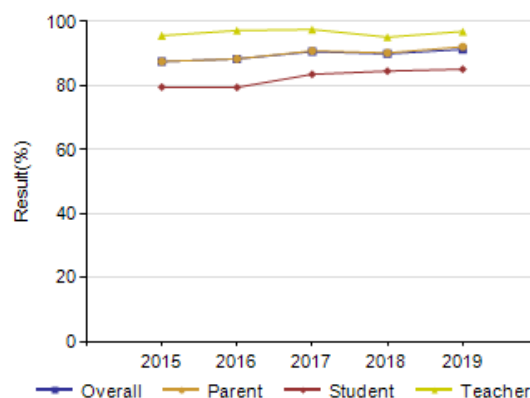
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	87.5	88.3	90.6	89.9	91.3	89.2	89.5	89.5	89.0	89.0
Teacher	95.6	97.2	97.5	95.1	96.9	95.4	95.4	95.3	95.0	95.1
Parent	87.5	88.3	90.8	90.2	92.1	89.3	89.8	89.9	89.4	89.7
Student	79.5	79.4	83.5	84.5	85.1	83.0	83.4	83.3	82.5	82.3

Graph of Overall Authority Results



Graph of Detailed Authority Results



Notes:

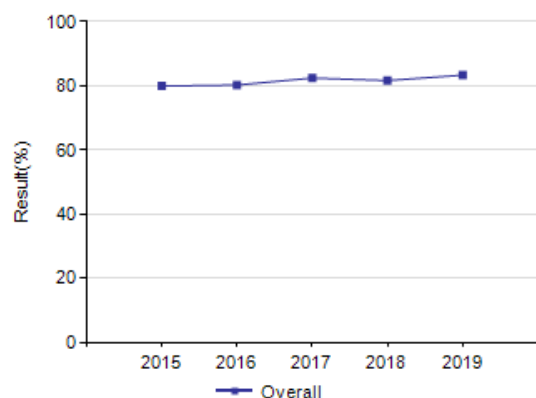
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey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

School Improvement – Measure Details

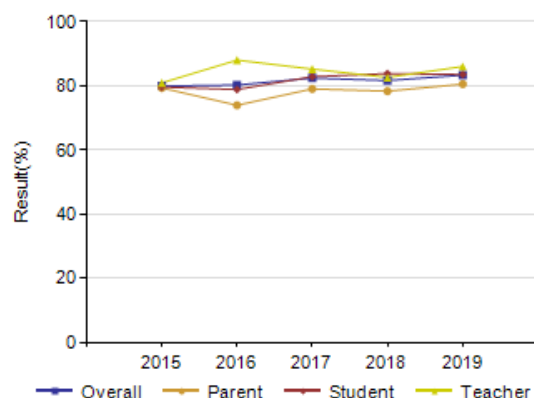
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	79.9	80.2	82.4	81.6	83.3	79.6	81.2	81.4	80.3	81.0
Teacher	80.9	88.0	85.2	82.6	86.0	79.8	82.3	82.2	81.5	83.4
Parent	79.3	73.9	79.0	78.3	80.5	78.5	79.7	80.8	79.3	80.3
Student	79.6	78.8	82.8	83.8	83.5	80.7	81.5	81.1	80.2	79.4

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.