

# **2019-2020 Annual Education Results Report (AERR) and Three-Year Plan for Progressive Academy (Authority 9225)**



## Message from the Board Chair:

The Progressive Academy Education Society (PAES) operated a single school, Progressive Academy, in 2019 - 2020. The role of the Board within PAES is threefold. We firstly assume the fiduciary responsibility for the school, ensuring that it meets its regulatory and ethical obligations to the Province of Alberta and more importantly, to our students and their families.

Schools are not static organizations. They exist within communities that are constantly changing and as the Covid 19 pandemic in the early months of 2020 so vividly demonstrated, schools are sometimes faced with the need to respond nimbly to circumstances outside of their control. This happens most effectively when an organization is directed by a strong sense of mission guided by a compelling vision and supported by strategic directions. That is the second function of our board. That commitment to mission driven, strategic operations is what enables us to enfold the assurance structures of Alberta into our own work to ensure that our programs aligns with the province's business plan and goals and to further assure that our stakeholders have a key role in determining our direction.

And finally, as a board, we look to the future, asking ourselves how we can sustain what we do at the highest level of quality and improve where we can. The ultimate goal is that all of our students, having been provided with the greatest opportunities for success, will in their own unique ways positively shape the world of the future.

Sincerely,

C-Anne Robertson  
Progressive Academy Education Society Board Chair



## Accountability Statement

The Annual Education Results Report for the 2019-2020 school year and Three-Year Plan for the years 2020-2021 to 2023-2024 for the Progressive Academy Education Society was prepared under the direction of the PAES 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 will use the results reported in this document, to the best of its abilities, to develop its Education Plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved this Annual Education Results and Three-Year Plan on February 25, 2021.



## Foundation Statements

In 2017-2018 The PAES Board, at that time consisting mainly of parents, worked collaboratively with the administrative and teaching staff of the school to develop and refine its foundational statements and strategic plan.

### 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.*
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  - *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 2019-2020 school year, Progressive Academy accepted students from Junior Kindergarten through Grade 12 into day programs and operated its innovative Mountain Adventure School, a summer outdoor education program run 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 averaged approximately 180 students. Due to the Covid-19 Pandemic the camp-based Mountain Adventure School was transformed into a blended on-line day-camp program which served 136 students.

The school's original vision was to foster self-directed learning and provide students with an authentic learning environment, to develop their competencies, bring out their inherent qualities, 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 to develop their understanding of various careers and professions and assist them in forming their education & career pathways.

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 and networking 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. This past year, the school also re-introduced a high school program to day students, 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. Our first graduate was accepted by the University of Toronto and, because of the ongoing Covid-19 pandemic, has deferred his entry by one year.





## Covid 19

The story of 2020 for Progressive Academy will be set in the context of the Covid 19 Pandemic. Because of the international mix of families at PA, and the school's international ties with schools in China, we had an earlier introduction to the potential urgency of planning for a school shutdown. As we watched what was happening in our partner schools in China and as we watched our students returning from overseas visits with families, we realized a month before the March 15 announcement that schools in Alberta might potentially face a shutdown. While not having a finalized policy prior to March 15, Progressive Academy's administrative team at least conceptualized what could potentially happen and began to prepare its K to 12 teachers for remote teaching, ensuring that teachers set up their Google Classroom accounts and took resources home with them. Thus, when Alberta's Premier, Minister of Education, and Chief Medical Officer announced the closure of schools for face-to-face instruction, Progressive Academy transitioned immediately to online instruction, first meeting with students on March 16.

All teachers arranged face-to-face meetings with their students, often meeting at the beginning of the day for 30 minutes or more, again at the end of the day to ensure that students interacted with their classmates. Assignments would be posted and submitted on Google Classroom. Teachers would schedule teaching times, one-to-one meeting times, and especially classes such as second languages. As this was a highly stressful time for students and their families, teachers paid special attention to students who did not appear in class meetings and contacted parents and guardians to encourage regular participation. Most teachers reported that daily participation rates were as high or higher than during face-to-face classes.

Secondary teachers, in addition to class meetings, would host regularly scheduled teaching times as well as open question times for various subjects.

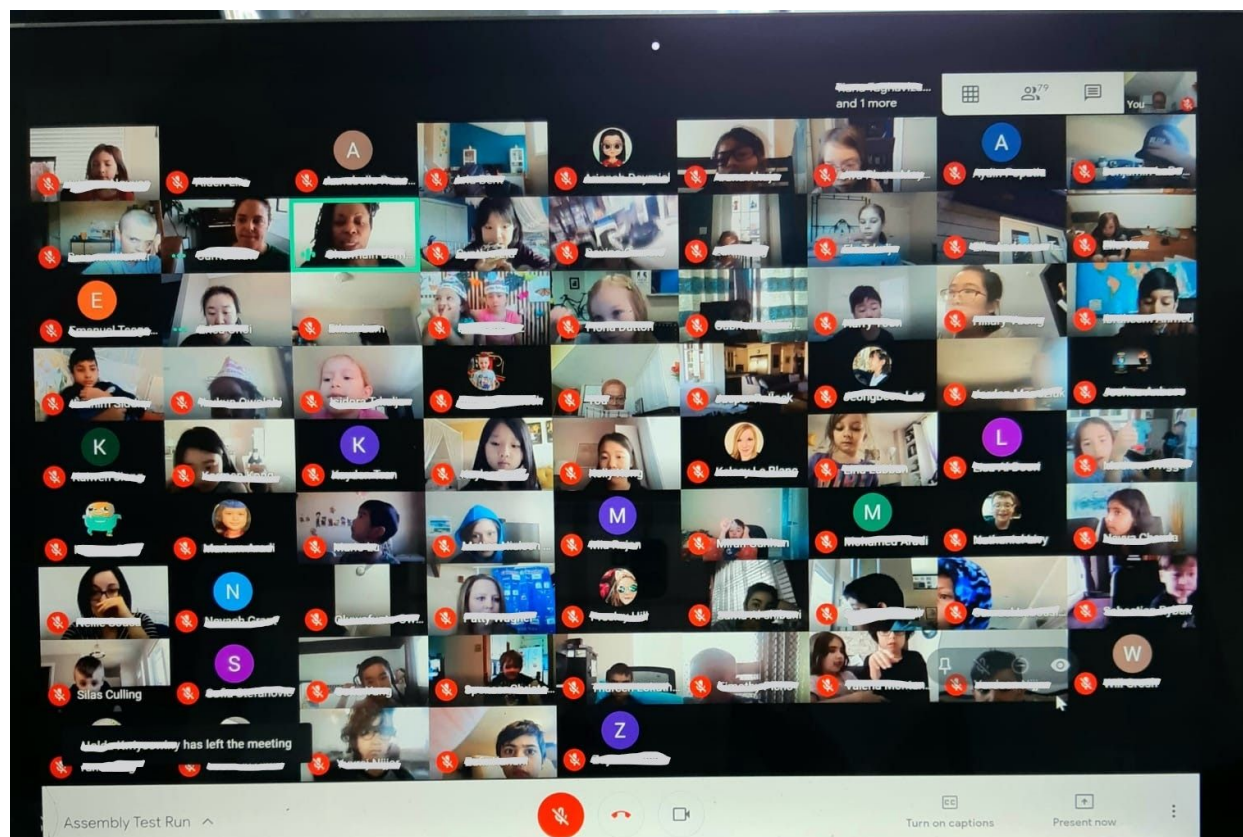
All teachers learned to be very flexible with their assessment of students. In the lower grades, a great deal of emphasis was placed on projects and presentations. While there were exams in the upper grades, they were often open book tests that focused more on competencies than on memory. Many assessments in the lower grades were conducted 1 to 1 using Google Meet.

One of the unique challenges was that of keeping students engaged. PA students are used to highly interactive learning activities. They are often working in groups and utilizing manipulatives to explore concepts. Much of the learning brings in technology, fine arts, research and performance. Teachers discovered many activities such as online presentations and performing at online assemblies that helped to motivate students.

Parents provided much feedback to the teachers and the school administration. By and large this feedback was positive. They were happy that the school began offering support immediately. They had an opportunity to see their children's teachers at work and were satisfied with what they observed. They felt their children were receiving a high quality experience vs what other students were getting. One statistical measure which verifies parental satisfaction is the high retention rate and growth in enrolment between 2019 and 2020. Factoring in the normal attrition from our full-day kindergarten to grade 1 programs in neighbourhood schools, or from grade 6



and 9 into secondary programs at larger schools, Progressive Academy's retention going into the 2020-2021 year was 14% higher than the previous year and the retention rate in the high school program was 100%. The overall school population, including junior kindergarten, jumped from 189 at the end of June 2020 to 217 at the beginning of the 2020-2021 school year as many parents encouraged their friends to enrol children at Progressive Academy.



As the school set to re-open in late August of 2020, the school faced many challenges to teaching, administration and support services. The most important priority shifted from creating a stimulating and engaging learning environment to ensuring the health and safety of all, while at the same time allowing for meaningful learning to happen. In a school like PA where off-site learning, cross-grade groupings, face-to-face cooperative learning, and similar structures were embedded in our programs, the challenges are enormous. The 2020-2021 year will be one where:

- Teaching and monitoring safety & hygiene protocols is paramount
- Each classroom will become a cohort to itself
- Staff and students who are unwell will be required to stay at home
- Learning supports will be provided to those who are at home because of illness or parental choice and at the same time teachers are looking for creative ways to find engaging activities in safe locations. This has added strains to the school's technology infrastructure. We are presently upgrading the school's Wifi to ensure better reception, including in the outdoor parts of the campus as teachers look to utilize outdoor learning spaces as a Covid-19 response.



## Summary of Accomplishments

- Very high ratings in all relevant survey areas covered by the February 2020 administration of the Accountability Pillar Surveys
- Implementation of programming for gifted & talented students.
- Implementation of a High School program.
- Expanded implementation of the Mandarin Language program to include grade 2 and Saturday classes.

### May 2020 Accountability Pillar Overall Summary for Progressive Academy Education Society

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	93.9	90.8	91.7	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	89.2	91.0	87.8	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	97.5	94.6	94.2	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	*	*	n/a	2.7	2.6	2.7	*	*	*
	High School Completion Rate (3 yr)	*	n/a	n/a	79.7	79.1	78.4	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	80.6	92.7	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	18.1	33.0	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	*	n/a	n/a	56.4	56.3	55.6	*	*	*
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	*	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	92.9	81.6	91.9	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	94.7	90.8	88.6	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	94.5	92.6	89.7	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	91.8	77.6	75.5	81.5	81.0	80.9	Very High	Improved Significantly	Excellent







## 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

## Measure 1 - PAT & Diploma Results

<p><b>Comment on Results</b></p> <p>Due to Covid-19, no results are available for 2019-2020.</p>
<p><b>Strategies for Education Plan</b></p> <p>Progressive Academy is committed to teaching that provides all students with the learning experiences and supports they need to successfully achieve the outcomes of the Alberta Program of Studies. In 2020-21 and future years, we are committed to:</p> <ol style="list-style-type: none"> <li>1. Supporting teachers to work collaboratively to examine standardized test results, such as PAT and CAT 4 results to identify areas of need and propose strategies across the grades to improve student proficiencies in desired learning outcomes.</li> <li>2. In the upper elementary and junior high school grades deliberately teaching standardized test-taking skills and provide sufficient practise so that students are comfortable with the PATs and Diploma Examinations in both paper and electronic formats.</li> <li>3. Focusing on building the type of deep learning and critical thinking skills necessary to build highly competent learners in all disciplines. This current year, teachers are collaboratively working on developing proficient writing skills in their students.</li> </ol>

## Measure: High School Results - Diploma Examination, Completion Rates, Rutherford Eligibility

<p><b>Comment on Results</b></p> <p>Progressive Academy re-introduced a High School program in 2019-2020 with five students registered in grade 10, 1 in grade 11 and 1 in grade 12. Our grade 12 student successfully completed his diploma exams in January. He has been accepted into the University of Toronto for 2020-2021 but has deferred his start date due to Covid-19. Due to Covid-19 cancellation of June exams and suppression of results due to low numbers, no results are available for other high school measures.</p>
<p><b>Strategies</b></p> <p>The following strategies will be applied:</p> <ol style="list-style-type: none"> <li>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 and proven ability to work in a guided independent learning system.</li> <li>2. Ensuring that students receive intentional instruction in the area of personal goal setting.</li> <li>3. Ensuring that all secondary students have the opportunity to engage in career planning activities, and receive guidance on post secondary planning.</li> </ol>

*Outcome One: Alberta's students are successful*

Measure: Survey Question on Citizenship

Performance Measure	Results (in percentages)					Tar	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievem	Improveme	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.3	90.3	84.7	84.7	94.7	92	Very High	Improved	Excellent	92	92	92

## Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	84.3	90.3	84.7	90.8	94.7	83.9	83.7	83.0	82.9	83.3
Teacher	80.0	96.6	96.5	97.8	98.8	94.5	94.0	93.4	93.2	93.6
Parent	100.0	98.2	*	91.1	97.1	82.9	82.7	81.7	81.9	82.4
Student	73.0	76.0	73.0	83.4	88.3	74.5	74.4	73.9	73.5	73.8

### 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 develops, 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 about the many aspects of our country and other cultures 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.
- Progressive Academy 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.

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

Performance Measure	Results (in percentages)					Tar	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	21	22	23
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.	84.1	85.6	86.9	91.0	89.2	83	Very High	Maintained	Excell	84	85	86

### Program of Studies – Measure Details

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.

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	84.1	85.6	86.9	91.0	89.2	81.9	81.9	81.8	82.2	82.4
Teacher	84.7	87.5	92.6	93.8	96.1	88.1	88.0	88.4	89.1	89.3
Parent	98.2	94.2	*	90.6	87.3	80.1	80.1	79.9	80.1	80.1
Student	69.4	75.0	81.3	88.8	84.1	77.5	77.7	77.2	77.4	77.8

#### 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, 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 types of activities.

Furthermore as a school, we try to be responsive to our parent community. Two examples of this are our private music lessons and our weekend Mandarin program. Parents asked for options that would de-stress their busy lives, but are not normal programs within schools. Progressive Academy found ways to offer these options in innovative ways that served the needs of families, while at the same time not drawing financial resources from the core programs.

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

Performance Measure	Results (in percentages)					Targ	Evaluation			Targets		
	2016	2017	2018	2019	2020	2021	Achievemen	Improvemen	Overall	202	2022	2023
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	91.1	93.1	91.3	90.8	93.9	92	Very High	Maintained	Excellent	93	93	93

others and are treated fairly in school.												
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.3	94.8	93.1	94.6	97.5	94	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.	96.4	100	94.1	81.6	92.9	94	High	Improved	Excellent	94	94	94
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	78.9	83.0	65.6	68.7	77.6	75	n/a	n/a	n/a	76	77	77
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	94.8	89.7	86.9	92.6	94.5	90	Very High	Maintained	Excellent	91	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.	82.7	78.2	70.7	77.6	91.8	81	Very High	Sig. Impr.	Excellent	82	83	83

## Safe and Caring – Measure Details

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.

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	91.1	93.1	91.3	90.8	93.9	89.5	89.5	89.0	89.0	89.4
Teacher	92.9	98.9	97.6	97.8	100.0	95.4	95.3	95.0	95.1	95.3
Parent	94.3	100.0	*	92.5	94.3	89.8	89.9	89.4	89.7	90.2
Student	86.1	80.3	85.0	82.2	87.5	83.4	83.3	82.5	82.3	82.6



## Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	95.3	94.8	93.1	94.6	97.5	90.1	90.1	90.0	90.2	90.3
Teacher	96.4	99.1	98.0	99.1	97.9	96.0	95.9	95.8	96.1	96.4
Parent	100.0	95.5	*	93.7	100.0	86.1	86.4	86.0	86.4	86.7
Student	89.4	89.9	88.1	91.0	94.7	88.0	88.1	88.2	88.1	87.8

## Work Preparation – Measure Details

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.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	96.4	100.0	94.1	81.6	92.9	82.6	82.7	82.4	83.0	84.1
Teacher	92.9	100.0	94.1	88.2	100.0	90.5	90.4	90.3	90.8	92.2
Parent	100.0	100.0	*	75.0	85.7	74.8	75.1	74.6	75.2	76.0

## Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	78.9	83.0	65.6	68.7	77.6	70.7	71.0	70.9	71.4	72.6
Teacher	76.0	79.4	65.6	76.7	93.8	77.3	77.3	77.8	78.8	80.6
Parent	81.8	86.7	*	60.7	61.5	64.2	64.8	64.0	64.0	64.6

## Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	94.8	89.7	86.9	92.6	94.5	80.9	81.2	81.2	81.3	81.8
Teacher	89.6	92.0	86.9	87.6	98.7	88.4	88.5	88.9	89.0	89.6
Parent	100.0	87.3	*	97.5	90.3	73.5	73.9	73.4	73.6	73.9

## School Improvement – Measure Details

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.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	82.7	78.2	70.7	77.6	91.8	81.2	81.4	80.3	81.0	81.5
Teacher	78.6	77.8	68.8	72.2	93.8	82.3	82.2	81.5	83.4	85.0
Parent	100.0	81.8	*	81.3	100.0	79.7	80.8	79.3	80.3	80.0
Student	69.4	75.1	72.6	79.4	81.5	81.5	81.1	80.2	79.4	79.6

### 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.

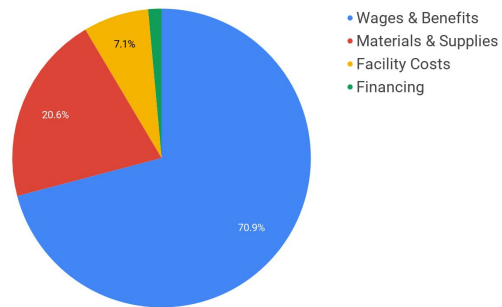
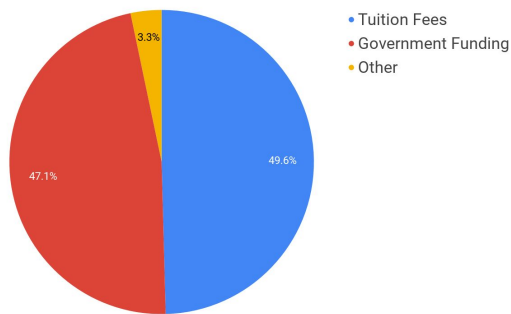
### Strategies:

- 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. Apart from the traditional (and mandated) advisory council, the school has implemented an annual parent barbecue which is 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, believing that one of the best ways of engaging parents is to make them feel welcome and included in ongoing conversations about their childrens' education.
- 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 develop a number methods to further engage our stakeholders. An example of this is to host events that are combined with a survey/focus discussion where we ask for input from our parents, teachers or students on outcomes, strategies, or measures that are uniquely relevant to the Progressive Academy community.



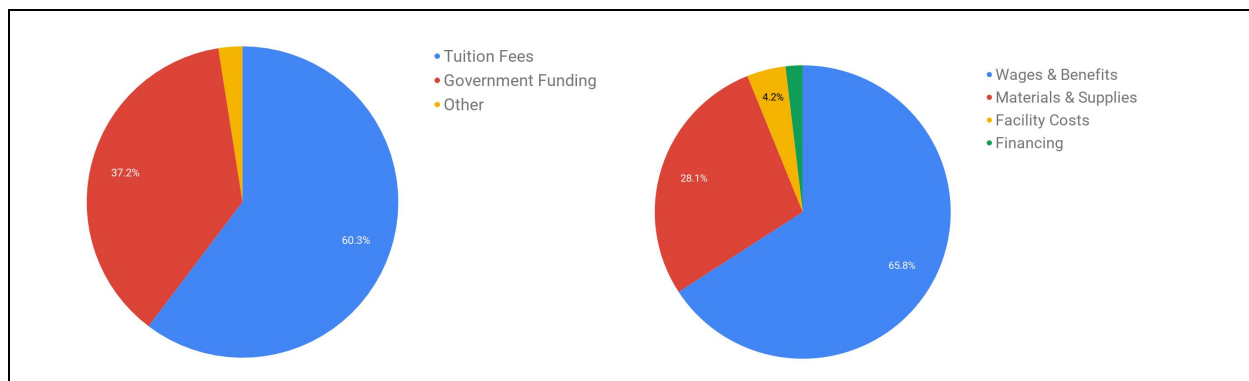
**Summary of Financial Results (2019-2020)**

Revenues		Expenses	
		Wages	\$ 2,026,102
Parents (Tuition & Fees)	\$ 1,575,495	Operations	\$ 587,588
Government	\$ 1,497,917	Facility	\$ 202,551
Other	\$ 104,508	Financing	\$ 41,314
Totals	\$ 3,177,921		\$ 2,857,555



**Summary of Budget Summary (2020-2021)**

Revenues		Expenses	
		Wages	\$ 2,187,966
Parents (Tuition & Fees)	\$ 1,975,416	Operations	\$ 624,218
Government	\$ 1,218,634	Facility	\$ 141,000
Other	\$ 81,700	Financing	\$ 62,000
Totals	\$ 3,275,750		\$ 3,323,646



### Parental Involvement

Extensive work was done in 2018 to ensure continued solid governance of the Society. In addition to the Board of Directors, the school has developed an advisory structure which provides parents a formal mechanism for receiving reports on the school's results, registering their input on programs, policies, board direction and 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 an open door policy, events, focus groups, surveys, and face-to-face meetings in discussion on matters of program, policy, and direction and to also host many events for parents or involving parents. Although during the last term of the 2019-2020 school year, the school building was closed to students and parents, close communication with parents was maintained via on-line platforms. Parents were directly involved in supervising children who were learning at home, and many of them gained new insights into the work of teachers in planning and implementing learning activities.

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 February 25, 2021 and is accessible to interested parties at [www.proacad.ca](http://www.proacad.ca).

#### Whistleblower Protection

Progressive Academy had no 2019-2020 actions under the *Public Interest Disclosure (Whistleblower Protection) Policy*.

