



Assurance Model for FMCHS
Principal D. Tulk and VP. C. Dumaresque
Fall 2022



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 & 8 students are reading below classroom-based.</p> <p>Students Achievement in classroom-based assessments as well as PAT & 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"> - reading wall - vocabulary development. <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"> - 2016 wildfire - pandemic learning gaps - 2020 FM Flood - Economic Downturn <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"> - 41% of students stated that they are experiencing high levels of Anxiety, Compared to 26% Nationally. <u>FMCHS-based survey:</u> - 21% of students are always anxious at school. - 38% of students stated moderate levels of depression, compared to 24% Nationally. <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>

Fort McMurray Composite High School School Context

Fort McMurray Composite High School (FMCHS) is the city's only south side High School and houses students from grades 7-12. FMCHS currently has a student population of 480 students which is up from 425 in the fall of 2021. These students are relatively evenly distributed between grades 7 and 12, with a slightly higher population density in grades 7-9. At present, FMCHS has 24 ATA staff and 22 Support staff. The school also has a .6 librarian and a full-time Mental Health Social Worker.

In conjunction with a full slate of academic classes, FMCHS is also pleased to house both VIP Jr. and Sr. Classes, Grade 7-9 Inclusive learning classes, and a sheltered English Language Learners Program for grades 7-12 as well as the Division Life Skills program, which was expanded for the 2022-23 school year to include an extra classroom and an additional full-time ATA.

As we emerge from the pandemic, FMCHS has made a concerted effort to bring student life back to the students. We are pleased to have worked with the RMWB and others to build our inclusive outdoor learning space. As well, we have made considerable strides with the addition of eSports, computer science, and the reintroduction of robotics in the school. We are also pleased to have added an afterschool music program to the school and to have reintroduced the jazz band for high school back into the curriculum.

The school has put a concerted effort into growing the school community with the continuation of the breakfast program and peer tutoring. We are also excited to offer a plethora of new clubs and activities for students such as bi-weekly open mics, Math club, green scene, multi-cultural club, anima club, crochet club, fashion club, art club, etc...

While some school challenges still exist, FMCHS pushes forward to assist and help students find personal and academic success. We preserve a high quality of education for all students in a welcoming and family environment. Our mission is to provide a strong emphasis on citizenship, personal excellence, and a thirst for lifelong learning. We are committed to living by this philosophy and continue to always carry "Miner Pride" in our ongoing pursuit of individual, academic, 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

- 480 Students (Continuing to see high growth in student population)
- 24 ATA and 20 CUPE Support Staff. (5 office admin, 3 instruction EA, 2 Mainstream EA, 8 Spec. Ed EA)
- 24.1% of student population coded 40 or 50.
- 23.1% of student population are English Language Learners.
- 16% of student population are First Nation, Metis or Inuit.

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. So far for 2022-23 we have made connections towards becoming a rainbow space and held PD with North Reach on being an inclusive to 2SLGBTQ+ Students.
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 inclusive support classes
 - o Expansion of the connection with the MCA and YMCA Settlement Services team.
4. BUDGET
 - o WeCollab. (Not continuing for 2022-23)
 - o Invest in ELL learning materials.
 - o Spending to continue diverse option classes and broad literacy support.
 - o Invest in Computer Science and ESports materials.

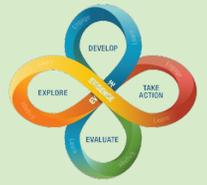
INDICATORS OF SUCCESS

SHORT TERM

- Increase in literacy and fluency in student population.
- Reduction of students requesting help with Anxiety.

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.



OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS



480 STUDENTS

23.1% English Language Learners
16 % First Nations, Métis, Inuit
24.1% Severe Disabilities



46 STAFF

24 ATA Employees
22 CUPE Employees



PARENTS

55.6% of parents are satisfied in their involvement in decisions about their student's education

RESPONDENTS 164

126 Students 17 Teachers 21 Parents

STAKEHOLDER FEEDBACK

- 82.5% of stakeholders responded that FMCHS provides a safe and caring school environment.
- 78.4% of stakeholders indicate that FMCHS offers overall education quality.
- 65.6% of stakeholders feel that parents have a voice in their children's education.

IMPROVEMENT AREAS

- ⬆ Improve the 3 year high school completion rate. (up 15% and 5% above province)
- ⬆ Increase School culture - Ongoing. But results down 9%
- ⬆ Decrease dropout rate (From 2.7 to 0.5) and 1.9% better than provincial average.

PROGRAM PRIORITIES

- ✓ Increase student literacy through targeted and literacy interventions.
- ✓ Grow school culture through relationship building and extra curricular activities.
- ✓ Improve the mental health of students and staff through MH awareness interventions, PD, and school culture development.

2021-2022 SCHOOL REPORT CARD

Below are the results of the NEW Alberta Education Assurance Measure completed by our school's parents, students, and staff.

STUDENT LEARNING AND ENGAGEMENT

2021-2022 School Result - 82.5%
2020-2021 School Result - 84.3%
2021-2022 Provincial Result -85.1_%

CITIZENSHIP

2021-2022 School Result - 69.6%
2020-2021 School Result - 80.3%
2021-2022 Provincial Result -81.4_%

3 YEAR HIGH SCHOOL COMPLETION

2021-2022 School Result - 87.9%
2020-2021 School Result - 72.9_%
2021-2022 Provincial Result - 83.2%

5 YEAR HIGH SCHOOL COMPLETION

2021-2022 School Result - 93.9%
2020-2021 School Result - 80.9%
2021-2022 Provincial Result - 87.1%

EDUCATION QUALITY

2021-2022 School Result - 78.4%
2020-2021 School Result - 87.3%
2021-2022 Provincial Result - 89.0%

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

2021-2022 School Result - 79.5%
2020-2021 School Result - 87.3%
2021-2022 Provincial Result - 89.0%

PARENTAL INVOLVEMENT

2021-2022 School Result - 65.3%
2020-2021 School Result - 74.8%
2021-2022 Provincial Result - 78.8%

ACCESS TO SUPPORT AND SERVICES

2021-2022 School Result - 71.5%
2020-2021 School Result - 84.1_%
2021-2022 Provincial Result - 81.6_%

In developing our 2022-23 School Plan, the school team explored our student results, school culture, Literably data, AEA results, and our own school-administered surveys. This has been assisted by the discussions and team feedback during our weekly collaborative response and Student Service / Admin meetings. We also built on information attained from Parent wrap-around meetings as well as discussions with the PAC (Principal's Advisory Council).

From these sources, we were able to ascertain that our focus of the 2022-23 school year would revolve around increasing student literacy and helping students and staff navigate the negative mental health ramifications that came as a result and in conjunction with the Covid-19 pandemic.

The data that led to our goal to increase literacy stated that just over 50% of our Jr. High students were not meeting academic grade levels for literacy comprehension and fluency. We were hoping to have this data corroborated by the 2021-22 Grade 9 PAT results, however provincial inconsistencies with security led to this data being compromised. Nevertheless, we can determine that interrupted education over the pandemic had a negative influence on students' learning.

In planning for the second goal based on mental health support and anxiety in our student population both the "Our School" and our own in-house survey indicated that FMCHS students were experiencing high levels of anxiety, and depression, and were struggling to find a sense of belonging and positive relationships. All of these results differ from the Canadian average and demonstrate that this was an area of concern for our students at FMCHS.

In order to attempt to address these issues, the FMCHS team has continued and implemented multiple strategies such as; School-wide literacy strategies, Tutoring interventions, learning support classes, and collaborative response time allocation.

As a team, we have learned that academics were negatively impacted during the previous years and this will continue to be an area of growth for the school as we endeavor to assist our students in their literacy acquisition and fill academic gaps that were incurred during the pandemic.

Our focus during the Professional Learning Fridays was to build on the school culture and community to get students more engaged and feeling to be part of the school community and literacy interventions. PLFs would consist of CRM team meetings to discuss literacy and

academics in the class as well as Mental health learning on how to identify and support student needs in the school and at large.

Our PLF also partook in 3 book studies that target the needs of our students. These included:

- *Brown, Brene. Dare to Lead. Vermilion, 2018.*
- Hewson, K., Hewson, L., & Parsons, J. (2015). *Envisioning a collaborative response model: Beliefs, structures, and processes to transform how we respond to the needs of students.* Edmonton, AB: Jigsaw Learning Inc.
- *Tovani, Cris. Why Do I Have to Read This? Portland, Me. : Stenhouse Publishers, 2000.*

Each staff group did a book study on the book of their choosing in relation to our goals for the 2021-22 school year. At multiple times during the school year, each group would lead a section of PLF learning to disseminate their group learning to the entire staff.

The provincial results for ESL show that students still struggle to achieve the standard of excellence on PATs and Diplomas. However, we are consistently growing in the number of ESL students achieving high school graduation. In the 2021-22 school year this was 92.9%, which is 12.4% above the provincial average and 11.1% better than last year, which was still 3% higher than the provincial average. The dropout rate for FMCHS is lower than the provincial average.

Currently, FMCHS is seeing a large influx of ESL students from out of the Country and very limited English skills. At the writing of this summary, 111 students are coded ELL which accounts for 23.1% of our student body. On Nov 10, 2022 we had 3 intake meetings for 6 new students from Eritrea, Lebanon, and South America, ranging from ages 12-18 with limited English skills.

The provincial data for First Nations, Metis, and Inuit students at FMCHS indicate that our students score below the provincial average for PATs and Diplomas. However,

we are pleased to indicate that our graduation rates for both 3 and 5-year high school completion rates are 75% and 91.7% respectively, which is above the provincial average of 59.5% and 68%. We are also happy to state that Rutherford Scholarship Eligibility is up 26.7% to 66.7% and 25.2% higher than the provincial average. FMCHS is also proud to state a 0% dropout rate compared to the 4.9% provincial average.

For the 2022-23 school year, we will continue to work on our goal to improve rates for student literacy, specifically in supporting our students in improving their fluency and comprehension. This will be accomplished by expanding literacy data to include grade 9, additionally, blanket literacy supports in all classes that will be vetted and expanded during PLFs. We have also added a learning support class for Jr. High to assist students needing assistance when they are missing assignments and literacy support.

Our second goal is to focus on the levels of anxiety and mental health impacts. We have seen a large increase in student anxiety that seems to be a direct result of the trauma from the fire, flood, economic downturn, and covid-19 pandemic. We are seeing that 41% are experiencing higher levels of anxiety as opposed to 26% for the national average. To accomplish this goal we have made a concerted effort to increase extra-curricular activities in the school to build relationships. We are also building with the regulated classroom training and working with community partners such as Some Other Solutions, North Reach, Pride YMM, the YMCA, and the Multicultural Association to bring programs into the school and to host PD during our professional learning Friday (PLF) to build skills and learning for the staff.

DATA ANALYSIS (June 2021)

2020-2021 School Year:

- School results from AERR, Our School, and Literably.
- Composite has seen an decrease in parent and community engagement.

SCHOOL FOCUS (Sept 2021)

School Goals 2021-2022

- School Culture and Parent Involvement.
- Literacy.
- Mental health

DATA ANALYSIS (June 2022)

Year End Reflections

2021-2022 Fort McMurray Composite High School Professional Learning Planning Cycle

DISTRICT GOAL

Excellence in Student Learning Outcomes

- LITERACY
- NUMERACY

First Nations, Métis, Inuit

- Final Exam Prep.
- CRM wrap up and transition collaboration.
- Dealing with Exam Stress

- Goal Reflection Groups.
- CRM, Literacy, School Culutre.
- Mental Health Stigma
- 4 Seasons (Mod 8. 9. And test)

- Book Study Presentations
- CRM groups.
- Understanding Stress in Teens.

- School Culture for 2022-23. What worked, what needs improvement and where does it go next year.
- 4 Season (Mod 6 and 7)
- CRM groups.
- 2SLGBTQ+ with North Reach

- School Growth Plan / Assurance Model.
- Review of Semester 2 ELL benchmarks.
- CRM groups.
- Book Study

- 4 seasons (Mod 4-5)
- Convention Learning / Sharing Groups.
- CRM
- Some Other Solutions Presentation

- What is the PLF and How does the new format work.
- Recap of CRM.
- Literacy in all aspects of the school.

- Elder Protocols and the medicine wheel.
- What is School Culture and how do we identify it and grow it.
- CRM groups/
- Growth of the Adolescent Brain

- How to read an IPP, Psych Assessment, and ELL benchmark.
- IPP best practises.
- School Culture Working Groups.

- WeCollab Presentation by Jigsaw on CRM.
- 4 Seasons of Reconciliation intro and Mod 1.
- Book Study Groups

- Book Study Groups.
- CRM groups
- Exam Collaboration
- Test Anxiety

- Revisit School Culture working groups.
- 4 seasons of reconciliation mod 2 and 2.
- Suciide in Adolescents.

- Semester 2 students at risk CRM.
- Literacy in the classroom
- CRM
- Book Study
- The Teen Brain

- ✓ Fostering Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Embodying Visionary Leadership
- ✓ Leading a Learning Community
- ✓ Providing Instructional Leadership
- ✓ Supporting the Application of Foundational Knowledge about FNMI
- ✓ Developing Leadership Capacity
- ✓ Managing School Operations and Resources
- ✓ Understanding and Responding to the Larger Societal Context

- ✓ Fostering Effective Relationships
- ✓ Engaging in Career-Long Learning
- ✓ Demonstrating a Professional Body of Knowledge
- ✓ Establishing Inclusive Learning Environments
- ✓ Applying Foundational Knowledge about First Nations, Métis, and Inuit
- ✓ Adhering to Legal Frameworks and Policies



Required Alberta Education Assurance Measures - Overall Summary Fall 2022

School: 1845 Fort McMurray Composite High School

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	82.5	84.3	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	69.6	80.3	81.0	81.4	83.2	83.1	Low	Declined Significantly	Concern
	3-year High School Completion	87.9	72.9	70.0	83.2	83.4	81.1	High	Improved Significantly	Good
	5-year High School Completion	93.9	80.9	81.8	87.1	86.2	85.6	Very High	Improved Significantly	Excellent
	PAT: Acceptable	43.4	n/a	35.6	67.3	n/a	73.8	n/a	n/a	n/a
Teaching & Leading	PAT: Excellence	5.6	n/a	2.5	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	47.4	n/a	68.2	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	3.2	n/a	6.5	18.2	n/a	24.0	n/a	n/a	n/a
	Education Quality	78.4	87.3	83.9	89.0	89.6	90.3	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.5	86.8	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	71.5	84.1	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	65.3	74.8	78.9	78.8	79.5	81.5	Very Low	Declined	Concern

LiterablyAssessment Data as of Nov 2022

NOV 22	Number Total #	Fluency Below Grade Level #	Comprehension Below Grade Level #	Below Grade Level #
Grade 7	43	25	18	30
Grade 8	52	30	16	37
Grade 9	58	18	12	29

ESL Results:

Fall 2022

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	92.9	81.8	72.7	78.5	78.7	76.0	Very High	Improved	Excellent
	5-year High School Completion	91.0	92.9	94.9	86.1	86.9	85.9	High	Maintained	Good
	PAT: Acceptable	38.3	n/a	6.7	65.8	n/a	70.2	n/a	n/a	n/a
	PAT: Excellence	3.3	n/a	0.0	15.2	n/a	16.4	n/a	n/a	n/a
	Diploma: Acceptable	42.9	n/a	70.7	59.0	n/a	72.5	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	0.0	n/a	8.0	10.8	n/a	15.3	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
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:

FNMI Results:

Required Alberta Education Assurance Measures - Overall Summary Fall 2022

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	75.0	57.1	54.4	59.5	62.0	58.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	91.7	56.5	77.3	68.0	68.1	65.8	High	Maintained	Good
	PAT: Acceptable	29.2	n/a	18.2	46.4	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	0.0	n/a	0.0	6.4	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	*	n/a	66.7	68.7	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	*	n/a	6.7	8.5	n/a	11.4	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: