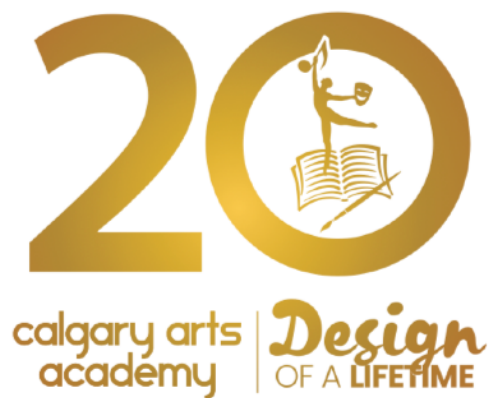




Authority 0151: Calgary Arts Academy Society



Annual Education Results Report
2022-2023



Message from the Board

Calgary Arts Academy celebrated its 20th Year! As a public charter school, the Calgary Arts Academy delivers the Alberta Curriculum through Arts Immersion. Students become self-confident learners who are curious, engaged, collaborative, critical thinkers and problem solvers. These competencies are necessary to succeed, and flourish given the ambiguities of the future. Calgary Arts Academy continues to enhance student learning outcomes illustrated by objective measures of student achievement.

We continue, using our innovative Arts Immersion model, to create a greater awareness and knowledge of arts education as playing a vital role in contemporary learning by promoting creative capacity while offering alternative ways of accessing knowledge, stimulating individual growth, building student capacity for intellectual understanding, empathy, mutual respect and impacting community development.

We fully recognize that the fundamental interaction in education is between our learning facilitators and students. We wish to express our deep gratitude to our learning facilitators (Teachers, Artists, Educational Assistants), who through their dedication, creativity and professionalism bring to life everyday the vision contained in the Charter and measurably enhance the educational outcomes of students.

Our Administrative Team, under the direction of Michelle Stonehouse, our Superintendent, consisting of Cole Jordan (Secretary Treasurer), Kim Hoey (Principal, Knob Hill), Alyson Moore (Principal, Rosscarrock), Juleta Severson-Baker (Assistant Principal, Erickson Centre) and Cathy Braun (Registrar) provides this strong leadership so necessary to the success of CAA.

Our school support staff contributes everyday services to the school. Our School Council ensures the unwavering support and involvement of our parents in the school community.

Given that education should go beyond the school and make the community a true partner, this Board continues its strong advocacy for the school, particularly in the Arts Community. Currently, we have a Partnership opportunity with Contemporary Calgary as well as continuing developments with the Alberta University of the Arts, which, hopefully will lead to dual credit courses being offered. As always, our relationships and partnerships with the Calgary Stampede is of the utmost importance.

We thank the Government of Alberta for its strong support for choice in Education.

As can be readily seen, there are many participants in the Calgary Arts Academy community, with each, in their own way, contributing to the overall success of CAA.

Core to our work remains the maintenance of a strong culture, our inclusive school community, strong governance, financial accountability and most importantly, the educational success of our students.

Thank you,
Ken McNeill
Chair

Accountability Statement

The Annual Education Results Report for Calgary Arts Academy for the 2022/2023 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2022/2023 was approved by the Board on November 21, 2023.

Continuous Improvement

Results from the Annual Education Results Report (AERR) informs the Annual Education Plan. Calgary Arts Academy’s Annual Education Results Report (AERR) and Education Plan is a reflection of its commitment to fulfilling its charter, to provide a collaborative, democratic learning environment, empowering each individual to become self-directed, life-long learners who value community-focused and citizen-based action facilitated through effective communication, collaboration, critical and creative thinking.

Alberta Education’s requirements for reporting assesses performance broadly and locally. Calgary Arts Academy’s charter school goals and outcomes have been integrated into the broader outcomes that outline our overall priorities.

Stakeholder engagement and feedback is essential to the process of continuous improvement and drives our education plan. Allocation of financial resources to support the plan and implementation of researched-based and practice informed strategies follows. Reflecting on data throughout the teaching and learning process supports effective program delivery and student achievement. Measuring, analyzing and reporting results offers valuable opportunities for reflection, re-envisioning, and revising. Communicating and engaging stakeholders brings us back to planning for improvement. This Annual Education Results Report (AERR) and Education Plan is evidence of continuous improvement and assurance.

Calgary Arts Academy’s Annual Education Results Report presents our school’s accomplishments and results for the 2022/2023 school year. It provides an overview of how the school has advanced our Charter and Provincial outcomes over the previous year within the Provincial Assurance Framework. Foundational to the annual planning and reporting are Calgary Arts Academy’s Vision, Mission, and the Alberta Education 2022-2025 Business Plan. All three campuses have contributed to this report.

Our Education Plan sets out what needs to be done, while our AERR provides the results obtained from implementing this plan. This is a rolling process, meaning the 4-year timeframe will ‘roll’ forward with a new year added for each one completed. This plan will be updated annually and will reflect adjustments in priorities, outcomes, measures and strategies for implementation. This plan aligns our charter school goals, locally developed outcomes and aligns with the five assurance domains provided by Alberta Education.

For the 2022-2025 Education Plan, click [here](#).

calgary arts academy — the art of learning



Provincial Assurance Domains



Land Acknowledgement

Calgary Arts Academy is an innovative charter school that engages children through Arts immersion to become confident learners and spirited citizens. We acknowledge that our campuses are located on the traditional territories of the Blackfoot Confederacy (Siksika, Kainai, Piikani), the Tsuut'ina, the Îyâxe Nakoda Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta.



Foundation Statements

Vision

Children and community that value arts and learning!

Mission

Our mission is to provide a collaborative, democratic learning environment, empowering each individual to become self-directed, life-long learners who value community-focused and citizen-based action facilitated through effective communication, collaboration, critical and creative thinking.

Beliefs

1. Children come first!
2. Magic happens when you nurture the whole child: body, mind and spirit.
3. We treat each child as an individual, a person with his or her unique way of learning and doing.
4. We believe that a personalized approach enables each child to get the most out of school.
5. We believe that through Arts Immersion Education combined with a culture created using the four pillars including the Circle of Courage, Developmental Assets, Democratic Discipline and Contract Learning, all students will excel.
6. Current Brain Research including actively participating in Mindfulness activities facilitates student academic performance and well-being.

Calgary Arts Academy Profile

Calgary Arts Academy is a public charter school operating in one elementary campus (K-3) located at 2036 - 20 Avenue S.W., one middle school campus (4-9) located at 1406 - 40 Street SW, and our high school located at the Erickson Centre 640 - 14 Avenue S.E. in Calgary, Alberta.

Calgary Arts Academy serves students and parents who value education delivered through Arts Immersion, a unique planning and delivery model that begins with five art forms (music, drama, visual art, dance and literary arts) and infuses core curriculum. In order to accomplish this, Calgary Arts Academy hires teachers who are artists in their own right and, in addition, now has artists who work collaboratively with teachers to plan and deliver the Alberta Curriculum. In addition, Calgary Arts Academy hires short-term contract artists as required.

- 30 full-time equivalent teaching staff
- 7.5 full-time equivalent artists
- 5.0 full-time equivalent education assistants
- 1.0 full-time equivalent guidance counsellor
- 2.0 full-time equivalent early reading intervention coach
- 1.0 full-time equivalent early mathematics intervention coach
- 3.5 full-time equivalent administrators

Grade	Count	Grade	Count
Kindergarten	20	Year 8	63
Year 1	49	Year 9	53
Year 2	50	Year 10	31
Year 3	52	Year 11	19
Year 4	60	Year 12	20
Year 5	47		
Year 6	67		
Year 7	64		
		Total	599 FTE

Calgary Arts Academy is performance based. Performances are original and based on the program of studies. All students participate.

Calgary Arts Academy Charter Goals

- Students demonstrate superior language and communication skills through Arts Immersion learning
- Students demonstrate superior numeracy skills through Arts Immersion learning
- Teachers focus on the provision of quality Cross Curricular Arts Immersion teaching and learning
- Improved teaching and learning opportunities through enhanced technology

The charter school goals have been addressed and met through the Assurance Domains, Alberta Education Assurance Measures (AEAMs) and local measures as described in this document on the pages that follow.

Partnerships

At Calgary Arts Academy, we nurture social capital by forming unique partnerships with individuals and Calgary community as we deliver public education through Arts Immersion. CAA's student-centred community approach to learning allows students to work directly with our business partners.

Together, in a spirit of unity, we will discover, develop and promote Arts Education in support of public education.

Alberta Education and Alberta Infrastructure



We thank Alberta Education and Alberta Infrastructure for supporting our move to Rosscarrock School. We are also thankful for the renovation of the historic Weston Bakery building, home of our Education Centre at Stampede Park's Youth Campus.

Calgary Arts Academy Adult Choir

The Adult Choir has been in existence for over thirty, is part of the official Charter document and is named as the official ambassadors for Calgary Arts Academy. The mandate of the Adult Choir is:



- To support and perform with CAA students
- To perform for Senior Citizens and to inform them about the active involvement of Seniors in CAA programs
- To perform at community functions and promote CAA

www.lovetosing.ca

Calgary Exhibition and Stampede

Calgary Arts Academy and the Calgary Stampede have worked together planning the "Youth Campus." In February of 2014, Premiere Allison Redford announced we would be modernizing the Weston Bakery building at Stampede Park. As a partner on the Youth



Calgary Public Library

In the spring of 2014, we began discussions with the Calgary Public Library's central branch to forge a new, mutually beneficial partnership. Early indications are that this relationship will be very supportive of our school objectives as it gives us access to countless resources, the use of space when required and the ability to gain perspective from individuals outside of our organization. In turn, we serve to bring vitality and excitement to the library by hosting activities and bringing the Arts to the forefront. We believe that through this unique partnership we can have a very positive impact on the City of Calgary. When our new facility was completed at the Calgary Stampede Youth Campus, the proximity to the central library is better.



Contemporary Calgary

In the winter of 2023, we began discussions with the Contemporary Calgary to forge a new, mutually beneficial partnership. This partnership can impact students throughout the City of Calgary. Calgary Arts Academy has supported the educational component of Contemporary Calgary that will be used by students from all schools who visit Contemporary Calgary. In return, we will have one week of gallery space for our students. This is an exciting opportunity to help share Arts Immersion learning!



Calgary Arts Academy Research

University of Calgary

Calgary Arts Academy was proud to become Research Practice Partners with University of Calgary's Werklund School of Education. We have three research projects through University of Calgary.

Design for learning through a complexity perspective. This research is focused on creating learning environments to support students' construction of their own knowledge and skills, through a game design project-based learning approach.

Literacy in the Green Room: A Phenomenological Inquiry into what it is like to Experience literacy within a Theatrical Space. This study will create a theatrical space in which students will communicate their experience of literacy and learn new ways of approaching literacy learning.

Social Justice as Citizenship: Understanding Youth Participation in School-Sponsored Student Groups The focus of this research is on how youth understand social justice and how young people work within their school social justice and/or citizenship groups to make improvements in their schools, communities, and society more generally.

University of Alberta

We are also excited to become Research Practice Partners with University of Alberta's Department of Educational Psychology along with Suzuki Public Charter school.

Identifying Formative Instructional and Assessment Strategies for Academic and Personal Excellence: Application of the LEAFF Model in K-6. This is a five-year project that explores the relationships between teachers and students within the context of teacher feedback. The Learning Errors and Formative Assessment (LEAFF) model is a learning and assessment model that provides simple and inclusive teaching practices to improve student-teacher engagement.

University of Victoria

Using the Arts as a Vehicle for Interdisciplinary Learning.

This research demonstrated how Arts Immersion teaching promoted cross-curricular and emergent learning, identified the benefits of an arts education, explored the ways that art can be used as a language, and proposed a model for implementing Arts Immersion in any classroom.



Current Challenges

Mental Health and Wellness

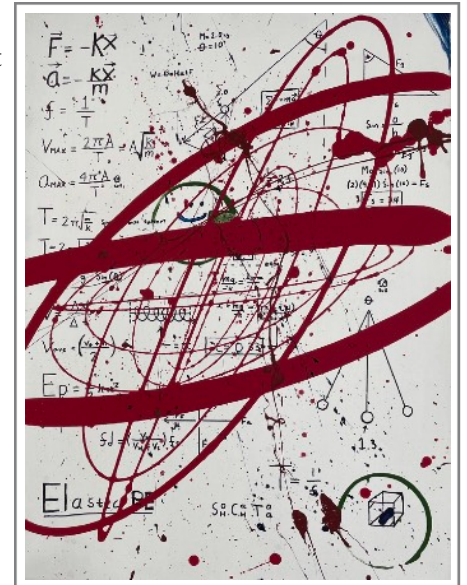
Mental health and wellness continues to be a challenge at Calgary Arts Academy. Last year, we were invited to partner with Connect Charter School, an outdoor education instructional program, in a mental health and wellbeing grant. The grant was approved by Alberta Education through their initiative and priority to support student mental health in schools. The goals of the grant proposal focus on enhancing mental wellness through outdoor education and building the capacity of our teachers to teach mental health skills to our students. We know this will benefit our CAA community, as we are a community who learns through hands-on activities and values holistic approaches to personal wellness.

The grant spans two years and began in January 2023. In its initial phase, we invited all members of the Connect and CAA communities to engage with an online mental health resource called Open Parachute. Developed by Dr. Hayley Watson, a psychologist based in Vancouver, Open Parachute is a comprehensive wellbeing program and curriculum for K to 12 educators. With the grant, we have purchased licenses for Open Parachute, granting all CAA staff access to this highly impactful resource. Our staff members have been actively interacting with Open Parachute through the Educator Wellness platform and using its curriculum with students across all grade levels. Importantly, the curriculum aligns with the wellness outcomes outlined in the Alberta Programs of study in K to 12 Physical Education and Wellness curricula.

Mathematics

For the 2023-24 school year we are implementing a new math plan to bolster our families' ability to support meaningful math practice at home. This feedback was provided by parents who completed the Calgary Arts Academy Year End Survey. Staff collaborated to strengthen the abilities for families to better assist their children. "Math Mondays" is a program where each team sends home a package of math review work so that important skills and concepts can be reinforced at home. This is to add concrete support and goals for our previous expectation of families doing math practice at home.

Additionally, K-9 teachers will have additional training from a JUMP math expert Gael in the form of PD presentations and in-class coaching and support. At KH, there is a full-time math specialist hired to work with students in need of intervention support. Students who qualify for this support are identified through the provincial learning loss diagnostic programming. At RC, we have hired EAs to work with students in class on strengthening math skills. This support also allows teachers, who have the expertise in math teaching, to provide more attention and support to struggling students as well as provide extension and challenges for those who are ready to extend their learning.



2022-2023: Year 1-3 Learning Loss Literacy and Numeracy Results Reporting

	Name of Alberta Education provided screening assessment used	Total number of students assessed at each grade level	Total number of students identified as being at risk on initial assessments	Total number of students identified as being at risk on final assessments	Average number of months behind grade level of at-risk students at time of initial assessments	Average number of months behind grade level of at-risk students at time of final assessments	Average number of months gained at grade level by at-risk students at time of final assessments
Literacy							
Year 1 January- June 2023	LeNS & CC3	46	CC3: 4	CC3: 1	5.5 months	4.8 months	0.7 months
Year 2 Sept. 2022- June 2023	LeNS & CC3	51	CC3: 17	CC3: 11	7.8 months	8.1 months	-0.22 months
Year 3 Sept. 2022- June 2023	LeNS & CC3	58	CC3: 9	CC3: 7	12.2 months	13.6 months	-1.4 months
Numeracy							
Year 1 January- June 2023	Provincial Numeracy Screening Assessment	46	14	6	7 months	3.2 months	3.8 months
Year 2 Sept. 2022- June 2023	Provincial Numeracy Screening Assessment	51	10	8	6.8 months	9.3 months	-2.5 months
Year 3 Sept. 2022- June 2023	Provincial Numeracy Screening Assessment	58	12	12	9.5 months	9.7 months	-0.2 months

Summary of support strategies used for Literacy

- Professional development was provided weekly, yearlong to support new curriculum and introduction of structured literacy
- Decodable readers were introduced to practice phonics rules and instruction
- Literacy resources were sourced and activities created for meaningful practice and implementation
- Strong emphasis on phonological awareness and phonics acquisition
- Continued focus on vocabulary and word part knowledge (morphology)
- Comprehension strategies followed a clear progression for students to understand information and ideas
- Reviewed curriculum expectations, and how skills, knowledge, and understanding are sequenced between K-3
- Developed a scope and sequence for implementation campus wide to support assessment and shared expectations at each grade level and learning continuum
- Instruction was varied and offered in flexible and responsive student groupings (whole group, small group, one-on-one) to target student needs and foster achievement

Summary of support strategies used for Numeracy

- Numeracy was taught in grade groups explicitly and supported through Arts Immersion projects
- Early math intervention was offered to Year 1-3 students who required further support (starting in February 2023) where focus was on number sense and fluency
- Jump math program has been used by CAA for the past few years and is now the recommended resource for the new curriculum. The lessons are structured, sequenced, and scaffolded, and offer regular opportunities to practice content, to build confidence, to strengthen mental math, and offer remediation and extension opportunities.
- Mindful that the new numeracy curriculum is expansive and the expectations are higher and more rigorous, and the demanding grade level content reflects knowledge and understandings that were from the grade above in the prior curriculum. This has added challenges and created disparities.
- Jump PD was offered to new staff and math resources were re-evaluated and prioritized

Community Experiences and Engagements

Kindergarten-Year 3

Terry Fox Run
 Orange Shirt Day
 Jessie Fiddler Kiss-National Day for Truth and Pink Shirt Day
 Leighton Art Centre
 Alien In-Line Skating
 Calgary Zoo
 Inglewood Bird Sanctuary
 Correctional Officer school visit
 Doctor (family physician) school visit
 K/1 Arts Immersion Showcase: *Once Upon a Showcase*
 2/3 Arts Immersion Showcase: *GLOW!*
 Winter Performance Jubilee Auditorium: *Design of a Lifetime*
 Calgary Public Library (through the book bin program with library)
 Year 3 Spirit Club

Year 4-9

Terry Fox Run
 Orange Shirt Day – Jessie Fiddler Kiss presentation
 Alien In-Line Skating
 Pink Shirt Day
 Remembrance Day
 Black History Month assembly and celebration
 Kamp Kiwanis
 Arts Immersion Showcase: CAA Stampede
 Winter Performance Jubilee Auditorium: *Design of a Lifetime*
 Arts Commons - Step Afrika!
 Parent presentation on lab research methods
 Parent presentation on skateboard park design
 Parent presentation on Indigenous History, Truth and Reconciliation
 U of C Brainwaves presentations (neuroscience and brain safety)
 Michael Connolly (former MLA) presentation about provincial voting system
 Calgary Public Library and Book Deposit program (monthly exchanges)
 Rocks and Rings curling
 Bowling
 Flying Squirrel Trampoline Park
 Stampede Line Dancing
 Fishwoman presentation (Indigenous blessing and welcome at Rossarrock)
 Archery Tag

Telus Spark
 Richard Rodrigues workshop on Indian cooking
 Stampede Line Dancing
 Jairus Sharif presentation on Free Jazz (part of Black History Month)
 Vertigo Theatre
 Telus Spark
 Calgary Police Service Resource Officer
 KtheChosen -Rap and Poetry Artist

Year 10/11/12

Terry Fox Run
 Connect Field Experience Centre
 OCL Studios
 Theatre Calgary
 Orange Shirt Day
 Pink Shirt Day
 Various Professional Artists in the Community
 Evergreen Theatre -
 Christopher Duthie - puppetry and environmental theatre
 Theatre Calgary - The Importance of Being Earnest
 Kananaskis - Biology 20 field study
 Josh Dalledone - Arts Commons - community arts and the arts economy
 Wakefield Brewster - Calgary's Poet Laureate
 Dinno Espiritu from Glean - graphic design/typography/logos
 Brennan Wall - guitarist with Brett Kissel
 Janel Nail - Interior design with YellowBox Kids
 Meighan King - Architecture



FALL 2022 Required Alberta Education Assurance Measures - Overall Summary

Fall 2023 Supplemental Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Calgary Arts Academy			Alberta		
		Current Result	Prev. Year Result	Prev. 3 Year Average	Current Result	Prev. Year Result	Prev. 3 Year Average
Student Growth and Achievement	Student Learning Engagement	84.3	84.5	84.5	84.4	85.1	85.1
	Citizenship	86.2	84.6	86.9	80.3	81.4	82.3
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2
	PAT: Acceptable	67.6	72.4	n/a	63.3	64.3	n/a
	PAT: Excellence	12.6	16.7	n/a	16.0	17.7	n/a
	Diploma: Acceptable	72.7	n/a	n/a	80.3	75.2	n/a
	Diploma: Excellence	6.1	n/a	n/a	21.2	18.2	n/a
Teaching & Leading	Education Quality	92.2	88.9	90.8	88.1	89.0	89.7
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.6	89.1	89.1	84.7	86.1	86.1
	Access to Supports and Services	85.5	84.1	84.1	80.6	81.6	81.6
Governance	Parental Involvement	85.5	83.1	86.4	79.1	78.8	80.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. 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 Exam 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.

For overall and specific course results for all students please click [here](#). This link includes available results for Provincial Achievement Tests (PAT) and diploma exams, and that the Provincial Achievement Tests (PAT) and diploma exam results for First Nation, Métis and Inuit and English as an Additional Language (EAL) students are not provided as the school authority did not have students registered in these categories in the 2022-2023 school year.



Provincial Assurance Domain: Student Growth and Achievement

Calgary Arts Academy students demonstrate citizenship, engage intellectually and grow continuously as learners.

Outcomes

- Students demonstrate superior language and communication skills through Arts Immersion learning
- Students demonstrate superior numeracy skills through Arts Immersion learning
- Teachers, parents and students are satisfied that students model the characteristics of active citizenship
- Students are taught attitudes and behaviours that will make them successful at work when they finish school
- Students demonstrate the knowledge, skills and attitudes necessary for lifelong learning

Provincial Performance Measures	Results (in percentages)				
	2023 Provincial	2023 CAA	2022 CAA	2021 CAA	2020 CAA
The percentage of student who agree that students are engaged in their learning at school.	70.9	70.7	71.3	77.1	N/A
The percentage of parents who agree that students are engaged in their learning at school.	87.3	86.7	83.5	92.1	N/A
The percentage of teachers who agree that students are engaged in their learning at school.	95.1	95.7	98.7	97.1	N/A
Percentage of teachers who are satisfied that students model the characteristics of active citizenship	90.3	98.3	99.2	97.4	100
Percentage of parents who are satisfied that students model the characteristics of active citizenship	79.4	84.7	83.9	95.5	90.8
Percentage of students who are satisfied that students model the characteristics of active citizenship	71.3	75.7	70.6	82.3	76.9
Percentage of parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school	75.0	80.3	83.9	96.9	78.5
Percentage of teachers who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school	91.3	100	88.9	91.3	100
Percentage of parents who are satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning	73.4	70.7	71.9	84.8	58.7
Percentage of teachers who are satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning	87.3	94.3	93.2	78.0	83.7
High School Completion Rate	88.6	N/A	N/A	N/A	N/A
PAT: Excellence	16.0	12.6	11.6	N/A	N/A
PAT: Acceptable	63.3	67.6	66.9	N/A	N/A
Diploma: Acceptable	75.2	72.7	N/A	N/A	N/A
Diploma: Excellence	18.2	6.1	N/A	N/A	N/A
Local Performance Measures	Results (in percentages)				
	2023 CAA	2022 CAA	2021 CAA	2020 CAA	
Percentage of students in Year 4-9 that report participation in enriched learning activities as part of the learning contracts in Language Arts	90	88.6	92.2	95.0	
Percentage of students in Year 4-9 that report participation in enriched learning activities as part of the learning contracts in Math, Science and Social Studies	81.5	82.0	84.0	86.0	
Percentage of students in Year 4-9 achieving Mastery and Independence levels in Language Arts as reported on report cards	79	85	85.4	N/A	
Percentage of students in Year 4-9 achieving Mastery and Independence levels in Math as reported on report cards	82	77	92.0	N/A	
Percentage of students in Year 4-9 achieving Mastery and Independence levels in Science as reported on report cards	83	86	92.5	N/A	
Percentage of students in Year 4-9 achieving Mastery and Independence levels in Social Studies as reported on report cards	86	84	92.0	N/A	

Provincial Assurance Domain: Student Growth and Achievement
 Calgary Arts Academy students demonstrate citizenship, engage intellectually and grow continuously as learners.

Student Growth and Achievement Analysis:

Characteristics of Active Citizenship:

We are pleased that parents and students have indicated that they are satisfied that students model the characteristics of active citizenship model active citizenship. Post-pandemic we see more collaborative small group work, more opportunities to engage in community, an active student council and spirit days, student led assemblies, and mentorship. We are beginning to see that student confidence, collaboration, communication and problem solving are growing stronger.

Provincial Achievement Tests and Diploma Exams:

Our provincial achievement tests have improved slightly over last year. CAA's overall acceptable standard for PATs is above the province. It is noteworthy that this achievement took place during a period of growth in enrolment, staffing and settling into a new campus.

Our Year 6 and 9 Math remains below the provincial average. We are pleased to see a 23.5% increase in our Year 6 acceptable standard results over last year. We are excited to continue our math focus engaging our families and engaging with professional development through Jump Math including one-to-one staff observation and feedback.

2022/2023 was our first year for our Year 12s writing diploma exams with 10 students. We are pleased with our results. All students graduated with their high school diploma.



Alberta Education Assurance Domain: Excellence in Teaching and Leading.
Calgary Arts Academy teachers and leaders make decisions resulting in quality teaching, leading and optimum learning for all.

Outcomes

- Teachers provide quality instruction based on the Teaching Quality Standard
- Teachers focus on the provision of quality Cross Curricular Arts Immersion teaching and learning
- Improved teaching and learning opportunities through enhanced technology
- School administrators provide quality leadership and support
- School administrators will continue to provide opportunities for quality professional development

Provincial Performance Measures	Results (in percentages)				
	2023 Provincial	2023 CAA	2022 CAA	2021 CAA	2020 CAA
Percentage of students satisfied with the overall quality of education	85.7	89.6	87.0	89.7	90.6
Percentage of parents satisfied with the overall quality of education	84.4	87.9	83.7	93.3	88.8
Percentage of teachers satisfied with the overall quality of education	94.4	99.3	96.2	96.4	98.7
Percentage of teachers reporting that in the last 3-5 years the professional development and in-servicing received from the school authority has been focussed, systematic and contributed significantly to their ongoing professional growth	82.2	100	87.7	84.8	97.4
Local Performance Measures	Results (in percentages)				
	2023 CAA	2022 CAA	2021 CAA	2020 CAA	
Percentage of teachers reporting that they participate in and facilitate Cross Curricular Arts Immersion teaching and learning at least 80% of the learning time	100	95	100	91	
Percentage of students in Year 4-9 that report participation in enriched learning activities as part of the learning contracts in LA, Math, Science and Social Studies	83.6	80	83	86	
Percentage of student reporting that students have completed meaningful technological projects related to the core subjects they study	75	73.3	79.0	95	
Percentage of teachers reporting that students have completed meaningful technological projects related to the core subjects they study	100	100	100	95	
Percentage of teachers who agree they have the opportunity to participate in discussions and decision making that furthers teaching and learning at CAA	96	95	92.3	N/A	

Alberta Education Assurance Domain: Excellence in Teaching and Leading

Excellence in Teaching and Leading Analysis:

Education Quality:

In provincial achievement measures, our percentage of students, parents and teachers who are satisfied with the overall quality of education in 2023 remained higher than the provincial average. This measure is linked to the cross-curricular, Arts Immersion teaching and learning, and enriched learning activities that we provide. Calgary Arts Academy was able to return fully to learning from the community with activities both in the school and outside the school as well as in-person learning celebrations. There was also modification to our learning contracts whereby curriculum outcomes and progressions were made more explicit for parents and students.

Quality Leadership Support:

All teachers at Calgary Arts Academy are Alberta Certificated teachers. Calgary Arts Academy met its responsibility to supervise and evaluate teacher growth through formal and informal observations, written evaluations for interim and permanent teaching certification, bi-annual “fireside chats” with administrators, and providing time for teachers to create, implement, share and reflect on their Teacher Professional Growth Plans. The entire staff comes together for all professional development days that are targeted and focussed with both internal and external resources. This is in addition to weekly Professional development meetings.



Provincial Assurance Domain: Learning Supports

Calgary Arts Academy provides a learning environment where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and

Outcomes

- School Councils and parents are engaged around the planning and reporting cycle
- Teachers are engaged to inform the improvement of teaching and learning
- Partnerships result in mutually beneficial projects, decisions and agreement
- Communication with Alberta government is productive and constructive
- Resources are allocated and managed in the interests of ensuring student success

Provincial Performance Measures	Results (in percentages)				
	2023 Provincial	2023 CAA	2022 CAA	2021 CAA	2020 CAA
The percentage of students who agree that their learning environments are welcoming, caring, respectful and safe.	76.6	82.3	80.0	89.2	82.5
The percentage of parents who agree that their learning environments are welcoming, caring, respectful and safe.	85.6	91.4	90.5	97.4	94.4
The percentage of teachers , who agree that their learning environments are welcoming, caring, respectful and safe.	92.0	98.1	96.7	99.1	99.2
The percentage students who agree that students have access to the appropriate supports and services at school.	79.9	87.5	84.9	87.0	N/A
The percentage parents who agree that students have access to the appropriate supports and services at school.	75.7	77.0	74.9	84.0	N/A
The percentage teachers who agree that students have access to the appropriate supports and services at school.	86.2	92.0	92.3	88.6	N/A
Percentage of 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.	81.5	85.3	84.1	89.2	82.5
Percentage of parent 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.	81.5	92.4	91.6	97.4	94.4
Percentage of teacher 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.	93.0	98.2	95.3	99.1	99.2
Local Performance Measures	Results (in percentages)				
	2023 CAA	2022 CAA	2021 CAA	2020 CAA	
Percentage of students that report they were actively engaged in opportunities to acquire and apply foundational knowledge of First Nations, Metis, and Inuit experiences	97.0	85.6	84.4	N/A	
Percentage of parents that report they were actively engaged in opportunities to acquire and apply foundational knowledge of First Nations, Metis, and Inuit experiences	83.0	80.7	84.5	N/A	
Percentage of teachers that report they were actively engaged in opportunities to acquire and apply foundational knowledge of First Nations, Metis, and Inuit experiences	93.2	90.4	92.3	N/A	
Percentage of students who participate in Mindfulness weekly	87.0	83.3	82.5	N/A	

Provincial Assurance Domain: Learning Supports

Learning Supports Analysis:

Access to Appropriate Supports:

We are pleased to provide access to appropriate learning support for our students. With the student learning support grant and the learning disruption and learning loss grant, together with the complex classroom grant we were able to increase our student support staff such as early literacy and numeracy coaches, education assistants and guidance counsellor. We also modified our learning contracts to be explicit about individualized learning supports.

First Nations, Metis, and Inuit Foundational Knowledge

Calgary Arts Academy is working toward reconciliation by actively engaging in opportunities to acquire and apply foundational knowledge of First Nations, Metis, and Inuit experiences. We have been achieving this with professional development from the Indigenous community and ensure our students and families feel belonging at Calgary Arts Academy.

Calgary Arts Academy uses the Indigenous teachings of the Circle of Courage to teach and model the characteristics of citizenship. In our year end survey, 94% of parents agreed that their child demonstrated an increased understanding of the Circle of Courage components of Belonging, Generosity, Mastery and Independence.



Provincial Assurance Domain: Governance

Policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

Outcomes

- School Council and parents are engaged around the planning and reporting cycle
- Teachers are engaged to inform the improvement of teaching and learning
- Partnerships result in mutually beneficial projects, decisions and agreement
- Communication with Alberta government is productive and constructive
- Resources are allocated and managed in the interests of ensuring student success

Provincial Performance Measures	Results (in percentages)				
	2023 Provincial	2023 CAA	2022 CAA	2021 CAA	2020 CAA
Percentage of students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	75.0	80.7	74.1	85.9	84.6
Percentage of parents indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	72.5	69.8	60.3	89.2	80.9
Percentage of teachers indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	78.0	81.8	62.5	81.0	96.2
Overall parent satisfaction with parental involvement in decisions about their child's education	72.5	75.3	71.7	83.3	79.4
Overall teacher satisfaction with parental involvement in decisions about their child's education	85.7	95.6	94.5	93.3	100
Local Performance Measures	Results (in percentages)				
	2023 CAA	2022 CAA	2021 CAA	2020 CAA	
Percentage of parents involved in initiatives in support of the school	82.0	73.0	70.5	N/A	
Percentage of parents who have volunteered hours in support of the school	84.0	72.3	68.8	N/A	
Percentage of parents who support and enrich their child's learning through the learning contracts	88.0	88.7	91.1	N/A	
Percentage of parents satisfied with communications between home and school	80.0	90.7	94.6	N/A	

Governance Analysis:

Parent Involvement:

As we come through the pandemic there is a substantial increase parent involvement in initiatives in support of the school including volunteering. It is wonderful to see our community spirit return. Calgary Arts Academy is grateful for the support and work that School Council has done to create large, meaningful community events to bring families together.

Jurisdiction Improvement:

The improvement we see in this area relates to our programming returning to normal including the increase of parent involvement. Last year, we received Rossarock and were able to have the space we needed for student enrolment growth and programming. It allowed for more space for our high school students inside the Erickson Centre. Also, an important element that assisted in jurisdiction improvement was the increase in student support staff who did not only assist students but also assisted the teachers.

Summary of Financial Results.

Additional information on Calgary Arts Academy financial statements and related schedules can be found on our website at www.caaschool.com, by clicking on the links below or by contacting the Secretary Treasurer or Superintendent through the school office at (403) 532-3020.

Calgary Arts Academy Budget Information: [Calgary Arts Academy's Budget for 2022/2023](#)

Calgary Arts Academy AFS information: [Calgary Arts Academy's Audited Financial Statement for 2022/2023](#). Detailed information on school generated funds can also be obtained in this statement.

The provincial roll up of the audited financial statements [here](#).

Summary of Financial Results for the 2022/2023 School Year		
	2022/23	2021/22
Actual Revenue by Source		
Alberta Education	\$ 5,383,352	\$ 5,027,939
Instructional and Transportation Fees	\$ 496,724	\$ 379,300
Other Revenue	\$ 637,941	\$ 576,441
	\$6,518,017	\$5,983,680
Actual Expense by Source		
Instruction K-12	\$ 4,864,246	\$ 4,050,477
PO&M	\$ 1,139,546	\$ 1,062,106
Transportation	\$ 367,501	\$ 376,411
Board & System Administration	\$ 279,449	\$ 250,288
	\$ 6,650,742	\$ 5,739,282
Surplus(Deficit)	(\$132,725)	\$244,398
Accumulated Surplus		
Unrestricted Net Assets	\$1,464,410	\$1,220,012
Operating Surplus(Deficit)	(\$132,725)	\$244,398
Total	\$1,331,685	\$1,464,410
Budgeted Revenue by Source	Final Budget	% of Budget
Alberta Education	\$ 5,757,132	84%
Instructional and Transportation Fees	\$ 534,150	8%
Other	\$ 601,369	9%
	\$ 6,892,651	100%
Budgeted Expense by Source	Final Budget	% of Budget
Instruction (K-12)	\$ 5,211,859	74%
PO&M	\$ 1,151,399	16%
Transportation	\$ 378,123	5%
Board & System Administration	\$ 264,769	4%
	\$ 7,006,150	100%
Budgeted (Deficit)	\$ (113,499)	

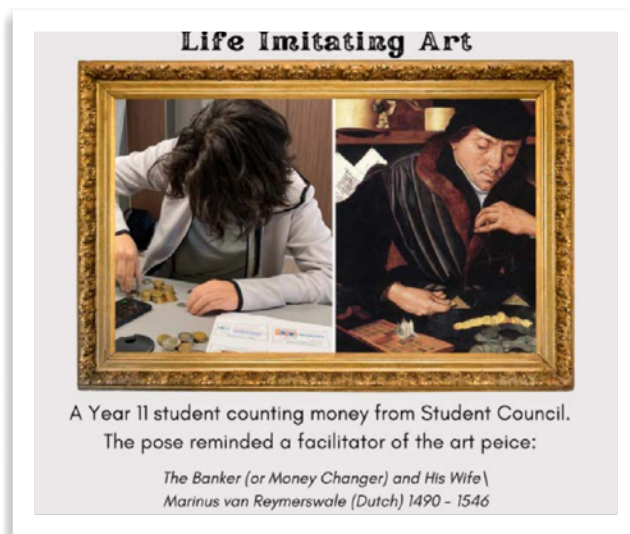
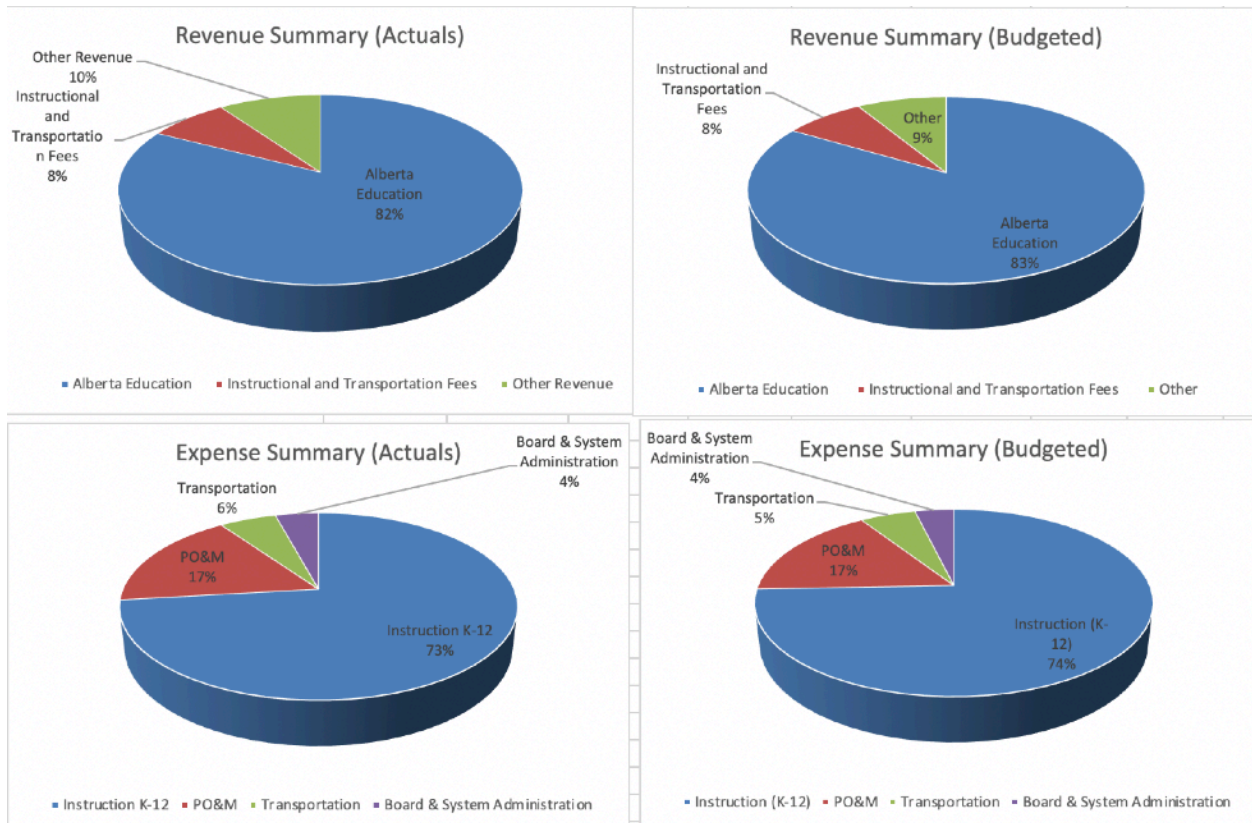
Summary of Financial Results.

Budget Actual Comparison

The actual spent and the variance from the “Total Expense” line in the Variance Analyses schedule are as follows:

Budget	Actual	Variance Amount	Variance	Explanation
\$ 7,006,150	\$ 6,650,742	\$ (355,408)	-5%	We had lower than anticipated enrolment due to the delay in the announcement of us receiving Rosscarrock School. This meant a lower number of classes, and lower instruction costs for the year.

calgary arts academy — the art of learning



Summary of Facility and Capital Needs

Calgary Arts Academy began offering high school programming in August 2020. We began with Year 10 and added Year 11 in 2021, and Year 12 in 2022. The Education Centre located on Calgary Stampede Youth Campus is growing at a controlled rate, with capacity expected to reach 300. Our facilities, Knob Hill Elementary Campus and the Rosscarrock Campus are over 90% capacity.

CAA received approval for six modular classrooms and one washroom facility on May 20, 2021. This interim project allowed for additional space for moderate growth and provided the opportunity for high school students to be located at the Education Centre. The modular buildings were meant to be installed on Calgary Stampede land on the Youth Campus. Calgary Arts Academy was informed by the Calgary Stampede that the modular platform simply did not align with either the strategic directive or the timing of other developments, particularly in the light of the context of and the impacts of the pandemic.

Calgary Arts Academy has worked in conjunction with Capital Planning and the Calgary Board of Education and received approval for a short term lease at Rosscarrock School.

We continue to work collaboratively with the Calgary Stampede Board of Directors to secure an agreement with Calgary Arts Academy, Capital Planning, Alberta Education and Alberta Infrastructure. With the development of the new Event Centre on Stampede Park, Lot 18 is not available. Calgary Stampede is supportive of Calgary Arts Academy. Calgary Arts Academy Society Board is committed to moving forward working with Calgary Stampede and Alberta Education to find a suitable location.

We appreciate the patience and support of our community as we strive to work through this narrative.



Right: Knob Hill Campus
Year k-3

Left: Rosscarrock Campus
Year 4-9

Below: Erickson Centre
Year 10-12



Stakeholder Engagement / Assurance System

Calgary Arts Academy Public Charter School Board and staff members are strongly committed to establishing and maintaining open, direct, information and formal communication processes with the school community and with external stakeholders and partners. Evidence-based decision-making is essential to Calgary Arts Academy's assurance model, where cogent data is used to reflect on what has been accomplished, and to help inform strategies and allocation of resources into the future.

- The School Council- Chair attends months meetings with the board chair, superintendent and principal. Chair attends monthly meetings with principal. The Chair is invited to monthly Calgary Arts Academy Society board meetings. As such, they represent our stakeholders. Council sponsors community building events and parent directed information sessions. A high school student attends the School Council Meetings.
- Monthly Public Board Meetings
- School Based Information Sessions- High school information sessions, CAA Pillar Information Sessions, New Student Orientation Evenings
- Weekly school based communication "What's Happening"
- Mostly School Newsletter "The Art of Learning"
- Social Media Profiles
- Weekly Administrative meetings from amongst all campuses to coordinate philosophies, events, PD, operational matters, and cooperation between TAAPCS
- Weekly learning leader meetings with administration to discuss student learning, teacher practice, resources, new curriculum implementation etc.
- Weekly campus specific staff meetings
- Student Leadership groups
- University of Calgary and Mount Royal University continue to be partners as we consistently welcome and support cohorts of pre-service teachers
- Transparent communication with our Alberta Education partners
- Yearly Stakeholder Surveys inform our planning: CAA Student, Parent and Staff Surveys, as well as the Accountability Survey



Calgary Arts Academy's procedure can be found on our website under About Us / CAAS Board/ Policy Manual (see "CAA Public Interest Disclosure Administrative Procedure September 1, 2014").

Calgary Arts Academy did not receive any disclosures pursuant to Section 32 of the Public Interest Disclosure Act (2013) during the 2022-2023 school terms.

This report is posted to www.caaschool.com/Accountability. Zone Director notified on November 30, 2023.