



New Heights  
school & learning services

Results Report  
Alberta Education Assurance Model  
2021.2022

Published December 20<sup>th</sup>, 2022

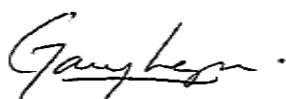
**Message from the Board Chair: November 2022**

The 2021.2022 school year was marked by the easing of COVID restrictions in the spring which was a welcome relief as we began the new 2022.2023 school year in September. With fewer restrictions we were able to resume hosting the in-person gatherings that are so important to our community. For many of our parents, this was the first opportunity for them to tour our new facility and meet other families that have joined us over the past two years. Additionally, fewer restrictions have allowed us to get back out into the larger Calgary community for field trips, work experience opportunities, and continuing our Employment Program. It has been great to see. These are very important to our program and the growth of our students.

During the 2021.2022 school year we also made some changes. The decision was made to close our Early Childhood Services program and replace it by opening a Kindergarten/Grade One class. We believe this change allows us to better serve our families and better contribute to the larger autism community in the coming years. This change meant additional renovations to our building along with some further improvements that have enhanced the learning environment for our students.

We are now at 113 students enrolled and we anticipate opening one more elementary classroom next year, which will bring our current space to capacity. The growth has been encouraging as we are able to meet the needs of more families. In Canada over this past year we have seen significant recognition of the needs of children on the autism spectrum; we are pleased to be a part of this rewarding endeavor.


Thank you,

A handwritten signature in black ink, appearing to read "Gary Lepine", followed by a period.

Dr. Gary Lepine  
Chairman of the Board

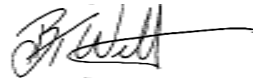
### Accountability Statement

The Annual Education Results Report for New Heights School & Learning Services for the 2021/2022 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 2021/2022 was approved by the Board on December 19<sup>th</sup>, 2022.



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Gary Lepine  
Chairman of the Board



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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. Significant renovations 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 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 5 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.

## **Planning, Reporting and Priorities**

**Key Priorities:** The New Heights School Education Plan is grounded in four priority areas

- Student Success and Transition
- Student Employability
- Collaboration for Professional Growth
- A Welcoming Community

There are strong connections between priority areas. Each of the areas overlap to meet the needs of our students.

## **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

### **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 skills 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 workstations 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 2021.2022 School Year

The 2021.2022 school year was our sixteenth year of school operation, our fourteenth year as an accredited funded private school, and our twenty-third year as New Heights School & Learning Services Society. It was also our second year in our new home in Bessborough Hall, and we have been slowly making the building our new home within the restrictions that still existed due to the COVID-19 pandemic.

We grew an additional high school class in 2021.2022, which allowed us to reimagine our high school program and expand, and plan for future improvements for 2022.2023. Our new building allows for growth 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.

The innovation and creativity of our staff continued to benefit the program 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 continued virtually and were a great connecting point for students and staff alike. Though we worked hard to maintain culture and connection and found creative ways to do so, we were also relieved with the relaxation of restrictions starting in February through the end of the year, and are excited to start a new school year in 2022.2023 without restrictions as we learn to live with COVID in Alberta.

A highlight of the year was to celebrate our 10 high school graduates with an in-person ceremony. This was our largest graduating class, and a class that had spent much of their high school journey navigating the pandemic. The class of 2022 had six students complete their Diploma, two students complete their Certificate of Achievement, and two students completing their Certificate of Completion.

2021.2022 marked the last year of our Early Childhood Services program at New Heights, a program that had been running since 1999. Our Board made the difficult decision to close this program to allow New Heights to focus our resources to better serve our families and better contribute to the larger autism community in the coming years. The space will be renovated in order to open up a full day Kindergarten/Grade 1 classroom to start September 2022.2023.

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 (T2A) program. This program addresses five key areas identified as potential barriers to our students' success: Employment, Independent Living, Post-Secondary Transitions, Social Environments, and Health & Wellbeing. The program, driven by the goals of the emerging adults, 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. Though an area that is new and growing with short term programs, there remains a significant gap in resources and programming for this age group, and our greatest challenge is finding meaningful resources to connect our alumni to in the city. T2A has identified important skills that we are teaching earlier, in our junior high and elementary programs. We are developing a process to ensure our students are taught the skills through their school journey that will allow them to step out, participate and engage in the Calgary community when they finish high school.

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 affected 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. It has been a slow, but steady build through 2021.2022 as restrictions lessen and opportunities start surfacing again. Due to management

turnover in many Calgary businesses through the pandemic, our Coordinator has started to rebuild relationships with new managers and supervisors throughout the city.

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.



Classification: Protected A

## Key Priority: Student Success and Transition

The successful journey of a student from when they enter New Heights, through to high school completion and beyond.

At New Heights, success is defined as growth in academic achievement, social-emotional learning, and student engagement and participation in the community around them. Student success at New Heights is not just about completing high school, but about transitioning effectively and confidently into life beyond high school. This has led us to develop the New Heights Transition to Adulthood (T2A) program. We walk alongside our high school students, and continue to meet and provide coaching to connect our emerging adults to resources in the community, as they graduate from high school and enter adulthood (up to 25 years old).

Performance Measure	Results (in percentages)				Current	Target	Evaluation		
	2018	2019	2020	2021	2022	2022	Achieving	3 year trend	Status
Overall agreement that students model the characteristics of active citizenship (AE)	97.9	97.6	97.0	97.2	95.6	95.0	very high	maintained	continue
Overall agreement that students are engaged in their learning (AE)	n/a	n/a	n/a	96.2	94.9	95.0	n/a	n/a	monitor
Percentage of students who have an Emotional Regulation goal included on their IPP (NH)	n/a	n/a	n/a	n/a	100.0	100.0	n/a	n/a	monitor
Percentage of students who have an Executive Functioning Skill goal included on their IPP (NH)	n/a	n/a	n/a	n/a	71.5	80.0	n/a	n/a	monitor

\*AE=Alberta Education \*NH=New Heights School

### Comment on Results:

By results, parents (96.0%), teachers (94.9%), and students (96.0%) agree that most students model the characteristics of active citizenship.

- Our Occupational Therapists, Speech Language Pathologists and Psychologists work with the teachers and students to provide direct teaching of healthy lifestyle choices, matching our energy to the context, as well as effective communication.
- We celebrate 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) through “Way to Go”, and through monthly whole school activities. We continued assemblies in a virtual format for the 2021.2022 school year, and have started in-person events again in 2022.2023.
- Students take part in a Whole School Activity each month, providing opportunities to practice leadership skills, creativity, and teamwork from K-12. Activities include Hour of Code, Science Fair, Talent Show, team based STEM activities, and our Summer Celebration day.

By results, parents (93.3%), teachers (100.0%), and students (91.2%) agree that students are engaged in their learning at school.

- We emphasize practice and tools for executive functioning challenges throughout junior high and high school classes, supporting students in the areas of planning, memory retention, persistence, task initiation, and organization, etc. (an ongoing staff professional development focus)
- Our Educational Technologist works with teachers to integrate technology in the classroom, which positively promotes executive functioning skills and literacy for our students, better preparing our students for the community.
- Develop and implement student specific strategies to regulate emotions (matching our energy to the context) to increase students’ capacity to be available for learning (and ongoing staff professional development focus).
- Our multi-disciplinary team works with teachers and students to provide direct teaching and strategies to build perspective taking skills and communication.
- Student interests are built into learning to enhance engagement.
- Our Learning Leader and their team of teachers and SLPs have researched and developed a literacy pilot for the elementary classes, to be implemented in the next school year.

The majority of students have Emotional Regulation goals and Executive Functioning Skill goals as part of their individualized learning plan. These are identified as areas of need on these student’s most current psycho-educational assessments. Both of these areas also inform our staff professional development each year. As a new measure, we will continue to monitor these areas noting that they are important areas for growth in order for our student’s to be available for learning and to benefit their success.

### Key Priority: Student Success and Transition - continued

Performance Measure	Results (in percentages)				Current	Target	Evaluation		
	2018	2019	2020	2021	2022	2022	Achieving	3 year trend	Status
Overall percentage of students in Grades 6 & 9 on a modified program who achieved growth of at least one grade level on reading assessments (NH)	n/a	n/a	n/a	*	70.0	80.0	n/a	n/a	monitor
Overall percentage of students in Grades 6 & 9 on a modified program who achieved growth of at least one grade level on math assessments (NH)	n/a	n/a	n/a	*	*	80.0	n/a	n/a	monitor
Overall percentage of students in Grades 6 & 9 on an adapted program who achieved growth of at least three grade levels on reading assessments (NH)	n/a	n/a	n/a	83.3	100.0	80.0	n/a	n/a	monitor
Overall percentage of students in Grades 6 & 9 on an adapted program who achieved growth of at least three grade levels on math assessments (NH)	n/a	n/a	n/a	*	*	80.0	n/a	n/a	monitor
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (AE)	13.9	14.3	n/a	n/a	5.6	15.0	n/a	n/a	monitor
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (AE)	2.8	0.0	n/a	n/a	0.0	0.0	n/a	n/a	observe

\*AE=Alberta Education \*NH=New Heights School

#### 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 and to teach tools to use for growth in these areas 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 at their age group.

As a measure of our students' academic success, taking into consideration learning challenges and academic lag, New Heights is administering reading assessments 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 that students transition to New Heights, as well as across the Grade 3, Grade 6, and Grade 9 student cohorts 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, and we are continuing to monitor these measures. Caution should be taken when interpreting these results over time due to the impacts of the COVID-19 pandemic. A challenge that has been identified is the staffing resources and time that it takes to complete the testing within the window needed, especially in these first three years and as we are growing and adding classrooms, which means adding students new to the school. A potential solution includes finding assessments that do not take as long to administer.

Student growth in literacy and numeracy is important to New Heights, and as a way to target and enhance these areas, our Learning Leader is piloting a literacy program. In 2021.2022, the focus has been on researching and developing what will work best for our student population. Joined by teachers and our Speech Language Pathologists, the Learning Leader has piloted programs in classrooms, and is making plans to roll the plan out school-wide over the next three years.

All students who meet the criteria and possess the skills necessary to participate in Provincial Achievement Tests do so. The 2021.2022 school year was the first in three years for students to participate in the PATs due to the COVID-19 pandemic. For our students who thrive on consistency, routine, and having previous experience in the activity, we noted that the testing environment of a separate space, proctor, and the length of time to test, as well as the testing skills themselves were impacting them, more than the content in the tests. Moving forward, New Heights teachers have planned for more experiences for testing in this way to make the environment and activity more predictable for our students.

As new measures, or as measures interrupted by the COVID-19 pandemic, we continue to monitor these areas.

Notes (AE&NH):

1. 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 students' participation in achievement testing, even with accommodations available.
2. Cohorts – our student population is comprised of students with variable and individual remedial needs and whose starting skills vary dramatically year over year. We would expect to see considerable variability over time in our performance data. This should be taken into consideration when interpreting trends over time.
3. An adapted program retains the learning outcomes of the prescribed curriculum and adjustments to the instructional process are provided to address the special needs of the students. A modified program has learning outcomes that are significantly different from the provincial curriculum and are specifically selected to meet the student's special needs.
4. **There was no identified First Nations, Metis, and Inuit students for these measures for New Heights School in 2021-2022. See Appendix D for more information. See the New Heights Education Plan for strategies in this Key Priority.**
5. **There were no students identified with ESL needs at New Heights for the 2021-2022 school year.**
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
7. 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.
8. 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); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
9. Participation in Provincial Achievement Tests was impacted by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time. Results for the 2019/20 and 2020/21 school year are not available for the PATs, Diploma Examinations and Diploma Exam Participation Rate.
10. Previous 3-year averages for Alberta Education measures do not include 2020/21 survey results due to the impact of the COVID-19 pandemic.
11. For more information about outcomes, measures, evaluation and strategies to target progress in this Priority, please see the [New Heights Education Plan](#).

### Key Priority: Student Success and Transition - continued

Information for Interpreting Results	Number of students					
	2017	2018	2019	2020	2021	2022
Total students graduating from New Heights	5	7	4	5	5	10
Students graduating with a Certificate of Completion	3	2	3	3	1	2
Students graduating with a Certificate of Achievement	2	3	0	0	2	2
Students graduating with a Diploma	0	2	1	2	2	6
Students writing at least two diploma exams	n/a	2	1	2	2	6

Performance Measure	Results (in percentages)				Current	Target	Evaluation		
	2018	2019	2020	2021	2022	2022	Achieving	3 year trend	Status
Overall percentage of students in Grade 12 who achieved the acceptable standard on the Diploma Exams (AE)	*	*	n/a	n/a	45.5	20.0	n/a	n/a	monitor
Overall percentage of students in Grade 12 who achieved the standard of excellence on the Diploma Exams (AE)	*	*	n/a	n/a	13.6	0.0	n/a	n/a	observe

\*AE=Alberta Education \*NH=New Heights School

#### Comment on Results:

Students from New Heights may graduate with a Certificate of Completion, a Certificate of Achievement, or a Diploma, depending on the student's program. All of these are valid Alberta Education routes and seen as an accomplishment at New Heights.

We emphasize practice and tools for executive functioning challenges throughout junior high and high school classes, supporting students to gain independence with organization, prioritization, initiating tasks, persevering, etc. We also continue to develop and implement student specific strategies and tools for regulation and matching energy to the context in order to increase students' capacity to be available for learning, especially with the increased academic load in high school. Executive functioning and emotional regulation are ongoing staff professional development focuses.

The pressures of academics and future planning along with the increased complexity of social interactions and relationships during high school creates a heavier load for students. Students are provided with opportunities through their week to meet with supportive adults in the school environment, such as the psychologists, administration, OT, SLP or T2A staff for emotional, mental, social and academic support.

All students who are on a Diploma route in high school write the diploma exams with accommodations as approved and as required, and are provided with practice with accommodations in the classroom throughout the year as noted in a student's IPP. The 2021.2022 school year was the first in three years for students to participate in diploma exams due to the COVID-19 pandemic. For our students who thrive on consistency, routine, and having previous experience in the activity, we learned that the diploma testing process was more challenging for our students than the test itself. The students were impacted by writing the test in a different and separate space, with a proctor instead of their usual teacher, and the significant length of the test. Moving forward, New Heights teachers have planned for more experiences for testing in this way to make the environment and activity more predictable for our students who thrive on consistency and routine.

As measures interrupted and impacted by the COVID-19 pandemic, we continue to monitor and observe these areas.

### Key Priority: Student Success and Transition - continued

Performance Measure	Results (in percentages)				Current	Target	Evaluation		
	2017	2018	2019	2020	2021	2021	Achieving	3 year trend	Status
High School completion rate of students within <b>three</b> years of entering Grade 10 (AE)	18.3	*	*	40.3	*	15.0	*	*	observe
High School completion rate of students within <b>four</b> years of entering Grade 10 (AE)	68.8	51.8	*	*	<b>57.0</b>	50.0	very low	maintained	<b>monitor</b>
High School completion rate of students within <b>five</b> years of entering Grade 10 (AE)	57.4	86.0	49.5	*	*	85.0	*	*	<b>monitor</b>
High School to <b>employment or post-secondary</b> transition rate of students within six years of entering grade 10 (NH)	60.0	85.7	25.0	80.0	<b>60.0</b>	65.0	high	varied	<b>important</b>
Drop out rate – annual dropout rate of students aged 14 to 18 (AE)	0.0	0.0	3.7	4.0	<b>0.0</b>	0.0	very high	maintained	continue

\*AE=Alberta Education \*NH=New Heights School

### Comment on Results:

It is our goal 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. Most students enrolled at New Heights stay in high school for more than three years to complete their requirements.

It is not the expectation of the parents and teachers 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 in the community. The goal for our students is that they are able to live as interdependently as possible and to step out to contribute to the world around them. We partner closely with our T2A program to ensure confident and successful transition to life beyond high school.

In 2020.2021 we had four graduates. Of our 2020.2021 graduates, one enrolled in a post-secondary institution. Two of our graduates had secured employment following graduation. Two of the four graduates connected to the New Heights T2A program.

The transition to employment was an area greatly affected by the COVID-19 pandemic due to the waves of restrictions in the city of Calgary. The results in this area varied through the past three years because of this, and is an area important to New Heights. We continue to monitor this area closely as we start learning to live with COVID in Alberta and employment opens up more widely again.

Our own programming was also impacted by the pandemic restrictions and cohorting. We have been glad to re-introduce foods, drama and work experience in a fuller capacity again, and also to be back out in the community for experiential student learning. We are excited to be planning to bring back annual events like our camping trip. Lunchtime clubs have also resumed for the 2022.2023 school year, providing an opportunity to grow and share interests across the junior high and high school, an area identified as important from the alumni in our T2A program. Finding time for, growing, and sharing interests and hobbies are an area of joy and increased mental health for our population.

### Notes (AE&NH):

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. **There were no identified First Nations, Metis, and Inuit students for these measures for New Heights School in 2020-2021 or 2021-2022. See Appendix D for more information. See the New Heights Education Plan for strategies in this Key Priority.**
3. **There were no students identified with ESL needs at New Heights for the 2021-2022 school year.**
4. The 2020/21 administration of the AEA survey was a pilot. 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.
5. Participation in the 2019-20 and the 2020-2021 Diploma Exams was impacted by the COVID-19 pandemic. Results for the 2019/20 and 2020/21 school year are not available for the PATS, Diploma Examinations and Diploma Exam Participation Rate.
6. 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.
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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. For more information about outcomes, measures, evaluation and strategies to target progress in this Priority, please see the [New Heights Education Plan](#).

Key Priority: Student Success and Transition - continued

Performance Measure	Results (in percentages)				Current	Target	Evaluation		
	2018	2019	2020	2021	2022	2022	Achieving	3 year trend	Status
Overall percentage of New Heights alumni who are actively involved or pursuing growth in Education, Employment, Social Groups, Independent Living and Health & Wellness (NH)	85.7	100.0	80.0	80.0	<b>89.0</b>	80.0	high	maintained	<b>important</b>
Percentage of Grade 12 students participating in the New Heights T2A program. (NH)	100.0	100.0	80.0	100.0	<b>80.0</b>	80.0	high	varied	<b>monitor</b>
Percentage of alumni successfully transitioned to other Calgary area programming within three years of participating with T2A (NH)	n/a	n/a	n/a	74.0	<b>41.0</b>	80.0	n/a	n/a	<b>monitor</b>

\*AE=Alberta Education \*NH=New Heights School

**Comment on Results:**

The New Heights Transition to Adulthood Program (T2A) 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 five areas of Employment, Post-Secondary transitions, Independent Living, Daily Social Environments, and Health and Wellness.

Of our 2021-2022 graduates, five applied to or enrolled in full time or part time post-secondary education. Five of our graduates had secured employment following graduation, and another was actively seeking employment. Eight of the ten graduates connected to New Heights T2A in their grade 12 year, and planned to continue to connect moving forward.

T2A has been evaluating the program to identify areas of strength to continue and gaps that can be improved. A focus for T2A in the coming years will be increasing parent/guardian capacity as their young adults turn 18, and identifying how T2A can improve the type of support provided for parents/guardians. Another area is to continue to develop a life skills program plan, informed by the identified gaps in the skills of our emerging adults in T2A, to pilot in junior high, and even into the elementary classrooms.

The goal of T2A is to connect our emerging adult alumni to other resources in the city. We have started monitoring the success of our alumni transitioning from the T2A program. A barrier identified is the lack of other resources in the city for this age group and population that provide the long term support our participants need. We continue to actively monitor this area.

Notes (NH):

1. The COVID-19 pandemic did impact the ability of our graduates to take part in the T2A program during the 2020-2021 school year, as well as connect to other resources in Calgary during their grade 12 year and following. Caution should be used when interpreting trends over time.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
3. For more information about outcomes, measures, evaluation and strategies to target progress in this Priority, please see the [New Heights Education Plan](#).

## Key Priority: Employability

The ability of students to effectively and confidently step out into the community and contribute to the world around them.

Without support, a staggering 70% of individuals with ASD, even with postsecondary degrees, struggle to find and maintain employment. Our goal is that every New Heights student will secure paid employment while they are still at New Heights, and will receive the coaching they need to keep that job or find meaningful employment after graduating. Research shows that the greatest predictor of youth having a paid job at or above minimum wage after leaving high school is having a paid job while attending high school. This has led us to develop the New Heights Employment Program for our students beginning in Grade 10. Though this Employment Program, our students receive support and coaching as they seek, obtain, and maintain their first part-time after school or summer jobs while they are attending high school.

Performance Measure	Results (in percentages)				Current	Target	Evaluation		
	2018	2019	2020	2021	2022	2022	Achieving	3 year trend	Status
Overall agreement that students model the characteristics of active citizenship (AE)	97.9	97.6	97.0	97.2	<b>95.6</b>	95.0	very high	maintained	continue
Overall agreement that students are taught attributes and behaviors that will make them successful at work when they finish school (AE)	97.6	93.3	100.0	96.7	<b>97.4</b>	95.0	very high	maintained	continue
Percentage of high school students participating in the Employment Program within their years of high school (NH)	n/a	n/a	*	90.0	<b>68.0</b>	80.0	n/a	n/a	important
Percentage of high school students participating in part time jobs during the school year (NH)	n/a	n/a	*	20.0	<b>50.0</b>	50.0	n/a	n/a	important
Percentage of graduating students who have had experience in a part-time job in High School (NH)	n/a	n/a	*	50.0	<b>50.0</b>	60.0	n/a	n/a	important
Percentage of employers of New Heights students who agree that they would hire another employee on the autism spectrum (NH)	n/a	n/a	n/a	n/a	<b>100.0</b>	80.0	n/a	n/a	monitor

\*AE=Alberta Education \*NH=New Heights School

### Comment on Results:

By results, parents (94.7%) and teachers (100.0%) agree that students are taught attitudes and behaviors that will make them more successful at work when they finish school.

- Perspective taking 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 participate and engage in the Calgary community.
- New Heights 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.
- Our high school students all participate in a Workplace Practicum course each year of high school, experiencing different environments and supervisors to build the skills to navigate different environments and personalities in the workplace in the future.

From 2020-2023, the momentum and success of this program was heavily impacted by the COVID-19 shutdowns and restrictions in the Calgary community. Caution should be used when interpreting trends over time. Though the shut-downs impacted this 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. As restrictions eased in the late winter of 2022, we started to rebuild and encourage momentum back into the program and participants. Due to management turnover in Calgary businesses during the pandemic, our Employment Coordinator has been busy reconnecting and rebuilding relationship with managers and supervisors, better equipping the Calgary community for working with our student population. These are measures that are important to New Heights and that we continue to actively monitor.

Notes (AE&NH):

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



## Key Priority: Collaboration for Professional Growth

As a team, we strive for success for all students through: excellence in differentiated instruction, meaningful support for students, and a reduction in barriers. This includes continuous learning from each other and our students, as staff seek to grow in understanding of experiencing the world with ASD.

At New Heights, we have a strong emphasis on growing our staff understanding of the human experience of ASD. Our professional development is rooted in building strong relationships, and often includes growth in strategies and tools to develop social communication, emotional regulation, and effective practical supports, including integrated assistive technology, to bridge executive functioning differences. We seek to infuse student interests into the curriculum. This individualization requires teachers and staff who are confident experts in differentiation throughout the school and who are confident in collaborating and sharing feedback with each other.

Performance Measure	Results (in percentages)				Current	Target	Evaluation		
	2018	2019	2020	2021	2022	2022	Achieving	3 yr trend	status
Percentage of teachers, parents and students satisfied with the overall quality of basic education. (AE)	97.8	98.7	96.6	97.2	<b>94.6</b>	95.0	very high	declined	continue
Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. (AE)	n/a	n/a	n/a	99.4	<b>96.6</b>	95.0	n/a	n/a	<b>monitor</b>
Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. (AE)	n/a	n/a	n/a	98.6	<b>96.6</b>	95.0	n/a	n/a	<b>monitor</b>
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 (AE)	100.0	100.0	87.5	100.0	<b>85.7</b>	80.0	high	declined	<b>important</b>
Overall percentage of school staff showing goals and targeted areas of growth in their professional learning plans for the school year (NH)	n/a	n/a	n/a	n/a	<b>100.0</b>	100.0	n/a	n/a	continue

\*AE=Alberta Education \*NH=New Heights School

## Comment on Results:

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 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.

By results, parents (93.0%), teachers (100.0%) and students (96.7%) agree that students have access to the appropriate supports and services at school.

- Perspective taking, social skills, executive functioning 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 engage in the Calgary community.
- The Loft, our life skills workroom, aids in the implementation of employment skills and life skills. The Loft 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 or group 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, and an Educational Technologist, and a Family Counsellor. These staff members are in the classrooms throughout the week, as well as, offering small groups and individual sessions as needed for students. Teachers and Educational Assistants collaborate with 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 student's strengths, learning challenges and areas for growth.

By results, parents (96.8%), teachers (95.2%), and students (97.7%) agree that their learning environments are welcoming, caring, respectful and safe.

- Social awareness and interactions are areas that we focus on, including response 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 the student community to come together and create camaraderie throughout the grades.

By results, teachers (85.7%) 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.
- Much of the content in conferences and in PD in 2020.2021 and 2021.2022 emphasized mental health, self-care and pandemic related material. Very pointed and relevant for this specific time.
- The PD theme at New Heights was Play, using evidence based curriculum such as SCERTS, PEERS, and Social Thinking, and using play across the lifespan to engage in learning and to improve mental health. PD as a staff continued virtually due to the comfortability of the majority of the staff, and it was expressed how being in-person again soon will help with staff engagement in PD learning.
- Our Learning Leader and their team of teachers and SLPs have researched and developed a literacy pilot for the elementary classes, to be implemented in the next school year. The excitement from teachers to join this pilot has been encouraging.
- Our Educational Technologist has continued lunch and learn sessions as well as in the moment collaboration with teachers in their classrooms to enhance the use of integrated technology and assistive technology in the classrooms.
- A Professional Learning Community to effectively infuse indigenous perspectives and experiences in the classroom, creating a heightened awareness of culture, history and issues, was formed. It started very small with two individuals, and has grown in 2022 to a small group of Teachers and EAs. Lessons and resources have been collected and created and shared school wide. The goal is to more effectively teach FNMI perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
- Our results declined this year, and we are monitoring this area and using surveys and interviews to see if this is a trend or a moment, and if it has been impacted by the pandemic. We also recognize that we have a greater staff than teachers, and will locally be measuring this area with our full staff team moving forward to gain a greater depth of the response and plans for continual improvement.

Notes (AE&NH):

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. **There were no identified First Nations, Metis, and Inuit students for these measures for New Heights School in 2021-2022. See Appendix D for more information. See the New Heights Education Plan for strategies in this Key Priority.**
3. **There were no students identified with ESL needs at New Heights for the 2021-2022 school year.**
4. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
5. Participation in the AEA survey was impacted by the COVID-19 pandemic in 2020-2021 and 2021-2022. Caution should be used when interpreting trends over time for the province.
6. Previous 3-year averages for Alberta Education measures do not include 2020/21 survey results due to the impact of the COVID-19 pandemic.

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

## Key Priority: A Welcoming Community

New Heights is known by students, parents, and staff as a place that is safe and welcoming. We strive for an environment where our students can build their own identity being wildly themselves, as well as connect with the people and environment around them; allowing the community to benefit from their talents skills and a different way of thinking.

We, along with the world, have been experiencing life during a pandemic over the past three school years, and grateful to be coming out of it as we in Alberta are learning to live with COVID-19. Though we were able to operate mostly in-person during these years, we had shifted to a more virtual, cohorted world, and are gradually starting to spread through the building again and integrate into the community around us more regularly again. Though we were creative and found pockets of the New Heights culture within that new way of living with restrictions, there is still much to re-build to find that special belonging that is such a safe-haven for our students, parents and staff.

In addition to the pandemic, we experienced growth of our student body for the first time in the past 2 school years, and know the importance of embracing that culture, as well as expanding it within this growth. This is why “A Welcoming Community” is known as a key priority for our Society of these next few years.

Performance Measure	Results (in percentages)				Current	Target	Evaluation		
	2018	2019	2020	2021	2022	2022	Achieving	3 year trend	Status
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. (AE)	99.0	99.5	99.2	99.1	97.1	95.0	very high	maintained	continue
Percentage of teachers and parents who are satisfied that families are encouraged and supported in helping their family be successful through their child's educational journey (NH)	n/a	n/a	n/a	n/a	*	85.0	n/a	n/a	monitor
*Overall percentage of stakeholders satisfied with parental involvement in decisions about their child's education (AE)	98.1	98.0	98.1	93.0	88.5	90.0	very high	declined	monitor
Overall percentage of stakeholders indicating that their school has improved or stayed the same the last three years (AE/NH)	89.8	85.9	94.1	96.4	94.2	90.0	very high	improved	continue
Overall percentage of stakeholders indicating that the student voice is heard in their school community (NH)	n/a	n/a	n/a	n/a	*	80.0	n/a	n/a	important
Number of active partnerships in the Calgary community for student work experience practicum placements (NH)	n/a	n/a	9	4	8	6	n/a	n/a	monitor

\*AE=Alberta Education \*NH=New Heights School

## Comment on Results:

By results, parents (82.7%) and teachers (94.4%) agree 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, program 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 Counsellor 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 capacity. The pandemic restrictions in 2020.2021 and 2021.2022 require PAC to get creative in their mission to build community, moving many of their events and support to a virtual environment. A challenge is to onboard families to PAC, and PAC has been anticipating when restrictions can lessen and more in-person community and connection can occur.

By results, teachers (91.7%), parents (94.7%), and students (96.3%) indicated that their school has improved or stayed the same the last three years.

- New Heights continues to seek to re-establish connections 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 within our neighbourhood who have a similar mandate. The pandemic made connecting a challenge due

to many agencies and programs needing to shift their delivery model, and we are rebuilding these connections through time. This includes Work Experience partnerships and practicum student programs at post-secondary institutions.

- The Transition to Adulthood program and 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. Making it our own space as we live more in it has also been a highlight of planning and dreaming for the future.
- The New Heights Board is prioritizing building Board capacity as our programs have grown in size and in depth.

New Heights students agree that continuing whole school activities, like the Halloween parade, the Science Fair, the Talent Show, and the Summer party are important to their school community. Though these were virtual in the 2021.2022 school year, they are looking forward to integrating virtual and in-person methods to have these continue in the next years. Some students prefer participating in a virtual manner, and others in-person.

Ensuring that the student voice is heard throughout our plans and improvements for New Heights is important to us. This is a new measure that we continue to actively monitor. During the pandemic, student council and high school leadership courses provided input and ideas, as well as a number of student surveys school wide. New Heights has many students who are eager to provide honest feedback about what they like about their school and what could be better. This feedback does inform conversations at staff, administration, and board levels, though through a much slower process than our students would prefer.

Notes (AE&NH):

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. Participation in the AEA survey was impacted by the COVID-19 pandemic in 2020-2021 and 2021-2022. Caution should be used when interpreting trends over time for the province and the school authority.
4. For more information about outcomes, measures, evaluation and strategies to target progress in this Priority, please see the [New Heights Education Plan](#).

### Future Challenges

- Making our new building our new home; renovating and 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. Our growth model is one classroom per year, with a maximum of 11 students per classroom, with a Teacher and an Educational Assistant. We have space to grow one more classroom in the 2023-2024 school year.
- Keeping tuition at an affordable level for all school families, and also at a level that meets the needs of our programming. Over the past two years we have adjusted 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, considering the lack of resources for our population after they turn 18 years old.

### Summary of Financial Results

- The school's dedicated accounting department ensures accuracy and accountability. Spending during the 2021.2022 school year was within budget.

For the 2021.2022 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.
- The Board has implemented a tuition adjustment over three years, increasing in steps, in order to continue to provide the levels of staffing that best meet the needs of our students.

*For additional financial information, including the Audited Financial Statements for 2021.2022 or the Budget Report for 2022.2023, please contact the New Heights office at 403-240-1312.*

*See Appendix A for supporting financial results 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 2021.2022 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 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. The Results Report and Education Plan are evolving through review and targeted discussion with our Board and stakeholders as we continue through the Assurance Model with Alberta Education, as well as, build our programming and grow our student body in our new building. Elements of the Results Report and Plan are a work in progress. The evolution of this reporting and planning cycle will require continued stakeholder engagement and the use of meaningful data to inform decision making. This is the first complete Results Report after shifting to the Assurance Model. We continue to focus on building our stakeholder engagement as we learn the model, create the baseline that will develop a data culture, and continue to improve our programming, with measure to track each priority area.

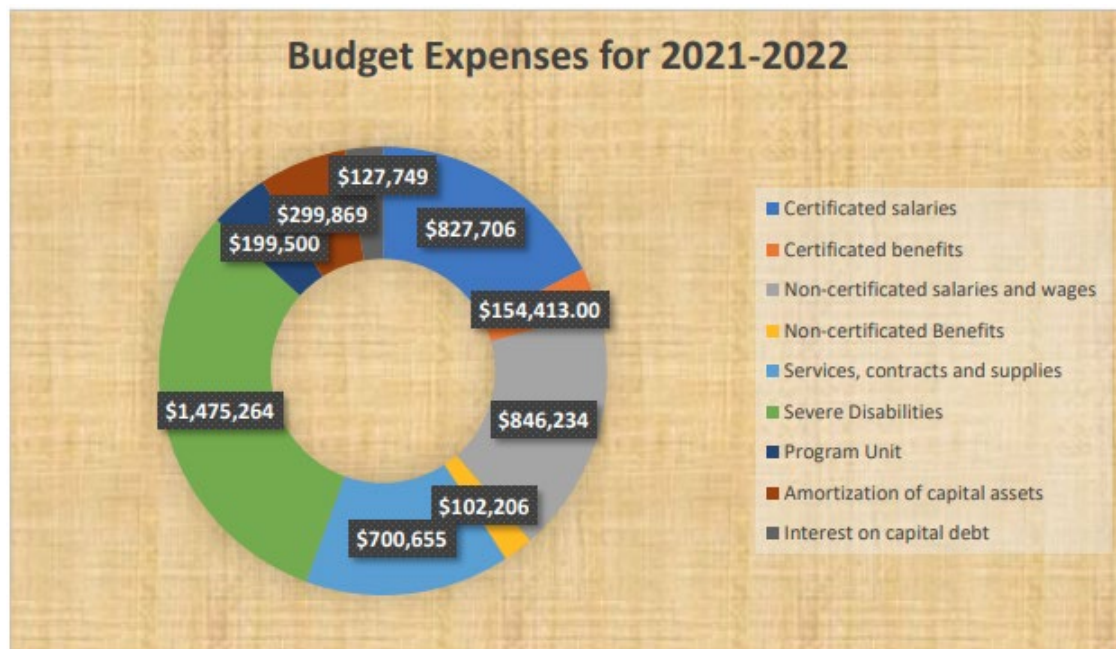
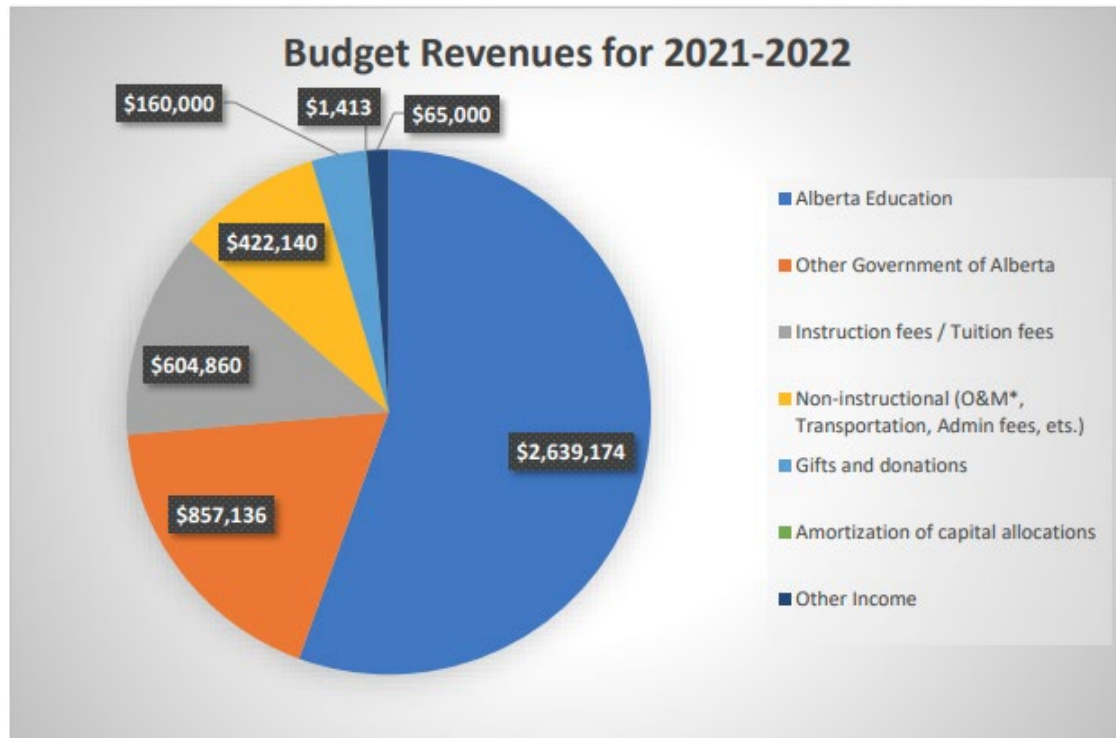
This Results Report is shared via newsletters and our website, to the New Heights community. Priorities and evidence are shared and discussed in meetings with stakeholders, and will be examined and analyzed in strategic planning with the New Heights Board of Directors.

Stakeholder involvement has been impacted by the COVID-19 pandemic in the 2020.2021 and 2021.2022 school years. Due to this, data has been collected in smaller more informal circles of stakeholders as well.

*See Appendix B for supporting Timelines and Communication evidence.*

## Appendix A

### Summary of 2021.2022 Financial Reports



## 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"> <li>• Include feedback from parents and students on results &amp; budgeting decisions</li> <li>• Engage on priorities for New Heights</li> <li>• What are the top highlights and accomplishments of New Heights?</li> <li>• What are the top areas for improvement we face at New Heights?</li> <li>• Do we continue to align with our vision and mission?</li> </ul>
January 25th-February 19th	Survey window for parents, staff (incl Teachers, EAs, Therapists, school staff), Grades 4-12 students	<ul style="list-style-type: none"> <li>• Student, parents &amp; staff understand the use and implication of the data collected</li> <li>• Communication of what the questions mean</li> <li>• Highlight areas of success and target areas of concern</li> </ul>
February/March	Survey results compiled. School budget creation begins.	
March	School Administration begins communication and engagement plans with parents, staff, and students	<ul style="list-style-type: none"> <li>• via newsletter, PAC meetings, focus groups, staff meetings, surveys</li> </ul>
March	Expected funding announcements from provincial government to guide Society and School budget planning	
April	Education Plan draft creation compiled	
April 17th	School Budget presented to the Board	
April -- May	Discussions with Board and School Administration	<ul style="list-style-type: none"> <li>• What are the top achievements, highlights and accomplishments as New Heights?</li> <li>• What are the top areas of growth we face at New Heights?</li> <li>• How did we collaborate to develop the plan with stakeholders? What were the competing priorities?</li> <li>• What are we learning from the results?</li> <li>• How has the Assurance Plan translated into the budget? What initiatives were proposed but scaled back due to budget? How do we prioritize?</li> </ul>
March, April, May, June	Individualized comprehensive math and reading testing for Grade 3, 6, 9 cohort students	School level: Teachers, Admin, students
May 15th	Education Plan presented to the Board	
May 30th	Education Plan submitted to Alberta Education	
May 30th	School Budget submitted to Alberta Education	
May-June	PATs and Diploma Exams	School level: Admin, Teachers, Students
June	Annual data collection for Employment programming and year end report; planning meetings with stakeholders	School level: Admin, Coordinator, employers, parents, student participants



August	Annual data collection for T2A programming and year end report; planning meetings with stakeholders	Program level: Coordinator, coaches, parents, emerging adult participants
Sept 15-Oct 30	Reading inventories and math testing for returning Grade 3, 6, 9 cohort students	School level: Teachers, Admin, Students
October-December	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"> <li>Engage parents &amp; staff on priorities for New Heights</li> <li>Engage parents &amp; staff on budgeting decisions</li> </ul>
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"> <li>Gather feedback on the results from staff and parents to inform school reflections</li> </ul>

## Appendix C:

### Fall 2022 Required and Relevant Supplemental Alberta Education Assurance Measures - Overall Summary

Assurance Domain	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	94.9	96.2	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	95.6	97.2	97.3	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	*	40.3	40.3	83.2	83.4	81.1	*	*	*
	5-year High School Completion	*	*	67.7	87.1	86.2	85.6	*	*	*
	PAT: Acceptable	5.6	n/a	14.3	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	0.0	n/a	0.0	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	45.5	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	13.6	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
	Drop Out Rate	0.0	4.0	2.6	2.3	2.6	2.6	Very High	Maintained	Excellent
Teaching & Leading	Work Preparation	97.4	96.7	96.7	84.9	85.7	83.5	Very High	Maintained	Excellent
	Education Quality	94.6	97.2	97.6	89.0	89.6	90.3	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCERSLE)	96.6	98.6	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	96.6	99.4	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	88.5	93.0	98.0	78.8	79.5	81.5	Very High	Declined	Good
	School Improvement	94.2	96.4	90.0	74.2	81.4	81.3	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
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), Social Studies (Grades 6, 9, 9 KAE).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
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, 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.

	Achievement				
Improvement	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=

Appendix D:



## Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

Authority: 0077 New Heights School and Learning Services Society (FNMI)

Assurance Domain	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	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	59.5	62.0	58.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	68.0	68.1	65.8	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	*	n/a	n/a	46.4	n/a	54.0	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	*	n/a	n/a	6.4	n/a	7.4	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	*	n/a	n/a	68.7	n/a	77.2	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	*	n/a	n/a	8.5	n/a	11.4	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
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), Social Studies (Grades 6, 9, 9 KAE).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
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 Exam 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, Social Studies 30-2.

## Required Alberta Education Assurance Measures - Overall Summary

Source Data Reference

Fall 2022

Authority: 0077 New Heights School and Learning Services Society (FNMI)



Assurance Domain	Measure Evaluation	Current Result	Previous Year Result	Previous 3 Year Average	Achievement Standard Years	Data Updated
Student Growth and Achievement	Student Learning Engagement	2021/2022	2020/2021	n/a	n/a	Apr 27, 2022
	Citizenship	2021/2022	2020/2021	School Years 2018/2019, 2019/2020	2003/2004 to 2005/2006	Apr 27, 2022
	3-year High School Completion	2020/2021	2019/2020	School Years 2017/2018, 2018/2019, 2019/2020	2015/2016 to 2017/2018	Mar 01, 2022
	5-year High School Completion	2020/2021	2019/2020	School Years 2017/2018, 2018/2019, 2019/2020	2015/2016 to 2017/2018	Mar 01, 2022
	PAT: Acceptable	2021/2022	2020/2021	School Years 2018/2019	2011/2012 to 2013/2014	Aug 24, 2022
	PAT: Excellence	2021/2022	2020/2021	School Years 2018/2019	2011/2012 to 2013/2014	Aug 24, 2022
	Diploma: Acceptable	2021/2022	2020/2021	School Years 2018/2019	2013/2014 to 2015/2016	Aug 24, 2022
	Diploma: Excellence	2021/2022	2020/2021	School Years 2018/2019	2013/2014 to 2015/2016	Aug 24, 2022
Teaching & Leading	Education Quality	2021/2022	2020/2021	School Years 2018/2019, 2019/2020	2003/2004 to 2005/2006	Apr 27, 2022
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	2021/2022	2020/2021	n/a	n/a	Apr 27, 2022
	Access to Supports and Services	2021/2022	2020/2021	n/a	n/a	Apr 27, 2022
Governance	Parental Involvement	2021/2022	2020/2021	School Years 2018/2019, 2019/2020	2003/2004 to 2005/2006	Apr 27, 2022