



Dave McNeilly Public School

*"Dave McNeilly Public School
is a community of empowered leaders
reaching our potential together."*

Assurance Framework School Growth Plan Fall Results 2021-2022

Dave McNeilly Public School, named after retired educator Dave McNeilly, opened in September 2017. At Dave McNeilly we strive to do all things with kindness. We pride ourselves on close relationships with our students and families. Getting to know each student helps us meet their needs in a unique and personalized way. Our staff is committed to continuous improvement and takes a collaborative approach to planning and instruction. We have an extremely dedicated School Council and Fundraising Society who supports our students and staff in ensuring we have every tool necessary to provide an outstanding educational experience.

- Dave McNeilly Public School has a current enrollment of 378 students up from 276 students at the same time last year.
- There are 77 English Language Learners enrolled.
- There are currently 26 students identified with special needs from Grades 1-6 at our school; 4 code 30s, 14 code 40s and 8 code 50s.
- We have twenty-one First Nations, Metis, and Inuit students registered at present.
- Dave McNeilly Public School staff consists of 16 teaching staff, 1 full time counsellor, 9 Educational Assistants, and 2 Admin Assistants.
- We are proud to be a Leader in Me school. Leader in Me has been paramount in establishing our school culture and is the foundation upon which we move forward into the future.
- We are an APPLE school, promoting daily physical activity and healthy lifestyle choices.
- We use CRM (Collaborative Response Model) in our School Based PLF time as a framework to support our School Assurance Plan goals. The staff is participating in Circle of Security training, FNMI and Leader in Me activities during School Based PLFs.



OUR GOALS

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

ASSURANCE CYCLE

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

CURRENT STATE (EVIDENCE)

STRENGTHS

- Scored Very High in Safe and Caring Schools, Program of Studies, Education Quality, Work Preparation, Citizenship, Parental Involvement and School Improvement in Assurance Survey
- Dedicated Literacy Assistance

AREAS FOR GROWTH

- Need consistent data in Numeracy
- 46% of our students are reading below Grade Level

LOCAL CONTEXT

Dave McNeilly Public School, named after retired educator Dave McNeilly, opened in September 2017. At Dave McNeilly we strive to do all things with kindness. We pride ourselves on close relationships with our students and families. Getting to know each student helps us meet their needs in a unique and personalized way. Our staff is committed to continuous improvement and takes a collaborative approach to planning and instruction. We have an extremely dedicated School Council and Fundraising Society who supports our students and staff in ensuring we have every tool necessary to provide an outstanding educational experience.

STRATEGIES FOR MOVING FORWARD

1. [PROFESSIONAL LEARNING FRIDAYS AT DAVE MCNEILLY PUBLIC SCHOOL](#)
2. CURRICULUM RESOURCES -Mathology, LLI, MIPI, Fountas and Pinnell Guided Reading, EPIC, Prodigy, Mathletics, Fountas and Pinnell Reading Benchmarks, Lexia, Mathseeds, Tumblebooks, Reading Eggs, Seesaw, Google Classroom, Dreamscape
3. HUMAN RESOURCES
0.20 Dedicated to Literacy (20-21); LAC intensive interventions; Division II Teachers do Remedial during PACE program; PACE; District Coordinators; EA Support
4. BUDGET
Mathology, Manipulatives, LLI Kits, Books for Classroom libraries and Learning Commons collection. Planning for assessment Professional Development during the 2021-2022 school year.

INDICATORS OF SUCCESS

SHORT TERM

- Observations of teacher interactions during PLF will provide evidence of teacher growth in being able to analyze uniform data and apply it to teaching.
- Teachers will identify areas for numeracy growth using the data collected.
- Teachers have identified best practices to improve reading levels.
- Teachers are differentiating instruction to meet the needs of growing readers.
- Intensive intervention is continuing for a select group of students.

MOVING TO - DESIRED STATE

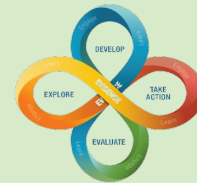
- Use of uniform assessment data and ongoing feedback take place in CRMs.
- Staff will be able to show growth in areas identified while analyzing the data collected.
- 70% of our students are reading at grade level or above.



Dave McNeilly Public School

Assurance Measure Results Summary

Doing What's Best for Kids



OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS



374 STUDENTS

20% English Language Learners
30% Early Childhood Learners
5.6% First Nations, Métis, Inuit
4.5% Severe Disabilities



28 STAFF

16 ATA Employees
12 CUPE Employees



PARENTS

94.3% of parents are satisfied in their involvement in decisions about their student's education

RESPONDENTS

48 Students 13 Teachers 7 Parents

STAKEHOLDER FEEDBACK

96.2% of stakeholders agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school

98.8% of stakeholders agree that programs for children at risk are easy to access and timely

97.7% of stakeholders believe that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning

95.5% of stakeholders are satisfied with parental involvement in decisions about their child's education

IMPROVEMENT AREAS

- ✧ Increase the number of students reading at grade level
- ✧ Teachers will use numeracy assessment data to inform instruction and plan for differentiation
- ✧ Student Well Being????

PROGRAM PRIORITIES

- Early Learning: Focus on letter recognition (upper and lowercase), associate letters with sounds, identify sounds in words, letters in their name; Division One: Focus on phonological awareness and Sounds, Dolch Sight Words and Words their Way; Division Two: Focus on Reading Comprehension
- Teachers will use numeracy data to plan for differentiation

2020-2021 SCHOOL REPORT CARD

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

STUDENT LEARNING AND ENGAGEMENT

2020-2021 School Result - 80.9%
2019-2020 School Result - No Data
2020-2021 Provincial Result - 85.6%

CITIZENSHIP

2020-2021 School Result - 92.8%
2019-2020 School Result - 89.2%
2020-2021 Provincial Result - 83.2%

3 YEAR HIGH SCHOOL COMPLETION

2019-2020 School Result - No Data
2018-2019 School Result - No Data
2019-2020 Provincial Result - No Data

5 YEAR HIGH SCHOOL COMPLETION

2019-2020 School Result - No Data
2018-2019 School Result - No Data
2019-2020 Provincial Result - No Data

EDUCATION QUALITY

2020-2021 School Result - 94.5%
2019-2020 School Result - No Data
2020-2021 Provincial Result - 89.6%

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

2020-2021 School Result - 95.7%
2019-2020 School Result - No Data
2020-2021 Provincial Result - 87.8%

PARENTAL INVOLVEMENT

2020-2021 School Result - 95.5%
2019-2020 School Result - 95.7%
2020-2021 Provincial Result - 79.5%



GROWTH AREA: NUMERACY – FMPSD has a division-based numeracy coordinator and has offered professional development in numeracy instruction. At our school we have inconsistent data to determine area of need

ACTION FOR IMPROVEMENT: NUMERACY - If time and resources were made available for staff to engage in a collaborative response model where they bring forward examples of numeracy assessment that could be used to inform instruction and show areas of growth and IF the school leadership team is also actively engaged in exploring and building collective knowledge about numeracy data THEN we would expect to see increased usage of numeracy data to inform and differentiate instruction.

| Moving From... | Evidence in support of claim (baseline data) | What does the evidence tell you about the current state of student learning? | What does the evidence tell you about current teaching practices? | Strategies for improvement | Short term success indicators (October) | Moving To... (June) |
|---|--|---|---|--|--|---|
| Current State | | | | How? | Evidence of Improvement | Desired State "Audacious" 1-year goal |
| <p>There is a lack of uniform data to track progress on a school level.</p> <p>Teachers use a variety of assessment data in the classroom to make decisions to inform instruction.</p> <p>Teachers have explored assessment instruments in CRM groups in May.</p> | <p>There is no uniform school wide data.</p> <p>Teachers indicate they are using a variety of assessments to inform instruction.</p> | <p>Students are meeting outcomes in numeracy, however, we do not have a consistent source of data to analyze.</p> | <p>Staff have identified a variety of assessment and teaching practices.</p> <p>Staff will explore a uniform data collection method by CRM group.</p> | <p>All teachers will collaboratively explore different assessment methods to develop a uniform data collection method by CRM group.</p> <p>Staff will pilot the chosen assessments and use PLF time to determine if it meets their needs. Staff will choose an assessment tool.</p> <p>Staff will establish baseline data and use it to show areas in need of growth and to track progress.</p> <p>Staff will use data collected to inform instruction and plan for differentiation.</p> | <p>Observations of teacher interactions during PLF will provide evidence of teacher growth in being able to analyze uniform data and apply it to teaching.</p> <p>Teachers will identify areas of growth using the data collected.</p> | <p>Use of uniform assessment data and ongoing feedback take place in CRMs.</p> <p>Staff will be able to show the areas in need of growth identified while analyzing the data collected and differentiate accordingly.</p> |



GROWTH AREA: LITERACY – FMPSD has a division-based literacy coordinator and has offered professional development in literacy instruction. At our school from October to March, 13% of students have moved from reading below Grade level to reading at or above. Reading at grade level remains an area of growth for our students.

ACTION FOR IMPROVEMENT: LITERACY - IF time and resources were made available for staff to engage in a collaborative response model where they bring forward evidence of their literacy instructional practices and the resulting impacts on student learning and IF the school leadership team is also actively engaged in exploring and building collective knowledge about effective appropriate reading instructional practices THEN we would expect to see increased instances of students reading at or above grade level

| Moving From... | Evidence in support of claim (baseline data) | What does the evidence tell you about the current state of student learning? | What does the evidence tell you about current teaching practices? | Strategies for improvement How? | Short term success indicators (October) Evidence of Improvement | Moving To... (June) Desired State "Audacious" 1-year goal |
|--|--|--|--|---|--|---|
| Current State | | | | | | |
| 46% of our students from Grade 1-6 are reading below Grade level | Fountas and Pinnell reading levels of most recent running records (March 2021) | 54% of our students from Grade 1-6 are reading at Grade level | Some teachers are utilizing DEAR (Drop Everything And Read), Small Group Instruction, Cafe and Daily Five practices to improve reading levels. Teachers use Fountas and Pinnell to assess student reading levels. Intensive interventions are provided by LAC and Mrs. Wilson | Early Learning Focus on letter recognition (upper and lowercase), associate letters with sounds, identify sounds in words, letters in their name Division One: Focus on phonological awareness and Sounds, Dolch Sight Words and Words their Way Division Two: Focus on Reading Comprehension | Teachers have identified best practices to improve reading levels. Teachers are differentiating instruction to meet the needs of growing readers. Intensive intervention is continuing for a select group of students. | 70% of our students are reading at grade level of above. |

1. Narrative of the results / goal specific achievement data / results
 - What data did we look at?
 - i. *AERR*
 - ii. *F&P Benchmarks*
 - iii. *CC3, Lens*
 - iv. *Our School Survey*
 - What did we learn about our students / staff strengths and needs?
 - i. Students are in need of intervention in literacy
 - ii. We are working on assessments to gather school wide numeracy data
 - iii. Our staff is committed to continuous improvement and takes a collaborative approach to planning and instruction
 - iv. Staff are eager to work through the interventions provided by Alberta Education to assist students in improving their performance in literacy
 - v. We look forward to the extra support from teachers and educational assistants who will be hired for literacy and numeracy interventions
 - What did we do during 2020-2021 (last years PLF plan)
 - i. *CRM*
 - ii. *Literacy*
 - iii. *Social-Emotional*
 - Provincial expectation for schools to look at
 - i. ELL achievement
 - ii. FNMI achievement
 - What do we need to work at (these are the goals of your 2021-2022 education plan)
 - i. *Increase the number of students reading at grade level*
 - ii. *Teachers will use numeracy assessment data to inform instruction and plan for differentiation*

Alberta Education Assurance Measure Results

ESL Report

Spring 2021

2074 Dave McNeilly Public School (ESL)

Report Date: August 15, 2021



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Alberta Education's Accountability Pillar/Assurance Website:

<https://www.alberta.ca/accountability-education-system.aspx>

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This section outlines any changes to the data, calculations or measures compared to the May 2020 release.

Layout Update

- The report has been reorganized to align to the domains of the Assurance Framework.
- The “N/A” placeholder for the “Current Result” in the overall summary for the Provincial Achievement Test and Diploma Examination measures is included in the Spring reports until results can be updated in the Fall.

Data Updates

- New year of results for all survey measures.
- New year of results for all derived measures (Drop Out Rate, High School Completion Rate, Post-Secondary Transition Rate, Diploma Examination Participation Rate and Rutherford Scholarship Eligibility Rate).

Impact of Reporting System Update on Derived Measures

- Current and historical results for **High School Completion Rate, Post-secondary Transition Rate, and Diploma Exam Participation Rate** were restated to reflect an update to the Alberta Education Assurance Measure reporting system (formerly Accountability Pillar Online Reporting Initiative) to ensure concordance with the existing student outcome measures methodology.
 - New achievement, improvement, and overall evaluations based on the restated results were calculated for the impacted measures.

Impact of COVID-19 Pandemic on 2019/20 Provincial Assessments and Student Outcome Measures

- Participation in the Provincial Achievement Tests (PATs) and Diploma Examinations was impacted by the COVID-19 pandemic.
 - Results for the 2019/20 school year are not available for the **PATs, Diploma Examinations, and Diploma Exam Participation Rate**.
 - Caution should be used when interpreting **Rutherford Scholarship Eligibility Rate** results over time.
- In the absence of the Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting **High School Completion Rate** results over time.

Introduction of the Alberta Education Assurance (AEA) Survey and Impact of COVID-19 Pandemic

- Caution should be used when interpreting survey results over time as 2020/21 was a pilot year for the AEA survey and participation was impacted by the COVID-19 pandemic. The 2020/21 survey results were not:
 - Evaluated against the provincial standards (Achievement) or previous 3-year averages (Improvement);
 - Included in the calculation of future provincial standards for new survey measures; or
 - Included in the calculation of 3-year averages used to evaluate improvement of future survey results.
- A new “N/A” (i.e., not applicable) response on the parent, student and teacher AEA surveys allowed respondents to clearly indicate when a question was not applicable. A response of “N/A” does not count towards the total number of responses in the survey result.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 2074 Dave McNeilly Public School (ESL)



| Assurance Domain | Measure | Dave McNeilly Public School (ESL) | | | Alberta (ESL) | | | Measure Evaluation | | |
|--------------------------------|---|-----------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|---------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | Student Learning Engagement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Citizenship | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | 3-year High School Completion | n/a | n/a | n/a | 78.7 | 74.1 | 75.0 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 86.9 | 85.0 | 84.9 | n/a | n/a | n/a |
| | PAT: Acceptable | n/a | n/a | n/a | n/a | n/a | 69.8 | n/a | n/a | n/a |
| | PAT: Excellence | n/a | n/a | n/a | n/a | n/a | 16.0 | n/a | n/a | n/a |
| | Diploma: Acceptable | n/a | n/a | n/a | n/a | n/a | 73.2 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | n/a | n/a | 16.0 | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Access to Supports and Services | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Governance | Parental Involvement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Required Alberta Education Assurance Measures - Overall Summary



Source Data Reference

Spring 2021

School: 2074 Dave McNeilly Public School (ESL)

| Assurance Domain | Measure Evaluation | Current Result | Previous Year Result | Previous 3 Year Average | Data Updated |
|--------------------------------|---|----------------|----------------------|--|--------------|
| Student Growth and Achievement | Student Learning Engagement | 2020/2021 | 2019/2020 | School Years 2017/2018, 2018/2019, 2019/2020 | Feb 16, 2021 |
| | Citizenship | 2020/2021 | 2019/2020 | School Years 2017/2018, 2018/2019, 2019/2020 | Feb 16, 2021 |
| | 3-year High School Completion | 2019/2020 | 2018/2019 | School Years 2016/2017, 2017/2018, 2018/2019 | Mar 01, 2021 |
| | 5-year High School Completion | 2019/2020 | 2018/2019 | School Years 2016/2017, 2017/2018, 2018/2019 | Mar 01, 2021 |
| | PAT: Acceptable | 2020/2021 | 2019/2020 | School Years 2017/2018, 2018/2019, 2019/2020 | Aug 24, 2020 |
| | PAT: Excellence | 2020/2021 | 2019/2020 | School Years 2017/2018, 2018/2019, 2019/2020 | Aug 24, 2020 |
| | Diploma: Acceptable | 2020/2021 | 2019/2020 | School Years 2017/2018, 2018/2019, 2019/2020 | Aug 24, 2020 |
| | Diploma: Excellence | 2020/2021 | 2019/2020 | School Years 2017/2018, 2018/2019, 2019/2020 | Aug 24, 2020 |
| Teaching & Leading | Education Quality | 2020/2021 | 2019/2020 | School Years 2017/2018, 2018/2019, 2019/2020 | Feb 16, 2021 |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 2020/2021 | 2019/2020 | School Years 2017/2018, 2018/2019, 2019/2020 | Feb 16, 2021 |
| | Access to Supports and Services | 2020/2021 | 2019/2020 | School Years 2017/2018, 2018/2019, 2019/2020 | Feb 16, 2021 |
| Governance | Parental Involvement | 2020/2021 | 2019/2020 | School Years 2017/2018, 2018/2019, 2019/2020 | Feb 16, 2021 |

Required Alberta Education Assurance Measures - Overall Summary



Measure Evaluation Reference

Spring 2021

School: 2074 Dave McNeilly Public School (ESL)

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 - 66.07 | 66.07 - 70.32 | 70.32 - 79.81 | 79.81 - 84.64 | 84.64 - 100.00 |
| PAT: Excellence | 0.00 - 9.97 | 9.97 - 13.44 | 13.44 - 19.56 | 19.56 - 25.83 | 25.83 - 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

Spring 2021

School: 2074 Dave McNeilly Public School (ESL)

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 |

Student Growth and Achievement (Grades K-9)

PAT Results By Course

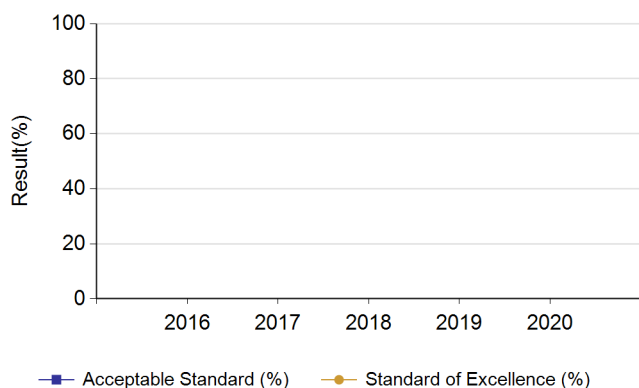
School: 2074 Dave McNeilly Public School (ESL)

Province: Alberta (ESL)

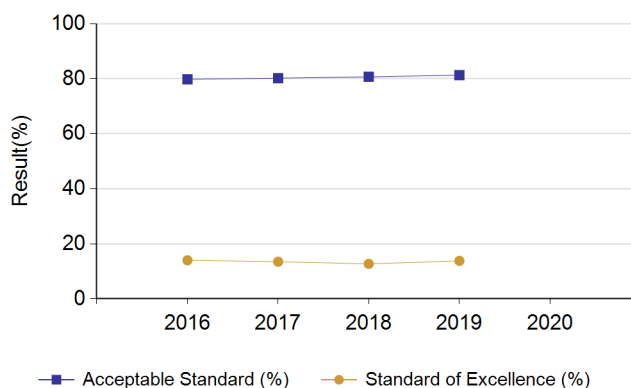
English Language Arts 6

| | | Dave McNeilly Public School (ESL) | | | | | Alberta (ESL) | | | | |
|----------------------------------|-------------------------------|-----------------------------------|------|------|------|------|---------------|-------|-------|-------|------|
| | | 2016 | 2017 | 2018 | 2019 | 2020 | 2016 | 2017 | 2018 | 2019 | 2020 |
| Participation | Students Enrolled | n/a | n/a | 1 | 5 | n/a | 7,910 | 8,604 | 9,059 | 9,804 | n/a |
| | Students Writing | n/a | n/a | 1 | 5 | n/a | 7,195 | 7,798 | 8,177 | 8,931 | n/a |
| | Students Writing (%) | n/a | n/a | * | * | n/a | 91.0 | 90.6 | 90.3 | 91.1 | n/a |
| Results Based on Number Enrolled | Acceptable Standard (%) | n/a | n/a | * | * | n/a | 79.8 | 80.2 | 80.7 | 81.3 | n/a |
| | Standard of Excellence (%) | n/a | n/a | * | * | n/a | 14.0 | 13.5 | 12.7 | 13.8 | n/a |
| | Below Acceptable Standard (%) | n/a | n/a | * | * | n/a | 11.2 | 10.4 | 9.5 | 9.8 | n/a |
| Results Based on Number Writing | Acceptable Standard (%) | n/a | n/a | * | * | n/a | 87.7 | 88.5 | 89.4 | 89.3 | n/a |
| | Standard of Excellence (%) | n/a | n/a | * | * | n/a | 15.4 | 14.9 | 14.1 | 15.1 | n/a |
| | Below Acceptable Standard (%) | n/a | n/a | * | * | n/a | 12.3 | 11.5 | 10.6 | 10.7 | n/a |

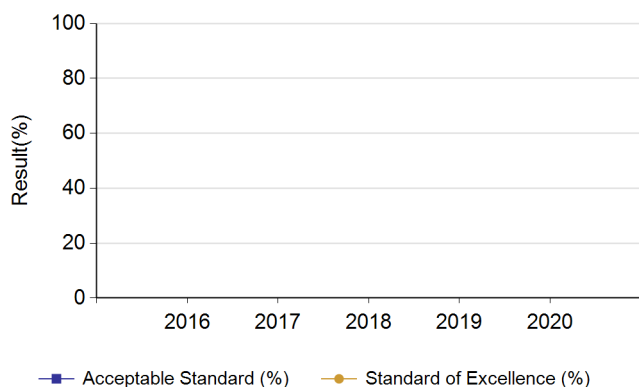
Results Based on Number Enrolled
Dave McNeilly Public School (ESL)



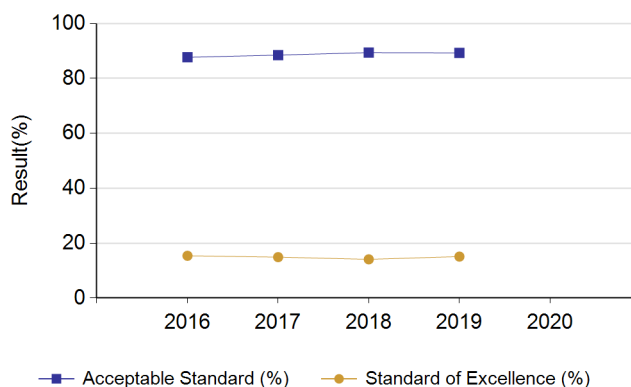
Results Based on Number Enrolled
Alberta (ESL)



Results Based on Number Writing
Dave McNeilly Public School (ESL)



Results Based on Number Writing
Alberta (ESL)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

Student Growth and Achievement (Grades K-9)

PAT Results By Course - 3 Year Rolling Average

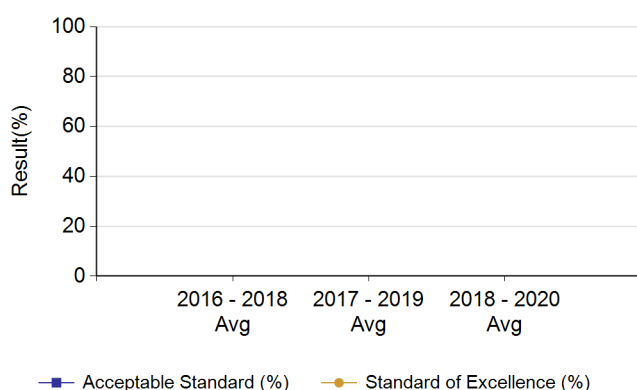
School: 2074 Dave McNeilly Public School (ESL)

Province: Alberta (ESL)

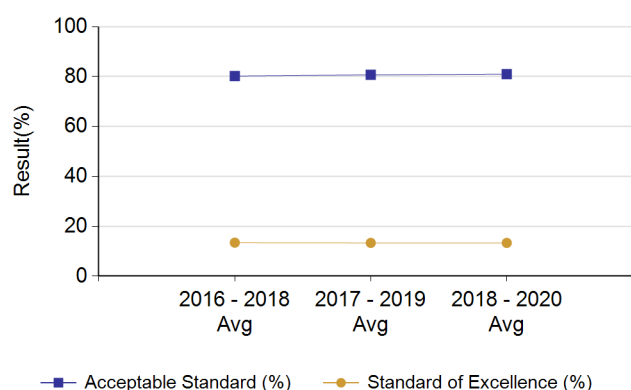
English Language Arts 6

| | | Dave McNeilly Public School (ESL) | | | Alberta (ESL) | | |
|----------------------------------|-------------------------------|-----------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | | 2016 - 2018 Avg | 2017 - 2019 Avg | 2018 - 2020 Avg | 2016 - 2018 Avg | 2017 - 2019 Avg | 2018 - 2020 Avg |
| Participation | Students Enrolled | n/a | n/a | n/a | 8,524 | 9,156 | 9,432 |
| | Students Writing | n/a | n/a | n/a | 7,723 | 8,302 | 8,554 |
| | Students Writing (%) | n/a | n/a | n/a | 90.6 | 90.7 | 90.7 |
| Results Based on Number Enrolled | Acceptable Standards (%) | n/a | n/a | n/a | 80.2 | 80.7 | 81.0 |
| | Standard of Excellence (%) | n/a | n/a | n/a | 13.4 | 13.3 | 13.3 |
| | Below Acceptable Standard (%) | n/a | n/a | n/a | 10.4 | 9.9 | 9.7 |
| Results Based on Number Writing | Acceptable Standards (%) | n/a | n/a | n/a | 88.5 | 89.1 | 89.4 |
| | Standard of Excellence (%) | n/a | n/a | n/a | 14.8 | 14.7 | 14.6 |
| | Below Acceptable Standard (%) | n/a | n/a | n/a | 11.5 | 10.9 | 10.6 |

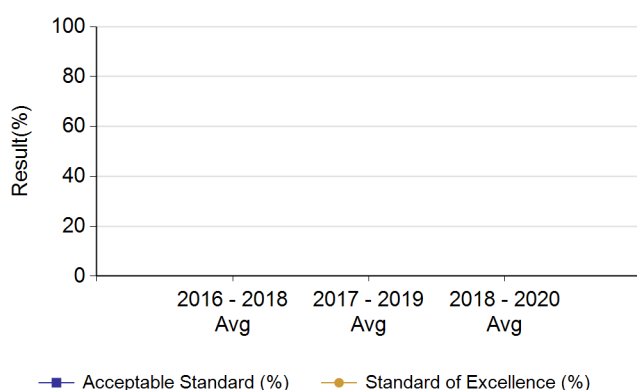
Results Based on Number Enrolled
Dave McNeilly Public School (ESL)



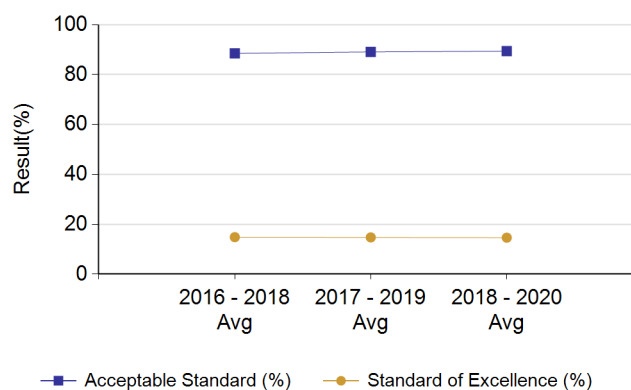
Results Based on Number Enrolled
Alberta (ESL)



Results Based on Number Writing
Dave McNeilly Public School (ESL)



Results Based on Number Writing
Alberta (ESL)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

Student Growth and Achievement (Grades K-9)

PAT Results By Course

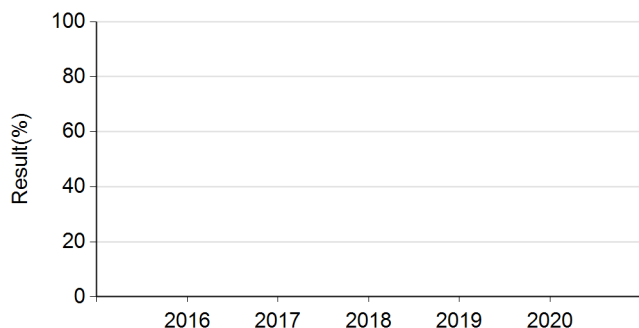
School: 2074 Dave McNeilly Public School (ESL)

Province: Alberta (ESL)

Mathematics 6

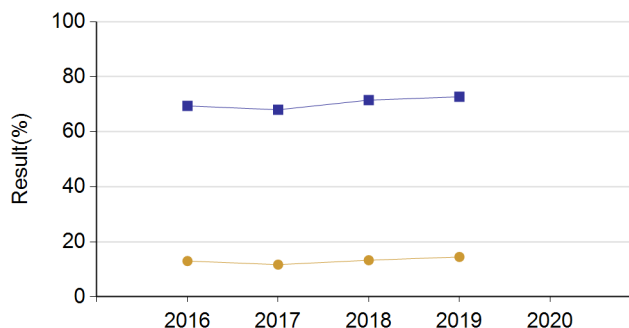
| | | Dave McNeilly Public School (ESL) | | | | | Alberta (ESL) | | | | |
|----------------------------------|-------------------------------|-----------------------------------|------|------|------|------|---------------|-------|-------|-------|------|
| | | 2016 | 2017 | 2018 | 2019 | 2020 | 2016 | 2017 | 2018 | 2019 | 2020 |
| Participation | Students Enrolled | n/a | n/a | 1 | 5 | n/a | 7,889 | 8,594 | 9,052 | 9,792 | n/a |
| | Students Writing | n/a | n/a | 1 | 5 | n/a | 7,262 | 7,836 | 8,309 | 8,986 | n/a |
| | Students Writing (%) | n/a | n/a | * | * | n/a | 92.1 | 91.2 | 91.8 | 91.8 | n/a |
| Results Based on Number Enrolled | Acceptable Standard (%) | n/a | n/a | * | * | n/a | 69.4 | 68.0 | 71.5 | 72.7 | n/a |
| | Standard of Excellence (%) | n/a | n/a | * | * | n/a | 13.0 | 11.7 | 13.3 | 14.5 | n/a |
| | Below Acceptable Standard (%) | n/a | n/a | * | * | n/a | 22.7 | 23.2 | 20.2 | 19.1 | n/a |
| Results Based on Number Writing | Acceptable Standard (%) | n/a | n/a | * | * | n/a | 75.4 | 74.6 | 77.9 | 79.2 | n/a |
| | Standard of Excellence (%) | n/a | n/a | * | * | n/a | 14.1 | 12.8 | 14.5 | 15.8 | n/a |
| | Below Acceptable Standard (%) | n/a | n/a | * | * | n/a | 24.6 | 25.4 | 22.1 | 20.8 | n/a |

Results Based on Number Enrolled
Dave McNeilly Public School (ESL)



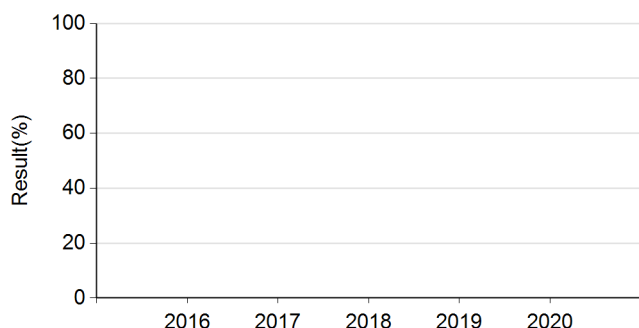
Acceptable Standard (%) Standard of Excellence (%)

Results Based on Number Enrolled
Alberta (ESL)



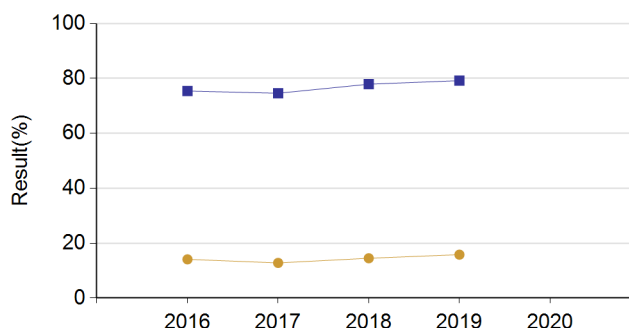
Acceptable Standard (%) Standard of Excellence (%)

Results Based on Number Writing
Dave McNeilly Public School (ESL)



Acceptable Standard (%) Standard of Excellence (%)

Results Based on Number Writing
Alberta (ESL)



Acceptable Standard (%) Standard of Excellence (%)

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Student Growth and Achievement (Grades K-9)

PAT Results By Course - 3 Year Rolling Average

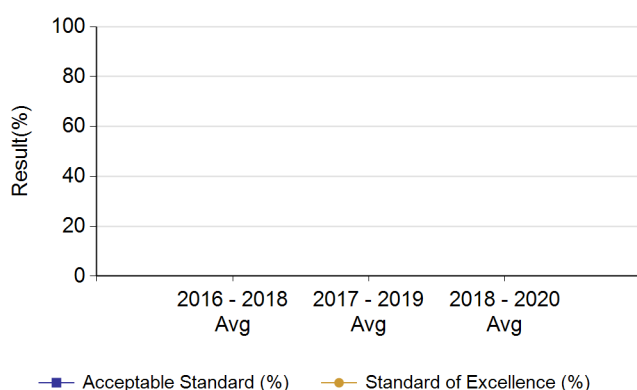
School: 2074 Dave McNeilly Public School (ESL)

Province: Alberta (ESL)

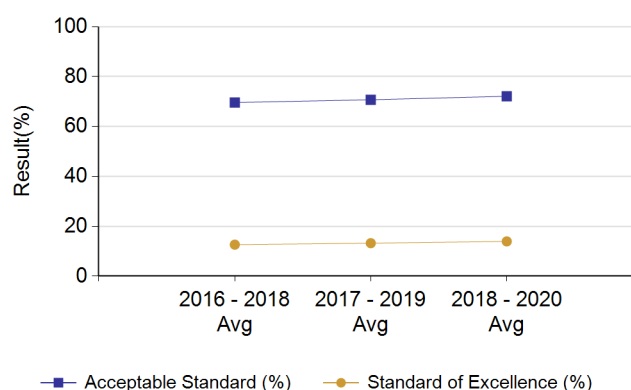
Mathematics 6

| | | Dave McNeilly Public School (ESL) | | | Alberta (ESL) | | |
|----------------------------------|-------------------------------|-----------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | | 2016 - 2018 Avg | 2017 - 2019 Avg | 2018 - 2020 Avg | 2016 - 2018 Avg | 2017 - 2019 Avg | 2018 - 2020 Avg |
| Participation | Students Enrolled | n/a | n/a | n/a | 8,512 | 9,146 | 9,422 |
| | Students Writing | n/a | n/a | n/a | 7,802 | 8,377 | 8,648 |
| | Students Writing (%) | n/a | n/a | n/a | 91.7 | 91.6 | 91.8 |
| Results Based on Number Enrolled | Acceptable Standards (%) | n/a | n/a | n/a | 69.6 | 70.7 | 72.1 |
| | Standard of Excellence (%) | n/a | n/a | n/a | 12.6 | 13.2 | 13.9 |
| | Below Acceptable Standard (%) | n/a | n/a | n/a | 22.0 | 20.8 | 19.7 |
| Results Based on Number Writing | Acceptable Standards (%) | n/a | n/a | n/a | 76.0 | 77.2 | 78.6 |
| | Standard of Excellence (%) | n/a | n/a | n/a | 13.8 | 14.4 | 15.2 |
| | Below Acceptable Standard (%) | n/a | n/a | n/a | 24.0 | 22.8 | 21.4 |

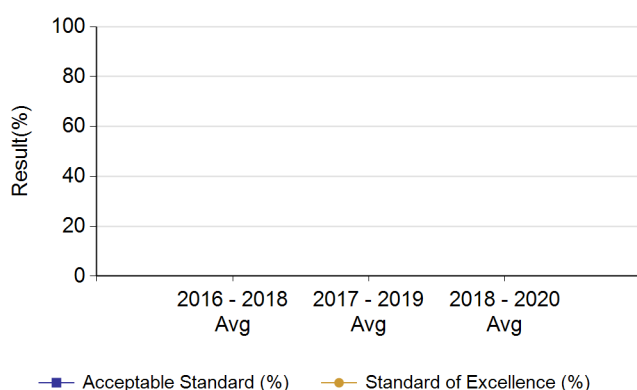
Results Based on Number Enrolled
Dave McNeilly Public School (ESL)



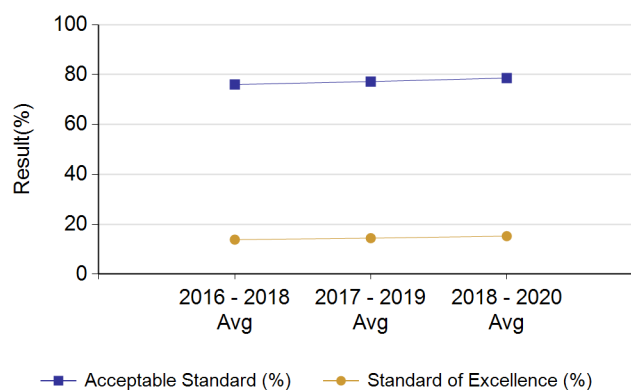
Results Based on Number Enrolled
Alberta (ESL)



Results Based on Number Writing
Dave McNeilly Public School (ESL)



Results Based on Number Writing
Alberta (ESL)



Notes:

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2. Participation in the Provincial Achievement Tests was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Student Growth and Achievement (Grades K-9)

PAT Results By Course

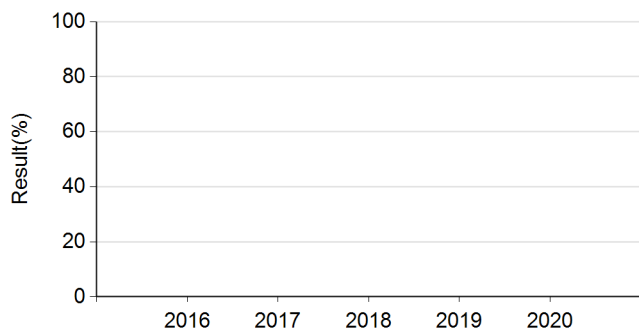
School: 2074 Dave McNeilly Public School (ESL)

Province: Alberta (ESL)

Science 6

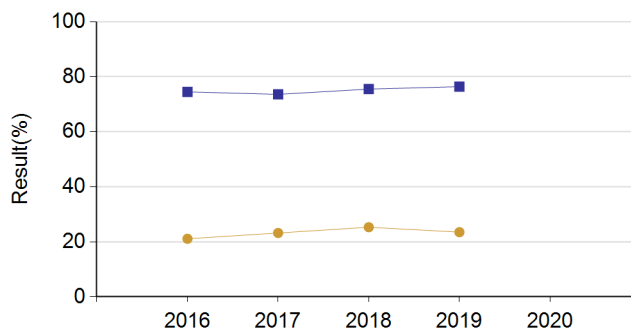
| | | Dave McNeilly Public School (ESL) | | | | | Alberta (ESL) | | | | |
|----------------------------------|-------------------------------|-----------------------------------|------|------|------|------|---------------|-------|-------|-------|------|
| | | 2016 | 2017 | 2018 | 2019 | 2020 | 2016 | 2017 | 2018 | 2019 | 2020 |
| Participation | Students Enrolled | n/a | n/a | 1 | 5 | n/a | 7,891 | 8,592 | 9,055 | 9,819 | n/a |
| | Students Writing | n/a | n/a | 1 | 5 | n/a | 7,259 | 7,812 | 8,282 | 9,012 | n/a |
| | Students Writing (%) | n/a | n/a | * | * | n/a | 92.0 | 90.9 | 91.5 | 91.8 | n/a |
| Results Based on Number Enrolled | Acceptable Standard (%) | n/a | n/a | * | * | n/a | 74.5 | 73.6 | 75.5 | 76.4 | n/a |
| | Standard of Excellence (%) | n/a | n/a | * | * | n/a | 21.1 | 23.2 | 25.3 | 23.5 | n/a |
| | Below Acceptable Standard (%) | n/a | n/a | * | * | n/a | 17.5 | 17.3 | 15.9 | 15.4 | n/a |
| Results Based on Number Writing | Acceptable Standard (%) | n/a | n/a | * | * | n/a | 80.9 | 81.0 | 82.6 | 83.2 | n/a |
| | Standard of Excellence (%) | n/a | n/a | * | * | n/a | 22.9 | 25.6 | 27.7 | 25.6 | n/a |
| | Below Acceptable Standard (%) | n/a | n/a | * | * | n/a | 19.1 | 19.0 | 17.4 | 16.8 | n/a |

Results Based on Number Enrolled
Dave McNeilly Public School (ESL)



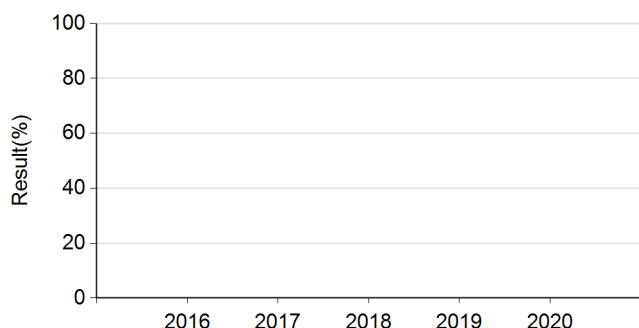
Acceptable Standard (%) Standard of Excellence (%)

Results Based on Number Enrolled
Alberta (ESL)



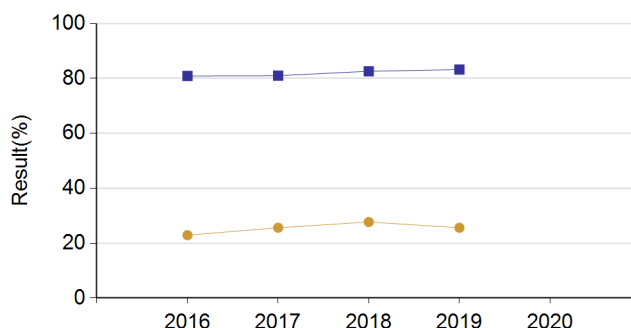
Acceptable Standard (%) Standard of Excellence (%)

Results Based on Number Writing
Dave McNeilly Public School (ESL)



Acceptable Standard (%) Standard of Excellence (%)

Results Based on Number Writing
Alberta (ESL)



Acceptable Standard (%) Standard of Excellence (%)

Notes:

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Student Growth and Achievement (Grades K-9)

PAT Results By Course - 3 Year Rolling Average

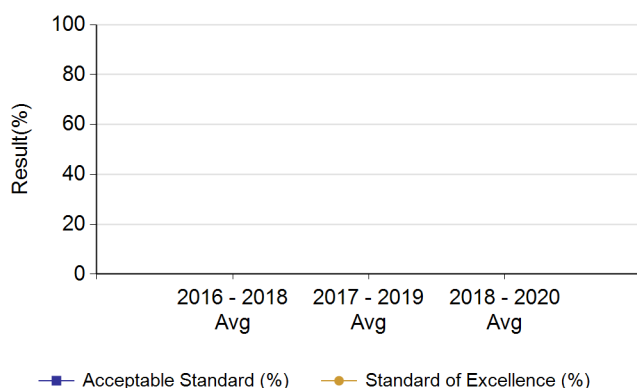
School: 2074 Dave McNeilly Public School (ESL)

Province: Alberta (ESL)

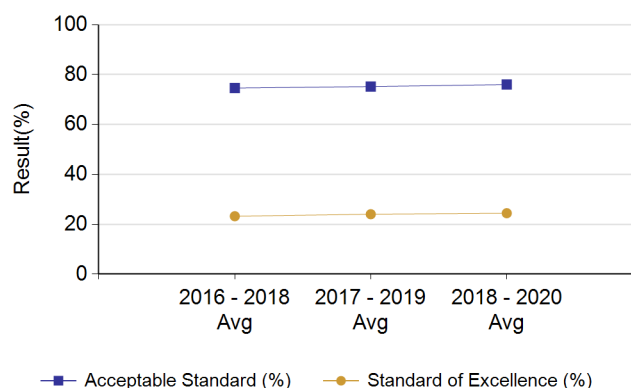
Science 6

| | | Dave McNeilly Public School (ESL) | | | Alberta (ESL) | | |
|----------------------------------|-------------------------------|-----------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | | 2016 - 2018 Avg | 2017 - 2019 Avg | 2018 - 2020 Avg | 2016 - 2018 Avg | 2017 - 2019 Avg | 2018 - 2020 Avg |
| Participation | Students Enrolled | n/a | n/a | n/a | 8,513 | 9,155 | 9,437 |
| | Students Writing | n/a | n/a | n/a | 7,784 | 8,369 | 8,647 |
| | Students Writing (%) | n/a | n/a | n/a | 91.5 | 91.4 | 91.6 |
| Results Based on Number Enrolled | Acceptable Standards (%) | n/a | n/a | n/a | 74.6 | 75.2 | 76.0 |
| | Standard of Excellence (%) | n/a | n/a | n/a | 23.2 | 24.0 | 24.4 |
| | Below Acceptable Standard (%) | n/a | n/a | n/a | 16.9 | 16.2 | 15.7 |
| Results Based on Number Writing | Acceptable Standards (%) | n/a | n/a | n/a | 81.5 | 82.3 | 82.9 |
| | Standard of Excellence (%) | n/a | n/a | n/a | 25.4 | 26.3 | 26.6 |
| | Below Acceptable Standard (%) | n/a | n/a | n/a | 18.5 | 17.7 | 17.1 |

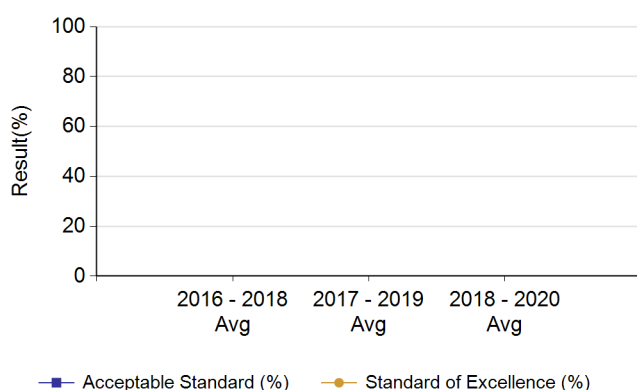
Results Based on Number Enrolled
Dave McNeilly Public School (ESL)



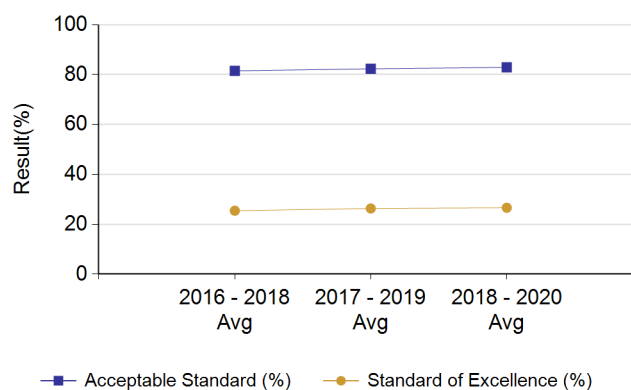
Results Based on Number Enrolled
Alberta (ESL)



Results Based on Number Writing
Dave McNeilly Public School (ESL)



Results Based on Number Writing
Alberta (ESL)



Notes:

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Student Growth and Achievement (Grades K-9)

PAT Results By Course

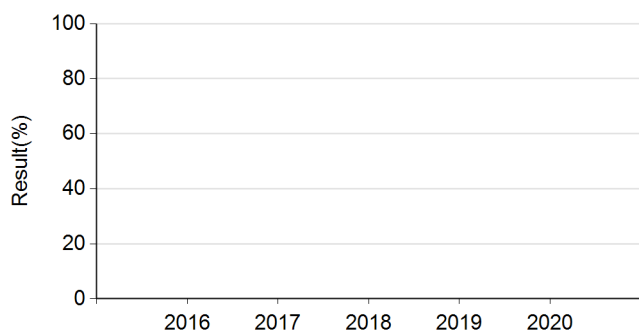
School: 2074 Dave McNeilly Public School (ESL)

Province: Alberta (ESL)

Social Studies 6

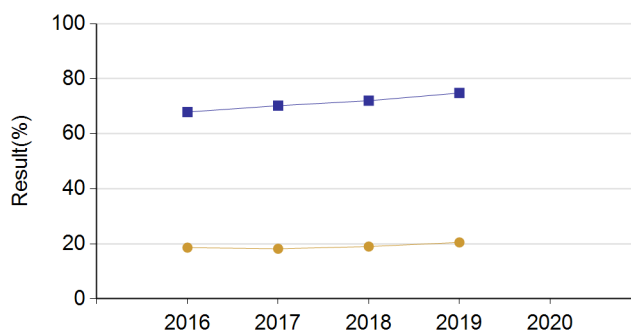
| | | Dave McNeilly Public School (ESL) | | | | | Alberta (ESL) | | | | |
|----------------------------------|-------------------------------|-----------------------------------|------|------|------|------|---------------|-------|-------|-------|------|
| | | 2016 | 2017 | 2018 | 2019 | 2020 | 2016 | 2017 | 2018 | 2019 | 2020 |
| Participation | Students Enrolled | n/a | n/a | 1 | 5 | n/a | 7,889 | 8,592 | 9,056 | 9,817 | n/a |
| | Students Writing | n/a | n/a | 1 | 5 | n/a | 7,222 | 7,802 | 8,236 | 8,982 | n/a |
| | Students Writing (%) | n/a | n/a | * | * | n/a | 91.5 | 90.8 | 90.9 | 91.5 | n/a |
| Results Based on Number Enrolled | Acceptable Standard (%) | n/a | n/a | * | * | n/a | 67.9 | 70.2 | 72.0 | 74.8 | n/a |
| | Standard of Excellence (%) | n/a | n/a | * | * | n/a | 18.6 | 18.2 | 19.0 | 20.5 | n/a |
| | Below Acceptable Standard (%) | n/a | n/a | * | * | n/a | 23.6 | 20.6 | 19.0 | 16.6 | n/a |
| Results Based on Number Writing | Acceptable Standard (%) | n/a | n/a | * | * | n/a | 74.2 | 77.3 | 79.1 | 81.8 | n/a |
| | Standard of Excellence (%) | n/a | n/a | * | * | n/a | 20.3 | 20.0 | 20.9 | 22.5 | n/a |
| | Below Acceptable Standard (%) | n/a | n/a | * | * | n/a | 25.8 | 22.7 | 20.9 | 18.2 | n/a |

Results Based on Number Enrolled
Dave McNeilly Public School (ESL)



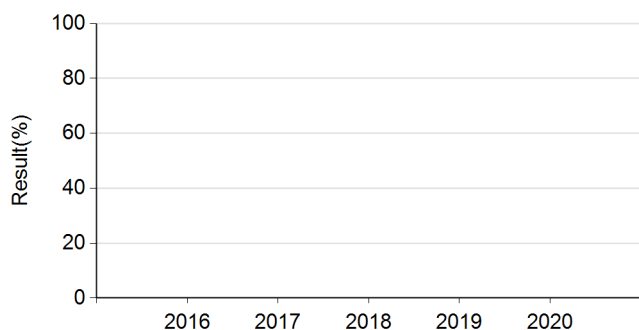
Acceptable Standard (%) Standard of Excellence (%)

Results Based on Number Enrolled
Alberta (ESL)



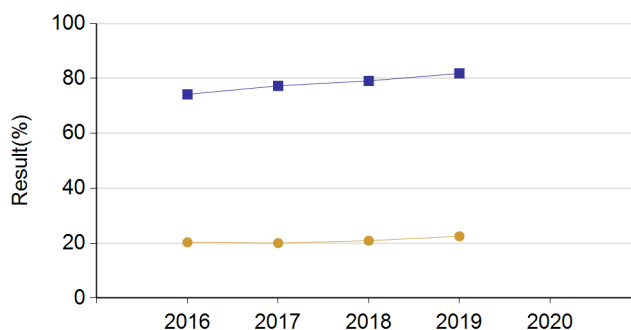
Acceptable Standard (%) Standard of Excellence (%)

Results Based on Number Writing
Dave McNeilly Public School (ESL)



Acceptable Standard (%) Standard of Excellence (%)

Results Based on Number Writing
Alberta (ESL)



Acceptable Standard (%) Standard of Excellence (%)

Notes:

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Student Growth and Achievement (Grades K-9)



PAT Results By Course - 3 Year Rolling Average

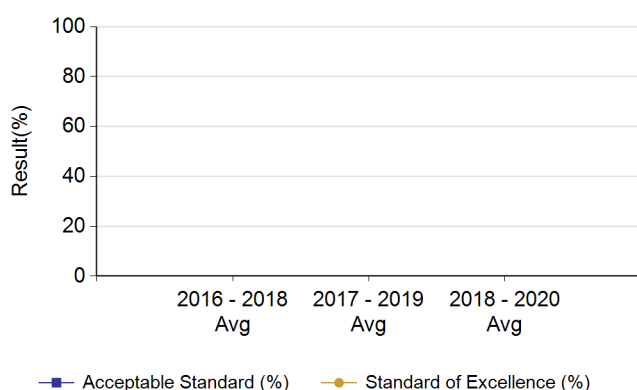
School: 2074 Dave McNeilly Public School (ESL)

Province: Alberta (ESL)

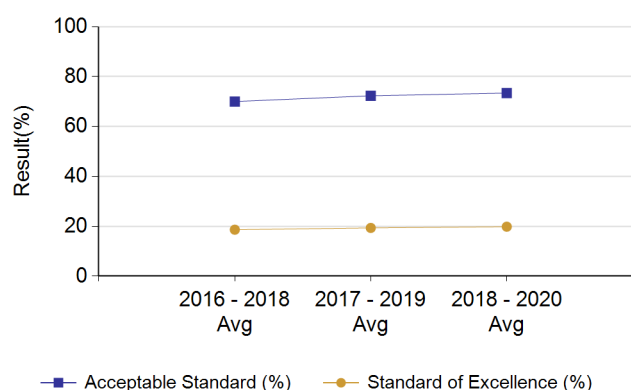
Social Studies 6

| | | Dave McNeilly Public School (ESL) | | | Alberta (ESL) | | |
|----------------------------------|-------------------------------|-----------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | | 2016 - 2018 Avg | 2017 - 2019 Avg | 2018 - 2020 Avg | 2016 - 2018 Avg | 2017 - 2019 Avg | 2018 - 2020 Avg |
| Participation | Students Enrolled | n/a | n/a | n/a | 8,512 | 9,155 | 9,437 |
| | Students Writing | n/a | n/a | n/a | 7,753 | 8,340 | 8,609 |
| | Students Writing (%) | n/a | n/a | n/a | 91.1 | 91.1 | 91.2 |
| Results Based on Number Enrolled | Acceptable Standards (%) | n/a | n/a | n/a | 70.0 | 72.3 | 73.4 |
| | Standard of Excellence (%) | n/a | n/a | n/a | 18.6 | 19.3 | 19.8 |
| | Below Acceptable Standard (%) | n/a | n/a | n/a | 21.1 | 18.7 | 17.8 |
| Results Based on Number Writing | Acceptable Standards (%) | n/a | n/a | n/a | 76.9 | 79.4 | 80.5 |
| | Standard of Excellence (%) | n/a | n/a | n/a | 20.4 | 21.1 | 21.7 |
| | Below Acceptable Standard (%) | n/a | n/a | n/a | 23.1 | 20.6 | 19.5 |

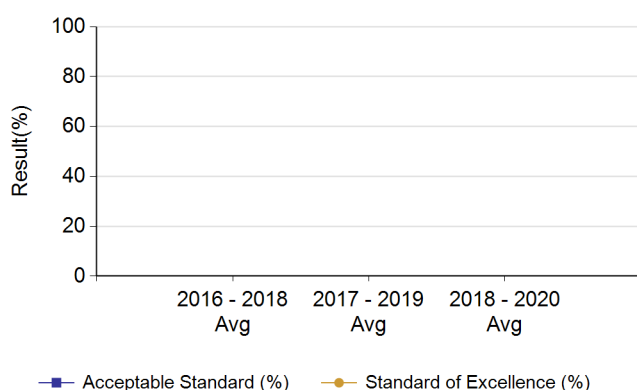
Results Based on Number Enrolled
Dave McNeilly Public School (ESL)



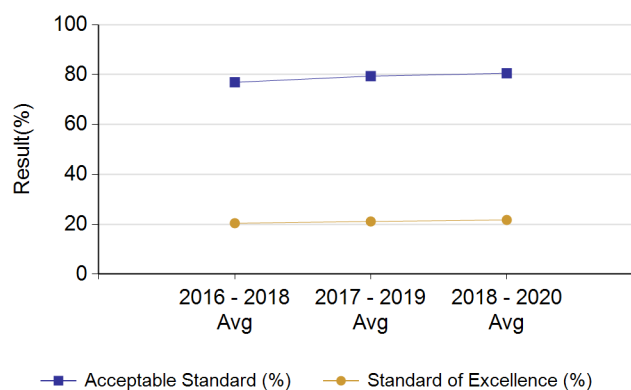
Results Based on Number Enrolled
Alberta (ESL)



Results Based on Number Writing
Dave McNeilly Public School (ESL)



Results Based on Number Writing
Alberta (ESL)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

Supplemental Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 2074 Dave McNeilly Public School (ESL)



| Measure | Dave McNeilly Public School (ESL) | | | Alberta (ESL) | | | Measure Evaluation | | |
|--|-----------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|---------|
| | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Diploma Exam Participation Rate (4+ Exams) | n/a | n/a | n/a | n/a | 51.0 | 53.6 | n/a | n/a | n/a |
| Drop Out Rate | n/a | n/a | n/a | 2.6 | 2.2 | 2.2 | n/a | n/a | n/a |
| Program of Studies | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Rutherford Scholarship Eligibility Rate | n/a | n/a | n/a | 58.3 | 55.6 | 55.8 | n/a | n/a | n/a |
| Safe and Caring | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| School Improvement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Transition Rate (6 yr) | n/a | n/a | n/a | 65.4 | 65.8 | 64.4 | n/a | n/a | n/a |
| Work Preparation | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

Notes:

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

Supplemental Alberta Education Assurance Measures - Overall Summary

Source Data Reference

Spring 2021

School: 2074 Dave McNeilly Public School (ESL)

| Measure Evaluation | Current Result | Previous Year Result | Previous 3 Year Average | Data Updated |
|--|----------------|----------------------|--|--------------|
| Diploma Exam Participation Rate (4+ Exams) | 2019/2020 | 2018/2019 | School Years 2016/2017, 2017/2018, 2018/2019 | Mar 01, 2021 |
| Drop Out Rate | 2019/2020 | 2018/2019 | School Years 2016/2017, 2017/2018, 2018/2019 | Mar 01, 2021 |
| Program of Studies | 2020/2021 | 2019/2020 | School Years 2017/2018, 2018/2019, 2019/2020 | Feb 16, 2021 |
| Rutherford Scholarship Eligibility Rate | 2019/2020 | 2018/2019 | School Years 2016/2017, 2017/2018, 2018/2019 | Mar 01, 2021 |
| Safe and Caring | 2020/2021 | 2019/2020 | School Years 2017/2018, 2018/2019, 2019/2020 | Feb 16, 2021 |
| School Improvement | 2020/2021 | 2019/2020 | School Years 2017/2018, 2018/2019, 2019/2020 | Feb 16, 2021 |
| Transition Rate (6 yr) | 2019/2020 | 2018/2019 | School Years 2016/2017, 2017/2018, 2018/2019 | Mar 01, 2021 |
| Work Preparation | 2020/2021 | 2019/2020 | School Years 2017/2018, 2018/2019, 2019/2020 | Feb 16, 2021 |

Supplemental Alberta Education Assurance Measures

Measure Evaluation Reference

Spring 2021

School: 2074 Dave McNeilly Public School (ESL)

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 |
|--|---------------|---------------|---------------|---------------|----------------|
| 4-year High School Completion | 0.00 - 71.57 | 71.57 - 78.63 | 78.63 - 87.93 | 87.93 - 91.45 | 91.45 - 100.00 |
| Diploma Exam Participation Rate (4+ Exams) | 0.00 - 36.23 | 36.23 - 41.92 | 41.92 - 58.66 | 58.66 - 71.19 | 71.19 - 100.00 |
| Drop Out Rate | 100.00 - 9.40 | 9.40 - 6.90 | 6.90 - 4.27 | 4.27 - 2.79 | 2.79 - 0.00 |
| Program of Studies | 0.00 - 66.31 | 66.31 - 72.65 | 72.65 - 78.43 | 78.43 - 81.59 | 81.59 - 100.00 |
| Rutherford Scholarship Eligibility Rate | 0.00 - 47.98 | 47.98 - 55.78 | 55.78 - 68.95 | 68.95 - 74.96 | 74.96 - 100.00 |
| Safe and Caring | 0.00 - 77.62 | 77.62 - 81.05 | 81.05 - 84.50 | 84.50 - 88.03 | 88.03 - 100.00 |
| School Improvement | 0.00 - 65.25 | 65.25 - 70.85 | 70.85 - 76.28 | 76.28 - 80.41 | 80.41 - 100.00 |
| Transition Rate (4 yr) | 0.00 - 21.98 | 21.98 - 30.52 | 30.52 - 44.34 | 44.34 - 61.50 | 61.50 - 100.00 |
| Transition Rate (6 yr) | 0.00 - 35.49 | 35.49 - 49.47 | 49.47 - 62.88 | 62.88 - 72.76 | 72.76 - 100.00 |
| Work Preparation | 0.00 - 66.92 | 66.92 - 72.78 | 72.78 - 77.78 | 77.78 - 86.13 | 86.13 - 100.00 |

Notes:

1. For all measures except Drop Out Rate: 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%.
2. Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Supplemental Alberta Education Assurance Measures

Measure Evaluation Reference

Spring 2021

School: 2074 Dave McNeilly Public School (ESL)

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 |

Appendix – Definitions for Measures and Key Terms

The **First Nations, Métis and Inuit** results reported for the Alberta Education Assurance Measures only include students that self-identified as First Nations, Métis or Inuit on student registration forms. School authorities are required to report on Alberta Education Assurance Measure results for First Nations, Métis, and Inuit students in their 3-year education plans and annual education results reports for the purpose of monitoring and improving education outcomes. Please ensure context and appropriate analysis are provided whenever results for self-identified First Nations, Métis and Inuit students are shared publicly.

High School Completion Rate (3-year) is the percentage of students in the Grade 10 Cohort¹ who have completed high school by the end of their third year, adjusted for attrition².

- High school completion is defined as: receiving an Alberta high school diploma, certificate of high school achievement (completion of Knowledge and Employability courses and the certificate requirements) or high school equivalency (GED); entering a post-secondary level program at an Alberta post-secondary institution; registering in an Alberta apprenticeship program; or earning credit in a minimum of five grade 12 courses, including a Language Arts diploma exam course and three other diploma examination courses.

Post-Secondary Transition Rate (6-year) is the percentage of students in the Grade 10 Cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10, adjusted for attrition.

- An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.

Diploma Exam Participation Rate (4+Exams) is the percentage of students in the Grade 10 Cohort who have written four or more diploma exams by the end of their third year in high school, adjusted for attrition.

- Students are not considered a diploma examination participant if they do not have an examination mark.

Drop Out Rate is the percentage of students aged 14 to 18 years registered in the Alberta Kindergarten to Grade 12 system who drop out the following year, adjusted for attrition.

- An initial age specific cohort of students aged 14 to 18 years is established for a given school year, excluding the following groups of students: students who are not registered on September 30th of the school year; students registered in schools not affiliated with Alberta (e.g. Lloydminster); students registered in schools under provincial or federal authorities; students identified as having a moderate/severe cognitive or severe multiple disability; visiting/exchange students; students attending Hutterite colony schools.
- A student who was in Alberta's education system is considered to have dropped out if:
 - There is no evidence of their participation in the Alberta education system the following school year (including in Alberta post-secondary and apprenticeship programs)
 - They did not complete high school (see high school completion measure for details).

Rutherford Scholarship Eligibility Rate is the percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and/or 12.

- Students must have completed at least one grade 12 course. Students in the following categories are excluded: students who are not registered on September 30th of the school year; students registered in schools not affiliated with Alberta (e.g. Lloydminster); students registered in schools under provincial or federal authorities; students identified in the grade 12 school year as having a moderate/severe cognitive disability or severe multiple disability; students identified in the grade 12 school year as visiting/exchange students; students 20 years of age or older on September 1 of the school year.

Appendix – Definitions for Measures and Key Terms

Provincial Achievement Test (PAT) Results (Acceptable / Excellence) are based on all students in each grade (total enrollment in the grade plus the ungraded students who are in the corresponding year of schooling). Results are calculated for each test. The overall result is the average of the results for each test weighted by the number of students enrolled.

- PAT acceptable is the percentage of students who achieve the acceptable standard on grades 6 and 9 Provincial Achievement Tests.
- PAT excellence is the percentage of students who achieve the standard of excellence on grades 6 and 9 Provincial Achievement Tests.

Diploma Exam Results (Acceptable / Excellence) are based on the numbers of students writing each diploma exam. The overall diploma exam result is the average of the results for each exam weighted by the number of students writing.

- Diploma exam result (acceptable) is the percentage of students who achieve acceptable standard (i.e. a mark of 50%) on a diploma exam.
- Diploma exam result (excellence) is the percentage of students who achieve the standard of excellence (i.e. a mark of 80%) on a diploma exam.

Survey Measures

In public, separate and Francophone schools all students in grades 4, 7 and 10; their parents; and all teachers are included in the survey. In charter schools and level 2 private schools students in grade 4 and above; their parents; and all teachers are included in the survey.

- The measure results for parents and teachers are calculated by aggregating the responses to all questions that comprise the measure.
- The measure result for students is calculated by first aggregating the responses to questions within each grade grouping and then taking a simple average across grade groups.
- The overall measure result is calculated by taking the simple average of measure results for parents, teachers and students.

Table Headings

For each table displaying measure history or 3-year Rolling Averages, **N** represents the size of the underlying cohort. For example:

- **N** is the size of the Grade 10 Cohort for High School Completion Rate, Post-Secondary Transition Rate, and Diploma Exam Participation Rate.
- **N** is the size of the age-specific cohort for Drop Out Rate.
- For survey measures, **N** is the number of respondents.

Values under the % column headings represent the rate for that cohort.

Some measures are calculated using several years of data. In these cases, the years displayed in the tables and charts reflect the latest years of data included in each calculation.

¹**Grade 10 Cohort:** Students are included in the Grade 10 Cohort in the first school year in which they have a grade 10 registration at a public, separate, Francophone, charter or accredited private school. The following categories of students are excluded from the Grade 10 Cohort:

- a. students who register after September 30th of the school year;
- b. students who are registered in schools under provincial and federal authorities, Lloydminster school authorities or other out-of-province schools;
- c. students who have a concurrent grade 9 registration in the same school year;
- d. adult students (older than 18 when they start grade 10);
- e. students who are identified as having a moderate/severe cognitive disability or a severe multiple disability;
- f. students attending Hutterite Colony schools; and
- g. visiting or exchange students

²**Attrition:** The loss of students due to out-migration and mortality, referred to as “attrition”, is estimated from department and Statistics Canada data.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 2074 Dave McNeilly Public School



| Assurance Domain | Measure | Dave McNeilly Public School | | | Alberta | | | Measure Evaluation | | |
|--------------------------------|---|-----------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|---------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | Student Learning Engagement | 80.9 | n/a | n/a | 85.6 | n/a | n/a | n/a | n/a | n/a |
| | Citizenship | 92.8 | 89.2 | 89.2 | 83.2 | 83.3 | 83.0 | n/a | n/a | n/a |
| | 3-year High School Completion | n/a | n/a | n/a | 83.4 | 80.3 | 79.6 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 86.2 | 85.3 | 84.8 | n/a | n/a | n/a |
| | PAT: Acceptable | n/a | n/a | 65.4 | n/a | n/a | 73.7 | n/a | n/a | n/a |
| | PAT: Excellence | n/a | n/a | 5.8 | n/a | n/a | 20.3 | n/a | n/a | n/a |
| | Diploma: Acceptable | n/a | n/a | n/a | n/a | n/a | 83.6 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | n/a | n/a | 24.1 | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 94.5 | 97.9 | 97.2 | 89.6 | 90.3 | 90.2 | n/a | n/a | n/a |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 95.7 | n/a | n/a | 87.8 | n/a | n/a | n/a | n/a | n/a |
| | Access to Supports and Services | 98.8 | n/a | n/a | 82.6 | n/a | n/a | n/a | n/a | n/a |
| Governance | Parental Involvement | 95.5 | 95.7 | 97.8 | 79.5 | 81.8 | 81.4 | n/a | n/a | n/a |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.