



**Fort
Vermilion**
SCHOOL DIVISION

2024-2027

Three-Year Education Plan

2022-2023

Annual Education Results Report

Table of Contents

	PAGE
Accountability Statements	3
Executive Summary of 2022-2023 Results	4
Introduction to Assurance	5
Annual Education Planning Cycle	6
Effective School Success Planning	7
Engagement of Stakeholders to Establish Priorities	8
Strategic Engagement & Current Year Consultations	9
Annual Evaluation: Performance Measures	10
Division Priorities	
Priority #1: Connectivity	11
Priority #2: Literacy	13
Priority #3: Numeracy	14
Priority #4: Career Paths	15
Summary of Financial Results 2022-2023	17
Budget Summary 2024-2025	18
Summary of Facility & Capital Plans	19
Appendix A:	20
AEAM Assurance Domain: Student Growth & Achievement	21
AEAM Assurance Domains: Teaching & Leading / Governance / Learning Supports	23
Source Data Reference	24
Measure Evaluation Reference	25

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.

*The Board approved the **2024-2027 Education Plan** on **May 22, 2024**.*

Statement for the ANNUAL EDUCATION RESULTS REPORT

The Annual Education Results Report for Fort Vermilion School Division for the 2022-2023 school year

was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *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 2022-2023** was approved by the Board on **November 29, 2023**.*

Original Signed

Marc Beland, Board Chair
Fort Vermilion School Division

Executive Summary of 2022-2023 Results

STUDENT GROWTH

It is important to note that the FVSD continues to grow its student population.

We have **gained over 800 students** in the past 7 years and now serve 4,011 students.

In Rural Alberta where populations are declining rapidly this accomplishment can not be understated.

PROVINCIAL ACHIEVEMENT & DIPLOMA EXAMS

Due to a number of local natural disasters and COVID-19, we **have not written PATs and Diplomas much in the past 8 years.**

This year we are refocusing on the importance of these assessments and supporting the digital pilot currently ongoing. We would see our current results as a baseline and intend to improve on this benchmark.

HIGH SCHOOL COMPLETION

We **continue to see a significant improvement** of our 5-year completion rate for our FNMI students.

As we move down the collegiate – model it will be FVSD’s intent to keep all students five years in high school and help transition them to post secondary while still eligible for high school.

connectivity

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

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

With **over 93% of students feeling connected**, this a huge celebration for the staff who make this happen every day.

literacy

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

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.

We consistently move approximately **50 students per year per grade out of the 'at risk' category.**

numeracy

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.

We've seen **hundreds of students in all grade levels move out of the 'at risk' category** and grow in numeracy.

Introduction to Assurance

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

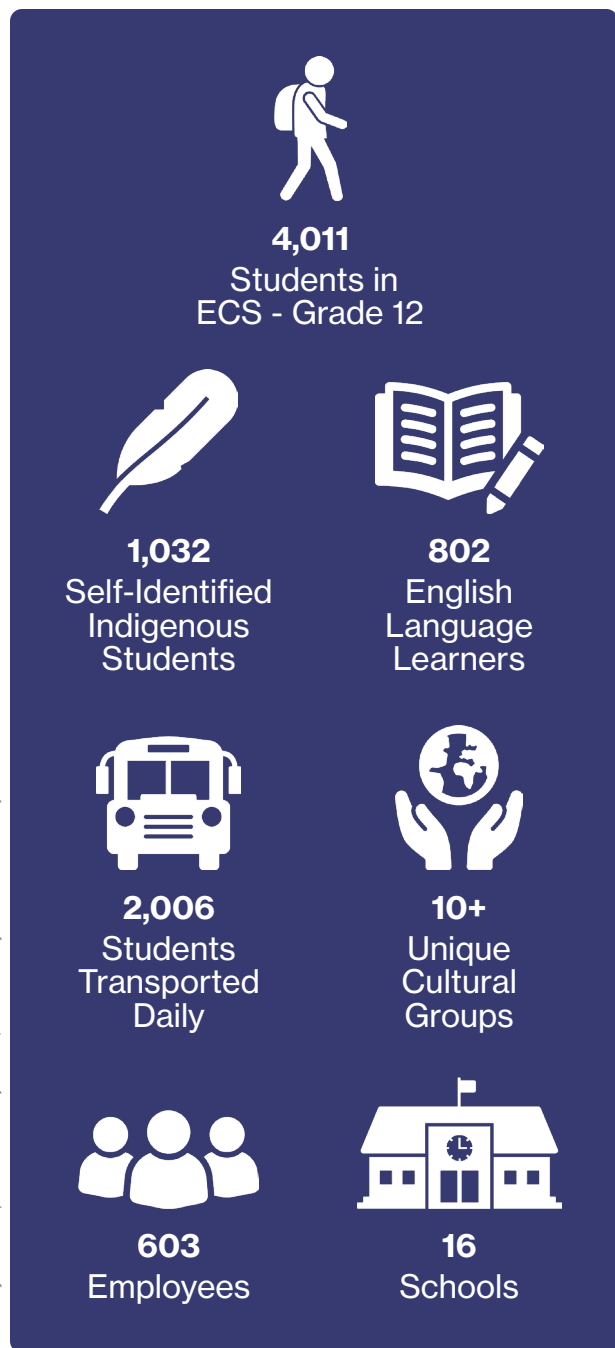
How do educators know and how can parents know that their child is being successful?

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. ***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's 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.



Icons by Adrien Coquet from NounProject.com | Feather icon by LAFS from NounProject.com

Annual Education Planning Cycle

The 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.

FOUR FVSD PRIORITIES: Literacy, Numeracy, Connectivity, Career Paths

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.

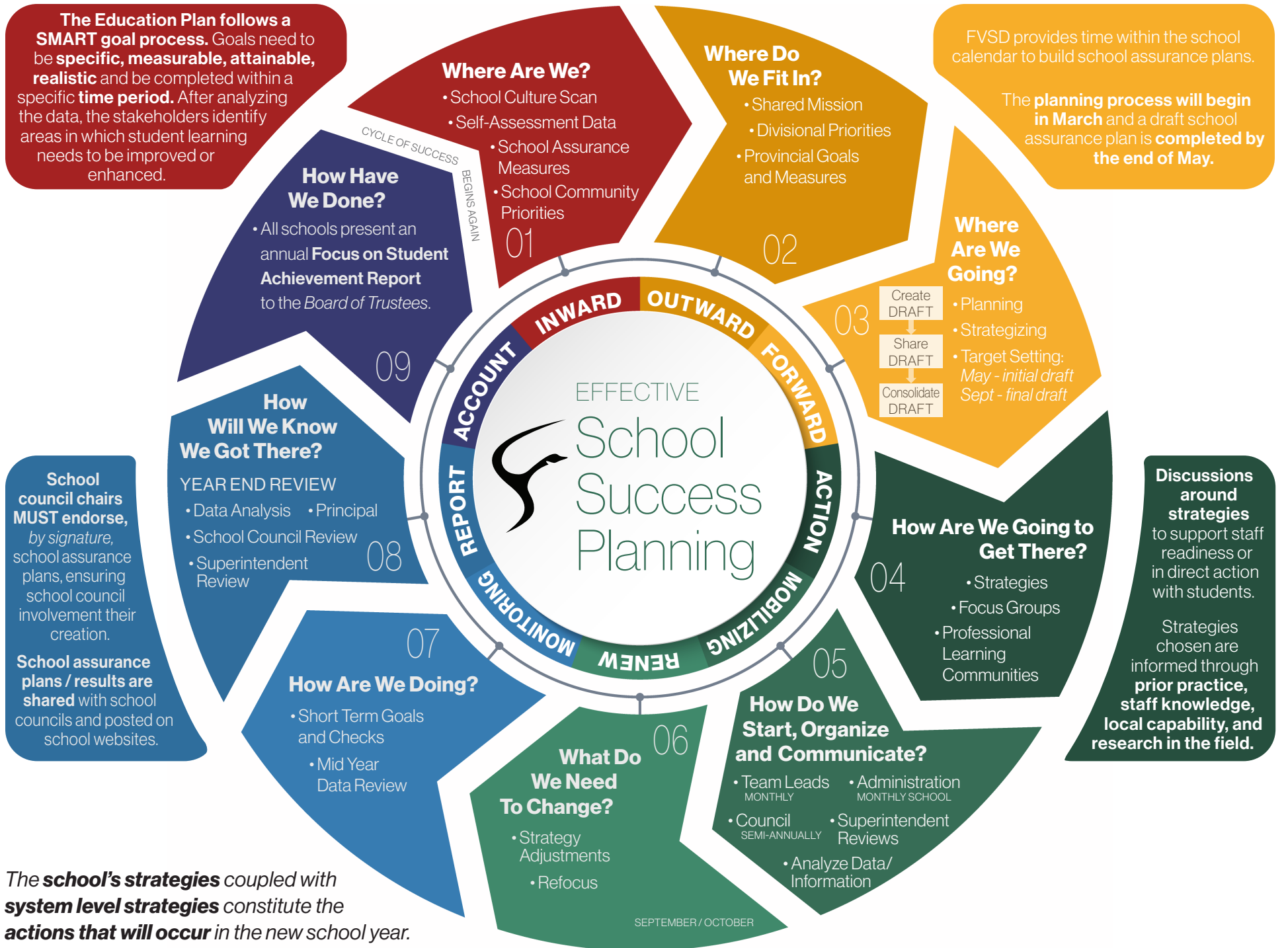
In FVSD, the schools align their plans to the four divisional priorities but how the alignment occurs, such as goals established, and pertinent strategies, are within the principal's realm of control. The development of Education Plans in FVSD requires the principal to document the planning process to 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.

The planning cycle begins with an analysis of data.

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*



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

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.

The following are a list of consultation groups utilized to inform the 2023-26 cycle:

- **FVSD Staff:** this group includes teachers and support staff (*in all communities*)
- **FVSD Students:** students from grade 4 – 12 in every community
- **FVSD community meetings** in all communities
- **Leadership Team:** group members are principals, assistant principals, department supervisors (*multiple opportunities provided*)
- **Executive Team:** Associate Superintendents
- **School Council:** Delegates from each school council
- **Board of Trustees**
- **First Nations**
- **Elected Officials**

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*.

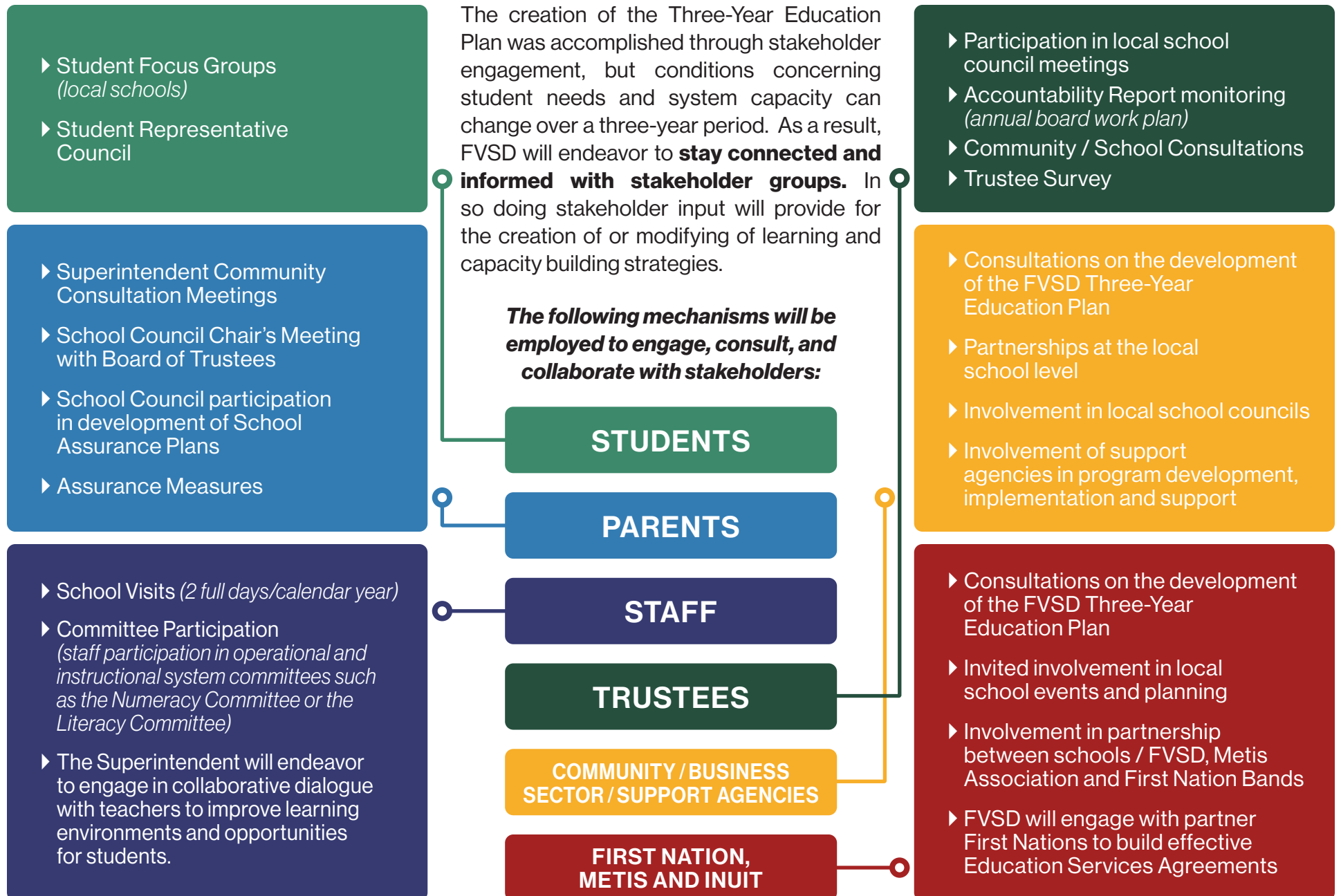
The *Superintendent* is then charged with the task of creating strategies to meet the priorities selected by the *Board*. Discussions of strategies, structures and supports will occur between executive, trustees, the *Leadership Team* and with individual school leaders throughout the *March - May* timeline. 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



ANNUAL EVALUATION: Performance Measures

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.**

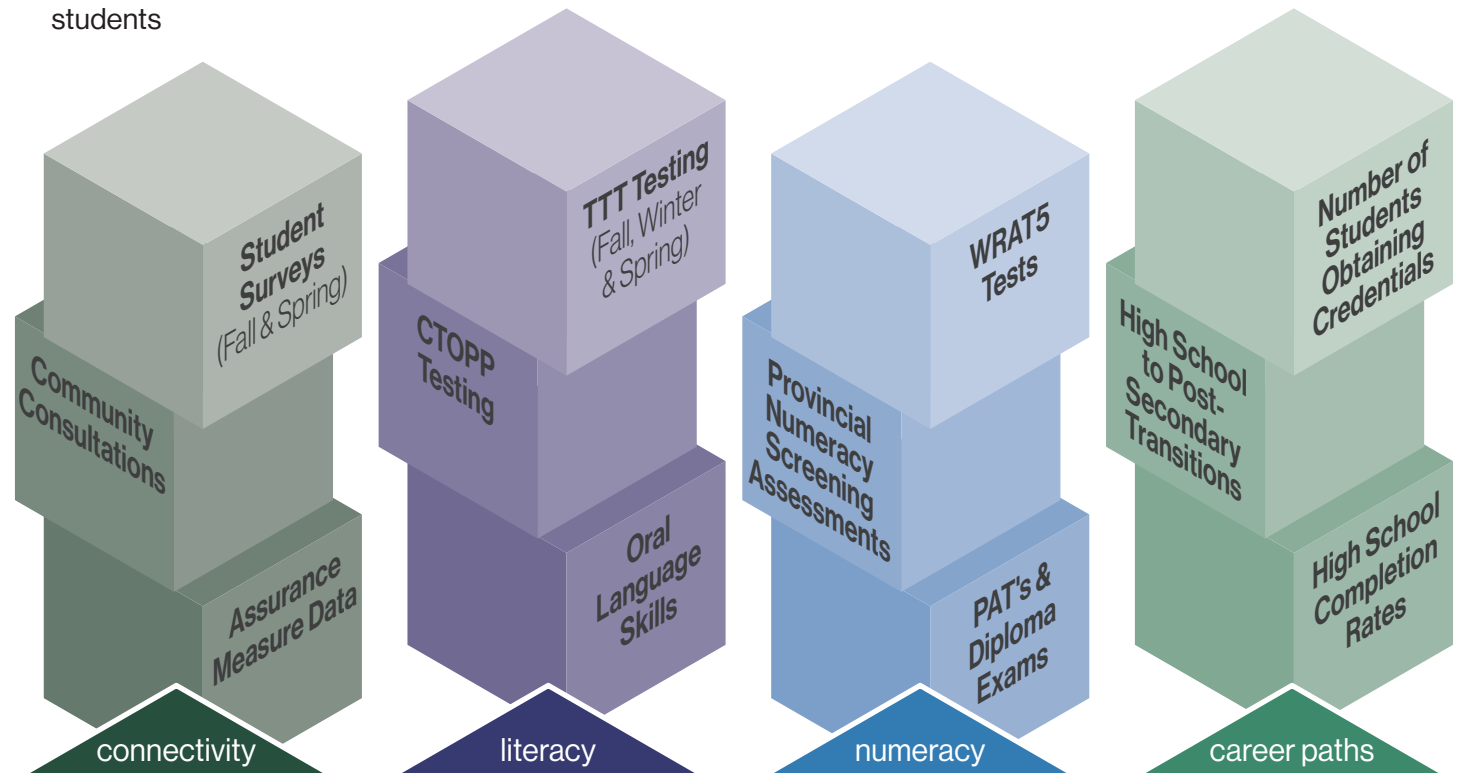
Measures need to be supported by **data and/or evidence.**

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 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



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

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:

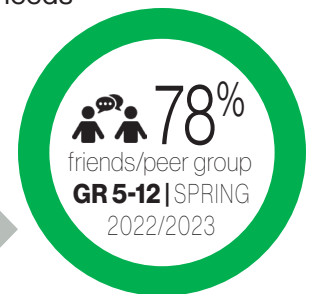
1. Hired **Indigenous Elders** that help support the drafting of policy and support teachers to achieve the standards outlined in the *Teacher Quality Standard*.
2. Enhance the **Connection Team** with the hiring of the fourth *Mental Health Therapist* and restructure of the *Coach Universal* programming 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



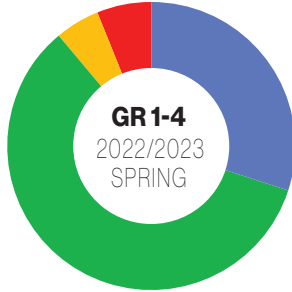
8. Provide all staff with professional development opportunities.
9. **Collaborative Response Model:** Every school will develop and implement a model based on the four district priorities: *Connectivity, Literacy, Numeracy, and Career Paths*.
10. **Connection Team:** A full professional development 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?

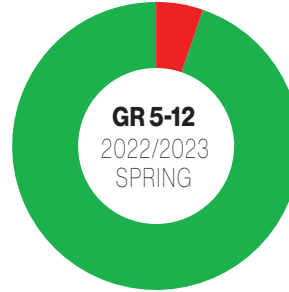
This is **how I feel** most days while I'm at school.

excited | 30%
 happy | 59%
 sad | 5%
 worried | 6%



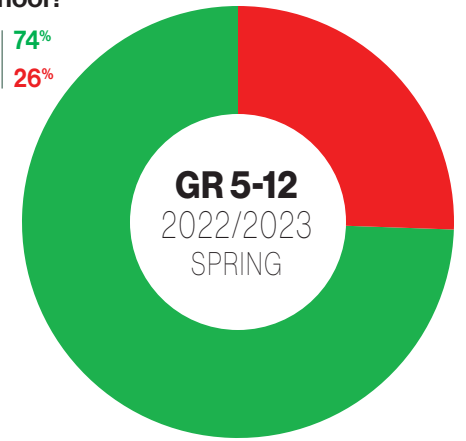
Do you have at least **one close friend**?

yes | 95%
 no | 5%



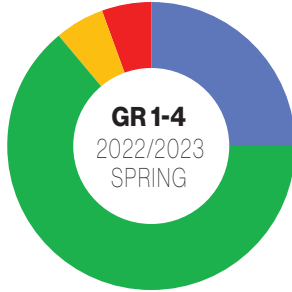
Do you **like coming to school**?

yes | 74%
 no | 26%



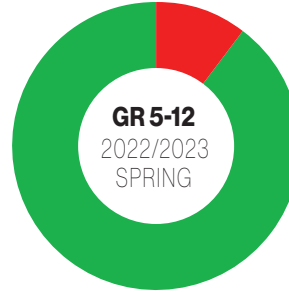
The **other kids** in my school make me feel ...

excited | 25%
 happy | 64%
 sad | 6%
 worried | 5%



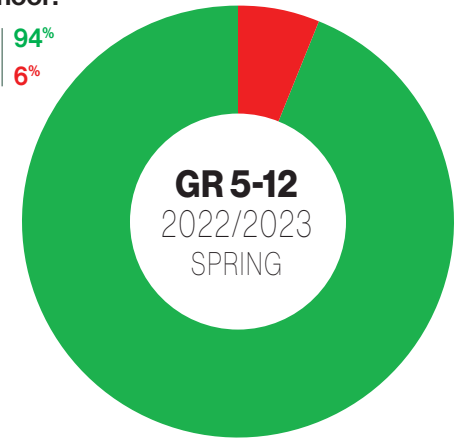
Do you **feel accepted by your peers**?

yes | 89%
 no | 11%



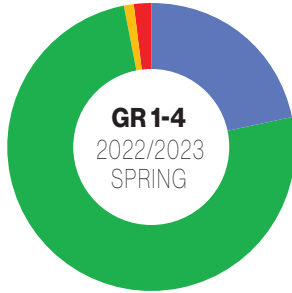
Do you **feel safe at school**?

yes | 94%
 no | 6%



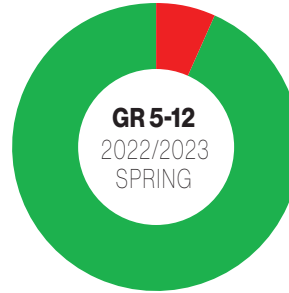
The **adults** in my school make me feel ...

excited | 22%
 happy | 75%
 sad | 1%
 worried | 2%



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

yes | 93%
 no | 7%



▲ 2022/2023 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 1-4	Percentage of Students that Responded POSITIVELY			
	Target	Spring 2023	Spring 2022	Spring 2021*
This is how I feel most days while I'm at school	92%	89%	78%	91%*
The adults in my school make me feel	98%	97%	96%	95%*
The other kids in my school make me feel	91%	89%	89%	91%*

*For the 2020-2021 school year, Divisions were Grades 1-3 and Grades 4-12.

Percentage of Students that Responded YES

GRADES 5-12	Target	Spring 2023	Spring 2022	Spring 2021*
Do you like coming to school ?	76%	74%	69%	99%*
Do you have at least one close friend ?	96%	95%	94%	94%*
Do you feel safe at school ?	95%	94%	87%	90%*
Do you feel accepted by your peers ?	90%	89%	79%	81%*
Do you feel accepted by the adults that teach you ?	95%	93%	87%	89%*

*For the 2020-2021 school year, Divisions were Grades 1-3 and Grades 4-12.

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:

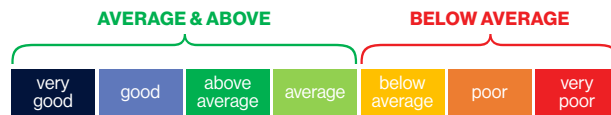
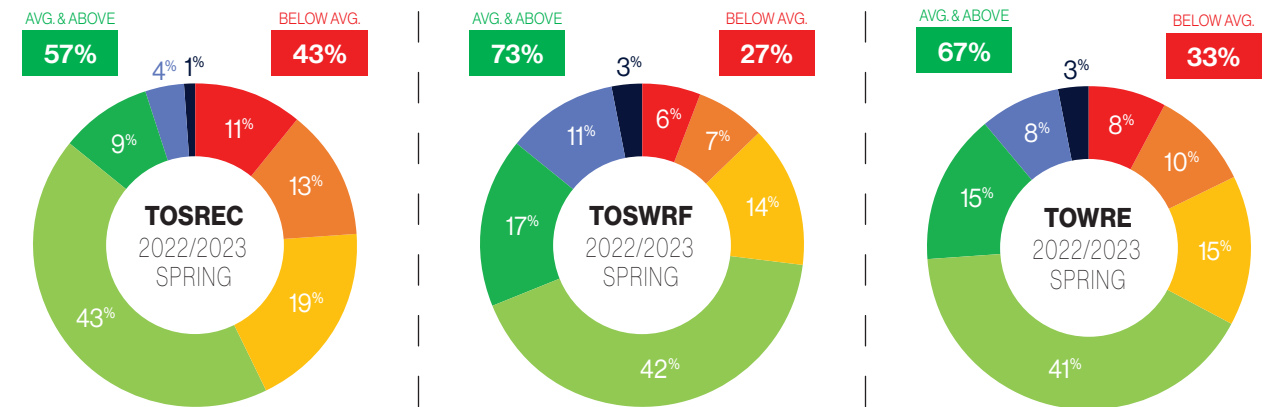
- DECODING: Test of Word Reading Efficiency (TOWRE)
- COMPREHENSION: Test of Silent Reading Efficiency and Comprehension (TOSREC)
- FLUENCY: Test of Silent Word Reading Fluency (TOSWRF)
- Comprehensive Test of Phonological Processing (CTOPP)
- Oral Language Skills

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



▲ 2022/2023 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			
	Target	Spring 2023	Spring 2022	Spring 2021
TOSREC	60%	57%	59%	59%
TOSWRF	73%	73%	73%	73%
TOWRE	70%	67%	68%	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.

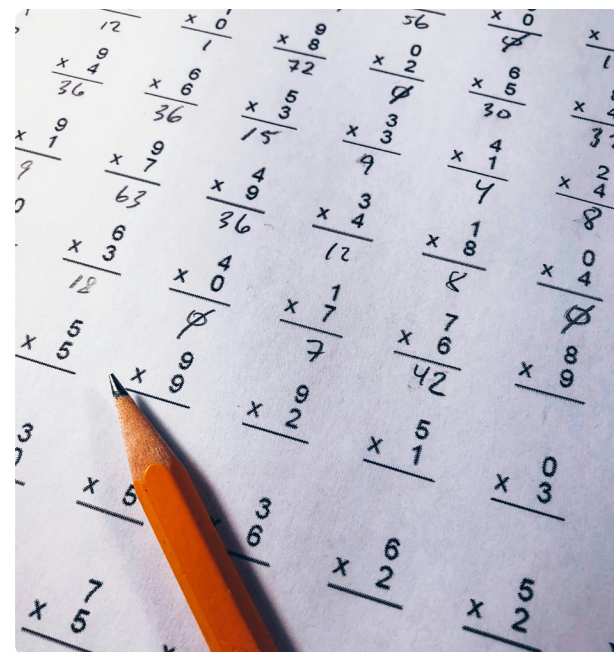
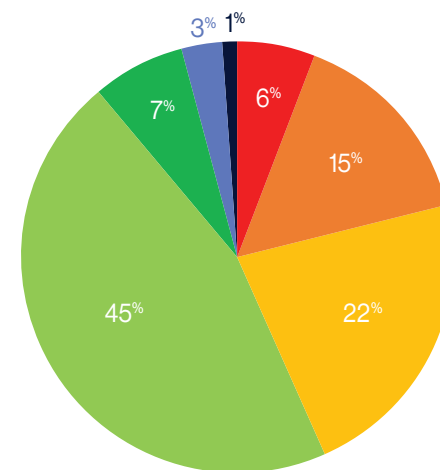
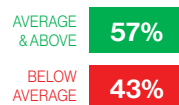


Photo by Chris Liverani on Unsplash

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

WRAT5 ASSESSMENT

2022/2023 | SPRING



▲ 2022/2023 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	Target	Spring 2023	Spring 2022	Spring 2021
	60%	57%	53%	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 TBA



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.

BUILDING FUTURES

within Fort Vermilion School Division

CAREER FOCUSED ACADEMIES

The following pathways are being developed and **will begin to be launched in the fall of 2024.**

CTS Categories: **BIT** | **HRH** | **MDC** | **NAT** | **TMT**



	YEAR 1	YEAR 2	YEAR 3	YEAR 4
School & Collegiate Programming	High School Graduation Course Requirements			
	Use of Division/School design to develop career pathways within school programming to develop growth of academic and skill readiness for career pathways success.			
Post-Secondary Programming	Single Course & Skill Development			
		Skilled Trades Pre-Employment & Other Full Career Certificates		
Industry Partnerships	Exploration & Early Work Integrated Learning		Work Integrated Learning / Registered Apprenticeship Program Placement	
	Use of Community Partners in Career Placements			
Student Support & Career Advising	School Division Supervision, Academic & Career Coaching for Student Transition Success			
	Use of Community Partners in career advising and Career Education Support			

AGRICULTURE

CAREER POSSIBILITIES:
 Hydroponic Producer
 Farmer / Market Grower
 Agronomist / Ag Tech
 Agricultural Fieldman
 Elevator Operator
 Veterinarian / Vet Tech
 Livestock/Poultry Producer

AUTOMOTIVE & MECHANICS

CAREER POSSIBILITIES:
 Small Engine Mechanic
 Automotive Mechanic
 Heavy Duty Technician
 Auto Body Technician
 Shop Hand
 Tool & Equipment Salesperson
 Business Owner

AVIATION & ENGINEERING

CAREER POSSIBILITIES:
 Private Pilot
 Commercial Pilot
 Aircraft Maintenance Engineer
 Business Owner
 Drone Operator
 Crop Sprayer

BUSINESS SERVICES

CAREER POSSIBILITIES:
 Office Manager
 Administrative Assistant
 Accounts Receivable/Payable
 Marketing Manager
 Banking/Finance Professional
 Entrepreneur
 Business Owner

CONSTRUCTION & DESIGN

CAREER POSSIBILITIES:
 Home Builder / Home Inspector
 Cabinet Maker / Carpenter
 Electrician
 Plumber / Heating & Gas
 Pipe Fitter / Welder
 Architect / Structural Engineer
 Business Owner

CREATIVE ARTS & MEDIA

CAREER POSSIBILITIES:
 Graphic Designer / Art Director
 Brand/Marketing Manager
 Artist / Illustrator / Photographer
 Author / Scriptwriter / Copywriter
 Actor / Producer / Director
 Reporter / Announcer
 TV Camera or A/V Operator

HEALTH & BIOSCIENCE

CAREER POSSIBILITIES:
 Healthcare Aide/Nurse Practitioner
 Practical (LPN)/Registered Nurse (RN)
 First Responder / EMT
 Mental Health Worker
 Radiologist / Lab Technician
 Occupational/Physical Therapist
 Dentist / Dental Hygienist

HOSPITALITY & TOURISM

CAREER POSSIBILITIES:
 Hotel Manager
 Hotel / Motel Owner
 Guest Services Manager
 Restaurant Manager / Owner
 Chef / Pastry Chef
 Event Planner
 Tour Guide / Travel Agent

HUMAN SERVICES

CAREER POSSIBILITIES:
 Teacher
 Educational Assistant
 Social Worker
 Lawyer
 Hairdresser
 Esthetician
 Makeup Artist

NATURAL RESOURCES

CAREER POSSIBILITIES:
 General Labourer
 Logger
 Silviculture
 Forester / Forestry Tech
 Wood Manufacturing
 Wildfire Firefighter
 Environmental Scientist

TECHNOLOGY & INNOVATION

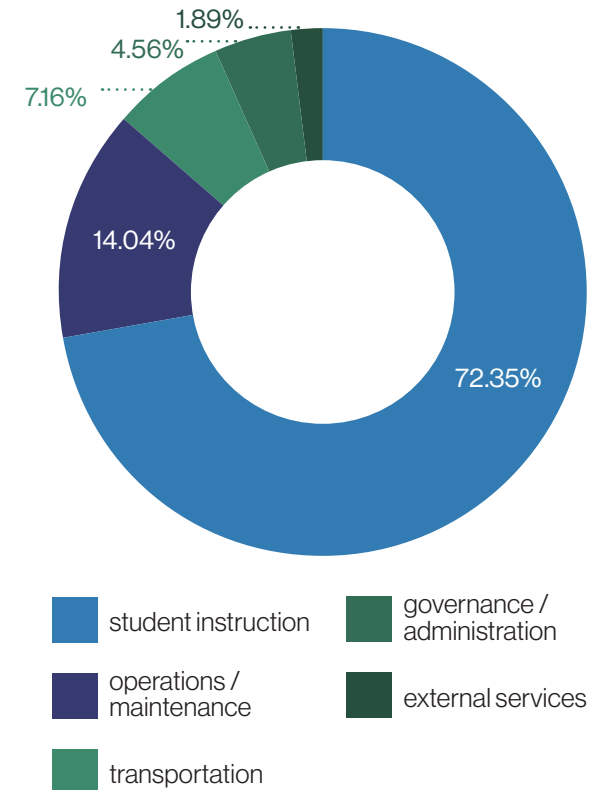
CAREER POSSIBILITIES:
 Software Engineer / Game Developer
 Workplace Information Tech (IT)
 Computer Service Technician
 Database Analyst
 Security Systems Analyst
 Instrumentation & Control Tech
 Telecommunications Technologist

TRANSPORTATION

CAREER POSSIBILITIES:
 Transport Truck Driver
 Public Transportation Operator
 School Bus Driver
 Heavy Equipment Operator
 Learners License (Class 7)
 Drivers License (Class 5)
 MELT Training / Class 1 License

Summary of Financial Results | 2022-2023

PROGRAM		TOTAL Expenditures	# of Students Served by Program FTE	Spending/ Student
Student Instruction ECS to Grade 12 Expenditures				
a) Student Instruction ECS		\$1,400,897	139	\$10,078
b) Student Instruction Grade 1 - Grade 12		\$40,890,547	3,132	\$13,056
c) Student Instruction ECS - Gr 12 (subtotal)	72.35%	\$42,291,444	3,271	\$12,929
Support Expenditures				
d) Schools - Operations & Maintenance*	14.04%	\$8,205,136	3,332.5	\$2,462
e) Student Transportation	7.16%	\$4,185,657	1,902	\$2,201
f) School Board Governance/System Administration	4.56%	\$2,665,768	3,332.5	\$800
Other Instruction Expenditures				
g) External Services (UHRS)	1.89%	\$1,107,478	61.5	\$18,008
Total School Board Expenditures	100.00%	\$58,455,483	3,332.5	\$17,541



*includes amortization of assets of \$3,075,922

KEY FINANCIAL INFORMATION 2022-2023

The Board of Trustees for the Fort Vermilion School Division entered the 2022-23 school year by approving a **deficit budget of \$437,644 accessing \$4,455,224 of our operating reserves and \$3,293,036 of our capital reserves.**

Historically Alberta Education’s suggested guideline was to maintain a minimal Accumulated Operating Reserve of 10 days. This would represent \$2,338,219 (*Expenses for 10 days*

out of a total of 250 operational days, or 4% of the total expenses). **At the end of the 2022-23 school year there was accumulated operating reserves of \$3,439,594 net of School Generated Funds and External Services or 14.7 days of operations.** Operating reserves have decreased by \$3,373,127 from the previous year. Reserves did not decrease as anticipated due to construction delays of a planned capital project.

We had a **decrease in capital reserves of \$3,293,036** due to the construction and

rebuild of St. Mary’s Catholic School.

The level of net assets held by the Fort Vermilion School Division is reviewed and discussed annually with the Board to ensure that the financial position of the board is at an acceptable level. **Acceptable level takes into account potential risks and threats** that the board faces on an annual basis as well as funds are set aside to address future requirements.

Budget Summary | 2024-2025

SCHOOL GENERATED FUNDS

2022-2023 SCHOOL YEAR

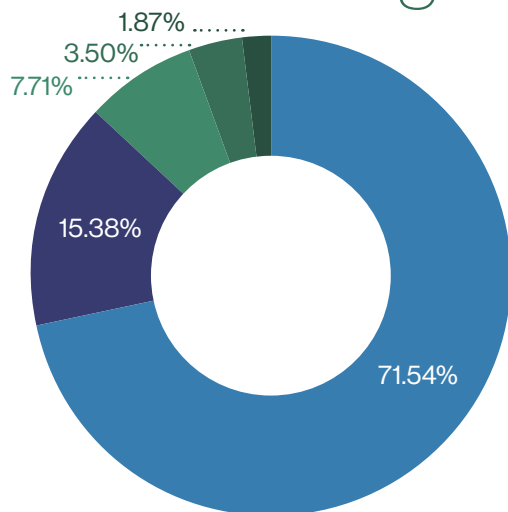
Schools received and fund-raised for school generated funds during the 2022-2023 year. **A total of \$895,727 was generated from these activities which were used for extra-curricular activities, field trips and other student activities**, with actual expenditures incurred of \$947,575. This caused our unexpended funds to decrease by \$51,848.

The balance of school generated funds that remained at year end for school is \$443,932. This amount allows schools to work on school projects relating to student activities from year to year. Information on specific sources and uses of school generated funds can be obtained in the notes of the audited financial statements.

The Fort Vermilion School Division's Audited Financial Statement can be viewed in their entirety at www.fvvd.ab.ca. The web link to all school jurisdiction financial reports, which provides comparative data, is located at **[K-12 Education Financial Statements](#)**.*

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

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



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.



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	\$12,221.44
b) Student Instruction Grade 1 - Grade 12		\$43,206,529	3,305	\$13,073.08
c) Student Instruction ECS - Gr 12 (subtotal)	71.54%	\$44,899,198	3,443.5	\$13,038.83
Support Expenditures				
d) Schools - Operations & Maintenance*	15.38%	\$9,654,655	3,503.5	\$2,755.72
e) Student Transportation	7.71%	\$4,838,889	1,891	\$2,558.90
f) School Board Governance/System Administration	3.50%	\$2,196,285	3,503.5	\$626.88
Other Instruction Expenditures				
g) External Services (ie. adult education, joint use agreements)	1.87%	\$1,172,631	60	\$19,543.85
Total School Board Expenditures	100.00%	62,761,658	3,503.5	\$17,913.99

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

Summary of Facility & Capital Plans

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%.

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

Division Priority	IDENTIFIED PROJECT
1 ▶	<p>MODERNIZATION: Sand Hills Elementary School</p> <p>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.</p>
2 ▶	<p>MODERNIZATION: Florence MacDougall Community School</p> <p>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.</p>
3 ▶	<p>New Junior High School (Grade 7-9) in La Crete and High Level</p> <p>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.</p>

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

PARENTAL INVOLVEMENT

School council chairs are required to endorse by signature school assurance plans, thus ensuring involvement in the creation of school assurance plans. **Plans are shared with school councils and posted on school websites.**

TIMELINES AND COMMUNICATION

The Board accepted the **Education Plan and AERR** on November 29, 2023 and posted it to the school division website www.fvsvd.ab.ca under: *Our Division > Documents*

WHISTLE BLOWER PROTECTION

In the 2022-2023 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](#)

PAT Results 2023 (2022) Grades 6 & 9 ▼

COURSE	2023		2022		2023		2022	
	A	E	A	E	A	E	A	E
ELA 6	*	*	n/a	n/a	n/a	n/a	n/a	n/a
	*	*	n/a	n/a	n/a	n/a	n/a	n/a
Math 6	*	*	n/a	n/a	n/a	n/a	n/a	n/a
	*	*	n/a	n/a	n/a	n/a	n/a	n/a
Science 6	*	64.0%	n/a	43.5%	n/a	59.5%	*	*
	*	20.2%	n/a	4.7%	n/a	10.8%	*	*
Social Studies 6	50.6%	60.9%	32.9%	40.0%	50.9%	48.6%	*	*
	10.8%	18.2%	7.1%	4.7%	3.8%	13.5%	*	*
ELA 9	51.7%	63.6%	32.9%	41.3%	61.8%	55.6%	*	*
	2.1%	5.6%	0.0%	3.2%	2.9%	3.7%	*	*
K&E ELA 9	35.5%	58.3%	42.9%	55.6%	30.0%	*	*	*
	0.0%	12.5%	0.0%	22.2%	0.0%	*	*	*
Math 9	37.9%	38.5%	18.2%	15.6%	35.3%	29.6%	*	*
	3.5%	5.7%	1.5%	0.0%	0.0%	3.7%	*	*
K&E Math 9	48.7%	40.0%	44.4%	22.2%	44.4%	*	*	*
	2.6%	17.8%	0.0%	3.7%	0.0%	*	*	*
Science 9	42.1%	59.2%	24.3%	39.3%	34.1%	42.9%	*	*
	6.9%	12.6%	2.9%	5.4%	6.8%	7.1%	*	*
K&E Science 9	26.7%	51.6%	28.6%	42.1%	30.0%	*	*	*
	0.0%	9.7%	0.0%	0.0%	0.0%	*	*	*
Social Studies 9	42.0%	55.6%	26.1%	37.7%	36.4%	42.9%	*	*
	6.6%	8.9%	4.3%	3.8%	2.3%	3.6%	*	*
K&E Social Studies 9	36.4%	40.5%	35.7%	29.2%	30.0%	*	*	*
	3.0%	18.9%	0.0%	8.3%	0.0%	*	*	*

Diploma Exam Results 2023 (2022) ▼

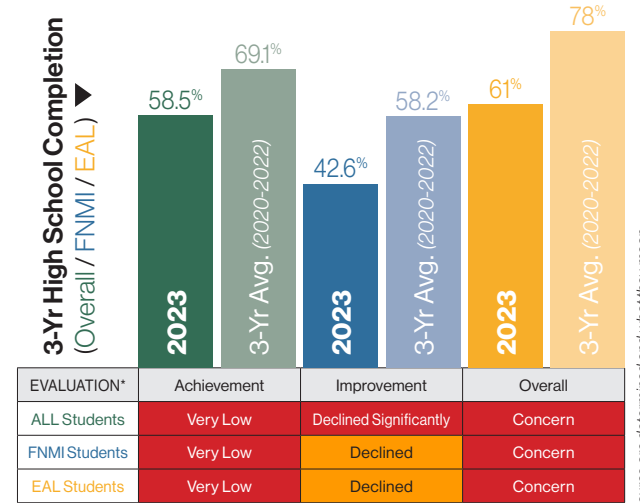
COURSE	2023		2022		2023		2022	
	A	E	A	E	A	E	A	E
ELA 30-1	73.4%	83.3%	71.4%	93.8%	66.7%	66.7%	*	*
	5.1%	3.0%	7.1%	0.0%	0.0%	0.0%	*	*
ELA 30-2	81.1%	69.2%	78.3%	64.7%	87.5%	*	*	*
	2.7%	3.8%	4.3%	0.0%	0.0%	*	*	*
Math 30-1	44.8%	48.0%	*	*	50.0%	*	*	*
	3.4%	16.0%	*	*	12.5%	*	*	*
Math 30-2	60.0%	42.4%	50.0%	*	61.5%	*	*	*
	12.0%	9.1%	0.0%	*	0.0%	*	*	*
Social Studies 30-1	70.0%	67.6%	76.5%	50.0%	50.0%	*	*	*
	3.8%	5.9%	11.8%	0.0%	0.0%	*	*	*
Social Studies 30-2	57.0%	52.2%	50.0%	57.9%	69.2%	22.2%	*	*
	5.1%	1.5%	11.5%	5.3%	0.0%	0.0%	*	*
Biology 30	78.2%	12.5%	45.5%	*	93.3%	*	*	*
	16.7%	0.0%	0.0%	*	20.0%	*	*	*
Chemistry 30	77.4%	76.0%	*	*	42.9%	n/a	*	*
	32.3%	16.0%	*	*	14.3%	n/a	*	*
Physics 30	85.7%	66.7%	*	n/a	*	n/a	*	*
	28.6%	16.7%	*	n/a	*	n/a	*	*

OVERALL RESULTS BY COURSE

A Acceptable Standard Overall	A Acceptable Standard FNMI	A Acceptable Standard EAL	◀ EAL refers to students who require and receive English as an Additional Language supports.
E Standard of Excellence Overall	E Standard of Excellence FNMI	E Standard of Excellence EAL	

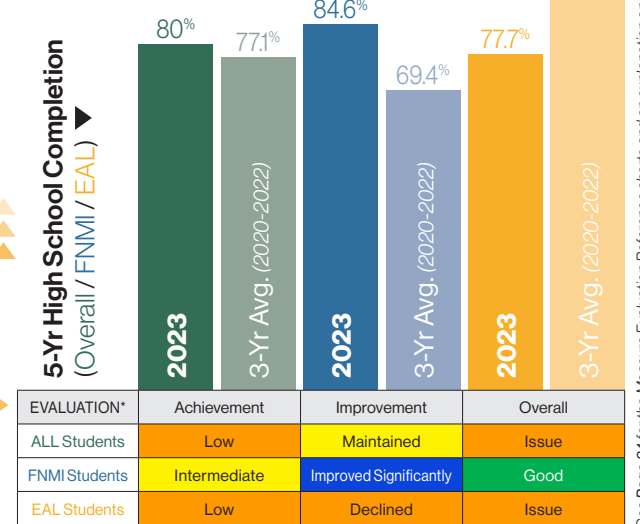
*Data values have been suppressed where the number of respondents is fewer than six.

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) ▼



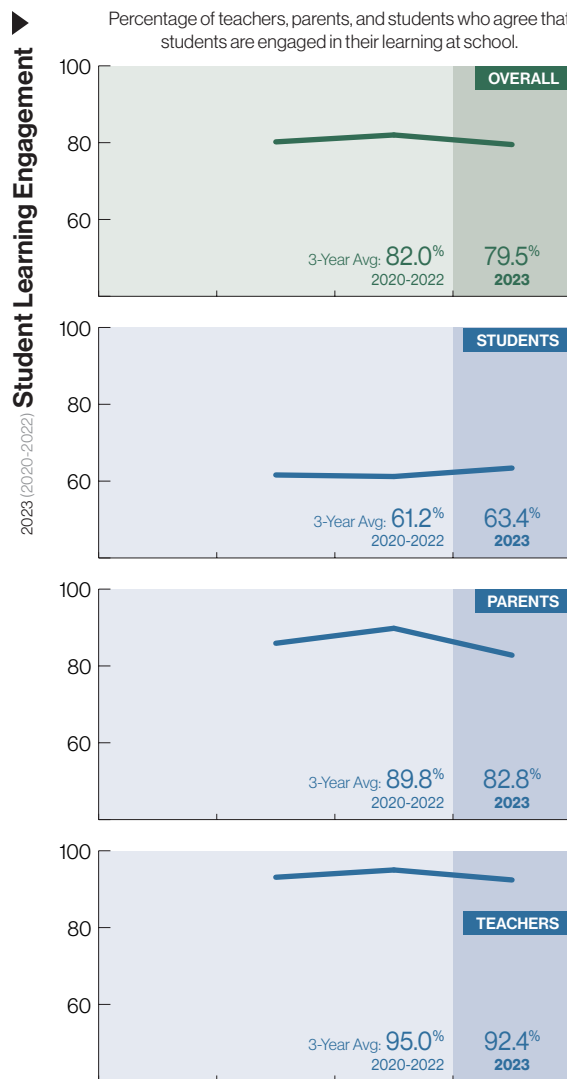
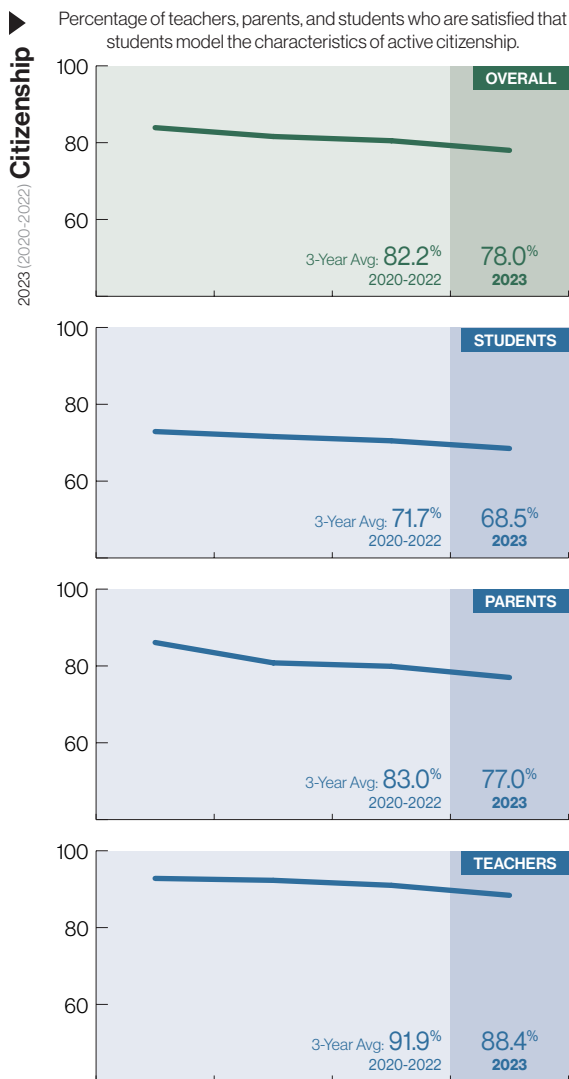
*See Page 24 for the Measure Evaluation Reference charts and an explanation on how these measures are determined and what they mean.

NOTES:

- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- 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.

ASSURANCE DOMAIN: Student Growth & Achievement

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



EVALUATION*	Achievement	Improvement	Overall
OVERALL	High	Declined Significantly	Issue
Parents	High	Declined	Acceptable
Students	High	Declined	Acceptable
Teachers	Intermediate	Declined	Issue

EVALUATION*	Achievement	Improvement	Overall
OVERALL	n/a	Declined	n/a
Parents	n/a	Declined	n/a
Students	n/a	Improved	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.

Early Years Literacy & Numeracy Assessments

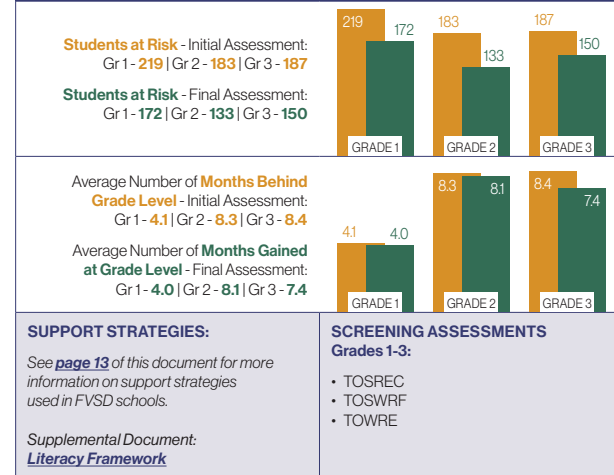
Summary of Literacy and Numeracy Results for Grades 1-3

Total Number of Students Assessed: **Gr 2 - 261 | Gr 3 - 274** (FALL 2022)

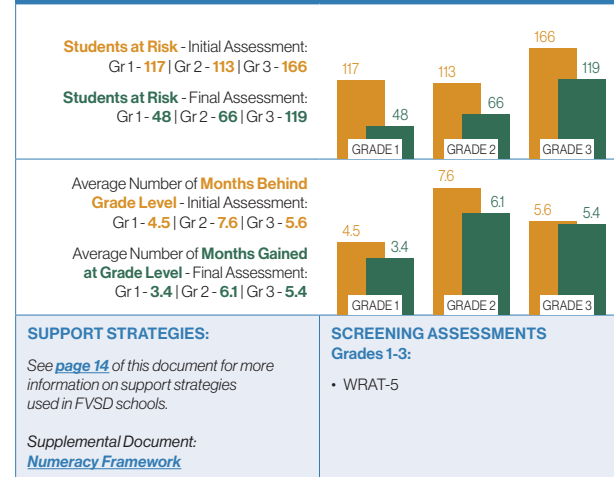
Total Number of Students Assessed: **Gr 1 - 268** (WINTER 2023)

Note: Grades 2-3 are assessed in the fall. Grade 1 is first assessed in January.

LITERACY SUMMARY:



NUMERACY SUMMARY:

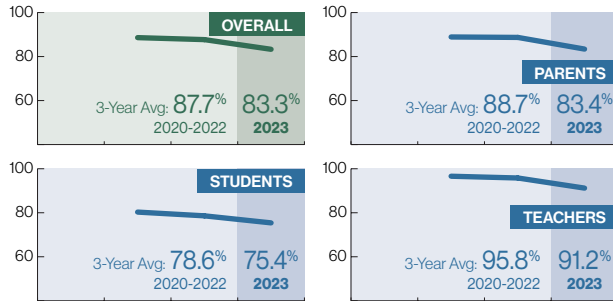


ASSURANCE DOMAINS: Teaching & Leading / Governance / Learning Supports

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

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

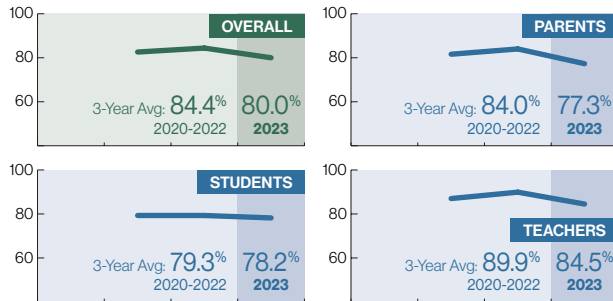
Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.



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



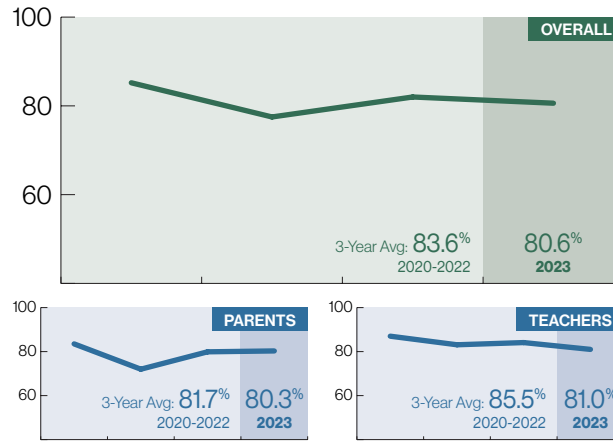
EVALUATION*	Achievement	Improvement	Overall
OVERALL	n/a	Declined Significantly	n/a
Parents	n/a	Declined	n/a
Students	n/a	Maintained	n/a
Teachers	n/a	Declined	n/a

*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	Declined	Issue

FIRST NATIONS, METIS & INUIT STUDENT SUCCESSES:

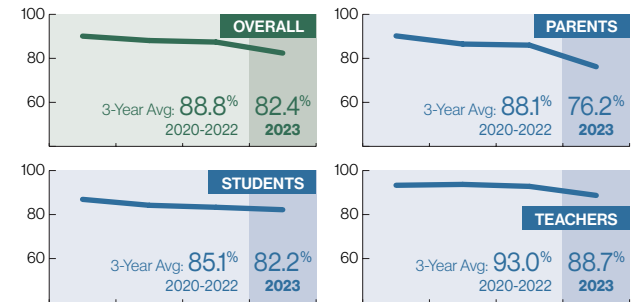
FVSD is part of a research project with the *University of Calgary* and the scope is enormous. One of the biggest challenges faced by the *One Child Every Child* initiative is how to dismantle embedded inequities between Indigenous and non-Indigenous populations to help transform vulnerable populations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

This is where *UCalgary's* approach to its Indigenous Strategy, *ii' taapoh'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	Declined Significantly	Concern
Parents	Low	Declined Significantly	Concern
Students	Low	Declined Significantly	Concern
Teachers	Very Low	Declined	Concern

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 2023

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	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
	Citizenship	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2011/2012 to 2013/2014	Apr 24, 2023
	3-year High School Completion	2021/2022	2020/2021	School Years 2018/2019, 2019/2020, 2020/2021	2011/2012 to 2013/2014	Mar 22, 2023
	5-year High School Completion	2021/2022	2020/2021	School Years 2018/2019, 2019/2020, 2020/2021	2011/2012 to 2013/2014	Mar 22, 2023
	PAT: Acceptable	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 07, 2023
	PAT: Excellence	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 07, 2023
	Diploma: Acceptable	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 01, 2023
Diploma: Excellence	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 01, 2023	
Teaching & Leading	Education Quality	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2011/2012 to 2013/2014	Apr 24, 2023
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
	Access to Supports and Services	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
Governance	Parental Involvement	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2011/2012 to 2013/2014	Apr 24, 2023

Required Alberta Education Assurance Measures - Overall Summary



Measure Evaluation Reference

Fall 2023

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
PAT: Acceptable	0.00 - 62.15	62.15 - 67.21	67.21 - 77.26	77.26 - 82.01	82.01 - 100.00
PAT: Excellence	0.00 - 10.15	10.15 - 13.39	13.39 - 17.84	17.84 - 23.74	23.74 - 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:

1. 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 2023

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