



Bowness High School

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School Improvement Results Reporting| 2023-24

Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in an annual report that demonstrates improvement results and next steps. These results support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Goals and outcomes related to the information shared here are outlined in the 2024-25 School Development Plan.

School Improvement Results

CBE's Education Plan for 2021-24 prioritized creating strong student achievement and well-being for lifelong success with the following key outcomes:

- Excellence in literacy
- Excellence in mathematics
- Improved achievement and well-being for students who self-identify as Indigenous
- Access to learning opportunities and supports that address diverse learning needs and well-being

Three specific priority areas based on CBE system data that informed the 2021-24 Education Plan and system actions for improvement across the organization were identified.

- Literacy
- Mathematics
- Well-Being

Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' [Results Policies](#) for the full and detailed Results statements

Our School Focused on Improving

Focus

- Literacy - Reading Comprehension
- Mathematics - Productive Struggle
- Well-being – Connection & Belonging

Literacy - Upon review of Diploma Results from January and June 2023, it was determined that students could still benefit from improved reading comprehension skills and strategies. This conclusion was also supported by the perception data from the CBE Student Survey. As such, staff worked on improving the following:

- “Cloze Reading” Comprehension Skills and Strategies (a teaching strategy that uses passages of text with missing words)
- Use of vocabulary strategies to improve comprehension in all subjects
- Effective reading strategies to construct meaning and develop thoughtful and critical understandings in a variety of texts

Mathematics - Anecdotally, staff have continued to observe how easily some students gave up or looked for quick answers or help without spending time working and persisting through mathematics problems. This was supported by perception data seen in the CBE Student Survey. Thus, we worked to improve student mathematics skills that support Productive Struggle. These were assessed by measures in the CBE Student Survey and via in-class Formative and Summative Assessments. We were looking to teach students to persist through problems and attempt various possibilities to solve problems.

Well Being - Our well-being focus was to help students develop their authentic identity, allowing them to create healthy relationships. This involved developing staff capacity to build connections and support student engagement, through their use of universal and classroom-based interventions, which in turn would help students form a sense of belonging and connection to BHS allowing them to thrive in their educational goals. Students developed their authentic identity and in turn their sense of belonging. Furthermore, through this work, students would improve their capacity to develop healthy relationships.

We chose to focus on these areas as our student data as measured in the CBE Student Survey, the Alberta Education Assurance Measures Report and the diploma results indicated that struggles in these areas were based on their ability to take risks and persevere through difficult learning tasks.

What We Measured and Heard

We used the Alberta Education Assurance Measures Report, the CBE Student Survey and Grade 12 diploma results, and perception data as the indicators to measure growth in the areas of literacy, mathematics and well-being. We noted the following improvements:

Literacy

We used the following measures to assess our growth in Literacy:

Diploma data:

- Students achieved an average of the following scores on their ELA 30-1 reading comprehension:
 - o Jan 2023 67.4%
 - o June 2023 64.8%
 - o Jan 2024 65.2%
 - o June 2024 65%
- Students achieved an average of the following scores on their ELA 30-2 reading comprehension:
 - o Jan 2023 66.4%
 - o June 2023 66.6 %
 - o Jan 2024 69.2%
 - o June 2024 69.3%
- ELA 30-1 has remained steady over the past year
- ELA 30-2 has improved and is above the CBE average by 4% and the provincial average by 5%
- 100% of students reached an Acceptable Standard for ELA 30-1, and 22.6% reached a Standard of Excellence
- 98.4% of students reached an Acceptable Standard for ELA 30-2, and 13.1% reached a Standard of Excellence

CBE Student Survey (May 2024)

- o 81.6% of grade 11/12 combined students felt they “know what to do to next to improve their reading skills” This was an increase of 4.74% from May 2023.
- o 87.59% of Grade 11/12 combined students “understood what they are reading”. This improved 1%.

Numeracy

We used the following measures to assess our growth in Numeracy

- Perception data (Ongoing Formative Assessment) - Students will be successfully solving more problems independently. Students will be able to understand how to solve problems without direct intervention.
 - Internal measures support the finding that students are solving more problems independently in a risk-free environment via Formative Assessment
- CBE Student Survey (May 2024). We found that more students agreed with the statement, “I know what to do next to improve in mathematics” and “reach the level of success in mathematics that I need for future goals”.
 - “I know what to do next to improve in mathematics” improved by 1% to 83% (combined Gr 11/12)
 - “I can reach the level of success in mathematics that I need for future goals” improved by 1% to 87.59% (combined Gr 11/12)

Well-being

- CBE Data Dashboard
 - Overall Diversity & Inclusion perception score – Improved by 1% to 68% in 2023-2024.
- CBE Student Survey
 - “There is at least one adult at school who I really connect with” - Improved by 3% to 76% combined from Gr 11/12.
 - “I am proud to be part of my school” – Improved by 7% to 76% in 2023-2024.
- Successful integration of Tier 1 and Tier 2 supports can be measured by the reduction in utilization of Tier 3 and 4 supports
 - Through Collaborative Response initiatives and meetings, Student Services reports a reduction of Tier 3 and Tier 4 supports as observed by fewer ALT referrals.

Alberta Education Assurance Measures Report Results

Social Studies 30-1	Diploma Examination Acceptable Standard	Intermediate
	Diploma Examination Standard of Excellence	High
Social Studies 30-2	Diploma Examination Acceptable Standard	Intermediate
	Diploma Examination Standard of Excellence	High
Biology 30	Diploma Examination Acceptable Standard	Intermediate
	Diploma Examination Standard of Excellence	High
Chemistry 30	Diploma Examination Acceptable Standard	Very High
	Diploma Examination Standard of Excellence	Very High
Physics 30	Diploma Examination Acceptable Standard	Very High
	Diploma Examination Standard of Excellence	Very High
Science 30	Diploma Examination Acceptable Standard	High
	Diploma Examination Standard of Excellence	Intermediate

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
- Parents think the school has improved, that the governance is good, and that teaching and leading has improved. - Character measures and diversity and inclusion measures have improved. - Increase in number of students who have special education codings. - Increase in the number of students who are English as an additional language learners.	98% graduation rate - Improvement across all measures of the Holistic Lifelong Learning framework - Improvement across Mathematics framework measures. - CBE Student Survey shows an increase - in being proud to be a part of Bowness High School from 67% to 76% - how many students have an adult they connect with in	- Overall student engagement and belonging across all three surveys shows a decrease from 74.56% to 73.41% - The CBE Student Survey shows - that the perception of access to supports and services is down from 80% to 70.8% "Courses are useful to me" decreased from 78% to 71% "Courses are interesting" decreased from 60% to 50%

• Overall Bowness student population has increased from 1219 (June 2023) to 1358 (June 2024). • CBE School Survey data and Alberta Education Assurance Measures Report data indicate there has been a drop in the level of student engagement and connectedness. • Parents are satisfied with the education their children are receiving and support the staff at Bowness High School as indicated by the Alberta Education Assurance Measures Report. • Alberta Education Assurance Measures Report also shows an increase in the Acceptable Standard from 80.3% to 83.8% and the Standard of Excellence from 19.5% to 24.4% on our Diploma Course results.	the building from 69% to 76%. ○ “I learn about Indigenous ways of Knowing” has increased from 57% to 72% ○ “I see my culture reflected in my school” from 54% to 62%	○ “It is clear what I am expected to learn at school” decreased from 80% to 73% ○ Indigenous Student Cohort “I have confidence in myself as a learner” was 33% ○ “At my school I get to learn from Indigenous Elders, Knowledge Keepers” was 42.5%
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Required Alberta Education Assurance Measures (AEAM) Overall Summary

Spring 2024



The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
 - Citizenship
 - Student Learning Engagement
 - Education Quality
 - Welcoming, Caring, Respectful and Safe Learning Environment
 - Access to Supports and Services
 - Parent Involvement

Assurance Domain	Measure	Bowness High 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	77.1	82.1	81.8	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	69.4	70.1	71.7	79.4	80.3	80.9	Low	Maintained	Issue
	3-year High School Completion	84.6	86.2	86.2	80.4	80.7	82.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	92.8	87.8	87.9	88.1	88.6	87.3	Very High	Improved Significantly	Excellent
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	83.8	83.8	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	24.4	24.4	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	82.6	83.6	85.1	87.6	88.1	88.6	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.3	78.6	81.3	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	75.0	82.8	81.5	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	72.8	69.6	74.7	79.5	79.1	78.9	Low	Maintained	Issue

Bowness 2024

Note | The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time