

Results Report  
Alberta Education Assurance Model  
2023.2024

*Published November 30th, 2024*

**Message from the Board Chair: November 2024**

This past year has been one of transition for New Heights School and Learning Services. Our physical space is full which has meant we have focused even more attention on developing our programming, enhancing our connections with the larger community, and growing our partnerships with those who support our work experience placements. We are grateful for all of the relationships we have been able to foster over the past number of years.

Last year we noted that our Parent Advisory Council was able to move our fundraising Gala back to an in-person event. This year that continued with another very successful evening. It was an amazing experience that highlighted the increasing number of people who are supporting New Heights.

Additionally, we have managed the personnel change in our Executive Director position along with working through leadership leaves and transitions. It has been a challenging and growing experience for our community. We have continued to support the development of leadership within our community as we find more ways to maximize the space we have and enhance programming options.

The appreciation for the complexities of neurodiversity within our society continues to grow. As our knowledge increases so do the opportunities to address that complexity and New Heights is looking forward to doing its part in meeting those opportunities.

Thank you,

Dr. Gary Lepine

Chairman of the Board

## Accountability Statement

The Annual Education Results Report for New Heights School & Learning Services for the 2023/2024 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 2023/2024 was approved by the Board on November 25, 2024.



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Gary Lepine

Chairman of the Board



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Mathew Worthy

Executive Director

Kate Newfield

Principal

## 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 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 autistic young adults who are graduating from or are alumni of New Heights School.

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.

## **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 neurodivergent 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.
- The majority of students have Social Communication (why and how we communicate) 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.
- Executive functioning, social communication and emotional regulation are ongoing staff professional development focuses each year.
- 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 understandings.

## **Summary of the 2023.2024 School Year**

The 2023.2024 school year was our eighteenth year of school operation, our sixteenth year as an accredited funded private school, and our twenty-fifth year as New Heights School & Learning Services. It was also our fourth year in our home in Bessborough Hall, and we have continued to make improvements and modifications to the space to best suit our needs and expand programming.

We grew by one upper elementary classroom in 2023.2024, completing our growth plan in this space and bringing our student body to 123. This is a significant milestone for us as we are now operating at full capacity. The New Heights Board of Directors is revisiting their strategic plan for the Society as we look to the future, continuing to meet the needs of the Calgary community, keeping in mind appropriate and responsible growth. This year they plan to take an assessment of current operations to identify any areas for organizational process improvement and efficiency.

The 2023.2024 school year saw significant leadership change and transition. Our Executive Director of 12 years, Brent Williams retired and the Board of Directors hired Mathew Worthy for this role. Our school leadership team also experienced leaves in the principal and assistant principal role, one expected and one unexpected. Our two Learning Leaders stepped up to face this challenge and became our acting principal and assistant principal for the year. As a result, some Learning Leader initiatives were placed on hold for the school year.

We launched our Library programming in 2023.24, which provides each classroom a regularly scheduled opportunity to visit the library, participate in read-alouds, and choose books to borrow. It has been a long time dream for us to move from small classroom libraries to a communal library space with a dedicated librarian and a wide selection of books that accommodates our students' needs and interests. The library also provides a work experience placement for a number of our high school

students as they take on tasks such as filing books (using categories or the Dewey Decimal system) or reading to younger students. In 2023.24 we also officially opened Base Camp, our school store. Base Camp is a walk-up window style store in our Makerspace/Library that is stocked with highly desirable items for our students (i.e. snacks, fidgets, figurines). Classrooms utilize a software program that teaches financial literacy by students earning 'money' by completing tasks (i.e. classroom chores) to pay for items at Base Camp.

One of the ways we intentionally work on building community across the school, is by hosting various whole school activities throughout the year. These events offer our school community a chance to engage and interact with others beyond their own classrooms. A small staff committee organizes these activities based on feedback from both staff and students from the previous year. The whole school activities for 2023.2024 were exceptional. The highlight was Space Week: A cross curricular project led by our Educational Technologist, that culminated with our students speaking directly with astronauts aboard the International Space Station in a 10 minute question-and-answer session facilitated through radio. We also went off site for a whole school field trip in June, and infused more student leadership into these activities (i.e. student led Remembrance Day assembly).

Our Transition to Adulthood (T2A) program continues to address five key areas identified as potential barriers to our students' success: Employment, Independent Living, Post-Secondary Transitions, Social Environments, and Health & Wellbeing. T2A, driven by the goals of the emerging adults, continues to be available to New Heights' students in their last year of high school or who have recently graduated. In 2023.24 our community building effort also extended into T2A, specifically through the introduction of Neuronights: an in-person, sensory friendly event hosted at a local brewery, designed to provide the platform for Calgary's neurodiverse community to connect. Neuronights experienced great success, and was attended by New Heights alumni, as well as other neurodivergent individuals in the city. T2A has worked with the local brewery to establish a monthly NeuroNight, which is facilitated by the brewery, and is connecting with new venues in hopes of expanding NeuroNights across the city.

The 2023.24 year also saw the establishment of Individualize Employment Practicums as part of our High School Work Experience program. These placements are offered to our students in their final year of high school and are tailored to their interests and employment goals. For example, one student with a strong interest in chemistry was connected with a local compounding pharmacy for their work experience. This particular student was then offered employment from that pharmacy after graduation. In 2023.24 we placed 8 students in Individualized Placements, which led to offers of employment for 5 of those students.

We continue to be amazed by the support and collaboration of our staff, administration, parents, and students, especially in this year of leadership change and transition. 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 |              |                  |
|---|--------------------------|------|------|------|-------------|--------|------------|--------------|------------------|
|   | 2020                     | 2021 | 2022 | 2023 | 2024        | 2024   | Achieving  | 3 year trend | Status           |
| Overall agreement that students model the characteristics of active citizenship (AE)  | 97.0                     | 97.2 | 95.6 | 92.3 | <b>91.0</b> | 90.0   | very high  | declined     | continue         |
| Overall agreement that students are engaged in their learning at school (AE)  | n/a                      | 96.2 | 94.9 | 89.6 | <b>82.9</b> | 90.0   | n/a        | declined     | <b>important</b> |
| Overall agreement that students are taught the adaptive functioning skills to be competent in accessing their community to be interdependent in life beyond high school (NHS) | n/a                      | n/a  | n/a  | 93.7 | <b>84.0</b> | 75.0   | n/a        | n/a          | <b>important</b> |

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

### Comment on Results:

By results, parents (88.7%), teachers (100%), and students (84.3%) agree that most students model the characteristics of active citizenship.

- We have noted that student results on this measure are lower and have flagged this as an important area to get curious about with our students in order to improve. Two insightful student quotes from the survey in this area are:
  - “my school is a useful education and it’s bully free.”
  - “It’s ok, but I see good and bad listening.”
- 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 monthly school assemblies, where each classroom takes a turn running an assembly for their peers. Another connection point to citizenship is our school store, Base Camp. Classrooms utilize a software program called Class Bank that teaches financial literacy through students earning ‘money’ by completing tasks (i.e. classroom chores). Each month a few high school students work with our program assistants to open Base Camp for business. Students are able to visit the store to spend their money on various items.
- Students take part in Whole School Activities throughout the year, providing opportunities to practice leadership skills, creativity, and teamwork from K-12. Activities include Space Week, Science Fair, Talent Show and our Summer Celebration day.



By results, parents (84.9%), teachers (94.9%), and students (68.9%) agree that students are engaged in their learning at school.

- Taking a closer look at the data, the percentages have not decreased from parents or teachers, but have decreased from our students. This is an area to monitor, and to become curious to better understand and address the student perspective. We plan to qualitatively interview a cross section of students to better understand their perspective, and gain insight on how to improve their experience, if possible. We will also get curious about the specific questions contributing to this measure to consider how they may be interpreted by our students. Two insightful student quotes from the survey in this area are:
  - “Teachers are fantastic; the system and curriculum isn’t great.”
  - “The teachers are absolutely wonderful. They know how to make learning fun, and they’re wonderfully friendly. They’re always ready to lend a helping hand, whenever you might need it.”
- It is important to note that executive functioning challenges can act as a barrier to our students effectively engaging in learning. We continue to emphasize practice and tools to accommodate for these challenges throughout junior high and high school classes, specifically supporting students in the areas of planning, memory retention, persistence, task initiation, and organization, etc. This is an ongoing staff professional development focus, and our Educational Technologist works with teachers throughout the year to integrate technology in the classroom, which positively promotes executive functioning skills and literacy for our students.
- We 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 Leaders and their team of teachers and Speech Language Pathologists have developed and implemented a literacy pilot program in 4 of our elementary classes. These classrooms report that the literacy program was working well overall. Given that our Leaders were pulled into administrative roles, the evaluation and further roll out of this program was placed on hold.
- Our Learning Leaders are beginning research by reviewing potential resources and assessments to develop a numeracy program plan focusing on communication and interaction for our students with ASD.

We recently introduced the adaptive functioning skills as a local measure, and this continues to be a growing area for us to measure and further develop. Through working with our alumni, T2A has identified common life skill areas for growth with our young adults. Our T2A coordinator is leading a project where we are seeking to target the development of these skills in our school programming. We are consulting with our therapists to break down these larger skills into smaller objectives that over the next three years, we can infuse into our junior high programming. We’ve also heard feedback from our high school students that they are tired of the same material in CALM/CTR classes year after year. To address this, T2A is working with our high school teachers in this area to consider other ways we can be targeting adaptive skills.

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

| Performance Measure   | Results (in percentages) |      |       |             | Current     | Target | Evaluation |              |                |
|---|--------------------------|------|-------|-------------|-------------|--------|------------|--------------|----------------|
|   | 2020                     | 2021 | 2022  | 2023        | 2024        | 2024   | 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                      | *    | 70.0  | *           | <b>75.0</b> | 80.0   | n/a        | n/a          | <b>monitor</b> |
| Overall percentage of students in Grades 6 & 9 on a modified program who achieved growth on numeracy assessments over 3 yrs (NH)                              | n/a                      | *    | *     | 80.0        | *           | 80.0   | n/a        | n/a          | <b>monitor</b> |
| Overall percentage of students in Grades 6 & 9 on an adapted program who achieved growth of at least two grade levels on reading assessments over 3 yrs (NH)  | n/a                      | 83.3 | 100.0 | <b>92.8</b> | <b>88.2</b> | 80.0   | high       | varied       | <b>monitor</b> |
| Overall percentage of students in Grades 6 & 9 on an adapted program who achieved growth of at least two grade levels on math assessments over 3 yrs (NH)     | n/a                      | *    | *     | <b>57.1</b> | <b>71.4</b> | 80.0   | n/a        | n/a          | <b>monitor</b> |
| <b>Of the students writing</b> , overall percentage of students in Grade 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (NH/AE) | n/a                      | n/a  | 44.4  | <b>71.4</b> | *           | 50.0   | n/a        | varied       | <b>monitor</b> |
| <b>Of the students writing</b> , overall percentage of students in Grade 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (AE) | n/a                      | n/a  | 0.0   | <b>14.2</b> | *           | 0.0    | n/a        | varied       | observe        |

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

#### Comment on Results:

When students come to New Heights, they are generally significantly behind in reading, math and/or written language skills, which have an impact on their ability to succeed in their academic subjects. Many students experience an academic lag of at least two or more years. 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. For these reasons, the majority of our grade 1-3 students have been exempted from the Early Years Literacy & Numeracy Assessments in favor of our own testing schedule outlined below that does a much better job of demonstrating our students progress over time.

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. In 2023.2024, we added another learning leader role in an attempt to address the previously identified challenge of lacking the necessary staffing resources to complete lengthy testing in the required time windows. The administration leaves posed a large barrier here as both learning leaders stepped in to fill the administrative roles. We have flagged this area as a key priority in the coming years.

Student growth in literacy and numeracy is important to New Heights, and as a way to target and enhance these areas, our Learning Leaders have started a literacy program pilot and are beginning to explore a numeracy pilot program. For literacy in 2023.2024, we implemented the literacy pilot program in 4 of our elementary classes. These classrooms report that the literacy program was working well overall. For numeracy in 2023.2024, the focus was on researching and exploring what would work best for our student population, and consulting with our Teachers, EAs and Therapists to hear their perspectives. Given that our Learning Leaders were pulled into administrative roles, the evaluation and further roll out of the literacy program and the development of a numeracy program was placed on hold. Again, this is a priority area for us moving forward.

All students who meet the criteria and possess the skills necessary to participate in Provincial Achievement Tests (PATs) do so. In the 2023.2024 school year, 4 students wrote at least one PAT. There were no Grade 6 PATs administered due to the Alberta Education directive regarding the new curriculum. 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 Alberta Education new curriculum, 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 2023-2024. 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 2023-2024 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. 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 2020/21 school year are not available for the PATs, Diploma Examinations and Diploma Exam Participation Rate.
9. Previous 3-year averages for Alberta Education measures do not include 2020.2021 survey results due to the impact of the COVID-19 pandemic.
10. Grade 6 students did not write PATS in 2023.2024 as per the Alberta Education directive due to the new curriculum.
11. For more information about outcomes, measures, evaluation and strategies to target progress in this Priority, please see the [New Heights Education Plan](#).

12. Early Years Literacy & Numeracy Assessments – Our grade 3 students participated in Literacy (various) & Numeracy (Key Math) Assessments as part of our own assessment schedule and own local measures. These assessments also took place at various times throughout the year, avoiding the highly transitional months of September, December, January, and June, as we know that transitions are difficult for our autistic students.

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

| Information for Interpreting Results                  | Number of students |      |      |      |      |      |
|---|--------------------|------|------|------|------|------|
|   | 2019               | 2020 | 2021 | 2022 | 2023 | 2024 |
| Total students graduating from New Heights            | 4                  | 5    | 5    | 10   | 8    | 10   |
| Students graduating with a Certificate of Completion  | 3                  | 3    | 1    | 2    | 2    | 1    |
| Students graduating with a Certificate of Achievement | 0                  | 0    | 2    | 2    | 3    | 4    |
| Students graduating with a Diploma                    | 1                  | 2    | 2    | 6    | 3    | 5    |
| Students writing at least two diploma exams           | 1                  | 2    | 2    | 6    | 3    | 7    |

| Performance Measure  | Results (in percentages) |      |      |      | Current | Target | Evaluation |              |         |
|--|--------------------------|------|------|------|---------|--------|------------|--------------|---------|
|  | 2020                     | 2021 | 2022 | 2023 | 2024    | 2024   | 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 | *    | 59.1    | 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 | *    | 9.1     | 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 focus on supporting junior high and high school students with executive functioning challenges, helping them develop independence in organization, prioritization, task initiation, and perseverance. Social communication skills, including perspective-taking, are essential for interpreting academic material and navigating the increasing social demands of these grade levels. We aim to understand and coach neurodivergent students as they navigate a world designed for neurotypical individuals. Additionally, we collaborate with society, including work placements, to create environments that better meet

students' needs. We also develop personalized strategies to help students regulate and match their energy to the context, enhancing their ability to engage in learning amidst the social and academic demands of high school.

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.

For our students who thrive on consistency, routine, and having previous experience in the activity, we have learned that the diploma testing process is 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. We continue to work with our teachers to incorporate more experiences for testing in this way to make the environment and activity more predictable for our students.

### 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           |
| High School completion rate of students within <b>three</b> years of entering Grade 10 (Diploma or CA route)(AE)                    | *                        | 40.3 | *     | 85.4  | <b>34.0</b>  | n/a    | Low        | Declined     | observe          |
| High School completion rate of students within <b>four</b> years of entering Grade 10 (Diploma or CA route) (AE)                    | *                        | *    | 57.0  | *     | <b>93.1</b>  | 90.0   | Very High  | Improved     | continue         |
| High School completion rate of students within <b>five</b> years of entering Grade 10 (Diploma or CA route)(AE)                     | 49.5                     | *    | *     | 56.5  | *            | 90.0   | n/a        | n/a          | observe          |
| 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  | 100.0 | 100.0 | <b>100.0</b> | 90.0   | Very High  | Maintained   | continue         |
| High School to <b>employment</b> transition rate of students within six years of entering grade 10 (NH)                             | 25.0                     | 80.0 | 60.0  | 71.7  | <b>72.7</b>  | 70.0   | 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   | 64.1  | <b>51.5</b>  | 60.0   | n/a        | n/a          | <b>monitor</b>   |
| Drop out rate – annual dropout rate of students aged 14 to 18 (AE)  | 3.7                      | 4.0  | 0.0   | 0.2   | <b>0</b>     | 0.0    | very high  | maintained   | continue         |

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

### Comment on Results:

It is our goal to offer programming that will provide the supports and strategies to meet our students' needs. 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 2023.2024 we had ten graduates. Of our 2023.2024 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 nine graduates were connected to New Heights T2A throughout their Grade 12 year and following graduation.

Providing time and structure to facilitate the sharing and growing of interests and hobbies is an area of joy for our population that positively contributes to their mental health. Our staff regularly observes this impact and the alumni in our T2A program have identified this and an important part of their school experience. We continue to provide these opportunities and community connection points through lunch time clubs in junior high and high school, and show and tell opportunities in elementary, as well as, through our Whole School Activities and the annual 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 2022-2023 or 2023-2024. 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 2023-2024 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 2020-2021 Diploma Exams was impacted by the COVID-19 pandemic. Results for the 2020/21 school year are not available for the PATS, Diploma Examinations and Diploma Exam Participation Rate. 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.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; 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 |              |                  |
|---|--------------------------|-------|------|------|-------------|--------|------------|--------------|------------------|
|   | 2020                     | 2021  | 2022 | 2023 | 2024        | 2024   | 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 & Wellbeing (NH) | 80.0                     | 80.0  | 89.0 | 92.1 | <b>71.4</b> | 90.0   | high       | decreased    | <b>observe</b>   |
| Percentage of Grade 12 students participating in the New Heights T2A program. (NH)  | 80.0                     | 100.0 | 80.0 | 75.0 | <b>90.0</b> | 80.0   | Very high  | varied       | <b>important</b> |
| Percentage of alumni successfully transitioned to other Calgary area programming within three years of participating with T2A (NH)  | n/a                      | 74.0  | 41.0 | 71.0 | <b>68.8</b> | 65.0   | n/a        | varied       | <b>monitor</b>   |

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

### Comment on Results:

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

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

Notes (NH):

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

## Key Priority: Employability

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

Without support, many autistic individuals, even with postsecondary degrees, struggle to find and maintain employment. Our goal is that every New Heights student will have the opportunity to secure employment or volunteering opportunities while they are still at New Heights, and will receive the coaching they need to keep that job or find meaningful employment after graduating. 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. This has led to a focus on Employment for our students in Grades 10+, and our T2A alumni. Through Work Experience courses, employment programming, and the T2A program, our students have the opportunity to receive support and coaching as they seek, land, and maintain their first part-time after school or summer jobs, or volunteer work while they are attending high school. With this, a Calgary employer also has the opportunity to have New Heights coach them to build more inclusive workplace environments. We also have three alumni that interviewed with us, and were successful in gaining apprenticeships or part time jobs.

| Performance Measure  | Results (in percentages) |      |       |      | Current     | Target | Evaluation   |              |                |
|--|--------------------------|------|-------|------|-------------|--------|--------------|--------------|----------------|
|  | 2020                     | 2021 | 2022  | 2023 | 2024        | 2024   | 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)                                      | 100.0                    | 96.7 | 97.4  | 96.9 | <b>93.1</b> | 90.0   | very high    | maintained   | continue       |
| Overall satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning (AE)  | 98.2                     | 96.0 | 93.9  | 93.9 | <b>88.8</b> | 90.0   | very high    | maintained   | continue       |
| Percentage of job-motivated high school students participating in part time jobs/volunteering over the summer break or during the school year (NH)                           | *                        | 20.0 | 50.0  | 39.3 | <b>66.7</b> | 55.0   | intermediate | varied       | <b>monitor</b> |
| Overall agreement that students are taught the adaptive functioning skills to be competent in accessing their community to be interdependent in life beyond high school (NH) | n/a                      | n/a  | n/a   | 93.7 | <b>84.0</b> | 80.0   | n/a          | n/a          | <b>monitor</b> |
| Percentage of graduating students who have had experience in a part-time job in High School (NH)   | *                        | 50.0 | 50.0  | 62.5 | <b>70.0</b> | 65.0   | 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  | 100.0 | 80.0 | <b>87.5</b> | 85.0   | very high    | maintained   | <b>monitor</b> |

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

### Comment on Results:

Our Community Liaison and T2A Coordinator developed a more targeted strategy and implemented it in the 2023-2024 school year for our grade 12 and 12+ students. In 2022.2023 the focus was evaluating and redesigning existing structures, and getting ready to pilot small group and individual implementation in 2023.2024. This was very successful and well received by our students, families and employers. Of the eight students we placed in these targeted work experiences, 5 of them received offers of employment for at least the summer. We are continuing to focus on these targeted placements for our students in their final year of high school.



By results, parents (86.2%) 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.
- Job-interested New Heights students have the option of participating in our T2A program, giving hands on experience seeking a part time job, potentially obtaining employment 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.

Through our previous Employment Program (which concluded in 2022.2023), we discovered that managing the demands of both high school and paid employment was impacting our students' mental health and capacity. We now address the priority area of employability by focusing on building the necessary skills through Work Experience courses and volunteering. Our T2A program provides the opportunity and support for students as they are ready to seek paid employment.

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 that was 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 10 placements rebuilt after the pandemic restrictions. In 2023.2024 we had 16 placements, with 5 new placements and 11 returning placements. Of the placements not returning, 3 were due to not having a student interested in the area of the work, and those 3 placements are interested in working with us in the future when there is a student that suits the work.

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. 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.
5. 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, striving 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 autism.

At New Heights, we have a strong emphasis on growing our staff understanding of the human experience of autism. 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 |            |                |
|---|--------------------------|-------|------|-------|-------------|--------|------------|------------|----------------|
|   | 2020                     | 2021  | 2022 | 2023  | 2024        | 2024   | Achieving  | 3 yr trend | status         |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. (AE)  | 96.6                     | 97.2  | 94.6 | 92.6  | <b>90</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                      | 99.4  | 96.6 | 95.8  | <b>94.7</b> | 95.0   | n/a        | maintained | <b>monitor</b> |
| Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. (AE)  | n/a                      | 98.6  | 96.6 | 96.5  | <b>94.7</b> | 95.0   | n/a        | maintained | <b>monitor</b> |
| The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth (AE)   | 87.5                     | 100.0 | 85.7 | 93.9  | <b>92.3</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  | 100.0 | 84.6        | 80.0   | n/a        | n/a        | <b>monitor</b> |

\*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 (87.2%), teachers (97.4%) and students (85.3%) are satisfied with the overall quality of basic education.

- During the 2023.2024 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, Outdoor Education, Phys Ed, and 2D/3D CTS for their elective options. Woodworking was offered within the Art & Design and 2D/3D CTS courses.

By results, parents (90.9%), teachers (100.0%) and students (93.1%) 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 (95.6%), teachers (98.9%), and students (89.6%) 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 2023.2024 was "Building a Neuroaffirming Community", and as a staff, we reflected on the teaching practices that have become usual practices, and evaluated and updated our language and curriculum as we examined the "why" behind what we do, as well as the feedback from our students and the autism community. New Heights uses evidence based curriculums, such as SCERTS, among others.
- The literacy and numeracy pilot programs provide meaningful opportunities for professional development for our teachers. We are encouraged by their passion to get involved and contribute to the development and implementation of these programs.

- 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 Lead continued with their mission to effectively infuse indigenous perspectives and experiences in the classroom, creating a heightened awareness of culture, history and issues. Lessons and resources have been collected and created and shared school wide. The goal is for teachers and EAs 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. 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 differentiated instruction, especially as the new curriculum is further unrolled. This has informed our focus for the 2024-2025 school year PD.

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 2023-2024. 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 2023-2024 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 have continued to experience growth of our student body in this building over the past 4 years. We have seen the importance of embracing our unique culture, as well as expanding it within this growth. This community and space creates a special belonging that is such a safe-haven for our students, parents, and staff, and evolving our culture within the growth of the school and our PAC, without losing what makes us New Heights, is important. This is why “A Welcoming Community” is known as a key priority for our Society over these next few years.

| Performance Measure  | Results (in percentages) |      |      |      | Current     | Target | Evaluation |              |                  |
|--|--------------------------|------|------|------|-------------|--------|------------|--------------|------------------|
|  | 2020                     | 2021 | 2022 | 2023 | 2024        | 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)            | 99.2                     | 99.1 | 97.1 | 97.1 | <b>95.9</b> | 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  | *    | 93.7 | <b>95.1</b> | 90.0   | n/a        | n/a          | <b>monitor</b>   |
| Overall percentage of stakeholders satisfied with parental involvement in decisions about their child’s education (AE)   | 98.1                     | 93.0 | 88.5 | 87.3 | <b>90.2</b> | 90.0   | very high  | maintained   | continue         |
| Overall percentage of stakeholders indicating that the student voice is heard in their school community (NH)   | n/a                      | n/a  | *    | 89.9 | <b>96.2</b> | 90.0   | n/a        | n/a          | <b>important</b> |
| 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  | 100  | <b>90.0</b> | 80.0   | n/a        | n/a          | <b>monitor</b>   |

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

### Comment on Results:

By results, parents (85.1%) and teachers (95.3%) 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. Parent Teacher Interviews are offered twice in the school year, with other parent meetings encouraged between as needed. 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. Their mission is to build community and one of their focus areas this year is to develop standard operating procedures for their mainstay initiatives (i.e. Healthy Hunger, welcome back BBQ, Gala, etc.). They continue to use virtual meetings to reduce attendance barriers, while also hosting 1-2 meetings in person as well. The Gala continues to grow and exceed expectations in attendance and funds raised as they seek to grow our contributing community in the city.

New Heights continues to develop connections with local businesses and agencies to further opportunities for students. This includes Work Experience partnerships and practicum student programs at post-secondary institutions. A new connection for us is Service Providers for Autistic Adults Meetup, SPAAM. New Heights has initiated a working group of service providers in the Calgary area who are supporting autistic youth in the transition to adulthood. Over a dozen organizations in Calgary are connected and meet monthly to discuss support in one of the 5 key areas in our T2A program.

New Heights students and staff agree that continuing whole school activities, like the Halloween haunted house, the Science Fair, the Talent Show, and the Summer Celebration are important to their school community. We continue to offer new and creative opportunities to our community as well, to ensure we are responding to the various interests and perspectives of our population.

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 make our building our home; using the space effectively as we plan for future programming.
- Continuing growth in programming while maintaining the priorities of small classroom sizes with a 2:10\* ratio of classroom staff to students
- Maintaining New Heights' unique community and culture, while still evolving, as we have moved from a "small school" context to a larger school community and growing organization.
- Keeping tuition at an affordable level for all school families, and also at a level that meets the needs of our programming. We have recently adjusted tuition with the change in the Alberta Education funding model. 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 in the country 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.

\* 2:11 in our high school program

## Summary of Financial Results

- The school's dedicated accounting department ensures accuracy and accountability. Spending during the 2023.2024 school year was within budget.

For the 2023.2024 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 program growth, keeping in mind our school culture, programs, and student population.

*For additional financial information, including the Audited Financial Statements for 2023.2024 or the Budget Report for 2024.2025, 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 2023.2024 school year, no disclosures of wrongdoing or alleged wrongdoing were reported to the school's principal or the Society's executive directors.

## **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 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 third complete Results Report after shifting to the Assurance Model. We continue to focus on building our stakeholder engagement as we evolve the model, solidifying the baseline that will develop a data culture, and continue to improve our programming, with measures 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 include examination and analysis from strategic planning with the New Heights Board of Directors.

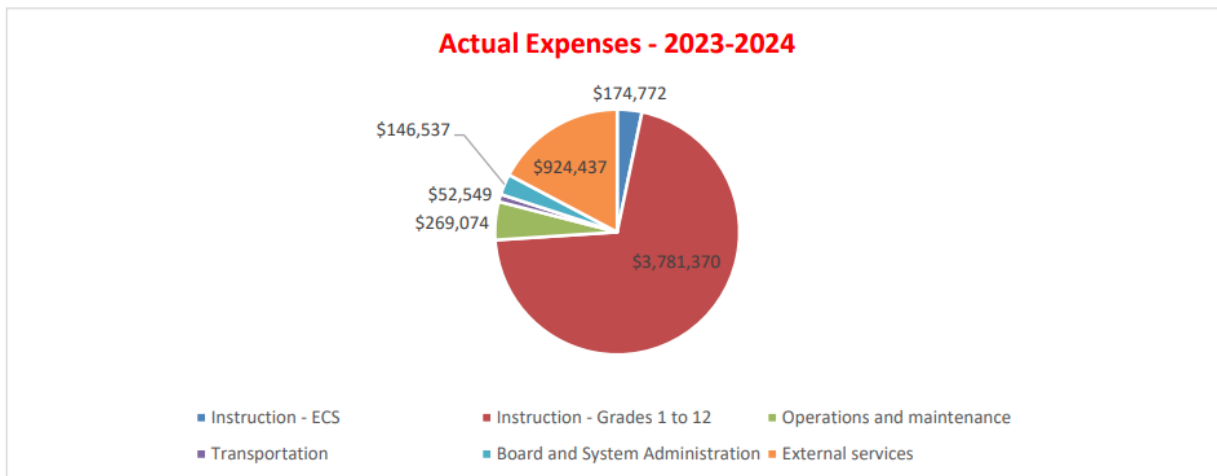
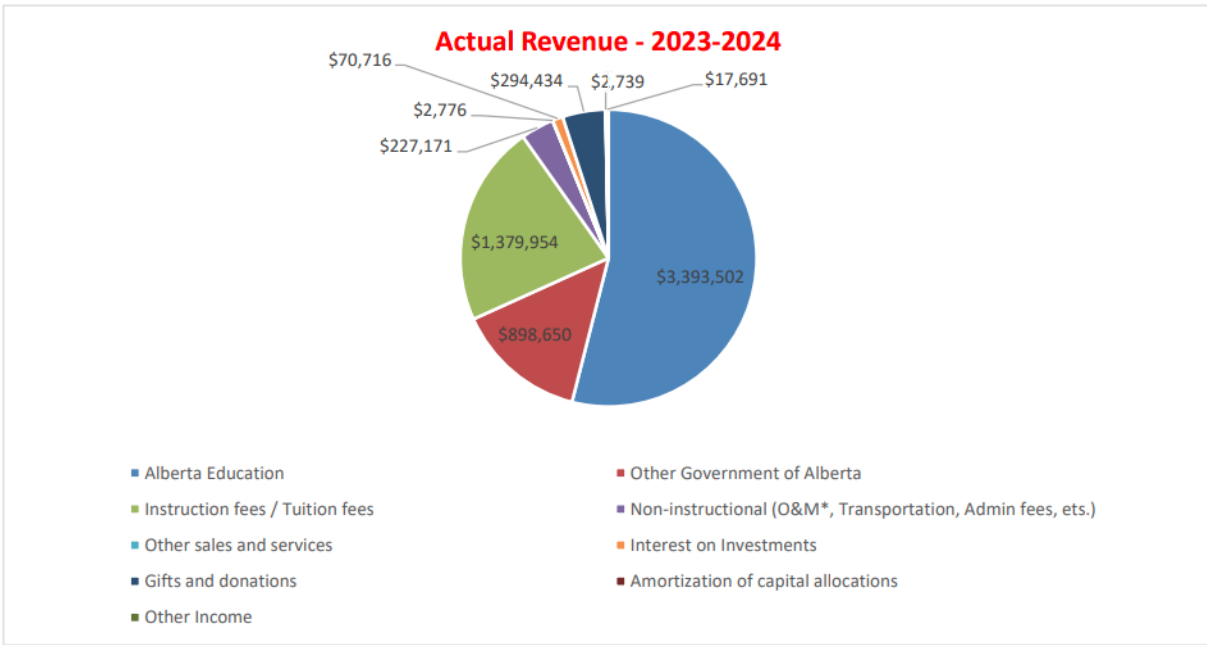
Stakeholder involvement was impacted by the COVID-19 pandemic in the 2020.2021 and 2021.2022 school years, and started with slow re-engagement in 2022.2023. Due to this, data has been collected in smaller more informal circles of stakeholders as well. Specific stakeholder engagement includes quantitative and qualitative surveys, and plans to include focus groups of stakeholders in 2024-2025.

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



Appendix A

Summary of 2023.2024 Financial Reports



## Appendix B

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

#### Assurance Planning Timelines

| Date                          | Task  | Communication  |
|-------------------------------|---|--|
| Between September and January | Board and Administration begin engagement planning and review strategic planning                      | <ul style="list-style-type: none"> <li>• Include feedback from parents and students on results &amp; budgeting decisions</li> <li>• Engage on priorities for New Heights</li> <li>• What are the top highlights and accomplishments of New Heights?</li> <li>• What are the top areas for improvement we face at New Heights?</li> <li>• Do we continue to align with our vision and mission?</li> </ul>   |
| January 25th-February 19th    | Survey window for parents, staff (incl Teachers, EAs, Therapists, school staff), Grades 4-12 students | <ul style="list-style-type: none"> <li>• Student, parents &amp; staff understand the use and implication of the data collected</li> <li>• Communication of what the questions mean</li> <li>• Highlight areas of success and target areas of concern</li> </ul>  |
| February/March                | Survey results compiled.<br>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                         | 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                           | 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  |
| 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:

## Required Alberta Education Assurance Measures - Overall Summary

### Fall 2024

Government

Authority: 0077 New Heights School and Learning Services Society

| 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   | 82.9                       | 89.6             | 92.2                | 83.7           | 84.4             | 84.8                | n/a                | Declined Significantly | n/a       |
|                                | Citizenship   | 91.0                       | 92.3             | 94.0                | 79.4           | 80.3             | 80.9                | Very High          | Maintained             | Excellent |
|                                | 3-year High School Completion   | 34.0                       | 85.4             | 62.9                | 80.4           | 80.7             | 82.4                | Very Low           | Declined               | Concern   |
|                                | 5-year High School Completion   | *                          | 56.5             | 56.5                | 88.1           | 88.6             | 87.3                | *                  | *                      | *         |
|                                | PAT6: Acceptable  | 0.0                        | 0.0              | 0.0                 | 68.5           | 66.2             | 66.2                | Very Low           | Maintained             | Concern   |
|                                | PAT6: Excellence  | 0.0                        | 0.0              | 0.0                 | 19.8           | 18.0             | 18.0                | Very Low           | Maintained             | Concern   |
|                                | PAT9: Acceptable  | 5.6                        | 1.6              | 1.6                 | 62.5           | 62.6             | 62.6                | Very Low           | Maintained             | Concern   |
|                                | PAT9: Excellence  | 0.0                        | 1.6              | 1.6                 | 15.4           | 15.5             | 15.5                | Very Low           | Maintained             | Concern   |
|                                | Diploma: Acceptable   | 59.1                       | *                | n/a                 | 81.5           | 80.3             | 80.3                | Very Low           | n/a                    | n/a       |
|                                | Diploma: Excellence   | 9.1                        | *                | n/a                 | 22.6           | 21.2             | 21.2                | Very Low           | n/a                    | n/a       |
| Teaching & Leading             | Education Quality   | 90.0                       | 92.6             | 93.6                | 87.6           | 88.1             | 88.6                | Very High          | Declined               | Good      |
| Learning Supports              | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 94.7                       | 96.5             | 96.5                | 84.0           | 84.7             | 85.4                | n/a                | Maintained             | n/a       |
|                                | Access to Supports and Services                                       | 94.7                       | 95.8             | 96.2                | 79.9           | 80.6             | 81.1                | n/a                | Maintained             | n/a       |
| Governance                     | Parental Involvement  | 90.2                       | 87.3             | 87.9                | 79.5           | 79.1             | 78.9                | Very High          | Maintained             | Excellent |

## 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=

Appendix D:



**Required Alberta Education Assurance Measures - Overall Summary**

Fall 2024

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                 | 58.6           | 57.0             | 59.5                | n/a                | n/a         | n/a     |
|                                | <a href="#">5-year High School Completion</a>   | n/a                               | n/a              | n/a                 | 69.4           | 71.3             | 69.1                | n/a                | n/a         | n/a     |
|                                | <a href="#">PAT6: Acceptable</a>  | n/a                               | n/a              | n/a                 | 48.7           | 45.3             | 45.3                | n/a                | n/a         | n/a     |
|                                | <a href="#">PAT6: Excellence</a>  | n/a                               | n/a              | n/a                 | 7.3            | 6.5              | 6.5                 | n/a                | n/a         | n/a     |
|                                | <a href="#">PAT9: Acceptable</a>  | n/a                               | n/a              | n/a                 | 41.4           | 39.4             | 39.4                | n/a                | n/a         | n/a     |
|                                | <a href="#">PAT9: Excellence</a>  | n/a                               | n/a              | n/a                 | 6.1            | 5.3              | 5.3                 | n/a                | n/a         | n/a     |
|                                | <a href="#">Diploma: Acceptable</a>   | n/a                               | n/a              | n/a                 | 76.9           | 74.8             | 74.8                | n/a                | n/a         | n/a     |
|                                | <a href="#">Diploma: Excellence</a>   | n/a                               | n/a              | n/a                 | 11.8           | 11.3             | 11.3                | 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     |

**Required Alberta Education Assurance Measures - Overall Summary**

Source Data Reference

Fall 2024

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   | 2023/2024      | 2022/2023            | School Years 2021/2022, 2022/2023            | n/a                        | Mar 28, 2024 |
|                                | Citizenship   | 2023/2024      | 2022/2023            | School Years 2021/2022, 2022/2023            | 2003/2004 to 2005/2006     | Mar 28, 2024 |
|                                | 3-year High School Completion   | 2022/2023      | 2021/2022            | School Years 2019/2020, 2020/2021, 2021/2022 | 2015/2016 to 2017/2018     | Mar 18, 2024 |
|                                | 5-year High School Completion   | 2022/2023      | 2021/2022            | School Years 2019/2020, 2020/2021, 2021/2022 | 2015/2016 to 2017/2018     | Mar 18, 2024 |
|                                | PAT6: Acceptable  | 2023/2024      | 2022/2023            | School Years 2022/2023                       | 2009/2010 to 2011/2012     | Oct 04, 2024 |
|                                | PAT6: Excellence  | 2023/2024      | 2022/2023            | School Years 2022/2023                       | 2009/2010 to 2011/2012     | Oct 04, 2024 |
|                                | PAT9: Acceptable  | 2023/2024      | 2022/2023            | School Years 2022/2023                       | 2011/2012 to 2013/2014     | Oct 04, 2024 |
|                                | PAT9: Excellence  | 2023/2024      | 2022/2023            | School Years 2022/2023                       | 2011/2012 to 2013/2014     | Oct 04, 2024 |
|                                | Diploma: Acceptable   | 2023/2024      | 2022/2023            | School Years 2022/2023                       | 2013/2014 to 2015/2016     | Sep 16, 2024 |
|                                | Diploma: Excellence   | 2023/2024      | 2022/2023            | School Years 2022/2023                       | 2013/2014 to 2015/2016     | Sep 16, 2024 |
| Teaching & Leading             | Education Quality   | 2023/2024      | 2022/2023            | School Years 2021/2022, 2022/2023            | 2003/2004 to 2005/2006     | Mar 28, 2024 |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | 2023/2024      | 2022/2023            | School Years 2021/2022, 2022/2023            | n/a                        | Mar 28, 2024 |
|                                | <a href="#">Access to Supports and Services</a>                                       | 2023/2024      | 2022/2023            | School Years 2021/2022, 2022/2023            | n/a                        | Mar 28, 2024 |
| Governance                     | Parental Involvement  | 2023/2024      | 2022/2023            | School Years 2021/2022, 2022/2023            | 2003/2004 to 2005/2006     | Mar 28, 2024 |