



# Annual Education Results Report (AERR)

2020-2021

# 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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# MESSAGE

## FROM THE BOARD CHAIR

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The 2020-2021 school year was another unforgettable year. While our students and teachers were reunited after three months of emergency remote learning, the beginning of the school year was unlike any other. Extensive health and safety protocols were required to keep students safe. Many support staff continued to work remotely for the year, parents and visitors were restricted from accessing the building, and so many of the measures, including cohorting and postponing athletics and extra-curriculars robbed students of a typical Calgary Academy experience.

However, we believe that in every crisis, there is also opportunity, and Calgary Academy embraced the chance to do things differently.

From virtual assemblies and new programming to outdoor gatherings and our second drive-thru graduation, innovation and creativity thrived. As a school, we are so fortunate that our community is so tightly knit. Strong relationships, creative thinking, and an unrelenting focus on finding ways to inspire and bring our students joy kept us united, even though we were physically distant.

The Board was honoured to present two awards for Student Showcase and Staff Exemplary Practice during the 2020-2021 year. Math Educator **Jaclyn Demmers** launched creative project-based learning initiatives in her classroom, while working extensively on our balanced assessment committee. Music teacher **Becky Funk** launched ambitious virtual music initiatives including two composer-in-residence series and a virtual music festival. **Grade 7 student Will P.** used the Minecraft game to connect to his peers and build a virtual community. **Grade 12 student Thomas D.** served as co-chair for the senior student council, and directed, designed, filmed, and edited all the promotional materials for the virtual senior drama production, Check Please.

The third and final year of the 2018-2021 Strategic Plan was ambitious, and while timelines shifted, our staff and community delivered on every strategy, maintaining forward momentum and progress even against enormous challenges.

Every year the Board is proud of the work and accomplishments of Calgary Academy staff, and grateful for the commitment of its students and parents. This last year tested us as a school, a province, a country, and a world. I am very proud of what we have achieved together. On behalf of the Board of Calgary Academy, thank you and congratulations to everyone who was part of the 2020-2021 school year.

**Gary Purcell**

Board Chair  
Calgary Academy Society

# INTRODUCTION

This Annual Education Results Report highlights Calgary Academy's Year 3 progress during the 2020-2021 school year, but also showcases the culmination of the three years of effort towards actualizing the 2018-2021 Strategic Plan.

The priority of Alberta's K-12 education system is the success of every child in school. As a school authority, Calgary Academy is responsible for providing assurance to its students, parents, staff, board members, alumni, and the public that it is fulfilling its responsibilities, and that CA students are successful.

Assurance is achieved through relationship building, engaging, and creating and sustaining a culture of continuous improvement and collective responsibility. Calgary Academy's students benefit when everyone works together to ensure they are successful.

This document combines required provincial reporting measures (denoted as "AE Measures" in the document) with internal Calgary Academy satisfaction survey results (denoted as "CA Measures") to provide a comprehensive overview of student, parent, and staff perspectives on Calgary Academy's progress to actualizing its 2018-2021 Strategic Plan.

Alberta Education and Calgary Academy have similar priorities. Outlined in this document you will find:

ALBERTA EDUCATION DOMAINS	CALGARY ACADEMY GOALS
Student Growth and Achievement	Students surpass their potential
Teaching and Leading	Staff strive for excellence
Learning Supports	Instruction is innovative and effective
Governance	Decision-making reflects a student-centered approach
Local and Societal Context	

Calgary Academy is committed to sharing its successes and learning from its challenges. Information contained in the 2020-2021 Annual Education Results Report is accessible through the Calgary Academy website at [calgaryacademy.com/alberta-ed-results](http://calgaryacademy.com/alberta-ed-results) and will be posted no later than November 30, 2021.

This Annual Education Results Report is just one step in an annual continuous improvement cycle. In March, the Calgary Academy community will come together to develop and confirm the strategies and priorities for the next school year. Beginning in September of each school year, the learning community will collectively take action on implementing those strategies. In February and June, data will be collected by Calgary Academy and Alberta Education and together they will evaluate how effectively progress has been made. Lastly, through the Annual Education Results Report process in November, the community will explore the results, and look to inform decisions and action required as a result of what is documented within this publication.



# SUMMARY OF ACCOMPLISHMENTS

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Last year I said that the character of our school was tested through the challenges it faced together, and that continued to be true for the 2020-2021 school year, perhaps even more so, because of the lasting effects of stress and anxieties around COVID-19, vaccinations and restrictions on our school. As a community and a country, we were forced to learn to live with COVID-19, and that disrupted so much of how we normally operate. For our school, we made the decision early to do all that we could to ensure our students and our staff were as safe as possible, including deep cleaning, an electronic daily health check for staff, and mandatory masking for students from Grades 4-12, and all staff while in the building. Safety is always our first priority as a school, and it was no different during the 2020-21 school year amidst a pandemic.

As Principal, the 2020-2021 school year will be remembered as the time where "how we've always done things" was no longer an option. I will forever be humbled and inspired by the creativity in our community to honour traditions while approaching learning differently for what was always in the best interests of students. From teams that were able to jump quickly from in-person to online learning when needed, to supports that filled in when we had large numbers of staff absent with COVID-like symptoms, the generosity and intentionality of this staff is truly incredible.

Longstanding altruistic efforts like our Dig Pink Volleyball Tournament and our Adopt-a-Family initiatives found a way to honour the intent, even if they had to be delivered radically differently. Teachers created new and engaging activities for students who were unable to connect with their peers in other classes throughout the school day. We utilized our incredible outdoor footprint, creating learning circles and classrooms that gave students a chance to physically distance as much as possible. Our Physical Education teachers, for example, ran most of their programming outdoors throughout a great portion of the year employing new activities for students that were more individualized to be able to maintain distance and keep safe. We launched a virtual composer-in-residence that worked with our music students. We filmed our musicals rather than performing them live. Our Integrated Studies and student leadership teams collaborated to create a spooky Forest of Fright, which allowed students to showcase their creativity in music, drama, art, and multimedia safely outdoors.

2020-21 was a year no one will forget as we braved something we never thought we would have to; however, we came out of it stronger than ever, more creative, and more collaborative than ever. Thank you to Dr. Greg Bass, our leadership team, our amazing staff, and our wonderful community of students and parents, who all helped to make this past year a success.

## 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 Calgary Academy for the 2020-2021 school year was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. 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 2020-2021 was approved by the Board on November 29, 2021.



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Gary Purcell, Board Chairman

November 29, 2021

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Date

## SCHOOL COUNCIL

The School Council of Calgary Academy (SCOCA) was consulted during the development of the Annual Education Results Report according to guidelines and expectations outlined by Calgary Academy and *Section 12 of the School Councils Regulation*.



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Carolyn Whitelaw, School Council of Calgary Academy President

November 22, 2021

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Date

# WHISTLEBLOWER STATEMENT

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Pursuant to section 32 of the *Public Interest Disclosure (Whistleblower Protection) Act*, no disclosures were received during the 2020-2021 school year.

# 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	94.1	91.6	N/A	Not Significant	N/A
Students have access to educational programming and community resources that fuel learning	89.2	89.6	84.4	N/A	Not Significant	N/A
Students achieve their academic potential and acquire multiple literacies	90.0	92.4	87.2	N/A	Not Significant	N/A
<b>GOAL TWO: Staff Strives for Excellence</b>						
Staff are valued, respected, engaged, and empowered	81.0	89.1	86.1	N/A	Not Significant	N/A
Staff learns continuously through mentorship, collaboration, and a variety of professional learning opportunities	85.3	87.3	76.8	N/A	Not Significant	N/A
Staff builds professional connections at school and with the broader community	93.6	95.7	89.1	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	91.0	92.8	88.8	N/A	Not Significant	N/A
Instructional practices are evidence-based and effectively applied	81.2	87.0	78.0	N/A	Not Significant	N/A
Instructional practices create a culture and reputation of excellence and innovation	90.2	93.0	88.9	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	84.5	88.5	80.1	N/A	Not Significant	N/A
Shared leadership propels student success	88.4	92.5	87.8	N/A	Not Significant	N/A
Facilities and infrastructure supports student needs	91.5	94.1	90.8	N/A	Not Significant	N/A

### Notes on Calgary Academy Pillar Summary

- In spring 2018, CA refined its satisfaction surveys by aligning questions to its new 2018-2021 Strategic Plan.
- CA Pillar Summary results are based on a satisfaction survey administered in June of 2021 to all staff, all Grade 4-12 students, and all parents. In total, 133 surveys were completed by staff, 474 by students, and 207 by parents, for a total of 814 surveys.



# 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
Student Growth and Achievement	Student Learning Engagement	88.5	N/A	N/A	85.6	N/A	N/A	N/A	N/A	N/A
	Citizenship	89.4	86.1	88.9	83.2	83.3	83.0	N/A	N/A	N/A
	3-year High School Completion	90.3	94.3	91.3	83.4	80.3	79.6	Very High	Maintained	Excellent
	5-year High School Completion	94.7	92.7	94.5	86.2	85.3	84.8	Very High	Maintained	Excellent
	PAT: Acceptable	N/A	N/A	75.8	N/A	N/A	73.7	N/A	N/A	N/A
	PAT: Excellence	N/A	N/A	13.0	N/A	N/A	20.3	N/A	N/A	N/A
	Diploma: Acceptable	N/A	N/A	82.5	N/A	N/A	83.6	N/A	N/A	N/A
	Diploma: Excellence	N/A	N/A	16.6	N/A	N/A	24.1	N/A	N/A	N/A
Teaching & Leading	Education Quality	93.3	92.7	94.7	89.6	90.3	90.2	N/A	N/A	N/A
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.1	N/A	N/A	87.8	N/A	N/A	N/A	N/A	N/A
	Access to Supports and Services	92.7	N/A	N/A	82.6	N/A	N/A	N/A	N/A	N/A
Governance	Parental Involvement	92.0	88.1	90.1	79.5	81.8	81.4	N/A	N/A	N/A

### 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. The 2020-2021 administration of the Alberta Education Assurance (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. Evaluations have not been calculated as 2020-2021 survey results are not comparable with other years.
3. Participation in the 2019-2020 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for Provincial Achievement Test (PAT) and Diploma Exam measures are not included.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (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), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

# ALBERTA EDUCATION

## TABLE ALIGNMENT

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### **GOAL ONE** Students surpass their potential.

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

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

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

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### **GOAL TWO** Staff strive for excellence.

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

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

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

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### **GOAL THREE** Instruction is innovative and effective.

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

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

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

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

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

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Outcome 2 Shared leadership propels student success.

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Outcome 3 Facilities and infrastructure supports student needs.

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SPECIFIC OUTCOME AND PERFORMANCE MEASURE	CA STRATEGIC PLAN						
	GOAL				OUTCOME		
	1	2	3	4	1	2	3
DOMAIN: Student Growth & Achievement							
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.	✓						✓
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 and five years of entering Grade 10.	✓				✓		
Teacher, parent and student agreement that students model the characteristics of active citizenship.	✓				✓		
Teacher, parent and student agreement that students are engaged in their learning at school.	✓				✓		
DOMAIN: Teaching and Leading							
Teacher, parent and student satisfaction with the overall quality of basic education.			✓				✓
Processes and strategies to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision and evaluation processes.		✓				✓	
DOMAIN: Learning Supports							
Teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe.	✓				✓		
Teacher, parent and student agreement that students have access to the appropriate supports and services at school.	✓					✓	
Processes that improve First Nations, Métis and Inuit student success and ensure all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.	See strategies for First Nations, Métis, and Inuit Student Measures on <b>page 42</b> .						
Processes and strategies to ensure all students have access to a continuum of supports and services, including specialized supports and services, consistent with principles of inclusive education.	See strategies on Learning Supports on <b>page 34</b> .						
DOMAIN: Governance							
Teacher and parent satisfaction with parental involvement in decisions about their child's education.	✓				✓		



CALGARY ACADEMY 2018–2021 STRATEGIC PLAN

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## GOAL ONE

Students surpass their potential.



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.



This measure remained steady over the last three years and is a core part of the CA experience. Significant efforts are underway to expand student mental health and resilience, and will be supported by the new Social Emotional Wellness and Executive Functioning Coach.



Overall



Current Year



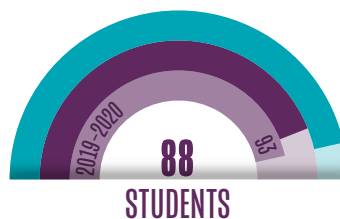
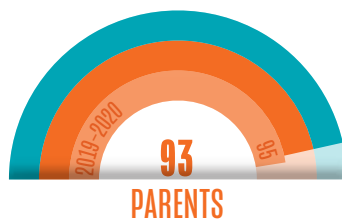
Previous Year

## GOAL ONE

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

### MEASURE CA

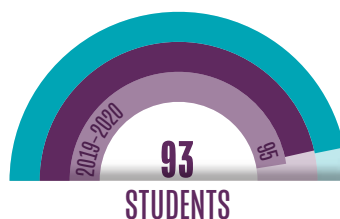
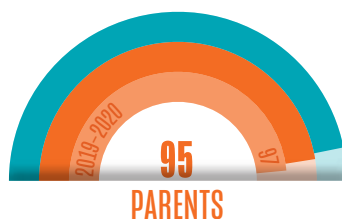
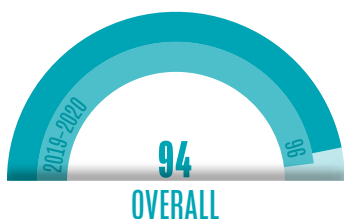
Percentage of students, parents, and staff who agree students are engaged in learning.



This measure remains strong year over year. Student engagement is a primary goal in the 2021-2025 CA Strategic Plan.

### MEASURE CA

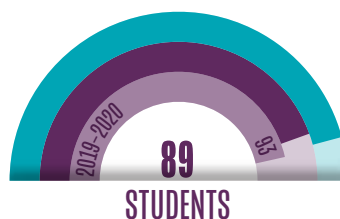
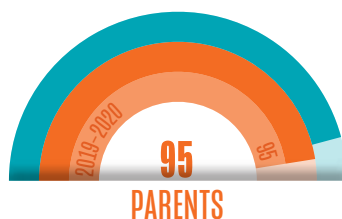
Percentage of students, parents, and staff who agree students and staff model the principles of REACH.



The REACH Principles are a vital element of the CA culture. Monthly REACH celebrations took part virtually for the 2020-2021 school year, and our staff worked diligently to support the growth of REACH characteristics in themselves and their students by "catching" students doing great things for their community and writing them REACH slips.

### 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.



This measure has declined slightly from the previous year. Student feedback on the CA Satisfaction Survey indicated culture was strongly negatively impacted by COVID-19, and so the decline in this measure is not a surprise.

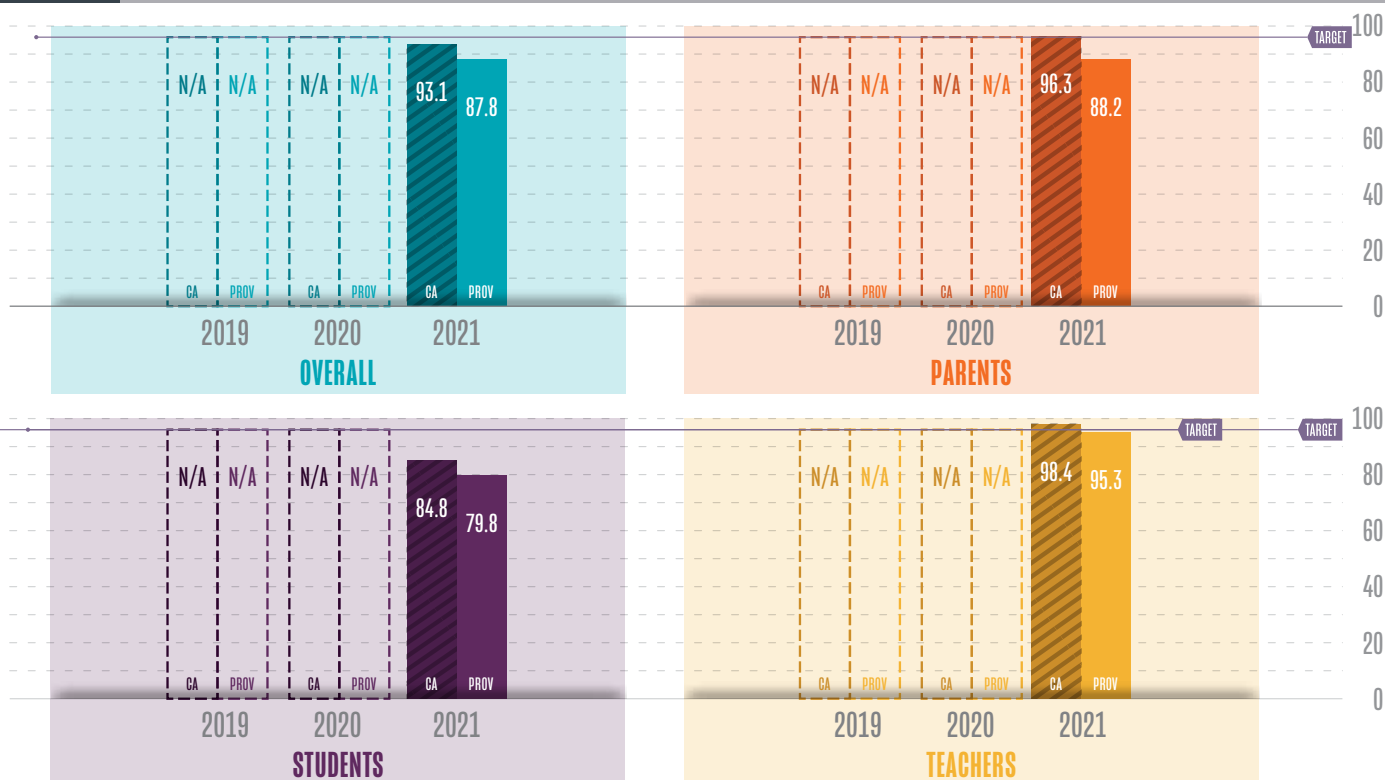
# GOAL ONE

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

MEASURE  
**AE**

Overall teacher, parent and student agreement that student learning environments are welcoming, caring, respectful and safe.

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



This is a new measure introduced by the province in 2021 that CA will closely monitor in the years to come. Overall satisfaction is very high.

TARGET  
**96**

MEASURE EVALUATION		
ACHIEVEMENT	IMPROVEMENT	OVERALL
N/A	N/A	N/A

See Alberta Education's Measure Evaluation Reference Table on page 46 for more information.

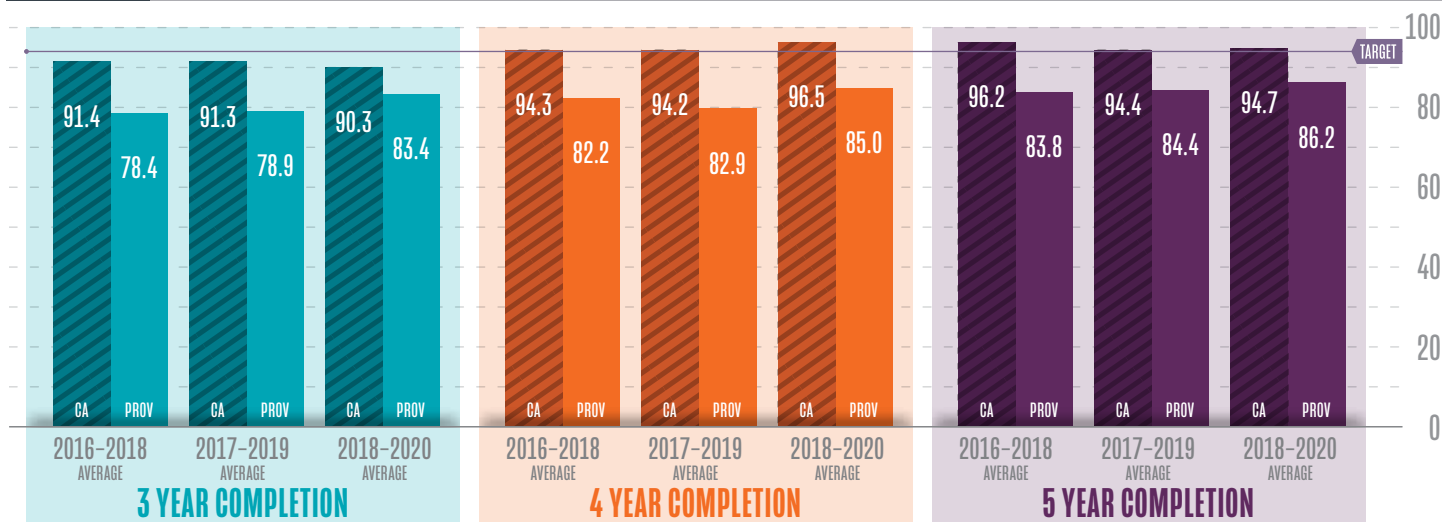
# GOAL ONE

**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**

MEASURE EVALUATION		
ACHIEVEMENT	IMPROVEMENT	OVERALL
Very High	Maintained	Excellent

See Alberta Education's Measure Evaluation Reference Table on **page 46** for more information.

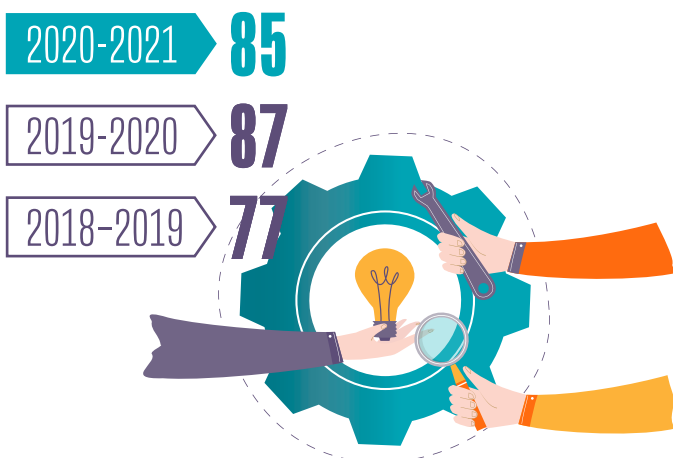


# GOAL ONE

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

MEASURE  
**CA**

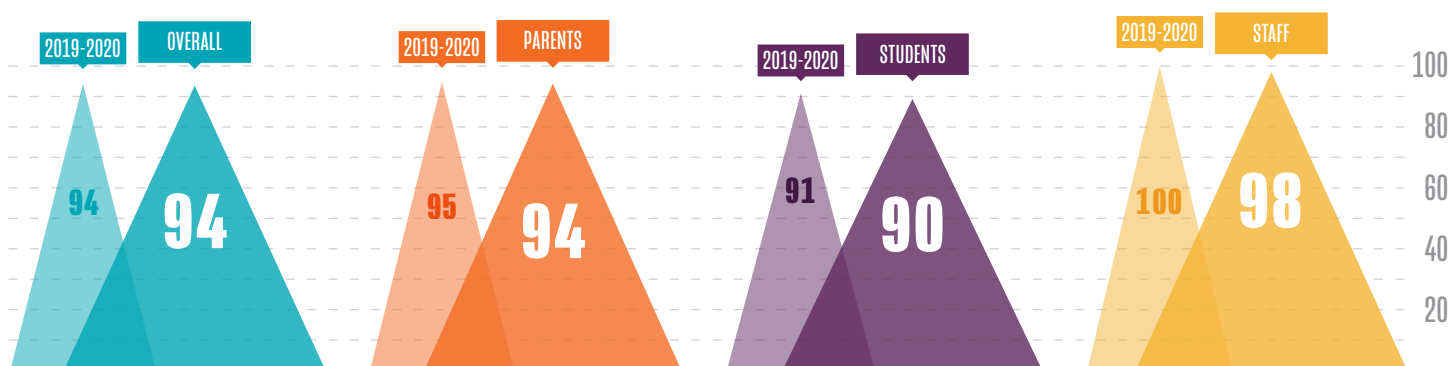
Percentage of staff that understands and uses authentic and project-based learning.



CA was surprised and thrilled by a significant increase in project-based learning (PBL) initiatives across the school, despite COVID-19. A total of 14 PBL projects took place across all divisions.

MEASURE  
**CA**

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



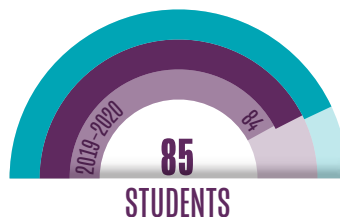
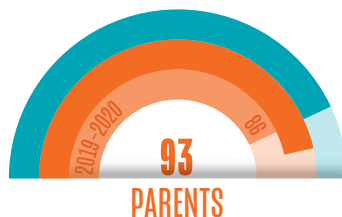
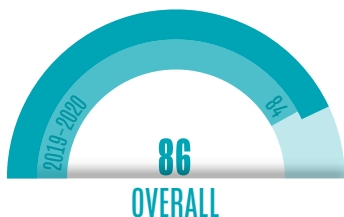
This measure remains strong year over year. Student engagement is a primary goal in the 2021-2025 CA Strategic Plan.

## GOAL ONE

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

### MEASURE CA

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

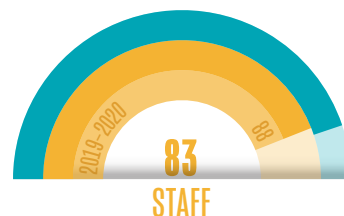
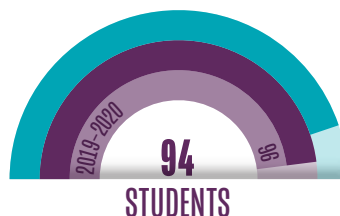
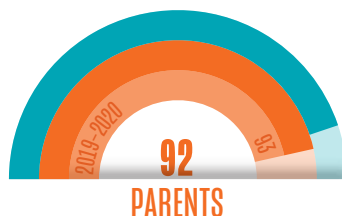
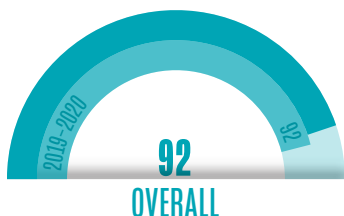


Over the last three years, Calgary Academy has added several new Integrated Studies options in response to student interests and needs, including Metalworks, Leadership, Rock Band, and Choir. To read about these programs, scan the QR code.



### MEASURE CA

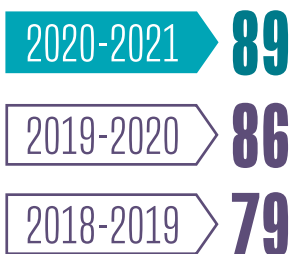
Percentage of students, parents, and staff who agree student assessment information improves learning.



This measure is connected to the balanced assessment measure in Goal 3 related to instruction. While there was a small decline from the previous year, this measure has improved significantly over the last three years.

### MEASURE CA

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



This measure has seen significant growth over the last three years and is an area of great pride. CA staff are passionate learners about the role all Canadians have to play in Reconciliation.

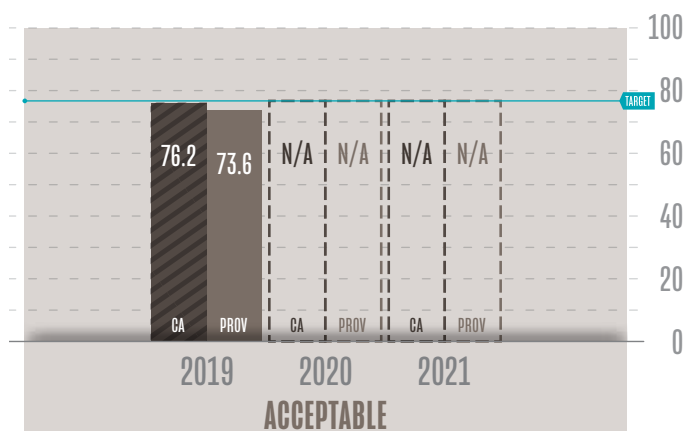
# GOAL ONE

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

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.



As a result of COVID-19, no Calgary Academy students took part in Provincial Achievement Tests in 2021.

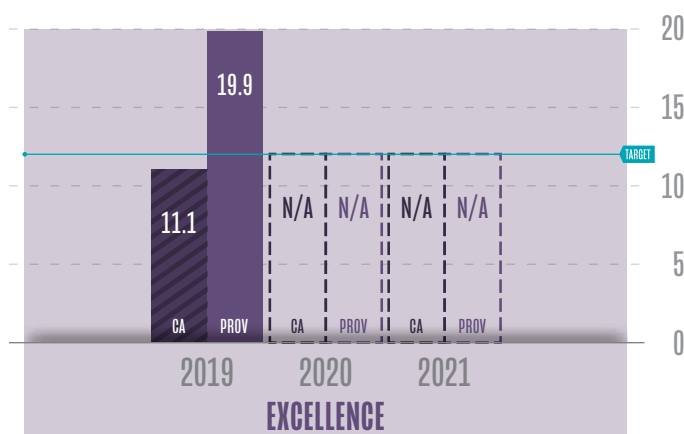
TARGET  
**77**

MEASURE EVALUATION		
ACHIEVEMENT	IMPROVEMENT	OVERALL
N/A	N/A	N/A

MEASURE  
**AE**

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

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



As a result of COVID-19, no Calgary Academy students took part in Provincial Achievement Tests in 2021.

TARGET  
**12**

MEASURE EVALUATION		
ACHIEVEMENT	IMPROVEMENT	OVERALL
N/A	N/A	N/A

See Alberta Education's Measure Evaluation Reference Table on page 46 for more information.

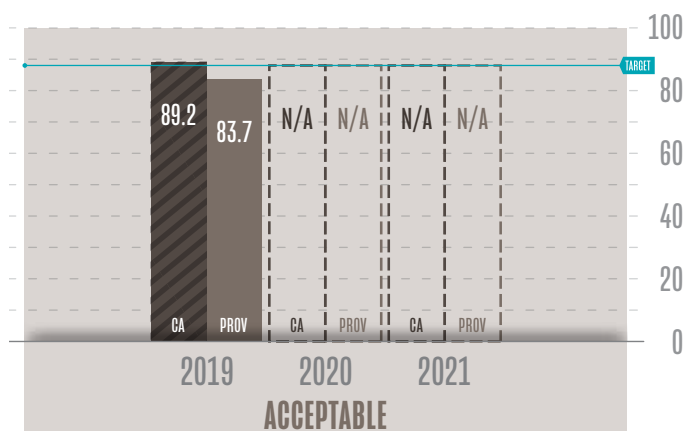
## GOAL ONE

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

MEASURE  
**AE**

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

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



As a result of COVID-19, no Calgary Academy students took part in Diploma Exams in 2021.

TARGET  
**88**

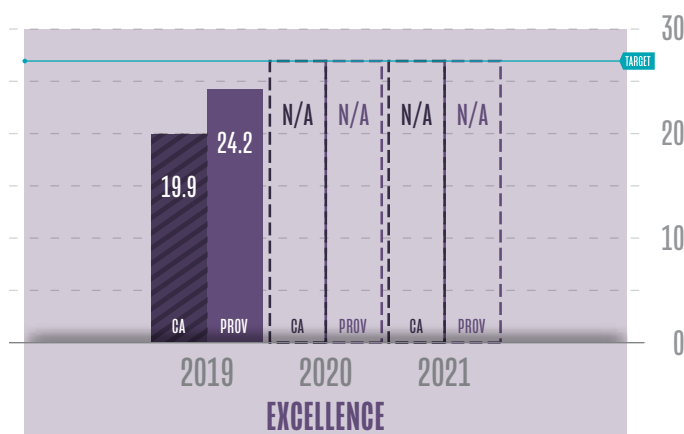
### MEASURE EVALUATION

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

MEASURE  
**AE**

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

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



As a result of COVID-19, no Calgary Academy students took part in Diploma Exams in 2021.

TARGET  
**18**

### MEASURE EVALUATION

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

See Alberta Education's Measure Evaluation Reference Table on page 46 for more information.



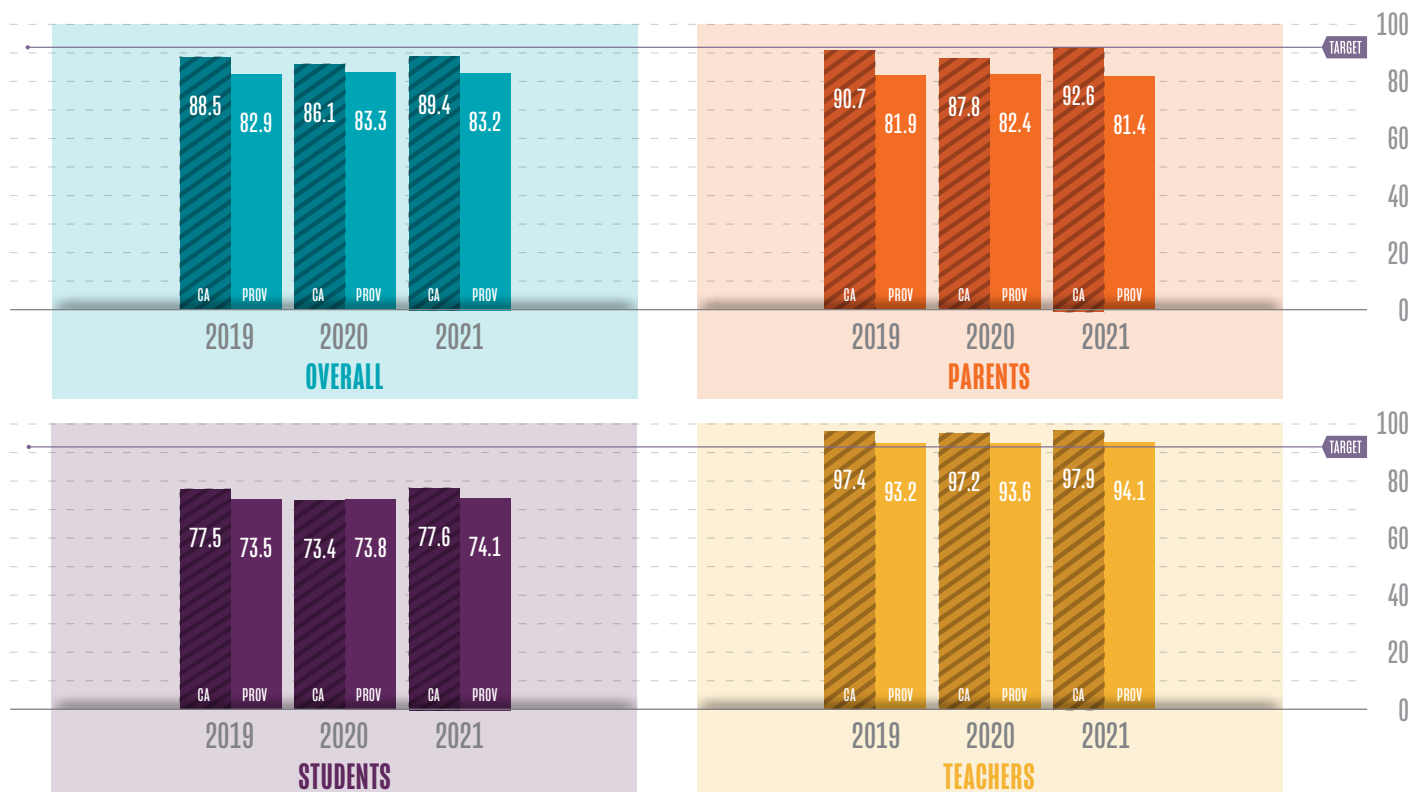
# GOAL ONE

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

MEASURE  
**AE**

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

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



The growth in the citizenship measure is one CA takes immense pride in. Through initiatives like its REACH Principles, active, empathetic citizenship is nurtured and celebrated throughout the school year.

TARGET  
**92**

MEASURE EVALUATION		
ACHIEVEMENT	IMPROVEMENT	OVERALL
N/A	N/A	N/A

See Alberta Education's Measure Evaluation Reference Table on page 46 for more information.

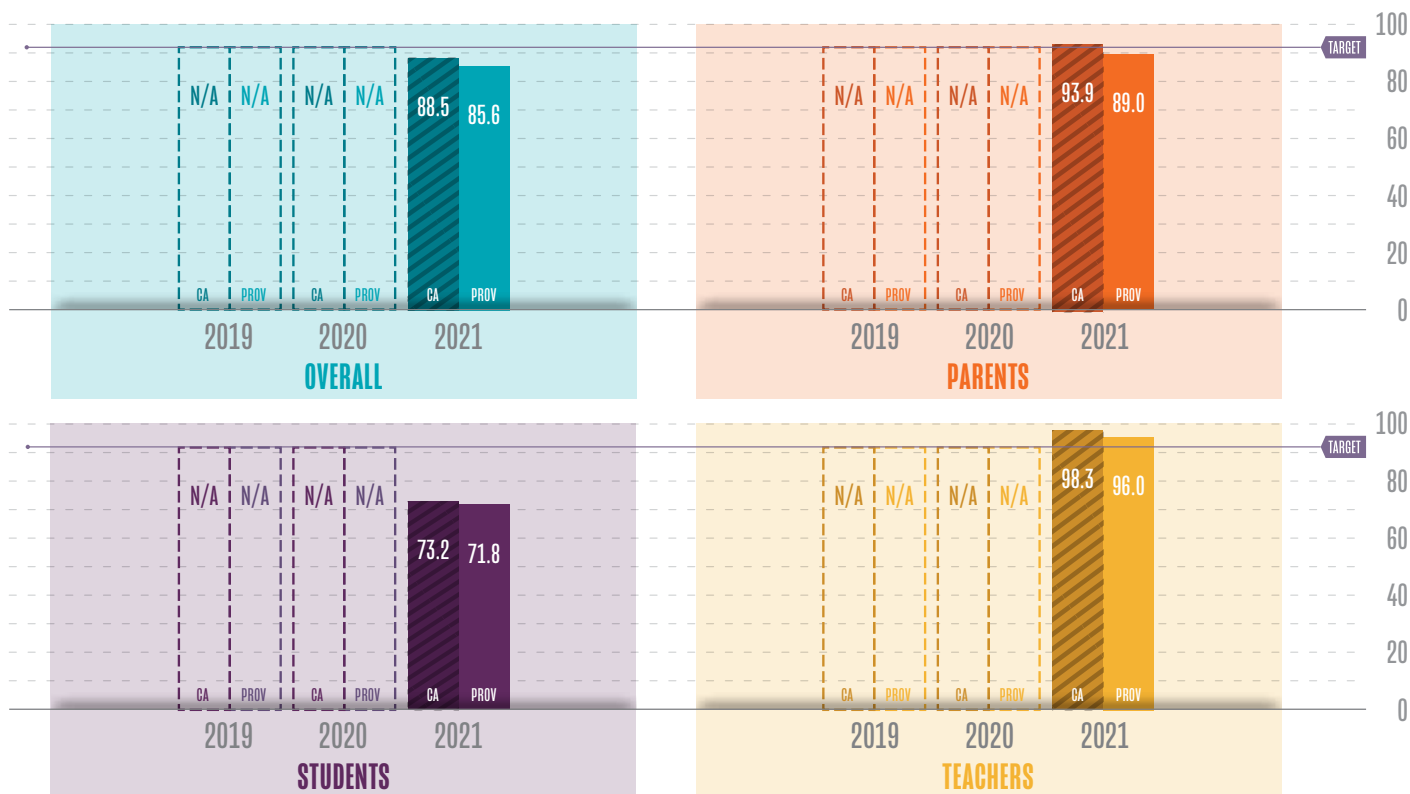
# GOAL ONE

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

## MEASURE AE

Overall teacher, parent, and student agreement that students are engaged in their learning at school.

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



This is a new measure introduced by the province in 2021 that CA will closely monitor in the years to come. Overall satisfaction is high, and CA will explore ways to increase student satisfaction in this measure.

TARGET  
**92**

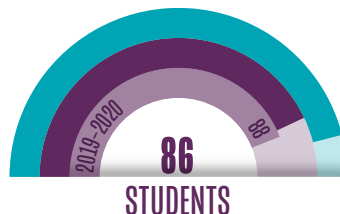
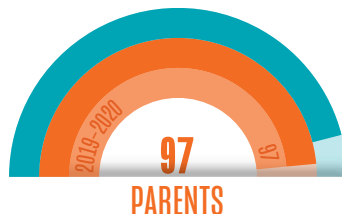
MEASURE EVALUATION		
ACHIEVEMENT	IMPROVEMENT	OVERALL
N/A	N/A	N/A

See Alberta Education's Measure Evaluation Reference Table on **page 46** for more information.

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

MEASURE  
**CA**

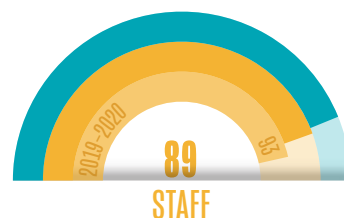
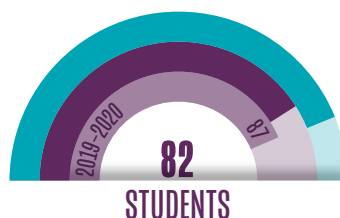
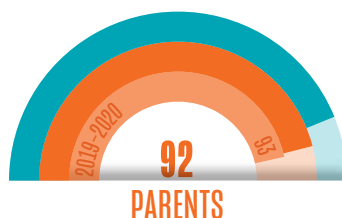
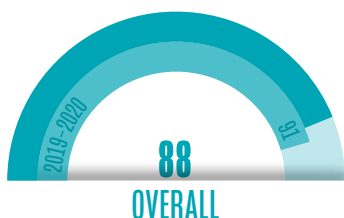
Overall teacher, parent, and student agreement that students model the characteristics of active citizenship.



While the provincial citizenship measure increased, the CA measure had a comparable decrease. The two surveys are taken at different times throughout the year and may have impacted the overall satisfaction. CA will closely monitor this measure in the year ahead.

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.



CA will be refining the existing Portrait of a Graduate and integrating it into a Portrait of a Learner throughout the 2021-2022 school year as a way to build and understand competencies and skills that are needed for our students in a rapidly-changing world.



CALGARY ACADEMY 2018-2021 STRATEGIC PLAN

## GOAL TWO

Staff Strives for Excellence.



MEASURE  
CA

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

2020-2021 **90**2019-2020 **98**2018-2019 **88**

The decline in this measure is an area of concern that will be closely monitored in the coming year. CA believes this to be attributable to increased overall demands on staff as a result of the COVID-19 pandemic.

MEASURE  
CA

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

2020-2021 **78**2019-2020 **86**2018-2019 **81**

The decline in this measure is an area of concern that will be closely monitored in the coming year. CA believes this to be attributable to increased overall demands on staff as a result of the COVID-19 pandemic.

## 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.

2020-2021 **64**

2019-2020 **86**

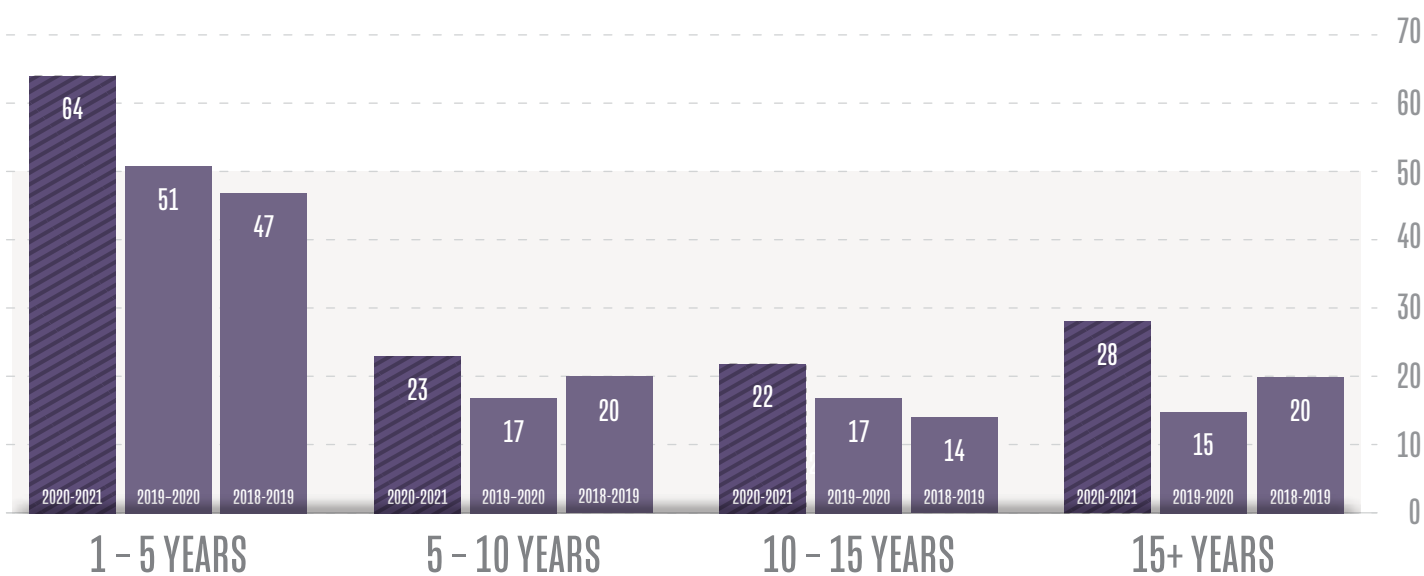
2018-2019 **81**



The impacts of the COVID-19 pandemic on staff mental health and work life balance were and continue to be significant. Efforts were made to expand wellness initiatives and to free up work time, however CA believes this to be an anomalous measure that is likely mirrored in schools across the province and country.

### MEASURE CA

Staff retention rate and years of service.



The annual staff retention rate for the 2020-2021 school year was 86%.

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

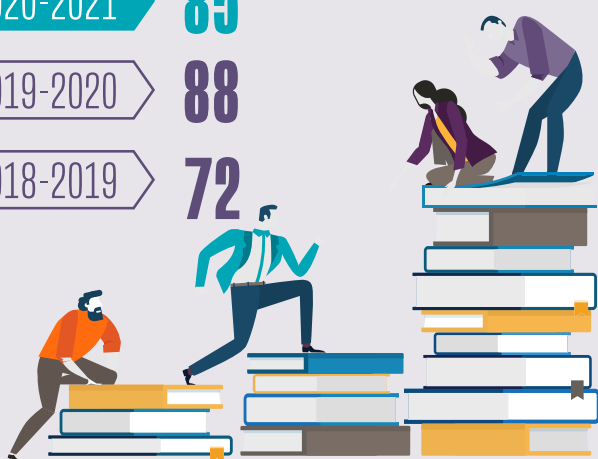
MEASURE  
**CA**

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

2020-2021 **85**

2019-2020 **88**

2018-2019 **72**



The growth in staff satisfaction around collaborative practice and professional learning over the last four years is one CA is proud of. Extensive efforts were made to reorganize the delivery and structure of professional learning, led by a Professional Learning Lead role that was created in 2017.

MEASURE  
**CA**

Percentage of staff satisfied with Calgary Academy's mentorship program.

2020-2021 **75**

2019-2020 **75**

2018-2019 **68**



The growth in staff satisfaction around mentorship over the last four years is another area CA is immensely proud of. Extensive efforts were made to reorganize the delivery and structure of mentorship.

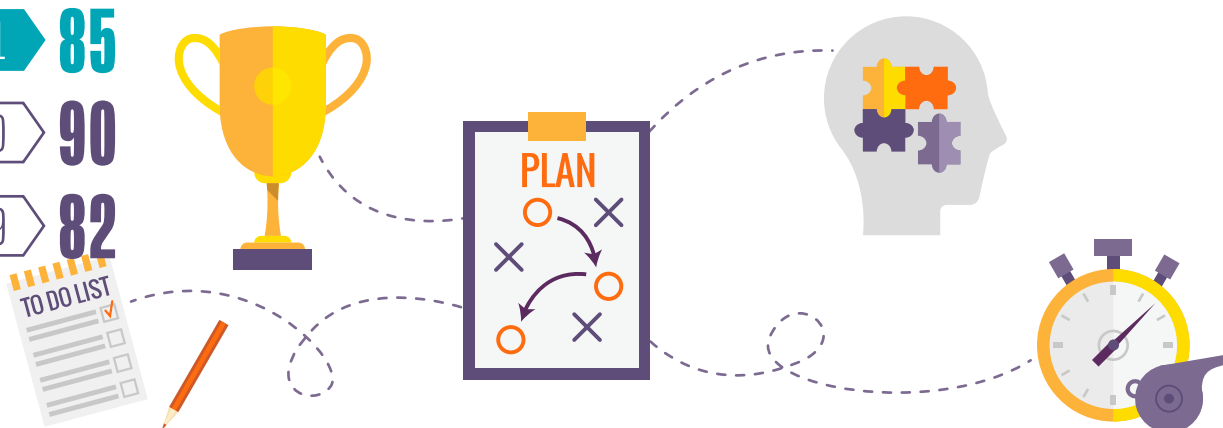
MEASURE  
**CA**

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

2020-2021 **85**

2019-2020 **90**

2018-2019 **82**



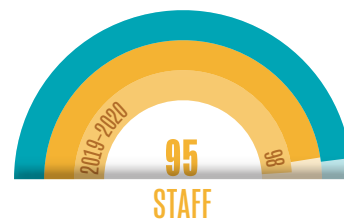
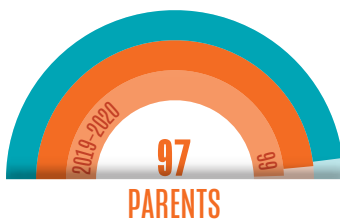
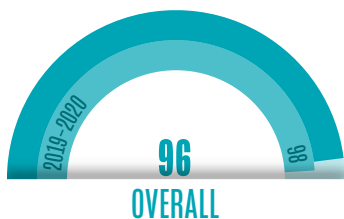
Many professional learning initiatives were put on hold in the 2020-2021 school year to lessen the demands on staff time. CA believes this measure to be attributable to those temporary changes, and will closely monitor this measure in the year ahead.

## GOAL TWO

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

MEASURE  
**CA**

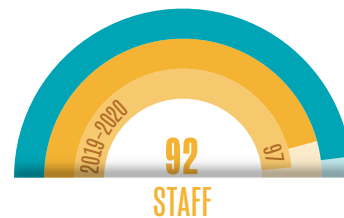
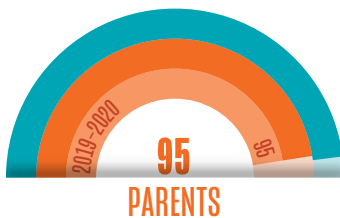
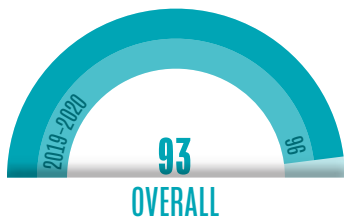
Percentage of staff and parents satisfied that staff builds positive relationships with parents.



This is a measure that CA takes immense pride in as relationships are at the core of the CA Learning Model, and are a belief statement for the school.

MEASURE  
**CA**

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



Efforts to involve parents in the school community in creative, virtual ways was a close focus for the 2020-2021 school year. Parents participated in the the School Council of Calgary Academy, the Arlette Parent Education Series, and other virtual parent events.



Overall



Current Year



Previous Year

A photograph of two students in a workshop. The student on the left is wearing a yellow and black plaid shirt, a blue surgical mask, and a red baseball cap. They are holding a long, dark metal rod. The student on the right is wearing a red and black plaid shirt, a blue surgical mask, and glasses. They are looking down at a piece of machinery. The background is a blurred workshop environment.

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.

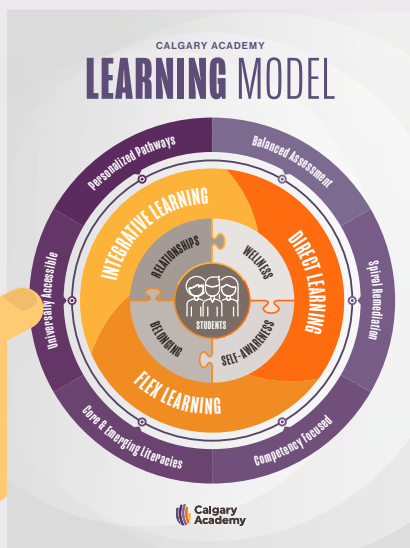
MEASURE  
**CA**

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

2020-2021 **94**

2019-2020 **93**

2018-2019 **85**



Three years in, the Learning Model is effectively understood by staff and utilized in their instructional practice.

MEASURE  
**CA**

Percentage of students who feel they are inspired to learn.

2020-2021 **80**

2019-2020 **86**

2018-2019 **85**



While this measure did decline from previous years, the 2020-2021 school year was anomalous in that many elements of student life was disrupted by COVID-19. This is a measure CA will watch closely over the next year.

MEASURE  
**CA**

Percentage of staff that believe collective inquiry is improving instruction.

2020-2021 **83**

2019-2020 **88**

2018-2019 **68**



This measure has seen strong year-over-year growth as extensive changes have been made to how CA delivers professional learning, creating more time for collective inquiry through communities of practice, working committees, and internally-facilitated sessions.



## 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.

2020-2021 **83**

2019-2020 **88**

2018-2019 **68**



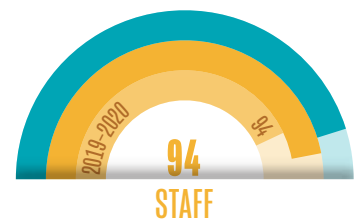
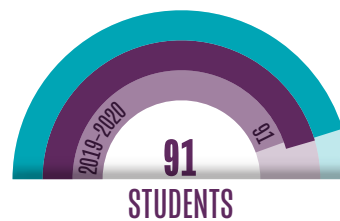
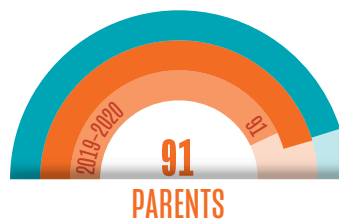
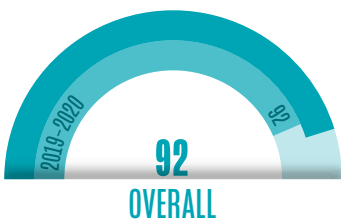
Extensive work in the 2020-2021 school year was led by the Balanced Assessment Committee as CA shifts its progress reporting system, beginning with Kingergarden-Grade 8. Staff underwent significant professional learning and collaborative practice to better align assessment and instruction. This measure has improved significantly over the last three years.

## 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.



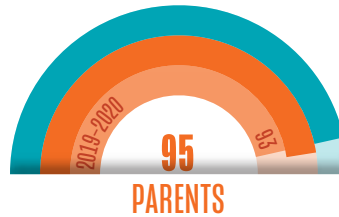
The trend for this measure remains very high. Further developing a culture of excellence is an ongoing focus at CA.

## GOAL THREE

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

MEASURE  
**CA**

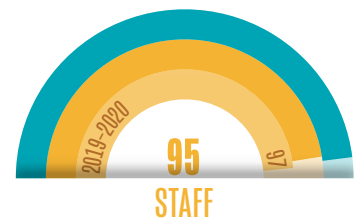
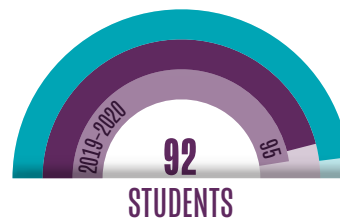
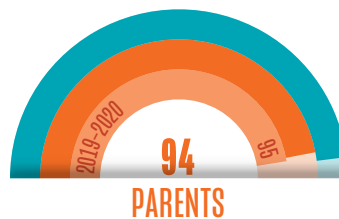
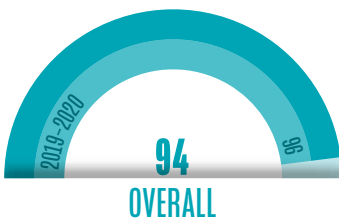
Percentage of students, parents, and staff satisfied that excellence and innovation in learning are celebrated.



The Board approved Policy #7: Innovation in March 2020, highlighting a commitment to innovation in all aspects of teaching and learning. This work is continued through a new Innovation Working Committee that is focused on a number of whole-school initiatives.

MEASURE  
**CA**

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



This measure remains very high overall and is one CA will continue to closely monitor.

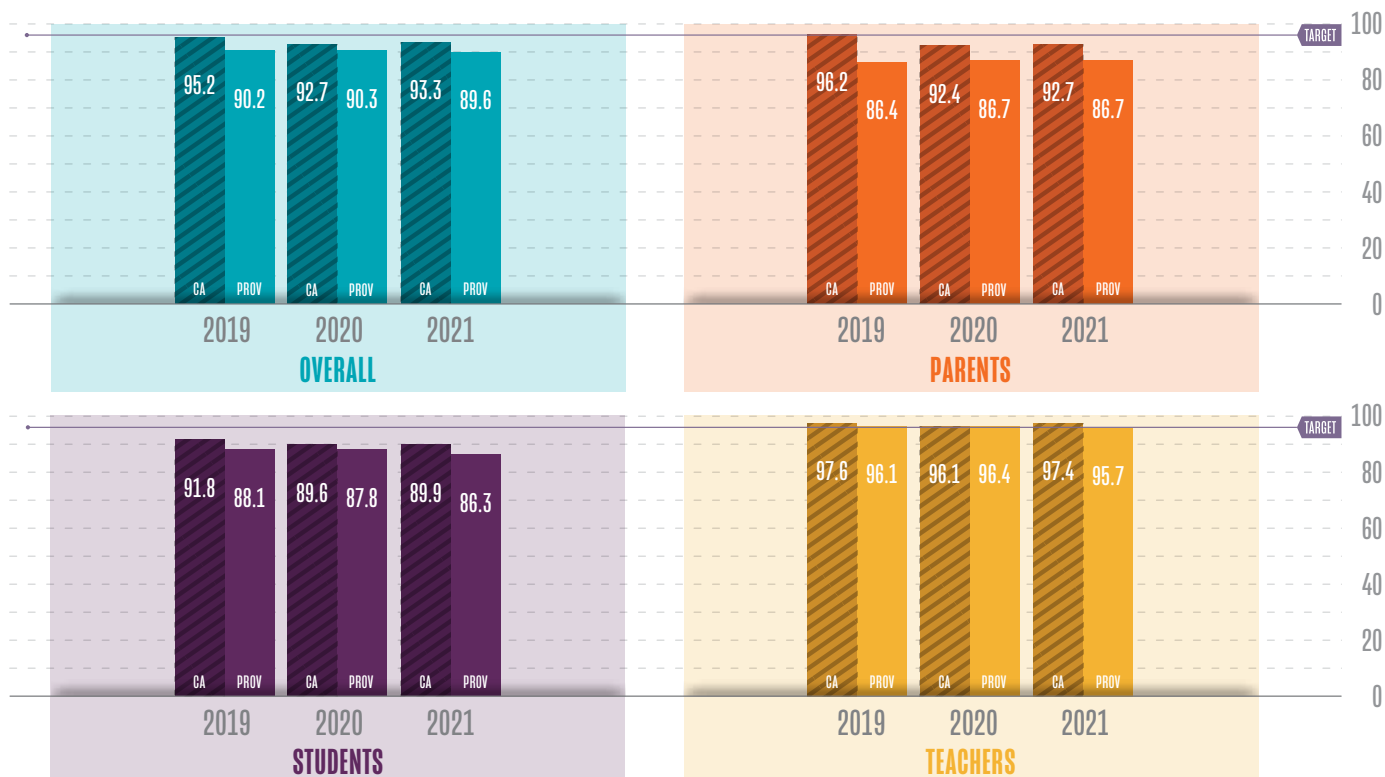
## GOAL THREE

**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.



While this measure remains very high overall, it has declined slightly over the last three years. Efforts will be made to engage students to understand their lower overall satisfaction and how it can be addressed.

TARGET  
**96**

MEASURE EVALUATION		
ACHIEVEMENT	IMPROVEMENT	OVERALL
N/A	N/A	N/A

See Alberta Education's Measure Evaluation Reference Table on page 46 for more information.

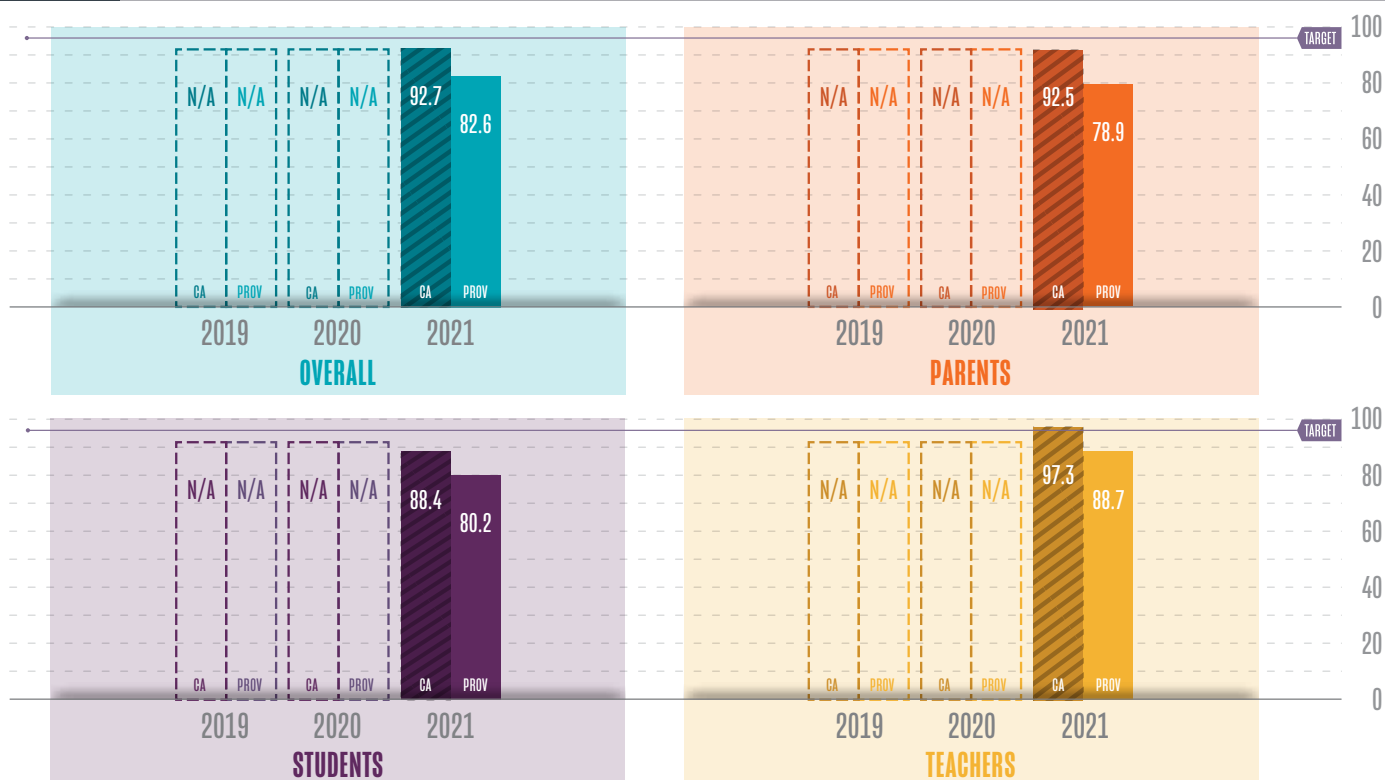
## GOAL THREE

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

MEASURE  
**AE**

Percentage of teachers, parents, and students satisfied student access to appropriate supports and services at school.

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




This measure is new in 2021 and will be one CA closely watches in the coming years. Access to specialized supports and services is a key differentiator of the CA school experience.

TARGET  
**96**

MEASURE EVALUATION		
ACHIEVEMENT	IMPROVEMENT	OVERALL
N/A	N/A	N/A

See Alberta Education's Measure Evaluation Reference Table on **page 46** for more information.



A group of children and adults are walking away from the camera on a dirt path through a forest. The children are in the foreground, wearing casual clothing like t-shirts and shorts. The adults are further back, some looking at their phones. The path is surrounded by trees and greenery, with sunlight filtering through the leaves.

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.

2020-2021 **82**

2019-2020 **86**

2018-2019 **83**



CA continues to build staff knowledge on operational priorities and the business behind the operation of the school, through volunteer working committees, regular staff meeting updates, and weekly staff communication via email newsletter.

MEASURE  
**CA**

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

2020-2021 **74**

2019-2020 **83**

2018-2019 **63**



**HEADWATER**  
LEARNING SOLUTIONS

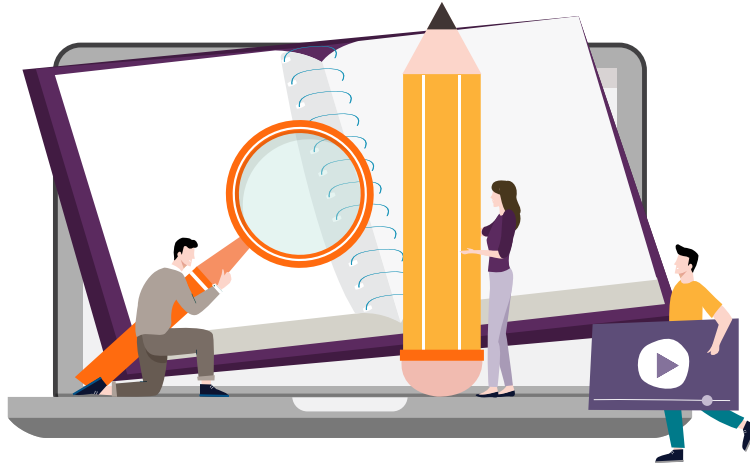


Headwater Learning Solutions (HLS) is a related entity to CA, and together make up part of the Headwater Learning Group. Ongoing communication will continue to be a focus to help staff better understand and support the work of HLS, and its relationship to CA.



MEASURE  
CA

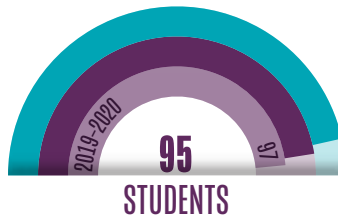
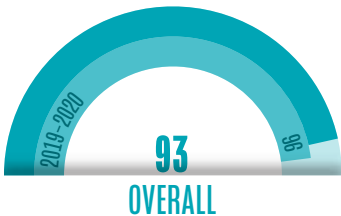
Percentage of staff that agree resources are used equitably, effectively, and efficiently.

2020-2021 **82**2019-2020 **81**2018-2019 **69**

This measure has seen extensive growth over the last three years as significant efforts have been made to demystify the decision-making process and to ensure a student-centered focus on resource allocation.

MEASURE  
CA

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



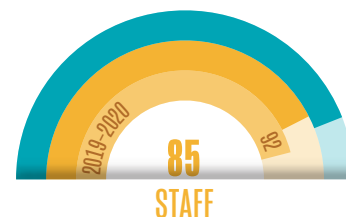
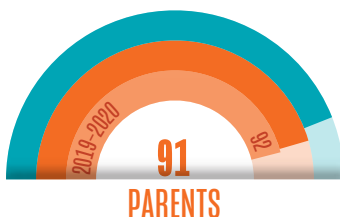
While overall satisfaction remains very high, it did decrease for the 2020-2021 school year. This measure may have been impacted by the increased demand on technology due to shifts from in-person to remote learning throughout the year. Maintaining access to high-quality technology that drives and supports learning is a key focus for CA in the coming years.

## GOAL FOUR

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

### MEASURE CA

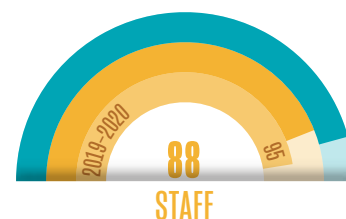
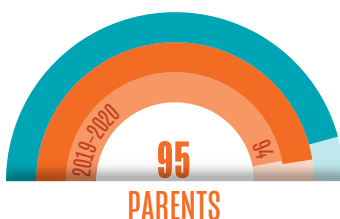
Percentage of staff and parents satisfied that the needs of students drive decision-making at the school.



CA staff have been empowered and challenged to incorporate student voice into their planning to the greatest extent possible. From collaborating with student leadership groups, to involving students in stakeholder committees, the needs of students, articulated by the students themselves, is of the utmost important to CA.

### MEASURE CA

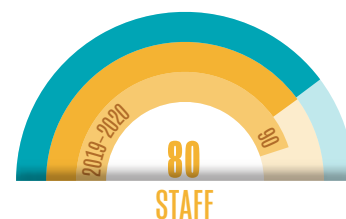
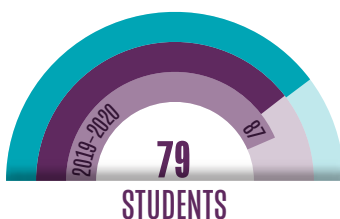
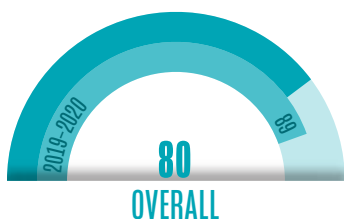
Percentage of parents and staff satisfied with the Board of Governor's role in Calgary Academy.



Due to health and safety measures put in place in response to COVID-19, the board was less visible throughout the school during the 2020-2021 year, as they worked remotely. As restrictions lessen in the 2021-2022 school year, the hope is that we will see satisfaction increase.

### MEASURE CA

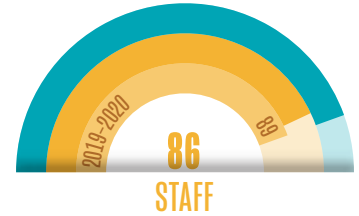
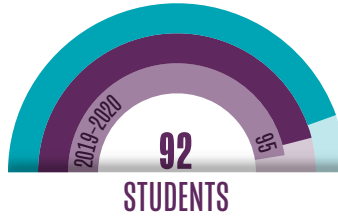
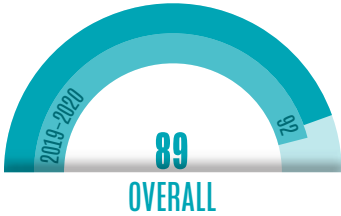
Percentage of students and staff satisfied with their involvement in school/workplace decision-making.



This measure will be closely monitored throughout the 2021-2022 year as the school continues to build its distributive leadership capacity in formal and informal organizational structures. Imposed restrictions on the students and staff, and several shifts from in-person to at-home learning may have caused some dissatisfaction in this measure.

MEASURE  
CA

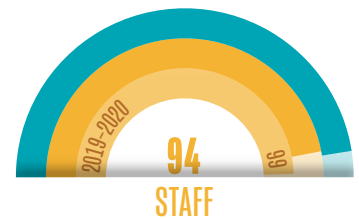
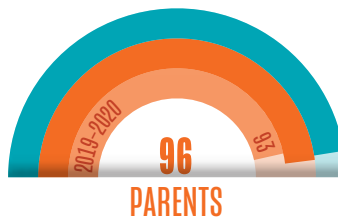
Percentage of students and staff satisfied with their leadership opportunities.



The trend for this measure remains very strong. A continued focus on growing the strength of leadership opportunities at CA will continue over the next three years, as our Junior School leadership program Quest Council builds its connections to the Senior School Calgary Academy Student Executive (CASE) group. For staff, the Emerging Leaders program will continue to evolve based on staff needs.

MEASURE  
CA

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



This measure remains very strong and is an area of pride for CA. Parents are crucial partners in the student learning journey, and are consulted and involved in many areas within the school.

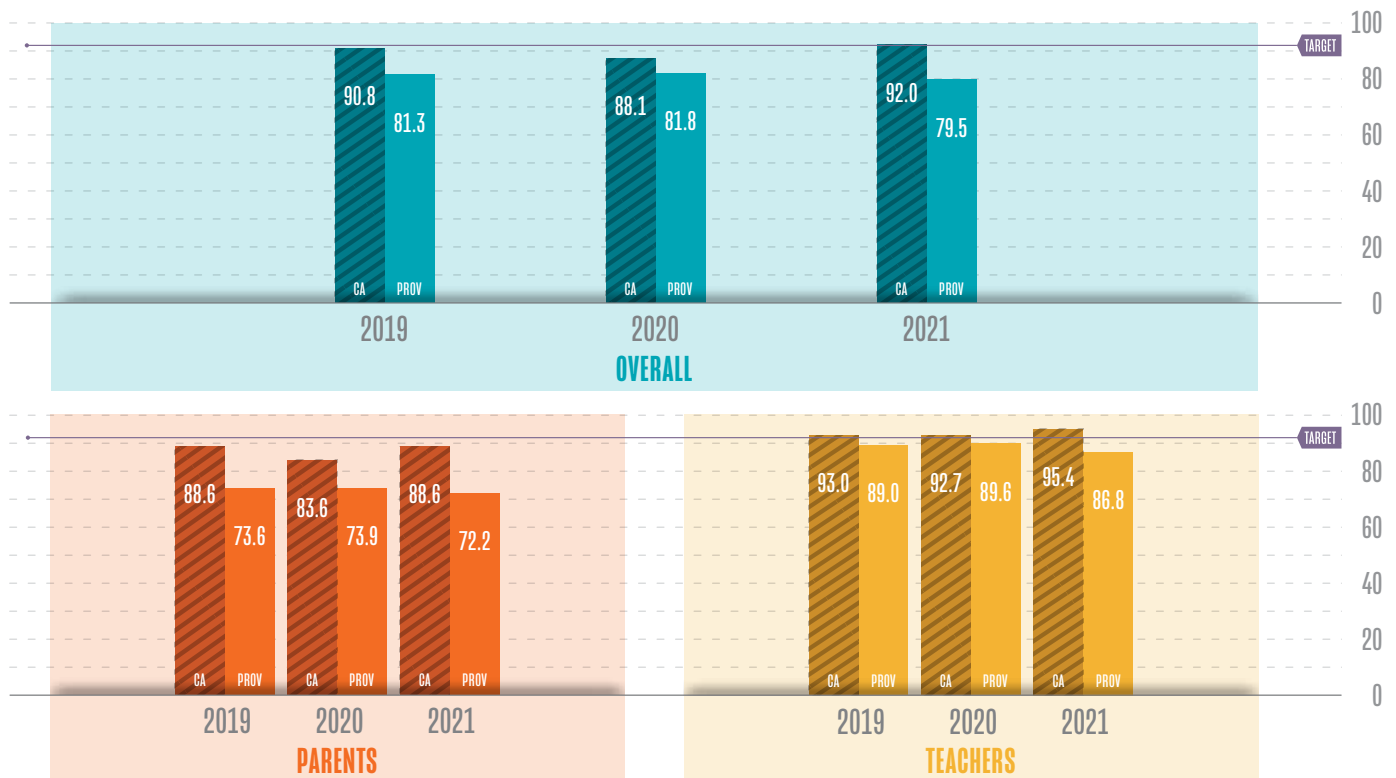
## GOAL FOUR

**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**

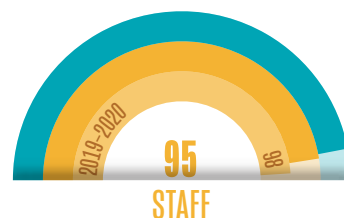
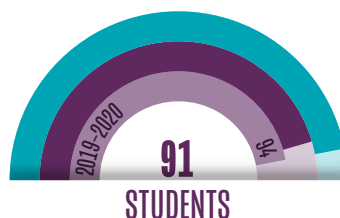
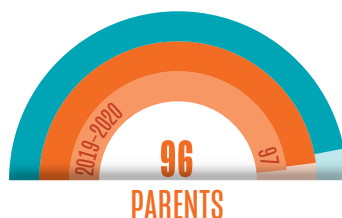
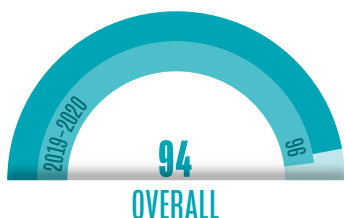
See Alberta Education's Measure Evaluation Reference Table on page 46 for more information.

## GOAL FOUR

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

### MEASURE CA

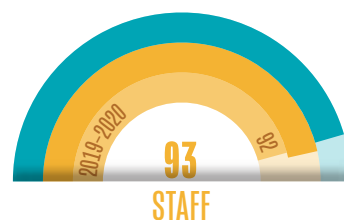
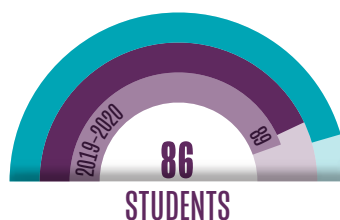
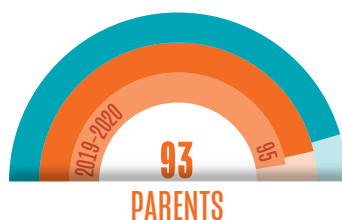
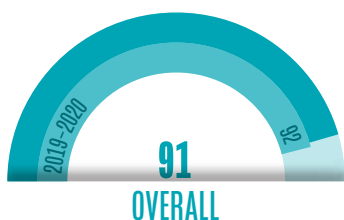
Percentage of students, parents, and staff who believe Calgary Academy offers a welcoming, safe, and caring learning environment.



Ensuring CA remains a safe, caring, and welcoming learning environment is a crucial focus. A new Social Emotional Wellness and Executive Functioning Coach role was created for 2021-2022 to grow and lead many efforts related to student culture and engagement, and will work with a volunteer staff working committee to ensure a whole-school focus.

### MEASURE CA

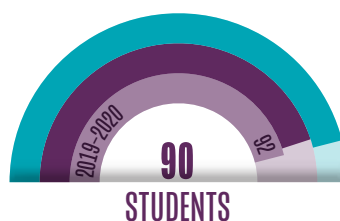
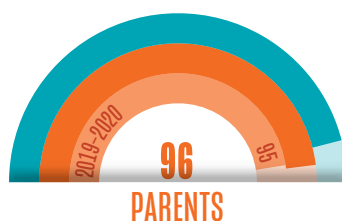
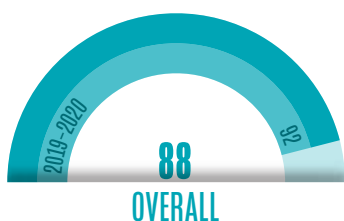
Percentage of students, parents, and staff who agree the learning environment engages students in the learning process.



Extensive investment was made in the student learning environment in the 2018-2019 school year through an upgrade of every classroom's furniture and equipment, and we believe the strong satisfaction is directly attributable to that investment.

### MEASURE CA

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



The slight decline in this measure is likely attributable to restrictions in response to COVID-19. While CA classrooms have the capacity to be highly flexible, collaborative, and moveable, to maximize physical distancing many rooms did not utilize the classroom's full functionality. We will closely monitor this measure in the year ahead.

# ALBERTA EDUCATION FIRST NATIONS, MÉTIS, AND INUIT STUDENT MEASURES

DESIRED OUTCOME: First Nations, Métis, and Inuit students in Alberta are successful.	
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 cannot 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.	

## Calgary Academy's Journey to Reconciliation

While Calgary Academy is unable to report on First Nations, Métis and Inuit student success, the school has made extensive efforts to ensure all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. Some highlights from the 2020-2021 school year include:

- Incorporating traditional land acknowledgements in all large gatherings of staff, students, and families.
- Enabling special speakers on Indigenous topics for staff to enhance their learning, including:
  - ④ Sara Davidson, author of *Potlatch as Pedagogy*
  - ④ Jesse Thistle, author of *From the Ashes*
  - ④ Donna Ross spoke at our virtual Coffee Talk on the "Challenge of Reconciliation: Deepening understanding of Indigenous Ways of Knowing"
- Core focus of the Superintendent Quality Standard (SQS), Leadership Quality Standard (LQS), Teaching Quality Standard (TQS), and our internally developed Support Staff Leadership Quality Standard (SSLQS) and Support Staff Quality Standard (SSQS). Example indicators of competence in this area include:
  - ④ Understanding Reconciliation Community of Practice
  - ④ Staff participation in the Weaving Ways e-course facilitated by the Calgary Regional Consortium
  - ④ Staff participation in the Education for Reconciliation: Assembling Strength e-course facilitated by the Calgary Regional Consortium
- #EduCrush Podcast guest speakers included:
  - ④ Jesse Thistle, author of *From the Ashes*
  - ④ Sarah Midanik, President & CEO of the Gord Downie & Chanie Wenjack Fund
- Reconciliation-focused Project Based Learning initiatives in elementary and junior high.



# CAPITAL PROJECTS

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Ongoing improvements were made to Integrated Studies spaces during the 2020-2021 school year, including ventilation upgrades in the Band and Outdoor Education portables, and the addition of sound panels to the Band portable.

Administrative staff spaces on the second floor of the school were moved into workstations, increasing staff density in these non-learning spaces.

Water fountains were replaced with water bottle filling stations, and a new sound system for the multipurpose room and replacement of the public address system was installed throughout the school to improve announcements. Capital project investments were made by Calgary Academy and Headwater Learning Foundation.

# PARENT INVOLVEMENT

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## School Council of Calgary Academy

The School Council of Calgary Academy (SCOCA) is composed of representatives from parents, students, and staff, that meet regularly throughout the year and organize Calgary Academy's parent volunteer efforts. SCOCA is an active partner in achieving the goals set out in the Calgary Academy's Strategic Plan. While many volunteer initiatives such as scribing during exams, hosting staff potluck meals on parent-teacher conference days, and supporting school events, were put on hold due to the COVID-19 pandemic, SCOCA continued to support the school remotely. Most notably, SCOCA organized a staff appreciation initiative where parents sent virtual REACH slips to our hard-working staff.

Meetings continued remotely and were well attended for the year, with attendance averaging about 50 parent and staff participants each meeting.

## Parent Education Events

- February – Dare to Care session on cyber bullying and social media.
- March – the Arlette Parent Speaker series hosted Jennifer Turliuk, science, technology, engineering, and math (STEM) educator and advocate, who spoke on The Future of Education: STEM and the Maker Movement.
- May – the Arlette Parent Speaker Series hosted an assessment panel, where external experts Thomas Guskey, Tom Schimmer, and Lee Ann Jung helped parents learn more about outcomes-based reporting and upcoming changes to Calgary Academy's Kindergarten - Grade 8 progress reporting system.

## Calgary Academy Parents' Association

All Calgary Academy parents are also members of Calgary Academy Parents' Association (CAPA) which continued its work during the 2020-2021 school year by volunteer fundraising to support student bursaries. Notably, CAPA ran a 50/50 raffle that raised over \$10,000. Half of the funds went into the bursary program, and the other half was won by a Grade 12 parent. You can read the story about the raffle using [this link](#).

# STAKEHOLDER ENGAGEMENT

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A new Board Policy #16: *Stakeholder Engagement* came into effect at Calgary Academy on September 1, 2020. The policy states Calgary Academy's commitment to engaging richly with families and community as it seeks to maximize learning and opportunities for all Stakeholders, positively contributing to the broader educational context. This new policy is adapted from the International Association for Public Participation (IAP2) *Public Participation Spectrum*, and guided all of the 2020-2021 engagement opportunities.

During the 2020-2021 school year, the entire CA community was consulted in the development of the Calgary Academy's second collaboratively built Strategic Plan, which launched September 1, 2021. From October 2020 to May 2021, 56 parents participated in an online survey and 26 participated in virtual focus groups that ultimately informed the 2021-2025 Calgary Academy Strategic Plan.

Regular reports on the key findings and process of the strategic planning consultation were made at SCOCA meetings from October to May. The "*What We Heard*" summaries were posted to the Calgary Academy website and remain available to view using [this link](#).

In November 2020, Principal Tim Carlson walked SCOCA participants through a high-level summary of results from the 2019-2020 Accountability Pillar Online Report Initiative (APORI) and CA Satisfaction Survey. Additionally, the data was reported to the Calgary Academy Board of Governors in advance of their approval of the 2019-2021 Combined 3-Year Education Plan and Annual Education Results Report.

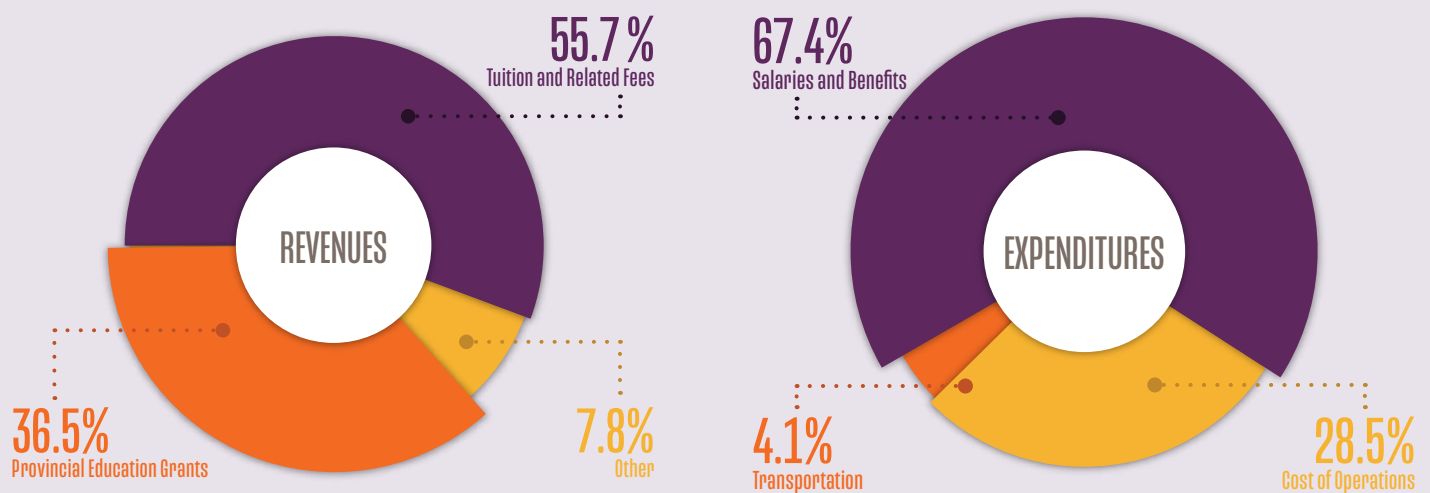
The 2019-2020 Combined Three-Year Plan and Annual Education Results Report was shared with parents via email in the 2020 December parent newsletter and is available on the Calgary Academy website. It was also shared on our social media channels.

# 2020-2021 SUMMARY OF FINANCIAL RESULTS

YEAR ENDED AUGUST 31	ACTUAL 2021 <sup>1</sup> \$	ACTUAL 2021 %
<b>REVENUES</b>		
Provincial Education Grants	7,265,198	36.5
Tuition and Related Fees	11,079,599	55.7
Other	1,555,401	7.8
<b>Total Revenues</b>	<b>\$19,900,198</b>	<b>100%</b>
<b>EXPENDITURES<sup>2</sup></b>		
Salaries and Benefits	13,301,266	67.4
Transportation	798,637	4.1
Cost of Operations	5,622,362	28.5
<b>Total Expenditures</b>	<b>\$19,722,265</b>	<b>100%</b>
<b>Excess of revenues over expenditures</b>	<b>\$177,933</b>	

1 Information summarized from Statement of Operations from the Independent Auditor's Report and Financial Statements for the year ended August 31, 2021.

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 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 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 5 achievement evaluation levels for each measure.

MEASURE	VERY LOW	LOW	INTERMEDIATE	HIGH	VERY HIGH
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 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
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes on Alberta Education's Measure Evaluation Reference Table

- For all measures: 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%.

## 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	$3.84 + (\text{current} < \text{previous 3-year average})$
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



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