



Annual Education Results Report

2022-2023

**Fort McMurray
Public Schools**



Approved by the Board of Trustees
on Nov. 29, 2023

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Accountability Statement

The Annual Education Results Report for Fort McMurray Public School Division for the 2022-2023 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act.

The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2022-2023 was approved by the Board on November 29, 2023.

The AERR can be viewed at: www.fmpsdschools.ca



Message from the Chair

Board of Trustees 2023 - 2024



BOARD CHAIR
LINDA MYWAART



VICE-CHAIR
JONATHAN LAMBERT



TRUSTEE
ANGELA ADAMS



TRUSTEE
TIM O'HARA



TRUSTEE
LORNA SPARGO



TRUSTEE
JASON SCHULZ



TRUSTEE
MALCOLM SETTER

The Board of Trustees for Fort McMurray Public School Division is pleased to comment on the Annual Education Results Report for 2022-2023. We are incredibly proud of our staff in all corners of the division as they noticeably center their work, their conversations, and their professional learning on our students. It is with deep gratitude to each one of them, that the Board reviewed, discussed and now presents the AERR.

We are especially grateful for the commitment and diligent work done by Superintendent Annalee Nutter. She leads with joy, boundless energy, and much wisdom as she engages with staff, students, parents, and the community. She has shaped and nurtured an inclusive culture across FMPSD grounded on integrity and trust, and she has inspired and empowered staff in the collective vision to "inspire and engage students for lifelong learning".

We are encouraged by the intentional and focused efforts across the division for Literacy and Numeracy. We are seeing improvements, especially in Literacy, and applaud our staff for this work. Consistency in assessing and reporting gives us a much clearer picture of student learning across our schools and provides informative data which can be used to inform classroom teaching and professional learning for the staff. But this AERR report also tells of areas where there is still much work to be done. We are confident that Numeracy will improve with the planned strategies and actions, but recognize that it will take time.

Time itself remains a factor in our results. As much as we would like to think that the traumatic external events of the past seven years are behind us, the reality of lingering effects can neither be ignored nor discounted. Again we commend our staff for tackling these burgeoning challenges which are amplified by the fact that supports and services for our students are not keeping pace with the number of needs or the severity and complexity of those needs. We do sincerely appreciate funding streams aimed toward these challenges but feel there is an urgent need to address the downfalls in processes and shortfalls created by the current funding model. We respectfully suggest that we may need to step away from old models and ways of doing things in order to address the new realities facing our students and staff.

We implore the various ministries to continue on the critical path towards wrapping services around each and every student. Our education staff needs to be allowed to focus on the mandate of educating students, with the assurance that students have the scaffolding of various supports from other ministries and professionals whose services they so desperately need. If results are to stay on the trajectory of continuous improvement and student success, adequate external supports must be provided to prevent classroom dollars from seeping out for other uses.

As system governors and advocates for our students, our Board will continue to address our challenges, and we will simultaneously celebrate the many good things at FMPSD. Trustee visits to schools, our monthly Spotlight on Students at Board meetings, and our various social media channels testify to a plethora of wonderful opportunities and achievements. Together with our students, staff, parents, and you we will keep on "Doing What's Best for Kids". Thank you for all you do to assist and support FMPSD. It is appreciated!

On behalf of the Board

Linda Mywaart
FMPSD Board Chair

FOUNDATION STATEMENTS

OUR BELIEFS

We believe parents and/or guardians or a student's family are partners in student learning.

We believe in welcoming, caring, respectful and safe educational environments for all.

OUR BELIEFS

We believe in developing responsible and contributing citizens.

We believe in being accountable for results for student achievement.

We believe in continuous improvement of the professional expertise and competence of our staff.

VISION

Inspire and engage students for life long learning.

MISSION

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

FMPSD Board of Trustees engages the community and reviews student learning data to determine the beliefs, mission and vision for the school authority. This is reviewed annually and informs the direction for the division priorities.

THREE YEAR EDUCATION PLAN PRIORITIES

Promote Growth & Success for Every Student

1. Success for all students

Outcome: High quality learning opportunities for all & excellence in student learning outcomes.

2. First Nations, Métis, Inuit & English Language Learner Success

Outcome: High quality learning opportunities for all & excellence in student learning outcomes.

Maintain Safe & Caring Learning Environments & Supports

1. Positive Learning & Working Environment

Outcome: FMPSD schools are welcoming, caring, inclusive, respectful, and safe & offer high-quality learning opportunities for all students.

2. Quality Infrastructure for All

Outcome: Student learning is supported through the use of effective planning, management, & investment in Division infrastructure.

Effective Stakeholder Engagement

Parent and Student Engagement

Outcome: Highly responsive & responsible jurisdiction. The education system at all levels demonstrates effective working relationships.

Strengthen Quality Teaching & Leading

Culture of Excellence

Outcome: High quality learning opportunities for all and excellence in student learning outcomes.

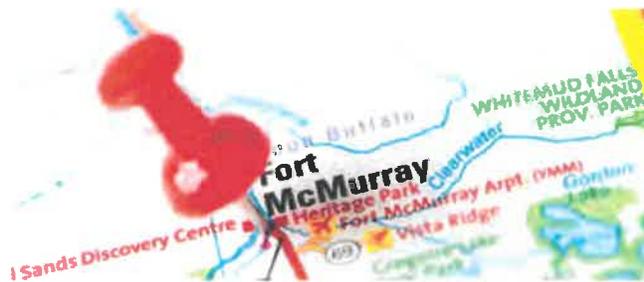
Priority: Focus Area

Outcome: Result

Strategy:
How we get there

**Fort McMurray
Public Schools**

Fort McMurray School Division Community Profile



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, the Regional Municipality of Wood Buffalo, industry and community agencies that serve the region.

The Division serves 7385 students within 16 schools: 12 elementary, 3 junior/senior high schools, and one outreach secondary school. The Division offers a variety of programs for students and is responsive to the needs and interests of the community. Programs such as: Islamic and Christian faith programming, French Immersion, Early Child Development and Intensive Intervention Programming, athletics, fine arts, STEAM, and Indigenous Education across all grades. In addition, opportunities for work experience and transitions to the workforce through the Registered Apprenticeship Program (RAP), meets the diverse needs of our student population.

When thinking about the community of Fort McMurray what might not come to mind is the extensive cultural and linguistic diversity present in our community and in our schools. Our English as an Additional Language Learners represent 21% of our total student body. Of this, there are 514 students born outside of Canada from more than 101 different countries. There are more than 61 languages spoken in our schools. This number continues to grow on a monthly basis with increased migration into Fort McMurray.

Our students with significant needs comprise more than 8.1% of our total enrollment, and increased by almost 100 between September 2022 and June 2023.

As a result of the diverse needs of our students and staff, learning supports and instructional practices are highly responsive to our local context.

Fort McMurray continues to have a relatively young population. 34% of the student population enrolled in Fort McMurray Public Schools are currently in early learning to grade three. This creates stability in the enrollment rates for future years, as this young population of students continue their enrollment with FMPD. Alberta health statistics for our region, are predicting a slight drop in birth rates to about 1000 per year, down from 1200.

The community of Fort McMurray has endured many challenges over recent years. We are currently in our 7th year since the Horse River Wildfire which has had long lasting effects on the financial and mental health of those most affected. The past economic downturn and recent increased inflation rates in Alberta have had a significant impact on the region and a growing number of families are facing financial hardships. A spring flood in early May 2020 damaged many homes and businesses in the downtown core.

The impacts on personal wellbeing and mental health for many students, staff, and community partners in addition to coping with the challenges of the worldwide COVID-19 pandemic, are still lingering. Despite the challenges, teachers and support staff have focused their work on maintaining the support of students academically, physically, and emotionally as the process of recovery continues. We work to ensure that students are provided with the knowledge, skills, and competencies they require as 21st century learners and their future needs as members of the workforce. We continue to ensure that our teaching staff has the resources and supports to differentiate planning, instruction, and assessment in order to meet the needs of all students in diverse and inclusive learning environments.



Planning and Results Reporting

The Education Plan reflects a continuous improvement cycle at the school level, the division department level, and the division level.

Four areas of consideration were used to guide continuous improvement planning, which included:

- What strengths are reflected in your achievement data? What are your thoughts on what contributed to this success? What actions, resources and capacity building activities contribute to this?
- What areas of need are reflected in your achievement data? What are your thoughts on contributing factors? What actions, resources and capacity building activities do you have in place to address these needs?
- Are there other contextual factors, resources, or areas of note that are important to your school?
- What outcomes, performance measures or strategies are necessary to improve outcomes?

School staff worked together to review student achievement information, to review the guiding questions, and to develop an education plan. School principals met with Division staff to review school data to ensure that Division departments were aware of and could contribute to school-based continuous improvement plans.

Division departments aligned goals, resources, and outcomes to the areas of need across school communities.



Links to School Education Results Reports

A summary document for school plans are included below. The school education plans serve as the foundation for continuous improvement in Fort McMurray Public Schools.

BEACON HILL PUBLIC SCHOOL

CHRISTINA GORDON PUBLIC SCHOOL

DAVE MCNEILLY PUBLIC SCHOOL

DR. K.A. CLARK PUBLIC SCHOOL

ÉCOLE DICKINSFIELD SCHOOL

ÉCOLE MCTAVISH HIGH SCHOOL

FORT MCMURRAY CHRISTIAN SCHOOL

FORT MCMURRAY COMPOSITE HIGH SCHOOL

FORT MCMURRAY ISLAMIC SCHOOL

FRANK SPRAGINS HIGH SCHOOL

GREELY ROAD SCHOOL

THICKWOOD HEIGHTS PUBLIC SCHOOL

TIMBERLEA PUBLIC SCHOOL

WALTER AND GLADYS HILL PUBLIC SCHOOL

WESTVIEW PUBLIC SCHOOL

WESTWOOD COMMUNITY HIGH SCHOOL

Doing
What's
Best
For Kids

Public Assurance

We aim to assure our community that our combination of policies and processes, help build public confidence in the education system. It's achieved through relationship building, engagement with education partners, and creating and sustaining a culture of continuous improvement and collective responsibility.

The planning and reporting processes that Fort McMurray Public Schools use reflect the guiding principles, domains and enabling processes outlined in the Alberta Education [2023/2024 Funding Manual for School Authorities Assurance Framework](#).

CONTINUOUS IMPROVEMENT CYCLE

Effective planning and results reporting occur in a continuous improvement cycle and are integral to school authority accountability and assurance. The planning and reporting cycle involves:

- 1 Developing/updating plans based on results, contextual information, input from stakeholders, and provincial direction;
- 2 Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities;
- 3 Implementing research and practice-informed strategies to maintain or improve performance within and across domains and focused on student growth and achievement;
- 4 Monitoring implementation and adjusting efforts as needed;
- 5 Measuring, analyzing, and reporting results;
- 6 Using results to identify areas for improvement and to develop strategies and targets for the next plan (i.e. evidence-informed decision making);
- 7 Communicating and engaging with stakeholders about school authority plans and results throughout the process. Alberta Education identifies five assurance areas called domains, that we must sue to assure the public we are meeting our responsibilities.



Development of FMPSD Priorities and Education Plan

- 1 **FEBRUARY**
The Division gathered feedback from all stakeholders through ThoughtExchange to understand community priorities and assist in budget decisions
- 2 **MARCH-APRIL**
School and Division Assurance Plan review amongst stakeholders using all available data, both provincial and local
- 2 **APRIL-MAY**
Developing priority based budget using data from ThoughtExchange and aligning to needs in school plans
- 3 **MAY**
Development of School & Division Professional Learning Plans. Sharing all Assurance plans with Board
- 4 **SEPTEMBER+**
Monitor implementation of the Education plans, and provide professional learning to build staff capacity, all focused on student growth and achievement. Make adjustments where needed along the way, incorporating stakeholder feedback at various points in the year
- 5 **NOVEMBER**
Review results from the previous year and using the Alberta Education Assurance Survey
- 6
7 Compile all local and provincial results into a report for presentation to Board for approval and shared with Alberta Education



2022-2023 ASSURANCE MEASURE RESULTS SUMMARY

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

OUR SCHOOLS AND STAKEHOLDERS (STUDENTS, STAFF & PARENTS)

16 SCHOOLS

- 12 Elementary Schools
- 3 High Schools
- 1 Outreach School

7385 STUDENTS

- 21% English Language Learners
- 16% Early Childhood Learners
- 2% First Nations, Métis or Inuit
- 7% Severe Disabilities

755 STAFF MEMBERS

- 355 ATA Employees
- 368 CUPE Employees
- 22 Out of Scope Employees

PARENTS

82% 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

- Promote Growth and Success for All Students
- Maintain Safe and Caring Learning Environments and Supports
- Effective Stakeholder Engagement
- Strengthen Quality Teaching and Leading

STAKEHOLDER ENGAGEMENT

- 89% of stakeholders are satisfied with the overall quality of basic education.
- 86% of stakeholders agree that FMPSD learning environments are welcoming, caring, respectful and safe.
- 85% of stakeholders agree that students are engaged in their learning at school.
- 82% of stakeholders are satisfied that students have access to supports and services.

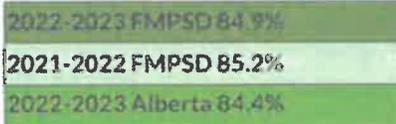
FINANCIAL RESULTS

- Government of Alberta grant revenue makes up 95.6% of total revenues
- Funding is spent primarily on salaries and benefits at 74.1% of total expenses
- FMPSD is using reserves to support deficit budgets
- Enrollment has increased by 10% over the last 3 years and over the next 3 years are projected to increase by 7%

2022-23 DIVISION REPORT CARD

Below are the results of the Alberta Education Assurance Measure completed by FMPSD Stakeholders

Student Learning Engagement



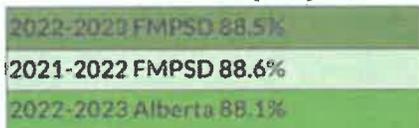
Diploma: Acceptable



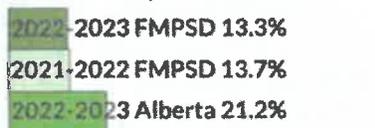
Citizenship



Education Quality



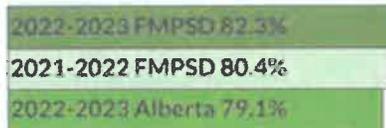
Diploma: Excellence



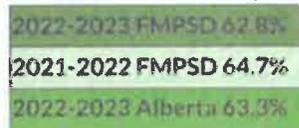
Access to Supports & Services



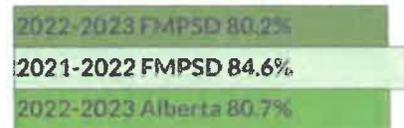
Parental Involvement



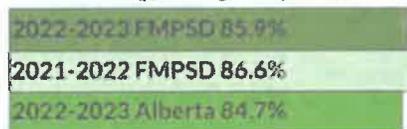
PAT: Acceptable



3-year High School Completion



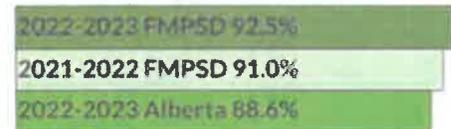
Welcoming, Caring, Respectful & Safe



PAT: Excellence



5-year High School Completion



Read the complete report and detailed financial information on our WEBSITE at www.fmpsdschools.ca/board/annual-reports



We use the required Alberta Education results along with our own local Fort McMurray Public Schools Division data to gain information about how our students are doing. Alberta Education has urged School Divisions to use caution when interpreting the results from 2021-2022 due to COVID-19, particularly in Fort McMurray, due to the multiple levels of trauma since 2016.

Required Alberta Education Assurance Measures - Overall Summary Fall 2023

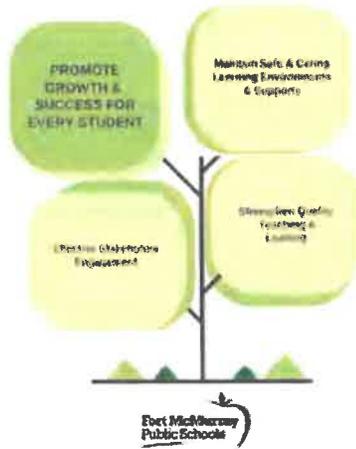
Authority: 3260 The Fort McMurray School Division

Assurance Domain	Measure	The Fort McMurray School Divis			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Environment	84.9	85.2	85.2	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	60.8	81.3	84.4	60.3	81.4	82.3	High	Declined Significantly	Issue
	2-year High School Completion	80.2	84.6	83.1	80.7	83.2	82.3	Intermediate	Maintained	Acceptable
	3-year High School Completion	92.5	91.0	87.7	88.6	87.1	86.2	n/a	Maintained	Good
	PAT: Acceptable	62.6	64.7	n/a	63.3	64.3	n/a	Low	n/a	n/a
	PAT: Excellence	13.3	18.7	n/a	16.0	17.7	n/a	Low	n/a	n/a
	Diploma: Acceptable	66.3	66.3	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
Teaching & Learning	Diploma: Excellence	13.3	13.7	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
	Education Quality	88.6	88.6	90.4	88.1	89.0	89.7	High	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	55.9	86.6	86.6	84.7	86.1	86.1	n/a	Maintained	n/a
Governance	Access to Supports and Services	82.4	82.0	82.0	80.6	81.6	81.6	n/a	Maintained	n/a
	Parental Involvement	82.3	80.4	84.5	79.1	78.8	80.3	Very High	Declined	Good

Notes

- Data values have been suppressed where the number of responders/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- 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 9 - 9 KAE), Français (le année), French Language Arts (2e année), Mathématiques (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fire in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those schools affected by these events.
- 2022/23 Provincial Achievement Tests results do not include students who participated in the optional implementation of curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable - Excellence) on Diploma Examinations. The weights are the number of students among the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathématiques 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biologie 30, Science 30, Social Studies 30-1, Social Studies 30-2.





Priority #1 - Promote Growth and Success for All Students

Goal#1 Success for Every Student

Local Outcome: High-quality learning opportunities for all and excellence in student learning outcomes

Provincial Outcome: Alberta's students are successful; Alberta's K-12 education system is well-governed and managed.

BACKGROUND

FMPSD's work with numeracy and literacy is paramount to laying the foundation for future success in all aspects of learning. Individualizing learning for students ensures the impact is not only reflected in the data collected but also in student confidence with language and numeracy skills. Supporting students to become numerate and literate individuals through a focus on differentiated strategies is fundamental to student growth. Being able to apply knowledge learned is critical if students are to reach their full potential.

RESULTS

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										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	326	78.7	283	81.3	279	83.4	345	84.5	331	80.1	Intermediate	Maintained	Acceptable	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	350	81.0	332	86.2	288	88.3	282	89.0	344	89.8	High	Maintained	Good	44,994	83.3	44,960	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	358	86.6	350	84.3	336	87.6	289	91.0	281	92.5	Very High	Improved Significantly	Excellent	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	86.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

Three year and five year high school completion rates are on par with or above the provincial rates, respectively. Over the previous five years FMPSD dropout rates are consistently lower than the provincial number with 2022 rates being 0.7% lower than the province. The dropout rate in 2022 is double what it was in 2021 but 2021 was an anomaly among FMPSD's historical rates.

The eligibility of FMPSD students for Rutherford Scholarships has been below provincial rates since 2018 but 2022 saw FMPSD at 3% above provincial rates. This indicates that more of our students are achieving at least 80% or better in the academic courses that contribute to the Rutherford Scholarship calculation.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	3,337	86.3	2,670	87.5	2,577	86.8	2,621	81.3	2,521	80.8	High	Declined Significantly	Issue	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	310	86.5	309	89.3	335	84.0	318	78.8	349	80.6	High	Declined	Acceptable	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	2,759	76.3	2,067	77.9	1,928	80.1	2,004	73.3	1,868	70.8	High	Declined Significantly	Issue	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	268	96.1	294	95.4	314	96.1	299	91.9	304	91.0	Intermediate	Declined	Issue	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	2,575	87.6	2,616	85.2	2,520	84.9	n/a	Maintained	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	
Parent	n/a	n/a	n/a	n/a	334	92.8	318	88.9	349	88.1	n/a	Maintained	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	
Student	n/a	n/a	n/a	n/a	1,927	72.3	2,005	70.5	1,867	70.6	n/a	Maintained	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	
Teacher	n/a	n/a	n/a	n/a	314	97.7	298	96.3	304	95.9	n/a	Maintained	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	3,343	90.8	2,678	92.3	2,572	91.0	2,611	88.6	2,523	88.5	High	Declined Significantly	Issue	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	310	86.7	309	90.2	335	87.7	318	84.5	349	84.8	High	Maintained	Good	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	2,764	88.9	2,075	89.4	1,923	88.2	1,994	86.9	1,870	86.8	High	Declined	Acceptable	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	269	96.8	294	97.2	314	97.1	299	94.5	304	93.8	Intermediate	Declined	Issue	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*)
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Analysis of The Results

The percentage of FMPSD teachers, parents and students satisfied with the overall quality of basic education is typically on par with or above provincial rates which indicates that FMPSD is on track and our results this year over last year are indistinctly similar. *See appendix p. 63*

The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship continues to be at or above provincial numbers. While our overall rates declined by 0.5% from last year, and this will be an area of focus for improvement in the coming year, the results still indicate that our students model citizenship. *See appendix p. 63*

The percentage of teachers, parents and students who agree that students are engaged in their learning at school continues to be slightly higher than provincial numbers. Post-COVID, parents, staff and students continue to work diligently to create school environments where students are engaged in their learning and experiences, and are active members of their classrooms. *See appendix p. 63*



Provincial Achievement Test Results – By Number Enrolled Measure History

PAT Results By Number Enrolled Measure History													
	The Fort McMurray School Division					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	740	n/a	n/a	899	1,030	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
Acceptable Standard %	69.5	n/a	n/a	64.7	62.8	Low	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	17.7	n/a	n/a	16.7	13.3	Low	n/a	n/a	20.8	n/a	n/a	17.7	16.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.



Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Students Writing											
		Results (in percentages)									
		2019		2020		2021		2022		2023	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	89.2	14.4	n/a	n/a	n/a	n/a	88.5	23.4	89.5	18.2
	Province	91.9	19.6	n/a	n/a	n/a	n/a	89.8	22.3	90.4	21.9
French Language Arts 6 année	Authority	78.4	13.7	n/a	n/a	n/a	n/a	86.4	11.4	76.3	7.9
	Province	89.7	16.1	n/a	n/a	n/a	n/a	81.1	11.1	83.1	13.3
Mathematics 6	Authority	72.8	12.1	n/a	n/a	n/a	n/a	70.2	12.1	72.3	15
	Province	79.8	16.6	n/a	n/a	n/a	n/a	75	14.8	77.4	18.8
Science 6	Authority	79.9	18.5	n/a	n/a	n/a	n/a	77.8	17.2	68.4	15.3
	Province	85.5	31.6	n/a	n/a	n/a	n/a	83.4	27.7	79.3	25.9
Social Studies 6	Authority	76.9	15.4	n/a	n/a	n/a	n/a	74.6	15.9	71.7	13.3
	Province	84.1	27	n/a	n/a	n/a	n/a	79.3	23.6	78.3	21.3
English Language Arts 9	Authority	85.4	18.7	n/a	n/a	n/a	n/a	83	16	81.9	11.1
	Province	84.9	16.7	n/a	n/a	n/a	n/a	85.4	15.8	85.1	15.9
K&E English Language Arts 9	Authority	80	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	71.3	6.7	n/a	n/a	n/a	n/a	67	6.6	71.2	8
French Language Arts 9 année	Authority	96.7	13.3	n/a	n/a	n/a	n/a	65.1	7	88	12
	Province	85.6	12.8	n/a	n/a	n/a	n/a	79.4	10.7	80.8	11.5
Mathematics 9	Authority	59.3	20.2	n/a	n/a	n/a	n/a	52.6	13.6	57.4	12.4
	Province	67.4	21.4	n/a	n/a	n/a	n/a	63.7	20.1	64.7	16
K&E Mathematics 9	Authority	50	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	68.3	15.1	n/a	n/a	n/a	n/a	67.8	13.6	64.7	13.9
Science 9	Authority	84.5	26	n/a	n/a	n/a	n/a	79.3	23.5	75	20.7
	Province	84.5	29.6	n/a	n/a	n/a	n/a	82.1	27.3	78.8	23.9
K&E Science 9	Authority	75	25	n/a	n/a	n/a	n/a	n/a	n/a	100	0
	Province	71.9	12.4	n/a	n/a	n/a	n/a	72.6	13.8	67.6	13.9
Social Studies 9	Authority	76.5	19.5	n/a	n/a	n/a	n/a	63.4	23.3	64.4	17.3
	Province	77	23.1	n/a	n/a	n/a	n/a	72.8	20.6	69.3	18.9
K&E Social Studies 9	Authority	80	20	n/a	n/a	n/a	n/a	n/a	n/a	0	0
	Province	64.7	17.4	n/a	n/a	n/a	n/a	65.9	17.5	61.9	13.2

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. 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 the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- 6 Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Diploma Exam Course by Course Results by Students Writing.											
		Results (In percentages)									
		2019		2020		2021		2022		2023	
		A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	84.8	4.4	n/a	n/a	n/a	n/a	84.8	2	80.7	10.2
	Province	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5
English Lang Arts 30-2	Authority	77.8	3.7	n/a	n/a	n/a	n/a	76.7	10.5	84.2	16.4
	Province	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7
French Language Arts 30-1	Authority	*	*	n/a	n/a	n/a	n/a	93.3	13.3	94.4	5.6
	Province	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1
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	98.6	29.5	n/a	n/a	n/a	n/a	98.8	44.2	99.2	30.7
Mathematics 30-1	Authority	67.2	21.6	n/a	n/a	n/a	n/a	49.1	24.5	49.7	13
	Province	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23	70.8	29
Mathematics 30-2	Authority	85.4	11.5	n/a	n/a	n/a	n/a	40	2.5	25.5	2.1
	Province	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2
Social Studies 30-1	Authority	69.2	9.9	n/a	n/a	n/a	n/a	76.5	5.9	75.2	8.7
	Province	86.6	17	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9
Social Studies 30-2	Authority	57.6	3.5	n/a	n/a	n/a	n/a	51.9	5.8	64.2	3.1
	Province	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3
Biology 30	Authority	79.1	30.6	n/a	n/a	n/a	n/a	55.2	18.1	70.6	23.8
	Province	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8
Chemistry 30	Authority	77.2	37.5	n/a	n/a	n/a	n/a	62.8	23.4	52.8	22.9
	Province	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37
Physics 30	Authority	75.2	24.8	n/a	n/a	n/a	n/a	73	22.5	62.1	19.4
	Province	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9
Science 30	Authority	60	16.7	n/a	n/a	n/a	n/a	*	*	46.2	7.7
	Province	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1

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. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. 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.

Diploma Examination Results – By Students Writing Measure History

Diploma Exam Results By Students Writing Measure History													
	The Fort McMurray School Division					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	442	n/a	n/a	356	423	n/a	n/a	n/a	65,117	n/a	n/a	58,444	67,294
Acceptable Standard %	73.3	n/a	n/a	66.3	66.3	Very Low	n/a	n/a	83.6	n/a	n/a	75.2	80.3
Standard of Excellence %	15.6	n/a	n/a	13.7	13.3	Intermediate	n/a	n/a	24.0	n/a	n/a	18.2	21.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Exams. 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, Social Studies 30-2.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Analysis of The Results

FMPSD's overall Provincial Achievement Test (PAT) results are close to provincial standards - within 0.5% for Acceptable Standard and 2.7% in Standard of Excellence, which are typical of the relationship between the school authority results and provincial results over the previous five years.

FMPSD's overall Diploma Exam (DIP) Acceptable Standard results are 14% below provincial average which is a greater discrepancy than in any of the previous five years and the Standard of Excellence is 7.9% below provincial average which is a historically consistent discrepancy.

These results are concerning and require the results from each subject area to be analyzed in order to pinpoint the issues and then targeted supports put in place. This work is being done at the school level and is supported through staff and individual departments looking at their results, identifying and analyzing the gaps and then creating a plan of improvement. This work is documented in the individual schools' Education Plan goals, strategies and professional development plans.

The exceptional circumstances Fort McMurray has experienced since 2016 (fire, flood, pandemic) have impacted students and their results. To address this there is a two-pronged approach: support the mental health, self-regulation skills and resiliency skills of our students as well as target their foundational literacy and numeracy skills. This targeted, wrap-around focus will enhance students' skills in the aforementioned domains which will translate into stronger performance in all other subject areas.



Early Year Literacy & Numeracy Assessments Summary

To assess the literacy and numeracy of students in grades 1-3 in FMPSD the following assessments were used:

- Castles & Coltheart 3 (CC3)
- Letter Name-Sounds(LeNS)
- Alberta Numeracy Screening Assessment

	Name of Alberta Education-provided or approved literacy screener assessment(s) used	Total number of students assessed at the beginning of the school year	Total number of students identified as being at risk in literacy on initial assessment(s) (beginning of year or January for Grade 1)	Total number of students identified as being at risk in literacy on final assessment(s) (end of year)	Average number of months behind grade level at-risk students were at in literacy at time of initial assessment(s)	Average number of months gained at grade level by at-risk students in literacy at time of final assessment(s)
Literacy						
Grade 1	LeNS	512	162	97	7.1	0.9
Grade 2	CC3	491	151	100	8.3	-3.6
Grade 3	CC3	480	124	92	14.0	-1.1
Numeracy						
Grade 1	Ab Num Scr Ass	516	173	105	8.3	1.6
Grade 2	Ab Num Scr Ass	486	157	103	9.9	0.9
Grade 3	Ab Num Scr Ass	471	133	105	10.0	1.4

Notes:

1. 100% of FMPSD students in grades 1-3 were assessed at the start of the year, including all students with severe disabilities.
2. All students who were assessed as being "at risk" received intervention over the course of the year.
3. At the end of the year, only those students who had been assessed as "at risk" at the beginning of the year were reassessed.
4. Of the reassessed students a portion were now deemed "not at risk" while others remained "at risk".
5. The calculation of "months gained" (a positive number in column 7) or "months lost" (a negative number in column 7) is based only on the number of students who remained "at risk" at the end of the year.
6. Due to the complex needs of the students in the group that remain "at risk" this group lost more than a year of grade level proficiency in literacy; traditionally, and without intervention they would have lost more than indicated on this chart.



Literacy Results

The DIP English 30-1 Acceptable Standard results are lower than the provincial number by 3% while FMPSD's Standard of Excellence is at the provincial average. FMPSD results have declined by 5% over the previous five years. The English 30-2 results are 2% lower than the provincial average but are the highest they've been in FMPSD in the previous five years by 7.5%.

FMPSD's English Language Arts PAT results have remained fairly consistent over the previous five years and are on pace with the provincial numbers. Of note is the discrepancy in results between grade nine and grade six, decreasing at a rate of approximately 7%.

Results from the CC3 and LeNS assessments in grades 1-3 indicate that approximately 20% of FMPSD students still have foundational gaps in their literacy. Over the course of the year approximately 30% of students in grades 1-3 moved from being classified as "at risk" to "not at risk"; the remaining 70% of students identified as still "at risk" will continue to receive intensive literacy interventions.

Focusing on a defined literacy plan as outlined in the FMPSD Literacy Framework, a FMPSD built document that guides teachers through the different steps of literacy skill assessment and appropriate intervention, students receive high quality, research based, hands on literacy instruction that teaches foundational literacy skills. As gaps in literacy skills among students close, academic results will increase.

Supports for students

Students in grades 1-3 identified as "at risk" in either literacy or numeracy receive, in addition to their regular class instruction and supports, small group instruction from a teacher, following either the UFLI program for literacy or Mathology for numeracy.

Students are taught using manipulatives in order to enhance their understanding of what can often be abstract concepts. A variety of technology-based programs (Mathletics, Mathseeds, Reading Eggs etc.) support students in practicing their skills.



Numeracy Results

The DIP Math 30-1 Acceptable Standard results are lower than the provincial number by almost 20% while FMPSD's Standard of Excellence is lower than the provincial number by almost 16%. FMPSD results have declined by 17% over the previous five years.

The Math 30-2 results are 45% lower than provincial average and have declined by approximately 40% over the last five years.

FMPSD's Math PAT results have remained fairly consistent over the previous five years and are slightly below provincial numbers by approximately 5%. The discrepancy in results from grade six to nine drops by almost 15%.

Results from the CC3 and LeNS assessments in grades 1-3 indicate that approximately 20% of FMPSD students still have foundational gaps in their numeracy. Over the course of the year approximately 13% of students in grades 1-3 moved from being classified as "at risk" to "not at risk"; the remaining 87% of students identified as still "at risk" will continue to receive intensive numeracy interventions.

It is clear that numeracy and math skills are significantly weaker than is acceptable. Division leadership is supporting schools to examine student learning data to better understand where the gaps in learning exist. Supports for professional learning, instructional leadership, and coherence with the research on effective numeracy practices will occur. Lead and lag measures will determine if our interventions are having an impact.





BUILDING CAPACITY

In conjunction with implementing resources in schools, the Division calendar devotes 13 days to professional learning where staff and Division learning goals are supported. An emphasis on literacy and numeracy, diversity, and differentiation was highlighted through the following supports for staff and students based on a Division literacy(K-12) and numeracy (K-6) framework:

- Professional Learning Fridays (PLF) concentrated on grade group teachers across the Division, and literacy and numeracy teaching workshops at Division professional development days
- Consultants model, co-teach, and explain resources, set-up and implement supports
- Analysis of student data and Collaborative Response Model (CRM) data including support in data interpretation with school staffs
- Availability of common literacy and numeracy assessments, resources to support staff as well as students
- Curated, high quality lessons available to staff on Coordinators' Corner



ENGAGEMENT

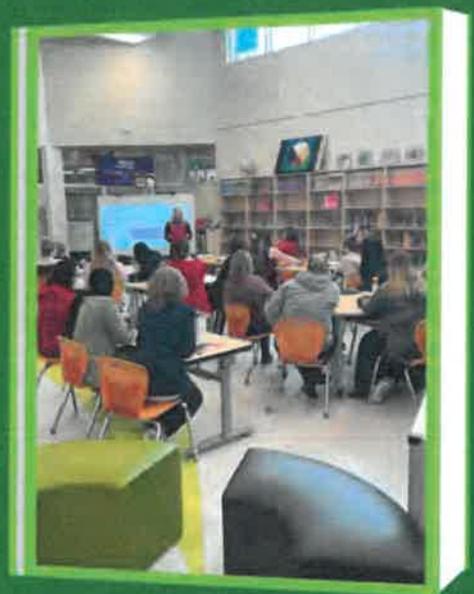
FMPSD works to engage stakeholders in a variety of ways. Division Literacy and Numeracy Coordinators attend school based parent-teacher interview evenings as well as family literacy/numeracy nights in order to engage parents in ways to support literacy and numeracy at home. The Division Education Department has handouts for families that outline activities to do at home as well as gives parents access to technology that they can use at home to support their child. Via school council Network meetings parents have the opportunity to learn more about literacy and numeracy teaching and learning in FMPSD and ask questions and connect with Education Department staff.

Students are routinely invited to share their voice regarding their learning via ThoughtExchange surveys and advisory councils to the Board.



OPPORTUNITIES FOR GROWTH

Intervention services based on the Division literacy and numeracy frameworks will support a cohesive, measurable plan for staff and student success. Determining, with school teams, targeted areas of growth based on Division and provincial student learning results will support our understanding of which interventions are having the most impact. Continuous student assessment and review of results will identify areas of potential improvement.



FMPSD works with the Edmonton Regional Learning Consortium (ERLC) to offer professional learning on the Division PD day and across PLF days to enhance staff capacity in teaching literacy and numeracy. Honouring teacher's experience and expertise through collaborate learning on PLF days raises the collective capacity of our teachers. As teachers become more skilled and comfortable in how to teach literacy and numeracy students' learning needs will be addressed in a more targeted and thus effective way and literacy and numeracy results will improve.

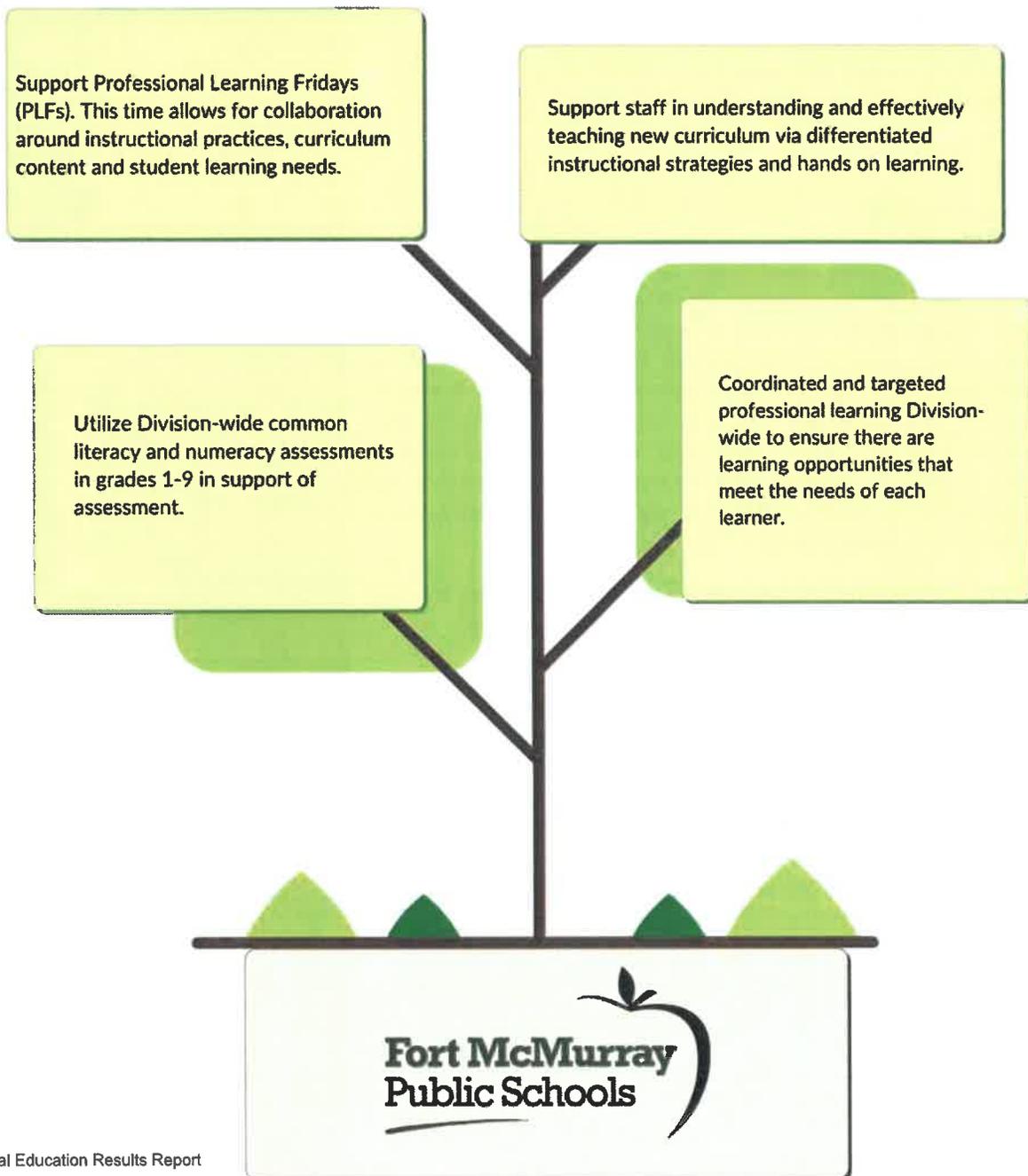


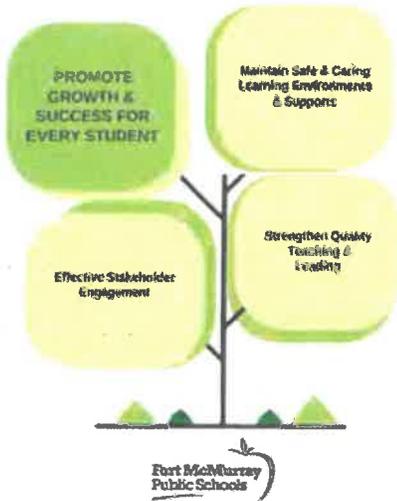
STRATEGIES FOR PRIORITY 1

PROMOTING GROWTH & SUCCESS FOR ALL STUDENTS

GOAL 1

Fort McMurray Public School Division bases its work in the data collected from multiple sources and responds to that data in informed ways to plan for continuous improvement.





Priority #1 - Promote Growth and Success for All Students

Goal#2 First Nations, Métis, and Inuit, and English as an Additional Language Learner Success

Local Outcome: High-quality learning opportunities for all and excellence in student learning outcomes

Provincial Outcome: Alberta's students are successful; Alberta's K-12 education system is well-governed and managed.

BACKGROUND

FMPSPD places strong emphasis on strategies, resources and professional learning that supports teachers of, and First Nation, Métis & Inuit students as well as our English as Additional Language learners. The growth of our First Nation, Métis & Inuit, and English as Additional Language students is integral to the work of all our staff and is our shared responsibility to support cultural, academic and language development for these students and offer appropriate and reliable support as needed.

RESULTS

First Nations, Metis and Inuit

Required Alberta Education Assurance Measures - Overall Summary Fall 2023

Authority: 3260 The Fort McMurray School Division (FNM)

Assurance Domain	Measure	The Fort McMurray School Division (FNM)			Alberta (FNM)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Environment	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
	2-year High School Completion	61.4	71.7	66.5	67.0	59.5	58.1	Very Low	Maintained	Concern
	4-year High School Completion	87.5	72.0	71.8	71.3	68.0	67.0	Intermediate	Improved	Good
	PAT - Acceptable	54.4	46.2	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
Teaching & Learning	PAT - Excellence	5.4	2.0	n/a	6.5	5.9	n/a	Very Low	n/a	n/a
	Diploma - Acceptable	75.5	52.6	n/a	74.8	66.7	n/a	Low	n/a	n/a
	Diploma - Excellence	11.8	1.8	n/a	11.3	8.5	n/a	Low	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	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 Caution should be used when interpreting high school completion rate results over time as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement levels of diploma courses were determined solely by school awarded marks.
- 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathématiques (Grades 9, 9 KAE), Sciences (Grades 9, 9 KAE).
- 4 Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2018/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- 5 Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 6 2022/23 Provincial Achievement Test results do not include students who participated in the optional implemented/updated curriculum and were excused from writing in those subject areas.
- 7 Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial dataset. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- 8 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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathématiques 30-1, Mathématiques 30-2, Chimie 30, Physique 30, Biologie 30, Sciences 30, Social Studies 30-1, Social Studies 30-2.

High School Completion Rates - Measure History

Authority: 3260 The Fort McMurray School Division (FNMI)
 Province: Alberta (FNMI)

	The Fort McMurray School Divs (FNMI)										Alberta (FNMI)												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	42	53.3	53	60.6	37	67.1	56	71.7	36	61.4	Very Low	Maintained	Concern	3,632	57.1	3,750	55.9	3,814	62.0	3,972	59.5	3,943	57.0
4 Year Completion	40	58.3	43	62.7	56	67.6	33	81.3	53	83.1	Intermediate	Improved	Good	3,453	60.8	3,524	64.2	3,670	63.6	3,729	68.6	3,936	65.8
5 Year Completion	53	78.2	38	70.8	42	71.7	54	72.9	32	87.5	Intermediate	Improved	Good	3,266	64.5	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3

The 3 year completion rate has dropped by 10% from last year but still remains 4.5% above provincial results. The 4 and 5 year completion rates remain significantly higher than provincial rates at 17% and 16% respectively. Of interest is that our 5 year completion rate has increased over last year by 15%.

Data suggests that 10% fewer students are graduating in 3 years but are still graduating within 5 years. FMPSD dropout rates declined by 2.0% to return to a typical rate of approximately 3%; FMPSD dropout rates remain consistently lower than provincial rates.

PAT Results By Number Enrolled Measure History

Authority: 3260 The Fort McMurray School Division (FNMI)
 Province: Alberta (FNMI)

	The Fort McMurray School Divs (FNMI)					Measure Evaluation			Alberta (FNMI)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	64	n/a	n/a	104	116	n/a	n/a	n/a	7,791	n/a	n/a	8,584	9,049
Acceptable Standard %	53.2	n/a	n/a	46.2	54.4	Very Low	n/a	n/a	49.6	n/a	n/a	43.3	40.5
Standard of Excellence %	3.2	n/a	n/a	2.0	5.4	Very Low	n/a	n/a	7.4	n/a	n/a	5.9	5.5



Student Growth and Achievement (Grades K-9)



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 3260 The Fort McMurray School Division (FNM)

Course	Measure	The Fort McMurray School Divis (FNM)						Alberta (FNM)				
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Low	n/a	n/a	45	71.1	n/a	n/a	3,891	60.6	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	45	6.7	n/a	n/a	3,891	7.1	n/a	n/a
French Language Arts 6 (n/a)	Acceptable Standard	*	*	*	3	*	n/a	n/a	132	65.8	n/a	n/a
	Standard of Excellence	*	*	*	3	*	n/a	n/a	132	5.3	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	81.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	31.3	n/a	n/a
Mathematics 4	Acceptable Standard	Very Low	n/a	n/a	45	57.8	n/a	n/a	3,907	42.0	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	45	4.4	n/a	n/a	3,907	5.6	n/a	n/a
Science 3	Acceptable Standard	Very Low	n/a	n/a	43	53.5	n/a	n/a	3,990	46.0	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	43	7.0	n/a	n/a	3,990	9.0	n/a	n/a
Social Studies 4	Acceptable Standard	Very Low	n/a	n/a	45	48.9	n/a	n/a	4,332	45.3	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	45	4.4	n/a	n/a	4,332	6.5	n/a	n/a
English Language Arts 3	Acceptable Standard	Low	n/a	n/a	71	71.6	n/a	n/a	4,375	49.2	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	71	4.2	n/a	n/a	4,375	4.4	n/a	n/a
K-6 English Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	297	43.8	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	297	3.7	n/a	n/a
French Language Arts 3 (n/a)	Acceptable Standard	*	*	*	2	*	n/a	n/a	136	65.4	n/a	n/a
	Standard of Excellence	*	*	*	2	*	n/a	n/a	136	4.4	n/a	n/a
Français 3 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	75.0	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	10.0	n/a	n/a
Mathematics 3	Acceptable Standard	Very Low	n/a	n/a	71	39.4	n/a	n/a	4,197	26.7	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	71	1.4	n/a	n/a	4,197	3.8	n/a	n/a
K-6 Mathematics 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	440	48.8	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	440	11.1	n/a	n/a
Science 3	Acceptable Standard	Low	n/a	n/a	71	57.7	n/a	n/a	4,380	42.1	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	71	5.6	n/a	n/a	4,380	7.1	n/a	n/a
K-6 Science 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	281	48.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	281	8.2	n/a	n/a
Social Studies 3	Acceptable Standard	Very Low	n/a	n/a	71	52.1	n/a	n/a	4,393	34.1	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	71	11.3	n/a	n/a	4,393	4.9	n/a	n/a
K-6 Social Studies 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	262	45.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	262	7.3	n/a	n/a

Notes

1. Data values have been suppressed where the number of respondents/students is fewer than 8. Suppression is marked with an asterisk (*)
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available either due to low participation affecting the outcome or because of changes in levels
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Report years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3 year average. Caution should be used when interpreting trends over time
4. Participation in the Provincial Achievement Tests was impacted by the Acts in 2016/17 and 2022/23. Caution should be used when interpreting trends over time for the provinces and those school authorities affected by those acts
5. 2022/23 Provincial Achievement Test results do not include students who participated in the specially designed/modified curriculum and were assigned K-6 or 7-9 in those subject areas
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the progress report. All students have been included in school and school authority reporting. Caution should be used when interpreting these results

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 Data Current as of Sep 07, 2023

Diploma Exam Results By Students Writing Measure History

Authority: 3260 The Fort McMurray School Division (FNMI)

Province: Alberta (FNMI)

	The Fort McMurray School Divis (FNMI)					Measure Evaluation			Alberta (FNMI)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	61	n/a	n/a	34	45	n/a	n/a	n/a	3,452	n/a	n/a	3,107	3,949
Acceptable Standard %	65.5	n/a	n/a	52.6	75.5	Low	n/a	n/a	77.2	n/a	n/a	68.7	74.8
Standard of Excellence %	8.1	n/a	n/a	1.8	11.8	Low	n/a	n/a	11.4	n/a	n/a	8.5	11.3

Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 3260 The Fort McMurray School Division (FNMI)

Course	Measure	The Fort McMurray School Divis (FNMI)						Alberta (FNMI)				
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very High	n/a	n/a	6	100.0	n/a	n/a	1,286	78.3	n/a	n/a
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	6	33.3	n/a	n/a	1,286	6.1	n/a	n/a
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Intermediate	n/a	n/a	30	93.3	n/a	n/a	1,833	88.5	n/a	n/a
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	30	13.3	n/a	n/a	1,833	9.9	n/a	n/a
French Language Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	37	83.8	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	37	2.7	n/a	n/a
Francis 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	*	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	*	n/a	n/a
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	8	75.0	n/a	n/a	566	60.6	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	8	12.5	n/a	n/a	566	15.0	n/a	n/a
Mathematics 30-2	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	742	65.8	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	742	12.1	n/a	n/a
Social Studies 30-1	Diploma Examination Acceptable Standard	Low	n/a	n/a	8	75.0	n/a	n/a	886	73.0	n/a	n/a
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	8	25.0	n/a	n/a	886	8.6	n/a	n/a
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	32	65.6	n/a	n/a	1,933	72.3	n/a	n/a
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	32	0.0	n/a	n/a	1,933	5.4	n/a	n/a
Biology 30	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	7	57.1	n/a	n/a	902	72.5	n/a	n/a
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	7	28.6	n/a	n/a	902	19.1	n/a	n/a
Chemistry 30	Diploma Examination Acceptable Standard	*	*	*	5	*	n/a	n/a	550	70.0	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	5	*	n/a	n/a	550	24.0	n/a	n/a
Physics 30	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	250	72.0	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	250	26.8	n/a	n/a
Science 30	Diploma Examination Acceptable Standard	Low	n/a	n/a	8	86.7	n/a	n/a	470	75.3	n/a	n/a
	Diploma Examination Standard of Excellence	High	n/a	n/a	6	33.3	n/a	n/a	470	18.7	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. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. 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.

Analysis of The Results

Provincial Achievement data shows that overall the Acceptable Standard rates are 14% above average while the Standard of Excellence remains on par with the province; these results see FMPSD return to pre COVID results. Our grade six and nine students were either higher than or equal to provincial measures in the acceptable standard across all subjects, often with a difference of greater than 10% over the province. These results are typical of FMPSD students and an area we strive to maintain.

Overall FMPSD's Diploma results in both the Acceptable Standard and Standard of Excellence are on par with the province. English 30 and Math 30 results are higher than provincial results while Social Studies and the sciences are slightly lower.

Literacy and numeracy assessment results in grades 1-3 do not report results for First Nations, Métis and Inuit students specifically but teachers work with First Nations, Métis and Inuit liaison staff to ensure that our students receive additional supports to ensure that foundational literacy and numeracy skills are complete. The student success in PAT and DIP results in English and Math support the idea that foundational skills are an area of focus.

We continue to support First Nations, Métis and Inuit students who require additional support and work to ensure that all students are successful in all areas. FMPSD places an emphasis on ensuring there are a variety of resources that reflect the learners we have and that lessons are taught in ways that support each child's prior knowledge; for example, elementary literacy decodable books feature First Nations, Métis and Inuit students and the unit on matter is taught via exploring how hides change as they are processed. There are projects in each school related to reconciliation and we continue to work with Elders and community to foster an environment where our First Nations, Métis and Inuit students feel included, valued and like they belong at school. *See Appendix, page 66*



RESULTS English as Additional Language Learners



Required Alberta Education Assurance Measures - Overall Summary Fall 2023

Authority: 3260 The Fort McMurray School Division (EAL)

Assurance Domain	Measure	The Fort McMurray School Div (EAL)			Alberta (EAL)			Measures Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Environment	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
	Senior High School Completion	85.6	80.2	91.8	72.8	78.5	77.1	High	Maintained	Good
	Senior High School Completion	100.0	98.7	94.0	88.7	88.1	86.0	Very High	Improved	Excellent
	PAT - Acceptable	66.8	72.4	n/a	67.8	59.7	n/a	Low	n/a	n/a
	PAT - Excellence	18.0	22.5	n/a	12.2	13.7	n/a	High	n/a	n/a
	Diploma - Acceptable	66.3	58.5	n/a	67.1	56.0	n/a	Very Low	n/a	n/a
Teaching & Learning	Diploma - Excellence	13.5	14.5	n/a	13.8	10.8	n/a	Intermediate	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 5. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were calculated solely by school-based marks.
- 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 9 & 10 EAL), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9 & 10 EAL), Social Studies (Grades 9 & 10 EAL).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fire in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/optional curriculum and were excluded from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- 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 Exams 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, Social Studies 30-2.

High School Completion Rates - Measure History

Authority: 3260 The Fort McMurray School Division (EAL)

Province: Alberta (EAL)

	The Fort McMurray School Divs (EAL)										Alberta (EAL)												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	62	91.1	28	91.1	25	88.0	31	96.2	54	85.6	High	Maintained	Good	3,388	75.1	3,307	74.1	3,654	78.7	3,646	78.5	3,806	72.8
4 Year Completion	23	89.2	55	92.9	25	96.2	20	100.0	28	95.4	Very High	Maintained	Excellent	2,784	82.8	3,076	83.0	2,993	83.0	3,278	86.4	3,337	85.0
5 Year Completion	21	98.4	22	87.5	55	97.8	23	96.7	20	100.0	Very High	Improved	Excellent	2,410	86.0	2,664	85.0	2,960	86.9	2,874	88.1	3,151	86.7

Notes

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

The 3, 4 and 5 year completion rates remain significantly higher than the province, with our 5 year rate at 100%. Of interest is that our 3 year completion rate dropped by 11% from last year although these students did graduate as reflected in our 4 year and 5 year rates. The province also experienced a drop in the 3 year completion rate over last year. Our dropout rate remains exceptionally low at 1% and students eligible for a Rutherford Scholarship remains high at 72%, which is 11% higher than provincial average. English as Additional Language (EAL) learners are successful in FMPSD and staff work diligently to differentiate learning to support individual needs of students.

PAT Results By Number Enrolled Measure History

Authority: 3260 The Fort McMurray School Division (EAL)

Province: Alberta (EAL)

	The Fort McMurray School Divs (EAL)					Measure Evaluation			Alberta (EAL)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	158	n/a	n/a	227	239	n/a	n/a	n/a	16,165	n/a	n/a	15,953	17,260
Acceptable Standard %	67.3	n/a	n/a	72.4	68.6	Low	n/a	n/a	64.5	n/a	n/a	59.7	57.9
Standard of Excellence %	17.8	n/a	n/a	22.5	18.0	High	n/a	n/a	15.6	n/a	n/a	13.7	12.2

Notes

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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 9-9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9-9 KAE), Science (Grades 9-9 KAE), Social Studies (Grades 6-9, 9 KAE).
- Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests was impacted by the fire in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 3260 The Fort McMurray School Division (EAL)

Course	Measure	The Fort McMurray School Divs (EAL)						Alberta (EAL)				
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 5	Acceptable Standard	Intermediate	n/a	n/a	150	82.7	n/a	n/a	9,044	73.9	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	150	14.0	n/a	n/a	9,044	13.9	n/a	n/a
French Language Arts 5	Acceptable Standard	*	*	*	3	*	n/a	n/a	188	75.5	n/a	n/a
	Standard of Excellence	*	*	*	3	*	n/a	n/a	188	13.8	n/a	n/a
Français 5 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	65.8	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	10.1	n/a	n/a
Mathematics 5	Acceptable Standard	Low	n/a	n/a	150	68.7	n/a	n/a	9,076	64.9	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	150	18.0	n/a	n/a	9,076	15.2	n/a	n/a
Science 5	Acceptable Standard	Very Low	n/a	n/a	150	55.3	n/a	n/a	9,728	64.7	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	150	14.7	n/a	n/a	9,728	17.2	n/a	n/a
Social Studies 5	Acceptable Standard	Low	n/a	n/a	150	67.3	n/a	n/a	10,098	65.4	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	150	12.7	n/a	n/a	10,098	15.7	n/a	n/a
English Language Arts 9	Acceptable Standard	Low	n/a	n/a	89	71.9	n/a	n/a	6,969	62.2	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	89	12.4	n/a	n/a	6,969	6.6	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	34.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	1.3	n/a	n/a
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	194	71.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	194	11.3	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	64.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	11.9	n/a	n/a
Mathematics 9	Acceptable Standard	Low	n/a	n/a	89	60.7	n/a	n/a	6,930	50.1	n/a	n/a
	Standard of Excellence	High	n/a	n/a	89	22.5	n/a	n/a	6,930	12.0	n/a	n/a
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	177	39.5	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	177	5.6	n/a	n/a
Science 9	Acceptable Standard	Intermediate	n/a	n/a	89	70.8	n/a	n/a	6,975	59.4	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	89	23.6	n/a	n/a	6,975	15.0	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	151	33.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	151	3.3	n/a	n/a
Social Studies 9	Acceptable Standard	Intermediate	n/a	n/a	89	62.9	n/a	n/a	6,983	50.4	n/a	n/a
	Standard of Excellence	High	n/a	n/a	89	22.5	n/a	n/a	6,983	11.0	n/a	n/a
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	39.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	1.5	n/a	n/a

Notes:

- 1) Data tables have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 2) Achievement Evaluation is not illustrated for courses that do not have sufficient data to reliably report due to low participation affecting the assumed n/total of changes in tests.
- 3) Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2018/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- 4) Participation in the Provincial Achievement Tests was restricted by the fire in 2018/19 and 2021/22. Caution should be used when interpreting trends over time for the province and those subject areas affected by these events.
- 5) 2022/23 Provincial Achievement Test results do not include students who participated in the optional, unadministered curriculum and were excluded from writing in those subject areas.
- 6) Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches were from schools in the provincial system. All students have been notified in school and subject authority reporting. Caution should be used when interpreting these results.

Diploma Exam Results By Students Writing Measure History

Authority: 3260 The Fort McMurray School Division (EAL)

Province: Alberta (EAL)

	The Fort McMurray School Divs (EAL)					Measure Evaluation			Alberta (EAL)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	89	n/a	n/a	69	83	n/a	n/a	n/a	6,239	n/a	n/a	5,306	6,187
Acceptable Standard %	63.5	n/a	n/a	56.5	56.3	Very Low	n/a	n/a	72.5	n/a	n/a	59.0	67.1
Standard of Excellence %	6.9	n/a	n/a	14.5	13.5	Intermediate	n/a	n/a	15.3	n/a	n/a	10.8	13.8

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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, Social Studies 30-2.
- Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
- Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 3260 The Fort McMurray School Division (EAL)

Course	Measure	The Fort McMurray School Divs (EAL)						Alberta (EAL)				
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 30-1	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	37	56.8	n/a	n/a	2,482	63.3	n/a	n/a
	Diploma Examination Standard of Excellence	Low	n/a	n/a	37	5.4	n/a	n/a	2,482	3.7	n/a	n/a
English Language Arts 30-2	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	15	73.3	n/a	n/a	2,284	71.5	n/a	n/a
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	15	20.0	n/a	n/a	2,284	5.5	n/a	n/a
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	85.2	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	0.0	n/a	n/a
Science 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	100.0	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	9.1	n/a	n/a
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	38	60.5	n/a	n/a	1,714	61.1	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	38	16.4	n/a	n/a	1,714	23.1	n/a	n/a
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	7	26.6	n/a	n/a	1,327	58.5	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	7	0.0	n/a	n/a	1,327	9.7	n/a	n/a
Social Studies 30-1	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	24	58.3	n/a	n/a	1,415	72.7	n/a	n/a
	Diploma Examination Standard of Excellence	Low	n/a	n/a	24	8.3	n/a	n/a	1,415	8.8	n/a	n/a
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	27	51.9	n/a	n/a	2,749	62.5	n/a	n/a
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	27	3.7	n/a	n/a	2,749	7.6	n/a	n/a
Biology 30	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	32	56.3	n/a	n/a	1,790	72.6	n/a	n/a
	Diploma Examination Standard of Excellence	Low	n/a	n/a	32	15.6	n/a	n/a	1,790	24.7	n/a	n/a
Chemistry 30	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	26	46.2	n/a	n/a	1,479	73.5	n/a	n/a
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	26	26.9	n/a	n/a	1,479	29.9	n/a	n/a
Physics 30	Diploma Examination Acceptable Standard	Low	n/a	n/a	15	60.0	n/a	n/a	715	75.7	n/a	n/a
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	15	20.0	n/a	n/a	715	32.3	n/a	n/a
Science 30	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	714	67.4	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	714	16.1	n/a	n/a

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.
- Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. 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.

Analysis of The Results

Provincial Achievement data shows that overall the Acceptable Standard rates are 11% above provincial average while the Standard of Excellence is 6% above; these results are lower than last year but typical of our historical rates. Our grade six and nine students were either higher than or equal to provincial measures in the Acceptable Standard across all subjects except Science 6, often with a difference of greater than 10% over the province. These results are typical of FMPSD students and an area we strive to maintain.

Overall FMPSD's Diploma results are lower than provincial rates by 11% with students struggling the most in language rich classes; results in Math are similar to provincial numbers. *See appendix p.69*

Literacy and numeracy assessment results in grades 1-3 do not report results for EAL students specifically but teachers and school support staff work to provide small group, direct instruction to our EAL students.

Our partnership with the Multicultural Association provides elementary school English as Additional Language learners access to language specific supports to improve their English speaking skills. We are proud of the supports we have in place to assist students with their success which includes specific EAL classrooms and tutoring support in high schools.

We continue to work with staff and EAL staff in particular to build resources and learning environments that meet the needs of our EAL learners.



Supports for Students

Providing specific relatable support to our First Nations, Métis and Inuit students via our Indigenous teachers and support assistants for individual and small group instruction helps students meet more success. We find success for English as Additional Language Learners through intake meetings, and specific programming where needed, community connections with our settlement worker, and partnerships with the Multicultural Association for Language support. Students received instruction to support their English language acquisition and supports included individual, small group, whole group instruction, activity and practice.





BUILDING CAPACITY

Professional Learning time at each of the schools allows staff to collaborate, identify and plan for the targeted interventions in support of our First Nations, Métis and Inuit, and English as Additional Language students within the collaborative response model. These targeted interventions are focused on:

- universal, targeted and individualized instructional practices
- Indigenous teachers and support workers leading professional learning at the school level
- staff access to Indigenous professional growth through Education Canada and the 4 Seasons of Reconciliation
- focus on diversity to open up a safe environment for readiness to learn

As staff become more confident in their skills and different ways to effectively support First Nations, Métis and Inuit, and English as Additional Language Learners, student and family connections to the Division become stronger which often translates into a better school experience and greater student success during their K-12 years.



ENGAGEMENT

FMPSD increased engagement with Indigenous parents and families through early connections and hosted a family feast. A Kinship group was formed at one elementary school and a variety of schools hosted Indigenous cultural activity nights. First Nations, Métis and Inuit students participate in land-based learning camps and Indigenous community members participate as chaperones. FMPSD developed a Dene Hand Games tournament involving teams from all schools and we will look to expand this in the coming years. Indigenous parents and Elders supported as fans and others coached and or drummed. FMPSD staff participated in a medicine walk hosted by an Indigenous knowledge keeper. Parents, families and the community participated in school-based multicultural events as well as at events in the community including the Athabasca Tribal Council (ATC) Cultural Festival, and a full day of professional learning hosted at FMPSD's Dave McNeilly Elementary School. First Nations, Métis and Inuit students were represented at the Northeastern Alberta Aboriginal Business Association (NAABA).

FMPSD hosted multiple cultural awareness presentations in order to connect agencies to the needs of parents (ie: MCA, YMCA, WBCF, CMHA, SOS, CFS, RMWB Vital Signs). We provided connections to Community Settlement workers for our Refugee parents who were newcomers to Canada (from Ukraine and Africa). We utilized translation and interpretation services for documents, announcements, and ThoughtExchange surveys for our parents. Interpreters were brought in as needed, and students were surveyed via ThoughtExchange regarding DEI, Division budget priorities and their thoughts on their school experience.

Research implies a correlation that when people feel safe, welcome and cared for they are more engaged. Engaged students are typically more successful in school, specifically noted in high school completion rates and academic success.



OPPORTUNITIES FOR GROWTH

FMPSD acknowledges gaps in student's learning, specifically in literacy and numeracy, as a result of COVID-19 and the disruptions to learning since the 2016 wildfire.

Our defined literacy and numeracy teaching frameworks and comprehensive sets of resources along with local and provincial assessments support teachers in addressing the learning gaps.

FMPSD will continue to provide cultural learning opportunities and resources that reflect Indigenous people and Indigenous Ways of Knowing as well as English as Additional Language Learners.

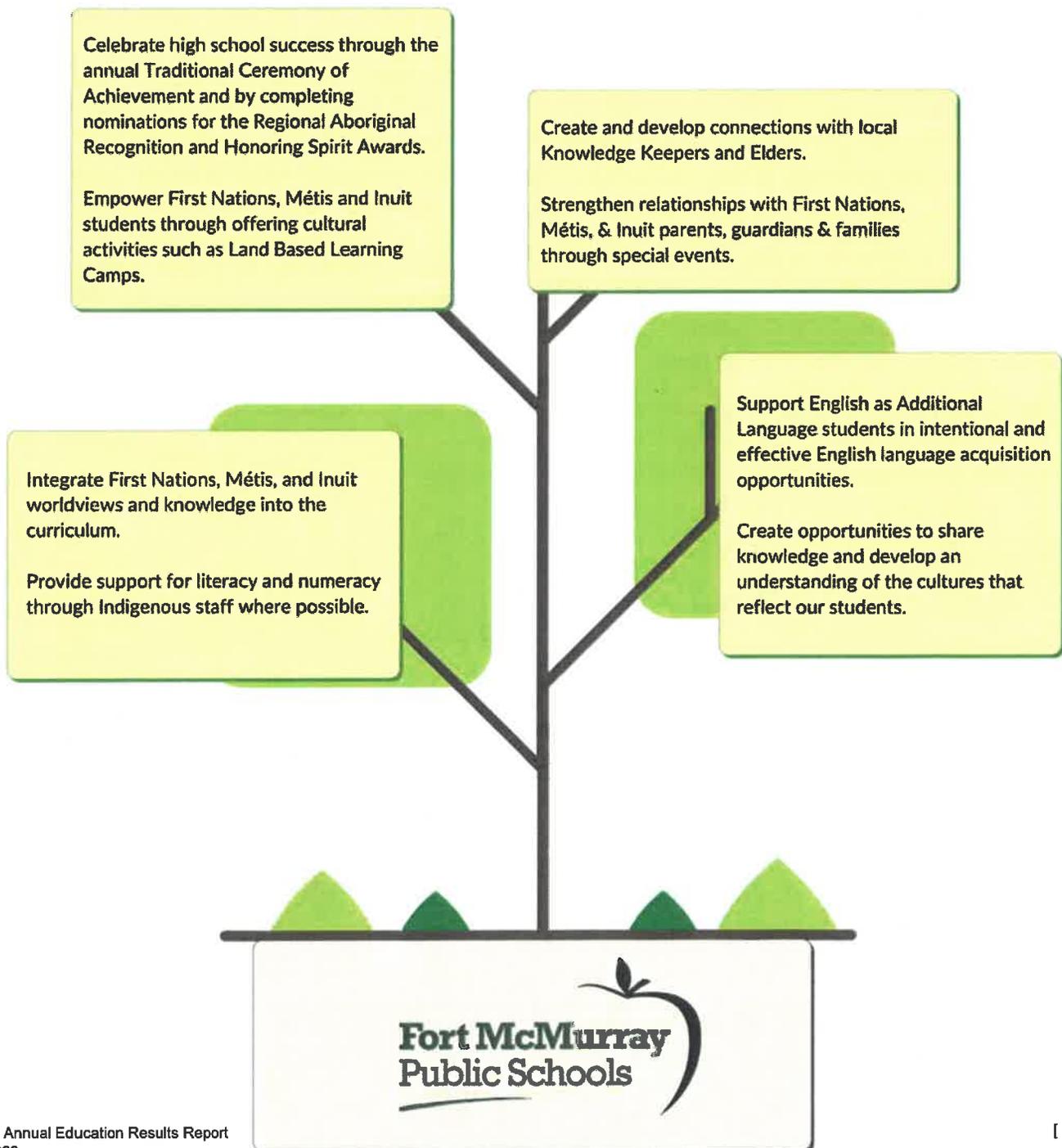


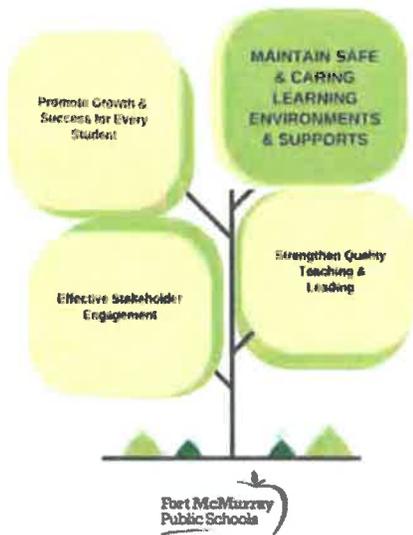
STRATEGIES FOR PRIORITY 1

PROMOTING GROWTH & SUCCESS FOR ALL STUDENTS

GOAL 2

Fort McMurray Public School Division bases its work in the data collected from multiple sources and responds to that data in informed ways to plan for continuous improvement.





Priority 2 - Maintain Safe and Caring Learning Environment and Supports

Goal#1 Positive Learning & Working Environment

Local Outcome: Fort McMurray Public Schools are welcoming, caring, inclusive, respectful, and safe environments that offer high-quality learning opportunities for all students.

Provincial Outcome: Alberta's students are successful; Alberta's K-12 education system is well-governed and managed.

BACKGROUND

A key priority for FMPSD is to provide a safe and caring learning environment for students to experience academic and personal success. The local context requires a spotlight on mental health. We recognize that staff and students have been flexible and resilient, but this has come with a cost. Students and staff have been responding to the ever changing teaching and learning approaches, technology changes, family dynamics, health needs, social restrictions and so much more. This constant state of change has resulted in a heightened state of anxiety for all stakeholders.

Parents are asking for counselling support for their children and assistance with meeting their complex needs. Staff is reporting high workplace and personal stress levels, increased levels of anxiety and caregiver fatigue. Students and staff recognize that strong relationships help support learning and have a strong desire for reconnection and to increase mental health support.

Our goal is to continue to provide mental health awareness and supports, in various formats, (such as professional learning, counselling or mental health consultation) so that, through increased awareness, staff and students will enhance their understanding of how to support their own mental wellbeing.

RESULTS

Fort McMurray School Division

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

	2021	2022	2023	Alberta 2023
	%	%	%	%
Overall	90.2	86.6	85.9	84.7
Parent	89.6	86.5	87.1	85.6
Student	83.6	79.9	78.1	76.6
Teacher	97.4	93.5	92.4	92.0



Percentage of parents that agree...	2020-2021	2021-2022	2022-2023
Students at your child's school care about each other	83%	80%	81%
Students at your child's school respect each other	80%	75%	77%
Students treat each other well at your child's school	81%	76%	78%
Teachers care about your child	96%	92%	91%
Your child is safe at school	92%	93%	92%
Your child is safe on the way to and from school	96%	94%	93%
Your child is treated fairly by adults at school	92%	89%	91%
Your child's school is a welcoming place to be	96%	93%	94%



The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																
Performance Measures	The Fort McMurray School Division								Alberta							
	2019-2020 Avg		2018-2021 Avg		2020-2022 Avg		2021-2023 Avg		2018-2020 Avg		2019-2021 Avg		2020-2022 Avg		2021-2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	2,616	82	2,567	82.2	n/a	n/a	n/a	n/a	249,570	81.6	253,282	81.1
Parent	n/a	n/a	n/a	n/a	316.0	77.8	332	78.2	n/a	n/a	n/a	n/a	31,684	77.4	31,768	76.5
Student	n/a	n/a	n/a	n/a	2001.0	83.8	1,933	83.8	n/a	n/a	n/a	n/a	186,935	80.1	189,870	80
Teacher	n/a	n/a	n/a	n/a	299.0	84.3	302	84.7	n/a	n/a	n/a	n/a	30,951	87.3	31,647	86.8

Percentage of parents that agree...	2020-2021	2021-2022	2022-2023
At school, there are appropriate supports and services available to your child to help with their learning	80%	85%	78%
When your child needs it, teachers at your child's school are available to help them	89%	86%	85%
You can get the support you need from the school to help your child be successful in their learning	87%	80%	81%
Your child can easily access programs and services at school to get help with school work	80%	77%	75%
Your child can get the help at school with problems that are not related to school work	74%	67%	72%



B.3 Program of Studies - At Risk Students

Measure History

Authority: 3260 The Fort McMurray School Division

Province: Alberta

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely

	The Fort McMurray School Divs										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	3,332	88.4	2,669	89.1	2,876	86.3	2,616	83.0	2,516	83.5	Intermediate	Declined significantly	Issue	265,362	84.7	264,165	84.9	230,680	82.7	249,524	81.9	258,932	81.2
Parent	310	83.2	308	85.6	335	80.8	316	76.5	347	77.7	Intermediate	Declined	Issue	35,184	77.6	36,846	78.1	30,874	78.7	31,643	76.3	31,805	73.7
Student	2,754	85.2	2,068	85.9	1,927	85.4	2,001	83.6	1,885	83.7	Intermediate	Declined	Issue	198,033	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	268	96.7	293	95.7	314	92.7	299	86.6	304	89.1	Very Low	Declined	Concern	33,245	94.5	33,910	84.4	30,181	91.2	30,946	90.3	32,322	89.9

B.4 Safe and Caring

Measure History

Authority: 3260 The Fort McMurray School Division

Province: Alberta

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.

	The Fort McMurray School Divs										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	3,332	91.3	2,870	92.6	2,579	92.0	2,621	89.3	2,522	88.8	Very High	Declined significantly	Acceptable	265,362	89.0	264,204	89.4	230,687	90.0	249,835	88.8	257,278	87.5
Parent	310	92.1	309	94.6	335	91.4	318	88.7	349	89.1	Very High	Declined	Good	35,247	89.7	36,699	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	2,754	85.1	2,067	85.3	1,930	87.0	2,004	84.7	1,899	83.3	Very High	Declined	Good	196,656	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	268	96.9	294	97.9	314	97.7	299	94.6	304	93.3	Intermediate	Declined	Issue	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0

B.2 Satisfaction with Program Access

Measure History

Authority: 3260 The Fort McMurray School Division

Province: Alberta

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	The Fort McMurray School Divs										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	3,318	76.8	2,600	81.9	2,355	79.5	2,600	75.9	2,509	77.8	High	Maintained	Good	263,978	73.1	262,662	75.2	228,281	71.6	247,744	72.6	255,597	72.9
Parent	300	65.3	300	78.5	318	74.1	308	69.3	341	74.6	High	Maintained	Good	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4
Student	2,750	83.0	2,086	84.5	1,925	82.3	1,994	80.7	1,864	81.8	Intermediate	Maintained	Acceptable	196,411	78.8	192,861	79.0	168,639	71.9	186,237	73.5	192,289	74.3
Teacher	268	82.2	294	82.8	312	82.1	298	77.7	304	77.0	Low	Maintained	Issue	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0

The FMPSD has been able to implement targeted wellness support for staff as a result of collecting data on reported stress levels within our division in the aftermath of the COVID-19 pandemic. Staff at schools have been under intense pressure and stress; which impacts the learning environment. The height of felt stress levels was reached in November of 2021, and has been slowly declining over the past two years. Staff consistently reported that personal stress has been approximately 10% lower than occupational stress throughout this time. Supporting staff wellness impacts safe, caring and welcoming environments as it directly relates to optimal teaching and learning. This data indicates that the FMPSD needs to continue to be committed to a wellness framework for the benefits of all stakeholders.

The FMPSD Wellness Framework is a strategic plan that addresses awareness and understanding of how to deal with wellness as it relates to student learning and personal well being. Strategies used include: dedicated professional learning related to wellness for staff and students, learning and specialized support for behavior interventions (regulation, coregulation, positive behaviour supports), ongoing Focus Group feedback from staff on how to support their needs and building staff capacity with behaviour management.

Safe & Caring continues to remain at the very high range for the FMPSD. We scored higher than the province in all measures of learning supports. Stakeholders reported the following:

- 82.2% agree that students have access to appropriate supports and services at school
- 89.0% agree that students are safe at school, are learning the importance of caring for others, are learning respect for other and are treated fairly at school
- 76.8% agree are satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community
- 83.2% agree that programs for children at risk are easy to access and timely.

Survey results indicate that the Program of Studies for At Risk Students is an area of concern, although it is still higher than the provincial average. Specifically, teachers have expressed concerns in the area of learning and social gaps as well as dysregulation.

Staff self-reported stress levels have been significantly higher over the past three years compared to pre-COVID years. Throughout the 2020-2022 school years, nearly 50% of our surveyed staff reported a stress level of 7/10 or higher. In the 2022-2023 school year, this number has decreased to approximately 36% from 45% in the previous year.

Occupational Stress Level Trends

	Jan 2021	Nov 2021	Jan 2022	May 2022	Dec 2022	May 2023
Average %	N/A	N/A	5.9	5.65	5.49	5.29
Stress at 7/10 or above	43.2%	48.8%	46.4%	44.0%	37.7%	33.9%

We further investigated occupational versus personal stress levels to learn how to better target supports for staff. The average staff stress levels have been decreasing as a result of various interventions, including supporting students and staff with mental health and co-regulation strategies. There is a correlation between higher staff absenteeism and stress levels.



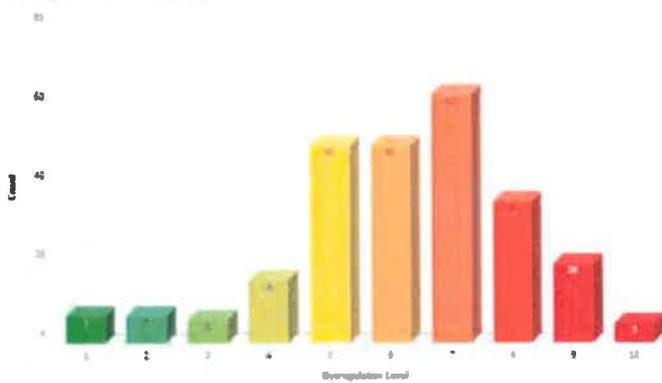
Support for Students

Fort McMurray School Division continuously evaluates student needs via a needs assessment process, which informs the appropriate allocation of resources. We have prioritized resources to employ a Division play therapist, family therapist and trained mental health therapists in each school. Through community partnerships, specialized consultants also continue to support schools.

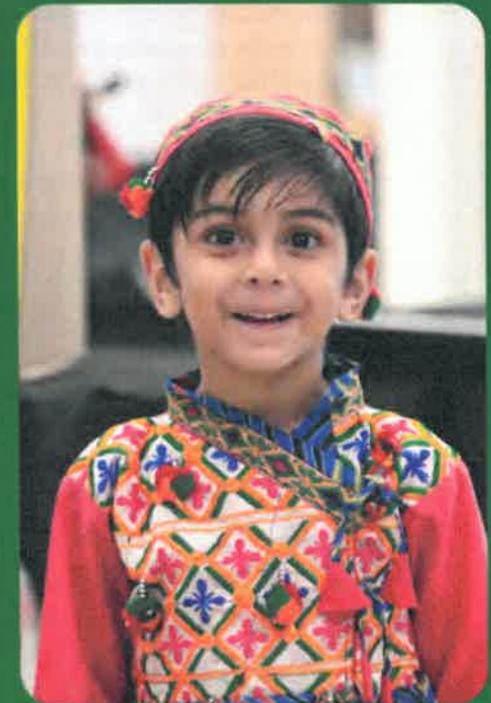
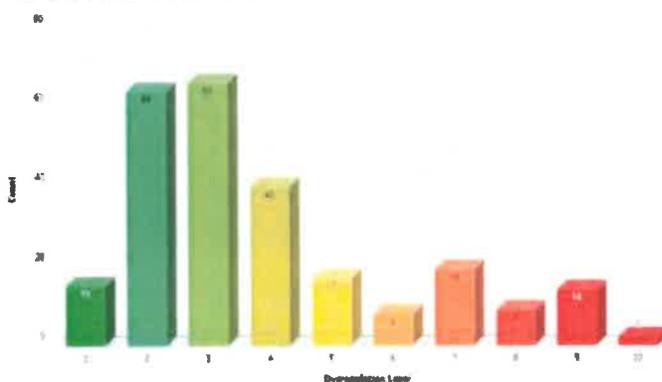
Community partnerships include: Some Other Solutions, Canadian Mental Health Association, Family Supports for Children with Disabilities, and Alberta Health Services. Programs that are provided through these agencies (ie: mentorship) are paramount in re-establishing lost connections.

Along with community and specialized support for students and staff, there are universal wellness strategies that have shown to be successful in bringing students back to a state of regulation for classroom learning. During the 2022-2023 school year, the FMPSD piloted the use of The Regulated Classroom® framework, where practices include staff measuring the level of dysregulation prior to and after using a regulation practice (1 being regulated, and 10 being the most dysregulated). There was a minimum of 1-2 pilot groups in each school to sample the use of the model. The data collected reveals that the philosophy and practices within The Regulated Classroom® significantly helped to co-regulate the sample group, enabling the classroom environment to return to a state of readiness for learning.

Dysregulation Level Before Activity



Dysregulation Level After Activity





BUILDING CAPACITY

FMPSD builds teacher capacity through collaboration and partnerships at the school, Division and community levels. The Fort McMurray Public School Division calendar devotes 13 days to professional learning where staff learning goals are supported. An emphasis on wellness, diversity and differentiation was highlighted through:

- Embedded professional learning in every LAC meeting to support students' learning needs and environments.
- Embedded Mental Health Professional Development each Professional Learning Friday.
- Leadership development of aspiring LAC's has been extended to a two year cohort.
- The Regulated Classroom© resource was piloted in the Division . In the division we now have over 70 staff trained as trainers to use co-regulation strategies with students in the classroom.
- Training for staff in Violent Threat Risk Assessment (Risk To Others) for wrap around services.
- Professional Development Day focused on wellness, featuring positive mental health habits, staff and student regulation and behaviour support.
- "We Belong" committee has been established to focus on developing a Division plan to support Diversity, Equity and Inclusion.
- The Workplace Wellness Committee has been established to gather input, including focus groups that were made available to all Division staff representing all schools to share feedback and make recommendations for a plan forward.
- Specialized program referral process refined for LACs.



ENGAGEMENT

Parents have engaged in multiple ways, including:

- Circle of Security Groups
- Wrap around meetings, consultations & meetings began to return to in-person settings
- Tours established for Specialize Program referrals
- Open houses for specialized learning (Early Childhood Development Program, early entry)
- Childhood Experiences Questionnaire (CHEQ) 53% Parent Engagement
- The Regulated Classroom © learning sessions for parents
- Parent input on YMM Podcasts



OPPORTUNITIES FOR GROWTH

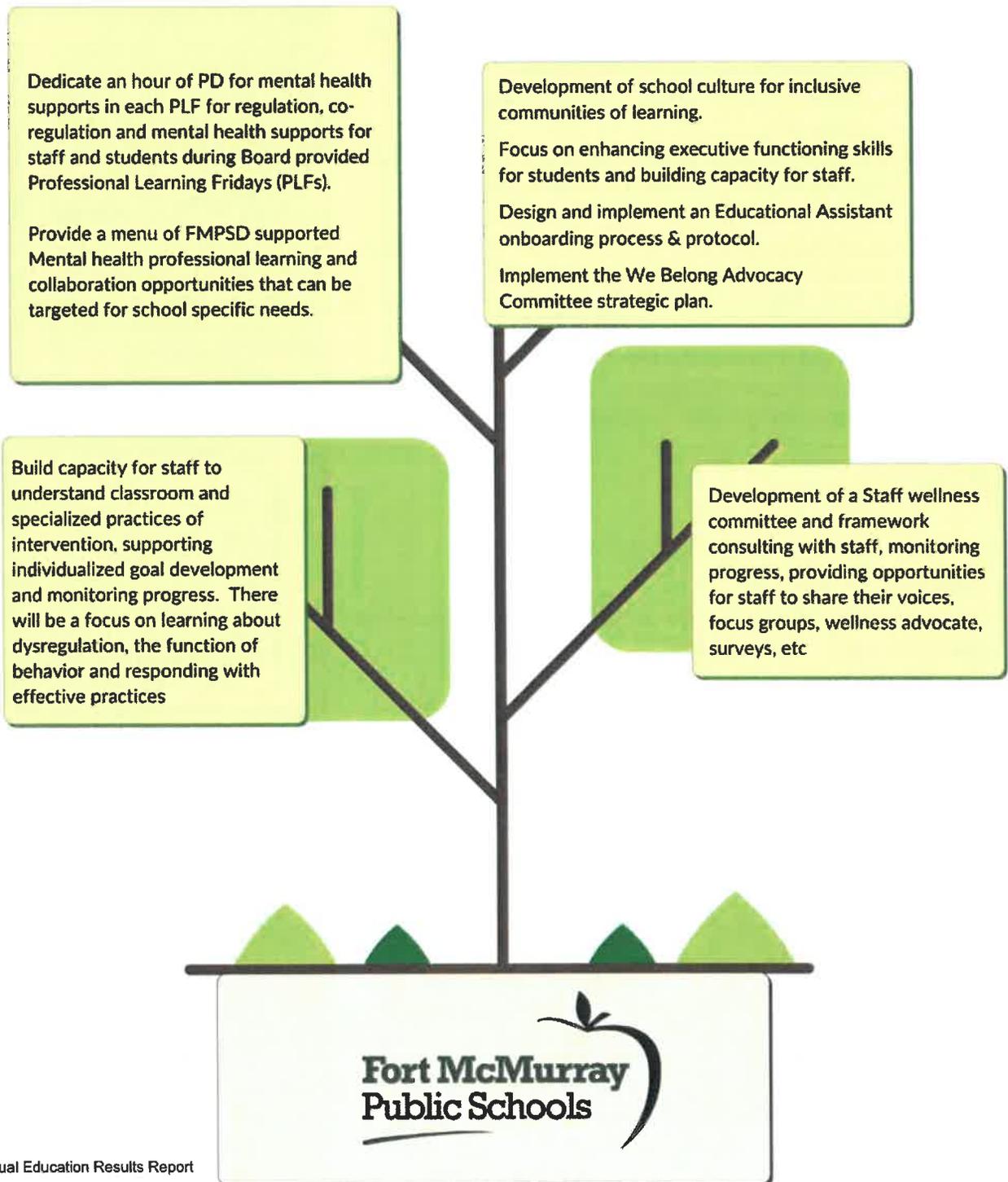
We will continue to provide specialized learning support for Learning Assistant Center (LAC) teachers monthly (ie: Tourette's, FASD, Level B & C Assessments, Individualized Program Planning, and Behaviour Intervention Strategies) as well as professional learning for all staff. Also needed will be further refining referral services to best meet the needs of the learner. It will be important to educate stakeholders on the capacity-building opportunities we have for them:

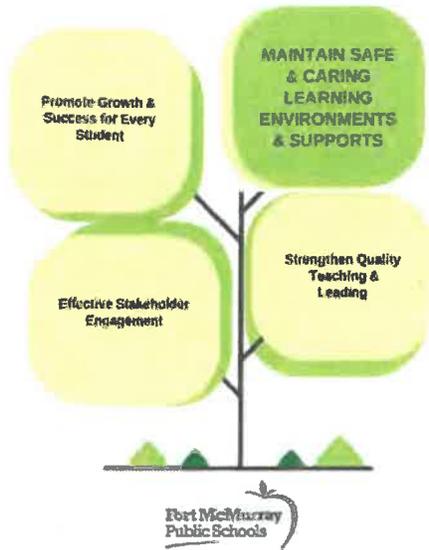
- The Regulated Classroom © → coregulation strategies for staff and students
- Parent engagement in The Regulated Classroom© learning and Executive Functioning Development
- Increase the number of trainers in The Regulated Classroom © within the FMPSD
- Mental Health learning will continue for staff and will be connected to the staff wellness plan, as we are cognizant that a long term commitment is required for improved wellness, based on research and our specific context. We will re-assess if we continue these strategies once the average reported stress levels are below 5.

Doing
What's
Best
For Kids

STRATEGIES FOR PRIORITY 2 TO MAINTAIN SAFE & CARING LEARNING ENVIRONMENTS & SUPPORTS GOAL 1

Fort McMurray Public School Division bases its work in the data collected from multiple sources and responds to that data in informed ways to plan for continuous improvement.





Priority #2 - Maintain Safe and Caring Learning Environment and Supports

Goal#2 Quality Infrastructure for All

Local Outcome: Student learning is supported through the use of effective planning, management, and investment in Division infrastructure.

Provincial Outcome: Alberta’s students are successful; Alberta’s K-12 education system is well-governed and managed.



BACKGROUND

Fort McMurray Public School Division is committed to providing high-quality learning and working environments. The Division does this through effective planning and managing of its infrastructure, which includes facilities, technology and the transportation of students.

Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities as well as in accordance with all statutory, regulatory and disclosure requirements.



RESULTS

Facility Services

With the exclusion of capital requests, Infrastructure, Maintenance and Renewal (IMR) tasks, and general seasonal maintenance, the Operations and Maintenance (O&M) Department completed 3365 work orders in the 2022-2023 school year.

Via the FMPSD ThoughtExchange survey, there were concerns over school parking lot congestion. Regular school visits included discussion of all work orders; ten of which were related to parking lot concerns and were resolved. The (O&M) department prioritized staff training to help support facility operations and foster cohesive work and process relations among the team and additional school custodial services.

Ongoing Modular Classroom Projects were finalized, which included eight modulares replaced at École Dickensfield School. Two new modulares were added and six modulares were relocated there also. The installation of two new modulares at Christina Gordon School were also finalized.

Infrastructure Renewal and Capital Maintenance

Projects of 3.2 million dollars were completed and capitalized to maintain the buildings grounds, utilities and technological systems. In addition, regular maintenance work was completed by the Operations & Maintenance and Technology Departments. Deferred maintenance continues to exceed funding.



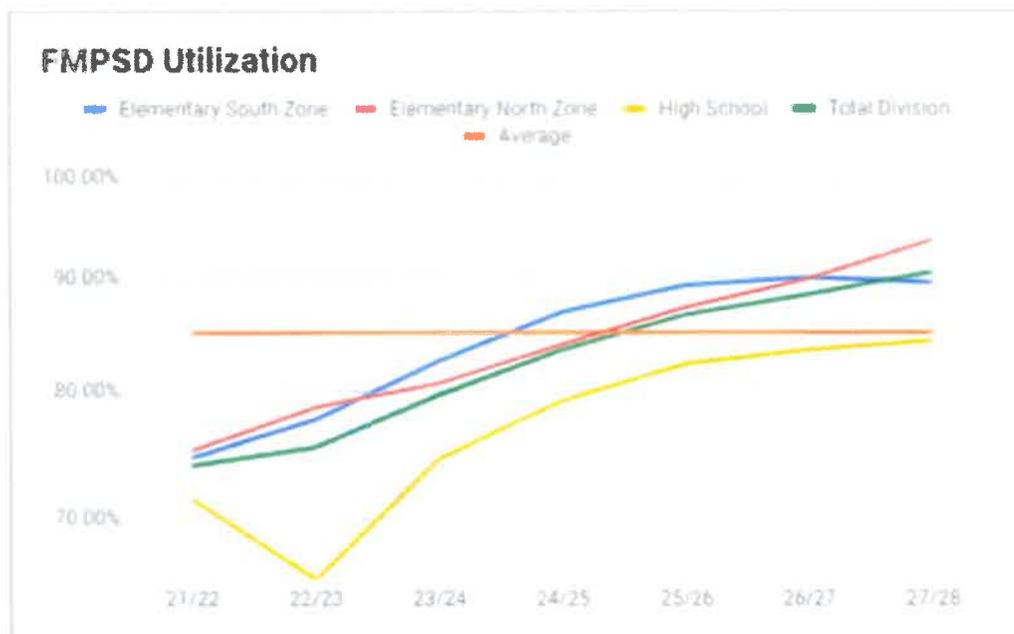
Deferred Maintenance Summary

The chart below shows Fort McMurray Public School Division's priorities for modernization. If we fixed everything, every year, the amount of funding required would be 6.9 million dollars per year for the next seven years. Items to be fixed include electrical service, boilers, roofs, plumbing, and building systems both interior and exterior, including the grounds and parking lots.

Seven Year Infrastructure & Capital Maintenance Renewal Summary

	YR1 2023/24	YR2 2024/25	YR3 2025/26	YR4 2026/27	YR5 2027/28	YR6 2028/29	YR7 2029/30	TOTAL*
Beacon Hill	309,851	257,613	192,729	15,372	120,000	215,000	600,000	1,710,565
Christina Gordon	179,541	250,000	210,000	220,000	270,000	310,000	415,000	1,854,541
Dave McNelly	185,728	250,000	210,000	220,000	270,000	340,000	415,000	1,890,728
Dr. K.A Clark	42,103	57,000	33,236	744,915	125,000	410,000	506,865	1,919,119
École Dickinsfield	1,939,310	454,534	488,486	314,000	253,000	420,000	325,000	4,194,330
École McTavish	600,847	280,000	325,000	350,000	350,000	215,000	750,000	2,870,847
Fort McMurray Composite High	250,893	233,149	265,832	300,000	400,000	515,000	425,000	2,389,874
Greely Road	1,364,837	812,766	110,115	71,498	270,000	215,000	470,000	3,314,216
Thickwood Heights	689,817	18,040	10,174	28,897	70,000	275,000	475,000	1,566,823
Timberlea	1,320,495	145,959	239,742	1,892,201	270,000	330,000	315,000	4,613,397
Walter & Gladys Hill	381,872	250,000	243,000	211,000	600,000	420,000	400,000	2,805,872
Westview	484,615	454,876	341,937	4,907	650,000	240,000	475,000	2,651,135
Westwood Community High	8,463,510	216,236	7,127,439	7,440	30,000	165,000	50,000	16,059,625
TOTAL	16,213,419	3,678,973	9,797,480	4,380,230	3,678,000	4,070,000	5,621,865	47,440,977
AVERAGE 7 YEAR NEED								6,777,282

Fort McMurray Public School Division has had significant increase in enrollment of 38.5% over the past six years, which has dramatically increased utilization rates.



A slight drop in utilization rates due to the addition of the High school wing at École McTavish but this will increase over time, given our growth pattern in enrollment.

Student Transportation

Transportation is another component of quality infrastructure for FMPSD. For the 2022-2023 school year, the Division transported 800 students each day on 25.5 bus routes. 93% of bus riders arrive at their destination in under 60 minutes, 50% of which were under 20 minutes of ride time.

Since 1995, FMPSD has had a Joint Bussing agreement with the Separate and Francophone School Divisions which decreases costs and increases bussing availability and routes.

Transporting students safely is a priority and as such FMPSD introduced GPS mapping on all buses; this technology optimizes routes and generates real time bus and thus student location data which enhances safety for all. Participation in the parent portal has been relatively consistent with previous years.

Bus ridership for students in K- grade 6 is stable, without significant change from the previous school year. The majority of the division's enrollment growth (62.5%) primarily impacted students in grades 7-12, which increased public transit utilization rather than school bus ridership.

FMPSD ThoughtExchange Transportation Survey

Traffic and parking lot congestion was the biggest concern shared by stakeholders in our ThoughtExchange survey. The Operations & Maintenance Department has collaborated with and supported schools to find solutions to these concerns. Ten work orders have been completed to support improvements related factors that are within our control.

In addition, stakeholders reported that there are concerns with overcrowding and safety on three specific transit routes. The Division is collaborating with schools and families to work with the RMWB to increase capacity and services for our students.

Information Technology

The ThoughtExchange survey results focused primarily on faster Internet, and people requested an increase in technology in every school. Being responsive to requests technology needs, the IT Department was able to provide wifi upgrades to 12 schools. In addition, there were 11 switches, 650 Chromebooks and 288 computers and 81 interactive displays replaced. The Technology Department completed 5074 Service Request Orders (SROs) in the 2022-2023 school year. This work supports staff and students have a seamless teaching and learning experience.

Internet-based threats related to ransomware, viruses and security breaches have also increased and as such FMPSD participates in security audits of network systems and updates as required.





OPPORTUNITIES FOR GROWTH

The department will continue to improve reporting systems with department heads with a goal to keep department and school heads updated with their finances to understand how budgets are trending as the school year progresses. Scheduled surveys and feedback from schools will identify areas of potential improvement.

The Operations and Maintenance department continues to manage & prioritize the IMR/CMR funding to maintain quality infrastructure for the school community. Operations & Maintenance is currently reviewing the three-year and seven-year IMR / CMR project plans in preparation to finalize this year's list of projects. Westwood Community High School is the Divisions' number one replacement.

The implementation of bus registration through the Parent Portal has had a noted increase for the yellow buses. The transportation department will continue to promote and increase the parent portal GPS mapping utilization. We will continue to partner with the Regional Municipality of Wood Buffalo and the Separate School Board to optimize bus routes for transportation services.

The Information Technology department will continue to support an effective and efficient user experience by maintaining and enhancing a secure, robust and reliable IT environment by refreshing wireless networks and switches (which will enhance bandwidth experience). Privacy and security strategies include access and role reviews for information and business systems, multi-factor authentication and the maintenance of the Data Disaster Incident Response Plan (DDIRP).

The department will continue to implement student and business information systems based on data collected from multiple sources, infrastructure and cloud technology projects to maintain and facilitate changes to the education and business needs of the organization.

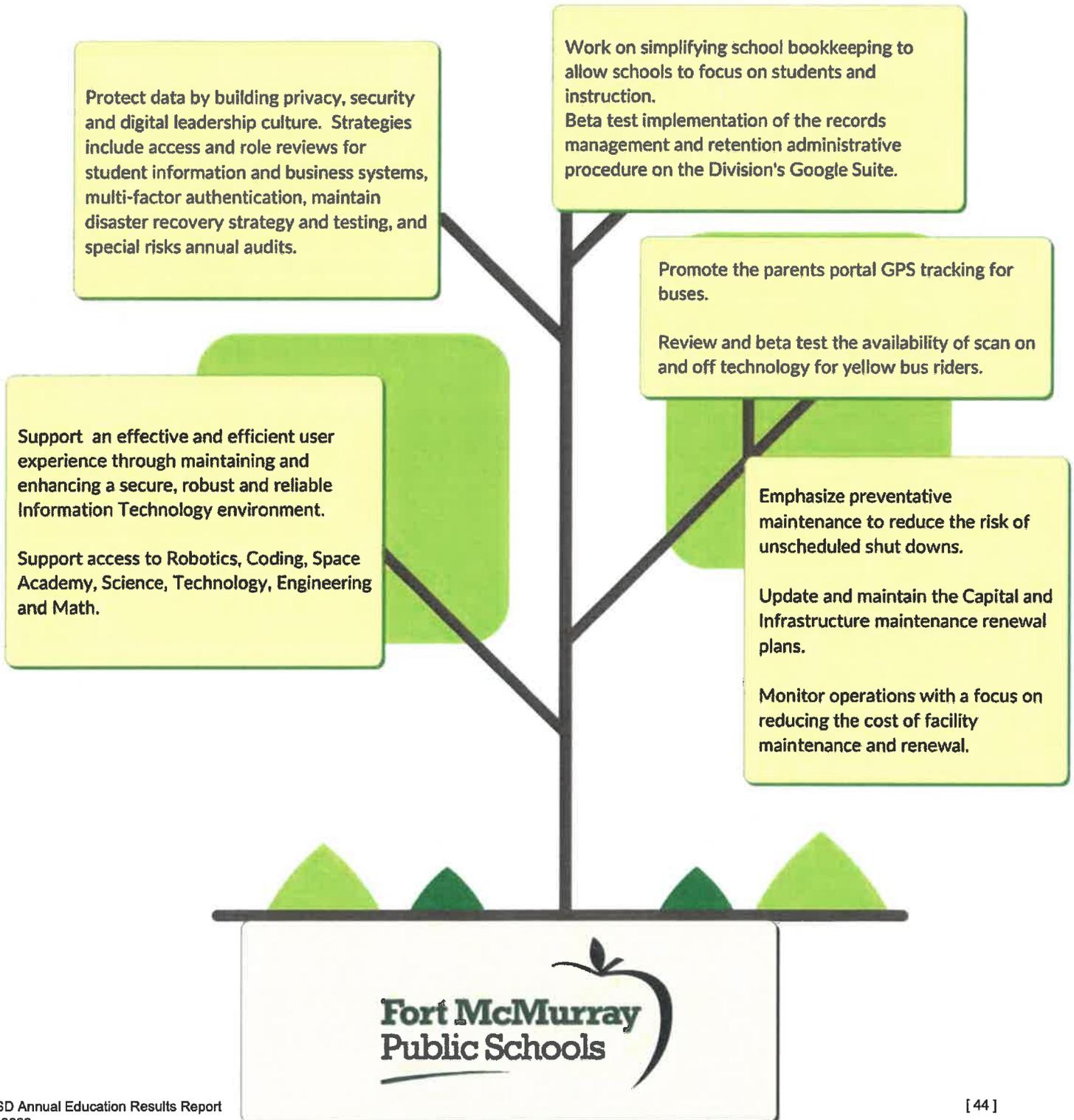
Core Network and Connectivity technology were prioritized within all FMPD-hosted devices and networks. The location including all wired and wireless connectivity related to FMPD networks and the speed of the switches, their capacity to handle data and their ability to process networking rules in decisions, are major considerations in refresh and replacement not just the manufactures end of life date. There are ever-increasing demands for technology services from all stakeholders. In order to support any time, any place instruction and learning, more than 65% of devices now in each school are wireless, and the need for wireless access to the network has increased.

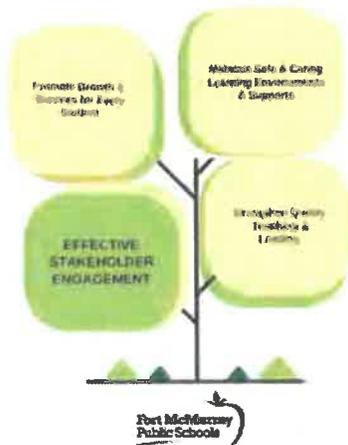


STRATEGIES FOR PRIORITY 2 TO MAINTAIN SAFE & CARING LEARNING ENVIRONMENTS & SUPPORTS

GOAL 2

Fort McMurray Public School Division bases its work in the data collected from multiple sources and responds to that data in informed ways to plan for continuous improvement.





Priority #3 - Effective Stakeholder Engagement

Goal: Parent & Student Engagement

Local Outcome: Highly Responsive and Responsible Jurisdiction. The education system at all levels demonstrates effective working relationships.

Provincial Outcome: Alberta's K-12 education system is well-governed and managed



BACKGROUND

Stakeholder engagement is encouraged to help support student learning and promote students' success at FMPSD. Engagement happens in various ways including providing feedback concerning policies, resources, supports, budgets and learning priorities at school council meetings, Student Advisory Council and new this year, through the Superintendent's Learning series for Parents.

Stakeholders also provide input through exploring school achievement measures and developing school education plans, through the Alberta Education Assurance Survey and through the ThoughtExchange engagement tool related to budget priorities and general feedback on the Division's performance. Students also have a voice through the Superintendent's Advisory Group, Student Advisory Council and the First Nations, Métis and Inuit Student Advisory Council.

Our goal is to continue to increase stakeholder engagement, through the design of a more cohesive or strategic plan. Increased satisfaction for the benefit of students is what we wish to accomplish.



RESULTS

C.1 Parental Involvement - Measure History

Authority: 3280 The Fort McMurray School Division

Province: Alberta

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

	The Fort McMurray School Divis										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	573	86.6	601	86.6	648	82.7	614	80.4	651	82.3	Very High	Decent	Good	66,116	81.3	70,377	81.8	60,819	79.5	62,412	78.8	63,535	79.1
Parent	305	79.3	307	84.2	334	74.0	316	72.7	348	75.3	Very High	Maintained	Excellent	34,944	73.6	36,558	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	268	94.0	294	93.0	314	91.4	298	88.1	303	89.4	Intermediate	Maintained	Acceptable	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

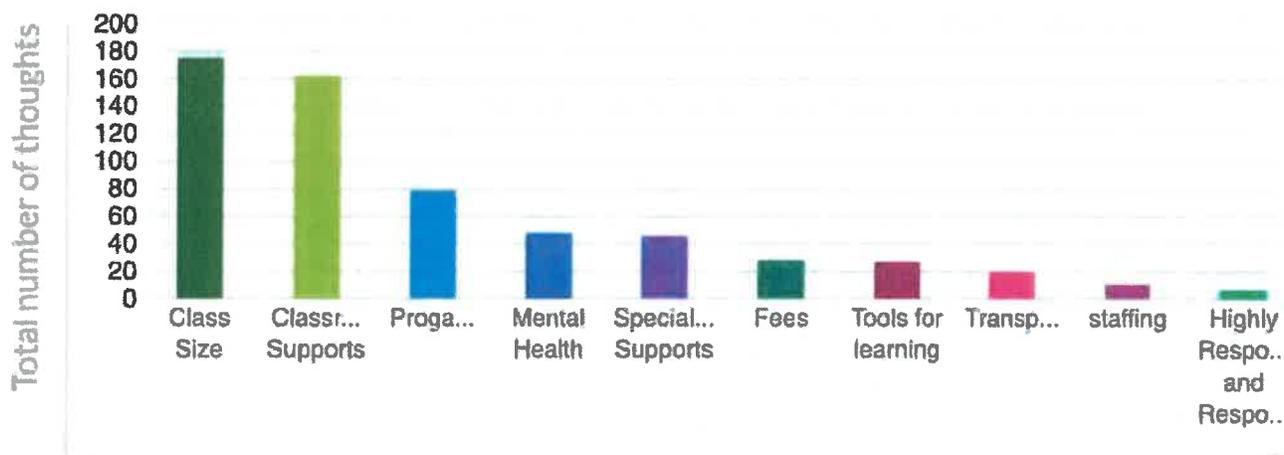
Percentage of parent satisfaction with:	2018-19	2019-20	2020-21	2021-22	2022-23
The extent they you involved in decisions about their child's overall education	85	88	77	80	81
The extent they are involved in decisions about their child's school	65	74	56	59	62
That their input into decisions about their child's school is considered	79	82	76	70	74
The opportunity to be involved in decisions about their child's overall education	85	86	82	77	77
the opportunity to be involved in decisions about their child's school	83	88	80	77	82

The 2022-23 Alberta Education Assurance survey data shows that 82.3% of FMPSD parents and teachers are satisfied with the parental involvement taking place within the Division, which is above the provincial average and an improvement from last year.

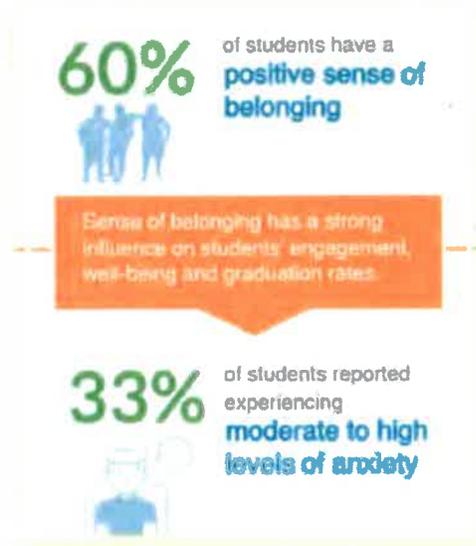
Only 62% of parents are satisfied that they are involved in making decisions about their child's school, however this is an improvement from last year. The overall satisfaction remains relatively high.

2022-2023 BUDGET EXCHANGE

Top Themes by total thoughts



The responses to our budget priorities survey shows 1088 stakeholders emphasize the need for more support staff, smaller class sizes, and increased focus on academics and life skills. Mental health support for students and staff is also a priority, as well as early intervention and specialized support services. Respondents also mention the importance of maintaining diverse programming, including extracurricular activities, technology, and cultural identity programs. Additionally, there is a call for ensuring accessibility and equity for all students.



 I like the sense of community in the school as I feel that the school is a place where I can belong. I also like the challenge the school presents us with in terms of learning as the school expects us to do our best and is willing to help us improve.

 I like that my teachers really care to get to know the students. They take an interest in creating relationships with students and supporting us in our learning especially when we find things tough. An improvement I feel would be helpful is making sure the high school math department is making sure students really understand the concepts.

Student voice was important this year and we heard them at Student Advisory Council, the Superintendent's Advisory Group, in the ThoughtExchange, and through Our School Surveys. Overall, the feedback highlights the diverse needs and interests of the students, emphasizing the importance of addressing these concerns to create a more inclusive and supportive learning environment.

BUILDING CAPACITY

We continue with engagement through utilization of ThoughtExchange for budget priorities and general feedback. Joint Networks Meetings among school council reps, Administrators, Sr. leaders and trustees allows parents to have input and contribute to decision making opportunities. The Superintendent's Learning series for Parents was introduced to help break down the budget as well as other topics such as Calendar design and the Continuous Improvement Cycle for Public Assurance. In addition, the Superintendent created an Advisory group to collect celebrations and concerns from gr. 7-12 students about their school experience. We established a group called "We Belong" to create a strategic plan for Diversity, Equity and Inclusion in collaboration with an external consultant and based on student and staff feedback. We have started to highlight the Continuous Improvement cycle, front and center on our website to our stakeholders.



ENGAGEMENT

We value the voice of our families and continually look for ways to involve them. We engaged parents on various topics throughout the school year such as:

- Mental Health: wrap around meetings; Circle of Security Groups, Roots of Empathy; podcast Input; parent engagement evening for Regulated classroom, Staff Wellness surveys
- Academics: Childhood Experiences Questionnaire (CHEQ) 80% parent engagement; literacy and numeracy nights at schools; Individualized program plans Budget: ThoughtExchange input for prioritizing funds; School Council consultation; APPLE schools rep at PTI's for parent questions/learning
- Open communication; ThoughtExchange on communications, Networks meetings, Board Meetings open to the public; open houses at schools; awareness about what students are learning in the classrooms and building understanding about the Truth and Reconciliation Commission of Canada's calls to action, promoting and supporting parents with accessing the AEA Survey, Communications ThoughtExchange.
- FNMI: Learning opportunities for all students including Land based Learning, First annual Hand Games tournament, First Annual Indigenous Gr.7 Wellness conference in partnership with Fort McMurray Catholic School Division, an FNMI specific Student advisory group at each school and an Elder's Council for consultation and participation in events.
- Home Education: Family BBQs, information session about home education at FMPSD; early literacy session
- Transportation: Gathering concerns through a ThoughtExchange as well as an AdHoc Traffic Safety committee.

Other engagement efforts included regular school communication and monthly newsletters—used to inform students and families about what's taking place within the school and Division. News releases further enhanced communication by informing families about recent successes, decisions and challenges within the Division. Social media platforms were used to further connect with families.

The responses from our ThoughtExchange data on communications indicate that parents appreciate various forms of communication from the school, including emails, newsletters, social media updates, and apps like Seesaw. They find these methods helpful in staying informed about school events, activities, and their child's progress. However, some parents expressed concerns about the lack of consistency in communication, the need for more timely information, and the accessibility of certain tools like the Parent Portal. Overall, parents value clear, concise, and easily accessible communication from the school to stay engaged and informed.

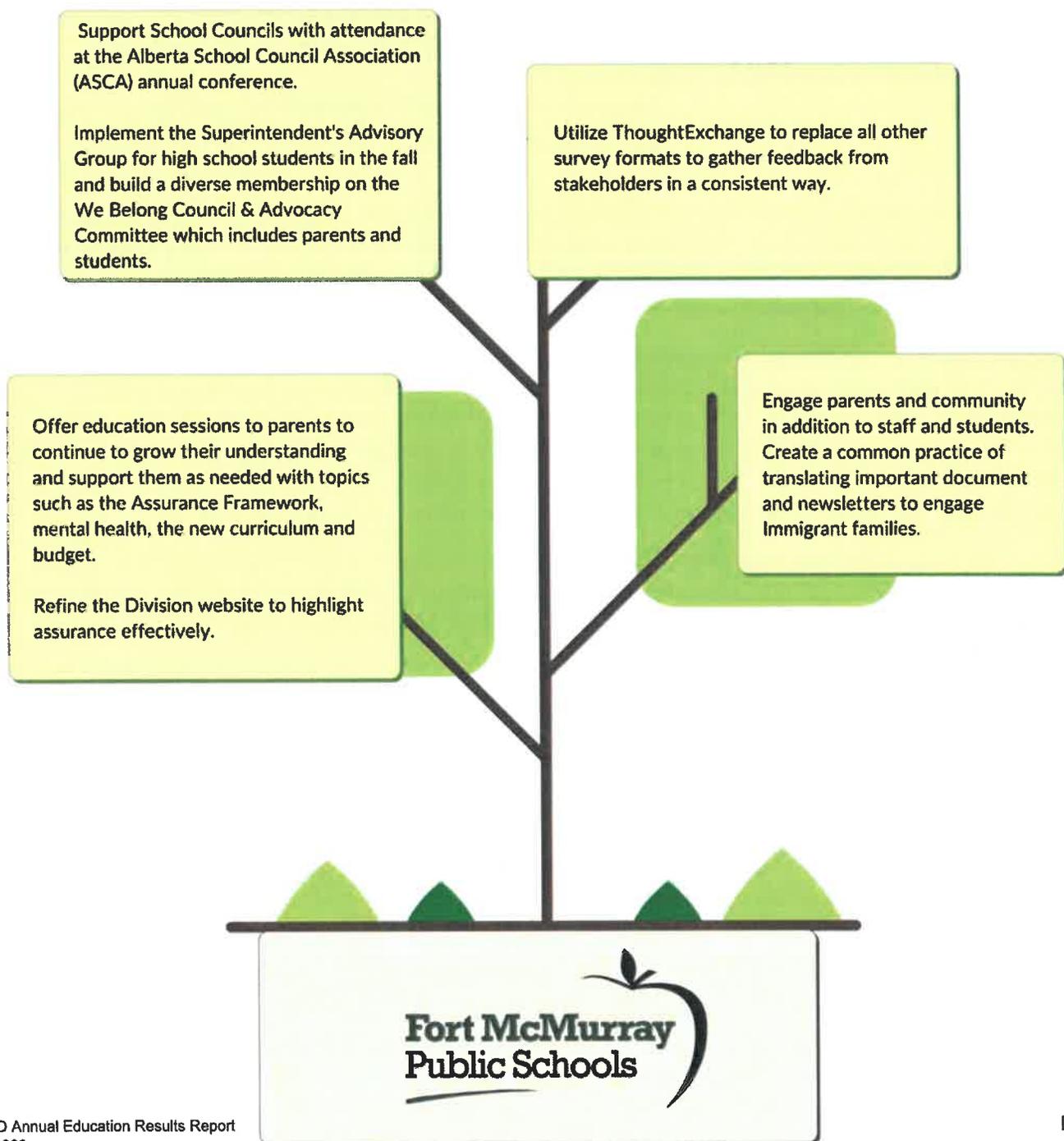
A newsletter for Leaders was established to make communications more efficient and was linked to our priority areas as was a document called Board Highlights which summarized board meetings, linking to our priority areas to share with all stakeholders. We have just established a workplace wellness committee for staff.

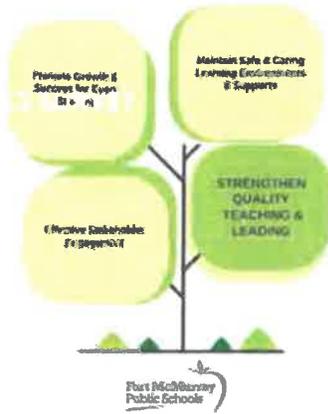
OPPORTUNITIES FOR GROWTH

We will continue to engage families in ways that are already successful. Sharing feedback with schools and working with them to ensure consistent, concise language will be reviewed with Leaders. We will be asking parents their thoughts on Diversity, Equity and Inclusion as part of our Division Strategic plan. Finally, we are moving to ThoughtExchange as an engagement tool for the majority of our surveys which will ensure a conversation about topics versus a one way feedback forum.

STRATEGIES FOR PRIORITY 3 EFFECTIVE STAKEHOLDER ENGAGEMENT

Fort McMurray Public School Division bases its work in the data collected from multiple sources and responds to that data in informed ways to plan for continuous improvement.





Priority #4 - Strengthen Quality Teaching and Leading

Goal: Culture of Excellence

Local Outcome: High-quality learning opportunities for all and excellence in student learning outcomes

Provincial Outcome: Alberta has excellent teachers, school leaders, and school-authority leaders



BACKGROUND

FMPSD is a learning community based on a foundation of strong professional learning opportunities and collaboration amongst staff. We believe in lifelong learning for all staff and realize that a data-driven, proactive plan on how to accomplish that is key to ensuring the largest impact on our staff, and thus our students. By ensuring we use both the Teaching Quality Standard (TQS), as well as the Leadership Quality Standard (LQS) as the foundation of our planning, we set up our staff for success.

Through a robust set of Professional Learning Friday plans and a strong collaborative learning cycle developed yearly for the Division and each school, staff are given time to share their expertise and hone their pedagogical skills. The Board's forward-thinking desire to ensure staff are well equipped has led to this dedicated time for collaboration and professional learning.



RESULTS

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	The Fort McMurray School Divis												Alberta										
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	298	81.8	294	80.9	310	89.6	296	86.7	299	81.3	High	Improved	Good	33,874	85.2	33,786	86.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	298	81.8	294	80.9	310	89.6	296	86.7	299	81.3	High	Improved	Good	33,874	85.2	33,786	86.0	29,619	84.9	30,280	83.7	31,648	82.2

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	2018-19	2019-20	2020-21	2021-22	2022-23
Been focused on the priorities of the jurisdiction	90	94	94	91	95
Effectively addressed your professional development needs	78	86	87	84	89
Significantly contributed to your on-going professional growth	77	86	88	85	90

Feb 3rd, 2023
Professional Development Day:
A Recipe for Success

This learning opportunity contributed to my professional and/or teaching practices.

I plan to apply my learning in my classrooms.

Academic Measures

Overall 91.3% of staff are satisfied with in-servicing received from the school authority. This is improved and is more than 10% higher than the average for the province. This is also demonstrated in the local data where we measured their satisfaction on three different occasions.

What teachers are learning is contributing to their teaching practice according to 92% of staff and 94% said they planned to apply their learning. Evidence of the impact has been provided through examples in the qualitative data from surveys. Teachers report improved student engagement, observed self-regulation strategies being used and note that more students are meeting grade level learning expectations after being provided targeted interventions. These can all be attributed to the collaborative work done during Professional Learning Fridays.



Percentage of students satisfied with the overall quality of basic education	2018-19	2019-20	2020-21	2021-22	2022-23
Grade 7-9: Overall, is the education you are receiving at school good to very good?	96	95	95	94	95
Grade 10-12: Overall, is the education you are receiving at school good to very good?	94	95	94	94	94

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

	The Fort McMurray School Divs										Alberta												
	2018		2020		2021		2022		2023		Measures Evaluation			2018		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	3,343	90.6	2,678	82.3	2,572	91.0	2,611	86.6	2,523	88.5	High	Declined Significantly	Good	285,841	86.2	284,823	80.3	230,814	89.6	249,532	89.0	257,594	88.1
Parent	316	86.7	300	80.2	335	87.7	318	84.5	348	84.8	High	Maintained	Good	36,282	88.4	36,907	86.7	31,024	88.7	31,725	86.1	31,890	84.4
Student	2,764	88.8	2,075	89.4	1,823	86.2	1,994	86.9	1,870	86.8	High	Declined	Acceptable	197,262	88.1	193,783	87.8	169,593	86.3	186,834	85.8	193,343	85.7
Teacher	288	96.8	294	97.2	314	97.1	289	84.5	304	93.8	Intermediate	Declined	Good	33,297	95.1	33,853	86.4	30,201	95.7	30,970	95.0	32,351	94.4

Students are highly satisfied with the overall education they are receiving at school. About 88% of students feel that what they are learning is clear to them, however, the results show lower percentages of satisfaction with students feeling that they are doing challenging (75%) and interesting work(72%), and that the core subjects are useful to them (77%).

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

	The Fort McMurray School Divs										Alberta												
	2018		2020		2021		2022		2023		Measures Evaluation			2018		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	3,320	63.3	2,887	86.8	2,511	85.5	2,578	75.2	2,482	79.9	High	Declined Significantly	Good	263,394	81.8	262,079	81.5	224,041	81.4	243,880	74.2	291,356	78.2
Parent	303	80.5	299	86.0	303	83.5	301	86.8	338	73.1	Intermediate	Maintained	Acceptable	34,159	80.3	35,806	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	2,753	83.5	2,085	85.8	1,818	86.1	1,988	82.6	1,856	82.2	Very High	Declined	Good	198,582	79.4	182,917	78.8	167,892	79.1	188,107	78.3	191,142	75.0
Teacher	264	95.0	293	96.7	290	86.8	288	80.2	288	81.3	High	Declined	Acceptable	32,813	83.4	33,288	85.0	28,033	83.4	28,728	78.3	29,642	78.0

Overall, 78.8% of stakeholders are satisfied that FMPSD has improved or stayed the same in the last three years. The results have improved slightly since last year and are higher than the provincial average.



BUILDING CAPACITY



FMPSD has been working on building capacity in staff by differentiating based on their school specific learning needs. Some of the areas we have done this in are:

- Leadership Learning Academy
- Learning Assistant Teachers Academy
- After school literacy /numeracy teaching strategy boot camps
- Professional Learning time Literacy, Numeracy, Mental Health and FNMI learning sessions
- Grade group collaborative time for new Curriculum learning
- Collaborative Response Model - once student need is identified, targeted teaching strategies identified School level book studies
- Intense K-3 fundamentals of teaching literacy instruction for teachers
- Structure for: mentoring; co-planning, teaching, feedback cycle
- New teacher orientation
- Division-led Professional Development Day - focus on enhancing teacher capacity
- Risk to Others (Violent Threat Risk Assessment) Training for school leadership teams
- Leaders meetings professional development opportunities including Fierce Conversations
- A Mental Health Menu created for schools to choose a focus for PLF time
- Junior High Literacy Professional Learning Series
- Junior and Senior High Math Professional Learning Series
- English as an Additional Language Professional Learning Series



OPPORTUNITIES FOR GROWTH

Reviewing data to recall the success of past practices in Leadership development and creating more robust opportunities will be important to continue to grow leaders within our system. Based on local data and feedback, the gift of 13 professional learning Fridays will need to include time for staff to collaborate on future implementation of the new curriculum.

Communication to parents about PLF's during our parent learning series is an opportunity to further increase understanding of what is happening during this time and how it impacts students. School administrators share their PLF plan at school council meetings and further post on the school website. The professional learning plan is developed based on student learning needs and data, staff survey input and school authority goals. We believe when staff learn, students will achieve.

We will be moving forward in supporting Leaders to provide Instructional Leadership in effective and engaging teaching practices to better meet student needs and so students feel their work is more challenging and interesting, yielding better success rates.

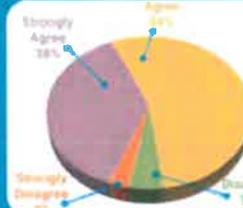




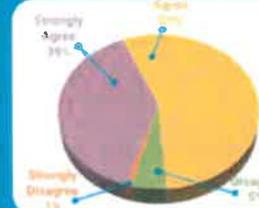
The intent of Division Professional Learning is to support FMPSD Priority #4: Strengthen Quality Teaching & Learning. By fostering a culture of continuous learning among teachers & leaders, we aim to improve student learning outcomes for all FMPSD priorities.

To do this we will provide opportunities for teachers to collaborate with others to build personal and collective capacities and expertise in order to support Divisional goals. When staff members learn, students succeed.

Feb 3rd, 2023 Professional Development Day: A Recipe for Success



This learning opportunity contributed to my professional and/or teaching practices.



I plan to apply my learning in my classroom.

An aspect of this learning opportunity that made it meaningful is:

I was able to choose meaningful sessions that could help me provide targeted support to my diverse learners. Some of the presenters were also teachers, so they were able to relate and teach based on the practices within FMPSD classrooms.

I was able to find sessions that applied to my learning goals.

An aspect of this learning opportunity that might be improved is:

More tangible resource takeaways - walking away with actual things you could do the next week vs thoughts to ruminate on.

Group sizes for best legacy need to be increased as we have a new curriculum.

Some more opportunities for specialist teachers, music, and phys. ed.

One thing I require to further support my professional learning is:

Time to reflect independently and with school-based colleagues on what we learned.

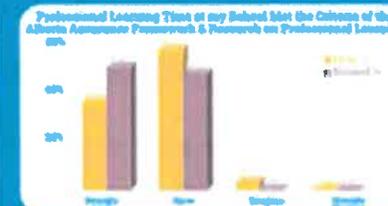
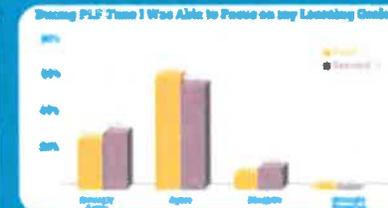
Options on individual management or how to meet the learning needs in the classroom.

Classroom opportunities to meet those experts in their fields about things that affect our community and students' experiences.



2022 - 2023 Collaborative Learning Cycle Feedback

- The cycle was made up of:
1. Division Wide Professional Learning Day
 2. Full Day School-Based Collaborative Times
 3. Four and a Half/Five Hour School Collaborative Times
 4. One/One and a Half Hour Division Collaborative Times
 5. ATA Professional Learning Days



An aspect of this learning opportunity that made it successful is:

- Structured collaborative time
- Application of learning, not just theory
- The ability to hear different perspectives
- The impact on student learning
- Learning from experts in the field
- Allows for teacher learning and resource development
- Supports professional growth plans

An aspect of this learning opportunity that needs to be improved is:

- More time to work together after presentations
- More time to design building of lesson plans
- Fewer divisional sessions during PLF
- More opportunities for collaborative learning
- Virtual
- Virtualized or PLF grant to accommodate the need to provide a challenge plan

One thing I require to further support my professional learning is:

- Support for new curriculum
- Behaviour support for all students
- Opportunities to implement new learning
- Time to reflect, ask questions, and plan with my colleagues
- Continuation of PLF's to support teacher growth in order to support student outcomes
- More info about PD opportunities

What evidence do you have that professional learning has had an impact in your classroom?

- Improved student engagement
- Providing more differentiated instruction
- Using new resources in the classroom
- Improved assessment practices
- Growth in student achievement
- More students are meeting grade-level learning expectations
- Self-regulation strategies are being used by teachers and students

- A shift from one to three Division Collaborative times being in person for 90 minutes
- More of the full-day school-based collaborative times were moved to the beginning of the year to allow for increased opportunities for professional learning and increased collective efficacy
- Opportunities to focus on diversity, equity and inclusion, with specific training and resources available from Division Office
- Expanded divisional supports including mental health therapist, executive functioning support teacher, behaviour support teacher, literacy support teacher, and numeracy support teacher

You Responded
We Listened



Moving Forward...
FMPSD will continue to provide collaborative learning time to build capacity and support Division goals.

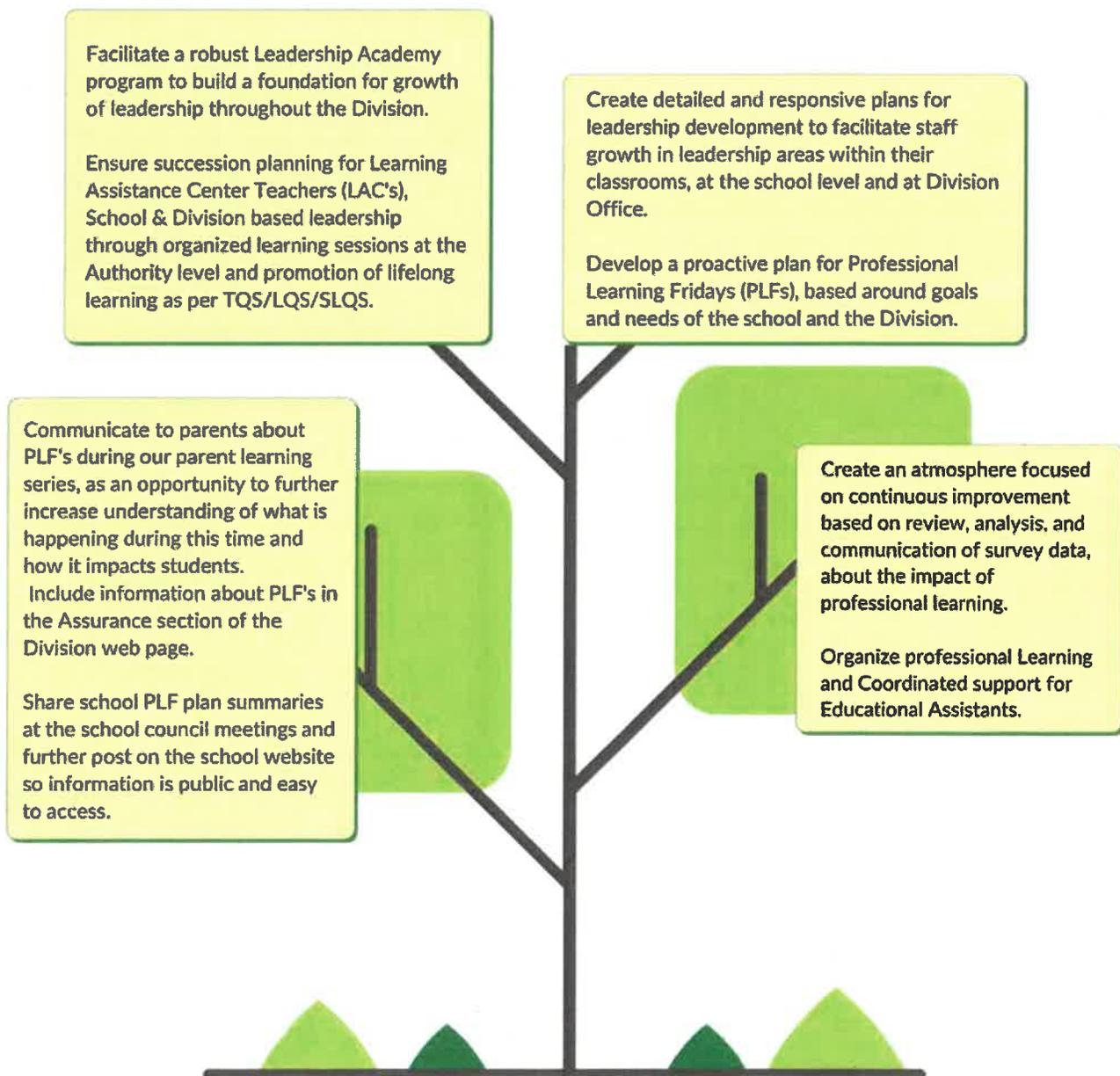


Partnership with ERLC & ATA Additional Supports for Professional Learning District S300 PD Grant

STRATEGIES FOR PRIORITY 4

STRENGTHEN QUALITY TEACHING AND LEADING

Fort McMurray Public School Division bases its work in the data collected from multiple sources and responds to that data in informed ways to plan for continuous improvement.



Financials and Reports

Summary of Financial Results

2022-2023

FMPSD budget provides stability for schools, maintains essential services required for Division operations and supports the mission and beliefs of the Division. (see pg. five "Profile and Local Context")

With the assistance of the Associate Superintendent of Business and Finance, the Superintendent completed a broad-based consultation of stakeholders including direct meetings with School-Based Administrators, School Councils, Joint Networks, and a broader engagement of parents, students, staff, and community members through a ThoughtExchange survey tool.

Senior staff utilized the feedback in the preparation of a needs/priority-based budget which included individual reviews of each school and departments' context to present to the Board. The Board-approved 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. The budget is developed in accordance with generally accepted accounting principles.

The basis of a needs-based budget first starts with an assessment of the needs of students, and the programs and services to meet those needs. This then forms the backbone for the criteria to equitably allocate resources between schools and departments. The majority of resources are determined by the Alberta Education Funding Manual once the grant rates, and weighted moving average funded enrollment are approved, the total resources can be budgeted. A student to teacher ratio is used to allocate for the standard classroom, which is supplemented by the resources allocated for differentiated categories of student needs which are based on the assessments and complexity of each school. The highest needs are addressed first and the balance of funds are used for other needs.



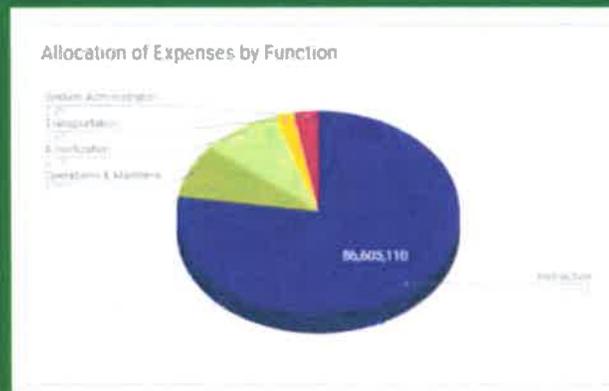
2023-2024

Budgeted Resources

The resources allocated are in excess of the grants generated resulting in a deficit. Staffing continues to be a challenge with shortages of substitutes, casuals and replacement staff. With staff turnover, the average budgeted costs were reduced, which in turn reduced the deficit. The current funding Framework has reduced the overall funding to the Division in comparison to the previous framework. The Division's reserves are being utilized to ease the impact of expenditure reductions required to balance the budget.

The spring budget plan proposes annual budgeted expenditure reductions until the 2026-27 school year to balance the budget.

The 2023-24 Budget Report is available at: <https://www.fmpsdschools.ca/board/annual-reports>



Stakeholder Budget Consultation Process

September

- Meeting with Minister LaGrange
- Board of Trustees Meeting

October

- Board of Trustees Meeting - Budget presented to the Board

November

- Committee of the Whole - Enrollment update and budget overview
- Meeting with Minister of Education

January - February

- Board of Trustees Meeting
- Broad stakeholder engagement: ThoughtExchange Survey; Engagement results

February

- Committee of the Whole - Enrollment update and budget overview
- Board of Trustees Meeting - Budget Assumptions presented to the Board for approval

March

- Networks Budget Assumptions Review and Discussion
- Board provided with a review of the Provincial Budget Announcement
- Board meeting with ATA/CUPE
- Board review of ASBA Provincial Budget Analysis

April - May

- Committee of the Whole - 5-Year Financial Profile
- School and Department Budget Meetings
- Staff work with schools and departments on 2022-2023 budget

May - June

- Committee of the Whole - Budget Highlights and Assumptions
- Budget Approved

Capital & Facilities Projects

In order to meet the growing birth rates of the region and the increase in early learning enrollment, the Division's Capital plan requires new modular relocations and modernizations.

Modular classrooms requested:

Addition of four (4) new modulars at Christina Gordon to support enrollment growth. Addition of four(4) new modulars at Dave McNeilly to support enrollment growth. Addition of six (6) modular classrooms at École McTavish to support enrollment growth.

The top three school modernization projects requested:

- Westwood Community High School including former YMCA
- École Dickinsfield Public School
- Greely Road School

The Master Facility and Capital plan is available at: <https://www.fmpsdschools.ca/board/annual-reports> Information on CMR/IMR is available on page 26, Appendix C of the Master Facility and Capital Plan Report, available at

<https://www.fmpsdschools.ca/board/annual-reports>



MENTAL HEALTH

The Child and Youth Well-being (CYWB) Review report cites input from 524 students and more than 7000 parent respondents indicating struggles with mental health issues such as stress, feelings of depression, fear, worry, low motivation, eating disorders, and suicidal thoughts. In all, 37% said that they were either not very confident or not at all confident that their mental wellbeing would return to how it was before the pandemic.

The local context of Fort McMurray Public School Division includes compounded trauma from the 2016 wildfire, historic 2020 flood, the economic downturn of the oil and gas industry and loss of available support services, all of which had already affected Mental illness in students, parents, and staff. During the 2022-23 school year, 1140 students, or 15.4% of the total student body of FMPSD, utilized counseling services within schools to speak with counselors and mental health therapists. Relative to the CYWB panel's data, 23% of Students were seen for anxiety, while 3% for depression and 4% for suicidal ideation. We also know that some students seek support through community partners so these numbers only give a glance into the needs. Additional data also notes that 27% were seen for Emotional regulation, 19.7% for relationship/friendship issues and 24% were seen to help work through parent conflict/separation/divorce.

Despite some improvements to access or uptake of certain services during the pandemic, CYWB panel research suggests a greater need for mental health support than what has been available, including building internal workforce capacity. This holds true for FMPSD, and Fort McMurray in general. Finding professionals in these specialized support services has always been challenging for us even prior to the pandemic.

THE LEARNING GAP

The COVID-19 pandemic disrupted student learning and progress. We will need ongoing attention and support for a number of years to close the learning gap. The Child and Youth Well-Being Panel research states that the disruption has been linked to general disengagement and declining academic performance among students, with deeper impacts for those already requiring educational support before the pandemic.

POVERTY

Changing demographics of the Wood Buffalo region continue to create challenges. The economic downturn over the past several years has brought an increased level of poverty within our community. In 2020, the Poverty Reduction Network – Wood Buffalo reported that over 4000 families in the community earn less than the average cost of living, and 1 in 3 children are experiencing poverty. School nutrition funds, community partnerships, and social profit grants to support access to healthy food is a growing priority across all school sites. In 2022, 10.3% of Children in Wood Buffalo live in low income households, and in 2021, 33% were from low income, lone parent families.

FUNDING

The funding framework of the weighted moving average (WMA) that funds the school division based on 50% current enrollment, 30% last year and 20% the year before, has resulted in 349 students who attend our schools being unfunded this year.

Students with significant needs have increased by 44% in the past 18 months. 367 in the 2021/22 school year, 467 in the 2022/23 school year and 529 by March of 2023. The WMA doesn't support the rapid growth.

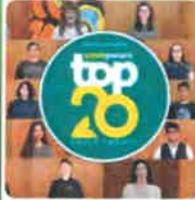
Since 2018, FMPSD has grown by 19.49% where the province has grown by 4.81%. We have grown 400% faster than Alberta which means the impact of the WMA is 4 times that of the average school division.



Fort McMurray Public School Division is seeing steady enrollment growth and we are preparing for more students in the coming years. The Division has 4972 base-funded students enrolled for the 2022-2023 school year, total enrollment is at an increase of 547 students or 8.86% over the 2021-2022 school year. This significant growth is attributable to several factors including the Division's proactive programming and commitment to promoting excellence for students. The Division is focused on providing a well-rounded education that prepares students for the future, with this strong foundation, FMPSD students will continue to thrive and achieve at their highest level.



Congratulations to Westwood Community High School teacher Jeffrey Landry who was the privileged Prime Minister's Award for Teaching Excellence in Science, Technology, Engineering and Manufacturing (STEM) The Prime Minister's Award for Teaching Excellence in STEM recognizes exceptional Science, Technology, Engineering, and Mathematics teachers at the elementary or secondary school level who engage students with STEM learning and help develop a culture of innovation in Canada. Teaching, Engineering and Manufacturing (STEM). The Prime Minister's Award for Teaching Excellence in STEM recognizes exceptional Science, Technology, Engineering, and Mathematics teachers at the elementary or secondary school level who engage students with STEM learning and help develop a culture of innovation in Canada. Teaching, Engineering and Manufacturing (STEM). The Prime Minister's Award for Teaching Excellence in STEM recognizes exceptional Science, Technology, Engineering, and Mathematics teachers at the elementary or secondary school level who engage students with STEM learning and help develop a culture of innovation in Canada.



15 FMPSD students achieved outstanding recognition and admission for their remarkable achievements at the 2022 Top 20 under 20 Celebration organized by YMCA Parent Magazine. The prestigious event celebrates the exceptional accomplishments of young people under the age of twenty. The event held in Fort McMurray brought together the brightest and most exceptional young minds from the local area and beyond, who have made a significant impact in various domains such as academics, athletics, innovation, and community leadership.



FMPSD's first-ever Dene Hand Games Tournament brought together students, staff, and community members from across the division, showcasing both the talent and the passion of the Indigenous people in the area. The tournament featured teams from various elementary schools, each team proudly sporting their own unique uniforms and colors, and they competed in a double-elimination round-robin format. At the end of the day, it was team Westwood Community High School who emerged victorious, after winning a nail-biting final match against the team from Composite High School.



Fort McMurray Public School Division (FMPSD) celebrated the 22nd annual Wood Buffalo Regional Science Fair (WBRSF) in grand style. Held on March 25, 2023, at Small Place and attended by many enthusiastic participants from all over the Wood Buffalo region, the event was indeed a success for all those involved. FMPSD students were triumphant in clearing 24 out of 30 regional medals and 19 special awards, all these collective achievements worth \$7,800. Their success was astounding, and all four FMPSD students selected to represent the Wood Buffalo region at the Canada-Wide Science Fair (CWSF) are from Westwood Community High School.



Timberlea Public School Grade 2 student Ava Pruden has been recognized and awarded the Honouring Spirit: Indigenous Student Award at the Indigenous Student Awards ceremony at Government House in Edmonton. The 2023 Honouring Spirit: Indigenous Student Awards ceremony celebrated the recipients' exceptional leadership, courage, and commitment to their cultures and educational paths. Sponsored by Keyera and Alberta Education, Ava and 11 other students were presented with an award certificate, a congratulatory letter, and a unique hand-crafted Star Blanket at the ceremony. In addition, each student received a one-time \$2,500 scholarship to support their future educational endeavours.



Congratulations to Ayan Ahmed (pictured center) from Fort McMurray Islamic School, who won his SCARLET for students ages 6 to 8 (Primary) at the national level. Ayan wasn't the only FMPSD student attending however, fellow Fort McMurray Islamic School student Hiba Ali was also able to secure a top 6 finish in her age group of 12-14 (Intermediate). Ayan and Hiba succeeded in the regional Wood Buffalo Spelling Bee, hosted earlier this year, finishing 1st in their respective categories; this success ultimately qualified them for the National Spelling Bee of Canada.



FMPSD has taken a bold step in organizing the 1st division chess tournament, breaking the convention of conventional sports tournaments. The tournament was held on Saturday, May 27th at Ecole McTavish Public High School. The tournament featured 24 participating students, with students ranging from grades 7 to 9. Initially, students interested in participating had to have won their school's tournament qualifier event to be selected to represent their school. Congratulations to the tournament winners, Ryan Weidlich, Braydon Donahue and Zain Hwan.



Westwood Community High School unveiled its latest artistic triumph: the magnificent "THE SCARLET PATH HOLDS" installation. Comprising three separate round tables, the trophy tables to form a unmistakably cohesive artistic statement, all interconnected by a red line: the scarlet path. Along with assistance from their Art teacher, Marissa Swagers, Westwood students were fortunate enough to gain the wisdom and expertise of artist Garry Bergas. This is Garry's second piece within the FMPSD; he had previously assisted in creating a healing circle last year, which is on display at the entrance of Composite High School.



On May 25th, Fort McMurray Public Schools recognized and celebrated First Nations, Métis and Inuit graduates at the 26th annual Traditional Celebration of Achievement (TCOA). The TCOA is an annual event celebrating the graduating accomplishments of grade 12 First Nations, Métis and Inuit students in the Wood Buffalo Region. The graduates from Fort McMurray Public School Division, Fort McMurray Catholic School Division, Hornbush School Division and Parkland School Division are all honoured at this celebration, the year's TCOA recognized 32 graduating FMPSD students.



On Thursday, May 4th, accompanied by our Trustees, colleagues, family and friends, we honoured our retirees and those who have worked 25 years of service at our 42nd annual Employee Recognition. We also honoured our school and Division 2022 Ed-Info Part Teaching Award nominees Lucas Clarke and Wynne Vais, and George Decker Memorial Leadership Award recipient, Matthew Schuchuk. It was truly a special evening of recognition as we celebrated their many accomplishments. We honoured five long-service FMPSD retirees, Catherine Lloyd, Wendy Bourgeois, Christine Yulk, Teri Mort and Courtney Robinson.



FMPSD has been at the forefront of promoting STEM education in its schools. One such effort towards this end was the introduction of LEGO Robotics, an exciting and innovative learning experience introduced by FMPSD Director of Technology Ali Syed in 2011. The 2023 Robotics Tournament marks FMPSD's 10th Annual Robotics Tournament, the tournament featured 213 competing students across 44 teams from various FMPSD elementary schools. Congratulations to teams Westway Champions and FMIS Stars for 1st Place in their grade categories. Here's to 10 more years!



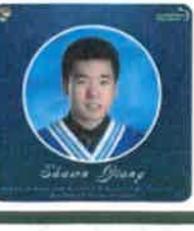
FMPSD celebrates the outstanding success of Westwood Community High School students Tanya Breen, Lalitva Ravi, Shayan Awan, and Nishka Rai at the Canada-Wide Science Fair (CWSF) held in Edmonton on May 18, 2023. The students proudly earned the Bronze, Silver and Challenge Awards. Tanya Breen and Lalitva Ravi secured Bronze in the Intermediate category with their project, Grade 10 student Nishka Rai received Silver in the Intermediate category and a Health and Wellness Challenge Award. Shayan Awan received a Silver award in the Intermediate category.



Keegan Sturtz, a grade 12 student at Ecole McTavish High School, was awarded second place (Silver Medal) in Electrical Installations at the Skills Canada National Competition (SCNC) on May 27th in Winnipeg. Earlier in the year, Keagan received the Gold Medal during the Wood Buffalo Regional Competition. After having placed third (Bronze Medal) last year at Provincials, he finally received the Gold Medal to send him to Nationals in Winnipeg. This is the first time a student from Ecole McTavish has received a medal from the Skills Canada National Competition.



The renowned Inigo Love of Reading Foundation has generously selected Dr. K.A. Clark Public School as the recipient of their 2023 Literary Fund Grant. This prestigious award is valued at \$75,000, a significant amount that will significantly benefit the school's literacy programs. With inspiration from Composite High School's successful grant application last year, Grade 5 teacher Hilary Bank's took charge of writing a grant on behalf of Dr. K.A. Clark Public School. Together with the school administration, school council and her students, they crafted compelling letters to the Inigo Love of Reading Foundation, explaining their need for literacy resources that include diversity and socio-economic themes.



Shawn Jiang, a graduate of Westwood Community High School, has made impressive achievements that have gained him recognition as a Scholar Leader Scholarship Nominee and a Loan Scholar Semi-Finalist. Shawn is just one example of the many accomplished students who have emerged from the division, and the \$750,000 in scholarships awarded to FMPSD's graduating students this year is a reflection of the district's continued commitment to producing outstanding scholars who will make a positive impact on their communities and beyond.



FMPSD is proud to recognize Fort McMurray Christian School student Amarchu Okoro and Gladys FFB Public School teacher Laurie MacGibbon as the first-ever Vincella Thompson Diversity Award recipients. Starting this year, outstanding staff and students are honoured with the Vincella Thompson Diversity Award for their commitment to promoting equity, inclusivity and acceptance throughout their school communities. Earlier in the year, FMPSD unveiled the Vincella Thompson Conference Room in honour of the late Vincella Thompson, a former FMPSD employee and community leader.



FMPSD's Pastors in Education 2022 event was a resounding success as the division honoured and celebrated the contributions of over 300 partners who have been instrumental in enhancing the learning experience of our students, staff, and families. The Board of Trustees Commitment to Excellence award went to Ambassadors Tribal Council, Division Ambassador Partner of the Year was given to Matthew Schuchuk, our Media Partner of the Year was given to Mia, 103.7, and Large Business Partner of the Year was awarded to the Real Canadian Superstore. Thank's for helping us in Doing What's Best For Kids!

Whistleblower Protection

The board of Trustees 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 wrongdoings without fear of reprisal knowing such disclosure will be taken seriously.

Fort McMurray Public School Division's Administrative Procedure on Whistleblower Protection is posted on the website at:

<https://www.fmpsdschools.ca/board/procedures/5074>



Timelines and Communication

The board approved the Education Plan for 2023-2026 on May 24, 2023 and approved the Annual Education Results Report (AERR) for the 2022-2023 school year on Nov. 29, 2023.

The board anticipates approving a renewed Annual Education Plan for 2024-25 in May, 2024.

The report can be viewed at <https://fmpsdschools.ca>

Paper copies are available by contacting:

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

Doing
What's
Best
For Kids

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AUTHORITY SUMMARY REPORT

AUTHORITY REPORT

AUTHORITY FIRST NATIONS, MÉTIS & INUIT REPORT

AUTHORITY ENGLISH AS ADDITIONAL LANGUAGE LEARNER REPORT

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	3,337	86.3	2,670	87.5	2,577	86.8	2,621	81.3	2,521	80.8	High	Declined Significantly	Issue	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	3105	86.5	3093	89.3	3350	84.0	3188	78.8	3496	80.6	High	Declined	Acceptable	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	2,759	76.3	2,067	77.9	1,928	80.1	2,004	73.3	1,868	70.8	High	Declined Significantly	Issue	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	2881	96.4	2944	95.1	3141	96.1	2999	91.9	3040	91.0	Intermediate	Declined	Issue	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																								
	Authority										Measure Evaluation			Province										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N
Overall	n/a	n/a	n/a	n/a	2,575	87.6	2,616	85.2	2,520	84.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	3348	92.8	3188	88.9	3491	88.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,662	87.3
Student	n/a	n/a	n/a	n/a	1,927	72.3	2,005	70.5	1,867	70.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	3147	97.7	2983	96.3	3049	95.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	3,343	90.8	2,678	92.3	2,572	91.0	2,611	88.1	2,528	88.5	High	Declined Significantly	Issue	265,641	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	3107	86.7	3092	90.2	3357	87.7	3185	84.5	3498	84.8	High	Maintained	Good	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	2,764	88.9	2,075	89.4	1,923	88.2	1,994	86.9	1,870	86.8	High	Declined	Acceptable	197,821	88.1	193,638	87.8	169,589	88.3	186,834	85.9	193,443	85.7
Teacher	2898	96.8	2942	97.1	3141	97.1	2995	94.5	3048	93.8	Intermediate	Declined	Issue	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Students Writing											
		Results (in percentages)									
		2019		2020		2021		2022		2023	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	89.2	14.4	n/a	n/a	n/a	n/a	88.5	23.4	89.5	18.2
	Province	91.9	19.6	n/a	n/a	n/a	n/a	89.8	22.3	90.4	21.9
French Language Arts 6 année	Authority	78.4	13.7	n/a	n/a	n/a	n/a	86.4	11.4	76.3	7.9
	Province	89.7	16.1	n/a	n/a	n/a	n/a	81.1	11.1	83.1	13.3
Mathematics 6	Authority	72.8	12.1	n/a	n/a	n/a	n/a	70.2	12.1	72.3	15
	Province	79.8	16.6	n/a	n/a	n/a	n/a	75	14.8	77.4	18.8
Science 6	Authority	79.9	18.5	n/a	n/a	n/a	n/a	77.8	17.2	68.4	15.3
	Province	85.5	31.6	n/a	n/a	n/a	n/a	83.4	27.7	79.3	25.9
Social Studies 6	Authority	76.9	15.4	n/a	n/a	n/a	n/a	74.8	15.9	71.7	13.3
	Province	84.1	27	n/a	n/a	n/a	n/a	79.3	23.6	78.3	21.3
English Language Arts 9	Authority	85.4	18.7	n/a	n/a	n/a	n/a	83	16	81.9	11.1
	Province	84.9	16.7	n/a	n/a	n/a	n/a	85.4	15.8	85.1	15.9
K&E English Language Arts 9	Authority	80	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	71.3	6.7	n/a	n/a	n/a	n/a	67	6.6	71.2	8
French Language Arts 9 année	Authority	86.7	13.3	n/a	n/a	n/a	n/a	65.1	7	88	12
	Province	85.6	12.8	n/a	n/a	n/a	n/a	79.4	10.7	80.8	11.5
Mathematics 9	Authority	59.3	20.2	n/a	n/a	n/a	n/a	52.6	13.6	57.4	12.4
	Province	67.4	21.4	n/a	n/a	n/a	n/a	63.7	20.1	64.7	16
K&E Mathematics 9	Authority	50	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	68.3	15.1	n/a	n/a	n/a	n/a	67.8	13.6	64.7	13.9
Science 9	Authority	84.5	26	n/a	n/a	n/a	n/a	79.3	23.5	75	20.7
	Province	84.5	29.6	n/a	n/a	n/a	n/a	82.1	27.3	78.8	23.9
K&E Science 9	Authority	75	25	n/a	n/a	n/a	n/a	n/a	n/a	100	0
	Province	71.9	12.4	n/a	n/a	n/a	n/a	72.6	13.8	67.6	13.9
Social Studies 9	Authority	76.5	19.5	n/a	n/a	n/a	n/a	63.4	23.3	64.4	17.3
	Province	77	23.1	n/a	n/a	n/a	n/a	72.8	20.6	69.3	18.9
K&E Social Studies 9	Authority	80	20	n/a	n/a	n/a	n/a	n/a	n/a	0	0
	Province	64.7	17.4	n/a	n/a	n/a	n/a	65.9	17.5	61.9	13.2

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. 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 the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

Diploma Exam Course by Course Results by Students Writing.											
		Results (In percentages)									
		2019		2020		2021		2022		2023	
		A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	84.8	4.4	n/a	n/a	n/a	n/a	84.8	2	80.7	10.2
	Province	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5
English Lang Arts 30-2	Authority	77.8	3.7	n/a	n/a	n/a	n/a	76.7	10.5	84.2	16.4
	Province	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7
French Language Arts 30-1	Authority	*	*	n/a	n/a	n/a	n/a	93.3	13.3	94.4	5.6
	Province	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1
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	98.6	29.5	n/a	n/a	n/a	n/a	98.8	44.2	99.2	30.7
Mathematics 30-1	Authority	67.2	21.6	n/a	n/a	n/a	n/a	49.1	24.5	49.7	13
	Province	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23	70.8	29
Mathematics 30-2	Authority	65.4	11.5	n/a	n/a	n/a	n/a	40	2.5	25.5	2.1
	Province	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2
Social Studies 30-1	Authority	69.2	9.9	n/a	n/a	n/a	n/a	76.5	5.9	75.2	8.7
	Province	86.6	17	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9
Social Studies 30-2	Authority	57.6	3.5	n/a	n/a	n/a	n/a	51.9	5.8	64.2	3.1
	Province	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3
Biology 30	Authority	79.1	30.6	n/a	n/a	n/a	n/a	55.2	18.1	70.6	23.8
	Province	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8
Chemistry 30	Authority	77.2	37.5	n/a	n/a	n/a	n/a	62.8	23.4	52.9	22.9
	Province	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37
Physics 30	Authority	75.2	24.8	n/a	n/a	n/a	n/a	73	22.5	62.1	19.4
	Province	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9
Science 30	Authority	60	16.7	n/a	n/a	n/a	n/a	*	*	46.2	7.7
	Province	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1

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. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. 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.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 3260 The Fort McMurray School Division (FNMI)

Course		Measure		The Fort McMurray School Divs (FNMI)						Alberta (FNMI)				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts I	Acceptable Standard	Low	n/a	n/a	45	71.1	n/a	n/a	3,801	60.8	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	45	6.7	n/a	n/a	3,801	7.1	n/a	n/a		
French Language Arts I (n/a)	Acceptable Standard	*	*	*	3	*	n/a	n/a	132	65.9	n/a	n/a		
	Standard of Excellence	*	*	*	3	*	n/a	n/a	132	5.9	n/a	n/a		
Français I anné	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	81.3	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	31.3	n/a	n/a		
Mathematics I	Acceptable Standard	Very Low	n/a	n/a	45	57.8	n/a	n/a	3,807	42.0	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	45	4.4	n/a	n/a	3,807	5.6	n/a	n/a		
Science I	Acceptable Standard	Very Low	n/a	n/a	43	53.5	n/a	n/a	3,860	45.0	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	43	7.0	n/a	n/a	3,860	9.9	n/a	n/a		
Social Studies I	Acceptable Standard	Very Low	n/a	n/a	45	48.0	n/a	n/a	4,332	45.3	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	45	4.4	n/a	n/a	4,332	6.5	n/a	n/a		
English Language Arts II	Acceptable Standard	Low	n/a	n/a	71	71.8	n/a	n/a	4,375	40.2	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	71	4.2	n/a	n/a	4,375	4.4	n/a	n/a		
K&E English Language Arts II	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	297	43.8	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	297	3.7	n/a	n/a		
French Language Arts II (n/a)	Acceptable Standard	*	*	*	2	*	n/a	n/a	136	65.4	n/a	n/a		
	Standard of Excellence	*	*	*	2	*	n/a	n/a	136	4.4	n/a	n/a		
Français II anné	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	75.0	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	10.0	n/a	n/a		
Mathematics II	Acceptable Standard	Very Low	n/a	n/a	71	39.4	n/a	n/a	4,187	28.7	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	71	1.4	n/a	n/a	4,187	3.8	n/a	n/a		
K&E Mathematics II	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	440	48.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	440	11.1	n/a	n/a		
Science II	Acceptable Standard	Low	n/a	n/a	71	57.7	n/a	n/a	4,380	42.1	n/a	n/a		
	Standard of Excellence	Low	n/a	n/a	71	5.6	n/a	n/a	4,380	7.1	n/a	n/a		
K&E Science II	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	281	48.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	281	8.2	n/a	n/a		
Social Studies II	Acceptable Standard	Very Low	n/a	n/a	71	52.1	n/a	n/a	4,383	34.1	n/a	n/a		
	Standard of Excellence	Low	n/a	n/a	71	11.3	n/a	n/a	4,383	4.9	n/a	n/a		
K&E Social Studies II	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	282	45.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	282	7.3	n/a	n/a		

1. Cells which have been suppressed where the number of respondents/students is lower than 5. Suppression is required under s. 27(1)(b) of the Access to Information Act.

2. Achievement Evaluation is not intended to assess that an individual student is capable of higher learning than the majority of students in the cohort at baseline or changes in skills.

3. Participation in the Provincial Assessment Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Student scores for 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

4. Participation in the Provincial Assessment Tests was impacted by the fire in 2016/17 and 2017/18. Caution should be used when interpreting trends over time for the provinces and those subject authorities affected by these events.

5. 2022/23 Provincial Assessment Test results do not include students who participated in the alternate assessment/alternate assessment area were assessed from writing in these subject areas.

6. Recently transferred students over the last two days of the 2021/22 P&T administration wherein students were being impacted by these transfer (transfer) have been included from the provincial dataset. All students have been included in current and historic authority reporting. Caution should be used when interpreting trends over time.

Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 3260 The Fort McMurray School Division (FNMI)

Course	Measure	The Fort McMurray School Divs (FNMI)						Alberta (FNMI)				
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very High	n/a	n/a	0	100.0	n/a	n/a	1,286	78.3	n/a	n/a
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	0	33.3	n/a	n/a	1,286	6.1	n/a	n/a
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Intermediate	n/a	n/a	30	93.3	n/a	n/a	1,833	86.5	n/a	n/a
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	30	13.3	n/a	n/a	1,833	9.8	n/a	n/a
French Language Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	37	83.6	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	37	2.7	n/a	n/a
Languages 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	*	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	*	n/a	n/a
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	8	75.0	n/a	n/a	588	80.8	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	8	12.5	n/a	n/a	506	15.0	n/a	n/a
Mathematics 30-2	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	742	65.8	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	742	12.1	n/a	n/a
Social Studies 30-1	Diploma Examination Acceptable Standard	Low	n/a	n/a	8	75.0	n/a	n/a	880	73.0	n/a	n/a
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	8	20.0	n/a	n/a	988	8.6	n/a	n/a
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	32	86.6	n/a	n/a	1,033	72.3	n/a	n/a
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	32	9.0	n/a	n/a	1,033	5.4	n/a	n/a
Science 30	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	7	57.1	n/a	n/a	902	72.8	n/a	n/a
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	7	28.8	n/a	n/a	902	18.1	n/a	n/a
Chemistry 30	Diploma Examination Acceptable Standard	*	*	*	5	*	n/a	n/a	500	76.0	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	5	*	n/a	n/a	500	24.0	n/a	n/a
Physics 30	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	250	72.0	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	250	26.8	n/a	n/a
Science 30	Diploma Examination Acceptable Standard	Low	n/a	n/a	6	88.7	n/a	n/a	470	78.3	n/a	n/a
	Diploma Examination Standard of Excellence	High	n/a	n/a	6	33.3	n/a	n/a	470	18.7	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. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. 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.

Diploma Exam Results By Students Writing Measure History

Authority: 3260 The Fort McMurray School Division (FNMI)

Province: Alberta (FNMI)

	The Fort McMurray School Divs (FNMI)					Measure Evaluation			Alberta (FNMI)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	61	n/a	n/a	34	45	n/a	n/a	n/a	3,452	n/a	n/a	3,107	3,940
Acceptable Standard %	65.5	n/a	n/a	52.6	75.0	Low	n/a	n/a	77.2	n/a	n/a	68.7	74.6
Standard of Excellence %	8.1	n/a	n/a	1.8	11.6	Low	n/a	n/a	11.4	n/a	n/a	8.5	11.3

Notes

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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, Social Studies 30-2.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 3260 The Fort McMurray School Division (EAL)

Course	Measure	The Fort McMurray School Div (EAL)						Alberta (EAL)				
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 5	Acceptable Standard	Intermediate	n/a	n/a	180	62.7	n/a	n/a	9,044	73.9	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	150	14.0	n/a	n/a	9,044	13.9	n/a	n/a
French Language Arts 5	Acceptable Standard	-	-	-	3	-	n/a	n/a	190	25.5	n/a	n/a
	Standard of Excellence	-	-	-	3	-	n/a	n/a	190	13.8	n/a	n/a
Français 5 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73	65.8	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73	10.1	n/a	n/a
Mathematics 5	Acceptable Standard	Low	n/a	n/a	150	68.7	n/a	n/a	9,076	64.5	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	150	18.0	n/a	n/a	9,076	15.2	n/a	n/a
Science 5	Acceptable Standard	Very Low	n/a	n/a	150	56.3	n/a	n/a	9,728	64.7	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	150	14.7	n/a	n/a	9,728	17.2	n/a	n/a
Social Studies 5	Acceptable Standard	Low	n/a	n/a	150	67.3	n/a	n/a	10,098	65.4	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	150	12.7	n/a	n/a	10,098	15.7	n/a	n/a
English Language Arts 6	Acceptable Standard	Low	n/a	n/a	89	71.9	n/a	n/a	6,969	62.2	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	89	12.4	n/a	n/a	6,969	6.6	n/a	n/a
EAL English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	34.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	9.3	n/a	n/a
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	194	21.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	194	11.3	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	64.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	11.9	n/a	n/a
Mathematics 6	Acceptable Standard	Low	n/a	n/a	89	60.7	n/a	n/a	6,930	90.1	n/a	n/a
	Standard of Excellence	High	n/a	n/a	89	22.5	n/a	n/a	6,930	12.0	n/a	n/a
EAL Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	177	39.5	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	177	5.6	n/a	n/a
Science 6	Acceptable Standard	Intermediate	n/a	n/a	89	70.8	n/a	n/a	6,975	99.4	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	89	23.6	n/a	n/a	6,975	15.0	n/a	n/a
EAL Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	151	33.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	151	3.3	n/a	n/a
Social Studies 6	Acceptable Standard	Intermediate	n/a	n/a	89	62.9	n/a	n/a	6,982	90.4	n/a	n/a
	Standard of Excellence	High	n/a	n/a	89	22.5	n/a	n/a	6,982	11.0	n/a	n/a
EAL Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	39.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	1.5	n/a	n/a

Notes

1. Data reflect final (or 4) approved scores. An average of reported standards is lower than 0. Improvement is marked as 0 or higher (%)
2. Achievement Expectation is not included for courses that do not have sufficient data available either due to low participation affecting the scores or because of changes in scores.
3. Participation in the Provincial Achievement Tests was required by the Education Act (sections 1001, 1011(2)(b) to 1011(2)(c), 1011(3) and 1011(4)) and 1011(4) are not included in the table. Some students who did not participate in the testing do not have scores recorded and their scores are marked as n/a.
4. Participation in the Provincial Achievement Tests was required by the Education Act (sections 1001, 1011(2)(b) to 1011(2)(c), 1011(3) and 1011(4)) and 1011(4) are not included in the table. Some students who did not participate in the testing do not have scores recorded and their scores are marked as n/a.
5. 2022-23 Provincial Achievement Tests results for any students who did not participate in the provincial achievement tests are not reported. Their scores in these subjects are marked as n/a.
6. Specialty facilities indicated that the data for this subject is not available. Students were not required to take these subjects because they have been marked as n/a. Students have been included in school and district reporting. Consideration for special needs reporting is not included.

Diploma Exam Results By Students Writing Measure History

Authority: 3260 The Fort McMurray School Division (EAL)

Province: Alberta (EAL)

	The Fort McMurray School Div (EAL)					Measure Evaluation			Alberta (EAL)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	69	n/a	n/a	69	83	n/a	n/a	n/a	6,239	n/a	n/a	5,398	6,167
Acceptable Standard %	63.5	n/a	n/a	56.5	56.3	Very Low	n/a	n/a	72.5	n/a	n/a	59.0	67.1
Standard of Excellence %	6.9	n/a	n/a	14.5	13.5	Intermediate	n/a	n/a	15.3	n/a	n/a	10.6	13.6

Notes:

- 1 Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*)
- 2 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, Social Studies 30-2
- 3 Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
- 4 Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 3260 The Fort McMurray School Division (EAL)

Course	Measure	The Fort McMurray School Div (EAL)						Alberta (EAL)				
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 30-1	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	27	68.8	n/a	n/a	2,482	63.1	n/a	n/a
	Diploma Examination Standard of Excellence	Low	n/a	n/a	27	9.4	n/a	n/a	2,482	3.7	n/a	n/a
English Language Arts 30-2	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	18	73.3	n/a	n/a	3,284	71.8	n/a	n/a
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	18	26.2	n/a	n/a	3,284	8.8	n/a	n/a
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	80.2	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	0.0	n/a	n/a
Science 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	100.0	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	9.1	n/a	n/a
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	38	60.5	n/a	n/a	1,754	61.1	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	38	18.4	n/a	n/a	1,754	23.1	n/a	n/a
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	7	26.9	n/a	n/a	1,327	66.5	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	7	6.0	n/a	n/a	1,327	9.7	n/a	n/a
Social Studies 30-1	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	24	68.3	n/a	n/a	1,416	72.2	n/a	n/a
	Diploma Examination Standard of Excellence	Low	n/a	n/a	24	8.3	n/a	n/a	1,416	8.8	n/a	n/a
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	27	61.5	n/a	n/a	2,749	62.5	n/a	n/a
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	27	3.7	n/a	n/a	2,749	7.8	n/a	n/a
Biology 30	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	32	55.1	n/a	n/a	1,790	72.8	n/a	n/a
	Diploma Examination Standard of Excellence	Low	n/a	n/a	32	15.6	n/a	n/a	1,790	24.7	n/a	n/a
Chemistry 30	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	36	46.2	n/a	n/a	1,479	73.5	n/a	n/a
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	36	26.5	n/a	n/a	1,479	29.9	n/a	n/a
Physics 30	Diploma Examination Acceptable Standard	Low	n/a	n/a	19	80.0	n/a	n/a	718	75.7	n/a	n/a
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	19	20.0	n/a	n/a	718	22.3	n/a	n/a
Science 30	Diploma Examination Acceptable Standard	-	-	-	1	-	n/a	n/a	714	67.4	n/a	n/a
	Diploma Examination Standard of Excellence	-	-	-	1	-	n/a	n/a	714	16.1	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 Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
- 3 Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- 4 Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. 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.

Fort McMurray Public Schools



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