



New Heights

school & learning services

Annual Education Results Report 2020/2021

Published November 30th, 2021

Message from the Board Chair: November 2021

Determined, focused, resilient; these words describe 2020/2021 for New Heights. The first year in our new space was marked by further renovations as we expanded the physical resources needed to support our program. Along with an auditorium, a library/makerspace, and a life skills room, we added an additional high school classroom and anticipate adding an additional elementary classroom next year. Determination and focus on our long term goals have been key in making this happen. This growth in both programming options and students is exciting and it has been good to see the building take shape and become ours.

The larger story however remains COVID-19 and the obstacles it has presented. The pandemic restrictions, which have led to working in smaller groups and limited community involvement, have continued to push us to find creative ways to deliver our practical programming. As always, the staff, students, and families of New Heights have done a remarkable job at adapting to ever changing realities. The pandemic has brought to light many challenges within our society. Isolation, on-going stress, and uncertainty have taken a toll on all of us. For the New Heights community resiliency has become a necessity. I would like to thank all of those who contribute so much to creating a great place for our students to grow and learn.

Thank you,



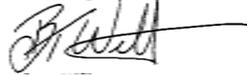
Dr. Gary Lepine
Chairman of the Board

Accountability Statement

The Annual Education Results Report for New Heights School & Learning Services for the 2020/2021 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2020/2021 was approved by the Board on November 25th, 2021.



Gary Lepine
Chairman of the Board



Brent Williams
Executive Director

A Profile of New Heights School and Learning Services

OUR VISION: A community dedicated to pioneering a bright future for individuals on the autism spectrum to live independent, confident, and purposeful lives.

OUR MISSION: Preparing our kids for the community, and the community for our kids.

We opened our doors in 1999 to 12 students in our preschool and early intervention programs. We started with the simple goal of giving families a safe, friendly community to support their needs and build their family capacity. We expanded into our school programs in 2006.

Motivated by families who believed there could be more for their children, we grew to offer programming that ranges from preschool to early adulthood. In 2018, the New Heights Board secured our new school building in our current neighbourhood of Currie, and moved us in over the summer of 2020. There were a number of renovations that occurred over the summer and have continued through this year to prepare the space for our programming. We have a timeline of future renovations over the next few years to bring the building to our ideal space for programming.

Our goal is, and always has been, to equip each student with the skills they need to engage in and contribute to the community around them. At New Heights, our students develop strong interpersonal relationships so they can live confident and purposeful lives.

New Heights is a Designated Special Education Private School (DSEPS) reaching students ages 3 to 20, and is equipped to offer education using the Alberta Program of Studies from Kindergarten through Grade 12. Curriculum material is differentiated for each student through their Individualized Program Plan. We focus on our students' strengths and educational needs to help them become confident, productive, and responsible citizens.

We are relentlessly committed to creating a welcoming environment that focuses on the individual needs and goals of each student. Our small class sizes ensure students receive ample time and attention from their teachers, therapists, and peers. In addition to classroom teachers and educational assistants, our diverse team includes: Speech Language Pathologists, Occupational Therapists, and Psychologists, onsite throughout the week strengthening our classrooms through their knowledge, expertise, and practical support. As well, a Music Instructor, Educational Technologist, and Employment Coordinator work with the students and teachers, and a Family School Liaison Counselor works with our families.

In addition to the School, New Heights also has a Home & Community Support program for preschool aged children and their families, a Transition to Adulthood program for young adults with ASD who are graduating from or are alumni of New Heights School, and an Employment Program for our high school students to obtain and maintain part time employment in the city as they are completing high school.

DSEPS (Designated Special Education Private School) Overview

The New Heights program consists of children, youth, and young adults who are on the Autism Spectrum or have significant severe delays involving language, social interaction and/or communication. The New Heights model is play-based and utilizes the strengths and interests of the student to address goals set out in their Individualized Program Plan.

- Classes include a ratio of eleven students (maximum) with one teacher and one educational assistant
- Speech Language Pathologists, Occupational Therapists, a Family School Liaison Counselor, an Employment Coordinator, and Educational Technologist and Psychologists are onsite and in the classrooms.
- Social Communication, Emotional Regulation, Transactional Supports, and Adaptive and Executive Functioning are directly targeted, as well as academic and fine and gross motor skills as appropriate.
- Visual schedules, visual aids, and/or written words enhance participation and understanding.
- Work systems (e.g. independent work stations that visually specify what and how much work is to be done), as well as task organization (i.e. information on the sequence of steps within a task) assist in developing organizational and independent work skills.
- Students are provided with clear, predictable expectations and organizational supports to help with their organization of time, physical space and materials. Strategies for problem solving, self-regulation, cooperation and the development of emotional, behavioural and social skills are also taught.

Summary of the 2020.2021 School Year

The 2020.2021 school year was our fifteenth year of school operation, our thirteenth year as an accredited funded private school, and our twenty-second year as an ECS/Early Intervention Program. The beginning of the year was full of anticipation as we amped up planning and preparations for our students to join us at our new home in Bessborough Hall, after 6 months of remote learning at home. The first months were shaped by establishing and learning the routines to enhance safety as we navigated how to be in-person together during a worldwide pandemic.

Our new building was a highlight of the 2020.2021 school year, and we were excited to grow again, adding two new classrooms for our expanding student body. Our new building allows for growth; both of our student body and of our programming. With the building and the renovations on track with their plans, the New Heights Board of Directors is revisiting their strategic plan for the Society, and building capacity and process as we look to the future, continuing to meet the needs of the Calgary community, keeping in mind appropriate and responsible growth.

As a Designated Special Education Private school, we considered ourselves fortunate to continue working with our students in-person, even when the province shifted other schools to online and at-home. The consistency and sense of normalcy of being in-person in such uncertain times was beneficial, even when we felt anxious about the looming COVID-19 pandemic around us.

The innovation and creativity of our staff was inspiring as we learned how to be together and navigate the restrictions. New Heights continued with whole school activities in a virtual or rotating context, including our Science Fair, Talent Show, Halloween parade, and Outdoor Education days. Assemblies were also continued virtually, and a great connecting point for students and staff alike.

We honored our 4 graduates in the class of 2021 in a virtual ceremony, and small cohorted micro-ceremonies where we gathered footage to share with the wider school community. In 2021 we had two students complete their diplomas, one student complete their certificate of achievement, and one student complete their certificate of completion.

We continued to focus on the trends of our population as they transition out of high school and into adulthood. Recognizing the significant gap in services and supports that exists for our emerging adults, in June 2017 we started a pilot project: The Transition to Adulthood program. This program addresses 5 key areas that have been identified as potential barriers to our students' success: Employment, Independent Living, Post-Secondary Transitions, Social Environments, and Self Advocacy. The program is driven by the goals of the emerging adults, and is currently available to New Heights' students in their last year of high school or who have recently graduated. The goal of the branch is to work with the emerging adults to effectively bridge the gap from daily school routine and expectations to contributing interdependently in the Calgary community.

Also, in this area of transitioning to adulthood, we have maintained our emphasis on building employment skills in the school program. The research shows that regardless of their education, many individuals with ASD are not finding and holding jobs after they leave their formal education. Teaching workplace readiness skills is important in our program. This was also our sixth full year of our Employment Program. The purpose of the Employment Program is to enhance the authentic learning of our high school students; building independence and work skills through extra-curricular and part time employment. The project continues to show evidence that the skills learned through participation in the workforce directly impacted the confidence and learning of the students in the classroom. The project has also helped to raise awareness of the positive contributions our student population has to offer the working world. To effectively implement the project and build consistency, as well as directly focus on our population on the autism spectrum, New Heights transitioned this program in-house by hiring our own Employment Coordinator in the Fall of 2019. Following an incredible initial momentum, the shift in employment due to the province and city initial COVID-19 response took the wind out of our sails. Though jobs were lost due to businesses shutting down, our Coordinator has continued to work with students remotely and in the classroom environment, building skills and practicing for interviews. By the summer, students were back in the community seeking and landing part time jobs, though momentum has been slow to pick up due to the uncertainty of the pandemic.

We continue to be amazed by the support and collaboration of our staff, administration, parents, and students. New Heights is a truly unique community that offers a valuable program for our students as they learn the skills, supports and strategies they need to be effective and successful in their school and community.

Spring 2021 Required and Supplemental Alberta Education Assurance Measures – Overall Summary

Measure Category	Measure	New Heights School & L.S.S			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	96.2	n/a	n/a	85.6	n/a	n/a	Very High	n/a	n/a
	Citizenship	97.2	97.0	97.5	83.2	83.3	83.0	Very High	Maintained	Excellent
	3-year High School Completion	40.3	*	18.3	83.4	80.3	79.6	Very Low	Maintained	Concern
	5-year High School Completion	*	49.5	64.3	86.2	85.3	84.8	*	*	*
	PAT: Acceptable	n/a	n/a	14.1	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	1.4	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	4.0	3.7	1.2	2.6	2.7	2.6	High	Maintained	Good
	Transition Rate (6 yr)	0.0	17.6	8.8	60.0	60.3	59.5	Very Low	Maintained	Concern
Teaching and Leading	Work Preparation	96.7	100.0	97.0	85.7	84.1	83.2	Very High	Maintained	Excellent
	Education Quality	97.2	96.6	97.7	89.6	90.3	90.2	Very High	Maintained	Excellent
	Program of Studies	91.7	94.0	92.7	81.9	82.4	82.1	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	98.6	n/a	n/a	87.8	n/a	n/a	Very High	n/a	n/a
	Access to Supports and Services	99.4	n/a	n/a	82.6	n/a	n/a	Very High	n/a	n/a
	Safe and Caring	99.1	99.2	99.2	90.0	89.4	89.1	Very High	Maintained	Excellent
Governance	Parental Involvement	93.0	98.1	98.1	79.5	81.8	81.4	Very High	Maintained	Excellent
	School Improvement	96.4	94.1	89.9	85.7	84.1	83.2	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time for the province.
4. Participation in the 2019-20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
5. 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.

Spring 2021 Required and Supplemental Alberta Education Assurance Measures – First Nations, Métis and Inuit Summary

Measure Category	Measure	New Heights School & L.S.S (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	62.0	55.9	55.6	n/a	n/a	n/a
	High School Completion Rate (5 yr)	n/a	n/a	n/a	68.1	65.0	63.4	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	77.1	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	11.2	n/a	n/a	n/a	
Teaching and Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time for the province.
4. Participation in the 2019-20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
5. 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e., lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g., 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Domain One: Student Growth and Achievement

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	0.0	13.9	14.3	n/a	n/a	15.0	n/a	n/a	n/a	15.0	20.0	20.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	0.0	2.8	0.0	n/a	n/a	0.0	n/a	n/a	n/a	0.0	0.0	0.0

Local Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
Percentage of students on a modified program who achieved growth of at least one grade level on reading assessments over 3 years (overall cohort results Gr 3, 6, 9)	n/a	n/a	n/a	n/a	*	80.0	n/a	n/a	n/a	80.0	85.0	90.0
Percentage of students on a modified program who achieved growth of at least one grade level on math assessments over three years (overall cohort results Gr 3, 6, 9)	n/a	n/a	n/a	n/a	*	80.0	n/a	n/a	n/a	80.0	85.0	90.0
Percentage of students on an adapted program who achieved growth of at least three grade levels on reading assessments over 3 years (overall cohort results Gr 3, 6, 9)	n/a	n/a	n/a	n/a	83.3	80.0	n/a	n/a	n/a	80.0	85.0	90.0
Percentage of students on an adapted program who achieved growth of at least three grade levels on math assessments over 3 years (overall cohort results Gr 3, 6, 9)	n/a	n/a	n/a	n/a	*	80.0	n/a	n/a	n/a	80.0	85.0	90.0

Comment on Results

When students come to New Heights, they are generally significantly behind in reading, math, and/or written language skills, which have an impact on their ability to succeed in their academic subjects. Many students experience an academic lag of at least two or more years. Programming to improve basic skills is our focus. Making up academic lags is not immediate, and for some students is a lengthy process. While students often begin to reach their academic potential due to individualized teaching and a safe, structured learning environment, it is unrealistic to expect children with learning challenges to progress multiple grades in a year to catch up to the cohort of peers in the age group and succeed in achievement tests. In addition, many students at New Heights are exempt from writing the Grade 6 or 9 achievement tests, due to issues such as anxiety, frustration, and/or ability.

All students who meet the criteria and possess the skills necessary to participate in Provincial Achievement Tests do so. For the 2019-2020 school year, Alberta Education did not administer achievement tests because of the remote learning period due to the COVID-19 pandemic. New Heights also did not participate in the 2020-2021 achievement tests due to the transition from remote learning after 6 months and adjusting to in-person classes during the COVID-19 pandemic.

As a measure of our student's academic success moving forward, taking into consideration learning challenges and academic lag, New Heights is administering reading inventories and comprehensive academic testing to track the progress of our students in literacy and in math at their individual level. These tests are administered during the first year students transition to New Heights, as well as across the Grade 3 student cohort, Grade 6 student cohort, and Grade 9 student cohort as a tool to measure academic progress, and to inform instructional development for continued success for individual students in the classroom. This assessment process started during the 2020-2021 school year. Caution should be taken when interpreting these results over time due to the impacts of the COVID-19 pandemic.

Note:

Participation in Achievement Tests—All students who meet the criteria and possess the skills necessary to participate will do so. A decision will be made on an individual basis through a collaborative process involving teachers, parents, and psychologists as to the suitability of a particular student's participation in achievement testing.
Cohorts--Setting a group target for a student population comprised of students with variable and individual remedial needs and whose starting skills vary dramatically year over year is a challenge. We would expect to see considerable variability over time in our performance data.

Connection to the New Heights Education Plan:

The results reported from this Domain have informed the Key Priority area for New Heights: **Student Success and Transition**. The strategies from our Education Plan that target progress in this area include:

- Develop and implement student specific strategies to regulate emotions (match our energy to the context) to increase students' capacity to be available for learning; as well as, focus on tools and strategies to promote executive functioning skills, especially in the areas of planning, memory retention, persistence, task initiation, and organization (ongoing staff development focuses).
- Continue to grow staff knowledge, skill and confidence in the use of communication and information technology in the classroom environment by having an Educational Technologist on staff and in the classrooms for consultation and staff development. Integration of technology in the classroom positively promotes executive functioning skills and literacy for our students, better preparing our students for the community.
- Continue to implement a more structured routine of when assessment of the Gr 3, 6, and 9 cohort in reading and math will occur, moving into the second year of evidence gathering through this method for New Heights.
- Research and develop a literacy and numeracy program plan, focusing on communication and interaction for our students with ASD. Set a plan for research and development in 2021-2022, teacher training and piloting in 2022-2023, with a plan for full implementation K-12 in 2023-2024.

For more information about outcomes, measures, evaluation and strategies to target progress in this Domain, please see the [New Heights Education Plan](#).

See Appendix B for supporting Timelines and Communication evidence.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time for the province.
4. 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

Domain One: Student Growth and Achievement (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	20.0	25.0	30.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	0.0	0.0	0.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	*	18.0	*	*	40.3	15.0	Very Low	Maintained	Concern	15.0	15.0	15.0
Percentage of students who completed high school within four years of entering Grade 10.	59.0	68.8	51.5	*	*	50.0	*	*	*	50.0	50.0	50.0
Percentage of students who completed high school within five years of entering Grade 10.	n/a	57.0	85.9	49.2	*	85.0	*	*	*	85.0	85.0	85.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	0.0	*	0.0	n/a	n/a	n/a	n/a	n/a	0.0	0.0	0.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	0.0	3.7	4.0	0.0	High	Maintained	Good	0.0	0.0	0.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	n/a	0.0	17.6	0.0	20.0	Very Low	Maintained	Issue	25.0	25.0	30.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	*	16.7	*	*	0.0	*	*	*	0.0	0.0	0.0

Local Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
Overall percentage of New Heights alumni who are actively involved or pursuing growth in Education, Employment, Social Groups, and Independent Living, and Health & Wellbeing.	n/a	85.7	100.0	80.0	80.0	80.0	High	Maintained	Good	80.0	85.0	90.0
Percentage of Grade 12 students participating in the New Heights T2A program.	n/a	100.0	100.0	80.0	100.0	80.0	Very High	Maintained	Excellent	80.0	80.0	80.0
Percentage of alumni successfully transitioned to other Calgary area programming within three years of participating with T2A.	n/a	n/a	n/a	n/a	100.0	80.0	n/a	n/a	n/a	80.0	85.0	90.0

Comment on Results
 It is our goal at New Heights to offer programming for our students that will provide the supports and strategies to allow students to reach their potential. Students who may not have completed their high school education in the standard three years do have the opportunity to continue in the school in order to meet their requirements. The measures included in the chart show that most students enrolled at New Heights stay in high school for more than three years to complete their requirements.

During the 2020.2021 school year, New Heights had four graduates: two graduates who achieved their Diploma, one graduate who achieved their Certificate of Achievement, and one graduate who completed their Certificate of Completion. In 2021-2022 we are projecting ten students completing their high school programs.

It is not the expectation of the parents and teachers at New Heights that our students will necessarily transition to post-secondary education right away. Some of our students may do so; others may enter the workforce, learn a trade, and/or continue to build on their strengths and interests. The goal for our students is that they are able to live as independently as possible and use their strengths to contribute to the world around them.

Of our 2020-2021 graduates, one applied to or enrolled in full time or part time post-secondary institution. Two of our graduates had secured employment following graduation. Two of the four graduates are still connected to the New Heights Transition to Adulthood (T2A) program. The COVID-19 pandemic did have an impact on the ability of our graduates to take part in activities with T2A during the 2020-2021 school year, as well as connect to other resources in Calgary during their grade 12 year and following, due to many agencies, programs, and activities being closed or on pause.

Of our 2019-2020 graduates, four applied to or enrolled in full time or part time post-secondary institutions. Two of our graduates had secured employment by graduation, but were interrupted by the COVID-19 lockdown period in Calgary. Four of the five graduates are active participants in the New Heights T2A program.

The New Heights T2A program started during the 2017-2018 school year, providing more frequent communication with our alumni, as well as increased support and mentorship for our graduates during their young adult years. The branch targets the 5 areas of: Employment, Post-Secondary Transitions, Independent Living, Daily Social Environments, and Health and Wellness. .

As a measure of effective transition moving forward, taking into consideration the limited resources and support available in the province for emerging adults with ASD after they turn 18 years old, New Heights will be including data in each of the 5 areas of the Transition to Adulthood program to share successes of the New Heights alumni, as well as, highlight gaps for increased support and program development in the future.

Connection to the New Heights Education Plan:

The results reported from this Domain have informed the Key Priority area for New Heights: **Student Success and Transition**. The strategies from our Education Plan that target progress in this area include:

- Develop and implement student specific strategies to regulate emotions (match our energy to the context) to increase students' capacity to be available for learning; as well as focus on tools and strategies to promote executive functioning skills, especially in the areas of planning, memory retention, persistence, task initiation, and organization (ongoing staff development focuses).
- Continue to grow staff knowledge, skill and confidence in the use of communication and information technology in the classroom environment by having an Educational Technologist on staff and in the classrooms for consultation and staff development. Integration of technology in the classroom positively promotes executive functioning skills and literacy for our students, better preparing our students for the community.
- Research and develop a literacy and numeracy program plan, focusing on communication and interaction for our students with ASD. Set a plan for research and development in 2021-2022, teacher training and piloting in 2022-2023, with a plan for full implementation K-12 in 2023-2024.
- Evaluate and enhance Option courses using student input and ideas.
- Continue to offer physical education, outdoor education, health, art, technology, and music as part of our regular programming. Reintroduce foods, drama, and work experience as pandemic restrictions allow.
- Continue to partner with the New Heights Transition to Adulthood (T2A) program for effective transitioning for our students/alumni to adult life.

For more information about outcomes, measures, evaluation and strategies to target progress in this Domain, please see the [New Heights Education Plan](#).

See Appendix B for supporting Timelines and Communication evidence.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time for the province.
4. Participation in the 2019-20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
5. Participation in Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
6. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.

Domain One: Student Growth and Achievement (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	98.5	97.9	97.6	97.0	97.2	95.0	Very High	Maintained	Excellent	95.0	95.0	95.0
Percentage of teachers, parents and students who agree that students are engaged in their learning at school.	n/a	n/a	n/a	n/a	96.2	n/a	n/a	n/a	n/a	95.0	95.0	95.0

Local Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
Percentage of high school students participating in the Employment Program within their years of high school	n/a	n/a	n/a	*	90.0	80.0	n/a	n/a	n/a	80.0	85.0	90.0
Percentage of high school students participating in part time jobs	n/a	n/a	n/a	*	20.0*	50.0*	n/a	n/a	n/a	70.0	75.0	85.0
Percentage of graduating students who have had experience in a part-time job in High School	n/a	n/a	n/a	*	50.0*	50.0*	n/a	n/a	n/a	70.0	75.0	80.0

Comment on Results

By results, parents, teachers, and students are in agreement that students model the characteristics of active citizenship.

- Our Occupational Therapists, Speech Language Pathologist, and Psychologists on staff work with the teachers and students to provide direct teaching of healthy lifestyle choices, as well as, effective communication.
- We celebrated community building with a monthly whole school assembly recognizing students who have shown characteristics of citizenship (e.g. sharing, thinking of others, random acts of kindness), and through monthly whole school activities. We continued this "Way to Go" recognition through the virtual assemblies and the newsletter during the 2020-2021 school year.
- Students take part in a Whole School Activity each month, providing opportunities to practice leadership skills, creativity, and team work. Activities include a Science Fair, Talent Show, and team based STEM activities.
- New Heights High School students have the option of participating in our Employment Program, giving hands on experience in a part time job with a job coach and support as they gain employment outside of the school.

By results, parents, teachers, and students are in agreement that students are engaged in their learning at school.

- Emphasize practice and tools for executive functioning challenges throughout junior high and high school classes, supporting students with organization, prioritization, initiating tasks, etc. (an ongoing staff professional development focus).
- Develop and implement student specific strategies to regulate emotions (calm or alert) to increase students' capacity to be available for learning (an ongoing staff professional development focus).
- Our Occupational Therapists, Speech Language Pathologist, and Psychologists on staff work with the teachers and students to provide direct teaching of social (perspective taking) skills and communication.
- Student interests are built into learning to enhance engagement.
- Though cohorted in classrooms in 2020.2021, as a school for students with special needs we were exempt from any of the mandatory shifts to online learning and were able to stay in-person. Though this came with a heightened care for hygiene and cleanliness, it also allowed for the consistency of routine and potential for momentum for engagement in learning.

As another measure of effective transition moving forward, in line with New Heights' goal of each graduate completing high school with a steady part time job, New Heights has started including data from the Employment program to note what is successful, and highlight gaps for increased support and program development in the future.

- For the 2019-2020 school year and the 2020-2021 school year, the momentum and success of this program was heavily impacted by the COVID-19 shutdowns in the Calgary community. Caution should be used when interpreting trends over time. Though the shut-downs impacted the program, New Heights was still committed to running the program, teaching and building skill for job readiness for our students, and encouraging students to land jobs as they came up.

Connection to the New Heights Education Plan:

The results reported from this Domain have informed the Key Priority area for New Heights: **Employability**, along with **Student Success and Transition**. The strategies from our Education Plan that target progress in this area include:

- Encourage connection for all Grade 10s, and all students entering New Heights in high school, with the Employment Program Coordinator in early Fall.
- Re-establish partnerships for work experience practicums in the community for all New Heights high school students as the economy reopens.
- Implement the Employment Skills Program (ESP) with Occupational Therapist input, for students in high school, and students on modified programs in junior high.
- Evaluate and continue to develop a life skills program plan to pilot in junior high small groups. Reinstate a Program Assistant staff position for effective implementation. Set a plan for staff training and further implementation in 2022-2023, with a plan for full implementation K-12 in 2023-2024.
- Continue to build relationships with Calgary employers and provide access for communicating and learning about working with students on the autism spectrum through the Employment Program.
- Continue the Employment Program, providing high school students with the opportunity and skills to gain part-time employment after school and on weekends, building confidence and capacity for these individuals.

For more information about outcomes, measures, evaluation and strategies to target progress in this Domain, please see the [New Heights Education Plan](#).

See Appendix B for supporting Timelines and Communication evidence.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time for the province.

Domain One: Student Growth and Achievement -- First Nations, Métis, and Inuit students in Alberta are successful

Performance Measure	Results (in percentages)					Target	Evaluation		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	*	n/a	n/a	n/a	n/a	n/a	n/a
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	*	n/a	n/a	n/a	n/a	n/a	n/a
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Strategies

- Ensure all students, teachers and school leaders learn about First Nations, Metis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
- Emphasize citizenship and perspective taking in Social Studies classes, through novel studies, as well as through social thinking and social skills sessions.
- Increase teacher collaboration to effectively infuse FNMI perspectives and experiences in the classroom, creating heightened awareness of culture, history, and issues.
- Create a Professional Learning Community to attend Professional Development opportunities in the province and bring their learning to the whole staff community to bring to the classroom.
- Build a library of resources for teachers to effectively teach FNMI perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
- Continue to commemorate Truth and Reconciliation week at New Heights, including Orange Shirt day and an assembly.

For strategies to target progress in this Domain, please see the [New Heights Education Plan](#).

See Appendix B for supporting Timelines and Communication evidence.

Notes:

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2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time for the province.
4. Participation in the 2019-20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
5. Participation in Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
6. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.

Domain One: Student Growth and Achievement -- First Nations, Métis, and Inuit students in Alberta are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	n/a	n/a	*	n/a	n/a	n/a	n/a	n/a	n/a
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Strategies
<ul style="list-style-type: none"> • Ensure all students, teachers and school leaders learn about First Nations, Metis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. • Emphasize citizenship and perspective taking in Social Studies classes, through novel studies, as well as through social thinking and social skills sessions. • Increase teacher collaboration to effectively infuse FNMI perspectives and experiences in the classroom, creating heightened awareness of culture, history, and issues. • Create a Professional Learning Community to attend Professional Development opportunities in the province and bring their learning to the whole staff community to bring to the classroom. • Build a library of resources for teachers to effectively teach FNMI perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. • Continue to commemorate Truth and Reconciliation week at New Heights, including Orange Shirt day and an assembly. <p>For strategies to target progress in this Domain, please see the New Heights Education Plan.</p> <p>See Appendix B for supporting Timelines and Communication evidence.</p>

Notes:

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2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time for the province.
4. Participation in the 2019-20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
5. Participation in Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
6. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.

Domain Two: Teaching & Leading

Performance Measure	Results (in percentages)					Target 2021	Evaluation			Targets		
	2017	2018	2019	2020	2021		Achievement	Improvement	Overall	2022	2023	2024
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.	93.0	92.6	91.5	94.0	91.7	90.0	Very High	Maintained	Excellent	90.0	90.0	90.0
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth	95.2	100.0	100.0	87.5	100.0	90.0	Very High	Maintained	Excellent	90.0	90.0	90.0

Comment on Results

By results, parents, teachers, and students are satisfied with the opportunity for students to receive a broad program of studies. As New Heights grows, we are continually better able to offer a broader program of studies for our students.

- We maintain our effort towards individualizing programming to meet the needs of our students. As a school for Autism and learning differences, our program devotes extra time to provide strategies and support for skill acquisition in core subjects. This extra assistance furthers our students' success and achievement.
- We continue to see the importance of offering options that cater to different learning styles and/or student interests and strengths. As a small school, these options may change year to year depending on the interests of our student base that particular year.
- During the 2020.2021 school year, New Heights offered a variety of programs including physical education/sports performance, music, health, art and design, and communication and technology studies. Our High School students were also able to take part in a Work Experience program and a Workplace Readiness course, though, due to the pandemic, the emphasis was on the theory of the course as the Calgary community was impacted in its ability to continue with practicums during the COVID-19 waves.
- In 2020.2021, students participated in Outdoor Days instead of the annual camping trip, taking part in Outdoor Ed programming during the Spring of 2021.

By results, teachers agree that the professional development and in-servicing received from New Heights has been focused, systematic and contributed significantly to their ongoing professional growth.

- Professional development and in-servicing at New Heights is often done through sending staff members to conferences and having them present findings in a way that suits our environment, model and population to the entire staff.
- In 2020.2021, a number of conferences shifted online, allowing better access to the knowledge and research across the globe. Speakers were more readily available to be seen, and recordings allowed us to access these on a timeline that worked better for the school setting.
- Much of the content in conferences and in PD in 2020.2021 emphasized self-care and pandemic related material. Very pointed and relevant for this specific time.

Note:

New Heights supports teaching and leadership quality through professional learning, supervision and evaluation. All staff members, including teachers, complete a Professional Growth Plan in the Fall of the school year. All staff have two checkpoints in the year for reflection and evaluation with administration. Official supervision and evaluation happens according to process for teachers who are on interim professional certificates. An Alberta Education Designated Signing Authority evaluates for permanent professional certificates, alongside administration. All classrooms are provided feedback after observation on an ongoing 4 year rotation.

Connection to the New Heights Education Plan:

The results reported from this Domain have informed the Key Priority area for New Heights: **Collaboration for Professional Growth**. The strategies from our Education Plan that target progress in this area include:

- Collaborate with specialists on the multidisciplinary team to design and provide targeted and specialized supports to enable achievement of the learning outcomes; using appropriate universal and targeted strategies and supports to address each students' strengths, learning challenges and areas for growth.
- Create meaningful, collaborative learning opportunities for teachers and staff to cultivate and develop a shared responsibility for the success of all students. Emphasize practical, play-based methods, through SCERTS (social communication, emotional regulation, transactional supports) in staff development for the 2021.2022 school year.
- Focus on tools and therapy support to promote social development, group work, and perspective taking, increasing student social engagement in both academic and social environments, including using evidence based curriculum such as SCERTS, Social Thinking and PEERS.

- Increase teacher collaboration to effectively infuse First Nations, Metis and Inuit (FNMI) perspectives and experiences in the classroom, creating heightened awareness of culture, history and issues.
- Create a Professional Learning Community to attend Professional Development opportunities in the province and bring their learning to the whole staff community to effectively teach FNMI perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
- Enhance our school library to promote effective teaching of diversity in community, including FNMI perspectives and LGBTQ2S+ resources.

For more information about outcomes, measures, evaluation and strategies to target progress in this Domain, please see the [New Heights Education Plan](#).

See Appendix B for supporting Timelines and Communication evidence.

Notes:

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2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time for the province.

Domain Three: Learning Supports

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	n/a	n/a	n/a	n/a	99.4	n/a	Very High	Maintained	Excellent	90.0	90.0	90.0
Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	n/a	n/a	n/a	n/a	98.6	n/a	n/a	n/a	n/a	95.0	95.0	95.0

Comment on Results

By results, parents, teachers, and students who agree that students have access to the appropriate supports and services at school.

- Social thinking and social skills, executive skills and adaptive skills are taught directly as part of regular school programming. According to student need, independent living skills are taught using a hands on approach to build appropriate skills to function in the Calgary community.
- We have a Life Skills workroom on-site to aid in the implementation of employment skills and life skills. The workroom gives us a space where our students can learn the skills for independent living. Our innovative teaching and therapy staff implement a program that includes living, working, playing, and getting around effectively in a city like Calgary.
- Our psychologists are available to offer 1:1 student counselling for students, focusing on building tools for anxiety and perspective taking among others.
- Our school therapy team consists of Occupational Therapists, Speech Language Pathologists, Psychologists, an Educational Technologist, and a Family Counsellor. These staff members are in the classrooms throughout the week, as well as, offer small groups and individual sessions as needed for students.

By results, parents, teachers, and students are in agreement that their learning environments are welcoming, caring, respectful and safe.

- Social awareness and interactions are areas that we focus on, including respect and perspective taking (thinking of others). We continued to provide social thinking and social communication programs and strategies for students in which these skills are taught directly.
- We provide and teach emergency and safety procedures to ensure a safe learning environment.
- Each month, all of the staff and students come together to participate in whole school activities, allowing for the student community to grow together and create camaraderie throughout the grades

Connection to the New Heights Education Plan:

The results reported from this Domain have informed the Key Priority area for New Heights: **Collaboration for Professional Growth**. The strategies from our Education Plan that target progress in this area include:

- Collaborate with specialists on the multidisciplinary team to design and provide targeted and specialized supports to enable achievement of the learning outcomes; using appropriate universal and targeted strategies and supports to address each students' strengths, learning challenges and areas for growth.
- Create meaningful, collaborative learning opportunities for teachers and staff to cultivate and develop a shared responsibility for the success of all students. Emphasize practical, play-based methods, through SCERTS (social communication, emotional regulation, transactional supports) in staff development for the 2021-2022 school year.
- Provide opportunities throughout the school day for students to meet with supportive adults in their school environment (e.g. psychologist, principal, OT, SLP, T2A)
- Focus on tools and therapy support to promote social development, group work, and perspective taking, increasing student social engagement in both academic and social environments, including using evidence based curriculum such as SCERTS, Social Thinking and PEERS.
- Enhance our school library to promote effective teaching of diversity in community, including FNMI perspectives and LGBTQ2S+ resources.

For more information about outcomes, measures, evaluation and strategies to target progress in this Domain, please see the [New Heights Education Plan](#).

See Appendix B for supporting Timelines and Communication evidence.

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2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time for the province.

Domain Four: Alberta's K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
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.	99.8	99.0	99.5	99.2	99.1	95.0	Very High	Maintained	Excellent	95.0	95.0	95.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	96.5	97.8	98.7	96.6	97.2	90.0	Very High	Maintained	Excellent	90.0	90.0	90.0
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.	97.6	97.6	93.3	100.0	96.7	90.0	Very High	Maintained	Excellent	90.0	90.0	90.0
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	89.5	94.9	87.9	98.2	96.0	90.0	Very High	Maintained	Excellent	90.0	90.0	90.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	96.1	98.1	98.0	98.1	93.0	90.0	Very High	Maintained	Excellent	90.0	90.0	90.0
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.	89.8	89.8	85.9	94.1	96.4	90.0	Very High	Improved	Excellent	90.0	90.0	90.0

Comment on Results

By results, parents, teachers, and students are in agreement that this is a safe and caring school.

- Social awareness and interactions are areas that we focus on, including respect and perspective taking (thinking of others). We continued to provide social thinking and social communication programs and strategies for students in which these skills are taught directly.
- We provide and teach emergency and safety procedures to ensure a safe learning environment.
- Each month, all of the staff and students come together to participate in virtual or outdoor whole school activities, allowing for the student community to grow together and create camaraderie throughout the grades
- Though cohorted in classrooms in 2020.2021, as a school for students with special needs we were exempt from any of the mandatory shifts to online learning and able to stay in-person. Though this came with a heightened care for hygiene and cleanliness, it also allowed for the support of peers, teachers and staff in-person together, allowing some normalcy in an otherwise uncertain time.

By results, teachers, parents, and students are satisfied with the overall quality of basic education.

- New Heights continues to maintain a maximum class size of eleven students to one teacher and one educational assistant.
- Social thinking and social skills, executive functioning skills and adaptive skills are taught directly as part of regular school programming. Visuals, structure, routine, and consistency are in place to promote student's availability for learning.

By results, parents and teachers are in agreement that students are taught attitudes and behaviors that will make them successful at work when they finish school.

- Social thinking and social skills, executive skills and adaptive skills are taught directly as part of regular school programming. According to student need, independent living skills are taught using a hands on approach to build appropriate skills to function in the Calgary community.
- New Heights High School students have the option of participating in our Employment Program, giving hands on experience in a part time job with a job coach and support as they gain employment outside of the school.
- The pandemic restrictions during 2021.2022 limited field trips, work experience placements, and life skills programming in shared spaces and the community. The staff and students were as creative as possible within the restrictions to continue courses and lessons focused on life skills, employment skills, and adulting.

By results, parents and teachers are in agreement that they are satisfied with parental involvement in decisions about their child's education.

- New Heights provides opportunities for effective communication through quarterly Individualized Program Plan updates and meetings, as well as three Report Card terms over the year. Our multidisciplinary team involves input from parents, teachers, educational assistants, administration, and therapists.
- Communication from the classroom to home is weekly, if not more, and a valued focus throughout the year.
- Our Family School Liaison Counselor regularly meets with parents and works to support our parents to encourage and challenge their children during their educational journey and through the transition into adulthood
- As the school grows, the New Heights Parent Advisory Council continues to grow and gain capacity. The pandemic restrictions in 2020.2021 required PAC to get creative in their mission to build community, moving many of their events and support to a virtual environment.

By results, teachers, parents, and students indicated that their school has improved or stayed the same the last three years.

- New Heights continues to intentionally network with agencies such as the Ability Hub, Autism Asperger's Friendship Society, Children's Link, Autism Calgary, and Alberta Health Services, as well as, other private schools and agencies in our neighborhood within Calgary who have a similar mandate. The result has been a developing community of support and resources, including shared professional development, partnering programs, more efficient references for families, and enhanced educational programming and opportunities for students. Due to the restrictions in 2020.2021, and many of the agencies and programs shifting their delivery models, this connection has been a challenge. The built relationships between schools was an asset, as we could reach out to each other with each new restriction or announcement to see how others were navigating the shift.
- New Heights sends representatives to the Canadian Autism Spectrum Disorder Alliance networking conference in Ottawa each year to affirm and enhance practices, learn the upcoming research, share ideas, network, and spur innovation. This year the conference was held online.
- The Transition to Adulthood Branch and the Employment Program continue to add excitement and relief for families as their children grow into emerging adults and prepare to embark on the Calgary community.
- During the summer of 2020, all New Heights programs moved back under one roof. The Society plans for program and student body growth responsibly. The new building has been a highlight in the midst of the uncertainty of the pandemic.

Connection to the New Heights Education Plan:

The results reported from this Domain have informed the Key Priority area for New Heights: **A Welcoming Community**. The strategies from our Education Plan that target progress in this area include:

- Re-establish and maintain relationships with the network of partners and agencies as they pivot to re-open according to provincial direction during the COVID-19 pandemic.
- Continue to hold and grow Whole School Activities throughout the year, including the Science Fair and Talent Show, including student input through the New Heights Student Leadership. Develop how these will look when they can return in-person, in our new space.
- Strengthen the New Heights Student Leadership to ensure infusion of student voice in school decisions.
- Enhance our school library to promote effective teaching of diversity in the community, including LGBTQ2S+ resources.
- Collaborate with the Parent Advisory Council to continue their mission of building community among New Heights families, and work with them to develop what this may look like when in-person gatherings are a possibility again.
- Increase opportunities for parent education through our Family School Liaison counselor, as well as our therapy team. Partner with other ASD agencies to facilitate and keep from duplicating programming and resources.
- Build New Heights Board capacity through revisiting, revising, and strengthening the Society's long term strategic plan.
- Re-establish and re-imagine integral staff positions that strengthened program capacity, but were reduced for 2020.2021 due to the COVID-19 restrictions pivoting the program and/or due to the new funding model.

For more information about outcomes, measures, evaluation and strategies to target progress in this Domain, please see the [New Heights Education Plan](#).

See Appendix B for supporting Timelines and Communication evidence.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time for the province.

Future Challenges

- Making our new building our new home; using the space efficiently as we plan for future growth and future programming.
- Preparing to responsibly increase enrolment in our new space, keeping in mind training and integrating new staff and effectively sharing resources such as therapists. We have grown 2 additional classrooms with our move and will now return to the original growth model of one classroom per year, with a maximum of 11 students per classroom, with a Teacher and an Educational Assistant.
- Keeping tuition at an affordable level for all school families, and also at a level that meets the needs of our programming. There is a need to adjust our current tuition with the change in the Alberta Education funding model, especially during our years of projected growth. Providing financial assistance for families who otherwise would not be able to send their children to our school.
- Continuing our focus on addressing the changing needs of our students as they mature and transition into adulthood.

Summary of Financial Results

- The school's dedicated accounting department ensures accuracy and accountability. Spending during the 2020.2021 school year was within budget.

For the 2020.2021 school year:

- funding was spent on developing and enhancing programs, training and supporting certificated and non-certificated staff, ensuring a safe and caring environment and exceptional programming for students. Funding also provided appropriate materials and supports to continue our program effectively while looking forward to growth and new space appropriate for our school culture, programs, and student population.
- In order to do work within the new Alberta Education funding model as well as navigate the challenges of operating in-person during the COVID-19 pandemic, some positions were consolidated, reduced hours, or put on hold during our growth years.
- The Board has implemented a tuition adjustment over the next three years, increasing in steps, in order to continue to provide the levels of staffing that best meet the needs of our students.

Budget Summary

- For the 2021.2022 school year, New Heights will continue its financial support of our support staffing that includes Occupational Therapy, Speech Therapy, Psychology, Family School Liaison Counselor, Music Instructor and Educational Technologist. We will also ensure financial support for appropriate supplies and supports for growing and additional classrooms, programs, certificated and non-certificated staff, and students. In order to do this with the new Alberta Education funding model, some positions have been consolidated, reduced hours, or put on hold during our growth years.
- The Board has implemented a tuition adjustment during the next two years, increasing in steps, in order to continue to provide the levels of staffing that best meet the needs of our students.

The anticipated revenue from Alberta Education for the 2021.2022 school year, based on the budgeted enrolment projection is \$2,639,174.00.

For additional financial information, including the Audited Financial Statements for 2020/2021 or the Budget Report for 2021/2022, please contact the New Heights office at 403-240-1312.

See Appendix A for supporting budget evidence.

Note: Information on donations and fundraising can be found in the Financial Statement.

Whistleblower Protection

- Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report.
- For the 2020.2021 school year, no disclosures of wrongdoing or alleged wrongdoing were reported to the school's principal or the Society's executive director.

Communication and Stakeholder Engagement

The feedback and information gathered from students, staff and parents through surveys, before/after questionnaires, focus groups, and discussions have been valuable in forming the 2021.2022 Education Plan. This Plan is evolving through review and targeted discussion with our Board and stakeholders as we enter this new Assurance Model with Alberta Education, as well as, build our programming and grow our student body in our new building. Elements of this Plan are a work in progress. The evolution of the Plan will require continued stakeholder engagement and the use of meaningful data to inform decision making. In this first year of shifting to the Assurance Model, we have focused on communication, and plan to build our stakeholder engagement as we learn the model, create the baseline that will develop a data culture, and continue to improve our programming, with measures to track each priority area.

The Results Report is published annually following the financial audit, reporting on the data collected over the previous year, and informing the Education Plan for the coming year.

This Results Report is shared via newsletters and our website, to the New Heights community. Priorities and evidence are shared and discussed in meetings with stakeholders, and will be examined and analyzed in strategic planning with the New Heights Board of Directors.

Stakeholder involvement has been impacted by the COVID-19 pandemic in the 2020.2021 school year. Due to this, data collected from focus groups from 2019.2020 have also informed the Education Plan published in May 2021.

See Appendix B for supporting Timelines and Communication evidence.

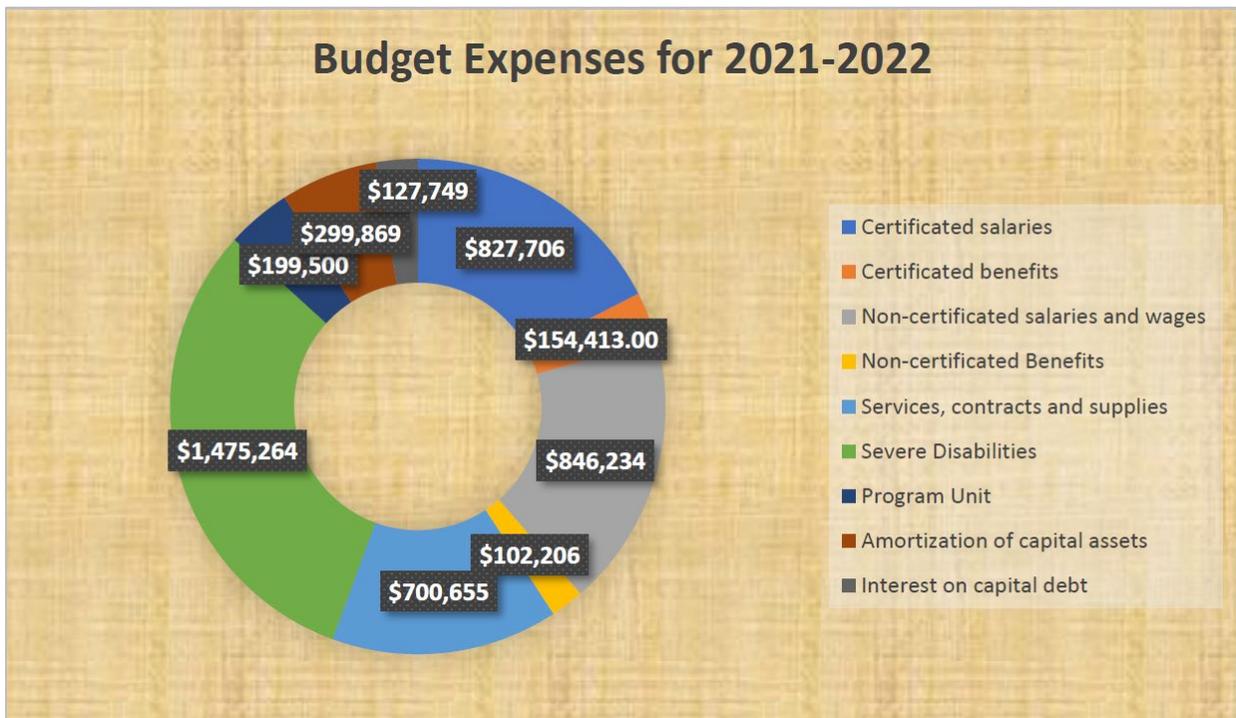
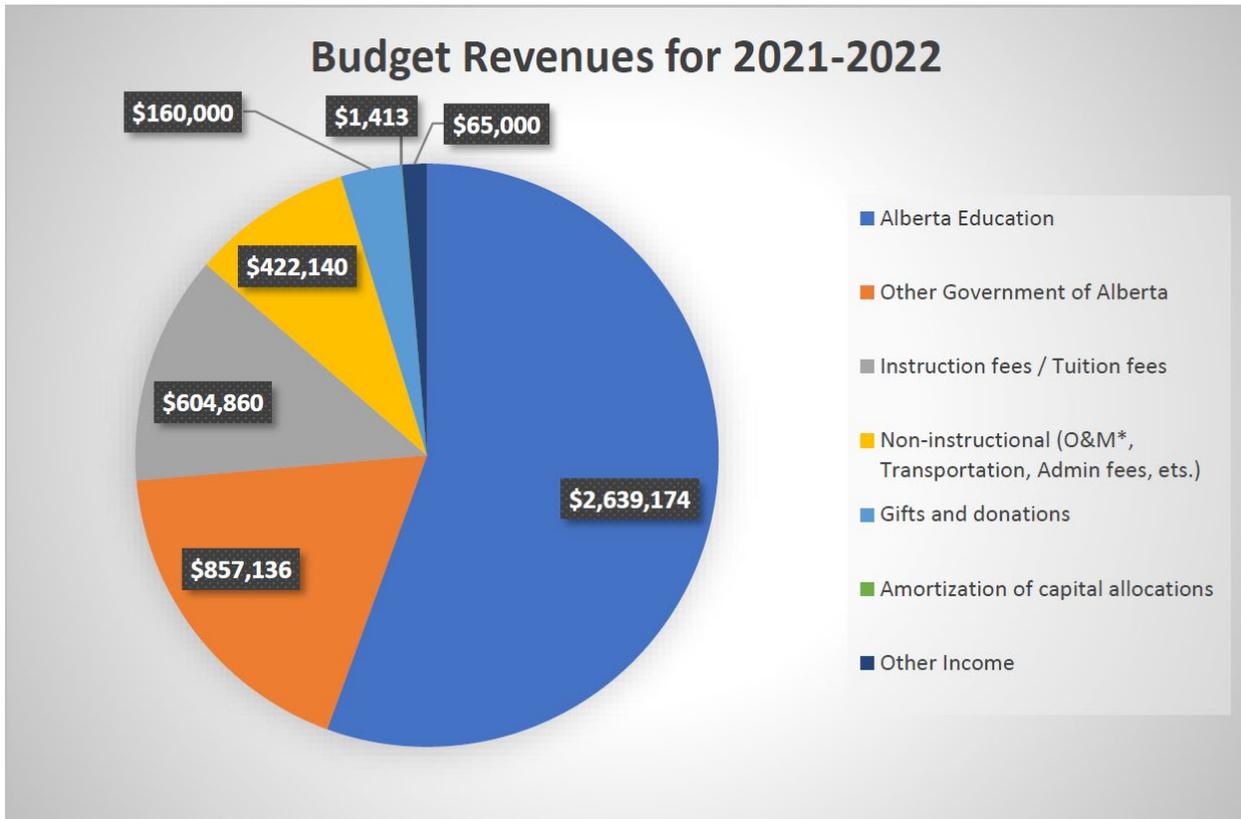
Assurance Model

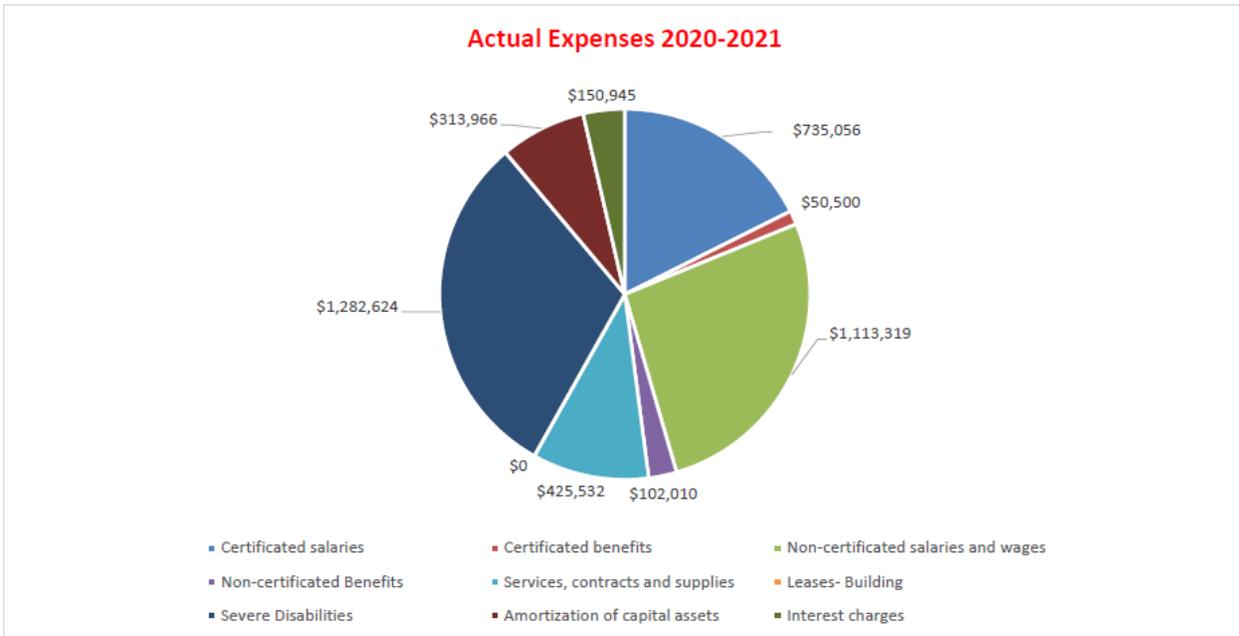
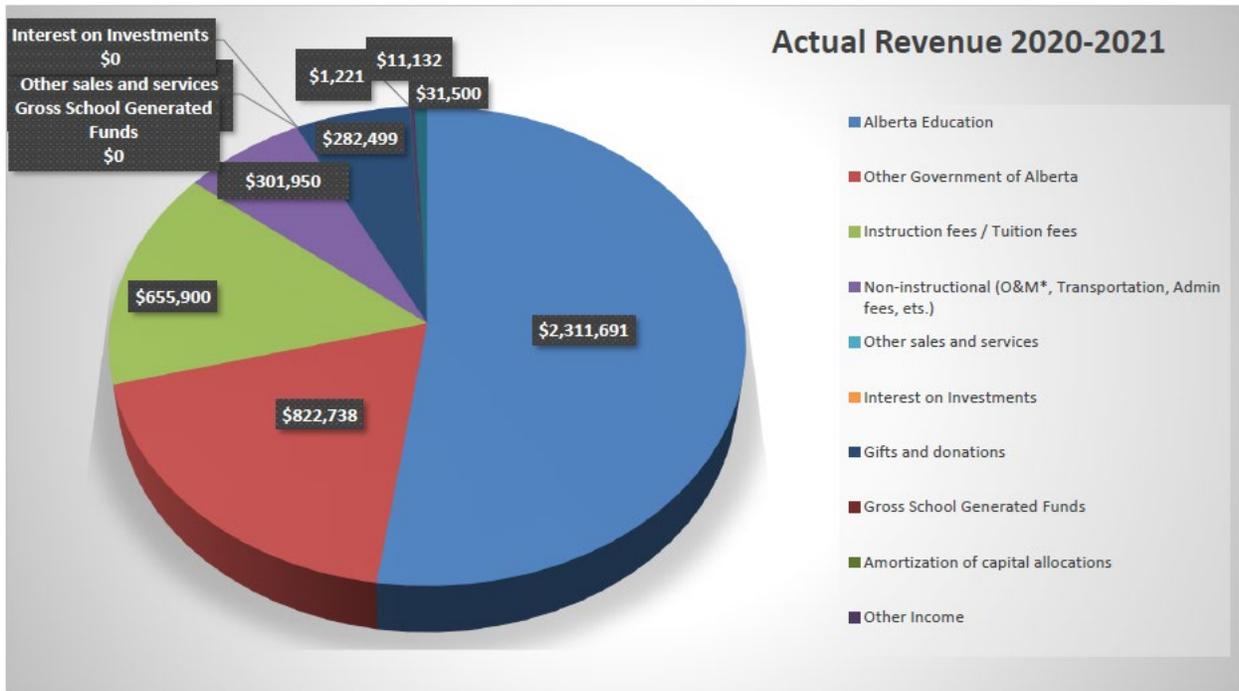
Planning and reporting for New Heights School is based on continuous improvement and includes:

- Ensuring plans are aligned with provincial and community priorities
- Incorporating stakeholder input through a variety of methods
- Preparing a budget that reflects resources to build the priority areas
- Implementing strategies to maintain or improve student learning and achievement
- Monitoring implementation and adjusting methods as needed
- Measuring, analyzing and reporting results
- Using results to identify areas for improvement and to develop strategies and targets for future plans
- Communicating with stakeholders about education plans and results

See Appendix B for supporting Timelines and Communication evidence.

Appendix A





Appendix B

New Heights School Assurance Planning, Collecting, Engaging, and Reporting Assurance Planning Timelines

Date	Task	Communication
Between September and January	Board and Administration begin engagement planning and review strategic planning	<ul style="list-style-type: none"> • Include feedback from parents and students on results & budgeting decisions • Engage on priorities for New Heights • What are the top highlights and accomplishments of New Heights? • What are the top areas of growth we face at New Heights? • Do we continue to align with our vision and mission?
January 25th-February 19th	Survey window for parents, staff (incl Teachers, EAs, Therapists), Grades 4-12 students	<ul style="list-style-type: none"> • Student, parents & staff understand the use and implication of the data collected • Communication of what the questions mean • Highlight areas of success and target areas of concern
February	Survey results compiled.	
March	School Administration begins communication and engagement plans with parents, staff, and students	<ul style="list-style-type: none"> • via newsletter, PAC meetings, focus groups, staff meetings
March	Expected funding announcements from provincial government to guide Society and School budget planning	
March	School & ECS budget creation begins	
April 19th	1st Draft of Education Plan presented to the Board	
April 19th	1st Draft of School Budget presented to the Board	
April -- May	Discussions with Board and School Administration	<ul style="list-style-type: none"> • What are the top achievements, highlights and accomplishments as New Heights? • What are the top areas of growth we face at New Heights? • How did we collaborate to develop the plan with stakeholders? What were the competing priorities? • What are we learning from the results? • How has the Assurance Plan translated into the budget? What initiatives were proposed but scaled back due to budget? How do we prioritize?
April, May, June	Individualized comprehensive math and reading testing for Grade 3, 6, 9 cohort students	School level: Teachers, Admin, students
May 17th	School & ECS Budget presented to the Board	
May 30th	Education Plan submitted to Alberta Education	
May 30th	School & ECS Budget submitted to Alberta Education	
May-June	PATs and Diploma Exams	School level: Admin, Teachers, Students
June	Annual data collection for Employment programming and	School level: Admin, Coordinator,

	year end report; planning meetings with stakeholders	employers, parents, student participants
August	Annual data collection for T2A programming and year end report; planning meetings with stakeholders	Program level: Coordinator, coach, parents, emerging adult participants
Sept 15-Oct 30	Reading inventories for returning Grade 3, 6, 9 cohort students	School level: Teachers, Admin, Students
October	Comprehensive subject based testing for individual incoming students to determine baseline and inform teaching	School level: Teachers, Admin, students
October	School & ECS Financial Audit starts	
November	Education Results compiled for reporting (incl Winter/Spring surveys and focus groups, Spring/Fall achievement data, Employment Program and T2A Program data)	
November Board meeting	Audited Financial Statements presented to the Board	
November Board meeting	Compiled Results Report presented to the Board	
End of November	New Heights AGM with Audited Financial Statements and Results Report presented to the stakeholders	Board and all stakeholders <ul style="list-style-type: none"> • Engage parents & staff on priorities for New Heights • Engage parents & staff on budgeting decisions
November 30th	Audited Financial Statements submitted to Alberta Education	
November 30th	Annual Education Results Report submitted to Alberta Education via website	
December/January	Annual Education Results Report communicated to stakeholders	All parents, staff & students via AGM, newsletter and website <ul style="list-style-type: none"> • Gather feedback on the results from staff and parents to inform school reflections