

Lethbridge Collegiate Institute



2022/2023 Annual Education Result Report

Vision Statement

Lethbridge Collegiate Institute supports the Lethbridge School Division's Vision and Mission when providing educational opportunities.

Our 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

Staff at LCI believe in and strive to build student skills in the eight competencies outlined by the Province of Alberta which include Critical Thinking, Communication, Problem Solving, Collaboration, Managing Information, Cultural & Global Citizenship, Creativity & Innovation, and Personal Growth & Well Being.



ALBERTA EDUCATION ASSURANCE MEASURES OVERALL SUMMARY

Assurance Domain	Measure	Lethbridge Collegiate Inst			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.3	81.8	81.8	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	71.0	64.6	67.3	80.3	81.4	82.3	Low	Maintained	Issue
	3-year High School Completion	75.2	83.3	82.4	80.7	83.2	82.3	Intermediate	Declined	Issue
	5-year High School Completion	90.0	87.1	84.1	88.6	87.1	86.2	High	Improved	Good
	PAT: Acceptable	73.7	73.4	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	15.2	20.5	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable	83.5	79.4	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	18.0	14.0	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	85.9	84.5	82.7	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.9	74.6	74.6	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	78.4	77.0	77.0	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	69.0	74.7	72.1	79.1	78.8	80.3	Very Low	Maintained	Concern

HIGHLIGHTS:

- Students of LCI continue to meet Provincial averages on most PAT and Diploma Exam results.
- LCI continues to have a high level of High School completion.
- Student engagement in school has been maintained and is consistent at LCI.
- When asked about their learning, LCI students have presented a steady uptick in their perception and efficacy for what they are learning in school.

CHALLENGES:

- Improving student citizenship through Character Education and the Advisor Program in an effort to increase WCRSEL scores.
- Increasing expectations surrounding academic achievement for our at-risk youth which will help pull up our 3-Year High School Completion numbers.
- Parental involvement noted as an area for improvement (three year average). School Council will act as a means to engage parents and elicit feedback to make improvements.



DOMIAN: STUDENT GROWTH & ACHIEVEMENT



Assurance Measure: PAT Acceptable / Excellence

The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests

		Lethbridge Collegiate Inst		Alberta	
		2023	2020 - 2022 Avg	2023	2020 - 2022 Avg
English Language Arts 9	Number Writing	305	n/a	47,191	n/a
	Acceptable Standard %	90.2	n/a	85.1	n/a
	Standard of Excellence %	13.8	n/a	15.9	n/a
K&E English Language Arts 9	Number Writing	6	n/a	883	n/a
	Acceptable Standard %	33.3	n/a	71.2	n/a
	Standard of Excellence %	16.7	n/a	8.0	n/a
French Language Arts 9 année	Number Writing	78	n/a	3,027	n/a
	Acceptable Standard %	91.0	n/a	80.8	n/a
	Standard of Excellence %	14.1	n/a	11.5	n/a
Français 9 année	Number Writing	n/a	n/a	541	n/a
	Acceptable Standard %	n/a	n/a	86.7	n/a
	Standard of Excellence %	n/a	n/a	23.7	n/a
Mathematics 9	Number Writing	301	n/a	46,587	n/a
	Acceptable Standard %	70.4	n/a	64.7	n/a
	Standard of Excellence %	15.3	n/a	16.0	n/a
K&E Mathematics 9	Number Writing	6	n/a	1,480	n/a
	Acceptable Standard %	50.0	n/a	64.7	n/a
	Standard of Excellence %	16.7	n/a	13.9	n/a
Science 9	Number Writing	311	n/a	47,397	n/a
	Acceptable Standard %	85.9	n/a	78.8	n/a
	Standard of Excellence %	22.8	n/a	23.9	n/a
K&E Science 9	Number Writing	5	n/a	936	n/a
	Acceptable Standard %	*	n/a	67.6	n/a
	Standard of Excellence %	*	n/a	13.9	n/a
Social Studies 9	Number Writing	312	n/a	47,410	n/a
	Acceptable Standard %	72.8	n/a	69.3	n/a
	Standard of Excellence %	14.1	n/a	18.9	n/a
K&E Social Studies 9	Number Writing	6	n/a	915	n/a
	Acceptable Standard %	83.3	n/a	61.9	n/a
	Standard of Excellence %	33.3	n/a	13.2	n/a

Evaluation & Analysis

Overall, LCI grade 9 students did very well on the Provincial Achievement Tests. The level of Acceptable Standard of LCI students compared to the Provincial Average was higher in every subject by at least 3.5%, and in some cases as much as 11%. Having said that, our number of students who reached the Standard of Excellence was not at the same level and is something to consider moving forward. LCI will also need to look at our K&E results. We had a rather small group of K&E students this past year which means averages can be easily skewed. However, it is still something our K&E teachers should be considering.

LCI has been and will continue to be committed to maintaining a high level of learning and academic rigor as we continue to improve Provincial Achievement Test results.

DOMIAN: STUDENT GROWTH & ACHIEVEMENT



Assurance Measure: Diploma Examination Acceptable / Excellence

The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Diploma Examinations

Course	Measure	Lethbridge Collegiate Inst						Alberta				
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	High	n/a	n/a	152	91.4	n/a	n/a	31,493	83.7	n/a	n/a
	Diploma Examination Standard of Excellence	High	n/a	n/a	152	14.5	n/a	n/a	31,493	10.5	n/a	n/a
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	70	81.4	n/a	n/a	17,112	86.2	n/a	n/a
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	70	14.3	n/a	n/a	17,112	12.7	n/a	n/a
French Language Arts 30-1	Diploma Examination Acceptable Standard	Low	n/a	n/a	41	80.5	n/a	n/a	1,236	93.1	n/a	n/a
	Diploma Examination Standard of Excellence	Low	n/a	n/a	41	4.9	n/a	n/a	1,236	6.1	n/a	n/a
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	99.2	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	30.7	n/a	n/a
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	85	80.0	n/a	n/a	19,763	70.8	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	85	27.1	n/a	n/a	19,763	29.0	n/a	n/a
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	65	72.3	n/a	n/a	14,418	71.1	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	65	10.8	n/a	n/a	14,418	15.2	n/a	n/a
Social Studies 30-1	Diploma Examination Acceptable Standard	Low	n/a	n/a	167	77.2	n/a	n/a	24,023	83.5	n/a	n/a
	Diploma Examination Standard of Excellence	Low	n/a	n/a	167	7.8	n/a	n/a	24,023	15.9	n/a	n/a
Social Studies 30-2	Diploma Examination Acceptable Standard	Low	n/a	n/a	51	74.5	n/a	n/a	21,045	78.1	n/a	n/a
	Diploma Examination Standard of Excellence	Low	n/a	n/a	51	5.9	n/a	n/a	21,045	12.3	n/a	n/a
Biology 30	Diploma Examination Acceptable Standard	Very High	n/a	n/a	136	94.9	n/a	n/a	23,270	82.7	n/a	n/a
	Diploma Examination Standard of Excellence	High	n/a	n/a	136	29.4	n/a	n/a	23,270	32.8	n/a	n/a
Chemistry 30	Diploma Examination Acceptable Standard	High	n/a	n/a	103	83.5	n/a	n/a	18,364	80.5	n/a	n/a
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	103	27.2	n/a	n/a	18,364	37.0	n/a	n/a
Physics 30	Diploma Examination Acceptable Standard	High	n/a	n/a	52	84.6	n/a	n/a	9,241	82.3	n/a	n/a
	Diploma Examination Standard of Excellence	High	n/a	n/a	52	34.6	n/a	n/a	9,241	39.9	n/a	n/a

Evaluation & Analysis

Each year at LCI, we discuss the importance of best teaching practices, as well as creating opportunities for students to be accountable for their learning and ultimately their own academic success. Our Diploma Exam results are encouraging in that students are rising to that challenge. The Diploma Exam results at LCI in English, Math, and the Sciences are all very impressive as LCI is outperforming the Provincial Average for Acceptable Standard. Social studies and French Language Arts are two areas with which LCI could improve upon.

LCI is committed to utilizing its 30 level courses to prepare and create students who are competent to tackle the next stages in their path to life-long learning. Whether they are on a matric or vocational path, the students who complete 30 level courses at LCI will be prepared to tackle the academic challenges they will face at College or University.

DOMIAN: STUDENT GROWTH & ACHIEVEMENT



Assurance Measure: High School Completion

High School completion rate measures the percentage of students who graduate within three to five years of entering grade 10

	Lethbridge Collegiate Inst										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
3 Year Completion	201	75.7	195	81.4	206	82.6	188	83.3	235	75.2	Intermediate	Declined	Issue
4 Year Completion	186	81.0	200	80.4	194	85.1	205	90.0	188	86.6	Intermediate	Maintained	Acceptable
5 Year Completion	188	85.2	186	82.3	200	82.9	194	87.1	206	90.0	High	Improved	Good

Evaluation & Analysis

- Interestingly, LCI was matching 3 year completion rates with the provincial average. However, in just this past year, we have seen a drop of 8%. The provincial average also dropped by 3% which could perhaps be explained by students who were lost during the pandemic and did not return to complete their diploma
- Increases in four and five year completion rate values indicate the need for alternative paths to graduation for some students

DOMIAN: STUDENT GROWTH & ACHIEVEMENT



Assurance Measure: Citizenship

Teacher, parent, and student agreement that students model the characteristics of active citizenship and are becoming responsible members of society

	Lethbridge Collegiate Inst										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	205	70.6	190	70.1	268	61.4	238	64.6	292	71.0	Low	Maintained	Issue
Parent	28	60.0	36	73.9	35	45.9	34	56.5	30	62.2	Low	Maintained	Issue
Student	140	62.1	154	66.3	191	54.2	158	53.8	226	63.8	Intermediate	Maintained	Acceptable
Teacher	37	89.7	2	*	42	84.1	46	83.4	36	87.1	Intermediate	Maintained	Acceptable

Evaluation & Analysis

- Although the perception of active citizenship are lower than the provincial average, LCI experienced growth in this area. LCI will continue to look to bolster our Green to Gold character education program while re-strategizing how our advisor classes can be used effectively to help in its promotion.

DOMIAN: STUDENT GROWTH & ACHIEVEMENT



Assurance Measure: Student Learning Engagement

Teacher, parent, and student agreement that students are engaged in their learning at school and that the classes they are taking are engaging them as learners

	Lethbridge Collegiate Inst										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	269	78.0	238	81.8	295	82.3	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	35	76.9	34	83.3	30	84.4	n/a	Maintained	n/a
Student	n/a	n/a	n/a	n/a	192	65.0	158	70.1	229	71.8	n/a	Maintained	n/a
Teacher	n/a	n/a	n/a	n/a	42	92.1	46	92.0	36	90.7	n/a	Maintained	n/a

Evaluation & Analysis

- Revising the Advisor Program to increase student citizenship and engagement
- Increase in the number of lunchtime clubs to ensure that students have a sense of belonging
- Reflecting on best practices for parent communication and reporting of student learning
- Ensuring students are included in the development of their learning plans (i.e. ISP's & BSP's)

DOMIAN: TEACHING & LEADING



Assurance Measure: Education Quality

Teacher, parent, and student satisfaction with the overall quality of basic education

	Lethbridge Collegiate Inst										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	205	83.5	190	80.9	269	77.7	238	84.5	296	85.9	Intermediate	Maintained	Acceptable
Parent	28	77.2	36	81.9	35	72.4	34	83.7	31	79.7	Intermediate	Maintained	Acceptable
Student	140	82.8	154	80.0	192	72.2	158	77.7	229	83.2	Low	Improved	Acceptable
Teacher	37	90.5	2	*	42	88.5	46	91.9	36	94.9	Intermediate	Maintained	Acceptable

Evaluation & Analysis

- Professional Learning committee involving teachers and administrators to direct school based PL activities
- Supporting teachers in local, provincial, and international professional learning opportunities
- Allowing staff to initiate and grow new and innovative programs that they take ownership of

DOMIAN: LEARNING SUPPORTS



Assurance Measure: Welcoming, Caring, Respectful, & Safe Learning Environment

Teacher, parent, and student agreement that learning environments are welcoming, caring, respectful and safe

	Lethbridge Collegiate Inst										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	268	71.9	238	74.6	294	77.9	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	35	62.5	34	74.1	30	71.2	n/a	Maintained	n/a
Student	n/a	n/a	n/a	n/a	191	69.5	158	68.0	228	74.1	n/a	Improved	n/a
Teacher	n/a	n/a	n/a	n/a	42	83.7	46	81.6	36	88.4	n/a	Maintained	n/a

Evaluation & Analysis

- Continued focus to infuse indigenous culture throughout the school in an effort to welcome and respect our indigenous families who entrust us with their child's education
- Grade 9 orientation day set aside to welcome our newest students into the fold and introduce them to school and staff and help them get antiquated with high school life
- Additional orientation days for special needs students and other special programs

DOMIAN: LEARNING SUPPORTS



Assurance Measure: Access to Supports and Services

Teacher, parent, and student agreement that students have access to the appropriate supports and services they need in order to be successful

	Lethbridge Collegiate Inst										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	268	70.7	238	77.0	293	78.4	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	35	55.0	34	65.1	31	68.2	n/a	Maintained	n/a
Student	n/a	n/a	n/a	n/a	191	72.2	158	78.2	226	79.7	n/a	Maintained	n/a
Teacher	n/a	n/a	n/a	n/a	42	85.0	46	87.7	36	87.1	n/a	Maintained	n/a

Evaluation & Analysis

- Full time LST with significant Admin support to ensure that the learning needs are being met for all students, and/or being investigated as needed
- Highly experienced Wellness team with deep community ties/relationships to outside agencies
- Good working relationships between our School Specialist and Division Specialists

DOMIAN: LEARNING SUPPORTS



Assurance Measure: Parental Involvement

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

	Lethbridge Collegiate Inst										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	65	69.0	35	69.5	76	62.1	80	74.7	67	69.0	Very Low	Maintained	Concern
Parent	28	60.9	35	69.5	35	44.8	34	63.5	31	59.1	Low	Maintained	Issue
Teacher	37	77.0	2	*	41	79.5	46	86.0	36	79.0	Very Low	Maintained	Concern

Evaluation & Analysis

- LCI tries to engage parents with Weekly G2G news sent digitally and posted on the LCI webpage to ensure that families are informed regarding school events, information, and important dates, as well as passing along division communications outlining unique events and opportunities (i.e. Dual Credit Courses, Try the Trades Events, etc.)

SUPPLEMENTAL MEASURE: DROP OUT RATE



Annual dropout rate of students aged 14 to 18

	Lethbridge Collegiate Inst										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Drop Out Rate	751	3.6	776	4.4	816	3.2	804	2.3	865	3.5	High	Maintained	Good
Returning Rate	23	9.8	33	10.3	38	8.8	30	15.4	20	0.0	n/a	n/a	n/a

Evaluation & Analysis

- Focus on inclusive opportunities and flexible programming for students of all abilities
- Support students in the Knowledge & Employability program to leave school with gainful employment
- Maintain enrollment with supporting students in off-campus education opportunities (i.e. RAP or Work Experience)
- Foster the development of more trade programs within our breadth of programs that put students on a path to employment, and not just graduation
- Educating families and student that there are multiple pathways to high school completion

SUPPLEMENTAL MEASURE: PROGRAM OF STUDIES



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 Collegiate Inst										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	205	81.1	190	79.4	268	82.8	238	85.6	292	86.1	Very High	Improved	Excellent
Parent	28	76.0	36	79.8	35	77.3	34	87.7	30	82.2	Very High	Maintained	Excellent
Student	140	74.5	154	78.9	191	79.4	158	76.9	226	81.0	Very High	Maintained	Excellent
Teacher	37	92.9	2	*	42	91.6	46	92.1	36	95.1	Very High	Maintained	Excellent

Evaluation & Analysis

- A wide variety of CTS and fine arts courses are offered to the students by specialized teachers with a degree of expertise in their respective fields
- To name a few: French Immersion, Dance Academy, Sports Medicine, Outdoor Education, Automotives, Autobody, Woodworking, Welding, Fitness & Performance, Drama, Choir, and Band
- Expanded programing outside regular school hours to accommodate elite Band & Choir programs

SUPPLEMENTAL MEASURE: LIFELONG LEARNING



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

	Lethbridge Collegiate Inst										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	65	69.3	35	72.9	77	76.7	79	80.0	67	82.8	Very High	Maintained	Excellent
Parent	28	58.9	35	72.9	35	62.9	34	70.1	31	75.4	High	Maintained	Good
Teacher	37	79.7	2	*	42	90.5	45	89.9	36	90.3	High	Maintained	Good

Evaluation & Analysis

- Dual Credit courses offered as a bridge to postsecondary education helping to develop a familiarity with the Lethbridge College and University of Lethbridge.
- Expanding the number of second language courses offered (i.e. Japanese, Spanish, & French)
- Looking at the creation of multi-credit courses which challenge students in specific areas of interest and deliberately prepare them for further postsecondary study in that field.

SCHOOL PRIORITY: Representing assessment to students and parents to ensure partnerships are built between teachers and families

Performance Measures:

- Teachers use PowerSchool as an aid to let parents and students know about upcoming assessments
- Teachers use PowerSchool as a means to provide timely feedback to students and parents
- Increased engagement using PowerSchool by Parents and Students
- Student confidence and increase in student academic success

- At the beginning of the last two school years, administration has guided staff in a best practice of using PowerSchool. Teachers have increased their communication with families using weekly updates or pre-loading assignments, quizzes, and tests. This has translated into a demand by students and parents who want to be notified and prepared for upcoming schoolwork.
- Almost all of LCI students have an active student PowerSchool account on their mobile devices and they use them regularly to check their current marks and receive feedback. Students regularly pull out their devices when conferencing with staff about their academic pathways so that they are informed on their academic progress when engaged in those conversations.
- Being informed (in detail) on academic progress has allowed the families of LCI to take an active role in their academic progress. This has led to increased levels of awareness and advocacy on the part of students and parents alike. This teaches our student greater “Responsibility” which is one of the main pillars of our Green to Gold Character education program