



School Results Report

2019/2020

Lindsay Thurber Comprehensive High School



The Year in Review

Fast Facts:

Lindsay Thurber Comprehensive High School
4204 58 Street Red Deer Alberta
403-347-1171
403-340-1676
<http://lindsaythurber.rdpsd.ab.ca/>

Principal: Chris Good
Vice-Principal(s): Kelly Brand, Jamie Rawlusk, Sheila Sillery, Amanda Wilson

Student Profile:

- Grade 9: 412
- Grade 10: 424
- Grade 11: 471
- Grade 12: 471
- Total Student Population: 1778
- ESL Students: 234
- First Nations; Métis; Inuit Students: 177
- French Immersion Students: 257

Staff Profile:

- Teachers: 94 (89 FTE)
- Classified Staff: 41
- Facility Services Staff: 10
- Total Staff: 145

New Directions:

During the 2019/2020 school year, we developed and implemented the practice of “Learning Checks” for our students, which saw teachers making monthly contact home with the parents of students missing assignments and/or failing courses in an attempt to increase communication with parents, hold students accountable, and ensure that students are finding success in their courses, and ultimately, increase our 3 year graduation rate.

Opportunities and Challenges:

The COVID-19 pandemic in the spring of 2020 resulted in all of our courses being transitioned to a virtual environment. Our teachers responded quickly and effectively to offer online lessons and familiarized themselves with new technologies to assist in delivering lessons, as well as with assessment practices. As a school, we are continuing to work on creating and uploading virtual content through Google Classroom to support students at home this year who are forced to self-isolate due to close contact or COVID symptoms, as well as on ways to best support our students through an unusual school year with many different rules and protocols, with mental health, as well as academically as we deal with some gaps in their learning from last spring.

A Year of Success:

Lindsay Thurber continues to provide high quality learning opportunities for our students. We are proud of the achievements of our students and of the learning opportunities provided for them, reflecting both our vision: “A culture of respect, inclusion, caring and excellence, where every student succeeds” and the mission of the Red Deer Public Schools: “Striving for excellence by inspiring learning and nurturing hope in every student.”

Alberta Education Accountability Pillar Overall Summary

Accountability Pillar Overall Summary
3-Year Plan - May 2020
Authority: 3070 The Red Deer School Division



Measure Category	Measure	Red Deer 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
Safe and Caring Schools	Safe and Caring	87.0	87.5	87.6	89.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	Program of Studies	83.3	84.5	83.3	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	89.9	90.2	90.0	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	2.8	2.9	2.8	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	79.4	76.2	73.4	79.7	79.1	78.4	High	Improved Significantly	Good
	PAT: Acceptable	73.3	74.1	72.6	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Excellence	15.7	17.0	15.6	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	81.5	81.9	81.4	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	20.1	20.4	19.0	24.0	24.2	22.5	High	Maintained	Good
	Diploma Exam Participation Rate (4+ Exams)	54.1	54.6	51.3	56.4	56.3	55.6	Intermediate	Improved	Good
	Rutherford Scholarship Eligibility Rate	64.7	62.3	58.9	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	52.5	47.9	53.6	60.1	59.0	58.5	Intermediate	Maintained	Acceptable
	Work Preparation	82.3	77.9	79.6	84.1	83.0	82.7	High	Improved	Good
	Citizenship	79.4	79.9	80.2	83.3	82.9	83.2	High	Maintained	Good
Parental Involvement	Parental Involvement	79.3	77.8	77.9	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	83.4	80.4	80.9	81.5	81.0	80.9	Very High	Improved Significantly	Excellent

District Goal

Literacy and Numeracy

Literacy refers to the ability of students to effectively and confidently work with words and numbers.

Outcomes

- Each learner is proficient in the areas of reading, writing, speaking and listening.
- Each learner has the ability to proficiently reason and apply numerical concepts.

Alberta Education Performance Measures

- **Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 9 Language Arts Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of students who achieved the acceptable standard on Grade 9 English Language Arts Provincial Achievement Tests.	75.7	76.4	73.7	70.9	N/A
Overall percentage of students who achieved the standard of excellence on Grade 9 English Language Arts Provincial Achievement Tests.	13.8	11.9	12.3	9.9	N/A

- **Percentage of students who achieved the acceptable standard and the standard of excellence on English 30-1 Diploma Examinations**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of students who achieved the acceptable standard on the English 30-1 diploma examinations.	92.4	91.8	93.9	87.0	N/A
Overall percentage of students who achieved the standard of excellence on the English 30-1 diploma examinations.	8.5	12.6	15.6	15.9	N/A

- **Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 9 Mathematics Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of students who achieved the acceptable standard on Grade 9 Mathematics Provincial Achievement Tests.	63.2	61.1	53.4	45.1	N/A
Overall percentage of students who achieved the standard of excellence on Grade 9 Mathematics Provincial Achievement Tests.	11.2	12.5	13.2	10.4	N/A

- Percentage of students who achieved the acceptable standard and the standard of excellence on Math 30-1 Diploma Examinations**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of students who achieved the acceptable standard on the Math 30-1 diploma examinations.	63.1	57.7	70.4	73.9	N/A
Overall percentage of students who achieved the standard of excellence on the Math 30-1 diploma examinations.	20.6	19.7	14.1	29.1	N/A

- Percentage of students who achieved the acceptable standard and the standard of excellence on Math 30-2 Diploma Examinations**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of students who achieved the acceptable standard on the Math 30-2 diploma examinations.	70.7	57.3	60.7	63.0	N/A
Overall percentage of students who achieved the standard of excellence on the Math 30-2 diploma examinations.	11.0	3.1	7.4	12.0	N/A

District Performance Measures

- Survey result scores for literacy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children are able to read and write what is expected in school.	88.9	89.2	92.5	91.6	N/A
Overall percentage of students who feel they are able to read and write what is expected of them in school.	92.3	90.0	88.8	90.7	N/A
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	92.0	89.5	96.7	92.8	N/A

- Survey result scores for numeracy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	88.9	83.6	87.1	88.5	N/A
Overall percentage of students who feel they are able to understand and work with numbers in school.	87.3	85.9	85.1	85.9	N/A
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	93.1	87.7	94.6	91.0	N/A

Comment on Results: Analysis and Action

Analysis

- Over the past few years, we have seen a dramatic increase in the percentage of our Gr. 9 population identified as English Language Learners which has had an effect on our PAT averages across the board, as these students are expected to write their PAT's, even though in many cases they cannot yet proficiently read or write in English. As there are no diploma results to compare, we can't be certain, but based on the trend of previous years, we expect that we would have seen an increase in the amount of students achieving both the "acceptable" and "excellent" standard on the Math 30-1 and 30-2 diplomas. We believe the 2018-19 English 30-1 results were an anomaly and we would expect to have seen this number increase, based on measures and supports that have been put in place over the last few years.

Action

- Create "sheltered" core subject classes (English & Math) for Grade 9 ELL learners to ensure smaller class sizes, and work specifically on increasing literacy and numeracy instruction with a focus on the specific needs of ELL learners.
- Create English 10-4/10-2 combined classes for ELL learners to allow them to progress more slowly through the English curriculum if necessary without being placed in K&E classes and to allow for increased differentiation.
- Create school-wide numeracy plan
- Math department will create "Math teacher handbook" to ensure consistency within the department and for any new staff members that join the team.
- Introduce more comprehensive financial literacy instruction in CALM classes.

District Goal

Equity

***Equity is fairness for all students through:
excellence in instruction, support for students, and a reduction of barriers..***

Outcomes

- All staff have the ability to meet the diverse needs of all students through excellent instruction.
- Students are supported in their academic, behavioural, social and emotional well-being.
- Students are able to access the supports and services they need to achieve success through the reduction of barriers.

Alberta Education Performance Measures

- **Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
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.	86.1	85.0	83.6	86.0	84.9

- **Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	85.4	81.8	83.5	84.6	83.7

District Performance Measures

- **Survey result scores for equity measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	100	90.4	95.2	90.2	N/A
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	89.7	85.9	90.0	85.8	N/A
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	86.2	86.0	88.0	91.9	N/A

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	100	90.4	93.9	89.8	N/A
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	87.3	80.5	82.8	85.8	N/A
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	96.6	94.7	95.7	94.6	N/A

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	88.9	84.8	88.4	87.6	N/A
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	82.7	80.5	78.4	79.9	N/A
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	90.8	87.7	85.9	86.5	N/A

Comment on Results: Analysis and Action

Analysis

- Although the number remains high, it is concerning to see that there was a slight decline in the number of people who feel that Lindsay Thurber is a safe and respectful environment, and in the number of people who feel that we have improved or stayed the same over the past three years.
Based on this information, we will continue our work and increase our focus on our school-wide goal of creating a culture of learning within our building, while striving to maintain and improve upon the culture of caring and acceptance that our school is known for.

Action

- Create a staff school culture committee, which will seek feedback from all stakeholders as we work to implement the district values into our existing school culture.
- Create a staff wellness committee, which will help look after the global wellness of our teachers and staff to ensure that they are feeling their best and are able to effectively support our students.
- Continue the use of monthly learning checks to ensure open and frequent communication with parents.
- Continue to expand and promote our Raider Support Centre, staffed with two full time Educational Assistants, to continue supporting our students with accommodations, and to increase our ability to meet the individual learning needs of students through assigned study halls, an alternate location setting, and credit recovery.
- Continue to provide all Grade 9 students with a series of "study skills" lessons provided by our LATs.
- Provide staff with professional development on equity and trauma.

District Goal

Student Success And Completion

Student success and completion is the successful journey students experience from early learning, through all grades, to high school completion, and beyond..

Outcomes

- Children have an excellent start to their learning journey in Pre-K and Kindergarten.
- Students at elementary and middle schools have a strong foundation in literacy and numeracy.
- Students experience effective transitions between grades and between schools.
- Students experience character education programming in Grades 1-9.
- Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.

Alberta Education Performance Measures

- **Percentage of students who achieved the acceptable standard and standard of excellence on the cumulative composite scores of all Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of students who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	67.8	67.9	66.6	66.9	N/A
Overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	12.7	12.7	14.5	13.9	N/A

- **Percentage of students who achieved the acceptable standard and the standard of excellence on the cumulative composite scores of all Diploma Examinations**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	79.3	75.7	80.1	79.6	N/A
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	15.7	15.7	17.7	18.4	N/A

- **Overall agreement that students model the characteristics of active citizenship.**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	78.6	76.1	73.9	79.3	79.3

- **Overall agreement that students are taught attitudes & behaviour that make them successful when they finish school.**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	86.0	73.2	77.5	69.7	78.0

- **Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education.**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
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.	84.7	83.4	86.4	86.7	85.3

District Performance Measures

- **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement (Less than 90% attendance, and less than 50% achievement level).	N/A
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- **Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children will be prepared for the next grade level.	88.9	90.8	92.5	89.1	N/A
Overall percentage of students who feel they will be prepared for the next grade level.	89.7	91.6	92.6	92.4	N/A
Overall percentage of teachers who feel the students will be prepared for the next grade level.	95.4	87.7	89.1	84.7	N/A

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children will complete high school.	88.9	98.4	100	96.7	N/A
Overall percentage of students who feel they will complete high school.	98.3	98.1	97.5	98.3	N/A
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	97.7	97.4	96.7	96.4	N/A

Comment on Results: Analysis and Action

Analysis

- Although the 2019/2020 school year did not end as expected in a traditional classroom setting, we were able to transition our students into a virtual learning environment. Many of our students maintained engagement throughout the semester, and a team of staff (including EAs and LSTs) were in regular communication with the parents and students who were not participating in their online courses. We were able to distribute 211 Chromebooks to students who did not have access to adequate technology in the home to continue their classroom work online.
- We are pleased with the steady increase we have seen in our 3 year completion rate over the past two years and expect this trend to continue based on all of the supports in place.

- As all students were awarded a passing final grade regardless of work completed, students are on track in terms of credits to graduate; however, some of the prerequisite skills and knowledge are lacking, which means we will need to modify and adapt going forward to ensure student success.

Action

- Continue monthly learning checks to ensure that marks and feedback are being provided frequently to students and parents.
- Continue with 90% attendance policy.
- Adapt Flex schedule in order to continue offering one-on-one student support from teachers while maintaining COVID protocols.
- Partake in ongoing conversations with teachers regarding ways in which to meet students where they are at after having missed four months of school and the resulting learning gaps.
- Offer ongoing professional development around technology and ensure that teachers are prepared to offer a virtual learning environment to any students who are required to self-isolate or quarantine, while also being prepared for the possibility of Scenario 2 and/or 3.
- Provide ongoing support (LSTs) to the 189 students who have chosen to do their schooling via At Home Distance Learning this year.

District Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Comment on Results: Analysis and Action

- Over the past two years, we are pleased to have seen an increase in our First Nations, Metis, and Inuit student success, including the 3 year graduation rate and the acceptable and excellent standard on government exams. We continue to offer additional support to these students through our FNMI room, which is staffed with a full time Educational Assistant. We are now offering Aboriginal Studies 10, 20, and 30 in house through our RSC and high school completion team which will provide another opportunity for our First Nations, Metis, and Inuit students to earn additional credits toward graduation. Our Social Studies teachers continue to access district level experts to provide meaningful and authentic instructional experiences for our students.

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of Lindsay Thurber Comprehensive High School.

As required under Section 13 of the School Councils Regulation, schools provide opportunities for their School Councils and stakeholders to be involved in the development of the report. A review and interpretation of Accountability Pillar measures are also communicated and shared with School Councils and are available at individual schools.

- The School Results Report was reviewed and discussed at the November, 2020 meeting of the School Council
- The School Results Report is posted on the school website at: shorturl.at/fhjG7



Red Deer Public School District No. 104
4747-53 street
Red Deer, Alberta T4N 2E6
Phone: 403-343-1405
Fax: 403-347-8190
E-mail: info@rdpsd.ab.ca
Website: www.rdpsd.ab.ca