



New Heights  
school & learning services

Results Report  
Alberta Education Assurance Model  
2022.2023

Published November 29<sup>th</sup>, 2023

**Message from the Board Chair: November 2023**

During this past school year and into this year New Heights has grown to the full student capacity of our facility. We now have 123 students which is an exciting milestone for us. This growth has meant some continued renovations to our space to make it our own and more accommodating for our students, but more so, reaching this goal means turning the focus from growth in the number of individuals we serve to additional growth in our programming.

Throughout the last number of months, we have continued to develop our work experience placements as we rebuild relationships with employers after the pandemic. We have also experienced the further growth of our Transition to Adulthood (T2A) program and have merged our Employment Program into it. There is a great deal of work to do with this segment of our student population, as well as the Calgary community receiving them, and we are looking forward to the opportunity.

This past year also saw the return of our Parent Advisory Council (PAC) led Gala fundraiser to an in-person event. It was a fabulous evening that raised a new record amount to further support our students. This coming year we anticipate a change on our administration team as Brent Williams, our Executive Director, has announced his retirement. Brent has provided excellent leadership over the past 12 years and has been instrumental in getting us to where we are now.

As always we are excited to be a part of serving the autistic community at New Heights, in Calgary, and beyond.


Thank you,

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

Dr. Gary Lepine  
Chairman of the Board

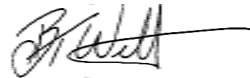
### Accountability Statement

The Annual Education Results Report for New Heights School & Learning Services for the 2022/2023 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 2022/2023 was approved by the Board on November 28<sup>th</sup>, 2023.



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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, and each student has an Individualized Program Plan designed to address their specific educational needs. 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 and Educational Technologist 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, and a Transition to Adulthood program for young adults with ASD who are graduating from or are alumni of New Heights 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 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 2022.2023 School Year

The 2022.2023 school year was our seventeenth year of school operation, our fifteenth year as an accredited funded private school, and our twenty-fourth year as New Heights School & Learning Services Society. It was also our third year in our home in Bessborough Hall, and we have continued making the building our new home as we grow in population and learn the space.

We grew one middle school classroom in 2022.2023, which allowed us to better address student needs as well as bridge our enrolment and growth. This building has allowed 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. Their focus for the coming year is seeking a new Executive Director for the Society as our Executive Director of 12 years, Brent Williams, has announced his retirement.

The 2022.2023 school year marked the return to school “as normal” as Alberta moved to the new model of learning to live with COVID-19. At New Heights we were excited to bring back in-person assemblies and whole school activities among other routine events, ensuring to move purposely and slowly as we tried out these activities in our new space and our students became used to being with others again. A highlight for both staff and students was the return of our annual overnight camping trip for Junior High and High School classrooms. In regular programming, administrators, teachers and educational assistants at the elementary level are working to implement the new Alberta curriculum, and also find the assessment materials to continue to evaluate the grade level of achievement/instruction for our students as they transition into New Heights at different levels than their neuro-typical cohorts across Alberta. This is a unique challenge for 2023.2024, and our Learning Leader is collaborating with other schools with similar populations to find the best assessments for our students.

One of two highlights of the year was celebrating our 8 high school graduates with our graduation ceremony and dinner. The class of 2023 had three students complete their Diploma, three students complete their Certificate of Achievement, and two students complete their Certificate of Completion. Another highlight was our Parent Advisory Council (PAC) Gala event, back in-person for the first time since 2019. PAC’s hard work and efforts for the school were realized in both the attendance for the event, as well as the funds raised for the school that evening.

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 now 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.

The 2022.2023 school year marked the last year of the grant that funded a contained Employment Program at New Heights. This program had run as an in-house team of a Coordinator and Job Coach for four years, working out in the Calgary community with Employers to set up more neuro-affirming practices, including interview processes and job accommodations. They also worked with our students who were actively wanting employment in part time jobs after school, on weekends, or over the summer. They matched skillsets to work environments, prepared strategies, tools, and accommodations, as well as onsite job coaching. New Heights has learned much through this set aside Employment Program over the past years, and through evaluation and reimagining, it now exists as part of our T2A program as we head into 2023.2024. A large part of the learning is how much more we can do for our students through our Work Experience courses in order to set them up for stronger success in the workplace on completion of these courses. Our Community Liaison and T2A Coordinator have been working on a Work Experience strategy to be piloted in 2023.2024 and evaluated for sustainability in future years.

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.

## 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		
	2019	2020	2021	2022	2023	2023	Achieving	3 year trend	Status
Overall agreement that students model the characteristics of active citizenship (AE)	97.6	97.0	97.2	95.6	<b>92.3</b>	95.0	very high	declined	continue
Overall agreement that students are engaged in their learning at school (AE)	n/a	n/a	96.2	94.9	<b>89.6</b>	90.0	n/a	declined	<b>monitor</b>

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

### Comment on Results:

By results, parents (88.6%), teachers (96.4%), and students (92.0%) 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 in regulation, as well as effective communication.
- We celebrate community building with a monthly school assemblies 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 started these events in-person 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, Hour of Art, Science Fair, Talent Show and our Summer Celebration day.

By results, parents (89.6%), teachers (100.0%), and students (79.3%) agree that students are engaged in their learning at school.

- We continue to 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 (an 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 within the classroom context.
- Student interests are built into learning to enhance engagement.
- Our Learning Leader and their team of teachers and Speech Language Pathologists have developed a literacy pilot for the elementary classes, to be implemented in a cohort of classrooms in the next school year, and then evaluated and rolled out to further classrooms the following year.
- It is noteworthy that the student perspective was 91.2% agreeance in the 2021.2022 school year, and has decreased to 79.3% this year. This is an area to monitor, and to become curious to better understand and address the student perspective.

The majority of students have Social Communication (perspective taking) goals, Emotional Regulation (matching the energy to the context) goals and Executive Functioning Skill goals as part of their individualized learning plan. These are identified as areas of need on these students’ most current psycho-educational assessments. These areas also inform our staff professional development each year.



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

Performance Measure	Results (in percentages)				Current	Target	Evaluation		
	2019	2020	2021	2022	2023	2023	Achieving	3 year trend	Status
Overall percentage of students in Grades 6 & 9 on a modified program who achieved growth on literacy assessments over 3 yrs (NH)	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 on numeracy assessments over 3 yrs (NH)	n/a	n/a	*	*	80.0	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 reading assessments over 3 yrs (NH)	n/a	n/a	83.3	100.0	92.8	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 over 3 yrs (NH)	n/a	n/a	*	*	57.1	80.0	n/a	n/a	monitor
<b>Of the students writing</b> , overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (NH/AE)	15.8	n/a	n/a	44.4	71.4	50.0	n/a	varied	monitor
<b>Of the students writing</b> , overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (AE)	0.0	n/a	n/a	0.0	14.2	0.0	n/a	varied	observe

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

### Comment on Results:

All students who meet the criteria and possess the skills necessary to participate in Provincial Achievement Tests (PATs) do so. 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. Many of our students are also coming to us with a diagnosis of one or more Specific Learning Disabilities. 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 students with learning challenges to progress multiple grades in a year to catch up to the cohort of peers in 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. It is our aim that 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. 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, that assess for the new Alberta curriculum as well. We are also currently evaluating the measure expectation for our adapted students of achieving 3 grade levels in 3 years. We are monitoring the growth of 3 grade levels and the growth of 2 grade levels to determine which is most appropriate for our school population.

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 2022.2023, the focus was on researching and developing what will work best for our student population, and training Teachers, EAs and Therapists involved. Joined by Teachers, EAs and our Speech Language Pathologists, the Learning Leader is ready to pilot 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 (PATs) do so. In the 2022.2023 school year, 7 students wrote at least one PAT. Results for this measure have been calculated to show the percentage of the students writing to better reflect our context rather than reflect exemptions.

As new measures, or as measures interrupted by the COVID-19 pandemic, we continue to monitor all of 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 2022-2023. 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 2022-2023 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. See Appendix E for more information on Alberta Education PAT results for New Heights School. In Appendix E, 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); Mathematics (Grades 6, 9); Science (Grades 6, 9); and Social Studies (Grades 6, 9).
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					
	2018	2019	2020	2021	2022	2023
Total students graduating from New Heights	7	4	5	5	10	8
Students graduating with a Certificate of Completion	2	3	3	1	2	2
Students graduating with a Certificate of Achievement	3	0	0	2	2	3
Students graduating with a Diploma	2	1	2	2	6	3
Students writing at least two diploma exams	2	1	2	2	6	3

Performance Measure	Results (in percentages)				Current	Target	Evaluation		
	2019	2020	2021	2022	2023	2023	Achieving	3 year trend	Status
Of the students writing, overall percentage of students in Grade 12 who achieved the acceptable standard on the Diploma Exams (AE/NH)	*	n/a	n/a	45.5	*	50.0	n/a	n/a	monitor
Of the students writing, overall percentage of students in Grade 12 who achieved the standard of excellence on the Diploma Exams (AE/NH)	*	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. In addition, social communication (perspective taking) is necessary when interpreting academic questions and material at the junior high and high school level, as well as increases in the social context. We seek to understand the perspectives of our students, as well as teach and coach our neurodivergent students as they navigate this hidden social curriculum in a world built for neurotypical people. In addition, we continue to work with society, including work experience placements, to bring an understanding of how the environment and ourselves can be changed to better meet the needs of our students. 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 social load and academic load in high school. Executive functioning, social communication 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, Occupational Therapists, Speech Language Pathologists or Transition to Adulthood (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 years 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. In 2022.2023 and moving forward, New Heights teachers have planned 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		
	2018	2019	2020	2021	2022	2022	Achieving	3 year trend	Status
High School completion rate of students within <b>three</b> years of entering Grade 10 (Diploma or CA route)(AE)	*	*	40.3	*	<b>85.4</b>	15.0	High	Improved	observe
High School completion rate of students within <b>four</b> years of entering Grade 10 (Diploma or CA route) (AE)	51.8	*	*	57.0	*	50.0	*	*	<b>monitor</b>
High School completion rate of students within <b>five</b> years of entering Grade 10 (Diploma or CA route)(AE)	86.0	49.5	*	*	<b>56.5</b>	85.0	very low	maintained	<b>monitor</b>
High School completion rate of students on a Certificate of Completion route graduating within five years of entering Grade 10 (NH)	n/a	n/a	n/a	100.0	<b>100.0</b>	80.0	n/a	n/a	<b>monitor</b>
High School to <b>employment</b> transition rate of students within six years of entering grade 10 (NH)	85.7	25.0	80.0	60.0	<b>71.7</b>	65.0	high	varied	<b>important</b>
High School to <b>post-secondary</b> transition rate of students within six years of entering grade 10 (NH)	n/a	n/a	n/a	n/a	<b>64.1</b>	60.0	n/a	n/a	<b>monitor</b>
Drop out rate – annual dropout rate of students aged 14 to 18 (AE)	0.0	3.7	4.0	0.0	<b>0.2</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. We also recognize the Certificate of Completion as a valid route to graduate, along with the Certificate of Achievement and Diploma. These results are separated in the measures noted above, which should be considered when interpreting results.

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. Still others may choose a “gap year” to recover from burnout before they take on their next step and challenge. 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 2021.2022 we had ten graduates. Of our 2021.2022 graduates, nine enrolled in at least one course at a post-secondary institution. Six of our graduates had secured employment following graduation. Nine of the ten graduates connected to the New Heights T2A program.

We have been glad to have Foods, Drama and Work Experience back to usual capacity again, and also to be back out in the community for experiential student learning. 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. A highlight of the year was bringing back the annual overnight camping trip for our Junior High and High School classrooms.

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 or 2022-2023. 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 2022-2023 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		
	2019	2020	2021	2022	2023	2023	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)	100.0	80.0	80.0	89.0	<b>92.1</b>	80.0	high	maintained	<b>important</b>
Percentage of Grade 12 students participating in the New Heights T2A program. (NH)	100.0	80.0	100.0	80.0	<b>75.0</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	74.0	41.0	<b>71.0</b>	80.0	n/a	varied	<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 2022.2023 graduates, three applied to or enrolled in full time or part time post-secondary education. Five of our graduates had secured employment following graduation. Seven of the eight graduates connected to New Heights T2A throughout their Grade 12 year and following graduation.

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 capacity 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 gain skills to benefit their employability, 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 or volunteer job while attending high school. Our Employment Program is rolling under the T2A umbrella moving forward from 2022.2023.

We are re-imagining our Work Experience courses to capitalize on this opportunity for our students to have practical experience in the workplace with a New Heights coach through their high school years. For students who want to pursue employment over the summer break, the T2A program is available to provide support as needed for our students to obtain and maintain their job, and the Calgary employer also has the opportunity to have New Heights coach them to build more inclusive workplace environments.

Performance Measure	Results (in percentages)				Current	Target	Evaluation		
	2019	2020	2021	2022	2023	2023	Achieving	3 year trend	Status
Overall agreement that students are taught attributes and behaviors that will make them successful at work when they finish school (AE)	93.3	100.0	96.7	97.4	<b>96.9</b>	90.0	very high	maintained	continue
Overall satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning (AE)	87.9	98.2	96.0	93.9	<b>93.9</b>	90.0	very high	maintained	continue
Percentage of high school students participating in the Employment Program within their years of high school (NH)	n/a	*	90.0	68.0	<b>65.0</b>	80.0	intermediate	declined	<b>modify</b>
Percentage of high school students participating in part time jobs during the school year (NH)	n/a	*	20.0	50.0	<b>39.3</b>	50.0	intermediate	varied	<b>monitor</b>
Percentage of graduating students who have had experience in a part-time job in High School (NH)	n/a	*	50.0	50.0	<b>62.5</b>	60.0	high	maintained	<b>monitor</b>
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	100.0	<b>80.0</b>	80.0	n/a	n/a	<b>monitor</b>

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

## Comment on Results:

100% of high school students agree that their work experience course is teaching them valuable skills for employment.

- Our high school students all participate in a work experience 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.
- Onsite New Heights staff member for coaching and support, as needed.
- Our Community Liaison and T2A Coordinator developed a more targeted strategy, to be implemented in the next school year. In 2022.2023 the focus was evaluating and redesigning existing structures, and getting ready to pilot small group and individual implementation in 2023.2024.

By results, parents (93.8%) 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 (now rolled under T2A), giving hands on experience in a part time job with a job coach and support as they gain employment outside of the school.
- Continue emphasis on New Heights high school students taking Work Experience courses as part of their programming, for high school Diploma routes, Certificate of Achievement routes, and Certificate of Completion routes.
- Our Therapy Team Lead role has better aligned our therapy team to target the goals of our students in a more effective, collaborative approach.

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. These are measures that are important to New Heights and that we continue to actively monitor.

As our funding grant for the Employment Program came to an end in 2022.2023, through evaluation of the program we recognized the load that managing both high school and employment was impacting our students' mental health and capacity. Though employability is still a key focus for New Heights, the urgency of securing a high school job has shifted to building the skills in a less high stakes situation through Work Experience courses and volunteering, and having the students drive their journey for securing paid employment through accessing the T2A program as they would access the Employment Program before. Our Community Liaison and the T2A Coordinator have reimaged and developed a strategy within our existing structure for the Work Experience program to better target building skills for our students during high school. The evaluation and imagined re-design of this program took place in 2022.2023, with a pilot in small groups and with individuals to be implemented in the 2023.2024 school year. This redesign will be evaluated and restructured over the next three years to ensure sustainability.

Our Community Liaison worked throughout the 2022.2023 school year to rebuild relationships with work experience placements, as well as seek new and meaningful placements for our students. In 2022.2023 we had 8 placements rebuilt after the pandemic restrictions. Heading into 2023.2024 we have 14 placements, with 8 new placements and 6 returning placements.

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		
	2019	2020	2021	2022	2023	2023	Achieving	3 yr trend	status
Percentage of teachers, parents and students satisfied with the overall quality of basic education. (AE)	98.7	96.6	97.2	94.6	<b>92.6</b>	90.0	very high	maintained	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	99.4	96.6	<b>95.8</b>	95.0	n/a	maintained	monitor
Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. (AE)	n/a	n/a	98.6	96.6	<b>96.5</b>	95.0	n/a	maintained	monitor
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	87.5	100.0	85.7	<b>93.9</b>	90.0	very high	maintained	continue
Percentage of all staff (incl EAs, Therapists, Program staff) reporting that in the past 3-5 years the professional development and in-servicing received from New Heights contributes significantly to their ongoing professional growth and their increased confidence in their practice (NH)	n/a	n/a	n/a	n/a	<b>100.0</b>	90.0	n/a	n/a	monitor

\*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 a checkpoint 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 (87.4%), teachers (97.0%) and students (93.5%) are satisfied with the overall quality of basic education.

- We maintain our effort towards individualizing programming to meet the needs of our students. As a school for students with 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 elective options that cater to different learning styles and/or student interests and strengths.
- During the 2022.2023 school year, New Heights offered a variety of programs including physical education, music, health, art, and communication and technology studies. Our High School students also took part in a Work Experience program and a Workplace Readiness course, as well as Drama, Foods, Art & Design, and 2D/3D CTS for their elective options. Woodworking was offered within the Art & Design and 2D/3D CTS courses.

By results, parents (90.0%), teachers (100.0%) and students (97.4%) 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. 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, mental health 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 (96.0%), teachers (100.0%), and students (93.4%) 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 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 (93.9%) agree that the professional development and in-servicing received from New Heights has been focused, systematic and contributed significantly to their ongoing professional growth. New Heights staff (100%) agree that professional development and in-servicing received from New Heights has been relevant and has increased their confidence in their practice.

- The PD theme at New Heights in 2022.2023 was "Our Greatest Hits" as we came out of the pandemic shift and are back to usual practices. Many staff who were hired over the pandemic had not learned some of the foundational evidence based programs commonly used at New Heights, and staff who had benefitted from the reminder after the years of the focus on more remote learning and pandemic themes. New Heights uses evidence based curriculums such as SCERTS, PEERS, and Social Thinking among others.
- Our Learning Leader and their team of teachers and SLPs have developed a literacy pilot for the elementary classes, to be implemented through a pilot in the upper elementary classes next school year. The excitement from teachers to join this pilot has been encouraging. This project will be evaluated through the year before extending it school wide the following year.
- 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.
- Our Indigenous Resources Professional Learning Community (PLC) continued with their mission to effectively infuse indigenous perspectives and experiences in the classroom, creating a heightened awareness of culture, history and issues. In 2022-2023 this grew from the original two members 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 and confidently teach FNMI perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
- The global autistic community has been advocating for more neuro-affirming environments, and has been sharing more of their lived experience of certain approaches and programs. Our PD theme moving forward into next year will involve evaluating our current practices while we continue to listen to the autistic community, to ensure we are becoming a neuro-affirming school for our students. As much as possible, we would like to have autistic professionals provide this professional development.
- New Heights staff, through surveys, have also requested additional training in mental health supports for students.

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.
7. 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 continue to be grateful as we in Alberta are learning to live with COVID-19 and living in a less restricted mode. We continue to spread through the building and integrate into the community around us regularly again. Though we were creative and found pockets of the New Heights culture within that new way of living with restrictions, it has taken work to re-build that special belonging that is such a safe-haven for our students, parents and staff.

We also continue to experience growth of our student body in this building, and know the importance of embracing our 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		
	2019	2020	2021	2022	2023	2023	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)	99.5	99.2	99.1	97.1	97.1	95.0	very high	maintained	continue
Percentage of staff 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	*	93.7	85.0	n/a	n/a	monitor
Overall percentage of stakeholders satisfied with parental involvement in decisions about their child's education (AE)	98.0	98.1	93.0	88.5	87.3	90.0	very high	maintained	continue
Overall percentage of stakeholders indicating that their school has improved or stayed the same the last three years (AE/NH)	85.9	94.1	96.4	94.2	84.2	90.0	very high	maintained	modify
Overall percentage of stakeholders indicating that the student voice is heard in their school community (NH)	n/a	n/a	n/a	*	89.9	80.0	n/a	n/a	important
Number of active partnerships in the Calgary community who agree they would continue their placements with New Heights staff and students (including work experience partnerships and practicum student partnerships) (NH)	n/a	n/a	n/a	n/a	100.0	80.0	n/a	n/a	monitor

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

## Comment on Results:

By results, parents (86.1%) and teachers (88.5%) 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 support, encourage and suitably challenge their children during their educational journey and through transitions.
- As the school grows, the New Heights Parent Advisory Council continues to grow capacity. The pandemic restrictions in 2020.2021 and 2021.2022 required PAC to get creative in their mission to build community, moving many of their events and support to a virtual environment. Though continuing meetings virtually, which reduced barriers to attendance, PAC has moved their events back in-person, culminating in an exceptional gala in the Spring of 2023 that exceeded expectations of attendance and of funds raised.

By results, teachers (75.0%), parents (85.7%), and students (92.0%) 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.
- Our results, especially from Teachers, have 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 return to normal after the pandemic. A modified wording for the measure may be the result.

New Heights students and staff agree that continuing whole school activities, like the Halloween parade, the Science Fair, the Talent Show, and the Summer Celebration are important to their school community. We are seeking ways to do this most effectively in our building space with our larger student body.

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. Over the past few years, 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 direct and 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

- Continuing to responsibly increase our enrolment in our new space, keeping in mind training and integrating new staff and effectively sharing resources such as therapists. We are growing one more classroom in the 2023.2024 school year, and then will be considered at full capacity.
- 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.
- Ensuring we're keeping up with the promising practices and the voices of the autistic community as we evaluate our programming and implement our educational practices.

### Summary of Financial Results

- The school's dedicated accounting department ensures accuracy and accountability. Spending during the 2022.2023 school year was within budget.

For the 2022.2023 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, keeping in mind 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. 2022.2023 was the final year of this step increase.

*For additional financial information, including the Audited Financial Statements for 2022.2023 or the Budget Report for 2023.2024, 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 2022.2023 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 second 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.

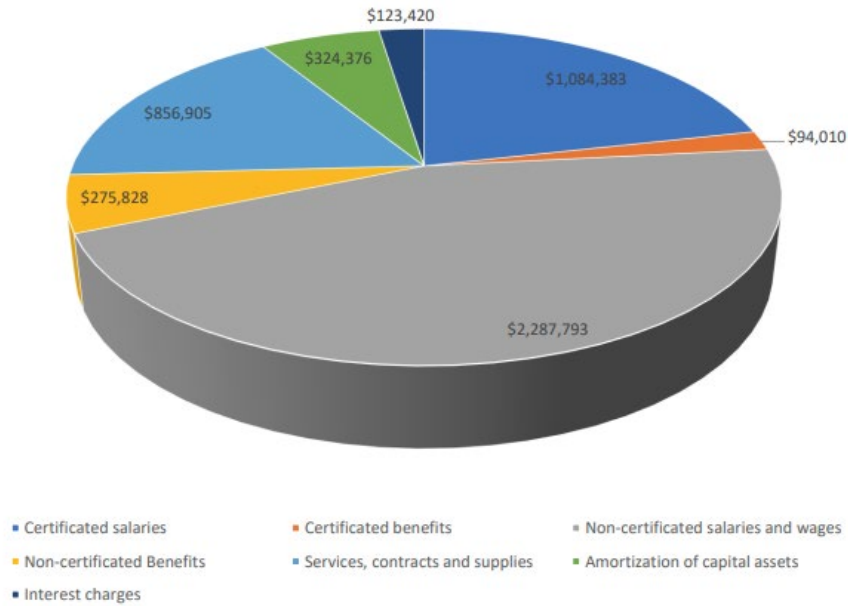
This Results Report is shared via newsletters and our website, to the New Heights community. Priorities and evidence are shared and discussed in meetings with stakeholders, and will be examined and analyzed in strategic planning with the New Heights Board of Directors.

Stakeholder involvement was impacted by the COVID-19 pandemic in the 2020.2021 and 2021.2022 school years, and started with slow re-engagement in 2022.2023. Due to this, data has been collected in smaller more informal circles of stakeholders as well.

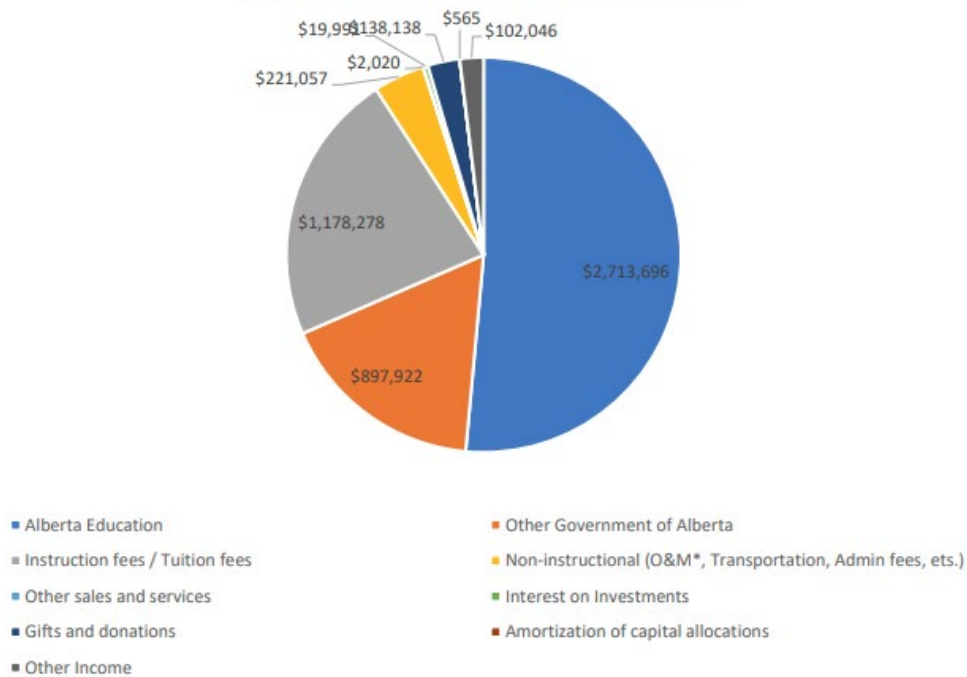
*See Appendix B for supporting Timelines and Communication evidence.*

**Appendix A**  
**Summary of 2022.2023 Financial Reports**

**Actual Expenses 2022-2023**



**Actual Revenue 2022-2023**



## 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 2023 Required 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	89.6	94.9	94.9	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	92.3	95.6	96.3	80.3	81.4	82.3	Very High	Declined	Good
	3-year High School Completion	85.4	*	40.3	80.7	83.2	82.3	High	Improved	Good
	5-year High School Completion	56.5	*	49.5	88.6	87.1	86.2	Very Low	Maintained	Concern
	PAT: Acceptable	1.4	6.7	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	1.4	0.0	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	*	45.5	n/a	80.3	75.2	n/a	*	n/a	n/a
	Diploma: Excellence	*	13.6	n/a	21.2	18.2	n/a	*	n/a	n/a
Teaching & Leading	Education Quality	92.6	94.6	95.6	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	96.5	96.6	96.6	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	95.8	96.6	96.6	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	87.3	88.5	93.3	79.1	78.8	80.3	Very High	Maintained	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 to 2021/22 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. 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
  4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
  5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
  7. 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.
  8. 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.

## 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 2023

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	57.0	59.5	59.1	*	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	71.3	68.0	67.0	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	*	n/a	40.5	43.3	n/a	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	*	n/a	5.5	5.9	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	*	n/a	74.8	68.7	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	*	n/a	11.3	8.5	n/a	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 to 2021/22 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. 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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 2023

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	Last Updated
Student Growth and Achievement	Student Learning Engagement	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
	Citizenship	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2011/2012 to 2013/2014	Apr 24, 2023
	3-year High School Completion	2021/2022	2020/2021	School Years 2018/2019, 2019/2020, 2020/2021	2011/2012 to 2013/2014	Mar 22, 2023
	5-year High School Completion	2021/2022	2020/2021	School Years 2018/2019, 2019/2020, 2020/2021	2011/2012 to 2013/2014	Mar 22, 2023
	PAT: Acceptable	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 07, 2023
	PAT: Excellence	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 07, 2023
	Diploma: Acceptable	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 01, 2023
	Diploma: Excellence	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 01, 2023
Teaching & Leading	Education Quality	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2011/2012 to 2013/2014	Apr 24, 2023
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
	Access to Supports and Services	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
Governance	Parental Involvement	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2011/2012 to 2013/2014	Apr 24, 2023

**Appendix E:**  
**Provincial Achievement Test Data from Alberta Education**

**Provincial Achievement Test Results – By Number Enrolled Measure History**

PAT Results By Number Enrolled Measure History													
	New Heights School & L.S.S					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	14	n/a	n/a	18	23	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
Acceptable Standard %	15.8	n/a	n/a	6.7	1.4	Very Low	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	0.0	n/a	n/a	0.0	1.4	Very Low	n/a	n/a	20.8	n/a	n/a	17.7	16.0

Note: Number enrolled includes students exempted from writing the tests.