

9225 Progressive Academy Education Society

Combined 2017-2018 Annual Education Results Report and Three-Year Plan for 2018-2019 to 2021-2022



Message from the Board Chair

By the time this report is approved and released, the 2018-2019 school year will be well underway. That each school year begins with such energy and hope is a testament to the collaborative nature of education. As a board, we have undertaken to engage in generative discussion, set a strategic direction, ensure fiscal sustainability, and ensure proper management of the school toward student success, both in *measured achievement* and in the development of the *not-so-easily measured* competencies that both enrich the personal lives of students and contribute to the betterment of humanity.

This document is a snapshot of what we have been doing and an outline of what we hope to do. It is developed in the context of Alberta's Business Plan and of the Progressive Academy Education Society's Strategic Plan. Its purpose is to assure the government of Alberta, the stakeholders of the PAES, and the public of Alberta that the PAES is committed to wisely use the resources provided by both the taxpayers of the province and the tuition paying parents to the ultimate goal of building a "vibrant society shaped by individual excellence"!

Sincerely,

Carol Grant
Progressive Academy Education Society Board Chair

Accountability Statement

The Annual Education Results Report for the 2017-2018 school year and the Three-Year Education Plan commencing September 1, 2018 for 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 plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2017/2018 school year and the Three Year Education Plan for 2018/2021 on November 26, 2018.



Foundation Statements

During the 2017-2018 year, the board released to the school's stakeholders its Strategic Plan. The foundation of this plan is the school's Vision and Mission Statement.

Vision

A vibrant society shaped by individual excellence.

Mission

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

Priorities

Flowing from the Vision and Mission are three key priorities: Creating Community, Achieving Excellence, and Planning for the Future. These priorities focus the work of the board and encapsulate the society's values into specific measurable strategies.

Creating Community. At Progressive Academy we know that creating community is foundational to developing inspired learners.

- *Our students. We inspire in our students a lifelong passion for learning and the desire to help make the world a better place by*
 - *Enhancing opportunities for student engagement in a wide range of educational options from early learning to post-secondary entrance.*
 - *Nurturing personal ownership of learning by ensuring educational experiences begin with the students' own interest and life experience.*
 - *Developing a culture of diversity and an appreciation for individual differences.*
 - *Fostering a learning environment which encourages creativity, critical thinking, debate, innovations, collaboration and entrepreneurial spirit.*
 - *Provide global perspective to encourage global citizenship by using the neighbourhood, city, country, and world as a classroom.*
- *Our faculty, staff and volunteers. We empower our faculty and staff to draw on their passions and strengths to teach and mentor students by*
 - *Fostering a culture of collaboration and synergy within the entire Progressive Academy community by sharing knowledge and successes.*
 - *Encouraging innovative educational practices.*
- *Our parents and community partners. We engage each member of the Progressive Academy Community as partners in the education of our students by*
 - *Developing strong positive school family relationships to engage parents as critical members of the educational partnership in planning student progress.*

- *Providing current, relevant and easily accessible information about our vision, mission, values, programs and activities to all stakeholders in the Progressive Academy community.*
- *Creating community connections and partnerships to extend learning beyond the classroom.*

Achieving Excellence. At Progressive Academy we are dedicated to achieving, recognizing and celebrating excellence.

- *Our students. We elevate our students' ability to achieve excellence by*
 - *Developing in students a culture of personal responsibility and accountability.*
 - *Assessing each student's current level of performance to determine and communicate to teachers, students and families the path to excellence.*
 - *Ensuring systems are in place to allow vertical progression through the curriculum*
 - *Implementing school-wide programs to develop effective learning habits as well as personal management and leadership skills.*
 - *Providing diverse passion-based learning such as Mountain Adventure School, national and international educational tours, internships, and arts and language programs that contribute to excellence in areas of individual student interest.*
- *Our faculty, staff and volunteers. We build capacity and excellence in our faculty, staff and volunteers by*
 - *Attracting and hiring teachers who aspire to become leaders of excellence in education.*
 - *Providing world class professional development*
 - *Ensuring faculty, staff and volunteers are matched with roles that utilize their strengths and passions.*
 - *Generously appreciating and recognizing excellence.*
- *Our parents and community partners. We strengthen partnerships to enhance capacity for excellence by*
 - *Clearly defining and communicating Progressive Academy's standards of excellence to parents, engaging them as active partners in their child's academic, social and emotional success.*
 - *Coaching parents on the use of tools and resources to develop standards of excellence in their children.*
 - *Showcasing our success and our alumni's success to a local and international audience.*

Planning for the Future. At Progressive Academy we will reach out with what we have learned to make the world a better place.

- *Sustainability. We are committed to continuous improvement. We do this by*
 - *attracting and retaining students who aspire to our culture of excellence.*
 - *Building a wide base of early learning centres throughout the city to encourage a continuum for elementary, junior high and high school enrollments.*
 - *Developing funds, sponsorships and partnerships.*
 - *Acquiring future infrastructure as needed to accommodate expansion.*
 - *Developing revenue streams and programs that utilize existing infrastructure.*
- *Governance*
 - *Focusing on the development of strategic direction and accountability.*
 - *Building strategic partnerships with other schools, business and organizations locally and globally.*
 - *Providing evidence-informed governance.*
 - *Continuing to engage in sound financial accountability.*



A Profile of the School Authority

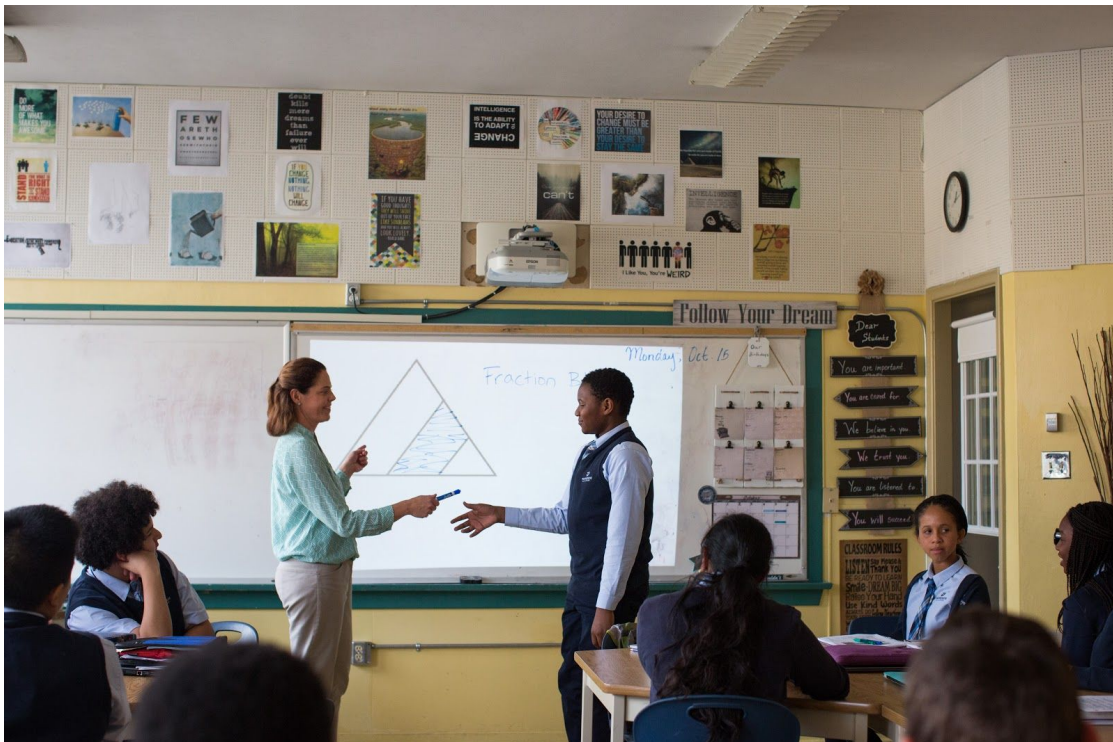
Progressive Academy is an independent school located in the Glenora community of Edmonton. The school currently accepts students from Junior Kindergarten through Grade 9 into day programs and offers a number of innovative High School options, including an increasingly popular summer program, Mountain 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 PA of today may be somewhat more centered in the classroom, 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 a significant amount of experiential education. For example, PA's 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 and Issues

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 individual students. 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.

Trends. 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
 - Decreased tolerance for risk (even managed risk)
 - Increased demand on schools to teach executive skills such as goal setting and accountability
 - Increased demand for the school to support parents by providing services that would normally be delivered outside of school hours, such as private music lessons, while at the same time
 - 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. While enrolments are not changing significantly, program offerings have increased. 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 provide necessary space.
 - Add on to the current building, allowing a significant increase in enrolment and program capacity.
 - Rent or build addition campus(es).
2. Aging Physical Plant. The school has continued to renovate its aging physical plant. After renovating the gymnasium and replacing the main boiler 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. This progressed into 2017 and will continue in 2018, with the addition of an auxiliary boiler and the conversion of several more classrooms, the library, and several common areas and hallways to LED lighting.

3. Technology. As most schools have discovered, maintaining current technology is a difficult if not impossible goal. PA 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. 2017 saw the development of a technology laboratory which will assist in the delivery of technology electives aimed at helping students to develop the type of thinking skills that they will so need in the today's world.
4. The lack of a high school day program at PA. Many parents have told us they love the program at PA, but want it to continue into the high school years. In many cases, they transfer students to ensure that their son or daughter can get into the school of choice, often other private or charter schools.

Opportunities

1. ECS programs in South Edmonton. There is a continuing demand for quality Early Childhood (ECS) programs in the rapidly expanding south and southwest areas of the city. PA has restructured its board to create a "growth-minded" governance team. The upper management of the school is actively looking for property that is correctly zoned and suitably located, and at the same time ensuring that all conditions are ready for a timely application once such property is located.
2. International Partnerships. Since 2013, Progressive Academy has had formal partnerships with several schools in Beijing, China. Our partnership with the Haidian Experimental School Affiliated with the Beijing Institute of Education, HESA-BJIE has been particularly fruitful, resulting in several visits by groups of Chinese teachers to Progressive Academy and a Spring Break 2016 and 2018 visit by a group of students and parents from Progressive Academy to HESA-BJIE. 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 and in turn, PA students visited CIEO for 3 days during Spring Break 2018. This visit included a homestay with host families from the CIEO community. We hope that the established partnership arrangements will not only continue, but that they can grow into summer and winter camps or other short term exchange programs.
3. 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.

4. 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.
5. 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 to build the competencies that will assist students to be effective entrepreneurs, employees, community members and leaders. 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

- Respectable PAT results - Well above the provincial average in all but one exam.
- Implementation of a Technology Electives/Electives Program
- Restructuring of the Board to enable a greater “development/advancement” focus
- Release of the Progressive Academy Society’s Strategic Plan
- Improved Parental Engagement through initiatives such as a pre opening day barbecue where parents can meet teachers on an informal basis and periodic parent focus groups
- Administration team collaboration ensuring that all members are working from the focus of Progressive Academy’s Strategic Plan
- Laying the foundations of a PA High School Program



Combined 2018 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 Schools	Safe and Caring	91.3	93.1	92.6	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	86.9	85.6	86.3	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	93.1	94.8	95.2	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	*	*	n/a	2.3	3.0	3.3	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	100.0	97.5	82.2	73.6	73.4	73.3	Very High	Improved	Excellent
	PAT: Excellence	33.3	47.5	20.8	19.9	19.5	19.2	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	*	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	94.1	100.0	98.8	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	84.7	90.3	89.6	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	86.9	89.7	94.3	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	70.7	78.2	81.6	80.3	81.4	80.7	Low	Declined	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Measure Evaluation Reference

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 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
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	Evaluation			Targets		
	2014	2015	2016	2017	2018		2018	Achievement	Improvement	Overall	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	78.4	70.8	97.5	100.0	85	Very High	Improved	Excellent	87	88	90
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	13.5	1.4	47.5	33.3	30	Very High	Maintained	Excellent	30	30	30

Comment on Results:

Once again, the administration, teaching staff and education support staff of Progressive Academy are pleased with the performance of our grade 6 and 9 students on the 2018 PATs. We know that our parents have high expectations that students will be engaged in meaningful and engaging educational experiences, one of which is preparation for success on standardized tests. The above results reflect:

1. A very cognitively capable group of students.
2. A group of students who are highly engaged at school and well supported in their home environments.
3. A focused teaching staff who wish to give students a challenging academic program that helps students to develop the competencies set out in the Alberta Program of Studies.

Strategies

Progressive Academy will maintain use of the strategies that assisted our 2017-2018 PAT takers to find success, including:

1. Teachers will work collaboratively to examine PAT and CTBS data and identify strategies across the grades that will promote improved student proficiency in the desired learning outcomes.
2. Teachers in the upper elementary and junior high school grades will deliberately teach standardized test-taking strategies and provide sufficient practise time so that students are comfortable with PAT tests, both in paper and electronic format.
3. The school will focus, in the upper elementary and junior high grades on building the type of deep learning and critical thinking skills necessary to build highly competent learners in all disciplines.

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		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
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	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	*	*	*	*		*	*	*			
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	*	*	n/a		n/a	n/a	n/a			
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	n/a			

Comment on Results

Progressive Academy as of 2017-2018 only registered students in high school courses through summer and evening/weekend programs. The school's Mountain Adventure School and First Robotics Programs registered students in PE, CALM, CTS and Special Project courses. As Progressive Academy is not the priority school of registration for students enrolled in these programs, statistics 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 of students in all learning activities
- Built-in opportunities for reflection and self-assessment
- Careful selection of students based on interviews and assessment of previous performance 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		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	86.4	94.2	84.3	90.3	84.7	90	Very High	Maintained		91	92	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.	90.0	100.0	96.4	100.0	94.1	93	Very High	Maintained	Excellent	93	94	94

Comment on Results

The school community is pleased that we have maintained a very high percentage of teachers, parents and students who expressed satisfaction that students are modelling active citizenship and are taught attitudes/behaviours that will make them successful at work when they finish school. This happens when both individual teachers and the school as a whole promote the development of executive skills, social responsibility and active citizenship. This happens in multiple ways - for example, when the school supports the efforts of a group of junior high girls to raise funds for Akiva to support micro-loans to individuals who are seeking to start up businesses in the developing world. It happens in the classroom when students learn the values of attentive listening, mutual respect, and showing appreciation. It furthermore happens when students have the opportunity to travel to another country and learn about different schools, political systems and ways of life.

Strategies

The school has embedded a number of practices that support the development of citizenship and work-place competencies. These include:

- Tribes - a process for building social and collaborative competencies.
- House Leagues - a practice allowing students of all ages to work together for common goals.
- Student Government - allows students to learn and practice aspects of the democratic process and participate in activities that will enrich the lives of the school community.
- Student Internships - students in junior high engage with professionals and entrepreneurs both within the school and in the broader community to experience the world of work.
- Educational Travel - students who are kindergarten aged and older have the opportunities to travel, with parents or guardians, on school sponsored trips to learn more about Canada or other countries in the world.

The school is furthermore developing a junior high school and high school program that allow students to progress through some parts of the curriculum at their own pace. This involves the development of high level planning skills, such as setting goals, monitoring progress towards

those goals, revising of goals, participating in the design of assessment and the development of rubrics, etc.



Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	72.7	64.0	78.9	83.0	65.6	75	n/a	n/a	n/a	76	77	77

Comment on Results

Progressive Academy was originally founded by homeschooling parents who hoped to create an environment where students would not lose their passion for learning, but maintain it throughout their school years and beyond. PA's teachers endeavor to help students develop many competencies that will position them to be lifelong learners, including:

- a love of reading
- an appreciation for research
- ability to learn independently
- the ability to form and ask questions
- awareness of strengths and challenges
- executive skills such as goal setting
- recognizing bias
- making judgement
- questioning assumptions
- being open minded

Strategies

Progressive Academy's teachers will maintain their focus on:

- Developing strong reading skills through Jolly Phonics, RAZ Kids, Daily Five and deliberate vocabulary development strategies.
- Assisting students to learn executive (organizational and planning) skills and personal management skills such as goal setting to encourage personal ownership of learning.
- The encouragement of independent research skills where students are taught to use both hard and digital resources to research information.
- Student Internships at the Junior High School Level. In these internships, students research a certain profession or occupation, find a mentor, and spend time working in a professional or occupational setting, followed by a reporting back requirement.

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

Comment on Results

While Progressive Academy in any given year will serve very few students who have self identified as First Nations, Metis, or Inuit, the Progressive Academy Education Society believes that all schools can support the success of FNMI students in Alberta by building communities that understand, appreciate and celebrate our Indigenous Peoples' history, culture, and ways of learning: and who actively engage with the local Indigenous community to collaboratively overcome the challenges.

Strategies

Progressive Academy embarked on a one year project, one which will hopefully be sustainable in that it will change the knowledge, beliefs and practice of the school. The specific strategies of this project will be to:

- Offer Professional Development sessions to build our teachers' foundation knowledge of Alberta's Indigenous People and understanding the impact of Residential Schools.
- Build up the schools culturally appropriate library and teaching resources.
- Design an annual school day, to be held on the National Indigenous Peoples' Day each year, to celebrate the history, culture, and contributions of our Indigenous People.



Outcome Three: Alberta’s education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	93.5	93.7	91.1	93.1	91.3	91.0	Very High	Maintained	Excellent	91.5	92.0	92.0

Comment on Results:

Progressive Academy is very deliberate about creating a culture of caring and respect through the Tribes approach and through our Education Supports team which focuses on coaching teachers to better support the diverse students in their classes.

Strategies

1. Progressive Academy will continue to ensure that each new teacher is trained in using the tribes approach to build a culture of mutual respect.
2. The Administration and Education Support staff at Progressive Academy will focus on building the capacity of teaching staff to work effectively with each student, utilizing professional development, the Regional Collaborative Service Delivery Teams, and Professional Learning Community collaborative activities.



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	79.8	89.2	84.1	85.6	86.9	81	Very High	Maintained	Excellent	82	83	84

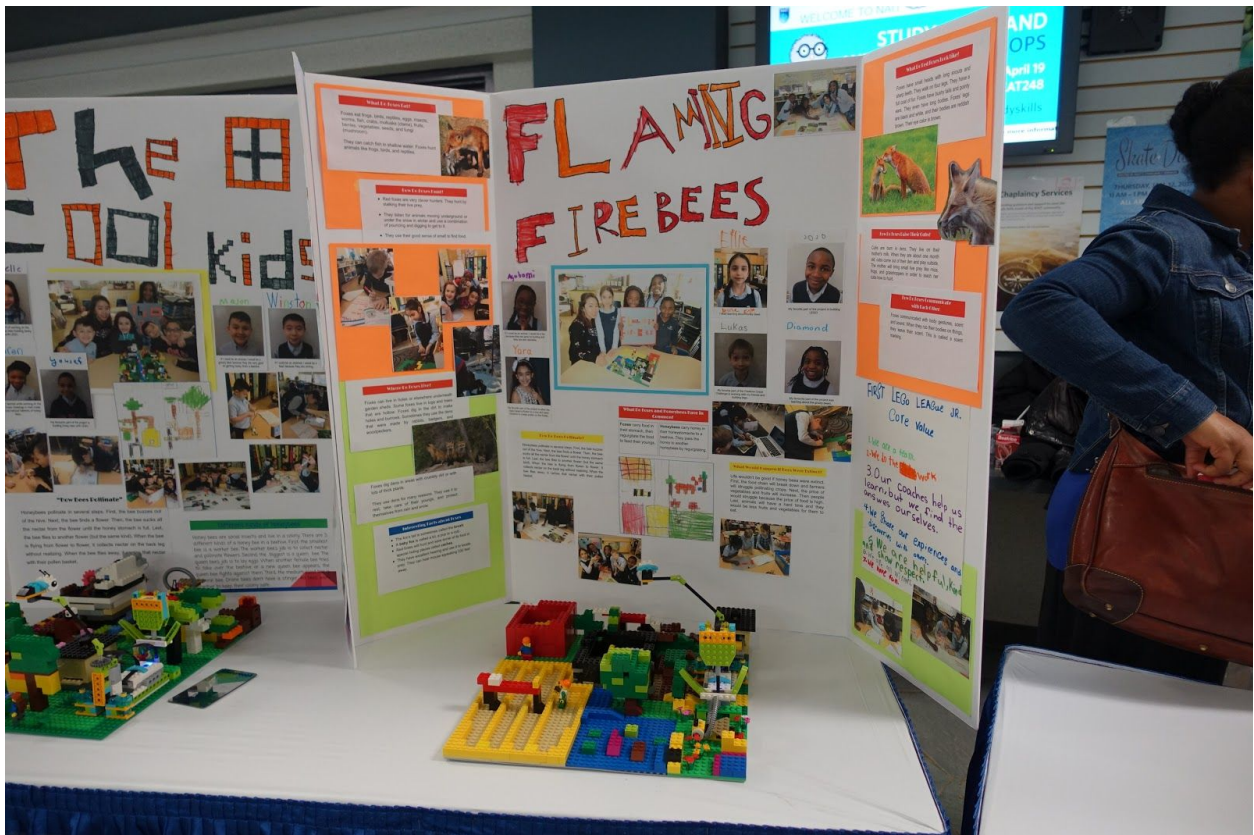
Comment on Results

Progressive Academy, as a small school, as managed to maintain integrity with its original goals of keeping students engaged in the learning process. We have been able to accomplish this by:

- offering an inspiring options program with themes in technology, the fine arts, and outdoor sports.
- hiring specialized teachers to run the second language and fine arts classes
- enabling teachers, administrators, and volunteers to build programs around their areas of passion, resulting in programs such as:
 - Mountain Adventure School
 - First Robotics
 - International Travel
 - Cheer
- Establishing clubs based on student areas of interest. In some cases these clubs are operated by students.
- Operating a strong Out-of-School program which provides special interest clubs for participating students.
- A student council that engages students in the upper elementary and junior high grades.

Strategies

One area where Progressive Academy loses students is in the transition from upper elementary to junior high school. These students perceive that there are more choices in larger schools. Progressive Academy is building a program that enables students in the junior high grades to accelerate, according to their ability, and thus free up opportunities for project based learning in areas of interest. For example, an entrepreneurial student who accelerates in mathematics would free up time to establish a school based business.



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	85.2	83.8	82.7	78.2	70.7		Low	Declined	Issue			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	98.1	98.4	94.8	89.7	86.9		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	96.2	95.5	95.3	94.8	93.1		Very High	Maintained	Excellent			

Comment on Results

Progressive Academy takes great pride in being able to innovate in response to the many variables that impact a school. We hope that our students, staff and parents would perceive that the responses are favorable, but we know that within organizations, not all change is perceived as positive. 2016-2017 saw some deliberate changes to redefine the board from a largely parent run board to strategic board with a focus developing and implementing a strategic direction that would bring about growth and sustainability for the school.

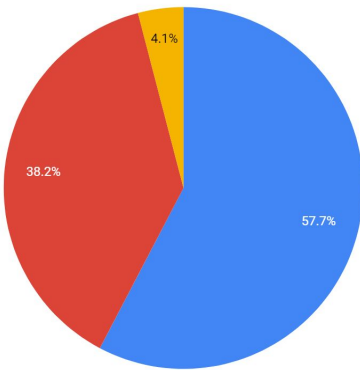
Strategies

1. At the Board level, to maintain a focus on implementing the Strategic Plan which was released in 2017-2018.
2. At the Administrative level, to engage parents, through a variety of mechanisms, including focus groups, to have input into the direction of the school.
3. At the administrative level, to develop a framework for implementing a Parent Advisory Council or a similar organization with one of its objectives being to provide parents an opportunity to advise the school administration and governance on program, policy, and strategic direction.

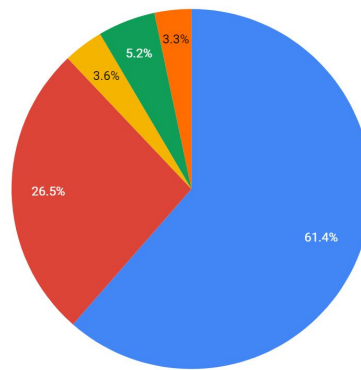
Note:

Summary of Financial Results for 2017-2018

Revenue		Expenses	
		Wages	\$ 2,003,254
Parents (Tuition & Fees)	\$ 1,969,001	Operations	\$ 980,356
Government	\$ 1,304,520	Facility	\$ 168,671
Other	\$ 139,445	Financing	\$ 107,840
Totals	\$ 3,412,966		\$ 3,260,121



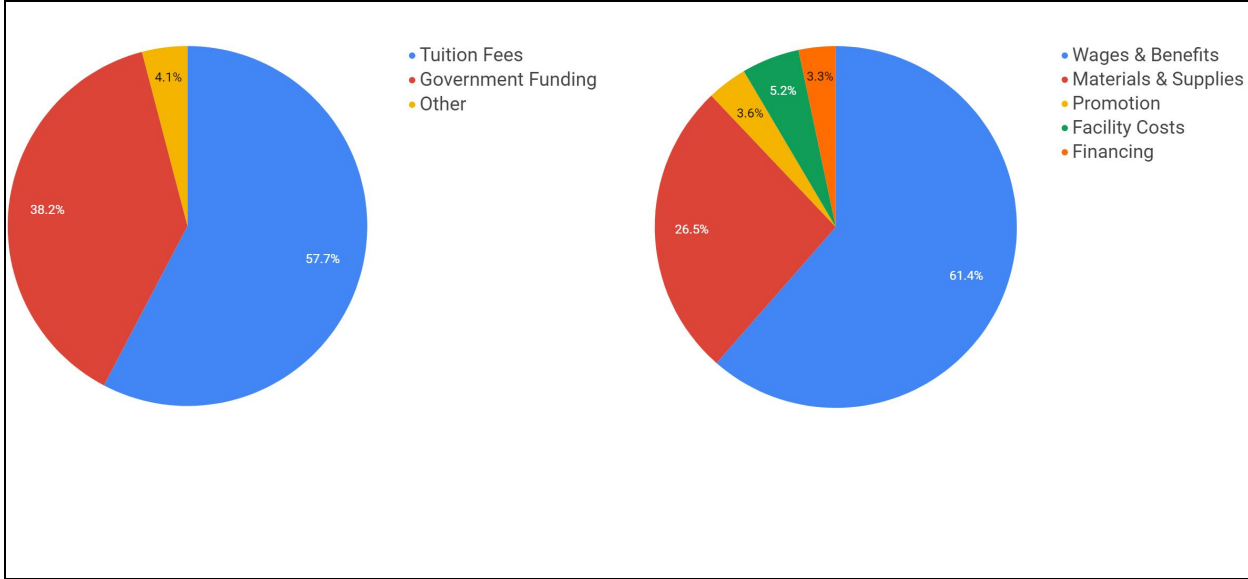
- Tuition Fees
- Government Funding
- Other



- Wages & Benefits
- Materials & Supplies
- Promotion
- Facility Costs
- Financing

Budget Summary for 2018-2019

Revenue		Expenses	
		Wages	\$ 2,042,969
Parents	\$ 1,822,536	Operations	\$ 764,306
Government	\$ 978,263	Facility	\$ 98,000
Other	\$ 89,730	Financing	\$ 109,909
Total	\$ 2,890,529	Total	\$ 3,015,184



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 (we have finished upgrading approximately half of the lights in the building to date).

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 operated, until the 2017/2018 school year, under the governance of a board, the majority of whose voting members are parents. Members of the society, in their 2017-2018 AGM approved bylaw changes which change the makeup of the board and it is possible that in any given year, the majority of members will no longer be parents. As such, the school will need to develop an advisory structure which provides parents a formal mechanism for registering their input on programs, policies, board direction as well as responding to outcomes, and significant emergent educational events, both internal and external.

That said, parents still fill a vital role at Progressive Academy. They comprise the majority of our volunteer cadre and fill many vital roles, from assisting teachers to chaperoning field trips to organizing events.

The school is committed to engaging parents through focus groups in discussion on matters of program, policy, and direction and to also host many events for parents or involving parents.

We continue to look for new ways to engage parents as critical members in our educational partnership.

Timelines and Communication

This document was approved by the Board of Progressive Academy Education Society on November 26, 2018 and is accessible to interested parties at www.progressiveacademy.ca.

Whistleblower Protection

Progressive Academy had no 2017-2018 actions under the *Public Interest Disclosure (Whistleblower Protection) Policy*.

