



**Fort
Vermilion**
SCHOOL DIVISION

2024-2027

Three-Year Education Plan

2023-2024

Annual Education Results Report

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Accountability Statements



Statement for the EDUCATION PLAN

The **Education Plan for Fort Vermilion School Division commencing September 1, 2024** was prepared under the direction of the **Board of Trustees** in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*.

This plan was developed in the context of the provincial government's business and fiscal plans. The **Board** has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

This 2024-2027 Education Plan was approved by the Board on May 22, 2024.

Statement for the ANNUAL EDUCATION RESULTS REPORT

The **Annual Education Results Report for Fort Vermilion School Division for the 2023-2024 school year** was prepared under the direction of the **Board of Trustees** in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*.

The **Board** is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2023-2024 was approved by the Board on November 27, 2024.

Original Signed

Marc Beland, Board Chair
Fort Vermilion School Division

Introduction to Assurance



4,130

Students in
ECS - Grade 12



1,051

Self-Identified
Indigenous
Students



870

English
Language
Learners



2,277

Students
Transported
Daily



10+

Unique
Cultural
Groups



602

Employees



16

Schools

How do educators know and how can parents know that their child is **SUCCESSFUL**?

FVSD aims to provide learning opportunities for students that will enable every student to be successful. However, this **does not mean that success will be achieved in every avenue of learning.** Failure can be something to learn from as well!

MISSION STATEMENT:

*Our Children, Our Students, Our Future:
Moving the Dial on Every Child*

What our mission statement means is that as an educational system we need to provide opportunities for students that will enable success in meaningful ways.

For example, a student may struggle with mathematics but experience great success as an artist. Therefore, we need to know the student, to know that this student will need opportunities to express their knowledge in an artistic way. The student in this example should be building confidence and a sense of achievement in areas where the student can excel.

As you read this education plan, you will be able to identify how FVSD as a system, along with the endeavors of each local school, provide meaningful, success-based learning opportunities. By delving into local school plans or this system Three-Year Education Plan, you will note that success is not specific to a grade or age grouping. A success-based model can be established and lived at all levels of the K-12 system.

This plan and the results that will come a year from now will attempt to provide the learner and parents the **ASSURANCE** that learning and success has taken place. The measurement tools selected are indicators of student success and valuable tools to assess the path forward. The conversation, collaboration and engagement of students and parents at both the system and local school level will assist in providing an assurance that a quality education has been provided and achieved.

*The Fort Vermilion School Division uses the **ASSURANCE MODEL** of reporting.*

Annual Education Planning Cycle

FOUR DIVISION PRIORITIES:

Connectivity
 Literacy
 Numeracy
 Career Paths

Data sources include, but are not limited to:

- ▶ Student Achievement
- ▶ Perception of stakeholders through surveys
- ▶ Student records of attendance, behavior and success
- ▶ Specialized testing
- ▶ Demographic trends
- ▶ Drop out and high school completion statistics

Fort Vermilion School Division is a DATA DRIVEN ORGANIZATION

Many forms of data are used to guide the decision-making process and ultimately the design of education plans, goals, strategies, and the allocation of resources to meet the actions outlined in an education plan.

At each school the principal will analyze pertinent data and glean from it areas where students are not learning. The voice of professional staff and support staff are important to the analysis and discussion. At a system level, a similar process has already occurred, as will be defined later.

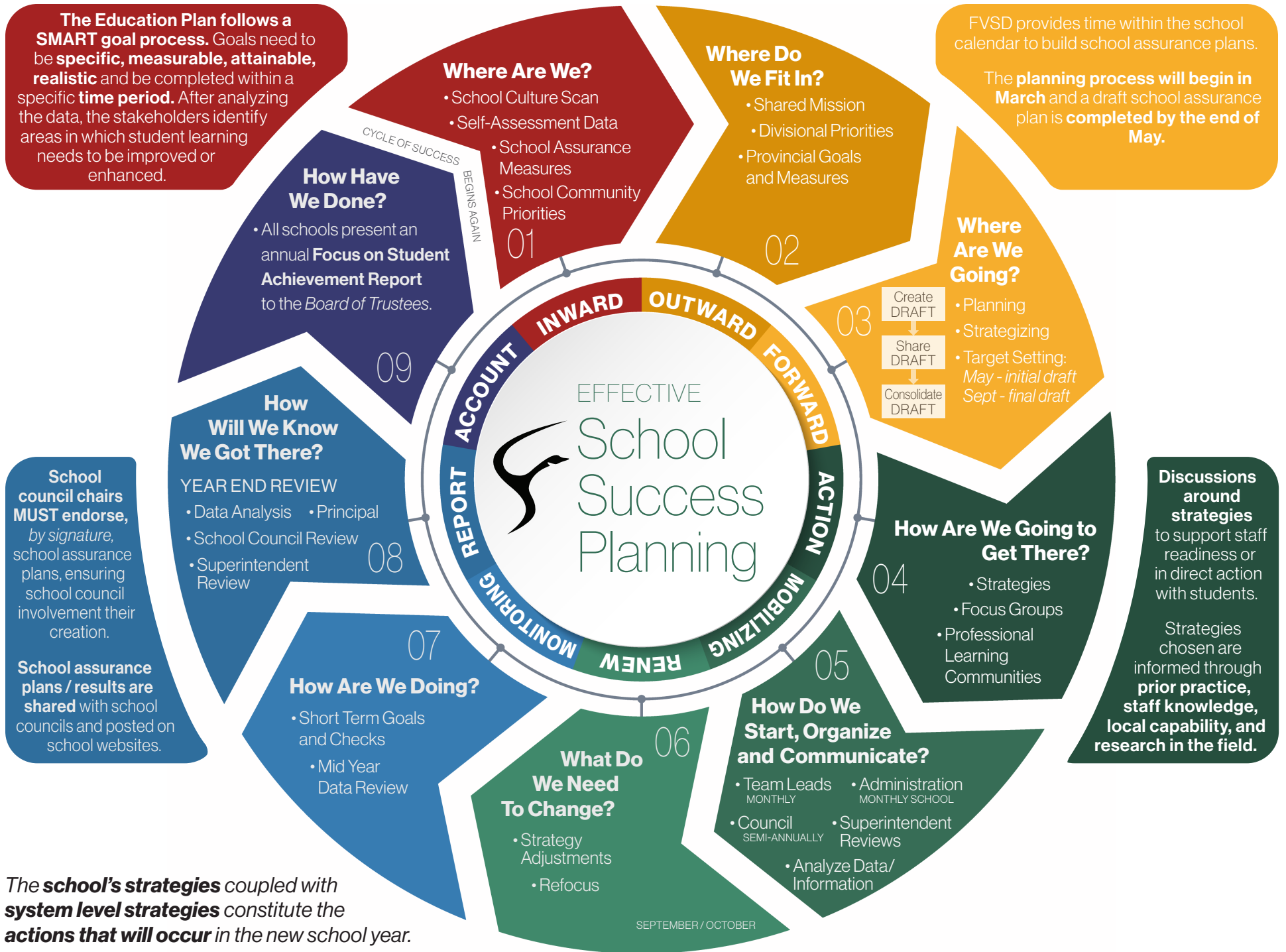
The Fort Vermilion School Division Board of Trustees has analyzed data sets and consultation data and have approved FOUR PRIORITIES for the system. The schools align school education plans with divisional priorities and the system aligns with Alberta Education’s business plan. The result is that provincial mandates are supported by school system work and school system mandates are supported by the actions that occur in schools.

FVSD schools align their plans to the four divisional priorities but how the alignment occurs, such as goals established, and pertinent strategies, are within the principal’s realm of control.* The development of Education Plans in FVSD requires the principal to document the planning process to plan for stakeholder involvement. Stakeholders routinely involved in the education planning process are school staff, parents and students.

Along with the **Education Plan**, principals work with staff to establish an **Assurance Plan**. The intention of the planning process is to create a living and flexible education plan that adapts to the ever-changing needs, while at the same time incorporates the rigor necessary to ensure that resources and supports are available to provide the best possible chance of a successful implementation of the plan.

**It is important to note that both the mandate of Alberta Education and the school system remain broad enough to allow the schools which feed into the process, the latitude to develop plans which will correlate well with the local context.*

Our planning cycle begins with an analysis of the data. ▶▶



The **school's strategies** coupled with **system level strategies** constitute the **actions that will occur** in the new school year.

Engagement of Stakeholders to Establish Priorities

CONSULTATION GROUPS:

- **Staff:** teachers and support staff *(all schools)*
- **Students:** grade 4 – 12 students *(all schools)*
- **Community:** public meetings *(all communities)*
- **Leadership Team:** principals, assistant principals, department supervisors *(multiple opportunities)*
- **Executive Team:** associate superintendents
- **School Council:** delegates from each school council *(all schools)*
- **Board of Trustees**
- **First Nations**
- **Elected Officials**

The Fort Vermilion School Division Board of Trustees have established a planning and stakeholder engagement process in three-year cycles.

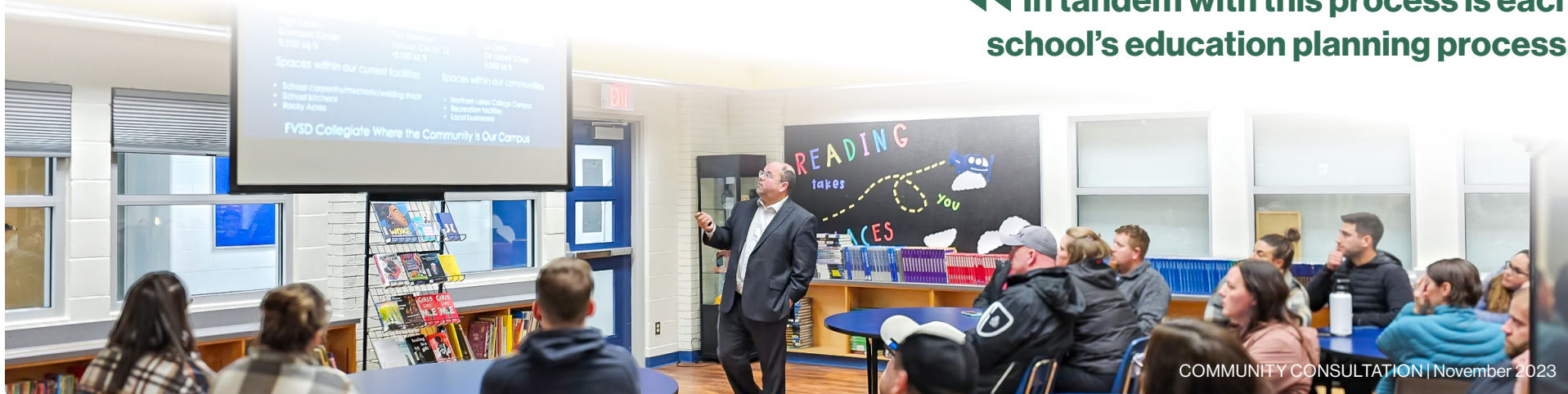
Some of the goals inherent in establishing three-year cycles are to mitigate initiative fatigue, generate support from stakeholders through consistent application of strategies and to allow sufficient time for evidence of sustainable learning to take place.

In the first year of an education plan cycle, stakeholders are engaged in a series of group consultations. The consultation continues with discussions about student needs and each group or individuals informed opinions on the direction the school division should be taking in the next three-year cycle.

After all consultations have been concluded, the data is rolled up for all stakeholders. **From the data, the Superintendent identifies trends to focus areas to target.** The identified target areas are **presented to the Board of Trustees and confirmed or adjusted in February.**

The Superintendent is then charged with the task of creating strategies to meet the priorities selected by the Board. Discussions of strategies, structures and supports will occur between executive, trustees, the Leadership Team and with individual school leaders throughout the March to May timeline. Finally, the Superintendent will make the decisions as to what resources and structures will be put in place to best support schools in meeting the Board established priorities.

◀◀ **In tandem with this process is each school's education planning process.**



COMMUNITY CONSULTATION | November 2023

Strategic Engagement & Current Year Consultations

2023 COMMUNITY CONSULTATIONS



700+
Parents, Support Staff & Teachers



Superintendent
Executive Team & Trustees



16
Schools



Proposed change for the **2024-25 School Calendar**



Responded **in favor** of the proposed change.

After careful consideration of all input from parents and staff, the FVSD Board of Trustees approved a 2024-2025 School Calendar with the final day of school set for June 6, 2025.

89%

Parents who are **satisfied** with the opportunity to be involved in decisions about their child's overall education.

The creation of the **Three-Year Education Plan** was accomplished through stakeholder engagement, but conditions concerning student needs and system capacity can change over a three-year period. As a result, **FVSD will endeavor to stay connected and informed with stakeholder groups.** In so doing stakeholder input will provide for the creation of or modifying of learning and capacity building strategies.

The following mechanisms will be employed to engage, consult, and collaborate with stakeholders:

STUDENTS

- ▶ **Student Focus Groups** (*local schools*)
- ▶ Student Representative Council

STAFF

- ▶ **School Visits** (*2 full calendar days/year*)
- ▶ Committee Participation (*staff participation in operational and instructional system committees such as the Numeracy or Literacy Committees*)
- ▶ The Superintendent will endeavor to engage in collaborative dialogue with teachers to improve learning environments and opportunities for students.

FIRST NATION, MÉTIS AND INUIT

- ▶ Consultations on the development of the **FVSD Three-Year Education Plan**
- ▶ Invited involvement in local school events and planning
- ▶ Involvement in partnership between schools and FVSD with Métis Association and First Nation Bands
- ▶ FVSD will engage with partner First Nations to build effective Education Services Agreements.

PARENTS

- ▶ Community Consultation Meetings
- ▶ School Council Chairs Meeting with Board of Trustees
- ▶ School Council Participation in development of **School Assurance Plans**
- ▶ Assurance Measures Survey

TRUSTEES

- ▶ Participation in local School Council Meetings
- ▶ **Accountability Report monitoring** (*annual board work plan*)
- ▶ Community / School Consultations
- ▶ Trustee Survey

COMMUNITY / BUSINESS SECTOR / SUPPORT AGENCIES

- ▶ Consultations on the development of the **FVSD Three-Year Education Plan**
- ▶ Partnerships at the local school level
- ▶ Involvement in local school councils
- ▶ Involvement of support agencies in program development, implementation and support

Annual Evaluation: Performance Measures

The following activities help the Board of Trustees stay **focused on student success**:

- ✓ **Fostering and maintaining strong relationships** between staff, with students, and among students
- ✓ **Demonstrating courage** – choosing what is right (for students) over what is easy
- ✓ **Being flexible, innovative and creative** in the best interest of students
- ✓ **Taking risks** – recognizing mistakes and learning from them
- ✓ **Persevering** regardless of challenge and/or criticism
- ✓ Engaging in **teamwork in an environment of trust**
- ✓ **Intentionally focusing** on Board priorities & goals
- ✓ **Strengthening partnerships** within community
- ✓ Maintaining a **relentless focus on students**
- ✓ **Empowering** staff and students
- ✓ **Honoring** community values

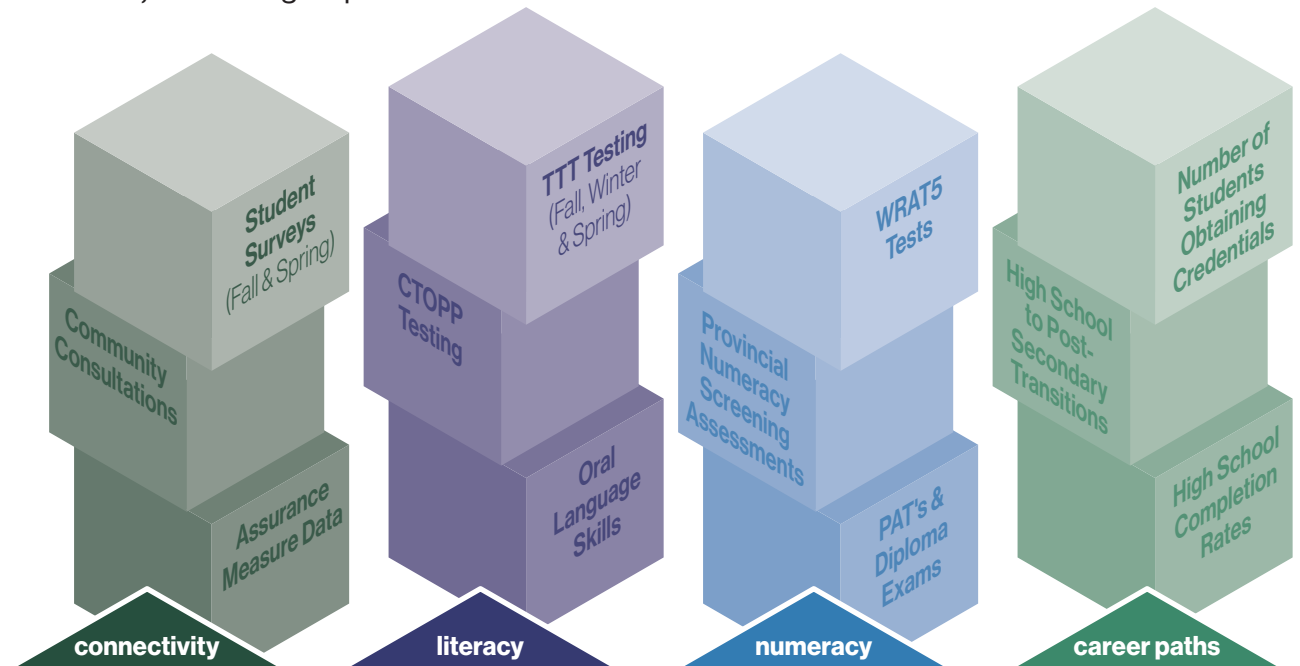
Measures need to be supported by data and/or evidence.

Data is gathered for each Division priority, as well as from these **data sources**:

- Focus on **Student Achievement Reports**
- **School Assurance Plans**
- **School Visits**
- **Business/Industry** Consultations
- Consultations with **First Nations, Métis, and Inuit** groups

The **FVSD Board is committed to student success** and uses these measures to identify it:

- Having **opportunities** to reach their potential;
- Strong **foundational literacy and numeracy** focus;
- Leaving high school with as many **doors open** as possible;
- Leaving high school as **good humans and good citizens**;
- Understanding and **valuing the greater community, and the cultures** that make up that community;
- **Feel connected** to themselves, each other, and the community.



STAKEHOLDER ENGAGEMENT: Through regular consultations, surveys, formal and informal discussions as well as local partnerships with various groups.

PARENTS | TRUSTEES | LOCAL COMMUNITY / INDUSTRY / SUPPORT AGENCIES | FIRST NATIONS, MÉTIS & INUIT

Executive Summary of 2023-2024 Results

STUDENT GROWTH



83 students registered in Grades 13 & 14 who are continuing studies through participation in the collegiate.

PROVINCIAL ACHIEVEMENT & DIPLOMA EXAMS



FVSD students will write ELA and Social Studies Diploma Exams in December for the first time this school year (2024-2025).

HIGH SCHOOL COMPLETION



It is FVSD's intent to offer all students five years in high school to aid in the transition to post secondary while still eligible for high school.

connectivity

We continue to see the majority of students **feel safe coming to school and feel connected with a staff member while at school.**

With over **96% of students feeling connected**, this a huge celebration for the staff who make this happen every day.

The district continues to focus on how we partner with each community to best raise *their* children.

literacy

By the time our students reach Grade 9 they are **above the provincial norm** as defined by the research study completed by Dr. George Georgiou.

The **median Grade 9 score for Spring 2024 is 104.** Of the 627 Grade 9 students assessed (Spring 2024), **29 remained 'at risk'.**

We continue to move students at **all grade levels** from being 'at risk'.

numeracy

We've seen a **5.1% increase** in the number of students who are now **at or above grade level.**

Numeracy is our **biggest area of growth.** We have focused on the importance of numbers, equality, and a deep understanding of relational mathematics.

Getting students out of procedural math has been hard work and a real shift in pedagogy.

career paths

We've seen a **significant increase in post secondary transition rates**, both at the 4 year and 6 year marks.

As we expand collegiate and post secondary programming we **expect this upward trend to continue**, which will also increase the percentage of students completing high school.

Work is being done to **increase awareness and knowledge** around available programming as it's developed.

PRIORITY #1 connectivity

OUTCOME: *FVSD will foster connectivity and well-being amongst community, students, parents and staff.*

Alberta Education OUTCOMES & MEASURES:

- Alberta’s students are successful
- First Nations, Metis and Inuit students in Alberta are successful
- Alberta’s K-12 education system and workforce are well managed
 - Satisfaction that schools provide a safe, caring, and healthy learning environment
 - Agreement that students can access supports and services in a timely manner

WHAT WE'RE MEASURING:

- Assurance Measure Data
- Connectivity Survey Results
- Annual Community Consultations

STRATEGIES WE'LL USE:

1. Hired **Indigenous Elders** that help support the drafting of policy and support teachers to achieve the standards outlined in the *Teacher Quality Standard*.
2. Enhance the **Connection Team** with the hiring of the fourth *Mental Health Therapist* and restructure of the *Coach Universal* programming model.
3. Professional Development plan to support the **calls to Action in the Truth and Reconciliation process**.
4. **Dare to Lead:** Work has begun to certify all staff in the work of **Brene Brown**, currently all leaders have been certified.
5. **Dr. Jennifer Markides: One Child, Every Child**, University of Calgary community based research project; being responsive to the hopes and dreams of Indigenous youth.
6. Strengthening our community while addressing the lack of support for families struggling with adversities through partnerships with the **RCMP & Palix Foundation**, participation in the **NORC research project** and implementation of the **resiliency tool**.
7. **Willard Fewer and Natasha Egeli work:** A comprehensive plan to support both the clinical leads of the connection team and a regular schedule to book all staff members for **mental health support**, when required this program will expand.

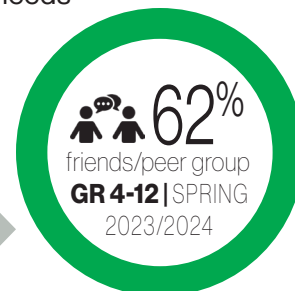
HOW WE'LL GET THERE:

CONNECTIVITY FRAMEWORK



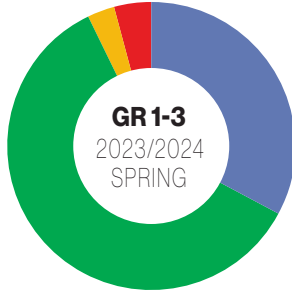
8. Provide all staff with professional development opportunities.
9. **Collaborative Response Model:** Every school will develop and implement a model based on the four district priorities: *Connectivity, Literacy, Numeracy, and Career Paths*.
10. **Connection Team:** A full professional development plan to be much more inclusive in supporting all students through the village effect system.
11. **Superintendent Community Consultations:** Every school will have a community night with the Superintendent to continue the conversation of the divisional priorities and how we can better meet the needs of *all communities*.

What makes you **look forward** to school most?



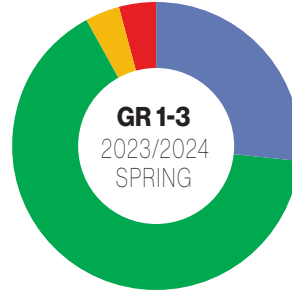
This is **how I feel** most days while I'm at school.

excited | 33%
 happy | 60%
 sad | 3%
 worried | 4%



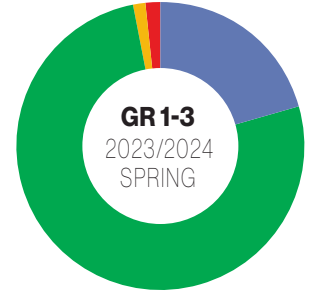
The **other kids** in my school make me feel ...

excited | 27%
 happy | 65%
 sad | 4%
 worried | 4%



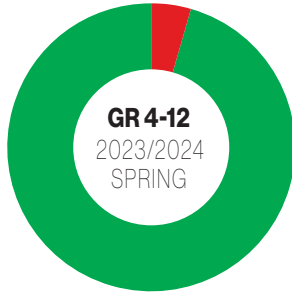
The **adults** in my school make me feel ...

excited | 21%
 happy | 76%
 sad | 1%
 worried | 2%



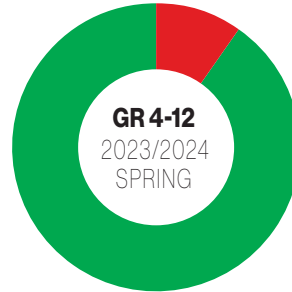
Do you have at least **one close friend**?

yes | 95%
 no | 5%



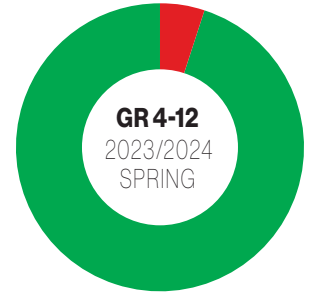
Do you **feel accepted** by your peers?

yes | 90%
 no | 10%



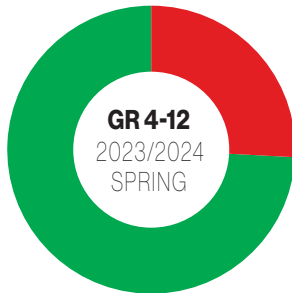
Do you **feel accepted** by the adults that teach you?

yes | 95%
 no | 5%



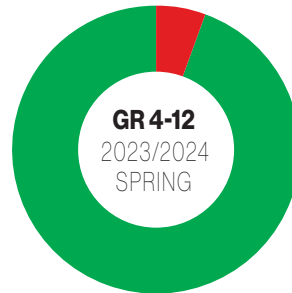
Do you **like coming** to school?

yes | 74%
 no | 26%



Do you **feel safe** at school?

yes | 94%
 no | 6%



▲ **2023/2024 FVSD STUDENT DATA:**

Surveys are administered in the fall and again in the spring. Fall and spring data is compared each school year to identify successes and determine targets.

GRADES 1-3

Percentage of Students that Responded POSITIVELY

	2024 Target	Spring 2024	Spring 2023*	Spring 2022*
This is how I feel most days while I'm at school	92%	93%	89%	78%
The other kids in my school make me feel	91%	92%	89%	89%
The adults in my school make me feel	98%	97%	97%	96%

*For the Spring 2023 and 2022 surveys, Divisions are Grades 1-4 and Grades 5-12.

Percentage of Students that Responded YES

GRADES 4-12

	2024 Target	Spring 2024	Spring 2023*	Spring 2022*
Do you like coming to school?	76%	74%	74%	69%
Do you have at least one close friend ?	96%	95%	95%	94%
Do you feel safe at school?	95%	94%	94%	87%
Do you feel accepted by your peers?	90%	90%	89%	79%
Do you feel accepted by the adults that teach you?	95%	95%	93%	87%

*For the Spring 2023 and 2022 surveys, Divisions are Grades 1-4 and Grades 5-12.

PRIORITY #2 literacy

OUTCOME: *All students will improve literacy skills.*

Alberta Education OUTCOMES & MEASURES:

- **Alberta's students are successful**
 - Percentage of students who achieved the acceptable standard in Language Arts
- **First Nations, Metis and Inuit students in Alberta are successful**
 - Percentage of FNMI students who achieved the acceptable standard in Language Arts

WHAT WE'RE MEASURING:

Reading Literacy - Percentage of students reading at or above grade level as measured by:

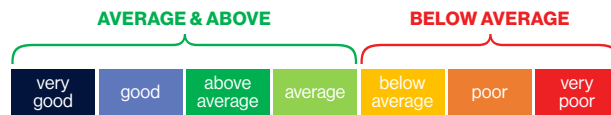
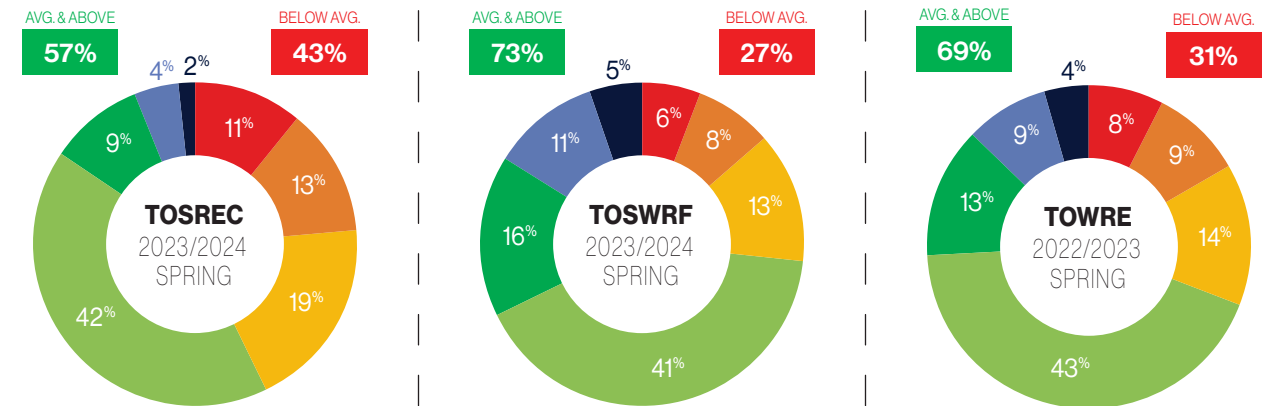
- **DECODING:** Test of Word Reading Efficiency (TOWRE)
- **COMPREHENSION:** Test of Silent Reading Efficiency and Comprehension (TOSREC)
- **FLUENCY:** Test of Silent Word Reading Fluency (TOSWRF)
- **Comprehensive Test of Phonological Processing (CTOPP)**
- **Oral Language Skills**

STRATEGIES WE'LL USE:

1. Develop the ability of students to communicate through reading, writing and speaking, **by providing explicit, systematic instruction in word work, reading comprehension and writing.**
2. Build understanding of effective literacy instruction through use of **content coaches, collaborative inquiry, embedded professional development** and **research** to support evidence based instruction.
3. **Utilize early screening, observation, and ongoing assessment** to facilitate early identification of all student learning needs and inform student programming decisions.
4. Facilitate planning to ensure that **all strands of language arts are given dedicated time** including reading, writing and speaking.
5. Coordinate and strengthen **literacy leadership** and **tier one instruction.**



HOW WE'LL GET THERE: **LITERACY FRAMEWORK**



▲ 2023/2024 FVSD STUDENT DATA:

Also known as TTT testing, these screeners are administered regularly throughout the school year. Data is used to track each student's progress.

Percentage of Students Scoring AVERAGE & ABOVE

	2024 Target	Spring 2023	Spring 2022	Spring 2021
TOSREC	60%	57%	57%	59%
TOSWRF	73%	73%	73%	73%
TOWRE	70%	69%	67%	68%

NOTE: AVERAGE & ABOVE includes all scores in the blue and green ranges.

PRIORITY #3 numeracy

OUTCOME: *All students will improve numeracy skills.*

Alberta Education OUTCOMES & MEASURES:

- Alberta’s students are successful
 - Percentage of students who achieved the acceptable standard in Math
- First Nations, Metis and Inuit students in Alberta are successful
 - Percentage of FNMI students who achieved the acceptable standard in Math

WHAT WE'RE MEASURING:

- Wide Range Achievement Test (WRAT5) in Grades 1-9
- Provincial Numeracy Screening Assessments (PNSA) in Kindergarten to Grade 4
- Provincial Achievement Tests (PAT) and Diploma Exams

STRATEGIES WE'LL USE:

1. Utilize numeracy screening data, including **diagnostic assessments, common assessments, and classroom assessments** to refine classroom practices.
2. Support teacher **collaborative inquiry, action research, content coaching, and evidence-based teaching** to improve pedagogical practices.
3. **Strengthen students’ numerical reasoning and problem-solving abilities** by connecting students’ concrete experiences to their comprehension of abstract concepts.
4. **Early identification of students “at-risk”** so that those with gaps in learning and/or misconceptions can be supported through numeracy intervention.

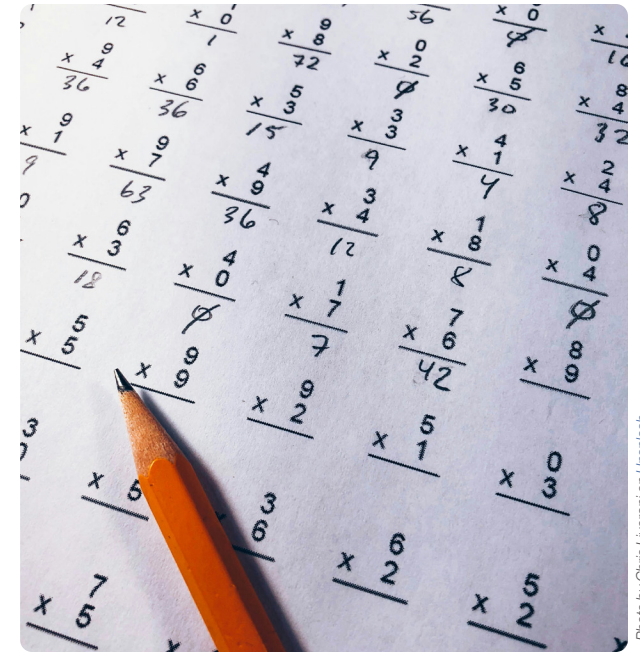
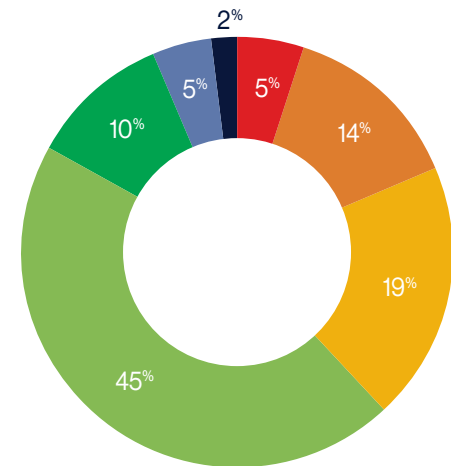
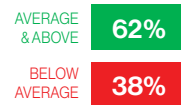


Photo by Chris Liverani on Unsplash

HOW WE'LL GET THERE: [NUMERACY FRAMEWORK](#)

WRAT5 ASSESSMENT

2023/2024 | SPRING



▲ 2023/2024 FVSD STUDENT DATA:

WRAT5 and the PNSA screeners are administered regularly throughout the school year. Data is used to track each student's progress.

Percentage of Students Scoring AVERAGE & ABOVE

WRAT5	2024 Target	Spring 2024	Spring 2023	Spring 2022
	60%	62%	57%	53%

NOTE: AVERAGE & ABOVE includes all scores in the blue and green ranges.

PRIORITY #4 career paths

OUTCOME: *All students will explore, develop, grow, and experience chosen career paths.*

Alberta Education OUTCOMES & MEASURES:

- Alberta's students are successful
- First Nations, Metis and Inuit students in Alberta are successful
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy
 - *Satisfaction with career education opportunities*
 - *Satisfaction with opportunities to receive a broad program of studies*

WHAT WE'RE MEASURING:

- Number of students who graduate with post-secondary credentials, or credentials from other licensed authorities
- High School Completion Rates
- High School to Post-Secondary Transition Rates

STRATEGIES WE'LL USE:

1. **District Collegiate Principal** will oversee the collegiate facilities, staff and programming.
2. **District Career Path Principal will assist/support high school guidance counselors** in their role of developing career pathways with students.
3. **Two Career Coaches will support students** on collegiate pathways to ensure successful program completion.
4. **Utilize technology (zSpace) to provide students with an immersive and interactive learning experience** connected to curriculum and career paths.
5. Develop **Purposeful Play programming and resources** with connections to Collegiate Academies for grades K-6.
6. All grade 7-12 students will use **myBlueprint to explore, plan and document career path decisions**. This comprehensive tool for education and career planning meets the learning needs, interests and aspirations of all students.

7. High School counselors will work alongside **each grade 9-12 student to map out a potential career path**, supported by high school courses and collegiate programming.
8. A data collection tool will be developed and utilized to **track the progression of each grade 9-12 student's career path journey**.
9. **Partnerships with post-secondary, universities, and licensing agencies** to provide course content and credentials for collegiate programs.
10. **Partnerships with local businesses and industry leaders** will be expanded to provide work integrated learning opportunities for students (work experience, internships, job shadowing, RAP).
11. **Three newly renovated buildings plus CTS spaces in current high schools** will be utilized to facilitate collegiate programming.



HOW WE'LL GET THERE:

CAREER PATH FRAMEWORK



ELEMENTARY & MIDDLE SCHOOL

Students will **EXPLORE** occupations through purposeful play and interactive technology.



JUNIOR HIGH

Students will **DEVELOP** workplace skills and areas of interest through authentic learning.



SENIOR HIGH

Students will **GROW** knowledge and specific skills for successful career paths.



GRADES 13/14 & POST SECONDARY

Students will **EXPERIENCE** chosen career paths through work integrated learning.

NOTE: The above model is flexible, with multiple entry and exit points to support student learning.

▼ 2023/2024 STUDENT DATA:

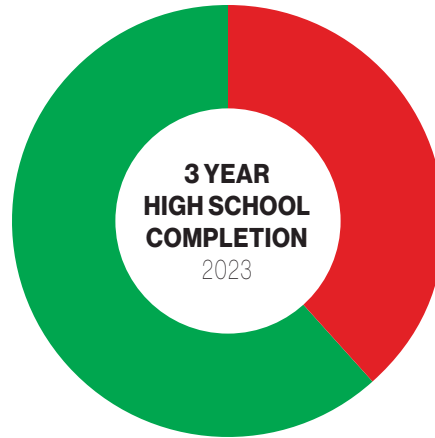
Students are tracked for 3 and 5 years once they enter high school to determine High School Completion Rates. The High School to Post Secondary Transition Rate includes students that went into an apprenticeship as well as entering post secondary.

Percentage of students who **completed high school within 3 years** of starting

completed high school | **61%**
 did not complete high school | **39%**

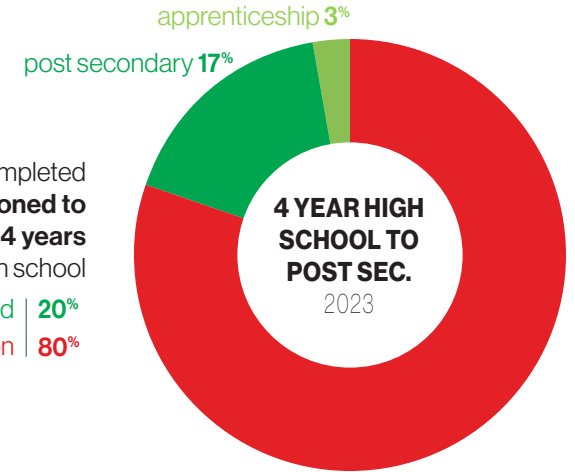
Students who **completed high school with the following credentials**

high school diploma | **57%**
 certificate of achievement | **2%**
 apprenticeship (*non-credentialed*) | **0.5%**



Percentage of students that completed high school who also **transitioned to post secondary within 4 years** of starting high school

transitioned | **20%**
 did not transition | **80%**

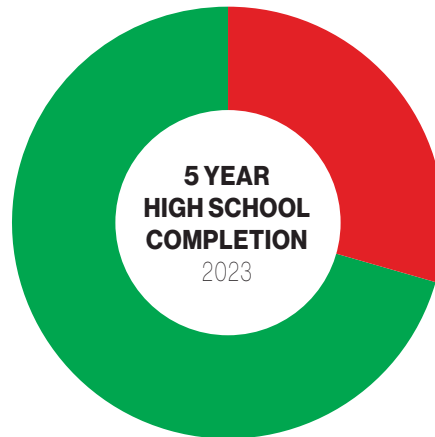


Percentage of students who **completed high school within 5 years** of starting

completed high school | **70%**
 did not complete high school | **30%**

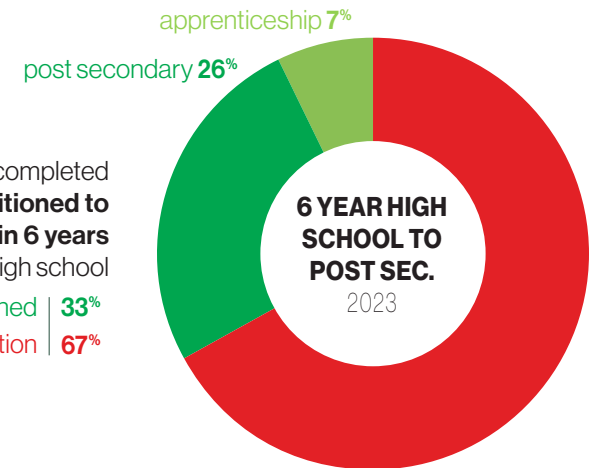
Students who **completed high school with the following credentials**

high school diploma | **65%**
 certificate of achievement | **4%**
 apprenticeship (*non-credentialed*) | **0.5%**



Percentage of students that completed high school who also **transitioned to post secondary within 6 years** of starting high school

transitioned | **33%**
 did not transition | **67%**



	2023	2022	2021
3 year high school completion rate	61.9%	58.5%	64.8%
5 year high school completion rate	71.0%	80.0%	79.4%

Source: AEAM Report - Fall 2024 (adjusted rates)

	2023	2022	2021
4 year high school to post secondary transition rate	21.7%	17.0%	18.7%
6 year high school to post secondary transition rate	35.4%	29.5%	33.6%

Source: AEAM Report - Fall 2024 (adjusted rates)

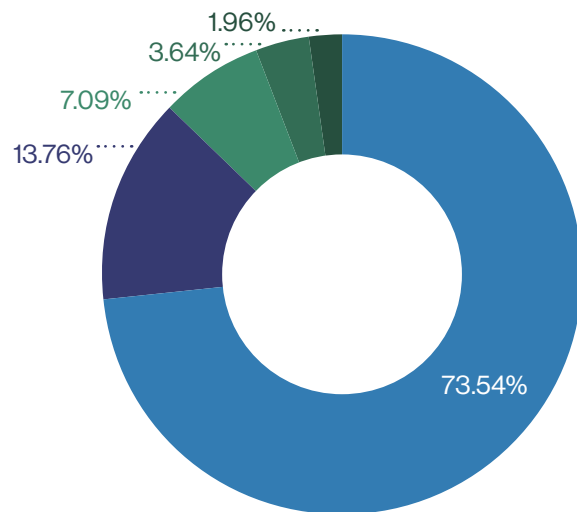
Summary of Financial Results | 2023-2024

KEY FINANCIAL INFORMATION 2023-2024

The Board of Trustees for the Fort Vermilion School Division began the 2023-24 school year by approving a **balanced budget, utilizing \$586,091 from operating reserves.**

Historically, Alberta Education recommended maintaining a minimum Accumulated Operating Reserve of 10 days, which equates to \$2,447,558 (expenses for 10 out of 250 operational days, or 4% of total expenses). **By the end of the 2023-24 school year, the accumulated operating reserves stood at \$2,090,453, equivalent to 8.54 days of operations.**

This marked a decrease of \$1,273,528 from the previous year, largely due to construction delays of a planned capital



project in 2022-23, resulting in a greater reduction in 2023-24.

Capital reserves increased by \$20,459 due to asset sales, bringing the total to \$3,071,337.

The Board annually reviews and discusses the level of net assets to ensure the financial position is acceptable, considering potential risks and future requirements.

SCHOOL GENERATED FUNDS

2023-2024 SCHOOL YEAR

During the 2023-24 year, schools raised

\$864,079 for school-generated funds, which were used for extracurricular activities, field trips, and other student activities.

Actual expenditures were \$788,466, leading to an increase in unexpended funds by \$75,613.

The year-end balance of school-generated funds was \$519,545, allowing schools to continue student-related projects.

Detailed information on the sources and uses of these funds can be found in the notes of the audited financial statements.

PROGRAM		TOTAL Expenditures	# of Students Served by Program FTE	Spending/ Student
Student Instruction ECS to Grade 12 Expenditures				
a) Student Instruction ECS		\$1,375,070	161	\$8,528
b) Student Instruction Grade 1 - Grade 12		\$43,626,212	3,258	\$13,393
c) Student Instruction ECS - Gr 12 (subtotal)	73.54%	\$45,001,282	3,419	\$13,163
Support Expenditures				
d) Schools - Operations & Maintenance*	13.76%	\$8,409,608	3,481	\$2,416
e) Student Transportation	7.09%	\$4,340,324	2,277	\$1,906
f) School Board Governance/System Administration	3.64%	\$2,226,813	3,481	\$640
Other Instruction Expenditures				
g) External Services (UHRS)	1.96%	\$1,198,992	62	\$19,339
Total School Board Expenditures	100.00%	\$61,177,019	3,481	\$17,575

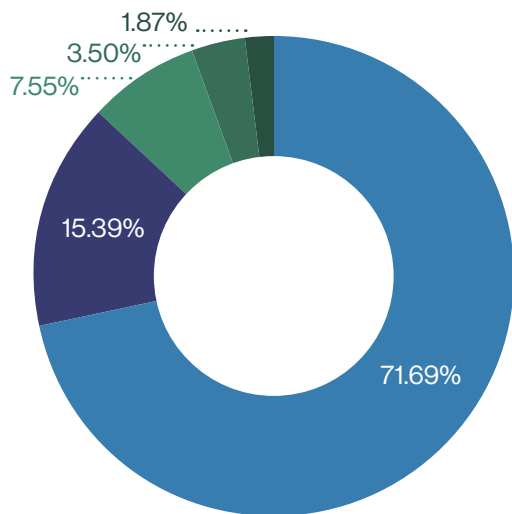
*includes amortization of assets of \$3,549,785

Budget Summary | 2024-2025

KEY FINANCIAL INFORMATION 2024-2025

The FVSD has presented a **deficit budget of \$83,000 for the 2024-2025 fiscal year.** We are accessing our capital reserves for the upcoming capital purchases in the amount of \$431,094.

We are budgeting \$1,722,000 in capital expenditures for 2024-2025. FVSD once again will be purchasing buses and vehicles in order to replace existing units as they reach the end of their life cycle. The Collegiate will be building teacher residences to meet the housing needs in some of our communities and provide



real world experience for students. Lastly, we are anticipating building a modular classroom to be added to Buffalo Head Prairie School through our Collegiate programing.

FVSD is projected to have \$3,383,417 in operating reserves and \$1,103,440 in capital reserves as of August 31, 2025. After the *Student Generated Funds* and *External Reserves* are removed from our operating reserves, we are projecting an adjusted A.S.O. to be at 4.19%.

GUIDING PRINCIPLES:

1. The budget has been created and resources allocated to address and accomplish our division priorities in literacy and student engagement.
2. This budget continues to be built in a conservative manner.

For more information, please refer to our full budget at www.fvsd.ab.ca.

PROGRAM		TOTAL Budgeted	# of Students Served by Program FTE	Spending/ Student
Student Instruction ECS to Grade 12 Expenditures				
a) Student Instruction ECS		\$1,692,669	138.5	\$12,221
b) Student Instruction Grade 1 - Grade 12		\$43,297,281	3,305	\$13,101
c) Student Instruction ECS - Gr 12 (subtotal)	71.69%	\$44,989,950	3,443.5	\$13,065
Support Expenditures				
d) Schools - Operations & Maintenance*	15.39%	\$9,654,655	3,503.5	\$2,756
e) Student Transportation	7.55%	\$4,738,889	1,891	\$2,506
f) School Board Governance/System Administration	3.50%	\$2,196,285	3,503.5	\$627
Other Instruction Expenditures				
g) External Services (ie. adult education, joint use agreements)	1.87%	\$1,172,631	60	\$19,544
Total School Board Expenditures	100.00%	62,752,410	3,503.5	\$17,911

*detailed budget & expenditure information can be obtained by contacting FVSD Central Office or www.fvsd.ab.ca

Summary of Facility & Capital Plans

Division Priority	IDENTIFIED PROJECT
1 ▶	<p>MODERNIZATION: Sand Hills Elementary School</p> <p><i>We are requesting a full modernization of the school. Currently we have 10 modular units attached to the school. The school was not originally designed to have this many additional classrooms added to the core of the building. Due to this it is not able to efficiently handle the influx of student population and provide the required spaces for student programming.</i></p>
2 ▶	<p>MODERNIZATION: Florence MacDougall Community School</p> <p><i>We are requesting a full modernization of the school. Currently we have 14 portable/modular units attached to the school. The school was not originally designed to have this many additional classrooms added to the core of the building. Due to this it is not able to efficiently handle the influx of student population and provide the required spaces for student programming.</i></p>
3 ▶	<p>New Junior High School (Grade 7-9) in La Crete and High Level</p> <p><i>Currently we are anticipating growth in both the communities of High Level and La Crete in the upcoming future. Both communities are working towards building a recreational facility that will see a new ice rink, field house and swimming pool. In both cases the facility is being requested to be situated beside the current high school. It would be our intent to build the Junior High School adjacent to the new facility. In doing so it would eliminate the requirement of a gymnasium and CTS labs. Thus, reducing the scope and cost of each project substantially. A value scoping document will be completed to support the project need in each community subject to enrollment pressures and commencement of the community projects.</i></p>

*the complete Capital Plan is available at www.fvsd.ab.ca

The Fort Vermilion School Division's **Audited Financial Statements** can be viewed in their entirety at:

www.fvsd.ab.ca

For more information, please contact the **Associate Superintendent of Finance** at FVSD Central Office (780-927-3766).

The web link to all school jurisdiction financial reports, which provides comparative data, is located at [K-12 Education Financial Statements](https://www.alberta.ca/k-12-education-financial-statements.aspx).*

*<https://www.alberta.ca/k-12-education-financial-statements.aspx>

PARENTAL INVOLVEMENT

School council chairs are required to endorse by signature school assurance plans.

This ensures their involvement in the creation of school assurance plans.

Plans are shared with school councils and posted on each school's School Information page on the FVSD website.

TIMELINES AND COMMUNICATION

The Board accepted the **Education Plan and AERR** on November 27, 2024 and posted it to the school division website www.fvsd.ab.ca under:

Our Division > Documents

WHISTLE BLOWER PROTECTION

In the 2023-2024 school year, the Fort Vermilion School Division **did not receive any formal disclosures** of the nature outlined within *Public Interest Disclosure Act*.

Appendix A

Alberta Education Assurance Measure Data

Source Data Reference
Measure Evaluation Reference

ASSURANCE DOMAIN: Student Growth & Achievement

Source Document: [FVSD Authority Report.pdf](#)

Grade 6 PAT Results

2024 (2023 & 2022) ▼

COURSE		2024	2023	2022	2024	2023	2022	2024	2023	2022
		A	E	A	E	A	E	A	E	A
Science 6	A	*	*	64.0%	n/a	n/a	43.5%	n/a	n/a	59.5%
	E	*	*	20.2%	n/a	n/a	4.7%	n/a	n/a	10.8%
Social Studies 6	A	45.7%	50.6%	60.9%	22.4%	32.9%	40.0%	40.6%	50.9%	48.6%
	E	9.6%	10.8%	18.2%	2.6%	7.1%	4.7%	6.3%	3.8%	13.5%

Grade 9 PAT Results

2024 (2023 & 2022) ▼

COURSE		2024	2023	2022	2024	2023	2022	2024	2023	2022
		A	E	A	E	A	E	A	E	A
ELA 9	A	60.8%	51.7%	63.6%	36.4%	32.9%	41.3%	52.4%	61.8%	55.6%
	E	3.5%	21%	5.6%	0.0%	0.0%	3.2%	0.0%	2.9%	3.7%
K&E ELA 9	A	38.2%	35.5%	58.3%	38.7%	42.9%	55.6%	44.4%	30.0%	*
	E	0.0%	0.0%	12.5%	0.0%	0.0%	22.2%	0.0%	0.0%	*
Math 9	A	43.5%	37.9%	38.5%	14.3%	18.2%	15.6%	25.0%	35.3%	29.6%
	E	12.6%	3.5%	5.7%	2.0%	1.5%	0.0%	5.0%	0.0%	3.7%
K&E Math 9	A	46.0%	48.7%	40.0%	32.4%	44.4%	22.2%	70.0%	44.4%	*
	E	7.9%	2.6%	17.8%	0.0%	0.0%	3.7%	20.0%	0.0%	*
Science 9	A	50.5%	42.1%	59.2%	27.7%	24.3%	39.3%	33.3%	34.1%	42.9%
	E	11.2%	6.9%	12.6%	0.0%	2.9%	5.4%	0.0%	6.8%	7.1%
K&E Science 9	A	59.5%	26.7%	51.6%	57.1%	28.6%	42.1%	*	30.0%	*
	E	5.4%	0.0%	9.7%	9.5%	0.0%	0.0%	*	0.0%	*
Social Studies 9	A	44.2%	42.0%	55.6%	17.9%	26.1%	37.7%	33.3%	36.4%	42.9%
	E	5.8%	6.6%	8.9%	0.0%	4.3%	3.8%	6.7%	2.3%	3.6%
K&E Social Studies 9	A	43.2%	36.4%	40.5%	36.8%	35.7%	29.2%	*	30.0%	*
	E	2.7%	3.0%	18.9%	5.3%	0.0%	8.3%	*	0.0%	*

Diploma Exam Results

2024 (2023 & 2022) ▼

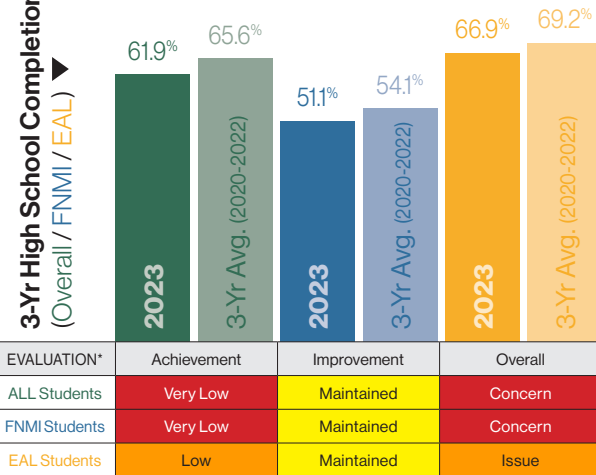
COURSE		2024	2023	2022	2024	2023	2022	2024	2023	2022
		A	E	A	E	A	E	A	E	A
ELA 30-1	A	77.4%	73.4%	83.3%	87.5%	71.4%	93.8%	*	66.7%	66.7%
	E	6.0%	5.1%	3.0%	6.3%	7.1%	0.0%	*	0.0%	0.0%
ELA 30-2	A	83.5%	81.1%	69.2%	68.2%	78.3%	64.7%	66.7%	87.5%	*
	E	5.5%	2.7%	3.8%	0.0%	4.3%	0.0%	11.1%	0.0%	*
Math 30-1	A	26.9%	44.8%	48.0%	*	*	*	*	50.0%	*
	E	3.8%	3.4%	16.0%	*	*	*	*	12.5%	*
Math 30-2	A	46.2%	60.0%	42.4%	33.3%	50.0%	*	n/a	61.5%	*
	E	0.0%	12.0%	9.1%	0.0%	0.0%	*	n/a	0.0%	*
Social Studies 30-1	A	83.7%	70.0%	67.6%	84.6%	76.5%	50.0%	83.3%	50.0%	*
	E	11.6%	3.8%	5.9%	15.4%	11.8%	0.0%	16.7%	0.0%	*
Social Studies 30-2	A	68.4%	57.0%	52.2%	60.0%	50.0%	57.9%	66.7%	69.2%	22.2%
	E	1.3%	5.1%	1.5%	4.0%	11.5%	5.3%	0.0%	0.0%	0.0%
Biology 30	A	72.9%	78.2%	12.5%	75.0%	45.5%	*	57.1%	93.3%	*
	E	14.3%	16.7%	0.0%	0.0%	0.0%	*	14.3%	20.0%	*
Chemistry 30	A	71.4%	77.4%	76.0%	*	*	*	n/a	42.9%	n/a
	E	14.3%	32.3%	16.0%	*	*	*	n/a	14.3%	n/a
Physics 30	A	100.0%	85.7%	66.7%	*	*	n/a	n/a	*	n/a
	E	33.3%	28.6%	16.7%	*	*	n/a	n/a	*	n/a

OVERALL RESULTS BY COURSE

A Acceptable Standard Overall	A Acceptable Standard FNMI	A Acceptable Standard EAL	E Standard of Excellence Overall	E Standard of Excellence FNMI	E Standard of Excellence EAL
E Standard of Excellence Overall	E Standard of Excellence FNMI	E Standard of Excellence EAL			
*Data values have been suppressed where the number of respondents is fewer than six.					

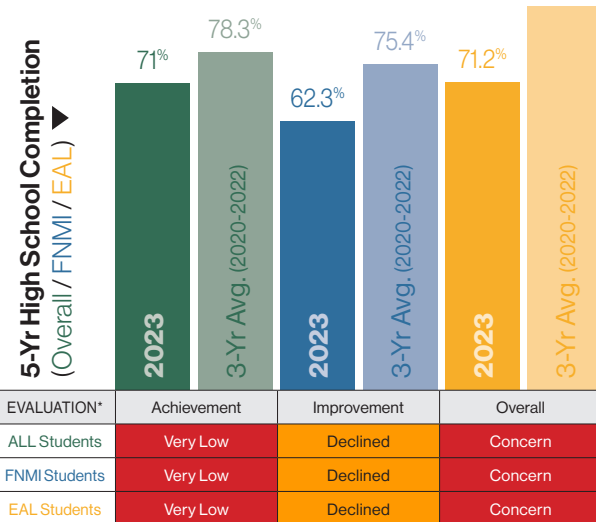
◀ EAL refers to students who require and receive English as an Additional Language supports.

3-Yr High School Completion (Overall / FNMI / EAL)



Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.

5-Yr High School Completion (Overall / FNMI / EAL)

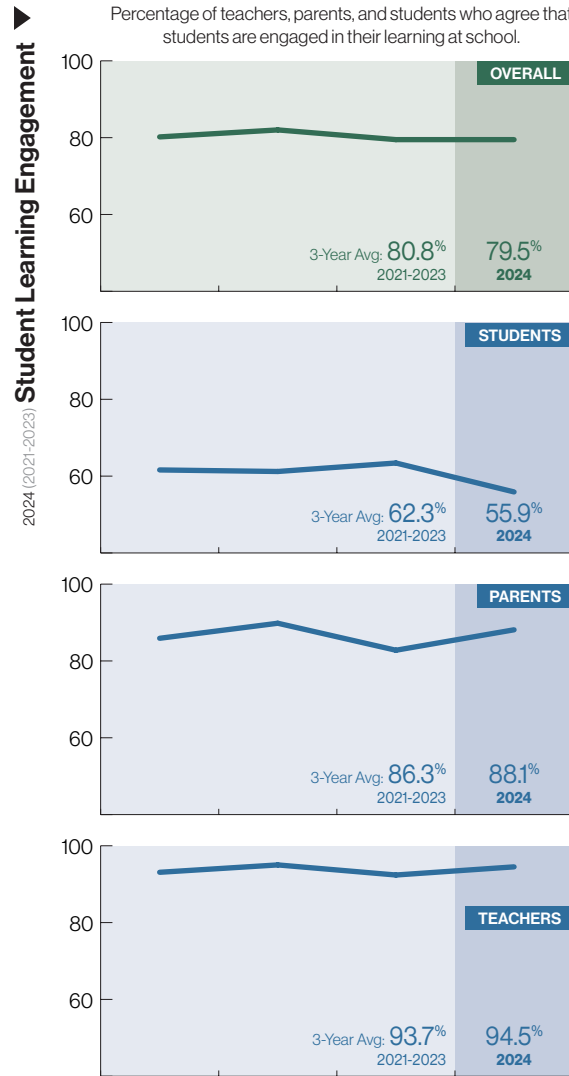
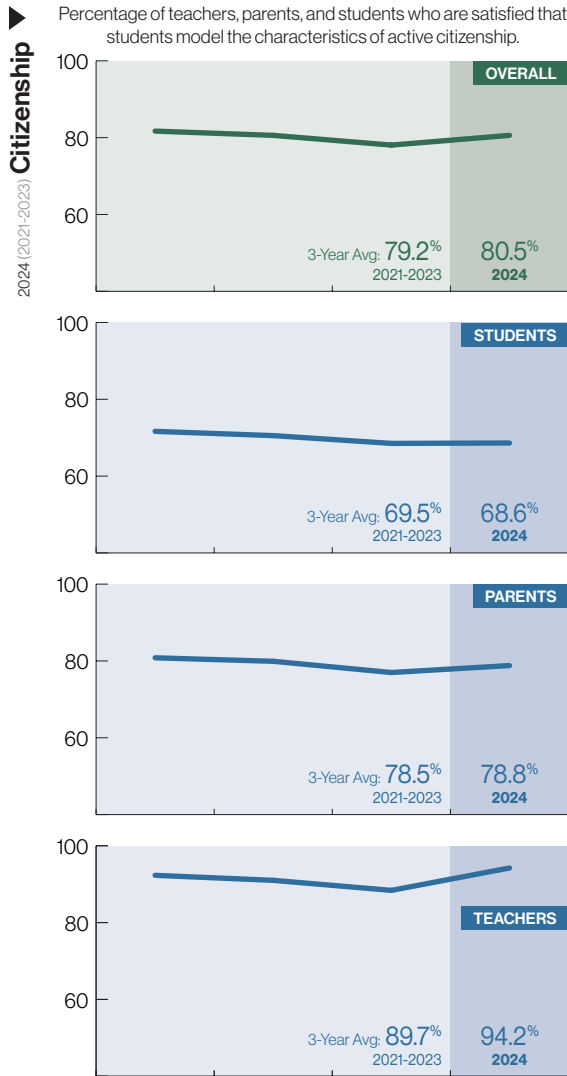


- NOTES**
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
 - Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
 - Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
 - Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
 - Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
 - Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
 - Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam 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.

*See Page 24 for the Measure Evaluation Reference charts and an explanation on how these measures are determined and what they mean.

ASSURANCE DOMAIN: Student Growth & Achievement

Source Document: [FVSD Authority Report.pdf](#)



Early Years Literacy & Numeracy Assessments

Summary of Literacy and Numeracy Results for Grades 1-3

LITERACY SUMMARY:

Total Number of Students Assessed: GR 1 - 1,515 | GR 2 - 2,351 | GR 3 - 2,268

Grade	AT RISK (Fall/Winter)	AT RISK (Spring)
GR 1	211	134
GR 2	194	132
GR 3	123	134

Average Number of Months Behind at Grade Level - Initial Assessment:
 2024: Gr 1 - 4.0 | Gr 2 - 8.1 | Gr 3 - 8.4
 2023: Gr 1 - 4.1 | Gr 2 - 8.3 | Gr 3 - 8.4

Average Number of Months Gained at Grade Level - Final Assessment:
 2024: Gr 1 - 4.3 | Gr 2 - 7.8 | Gr 3 - 8.0
 2023: Gr 1 - 4.0 | Gr 2 - 8.1 | Gr 3 - 7.4

SUPPORT STRATEGIES:
 See [page 13](#) of this document for more information on support strategies used in FVSD schools.
 Supplemental Document: [Literacy Framework](#)

SCREENING ASSESSMENTS
 Grades 1-3:
 • TOSREC*
 • TOSWRF*
 • TOWRE*
 *Grades 2-3 are assessed in the fall, Grade 1 is first assessed in January.

NUMERACY SUMMARY:

Total Number of Students Assessed: GR 1 - 508 (WRAT-5) 1,273 (PNSA) | GR 2 - 780 (WRAT-5) 1,290 (PNSA) | GR 3 - 756 (WRAT-5) 1,184 (PNSA)

Grade	AT RISK (Fall/Winter)	AT RISK (Spring)
GRADE 1	87	53
GRADE 2	115	61
GRADE 3	134	79

Average Number of Months Behind at Grade Level - Initial Assessment:
 2024: Gr 1 - 4.4 | Gr 2 - 6.0 | Gr 3 - 4.1
 2023: Gr 1 - 4.5 | Gr 2 - 7.6 | Gr 3 - 5.6

Average Number of Months Gained at Grade Level - Final Assessment:
 2024: Gr 1 - 3.9 | Gr 2 - 5.2 | Gr 3 - 4.7
 2023: Gr 1 - 3.4 | Gr 2 - 6.1 | Gr 3 - 5.4

SUPPORT STRATEGIES:
 See [page 14](#) of this document for more information on support strategies used in FVSD schools.
 Supplemental Document: [Numeracy Framework](#)

SCREENING ASSESSMENTS
 Grades 1-3:
 • WRAT-5*
 • PNSA
 *Grades 2-3 are assessed in the fall, Grade 1 is first assessed in January.

EVALUATION*	Achievement	Improvement	Overall
OVERALL	High	Maintained	Good
Parents	High	Maintained	Good
Students	High	Maintained	Good
Teachers	High	Improved	Good

EVALUATION*	Achievement	Improvement	Overall
OVERALL	n/a	Maintained	n/a
Parents	n/a	Maintained	n/a
Students	n/a	Declined Significantly	n/a
Teachers	n/a	Maintained	n/a

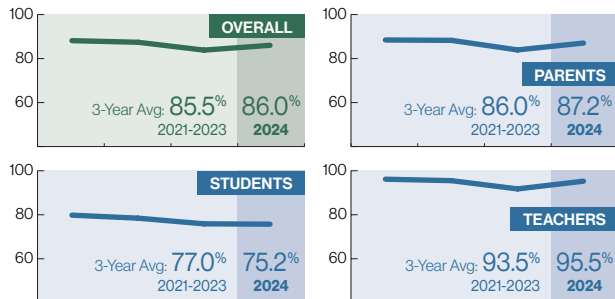
NOTES:

- 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.
- The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

ASSURANCE DOMAINS: Teaching & Leading, Governance, Learning Supports

Learning Supports - Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE) ▼

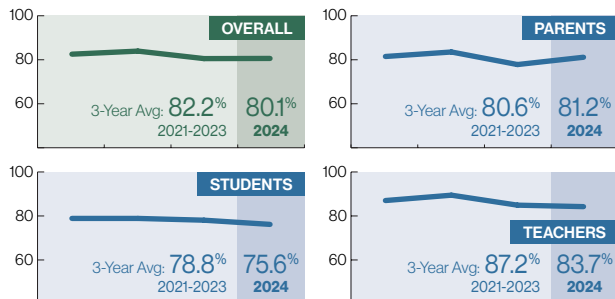
Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.



EVALUATION*	Achievement	Improvement	Overall
OVERALL	n/a	Maintained	n/a
Parents	n/a	Maintained	n/a
Students	n/a	Maintained	n/a
Teachers	n/a	Maintained	n/a

Learning Supports - Access to Supports & Services ▼

Percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at school.



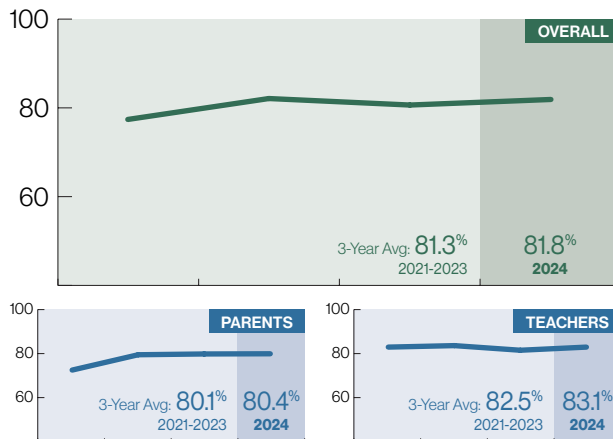
EVALUATION*	Achievement	Improvement	Overall
OVERALL	n/a	Declined	n/a
Parents	n/a	Maintained	n/a
Students	n/a	Declined	n/a
Teachers	n/a	Maintained	n/a

*See Page 24 for the Measure Evaluation Reference charts and an explanation on how these measures are determined and what they mean.

NOTES: 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.

Governance - Parental Involvement ▼

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



EVALUATION*	Achievement	Improvement	Overall
OVERALL	High	Maintained	Good
Parents	Very High	Maintained	Excellent
Teachers	Low	Maintained	Issue

FIRST NATIONS, METIS & INUIT STUDENT SUCCESSES:

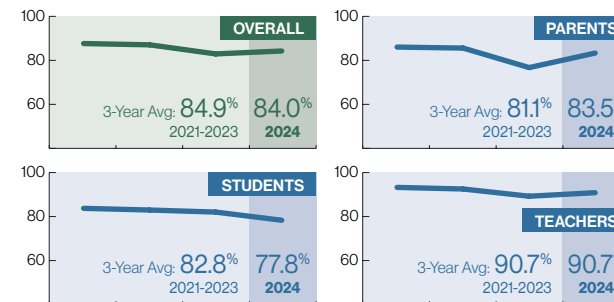
FVSD is part of a research project with the **University of Calgary** and the scope is enormous. One of the biggest challenges faced by the **One Child Every Child** initiative is how to dismantle embedded inequities between Indigenous and non-Indigenous populations to help transform vulnerable populations to a position where they can thrive.

This is where *UCalgary's* approach to its Indigenous Strategy, ***ii' taa'poh'to'p***, comes into play with its commitment to walk parallel paths with Indigenous communities.

Breaking down barriers to success for Indigenous children is a key educational outcome for **Dr. Jennifer Markides**, a member of the *Métis Nation of Alberta* and an assistant professor in curriculum and learning with *UCalgary's Werklund School of Education and Faculty of Social Work*, as well as child and health wellness researcher with the *Alberta Children's Hospital Research Institute*. Her approach was to start at the beginning and ask the communities and, more importantly, the students themselves: **What do you want?**

Teaching & Leading - Education Quality ▼

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



EVALUATION*	Achievement	Improvement	Overall
OVERALL	Low	Maintained	Issue
Parents	High	Maintained	Good
Students	Very Low	Declined Significantly	Concern
Teachers	Low	Maintained	Issue

PROFESSIONAL LEARNING, SUPERVISION & EVALUATION:

FVSD has an **extensive teacher training program** for new teachers as well to help students that are currently in university completing their degree.

Click the following link to view available: [Teacher Bursaries](#)

Our **supervision and evaluation** help support new teachers in being successful in meeting the TQS requirements and provide students with fantastic learning environments.

ACCESS TO SUPPORTS & SERVICES:

FVSD has an extensive team that supports all students with learning challenges and mental health needs. We meet all students where they are at and grow their skills in their learning.

- The **multi disciplinary team** helps schools, teachers, and parents in perpetuating the learning of each student.
- The **diverse learning coordinator** helps to create plans, organize structures, and resource the interventions that are required.
- Our **mental health team** is the largest in the region and provides support and programs for all students.

Required Alberta Education Assurance Measures - Overall Summary



Source Data Reference

Fall 2024

Authority: 1250 The Fort Vermilion School Division

Assurance Domain	Measure Evaluation	Current Result	Previous Year Result	Previous 3 Year Average	Achievement Standard Years	Last Updated
Student Growth and Achievement	Student Learning Engagement	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	n/a	Mar 28, 2024
	Citizenship	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	2003/2004 to 2005/2006	Mar 28, 2024
	3-year High School Completion	2022/2023	2021/2022	School Years 2019/2020, 2020/2021, 2021/2022	2015/2016 to 2017/2018	Mar 18, 2024
	5-year High School Completion	2022/2023	2021/2022	School Years 2019/2020, 2020/2021, 2021/2022	2015/2016 to 2017/2018	Mar 18, 2024
	PAT6: Acceptable	2023/2024	2022/2023	School Years 2022/2023	2009/2010 to 2011/2012	Oct 04, 2024
	PAT6: Excellence	2023/2024	2022/2023	School Years 2022/2023	2009/2010 to 2011/2012	Oct 04, 2024
	PAT9: Acceptable	2023/2024	2022/2023	School Years 2022/2023	2011/2012 to 2013/2014	Oct 04, 2024
	PAT9: Excellence	2023/2024	2022/2023	School Years 2022/2023	2011/2012 to 2013/2014	Oct 04, 2024
	Diploma: Acceptable	2023/2024	2022/2023	School Years 2022/2023	2013/2014 to 2015/2016	Sep 16, 2024
	Diploma: Excellence	2023/2024	2022/2023	School Years 2022/2023	2013/2014 to 2015/2016	Sep 16, 2024
Teaching & Leading	Education Quality	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	2003/2004 to 2005/2006	Mar 28, 2024
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	n/a	Mar 28, 2024
	Access to Supports and Services	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	n/a	Mar 28, 2024
Governance	Parental Involvement	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	2003/2004 to 2005/2006	Mar 28, 2024

Required Alberta Education Assurance Measures - Overall Summary



Measure Evaluation Reference

Fall 2024

Authority: 1250 The Fort Vermilion School Division

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 three-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 five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT6: Acceptable	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
PAT6: Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
PAT9: Acceptable	0.00 - 62.37	62.37 - 67.35	67.35 - 76.70	76.70 - 81.94	81.94 - 100.00
PAT9: Excellence	0.00 - 9.69	9.69 - 13.44	13.44 - 18.38	18.38 - 23.38	23.38 - 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
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

- For all measures: 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%.

Required Alberta Education Assurance Measures - Overall Summary



Measure Evaluation Reference

Fall 2024

Authority: 1250 The Fort Vermilion School Division

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 five 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