



# New Heights

school & learning services

Combined Education Plan  
2020/2021-2022/2023  
and  
Results Report  
2019/2020

Published November 30<sup>th</sup>, 2020

**Message from the Board Chair: November 2020**

2019/2020 will be remembered for a number of changes and challenges. For New Heights a key anticipation for the year was the move into our new building, but like everyone else much of our attention and focus was spent managing a pandemic. Transitioning from an in person and in the classroom setting to delivering our services virtually presented a number of challenges, but these were well met and some insights into our programming were gained. Along with the pandemic came changes in the funding model with which we operate. This too has presented significant challenges as we grow our program that we are still addressing.

In the midst of all of this the move did occur, along with some required renovations. It is something of a relief to have this part of our journey behind us. As we have said all along, the building is simply a tool to support our program. We continue to develop the programs we have and look for ways to enhance, expand, and add to them. The current context may not be everything we wanted or expected, but it does provide the opportunity to consider new methods of doing what we do and hopefully discovering even better ways of serving our students.

Despite these obstacles, we have continued to grow and anticipate doing so for the foreseeable future. We are fortunate to be a part of a vibrant community and proud to serve individuals on the autism spectrum.

I would like to close with a special thank you to all of our staff and families who have handled this year remarkably well.

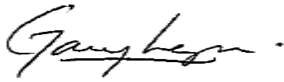
Thank you,

A handwritten signature in cursive script, appearing to read "Gary Lepine".

Dr. Gary Lepine  
Chairman of the Board

**Accountability Statement**

The Annual Education Results Report for the 2019/2020 school year and the Three-Year Education Plan commencing September 1, 2020 for New Heights School & Learning Services were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2019/2020 school year and the Three Year Education Plan for 2020/2023 on November 27<sup>th</sup>, 2020.



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Gary Lepine  
Chairman of the Board



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Brent Williams  
Executive Director

## **A Profile of New Heights School & Learning Services**

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

New Heights is a Designated Special Education Private School (DSEPS) reaching students ages 3 to 21, 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.

**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.

### **Summary of the 2019.2020 School Year**

The 2019.2020 school year was our fourteenth year of school operation, our twelfth year as an accredited funded private school, and our twenty-first year as an ECS/Early Intervention Program. For this eighth year in our location in Currie, our students were continuing to further engage in the neighborhood outside the walls of the school building, generalizing their knowledge and skills as they actively contributed to the community around them. The beginning of the year was full of anticipation as we amped up planning and preparations for our move into our new building on the barracks, Bessborough Hall. From March forward, our priorities and enthusiasm shifted as the COVID-19 pandemic came to Alberta, and school buildings were closed moving learning online. We pivoted to the New Heights interim home learning program, using Google Classroom, Google Meet, email and phone to continue to connect with our students over the remaining months of school following Spring Break.

2019.2020 was our first year with an Educational Technologist on staff, hired in response to a gap identified in having the technology available but seeing the lack of use in the classroom. The Educational Technologist immersed herself in the classrooms, consulting with our classroom staff to build their skill and confidence to start to integrate technology into learning. She also continued the work started by staff in previous years, researching relevant technology tools, assistive technology as well as programs to further engage our student population in learning. New Heights partnered with Connect Charter school in an effort to share PD from our specializations (theirs being technology, ours being ASD). Through the year we learned that it takes time and intentionality to build the skill and confidence of our staff, and that this will be an ongoing focus over years for PD for our staff. By March we were also highly thankful to have this role on site as we switched gears to online learning. Even staff who were initially resistant to technology had to bridge the gap in skill and confidence to allow students access to their learning remotely.

The New Heights Student Council continued for its second year in 2019.2020 bringing in another avenue to infuse the student voice into the organization. This group of high school students were especially keen to have input into whole school activities, and plan their own events, for the students, by the students. As we moved to the New Heights interim home learning program, the Student Council continued with an event through the month of April to help keep the student body connected. They planned and implemented a Lego Building Challenge where students could build a project and take a photo to be posted in the school newsletter.

Our students consistently reflect that whole school activities are their favorite memories of the year, and something they look forward to each year. Students, staff and parents were glad to have had our annual Science Fair in-person early in March before moving to remote learning. We unfortunately had to cancel our junior high/high school camping trip due to the pandemic. Our annual Talent Show, another student, staff and parent favorite, was done virtually in May, and was a great moment of whole school connection in the middle of remote learning.

We also honored our 5 graduates in the class of 2020 in a virtual ceremony, and through Porch-traits in their grad gowns and hats. In the class of 2020 we had one student complete their diploma, one student complete their certificate of achievement, and three students complete their certificates of completion. 4 of our graduates are continuing courses through Mount Royal University, in either the regular program or the Transitional Vocational Program, or through Bow Valley College. 4 of our graduates participate in the New Heights Transition to Adulthood branch.

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 branch. This program addresses 5 key areas that have been identified as potential barriers to our students' success: Employment, Independent Living, Post-Secondary Transitions, Social Environments, and Self Advocacy. The program is driven by the goals of the emerging adults, and is currently available to New Heights' students in their last year of high school or who have recently graduated. The goal of the branch is to work with the emerging adults to effectively bridge the gap from daily school routine and expectation to contributing interdependently in the Calgary community.

Also, in this area of transitioning to adulthood, we have maintained our emphasis on building employment skills in the school program. The research shows that regardless of their education, many individuals with ASD are not finding and holding jobs after they leave their formal education. Teaching workplace readiness skills is important in our program, as well as onsite practice in workplace situations and environments. Our High School students participate in Work Experience courses. In 2019.2020 they were at Yoga Nova, IKEA, Jubilations Dinner Theatre, Wildflower Art Gallery, Indefinite Arts, the Loughheed House, Nosh Cafe, and the Mustard Seed. This was also our sixth full year of our Employment Program, the purpose of which is to enhance the authentic learning of our high school students; building independence and work skills through extra-curricular and part time employment. The project continues to show evidence that the skills learned through participation in the workforce directly impacted the confidence and learning of the students in the classroom. The project has also helped to raise awareness of the positive contributions our student population has to offer the working world. To effectively implement the project and build consistency, as

well as directly focus on our population on the autism spectrum, New Heights transitioned this program in-house by hiring our own Employment Coordinator in the Fall of 2019. Following an incredible initial momentum, the shift in employment due to the province and city initial COVID-19 response took the wind out of our sails. Though jobs were lost due to businesses shutting down, our Coordinator continued to work with students remotely, building skills and practicing for interviews virtually. By the summer, students were back in the community seeking and landing part time jobs.

Finally, in 2019.2020, we had reached our capacity in our current space, and we were enthusiastically planning for the transition to our new building in our neighborhood. We had increased our attention on the move, holding focus groups to gain input from our staff on space and programming. The move was completed over the summer of 2020, including some initial renovations that were needed to continue our programming. Our new building will allow for growth, both of our student body and of our programming. 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.

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.

### **DSEPS (Designated Special Education Private School) Report**

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

New Heights achievements from 2019.2020:

- Five students graduated from the High School program with a Diploma, Certificate of Achievement or Certificate of Completion.
- Bringing the Employment Program in-house has enhanced the authentic learning of our high school students; building independence and work skills through extra-curricular, part time employment. Results from the first six years of the program show evidence that the skills learned through participation in the workforce directly impacted the confidence and learning of the students in the classroom. The project has also helped to raise awareness of the positive contributions our student population has to offer the working world. The in-house program started with big momentum, but plateaued with the job market and layoffs during the city wide shut down in the Spring due to the COVID-19 pandemic. There was a slower build again during the summer as the city re-launched.
- Seeking a solution to the gap in services and supports as our high school students transition into life after high school, in June 2017 we launched our Transition to Adulthood branch, and have watched it grow and build since, clearly meeting a need in the Calgary community. This branch works with our emerging adults in their last year of high school at New Heights, as well as our graduated alumni (up to age 25). The focus is on 5 key areas: Employment, Independent Living, Post-Secondary Transitions, Social Environments, and Self Advocacy.
- The establishment of our Transition to Adulthood branch has further motivated New Heights staff to build the tools identified in the program into the Junior High and Elementary classrooms as well, to better prepare our students for the transition to adulthood, building the skills necessary to live as independently as possible, and experience a healthy, holistic lifestyle in the community as adults.
- We brought an Educational Technologist on staff during the 2019-2020 school year to address a gap that we found in integrating technology in the classroom. In addition to consultation with staff and infusing technology into teaching and learning, our Educational Technologist also researches and implements assistive technology and program for individual students as needed.
- The New Heights Student Council continued for their second year, mainly interested in building activities that would be for the students, by the students.
- Students and staff collaborated to form a lunch time GSA, building the foundation of a safe space for students to drop in.

Looking to 2020.2021:

- Continue growing the Employment Program, even in the current job climate of Calgary during COVID. Working to evaluate the program to find where the successes and gaps may be. Integrating the goals and results into the Education Plan and Results Report moving forward.
- Re-connecting and collaborating with other agencies as they continue to slowly re-launch to effectively bridge the gap from high school to adulthood for our population, focusing on the areas of: continuing education, independent living, employment, and daily social environments
- Evaluating our Transition to Adulthood program. Integrating the goals and results into the Education Plan and Results Report moving forward.
- Diving into our focus on Transition, establishing better transition tools and practices when students and their families move from elementary to junior high, and junior high to high school (including video and visuals).

- Continuing to evaluate and measure the learning of staff as they work with our Educational Technologist, building capacity, skill, and confidence with the classroom teachers to better integrate technology in teaching in the classrooms.
- Formalizing a structure and timeline of the assessment tools we use, to better track student skill building for success (incl academic, life, employment skills), and integrating the results into the Education Plan and Results Report moving forward.  
*(See Appendix B for supporting Timelines and Communication evidence.)*
- Continuing the collaboration and programming we have intentionally built (incl student council, PAC, GSA, PD, therapy support, whole school activities, life skills programming, etc.), and creatively and innovatively transferring this into a COVID friendly, more virtual environment.



**Combined 2020 Accountability Pillar Overall Summary**

Measure Category	Measure	New Heights School & L.S.S			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	99.2	99.5	99.4	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	94.0	91.5	92.3	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	96.6	98.7	97.6	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	3.7	0.0	0.0	2.7	2.6	2.7	High	n/a	n/a
	High School Completion Rate (3 yr)	*	*	18.0	79.7	79.1	78.4	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	14.3	9.4	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	2.8	1.9	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	*	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	*	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	*	0.0	56.4	56.3	55.6	*	*	*
	Rutherford Scholarship Eligibility Rate	*	16.7	16.7	64.8	64.8	63.5	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	17.6	0.0	0.0	60.1	59.0	58.5	Very Low	Improved	Issue
	Work Preparation	100.0	93.3	96.2	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	97.0	97.6	98.0	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	98.1	98.0	97.4	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	94.1	85.9	88.5	81.5	81.0	80.9	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
12. Participation in Provincial Achievement Tests and Diploma Examinations was impacted by the COVID-19 pandemic in March to June 2020. Caution should be used when interpreting trends over time for the province and school authorities affected by this event.

**Combined 2020 Accountability Pillar First Nations, Métis and Inuit Summary**

Measure Category	Measure	New Heights School & L.S.S (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	n/a	*	n/a	5.5	4.8	5.6	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	55.8	53.3	52.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	*	*	n/a	54.0	n/a	*	*	*
	PAT: Excellence	n/a	*	*	n/a	7.4	n/a	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	77.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	11.4	n/a	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	24.4	24.6	22.3	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	39.1	37.1	35.7	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	35.0	34.2	33.0	n/a	n/a	n/a
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Participation in Provincial Achievement Tests and Diploma Examinations was impacted by the COVID-19 pandemic in March to June 2020. Caution should be used when interpreting trends over time for the province and school authorities affected by this event.

## Measure Evaluation Reference

### Achievement Evaluation

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

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

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

Notes:

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

### Improvement Table

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

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

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

### Overall Evaluation Table

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

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

### Category Evaluation

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

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	33.3	0.0	13.9	14.3	n/a	15.0	n/a	n/a	n/a	n/a	15.0	20.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	2.8	0.0	2.8	0.0	n/a	0.0	n/a	n/a	n/a	n/a	0.0	0.0

### Comment on Results

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

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

As a measure of our student's academic success moving forward, taking into consideration learning challenges and academic lag, New Heights will also be administering reading inventories and comprehensive academic testing to track the progress of our students in literacy and in math at their individual level. These tests will be administered on entrance to New Heights, as well as across the Grade 3 student cohort, Grade 6 student cohort, and Grade 9 student cohort as a tool to measure academic progress, as well as to inform instructional development for continued success for individual students in the classroom.

### Note:

Participation in Achievement Tests—All students who meet the criteria and possess the skills necessary to participate will do so. A decision will be made on an individual basis through a collaborative process involving teachers, parents, and psychologists as to the suitability of a particular student's participation in achievement testing.

Cohorts—Setting a group target for a student population comprised of students with variable and individual remedial needs and whose starting skills vary dramatically year over year is a challenge. We would expect to see considerable variability over time in our performance data.

### Strategies

- Practice use of accommodation tools, as required, within the classroom environment, throughout the school year (e.g. extra time, writer, scribe, separate quiet spaces to complete work, etc.)
- Focus on tools and strategies to promote executive functioning skills, especially in the areas of planning, memory retention, persistence, task initiation, and organization (a staff ongoing professional development focus).
- Develop and implement student specific strategies to regulate emotions (calm or alert) to increase students' capacity to be available for learning (a staff ongoing professional development focus)
- Continue to grow staff knowledge and skill in the use of communication and information technology in the classroom environment by having an Educational Technologist on staff and in the classrooms for consultation and staff training.
- Implement a more structured routine of when reading inventories and comprehensive subject testing is administered for individuals across grade level cohorts.

### Note:

These strategies will be evaluated through surveys and focus groups with classroom teaching teams and school therapists, and also by observing increased use of visuals, tools and technology present in the classroom environments.

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

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Participation in Provincial Achievement Tests was impacted by the COVID-19 pandemic in March to June 2020. Caution should be used when interpreting trends over time for the province and school authorities affected by this event.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	n/a	*	*	*	n/a	20.0	n/a	n/a	n/a	20.0	25.0	30.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	n/a	*	*	*	n/a	0.0	n/a	n/a	n/a	0.0	0.0	0.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school <b>within three years</b> of entering Grade 10.	64.9	*	18.0	*	*	0.0	*	*	*	15.0	15.0	15.0
Percentage of students who completed high school <b>within four years</b> of entering Grade 10.	n/a	59.0	68.8	51.5	*	50.0	*	*	*	50.0	50.0	50.0
Percentage of students who completed high school <b>within five years</b> of entering Grade 10.	*	n/a	57.0	85.9	49.2	30.0	*	*	*	85.0	85.0	85.0
Percentage of students writing <b>four or more</b> diploma exams <b>within three years</b> of entering Grade 10.	0.0	*	0.0	*	0.0	0.0	*	*	*	0.0	0.0	0.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	0.0	0.0	3.7	0.0	High	n/a	n/a	0.0	0.0	0.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	*	n/a	0.0	17.6	15.0	Very Low	Improved	Issue	20.0	25.0	25.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	*	*	16.7	*	0.0	*	*	*	0.0	0.0	0.0

**Comment on Results**

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

During the 2019.2020 school year, New Heights had one graduate who achieved their Diploma, one graduate who achieved their Certificate of Achievement, and three graduates who completed their Certificate of Completion. In 2020-2021 we are projecting six students completing their high school programs.

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

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

Of our 2018-2019 graduates, two had secured part time employment by graduation, one a consistent volunteer position. Two of our graduates were enrolled in part time post-secondary studies. One of our students was living independently even before graduation. All of the participants were involved in the Transition to Adulthood program, three continue to be active participants presently, with an additional two that check in when needed.

Of our seven 2017-2018 graduates, four were enrolled in full time or part time post-secondary institutions, some now graduated from their programs. All seven of them had secured employment at some point throughout the year. Four of the graduates were living independently post-graduation. All seven are participants were involved in the New Heights Transition to Adulthood program, two continue to be active participants presently, with an additional two that check in when needed. One more alumni from previous to 2017-2018 continues to be an active participant, with two others that continue to check in when needed.

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

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

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

#### Strategies

- Continue to partner with the Transition to Adulthood Branch, working with students who are in their graduating year, as well as students who have graduated from New Heights (up to the age of 25).
- Provide opportunities throughout the school day for students to meet with supportive adults in their school environment (e.g. psychologist, principal, OT, SLP, T2A, Employment Coordinator) for emotional, mental, social and academic support.
- Emphasize practice and tools for executive functioning challenges throughout junior high and high school classes, supporting students with organization, prioritization, initiating tasks, etc. (an ongoing staff professional development focus)
- Develop and implement student specific strategies to regulate emotions (calm or alert) to increase students' capacity to be available for learning (an ongoing staff professional development focus)
- Continue to enhance staff knowledge and skill in the use of communication and information technology in the classroom environment by having an Educational Technologist on staff and in the classrooms for consultation and staff training.
- Continue the optional Employment Program, providing high school students with the opportunity and skills to gain part time employment after school and on weekends, building confidence and capacity for these individuals.

#### Note:

These strategies will be evaluated through surveys and focus groups with classroom teaching teams and school therapists, and also by observing increased use of visuals, tools and technology present in the classroom environments.

The Transitioning to Adulthood branch is evaluated through specific goals, student qualitative interviews, parent/guardian qualitative interviews, and feedback surveys, as well as being shaped from current research and networking within the ASD community.

The Employment Program is evaluated through specific goals, student qualitative interviews, parent/guardian qualitative interviews, and feedback surveys, as well as being shaped from current research and networking within the ASD community.

#### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Participation in Provincial Achievement Tests and Diploma Examination was impacted by the COVID-19 pandemic in March to June 2020. Caution should be used when interpreting trends over time for the province and school authorities affected by this event.

**Outcome One: Alberta's students are successful (continued)**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	93.8	98.5	97.9	97.6	97.0	95.0	Very High	Maintained	Excellent	95.0	95.0	95.0
Percentage of teachers, parents and students who are satisfied that each child and youth belongs, is supported and is successful in their learning. <b>(Inclusive Education measure)</b>	97.9	99.5	94.7	95.6	97.9	95.0	Very High	Maintained	Excellent	95.0	95.0	95.0
Percentage of teachers and parents who are satisfied that families are encouraged and supported in helping their children be successful in their learning. <b>(Inclusive Education measure)</b>	93.1	97.6	97.6	98.3	96.9	95.0	Very High	Maintained	Excellent	95.0	95.0	95.0

**Comment on Results**

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

- Our Occupational Therapists, Speech Language Pathologist, and Psychologists on staff work with the teachers and students to provide direct teaching of healthy lifestyle choices, as well as effective communication. These professionals continued their individual sessions virtually, as well as staff and parent consultation as possible, during the NH interim home learning period.
- We celebrated community building with a monthly whole school assembly recognizing students who have shown characteristics of citizenship (e.g. sharing, manners, thinking of others, random acts of kindness), as well as through monthly whole school activities. We continued this "Way to Go" recognition through the school newsletter during the NH interim home learning period.
- We continued to run clubs, allowing for a more structured lunch time activity for our students who thrive on consistency, routine, and structure, as well as providing an opportunity for students to further engage in their strengths and interests, while socializing with others around the school. During the NH interim home learning program, chess club and journalism club continued virtually.
- Students take part in a Whole School Activity each month, providing opportunities to practice leadership skills, creativity, and team work. Activities include a Science Fair, Talent Show, and team based STEM activities. We held the Talent Show virtually during the NH interim home learning period.
- Our New Heights Student Council is a voice for our student community, and also plans and implements activities for the students, by the students.
- New Heights High School students have the option of participating in our Employment Program, giving hands on experience in a part time job with a job coach and support as they gain employment outside of the school.

By results, parents, teachers, and students are in agreement that each student belongs, is supported and is successful in their learning.

- Emphasize practice and tools for executive functioning challenges throughout junior high and high school classes, supporting students with organization, prioritization, initiating tasks, etc. (an ongoing staff professional development focus)
- Develop and implement student specific strategies to regulate emotions (calm or alert) to increase students' capacity to be available for learning (an ongoing staff professional development focus)
- Our Occupational Therapists, Speech Language Pathologist, and Psychologists on staff work with the teachers and students to provide direct teaching of social (perspective taking) skills and communication.
- Student interests are built into learning to enhance engagement.

By results, parents and teachers are in agreement that families are encouraged and supported in helping their children be successful in their learning.

- Our Family School Liaison Counsellor on staff is in the classroom and directly communicating with parents to generalize strategies and tools from the home environment to school; and from school to the home environment. Our Counsellor also helps build capacity in families, especially during challenging transitions throughout the educational journey.
- Communication from the classroom to home is weekly, if not more, and a valued focus throughout the year.

**Strategies**

- Continue to implement social skills programming for all of our students, working with therapists in individual or classroom situations, using evidence based curriculum such as Social Thinking and PEERS, to directly teach perspective taking, social skills, and social nuances.
- Strengthen opportunities for the New Heights student council to be encouraged to infuse the student voice in school decisions. Be creative in how to implement this more virtually during the 2020-2021 year in line with Re-Entry guidelines and protocols.

- Continue the Employment Program, providing greater consistency in our high school students gaining employment and growing their confidence and skills. Partner this program with our Work Experience classes for high school students for a more practical experience.
- Increase opportunities for Parent Education through our Family School Liaison Counsellor, as well as our therapy team. Be creative in how to do this effectively virtually during 2019-2020. Partner with other ASD agencies to facilitate and keep from duplicating resources.

**Note:**

These strategies will be evaluated through comparing participation data from last year, discussion and observation with therapists and classroom teaching teams, student, parent and staff feedback surveys, and also by observing increased use of visuals, tools and technology present in both the academic and social environments.

The Employment Program is being evaluated through evaluation of specific goals, student qualitative interviews, parent qualitative interviews, and feedback surveys, as well as being shaped from current research and networking within the ASD community.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.



## Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	*	n/a		*	*	*			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	*	n/a		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

### Strategies

- Emphasize citizenship and perspective taking in Social Studies classes, through novel studies, as well as through social thinking and social skills sessions.
- Increase teacher collaboration to effectively infuse FNMI perspectives and experiences in the classroom, creating heightened awareness of culture, history, and issues.
- Create a Professional Learning Community to attend Professional Development opportunities in the province and bring their learning to the whole staff community to bring to the classroom.
- Build a library of resources for teachers to effectively teach FNMI perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.

### Note:

These strategies will be evaluated through discussion and observation throughout the year.

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. Participation in Provincial Achievement Tests and Diploma Examination was impacted by the COVID-19 pandemic in March to June 2020. Caution should be used when interpreting trends over time for the province and school authorities affected by this event.

*Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	n/a	n/a	*			*	*	*			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Emphasize citizenship and perspective taking in Social Studies classes, through novel studies, as well as through social thinking and social skills sessions.</li> <li>• Increase teacher collaboration to effectively infuse FNMI perspectives and experiences in the classroom, creating heightened awareness of culture, history, and issues.</li> <li>• Create a Professional Learning Community to attend Professional Development opportunities in the province and bring their learning to the whole staff community to bring to the classroom.</li> <li>• Build a library of resources for teachers to effectively teach FNMI perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.</li> </ul> <p><b>Note:</b> These strategies will be evaluated through discussion and observation throughout the year.</p>
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Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
8. Participation in Provincial Achievement Tests and Diploma Examination was impacted by the COVID-19 pandemic in March to June 2020. Caution should be used when interpreting trends over time for the province and school authorities affected by this event.

## Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	90.9	93.0	92.6	91.5	94.0	90.0	Very High	Maintained	Excellent	90.0	90.0	90.0

### Comment on Results

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

- We maintain our effort towards individualizing programming to meet the needs of our students. As a school for Autism and learning differences, our program devotes extra time to provide strategies and support for skill acquisition in core subjects. This extra assistance furthers our students' success and achievement.
- We continue to see the importance of offering options that cater to different learning styles and/or student interests and strengths. As a small school, these options may change year to year depending on the interests of our student base that particular year.
- During the 2019.2020 school year, New Heights offered a variety of programs including physical education, music, health, CALM, art and design, foods, drama, and communication and technology studies. Our High School students were also able to take part in a Work Experience program and a Workplace Readiness course. In the remote learning period, though the emphasis was on the core courses, a modified version of all of the "options" courses were available for students who were able and desired to continue with them.
- Unfortunately, during 2019.2020, our Junior High and High School outdoor ed overnight camping trip was cancelled due to the COVID-19 pandemic.

### Strategies

- Continue to offer physical education, outdoor education, health, art, technology, drama, foods, career and life management, and music as part of our regular school programming, as the Re-Entry guidelines allow during the pandemic. Adjustment of number and style of option courses is necessary for cohorting as per the scenario 1 Re-Entry plan.
- Evaluate and enhance option courses using student input and ideas.
- Emphasize the evaluation of phys ed, especially outdoors, as we encourage outdoor classes during the pandemic.
- Focus on bringing executive functioning strategies and tools and regulation strategies and tools into option classes and offsite courses to enhance success for students in these areas.

### Note:

These strategies will be evaluated through comparing participation data from last year, discussion and observation with therapists and classroom teaching teams, student and staff feedback surveys in the Spring, and also by observing increased use of visuals, tools and technology present in both the academic and social environments.

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## Outcome Four: Alberta’s K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2020	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	99.6	99.8	99.0	99.5	99.2	95.0	Very High	Maintained	Excellent	95.0	95.0	95.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.8	96.5	97.8	98.7	96.6	90.0	Very High	Maintained	Excellent	90.0	90.0	90.0
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	97.1	97.6	97.6	93.3	100.0	90.0	Very High	Maintained	Excellent	90.0	90.0	90.0
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	87.6	89.5	94.9	87.9	98.2	90.0	Very High	Improved	Excellent	90.0	90.0	90.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	92.9	96.1	98.1	98.0	98.1	90.0	Very High	Maintained	Excellent	90.0	90.0	90.0
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	92.4	89.8	89.8	85.9	94.1	90.0	Very High	Improved	Excellent	90.0	90.0	90.0

### Comment on Results

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

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

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

- New Heights continues to maintain a class size of eleven students to one teacher and one educational assistant.
- Social thinking and social skills, executive functioning skills and adaptive skills are taught directly as part of regular school programming. Visuals, structure, routine, and consistency are in place to promote student’s availability for learning.
- During the NH interim home learning period, tools and strategies were evaluated and creatively redesigned to be generalized across environments.

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

- Social thinking and social skills, executive skills and adaptive skills are taught directly as part of regular school programming. According to student need, independent living skills are taught using a hands on approach to build appropriate skills to function in the Calgary community.
- We have a Life Skills workroom on-site to aid in the implementation of our Independent Living Skills program. The workroom gives us a space where our students can learn the skills for independent living. Our innovative teaching and therapy staff implement a program that includes living, working, playing, and getting around effectively in a city like Calgary.
- Our High School class involves workplace readiness courses and work experience courses with community placements such as the Calgary Public Library, IKEA, Jubilations Dinner Theatre, the Lougheed House, the Mustard Seed and small businesses in the community.

- New Heights High School students have the option of participating in our Employment Program, giving hands on experience in a part time job with a job coach and support as they gain employment outside of the school.

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

- New Heights provides opportunities for effective communication through quarterly Individualized Program Plan updates and meetings, as well as three Report Card terms over the year. Our multidisciplinary team involves input from parents, teachers, educational assistants, administration, and therapists.
- Our Family School Liaison Counselor regularly meets with parents and works to support our parents to encourage and challenge their children during their educational journey and through the transition into adulthood
- The New Heights Parent Advisory Council continues to grow and gain vision. Their focus since the 2017-2018 school year has been to formalize process and build capacity as PAC. In 2018-2020 their mission has been to build community within the New Heights parent group.

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

- New Heights continues to intentionally network with agencies such as the Ability Hub, Autism Asperger's Friendship Society, Children's Link, Autism Calgary, and Alberta Health Services, as well as other private schools and agencies in our neighborhood within Calgary who have a similar mandate. The result has been a developing community of support and resources, including shared professional development, partnering programs, more efficient references for families, and enhanced educational programming and opportunities for students.
- New Heights sends representatives to the Canadian Autism Spectrum Disorder Alliance networking conference in Ottawa each year to affirm and enhance practices, learn the upcoming research, share ideas, network, and spur innovation.
- The Transition to Adulthood Branch and the Employment Program continue to add excitement and relief for families as their children grow into emerging adults and prepare to embark on the Calgary community.
- During the summer of 2020, all New Heights programs moved back under one roof. The Society plans for program and student body growth responsibly.

#### Strategies

- Focus on tools to promote social development, group work, and perspective taking, increasing student social engagement in both academic environments and social environments (a continuing staff professional development focus).
- Enhance our resource library to promote effective teaching of diversity in community, including LGBTQ2S+ resources.
- Re-establish and maintain relationships with the network of partners and agencies as they pivot and/or re-open according to provincial direction during the COVID-19 pandemic.
- Continue to hold and grow Whole School activities throughout the year, including the science fair and talent show, including student input through the New Heights Student Council. Be creative in imagining how these may be done in a COVID friendly, virtual way during the 2020-2021 school year.
- Strengthen the New Heights student council to ensure to infuse the student voice in school decisions. Be creative to continue this in a COVID friendly, virtual way during the 2020-2021 school year.
- Collaborate with the Parent Advisory Council to continue their mission of building community among New Heights families, in a creative way that is COVID friendly and virtual.
- Encourage parents/guardians of students who are in junior high to meet with the Family School Liaison counselor to start transition planning for life after high school (continuing strategy following cohorts of students from junior high through to the transition to adulthood)
- Encourage focus on the Transition to Adulthood branch (started June 2017), targeting the areas of: Post Secondary Education, Independent Living, Employment, Daily Social Environments, and Self-Advocacy. Include goals and results in educational plans moving forward.
- Build New Heights Board capacity through revisiting, revising, and strengthening the Society's long term strategic plan.
- Encourage focus on the Employment Program. Include goals and results in educational plans moving forward.

#### Note:

These strategies will be evaluated through surveys and focus groups with classroom teaching teams and school therapists, as well as parents and students.

The Transitioning to Adulthood branch is evaluated through specific goals, student qualitative interviews, parent/guardian qualitative interviews, and feedback surveys, as well as being shaped from current research and networking within the ASD community.

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

#### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

### Future Challenges

- Making our new building our new home; using the space efficiently as we plan for future growth and future programming.
- Preparing to responsibly increase enrolment in our new space, keeping in mind training and integrating new staff and effectively sharing resources such as therapists. We have grown 2 additional classrooms with our move and will now return to the original growth model of one classroom per year, with a maximum of 10 students per classroom, with a Teacher and an Educational Assistant.
- Keeping tuition at an affordable level for all school families, and also at a level that meets the needs of our programming. There is a need to adjust our current tuition with the change in the Alberta Education funding model, especially during our years of projected growth. Providing financial assistance for families who otherwise would not be able to send their children to our school.
- Continuing our focus on addressing the changing needs of our students as they mature and transition into adulthood.

### Summary of Financial Results

- The school's dedicated accounting department ensures accuracy and accountability. Spending during the 2019.2020 school year was within budget.

For the 2019.2020 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. During the shift to remote learning in the Spring, staffing was adjusted as per Alberta government instruction to redirect funds to COVID relief in the province.

### Budget Summary

- New Heights School commits to balanced budgets on an annual basis.
- For the 2020.2021 school year, New Heights will continue its financial support of our supportive staffing that includes Occupational Therapy, Speech Therapy, Psychology, Family School Liaison Counselor, music instructor and Educational Technologist. We will also ensure financial support for appropriate supplies and supports for growing and additional classrooms, programs, certificated and non-certificated staff, and students. In order to do this with the new Alberta Education funding model, some positions have been consolidated, reduced hours, or put on hold during our growth years. The Board is considering tuition adjustments in future years in order to continue to provide the levels of staffing that best meet the needs of our students.
- The federal government has provided a grant to help with the needed additional cleaning and personnel costs required for the safe Re-Entry of Schools during the COVID-19 pandemic.

The anticipated revenue from Alberta Education for the 2020.2021 school year, based on the budgeted enrolment projection is \$2,152,468.00.

*For additional financial information, including the Audited Financial Statements for 2019/2020 or the Budget Report for 2020/2021, please contact the New Heights office at 403-240-1312.*

*See Appendix A for supporting budget evidence.*

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

### Facility Improvements & Capital Projects

- This year the New Heights Board has secured our new building for New Heights, and moved us in over the Summer of 2020. The building is in our current neighborhood, and is a sister building to the one we have been renting the past 8 years. There were a number of renovations that occurred over the summer to prepare the space for our programming.
- We have a timeline of future renovations over the next few years to bring the building to our ideal space for programming.
- We continue to enhance technology in the classrooms, purchasing iPads and class sets of laptops for student use and 3D printers to expand our learning and teaching. We have hired an Educational Technologist to better prepare our teaching teams and build their confidence and skill in teaching and integrating these tools in learning in the classrooms.

### **Parental Involvement**

- New Heights parents are actively involved in all areas of their child's education. Our Parent Advisory Council (PAC) meets once a month (virtually during the pandemic), and plans and provides school family activities and fundraising events throughout the school year. As a growing school, growing family base, and growing PAC, the goals reflected in this report are touched on throughout the year as we reflect on the purpose and needs of the school, and the impact that families have.
- Parents are made aware of the Accountability Pillar, their role in it, and the impact it has in keeping our school accountable and growing. This is done through school to home correspondence, as well as through the school newsletter, posted on the website.
- New Heights is developing methods to collect data from our parents on local, school specific goals and objectives.

### **Whistleblower Protection**

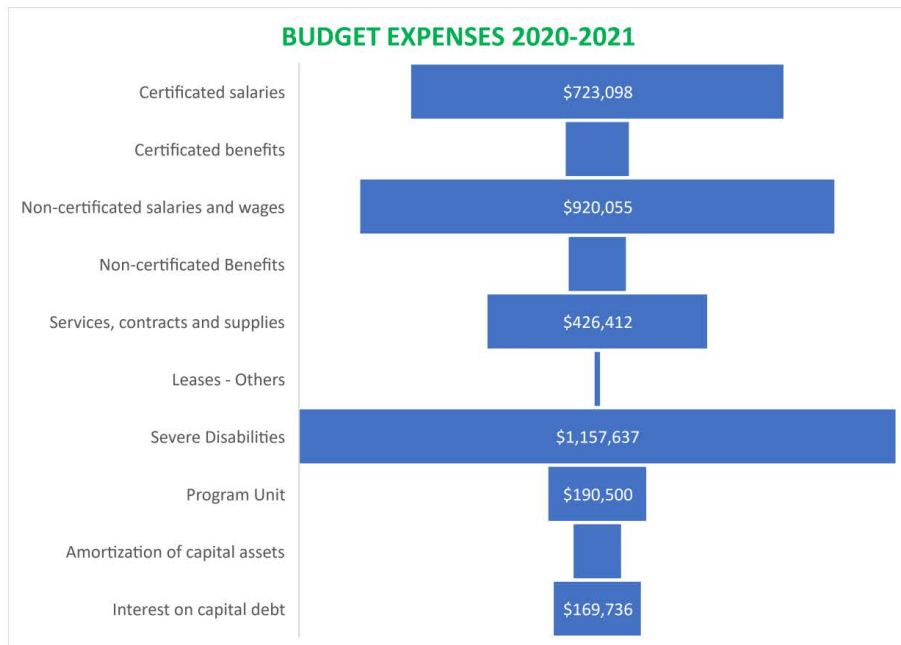
- Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their combined Three-Year Education Plan/Annual Education Results Report.
- For the 2019.2020 school year, no disclosures of wrongdoing or alleged wrongdoing were reported to the school's principal or the Society's executive director.

### **Timelines and Communication**

- The information in this plan will be available to the public through the About link on our website at [www.newheightscalgary.com](http://www.newheightscalgary.com).
- The New Heights Board of Directors approved this report on November 27<sup>th</sup>, 2020.
- Our families and staff will be notified of this report through the school newsletter and in regular staff meetings.

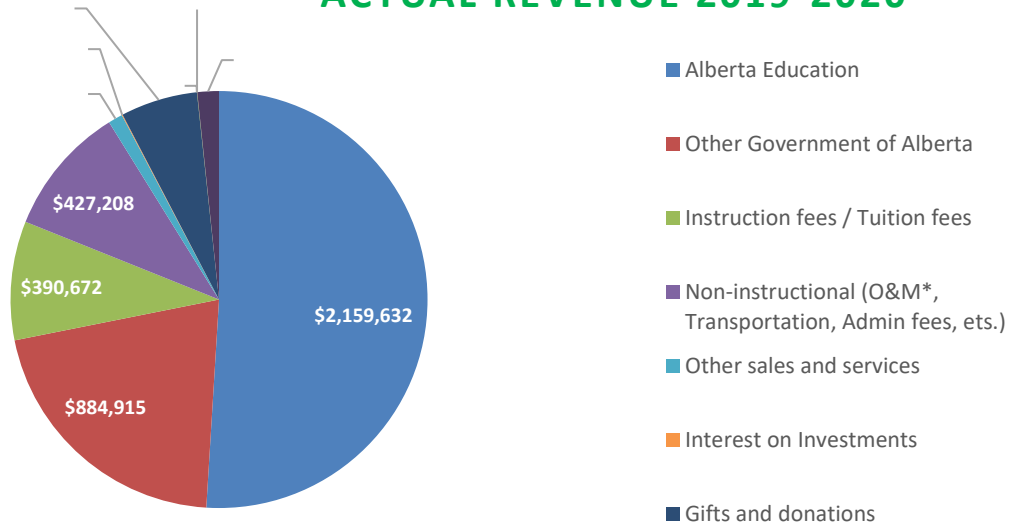
*See Appendix B for supporting Timelines and Communication evidence.*

Appendix A

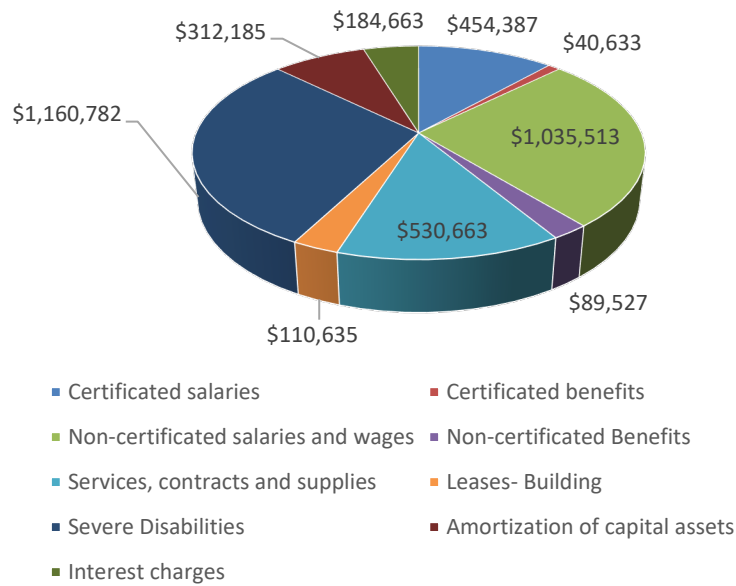




### ACTUAL REVENUE 2019-2020



### ACTUAL EXPENSES 2019-2020



**Appendix B**

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

Date	Task	Communication
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 of growth 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), 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	Survey results compiled.	
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</li> </ul>
March	Expected funding announcements from provincial government to guide Society and School budget planning	
March	School & ECS budget creation begins	
April 19th	1st Draft of Education Plan presented to the Board	
April 19th	1st Draft of School Budget presented to the Board	
April -- May	Discussions with Board and School Administration	<ul style="list-style-type: none"> <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>
April, May, June	Individualized comprehensive math and reading testing for Grade 3, 6, 9 cohort students	School level: Teachers, Admin, students
May 17th	School & ECS Budget presented to the Board	
May 30th	Education Plan submitted to Alberta Education	
May 30th	School & ECS Budget submitted to Alberta Education	
May-June	PATs and Diploma Exams	School level: Admin, Teachers, Students
June	Annual data collection for Employment programming and	School level: Admin, Coordinator,

	year end report; planning meetings with stakeholders	employers, parents, student participants
August	Annual data collection for T2A programming and year end report; planning meetings with stakeholders	Program level: Coordinator, coach, parents, emerging adult participants
Sept 15-Oct 30	Reading inventories for returning Grade 3, 6, 9 cohort students	School level: Teachers, Admin, Students
October	Comprehensive subject based testing for individual incoming students to determine baseline and inform teaching	School level: Teachers, Admin, students
October	School & ECS Financial Audit starts	
November	Education Results compiled for reporting (incl Winter/Spring surveys and focus groups, Spring/Fall achievement data, Employment Program and T2A Program data)	
November 20th	Audited Financial Statements presented to the Board	
November 20th	Compiled Results Report presented to the Board	
November 25th	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>