

Chinook High School



2020/21 Annual Education Results Report

Learners in our community will know their why, aim for growth and take ownership in all they do

Every decision we make is for the academic, social, emotional, physical and spiritual growth of students



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Accountability Pillar Results

Assurance Domain	Measure	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
Student Growth and Achievement	Student Learning Engagement	77.0	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	69.7	73.9	71.6	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	81.4	84.0	80.3	83.4	80.3	79.6	Intermediate	Maintained	Acceptable
	5-year High School Completion	90.2	82.8	86.5	86.2	85.3	84.8	High	Improved	Good
	PAT: Acceptable	n/a	n/a	68.7	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	18.3	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	80.1	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	15.8	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	77.7	82.3	82.0	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environ-	79.6	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	75.5	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	72.7	71.6	70.0	79.5	81.8	81.4	n/a	n/a	n/a

Highlights

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- Both 3 and year graduation rates have either maintained or improved
- School FNMI graduation rates remain significantly higher than both provincial and division results

Challenges to Address

Challenges

- Re-connecting students to community of learning in improved but ongoing pandemic conditions and re-inforcing quality of education and connection to school
- Continue to improve indigenous student engagement and graduation rates (still low)
- Improve parent engagement in school

Lethbridge School Division Priority: Achievement

OUTCOMES:

- Students achieve student learning outcomes with strong foundational skills in literacy and numeracy.
- Teachers possess a deep understanding of pedagogy that develops literacy and numeracy.
- Students are lifelong learners possessing the skills and attributes to successfully transition within the system and to further education, credentialing or the world of work.
- Indigenous student achievement relative to provincial standards will improve.
- School administrators are highly skilled in all areas of the School Leader Quality Standard.
- Teachers are highly skilled in all areas of the Teaching Quality Standard.
- Support staff possess the knowledge, skills and attributes to support student success and create optimal learning environments.
- Effective learning and teaching is achieved through collaborative leadership and structures that build capacity to improve within and across schools.
- A comprehensive wellness approach promotes well-being and fosters learning.
- The education system demonstrates collaboration and engagement to further Division priorities.
- Effective management of growth and capacity building to support learning spaces and the provision of programs.

Performance Measures

1. Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	233	77.0
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41	72.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	138	64.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54	94.3

Evaluation

- Introduce Math 15 bridging course to address gaps that make transition to math 10 C difficult
- Continue and refine grade 9 creative design course for all grade 9 students - focuses on learning and how to engage with learning in different ways
- Continue with inquiry based PL for teachers much of which focuses on pedagogy and engagement

Lethbridge School Division Priority: Achievement (continued)

Performance Measures

2. High School Completion Rate: The percentage of students who completed high school within three, four and five years of entering Grade 10.

	School										Measure Evaluation		
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
3 Year Completion	253	81.8	232	73.8	262	83.0	260	84.0	295	81.4	Intermediate	Maintained	Acceptable
4 Year Completion	247	85.3	253	87.9	230	80.1	260	88.1	259	89.7	High	Improved	Good
5 Year Completion	229	86.4	246	87.3	253	89.4	230	82.8	260	90.2	High	Improved	Good

Evaluation

- 2nd year working with indigenous grad coach program aimed at student , particularly indigenous student engagement and completion
- Continue to evolve measures such as flexible program delivery and course recovery to accommodate students who don't work well in traditional classrooms or require more time to show mastery of course outcomes
- Work with teacher advisors to improve knowledge and access to programs to assist them with student graduation advising and course progress

3. Education Quality

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	861	86.4	247	80.0	261	83.6	254	82.3	233	77.7
Parent	31	86.6	38	69.9	39	74.3	42	73.7	41	70.7
Student	790	77.8	182	79.9	177	80.6	195	78.2	138	71.2
Teacher	40	95.0	27	90.1	45	95.9	17	95.1	54	91.3

Evaluation

- Return to 4 block with flex class (changed to 2 block in previous year to accommodate pandemic protocol) structure
- Continue to evaluate blended pedagogical methods introduced through pandemic and incorporate best of those in classroom practice

Lethbridge School Division Priority: Inclusion

OUTCOMES:

- Schools are welcoming, caring, respectful and safe learning environments.
- Schools are inclusive learning environments where all students are able to grow as learners.

Performance Measures

Students are safe at school, learning about the importance of caring and respect for others, and are treated fairly at school
Improvement on the continuum of the Indicators of Inclusive Schools.

1. Access to Supports and Services

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	233	75.5
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41	68.3
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	138	63.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54	94.7

Evaluation

- LST—work in classrooms supporting students/teachers there
- Review, refine and evolve pattern and LST meeting processes
- Pilot of evening mathematics support teacher position
- Workshops to assist teachers with ISPs as living documents of support for any student
- Increased staff in ELL support
- Increased collaborative presence of LST's with classroom teachers
- Increased parent involvement in ISP /Learning support processes

Performance Measures

2. Welcoming, Caring, Respectful and Safe Learning Environments: The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	232	79.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41	75.5
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	72.0
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54	91.2

Evaluation

- Student centered community activities school wide where/when possible and in individual classrooms (e.g. start up activities, TRC activities, blend of virtual/live cocurricular/extracurricular activities)
- Staff PL Focus on oppression/bias mechanisms which set up barriers to learning/community connection
- Thinking symposium with students and community on mechanism of addressing issues in school |community

3. Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	70	78.2	65	63.9	84	74.5	59	71.6	95	72.7
Parent	31	67.7	38	48.7	39	65.2	42	59.8	41	67.2
Teacher	39	88.6	27	79.1	45	83.9	17	83.3	54	78.1

Evaluation

- Parent information sessions about access to post secondary/work world
- Community/parent workshops connecting to chinook and community issues/resources
- Work with school council to increase involvement

Lethbridge School Division Priority: Innovation

OUTCOMES:

- Learners (students, staff, parents) demonstrate the attributes of innovation, creativity and critical thinking in a concept-based learning environment.
- Breadth of program choice in flexible delivery structures provide opportunities for students to explore and grow as learners.
- All learners (students, staff, parents) use technology effectively as creative and critical thinkers capable of accessing, sharing and creating knowledge.

Performance Measures

1. Citizenship: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	856	77.8	247	69.2	261	71.7	253	73.9	233	69.7
Parent	31	76.1	38	57.2	39	61.8	42	63.6	41	61.3
Student	785	64.8	182	65.3	177	66.1	194	63.8	138	59.8
Teacher	40	92.4	27	85.2	45	87.1	17	94.1	54	87.9

Evaluation

- Expanded leadership class role in school activities from previous restrictions
- Continuation of Coyote Character awards for students

2. Lifelong Learning: Percentage of teachers, parents and students who are satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	71	82.4	65	64.0	84	70.7	58	79.0	95	74.0
Parent	31	83.9	38	48.7	39	55.8	41	61.0	41	57.3
Teacher	40	81.0	27	79.2	45	85.6	17	97.0	54	90.7

Evaluation

- Continuation of dual credit classes with university
- Continuation on of grade 9 creative design class which focuses on learning methodologies
- Re-introduce and promote club participation