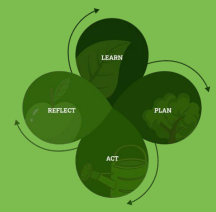


Assurance Model for École McTavish
Mark Dolmont - Principal
Lindsay Giraudier- Vice Principal
Hélène Hopkins - Vice Principal
David Hurley - Vice Principal
Amy Lyn MacDonald- Vice Principal
Spring 2024



École McTavish Public High School CONTINUOUS IMPROVEMENT CYCLE

Doing What's Best for Kids



École McTavish is a vibrant institution dedicated to delivering a well-rounded education to students spanning grades 7 through 12. With a wide array of academic, extracurricular, and athletic options available, we cater to the diverse interests and needs of our student population. Our school takes pride in its French Immersion program, enabling students to excel academically in a second language. Additionally, our PEAK athletics offers top-tier training integrated into the daily curriculum. Whether students are drawn to coding, construction, or leadership roles in student governance, École McTavish provides the enriching programs they seek.

Our school is experiencing rapid growth, now accommodating a total of 1474 students. The largest segment of our student body consists of 860 junior high students, with the high school comprising 614 students. Although our high school is comparatively smaller, we anticipate sustained growth in the next two years as students progress from junior to senior levels. Our staff complement includes 62 ATA members, 30 Educational Assistants, and 17 CUPE support staff. Our student community is notably diverse, hailing from over 60 countries. Among them, we have 129 funded English as an Additional Language (EAL) Learners, 63 students with severe needs, and 164 students identifying as First Nations, Métis, or Inuit. We are privileged to have dedicated Indigenous cultural support worker who visits weekly to enrich our school community through the integration of Indigenous knowledge.

As we strive for continuous improvement our staff have been working diligently through our PLF's to strengthen our assessment practices to best serve the learning needs of our students. The increase in both population and diversity has put a greater emphasis on the need for a stronger and more inclusive community. Partnership with the Breakfast Club of Canada has allowed us to provide breakfast daily which is utilized by more than 1000 students each month. The Multicultural Association also provides additional support to assist our EAL students with language supports where needed. Our goal is to ensure all students are provided with the resources they need to excel.

Our Education Plan is a result of collaboration with the school council, parents, and staff, each contributing distinct viewpoints on the future of McTavish. We hold stakeholder input in high regard, aiming to foster a school environment that is inclusive, supportive, and conducive to student well-being. At École McTavish, our priority is to equip all students with the resources they need to achieve their maximum potential.

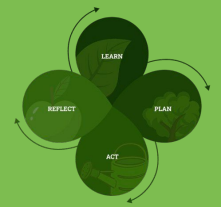
Dr. Mark Dolmont.

Principal, Ecole McTavish High School



École McTavish Public High School CONTINUOUS IMPROVEMENT CYCLE

Doing What's Best for Kids



FMPSD GOALS

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

CONTINUOUS IMPROVEMENT CYCLE

1. Learn - Gather, Analyse and Interpret Data
2. Plan - Identify Needs and Strategize to Address
3. Act - Resource and Implement the Plan, Adapt as Needed
4. Reflect - Impact of Plan for Continuous Improvements

CURRENT STATE

STRENGTHS

École McTavish was rated high or very high in the areas of 3-year high school completion, Education Quality, and Parental Involvement on the most recent Assurance Report. We are also outperforming the province in regard to Student Learning Engagement, High School Completion rates, Parental Involvement, and Access to Supports and Services. École McTavish provides a well rounded approach to education where learners have the ability to follow their passions and interests.

AREAS FOR GROWTH

1. The academic performance as identified by provincial assessments continues to show areas of concern with both our PAT and Diploma results being classified as low and very low. While this is disheartening, all categories have seen an incremental improvement over the previous year.
2. The student responses to the Our School Survey show a decrease in areas pertaining to school culture. We see a drop in student sense of belonging (↓7%), cultural awareness of self (↓5%), cultural awareness of others (↓8%), and feeling safe at school (↓7%). This shows a need for a greater connection to the school and the strengthening of school culture.

LOCAL CONTEXT

École McTavish is a dual track (English/French) school supporting students from grades 7-12. We continue to see significant growth in enrollment adding an additional 128 students this year. We expect to see significant growth for an additional two more years before beginning to level off. We have also seen an increase of 25 students who are identified as having severe needs which is an increase of 67% over the past year. This growth provides challenges and opportunities as we seek to be an inclusive environment while being the largest school in the community.

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING

- Using PLF time to focus on supporting academic success through targeted presentations regarding assessment, curriculum, and effective student feedback.
- Division wide collaboration to build capacity across the division
- Focus on strategies to better build school culture

2. MATERIAL RESOURCES

- Additional supplies to support school cultural initiatives (decorations, food)
- Programs that help assess validity and reliability of assessments as well as tools to support feedback.

3. HUMAN RESOURCES

- Additional Teachers /EA's for dedicated academic support and testing centers.
- Division consultants as well as external specialists (ERLC, AAC)
- Leadership (P/VP) support for providing instructional support and facilitating a learning community
- Aligning prep time for partner teachers to collaborate more frequently.

INDICATORS OF SUCCESS

MOVING TO DESIRED OUTCOME

1. Continued improvement in PAT/Diploma results with a goal of at least 5%
2. Improved school culture and inclusion where we see an overall increase of at least 10% for a safe and caring environment, sense of belonging, cultural awareness and feeling safe at school.

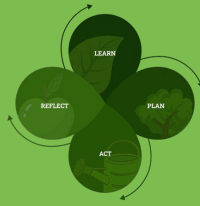




École McTavish Public High School

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



FMPSD PRIORITY AREA: Priority 1: Strengthen Quality Teaching and Learning

DESIRED OUTCOME: Improve student academic performance on provincial examinations by 5% by improving teacher capacity in regards to assessment, evaluation and feedback.

| Current State (Baseline Data) | What are the gaps in student learning in relation to the data? | What are the gaps in teacher practice in relation to the data? | Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement) | How will you know your strategies are working? (Fall/Winter) | Desired Outcome |
|---|---|---|---|--|--|
| <p>Current results are showing that our students are struggling on provincial assessments. While we have seen incremental improvement over last year, the results are still concerning.</p> <p>Both our PAT Acceptable rate (66%), and PAT Excellence rate (12%) are rated as low.</p> <p>Our Diploma Acceptable rate (65.9%) and our Diploma Excellence rate (9.4%) are both very low.</p> | <p>Students are demonstrating an understanding of concepts on the classroom assessments, but are unable to show the same level of understanding on provincial assessments.</p> <p>Without reliable and valid assessments, we cannot ensure we are getting an accurate measure of student understanding.</p> <p>Improving and strengthening assessments and instruction will actually identify the student learning gap.</p> | <p>There needs to be more time spent on aligning assessments to curriculum to support learning. We need to ensure outcomes are not being assessed multiple times while others not addressed at all.</p> <p>Greater focus on improving rubrics that differentiate student understanding.</p> <p>Many assessments have been passed on from teacher to teacher with minimal review and evaluation.</p> <p>Understanding the differences between strong and weak assessments and removing the ones where everyone is receiving the same mark.</p> <p>Larger classes resulting in slower feedback to students.</p> | <p>Work collaboratively with partner schools to share best practices and resources.</p> <p>Continue to work with the Edmonton Regional Learning Consortium (ERLC) and Alberta Assessment Consortium to provide presenters. Have topic specific presenters (Math, Science, English, etc) as well as general assessment presenters.</p> <p>Continue to use SmarterMarks to create, analyze and evaluate assessments for greater validity and reliability.</p> <p>Addition of the Breakfast club for students attending during PLF to facilitate missed assignments.</p> <p>Provide opportunities during PLF for department collaboration to strengthen continuity of expectations and evaluate assessments.</p> <p>Implement regular reliability reviews for essay grading to ensure consistency.</p> <p>Evaluate current assessments to identify the frequency of outcomes being assessed to ensure a well balanced approach.</p> <p>Development of new resources and detailed rubrics for all assessments.</p> <p>Addition of testing centers and support EA's to work with students who have missed content.</p> | <p>Short term success will be seen with the continued updating of resources, creation of stronger rubrics, more balanced assessments, and greater validity and reliability scores.</p> <p>More effective assessments will provide data and aid teachers in identifying student learning gaps which will help lead instruction.</p> <p>Ultimately the PAT's ad Diplomas will be used as a measure to see if we are improving our overall success on provincial assessments.</p> | <p>We want to have our school based assessment practices accurately measure our students abilities comparable to provincial assessments.</p> <p>We would like to see an overall improvement of 5% on provincial assessments.</p> |



École McTavish Public High School

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



FMPSD PRIORITY AREA: Priority 2: Maintain Safe and Caring Learning Environments and Supports

DESIRED OUTCOME: Strengthen school culture so all students feel connected and accepted within the building. We are striving for a 10% increase in a students sense of belonging, cultural awareness of self and others, and feeling safe at school.

| Current State (Baseline Data) | What are the gaps in student learning in relation to the data? | What are the gaps in teacher practice in relation to the data? | Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement) | How will you know your strategies are working? (Fall/Winter) | Desired Outcome |
|---|--|--|---|--|---|
| <p>The 2024 Our School data has showed a drop in student sense of belonging (↓7%), cultural awareness of self (↓5%), cultural awareness of others (↓8%), and feeling safe at school (↓7%).</p> <p>The results for safe and caring on the Assurance survey have been dropping since 2019 (91.8%) to a current score of (85.2%). This corresponds with the significant growth in population of our school.</p> <p>Students need to have greater connections at school so they feel more connected and safe at school.</p> | <p>Students are not feeling as connected to self and others given the increasing population of the school.</p> <p>A greater understanding is needed in regards to diversity and inclusion. We have seen an increase of 67% of students with severe needs.</p> <p>Students need to see that they have the ability to positively impact the operation of the school and community. Greater participation in the operation of school.</p> | <p>Large class sizes are making it difficult to form authentic connections with students given the sheer volume of students in classes.</p> <p>Teachers need opportunities to form stronger connections outside of class time with areas that aren't curriculum.</p> <p>The need for greater support on how to best include students with additional needs who are at various grade levels.</p> <p>The need to identify school culture as an important component to overall student success and not just curriculum.</p> | <p>Have a clearly defined mission and vision so all staff have the same focus moving forward.</p> <p>Model behaviours and actions that demonstrate acceptance</p> <p>Start small and focus on a culture of ownership within the school.</p> <p>Empower staff/students to take leadership roles within the school and share personal interests. Add JH student council and build upon HS leadership to be drivers for change.</p> <p>Grow the events everyone looks forward to with a goal of building traditions (spirit day, cultural celebrations, Grad Cup, etc)</p> <p>Put a greater emphasis on encouraging and supporting student lead initiatives.</p> <p>Involve student groups in coming up with solutions to issues within the school. Allow them to take ownership.</p> <p>Continue with the reward system (PBIS) to acknowledge students who are doing positive actions around the school.</p> <p>Create a culture of change where various opinions are celebrated and supported.</p> | <p>Monitoring the number of student lead initiatives to see if students are taking a greater interest in the school.</p> <p>Less office referrals relating to bullying, vandalism and racism.</p> <p>Review attendance trends as individuals who are happy at school will attend more.</p> | <p>We would like to see an increase of 10% relating to the feeling safe at school, having a greater sense of belonging, and more cultural awareness of self and others.</p> |

Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 1559 École McTavish Public High School

| Assurance Domain | Measure | École McTavish Public High Sch | | | Alberta | | | Measure Evaluation | | |
|--------------------------------|---|--------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|------------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | Student Learning Engagement | 86.5 | 86.0 | 86.0 | 84.4 | 85.1 | 85.1 | n/a | Maintained | n/a |
| | Citizenship | 75.6 | 71.7 | 77.1 | 80.3 | 81.4 | 82.3 | Intermediate | Maintained | Acceptable |
| | 3-year High School Completion | 88.2 | 89.2 | 91.8 | 80.7 | 83.2 | 82.3 | High | Maintained | Good |
| | 5-year High School Completion | 99.4 | n/a | n/a | 88.6 | 87.1 | 86.2 | Very High | n/a | n/a |
| | PAT: Acceptable | 66.0 | 64.4 | n/a | 63.3 | 64.3 | n/a | Low | n/a | n/a |
| | PAT: Excellence | 12.0 | 11.6 | n/a | 16.0 | 17.7 | n/a | Low | n/a | n/a |
| | Diploma: Acceptable | 65.9 | 63.5 | n/a | 80.3 | 75.2 | n/a | Very Low | n/a | n/a |
| | Diploma: Excellence | 9.4 | 7.2 | n/a | 21.2 | 18.2 | n/a | Very Low | n/a | n/a |
| Teaching & Leading | Education Quality | 87.7 | 87.2 | 88.8 | 88.1 | 89.0 | 89.7 | High | Maintained | Good |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 81.4 | 80.4 | 80.4 | 84.7 | 86.1 | 86.1 | n/a | Maintained | n/a |
| | Access to Supports and Services | 85.6 | 84.1 | 84.1 | 80.6 | 81.6 | 81.6 | n/a | Maintained | n/a |
| Governance | Parental Involvement | 83.4 | 81.4 | 85.4 | 79.1 | 78.8 | 80.3 | Very High | Maintained | Excellent |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 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).
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.

Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 1559 École McTavish Public High School (EAL)

| Assurance Domain | Measure | École McTavish Public High Sch (EAL) | | | Alberta (EAL) | | | Measure Evaluation | | |
|--------------------------------|---|--------------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|-----------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | Student Learning Engagement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Citizenship | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | 3-year High School Completion | 100.0 | 100.0 | 100.0 | 72.8 | 78.5 | 77.1 | Very High | Maintained | Excellent |
| | 5-year High School Completion | n/a | n/a | n/a | 88.7 | 86.1 | 86.0 | n/a | n/a | n/a |
| | PAT: Acceptable | 34.1 | 63.4 | n/a | 57.9 | 59.7 | n/a | Very Low | n/a | n/a |
| | PAT: Excellence | 0.0 | 14.1 | n/a | 12.2 | 13.7 | n/a | Very Low | n/a | n/a |
| | Diploma: Acceptable | * | 58.5 | n/a | 67.1 | 59.0 | n/a | * | n/a | n/a |
| | Diploma: Excellence | * | 5.7 | n/a | 13.8 | 10.8 | n/a | * | n/a | n/a |
| Teaching & Leading | Education Quality | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Access to Supports and Services | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Governance | Parental Involvement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

Notes:

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Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 1559 École McTavish Public High School (FNMI)

| Assurance Domain | Measure | École McTavish Public High Sch (FNMI) | | | Alberta (FNMI) | | | Measure Evaluation | | |
|--------------------------------|---|---------------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|------------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | Student Learning Engagement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Citizenship | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | 3-year High School Completion | 80.6 | 81.2 | 81.2 | 57.0 | 59.5 | 59.1 | Intermediate | Maintained | Acceptable |
| | 5-year High School Completion | * | n/a | n/a | 71.3 | 68.0 | 67.0 | * | n/a | n/a |
| | PAT: Acceptable | 59.7 | 61.9 | n/a | 40.5 | 43.3 | n/a | Very Low | n/a | n/a |
| | PAT: Excellence | 6.0 | 3.1 | n/a | 5.5 | 5.9 | n/a | Very Low | n/a | n/a |
| | Diploma: Acceptable | 75.0 | 42.3 | n/a | 74.8 | 68.7 | n/a | Low | n/a | n/a |
| Teaching & Leading | Diploma: Excellence | 13.2 | 0.0 | n/a | 11.3 | 8.5 | n/a | Intermediate | n/a | n/a |
| | Education Quality | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Access to Supports and Services | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Governance | Parental Involvement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

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Student Growth and Achievement (Grades K-9)



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 1559 École McTavish Public High School

| | | École McTavish Public High Sch | | | | | | Alberta | | | | |
|------------------------------|------------------------|--------------------------------|-------------|---------|------|------|---------------------|---------|--------|------|---------------------|-----|
| Course | Measure | Achievment | Improvement | Overall | 2023 | | Prev 3 Year Average | | 2023 | | Prev 3 Year Average | |
| | | | | | N | % | N | % | N | % | N | % |
| English Language Arts 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 52,106 | 76.2 | n/a | n/a |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 52,106 | 18.4 | n/a | n/a |
| French Language Arts 6 année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 3,131 | 77.6 | n/a | n/a |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 3,131 | 12.5 | n/a | n/a |
| Français 6 année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 578 | 78.9 | n/a | n/a |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 578 | 19.4 | n/a | n/a |
| Mathematics 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 52,551 | 65.4 | n/a | n/a |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 52,551 | 15.9 | n/a | n/a |
| Science 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 54,859 | 66.7 | n/a | n/a |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 54,859 | 21.8 | n/a | n/a |
| Social Studies 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 57,655 | 66.2 | n/a | n/a |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 57,655 | 18.0 | n/a | n/a |
| English Language Arts 9 | Acceptable Standard | Intermediate | n/a | n/a | 249 | 78.7 | n/a | n/a | 56,255 | 71.4 | n/a | n/a |
| | Standard of Excellence | Intermediate | n/a | n/a | 249 | 9.6 | n/a | n/a | 56,255 | 13.4 | n/a | n/a |
| K&E English Language Arts 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,254 | 50.2 | n/a | n/a |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,254 | 5.7 | n/a | n/a |
| French Language Arts 9 année | Acceptable Standard | Intermediate | n/a | n/a | 26 | 84.6 | n/a | n/a | 3,215 | 76.1 | n/a | n/a |
| | Standard of Excellence | Intermediate | n/a | n/a | 26 | 11.5 | n/a | n/a | 3,215 | 10.9 | n/a | n/a |
| Français 9 année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 575 | 81.6 | n/a | n/a |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 575 | 22.3 | n/a | n/a |
| Mathematics 9 | Acceptable Standard | Very Low | n/a | n/a | 249 | 51.0 | n/a | n/a | 55,447 | 54.4 | n/a | n/a |
| | Standard of Excellence | Low | n/a | n/a | 249 | 8.4 | n/a | n/a | 55,447 | 13.5 | n/a | n/a |
| K&E Mathematics 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,815 | 52.7 | n/a | n/a |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,815 | 11.3 | n/a | n/a |
| Science 9 | Acceptable Standard | Intermediate | n/a | n/a | 249 | 71.5 | n/a | n/a | 56,311 | 66.3 | n/a | n/a |
| | Standard of Excellence | Very High | n/a | n/a | 249 | 16.9 | n/a | n/a | 56,311 | 20.1 | n/a | n/a |
| K&E Science 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,197 | 52.9 | n/a | n/a |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,197 | 10.9 | n/a | n/a |
| Social Studies 9 | Acceptable Standard | Low | n/a | n/a | 249 | 61.0 | n/a | n/a | 56,309 | 58.4 | n/a | n/a |
| | Standard of Excellence | Intermediate | n/a | n/a | 249 | 13.3 | n/a | n/a | 56,309 | 15.9 | n/a | n/a |
| K&E Social Studies 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,140 | 49.6 | n/a | n/a |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,140 | 10.6 | n/a | n/a |

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
- Participation in the Provincial Achievement Tests 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 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.

Student Growth and Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

School: 1559 École McTavish Public High School

| Course | | Measure | | École McTavish Public High Sch | | | | | | Alberta | | | | |
|---------------------------|--|--------------|-----|--------------------------------|-------------|---------|------|-----|---------------------|---------|------|-----|---------------------|---|
| | | | | Achievement | Improvement | Overall | 2023 | | Prev 3 Year Average | | 2023 | | Prev 3 Year Average | |
| | | | | | | | N | % | N | % | N | % | N | % |
| English Lang Arts 30-1 | Diploma Examination Acceptable Standard | Intermediate | n/a | n/a | 92 | 87.0 | n/a | n/a | 31,493 | 83.7 | n/a | n/a | | |
| | Diploma Examination Standard of Excellence | Intermediate | n/a | n/a | 92 | 9.8 | n/a | n/a | 31,493 | 10.5 | n/a | n/a | | |
| English Lang Arts 30-2 | Diploma Examination Acceptable Standard | Intermediate | n/a | n/a | 75 | 90.7 | n/a | n/a | 17,112 | 86.2 | n/a | n/a | | |
| | Diploma Examination Standard of Excellence | High | n/a | n/a | 75 | 18.7 | n/a | n/a | 17,112 | 12.7 | n/a | n/a | | |
| French Language Arts 30-1 | Diploma Examination Acceptable Standard | Intermediate | n/a | n/a | 18 | 94.4 | n/a | n/a | 1,236 | 93.1 | n/a | n/a | | |
| | Diploma Examination Standard of Excellence | Intermediate | n/a | n/a | 18 | 5.6 | n/a | n/a | 1,236 | 5.1 | n/a | n/a | | |
| Français 30-1 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | 127 | 99.2 | n/a | n/a | | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | 127 | 30.7 | n/a | n/a | | | |
| Mathematics 30-1 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | 77 | 33.8 | n/a | n/a | 19,763 | 70.8 | n/a | n/a | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | 77 | 3.9 | n/a | n/a | 19,763 | 29.0 | n/a | n/a | | |
| Mathematics 30-2 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | 32 | 18.8 | n/a | n/a | 14,418 | 71.1 | n/a | n/a | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | 32 | 0.0 | n/a | n/a | 14,418 | 15.2 | n/a | n/a | | |
| Social Studies 30-1 | Diploma Examination Acceptable Standard | Intermediate | n/a | n/a | 87 | 80.5 | n/a | n/a | 24,023 | 83.5 | n/a | n/a | | |
| | Diploma Examination Standard of Excellence | Low | n/a | n/a | 87 | 4.6 | n/a | n/a | 24,023 | 15.9 | n/a | n/a | | |
| Social Studies 30-2 | Diploma Examination Acceptable Standard | Very Low | n/a | n/a | 74 | 68.9 | n/a | n/a | 21,045 | 78.1 | n/a | n/a | | |
| | Diploma Examination Standard of Excellence | Very Low | n/a | n/a | 74 | 2.7 | n/a | n/a | 21,045 | 12.3 | n/a | n/a | | |
| Biology 30 | Diploma Examination Acceptable Standard | Low | n/a | n/a | 55 | 74.5 | n/a | n/a | 23,270 | 82.7 | n/a | n/a | | |
| | Diploma Examination Standard of Excellence | Intermediate | n/a | n/a | 55 | 23.6 | n/a | n/a | 23,270 | 32.8 | n/a | n/a | | |
| Chemistry 30 | Diploma Examination Acceptable Standard | Very Low | n/a | n/a | 69 | 49.3 | n/a | n/a | 18,364 | 80.5 | n/a | n/a | | |
| | Diploma Examination Standard of Excellence | Very Low | n/a | n/a | 69 | 10.1 | n/a | n/a | 18,364 | 37.0 | n/a | n/a | | |
| Physics 30 | Diploma Examination Acceptable Standard | Low | n/a | n/a | 59 | 54.2 | n/a | n/a | 9,241 | 82.3 | n/a | n/a | | |
| | Diploma Examination Standard of Excellence | Low | n/a | n/a | 59 | 11.9 | n/a | n/a | 9,241 | 39.9 | n/a | n/a | | |
| Science 30 | Diploma Examination Acceptable Standard | Very Low | n/a | n/a | 25 | 48.0 | n/a | n/a | 8,007 | 79.4 | n/a | n/a | | |
| | Diploma Examination Standard of Excellence | Low | n/a | n/a | 25 | 8.0 | n/a | n/a | 8,007 | 23.1 | n/a | n/a | | |

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
- Participation in the 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 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.
- A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.



Report on Student Outcomes and School Climate

OurSCHOOL Secondary School Survey (9635)

OurSCHOOL Ecole McTavish Junior High School Highlights

Your version of the **OurSCHOOL** student survey measures 29 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 1,009 students in this school that participated in the survey between February 12, 2024 and March 6, 2024. The number of students by grade level is:

- grade 7: 216
- grade 8: 217
- grade 9: 246
- grade10: 151
- grade11: 123
- grade12: 56

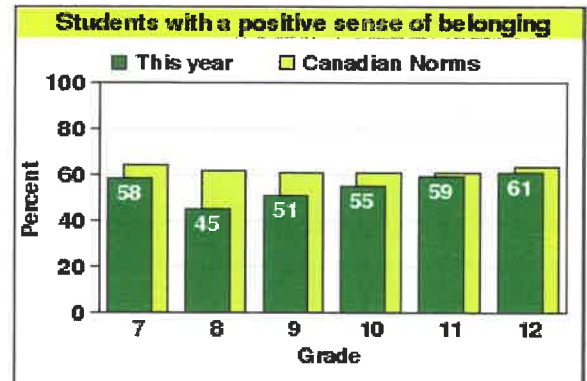
The bar charts show the results by grade for grades with at least 5 students. These are compared with Canadian norms, which are based on last year's results for all students using the OurSCHOOL survey at the grade levels found in this school. For details on the survey see www.thelearningbar.com.

Social-Emotional Outcomes

Students with a positive sense of belonging

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

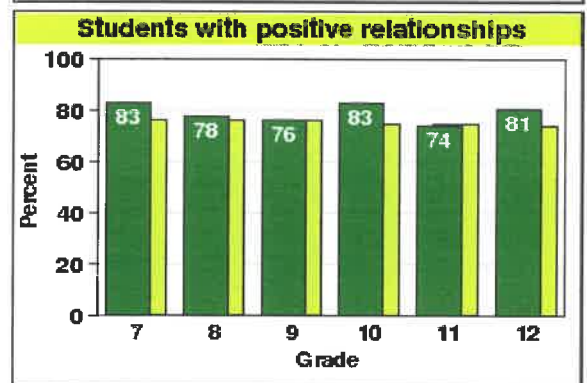
- 53% of students in this school had a high sense of belonging; the Canadian norm for these grades is 62%.
- 44% of the girls and 64% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 57% and for boys is 67%.



Students with positive relationships

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

- In this school, 79% of students had positive relationships; the Canadian norm for these grades is 75%.
- 83% of the girls and 77% of the boys in this school had positive relationships. The Canadian norm for girls is 77% and for boys is 74%.





Report on Student Outcomes and School Climate

OurSCHOOL Secondary School Survey (9635)

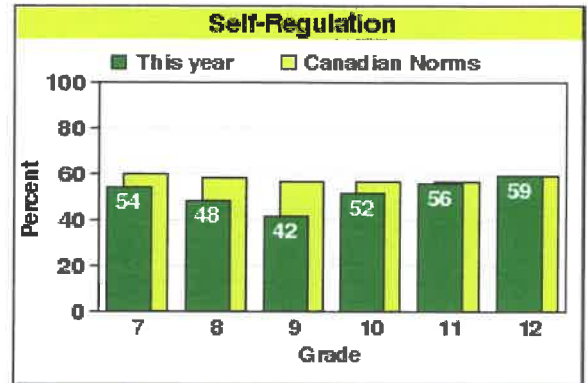
OurSCHOOL Ecole McTavish Junior High School Highlights

Social-Emotional Outcomes

Self-Regulation

Students who have the ability to consciously control their emotions and behaviours and maintain focus on a task.

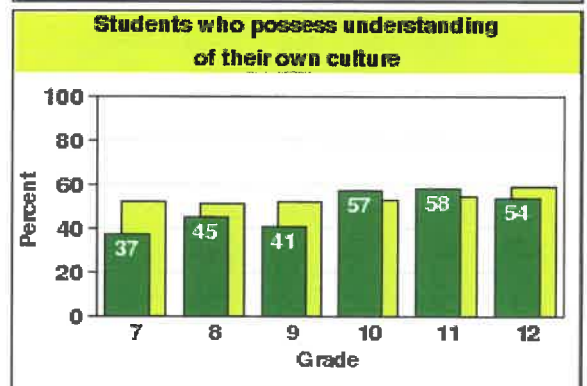
- 50% of students in this school had positive self-regulation; the Canadian norm for these grades is 58%.
- 44% of the girls and 59% of the boys in this school had positive self-regulation. The Canadian norm for girls is 53% and for boys is 63%.



Students who possess understanding of their own culture

Students who have an understanding of the beliefs, values, attitudes and behaviours of their own culture.

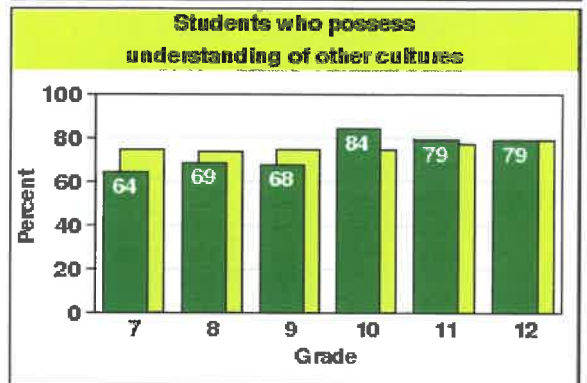
- 46% of students in this school had awareness of their own culture; the Canadian norm for these grades is 53%.
- 47% of the girls and 46% of the boys in this school had awareness of their own culture. The Canadian norm for girls is 56% and for boys is 51%.



Students who possess understanding of other cultures

Students who have an understanding of the beliefs, values, attitudes and behaviours of those from other cultures.

- 72% of students in this school had awareness of other cultures; the Canadian norm for these grades is 76%.
- 76% of the girls and 68% of the boys in this school had awareness of other cultures. The Canadian norm for girls is 81% and for boys is 70%.





Report on Student Outcomes and School Climate OurSCHOOL Secondary School Survey (9635)

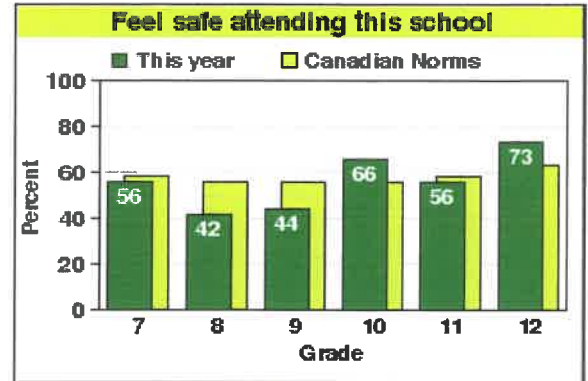
OurSCHOOL Ecole McTavish Junior High School Highlights

DRIVERS of Student Outcomes

Feel safe attending this school

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

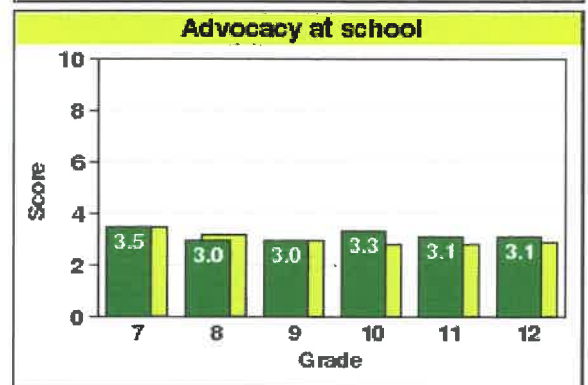
- 52% of students felt safe attending the school; the Canadian norm for these grades is 58%.
- 47% of the girls and 61% of the boys felt safe attending the school. The Canadian norm for girls is 54% and for boys is 61%.



Advocacy at school

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

- In this school, students rated advocacy at school 3.2 out of 10; the Canadian norm for these grades is 3.
- In this school, advocacy at school was rated 2.9 out of 10 by girls and 3.5 out of 10 by boys. The Canadian norm for girls is 2.9 and for boys is 3.1.



Positive teacher-student relations

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

- In this school, positive teacher-student relations were rated 6 out of 10; the Canadian norm for these grades is 6.3.
- In this school, positive teacher-student relations were rated 5.8 out of 10 by girls and 6.2 out of 10 by boys. The Canadian norm for girls is 6.3 and for boys is 6.4.

