

**9225 Progressive Academy Education Society**  
**Combined 2016-2017 Annual Education Results Report and Three-Year**  
**Plan for 2017-2018 to 2020-2021**



## Message from the Board Chair

As we embark on the 2017-2018 school year, the Board of the Progressive Academy Education Society remains committed to the continuous improvement model in all aspects of its work. The board realizes that this involves a process of ensuring that the school is empowered with a realistic strategic plan reflective of its own vision, mission and mandate; examining the big picture data to ensure that the organization is remaining faithful to its foundational statements and strategic goals; and effectively resourcing the school's management team so that they can most effectively operate the school to the benefit of the students and community.

By its very nature, this is a collaborative process, drawing on data gathered from many segments of the community, led by the board, and managed by the staff of the school. We hope this document will provide to the Government of Alberta, the stakeholders of the Progressive Academy Education Society, and the Alberta Public both the opportunity to acknowledge and celebrate our successes, and also the assurance that Progressive Academy is committed to not only a wise and effective use of the resources provided by parents and taxpayers, but to deliberate and ongoing process of planning.

Sincerely,

Carol Grant  
Progressive Academy Education Society Board Chair

## Accountability Statement

The Annual Education Results Report for the 2016-2017 school year and the Education Plan for the three years commencing September 1, 2017 for The Progressive Academy Education Society were 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 Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2016/2017 school year and the three-year Education Plan for 2017/2020 on \_\_\_\_\_, 2017

## Foundation Statements

During the 2015-2016 school year, the Board of the Progressive Academy Education Society engaged a number of stakeholders in a strategic planning process. Out of those sessions came the re-worked Vision, Mission, Values, and Pillars seen below. The strategic planning process is an ongoing one and the board will continue to build the direction of Progressive Academy from the starting point of these statements.

### Vision

A vibrant society shaped by individual excellence.

### Mission

To provide a student-focused program that cultivates a passion for learning and critical thinking.

### Values

**Commitment:** This means that staff, students, parents, and all others in partnership with Progressive Academy are dedicated to the well-being and success of the school and its community. As such, individuals are inclined to consider the school's welfare above and beyond their own.

**Integrity:** This value refers to how the Progressive Academy community prizes honesty, decency, and fairness in all of its undertakings, knowing that moral uprightness is foundational to the work and life of a school.

**Innovation:** In a time of constant and often rapid change, new ideas and creative solutions will allow students at PA to engage and shape their environments for the better.

**Learning:** The Progressive Academy community will inspire a love for learning as a lifelong endeavor that transcends the classroom. Learning is ongoing exploration and not an end point; it takes many forms and is suited to all students at a level and in a form that best suits their needs and aptitudes.

**Inclusiveness:** By embracing diversity and remaining open to difference—be it ethnic, religious, cultural, or otherwise – Progressive Academy is able to create a vibrant, welcoming learning environment. Equity is an end to be desired, where each student and staff member have equitable access to the resources and supports they need to be successful.

**Individuality:** The success of Progressive Academy relies on a devoted engagement with the individual student, for every student is distinctive in his/her gifts and passions—all of which must be nurtured with an understanding of this uniqueness.

Collaboration: The life and work of Progressive Academy will flourish as a result of the joint efforts of all of its stakeholders: students, teachers, parents, and other school partners. Only by working together as a team will we accomplish our mission and achieve our vision.

## **Pillars**

The ongoing success of Progressive Academy is built on a number of important pillars.

Students: Students refer to those who are our primary clients. Progressive Academy is on a strong foundation when:

- Our enrolment is at a level which will support our core and our innovative programming.
- Our student and family profiles match the vision, mission and values of PA.

Human Resources (volunteers, community, faculty, staff): Human Resources refers to all those who work collaboratively to carry out the mission of Progressive Academy, including faculty, staff and volunteers. Progressive Academy is on a strong foundation when:

- Employees and volunteers are motivated by the vision, mission and values of the school. That is, they are mission-driven.
- Individuals are matched with roles that utilize their strengths and passions.
- The school provides for ongoing development of employee and volunteer competency and leadership capacity.
- The school engages sufficient staff and volunteers to both meet the demands of the organization and provide for ongoing growth and innovation.
- The school actively seeks collaborative synergies.

Programming: Programming refers to the educational services offered to the students and families that we serve. Progressive Academy is on a strong foundation when:

- The Alberta Program of Studies is the fundamental starting point.
- We flexibly seek to meet individual and family needs.
- We focus on the development of competencies, e.g. research skills, communication skills, etc.
- Assessment is authentic.
- Programming draws on staff passions and strengths.

Technology: Technology refers to all those tools, including electronic and digital ones, that are used to facilitate the legislated and efficient operations of the organization and the effective implementation of its mission. Progressive Academy is on a strong foundation when:

- It's use of technology is governed by a long range plan.
- The school stays abreast of trends and innovations that will support its vision and mission.
- Technology is used to create efficiencies in organizational operation.
- Students "bring their own device" and the school provides the connectivity infrastructure.

Governance: Governance refers to those activities that preserve and drive forward the vision and mission of the school and provide for stable and sustainable resourcing. Progressive Academy is on a strong foundation when:

- Governance focuses on the development of strategic direction and accountability/assurance structures.
- It builds strategic partnerships.
- It plans for financial sustainability.
- It readily adapts to changing external and internal circumstances.
- It plans for succession of leadership.
- Governance functions at an arm's length from the management of the school.

Sustainability: Sustainability refers to the ability of an organization to manage resources and risks in such a way that enable it to grow and thrive, as well as to weather emergencies and periods of low enrolment or decreased funding. Progressive Academy is on a strong foundation when:

- It engages in conservative budgeting practices.
- Each program pays for itself over time.
- The organization builds a strong reserve fund.
- The organization cares for and maintains its physical assets.
- It is committed to continuous improvement in business operations.





## A Profile of the School Authority

Progressive Academy is an independent school located in the Glenora community of Edmonton. The school currently accepts students from Junior Kindergarten through Grade 9 into day programs and offers a number of innovative High School options, including an increasingly popular summer program, Mountain Adventure School, and an active First Robotics team.

Originally begun in 1983 by a group of homeschool parents, Progressive Academy applied to Alberta Education to operate as a school and officially began with two classrooms in the Oliver School under the name of The Beanstalk School. After two years the need for larger facilities took the school to the Sherbrooke School where it continued to grow for several years. In 1998, the society purchased the Talmud Torah School and with the availability of space, Progressive Academy has grown its program to serve as many as 220 students in the 2016-2017 school year.

The school's original vision was to foster self-directed learning and provide students with an authentic learning environment, to develop competencies, bring out the inherent qualities in students, and improve the world by influencing positive student development. Those same elements remain important goals of PA today. The school uses the Alberta Program of Studies as the starting point for all programs. While the programs may be more teacher-directed, the school's teachers place a high priority on using the child's interests, multiple intelligences, learning preferences, and background as the starting place. Teachers infuse their teaching with project based learning and junior high students engage in internships with local businesses and not-for-profits.

PA serves a multicultural milieu of families who value small classes, individual attention, and parental engagement. They are highly supportive of the school, but at the same time place very high expectations on the program, faculty and staff of the school.

Beginning in August of 2013, the school has embraced collaboration as a core community value. All teachers are trained in using the *Tribes* approach and the elementary and secondary teaching staff meet regularly as a Professional Learning Community to engage in ongoing discussion and research as to how to best support student learning. Progressive Academy believes in supporting individual students within a collaborative environment so that they can find academic, social, and emotional success.

## Trends, Issues, and Opportunities

Progressive Academy throughout its history has focused on providing an educational experience that begins from the students own interests and seeks to engage each student in meaningful ways so that they will experience success. For the teaching staff, this means building a culture of knowing and understanding both their students and their families in order to identify strengths, natural abilities, challenges and needs of the individual student. For the board and the administrative staff, it implies continually engaging in environmental scans to build an awareness of the current research, the changing directions of Alberta Education, and the demands of the independent school market. It means an ongoing conversation between all groups to ensure that the school is working as a unified organization towards the above stated goal.

As part of our emergent planning, we see several significant trends:

1. Increasing Diversity. Our classes are a heterogeneous blend of students of different languages, ethnicities, social skills and abilities. With that diversity comes the need for developing a school culture that both accepts and supports the needs of ALL learners who meet the school's admission standards.
2. Changes in the nature of the parenting role, characterized by:
  - Increased demands for safety and security
  - Increased demand on schools to teach executive skills such as goal setting and accountability
  - Decreased tolerance for risk (even managed risk)
  - Decreased willingness to work collaboratively with educational professionals to find solutions to student social/emotional, educational, or behavioural challenges

### Issues

1. Space. The current campus is used to capacity. As programs and student enrolment increase, several options must be examined:
  - Cap enrolment and select either on a first come first serve basis or select based on set criteria.
  - Add portable classrooms to allow a modest increase in growth.
  - Add on to the current building, allowing a significant increase in enrolment capacity.
  - Rent or build an additional campus.
1. Aging Physical Plant. The school has continued to renovate its aging physical plant. After renovating the gymnasium and replacing the boilers in the 2014, and renewing the building's exterior in 2015, the focus in 2016 was to begin a multiyear process of interior upgrading that would involve painting, adding dropped ceilings and switching to LED lights.
2. Technology. As most schools have discovered, maintaining current technology is a difficult if not impossible goal. The school made the decision in 2015 to ask all students in grade two and up to bring their own devices. During the summer of 2016, the school's



servers were moved to a more secure location and a lot of the original computer cable was replaced with the latest generation of cabling to ensure the highest speed between the servers and WIFI routers. 2016 saw the beginning of a maker space laboratory which will facilitate development of different technology skills.

3. Limitations to the number of HS credits granted to students. Recent changes to the number of HS credits granted to students per year works against motivated students who wish to complete their high school in less than three years or who wish to take innovative for-credit programs outside of the regular timetable. This is a potential threat to our Mountain Adventure School and Robotics program.

### Opportunities

4. International Partnerships. Since 2013, Progressive Academy has had formal partnerships with several schools in Beijing, China. One of these partnerships with the Haidian Experimental School Affiliated with the Beijing Institute of Education, HESA-BJIE has been very fruitful, resulting in several visits by groups of Chinese teachers to Progressive Academy and a Spring Break 2016 visit by a group of students and parents from Progressive Academy to HESA-BJIE with a similar visit planned for Spring Break 2018. More recently, Progressive Academy has been developing a partnership with the Canadian International Education Organization (CIEO) in Guangzhou, China. CIEO operates a number of language training schools and a Canadian International School using the Alberta Curriculum. In the summer of 2017, a group of CIEO students attended a one week language camp hosted by Progressive Academy. They hope is that this will become an annual event and that Progressive Academy students will be able to visit CIEO schools during their Spring Break trips.
5. Building positive and supportive parental relationships. Progressive Academy recognizes that a collaborative relationship with parents is a foundational piece to student success. Establishing the culture where parents feel they are working side by side with teachers is a significant challenge. This year we are looking at new approaches to building and maintaining good relationships with parents in the hope that these relationships will foster improved collaboration towards student success.
6. An increasing demand for auxiliary services. With the increasing likelihood that both parents are working outside the home, many families are seeking to find a variety of child care services at the school. Our out-of-school care program operated at capacity this past year, and the demand for in-school music lessons and summer camp programs continues to increase.
7. An increasing demand for an educational product that builds skills. Following the extensive consultations and dialogues of the last decade that led to “Inspiring Education”, there has been a swing back to “Basics Education” that will result in high achievement test results. Many parents and educators still believe that schools have a major role in helping students build 21st Century competencies. Though these competencies do not always lend themselves to standardized evaluation, they are in demand and Progressive Academy will explore ways of working with students to engage them in skill building learning activities. Examples of these are our robotics programs and international educational travel.

## Summary of Accomplishments

Celebration of our successes is an important aspect of doing business at Progressive Academy. 2016-2017, like any preceding year, had both its challenges and its successes. Noteworthy among our accomplishments are:

- Program
  - Outstanding Accountability Pillar results showing all communicated domains, to be at the “Very High” or “High” level, with either maintenance or improvement in all domains.
  - PAT Results. After the disappointment of the 2015-2016 results, we were particularly pleased to see the achievement of our students, particularly those in grade 6.
  - Lego Robotics. It is important for us to see how our students are succeeding at both their technical ability in programming Lego Robots to carry out assigned tasks, and also their ability to work as teams, supporting each other to reach an agreed upon goal. In the January 2017 competition at Edmonton’s Northern Alberta Institute of Technology, Progressive Academy’s took a “Teamwork” award.
  - Mountain Adventure School. In its sixth year, this innovative high school option has continued to gain popularity, attracting more than 180 (up from 140 last year) students to one or another of the two-week wilderness outdoor programs. An increasing number of students are seeking various certifications in leadership, outdoor first-aid and paddling and some are returning to MAS as staff.
  - School Musical – The annual school musical is an important part of the learning process at PA. This past year, the school performed The Sound of Music. All students from kindergarten and up were involved in some way in the program, either in choruses, as individual performers or in support roles. The school hosted two performances and a select group of students took many of the choruses to a neighbourhood care home where their work was greatly appreciated by the residents.

**Combined 2017 Accountability Pillar Overall Summary**

Measure Category	Measure	Progressive Academy Ed. Soc.			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	93.1	91.1	92.8	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	85.6	84.1	84.4	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	94.8	95.3	95.7	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	*	*	0.0	3.0	3.2	3.3	*	*	*
	High School Completion Rate (3 yr)	n/a	*	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	97.5	70.8	74.6	73.4	73.6	73.2	Very High	Improved	Excellent
	PAT: Excellence	47.5	1.4	7.5	19.5	19.4	18.8	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	*	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	*	n/a	57.9	59.4	59.3	*	*	*
	Work Preparation	100.0	96.4	95.5	82.7	82.6	81.9	Very High	Improved	Excellent
	Citizenship	90.3	84.3	88.3	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	89.7	94.8	97.1	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	78.2	82.7	83.9	81.4	81.2	80.2	High	Maintained	Good

## Measure Evaluation Reference (Optional)

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 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
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.77	73.77 - 80.97	80.97 - 86.66	86.66 - 90.29	90.29 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.15	13.15 - 19.74	19.74 - 24.05	24.05 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 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

### Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The

simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	84.1	*	78.4	70.8	97.5	80	Very High	Improved	Excellent	85	87	87
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	27.3	*	13.5	1.4	47.5	20	Very High	Improved Significantly	Excellent	30	30	30

### Comment on Results

The administration and teaching/education support staff of Progressive Academy are pleased with the performance of grade 6 and 9 students on the 2017 PATs and are confident that this is representative of what parents expect of the school regarding performance on standardized tests. The above results reflect:

1. An exceptional group of student who are cognitively capable and come from highly supportive homes.
2. Much deliberate work on the part of the teaching staff to ensure that all students are building important competencies based on the Alberta Program of Studies.
3. Additional emphasis on test preparation so that students felt comfortable with examination formats and timelines.

### Strategies

Progressive Academy will maintain use of the strategies that assisted our 2016-2017 PAT writers to find success, namely:

1. Teachers, within the professional learning community, will examine PAT and CTBS data annually to identify broad outcome areas that appear to be giving PA students challenges. As a team, they will propose strategies across the grades that can help to build student proficiency in these areas.
2. Teachers in upper elementary and junior high grades will deliberately teach standardized test-taking strategies and provide practise time so that students are comfortable with PAT and CTBS tests, both in paper and electronic format.

3. The school will determine how to allow students to take the exams on the school's chromebooks. Our students work regularly on their devices to research, complete assignments and evaluations, so paper-based exams are not an experience with which they have a high level of comfort.
4. The school will focus more on reading skills in the upper grades. We have a strong literacy focus in our junior kindergarten, kindergarten, and division one program. As numerous students in the upper grades have come to Progressive Academy from other schools, they do not always enter the school with the strong reading and phonics background of those students who start here in the early years. We need to develop appropriate interventions for this group of students.
5. Teachers in the division two and three classrooms will be more deliberate in focusing on logical thinking skills, as many of the test questions call on students to predict, discriminate, infer, induce and deduce.



## Outcome One: Alberta’s students are successful (continued)

[No Data for Diploma Exam Results as Progressive Academy does not teach High School Diploma Courses]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school 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	0.0	0.0	*	*	*		*	*	*			
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	*	*	*		*	*	*			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage 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			

### Comment on Results:

Progressive Academy only registers students in high school courses through Mountain Adventure School, mainly PE, CALM and CTS courses; and through First Robotics – mainly CTS and Special Project courses;. Progressive Academy is not the priority school of registration for students enrolled in these programs, so statistics for these students will show up on their priority school rather than on Progressive Academy’s reports.

### Strategies

Progressive Academy endeavors to ensure that each student enrolling in an Alberta High School course through participation in Mountain Adventure School or First Robotics will meet the satisfactory standard of achievement. This will happen through:

- Active engagement
- Regular reflection and self-assessment

Careful selection of student based on interview as well as assessment of previous performance to ensure that only students who are committed to experiential education will be part of these “passion driven programs”.

**Outcome One: Alberta’s students are successful** (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.4	86.4	94.2	84.3	90.3	90	Very High	Maintained	Excellent	90	91	92
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.	80.0	90.0	100.0	96.4	100.0	88	Very High	Improved	Excellent	93	94	95

**Comment on Results**

We are again pleased to see that members of the Progressive Academy community have stated their satisfaction that students are modeling the characteristics of active citizenship and are taught attitudes and behaviors that will make them successful at work when they finish school. This past year saw two key developments that help to promote this culture - the building of an active student government and the strengthening of our Recycling Club

**Strategies**

The school has been implementing a number of significant initiatives and approaches that support the development of citizenship and entrepreneurial outcomes. The teaching staff, as a professional learning community, have committed to an ongoing refinement of these:

1. Tribes. Tribes is a process that builds students’ social and collaborative competencies. All teachers have been trained in Tribes and use it to build four “agreements” that are common to all classrooms and all activities in the school community.
2. House Leagues. This practice, which is common to many independent schools, enables students of all ages to work together for common goals.
3. Student Government. Students are given the opportunity to learn some aspects of the democratic process and participate in planning activities and events that will enrich the lives of others in their school community.
4. Student internships. All of our Grade 7, 8 and 9 students choose a business, not-for-profit service agency, or a program within the school. They research it, shadow, and then engage in an extended practicum which is followed by reflection on the experience and a presentation to parents and mentors.
5. Teachers use deliberate strategies to help students work through relational issues, modelling for them an approach for future conflict resolution.
6. Educational Travel. The 2017 trip was focused on Canadian Heritage, helping students to build an appreciation of Canadian history, culture and citizenship. The upcoming trip will be a 2018 Spring Break trip to China, allowing our students to be ambassadors of their school, city, province and country.

**Notes:**

1. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014

**Outcome One: Alberta’s students are successful** (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	69.1	72.7	64.0	78.9	83.0	75	n/a	n/a	n/a	75	76	77

**Comment on Results**

Progressive Academy was founded by parents who hoped to place their children in a learning environment where they would not lose their passion for learning, but maintain it throughout their school years and beyond. Progressive Academy’s K-9 teachers have listed among the important skills for lifelong learning the following: reading and writing, researching, independent learning, questioning, self-awareness of strengths and challenges, goal setting, recognizing bias, making judgements, questioning assumptions, being open minded, resiliency.

**Strategies**

Progressive Academy’s Teachers have been and will continue to implement as strategies:

- Using Daily 5, RAZ Kids™ and other similar methods to teach students dictionary & vocabulary-building skills that will enable them to be successful in learning, and therefore maintain their love of learning.
- A deliberate focus on the teaching of executive (organizational skills) and personal management skills, such as goal setting, to encourage personal ownership of learning.
- The encouraging of independent research skills where students are taught to use both hard and digital resources to research information.
- At the junior high level, our students plan their own internships and are given a major role in the planning of certain school events.

Notes:

1. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

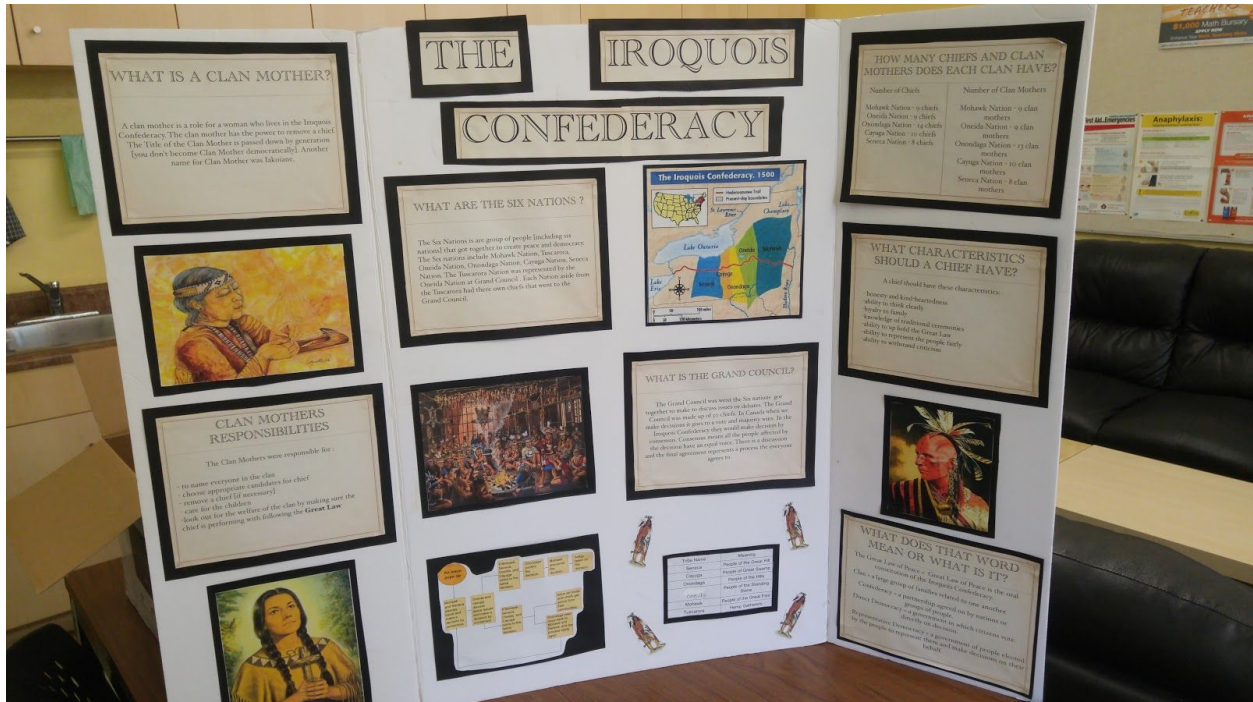
## Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)

[No Data for Overall FNMI Results]

### Comment on Results and Strategies

Even though Progressive Academy has few self identified FNMI students, the school holds that Articles 62 to 64 of the Truth and Reconciliation Commission of Canada Call to Action are vitally important to Canada's future education system. We are committed to working, to the best of our ability, to implement the relevant portions of these articles, even in advance of changes to the Alberta Program of Studies. To that end, a number of Progressive Academy teachers participated in FNMI related professional development as part of their Professional Growth Plan. Furthermore, these teachers then shared their professional development with their colleagues. The school has, for several years now, used the National Indigenous Day in June of the year as a target date for deliberate teaching of FNMI history, culture, ways of thinking, fine arts, and Residential Schools topics.



### Outcome Three: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	91.2	93.5	93.7	91.1	93.1	90	Very High	Maintained	Excellent	91	91.5	92

<p><b>Comment on Results</b></p> <p>Progressive Academy has been very deliberate about creating a culture of caring and respect through the Tribes approach and through establishing an Education Supports position which focuses on coaching teachers in better supporting their students.</p>
<p><b>Strategies</b></p> <ol style="list-style-type: none"> <li>1. Progressive Academy will continue to ensure that each new teacher is trained in using the Tribes approach.</li> <li>2. The Educational Supports Staff at Progressive Academy will focus on building the capacity of the teaching staff to work effectively with each students. Such capacity building might take the form of coaching, professional development, introduction of assistive technology, etc. depending on the unique needs of each teacher and educational assistant.</li> </ol>

Notes:

1. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.







## Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	83.6	79.8	89.2	84.1	85.6	80	Very High	Maintained	Excellent	81	82	83

### Comment on Results

Progressive Academy, as a small school, has managed to offer students a broad range of program possibilities to its students. We have accomplished this, in part, by:

- Hiring specialized teachers to run the language and fine arts classes
- Enabling teachers and staff to work in their areas of passion. This has resulted in programs such as:
  - Mountain Adventure School
  - First Robotics
  - International Travel
- Establishing clubs based on student areas of interest. In some cases these clubs are operated by students.
- A strong afterschool program which provides special interest clubs for participating students.
- A student council that engages students in upper elementary and junior high grades.

### Strategies

1. *Refine the options program to include dedicated periods each week and a defined annual cycle:*
  - a. *All students will participate in:*
    - i. *Technology focused options during the first four months of the year*
    - ii. *Fine Arts focused options during the next four months*
    - iii. *Sports focused options during the final two months of the year*

### Notes:

1. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

## Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	78.8	85.2	83.8	82.7	78.2	80	High	Maintained	Good	80	81	82
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	85.7	98.1	98.4	94.8	89.7	91	Very High	Maintained	Excellent	91	91	92
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.9	96.2	95.5	95.3	94.8	91	Very High	Maintained	Excellent	91	92	92

### Comment on Results (OPTIONAL)

Progressive Academy in describing its pillars has committed itself to continuous improvement. That means there is an ongoing commitment to data collection, to reflection, and to using a cycle of action research to continually work at improving how we govern, how we manage and how we work together as a community to provide programs that best meet the needs of each child enrolled. A significant part of this process is to acknowledge that there are times when we are not doing things the best way possible and to strive to change in those areas.

### Strategies

1. Through school events, teacher communication to parents, and our education supports team, strive to engage parents in the school community so that they are comfortable to work collaboratively with education staff to make decisions that will support student achievement and student well-being.
2. Based on review of our standardized test results, we will implement a math coaching system in our K-6 grades to focus on building the capacity of our teachers to:
  - engage students in the study of mathematics
  - build student confidence in their ability to solve mathematical problems in creative ways
  - improve students ability to view math as a useful language with many everyday practical applications
  - improve overall mathematics performance

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Note:

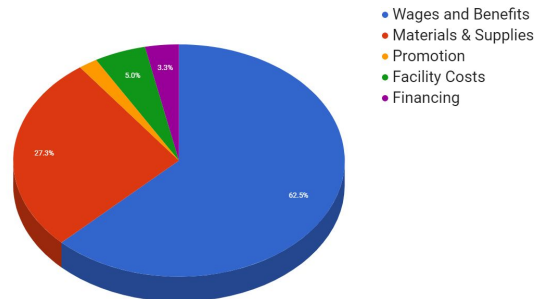
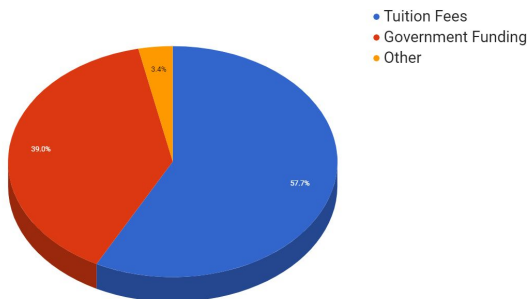
**Future Challenges**

Progressive Academy, in its 34th year of operation, has grown significantly in both the enrolment and the scope of its program. As a maturing organization, the society recognizes the need to transition to planning for long term stability. Elements of that transition would include:

- Succession Planning for the Leadership Team
- Expansion Planning - both locally and internationally
- Building and strengthening partnerships at all levels (volunteers, alumni, businesses, other educational organizations)
- HR Planning that encourages stable, long term staffing commitments

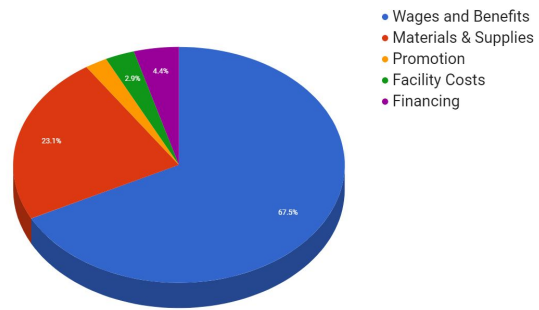
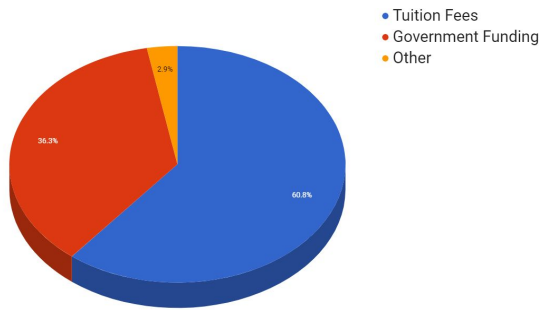
**Summary of Financial Results 2016-2017**

Revenue		Expenses	
		Wages	\$ 2,094,772
Parents (Tuition & Fees)	\$ 2,192,320	Operations	\$ 975,884
Government	\$ 1,482,218	Facility	\$ 168,695
Other	\$ 127,485	Financing	\$110,200
<b>Totals</b>	<b>\$3,802,023</b>		<b>\$ 3,349,551</b>



**Budget Summary for 2017-2018**

Revenue		Expenses	
		Wages	\$ 2,167,996
Parents	\$ 1,973,948	Operations	\$ 811,176
Government	\$ 1,177,706	Facility	\$ 92,000
Other	\$ 94,729	Financing	\$ 140,909
<b>Total</b>	<b>\$ 3,246,383</b>	<b>Total</b>	<b>\$ 3,212,081</b>



**Capital and Facilities Projects**

- Primary focus for capital expenditures for the immediate future is the improvement of building energy efficiency, including replacing all aged inefficient fixtures with LED lighting

#### Summary of Facility and Capital Plans

Progressive Academy operates out of a building that is more than 60 years of age. A 2011 engineering report identified a number of areas that will need attention. The board's current plans include (1) installation of energy efficient LED lighting, (2) roof replacement by 2021.

#### Parental Involvement

Progressive Academy presently operates under the governance of a board the majority of whose voting members are parents, thus the school does not have a formal parent council. Parents are actively involved in the school as volunteers. These parents fill many vital roles, from field trip chaperones and classroom volunteers to fundraising volunteers at casinos.

The school ensures that those parents who are in unsupervised direct contact with students have the appropriate background record checks and understand the limits to their authority.

Progressive Academy recognizes that parents are vital members of the partnership that is needed to ensure that each child experiences success. In the upcoming (2017-2018) school year, we have planned a number of strategies to build positive relationships prior to the beginning of each school year to help facilitate smooth collaboration between the school based team and parents.

We continue to look for new ways to involve parents as critical members in an educational partnership.

#### Timelines and Communication

This document was approved by the Board of Progressive Academy on February 20, 2018 and is accessible to interested parties at [www.progressiveacademy.ca](http://www.progressiveacademy.ca)

**Whistleblower Protection**

Progressive Academy had no 2016-2017 actions under the *Public Interest Disclosure (Whistleblower Protection) Policy*.

