

Progressive Academy Education Society 2021- 2022 Annual Education Results Report



Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for the Progressive Academy Education Society for the

2021/2022 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2021/2022 was approved by the Board on January 31, 2022.

C-Anne Robertson, PAES Board Chair

Foundational 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.

Board 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.
 - Providing 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.

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

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

A Profile of the School Authority

The Progressive Academy Education Society presently operates two campuses, Progressive Academy, which is an independent school located in the Glenora community of Edmonton and the Mount Pleasant DayCare operating in the Mount Pleasant community of south-central Edmonton. During the 2021-22 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 presently serve more than 300 students in its Junior Kindergarten to Grade 12 day school program and more than 200 high school aged students in its summer Mountain Adventure School.



Progressive Academy's original vision was to foster self-directed learning and provide students

with an authentic learning environment that enabled them to develop their competencies, to discover and develop their inherent qualities, and ultimately to 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 experiential learning opportunities so that students learn by doing. For example, in pre-Covid years, PA's Junior High students would 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.

School Community

Progressive Academy serves a multicultural milieu of families who value small classes, individual attention, and parental engagement. Many of the parents are professionals and entrepreneurs. 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 *Peace Learning Circles* (formerly *Tribes*) approach and the elementary and secondary teaching staff meet regularly in collaborative groupings to discuss and research 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 collaborative learning approaches.



The school's first eleven graduates have all been granted acceptance into universities.

Community Engagement

Throughout its history, Progressive Academy has considered the school community to be an essential component of the support system that assists students to be successful. For many years the school was small enough that parents dropped off and picked up their children at the classroom door, giving them frequent opportunities to interact with teachers or drop in to see an administrator. In the two or three years preceding the Covid-19 Pandemic, The PA Administrative Team had begun hosting several *Parent Engagement* sessions annually. These sessions combined community building activities together with reporting and focus engagement opportunities which allowed the school to gather information on areas identified in Accountability Pillar Surveys in addition to hearing from parents about areas of concern to them. Pandemic Restrictions limited the school's ability to carry out these face-to-face events in 2020 and 2021, however the school resumed these in the spring of 2022, hosting three such events with more than 30 participants representing students at all levels from Junior Kindergarten to High School. Not only did these sessions provide a welcome opportunity for parents to meet and socialize, they provided the school with the opportunity to report on the school's mission and vision, our Assurance Planning priorities, and obtain a much more robust sample size on AEAM survey questions as well as to garner direct input on what parents believed to be priority areas for growth in the schools.

PA has not yet developed a formal structure for students to engage in the planning and reporting process, believing that our current culture empowers students to openly talk with

teachers and administrators about what they believe to be the strengths and opportunities for growth in the school. It is not uncommon for a group of students in the secondary programs at PA to sit down with the Executive Director of the school or with the teacher assigned to program & post-secondary counseling responsibilities to discuss concerns they might have with program, scheduling, staffing, social opportunities or any other matter. Many of these conversations, while not formally documented, have impacted the planning directions of the Administrative Team and resulted in adjustments or major changes to how PA carries out its day-to-day operations.



Results Reporting

Alberta Education Assurance Measures and Local Measures

Domains 1: Student Growth

Table 1: Overall PAT and Diploma Exam Results

Measure	Progressive Academy Education Society (PAES) Results			Alberta Results		
	Current Results	Previous Year	Previous 3 Years	Current Results	Previous Year	Previous 3 Years
PAT: Acceptable	69.8	n/a	80.6	67.3	n/a	73.8
PAT: Excellence	18.8	n/a	18.1	18.0	n/a	20.6
Diploma: Acceptable	31.3	n/a	n/a	75.2	n/a	83.6
Diploma: Excellence	0	n/a	n/a	n/a	n/a	n/a

Notes: 1. Progressive Academy registered no self-declared FNMI students in 2021-2022

2: PAT and Diploma Exam Results for ESL Students Suppressed due to low numbers



Table 2: Overall PAT Results by subject area

Measure	Progressive Academy Education Society (PAES) Results			Alberta Results		
	Current Results	Previous Year	Previous 3 Years	Current Results	Previous Year	Previous 3 Years
LA 6 PAT: Acceptable	72.7	n/a	100.0	76.1	n/a	83.2
LA 6 PAT: Excellence	18.2	n/a	0.0	18.9	n/a	17.8
SS6 PAT: Acceptable	72.7	n/a	87.5	67.8	n/a	76.2
SS6 PAT: Excellence	54.5	n/a	12.5	20.1	n/a	24.4
Sci 6 PAT: Acceptable	72.7	n/a	87.5	71.5	n/a	77.6
Sci 6 PAT: Excellence	27.3	n/a	37.5	23.7	n/a	28.6
Math 6 PAT: Acceptable	63.6	n/a	75.0	64.1	n/a	72.5
Math 6 PAT: Excellence	9.1	n/a	12.5	12.6	n/a	15.0
LA 9 PAT:	69.2	n/a	70.0	69.6	n/a	75.1

Acceptable						
LA 9 PAT: Excellence	0.0	n/a	10.0	12.9	n/a	14.7
SS9 PAT: Acceptable	61.5	n/a	80.0	60.8	n/a	68.7
SS9 PAT: Excellence	15.4	n/a	10.0	17.2	n/a	20.6
Sci 9 PAT: Acceptable	69.2	n/a	70.0	68.0	n/a	75.2
Sci 9 PAT: Excellence	15.4	n/a	20.0	22.6	n/a	26.4
Math 9 PAT: Acceptable	76.9	n/a	80.0	53.0	n/a	60.0
Math 9 PAT: Excellence	15.4	n/a	40.0	16.7	n/a	19.0

Note 1: There were no self declared FNMI students writing PATs at Progressive Academy in 2021-22. ESL numbers are suppressed to protect the privacy as there were fewer than 6 in any PAT cohort.

Comment on Results: Progressive Academy's PAT results for 2021-22 in almost all cases showed a decrease from the previous three year averages. These results must be viewed in light of the province's results, which showed similar decreases in all subject areas from the previous three year averages. 2021-2022 was a difficult year for students, who were faced with a multitude of Covid mitigation restrictions, interruptions in learning and transitions to and from remote learning. In addition, Progressive Academy experienced a 50% growth in enrolment in a single year. That growth brought with it many challenges which put downward pressure on student results, challenges such as new teachers, classrooms operating in "borrowed spaces" such as the school auditorium, and the addition of students unfamiliar with the Progressive Academy learning culture. The administrative team of the school are confident that 2022-23 will see a return to the more favorable results of the past year, as new teachers and students become familiar with the school's culture, as the relaxing of Covid restrictions allow a return to more experiential learning, and as facilities are renovated to provide dedicated classroom spaces that facilitate learning.

Table 3: Overall Diploma Results by Subject Area

Measure	Progressive Academy Education Society (PAES) Results			Alberta Results		
	Current Results	Previous Year	Previous 3 Years	Current Results	Previous Year	Previous 3 Years
ELA 30-1 Diploma: Acceptable	*			78.8		

ELA 30-1 Diploma: Excellence	*			9.4		
SS 30-1 Diploma: Acceptable	*			81.5		
SS 30-1 Diploma: Excellence	*			15.8		
Math 30-1 Diploma: Acceptable	*			63.6		
Math 30-1 Diploma: Excellence	*			23.0		
Chem 30 Diploma: Acceptable	n/a			77.1		
Chem 30 Diploma: Excellence	n/a			31.1		
Bio 30 Diploma: Acceptable	*			74.3		
Bio 30 Diploma: Excellence	*			25.2		
Phys 30 Diploma: Acceptable	*			78.5		
Phys 30 Diploma: Excellence	*			34.6		
Science 30 Diploma: Acceptable	*			75.7		
Science 30 Diploma: Excellence	*			17.2		

Notes: Results are suppressed where the number of students is fewer than 6 (*). There were no self declared FNMI students writing Diploma Examinations at Progressive Academy in 2021-22. ESL numbers are suppressed to protect privacy as there were fewer than 6 in any Diploma Exam cohort.

High School Completion: While results are suppressed because of the low number of students in our high school program, we know from school records that all students who have begun the high school program in the past three years have completed and 100% of students having completed were accepted into university-level post secondary programs.



Citizenship: Teacher, parent and student agreement that students model the characteristics of active citizenship.

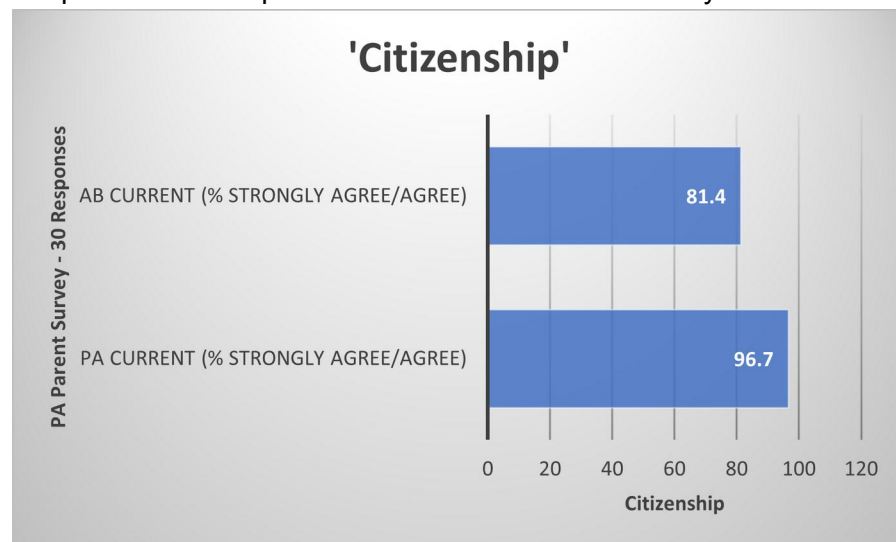
Table 4: Citizenship: Satisfaction Survey Results - 2021-2022

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																					
	Authority													Province							
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%
Overall	64	84.7	80	90.8	46	94.7	83	91.4	108	85.0	Very High	Declined	Good	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	5	*	16	91.1	7	97.1	5	*	8	85.0	Very High	Maintained	Excellent	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	47	73.0	46	83.4	23	88.3	63	83.9	76	74.2	Very High	Declined	Good	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	17	96.5	18	97.8	16	98.8	20	99.0	24	95.8	Very High	Maintained	Excellent	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

Comment on Results: Progressive Academy has traditionally been a school where students are involved in highly experiential programming that involves leadership, collaborative, service and mentoring opportunities for students at all grade levels. Covid 19 restrictions and cohorting requirements curtailed many of these opportunities. The 76 students who completed these surveys were in grade 4 and above and the majority had been at Progressive Academy in pre-

covid years, thus they felt the loss of these opportunities and expressed their feelings in the survey results. Interestingly, parents and teachers still expressed a high level of satisfaction that students modeled the characteristics of active citizenship. Progressive Academy further surveyed a group of 30 parents who attended one of the school's three Parent Engagement Sessions. Their satisfaction level on this same question was extremely high. (see below)

Graph 1: Citizenship: Local Parent Satisfaction Survey Results - 2021-2022



Student Learning Engagement: Teacher, parent and student agreement that students are engaged in their learning at school.

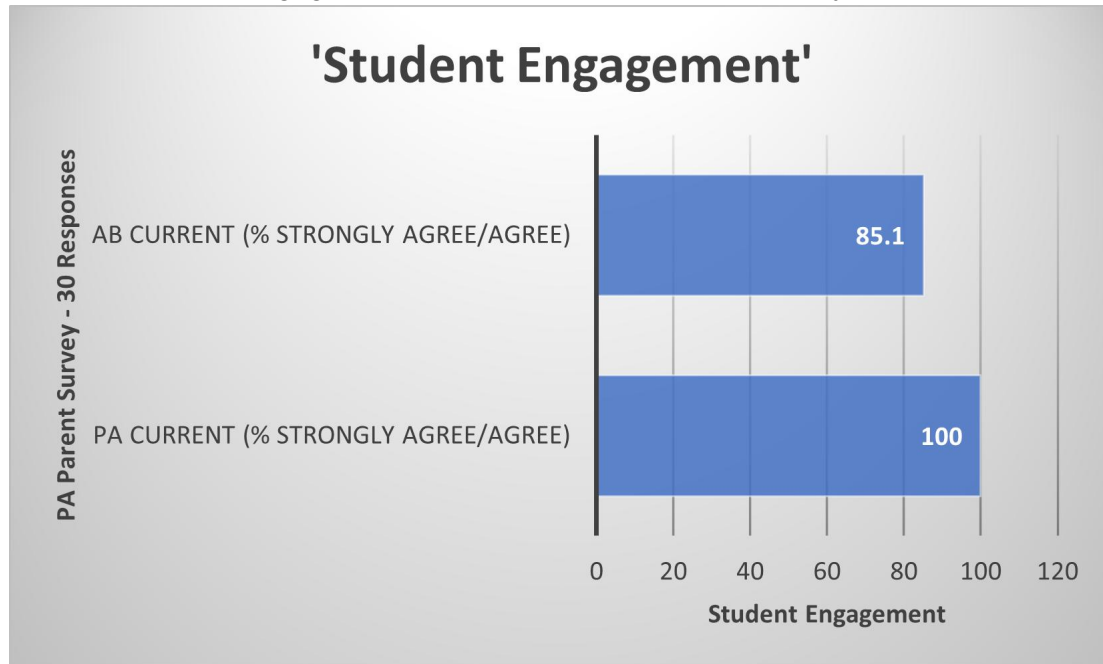
Table 5: Student Learning Engagement: Satisfaction Survey Results - 2021-2022

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																							
	Authority													Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	83	88.3	108	83.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.5
Parent	n/a	n/a	n/a	n/a	n/a	n/a	5	*	8	79.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	63	76.6	76	70.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	20	100.0	24	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5

Comment on Results: Once again, Progressive Academy students are used to a highly experiential program that engages them in participatory learning activities. During the pandemic, teachers worked hard to ensure that this continued to happen, but due to Covid restrictions and cohorting requirements, students missed cross-cohort option classes, school wide fine-arts performances, interschool sports, and so many of the activities that engage older students. Teachers, because of their involvement in planning learning activities, still expressed a high level of satisfaction that students were engaged. This question was also

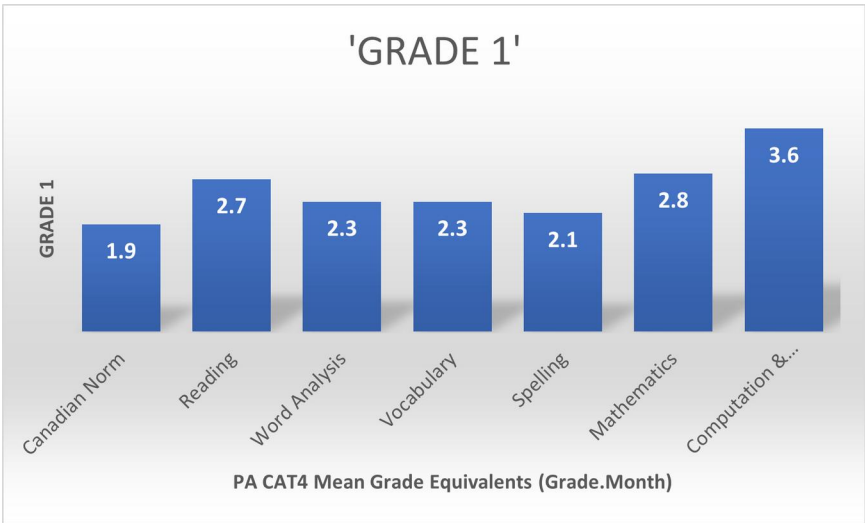
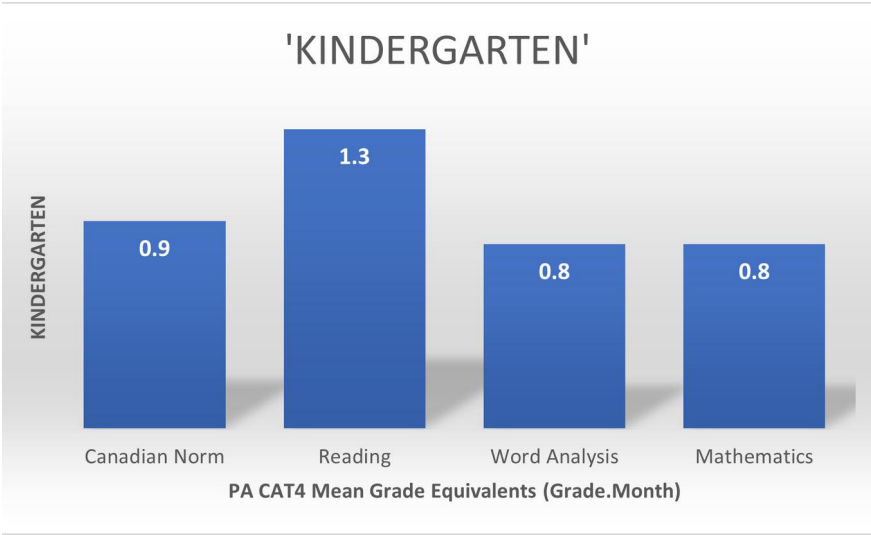
included in the parent survey administered at the three Parent Engagement Sessions. Parental satisfaction level on this same question was extremely high. (see below)

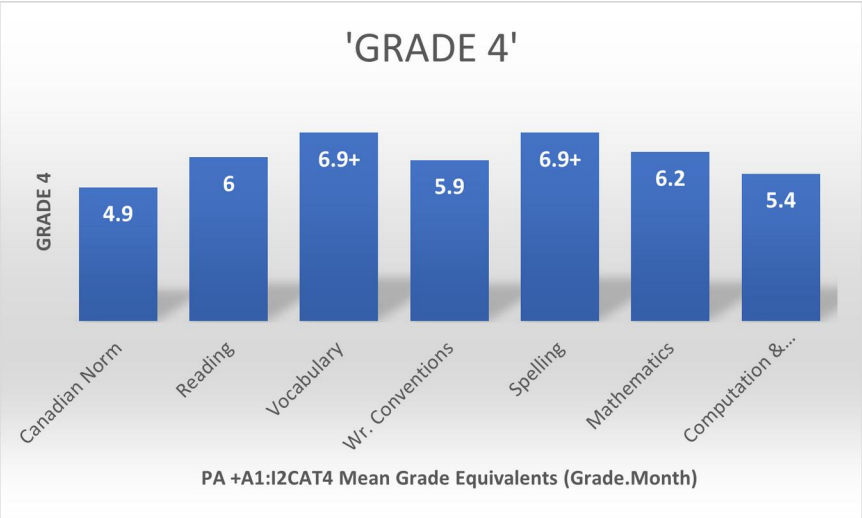
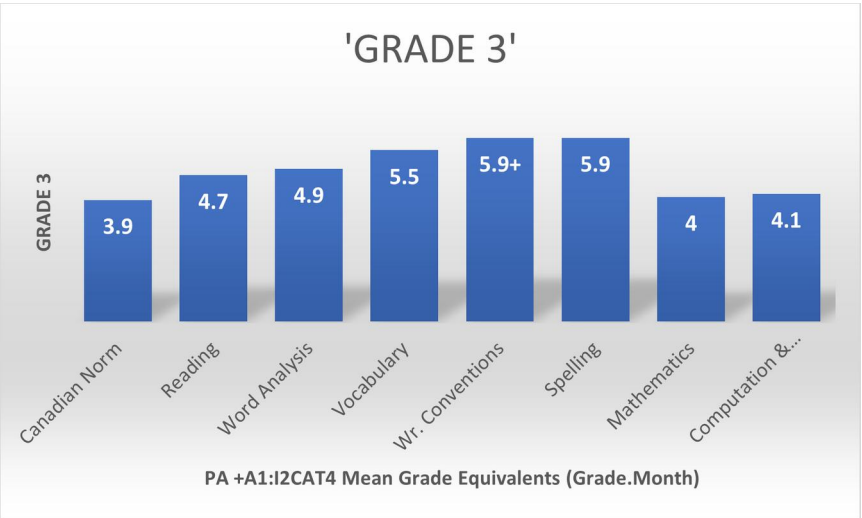
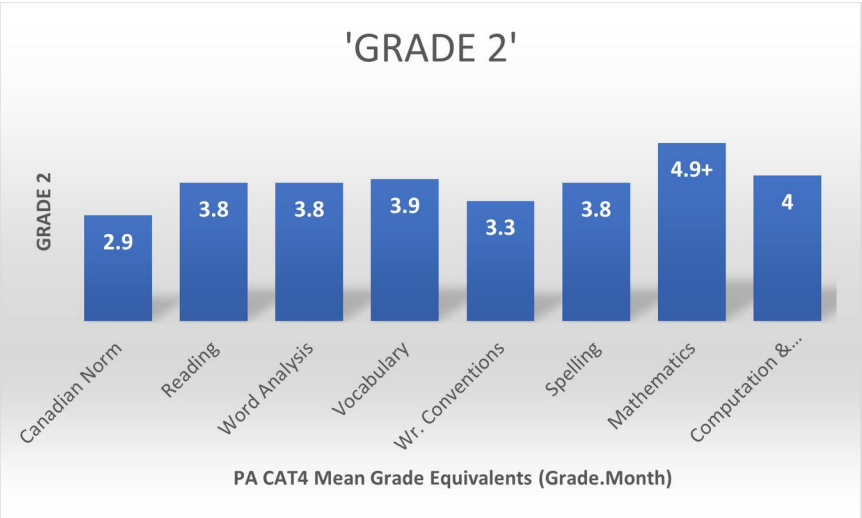
Graph 2: Student Engagement: Local Parent Satisfaction Survey Results - 2021-2022

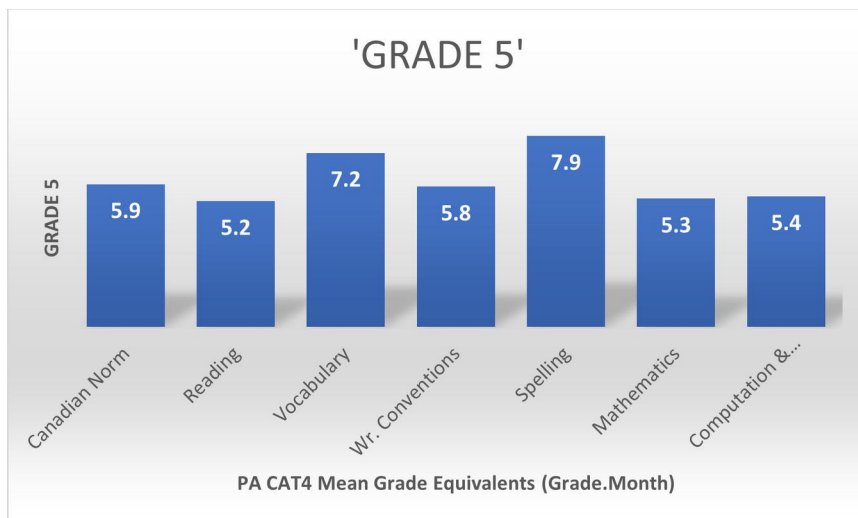


CAT4 Achievement Testing. Progressive Academy has, for many years, utilized standardized,

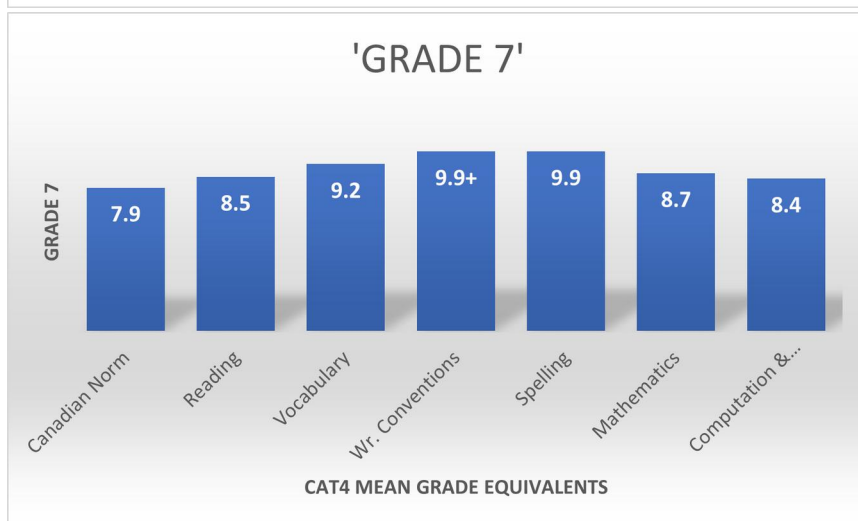
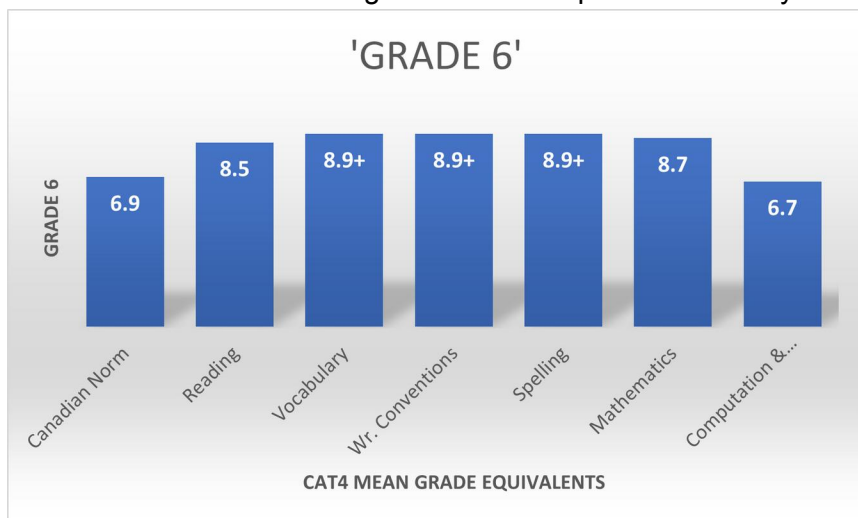
Canadian norm-referenced tests to provide teachers a snapshot of student achievement and identify areas for intervention or teacher growth. In 2021-2022, the school made the decision to have these tests independently scored in order to provide the school with a selection of reports that can assist teachers and school administrators in their planning for student success and in assurance reporting to the school's stakeholders. Tests were administered at all grade levels, but since the high school cohorts are yet small, only K to grade 9 results will be reported, using mean grade equivalents for the subtests administered at that grade level. Numerical scores in the graphs below indicate the norm referenced year & month grade equivalent, so a score of 1.9 would indicate that students, at the time of writing this test, were, on average, achieving at ninth month of grade 1 level.

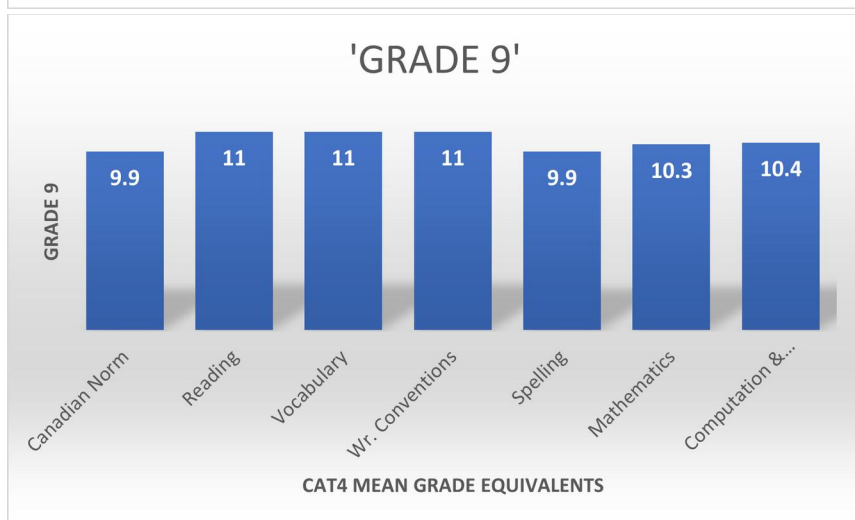
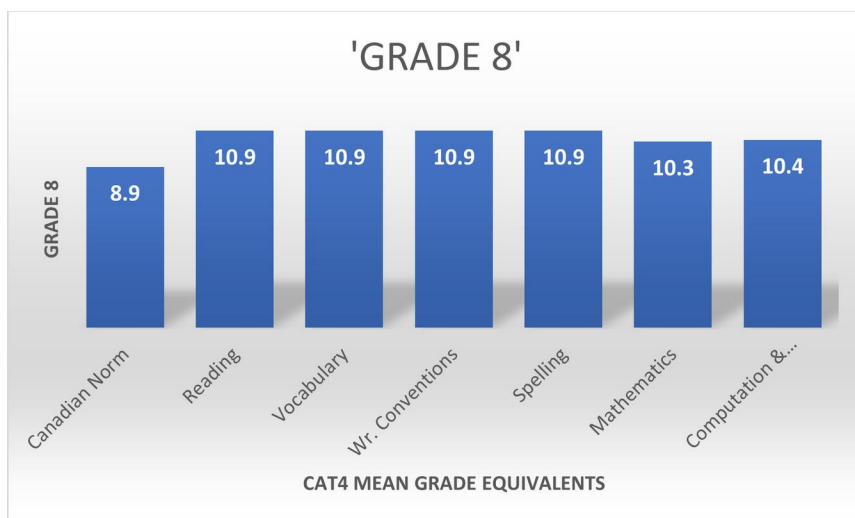






Comment on Results: The grade 5 class experience a mid-year teacher transition





Domain 2: Teaching and Leading

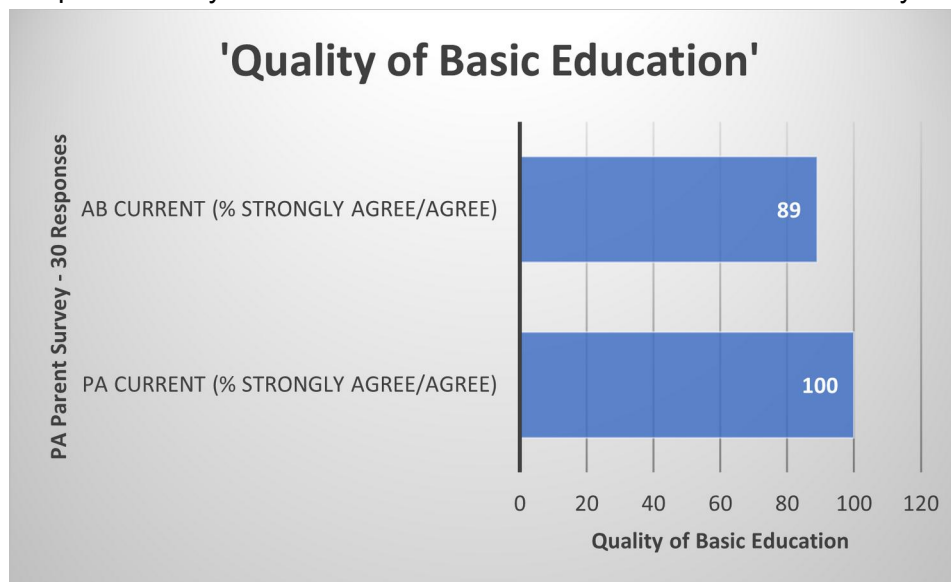
Education Quality: Teacher, parent and student satisfaction with the overall quality of basic education.

Table 6: Education Quality: Satisfaction Survey Results - 2021-2022

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority													Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	64	93.1	80	94.6	46	97.5	83	92.8	108	88.0	High	Declined	Acceptable	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	5	*	16	93.7	7	100.0	5	*	8	83.3	High	Declined	Acceptable	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	47	88.1	46	91.0	23	94.7	63	86.5	76	83.5	Intermediate	Declined	Issue	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	17	98.0	18	99.1	16	97.9	20	99.1	24	97.2	High	Maintained	Good	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

Comment on results: This is a measure that has historically been rated very highly by parents, teachers, and students. While the satisfaction levels dropped in all subgroups, they are noted most significantly amongst students. Once again, this survey was completed after two years of Covid restrictions when students saw no assurance of a return to pre-covid learning approaches. Many of them had enrolled in Progressive Academy because of their desire to learn experientially, and when these opportunities were diminished, they perceived a decrease in the quality of basic education at the school. As restrictions were lifted, parents who responded at the school's Parent Engagement Sessions reflected a much improved confidence level in the school's overall quality of basic education. (see below)

Graph 3: Quality of Basic Education: Local Parent Satisfaction Survey Results - 2021-2022



Teacher Growth, Supervision & Evaluation - Local Measure:

Progressive Academy administers a Teacher Growth, Supervision and Evaluation policy modeled on the provincial policy. The administration of this policy includes:

- An annual review with teachers at the school's orientation or during a faculty meeting early in the year.
- Regular visits by the Principal and Vice-Principals to classrooms for informal observations and coaching
- The annual submission of Teacher Professional Growth Plans, TPGP, by September 15
- Review of TPGPs by the Principal
- Evaluation of new teacher annually in their first two years of teaching and at least once each three years thereafter
- Periodic review of teachers' planning documents to assure alignment with Alberta's *Ministerial Order on Student Learning and Programs of Study*.

Domain 3: Learning Supports

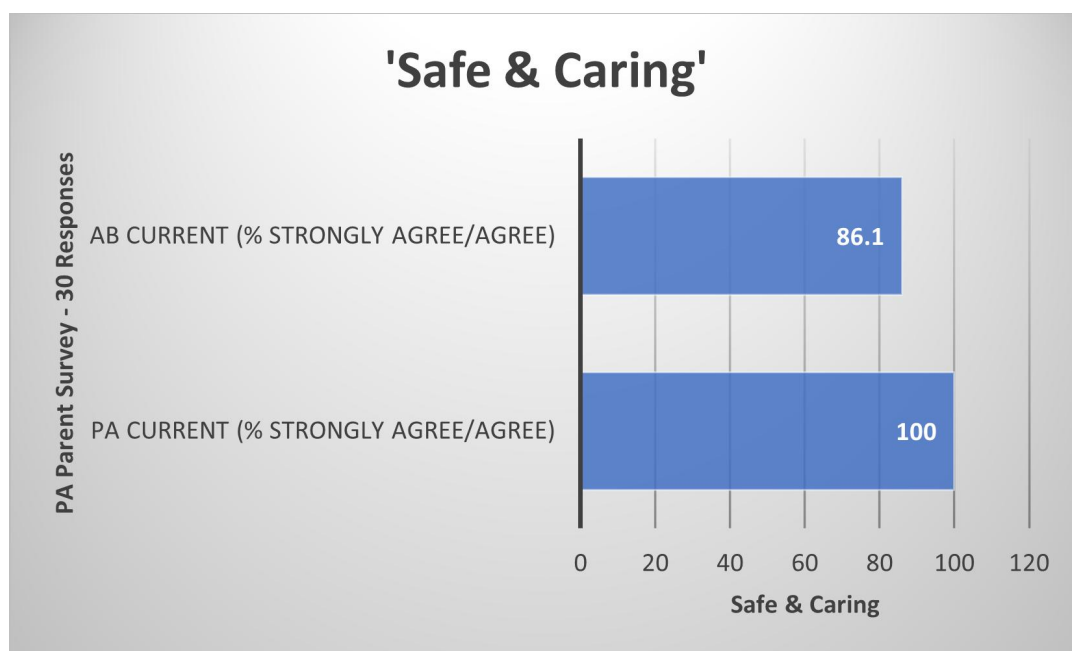
Welcome, Caring, Respectful, and Safe Learning Environments: Teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe.

Table 7: Welcome, Caring, Respectful, and Safe Learning Environments: Satisfaction Survey Results - 2021-2022

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																							
	Authority													Province									
	2018		2019		2020		2021		2022					Measure Evaluation			2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	83	94.4	108	88.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	5	*	8	84.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	63	89.5	76	82.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	20	99.3	24	98.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6

Comment on results: As Alberta's focus on post-Covid student mental health would indicate, schools were not perceived by students or their parents to be as safe and welcoming as in their pre-covid state. Progressive Academy's numbers mirror those of the province in this measure. On a more positive note, when Progressive Academy surveyed parents as the Covid restrictions were being lifted, satisfaction on this measure showed significant improvement. (see below)

Graph 4: Welcome, Caring, Respectful, and Safe Learning Environments: Local Parent Satisfaction Survey Results - 2021-2022



Access to Support & Services: Teacher, parent and student agreement that students have access to the appropriate supports and services at school.

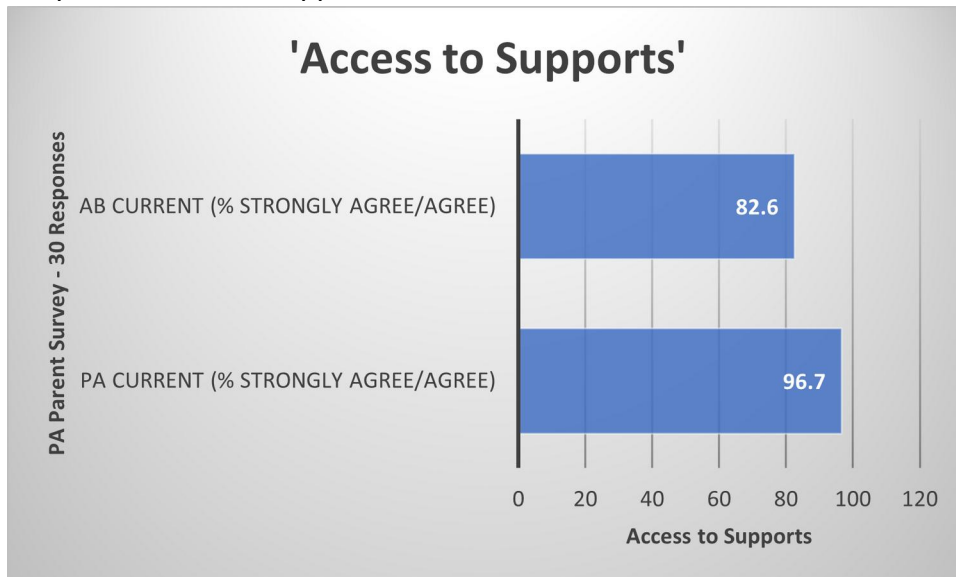
Table 8: Accesses to Supports & Services: Satisfaction Survey Results - 2021-2022

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																							
	Authority													Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	83	89.5	108	91.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	5	*	8	94.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	63	85.2	76	82.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	20	93.8	24	96.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3

Comment on Results: Progressive Academy has always strived to maintain a culture where students' individual needs are central to planning for their success. The school has developed an Education Supports Division that seeks to support teachers by providing supports needed to individuals or small groups. That division will furthermore connect teachers with necessary professional support agencies when students have needs that exceed the teacher's capacity. Below is a graph showing parent satisfaction from a local survey administered during Parent Engagement session in March & April of 2022.



Graph 5: Access to Supports & Services: Local Parent Satisfaction Survey Results - 2021-2022



Required Local Measures:

Specialized Supports and Services. School authorities are responsible for ensuring that students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

Progressive Academy has implemented the following processes and strategies:

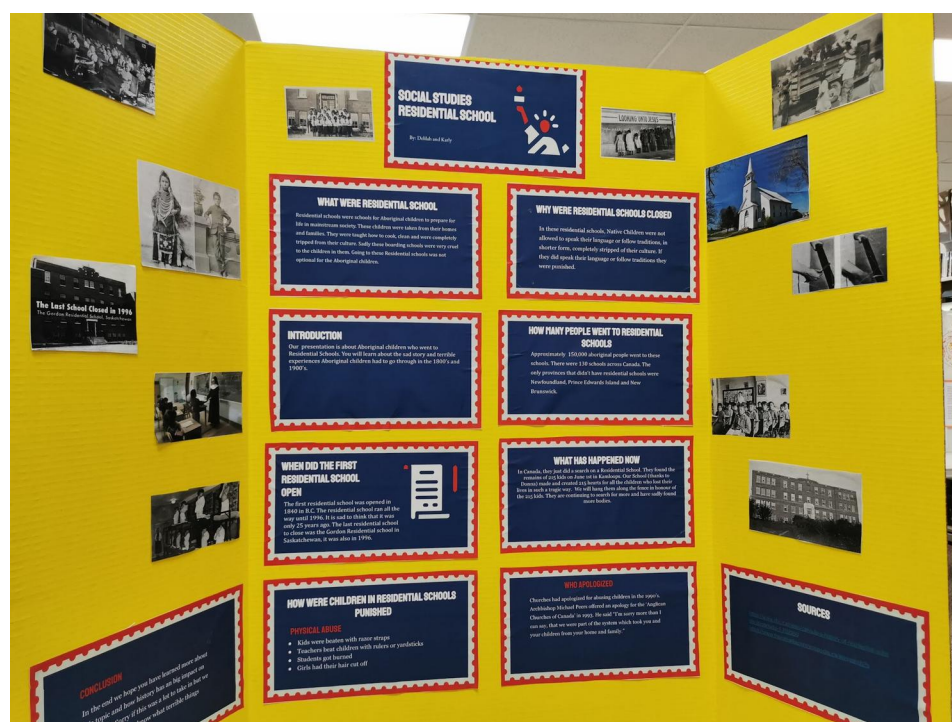
1. The school has an Education Supports Division which is responsible for:
 - a. Assessment of students
 - i. Those identified as possible English Language Learners
 - ii. Standardized Achievement Testing - administers CAT4 tests early in June each year to all students K and up and to students who have newly enrolled. The purpose of these tests is to inform teachers of the effectiveness of their instruction and of individual student needs.
 - iii. Coordination of PAT and Diploma examinations each year.
 - b. Pull-out support to small groups of students in literacy and mathematics
 - c. Limited one-to-one tutoring *
2. Orientation to teachers on the use of CAT4 results to inform their instruction:
 - a. Identification of individual students who are working below grade level in particular subject areas and particular skills within those subject areas
 - b. Identification of whole class trends that might show weakness in a specific subject area or specific concept area within a subject area
3. A number of learning assistants both in specialty areas and generalist are available to coach students and provide remedial tutoring.
4. PA has implemented a system of collaboration, where divisions have lead teachers or VPs and scheduled collaboration time which allows for discussion of supports that would best benefit specific students in each class.
5. PA utilizes AISCA's Expanding Capacity and Learner Supports program to access screenings, assessments, consultation, professional learning and direct services from Khan Communications. These services are provided by Speech Language Therapists, Occupational Therapists, Physiotherapists and Mental Health Specialists, with a focus on both building teacher & parent capacity while at the same time supporting students directly.
6. PA has signed on to Open Parachute as a universal support for mental health. Open Parachute provides lessons for teachers to use as mental health discussion starters in their classrooms as well as ongoing support for teachers through access to resources, training and a community of practice.
7. PA develops Individual Program Plans for those students that are receiving specialized funding based on a mild/moderate or severe code. In addition, should a teacher or education support staff member believe that a non-coded student can benefit from an IPP, staff will meet with parents and, where practical, the student to determine desired outcomes, strategies and measures.

First Nations, Métis and Inuit student success. School authorities are responsible for improving First Nations, Métis and Inuit student success. This includes ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.

PA has few if any self identified FNMI students, so the school's efforts are mainly aimed at

ensuring that all are engaged in learning FNMI foundational knowledge, history, contributions, ways of knowing, perspectives and culture. In relation to these, Progress Academy has implemented the following processes and strategies.

1. A number of years ago, with the introduction of the new TQS, PA staff went through a series of targeted professional learning sessions aimed at improving teachers comfort with teaching FNMI history,
2. Teachers are expected to develop this competency as a professional obligation related to TQS Competency 5.
3. Our library constantly identifies support materials available for teachers and shares these at regular staff meetings.
4. The school welcomes the integration of FNMI knowledge, history, perspectives and experiences, treaties, agreements and the history/legacy of residential schools into the new curriculum and seeks ways of identifying and incorporating similar outcomes in existing curriculum.
5. The school annually celebrates Orange Shirt Day as well as National Indigenous People's Day, using the latter as a showcase for student projects developed in their various grade & subject areas.

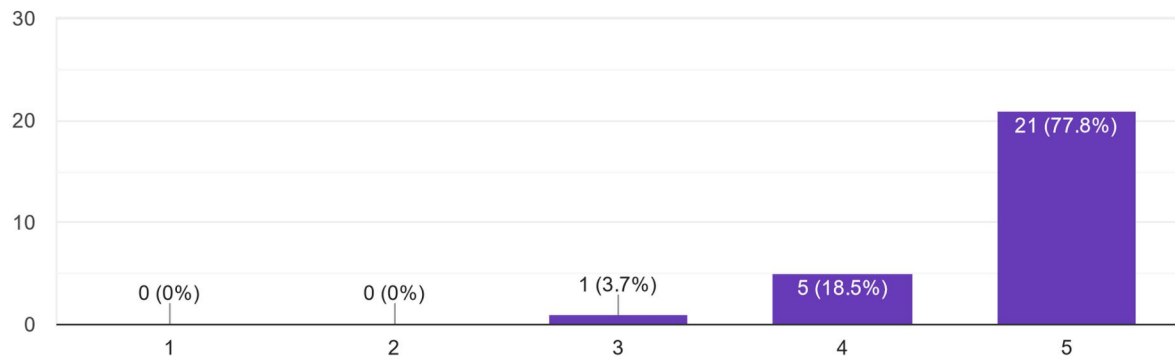


The school-administered parent survey in the spring of 2021-22 provided the following data:

Graph 6: Improving FNMI Outcomes: Local Parent Satisfaction Survey Results - 2021-2022

How satisfied are you that PA students learn about First Nations, Metis and Inuit perspectives and experiences, treaties, agreements, and the history & legacy of residential schools?

27 responses



Note: No provincial data is available for comparison

Domain 4: Governance

Parental Involvement: Teacher and parent satisfaction with parental involvement in decisions about their child's education.

Table 9: Parental Involvement: Satisfaction Survey Results - 2021-2022

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																			
	Authority													Province					
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%
Overall	17	86.9	34	92.6	23	94.5	20	92.5	32	81.8	High	Declined	Acceptable	67,509	81.2	68,116	81.3	70,377	81.8
Parent	5	*	16	97.5	7	90.3	5	*	8	87.5	Very High	Maintained	Excellent	34,998	73.4	34,944	73.6	36,556	73.9
Teacher	17	86.9	18	87.6	16	98.7	20	92.5	24	76.1	Very Low	Declined	Concern	32,511	88.9	33,172	89.0	33,821	89.6

Comment on results: PA has traditionally scored highly on this measure. The decline in teacher satisfaction with parental decisions can be attributed to a number of factors:

1. PA has always been a small school where parents would drop off and pick up their children at the classroom door and discuss with the teacher any matters pertaining to the child's behaviour or achievement. Beyond drop off times, parents would be at the school for performances, assemblies, or as volunteers. Covid restrictions kept parents out of the building over the past two years and teachers, of all people, noted a decrease in the opportunity for interactions with parents.
2. The school's population grew by almost 50% in 2020-21. This meant that most classes were full and teachers, in addition to managing Covid restrictions along with the health of

their own families, found there was less time available to confer with parents about the behaviour or achievement of their children.

Parent Engagement. A Significant feature of Progressive Academy's commitment to stakeholder engagement is engagement of parents. As an independent school with moderate tuition fees, PA's board recognizes that, with the exception of students in our high school program, Parents are the key decision makers when it comes to exercising school choice. The school's administrative team has worked tirelessly over the past five years to ensure that as the school population grows, parents do not lose their sense of connectedness to the school.

Significant strategies include:

- An open door policy welcoming parents to drop in to visit available administrative staff
- A welcome Barbecue the week prior to the commencement of classes
- Encouraging regular communication from teachers to parents
- Regularly scheduled parent-teacher conferences
- Community building events such as International Day
- Concerts and Fine Arts performances which bring parents into the school
- Re-implementation of Family Oriented Programming, FOPs
- Six Parent Engagement Evening each year hosting up to 12 parents each

The Parent Engagement Sessions are two-hour by invitation only events hosted by the senior administrative team of the school. These sessions include parents from all grades, allowing time for fellowship, reporting on school results and planning priorities, and engaging parents in providing both survey and focus group information. During this past school year, these groups took the place of a structured parent council.

A sampling of open ended comments from the parent engagement sessions is included below:

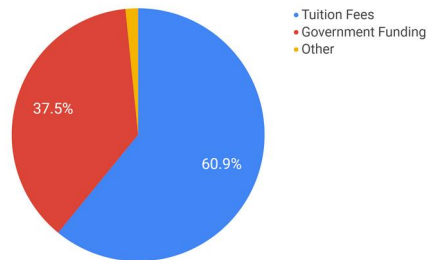
- The thing(s) I most like about Progressive Academy is/are:
 - The family atmosphere. My child feels safe to be who she is and safe to have opinions.
 - The level of one on one learning support. If more is needed, it is provided.
 - The care and attention that's given to our children, a safe environment, challenging the children, teacher involvement with parents, issues dealt with immediately
 - Accountability, Mandarin program, creating opportunities - exposure, strong relationships with teachers, safe environment, flexibility, small class sizes
 - Children being more independent, the ability to progress at their own rate
- Something that I would change about Progressive Academy is/are:
 - I would love to see some extracurricular sports offered, especially in senior high years
 - Include more sports activities, science lab, cafeteria, clubs
 - Add more: social activities, love for nature, environmental issues facing the world
 - Traffic control during pick up and drop off
 - Don't let the school grow too large
- How satisfied are you that as a parent or guardian of a PA student, you have the opportunity to be included in the school community?

- I loved this evening so much. Thank you for doing this and giving parents a voice more
- Understanding that Covid played a role in limiting gatherings, I am hopeful that we can see more opportunities to get together
- Extremely satisfied
- The school has always been extremely inclusive. The family atmosphere is evident daily
- The school involves parents and every concern is addressed promptly

Summary of Financial Results

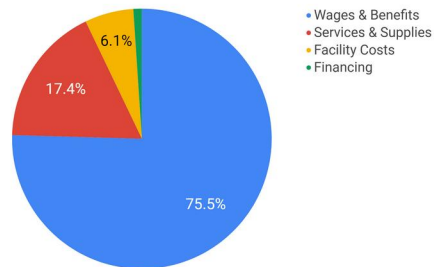
Graph 7: Progressive Academy Revenue Summary 2021-2022 School Year

	Revenue
Tuition Fees	3,006,859
Government Funding	1,850,521
Other	79,773
Total	4,937,153



Graph 8: Progressive Academy Expenditures Summary 2021-2022 School Year

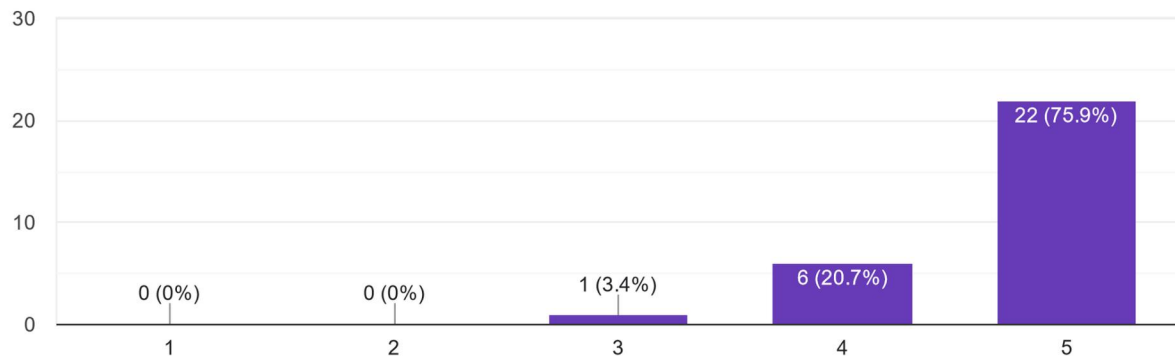
	Expenses
Wages & Benefits	3,677,297
Services & Supplies	848,822
Facility Costs	296,203
Financing	51,491
Total	4,873,813



Graph 9: Parental Satisfaction with School Use of Tuition Revenue:

How satisfied are you that PA effectively uses your tuition payments to offer quality programs, support student learning, and build an engaging and inclusive school community?

29 responses



School Council - Accountability /Assurance System - How do we provide assurance to our community.

The Progressive Academy Education Society has both formal and informal ways of doing this

- Formal
 - Multiple Parent Engagement Sessions are held each year in which parents both hear reports on how the school meets the various domains of assurance and provide input via surveys and focus discussions.
 - AERRs and Education Plans are posted on the school website.
 - CAT4 general results are shared at parent engagement sessions
 - Financials - a financial results summary is included in this report and access to the school's full Audited Financial Statements are available upon request from the school's Executive Director.

Domain 5: Local and Societal Context

A Profile of the School Authority is included in the *Foundational Documents* section of this report.

Reporting on 2021-2022 Education Plan Priorities

Progressive Academy's Education Plan can be found on the school's website at www.proacad.ca. The current rendition of this plan outlines three priorities for the school.

1. Develop Student Writing Skills
2. Maintain a flexible placement system allowing students to accelerate vertically
3. Build a supportive community

The following tables summarize the strategies flowing from priority and the school's progress in meeting those strategies:

Priority 1

Priority 1: Develop Student Writing Skills		
Strategy	Status of Strategy	Description of Progress
Identify and train a lead teacher to champion & coach others	Completed	The lead teacher spent time developing support documents and researching resources during the second part of 2021-22. Professional learning was provided to teachers at the end of the school year and during the orientation for 2022-23
Identify places and strategies within the new LA curriculum to incorporate the teaching of writing skills	Completed	See above
Staff professional learning via the school's Professional Learning Community (PLC) or dedicated professional Learning sessions	Ongoing	A professional learning session was provided for all teachers at the completion of the 2021-22 school year and again at the orientation to 2022-23. The lead teacher has been given collaboration blocks in her timetable to meet with other teachers to support their implementation.
Monthly teacher check-ins through the Professional Learning Community	Ongoing	These check-ins happen through scheduled collaboration time rather than through a PLC

Hire a writing coach to both coach teachers and provide supports to student groups	Completed	This part-time position began in 2021-22
Dedicated times for writing	Ongoing	These happen within each teacher's individual planning. Teachers are accountable to the lead teacher to demonstrate that this level of planning is taking place
Teach students a common writing process with basic strategies and variations	Ongoing	The lead teacher has obtained common resources for each grade level and works with teachers to ensure a common approach

Priority 2

Priority 2 : Maintain a flexible placement system allowing students to accelerate vertically		
Strategy	Status of Strategy	Description of Progress
Orient all teachers to understand the school's approach to vertical acceleration (Short-term implementation)	Ongoing	New and returning teachers are introduced to the school's approach during the school's August Orientation and work with the divisional Vice Principals to embed this approach in their planning
Map out patterns of acceleration (Medium-term implementation)	Completed	The school has charted out the various types of enrichment & acceleration
Annually identify students who are capable of acceleration, determine if students/parents desire acceleration & if home support is available	Ongoing	

Establish a support team for interested students (short-term implementation)	Completed	The school's Educational Supports Team has individuals who specialize in working with students who need both enrichment and acceleration, assisting them with planning, tutoring and any other levels of support needed
Write Individual Education Plans for students who chose to accelerate (Medium-term implementation)	Ongoing - already happening	
Establish a system of collaboration with parents that ensures their involvement in the program planning for their children and regular access to information on their child's progress (Short-term implementation)	Ongoing - already happening	

Priority 3

Priority 3 : Build a supportive community		
Strategy	Status of Strategy	Description of Progress
Host an annual pre-startup event allowing parents to meet teachers (Short-term implementation)	Ongoing - already happening	This has been well-received by parents, with up to 200 parents in attendance this past year. The goal is to facilitate supportive & collaborative relationships between teachers and students
Parents are invited by teachers to share goals for their children, participate in development of Individual	Ongoing - already happening	

Program/Education Plans(Short-term implementation)		
Host at least two Parent teacher conferences annually to discuss progress (short-term implementation)	Implemented and ongoing	While teachers have the professional flexibility to determine their approach, they are encouraged to host one conference that is teacher-led and a second that is student-led
Develop a mental health network to consult with the school staff and support students (Long-term implementation)	In progress	The Covid years highlighted the need to have in place mental health supports that are both intervention oriented and prevention oriented. The school has established good relationships with Khan Communication Services through the AISCA hosted ECLS program. Khan provides access to mental health specialists and psychologists for intervention and testing. PA has also accessed Open Parachute, a teacher facilitated program to normalize classroom conversations about Mental Health topics.
Participate in AISCA's student supports initiative (Short-term implementation)	Ongoing	AISCA, through it's Expanding Capacity and Learner Supports Grant, is making available to independent schools the services of Speech Language Therapists, Occupational Therapists, Physiotherapists, Mental Health Specialists, Psychologists as well as Low Incidence Professionals.
Host an annual <i>International Event</i> to celebrate the many cultures in our school community (Short-term implementation)	Ongoing	This has been re-implemented after several years of Covid suspension. It is an annual event in which students and families of Progressive Academy celebrate the many cultures that contribute to our schools community.

Re-implement (Post-Covid) student dropoffs at classroom door by parents (short-term implementation)	Revised	As the school population has increased from 180 to over 300 over the Covid pandemic, the school administrative team has decided that this is no longer a practical approach at Progressive Academy, other than for students in Junior Kindergarten and Kindergarten. The school continues to maintain an administrative open door policy and parents are encouraged to schedule appointments with teachers as needs arise.
Host <i>Mixer Events</i> in conjunction with school events such as Winter Concert, School Musical (Medium-term implementation)	In progress	This will begin to happen with the re-implementation of school-wide events and concerts in the 2022-23 school year.
Utilize the school's <i>Parent Advisory Council</i> for both reporting and planning input (Medium term implementation)	In progress	The school's Executive Director and Principal are working on restructuring the PAC to come up with a model that better suits the needs of Progressive Academy. In the interim, the school is hosting five or six Parent Engagement sessions annually, giving the school administration team an opportunity to both report to groups of parents and engage them in providing planning input.
Post Covid host annual parent-administrator breakfasts & focus groups (Short-term implementation)	In progress	These were re-implemented in the spring of 2022 as evening events, providing parents the opportunity to fellowship, hear school reporting, and provide input through surveys and focus discussion questions.
Host annual series of FOPs for parents of students at all grade	In progress - ongoing	These will focus on a variety of educational and parenting topics across various divisions.

levels (Short-term implementation)		
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Other Reporting Requirements

Whistleblower Protection:

The Progressive Academy Education Society had no 2021-2022 actions under the Public Interest Disclosure Policy.

Communication:

Once approved by the Progressive Academy Education Society's board, this report will be posted on the school's website at www.proacad.ca. Individuals who wish to discuss this report are invited to contact the school at info@progressiveacademy.ca and request to speak to the Executive Director or the Superintendent.

