

# **9225 Progressive Academy Education Society**

## **Combined 2018-2019 Annual Education Results Report (AERR) and 2019-2020 to 2022-2023 Three-Year Education Plan**



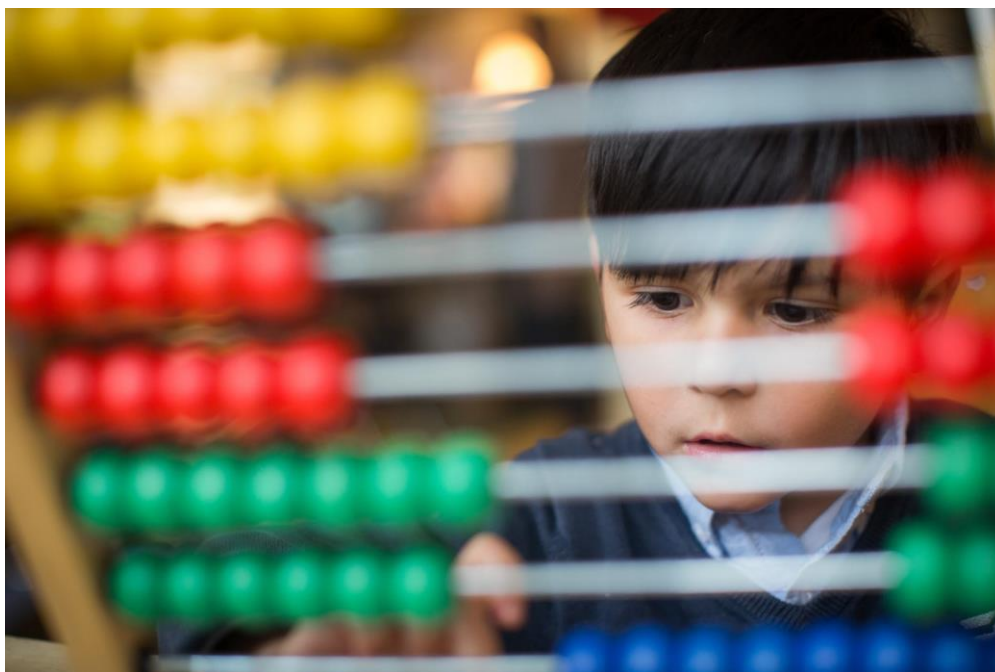
### Message from the Board Chair:

The Progressive Academy Education Society (PAES) operates with the vision of “building a vibrant society shaped by individual excellence.” As a board, we direct our activities toward setting the conditions and ensuring the direction and resources are in place so the school can operate in a manner which best positions it to support the development of students who will discover their abilities, their passions, and their gifts and within the context of a supportive community, to develop them to the point of individual excellence.

Part of our work involves setting goals and measuring our progress towards those goals, as well as monitoring that progress. This document is both a review of our progress in those important areas identified within Alberta’s Business Plan, an opportunity for us to reflect on where we are at, and an opportunity for us to determine where we want to go and how we will best get there. 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,

C-Anne Robertson  
Progressive Academy Education Society Board Chair



## Accountability Statement

The Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan commencing September 1, 2019 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 plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2018/2019 school year and the Three Year Education Plan for 2019/2022 on January 10, 2020.



## Foundation Statements

During the 2017-2018 year, the PAES board released to the school's stakeholders it's 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.

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.*
  - *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.*

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  - *Showcasing our success and our alumni's success to a local and international audience.*



## A Profile of the School Authority

The PAES presently operates a single campus, Progressive Academy, which is an independent school located in the Glenora community of Edmonton. During the 2018-2019 school year, Progressive Academy accepted students from Junior Kindergarten through Grade 9 into day programs and offered high school credits through the innovative Mountain Adventure School, a summer outdoor education program operated in partnership with HELA Wilderness Adventures.

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. Enrolment this past year reached a late year high of 191, with another 200 students participating in Mountain Adventure School.

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. Furthermore, Progressive Academy is an active member of the Association of Independent Schools and Colleges in Alberta, AISCA, and collaborates with other member schools to provide ongoing professional development to leaders and teachers.

Progressive Academy believes in supporting individual students within a collaborative environment so that they can find academic, social, and emotional success. In line with these values, PA has recently begun serving a group of High Potential (Gifted & Talented) Learners who can benefit from the highly individualized programs and the possibility of accelerated learning. The school will also begin offering high school programs to day students in 2019-2020, once again focusing on individualized plans with students being coached in goal setting and monitoring and having many opportunities for meaningful projects and collaborative learning approaches.



## 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 continual 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 and language 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 board has engaged in a systematic program of maintenance and renewal, which over the past five years has seen the renovation of the gymnasium, replacement of boilers, transitioning the classrooms, hallways, learning commons to LED lighting and painting. This past year, in preparation for the re-addition of High School, a specialized high school classroom was developed in the lower level of the school.

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. Students with special desire or aptitude are also provided with opportunity for technology related clubs and projects.

### Opportunities

1. ECS programs in South or Southwest 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 exploring partnerships with one or more international schools in South China. We hope that we can both continue our current partnership and build one or more new ones which can result in groups coming to Edmonton for 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 past year, we tried for a second year to host a parent barbecue/meet the teacher day prior to the start of classes. It was once again highly successful and provided an opportunity for teachers to develop a relationship with parents in a low-stress and enjoyable setting.
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 - A high number of students achieving the ACCEPTABLE standard and an acceptable number achieving the standard of EXCELLENCE.
- Research into and development of programming for gifted & talented students.
- Development of a High School program and facility.
- Continued refinement of the school's technology options program.
- Rethinking the administrative structure of the school to better support succession planning in a way that allows continuity of direction.



# Combined 2019 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	90.8	91.3	91.8	89.0	89.0	89.3	Very High	Maintained	Excellent
	Program of Studies	91.0	86.9	85.5	82.2	81.8	81.9	Very High	Maintained	Excellent
Student Learning Opportunities	Education Quality	94.6	93.1	94.4	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	-	*	n/a	2.6	2.3	2.9	*	*	*
Student Learning Achievement (Grades K-9)	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
	PAT: Acceptable	80.6	100.0	89.4	73.8	73.6	73.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	PAT: Excellence	18.1	33.3	27.4	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
Preparation for Lifelong Learning World of Work, Citizenship	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
	Transition Rate (6 yr)	-	n/a	n/a	59.0	58.7	58.7	*	*	*
Parental Involvement	Work Preparation	81.6	94.1	96.8	83.0	82.4	82.6	High	Declined	Acceptable
	Citizenship	90.8	84.7	86.4	82.9	83.0	83.5	Very High	Maintained	Excellent
Continuous Improvement	Parental Involvement	92.6	86.9	90.4	81.3	81.2	81.1	Very High	Maintained	Excellent
	School Improvement	77.6	70.7	77.2	81.0	80.3	81.0	High	Maintained	Good

## 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



## Measure Evaluation Reference

### Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
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
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 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		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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	80.6	85	High	Maintained	Good	88	89	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	18.1	30	Intermediate	Maintained	Acceptable	30	30	30

### Comment on Results

The administration and teaching staff of the school are pleased that the performance of our small number of students writing the grade 6 and 9 examinations reflects both their ability and the level of competency that they have developed. The numbers reported above do not accurately reflect the statistics as we encouraged a number of gifted and talented students to write PATs above their registered grade level in 1 or 2 subject areas. For example, a student registered in grade 8 wrote the Math 9 and LA 9 PATs. This triggers Alberta Education's recording system to show them as absent when they do not write the other grade 9 PATs and their marks are treated as "0" in these non written exams, skewing the averages shown above. Alberta Education has modified their system to allow, in the future, such advanced students to write in select subject areas without penalizing the school as mentioned above.

### Strategies

Progressive Academy is committed to the continuation of strategies that have historically assisted our students to find success in the PATs, including

1. Teachers will work collaboratively to examine PAT and CTBS results and identify strategies across the grades to improve student proficiencies in desired learning outcomes.
2. Teachers in the upper elementary and junior high school grades will deliberately teach standardized test-taking skills and provide sufficient practise so that students are comfortable with the PAT tests in both 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. This will happen through a book study of John Hattie's *Visible Learning for Literacy*.

Notes: 1. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.  
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
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	n/a	90	90	90
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	n/a	100	100	100
Drop Out Rate - annual dropout rate of students aged 14 to 18	*	*	*	*	*		*	*	*	5	5	5
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	*	n/a	*		*	*	*	100	100	100
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	75	75	75

**Comment on Results**

Progressive Academy has not been operating a high school day program since prior to the 2013-2014 school year, thus the above table is void of meaningful data. Beginning in the 2019 - 2020 year, Progressive Academy will once again be offering a high school program

**Strategies**

The following strategies will be applied:

1. Care to accept only mission appropriate students into the high school program. These will be students who themselves have a clear target of post secondary admission.
2. Ensuring that students receive intentional instruction in the area of personal goal setting.
3. Ensuring that all secondary students have the opportunity to engage in career planning activities, and receive guidance on post secondary planning.

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

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	94.2	84.3	90.3	84.7	90.8	91	Very High	Maintained	Excellent	92	92	92

**Comment on Results**

The Progressive Academy community is pleased that we have maintained a high percentage of teachers, parents and students who express satisfaction that students are modelling active citizenship. This happens when the entire school promotes the development of executive skills, social responsibility and active citizenship. Students have opportunities to develop these skills and values through traditional activities such as Student Council, and also through more issues driven innovations like the Recycling Teams. As our high school program begins, a leadership component will provide additional opportunities as students will work to provide classroom support in younger grades, volunteer in the community, and provide planning and support for school events.

**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 practise allowing students of all ages to work together for common goals
- Student Government - engages students in some of the basic tenets of democratic communities and at the same time teaches the values of serving the community.
- Student Vote - engages junior high school students in learning the electoral system in Canada/Alberta and in the practise of examining campaign messages, selecting candidates and casting their votes.
- Education Travel - provides students of all ages the opportunity to learn through educational travel.
- Junior High Student Internships - allows students in grades 7 to 9 to engage with professionals and entrepreneurs to experience the world of work.
- High School Leadership - engages high school students in a variety of leadership and service activities within the school and outside community.

The school also allows students in junior high and high school grades, with intense monitoring, to progress through some parts of their program at their own pace. This involves the development of high level planning skills, such as goal setting and monitoring.

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me)

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	89.2	84.1	85.6	86.9	91.0	82	Very High	Maintained	Excellent	83	84	85

#### Comment on Results

Progressive Academy, as a small school, has managed to maintain integrity with its original goals of keeping students engaged in the learning process. This happens when we offer a highly experiential program that requires students to use their heads, hands and hearts as they learn.

More specifically, we endeavor to:

- offer an inspiring “options” program with themes in technology, the fine arts, and outdoor sports. These options are frequently tied to major performances, such as the *First Lego Robotics* annual competition or the school’s annual musical production.
- hire specialized teachers to run our second language, fine arts and technology programs. These teachers are passionate about what they do and are thus able to inspire students to want to learn.
- enable 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
- Establish clubs based on student areas of interest and encouraging student leadership in these clubs. e.g. Pokemon Club.
- Operate a strong Out-of-School-Care program which provides special interest clubs for participating students.
- Run a student council which engages upper elementary and secondary students in student government and community building activities.

#### Strategies

While a small school cannot offer an infinite number of choices, we believe that we can support students in their areas of interest by offering flexible scheduling and possibilities of acceleration to students, thus allowing students to free up time to explore areas of interest. For example, a number of students who have an interest in advanced coding have convinced the technology instructor to work with them on coding projects that push them to learn beyond what is covered in the normal options program. Having flexibility in scheduling is vital to these type of activities.

Notes: 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).  
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## Outcome Four: Alberta's K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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.	93.7	91.1	93.1	91.3	90.8	91.5	Very High	Maintained	Excellent	92	93	93
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.5	95.3	94.8	93.1	94.6	93	Very High	Maintained	Excellent	94	95	95
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.	100.0	96.4	100.0	94.1	81.6	93	High	Declined	Acceptable	94	94	94
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	64.0	78.9	83.0	65.6	68.7	73	n/a	n/a	n/a	75	76	77
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	98.4	94.8	89.7	86.9	92.6	90	Very High	Maintained	Excellent	90	91	91
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.	83.8	82.7	78.2	70.7	77.6	80	High	Maintained	Good	81	82	83

### Comment on Results

Progressive Academy believes that it has done a commendable job of building a community that is safe and caring, and one that prepares students not only for academic success, but for life skills that will benefit them as they live in family and community relationships and as they work in careers and professions. Furthermore, we are committed to working collaboratively with parents and members of our community to find educational pathways that are meaningful for students and to find directions for the school that will best meet the needs of the students and the school community.

### Strategies:

- Safe and Caring Schools - Continue to train teachers in the use of *Tribes*
- Quality of Basic Education - Maintain a meaningful Professional Learning Community which focuses on improvement of student learning in areas determined by school level data, e.g. PAT Results or CTBS Results.
- Attitudes & Behaviors for Workplace Success - Maintain a student internship program in our junior high school. This program focuses on giving students experience in a workplace of their choice.

- Parental Involvement. Several years ago, we implemented a parent barbecue which was held the week before classes began and offered the parents an opportunity to meet teachers and administrators on an informal basis. We will continue to refine this activity in order to ensure it helps to establish strong teacher-parent relationships from the beginning of the term.
- School Improvement. While satisfied that the board of the Progressive Academy Education Society has established a meaningful strategic plan and has embarked on a pathway of growth and continual improvement, the buy-in of all stakeholders is important to ensure success. We are committed to, in addition to using the Accountability Pillar Surveys in 2020, to also hosting a number of stakeholder engagement events where we ask for input from our parents, teachers and students.



Note:

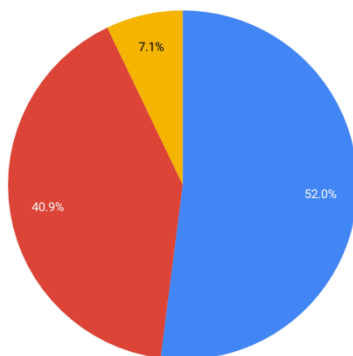
### Future Challenges

As our program grows and continues to evolve in response to changing market demands, a number of challenges are before us:

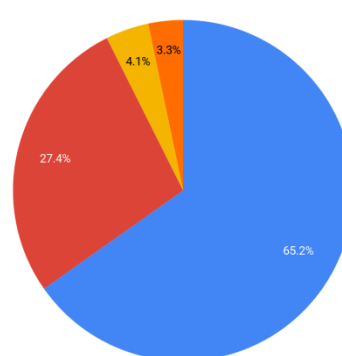
- providing the necessary language and cultural supports for our growing international school population.
- Finding the necessary space to operate and expand our high school program.
- Finding and financing property to build a second campus in the southwest quadrant of the city.
- Developing stable sources of funding. Government funding has fallen behind in the past decade. The current state of economy in Alberta does not support significant increases in tuition fees. The board is faced with the challenge of finding or developing alternative sources of funding.

### Summary of Financial Results for 2018-2019

Revenue		Expenses	
		Wages	\$ 2,304,191
Parents (Tuition & Fees)	\$ 2,071,947	Operations	\$ 1,111,758
Government	\$ 1,627,511	Facility	\$(2,059,745)
Other	\$ 283,528	Financing	\$ 116,432
Totals	\$ 3,982,986		\$ 1,472,636



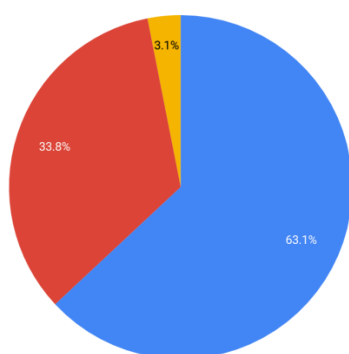
• Tuition Fees  
• Government Funding  
• Other



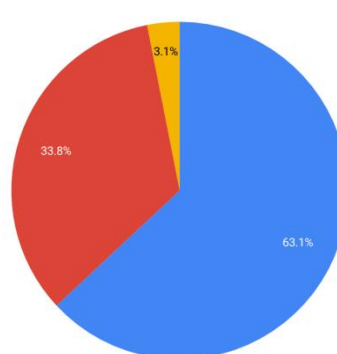
• Wages & Benefits  
• Materials & Supplies  
• Promotion  
• Financing

**Budget Summary for 2019-2020**

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



- Tuition Fees
- Government Funding
- Other



- Tuition Fees
- Government Funding
- Other

**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 has developed 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.

As vital educational partners, we attempt, wherever possible, to involve parents in decisions that will impact their children. Parents are critical in providing context to classroom teachers as well as informing teachers of the strengths, challenges and goals of their children. They are important players in the development and monitoring of Individual Program Plans. They are similarly partners in significant student discipline matters.

Parents have always filled a vital role at Progressive Academy. They comprise the majority of our volunteer cadre and fill many important roles: assisting teachers, acting as field trip chaperone, organizing events, staffing fundraising casinos, and serving as specialized experts to our teachers (e.g. guest speakers, mentors for student internships, etc.).

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. In 2019, we revived an old tradition of hosting a volunteer recognition event in the spring of the year.

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 January 10, 2020 and is accessible to interested parties at [www.proacad.ca](http://www.proacad.ca).

#### **Whistleblower Protection**

Progressive Academy had no 2018-2019 actions under the *Public Interest Disclosure (Whistleblower Protection) Policy*.

