

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

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

Alberta Education Outcomes

- Alberta's students are successful.
- The achievement gap between First Nations, Métis and Inuit students 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.

Highlights

- Mathematical literacy and competencies linked to all curricula will receive intentional attention from students, resulting in greater student development of learning skills and involvement in decision making and student success
- Student enrollment and participation in the highest level of courses in English Language Arts, Social Studies, Mathematics and all four (4) Sciences continues to increase and exceed participation rates for Alberta.

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introduction

As part of the accountability system, Alberta Education requires schools to prepare a report of the school's results each year and share these results with their school community.

This report includes results relative to the achievement targets set in the 2015-16 School Development Plan, the school's Accountability Pillar results, and provincial testing results.

school council involvement

Robert Thirsk High School's School Council engages in monthly discussions with and about school results, diploma examinations and fees. As such, the ideas, suggestions and questions for the School Council have been incorporated into the ongoing process of this year's School Development Plan.

school development plan highlights

Achievement Goal

Based on our results, we have targeted the following areas for improvement in our School Development Plan 2017-18:

Achievement Goal

- Students will increase their skills in mathematical competencies.

Achievement Targets

The targets we set for the goal stated above are:

- Increased student success rates (final marks) in Mathematics Ten (as a percentage) in Basic, Adequate, Skilled and Exemplary June 2018 versus June 2017 such that the percentage of students in each category increases by one percent
- Ninety-eight percent (419 students) in grade ten successfully complete Mathematics Ten C (class size equals 429 students)

A detailed copy¹ of our 2017-18 School Development Plan is on our school webpage at <http://schools.cbe.ab.ca/b880> under the About Us > Our School tab.

¹ A printed copy of the school's 2017-18 School Development Plan is also available in the Main Office

student results

Reporting on Achievement Targets

- Increased student success rates (final marks) in Mathematics Ten (as a percentage) in Basic, Adequate, Competent, Skilled and Exemplary June 2018 versus June 2017 such that the percentage of students in each category increases by one percent
- Previous year's result: Basic – 21.4%; Adequate – 18.3%; Competent - 14.5%; Skilled – 12.9%; Exemplary – 16.7%. Students taking Mathematics 10-3 – 8.3%; Students Not Meeting – 7.9%
- Current year result: **Basic – 23.5%**; *Adequate – 15.0%*; **Competent – 16.0%**; *Skilled – 13.1%*; **Exemplary – 18.7%**. *Students taking Mathematics 10-3 – 7.8%*; **Students Not Meeting – 5.9%**
- This target was met as **bolded** above, not met in *italics*
- Factors that contributed to changes in results: a concentrated effort by staff and students to make mathematical literacy and success an overt aspect of curricular planning and assessment, additional time spent in direct supports to learners encountering difficulties and multiple reassessment opportunities.

- Ninety-eight percent (419 students) in grade ten successfully complete Mathematics Ten C (class size equals 429 students)
- Previous year's result: 83.8%
- Current year result: 86.3 %
- This target was not met
- Factors that contributed to changes in results: Change in the total student class size (374 versus projected 429 students) did not alter the unmet target. Students did choose Mathematics 10 – 3 (7.8% or twenty-nine students) and the target was unrealistically high given the trend since 2013 – 2014 of a similar number and percent taking Mathematics 10 – 3. The number of students Not Meeting (failing) Mathematics Ten C was twenty-two or 5.9% of the 374 student class size.

Alberta Education Accountability Pillar² Results

The Accountability Pillar evaluates school improvement by comparing the current year result with the school's previous three-year average for each measure, using a statistical test to determine the extent of change. More information can be found on [Alberta Education's Accountability Pillar](#) page.

- Summary chart and discussion follows

² A printed copy of the school's October 2017 Accountability Pillar is available in the Main Office.

| Measure Category | 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 | Safe and Caring | 83.4 | 89.2 | 86.7 | 89.0 | 89.5 | 89.4 | Intermediate | Declined | Issue |
| | Program of Studies | 82.0 | 81.4 | 83.2 | 81.8 | 81.9 | 81.7 | Very High | Maintained | Excellent |
| Student Learning Opportunities | Education Quality | 83.2 | 81.9 | 81.9 | 90.0 | 90.1 | 89.9 | Low | Maintained | Issue |
| | Drop Out Rate | 1.8 | 1.5 | 0.9 | 2.3 | 3.0 | 3.3 | Very High | Declined | Good |
| | High School Completion Rate (3 yr) | 86.9 | 83.0 | 82.8 | 78.0 | 78.0 | 77.0 | Very High | Improved | Excellent |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | n/a | n/a | n/a | 73.6 | 73.4 | 73.3 | n/a | n/a | n/a |
| | PAT: Excellence | n/a | n/a | n/a | 19.9 | 19.5 | 19.2 | n/a | n/a | n/a |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | 78.7 | 78.0 | 79.3 | 83.7 | 83.0 | 83.0 | Intermediate | Maintained | Acceptable |
| | Diploma: Excellence | 20.7 | 20.5 | 20.2 | 24.2 | 22.2 | 21.7 | High | Maintained | Good |
| | Diploma Exam Participation Rate (+ Exams) | 72.4 | 70.8 | 71.8 | 55.7 | 54.9 | 54.7 | Very High | Maintained | Excellent |
| Preparation for Lifelong Learning, World of Work, Citizenship | Rutherford Scholarship Eligibility Rate | 77.2 | 73.0 | 72.3 | 63.4 | 62.3 | 61.5 | n/a | Improved | n/a |
| | Transition Rate (3 yr) | † | † | n/a | 58.7 | 57.9 | 59.0 | † | † | † |
| | Work Preparation | 74.5 | 70.2 | 67.4 | 82.4 | 82.7 | 82.4 | Intermediate | Improved | Good |
| Parental Involvement | Citizenship | 71.3 | 76.0 | 76.8 | 83.0 | 83.7 | 83.7 | Low | Declined | Issue |
| | Parental Involvement | 72.8 | 71.8 | 72.4 | 81.2 | 81.2 | 81.0 | Low | Maintained | Issue |
| Continuous Improvement | School Improvement | 72.4 | 72.4 | 71.4 | 80.3 | 81.4 | 80.7 | Intermediate | Maintained | Acceptable |

- Improvements
 - High School Completion Rate (3 year) up from 83.0% to 86.9%
 - Rutherford Scholarship Eligibility up from 73.0% to 77.2%
 - Work Preparation up from 70.2% to 77.2%
 - The aforementioned areas of improvement are strongly linked to our focus on undertaking initiatives and actions designed to support academic supports, work place and post-secondary dual credit experiences while learners are in high school as well as the ongoing reassessments such that grades reflect growth and attainment
- Declines
 - Safe and Caring (from 89.2 % to 83.4%)
 - Citizenship (from 76.0% to 71.3%)
 - Drop Out Rate (from 1.5 % to 1.6%)
 - The concerns and issues are linked to nonspecific and unanticipated cyber threats to the school during the school year and the resulting negative impacts upon the sense of well-being and safety of our school and school community
 - The slight increase in dropout rates has and will continue to receive additional attention from our graduation coaches and Student Success Centre

| 2016-17 | (%) Acceptable | (%) Excellence |
|-------------------------------|---------------------------|---------------------------|
| Biology 30 | 97.5 | 39.1 |
| Chemistry 30 | 93.7 | 48.9 |
| English Language Arts 30-1 | 98.8 | 20.1 |
| English Language Arts 30-2 | 90.7 | 6.3 |
| Mathematics 30-1 | 93.2 | 37.2 |
| Mathematics 30-2 | 83.7 | 12.0 |
| Physics 30 | 94.9 | 51.6 |
| Science 30 | 94.6 | 33.5 |
| Social Studies 30-1 | 98.4 | 17.8 |
| Social Studies 30-2 | 97.8 | 18.1 |

Note: As the first Robert Thirsk High School diploma writing group of students occurred in 2015, there is the beginnings of a three year or greater history of results for diploma examination writing. Thus the comparisons are for a three (3) year period only and are of limited analytic value until 2020 and beyond.

- **Successes**
 - Increasingly strong results in Sciences (Biology, Chemistry, Physics and Science 30) and Mathematics 30 – 1 meeting or exceeding the provincial results in both Standard of Excellence and Acceptable Standard.
- **Areas for Improvement**
 - The results in English Language Arts 30 -1 & 30 - 2, Mathematics 30 – 2 and Social Studies 30 – 1 & 30 – 2 all show improvement at the school level and diploma examination results, while gaps remain (albeit at a stable level) between provincial and school results, varying by year and examination for Excellence and Acceptable Standards.

³ For a complete report of CBE and provincial results visit the CBE webpage at <http://www.cbe.ab.ca/about-us/provincial-tests-and-reports/Pages/default.aspx>

- Participation Rates

| Course | 2015-16 | | 2016-17 | | 2017 - 18 | |
|---------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | School | Province | School | Province | School | Province |
| ELA 30-1 | 73.0 | 53.2 | 70.7 | 53.9 | 76.1 | 55.0 |
| ELA 30-2 | 23.5 | 28.7 | 15.6 | 28.7 | 16.8 | 28.8 |
| Biology 30 | 53.4 | 40.6 | 53.0 | 40.7 | 55.9 | 41.7 |
| Chemistry 30 | 40.6 | 35.7 | 47.0 | 35.5 | 44.8 | 35.1 |
| Mathematics 30-1 | 54.1 | 37.1 | 51.2 | 36.4 | 50.7 | 35.5 |
| Mathematics 30-2 | 22.1 | 22.4 | 24.2 | 23.6 | 28.4 | 25.1 |
| Physics 30 | 25.3 | 19.9 | 23.6 | 19.3 | 20.6 | 18.6 |
| Science 30 | 24.2 | 14.1 | 22.1 | 15.7 | 21.1 | 16.9 |
| Social Studies 30-1 | 58.7 | 43.5 | 60.3 | 45.1 | 61.8 | 44.9 |
| Social Studies 30-2 | 34.2 | 36.7 | 24.4 | 35.8 | 225.8 | 36.4 |

Note: Participation rates for Robert Thirsk High School significantly exceed those of the province for all courses at the highest level in English, Mathematics, Social Studies as well as all Sciences. Students are encouraged and able to take the most challenging courses. IN addition, our students exceed the percentage of Alberta students writing 1, 2, 3, 4, 5 6 or more diploma examinations in particular for those writing 4 or more diploma examinations per school year.

assessment results visit our school webpage at <http://schools.cbe.ab.ca/b880> . The report can be found under the About Us > Our School tab.

achievement goals and targets for 2018 - 19

Based on our results, we have targeted the following areas for improvement in our School Development Plan 2018 - 19:

Achievement Goals

For 2018 - 19 our school's goals are:

Students' school based performance will be maintained when entering into conditions of higher perceived risk and novel conditions, including yet not limited to: performance on diploma examinations by students demonstrating skilled and exemplary performance in school assessments; students maintaining exemplary performance from school based to diploma performance in all disciplines; and students transitioning from grade ten courses to higher level courses throughout their high school career and maintaining or improving their level of achievement and success.

Achievement Targets

The targets we set for the goals stated above is/are:

- While the explicitly expressed range of variation between school earned (awarded) and diploma examination marks is expected to be 5 – 8%, we will use the examination specific provincial range to be within 2% on an individual examination range of

differences, paralleling the ranges experienced by Alberta students writing diploma examinations.

A detailed copy⁴ of our 2018-19 School Development Plan is on our school webpage at <http://schools.cbe.ab.ca/b880> under the About Us > Our School tab.

our school

As the student population becomes increasingly diverse and complex, the learning supports, particularly through adults working at Robert Thirsk High School have 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 both quantifiable and intangible. Supporting our students as they develop greater range and depth of skills in successfully achieving in higher risk and novel situations are academic, personal emotional and social in nature. Other more qualitative measures, albeit with quantitative links (e.g., 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 Trauma Informed Practice (TIP) in conjunction with Bowness High School and the Calgary Board of Education Mental Health Team, and the 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.

other reports

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 Fees⁵

The detailed Report to Parents/Guardians on Fees 2017 -18 is on our school webpage at <http://schools.cbe.ab.ca/880> under the Registration > Fee tab.

⁴ A printed copy of the school's 2017-18 School Development Plan is also available in the Main Office

⁵ A printed copy of the school's 2016-17 Report to Parents/Guardians on School Fees is also available in the Main Office.