


**Robert Thirsk High School**

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<http://schools.cbe.ab.ca/b880>

## highlights | 2015-16 school results report

### CBE and Provincial Goals

See Board of Trustees' [Results Policies](#) for full, detailed Results statements.

### Provincial Goals\*\*

- Alberta's students are successful
- The achievement gap between First Nations, Métis and Inuit and all other students is eliminated
- Alberta's education system is inclusive
- Alberta has excellent teachers, school and school authority leaders
- The education system is well governed and managed

\*\*Alberta Education Requirements

For the past four (4) years our school has focused on improving the learning experiences for all students. As such, our school is heavily involved in the High School Redesign and High School Success work being undertaken within the Calgary Board of Education and across Alberta. In addition, we are in the first year of our partnerships with Bowness High School, high schools in Finland and Alberta, working collaboratively to address the questions below:

What makes a 'great school', for all learners?

How can we work collaboratively within and beyond our school to enhance the learning of all students?

What else might we attempt, undertake, begin or stop to better support high quality learning for all students?

What are we currently doing in our professional practice and how can we improve our professional practice through collaborative work?

How can we further develop our student and staff leadership?

Where else might we create greater opportunities for student voice and engagement in learning and decision-making?

In addition, in January and June of 2016, our students wrote final and (20) provincial diploma examinations tests in all core and complimentary areas, including Mathematics, English Language Arts, Sciences (including Biology, Chemistry, Physics and Science) and Social Studies. The purpose of these summative forms of assessment or tests is to:

- determine whether students are learning what they are expected to learn;
- report to Albertans how well students have achieved provincial standards; and
- assist schools, authorities, and the province in monitoring and improving student learning.

### Highlights

As a high school with only two (2) graduating classes our data story is new and emerging:

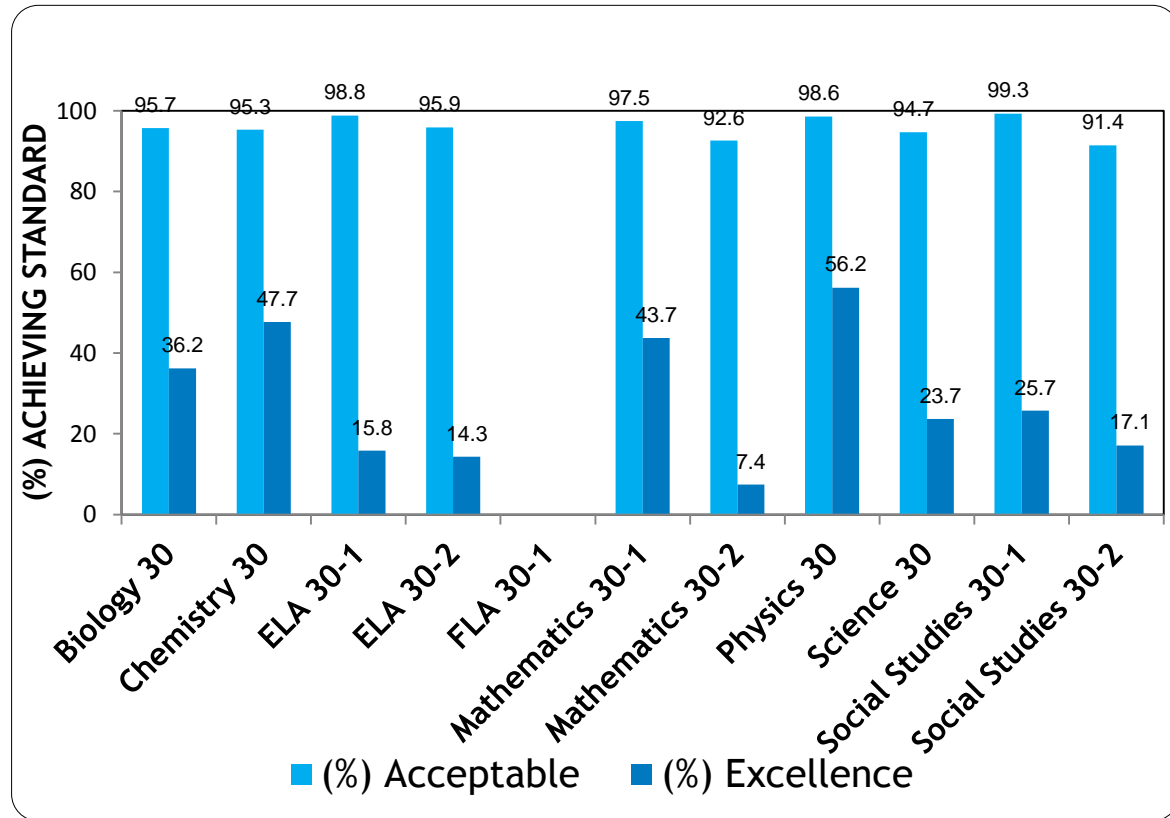
- **Drop Out** rate is **0.3%** vs. **3.2%** for all Alberta schools
- **71.6%** of our students qualified for **Rutherford Scholarships** vs. **60.8%** for all Alberta students
- Our rate of **High School Completion** (3 years) is **82.6%** vs. **76.1%** for all Alberta students
- **72.8%** of our students wrote **four (4) or more Diploma Examinations** vs. **54.6%** for all Alberta students writing **four (4) or more Diploma Examinations**

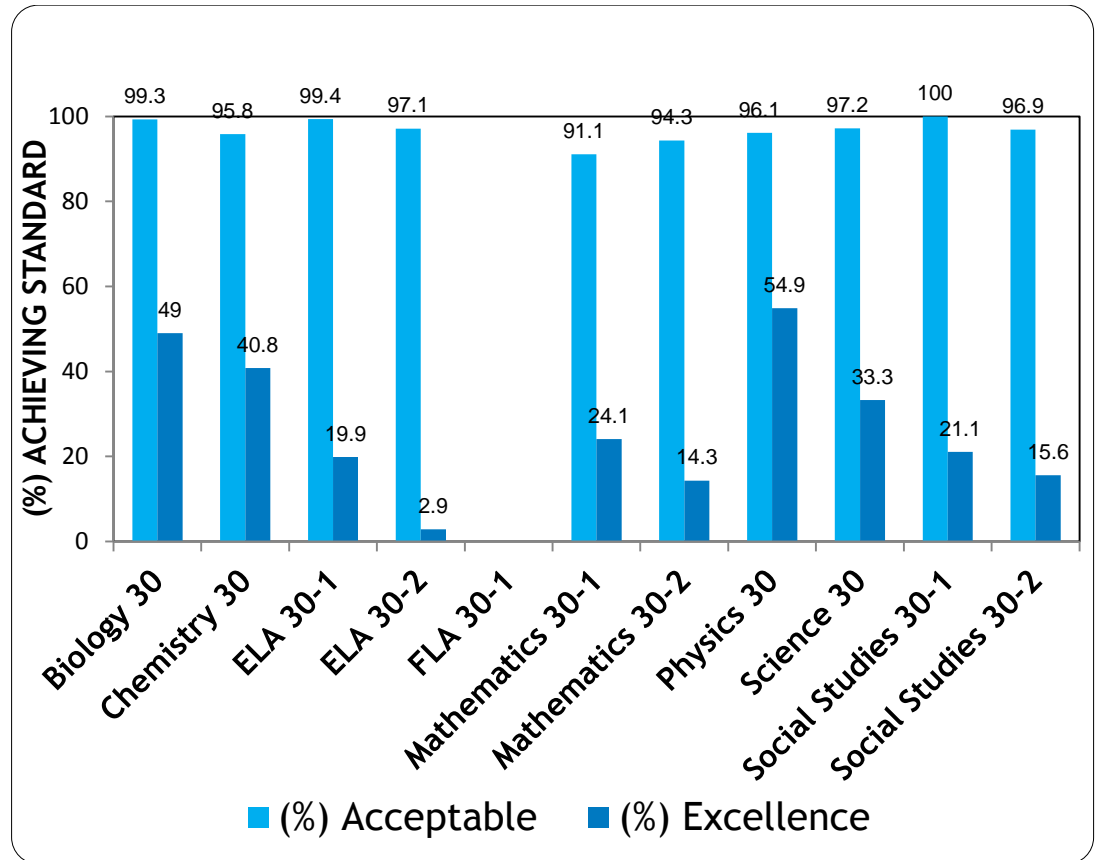
The results from final examinations and provincial assessments are but one aspect of student achievement in the CBE. In addition to academics, we consider the overall success of students, which includes the ways they demonstrate citizenship, character and personal development. Moreover, these learnings go beyond the Program of Studies and create, foster and enhance the connections between students and the larger community are significant aspects of our school community and culture.

Provincial assessment programs are only one source of information. They must be interpreted, used and communicated within the context of regular and continuous assessment by classroom teachers. In addition, in the CBE, we consider the overall success of students, which includes the ways they demonstrate citizenship, personal development and character.

## student results: January 2016 and June 2016

Please see the January and June charts following for diploma examination results.





For a complete report of student results visit our school website at <http://schools.cbe.ab.ca/b880>.

For a complete report of CBE and provincial results visit the CBE website at <http://www.cbe.ab.ca/about-us/provincial-tests-and-reports/Pages/default.aspx>

## school development plan highlights

### Outcomes from our 2015 – 2016 School Development Plan\*

The Outcomes from our 2015 – 2016 School Development Plan support that we were able to meet or exceed our targets for measures related to: assessment practices; evidence of student learning plan data in IRIS; and Tell Them From Me data supporting positive growth and changes for students related to engagement, dealing with stress and anxiety. In addition, two (2) Outcomes were **not** meet: increased Parent Involvement on the Accountability Survey (with only 72 parents contributing) and an Improvement in the Standard of Excellence achieved by students on Diploma Examinations. One other Outcome, however, did show Significant Improvement on the Accountability Pillar Survey: School Improvement results rose from **63.4%** the previous year to **78.4%** (respondents agreeing or strongly agreeing that School Improvement is occurring) for the current year.

### Measures and Results 2015 – 2016\*

#### Diploma Examinations

Acceptable Standard (marks between 50 and 100%)

- On **12 of 20** diploma examinations (ten in January, ten in June), Robert Thirsk students outperformed the province on the Acceptable Standard
- Of the **20** diploma examination results (ten in January, ten in June), on **12** of the examinations, over **80%** of Robert Thirsk students earned the Acceptable standard

Standard of Excellence (marks between 80 and 100%)

- On **10 of 20** diploma examinations, Robert Thirsk students outperformed the province on the Standard of Excellence (English 30 – 2, Mathematics 30 – 1, Biology 30, and Science 30 **one examination administration**; Chemistry 30, Physics 30, and Social Studies 30 – 2 **both examination administrations**)
- For these **ten (10)** examinations, **from 15 to 53%** of Robert Thirsk students earned the Standard of Excellence

### Alberta Education Accountability Pillar survey\*\* results:

From the Accountability Pillars, two (2) areas warrant further, focused attention: Diploma Examination Excellence rate (**21.4%** noted as Declined Significantly – up from the **19.7%** the previous year yet below the **29.2%** average for the previous three years) and Work Preparation parent perception (**60.8%**, cited as a Declined). The data provided is part of the on-going attention focused on supporting students whose academic and socio-emotional needs require greater flexibility, involvement of alternative forms of instruction, as well as involvement of outside agencies, services and connections. Included in our School Development Plan are specific plans to address transitions from grade 12 to post-secondary, work and other learning opportunities, and focusing assessment and course recommendations through report card comments that focus on literacy and academic success along with learner outcomes rather than behaviours, be they supportive of learning, disruptive of learning or mixed in their effects.

Accountability Pillar Overall Summary  
Annual Education Results Reports - Oct 2016  
School: 1679 Robert Thirsk School

Measure Category	Measure Category Evaluation	Measure	Robert Thirsk School			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	Good	Safe and Caring	85.4	85.5	86.4	89.5	89.2	89.1	High	Maintained	Good
Student Learning Opportunities	n/a	Program of Studies	84.3	84.0	81.5	81.9	81.3	81.4	Very High	Improved	Excellent
		Education Quality	82.7	81.0	80.1	90.1	89.5	89.5	Low	Improved	Acceptable
		Drop Out Rate	0.3	n/a	n/a	3.2	3.5	3.5	Very High	n/a	n/a
		High School Completion Rate (3 yr)	82.6	*	n/a	76.5	76.5	76.5	Very High	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT - Acceptable	n/a	n/a	n/a	73.6	72.9	73.4	n/a	n/a	n/a
		PAT - Excellence	n/a	n/a	n/a	19.4	18.8	18.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma - Acceptable	83.0	82.9	86.4	85.0	85.2	85.1	Intermediate	Declined	Issue
		Diploma - Excellence	21.4	19.7	29.2	21.0	21.0	20.5	High	Declined Significantly	Issue
		Diploma Exam Participation Rate (4+ Exams)	72.8	*	n/a	54.6	54.4	53.5	Very High	n/a	n/a
		Rutherford Scholarship Eligibility Rate	71.6	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	60.8	71.1	72.2	82.6	82.0	81.1	Very Low	Declined	Concern
		Citizenship	78.6	75.7	76.8	83.9	83.5	83.4	High	Maintained	Good
Parental Involvement	Issue	Parental Involvement	73.9	71.4	74.3	80.9	80.7	80.5	Low	Maintained	Issue
Continuous Improvement	Good	School Improvement	78.4	83.4	58.2	81.2	79.6	80.0	High	Improved Significantly	Good

Notes:  
 1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).  
 2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.  
 3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).  
 4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.  
 5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.  
 6. Results for the ACOL measures are available in the detailed report see 'ACOL Measures' in the Table of Contents.  
 7. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.  
 8. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.  
 9. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/ITFM (Tell Them From Me) survey in 2014.  
 10. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

Report Generated: Sep 28, 2016  
 Locked with Suppression for Oct 2016

Report Version 1.0  
 Data Current as of Aug 24, 2016

### Targets for 2016-2017\*

Based on our results, we have set the following targets for improvement in our School Development Plan 2016 – 2017:

- Diploma performance Excellence rates that equal or exceed the provincial rates on **fourteen (14)** of the **twenty (20)** examinations held in January and June
- Improvement on the Accountability Pillar Survey in the areas of **Work Preparation** particularly through Work Experience and Connect strategies and communication with parents regarding the importance and effects of these strategies
- Improvement on the **Participation Rate of Parents** through strategies focused directly on multiple forms of contact and communication regarding the importance of such participation to provide rich, meaningful data for School Improvement
- Continued strong results in the four (4) areas highlighted in this School Development Plan from last year's results: very low (**less than one percent**) Drop Out rate; above the provincial average (**greater than 80% versus 76%**) for High School Completion Rate (3 years); above the provincial average (**greater than 70% versus 55%**) of students writing four (4) or more Diploma Examinations; and greater than the provincial average (**greater than 70% versus 60%**) for students qualifying for Rutherford Scholarships.
- Continued improvement in the perception and responses of students, parents and staff that Robert Thirsk High school is a safe, caring and inclusive school
- Continued improvement in the wellbeing, personalized connected learning for all students who thrive, participate, perform and achieve in meaningful ways.

\*Alberta Education Requirements

\*\*A hard copy of the October 2016 Annual Education Results Report for school name. School is available at the school.

## our school

As the student population becomes increasingly diverse and complex, the learning supports, particularly through adults working at Robert Thirsk High School has changed requiring us to know our students better as people and as learners, as well as to work together, collaboratively such that best practice becomes the daily practice to better support student learning and success.

The measures identified within the Instructional and Achievement Goals are quantifiable. Other more qualitative measures, albeit with quantitative links (Tell Them From Me survey, Accountability Pillars) will be examined to suss out: perceptions of satisfaction with the school, learning and personal achievement of goals; feelings of safety, security and well-being; and suggestions for improving our learning and work environments. In addition, the work being done through our W Project (stress reduction, healthy eating choices, attention to mental health concerns and supports, the aesthetics of the school and healthiness of school culture) will be assessed through the collection of additional survey data, focus groups, student actions and plans through Comet Core, Connect and the other formal and informal forms of personal, often anecdotal feedback.

### **Class Size**

For a detailed report on the school and CBE average class sizes go to:

<http://www.cbe.ab.ca/FormsManuals/Class-Size-Survey-Jurisdiction-Report.pdf>

### **School Fees**

For a detailed report of school fees and expenditures visit our school website at:

<http://schools.cbe.ab.ca/b880> or contact the school directly.

### **School Council Involvement**

The School Council at Robert Thirsk High School is very active, supportive and seeks to constantly involve more parents in the life, supports and understanding the learning environment of their child(ren). To these ends, School Council has been and continues to be involved in: communication and promotion of school activities; obtaining grants and funding resources for school initiated projects, particularly those lead by students; providing learning opportunities for parents of Robert Thirsk High School students, feeder school parents and the community at large; enhancing the existing highly positive relationships between school staff, parents and students, and; involving as many perspectives, individuals and points of view to foster a truly inclusive dynamic, vibrant and great school for all students, parents, staff and community members.