2020-2021 Annual Education Results Report (AERR) for Progressive Academy (Authority 9225)

Message from the Board Chair:

The Progressive Academy Education Society (PAES) currently operates a single school, Progressive Academy. The Progressive Academy story of 2020-21 was defined by Covid-19.

While the board is not directly involved in day-to-day operations of the school, it bears a primary responsibility to provide the direction and oversight needed for the school to operate in a manner that safeguards the health and safety of the staff and students, while at the same time providing for an engaging and challenging program. The board began the year by approving the Covid 19 Policy and Guidelines that had been developed by the school's administrative team. Those guidelines allowed parents to confidently send their students to school, and in some cases to participate in remote learning. As the year unfolded, our students, in spite of the restrictions, suspension of many activities, and at least one transitions to on-line learning and back again, experienced high quality programming that allowed them to both feel safe and supported while at the same time experiencing success.

In many ways, the unfolding of the Covid story led to a much larger story for Progressive Academy. From the beginning of Covid in March of 2020 to the beginning of the 2021-22 school year in September 2021, Progressive Academy has experienced unprecedented growth of nearly 70%. Parents shared their satisfaction with their friends, relatives and colleagues. The result has been an influx of students to the point where all classes have filled. Thus, the board has not only carried on its usual work of providing oversight, direction and strategic planning, but has engaged in meeting the infrastructure needs of the current and future school years. This involved both renovations of the current building to provide the necessary classroom space, and developing plans to add a pod of portable classrooms.

Through all of this, the board has maintained its commitment to overseeing the planning and reporting cycle that assures our stakeholders that the Progressive Academy Education Society is using its resources wisely to ensure the success of all students who have been accepted into the school.

Sincerely,

C-Anne Robertson
Progressive Academy Education Society Board Chair

Accountability Statement

The Annual Education Results Report for the 2020-2021 school year 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 has used past AERR results along with locally obtained data to support the development of its most recent Education Plan and is committed to implementing the strategies contained within that plan, and revising it as necessary in light of current results, to improve student learning and results.The Board approved this Annual Education Results Report on February 7, 2022.

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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A Profile of the School Authority

The Progressive Academy Education Society presently operates a single campus, Progressive Academy, which is an independent school located in the Glenora community of Edmonton. During the 2020-21 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.

Progressive Academy'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.

Progressive Academy 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. In 2019-2020, 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. The first graduate was accepted by the University of Toronto and began his studies there in September 2021.
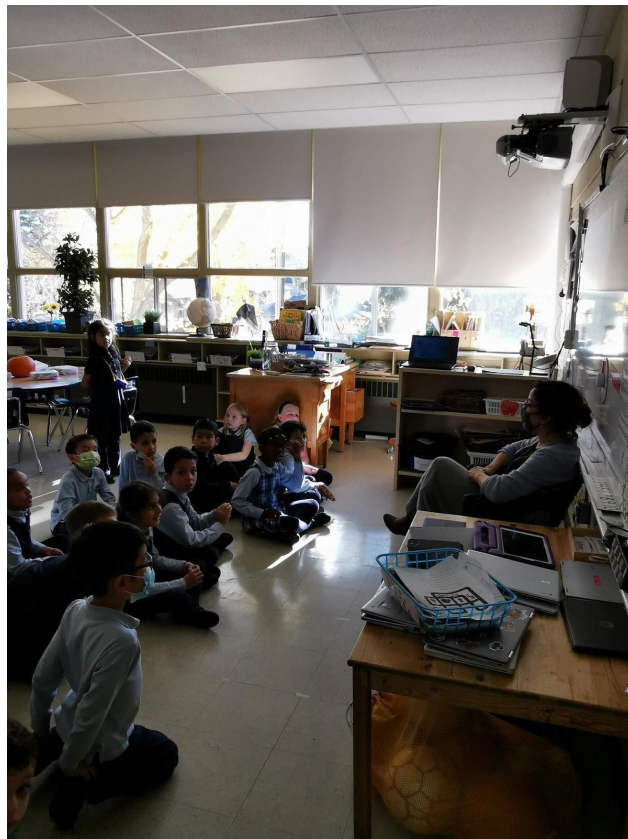
Summary of Accomplishments

- Very high ratings in all relevant survey areas covered by the February 2021 administration of the Accountability Pillar Surveys
- High retention and growth rates
- Continued growth in the high school program
- Establishment of a Health and Safety Committee which led development of health and safety policies and procedures at Progressive Academy
- Expanded implementation of the Mandarin Language program to include grade 5, along with afternoon and Saturday classes for Asian families wanting their students to have a deeper experience in learning Chinese language, literature and culture

Spring 2021 *Required Alberta Education Assurance Measures - Overall Summary*

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	88.3	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	91.4	94.7	90.1	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	*	*	n/a	83.4	80.3	79.6	*	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	90.3	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	25.7	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.8	97.5	95.1	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.4	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	89.5	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	92.5	94.5	91.3	79.5	81.8	81.4	n/a	n/a	n/a

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
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), Social Studies (Grades 6, 9, 9 KAE).

6.   Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

Comments on Overall Summary

While this report is still prepared under Alberta's Accountability Pillar, the results reflected in this table have been gathered under Alberta's new Assurance Framework and are thus aligned with the five domains of that framework. Many of the survey questions were newly introduced to better align with these domains. A few of the survey questions were unchanged. Progressive Academy's results in these questions were at or above our previous three-year average and in all cases, Progressive Academy's results exceeded the provincial results.

Due to Covid 19, students across Alberta did not write Provincial Achievement Tests and Diploma Examinations and thus data in these rows is missing. In place of PAT results, this report includes summaries of a number of instruments used by the school on a regular or pilot basis to measure achievement in literacy and numeracy.

Domain One: Student Growth and Achievement

Measure 1 - Standardized Test Results

    a. PAT & Diploma Results

Comment on Results: Progressive Academy Students, while not participating in Diploma Examinations and Provincial Achievement Tests, due to Covid-19, participated in several other standardized tests and these help to provide evidence showing that students continued to grow and achieve during the pandemic.

    b. LeNS Testing

While primarily a diagnostic test, the Letter Name and Sound Test (LeNS) was developed to assess the child's knowledge of the names of letter, the sounds of letters and common multi-letter graphemes to make sure the child has the foundational phonics skills to develop into an independent reader. These tests were administered to all ECS, grade 1 and grade 2 children at the school. While Progressive Academy used this to diagnose those students needing intervention, the results, obtained from testing administered late in the year, give a picture of student competency in literacy.

LeNS Results

	Above	Below	At Risk
Kindergarten	63	8	6
GR 1	18	5	3
GR 2	17	1	1

These results are referenced to Canadian norms, and these tests were only conducted in the 2021 school year. However, the above results would suggest that by grade two, students at Progressive Academy have largely mastered the phonic skills needed to be independent learners.

    c. CC3 Testing.

CC3 is a word reading test that examines the functioning of two key processes, phonological decoding and whole word recognition in single word reading. The tests can diagnose the nature of reading difficulties and provide cues for instruction and intervention. Again, viewed as full grade results, these tests can also give a snapshot of whether children have age appropriate lexical (word recognition) or sub-lexical (decoding) reading abilities.

CC3 Results

Regular Words

	Above	Below	At Risk
GR 1	23	2	1
GR 2	18	2	0
GR 3	12	2	2

Irregular Words

	Above	Below	At Risk
GR 1	21	4	1
GR 2	20	0	0
GR 3	8	8	0

Non-words

	Above	Below	At Risk
GR 1	19	6	1
GR 2	19	0	1
GR 3	9	5	2

These results would suggest that the majority of students in grade 1 and 2 are performing above average in their recognition of regular words (by either decoding or word recognition). Similarly, the majority of these grade 1 and 2 students are above average at word recognition of irregular words and decoding non-words. A reasonably high proportion of grade 3 students demonstrated below average ability to recognize irregular words or decode non-words, necessitating some focused intervention in this coming year on word recognition and decoding.

Grade 6 and Grade 9 CAT 4 Tests:

Progressive Academy administers a battery of CAT 4 tests during the first week of June each year. At this point, students are entering the final month of their grade. In the absence of grade 6 and grade 9 Provincial Achievement Test results due to Covid cancellations of these exams, we are sharing the results for our grade 6 and 9 students. Classroom teachers have access to the results for their individual students and are asked to use these to give direction to their planning each year. As the numbers are small, we have hesitated to draw any inferences.

Grade 9 CAT 4 Summary

Test	N	Number of ESL students writing	% of students at or above the 50th National Percentile Ranking	% of students at or above the 80th National Percentile Ranking	% of students at or above grade level
Reading	5	2	80	20	80
Vocabulary	4	1	75	0	75
Writing Conventions	5	2	100	0	80
Spelling	5	2	60	40	60
Mathematics	3	1	67	33	67
Math Computation	4	1	100	50	100

Grade 6 CAT 4 Summary

Test	N	Number of ESL students writing	% of students at or above the 50th National Percentile Ranking	% of students at or above the 80th National Percentile Ranking	% of students at or above grade level
Reading	12	3	58	58	58
Vocabulary	13	3	85	54	85
Writing Conventions	13	3	62	38	62
Spelling	13	3	69	62	77
Mathematics	13	3	69	46	62
Math Computation	13	3	62	23	54

Measure2 : High School Results - Diploma Examination, Completion Rates, Rutherford Eligibility

As the school only re-introduced its high school program in 2019-2020, with a single graduate that year and another graduate in 2020-21, combined with the cancellation of Diploma examinations by the province, there are no available high school statistics in this report.

Measure 3: Citizenship

Measure: Survey Question on Citizenship

Performance Measure	Results (in percentages)					Target	Targets		
	2017	2018	2019	2020	2021	2021	2022	2023	2024
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	90.3	84.7	84.7	94.7	91.4	92	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									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	74	90.3	64	84.7	80	90.8	46	94.7	83	91.4	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	11	98.2	5	*	16	91.1	7	97.1	5	*	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	45	76.0	47	73.0	46	83.4	23	88.3	63	83.9	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	18	96.6	17	96.5	18	97.8	16	98.8	20	99.0	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

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. The Covid Pandemic, with its resultant restrictions and cohorting has created some obvious challenges for schools as students are forced into more traditional settings with less opportunity to interact and thus develop the opportunities for building citizenship skills. This is reflected in the lower rating by students vs teachers. The teaching staff of PA have developed some innovative approaches that allow students to participate in the school wide community and show care for the collective.

Measure 4: Student Learning Engagement

This measure was added to the parent/student/teacher surveys administered by the Province in February 2021. Progressive Academy results exceed the provincial average, but there is no comparative data from previous years.

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																				
	Authority										Province									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83	88.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63	76.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

Student Learning Engagement – Comment on Results

It is not surprising that students, with the Covid restrictions and suspension of many learning and social activities, found their school experience to be less engaging to them. Parents and teachers reported high levels of engagement. This is significant because many parents, for the first time, had the opportunity to watch classes in action as they supervised their children's online learning experiences.

Measure 5: Preparation for Work

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									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	27	100.0	17	94.1	33	81.6	22	92.9	17	100.0	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7
Parent	9	100.0	5	*	16	75.0	7	85.7	5	*	30,828	75.1	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8
Teacher	18	100.0	17	94.1	17	88.2	15	100.0	17	100.0	30,846	90.4	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7

Preparation for Work – Comment on Results

This question was administered to both parents and teachers. Teachers expressed great confidence that their students were being taught attitudes and behaviours important to success in the workplace.

Measure 6: Preparation for Lifelong Learning

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																				
	Authority										Province									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	27	83.0	17	65.6	33	68.7	23	77.6	19	100.0	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1
Parent	9	86.7	5	*	16	60.7	7	61.5	5	*	31,326	64.8	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3
Teacher	18	79.4	17	65.6	17	76.7	16	93.8	19	100.0	31,263	77.3	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9

Lifelong Learning – Comment on Results

As in the previous measure, this question was administered to both parents and teachers. Teachers expressed great satisfaction that students were demonstrating KSAs that are necessary to lifelong learning.

Domain Two: Teaching and Leading

Measure: Overall Quality of Basic Education

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																				
	Authority										Province									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	74	94.8	64	93.1	80	94.6	46	97.5	83	92.8	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	11	95.5	5	*	16	93.7	7	100.0	5	*	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	45	89.9	47	88.1	46	91.0	23	94.7	63	86.5	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	18	99.1	17	98.0	18	99.1	16	97.9	20	99.1	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

Education Quality – Comment on Results

All measures were at or above the provincial average and fairly consistent with previous years. Students were less satisfied with the overall quality of basic education than in previous years, and this could well be due to Covid-19 measures which severely restricted the opportunities for learning activities outside the classroom and amongst cohorts.

Domain Three: Learning Supports

Measure 1: Welcome, Caring, Respectful and Safe Schools

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									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	74	93.1	64	91.3	80	90.8	46	93.9	83	95.7	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	11	100.0	5	*	16	92.5	7	94.3	5	*	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	45	80.3	47	85.0	46	82.2	23	87.5	63	92.4	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	18	98.9	17	97.6	18	97.8	16	100.0	20	99.0	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4

Safe and Caring – Comments on Results

Once again, Progressive Academy's results are significantly above the provincial average and consistent, if not above previous year's authority results. Many parents expressed to staff and administrators at the school that they were highly comfortable with the school's Covid-19 measures, including the support provided by teachers for students working remotely. The circumstances of 2020-21 required also that students, teachers and families were more highly collaborative and this might, in part, account for the greater sense that students were cared for, respected, and treated fairly.

Measure 2: Access to Learning Supports and Services

Access to Learning Supports and Service – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																				
	Authority										Province									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83	89.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63	85.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	93.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7

Access to Learning Supports and Service – Comments on Results

This is a new survey question with no comparative results from previous years. Progressive Academy again showed results that were above the provincial average. While that provides us with some assurance that our stakeholders, students in particular, feel they are able to access the learning supports they need to be successful, the school continues to look for staff, resources and partnerships that will continually build the capacity of its staff to better support all learners.

Programs for At Risk Students – Measure Details

Percentage of teacher, parents and students in agreement that programs for children at risk are easy to access and timely.																				
	Authority										Province									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	74	88.6	64	87.8	80	88.0	46	91.0	83	89.2	160,737	84.9	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7
Parent	11	90.9	5	*	16	87.2	7	100.0	5	*	32,800	77.2	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7
Student	45	80.6	47	81.5	46	82.4	23	75.1	63	85.2	96,489	83.4	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2
Teacher	18	94.4	17	94.1	18	94.4	16	97.9	20	93.1	31,448	94.1	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2

Programs for At Risk Students – Comments on Results

Once again, Progressive Academy's results are above the provincial average and consistent, if not above previous year's authority results. Parents often send students to schools like Progressive Academy because the feel additional support would benefit their children and there appears to be some comfort that teachers, students and parents are expressing that students can access the programs they need.

Domain Four: Governance

Measure 1: Parental Involvement

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																				
	Authority										Province									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	29	89.7	17	86.9	34	92.6	23	94.5	20	92.5	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	11	87.3	5	*	16	97.5	7	90.3	5	*	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	18	92.0	17	86.9	18	87.6	16	98.7	20	92.5	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

Parental Involvement – Comment on Results

While only teacher results are reported, this appears to be consistent with previous years and above the provincial average. Given that Covid-19 restrictions may have prevented parents from entering the school building before and after schools to have informal conversations about their

kids, one might expect that they would feel less satisfaction with their level of involvement in decisions impacting their children's education.

Measure 2: School Improvement

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									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	74	78.2	63	70.7	80	77.6	46	91.8	82	87.3	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4
Parent	11	81.8	5	*	16	81.3	7	100.0	4	*	31,845	80.8	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7
Student	45	75.1	47	72.6	46	79.4	23	81.5	63	79.9	234,964	81.1	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1
Teacher	18	77.8	16	68.8	18	72.2	16	93.8	19	94.7	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4

School Improvement – Comment on Results

These results were again at or above the provincial average and consistent with previous years, so Progressive Academy is confident that it continues to improve in its ability to carry out its mission and mandate.

Other Survey Measures

Measure: Survey question on broad program of studies

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									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	45	85.6	33	86.9	53	91.0	34	89.2	46	85.2	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
Parent	11	94.2	5	*	16	90.6	7	87.3	5	*	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7
Student	16	75.0	16	81.3	19	88.8	11	84.1	26	74.0	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9
Teacher	18	87.5	17	92.6	18	93.8	16	96.1	20	96.4	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2

Program of Studies - Comment on Results

Covid-19 Protocols restricted the school's ability to blend cohorts and offer school-wide programming in 2021. This is reflected in the decrease in student satisfaction that they had access to a broad program of studies. Whereas in previous years, all students participated in mixed cohort technology, fine arts and sports electives, these choices were put on hold for the 2020-21 year.

Nevertheless, 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:

- 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
  - Robotics (On hold during Covid)
  - International Travel
  - Cheer (On hold during Covid)
- 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.
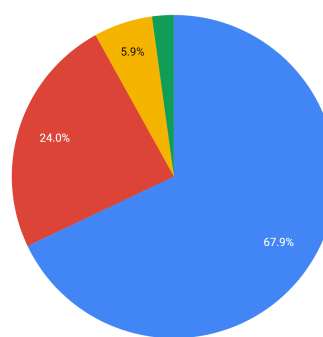
Financial Results

Summary of Financial Results (2020-21)

Revenues		Expenses	
		Wages	$ 2,485,798
Parents (Tuition & Fees)	$ 2,201,249	Operations	$ 879,203
Government	$ 1,535,240	Facility	$ 214,945
Other	$ 35,530	Financing	$ 79,388
Totals	$ 3,772,019		$ 3,659,334
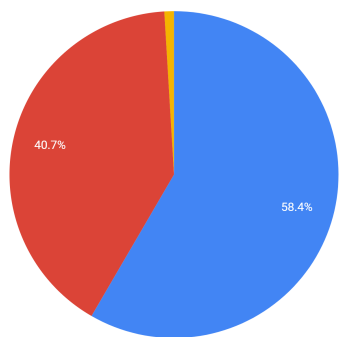
Timelines and Communication

This document was approved by the Board of Progressive Academy Education Society on February 7, 2022 and is accessible to interested parties at www.proacad.ca.

Whistleblower Protection

Progressive Academy had no 2020-21 actions under the *Public Interest Disclosure (Whistleblower Protection) Policy.*

Concluding Comments

The Progressive Academy Education Society is proud of the work it has done to build 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. As Alberta schools enter into a different way of planning and reporting under the *Assurance Framework,* The Progressive Academy Education Society is committed to working collaboratively with parents and members of our community to establish priorities, build plans, measure and report results and revise plans to the end that students are supported to achievement in academics and in skills for living.