

Black Gold School Division Annual Education Results Report 2022-23



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Accountability Statement

The Annual Education Results Report for Black Gold School Division for the 2022-23 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the [Education Act](#) and the [Sustainable Fiscal Planning and Reporting Act](#). The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. The Annual Education Results Report 2022-23 was approved by the Board on November 29, 2023.

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act and Black Gold Administrative Procedure 404, no disclosures were received during the 2022-23 school year.



Board Chair Greetings

The 2022-2023 school year held many successes, challenges, and opportunities for growth. Black Gold is proud that its legacy of providing an education of the highest quality continues. This report contains information about our accomplishments, goals, current trends and issues, Assurance Results and our Budget. Each area highlights the determination and hard work of our students, staff and families.



We were grateful when the Minister of Education gave approval for the Board to access funds from our reserves to enable us to continue the learning support programs that were highly effective in 2021-2022. Black Gold's team of Instructional Support Teachers in literacy, numeracy, wellness and French immersion, worked with staff in their schools to provide strategies for targeted interventions. The improvement was measurable. Over two years there was a five percent decrease in the number of students who were at risk of not passing their grade level. An additional ongoing benefit is that teachers are now able to confidently analyze data and use the information to better tailor their instruction to meet the needs of their students.

Construction of Ohpaho Secondary School in Leduc is on budget and on time. The addition of 1100 spaces for students will serve Black Gold well into the future. The Board is grateful to the Leduc Reconfiguration Working Committee for investing uncountable hours into considering the most effective and efficient plan to transition Leduc from one high school campus to two and alleviate the enrollment pressures in a number of overcrowded Leduc schools. Ohpaho Secondary School and Leduc Composite High School will be welcoming students in grades 8-12 in September of 2024.

The vision of Calmar Collegiate School is finally closer to becoming a reality. Approvals have been given and plans are underway for this campus to open in 2025. Students will learn trades skills and earn their first period apprenticeship in the field of their choice. The initial offering will include carpentry, electrical and plumbing.

Another point of transition is the retirement of our current superintendent, Bill Romanchuk on December 31, 2023. We thank him for his 22 years of service to school communities. He has contributed to the growth and culture of Black Gold throughout his career, particularly in his senior administration roles. He is a visionary leader and will be missed by all.

Black Gold is looking forward to continuing our legacy of "Inspiring Success" under the leadership of our new superintendent, Michael Borgfjord.

The Board of Trustees, extends our gratitude to each and every member of the Black Gold family for their contribution to student success and for living our core values day in and day out. The Core Values of Student-Centered Learning, Relationships, Safe-Supportive Environments, Passion and Responsible Resource Management are guiding principles as the trustees and staff make decisions to ensure our students are successful twenty-first-century learners.

Esther Eckert

Esther Eckert,
Chair, Board of Trustees
Black Gold School Division



Trustees

The Board of Trustees provides governance and creates organizational structures that support students. They strive to create safe school environments where every student can reach their full potential. Additionally, they oversee the effective management of the jurisdiction's financial and capital resources, ensuring that all business is conducted legally and ethically. The Board monitors performance in various areas such as learning environment, instructional programming, employee management, financial planning and management, asset protection, facilities, and public communication.

The Black Gold School Division Board of Trustees represents the following wards:

Town of Thorsby and Village of Warburg (Ward 1), Town of Devon, Town of Calmar (Ward 2), City of Leduc (Ward 3) and City of Beaumont and Hamlet of New Sarepta (Ward 4).



Esther Eckert
Chair
Ward 4



Angie Charpentier
Vice-Chair
Ward 3



Michelle Martin
Trustee
Ward 1



Devonna Klaassen
Trustee
Ward 2



Gary Hansen
Trustee
Ward 3



Barb Martinson
Trustee
Ward 3



Robyn Steed
Trustee
Ward 4

Division Office

The BGSD senior administrative team is responsible for the daily operations and collaborates with the administrative staff to ensure all 31 school sites offer the best possible learning experience for students. The Division office provides the following services:

Human Resources, Learning Services, Student Services, Technology, Transportation, Business and Financial Services, Maintenance and Facility Services.

Senior Administrative Team



William Romanchuk
Superintendent/CEO



Chelsey Volkman
Associate Superintendent
Business & Finance



Calvin Monty
Associate Superintendent
Human Resources



Norman Dargis
Associate Superintendent
Learning Services

Introduction

The Black Gold School Division's Annual Education Results Report (AERR) summarizes the results for the 2022-23 school year. The [2022-2025 Education Plan](#) defines our goals and sets out how we plan to move forward in realizing both our Division goals and those of the province.

Each school posts a School Assurance Plan annually that speaks to the achievement goals specified in their school and the targeted area(s) of improvement for the coming years.

Publication

The following Annual Education Results Report is posted on our website at:

<https://www.blackgold.ca/about-bgsd/results-plans-results/>

Also, copies of the report are available to schools, school advisory councils and stakeholder agencies within the community. Highlights of the plan are shared with BGSD staff through our internal communication and Professional Development (PD) activities.

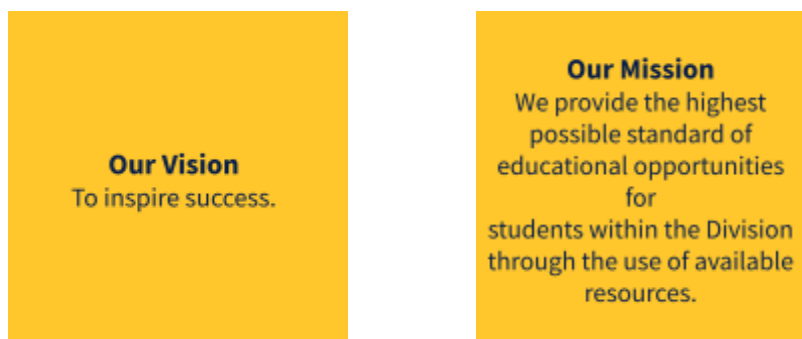
Profile

Since 1995, The Black Gold School Division (BGSD) has been providing quality education within safe and caring environments in the communities of Beaumont, Calmar, Devon, Leduc, Leduc County, New Sarepta, Thorsby and Warburg.

Approximately 12,894 students from Early Childhood Services (ECS) to Grade 12 are educated in the 31 schools within the system. Approximately 720 teachers deliver instruction with assistance from 579 support staff. An extensive range of programs, including French Immersion, Christian, Off-campus, Work Experience Program, Registered Apprenticeship Program, Green Certificate Program, Dual Credit, extensive Career and Technology Studies (CTS) and Career and Technology Foundation courses (CTF), are offered to students in inclusive learning environments.

Students also have access to a continuum of classroom supports and services, including specialized learning environments, early intervention, counselling services, and consultative services such as speech-language, hearing, vision, occupational therapy and physical therapy. The Division also provides many extracurricular opportunities in all its schools- music, drama, special-interests clubs, athletics, active citizenship and more. Collectively, these offer an educational experience that supports the development of the skills and knowledge our students require as they move forward beyond our school system.

Our Core Values



Student-Centred Learning

At Black Gold, learning starts and focuses on the student. Though it doesn't end there. Every member of the school division engages in active learning, with the purpose of creating the best experience for our students and staff and the healthiest school communities possible. We celebrate the light bulb moments with students and staff alike. We work hard and we have fun too.

Relationships

At Black Gold, we foster positive relationships based on mutual respect and trust. We make meaningful connections with each other that strengthen over time. We don't give up on students or each other. We are proud of the relationships that we build in our schools and in the communities that we call home.

Safe, Supportive Environment

At Black Gold, we strive to create an inclusive environment that embraces diversity and is supportive and safe for all. We value the health and wellness of every member of our school community and commit ourselves to sustaining this welcoming and positive culture every day.

Passion

We love what we do. We inspire wonder and curiosity in our students to become engaged learners. We seek to light a spark in our students and in our colleagues to achieve their goals and dreams. We dedicate our time and creativity to help each other succeed along our journey through life. And we go the extra mile to create memorable moments.

Responsible Resource Management

At Black Gold, we honour and acknowledge that we are active and welcome members of a larger community. We do our best to ensure that students and staff have the tools they need to succeed. We manage our financial resources responsibly. We have developed a reputation for being innovative and for applying technology wisely to the process of learning. We value each person who chooses to work with us and commit to helping them to develop their skills and talents. We understand that time is a precious resource and we use it wisely.



The Black Gold School Division - Authority 2245

School Name	Location	Principal
<u>Black Gold Home-Based School</u> Grades 1 - 12	Beaumont, AB	Stan Travník
<u>Black Gold Outreach School (Leduc) & Black Gold Outreach (Beaumont)</u> Grades 7 - 12	Leduc & Beaumont, AB	Stan Travník
<u>Caledonia Park School</u> Grades K - 9	Leduc, AB	Werner Fisher
<u>Calmar Elementary School</u> Pre-K, Grades K - 6	Calmar, AB	Bernadette Hawkins
<u>Calmar Secondary School</u> Grades 7 - 12	Calmar, AB	Dan Lake
<u>Covenant Christian School</u> Grades K - 9	Leduc, AB	Donavin Simmons
<u>East Elementary School</u> Pre-K, Grades K - 6,	Leduc, AB	Carla Fisher
<u>École Beau Meadow School</u> Grades K - 6 English & French Immersion Program	Beaumont, AB	Jennifer O'Brien
<u>École Bellevue School</u> Pre-K, Grades K - 6, English & French Immersion Program	Beaumont, AB	Jennifer El-Khatib
<u>École Champs Vallée School</u> Grades K - 9 English & French Immersion Program	Beaumont, AB	Patrick Gamache Hutchison
<u>École Coloniale Estates School</u> Grades K - 6 English & French Immersion Program	Beaumont, AB	Matthew Kierstead
<u>École Corinthia Park School</u> Grades K - 6 English & French Immersion Program	Leduc, AB	Shelly McCubbing
<u>École Dansereau Meadows School</u> Grades K - 9 English & French Immersion Program	Beaumont, AB	Susanne Stroud
<u>École J. E. Lapointe School</u> Grades 7 - 9 English & French Immersion Program	Beaumont, AB	Sean Flanagan
<u>École Leduc Estates School</u> Grades K - 6 English & French Immersion Program	Leduc, AB	Denise Harrison
<u>École Leduc Junior High School</u> Grades 7 - 9 English & French Immersion Program	Leduc, AB	Zane Chomlak
<u>École Secondaire Beaumont Composite High School</u> Grades 10 - 12 English & French Immersion Program	Beaumont, AB	Chris Stiles
<u>John Maland High School</u> Grades 10 - 12	Devon, AB	Darren Caldwell
<u>Leduc Composite High School</u> Grades 10 - 12 English & French Immersion Program	Leduc, AB	Brad Clarke
<u>Linsford Park School</u> Pre-K, Grades K - 6 Regular & Non-Denominational Christian Program	Leduc, AB	Ann Oppermann
<u>New Sarepta Community High School</u> Grades 7 - 12	New Sarepta, AB	David Holbrow
<u>New Sarepta Elementary School</u> Grades K - 6	New Sarepta, AB	Greg Luchak
<u>Riverview Middle School</u> Grades 5 - 9	Devon, AB	Justin Klaassen
<u>Robina Baker Elementary School</u> Pre-K, Grades K - 4	Devon, AB	Katherine Kloschinsky
<u>Thorsby Elementary School</u> Pre-K, Grades K - 6	Thorsby, AB	Raylene Jubinville
<u>Thorsby Junior/Senior High School</u> Grades 7 - 12	Thorsby, AB	Theo Dykstra
<u>Warburg School & Warburg Hutterite Colony School (Grades 1 - 9)</u> Grades K - 12	Warburg, AB	Wendy Maltais
<u>West Haven Public School</u> Grades K-9	Leduc, AB	Raymond Cable
<u>Willow Park School</u> Grades K - 6	Leduc, AB	Rhonda Brunken

2022-23 Division Overview

31 schools within the communities of Beaumont, Calmar, Devon, Leduc, Leduc County, New Sarepta, Thorsby and Warburg.

12 Elementary Schools

7 Elementary/Junior High

2 Elementary/Junior/Senior High

2 Junior High

5 Junior/Senior High

3 Senior High

**Student
Enrolment**
(September 2022)

12,894

Total Staff
(September 2022)

1,299



Enrolment Trends

School Name	2018-19 As at Sept. 30	2019-20 As at Sept. 30	2020-21 As at Sept. 30	2021-22 As at Sept. 30	2022-23 As at Sept. 30
New Sarepta Elem	269	269	260	262	266
New Sarepta High	189	228	221	218	208
École Beau Meadow	459	494	452	471	467
École Bellevue	431	444	488	492	494
École Coloniale Estates	522	540	527	517	548
École J E Lapointe	398	401	434	460	522
École Beaumont Comp	952	819	902	954	999
École Dansereau Meadows	560	615	592	603	636
École Champs Vallée	600	751	756	849	853
East Elementary	282	307	316	352	346
École Leduc Estates	372	375	361	327	320
Linsford Park	218	215	202	225	215
Willow Park	320	325	317	306	297
École Corinthia Park	452	443	401	377	364
Caledonia Park	660	703	697	767	788
École Leduc Junior High	495	543	553	602	592
Leduc Composite High	1062	1101	1147	1177	1207
Covenant Christian	346	370	319	358	351
West Haven Public	654	692	690	734	794
Robina Baker	340	350	292	299	285
Riverview Middle	337	322	350	348	338
John Maland	303	301	298	291	316
Calmar Elementary	243	236	286	239	247
Calmar Secondary	228	226	218	233	256
Thorsby Elementary	270	260	238	261	261
Thorsby Jr/Sr High	192	195	186	190	195
Warburg	284	260	245	242	249
Warburg Colony	19	18	19	20	20
Outreach Beaumont/Leduc	276	330	360	357	394
Division Home Based	17	25	30	28	30
Shared Responsibility			28	5	5
Home Education	11	14	64	26	28
Black Gold Total	11832	12229	12249	12590	12894
Growth % from Prior Year	3.23%	3.36%	0.16%	2.78%	2.39%

Context

2022-2023 began with a mix of excitement and trepidation as our schools opened and we welcomed everyone back in-person and we reengaged parents and communities. However, the impact of the COVID-19 pandemic on K-12 Education was much broader than initially anticipated. The 'new normal' included anxiety about a possible return to pandemic conditions, and mental health challenges. Our initial focus was on mental health and rebuilding relationships within our school communities. A concerted effort was placed on reconnecting with those students and families who had disengaged from education; in some cases, since March of 2020.

Gathering data about student learning was our first priority. Anecdotally, school staff and parents reported that key skills of socializing, respecting oneself and others, and the ability to focus for longer periods of time, were unwitting victims of the pandemic. This led to greater classroom complexity in skill, behaviour, achievement, and commitment to learning than ever before. The pandemic-induced isolation has adversely impacted the mental well-being of students of all age groups. As a result, it was crucial for the schools to provide wellness support to help students grow. BGSD provided screening assessments for students in Grades 1 through 10, and the data that was collected played a key role in planning and programming for students.

Implementation of the new curriculum was mandatory for Kindergarten - Grade 3 English Language Arts and Literature, as well as Mathematics, and Grades Kindergarten - Grade 6 Physical Education and Wellness. Some teachers chose to optionally implement Grades 4-6 ELAL and Math, and a small group of teachers piloted K-6 French Immersion Language Arts and Literature, and K-6 Science. There were challenges throughout Curriculum Implementation including a lack of effective learning and teaching resources that align with the new curriculum. The combined impact of the pandemic and curricula changes were challenging for students and their teachers. Additional multiple grants from Alberta Education supported our initiatives. We continued our model of Instructional Support Teachers for Literacy, Numeracy, French Immersion, and Wellness, in each school, supported by Curriculum Lead Teachers and continued to provide interventions for students who were at risk. We also implemented a new Professional Development model and created collaborative learning communities for elementary teachers and administrators.

BGSD continued to be innovative during the 2022-2023 school year. Three Initiatives that align with our Division priorities of Success, Wellness, Engagement and Partnerships were implemented:

1. International Student program - In partnership with Palliser School Division, BGSD welcomed 12 students from Colombia into our rural schools.

2. Collegiate School - BGSD successfully applied for an addition to Calmar Secondary School with a focus on providing the first year of apprenticeship for students interested in the trades.
3. Staff Wellness Lead Teacher - Focussed on supporting staff wellness and leading staff Diversity, Equity and Inclusion awareness.

Each of these initiatives were well received and will continue throughout the next year.

Over the past year, BGSD has accomplished a significant amount of work. The following link, the BGSD Strategic Plan, highlights each department's Proud Accomplishments, Now Trending, and Immediate Focuses.

[BGSD Strategic Plan Highlights November 2023](#)

Overview

Informed decision-making is at the centre of goal and strategy development. As a system, we generate a significant amount of data annually, and in analyzing this data, areas that require further exploration are identified. Once we determine our focus areas, reviewing relevant data generates insights and predictions to optimize performance and helps guide further development of our [Division's Strategic Direction Plan](#). BGSD's Annual Education Results Report (AERR) presents the Division's accomplishments and results for the 2022-2023 school year as defined in the BGSD [2022-2025 Education Plan](#). The AERR provides an overview of how the Division has advanced its priorities and those of the Province over the previous year.

This report is organized around [Alberta Education's four outcome](#) areas:

- Alberta students are successful
- First Nations, Métis, and Inuit students in Alberta are successful
- Alberta has excellent teachers, school leaders, and school authority leaders
- Alberta's K-12 education system is well governed and managed

The following information is included for each of the four outcome areas:

Measures

- Data from Provincial and Local measures
- Comments on results from Provincial and/or Local measures
- Strategies

Alberta Education Assurance Measures - AEAM (May 2023 Results)

Universal, Targeted and Individualized supports are provided by BGSD for all students, including First Nations, Métis and Inuit (FNMI) students and students who require and receive English as an Additional Language supports (EAL) (see page 36 - Pyramid of Intervention). We support schools and students as appropriate, and that support may differ from school to school or individual to individual as circumstances may require. Table 1 provides information related to all students, Table 2 provides information pertaining specifically to FNMI students, and Table 3 to EAL students.

Table 1. (All Students) Assurance Domain	Required Measures	Black Gold School Division			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	82.5	82.4	82.4	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	77.8	75.8	77.8	80.3	81.4	82.3	High	Maintained	Good
	3-year High School Completion	79.9	79.5	80.8	80.7	83.2	82.3	Intermediate	Maintained	Acceptable
	5-year High School Completion	87.8	88.7	87.3	88.6	87.1	86.2	Intermediate	Maintained	Acceptable
	PAT: Acceptable	68.2	67.7	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	12.5	16.2	n/a	16.0	17.7	n/a	Low	n/a	n/a
	Diploma: Acceptable	82.6	80.1	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	18.7	16.3	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	86.4	86.9	88.0	88.1	89.0	89.7	Intermediate	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful & Safe Learning Environments	83.7	82.7	82.7	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports & Services	79.2	79.4	79.4	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	77.3	73.4	76.0	79.1	78.8	80.3	Intermediate	Maintained	Acceptable
Supplemental Measures	Drop Out Rate	2.15	2.1	2.1	2.5	2.3	2.5	Very High	Declined	Good
	Rutherford Scholarship Eligibility Rate	62.6	59.5	62.0	71.9	70.2	68.3	Intermediate	Maintained	Acceptable

The Black Gold School Division - Authority 2245

Table 2. (FNMI) Assurance Domain	Required Measures	Black Gold School Division (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	3-year High School Completion	67.6	76.0	74.1	57.0	59.5	59.1	Low	Maintained	Issue
	5-year High School Completion	80.6	83.9	77.6	71.3	68.0	67.0	Low	Maintained	Issue
	PAT: Acceptable	60.1	59.6	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	9.0	10.5	n/a	5.5	5.9	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	80.5	70.3	n/a	74.8	68.7	77.2	Intermediate	n/a	n/a
	Diploma: Excellence	14.3	16.1	n/a	11.3	8.5	11.4	Intermediate	n/a	n/a
Supplemental Measures	Drop Out Rate	2.6	1.6	3.0	5.1	4.9	5.1	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	50.0	47.8	50.4	43.9	41.1	39.9	Low	Maintained	Issue

Table 3. (EAL) Assurance Domain	Required Measures	Black Gold School Division (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	3-year High School Completion	60.7	66.9	67.8	72.8	78.5	77.1	Very Low	Maintained	Concern
	5-year High School Completion	71.0	82.2	78.3	88.7	86.1	86.0	Very Low	Maintained	Concern
	PAT: Acceptable	68.4	73.1	n/a	57.9	59.7	70.2	Intermediate	n/a	n/a
	PAT: Excellence	10.8	16.2	n/a	12.2	13.7	16.4	Low	n/a	n/a
	Diploma: Acceptable	45.8	60.7	n/a	67.1	59.0	72.5	Very Low	n/a	n/a
	Diploma: Excellence	0.0	0.0	n/a	13.8	10.8	15.3	Very Low	n/a	n/a
Supplemental Measures	Drop Out Rate	4.9	1.5	3.2	2.5	2.2	2.3	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	31.6	34.5	39.4	60.3	61.3	58.4	Very Low	Maintained	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Assurance Measures Evaluation Reference

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%.

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

Outcome 1: Alberta students are successful

This year marked the first year since 2019 that BGSD did not offer a distance learning option other than what was offered by our Alternate Education opportunities through our Outreach Schools. Students returned to our schools and experienced an environment with routines, activities and opportunities similar to pre-pandemic times. All staff tirelessly worked to return to near-normal conditions, all the while providing students and members of our school communities with emotional and behavioural support.

Implementing New Curriculum and Preparing for Future Curriculum

BGSD developed a multi-pronged approach to supporting teachers as they implemented the new Curriculum. Instructional Support Teachers (ISTs) for Literacy and Numeracy in each school met weekly with Division-based Curriculum Lead Teachers to share the needs of their staff and to learn effective practices in implementing the new Curriculum. The ISTs in turn provided support and PD at their school as needed.

Curriculum Maps for all subjects and grade levels were shared with teachers that could be used to support their instructional plans for the new Curriculum. On the first teacher workday in August, PD sessions were provided for all teachers who were implementing the new Curriculum (mandatory, optional, and pilot). Subject and grade level specific PD was available on our monthly PD Days throughout the year. Grade level collaboration groups were established to bring interested teachers

together for half days throughout the year to collaborate on planning, pedagogy and assessment. Each school had additional sub days that teachers could access to support their planning, collaboration, and assessment. Beginning in February, the Division PD expanded to also include sessions to help Grades 4-6 teachers prepare for new curricula scheduled for implementation in 2023-2024. In July and August, we provided a total of four days of optional professional development for teachers to work on plans and classroom assessments. 21% of teachers who will implement new curricula attended professional development workshops with BGSD during the summer.

Provincial Measures

Student Growth and Achievement

Table 4. ABED Assurance Measures: High School Completion		BGSD Results (in percentages)					Evaluation		
		2017-18	2018-19	2019-20	2020-21	2021-22	Achievement	Improvement	Overall
Percentage of students who completed high school within three, four and five years of entering grade 10	3 year	82.2	81.2	81.9	79.5	79.9	Intermediate	Maintained	Acceptable
	4 year	84.1	85.6	86.1	86.4	85.6	Intermediate	Maintained	Acceptable
	5 year	86.1	86.2	87.0	88.7	87.8	Intermediate	Maintained	Acceptable
Percentage of grade 12 students eligible for Rutherford Scholarship		59.2	65.2	61.4	59.5	62.6	Intermediate	Maintained	Acceptable
Annual dropout rate of students aged 14-18		2.3	2.2	2.0	2.1	2.5	Very High	Declined	Good
Transitions/ Career Planning									
Percent of high school students who transition to post-secondary (including apprenticeship) within six years of entering grade 10		54.5	50.8	53.0	51.0	54.9	Intermediate	Improved	Good

Comments on Results

Overall, the results have demonstrated consistency in students completing high school:

- High School completion rates have remained at an acceptable level over the 5 year period.
- Rutherford Scholarships have varied little and remain at approximately 60% eligibility rate.
- Dropout rates of 14-18 year olds have increased by 0.4%.
- Our High school transition rates to post-secondary improved by 3.9%

Strategies

Our schools continue to provide a variety of relevant and interesting course offerings to support students toward a career path, or complete their high school requirements, in a fashion that is appropriate for their situation. We will continue to offer students a variety of flexible learning opportunities and will increase students' awareness of post-secondary opportunities through dual credit course offerings and support career planning with the MyBluePrint software. To support students in their pursuit of a career in the trades, BGSD successfully applied for a Collegiate School with a focus on trades. We are laying the groundwork for this school by creating Locally Developed Courses for Junior and Senior High that will support this pathway. Teachers in the Trades field will have opportunities to participate in trade-specific safety and skills training. We will work with CAREERS, the Next Generation, to promote careers in the trades and provide more opportunities for students to explore options that will take them beyond high school.

BGSD ensures that non-traditional learning options are available to students by providing training, guidance and support to administrators and teachers. Non-traditional learning opportunities include home-based, outreach, distance education, dual credit, summer school and in-reach programming. Through the continued maintenance, evergreening, course development, knowledge and accessibility of these programs, students continue to experience success.



2022-23 Provincial Achievement Test Results Analysis

Table 5.		All Student Grade 6 PAT Results (in percentages)									
Subject		2018-19		2019-20		2020-21		2021-22		2022-23	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 6	Acceptable	94.2	91.9	n/a	n/a	n/a	n/a	91.7	89.8	87.7	76.2
	Excellence	19.3	19.6	n/a	n/a	n/a	n/a	18.5	22.3	16.4	18.4
French Language Arts 6	Acceptable	91.4	89.7	n/a	n/a	n/a	n/a	81.3	81.1	83.6	77.6
	Excellence	11.2	16.1	n/a	n/a	n/a	n/a	7.8	11.1	7.8	12.5
Social Studies 6	Acceptable	86.6	84.1	n/a	n/a	n/a	n/a	79.4	79.3	72.5	66.2
	Excellence	27.9	27.0	n/a	n/a	n/a	n/a	23.9	23.6	15.6	18.0
Mathematics 6	Acceptable	83.9	79.8	n/a	n/a	n/a	n/a	75.2	75.0	75.7	65.4
	Excellence	14.8	16.6	n/a	n/a	n/a	n/a	11.8	14.8	12.2	15.9
Science 6	Acceptable	87.8	85.5	n/a	n/a	n/a	n/a	86.2	83.4	74.8	66.7
	Excellence	33.0	31.6	n/a	n/a	n/a	n/a	25.9	27.7	20.6	21.8

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 tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Grade 6 PAT Overall

The percentage of BGSD students achieving acceptable standard remains higher than the provincial percentage in all subjects despite decreases in English Language Arts, Social Studies, and Science. The percentage of BGSD students achieving the standard of excellence decreases in all subjects from 2021-22 to 2022-23 with the exception of French Language Arts and Mathematics and is below the provincial percentage in all subjects.

Table 6.		FNMI Student Grade 6 PAT Results (in percentages)									
Subject		2018-19		2019-20		2020-21		2021-22		2022-23	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 6 N=71	Acceptable	97.4	82.0	n/a	n/a	n/a	n/a	81.3	76.0	78.9	60.6
	Excellence	10.5	7.2	n/a	n/a	n/a	n/a	9.4	9.6	15.5	7.1
French Language Arts 6 N=6	Acceptable	91.7	81.8	n/a	n/a	n/a	n/a	*	68.6	100.0	65.9
	Excellence	8.3	6.7	n/a	n/a	n/a	n/a	*	6.9	16.7	5.3
Social Studies 6 N=77	Acceptable	87.0	66.3	n/a	n/a	n/a	n/a	79.0	60.3	71.4	45.3
	Excellence	14.3	10.3	n/a	n/a	n/a	n/a	12.9	9.4	14.3	6.5
Mathematics 6 N=73	Acceptable	85.5	58.2	n/a	n/a	n/a	n/a	74.2	51.6	64.4	42.0
	Excellence	11.8	4.8	n/a	n/a	n/a	n/a	4.5	4.7	11.0	5.6
Science 6 N=77	Acceptable	88.3	67.7	n/a	n/a	n/a	n/a	75.8	65.0	68.8	46.0
	Excellence	23.4	13.6	n/a	n/a	n/a	n/a	18.2	12.4	23.4	9.0

Notes:

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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 tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Grade 6 FNMI Overall

The percentage of BGSD FNMI students achieving acceptable standard decreases in all subjects besides French Language Arts between 2021-22 and 2022-23 and is above the provincial percentage in all subjects in 2022-23. Provincially, a decline occurs in all subjects between 2021-22 and 2022-23. The percentage of BGSD FNMI students achieving the standard of excellence increases in all subjects when compared with the previous year's data and is higher than the provincial percentage in all subjects.

Table 7.		EAL Student Grade 6 PAT Results (in percentages)									
Subject		2018-19		2019-20		2020-21		2021-22		2022-23	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 6 N=52	Acceptable	95.0	89.3	n/a	n/a	n/a	n/a	90.6	86.3	84.6	73.9
	Excellence	27.25	15.1	n/a	n/a	n/a	n/a	11.3	17.9	15.4	13.9
French Language Arts 6 N=6	Acceptable	85.7	90.3	n/a	n/a	n/a	n/a	*	78.7	50.0	75.5
	Excellence	42.9	21.7	n/a	n/a	n/a	n/a	*	12.4	0.0	13.8
Social Studies 6 N=49	Acceptable	86.8	81.8	n/a	n/a	n/a	n/a	79.6	76.1	73.5	65.4
	Excellence	36.8	22.5	n/a	n/a	n/a	n/a	10.2	19.9	18.4	15.7
Mathematics 6 N=52	Acceptable	87.5	79.2	n/a	n/a	n/a	n/a	73.6	72.9	75.0	64.9
	Excellence	25.0	15.8	n/a	n/a	n/a	n/a	7.5	14.6	11.5	15.2
Science 6 N=49	Acceptable	89.5	83.2	n/a	n/a	n/a	n/a	80.0	79.8	67.3	64.7
	Excellence	39.5	25.6	n/a	n/a	n/a	n/a	16.0	23.2	12.2	17.2

Notes:

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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 tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Grade 6 PAT EAL Overall

The percentage of BGSD EAL students achieving acceptable standard generally decreases between 2021-22 and 2022-23, mirroring provincial trends. The percentage of BGSD EAL students achieving standard of excellence generally increases between 2021-22 and 2022-23, which is counter to overall provincial trends.

Table 8.		All Student Grade 9 PAT Results (in percentages)									
Subject		2018-19		2019-20		2020-21		2021-22		2022-23	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 9	Acceptable	86.0	84.9	n/a	n/a	n/a	n/a	86.9	85.4	79.8	71.4
	Excellence	17.0	16.7	n/a	n/a	n/a	n/a	13.9	15.8	11.9	13.4
K&E English Language Arts 9 N=70	Acceptable	86.1	71.3	n/a	n/a	n/a	n/a	75.0	67.0	45.7	50.2
	Excellence	8.3	6.7	n/a	n/a	n/a	n/a	7.1	6.6	4.3	5.7
French Language Arts 9	Acceptable	82.2	85.6	n/a	n/a	n/a	n/a	76.4	79.4	78.6	76.1
	Excellence	6.8	12.8	n/a	n/a	n/a	n/a	8.7	10.7	8.6	10.9
Social Studies 9	Acceptable	75.9	77.0	n/a	n/a	n/a	n/a	74.3	72.8	62.4	58.4
	Excellence	17.8	23.1	n/a	n/a	n/a	n/a	21.0	20.6	13.1	15.9
K&E Social Studies 9 N=65	Acceptable	60.0	64.7	n/a	n/a	n/a	n/a	70.8	65.9	41.5	49.6
	Excellence	17.5	17.4	n/a	n/a	n/a	n/a	8.3	17.5	12.3	10.6
Mathematics 9	Acceptable	62.9	67.4	n/a	n/a	n/a	n/a	54.4	63.7	58.5	54.4
	Excellence	12.1	21.4	n/a	n/a	n/a	n/a	11.2	20.1	8.3	13.5
K&E Mathematics 9 N=117	Acceptable	78.8	68.3	n/a	n/a	n/a	n/a	76.8	67.8	52.1	52.7
	Excellence	21.2	15.1	n/a	n/a	n/a	n/a	16.1	13.6	12.0	11.3
Science 9	Acceptable	84.3	84.5	n/a	n/a	n/a	n/a	81.1	82.1	71.7	66.3
	Excellence	24.9	29.6	n/a	n/a	n/a	n/a	21.6	27.3	14.8	20.1
K&E Science 9 N=69	Acceptable	73.9	71.9	n/a	n/a	n/a	n/a	76.9	72.6	47.8	52.9
	Excellence	10.9	12.4	n/a	n/a	n/a	n/a	11.5	13.8	8.7	10.9

Notes:

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4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Grade 9 PAT Overall

There is a decrease in the percentage of BGSD students achieving acceptable standard in most subjects between 2021-22 and 2022-23. This trend occurred in nearly all subjects for the province as well. There is also a decrease in the percentage of BGSD students achieving standard of excellence in nearly all subjects between 2021-22 to 2022-23, which mirrors provincial trends.

Table 9.		FNMI Student Grade 9 PAT Results (in percentages)									
Subject		2018-19		2019-20		2020-21		2021-22		2022-23	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 9 N=74	Acceptable	80.0	70.1	n/a	n/a	n/a	n/a	84.0	71.9	74.3	49.2
	Excellence	8.3	5.4	n/a	n/a	n/a	n/a	10.7	5.3	9.5	4.4
K&E English Language Arts 9 N=7	Acceptable	*	74.8	n/a	n/a	n/a	n/a	*	68.7	*	43.8
	Excellence	*	6.7	n/a	n/a	n/a	n/a	*	7.3	*	3.7
French Language Arts 9 N=8	Acceptable	60.0	69.2	n/a	n/a	n/a	n/a	77.8	59.0	62.5	65.4
	Excellence	0.0	5.5	n/a	n/a	n/a	n/a	0.0	5.7	0.0	4.4
Social Studies 9 N=74	Acceptable	65.5	55.7	n/a	n/a	n/a	n/a	62.3	48.0	45.9	34.1
	Excellence	10.3	8.4	n/a	n/a	n/a	n/a	18.2	5.7	9.5	4.9
K&E Social Studies 9 N=7	Acceptable	50.0	65.3	n/a	n/a	n/a	n/a	*	55.7	42.9	45.4
	Excellence	16.7	15.6	n/a	n/a	n/a	n/a	*	12.2	0.0	7.3
Mathematics 9 N=67	Acceptable	50.0	40.2	n/a	n/a	n/a	n/a	38.5	37.8	53.7	28.7
	Excellence	1.9	6.9	n/a	n/a	n/a	n/a	4.6	5.8	3.0	3.8
K&E Mathematics 9 N=14	Acceptable	75.0	66.4	n/a	n/a	n/a	n/a	85.7	63.3	50.0	48.9
	Excellence	33.3	13.8	n/a	n/a	n/a	n/a	0.0	7.9	48.9	11.1
Science 9 N=72	Acceptable	70.0	66.4	n/a	n/a	n/a	n/a	80.5	65.3	61.1	42.1
	Excellence	21.7	12.8	n/a	n/a	n/a	n/a	16.9	11.3	8.3	7.1
K&E Science 9 N=9	Acceptable	*	69.7	n/a	n/a	n/a	n/a	66.7	70.1	44.4	48.4
	Excellence	*	7.6	n/a	n/a	n/a	n/a	16.7	12.7	11.1	8.2

Notes:

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3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Grade 9 PAT FNMI Overall

BGSD FNMI students surpass the provincial percentage of students achieving acceptable standard with the exception of French Language Arts, K&E Mathematics, and K&E Science. Similar to provincial trends, less than 10% of BGSD FNMI students achieve standard of excellence (exception: K&E Mathematics, K&E Science).

Table 10.		EAL Student Grade 9 PAT Results (in percentages)									
Subject		2018-19		2019-20		2020-21		2021-22		2022-23	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 9 N=24	Acceptable	57.9	73.9	n/a	n/a	n/a	n/a	91.7	77.4	66.7	62.2
	Excellence	10.5	8.0	n/a	n/a	n/a	n/a	12.5	8.7	8.3	6.6
K&E English Language Arts 9 N=3	Acceptable	n/a	61.7	n/a	n/a	n/a	n/a	*	54.7	n/a	34.9
	Excellence	n/a	2.6	n/a	n/a	n/a	n/a	*	2.8	n/a	1.3
French Language Arts 9 N=1	Acceptable	*	82.2	n/a	n/a	n/a	n/a	n/a	69.9	n/a	71.1
	Excellence	*	14.5	n/a	n/a	n/a	n/a	n/a	11.0	n/a	11.3
Social Studies 9 N=24	Acceptable	56.3	68.3	n/a	n/a	n/a	n/a	90.9	64.7	70.8	50.4
	Excellence	6.3	16.2	n/a	n/a	n/a	n/a	18.2	15.0	8.3	11.0
K&E Social Studies 9 N=3	Acceptable	*	62.7	n/a	n/a	n/a	n/a	*	73.3	n/a	39.4
	Excellence	*	13.3	n/a	n/a	n/a	n/a	*	13.3	n/a	1.5
Mathematics 9 N=24	Acceptable	37.5	60.6	n/a	n/a	n/a	n/a	54.5	56.7	58.3	50.1
	Excellence	12.5	18.6	n/a	n/a	n/a	n/a	27.3	15.6	8.3	12.0

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K&E Mathematics 9 N=3	Acceptable	*	60.8	n/a	n/a	n/a	n/a	*	61.9	n/a	39.5
	Excellence	*	16.9	n/a	n/a	n/a	n/a	*	11.1	n/a	5.6
Science 9 N=24	Acceptable	52.9	75.5	n/a	n/a	n/a	n/a	90.9	73.8	83.3	59.4
	Excellence	5.9	20.7	n/a	n/a	n/a	n/a	27.3	18.1	4.2	15.0
K&E Science 9 N=3	Acceptable	*	68.9	n/a	n/a	n/a	n/a	*	64.0	n/a	33.1
	Excellence	*	6.8	n/a	n/a	n/a	n/a	*	3.4	n/a	3.3

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4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Grade 9 PAT EAL Overall

The percentage of BGSD EAL students achieving acceptable standard and standard of excellence generally declined from 2021-22 to 2022-23. The percentage of BGSD EAL students achieving acceptable standard is generally above the provincial percentage. In all subjects, less than 10% of BGSD EAL students achieved standard of excellence in 2022-23.

2022-23 Diploma Exam Analysis

Table 11.		All Student Diploma Exam Results (in percentages)									
Subject		2018-19		2019-20		2020-21		2021-22		2022-23	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 30-1	Acceptable	89.8	86.8	n/a	n/a	n/a	n/a	85.9	78.8	88.1	83.7
	Excellence	11.1	12.3	n/a	n/a	n/a	n/a	7.6	9.4	8.6	10.5
English Language Arts 30-2	Acceptable	92.4	87.1	n/a	n/a	n/a	n/a	87.4	80.0	91.3	86.2
	Excellence	14.8	12.1	n/a	n/a	n/a	n/a	12.6	12.3	12.9	12.7
French Language Arts 30-1	Acceptable	90.6	91.5	n/a	n/a	n/a	n/a	87.1	91.9	100.0	93.1
	Excellence	3.1	10.1	n/a	n/a	n/a	n/a	6.5	6.8	9.5	6.1
Social Studies 30-1	Acceptable	91.6	86.6	n/a	n/a	n/a	n/a	85.8	81.5	83.5	83.5
	Excellence	17.8	17.0	n/a	n/a	n/a	n/a	18.9	15.8	16.0	15.9
Social Studies 30-2	Acceptable	83.5	77.8	n/a	n/a	n/a	n/a	75.1	72.5	83.5	78.1
	Excellence	11.4	12.2	n/a	n/a	n/a	n/a	13.3	13.2	8.3	12.3
Mathematics 30-1	Acceptable	69.8	77.8	n/a	n/a	n/a	n/a	59.3	63.6	63.9	70.8
	Excellence	23.3	35.1	n/a	n/a	n/a	n/a	18.5	23.0	21.7	29.0
Mathematics 30-2	Acceptable	69.5	76.5	n/a	n/a	n/a	n/a	58.3	61.5	70.2	71.1
	Excellence	16.1	16.8	n/a	n/a	n/a	n/a	13.7	11.8	14.0	15.2
Science 30	Acceptable	87.0	85.7	n/a	n/a	n/a	n/a	78.7	75.7	84.9	79.4
	Excellence	28.4	31.2	n/a	n/a	n/a	n/a	16.2	17.2	24.8	23.1
Biology 30	Acceptable	82.3	83.9	n/a	n/a	n/a	n/a	83.6	74.3	85.3	82.7
	Excellence	30.1	35.5	n/a	n/a	n/a	n/a	23.0	25.2	33.4	32.8
Chemistry 30	Acceptable	89.2	85.7	n/a	n/a	n/a	n/a	81.8	77.1	79.4	80.5
	Excellence	38.8	42.5	n/a	n/a	n/a	n/a	21.8	31.1	36.0	37.0
Physics 30	Acceptable	85.8	87.5	n/a	n/a	n/a	n/a	93.5	78.5	86.4	82.3
	Excellence	39.2	43.5	n/a	n/a	n/a	n/a	43.5	34.6	40.7	39.9

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. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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.

Grade 12 Diploma Overall

The percentage of BGSD students achieving the acceptable standard generally increased and remains above the provincial percentage in most subjects. The percentage of BGSD students achieving standard of excellence is generally increasing and is close to the provincial percentage in most subjects.



Table 12.		FNMI Student Diploma Exam Results (in percentages)									
Subject		2018-19		2019-20		2020-21		2021-22		2022-23	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 30-1 N=27	Acceptable	89.7	84.4	n/a	n/a	n/a	n/a	94.4	73.5	81.5	78.3
	Excellence	10.3	5.4	n/a	n/a	n/a	n/a	5.6	4.4	3.7	6.1
English Language Arts 30-2 N=49	Acceptable	89.7	88.4	n/a	n/a	n/a	n/a	73.7	82.1	85.7	86.5
	Excellence	6.9	9.7	n/a	n/a	n/a	n/a	15.8	9.2	12.2	9.9
French Language Arts 30-1 N=n/a	Acceptable	83.3	81.3	n/a	n/a	n/a	n/a	*	83.3	n/a	83.8
	Excellence	0.0	0.0	n/a	n/a	n/a	n/a	*	0.0	n/a	2.7
Social Studies 30-1 N=23	Acceptable	95.8	77.3	n/a	n/a	n/a	n/a	83.3	72.5	78.3	73.0
	Excellence	8.3	7.6	n/a	n/a	n/a	n/a	8.3	7.4	8.7	8.6
Social Studies 30-2 N=48	Acceptable	81.1	70.1	n/a	n/a	n/a	n/a	40.0	66.0	83.3	72.3
	Excellence	5.4	5.8	n/a	n/a	n/a	n/a	20.0	5.4	6.3	5.4
Mathematics 30-1 N=15	Acceptable	85.7	61.7	n/a	n/a	n/a	n/a	*	50.9	53.3	60.6
	Excellence	28.6	18.2	n/a	n/a	n/a	n/a	*	10.5	13.3	15.0
Mathematics 30-2 N=16	Acceptable	76.9	72.0	n/a	n/a	n/a	n/a	40.0	55.2	68.8	65.8
	Excellence	15.4	12.0	n/a	n/a	n/a	n/a	10.0	7.3	6.3	12.1
Science 30 N=21	Acceptable	92.9	84.1	n/a	n/a	n/a	n/a	66.7	70.0	95.2	75.3
	Excellence	35.7	19.5	n/a	n/a	n/a	n/a	16.7	7.2	33.3	18.7
Biology 30 N=25	Acceptable	92.0	72.6	n/a	n/a	n/a	n/a	72.2	58.9	84.0	72.5
	Excellence	40.0	17.8	n/a	n/a	n/a	n/a	11.1	11.5	36.0	19.1
Chemistry 30 N=4	Acceptable	80.0	72.9	n/a	n/a	n/a	n/a	83.3	62.5	n/a	70.0
	Excellence	40.0	23.7	n/a	n/a	n/a	n/a	16.7	15.4	n/a	24.0
Physics 30 N=3	Acceptable	85.7	74.1	n/a	n/a	n/a	n/a	*	68.6	n/a	72.0
	Excellence	57.1	25.9	n/a	n/a	n/a	n/a	*	25.2	n/a	26.8

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. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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.

Grade 12 FNMI Overall

The percentage of BGSD FNMI students achieving acceptable standard and standard of excellence in 2022-23 has generally increased from 2021-22 percentages. The percentage of BGSD students achieving both the acceptable standard and standard of excellence is generally above the provincial percentage in most subjects.

Table 13.		EAL Student Diploma Exam Results (in percentages)									
Subject		2018-19		2019-20		2020-21		2021-22		2022-23	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 30-1 N=1	Acceptable	72.7	68.1	n/a	n/a	n/a	n/a	*	55.5	n/a	63.3
	Excellence	0.0	3.3	n/a	n/a	n/a	n/a	*	2.6	n/a	3.7
English Language Arts 30-2 N=8	Acceptable	66.7	73.1	n/a	n/a	n/a	n/a	71.4	63.9	37.5	71.5
	Excellence	0.0	4.8	n/a	n/a	n/a	n/a	0.0	3.7	0.0	5.5
French Language Arts 30-1 N=0	Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	85.2
	Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0.0
Social Studies 30-1 N=0	Acceptable	100.0	79.1	n/a	n/a	n/a	n/a	*	68.7	n/a	72.7
	Excellence	16.7	9.6	n/a	n/a	n/a	n/a	*	9.0	n/a	8.8
Social Studies 30-2 N=7	Acceptable	64.3	65.7	n/a	n/a	n/a	n/a	66.7	55.6	42.9	62.5
	Excellence	0.0	7.5	n/a	n/a	n/a	n/a	0.0	7.1	0.0	7.8
Mathematics 30-1 N=2	Acceptable	83.3	71.7	n/a	n/a	n/a	n/a	*	52.2	*	61.1
	Excellence	0.0	27.6	n/a	n/a	n/a	n/a	*	19.2	*	23.1

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Mathematics 30-2 N=2	Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	58.5
	Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	9.7
Science 30 N=3	Acceptable	87.5	78.3	n/a	n/a	n/a	n/a	*	59.7	*	67.4
	Excellence	37.5	21.8	n/a	n/a	n/a	n/a	*	11.8	*	16.1
Biology 30 N=0	Acceptable	44.4	76.6	n/a	n/a	n/a	n/a	*	61.0	n/a	72.8
	Excellence	22.2	24.7	n/a	n/a	n/a	n/a	*	18.0	n/a	24.7
Chemistry 30 N=1	Acceptable	100.0	78.8	n/a	n/a	n/a	n/a	*	67.9	*	73.5
	Excellence	42.9	34.6	n/a	n/a	n/a	n/a	*	23.5	*	29.9
Physics 30 N=0	Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	75.7
	Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	32.3

Notes:

1. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*)

Grade 12 Diploma EAL Overall

Where data is present, the percentage of BGSD EAL students achieving acceptable standard has declined and similar to 2021-22, no BGSD EAL students achieved standard of excellence.

Table 14.	Black Gold School Division					Alberta				
	2018-19	2019-20	2020-21	2021-22	2022-23	2018-19	2019-20	2020-21	2021-22	2022-23
PAT: Acceptable	79.7	n/a	n/a	71.0	68.2	73.8	n/a	n/a	67.3	63.3
PAT: Excellence	19.6	n/a	n/a	16.3	12.5	20.6	n/a	n/a	18.0	16.0
Diploma: Acceptable	84.6	n/a	n/a	80.1	82.6	83.6	n/a	n/a	75.2	80.3
Diploma: Excellence	20.9	n/a	n/a	16.3	18.7	24.0	n/a	n/a	18.2	21.2

Comments on Results

Black Gold continues to maintain an Acceptable rate between 3.3% and 4.9% above the provincial average for both PAT and Diploma results. We performed below the provincial average in the standard of Excellence by between 2.5% and 3.5% for both the PAT and Diploma results. Our results, as compared to the Province, have been consistent for several years. Further analysis has identified that we continue to have an area of growth related to junior high numeracy.

Strategies

BGSD continued with a Division wide strategy to increase teacher efficacy in literacy (English and French), numeracy and wellness. Building on the work from 2021-2022, Curriculum Lead Teachers (CLTs) led collaborative learning communities with school-based Instructional Support Teachers (0.1 FTE for each focus area) to support the gathering, interpretation and use of data to improve these focus areas to establish school goals to improve student learning in these focus areas. CLTs and ISTs led professional development within individual schools and the Division to support teachers in learning and implementing research based effective strategies that have a positive impact on student learning.

Elementary principals participated in a collaborative learning community focused on the implementation of the new curriculum. This group examined phases of implementation and levels of support that teachers need throughout the implementation process. CLTs and ISTs also engaged in learning and provided support to teachers who were implementing or piloting the new curriculum.

PD for Administrators included more intensive analysis of data and collaborative development of high-yield strategies for school improvement. Further to this, we will be adjusting our staffing distribution model to consider equal and equitable staffing distribution. Also, BGSD will be implementing a Visible Learning initiative based on John Hattie's work, to support increased teacher efficacy.

Citizenship

Table 15. AEAM Survey	BGSD Results (in percentages)				
a. Percentage of teachers, parents and students who are satisfied that the students model the characteristics of active citizenship					
	2018-19	2019-20	2020-21	2021-22	2022-23
Overall	79.4	79.8	80.1	75.8	77.8
Parent	75.7	76.2	75.6	70.7	73.5
Student	69.9	69.9	71.2	67.9	70.0
Teacher	92.7	93.4	93.4	88.7	90.0
b. 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.					
Overall	79.4	81.2	81.3	81.7	79.9
Parent	69.2	70.2	69.0	70.6	68.4
Teacher	89.5	92.1	93.7	92.7	91.4
c. Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.					
Overall	62.4	64.1	76.8	75.0	74.7
Parent	53.8	53.8	65.7	64.1	64.9
Teacher	71.0	74.4	87.8	86.0	84.5

Comments on Results

BGSD has experienced growth in the area of active citizenship and has remained stable in the areas of lifelong attitudes and behaviours, and lifelong learning.

Strategies

All of our schools provide regular character education, either through assemblies or infused through regular courses. All schools have student leadership programs that emphasize responsibility, empathy and the value of service. BGSD students have access to additional supports for learning, counselling, and mental health. To support career exploration and planning students access MyBlueprint software.

Learning Supports

Black Gold School Division is an Inclusive Division and strives to meet the unique needs of every student in their neighbourhood school. The following is an overview of the various specialized supports and services provided to Division students:

Learning Support - all schools have a Learning Support Teacher who helps coordinate services for students and provides targeted interventions as needed to help address learning delays and/or enrichment.

Counselling Services - all schools have a Counselor who helps support the development of a *Schoolwide Comprehensive Guidance and Counseling Program*. Short-term Individual and group counselling is also available in most schools.

Family School Liaison and Success Coaches - all schools have designated mental health professionals who provide solution-focused counselling services for students (groups, individuals), resources for school staff and families and support the development of Success in School Plans for children/youth in care.

Leduc and Area Community Violence Threat Risk Assessment and Intervention Protocol (VTRA) - this protocol encourages Schools, Communities, Parents and Protective Services to work together to protect our children and keep our community safe.

Consultation/Coaching Services - all schools have access to Instructional Consultants and Coaches as needed to help support student learning and development: Psychology, Instruction, Behaviour, Communication, Mobility, Motor Development, Deaf and Hard of Hearing, Low Vision/Blindness, and Assistive Tools for Learning.

Special Needs Programming - is available in all schools and can take on a variety of forms depending on the unique needs of the student.

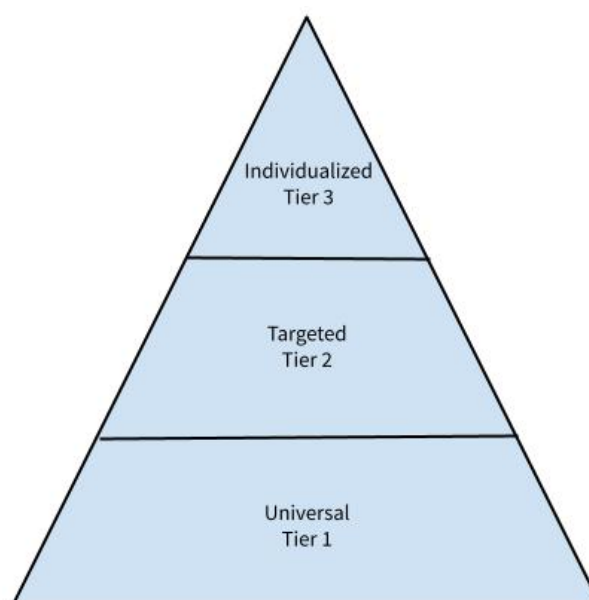
English as an Additional Language (EAL) Programs - Students learn English while also learning about Canadian cultural values, customs and social expectations. We will provide an EAL Lead Teacher to better support teachers and students in EAL programs. For the 2023-2024 school year, one community was identified as having a high level of need in the area of EAL, a targeted EAL ECS program for four year olds was created and is serving 16 students. The remainder of four year olds are able to be served in our Pre-K programs.

The Division's approach to the provision of specialized support and services aligns with the pyramid of Intervention Framework.

Pyramid of Intervention

Universal: The majority of Division students thrive with universal-level programming within general classroom education, conforming to the basic principles of Differentiated Instruction and Universal Design for Learning. Ongoing monitoring for growth and school-wide screening inform the use of a variety of accommodations.

Targeted: Students in this group benefit from the strategies at the Universal level and are identified as needing some additional support at the small group level. Targeted supports might include additional assessment, instructional accommodations, or additional differentiated supports.



Individualized: Students in this group benefit from the strategies at the Universal and Targeted Level and are identified as needing additional support at the individual level. Individual supports are often documented in an Individual Support Plan (ISP) or a Behaviour Support Plan (BSP).

Table 16. AEAM Survey	BGSD Results (in percentages)				
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school					
	2018-19	2019-20	2020-21	2021-22	2022-23
Overall	n/a	n/a	81.9	79.4	79.2
Parent	n/a	n/a	74.7	69.2	68.1
Student	n/a	n/a	81.4	80.7	81.4
Teacher	n/a	n/a	89.5	88.2	88.1

Table 17. AEAM Survey	BGSD Results				
Percentage of teachers, parents and students in 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.					
	2018-19	2019-20	2020-21	2021-22	2022-23
Overall	87.5	87.5	89.4	86.8	87.2
Parent	86.7	87.0	88.3	85.6	85.6
Student	80.9	80.2	83.8	80.9	81.6
Teacher	94.8	95.4	96.1	93.9	94.2

Comments on Results

The AEAM survey results reported in Table 16 indicate high levels of satisfaction from teachers and students regarding the appropriateness of supports and services at school. These results are encouraging as teachers are well positioned to understand the available supports within the Division and are often the initiators of requesting support for students. Teacher satisfaction is a good indicator of the right support at the right time, as they are on the front line with students. This speaks to the collaborative nature of the specialized learning service providers and school staff and the strong relationships that can form between the school-based team and the school-linked team members. The student satisfaction rate aligns with teacher response; the somewhat lower rate suggests that students are not always aware that service providers are supporting their programming when they are operating at the universal or targeted level.

The survey results reported in Table 17 indicate the overall indicator has increased by 0.4 points. While this is not a large number, it is a return to pre-pandemic levels. Further information is needed to better understand what aspects of safety are people considering when reflecting on this question; physical safety (weapons, violence) or social-emotional safety (bullying, relationships, acceptance).

Strategies

With regards to Table 16, the lower satisfaction response rate in the parent satisfaction category for student supports tells the Division that we have to do a better job showcasing the ways in which we support students. An information-sharing strategy was developed for implementation in the 2022-2023 school year to increase the awareness of the multidisciplinary team's work in our schools and the great contributions they make to student programming. The continued decline of parent

satisfaction with access to resources at school indicates this strategy should continue and be amplified.

For the 2022-2023 school year, 1,472 multi-disciplinary school referrals were requested and completed for K-12, which is an increase of 38. In Pre-K, 245 students were served, and all students worked with the multidisciplinary team throughout the year.

The Division recognizes that to truly promote the health and well-being of students, it cannot work in isolation from our community partners. While the formal partnerships of RCSD are no longer in place, ensuring ongoing relationships with community partners through both formal structures such as Alberta Health Services, Children's Services, Community and Social Services, and Leduc and Area Violence and Threat Risk Assessment Committee (LAVTRA), as well as more informal means by leveraging each other's communication tools to support the sharing relevant information to targeted parties and inviting each other to events.

In response to Table 17 data, strategies to support the three identified areas of safety have been put into place. For physical safety, the Division is working with the LAVTRA group as well as Kevin Cameron, the director of the Center for Trauma-Informed Practice (CTIP), formerly North American Center for Threat Assessment and Risk (NACTATR), to examine local data and trends to draft evidence-based responses for schools to increase student safety, both perceived and actual. One outcome from these meetings was to install cameras at all school front doors to allow administration to be able to keep all doors locked, and office staff to be able to remotely monitor all visitors to the buildings when school is in session. The goal of this measure is not to keep stakeholders out but to ensure that the school does not become a site of convenience for violence if a stranger with nefarious intentions attempts to enter a school. A premise for VTRA is that students need to feel that the adults can keep them safe. The intention of locked doors is to promote the feeling of safety when students are at school for all stakeholders. This process has just been completed this fall, with the large high school moving to full implementation.

Social-emotional safety is strongly connected to the strategies put in place for services for students. The Division has allocated additional resources for mental health supports in schools for students, parents, and staff in various ways, including increased Family School Liaison access, increased funding to complement the Mental Health Capacity Building grant, a Division Wellness Lead Teacher for all staff, a wellness instructional support teacher for each school, a Psychiatric Nurse, and a newly accepted mental health grant to support Mental Health Literacy or other CASEL approved SEL program in schools with the appointment of a teacher lead in each school. The funding arrived later than anticipated which hampered a complete rollout due to operational implications of increasing staffing mid-year. Plans are in place for a complete implementation of the grant funding for the 2023-2024 school year.

Local Measures

EYE-Teacher Assessment

The EYE-Teacher Assessment (EYE-TA) is a skills-based assessment tool used by kindergarten teachers for children aged 4 to 6 as part of their regular classroom practice. The assessment includes a systematic framework and a set of activities that teachers can use to structure their observations and informal assessments. The results of the EYE-TA can be used to set goals for improving children's developmental outcomes, reducing vulnerability, and allocating resources effectively to achieve those goals. An important role of the Kindergarten teacher is to help identify children who need specialized support and services. Each fall, all Kindergarten teachers gather information through observations and play-based activities to assess each child's individual developmental readiness at the start of the Kindergarten year.

Table 18. EYE-TA	BGSD Results in Percentages									
	2018-19		2019-20		2020-21		2021-22		2022-23	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	<i>Improvement*</i>		<i>Improvement</i>		<i>Improvement</i>		<i>Improvement</i>		<i>Improvement</i>	
Awareness of Self and Environment	86.0	96.0	85.0	n/a	n/a	n/a	87.0	96.0	89	96
	10.0		n/a		n/a		9.0		7.0	
Social Skills and Approaches to Learning	80.0	91.0	81.0	n/a	n/a	n/a	75.0	90.0	77	89
	11.0		n/a		n/a		15.0		12.0	
Cognitive Skills	52.0	98.0	47.0	n/a	n/a	n/a	54.0	87.0	59	91
	46.0		n/a		n/a		33.0		32.0	
Language and Communication	82.0	91.0	82.0	n/a	n/a	n/a	75.0	93.0	77	92
	9.0		n/a		n/a		18.0		15.0	
Physical Development - Fine Motor	67.0	93.0	60.0	n/a	n/a	n/a	67.0	92.0	68	93
	26.0		n/a		n/a		25.0		25.0	
Physical Development - Gross Motor	76.0	92.0	74.0	n/a	n/a	n/a	72.0	93.0	80	94
	16.0		n/a		n/a		21.0		14.0	
Overall	57.0	84.0	52.0	n/a	n/a	n/a	52.0	82.0	57	84
	27.0		n/a		n/a		30.0		27.0	

*Improvement for EYE is based on the spring results compared to the fall results

Key

Awareness of Self and Environment – a child's understanding of the world and his or her ability to make connections with home and community experiences

Social Skills and Approaches to Learning – a child's attentiveness during classroom activities and his or her ability to interact with peers while respecting classroom rules

Cognitive Skills – a child's basic mathematics and pre-reading skills and his or her ability to solve problem

Language and Communication – a child's understanding of spoken language and his or her ability to express thoughts and feelings

Physical Development Fine motor - a child's ability to perform small movements that require hand-eye coordination.

Physical Development Gross motor - a child's ability to perform large movements that involve arms, legs, and body.

Comments on Results

The EYE-TA is completed early in the kindergarten year to provide immediate reporting and specific interventions to target areas of concern in key child development domains. This allows educators and consultants access to data across 5 domains so we can act quickly to ensure the right supports and interventions are in place for each child. Through the collaborative efforts of classroom teachers, learning support teachers, and the Student Services Early Years team of professionals, **more than 84 percent** of children leave Black Gold School Division Kindergarten programs meeting EYE-TA developmental milestones indicating readiness for Grade 1.

Strategies

The Division continued its mission of Inspiring Success by providing the highest quality educational opportunities, teaching and learning. The following is a summary of key strategies implemented to support our early learning programming.

- The team contributors, through the review of program data and research, were able to compile a list of adaptations to boost direct service delivery within the relatively new funding framework.
- Our assessment clinic during the 2022-2023 school year processed 376 appropriate Pre-Kindergarten student applicants (right age etc.)
 - 270 children screened by a Speech Language Pathologist for intake entry
 - 40 children screened by an Occupational Therapist
 - 209 children had full standardized assessments from our Speech Language Pathologist or our registered Psychologists
- In 2022-2023 the Division offered Pre-Kindergarten at six schools serving approximately 253 student

Early Years Literacy & Numeracy

The following data was generated from the administering screener assessments throughout the year. The screening assessments that were administered to Grades 1-3 students for literacy included: Reading Readiness Screening Tool (RRST - Gr 1, only four subtests were used), Test of Word Reading Efficiency (TOWRE), Test of Silent Reading Efficiency and Comprehension (TOSREC) and Test of Silent Word Reading Fluency (TOSWRF). To assess writing, the Highest Level of Achievement Test in English and French (HLAT/FHLAT) was administered to Grades 2-3 students. The screening assessment tool we used in Grades 1-3 was the EICS Mathematics Assessment Tool.

In addition to the Division initiative related to Literacy, Numeracy and Wellness, BGSD applied for and received funding for the Grade 1-4 Learning Disruptions grant through Alberta Education. This funding was used to add a combination of certificated and non-certificated staff to schools to deliver interventions to small, large, or full-class groupings. Students received interventions 2-4 times/week for a total of at least 30 hours. The goal of this initiative was to improve students' skills in Literacy and Numeracy.

Table 19.	TOSREC, TOWRE, and TOSWRF 2022-2023				
Enrollment Grade	Number of students assessed on initial assessment(s)	Number of students at risk on initial assessment(s)	Number of students at risk on final assessment(s)	Average number of months behind for at-risk students after initial assessment	Average number of months gained for at-risk students after final assessment
1	957	*684	491	4.8	4.8
2	890	505	377	12	9.6
3	946	407	283	14.4	12

*Grade 1 students were first assessed in January 2023

Table 20. Reading Readiness Screening Tool (4 subtests)

Percentage of **Grade 1** Students Scored At or Above Grade Level in September

Subtest	2021-2022	2022-2023
EN Letter Identification	75.4	78.2
EN Sound Identification	66	70.6
EN Word Recognition	22.4	25.6
EN Non-Word Decoding	29	32.9
Fr Letter Identification	44.7	58.6
Fr Sound Identification	76.1	75.1
Fr Word Recognition	25.2	36.5
Fr Non-Word Decoding	37.1	46.4

Table 21. Highest Level of Achievement Test (English and French combined)

Percentage of Students At or Above Grade Level in Writing

Enrollment Grade	2020-21	2021-22	2022-23
2	52.6	55.3	62.2
3	62.4	66	66.7

Table 22.
EICS Mathematics Assessment Tool 2022-2023

Enrollment Grade	Number of students assessed on initial assessment	Number of students at risk on initial assessment	Number of students at risk on final assessment	Average number of months behind for at-risk students after initial assessment	Average number of months gained for at-risk students after final assessment
1	920	172	21	1.5	2.4
2	865	179	23	1.8	4.4
3	924	233	48	2.7	6.1

Comments

In reading (TOSREC, TOWRE, TOSWRF) for those students who were initially identified as being at risk, they gained 4.8 months in Grade 1, 9.6 months in Grade 2, and gained 12 months in Grade 3. On the RRST, the percentage of students at or above grade level for all Grade 1 students has increased on all subtests with the exception of a decrease of 1% on French Sound Identification. In writing (HLAT/FHLAT), the percentage of students at or above grade level in Grade 2 have increased by nearly 7% and nearly 1% in Grade 3.

In Mathematics (EICS Mathematics Assessment Tool) those students who were initially identified as being at risk gained 2.4 months in Grade 1, 4.4 months in Grade 2, and 6.1 months in Grade 3.

Strategies

The Division continued a focus on Literacy and Numeracy which included ongoing support of school-based Instructional Support Teachers working closely with Division-based Curriculum Lead Teachers to provide more effective instruction and interventions for students. Targeted ongoing professional learning for ISTs became a catalyst for the improvement of all teachers in our schools.

Teachers utilized a number of intervention strategies and resources with students who were identified as being at risk in Literacy and/or Numeracy and the greatest impact occurred when, in part, due to the Learning Disruptions grant funding, we increased both certificated and non-certificated staff to create smaller intervention groups that received a higher frequency of intervention strategies. Teachers participated in additional professional learning about the foundations of literacy throughout the year as the alignment between this foundational knowledge and the new Curriculum is very high and the overlap is great. As John Hattie has often stated, the greatest impact on our students is a skilled teacher.

Grades 4 - 10 Literacy & Numeracy

The following data was generated from the administering screener assessments throughout the year. The screening assessments that were administered to Grades 4-10 students for literacy included: Test of Word Reading Efficiency (TOWRE, Grade 4-6), Test of Silent Reading Efficiency and Comprehension (TOSREC) and Test of Silent Word Reading Fluency (TOSWRF). To assess writing, the Highest Level of Achievement Test in English and French (HLAT/FHLAT) was administered to Grades 4-9 students. The screening assessment tool we used in Grade 4 was the EICS Math Assessment Tool and for Grades 5-10, the Math Intervention Programming Instrument (MIPI). Grade 4 students were also included in the increased interventions made available through the Learning Disruptions grant.

Table 23. TOSREC, TOWRE, TOSWRF Percentage of Students At or Above Grade Level in Reading in English				
Enrollment Grade	September 2021-2022	June 2021-2022	Sept 2022-2023	June 2022-2023
4	51	76.8	59.8	71
5	58.4	82.9	68.1	82
6	65.7	86.7	76.3	87.4
7	68.6	89.8	64.7	89.8
8	68.9	89	57.3	83.7
9	75.5	95.4	69.6	89.2
10	44.9	***	66.6	81

***Grade 10 completed TOSREC and TOSWRF at the beginning of their course only in 2021-2022.

Table 24. Highest Level of Achievement Test (English and French combined) Percentage of Students At or Above Grade Level in Writing			
Enrollment Grade	2020-21	2021-22	2022-23
4	80.4	74.9	71.5
5	72.7	83.1	76.3
6	84.0	79.7	83.4
7	82.7	80.6	76.5
8	87.7	82.1	77.2
9	90.9	85.8	83.8

Table 25.	Mathematics Improvement Programming Instrument (MIPI) Percentage of Students At or Above Grade Level				
Enrollment Grade	2018-19	2019-20	2020-21	2021-22	2022-23
4	69.8	71.4	72.1	70.1	*88.9
5	70.8	73.1	70.3	73.5	94.2
6	71.9	70.2	67.9	70.4	95.0
7	67	68	61.6	66.6	85.1
8	69.8	68.4	65.9	68.2	87.4
9	72.3	71.3	68.5	68.3	88.7
10	61.4	65.7	57.9	65.9	84.6

*Grade 4 students wrote the EICS Mathematical Assessment Tool beginning in 2022-2023 to align with new Curriculum.

Comments

In reading (TOSREC, TOWRE, TOSWRF), the percentage of students who are at or above grade level increased from September to June between 11% and 25%. In writing, the percentage of students who are at or above grade level at the beginning of the year declined, however, in looking at year to year cohort trends, there is a slight increase in this number.

In Mathematics, there was a significant increase in the percentage of students who are at or above grade level, by as much as 25%.

Strategies

BGSD continued to provide screening assessments to students in Grades 4-10 to assess readiness for grade level learning. Administrators and teachers moved forward in building their understanding of how data from these assessments can provide a road map for instruction and assessment.

Division-based Curriculum Lead Teachers (CLTs) continued to work collaboratively with K-12 School-based literacy and numeracy Instructional Support Teachers (ISTs) to deepen their understanding of effective research-based instructional strategies and intervention strategies that support literacy and numeracy in English and French for all teachers. Teachers developed greater

confidence and skill to use results from literacy and numeracy screening tools to adjust their instruction in response to student needs that will support increased student outcomes.

CLTs also continued to build the confidence and competence of ISTs to lead within their school and build the capacity of teachers. As a result, the Professional Development that the Division provided has begun to shift to support more nuanced analysis and more effective instructional strategies, and assessments.

Comprehensive School Health

Table 26. Rubric Components	2021-22	2022-23
	Score (1-4)	Score (1-4)
Healthy Eating	2.98	3.22
Active Living	3.40	3.57
Positive Mental Health	3.31	3.42
Social Environment	3.39	3.38
Physical Environment	3.43	3.55
Partnerships and Services	3.12	3.26
Policy	2.74	2.96
Teaching and Learning	3.23	3.29
Process for Building Healthy School Communities	2.55	2.91

Comments on Results

Black Gold School Division saw growth in 8 of the 9 categories identified on the Alberta Health Services Healthy Schools Rubric. BGSD now has a repository of approximately 45 accessible action plan ideas and reflections for schools to look at for implementation purposes. This year, added focus is being placed on the area of Social Environment to address the slight decline in this domain.

Strategies

The Wellness Instructional Support Teachers (WIST) administered the Alberta Health Services (AHS) Comprehensive School Health - Healthy Schools Rubric at the beginning of the school year and again at the end of the year. The WISTs from each school used these individual school results to determine areas of needed growth in their schools and collaborated with the WISTs at other schools to develop and implement specific action plans to address areas of need. WISTs met bi-weekly and collaborated and participated in professional development. WISTs will be delivering targeted professional development during the Division's professional development days to increase the capacity of our staff. Together, the Division Principal, school-based Wellness Instructional Support Teachers, and Division Wellness Lead Teacher engage in bi-weekly professional development and exchange of best practices and success stories from each school according to the schools' goals. There will be an increased focus on Social Environment in the 2023-24 school year. WISTs will work to increase parental and community engagement while providing staff with ready-made resources and best practices to promote a positive social environment and improve school culture.



Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful

Approximately 8% of BGSD students have self-identified as Indigenous learners. There is no significant concentration of self-identified students in any one school or grade level. As such, BGSD takes an inclusive approach to providing support for our Indigenous students. We support schools and students as is appropriate, and that support may differ from school to school or individual to individual as circumstances require.

Provincial Measures

Table 27. ABED Assurance Measures: FNMI High School Completion		Self-Identified First Nations, Métis and Inuit Students (FNMI)							
		Results in Percentages					Evaluation		
		2017-18	2018-19	2019-20	2020-21	2021-22	Achievement	Improvement	Overall
Percentage of students who completed high school within three, four and five years of entering grade 10	3 year	64.2	81.6	64.9	76.0	67.6	Low	Maintained	Issue
	4 year	72.9	73.1	81.8	79.8	78.9	Intermediate	Maintained	Acceptable
	5 year	78.1	74.4	74.5	83.9	80.6	Low	Maintained	Issue
Percentage of grade 12 students eligible for Rutherford Scholarship		41.8	58.2	45.1	47.8	50.0	Low	Maintained	Issue
Annual dropout rate of students aged 14-18		4.9	5.7	1.6	1.6	2.6	Very High	Maintained	Excellent
Transitions/ Career Planning									
Percent of high school students who transition to post-secondary (including apprenticeship) within six years of entering grade 10		43.9	30.4	34.4	40.3	49.2	Low	Improved	Acceptable

Comments on Results

Self-identified Indigenous students in BGSD continue to significantly achieve higher than the provincial average in all measures.

- Year 3, 4, and 5 High school completion rates have declined this past year.

- Rutherford Scholarships have trended upward and are now achieving an approximate 50% eligibility rate.
- Dropout rates have remained relatively low, with the most recent rate being at 2.6%, reflecting a provincial achievement rating of excellent.
- Our High school transition rates to post-secondary have trended upward over the last 4 years and are now achieving an approximate 49% rate.

Strategies

We continue to work with the ATA, Alberta Education and the various learning consortiums to provide in-services and resources for our staff members. Furthermore, we communicate and provide system-level structure for all BGSD staff (including non-certificated) to obtain foundational knowledge surrounding the historical, social, economic, and political implications of the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, Indigenous law, and Indigenous–Crown relations. Our results confirm the importance of the role we have in education to fulfill the Calls to Action in support of Truth and Reconciliation. All staff completed the 4 Seasons of Reconciliation, and we are looking at reviewing our strategies to support Indigenous students.

Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders

BGSD sees a future where every member of our community succeeds. Working together within a cycle of continuous improvement in support of our shared beliefs, that all can experience success regardless of their background, provides the foundation of our efforts. The Division emphasizes the development and growth of its employees by providing quality and timely opportunities for staff and leadership development. Examples of this include The Aspiring Leadership Program that is available for all staff, Beginning Teacher Workshops, and frequently scheduled professional development, etc. High-quality teaching and learning are also guided by the following documents:

- The formal evaluation process associated with all division support staff
- The completion and review of Certificated staff Professional Growth plans
- The [Professional Quality Standards](#) that are associated with all Certificated staff

Provincial Measures

Teaching and Leading

Table 28. AEAM Survey		BGSD Results (in percentages)				
a. The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.						
Teachers	2018-19	2019-20	2020-21	2021-22	2022-23	
	84.0	84.1	84.9	82.7	82.6	
b. Thinking back over the past three years, to what extent do you agree or disagree that professional learning opportunities made available through the jurisdiction have:						
Been focused on the priorities of the jurisdiction	88.0	89.0	89.0	88.0	88.0	
Effectively addressed your professional growth needs	83.0	82.0	84.0	80.0	80.0	
Significantly contributed to your ongoing professional growth	82.0	82.0	82.0	80.0	79.0	

Table 29. AEAM Survey	BGSD Results (in percentages)				
a. Percentage of teachers, parents and students satisfied with the overall quality of basic education					
	2018-19	2019-20	2020-21	2021-22	2022-23
Overall	88.6	89.1	88.4	86.9	86.4
Parent	83.2	85.3	85.1	82.1	81.8
Student	86.2	85.8	84.4	84.0	84.0
Teacher	96.3	96.4	95.7	94.7	93.3
b. Percentage of teachers, parents and students who agree that students are engaged in their learning at school					
Overall	n/a	n/a	83.5	82.4	82.5
Parent	n/a	n/a	86.1	84.6	85.5
Student	n/a	n/a	67.7	67.3	67.1
Teacher	n/a	n/a	96.7	95.2	95.0

c. 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.

Overall	81.7	82.1	81.4	81.2	83.0
Parent	76.4	78.4	80.4	78.7	80.3
Student	79.4	78.0	72.4	73.9	77.7
Teacher	89.3	89.8	91.5	91.0	91.0

Comments on Results

Overall, parents, students, and teachers remain satisfied with the quality of basic education offered. Teachers agree that the Division provides PD focused on Division priorities, however, a smaller number of teachers feel that their individual professional growth goals are being addressed. There is an increase in the results for a broad program of studies offered.

Strategies

BGSD continues to be responsive to the professional development (PD) requirements. As previously mentioned, a focus on providing support for wellness, learning recovery, and new curriculum remains at the forefront of PD offerings. The Division leverages the Curriculum Lead teachers along with the school-based Instructional support teachers in not solely focussing on Literacy and Numeracy instructional strategies but also providing PD related to new curriculum and wellness best practices. Whether it is through bi-weekly after-school meetings or a new school calendar that provides school staff with one day without students per month, BGSD continues to be creative in building staff efficacy by providing frequent, timely and focused PD. BGSD provides self-directed PD time for teachers to work on individual professional growth. For the 2023-24 school year, we will shift the scheduling of self-directed PD time to allow teachers to dig deeper into their individual goals; longer periods of time, but less frequent. In addition, teachers have access to an Enhanced Professional Development Program through which they can apply for up to \$1500 per school year to pay for post-secondary courses as well as up to \$750 per school year to pay for not-for-credit professional learning opportunities.

Outcome 4: Alberta's K-12 education system is well governed and managed

The BGSD values of Student-Centred Learning, Relationships, Safe, Supportive Learning Environments, Passion and Responsible Resource Management provide the foundation/lens through which continuous improvement is achieved. It is through the engagement of various stakeholders that public accountability, transparency and assurance are realized. Engagement is essential in the planning and reporting process to help focus our efforts on improving the quality of education provided to students. Multiple perspectives help provide clarity and enable the exploration of possible solutions that take the needs and perspectives of everyone involved into consideration.

BGSD meets its obligations under Section 12 of the School Council Regulation by providing opportunities for school advisory councils to be involved in developing each school's foundational statements, policies, and annual education plans. Annual School Assurance plans are prepared by the principal in consultation with staff, school council and, where appropriate, students. This requirement is emphasized in our Division Administrative Procedure 101 – School Three-Year Assurance Plans.



Provincial Measures

Table 30. AEAM Survey		BGSD Results (in percentages)			
a. Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education					
	2018-19	2019-20	2020-21	2021-22	2022-23
Overall	78.7	78.5	76.3	73.4	77.3
Parent	68.0	67.0	65.3	63.1	65.1
Teacher	89.5	90.0	87.3	83.6	89.5
b. 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					
Overall	78.9	79.5	78.7	68.7	74.6
Parent	76.6	75.8	73.4	56.5	68.5
Student	77.7	77.1	77.9	73.4	73.7
Teacher	82.5	85.5	84.8	76.2	81.5
c. Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community					
Overall	70.1	74.0	70.7	72.2	74.9
Parent	51.6	63.0	58.5	61.0	63.3
Student	78.9	78.5	72.5	75.0	78.8
Teacher	80.0	80.6	80.9	80.7	82.5

Comments on Results

Table 30 shows that teachers, parents, and students have increased satisfaction in all areas; increases range from 2.5% to 5.9%.

Strategies

Our schools continue to share information with their school communities in a variety of ways through various communication platforms. This, along with the restoration of parent access to schools, provides greater insights into what programs and services are available in their school community. The Division engaged our school stakeholders in the following ways:

- Community Consultations: These discussions are supported by data and seek feedback from stakeholders on opportunities such as school boundaries, enrollment challenges in our communities and the development of our division calendar.
- MLA / Municipal Meets & Greets: We are continuously working to build and enhance personal and professional relationships between school board trustees and elected officials from various levels of government in our area. We host special meetings to discuss mutual interests and explore opportunities for partnerships.
- Superintendent meetings: Our school and Division office administrators attend monthly meetings to discuss topics that align with the Division's strategic direction. These meetings serve as a platform for sharing feedback on emerging opportunities, Division processes, and initiatives aimed at promoting student achievement.
- Annual Community Engagement (ACE): The Division brings members of the community together around key topics and programming areas. These discussions gather stakeholder feedback around such areas as curriculum, strategic direction, and areas of improvement.
- Council of School Councils- Members of the school councils within the division, Trustees, and Division administration come together to ask questions, share best practices, and support student achievement.
- Board of Trustee Meetings: Monthly Board meetings are open for the public to attend in person or watch live streamed.

Summary

Annually, Black Gold School Division reviews its performance and results to assess its progress toward achieving the goals outlined by Alberta Education and the Division's Education Plan. The review includes examining and reporting on provincial and local measures and identifying strategies that inspire success. The Division compares these results with its Core Purpose, Core Values, and Division goals to determine if the Division priorities need to be adjusted. Returning schools to "normal" operations (i.e. extracurricular, volunteering, field trips, clubs, etc.) not only increased a sense of community but also helped position students for future success. All aspects of wellness have been, and will continue to be, prioritized by BGSD.

Summary of Financial Results 2022-23

Black Gold School Division ended the 2022-2023 school year with a deficit of \$1.74 million. The Division's total revenues were \$149.9 million, which was \$3.33 million more than budgeted. The majority of this change was due to the Teacher Salary Settlement funding, additional mid-year grant funding received from Alberta Education, increased interest revenue due to rising interest rates and increased revenue in School Generated Funds (SGF) due to a return of school activities.

The Division's total expenses were \$151.64 million, which was \$2.39 million more than budgeted. The majority of this change was due to approved expenses related to the additional mid-year grants received from Alberta Education, targeted spending on school projects and maintaining school facilities, and increased expenses in SGF due to a return of school activities.

Using the September 29, 2022 FTE student enrolment count (ECS=0.50) of 12,349.5, the total cost of educating a student in Black Gold School Division in 2022-23 was \$12,279.

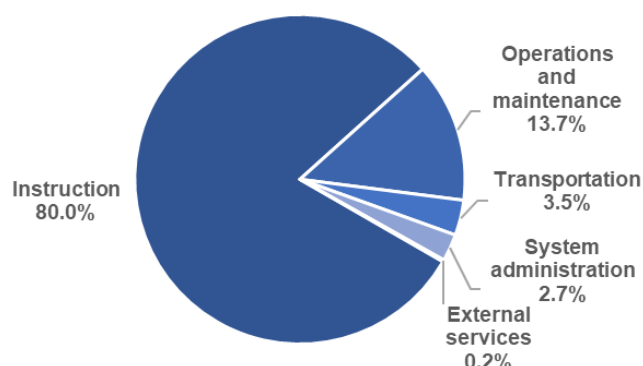
Expenses by Program

Instruction	\$ 121,327,777
Operations and maintenance	\$ 20,764,589
Transportation	\$ 5,246,645
System administration	\$ 4,032,664
External services	\$ 270,822
Total 2022-23 Expenses	\$ 151,642,497

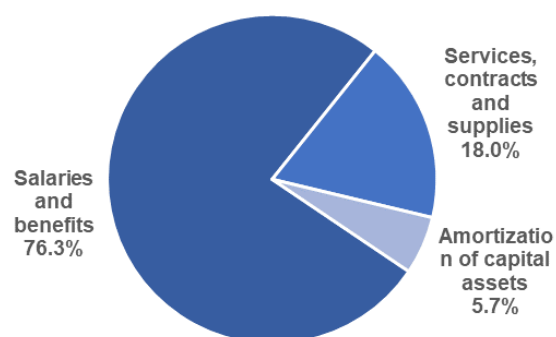
Expenses by Type

Certificated salaries and benefits	\$ 87,955,669
Non-certificated salaries and benefits	\$ 27,653,366
Services, contracts and supplies	\$ 27,267,393
Amortization of capital assets	\$ 8,640,711
Other expenses	\$ 125,358
Total 2022-23 Expenses	\$ 151,642,497

EXPENSES BY PROGRAM



EXPENSES BY TYPE



School Generated Funds

As of August 31, 2023, the unexpended School Generated Funds (SGF) were \$1.01 million, a decrease of \$64 thousand from the end of the previous year. SGF revenues were \$4.31 million and are comprised of:

- Fees - \$2.2 million (includes activity fees and optional course fees)
- Sales and services - \$957 thousand (includes commissions, yearbooks and sales of other products and services)
- Fundraising - \$564 thousand
- Donations and grants - \$596 thousand

SGF expenses were \$4.37 million and are comprised of:

- Expenses related to fees - \$2.19 million
- Expenses related to sales and services, fundraising and donations - \$2.18 million

Capital and Facilities Projects

New Schools & Modernizations

- Construction of Ohpaho Secondary School, the new high school in the City of Leduc, continued throughout the 2022-2023 school year. The school is scheduled to open in September 2024.
- The design of the École Corinthia Park School modernization began in June 2023.

Facilities Projects

- Infrastructure Maintenance and Renewal (IMR) projects totaling \$2.1 million were completed during the year.
- Capital Maintenance and Renewal (CMR) projects totaling \$1.03 million were completed during the year.

Additional Information

The School Division's Audited Financial Statements can be obtained on the Division website at: <https://www.blackgold.ca/about-bgsd/results-plans-results/>

The provincial roll-up of jurisdiction Audited Financial Statements information can be viewed at: <https://www.alberta.ca/k-12-education-financial-statements.aspx>

For further details on the 2022-23 financial results, please contact Chelsey Volkman, Associate Superintendent – Business & Finance at 780-955-6049.



Appendix A: 2022-23 Detailed PAT & Diploma Exam Analysis by Subject

Grade 6 PAT Analysis

Grade 6 English Language Arts

In the 2022-2023 academic year, there was a 4 point decrease in the percentage of BGSD students who achieved acceptable standard compared to the previous year (2021-2022). This percentage is 11.5 points higher than the provincial percentage. In the same period, the percentage of BGSD students achieving standard of excellence also decreased by nearly 2 points. This percentage is approximately 2 points below the provincial percentage for 2022-23.

Grade 6 French Language Arts

In the 2022-2023 academic year, there was approximately a 2 point increase in the percentage of BGSD students who achieved acceptable standard compared to the previous year (2021-2022). This percentage is 6 points higher than the provincial percentage for 2022-23. In the same period, the percentage of BGSD students achieving standard of excellence remained the same and was approximately 4 points below the provincial percentage for 2022-23. Less than 10% of BGSD students achieved standard of excellence in 2022-23.

Grade 6 Social Studies

In the 2022-2023 academic year, the percentage of students in BGSD achieving acceptable standard declined by roughly 7 points from 2021-22. This percentage is close to 6 points above the provincial percentage for 2022-23. During the same period, the percentage of BGSD students achieving standard of excellence dropped by approximately 8 points. In 2022-23, it was approximately 2 points below the provincial percentage

Grade 6 Mathematics

In the 2022-2023 academic year, the percentage of BGSD students achieving acceptable standard increased slightly compared to 2021-22 and was approximately 10 points above the provincial percentage. During the same period, the percentage of BGSD students achieving standard of excellence also increased slightly between 2021-22 and 2022-23, but was approximately 4 points below the provincial percentage for 2022-23.

Grade 6 Science

In the 2022-2023 academic year, the percentage of BGSD students achieving acceptable standard decreases by nearly 11 points from 2021-22 and exceeds the provincial percentage (2022-23) by a significant margin. During the same period, the percentage of BGSD students achieving a standard of excellence declined by approximately 5 points and was slightly below the provincial percentage for 2022-23.

Grade 6 FNMI PAT Analysis

Grade 6 FNMI English Language Arts

The percentage of BGSD FNMI students achieving acceptable standard decreases by approximately 2 points between 2021-22 and 2022-23 and is nearly 18 points higher than the provincial percentage in 2022-23. The percentage of BGSD FNMI students achieving standard of excellence increases by approximately 6 points between 2021-22 and 2022-23 and is about 8 points higher than the provincial percentage in 2022-23.

Grade 6 FNMI French Language Arts

In 2022-23, 100% of BGSD FNMI students achieve acceptable standard, which is significantly higher than the provincial percentage and larger than the percentage for the last year data was present (2018-19). 16.7% of BGSD FNMI students achieve standard of excellence in 2022-23, which is approximately 11 points higher than the provincial percentage.

Grade 6 FNMI Social Studies

The percentage of BGSD FNMI students achieving acceptable standard decreases between 2021-22 and 2022-23 by approximately 7 points and remains significantly higher than the provincial percentage in 2022-23. The percentage of BGSD FNMI students achieving standard of excellence increases slightly between 2021-22 and 2022-23 and is nearly 8 points higher than the provincial percentage in 2022-23.

Grade 6 FNMI Mathematics

The percentage of BGSD FNMI students achieving acceptable standard decreases between 2021-22 and 2022-23 by nearly 10 points and is approximately 22 points higher than the provincial percentage in 2022-23. The percentage of BGSD FNMI students achieving standard of excellence increases between 2021-22 and 2022-23 by 6.5 points and is approximately 5 points higher than the provincial percentage in 2022-23.

Grade 6 FNMI Science

The percentage of BGSD FNMI students achieving acceptable standard decreases between 2021-22 and 2022-23 by 7 points and is about 22 points higher than the provincial percentage in 2022-23. The percentage of BGSD FNMI students achieving standard of excellence increases between 2021-22 and 2022-23 by approximately 5 points and is approximately 14 points higher than the provincial percentage in 2022-23.

Grade 6 EAL English Language Arts

The percentage of students achieving acceptable standard decreases between 2021-22 and 2022-23 by 6 points and is above the provincial percentage in 2022-23 by about 11 points. The percentage of BGSD EAL students achieving standard of excellence increases between 2021-22 and 2022-23 by approximately 4 points and is 1.5 points higher than the provincial percentage in 2022-23.

Grade 6 EAL PAT Analysis

Grade 6 EAL French Language Arts

50% of BGSD EAL students achieve acceptable standard in 2022-23. This percentage is approximately 25 points below the provincial percentage and is significantly lower than the last school year where data is present (2018-2019). No BGSD EAL students achieved the standard of excellence in 2022-23, a significant drop compared to the last school year where data is present (2018-2019).

Grade 6 EAL Social Studies

The percentage of BGSD students achieving acceptable standard decreases between 2021-22 and 2022-23 by approximately 6 points and is nearly 8 points higher than the provincial percentage in 2022-23. The percentage of BGSD students achieving standard of excellence increases between 2021-22 and 2022-23 by approximately 8 points and is about 4 points below the provincial percentage in 2022-23.

Grade 6 EAL Mathematics

The percentage of BGSD students achieving acceptable standard increases slightly between 2021-22 and 2022-23 and is nearly 10 points higher than the provincial percentage in 2022-23. The percentage of BGSD students achieving standard of excellence increases between 2021-22 and 2022-23 by 4 points and is approximately 4 points higher than the provincial percentage in 2022-23.

Grade 6 EAL Science

The percentage of BGSD students achieving acceptable standard decreases between 2021-22 and 2022-23 by about 13 points and is approximately 3 points higher than the provincial percentage in 2022-23. The percentage of BGSD students achieving standard of excellence decreases between 2021-22 and 2022-23 by approximately 4 points and is 5 points below the provincial percentage in 2022-23.

Grade 9 PAT Analysis

Grade 9 English Language Arts

The percentage of BGSD students achieving acceptable standard decreases nearly 7 points between 2021-22 and 2022-23 and is approximately 8 points higher than the 2022-23 provincial percentage. The percentage of BGSD achieving standard of excellence decreases between 2021-22 and 2022-23 by 2 points and is slightly lower than the 2022-23 provincial percentage.

Grade 9 English Language Arts K&E

The percentage of BGSD students achieving acceptable standard decreases by approximately 29 points between 2021-22 and 2022-23 and is 4.5 points lower than the 2022-23 provincial percentage. The percentage of BGSD achieving standard of excellence decreases between 2021-22 and 2022-23 by nearly 3 points and is slightly lower than the 2022-23 provincial percentage. Less than 10% of BGSD students achieve standard of excellence in 2022-23.

Grade 9 French Language Arts

The percentage of BGSD students achieving acceptable standard increases between 2021-22 and 2022-23 by approximately 2 points and is 2.5 points higher than the 2022-23 provincial percentage. The percentage of BGSD students achieving standard of excellence is nearly identical between 2021-22 and 2022-23 and is approximately 2 points below the 2022-23 provincial percentage. Less than 10% of BGSD students achieve standard of excellence in 2022-23.

Grade 9 Social Studies

The percentage of BGSD students achieving acceptable standard decreases between 2021-22 and 2022-23 by nearly 12 points and is 4 points higher than the 2022-23 provincial percentage. The percentage of BGSD students achieving standard of excellence decreases between 2021-22 and 2022-23 by nearly 8 points and is approximately 3 points below the 2022-23 provincial percentage.

Grade 9 Social Studies K&E

The percentage of BGSD students achieving acceptable standard decreases between 2021-22 and 2022-23 by nearly 30 points and is roughly 4 points lower than the 2022-23 provincial percentage. The percentage of BGSD students achieving standard of excellence increases between 2021-22 and 2022-23 by 4 points and is approximately 2 points above the 2022-23 provincial percentage.

Grade 9 Mathematics

The percentage of BGSD students achieving acceptable standard increases between 2021-22 and 2022-23 by approximately 4 points and is roughly 4 points higher than the 2022-23 provincial percentage. The percentage of BGSD students achieving standard of excellence decreases between 2021-22 and 2022-23 by roughly 3 points and is approximately 5 points below the 2022-23 provincial percentage. Less than 10% of BGSD students achieve standard of excellence in 2022-23.

Grade 9 Mathematics K&E

The percentage of BGSD students achieving acceptable standard decreases between 2021-22 and 2022-23 by approximately 25 points and is slightly lower than the 2022-23 provincial percentage. The percentage of BGSD students achieving standard of excellence decreases between 2021-22 and 2022-23 by roughly 4 points and is approximately 1 point above the 2022-23 provincial percentage.

Grade 9 Science

The percentage of BGSD students achieving acceptable standard decreases between 2021-22 and 2022-23 by approximately 10 points and is roughly 5 points higher than the 2022-23 provincial percentage. The percentage of BGSD students achieving standard of excellence decreases between 2021-22 and 2022-23 by about 7 points and is approximately 5 points below the 2022-23 provincial percentage.

Grade 9 Science K&E

The percentage of BGSD students achieving acceptable standard decreases between 2021-22 and 2022-23 by approximately 29 points and is roughly 5 points lower than the 2022-23 provincial percentage. The percentage of BGSD students achieving standard of excellence decreases between 2021-22 and 2022-23 by about 3 points and is approximately 2 points below the 2022-23 provincial percentage. Less than 10% of BGSD students achieve standard of excellence in 2022-23.

Grade 9 FNMI PAT Analysis

Grade 9 FNMI English Language Arts

In the 2022-2023 academic year, there was approximately a 10 point decrease in the percentage of BGSD FNMI students who achieved acceptable standard compared to the previous year (2021-2022). This percentage is nearly 25 points higher than the provincial percentage for 2022-23. In the same period, the percentage of BGSD FNMI students achieving standard of excellence decreased roughly 1 point and was approximately 5 points above the provincial percentage for 2022-23. Similar to the province, less than 10% of BGSD FNMI students achieved standard of excellence in 2022-23.

Grade 9 FNMI French Language Arts

In the 2022-2023 academic year, there was approximately a 15 point decrease in the percentage of BGSD FNMI students who achieved acceptable standard compared to the previous year (2021-2022). This percentage is nearly 3 points lower than the provincial percentage for 2022-23. In 2022-23, no FNMI students in BGSD achieved standard of excellence while provincially, 4.4% of FNMI students achieved standard of excellence.

Grade 9 FNMI Social Studies

In the 2022-2023 academic year, there was approximately a 16 point decrease in the percentage of BGSD FNMI students who achieved acceptable standard compared to the previous year (2021-2022). This percentage is nearly 12 points higher than the provincial percentage for 2022-23. In the same period, the percentage of BGSD FNMI students achieving standard of excellence decreased roughly 9 points and was approximately 5 points above the provincial percentage for 2022-23. Similar to the province, less than 10% of BGSD FNMI students achieved standard of excellence in 2022-23.

Grade 9 FNMI K&E Social Studies

In the 2022-2023 academic year, 42.9% of BGSD FNMI students achieved acceptable standard. This is approximately 7 points lower than the last year where data is available (2018-19). This percentage is 2.5 points lower than the provincial percentage for 2022-23. In 2022-23, no FNMI students in BGSD achieved standard of excellence while provincially, 7.3% of FNMI students achieved standard of excellence.

Grade 9 FNMI Mathematics

In the 2022-2023 academic year, there was approximately a 15 point increase in the percentage of BGSD FNMI students who achieved acceptable standard compared to the previous year (2021-2022). This percentage is 25 points higher than the provincial percentage for 2022-23. In the same period, the percentage of BGSD FNMI students achieving standard of excellence decreased by a little over 1 point and was approximately 5 points above the provincial percentage for 2022-23. Similar to the province, less than 10% of BGSD FNMI students achieved standard of excellence in 2022-23.

Grade 9 FNMI Mathematics K&E

In the 2022-2023 academic year, there was approximately a 36 point decrease in the percentage of BGSD FNMI students who achieved acceptable standard compared to the previous year (2021-2022). This percentage is close to 1 point higher than the provincial percentage for 2022-23. In the same period, the percentage of BGSD FNMI students achieving standard of excellence increased by nearly 49 points and was approximately 38 points above the provincial percentage for 2022-23.

Grade 9 FNMI Science

In the 2022-2023 academic year, there was approximately a 19 point decrease in the percentage of BGSD FNMI students who achieved acceptable standard compared to the previous year (2021-2022). This percentage is 19 points higher than the provincial percentage for 2022-23. In the same period, the percentage of BGSD FNMI students achieving standard of excellence decreased by nearly 9 points and was approximately 1 point above the provincial percentage for 2022-23. Similar to the province, less than 10% of BGSD FNMI students achieved standard of excellence in 2022-23.

Grade 9 FNMI Science K&E

In the 2022-2023 academic year, there was approximately a 22 point decrease in the percentage of BGSD FNMI students who achieved acceptable standard compared to the previous year (2021-2022). This percentage is 4 points lower than the provincial percentage for 2022-23. In the same period, the percentage of BGSD FNMI students achieving standard of excellence decreased by approximately 5 points and was close to 3 points above the provincial percentage for 2022-23.

Grade 9 EAL PAT Analysis

Grade 9 EAL English Language Arts

The percentage of EAL students in BGSD achieving acceptable standard is approximately 25 points lower in 2022-23 compared to 2021-22 and is about 5 points above the 2022-23 provincial percentage. The percentage of EAL students in BGSD achieving standard of excellence is roughly 4 points lower in 2022-23 compared to 2021-22 and is about 2 points above the 2022-23 provincial percentage.

Grade 9 EAL Social Studies

The percentage of EAL students in BGSD achieving acceptable standard is approximately 20 points lower in 2022-23 compared to 2021-22 and is about 20 points above the 2022-23 provincial percentage. The percentage of EAL students in BGSD achieving standard of excellence is roughly 10 points lower in 2022-23 compared to 2021-22 and is about 3 points below the 2022-23 provincial percentage.

Grade 9 EAL Mathematics

The percentage of EAL students in BGSD achieving acceptable standard is approximately 4 points higher in 2022-23 compared to 2021-22 and is roughly 8 points above the 2022-23 provincial percentage. The percentage of EAL students in BGSD achieving standard of excellence is 19 points lower in 2022-23 compared to 2021-22 and is nearly 4 points below the 2022-23 provincial percentage.

Grade 9 EAL Science

The percentage of EAL students in BGSD achieving acceptable standard is approximately 7 points higher in 2022-23 compared to 2021-22 and is roughly 24 points above the 2022-23 provincial percentage. The percentage of EAL students in BGSD achieving standard of excellence is 23 points lower in 2022-23 compared to 2021-22 and is nearly 11 points below the 2022-23 provincial percentage.

Diploma Exam Analysis

English Language Arts 30-1

Compared to the previous year, the percentage of BGSD students achieving acceptable standard in 2022-23 increased by approximately 2 points. This percentage is close to 4 points higher than that of the province in 2022-23. The percentage of BGSD students achieving standard of excellence in 2022-23 is 1 point higher compared to 2021-22 and roughly 2 points less than the 2022-23 provincial percentage. Less than 10% of BGSD students achieved standard of excellence in 2022-23.

English Language Arts 30-2

Compared to the previous year, the percentage of BGSD students achieving acceptable standard in 2022-23 increased by approximately 4 points. This percentage is close to 5 points higher than the provincial percentage in 2022-23. The percentage of BGSD students achieving standard of excellence in 2022-23 nearly identical to the percentage of BGSD students in 2021-22 and the 2022-23 provincial percentage.

French Language Arts 30-1

100% of BGSD students achieved acceptable standard in 2022-23, an increase of approximately 13 percentage points from 2021-22. This percentage is close to 7 points higher than the provincial percentage in 2022-23. The percentage of BGSD students achieving standard of excellence in 2022-23 is 3 points higher compared to 2021-22 and roughly 3 points greater than the 2022-23 provincial percentage. Similar to the province, less than 10% of BGSD students achieved standard of excellence in 2022-23.

Social Studies 30-1

Compared to the previous year, the percentage of BGSD students achieving acceptable standard in 2022-23 decreased by approximately 2 points. This percentage is identical to the provincial percentage in 2022-23. The percentage of BGSD students achieving standard of excellence in 2022-23 is nearly 3 points lower compared to 2021-22 and nearly identical to the 2022-23 provincial percentage.

Social Studies 30-2

Compared to the previous year, the percentage of BGSD students achieving acceptable standard in 2022-23 increased by approximately 8 points. This percentage is roughly 5 points higher than the provincial percentage in 2022-23. The percentage of BGSD students achieving standard of excellence in 2022-23 is 5 points lower compared to 2021-22 and 4 points less than the 2022-23 provincial percentage.

Mathematics 30-1

Compared to the previous year, the percentage of BGSD students achieving acceptable standard in 2022-23 increased by approximately 5 points. This percentage is close to 7 points below the provincial percentage in 2022-23. The percentage of BGSD students achieving standard of excellence in 2022-23 is approximately 3 points higher compared to 2021-22 and roughly 7 points less than the 2022-23 provincial percentage.

Mathematics 30-2

Compared to the previous year, the percentage of BGSD students achieving acceptable standard in 2022-23 increased by approximately 12 points. This percentage is slightly below the provincial percentage in 2022-23. The percentage of BGSD students achieving standard of excellence in 2022-23 increased marginally compared to 2021-22 and roughly 1 point less than the 2022-23 provincial percentage.

Science 30

Compared to the previous year, the percentage of BGSD students achieving acceptable standard in 2022-23 increased by approximately 6 points. This percentage is 5.5 points above the provincial percentage in 2022-23. The percentage of BGSD students achieving standard of excellence in 2022-23 is approximately 9 points higher compared to 2021-22 and is roughly 2 points above the 2022-23 provincial percentage.

Biology 30

Compared to the previous year, the percentage of BGSD students achieving acceptable standard in 2022-23 increased by approximately 2 points. This percentage is close to 3 points above the provincial percentage in 2022-23. The percentage of BGSD students achieving standard of excellence in 2022-23 is approximately 10 points higher compared to 2021-22 and is slightly above the 2022-23 provincial percentage.

Chemistry 30

Compared to the previous year, the percentage of BGSD students achieving acceptable standard in 2022-23 decreased by approximately 2 points. This percentage is roughly 1 point below the provincial percentage in 2022-23. The percentage of BGSD students achieving standard of excellence in 2022-23 is approximately 14 points higher compared to 2021-22 and 1 point below the 2022-23 provincial percentage.

Physics 30

Compared to the previous year, the percentage of BGSD students achieving acceptable standard in 2022-23 decreased by approximately 7 points. This percentage is close to 4 points above the provincial percentage in 2022-23. The percentage of BGSD students achieving standard of excellence in 2022-23 is approximately 3 points lower compared to 2021-22 and is slightly above the 2022-23 provincial percentage.

Diploma Exam FNMI Analysis

FNMI English Language Arts 30-1

Compared to the previous year, the percentage of BGSD FNMI students achieving acceptable standard in 2022-23 decreased by approximately 13 points. This percentage is close to 3 points above the provincial percentage in 2022-23. The percentage of BGSD FNMI students achieving standard of excellence in 2022-23 is approximately 2 points lower compared to 2021-22 and approximately 2 points below the 2022-23 provincial percentage. Less than 10% of BGSD FNMI students achieved standard of excellence in 2022-23.

FNMI English Language Arts 30-2

Compared to the previous year, the percentage of BGSD FNMI students achieving acceptable standard in 2022-23 increased by 12 points. This percentage is slightly below the provincial percentage in 2022-23. The percentage of BGSD FNMI students achieving standard of excellence in 2022-23 is approximately 4 points lower compared to 2021-22 and approximately 2 points above the 2022-23 provincial percentage.

FNMI Social Studies 30-1

Compared to the previous year, the percentage of BGSD FNMI students achieving acceptable standard in 2022-23 decreased by 5 points. This percentage is close to 5 points above the provincial percentage in 2022-23. The percentage of BGSD FNMI students achieving standard of excellence in 2022-23 increased marginally from 2021-22 and is nearly identical to the 2022-23 provincial percentage. Less than 10% of BGSD FNMI students achieved standard of excellence in 2022-23.

FNMI Social Studies 30-2

Compared to the previous year, the percentage of BGSD FNMI students achieving acceptable standard in 2022-23 increased by approximately 43 points. This percentage is 11 points above the provincial percentage in 2022-23. The percentage of BGSD FNMI students achieving standard of excellence in 2022-23 is approximately 14 points lower compared to 2021-22 and approximately 1 point above the 2022-23 provincial percentage. Less than 10% of BGSD FNMI students achieved standard of excellence in 2022-23.

FNMI Mathematics 30-1

Approximately 53% of BGSD FNMI students achieved acceptable standard in 2022-23, a decrease of nearly 30 points compared to the last year where data is available (2018-19). This percentage is close to 7 points below the provincial percentage in 2022-23. The percentage of BGSD FNMI students achieving standard of excellence in 2022-23 is approximately 15 points lower compared to 2018-19 and approximately 2 points below the 2022-23 provincial percentage.

FNMI Mathematics 30-2

Compared to the previous year, the percentage of BGSD FNMI students achieving acceptable standard in 2022-23 increased by approximately 29 points. This percentage is 3 points above the provincial percentage in 2022-23. The percentage of BGSD FNMI students achieving standard of excellence in 2022-23 is approximately 4 points lower compared to 2021-22 and roughly 6 points below the 2022-23 provincial percentage. Less than 10% of BGSD FNMI students achieved standard of excellence in 2022-23.

FNMI Science 30

Compared to the previous year, the percentage of BGSD FNMI students achieving acceptable standard in 2022-23 increased by 28.5 points. This percentage is close to 20 points above the provincial percentage in 2022-23. The percentage of BGSD FNMI students achieving standard of excellence in 2022-23 is approximately 17 points higher compared to 2021-22 and is roughly 15 points above the 2022-23 provincial percentage.

FNMI Biology 30

Compared to the previous year, the percentage of BGSD FNMI students achieving acceptable standard in 2022-23 increased by roughly 12 points. This percentage is 11.5 points above the provincial percentage in 2022-23. The percentage of BGSD FNMI students achieving standard of excellence in 2022-23 is approximately 25 points higher compared to 2021-22 and is nearly 17 points above the 2022-23 provincial percentage.

Diploma Exam EAL Analysis

EAL English Language Arts 30-2

Compared to the previous year, the percentage of BGSD EAL students achieving acceptable standard in 2022-23 decreased by roughly 34 points. This percentage is 34 points below the provincial percentage in 2022-23. Similar to the previous year, no BGSD EAL students achieved standard of excellence in 2022-23. This percentage is 5.5 points below the percentage of the province.

EAL Social Studies 30-2

Compared to the previous year, the percentage of BGSD EAL students achieving acceptable standard in 2022-23 decreased by roughly 24 points. This percentage is 20 points below the provincial percentage in 2022-23. Similar to the previous year, no BGSD EAL students achieved standard of excellence in 2022-23. This percentage is 7.8 points below the percentage of the province.