

Combined 3-Year Education Plan 2017-2020 and Annual Education Results Report (AERR) 2016-2017



FORT McMURRAY
CATHOLIC SCHOOLS

Message from the Board Chair

The Fort McMurray Catholic School District is pleased to present our Three Year Education Plan. As it outlines our commitment to exceptional education grounded in the Catholic faith, it also reflects our focus on accountability, economic sustainability, and increased collaborative engagement with our students, families, and community. In developing this 3-year plan alongside our schools and their school communities, we strategically prioritize to maximize opportunities for student success in a holistic perspective – academically, spiritually, and physically. We firmly believe this plan serves as a solid functional guide for the operation of our District that will ensure rich learning experiences, consistently building social justice, faith, and environmental stewardship into our education process.

We are so proud of our dedicated staff members and community partners who share our vision and commitment to providing exceptional teaching, innovative learning, and commitment to faith. Through this our students continue to thrive as positive contributors to their community and develop as life long learners.

Paula Galenzoski, Chair
Fort McMurray Catholic Board of Education
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Accountability Statement

The Annual Education Results Report for the **2016/2017** school year and the Education Plan for the three years commencing September 1, **2017** for **Fort McMurray Catholic Board of Education** were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2016/2017 school year and the Three-Year Education Plan for 2017/2020 on November 27, 2017.

Paula Galenzoski, Chair
Fort McMurray Catholic Board of Education

Foundation Statements

Fort McMurray Catholic Schools Vision:

Responsible Catholic Christian Citizens.

Fort McMurray Catholic Schools Mission:

In pursuit of our vision, Fort McMurray Catholic Schools exist so that there will be:

- Students growing in Catholic faith values.
- Students with skills to pursue life goals.
- Students who are lifelong learners.
- Students growing in social responsibility.
- The jurisdiction collaborates with parents/caregivers and is receptive to global and local communities.
- In the Spirit of Christ, the jurisdiction serves the common good. Fort McMurray Catholic Schools Core Values: **Person** We believe each person has intrinsic worth given directly from God. **Community** We see our schools and classrooms as communities. We also contribute to the larger communities: provincial, national, and global. **Responsibility** We expect Students and staff to act in the Spirit of Jesus Christ; this is their responsibility. **Learning** The Spirit of Christ leads us into all truth; we are called to be disciples and lifelong learners.

A Profile of the School Authority

Fort McMurray Catholic Schools, your faith based choice for publicly funded education.

As a Catholic School District, we believe each student is a child of God. Our students are urged to use their values and experience of Catholic Schools to make a difference in the world by promoting community engagement, spirituality and academic excellence.

Fort McMurray Catholic Schools is a faith based publicly funded school jurisdiction offering Early Childhood Services to Grade 12 programming, since 1936 for students in the city of Fort McMurray and the Regional Municipality of Wood Buffalo. Our student population represents approximately 51% of all school age children in the region. Fort McMurray is a growing community with a significant influx of immigrant families.

Fort McMurray Catholic Schools provides educational services in eleven facilities – two high schools (Grades 7 – 12) and nine elementary schools. We will be opening our twelfth school, Elsie Yanik, in September 2018. This school has been named after a respected elder in our community. Our Catholic Schools are modern, well equipped with technology and provide program choice to parents. We have a dynamic staff dedicated to a Learning Communities Philosophy that strives for continuous improvement.

Programs include services for all students (including those with special needs) in elementary, middle school and senior high. Additional programs include: Early Entry Program (EEP), French Immersion, First Nations Métis Inuit studies (FNMI), Career & Technology Foundations, Registered Apprenticeship Program (RAP), Work Experience and Cooperative Education Programs within the business community, Tutorial Fridays and Fine Arts programming. In addition, home- based educational services and distance-learning courses are supported and can be arranged through our schools. Where needed, educational and psychological services are contracted by the School District to enable each school to serve and provide for the educational program needs of all students. To support working families in our city, before and after school care programs are housed in seven schools.

Learning Coaches provide consultation, professional development and assistance to teachers, as well as support staff and students. The District follows a modified school calendar that allows for 13 job-embedded professional learning days, plus an additional 7 professional development days. In addition, a First-Year Teacher Mentorship program supports beginning teachers in moving from

university into a successful teaching experience.

Students will find our Alberta Education approved programs challenging, meaningful and rewarding. High student success is a major focus in our Catholic Schools. Annually, many of our graduates receive significant academic, leadership and citizenship awards, scholarships and bursaries.

To serve the learning needs of students and parents, Fort McMurray Catholic Schools employ 340 teaching staff and over 300 support staff. A School Council of parents, teachers and community representatives is in place at each school to assist in defining the Catholic school mission, priorities and future directions. A Council of School Councils committee, with representation from every school council, meets three times during the school year with the Superintendent to discuss stakeholder issues. The Fort McMurray Catholic Board of Education, a five - member board that is elected every four years, governs the Fort McMurray Catholic Schools. The Board meets monthly at the Catholic Education Centre.

Trends and Issues

The Catholic Board was hit particularly hard having two elementary schools in the neighbourhood most affected by the wildfire in Beacon Hill and Abasand where 70% and 50% of the houses were destroyed.

- Due to the Wildfire disaster, there continues to be demands on community mental health resources for students in Grades 6 to 12 that include addictions counseling, trauma therapy, psychiatric services and a need for integrated case management services for teens suffering depression and suicidal ideation.
- The high cost of servicing, upgrading and maintaining technology is an issue.
- The scheduled opening of Elsie Yanik elementary school in September 2018, FMCS D will be in a great position to meet the educational needs of students in the growth area on the north side of the city.
- As a result of the Alberta government's First Nation Metis Inuit (FNMI) Framework and subsequent funding, expectations for academic and career success for FNMI students have increased significantly.
- A substantial influx of families from countries outside Canada without a long tradition of public education has required additional English Language Learning (ELL) programming for students. Issues for the schools have surfaced in relation to conflicting cultural norms, school readiness, school procedures, and communication due to language barriers.
- Recruiting teachers (French Language Teachers, Band/Music, Math and Science Teachers, Career and Technology Foundation Teachers, Special Needs Teachers and Counselors) is improving but continues to require extensive recruitment and cost.
- A lack of available substitute teachers is causing a significant strain on our teachers and programming, as they have to provide internal coverage when teachers are absent due to illness or professional development activities.
- High turnover rates of support staff and lack of availability of casual replacement support staff negatively affects special education program continuity and quality, requiring constant recruitment, hiring and training of new staff.
- Due to the birth rates, Early Learning programs have increased and, as we

recover from the Wildfire, we expect to have continued growth in this area.

- Counseling and mental health services continue to be an issue for families in our community that impacts our ability to provide services for all of the children in need of assistance.
- Due to the impact of the Wildfire and the downturn in the local economy, there is a higher rate of domestic violence, family separation, divorce and families living in poverty.
- Due to the impact of the Wildfire, we are experiencing higher rates of staff absenteeism.

Summary of Accomplishments

- All Seven of our Out of School Care Programs are fully accredited.
- High level of achievement of Provincial Achievement Test (PAT) Results in Grade 6.
- We continue to perform above provincial standards in core subjects at the Grade 9 level.
- Grade 9 French Immersion students perform well above provincial standards.
- Students continue to do as well or better than the province in diplomas.
- Outstanding dropout rate of 0.3%
- Outstanding 3-year completion rate of 88.8%
- Outstanding dropout rate of 0.6%% for our FNMI students
- Outstanding 3-year completion rate of 85.7% for our FNMI students
- 66.7% of our students applied for Rutherford Scholarships
- Continued partnership with APPLE Schools supports our continued move toward sustainability of the Healthy Schools Initiative
- The Aboriginal Entrepreneurship Program, which focuses on Grade 11 and 12 students, in partnership with the Paul Martin Foundation continues to be well received by students and local aboriginal businesses.
- Through the framework of a modified calendar, teachers were provided with professional learning opportunities to engage in job-embedded professional learning.
- The District continued to refine a process of sharing among school families that meet on a regular basis to share resources, strategies, initiatives and professional development.
- Through the framework of a modified calendar, junior and senior high students were provided with Tutorial Fridays where they could seek additional support from certified teachers to improve their comprehension and understanding of curricular objectives.

Authority: 4160 Fort McMurray Roman Catholic Separate School District No. 32

- Both High Schools included a flex block in the school day to provide extra support to students in core subject areas, Grades 10 – 12.
- The District continues to offer a DELF (Diplome d'Etudes en Langue Francaise/French Language Diploma Program) accreditation exam for our French Immersion students. Testing of A-1 to B-2 levels is offered every year in the spring to students in Grades 5, 8, 10 & 12. For the past five years we have maintained a 100% success rate.
- Our schools continue to receive an excellent rating in the Safe and Caring and Citizenship categories.
- The District remains dedicated to Continuous Improvement, which is evidenced by the excellence rating.
- Outstanding rating in the Citizenship category.
- High rating in the Student Learning Opportunities category.

Combined 2017 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure	Fort McMurray RCSSD No. 32			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	89.8	90.0	88.7	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	79.2	82.5	79.7	81.9	81.9	81.5	High	Maintained	Good
	Education Quality	89.0	89.7	89.6	90.1	90.1	89.6	High	Maintained	Good
	Drop Out Rate	0.3	1.0	1.2	3.0	3.2	3.3	Very High	Improved Significantly	Excellent
	High School Completion Rate (3 yr)	88.8	83.0	81.1	77.9	76.5	76.1	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	81.6	68.8	82.3	73.4	73.6	73.2	High	Maintained	Good
	PAT: Excellence	19.1	20.6	18.4	19.5	19.4	18.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	84.1	85.2	81.2	83.0	82.7	83.1	Intermediate	Improved	Good
	Diploma: Excellence	14.0	17.4	13.8	22.2	21.2	21.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	10.3	46.5	44.2	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	66.7	61.1	61.1	62.3	60.8	60.8	n/a	Improved	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	56.5	58.9	58.1	57.9	59.4	59.3	High	Maintained	Good
	Work Preparation	76.0	82.3	79.0	82.7	82.6	81.9	Intermediate	Declined	Issue
	Citizenship	82.3	83.6	82.7	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	75.6	80.2	79.1	81.2	80.9	80.7	Intermediate	Declined	Issue
Continuous Improvement	School Improvement	84.3	82.9	81.2	81.4	81.2	80.2	Very High	Improved Significantly	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

**Combined 2017 Accountability Pillar First Nations, Métis and Inuit Summary
(Required for Public/Separate/Francophone School Authorities)**

Measure Category	Measure	Fort McMurray RCSSD No. 32 (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	0.6	1.6	1.6	5.8	6.1	6.7	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	85.7	74.2	76.2	53.6	50.2	47.8	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	72.0	*	77.1	51.7	52.4	52.1	Intermediate	Maintained	Acceptable
	PAT: Excellence	10.1	*	12.6	6.7	6.3	6.3	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	88.1	87.5	82.6	77.1	76.1	76.3	Very High	Maintained	Excellent
	Diploma: Excellence	13.2	13.4	9.5	10.7	10.2	10.2	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	2.8	31.8	34.4	21.8	20.7	20.3	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	54.5	43.8	43.8	34.2	31.9	31.9	n/a	Improved	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	54.3	45.4	48.1	31.8	33.5	33.3	Intermediate	Maintained	Acceptable
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
9. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
10. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

Measure Evaluation Reference

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	83.6	84.2	80.4	68.8	81.6	83	High	Maintained	Good	84	85	86
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	22.4	18.7	18.0	20.6	19.1	20	Intermediate	Maintained	Acceptable	21	22	23

Comment on Results

- We believe a continued focus on a middle school model will have an impact towards greater success in the Standard of Excellence category at the Grade 9 level.
- We believe a refocus of Learning Coach roles will impact student success.
- We believe a strong Early Learning program will have an impact towards high success at the Grades 6 and 9 levels.

Strategies

- Under the direction of the Deputy Superintendent Inclusive Education, continue to employ Educational Assistants in each school, to provide targeted and specialized literacy support to Grades K- 9, including ELL learners.
- Under the direction of the Superintendent and the Director of Curriculum, Instruction and Assessment, maintain District Learning Coaches to lead curriculum, assessment and instruction focus, as a means to improve student academic achievement.
- Under the direction of the Deputy Superintendent Inclusive Education, Principals and Classroom Support Teachers (CST), the schools will continue to refocus their literacy interventions, to include a Response to Intervention approach, by supporting a consistent District wide standard of practices.
- Under the direction of Director of Curriculum, Instruction and Assessment, the School Principals will continue to support and monitor literacy and numeracy practices in their facilities, ensuring a balanced approach is maintained with instruction.
- Under the direction of the Principal of Father Mercredi High School and Learning Coaches, develop and implement a middle school Numeracy option

course which focuses on skills improvement.

- Under the direction of the High School Principals, Teachers and Learning Coaches, implement a Grade 7 Literacy Block utilizing Daily 5 and CAFÉ methodology and Fountas and Pinnell resources in an effort to increase literacy skills.
- Under the direction of the Director of Curriculum, Instruction and Assessment and School Principals, schools will develop and refine delivery of ELL programming.
- Under the direction of the Director of Curriculum, Instruction and Assessment and select School Principals, transform traditional library and multipurpose spaces into Learning Commons.
- Under the Direction of the Associate Superintendent of Business and Finance, secure a district site license for select literacy and numeracy programs with home and school based learning opportunities.
- Under the direction of the Deputy Superintendent Inclusive Education and the Director of Curriculum, Instruction and Assessment, Principals monitor District Literacy Guidelines to ensure appropriate instructional strategies and assessment tools are in place to inform program planning.
- Under the direction of the Deputy Superintendent Inclusive Education and the Inclusive Education team, pre-Kindergarten and Kindergarten will maintain the use of the EYE evaluation to support all early childhood development programs.
- Under the direction of the Deputy Superintendent Inclusive Education and the Inclusive Education team, the Early Start Denver Model of Intervention will continue to be implemented for children in EEP and K who require a modified program due to significant developmental learning needs, especially children with Autism.
- Under the direction of the Deputy Superintendent Inclusive Education and the Inclusive Education team, the District will offer three full day Kindergarten programs for students who are identified as high risk for learning and development in our inner city school.
- Under the direction of the Deputy Superintendent Inclusive Education and the Inclusive Education team, Open House days will be set April to June, to transition families entering into school 2017.
- Under the direction of the Deputy Superintendent Inclusive Education and the

Inclusive Education team, the Welcome to Kindergarten program is offered to parents at each elementary school to promote early literacy and numeracy skills within the home environment with two evening sessions per year.

- Under the direction of the Deputy Superintendent Inclusive Education and the Inclusive Education team, continue to refine the Pre Kindergarten Report Card to reflect the new curriculum format.
- Under the direction of the Deputy Superintendent Inclusive Education and the Inclusive Education team, and in partnership with Child and Family Services/FSCD, school and home supports are integrated through Program Unit Funding (PUF) to provide consistency in programming using the Clevr Individual Student Program Plan (ISPP) / IPP plan.
- Under the direction of the Deputy Superintendent Inclusive Education, offer forty family sessions across schools and in our community, to build family resiliency and provide parenting supports to families receiving PUF programs.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	80.2	83.5	79.0	85.2	84.1	85	Intermediate	Improved	Good	86	87	88
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	15.2	15.7	11.9	17.4	14.0	15.5	Intermediate	Maintained	Acceptable	17	18	19

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	77.6	79.4	80.8	83.0	88.8	89	Very High	Improved Significantly	Excellent	90	90	90
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.6	0.9	1.6	1.0	0.3	0.3	Very High	Improved Significantly	Excellent	0.2	0.2	0.2
High school to post-secondary transition rate of students within six years of entering Grade 10.	56.3	58.8	56.6	58.9	56.5	58	High	Maintained	Good	60	61	62
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	61.1	66.7	67	n/a	Improved	n/a	68	69	70
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	48.9	45.4	40.8	46.5	10.3	40	n/a	n/a	n/a	42	44	46

Comment on Results

- Friday Tutorial program, including a Diploma Boot Camp continues to be implemented as a means to optimize learning opportunities in Grades 7 - 12.
- As a District philosophy, we search for alternate paths for success versus having students withdraw from school, such as Flex Block options, which are implemented at both High Schools.
- Student and parental portal access for Grades 7 – 12 continues to be a resource for both students and parents to monitor attendance, assignment completion and performance on assessments.

Strategies

- Under the direction of the Superintendent, the Father Mercredi High School Principal and Learning Coaches, monitor sustainable improvement in English and Social Studies courses Grades 10-12.
- Under the direction of the High School Principals, continue to staff an intervention lab.
- Under the direction of the Superintendent, the Holy Trinity High School Principal and Learning Coaches, monitor improvement in student

achievement in all Diploma courses.

- Under the direction of the Director of Curriculum, Instruction and Assessment, Elementary Principals and Elementary Learning Coaches, implement Computer Science (Coding) programming in Elementary Schools.
- Under the direction of the High School Principals, continue to operate a Friday Tutorial Program as a means to optimize learning opportunities in Grades 7 to 12.
- Under the direction of the High School Principals, continue to implement a flex block schedule into the school day to provide extra support to students in core subject areas Grades 10-12.
- Under the direction of the Father Mercredi Principal, instructional practices utilized by teachers will focus on increasing the number of students in the Standard of Excellence category in all areas of study.
- Under the direction of the Superintendent and High School Principals, continue to staff four Learning Coach positions Grades 7 to 12 to support best teacher practice in curriculum, instruction and assessment.
- Under the direction of the Associate Superintendent Business and Finance, through the Maplewood Student Management system, a parent /student portal continues to be available which allows for student and parent accessibility to student assessment and attendance data.
- Under the direction of the Deputy Superintendent Inclusive Education and High School Principals, School Counsellors will continue to use My Blueprints, a career portfolio to make connections with local career professionals.
- Under the direction of the Father Mercredi Principal, in an effort to support students, all staff will use My Blueprints as a reflective and future planning tool in preparation for post secondary and the world of work.
- Under the direction of the Superintendent, the District will maintain one Learning Coach position and employ a Technology Facilitator position to shift the use of technology from supporting teaching, to supporting the creation and sharing of knowledge.
- Under the direction of the Deputy Superintendent Inclusive Education, continue to collaborate with local inter-agencies to provide a Regional Collaborative Service Model that incorporates Inclusive Consulting Services to improve specialized service delivery for 0 – 20.

- Under the direction of School Principals, continue to support authentic assessment, expanded learning opportunities, formative and summative assessment practices as a means to optimize learning opportunities in Grades 7 to 12.
- Under the direction of the Deputy Superintendent Inclusive Education, continue to employ a District CST to support school based CSTs to implement changes to the ISP format for students with special needs using Clevr in Early Learning Programs and Grades 1 to 12.
- Under the direction of the Deputy Superintendent Inclusive Education, with the support of a Technology Facilitator, CSTs and classroom teachers will use assistive technology supports for students with learning needs in all schools Grades 4 to 12.
- Under the direction of the High School Principals and School Counsellors, continue to offer career-counselling services to students and communicate with parents in Grades 7 -12 to encourage completion within three years and improve attendance rates for at risk students.
- Under the direction of the Deputy Superintendent Inclusive Education, High School Principals and school learning teams, identify at risk students and develop medical, academic and mental health intervention plans with parents to respond to individual learning and emotional needs.
- Under the direction of the Superintendent and Apple Schools, employ a 1.0 FTE District Health Facilitator.
- Under the direction of the School Principals, the District Health Facilitator and Comprehensive School Health teams support the Healthy Schools initiative and continue to support healthy food choices and physical activity.
- Under the direction of the Superintendent and the Director of Curriculum, Instruction and Assessment, provide opportunities for French Immersion students to write DELF examinations.
- Under the direction of the Superintendent, and Deputy Superintendent Inclusive Education, provide professional development for Support Staff to further their learning in supporting children with developmental and learning needs.
- Under the direction of the Superintendent, place two bilingual administrators and a bilingual 1.0 FTE CST in our elementary French Immersion school with the goal to facilitate improvement in French language programming for

students.

- Under the direction of the Deputy Superintendent Inclusive Education and with the Regional Collaborative Service Delivery (RCSD) Manager and Alberta Health Services (AHS), provide consistent and timely mental health intervention to children who are experiencing crisis.
- Under the direction of the Deputy Superintendent Inclusive Education and School Counsellors, continue to expand preventative approaches to mental health issues, using whole class and small group sessions to promote trauma sensitive approaches.
- Under the direction of the Deputy Superintendent Inclusive Education and with the Regional Collaborative Service Delivery (RCSD), train the trainer model will be implemented to train professionals in using the ARC model of Intervention for trauma sensitive schools and apply approaches in their school to reduce the impact of ACES and bullying.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.6	82.7	81.8	83.6	82.3	83	Very High	Maintained	Excellent	84	85	85
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	79.0	75.6	79.1	82.3	76.0	78	Intermediate	Declined	Issue	80	81	82

Comment on Results

- Our students are provided with multiple opportunities to serve the community throughout Grades 1 to 12. This is a trademark of who we are as a Catholic School System. We are called to serve.
- Our students are provided with multiple career exploration opportunities through RAP, internships, and work experience programs.
- Father Mercredi Science and Technology Centre provide opportunities for students to explore classes and a multitude of courses such as: Power Engineering, Health Sciences, Instrumentation, and Electrical Engineering.
- Holy Trinity School provides opportunities for students to explore a variety of courses related to the Arts.
- Our high school students continue to be provided with the opportunity to participate in and complete the Safe Start Safety and Performance Training program.

Strategies

- Under the direction of the Superintendent, the District will continue to develop partnerships with business for the purpose of enhancing the program offerings for students.
- Under the direction of School Principals, School and District staff will continue to encourage our students to participate in authentic real world projects such as Science Fair, Me to We, Santas Anonymous, Science Olympics, Skills Competitions, Robotics Competitions, F-1 Scaled Racing Competition, Music Festival, Performing Arts Festivals and Environmental projects.
- Under the direction of the Superintendent and Administrative Team, in accordance with Alberta Education's Inspiring Education Framework for Student Learning, schools will deliver a well-rounded curriculum, which allows

for experiential and real life learning.

- Under the direction of the Superintendent, the High School Principals and the Off-Campus Coordinator, continue to provide Internships, Registered Apprentices Programs (RAP), Career Prep and Health Services for Grades 10 to 12 students, with a focus on expanding the programs through the Science and Technology Centre and the Centre for the Performing Arts.
- Under the direction of the Superintendent and High School Principals, and in collaboration with Careers the Next Generation, provide a Career Expo for students Grades 7-12.
- Under the direction of the High School Principals and Counsellors, continue to expand transitional services between District High Schools and Keyano College to improve student transition to career opportunities.
- Under the direction of the High School Principals, the Grade 7 - 9 Health Teachers and School Counsellors will utilize an individual career portfolio (My Blueprints), career software, and career studies presentations.
- Under the direction of School Principals, students will be provided with and encouraged to participate in multiple opportunities for involvement in service learning projects.
- Under the direction of the Religious Education Coordinator and the School Principals, emphasize service and social justice in citizenship.
- Under the direction of the Religious Education Coordinator, the Parish Youth Coordinator and the NET team, offer grade specific youth retreats.
- Under the direction of High School Principals and High School Chaplains, offer a Grad retreat for Grade 12 students.
- Under the direction of School Principals and the Healthy Schools Initiative, each school will promote stewardship and environmentally friendly initiatives.
- Under the direction of the Superintendent and Elementary School Principals, incorporate the Leader in Me philosophy and practice within the school setting as a means to develop future leaders and citizens.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	64.3	66.8	69.1	70.1	66.4	66	n/a	n/a	n/a	68	70	71

Comment on Results

- Our fine arts programs and science and technology programs at our Grade 7 to 12 schools provide opportunities for students to continue on into post secondary education and into careers.
- The District has an extensive Registered Apprenticeship and Work Experience Program.
- The District has offered a Safestart Safety and Performance Training Program to all students in Grade 10.

Strategies

- Under the direction of the Superintendent, continue to pursue partnerships and opportunities with Keyano College and the Oilsands industry, which provide career opportunities for our students.
- Under the direction of the Deputy Superintendent Inclusive Education and Father Mercredi High School Principal, continue to develop work experience opportunities for the Vocational Education students using the Merc Café and community business partners.
- Under the direction of the Deputy Superintendent Inclusive Education and High School Principals, develop community transition plans for students with special needs in an effort to increase options following completion of school.
- Under the direction of the High School Principals and Off Campus Coordinators, continue to provide opportunities for students to access Registered Apprenticeship, Internships and Work Experience programs in our community.
- Under the direction of the Director of Curriculum, Instruction and Assessment, expand the Kids in the Know, a personal safety program, to all Grades 7 – 9 students in the district.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	75.2	75.6	78.6	*	72.0	73	Intermediate	Maintained	Acceptable	75	77	80
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	10.5	10.4	14.8	*	10.1	11	Low	Maintained	Issue	12.5	14	15
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	80.2	87.6	77.6	87.5	88.1	89	Very High	Maintained	Excellent	90	90	90
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	12.6	9.6	9.4	13.4	13.2	14	Intermediate	Maintained	Acceptable	15	16	17

Comment on Results

- Our Diploma results are outstanding in the acceptable category.
- Our Grade 6 and 9 Provincial Achievement Test standard of Excellence category continues to be a focus.
- Early literacy and numeracy supports continue to be in place for FNMI students.

Strategies

- Under the direction of the Deputy Superintendent Inclusive Education, increase Early Intervention support by 3.0 FTE at targeted elementary schools to improve literacy and numeracy skills of FNMI students with academic delays.
- Under the direction of the Superintendent, maintain 11.0 FTE FNMI Family Liaison workers with the direction to identify FNMI students, improve attendance and academic achievement.
- Under the direction of the High School Principals, direct the Counselors / Vice Principals to support strategies for FNMI students to continue academic

success through high school and on to post-secondary education.

- Under the direction of the High School Principals, maintain a team consisting of Counselors, CSTs and Liaisons to support FNMI students to transition successfully from feeder schools into the Grade 7 – 9 middle schools.
- Under the direction of the High School Principals, direct Liaisons to assist families to transition from feeder schools to middle schools.
- Under the direction of High School Principals, a school team will develop plan to provide support to FNMI families of Gr 7 to 12 students to enable them to access My Blueprints and the parent portal.
- Under the direction of the Director of Curriculum, Instruction and Assessment and Learning Coaches, provide training that will enable Elementary FNMI Liaisons to support FNMI families with home based literacy and numeracy strategies.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	68.5	72.0	82.5	74.2	85.7	86	Very High	Improved	Excellent	87	88	90
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	1.8	0.4	2.8	1.6	0.6	0.5	Very High	Improved	Excellent	0.4	0.3	0.3
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	38.2	56.3	42.7	45.4	54.3	56.5	Intermediate	Maintained	Acceptable	57	58	60
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	43.8	54.5	56	n/a	Improved	n/a	58	60	62
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	36.0	38.4	33.0	31.8	2.8	10	n/a	n/a	n/a	20	30	32

Comment on Results

- Our FNMI Drop Out rate is exceptional.
- Counselors support applications for Alexander Rutherford Scholarships.
- High school completion remains high.
- We host an annual Traditional Celebration of Achievement honoring the graduation of our FNMI students.
- District nomination of FNMI students for the Regional Aboriginal Recognition Awards.
- District provides the opportunity for FNMI students to attend relevant conferences outside of Fort McMurray.
- School visits to outlying FNMI communities utilizing older aboriginal students as successful role models to encourage incoming students.
- Aboriginal Entrepreneurship program completed its fifth year of operation.

Strategies

- Under the direction of the High School Principals and the Deputy Superintendent Inclusive Education, maintain High School Career counseling services to support FNMI students in completing applications for post

secondary entrance, scholarships, awards, bursaries and applications, which will allow them access to further education and /or transitioning into the world of work.

- Under the direction of the Superintendent, each school or a combination of schools will hold events during the school year to include FNMI parents and families to feel at home in their schools.
- Under the direction of School Principals, before leaving a feeder school and again before graduating, FNMI students will be provided with and encouraged to participate in multiple opportunities for involvement in service learning projects.
- Under the direction of the Superintendent, maintain 11.0 FTE FNMI Family Liaison workers with the direction to identify FNMI students, improve career planning and school completion rates.
- Under the direction of the Father Mercredi High School Principal, continue to offer the Paul Martin Foundation Youth Aboriginal Entrepreneurship Program for FNMI students in Grade 11 and 12.
- Under the direction of High School Principals, a school team including FNMI Liaisons will continue to build relationships with rural aboriginal communities and their families through community visitations.
- Under the direction of the Deputy Superintendent Inclusive Education, continue to provide representation and consultation to the University of Alberta to implement a Northern U-School pilot that targets FNMI students in our rural and urban community.
- Under the direction of the Director of Curriculum, Instruction and Assessment and the Principal responsible for FNMI Liaisons, provide cultural sensitivity training for all staff (Cultural Awareness Training, Blanket Exercise).
- Under the direction of the Director of Curriculum, Instruction and Assessment and the Principal responsible for FNMI Liaisons, continue to implement a professional development plan that ensures students, teachers and school leaders learn about FNMI perspectives and experiences, treaties and the history and legacy of residential schools (Heart Garden, ARPDC resources – Foundational Knowledge Conversation Guide series, Aboriginal Author visits, attend local treaty days).
- Under the direction of the Superintendent, the Religious Education Coordinator and the Spiritual Development Committee, host a Spiritual Development Day with an indigenous cultural focus, utilizing indigenous

students and their perspective.

Notes:

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

Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	87.1	88.5	87.6	90.0	89.8	90	Very High	Maintained	Excellent	91	92	92

Comment on Results

- We believe our religious identity and focus on our four core values and virtues continue to positively influence these results.
- Fort McMurray Catholic Schools are highly recognized as being involved in a multitude of community services projects throughout our region.

Strategies

- Under the direction of the Deputy Superintendent Inclusive Education, Principals and School Counselors, will continue to promote and improve the safe and caring environment within each school facility through the implementation of positive behavior supports, friendship skills and targeted group interventions.
- Under the direction of the Superintendent and Elementary School Principals, incorporate Leader In Me philosophy in our elementary schools connected to our Four Core Values.
- Under the direction of the Religious Education Coordinator, in collaboration with the Spiritual Development Committee and Principals, an annual spiritual development plan based on District faith needs and values will be developed and implemented in District schools.
- Under the direction of the School Principals, implement school goals related to our faith based initiatives.
- Under the direction of the Deputy Superintendent Inclusive Education, Counselors will implement CBIT Screen to identify and provide small group interventions such as mindfulness and skills for reducing childhood anxiety and depression and increase personal resiliency.
- Under the direction of the Deputy Superintendent Inclusive Education, increase Counselors to 0.5 FTE or 1.0 FTE in each elementary facility.
- Under the direction of the Deputy Superintendent Inclusive Education, working with the RCSD and Canadian Red Cross, increase mental health support in the district with 1.5 FTE Mental Health Therapists/ Parent Coach

and 1.0 FTE Mental Health Coordinator to reduce the stress, anxiety and trauma effects due to the residual effects of the 2016 Wildfire in our community.

- Under the direction of the Deputy Superintendent, counseling services, parent counseling services and student support groups (GSA) will be provided to support our LGBTQ community.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	80.4	79.1	77.6	82.5	79.2	81	High	Maintained	Good	82	83	84

Comment on Results

- Fort McMurray Catholic Schools continues to work collaboratively with Oilsands industry / Community Partners to develop programs that provide career opportunities for our students.
- The District offers Robotics, Health Sciences modules, Science and Technology courses, Dance, Theatre, Drama, Piano, Media Arts and Sports Academies to increase student engagement and support a broad program of studies.

Strategies

- Under the direction of the Director of Curriculum, Instruction and Assessment, Learning Coaches will continue to support School Administration and Teachers related to utilizing teaching practices that support the development of student competencies.
- Under the direction of the Deputy Superintendent Inclusive Education, Classroom Support Teachers and school counselors will meet regularly with Teachers to develop coordinated and consistent approaches for children with special and emotional needs.
- Under the direction of the Superintendent, the High School Principals will continue to collaborate with post-secondary institutions to develop curriculum and aid the transition between high school and the entry into post-secondary programs.
- Under the direction of the Superintendent, School Administrators will collaborate in School Family teams to support the implementation of School and District goals.
- Under the direction of the Superintendent, Principals will develop school goals which contribute to quality teaching and learning opportunities for the students of FMCS.
- Under the direction of the Director of Curriculum, Instruction and Assessment,

Learning Coaches will provide support to teachers new to the profession as a component of the District's New Teacher Orientation and Mentorship program.

- Under the direction of the Religious Education Coordinator, provide support for the implementation of a new Religious Education Program in the District.
- Under the direction of the Director of School Administration and Teaching Practice, review the implementation of Professional Learning Communities to support scheduled time for job embedded professional learning throughout the school year.
- Under the direction of the Director of Curriculum, Instruction and Assessment, Elementary Principals and Elementary Learning Coaches, implement Computer Science (Coding) programming in Elementary Schools.
- Under the direction of the Director of Curriculum, Instruction and Assessment, the support of Learning Coaches and in partnership with ERLC, provide professional development opportunities to teachers on relevant topics.
- Under the direction of the Superintendent, provide scheduled time for the District's administration team to develop and offer job-embedded professional development in the area of future leadership skills (Classroom Support Teacher, Vice Principal, Learning Coach).

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
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.	77.1	81.9	79.0	82.9	84.3	85	Very High	Improved Significantly	Excellent	86	87	88
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.9	77.8	79.2	80.2	75.6	77	Intermediate	Declined	Issue	79	80.5	82
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.5	89.2	89.8	89.7	89.0	90	High	Maintained	Good	91	92	93

Comment on Results

- Meaningful input is received from School Councils on the direction of school goals.
- A continued focus on meeting the needs of students entrusted into our care.
- Fort McMurray Catholic Schools has a philosophy of continuous improvement.
- We believe our participation in APPLE Schools initiatives continues to positively affect these results.

Strategies

- Under the direction of the Deputy Superintendent Inclusive Education, will co-chair the management team of the Regional Collaboration Service Delivery Partnership to integrate and support service delivery in our region.
- Under the direction of School Principals, continue to collaborate with key stakeholders to engage the community and the partnership between parents and educators, in order to better serve the needs of our students.
- Under the direction of the Superintendent and the Principal of École St. Paul School, the District will decide on the feasibility of continuing the middle entry French immersion program from Grades 4 to 6.
- Under the direction of Deputy Superintendent Inclusive Education and the respective Principals, in partnership with Mammoet Canada Western Ltd., continue to support our Out-of-School Care Programs, to provide a safe environment to students before and after school.
- Under the direction of Deputy Superintendent Inclusive Education, in conjunction with Northeast Alberta Child and Family Services, maintain a 1.0

FTE Coordinator/Consultant in a cross ministry partnership to maintain the PUF/FSCD/ECS-Grade 1 program between school, home and community.

- Under the direction of the Deputy Superintendent Inclusive Education, provide leadership to the NEAFAN network to improve supports and services that address the impact of FASD on individuals, families and communities via the 0.5 FTE Success Coach across all schools.
- Under the direction of the Religious Education Coordinator and the NET team, continue to build upon the relationship between the Parish Priests and the District schools to strengthen the connections between the staff and students, to increase youth participation in our churches.
- Under the direction of the Superintendent, School Principals will continue to share with their parent community, to report on school plans and improvement initiatives as identified by the annual surveys, Provincial Achievement Test results and the District Three-Year Plan review.
- Under the direction of the Deputy Superintendent Inclusive Education, provide representation to the University of Alberta Senate to make connections with post secondary opportunities for students in our Wood Buffalo Region.
- Under the direction of the Director of Curriculum, Instruction and Assessment, maintain collaboration with Keyano College and other Alberta post secondary Institutions to provide student-teachers with practicum placements for their education degree program to aid in the recruitment and retention of teachers.
- Under the direction of School Principals, develop and implement school goals with a focus on school improvement.
- Under the direction of the Superintendent, resurrect and redefine the importance of the Council of School Councils meetings.

Inclusive Education - Student Services

Fort McMurray Catholic Schools provides a variety of supports to meet the diverse needs of learners. Our first placement is inclusive, having children placed with their peers in their neighbourhood school. Working with the school team and parents, the appropriate level of approaches and supports are developed for a child that may include regular classroom placement, regular classroom placement with supports, partial classroom placement with pull out programming or a specialized district program.

Philosophy

Fort McMurray Catholic Schools aim to develop the individual intellectual, physical, social, emotional, ethical, spiritual potential of all pupils to the extent of their abilities so that they may become productive, responsible, and self-reliant members of society while leading personally rewarding lives in a rapidly changing world.

Beliefs and Values

- Every individual is unique and is valued as a contributing member of our community.
- Every individual has the right to live a life of dignity and respect.
- Every individual should have the opportunity to develop tools of resiliency to support them in their life long learning.
- Every individual must be provided with the opportunity to be educated in an environment that will promote his or her abilities as a full participating respected member of society.
- Every individual or family will be able to access services to support intervention.

Inclusive Education Goals

- To provide Early Entry (Pre-Kindergarten) Programs with certified teachers, to ensure children have the highest quality first start into school, that offers:
 - Language-based programming, age appropriate play-based programming;
 - o Using early screening and assessment practices for developmental delays and disabilities, with qualified professionals;
 - Home School and Community programs for children who qualify for

specialized services (FSCD/PUF).

- Early Entry Programs will use an inclusive approach; placing all children with developmental delays with their peers and provide the supports and services needed for early learners.
- Two full-day Kindergarten Programs housed at one school site are available for children ages 4.5-6.0 years who are at-risk for learning. Program development focuses on language and literacy to give them a "jump start" into reading.
- Students with mild – moderate literacy needs will have access to push-in or pull-out literacy programs and resources that enhance the classroom teacher's plan within the program of studies.
- Students are provided access to technology tools to support their learning and literacy developmental needs. With parents, the student and the school team, they identify a process to determine the appropriate tools and resources to further develop the students' academic needs.
- FMCSO will continue to work with post secondary programs to ensure ongoing training of educational assistants. With Keyano College and other post secondary programs, schools will offer mentorship and practicum placements for students to further develop their skills development for students who have special needs.
- FMCSO will continue to provide teachers with coaching opportunities that includes Learning Coaches and District Specialists, Classroom Support Teachers, School Counsellors, Mental Health Therapists and teachers to develop their skills in supporting children with special needs.
- FMCSO will continue to work in partnership with Wood Buffalo Regional Collaborative Services (WB RCSD), North East Alberta Fetal Alcohol Network (NEAFAN), Glenrose Childhood Developmental Clinic(s) to work with regional teams and experts to have access to specialized consultants for teachers and families.
- FMCSO will continue focus on delivery of the Alberta Curriculum in conjunction with the Instructional Support Plan (ISP/IPP) templates to ensure the highest level of instruction for students who have special needs. School teams select ISP strategies and plan for student success.
- FMCSO will continue to support and develop specialized program options to ensure that children with severe and complex needs have the highest level of supports for continued success to reach their highest level of functioning and

transition into adulthood services (PDD). Specialized programs include:

- Early Entry Program – Pre Kindergarten (2.5 yrs – 3.5 yrs)
 - Primary Independent Program (Grades 2 – 6)
 - Junior Independent Program (Grades 7 – 12)
 - Junior Transition Program for Severe Behavioural Challenges (Grades 1 – 4)
 - Junior Vocational Education Program (Grades 7 – 9)
 - Senior Vocational Education Program (Grades 10 – 12)
 - Father Merc. Café – Work experience for students with special needs (Grades 7 – 12)
- FMCSO will continue to provide school counseling, parent coaching and 1.5 FTE Mental Health therapy at the universal, targeted and individual levels.
 - FMCSO will continue to promote a respectful, safe environment and provide the needed resources for LGBTQ students and families.
 - FMCSO will continue to expand the use of Maplewood and Clevr to simplify the development of ECS IPP/ISP Plans for teachers (ECS – Grade 12).
 - FMCSO will continue Out of School Care Programs to provide licensed before/after school care where students experience a safe, play based, structured and supportive environment.
 - FMCSO will focus on an integrated Mental Health Approach in partnership with Alberta Health Services, MH and Addictions, Psychologists Association of Alberta and local physicians to provide a continuum of resources and supports for Mental Health.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Note:

Future Challenges (Optional)

- The loss of over 1,500 homes due to the Wildfire and the economic downturn in the Oil Industry continues to create uncertainty on future enrolment and challenges for many families. At this time we are recovering from the impacts of the Wildfire as our student enrolment continues to increase as neighborhoods rebuild.
- District enrollment is stable, despite the downturn in the economy. Indications point to continued stability with expected growth as we recover from the Wildfire.
- Due to the high cost of facilities operations and maintenance and the high cost of providing transportation, a significant amount of instructional dollars are transferred to these areas.
- Significant in-migration has caused challenges and a strain on our teachers to provide English as a Second Language instruction.
- There is a severe shortage of certificated substitute teachers and as a result, this puts a strain on our current teachers as they continue to provide internal coverage,
- As we move to recovery from the Wildfire, we continue to provide emotional support to families and staff.
- There is a need for local child psychiatric support and teen mental health treatment in an outreach setting to support teen depression, addictions and mental health in our community.
- Due to the high birth rate, young families need stronger connections and access to child development specialists (0-6) and pediatricians for medical support.
- The lack of local early learning diploma programs has an impact on staffing within our Out of School Care Programs.
- There is a shortage of certificated staff to fill temporary / maternity leaves.

Summary of Financial Results

The Catholic Board of Education had an operating surplus of \$ 1.7 M for the year ended August 31, 2017 compared to a surplus of \$ 6.8 M in the previous year.

Revenues

Total revenues declined by 3.2 % in 2017 compared to the previous year. This is due mostly to many families not returning to the RMWB after the 2016 Wildfire and the economic situation in the region.

The Minister of Education approved a special transition grant of \$ 2.7 M to mitigate the impact of the lower enrolment which greatly assisted the Board in retaining many teachers and support staff and to provide additional support for our students, staff and their families.

The Board also suspended the Supplies and Material Fees for September 2016 which resulted in a 45% reduction in fees collected.

Expenses

Total expenses increased by \$ 2.4 M (3.0 %). Salaries and Benefits were maintained as current levels while the cost for Services, Contracts and Supplies increased by 22.5% (\$2.6 M) compared to the previous year. Although this appears like a significant increase, it is important to note that operating costs in the previous year declined by 14% as a result of the evacuation and closure of schools and facilities for several months.

The tables and graphs below provide a more detailed view of the financial results for 2016-2017. The Audited Financial Statements notes and various supporting schedules are available on the District Web Page at: <http://fmcschools.ca/public-reports>. The District Office can also be contact to obtain a printed copy of the AFS or to obtain more information on the financial statements.

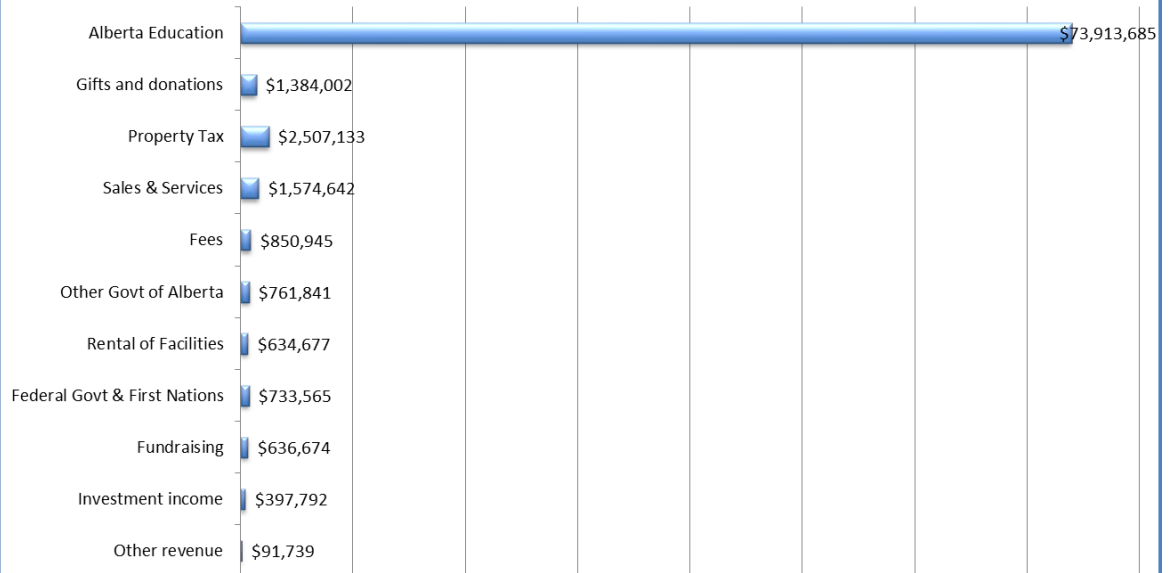
Comparative information is also available in a Provincial rollup of the audited financial statements (AFS) of school jurisdictions school. This report is available at: <http://education.alberta.ca/admin/funding/audited.aspx>

Tables and Graphs – 2016/17 Financial Statements

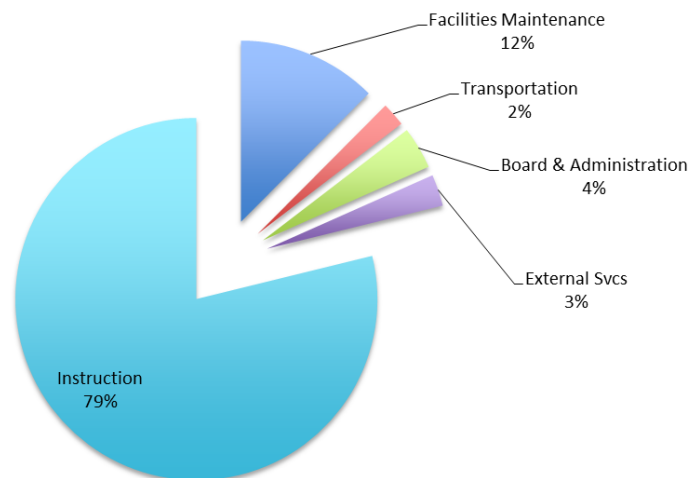
Statement of Operations For the Year Ended August 31, 2017		
	Actual	Actual
Revenues	2017	2016
Alberta Education	\$73,913,685	\$77,291,244
Other - Government of Alberta	761,841	892,415
Federal Government and First Nations	733,565	855,250
Property Tax	2,507,133	1,514,185
Fees	850,945	1,557,482
Other sales and services	1,574,642	1,725,348
Investment income	397,792	186,196
Gifts and donations	1,384,002	1,067,679
Rental of Facilities	634,677	383,286
Fundraising	636,674	394,732
Other revenue	91,739	353,768
Total Revenues	\$86,221,585	\$83,370,441
Expenses by Block		
Instruction	\$64,469,322	\$63,574,315
Plant Operations & Maintenance	10,192,657	9,581,843
Transportation	1,743,458	1,589,144
Administration	3,069,359	2,520,985
External Services	2,304,725	2,111,975
Total Expenses	\$81,779,521	\$79,378,262
Operating Surplus (Deficit)	\$ 1,707,174	\$ 6,843,323

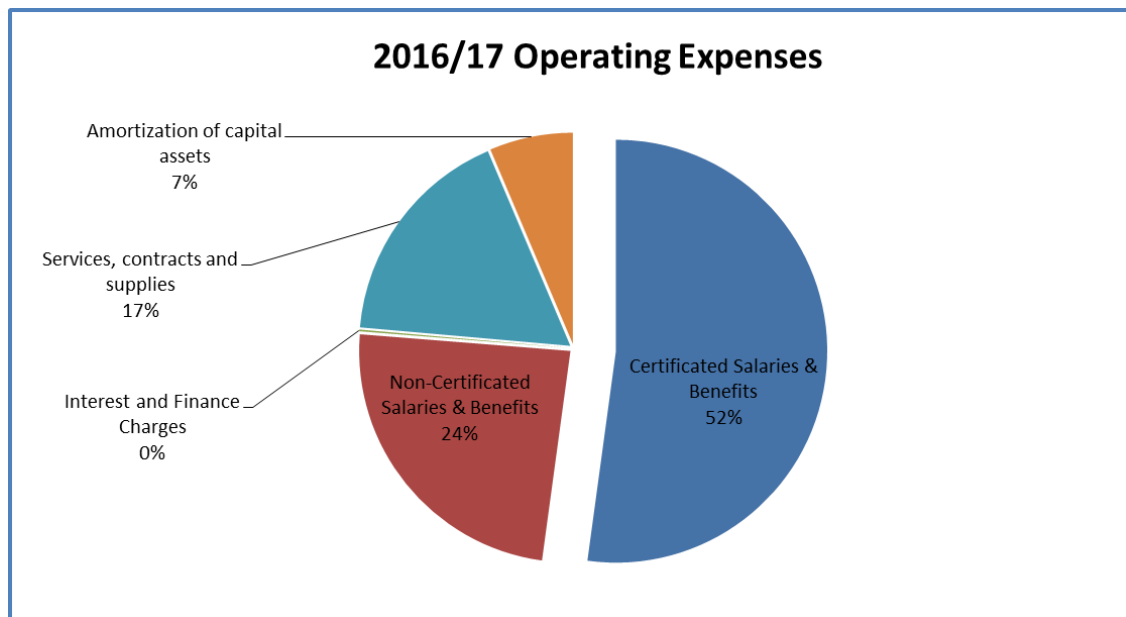
Expenses by Categories	2017	2016
Certificated salaries, wages & benefits	\$42,653,275	\$42,479,152
Non-certificated salaries, wages & benefits expense	19,711,991	19,801,275
Services, contracts & supplies	14,080,808	11,491,264
Amortization expense	5,225,492	5,523,498
Interest and Finance Charges	107,955	83,073
Total Expenses	\$81,779,521	\$79,378,262

2016/17 Revenues



2016/17 Expenditures by Block





School Generated Funds (SGF)

School Generated Funds (SGF) represents money collected which has arisen from school-based activities. Full disclosure requires that revenues, expenses and the fund position as at fiscal year-end be reflected in the Audited Financial Statements.

SGF are funds raised by activities that come under the control and responsibility of school management (usually the Principal and/or those reporting to him/her). It is the responsibility of school jurisdiction management to develop, maintain, and oversee adherence to appropriate policies and procedures to ensure monies related to SGF are received, receipted, recorded and safeguarded and that proper records are maintained.

Additional information on SGF is available in Operating Policy 505 (School Generated Funds) available on the District Web Site ([OP 505](#)), from the School Principal or Board's Secretary-Treasurer.

Budget 2017-18 Summary

The Catholic Board of Education approved the Fall Update to the 2017/18 Budget in December 2017. The Budget Update projects a net surplus of \$ 176 K for School Year 2017/18.

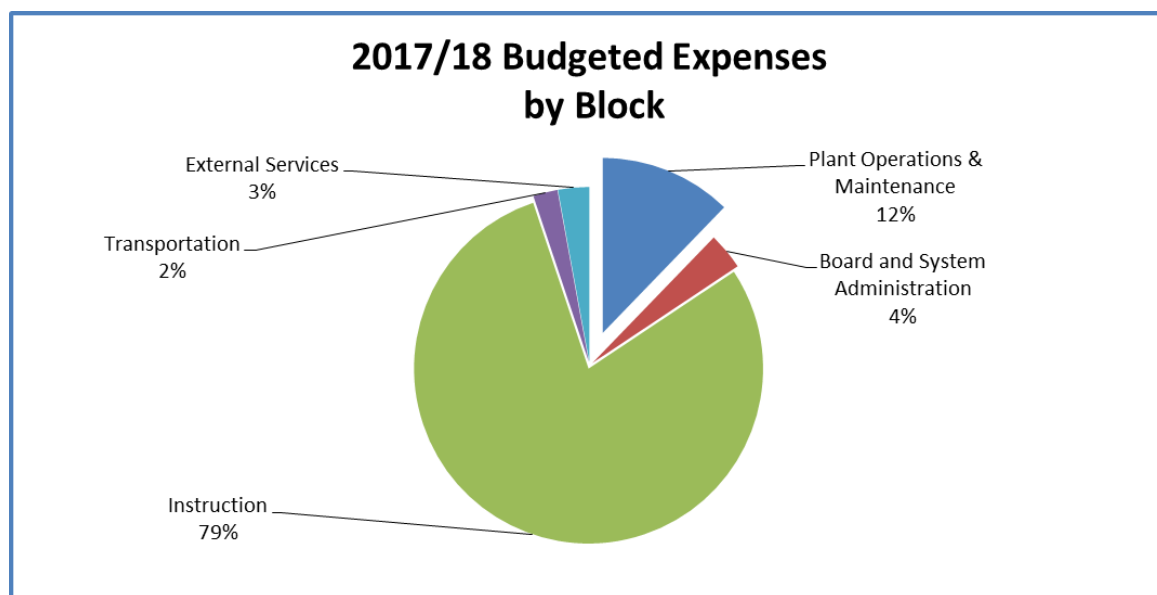
Student enrolment increased by 5% in September 2017 meaning a large number of families returned to the region after the Wildfire. Enrolment had declined by 7% in

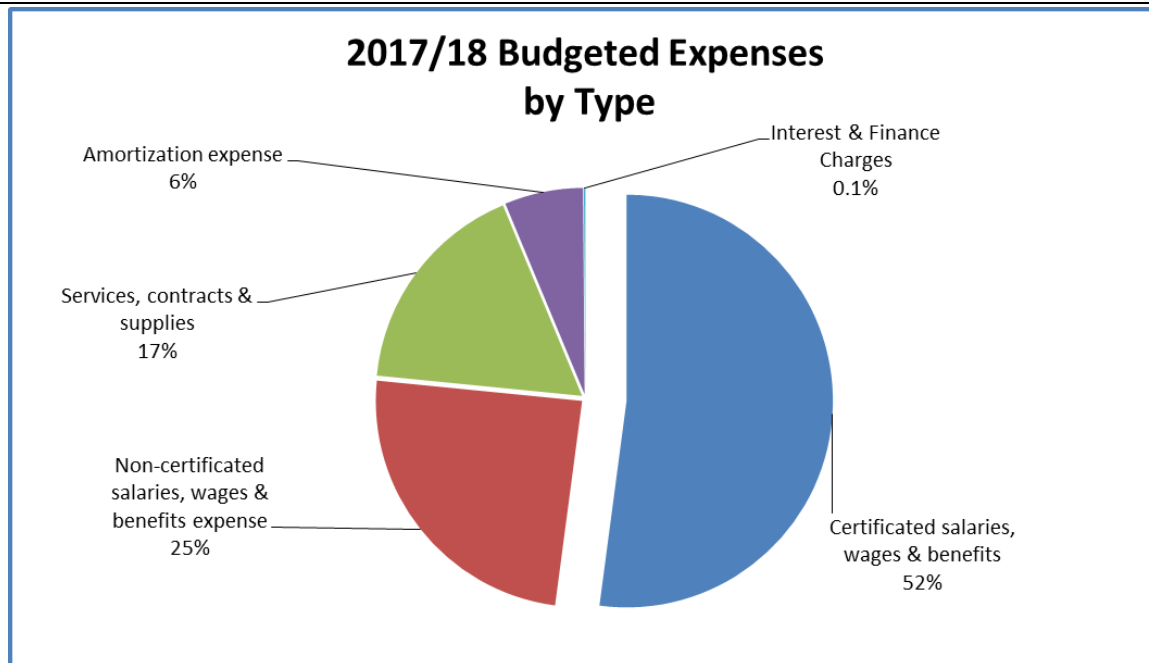
September 2016.

Several agencies such as the Canadian Red Cross and the United Way of Wood Buffalo are continuing to fund mental health support programs for students, staff and their families.

A special reserve fund was set by the Board from accumulated surpluses to mitigate the impact of lower enrolment (and funding) to support operations, maintain the high quality of education and provide additional mental health services to help our students, families and staff.

The tables and graphs below provide a more detailed view of the fall update to the 2017-18 Budget. A copy of the fall update document is available on the District Web Page at: <http://fmcschools.ca/public-reports> . You can also contact the District Office to obtain a copy or get more information on the budget.





Capital and Facilities Projects

A total of \$ 13.7 M was spent in School Year 2015/16 for capital equipment and construction during the year. A summary is provided below:

Buildings - \$ 10,678,710

\$ 7,948,990	- Elsie Yanik Catholic School – Parsons Creek
\$ 1,453,350	- Father Turcotte School – Addition of 6 modulares
\$ 1,019,970	- Sister Mary Phillips School – New Modulares
\$ 254,900	- Father Mercredi High School – Watermain Replacement
\$ 1,500	- Holy Trinity Catholic High School – New Modular

Information Technology - \$ 122,340

\$ 75,615	- Father Turcotte School
\$ 46,725	- Sister Mary Phillips School

Insurance

Although the School Board did not lose any buildings to the 2016 Wildfire, all facilities suffered significant smoke damage requiring significant restoration work. While the School Board has completed a substantial portion of the work to restore buildings to pre-fire condition, it is expected that remediation and mitigation efforts will continue into 2018.

The School Board is insured through the Alberta School Board Insurance Exchange ("ASBIE"). This insurance provider has been and will be used to fund the cost of the remediation and recovery efforts. For the year ended August 31, 2017, ASBIE incurred costs of \$37.2 million (2016 - \$19.3 million) on behalf of the Board, related to remediation and restoration of buildings and equipment. The School Board has determined that this cost is related to remediation and does not represent betterment to any of its assets.

Summary of Facility and Capital Plans

The Catholic Board of Education continues to work actively with the Department of Education to identify the need for additional instruction space and modernization of existing facilities over the next five to ten years.

The priorities for School Year 2017/18 are summarized below:

Facilities

1. Completion of Elsie Yanik Catholic School in Parsons Creek - Revised opening is September 2018 due to damage from Wildfire
2. Completion of addition of one new modular classroom at Holy Trinity High School to alleviate enrolment pressure. Occupancy is scheduled for early January 2018.
3. Completion of replacement of 4 old portable classrooms at École St. Paul School with 3 new modular classrooms. Occupancy is scheduled for early January 2018.
4. The temporary pod of six modular classrooms at Father Turcotte School is no longer required with the re-opening of Good Shepherd School and Father Beauregard School in September 2017. The District has requested that 3 of these new modular classrooms be added to Holy Trinity High School to alleviate enrolment pressure. The 3 other modular classrooms would go to St. Anne School to replace older portable classrooms.
5. A sum of \$ 800,000 has been budgeted for the maintenance department under the Infrastructure Maintenance and Renewal (IMR) Program for various summer projects in schools.

A copy of the Facility and Capital Plan is available on the District Web Page at: <http://fmcschools.ca/public-reports>

Parental Involvement

- Each school Principal presented their three-year plans to their School Council. Parents were provided with the opportunity for input and feedback.
- In addition, each Principal presented information related to their Accountability Pillars Measures and their Provincial Achievement Test or Diploma Results.

Timelines and Communication

- Prior to consulting with District Administration, the School Principals held meetings to receive input from their staff and School Councils.
- The completed plan is made public after it is presented to the School Board. It will also be posted on the District website at fmcschools.ca.
- Upon completion of the Combined Three-Year Education Plan/AERR document, School Principals will share the completed plan with staff and School Councils in order to define how the plan will be implemented at the individual schools.
- The District senior administration team meets quarterly with School Principal teams to review progress and monitor implementation of strategies from the Three-Year Education Plan.
- The following Class Size Reports for the Jurisdiction for all subjects and for core subjects are posted on the district website under the [Public Report Page here](#). A direct link to the reports are provided as follows:

[FMCSD – 2017 Class Size Survey – All Subjects](#)

[FMCSD – 2017 Class Size Survey – Core Subjects Only](#)

- The Class Size averages for all Jurisdictions in Alberta are posted on the Alberta Education Website at:

[Class Size – All Jurisdictions \(Alberta Education Website\)](#)

Whistleblower Protection

- The Catholic Board of Education is committed to the highest standard of ethical and accountable conduct, and recognizes the importance of working to deter and detect wrongdoing within the operations of the school board, and to promote public confidence in the administration of the board.
- To ensure this, the Catholic Board of Education is committed to maintaining a positive and supportive environment whereby employees can disclose potential wrongdoing, or seek advice about disclosing a potential wrongdoing, without retribution, and are provided with clear guidance for how those disclosures may take place.
- Under PIDA, an employee of the school board may make a disclosure of a wrongdoing, which the school board will investigate in accordance with these procedures. Under PIDA, no person may make reprisals against an employee for making a disclosure, seeking advice about making a disclosure, or taking any other steps under PIDA, so long as the employee is acting in good faith.
- Operating Policy 409 – Public Interest Disclosure (Whistleblower Protection) has been in effect since July 7th, 2013. The policy is fully compliant with Alberta Government Public Interest Disclosure Act. OP 409 is published on the Operating Policy page of the District Web Site here.
- No disclosures were identified or reported to the Board during the 2016-17 School Year.

A copy the Fort McMurray Catholic Schools combined 3-Year Education Plan 2017-2020 and Annual Education Results Report (AERR) 2016-2017 and the summary reports are available on the District Web Page at: <http://fmcschools.ca/public-reports> .

You can also contact the District Office to obtain a printed copy of these documents.

APPENDIX – Measure Details (OPTIONAL)

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

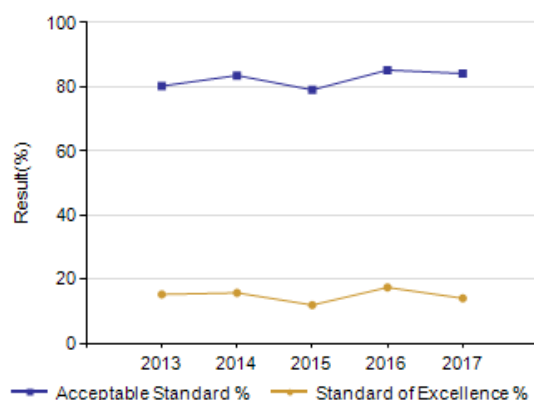
Diploma Examination Results – Measure Details (OPTIONAL)

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	84.5	4.2	80.1	8.1	73.9	6.1	84.0	7.4	85.9	6.2		
	Province	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7		
English Lang Arts 30-2	Authority	87.0	13.0	90.4	12.4	88.0	8.9	90.7	13.2	91.6	10.2		
	Province	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4		
French Lang Arts 30-1	Authority	85.7	0.0	*	*	*	*	*	*	81.8	0.0		
	Province	95.4	12.4	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4		
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	96.8	18.2	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6		
Pure Mathematics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	59.0	11.4	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
Applied Mathematics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	71.4	17.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Mathematics 30-1	Authority	64.1	16.2	82.4	26.5	72.5	23.1	62.5	21.9	69.8	19.8		
	Province	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7		
Mathematics 30-2	Authority	76.8	10.7	71.9	15.6	78.2	16.8	93.7	27.0	81.1	12.6		
	Province	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9		
Social Studies 30-1	Authority	84.1	7.2	81.2	8.0	87.9	12.1	84.4	7.8	81.9	4.2		
	Province	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8		
Social Studies 30-2	Authority	74.8	13.7	79.4	9.0	73.5	4.3	76.3	10.2	82.9	8.2		
	Province	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6		
Biology 30	Authority	88.9	32.3	90.4	26.0	82.1	24.2	96.0	38.0	92.6	40.2		
	Province	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3		
Chemistry 30	Authority	75.7	25.7	93.2	42.5	67.6	14.9	83.9	25.0	81.7	20.0		
	Province	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6		
Physics 30	Authority	79.4	26.5	89.2	27.0	70.0	15.0	100.0	33.3	88.7	29.0		
	Province	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8		
Science 30	Authority	84.6	25.0	84.1	20.5	86.7	11.7	96.6	20.7	80.3	6.6		
	Province	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

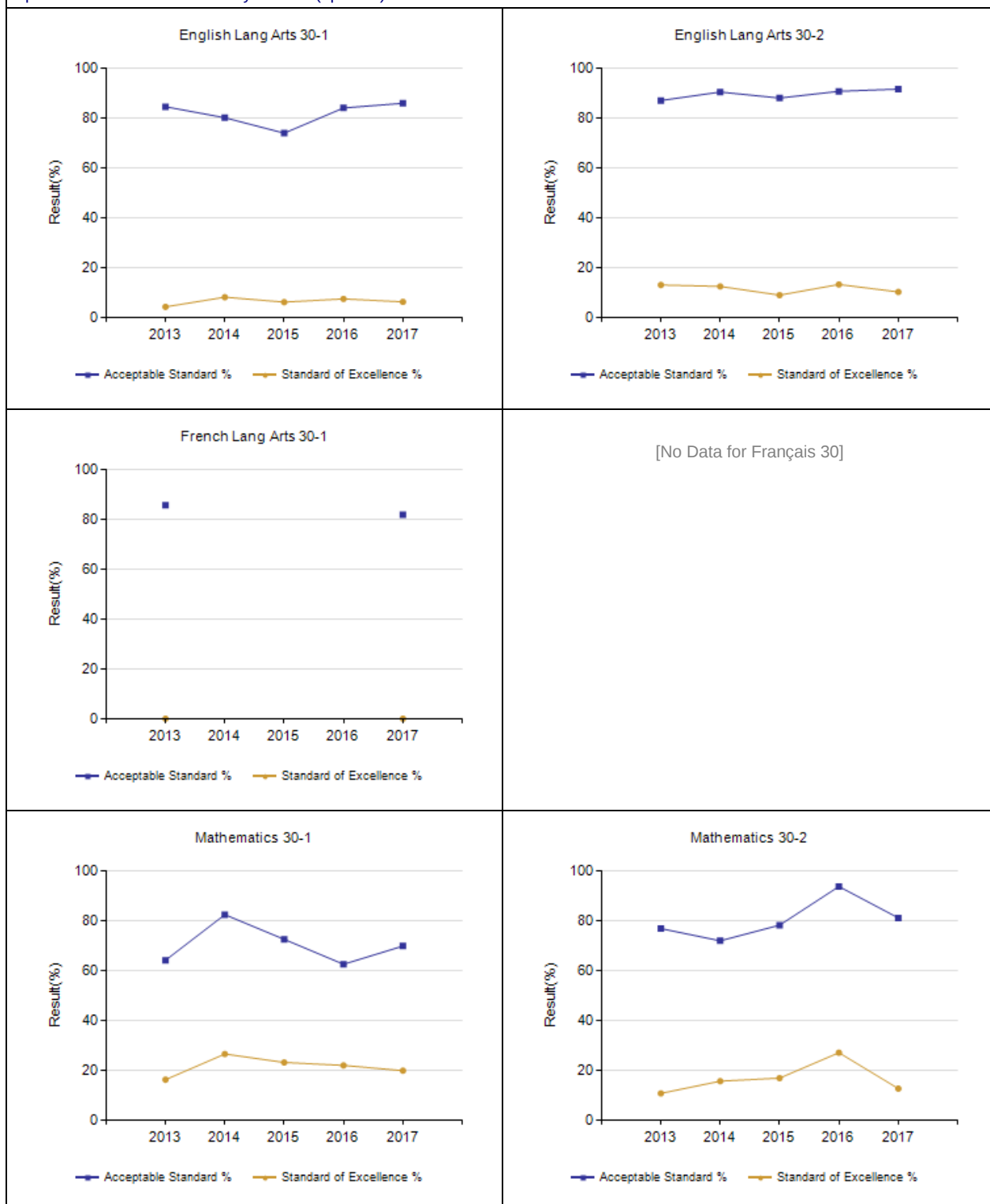
Graph of Diploma Examination Results – Overall (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
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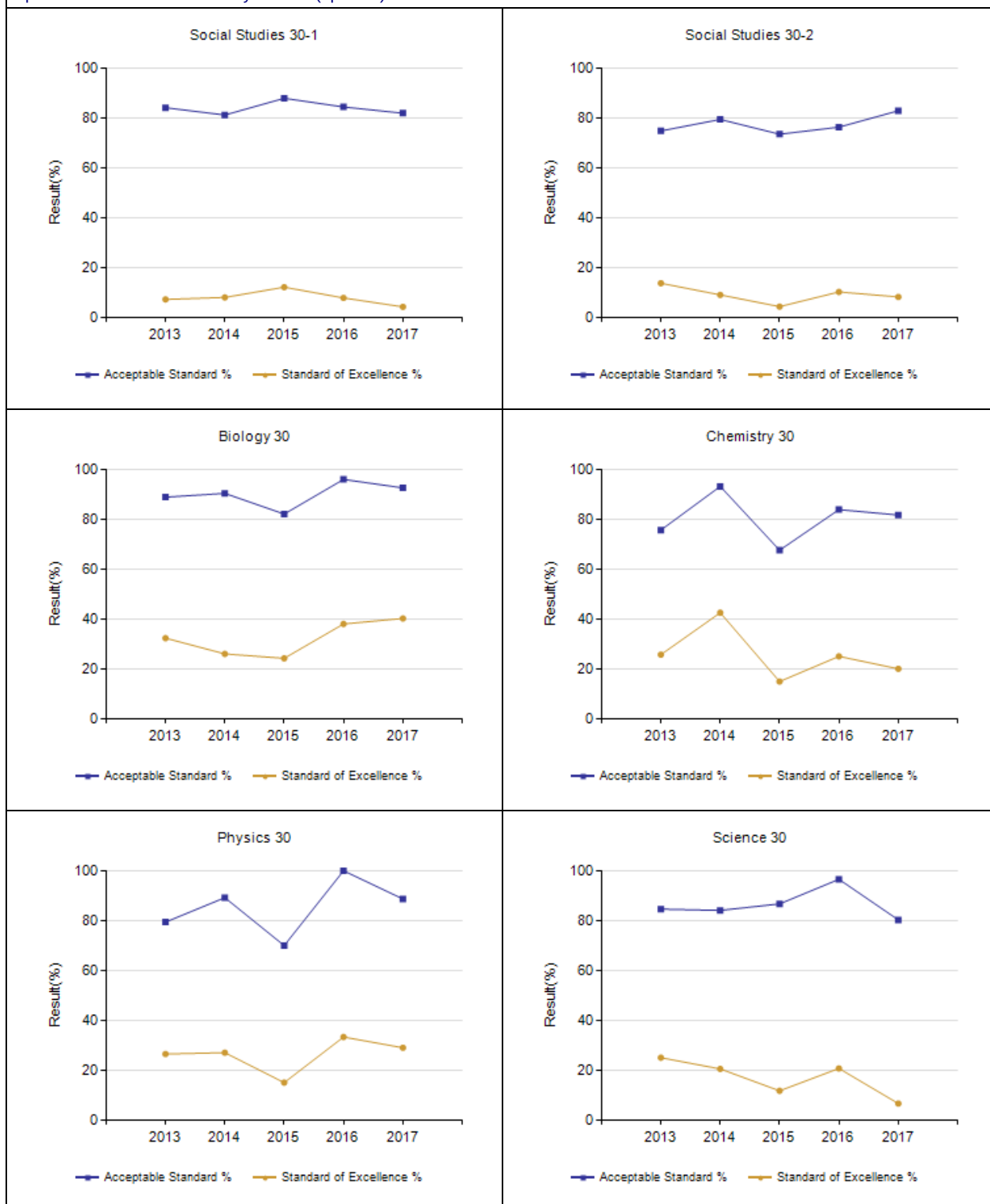
Diploma Examination Results by Course (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
3. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Examination Results by Course (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Examination Results Course By Course Summary With Measure Evaluation (optional)

		Fort McMurray RCSSD No. 32								Alberta			
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average		
Course	Measure				N	%	N	%	N	%	N	%	
English Lang Arts 30-1	Acceptable Standard	Intermediate	Improved Significantly	Good	177	85.9	151	77.0	30,150	86.5	28,895	87.0	
	Standard of Excellence	Low	Maintained	Issue	177	6.2	151	7.1	30,150	11.7	28,895	11.3	
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	166	91.6	185	89.2	16,797	89.5	16,361	89.2	
	Standard of Excellence	Intermediate	Maintained	Acceptable	166	10.2	185	10.6	16,797	11.4	16,361	12.2	
French Lang Arts 30-1	Acceptable Standard	Low	n/a	n/a	11	81.8	n/a	n/a	1,375	94.7	1,256	95.3	
	Standard of Excellence	Low	n/a	n/a	11	0.0	n/a	n/a	1,375	9.4	1,256	11.0	
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	98.1	140	98.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	18.6	140	22.2	
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	96	69.8	80	77.4	20,371	73.1	20,934	74.0	
	Standard of Excellence	n/a	n/a	n/a	96	19.8	80	24.8	20,371	30.7	20,934	28.5	
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	127	81.1	99	75.0	14,327	74.7	12,738	73.6	
	Standard of Excellence	n/a	n/a	n/a	127	12.6	99	16.2	14,327	15.9	12,738	15.8	
Social Studies 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	166	81.9	131	84.5	22,249	86.0	21,875	85.9	
	Standard of Excellence	Low	Declined Significantly	Concern	166	4.2	131	10.0	22,249	14.8	21,875	14.9	
Social Studies 30-2	Acceptable Standard	Intermediate	Improved	Good	146	82.9	187	76.4	20,054	80.6	19,579	82.1	
	Standard of Excellence	Low	Maintained	Issue	146	8.2	187	6.7	20,054	12.6	19,579	13.5	
Biology 30	Acceptable Standard	Very High	Improved	Excellent	122	92.6	84	86.3	22,993	84.2	21,843	85.4	
	Standard of Excellence	Very High	Improved Significantly	Excellent	122	40.2	84	25.1	22,993	32.3	21,843	32.4	
Chemistry 30	Acceptable Standard	High	Maintained	Good	115	81.7	74	80.4	18,751	83.1	19,161	81.7	
	Standard of Excellence	Low	Declined	Issue	115	20.0	74	28.7	18,751	38.6	19,161	34.6	
Physics 30	Acceptable Standard	Very High	Improved	Excellent	62	88.7	39	79.6	9,952	85.7	10,553	84.3	
	Standard of Excellence	Intermediate	Maintained	Acceptable	62	29.0	39	21.0	9,952	41.8	10,553	36.6	
Science 30	Acceptable Standard	Intermediate	Maintained	Acceptable	76	80.3	52	85.4	9,323	84.9	7,914	84.4	
	Standard of Excellence	Low	Declined	Issue	76	6.6	52	16.1	9,323	28.4	7,914	26.6	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

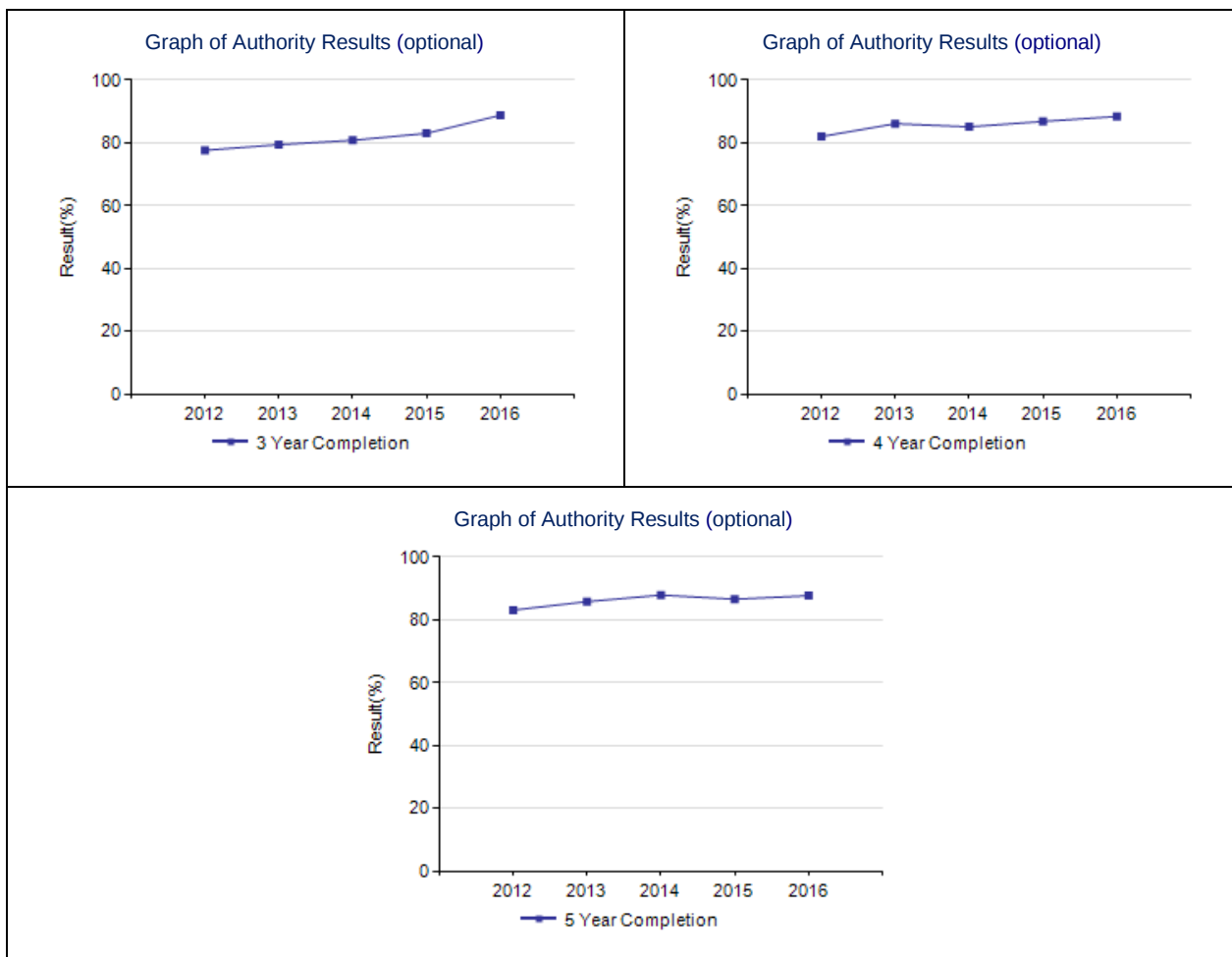
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

High School Completion Rate – Measure Details (OPTIONAL)

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

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
3 Year Completion	77.6	79.4	80.8	83.0	88.8	74.8	75.3	76.5	76.5	77.9
4 Year Completion	82.0	86.1	85.1	86.8	88.4	79.2	79.6	79.9	81.0	81.2
5 Year Completion	83.1	85.8	87.9	86.6	87.7	80.6	81.5	82.0	82.1	83.2

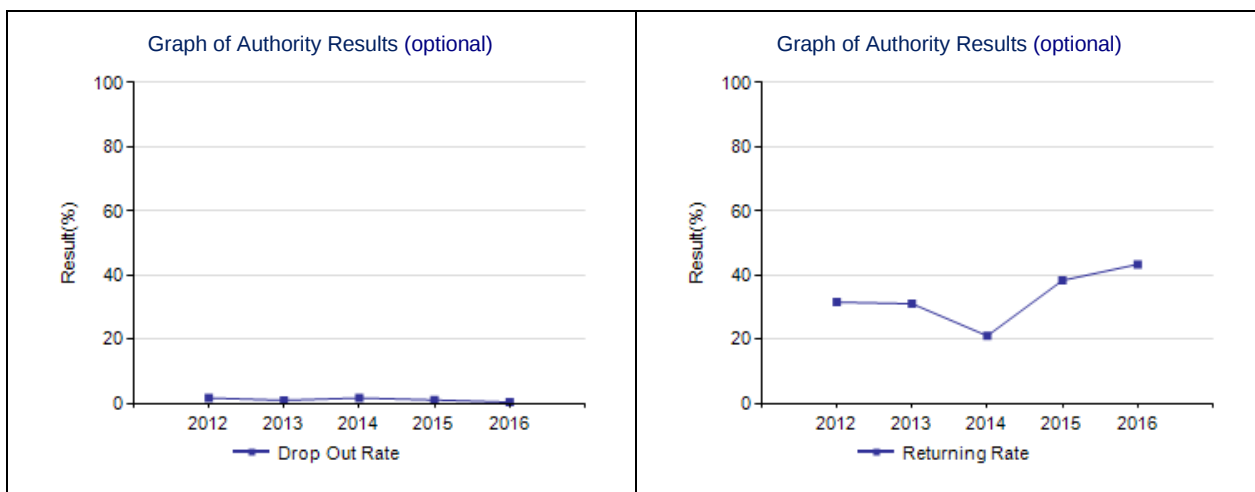


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Drop Out Rate – Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Drop Out Rate	1.6	0.9	1.6	1.0	0.3	3.6	3.3	3.5	3.2	3.0
Returning Rate	31.5	31.0	21.0	38.3	43.3	22.8	20.7	20.9	18.2	18.9

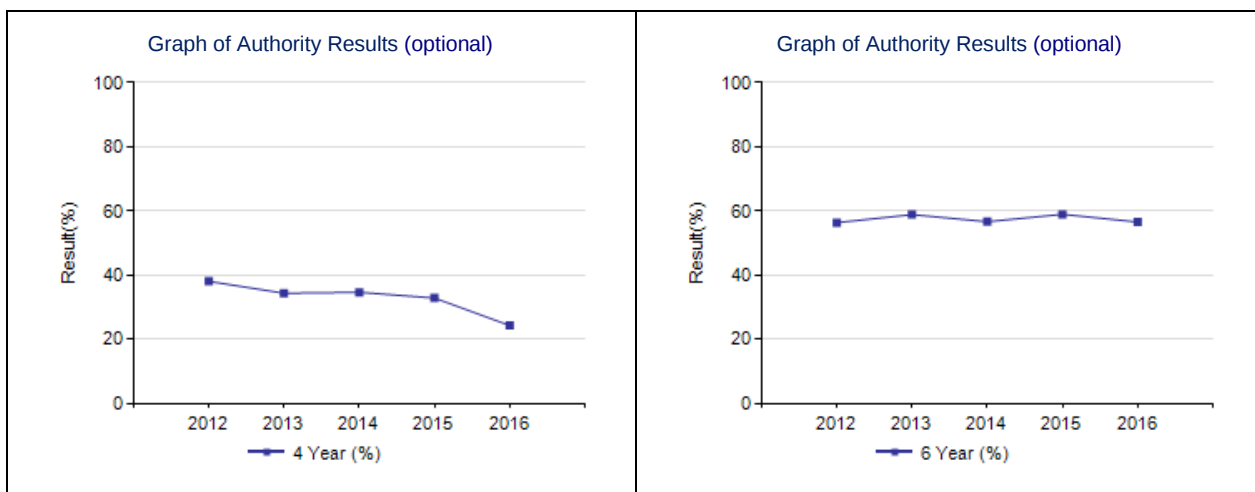


Notes:

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

High School to Post-secondary Transition Rate – Measure Details (OPTIONAL)

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
4 Year Rate	38.0	34.3	34.6	32.8	24.2	39.4	39.7	38.3	37.0	37.0
6 Year Rate	56.3	58.8	56.6	58.9	56.5	59.3	59.0	59.7	59.4	57.9



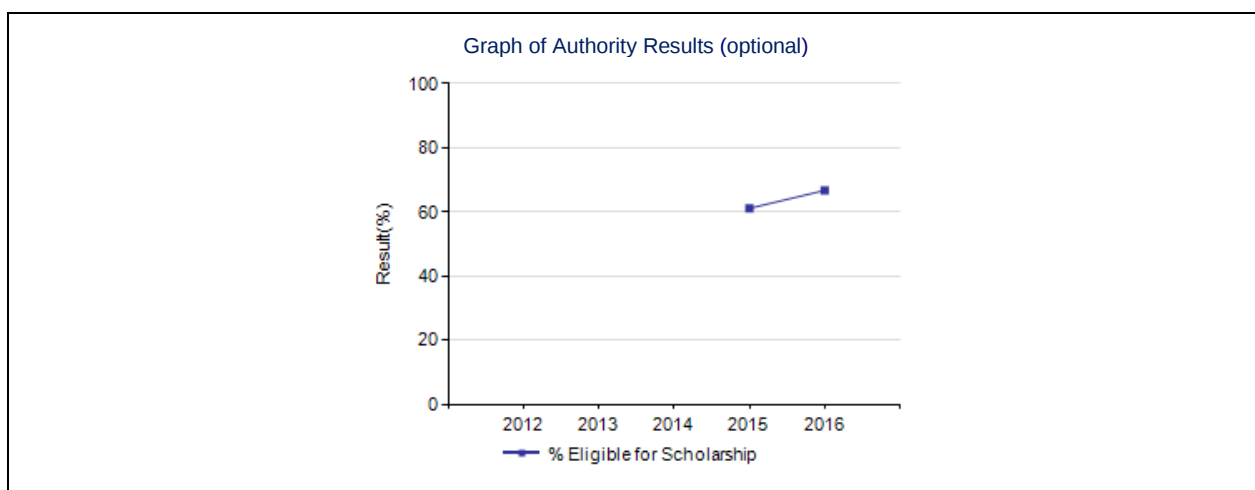
Notes:

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

Rutherford Eligibility Rate – Measure Details (OPTIONAL)

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	61.1	66.7	n/a	n/a	n/a	60.8	62.3

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2012	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	339	176	51.9	152	44.8	97	28.6	207	61.1
2016	366	212	57.9	194	53.0	136	37.2	244	66.7



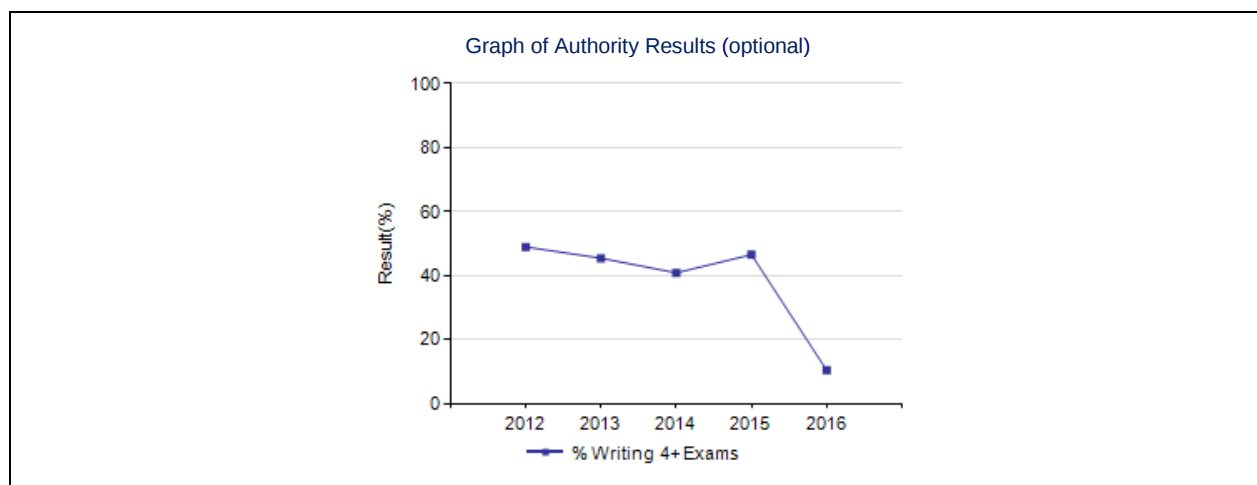
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
3. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

Diploma Examination Participation Rate – Measure Details (OPTIONAL)

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
% Writing 0 Exams	16.4	14.5	14.0	10.1	10.6	16.5	16.6	15.7	15.7	15.0
% Writing 1+ Exams	83.6	85.5	86.0	89.9	89.4	83.5	83.4	84.3	84.3	85.0
% Writing 2+ Exams	81.0	81.9	84.5	85.8	68.5	80.5	80.3	81.4	81.2	81.9
% Writing 3+ Exams	57.9	58.4	58.6	61.7	34.9	66.8	63.3	65.0	64.7	65.2
% Writing 4+ Exams	48.9	45.4	40.8	46.5	10.3	55.9	50.1	54.4	54.6	54.9
% Writing 5+ Exams	31.3	25.9	20.4	24.5	2.3	37.5	31.5	36.3	37.1	37.5
% Writing 6+ Exams	9.9	6.5	5.7	5.9	0.0	14.3	11.4	13.1	13.8	13.6



Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

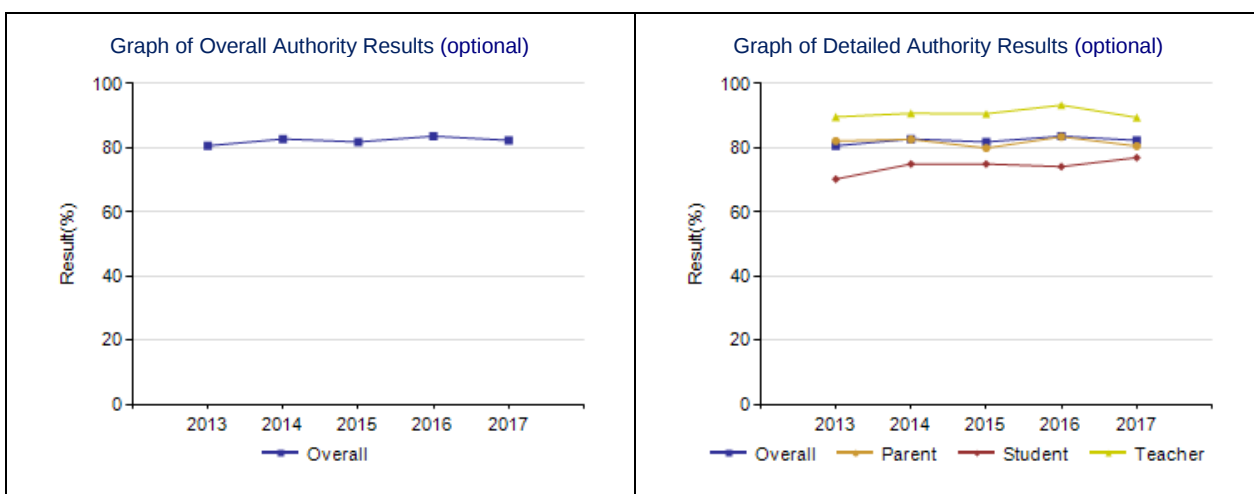
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
English Language Arts 30-1	43.0	41.3	36.9	40.7	26.5	54.7	53.9	54.0	53.2	53.9
English Language Arts 30-2	36.0	40.2	47.4	47.7	34.6	25.9	27.1	28.0	28.7	28.7
Total of 1 or more English Diploma Exams	78.5	80.7	82.1	86.3	61.2	78.6	78.7	79.7	79.5	80.0
Social Studies 30-1	42.6	42.5	35.4	37.7	31.1	47.6	45.8	45.1	43.5	45.1
Social Studies 30-2	37.6	40.2	46.0	46.7	22.3	31.9	33.7	35.2	36.7	35.8
Total of 1 or more Social Diploma Exams	78.9	80.7	81.0	83.0	53.1	78.7	78.8	79.6	79.5	80.2
Pure Mathematics 30	34.7	0.0	0.0	0.0	0.0	42.2	7.2	0.1	0.0	0.0
Applied Mathematics 30	12.8	0.4	0.0	0.0	0.0	19.5	0.2	0.0	0.0	0.0
Mathematics 30-1	n/a	31.9	19.3	23.3	20.4	n/a	29.7	37.3	37.1	36.4
Mathematics 30-2	n/a	16.5	31.8	28.3	19.4	n/a	16.7	21.4	22.4	23.6
Total of 1 or more Math Diploma Exams	47.1	48.0	50.0	51.3	39.8	61.1	52.1	57.0	57.6	58.3
Biology 30	39.7	32.3	24.8	27.7	16.8	42.8	42.2	41.4	40.6	40.7
Chemistry 30	30.6	23.6	20.8	23.7	15.9	36.5	31.5	34.7	35.7	35.5
Physics 30	10.7	10.2	10.9	13.0	3.9	20.2	17.3	20.0	19.9	19.3
Science 30	14.9	18.1	14.6	17.3	8.7	10.3	9.8	12.8	14.1	15.7
Total of 1 or more Science Diploma Exams	52.5	50.4	46.0	53.0	37.5	59.2	57.3	59.4	59.8	60.5
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.3	0.2	0.3
French Language Arts 30	2.1	1.2	1.8	1.7	0.6	2.6	2.7	2.7	2.8	2.8
Total of 1 or more French Diploma Exams	2.1	1.2	1.8	1.7	0.6	2.9	3.0	2.9	3.0	3.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Citizenship – Measure Details (OPTIONAL)

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	80.6	82.7	81.8	83.6	82.3	83.4	83.4	83.5	83.9	83.7
Teacher	89.6	90.7	90.6	93.3	89.4	93.6	93.8	94.2	94.5	94.0
Parent	82.1	82.6	79.9	83.4	80.5	80.3	81.9	82.1	82.9	82.7
Student	70.2	74.9	74.9	74.1	76.9	76.2	74.5	74.2	74.5	74.4

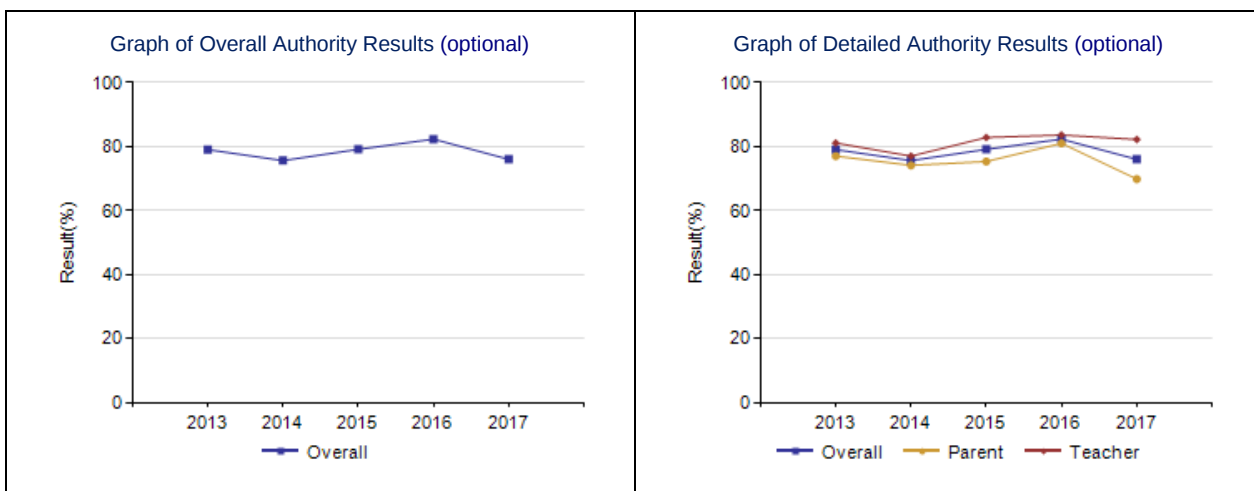


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Work Preparation – Measure Details (OPTIONAL)

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	79.0	75.6	79.1	82.3	76.0	80.3	81.2	82.0	82.6	82.7
Teacher	81.1	77.0	82.8	83.6	82.2	89.4	89.3	89.7	90.5	90.4
Parent	77.0	74.1	75.3	81.0	69.8	71.1	73.1	74.2	74.8	75.1

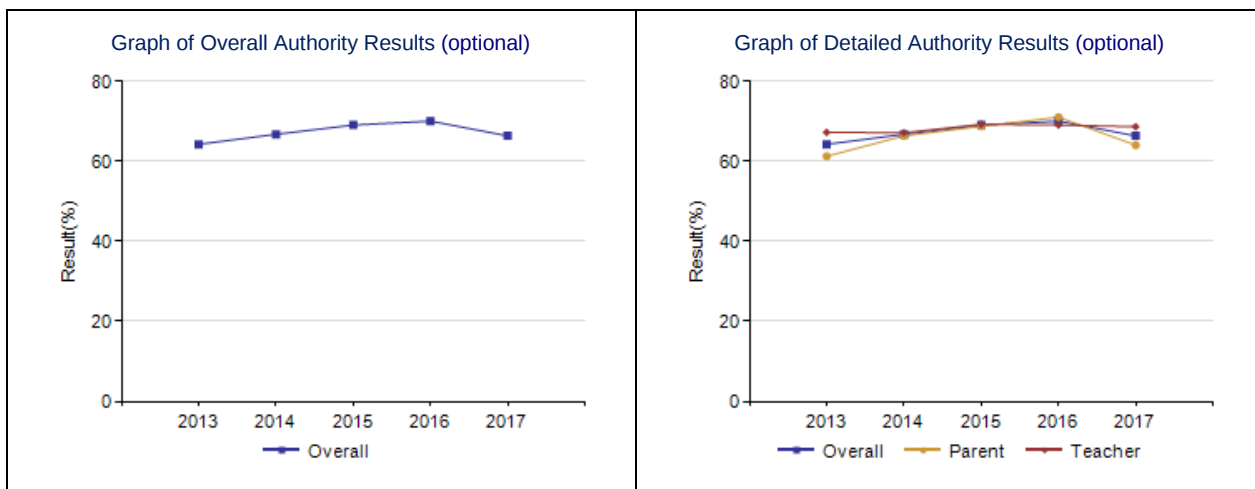


Notes:

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

Lifelong Learning – Measure Details (OPTIONAL)

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	64.3	66.8	69.1	70.1	66.4	68.5	69.5	70.0	70.7	71.0
Teacher	67.3	67.2	69.3	69.1	68.7	75.7	76.0	76.0	77.3	77.3
Parent	61.3	66.4	68.8	71.1	64.1	61.2	63.0	64.0	64.2	64.8



Notes:

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

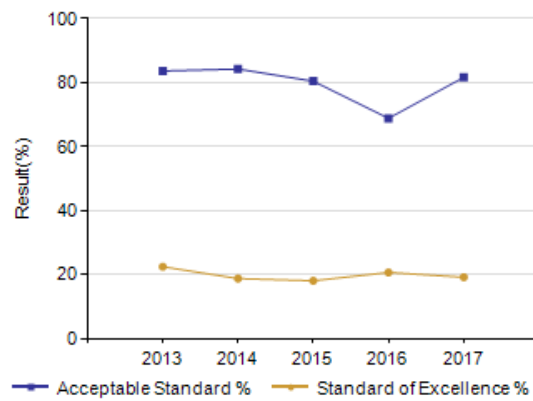
Provincial Achievement Test Results – Measure Details (OPTIONAL)

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	96.2	25.8	95.4	22.8	93.9	25.8	36.2	10.6	92.7	22.8		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
French Language Arts 6	Authority	86.7	6.7	92.3	7.7	92.6	11.1	*	*	60.0	2.9		
	Province	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6		
Mathematics 6	Authority	88.1	27.5	87.1	18.6	83.0	20.0	85.7	25.0	81.7	16.4		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	Authority	89.0	36.5	88.1	29.1	84.6	27.8	82.1	46.4	85.2	30.1		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	Authority	84.9	25.8	86.0	16.7	76.5	17.5	88.5	23.1	84.7	26.6		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		
English Language Arts 9	Authority	85.2	15.1	85.6	16.1	81.8	10.4	*	*	84.5	11.5		
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
English Lang Arts 9 KAE	Authority	85.7	0.0	70.6	5.9	61.1	0.0	*	*	70.0	3.3		
	Province	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9		
French Language Arts 9	Authority	87.0	13.0	95.5	13.6	100.0	5.0	n/a	n/a	100.0	0.0		
	Province	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1		
Mathematics 9	Authority	73.1	13.6	75.4	12.3	66.0	9.1	100.0	25.0	73.1	15.6		
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0		
Mathematics 9 KAE	Authority	50.0	14.3	93.8	31.3	72.2	27.8	*	*	74.1	7.4		
	Province	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3		
Science 9	Authority	78.9	19.0	81.9	15.7	82.1	17.4	*	*	81.4	17.2		
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4		
Science 9 KAE	Authority	71.4	7.1	85.7	28.6	66.7	22.2	n/a	n/a	80.8	19.2		
	Province	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3		
Social Studies 9	Authority	74.3	19.0	71.3	17.8	75.6	16.8	*	*	73.3	16.2		
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2		
Social Studies 9 KAE	Authority	71.4	7.1	100.0	22.2	64.7	23.5	*	*	58.6	17.2		
	Province	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

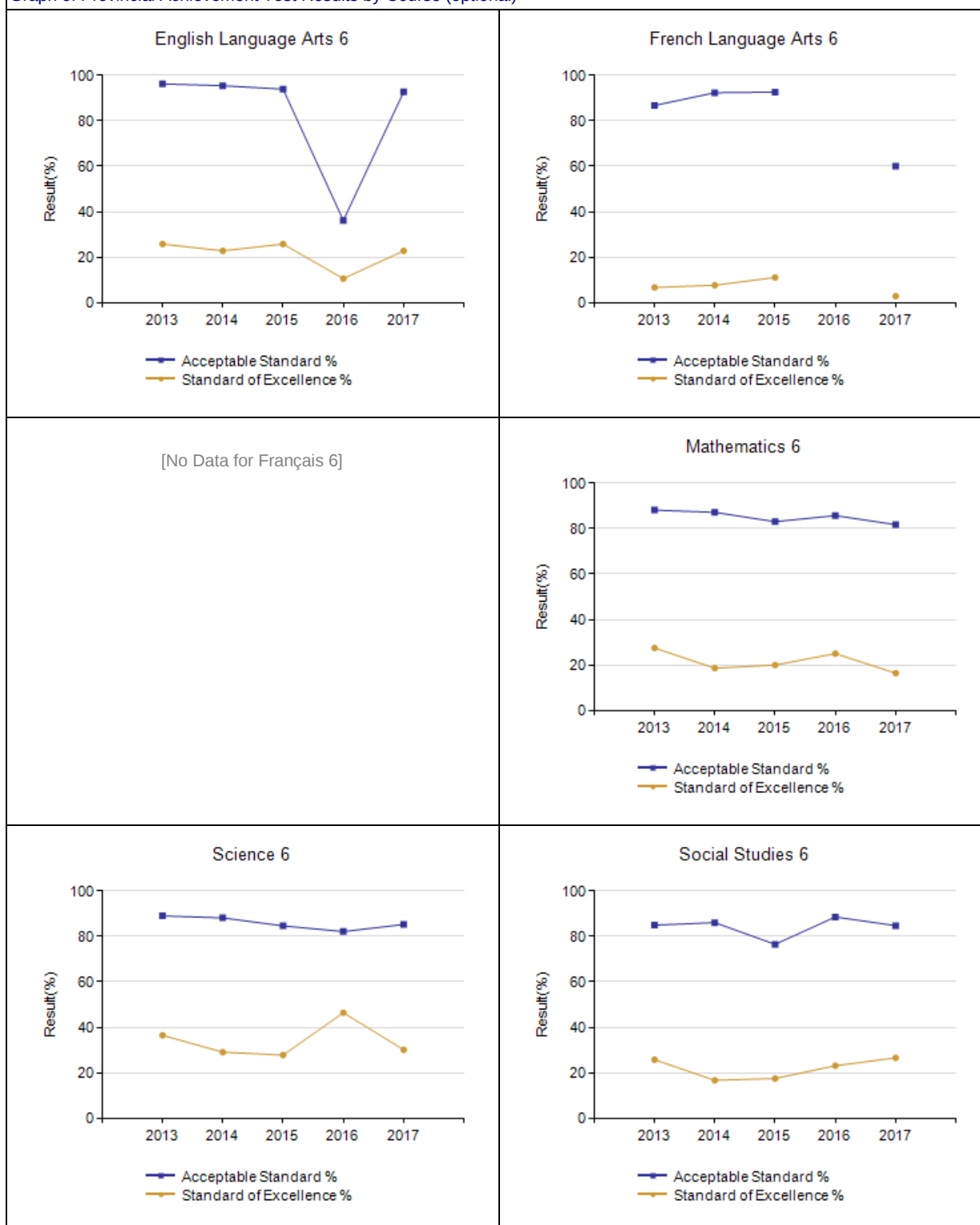
Graph of Overall Provincial Achievement Test Results (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

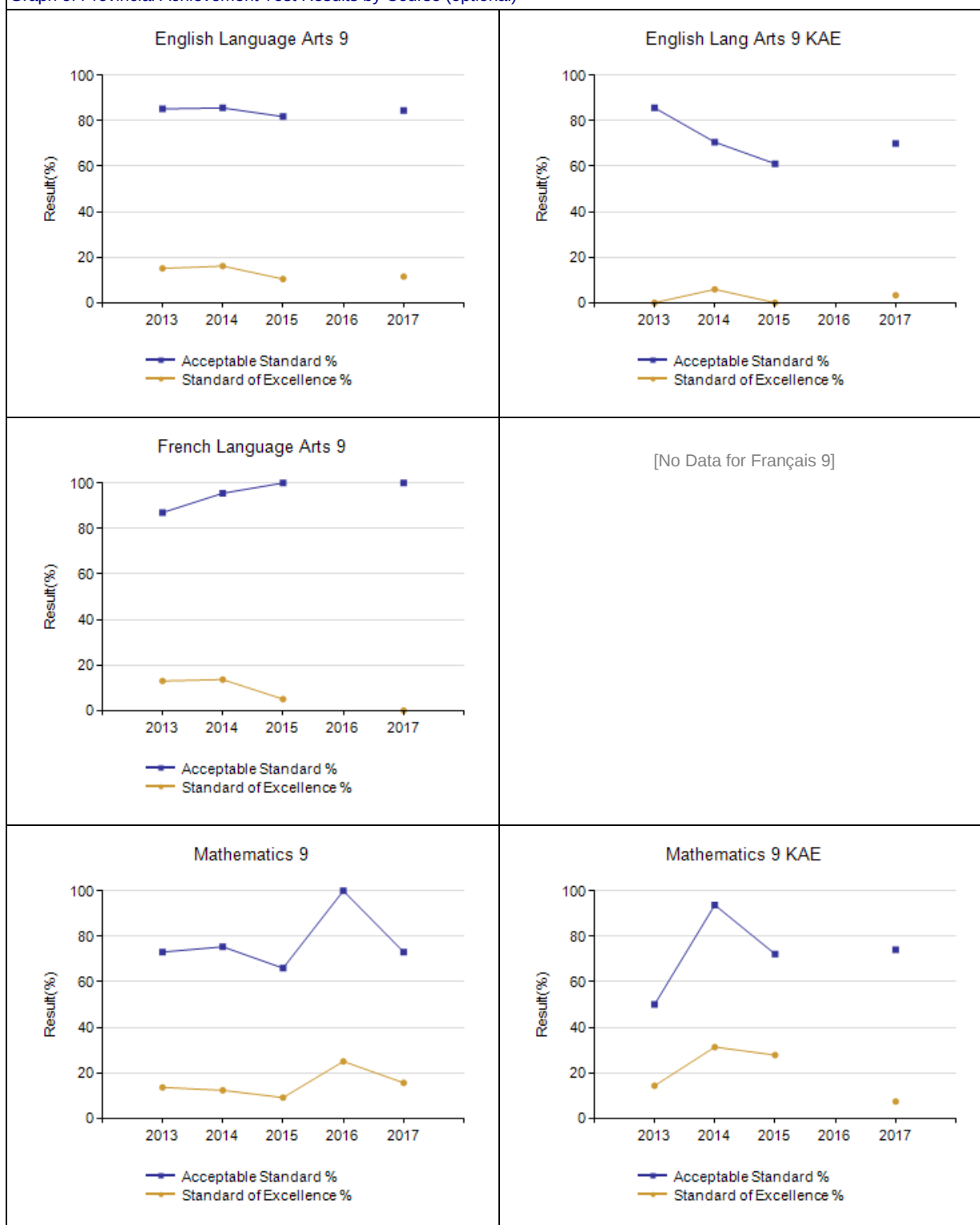
Graph of Provincial Achievement Test Results by Course (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

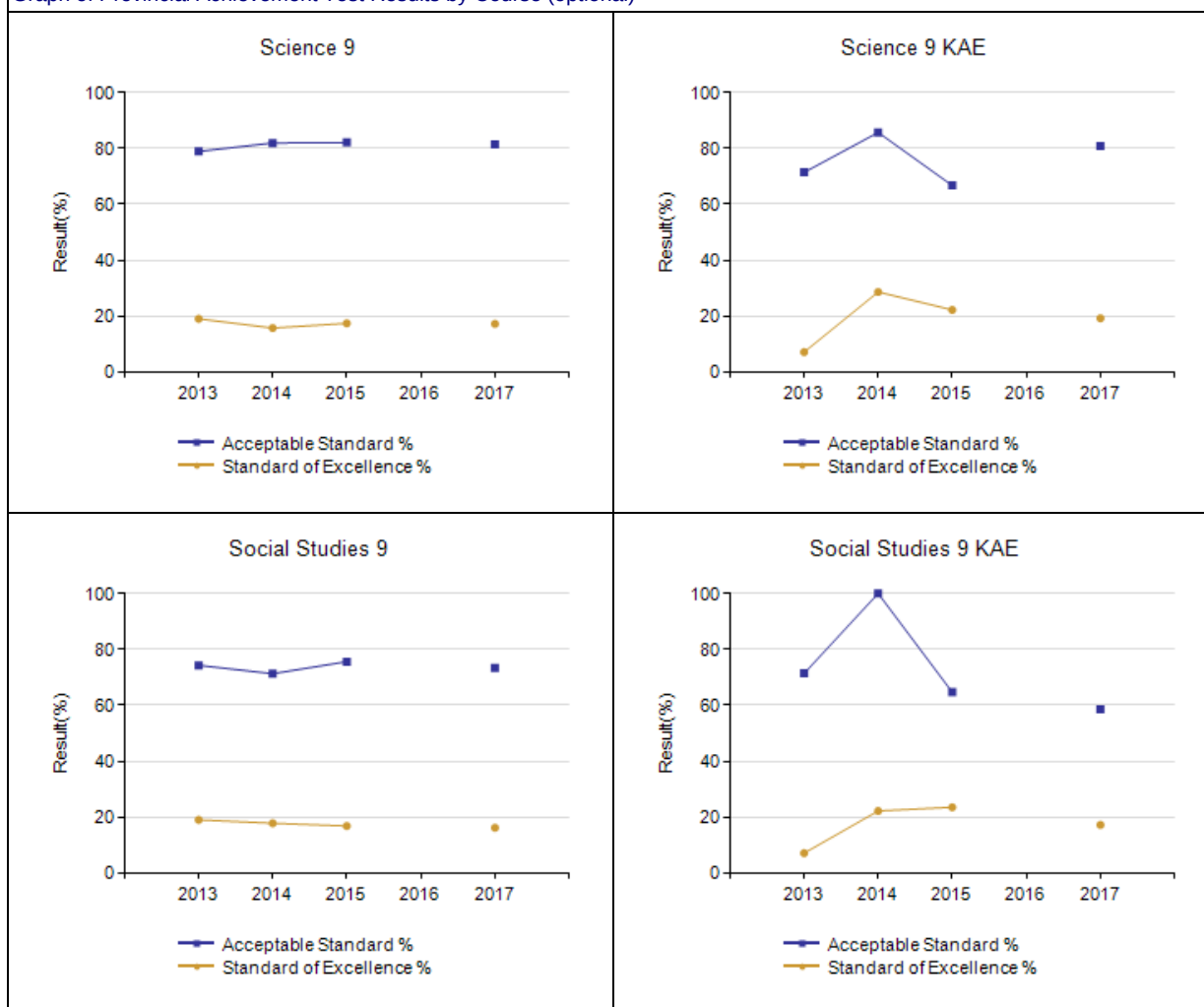
Graph of Provincial Achievement Test Results by Course (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Graph of Provincial Achievement Test Results by Course (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

		Fort McMurray RCSSD No. 32								Alberta			
Course	Measure	Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
English Language Arts 6	Acceptable Standard	Very High	Declined	Good	372	92.7	384	94.7	49,572	82.5	46,989	82.5	
	Standard of Excellence	Very High	Maintained	Excellent	372	22.8	384	24.3	49,572	18.9	46,989	19.2	
French Language Arts 6	Acceptable Standard	Low	Declined Significantly	Concern	35	60.0	27	92.5	3,185	85.1	2,864	87.7	
	Standard of Excellence	Low	Declined	Issue	35	2.9	27	9.4	3,185	13.5	2,864	14.4	
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	92.1	524	90.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	21.6	524	16.5	
Mathematics 6	Acceptable Standard	High	Declined	Acceptable	372	81.7	383	85.0	49,507	69.4	46,906	73.0	
	Standard of Excellence	Intermediate	Declined	Issue	372	16.4	383	19.3	49,507	12.6	46,906	14.5	
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	372	85.2	383	86.3	49,501	76.9	46,914	76.7	
	Standard of Excellence	High	Maintained	Good	372	30.1	383	28.5	49,501	29.0	46,914	25.8	
Social Studies 6	Acceptable Standard	Very High	Improved	Excellent	372	84.7	383	81.2	49,485	72.9	46,903	70.5	
	Standard of Excellence	High	Improved Significantly	Good	372	26.6	383	17.1	49,485	21.7	46,903	18.9	
English Language Arts 9	Acceptable Standard	High	Maintained	Good	355	84.5	363	83.7	45,487	76.8	43,746	76.3	
	Standard of Excellence	Intermediate	Maintained	Acceptable	355	11.5	363	13.3	45,487	14.9	43,746	14.9	
English Lang Arts 9 KAE	Acceptable Standard	Intermediate	Maintained	Acceptable	30	70.0	18	65.8	1,428	58.8	1,576	61.9	
	Standard of Excellence	Intermediate	Maintained	Acceptable	30	3.3	18	2.9	1,428	5.9	1,576	4.8	
French Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	15	100.0	21	97.7	2,763	83.1	2,625	85.1	
	Standard of Excellence	Very Low	Declined	Concern	15	0.0	21	9.3	2,763	11.2	2,625	10.7	
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	88.9	392	87.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	26.1	392	21.6	
Mathematics 9	Acceptable Standard	Intermediate	Maintained	Acceptable	353	73.1	363	70.7	45,020	67.2	43,295	66.7	
	Standard of Excellence	Intermediate	Improved	Good	353	15.6	363	10.7	45,020	19.0	43,295	17.6	
Mathematics 9 KAE	Acceptable Standard	Intermediate	Maintained	Acceptable	27	74.1	17	83.0	1,848	57.5	2,026	61.8	
	Standard of Excellence	Intermediate	Declined	Issue	27	7.4	17	29.5	1,848	13.3	2,026	14.0	
Science 9	Acceptable Standard	Very High	Maintained	Excellent	354	81.4	364	82.0	45,445	74.0	43,808	73.8	
	Standard of Excellence	Very High	Maintained	Excellent	354	17.2	364	16.6	45,445	21.4	43,808	22.4	
Science 9 KAE	Acceptable Standard	High	Maintained	Good	26	80.8	16	76.2	1,440	63.9	1,547	64.1	
	Standard of Excellence	Intermediate	Maintained	Acceptable	26	19.2	16	25.4	1,440	13.3	1,547	14.8	
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	352	73.3	367	73.5	45,484	67.0	43,722	65.1	
	Standard of Excellence	Intermediate	Maintained	Acceptable	352	16.2	367	17.3	45,484	20.2	43,722	19.2	
Social Studies 9 KAE	Acceptable Standard	Intermediate	Declined	Issue	29	58.6	13	82.4	1,393	56.3	1,533	59.0	
	Standard of Excellence	High	Maintained	Good	29	17.2	13	22.9	1,393	12.7	1,533	11.2	

Notes:

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2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

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

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

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

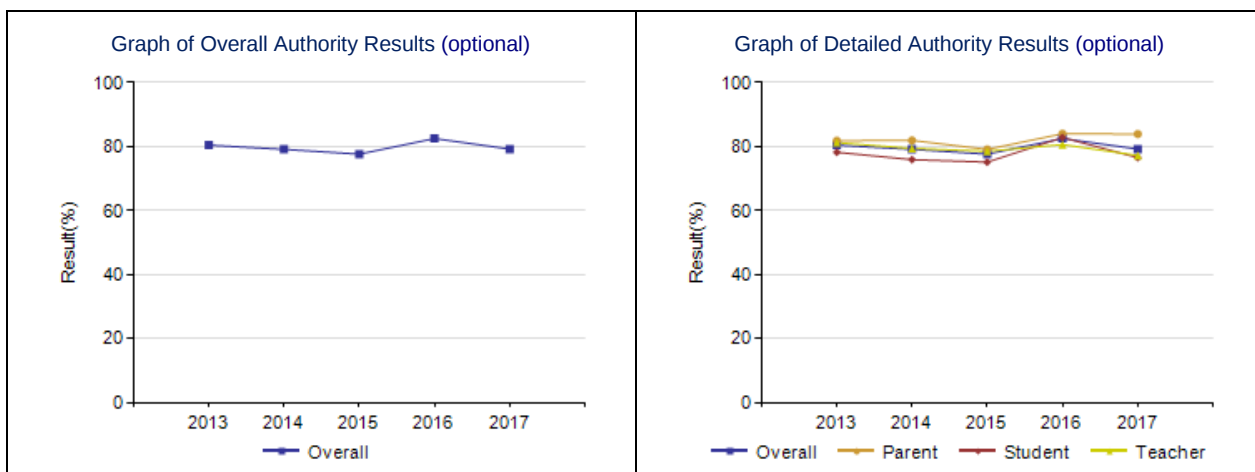
Overall Evaluation Table

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

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

Program of Studies – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	80.4	79.1	77.6	82.5	79.2	81.5	81.3	81.3	81.9	81.9
Teacher	81.2	79.4	78.5	80.6	77.2	87.9	87.5	87.2	88.1	88.0
Parent	81.8	81.9	79.1	84.0	83.9	78.9	79.9	79.9	80.1	80.1
Student	78.2	75.9	75.1	82.8	76.5	77.8	76.6	76.9	77.5	77.7

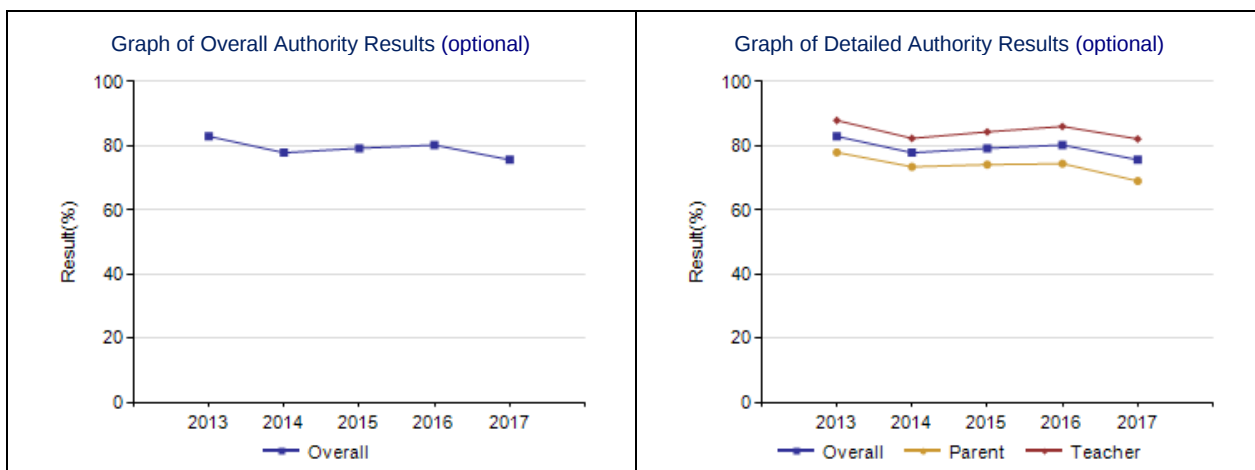


Notes:

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2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Parental Involvement – Measure Details (OPTIONAL)

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	82.9	77.8	79.2	80.2	75.6	80.3	80.6	80.7	80.9	81.2
Teacher	87.9	82.3	84.3	86.0	82.1	88.5	88.0	88.1	88.4	88.5
Parent	77.9	73.4	74.1	74.4	69.0	72.2	73.1	73.4	73.5	73.9

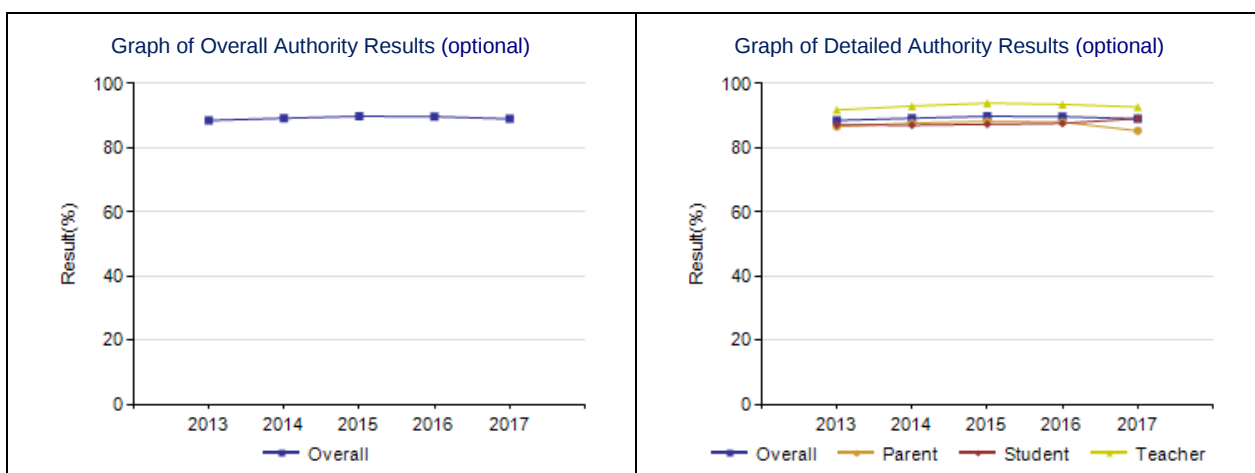


Notes:

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Education Quality – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	88.5	89.2	89.8	89.7	89.0	89.8	89.2	89.5	90.1	90.1
Teacher	91.8	93.0	93.9	93.5	92.7	95.7	95.5	95.9	96.0	95.9
Parent	86.6	87.7	88.2	88.0	85.3	84.9	84.7	85.4	86.1	86.4
Student	87.1	87.0	87.3	87.6	89.1	88.7	87.3	87.4	88.0	88.1

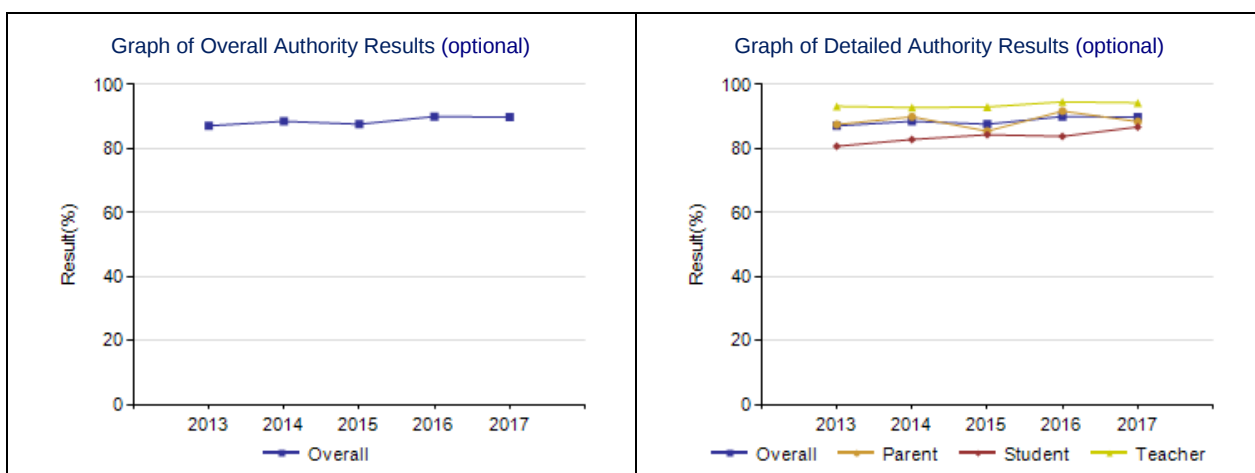


Notes:

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Safe and Caring – Measure Details (OPTIONAL)

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	87.1	88.5	87.6	90.0	89.8	89.0	89.1	89.2	89.5	89.5
Teacher	93.2	92.8	93.0	94.6	94.3	95.0	95.3	95.4	95.4	95.3
Parent	87.5	89.9	85.4	91.7	88.4	87.8	88.9	89.3	89.8	89.9
Student	80.7	82.8	84.3	83.8	86.7	84.2	83.1	83.0	83.4	83.3



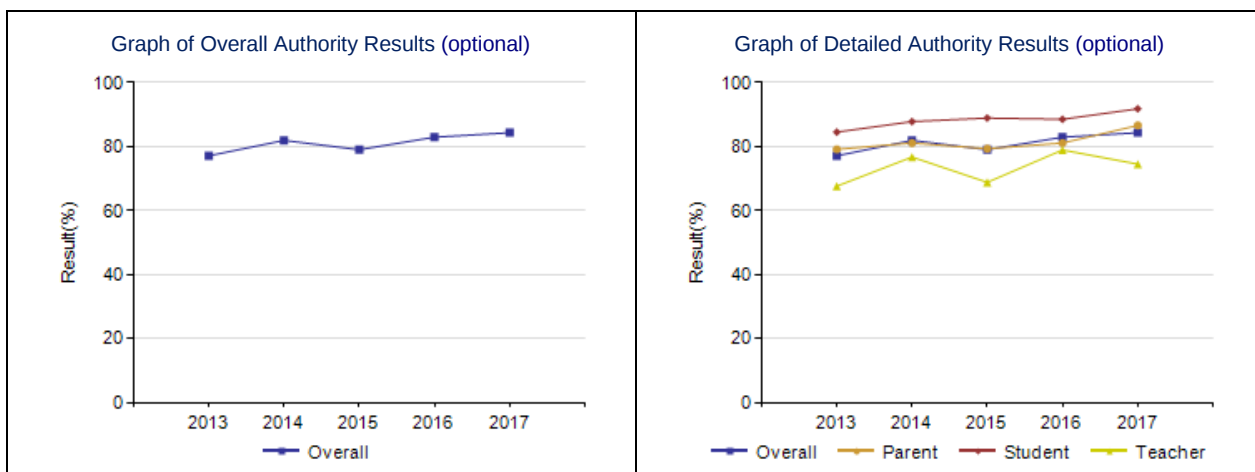
Notes:

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2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

School Improvement – Measure Details (OPTIONAL)

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

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	77.1	81.9	79.0	82.9	84.3	80.6	79.8	79.6	81.2	81.4
Teacher	67.6	76.7	68.8	78.9	74.5	80.9	81.3	79.8	82.3	82.2
Parent	79.1	81.1	79.3	81.1	86.6	77.9	77.0	78.5	79.7	80.8
Student	84.5	87.8	88.9	88.5	91.8	82.9	81.2	80.7	81.5	81.1



Notes:

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