



2023

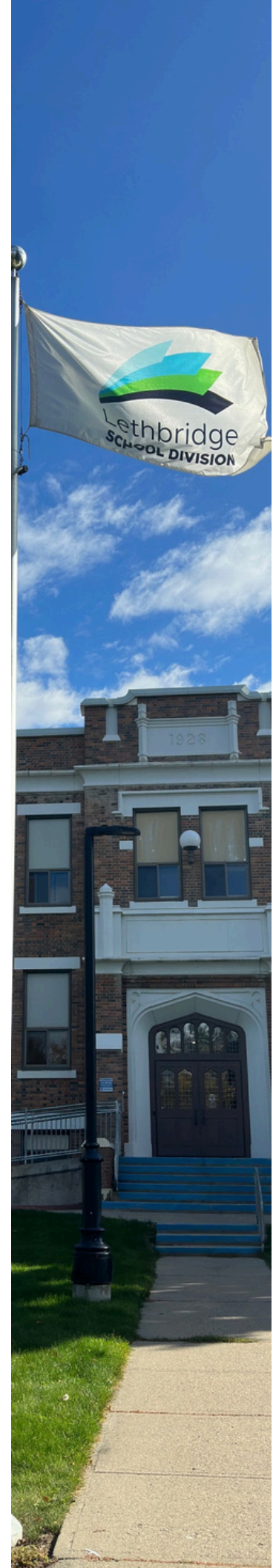
2024

ANNUAL
EDUCATION
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 Education Results Report for 2023/2024. Within this transparent lens we provide assurance and accountability to all stakeholders in the measures identified for each of the Assurance Domains outlined in the Board Three-Year Plan.

As you will see, there are areas of accomplishments as well as areas for continued growth. The Division looks at results to inform planning for the next school year. Parents are the primary educators and are critical partners in navigating challenges and providing insight 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 Engagement Website](#) for ongoing communication with parents and feedback initiatives.

We are very proud of our Division community and extend gratitude to our staff, students, parents and community partners for their dedicated commitment to making us better tomorrow than we were today.



Christine Light
Board Chair





Accountability Statement

The Annual Education Results Report for Lethbridge School Division for the 2023/2024 school year was prepared under the direction of the Board of Trustees, in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure 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 Education Results Report for 2023/2024 was approved by the Board on November 26, 2024.

Signed:

Christine Light
Board Chair

Mike Nightingale
Superintendent of Schools

OUR VALUES

WE ARE GROWING, LEADING AND SUPPORTING:





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



Christine Light
Board Chair



Genny Steed
Vice-Chair



Andrea Andreachuk
Board Member



Tyler Demers
Board Member



Kristina Larkin
Board Member



Allison Purcell
Board Member



Craig Whitehead
Board Member

Senior Administration

Mike Nightingale – Superintendent of Schools

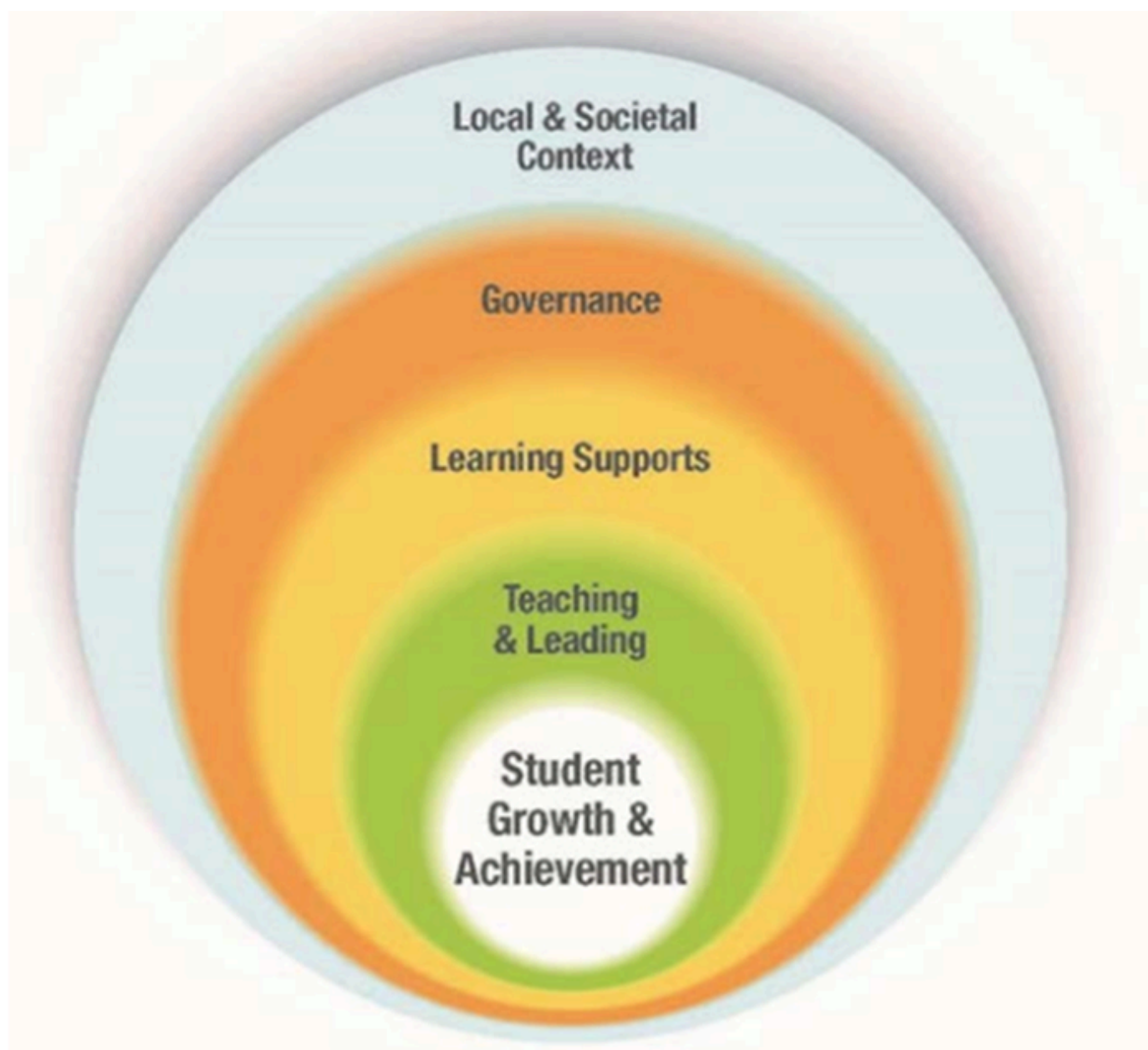
Morag Asquith – Associate Superintendent, Instructional Services

Christine Lee – Associate Superintendent, Business and Operations

Robbie Charlebois – Associate Superintendent, Human Resources

Assurance Domains

The provincial assurance model that guides planning has five assurance domains. The chart below illustrates the connection between the domains.



Annual Education Assurance Survey

The Alberta Education Assurance Survey gathers information on the quality of education provided by school authorities and their schools. Administered by Alberta Education in collaboration with individual schools, the survey ensures anonymity through Random Access Codes given to students, teachers and parents/guardians. Surveys are typically administered between January and March of each school year and are completed by grade 4, 7 and 10 students, along with their teachers, and parents/guardians. In smaller schools, all grades may be surveyed.



Annual Education Assurance Survey

The survey measures progress and achievement in six key areas:

- Education Quality
- Citizenship
- Parental Involvement
- Welcoming, Caring, Respectful and Safe Learning Environments
- Student Learning Engagement
- Access to Supports and Services

Additionally, Alberta Education reports on high school completion rates, Provincial Achievement Test (PAT) results and Diploma exam results.

Interpreting Annual Education Assurance Results:

Results from Alberta Education provide valuable insight for schools and the Division and play a key role in the creation of three-year education plans and annual results reports. Various charts provided by Alberta Education in this document summarize results from surveys, exams and high school completion data. These charts typically include:

- **Measure Evaluation** – A colour-coded chart summarizing progress in:
 - o **Achievement** – Insight into how schools and the Division performed in specific areas, reported as Very High, High, Intermediate, Low, Very Low. Calculations are based on formulas developed by Alberta Education.
 - o **Improvement** – Trends over time comparing current year results to the three-year average reported as Improved Significantly, Improved, Maintained, Declined, Declined Significantly. Calculations are based on formulas developed by Alberta Education that compare the current year results to the three-year average for the measure.
 - o **Overall** – Combines achievement and improvement measures to identify overall progress reported as Excellent, Good, Acceptable, Issue, Concern. Calculations are based on formulas that combine achievement and improvement to generate an overall score.
- **N** – The number of respondents to survey questions or the number of students that were considered in the data (e.g. the number of students writing a specific exam or the number of students that completed high school in three years)
- **Percentage %** - For survey questions the percentage of respondents who responded positively. For exams, the percentage of students that reached or exceeded the acceptable standard (typically 50% or higher) and the standard of excellence (usually 80% or higher).
- **Current result, previous year results, previous three-year average** – Comparison of results over three years (sometimes results are provided up to four years).
- **Lethbridge School Division and Alberta** – Aggregated data for all schools in Lethbridge School Division and aggregated data for all school authorities across Alberta. Each school also receives results for their school.

The Alberta Education Assurance Results provide valuable information related to how schools and the Division are progressing in key areas. These results should be evaluated within the broader context of the school community. They are not designed to measure every aspect of a school and/or school authority's progress but serve as one set of information to help stakeholders understand areas of success and areas for growth.

DOMAIN: Local and Societal Context

Jurisdiction Profile

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. The Division educates approximately 12,500 Early Learning through Grade 12 students within the City of Lethbridge and employs approximately 670 full time equivalent (FTE) certificated staff and approximately 488 FTE support staff.

Lethbridge is a growing, vibrant city with over 107,000 residents. It is home to The University of Lethbridge, Lethbridge Polytechnic and the Lethbridge Research Centre, one of the largest agricultural research facilities in Canada.

Well situated in the southwestern part of Alberta, Lethbridge residents enjoy access to state-of-the-art cultural and recreational facilities. Comprehensive retail services attract consumers from southern Alberta, southeastern British Columbia and northern Montana.

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 as well as 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. It currently spans Kindergarten to Grade 5. G.S. Lakie Middle school also offers a Spanish Bilingual Program to students in grades 6, 7 and 8.



DOMAIN: Local and Societal Context

Jurisdiction Profile

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. 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 Early Literacy. Early Education Programs are offered in seven locations. A Montessori program is established in Grade 1 to Grade 5. Lethbridge Christian School, Immanuel Christian Elementary School and Immanuel Christian Secondary School provide Christian education as alternative schools for students from Kindergarten to Grade 12 as well as an early education program. 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 a Wellness Team in 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. Traditionally, strong co-curricular and extra-curricular programs include a variety of athletic, fine arts and student leadership opportunities.



DOMAIN: Local and Societal Context

Enrollment Growth and Staff Demographics

Understanding our Division's growth and staff demographics is crucial for planning, resource allocation and promoting diversity in our workforce.

In recent years, student enrollment has grown by 1-3% annually.

This growth requires the Division to be flexible in allocating staff so that schools can effectively meet the changing needs of the communities they serve.

Assessing recruitment, retention and professional learning ensures that we attract and keep skilled educators to serve our students. Additionally, integrating technology responsibly, engaging with the community and using data for decisions all help us meet the diverse needs of our students and support the ongoing development and well-being of our staff.

Student Growth

	Sept 30, 2021	Sept 30, 2022	Sept 30, 2023
Lethbridge School Division	11,725	12,007	12,295

Employee Demographics

2023-24	%Teachers	%Non Teachers	Average Age Employees	Average Age Teachers	Average Age Non-Teachers
Lethbridge School Division	55.8%	44.2%	43	40	46

ATA Age Distribution Breakdown

2023-24	18-29	30-39	40-49	50-59	60+
Lethbridge School Division	7.9%	19.0%	18.2%	9.0%	1.6%

Non-ATA Age Distribution Breakdown

2023-24	18-29	30-39	40-49	50-59	60+
Lethbridge School Division	6.1%	7.4%	11.9%	12.5%	6.4%

DOMAIN: Local and Societal Context

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.





DOMAIN: Local and Societal Context

Summary of Accomplishments

1. Construction continues to be on time and on budget for the new K-5 Elementary School in Garry Station in west Lethbridge. West Coulee Station Elementary 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.
2. Lethbridge School Division received approval to move to the Design Phase for the modernization of Galbraith Elementary School. Consultants were hired to gather feedback for possible designs for the modernization with staff of the school. The City of Lethbridge has agreed to provide \$1.2 million towards the upsizing of the new gym. This gym will facilitate after school hours community use. Alberta Infrastructure has procured a design architect that will now work with the Division in designing the school and getting it ready for the construction phase.
3. A modular classroom and washroom unit were installed at Coalbanks Elementary School for the start of the 2024/2025 school year. The school received approval for two more classrooms that will be installed in the spring of 2025.
4. The second annual Digital Wellness Day emphasized the importance of recognizing mindful technology use and promoting meaningful, screen-free moments for all students, staff and faculty members.
5. Lethbridge School Division hosted 47 graduates at our Indigenous Graduation Ceremony, hosted by Lethbridge Collegiate Institute.
6. Lethbridge School Division offered over 25 Dual Credit courses from the University of Lethbridge and the Lethbridge Polytechnic to our high school students.
7. The Division received the Meritorious Budget Award (MBA) from ASBO International for the 2024/2025 Annual Budget Report.
8. In a collaboration with Winged Whale Media, Tourism Lethbridge and Lethbridge School Division, along with Stafford Lake Resort, a 360 virtual reality video was created to depict what a day in the life of an international student could look like in the Division.
9. In August, the Division held the Fourth Annual First Ride Event. This event is supported by the Division in partnership with Holy Spirit Catholic School Division and Southland Transportation.
10. Chinook High School hosted the ICE Awards Scholarship Showcase, which included student displays of innovation and the recognition of the winners of the 2023 ICE Awards Scholarship.
11. Logics Academy visited schools throughout the Division and worked with both students and staff to demonstrate effective use of Office 365.
12. During the year, a study of west Lethbridge was conducted from planning funds provided by Alberta Education. The West Side Study was presented to Trustees in October of 2024 and outlined the growth and capacity challenges faced by schools in west Lethbridge and supported the need for an new elementary and high school on this side of the city.

DOMAIN: Local and Societal Context

Summary of Accomplishments

13. A Diversity and Inclusion parent evening was held to review the purpose of an Instructional Support Plan, and to gather feedback and insight from parents. The Division's Inclusive Education Team event involved roundtable discussions around Instructional Support Plans for students with exceptionalities.

14. Continuous professional learning opportunities titled "Curriculum Deep Dives" were provided by Curriculum Support Teachers for each organizing idea of the new Math and ELAL curricula.

15. Assessment working groups were created where elementary teachers across the Division came together to develop assessment progressions correlated with new curriculum. These assessment documents will serve as supports to teachers as they teach, assess and report on the outcomes of the new curriculum.

16. Ongoing residency support is provided for implementation of resources such as University of Florida Institute (UFLI) literacy resources, MathUp and effective use of math manipulatives.

17. Several Humanities middle school teachers piloted an outcomes-based gradebook based on new English Language Arts and Literature curriculum. They have developed comprehensive rubrics and assessment measures to correlate with gradebooks.

18. Lethbridge School Division successfully hosted the Alberta Esports Championship 2024 at the Lethbridge Agri-Food Hub & Trade Centre. The tournament was open to all students aged 10-18 and featured Super Smash Bros, Rocket League, Omega Strikers, League of Legends and Valorant.

19. During the 2023/2024 year, the School Boundary Realignment Committee reviewed school boundaries for elementary schools in west Lethbridge. This review involved multiple stakeholder engagement opportunities to develop boundaries for West Coulee Station Elementary School that will open in 2025/2026, as well as address growth and capacity concerns at Coalbanks Elementary School. The report was presented to Trustees in September and new boundaries approved in October of 2024 to be in place for the 2025/2026 school year.





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	81.3	82.6	83.2	83.7	84.4	84.8	n/a	Declined Significantly	n/a
	Citizenship	74.2	78.5	77.5	79.4	80.3	80.9	Intermediate	Declined Significantly	Issue
	3-year High School Completion	75.6	73.0	77.3	80.4	80.7	82.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	87.1	86.4	85.3	88.1	88.6	87.3	Intermediate	Improved	Good
	PAT6: Acceptable	72.0	69.5	69.5	68.5	66.2	66.2	Intermediate	Improved	Good
	PAT6: Excellence	19.9	20.0	20.0	19.8	18.0	18.0	High	Maintained	Good
	PAT9: Acceptable	57.9	60.0	60.0	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	10.7	11.1	11.1	15.4	15.5	15.5	Low	Maintained	Issue
	Diploma: Acceptable	74.9	77.4	77.4	81.5	80.3	80.3	Low	Declined	Issue
	Diploma: Excellence	13.1	15.1	15.1	22.6	21.2	21.2	Intermediate	Declined	Issue
Teaching & Leading	Education Quality	86.0	87.4	87.6	87.6	88.1	88.6	Intermediate	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.7	83.4	83.4	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	78.9	80.8	80.0	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	74.6	76.8	76.0	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

Insights

This year, the Division saw improvement in several categories in the Alberta Education Assurance Measures. Notably, the five-year completion rate improved compared to the previous year and multi-year trend for the Division. Grade 6 Provincial Achievement Tests (PAT) acceptable results also showed improvement over the three-year average and surpassed the provincial average for this measure.

However, the Division experienced declines in student learning engagement, citizenship and education quality measures. Additionally, Grade 9 Provincial Achievement Tests (PAT) acceptable results and Diploma acceptable results remain areas of concern.

Improving results contained in the Alberta Education Assurance Measures is a key focus for the Division. This priority was highlighted at the 2024 Town Hall event, where a desire for a renewed emphasis on student academic achievement was articulated by many stakeholders. Consequently, the Division identified improving results in the Alberta Education Assurance Measures as a strategic focus in the 2024/2025 Annual Education Plan.

Strategies

Over the next three years, the Division will concentrate on strategies to better understand and improve both qualitative and quantitative data outlined in these measures. This will include building capacity of staff and stakeholders to better understand the survey process more thoroughly, enhancing the ability to analyze results and providing targeted professional development to improve practice, especially in the area of assessment. Specific strategies are outlined throughout the Assurance Results Report.



DOMAIN: Student Growth and Achievement

Provincial Achievement Test Results

		Lethbridge School Division							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Course	Measure											
French Language Arts 6 année	Acceptable Standard	Intermediate	Maintained	Acceptable	83	74.7	71	77.5	1,870	69.9	3,131	77.6
	Standard of Excellence	Low	Declined Significantly	Concern	83	3.6	71	14.1	1,870	9.3	3,131	12.5
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
Science 6	Acceptable Standard	Low	Improved Significantly	Good	981	73.7	834	67.3	53,806	68.8	54,859	66.7
	Standard of Excellence	High	Improved Significantly	Good	981	25.4	834	17.9	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	Intermediate	Improved	Good	981	72.0	835	69.5	60,804	68.5	57,655	66.2
	Standard of Excellence	High	Maintained	Good	981	19.9	835	20.0	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	Low	Declined	Issue	1,054	64.7	902	68.6	59,096	69.5	56,255	71.4
	Standard of Excellence	Low	Declined	Issue	1,054	6.6	902	8.8	59,096	11.8	56,255	13.4
K&E English Language Arts 9	Acceptable Standard	Low	Improved	Acceptable	28	35.7	16	12.5	1,465	49.6	1,254	50.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	28	7.1	16	6.3	1,465	5.6	1,254	5.7
French Language Arts 9 année	Acceptable Standard	Intermediate	Maintained	Acceptable	77	83.1	85	83.5	3,308	76.6	3,215	76.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	77	13.0	85	12.9	3,308	10.6	3,215	10.9
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3
Mathematics 9	Acceptable Standard	Very Low	Maintained	Concern	1,054	48.7	904	49.1	58,577	52.7	55,447	54.4
	Standard of Excellence	Low	Maintained	Issue	1,054	10.2	904	9.5	58,577	14.0	55,447	13.5
K&E Mathematics 9	Acceptable Standard	*	*	*	25	*	15	20.0	1,967	52.2	1,815	52.7
	Standard of Excellence	*	*	*	25	*	15	6.7	1,967	9.9	1,815	11.3
Science 9	Acceptable Standard	Intermediate	Declined Significantly	Issue	1,060	63.3	900	67.6	59,072	67.6	56,311	66.3
	Standard of Excellence	Very High	Maintained	Excellent	1,060	15.9	900	15.7	59,072	20.8	56,311	20.1
K&E Science 9	Acceptable Standard	Very Low	n/a	n/a	26	15.4	n/a	n/a	1,411	52.3	1,197	52.9
	Standard of Excellence	Low	n/a	n/a	26	3.8	n/a	n/a	1,411	8.9	1,197	10.9
Social Studies 9	Acceptable Standard	Low	Maintained	Issue	1,054	56.5	904	55.1	59,125	60.5	56,309	58.4
	Standard of Excellence	Low	Maintained	Issue	1,054	10.4	904	10.4	59,125	15.8	56,309	15.9
K&E Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	28	32.1	14	35.7	1,351	50.4	1,140	49.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	28	10.7	14	14.3	1,351	11.3	1,140	10.6

Insights

Highlights of these results include high to very high achievement in Grade 6 Science, Grade 6 Social Studies and Grade 9 Science standard of excellence on Provincial Achievement Tests (PAT).

Additionally, the acceptable rates for Grade 6 Science and Social Studies were above the provincial average. Grade 9 French Language Arts acceptable and excellence rates, as well as Grade 9 K&E English Language Arts and K&E Social Studies excellence rates also surpassed the provincial average. However, we also recognize there are areas of concern, as results in Grade 9 English Language Arts, Math and Social Studies are rated as low.

Strategies

The 2024/2025 Annual Education Plan prioritizes improving these results. To address these concerns and enhance future results, we are implementing several strategies including:

- **Focus on foundational literacy and numeracy** – The Division has experienced success emphasizing foundational literacy and numeracy over the past four years. This focus will continue, with particular focus on enhancing literacy and numeracy learning at the middle school level.
- **Focus on PAT results analysis** – Analysis of results by subject, topic and specific questions will allow teachers to gain deeper insights into areas of success and areas for growth.
- **Focus on assessment practice** – The administrators committee will concentrate professional learning on assessment practices, specifically clarifying the relationship between curriculum, instructional practice and assessment.

Diploma Exam Results

		Lethbridge School Division							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very Low	Declined	Concern	527	81.2	451	84.3	33,001	84.2	31,493	83.7
	Diploma Examination Standard of Excellence	Intermediate	Declined	Issue	527	6.8	451	8.9	33,001	10.1	31,493	10.5
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Low	Maintained	Issue	296	82.8	287	85.4	19,219	85.7	17,112	86.2
	Diploma Examination Standard of Excellence	Intermediate	Declined	Issue	296	9.1	287	13.2	19,219	12.9	17,112	12.7
French Language Arts 30-1	Diploma Examination Acceptable Standard	Low	Improved	Acceptable	51	92.2	41	80.5	1,200	95.3	1,236	93.1
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	51	2.0	41	4.9	1,200	8.6	1,236	6.1
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	99.4	127	99.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	26.3	127	30.7
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Declined	n/a	277	59.6	254	67.3	21,035	75.4	19,763	70.8
	Diploma Examination Standard of Excellence	n/a	Declined	n/a	277	17.3	254	21.3	21,035	34.9	19,763	29.0
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	236	69.5	181	70.7	15,676	70.9	14,418	71.1
	Diploma Examination Standard of Excellence	n/a	Improved	n/a	236	14.0	181	9.9	15,676	15.4	14,418	15.2
Social Studies 30-1	Diploma Examination Acceptable Standard	Low	Declined	Issue	490	75.5	438	79.9	25,167	85.2	24,023	83.5
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	490	8.0	438	9.4	25,167	18.7	24,023	15.9
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	344	69.5	278	72.3	23,985	77.6	21,045	78.1
	Diploma Examination Standard of Excellence	Low	Declined	Issue	344	4.7	278	7.6	23,985	12.7	21,045	12.3
Biology 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	461	80.3	390	79.7	24,414	83.1	23,270	82.7
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	461	24.5	390	24.1	24,414	33.7	23,270	32.8
Chemistry 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	263	77.9	246	79.3	19,955	82.9	18,364	80.5
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	263	26.2	246	27.2	19,955	38.0	18,364	37.0
Physics 30	Diploma Examination Acceptable Standard	Low	Maintained	Issue	143	60.1	152	60.5	9,955	85.1	9,241	82.3
	Diploma Examination Standard of Excellence	Intermediate	Declined	Issue	143	18.2	152	26.3	9,955	43.1	9,241	39.9
Science 30	Diploma Examination Acceptable Standard	Low	Maintained	Issue	57	66.7	51	74.5	8,439	81.3	8,007	79.4
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	57	7.0	51	7.8	8,439	24.6	8,007	23.1

Insights

Highlights include improvement in the acceptable standard for French Language Arts and the standard of excellence for Math 30-2. Additionally, results in Biology 30 have shown improvement in both the acceptable standard and standard of excellence compared to the previous year. However, we also recognize there are areas of concern, as results in English Language Arts, French Language Arts, Social Studies, Science and Physics are rated as low. Math results are also currently below provincial average.

Strategies

The 2024/2025 Annual Education Plan prioritizes improving these results. To address these concerns and enhance future results, we are implementing several strategies including:

- Focus on diploma results analysis – Analysis of results by subject, topic and specific questions will allow teachers to gain deeper insights into areas of success and areas for growth.
- Focus on assessment practice – The administrators committee will concentrate professional learning on assessment practices, specifically clarifying the relationship between curriculum, instructional practice and assessment.
- Collaborative communities – Teachers from across the Division will have opportunities to collaborate with colleagues to enhance practice within their subject areas.

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									
	2019		2020		2021		2022		2023					Measure Evaluation			2019		2020		2021		2022
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	729	74.9	805	78.4	749	80.4	839	73.0	784	75.6	Intermediate	Maintained	Acceptable	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4
4 Year Completion	743	81.4	729	82.2	808	85.2	746	84.6	835	80.8	Intermediate	Declined	Issue	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1
5 Year Completion	701	78.9	744	84.3	728	85.1	807	86.4	746	87.1	Intermediate	Improved	Good	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1

Insights

Our Division is pleased to report three-year and five-year high school completion rates improved compared to the previous year. High school completion is crucial in opening doors for students to prepare them for the future. Notably, five-year completion trends continue to rise, demonstrating even if a student does not complete high school in the traditional three-year timeframe, they can still access supports to continue their education. As noted below, the Division employs several strategies to assist students as they work towards high school completion.

Strategies

- High schools in Lethbridge provide a breadth of courses to meet the needs and interests of students.
- Our off-campus education program supports students who wish to enter the workforce at an earlier age. Students forgo school-based options to get a jump on the world of employment, working in trades and other workplace opportunities.
- Lethbridge School Division also offers Dual Credit programs at the University of Lethbridge and Lethbridge Polytechnic to increase transitional choices.
- Lethbridge School Division is a stakeholder in the new Southern Alberta Collegiate Institute, which aims to support students through career pathway programs.
- For the last 16 years, Lethbridge School Division has prioritized students needing additional time to complete high school courses through our Fast Forward program, run through our alternate high school, Victoria Park High School.
- Victoria Park contributes to the success of students by creating individual plans through student consultations, which results in personalized educational plans.



Citizenship

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

	Lethbridge School Division													Alberta									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	3,593	79.4	3,125	79.9	3,570	76.6	3,231	78.5	4,014	74.2	Intermediate	Declined Significantly	Issue	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	479	80.0	415	77.8	484	73.7	394	77.5	534	71.3	Intermediate	Declined	Issue	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	2,686	67.1	2,255	68.8	2,616	66.6	2,381	68.8	2,978	66.1	Intermediate	Declined	Issue	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	428	91.1	455	93.2	470	89.4	456	89.1	502	85.2	Low	Declined	Issue	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

Insights

Over the past four years there has been a decrease in the percentage of stakeholders who are satisfied with students modelling the characteristics of active citizenship. This decline mirrors the provincial trend in these measures. Students reported the lowest level of satisfaction with citizenship. In particular, they expressed dissatisfaction with mutual respect and their peers' adherence to rules. Overall, teachers reported the highest levels of satisfaction within this category. Parent survey results indicated high school parents expressed the lowest levels of satisfaction with citizenship, while middle school parents expressed higher levels of satisfaction, compared to the previous year.

Strategies

In order to bridge the gap between the survey results and what we are seeing inside our buildings, Division schools have been very active in creating and enhancing initiatives which seek to help our students develop character, build empathy and become leaders.

- Most schools in Lethbridge School Division have character education programs that focus directly on citizenship. Supporting students in making the best choices and extending kindness is the goal, along with fostering empathy and understanding of others.
- Middle school and high school students have opportunities to participate in learning and leadership activities they can bring back to their peers.
- Creating a respectful school environment is a priority for all our schools. Leadership classes are offered to students and character education expectations are visible in many schools.
- Lethbridge School Division has two individuals dedicated to digital citizenship. They provide learning opportunities for staff and students related to digital wellness. The Alberta government has also implemented policies regarding personal mobile device use and access to social media. This should assist students in enhancing inter-personal relationships.
- Ongoing programs tied to Indigenous learning, such as Ways of Knowing and Circle of Courage, continue to promote belonging and understanding for all.
- Existing programs at the middle school level include the FISH Philosophy, the Wilson Way and ROAR. High school programs for character education include the Green 2 Gold program, Coyote Character and We Believe values. These programs are designed to support citizenship development.



Student Learning Engagement

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

	Lethbridge School Division													Alberta									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	3,126	83.0	3,568	83.8	3,233	82.6	4,018	81.3	n/a	Declined Significantly	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	415	87.1	482	88.1	394	85.8	533	83.6	n/a	Declined	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	2,256	65.9	2,617	67.5	2,383	68.4	2,983	66.2	n/a	Declined	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	455	95.9	469	95.7	456	93.5	502	93.9	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

Insights

Over the past four years there has been a decrease in the percentage of stakeholders surveyed who are satisfied that students are engaged in their learning. This decline mirrors the provincial trend in these measures. Teachers report the highest level of satisfaction in this measure, while students report the lowest levels of satisfaction. Survey questions indicate that overall, teachers report higher levels of satisfaction with literacy and numeracy learning opportunities compared to the previous year. Students, however, report feeling they were not always interested in the curriculum they are learning and did not always see the relevance of what they are learning, especially at the middle school and high school levels. Despite this, feedback gathered at the Town Hall and other assurance measures indicate that stakeholders are satisfied with the broad range of programming opportunities the Division provides, which speaks to positive student engagement.

Strategies

The Division's Annual Education Plan identifies several strategies to enhance student learning engagement. Some of these strategies include:

- **Broad Range of Programs of Study** - Offering a wide variety of courses, classes and programs of study to support student growth and achievement including fine arts, integration of technology, STEAM (science, technology, engineering, the arts, and math), career pathway education, physical and wellness education and language programming.
- **Emphasis on Foundational Learning** - The Division is focused intently on foundational literacy and numeracy instruction, using universal assessments to guide instruction and intervention and effectively implementing new curriculum.
- **Career and Education Pathway Exploration** - Expanding partnerships with post-secondary institutions to provide students at all grade levels with more opportunities to explore potential education and career pathways. The Division is excited to partner with the University of Lethbridge and Lethbridge Polytechnic in these efforts and looks forward to further developing these partnerships.



Indigenous Student Learning

The Indigenous Education team takes great pride in supporting staff in learning and growing around Indigenous Ways of Knowing. Indigenous Ways of Knowing brings the rich culture of the Niitsitapi (First Nation), Metis and Inuit, to the staff of Lethbridge School Division. By supporting and guiding our staff around Indigenous Ways of Knowing, we can now focus on our Indigenous Education Assurance plan revolving around students of Indigenous ancestry in creating greater cycles of success. The plan recognizes the Calls to Action of the Truth and Reconciliation Commission of Canada in that all parties, both staff and students, take responsibility for healing, learning and growing.

The 2023/2024 Indigenous Education model included three teachers with a focus at the elementary, middle and high school levels. The teachers worked collaboratively to assist the Division teachers with lesson plans, curriculum planning, and special-event planning focused on Indigenous Ways of Knowing throughout the school year. In the third year of this model, we have seen improved shifts in Division teachers embedding Indigenous Ways of Knowing into their lessons that provides Indigenous Education for all but also lifts the confidence of our Indigenous students.

The Indigenous Education team provided two professional learning opportunities for our Indigenous Education teachers and administrator reps within the Division. The Division has 24 schools, and each school has an Indigenous teacher and administrator rep. The two professional learning opportunities included Ponoakoamitaa (Learning from the Horse), and a road trip to Blackfoot Crossing. Ponoakoamitaa (Learning from the Horse) was a professional learning opportunity where we brought our Indigenous Education teacher/admin reps to Stand Off, Alberta, for a focus on horse therapy and how to relate to students from an Indigenous (Blackfoot) world view. The trip to Blackfoot Crossing was an excellent way to tie in the Leadership Quality Standard and Teacher Quality Standard Competency 5, which applies Foundational Knowledge about First Nation, Metis and Inuit and an understanding of the historical, social, economic and political implications of treaties and agreements with First Nation people. Blackfoot Crossing was the site of Treaty 7 on September 21/ 22, 1877.



Indigenous Student Learning

The Indigenous Education team still has a focus on community engagement and there was a continuation of bingos which brought our Indigenous families into the schools. The Indigenous Education Grad Coaches were instrumental in the year-end awards, as 300 awards were handed out. The event included a gathering of close to 400 people in the Gilbert Paterson Middle School gymnasium. The awards presented included attendance awards, academic excellence, Aiyika'kimawa (Outstanding Effort), athletic, Kimmapi'pitsin (Fellowship), artistic award and Blackfoot award. This year we had 47 Indigenous grads that were celebrated at our Indigenous Grad Night held at Lethbridge Collegiate Institute.



Indigenous Student Learning - Overall Summary

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	42.9	43.6	47.3	58.6	57.0	59.5	Very Low	Maintained	Concern
	5-year High School Completion	64.6	77.5	68.6	69.4	71.3	69.1	Very Low	Maintained	Concern
	PAT6: Acceptable	39.1	49.2	49.2	48.7	45.3	45.3	Very Low	Declined	Concern
	PAT6: Excellence	5.8	7.7	7.7	7.3	6.5	6.5	Very Low	Maintained	Concern
	PAT9: Acceptable	28.7	30.8	30.8	41.4	39.4	39.4	Very Low	Maintained	Concern
	PAT9: Excellence	3.5	2.0	2.0	6.1	5.3	5.3	Very Low	Maintained	Concern
	Diploma: Acceptable	84.3	68.0	68.0	76.9	74.8	74.8	Intermediate	Improved	Good
	Diploma: Excellence	8.4	1.0	1.0	11.8	11.3	11.3	Very Low	Improved	Issue
Teaching & Leading	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

Insights

The Division is pleased to report improvement in Diploma acceptable and excellence results for Indigenous students compared to the previous year. Additionally, Diploma acceptable results for Indigenous students are now above the provincial average. Despite this progress, achievement remains very low in all measures except for Diploma exam acceptable. The Division is committed to continuing efforts to improve these outcomes.

Strategies

Over the next three years, the Division will concentrate on strategies to enhance these results. This includes ongoing outreach to Indigenous communities and targeted support to meet the needs of Indigenous students. Furthermore, the Division will work to build capacity to analyze results from these assessments and provide focused professional development for staff, especially around assessment practices. Specific strategies related to Indigenous student achievement are outlined throughout this section of the report.



PAT Results – Indigenous Students

		Lethbridge School Division (FNMI)							Alberta (FNMI)			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Course	Measure											
French Language Arts 6 année	Acceptable Standard	*	*	*	2	*	n/a	n/a	102	56.9	132	65.9
	Standard of Excellence	*	*	*	2	*	n/a	n/a	102	2.9	132	5.3
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	57.1	16	81.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	0.0	16	31.3
Science 6	Acceptable Standard	Very Low	Maintained	Concern	69	47.8	65	40.0	3,851	51.4	3,990	46.0
	Standard of Excellence	Very Low	Maintained	Concern	69	8.7	65	4.6	3,851	12.3	3,990	9.0
Social Studies 6	Acceptable Standard	Very Low	Declined	Concern	69	39.1	65	49.2	4,556	48.7	4,332	45.3
	Standard of Excellence	Very Low	Maintained	Concern	69	5.8	65	7.7	4,556	7.3	4,332	6.5
English Language Arts 9	Acceptable Standard	Very Low	Maintained	Concern	75	33.3	58	41.4	4,465	49.5	4,375	49.2
	Standard of Excellence	Very Low	Improved	Issue	75	2.7	58	0.0	4,465	4.7	4,375	4.4
K&E English Language Arts 9	Acceptable Standard	*	*	*	10	*	n/a	n/a	388	42.8	297	43.8
	Standard of Excellence	*	*	*	10	*	n/a	n/a	388	4.9	297	3.7
French Language Arts 9 année	Acceptable Standard	*	*	*	2	*	n/a	n/a	160	63.8	136	65.4
	Standard of Excellence	*	*	*	2	*	n/a	n/a	160	5.6	136	4.4
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	79.2	20	75.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	12.5	20	10.0
Mathematics 9	Acceptable Standard	Very Low	Maintained	Concern	74	18.9	58	22.4	4,361	28.7	4,197	28.7
	Standard of Excellence	Very Low	Improved	Issue	74	2.7	58	0.0	4,361	4.8	4,197	3.8
K&E Mathematics 9	Acceptable Standard	*	*	*	10	*	n/a	n/a	485	43.7	440	48.9
	Standard of Excellence	*	*	*	10	*	n/a	n/a	485	6.2	440	11.1
Science 9	Acceptable Standard	Very Low	Maintained	Concern	76	38.2	59	35.6	4,477	46.0	4,380	42.1
	Standard of Excellence	Low	Maintained	Issue	76	5.3	59	3.4	4,477	8.5	4,380	7.1
K&E Science 9	Acceptable Standard	*	*	*	10	*	n/a	n/a	373	46.6	281	48.4
	Standard of Excellence	*	*	*	10	*	n/a	n/a	373	7.2	281	8.2
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	74	28.4	60	28.3	4,498	39.0	4,393	34.1
	Standard of Excellence	Very Low	Maintained	Concern	74	2.7	60	3.3	4,498	6.3	4,393	4.9
K&E Social Studies 9	Acceptable Standard	Very Low	n/a	n/a	11	27.3	n/a	n/a	351	46.2	262	45.4
	Standard of Excellence	Intermediate	n/a	n/a	11	9.1	n/a	n/a	351	9.4	262	7.3

Insights

A higher percentage of Indigenous students achieved at the acceptable level in Grade 6 Science, Grade 9 Science and Grade 9 Social Studies Provincial Achievement Tests (PAT) compared to the previous year. There were also slight increases in the standard of excellence for Grade 6 Science, English Language Arts 9, Math 9 and Science 9 on Provincial Achievement Tests. Despite these improvements, achievement remains low or very low in nearly every measure. Improving these results is a priority for Lethbridge School Division.

PAT Results – Indigenous Students

Strategies

To address these concerns and enhance future results, we are implementing several strategies, including:

- Increased community connection – Lethbridge School Division will continue to prioritize improving family and student relationships, with the goal of improving student attendance. Additionally, increasing connections with Indigenous culture, including but not limited to language acquisition, Indigenous stories, presence of elders and land-based learning will help create meaningful connections with Indigenous communities.
- Focus on foundational literacy and numeracy – The Division has experienced success emphasizing foundational literacy and numeracy over the past four years. This focus will continue, with particular focus on enhancing literacy and numeracy learning at the middle school level.
- Focus on PAT results analysis – Analysis of results by subject, topic and specific questions will allow teachers to gain deeper insights into areas of success and areas for growth.
- Focus on assessment practice – The administrators committee will concentrate professional learning on assessment practices, specifically clarifying the relationship between curriculum, instructional practice and assessment.



Diploma Exam Results – Indigenous Students

		Lethbridge School Division (FNMI)							Alberta (FNMI)			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very High	Improved	Excellent	9	100.0	14	71.4	1,402	81.7	1,286	78.3
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	9	0.0	14	0.0	1,402	6.9	1,286	6.1
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Very High	Improved	Excellent	17	100.0	20	85.0	2,010	86.0	1,833	86.5
	Diploma Examination Standard of Excellence	Intermediate	Improved	Good	17	11.8	20	0.0	2,010	10.8	1,833	9.9
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36	88.9	37	83.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36	0.0	37	2.7
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	*	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	*	n/a	n/a
Mathematics 30-1	Diploma Examination Acceptable Standard	*	*	*	4	*	6	33.3	634	64.4	566	60.6
	Diploma Examination Standard of Excellence	*	*	*	4	*	6	0.0	634	17.0	566	15.0
Mathematics 30-2	Diploma Examination Acceptable Standard	*	*	*	4	*	6	50.0	785	64.8	742	65.8
	Diploma Examination Standard of Excellence	*	*	*	4	*	6	0.0	785	10.1	742	12.1
Social Studies 30-1	Diploma Examination Acceptable Standard	Low	Improved	Acceptable	10	80.0	14	57.1	1,071	79.1	986	73.0
	Diploma Examination Standard of Excellence	Intermediate	Improved	Good	10	10.0	14	0.0	1,071	10.6	986	8.6
Social Studies 30-2	Diploma Examination Acceptable Standard	Low	Maintained	Issue	19	73.7	19	78.9	2,091	72.9	1,933	72.3
	Diploma Examination Standard of Excellence	Very Low	Declined	Concern	19	0.0	19	5.3	2,091	6.6	1,933	5.4
Biology 30	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	8	62.5	11	72.7	1,041	72.8	902	72.5
	Diploma Examination Standard of Excellence	Low	Improved	Acceptable	8	12.5	11	0.0	1,041	17.0	902	19.1
Chemistry 30	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	614	78.2	550	70.0
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	614	23.5	550	24.0
Physics 30	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	280	80.4	250	72.0
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	280	23.2	250	26.8
Science 30	Diploma Examination Acceptable Standard	*	*	*	5	*	6	50.0	480	78.1	470	75.3
	Diploma Examination Standard of Excellence	*	*	*	5	*	6	0.0	480	18.5	470	18.7

Insights

The Division is pleased to report improvements in several areas related to Indigenous student achievement on Diploma exams. All students writing the English Language Arts 30-1, 30-2 exams reached the acceptable standard. The percentage of students achieving the acceptable standard in Social Studies 30-1 and 30-2 also exceed the provincial average, with Social Studies 30-1 results showing improvement from the previous year. While achievement remained low to very low in some categories, it is important to celebrate the significant success of our students in various areas.

Diploma Exam Results – Indigenous Students

Strategies

To enhance future results, we are implementing several strategies including:

- Targeted staffing – The Division will continue to provide Indigenous graduation coaches and a secondary Indigenous teacher to support Indigenous students at the high school level.
- Increased community connection – Lethbridge School Division will continue to prioritize improving family and student relationships, with the goal of improving student attendance. Additionally, increasing connections with Indigenous culture, including but not limited to language acquisition, Indigenous stories, presence of elders and land-based learning will help create meaningful connections with Indigenous communities.
- Focus on diploma results analysis – Analysis of results by subject, topic and specific questions will allow teachers to gain deeper insights into areas of success and areas for growth.
- Focus on assessment practice – The administrators committee will concentrate professional learning on assessment practices, specifically clarifying the relationship between curriculum, instructional practice and assessment.



High School Completion – Indigenous Students

	Lethbridge School Division (FNMI)													Alberta (FNMI)									
	2019		2020		2021		2022		2023					Measure Evaluation			2019		2020		2021		2022
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	52	49.4	57	59.3	55	39.2	72	43.6	67	42.9	Very Low	Maintained	Concern	3,750	55.9	3,814	62.0	3,972	59.5	3,943	57.0	4,222	58.6
4 Year Completion	56	55.2	47	66.9	57	73.5	48	55.8	70	54.2	Very Low	Declined	Concern	3,524	64.2	3,670	63.6	3,729	68.6	3,936	65.8	3,902	65.3
5 Year Completion	38	52.2	53	58.0	46	70.3	52	77.5	49	64.6	Very Low	Maintained	Concern	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3	3,909	69.4

Insights

There was a slight decrease in three-year high school completion rate for Indigenous students compared to the previous year. The higher percentage of Indigenous students that graduate in five years compared to three years is notable. This suggests that even if a student does not complete high school in the traditional three-year timeframe, they can still access supports to continue their education. Despite this, completion rates for Indigenous students remain low. Given high school completion is critical for future success, enhancing these results will continue to be a priority.

Strategies

- Off-Campus education – Dual Credit and other off-campus programs, in partnership with Lethbridge Polytechnic and the University of Lethbridge allow students to explore potential career and educational pathways.
- Victoria Park – Victoria Park provides students with flexible, personalized learning pathways that assist them in achieving success and completing high school.
- Targeted staffing – The Division will continue to provide Indigenous graduation coaches and a secondary Indigenous teacher to support Indigenous students at the high school level.
- Increased community connection – Lethbridge School Division will continue to prioritize improving family and student relationships, with the goal of improving student attendance. Additionally, increasing connections with Indigenous culture, including but not limited to language acquisition, Indigenous stories, presence of elders and land-based learning will help create meaningful connections with Indigenous communities.



English as an Additional Language Students

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	57.9	50.2	68.5	72.0	72.8	76.7	Very Low	Declined	Concern
	5-year High School Completion	89.9	86.2	84.6	88.1	88.7	87.2	High	Maintained	Good
	PAT6: Acceptable	51.3	52.6	52.6	64.6	65.4	65.4	Very Low	Maintained	Concern
	PAT6: Excellence	9.9	10.3	10.3	16.5	15.7	15.7	Low	Maintained	Issue
	PAT9: Acceptable	29.8	25.1	25.1	52.7	55.3	55.3	Very Low	Maintained	Concern
	PAT9: Excellence	3.5	1.1	1.1	10.1	11.0	11.0	Very Low	Maintained	Concern
	Diploma: Acceptable	41.2	40.3	40.3	66.3	67.1	67.1	Very Low	Maintained	Concern
Teaching & Leading	Diploma: Excellence	4.5	8.4	8.4	14.0	13.8	13.8	Very Low	Maintained	Concern
	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

Insights

There has been improvement in several areas identified in the Alberta Assurance Measures for English as an Additional Language students. Specifically, three-year high school completion, five-year high school completion, Grade 9 PAT acceptable and excellence and Diploma acceptable all improved compared to last year. Additionally, five-year high school completion is well above the three-year completion rates and above the provincial average. The Division believes this is an important metric, as it is essential to support our students in their pursuit of graduation. Despite this progress, there are still areas that require continued attention, as achievement remains low to very low in three-year completion rates, PAT results and Diploma results. The Division will continue to work to improve these outcomes.

Strategies

Building student proficiency in the English language is essential for understanding curriculum concepts and effectively communicating that understanding. To support growth in this area, English for Access Programs will implement the 'Bridging the Gap' phonemic awareness resource from Heggerty. Implementation of this resource across all grades is beneficial. Furthermore, the Division will work to build capacity to analyze results from these assessments and provide focused professional development for staff, especially around assessment practices. Specific strategies related to EAL student achievement are outlined throughout this section of the report.



PAT Results – English as an Additional Language Students

Course	Measure	Lethbridge School Division (EAL)							Alberta (EAL)			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	Very High	n/a	n/a	6	100.0	n/a	n/a	110	74.5	188	75.5
	Standard of Excellence	Very Low	n/a	n/a	6	0.0	n/a	n/a	110	12.7	188	13.8
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77	75.3	79	65.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77	11.7	79	10.1
Science 6	Acceptable Standard	Very Low	Maintained	Concern	152	51.3	97	45.4	10,323	63.8	9,728	64.7
	Standard of Excellence	Very Low	Improved	Issue	152	11.2	97	7.2	10,323	18.4	9,728	17.2
Social Studies 6	Acceptable Standard	Very Low	Maintained	Concern	152	51.3	97	52.6	11,278	64.6	10,098	65.4
	Standard of Excellence	Low	Maintained	Issue	152	9.9	97	10.3	11,278	16.5	10,098	15.7
English Language Arts 9	Acceptable Standard	Very Low	Improved	Issue	93	35.5	65	24.6	7,249	56.9	6,969	62.2
	Standard of Excellence	Very Low	Maintained	Concern	93	0.0	65	0.0	7,249	5.4	6,969	6.6
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	150	46.7	149	34.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	150	4.0	149	1.3
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	67.8	194	71.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	9.2	194	11.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	60.8	84	64.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	7.6	84	11.9
Mathematics 9	Acceptable Standard	Very Low	Maintained	Concern	93	30.1	64	23.4	7,201	46.7	6,930	50.1
	Standard of Excellence	Very Low	Maintained	Concern	93	6.5	64	3.1	7,201	11.5	6,930	12.0
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	197	49.7	177	39.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	197	12.2	177	5.6
Science 9	Acceptable Standard	Very Low	Maintained	Concern	93	30.1	65	29.2	7,236	57.7	6,975	59.4
	Standard of Excellence	Low	Improved	Acceptable	93	4.3	65	0.0	7,236	14.2	6,975	15.0
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	146	41.1	151	33.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	146	5.5	151	3.3
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	93	23.7	65	26.2	7,249	49.4	6,983	50.4
	Standard of Excellence	Very Low	Maintained	Concern	93	3.2	65	1.5	7,249	9.6	6,983	11.0
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	135	44.4	137	39.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	135	7.4	137	1.5

Insights

Our Division Grade 6 Acceptable PAT results for EAL students showed improvement from our three-year average in Science but a decline in Social Studies. However, these results still fall below provincial averages. Similarly, Grade 9 Acceptable PAT results improved in English, Math and Science, while Social Studies saw a decline. Once again, our results remain below provincial averages.

Strategies

Our Division prioritizes teaching and leading. In response to a clear need for support in Social Studies, our EAL instructional support teacher will collaborate with middle and high school teachers to strengthen instructional practices. The focus will be on enhancing English proficiency, using visuals and organizational supports and improving vocabulary. Additionally, our Division is researching provincial practices regarding PAT and Diploma Exam exemptions, as we currently exempt very few English Language Learners.

Diploma Exam Results – English as an Additional Language Students

Course	Measure	Lethbridge School Division (EAL)							Alberta (EAL)			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	26	23.1	11	27.3	2,095	61.3	2,482	63.3
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	26	0.0	11	0.0	2,095	2.7	2,482	3.7
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	31	54.8	30	46.7	2,333	70.0	2,284	71.5
	Diploma Examination Standard of Excellence	Very Low	Declined	Concern	31	0.0	30	6.7	2,333	5.2	2,284	5.5
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21	85.7	27	85.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21	19.0	27	0.0
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	100.0	11	100.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	11.1	11	9.1
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	21	38.1	8	37.5	1,543	64.0	1,714	61.1
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	21	9.5	8	0.0	1,543	27.6	1,714	23.1
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	15	33.3	10	50.0	1,250	57.7	1,327	58.5
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	15	6.7	10	10.0	1,250	9.0	1,327	9.7
Social Studies 30-1	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	19	36.8	12	50.0	1,110	70.5	1,415	72.7
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	19	0.0	12	0.0	1,110	10.7	1,415	8.8
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	37	40.5	26	30.8	2,904	63.2	2,749	62.5
	Diploma Examination Standard of Excellence	Very Low	Declined	Concern	37	0.0	26	3.8	2,904	8.3	2,749	7.8
Biology 30	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	24	50.0	7	57.1	1,509	69.7	1,790	72.8
	Diploma Examination Standard of Excellence	Low	Declined	Issue	24	12.5	7	28.6	1,509	23.6	1,790	24.7
Chemistry 30	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	13	46.2	6	33.3	1,364	73.2	1,479	73.5
	Diploma Examination Standard of Excellence	Very Low	Declined	Concern	13	7.7	6	33.3	1,364	29.6	1,479	29.9
Physics 30	Diploma Examination Acceptable Standard	Low	Improved	Acceptable	6	66.7	7	28.6	645	71.3	715	75.7
	Diploma Examination Standard of Excellence	High	Maintained	Good	6	33.3	7	28.6	645	32.9	715	32.3
Science 30	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	7	28.6	n/a	n/a	591	69.0	714	67.4
	Diploma Examination Standard of Excellence	Low	n/a	n/a	7	0.0	n/a	n/a	591	16.2	714	16.1

Insights

Of the eight dash-one and dash-two courses with Diploma exams, our Division showed slight improvement in five subjects (acceptable standard) compared to our three-year average. However, results declined in the other four subjects. Overall, our performance in Diploma exams in all areas remains below provincial averages.

Strategies

Our Division prioritizes responding effectively to student needs and supporting professional growth. Given the variation in student performance across subject areas, we are focusing on how students can access and share their understanding of curriculum content through translation and interpretation while continuing to develop their English language skills. This year, we are also evaluating translation and interpretation technology tools for use both in class and during exams.

High School Completion – English as an Additional Language Students

	Lethbridge School Division (EAL)													Alberta (EAL)									
	2019		2020		2021		2022		2023					Measure Evaluation			2019		2020		2021		2022
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	51	51.7	41	81.4	42	74.0	66	50.2	38	57.9	Very Low	Declined	Concern	3,307	74.1	3,654	78.7	3,646	78.5	3,805	72.8	3,883	72.0
4 Year Completion	25	88.8	51	74.7	40	83.5	38	84.9	63	66.4	Very Low	Declined	Concern	3,076	83.0	2,993	83.0	3,278	86.4	3,337	85.0	3,247	82.2
5 Year Completion	25	74.1	24	88.3	48	79.4	40	86.2	36	89.9	High	Maintained	Good	2,664	85.0	2,960	86.9	2,874	86.1	3,151	88.7	3,135	88.1

Insights

High school completion rates for English as an Additional Language (EAL) students improved over both three and five-year periods when compared to last year's results. Notably, our five-year completion rate was higher than the province, demonstrating even if a student does not complete high school in the traditional three-year timeframe, they can still access supports to continue their education.

Strategies

Our Division offers strong EAL programs at two high schools and two middle schools, focused on language-based instruction, personalized support and fostering supportive school cultures. However, our EAL students require more comprehensive support, including social and emotional assistance through a culturally-responsive approach. To better engage with students' families, we are collaborating with community partners such as Lethbridge Family Services: Immigration Services and Lethbridge Polytechnic to improve communication about the importance of school attendance and engagement. Additionally, we are working to increase access to interpretation and translation tools and services. Lethbridge Polytechnic is also partnering with us to provide high school students with additional English language learning opportunities, supporting their transition to post-secondary education.



DOMAIN: Teaching and Leading

Education Quality:

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

	Lethbridge School Division													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	3,597	89.0	3,126	87.5	3,562	87.8	3,244	87.4	4,040	86.0	Intermediate	Declined Significantly	Issue	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	479	86.3	415	85.1	484	86.0	395	83.6	535	81.7	Intermediate	Declined	Issue	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	2,690	84.8	2,256	82.8	2,608	82.8	2,393	84.6	3,002	83.4	Low	Maintained	Issue	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	428	95.8	455	94.7	470	94.5	456	94.1	503	92.7	Intermediate	Maintained	Acceptable	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

Insights

Over the past four years there has been a decrease in the percentage of stakeholders surveyed who are satisfied with the overall quality of basic education in the Division. This decline mirrors the provincial trend in these measures. Survey data indicates a shift from respondents being very satisfied to only being satisfied with the quality of education. However, survey data indicates stakeholders remain confident in the quality of staff in the Division. This is aligned with feedback collected at our annual Town Hall, where stakeholders frequently expressed appreciation for the work of staff in our schools.

Strategies

The Division's Annual Education Plan identifies several strategies to help enhance education quality in our schools and across the Division. These include but are not limited to:

- **Emphasis on Foundational Learning** – The Division is focused intently on foundational literacy and numeracy instruction, using universal assessments to guide instruction and intervention and effectively implementing new curriculum.
- **Broad Range of Programs of Study** – Offering a broad range of courses, classes and programs of study to support student growth and achievement including fine arts, integration of technology, STEAM, career pathway education, physical and wellness education and language programming.
- **Professional Learning** – The Division provides ongoing professional learning for staff to support optimal learning for all students. This includes dedicated days set aside in the calendar for professional learning, targeted professional learning for educational assistants through the parabytes program, support for new curriculum implementation, collaborative communities for teaching staff and mentorship programs for beginning teachers and new administrators.



DOMAIN: Teaching and Leading

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													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	2,493	84.2	2,154	81.6	2,349	84.8	2,174	85.9	2,769	84.1	Very High	Declined	Good	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8
Parent	479	84.3	412	80.8	480	85.0	393	85.3	533	84.0	Very High	Maintained	Excellent	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3
Student	1,586	78.8	1,287	73.7	1,399	77.3	1,325	80.5	1,735	77.8	Very High	Maintained	Excellent	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7
Teacher	428	89.5	455	90.2	470	92.0	456	91.9	501	90.6	High	Maintained	Good	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2

Insights

Stakeholders have expressed high levels of satisfaction with the diverse range of programming available to students in the Division which includes fine arts, career, technology, health and physical education. In 2024, the Division surpassed the provincial average in these measures. These survey findings align with feedback received at our annual Town Hall, where stakeholders frequently praised the breadth and quality of programs offered for students. Lethbridge School Division takes pride in the opportunities provided to students and remains committed to expanding program offerings in the future.

Strategies

The Division will continue to provide a broad range of programming for students. A key focus will be on expanding partnerships with post-secondary institutions to provide students at all grade levels with more opportunities to explore potential education and career pathways. The Division is excited to partner with the University of Lethbridge and Lethbridge Polytechnic in these efforts and looks forward to further developing these partnerships.



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													Alberta									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	3,126	85.9	3,571	83.3	3,233	83.4	4,020	81.7	n/a	Declined	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	415	86.8	484	84.4	394	83.6	535	82.5	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	2,256	76.3	2,617	74.2	2,383	74.9	2,983	74.1	n/a	Maintained	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	455	94.5	470	91.4	456	91.6	502	88.5	n/a	Declined	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

Insights

Over the past four years, through the assurance survey, stakeholders have reported declining levels of satisfaction related to welcoming, caring, respectful and safe learning environments. This trend mirrors provincial survey data. Survey results indicate students consistently report the lowest satisfaction in this category, specifically, expressing concerns about their peers caring for and respecting one another.

	Lethbridge School Division													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	3,589	87.5	3,124	88.8	3,570	87.0	3,231	86.5	4,016	85.9	High	Declined	Acceptable	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	479	89.3	415	90.3	484	88.4	394	86.1	535	86.5	High	Maintained	Good	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	2,682	79.1	2,254	81.6	2,616	80.3	2,381	80.7	2,979	80.6	High	Maintained	Good	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	428	94.2	455	94.6	470	92.2	456	92.6	502	90.6	Low	Declined	Issue	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9

Supplemental assurance results show that parents and students expressed higher levels of satisfaction with specific questions about feeling safe at school, opportunities to learn about care and respect for others and feeling they are being treated fairly at school. However, there was a slight decline in this category from teachers, with high school teachers reporting the largest decrease in this area.

Improving results in this area will be a priority across the Division. We are committed to ensuring that our stakeholders feel welcomed, safe, cared for and respected in our learning environments.



DOMAIN: Learning Supports

Welcoming, Caring, Respectful and Safe Learning Environment:

Strategies

The Division's Annual Education Plan identifies several strategies to help improve welcoming, caring, respectful and safe results across the Division. These include but are not limited to:

- Citizenship Education – Through curriculum outcomes in the program of studies and school initiatives, the Division provides opportunities for students to explore and learn about concepts related to citizenship.
- School Based Wellness Supports – Schools are provided with counselling staff to support the mental health needs of students.
- Digital Wellness – The Division has a two-person team that builds capacity for students, staff and parents/guardians/caregivers related to digital wellness.
- Safe Routes to School – Schools in the Division partner with the City of Lethbridge to encourage and enhance opportunities for students to walk or bike to school.
- Community Engagement – Our schools provide a multitude of opportunities to welcome stakeholders into schools, including, meet the teacher nights, parent teacher interviews, extra-curricular and co-curricular activities and hosting a variety of family fun nights.
- Violence Risk Threat Assessment (VTRA) – VTRA protocols provide a framework for multi-disciplinary inquiry and response to behaviours that may pose a risk to students and/or the school community.
- School Councils – School Councils provide an opportunity for parents/guardians/caregivers, staff and students to share their perspective and provide input on school and Division matters.



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													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	3,124	81.3	3,566	79.2	3,227	80.8	4,012	78.9	n/a	Declined	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	415	76.7	481	72.3	395	76.8	534	73.5	n/a	Maintained	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	2,254	77.9	2,615	79.2	2,376	80.5	2,976	79.9	n/a	Maintained	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	455	89.4	470	86.0	456	85.0	502	83.3	n/a	Maintained	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

Insights

It is encouraging to see a significant increase in survey participation. Although our overall results declined, the decrease was minimal. Additionally, the student response score for our Division was higher than the provincial average. The 2023/2024 school year saw several changes in the models through which our support services are delivered. As these changes are implemented, the growing pains of learning a new system are reflected in our results.

Strategies

Supports and services is a broad category encompassing various forms of support, including educational assistants, Speech and Language Therapists, Occupational Therapists, Psychologists, Counsellors and Student Support Workers. A comprehensive resource guide for staff will help raise awareness of the services our Division offers and clarify how to access them. It is also essential to keep this information accurate and up to date on our Division website. Additionally, the creation of a Parent Advisory Committee for Inclusive Education will ensure that information about our services is effectively communicated and understood and will foster collaboration with our educational stakeholders.



Access to Continuum of Support:

The Specialized Learning Support (SLS) Grant funds six speech-language pathologists (SLPs) and an occupational therapist (OT) for our Division. In addition, our Division offers a wide range of services through two school psychologists, an Early Learning team, a Wellness team, an Indigenous team, Instructional Support teachers (literacy, numeracy and English as an Additional Language), a Behaviour Support team and an EAL student support worker. Together, these roles form a significant part of the continuum of supports and services we provide.

These supports (academic, therapeutic, and social/emotional/behavioural) align with the guiding principles of our Division's Response to Instruction and Intervention (RTI²) framework: collective responsibility, equitable access, convergent assessment and concentrated instruction. The focus is on removing barriers to participation and learning by providing universal, targeted and individualized supports based on ongoing student assessments and progress monitoring. Our schools follow a Pyramid of Intervention to guide staff in implementing these tiered supports, while also incorporating the principles of Universal Design for Learning (UDL) in their classrooms.

For physiotherapy and low-incidence supports, the Division contracts services through Southwest Collaborative Support Services (SWCSS), a regional initiative where local school divisions share resources based on demand and specialist availability. These supports include a teacher of the deaf and hard of hearing, a teacher of the visually impaired and a school audiologist who provides support for complex communication (Level 3 Augmentative and Alternative Communication). We are also exploring creative ways to enhance behavioural and psychological supports through participation in the SWCSS Complex Case team, which brings together community organizations such as Alberta Health Services, Family Support for Children with Disabilities (FSCD), and Child and Family Services.



DOMAIN: Governance

Parental Involvement:

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

	Lethbridge School Division													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	903	80.7	866	76.6	950	75.2	848	76.8	1,034	74.6	Intermediate	Maintained	Acceptable	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	476	72.9	413	67.1	480	66.1	394	68.7	533	66.6	Intermediate	Maintained	Acceptable	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	427	88.6	453	86.1	470	84.2	454	84.8	501	82.7	Low	Maintained	Issue	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

Insights

The overall percentage of parents and teachers satisfied with parental involvement in decisions about their child's education declined from the previous year. High school parents and middle school teachers expressed the lowest levels of satisfaction in the surveys. However, when asked specifically about opportunities to be involved in decisions about their child's education, parents reported higher levels of satisfaction compared to the previous four years. Feedback collected at the Town Hall event yielded similar results. A number of parents expressed a desire for improved communication from schools, while others expressed appreciation for the efforts schools put forth to communicate with and engage parents. Welcoming parents to schools and providing them with opportunities to provide meaningful input into decisions at the school and Division level will continue to be an area of focus.

Strategies

The Division's Annual Education Plan identifies several strategies to help enhance parental involvement across the Division. These include but are not limited to:

- **School Councils** - School Councils provide opportunities for parents/guardians, staff and students to share their perspective and provide input on school and Division matters.
- **Town Hall** - The Town Hall event and survey provide students, parents/guardians, staff and community members with opportunities to engage in dialogue and provide input into the direction of the Division.
- **Boundary Engagement** - The Division undertook an extensive engagement process, led by the Board's School Boundary Alignment Committee, to change elementary school boundaries in west Lethbridge. This process included multiple in-person engagement opportunities, the creation of a video and numerous online surveys. Stakeholder feedback played a crucial role in guiding the final decision-making process.
- **Liaison Schools** - Trustees are assigned schools that they liaise with through attendance at school events during the school year, this provides an opportunity to connect with parents and gather feedback about the direction of the school and Division.
- **Community Conversations** - Community conversations allow stakeholders to share their perspective on Division matters directly with Trustees.
- **Attendance at Events** - Trustees attend a wide range of events at schools and across the Division to support the work schools do and advocate for education.
- **Board Committees** - Board Committees with stakeholder membership, allow opportunities to share perspective and provide input on the direction of the Division in key areas.

DOMAIN: Governance

Parental Involvement:

Strategies

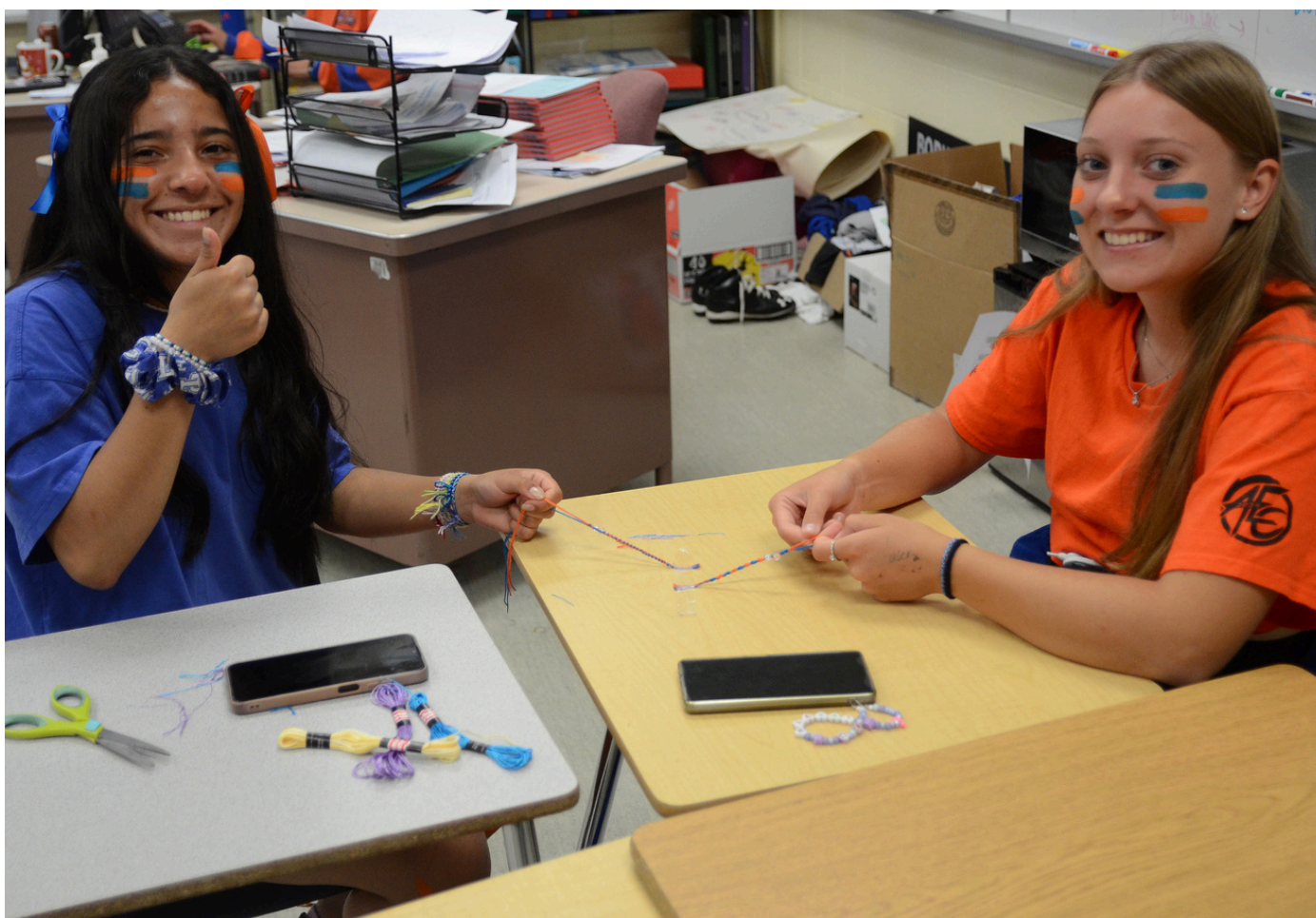
- Community Engagement Website - The community engagement website helps inform stakeholders and gather feedback through surveys.
- Division School Council - Division School Council provides an opportunity for parents/guardians to share their perspective and offer input on Division matters.
- Policy Feedback Website - A new policy feedback website provides additional opportunities for stakeholders to provide feedback on proposed changes to policies.
- Diversity and Inclusion Parent Table (DIPT) - The Division holds an annual DIPT gathering where stakeholders can engage in dialogue and provide feedback related to inclusive education practices.



Budget - Actual Comparison

The preliminary budget (as shown on the audited financial statements) had total budgeted expenditures of \$141.32 million, which was approved in May of 2023. The budget was updated for the Division's operating budget in November of 2023 once final enrolment numbers and other information was known. The operating budget was updated for the following major factors:

- The Division received \$758,000 in enrolment growth funding throughout the 2023/2024 school year.
- The Division received a Learning Disruption Grant (known within the Division as BOOST program) of \$158,038.
- The Division had held back \$378,000 of Alberta Education funding in the preliminary budget to address any hot spots in the fall if enrolment projections were met.
- Increase in Mental Health Capacity Building grant of \$18,067 from Alberta Health to support increased costs to programs.
- Additional reserve allocation of \$1.2 million (total reserves budgeted was \$1.66 million) to maintain programming within the Division that has been impacted by the weighted moving average (WMA) framework.



Budget - Actual Comparison

The operating budget resulted in a total of \$143.72 million in budgeted expenditures.

Budget Area	Preliminary Budget	Operating Budget	Actual Expenditures
Instruction - Pre K to Grade 12	115,539,605	117,940,510	116,489,810
Operations and Maintenance	17,645,414	17,645,414	18,344,007
Transportation	3,332,560	3,332,560	4,418,346
System Administration	4,298,885	4,298,885	4,256,162
External Services	500,000	500,000	512,695
Total Expenditures	\$ 141,316,464	\$ 143,717,369	\$ 144,021,020

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

- Instruction – Pre K to Grade 12 – The operating budget was \$117.94 million and actuals were \$116.49 million (98.8% of operating budget). For the 2023/2024 school year, there was a planned use of reserves in several departments (specific schools, inclusive learning, Indigenous and Early Learning programs). Therefore, a deficit was planned at the end of the school year.
- Operations and Maintenance – The operating budget was \$17.65 million and actuals were \$18.34 million (104% of operating budget). This department had an overage in the year due to continued inflationary pressures. Operating reserves will be used to cover the deficit.
- Transportation – The operating budget was \$3.33 million and actuals were \$4.42 million (132.58% of operation budget). Halfway through the 2023/2024 school year there was a change to the transportation funding application process, resulting in increased funding from what had been originally budgeted (as well as increased costs from budget). This area had a small surplus that will be used in the future to support increased contract costs.
- System Administration – The operating budget was \$4.30 million and actuals were \$4.26 million (99% of operating budget). The surplus in this area at the end of the 2023/2024 school year will be included in the operating reserves for future use.
- External Services (International Program) – The operating budget was \$500,000 and actuals were \$512,695 (102.5% of operating budget). The international program at year-end had more revenues than had been budgeted for due to increased demand, which covered the additional expenses within this department. The International program had a surplus of funds at the end of the 2023/2024 school year, which will be included in operating reserves for future use.

Please see the Division's 2023/2024 Year-End Report for additional details and analysis of the audited financial statements and the related financial information.

DOMAIN: Local and Societal Context

Early Years Literacy and Numeracy Assessments

Alberta-Education Provided Screening Tools

Students in grades 1-3 were assessed using the Castles and Coltheart 3 (CC3) Screening Tool along with the Alberta Education Numeracy Screening Tool.

Grade Level	Total number of students assessed at the beginning of the school year	Total number of students identified as being at risk in literacy at the beginning of the school year	Total number of students identified as being at risk at the end of the school year at each grade level	Average number of months behind grade level after the administration of the initial assessments for at risk students	Average number of months gained at grade level after administration of final assessments for at-risk students
Grade One	785	172	130	5.2	-3.18
Grade Two	809	219	159	8.2	-6.3
Grade Three	773	189	157	14.8	-6.2

Grade Level	Total number of students performing at grade level and above at the beginning of the school year	Total number of students performing at grade level and above at the end of the school year	Total number of students who moved from at-risk at the beginning of the year to not at risk by the end of the year
Grade One	613	655	42
Grade Two	590	650	60
Grade Three	584	616	32

Insights

Alberta Education mandates Early Years Assessments for students in Grades 1-3, which are administered at both the beginning and end of the school year. These assessments include the LeNS, which evaluates students' ability to recognize letter names and sounds, and the CC3, which assesses their ability to recall familiar words (e.g., take, hand), irregular words (e.g., island, cough), and non-words (e.g., norf, framp, gurve). Results from the assessments indicate that the majority of students in Grades 1-3 performed at or above grade level during both testing periods. Throughout the year, there was noticeable improvement, and fewer students were considered at-risk at the end of the year compared to the beginning. However, students who remained at-risk at the end of the year were still 5-14 months behind their peers in terms of progress. Although these students continue to make individual progress, they are not advancing at the same rate as their peers who are meeting and continuing to grow within grade-level expectations.

Strategies

The following strategies outline the intervention that took place with students who were most at-risk:

- Teachers were hired to provide intervention to students at-risk in schools where at-risk populations were significant.
- Professional learning was provided for Intervention teachers, Learning Support teachers and school administrators. Learning included Early Years assessment analysis, data collection through progress monitoring and effective implementation of resources and teaching techniques.
- Resources were purchased or compiled to support intervention: University of Florida Institute Intervention Lessons (UFLI) and Alberta Education Literacy Intervention lessons.
- The CORE phonics assessment was used before, during and after the intervention period to monitor growth and effectiveness of programming.

Early Years Literacy and Numeracy Assessments

Numeracy

Grade Level	Total number of students assessed at the beginning of the school year	Total number of students identified as being at risk in numeracy at the beginning of the school year	Total number of students identified as being at risk at the end of the school year at each grade level	Average number of months behind grade level after the administration of the initial assessments for at risk students	Average number of months gained at grade level after administration of final assessments for at-risk students
Grade One	726	208	125	8.8	-0.6
Grade Two	608	207	146	10.9	-0.1
Grade Three	508	123	97	10.7	-0.3

Grade Level	Total number of students performing at grade level and above at the beginning of the school year	Total number of students performing at grade level and above at the end of the school year	Total number of students who moved from at-risk at the beginning of the year to not at risk by the end of the year
Grade One	518	601	83
Grade Two	401	462	61
Grade Three	385	411	26

Insights

The numeracy assessment mandated by Alberta Education for Grades 1-3 students is the Numeracy Assessment Screening Tool. Results from the assessment indicate that the majority of students in Grades 1-3 performed at or above grade level during both testing periods. Throughout the year, there was noticeable improvement, and fewer students were considered at-risk at the end of the year compared to the beginning. However, students who remained at-risk at the end of the year were 8-10.7 months behind their peers in terms of progress. Results indicate that a slight number of months was lost versus gained for at-risk students, and there were slight levels of regression in learning compared to students performing at grade level.

Strategies

- Use of Fact Fluency resources by Graham Fletcher to intervene with basic fact understanding and fluency.
- Manipulatives clearly identified to match each learning outcome in the curriculum so teachers can utilize manipulatives to effectively support understanding of math concepts.
- Curriculum support teacher numeracy residencies were hosted in schools across the Division.
- Use of the Foundational Skills Interview to garner further information on numeracy strengths and challenges for students in need.

Professional Learning, Supervision and Evaluation

Lethbridge School Division takes pride in the exceptional staff we employ. To support their continuous growth, we embed professional learning days in the Division calendar to ensure that all staff members have ample opportunities to enhance their practice. Additionally we offer targeted professional development for educational assistants through the parabytes program, provide Division-wide collaboration time for teachers and run an induction program for beginning teachers and a mentorship program for new administrators. Our Human Resources department is dedicated to guiding and supporting the staff supervision and evaluation processes. Feedback from our annual Town Hall event strongly indicates that stakeholders greatly appreciate the hard work and dedication of our staff.



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>. More information can be obtained by contacting the Lethbridge School Division Education Centre.

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>.

Financial Information Contact

Avice DeKolver - Director of Finance

433 – 15th Street South

Lethbridge, AB. T1J 2Z5 Phone 403-380-5308



Stakeholder Engagement

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

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 2023/2024 engagement activities can be found on the website under “Past Engagement Projects” including: Town Hall 2024, Division School Council, Digital Wellness Team, the ICE Scholarship Showcase 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.

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 2024/2025 Assurance Plan that was approved in May was informed by the Town Hall held February of 2024, 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 and Financial Reporting Dashboard. These can be accessed at any time by the public through the website [Financial Reporting | Lethbridge School Division \(lethsd.ab.ca\)](#)

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

Every year, Lethbridge School Division develops a common template that all schools use for the development of their School Assurance Plan. The template ensures 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 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 2023/2024 school year.





Web Links

Lethbridge School Division - Budget Report:

<https://www.letbsd.ab.ca/download/465516>

Lethbridge School Division - Assurance Plan:

<https://www.letbsd.ab.ca/download/452585>

Lethbridge School Division - Combined Three Year Plan:

<https://www.letbsd.ab.ca/download/444410>

Lethbridge School Division - Year-End Report

<https://www.letbsd.ab.ca/download/474190>

For More Information

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

Christine Light, 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.