

# Third Schools

**It's Education, Your Child's Way**

Third Academy International Ltd. (A. 0023), the Authority, is referred to as Third Schools in this Report

Third Academy West (S. 0031), Designated Special Education Independent School  
Third Academy East (S. 1446), Designated Special Education Independent School  
**ursa** (S. 2320), Distance Education Independent School, Shared Responsibility and Home Education  
LYNX ECS (S.2422), 'nature inspired programming'

## November 2021 Annual Education Results Report (AERR)

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Patrons Calgary: Glenn Olson  
Bearcat Murray  
Omnath Channon  
Ashid Bahl  
Dr. Billy Gilliland

**"Third Academy offers hope...  
hope for students, families, and our  
future."**

Dr. S. Lal Mattu  
Founder

[www.thirdschools.ca](http://www.thirdschools.ca) [www.thirdacademy.ca](http://www.thirdacademy.ca) [www.goursa.education](http://www.goursa.education) [www.lynx.education](http://www.lynx.education)

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## Accountability Statement

This Annual Education Results Report for Third Academy International Ltd. o/a Third Schools for the 2020/2021 school year was prepared under the direction of the Board in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*.

The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2020/2021 was approved by the Board on November 24<sup>th</sup>, 2021.

## Message from the Board Chair

2020-2021 has been a year like no other. Not only did the shadow of COVID loom large, oft times it reared its ugly head within our community. Yes, unprecedented pressures bore down upon the system. Not only was the constant threat posed by COVID something that required the community to be shielded from but the ongoing saga of Alberta Education's Financial Review delivered a double measure of angst. One could easily fall to despair, characterizing 2020-2021 as an *annus horibilis*.

That having been said, our 2020-2021 theme- Space- has propelled us. Due to the bold determination of this Board, System and School Leadership, Instructional and Support Staff, Parents, Students, and External Stakeholders, we have not missed one single day of quality programming for our students. We have engaged, at every level, to support one another as we individually and collectively worked our way through the year from September start up. Well considered understanding demonstrated from the Minister's office has 'saved all schools harmless', financially, on a go forward basis into 2021-2022. Third Schools remains, at every level, deeply committed to our vision: *student success*.

This Annual Education Results Report 2020-2021 sets out what needs to be done- including determining priorities, outcomes, measures, and strategies using the most recent results- as we adopt the new Assurance Framework as required by Alberta Education. It also celebrate a year of accomplishment.

In principle, the components of the Assurance Framework fall into two 'categories':

The 'What': Domains	The 'How': Continuous Improvement Process
✓ Student Growth and Achievement	✓ Explore: Analyze and Interpret

✓ Teaching and Leading	✓ Develop: Identification of a Priority for Improvement, Strategy and Plan
✓ Learning Supports	✓ Take action: Implement and Adjust
✓ Governance	✓ Evaluation: Impact on Outcomes
✓ Local and Societal Context	

Assurance means demonstrating to Albertans that Third Schools is meeting the needs of student and students are successful. Assurance arises from the combination of funding, policies, processes, actions and evidence that help build the public's confidence in the education system. Assurance is achieved through relationship building and engagement between all education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. Fundamentally, assurance is provided in what the public understands, perceives and knows about student growth and achievement, where the quality of the daily interaction between the student and the teacher is paramount.

This Board has overseen a year of accomplishment on many fronts: the implementation of an exemplary COVID Health Protocol; quality programming including progress in our Literacy, Numeracy, Physical Literacy and Expressive Arts Initiatives; the successful launch of ursa, a distance education independent school; 'buzz' around the LYNX, nature immersed programming, pilot project; onboarding of a whole new cohort of staff; high quality Professional Development opportunities for our staff, both internally and externally, onsite and online; continued effort in relationship building with key stakeholders; continued enrollment growth across the system; good governance; solid financial performance; facility/capital improvements including establishment of a new school site for Third Academy West (Glenbrook SW) as part of our COVID response and improvements to Third Academy East/ursa (Acadia SE) in the creation of 4 distance online teaching classrooms; full implementation of the CANVAS Learning Management System and the onboarding of the School Cloud Student Information System; the execution of the purchase of and planned move into a new school site for 4 August 2022 together with the launch of a capital campaign with ViTreo; and finally, engagement in the COGNIA accreditation process. Given the extraordinary accomplishment of all stakeholders, the Board's view is that 2020-2021 is rather more an *annus mirabilis*.

A part of this Annual Education Results Report 2020-2021 is tied to the Spring 2021 Alberta Education Assurance Measure Results. Local measures- surveys, engagement, anecdotal- are also drivers of this Annual Education Results Report 2020-2021 within the Continuous Improvement Process. For the first time, the Spring 2021 Alberta Education Assurance Measure Results tested the broader community we serve, including the ursa distance community. However, since there were changes in the Measures from the previous years and COVID impact, there is a break in year to year comparable data. For the first time, local measures will also include data that has been gauged during the COGNIA accreditation process and will utilize diagnostic tools to measure student learning. This Annual Education Results submission will be well informed by multiple sources with measureable results.

Our Parent Advisory Councils continue to make contribution to programming through various fundraising/marketing efforts including Bingos and the Run Santa Run! 2020 special event. Parents are an essential partner in Third Schools' success at every level and contribute towards specialized supports and programming. School Generated Funds: \$15,192. Thank you, parents, for your volunteer hours and donations on behalf of our children in particular during such a challenging year. We also recognize the significant bursary support of the Prosser Charitable Foundation, Ronald MacDonald's Childrens' Charities, the Gift of Literacy Bursary Fund, and the Ritvik Bale Memorial Bursary Fund. Gifts and Donations: \$121,371.

The success of Third Schools depends on the combined efforts of all stakeholders. This is intended to accomplish three strategic foci: to be Independent, Inspiring, and Inclusive. All this while we transitioning to a new assurance model.

We do have a clear vision together with visionary leadership. We enable this by continuing to support key personnel responsible to implement the proven strategies of previous years and revisiting where we need to shift. Stability comes from having continuity in leadership, front line staff, long term facility commitments, and a reliable funding stream. Recruiting for specific skills and attributes is a top priority as we continue to grow.

This also applies at the Board table. 'Thank you's' are deserved to a strong Board that has taken its Governance function seriously. We will continue to advocate for parental choice in education.

Major programming initiatives include the enrollment push for ursa Shared/Distance programming, expansion of LYNX from Canmore to Cochrane, and Calgary Grades 1-9 and establishment of LYNX ECS in Calgary. Highest on the list of priorities remains the purchase of a new school site- the former Prince of Peace School- on the East side of Calgary for 4 August 2022. It's all too exciting to be contained!

What makes us succeed when others fail? Firstly, who we are: We are an extended family that is constructive, flexible, and helpful built upon real relationships that are based upon mutual respect. Secondly, it's how we do it: We are driven by passion. In this way, we give hope.

Do not forget: It is our dream that binds us. It is our delivery each and every day in service to our families, our children, and the community at large that proves us. I invite everyone who 'believes in' everything we do to 'serve the public good' to 'take action' in any way that you can to make the purchase of our new school site a reality. Our theme for 2021-2022: Paradise Found.

Linda McKay-Panos  
Chair  
Board of Directors

## Report of the Head of School

For last year's words belong to last year's language. And next year's words await another voice. And to make an end is to make a beginning.

T.S. Elliot, Little Gidding

Many have worked both hard and smart - in some cases for years - to help us realize our shared accomplishments. For me, I am humbled to work with so many good people in service to our Third Academy special education, **ursa** home based, and LYNX nature-immersed communities.

Yes, 2020-2021 was a year like no other. The pressures on the system, families, and our neighbours was at times 'brutal'. But here we are with many successes to celebrate, coming into year 25 of operations, with a bright future ahead of us. The successes:

- ✓ A challenging start: due to widespread uncertainty due to COVID impacts to families, community, and operations, visionary leadership and decisive decision making is required to 'chart stormy waters'.
- ✓ 2020-2021 sees a robust health protocol implemented, including screening measures and school wide practices that support the health and safety of all students, staff, and families.
- ✓ The establishment of the Third West campus in Glenbrook, Calgary SW supports COVID health & safety and strategic expansion.
- ✓ **ursa** launches: after two years of planning and just in time for a whole new COVID reality in education, we begin to offer a 'constellation of choice' in home based education in September 2020.
- ✓ Third East campus in Acadia, Calgary SE is retrofitted with 4 dedicated distance online teaching rooms.
- ✓ LYNX: 'nature inspired' programming pilot launched in Canmore to local and in time national recognition.
- ✓ Stable enrollment: 2019-2020, 730 students served; 2020-2021, 1674 students served; 2021-2022, 1515 students served; allowing us to fulfill our vision and mission as well as doing so in a fiscally responsible manner.
- ✓ New East campus: after two years of negotiating, a deal is signed that will see the purchase of a new industry standard East campus off the TransCanada East and Stoney Trail. Capital fundraising campaign launched with the goal of raising \$2.8MM, having secured in principle a \$2.8MM mortgage to complete the purchase. This, indeed, is a 'Dream School' project come true!
- ✓ Cognia Accreditation: after three years of engagement, Third Schools gains a globally recognized Education Service Agency accreditation from Cognia, a leading Atlanta based organization. We are one of only two Canada wide

ESAs, accredited to operate in all fifty US states, and have set the stage to deliver distance online education internationally.

- ✓ Graduation: after a one year hiatus, we celebrate the success of our students with a modest yet heartfelt celebration. Thank yous are deserved by the parents and teachers. Best wishes are bestowed upon our graduates in the years to come.
- ✓ Governance: The Board intervenes to see a three year 'pitched battle' with Alberta Education come to a close allowing us to refocus our attention and resources on fulfilling our vision: student success.
- ✓ LYNX ECS: Approval! Nature inspired Kindergarten programming is established for September 2021 underpinning LYNX programming expansion from Canmore, to Cochrane, and into Calgary.
- ✓ Financial resilience: notwithstanding a global pandemic and subsequent recession, we have not only managed to operate within our means but innovate in a fiscally responsible manner.

Again, I am humbled to have worked- in 2020-2021 with such super educators, caring parents, and determined students. Best year ever? Well, definitely a solid chapter in the Third Schools story book. But, I would say: the best is yet to come. Thank you.

Sunil Mattu  
Head of School

## **Foundation Statements**

### **How did we start?**

Dr. S. Lal Mattu BSc MEd PhD Dip ECE Registered Psychologist had a dream. In 1997, he had completed 35 years as an educator in the conventional systems- as a Teacher, Vice Principal, and Assistant/Chief Superintendent. During the twenty years that he had held in various Superintendencies in Alberta and British Columbia, one of his major responsibilities was special education programming. He was also tasked with Human Resources and Innovation.

Accepting that the conventional systems were ultimately not institutionally structured and culturally hampered in their ability to reform and serve the needs of these students, Dr. S. Lal Mattu decided that he could better serve the families with children with special needs by founding Third Academy. Furthermore- after a lifetime of service to and support from the community at large- Third Academy offered a better way for Dr. S. Lal Mattu to continue to serve and give back to the community. Thousands of special needs students have passed through Third Academy's corridors over the past 24 years.

Dr. S. Lal Mattu was awarded an Alberta Centennial Medal and recently an ICCCE Education Excellence Award for a lifetime of service to the children of Alberta. He accepted on behalf of Third Academy.

## Where are we now?

Since 1997, Sunil Mattu LLB (Hons) Law BEd has been part of the dream of Third Academy. This dream was founded in respecting parental choice. *The Choice in Education Act 2020* has cemented this core value.

During the global financial crisis of 2007-2008, Sunil assumed overall leadership of Third Schools with his appointment to the position of Executive Director. In this role, he acted decisively to ensure educational service delivery without compromising program quality. It was a challenging time for many organizations. As we enter 2021, however, we are ready to purchase a new school building for our students.

With Third Schools on a solid financial footing, Sunil has been able to innovate. Through Third Academy, **ursa**- Parent Directed, Shared Responsibility, and Distance- and LYNX, Alberta families now have expanded educational choices.

In 2014, Sunil launched a home education division now known as Willow Home Ed with an initial enrollment of 68 students. Sunil is proud that Willow Home Ed- now ursa Parent Directed- is considered the program of choice for families who are not seeking a faith based program with 1449 students for 2020-2021. 2021-2022 Student enrollment: 1230.

Sunil realized that he could further support parental choice for home education parents by offering a shared responsibility program. There was also a recognition that educational delivery was shifting globally and that online delivery represented many new opportunities. With the establishment of **ursa**- a distance education school- Sunil also positioned the system to be in the 'right place at the right time' with respect COVID-19. With Alberta Education's approval, **ursa** began enrolling students for the 2020-2021 school year with an initial student enrollment of 65. 2021-2022 Student enrollment: 112.

For September 2020, Sunil also launched an exciting pilot program in Canmore called LYNX. The hybrid delivery model combines distance education- virtual classrooms for ELA and Math, online- in the morning with cross curricular programming- Social Studies, Science, Phys Ed, Health- in the great outdoors of the Bow Valley Corridor in the afternoon, all under the direction and supervision of Alberta Education certificated teachers. As Sunil says: "The Outdoors is In. No classroom, no desks, no whiteboard. Nature is our classroom." 2020-2021 Student enrollment: 7. 2021-2022 Student enrollment: 24 including 4 children enrolled in LYNX ECS.

## **Vision**

Student success.

## **Mission Statement**

As an independent school system, we inspire through innovation in providing access to a world class education- inclusive, student centered, holistic, best practice informed, respecting parental choice- such that we indeed assure the families we serve.

## **Pillars**

- ✓ Visionary Leadership
- ✓ Accepting of All
- ✓ Respect
- ✓ Instructional Excellence
- ✓ Healthy Relationships
- ✓ Mind follows Heart leading to Action
- ✓ Family and Community
- ✓ Holistic
- ✓ Continuous Improvement
- ✓ Fiscally Responsible
- ✓ Independent, Inspiring, Inclusive

## **CONTEXT**

Third Schools is governed by the requirements specified in: *The Education Act 2012 (effective 1 September 2019)*, *The Choice in Education Act 2020*, *Private Schools Regulation (Alberta Regulation 93/2019)*, *Education Grants Regulation (Alberta Regulation 120/2008)*, *Student Record Regulation (Alberta Regulation 225/2006)*, *Home Education Amendment Regulation (Alberta Regulation 023/2020)*, *Student Evaluation Regulation (Alberta Regulation 177/2003)*, *Certification of Teachers Regulation (Alberta Regulation 3/1999)*, *Practice Review of Teachers Regulation (Alberta Regulation 11/2010)*, *Seclusion and Physical Restraint in Schools and Time Out in School Regulation (Alberta Regulation 039/2019)*, *Ministerial Order on Student Learning 028/2020*, current *Guide to Education: ECS to Grade 12*, current *Funding Manual for School Authorities 2020-2021*, *Goals and Standards Applicable to the Provision of Basic Education in Alberta*, *Standards for Special Education*, *Requirements for Special Education*, *Teaching Quality Standard*, *Leadership Quality Standard*, *Public Interest Disclosure (Whistleblower Protection) Act 2012*, *Occupational Health & Safety Act 2017*, *Transportation Act 2000*, *PIPA 2003* and *PIPEDA 2000*.

A federally registered charity, Third Schools operates 4 Alberta Education accredited schools- Third Academy West, Third Academy East, **ursa**, and LYNX ECS- and also currently supports 1230 traditional home educators. One could consider each of our schools akin to 'legs on a stool'. These legs provide stability, strength, and requisite support across the system. The different programming streams- special education, distance education/home education, and 'nature inspired' education- enable our system to offer the programming choice for families, given the learning profile of their child.



Students attending our schools can reside in any community- urban, rural, or frontier- in Alberta.

Third Academy is a practicum site for students in various postsecondary programs, including Athabasca University, City University, and University of Calgary.

The delivery of Special Education in Alberta has been engaged in change over a number of years under Alberta Education's 'Setting the Direction for Special Education in Alberta' and 'Action on Inclusion' initiatives. The new *Education Act* and *Private Schools Regulations* have taken effect as of September 1<sup>st</sup>, 2019. The *Choice in Education Act* has now been proclaimed affirming that parents have the right to choose the kind of education they feel will be best for their children. The act strengthens Alberta's successful history of educational choice, including public and separate schools, Francophone schools, charter schools, independent (private) schools, early childhood education and home education.

Third Schools is part of these processes and committed to meeting the spirit of the legislative framework. We are hopeful, for the sake of our children, that the changes that will come out of these initiatives will make a real difference for all Alberta families and their children. Third Schools believes that it also can be a 'change agent' for reform. The Board believes that as long as we continue to meet the public good, we will always have our 'raison d'être'.

Third Academy West (0031) and Third Academy East (1446), the special needs focused schools, were established in 1997 and 2001 respectively. These schools are two of the fifteen Designated Special Education Independent Schools in Alberta and are Calgary based. Students attend from all communities in Calgary and the surrounding bedroom communities of Bragg Creek, Cochrane, Airdrie, Chestermere, Langdon, and Okotoks. Most students attend programming onsite with stringent COVID-19 measures in place. Students who are medically fragile and/or those whose parents for other reasons do not wish for onsite classes, a handful of students are receiving home based programs (elementary distance print based with digital support, junior/senior high distance online). Students are brought to school sites by Third Academy school bus, ACCESS Calgary, City of Calgary Transit (CTrains/Bus), or parents. For 2020/2021, Third Academy West served a total of 57 students grades 1 to 6- 15 mild/moderate, 40 severe, 2 FMNI, and 2 siblings. For 2020/2021, Third Academy East served a total of 84 students grades 7 to 12- 34 mild/moderate, 46 severe, 3 FMNI, and 1 international.

**ursa** (2320) is a distance education school established for September 2020 offering three programming streams. The idea was to offer greater programming choices- particularly at the jnr/snr high levels- to traditional home educators under our Willow Home Ed division, first established in 2014. **ursa** offers traditional home education (ursa Parent Directed), shared responsibility programming (ursa Shared), and ursa distance online programming (distance online for Grades 1-12). Some classes are also offered on site- physed, music, drama, and art- at the Third Academy East

location on a Wednesday afternoon. For 2020/2021, **ursa** is served a total of 1521 students, grades 1-12.

About LYNX: Mid-August 2020, families in Canmore sought **ursa**'s support to establish 'nature inspired' education. The solution was a shared responsibility program- 30% teacher directed distance online education and 70% parent directed cross curricular outdoors. Our website [www.lynx.education](http://www.lynx.education) and these articles <https://www.rmotoday.com/education/lynx-program-moves-classroom-outdoors-2736014>, <https://www.cbc.ca/news/canada/calgary/the-outdoors-is-our-classroom-blended-online-outdoor-school-launches-in-bow-valley-1.5743417>, and <https://calgary.ctvnews.ca/mobile/school-s-out-and-so-are-students-in-the-rocky-mountains-1.5199465> explain further.

New for September 2021 is the establishment of LYNX ECS in Calgary. LYNX ECS addresses a pent up demand for 'nature inspired programming' at the ECS levels and is a feeder for LYNX programming Grades 1-9.

Good governance, visionary leadership, high quality programming, and a solid financial footing underpins this future. A thoughtful, audacious, yet sustainable plan is required. The future envisions:

- ✓ establishment of LYNX ECS-Grade 9 Calgary as a 'standalone' school with two sites, West and East
- ✓ continued growth in base student enrollment across our various schools/programming streams
- ✓ the creation of a binary system, with 'stars' in both Calgary and Edmonton, is sought over the next five years
- ✓ leadership within the organization will need to be developed
- ✓ the political context will need to be considered
- ✓ fulfilling the informed choice of Alberta families in delivering access to a world class education is the motivation
- ✓ Third Schools is proud to have gained Cognia <https://www.cognia.org/> accreditation as an Education Service Provider in May 2021. We are the sole education system in Canada to have gained this globally recognized accreditation. This will enable our ability to not only create jobs for Albertans but give greater access to a world class education to children globally. We are already part of EduCanada, Global Affairs Canada and CMEC's initiative in international education.
- ✓ Third Schools will seek Alberta Education approval to deliver distance online education abroad for September 2022.

Finally, we will take possession of a new Calgary East school site on 4 August 2022 in order to better serve our community. That's a 46,000 square foot industry standard school building on 9 acres of land complete with classrooms, labs, gymnasium, office space, and playing fields.

Everything we do, today and tomorrow, will ultimately ensure our vision: Student success.

## **TRANSPORTATION**

Third Academy's fleet of 11 school buses currently transports about 85 students daily, a steady number in both 2020-2021 and 2021-2022. The safety of our students is the priority. A purchasing program to maintain a modern fleet has been in place over the past five years. Programming for our students begins as soon as the student is on the bus and continues in the classroom. Professional drivers make it happen for our students.

Students are transported daily, door-to-door, by school bus from all four quadrants of Calgary and bedroom communities. The balance of students are dropped off by parents or take public transport including Access Calgary. The busing fleet will also provide transportation for field trips and gym runs to local venues for programming purposes. We are also seeking to contract out services to make the transportation department more self-sufficient.

## **OUR PEOPLE**

Third Schools' Board of Directors is Chaired by Linda McKay-Panos. Ms. McKay-Panos is a former English teacher and lawyer. She currently serves as the Executive Director of the Alberta Civil Liberties Research Centre and is a professor in the University of Calgary's Faculty of Law. Both her son (previously) and grandson attend Third Academy.

Zeljko Puric is the Board Secretary/Treasurer. He has been a practicing psychologist for over 40 years, both in the former Yugoslavia and here in Alberta. His relationship with Third Academy extends back 25 years, having served as the very first Board Chair in 1997.

The balance of the Directors: Blake Brunette, Construction; David Beresford, Oil & Gas Technology; Manu Chugh, Architect; Bobbi Fergstad, Telecommunications/Aboriginal Relations; Shannon McKenna, Accountant; Bowdie Bragg, Sale & Marketing.

The Board is a volunteer group who meets regularly. The Board is representative, diverse, and presents with the skills and attributes to fulfill all the obligations of governance.

The sole employee of the Board- to whom all day to day operations of the system have been delegated- is the Head of School. Sunil Mattu, Head of School, completed his IB program at Atlantic College before attending the London School of Economics and the University of Calgary's Master of Teaching program. As an original member of the 1997 founding staff of Third Academy, Sunil has helped establish the dream of Third Academy from the very beginning. The Head of School, who is responsible for all hiring,

believes that 'our children deserve good people in their lives'. In turn, 'good people make good teachers'.

Third Schools has a staffing complement of 101, including:

- ✓ Head of Schools
- ✓ Principals
- ✓ Teachers and Instructional Assistants
- ✓ Home Education Managers
- ✓ Administrative Support staff
- ✓ Accounting Personnel
- ✓ School Bus Drivers
- ✓ Psychologists
- ✓ Speech & Language Pathologists
- ✓ Occupational Therapists
- ✓ Technology Support
- ✓ Communication & Marketing Personnel
- ✓ Custodial & Maintenance Staff

We are professionals and para-professionals who are committed to student success, no matter what roll we fulfill. All teachers are Alberta Education certified. All Psychologists, SLPs, and OTs are certified by their various professional organizations. All Education Leadership are 'L' endorsed by Alberta Education. We do 'what is best for our children' in supporting our families.

Alberta Health provides the support of a School Health Nurse.

## **SITES**

For the 2020-2021 academic year and in response to COVID-19, Third Academy West (Elementary) operates out of a school space in Glenbrook, Calgary SW and Third Academy East (Jnr/Snr High) in Acadia, Calgary SE. Facilities are satisfactory. Both are centrally located and recently renovated. There are onsite gymnasiums and access to adjacent green space/playing fields. Students also have use of various City of Calgary facilities, including swimming pools, playing fields, and parks. The skiing program utilizes facilities at Winsport. Physical Literacy programming also sees students accessing Kananaskis Country. With COVID-19, field trips/extended study trips have been constrained. There are additionally computer labs/rolling labs, music/drama room, and a sensory room/break out rooms at each site.

**ursa** students attend the Acadia site for onsite programming- physed, music, drama, art- on Wednesday afternoons.

Central administrative services operates out of the Acadia site.

With respect COVID-19, some staff are working remotely part/full time given health concerns or assignment.

The Board is actively pursuing the purchase of a new school building on the East Stoney Trail Corridor, Calgary. Lease terms will be extended at Third Academy West (Glenbrook) so as to maintain a strategic 'toehold' in Calgary West.

## **COVID-19 PANDEMIC RESPONSE**

When the announcement that Alberta schools would be closed 15 March 2020 was made, we all thought: now what?

Third Academy staff responded on the morning of 16 March 2020 and by noon were developing print programming for delivery 17 March 2020. By 18 March 2020, the first online lessons were being delivered by Third Academy jnr/snr high teachers. By 18 March 2020, live online lessons were being delivered to our jnr/snr high students via our CANVAS Learning Management System. Serendipity is real. Live online lessons followed for elementary students within two weeks thereafter. For those handful of students who could not succeed with online lessons, staff agreed to make regularly scheduled home visits. Psychology team members ramped up family support and also trained in online counselling so that therapeutic services could continue to be delivered. The year ended with celebration. Feedback from families was overwhelmingly positive.

## **SEPTEMBER RESTART PLAN**

The health and safety of our students, families, and staff is paramount. In order to accomplish this, a robust and beyond minimum standards plan has been developed and implemented <https://thirdacademy.ca/keeping-our-community-safe/>. Extraordinary measures- including the Leasing of a stand-alone new school site in Glenbrook, Calgary SW- have been taken. The Board thanks Alberta Education and Alberta Health for their ongoing guidance.

September 2020 truly represented a startup that no living educator on Earth has had to face. There are real challenges to overcome on a go forward basis. The Board is nevertheless pleased with the progress made to date and the ongoing vigilance of all community members. It is with a deep sense of gratitude that the Board extends 'Thank you's' to all our parents, students, and staff.

For 2020-2021, Third Academy was 'split' into an Third Academy West (Elementary) and Third Academy East (Jnr/Snr High), Glenbrook SW and Acadia SE campuses. More space meant we could maintain physical distancing and cohorts. Screening at the front doors including temperature checks was enforced. Enhanced cleaning protocols were implemented. Thankfully, the year ended with not a single 'in school' transmission. 'Knock on wood', we will continue to be so fortunate in 2021-2022.

**ursa** distance programming provided solutions to families 'panicked' by uncertainty given COVID-19 in September 2020.

LYNX was a direct response to parental desire for alternative programming that would not be impacted by the threat of disruption caused by school 'shut downs'.

**ursa** Home Ed Managers transitioned from 'in home' visits to 'zoom' visits in order to ensure supervision of home education programs. It worked well and had the unanticipated benefit of savings our Willow HEMs from 1000s of kilometers 'on the road'. So now we can also claim to have made a positive impact to our environment. Strange times, indeed...

Third Schools' resilience is proven, yet again.

### **STRATEGIC ALLIANCES**

Third Schools is fulfilling a public good. Moreover, we fulfill a need expressed by Alberta families due to 'gaps in the public education system'. The Board welcomes strategic alliances with individuals and corporations as well as with other agencies including school boards, universities/colleges, other independent schools, health care systems, community organizations and groups, and foundations as well as government departments and agencies. The coordination of services to better serve Alberta students given the scarcity of resources is essential. These strategic alliances enable 'project development', 'capacity building', 'service', as well as economy of scale that allows us to 'do more with less'.

A critical relationship is with Alberta Education. There is opportunity for this relationship to be renewed, given the new direction set by the Government of Alberta. During 2020-2021, we have witnessed Alberta Education being transformed. It's more than 'attitude'. Many new and truly motivated for the children of Alberta bureaucrats have been brought into the system. This is a welcome change to what has been a broken bureaucracy for many years. We look forward to Alberta Education continuing to work towards enabling the 'boots on the ground' to fulfill their objectives:

- ✓ Alberta's students are successful
- ✓ First Nations, Métis, and Inuit students in Alberta are successful
- ✓ Alberta has excellent teachers, school leaders, and school authority leaders
- ✓ Alberta's K-12 education system is well governed and managed

Over the years, practicum students from various departments- education, psychology, rehabilitation, nursing, speech & language- of Campus Alberta, York University, University of Lethbridge, Athabasca University, and Grant McKewan University have completed their practicum rounds at Third Academy schools. A number of Provisional Psychologists will also complete their requirements as established by the APA under the supervision of Third Academy's Psychological Department.

Developing relationships with other service providers including Renfrew Educational Services, Webber Academy, West Island College, Koinonia, Progressive Academy, Lead Foundation, Bearspaw Christian Academy, Capstone Engineering Academy, Arise Christian Academy, AHEA, Child & Family Services, Indigenous Services Canada, Jordan's Principle table, and Nik's Soccer Academy enables the Board to realize its strategic

vision. There is opportunity, in these relationships, to build together for the future. Third Academy Independent Schools would benefit by realizing economy of scale in central administration services, transportation, professional development, and sharing cost of school space.

Third Schools needs to make a concerted effort to develop its network of supporters in the Friends of Third Academy. This group will raise funds, market and lobby for us. Success in our signature events- Run Santa Run and Gift of Literacy Golf Tournament- will not only rely on the efforts of our Parent Advisory Committees (PACs) but active engagement of Friends of Third Academy. Network development has been tasked to Dr. S. Lal Mattu, Ambassador at Large.

Friends of **ursa** membership has reached 1657 on Face Book. The **ursa** Parent Directed team has made a concerted effort to build, engage and communicate through the FB platform <https://www.facebook.com/groups/FriendsOfWillowHomeEd/> to much success.

Marketing initiative designed with Admaki <https://admaki.ca/> is ongoing. This includes brand development and website development. Targeted social media marketing has been implemented by In Front Marketing <https://infrontmarketing.ca/> for LYNX ECS. Social media marketing will be expanded to include Third Academy, ursa, and LYNX in time for the January 2022 registration cycle. Communications strategy is being built in house. Brand consolidation has taken place under **ursa**. LYNX brand has been developed. Third Schools- the system- will be rebranded during 2021-2022. More and more marketing/communications will be outsourced.

Special mention needs to be made of the partnership between Third Academy and its Parent Advisory Councils. The PACs are actively involved in the success of our students, be it in terms of input into school improvement, promoting the school to the community at large, advocating for parents and students, fundraising activities, or in support of student programming. PACs are making a significant contribution to students programming through fundraising activities including special events, Bingos and Casinos. **ursa** continues to work to establish a PAC.

The Board thanks all supporters for their contributions. Notable contributors include Prosser Charitable Foundation and the Ritvik Bale Memorial Bursary Fund. Third Academy appreciates all support for The Gift of Literacy Bursary Fund. This bursary program was first established with the support of Ronald MacDonald's Childrens' Charities to assist qualifying parents to meet tuition costs so that their child can access the services they need. The **ursa** Bursary Fund has now been established in aid of students who could otherwise not be able to access their program of choice in either Willow Shared or **ursa** distance.

With respect FNMI students, the Board recognizes Tsuut'ina Education, Indigenous Services Canada, and Jordan's Principle Table for enabling some of the Nation's most

challenging students gain access to a program of choice that is working to heal and support learning.

The Board is grateful for support, over the years, of generous sponsors including Ronald McDonald Children's Charities, Alberta Lottery Fund, Computers for Schools, United Way, the Optimist's Club, Running Room, Kids Up Front, 100 Men Who Give a Damn, Prosser Charitable Foundation, Bale Family, For the Love of Children Society, Brown Bags for Calgary Kids, Sobey's, Trail Appliances, and Save on Foods.

## THE OPERATING ENVIRONMENT

The proclamation of the *Choice in Education Act* 2020 marked a legislative 'sea change' in acknowledging the prior right of parents to choose the best education for their child. Third Schools is well placed to provide parental choice and is committed in program, school, and system development to fulfill the spirit of this legislation.

The 2020-2021 academic year saw Third Schools take concerted steps in implementing its plan for success. Success means ensuring: quality programming; financial strength; depth and breadth of leadership; relationship building with key stakeholders; and initiative in fundraising, marketing, and governance. All this had taken place within a broader context which has seen stagnation in Alberta's macroeconomic situation, a continuing shift on the political stage within the Government of Alberta, and the impact of COVID-19 into Alberta. By mid-March 2020, Alberta schools were closed for onsite learning. September 2020 startup demanded a solid startup plan.

The uncertainties created by the impact of pandemic- combined with a complete and ongoing revamp of the Alberta Education Funding Model right into June 2020 together with adoption of a new assurance model for September 2020- created a most challenging operating environment. There also had been significant changes within Alberta Education's bureaucracy, including the appointment of a new Deputy Minister, Andre Tremblay, and other staff changes from the ground level of the Department right up to the Assistant Deputy Minister levels. The Board was also directly engaged in finding closure to an ongoing multiyear Review that as of August 2021 has come to a civil conclusion. Third Schools remains hopeful that changes within Alberta Education's bureaucracy will see the further enabling of Independent Schools across the Province.

Third Schools recognized the need to be 'ultimately flexible' in what remained a fluid situation. Operational implementation were guided by the following principles:

- ✓ change is the only constant
- ✓ the only thing we control is ourselves
- ✓ the greatest wisdom is kindness
- ✓ fortune favours the bold
- ✓ whatever we do, we do for our children first

New found stability was created throughout the system with the decisive decision making both at the Governance and Operational levels.



All the above are contextual considerations as Third Schools positions itself for the future. We need to continue to have our hand firmly on today's 'rudder', while at the same time having our minds 'peering' into the future. Third Academy's Board fully supports the Leadership team. Timely and thoughtful implementation was the key in working together for common purpose. Below- notwithstanding the most challenging operating environment experienced for Education across the province- are significant accomplishments for 2020-2021.

## SIGNIFICANT ACCOMPLISHMENTS

- ✓ Rebranded Third Academy International Ltd., the Authority, as Third Schools:
  - **Independent:** as an Alberta Education accredited and funded school system, we 'serve the public good'. That means supporting parental choice in education. That means doing so in innovative ways that provide value to our families. That means not only being regulated by Alberta Education, but also directly responsible to the families that we serve.
  - **Inspiring:** purposefully designed to ensure that our 21st Century Learners are Engaged Thinkers. Ethical Citizens, and individuals with an Entrepreneurial Spirit. Our children and students are the leaders of our collective futures. Our greatest hope is for all of us to realize our greatest human potential.
  - **Inclusive:** that means a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all children and students. Children and students, regardless of race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status, sexual orientation, or any other factors, have access to meaningful and relevant learning experiences that include appropriate instructional supports. We have a programming choice for all kinds of learners, respecting the diversity of Albertan families.

These are the common values that the three Third Schools —Third Academy, urso, and LYNX—embrace. At Third Schools, it truly is 'education your child's way'.
- ✓ Navigating a September 2020 start up:
  - A challenging start: due to widespread uncertainty due to COVID impacts to families, community, and operations, visionary leadership and decisive decision making is required to 'chart stormy waters'.
- ✓ Development of a robust COVID-19 Health protocol:
  - 2020-2021 sees a robust health protocol implemented, including screening measures and school wide practices that support the health and safety of all students, staff, and families.
- ✓ Implementation and development of CANVAS <https://www.instructure.com/canvas> and SchoolCloud <http://www.schoolcloud.ca/home/> platforms
- ✓ Establishment of a new Third Academy West campus, Glenbrook, Calgary SW:
  - Supports COVID health & safety and strategic expansion.
- ✓ Transportation System redeployed to serve both Third Academy West and Third Academy East campuses

- ✓ **ursa** is launched:
  - After two years of planning and just in time for a whole new COVID reality in education, we begin to offer a 'constellation of choice' in home based education in September 2020.
  - This included building a team of Distance Education teachers and quality course development.
  - Third East campus in Acadia, Calgary SE is retrofitted with 4 dedicated distance online teaching rooms.
- ✓ LYNX, 'nature inspired' programming, pilot launched:
  - At Parent request in Canmore to local and in time national attention.
- ✓ Enrollment growth significant across the system:
  - 2019-2020, 730 students served.
  - 2020-2021, 1674 students served.
  - Allowing us to fulfill our vision and mission as well as doing so in a fiscally responsible manner.
- ✓ Lease to Purchase Agreement for the new East Calgary campus executed:
  - After two years of negotiating, a deal is signed that will see the purchase of a new industry standard East campus off the TransCanada East and Stoney Trail. Capital fundraising campaign launched with the goal of raising \$2.8MM, having secured in principle a \$2.8MM mortgage to complete the purchase. This, indeed, is a 'Dream School' project come true!
- ✓ ViTreo <https://www.vitreogroup.ca/> engaged to implement Capital Campaign
- ✓ COGNIA <https://www.cognia.org/> Education Service Agency accreditation achieved:
  - After three years of engagement, Third Schools gains a globally recognized Education Service Agency accreditation from Cognia, a leading Atlanta based organization. We are sole Canadian wide ESA, certified to operate in all fifty US states and have set the stage to deliver distance online education internationally.
- ✓ Grad 2021:
  - After a one year hiatus, we celebrate the success of our students with a modest yet heartfelt celebration.
  - Thank yous are deserved by the parents and teachers.
  - Best wishes are bestowed upon our graduates in the years to come.
- ✓ Strength in Governance:
  - The Board intervenes to see a three year 'pitched battle' with Alberta Education come to a close allowing us to refocus our attention and resources on fulfilling our vision: student success.
- ✓ LYNX ECS:
  - Approval! Nature inspired Kindergarten programming is established for September 2021 underpinning LYNX programming expansion from Canmore, to Cochrane, and into Calgary.
- ✓ Fiscal resilience:
  - Notwithstanding a global pandemic and subsequent recession, we have not only managed to operate within our means but innovate in a fiscally responsible manner.
  - Continued fiscal strength underpins Third Schools operations

- ✓ Leadership development:
  - 3 staff achieve their Alberta Education Leadership endorsements in preparation for startup 2021-2022.
- ✓ Thank you, Dr. S. Lal Mattu, for the gift of Third Academy:
  - Gearing up for our 25<sup>th</sup> anniversary celebrations!

## **TREND**

- ✓ Visionary Leadership
- ✓ Enrollment Growth
- ✓ Innovation
- ✓ Capacity Building
- ✓ Distributed Leadership
- ✓ New Technology Integration
- ✓ Fiscal strength
- ✓ Success in Fund Development
- ✓ Success in Marketing
- ✓ Strengthened Governance
- ✓ Success in Strategic Alliances
- ✓ Strength in Advocacy

As a DSEPS, Third Academy satisfies the planning component of 14.a of the Standards for Special Education (amended June 2004) by incorporating strategies for and reporting on programs, services, and results for students with special education needs as indicated below.

## **ALBERTA EDUCATION ASSURANCE MEASURES**

Third Schools is primarily regulated by Alberta Education in delivering educational programming in Alberta. As part of a single publicly funded education system, Third School is required to provide assurance to the community that it serves. Assurance means demonstrating to Albertans that Third Schools is meeting the needs of student and students are successful. Assurance arises from the combination of funding, policies, processes, actions and evidence that help build the publics' confidence in the education system. Assurance is achieved through relationship building and engagement between all education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. Fundamentally, assurance is provided in what the public understands, perceives and knows about student growth and achievement, where the quality of the daily interaction between the student and the teacher is paramount.

**Alberta Education advises:**

### **Layout Update**

- The report has been reorganized to align to the domains of the Assurance Framework.

· The “N/A” placeholder for the “Current Result” in the overall summary for the Provincial Achievement Test and Diploma Examination measures is included in the Spring reports until results can be updated in the Fall.

### **Data Updates**

· New year of results for all survey measures.  
· New year of results for all derived measures (Drop Out Rate, High School Completion Rate, Post-Secondary Transition Rate, Diploma Examination Participation Rate and Rutherford Scholarship Eligibility Rate).

### **Impact of Reporting System Update on Derived Measures**

· Current and historical results for **High School Completion Rate, Post-secondary Transition Rate, and Diploma Exam Participation Rate** were restated to reflect an update to the Alberta Education Assurance Measure reporting system (formerly Accountability Pillar Online Reporting Initiative) to ensure concordance with the existing student outcome measures methodology.  
o New achievement, improvement, and overall evaluations based on the restated results were calculated for the impacted measures.

### **Impact of COVID-19 Pandemic on 2019/20 Provincial Assessments and Student Outcome Measures**

· Participation in the Provincial Achievement Tests (PATs) and Diploma Examinations was impacted by the COVID-19 pandemic.  
o Results for the 2019/20 school year are not available for the **PATs, Diploma Examinations, and Diploma Exam Participation Rate**.  
o Caution should be used when interpreting **Rutherford Scholarship Eligibility Rate** results over time.  
· In the absence of the 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.

### **Introduction of the Alberta Education Assurance (AEA) Survey and Impact of COVID-19 Pandemic**

· Caution should be used when interpreting survey results over time as 2020/21 was a pilot year for the AEA survey and participation was impacted by the COVID-19 pandemic. The 2020/21 survey results were not:  
o Evaluated against the provincial standards (Achievement) or previous 3-year averages (Improvement);  
o Included in the calculation of future provincial standards for new survey measures;  
or  
o Included in the calculation of 3-year averages used to evaluate improvement of future survey results.

· A new “N/A” (i.e., not applicable) response on the parent, student and teacher AEA surveys allowed respondents to clearly indicate when a question was not applicable. A response of “N/A” does not count towards the total number of responses in the survey result.

Parents are our clients. Third Schools is here to serve families by providing access to a program of choice that meets the legislative standard including fulfilling the objectives of Alberta Education’s business plan:

- ✓ Alberta’s students are successful
- ✓ First Nations, Métis, and Inuit students in Alberta are successful
- ✓ Alberta has excellent teachers, school leaders, and school authority leaders
- ✓ Alberta’s K-12 education system is well governed and managed

Alberta Education has created a tool- the Assurance Framework- that measures through parent, student, and staff survey the following measures to indicate success in meeting the objectives above. The current Spring 2021 Assurance Measure (Required and Supplemental) indicate:

- Student Learning Engagement: Overall Measure 86%
- Citizenship: Overall Measure 80.9%
- 3-year High School Completion: Overall Measure 28.5%
- 5-year High School Completion: Overall Measure 48.2%
- PAT: Acceptable: Overall Measure n/a
- PAT: Excellence: Overall Measure n/a
- Diploma: Acceptable: Overall Measure n/a
- Diploma: Excellence: Overall Measure n/a
- Education Quality: Overall Measure 90.5%
- Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE): Overall Measure 88.2%
- Access to Supports and Services: Overall Measure 88.8%
- Parental Involvement: Overall Measure 88.4%

Context is essential in making sense of these results. Currently, Third Schools’ results reflect surveys of Third Academy parents, students, and staff. This is wholly special education student body. A handful of ura families also participated in the surveys that were administered in February 2021. Further, COVID impacts resulted in SLAs and PATs being suspended, with Diploma examinations also being optional. Finally, the Required and Supplemental Alberta Education Assurance Measure Results have been captured in a manner that diminishes the strengths of Third Schools.

The previous May 2020 Accountability Pillar Overall Summary is included in this Annual Education Results Report 2020-2021 in an effort to better inform context.

It is the professional opinion of the Head of School that these results are good.

### May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Third Academy Independent Lt			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	91.9	89.2	89.5	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	80.9	74.3	76.5	82.4	82.2	82.0	High	Maintained	Good
	Education Quality	89.1	86.5	86.3	90.3	90.2	90.1	High	Maintained	Good
	Drop Out Rate	7.6	4.6	5.6	2.7	2.6	2.7	Low	n/a	n/a
	High School Completion Rate (3 yr)	5.0	13.3	25.0	79.7	79.1	78.4	Very Low	Declined	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	13.1	13.8	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	0.0	0.3	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	77.8	64.1	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	14.8	7.5	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	5.0	0.0	3.8	56.4	56.3	55.6	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	63.6	50.0	57.5	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	28.3	5.7	9.6	60.1	59.0	58.5	Very Low	Improved	Issue
	Work Preparation	77.7	81.2	82.6	84.1	83.0	82.7	Intermediate	Maintained	Acceptable
	Citizenship	83.6	73.5	77.0	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	81.8	84.8	85.2	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	85.9	80.0	79.7	81.5	81.0	80.9	Very High	Improved	Excellent

• Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

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.

Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).

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.

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.

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.

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.

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.

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.

## Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Third Academy International Lt			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.0	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	80.9	83.6	79.2	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	20.5	5.1	15.8	83.4	80.3	79.6	Very Low	Maintained	Concern
	5-year High School Completion	48.2	55.7	49.8	86.2	85.3	84.8	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	16.8	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	0.4	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	69.7	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	11.3	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.5	89.1	87.0	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.2	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	88.8	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	88.4	81.8	84.7	79.5	81.8	81.4	n/a	n/a	n/a

### Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.

Participation in the 2019/20 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.

The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.

Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

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.

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.

## Measure Evaluation Reference (Required AEAMs)

### Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
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:

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

### Overall Evaluation Table

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

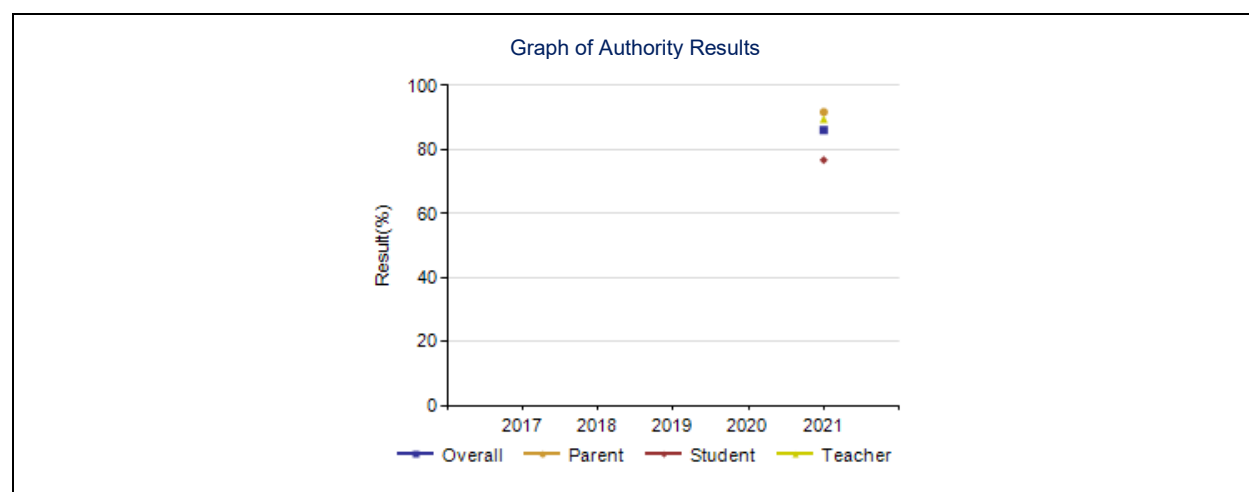
Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable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



The following pages include tables and graphs that provide detailed data for the performance measures. School authorities may use these in their plan/report to meet requirements and/or to provide additional information to help in interpreting the results.

## Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																						
	Authority										Measure Evaluation			Province								
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	135	86.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	91.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76	76.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35	89.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

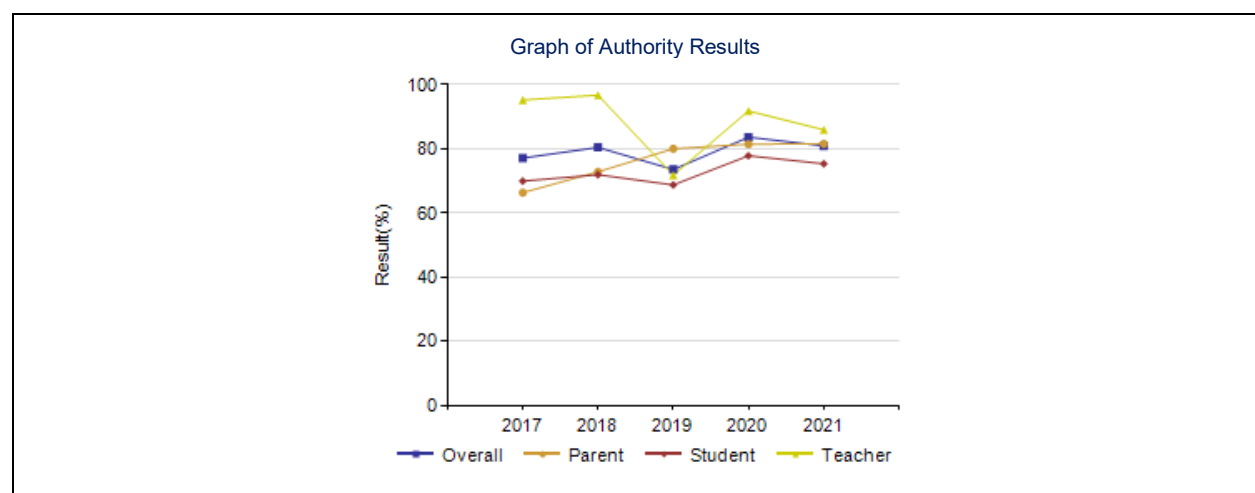


### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
3. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

# Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	110	77.1	143	80.4	115	73.5	150	83.6	135	80.9	n/a	n/a	n/a	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	16	66.3	23	72.8	16	80.0	29	81.4	24	81.5	n/a	n/a	n/a	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	69	69.9	102	71.9	77	68.7	99	77.8	76	75.3	n/a	n/a	n/a	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	25	95.2	18	96.7	22	71.8	22	91.8	35	85.9	n/a	n/a	n/a	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1



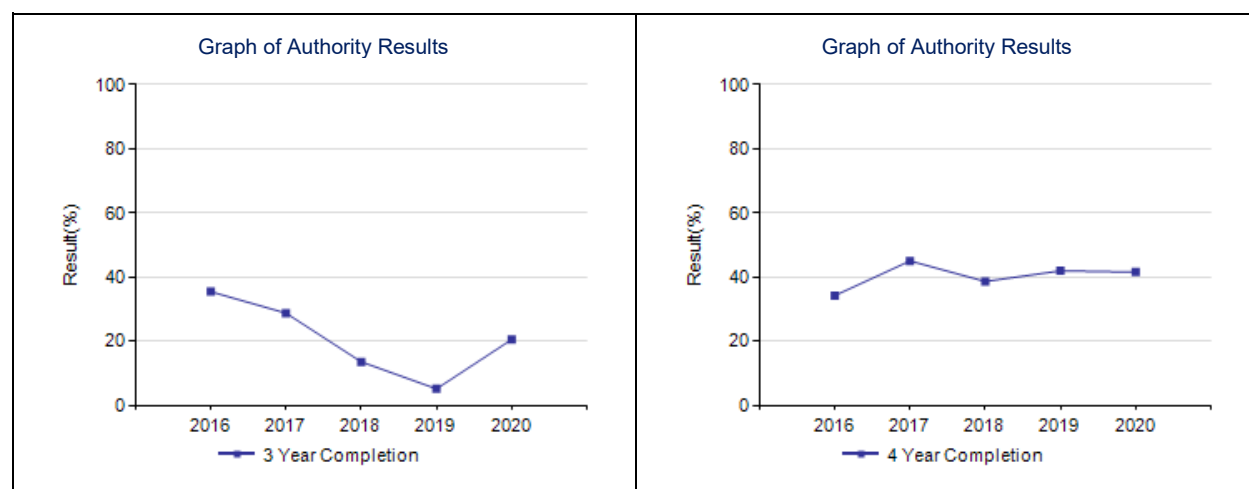
## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

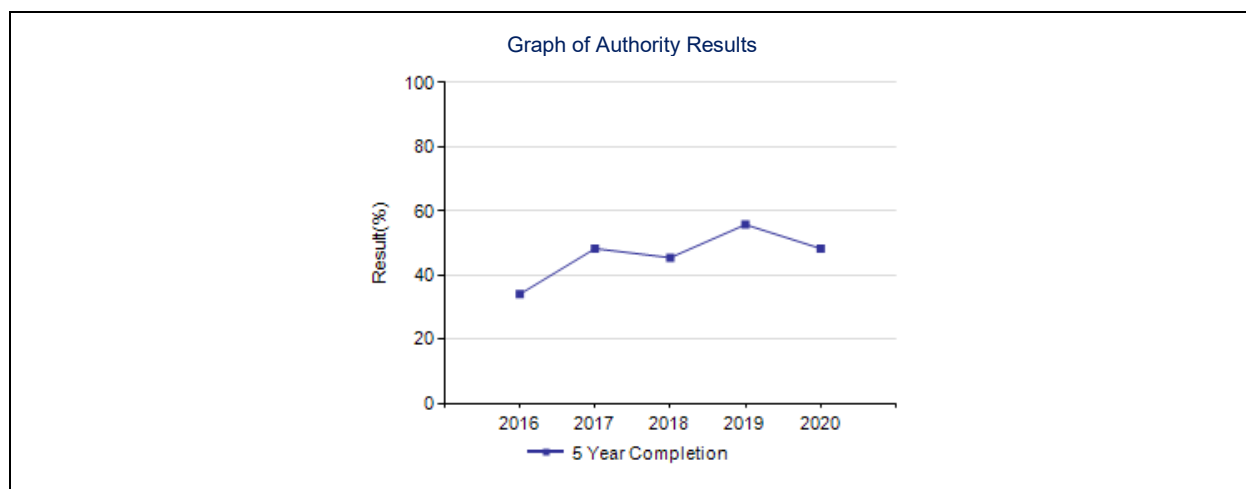
	Authority										Measure Evaluation			Province									
	2016		2017		2018		2019		2020					2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	17	35.4	29	28.7	33	13.5	20	5.1	19	20.5	Very Low	Maintained	Concern	44,823	78.5	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4
4 Year Completion	21	34.2	17	45.0	29	38.6	31	41.9	19	41.5	Very Low	Maintained	Concern	43,739	81.6	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0
5 Year Completion	17	34.0	23	48.2	17	45.4	29	55.7	31	48.2	Very Low	Maintained	Concern	44,191	83.6	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
4. Participation in the 2019/20 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.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

## High School Completion Rate – Measure Details

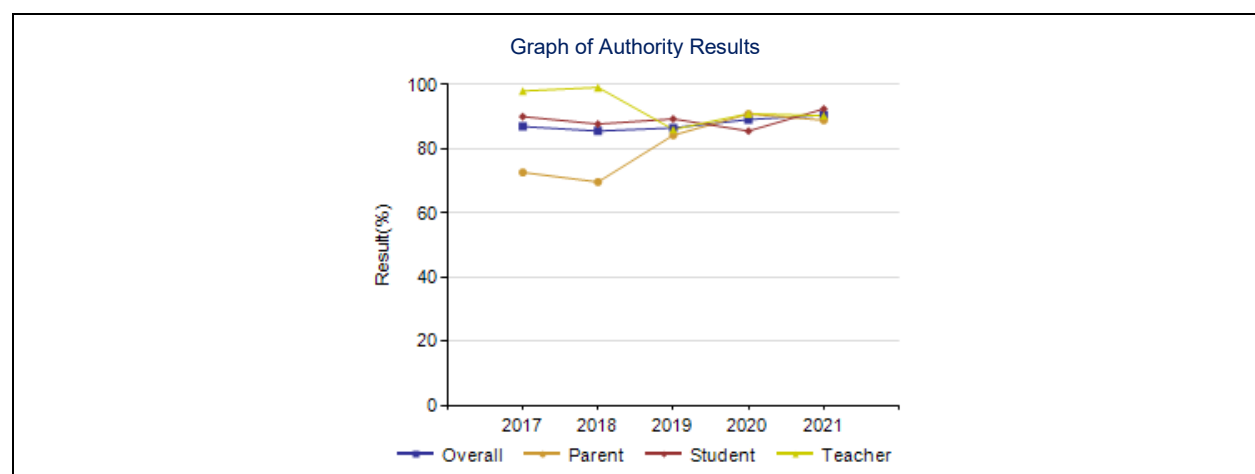


**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.
3. Participation in the 2019/20 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. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

## Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority													Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	110	86.9	144	85.5	115	86.5	150	89.1	136	90.5	n/a	n/a	n/a	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	16	72.6	23	69.6	16	84.2	29	90.8	24	88.9	n/a	n/a	n/a	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	69	90.0	103	87.7	77	89.3	99	85.5	77	92.4	n/a	n/a	n/a	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	25	98.0	18	99.1	22	86.0	22	90.9	35	90.3	n/a	n/a	n/a	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

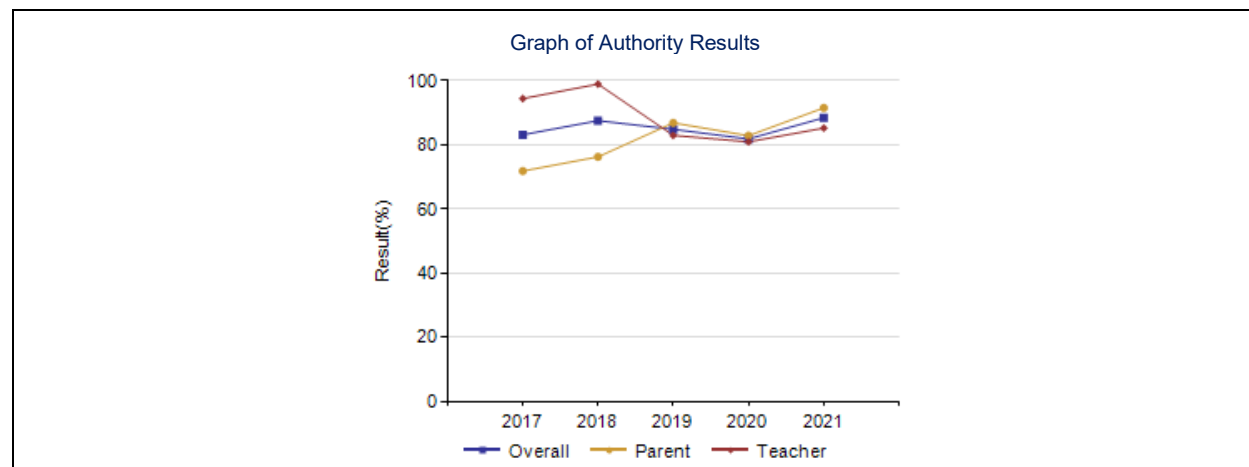


### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
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.

## Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	41	83.1	39	87.5	38	84.8	51	81.8	60	88.4	n/a	n/a	n/a	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	16	71.8	21	76.2	16	86.8	29	82.8	24	91.5	n/a	n/a	n/a	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	25	94.4	18	98.9	22	82.9	22	80.9	36	85.2	n/a	n/a	n/a	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8



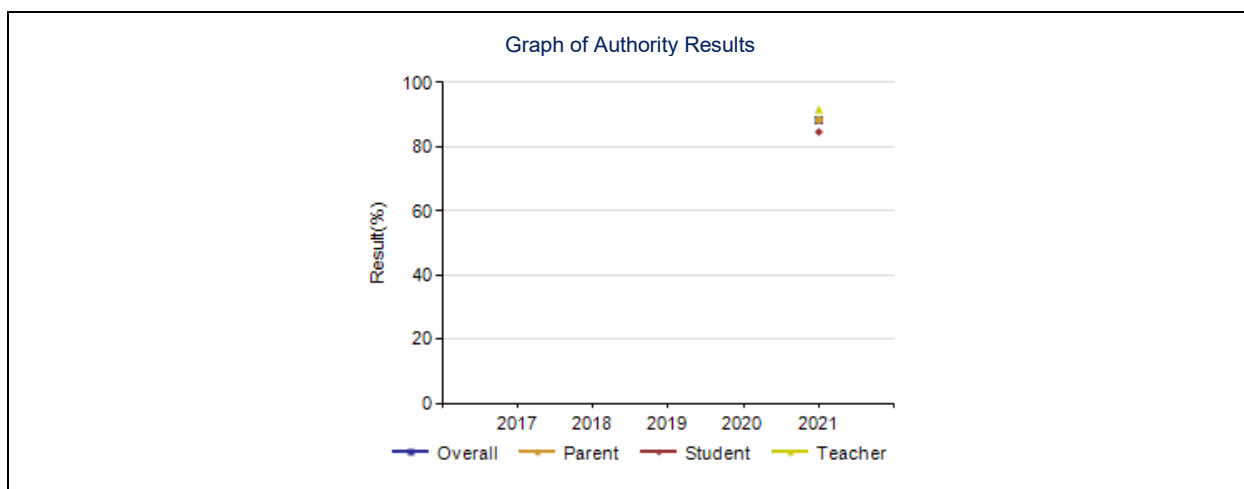
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Authority													Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	136	88.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	88.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77	84.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35	91.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3



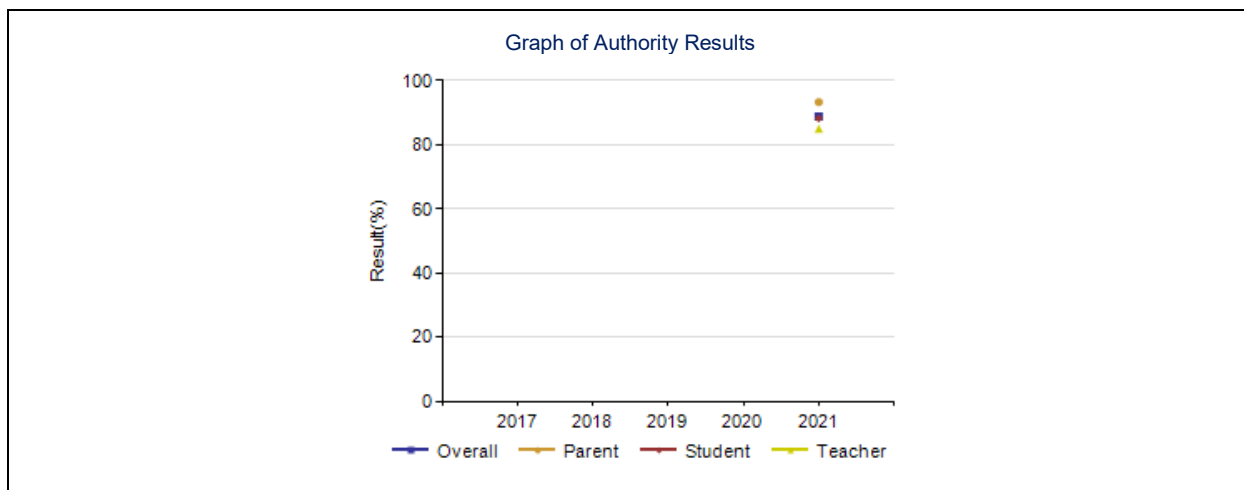
### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
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.

## Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Authority													Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	136	88.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	93.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77	88.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35	85.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
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.



## Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	Third Academy International Lt			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	5.1	1.7	n/a	56.6	56.4	n/a	n/a	n/a
Drop Out Rate	7.5	7.6	5.6	2.6	2.7	2.6	Low	Maintained	Issue
Program of Studies	78.3	80.9	78.1	81.9	82.4	82.1	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	50.0	63.6	60.1	68.0	66.6	64.9	Low	Maintained	Issue
Safe and Caring	92.6	91.9	90.5	90.0	89.4	89.1	n/a	n/a	n/a
School Improvement	79.2	85.9	83.2	81.4	81.5	81.0	n/a	n/a	n/a
Transition Rate (6 yr)	28.6	28.6	11.4	60.0	60.3	59.5	Very Low	Improved	Issue
Work Preparation	88.9	77.7	81.0	85.7	84.1	83.2	n/a	n/a	n/a

### Notes:

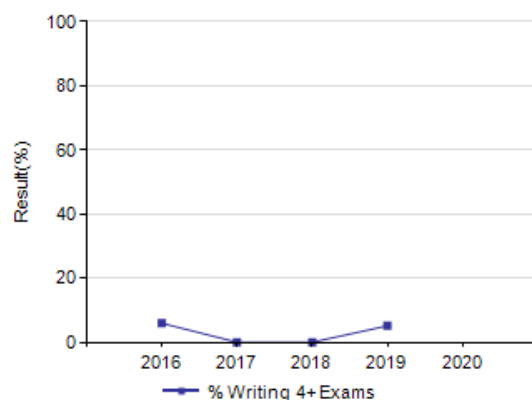
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Only supplemental measures with Achievement standards are included in the Supplemental AEAMs – Overall Summary.
3. Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
4. 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.

## Diploma Examination Participation Rate – Measure Details

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	Authority					Measure Evaluation			Province				
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2016	2017	2018	2019	2020
<b>N</b>	<b>17</b>	<b>29</b>	<b>33</b>	<b>20</b>	<b>19</b>	n/a	n/a	n/a	<b>44,823</b>	<b>44,982</b>	<b>44,978</b>	<b>45,354</b>	<b>46,245</b>
% Writing 0 Exams	41.1	57.0	66.3	59.1	n/a	n/a	n/a	n/a	14.6	14.4	13.9	13.9	n/a
% Writing 1+ Exams	58.9	43.0	33.7	40.9	n/a	n/a	n/a	n/a	85.4	85.6	86.1	86.1	n/a
% Writing 2+ Exams	53.1	24.6	23.6	25.6	n/a	n/a	n/a	n/a	82.3	82.7	83.3	83.3	n/a
% Writing 3+ Exams	29.5	8.2	3.4	15.3	n/a	n/a	n/a	n/a	65.5	66.5	67.1	67.1	n/a
<b>% Writing 4+ Exams</b>	<b>5.9</b>	<b>0.0</b>	<b>0.0</b>	<b>5.1</b>	<b>n/a</b>	n/a	n/a	n/a	<b>55.2</b>	<b>56.0</b>	<b>56.6</b>	<b>56.6</b>	<b>n/a</b>
% Writing 5+ Exams	0.0	0.0	0.0	0.0	n/a	n/a	n/a	n/a	37.7	38.0	38.8	38.3	n/a
% Writing 6+ Exams	0.0	0.0	0.0	0.0	n/a	n/a	n/a	n/a	13.7	14.0	14.3	13.7	n/a

Graph of Authority Results



### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the 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.
3. 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.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

## Diploma Examination Participation Rate – Measure Details

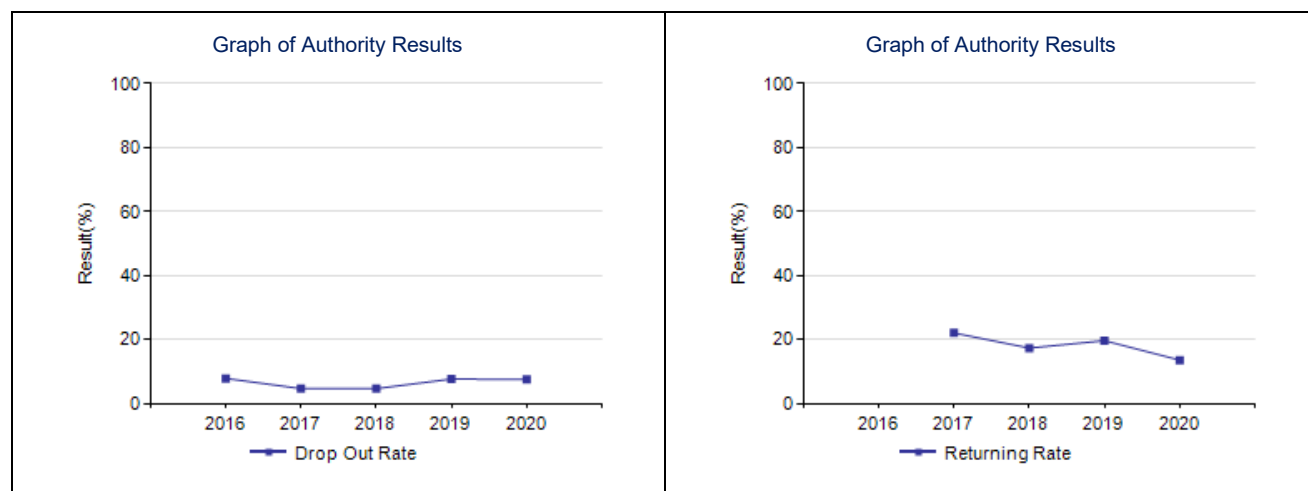
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
<b>N</b>	<b>17</b>	<b>29</b>	<b>33</b>	<b>20</b>	<b>19</b>	<b>44,823</b>	<b>44,982</b>	<b>44,978</b>	<b>45,354</b>	<b>46,245</b>
English Language Arts 30-1	35.3	10.3	9.1	20.0	n/a	54.2	55.3	56.6	55.9	n/a
English Language Arts 30-2	17.6	20.7	18.2	15.0	n/a	28.8	29.0	27.9	29.0	n/a
<b>Total of 1 or more English Diploma Exams</b>	<b>52.9</b>	<b>27.6</b>	<b>27.3</b>	<b>35.0</b>	<b>n/a</b>	<b>80.5</b>	<b>81.3</b>	<b>81.5</b>	<b>81.7</b>	<b>n/a</b>
Social Studies 30-1	17.6	6.9	6.1	10.0	n/a	45.4	45.2	45.2	44.3	n/a
Social Studies 30-2	41.2	24.1	18.2	10.0	n/a	36.0	36.6	37.3	38.0	n/a
<b>Total of 1 or more Social Diploma Exams</b>	<b>58.8</b>	<b>31.0</b>	<b>24.2</b>	<b>20.0</b>	<b>n/a</b>	<b>80.7</b>	<b>81.2</b>	<b>81.8</b>	<b>81.7</b>	<b>n/a</b>
Pure Mathematics 30	0.0	0.0	0.0	0.0	n/a	0.0	0.0	0.0	0.0	n/a
Applied Mathematics 30	0.0	0.0	0.0	0.0	n/a	0.0	0.0	0.0	0.0	n/a
Mathematics 30-1	0.0	3.4	0.0	15.0	n/a	36.6	35.7	36.7	35.4	n/a
Mathematics 30-2	5.9	3.4	0.0	0.0	n/a	23.8	25.2	25.0	26.1	n/a
<b>Total of 1 or more Math Diploma Exams</b>	<b>5.9</b>	<b>6.9</b>	<b>0.0</b>	<b>15.0</b>	<b>n/a</b>	<b>58.6</b>	<b>58.9</b>	<b>59.6</b>	<b>59.3</b>	<b>n/a</b>
Biology 30	17.6	0.0	3.0	15.0	n/a	40.9	42.0	42.9	42.4	n/a
Chemistry 30	0.0	0.0	0.0	0.0	n/a	35.7	35.3	36.0	35.2	n/a
Physics 30	0.0	0.0	0.0	0.0	n/a	19.4	18.8	18.8	17.7	n/a
Science 30	11.8	0.0	0.0	0.0	n/a	15.8	17.0	17.1	18.2	n/a
<b>Total of 1 or more Science Diploma Exams</b>	<b>29.4</b>	<b>0.0</b>	<b>3.0</b>	<b>15.0</b>	<b>n/a</b>	<b>60.8</b>	<b>61.6</b>	<b>62.1</b>	<b>62.1</b>	<b>n/a</b>
Français 30-1	0.0	0.0	0.0	0.0	n/a	0.3	0.3	0.3	0.3	n/a
French Language Arts 30	0.0	0.0	0.0	0.0	n/a	2.8	3.0	2.7	2.6	n/a
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>n/a</b>	<b>3.1</b>	<b>3.3</b>	<b>3.0</b>	<b>2.9</b>	<b>n/a</b>

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the 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.
3. 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.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

## Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18																					
	Authority										Measure Evaluation			Province							
	2016		2017		2018		2019		2020					2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%
Drop Out Rate	108	7.8	127	4.6	93	4.6	99	7.6	126	7.5	Low	Maintained	Issue	181,382	3.0	182,062	2.3	182,832	2.6	184,812	2.7
Returning Rate	3	n/a	10	22.0	8	17.3	8	19.6	9	13.5	n/a	n/a	n/a	7,614	18.9	7,626	19.9	6,800	22.7	6,750	18.2



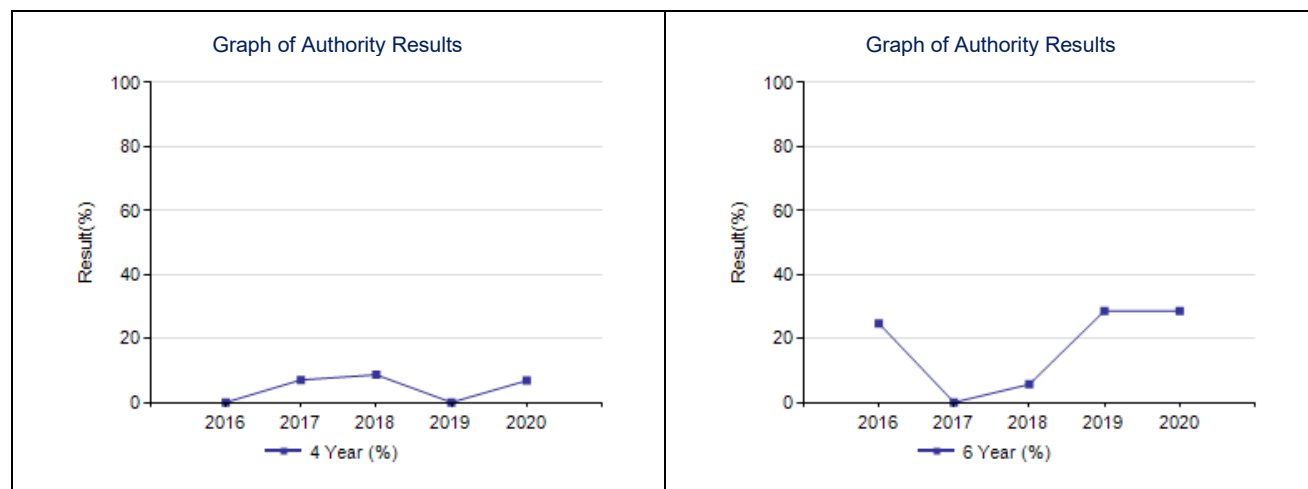
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.

## High School to Post-secondary Transition Rate – Measure Details

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

	Authority													Province											
	2016		2017		2018		2019		2020		Measure Evaluation			2016		2017		2018		2019		2020			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
4 Year Rate	21	0.0	17	7.0	29	8.6	31	0.0	19	6.8	Very Low	Maintained	Concern	43,739	37.1	44,841	39.4	44,994	40.2	44,980	40.9	45,351	40.5		
6 Year Rate	15	24.7	16	0.0	22	5.6	17	28.6	29	28.6	Very Low	Improved	Issue	44,848	58.1	44,182	59.0	43,728	59.1	44,832	60.3	44,983	60.0		



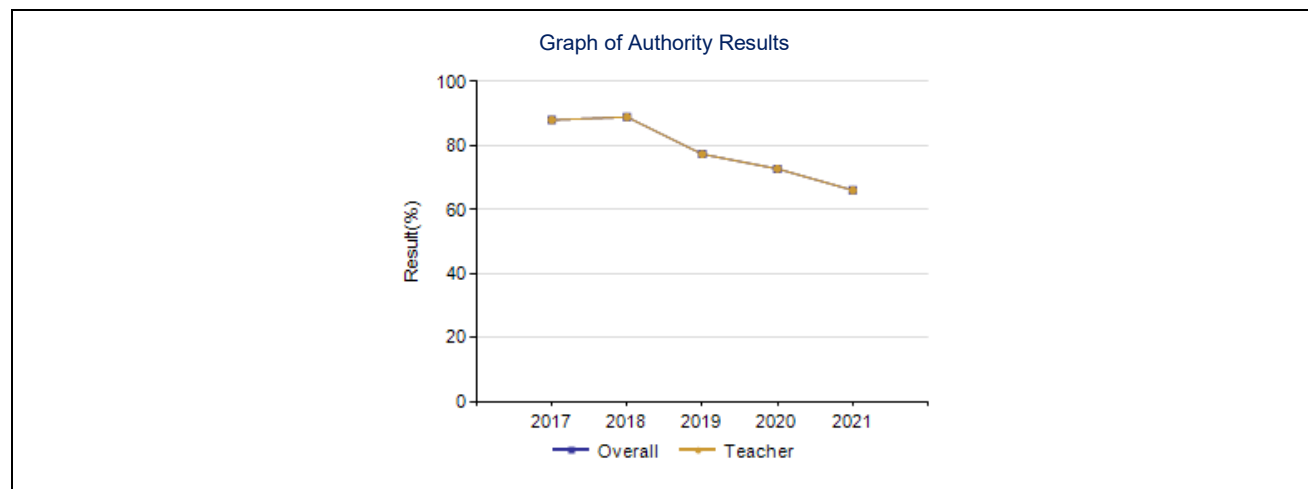
Notes:

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2. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

# In-service Jurisdiction Needs– Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	Authority										Province												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	25	88.0	18	88.9	22	77.3	22	72.7	36	66.0	n/a	n/a	n/a	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9
Teacher	25	88.0	18	88.9	22	77.3	22	72.7	36	66.0	n/a	n/a	n/a	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9



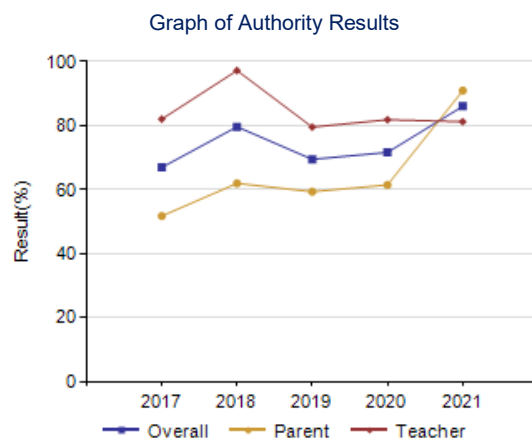
## Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority													Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	41	66.9	39	79.6	36	69.4	51	71.6	59	86.0	n/a	n/a	n/a	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1
Parent	16	51.7	21	61.9	14	59.3	29	61.4	24	90.9	n/a	n/a	n/a	31,326	64.8	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3
Teacher	25	82.0	18	97.2	22	79.5	22	81.8	35	81.2	n/a	n/a	n/a	31,263	77.3	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9



### Notes:

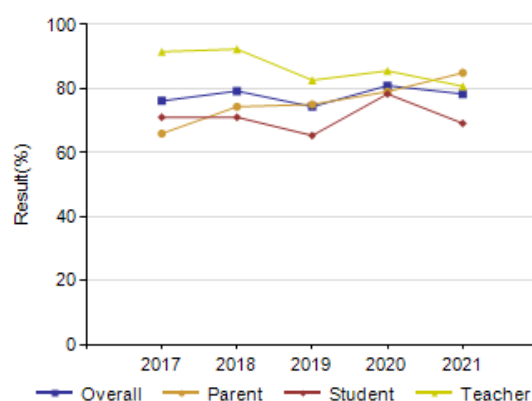
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Program of Studies – Measure Details

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

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	83	76.1	106	79.2	86	74.3	115	80.9	122	78.3	n/a	n/a	n/a	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
Parent	16	65.9	23	74.3	16	75.0	29	79.0	24	84.9	n/a	n/a	n/a	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7
Student	42	71.0	65	71.0	48	65.3	64	78.3	63	69.1	n/a	n/a	n/a	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9
Teacher	25	91.5	18	92.3	22	82.6	22	85.5	35	80.7	n/a	n/a	n/a	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2

Graph of Authority Results



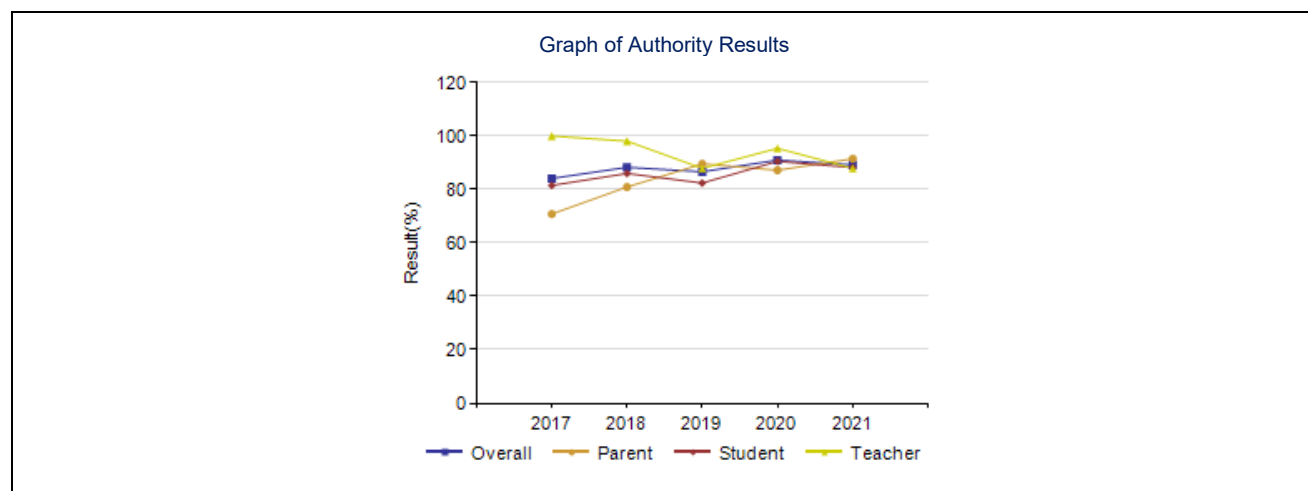
### Notes:

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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.



## Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	110	84.1	143	88.3	115	86.6	150	91.0	136	89.2	n/a	n/a	n/a	160,737	84.9	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7
Parent	16	70.8	23	80.9	16	89.6	29	87.2	24	91.5	n/a	n/a	n/a	32,800	77.2	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7
Student	69	81.5	102	86.0	77	82.4	99	90.5	77	88.2	n/a	n/a	n/a	96,489	83.4	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2
Teacher	25	100.0	18	98.1	22	87.9	22	95.4	35	87.9	n/a	n/a	n/a	31,448	94.1	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2



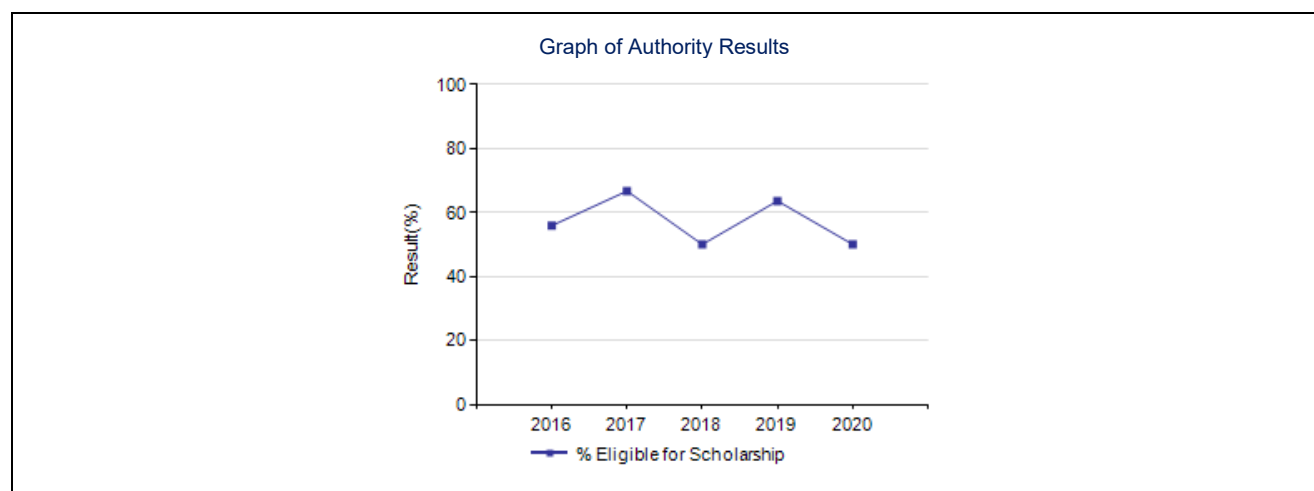
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## Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																			
	Authority										Measure Evaluation			Province					
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	34	55.9	24	66.7	24	50.0	33	63.6	32	50.0	Low	Maintained	Issue	59,063	62.3	60,127	63.4	60,559	64.8

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2016	34	15	44.1	9	26.5	5	14.7	19	55.9
2017	24	12	50.0	10	41.7	4	16.7	16	66.7
2018	24	9	37.5	9	37.5	1	4.2	12	50.0
2019	33	19	57.6	13	39.4	5	15.2	21	63.6
2020	32	16	50.0	11	34.4	2	6.3	16	50.0



### Notes:

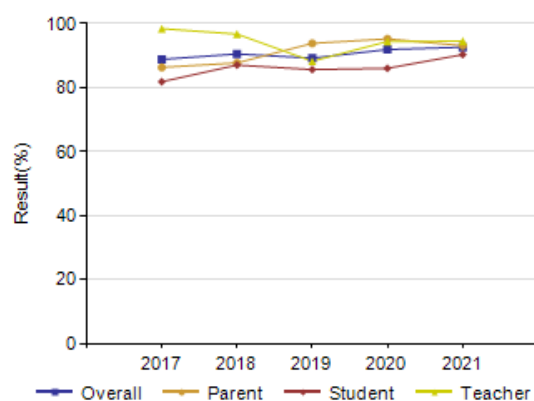
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. 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.
4. Participation in the 2019/20 Diploma Examinations was impacted by the COVID-19 pandemic. Caution should be used when interpreting the trends over time.

## Safe and Caring – Measure Details

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

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	110	88.8	143	90.5	115	89.2	149	91.9	136	92.6	n/a	n/a	n/a	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	16	86.3	23	87.7	16	93.8	29	95.2	24	93.1	n/a	n/a	n/a	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	69	81.8	102	87.0	77	85.6	98	86.0	77	90.3	n/a	n/a	n/a	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	25	98.4	18	96.7	22	88.2	22	94.4	35	94.5	n/a	n/a	n/a	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4

Graph of Authority Results



### Notes:

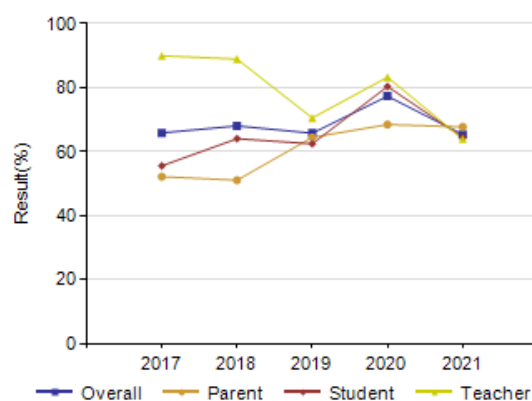
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3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	Authority													Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	110	65.8	140	68.0	114	65.7	149	77.3	134	65.3	n/a	n/a	n/a	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8
Parent	16	52.1	21	51.0	16	64.4	29	68.4	24	67.7	n/a	n/a	n/a	31,898	61.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7
Student	69	55.5	101	64.0	76	62.4	98	80.3	77	64.4	n/a	n/a	n/a	96,258	80.0	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9
Teacher	25	89.9	18	88.9	22	70.5	22	83.2	33	63.9	n/a	n/a	n/a	31,387	78.1	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8

Graph of Authority Results



### Notes:

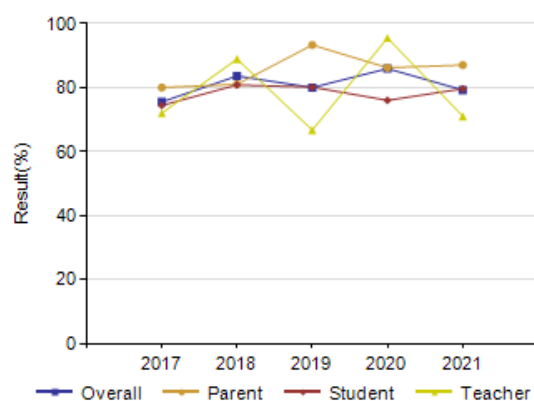
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3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## School Improvement – Measure Details

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

	Authority													Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	109	75.5	141	83.6	113	80.0	150	85.9	130	79.2	n/a	n/a	n/a	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4
Parent	15	80.0	21	81.0	15	93.3	29	86.2	23	87.0	n/a	n/a	n/a	31,845	80.8	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7
Student	69	74.4	102	80.8	77	80.1	99	76.0	76	79.6	n/a	n/a	n/a	234,964	81.1	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1
Teacher	25	72.0	18	88.9	21	66.7	22	95.5	31	71.0	n/a	n/a	n/a	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4

Graph of Authority Results



Notes:

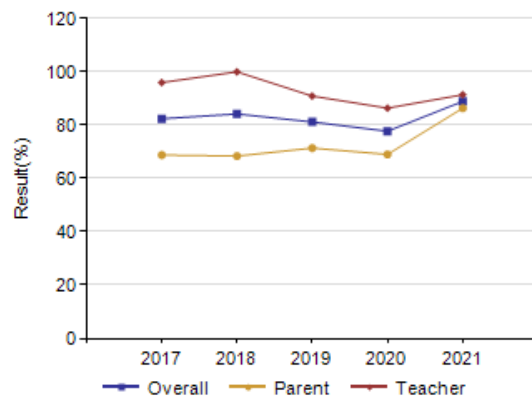
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3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	41	82.4	37	84.2	36	81.2	51	77.7	57	88.9	n/a	n/a	n/a	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7
Parent	16	68.8	19	68.4	14	71.4	29	69.0	22	86.4	n/a	n/a	n/a	30,828	75.1	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8
Teacher	25	96.0	18	100.0	22	90.9	22	86.4	35	91.4	n/a	n/a	n/a	30,846	90.4	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7

Graph of Authority Results



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## LOCAL MEASURES

Part of providing assurance within the new Alberta Education Assurance Framework involves the development, implementation, and reporting of Local Measures. Third Schools is adopting COGNIA's Standards Diagnostic Results as a benchmarking measure.

The Cognia Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on the Cognia Performance Standards. The diagnostic consists of three components built around each of three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity.

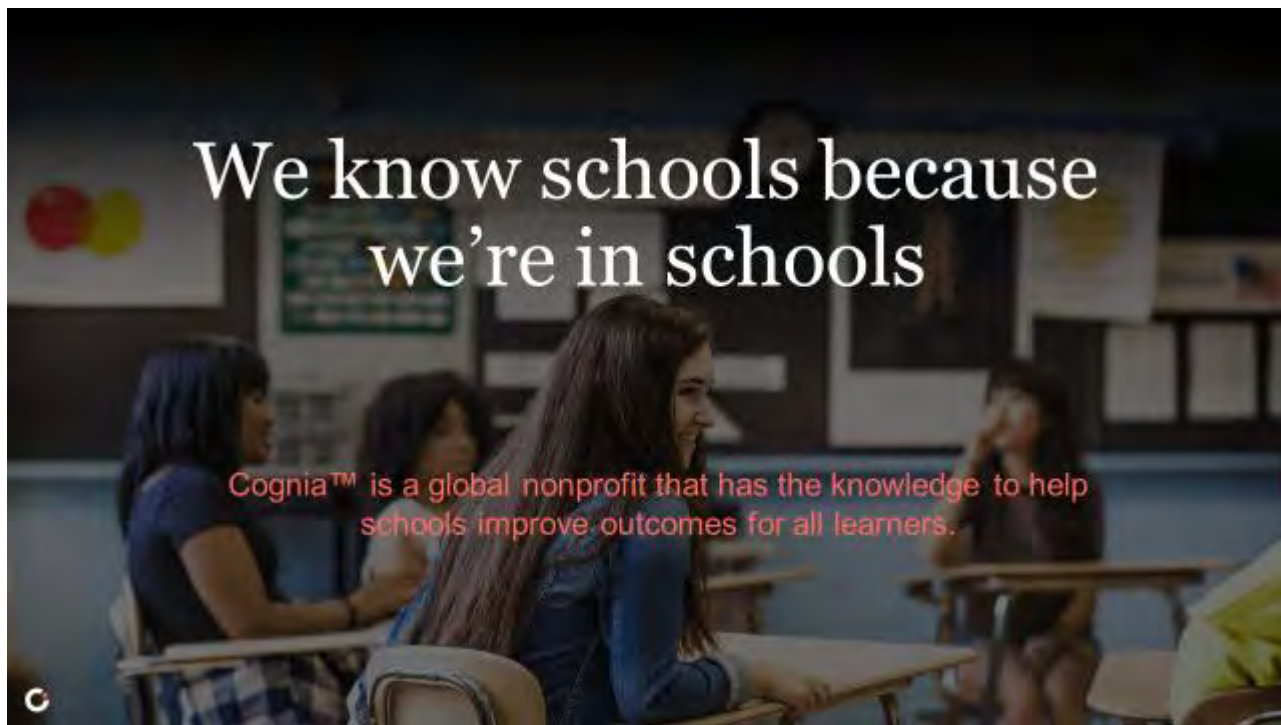
Assurance are statements that COGNIA accredited institutions must confirm that they are meeting. The COGNIA Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurance and are expected to correct any deficiencies in unmet Assurances.

Between May 8<sup>th</sup> and 15<sup>th</sup> 2021, COGNIA's Accreditation Engagement Review Team determined all COGNIA Assurance statements are being met by Third Schools. An **Institution IEQ of 288.00** was determined as benchmark. The COGNIA Improvement Network IEQ range of institutions accredited over the past 5 years globally was 278.34-288.33.

Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. This formative tool for improvement identifies areas of success and areas in need of focus. The IEQ comprises the Standards Diagnostic ratings from the three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provide information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the findings from the review in the areas of Initiate, Improve, and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within that level. An IEQ in the range of 225–300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

The following Exit Report demonstrates findings of COGNIA's Accreditation Engagement Review Team.

It is the professional opinion of the Head of School that these finding are good.





## What is Accreditation?

An international protocol for institutions committed to systematic and sustainable improvement:

- Builds capacity of your institution to improve and sustain student learning
- Stimulates and improves effectiveness and efficiency throughout your institution



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## The role of the Engagement Review team

- Gather first-hand information to evaluate your institution's performance against the Cognia Performance Standards:
  - Interview stakeholder groups
  - Review documentation you provided
  - Assess the quality of learning environments to gain insights about teaching and learning
- Provide feedback to your institution that helps to focus and guide your improvement journey



Diagnostics to stimulate and guide continuous improvement with a focus on:

- Leadership Capacity
- Learning Capacity
- Resource Capacity



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## Interviews

Stakeholder Group	Number of Participants
Governing Authority	4
Leaders/Administrators	5
Parents	16
Staff (professional and other)	20
Students	21
Community Members	4
Total:	70

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# General Findings



**Initiate:** Engagement and the quality of implementation

**Theme 1: The educational service agency leaders and staff implement programs and services that are positively impacting the varied needs of all stakeholders.**



C

**Initiate:** Engagement and the quality of implementation

**Theme #2: The educational service agency is lacking formalized processes to adopt, align, implement, and evaluate curricula for the multiple entities it serves.**



C

**Improve:** The use of results to support improvement, particularly sustaining these results over time

**Theme #3: The lack of systemic processes for collecting and analyzing data for decision making is hindering leaders and staff from determining the effectiveness of instruction and programs.**



C

**Impact:** Demonstrating changes to professional practice and organizational culture



**Theme #4: All stakeholders are passionately committed to the educational service agency's vision of building relationships to ensure holistic student success.**



C

**Impact:** Demonstrating changes to professional practice and organizational culture



**Theme #5: The governing body and director are conscientiously striving to achieve the system's mission by evaluating policies and strategically planning to impact individual learners.**



C

Knowledge is Opportunity



[cognia.org](http://cognia.org)

C



## **Action Plan:**

### **Engagement and Quality of Implementation:**

- Theme #1: The Educational Service Agency leaders and staff are implementing programs and services that are positively impacting the varied needs of all stakeholders
- Theme #2: The Educational Service Agency is lacking formalized processes to adopt, align, implement and evaluate curricula for the multiple entities it serves

Strategy: Improve communication around purpose and results of pre and post standardised testing, including Fountas & Pinnell, KeyMath, CTBS, and BASC-III

Strategy: Use of November Annual Report to communicate with stakeholders

Strategy: Implementation of stakeholder surveys in February of each academic year to inform Education Plan

Strategy: Principals will be Eleot certified by February 2021

<https://catalog.cognia.org/browse/cogniatools/courses/bp7-eprove-eleot-20-training-certification>

Strategy: The Eleot, a COGNIA diagnostic tool, will be administered in March of each academic year [https://www.cognia.org/press\\_releases/cognias-teacher-observation-tool-helps-schools-take-the-pulse-of-learner-centric-teaching/](https://www.cognia.org/press_releases/cognias-teacher-observation-tool-helps-schools-take-the-pulse-of-learner-centric-teaching/) in all teaching/learning environments

### **The use of results to support improvement, particularly the ability to sustain these results over time:**

- Theme #3: The lack of systemic processes for collecting and analyzing data for decision making is hindering leaders and staff from determining the effectiveness of instruction and programs

Strategy: Improve communication around purpose and results of pre and post standardised testing, including Fountas & Pinnell, KeyMath, CTBS, and BASC-III

Strategy: Use of November Annual Report to communicate with stakeholders

Strategy: Implementation of stakeholder surveys in February of each academic year to inform Education Plan

Strategy: Principals will be Eleot certified by February 2021

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Strategy: The Eleot, a COGNIA diagnostic tool, will be administered in March of each academic year [https://www.cognia.org/press\\_releases/cognias-teacher-observation-tool-helps-schools-take-the-pulse-of-learner-centric-teaching/](https://www.cognia.org/press_releases/cognias-teacher-observation-tool-helps-schools-take-the-pulse-of-learner-centric-teaching/) in all teaching/learning environments

### **Demonstrating changes to professional practices and organizational culture:**

- Theme #4: All stakeholders are passionately committed to the Educational Service Agency's vision of building relationships to ensure holistic student success

Strategy: High quality professional development focused on 'healthy relationships' and 'holistic student success'

Strategy: Open communication with the families we serve

Strategy: Support opportunities to gather including Volunteer opportunities, Field Trips, Concerts, Graduation ceremonies, virtual 'coffee nights', Parent Advisory Councils, Parent Education/Support groups including online communities

- Theme #5: The governing body [sic Board] and director [sic Head of School] are conscientiously striving to achieve the system's mission by evaluating policies and strategically planning to impact individual learners

Strategy: Policy development on a regularly scheduled and situational time line

Strategy: Education Plan incorporates Alberta Education Assurance Measures designed to provide assurance within a continuous improvement model that meets the legislative standard including fulfilling the objectives of Alberta Education's business plan:

- ✓ Alberta's students are successful
- ✓ First Nations, Métis, and Inuit students in Alberta are successful
- ✓ Alberta has excellent teachers, school leaders, and school authority leaders
- ✓ Alberta's K-12 education system is well governed and managed

Strategy: Education Plan incorporates local COGNIA diagnostic measures designed to stimulate and guide continuous improvement with a focus on:

- ✓ Leadership Capacity
- ✓ Learning Capacity
- ✓ Resource Capacity



## Future Challenges/Opportunities

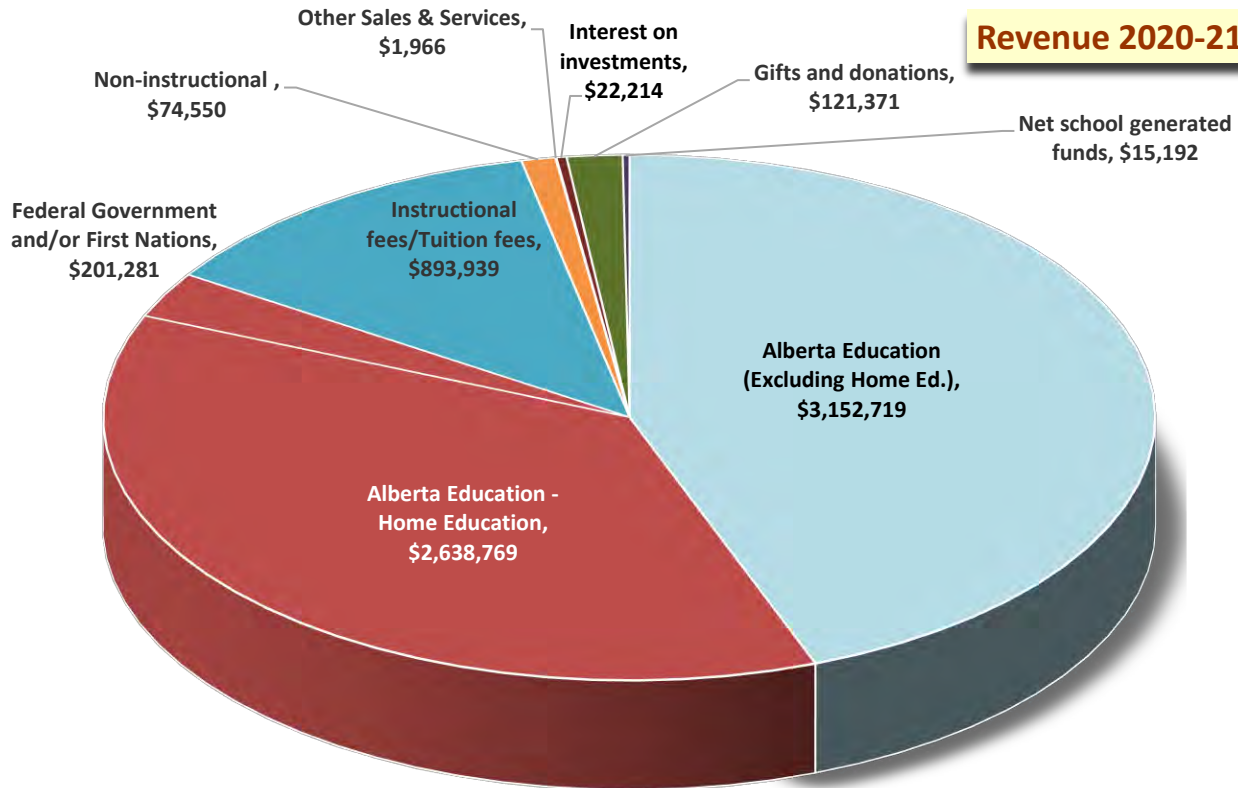
- Maintaining and Increasing Enrollment across the system
- Developing the FOCUS program serving students with classic learning disabilities
- Success in Marketing
- Success in Special Events
- Improving total compensation packages for all staff year after year
- Developing and expanding **ursa** distance online/print/onsite programming
- Developing and expanding ursa Shared responsibility programming
- Developing and expanding LYNX programming throughout the Bow Valley Corridor
- Establishing Third Academy Elementary programming at the new Third Schools East location
- Realizing economies of scale in operations
- Capital campaign to purchase our Third Schools East Dream School in the East Calgary
- Establishing international distance education
- Building a new Third Schools central office from the ground up
- Establishing a new Third Schools location in Edmonton from the ground up
- Building a new Third Schools West location from the ground up

## Summary of Financial Results

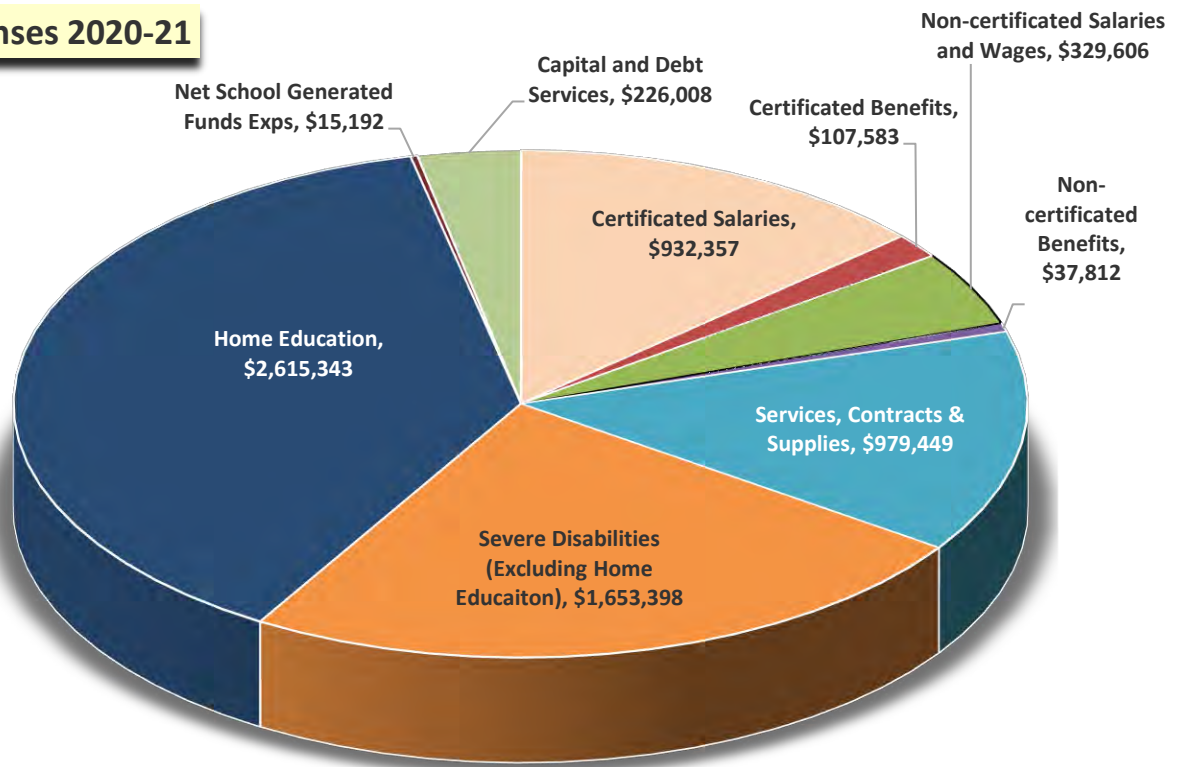
- The enrollment numbers for the year 2020-2021 were 1,672 and for the year 2021-2022 are:
 

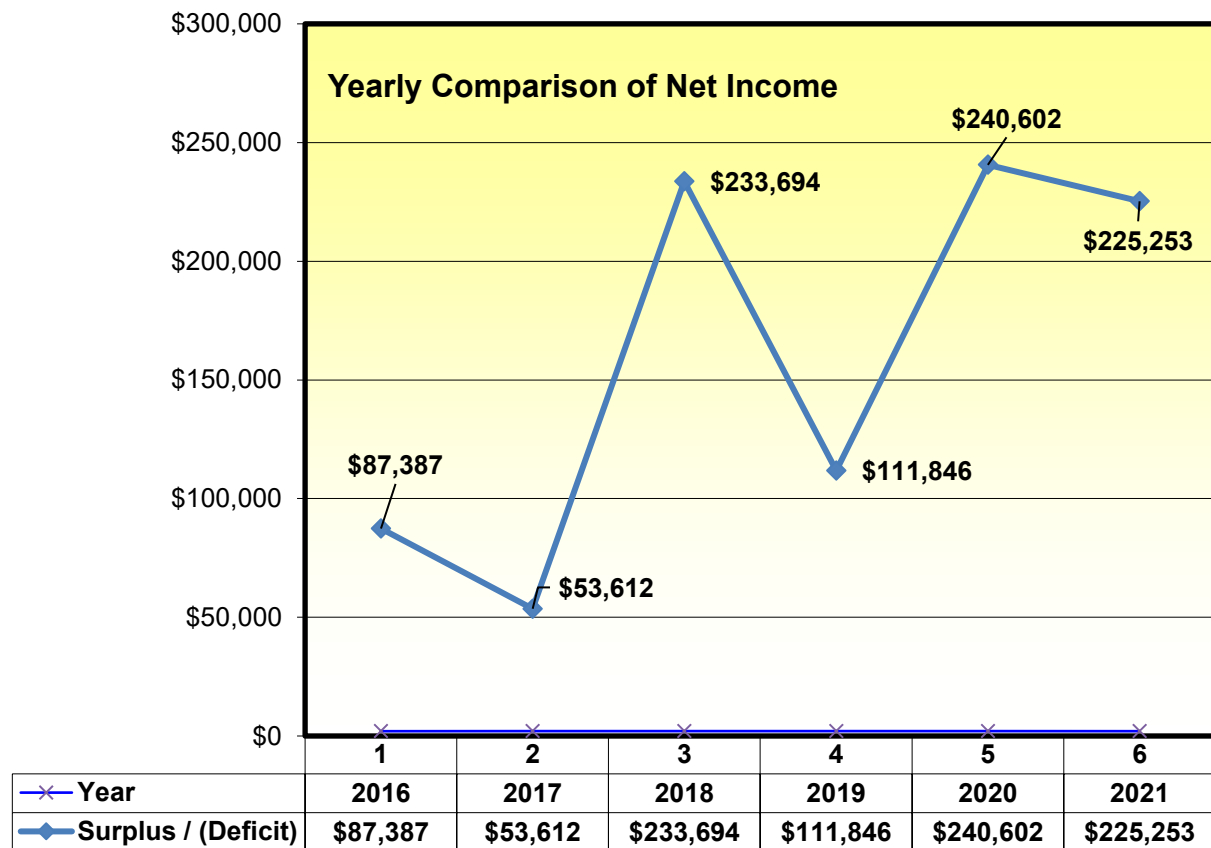
Third Academy West 62 (incl 2 FNMI)	
Third Academy East 87 (incl 3 FNMI)	Total 149
<b>ursa</b> Parent Directed Home Ed 1230	Total 1230
<b>ursa</b> Shared <b>ursa</b> distance 112	Total 112
LYNX 20 & LYNX ECS 4	<u>Total 24</u>
	Grand Total 1515
- Alberta Education Revenue:\$5,791,488
- Federal Government Revenue: \$201,281
- Total Revenue: \$7,122,001
- Total Expenses: \$6,896,748
- The Year 2020-2021 ended with a surplus of \$225,253.
- Total net assets stood at \$1,159,118 as of 31 August 2021.

### Revenue 2020-21



### Expenses 2020-21





## Budget Summary

- Student enrollment as on Sep. 30, 2021 is:  
Third Academy 146 plus 3 FNMI  
ursa parent directed 1230  
ursa shared responsibility 95  
ursa distance 17  
LYNX 13  
LYNX ECS 4  
This represents stable enrollment from the year previous notwithstanding reduction in the ursa parent directed population
- Students will continue to be accepted during the school year up to 1 March 2021 on a case by case basis.
- Budgeting for 2021-2022 complicated due the late October 15, 2021 release of a revised Funding Manual by Alberta Education and of the new Weighted Moving Average funding model.
- Alberta Education 2021-2022 anticipated Revenue Budgeted: \$5,937,433 (revised October 2021 \$ 5,468,395).

- Government of Canada 2021- 2022 anticipated Revenue Budgeted: \$300,000 (revised October 2021 \$300,000).
- Fundraised Revenue anticipated to be \$287,437 from all sources including Capital Campaign with significant challenges due to the macroeconomic context. Parent Advisory Councils have limited ability, in this cycle, to make a major contribution.
- Total 2021-2022 Budgeted Revenue of \$7,874,070 (revised October 2021 \$7,325,832)
- Total 2021-2022 Budgeted Expenses of \$7,618,255 (revised October 2021 \$ 7,071,844)
- Net Surplus 2021-2022 Budgeted of \$255,845 (revised October 2021 \$253,988).
- For additional Budget information and access to the Budget Report Form please contact Sunil Mattu, Head of School, at [smattu@thirdschools.ca](mailto:smattu@thirdschools.ca) or call (403) 690-1408.

### Summary of Facility and Capital Plans

- Capital Campaign to be launched to purchase of a Third Schools East Dream School on the East Stony Trail Corridor, Calgary.
- Leasehold improvements ongoing to Third Schools West

### Parental Involvement

Third Schools is a small school system by design. That means there is an open line of communication between parents, teachers, Principals, and Parent Advisory Councils. Parents are actively involved in many aspects of the school. Parents are our clients and we listen to them in order to serve them as best we can. Through various conversations- either individually or in group with parents including PAC input- parent views are reflected in this AERR 2020-2021. Please contact Sunil Mattu, Head of School, at [smattu@thirdschools.ca](mailto:smattu@thirdschools.ca) or call (403) 690-1408 for more information.

### Timelines and Communication

This AERR 2020-2021 is be communicated to the school community- students, parents, staff, and public at large- in the following ways:

- The report is be distributed to the Parent Advisory Councils
- The report is be available at the Central Administration Office
- The report is available in the Office of the Principals at Third Academy West, Third Academy East, **ursa**, LYNX and LYNX ECS
- The report is available to all Staff

- The report is distributed to all members of the Board of Directors
- The report is distributed to Alberta Education
- A link to the report is placed on the system website [www.thirdschools.ca](http://www.thirdschools.ca)

Should you have questions/require clarification on this AERR or wish to access a copy of the Audited Financial Statement 2020-2021 or Budget Report 2021-2022 please contact Sunil Mattu, Head of School, call (403) 690-1408 or at [smattu@thirdschools.ca](mailto:smattu@thirdschools.ca).

### **Whistleblower Protection**

In accordance with Section 32 of the *Public Interest Disclosure Act* (2013), Third Schools reports that there have been no disclosures.