



2022

2023

ANNUAL
ASSURANCE
RESULTS REPORT



CONTENTS

2	MESSAGE FROM THE BOARD CHAIR
3	ACCOUNTABILITY STATEMENT
4	LETHBRIDGE SCHOOL DIVISION <i>Vision Statement</i> <i>Mission Statement</i> <i>Board of Trustees</i> <i>Senior Administration</i>
5	ASSURANCE DOMAINS
6-11	DOMAIN: LOCAL AND SOCIETAL CONTEXT <i>Student Demographics</i> <i>Staff Demographics</i> <i>Trends, Issues and Opportunities</i> <i>Summary of Accomplishments</i>
12	ALBERTA EDUCATION ASSURANCE MEASURES: OVERALL SUMMARY, FALL 2023
13-29	DOMAIN: STUDENT GROWTH AND ACHIEVEMENT <i>Provincial Achievement Tests</i> <i>Provincial Diploma Examinations</i> <i>High School Completion</i> <i>High School Completion - Indigenous Students</i> <i>High School Completion - English as an Additional Language</i> <i>Drop Out Rate</i> <i>Citizenship</i> <i>Student Learning Engagement</i> <i>Early Years Literacy and Numeracy Assessments</i> <i>Measures from Our School Survey</i> <i>Lifelong Learning</i>
30-31	DOMAIN: TEACHING AND LEARNING <i>Education Quality</i> <i>Programs of Study</i> <i>Local Component: Accountability for Quality Standards</i>
32-35	DOMAIN: LEARNING SUPPORTS <i>Access to Supports and Services</i> <i>Evaluation and Local Strategies</i> <i>Continuum of Supports and Services</i> <i>Indigenous Learning</i>
36-39	DOMAIN: GOVERNANCE <i>Parental Involvement</i> <i>Budget-Actual Comparison</i> <i>Local Component: Summary of Financial Results</i> <i>Stakeholder Engagement</i> <i>Accountability/Assurance System</i> <i>Whistleblower Protection</i>
40	WEB LINKS AND MORE INFORMATION





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 2022/2023.

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 2023/2023 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 2022/2023 was approved by the Board on November 28, 2023.

Signed:



Allison Purcell
Board Chair



Mike Nightingale
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.

Priorities

Growing Learning and Achievement
Leading Learning and Capacity Building
Supporting Learning and Well-Being

Values

We are growing, leading and supporting through the following values:
Inclusion, Well-Being, Learning, Respect and Leadership

Board of Trustees



Allison Purcell
Board Chair



Christine Light
Vice-Chair



Andrea Andreachuk
Board Member



Tyler Demers
Board Member



Kristina Larkin
Board Member



Genny Steed
Board Member



Craig Whitehead
Board Member

Senior Administration

Mike Nightingale – Superintendent of Schools

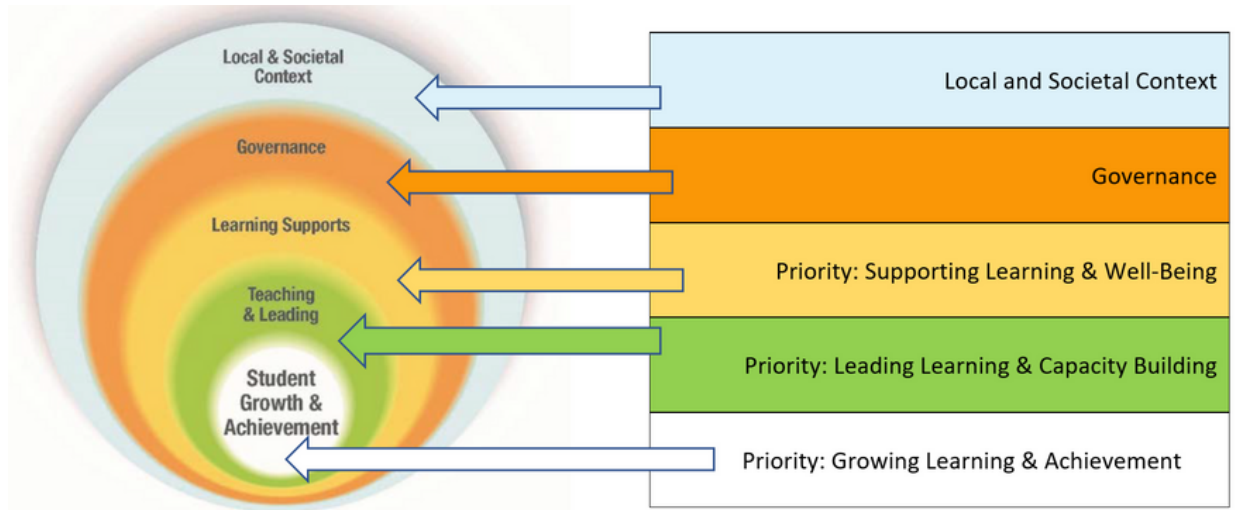
Morag Asquith – Associate Superintendent, Instructional Services

Christine Lee – Associate Superintendent, Business and Operations

Robbie Charlebois – 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 2022/2023 school year, the Division educated approximately 11,957 Early Learning through Grade 12 students within The City of Lethbridge and employed 675 full time equivalent (FTE) certificated staff and 548 FTE support staff.



Lethbridge School Division takes pride in the diversity 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 primarily 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 2022/2023 school year, it spanned Kindergarten to Grade 5. G.S. Lakie Middle School also offers a Spanish Bilingual Program for students. The program is designed to provide students with opportunities to improve their Spanish speaking, writing, reading and listening skills in a diverse set of contexts.

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.

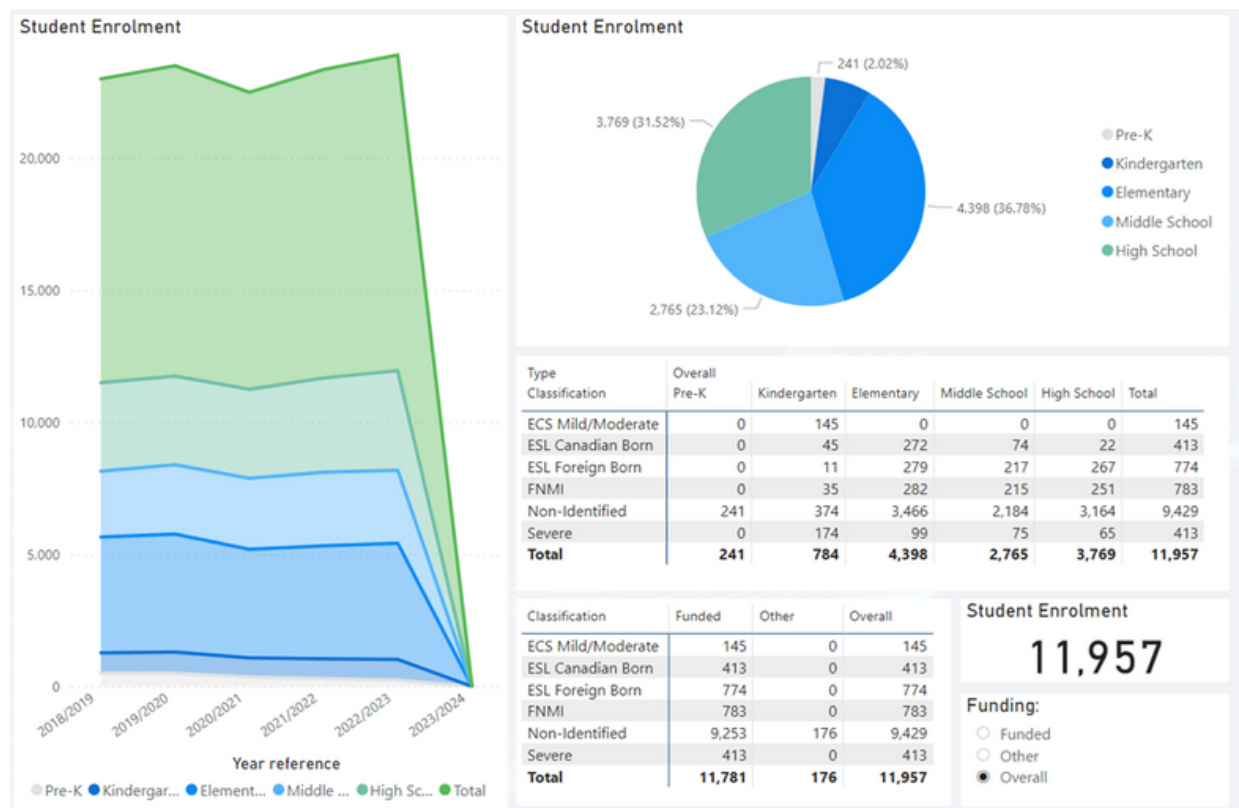


Other instructional programs include Kindergarten, offered in all elementary schools, Indigenous Education and the universal strategy of early literacy. Early Education Programs were offered in nine schools during the 2023/2023 school year. The Montessori program for students in Grade 1 to Grade 5 continues at Fleetwood-Bawden Elementary School. 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 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 counselling services in all schools including social/emotional, educational and career counselling. These services are enriched by long-standing, community partnerships with the Lethbridge 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 2022/2023 school year. Demographics are updated as information becomes available on our Student Demographic Dashboard available on the website. [Microsoft Power BI](#)



Staff

Employee well-being was a Division-wide imperative for the 2022/2023 school year. The Division believes that employee well-being is a shared responsibility that focuses on foundations of wellness, a culture of wellness and personalization of wellness.

Staff

In the fall of 2022, focus groups for staff engagement were offered to begin discussions. Staff were grouped according to their roles within the Division. Those groups included Teachers, Support Staff, Health Champions, School Administrators and Trustees. Our purpose for offering the focus groups were;

- To begin to reframe and expand the way we view staff wellness in Lethbridge School Division.
- To better understand the concept of a wellness partnership between the Division and individual staff members.
- To begin to generate ideas for moving staff wellness forward across the Division.

Conversations around individual and organizational wellness occurred, bringing to light the importance of a shared responsibility for well-being in the workplace. Groups provided detailed feedback about what the school division does well, and areas for improvement. The Human Resources team compiled the data and provided information to Trustees and division leadership. Initial and actionable responses to the feedback included;

- Approving wellness spending accounts for support staff
- Review of professional learning for all staff
 - o Increased flexibility in choice and delivery of Division-wide professional learning for teachers for 2023/2024.
 - o Creation of professional learning designed for educational assistants for the 2023/2024 school year and beyond.
 - o Creation and implementation of head caretaking supervisory professional learning
- Providing increased time for educational assistants and teachers to collaborate at the beginning of the school year.
- Revamping our employee service awards to include employee choice.

Key priorities in Human Resources continue to be focused on the recruitment, retention and development of high-quality staff. We are committed to develop and implement strategies to retain and attract a skilled and diverse workforce.



Staff

Lethbridge School Division has exceptional staff who deliver exceptional educational opportunities to our students in a safe and caring environment. The Human Resources team is committed to support and grow our organizational culture that prioritizes well-being where staff can contribute, feel valued and belong.



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. Another key issue is navigating increasing classroom complexity as the Division grows and evolves. To meet this challenge there is ongoing analysis of the structure of programs and services designed to create an inclusive learning environment that is flexible and focused on personalization. In addition, the Division continues to examine the appropriate integration of technology in the classroom.

Trends and issues need to be examined with a solution-based perspective that aligns with the vision of the Division and brings exciting opportunities.



Summary of Accomplishments

1. Lethbridge School Division started construction on a new K-5 Elementary School in 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.
2. Lethbridge School Division received planning funds for the modernization of Galbraith Elementary School. These planning funds place the modernization on a path to full approval by Alberta Education. The planning funds will be utilized to further site readiness and develop preliminary design for the modernization.
3. Three modular classrooms were installed at Chinook High School to provide additional classroom space.
4. Think Outside, a land-based program that supports cross-curricular outcome-based learning outdoors, continued for another year.
5. Lethbridge School Division hosted 49 graduates at our Indigenous Graduation Ceremony.
6. Lethbridge School Division offered over 30 dual credit courses from the University of Lethbridge and the Lethbridge College to our high school students.
7. The Wellness Committee initiated a Wellness Visioning process that is continuing into the 2023/2024 school year.
8. The Division received the Meritorious Budget Award (MBA) from ASBO International for the 2023/2024 Annual Budget Report.
9. One modular classroom and one washroom unit was installed at Coalbanks Elementary to assist with enrolment growth pressures.
10. In August, the Division held the Third Annual First Ride Event. This event is supported by the Division in partnership with Holy Spirit Catholic School Division and Southland Transportation. Over 200 people attended the event to learn about school bus safety.
11. Marsh Canada recognized the Technology Department as having one of the most secure networks in the province for the Urban Schools Insurance Consortium, earning it a high ranking.
12. The Technology Department organized a groundbreaking Lego Challenge, which showcased impressive engineering accomplishments by participating students.
13. Throughout the year, the Technology Department provided numerous learning opportunities and engagements for staff, covering a wide range of activities such as 3D printing, developing VR for the classroom and conducted PowerSchool user training, among other opportunities.

Summary of Accomplishments

14. Alberta Education Mental Health Grant was secured and a Digital Wellness Team was hired in March 2023.

15. A Division Wide Student Forum was hosted in February and issues of wellness and inclusion were discussed.

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

17. 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.

18. Professional learning on the new K-3 Science curriculum and 4-6 Math and ELAL curricula was provided for K-6 teachers and administrators in September 2023. These representatives took learning back to their schools to share with colleagues.

19. Resources which include reading and writing resources, fact fluency kits, math manipulatives, and science literature were provided to schools to support curriculum implementation.

20. Immanuel Christian School celebrated its 60th anniversary with an event that marked a look back at the history books and an eye toward the future.

21. Lethbridge Collegiate Institute successfully hosted the 2023 ASAA High School Provincial Wrestling Championships.

22. The Division completed a Values Survey and arrived at a statement and five core values: We are growing, leading and supporting through the following values: Inclusion, Well-Being, Learning, Respect and Leadership.



Alberta Education Assurance Measures - Overall Summary Fall 2023

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	82.6	83.8	83.8	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	78.5	76.6	78.0	80.3	81.4	82.3	High	Maintained	Good
	3-year High School Completion	73.0	80.4	77.9	80.7	83.2	82.3	Low	Declined Significantly	Concern
	5-year High School Completion	86.4	85.1	82.8	88.6	87.1	86.2	Intermediate	Improved Significantly	Good
	PAT: Acceptable	61.7	58.9	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	12.7	14.7	n/a	16.0	17.7	n/a	Low	n/a	n/a
	Diploma: Acceptable	77.4	71.2	n/a	80.3	75.2	n/a	Low	n/a	n/a
Teaching & Leading	Diploma: Excellence	15.1	11.1	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
	Education Quality	87.4	87.8	88.4	88.1	89.0	89.7	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.4	83.3	83.3	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	80.8	79.2	79.2	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	76.8	75.2	78.0	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

Indigenous Report

Assurance Domain	Measure	Lethbridge 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	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	43.6	39.2	49.3	57.0	59.5	59.1	Very Low	Maintained	Concern
	5-year High School Completion	77.5	70.3	60.2	71.3	68.0	67.0	Low	Improved	Acceptable
	PAT: Acceptable	34.6	30.8	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	3.2	3.9	n/a	5.5	5.9	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	68.0	73.2	n/a	74.8	68.7	n/a	Very Low	n/a	n/a
Teaching & Leading	Diploma: Excellence	1.0	8.9	n/a	11.3	8.5	n/a	Very Low	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

English as an Additional Language (EAL) Report

Assurance Domain	Measure	Lethbridge 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	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	50.2	74.0	69.0	72.8	78.5	77.1	Very Low	Declined Significantly	Concern
	5-year High School Completion	86.2	79.4	80.6	88.7	86.1	86.0	Intermediate	Maintained	Acceptable
	PAT: Acceptable	32.4	44.0	n/a	57.9	59.7	n/a	Very Low	n/a	n/a
	PAT: Excellence	3.6	7.2	n/a	12.2	13.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	40.3	27.1	n/a	67.1	59.0	n/a	Very Low	n/a	n/a
Teaching & Leading	Diploma: Excellence	8.4	1.2	n/a	13.8	10.8	n/a	Very Low	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	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, achievement has not yet returned to pre-pandemic levels.

There were a number of challenges that presented in our schools in the 2022/2023 school year as we returned back to in-person learning. Many outside services (medical, mental health) and supports have become more challenging to access in Lethbridge.

At the Grade 6 level we are above or within two percentage points of the provincial level of acceptable in English Language Arts, Mathematics, Science and Social Studies.

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 30-1. The results for the 2024 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 literacy/numeracy 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 Division has had a sustained focus in elementary literacy for seven years, and for the past two years has also started to focus on middle school literacy. A comprehensive literacy strategy delineated through a Division Literacy Work Plan guides strategies and both elementary and middle 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. Early years literacy is also informed by the Alberta Education assessments, Castles and Coltheart (CC3) as well as the Letter Name-Sounds (LeNS).

English Language Arts at the elementary and middle school levels is supported through lead teacher residencies, professional learning and literacy committee meetings that occur three times/year.



DOMAIN: Student Growth and Achievement

Writing instruction is currently being informed by materials and resources created by Serravallo and Calkins. Word study and spelling is supported by Words Their Way, Rime Magic and Morpheme Magic. The elementary narrative writing continuum is being utilized by many schools to inform writing assessment and goal setting, while a middle school narrative continuum is a work in progress with the aim to be completed by the end of this school year.

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 middle 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. Students in the early years are also assessed using the Provincial Numeracy Screening Assessment from Alberta Education.

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

		Lethbridge School Division							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Low	n/a	n/a	836	78.1	n/a	n/a	52,106	76.2	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	836	10.6	n/a	n/a	52,106	18.4	n/a	n/a
French Language Arts 6 année	Acceptable Standard	Intermediate	n/a	n/a	71	77.5	n/a	n/a	3,131	77.6	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	71	14.1	n/a	n/a	3,131	12.5	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a
Mathematics 6	Acceptable Standard	Low	n/a	n/a	835	65.7	n/a	n/a	52,551	65.4	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	835	13.9	n/a	n/a	52,551	15.9	n/a	n/a
Science 6	Acceptable Standard	Low	n/a	n/a	834	67.3	n/a	n/a	54,859	66.7	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	834	17.9	n/a	n/a	54,859	21.8	n/a	n/a
Social Studies 6	Acceptable Standard	Intermediate	n/a	n/a	835	69.5	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	High	n/a	n/a	835	20.0	n/a	n/a	57,655	18.0	n/a	n/a
English Language Arts 9	Acceptable Standard	Low	n/a	n/a	902	68.6	n/a	n/a	56,255	71.4	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	902	8.8	n/a	n/a	56,255	13.4	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	Very Low	n/a	n/a	16	12.5	n/a	n/a	1,254	50.2	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	16	6.3	n/a	n/a	1,254	5.7	n/a	n/a
French Language Arts 9 année	Acceptable Standard	Intermediate	n/a	n/a	85	83.5	n/a	n/a	3,215	76.1	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	85	12.9	n/a	n/a	3,215	10.9	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a
Mathematics 9	Acceptable Standard	Very Low	n/a	n/a	904	49.1	n/a	n/a	55,447	54.4	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	904	9.5	n/a	n/a	55,447	13.5	n/a	n/a
K&E Mathematics 9	Acceptable Standard	Very Low	n/a	n/a	15	20.0	n/a	n/a	1,815	52.7	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	15	6.7	n/a	n/a	1,815	11.3	n/a	n/a
Science 9	Acceptable Standard	Intermediate	n/a	n/a	900	67.6	n/a	n/a	56,311	66.3	n/a	n/a
	Standard of Excellence	High	n/a	n/a	900	15.7	n/a	n/a	56,311	20.1	n/a	n/a
K&E Science 9	Acceptable Standard	*	*	*	15	*	n/a	n/a	1,197	52.9	n/a	n/a
	Standard of Excellence	*	*	*	15	*	n/a	n/a	1,197	10.9	n/a	n/a
Social Studies 9	Acceptable Standard	Very Low	n/a	n/a	904	55.1	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	904	10.4	n/a	n/a	56,309	15.9	n/a	n/a
K&E Social Studies 9	Acceptable Standard	Very Low	n/a	n/a	14	35.7	n/a	n/a	1,140	49.6	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	14	14.3	n/a	n/a	1,140	10.6	n/a	n/a



Provincial Diploma Examinations

		Lethbridge School Division							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Low	n/a	n/a	451	84.3	n/a	n/a	31,493	83.7	n/a	n/a
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	451	8.9	n/a	n/a	31,493	10.5	n/a	n/a
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Low	n/a	n/a	287	85.4	n/a	n/a	17,112	86.2	n/a	n/a
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	287	13.2	n/a	n/a	17,112	12.7	n/a	n/a
French Language Arts 30-1	Diploma Examination Acceptable Standard	Low	n/a	n/a	41	80.5	n/a	n/a	1,236	93.1	n/a	n/a
	Diploma Examination Standard of Excellence	Low	n/a	n/a	41	4.9	n/a	n/a	1,236	6.1	n/a	n/a
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	99.2	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	30.7	n/a	n/a
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	254	67.3	n/a	n/a	19,763	70.8	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	254	21.3	n/a	n/a	19,763	29.0	n/a	n/a
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	181	70.7	n/a	n/a	14,418	71.1	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	181	9.9	n/a	n/a	14,418	15.2	n/a	n/a
Social Studies 30-1	Diploma Examination Acceptable Standard	Low	n/a	n/a	438	79.9	n/a	n/a	24,023	83.5	n/a	n/a
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	438	9.4	n/a	n/a	24,023	15.9	n/a	n/a
Social Studies 30-2	Diploma Examination Acceptable Standard	Low	n/a	n/a	278	72.3	n/a	n/a	21,045	78.1	n/a	n/a
	Diploma Examination Standard of Excellence	Low	n/a	n/a	278	7.6	n/a	n/a	21,045	12.3	n/a	n/a
Biology 30	Diploma Examination Acceptable Standard	Intermediate	n/a	n/a	390	79.7	n/a	n/a	23,270	82.7	n/a	n/a
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	390	24.1	n/a	n/a	23,270	32.8	n/a	n/a
Chemistry 30	Diploma Examination Acceptable Standard	Intermediate	n/a	n/a	246	79.3	n/a	n/a	18,364	80.5	n/a	n/a
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	246	27.2	n/a	n/a	18,364	37.0	n/a	n/a
Physics 30	Diploma Examination Acceptable Standard	Low	n/a	n/a	152	60.5	n/a	n/a	9,241	82.3	n/a	n/a
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	152	26.3	n/a	n/a	9,241	39.9	n/a	n/a
Science 30	Diploma Examination Acceptable Standard	Low	n/a	n/a	51	74.5	n/a	n/a	8,007	79.4	n/a	n/a
	Diploma Examination Standard of Excellence	Low	n/a	n/a	51	7.8	n/a	n/a	8,007	23.1	n/a	n/a

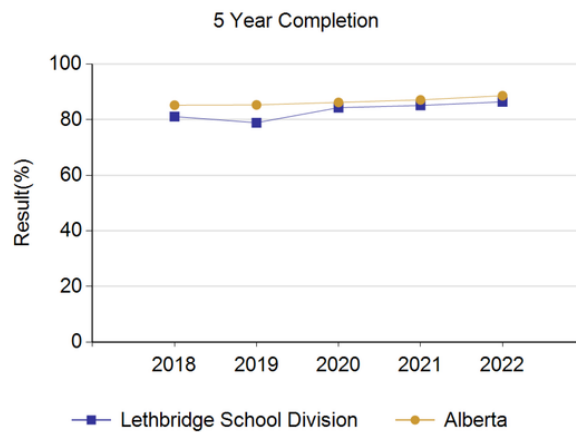
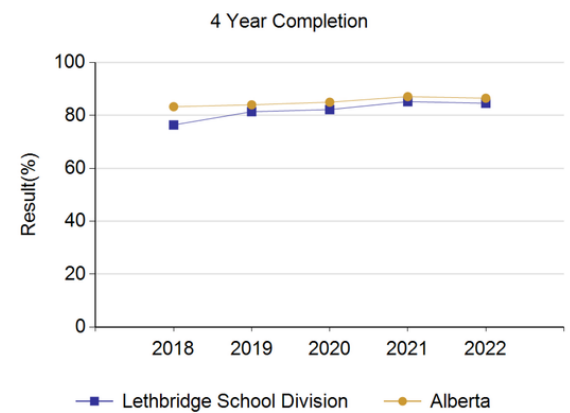
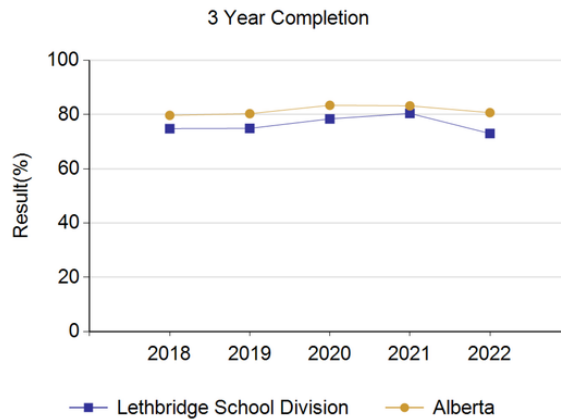


High School Completion

All students:

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

	Lethbridge School Division													Alberta									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	740	74.8	729	74.9	805	78.4	749	80.4	839	73.0	Low	Declined Significantly	Concern	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	701	76.4	743	81.4	729	82.2	808	85.2	746	84.6	Intermediate	Maintained	Acceptable	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	758	81.1	701	78.9	744	84.3	728	85.1	807	86.4	Intermediate	Improved Significantly	Good	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6



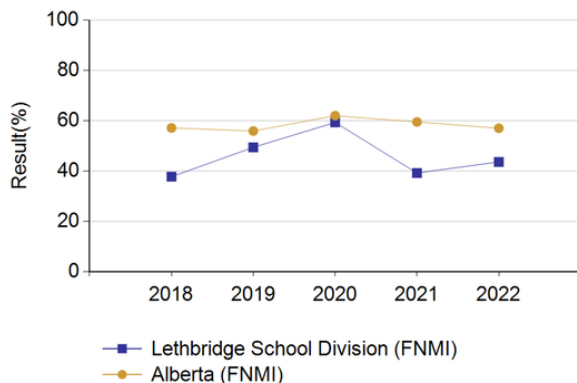
High School Completion – Indigenous Students

	Lethbridge School Division (FNMI)											Measure Evaluation			Alberta (FNMI)									
	2018		2019		2020		2021		2022		2018				2019		2020		2021		2022			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
3 Year Completion	52	37.7	52	49.4	57	59.3	55	39.2	72	43.6	Very Low	Maintained	Concern	3,632	57.1	3,750	55.9	3,814	62.0	3,972	59.5	3,943	57.0	
4 Year Completion	39	45.6	56	55.2	47	66.9	57	73.5	48	55.8	Very Low	Maintained	Concern	3,453	60.8	3,524	64.2	3,670	63.6	3,729	68.6	3,936	65.8	
5 Year Completion	58	51.6	38	52.2	53	58.0	46	70.3	52	77.5	Low	Improved	Acceptable	3,266	64.5	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3	

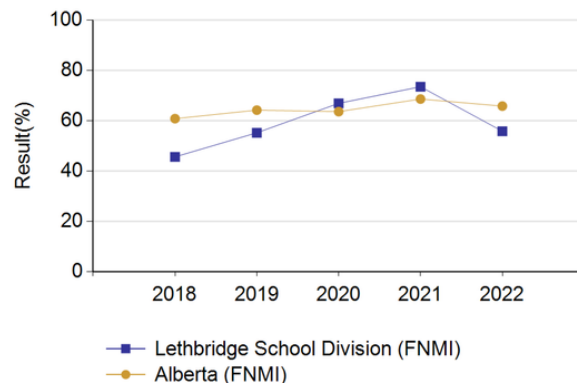


High School Completion – Indigenous Students

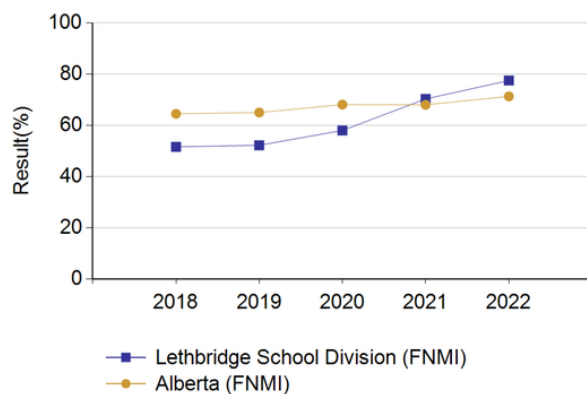
3 Year Completion



4 Year Completion



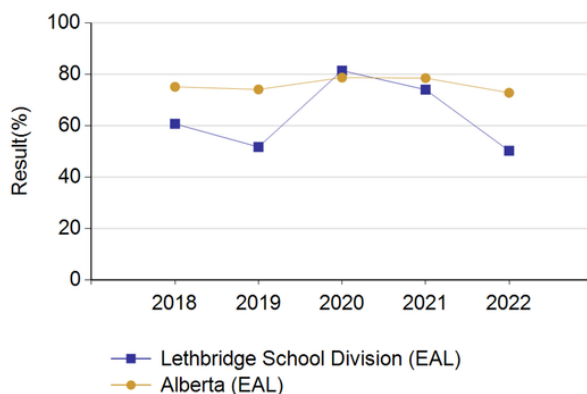
5 Year Completion



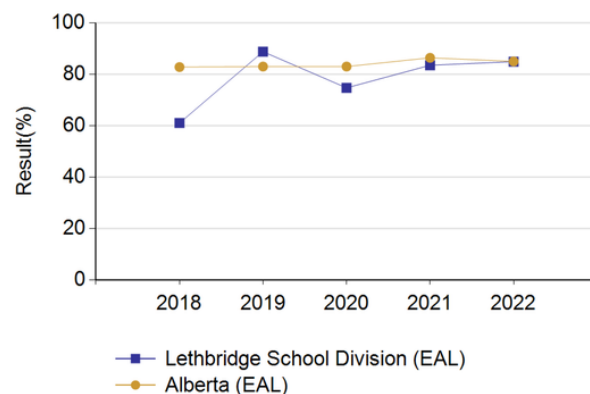
High School Completion – English as an Additional Language Students

	Lethbridge School Division (EAL)													Alberta (EAL)									
	2018		2019		2020		2021		2022					Measure Evaluation			2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	28	60.7	51	51.7	41	81.4	42	74.0	66	50.2	Very Low	Declined Significantly	Concern	3,388	75.1	3,307	74.1	3,654	78.7	3,646	78.5	3,805	72.8
4 Year Completion	27	61.0	25	88.8	51	74.7	40	83.5	38	84.9	Intermediate	Maintained	Acceptable	2,784	82.8	3,076	83.0	2,993	83.0	3,278	86.4	3,337	85.0
5 Year Completion	40	65.6	25	74.1	24	88.3	48	79.4	40	86.2	Intermediate	Maintained	Acceptable	2,410	86.0	2,664	85.0	2,960	86.9	2,874	86.1	3,151	88.7

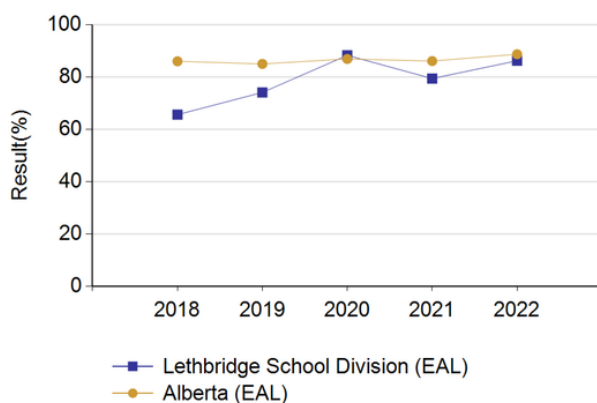
3 Year Completion



4 Year Completion



5 Year Completion



Evaluation

Over the course of the last few years, a number of strategies have been put in place to target high school completion. Completion rates for five-year graduation continue to increase which may have been directly impacted by the pandemic. Strategies for completion include a flexible approach to programming in all high schools that places emphasis on student engagement. As well, Victoria Park outreach school provides a highly personalized learning experience for students. The Division has a Fast Forward High School Completion Program, Indigenous Graduation Coaches at the high school level as well as dual credit and off campus program opportunities.

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.

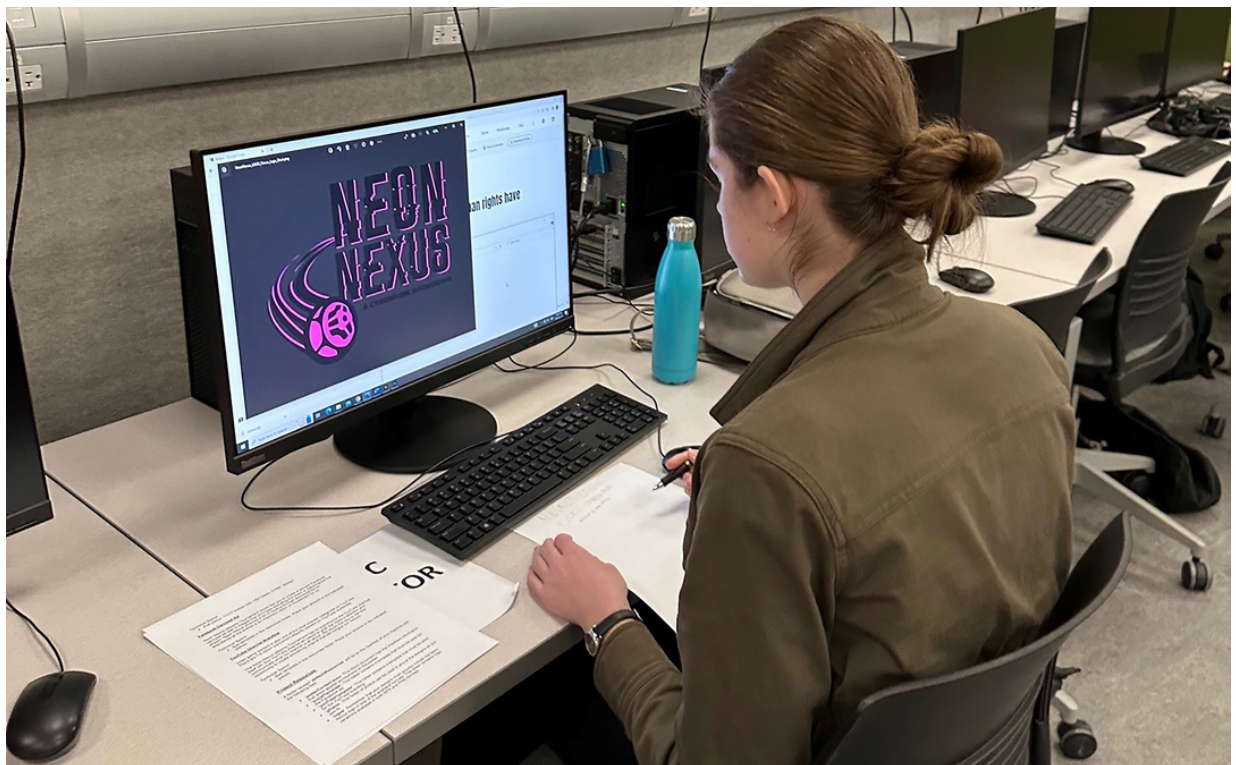
Evaluation

The centralized off-campus program has invested heavily in building relationships with business and industry to nurture ongoing opportunities for our students. The team has also taken on the promotion of dual credit trades programming at Lethbridge College. Students who can envision the future and are 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 offers 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 Trades4U 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 EAL population.

We have seen success in five-year completion rates for Indigenous and EAL students. 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 an Additional Language Learners

To improve high school completion rates for English as an Additional Language (EAL) Learners, we have employed several strategies in recent years. Newcomer refugee students with limited formal schooling may still access a separate EAP 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. It is important to note that our numbers of EAL learners have tripled in seven years. EAP (English for Access Program) and school-based EAL teachers, together with the division's EAL 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 as an Additional Language Learners start high school in Grade 10, we register many newcomers to Canada in Grade 11 and Grade 12 with varying ability levels in English. 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 as an Additional 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. In 2020, Graduation Coaches were established to support our high school students of Indigenous ancestry. This role was established to provide cultural connection and targeted support related to careers and post-secondary orientation to our students of Indigenous ancestry. Over the past three years, there has been an increase in the five-year completion rate for Indigenous students.



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. We are pleased to note that our drop-out rates have decreased over the past five years.

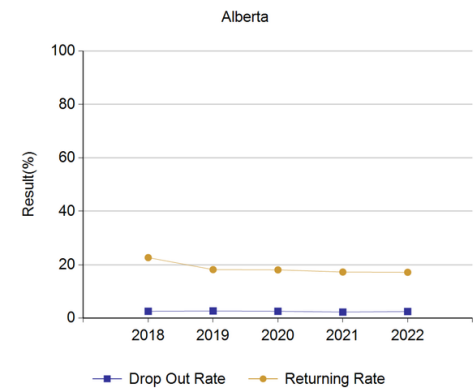
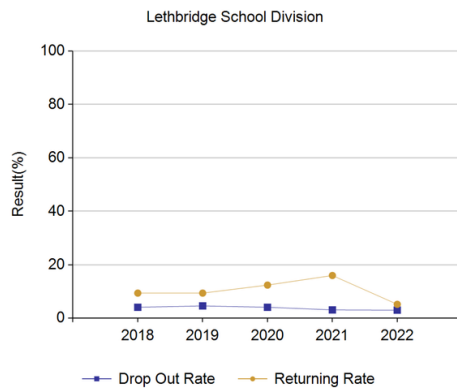
Over the pandemic we did see many of our Indigenous students move to on reserve living with fewer urban to rural transitions mid-year. Our three-year completion rate did decrease. However, our five-year completion rate increased, which reflects the phenomenal work Fast Forward Programming did to support 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

	Lethbridge School Division													Alberta									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	2,870	4.1	2,964	4.6	3,069	4.1	3,111	3.1	3,144	3.0	High	Improved	Good	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5
Returning Rate	147	9.4	136	9.4	157	12.4	146	16.0	113	5.2	n/a	n/a	n/a	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2

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, culturally connected and engaged. 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.

	Lethbridge School Division												
	2019		2020		2021		2022		2023		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	3,504	79.2	3,593	79.4	3,125	79.9	3,570	76.6	3,231	78.5	High	Maintained	Good
Parent	410	76.1	479	80.0	415	77.8	484	73.7	394	77.5	High	Maintained	Good
Student	2,621	70.4	2,686	67.1	2,255	68.8	2,616	66.6	2,381	68.8	High	Improved	Good
Teacher	473	91.0	428	91.1	455	93.2	470	89.4	456	89.1	Intermediate	Maintained	Acceptable

Evaluation

The Division is pleased to note that overall citizenship slightly recovered from the drop experienced following 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.

At the middle school level, G.S. Lakie features the FISH Philosophy (Be There, Choose Your Attitude, Play and Make Their Day,) The Wilson Way puts a focus on character words designed to bring awareness to and continue to build on positive school culture. Paterson is developing a new school philosophy for 2023/2024 to build upon the school's ROAR philosophy of respect, determination, acceptance and integrity. Fairbairn aims to serve its community by inspiring students to extend Senator Joyce Fairbairn's trail in becoming hard working, determined, strategic and strong. Lethbridge Christian School and Immanuel Christian School provides middle school students with alternative programs in the public system that teach from a Christ-centred perspective.

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. The Division hosted a Student Forum in February of 2023 where topics related to wellness and inclusion were discussed. As a Division we recognize student voice needs to continue to be a focus. We are continuing to host conversations with schools about the data they received from the forum and how they are embedding this feedback into shaping their annual school plans.

Evaluation

Many of our elementary schools have coupled their citizenship programs and strategies with a focus on self-regulation, diversity and inclusion. Many of our elementary schools participate in wellness grants yearly that promote citizenship and wellness. Many of the grants received support for promoting self-regulation, active learning and overall student wellness. The schools that have implemented self-regulation strategies and equipment have seen significant decreases in behavioural 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.

	Lethbridge School Division												
	2019		2020		2021		2022		2023		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	3,126	83.0	3,568	83.8	3,233	82.6	n/a	Declined	n/a
Parent	n/a	n/a	n/a	n/a	415	87.1	482	88.1	394	85.8	n/a	Maintained	n/a
Student	n/a	n/a	n/a	n/a	2,256	65.9	2,617	67.5	2,383	68.4	n/a	Maintained	n/a
Teacher	n/a	n/a	n/a	n/a	455	95.9	469	95.7	456	93.5	n/a	Declined	n/a



Early Years Literacy and Numeracy Assessments

1	Total number of students assessed at beginning of school year (Grade 1 in January)	Total number of students identified as being at-risk in literacy or numeracy on these initial assessment(s)	Total number of at-risk students in literacy who received ONLY literacy intervention programming	Total number of at-risk students in numeracy who received ONLY numeracy intervention programming	Total number of at-risk students in literacy and numeracy who received BOTH literacy and numeracy intervention programming (i.e., the same student received both literacy AND numeracy programming)
Grade 1	847	Literacy: 205, Numeracy: 246	117	77	208
Grade 2	801	Literacy: 212, Numeracy: 228	112	101	114
Grade 3	761	Literacy: 226, Numeracy: 192	94	73	105
Grade 4	295	Literacy: 148, Numeracy: 86	61	72	41

2	Name of Alberta Education-provided or approved literacy screening assessment(s) used	Total number of students identified as being at risk in literacy on initial assessment(s) (beginning of year or January for Grade 1)	Total number of students identified as being at risk in literacy on final assessment(s) (end of year)	Average number of months behind grade level at-risk students were at in literacy at time of initial assessment(s)	Average number of months gained at grade level by at-risk students in literacy at time of final assessment(s)
Grade 1	CC3	234	192	5.18	-1.52
Grade 2	CC3	218	179	8.27	-4.74
Grade 3	CC3	220	189	14.77	-4.75
Grade 4	CC3	145	130	19.96	-5.44

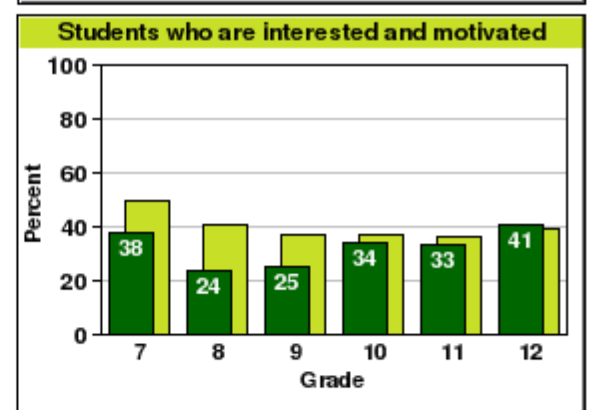
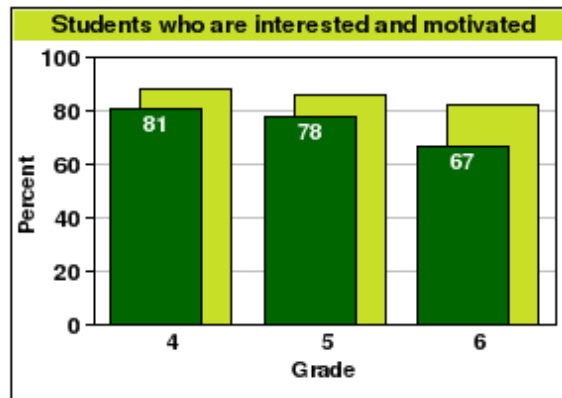
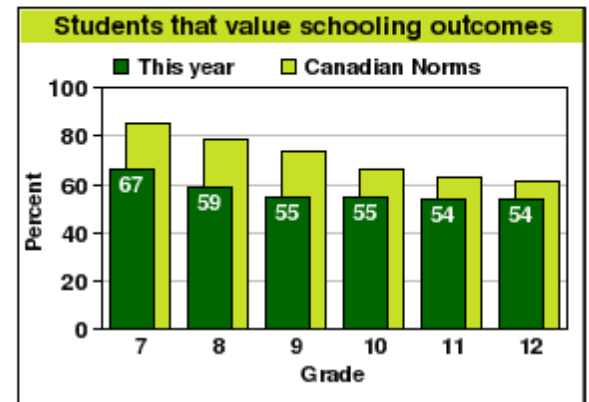
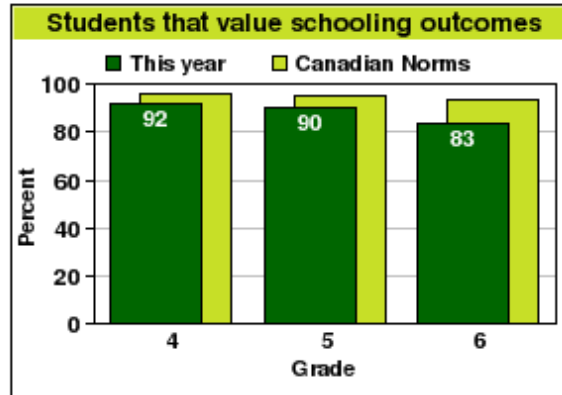
Effective intervention strategies for addressing learning gaps in literacy encompassed several key approaches. These included Rime Magic, a phonics-based method that focused on recognizing word endings to enhance word recognition and fluency. Word Work involved activities like prefix and suffix analysis, syllable pattern understanding, and word segmentation to boost decoding and spelling skills. Building Fluency was achieved through repeated readings, timed exercises, and targeted passages for smoother, quicker and more comprehensive reading. Flyleaf Publishing offered decodable books that engaged students in applying phonics knowledge to narratives, informational texts, and poetry, promoting accurate, fluent, comprehensive and joyful reading. Lastly, the Bridge the Gap Intervention provided structured instruction in phonemic awareness skills, with lessons serving as oral warm-ups in reading intervention. This comprehensive approach bridged phonological skills to reading proficiency, complemented by phonics instruction and decodable text reading. These combined strategies empowered students to develop strong foundational reading skills, improved proficiency, and nurtured a love for reading.

3	Name of Alberta Education-provided or approved numeracy screening assessment(s)	Total number of students identified as being at risk in numeracy based on initial assessment(s) (beginning of year or January for Grade 1)	Total number of students identified as being at risk in numeracy based on final assessment(s) (end of year)	Average number of months behind grade level at-risk students were at in numeracy at time of initial assessment(s)	Average number of months gained at grade level by at-risk students in numeracy at time of final assessment(s)
Grade 1	Numeracy Screening Assessment	274	214	8.56	1.51
Grade 2	Numeracy Screening Assessment	223	186	10	1.1
Grade 3	Numeracy Screening Assessment	185	168	10.1	-0.5
Grade 4	Numeracy Screening Assessment	82	78	10+	0

The intervention strategies employed to address numeracy learning gaps, including Math Fact Fluency by Jennifer Bay-Williams and Building Fact Fluency kits by Graham Fletcher and Tracy Johnston Zager, proved effective by combining various approaches. Jennifer Bay-Williams' method prioritized mastering fundamental math facts, while the Building Fact Fluency kits fostered a deep conceptual understanding of operations alongside fact fluency, using research-based, outcome-based, real-world contexts. These strategies were complemented by the use of a diverse range of manipulatives, including jewels for counting, bead strings for visualizing numbers, dice for probability and mathematical operations, and rekenreks for arithmetic. These manipulatives served as tangible tools to enhance students' understanding and engagement. In addition, educators employed thought-provoking questioning techniques to encourage critical thinking and problem-solving skills in students, helping them explore mathematical concepts deeply and engage more actively in the learning process. Together, these strategies created a holistic approach that enhanced mathematical proficiency by engaging students in skill-building, hands-on learning, cognitive development, and inquiry-based exploration.

Measures from Our School Survey linked to student learning engagement

The 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 based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 3,371 students in 10 schools that participated in the survey.



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.

Thinking classrooms that are structured around highly engaging student learning activities that are inquiry based, has been a focus of professional development for three years. As mentioned, at the secondary level, there has been targeted strategies for off-campus and engagement through dual credit programs.

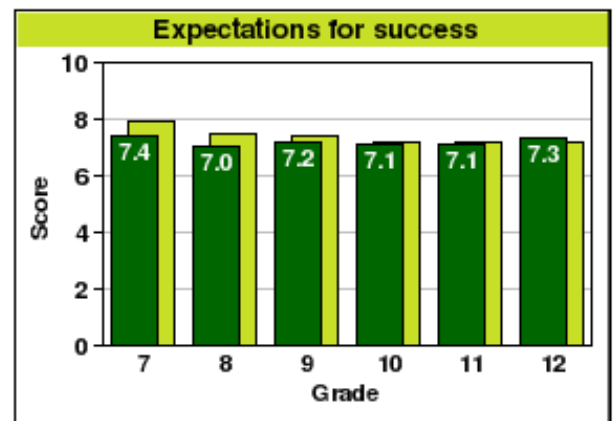
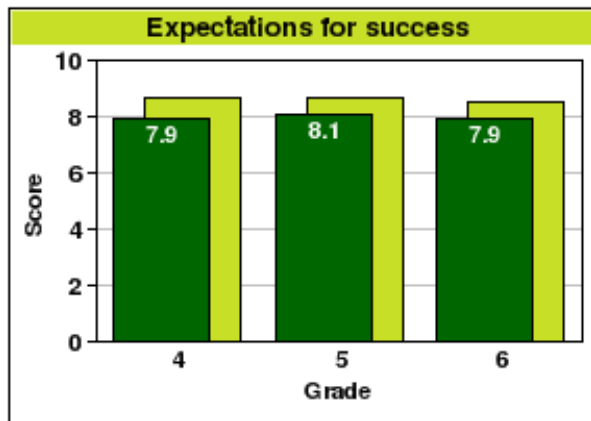
Lifelong Learning

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

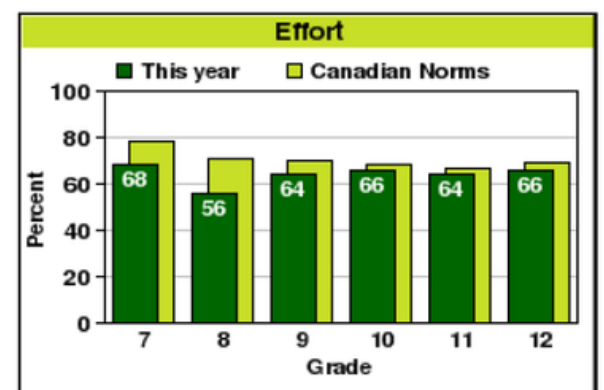
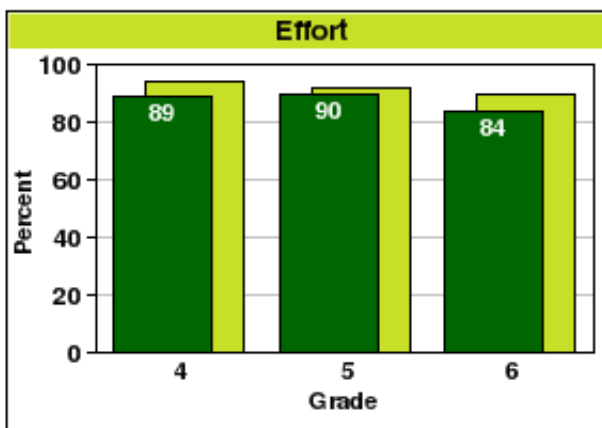
	Lethbridge School Division										Measure Evaluation		
	2019		2020		2021		2022		2023				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	865	67.8	885	67.7	837	79.8	920	79.2	809	76.8	High	Improved	Good
Parent	393	58.0	461	61.2	387	69.8	458	71.0	360	67.3	High	Maintained	Good
Teacher	472	77.5	424	74.2	450	89.8	462	87.4	449	86.3	High	Improved Significantly	Good

Measures from “Our School” Survey linked to lifelong learning

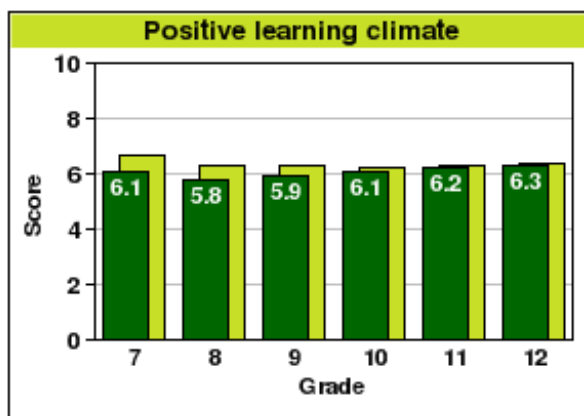
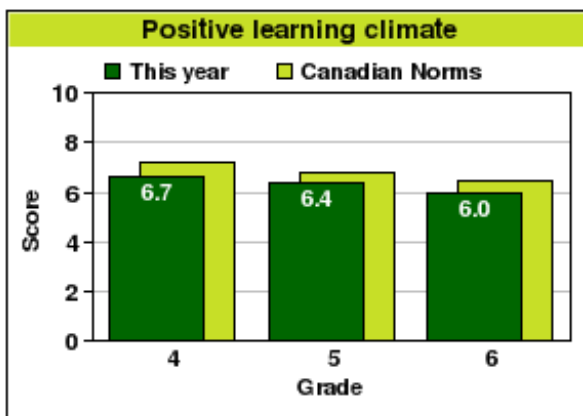
Expectations for success: The school staff emphasizes academic skills and hold high expectations for all students to succeed. This is considered a driver of ongoing student success (an important condition that drives student success).



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 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.

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.

A Digital Wellness team was established in March 2023 in response to a successful Alberta Education Mental Health Grant. This team has been connecting with school staff and students, scaffolding lessons, hosting small group interventions and team teaching with classroom teachers with hopes to enhance positive learning spaces and outcomes for all.

DOMAIN: Teaching and Learning

Education Quality:

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

	Lethbridge School Division										Measure Evaluation		
	2019		2020		2021		2022		2023				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	3,507	89.7	3,597	89.0	3,126	87.5	3,562	87.8	3,244	87.4	High	Declined	Acceptable
Parent	410	85.8	479	86.3	415	85.1	484	86.0	395	83.6	High	Declined	Acceptable
Student	2,624	88.2	2,690	84.8	2,256	82.8	2,608	82.8	2,393	84.6	Intermediate	Maintained	Acceptable
Teacher	473	95.2	428	95.8	455	94.7	470	94.5	456	94.1	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.

	Lethbridge School Division										Measure Evaluation		
	2019		2020		2021		2022		2023				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	2,405	84.6	2,493	84.2	2,154	81.6	2,349	84.8	2,174	85.9	Very High	Improved	Excellent
Parent	410	83.7	479	84.3	412	80.8	480	85.0	393	85.3	Very High	Maintained	Excellent
Student	1,522	78.6	1,586	78.8	1,287	73.7	1,399	77.3	1,325	80.5	Very High	Improved	Excellent
Teacher	473	91.6	428	89.5	455	90.2	470	92.0	456	91.9	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 they are interested in learning more about and submit it to a platform where all other teachers 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 97 CCs created, some common learning themes included new curriculum, literacy, numeracy and complex needs. This year, teachers also had the option of attending workshops provided by professionals which included: The Art and Science of Teaching Reading (Dr. Robin Bright & Dr. Chris Mattatall, UofL), Understanding the New Health and Wellness Curriculum (Ever Active Schools), Assessment and the New Grades 4-6 Math Curriculum (Kim Motoska & Tammy Leslie, ARPDC), and Book Clubs (Tannis Niziol, ARPDC).

In terms of Programs of Study, the data clearly indicates satisfaction with the choice of programs offered in their school experience. We are proud of the elective courses and options our middle and high schools offer the student body. Students have an opportunity to pursue interests in the Fine Arts, Career Technology, Health, Physical Education and other areas of interest.

As new curriculum is being implemented, workshops have been held to support teachers with implementation. A teacher and administrator representative from each elementary and middle school came together in September to learn about the new ELAL and Math curricula, and a K-3 representative from each elementary school met on an additional day to learn about the new Science curriculum. Teachers are encouraged to attend sessions on new curriculum through SAPDC, ARPDC and ERLC. All sessions on the new curriculum are free for teachers throughout this school year.

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 Division policies can be found on the website (Policies | Lethbridge School Division (lethsd.ab.ca))

The Division hosts a new teacher induction program that helps teachers new to the profession align their practice with Division standards, which are related to provincial Quality Standards. As well, the Division has a mentorship program that supports school-based administrators new to their role as they work to meet the competencies outlined in the Leadership Quality Standard. In addition, school-based administrators are partnered with colleagues and have generative capacity building conversations that are designed to examine practice through the lens of the competencies in the Leadership Quality Standard.

In recent years, the Division has placed significant emphasis on inquiry based professional learning with inquiry rooted in reflection on practice and the competencies of the Teacher Quality Standard and Leadership Quality Standard. The University of Lethbridge worked with the Division for two years to fully implement Inquiry Based Professional Growth within our Division. This approach to professional learning and growth in competencies is widely embraced by administrators and staff.



DOMAIN: Learning Supports

Welcoming, Caring, Respectful, and Safe Learning Environment:

Percentage of teacher, parent and student 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.

	Lethbridge School Division												
	2019		2020		2021		2022		2023		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	3,501	87.9	3,589	87.5	3,124	88.8	3,570	87.0	3,231	86.5	High	Maintained	Good
Parent	410	87.8	479	89.3	415	90.3	484	88.4	394	86.1	High	Declined	Acceptable
Student	2,618	81.8	2,682	79.1	2,254	81.6	2,616	80.3	2,381	80.7	High	Maintained	Good
Teacher	473	93.9	428	94.2	455	94.6	470	92.2	456	92.6	Intermediate	Maintained	Acceptable

Evaluation

The School Division and schools work hard to establish school climates that are welcoming, caring, respectful and safe. Overall results remain high in this area.

In the 2022/2023 school year, our schools were experiencing our new reality out of the pandemic. Schools experienced some new behaviours in our learners that required responding differently in the classroom. Through this last year we continued to recognize the importance of universal interventions and trauma-informed approaches in the classroom to support all learners to be able to engage in their learning (visual schedules, self regulation, outside learning and differentiation are key to ensuring all learners are connected to the classroom). Our Violence Threat Risk Assessment teams were exceptionally busy supporting schools to respond to safety in our schools.

There were many accomplishments related to diversity, inclusion and wellness in the Division over the 2022/2023 school year. The Administrators Committee continued their work with Anti-racism and Anti-oppression and the procedure for this policy was completed. The Indigenous Education and Helen Schuler Nature Centre continued their partnership in delivering an outdoor learning opportunity called Think Outside. The Student Forum took place, and a Diversity and Inclusion Parent Table was hosted in June 2023 to reflect upon the information gathered from the Student Forum.



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.

	Lethbridge School Division												
	2019		2020		2021		2022		2023				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	3,124	81.3	3,566	79.2	3,227	80.8	n/a	Improved	n/a
Parent	n/a	n/a	n/a	n/a	415	76.7	481	72.3	395	76.8	n/a	Improved	n/a
Student	n/a	n/a	n/a	n/a	2,254	77.9	2,615	79.2	2,376	80.5	n/a	Improved	n/a
Teacher	n/a	n/a	n/a	n/a	455	89.4	470	86.0	456	85.0	n/a	Maintained	n/a

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 2022/2023 as a South West Regional Collaborative continued to team and support across the Zone 6 collective. Lethbridge School Division is an active participant with this group recognizing it collaboratively works to ensure quality supports and are accessed by all schools in the South Zone.

The Specialized Learning Support (SLS) Grant Lethbridge School Division received provides six speech-language pathologists (SLPs) and an occupational therapist (OT). These therapists work alongside our psychologist, Early Learning team, division wellness team, Indigenous team, lead teachers (literacy, numeracy, EAL), the behaviour support team, and the EAL 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 behavioural and psychological supports and services.

Indigenous Learning

Our Indigenous Education team provides support to all 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 2022/2023 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. In our second year of this model we have seen significant shifts in our teachers embedding Indigenous cultural and historical content into lessons that provides meaningful connection to our Blackfoot neighbours as well as other Indigenous groups across Canada.

Shifting the Indigenous Education staffing 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 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.

The Indigenous Education Department has focused on building stronger family and cultural connections over the past year. The team in partnership with schools offered five BINCO nights for our Indigenous families to attend. The schools and department also hosted their first Indigenous Education Awards Night in late May, and over 300 people attended to watch students receive academic and character-based awards.

The Lethbridge School Division Education Centre was also gifted a Blackfoot name – Aakaipookaiksi, meaning Many Children. Supt. Dr. Cheryl Gilmore, who retired following the 2022/2023 school year, also received a Blackfoot name, Eagle Standing Tall. The Blackfoot flag was also raised outside the building.



DOMAIN: Governance

Parental Involvement:

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

	Lethbridge School Division												
	2019		2020		2021		2022		2023		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	882	78.5	903	80.7	866	76.6	950	75.2	848	76.8	Intermediate	Maintained	Acceptable
Parent	409	69.0	476	72.9	413	67.1	480	66.1	394	68.7	High	Maintained	Good
Teacher	473	88.0	427	88.6	453	86.1	470	84.2	454	84.8	Low	Maintained	Issue

Evaluation

Overall, the number of stakeholders satisfied with parental involvement in decisions about their child's education has increased slightly. One of the key strategies to engage parents is through School Councils. At the school level, School Councils meet monthly to discuss items relative to the school community. Principals review and discuss Assurance Plans and Results Reports in these meetings. The Division also has a Division School Council, which is comprised of representatives from School Councils. The Division School Council meets regularly to discuss and explore items of interest relative to schools and the Division.

Lethbridge School Division also has a Community Engagement Committee, which as the name suggests, is focused on engaging with parents and community members. One of the most significant events the committee facilitates is the annual Town Hall. The Town Hall event provides students, staff, parents and community members with an opportunity to provide feedback about schools and the Division. Recently, the Division website was upgraded to make information more accessible and user friendly.

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 2022/2023, the actual spent and the variance (in both amount and percentage).

The preliminary budget (as shown on the financial statements) had total budgeted expenditures of \$134.86 million which was approved in May 2022. The budget was updated for the Division's operating budget in November 2022 once final enrolment numbers and other information was known. The operating budget was updated for the following major factors:

- The Division will receive \$1.08 million to cover salary increases from the new ATA agreement.
- The Division received Learning Disruption Grant (known within the Division as BOOST program) of \$219,153.
- 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 \$1.46 million (total reserves budgeted was \$4.0 million) to ensure the Division meets the 3.20% reserve cap implemented by Alberta Education.

Budget Area	Preliminary Budget	Operating Budget	Actual Expenditures
Instruction - Pre K to Grade 12	110,132,995	112,511,731	110,510,231
Operations and Maintenance	17,152,865	17,921,776	18,019,706
Transportation	3,088,800	3,188,800	3,270,279
System Administration	4,181,195	4,159,340	4,340,254
External Services	300,000	300,000	454,086
Total Expenditures	\$ 134,855,855	\$ 138,081,647	\$ 136,594,556

The following are a comparison between operating budget and the year-end actuals:

- Instruction – Pre K to Grade 12 – the operating budget was \$112.51 million and actuals were \$110.51 million (98.2% of operating budget). Some areas within instruction that were under budget at year-end (inclusive learning, Pre K, school-generated funds and other instructional programs) offset overages in technology and shared instructional services (increased substitute costs during the year). Inclusive learning and Pre K programs were underspent due to vacancies in positions during the year. These funds will be used to assist with staffing in 2023/2024.
- Operations and Maintenance – the operating budget was \$17.92 million and actuals were \$18.02 million (100.1% of operating budget). Overages in this area are due to inflationary factors such as increased costs in fuel, utilities and insurance. Operating reserves have been used to cover the deficit.
- Transportation – the operating budget was \$3.18 million and actuals were \$3.27 million (102.8% 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 \$4.16 million and actuals were \$4.34 million (104.3% of operating budget). Additional costs in board governance related to consulting services and new memberships, as well as additional accounting fees for a preliminary asset retirement obligation audit on behalf of Alberta Education. Operating reserves have been used to cover the deficit.
- External Services (International Program) – the operating budget was \$300,000 and actuals were \$454,086 (151.4% 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. The international program had a surplus of funds of the end of the 2022/2023 school year.

Please see the Division's 2022/2023 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>.

The 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 \(schoolsites.ca\)](https://www.letbsd.ab.ca/our-district/plans-reports/financial-reporting)).

The purpose of the website was 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 2022/2023 engagement activities can be found on the website under "Past Engagement Projects" including: Town Hall 2023, Division School Council, Digital Wellness Team, the 2022/2023 Lego Challenge and many others. 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 community-engagement process, and deliver critical information surrounding upcoming surveys, open houses, meetings and website updates.

The Board's 2023/2024 Assurance Plan that was approved in May was informed by the Town Hall held February of 2023, 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 a review of data. The Division's Assurance Dashboards continue to include 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 \(lethsd.ab.ca\)](https://financialreporting.lethsd.ab.ca)

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 websites. School leadership teams meet with Division office personnel to reflect on areas of strength, areas for growth and identify strategies that will have the greatest impact on students and their learning.

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 2022/2023 school year.



Web Links

Lethbridge School Division - Budget Report:

<https://www.letbsd.ab.ca/download/424526>

Lethbridge School Division - Assurance Plan:

<https://www.letbsd.ab.ca/download/417007>

Lethbridge School Division - Combined Three Year Plan:

<https://www.letbsd.ab.ca/download/412401>

Lethbridge School Division - Year-End Report

<https://www.letbsd.ab.ca/download/432892>

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

Mike Nightingale, 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.