

Black Gold School Division Annual Education Results Report 2021-22



Table of Contents

Accountability Statement	1
Board Chair Greetings	2
Superintendent Greetings	3
Introduction, Publication & Profile	4
BGSD Core Values	5
Our Schools	7
Enrolment Trends	9
Context & Overview	10
Alberta Education Assurance Measures	12
Assurance Measures Evaluation Reference	14
Outcome 1: Alberta Students are Successful	16
Provincial Measures	17
Student Growth and Achievement.....	17
Citizenship	20
Learning Supports	21
Local Measures	25
EYE-Teacher Assessment	25
Literacy and Numeracy	28
Comprehensive School Health	32
Outcome 2: First Nations, Métis, and Inuit Students in Alberta are Successful	33
Outcome 3: Alberta has Excellent Teachers, School Leaders, and School Authority Leaders	35
Outcome 4: Alberta Education K-12 Education System is Well Governed	37
Summary	40
Summary of Financial Results 2021-22	41
Appendix A: 2021-22 PAT & Diploma Exam Analysis	44

Accountability Statement

The Annual Education Results Report for Black Gold School Division for the 2021-22 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the [Education Act](#) and the [Fiscal Planning and Transparency 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 2021-22 was approved by the Board on December 14, 2022.

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act and Black Gold Administrative Procedure 404, no disclosures were received during the 2021-22 school year.



Board Chair Greetings

The 2021-22 school year began with much optimism that the Covid 19 Pandemic was behind us. Unfortunately, previous restrictions resumed in short order. Cohorts, masking mandates, no sharing of learning supplies and using manipulatives and routine rapid testing were the norm. Absenteeism was at an all time high both in student and staff populations. The arrival of spring brought with it the opportunity for schools to shift into a post pandemic mode. Little by little, freedoms were returned and welcomed. But this was not without its challenges. The evidence of learning loss during the pandemic meant that there was a lot to catch up on academically. As well, children who had been isolated or in small cohorts had to relearn how to live in a larger community. Social and emotional development had been challenged during the pandemic.



Black Gold responded with supports for students in an unprecedented way. Acronyms added to everyday conversations included NISTs, LISTs, WISTs, and FI-ISTs. These educators, the Numeracy Instructional Support Teachers, Literacy Instructional Support Teachers, Wellness Instructional Support Teachers and French Immersion Instructional Support Teachers, work with staff in their schools to provide strategies they can use for targeted interventions.

Navigating the pending Curriculum change was a focus throughout the Division's elementary schools. Reviewing, providing feedback to the Education Minister and supporting teachers with workshops, information, and tools to prepare for its launch was a team effort led by the Learning Services Department. Teams of teachers contributed to an end product that met the needs of Black Gold's students and the students of Alberta.

As a Board of Trustees, we welcomed three new members after the provincial election in October 2021. Opportunities for stakeholder and community input were provided, including a lunch meeting with the three MLAs whose riding boundaries overlap with the Black Gold School Division. The grand opening of the beautiful and functional addition to École Secondaire Beaumont Composite High School enhances student learning as it provides much needed classroom and CTS space. The long awaited new high school in Leduc is finally becoming a reality. Ground was broken for Ohpaho Secondary School in the spring of 2022. It will welcome students in 2024.

2021-2022 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. On behalf of the

Board of Trustees, we extend 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. These 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,
Chair, Board of Trustees
Black Gold School Division

Superintendent Greetings

The 2021 - 2022 school year was a rollercoaster of events and emotions. The uncertainty of the off again on again restrictions and health measures was extremely taxing on students, staff and school families. Throughout all of these uncertain times, our staff and students worked diligently, and their resiliency shone through. Schools formulated and applied many creative solutions to previously unimagined situations as they presented themselves throughout the year. Some of these innovative processes became best practices when the health measures were removed.



Similarly, many central processes were developed to address student learning gaps. The Board of Trustees approved deficit spending to provide personnel and resources to support student learning as well as student wellness.

With the lifting of the restrictions in the spring of 2022, there was a collective sigh of relief from our school communities. Parents were again able to enter the schools and volunteer. Field trips recommenced to enhance student learning. Sports teams were allowed to play in front of their friends and family. School communities were able to come together and reinvent themselves. We are cognizant that the pandemic has only entered the endemic stage, but I am confident that our students, staff and school communities will cautiously take full advantage of their newfound 'freedoms' to re-engage in the academic and social aspects offered to them through our schools. Moving forward, we recognize the hardships that have been caused by the pandemic and applaud the people who worked so tirelessly to mitigate its effects. This report is a testament to their hard work and perseverance. Thank you one and all.

William Romanchuk,
Superintendent/CEO
Black Gold School Division

Introduction

The Black Gold School Division's Annual Education Results Report (AERR) summarizes the results for the 2021-22 school year. The [2021-2024 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.

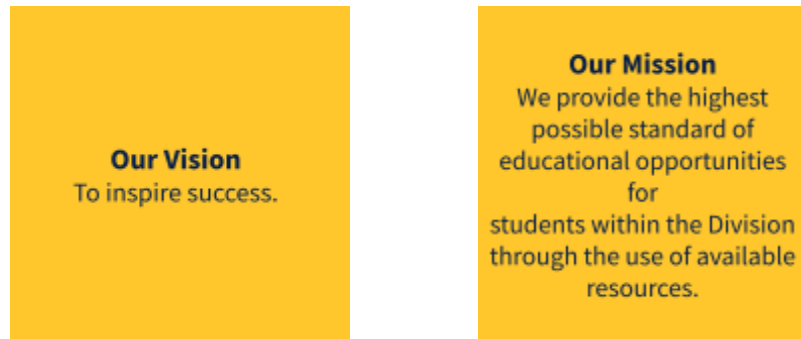
Profile

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 12,590 students from Early Childhood Services (ECS) to Grade 12 are educated in the 31 schools within the system. Approximately 662 teachers deliver instruction with assistance from 525 support staff. An extensive range of programs, including French Immersion, Christian, Off Campus Education, 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 and counselling services, and consultative services such as speech-language, hearing, vision, occupational therapy and physical therapy. During pre-pandemic times, 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 Travnik
<u>Black Gold Outreach School (Leduc) & Black Gold Outreach (Beaumont)</u> Grades 7 - 12	Leduc & Beaumont, AB	Stan Travnik
<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	Zane Chomlak
<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 (English only) 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	Marla Tonita
<u>École Leduc Estates School</u> Grades K - 6 English & French Immersion Program	Leduc, AB	Carla Fisher
<u>École Leduc Junior High School</u> Grades 7 - 9 English & French Immersion Program	Leduc, AB	Sean Flanagan
<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

2021-22 Division Overview

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

12 Elementary Schools

2 Elementary/Junior/Senior High

5 Junior/Senior High

7 Elementary/Junior High

2 Junior High

3 Senior High

**Student
Enrolment**
(September 2021)

12,590

Total Staff
(September 2021)

1,187



Enrolment Trends

School Name	2017-18 As at Sept. 30	2018-19 As at Sept. 30	2019-20 As at Sept. 30	2020-21 As at Sept. 30	2021-22 As at Sept. 30
New Sarepta Elem	274	269	269	260	262
New Sarepta High	179	189	228	221	218
École Beau Meadow	532	459	494	452	471
École Bellevue	406	431	444	488	492
École Coloniale Estates	608	522	540	527	517
École J E Lapointe	417	398	401	434	460
École Beaumont Comp	897	952	819	902	954
École Dansereau Meadows	637	560	615	592	603
École Champs Vallée	350	600	751	756	849
East Elementary	284	282	307	316	352
École Leduc Estates	361	372	375	361	327
Linsford Park	204	218	215	202	225
Willow Park	338	320	325	317	306
École Corinthia Park	435	452	443	401	377
Caledonia Park	592	660	703	697	767
École Leduc Junior High	492	495	543	553	602
Leduc Composite High	1001	1062	1101	1147	1177
Covenant Christian	312	346	370	319	358
West Haven Public	547	654	692	690	734
Robina Baker	350	340	350	292	299
Riverview Middle	341	337	322	350	348
John Maland	310	303	301	298	291
Calmar Elementary	258	243	236	286	239
Calmar Secondary	229	228	226	218	233
Thorsby Elementary	268	270	260	238	261
Thorsby Jr/Sr High	183	192	195	186	190
Warburg	310	284	260	245	242
Warburg Colony	20	19	18	19	20
Outreach Beaumont/Leduc	246	276	330	360	357
Division Home Based	9	17	25	30	28
Shared Responsibility				28	5
Home Education	7	11	14	64	26
Black Gold Total	11462	11832	12229	12249	12590
Growth % from Prior Year	3.35%	3.23%	3.36%	0.16%	2.78%

Context

In 2021-2022, the Covid-19 pandemic persisted in presenting challenges globally, including education. BGSD continued to proactively address the challenges presented by constantly monitoring Alberta Health and Education mandates, adjusting our mitigation of risk practices to ensure student and staff safety, and communicating with our stakeholders promptly. The Division engaged in intentional work in support of high-quality teaching and success while also addressing complex safety challenges. With this in mind, the Division implemented updated [School Entry Plans](#) and offered families a choice between In-School Learning and Distance Learning for the school year. The School Entry Plan served as a living document and was reviewed and updated regularly throughout the year in order to be responsive to the ever-evolving nature of the pandemic.

The global pandemic has impacted data used to inform the Division's work. Student and teacher absences, instructional time priorities (wiping surfaces, masking reminders, etc.) and pedagogical shifts (student seating configurations limiting student collaboration and teacher assessment practices) impacted educational delivery. Additionally, data sources were often incomplete due to the pandemic disruption. Recognizing that this past year was another unusual year, the Division is regarding 2021-2022 Alberta Education Assurance (AEA) survey results, the PAT and Diploma results and all local measures used, as reflective of this year's unique and complex challenges. This report has been developed and should be interpreted with this in mind.

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 2021-2022 school year as defined in the BGSD [2021-2024 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 Education K-12 education System is well governed.

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

Indicators

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



Alberta Education Assurance Measures -AEAM (May 2022 Results)

Universal, Targeted and Individualized supports are administered by BGSD to all students, including Indigenous and English Language Learner students (see page 21 - Learning Supports). 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 Indigenous students, and Table 3 to English Language Learners.

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	82.4	83.5	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	75.8	80.1	79.6	81.4	83.2	83.1	Intermediate	Declined Significantly	Issue
	3-year High School Completion	79.5	81.9	81.7	83.2	83.4	81.1	Intermediate	Declined	Issue
	5-year High School Completion	88.7	87.0	86.4	87.1	86.2	85.6	Intermediate	Improved	Good
	PAT: Acceptable	71.0	n/a	79.7	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	16.3	n/a	19.6	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	80.1	n/a	84.6	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	16.3	n/a	20.9	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.9	88.4	88.9	89.0	89.6	90.3	Intermediate	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful & Safe Learning Environments	82.7	86.6	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports & Services	79.4	81.9	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	73.4	76.3	78.6	78.8	79.5	81.5	Low	Declined Significantly	Concern
Supplemental Measures	Drop Out Rate	2.1	2.0	2.2	2.3	2.6	2.6	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	59.5	61.4	61.9	70.2	68.0	66.4	Intermediate	Declined	Issue

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	76.0	64.9	70.2	59.5	62.0	58.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	83.9	74.5	75.7	68.0	68.1	65.8	Intermediate	Improved	Good
	PAT: Acceptable	60.5	n/a	73.9	46.4	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	9.9	n/a	12.3	6.4	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	70.3	n/a	87.1	68.7	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	16.1	n/a	19.6	8.5	n/a	11.4	n/a	n/a	n/a
Supplemental Measures	Drop Out Rate	1.6	1.6	4.1	4.9	5.0	5.3	Very High	Improved	Excellent
	Rutherford Scholarship Eligibility Rate	47.8	45.1	48.4	41.1	39.5	38.6	Very Low	Maintained	Concern

Table 3. (ELL) Assurance Domain	Required Measures	Black Gold School Division (ELL)			Alberta (ELL)			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	66.9	70.0	78.9	78.5	78.7	76.0	Low	Maintained	Issue
	5-year High School Completion	82.2	100.0	75.0	86.1	86.9	85.9	Intermediate	Maintained	Acceptable
	PAT: Acceptable	74.9	n/a	74.4	65.8	n/a	70.2	n/a	n/a	n/a
	PAT: Excellence	13.3	n/a	21.0	15.2	n/a	16.4	n/a	n/a	n/a
	Diploma: Acceptable	60.7	n/a	73.1	59.0	n/a	72.5	n/a	n/a	n/a
	Diploma: Excellence	0.0	n/a	15.4	10.8	n/a	15.3	n/a	n/a	n/a
Supplemental Measures	Drop Out Rate	1.5	6.4	3.7	2.2	2.4	2.6	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	34.5	30.0	48.3	61.3	58.3	56.4	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. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, the achievement level of diploma courses was determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The “N/A” placeholder for the “Current Result” for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2

Assurance Measures Evaluation Reference

Achievement Evaluation

Achievement Evaluation is based upon a comparison of Current Year data to a set standards which remain consistent over time. The Standards are calculated by taking the three-year average of the baseline data for each measure across all school jurisdictions and calculating the 5th, 25, 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 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

The COVID-19 Pandemic continued to impact education. The Division recognized that not everyone would be comfortable with in-person learning and, as a result, continued to offer families a choice between In-School Learning and Distance Learning (DL). In the 2020-2021 school year, there were approximately 1500 ECS-Gr 12 students registered in DL for semester one and approximately 1700 students registered for semester two. Of the 12 590 registered students in BGSD, a total of 310 grades 1-12 students registered in DL for the first semester of the 2021-2022 school year. The number of DL students decreased to just under 300 grade 1-12 students for semester 2. BGSD provided high-quality teaching and learning environments while providing families with choice, continuity of learning, well-being, and safety while mitigating risks.

Preparing for the New Curriculum

In preparing to implement the new curriculum (mandatory and optional), the Division provided half-day professional learning sessions in April and May for each of the subjects (English Language Arts & Literature, Mathematics, and Physical Education & Wellness). In addition to helping teachers understand the design and navigation of the new curriculum, these sessions emphasized effective foundational practices that are at the core of teaching and pedagogy.

During July, a small group of teachers and Curriculum Lead Teachers (CLTs) were contracted to create Curriculum Maps for all subjects and grade levels for individuals implementing (mandatory or optional) or piloting new curricula. This work was posted on our [Engaging Teachers](#) website. These curriculum maps provide possible pathways and sequences for teaching and assessing the new curricula. Finally, in August, we provided three days of optional professional development for teachers to work on long-range planning (using the Curriculum Maps as a starting point), lesson plans, and assessments. Close to 25% of teachers who will implement or pilot new curricula attended professional learning with Black Gold during the summer.

Provincial Measures

Student Growth and Achievement

Table 4. ABED Assurance Measures: High School Completion		BGSD Results (in percentages)					Evaluation		
		2016-17	2017-18	2018-19	2019-20	2020-21	Achievement	Improvement	Overall
Percentage of students who completed high school within three, four and five years of entering grade 10	3 year	79.5	82.2	81.2	81.9	79.5	Intermediate	Declined	Issue
	4 year	84.8	84.1	85.6	86.1	86.4	Intermediate	Maintained	Acceptable
	5 year	84.3	86.1	86.2	87.0	88.7	Intermediate	Improved	Good
Percentage of grade 12 students eligible for Rutherford Scholarship		56.7	59.2	65.2	61.4	59.5	Intermediate	Declined	Issue
Annual dropout rate of students aged 14-18		1.4	2.3	2.2	2.0	2.1	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		52.1	54.5	50.8	53.0	51.0	Intermediate	Maintained	Acceptable

Comments on Results

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

- Year 4 and 5 High school completion rates have increased over the 5 year period while 3-year completion rates have remained consistent.
- Rutherford Scholarships have varied little and remain at approximately 60% eligibility rate.
- Dropout rates have remained consistent at slightly over 2%, reflecting a provincial achievement rating of excellent.
- Our High school transition rates to post-secondary remain consistent at slightly over 50%.

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. 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 (virtual school), and in-reach programming. Through the continued maintenance, evergreening, course development, knowledge and accessibility of these programs, students continue to experience success. 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.

Table 5.	Black Gold School Division					Alberta				
	2017-18	2018-19	2019-20	2020-21	2021-22	2017-18	2018-19	2019-20	2020-21	2021-22
PAT: Acceptable	78.0	79.7	n/a	n/a	71.0	73.6	73.8	n/a	n/a	67.3
PAT: Excellence	16.6	19.6	n/a	n/a	16.3	19.9	20.6	n/a	n/a	18.0
Diploma: Acceptable	84.3	84.6	n/a	n/a	80.1	83.7	83.6	n/a	n/a	75.2
Diploma: Excellence	22.5	20.9	n/a	n/a	16.3	24.2	24.0	n/a	n/a	18.2

Comments on Results

Black Gold continues to maintain an Acceptable rate approximately 6% above the provincial average for both PAT and Diploma results. We performed below the provincial average in the standard of Excellence by approximately 2% for both the PAT and Diploma results. Our results, as compared to the Province, have been consistent for several years. Further analysis has identified an area of growth related to Junior high numeracy.

Strategies

A Division-wide strategy to develop greater teacher efficacy in literacy, numeracy and wellness in order to develop a common language and understanding was implemented at the beginning of the 2021-2022 school year. Curriculum Lead Teachers (CLTs) in literacy, numeracy and wellness worked with all schools to support teachers and leaders in enhancing their skills to gather, interpret and use data to improve these three focus areas in our students. School-based Instructional Support Teachers (ISTs) (0.1 FTE for each focus area) were provided in each school.

The CLTs led collaborative learning communities (CLCs) with ISTs for one-hour biweekly. During this time, they developed strategies for gathering, interpreting and utilizing data, and were part of action research on the effectiveness of this work and its impact on improving student literacy, numeracy and wellness skills. The ISTs then provided PD at monthly staff meetings as well as PD days throughout the year, resulting in every teacher participating in PD to improve student literacy, numeracy and wellness skills. The focus of Division and School-based PD days was primarily related to these three areas of focus.

The number of local measures of literacy and numeracy has increased over the last five years; the Division has focused on improving literacy and numeracy as well as data-driven decision-making. Not only have the assessments been standardized throughout the Division, but results are centrally collected. In reviewing the detailed Division data, there are opportunities for growth and improvement as well as evidence of success. These assessments are administered early in the school year or semester to provide information on student readiness for grade-level instruction. In exploring the data for individual students, teachers can adapt their instruction to the student's needs.



Citizenship

Table 6. 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					
	2017-18	2018-19	2019-20	2020-21	2021-22
Overall	79.3	79.4	79.8	80.1	75.8
Parent	74.1	75.7	76.2	75.6	70.7
Student	69.4	69.9	69.9	71.2	67.9
Teacher	94.3	92.7	93.4	93.4	88.7
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	79.9	79.4	81.2	81.3	81.7
Parent	67.4	69.2	70.2	69.0	70.6
Teacher	92.3	89.5	92.1	93.7	92.7
c. Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.					
Overall	65.2	62.4	64.1	76.8	75.0
Parent	56.3	53.8	53.8	65.7	64.1
Teacher	74.1	71.0	74.4	87.8	86.0

Comments on Results

Overall, BGSD has experienced growth over the previous 4 years in each of the measured categories with the exception of last year, showing a decrease in the areas of active citizenship 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. Furthermore, BGSD holds Leadership conferences for students who

have been identified as leaders by their school staff. The conferences have sessions and presenters that encourage leaders to develop their skills. The expectation is that the students who attend this conference will help promote leadership opportunities and events and build capacity back at their home schools. Unfortunately, many of these strategies (assemblies, leadership conferences, etc.) did not occur due to the various pandemic restrictions. We look forward to reintroducing these best practices in the future.

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 Service 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.

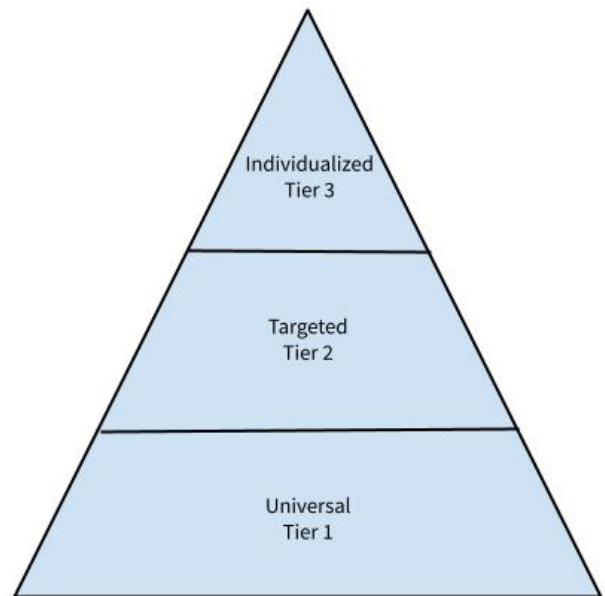
ESL Programs - Students learn English while also learning about Canadian cultural values, customs and social expectations.

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).

In response to the COVID - 19 pandemic, the Divisions Specialized Services team pivoted rapidly to ensure timely and ongoing support for students, families, and staff, both virtually and in person. Additionally, a [website](#) was created to house all the strategies and materials being implemented. The intended audience for the website includes teachers, support staff, and families.

Table 7. 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					
	2017-18	2018-19	2019-20	2020-21	2021-22
Overall	n/a	n/a	n/a	81.9	79.4
Parent	n/a	n/a	n/a	74.7	69.2
Student	n/a	n/a	n/a	81.4	80.7
Teacher	n/a	n/a	n/a	89.5	88.2

Table 8. 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.					
	2017-18	2018-19	2019-20	2020-21	2021-22
Overall	87.4	87.5	87.5	89.4	86.8
Parent	86.1	86.7	87.0	88.3	85.6
Student	80.5	80.9	80.2	83.8	80.9
Teacher	95.5	94.8	95.4	96.1	93.9

Comments on Results

The AEAM survey results reported in Table 7 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 8 indicate each category (parent, student, and teacher) has decreased by 3 points. While this is not a large number, it is still indicative of a decrease in perceived safety across all stakeholders. Further information is needed to better understand what aspects of safety are people considering when reflecting on this question; physical safety (weapons, violence), personal health safety (infection rates, illness, mask mandates), or social-emotional safety (bullying, relationships, acceptance).

Strategies

With regards to Table 7, 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 is being 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.

For the 2021-2022 school year 1,434 multi-disciplinary school referrals were requested and completed for K-12. 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 Leduc - Evergreen Catholic - Parkland - and Area Collaborative (LEPA) with representation from School Authorities (public, separate, charter, accredited independent, private ECS operators), 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 8 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.

COVID restrictions were polarizing and the Division strategy for this area is to continue to follow all guidelines laid out by the Chief Medical Officer of Alberta and Alberta Health Services (AHS).

Social-emotional safety is greatly tied up with the strategies put in place for services for students. The Division has allocated additional resources to support 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 Mental Health Lead 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 in schools.

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 9. EYE-TA	BGSD Results in Percentages									
	2017-18		2018-19		2019-20		2020-21		2021-22	
	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	97.0	86.0	96.0	85.0	n/a	n/a	n/a	87.0	96.0
	11.0		10.0		n/a		n/a		9.0	
Social Skills and Approaches to Learning	80.0	92.0	80.0	91.0	81.0	n/a	n/a	n/a	75.0	90.0
	12.0		11.0		n/a		n/a		15.0	
Cognitive Skills	52.0	91.0	52.0	98.0	47.0	n/a	n/a	n/a	54.0	87.0
	39.0		46.0		n/a		n/a		33.0	
Language and Communication	82.0	96.0	82.0	91.0	82.0	n/a	n/a	n/a	75.0	93.0
	14.0		9.0		n/a		n/a		18.0	
Physical Development - Fine Motor	67.0	94.0	67.0	93.0	60.0	n/a	n/a	n/a	67.0	92.0
	27.0		26.0		n/a		n/a		25.0	
Physical Development - Gross Motor	76.0	94.0	76.0	92.0	74.0	n/a	n/a	n/a	72.0	93.0
	18.0		16.0		n/a		n/a		21.0	
Overall	57.0	87.0	57.0	84.0	52.0	n/a	n/a	n/a	52.0	82.0
	30.0		27.0		n/a		n/a		30.0	

*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 80 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.

- Reviewed our current model for Pre-Kindergarten and Kindergarten support to determine ways to enhance the program as well as maximize efficiencies. With the expertise of our pediatric clinical team leads, master early learning teachers, administrators, and instructional coaches, BGSD developed collaborative goals of refinements to further elevate the 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 2021-2022 school year processed 350 appropriate Pre-Kindergarten student applicants (right age etc.)
 - 255 children screened by a Speech Language Pathologist for intake entry
 - 33 children screened by an Occupational Therapist
 - 210 children had full standardized assessments from our Speech Language Pathologist or our registered Psychologists
- In 2021-2022 the Division offered Pre-Kindergarten at six schools serving approximately 245 students.

Literacy & Numeracy

The following data was generated from the administering screener assessments throughout the year. The screening assessments that were administered to Grades 1 - 10 students for literacy included: Reading Readiness Screening Tool (RRST - Gr 1, only four subtests were used), Test of Word Reading Efficiency (TOSWRF), Test of Silent Word Reading Fluency (TOSWRF), Test of Silent Reading Efficiency and Comprehension (TOSREC) and GB+ French Reading Assessment. To assess writing, the Highest Level of Achievement Test in English and French (HLAT/FHLAT) was administered to Grades 2-9 students. The Math assessment tool we used was the Math Intervention Programming Initiative (MIPI).

Further to the choice of learning opportunity and the implementation of the Division initiative related to Literacy, Numeracy and Wellness, BGS D applied for and received funding for the Grade 1-3 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 outcome of this initiative was to improve students' skills in Literacy and Numeracy. The measured improvement in Math scores was between 0.1% (Grade 1 French moved from 99.9% to 100%) and 13.6% (Grade 3 English). In literacy, the measured improvement was between 19.9% and 25.7% (English and French on TOSREC, TOSWRF, TOWRE) and between 3% and 23.5% (French on GB+).

Table 10. Math Intervention Programming Initiative Percentage of Students at or Above Grade Level in Math					
Enrollment Grade	2017-18	2018-19	2019-20	2020-21	2021-22
1	*	95.6	96.3	93.5	96.2
2	88.9	86.7	88.7	84.3	87.7
3	74.4	71.1	71.9	71.7	70.7
4	72.1	69.8	71.4	72.1	70.1
5	73.1	70.8	73.1	70.3	73.5
6	72.4	71.9	70.2	67.9	70.4
7	67.5	67.0	68.0	61.6	66.6
8	70.0	69.8	68.4	65.9	68.2
9	71.9	72.3	71.3	68.5	68.3
10	62.2	61.4	65.7	57.9	65.9

* 2018-19 was the first year that the Grade 1 MIPI was administered.

Table 11. Highest Level of Achievement Test (English and French combined)
Percentage of Students At or Above Grade Level in Writing

Enrollment Grade	2019-20	2020-21	2021-22
2	67.1	52.6	55.3
3	64.2	62.4	66.0
4	69.6	80.4	74.9
5	73.0	72.7	83.1
6	85.6	84.0	79.7
7	80.0	82.7	80.6
8	74.9	87.7	82.1
9	74.9	90.9	85.8

Table 12. TOSREC, TOSWRF and TOWRE*
Percentage of Students At or Above Grade Level in Reading in English

Enrollment Grade	September 2021-22	June 2021-22
1	**22.4	48.1
2	33.5	56.2
3	50.4	70.3
4	51.0	76.8
5	58.4	82.9
6	65.7	86.7
7	68.6	89.8
8	68.9	89.0
9	75.5	95.4
10	44.9	***

*Grades 1 - 9 completed Test of Silent Reading Efficiency and Comprehension (TOSREC) and Test of Silent Word Reading Fluency (TOSWRF) and Test of Word Reading Efficiency (TOWRE)

**Grade 1 students were first assessed in January 2022

***Grade 10 completed TOSREC and TOSWRF at the beginning of their course only.

Table 13. GB+ French Reading Assessment Percentage of Students At or Above Grade Level Reading in French		
Enrollment Grade	September 2021-22	June 2021-22
1	*62.3	82.1
2	74.7	98.2
3	83.9	80.5
4	73.0	81.6
5	75.6	79.5
6	64.2	74.5

*Grade 1 students were first assessed in January 2022.

Table 14. Reading Readiness Screening Tool (4 subtests) Percentage of Grade 1 students scored At or Above Grade Level in September 2021-2022			
English Letter Identification	75.4	French Letter Identification	44.7
English Sound Identification	66.0	French Sound Identification	76.1
English Word Recognition	22.4	French Word Recognition	25.2
English Non-Word Decoding	29.0	Non-Word Decoding	37.1

Comments on Results

The trend in the MIPI data continues to be a decrease in student readiness for grade-level instruction as students progress through school. This trend is consistent with research findings in this area (McGarvey, Bulut, Guo, Simmt, and Gierl, 2018).

Conversely, the trend in writing and reading in English is an increase in student readiness for grade-level instruction as students progress through school and the data for French reading demonstrated an increase for the first three years and a decrease over the next three years.

Where data from both the beginning and end of the school year is available, it shows an increase in the percentage of students who are at or above grade level (see TOSREC, TOSWRF and TOWRE, as well as GB+).

Strategies

School administrators play a vital role in cultivating the culture needed to ensure all teachers integrate literacy and numeracy strategies in their instruction, no matter what the subject. Administrators have begun to work collaboratively with teachers to establish goals based on student data and discuss progress toward these. They also provide instructional leadership in implementing strategies and skills for literacy and numeracy.

Division-based Curriculum Lead Teachers (CLTs) worked 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 began to use results from literacy and numeracy screening tools to adjust their instruction in response to student needs.

The Division provided Professional Development on analyzing screening tool data, effective research-based instructional strategies, assessment and new Curriculum that will increase teachers' efficacy in teaching Curriculum.

Reference

McGarvey, Bulut, Guo, Simmt, and Gierl "Trajectories in Student Mathematics Performance" <http://taapcs.ca/pdf/AlbertaPATJune2019.pdf> Date accessed October 28, 2022.



Comprehensive School Health

Table 15. Rubric Components	Assessment #1 (Beginning of School Year)	Assessment #3 (End of School Year)	Change
	Score (1-4)	Score (1-4)	
Healthy Eating	2.82	2.98	+0.17
Active Living	3.05	3.40	+0.34
Positive Mental Health	3.00	3.31	+0.31
Social Environment	3.14	3.39	+0.24
Physical Environment	3.44	3.43	-0.01
Partnerships and Services	2.89	3.12	+0.23
Policy	2.58	2.74	+0.16
Teaching and Learning	3.05	3.23	+0.17
Process for Building Healthy School Communities	2.13	2.55	+0.42

Comments on Results

Black Gold School Division saw growth in 8 of the 9 categories identified on the AHS Healthy Schools Rubric. BGSD now has a repository of ~45 accessible action plan ideas and reflections for schools to look at for implementation purposes.

Strategies

The Wellness Instructional Support Teachers (WIST) set up wellness teams within their schools. These wellness teams included: the WIST, School Administration, a school council member, a member of each union (ATA, CUPE, Teamsters), and two students if the school had grades 4-12. With these teams, the WIST administered the Alberta Health Services (AHS) Healthy Schools Rubric at the beginning of the school year and again at the end of the year with a mid-point check at the beginning of February. The WIST used these individual school results to determine areas of needed growth in their schools and collaborated with the WIST(s) of other schools to develop and implement specific action plans to address needed areas. The WIST followed the five steps to a healthy school as outlined by AHS. All

WIST had access to the Action Plans created by each school. WIST participated in a reflective process to sustain and improve on promising practices. WISTs met bi-weekly as well to collaborate and participate in professional development. The goal of the WIST program is capacity building in staff, students and community.

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 provide 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.

Indicators

Table 16. ABED Assurance Measures: FNMI High School Completion		Self Identified First Nations, Métis and Inuit Students (FNMI)							
		Results in Percentages					Evaluation		
		2016-17	2017-18	2018-19	2019-20	2020-21	Achievement	Improvement	Overall
Percentage of students who completed high school within three, four and five years of entering grade 10	3 year	63.9	64.2	81.6	64.9	76.0	Intermediate	Maintained	Acceptable
	4 year	74.0	72.9	73.1	81.8	79.8	Intermediate	Maintained	Acceptable
	5 year	78.5	78.1	74.4	74.5	83.9	Intermediate	Improved	Good
Percentage of grade 12 students eligible for Rutherford Scholarship		39.2	41.8	58.2	45.1	47.8	Very Low	Maintained	Concern
Annual dropout rate of students aged 14-18		1.9	4.9	5.7	1.6	1.6	Very High	Improved	Excellent
Transitions/ Career Planning									
Percent of high school students who transition to post-secondary (including apprenticeship) within six years of entering grade 10		39.0	43.9	30.4	34.4	40.3	Low	Maintained	Issue

Comments on Results

Self-identified Indigenous students in BGSD continue to significantly achieve higher than the provincial average in all measures. Overall, the results have demonstrated a positive growth trend in each measure:

- Year 3, 4 and 5 High school completion rates have trended upward over the 5-year period.
- Rutherford Scholarships have trended upward and are now achieving an approximate 45% eligibility rate.
- Dropout rates have remained relatively low, with the most recent rate being at 1.6%, reflecting a provincial achievement rating of excellent.
- Our High school transition rates to post-secondary remain inconsistent, ranging between 30.4 % to 43.9%.

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.



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.

Indicators

Teaching and Leading

Table 17. 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	2017-18	2018-19	2019-20	2020-21	2021-22
	84.5	84.0	84.1	84.9	82.7
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	89.0	88.0	89.0	89.0	88.0
Effectively addressed your professional growth needs	82.0	83.0	82.0	84.0	80.0
Significantly contributed to your ongoing professional growth	82.0	82.0	82.0	82.0	80.0

Table 18. AEAM Survey	BGSD Results (in percentages)				
a. Percentage of teachers, parents and students satisfied with the overall quality of basic education					
	2017-18	2018-19	2019-20	2020-21	2021-22
Overall	88.8	88.6	89.1	88.4	86.9
Parent	84.5	83.2	85.3	85.1	82.1
Student	85.3	86.2	85.8	84.4	84.0
Teacher	96.6	96.3	96.4	95.7	94.7
b. Percentage of teacher, parents and students who agree that students are engaged in their learning at school					
Overall	n/a	n/a	n/a	83.5	82.4
Parent	n/a	n/a	n/a	86.1	84.6
Student	n/a	n/a	n/a	67.7	67.3
Teacher	n/a	n/a	n/a	96.7	95.2
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	82.3	81.7	82.1	81.4	81.2
Parent	79.3	76.4	78.4	80.4	78.7
Student	77.4	79.4	78.0	72.4	73.9
Teacher	90.2	89.3	89.8	91.5	91.0

Comments on Results

Parents, students, and teachers remain satisfied with the overall quality of basic education offered, despite the disruptions and challenges of the pandemic. Staff indicate that the professional development opportunities continue to meet their professional growth requirements, and work is required to increase student engagement in their learning.

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.



Outcome 4: Alberta Education K-12 Education System is Well Governed

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.

Indicators

Table 19. AEAM Survey	BGSD Results (in percentages)				
a. Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education					
	2017-18	2018-19	2019-20	2020-21	2021-22
Overall	80.0	78.7	78.5	76.3	73.4
Parent	69.2	68.0	67.0	65.3	63.1
Teacher	90.7	89.5	90.0	87.3	83.6
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	79.9	78.9	79.5	78.7	68.7
Parent	79.3	76.6	75.8	73.4	56.5
Student	78.2	77.7	77.1	77.9	73.4
Teacher	82.3	82.5	85.5	84.8	76.2
c. Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community					
Overall	71.7	70.1	74.0	70.7	72.2
Parent	57.8	51.6	63.0	58.5	61.0
Student	76.8	78.9	78.5	72.5	75.0
Teacher	80.5	80.0	80.6	80.9	80.7

Comments on Results

Challenges brought on by the pandemic are apparent in the 2021-22 responses to the AEA survey. Teacher, student, and parent responses are significantly lower in 2 of the 3 measures. This may be due to the continued implementation of safety protocols (masking, parent access to schools, vaccination mandates, etc.) that impacted school operations.

- Teacher and Parent satisfaction with parental involvement in decisions about their child's education has been on a declining trend for the last 5 years.

- Parents, students, and teachers indicating that their school and schools within the jurisdiction have improved or remained the same the last three years have remained relatively consistent with the exception of the 2021-22 school year, where parent and teacher responses decreased significantly
- Parent, student and teacher satisfaction with programs and services in their community has remained consistent.

Strategies

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. The Division further engages our school stakeholders by hosting annual Council of School Communities (CoSC) meetings. The agenda and format for these Division initiated events have varied. This year, BGSD hosted a virtual opportunity that included representation from all school community stakeholders (students, parents, elected officials, teachers, and administrators) and engaged those who attended in dialogue related to strategic planning. The event was well attended and much information was provided by stakeholders. Based on the success of this event, BGSD plans on increasing the frequency of hosting virtual CoSC meetings next year. The pandemic has emphasized the need for communication. Our schools continue to share information with their school communities in a variety of ways through various communication platforms. This, along with the return to parent access to schools due to the lifting of pandemic restrictions, will provide school community members with the opportunity to be more involved with the schools.



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. During 2021-22 student and teacher absences, instructional time priorities and pedagogical shifts impacted educational delivery, and it is apparent that these learning disruptions have affected our school communities. Returning schools to “normal” operations (i.e. extracurricular, volunteering, field trips, clubs, etc.) will help position students for future success. All aspects of wellness are being prioritized throughout society, and BGSD has made this a priority moving forward.

[BGSD Strategic Plan Highlights November 2022](#)



Summary of Financial Results 2021-2022

Black Gold School Division ended the 2021-2022 school year with a deficit of \$862 thousand. The Division's total revenues were \$140.94 million, which was \$3.03 million more than budgeted. The majority of this change was due to the recognition of \$1.33 million for donated Personal Protective Equipment (PPE), \$725 thousand in additional revenue recognized from Alberta Education and increased revenue in School Generated Funds (SGF) due to a return of school activities in the second half of the year.

The Division's total expenses were \$141.8 million, which was \$1.7 million more than budgeted. The majority of this change was due to the recognition of \$1.33 million in donated PPE and increased expenses in SGF due to a return of school activities in the second half of the year.

Using the September 29, 2021 FTE student enrolment count (ECS=0.50) of 12,001, the total cost of educating a student in Black Gold School Division in 2021-22 was \$11,816.

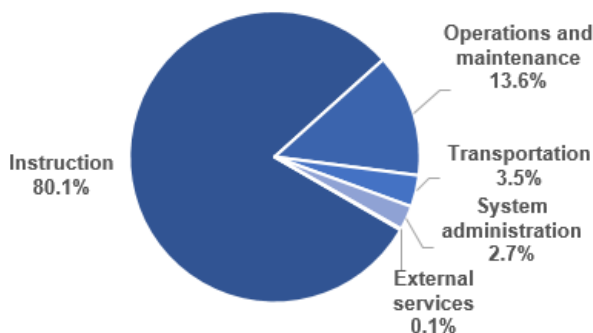
Expenses by Program

Instruction	\$113,537,341
Operations and maintenance	\$ 19,330,218
Transportation	\$ 4,965,197
System administration	\$ 3,810,058
External services	\$ 162,156
Total 2021-22 Expenses	\$141,804,970

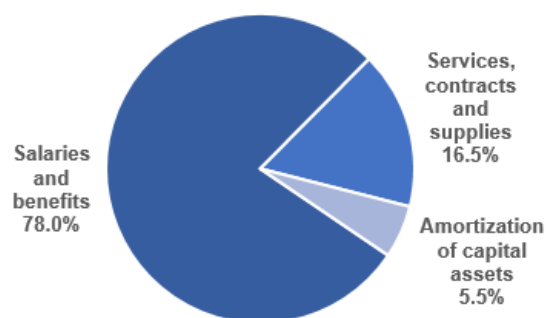
Expenses by Type

Certificated salaries and benefits	\$ 84,116,398
Non-certificated salaries and benefits	\$ 26,465,723
Services, contracts and supplies	\$ 23,334,491
Amortization of capital assets	\$ 7,799,141
Other expenses	\$ 89,217
Total 2020-21 Expenses	\$ 141,804,970

EXPENSES BY PROGRAM



EXPENSES BY TYPE



School Generated Funds

As of August 31, 2022, the unexpended School Generated Funds (SGF) were \$1.08 million, a decrease of \$55 thousand from the end of the previous year. SGF revenues were \$2.49 million and are comprised of:

- Fees - \$1.17 million (includes activity fees and optional course fees)
- Sales and services - \$582 thousand (includes commissions, yearbooks and sales of other products and services)
- Fundraising - \$362 thousand
- Donations and grants - \$371 thousand

SGF expenses were \$2.43 million and are comprised of:

- Expenses related to fees - \$1.12 million
- Expenses related to sales and services, fundraising and donations - \$1.31 million

Capital and Facilities Projects

New Schools & Modernizations

- The modernization and addition of Ecole Secondaire Beaumont High School in the City of Beaumont was completed December 2021.
- The construction of Ohpaho Secondary School, the new high school in the City of Leduc, began in the spring. The school is expected to open for September 2024.

Modular Classroom Additions

- The modular classroom additions at Caledonia Park School and Ecole Leduc Junior High School were completed in June 2022.

Facilities Projects

- Infrastructure Maintenance and Renewal (IMR) projects totaling \$2.53 million were completed during the year.
- Capital Maintenance and Renewal (CMR) projects totaling \$1.48 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 2021-22 financial results, please contact Chelsey Volkman, Associate Superintendent – Business & Finance at 780-955-6049.

Appendix A: 2021-22 Provincial Achievement Test Results Analysis

Table #		All Student Grade 6 PAT Results (in percentages)									
Subject		2017-18		2018-19		2019-20		2020-21		2021-22	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 6	Acceptable	93.9	92.2	94.2	91.9	n/a	n/a	n/a	n/a	91.7	89.8
	Excellence	17.9	19.7	19.3	19.6	n/a	n/a	n/a	n/a	18.5	22.3
French Language Arts 6	Acceptable	89.6	88.9	91.4	89.7	n/a	n/a	n/a	n/a	81.3	81.1
	Excellence	9.0	12.9	11.2	16.1	n/a	n/a	n/a	n/a	7.8	11.1
Social Studies 6	Acceptable	84.4	82.8	86.6	84.1	n/a	n/a	n/a	n/a	79.4	79.3
	Excellence	22.3	25.6	27.9	27.0	n/a	n/a	n/a	n/a	23.9	23.6
Mathematics 6	Acceptable	83.0	80.1	83.9	79.8	n/a	n/a	n/a	n/a	75.2	75.0
	Excellence	13.1	15.3	14.8	16.6	n/a	n/a	n/a	n/a	11.8	14.8
Science 6	Acceptable	87.4	86.7	87.8	85.5	n/a	n/a	n/a	n/a	86.2	83.4
	Excellence	26.8	33.6	33.0	31.6	n/a	n/a	n/a	n/a	25.9	27.7

* Due to the COVID-19 pandemic, no reportable data is available for the 2019/2020 and the 2020/2021 school years.

Grade 6 PAT Overall

The percentage of BGSD students achieving acceptable standard decreased in all subjects from 2018-19 to 2021-22 and remained higher than the provincial percentage in all subjects. The decline between 2018-19 and 2021-22 mirrored the provincial trend in all subjects. The percentage of BGSD students achieving standard of excellence decreased in all subjects from 2018-19 to 2021-22 and was below the provincial percentage in all subjects with the exception of Social Studies. The decline between 2018-19 and 2021-22 mirrored the provincial trend in all subjects except ELA.

Grade 6 English Language Arts

The percentage of BGSD students achieving acceptable standard decreased slightly between 2018-19 and 2021-22 and remained above the provincial percentage. The percentage of BGSD students achieving standard of excellence decreased slightly between 2018-19 and 2021-22 and is approximately 4% below the provincial percentage in 2021-22

Grade 6 French Language Arts

The percentage of BGSD students achieving acceptable standard decreased by approximately 10% between 2018-19 and 2021-22 and remained above the provincial percentage. The percentage of BGSD students achieving standard of excellence decreased between 2018-19 and 2021-22 by approximately 4% and remains about 4% below the provincial percentage. The percentage of BGSD students achieving standard of excellence is below 10% in FLA in 2021-22, whereas provincially, it is slightly above.

Grade 6 Social Studies

The percentage of BGSD students achieving acceptable standard decreased between 2018-19 and 2021-22 by approximately 7% and remained slightly above the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence decreased between 2018-19 and 2021-22 by 4% but remained slightly above the provincial percentage in 2021-22.

Grade 6 Mathematics

The percentage of BGSD students achieving acceptable standard decreased between 2018-19 and 2021-22 by approximately 8% and remained slightly above the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence decreased between 2018-19 and 2021-22 by approximately 3% and was approximately 3% below the provincial percentage in 2021-22.

Grade 6 Science

The percentage of BGSD students achieving acceptable standard decreased slightly between 2018-19 and 2021-22 and was approximately 3% higher than the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence decreased between 2018-19 and 2021-22 by approximately 7% and was about 2% below the provincial percentage in 2021-22.

Table #		FNMI Student Grade 6 PAT Results (in percentages)									
Subject		2017-18		2018-19		2019-20		2020-21		2021-22	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 6	Acceptable	87.3	80.0	97.4	82.0	n/a	n/a	n/a	n/a	81.3	76.0
	Excellence	9.1	6.4	10.5	7.2	n/a	n/a	n/a	n/a	9.4	9.6
French Language Arts 6	Acceptable	87.5	74.9	91.7	81.8	n/a	n/a	n/a	n/a	*	68.6
	Excellence	0.0	5.6	8.3	6.7	n/a	n/a	n/a	n/a	*	6.9
Social Studies 6	Acceptable	73.6	61.3	87.0	66.3	n/a	n/a	n/a	n/a	79.0	60.3
	Excellence	7.5	8.6	14.3	10.3	n/a	n/a	n/a	n/a	12.9	9.4
Mathematics 6	Acceptable	71.2	57.3	85.5	58.2	n/a	n/a	n/a	n/a	74.2	51.6
	Excellence	13.5	3.5	11.8	4.8	n/a	n/a	n/a	n/a	4.5	4.7
Science 6	Acceptable	74.5	68.1	88.3	67.7	n/a	n/a	n/a	n/a	75.8	65.0
	Excellence	14.5	13.3	23.4	13.6	n/a	n/a	n/a	n/a	18.2	12.4

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*)
2. Due to the COVID-19 pandemic, no reportable data is available for the 2019/2020 and the 2020/2021 school years.

Grade 6 FNMI Overall

The percentage of BGSD FNMI students achieving acceptable standard decreased between 2018-19 and 2021-22 and is above the provincial percentage in all subjects in 2021-22. Provincially, a decline occurred in all subjects between 2018-19 and 2021-22. The percentage of BGSD students achieving standard of excellence decreased between 2018-19 and 2021-22 and is generally higher than the provincial percentage in most subjects. The decline between 2018-19 and 2021-22 mirrored the provincial trend in nearly all subjects except ELA and FLA.

Grade 6 FNMI English Language Arts

The percentage of BGSD students achieving acceptable standard decreased by approximately 16% between 2018-19 and 2021-22 but remained about 5% higher than the provincial percentage in 2021-22. The provincial percentage decreased by 6% between 2018-19 and 2021-22. The percentage of BGSD students achieving standard of excellence decreased slightly between 2018-19 and 2021-22 and was slightly lower than the provincial percentage in 2021-22. Both BGSD and provincially, students achieving standard of excellence is below 10%

Grade 6 FNMI Social Studies

The percentage of BGSD students achieving acceptable standard decreased between 2018-19 and 2021-22 by 8% and is 19% higher than the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence decreased slightly between 2018-19 and 2021-22, mirroring a similar decline in the provincial percentage, and is about 3% higher than the provincial percentage.

Grade 6 FNMI Mathematics

The percentage of BGSD students achieving acceptable standard decreased between 2018-19 and 2021-22 by approximately 11% and was about 22% higher than the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence decreased between 2018-19 and 2021-22 by approximately 7% and was slightly lower than the provincial percentage in 2021-22. Both BGSD and provincially, students achieving standard of excellence is below 10%

Grade 6 FNMI Science

The percentage of BGSD students achieving acceptable standard decreased between 2018-19 and 2021-22 by 12.5% and was about 11% higher than the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence decreased between 2018-19 and 2021-22 by approximately 5% and was approximately 6% higher than the provincial percentage in 2021-22.

Table #		ELL Student Grade 6 PAT Results (in percentages)									
Subject		2017-18		2018-19		2019-20		2020-21		2021-22	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 6	Acceptable	89.1	89.4	95.0	89.3	n/a	n/a	n/a	n/a	90.6	86.3
	Excellence	15.2	14.1	27.25	15.1	n/a	n/a	n/a	n/a	11.3	17.9
French Language Arts 6	Acceptable	100.0	89.9	85.7	90.3	n/a	n/a	n/a	n/a	*	78.7
	Excellence	28.6	12.8	42.9	21.7	n/a	n/a	n/a	n/a	*	12.4
Social Studies 6	Acceptable	84.4	79.1	86.8	81.8	n/a	n/a	n/a	n/a	79.6	76.1
	Excellence	11.1	20.9	36.8	22.5	n/a	n/a	n/a	n/a	10.2	19.9
Mathematics 6	Acceptable	79.5	77.9	87.5	79.2	n/a	n/a	n/a	n/a	73.6	72.9
	Excellence	15.9	14.5	25.0	15.8	n/a	n/a	n/a	n/a	7.5	14.6
Science 6	Acceptable	75.6	82.6	89.5	83.2	n/a	n/a	n/a	n/a	80.0	79.8
	Excellence	17.8	27.7	39.5	25.6	n/a	n/a	n/a	n/a	16.0	23.2

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*)

2. Due to the COVID-19 pandemic, no reportable data is available for the 2019/2020 and the 2020/2021 school years.

Grade 6 PAT ELL Overall

The percentage of BGSD ELL students achieving acceptable standard generally decreased between 2018-19 and 2021-22, mirroring trends provincially. The percentage of BGSD students achieving standard of excellence generally decreased between 2018-19 and 2021-22, as did trends provincially.

Grade 6 ELL English Language Arts

Percentage of students achieving acceptable standard decreased between 2018-19 and 2021-22 by approximately 5% and was above the provincial percentage by about 4%. The percentage of BGSD students achieving standard of excellence decreased between 2018-19 and 2021-22 by approximately 16% and was approximately 6% lower than the provincial percentage. BGSD students achieving standard of excellence is below 10% in ELA in 2021-22.

Grade 6 ELL Social Studies

The percentage of BGSD students achieving acceptable standard decreased between 2018-19 and 2021-22 by approximately 7% and was 3.5% higher than the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence decreased between 2018-19 and 2021-22 by approximately 26% and was about 10% below the provincial percentage in 2021-22.

Grade 6 ELL Mathematics

The percentage of BGSD students achieving acceptable standard decreased between 2018-19 and 2021-22 by about 14% and is slightly higher than the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence decreased between 2018-19 and 2021-22 by 17.5% and is approximately 7% lower than the provincial percentage in 2021-22. BGSD students achieving standard of excellence is below 10%

Grade 6 ELL Science

The percentage of BGSD students achieving acceptable standard decreased between 2018-19 and 2021-22 by about 10% and is slightly higher than the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence decreased between 2018-19 and 2021-22 by approximately 24% and is about 7% below the provincial percentage in 2021-22.

Table #		All Student Grade 9 PAT Results (in percentages)									
Subject		2017-18		2018-19		2019-20		2020-21		2021-22	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 9	Acceptable	87.9	85.6	86.0	84.9	n/a	n/a	n/a	n/a	86.9	85.4
	Excellence	14.5	16.5	17.0	16.7	n/a	n/a	n/a	n/a	13.9	15.8
K&E English Language Arts 9	Acceptable	85.7	69.6	86.1	71.3	n/a	n/a	n/a	n/a	75.0	67.0
	Excellence	6.1	7.4	8.3	6.7	n/a	n/a	n/a	n/a	7.1	6.6
French Language Arts 9	Acceptable	81.3	84.9	82.2	85.6	n/a	n/a	n/a	n/a	76.4	79.4
	Excellence	12.5	10.2	6.8	12.8	n/a	n/a	n/a	n/a	8.7	10.7
Social Studies 9	Acceptable	72.5	74.6	75.9	77.0	n/a	n/a	n/a	n/a	74.3	72.8
	Excellence	19.3	24.0	17.8	23.1	n/a	n/a	n/a	n/a	21.0	20.6
K&E Social Studies 9	Acceptable	68.1	64.6	60.0	64.7	n/a	n/a	n/a	n/a	70.8	65.9
	Excellence	23.4	16.6	17.5	17.4	n/a	n/a	n/a	n/a	8.3	17.5
Mathematics 9	Acceptable	61.9	66.7	62.9	67.4	n/a	n/a	n/a	n/a	54.4	63.7
	Excellence	8.3	16.9	12.1	21.4	n/a	n/a	n/a	n/a	11.2	20.1
K&E Mathematics 9	Acceptable	76.2	67.6	78.8	68.3	n/a	n/a	n/a	n/a	76.8	67.8
	Excellence	21.4	16.0	21.2	15.1	n/a	n/a	n/a	n/a	16.1	13.6
Science 9	Acceptable	82.9	84.4	84.3	84.5	n/a	n/a	n/a	n/a	81.1	82.1
	Excellence	17.6	27.2	24.9	29.6	n/a	n/a	n/a	n/a	21.6	27.3
K&E Science 9	Acceptable	80.9	74.3	73.9	71.9	n/a	n/a	n/a	n/a	76.9	72.6
	Excellence	27.7	14.2	10.9	12.4	n/a	n/a	n/a	n/a	11.5	13.8

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*)

2. Due to the COVID-19 pandemic, no reportable data is available for the 2019/2020 and the 2020/2021 school years.

Grade 9 PAT Overall

The percentage of BGSD students achieving acceptable standard decreased in most subjects between 2018-19 to 2021-22. This trend occurred in most subjects for the province as well. The percentage of BGSD students achieving standard of excellence decreased in most subjects between 2018-19 to 2021-22. This trend occurred in most subjects for the province as well.

Grade 9 English Language Arts

The percentage of BGSD students achieving acceptable standard increased slightly between 2018-19 and 2021-22 and is 1.5% higher than the provincial percentage. The percentage of BGSD students achieving standard of excellence decreased by about 3% between 2018-19 and 2021-22 and is about 2% lower than the provincial percentage. The provincial percentage dropped slightly between 2018-19 and 2021-22

Grade 9 English Language Arts K&E

The percentage of BGSD students achieving acceptable standard decreased approximately 11% between 2018-19 and 2021-22 and is 8% higher than the provincial percentage. The percentage of BGSD students achieving standard of excellence decreased slightly between 2018-19 and 2021-22 and is slightly above the provincial percentage. The provincial percentage as well as BGSD students achieving standard of excellence is below 10%.

Grade 9 French Language Arts

The percentage of BGSD students achieving acceptable standard decreased between 2018-19 and 2021-22 by approximately 6% and is about 3% lower than the provincial percentage. The percentage of BGSD students achieving standard of excellence increased between 2018-19 and 2021-22 by nearly 2%, as did the provincial percentage. The percentage of BGSD students achieving standard of excellence is below 10% in FLA

Grade 9 Social Studies

The percentage of BGSD students achieving acceptable standard decreased slightly between 2018-19 and 2021-22 and is 1.5% higher than the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence increased between 2018-19 and 2021-22 by approximately 3% and the provincial percentage dropped by approximately 3%.

Grade 9 Social Studies K&E

The percentage of BGSD students achieving acceptable standard increased between 2018-19 and 2021-22 by nearly 11% and is about 5% higher than the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence decreased between 2018-19 and 2021-22 by approximately 9% and is about 9% below the provincial percentage.

Grade 9 Mathematics

The percentage of BGSD students achieving acceptable standard is approximately 8% lower in 2021-22 compared to 2018-19 and is about 6% lower than the provincial percentage. The percentage of BGSD students achieving standard of excellence decreased slightly between 2018-19 and 2021-22 as did the provincial percentage. BGSD remains nearly 9% below the provincial percentage.

Grade 9 Mathematics K&E

The percentage of BGSD students achieving acceptable standard is 2% lower in 2021-22 compared to 2018-19 and is about 8% lower than the provincial percentage. The percentage of BGSD students achieving standard of excellence is 5% lower in 2021-22 compared to 2018-19 and is about 3% above the provincial percentage. The percentage of BGSD students achieving standard of excellence is below 10%

Grade 9 Science

The percentage of BGSD students achieving acceptable standard is approximately 3% lower in 2021-22 compared to 2018-19 and is about 1% lower than the provincial percentage. The percentage of BGSD students achieving standard of excellence is approximately 3% lower in 2021-22 compared to 2018-19 and is about 6% below the provincial percentage.

Grade 9 Science K&E

The percentage of BGSD students achieving acceptable standard grew slightly between 2021-22 and 2018-19 and is about 2% below the provincial percentage. The percentage of BGSD students achieving standard of excellence grew slightly between 2021-22 and 2018-19 and is about 2% below the provincial percentage.

Table #		FNMI Student Grade 9 PAT Results (in percentages)									
Subject		2017-18		2018-19		2019-20		2020-21		2021-22	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 9	Acceptable	72.2	67.7	80.0	70.1	n/a	n/a	n/a	n/a	84.0	71.9
	Excellence	13.9	6.1	8.3	5.4	n/a	n/a	n/a	n/a	10.7	5.3
K&E English Language Arts 9	Acceptable	*	70.4	*	74.8	n/a	n/a	n/a	n/a	*	68.7
	Excellence	*	6.0	*	6.7	n/a	n/a	n/a	n/a	*	7.3
French Language Arts 9	Acceptable	*	75.3	60.0	69.2	n/a	n/a	n/a	n/a	77.8	59.0
	Excellence	*	4.7	0.0	5.5	n/a	n/a	n/a	n/a	0.0	5.7
Social Studies 9	Acceptable	61.1	50.8	65.5	55.7	n/a	n/a	n/a	n/a	62.3	48.0
	Excellence	5.6	8.4	10.3	8.4	n/a	n/a	n/a	n/a	18.2	5.7
K&E Social Studies 9	Acceptable	*	59.6	50.0	65.3	n/a	n/a	n/a	n/a	*	55.7
	Excellence	*	15.1	16.7	15.6	n/a	n/a	n/a	n/a	*	12.2
Mathematics 9	Acceptable	54.8	39.2	50.0	40.2	n/a	n/a	n/a	n/a	38.5	37.8
	Excellence	9.7	4.3	1.9	6.9	n/a	n/a	n/a	n/a	4.6	5.8
K&E Mathematics 9	Acceptable	88.9	64.0	75.0	66.4	n/a	n/a	n/a	n/a	85.7	63.3
	Excellence	22.2	13.4	33.3	13.8	n/a	n/a	n/a	n/a	0.0	7.9
Science 9	Acceptable	67.6	63.9	70.0	66.4	n/a	n/a	n/a	n/a	80.5	65.3
	Excellence	17.6	9.8	21.7	12.8	n/a	n/a	n/a	n/a	16.9	11.3
K&E Science 9	Acceptable	66.7	71.6	*	69.7	n/a	n/a	n/a	n/a	66.7	70.1
	Excellence	50.0	14.8	*	7.6	n/a	n/a	n/a	n/a	16.7	12.7

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*)

2. Due to the COVID-19 pandemic, no reportable data is available for the 2019/2020 and the 2020/2021 school years.

Grade 9 PAT FNMI Overall

BGSD FNMI students surpass the provincial percentage of students achieving acceptable standard with the exception of K&E Science. BGSD students achieved above the provincial percentage of students achieving the standard of excellence in all subjects except FLA, Math and K&E Math.

Grade 9 FNMI English Language Arts

The percentage of BGSD students achieving acceptable standard is 4% higher in 2021-22 compared to 2018-19 and is about 12% above the provincial percentage. The percentage of BGSD students achieving standard of excellence is approximately 2% higher in 2021-22 compared to 2018-19 and is about 5% higher than the provincial percentage.

Grade 9 FNMI French Language Arts

The percentage of BGSD students achieving acceptable standard is nearly 18% higher in 2021-22 compared to 2018-19 and is about 18% above the provincial percentage. No students in BGSD achieved the standard of excellence in 2021-22.

Grade 9 FNMI Social Studies

The percentage of BGSD students achieving acceptable standard is approximately 3% lower in 2021-22 compared to 2018-19 and is about 14% above the provincial percentage. The percentage of BGSD students achieving the standard of excellence is nearly 8% higher in 2021-22 compared to 2018-19 and is about 13% above the provincial percentage.

Grade 9 FNMI Mathematics

The percentage of BGSD students achieving acceptable standard is approximately 12% lower in 2021-22 compared to 2018-19 and is about 1% above the provincial percentage. The percentage of BGSD students achieving the standard of excellence is nearly 3% higher in 2021-22 compared to 2018-19 and is about 1% lower than the provincial percentage.

Grade 9 FNMI Mathematics K&E

The percentage of BGSD students achieving acceptable standard is approximately 10% higher in 2021-22 compared to 2018-19 and is about 22% above the provincial percentage. The percentage of BGSD students achieving the standard of excellence decreased by approximately 33% in 2021-22 compared to 2018-19 and is about 8% lower than the provincial percentage.

Grade 9 FNMI Science

The percentage of BGSD students achieving acceptable standard is approximately 10% higher in 2021-22 compared to 2018-19 and is about 15% above the provincial percentage. The percentage of BGSD students achieving the standard of excellence decreased by approximately 5% in 2021-22 compared to 2018-19 and is about 5% lower than the provincial percentage.

Grade 9 FNMI Science K&E

The percentage of BGSD students achieving the acceptable standard is unchanged between 2017-18 and 2021-22 and is approximately 3% below than the provincial percentage in 2021-22. The

percentage of BGSD students achieving standard of excellence decreased by about 33% between 2017-18 and 2021-22 but is 4% above the provincial percentage in 2021-2022.

Table #		ELL Student Grade 9 PAT Results (in percentages)									
Subject		2017-18		2018-19		2019-20		2020-21		2021-22	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 9	Acceptable	70.0	75.3	57.9	73.9	n/a	n/a	n/a	n/a	91.7	77.4
	Excellence	0.0	8.0	10.5	8.0	n/a	n/a	n/a	n/a	12.5	8.7
K&E English Language Arts 9	Acceptable	*	67.1	n/a	61.7	n/a	n/a	n/a	n/a	*	54.7
	Excellence	*	8.1	n/a	2.6	n/a	n/a	n/a	n/a	*	2.8
French Language Arts 9	Acceptable	n/a	80.6	*	82.2	n/a	n/a	n/a	n/a	n/a	69.9
	Excellence	n/a	10.4	*	14.5	n/a	n/a	n/a	n/a	n/a	11.0
Social Studies 9	Acceptable	55.6	66.4	56.3	68.3	n/a	n/a	n/a	n/a	90.9	64.7
	Excellence	33.3	16.3	6.3	16.2	n/a	n/a	n/a	n/a	18.2	15.0
K&E Social Studies 9	Acceptable	*	61.1	*	62.7	n/a	n/a	n/a	n/a	*	73.3
	Excellence	*	15.0	*	13.3	n/a	n/a	n/a	n/a	*	13.3
Mathematics 9	Acceptable	44.9	60.7	37.5	60.6	n/a	n/a	n/a	n/a	54.5	56.7
	Excellence	0.0	13.8	12.5	18.6	n/a	n/a	n/a	n/a	27.3	15.6
K&E Mathematics 9	Acceptable	*	66.3	*	60.8	n/a	n/a	n/a	n/a	*	61.9
	Excellence	*	22.1	*	16.9	n/a	n/a	n/a	n/a	*	11.1
Science 9	Acceptable	60.0	77.7	52.9	75.5	n/a	n/a	n/a	n/a	90.9	73.8
	Excellence	10.0	18.8	5.9	20.7	n/a	n/a	n/a	n/a	27.3	18.1
K&E Science 9	Acceptable	n/a	71.3	*	68.9	n/a	n/a	n/a	n/a	*	64.0
	Excellence	n/a	10.8	*	6.8	n/a	n/a	n/a	n/a	*	3.4

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*)
2. Due to the COVID-19 pandemic, no reportable data is available for the 2019/2020 and the 2020/2021 school year

Grade 9 PAT ELL Overall

Where data is available, students achieving acceptable standard and standard of excellence increased between 2018-19 and 2021-22 and BGSD students are generally higher than provincial percentages for both acceptable standard and standard of excellence in 2021-22.

Grade 9 ELL English Language Arts

The percentage of BGSD students achieving acceptable standard is approximately 34% higher in 2021-22 compared to 2018-19 and is about 13% above the provincial percentage. The percentage of BGSD students achieving standard of excellence is 2% higher in 2021-22 compared to 2018-19 and is about 4% above the provincial percentage.

Grade 9 ELL Social Studies

The percentage of BGSD students achieving acceptable standard is approximately 34% higher in 2021-22 compared to 2018-19 and is about 25% above the provincial percentage. The percentage of BGSD students achieving standard of excellence is approximately 12% higher in 2021-22 compared to 2018-19 and is about 3% above the provincial percentage.

Grade 9 ELL Mathematics

The percentage of BGSD students achieving acceptable standard is approximately 17% higher in 2021-22 compared to 2018-19 and is about 2% below the provincial percentage. The percentage of BGSD students achieving standard of excellence is approximately 15% higher in 2021-22 compared to 2018-19 and is about 12% above the provincial percentage.

Grade 9 ELL Science

The percentage of BGSD students achieving acceptable standard is 38% higher in 2021-22 compared to 2018-19 and is about 17% above the provincial percentage. The percentage of BGSD students achieving standard of excellence is approximately 21% higher in 2021-22 compared to 2018-19 and is about 9% above the provincial percentage.

Table #		All Student Diploma Exam Results (in percentages)									
Subject		2017-18		2018-19		2019-20		2020-21		2021-22	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 30-1	Acceptable	90.0	87.5	89.8	86.8	n/a	n/a	n/a	n/a	85.9	78.8
	Excellence	11.4	7.6	11.1	12.3	n/a	n/a	n/a	n/a	7.6	9.4
English Language Arts 30-2	Acceptable	91.5	88.0	92.4	87.1	n/a	n/a	n/a	n/a	87.4	80.0
	Excellence	16.4	13.1	14.8	12.1	n/a	n/a	n/a	n/a	12.6	12.3
French Language Arts 30-1	Acceptable	88.6	93.8	90.6	91.5	n/a	n/a	n/a	n/a	87.1	91.9
	Excellence	5.7	11.0	3.1	10.1	n/a	n/a	n/a	n/a	6.5	6.8
Social Studies 30-1	Acceptable	88.9	86.2	91.6	86.6	n/a	n/a	n/a	n/a	85.8	81.5
	Excellence	22.2	17.7	17.8	17.0	n/a	n/a	n/a	n/a	18.9	15.8
Social Studies 30-2	Acceptable	83.6	78.8	83.5	77.8	n/a	n/a	n/a	n/a	75.1	72.5
	Excellence	12.4	12.2	11.4	12.2	n/a	n/a	n/a	n/a	13.3	13.2
Mathematics 30-1	Acceptable	68.4	77.8	69.8	77.8	n/a	n/a	n/a	n/a	59.3	63.6
	Excellence	29.6	35.3	23.3	35.1	n/a	n/a	n/a	n/a	18.5	23.0
Mathematics 30-2	Acceptable	68.5	74.2	69.5	76.5	n/a	n/a	n/a	n/a	58.3	61.5
	Excellence	10.9	16.4	16.1	16.8	n/a	n/a	n/a	n/a	13.7	11.8
Science 30	Acceptable	87.7	85.4	87.0	85.7	n/a	n/a	n/a	n/a	78.7	75.7
	Excellence	31.5	31.5	28.4	31.2	n/a	n/a	n/a	n/a	16.2	17.2
Biology 30	Acceptable	85.3	86.6	82.3	83.9	n/a	n/a	n/a	n/a	83.6	74.3
	Excellence	35.3	36.6	30.1	35.5	n/a	n/a	n/a	n/a	23.0	25.2
Chemistry 30	Acceptable	85.0	83.6	89.2	85.7	n/a	n/a	n/a	n/a	81.8	77.1
	Excellence	35.5	38.3	38.8	42.5	n/a	n/a	n/a	n/a	21.8	31.1
Physics 30	Acceptable	92.9	86.2	85.8	87.5	n/a	n/a	n/a	n/a	93.5	78.5
	Excellence	48.4	43.6	39.2	43.5	n/a	n/a	n/a	n/a	43.5	34.6

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 Overall

The percentage of BGSD students achieving the acceptable standard is generally declining, but remains above the provincial percentage in most subjects. The percentage of BGSD students achieving standard of excellence is generally declining but remains above provincial percentage in most subjects.

English Language Arts 30-1

The percentage of BGSD students achieving the acceptable standard dropped approximately 4% between 2018-19 and 2021-22 and is approximately 8% above the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence dropped approximately 4% between 2018-19 and 2021-22 and is approximately 2% lower than the provincial percentage in 2021-22.

English Language Arts 30-2

The percentage of BGSD students achieving the acceptable standard dropped approximately 5% between 2018-19 and 2021-22 and is approximately 7% higher than the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence dropped approximately 2% between 2018-19 and 2021-22 and is slightly higher than the provincial percentage in 2021-22.

French Language Arts 30-1

The percentage of BGSD students achieving the acceptable standard dropped approximately 3% between 2018-19 and 2021-22 and is roughly 4% lower than the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence increased by approximately 3% between 2018-19 and 2021-22 and is slightly lower than the provincial percentage in 2021-22.

Social Studies 30-1

The percentage of BGSD students achieving the acceptable standard dropped approximately 6% between 2018-19 and 2021-22 and is roughly 4% higher than the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence increased by approximately 1% between 2018-19 and 2021-22 and is roughly 4% higher than the provincial percentage in 2021-22.

Social Studies 30-2

The percentage of BGSD students achieving the acceptable standard decreased by approximately 8% between 2018-19 and 2021-22 and is roughly 3% higher than the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence increased by approximately 2% between 2018-19 and 2021-22 and is nearly the same as the provincial percentage in 2021-22.

Mathematics 30-1

The percentage of BGSD students achieving the acceptable standard decreased by approximately 10% between 2018-19 and 2021-22 and is roughly 4% lower than the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence decreased by approximately 5% between 2018-19 and 2021-22 and is 4.5% lower than the provincial percentage in 2021-22.

Mathematics 30-2

The percentage of BGSD students achieving the acceptable standard decreased by approximately 11% between 2018-19 and 2021-22 and is roughly 3% lower than the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence decreased by approximately 2% between 2018-19 and 2021-22 and is roughly 2% higher than the provincial percentage in 2021-22.

Science 30

The percentage of BGSD students achieving the acceptable standard decreased by approximately 8% between 2018-19 and 2021-22 and is 3% higher than the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence decreased by approximately 12% between 2018-19 and 2021-22 and is 1% lower than the provincial percentage in 2021-22.

Biology 30

The percentage of BGSD students achieving the acceptable standard increased by approximately 1% between 2018-19 and 2021-22 and is roughly 9% higher than the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence decreased by approximately 7% between 2018-19 and 2021-22 and is roughly 5% higher than the provincial percentage in 2021-22.

Chemistry 30

The percentage of BGSD students achieving the acceptable standard decreased by approximately 7% between 2018-19 and 2021-22 and is roughly 2% lower than the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence decreased 17% between 2018-19 and 2021-22 and is roughly 10% lower than the provincial percentage in 2021-22.

Physics 30

The percentage of BGSD students achieving the acceptable standard increased by approximately 7% between 2018-19 and 2021-22 and is 15% higher than the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence increased by approximately 4% between 2018-19 and 2021-22 and is roughly 9% higher than the provincial percentage in 2021-22.

Table #		FNMI Student Diploma Exam Results (in percentages)									
Subject		2017-18		2018-19		2019-20		2020-21		2021-22	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 30-1	Acceptable	90.0	83.1	89.7	84.4	n/a	n/a	n/a	n/a	94.4	73.5
	Excellence	3.3	5.9	10.3	5.4	n/a	n/a	n/a	n/a	5.6	4.4
English Language Arts 30-2	Acceptable	93.8	88.5	89.7	88.4	n/a	n/a	n/a	n/a	73.7	82.1
	Excellence	18.8	10.0	6.9	9.7	n/a	n/a	n/a	n/a	15.8	9.2
French Language Arts 30-1	Acceptable	n/a	83.8	83.3	81.3	n/a	n/a	n/a	n/a	*	83.3
	Excellence	n/a	5.4	0.0	0.0	n/a	n/a	n/a	n/a	*	0.0
Social Studies 30-1	Acceptable	95.2	75.3	95.8	77.3	n/a	n/a	n/a	n/a	83.3	72.5
	Excellence	14.3	8.1	8.3	7.6	n/a	n/a	n/a	n/a	8.3	7.4
Social Studies 30-2	Acceptable	93.9	72.2	81.1	70.1	n/a	n/a	n/a	n/a	40.0	66.0
	Excellence	15.2	5.8	5.4	5.8	n/a	n/a	n/a	n/a	20.0	5.4
Mathematics 30-1	Acceptable	30.8	61.3	85.7	61.7	n/a	n/a	n/a	n/a	*	50.9
	Excellence	7.7	15.3	28.6	18.2	n/a	n/a	n/a	n/a	*	10.5
Mathematics 30-2	Acceptable	70.0	69.1	76.9	72.0	n/a	n/a	n/a	n/a	40.0	55.2
	Excellence	5.0	9.7	15.4	12.0	n/a	n/a	n/a	n/a	10.0	7.3
Science 30	Acceptable	92.9	84.1	92.9	84.1	n/a	n/a	n/a	n/a	66.7	70.0
	Excellence	21.4	24.4	35.7	19.5	n/a	n/a	n/a	n/a	16.7	7.2
Biology 30	Acceptable	81.0	75.7	92.0	72.6	n/a	n/a	n/a	n/a	72.2	58.9
	Excellence	9.5	17.3	40.0	17.8	n/a	n/a	n/a	n/a	11.1	11.5
Chemistry 30	Acceptable	78.6	69.7	80.0	72.9	n/a	n/a	n/a	n/a	83.3	62.5
	Excellence	14.3	19.9	40.0	23.7	n/a	n/a	n/a	n/a	16.7	15.4
Physics 30	Acceptable	*	76.9	85.7	74.1	n/a	n/a	n/a	n/a	*	68.6
	Excellence	*	24.0	57.1	25.9	n/a	n/a	n/a	n/a	*	25.2

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 FNMI Overall

In most subjects, the percentage of BGSD FNMI students achieving acceptable standard and standard of excellence decreased between 2018-19 and 2021-22. The percentage of BGSD students achieving

both the acceptable standard and standard of excellence is above the provincial percentage in most subjects.

FNMI English Language Arts 30-1

The percentage of BGSD students achieving the acceptable standard grew approximately 4% between 2018-19 and 2021-22 and is roughly 21% above the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence dropped approximately 4% between 2018-19 and 2021-22 and is roughly 1% above the provincial percentage in 2021-22.

FNMI English Language Arts 30-2

The percentage of BGSD students achieving the acceptable standard declined 16% between 2018-19 and 2021-22 and is roughly 9% below the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence grew approximately 9% between 2018-19 and 2021-22 and is roughly 7% above the provincial percentage in 2021-22.

FNMI Social Studies 30-1

The percentage of BGSD students achieving the acceptable standard dropped approximately 13% between 2018-19 and 2021-22 and is roughly 11% above the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence remained the same between 2018-19 and 2021-22 at 8.3% and is roughly 1% above the provincial percentage in 2021-22.

FNMI Social Studies 30-2

The percentage of BGSD students achieving the acceptable standard declined approximately 41% between 2018-19 and 2021-22 and is roughly 26% lower than the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence grew approximately 15% between 2018-19 and 2021-22 and is roughly 15% above the provincial percentage in 2021-22.

FNMI Mathematics 30-1

The percentage of BGSD students achieving the acceptable standard and standard of excellence grew between 2017-18 and 2018-19. There is no data available in 2021-22

FNMI Mathematics 30-2

The percentage of BGSD students achieving the acceptable standard dropped approximately 37% between 2018-19 and 2021-22 and is roughly 15% lower than the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence dropped approximately 5% between 2018-19 and 2021-22 and is roughly 3% above the provincial percentage in 2021-22.

FNMI Science 30

The percentage of BGSD students achieving the acceptable standard dropped approximately 25% between 2018-19 and 2021-22 and is roughly 3% lower than the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence dropped 19% between 2018-19 and 2021-22 and is roughly 9% higher than the provincial percentage in 2021-22.

FNMI Biology 30

The percentage of BGSD students achieving the acceptable standard dropped approximately 20% between 2018-19 and 2021-22 and is roughly 13% higher than the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence dropped approximately 29% between 2018-19 and 2021-22 and is slightly lower than the provincial percentage in 2021-22.

FNMI Chemistry 30

The percentage of BGSD students achieving the acceptable standard grew by approximately 3% between 2018-19 and 2021-22 and is roughly 20% higher than the provincial percentage in 2021-22. The percentage of BGSD students achieving standard of excellence dropped approximately 23% between 2018-19 and 2021-22 and is roughly 1% higher than the provincial percentage in 2021-22.

Table #		ELL Student Diploma Exam Results (in percentages)									
Subject		2017-18		2018-19		2019-20		2020-21		2021-22	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 30-1	Acceptable	57.1	71.0	72.7	68.1	n/a	n/a	n/a	n/a	*	55.5
	Excellence	0.0	3.8	0.0	3.3	n/a	n/a	n/a	n/a	*	2.6
English Language Arts 30-2	Acceptable	100.0	76.3	66.7	73.1	n/a	n/a	n/a	n/a	71.4	63.9
	Excellence	16.7	4.8	0.0	4.8	n/a	n/a	n/a	n/a	0.0	3.7
French Language Arts 30-1	Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Social Studies 30-1	Acceptable	66.7	77.9	100.0	79.1	n/a	n/a	n/a	n/a	*	68.7
	Excellence	0.0	10.0	16.7	9.6	n/a	n/a	n/a	n/a	*	9.0
Social Studies 30-2	Acceptable	100.0	68.0	64.3	65.7	n/a	n/a	n/a	n/a	66.7	55.6
	Excellence	18.2	8.7	0.0	7.5	n/a	n/a	n/a	n/a	0.0	7.1
Mathematics 30-1	Acceptable	78.6	71.5	83.3	71.7	n/a	n/a	n/a	n/a	*	52.2
	Excellence	21.4	29.3	0.0	27.6	n/a	n/a	n/a	n/a	*	19.2
Mathematics 30-2	Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Science 30	Acceptable	88.9	75.8	87.5	78.3	n/a	n/a	n/a	n/a	*	59.7
	Excellence	11.1	22.1	37.5	21.8	n/a	n/a	n/a	n/a	*	11.8
Biology 30	Acceptable	90.0	80.5	44.4	76.6	n/a	n/a	n/a	n/a	*	61.0
	Excellence	40.0	29.1	22.2	24.7	n/a	n/a	n/a	n/a	*	18.0
Chemistry 30	Acceptable	*	79.3	100.0	78.8	n/a	n/a	n/a	n/a	*	67.9
	Excellence	*	33.2	42.9	34.6	n/a	n/a	n/a	n/a	*	23.5
Physics 30	Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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 ELL Overall

The percentage of BGSD ELL students achieving the acceptable standard is above the provincial percentage in most subjects in 2021-22. Where data is present, no BGSD ELL students achieved standard of excellence (ELA 30-2 and SS 30-2) in 2021-22. Provincial percentages were below 10% in each course.

ELL English Language Arts 30-2

The percentage of BGSD students achieving the acceptable standard grew by approximately 4% between 2018-19 and 2021-22 and is roughly 7% higher than the provincial percentage in 2021-22. No BGSD students achieved standard of excellence 2021-22.

ELL Social Studies 30-2

The percentage of BGSD students achieving the acceptable standard decreased slightly between 2018-19 and 2021-22 and is above the provincial percentage in 2021-22 by approximately 11%. No BGSD students achieved standard of excellence in 2021-22.