



2021
2022

ANNUAL
ASSURANCE
RESULTS REPORT





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Message from the Board Chair

On behalf of the Board of Trustees, I am pleased to present the Lethbridge School Division Assurance Results Report for 2021/2022.

The report captures the measures identified in each of the Assurance Domains outlined in the Board 2020/2023 Three-Year Plan.

The Division looks at results to inform planning for the next school year.

Parents are the primary educators and critical partners in navigating challenges to ensure student success. We look forward to engaging our partners in ongoing dialogue throughout the year to inform planning and decision-making. Please refer to the Lethbridge School Division Community Engagement website for ongoing communication with parents and feedback initiatives. [\[Community Engagement\]](#)

We are very proud of our Division and the tireless efforts of our staff and students and thank them for their continual commitment to making us better tomorrow than we were today.



Allison Purcell
Board Chair





Accountability Statement

The Assurance Results Report for Lethbridge School Division for the 2021/2022 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Assurance Results Report for 2021/2022 was approved by the Board on November 29, 2022.

Signed:

A handwritten signature in black ink, appearing to read "Allison Purcell".

Allison Purcell
Board Chair

A handwritten signature in black ink, appearing to read "Dr. Cheryl Gilmore".

Dr. Cheryl Gilmore
Superintendent of Schools





Vision Statement

Learners are innovative thinkers who are successful, confident, respectful, and caring.

Mission Statement

Lethbridge School Division is inclusive, forward thinking, and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible citizens.

Board of Trustees



Allison Purcell
Board Chair



Genny Steed
Vice Chair



Andrea Andreachuk
Board Member



Tyler Demers
Board Member



Kristina Larkin
Board Member



Christine Light
Board Member



Craig Whitehead
Board Member

Senior Administration

Cheryl Gilmore - Superintendent of Schools

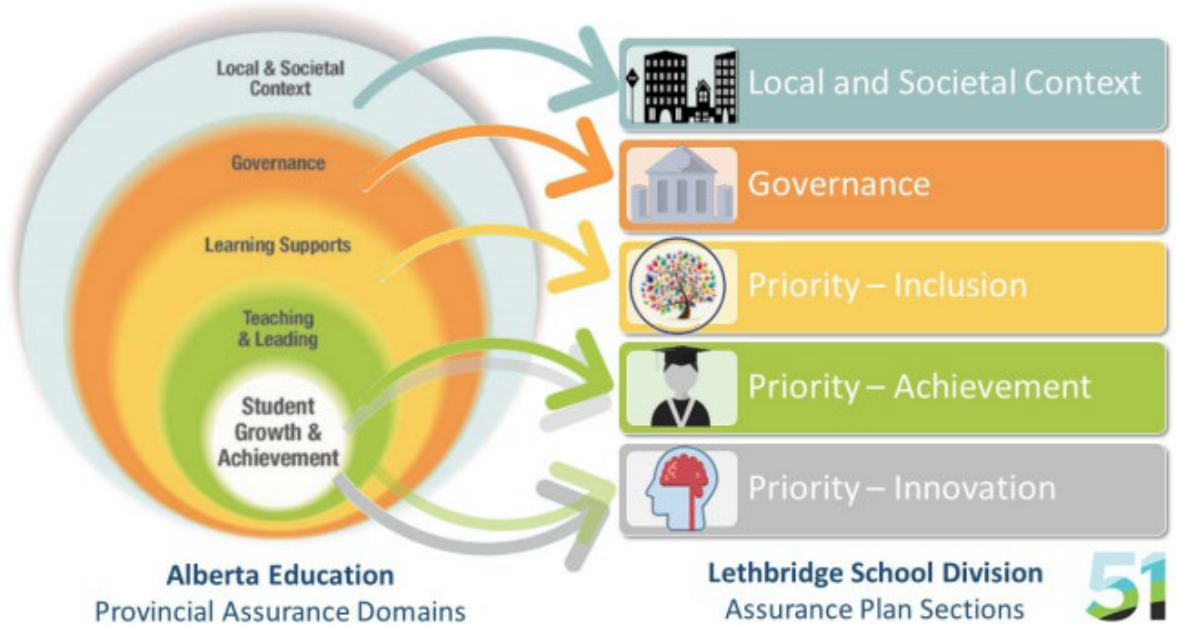
Morag Asquith - Associate Superintendent, Instructional Services

Christine Lee - Associate Superintendent, Business and Operations

Mike Nightingale - Associate Superintendent, Human Resources

Assurance Domains

The provincial assurance model that guides planning and reporting has five assurance domains. The chart below illustrates the connection between the Board priorities of Achievement, Inclusion and Innovation and the Assurance framework.





DOMAIN: Local and Societal Context

Since 1886, Lethbridge School Division has offered high quality learning experiences over a broad range of programs to meet the needs of a wide variety of learners. In the 2021/2022 school year, the Division educated approximately 11,670 Early Learning through Grade 12 students within the city of Lethbridge and employed 663 full time equivalent (FTE) certificated staff and 527 FTE support staff.



Lethbridge School Division takes pride in the breadth of its programs, the expertise of its staff, and the quality of its facilities in 24 schools and several outreach facilities throughout the city. Our schools have a grade structure composed of Kindergarten to Grade 5 students in elementary schools, Grade 6 to Grade 8 students in middle schools and Grade 9 to Grade 12 students in high schools.

All schools provide instruction in the core subjects (Language Arts, Mathematics, Social Studies and Science), Physical Education, and the Fine Arts. Students at each school have access to Learning Commons that provide a blend of print materials and access to state-of-the art computers and digital resources. French language instruction is offered in Grade 4 through Grade 12 and a French Immersion/French Bilingual program is available for students from Kindergarten through Grade 12. A Spanish Bilingual program is in place at Coalbanks Elementary School. During the 2021/2022 school year, it spanned Kindergarten to Grade 5 and has continued to grow to include some Spanish programming at G.S. Lakie Middle School this school year for Grade 6 students.

At the secondary level, students can experience a wide range of complementary courses or options designed to meet their unique needs and interests, including those related to career and technology studies. Information and communication technology instruction is integrated into all student programs. International Baccalaureate, Dual Credit and Knowledge and Employability courses are also offered to high school students. High school students have access to a robust Off-Campus program including RAP (registered apprenticeship program) and Work Experience. The Division has an active International Student program involved in recruitment of students from around the world, mainly at the high school level.

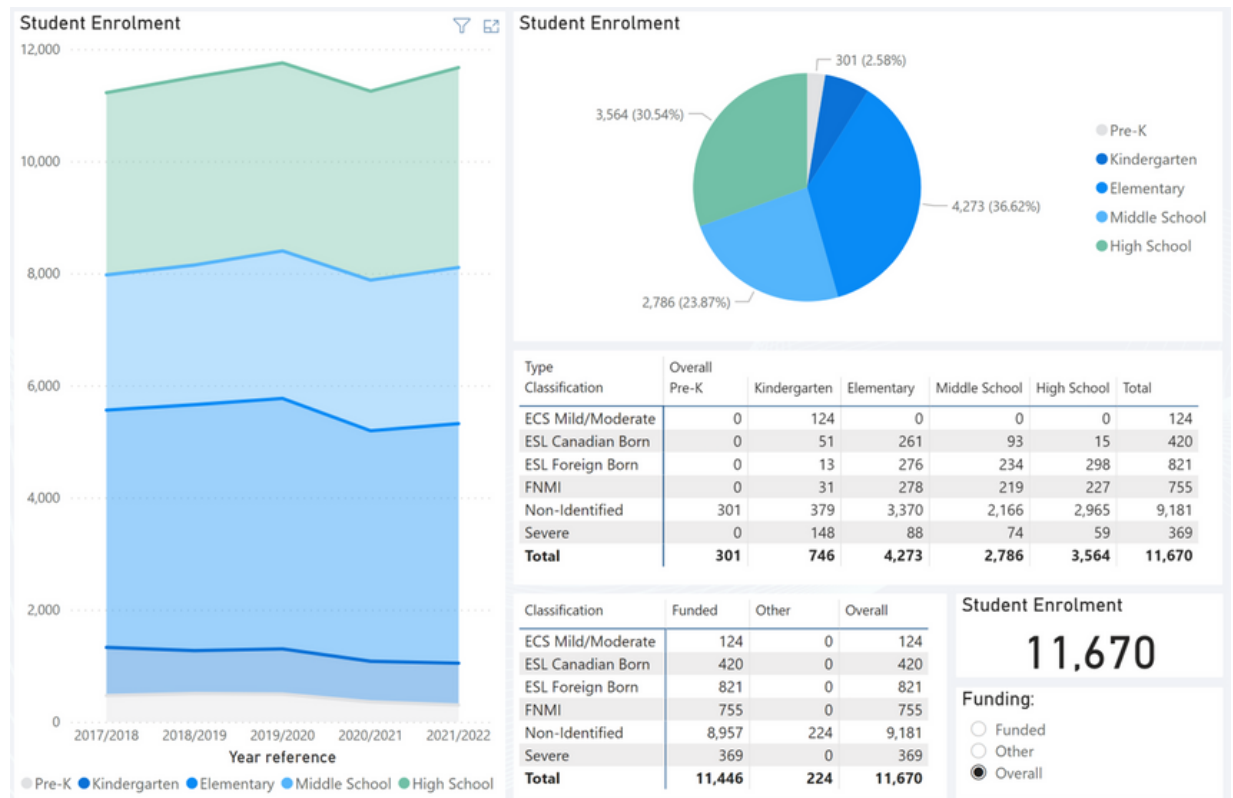


Other instructional programs include Kindergarten offered in all elementary schools, Indigenous Education, and the universal strategy of early literacy. Twenty Division Early Education Programs were offered in 11 schools during the 2021/2022 school year. The Division also offered a Building Brains Together online at-home program. A Montessori program is established in Grade 1 to Grade 5. Lethbridge Christian School, Immanuel Christian Elementary School, and Immanuel Christian Secondary School are Alternative Schools that provide Christian education for students from Kindergarten to Grade 12.

The Division continues to enhance inclusive practices in order to provide all students with the most appropriate learning environments and opportunity to achieve their potential. The instructional program is enhanced by the provision of counseling services in all schools including social/emotional, educational and career counseling. These services are enriched by long-standing, community partnerships with the Lethbridge Regional Police Service, Alberta Health Services, Southwest Alberta Child and Family Services, Alberta Human Resources and Employment and other agencies.

Student Demographics

See below for the student demographics for the 2021/2022 school year. Demographics are updated as information becomes available on our Student Demographic Dashboard available on the website. [Microsoft Power BI](#)





Staff

The 2021/2022 school year required Lethbridge School Division to be flexible and adaptable in response to the continued uncertainty created by the COVID-19 pandemic. In response to the changing needs of our learners, the Division introduced three pilot E-Learning programs for students in grades 1-12 at Dr. Robert Plaxton Elementary, Senator Joyce Fairbairn Middle School, and Lethbridge Collegiate Institute. These programs were staffed with teachers committed to providing a unique online learning experience that allows students to learn outside of a traditional school setting while maintaining a connection to their school community.

The recruitment, retention and development of high-quality staff continues to be a key component in the Division’s strategic human resource plan and is critical to our progress in all goal areas. Our continued partnership with post-secondary institutions continues to positively impact recruitment, especially with teachers. Recruiting in other areas has become increasingly complex with employment market availability of candidates for many of the non-degree/uncertified positions very competitive. Our recruitment and retention strategies are built upon the Division’s commitment to providing job security, comprehensive employer paid benefits, as well as a positive, safe and caring working environment. Further, the Division is committed to supporting staff growth and development. As such, Lethbridge School Division provides staff with a multitude of professional learning opportunities, including a deep commitment to inquiry-based learning.

The Human Resources team continues to provide innovative solutions by using digital job offers with electronic signatures as well as video interviews to augment candidate resumes, which assist in maintaining candidate pools.

Data indicates that almost 4,700 applications were received in the Division from July 2021-June 2022, which resulted in 414 hires. The ability to recruit new staff combined with the deep commitment of our existing staff has allowed the Division to provide exceptional learning for our students.

Lethbridge School Division

Source Report for all jobs between 1 July 2021 - 30 June 2022



■ Job Boards
 ■ Internal Applications
 ■ Company Marketing
 ■ Referrals
 ■ Recruiters
 ■ Sourced
 ■ Social
 ■ Other



Trends, Issues and Opportunities

Examining trends in the planning process informs strategic decisions and ensures Lethbridge School Division builds capacity to meet the current and future needs of our students. Trends stem from examining academic results over time, changing demographics, changing needs of students, and changing provincial and global direction in the vision of education. In Alberta, provincial work continues to inform changes in curriculum. Adhering to the philosophy that strong pedagogy will drive curriculum implementation, the division invests in professional learning for teachers to build instructional capacity. Close attention is also given to opportunities for the integration of technology. As well, there is ongoing reflection regarding the structure of programs and services to create an inclusive learning environment that is flexible and focused on personalization. Trends and issues need to be examined with a solution-based perspective that aligns with the vision of the Division and brings exciting opportunities.

Education Delivery in the Context of the COVID-19 Pandemic – reflection of 2021/2022

The tumultuous situation with COVID-19 continued after 16 months into the 2021/2022 school year with ongoing changes to protocols and restrictions. The jurisdiction continued with protocols outlined by Alberta Health Services. Ensuring adherence to the protocols called for additional caretaking hours, sanitization resources, staggered entry plans, limited access to facilities, transportation protocols, and a host of logistic decisions to maintain distancing and cohort configurations of students wherever possible. As was the case across the province, a vaccination procedure was put in place for staff.

The year started with parent choice of an online learning program hosted from three schools sites: Dr. Robert Plaxton Elementary School, Senator Joyce Fairbairn Middle School and Lethbridge Collegiate Institute. School staff worked exceptionally hard to adjust to changes and move forward with quality instruction.

Other challenges continued throughout the year with the need to deliver learning to students who were symptomatic and sent home or in quarantine. Additionally, staff were at home more frequently for the same reasons. This resulted in the need for increased numbers of substitutes for all staff classifications, as well as a pull on resources. Other challenges that came to the forefront in the context of the pandemic included wellness of students and staff, and limited access to activities outside of curriculum delivery. Protocols were put in place to enable opening up extra-curricular activities and spectator attendance.

Summary of Accomplishments

1. Dr. Robert Plaxton, a K-5, 600-student elementary school, opened its doors August of 2021 to students in the community of Southbrook. It opened with LEED Gold certification.

2. The School Division received approval for a new K-5 Elementary School in the community of Garry Station in west Lethbridge. This school which will open at 600 student capacity will allow for 12 modular classrooms to grow to 890 capacity in the future. This project is managed by Alberta Infrastructure as a Design Bid process. Planning and Design work commenced during the year.



Summary of Accomplishments

3. The Board of Trustees approved a four-year project to upgrade Victoria Park High School. These upgrades will include improvements to classroom spaces, accessibility, ventilation and student gathering spaces.
4. An Anti-Racism/Anti-Oppression Policy was drafted and approved in September, 2022.
5. Think Outside, a land-based program that supports cross-curricular outcome-based learning outdoors, continued for its third year.
6. Health Champions from each school reviewed the Physical Education and Wellness program and provided feedback to Alberta Education.
7. Lethbridge School Division hosted 35-plus graduates at our Indigenous Graduation Ceremony.
8. École Agnes Davidson completed its first year as a single-track French Immersion program.
9. Lethbridge School Division offered over 15 dual credit courses from the University of Lethbridge and the Lethbridge College to our high school students.
10. The Wellness Committee initiated a Wellness Visioning process that is continuing into the 2022/2023 school year.
11. A multi-faith calendar has been added to Lethbridge School Division website to support diversity and inclusive practices.
12. The Division received the Meritorious Budget Award (MBA) from ASBO International for the 2021/2022 Annual Budget Report.
13. The Division received the Canadian Award for Excellence in Financial Reporting (CAnFR) from GFOA International for the 2020/2021 Annual Financial Report (governance domain).
14. Community Engagement Sessions were held related to Capital Planning. Planning session for new elementary school in Garry Station and a visioning session for Galbraith Elementary School modernization.
15. The Technology Department supported the development of an ESport Arena at Lethbridge Collegiate Institute.
16. Technology Department held a MineCraft Challenge for students to engage in designing a new elementary school.
17. A new trustee orientation program was presented over five modules to the new Board of Trustees from October to April.



Summary of Accomplishments

18. Digital Citizen Session lead by Mike Ribble was held for parents.

19. Work with Urban School Boards Insurance Consortia IT Committee to develop best practices for IT security in school divisions.

20. The Division received three "2010 vintage" Modular Classrooms that were set to be demolished by another school Division. These modular classrooms were set into place at Chinook High School during the summer of 2022 and are scheduled for occupancy in January, 2023.

21. The technology department replaced or moved over 1,500 PCs as part of the Elementary phase of evergreening.

22. Extensive professional learning support was provided to support a comprehensive/balanced literacy structure.

23. Schools created comprehensive literacy plans that support building and sustaining a school culture in which high quality literacy instruction for all students is a priority.

24. A Division Three-Year Numeracy Work Plan was created that includes action steps in five specific areas including ongoing communication to promote common understanding, creation of thinking tasks, professional learning and residencies with the Numeracy Lead Teacher, evaluating MIPI and Foundational Interview data, and a Numeracy Steering Committees to lead ongoing planning.

25. Professional learning on a resource to support the Numeracy Work Plan, Guide for Effective Mathematics Instructional Practices Flipbook, and effective instructional practices brought together school administrators and teachers from schools across the division.

26. Professional learning on the new K-3 curriculum (Math and ELAL) was provided to K-3 teachers and administrator representatives using a concept-based lens, thinking routines, visible learning and curriculum analysis over two days in May, 2022. These representatives took learning back to their schools to share with colleagues.

27. The Building Fact Fluency Toolkits for Addition and Subtraction and Multiplication and Division were provided to all K-12 teachers. The kits target specific areas of student need (fact fluency and vocabulary) identified through assessment. The toolkits are being infused into everyday math routines.





Alberta Education Assurance Measures - Overall Summary Fall 2022

Division All Students Report										
Assurance Domain	Measure	Lethbridge 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	83.8	83.0	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	76.6	79.9	79.3	81.4	83.2	83.1	Intermediate	Declined Significantly	Issue
	3-year High School Completion	80.4	78.4	76.0	83.2	83.4	81.1	Intermediate	Improved Significantly	Good
	5-year High School Completion	85.1	84.3	81.5	87.1	86.2	85.6	Intermediate	Improved	Good
	PAT: Acceptable	63.2	n/a	70.3	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	14.6	n/a	18.4	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	71.2	n/a	82.2	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	11.1	n/a	17.8	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.8	87.5	89.3	89.0	89.6	90.3	High	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.3	85.9	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	79.2	81.3	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	75.2	76.6	79.6	78.8	79.5	81.5	Intermediate	Declined Significantly	Issue
First Nations, Métis and Inuit (FNMI) Report										
Student Growth and Achievement	3-year High School Completion	39.2	59.3	48.8	59.5	62.0	58.4	Very Low	Declined	Concern
	5-year High School Completion	70.3	58.0	53.9	68.0	68.1	65.8	Very Low	Improved	Issue
	PAT: Acceptable	31.9	n/a	44.9	46.4	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	2.9	n/a	n/a	8.5	n/a	11.4	n/a	n/a	n/a
	Diploma: Acceptable	73.2	n/a	75.6	68.7	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	8.9	n/a	3.7	8.5	n/a	11.4	n/a	n/a	n/a
English Second Language (ESL) Report										
Student Growth and Achievement	3-year High School Completion	74.0	81.4	64.6	78.5	78.7	76.0	Low	Maintained	Issue
	5-year High School Completion	79.4	88.3	76.0	86.1	86.9	85.9	Low	Maintained	Issue
	PAT: Acceptable	50.3	n/a	49.0	65.8	n/a	70.2	n/a	n/a	n/a
	PAT: Excellence	8.3	n/a	11.4	15.2	n/a	16.4	n/a	n/a	n/a
	Diploma: Acceptable	27.1	n/a	57.5	59.0	n/a	72.5	n/a	n/a	n/a
	Diploma: Excellence	1.2	n/a	10.5	10.8	n/a	15.3	n/a	n/a	n/a



DOMAIN: Student Growth and Achievement

Lethbridge School Division uses a wide variety of indicators to measure student success. One measure used is the results from the provincial testing program (Provincial Achievement Tests and Diploma Exams). The provincial testing program was put on hold for two years during the COVID-19 Pandemic. Overall, results have decreased from the last administration of the tests in 2019.

There were a number of challenges during COVID-19 with respect to instructional delivery. Learning was interrupted with illness of students and staff as well as unpredictable movement of learning to home for periods of time. Teachers worked hard to deliver learning using the Teams platform and families supported learning at home to the best degree possible. At the Grade 6 level, English Language Arts and French Language Arts is slightly below the province with the percentage of all students meeting the acceptable standard. Mathematics, Science and Social Studies were at or above the province in meeting the acceptable standard. At the Grade 9 level, we are below the province with the percentage of all students meeting the acceptable standard across all subjects. This was also reflected in the diploma examination program with all subjects below the province in meeting the acceptable standard except English 30-2 and Social Studies 30-1. The results for the 2022 administration of the provincial testing program will serve as good benchmarks for growth. The Division will continue to focus on literacy and numeracy at the elementary level. The Grade 6 results demonstrate that the focus is having some positive impact. The results at the Grade 9 level demonstrate the need for increased focus on literacy, numeracy, the implementation of Universal Design for Learning and intervention strategies.

The School Division has had a sustained focus in literacy for six years. A comprehensive literacy strategy delineated through a Division Literacy Work Plan guides strategies and elementary schools have developed Literacy Work Plans specific to their schools. A universal literacy assessment, Fountas and Pinnell Reading Assessment was put in place during the 2015/2016 school year, enabling teachers to use results to inform instruction, implement targeted intervention strategies, and move forward with benchmark data. English Language Arts at the elementary and middle school level is also an area of continued focus with literacy initiatives in place that inform best practice in instruction. Work continues to enhance guided reading and cross-curricular literacy strategies.



DOMAIN: Student Growth and Achievement

There has also been a lot of work with writing using Lucy Calkin's resources across the elementary schools. As well, a Narrative Writing Continuum was introduced in elementary schools. It was so successful that teachers expressed a need for information and opinion writing. They are currently under development. Middle school teachers expressed desire to develop writing continuums in grades 6 through 8. These are also under development with teacher committee work. Work with teachers in best practice approaches to teaching literacy is supported by professional learning, literacy resources for classrooms, as well as work with the Division's Literacy Lead Teacher.

Mathematics continues to be an area identified as a focus for growth across all grade levels. A Numeracy Lead Teacher was put in place the 2019/2020 school year, and this position continues into the current school year. A secondary and elementary mathematics steering committee examines learning gaps and members work together to explore best practice. A mathematics assessment tool, Math Intervention and Programming Instrument (MIPI), was piloted during the 2019/2020 school year, and is now universally used for all students in Grade 1 through Grade 9. It is understood we will need to find alternative strategies with change in curriculum to replace this assessment tool. High levels of competency in the areas of literacy and numeracy is an important priority for Lethbridge School Division. Skill in literacy and numeracy provides students with the core competencies necessary for higher-level thinking and the opportunity to think critically, create and explore innovation.





Provincial Achievement Tests

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022			
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	81.4	11.1	84.2	11.3	n/a	n/a	n/a	n/a	73.0	12.7	78.0	15.0
	FNMI	47.6	3.2	69.4	0	n/a	n/a	n/a	n/a	37.5	0	45.0	5.0
	ESL	57.0	2.5	73.3	7.8	n/a	n/a	n/a	n/a	64.5	8.4	70.0	10.0
	Province	83.5	17.9	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9		
French Language Arts 6 année	Authority	89.6	14.9	95.6	20.6	n/a	n/a	n/a	n/a	72.7	1.8	78.0	12.0
	Province	85.2	12.3	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6		
Mathematics 6	Authority	72.8	9.9	71.1	13.7	n/a	n/a	n/a	n/a	66.7	10.9	70.0	12.0
	FNMI	36.5	1.6	44.9	2.0	n/a	n/a	n/a	n/a	40.3	3.7	50.0	10.0
	ESL	50.6	10.1	60.0	15.6	n/a	n/a	n/a	n/a	56.1	9.3	65.0	12.0
	Province	72.9	14.0	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6		
Science 6	Authority	76.4	26.6	76.7	28.8	n/a	n/a	n/a	n/a	71.2	20.7	75.0	25.0
	FNMI	34.9	6.3	59.2	12.2	n/a	n/a	n/a	n/a	51.2	9.7	60.0	15.0
	ESL	49.4	20.3	56.7	18.9	n/a	n/a	n/a	n/a	57.0	12.1	65.0	18.0
	Province	78.8	30.5	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7		
Social Studies 6	Authority	77.2	27.9	77.4	26.6	n/a	n/a	n/a	n/a	69.1	22.0	72.0	25.0
	FNMI	46.0	3.2	57.1	8.2	n/a	n/a	n/a	n/a	46.8	7.3	55.0	12.0
	ESL	53.2	17.7	67.8	18.9	n/a	n/a	n/a	n/a	57.0	14.0	65.0	20.0
	Province	75.1	23.2	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1		
English Language Arts 9	Authority	76.7	15.3	66.2	12.7	n/a	n/a	n/a	n/a	60.8	7.2	68.0	12.0
	FNMI	46.9	0	41.8	3.6	n/a	n/a	n/a	n/a	49.4	3.6	55.0	8.0
	ESL	51.2	4.7	28.6	1.3	n/a	n/a	n/a	n/a	46.6	2.3	55.0	8.0
	Province	76.1	14.7	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9		
French Language Arts 9 année	Authority	84.6	5.8	83.8	24.3	n/a	n/a	n/a	n/a	93.3	8.3	94.0	10.0
	Province	81.4	9.8	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9		
Mathematics 9	Authority	54.6	14.3	52.6	15.9	n/a	n/a	n/a	n/a	48.5	12.3	53.0	14.0
	FNMI	12.7	1.8	18.2	5.5	n/a	n/a	n/a	n/a	26.3	4.1	40.0	10.0
	ESL	30.2	9.3	28.6	9.1	n/a	n/a	n/a	n/a	31.5	3.4	40.0	10.0
	Province	59.2	15.0	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7		
Science 9	Authority	74.5	24.4	71.3	22.6	n/a	n/a	n/a	n/a	61.9	20.7	66.0	22.0
	FNMI	37.3	2.0	43.6	1.8	n/a	n/a	n/a	n/a	49.3	8.5	60.0	15.0
	ESL	58.1	7.0	39.7	10.3	n/a	n/a	n/a	n/a	44.9	10.1	60.0	15.0
	Province	75.7	24.4	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6		
Social Studies 9	Authority	65.0	20.3	61.2	16.9	n/a	n/a	n/a	n/a	53.1	12.3	60.0	16.0
	FNMI	32.0	2.0	38.2	5.5	n/a	n/a	n/a	n/a	34.7	4.1	50.0	10.0
	ESL	40.5	14.3	27.3	7.8	n/a	n/a	n/a	n/a	36.8	4.6	50.0	10.0
	Province	66.7	21.5	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2		



Provincial Diploma Examinations

Diploma Exam Course by Course Results by Students Writing.														
		Results (in percentages)										Target		
		2018		2019		2020		2021		2022		2022		
		A	E	A	E	A	E	A	E	A	E	A	E	
English Lang Arts 30-1	Authority	90.8	15.1	86.9	11.7	n/a	n/a	n/a	n/a	70.8	6.5			
	ESL	70.0	0	57.1	4.8	n/a	n/a	n/a	n/a	12.5	0			
	Province	87.5	13.2	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4			
English Lang Arts 30-2	Authority	80.9	8.8	83.8	11.9	n/a	n/a	n/a	n/a	81.9	14.4			
	FNMI	88.2	5.9	77.8	5.6	n/a	n/a	n/a	n/a	90.0	30.0			
	ESL	38.2	0	42.9	2.9	n/a	n/a	n/a	n/a	29.6	0			
Province	Authority	88.0	13.1	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3			
	French Language Arts 30-1	Authority	91.1	11.1	85.7	9.5	n/a	n/a	n/a	n/a	85.7	5.7		
	Province	93.8	11.0	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8			
Mathematics 30-1	Authority	71.7	21.1	77.2	30.4	n/a	n/a	n/a	n/a	60.7	13.5			
	ESL	33.3	16.7	60.0	13.3	n/a	n/a	n/a	n/a	n/a	n/a			
	Province	77.8	35.3	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0			
Mathematics 30-2	Authority	72.4	14.7	77.6	15.4	n/a	n/a	n/a	n/a	58.9	9.5			
	ESL	75.0	0	50.0	0	n/a	n/a	n/a	n/a	37.5	12.5			
	Province	74.2	16.4	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8			
Social Studies 30-1	Authority	88.5	12.0	85.3	12.3	n/a	n/a	n/a	n/a	82.9	9.8			
	ESL	63.6	9.1	62.5	6.3	n/a	n/a	n/a	n/a	50.0	0			
	Province	86.2	17.7	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8			
Social Studies 30-2	Authority	71.3	3.9	76.2	5.5	n/a	n/a	n/a	n/a	62.8	4.7			
	FNMI	81.3	6.3	85.7	4.8	n/a	n/a	n/a	n/a	70.6	0			
	ESL	32.1	0	43.2	0	n/a	n/a	n/a	n/a	16.7	0			
	Province	78.8	12.2	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2			
Biology 30	Authority	75.8	27.3	83.3	23.8	n/a	n/a	n/a	n/a	68.1	12.2			
	FNMI	85.7	42.9	70.0	10.0	n/a	n/a	n/a	n/a	50.0	15.7			
	ESL	40.0	20.0	72.0	24.0	n/a	n/a	n/a	n/a	14.3	0			
	Province	86.6	36.6	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2			
Chemistry 30	Authority	77.8	29.6	82.8	34.0	n/a	n/a	n/a	n/a	68.8	20.4			
	Province	83.6	38.3	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1			
Physics 30	Authority	88.4	40.3	83.2	31.9	n/a	n/a	n/a	n/a	71.1	21.7			
	Province	86.2	43.6	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6			
Science 30	Authority	66.7	8.3	72.7	7.3	n/a	n/a	n/a	n/a	70.0	5.0			
	Province	85.4	31.5	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2			

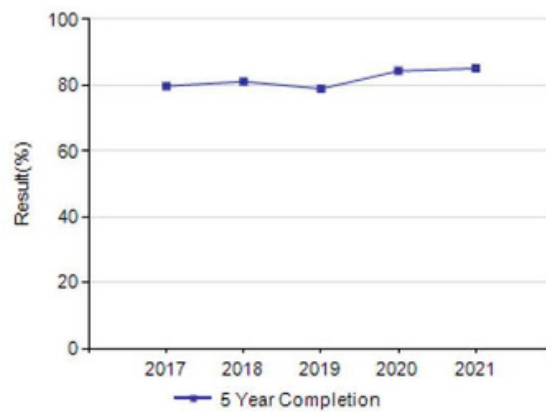
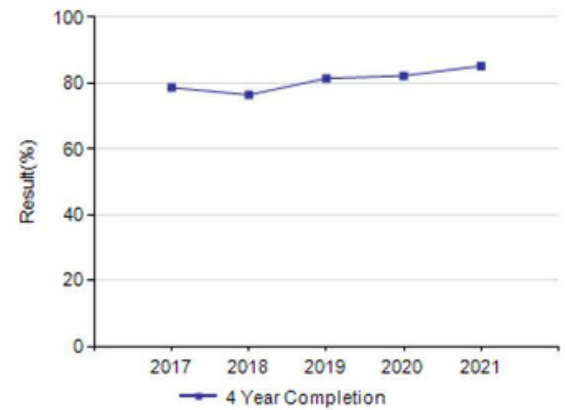
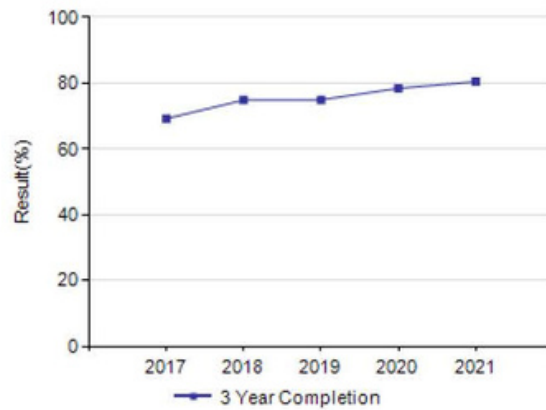
High School Completion

All students:

Percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority										Measure Evaluation		
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
3 Year Completion	700	69.2	740	74.8	729	74.9	805	78.4	749	80.4	Intermediate	Improved Significantly	Good
4 Year Completion	756	78.6	701	76.4	743	81.4	729	82.2	808	85.2	Intermediate	Improved Significantly	Good
5 Year Completion	803	79.7	758	81.1	701	78.9	744	84.3	728	85.1	Intermediate	Improved	Good

Graph of Authority Results

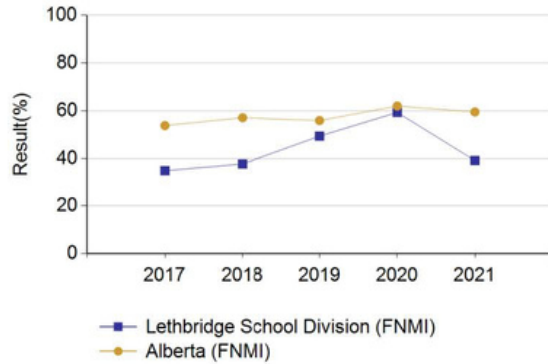


High School Completion – Indigenous Students

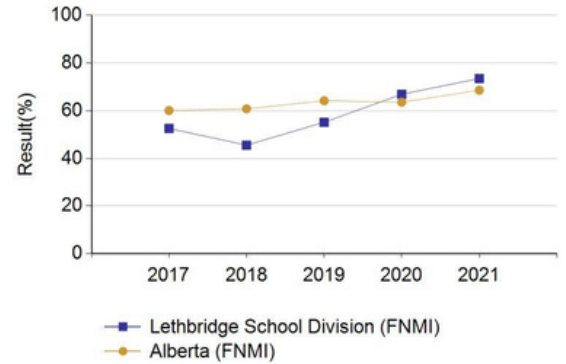
	Lethbridge School Division (FNMI)										Measure Evaluation		
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
3 Year Completion	45	34.9	52	37.7	52	49.4	57	59.3	55	39.2	Very Low	Declined	Concern
4 Year Completion	58	52.6	39	45.6	56	55.2	47	66.9	57	73.5	Low	Improved	Acceptable
5 Year Completion	51	51.4	58	51.6	38	52.2	53	58.0	46	70.3	Very Low	Improved	Issue

High School Completion – Indigenous Students

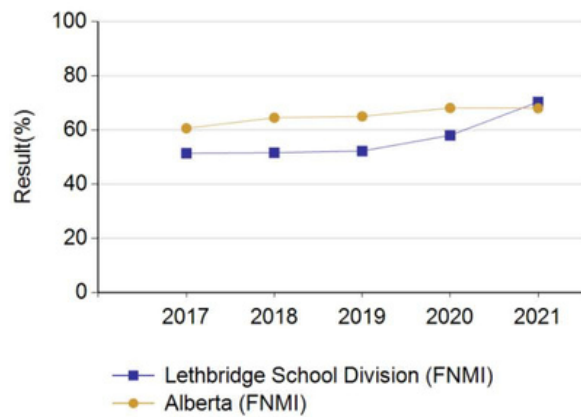
3 Year Completion



4 Year Completion

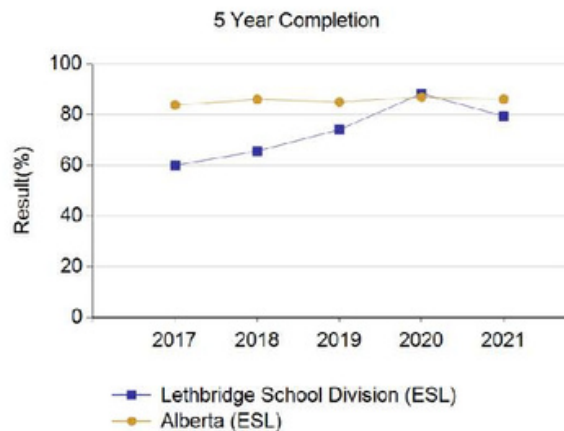
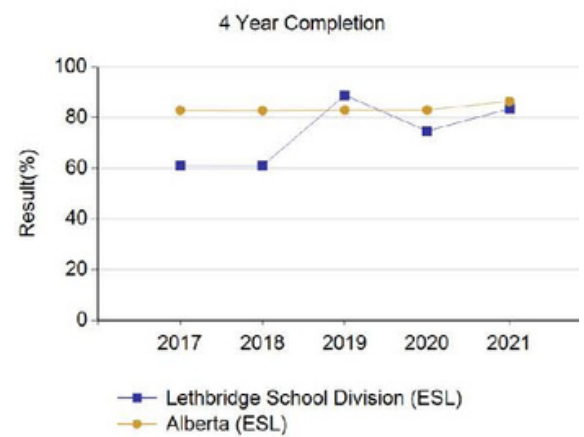
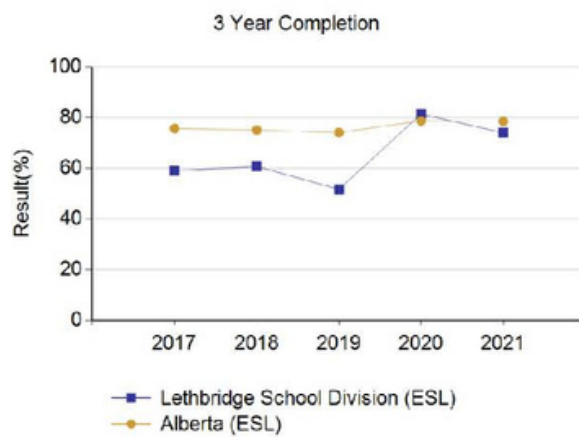


5 Year Completion



High School Completion – English as Second Language Students

	Lethbridge School Division (ESL)										Measure Evaluation		
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
3 Year Completion	31	59.0	28	60.7	51	51.7	41	81.4	42	74.0	Low	Maintained	Issue
4 Year Completion	40	61.1	27	61.0	25	88.8	51	74.7	40	83.5	Intermediate	Maintained	Acceptable
5 Year Completion	37	60.0	40	65.6	25	74.1	24	88.3	48	79.4	Low	Maintained	Issue



Evaluation

Over the course of the last few years, a number of strategies have been put in place to target high school completion of our high school students. Completion rates for all students for three, four and five-year completion have continued with the encouraging pattern of yearly modest increase. Strategies for completion include focus on student engagement including off-campus and dual credit programs.

Lethbridge School Division has a robust off-campus program. Approximately 440 students in high school enrolled in off-campus courses (Registered Apprenticeship Program or Work Experience) earning over 3,000 credits.

Evaluation

The centralized off-campus program has invested heavily in building relationships with business and industry to nurture ongoing opportunities for our students. Students who can envision the future and able to experience success in school are more likely to complete high school. When students are engaged and find areas of study interesting, challenging, and fulfilling, they are more likely to stay in school. Schools offer a breadth of program options at the secondary level to engage students. Satisfaction for the measure of Program of Studies is very high, evidencing students and parents are happy with program opportunities.

Students have access to a breadth of career services highlighted on our website. The tools and opportunities offered throughout the year are structured to help students make informed decisions about pathways and life after high school. All secondary students have access to myBlueprint, a comprehensive online education and career planning process with tools to help students learn, explore, reflect and plan. Lethbridge School Division is a member of the south organization called Career Transitions that offer a variety of resources and events for students. This current school year the Division is building on interest in off-campus pursuits with an Introduction to the Trades dual credit pathway with Lethbridge College and partnered with local industry and business for a Try a Trade job shadow opportunity with over 200 students participating. Of note specific strategies have been put in place to support our Indigenous high school students as well as our ESL population.

Although the three-year completion rate fell for our Indigenous population for this result, the four and five-year rates continue to improve. We have also had a level of sustained improvement with ESL student completion rates over the past five years. Lethbridge School Division will continue to examine strategies that target both populations with the goal of exceeding the provincial average in graduation rates and closing the gap on all learners.



High School Completion – English as Second Language Learners

To improve high school completion rates for English Language Learners, we have employed several strategies in recent years. Newcomer refugee students with limited formal schooling may still access a separate LFS classroom in middle and high school to build language proficiency and adjust to schooling in Alberta, but they transition much more quickly to mainstream classes with support to access curriculum. LFS and school-based ESL teachers, together with the division's ESL lead teacher, work closely with teachers to scaffold instruction, develop resources and implement effective strategies.

A challenge we face each year in terms of high school completion is that not all English Language Learners attend high school with the goal of graduating. We have students whose plan, whether by choice or necessity, is to build language proficiency so that they can get a job, and some leave school as soon as they have achieved basic proficiency to attend a paid job-training program that prepares them for entry into the workforce. Unfortunately, the pandemic presented some very real struggles for our English Language Learners. As we know face-to-face classroom interactions are the most helpful in building and enhancing language acquisition and online learning was not as beneficial for these learners. As a result of the pandemic, we would anticipate for the next few years our four and five-year completions may be a little higher.

High School Completion – Indigenous Students

In response to our lower-than-provincial-average FNMI graduation rates, it was collaboratively decided as a system to restructure the Indigenous Education Team and redefine high school support. Graduation Coaches were established to support our high school students of Indigenous ancestry in 2020. This role was established to provide cultural connection and targeted support related to careers and post-secondary orientation to our students of Indigenous ancestry.



High School Completion – Indigenous Students

It is the responsibility of our Grad Coaches- Indigenous Education to track credits, connect with our students of Indigenous ancestry, provide post-secondary learning experiences and support MyBluePrint with our students of Indigenous ancestry. Within the restructuring process an Indigenous Education teaching team was established to support our teachers at each Division level - elementary, middle school and high school. We have found within the year the number of Indigenous learning events and cultural opportunities has doubled. Due to the level of interest of Indigenous Education shared by teachers, school sites are now primarily leading and hosting these learning opportunities. Over the next three years we are hoping to exceed the provincial average in graduation rates and close the gap on all learners.

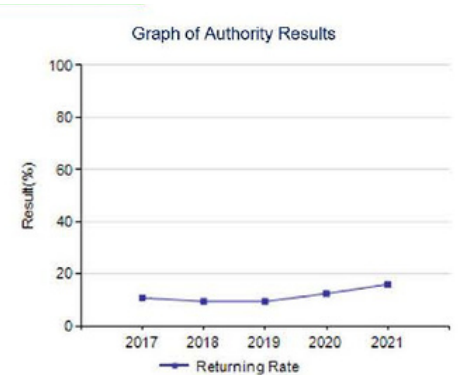
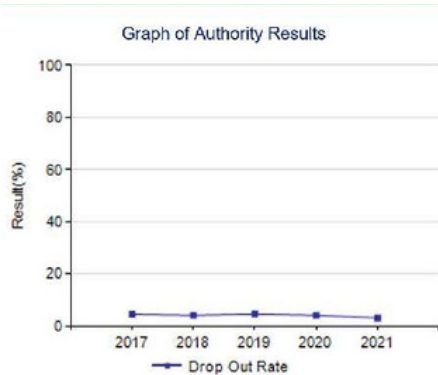
Over the pandemic we did see many of our Indigenous students move to on reserve living with fewer urban to rural transitions mid-year. Our three-year completion rate did decrease, however our four and five-year completion rates increased which reflects the phenomenal work Fast Forward Programming did to support students who did not graduate in the typical three-year pattern, but did graduate during the pandemic in their fourth or fifth year. We are hopeful with a more “normal” year ahead of us we will be able to continue our trend to close the gap on our three-year completion rates with the province.



Drop Out Rate

Drop Out Rate - annual dropout rate of students aged 14 to 18													
	Authority										Measure Evaluation		
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Drop Out Rate	2,912	4.5	2,870	4.1	2,964	4.6	3,069	4.1	3,111	3.1	High	Improved Significantly	Good
Returning Rate	149	10.8	147	9.4	136	9.4	157	12.4	146	16.0	n/a	n/a	n/a
FNMI Drop Out Rate	222	14.0	200	8.2	235	9.3	234	9.3	222	3.9	High	Improved Significantly	Good
FNMI Return Rate	28	11.7	31	3.5	19	6.1	22	10.1	22	14.6	n/a	n/a	n/a
ESL Drop Out Rate	166	7.6	171	5.7	186	5.7	236	2.6	250	3.4	High	Maintained	Good
ESL Return Rate	13	8.4	15	8.3	11	0	13	26.4	7	34.3	n/a	n/a	n/a

Graph of Drop Out Rate and Return Rate - All Students



The drop out and return rates are encouraging. As mentioned, there has been a focused effort on engagement of students at the high school level to create a context where students feel successful and want to stay. As well, the Division has a Fast Forward program with staff that seek students if they have not completed high school and work with them to establish a flexible high school program to facilitate work and/or children. The flexible program delivery is through Victoria Park High School, an Outreach school.

Citizenship

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

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.													
	Authority										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	3,593	79.1	3,504	79.2	3,593	79.4	3,125	79.9	3,570	76.6	Intermediate	Declined Significantly	Issue
Parent	438	75.3	410	76.1	479	80.0	415	77.8	484	73.7	High	Declined	Acceptable
Student	2,692	69.2	2,621	70.4	2,686	67.1	2,255	68.8	2,616	66.6	Intermediate	Declined	Issue
Teacher	463	92.8	473	91.0	428	91.1	455	93.2	470	89.4	Intermediate	Maintained	Acceptable

Evaluation

The level of satisfaction with active citizenship fell in 2022 after remaining fairly constant the previous five years. It may be an outcome of COVID-19 and restrictions on the nature of activities the students engaged in as part of school leadership. It may also be related to the polarization and tensions that happened over the course of COVID-19. Schools are not making assumptions about the drop being connected to COVID-19, however, and are actively pursuing strategies that promote attributes of good citizenship. Some schools have implemented Indigenous Ways of Knowing and the Circle of Courage that promotes the development of belonging, independence, generosity and mastery.

Other schools have a strong branding and student recognition associated with the development of character and citizenship such as Lethbridge Collegiate Institute's Green 2 Gold Program emphasizing grit, respect, empathy, responsibility and growth, Chinook High School's Coyote Character ([Chinook High School Coyote Character - YouTube](#)), and Winston Churchill High School's What we Believe values to guide actions and decisions. The secondary schools have been able to reinvigorate strong leadership programs that focus on development of leader qualities that contribute to community. Schools are also returning to volunteer programs to ensure that students understand the importance and value of contributing to community.

The School Division hosts a Division Student Leadership Council that brings students from across the secondary schools together to build leadership skills and share ideas about what they are doing for their school community, city community, and the global community.



Evaluation

Many of our elementary schools have coupled their citizenship programs and strategies with a focus on self-regulation. This helps students understand that they have personal responsibility for developing strategies to stay regulated with feelings and their own actions and are also responsible for supporting their peers in implementing strategies and making good choices. We brought in an expert in self-regulation from British Columbia (Laura Payant) to work with schools in the implementation of robust self-regulation strategies. The schools that have implemented self-regulation have seen significant decreases in behaviour issues with students and increases in students assuming responsibility for self and others. Self-regulation strategies are starting to be implemented in middle schools as students move into this context, well-versed in their own responsibilities.

Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

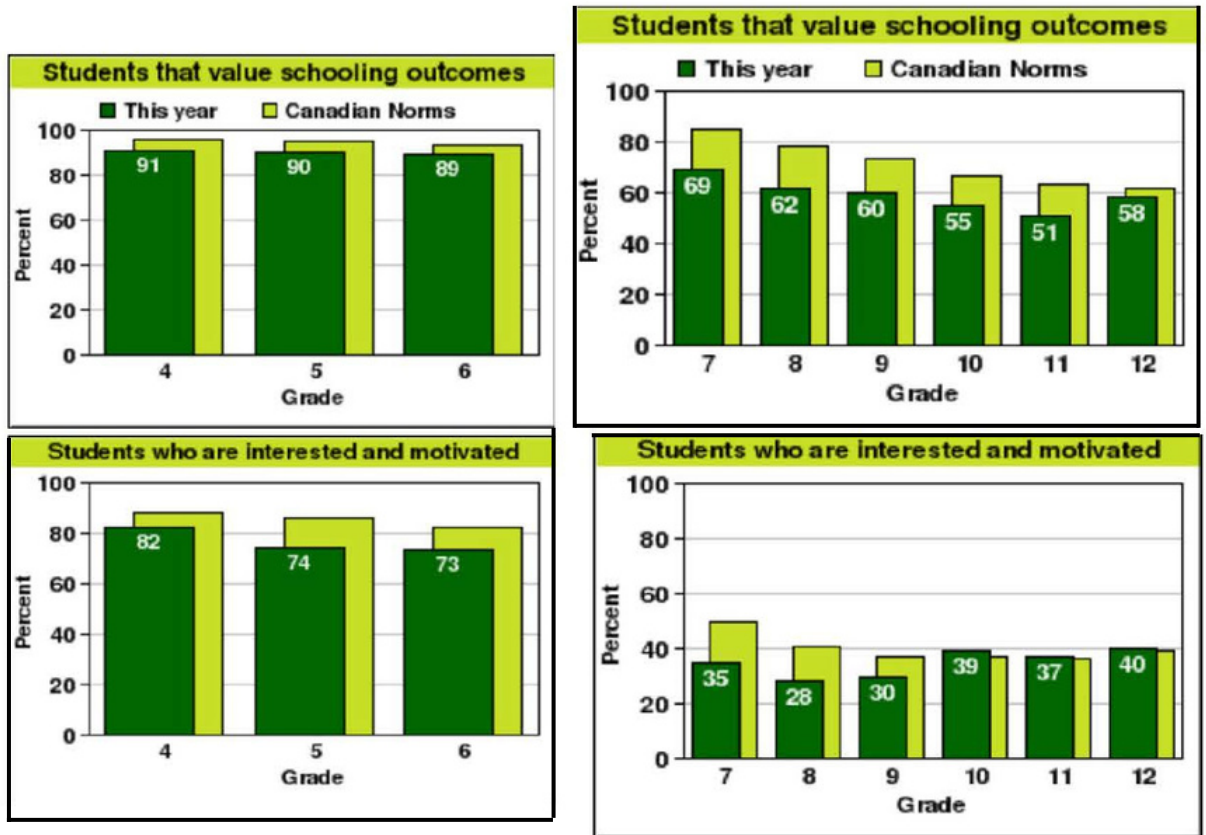
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Authority									
	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	3,126	83.0	3,568	83.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	415	87.1	482	88.1
Student	n/a	n/a	n/a	n/a	n/a	n/a	2,256	65.9	2,617	67.5
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	455	95.9	469	95.7



Measures from Our School Survey linked to student learning engagement

The School Division administers an annual survey developed by The Learning Bar research and assessment organization to students across the division. The student survey measures 34 indicators for secondary schools and 15 indicators for elementary schools. The survey is based on the most recent research on school and classroom effectiveness. The measures for the 2021/2022 school year had 2,946 grade 7-12 student participants and 1,854 grade 4-6 student participants.



The results from the Assurance Survey suggest that both parents and teachers agree that students are engaged with their learning to a greater degree than students agree. When combined with the Our Schools survey results, it affirms that students' engagement declines as students move through the years of schooling. The most significant drop in engagement occurs after Grade 6. The degree of interest and motivation directly correlates to the degree that students value schooling outcomes. This is the second year of student engagement as a measure.

It will be interesting to see if the removal of restrictions in schools in the 2022/2023 school year has a positive impact on student engagement. Thinking classrooms that are structured around highly engaging student learning activities that are inquiry based, has been a focus of professional development for two years. As mentioned, at the secondary level, there has been targeted strategies for off-campus and engagement through dual credit programs.

Lifelong Learning

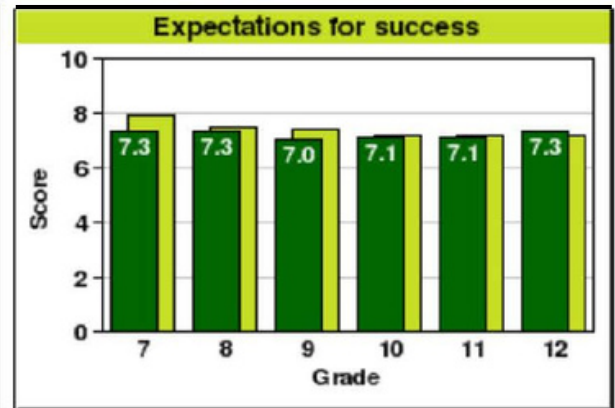
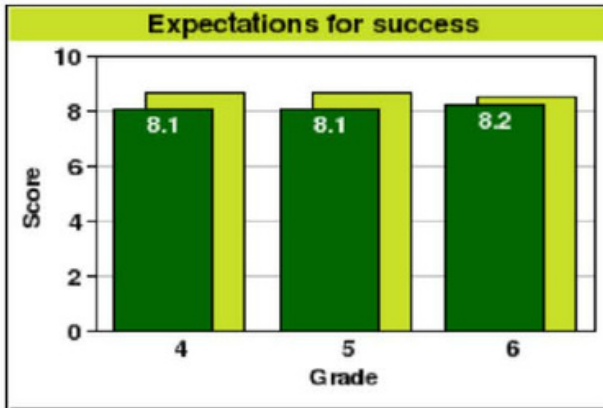
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

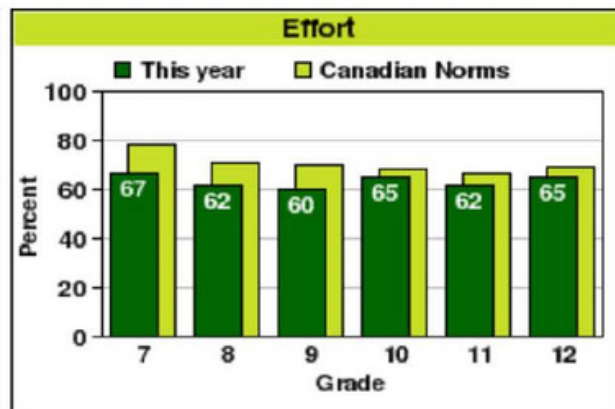
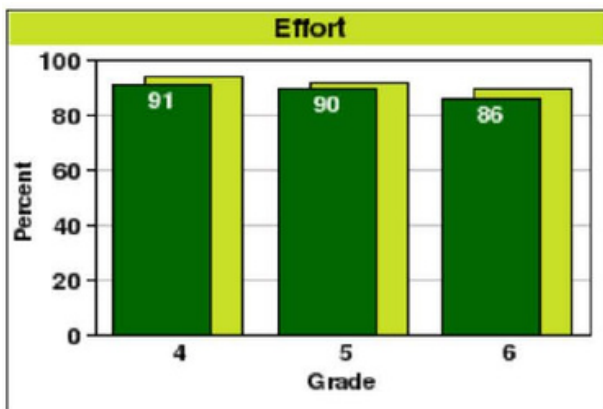
	Authority										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	873	65.0	865	67.8	885	67.7	837	79.8	920	79.2	High	Improved Significantly	Good
Parent	412	58.6	393	58.0	461	61.2	387	69.8	458	71.0	High	Improved Significantly	Good
Teacher	461	71.4	472	77.5	424	74.2	450	89.8	462	87.4	High	Improved Significantly	Good

Measures from “Our School” Survey linked to lifelong learning

Expectations for success: The school staff emphasizes academic skills and hold high expectations for all students to succeed. This is considered a driver of ongoing student success (an important condition that drives student success).

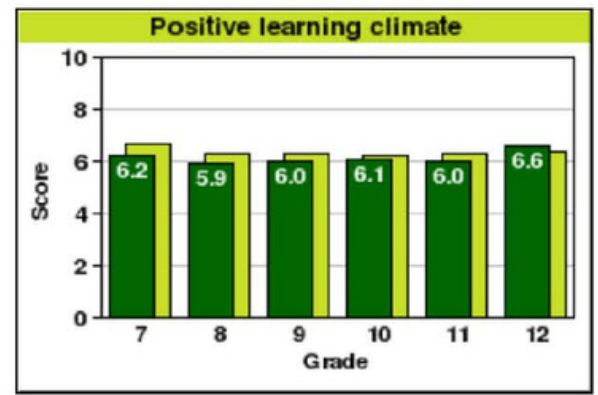
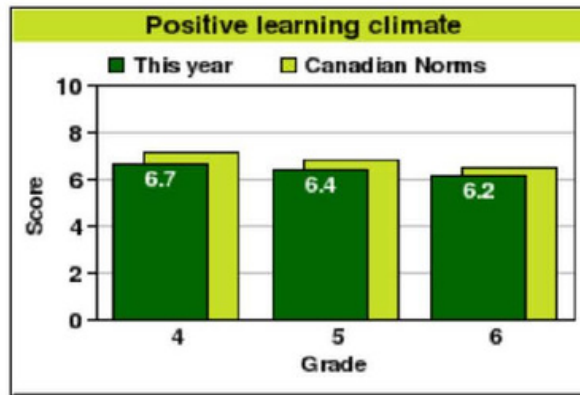


Effort: Students who try hard to succeed in their learning. This is considered a social-emotional outcome that impacts ongoing student success (an important condition that underlies and influences student success).





Positive learning climate: There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed. This is considered a driver of ongoing student success (an important condition that drives student success).



Evaluation

Based on the provincial Assurance Survey, it is apparent that teachers are more confident than parents that students are demonstrating the knowledge, skills and attitudes necessary for lifelong learning. There may be some contributing factors for this gap in perception. Parents know their children at a deeper level than teachers and would have greater knowledge of how students' learning manifests in real life. Teachers are more familiar with the outcomes in the curriculum and would have greater insight into whether students are achieving relative to the outcomes in the Programs of Study. The gap in perception suggests that the division and schools should implement a strategy for understanding why the gap exists and subsequently work on communication that addresses the gap.

The Our School Survey outcomes suggest that the “drivers” of expectation for success and positive learning climate are relatively stable from grades 4 to 12, while the emotional-social condition of effort declines from grades 4 to 12. This suggests that learning conditions are present in the classroom, but, similar to engagement scores, students become less inclined over the years to put forth effort in their schooling. There are a number of complex factors that may contribute to “effort” including engagement, interest, emotional wellbeing, and stability. Moving forward, the Division and schools need to examine these factors and determine if there are some support structures that can be put in place to increase student inclination to put forth effort.

The Division has been focusing on professional learning of school leaders on “Thinking Schools” and “Thinking Classrooms.” The focus is on shifting practice that compels students to think and engage in their learning. School leadership teams are now starting to use the strategies with their staff to model what thinking engagement strategies look like. The goal is to have “thinking classroom” strategies become embedded in classroom practice across the division as part of new curriculum implementation.

Lifelong learning is about the development of growth mindsets and nurturing of approaching learning through a thinking lens that compels critical thinking, problem solving and innovation.



DOMAIN: Teaching and Learning

Education Quality:

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

	Authority										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	3,600	89.1	3,507	89.7	3,597	89.0	3,126	87.5	3,562	87.8	High	Declined Significantly	Issue
Parent	438	84.6	410	85.8	479	86.3	415	85.1	484	86.0	Very High	Maintained	Excellent
Student	2,699	87.1	2,624	88.2	2,690	84.8	2,256	82.8	2,608	82.8	Low	Declined Significantly	Concern
Teacher	463	95.5	473	95.2	428	95.8	455	94.7	470	94.5	Intermediate	Maintained	Acceptable

Programs of Study:

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.

	Authority										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	2,589	84.0	2,405	84.6	2,493	84.2	2,154	81.6	2,349	84.8	Very High	Maintained	Excellent
Parent	438	83.1	410	83.7	479	84.3	412	80.8	480	85.0	Very High	Maintained	Excellent
Student	1,688	79.2	1,522	78.6	1,586	78.8	1,287	73.7	1,399	77.3	Very High	Maintained	Excellent
Teacher	463	89.7	473	91.6	428	89.5	455	90.2	470	92.0	Very High	Maintained	Excellent

Evaluation

Our Division celebrates teacher autonomy and choice in Professional Learning (PL) by offering a Collaborative Community (CC) structure two times in the school year. Teachers create the theme of a CC around a topic that they are interested in learning more about and submit it to a platform where all other teachers in our Division can do the very same thing. Then, after a specific date, teachers choose one of these CC themes and join with other colleagues who have the same interest for a half-day of self-directed inquiry and learning. Within the 83 CCs that were created, some common learning themes included concept-based teaching and learning, Indigenous Ways of Knowing, literacy, numeracy, and online teaching and learning.

Our Administrators' symposium focused on continuing to create a culture of thinking in their schools with their staff members and students. Administrators and Division leaders engaged in thinking routines, reflection, and planning that resulted in increased teachers' awareness around the needs and benefits of engaging in this universal approach. This full-day presentation also set the stage for the year, as that was the recurring theme for recurring administrators' PL.



Literacy and numeracy PL occurred at schools and with our new teachers and administrators through the expertise of our lead teachers in each of those areas.

A group of elementary teachers piloted the virtual platform, All About Me, from My Blueprint. The purpose of this pilot project was to look for ways to better engage students and their parents with evidence of students' learning in a more meaningful way than a traditional report card.

Local Component: Accountability for Quality Standards

The policies that guide the growth, supervision, and evaluation of professional staff in Lethbridge School Division align with the provincial Growth, Supervision and Evaluation Policy and the provincial Quality Standards.

The School Division policies can be found on the website ([Policies | Lethbridge School Division \(letshsd.ab.ca\)](https://www.letshsd.ab.ca/Policies/LethbridgeSchoolDivision))

Lethbridge School Division implemented a comprehensive plan five years ago to build deep understanding and the professional capacity to meet the provincial quality standards. In partnership with the University of Lethbridge, a year was spent providing in-service to school and central office leaders focused on the Teacher Quality Standard and Leadership Quality Standard. School administrators simultaneously spent time in-servicing teachers using the same strategies.

At the close of the first year in-service targeted system-wide implementation of inquiry based professional learning with inquiry rooted in reflection on practice in the competencies of the TQS (Teacher Quality Standard) and LQS (Leadership Quality Standard). University of Lethbridge worked with the school division for another two years to fully implement Inquiry Based Professional Growth within our schools and division office. School leadership teams partner for generative dialogue with central office personnel present for support. Leaders in schools engage with staff for individual inquiry and collaborative inquiry teams. Time is built in for the collaborative teams to work on their inquiry question throughout the year. The inquiry approach is also used for Division-wide professional inquiry teams. The professional inquiry questions derive from teachers, and colleagues subsequently choose to join collaborative teams. This approach to professional learning and growth in competencies has been embraced by administrators and staff.



DOMAIN: Learning Supports

Welcoming, Caring, Respectful, and Safe Learning Environment:

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Authority									
	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	3,126	85.9	3,571	83.3
Parent	n/a	n/a	n/a	n/a	n/a	n/a	415	86.8	484	84.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	2,256	76.3	2,617	74.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	455	94.5	470	91.4

Evaluation

The School Division and schools work hard to establish school climates that are welcoming, caring, respectful and safe.

In the 2021/2022 school year, time continued to be spent on implementing protocols associated with keeping schools safe during a pandemic. Schools continued to institute a number of strategies associated with the physical facility (signage, sanitizing, room configurations) as well as strategies with classroom scheduling, student breaks, entrance and egress from schools. Many of the activities that students could traditionally belong to were no longer part of the regular school life, and this impacted some students and their connection to school.

Despite the challenges related to COVID-19 there were several school and class specific wellness activities that took place. The Administrators Committee continued their work with Anti-racism and Anti-oppression. They succeeded in writing a policy that was passed by the Board in September 2022. Indigenous Education and Helen Schuler Nature Centre continued their partnership in delivering an outdoor learning opportunity called Think Outside.





Access to Supports and Services:

The percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at school.

	Authority									
	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	3,124	81.3	3,566	79.2
Parent	n/a	n/a	n/a	n/a	n/a	n/a	415	76.7	481	72.3
Student	n/a	n/a	n/a	n/a	n/a	n/a	2,254	77.9	2,615	79.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	455	89.4	470	86.0

Evaluation and Local Strategies

In Lethbridge School Division we are committed to creating a learning environment that is inclusive and provides choices to students and parents. Through a collaborative team-based approach we work with families and community agencies towards success for each student. We focus on the development of a continuum of supports, services and programming options that are intended to address student needs across a variety of settings. Through differentiating instruction and individually identified supports and services, the diverse learning needs of students are met within the context of the regular classroom to the greatest extent possible. Specialized programming is provided to those students who require a different curricular focus or who require a more structured setting. Over the pandemic and now in recovery we recognize that Lethbridge struggles to access certain specialized supports for children and youth and are limited with the medical services available in the Lethbridge community (i.e. Psychiatrist, GPs, Occupational Therapy, Physiotherapy). When students are not able to access the medical assistance they require their learning is also impacted.

Continuum of Supports and Services

In 2021/2022 we remodeled our continuum of supports and services in response to changes in the provincial funding model, the dissolution of Regional Collaborative Service Delivery (RCSD), and the restructuring of Health and Education mandates in respect to therapy services in schools. As such, it was a transition year that presented both challenges and opportunities, as well as a year impacted by a global pandemic that affected the timeliness of service delivery (given staff and student absences because of isolation requirements) and willingness of families to access supports.

The Specialized Learning Support (SLS) Grant provided an opportunity to expand our division support team to include six speech-language pathologists (SLPs) and an occupational therapist (OT). These therapists joined our psychologists, Early Learning team, division wellness team, Indigenous support team, lead teachers (literacy, numeracy, ESL), the behaviour support team, and the ESL student support worker in providing a continuum of supports and services for Division students.



All Division supports and services (academic, therapeutic, social/emotional/behavioural) adhere to the guiding principles of our division Response to Instruction and Intervention (RTI2) framework – collective responsibility, certain access, convergent assessment and concentrated instruction – with a focus on removing barriers to participation and learning through provision of universal, targeted and individualized supports and strategies based on assessment of student need and frequent progress monitoring.

Having our own therapy team has provided the opportunity to have therapists work directly with teachers and students at the core instructional level to support receptive and expressive language, auditory processing, sensory processing, self-regulation and so on, and embed strategies within the classroom context.

In terms of physiotherapy and low-incidence supports, the Division contracted service through Southwest Collaborative Support Services (SWCSS), a regional initiative between local school divisions to share supports when it makes sense to do so, based on demand and availability of specialists. These supports include a teacher of the deaf and hard of hearing, a teacher of the visually impaired, audiology and complex communication (Level 3 Augmentative and Alternative Communication). We continue to explore creative ways to support behavioral and psychological supports and services.

Indigenous Learning

Our Indigenous Education team provides support to students and staff in a variety of ways. The programs, services and strategies that are included within the Indigenous Education Assurance plan revolve around success for students of Indigenous ancestry as well as building greater understanding of Indigenous Culture for all students and staff in the system, valuing the rich learning and history Indigenous Cultures bring to our schools. The system recognizes that for Truth and Reconciliation to truly be realized all parties must take responsibility for healing, learning and growing.





In 2021/2022 our model benefitted from staffing three teachers, one at each level - elementary, middle and high school. Having this support continued to assist the challenges teachers have identified accessing authentic content and understanding how best to introduce this content in their classrooms. The teaching team provided many valuable professional learning opportunities throughout the year and also facilitated cultural learning for staff and students.

Shifting the Indigenous Education model from a targeted Indigenous social-emotional service to a program that kept achievement, curriculum, cultural connection/sharing and universal instruction at the foundation of our practices has moved our system forward considerably faster than the last five years.

We have had the most teacher participation in Indigenous Education professional learning and we have restructured the model so that the learning is occurring in a more intimate relationship-based, nature setting. As we know land and place have tremendous meaning to our Indigenous people and first and foremost the Blackfoot First Nations who are our closest neighbour. Our model has changed dramatically from strictly a social emotional family support model to a targeted teacher capacity/cultural support and achievement support at our high schools with Graduation Coaches.





DOMAIN: Governance

Parental Involvement:

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

	Authority										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	891	76.7	882	78.5	903	80.7	866	76.6	950	75.2	Intermediate	Declined Significantly	Issue
Parent	428	66.7	409	69.0	476	72.9	413	67.1	480	66.1	Intermediate	Declined	Issue
Teacher	463	86.8	473	88.0	427	88.6	453	86.1	470	84.2	Low	Declined	Issue

Evaluation

At the school level, School Councils engage in monthly meetings to discuss items relative to the school community. Principals review and discuss Assurance Plans (previously called Education Plans), and Results Reports. Schools were creative over the 2021/2022 school year continuing School Council meetings using interactive platforms such as Teams. This school year schools are excited at being able to host School Council meetings as well as a breadth of activities in the building.

The percentage of parents and teachers satisfied with parental involvement in decisions about their child’s education has declined slightly from the previous year. Access to the school during the pandemic has been restricted for parents and this impacts the ability of parents to feel part of the school. There were some difficult issues over the 2021/2022 school year including restrictions on access to athletics and other extra-curricular activities.

As mentioned, the Division launched a Community Engagement website in September, 2021 as a strategy for ongoing engagement and accountability to parents and the community at large.

Budget - Actual Comparison

School authorities report the “Total Expenses” line from Schedule 12 (“Unaudited Schedule of Variance Analysis”) comparing and explaining the difference in the amount budgeted for 2021/2022, the actual spent and the variance (in both amount and %).

The preliminary budget (as shown on the financial statements) had total budgeted expenditures of \$131.55 million which was approved in May 2021. The budget was updated for the Division's operating budget in November 2021 once final enrolment numbers and other information was known. The operating budget was updated for the following major factors: PPE.

- The weighted moving average (WMA) liability was adjusted from \$1.81 million to \$2.16 million due to enrolment changes in various grant areas.
- The Division received Learning Disruption Grant (known within the Division as BOOST program) of \$439,500.
- The Division received \$540,800 of facility lease costs added to the schools owned by the Christian societies.



Budget - Actual Comparison

- Additional reserve allocation of \$879,900 (total reserves budgeted was \$3.5 million). The operating budget resulted in a total of \$130.66 million in budgeted expenditures.

Budget Area	Preliminary Budget	Operating Budget	Actual Expenditures
Instruction - ECS	6,209,776	6,209,776	6,573,479
Instruction – Grade 1 to 12	101,574,272	99,533,953	100,541,603
Operations and maintenance	16,519,534	17,460,660	18,212,893
Transportation	2,763,518	2,950,797	3,074,335
System administration	4,181,195	4,181,195	4,198,952
External services	300,000	300,000	315,268
Total Expenditures	\$131,548,295	\$130,636,382	\$132,916,531

The following are a comparison between operating budget and the yearend actuals:

Instruction - ECS - the operating budget was \$6.2 million and actuals were of \$6.5 million (105.9% of operating budget).

Overages were due to lower than projected enrolment in this area (lower enrolment, lower funding).

Instruction – Grade 1 to 12 – the operating budget was \$99.53 million and actuals were \$100.54 million (101.0% of operating budget). Some areas within instruction that were underbudget at yearend (inclusive learning, Indigenous and other instructional programs) offset overages in technology and shared instructional services (increased substitute costs during the year).

Operations and Maintenance - the operating budget was \$17.46 million and actuals were \$18.21 million (104.3% of operating budget). Overages in this area are due to inflationary factors such as increased costs in fuel and utilities. There were also additional costs for the continuance of enhanced COVID-19 cleaning protocols. Operating reserves have been used to cover the deficit.

Transportation – the operating budget was \$2.95 million and actuals were \$3.07 million (104.2% of operation budget). Overages in this area are due to increased bus routes due to additional growth and more eligible riders as well as increased fuel costs. Operating reserves have been used to cover the deficit.

System Administration – the operating budget was \$4.18 million and actuals were \$4.19 million (100.4% of operating budget). Increases in contracted services were offset by savings in supplies within this department.

External Services (International Program) – the operating budget was \$300,000 and actuals were \$315,268 (105.1% of operating budget). The international program at year-end had more revenues than what had been budgeted for due to increased demand which covered the additional expenses within this department.

Please see the Division’s 2021/2022 Year End Report for additional details and analysis of the audited financial statements and the related financial information.



Local Component: Summary of Financial Results

The school authority must identify and report results from local measures that yield useful data and/or provide a succinct description of the processes and strategies to demonstrate that the school authority has effectively managed its resources including how it collaborated with other school authorities, municipalities and community agencies.

School boards and charter schools must include a web link to the Audited Financial Statements (AFS) and related unaudited schedules and a web link to the provincial roll up of AFS information: <https://www.alberta.ca/k-12-education-financial-statements.aspx>. Indicate where more information can be obtained (e.g. contact at central office).

The School Division's completed Audited Financial Statements and information pertaining to the sources and uses of School Generated Funds may be obtained on the Division website: <http://www.letbsd.ab.ca/our-district/plans-reports/financial-reporting>. For provincial school jurisdiction comparative data of the Audited Financial Statement please see the Alberta Education Website: <https://www.alberta.ca/k-12-education-financial-statements.aspx>.

Stakeholder Engagement

Lethbridge School Division launched a Community Engagement Website in September 2021 ([Home | Community Engagement \(schoolsites.ca\)](#)).

The purpose of the website is to increase public involvement, make ongoing engagement initiatives easy to find, provide notice of upcoming engagement projects, and ensure outcomes of previous engagement opportunities are accessible.

The 2021/2022 engagement activities can be found on the website under "Past Engagement Projects" including: Re-entry survey for parents, Town Hall, Community Conversations, Community Engagement Committee, Parent School Council Learning Sessions, Curriculum Feedback, School Design multi-stakeholder collaboration, and Preliminary Budget engagement. As the Division launches projects, initiatives and information campaigns throughout the year, stakeholders are invited to share their ideas, give feedback, participate in information-sharing sessions and review relevant documents.





Stakeholder Engagement

Stakeholders have the option to sign up for email updates as projects are rolled out on the Community Engagement website. This allows the Division to deliver email updates throughout the public-engagement process, and deliver critical information surrounding upcoming surveys, open houses, meetings, and website updates.

The Board's 2022/2023 Assurance Plan that was approved in May was informed by the Town Hall held February 2022, monthly updates at Board meetings regarding work being accomplished in each of the Board's priority areas (see Board Priority Reports in monthly Board agenda packages) and review of data. The Division launched three Assurance Dashboards in May, 2021 including a Live Financial Dashboard, Financial Reporting Dashboard, and Performance Measures Dashboard. These can be accessed at any time by the public through the website [Financial Reporting | Lethbridge School Division \(letbsd.ab.ca\)](https://www.letbsd.ab.ca/Financial-Reporting)

The Performance Measures Dashboard includes Demographics, Assurance Measures that are updated from provincial reports in a timely manner, Financial Ratios (adjusted accumulated surplus, liquidity ratios and capital assets), and Our School student survey results including specific measures on social-emotional outcomes and drivers of student outcomes. Planning and reporting information is shared on the Division website. Schools engage with School Councils for Assurance Plan feedback. The final drafts of School Assurance Plans and School Results Reports are shared with School Councils and posted on the school websites.

Accountability/Assurance System

Lethbridge School Division develops a common template annually that all schools use for the development of their School Assurance Plan. The template ensures that all schools fulfill the school reporting requirements and contributes to coherence of priorities across the division. Schools also use a template for their School Results Report. This ensures all schools meet the reporting requirements and that the reporting across the division is accessible and coherent.

Schools share planning and reporting with School Councils and post planning and reporting documents on the school website. School leadership teams meet with the Division office leadership team to review Assurance Plans and Results Reports. The goal of the meetings is to support ongoing reflection of growth and improvement using evidence-informed decision-making.

Engagement in Inquiry Based Professional Learning using generative dialogue strategies also contributes to a climate of ongoing reflection. Part of the process includes knowing and understanding the measures that will be used to determine the effectiveness of strategies implemented as a school pursues the school's inquiry question.

Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR.

There were no disclosures of wrongdoing nor complaints of reprisal during the 2021/2022 school year.



Web Links

Lethbridge School Division - Budget Report:

<https://www.letbsd.ab.ca/download/396555>

Lethbridge School Division - Assurance Plan:

<https://www.letbsd.ab.ca/download/391171>

Lethbridge School Division - Combined Three Year Plan:

<https://www.letbsd.ab.ca/download/313843>

Lethbridge School Division - Annual Financial Report:

<https://www.letbsd.ab.ca/download/377071>

For More Information

More detailed information regarding any component of Lethbridge School Division operations can be obtained by contacting the following:

Allison Purcell, Chair - Board of Trustees

433 - 15th Street South

Lethbridge, AB. T1J 2Z5 Phone 403-380-5301

Dr. Cheryl Gilmore, Superintendent

433 - 15th Street South

Lethbridge, AB. T1J 2Z5 Phone 403-380-5301

Christine Lee, Associate Superintendent, Business and Operations, and Secretary-Treasurer

433 - 15th Street South

Lethbridge, AB. T1J 2Z5 Phone 403-380-5307

Lethbridge School Division prides itself on providing outstanding educational opportunities for the students of the City of Lethbridge and believes in its mission, Lethbridge School Division is inclusive, forward-thinking, and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible citizens.

For further information about Lethbridge School Division, view the Division's Three Year Education Plan and Annual Education Results Report and the Audited Financial Statements on the Division's website at www.letbsd.ab.ca. The website is a great resource to provide further information about Lethbridge School Division's services and resources.