



School Results Report

2020/2021

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 2020/21 school year, we looked at different ways to engage staff in meaningful collaboration. One way to do this is through the Collaborative Response Model (CRM). We created a staff implementation committee that researched and planned the best way to implement this at LTCHS. Staff are now meeting in their CRM teams monthly. We are also creating Curriculum Handbooks for each department in the school to ensure alignment with planning and assessment.

Opportunities and Challenges:

The COVID-19 pandemic resulted in a very challenging year for both staff and students. A high number of both students and staff tested positive resulting in many classes in the school having to isolate for 14 days and go online. Many classes had several positive cases resulting in groups of students being put in isolation and required to work from home multiple times during the school year. 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 find 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 the last 18 months.

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."

Division 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.

Division Performance Measures

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

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are able to read and write what is expected in school.	89.2	92.5	91.6	N/A	92.37
Overall percentage of students who feel they are able to read and write what is expected of them in school.	90.0	88.8	90.7	N/A	93.33
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	89.5	96.7	92.8	N/A	93.94

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

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	83.6	87.1	88.5	N/A	87.79
Overall percentage of students who feel they are able to understand and work with numbers in school.	85.9	85.1	85.9	N/A	81.48
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	87.7	94.6	91.0	N/A	93.94

Anecdotal Results, Analysis and Action

Anecdotal Results:

- The past year was very challenging with students constantly changing from online to in school learning. Despite this our staff worked hard to prepare students as much as possible for the following school year.

Analysis:

- We are pleased to see that despite all of the challenges of the past year, students and parents feel that our kids are where they need to be in terms of using literacy and numeracy to be successful at school.
- We are proud of the work our school staff has done to support students in many different ways throughout the pandemic.

Action:

- We have implemented a variety of Covid Recovery strategies this year to help support student learning. Including the creation of a teaching position focused on helping students develop school success skills, a soft start and a more structured flex block for grade 9.

Division 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)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
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.	85.0	83.6	86.0	84.9	81.4

- **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)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
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.	81.8	83.5	84.6	83.7	70.1

Division Performance Measures

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

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	90.4	95.2	90.2	N/A	92.37
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	85.9	90.0	85.8	N/A	89.63
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	86.0	88.0	91.9	N/A	86.36

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	90.4	93.9	89.8	N/A	93.89
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	80.5	82.8	85.8	N/A	80.00
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	94.7	95.7	94.6	N/A	90.91

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	84.8	88.4	87.6	N/A	88.55
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	80.5	78.4	79.9	N/A	70.37
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	87.7	85.9	86.5	N/A	83.33

Anecdotal Results, Analysis and Action

Anecdotal Results:

- There was a decline in the number of students, staff, and parents that indicate that the school has improved or stayed the same over the past three years.
- While a greater number of students and parents indicated that students are learning in meaningful and appropriate ways, the percentage of teachers who feel they have the skills to support the learning needs of students decreased.
- It was positive to an increase in the number of parents who feel that students are cared for, accepted, and usually happy and healthy at school; as well as feel that students are connected and feel a sense of belonging at school; whereas both of these numbers decreased on the student survey.

Analysis:

- There was a lot of frustration among all stakeholders over missed time in school due to provincially mandated online learning and required self-isolations for students. As a result of increased restrictions and mandatory isolation school looked very different last year. While the teachers at our school did all they could to best support students, the practices required by COVID restrictions did always align with best practice.
- Teachers were forced to transition between a virtual environment and in class environment both when the entire school went online and when classes were quarantined. These transitions were very challenging for staff and students alike.
- One positive part of the year was that parents felt more connected to the school themselves due to increased communication between home and school and the increase in opportunities to connect with staff online.

Action:

- In the upcoming (2021-22) school year, a main focus of the school will be on COVID recovery. This will include a focus on recovering academically (lower weighted final exams, credit recovery, lessening learning gaps), as well as on reintroducing programs (like Connections), clubs, extracurricular activities to increase student sense of belonging and connection.

Division 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 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

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

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	76.1	73.9	79.3	79.3	65.8

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

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
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.	73.2	77.5	69.7	78.0	77.0

- **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)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
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.	83.4	86.4	86.7	85.3	88.0

- **High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.**

	Lindsay Thurber Comprehensive High School									
	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	N	%	N	%	N	%	N	%	N	%
3 Year Completion	404	74.7	368	68.3	379	79.3	363	82.1	412	86.6
4 Year Completion	395	76.9	402	81.6	367	77.1	378	86.3	363	87.4
5 Year Completion	446	83.4	397	80.1	400	83.8	364	81.1	375	88.5

Measure	Lindsay Thurber			Alberta		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Diploma Exam Participation Rate (4+ Exams)	n/a	55.5	52.1	n/a	56.6	56.4
Drop Out Rate	1.8	1.7	1.7	2.6	2.7	2.6
Program of Studies	88.0	85.3	86.1	81.9	82.4	82.1
Rutherford Scholarship Eligibility Rate	69.9	68.0	64.1	68.0	66.6	64.9
Safe and Caring	81.4	84.9	84.8	90.0	89.4	89.1
School Improvement	70.1	83.7	83.9	81.4	81.5	81.0
Transition Rate (6 yr)	49.1	51.0	50.9	60.0	60.3	59.5
Work Preparation	77.0	78.0	75.1	85.7	84.1	83.2

Division 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).	47
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- Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children will be prepared for the next grade level.	90.8	92.5	89.1	N/A	87.02
Overall percentage of students who feel they will be prepared for the next grade level.	91.6	92.6	92.4	N/A	88.89
Overall percentage of teachers who feel the students will be prepared for the next grade level.	87.7	89.1	84.7	N/A	69.70

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children will complete high school.	98.4	100	96.7	N/A	99.24
Overall percentage of students who feel they will complete high school.	98.1	97.5	98.3	N/A	99.26
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	97.4	96.7	96.4	N/A	98.48

- Survey result scores for the division's Core Values for Learning and Life by students, parents, and staff**

Performance Measure	Results (in percentages)
	2020-2021
Overall percentage of parents who feel their children hear about the Red Deer Public Schools' Values for Learning and Life in school.	77.10
Overall percentage of students who feel they hear about the Red Deer Public Schools' Values for Learning and Life in school.	37.04
Overall percentage of teachers who feel that students hear about the Red Deer Public Schools' Values for Learning and Life in school.	77.27

Anecdotal Results, Analysis and Action

Anecdotal Results:

- Graduation rates(3 year, 4 year, and 5 year) continue to trend upward and increase yearly.
- There was a drop this year in the percentage of students, parents, and teachers who feel students are prepared for the next level.
- Percentage of students who feel they hear about the district's values for learning and life is low.
- Percentage of students, parents, and teachers who feel students will graduate high school and are supported in that goal is very high.

Analysis:

- We are very proud of the work that has been done toward increasing graduation rates and pleased with the results.
- It stands to reason that this year students, parents, and teachers would feel that students are less prepared for the next level. We know that students are less prepared due to the pandemic and ongoing transitions and disruptions of the last 18 months.
- We are pleased to see both graduation rates increasing and that parent/student confidence in graduation is increasing. This is due to the work our Learning Support Teams are doing building relationships with students and families.

Action:

- This year we will continue to use and enhance the Learning Support Team (LST) to identify students that require extra support to be successful at school.
- We are also implementing a Collaborative Response Model to create another layer of support for staff to discuss intervention strategies.
- We have begun to work on a Curriculum Handbook project where departments will create an online handbook to guide best practice in classrooms.

Division Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Anecdotal Results, Analysis and Action

- Over the past three 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 Instructional 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. We created a school committee for Orange Shirt Day and they have begun work on a mural project honouring Residential School Survivors that all students will participate in creating. 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 <<INSERT CORRECT DATE>> meeting of the School Council
- The School Results Report is posted on the school website at: <<INSERT WEBSITE URL>>



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