



School Results Report

2022/2023

Lindsay Thurber Comprehensive High School



The Year in Review

Fast Facts:

Lindsay Thurber Comprehensive High School
4204 58 Street Red Deer Alberta
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<http://lindsaythurber.rdpsd.ab.ca/>

Principal: Chris Good

Vice-Principal(s): Kirsten DeZutter, Mike McCorquindale, Jamie Rawlusk, Sheila Sillery

Student Profile:

- Grade 9: 448
- Grade 10: 473
- Grade 11: 499
- Grade 12: 548
- Total Student Population: 1968
- ESL Students: 414
- First Nations; Métis; Inuit Students: 144
- French Immersion Students: 222

Staff Profile:

- Teachers: 93 (89 FTE)
- Classified Staff: 40
- Facility Services Staff: 10
- Total Staff: 145

New Directions:

During the 2022/23 school year, we continued to use different ways to engage staff in meaningful collaboration. One way to do this is through the Collaborative Response Model (CRM). We also continued to support staff in the transition to our Student Learning Management System, Brightspace. We struck a committee to look at alternatives to our timetable, the committee looked at timetables from across the province and after consultations with staff, parents, students and senior administrators we have implemented a new timetable that will better support student learning.

Opportunities and Challenges:

The 2022/23 school year was a year of transition and change. We transitioned out of the pandemic and were able to return to many of the practices and activities from the past. As we enter the new school year, our school continues to experience growth in student population and this growth is especially evident with our EAL population. This growth has allowed us to offer new opportunities to our students including the growth of our academy program to include e-sports and the expansion of our CTS subjects.

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." Our school wellness committee continues to work to implement a broad range of wellness initiatives that support students and staff. Last year the work our school is doing with Wellness was recognized for the third consecutive year by the Canadian Health Schools Alliance with a gold standard.

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.

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)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 9 English Language Arts Provincial Achievement Tests.	70.9	NA	NA	65.4	69.7
Overall percentage of students who achieved the standard of excellence on Grade 9 English Language Arts Provincial Achievement Tests.	9.9	NA	NA	5.9	10.8

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

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on the English 30-1 diploma examinations.	87.0	NA	NA	82.5	87.9
Overall percentage of students who achieved the standard of excellence on the English 30-1 diploma examinations.	15.9	NA	NA	14.6	13.5

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

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on the English 30-2 diploma examinations.	89.2	NA	NA	85.7	85.7
Overall percentage of students who achieved the standard of excellence on the English 30-2 diploma examinations.	13.8	NA	NA	15.1	11.8

- 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)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 9 Mathematics Provincial Achievement Tests.	54.4	NA	NA	42.3	52.7
Overall percentage of students who achieved the standard of excellence on Grade 9 Mathematics Provincial Achievement Tests.	17.3	NA	NA	7.9	12.8

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

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on the Math 30-1 diploma examinations.	73.9	NA	NA	64.8	82.2
Overall percentage of students who achieved the standard of excellence on the Math 30-1 diploma examinations.	29.1	NA	NA	22.5	35.5

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

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on the Math 30-2 diploma examinations.	63	NA	NA	80.7	71.6
Overall percentage of students who achieved the standard of excellence on the Math 30-2 diploma examinations.	12	NA	NA	15.8	16.5

Division Performance Measures

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

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are able to read and write what is expected in school.	91.6	N/A	92.37	NA	90.57
Overall percentage of students who feel they are able to read and write what is expected of them in school.	90.7	N/A	93.33	93.13	90.54
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	92.8	N/A	93.94	93.06	91.95

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

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	88.5	N/A	87.79	NA	85.85
Overall percentage of students who feel they are able to understand and work with numbers in school.	85.9	N/A	81.48	78.13	77.01
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	91.0	N/A	93.94	91.67	93.54

Anecdotal Results, Analysis and Action

Anecdotal Results:

- Last year was another challenging and exciting year as we emerged from the pandemic to a more stable and predictable school year. We were pleased with the improvement on PAT and Diploma exam results and with strong overall results from surveys with parents, students and staff.

Analysis:

- We are pleased that overall parents, students and staff feel that students are where they need to be with respect to literacy and numeracy.
- Overall results on diploma exams and PAT's have improved from the previous year. More progress needs to be made, particularly with grade 9 but we are making progress and we have a series of interventions planned for this year to help improve results.

Action:

- Our staff professional development for the year will focus on collaboration on research based effective instructional strategies.
- We have implemented a series of changes to improve numeracy results. Including moving to full year math for grade 9 where students are regrouped after the first semester so that teachers can best meet student needs.
- Implementation of a new school timetable with additional REACH learning time on Friday afternoons to better support students with completing assignments and courses successfully.

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)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	86.0	84.9	81.4	82.7	80.4

- **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)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	84.6	83.7	70.1	67.4	73.0

Division Performance Measures

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

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	90.2	N/A	92.37	NA	86.79
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	85.8	N/A	89.63	88.75	85.6
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	91.9	N/A	86.36	95.83	97.30

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	89.8	N/A	93.89	N/A	85.85
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	85.8	N/A	80.00	76.25	77.59
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	94.6	N/A	90.91	91.67	94.59

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	87.6	N/A	88.55	N/A	83.02
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	79.9	N/A	70.37	69.94	72.41
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	86.5	N/A	83.33	81.94	87.84

Anecdotal Results, Analysis and Action

Anecdotal Results:

- There was an improvement in the number of students, staff, and parents that indicate that the school has improved or stayed the same over the past three years. The initial decline was likely due to all of the restrictions and changes over the past few years. We are pleased to see that this measure is improving as we are able to offer more stable and predictable programming.
- We will continue to work on areas to improve school climate this year, including promoting and teaching our REACH values, school success skills lessons and timetable changes.

Analysis:

- Over the course of the last four years, our school population has become increasingly diverse. Our school needs to continue to work on ensuring that all students have a sense of belonging and connectedness at school.
- We need to continue to build on the progress we have made in these areas since the pandemic.
- We will continue to implement programs to increase connections for students at school. This includes our connections program, increased REACH time through the new timetable and more extra curricular activities for students.

Action:

- Our new timetable creates a more structured and predictable day for students, while also providing increased opportunities for students to connect with their teachers.
- Over the course of the last two school years we worked with parents, students and staff to create school values. We will continue to promote and teach these values to students as well
- Creation of an intentional school mentorship committee to better support teachers new to our school with excellence in instruction.

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

- **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)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	66	NA	NA	59	59.7
Overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	13.9	NA	NA	10.2	12.3

- **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)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	79.6	NA	NA	73.2	82.7
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	18.4	NA	NA	15.2	20.3

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

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.3	79.3	65.8	72.5	67.7

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

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	69.7	78.0	77.0	77.3	76.6

- 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)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	86.7	85.3	88.0	89.8	86.2

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

	Results (total students & percentages)									
	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
3 Year Completion	379	79.3	363	82.1	412	86.6	403	87.2	411	76.2
4 Year Completion	367	77.1	378	86.3	363	87.4	412	90.9	402	88.8
5 Year Completion	400	83.8	364	81.1	375	88.5	364	87.7	412	91.6

Measure	Results (in percentages)			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)	1.7	n/a	55.5	3.5	n/a	56.6
Drop Out Rate	1.5	0.8	1.4	2.5	2.3	2.5
Program of Studies	86.2	89.8	87.6	82.9	82.9	82.6
Rutherford Scholarship Eligibility Rate	67.0	68.8	68.9	71.9	70.2	68.3
Safe and Caring	80.4	82.7	83.8	87.5	88.8	89.1
School Improvement	73.0	67.4	75.5	75.2	74.2	77.9
Transition Rate (6 yr)	46.2	52.9	51.0	59.7	60.3	60.2
Work Preparation	76.6	77.3	77.6	83.1	84.9	84.5

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).	80
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- Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children will be prepared for the next grade level.	89.1	N/A	87.02	N/A	85.85
Overall percentage of students who feel they will be prepared for the next grade level.	92.4	N/A	88.89	86.88	85.06
Overall percentage of teachers who feel the students will be prepared for the next grade level.	84.7	N/A	69.70	77.78	75.68

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children will complete high school.	96.7	N/A	99.24	N/A	98.11
Overall percentage of students who feel they will complete high school.	98.3	N/A	99.26	99.38	97.13
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	96.4	N/A	98.48	97.22	93.24

- 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	2021-2022	2022-2023
Overall percentage of parents who feel their children hear about the Red Deer Public Schools' Values for Learning and Life in school.	77.10	N/A	72.64
Overall percentage of students who feel they hear about the Red Deer Public Schools' Values for Learning and Life in school.	37.04	40.63	58.05
Overall percentage of teachers who feel that students hear about the Red Deer Public Schools' Values for Learning and Life in school.	77.27	62.50	67.57

Anecdotal Results, Analysis and Action

Anecdotal Results:

- While we need to continue to work to get our results back to the levels from before the pandemic, it was positive to see an increase in most categories with parents, students and staff.
- Lindsay Thurber is a very diverse school, our school community needs to continue to build on our tradition of creating a welcoming, safe and caring school culture for all

Analysis:

- We are very proud of the work that has been done toward increasing graduation rates and pleased with the results.
- We will continue with many of the programs we put in place last year to increase connections for students at school. This includes the promotion of school groups and activities and a continued focus on our school values.
- Our school wellness committee was established in the 2020-21 school year, this year we were recognized by the Canadian Healthy Schools Alliance with the Gold Standard award for our work in creating wellness opportunities for staff and students. Lindsay Thurber is the only high school in Western Canada to be recognized at that level for the last three years.

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 have made adjustments to the Collaborative Response Model (CRM) that provides time for teaching staff to collaborate on effective teaching strategies.
- Implementation of a new school timetable with additional REACH learning time on Friday afternoons to better support students with completing assignments and courses successfully.
- School staff will identify and support programs to remove barriers (breakfast program, school clothing bank) and implement opportunities to support marginalised groups (Orange Shirt Day, Black History Month, Pride Week)
- School wellness committee will continue to support programs that provide students and staff opportunities to enhance wellness at school.

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 to look at strategies to both support and celebrate Indigenous students and their culture.

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 **October 30, 2023** meeting of the School Council
- The School Results Report is posted on the school website at: www.rdpsd.ab.ca/lindsaythurber



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