



# **Combined Annual Three Year Education Plan (3YP) & Annual Education Results Report (AERR)**

**2019-2020**

# Mission

We design engaging, dynamic, student-centered experiences that nurture a caring, inclusive culture and instill a love of learning.

# Vision

To be a beacon of possibility for richly personalized, engaging learning experiences that empower learners to pursue lives of passion and purpose.





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Overall



Current Year



Previous Year

The  denotes strategies derived from the collaborative strategic planning process.

The  denotes strategies specific to an Alberta Education (AE) measure.

# *The CA Way*

Since our earliest days as pioneers in inclusive education, Calgary Academy has lived and breathed by a simple yet profound ethos: we place the individual needs of each student at the heart of everything we do. Rooted in this commitment, the spirit of Calgary Academy is embodied by a unique and authentic energy. Our growth-oriented, nurturing and inclusive culture promises that each student will be empowered to exceed their own expectations and to believe in the boundless opportunities the future holds.

Hope, belonging, and a palpable sense of optimism fill our school and our hearts. Calgary Academy's four pillars and guiding principles are woven throughout innovative programming proven to be incredibly successful since our inception; however, the true essence of Calgary Academy can only be captured by a feeling that is difficult to portray with words but undeniable in spirit. It is a feeling that fosters safety and life-long loyalty, and it is why Calgary Academy is a place so many families, students, staff, and alumni are so proud to call home.



# MESSAGE

## FROM THE BOARD CHAIR

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While so much of what made the 2019-2020 school year unforgettable followed the school closure in the spring, there was much to celebrate long before we learned about COVID-19.

The school year began with an incredible Fall Welcome event, bringing 1,000 people together for an evening of fun and connection. From bouncy castles, to face painting, and even a dunk tank, these activities were designed to delight our students and their families, but also served as a cultural foundation for a school year that would ultimately depend upon a strong community.

Other notable achievements from the 2019-2020 school year included launching our first-ever Kindergarten class, welcoming 10 young learners into a full day, play-based program, and hosting the 11<sup>th</sup> annual Dig Pink Volleyball Tournament.

In early March, we brought nearly 200 community members together for our annual Strategic Plan Celebration. Attendees circulated through experiential showcases of our accomplishments to date on Year 2 of the 2018-2021 Strategic Plan, and provided feedback and proposed edits to our Year 3 strategies.

Ten days later, the COVID-19 pandemic forced us into emergency remote learning. Much like the rest of the province, the rapid shift to online learning and finding new ways to support students was only possible due to the creativity and dedication of our incredible staff. From redesigning coursework for remote environments, to adapting event plans to be delivered virtually, and finding safe ways to see each other in person while remaining physically distanced outdoors, our staff kept our community connected. Of course, the year culminated as it always does in graduation for the class of 2020, though it was our first time doing an outdoor, drive-in graduation that was simultaneously streamed virtually!

Reflecting on the 2019-2020 school year, the Board is incredibly proud and grateful to staff for their tremendous efforts, adaptability, and commitment to students and families. While we were physically separate for a large part of the year, in many ways were more connected than ever before. The year ahead promises new challenges, but we will face them together.

**Gary Purcell**

Board Chairman  
Calgary Academy Society

# SUMMARY OF ACCOMPLISHMENTS


It is my pleasure to share a summary of our accomplishments in the 2019-2020 school year. Completing the second year of our three year Strategic Plan was a great accomplishment for us as our four goals have propelled student learning, staff wellness, and organizational health. In the coming pages, you'll learn about the unprecedented year we had. While we could not have foreseen the COVID-19 pandemic, our work over the past years well positioned us to make the transition quickly and minimize the disruption to student learning.

The 2019-2020 school year was certainly one that tested us as educators and families in Alberta and it was no different for Calgary Academy. Our focus on building our students' executive functioning skills proved its worth, yet again, when we were faced with a shut down of all in-school operations for three months. But with great challenges also come opportunities and we shifted quickly and adeptly into emergency remote learning. Though none of our families nor our staff would have wished for this, we made the best of a challenging situation and were able to keep our students and staff well engaged and learning through the final months of the school year.


Despite the challenges we faced, we look back on last year with great pride as we continued to build the capacity of the School Council of Calgary Academy, seeing record numbers in attendance when we went virtual. Though many of the activities of the year were cut short, such as our International Travel Studies Program, and many athletic and extracurricular events, the passion in our community for being connected and contributing was felt through our athletics tournaments, drama productions, altruistic ventures such as our Adopt-A-Family Christmas campaign, and students in high school learning about cultures in Morocco and Thailand/Laos.

It is said that the character of an individual is tested through the challenges they face. I believe this also rings true when we talk about an organization, about Calgary Academy. Though we were apart for a third of the school year, we have never been more together in our focus on supporting each other and our students.


**Timothy Carlson**  
Principal




Students surpass their potential.



Staff strives for excellence.



Instruction is innovative and effective.



Decision making reflects a student-centred approach.

# ACCOUNTABILITY STATEMENT

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The Annual Education Results Report for the 2019-2020 school year and the Three-Year Education Plan commencing September 1, 2020 for the Calgary Academy Society were prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act. . This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results. Throughout this document, you will find alignment between the Calgary Academy 2018-2021 Strategic Plan and the Assurance Framework. The Board approved this combined Annual Education Results Report for the 2019-2020 school year and the Three Year Education Plan for the 2020-2023 on November 24, 2020.



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Gary Purcell, Board Chairman

November 24, 2020

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Date

## SCHOOL COUNCIL

The School Council of Calgary Academy (SCOCA) was consulted during the development of the combined Three-year Education Plan and Annual Education Results Report according to other guidelines and expectations outlined by Calgary Academy.



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Carolyn Whitelaw, School Council of Calgary Academy President

November 23, 2020

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Date

# WHISTLEBLOWER STATEMENT

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Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, one disclosure was received during the 2019/20 school year. This Disclosure of wrongdoing was related to a workplace matter that was already under investigation. Several recommendations were put forward to the Board and actioned as a result of the Disclosure and corresponding workplace investigation.

# CALGARY ACADEMY

## PILLAR SUMMARY

The Three Year Plan and Annual Education Results Report ensure that Calgary Academy aligns with the Ministry of Education's vision, mission, outcomes and performance measures in Education's Business Plan. Results are reported through both the internal Calgary Academy Pillar Summary, aligned with our community-developed Strategic Plan, and the Alberta Education Accountability Pillar. The results are presented side by side for a comprehensive picture of our school's progress on the 2018-2021 Strategic Plan.

OUTCOME	CALGARY ACADEMY			MEASURE EVALUATION		
	CURRENT	PREVIOUS YEAR	3 YEAR AVERAGE	ACHIEVEMENT	IMPROVEMENT	OVERALL
<b>GOAL ONE: Students Surpass Their Potential</b>						
Students are safe, confident, motivated and engaged	91.2	89.5	N/A	N/A	Not Significant	N/A
Students have access to educational programming and community resources that fuels learning	84.0	79.6	N/A	N/A	Not Significant	N/A
Students achieve their academic potential and acquire multiple literacies	86.6	82.7	N/A	N/A	Not Significant	N/A
<b>GOAL TWO: Staff Strives for Excellence</b>						
Staff are valued, respected, engaged, and empowered	82.9	86.2	N/A	N/A	Not Significant	N/A
Staff learns continuously through mentorship, collaboration, and a variety of professional learning opportunities	77.7	65.4	N/A	N/A	Significant Improvement	N/A
Staff builds professional connections at school and with the broader community	89.3	82.5	N/A	N/A	Not Significant	N/A
<b>GOAL THREE: Instruction is Innovative and Effective</b>						
Instruction is personalized and has multiple pathways, meeting the needs of each student	85.5	88.2	N/A	N/A	Not Significant	N/A
Instructional practices are evidence-based and effectively applied	74.2	72.9	N/A	N/A	Not Significant	N/A
Instructional practices create a culture and reputation of excellence and innovation	88.2	84.9	N/A	N/A	Not Significant	N/A
<b>GOAL FOUR: Decision-Making Reflects a Student-Centred Approach</b>						
Operational efficiencies, resource allocation, and technologies enhance learning	79.7	72.2	N/A	N/A	Significant Improvement	N/A
Shared leadership propels student success	87.3	83.7	N/A	N/A	Not Significant	N/A
Facilities and infrastructure supports student needs	90.0	88.2	N/A	N/A	Not Significant	N/A

### Notes on Calgary Academy Pillar Summary

1. In the spring 2018, CA refined its satisfaction surveys by aligning questions to its new 2018-2021 Strategic Plan.
2. CA Pillar Summary results are based on a satisfaction survey administered in April and May of 2019, with all staff, all Grade 4-12 students, and all parents. In total, 104 surveys were completed by staff, 480 by students and 164 by parents, for a total of 748.



# ALBERTA EDUCATION

## ACCOUNTABILITY PILLAR SUMMARY

MEASURE CATEGORY	MEASURE	JURISDICTION RESULTS			PROVINCIAL RESULTS			MEASURE EVALUATION		
		CURRENT	PREVIOUS YEAR	3 YEAR AVERAGE	CURRENT	PREVIOUS YEAR	3 YEAR AVERAGE	ACHIEVEMENT	IMPROVEMENT	OVERALL
Safe and Caring Schools	Safe and Caring	92.4	93.5	94.8	89.4	89.0	89.2	Very High	Declined	Good
Student Learning Opportunities	Program of Studies	83.9	87.2	90.1	82.4	82.2	82.0	Very High	Declined Significantly	Acceptable
	Education Quality	92.7	95.2	95.6	90.3	90.2	90.1	Very High	Declined Significantly	Acceptable
	Drop-Out Rate	0.0	0.3	0.1	2.7	2.6	2.7	Very High	N/A	N/A
	High School Completion	94.3	88.3	91.4	79.7	79.1	78.4	Very High	Maintained	Excellent
Student Learning Achievement Grades K-9	PAT Acceptable	N/A	75.3	75.6	n/a	73.8	73.6	N/A	N/A	N/A
	PAT Excellence	N/A	14.9	12.6	n/a	20.6	20.0	N/A	N/A	N/A
Student Learning Achievement Grades 10-12	Diploma Acceptable	N/A	75.7	83.8	n/a	83.6	83.4	N/A	N/A	N/A
	Diploma Excellence	N/A	13.4	16.2	n/a	24.0	23.5	N/A	N/A	N/A
	Diploma Exam Participation Rate	58.7	73.2	73.0	56.4	56.3	55.6	High	Declined	Acceptable
	Rutherford Scholarship Eligibility	79.0	95.7	90.2	66.6	64.8	63.5	Very High	N/A	N/A
Preparation for Lifelong Learning, World of Work, and Citizenship	Transition Rate	68.6	74.5	68.1	60.1	59.0	58.5	Very High	Maintained	Excellent
	Work Preparation	87.0	92.3	92.6	84.1	83.0	82.7	Very High	Declined	Good
	Citizenship	86.1	88.5	90.3	83.3	82.9	83.2	Very High	Declined Significantly	Acceptable
Parental Involvement	Parental Involvement	88.1	90.8	91.6	81.8	81.3	81.2	Very High	Declined	Good
Continuous Involvement	School Improvement	78.4	83.0	86.4	81.5	81.0	80.9	High	Declined Significantly	Issue

### Notes on Alberta Education Pillar Summary

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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6<sup>e</sup> et 9<sup>e</sup> année); French Language Arts (6<sup>e</sup> et 9<sup>e</sup> année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

# ALBERTA EDUCATION

## TABLE ALIGNMENT

### GOAL ONE Students surpass their potential.

Outcome 1 Students are safe, healthy, confident, motivated, and engaged.

Outcome 2 Students have access to educational programming and community resources that fuel learning.

Outcome 3 Students achieve their academic potential and acquire multiple literacies.

### GOAL TWO Staff strive for excellence.

Outcome 1 Staff are valued, respected, engaged, and empowered.

Outcome 2 Staff learns continuously through mentorship, collaboration, and a variety of professional learning opportunities.

Outcome 3 Staff builds professional connections at school and with the broader community.

### GOAL THREE Instruction is innovative and effective.

Outcome 1 Instruction is personalized and has multiple pathways, meeting the needs of each student.

Outcome 2 Instructional practices are evidenced-based and effectively applied.

Outcome 3 Instructional practices create a culture and reputation of excellence and innovation.

### GOAL FOUR Decision-making reflects a student-centred approach.

Outcome 1 Operational efficiencies, resource allocation, and technologies enhance learning.

Outcome 2 Shared leadership propels student success.

Outcome 3 Facilities and infrastructure supports student needs.

SPECIFIC OUTCOME AND PERFORMANCE MEASURE	CA STRATEGIC PLAN						
	GOAL				OUTCOME		
	1	2	3	4	1	2	3
<b>DESIRED OUTCOME: Alberta's students are successful.</b>							
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and the overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (based on cohort).	✓						✓
Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations.	✓						✓
High school completion rate of students within three years of entering Grade 10.	✓				✓		
Annual dropout rate of students aged 14 to 18.	✓				✓		

SPECIFIC OUTCOME AND PERFORMANCE MEASURE	CA STRATEGIC PLAN						
	GOAL				OUTCOME		
	1	2	3	4	1	2	3
High school to post-secondary transition rate of students within six years of entering Grade 10.			✓		✓		
Percentage of Grade 12 students eligible for a Rutherford Scholarship.			✓		✓		
Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10.	✓						✓
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	✓						✓
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	✓						✓
DESIRED OUTCOME: Alberta's education system supports First Nations, Métis, and Inuit students' success.							
Strategies that ensure all students, teachers, and school leaders learn about First Nations, Métis, and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools. <i>See strategies for Alberta Education Outcome 2 on page 46.</i>	Not Reported.  Data values can not be reported when the number of respondents/students is fewer than 6.						
Overall percentage of self-identified First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the acceptable standard and the percentage of self-identified First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the standard of excellence on provincial achievement tests (based on cohort).							
Overall percentage of self-identified First Nations, Métis, and Inuit students who achieved the acceptable standard and the overall percentage of self-identified First Nations, Métis, and Inuit students who achieved the standard of excellence on diploma examinations.							
High school completion rate of self-identified First Nations, Métis, and Inuit students within three years of entering Grade 10.							
Annual dropout rate of self-identified First Nations, Métis, and Inuit students aged 14 to 18.							
High school to post-secondary transition rate of self-identified First Nations, Métis, and Inuit students within six years of entering Grade 10.							
Percentage of self-identified First Nations, Métis, and Inuit Grade 12 students eligible for a Rutherford Scholarship.							
Percentage of self-identified First Nations, Métis, and Inuit students writing four or more Diploma Examinations within three years of entering Grade 10.							
DESIRED OUTCOME: Alberta has excellent teachers, school leaders, and school authority leaders.							
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health, and physical education.	✓					✓	
DESIRED OUTCOME: Alberta's K-12 education system is well governed and managed.							
Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	✓				✓		
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.				✓		✓	
Overall percentage of teachers, parents, and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.				✓	✓		
Overall teacher, parent, and student satisfaction with the overall quality of basic education.			✓				✓



CALGARY ACADEMY 2018–2021 STRATEGIC PLAN

## GOAL ONE

Students surpass their potential.



# GOAL ONE

OUTCOME 1: Students are safe, healthy, confident, motivated, and engaged.

## MEASURE CA

Percentage of students who feel connected, confident, and resilient.



OVERALL



I feel welcome at school.



Teachers help me when I need it.



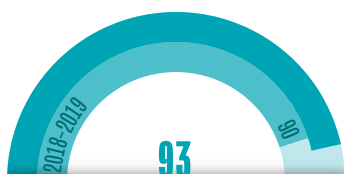
I am confident I can succeed in school.



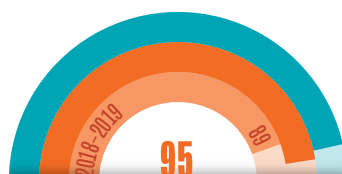
I am happy to go to school.

## MEASURE CA

Percentage of students, parents, and staff who agree students are engaged in learning.



OVERALL



PARENTS



STUDENTS



STAFF

## GOAL ONE

**OUTCOME 1:** Students are safe, healthy, confident, motivated, and engaged.



**Respect**



**Enthusiasm**



**Altruism**



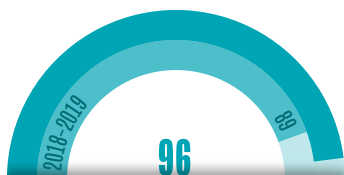
**Commitment**



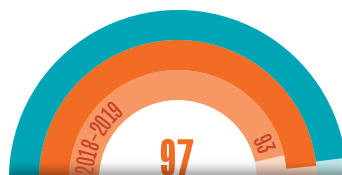
**Honesty**

MEASURE  
**CA**

Percentage of students, parents, and staff who agree students and staff model the principles of REACH.



**OVERALL**



**PARENTS**



**STUDENTS**



**STAFF**

MEASURE  
**CA**

Percentage of students who earn a REACH award.

2019-2020 **Not Reported**

2018-2019 **93**

2017-2018 **93**



In 2019/2020, REACH Awards were unable to be reported accurately due to the COVID-19 pandemic.

MEASURE  
**CA**

Student attendance rate (percentage).

2019-2020 **Not Reported**

2018-2019 **92**

2017-2018 **N/A**



2019/2020 Attendance Rate is unable to be reported accurately due to the COVID-19 pandemic.

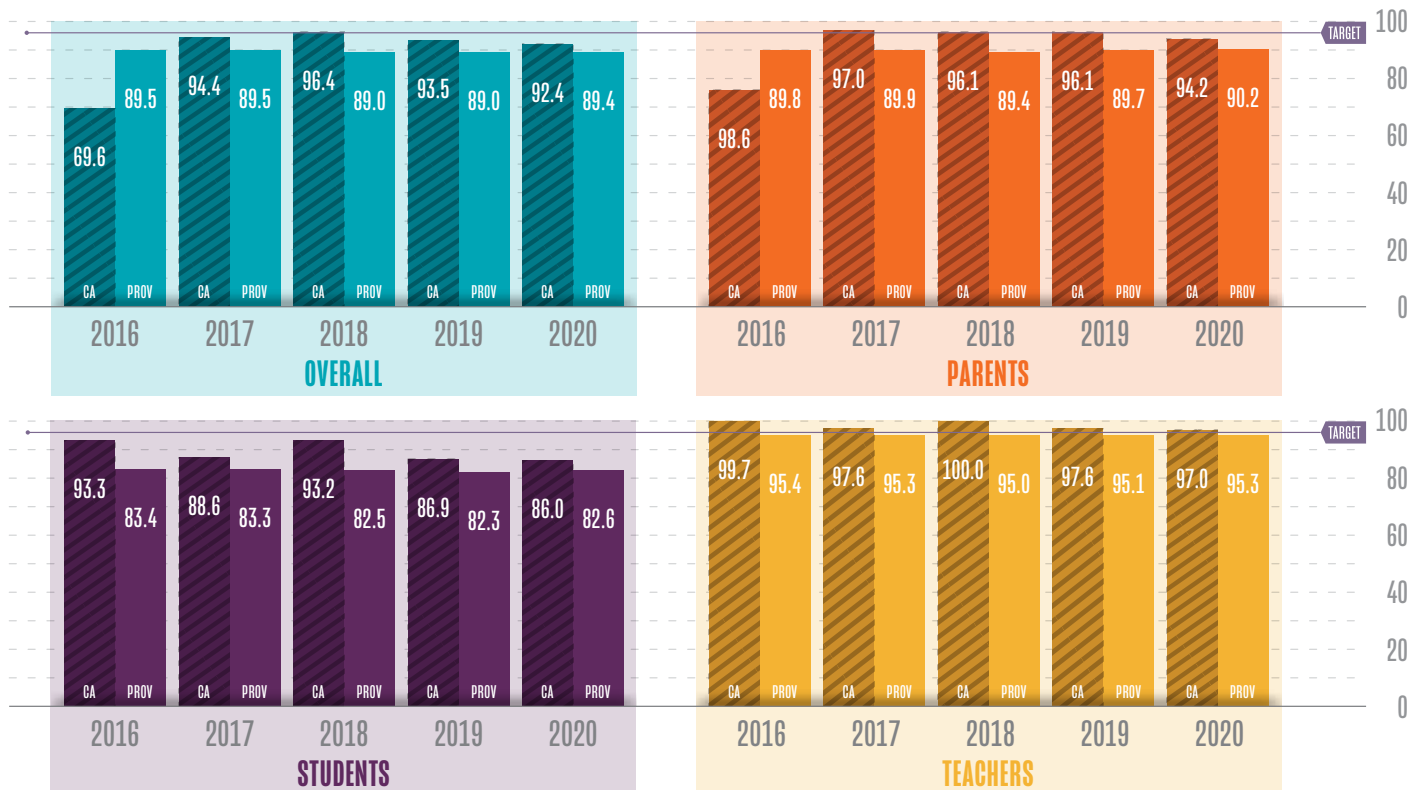
# GOAL ONE

**OUTCOME 1:** Students are safe, healthy, confident, motivated, and engaged.

MEASURE  
**AE**

Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.

**AE OUTCOME 4:** Alberta's K-12 education system is well governed and managed.



Overall satisfaction declined by 1.1 per cent but remained well above provincial average.

TARGET  
**96**

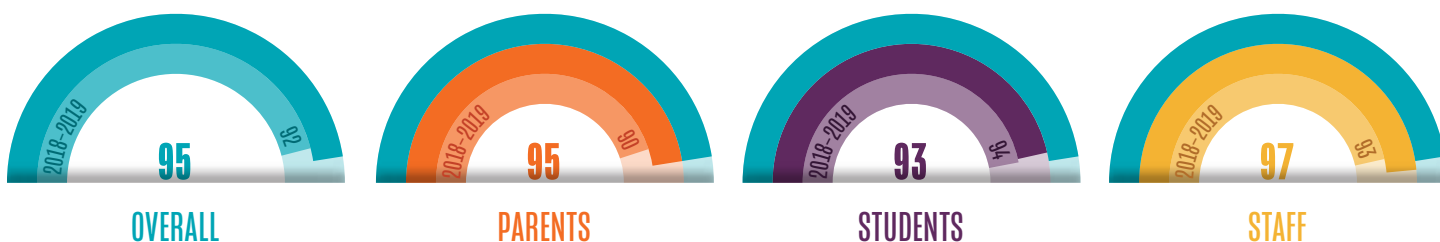


Continue implementation and refinement of the continuum of supports model to address the unique needs of all learners.

See Alberta Education's Measure Evaluation Reference Table on page 50 for more information.

MEASURE  
**CA**

Overall teacher, parent, and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.



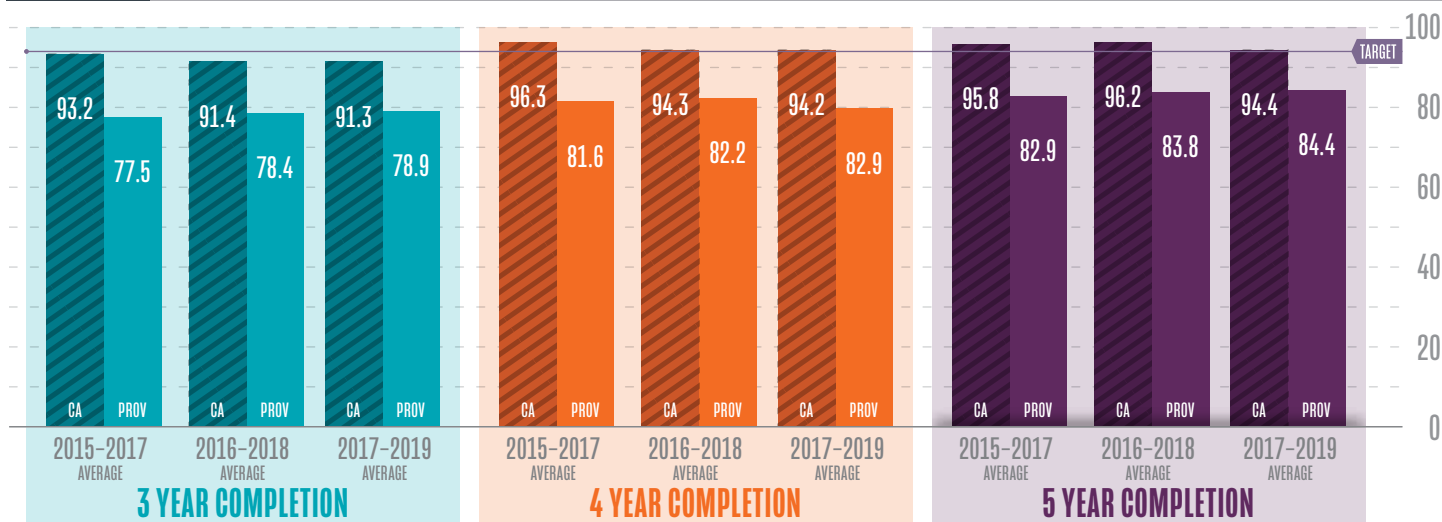
## GOAL ONE

**OUTCOME 1:** Students are safe, healthy, confident, motivated, and engaged.

MEASURE  
**AE**

High school completion rate of students within three years of entering Grade 10.

**AE OUTCOME 1:** Alberta's students are successful.



High school completion rates remain very high and students consistently achieve well above the provincial average.

TARGET  
**94**

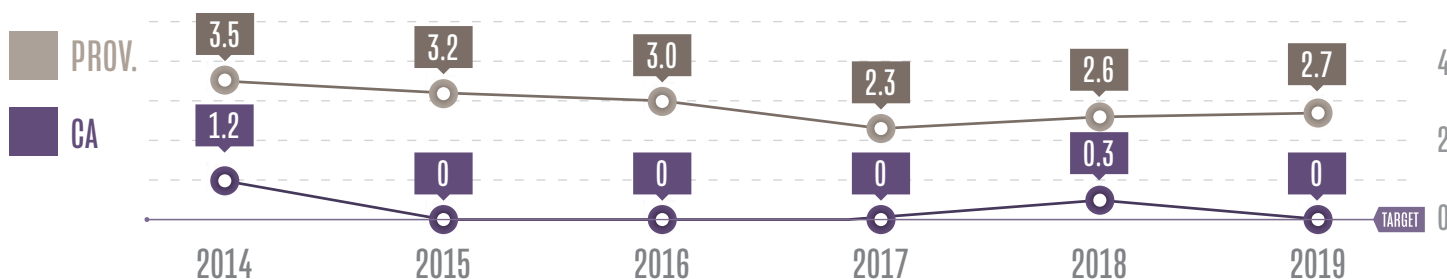


- Continue to use the Calgary Academy-developed career program, Discover, Experience and Choose for students in Grades 10-12.
- Continue to develop and extend the career counseling and family support program from Grades 10-12.
- Continue to match student learning aptitudes, interests, and abilities to a course of study in high school that will give students the highest probability of a successful graduation while opening doors to post-secondary opportunities.

MEASURE  
**AE**

Annual drop-out rate of students ages 14-18.

**AE OUTCOME 1:** Alberta's students are successful.



CA's drop-out rate of 0 remains well below the provincial average of 2.7 per cent.

TARGET  
**0**

See Alberta Education's Measure Evaluation Reference Table on page 50 for more information.



# GOAL ONE

**OUTCOME 2:** Students have access to educational programming and community resources that fuel learning.

## MEASURE CA

Percentage of staff that understands and uses authentic and project-based learning.

2019-2020 **87**

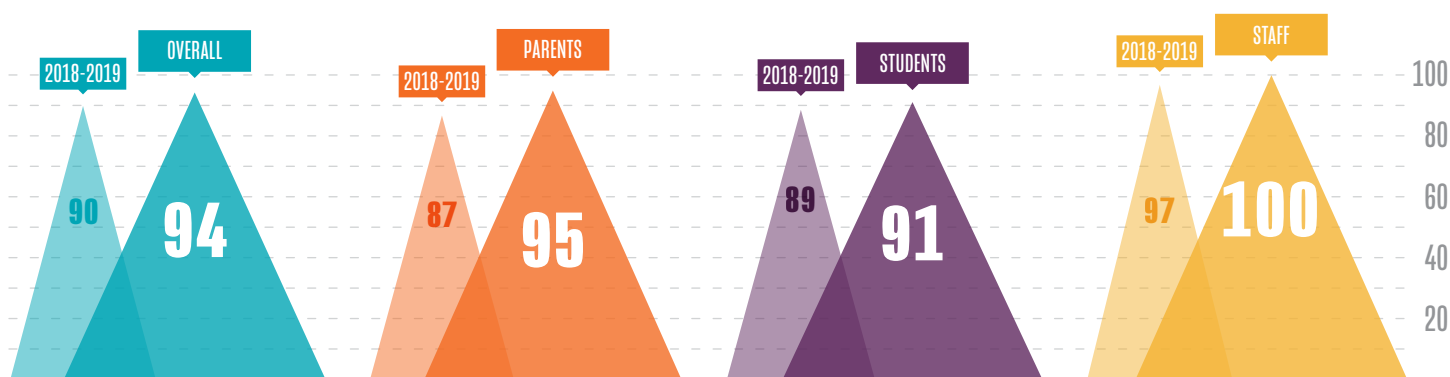
2018-2019 **77**



- Continue to create and implement best practices from the learning model to continuously improve upon student learning experiences.
- Expand innovative instructional practices through collaborative staff teams to further the implementation of the learning model.

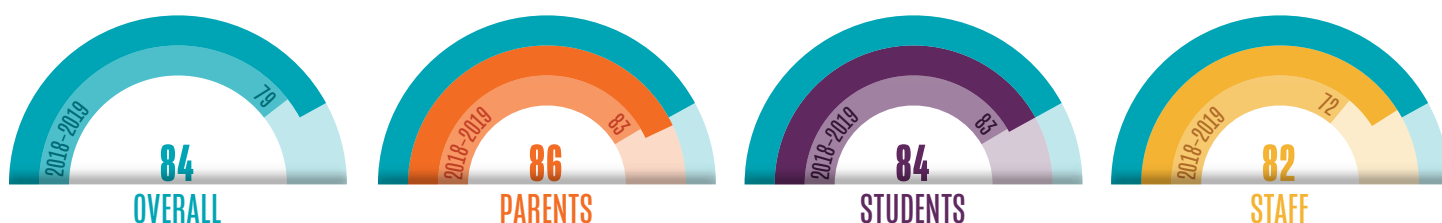
## MEASURE CA

Percentage of students, parents, and staff who agree that teachers help students learn through engaging practices.



## MEASURE CA

Percentage of students, parents, and staff satisfied with their access to programs that meet student interests and needs.



## GOAL ONE

**OUTCOME 2:** Students have access to educational programming and community resources that fuel learning.

MEASURE  
**CA**

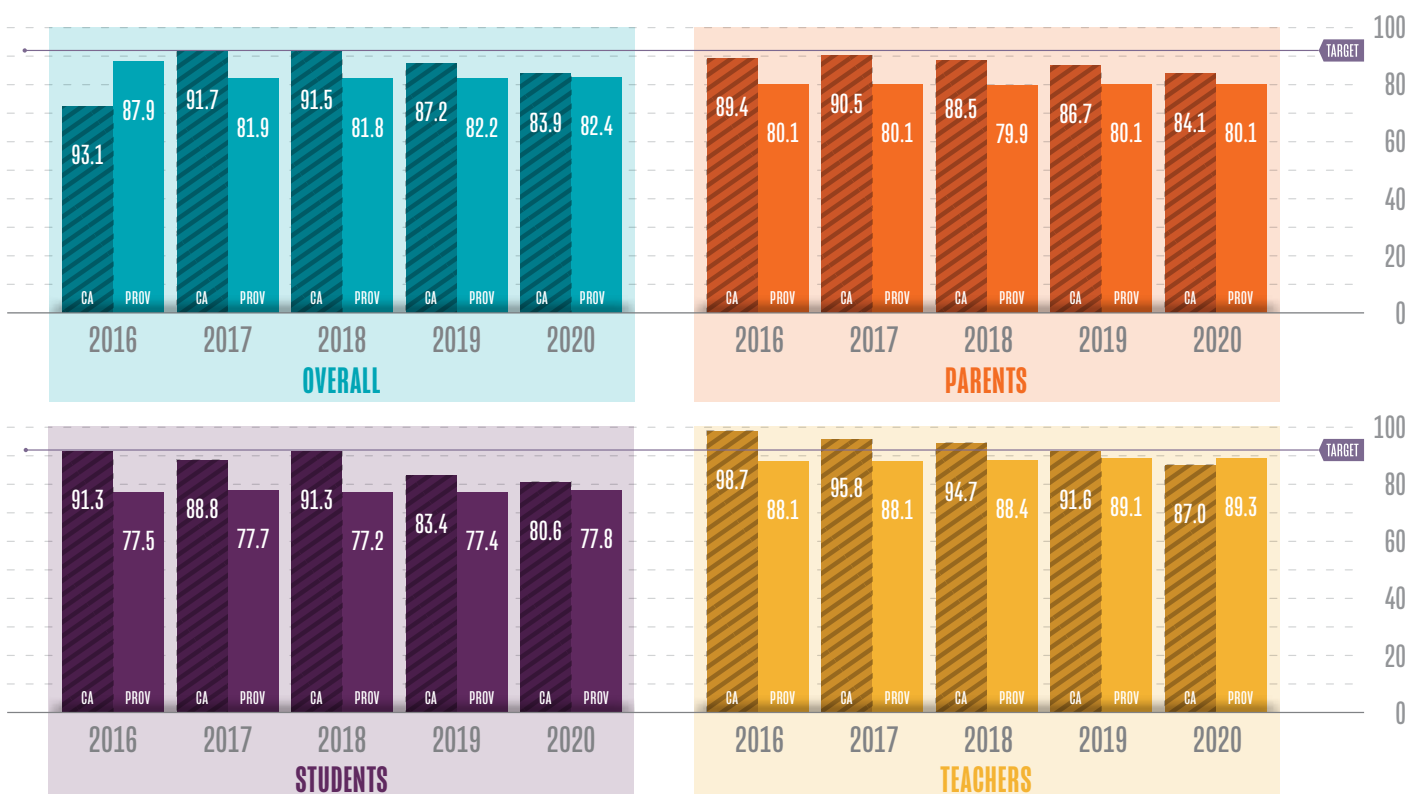
Student retention rate.



MEASURE  
**AE**

Overall teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, careers, technology, and health and physical education.

**AE OUTCOME 3:** Alberta has excellent teachers, and school and school authority leaders



Overall satisfaction dropped 3.3 per cent. Calgary Academy continues to build programming with the addition of courses such as Leadership in Junior High and Metalworks in high school in the 2020-2021 school year.

TARGET  
**92**

See Alberta Education's Measure Evaluation Reference Table on page 50 for more information.

## GOAL ONE

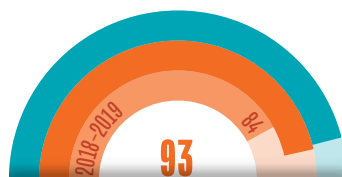
**OUTCOME 3:** Students achieve their academic potential and acquire multiple literacies.

### MEASURE CA

Percentage of students, parents, and staff who agree student assessment information improves learning.



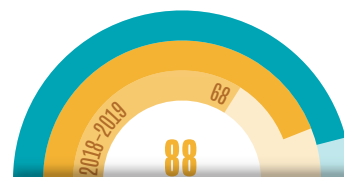
OVERALL



PARENTS



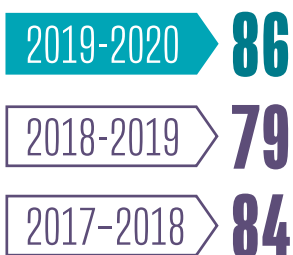
STUDENTS



STAFF

### MEASURE CA

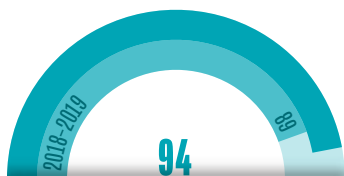
Percentage of students who agree they have learned about First Nations, Métis, and Inuit perspectives.



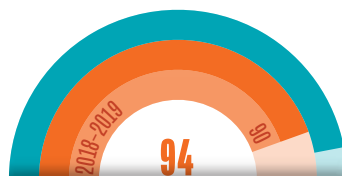
*My school helps me  
increase my understanding  
of First Nations, Métis, and  
Inuit cultures.*

### MEASURE CA

Percentage of students, parents, and staff who agree students are demonstrating multiple literacies.



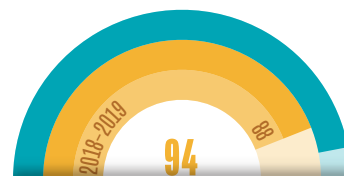
OVERALL



PARENTS



STUDENTS



STAFF

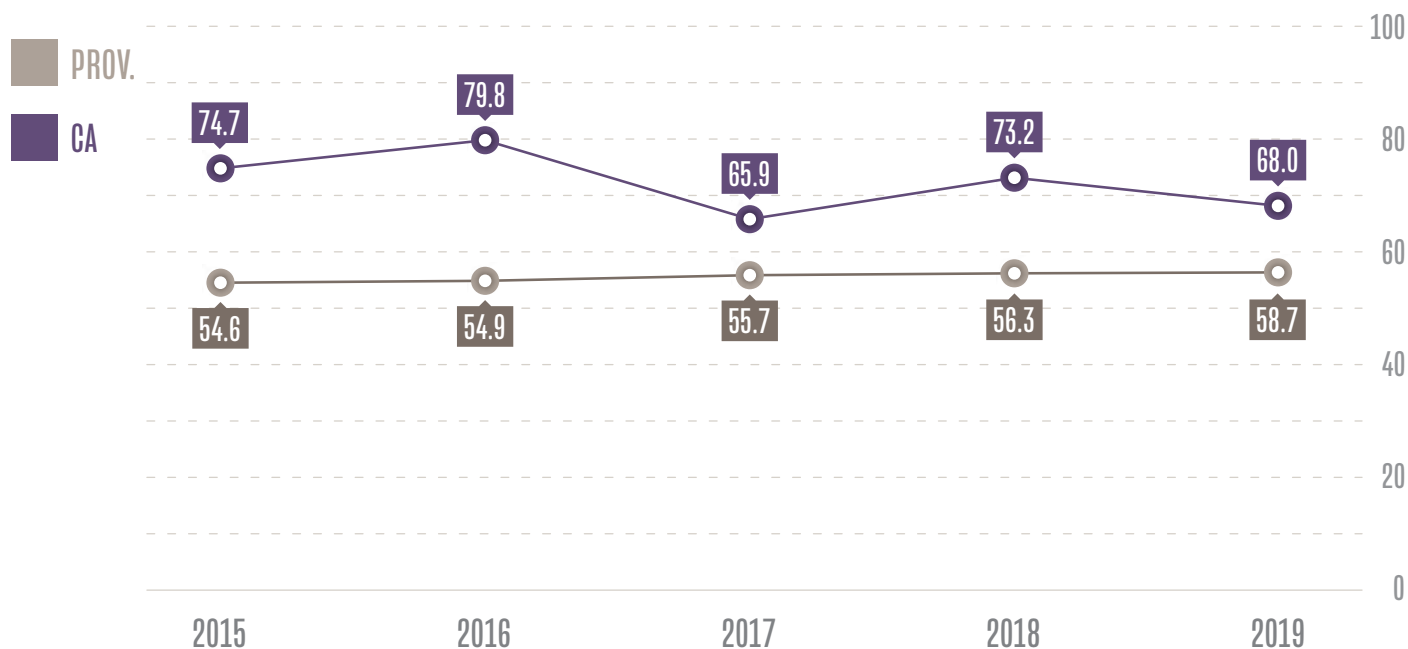
# GOAL ONE

**OUTCOME 3:** Students achieve their academic potential and acquire multiple literacies.

MEASURE  
**AE**

Percentage of students writing four or more diploma exams within three years of entering Grade 10.

**AE OUTCOME 1:** Alberta's students are successful.



Due to small class sizes, this measure often fluctuates year over year. Overall satisfaction dropped 14.5 per cent but remains above the provincial average.

TARGET  
**68**



- Continue to support students taking diploma level courses that meet their needs for post-secondary entrance.
- Continue to provide focused, personalized interventions to students.

See Alberta Education's Measure Evaluation Reference Table on **page 50** for more information.



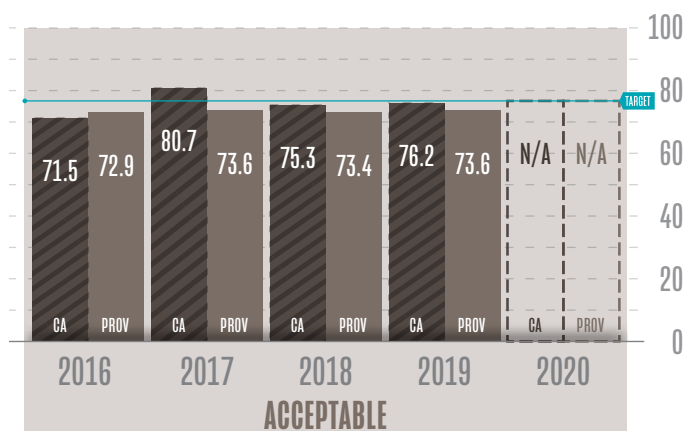
# GOAL ONE

**OUTCOME 3:** Students achieve their academic potential and acquire multiple literacies.

## MEASURE AE

Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests.

**AE OUTCOME 1:** Alberta's students are successful.



Due to COVID-19, no Provincial Achievement Tests were written in 2019-2020.

**TARGET**  
**77**

### MEASURE EVALUATION

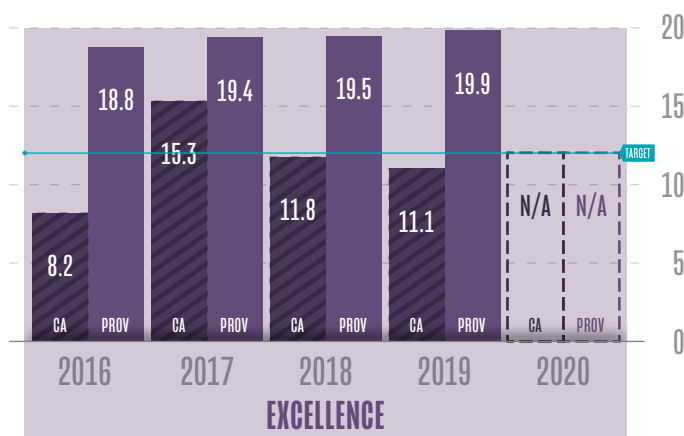
ACHIEVEMENT	IMPROVEMENT	OVERALL
N/A	N/A	N/A



- Develop a progress reporting system that addresses and supports the assessment framework.
- Continue to develop our learning supports in the classroom to support students who have the widest gaps in their learning.
- Continue to develop alignment in our reading, writing, and math subject areas through the elementary grades and through junior high.

## MEASURE AE

Overall percentage of students in Grades 6 and 9 who achieved the excellence standard on Provincial Achievement Tests.



Due to COVID-19, no Provincial Achievement Tests were written in 2019-2020.

**TARGET**  
**12**

### MEASURE EVALUATION

ACHIEVEMENT	IMPROVEMENT	OVERALL
N/A	N/A	N/A

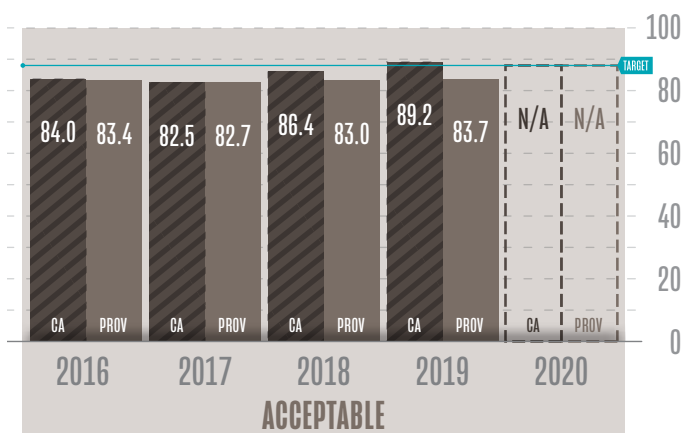
See Alberta Education's Measure Evaluation Reference Table on page 50 for more information.

## GOAL ONE

**OUTCOME 3:** Students achieve their academic potential and acquire multiple literacies.

### MEASURE A<sub>E</sub>

Overall percentage of students in Grade 12 who achieved the acceptable standard on diploma examinations.



Due to COVID-19, no Diploma exams were written in 2019-2020.

TARGET  
**88**

#### MEASURE EVALUATION

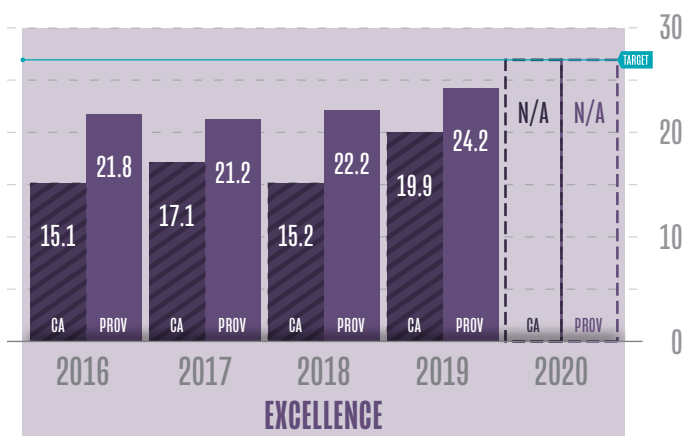
ACHIEVEMENT	IMPROVEMENT	OVERALL
N/A	N/A	N/A



- Develop a progress reporting system that addresses and supports the assessment framework.
- Run field tests for diploma level courses for students.

### MEASURE A<sub>E</sub>

Overall percentage of students in Grade 12 who achieved the excellence standard on diploma examinations.



Due to COVID-19, no Diploma exams were written in 2019-2020.

TARGET  
**18**

#### MEASURE EVALUATION

ACHIEVEMENT	IMPROVEMENT	OVERALL
N/A	N/A	N/A

See Alberta Education's Measure Evaluation Reference Table on page 50 for more information.

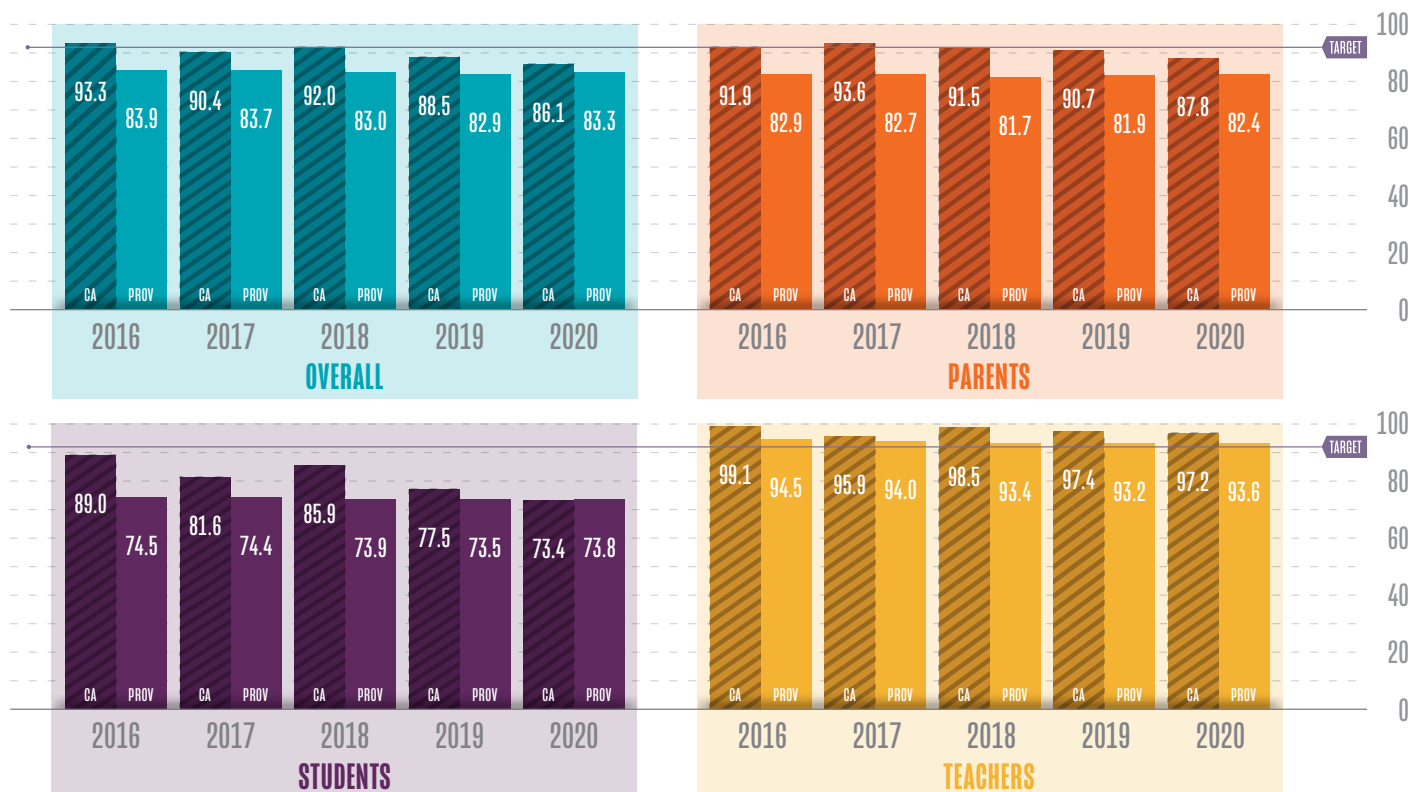
# GOAL ONE

**OUTCOME 3:** Students achieve their academic potential and acquire multiple literacies.

## MEASURE AE

Overall teacher, parent, and student agreement that students model the characteristics of active citizenship.

**AE OUTCOME 1:** Alberta's students are successful.



This measure dropped 2.4 per cent but remains above the provincial average. We continue to support the growth of our students in their interactions with each other and their environment through our REACH principles.

TARGET  
**92**



- Psychologists are embedded with each division, which allows for support for teachers in approaches to social skills.
- Over the past two years we have revamped our approach to REACH, to encourage active, daily reflection.
- Continue to reinforce active citizenship through our altruistic projects — International Travel Studies, Cool Kids Care, Adopt-a-Family, Grade 10 Altruistic trips, etc.

MEASURE EVALUATION		
ACHIEVEMENT	IMPROVEMENT	OVERALL
Very High	Declined Significantly	Acceptable

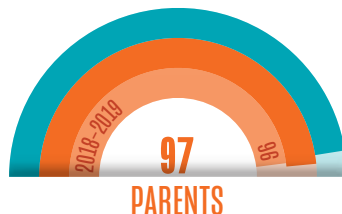
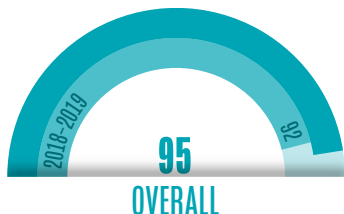
See Alberta Education's Measure Evaluation Reference Table on page 50 for more information.

## GOAL ONE

**OUTCOME 3:** Students achieve their academic potential and acquire multiple literacies.

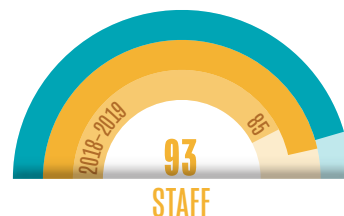
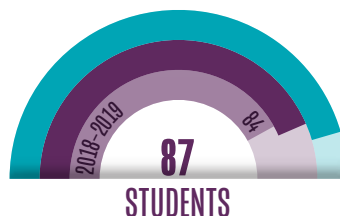
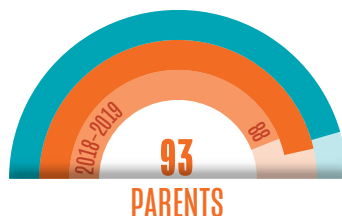
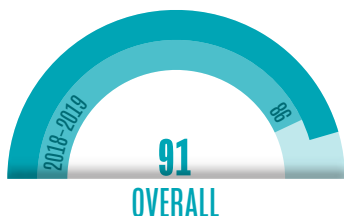
### MEASURE CA

Overall teacher, parent, and student agreement that students model the characteristics of active citizenship.



### MEASURE CA

Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish high school.



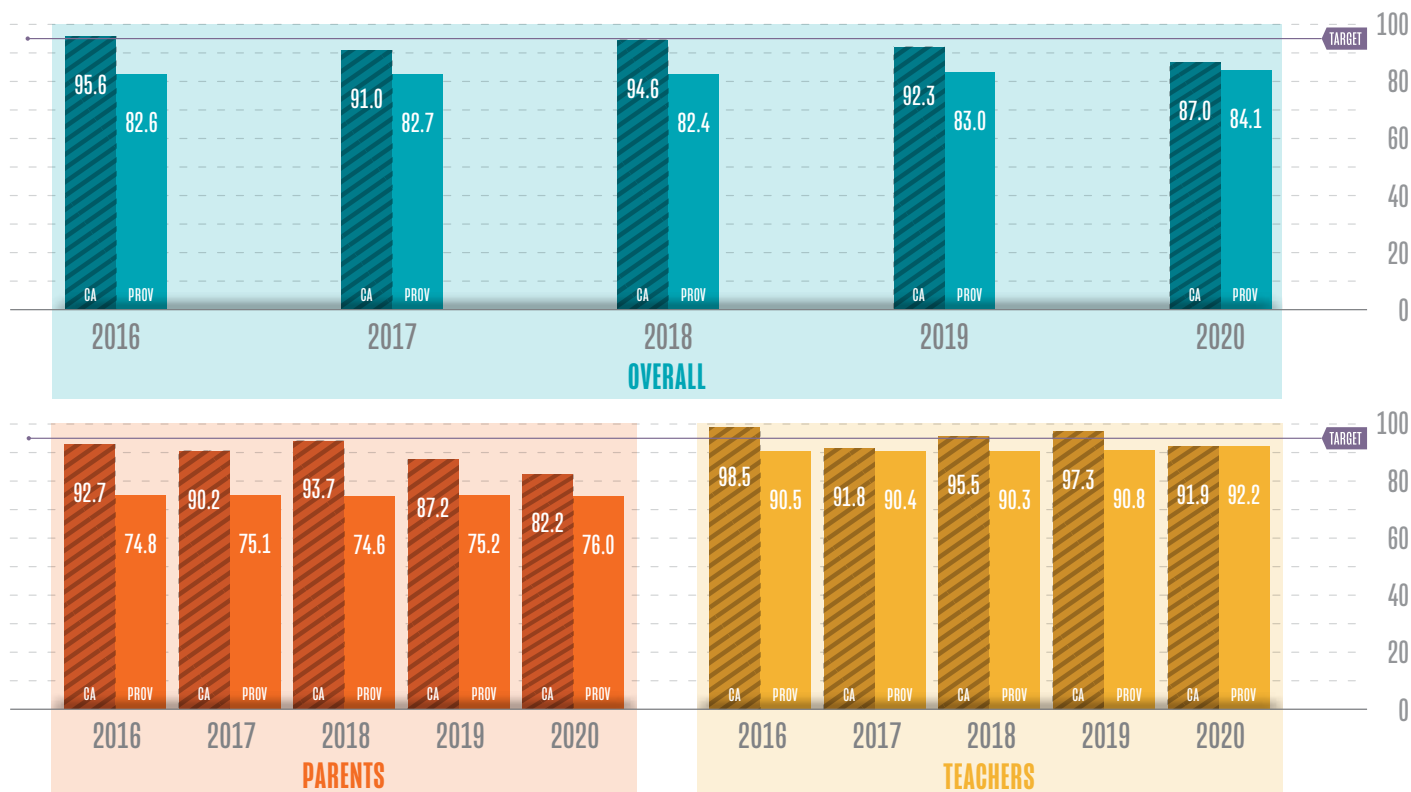
# GOAL ONE

**OUTCOME 3:** Students achieve their academic potential and acquire multiple literacies.

## MEASURE AE

Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish high school.

**AE OUTCOME 1:** Alberta's students are successful.



Overall satisfaction dropped 5.3 per cent but remains above the provincial average. Calgary Academy's new Learning Model and a focus on High School Redesign are both focused on this area.


TARGET  
**95**



- Grow a culture of shared leadership with multiple opportunities for staff and student participation.
- Expand the delivery of project-based learning (PBL) and interdisciplinary PBL, bringing in community partners where possible, to enhance authentic learning experiences.

MEASURE EVALUATION		
ACHIEVEMENT	IMPROVEMENT	OVERALL
Very High	Declined	Good

See Alberta Education's Measure Evaluation Reference Table on page 50 for more information.



CALGARY ACADEMY 2018–2021 STRATEGIC PLAN

## GOAL TWO

Staff Strives for Excellence.



## GOAL TWO

**OUTCOME 1:** Staff are valued, respected, engaged, and empowered.

### MEASURE CA

Percentage of staff satisfied that respectful relationships are encouraged amongst all staff and that they are treated fairly.

2019-2020 **98**

2018-2019 **88**

2017-2018 **84**



### MEASURE CA

Percentage of staff that feels valued and a contributing member of Calgary Academy's learning community.

2019-2020 **86**

2018-2019 **81**

2017-2018 **78**



- 🚩 Action the "Employer of Choice" vision.
- 🚩 Reimagine and refine staff mentorship and training programs.
- 🚩 Create an integrated platform that showcases instructional and professional excellence and houses best practice examples and resources.

## GOAL TWO

**OUTCOME 1:** Staff are valued, respected, engaged, and empowered.

### MEASURE CA

Percentage of staff who feel satisfied the school provides a reasonable work/life balanced environment.

2019-2020 **86**

2018-2019 **81**

2017-2018 **96**



### MEASURE CA

Staff attendance rate (percentage).

2019-2020 **94**

2018-2019 **86**

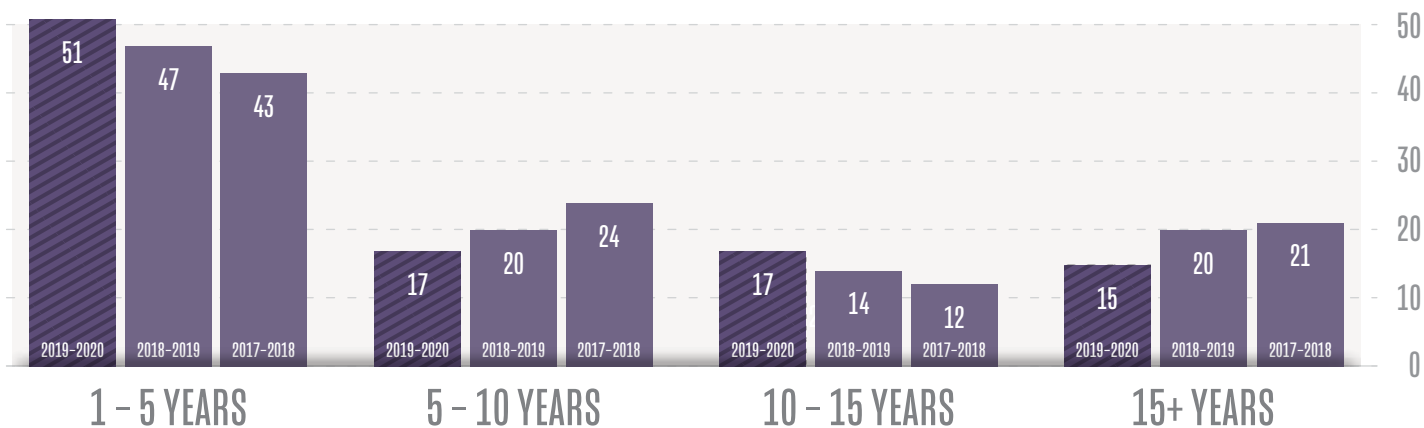
2017-2018 **N/A**



In 2018, this measure was under development.

### MEASURE CA

Staff retention rate and years of service.



The overall staff retention rate for the 2019-2020 school year is 89 per cent and the breakdown of years of service is noted above.

The shift in years of staff has been largely impacted by a 38 per cent growth in student population over the last three years, and the subsequent need for new staff to support that growth.

**OUTCOME 2:** Staff learns continuously through mentorship, collaboration, and a variety of professional learning.

MEASURE  
**CA**

Percentage of staff satisfied with their opportunities to engage in collaborative practices and/or professional learning.

2019-2020 **88**

2018-2019 **72**

2017-2018 **64**



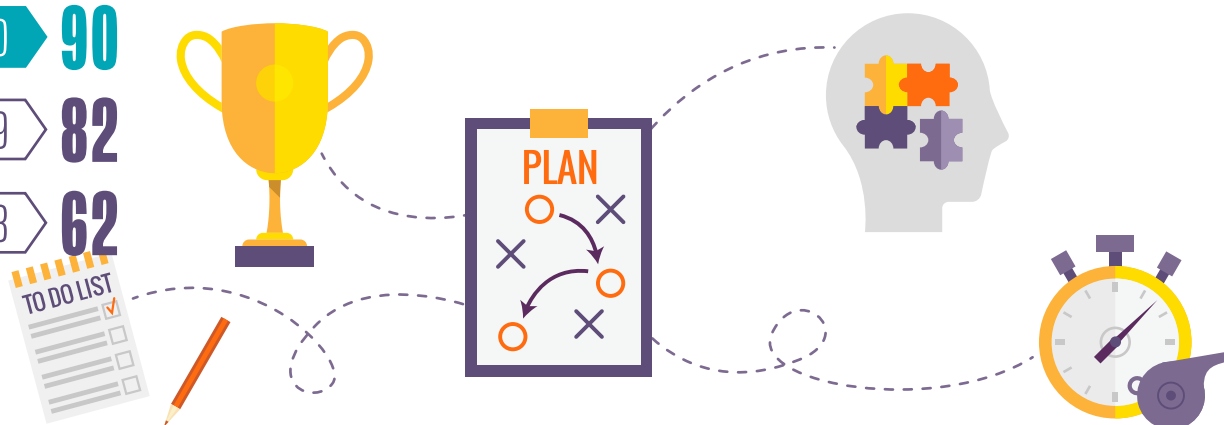
MEASURE  
**CA**

Percentage of staff satisfied that their professional learning has positively impacted their instructional and/or organizational effectiveness.

2019-2020 **90**

2018-2019 **82**

2017-2018 **62**

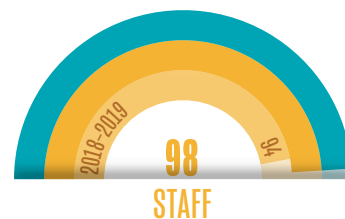
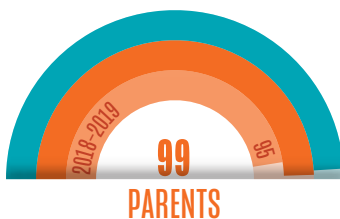
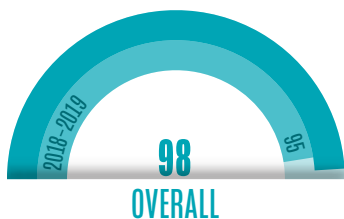


## GOAL TWO

**OUTCOME 3:** Staff builds professional connections at school and with the broader community.

### MEASURE CA

Percentage of staff and parents satisfied that staff builds positive relationships with parents.



### MEASURE CA

Percentage of staff satisfied that staff builds partnerships within the school community and with the external community.

2019-2020 **87**

2018-2019 **71**

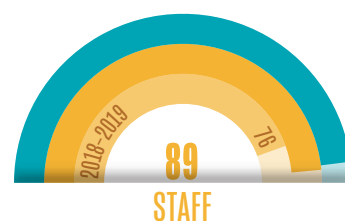
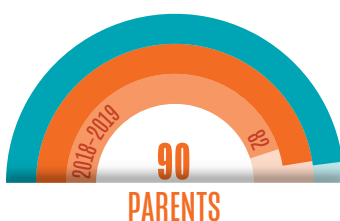
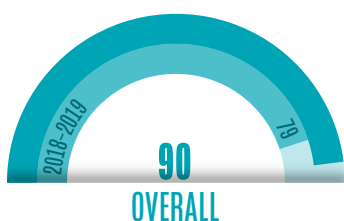
2017-2018 **67**



- Articulate the interconnected nature of Calgary Academy and its related organizations Headwater Learning Foundation and Headwater Learning Solutions, and inject an ethos of collaboration for the greater good.
- Construct a framework that empowers staff to develop networks that amplify professional practices.

### MEASURE CA

Percentage of staff and parents satisfied with parents' involvement in the school community.



A photograph of a classroom scene. A female teacher with blonde hair, wearing a grey sweater, is leaning over a table, assisting two female students. One student has dark hair and the other has blonde hair. They are working on a project on the table. In the background, other students are visible, and a large screen displays a colorful graphic. The image has a purple and blue color overlay.

CALGARY ACADEMY 2018–2021 STRATEGIC PLAN

## GOAL **THREE**

Instruction is Innovative and Effective.

## GOAL THREE

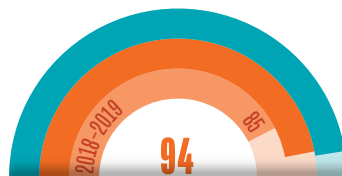
**OUTCOME 1:** Instruction is personalized and has multiple pathways, meeting the needs of each student.

MEASURE  
**CA**

Percentage of students, parents, and teachers who agree instruction meets the needs of each student.



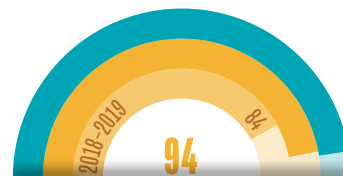
OVERALL



PARENTS



STUDENTS



STAFF

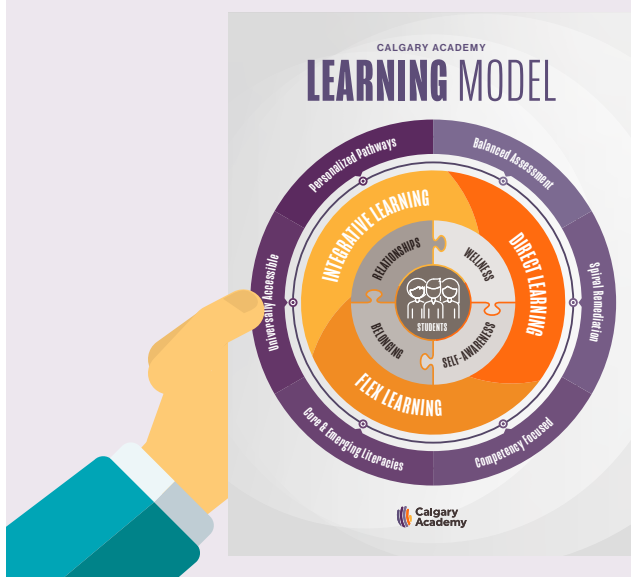
MEASURE  
**CA**

Percentage of teachers that understand and employ Calgary Academy's learning model.

2019-2020 **93**

2018-2019 **85**

2017-2018 **N/A**



MEASURE  
**CA**

Percentage of students who feel they are inspired to learn.

2019-2020 **86**

2018-2019 **85**

2017-2018 **87**



In 2019, this question was split into two separate questions. In 2018 the question was worded "How satisfied are you with your understanding and ability to employ Calgary Academy's learning model?"



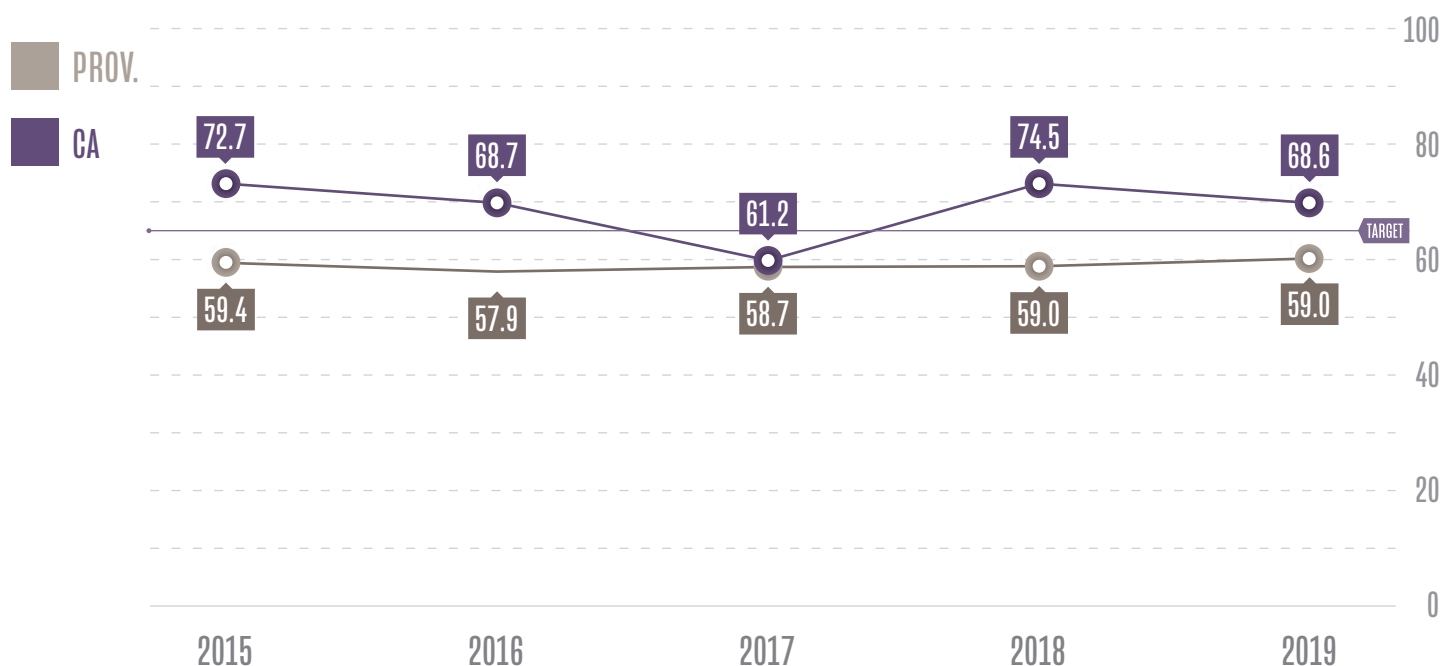
## GOAL THREE

**OUTCOME 1:** Instruction is personalized and has multiple pathways, meeting the needs of each student.

MEASURE  
**AE**

High school to post-secondary transition rate of students within six years of entering Grade 10.

**AE OUTCOME 1:** Alberta's students are successful.



While this measure declined 5.9 per cent, many CA students attend schools out of province; this measure does not reflect those students. Calgary Academy students continue to get high quality career and post-secondary advising in a one-to-one setting three times in their high school career.

TARGET  
**65**



- Continue to match student learning aptitudes, interests and abilities to a course of study in high school that will enable students to access a program of choice in post-secondary.
- Continue to provide individual student career counseling to inform students of choice and opportunity.
- Chart progress of students after graduation.

MEASURE EVALUATION		
ACHIEVEMENT	IMPROVEMENT	OVERALL
Very High	Maintained	Excellent

See Alberta Education's Measure Evaluation Reference Table on **page 50** for more information.

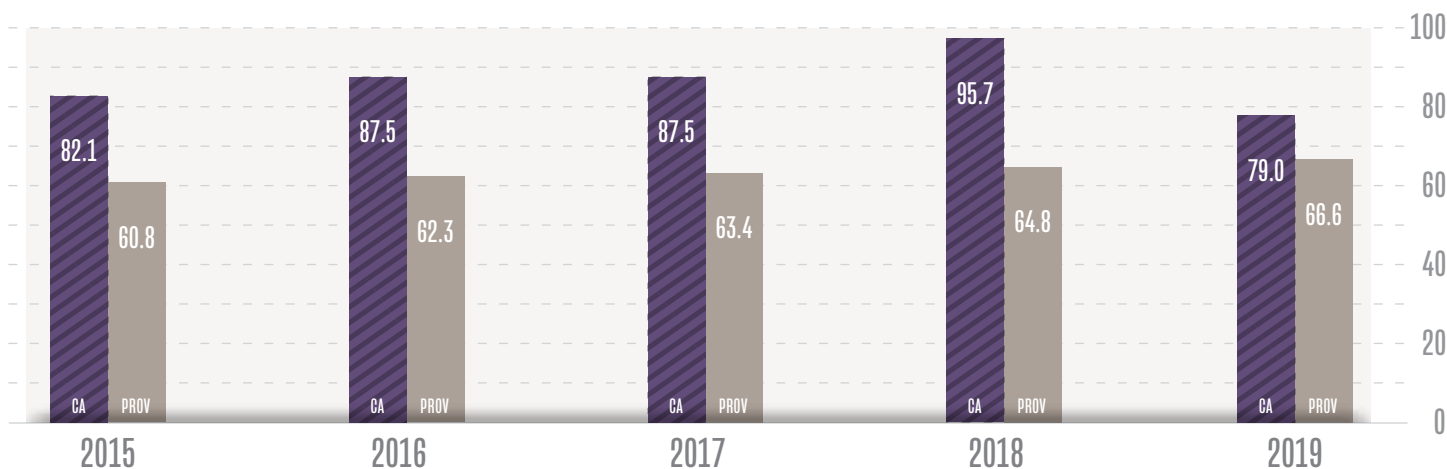
## GOAL THREE

**OUTCOME 1:** Instruction is personalized and has multiple pathways, meeting the needs of each student.

MEASURE  
**AE**

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

**AE OUTCOME 1:** Alberta's students are successful.



While this measure declined 16.7 per cent, many CA students attend schools out of province. This is in line with the five-year average at CA, which it is.

TARGET  
**88**



- Continue to support students through daily interventions in their academic coursework and prepare students to be successful in Grade 12 courses and diploma exams.
- Track progress of students through high school to determine projections and to find any gaps.

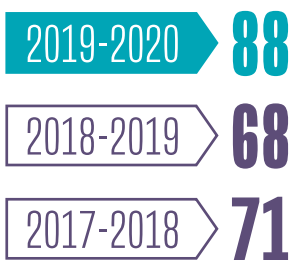
See Alberta Education's Measure Evaluation Reference Table on **page 50** for more information.

## GOAL THREE

**OUTCOME 2:** Instructional practices are evidenced-based and effectively applied.

MEASURE  
**CA**

Percentage of teachers that agree balanced student assessment information is used to help improve instruction.



## GOAL THREE

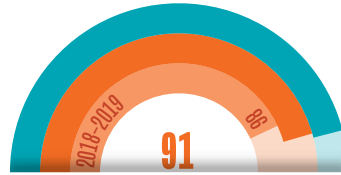
**OUTCOME 3:** Instructional practices create a culture and reputation of excellence and innovation in learning.

### MEASURE CA

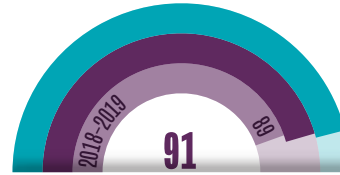
Percentage of students, parents, and staff who believe instructional practices are reflective of a culture of excellence.



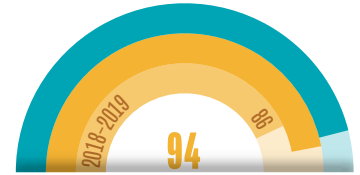
OVERALL



PARENTS



STUDENTS



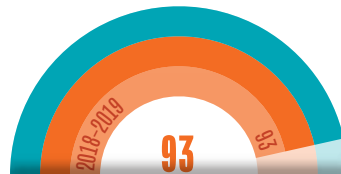
STAFF

### MEASURE CA

Percentage of students, parents, and staff satisfied that excellence and innovation in learning are celebrated.



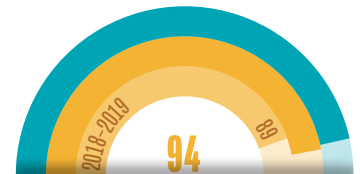
OVERALL



PARENTS



STUDENTS



STAFF

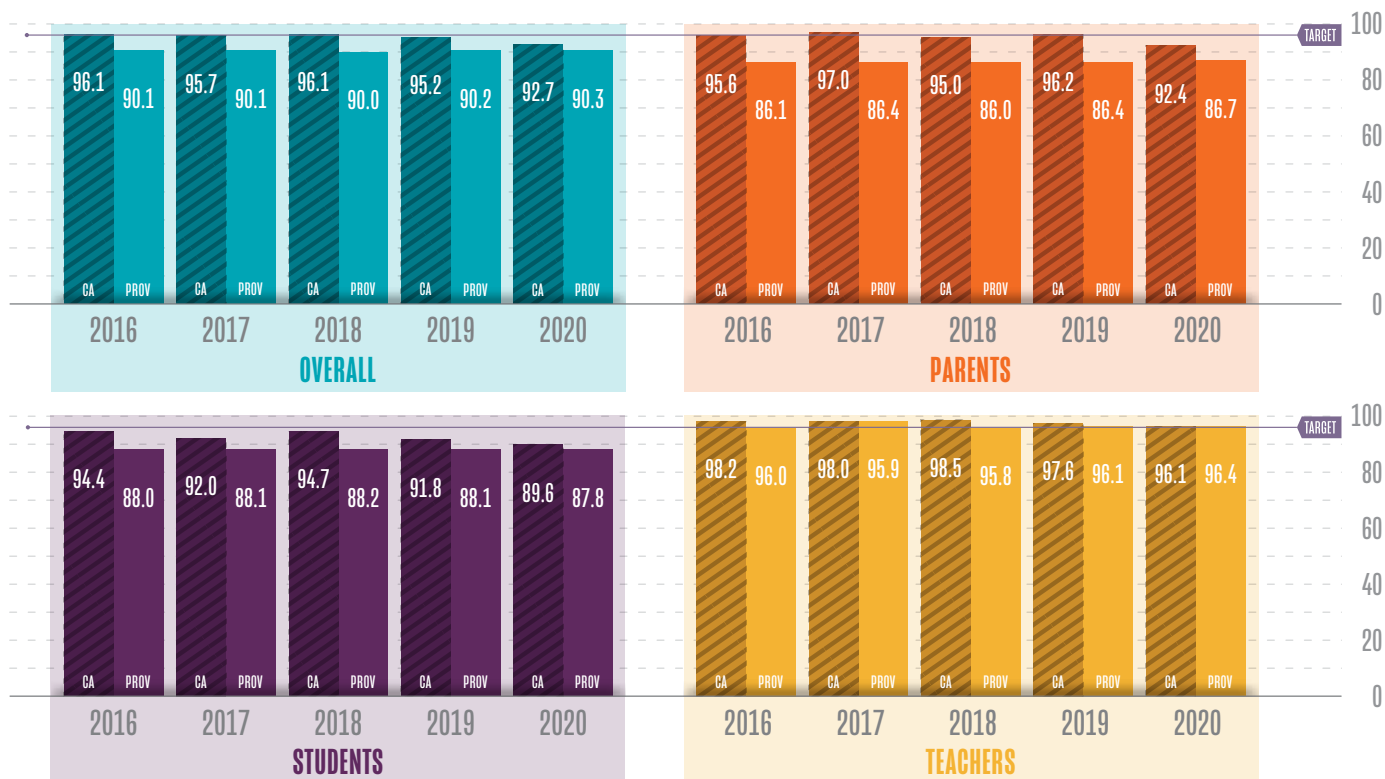
## GOAL THREE

**OUTCOME 3:** Instructional practices create a culture and reputation of excellence and innovation in learning.

MEASURE  
**AE**

Percentage of teachers, parents, and students satisfied with the overall quality of basic education.

**AE OUTCOME 4:** Alberta's education system is well governed and managed.



CA maintained a very high achievement.


TARGET  
**96**

See Alberta Education's Measure Evaluation Reference Table on page 50 for more information.

MEASURE  
**CA**

Overall students, parents, and teacher satisfaction with the overall quality of basic education.





CALGARY ACADEMY 2018–2021 STRATEGIC PLAN

## GOAL **FOUR**

Decision-Making Reflects a  
Student-Centred Approach.

## GOAL FOUR

**OUTCOME 1:** Operational efficiencies, resource allocation, and technologies enhance learning.

MEASURE  
CA

Percentage of staff that understand the operational priorities of Calgary Academy.

2019-2020 **86**

2018-2019 **83**

2017-2018 **72**



Engaging the entire community in the Strategic Plan was an important first step in building stronger understanding of operational priorities. This work is done annually in March when the community is invited together to review progress on the Strategic Plan and propose edits for the next year's strategies. The community will also be engaged in building out a new Four Year Plan in Fall 2021.



🚩 Ensure resource allocations are aligned to priorities and directly impact student learning and wellbeing.

MEASURE  
CA

Percentage of staff that understand and are supportive of Headwater Learning Solutions mandate.

2019-2020 **83**

2018-2019 **63**

2017-2018 **57**



**HEADWATER**  
LEARNING SOLUTIONS



In 2019, this question was split into two separate questions. In 2018, the question was worded "How satisfied are you that you understand and support Headwater Learning Solutions' mandate?"



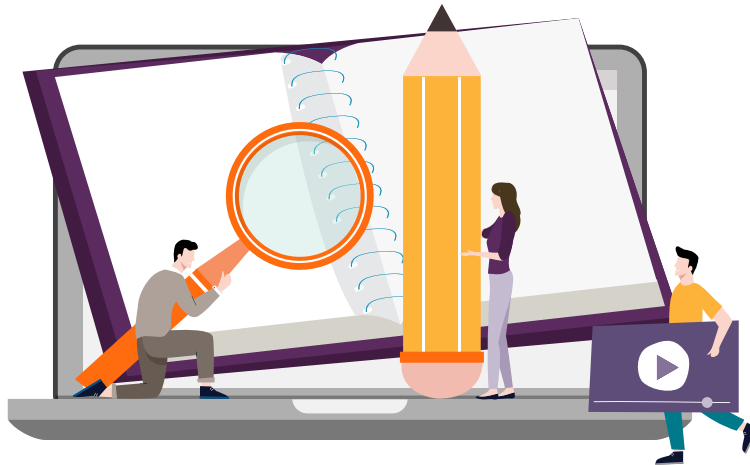
📖 Expand application of Headwater Learning Solutions' Indigenous education exemplar and broaden consulting client base.



## OUTCOME 1: Operational efficiencies, resource allocation, and technologies enhance learning.

MEASURE  
CA

Percentage of staff that agree resources are used equitably, effectively, and efficiently.

2019-2020 **81**2018-2019 **69**2017-2018 **63**

Wording change in 2019. Previous year's wording: "How satisfied are you with Calgary Academy's resource allocation, policies, priorities, and processes."



- Prepare to launch initial phase of facility construction and modernization.
- Expand the culture of philanthropy to support organizational priorities.

MEASURE  
CA

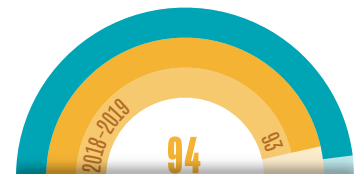
Percentage of students and staff satisfied that the technologies available is meeting the needs of learners.



OVERALL



STUDENTS



STAFF

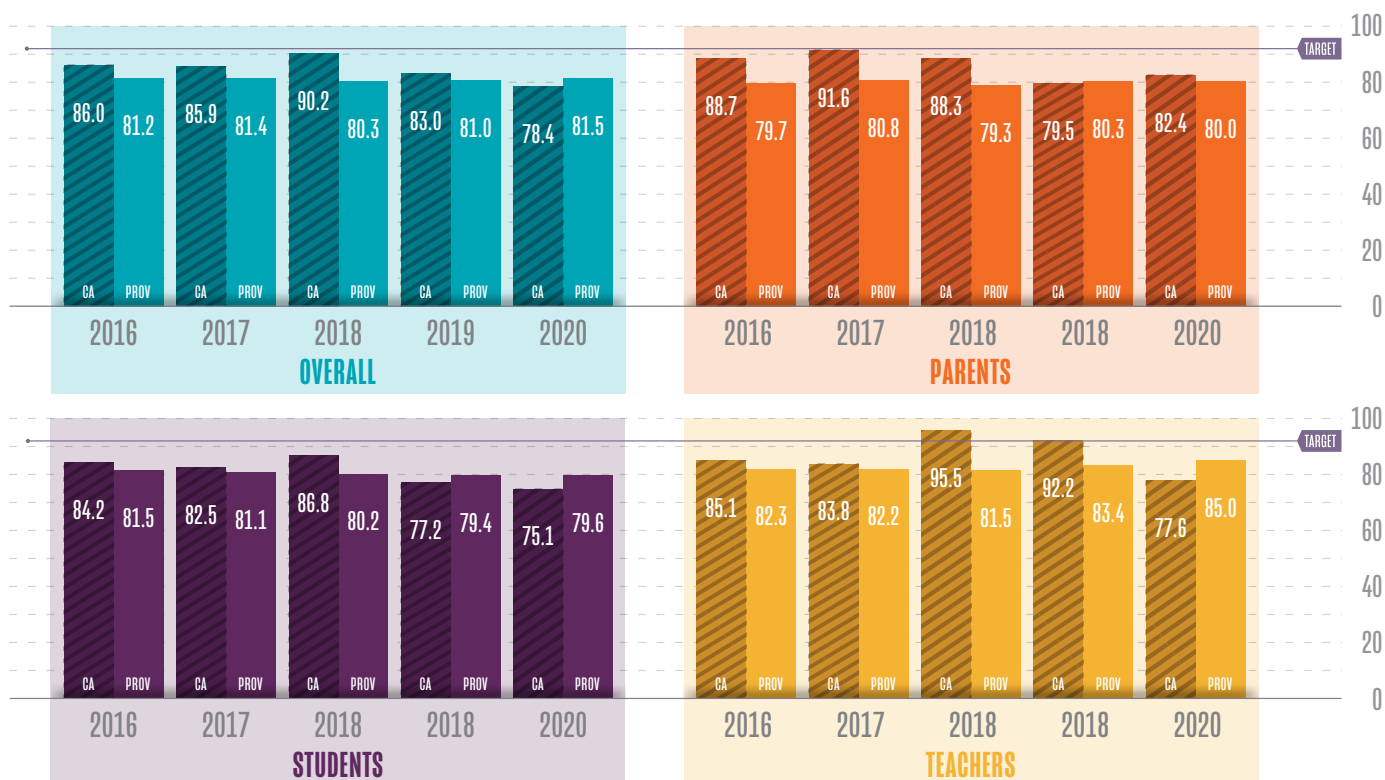
## GOAL FOUR

**OUTCOME 1:** Operational efficiencies, resource allocation, and technologies enhance learning.

MEASURE  
**AE**

Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same within the last three years.

**AE OUTCOME 4:** Alberta's K-12 education system is well governed and managed.



This measure declined by 4.6 per cent. Many school initiatives are underway and we expect to see improvement in this measure as they come to completion.

TARGET  
**92**



The school community is brought together annually in March to provide feedback on progress towards goals in the Strategic Plan and propose edits.

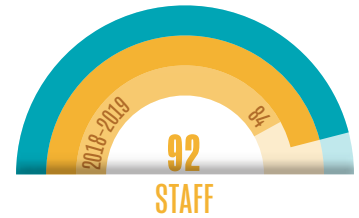
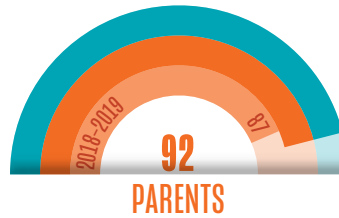
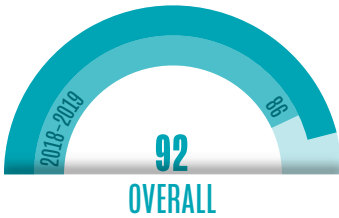
See Alberta Education's Measure Evaluation Reference Table on page 50 for more information.

## GOAL FOUR

**OUTCOME 2:** Shared leadership propels students success.

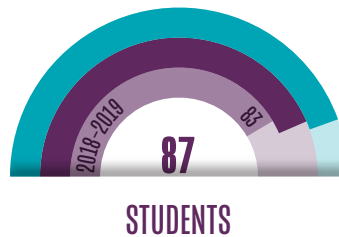
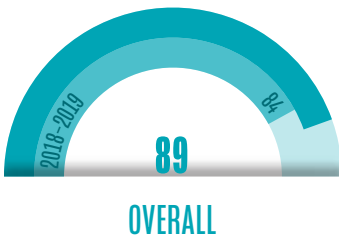
### MEASURE CA

Percentage of staff and parents satisfied that the needs of students drive decision-making at the school.



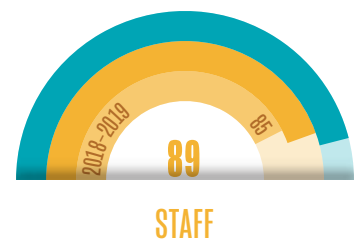
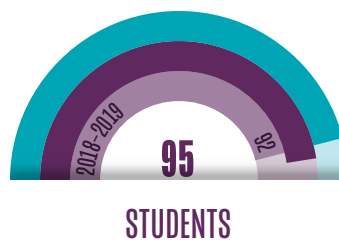
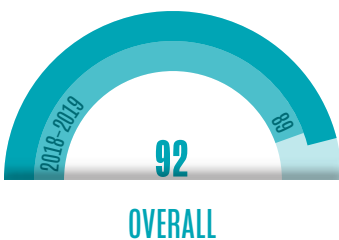
### MEASURE CA

Percentage of students and staff satisfied with their involvement in school/workplace decision-making.



### MEASURE CA

Percentage of students and staff satisfied with their leadership opportunities.



Wording change in 2019. Previous year's wording: "How satisfied are you with your opportunities to assume leadership roles."



➤ Create a governance and leadership model that is transparent, participatory, and democratic, from the Board to the classroom level.

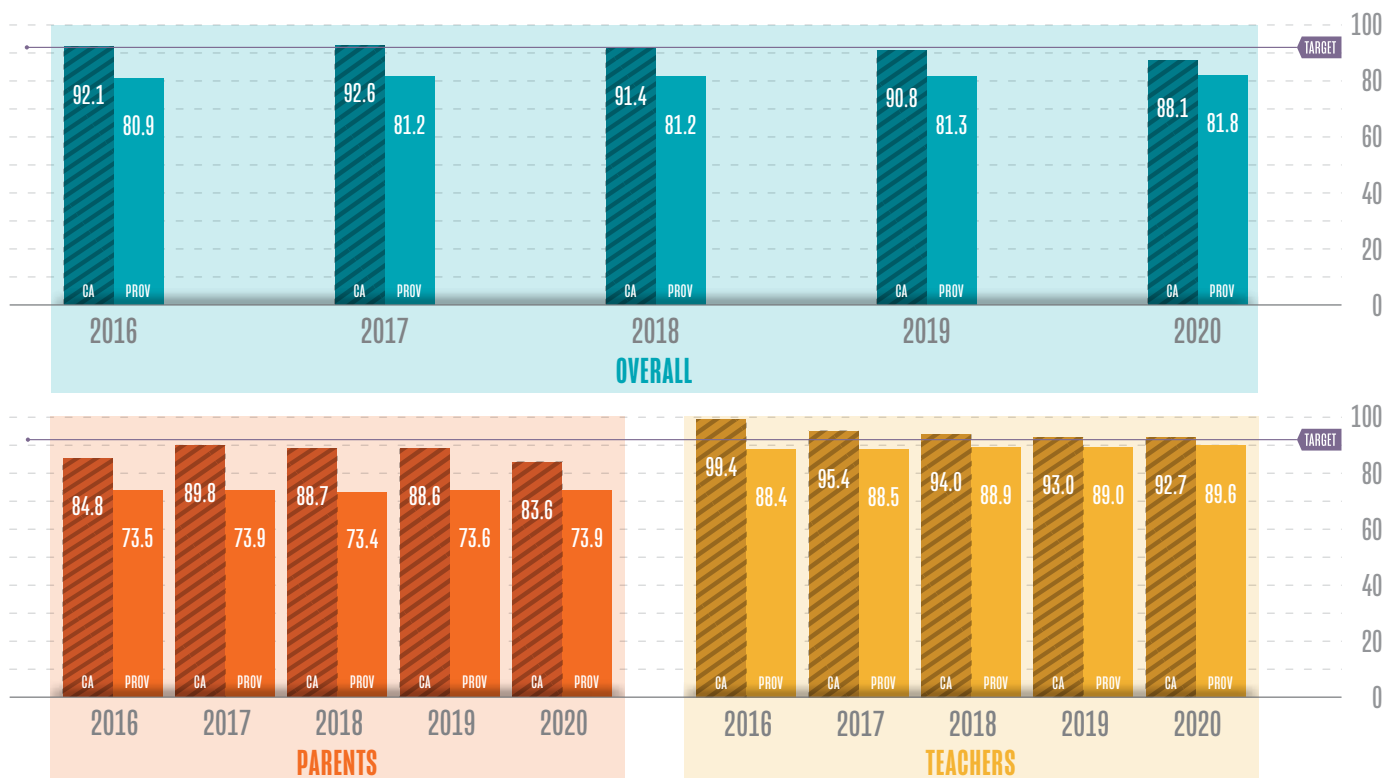
## GOAL FOUR

**OUTCOME 2:** Shared leadership propels students success.

MEASURE  
**AE**

Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

**AE OUTCOME 4:** Alberta's K-12 education system is well governed and managed.



Teachers and parents reported very high satisfaction with involvement in decisions about their child's education, well above the provincial average

TARGET  
**92**



- Support the continued growth of the school council to engage parents in the school community and to enhance student learning.
- Develop and implement an assessment and communication of student learning framework to inform student learning, progress and performance.
- Provide integrated technology for communications and collaboration including a seamless interface for student learning and business processes.

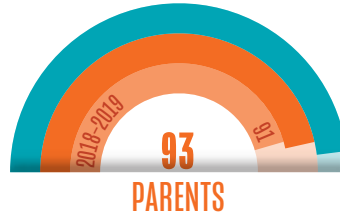
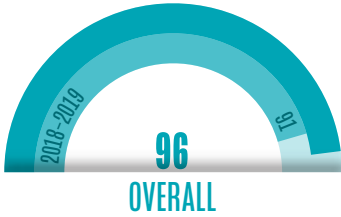
See Alberta Education's Measure Evaluation Reference Table on **page 50** for more information.

## GOAL FOUR

**OUTCOME 2:** Shared leadership propels students success.

MEASURE  
**CA**

Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

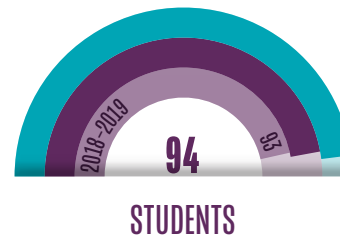
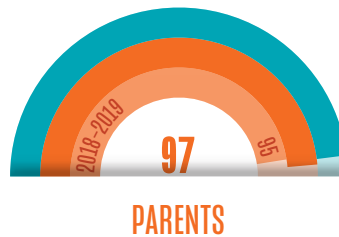
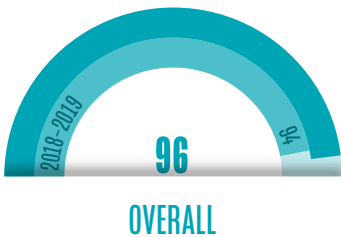


## GOAL FOUR

**OUTCOME 3:** Facilities and infrastructure supports student needs.

MEASURE  
**CA**

Percentage of students, parents, and staff who believe Calgary Academy offers a welcoming, safe, and caring learning environment.



## GOAL FOUR

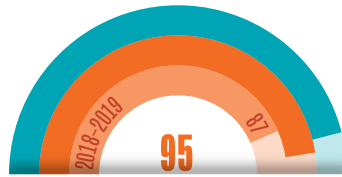
**OUTCOME 3:** Facilities and infrastructure supports student needs.

MEASURE  
**CA**

Percentage of students, parents, and staff who agree the learning environment engages students in the learning process.



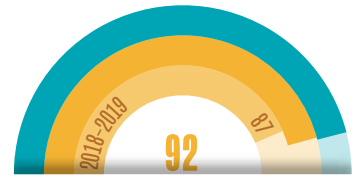
OVERALL



PARENTS



STUDENTS



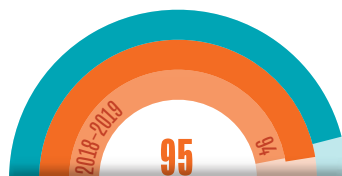
STAFF

MEASURE  
**CA**

Percentage of students, parents, and staff who agree the learning spaces encourages active, collaborative, and personalized learning.



OVERALL



PARENTS



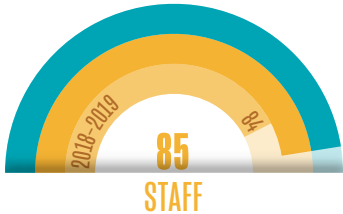
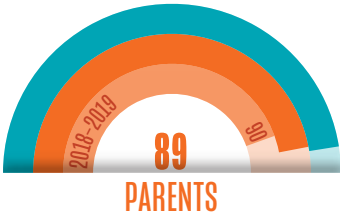
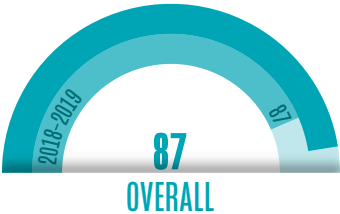
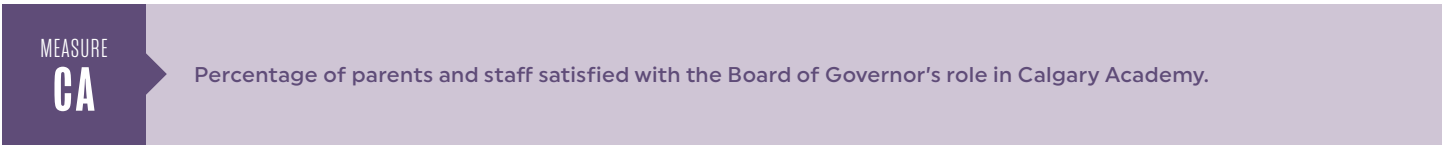
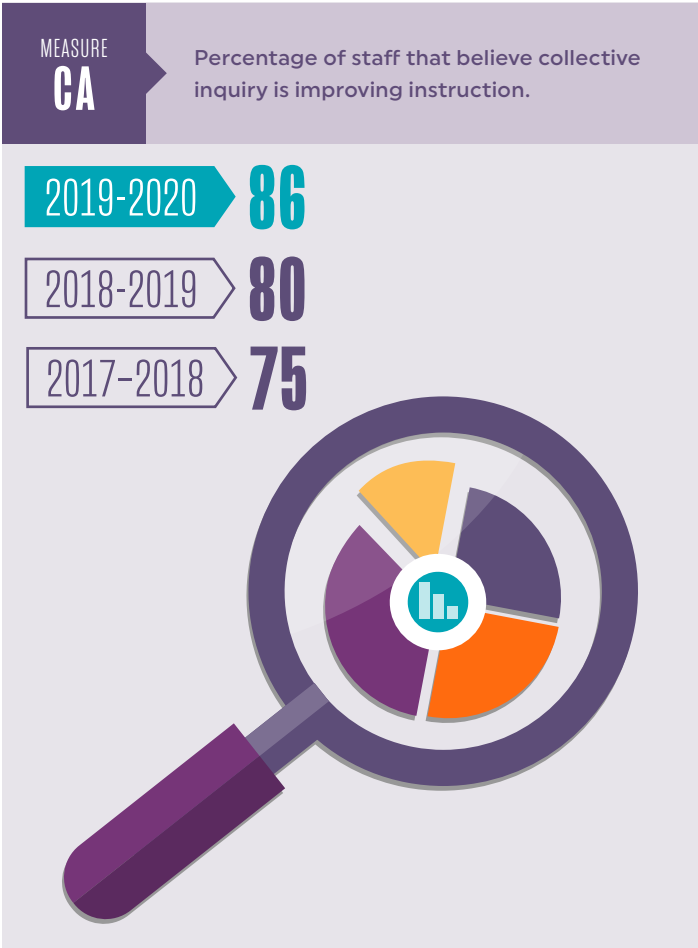
STUDENTS



STAFF



# ADDITIONAL MEASURES



# ALBERTA EDUCATION OUTCOME 2

DESIRED OUTCOME: Alberta's education system supports First Nations, Métis, and Inuit students' success.	
Overall percentage of self-identified First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the acceptable standard and the percentage of self-identified First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the standard of excellence on provincial achievement tests (based on cohort).	<p>Not Reported.</p> <p>Data values can not be reported when the number of respondents/students is fewer than 6.</p>
Overall percentage of self-identified First Nations, Métis, and Inuit students who achieved the acceptable standard and the overall percentage of self-identified First Nations, Métis, and Inuit students who achieved the standard of excellence on diploma examinations.	
High school completion rate of self-identified First Nations, Métis, and Inuit students within three years of entering Grade 10.	
Annual dropout rate of self-identified First Nations, Métis, and Inuit students aged 14 to 18.	
High school to post-secondary transition rate of self-identified First Nations, Métis, and Inuit students within six years of entering Grade 10.	
Percentage of self-identified First Nations, Métis, and Inuit Grade 12 students eligible for a Rutherford Scholarship.	
Percentage of self-identified First Nations, Métis, and Inuit students writing four or more Diploma Examinations within three years of entering Grade 10.	

## Strategies

- Continue to support the integration of First Nations, Métis, and Inuit (FNMI) perspectives and experiences, treaties, and the history and legacy of residential schools through following the program of studies.
- Ensure staff have the opportunity to focus on FNMI perspectives through the completion of the Teacher Quality Standards (TQS) standards.
- Continue to support staff to attend professional learning opportunities such as an all staff blanket exercise, and participation in online courses on understanding reconciliation.
- Include a traditional land acknowledgment at all small and large gathering of staff, students, and families.
- Engage special speakers on Indigenous topics for staff to enhance their learning.

# CAPITAL PROJECTS

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The emergency school closure due to the COVID-19 pandemic presented unique opportunities for facility enhancement initiatives during the school year. Our Multimedia Lab was renovated, removing old benches and furniture to create a large, more collaborative, and flexible learning space for students. As well, a new entrance installed in the lab allows direct access to the photo studio.

A classroom was expanded by removing an unused back storage room, increasing the classroom space by almost 200 square feet. The Gender-Neutral Washroom project that began in Summer 2019 was also completed, following the finishing touches being made to an all-gender washroom on the junior high side of the school. Capital project investments were made by Headwater Learning Foundation.

# PARENT INVOLVEMENT

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The School Council of Calgary Academy (SCOCA) is an active partner in achieving the Strategic Plan. Composed of representatives from parents, students, and staff, this council meets regularly throughout the year and organizes our parent volunteer efforts. From scribing during exams, to hosting staff potluck meals on parent-teacher conference days, to supporting school events, SCOCA supports the day-to-day success of the school.

While the COVID-19 pandemic and resulting emergency closure greatly limited SCOCA's ability to be present in the school, meetings continued virtually throughout the remainder of the year, to great success.

All Calgary Academy parents are also members of Calgary Academy Parents' Association (CAPA) which continued its work during the 2019-2020 school year by volunteer fundraising to support student bursaries.

Other parent involvement events for the 2019-2020 school year included two Arlette Speaker Series events. The October event was in person and featured Nancy Smith, an expert on parenting in the digital world. The April event occurred virtually and featured Dr. Jody Carrington, a child psychologist and author.

Parents joined students, staff, alumni, and community members at our annual Strategic Plan Celebration in March 2020, shortly before the school was forced to close. This half-day event saw participants learn about the accomplishments to date and provide feedback on the Year Three strategies of our 2018-2021 Strategic Plan. That feedback was incorporated into evolving strategies for the 2020-2021 school year as part of our rolling strategic planning process.

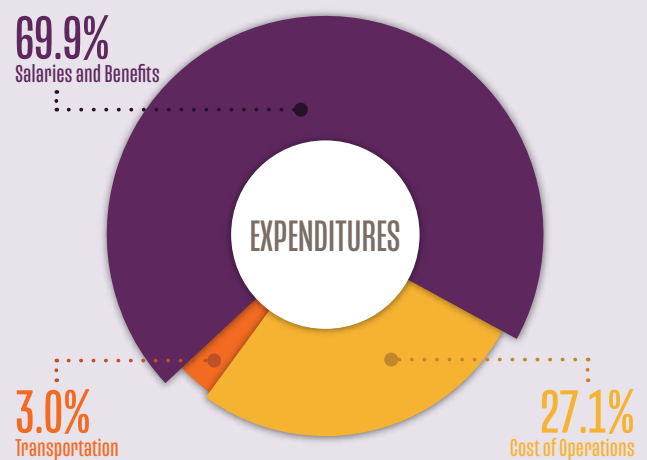
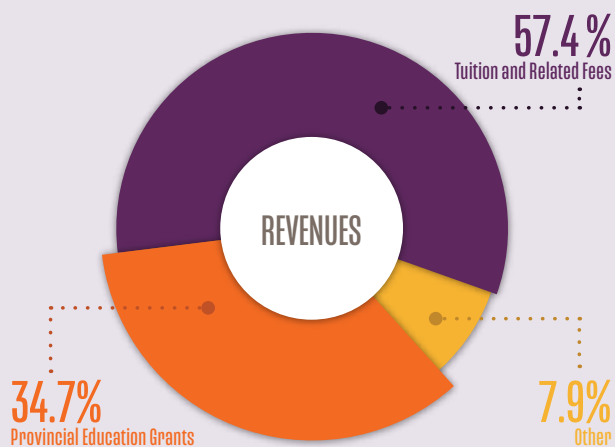
The Combined Three-Year Plan and Annual Education Results Report is shared with parents via email in the December parent newsletter and is available on the Calgary Academy website. It is also shared on our social media channels.

# 2019-2020 SUMMARY OF FINANCIAL RESULTS

YEAR ENDED AUGUST 31	ACTUAL 2020 <sup>1</sup> \$	ACTUAL 2020 %
<b>REVENUES</b>		
Provincial Education Grants	6,403,158	34.7
Tuition and Related Fees	10,583,955	57.4
Other	1,449,118	7.9
<b>Total Revenues</b>	<b>\$18,436,231</b>	<b>100%</b>
<b>EXPENDITURES<sup>2</sup></b>		
Salaries and Benefits	\$12,816,821	69.9
Transportation	\$541,228	3.0
Cost of Operations	\$4,955,194	27.1
<b>Total Expenditures</b>	<b>\$18,313,243</b>	<b>100%</b>
<b>Excess of revenues over expenditures</b>	<b>\$122,988</b>	

1 Information summarized from Statement of Operations from the Independent Auditor's Report and Financial Statements for the year ended August 31, 2020.

2 Expenditures are net of recoveries.



# 2020–2021 BUDGET SUMMARY

## Planning Principles

- › Identifying and aligning student needs
- › Streamlining business practices
- › Recruitment, retention and development of staff
- › Enhancing the use of technology while operating within Calgary Academy's financial constraints

## Budget Assumptions

- › No enrolment growth
- › No increase in Academy tuition fees, five per cent increase in Collegiate tuition fees
- › Government funding updated for the new Funding Manual for the 2020/21 school year
- › Average instructional staff experience increment increase of 2.2 per cent
- › Revenues exceed expenditures by a modest 0.6%

YEAR ENDED AUGUST 31	BUDGET 2021 <sup>1</sup> \$	BUDGET 2021 %
<b>REVENUES</b>		
Provincial Education Grants	6,895,492	36.8
Tuition and Related Fees	11,041,847	59.0
Other	794,085	4.2
Total Revenues	\$ 18,731,424	100%
<b>EXPENDITURES<sup>2</sup></b>		
Salaries and Benefits	13,223,471	71.0
Transportation	850,122	4.6
Cost of Operations	4,541,356	24.4
Total Expenditures	\$ 18,614,949	100%
Excess of revenues over expenditures	\$116,475	

1 Information summarized from 2020-2021 budget approved by the Board of Governors May 26, 2020.

2 Expenditures are net of recoveries.

# ALBERTA EDUCATION'S MEASURE EVALUATION REFERENCE TABLE

## Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup> and 95<sup>th</sup> 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 five 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 on Alberta Education's Measure Evaluation Reference Table

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 five improvement evaluation levels based upon the chi-square result.

EVALUATION CATEGORY	CHI-SQUARE RANGE
Declined Significantly	$3.84 + (\text{current} < \text{previous 3-year average})$
Declined	$1.00 - 3.83 (\text{current} < \text{previous 3-year average})$
Maintained	less than 1.00
Improved	$1.00 - 3.83 (\text{current} > \text{previous 3-year average})$
Improved Significantly	$3.84 + (\text{current} > \text{previous 3-year average})$

## Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation.

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

IMPROVEMENT	ACHIEVEMENT				
	VERY HIGH	HIGH	INTERMEDIATE	LOW	VERY LOW
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

## Category Evaluation

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



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