

Black Gold School Division

Annual Education Results Report

2023-24



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Accountability Statement

The Annual Education Results Report for Black Gold School Division for the 2023-24 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the [Education Act](#) and the [Sustainable Fiscal Planning and Reporting Act](#). The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. The Annual Education Results Report 2023-24 was approved by the Board.

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act and Black Gold Administrative Procedure 404, no disclosures were received during the 2023-24 school year.



Board Chair Greetings

There is so much to celebrate in Black Gold School Division and this report provides a glimpse into the results of our commitment to “Inspiring Success” in our students and staff. As you read through the summaries, reflect on the growth shown, the support given, and the engagement, not only of staff and students, but their families as well.



Our continuing priorities and goals focus on **Success:** We promote growth that leads to success for every student from Pre-kindergarten through to postsecondary, providing multiple pathways and a focus for all learners.

Wellness: We strive to build safe, positive and healthy environments for learning and working to nurture student and staff well-being which supports equity, diversity, and inclusion. **Engagement & Partnerships:** We engage our educational partners to enhance public education and respect the diversity of our communities. We also build relationships with our elected officials at all levels.

This year’s Annual Education Results Report (AERR) demonstrates Black Gold’s commitment to our priorities. The Board’s approval for accessing the Division’s reserves to continue the funding of programs designed to close the learning loss and mental well-being challenges at each school and throughout the district is an example of our proactive approach to ensuring we are supporting student and staff success and wellness.

Black Gold prides itself in using data to inform decision making and identify areas for improvement. The results of student, classroom, school and community assessments and input are analyzed in order to identify what is working and to develop the next steps to helping every learner demonstrate at least one year of academic growth during each school year. As this year’s results are examined, be assured that they will inform direction for the coming years.

The introduction of a new curriculum for K-3 students added to the complexity of teaching and learning in our classrooms. Our teachers were well prepared and in serviced by our curriculum leaders in Learning Services. Ongoing support was readily available as well as Professional Development offered to help navigate the curriculum. English Language Arts and Literature, Mathematics as well as Physical Education and Wellness curriculums (K-6) were the focus. The results in this AERR reflect the new content introduced.

Esther Eckert

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



Trustees

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

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

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



Esther Eckert
Chair
Ward 4



Angie Charpentier
Vice-Chair
Ward 3



Michelle Martin
Trustee
Ward 1



Devonna Klaassen
Trustee
Ward 2



Barb Martinson
Trustee
Ward 3



Robyn Steed
Trustee
Ward 4



Gary Hansen
Trustee
Ward 3

Division Office

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

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

Senior Administrative Team



Michael Borgfford
Superintendent of
Schools/CEO



Chelsey Volkman
Associate Superintendent,
Business & Finance



Ray Cable
Associate Superintendent,
Human Resources



Norm Dargis
Associate Superintendent,
Learning Services

Introduction

The Black Gold School Division's Annual Education Results Report (AERR) summarizes the results for the 2023-24 school year. The [2023-2026 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.

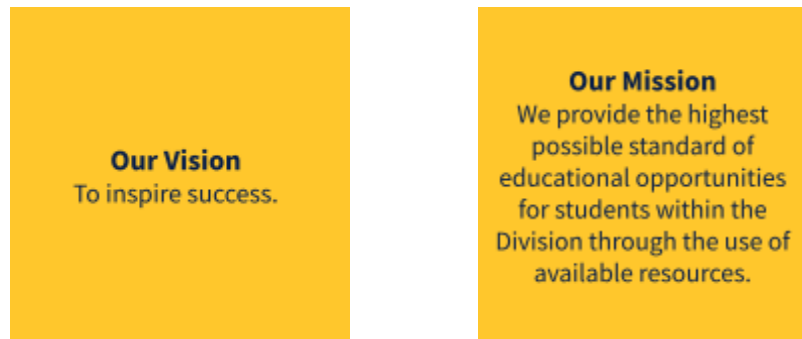
Profile

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 13,120 students from Early Childhood Services (ECS) to Grade 12 are educated in the 31 schools within the system. Approximately 768 teachers deliver instruction with assistance from 603 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. The Division provides many extracurricular opportunities in all its schools—music, drama, special interest 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.



Our Schools - 2023-24

School Name	Location	Principal
<u>Black Gold Home-Based School</u> Grades 1 - 12	Beaumont, AB	Stan Travník
<u>Black Gold Outreach School (Leduc) & Black Gold Outreach (Beaumont)</u> Grades 7 - 12	Leduc & Beaumont, AB	Stan Travník
<u>Caledonia Park School</u> Grades K - 9	Leduc, AB	Werner Fisher
<u>Calmar Elementary School</u> Pre-K, Grades K - 6	Calmar, AB	Bernadette Hawkins
<u>Calmar Secondary School</u> Grades 7 - 12	Calmar, AB	Dan Lake
<u>Covenant Christian School</u> Grades K - 9	Leduc, AB	Donavin Simmons
<u>East Elementary School</u> Grades K - 6,	Leduc, AB	Carla Fisher
<u>École Beau Meadow School</u> Grades K - 6 English & French Immersion Program	Beaumont, AB	Shelly McCubbing
<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	Christine Ivanc
<u>École Corinthia Park School</u> Pre-K, Grades K - 6 English & French Immersion Program	Leduc, AB	Rhonda Brunken
<u>École Dansereau Meadows School</u> Grades K - 9 English Program, K-6 French Immersion Program	Beaumont, AB	Susanne Stroud
<u>École J. E. Lapointe School</u> Grades 7 - 9 English & French Immersion Program	Beaumont, AB	Sean Flanagan
<u>École Leduc Estates School</u> Grades K - 6 English & French Immersion Program	Leduc, AB	Denise Harrison
<u>École Leduc Junior High School</u> Grades 7 - 9 English & French Immersion Program	Leduc, AB	Zane Chomlak
<u>École Secondaire Beaumont Composite High School</u> Grades 10 - 12 English & French Immersion Program	Beaumont, AB	Chris Stiles
<u>John Maland High School</u> Grades 10 - 12	Devon, AB	Jon Ganton
<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	Robert Froland
<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	Jared Coffin
<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	Daniel Hodges
<u>Warburg School</u> & Warburg Hutterite Colony School (Grades 1 - 9) Grades K - 12	Warburg, AB	Wendy Maltais
<u>West Haven Public School</u> Grades K-9	Leduc, AB	Jennifer O'Brien
<u>Willow Park School</u> Grades K - 6	Leduc, AB	Greg Luchak

2023-24 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 2023)

13,120

Total Staff
(September 2023)

1,306

Enrolment Trends

School Name	2019-20 As at Sept. 30	2020-21 As at Sept. 30	2021-22 As at Sept. 30	2022-23 As at Sept. 30	2023-24 As at Sept. 30
New Sarepta Elem	269	260	262	266	242
New Sarepta High	228	221	218	208	224
École Beau Meadow	494	452	471	467	469
École Bellevue	444	488	492	494	498
École Coloniale Estates	540	527	517	548	525
École J E Lapointe	401	434	460	522	561
École Beaumont Comp	819	902	954	999	1083
École Dansereau Meadows	615	592	603	636	663
École Champs Vallée	751	756	849	853	837
East Elementary	307	316	352	346	261
École Leduc Estates	375	361	327	320	324
Linsford Park	215	202	225	215	228
Willow Park	325	317	306	297	278
École Corinthia Park	443	401	377	364	472
Caledonia Park	703	697	767	788	761
École Leduc Junior High	543	553	602	592	590
Leduc Composite High	1101	1147	1177	1207	1250
Covenant Christian	370	319	358	351	370
West Haven Public	692	690	734	794	815
Robina Baker	350	292	299	285	274
Riverview Middle	322	350	348	338	329
John Maland	301	298	291	316	347
Calmar Elementary	236	286	239	247	243
Calmar Secondary	226	218	233	256	267
Thorsby Elementary	260	238	261	261	276
Thorsby Jr/Sr High	195	186	190	195	212
Warburg	260	245	242	249	231
Warburg Colony	18	19	20	20	20
Outreach Beaumont/Leduc	330	360	357	394	409
Division Home Based	25	30	28	30	25
Shared Responsibility		28	5	5	2
Home Education	14	64	26	28	34
Black Gold Total	12229	12249	12590	12894	13120
Growth % from Prior Year	3.36%	0.16%	2.78%	2.39%	1.75%

Context

Robert Louis Flood states that education is a continual process of learning and adapting to an inherently unpredictable future. Leadership changes within the Black Gold School Division have facilitated the exploration of new possibilities in alignment with this perspective. With the retirement of our Superintendent at the end of December, an Acting Superintendent was brought in until the end of February to support the Division, and the new Superintendent assumed the role on March 1, 2024. The Associate Superintendent of Human Resources announced his retirement mid year and on May 1, 2024, his successor, transitioned into the role. Additionally five principals announced their plans to retire at the end of June. Given the age of our principals, we had anticipated retirements and in response, the *Pathway to the Principalship* program was launched to better support Assistant Principals to transition to that role. Although change can be unsettling, it is an integral component of the learning process, and these developments have established a foundation for exploring new horizons in the future.

Implementation of new Curriculum included mandatory Kindergarten - Grade 3 French Immersion Language Arts and Literature, and Science, as well as Grade 4 - 6 English Language Arts and Literature, and Mathematics. Additionally, about 30% of Grades 4-6 teachers chose to optionally implement French Immersion Language Arts and Literature and/or Science. The limited availability of suitable learning and teaching resources that are grade-appropriate and aligned with the new curriculum remains a challenge. Grant funding from Alberta Education for curriculum resources and professional development, as well as the Early Years Learning Disruptions initiative, has provided a degree of support. During this final year of Instructional Support Teachers (Literacy, Numeracy, French Immersion, and Wellness) in each school, supported by Curriculum Lead teachers, a strategic shift was initiated to ensure the enduring availability of support and resources for the future. In response to Alberta Education's ongoing transition of Grade 6 and 9 Provincial Achievement Tests (PATs) and Diploma Exams (DIPs) to a digital format, the majority of our schools have provided students with digital assessment opportunities.

While efforts were sustained to prioritize the enhancement of student learning, a reassessment of the support provided to school administrators in this endeavour was deemed necessary. A division-wide emphasis on Visible Learning was adopted as a pivotal driver in this process, and administrators came together for three days to introduce the initiative and equip them with preliminary tools to initiate planning for implementation within their respective schools. To foster continuous improvement among our Education Assistants, a pilot program was also implemented to assist them in identifying and integrating best practices into their classroom roles.

In anticipation of the opening of Ohpaho Secondary School in September 2024, the grade reconfiguration for Leduc schools was finalized to optimize the utilization of instructional space

throughout the community. Employee Resource Groups were established to promote Diversity, Equity, and Inclusion among staff, and the International Student program, with a focus on cultural exchange, welcomed students from Colombia and Japan for durations of 4-10 weeks into our schools and communities.

BGSD's partnership with Careers Next Generation provided supplementary support to students and schools for Off-campus education and enhanced Career fairs. We received funding for the Calmar Secondary Collegiate School and on August 1, 2024, a groundbreaking ceremony was held for the addition to Calmar Secondary that will enable Collegiate programming. Our Dual Credit program experienced continued growth and unprecedented diversity in course enrollments.

Engagement with our community remained a priority, with a focus on two key initiatives. The Rural School Engagement Survey was conducted to gather community input on the strengths and areas for improvement within the Division and school communities. Additionally, the inaugural Student Engagement Day was launched, providing a platform for Grade 7-12 students to contribute their perspectives on Division directions and plans.

Amid significant change, Black Gold School Division has focused on growth and adaptability. Leadership transitions, new curriculum standards, and the Pathway to the Principalship program have prepared the Division to meet new challenges. Despite limited resources for curriculum updates and digital assessments, BGSD has strengthened support for students and staff. Strategic partnerships, enhanced community engagement, and a commitment to visible learning and inclusion reinforce the Division's dedication to a student-centered education, honoring its tradition of continuous improvement while looking forward to the future.

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 additional 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 2023-2024 school year as defined in the [BGSD 2023-2026 Education Plan](#). The AERR provides an overview of how the Division has advanced its priorities and those of the Province over the previous year.

The table below identifies the Division Priorities with the Core outcomes described within the [Ministry of Education Business Plan 2023-2024](#) and the Assurance Domains described in [Alberta Education Funding Manual Section L](#).

Our strategies to achieve Division priorities are outlined in the Education Plan. The outcomes of these efforts are reported in the AERR through the lens of the four business plan outcomes and the measures within the Assurance Domains.

Division Priorities	Alberta Education Core Outcomes	Assurance Domains
Success	Alberta students are successful	Student Growth and Achievement
Wellness	First Nations, Métis, and Inuit students in Alberta are successful	Learning Supports
	Alberta has excellent teachers, school leaders, and school authority leaders	Teaching and Leading
Engagement and Partnerships	Alberta's K-12 education system is well governed and managed	Governance

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

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

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

Measures

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

Alberta Education Assurance Measures - AEAM (May 2023 Results)

Universal, Targeted and Individualized supports are provided by BGSD for all students, including First Nations, Métis and Inuit (FNMI) students and students who require and receive English as an Additional Language supports (EAL) (see page 25 - [Pyramid of Intervention](#)). We support schools and students as appropriate, and that support may differ from school to school or individual to individual as circumstances may require. Table 1 provides information related to all students, Table 2 provides information pertaining specifically to FNMI students, and Table 3 to EAL students.

Table 1. (All Students) Assurance Domain	Required Measures	Black Gold School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	81.3	82.5	82.5	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	75.5	77.8	76.8	79.4	80.3	80.9	Intermediate	Declined	Issue
	3-year High School Completion	79.8	79.9	80.4	80.4	80.7	82.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	88.0	87.8	87.8	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	70.5	72.5	72.5	68.5	66.2	66.2	Intermediate	Maintained	Acceptable
	PAT6: Excellence	16.8	15.6	15.6	19.8	18.0	18.0	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	66.4	67.2	67.2	62.5	62.6	62.6	Low	Maintained	Issue
	PAT9: Excellence	11.3	11.8	11.8	15.4	15.5	15.5	Low	Maintained	Issue
	Diploma: Acceptable	83.6	82.6	82.6	81.5	80.3	80.3	Intermediate	Maintained	Acceptable
	Diploma: Excellence	16.9	18.7	18.7	22.6	21.2	21.2	Intermediate	Declined	Issue
Teaching & Leading	Education Quality	85.8	86.4	82.6	87.6	88.1	88.6	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful & Safe Learning Environments	82.5	83.7	83.2	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports & Services	79.6	79.2	79.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	75.8	77.3	75.3	79.5	79.1	78.9	Intermediate	Maintained	Acceptable
Supplemental Measures	Drop Out Rate	2.3	2.5	2.2	2.5	2.5	2.4	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	61.8	62.6	61.2	70.7	71.9	70.0	Intermediate	Maintained	Acceptable

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	65.9	67.6	69.5	58.6	57.0	59.5	Very Low	Maintained	Concern
	5-year High School Completion	82.0	80.6	79.7	69.4	71.3	69.1	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	61.9	71.4	71.4	48.7	45.3	45.3	Low	Declined	Issue
	PAT6: Excellence	14.3	14.3	14.3	7.3	6.5	6.5	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	58.8	57.5	57.5	41.4	39.4	39.4	Very Low	Maintained	Concern
	PAT9: Excellence	9.3	7.8	7.8	6.1	5.3	5.3	Very Low	Maintained	Concern
	Diploma: Acceptable	83.0	80.5	80.5	76.9	74.8	74.8	Intermediate	Maintained	Acceptable
	Diploma: Excellence	13.2	14.3	14.3	11.8	11.3	11.3	Intermediate	Maintained	Acceptable
Supplemental Measures	Drop Out Rate	3.3	2.6	1.9	5.2	5.1	5.0	High	Declined	Acceptable
	Rutherford Scholarship Eligibility Rate	47.0	50.0	47.6	43.7	43.9	41.5	Very Low	Maintained	Concern



The Black Gold School Division - Authority 2245

Table 3. (EAL) Assurance Domain	Required Measures	Black Gold School Division (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	3-year High School Completion	70.8	60.7	65.9	72.0	72.6	76.7	Low	Maintained	Issue
	5-year High School Completion	74.9	71.0	84.4	88.1	88.7	87.2	Low	Maintained	Issue
	PAT6: Acceptable	73.9	73.5	73.5	64.6	65.4	65.4	Intermediate	Maintained	Acceptable
	PAT6: Excellence	20.3	18.4	18.4	16.5	15.7	15.7	High	Maintained	Good
	PAT9: Acceptable	60.0	66.1	66.1	52.7	55.3	55.3	Very Low	Maintained	Concern
	PAT9: Excellence	9.0	7.3	7.3	10.1	11.0	11.0	Very Low	Maintained	Concern
	Diploma: Acceptable	80.0	45.8	45.8	66.3	67.1	67.1	Intermediate	Improved	Good
	Diploma: Excellence	11.4	0.0	0.0	14.0	13.8	13.8	Low	Improved	Acceptable
Supplemental Measures	Drop Out Rate	3.8	4.9	4.3	2.6	2.5	2.4	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	18.2	31.6	32.0	56.8	60.3	60.0	Very Low	Maintained	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

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

9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Assurance Measures Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT6: Acceptable	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
PAT6: Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
PAT9: Acceptable	0.00 - 62.37	62.37 - 67.35	67.35 - 76.70	76.70 - 81.94	81.94 - 100.00
PAT9: Excellence	0.00 - 9.69	9.69 - 13.44	13.44 - 18.38	18.38 - 23.38	23.38 - 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.

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

	Achievement				
Improvement	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

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.

Outcome 1: Alberta Students are Successful

This year marked the conclusion of a three-year funding initiative for Instructional Support Teachers (ISTs) specializing in Literacy, Numeracy, French Immersion, and Wellness, as well as Division-based Curriculum Lead Teachers. Throughout the year, the focus of these roles transitioned towards establishing sustainable support systems and resources for educators in the future. In response to the release of the Early Years Assessment Strategy by Alberta Education, which identified approved screening assessments, necessary adjustments were implemented to ensure alignment with approved assessments. To facilitate teacher familiarity with the new PAT and DIP digital assessment formats and processes, the majority of schools participated in pilot programs utilizing these digital assessments. Additionally, BGSD engaged in the Education Assistant Training pilot, aiming to enhance their practices and contributions to student success.

Curriculum Implementation and Supports

Curriculum implementation is a multi-year process (typically spanning 3-5 years) that necessitates sustained support for teachers as they develop and refine lessons and assessments aligned with the new standards. In addition to the ongoing implementation of K-3 English Language Arts and Literature (ELAL), French Immersion Language Arts and Literature (FILAL), Mathematics, and Grades 4-6 Physical Education and Wellness (PE&W), the current academic year mandated the implementation of K-3 Science and Grades 4-6 ELAL and Math. Furthermore, BGSD supported teachers who opted to implement Grades 4-6 Science and/or FILAL. To facilitate this process, Instructional Support Teachers (ISTs) specializing in Literacy, Numeracy, French Immersion, and Wellness collaborated weekly with Division-based Curriculum Lead Teachers. This collaborative model allowed for the sharing of insights into staff needs and the dissemination of effective practices for curriculum implementation. School-based ISTs played a key role in providing localized support, while Division-based Curriculum Lead Teachers spearheaded broader Professional Learning initiatives and Collaborative Workshops. All K-6 teachers engaged in curriculum implementation were afforded numerous opportunities to participate in grade-level cohorts, fostering collaboration on planning, instructional resources, and assessments.

Following the release of an updated draft of the K-6 Social Studies Curriculum, BGSD facilitated teacher engagement with the revised content. Teachers were provided opportunities to review the draft and offer individual feedback. Additionally, BGSD submitted a comprehensive Division response to Alberta Education.

Provincial Measures

Student Growth and Achievement

Table 4. ABED Assurance Measures: High School Completion		BGSD Results (in percentages)					Evaluation		
		2019	2020	2021	2022	2023	Achievement	Improvement	Overall
Percentage of students who completed high school within three, four and five years of entering grade 10	3 year	81.2	81.9	79.5	79.9	79.8	Intermediate	Maintained	Acceptable
	4 year	85.6	86.1	86.4	85.6	84.8	Intermediate	Maintained	Acceptable
	5 year	86.2	87.0	88.7	87.8	88.0	Intermediate	Maintained	Acceptable
Percentage of grade 12 students eligible for Rutherford Scholarship		65.2	61.4	59.5	62.6	61.8	Intermediate	Maintained	Acceptable
Annual dropout rate of students aged 14-18		2.2	2.0	2.1	2.5	2.3	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		50.8	53.0	51.0	54.9	51.8	Intermediate	Maintained	Acceptable

Comments on Results

Overall, the results demonstrate consistent performance in high school completion among students. High school completion rates have remained stable and acceptable over the past five years. Eligibility for Rutherford Scholarships has shown little variation, maintaining an approximate 60% rate. Dropout rates for 14-18-year-olds have consistently stayed between 2% and 2.5%, reflecting steady retention. Additionally, high school transition rates to post-secondary institutions have remained at an acceptable level over the five-year period.

Strategies

BGSD is expanding its focus on career planning and student transitions. All students in grades 7-12 have been provided with accounts in MyBlueprint, an online tool designed to facilitate career exploration. Parents can also access and monitor their child's planning progress. Instructional time is allocated across multiple subjects for students to establish connections between their current learning and potential career pathways.

Through the Dual Credit program, students can enroll in post-secondary courses, earning credits recognized at both the high school and post-secondary levels. A dedicated Dual Credit Lead Teacher provides comprehensive support to students, including orientation, time management strategies, and communication with professors, easing their transition into the post-secondary environment.

Preparations for the forthcoming Calmar Secondary Collegiate School began, with an emphasis on student recruitment and readiness. Prospective students interested in pursuing first-period apprenticeship training through the Collegiate will have the opportunity to engage in hands-on learning experiences, working alongside certified Red Seal Journeypersons. These students will also be enrolled in Career and Technology Studies (CTS) courses to ensure a smooth transition into their chosen apprenticeship programs.

To broaden their career horizons, all high school students will, and have had, the opportunity to attend career fairs scheduled in the fall and spring. Through a partnership with CAREERS Next Gen, our Careers fairs are bigger than ever and provide a diverse range of opportunities for our students. These events will showcase a diverse range of career options and facilitate connections with potential employers for off-campus learning or apprenticeship placements.

BGSD recognizes the importance of flexible learning in supporting successful student transitions. A variety of learning options are available, including outreach, in-reach, asynchronous online courses, synchronous video conferencing courses, dual credit, summer school, and distance learning, catering to diverse student needs and learning styles.



Provincial Achievement Test and Diploma Exam Results Analysis

A complete analysis of the PAT and DIP results are available in Appendix A and B

Comments on Results

Between 2022-2023 and 2023-2024, the percentage of BGSD students achieving acceptable standard and standard of excellence fluctuates slightly, with the largest change being a 2 point drop in the percentage of students achieving acceptable standard on the grade 6 PAT. In 2023-2024, PAT and Diploma results are within a four percent range of the provincial average on the acceptable standard. While the overall acceptable standard is within 4% of the province, standard of excellence is over 4% below the province for Grade 9 PATs and Diplomas.

Strategies

Black Gold School Division (BGSD) is launching a division-wide Visible Learning initiative. Building on professional development received by principals in the previous academic year, teachers will be introduced to Visible Learning principles early in the current school year with an initial focus on enhancing teacher clarity through well-defined learning intentions and success criteria. School and Division administrators will participate in professional learning focused on learning walks and talks, equipping them with the tools to effectively support teachers in implementing high impact instructional strategies.

Four Curriculum Instructional Coaches will provide direct support to teachers, collaborating on lesson planning, instructional practices, and assessment development. These coaches will also facilitate collaborative professional development sessions for various grade cohorts, fostering inter-school collaboration and knowledge sharing.

To enhance assessment practices, BGSD is initiating a process of in-depth analysis of Provincial Achievement Test (PAT) and Diploma Exam (DIP) results, starting with secondary mathematics. This analysis will focus on evaluating the depth of knowledge required by both the curriculum and the assessments. Teachers will collaborate to develop common assessments that are carefully blueprinted to align with curriculum standards and assess a range of cognitive levels.

Division principal meetings will be redesigned to incorporate a stronger emphasis on professional learning, aiming to cultivate instructional leadership capacity among school administrators. These meetings will maintain a focus on data analysis, laying the groundwork for collaborative inquiry initiatives later in the school year.

Learning Supports

Black Gold School Division is an Inclusive Division and strives to meet the unique needs of every student in their neighbourhood school by offering a variety of services and supports. Special education programming is available in all schools and can take on a variety of forms depending on the unique needs of the student.

All schools have a Learning Support Teacher who helps coordinate services for students with unique learning needs, and provides targeted interventions to help address learning delays and/or enrichment. An identified counselor in every school helps support the development of a *Schoolwide Comprehensive Guidance and Counseling Program*; short-term individual and group counselling is also available in most schools. All schools have designated mental health professionals in the form of Family School Liaisons (FSLs) and Success Coaches 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. Student Services Coordinators and Instructional/Curriculum Coaches 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 consultants are also available to support all schools in meeting the special education needs of their students.

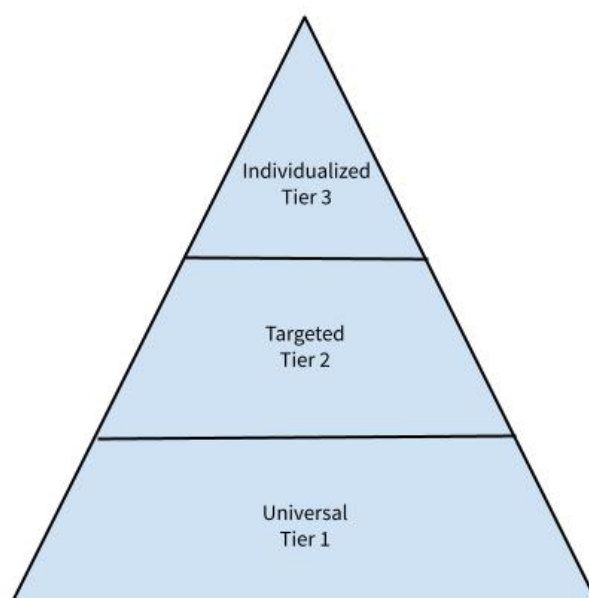
The Leduc and Area Community Violence Threat Risk Assessment and Intervention Protocol (LAVTRA) allows Schools, Communities, Parents and Protective Services to work together to protect our children and keep our community safe.

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

Pyramid of Intervention

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.

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.

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

Table 5. 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					
	2020	2021	2022	2023	2024
Overall	n/a	81.9	79.4	79.2	79.6
Parent	n/a	74.7	69.2	68.1	69.5
Student	n/a	81.4	80.7	81.4	80.1
Teacher	n/a	89.5	88.2	88.1	89.2

Table 6. 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.					
	2020	2021	2022	2023	2024
Overall	87.5	89.4	86.8	87.2	86.3
Parent	87.0	88.3	85.6	85.6	84.3
Student	80.2	83.8	80.9	81.6	80.7
Teacher	95.4	96.1	93.9	94.2	93.7

Comments on Results

The AEAM survey results reported in Table 6 indicate ongoing 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 continued 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 7 indicate the overall indicator for satisfaction has remained relatively static post-pandemic. Further information is needed to better understand what aspects of safety are people considering when reflecting on this question; physical safety (weapons, violence), social-emotional safety (bullying, relationships, acceptance), or systemic/societal safety (health, racism, economic, ideological, gender/sexual orientation). Societal divisiveness has been increasing post-pandemic, and may be contributing to perceptions of safety in schools.

Strategies

With regards to Table 5, an information-sharing strategy was developed for implementation in the 2022-2023 school year to increase the awareness of the multidisciplinary team's work in our schools and the great contributions they make to student programming to address the lower parent satisfaction rates. The increase in parent satisfaction rates for 2023-2024 suggests the communication strategy worked.

Students learn English while also learning about Canadian cultural values, customs and social expectations. BGSD provided an English as an Additional Language (EAL) Lead Teacher to better support teachers and students in EAL programs. For the 2023-2024 school year, one community was identified as having a high level of need in the area of EAL, a targeted EAL ECS program for four year olds was created and served 17 students. The remainder of EAL four year olds are able to be served in designated Pre-K programs.

The Division recognizes that to truly promote the health and well-being of students, it cannot work in isolation from community partners; ongoing relationships with community partners (Alberta Health Services, Children's Services, Community and Social Services) through both formal structures such as 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. BGSD provides VTRA Level 1 training for all partners willing to attend, and chairs the LAVTRA committee to ensure ongoing engagement and collaboration.

In response to Table 6 data, strategies to support the three identified areas of safety have been put into place. The Division works with the LAVTRA group as well as Kevin Cameron, the director of the Center for Trauma-Informed Practice (CTIP), to examine local data and trends to draft evidence-based responses for schools to increase student safety, both perceived and actual. The successful installation of 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 was an outcome of this partnership. The Division also renewed all school administration training in Traumatic Event Systems (TES) with Kevin Cameron which provides staff with a framework for responding to traumatic events in schools and communities. Schools initiate the VTRA Protocol when an incident is reported that there may be a threat to the safety of an individual or group, a multi-disciplinary group comes together to review the data and come up with interventions to support the individual(s) of concern.

Local Measures

EYE-Teacher Assessment

The EYE-Teacher Assessment (EYE-TA) is a proficiency-based evaluation instrument employed by kindergarten educators for children aged four to six to provide information to meet the objectives of enhancing children's developmental outcomes, mitigating vulnerabilities, and allocating resources to accomplish these goals. At the start of each academic year, kindergarten teachers collectively gather information through observations and play-based activities to assess each child's individual developmental readiness to inform their programming.



Table 7. EYE-TA	BGSD Results in Percentages									
	2019-20		2020-21		2021-22		2022-23		2023-24	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	Improvement		Improvement		Improvement		Improvement		Improvement	
Awareness of Self and Environment	85.0	n/a	n/a	n/a	87.0	96.0	89	96	88	95
	n/a		n/a		9.0		7.0		7.0	
Social Skills and Approaches to Learning	81.0	n/a	n/a	n/a	75.0	90.0	77	89	78	89
	n/a		n/a		15.0		12.0		11	
Cognitive Skills	47.0	n/a	n/a	n/a	54.0	87.0	59	91	58	90
	n/a		n/a		33.0		32.0		32.0	
Language and Communication	82.0	n/a	n/a	n/a	75.0	93.0	77	92	78	90
	n/a		n/a		18.0		15.0		12.0	
Physical Development - Fine Motor	60.0	n/a	n/a	n/a	67.0	92.0	68	93	66	92
	n/a		n/a		25.0		25.0		26.0	
Physical Development - Gross Motor	74.0	n/a	n/a	n/a	72.0	93.0	80	94	84	95
	n/a		n/a		21.0		14.0		11.0	
Overall	52.0	n/a	n/a	n/a	52.0	82.0	57	84	54	83
	n/a		n/a		30.0		27.0		29.0	

Table 7 lists the components assessed in the EYE-TA. "Awareness of Self Environment" measures a child's ability to make connections with their home and community experiences. "Social Skills and Approaches to Learning," assesses a child's attentiveness during classroom activities and their ability to interact with peers while respecting classroom rules. "Cognitive Skills" evaluate a child's basic mathematics and pre-reading skills and their problem-solving abilities. "Language and Communication" examines a child's understanding of spoken language and their capacity to express thoughts and feelings. "Physical Development Fine Motor" assesses a child's ability to perform small movements requiring hand-eye coordination, while "Physical Development Gross Motor" evaluates their ability to perform larger movements involving arms, legs, and the body.

The Early Years Tool for Assessment (EYE-TA) serves as a vital assessment tool administered at the onset of the kindergarten academic year. Its purpose is to enable prompt reporting and targeted interventions in crucial areas of concern within key domains of child development. This

comprehensive assessment encompasses five key domains, providing educators and consultants with access to critical data about the whole child that informs their decision-making. As a result, swift action can be taken to implement appropriate support and interventions tailored to each child's unique needs. The EYE-TA assessment process involves the collaborative efforts of classroom educators, learning support educators, and the Student Services Early Years team of professionals.

Table 8

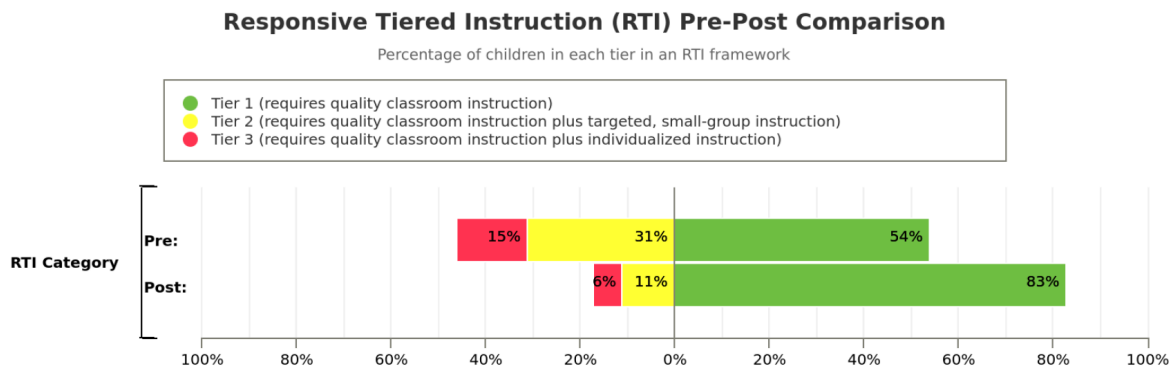


Table 8 demonstrates the impact of successful interventions within BGSD Kindergarten programs captured by EYE-TA assessment evidenced between the pre and post assessments for the 2023-24 school year. 45 children with Tier 3 learning needs transitioned into Tier 2; 198 children with Tier 2 learning needs, transitioned into Tier 1; 32 children with Tier 3 learning needs transitioned into Tier 1. In summary that is a 29 % increase from 54 to 83 percent of children that can demonstrate success at each level in each domain of the Black Gold School Division Kindergarten programs. This remarkable achievement demonstrates that children are meeting the developmental milestones outlined in the EYE-TA and are well-prepared for the transition to Grade 1. The EYE-TA assessment also serves as a valuable tool for transition to grade 1 as it reassesses children who had lagging skills at the beginning of kindergarten to measure their year end skills.

Kindergarten Strategies

The team of professionals which includes Administrators, classroom Teachers, Learning Support teachers, Speech Language Pathologist, Occupational Therapists, Physical Therapist, and Psychologists, use their combined expertise to support the development of classroom programming unique to each classroom, community, and school. The team reviews program data, EYE-TA data and research, to map out the response to intervention (RTI) programming. Additionally our assessment clinic during the 2023-2024 school year offered Kindergarten student screening to all 806 students through our registration package. Of those students registered, 62 families expressed interest in the screening process, 43 engaged in screening, and 22 were found to have enough of a need to be provided a full standardized diagnostic assessment in our clinic prior to the start of the academic year. By identifying early needs presenting as struggles with following directions, communication, separation anxiety,

temper, changes in routines, or any other developmental concerns, school staff and clinical consulting staff are better able to prepare and plan programming within the class and community and support families.

Early-Intervention Pre-Kindergarten and Junior Kindergarten Strategies

During the 2023-2024 school year, our assessment clinic virtually screened 371 age-appropriate student applicants for Early Intervention Pre-Kindergarten or Junior Kindergarten who were identified as having a delay or concern. Of these applicants, 217 children received a phone conference screening by a Speech Language Pathologist for intake entry, 22 children were assessed by an Occupational Therapist, and 255 children underwent full standardized diagnostic assessments in person with our registered Speech Language Pathologist. These assessments helped determine the appropriate educational and therapeutic services needed for each child.

In 2023-2024 the Division offered six Early Intervention Pre-Kindergarten sites and one Junior Kindergarten site serving 262 students. A newly established junior Kindergarten program in Beaumont served 18 students who were four years of age and whose main language at home was not English. The Early Intervention Programs are comprised of 17 half-day cohorts with an average enrollment of 15 children per program serving both 3 and 4 year olds. Our Early Childhood programs are social, play-based, targeted learning programs to allow children to grow, interact, imagine, experiment, and explore while gaining developmentally. During the 2023-24 school year we provided Early Intervention Pre-Kindergarten programming to 245 children.

In addition to the Division's Early Intervention Pre-Kindergarten and Junior Kindergarten strategies, two of our elementary schools have entered into a private/public partnership to provide full-time and part-time care and preschool programming for children aged 3–5 years. These partnerships further enhance our commitment to early childhood education by offering flexible care options that align with developmental needs and family requirements. These programs complement the Division's efforts to ensure children have access to foundational learning experiences that support their growth and readiness for formal education.

Citizenship

Table 9. 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					
	2020	2021	2022	2023	2024
Overall	79.8	80.1	75.8	77.8	75.5
Parent	76.2	75.6	70.7	73.5	68.4
Student	69.9	71.2	67.9	70.0	67.9
Teacher	93.4	93.4	88.7	90.0	90.1
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	81.2	81.3	81.7	79.9	78.7
Parent	70.2	69.0	70.6	68.4	64.0
Teacher	92.1	93.7	92.7	91.4	93.4
c. Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.					
Overall	64.1	76.8	75.0	74.7	74.4
Parent	53.8	65.7	64.1	64.9	61.4
Teacher	74.4	87.8	86.0	84.5	87.4

Comments on Results

Teacher satisfaction with students modeling active citizenship has remained high, at 90.1% in 2024, though parent satisfaction has decreased to 68.4%. For workplace readiness, teacher satisfaction has been consistently strong, reaching 93.4% in 2024, while parent satisfaction dropped to 64%. Regarding lifelong learning skills, overall satisfaction has stabilized around 74% since 2021, with teachers reporting 87.4% satisfaction in 2024, though parent satisfaction declined to 61.4%.

Strategies

BGSD schools are dedicated to nurturing responsible and active citizens through regular character education integrated into assemblies and coursework. Student leadership programs emphasize responsibility, empathy, and service, supported by additional resources for learning, counseling, and mental health.

Career exploration and workplace readiness are also key focuses, with all students in grades 7-12 provided access to MyBlueprint, an online career planning tool that parents can also monitor. By integrating career-relevant skills and knowledge across disciplines, students can see how their learning in subjects like math, science, or language arts connects to different career paths.

BGSD schools foster lifelong learning skills, reinforced by student engagement in community service projects supporting local, provincial, and national causes, such as food banks, the Terry Fox Foundation, and partnerships with senior citizens' organizations.

Additionally, BGSD is committed to acknowledging Indigenous history and truths, with September activities that culminate in Orange Shirt Day on September 30, along with National Indigenous Peoples Day celebrations in June. Through lessons, guest speakers, and field trips, teachers and leaders actively engage in the Truth and Reconciliation Commission's Calls to Action, further supporting BGSD's mission to develop engaged, informed citizens.

Early Years Literacy & Numeracy

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

In addition to the Division initiative related to Literacy, Numeracy and Wellness, BGSD applied for and received funding for the Grade 1-5 Learning Disruptions grant through Alberta Education. This funding was used to add a combination of certificated and non-certificated staff to schools to deliver interventions to small, large, or full-class groupings. Students received interventions 2-4 times/week for a total of at least 30 hours. The goal of this initiative was to improve students' skills in Literacy and Numeracy.

Table 10.	TOSREC, and TOWRE 2023-2024				
Enrollment Grade	Number of students assessed on initial assessment(s)	Number of students at risk on initial assessment(s)	Number of students at risk on final assessment(s)	Average number of months behind for at-risk students after initial assessment	Average number of months gained for at-risk students after final assessment
1	848	*532	439	2.4	4.8
2	993	614	379	12	9.6
3	881	395	231	14.4	12

*Grade 1 students are first assessed in January.

Table 11. Reading Readiness Screening Tool (4 subtests) Percentage of Grade 1 Students Scored At or Above Grade Level in September			
Subtest	2021-2022	2022-2023	2023-2024
EN Letter Identification	75.4	78.2	85.1
EN Sound Identification	66	70.6	77.5
EN Word Recognition	22.4	25.6	33.7
EN Non-Word Decoding	29	32.9	40.7
Fr Letter Identification	44.7	58.6	46.3
Fr Sound Identification	76.1	75.1	75.4
Fr Word Recognition	25.2	36.5	37.3
Fr Non-Word Decoding	37.1	46.4	33.3

Table 12. Highest Level of Achievement Test (English and French combined) Percentage of Students At or Above Grade Level in Writing				
Enrollment Grade	2020-21	2021-22	2022-23	2023-24
2	52.6	55.3	62.2	69.9
3	62.4	66	66.7	65.5

Table 13. EICS Mathematics Assessment Tool 2023-2024					
Enrollment Grade	Number of students assessed on initial assessment	Number of students at risk on initial assessment	Number of students at risk on final assessment	Average number of months behind for at-risk students after initial assessment	Average number of months gained for at-risk students after final assessment
1	848	131	17	10	9
2	993	170	38	14	13
3	881	122	23	14	14

Comments

Students who were initially identified as being at risk in reading, received interventions aligned with their needs and by the end of the year they gained 4.8 months in Grade 1, 9.6 months in Grade 2, and gained 12 months in Grade 3. On the RRST, the percentage of students at or above grade level for English Grade 1 students has increased by 6.9% - 8.1% on all subtests. The percentage of students at or above grade level on the French RRST for Grade 1 students has decreased on the French sound identification and non word decoding subtests to similar levels in 2021-2022 and increased slightly on the French sound recognition and word decoding subtests. In writing (HLAT/FHLAT), the percentage of students at or above grade level in Grade 2 has increased by 7.7% and decreased by 0.8% in Grade 3.

In Mathematics (EICS Mathematics Assessment Tool) those students who were initially identified as being at risk, after interventions, gained 9 months in Grade 1, 13 months in Grade 2, and 14 months in Grade 3.

Strategies

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

Teachers utilized a number of intervention strategies and resources with students who were identified as being at risk in Literacy and/or Numeracy and the greatest impact occurred when, in part, due to the Learning Disruptions grant funding, we increased both certificated and non-certificated staff to create smaller intervention groups that received a higher frequency of intervention strategies. At all grades, 1-5, a combination of teachers and educational assistants (working under the direction of the teacher)

delivered targeted small groups/individual/push-in support to students who were identified through screeners to require some targeted interventions. Groupings varied based on the classroom needs. Teachers participated in additional professional learning about the foundations of literacy throughout the year as the alignment between this foundational knowledge and the new Curriculum is very high and the overlap is great. As John Hattie has often stated, the greatest impact on our students is a skilled teacher.

Grades 4 - 10 Literacy & Numeracy

The following data was generated from the administering screener assessments throughout the year. The screening assessments that were administered to Grades 4-10 students for literacy included: Test of Word Reading Efficiency (TOWRE, Grade 4-6), Test of Silent Reading Efficiency and Comprehension (TOSREC). To assess writing, the Highest Level of Achievement Test in English and French (HLAT/FHLAT) was administered to Grades 4-9 students. The mathematics screening assessment tool we used in Grades 4-6 was the EICS Math Assessment Tool and for Grades 7-10, the Math Intervention Programming Instrument (MIPI). Grades 4 and 5 students also received increased interventions made available through the Learning Disruptions grant.

Table 14. TOSREC and TOWRE Percentage of Students At or Above Grade Level in Reading in English						
Enrollment Grade	Sept 2021	June 2022	Sept 2022	June 2023	Sept 2023	June 2024
4	51	76.8	59.8	71	48.0	62.5
5	58.4	82.9	68.1	82	59.6	70.1
6	65.7	86.7	76.3	87.4	70.5	77.5
7	68.6	89.8	64.7	89.8	73.9	89.0
8	68.9	89	57.3	83.7	65.4	82.4
9	75.5	95.4	69.6	89.2	77.1	89.1
10	44.9	***	66.6	81	67.4	88.0

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

Table 15. Highest Level of Achievement Test (English and French combined)
Percentage of Students At or Above Grade Level in **Writing**

Enrollment Grade	2021	2022	2023	2024
4	80.4	74.9	71.5	75.7
5	72.7	83.1	76.3	80.2
6	84.0	79.7	83.4	81.5
7	82.7	80.6	76.5	85.0
8	87.7	82.1	77.2	80.4
9	90.9	85.8	83.8	82.0

Table 16.	Mathematics Screening Assessment Percentage of Students At or Above Grade Level				
Enrollment Grade	2020	2021	2022	2023	2024***
4	71.4	72.1	70.1	*69.1	78.0
5	73.1	70.3	73.5	78.8	**78.4
6	70.2	67.9	70.4	81.8	**84.9
7	68	61.6	66.6	68.9	67.9
8	68.4	65.9	68.2	63.8	67.5
9	71.3	68.5	68.3	65.3	65.3
10	65.7	57.9	65.9	57.1	64.6

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

**Grade 5 and 6 students wrote the EICS Mathematical Assessment Tool beginning in 2023-2024 to assess their readiness to engage with the new Curriculum.

*** Combined French and English data beginning in 2023-24.

Comments

In reading (TOSREC and TOWRE), the percentage of Grades 4-6 students who are at or above grade level in September decreased by as much as 11%. The percentage of students who are at or above grade level increased from September to June by an average of 12.2%. In writing, the percentage of students who are at or above grade level at the beginning of the year declined, however, in looking at year to year cohort trends, there is a slight increase in this number.

In Mathematics, the percentage of students at or above grade level increased by 3-9% in most grades.

Strategies

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

Division-based Curriculum Lead Teachers (CLTs) continued to work collaboratively with K-12 School-based literacy and numeracy Instructional Support Teachers (ISTs) to deepen their understanding of effective research-based instructional strategies and intervention strategies that support literacy and numeracy in English and French for all teachers. Teachers developed greater confidence and skill to use results from literacy and numeracy screening tools to adjust their instruction in response to student needs that will support increased student outcomes.

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

Comprehensive School Health

Table 17. Rubric Components	2022-23	2023-24
	Score (1-4)	Score (1-4)
Healthy Eating	3.22	3.27
Active Living	3.57	3.58
Positive Mental Health	3.42	3.45
Social Environment	3.38	3.26
Physical Environment	3.55	3.82
Partnerships and Services	3.26	3.27
Policy	2.96	2.95
Teaching and Learning	3.29	3.27
Process for Building Healthy School Communities	2.91	2.86

Comments on Results

Active Living and Physical Environment scored highest, with the latter improving from 3.55 to 3.82. Healthy Eating and Positive Mental Health also maintained strong scores. Meanwhile, Social Environment decreased slightly to 3.26, and Policy and the Process for Building Healthy School Communities remained below 3, indicating areas for potential improvement.

Strategies

The 2023 - 2024 school year marked a successful year for the division's wellness plan. This was the final year of Wellness Instructional Support Teachers (WIST) and Black Gold reported an overall increase as related to the Alberta Comprehensive School Health rubric. The areas of growth reflected school-based goals.

Over the past several years, wellness initiatives through WISTs, Mental Health lead teachers funded by the Mental Health in School grant, and school counselors have played a key role in building both school and teacher capacity for promoting positive school health. These roles have equipped school staff with a deeper understanding of the dimensions of school wellness and have developed a repository of tools to continue this important work. Though the WIST program has ended, student support has continued through school counselors, guided by a newly established Lead Counselor role

focused on providing professional development, clinical support, and mentorship. Additionally, the extension of the Mental Health in Schools grant has allowed BGSD to increase targeted counseling services at the four largest junior high schools, where student needs are highest, as identified by VTRA and other school data.

To further support systemic well-being, Black Gold has implemented the Guarding Minds survey to assess and respond to staff needs, creating a strong foundation for wrap-around support that benefits students. The Division has also enhanced mental health resources for students, parents, and staff by increasing Family School Liaison access, expanding funding to complement the Mental Health Capacity Building grant, and appointing a Division Wellness Lead Teacher. This support network is bolstered by a psychiatric nurse and grants that enable schools to implement Collaborative for Academic, Social, and Emotional Learning (CASEL) approved social-emotional learning programs, including the appointment of a lead teacher in each school. Together, these integrated resources underscore Black Gold's commitment to social-emotional health, systemic safety, and holistic student support.



Outcome 2: First Nations, Métis, and Inuit Students in Alberta are Successful

Approximately 9% of BGSD students have self-identified as Indigenous learners, with students evenly represented across our schools and grade levels. As a result, BGSD adopts an inclusive approach to supporting Indigenous students, tailoring assistance to meet the unique needs of each school and individual. This approach ensures that support is responsive and adaptable, varying from school to school or student to student as circumstances require

Provincial Measures

Table 18. ABED Assurance Measures: FNMI High School Completion		Self-Identified First Nations, Métis and Inuit Students (FNMI)							
		Results in Percentages					Evaluation		
		2019	2020	2021	2022	2023	Achievement	Improvement	Overall
Percentage of students who completed high school within three, four and five years of entering grade 10	3 year	81.6	64.9	76.0	67.6	65.9	Very Low	Maintained	Concern
	4 year	73.1	81.8	79.8	78.9	74.4	Low	Maintained	Issue
	5 year	74.4	74.5	83.9	80.6	82	Intermediate	Maintained	Acceptable
Percentage of grade 12 students eligible for Rutherford Scholarship		58.2	45.1	47.8	50.0	47.0	Very Low	Maintained	Concern
Annual dropout rate of students aged 14-18		5.7	1.6	1.6	2.6	3.3	High	Declined	Acceptable
Transitions/ Career Planning									
Percent of high school students who transition to post-secondary (including apprenticeship) within six years of entering grade 10		30.4	34.4	40.3	49.2	52.5	Intermediate	Improved	Good

Comments on Results

The data from Table 18 of the ABED Assurance Measures reveals several positive trends in the success and progression of self-identified First Nations, Métis, and Inuit (FNMI) students in BGSD. The percentage of FNMI students completing high school within five years has shown steady improvement, reaching 82% in 2023, up from 74.4% in 2019. The annual dropout rate for students aged 14-18 has also remained low, reflecting positive outcomes in student retention. Additionally, the percentage of

FNMI students transitioning to post-secondary education, including apprenticeships, has risen from 30.4% in 2019 to 52.5% in 2023. Overall, self-identified Indigenous students in BGSD continue to achieve significantly higher than the provincial average across all measures.

Strategies

Black Gold School Division (BGSD) is dedicated to advancing the success of First Nations, Métis, and Inuit students by embedding Truth and Reconciliation principles into our operational framework. To lead these efforts, BGSD has established an Indigenous Lead position to oversee Division-wide projects, workshops, and cultural events, providing staff and students with current resources and professional development opportunities.

BGSD has also taken steps to honor Indigenous protocols and strengthen cultural inclusivity. Administrative protocols now reflect updated Indigenous guidelines, and at each board meeting, the board personalizes the land acknowledgment statement. The Division has adopted flag protocols that include the display of Treaty 6 and Métis flags in the boardroom and at every school.

To ensure timely access to services for First Nations students, BGSD has streamlined the application process for Jordan's Principle funding by submitting group applications. Additionally, ongoing partnerships with the ATA, Alberta Education, and regional learning consortiums provide continuous in-service training and resources for BGSD staff, fostering a foundation of Indigenous cultural competency. Training covers historical, social, and political contexts of Indigenous peoples, including the legacy of residential schools, Indigenous rights and Treaties, and the Calls to Action.

Through participation in National Truth and Reconciliation Day and National Indigenous Peoples Day, as well as the inclusion of Indigenous-focused content in Locally Developed Courses, BGSD demonstrates its commitment to Truth and Reconciliation. These collective efforts reflect BGSD's dedication to creating an inclusive, respectful, and supportive learning environment for all First Nations, Métis, and Inuit students, cultivating a community where every student feels valued and empowered to succeed.

Outcome 3: Alberta has Excellent Teachers, School Leaders, and School Authority Leaders

BGSD envisions a future where every community member thrives. Grounded in our shared belief that all individuals can succeed, regardless of background, we work collaboratively within a cycle of continuous improvement to achieve this goal. The Division prioritizes the development and growth of its employees through quality, timely opportunities for staff and leadership development, such as the Aspiring Leadership Program, Pathway to the principal program, Beginning Teacher Workshops, and

regularly scheduled professional development sessions. High-quality teaching and learning are further supported by structured processes, including the formal evaluation of division support staff, completion and review of certificated staff Professional Growth Plans, and adherence to the Professional Quality Standards for all certificated staff.



Provincial Measures

Teaching and Leading

Table 19. 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	2020	2021	2022	2023	2024	
	84.1	84.9	82.7	82.6	78.2	
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	89.0	88.0	88.0	88.0	
Effectively addressed your professional growth needs	82.0	84.0	80.0	80.0	75.0	
Significantly contributed to your ongoing professional growth	82.0	82.0	80.0	79.0	72.0	

Table 20. AEAM Survey		BGSD Results (in percentages)			
a. Percentage of teachers, parents and students satisfied with the overall quality of basic education					
	2020	2021	2022	2023	2024
Overall	89.1	88.4	86.9	86.4	85.8
Parent	85.3	85.1	82.1	81.8	79.9
Student	85.8	84.4	84.0	84.0	83.1
Teacher	96.4	95.7	94.7	93.3	94.3
b. Percentage of teachers, parents and students who agree that students are engaged in their learning at school					
Overall	n/a	83.5	82.4	82.5	81.3
Parent	n/a	86.1	84.6	85.5	81.5
Student	n/a	67.7	67.3	67.1	66.1
Teacher	n/a	96.7	95.2	95.0	96.1

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	82.1	81.4	81.2	83.0	82.8
Parent	78.4	80.4	78.7	80.3	81.1
Student	78.0	72.4	73.9	77.7	76.4
Teacher	89.8	91.5	91.0	91.0	91.0

Comments on Results

Tables 19 and 20 highlight that a high percentage of teachers consistently reported that professional development provided by the school authority has been focused, with 88% indicating alignment with jurisdictional priorities each year from 2020 to 2024. Additionally, overall satisfaction with the quality of basic education has remained strong, with 85.8% expressing satisfaction in 2024. Teachers' agreement on student engagement has been strong, reaching 96.1% in 2024. Finally, satisfaction with the breadth of program offerings, including fine arts, career and technology, and physical education, has remained steady, with 82.8% overall satisfaction in 2024. Student engagement satisfaction has gradually declined over the years, reaching 66.1% in 2024. Similarly, teacher satisfaction with professional learning opportunities has decreased, with fewer teachers feeling that PD effectively meets their growth needs or significantly contributes to their ongoing development. Satisfaction in these areas has dropped to 75% and 72%, respectively, in 2024.

Strategies

BGSD remains highly responsive to professional development (PD) needs, with wellness, learning recovery, and the new curriculum as Division PD priorities. The Division has effectively utilized Curriculum Lead Teachers alongside school-based Instructional Lead Teachers to strengthen literacy and numeracy strategies while delivering PD on new curriculum requirements and wellness best practices. However, in 2024-25, the role of school-based Instructional Lead Teachers will no longer exist.

To adapt, BGSD's calendar provides staff with one non-student day per month, ensuring frequent, timely, and targeted PD that continues to build staff efficacy. In response to feedback indicating that fewer teachers feel PD has effectively addressed their growth needs or contributed significantly to their ongoing development, the new PD structure aims to provide more impactful, focused support through full-day sessions that allow for deeper engagement with specific themes. Teachers are also allocated self-directed PD time to support individual professional growth goals, and BGSD maintains a balanced mix of Division-led, school-based, and collaborative PD opportunities.

Each staff member has access to PD funding at their school to support their individual professional growth needs. Additionally, teachers benefit from an Enhanced Professional Development Program, with access to up to \$1,500 per school year for post-secondary courses and up to \$750 per school year for non-credit professional learning opportunities, further supporting their growth and expertise in this evolving PD landscape.

BGSD's new Visible Learning initiative aims to enhance student engagement by clearly defining both the 'what' and 'how' of learning. By empowering students to understand their goals and set higher expectations for themselves, Visible Learning fosters a deeper sense of purpose and encourages students to take ownership of their learning journey. This approach not only boosts engagement but also motivates students to strive toward higher standards and achieve meaningful progress.

BGSD's professional development focuses on wellness, learning recovery, and the new curriculum, with monthly non-student days for targeted, impactful learning. The revised PD structure, combined with an Enhanced Professional Development Program, supports meaningful growth for teachers. Additionally, the Division's focus on Visible Learning aims to boost student engagement by fostering clearer goals and higher expectations, strengthening both staff and student success.

Outcome 4: Alberta's K-12 Education System is Well Governed and Managed

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

BGSD supports active involvement of school advisory councils through opportunities for them to help shape each school's foundational statements, policies, and annual education plans. Annual School Assurance Plans, developed by principals in consultation with staff, school councils, and, when appropriate, students, are a central part of this collaborative commitment, as outlined in Division Administrative Procedure 101 – School Three-Year Assurance Plans.

Provincial Measures

Table 21. AEAM Survey	BGSD Results (in percentages)				
a. Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education					
	2020	2021	2022	2023	2024
Overall	78.5	76.3	73.4	77.3	75.8
Parent	67.0	65.3	63.1	65.1	64.5
Teacher	90.0	87.3	83.6	89.5	87.1
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	79.5	78.7	68.7	74.6	74.2
Parent	75.8	73.4	56.5	68.5	70.3
Student	77.1	77.9	73.4	73.7	70.0
Teacher	85.5	84.8	76.2	81.5	82.3
c. Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community					
Overall	74.0	70.7	72.2	74.9	72.2
Parent	63.0	58.5	61.0	63.3	58.6
Student	78.5	72.5	75.0	78.8	76.3
Teacher	80.6	80.9	80.7	82.5	81.7

Comments on Results

Table 21 highlights several positive observations regarding teacher, parent, and student perceptions within BGSD. Teacher satisfaction with parental involvement in decisions about their child's education has remained high, with 87.1% expressing satisfaction in 2024. Additionally, parents' perception of school improvement has increased from 56.5% in 2022 to 70.3% in 2024, indicating a positive trend in their view of school progress. Satisfaction with program accessibility, effectiveness, and efficiency has also shown consistency among teachers, with 81.7% satisfied in 2024. Finally, student satisfaction regarding the accessibility, effectiveness, and efficiency of programs has remained steady, with 76.3% expressing satisfaction in 2024.

Strategies

Through a range of community and school-based opportunities, the Division actively gathers input from stakeholders to help with the decision-making processes. Community consultations, supported by data, focus on important matters such as school boundaries, enrollment challenges, and the division calendar. The Annual Community Engagement (ACE) event brings together community members to discuss key topics like curriculum, strategic direction, and areas for improvement. The Council of School Councils serves as a platform for school council members, Trustees, and Division administration to share best practices, exchange ideas, and collaborate on strategies to support student achievement. To strengthen relationships with government officials, the Division hosts MLA and Municipal meets & greets, where trustees and elected representatives discuss mutual interests and explored opportunities for partnership.

In mid-January, the Division extended an additional engagement opportunity to rural school communities by delivering a "Check-up and Check-in" survey. This initiative gathered insights into the quality of education in rural schools, with Dialogue Partners, a nationally recognized firm specializing in community engagement, conducting an independent survey and focus group discussions. Furthermore, Black Gold School Division hosted a youth engagement event in April to better understand the challenges students face. Representative Grade 7-12 students shared their perspectives on respect, relationships, academic challenges, social and emotional issues, and their overall school environment. Complementing these initiatives, the Division also hosted two Trades and Career Fairs, one in November and another in April, giving high school students the opportunity to engage with trade vendors to better understand the academic requirements and skills needed in the workforce.

Looking inward, BGSD announced the formation of PLUS (People Like Us), Black Gold's first Employee Resource Group (ERG), dedicated to enhancing the work environment for employees and job seekers. PLUS endeavours to increase the visibility, value, and voice of underrepresented people in leadership and staff, creating a more inclusive and safer workplace. The three ERGs, 2SLGBTQIA+ members, tradespeople, and people of colour, launched last March, aim to foster connection and inclusivity among employees.

Superintendent and board-level engagement opportunities are also critical to the Division's success. Monthly Superintendent meetings with school and Division office administrators provide a platform for discussing topics that align with the Division's strategic direction. These meetings facilitate feedback on processes and initiatives that support student achievement. Meanwhile, Board of Trustee meetings are held monthly and open to the public for in-person attendance or live streaming, ensuring transparency and fostering community involvement in the division's decision-making processes.

Through these various forms of engagement, the Division strengthens its ability to meet the diverse needs of students and continuously enhance school improvement across BGSD. By involving teachers,

parents, students, community members, and government officials in meaningful ways, the Division gains valuable insights and fosters collaborative solutions. These connections promote a responsive and inclusive environment where stakeholder input informs decisions, leading to more effective support for student achievement and sustained progress across schools.



Summary

The Black Gold School Division's Annual Education Results Report (AERR) for 2023-24 highlights a year of significant growth and targeted development in supporting both student and staff achievement. A major focus has been on wellness, learning recovery, and curriculum implementation, with dedicated professional learning opportunities for educators to support these initiatives. The division has continued to foster an inclusive, safe, and supportive environment across all schools, underpinned by its core values of student-centered learning, relationship building, and responsible resource management. This commitment to excellence is further reflected in the division's proactive approach to data-driven decision-making, consistently seeking to understand and address the needs of students and staff through various assessments and feedback mechanisms.

Furthermore, the report emphasizes the division's dedication to career readiness and community engagement. Programs like MyBlueprint support students in grades 7-12 with career exploration and planning, while initiatives such as the Trades and Career Fairs provide practical insights into potential career paths. Black Gold has demonstrated its commitment to Truth and Reconciliation through activities that honor Indigenous histories and contributions, culminating in observances like Orange Shirt Day and National Indigenous Peoples Day. Overall, the AERR showcases BGSD's focus on preparing students for success in a supportive learning environment.



Summary of Financial Results 2023-24

Black Gold School Division ended the 2023-2024 school year with a surplus of \$677 thousand. The Division's total revenues were \$158.9 million, which was \$1.8 million more than budgeted. The majority of this change was due increased interest revenue from higher than expected cash flow, additional grant revenue received throughout the year and increased revenue in School Generated Funds (SGF) due to a higher number of student excursions and a large donation to a school.

The Division's total expenses were \$158.2 million, which was \$678 thousand less than budgeted. The majority of this change was due to fewer additional contracted bus routes than budgeted in the spring as the number of registrations for students who were newly eligible for transportation under the new funding model were lower than anticipated. As well, salaries and benefits were slightly lower than budgeted due to staff turnover.

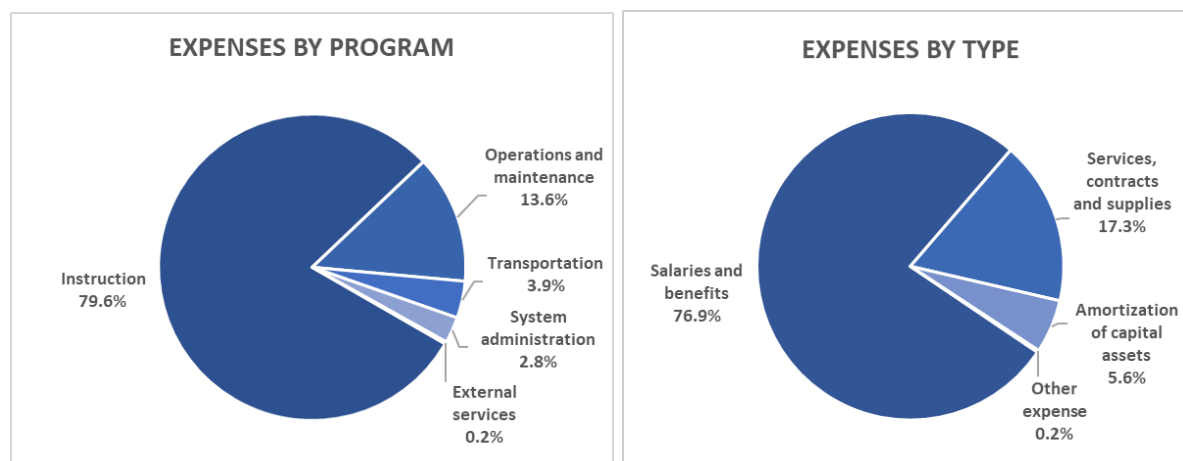
Using the September 29, 2023 FTE student enrolment count (ECS=0.50) of 12,532, the total cost of educating a student in Black Gold School Division in 2023-24 was \$12,625.

Expenses by Program

Instruction	\$125,894,526
Operations and maintenance	\$ 21,447,728
Transportation	\$ 6,153,680
System administration	\$ 4,362,169
External services	\$ 360,787
Total 2023-24 Expenses	\$158,218,890

Expenses by Type

Certificated salaries and benefits	\$ 91,862,644
Non-certificated salaries and benefits	\$ 29,808,563
Services, contracts and supplies	\$ 27,307,470
Amortization of capital assets	\$ 8,910,927
Other expenses	\$ 329,286
Total 2023-24 Expenses	\$158,218,890



School Generated Funds

As of August 31, 2024, the unexpended School Generated Funds (SGF) were \$1.28 million, an increase of \$266 thousand from the end of the previous year. SGF revenues were \$5.61 million and are comprised of:

- Fees - \$2.72 million (includes activity, student travel, extra-curricular and optional course fees)
- Sales and services - \$1.05 million (includes commissions, yearbooks, ticket sales and sales of other products and services)
- Fundraising - \$720 thousand
- Donations and grants - \$1.11 million

SGF expenses were \$5.34 million and are comprised of:

- Expenses related to fees - \$2.68 million
- Expenses related to sales and services, fundraising and donations - \$2.66 million

Capital and Facilities Projects

New Schools & Modernizations

- Construction of Ohpaho Secondary School, the new high school in the City of Leduc, was completed in the 2023-24 school year. The school opened in September 2024.
- The design of the École Corinthia Park School modernization was completed and construction is expected to begin in the spring of 2025.
- The design and construction of the Calmar Secondary Collegiate School addition started during the 2023-24 school year. The Collegiate School is scheduled to open in September 2025.

Facilities Projects

- Infrastructure Maintenance and Renewal (IMR) projects totaling \$1.34 million were completed during the year.
- Capital Maintenance and Renewal (CMR) projects totaling \$643 thousand 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 2023-24 financial results, please contact Chelsey Volkman, Associate Superintendent – Business & Finance at 780-955-6049.



Appendix A: 2023-24 Detailed PAT & Diploma Exam Analysis

2024 Grade 6 Provincial Achievement Test Results Analysis

Table 22.		All Student Grade 6 PAT Results (in percentages)									
Subject		2019-20		2020-21		2021-22		2022-23		2023-24	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 6	Acceptable	n/a	n/a	n/a	n/a	91.7	89.8	93.8	90.4	n/a	n/a
	Excellence	n/a	n/a	n/a	n/a	18.5	22.3	16.4	18.4	n/a	n/a
French Language Arts 6	Acceptable	n/a	n/a	n/a	n/a	81.3	81.1	86.3	83.1	69.2	79.8
	Excellence	n/a	n/a	n/a	n/a	7.8	11.1	8.1	13.3	5.1	10.6
Social Studies 6	Acceptable	n/a	n/a	n/a	n/a	79.4	79.3	78.9	78.3	76.4	79.2
	Excellence	n/a	n/a	n/a	n/a	23.9	23.6	17.0	21.3	18.2	22.8
Mathematics 6	Acceptable	n/a	n/a	n/a	n/a	75.2	75.0	81.0	77.4	n/a	n/a
	Excellence	n/a	n/a	n/a	n/a	11.8	14.8	12.2	15.9	n/a	n/a
Science 6	Acceptable	n/a	n/a	n/a	n/a	86.2	83.4	81.1	79.3	77.6	81.2
	Excellence	n/a	n/a	n/a	n/a	25.9	27.7	22.3	25.9	22.8	29.3

Table 23.		FNMI Student Grade 6 PAT Results (in percentages)									
Subject		2019-20		2020-21		2021-22		2022-23		2023-24	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 6 N=0	Acceptable	n/a	n/a	n/a	n/a	81.3	76.0	78.9	60.6	n/a	n/a
	Excellence	n/a	n/a	n/a	n/a	9.4	9.6	15.5	7.1	n/a	n/a
French Language Arts 6 N=0	Acceptable	n/a	n/a	n/a	n/a	*	68.6	100.0	65.9	n/a	n/a
	Excellence	n/a	n/a	n/a	n/a	*	6.9	16.7	5.3	n/a	n/a
Social Studies 6 N=105	Acceptable	n/a	n/a	n/a	n/a	79.0	60.3	71.4	45.3	61.9	45.3
	Excellence	n/a	n/a	n/a	n/a	12.9	9.4	14.3	6.5	14.3	6.5
Mathematics 6 N=0	Acceptable	n/a	n/a	n/a	n/a	74.2	51.6	64.4	42.0	n/a	n/a
	Excellence	n/a	n/a	n/a	n/a	4.5	4.7	11.0	5.6	n/a	n/a
Science 6 N=98	Acceptable	n/a	n/a	n/a	n/a	75.8	65.0	68.8	46.0	66.3	46.0
	Excellence	n/a	n/a	n/a	n/a	18.2	12.4	23.4	9.0	15.3	9.0

Table 24.		EAL Student Grade 6 PAT Results (in percentages)									
Subject		2019-20		2020-21		2021-22		2022-23		2023-24	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 6 N=n/a	Acceptable	n/a	n/a	n/a	n/a	90.6	86.3	84.6	73.9	n/a	n/a
	Excellence	n/a	n/a	n/a	n/a	11.3	17.9	15.4	13.9	n/a	n/a
French Language Arts 6 N=n/a	Acceptable	n/a	n/a	n/a	n/a	*	78.7	50.0	75.5	n/a	n/a
	Excellence	n/a	n/a	n/a	n/a	*	12.4	0.0	13.8	n/a	n/a
Social Studies 6 N=69	Acceptable	n/a	n/a	n/a	n/a	79.6	76.1	73.5	65.4	73.9	64.6
	Excellence	n/a	n/a	n/a	n/a	10.2	19.9	18.4	15.7	20.3	16.5
Mathematics 6 N=n/a	Acceptable	n/a	n/a	n/a	n/a	73.6	72.9	75.0	64.9	n/a	n/a
	Excellence	n/a	n/a	n/a	n/a	7.5	14.6	11.5	15.2	n/a	n/a
Science 6 N=61	Acceptable	n/a	n/a	n/a	n/a	80.0	79.8	67.3	64.7	70.5	63.8
	Excellence	n/a	n/a	n/a	n/a	16.0	23.2	12.2	17.2	18.0	18.4

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Overall

The percentage of all BGSD grade 6 students achieving acceptable standard and standard of excellence generally decreased in most subjects between 2022-2023 and 2023-2024. The percentage of students achieving acceptable standard and standard of excellence is lower than the provincial average in all subject areas.

Very little data for FNMI students is present for both BGSD and the province. Where it is available, there is a decrease for BGSD FNMI students between 2022-23 and 2023-24. The percentage of BGSD students

achieving the acceptable standard and standard of excellence is higher in all subjects where data is available as compared to the provincial average.

The percentage of BGSD EAL students achieving acceptable standard and standard of excellence generally increased between 2022-23 and 2023-24. The percentage of BGSD students achieving the acceptable standard and standard of excellence is higher in nearly all subjects where data is available as compared to the provincial average.

English Language Arts and Literature

There was no ELAL Grade 6 PAT in 2023-2024 due to the implementation of the new Curriculum.

French Language Arts

In the 2023-2024 academic year, there is approximately a 17-point decrease in the percentage of BGSD students who achieve the acceptable standard compared to the previous year (2022-2023). This percentage is approximately 11 points lower than the provincial average for 2023-24. In the same period, the percentage of BGSD students achieving the standard of excellence decreased by 3 points and is 5.5 points below the provincial average for 2023-24. Less than 10% of BGSD students achieve the standard of excellence in 2023-24. There is no data available for grade 6 FNMI or EAL students in the 2023-2024 academic year for BGSD or the province.

Social Studies

In the 2023-2024 academic year, the percentage of students in BGSD achieving the acceptable standard declined by 2.5 points from 2022-23. This percentage is nearly 3 points below the provincial average for 2023-24. During the same period, the percentage of BGSD students achieving the standard of excellence increased by roughly 1% which is nearly 5 points below the provincial average.

The percentage of BGSD FNMI students achieving the acceptable standard decreased by 9.5 points from 2022-23 to 2023-24 and is higher than the provincial average by 16.6 points. The percentage of BGSD FNMI students achieving the standard of excellence remains unchanged (14.3) and is nearly 8 points higher than the provincial average in 2023-24.

The percentage of BGSD EAL students achieving acceptable standard increased slightly between 2022-23 and 2023-24 and is roughly 9 points higher than the provincial average in 2023-24. The percentage of BGSD EAL students achieving standard of excellence increased by approximately 2 points and is about 4 points above the provincial average in 2023-24.

Mathematics

There was no Mathematics Grade 6 PAT in 2023-2024 due to the implementation of the new Curriculum.

Science

The percentage of students in BGSD achieving the acceptable standard declined by 3.5 points from 2022-23. This percentage is nearly 4 points below the provincial average for 2023-24. During the same period, the percentage of BGSD students achieving the standard of excellence increased marginally (0.5 points) and is 6.5 points below the provincial average.

The percentage of BGSD FNMI students achieving the acceptable standard decreased by 2.5 points from 2022-23 to 2023-24 and is about 20 points higher than the provincial average. The percentage of BGSD FNMI students achieving the standard of excellence decreased by approximately 8 points and is about 6 points higher than the provincial average in 2023-24.

The percentage of BGSD EAL students achieving acceptable standard increased by about 3 points and is approximately 7 points higher than the provincial average in 2023-24. The percentage of BGSD EAL students achieving standard of excellence increased between approximately 6 points and is slightly below the provincial average.



2024 Grade 9 Provincial Achievement Test Results Analysis

Table 25.		All Student Grade 9 PAT Results (in percentages)									
Subject		2019-20		2020-21		2021-22		2022-23		2023-24	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 9	Acceptable	n/a	n/a	n/a	n/a	86.9	85.4	85.8	85.1	86.4	83.8
	Excellence	n/a	n/a	n/a	n/a	13.9	15.8	12.8	15.9	10.5	14.2
K&E English Language Arts 9 N=63	Acceptable	n/a	n/a	n/a	n/a	75.0	67.0	71.1	71.2	74.6	69.0
	Excellence	n/a	n/a	n/a	n/a	7.1	6.6	6.7	8.0	4.8	7.8
French Language Arts 9 N=153	Acceptable	n/a	n/a	n/a	n/a	76.4	79.4	83.3	80.8	63.4	81.5
	Excellence	n/a	n/a	n/a	n/a	8.7	10.7	9.1	11.5	5.9	11.3
Social Studies 9	Acceptable	n/a	n/a	n/a	n/a	74.3	72.8	68.0	69.3	64.1	70.9
	Excellence	n/a	n/a	n/a	n/a	21.0	20.6	14.3	18.9	12.9	18.5
K&E Social Studies 9 N=63	Acceptable	n/a	n/a	n/a	n/a	70.8	65.9	51.9	61.9	58.7	63.0
	Excellence	n/a	n/a	n/a	n/a	8.3	17.5	15.4	13.2	14.3	14.1
Mathematics 9	Acceptable	n/a	n/a	n/a	n/a	54.4	63.7	63.1	64.7	61.1	62.0
	Excellence	n/a	n/a	n/a	n/a	11.2	9.0	16.0	13.5	12.3	16.5
K&E Mathematics 9 N=111	Acceptable	n/a	n/a	n/a	n/a	76.8	67.8	64.2	64.7	73.9	64.8
	Excellence	n/a	n/a	n/a	n/a	16.1	13.6	14.7	13.9	16.2	12.3
Science 9	Acceptable	n/a	n/a	n/a	n/a	81.1	82.1	78.7	78.8	76.3	79.2
	Excellence	n/a	n/a	n/a	n/a	21.6	27.3	16.0	23.9	14.1	24.4
K&E Science 9 N=64	Acceptable	n/a	n/a	n/a	n/a	76.9	72.6	62.3	67.6	68.8	65.7
	Excellence	n/a	n/a	n/a	n/a	11.5	13.8	11.3	13.9	9.4	11.1

Table 26.		FNMI Student Grade 9 PAT Results (in percentages)									
Subject		2019-20		2020-21		2021-22		2022-23		2023-24	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 9 N=85	Acceptable	n/a	n/a	n/a	n/a	84.0	71.9	74.3	49.2	70.6	49.5
	Excellence	n/a	n/a	n/a	n/a	10.7	5.3	9.5	4.4	3.5	4.7
K&E English Language Arts 9 N=6	Acceptable	n/a	n/a	n/a	n/a	*	68.7	*	43.8	*	42.8
	Excellence	n/a	n/a	n/a	n/a	*	7.3	*	3.7	*	4.9
French Language Arts 9 N=12	Acceptable	n/a	n/a	n/a	n/a	77.8	59.0	62.5	65.4	58.3	63.8
	Excellence	n/a	n/a	n/a	n/a	0.0	5.7	0.0	4.4	0.0	5.6
Social Studies 9 N=83	Acceptable	n/a	n/a	n/a	n/a	62.3	48.0	45.9	34.1	49.4	39.0
	Excellence	n/a	n/a	n/a	n/a	18.2	5.7	9.5	4.9	10.8	6.3
K&E Social Studies 9 N=8	Acceptable	n/a	n/a	n/a	n/a	*	55.7	42.9	45.4	75.0	46.2
	Excellence	n/a	n/a	n/a	n/a	*	12.2	0.0	7.3	0.0	9.4
Mathematics 9 N=74	Acceptable	n/a	n/a	n/a	n/a	38.5	37.8	53.7	28.7	45.9	28.7
	Excellence	n/a	n/a	n/a	n/a	4.6	5.8	3.0	3.8	6.8	4.8
K&E Mathematics 9 N=17	Acceptable	n/a	n/a	n/a	n/a	85.7	63.3	50.0	48.9	88.2	43.7
	Excellence	n/a	n/a	n/a	n/a	0.0	7.9	48.9	11.1	23.5	6.2
Science 9 N=85	Acceptable	n/a	n/a	n/a	n/a	80.5	65.3	61.1	42.1	60.0	46.0
	Excellence	n/a	n/a	n/a	n/a	16.9	11.3	8.3	7.1	14.1	8.5
K&E Science 9 N=6	Acceptable	n/a	n/a	n/a	n/a	66.7	70.1	44.4	48.4	66.7	46.6
	Excellence	n/a	n/a	n/a	n/a	16.7	12.7	11.1	8.2	16.7	7.2

Table 27.		EAL Student Grade 9 PAT Results (in percentages)									
Subject		2019-20		2020-21		2021-22		2022-23		2023-24	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 9 N=35	Acceptable	n/a	n/a	n/a	n/a	91.7	77.4	66.7	62.2	71.4	56.9
	Excellence	n/a	n/a	n/a	n/a	12.5	8.7	8.3	6.6	0.0	5.4
K&E English Language Arts 9 N=3	Acceptable	n/a	n/a	n/a	n/a	*	54.7	n/a	34.9	*	46.7
	Excellence	n/a	n/a	n/a	n/a	*	2.8	n/a	1.3	*	4.0
French Language Arts 9 N=3	Acceptable	n/a	n/a	n/a	n/a	n/a	69.9	n/a	1.1	*	67.8
	Excellence	n/a	n/a	n/a	n/a	n/a	11.0	n/a	11.3	*	9.2
Social Studies 9 N=36	Acceptable	n/a	n/a	n/a	n/a	90.9	64.7	70.8	50.4	55.6	49.4
	Excellence	n/a	n/a	n/a	n/a	18.2	15.0	8.3	11.0	16.7	9.6
K&E Social Studies 9 N=2	Acceptable	n/a	n/a	n/a	n/a	*	73.3	n/a	39.4	*	44.4
	Excellence	n/a	n/a	n/a	n/a	*	13.3	n/a	1.5	*	7.4
Mathematics 9 N=33	Acceptable	n/a	n/a	n/a	n/a	54.5	56.7	58.3	50.1	45.5	46.7
	Excellence	n/a	n/a	n/a	n/a	27.3	15.6	8.3	12.0	12.1	11.5
K&E Mathematics 9 N=5	Acceptable	n/a	n/a	n/a	n/a	*	61.9	n/a	39.5	*	49.7
	Excellence	n/a	n/a	n/a	n/a	*	11.1	n/a	5.6	*	12.2
Science 9 N=36	Acceptable	n/a	n/a	n/a	n/a	90.9	73.8	83.3	59.4	66.7	57.7
	Excellence	n/a	n/a	n/a	n/a	27.3	18.1	4.2	15.0	2.8	14.2
K&E Science 9 N=2	Acceptable	n/a	n/a	n/a	n/a	*	64.0	n/a	33.1	*	41.1
	Excellence	n/a	n/a	n/a	n/a	*	3.4	n/a	3.3	*	5.5

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

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

Overall

The percentage of BGSD students achieving acceptable standard and standard of excellence generally decreased in most subjects between 2022-2023 and 2023-2024. The percentage of BGSD students achieving acceptable standard and standard of excellence is lower than the provincial average in most subject areas.

Overall, the results for FNMI students vary, with some subjects showing a notable increase and others declining. There are many instances where the percentage of BGSD students achieving acceptable standard and standard of excellence is, in some cases significantly, higher than the provincial average.

The percentage of BGSD EAL students achieving acceptable standard and standard of excellence mostly decreased. However the percentage of BGSD students achieving acceptable standard and standard of excellence is higher than the provincial average in most subject areas.

Grade 9 English Language Arts

The percentage of BGSD students achieving acceptable standard increased slightly and is approximately 3 points higher than the provincial average. The percentage of BGSD achieving standard of excellence decreased by close to 2 points and is approximately 4 points lower than the provincial average.

The percentage of BGSD FNMI students achieving acceptable standard decreased by roughly 4 points, however it is nearly 21 points higher than the provincial average. During the same period, the percentage of BGSD FNMI students achieving the standard of excellence decreased by 6 points and is approximately 1 point below the provincial average. Similar to the province, less than 10% of BGSD FNMI students achieve standard of excellence in 2023-24.

The percentage of EAL students in BGSD achieving acceptable standard is approximately 5 points higher and is 14.5 points above the provincial average. The percentage achieving standard of excellence is roughly 8 points lower and is about 5 points below the 2023-24 provincial average.

English Language Arts K&E

The percentage of BGSD students achieving acceptable standard increased by 3.5 points between and is 5.6 points higher than the provincial average. The percentage of BGSD achieving standard of excellence decreased by nearly 2 points and is 3 points lower than the provincial average. There is no data available for FNMI or EAL students.

French Language Arts

The percentage of BGSD students achieving acceptable standard decreased by nearly 20 points and is approximately 18 points lower than the provincial average. The percentage of BGSD achieving standard of excellence decreased by nearly 3 points and is approximately 5 points lower than the provincial average. Less than 10% of BGSD students achieve standard of excellence in 2023-24.

The percentage of BGSD FNMI students achieving the acceptable standard decreased by approximately 4 points. This percentage is 5.5 points lower than the provincial average. In 2023-24, no FNMI students in BGSD achieved standard of excellence, while provincially, 5.6% of FNMI students did. There is no EAL data available for the 2023-2024 academic year for BGSD and the province.

Social Studies

The percentage of BGSD students achieving acceptable standard decreased by almost 4 points and is approximately 7 points below the provincial average. The percentage of BGSD students achieving standard of excellence decreased by a little over 1 point and is approximately 6 points below the provincial average.

The percentage of BGSD FNMI students achieving the acceptable standard increased by 3.5 points and is nearly 12 points higher than the provincial average. During the same period, the percentage of BGSD FNMI students achieving standard of excellence decreased by roughly 9 points and is approximately 5 points above the provincial average. Similar to the province, less than 10% of BGSD FNMI students achieve the standard of excellence in 2023-24.

The percentage of EAL students in BGSD achieving acceptable standard declined by 15 points and is about 6 points above the provincial average. The percentage of EAL students in BGSD achieving standard of excellence increased by close to 8 points higher and is about 7 points above the 2023-24 provincial average.

Social Studies K&E

The percentage of BGSD students achieving acceptable standard increased by nearly 7 points and is roughly 4 points lower than the provincial average. The percentage of BGSD students achieving standard of excellence decreased slightly and was comparable to the provincial average.

The percentage of BGSD FNMI students achieving the acceptable standard increased by approximately 32 points which is nearly 29 points higher than the provincial average. In 2023-24, no FNMI students in

BGSD achieve the standard of excellence, while 9.4% of FNMI students provincially do. There is no data available for the 2023-2024 academic year for BGSD and the province.

Mathematics

The percentage of BGSD students achieving acceptable standard decreased by approximately 2 points and is about 1 point lower than the 2023-24 provincial average. The percentage of BGSD students achieving standard of excellence decreased by roughly 4 points and is approximately 4 points below the provincial average.

The percentage of BGSD FNMI students achieving acceptable standard decreased by approximately 8 points and is nearly 17 points higher than the provincial average. The percentage of students achieving standard of excellence increased by about 4 points and is approximately 5 points above the provincial average for. Similar to the province, less than 10% of BGSD FNMI students achieve standard of excellence in 2023-24.

The percentage of EAL students in BGSD achieving acceptable standard has decreased by approximately 13 points and is close to 1 point below the provincial average. The percentage of EAL students in BGSD achieving standard of excellence is 4 points higher and is slightly higher than the provincial average.

Mathematics K&E

The percentage of BGSD students achieving acceptable standard increased by approximately 10 points and is about 9 points higher than the provincial average. The percentage of BGSD students achieving standard of excellence increased by 1.5 points and is approximately 4 points above the 2023-24 provincial average.

The percentage of BGSD FNMI students achieving acceptable standard increased by approximately 38 points and is 44.5 points higher than the provincial average. The percentage of FNMI students in BGSD achieving standard of excellence decreased by nearly 25 points and is approximately 17 points higher than the provincial average. There is no data available for the 2023-2024 academic year for BGSD and the province.

Science

The percentage of BGSD students achieving acceptable standard decreased by approximately 2 points and is roughly 3 points lower than the provincial average. The percentage of BGSD students achieving standard of excellence decreased by about 2 points and is approximately 10 points below the provincial average.

The percentage of BGSD FNMI students achieving acceptable standard decreased by approximately 1 point and is 14 points higher than the provincial average for 2022-23. The percentage of FNMI students

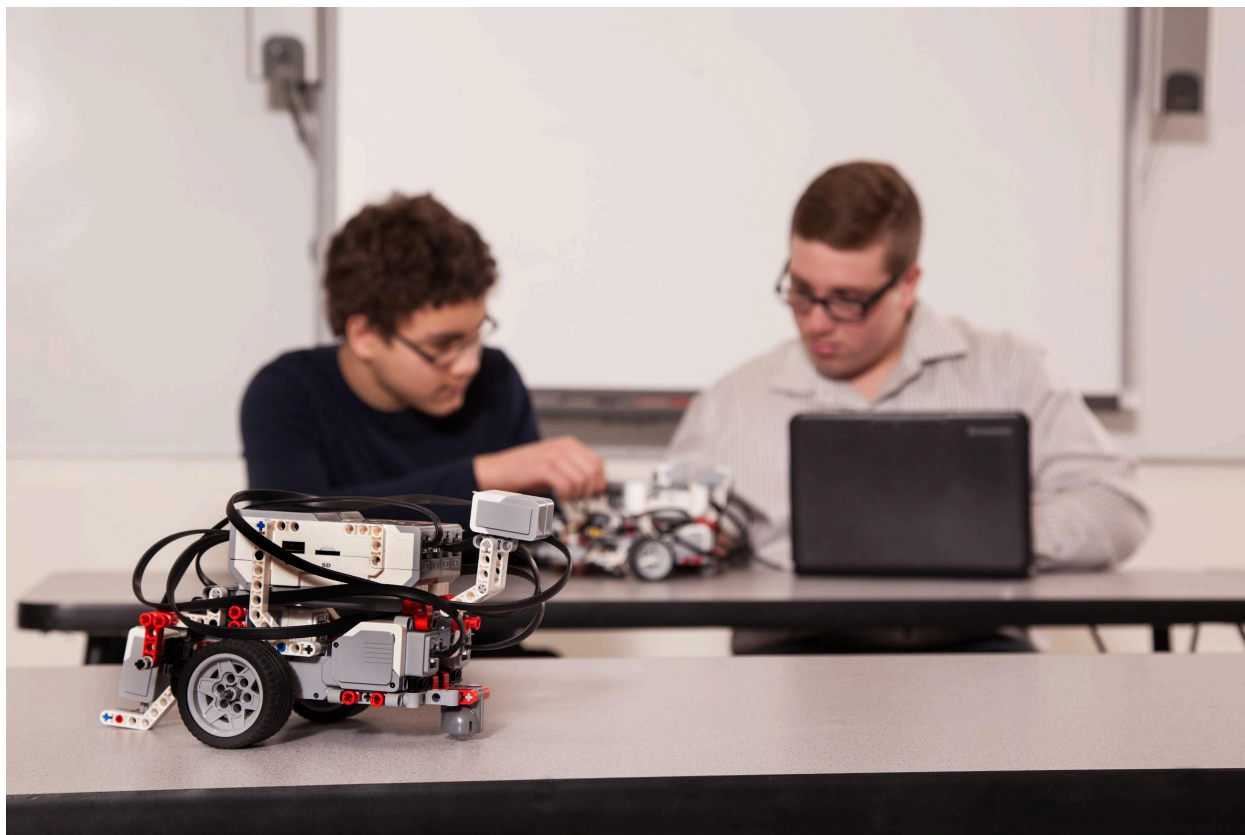
in BGSD achieving standard of excellence increased by nearly 6 points and is nearly 6 points higher than the provincial average.

The percentage of EAL students in BGSD achieving acceptable standard declined by approximately 17 points and is roughly 9 points above the provincial average. The percentage of EAL students in BGSD achieving standard of excellence declined by 1 point and is nearly 11 points below the provincial average.

Science K&E

The percentage of BGSD students achieving acceptable standard increased by 6.5 points and is about 3 points higher than the provincial average. The percentage of BGSD students achieving standard of excellence decreased by nearly 2 points and is approximately 2 points below the provincial average.

The percentage of BGSD FNMI students achieving acceptable standard increased by approximately 22 points and is about 20 points higher than the provincial average. The percentage of FNMI students in BGSD achieving standard of excellence increased by nearly 6 points and is 9.5 points higher than the provincial average. There is no data available for the 2023-2024 academic year for BGSD and the province.



2024 Diploma Exam Results Analysis

Table 28.		All Student Diploma Exam Results (in percentages)									
Subject		2019-20		2020-21		2021-22		2022-23		2023-24	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 30-1	Acceptable	n/a	n/a	n/a	n/a	85.9	78.8	88.1	83.7	87.4	84.2
	Excellence	n/a	n/a	n/a	n/a	7.6	9.4	8.6	10.5	6.1	10.1
English Language Arts 30-2	Acceptable	n/a	n/a	n/a	n/a	87.4	80.0	91.3	86.2	93.5	85.7
	Excellence	n/a	n/a	n/a	n/a	12.6	12.3	12.9	12.7	14.7	12.9
French Language Arts 30-1 N=16	Acceptable	n/a	n/a	n/a	n/a	87.1	91.9	100.0	93.1	100	95.3
	Excellence	n/a	n/a	n/a	n/a	6.5	6.8	9.5	6.1	12.5	8.6
Social Studies 30-1	Acceptable	n/a	n/a	n/a	n/a	85.8	81.5	83.5	83.5	86.2	85.2
	Excellence	n/a	n/a	n/a	n/a	18.9	15.8	16.0	15.9	15.8	18.7
Social Studies 30-2	Acceptable	n/a	n/a	n/a	n/a	75.1	72.5	83.5	78.1	85.2	77.6
	Excellence	n/a	n/a	n/a	n/a	13.3	13.2	8.3	12.3	12.8	12.7
Mathematics 30-1	Acceptable	n/a	n/a	n/a	n/a	59.3	63.6	63.9	70.8	64.8	75.4
	Excellence	n/a	n/a	n/a	n/a	18.5	23.0	21.7	29.0	20.5	34.9
Mathematics 30-2	Acceptable	n/a	n/a	n/a	n/a	58.3	61.5	70.2	71.1	73.3	70.9
	Excellence	n/a	n/a	n/a	n/a	13.7	11.8	14.0	15.2	15.2	15.4
Science 30	Acceptable	n/a	n/a	n/a	n/a	78.7	75.7	84.9	79.4	82.0	81.3
	Excellence	n/a	n/a	n/a	n/a	16.2	17.2	24.8	23.1	27.0	24.6
Biology 30	Acceptable	n/a	n/a	n/a	n/a	83.6	74.3	85.3	82.7	83.0	83.1
	Excellence	n/a	n/a	n/a	n/a	23.0	25.2	33.4	32.8	21.2	33.7
Chemistry 30	Acceptable	n/a	n/a	n/a	n/a	81.8	77.1	79.4	80.5	82.3	82.9
	Excellence	n/a	n/a	n/a	n/a	21.8	31.1	36.0	37.0	26.4	38.0
Physics 30	Acceptable	n/a	n/a	n/a	n/a	93.5	78.5	86.4	82.3	88.0	85.1
	Excellence	n/a	n/a	n/a	n/a	43.5	34.6	40.7	39.9	33.3	43.1

Table 29.		FNMI Student Diploma Exam Results (in percentages)									
Subject		2019-20		2020-21		2021-22		2022-23		2023-24	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 30-1 N=30	Acceptable	n/a	n/a	n/a	n/a	94.4	73.5	81.5	78.3	86.7	81.7
	Excellence	n/a	n/a	n/a	n/a	5.6	4.4	3.7	6.1	10.0	6.9
English Language Arts 30-2 N=53	Acceptable	n/a	n/a	n/a	n/a	73.7	82.1	85.7	86.5	94.3	86.0
	Excellence	n/a	n/a	n/a	n/a	15.8	9.2	12.2	9.9	9.4	10.8
French Language Arts 30-1 N=n/a	Acceptable	n/a	n/a	n/a	n/a	*	83.3	n/a	83.8	n/a	88.9
	Excellence	n/a	n/a	n/a	n/a	*	0.0	n/a	2.7	n/a	0.0
Social Studies 30-1 N=30	Acceptable	n/a	n/a	n/a	n/a	83.3	72.5	78.3	73.0	90.0	79.1
	Excellence	n/a	n/a	n/a	n/a	8.3	7.4	8.7	8.6	16.7	10.6
Social Studies 30-2 N=45	Acceptable	n/a	n/a	n/a	n/a	40.0	66.0	83.3	72.3	82.2	72.9
	Excellence	n/a	n/a	n/a	n/a	20.0	5.4	6.3	5.4	4.4	6.6
Mathematics 30-1 N=12	Acceptable	n/a	n/a	n/a	n/a	*	50.9	53.3	60.6	66.7	64.4
	Excellence	n/a	n/a	n/a	n/a	*	10.5	13.3	15.0	25.0	17.0
Mathematics 30-2 N=24	Acceptable	n/a	n/a	n/a	n/a	40.0	55.2	68.8	65.8	75.0	64.8
	Excellence	n/a	n/a	n/a	n/a	10.0	7.3	6.3	12.1	16.7	10.1
Science 30 N=24	Acceptable	n/a	n/a	n/a	n/a	66.7	70.0	95.2	75.3	75.0	78.1
	Excellence	n/a	n/a	n/a	n/a	16.7	7.2	33.3	18.7	20.8	18.5
Biology 30 N=23	Acceptable	n/a	n/a	n/a	n/a	72.2	58.9	84.0	72.5	73.9	72.8
	Excellence	n/a	n/a	n/a	n/a	11.1	11.5	36.0	19.1	13.0	17.0
Chemistry 30 N=16	Acceptable	n/a	n/a	n/a	n/a	83.3	62.5	n/a	70.0	81.3	78.2
	Excellence	n/a	n/a	n/a	n/a	16.7	15.4	n/a	24.0	25.0	23.5
Physics 30 N=8	Acceptable	n/a	n/a	n/a	n/a	*	68.6	n/a	72.0	75.0	80.4
	Excellence	n/a	n/a	n/a	n/a	*	25.2	n/a	26.8	12.5	23.2

Table 30.		EAL Student Diploma Exam Results (in percentages)									
Subject		2019-20		2020-21		2021-22		2022-23		2023-24	
		BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta	BGSD	Alberta
English Language Arts 30-1 N=3	Acceptable	n/a	n/a	n/a	n/a	*	55.5	n/a	63.3	*	61.3
	Excellence	n/a	n/a	n/a	n/a	*	2.6	n/a	3.7	*	2.7
English Language Arts 30-2 N=6	Acceptable	n/a	n/a	n/a	n/a	71.4	63.9	37.5	71.5	100	70.0
	Excellence	n/a	n/a	n/a	n/a	0.0	3.7	0.0	5.5	0.0	5.2
French Language Arts 30-1 N=1	Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	85.2	*	85.7
	Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0.0	*	19.0
Social Studies 30-1 N=4	Acceptable	n/a	n/a	n/a	n/a	*	68.7	n/a	72.7	*	70.5
	Excellence	n/a	n/a	n/a	n/a	*	9.0	n/a	8.8	*	10.7
Social Studies 30-2 N=4	Acceptable	n/a	n/a	n/a	n/a	66.7	55.6	42.9	62.5	*	63.2
	Excellence	n/a	n/a	n/a	n/a	0.0	7.1	0.0	7.8	*	8.3
Mathematics 30-1 N=5	Acceptable	n/a	n/a	n/a	n/a	*	52.2	*	61.1	*	64.0
	Excellence	n/a	n/a	n/a	n/a	*	19.2	*	23.1	*	27.6
Mathematics 30-2 N=2	Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	*	58.5	*	57.7
	Excellence	n/a	n/a	n/a	n/a	n/a	n/a	*	9.7	*	9.0
Science 30 N=1	Acceptable	n/a	n/a	n/a	n/a	*	59.7	*	67.4	*	69.0
	Excellence	n/a	n/a	n/a	n/a	*	11.8	*	16.1	*	16.2
Biology 30 N=2	Acceptable	n/a	n/a	n/a	n/a	*	61.0	n/a	72.8	*	69.7
	Excellence	n/a	n/a	n/a	n/a	*	18.0	n/a	24.7	*	23.6
Chemistry 30 N=4	Acceptable	n/a	n/a	n/a	n/a	*	67.9	*	73.5	*	73.2
	Excellence	n/a	n/a	n/a	n/a	*	23.5	*	29.9	*	29.6
Physics 30 N=3	Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	75.7	*	71.3
	Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	32.3	*	32.9

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.



Grade 12 Diploma Overall

The percentage of BGSD students achieving the acceptable standard generally increased in humanities and was above the provincial average in most cases. The percentage of BGSD students achieving standard of excellence tended to decline in sciences and mathematics, and was below the provincial average.

The percentage of BGSD FNMI students achieving acceptable standard and standard of excellence generally increased in humanities and mathematics. Where data is available, the percentage of BGSD students achieving acceptable standard and standard of excellence is generally higher than the provincial average. Very little data is available regarding the percentage of BGSD EAL and students provincially who achieve acceptable standard and standard of excellence.

English Language Arts 30-1

The percentage of BGSD students achieving acceptable standard decreased by approximately 1 point and is roughly 3 points higher than the provincial average. The percentage of BGSD students achieving standard of excellence decreased by 2.5 points and is 4 points below the provincial average.

The percentage of BGSD FNMI students achieving acceptable standard increased by nearly 5 points, and is 5 points higher than the provincial average. The percentage of BGSD FNMI students achieving standard of excellence increased by roughly 6 points and is nearly 3 points higher than the provincial average.

English Language Arts 30-2

The percentage of BGSD students achieving acceptable standard increased by approximately 2 points and is roughly 8 points higher than the provincial average. The percentage of BGSD students achieving standard of excellence increased by roughly 2 points and is approximately 2 points above the provincial average.

The percentage of BGSD FNMI students achieving acceptable standard increased by nearly 9 points, and is approximately 8 points higher than the provincial average. The percentage of BGSD FNMI students achieving standard of excellence decreased by roughly 3 points and is about 1 point lower than the provincial average.

The percentage of BGSD EAL students achieving acceptable standard increased by 62.5 points and is 30 points higher than the 2023-24 provincial average. No BGSD EAL students achieve standard of excellence in 2023-24, while 5.2 percent of students did provincially.

French Language Arts 30-1

100% of BGSD students achieved acceptable standard, which is identical to the previous year and roughly 5 points higher than the provincial average. The percentage of BGSD students achieving standard of excellence increased by 3 points and is approximately 4 points higher than the provincial average. There is no FNMI or EAL data available for the 2023-2024 academic year.

Social Studies 30-1

The percentage of BGSD students achieving acceptable standard increased by approximately 3 points and is 1 point higher than the provincial average. The percentage of BGSD students achieving standard of excellence decreased marginally and is approximately 3 points below the provincial average.

The percentage of BGSD FNMI students achieving acceptable standard increased by nearly 12 points, and is approximately 11 points higher than the provincial average. The percentage of BGSD FNMI students achieving standard of excellence increased by 8 points and is nearly 6 points higher than the provincial average. There is no data available for the 2023-2024 academic year.

Social Studies 30-2

The percentage of BGSD students achieving acceptable standard increased by approximately 2 points and is roughly 8 points higher than the provincial average. The percentage of BGSD students achieving standard of excellence increased by 4.5 points and is nearly identical to the provincial average.

The percentage of BGSD FNMI students achieving acceptable standard decreased by nearly 1 point, and is approximately 9 points higher than the provincial average. The percentage of BGSD FNMI students achieving standard of excellence decreased by roughly 2 points and is nearly 2 points lower than the provincial average. There is no data available for the 2023-2024 academic year for BGSD.

Mathematics 30-1

The percentage of BGSD students achieving acceptable standard decreased by approximately 1 point and is roughly 11 points lower than the provincial average. The percentage of BGSD students achieving standard of excellence decreased by nearly 1 point and is approximately 14 points below the provincial average.

The percentage of BGSD FNMI students achieving acceptable standard increased by nearly 13 points, and is approximately 2 points higher than the provincial average. The percentage of BGSD FNMI students achieving standard of excellence increased by roughly 12 points and is 8 points higher than the provincial average. There is no data available for the 2023-2024 academic year for BGSD.

Mathematics 30-2

The percentage of BGSD students achieving acceptable standard increased by approximately 3 points and is approximately 2 points higher than the provincial average. The percentage of BGSD students

achieving standard of excellence increased by nearly 1 point and is slightly lower than the provincial average.

The percentage of BGSD FNMI students achieving acceptable standard increased by nearly 6 points and is approximately 10 points higher than the provincial average. The percentage of BGSD FNMI students achieving standard of excellence increased by almost 10 points and is nearly 7 points higher than the provincial average. There is no EAL data available for the 2023-2024 academic year.

Science 30

The percentage of BGSD students achieving acceptable standard decreased by approximately 3 points and is close to 1 point higher than the provincial average. The percentage of BGSD students achieving standard of excellence increased by nearly 2 points and is approximately 2 points above the provincial average.

The percentage of BGSD FNMI students achieving acceptable standard decreased by nearly 20 points from, and is approximately 3 points lower than the provincial average. The percentage of BGSD FNMI students achieving standard of excellence decreased by 12.5 points and is nearly 2 points higher than the provincial average. There is no EAL data available for the 2023-2024 academic year.

Biology 30

The percentage of BGSD students achieving acceptable standard decreased by approximately 2 points and is comparable to the provincial average. The percentage of BGSD students achieving standard of excellence decreased by nearly 12 points and is 12.5 points below the provincial average.

The percentage of BGSD FNMI students achieving acceptable standard decreased by nearly 10 points and is approximately 1 point higher than the provincial average. The percentage of BGSD FNMI students achieving standard of excellence decreased by 23 points and is 4 points lower than the provincial average. There is no EAL data available for the 2023-2024 academic year.

Chemistry 30

The percentage of BGSD students achieving acceptable standard decreased by approximately 3 points and is close to 1 point lower than the provincial average. The percentage of BGSD students achieving standard of excellence decreased by nearly 10 points and is approximately 12 points below the provincial average. There is no FNMI or EAL data available for the 2023-2024 academic year.

Physics 30

The percentage of BGSD students achieving acceptable standard increased by approximately 2 points and is close to 3 points higher than the provincial average. The percentage of BGSD students achieving standard of excellence decreased by nearly 7 points and is approximately 10 points below the provincial average. There is no FNMI or EAL data available for the academic year for BGSD.