

Lethbridge Collegiate Institute



2021/2022 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	81.8	78.0	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	64.6	61.4	70.3	81.4	83.2	83.1	Very Low	Declined	Concern
	3-year High School Completion	83.3	82.6	79.9	83.2	83.4	81.1	Intermediate	Maintained	Acceptable
	5-year High School Completion	87.1	82.9	83.5	87.1	86.2	85.6	Intermediate	Improved	Good
	PAT: Acceptable	73.4	n/a	74.6	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	20.5	n/a	23.6	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	79.4	n/a	89.5	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	14.0	n/a	21.8	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	84.5	77.7	82.2	89.0	89.6	90.3	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.6	71.9	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	77.0	70.7	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	74.7	62.1	69.2	78.8	79.5	81.5	Intermediate	Maintained	Acceptable

HIGHLIGHTS:

- Teachers maintained student engagement through the pandemic as per high school completion data
- Quality of education maintained by staff through the pandemic
- Parental involvement maintained through the pandemic

CHALLENGES:

- Improving student citizenship through Character Education and the Advisor Program
- Increasing expectations surrounding academic achievement for our at-risk youth
- 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

		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	86.2	18.7	79.4	22.9	n/a	n/a	n/a	n/a	80.2	12.6		
	Authority	76.7	15.3	66.2	12.7	n/a	n/a	n/a	n/a	60.8	7.2		
	Province	76.1	14.7	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9		
K&E English Language Arts 9	School	*	*	47.1	0.0	n/a	n/a	n/a	n/a	42.9	0.0		
	Authority	29.6	0.0	40.0	0.0	n/a	n/a	n/a	n/a	35.3	0.0		
	Province	55.7	5.9	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0		
French Language Arts 9 année	School	84.6	5.8	83.3	25.0	n/a	n/a	n/a	n/a	93.3	8.3		
	Authority	84.6	5.8	83.8	24.3	n/a	n/a	n/a	n/a	93.3	8.3		
	Province	81.4	9.8	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9		
Français 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.7	22.3	88.6	26.0	n/a	n/a	n/a	n/a	80.0	25.0		
Mathematics 9	School	62.8	18.4	68.2	21.2	n/a	n/a	n/a	n/a	70.8	22.3		
	Authority	54.6	14.3	52.6	15.9	n/a	n/a	n/a	n/a	48.5	12.3		
	Province	59.2	15.0	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7		
K&E Mathematics 9	School	*	*	33.3	0.0	n/a	n/a	n/a	n/a	23.1	0.0		
	Authority	28.6	7.1	49.0	10.2	n/a	n/a	n/a	n/a	23.1	0.0		
	Province	57.4	13.6	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1		
Science 9	School	80.0	29.8	83.6	32.9	n/a	n/a	n/a	n/a	75.1	33.0		
	Authority	74.5	24.4	71.3	22.6	n/a	n/a	n/a	n/a	61.9	20.7		
	Province	75.7	24.4	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6		
K&E Science 9	School	*	*	93.8	12.5	n/a	n/a	n/a	n/a	71.4	14.3		
	Authority	38.5	0.0	70.5	4.5	n/a	n/a	n/a	n/a	71.4	14.3		
	Province	64.6	12.3	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0		
Social Studies 9	School	74.0	23.0	73.6	23.6	n/a	n/a	n/a	n/a	68.0	18.7		
	Authority	65.0	20.3	61.2	16.9	n/a	n/a	n/a	n/a	53.1	12.3		
	Province	66.7	21.5	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2		
K&E Social Studies 9	School	*	*	27.8	0.0	n/a	n/a	n/a	n/a	44.4	0.0		
	Authority	36.4	9.1	40.0	8.9	n/a	n/a	n/a	n/a	44.4	0.0		
	Province	55.2	14.2	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1		

Evaluation & Analysis

Overall, LCI grade 9 students did well. In all but two of the Provincial Achievement Tests, LCI students scored well above the provincial average in both the acceptable standard, and the standard of excellence. Academic achievement and focus were maintained, and reasonable expectations were set by teachers allowing for their success. Students were challenged following the intermittent gaps in learning that accompanied the pandemic. However, students have made strides improvements in maintaining focus and meeting expectations when considering academic achievement.

Moving into the 2022/2023 academic school year, our goal is to maintain 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

		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	95.0	29.2	92.9	18.9	n/a	n/a	n/a	n/a	71.7	9.4		
	Authority	90.8	15.1	86.9	11.7	n/a	n/a	n/a	n/a	70.8	6.5		
	Province	87.5	13.2	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4		
English Lang Arts 30-2	School	85.1	25.5	89.8	22.0	n/a	n/a	n/a	n/a	90.9	25.0		
	Authority	80.9	8.8	83.8	11.9	n/a	n/a	n/a	n/a	81.9	14.4		
	Province	88.0	13.1	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3		
French Language Arts 30-1	School	91.1	11.1	85.7	9.5	n/a	n/a	n/a	n/a	85.7	5.7		
	Authority	91.1	11.1	85.7	9.5	n/a	n/a	n/a	n/a	85.7	5.7		
	Province	93.8	11.0	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	97.4	23.0	98.6	29.5	n/a	n/a	n/a	n/a	98.8	44.2		
Mathematics 30-1	School	75.0	22.7	78.1	26.0	n/a	n/a	n/a	n/a	85.3	17.6		
	Authority	71.7	21.1	77.2	30.4	n/a	n/a	n/a	n/a	60.7	13.5		
	Province	77.8	35.3	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0		
Mathematics 30-2	School	64.1	7.7	81.5	18.5	n/a	n/a	n/a	n/a	66.7	9.1		
	Authority	72.4	14.7	77.6	15.4	n/a	n/a	n/a	n/a	58.9	9.5		
	Province	74.2	16.4	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8		
Social Studies 30-1	School	93.3	17.3	95.4	13.9	n/a	n/a	n/a	n/a	82.3	11.3		
	Authority	88.5	12.0	85.3	12.3	n/a	n/a	n/a	n/a	82.9	9.8		
	Province	86.2	17.7	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8		
Social Studies 30-2	School	84.8	6.5	84.9	6.8	n/a	n/a	n/a	n/a	73.1	3.8		
	Authority	71.3	3.9	76.2	5.5	n/a	n/a	n/a	n/a	62.8	4.7		
	Province	78.8	12.2	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2		
Biology 30	School	85.5	35.5	93.2	27.1	n/a	n/a	n/a	n/a	79.7	9.4		
	Authority	75.8	27.3	83.3	23.8	n/a	n/a	n/a	n/a	68.1	12.2		
	Province	86.6	36.6	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2		
Chemistry 30	School	81.7	35.4	89.0	34.1	n/a	n/a	n/a	n/a	72.7	36.4		
	Authority	77.8	29.6	82.8	34.0	n/a	n/a	n/a	n/a	68.8	20.4		
	Province	83.6	38.3	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1		
Physics 30	School	86.0	49.1	93.3	35.6	n/a	n/a	n/a	n/a	80.0	22.9		
	Authority	88.4	40.3	83.2	31.9	n/a	n/a	n/a	n/a	71.1	21.7		
	Province	86.2	43.6	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6		
	Authority	66.7	8.3	72.7	7.3	n/a	n/a	n/a	n/a	70.0	5.0		

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 academic success. The pandemic caused teachers to re-evaluate pedagogy to meet the students' needs and address learning gaps resulting from the pandemic. Once in-person learning was prioritized, students met the expectations of their teachers and LCI maintained a high level of academic achievement, all while students, staff and families faced a myriad of other challenges.

Goals for this school year include maintaining in-person learning to ensure that students have the best opportunity for success while also balancing academic expectations that are attainable for students.

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		
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
3 Year Completion	188	73.5	201	75.7	195	81.4	206	82.6	188	83.3	Intermediate	Maintained	Acceptable
4 Year Completion	188	81.4	186	81.0	200	80.4	194	85.1	205	90.0	High	Improved Significantly	Good
5 Year Completion	191	87.4	188	85.2	186	82.3	200	82.9	194	87.1	Intermediate	Improved	Good

Evaluation & Analysis

- Teachers were conscientious of challenges students faced during the pandemic and acted in the best interest of students as demonstrated by three year completion rate in 2020 / 2021
- 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		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	422	71.8	205	70.6	190	70.1	268	61.4	238	64.6	Very Low	Declined	Concern
Parent	34	66.1	28	60.0	36	73.9	35	45.9	34	56.5	Very Low	Maintained	Concern
Student	353	61.4	140	62.1	154	66.3	191	54.2	158	53.8	Very Low	Declined	Concern
Teacher	35	88.0	37	89.7	2	*	42	84.1	46	83.4	Low	Maintained	Issue

Evaluation & Analysis

- Decline in citizenship could be due to the removal of extra-curricular opportunities, as well as many other student groups and/or recognition opportunities. Pausing of extra-curricular programs, Green 2 Gold Accountability forms and the advisor program all worked to limit the sense of community within our own school. This became an obvious hurdle when trying to foster and promote citizenship within a community

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

	School										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	n/a	n/a	233	77.0	250	77.2	n/a	n/a	n/a
Parent	n/a	n/a	n/a	n/a	n/a	n/a	41	72.4	29	72.4	n/a	n/a	n/a
Student	n/a	n/a	n/a	n/a	n/a	n/a	138	64.2	183	67.3	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	54	94.3	38	92.0	n/a	n/a	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

	School										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	247	80.0	261	83.6	254	82.3	233	77.7	251	80.7	Very Low	Maintained	Concern
Parent	38	69.9	39	74.3	42	73.7	41	70.7	29	76.3	Low	Maintained	Issue
Student	182	79.9	177	80.6	195	78.2	138	71.2	184	75.6	Very Low	Maintained	Concern
Teacher	27	90.1	45	95.9	17	95.1	54	91.3	38	90.3	Low	Maintained	Issue

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

	School										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	n/a	n/a	232	79.6	250	81.0	n/a	n/a	n/a
Parent	n/a	n/a	n/a	n/a	n/a	n/a	41	75.5	29	84.5	n/a	n/a	n/a
Student	n/a	n/a	n/a	n/a	n/a	n/a	137	72.0	183	71.4	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	54	91.2	38	87.2	n/a	n/a	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

	School										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	n/a	n/a	233	75.5	249	84.0	n/a	n/a	n/a
Parent	n/a	n/a	n/a	n/a	n/a	n/a	41	68.3	29	77.8	n/a	n/a	n/a
Student	n/a	n/a	n/a	n/a	n/a	n/a	138	63.3	182	81.7	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	54	94.7	38	92.6	n/a	n/a	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 Admin Counselling team and our YEO's

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

	School										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	65	63.9	84	74.5	59	71.6	95	72.7	67	73.1	Low	Maintained	Issue
Parent	38	48.7	39	65.2	42	59.8	41	67.2	29	71.7	High	Maintained	Good
Teacher	27	79.1	45	83.9	17	83.3	54	78.1	38	74.5	Very Low	Maintained	Concern

Evaluation & Analysis

- Weekly G2G news sent digitally and posted on the LCI webpage to ensure that families are informed regarding school events, information, and important dates
- Increasing parental involvement in Learning Team Meetings
- 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

	School										Measure Evaluation		
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Drop Out Rate	915	1.9	989	2.7	1,057	1.6	1,092	3.2	1,086	2.7	Very High	Maintained	Excellent
Returning Rate	24	5.2	21	0.0	33	3.8	24	23.5	44	23.8	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

	School										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	247	85.6	261	85.7	253	86.0	232	82.1	250	84.9	Very High	Maintained	Excellent
Parent	38	80.0	39	79.9	42	76.3	40	73.5	29	82.1	Very High	Maintained	Excellent
Student	182	81.0	177	85.3	194	81.6	138	76.1	183	76.9	Very High	Declined	Good
Teacher	27	95.8	45	91.9	17	100.0	54	96.7	38	95.7	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 programming 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.

	School										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	65	64.0	84	70.7	58	79.0	95	74.0	67	75.9	High	Maintained	Good
Parent	38	48.7	39	55.8	41	61.0	41	57.3	29	64.9	Intermediate	Maintained	Acceptable
Teacher	27	79.2	45	85.6	17	97.0	54	90.7	38	86.8	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