



# School Combined School Annual Education Results Report & Three Year Plan 2019-2020



**“Every Student, Every Day, A Success!”**

Our “Everyday 4” Focus	Goals:	Strategies:	Data:	Evidence:	Budget Connection (amount and description):
<p><b>Welcoming and Caring</b></p>	<p><i>All students from ECS through grade 12 will report that they feel safe; fellow students treat them with respect and that there are positive teacher/student relationships for all students.</i></p> <p><b>Teachers will continue to develop foundational knowledge about First Nations, Metis and Inuit and begin to apply it for the benefit of all students.</b></p>	<ul style="list-style-type: none"> <li>● Continue to teach and model our behaviour matrix.</li> <li>● Continuing to host events that foster a positive school climate and healthy relationships (such as school wide pancake breakfast and picnic, Orange and Pink Shirt Day, Hat’s On for mental health, HSSU turkey supper, reading buddies, Students’ Union theme days - incorporating all students and staff)</li> <li>● Continue to utilize a Collaborative Response Model (CRM) to identify students that are struggling and implement strategies and interventions for support.</li> <li>● Continue to encourage students to feel welcomed and engaged in their learning by using appropriate interventions and scaffolding their learning.</li> <li>● Staff will provide opportunities for different grade levels to work together (eg. Reading Buddies). HSSU implement projects with each elementary class.</li> <li>● Productions from Lougheed Center</li> <li>● Devote time at Staff meetings and PD Days to help build foundational knowledge of all staff related to First Nation, Metis, and Inuit</li> <li>● Prepare staff for TQS related to First Nation, Metis, and Inuit</li> <li>● Benchmark Aboriginal Students that have self-identified and begin conversations around how to best support them in their academics and sense of belonging.</li> <li>● Use of Live Binder</li> <li>● Look at ways to create more CRM time to allow weekly meeting and discussion for teams of teachers to occur.</li> <li>● Utilize Zones of Regulation presentations and program to teach students coping and resiliency (FSLW and MHCB)</li> </ul>	<p>Participation in school related events</p> <p>Accountability Surveys (See appendix A)</p> <p>Number of behavior referrals</p> <p>Attendance data indicates a decline in tardiness rate</p>	<ul style="list-style-type: none"> <li>● Full school events are consistently occurring and participation/attendance at events is high</li> <li>● Behaviour matrix visible on walls throughout the school and teachers and students use those plans to help guide student behaviour.</li> <li>● Our accountability pillar survey data will maintain very high rating with respect to students demonstrating active citizenship, attitudes and behaviours that will make them successful when they are done school, that they are safe at school and that they understand the importance of caring for others (see Appendix A) .</li> <li>● Collaboration meetings</li> <li>● Staff will feel confident in their foundational knowledge around First Nation, Metis and Inuit</li> <li>● Teachers will use the collaborative response model and implement strategies around how to Indigenize the supports</li> <li>● PD Day agendas show work around building foundational knowledge of First Nation, Metis and Inuit topics</li> </ul>	<ul style="list-style-type: none"> <li>- Access SGF and donations.</li> <li>- Students Union raises money to help support some of the activities.</li> </ul>

- Success Stories:
- Students are beginning to develop self-regulation skills through work with mental health capacity building programs
  - Students applying self-regulating skills they have learned to help other students and explaining deep breathing concepts to their parents.
  - High participation rate in special school events
  - Students have learned to take ownership over their learning
  - Growth Mindset concept can be seen in all subject areas
  - Fewer behavior issues during each recess.
- Cross-graded activities (Reading Buddies)
  - JH leadership team presenting the behaviour matrix to elementary students
  - Young Writer’s group and book club
  - Pep Rallies
  - Increase in teacher/student relationships
  - Food bank donations
  - Concession support from parents
  - Games room

●Students are excited to be at school and willing to learn

<p><b>Literacy</b></p>	<p><b>Through quality programming, and with the support and implementation of the numerous literary tools and resources, all students will demonstrate one or more years of growth in literacy during the 2019-2020 school year.</b></p>	<ul style="list-style-type: none"> <li>●Intentional implementation of cross curricular literacy by utilizing staff collaboration and co-planning. (Huge evidence of this already in our HS grade 10 humanities class.)</li> <li>●Staff will provide positive modeling of reading/literacy and stress its importance in all courses.</li> <li>●Utilize BRSD literacy framework</li> <li>●Utilize intervention strategies such as JH literacy classes</li> <li>●Utilize early interventions and supportive technology where needed, including chromebooks, laptops, Ipads and the use of Google suite tools - classroom, Docs, Extensions, Apps, We Video, and Podcasts to enhance student learning.</li> <li>●Use of collaborative days and school PD days to discuss successes, challenges and next steps to enhance literacy.</li> <li>●Utilize Literacy kits to provide appropriate interventions/reading levels for students</li> <li>●Utilize a Balanced Literacy model at all levels to help build reading and writing skills.</li> <li>●Increase student and staff use of Read and Write for Google to enhance student learning and engagement. (Universal Supports)</li> <li>●Utilize literacy lead teacher to showcase strategies around building literacy foundational skills (eg. improving vocabulary)</li> </ul>	<p>EYE TA Data - ECS</p> <p>BAS Data - Grades 1 - 3</p> <p>Classroom assessments</p> <p>DORA/Jerry Jones</p> <p>Teacher observation/assessment</p> <p>Achievement Test Data (See Appendix E)</p> <p>Diploma Exam Data (See Appendix D)</p> <p>See Appendix B</p>	<ul style="list-style-type: none"> <li>●Collaborative planning by division (CRM) will occur and be used to analyze results and plan interventions and transitions into the next school year.</li> <li>●Baseline data will be collected on all students using EYE, BAS, Jerry Johns, and DORA. Progress will be measured with the expectation of at least 1 year of growth/student.</li> <li>●DORA/ Jerry Johns data will show improvement by indicating students moving up levels.</li> <li>●School Collaborative Response Model guides conversations around support students.</li> <li>●Intentional collection of data on concerns and interventions created and used by staff.</li> <li>●Growth in extra-curricular young writers group.</li> <li>●School Pyramid of Interventions is created collaboratively by staff.</li> </ul>	<ul style="list-style-type: none"> <li>●Release time allotted for staff/Sub time allocated to conduct assessments</li> <li>●Exploring timetable options for next school year that provides 30/day for students that require literacy intervention in grades 1 - 3.</li> <li>●Utilize literacy lead teacher.</li> </ul>
------------------------	--	--	--	--	--

Success Stories:

- Huge gain in some students struggling to read and write. Now at grade level
- ELI!!! When given daily and effectively
- Book Fair and Literacy Night- Reading with Kodiaks
- Those that have received early intervention have gained significant progress
- Reluctant readers have shown more interest in reading and writing
- Young Writers group
- We have seen improvement with our challenged students when it comes to reading and writing.
- Cross-graded work between JH students and elementary students has been extremely positive experience for all.
- Greater Enjoyment for reading. We see students reading before school, during breaks, etc. and are enjoying reading
- Literacy Enrichment program in JH and Life Skills program has been a huge success
- Huge evidence of cross curricular literacy utilizing staff collaboration and co-planning already in our HS grade 10 humanities class.

<p><b>Numeracy</b></p>	<p><b>Through quality programming, and with the support and implementation of numeracy tools and resources, all students will demonstrate one or more years of growth in numeracy during the 2019-2020 school year.</b></p>	<ul style="list-style-type: none"> <li>● Staff attendance at Math cohorts and implementation of ideas in meaningful, authentic lessons (variety, differentiated instruction)</li> <li>● Use MIPI data for early identification, intervention and support (have focused activities based on areas students struggle with)</li> <li>● Use of supportive technology where needed</li> <li>● Staff engaged in collaborative work on MIPI data and discussing strategies and interventions</li> <li>● Sharing of best practices from numeracy cohorts</li> <li>● Devoting staff meeting time for numeracy lead teacher to provide support and training to all teachers.</li> <li>● Utilize numeracy lead teacher to showcase strategies around building numeracy foundational skills and the many resources available to teachers</li> <li>● Look at including tasks on assessments that include higher level thinking</li> </ul>	<p>MIPI data - Grades 2 to 9</p> <p>Achievement Test Data (See Appendix E)</p> <p>Diploma Exam Data (See Appendix D)</p> <p>See Appendix B</p>	<ul style="list-style-type: none"> <li>● MIPI baseline data on students will be collected. Progress will be measured with the expectation of decreasing the number of students that are scoring below the benchmark (60%) each year.</li> <li>● MIPI data will show improvement by indicating students moving up levels.</li> <li>● Collaborative planning by division (CRM) will occur and be used to analyze results and plan interventions and transitions into the next school year.</li> <li>● School Pyramid of Interventions is created collaboratively by staff.</li> <li>● Intentional collection of data on concerns and interventions created and used by staff.</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize numeracy lead teachers as necessary.</li> <li>● Use of Tech Team to help with professional development as necessary.</li> </ul>
------------------------	---	--	--	--	--

Success Stories:

- Numeracy cohorts have been established to build and guide numeracy effectiveness.
- Math is looked at in a different scope, as part of everyday life
- Students are doing the talking
- Starting classes with “Math Talks” to encourage engagement and enjoyment for math.
- Intrinsic motivation of students to master outcomes.
- Cross curricular applications in other subjects.
- Numeracy talks are now part of every staff meeting
- Increase in collaboration amongst teachers
- Students are indicating a love for math

<p><b>Teaching and Learning (21<sup>st</sup> Century)</b></p>	<p><b>All students will demonstrate digital literacy, regularly apply 21<sup>st</sup> century skills and recognize this as essential to support their learning.</b></p>	<ul style="list-style-type: none"> <li>●Optimize access/meaningful authentic use of Chromebooks and assistive technology tools where required.</li> <li>●Students use technology effectively, creatively and wisely to support their learning.</li> <li>●Google platform (G suite) will become primary platform and staff and students will become comfortable with its use. Transition all personal drives and staff drives to Google drives.</li> <li>●Introduce Chromecast and Chromecast for Education to teachers</li> <li>●Access student voice through SAVY and Wellness Team to determine students' educational needs.</li> <li>●Staff will provide input into Three Year Plan by sharing best practices from professional learning series.</li> <li>●Look at bringing in presenters to share knowledge and experience around being educated in the digital world.</li> <li>●Assessment presentation to start school year and set assessment as a priority.</li> <li>●Students will be encouraged to meet with Divisional Career Counsellors.</li> </ul>	<p>Accountability pillar survey data (see Appendix C)</p> <p>SAVY students' forum</p>	<ul style="list-style-type: none"> <li>●Evidence from student work will demonstrate increased skill level/confidence with devices</li> <li>● Our accountability pillar survey data will maintain very high rating with respect to students indicating they have access to a broad program of studies, that the school and jurisdiction has improved, that they are involved in decision making and that they are satisfied with the overall quality of basic education.</li> <li>●SAVY forum will indicate that students feel they have input into decisions regarding their education.</li> <li>●Leadership class will continue to use student questionnaire as a way to generate student voice.</li> <li>●Students attend career fair in Daysland.</li> <li>●More teachers utilizing Chromecast</li> </ul>	<ul style="list-style-type: none"> <li>●Request to BEST to support presentations.</li> <li>●Access staff expertise to train and support use of technology</li> </ul>
---	---	--	---	--	--

Success Stories:

- Read and Write for Google
- Introducing read-to-me from Epic books website
- Audio books with text visible
- Using Google Classroom to keep students caught up when they are absent.
- Using Google Hangout and Bridgt to teach Bio. 30 and Math 31
- Using technology for meaningful learning
- Collaborative learning
- Learning new skills - Google Docs and Google Slides, We Video
- Grade 3 peer taught grade 2 Wevideo



## Appendices:

### Accountability Pillar Overall Summary Annual Education Results Reports - Oct 2019 School: 4503 Bawlf School



Measure Category	Measure	Bawlf 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
Safe and Caring Schools	<a href="#">Safe and Caring</a>	92.3	94.2	92.4	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	<a href="#">Program of Studies</a>	85.3	89.3	86.9	82.2	81.8	81.9	Very High	Maintained	Excellent
	<a href="#">Education Quality</a>	93.0	96.1	94.6	90.2	90.0	90.1	Very High	Maintained	Excellent
	<a href="#">Drop Out Rate</a>	0.0	0.0	0.1	2.6	2.3	2.9	Very High	Maintained	Excellent
	<a href="#">High School Completion Rate (3 yr)</a>	92.6	88.5	92.4	79.1	78.0	77.5	Very High	Maintained	Excellent
	<a href="#">PAT: Acceptable</a>	78.2	84.7	82.8	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Excellence</a>	19.1	17.1	19.4	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
	<a href="#">Diploma: Acceptable</a>	72.9	76.6	85.3	83.6	83.7	83.1	Low	Declined	Issue
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Excellence</a>	2.9	16.8	20.1	24.0	24.2	22.5	Very Low	Declined Significantly	Concern
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	59.3	61.9	62.4	56.3	55.7	55.1	High	Maintained	Good
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	94.4	60.0	67.7	64.8	63.4	62.2	Very High	Improved Significantly	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	69.9	84.0	75.4	59.0	58.7	58.7	Very High	Maintained	Excellent
	<a href="#">Work Preparation</a>	87.6	94.4	91.0	83.0	82.4	82.6	Very High	Maintained	Excellent
	<a href="#">Citizenship</a>	87.4	88.6	87.5	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	<a href="#">Parental Involvement</a>	84.6	88.0	87.8	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	<a href="#">School Improvement</a>	83.7	86.2	86.0	81.0	80.3	81.0	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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
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 Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

## A. Welcome and Caring

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Bawlf School										Alberta									
	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	249	88.4	231	91.1	248	91.9	95	94.2	113	92.3	309,172	89.2	284,589	89.5	299,627	89.5	253,494	89.0	265,382	89.0
Parent	21	83.8	22	88.2	28	89.8	14	94.2	27	92.5	32,208	89.3	33,662	89.8	32,868	89.9	35,486	89.4	35,247	89.7
Student	219	83.6	195	86.7	207	86.0	63	88.4	68	84.4	248,089	83.0	220,486	83.4	235,302	83.3	185,384	82.5	196,856	82.3
Teacher	9	97.7	14	98.6	13	100.0	18	100.0	18	100.0	28,875	95.4	30,441	95.4	31,457	95.3	32,624	95.0	33,279	95.1

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Bawlf School										Alberta									
	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	249	79.8	232	87.5	248	86.5	95	88.6	113	87.4	309,506	83.5	284,921	83.9	299,972	83.7	253,727	83.0	265,614	82.9
Parent	21	66.7	22	83.6	28	79.6	14	85.5	27	82.0	32,208	82.1	33,658	82.9	32,863	82.7	35,482	81.7	35,247	81.9
Student	219	79.3	196	78.8	207	79.8	63	82.6	68	80.2	248,422	74.2	220,819	74.5	235,647	74.4	185,623	73.9	197,090	73.5
Teacher	9	93.3	14	100.0	13	100.0	18	97.8	18	100.0	28,876	94.2	30,444	94.5	31,462	94.0	32,622	93.4	33,277	93.2

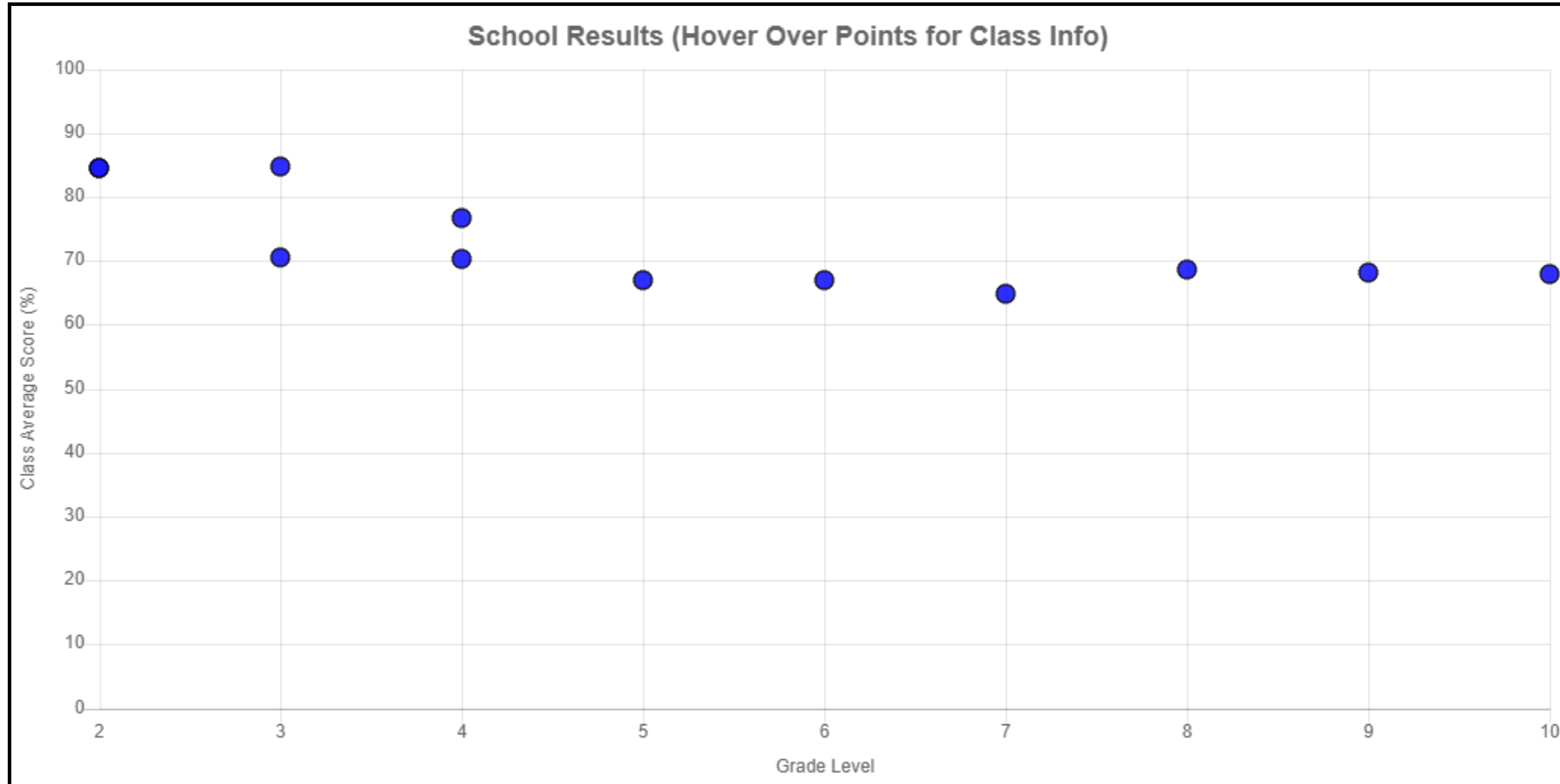
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Bawlf School										Alberta									
	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	29	76.9	34	95.0	41	83.7	31	94.4	44	87.6	58,549	82.0	61,412	82.6	61,674	82.7	65,186	82.4	66,088	83.0
Parent	20	65.0	20	90.0	28	75.0	13	100.0	26	80.8	30,132	74.2	31,502	74.8	30,828	75.1	33,176	74.6	33,423	75.2
Teacher	9	88.9	14	100.0	13	92.3	18	88.9	18	94.4	28,417	89.7	29,910	90.5	30,846	90.4	32,010	90.3	32,665	90.8

## B. Literacy and Numeracy

Student Learning Opportunities	Program of Studies	<b>85.3</b>	89.3	86.9	<b>82.2</b>	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	<b>93.0</b>	96.1	94.6	<b>90.2</b>	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	<b>0.0</b>	0.0	0.1	<b>2.6</b>	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	<b>92.6</b>	88.5	92.4	<b>79.1</b>	78.0	77.5	Very High	Maintained	Excellent

## MIPI Results





### C. Teaching and Learning 21st Century

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Bawlf School										Alberta									
	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	172	85.8	155	86.6	176	84.8	71	89.3	92	85.3	216,359	81.3	198,841	81.9	207,304	81.9	175,907	81.8	181,846	82.2
Parent	21	84.9	22	82.6	28	79.2	14	86.1	27	80.3	32,210	79.9	33,656	80.1	32,874	80.1	35,489	79.9	35,252	80.1
Student	142	79.6	119	79.8	135	80.1	39	88.0	47	79.8	155,269	76.9	134,738	77.5	142,957	77.7	107,780	77.2	113,304	77.4
Teacher	9	92.9	14	97.3	13	95.1	18	93.7	18	95.8	28,880	87.2	30,447	88.1	31,473	88.0	32,638	88.4	33,290	89.1

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Bawlf School										Alberta									
	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	249	70.7	230	86.2	246	85.7	94	86.2	112	83.7	305,456	79.6	282,880	81.2	297,632	81.4	251,246	80.3	263,364	81.0
Parent	21	76.2	21	90.5	27	74.1	13	92.3	26	76.9	31,413	78.5	32,786	79.7	31,845	80.8	34,237	79.3	34,159	80.3
Student	219	80.5	195	82.3	206	82.9	63	88.5	68	85.4	247,770	80.7	220,142	81.5	234,964	81.1	185,106	80.2	196,592	79.4
Teacher	9	55.6	14	85.7	13	100.0	18	77.8	18	88.9	26,273	79.8	29,952	82.3	30,823	82.2	31,903	81.5	32,613	83.4

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

	Bawlf School										Alberta									
	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	30	70.6	35	90.0	41	85.5	32	88.0	45	84.6	60,757	80.7	63,739	80.9	63,905	81.2	67,509	81.2	68,116	81.3
Parent	21	59.0	21	80.0	28	75.7	14	77.1	27	75.9	31,919	73.4	33,351	73.5	32,505	73.9	34,998	73.4	34,944	73.6
Teacher	9	82.2	14	100.0	13	95.2	18	98.9	18	93.3	28,838	88.1	30,388	88.4	31,400	88.5	32,511	88.9	33,172	89.0



Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	Bawlf School										Alberta									
	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	30	76.4	35	78.6	40	76.7	95	81.3	113	79.2	131,636	71.7	157,921	72.7	159,543	73.2	251,836	72.8	263,978	73.1
Parent	21	67.8	21	58.3	27	58.6	14	69.8	27	61.5	31,336	59.9	32,772	60.9	31,898	61.6	34,350	61.2	34,371	61.1
Student	n/a	n/a	n/a	n/a	n/a	n/a	63	83.5	68	77.9	71,494	79.7	94,766	80.1	96,258	80.0	184,949	78.9	196,411	78.8
Teacher	9	84.9	14	98.8	13	94.9	18	90.7	18	98.1	28,806	75.5	30,383	77.2	31,387	78.1	32,537	78.3	33,196	79.3

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

	Bawlf School										Alberta									
	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	247	88.5	232	93.2	251	94.4	95	96.1	113	93.0	310,056	89.5	285,217	90.1	300,253	90.1	254,026	90.0	265,841	90.2
Parent	21	78.2	22	90.8	28	91.1	14	91.3	27	86.2	32,219	85.4	33,675	86.1	32,880	86.4	35,499	86.0	35,262	86.4
Student	217	89.2	196	89.9	210	92.2	63	97.1	68	93.6	248,954	87.4	221,094	88.0	235,901	88.1	185,888	88.2	197,282	88.1
Teacher	9	98.1	14	98.8	13	100.0	18	100.0	18	99.1	28,883	95.9	30,448	96.0	31,472	95.9	32,639	95.8	33,297	96.1

## D: Diploma Examination Results

### Diploma Exam Results Course By Course Summary With Measure Evaluation

Course		Measure		Bawlf School						Alberta				
				Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
<a href="#">English Lang Arts 30-1</a>	Diploma Examination Acceptable Standard	High	Declined	Acceptable	12	91.7	12	100.0	29,832	86.8	30,091	86.9		
	Diploma Examination Standard of Excellence	Very Low	Declined	Concern	12	0.0	12	16.9	29,832	12.3	30,091	11.9		
<a href="#">English Lang Arts 30-2</a>	Diploma Examination Acceptable Standard	Low	Maintained	Issue	7	85.7	14	85.7	16,640	87.1	16,563	88.9		
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	7	0.0	14	7.1	16,640	12.1	16,563	12.3		
<a href="#">French Lang Arts 30-1</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,215	91.5	1,296	94.1		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,215	10.1	1,296	9.7		
<a href="#">Français 30-1</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	98.6	154	98.3		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	29.5	154	20.6		
<a href="#">Mathematics 30-1</a>	Diploma Examination Acceptable Standard	*	*	*	5	*	8	68.1	19,389	77.8	20,337	73.9		
	Diploma Examination Standard of Excellence	*	*	*	5	*	8	19.9	19,389	35.1	20,337	30.6		
<a href="#">Mathematics 30-2</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	7	57.1	10	65.2	14,465	78.5	14,107	74.8		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	7	0.0	10	9.1	14,465	16.8	14,107	16.4		
<a href="#">Social Studies 30-1</a>	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	8	100.0	11	93.5	21,610	86.6	22,179	85.7		
	Diploma Examination Standard of Excellence	Very Low	Declined	Concern	8	0.0	11	13.2	21,610	17.0	22,179	15.6		
<a href="#">Social Studies 30-2</a>	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	8	87.5	15	90.0	20,758	77.8	20,078	80.2		
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	8	0.0	15	6.7	20,758	12.2	20,078	12.6		
<a href="#">Biology 30</a>	Diploma Examination Acceptable Standard	Very Low	Declined Significantly	Concern	9	22.2	13	85.6	22,442	83.9	22,853	85.3		
	Diploma Examination Standard of Excellence	Very Low	Declined Significantly	Concern	9	0.0	13	39.8	22,442	35.5	22,853	33.8		
<a href="#">Chemistry 30</a>	Diploma Examination Acceptable Standard	Intermediate	Declined Significantly	Issue	14	71.4	17	100.0	18,525	85.7	18,929	82.7		
	Diploma Examination Standard of Excellence	Low	Declined	Issue	14	14.3	17	41.2	18,525	42.5	18,929	37.2		
<a href="#">Physics 30</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	11	65.3	9,247	87.5	9,974	85.9		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	11	25.0	9,247	43.5	9,974	41.7		
<a href="#">Science 30</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	8	87.3	9,676	85.7	9,180	84.9		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	8	31.0	9,676	31.2	9,180	29.2		

#### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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.

