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# Moving From Accountability to Assurance



## Annual Education Results Report for The Phoenix Education Foundation 2020/2021

The Annual Education Results Report for the 2020/21 school year for the Phoenix Education Foundation was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2020/21 school year on Nov. 18, 2021.

**READER NOTE:** This will be our last report using the old model. As such, our three year plan for the future includes the various forms of new data we are tracking and collecting to assure our community of our educational efforts. The primary data source for this report is the Alberta Education Provincial Survey measures for the year.

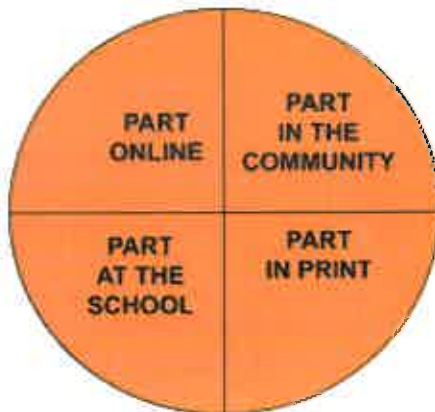
## Foundation Statements

The Phoenix Education Foundation is a publicly accredited and funded non-profit independent school that is open to all learners K-12. Our mission statement is to :

To provide unique learning opportunities for families so that each young person may develop into a life-long learner and an active, responsible global citizen.

### BLENDLED LEARNING – WE'RE FLEXIBLE!

We offered the following four program choices:



1. **Kindergarten** - 475 hours of instruction, onsite full days T/TH with field trips (22 kids)

2. **BlendEd** - 950 hours of instruction using our unique “BlendEd” model that combines various forms of face-to-face instruction with an online component to cover the Alberta Programs of Study. (Gr. 1-9) (151 Blended and Online)

3. **Online** - Similar to the BlendEd model but 100% online with no onsite component. (Gr. 1-6)

4. **Home Education** - Parent-designed and directed, but supervised by Phoenix. (Gr. 1-12) (168 kids)

## Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Authority: 0175 Phoenix Education Foundation

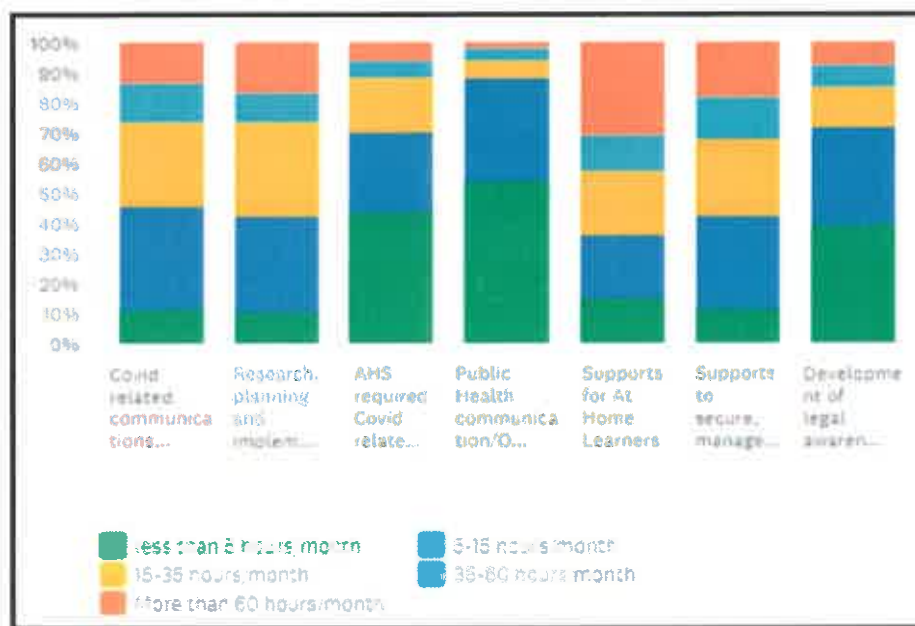
Assurance Domain	Measure	Phoenix Education Foundation			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	33.3	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	79.2	91.9	93.3	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	*	*	0.0	86.4	89.3	79.5	*	*	*
	5-year High School Completion	0.0	*	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	36.7	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	0.9	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.8	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
	Education Quality	100.0	93.8	95.9	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WORSLE)	88.9	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	61.1	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parents' Involvement	n/a	96.3	98.1	79.5	81.5	81.4	n/a	n/a	n/a

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## Summary of Accomplishments

- We created a comprehensive re-entry plan for a safe and caring learning environment based on guidance from AB Ed and AHS. This included asking AHS to rework their guidance around food service and food at schools. We also put a multi-entrance process in place and a drop and drive protocol for the parking lot and front street. That meant having staff man these doors and do traffic control throughout the year.
- In order to minimize the number of parents and students on site, we did 10 separate orientation sessions to get parents started. That was a lot of talking! We also held multiple home education workshops for parents including how to write an education plan, how to homeschool on a budget and more.
- We moved to 4 themes versus 5 and ran classes for 6 weeks instead of 5. Our themes were: How things are Made, Fantastic Beasts, Spain and Amazing Race Canada. We made onsite lunch supervision mandatory for all the cohorts. This created some additional bookkeeping and supervision challenges.
- We hosted several events and PD for staff including: emergency first aid , psychological first aid, WEP presentations on Kids at Risk, Dealing with Anxiety and Test Prep. We also had a regular staff yoga class.
- Count Day consisted of drive up pictures this year.
- We hired a new building manager and set to work doing upgrades and repairs such as: replacing the stairs outside, fixing the sinkhole in the parking lot, cleaning the ductwork and upgrading air filters and flow. We also created plexiglass dividers, installed new classroom tables, and redesigned rooms to meet covid safety protocols.
- We hosted the TWO WHEEL VIEW PROGRAM for our teens and all 8 students earned a new bike!
- We created an online art wall along with a real wall in the school for students to display and sell their art projects.
- We participated in online meetings with AB Ed including doing an online monitoring. We enjoyed this process and appreciated their feedback.
- We also offered Kinder@home for this year, as a result we had 22 kinder kids.
- We offered POP-IN events for parents to check in and connect with us and each other. We hosted an online Christmas party and online Going to Grade One, Junior High, and High School workshops.
- We offered small group Social Skills Class, Fine Motor skills camps and Flight School for students needing additional support. Social Skills ended up going online.
- We had an awesome Purdy's fundraiser this year, raising \$1600.00. We did not host any Chapter's Nights.

- In January the province moved all students to learning at home for two weeks after Christmas. We also started to re-negotiate our lease on the building.
- We held Family Literacy Day over three days to ensure that everyone got cake and a new book! We had Clay for Kids and other guests come into the school instead of having students going out to venues. We also offered onsite working time to teens at risk and Morning Mojo for this group. We even attempted to have a Magician and Dance Party (It eventually happened after several tries!)
- There were a ton of updates from the Province, AISCA , AHS, Google and Schoology. It was challenging to keep up with the ever changing situation. Several of our leadership staff did not take additional holidays this year. The provincial and federal governments offered additional support, such as the Critical Worker Benefit and Re-entry Funding for the purchase of supplies, computers etc.
- We moved to offering many online info sessions for parents including virtual school tours.
- Miss Diana participated in the U of C Leadership class as a guest speaker.
- In the spring, we again moved to online learning for the students. Clubs were cancelled. Phoenix celebrated its 17th birthday. Once the lockdown had ended, we started some cooking classes for the teens. We enjoyed having the Rocks and Rings program in. We had an in-school special event to correspond with our Participation Day during Outdoor Week. These students also participated in Jump Rope for Heart. We had a self-guided day at the Calgary Zoo, Heritage Park and Granary Road to finish off the year.
- In April we successfully renewed our lease for 10 years and over the summer undertook significant renovations; expanding and dividing the front office into two work spaces, the old music room into the new preschool room, sound-proofing the kinder room, erecting full walls in the remainder of the Creation studio, and repairing everything!! This was a significant expense.



- Survey completed by AISCA (63 schools) regarding the amount of time school leaders are spending on Covid-19 related activities.

## Important things to note when reading this report:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- N/A indicates that there was no data or the question was discontinued or not applicable. This is determined by Alberta Education, not Phoenix.
- 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.

## Outcome One: Alberta's students are successful (Old)

### Assurance Domain: Student Growth and Achievement (New)



Performance Measure	Results			Evaluation		
	2019	2020	2021	Achieve	Improve	Overall
Overall percentage of students in Gr. 6 and 9 who achieved the acceptable standard on PATS	35.7	n/a	n/a	n/a	n/a	n/a
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on PATS	0.0	n/a	n/a	n/a	n/a	n/a

- ELA and Math PATs were optional this year and Social and Science PATs were not offered
- For the PATs that our students did write, we noted the following subjects achieved an acceptable standard:
  - Gr 6 ELA Reading, Math Comp & Math Problem Solving
  - Gr 9 ELA Reading & Writing, Math Problem Solving
- We created a remedial onsite academic instruction program (Flight School) for at-risk and coded students. This supported 12 students for a total of 18 weeks.
- We utilize F & P and MiPi to track student progress over the year.
- We expect to see significant learning losses throughout the province for the next few years in general as many families were struggling through this time period.
- The pandemic did have several more positive effects:
  - Homeschool became a ubiquitous term used in media, commercials, etc.
  - Parents had a deeper understanding of the education their students were receiving
  - Parents had a new respect for teachers and their challenges
  - Some families, who would have never considered it under other circumstances, decided that homeschooling really worked for them.
  - Our enrollment increased by 12% and we had to close registration, as we were unable to accommodate any more students
  - We retained 69% of our students
- Our Math "Ketchup" summer program was suspended due to covid. However, we used the results of this data to create a remedial math program for our grade 7-9 students for the following year.

Performance Measure	Results			Evaluation		
	2019	2020	2021	Achieve	Improve	Overall
High School Completion Rate – % of students who completed within three years of entering Grade 10.	n/a	*	*	*	*	*
% of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	-	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	n/a	-	n/a	n/a	n/a
High school to post-secondary transition rate of students within five years of entering Grade 10.	*	*	0.0	Very Low	*	*
% of Grade 12 students eligible for a Rutherford Scholarship.	66.7	n/a	-	*	*	*



**We no longer offer a supported high school program.** Phoenix continues to supervise home education programs up to Grade 12, including registering students in ADLC courses which officially shut down June 2021. Most home education students do NOT achieve a high school diploma or equivalent. Reminder: A High school diploma is no longer necessary for all post-secondary admission.

Performance Measure	Results (in percentages)			Evaluation		
	2019	2020	2021	Achieve	Improve	Overall
% of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	90.0	91.9	79.2	n/a	n/a	n/a
% of students who are engaged in their learning (NEW)	-	-	33.3	n/a	n/a	n/a
<p>We had very few opportunities for students to develop or demonstrate citizenship this year. I would suggest our Leadership team did a brilliant job of modeling the desired behaviour, but so very much of the work that went on behind the scenes this year was not known or visible to parents and our students.</p> <p>The percentage of students engaged in their learning is a new question and it is unfortunate that it was introduced during a pandemic, when engagement in just about everything was low. Due to constantly evolving COVID restrictions, many of our onsite activities were cancelled and the consequence was students that really weren't as engaged in their learning as they could have been. Although, we noted that more students did start participating in teacher-led online learning opportunities as the year went on. We also started a 5 day nudge whereby an email was sent to parents if teachers did not see work being submitted in a timely manner and we saw an increase in online PSI sessions (personal student instruction).</p>						

### Outcome Three: Alberta has excellent teachers, school & authority leaders

Performance Measure	Results			Evaluation		
	2019	2020	2021	Achieve	Improve	Overall
% of teachers, parents and students are satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	81.3	81.8	n/a	n/a	n/a	n/a
<p>Sadly, we did not have enough people respond to the survey to have a percentage for this outcome. But based on the year and how many activities, events and classes were cancelled, I would say that students did not receive a broad program this year. While we did our best to engage students and their parents in covid safe ways and, these limited interactions were greatly appreciated by everyone, the amount of enrichments and engagement was significantly reduced from our normal offerings.</p>						

### Outcome Four: Alberta's education system is well governed & managed (Old)

#### Assurance Domains: Teaching and Leading, Learning Supports and Governance (New)

Performance Measure	Result			Evaluation		
	2019	2020	2021	Achieve	Improve	Overall
% of teacher, parent and student agreement: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	100	93.5	88.9	n/a	n/a	n/a
% of teachers, parents and students satisfied with the overall quality of basic education.	97.9	93.8	100	n/a	n/a	n/a

% of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	100	90.0	-	n/a	n/a	n/a
% of teachers and parents satisfied with parental involvement in decisions about their child's education.	100	96.3	n/a	n/a	n/a	n/a
% of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	100	84.7	-	n/a	n/a	n/a
% of teachers and parents satisfied with access to Supports & Services			61.1			

- **Safe and Caring - 89%** - down slightly from the year prior - I would suggest that this result is because parents generally felt the world is unsafe! I am not sure this is reflective of the endeavours of our staff to keep students safe. Also, because of the reduced amount of contact between the school and families, there were significantly less care projects this year than last. It was more difficult to intervene, to find out what was going on at home with students and to provide support and services.
- **Basic education - 100%** - Up slightly from the year prior - I think Phoenix families feel our basic education program is well above what many public schools were able to provide throughout the pandemic. Our program provides students with all their physical resources, access to a fully developed online platform and courses, and teachers who were used to teaching in both the onsite and online environment.
- **Attitudes - NA** - not enough people filled out the survey, results suppressed
- **Parent involvement - NA** - not enough people filled out the survey, results suppressed
- **School Improvement - NA** - not enough people filled out the survey, results suppressed
- **Support and Services - 61%** - providing special needs supports and services was exceptionally difficult this year. Phoenix out-sources all therapy services and our providers reported that they were having difficulty finding speech therapists, occupational therapists, and psychologists. Scheduling appointments, both on-site and virtual, was also complicated. Rigid covid screening protocols also meant higher than normal appointment cancellations. Finally, assessments and services were significantly delayed as the format for AISCA's new special needs programming was finalized. We provided the following supports and services:
  - Counselling services - 8 students
  - Social Skills Class - 12 students
  - Flights School - 12 (18 weeks)
  - Psych Ed assessments - 4 completed
  - Christmas Hampers - 7 families
  - Fine Motor - 9 students
  - SLP - 7 Students plus 4 kinder (5 sessions)
  - Care Referrals - 12 families / students

### Future Challenges

- Understand the new funding model and its implications on growth.
- Covid-19 restrictions and impacts on learning, mental health and finances.
- Provincial Fiscal Restraints and upcoming election
- Transitioning to the new Assurance Model of reporting results and gathering appropriate data to support outcomes and goals.



**Summary of Financial Results**

	AFS 2021	Budget 2021 (NOTE *)	AFS 2020 (NOTE *)
		x	x
<b>REVENUES</b>			
Alberta Education (excluding Home Education)	\$914,883	\$871,984	\$832,955
Alberta Education - Home Education	\$285,800	\$210,800	\$207,180
<b>Total Alberta Education Revenues</b>	<b>\$1,200,283</b>	<b>\$1,082,784</b>	<b>\$1,040,135</b>
Other Government of Alberta	\$0	\$0	\$294
Federal Government and/or First Nations	\$54,250	\$0	\$15,589
Other Alberta school authorities	\$0	\$0	\$0
Instructional fees/Tuition fees	\$38,385	\$75,000	\$48,447
Non-instructional fees (O&M, Transportation, Admin, etc.)	\$21,425	\$18,063	\$17,800
Other sales and services	\$18,787	\$24,000	\$18,601
Interest on investments	\$9,810	\$15,000	\$22,088
Gifts and donations	\$15,853	\$20,000	\$20,898
Gross school generated funds	\$0	\$0	\$0
Amortization of capital allocations	\$2,584	\$2,500	\$2,584
Other	\$95,738	\$36,000	\$36,692
<b>Total Revenues</b>	<b>\$1,454,898</b>	<b>\$1,271,347</b>	<b>\$1,223,428</b>
<b>EXPENSES</b>			
Certificated salaries (excluding home education)	\$317,549	\$280,000	\$222,988
Certificated benefits	\$22,193	\$17,050	\$15,648
Non-certificated salaries and wages (excluding home education)	\$355,354	\$313,500	\$313,045
Non-certificated benefits	\$22,893	\$20,150	\$19,242
Services, contracts and supplies other than Consulting fees/Management fees, and leases (excluding home ed.)	\$259,647	\$211,000	\$248,715
Consulting / Management Fees	\$0	\$0	\$0
Leases - Building	\$131,367	\$164,000	\$129,961
Leases - Other	\$0	\$0	\$0
Severe Disabilities / DSEPS (excluding home education)	\$31,846	\$82,325	\$8,393
English as a Second Language (excluding home education)	\$4,820	\$5,880	\$6,126
<b>Home Education:</b>			
Certificated salaries	\$80,000	\$80,000	\$85,846
Certificated benefits	\$4,369	\$4,200	\$4,529
Non-certificated salaries & wages	\$29,336	\$30,000	\$28,870
Non-certificated benefits	\$2,039	\$2,100	\$1,984
Payments to parents who provided home education programs to students	\$113,696	\$105,400	\$62,401
Contracts	\$0	\$0	\$0
Services and supplies	\$40,809	\$10,000	\$39,980
Gross school generated funds	\$0	\$0	\$0
<b>Capital and debt services</b>			
Amortization of capital assets:			
From restricted funds	\$2,584	\$2,500	\$2,584
From unrestricted funds	\$3,173	\$5,000	\$3,173
Total amortization of capital assets	\$5,757	\$7,500	\$5,757
Interest on capital debt	\$0	\$0	\$0
Other interest charges	\$0	\$0	\$0
Losses (gains) on disposal of capital assets	\$0	\$0	\$0
Other	Early Lit/PUF	\$0	\$8,750
<b>Total Expenses</b>	<b>\$1,400,876</b>	<b>\$1,302,855</b>	<b>\$1,169,978</b>
<b>SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES</b>	<b>\$54,021</b>	<b>(\$31,669)</b>	<b>\$53,448</b>
	\$54,021		

Note: \* Input \*(Restated) in Budget 2021 and/or AFS 2020 column headings where comparatives are not taken from the respective finalized 2020/2021 Budget Report and/or finalized 2019/2020 Audited Financial Statements.





Summary of Budget 2021/22



	Budget 2021 / 2022	Projected 2020 / 2021	ACTUAL 2019 / 2020 (Note 1)
<b>REVENUES</b>			
Alberta Education (excluding Home Education)	\$1,030,734	\$871,984	\$832,955
Alberta Education - Home Education	\$285,600	\$210,800	\$207,180
<b>Total Alberta Education Revenues</b>	<b>\$1,316,334</b>	<b>\$1,082,784</b>	<b>\$1,040,135</b>
Other Government of Alberta	\$0	\$0	\$294
Federal Government and/or First Nations	\$0	\$0	\$15,589
Other Alberta school authorities	\$0	\$0	\$0
Instruction fees / Tuition fees	\$77,325	\$75,000	\$48,447
Non-instructional (O&M, Transportation, Admin fees)	\$35,350	\$16,063	\$17,800
Other sales and services	\$12,000	\$24,000	\$18,801
Interest on investments	\$10,000	\$15,000	\$22,096
Gifts and donations	\$20,000	\$20,000	\$20,998
Gross school generated funds	\$0	\$0	\$0
Amortization of capital allocations (where applicable)	\$2,584	\$2,500	\$2,584
Other (specify): casino	\$25,000	\$38,000	\$33,892
<b>TOTAL REVENUES</b>	<b>\$1,498,593</b>	<b>\$1,271,347</b>	<b>\$1,223,426</b>
<b>EXPENSES</b>			
Certificated salaries (excluding Home Education)	\$310,337	\$260,000	\$222,986
Certificated benefits (excluding Home Education)	\$21,628	\$17,050	\$15,648
Non-certificated salaries and wages (excluding Home Education)	\$339,751	\$313,603	\$313,045
Non-certificated Benefits (excluding Home Education)	\$23,881	\$20,150	\$19,242
Services, Contracts & Supplies - other than Consulting / Management fees, and Leases (excluding Home Ed.)	\$231,885	\$211,000	\$248,715
Consulting / Management Fees	\$0	\$0	\$0
Leases - Building	\$188,483	\$184,000	\$128,961
Leases - Other	\$0	\$0	\$0
Severe Disabilities / DSEPS	\$71,982	\$82,325	\$8,363
Program Unit	\$10,500	\$9,750	\$0
<b>Home Education</b>			
Certificated salaries	\$67,959	\$60,000	\$65,846
Certificated benefits	\$4,750	\$4,200	\$4,529
Non-certificated salaries and wages	\$52,291	\$30,000	\$28,870
Non-certificated Benefits	\$3,630	\$2,100	\$1,984
Payment to parents of a home education student for the purchase of instructional materials	\$142,800	\$105,400	\$52,401
Contracts	\$0	\$0	\$0
Services and Supplies	\$4,418	\$10,000	\$39,980
Gross school generated funds	\$0	\$0	\$0
<b>Capital and debt services</b>			
Amortization of capital assets			
From restricted funds	\$2,584	\$2,500	\$2,584
from unrestricted funds	\$3,173	\$5,000	\$3,173
<b>Total amortization of capital assets</b>	<b>\$5,757</b>	<b>\$7,500</b>	<b>\$5,757</b>
Interest on capital debt	\$0	\$0	\$0
Other interest charges	\$0	\$0	\$0
Losses (gains) on disposal of capital assets	\$0	\$0	\$0
Other (specify): Renovations 2021, ESL, Early Lit (2019-20)	\$25,000	\$5,880	\$12,871
<b>TOTAL EXPENSES</b>	<b>\$1,484,573</b>	<b>\$1,302,835</b>	<b>\$1,189,978</b>
<b>SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES</b>	<b>\$14,020</b>	<b>(\$31,508)</b>	<b>\$53,448</b>
	\$14,020		

1. To agree with the Audited Financial Statements (AFS) as submitted to Alberta Education pursuant to Section 28 of the Education Act; Private Schools Regulation 93/2019, Section 16 or as restated.

### Parental Involvement

- This document will be emailed out to parents. School leadership is happy to discuss any aspect of the report with our parents..
- We will continue to request parent feedback and involvement in our educational programs through survey instruments, parent-teacher-student interviews, email and our beak off box.

### Timelines and Communication

- This document was approved by the Board of Directors on November 18, 2021
- The finalized report will be posted to the website as of November 30, 2021 as required.
- Our Zone Manager will be notified of the posting with a weblink.

### Whistleblower Protection

- No incidents reported.



*The saddest aspect of life right now is that science gathers knowledge faster than society gathers wisdom.*

*Isaac Asimov*