

2022-23



# ASSURANCE FRAMEWORK

FORT MCMURRAY COMPOSITE HIGH SCHOOL



## School Context

Fort McMurray Composite High School (FMCHS) is Fort McMurray's oldest active high school and the only 7-12 school on Fort McMurray's south side and within the city's downtown core. Composite houses a population of 452 students distributed evenly between grades 7-12 and currently has 22 ATA and 20 Support Staff, a .6 librarian, and a full-time social worker. FMCHS was projected to have an enrollment of 380 students for this school year, but thanks to the hard work of the staff to tell our story, an increase of 72 students has occurred. While this has created unique stressors, such as larger classes in junior high, the staff is seeing the fruits of their work to show how great our school is. Thankfully, with the support of the division office, we added a new gr. 7-8 combined class and new teacher to alleviate the high numbers in the Jr. high.

FMCHS houses a full catalog of Academic courses as well as multiple division programs and specialized sheltered classes for our English Language Learners. FMCHS is a culturally diverse community that has students represented from over 30 different countries. Currently of the 452 students enrolled at FMCHS; 27% (123) are English Language Learners (ELL), 26% (118) are coded at the 40 or 50 levels, and 13% (63) identify as First Nations, Metis, or Inuit. Over the 2021-2022 school year FMCHS has seen a large influx of new Canadians (20 students) from Somali, Uganda, and Ethiopia; all of whom have limited to no formal schooling and are all learning in our ELL class.

Over the 2021-2022 school year we have had many fantastic projects and accolades as a school. Just to name a few; we revived a \$26,000 grant towards the completion of our outdoor learning space, we were recognized by the Martin Family Initiative: Aboriginal Youth Entrepreneurship Program for our reinstatement of their program, and the school was one of 2 schools in the city to be a recipient of the Mandela's Day Book Program that saw a donation of multicultural and Black history materials to our learning commons. We were excited to see the introduction of Esports as a new course offering for Jr. High and hope to expand in the 2022-23 school year. Finally, as a school and division, FMCHS partnered with artist, Garry Bertig to run an artist in residency program in which students worked with Mr. Bertig to design and create a large mural to highlight our multicultural school with a spotlight on First Nations, Metis, and Inuit teachings.

Fort McMurray Composite High Schools continues to share our story as a strong choice in education for grades 7-12. We are thriving as a medium-sized comprehensive community school that caters to students with diverse educational needs and backgrounds. The school preserves its rich history and continues to strive for academic success in a welcoming family environment. Our mission is to provide a strong emphasis on academics, citizenship, personal excellence, and lifelong learning. We are committed to this philosophy and always carry "Miner Pride" in our continuing effort for individual and school improvement.



## OUR GOALS

1. High-Quality Learning Opportunities for All
2. Excellence in Student Learning Outcomes
3. Supporting First Nations, Métis and Inuit Students
4. Highly Responsive and Responsible Jurisdiction

## ASSURANCE CYCLE

1. Explore - Analyze and Interpret
2. Develop - Identification of Problem, Strategy and Plan
3. Take Action - Implement and Adjust
4. Evaluate - Impact on Outcomes

## CURRENT STATE (EVIDENCE)

### STRENGTHS

Continual improvement as a safe and caring school from 82.3% (2019) to 89.3% (2021).  
 Significant increase in overall quality of education from 77.9% (2019) to 87.3% (2021).  
 Significant increase in overall school improvement from 57.9% (2019) to 81.7% (2021).

### AREAS FOR GROWTH

- Via Literably data and student academic results we can determine the Literacy and Comprehension will continue to be a goal for 2022-2023 school year with 68% of our grades 7-8 currently reading below grade level.
- Via the OurSchool survey and our own school survey, we can see that student mental health is a growing concern with 41% of respondents reporting moderate to high levels of anxiety, which is 15% higher than the Canadian average.

## LOCAL CONTEXT

- 452 Students (Growth of 72 over our projected enrollment of 380)
- 22 ATA and 20 CUPE Support Staff. (5 office admin, 3 instruction EA, 2 Mainstream EA, 8 Spec. Ed EA)
- 26.3% of student population coded 40 or 50.
- 26.7% of student population are English Language Learners.

## STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING FRIDAYS
  - o Each PLF will continue towards a school wide approach to embedding literacy in the class as a whole school approach and continued application of the CRM model. We will also make a focus on Mental health learning to assist both students and staff.
2. PHYSICAL RESOURCES
  - o Purchase of Jolly Phonics as well as other resources for our growing ELL population.
  - o Purchase of resources for sensory room.
  - o Purchase of Books for books study for student mental health.
3. HUMAN RESOURCES
  - o Continued support for the ELL program.
  - o Addition of 2nd Life Skills ATA Member.
  - o Re-introduction of Jr High K&E class.
4. BUDGET
  - o WeCollab.
  - o Invest in ELL learning materials.
  - o Spending to continue diverse option classes and broad literacy support.

## INDICATORS OF SUCCESS

### SHORT TERM

- Increase in literacy and fluency in student population.
- Reduction of students requesting help with Anxiety.
- Increased utilization of the WeCollab platform

### MOVING TO - DESIRED STATE

- Improvement in student achievement in both Diploma exams and Provincial achievement tests moving us nearer to the provincial average.
- Literably results demonstrating majority of students moving towards grade level.
- Decrease of students with self-reported levels of anxiety that mirror or are less than the Canadian Average.





**GROWTH AREA: Literacy** - Fort McMurray Composite High School utilizes the Collaborative Response Model, Literacy assessments and interventions for students to address gaps in literacy. However, with a large number of new ELL students and the academic gaps from the previous years, our results in literacy and reading comprehension levels remain low, with approx. 68% of our Jr. high population reading below level.

**ACTION FOR IMPROVEMENT: Literacy** - If time and resources were made available for staff to engage and provide intensive literacy support and students could receive effective and targeted interventions to improve literacy and reading comprehension and if the leadership team were able to invest in the needed staff and resources to support intensive literacy interventions, then we would expect to see an increase in student literacy, Reading comprehension, and overall academic success.



Moving From... <i>Current State</i>	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement <i>How?</i>	Short term success indicators (October) <i>Evidence of Improvement</i>	Moving To... (June) <i>Desired State "Audacious" 1-year goal</i>
<p>Composite is experiencing a high percentage of our student body that is currently below grade level for literacy and reading comprehension.</p> <p>Currently, there is an inconsistency with the implementation of the CRM for literacy interventions.</p>	<p>Literably Results. - 68% of grade 7 &amp; 8 students are reading below classroom-based.</p> <p>Students Achievement in classroom-based assessments as well as PAT &amp; Diploma results -reading comprehension - writing</p> <p>CRM meetings school-specific pyramid of interventions has been established for reading comprehension</p> <p>Classroom Visits.</p>	<p>There is a significant need for continued ELL support. - 26% of the school's population are English Language Learners.</p> <p>Current literacy interventions are making a positive impact. - Students in Jr. High who were identified as requiring targeted literacy interventions were reduced from 44 to 19.</p>	<p>Staff has identified that targeted interventions in literacy and reading comprehension have been making a positive impact. The focus will expand to broad classroom-based explicit instruction in the area of Literacy and reading comprehension for the benefit of all students.</p>	<p>All teachers will actively use CRM and PLF groups to improve literacy instruction in the classroom.</p> <p>Targeting literacy interventions will be continued and expanded through early literacy intervention.</p> <p>Literably and reading assessments to allow for a better understanding of student needs.</p>	<p>All teachers will have implemented at least literacy strategies into their daily instruction</p> <ul style="list-style-type: none"> <li>- reading wall</li> <li>- vocabulary development.</li> </ul> <p>All grade 7 and 8s will have completed the Literably assessment.</p> <p>All ELL students will be assessed to determine literacy level and needed interventions.</p> <p>PLF groups will have discussed a minimum of 5 literacy interventions that can be used in the classroom.</p>	<p>Literacy instruction is embedded in all classes.</p> <p>Students in all classes are moving towards grade level in literacy and reading comprehension.</p> <p>Diploma, PATs, and student assessments are improved.</p> <p>Every student has a clear understanding of their reading level and required needs.</p> <p>The staff has a solid repertoire of literacy strategies to enhance classroom instruction and reading comprehension strategies.</p>



**GROWTH AREA: Student Mental Health / Anxiety** - FMCHS has a full-time Social Worker and has offered PLF learning that directly deals with teenagers' brain development and mental health. We actively partner with community agencies (eg: MCA, SOS) to support wellness through mental health and community involvement; however, high levels of anxiety persist in our student population and are a continued area of concern.

**ACTION FOR IMPROVEMENT: Student Mental Health / Anxiety** - If time and resources were available for staff to receive professional learning and time to work within CRM to identify collaborate regarding students who exhibit high levels of anxiety, and if funds and time were made available to provide trained staff and outside agencies to intervene and support, THEN we would expect to see a reduction in self-reported levels of anxiety of students, and furthermore, a reduction of students who require more intense supports.

Moving From...	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement	Short term success indicators (October)	Moving To... (June)
<i>Current State</i>				<i>How?</i>	<i>Evidence of Improvement</i>	<i>Desired State</i> <i>"Audacious" 1-year goal</i>
<p>Anxiety among our students is high.</p> <p>Compounded trauma from several events over the past 5+ years has led to higher reports of anxiety:</p> <ul style="list-style-type: none"> <li>- 2016 wildfire</li> <li>- pandemic learning gaps</li> <li>- 2020 FM Flood</li> <li>- Economic Downturn</li> </ul> <p>There is a need to address classroom-based dysregulation.</p>	<p>Levels of students exhibiting Anxiety:</p> <p><u>OurSchool:</u></p> <ul style="list-style-type: none"> <li>- 41% of students stated that they are experiencing high levels of Anxiety, Compared to 26% Nationally.</li> <li><u>FMCHS-based survey:</u> - 21% of students are always anxious at school.</li> <li>- 38% of students stated moderate levels of depression, compared to 24% Nationally.</li> </ul> <p>a high number of Counselor/Social Worker referrals for psycho-social supports related to anxiety.</p> <p>Parent-reported student anxiety.</p>	<p>If students do not feel emotionally safe, they are not in a state of readiness for learning.</p> <p>Conflict resolution and regulation need to be an active process in the classroom and school culture to provide a safe and caring foundation for learning.</p>	<p>Direct and interactive instruction needs to take place surrounding regulation, conflict resolution, appropriate use of social media, diversity, and inclusion.</p> <p>Providing opportunities for appropriate social connections will support School Culture and support safe and caring environments for learning to improve.</p>	<p>Staff will engage in dedicated PLF time to focus on identifying and supporting students in managing anxiety and classroom-based regulation strategies (from the Division Mental Health Menu).</p> <p>CRM bi-weekly will focus on student wellness and mental health.</p>	<p>All staff will know where to get help for students exhibiting higher levels of anxiety.</p> <p>Staff will be able to recognize the effects of higher levels of anxiety on student learning.</p> <p>Temperature checks on progress - Sem 1 survey will give an indication of levels of anxiety within the student body for a progress measure. A reduction in self-reported anxiety levels will be evident.</p>	<p>Mental health strategies will be embedded into all classes and staff will be equipped to better identify anxiety in students.</p> <p>Students are reporting a lower prevalence of anxiety.</p> <p>Community Partners (MCA, SOS, CHMA, etc...) are active and present in the school community.</p> <p>CRM and PLF is effectively supporting staff to assist students with dysregulation and make connections for mental health supports. .</p>

Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Fort McMurray Comp High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.3	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	80.3	80.3	78.4	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	72.9	81.0	64.4	83.4	80.3	79.6	Low	Maintained	Issue
	5-year High School Completion	80.9	82.2	80.3	86.2	85.3	84.8	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a	41.5	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	4.5	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	65.6	n/a	n/a	83.6	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	9.3	n/a	n/a	24.1	n/a	n/a	n/a	
Teaching & Leading	Education Quality	87.3	82.3	83.4	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.8	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	84.1	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	74.8	73.4	75.5	79.5	81.8	81.4	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. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
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 (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
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, Social Studies 30-2.

**Supplemental Alberta Education Assurance Measures - Overall Summary**

Measure	Fort McMurray Comp High School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	40.5	27.9	n/a	56.6	56.4	n/a	n/a	n/a
Drop Out Rate	2.7	7.1	4.1	2.6	2.7	2.6	Very High	Maintained	Excellent
Program of Studies	76.8	67.6	66.9	81.9	82.4	82.1	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	51.7	53.7	46.5	68.0	66.6	64.9	Low	Maintained	Issue
Safe and Caring	89.3	87.1	85.3	90.0	89.4	89.1	n/a	n/a	n/a
School Improvement	81.7	75.3	69.3	81.4	81.5	81.0	n/a	n/a	n/a
Transition Rate (6 yr)	41.6	50.2	43.9	60.0	60.3	59.5	Low	Maintained	Issue
Work Preparation	84.3	71.3	84.2	85.7	84.1	83.2	n/a	n/a	n/a

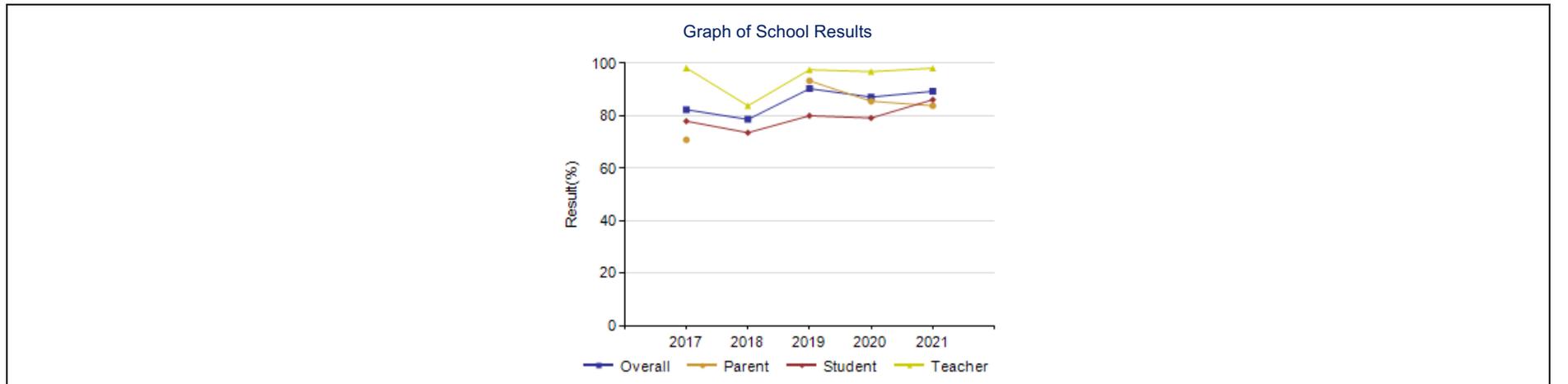
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Only supplemental measures with Achievement standards are included in the Supplemental AEAMs – Overall Summary.
3. Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
4. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

**Safe and Caring – Measure Details**

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

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		2017		2018		2019		2020		2021				
Overall	361	82.3	261	78.6	301	90.3	149	87.1	156	89.3	n/a	n/a	n/a	2,986	90.6	2,845	89.9	3,332	91.3	2,670	92.6	2,579	92.0	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	18	70.8	5	*	9	93.3	11	85.5	14	83.8	n/a	n/a	n/a	279	90.8	243	90.2	310	92.1	309	94.6	335	91.4	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	320	77.9	245	73.5	276	80.0	119	79.1	121	86.1	n/a	n/a	n/a	2,438	83.5	2,350	84.5	2,754	85.1	2,067	85.3	1,930	87.0	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	23	98.2	16	83.8	16	97.5	19	96.8	21	98.1	n/a	n/a	n/a	269	97.5	252	95.1	268	96.9	294	97.9	314	97.7	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4



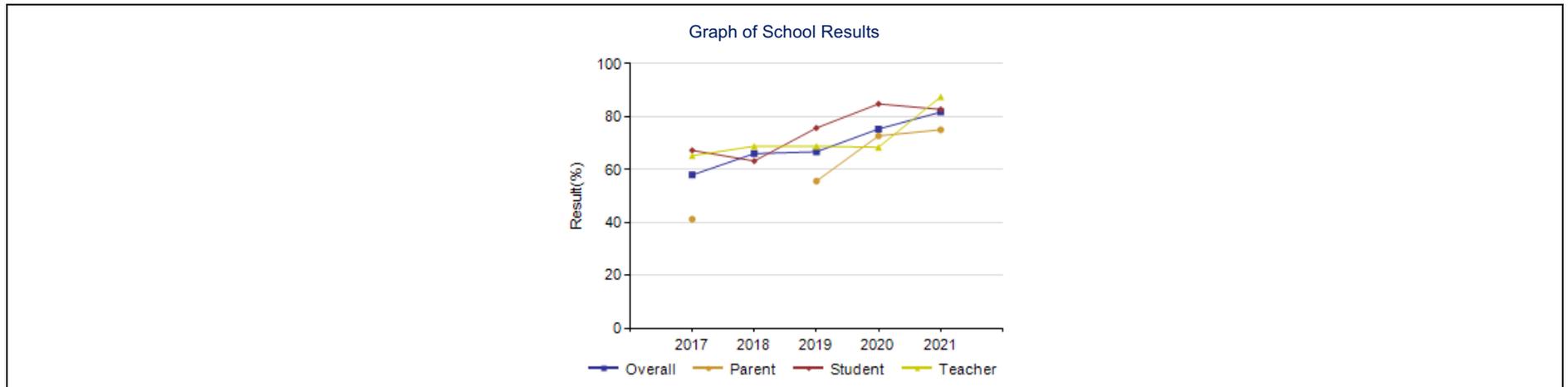
Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

**School Improvement – Measure Details**

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

	School										Measure Evaluation			Authority										Province														
	2017		2018		2019		2020		2021		2017			2018			2019			2020			2021			2017		2018		2019		2020		2021				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	360	57.9	261	66.0	301	66.7	149	75.3	148	81.7	n/a	n/a	n/a	2,972	82.4	2,823	81.6	3,320	83.3	2,657	86.8	2,511	85.5	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4					
Parent	17	41.2	4	*	9	55.6	11	72.7	12	75.0	n/a	n/a	n/a	272	79.0	230	78.3	303	80.5	299	86.0	303	83.5	31,845	80.8	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7					
Student	320	67.2	245	63.2	276	75.7	119	84.8	120	82.7	n/a	n/a	n/a	2,437	82.8	2,346	83.8	2,753	83.5	2,065	85.8	1,918	86.1	234,964	81.1	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1					
Teacher	23	65.2	16	68.8	16	68.8	19	68.4	16	87.5	n/a	n/a	n/a	263	85.2	247	82.6	264	86.0	293	88.7	290	86.9	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4					



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

# Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 1845 Fort McMurray Composite High School (ESL)

Assurance Domain	Measure	Fort McMurray Comp High School (ESL)			Alberta (ESL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	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
	3-year High School Completion	81.8	80.7	66.6	78.7	74.1	75.0	Intermediate	Maintained	Acceptable
	5-year High School Completion	92.9	91.7	95.8	86.9	85.0	84.9	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	24.7	n/a	n/a	69.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	2.9	n/a	n/a	16.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	60.8	n/a	n/a	73.2	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	6.9	n/a	n/a	16.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
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 (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
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 Examinations for each course. Courses included:

# Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 1845 Fort McMurray Composite High School (FNMI)

Assurance Domain	Measure	Fort McMurray Comp High School (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
Student Growth and Achievement	Student Learning Engagement	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
	3-year High School Completion	57.1	72.7	58.4	62.0	55.9	55.6	Very Low	Maintained	Concern
	5-year High School Completion	56.5	100.0	82.5	68.1	65.0	63.4	Very Low	Declined	Concern
	PAT: Acceptable	n/a	n/a	29.4	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	0.0	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	66.7	n/a	n/a	77.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	6.7	n/a	n/a	11.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
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 (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
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:



## Report on Student Outcomes and School Climate OurSCHOOL Secondary School Survey (8694)

### OurSCHOOL Fort McMurray Composite High School Highlights

Your version of the **OurSCHOOL** student survey measures 34 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 213 students in this school that participated in the survey between 14 Mar. 2022 and 30 Mar. 2022. The number of students by grade level is:

- |            |    |            |    |
|------------|----|------------|----|
| • grade 7: | 54 | • grade10: | 53 |
| • grade 8: | 40 | • grade11: | 35 |
| • grade 9: | 6  | • grade12: | 25 |

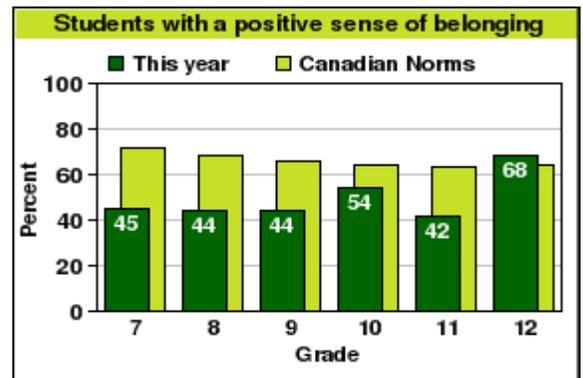
The bar charts show the results by grade for grades with at least 5 students. These are compared with Canadian norms, which are based on last year's results for all students using the OurSCHOOL survey at the grade levels found in this school. For details on the survey see [www.thelearningbar.com](http://www.thelearningbar.com).

## Social-Emotional Outcomes

### Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

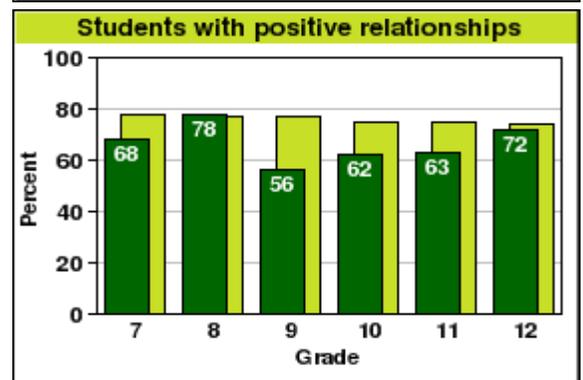
- 49% of students in this school had a high sense of belonging; the Canadian norm for these grades is 66%.
- 51% of the girls and 53% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 62% and for boys is 71%.



### Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

- In this school, 68% of students had positive relationships; the Canadian norm for these grades is 76%.
- 74% of the girls and 65% of the boys in this school had positive relationships. The Canadian norm for girls is 78% and for boys is 74%.



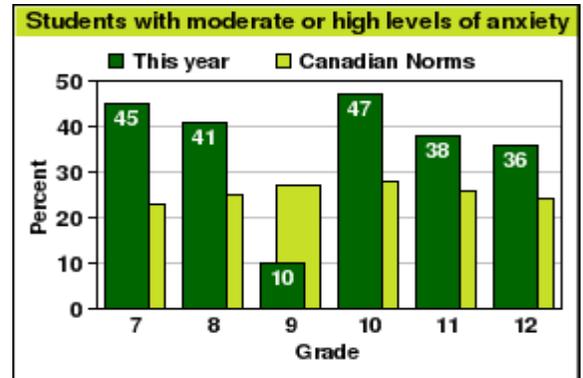


## Social-Emotional Outcomes

### Students with moderate or high levels of anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

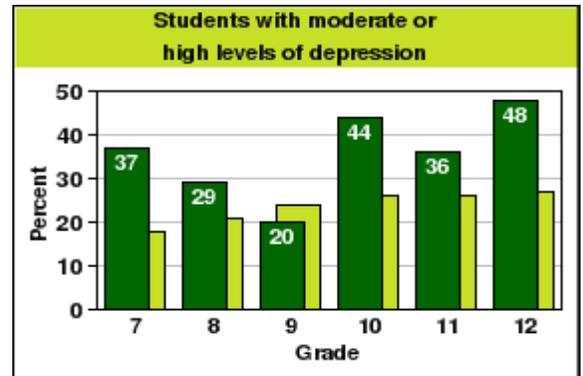
- 41% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 26%.
- 47% of the girls and 30% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 35% and for boys is 16%.



### Students with moderate or high levels of depression

Students who have prolonged periods when they feel sad, discouraged, and inadequate.

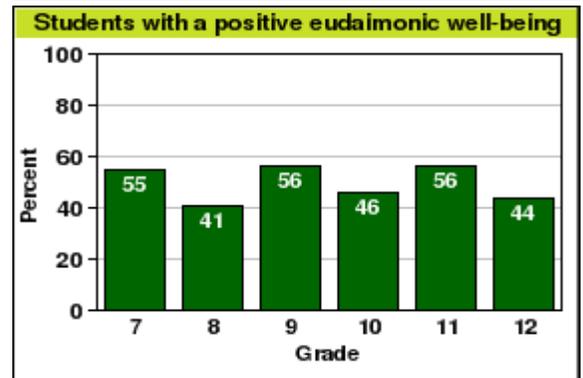
- 38% of students in this school had moderate to high levels of depression; the Canadian norm for these grades is 24%.
- 49% of the girls and 23% of the boys in this school had moderate to high levels of depression. The Canadian norm for girls is 31% and for boys is 16%.



### Students with a positive eudaimonic well-being

Students with positive eudaimonia pursue personally expressive goals and have a sense of purpose in their life.

- 49% of students in this school had positive eudaimonia.
- 48% of the girls and 55% of the boys in this school had positive eudaimonia.



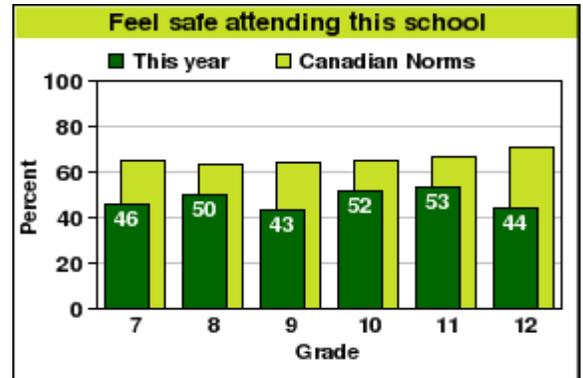


## DRIVERS of Student Outcomes

### Feel safe attending this school

Students who feel safe at school as well as going to and from school.

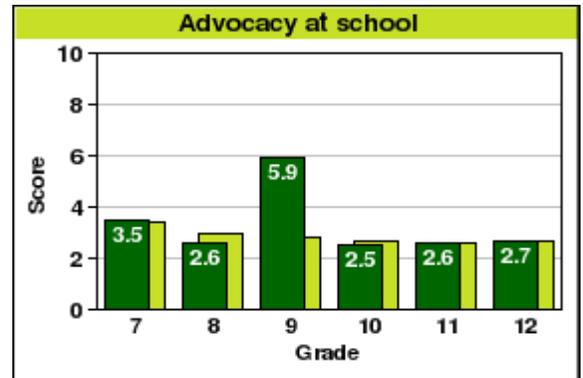
- 49% of students felt safe attending the school; the Canadian norm for these grades is 66%.
- 50% of the girls and 51% of the boys felt safe attending the school. The Canadian norm for girls is 64% and for boys is 67%.



### Advocacy at school

Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.

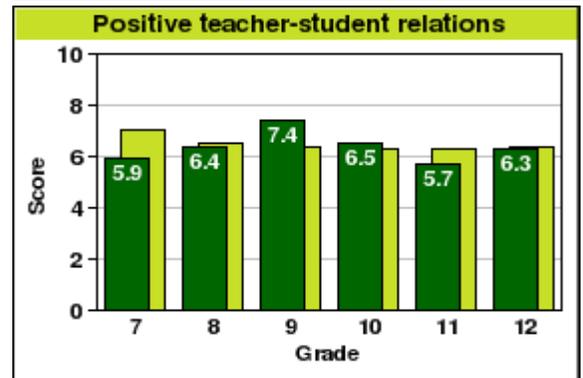
- In this school, students rated advocacy at school 2.9 out of 10; the Canadian norm for these grades is 2.9.
- In this school, advocacy at school was rated 3.2 out of 10 by girls and 2.8 out of 10 by boys. The Canadian norm for girls is 2.7 and for boys is 3.1.



### Positive teacher-student relations

Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this school, positive teacher-student relations were rated 6.2 out of 10; the Canadian norm for these grades is 6.5.
- In this school, positive teacher-student relations were rated 6 out of 10 by girls and 6.6 out of 10 by boys. The Canadian norm for girls is 6.4 and for boys is 6.5.

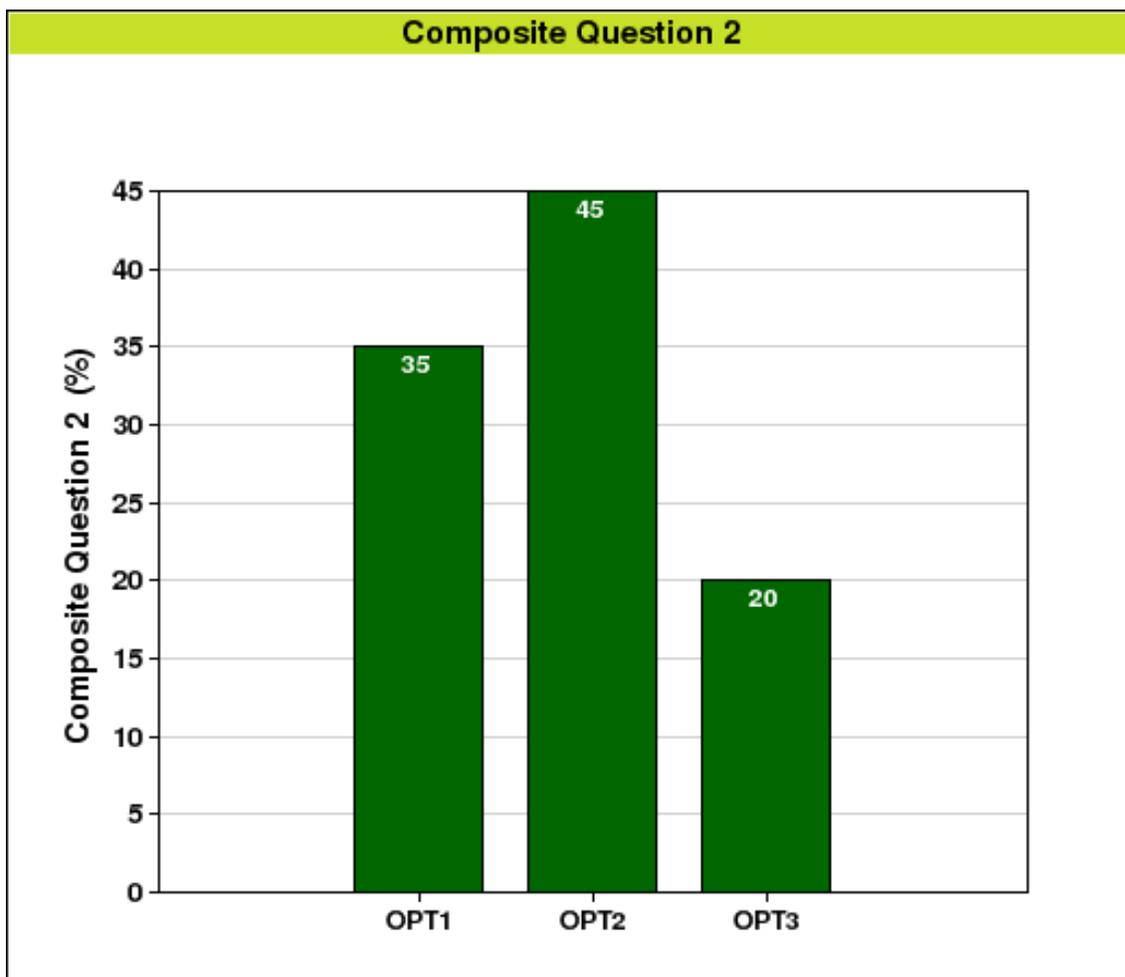




## Multiple Choice Question

Students were asked: "How Connected are you with the Composite High School. (Do you have freinds here and do you feel like you can talk to the staff.)"

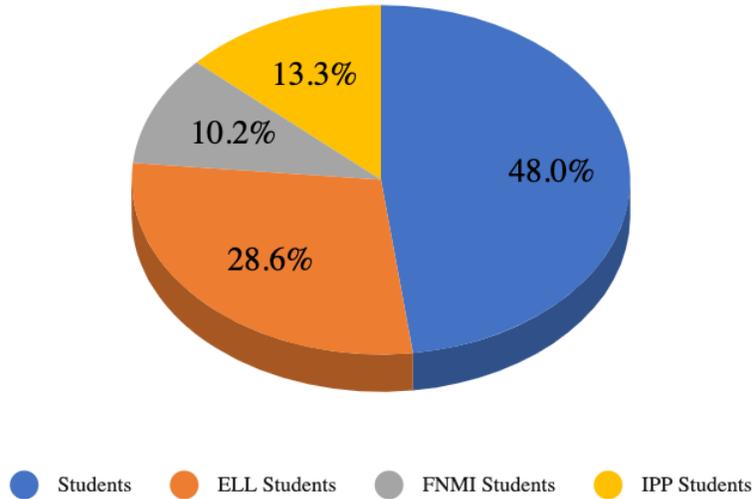
- Always (OPT1)
- Sometimes (OPT2)
- It Needs work. (OPT3)



**Literably Data  
Fort McMurray Composite High School  
2022**

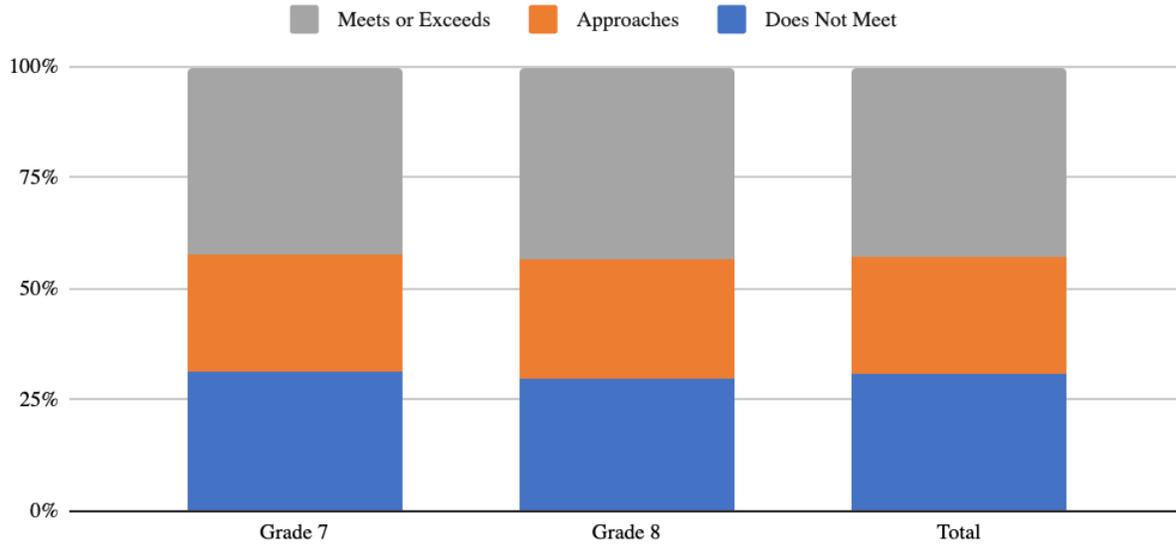
<b>Jr High Literably Participants</b>	
Students	47
ELL Students	28
FNMI Students	10
IPP Students	13

**Jr High Literably Participants**

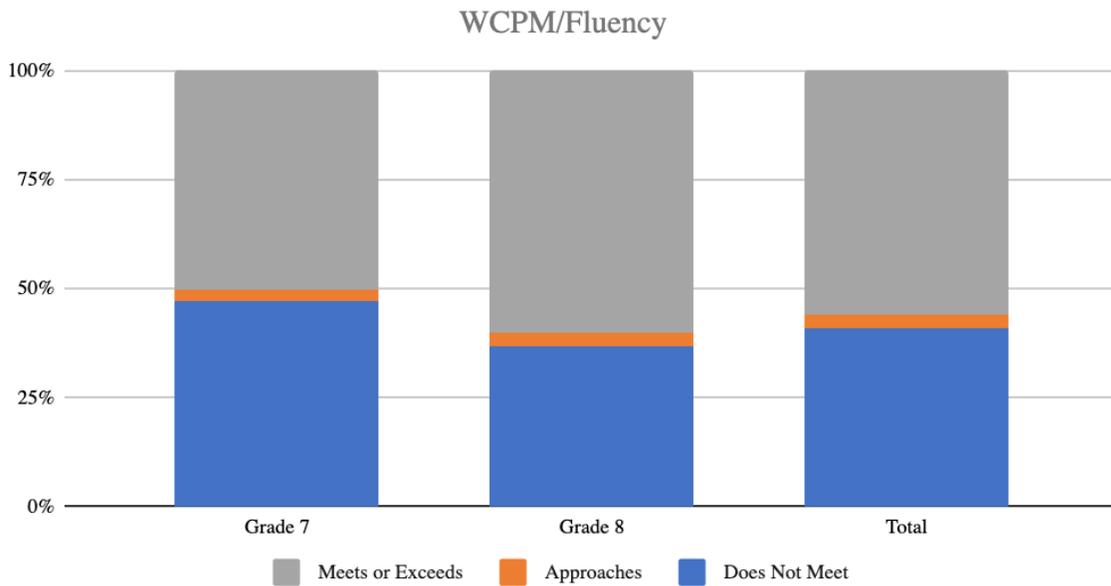


<b>Instructional Reading Level</b>			
	Grade 7	Grade 8	Total
Does Not Meet	12	18	30
Approaches	10	16	26
Meets or Exceeds	16	26	42

## Instructional Reading Level



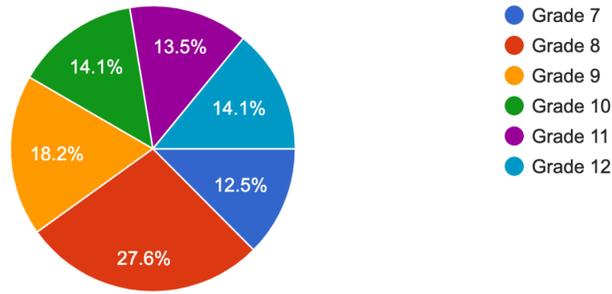
WCPM/Fluency			
	Grade 7	Grade 8	Total
Does Not Meet	18	22	40
Approaches	1	2	3
Meets or Exceeds	19	36	55



# Fort McMurray Composite High School Student Survey Results April 2022

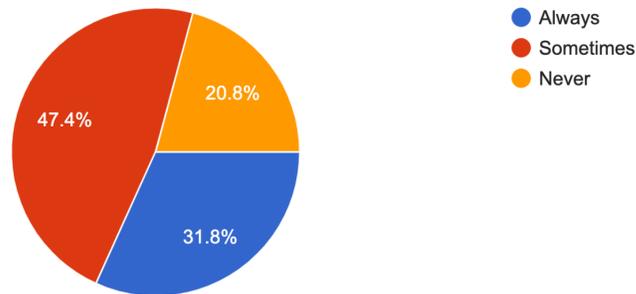
What Grade are you in?

192 responses



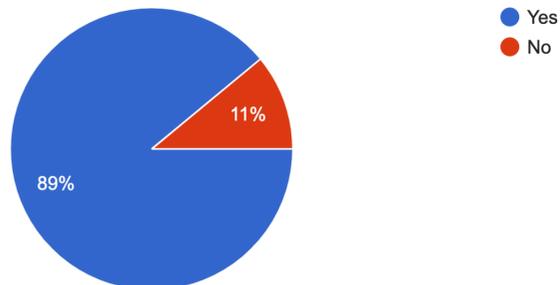
Do you have a member of Staff here at Composite that you can go to if you have an issue?

192 responses

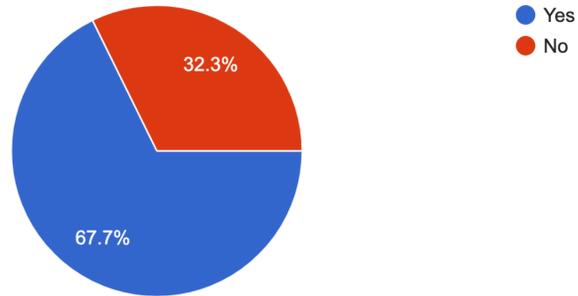


Do you have a group of friends here at Composite High School.

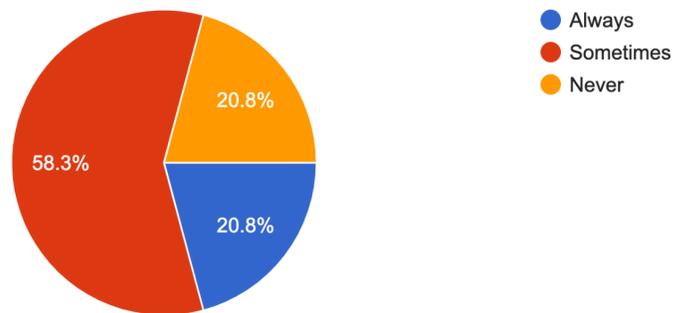
191 responses



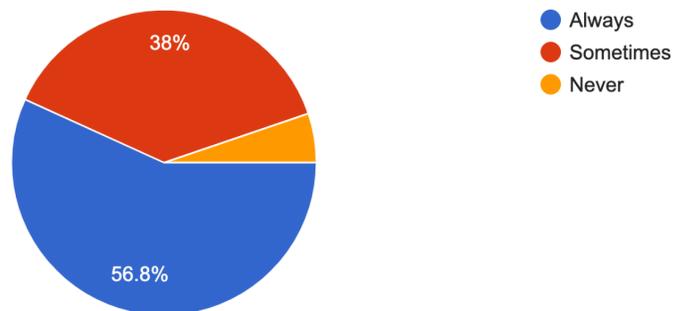
Do you feel motivated to do well at school.  
192 responses



Do you feel Anxious at School?  
192 responses

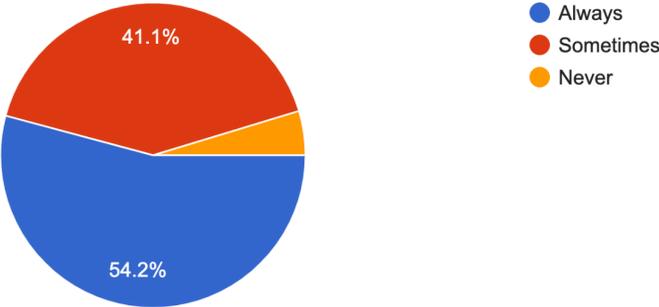


Do you feel safe at Composite High School?  
192 responses



Do you feel the staff at Composite work hard to help students succeed.

192 responses



Do you feel connected to Composite High School.

191 responses

