

# Progressive Academy Education Society 2022- 2023 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 2022/2023 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 2022/2023 was approved by the Board on February 15, 2024.

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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 2022-23 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 over 350 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 individual competencies, to discover and develop their inherent interests and abilities, and ultimately to improve the world by influencing positive student development. Flowing from this original vision, the early version of PA valued:

- A focus on the individual student, recognizing that all students learn differently and all need different supports
- Student placement at a level where they could succeed
- Student engagement, recognizing that students who buy into their work will be motivated to succeed
- Experiential learning, believing that students who learn by doing are more likely to be engaged in their learning and motivated to learn
- A variety of ways to demonstrate learning beyond the traditional use of tests
- Education that is as much for living as it is a stepping stone to higher levels of learning

Those elements remain important values 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, 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.

### 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 has now graduated more than 25 students and all but 2 have been accepted into universities and post-secondary institutions.

## 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, and since then has hosted six of these event with more than 45 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 previous years results and 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	71.1	69.8	n/a	63.3	67.3	n/a
PAT: Excellence	14.9	18.8	n/a	16.0	18.0	n/a
Diploma: Acceptable	56.1	31.3	n/a	80.3	75.2	n/a
Diploma: Excellence	6.1	0	n/a	21.2	18.2	n/a

Notes: 1. Progressive Academy registered no self-declared FNMI students in 2022-2023  
 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	64.7	72.7	n/a	76.2	76.1	n/a
LA 6 PAT: Excellence	11.8	18.2	n/a	18.4	18.9	n/a
SS6 PAT: Acceptable	58.8	72.7	n/a	66.3	67.8	n/a
SS6 PAT: Excellence	17.6	54.5	n/a	18.5	20.1	n/a
Sci 6 PAT: Acceptable	47.1	72.7	n/a	66.7	71.5	n/a
Sci 6 PAT: Excellence	5.9	27.3	n/a	22.5	23.7	n/a
Math 6 PAT: Acceptable	35.3	63.6	n/a	64.4	64.1	n/a
Math 6 PAT: Excellence	0.0	9.1	n/a	15.8	12.6	n/a
LA 9 PAT: Acceptable	88.5	69.2	n/a	83.9	69.6	n/a

LA 9 PAT: Excellence	3.8	0.0	n/a	13.4	12.9	n/a
SS9 PAT: Acceptable	57.7	61.5	n/a	57.6	60.8	n/a
SS9 PAT: Excellence	11.5	15.4	n/a	15.9	17.2	n/a
Sci 9 PAT: Acceptable	76.9	69.2	n/a	65.5	68.0	n/a
Sci 9 PAT: Excellence	26.9	15.4	n/a	20.1	22.6	n/a
Math 9 PAT: Acceptable	69.2	76.9	n/a	53.2	53.0	n/a
Math 9 PAT: Excellence	15.4	15.4	n/a	13.0	16.7	n/a

Note 1: There were no self declared FNMI students writing PATs at Progressive Academy in 2022-2023. 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 2022-23 in six of the eight tests showed a decrease from the previous year. Because of Covid related gaps in provincial testing between 2020 and 2022, three-year averages are not available. The teachers and administration team of the school noted during the January sitting of grade nine PATs that there was cause for concern as many students who were capable of higher performance did not do well on the Math 9 exam in particular. As mentioned in the May 2023 Education Plan, a number of factors can be looked at as contributing factors in this year’s results in both PATs and Diploma Examinations:

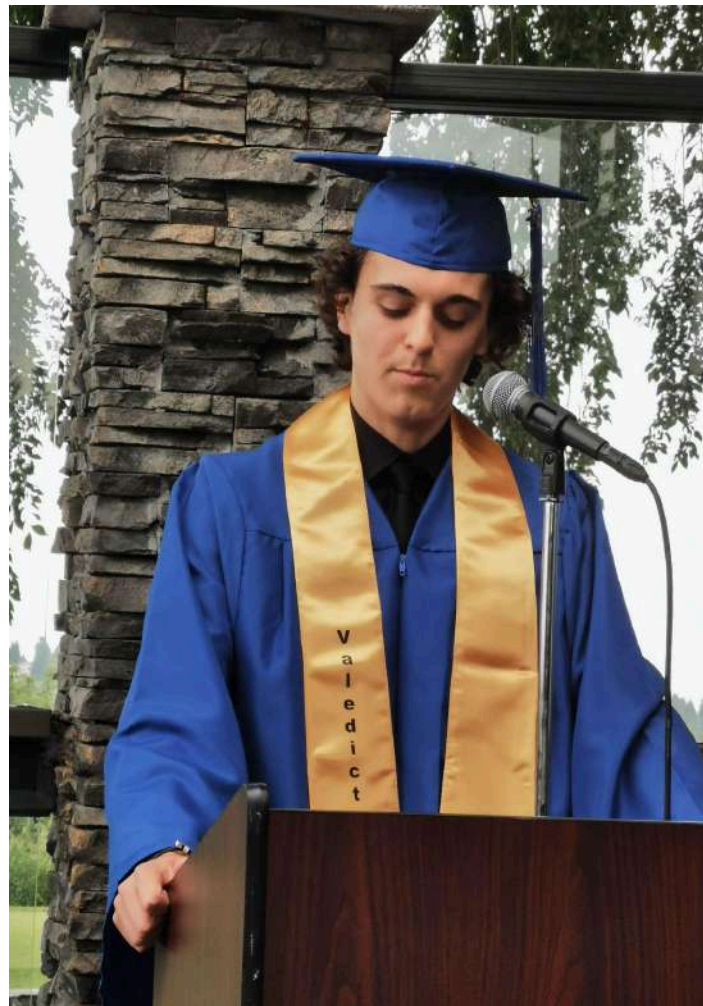
1. Post Covid-19 lockdown affects. PATs do not count towards grades, and not having written them in the past several years, students do not see a value in them. Diploma exams have been reduced in value to 20% of the students final grade. Many students with good class awarded grades do not see great importance in a good exam score.
2. Cultural shifts associated with rapid growth. Since the beginning of the Covid-19 pandemic, Progressive Academy has almost doubled its school population. Much of the growth has happened in the upper elementary and secondary levels. The result is a school population in these grades who are not familiar with Progressive Academy’s culture of high academic expectations.
3. Furthermore, the addition of a significant number of students from an elite hockey program, The Junior Prospects Hockey Leagues, JPHL, contributed to an excessively large grade 9 class, making it more difficult to both teach and support students.
4. Progressive Academy’s culture of experiential learning has historically downplayed the importance of examinations as an important method of demonstrating learning in favor of more authentic assessment approaches.
5. PA’s teaching staff who are relatively new to the PAT 9 and Diploma examination expectations. They have not yet developed strategies that help prepare students for success on examinations.

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	86.7	*	n/a	83.7	78.8	n/a
ELA 30-1 Diploma: Excellence	6.7	*	n/a	10.5	9.4	n/a
SS 30-1 Diploma: Acceptable	60.0	*	n/a	83.5	81.5	n/a
SS 30-1 Diploma: Excellence	5.0	*	n/a	15.9	15.8	n/a
Math 30-1 Diploma: Acceptable	21.1	*	n/a	70.8	63.6	n/a
Math 30-1 Diploma: Excellence	5.3	*	n/a	29	23.0	n/a
Chem 30 Diploma: Acceptable	77.8	n/a	n/a	80.5	77.1	n/a
Chem 30 Diploma: Excellence	11.1	n/a	n/a	37.0	31.1	n/a
Bio 30 Diploma: Acceptable	71.4	*	n/a	82.7	74.3	n/a
Bio 30 Diploma: Excellence	7.1	*	n/a	32.8	25.2	n/a
Phys 30 Diploma: Acceptable	*	*	n/a	82.3	78.5	n/a
Phys 30 Diploma: Excellence	*	*	n/a	39.9	34.6	n/a
Science 30 Diploma: Acceptable	*	*	n/a	79.4	75.7	n/a
Science 30 Diploma: Excellence	*	*	n/a	23.1	17.2	n/a

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 2022-2023. 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 that close to 90% 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										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	80	90.8	46	94.7	83	91.4	108	85.0	135	82.9	Very High	Declined	Good	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	16	91.1	71	97.1	5*		8	85.0	10	88.0	Very High	Maintained	Excellent	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	46	83.4	23	88.3	63	83.9	76	74.2	100	68.1	Intermediate	Declined	Issue	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	18	97.8	16	98.8	20	99.0	24	95.8	25	92.7	High	Maintained	Good	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

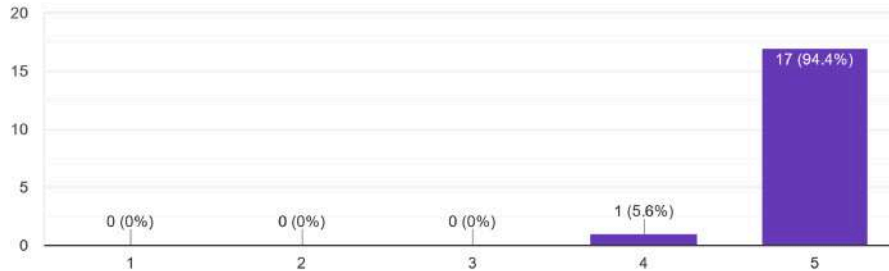
Comment on Results: Progressive Academy has traditionally been a school where students have been with the school since the early childhood years and respect the values and expectations of the school. There has been rapid growth in the school population with much of the growth happening from upper elementary to the high school. This has brought in an influx of students who are not familiar with the culture of PA and have been particularly resistant to such aspects as the school’s uniform code. An analysis of the student responses to individual questions within this subset show that 37% of upper elementary students, 22% of junior high and 25% of high school students surveyed indicated that students didn’t follow the rules. The school’s administration has already taken steps to educate students about the expectations, build consistency across the grades in teacher enforcement, and acknowledge positive behavior.

Progressive Academy further surveyed 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: 2022-2023 Engagement Responses

How satisfied are you that students at Progressive Academy model the characteristics of active citizenship?

18 responses



**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 - 2022-2023

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	83	88.3	108	83.2	135	85.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	5	*	8	79.2	10	93.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	63	76.6	76	70.3	100	65.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	20	100.0	24	100.0	25	98.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

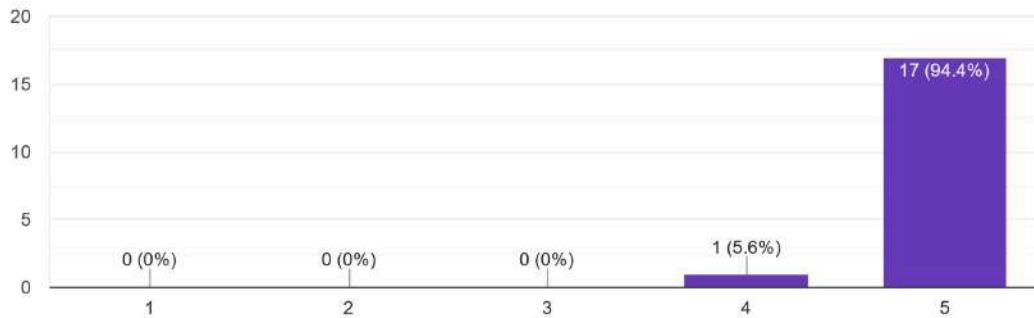
Comment on Results: Once again, Progressive Academy students are used to a highly experiential program that engages them in participatory learning activities. This still happens at the ECS and lower elementary levels, but decreases to some extent moving up to high school grades. Upper elementary students and junior high school students rated their responses more highly than high school students by almost 10%, and up to a third of PA's secondary students indicated they don't understand how the math and language arts they learn is useful and don't find them interesting. The administration of the school will, in orientation week of the 2023-24 school year work with the secondary teachers to guide them in setting strategies to ensure that all students understand the relevance of what they are learning. These teachers will similarly need to examine what ECS and elementary teachers are doing to engage all students and develop context sensitive strategies that can similarly engage their students.

This summary 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 - 2022-2023

How satisfied are you that students at Progressive Academy are engaged in their learning at school?

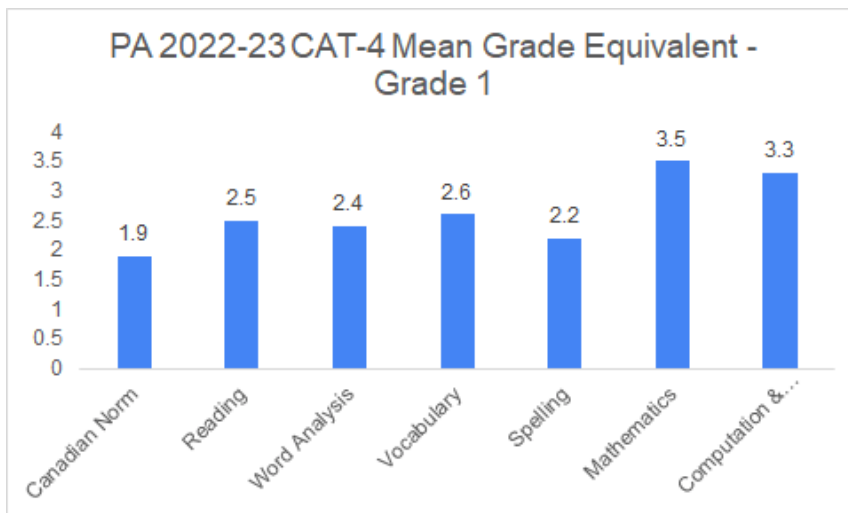
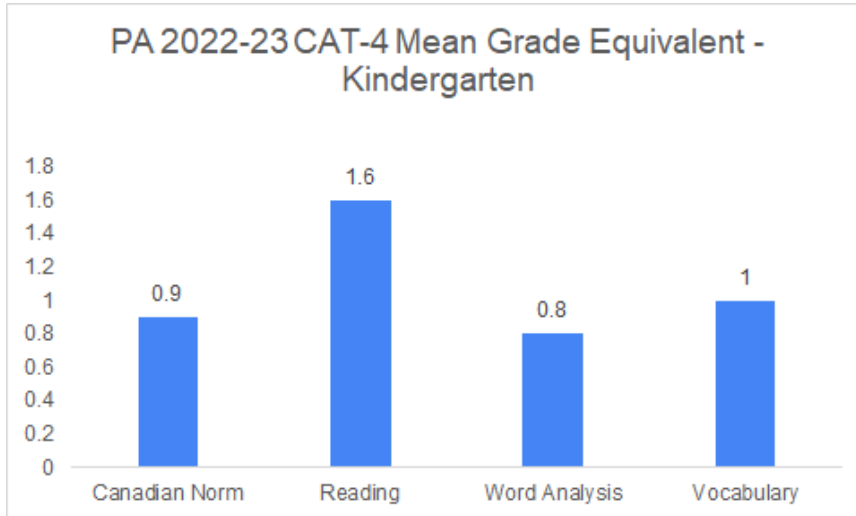
18 responses

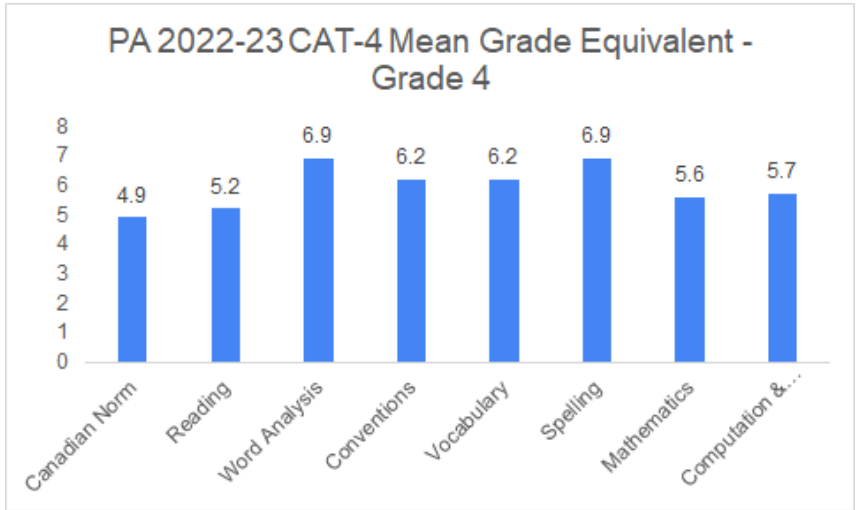
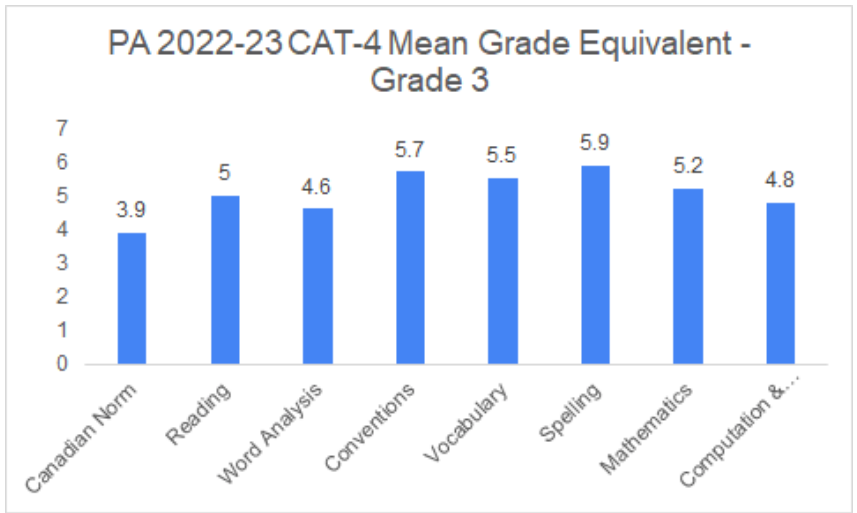
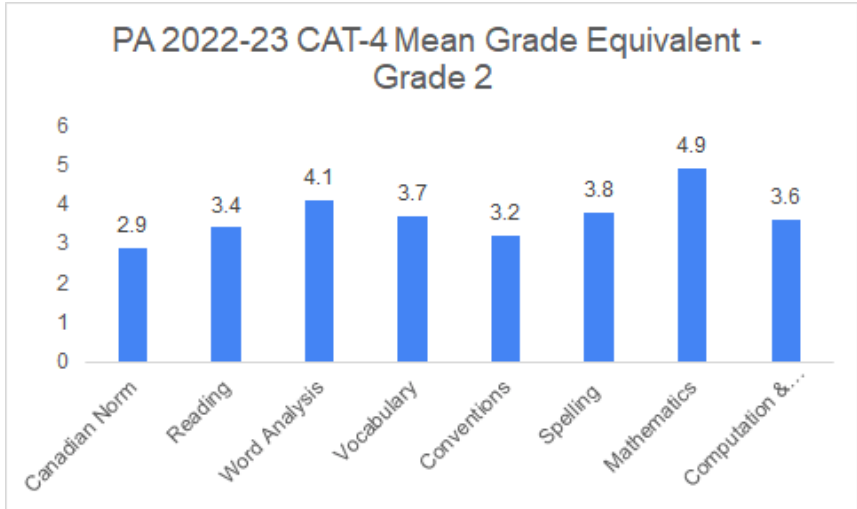


**CAT- 4 Achievement Testing.** Progressive Academy has, for many years, utilized standardized, Canadian norm-referenced tests to provide teachers a snapshot of student achievement and identify areas for intervention or teacher growth. In 2021-2022, the school made the decision to have these tests independently scored in order to provide the school with a selection of reports that can assist teachers and school administrators in their planning for

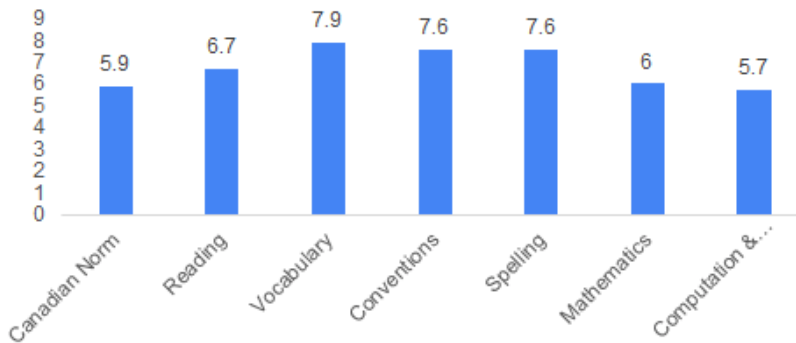


student success and in assurance reporting to the school's stakeholders. Tests were administered at all grade levels, with the exception of our senior class. The following graphs will demonstrate mean grade equivalents for the subtests administered at that grade level. Numerical scores in the graphs 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.

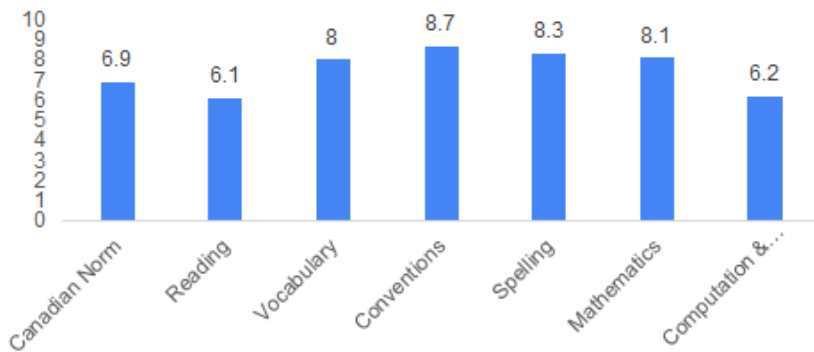




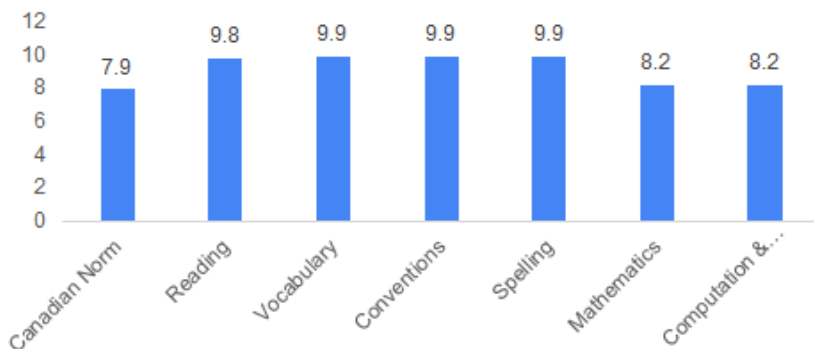
PA 2022-23 CAT-4 Mean Grade Equivalent - Grade 5

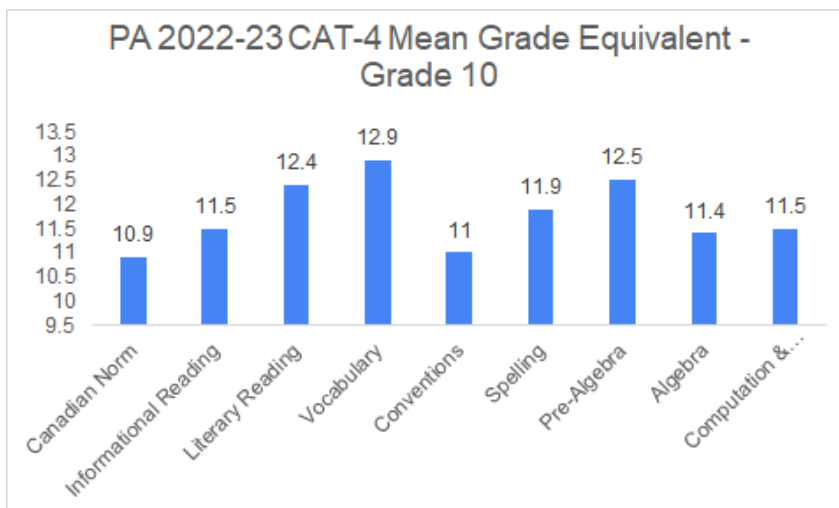
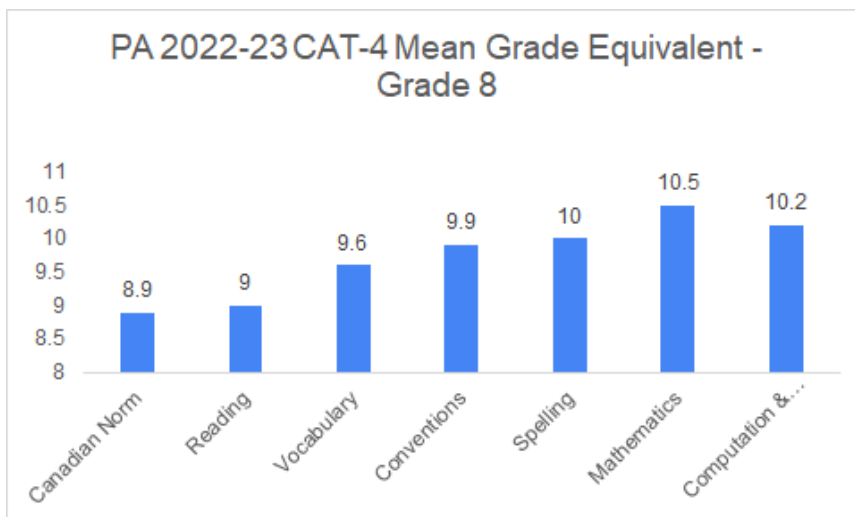
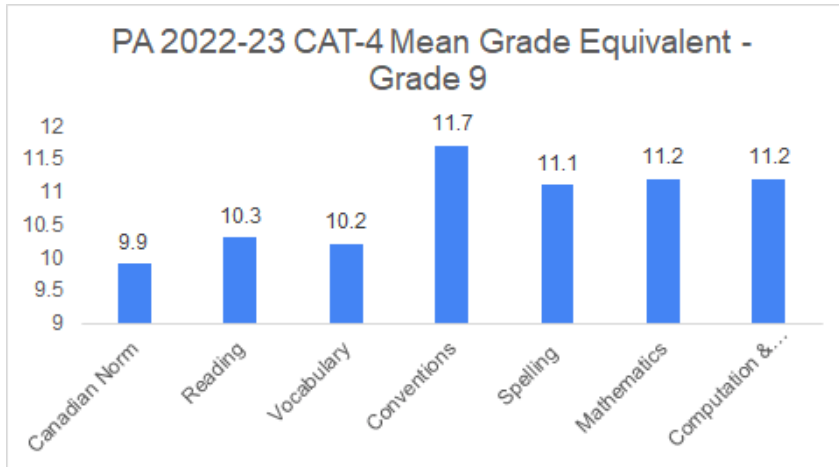


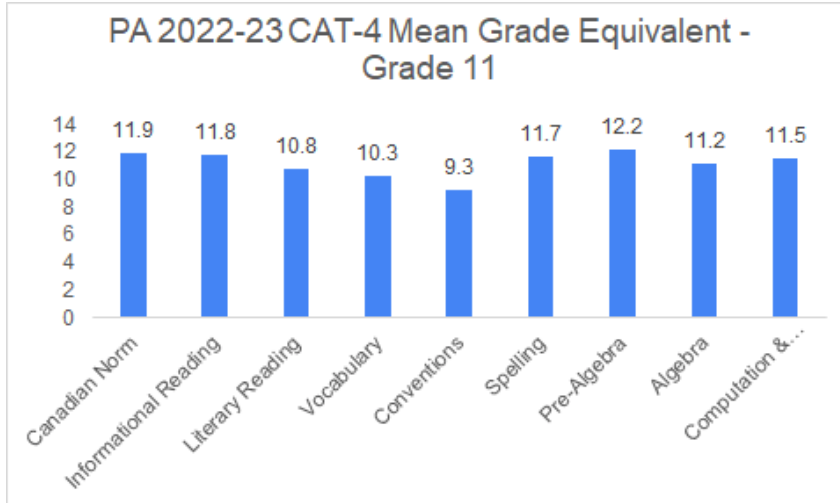
PA 2022-23 CAT-4 Mean Grade Equivalent - Grade 6



PA 2022-23 CAT-4 Mean Grade Equivalent - Grade 7







### Early Years Literacy & Numeracy Assessments

In 2022-23, Progressive Academy administered the following early literacy and numeracy assessments:

Assessment	Grade	Number of Students Tested	Number of At-Risk Students	At Risk Following Intervention	Average Gain after Intervention
CC3 Overall Assessment	1	30	2	1	
CC3 Irregular Words	1	30	1		
CC3 Non-Word	1	30	3		
CC3 Regular Words	1	30	3		
Numeracy Screening Assessment	1	30	5	3	
LeNS Assessment Overall	1	30	2	1	
LeNS Assessment	1	30	3		

Name Accuracy					
LeNS Assessment Sound Accuracy	1	30	2		
Numeracy Screening Assessment	2	28	3	2	
LeNS Assessment	2	28	1	1	
CC3 Overall Assessment	3	26	2	2	
CC3 Irregular Words	3	26	2		
CC3 Non-Words	3	26	2		
CC3 Regular Words	3	26	4		
Numeracy Screening Assessment	3	26	1	Year-end Data Unavailable	

Based on the assessment results, the following strategies were implemented: All students received intervention in the form of individual or small group pull outs in at-risk subject areas. ELA students received Jolly Phonics/Jolly Grammar support, reading practise and spelling/vocabulary review as needed. At risk numeracy students were provided with additional Mathematics scaffolding from a variety of teachers.

End of year Literacy and Numeracy tests were not administered as Progressive Academy administers CAT4 tests to all students from K through grade 11. Follow-up end-of-the-year assessments will be administered in 2023-2024.

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 - 2022-2023

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	80	94.6	46	97.5	83	92.8	108	88.0	135	88.8	High	Maintained	Good	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	16	93.7	7	100.0	5	*	8	83.3	10	91.7	Very High	Maintained	Excellent	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	46	91.0	23	94.7	63	86.5	76	83.5	100	78.2	Very Low	Declined	Concern	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	18	99.1	16	97.9	20	99.1	24	97.2	25	96.7	High	Maintained	Good	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

Comment on results: This is a measure that has historically been rated very highly by parents, teachers, and students. While the satisfaction levels were maintained in the teacher subgroup and improved in the parent subgroup, they declined amongst students. Progressive Academy has gone through some significant changes in the past three years, most notably:

- The school's population has grown from approximately 180 pre-Covid to 310 at the beginning of the 2022-2023 school year.
- The high school population took in a large influx of students with the addition of a contingent of Junior Prospects Hockey League students.
- There was a sudden change of principal prior to the beginning of the 2022-2023 school year.
- A major construction project to add a module of additional classrooms was delayed and has been happening over the school year rather than being largely completed over the summer months of 2022.

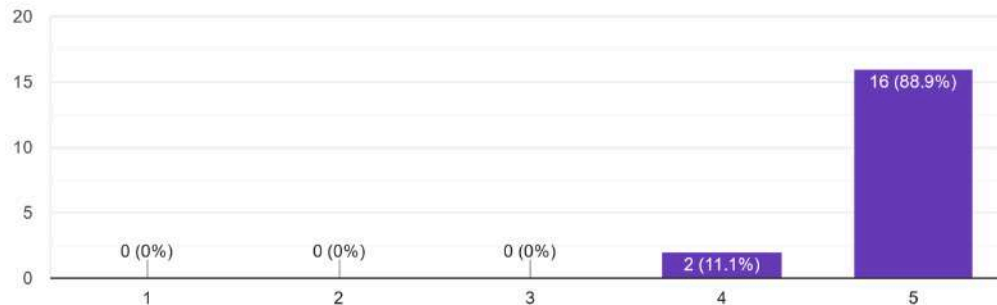
All of these changes impacted the culture of the school. Many families who had been with PA since their children's early years expressed dissatisfaction with the first three changes and with the crowded conditions of the current space. There is no doubt that this filtered down to the students. We anticipate that with the completion of the module, with a more seasoned group of secondary teachers, and with the departure of a group of dissatisfied families, the level of student satisfaction will improve significantly. The administration team has been working deliberately with the upper elementary and secondary teaching team to help them build a more structured approach to providing test-taking practise (see Progressive Academy 2023 Education Plan) so that students feel better prepared for provincial tests and feel that their educational needs are being met.

Parents at the three parental engagement sessions continued to express a high level of confidence in the quality of basic education at the school.

Graph 3: Quality of Basic Education: Local Parent Satisfaction Survey Results - 2022-23

How satisfied are you with the overall quality of basic education at Progressive Academy?

18 responses



### 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
- Attention to anecdotal feedback from parents and students
- 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*.

### Support for Professional Learning.

In addition to supporting teachers in the growth goals indicated in their Teacher Professional Growth Plans, the school supports teacher growth through:

- Administrative planned professional learning sessions to line up with identified school-wide needs or school priorities. These sessions take place during the staff orientation in late August, on designated professional learning days in October and February of each year, and on early dismissal Thursdays at the beginning of each month.
- Professional learning opportunities through AISCA or the Edmonton Regional Learning Consortium. For example, in August of 2022, the ERLC presented a one day orientation to the new curriculum for division 1 teachers. Each year, AISCA hosts two one-day New Teacher Workshops and a one-day Teacher Convention.



# 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 - 2022-2023

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

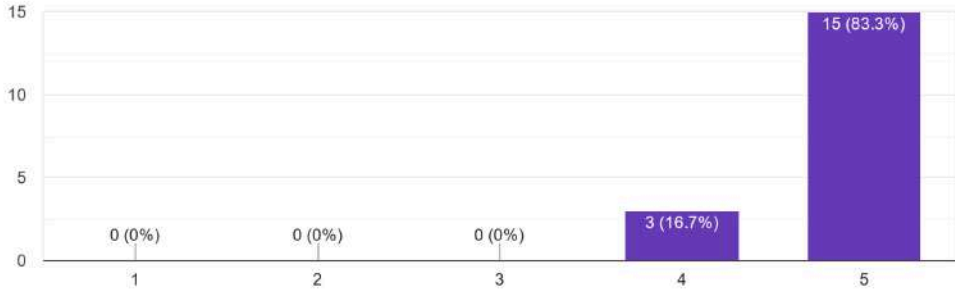
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	83	94.4	108	88.4	135	88.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	5	*	8	84.1	10	91.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	63	89.5	76	82.2	100	78.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	20	99.3	24	98.8	25	94.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

Comment on results: Progressive Academy’s numbers on this measure were similar to last year with a modest decline in the student perceptions. This mirrors the trend in student responses in other measures and can, as mentioned above reflect on the many changes taking place in the school this past year - growth in enrolment, addition of the JPHL student contingent and ongoing construction. 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 - 2022-2023

How satisfied are you that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school?

18 responses



**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 - 2022-2023**

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																								
	Authority										Measure Evaluation			Province										
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	83	89.5	108	91.5	135	84.6	n/a	Declined	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	5	*	8	94.9	10	82.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	63	85.2	76	82.9	100	76.5	n/a	Declined	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	20	93.8	24	96.6	25	95.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

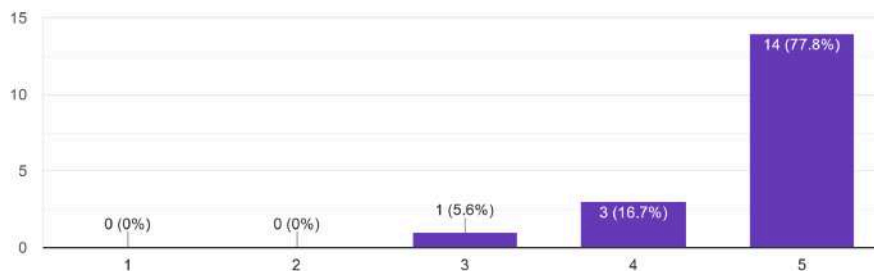
Comment on Results: Progressive Academy has always strived to maintain a culture where students' individual needs are central to planning for their success. The school has developed an Education Supports Division that seeks to support teachers by providing supports needed to individuals or small groups. That division will furthermore connect teachers with necessary professional support agencies when students have needs that exceed the teacher's capacity. This past year, both parents and students expressed a lower confidence that they were able to access the supports needed. Part of this is again a result of a large influx of students, many bringing various learning needs. In addition to continuing what it has done in the past, PA's principal and director of educational supports will both attend the Expanding Capacity and Learner Supports Orientation in late September to better understand the direct supports and capacity building supports available through ECLS.

Below is a graph showing parent satisfaction from a local survey administered during Parent Engagement sessions throughout the school year.

**Graph 5: Access to Supports & Services: Local Parent Satisfaction Survey Results - 2022-2023**

How satisfied are you that students have access to the appropriate supports and services at school?

18 responses



## Required Local Measures:

**Specialized Supports and Services.** While private schools are not legislatively responsible for ensuring that students have access to a continuum of supports and services, almost all of them, including Progressive Academy, believe they have a moral imperative to support all students that they admit to their programs. This might include 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 with 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 later as a showcase for student projects developed in their various grade & subject areas.

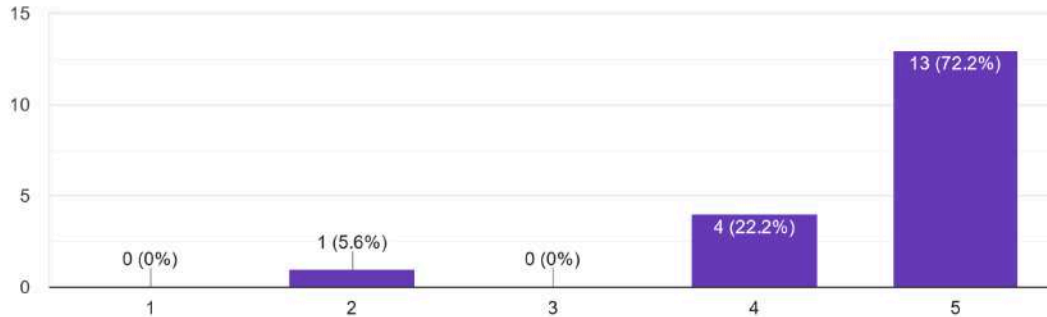


The school-administered parent survey from 2022-23 engagement sessions provided the following data:

Graph 6: Improving FNMI Outcomes: Local Parent Satisfaction Survey Results - 2022-2023

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?

18 responses



## 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 - 2022-2023

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	34	92.6	23	94.5	20	92.5	32	81.8	35	85.1	Very High	Maintained	Excellent	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	16	97.5	7	90.3	5	*	8	87.5	10	86.7	Very High	Maintained	Excellent	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	18	87.6	16	98.7	20	92.5	24	76.1	25	83.5	Low	Maintained	Issue	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

Comment on results: PA has traditionally scored highly on this measure. Teacher satisfaction has shown a significant improvement over the previous year, nevertheless the school continues to look for ways to improve two way communication between the school and the home:

1. During divisional meetings following each staff meeting, the teachers often engage in professional learning sessions. One of interest this year was a podcast produced by Mark Minkus, The Private School Leader: Top 5 Ways to Build Effective Re

relationships with Difficult Parents. This provided a number of pro-active strategies for building collaborative relationships with parents.

**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
- Parent Engagement Events. This past year, the school planned six such events and invited by phone many of the families in the school. Three of the events were actually cancelled due to low subscribership. However, the remaining three were conducted and allowed the school's admin team to engage with groups of parents who spoke very passionately of their reasons for choosing the school, and of their concerns about the schools shortcomings. The school will plan a combination of evening and breakfast events in the coming year with the hope of attracting parents who are unable to make it to one or the other. 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:

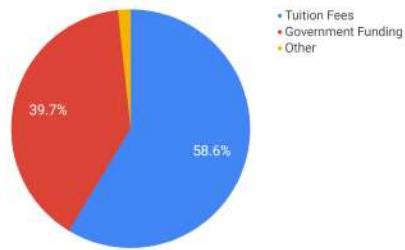
- The thing(s) about Progressive Academy that I would most recommend to another parent is/are
  - The care from the teachers and the quality of education
  - Engaged teachers who get to know their students quickly
  - Frequent communication from teachers
  - Small class sizes
  - Diversity
- Something that I would change about Progressive Academy is/are:
  - More emphasis on interaction with new parents - what to expect, how the school works, more face-to-face time before the school year begins
  - Security - chime or signal to indicate when doors SW doors being accessed (concerns about homeless entering)

- Sports teams too small at the moment
- Traffic
- Nothing. I see excellence in all areas
- What are the qualities you most look for in a school community?
  - The value of the environment that the school provides to the child
  - Social events/evenings. Love the school concerts
  - Confidence. Team work. Resolving conflict.
  - Diversity of student population & experiences
  - Parents part of the social circle

### Summary of Financial Results

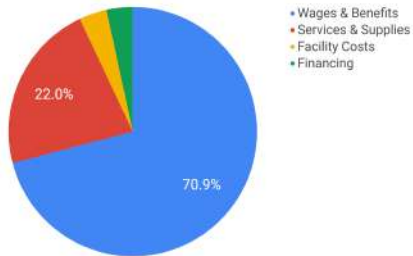
Graph 7: Progressive Academy Revenue Summary 2022-2023 School Year

	Revenue
Tuition Fees	3,219,620
Government Funding	2,177,143
Other	93,758
<b>Total</b>	<b>5,490,521</b>



Graph 8: Progressive Academy Expenditures Summary 2022-23 School Year

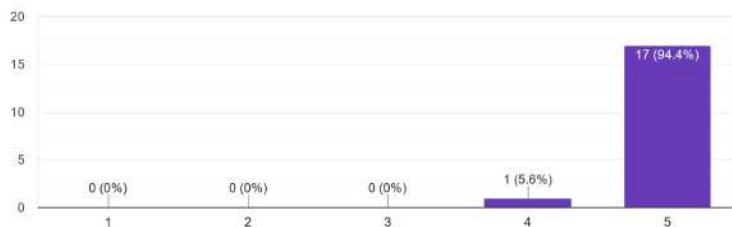
	Expenses
Wages & Benefits	3,810,533
Services & Supplies	1,183,006
Facility Costs	193,813
Financing	183,632
<b>Total</b>	<b>5,370,985</b>



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?

18 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.

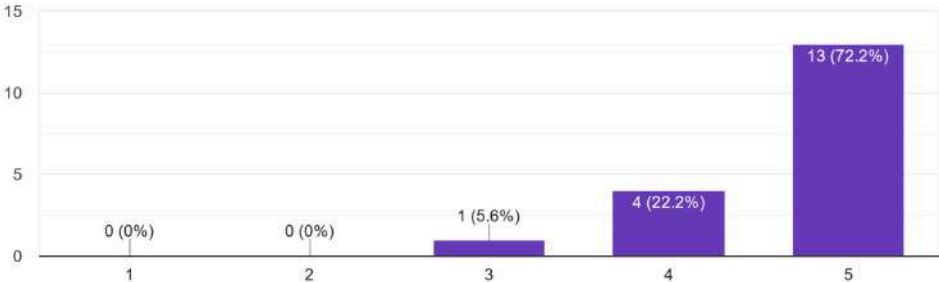
## Domain 5: Local and Societal Context

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

Parents attending engagement events were also polled on their perceptions of whether the school planned for learner outcomes of broader societal importance:

Graph 10: Parental Satisfaction with Outcomes of Broad Societal Importance

How satisfied are you that the board and administrators of PA plan for learner outcomes that are of local, national and global importance?  
18 responses



## Reporting on 2022-2023 Education Plan Priorities

Progressive Academy’s Education Plan can be found on the school’s website at [www.proacad.ca](http://www.proacad.ca). The current rendition of this plan outlines four 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
4. Improving Student performance on Provincial Achievement Tests and Diploma Examinations

The following tables summarize the strategies flowing from priority and the school's progress in meeting the first three strategies. The fourth strategy is slated for implementation during the 2023-24 school year.

## Priority 1

<b>Priority 1: Develop Student Writing Skills</b>		
<b>Strategy</b>	<b>Status of Strategy</b>	<b>Description of Progress</b>
Identify and train a lead teacher to champion & coach others	Completed	Professional learning was provided to teachers during the orientation for 2022-23. Ongoing mentoring was available throughout the year as the lead teacher had scheduled mentoring blocks.
Identify places and strategies within the new LA curriculum to incorporate the teaching of writing skills	Completed	See above
Staff professional learning via dedicated professional Learning sessions	Ongoing	A professional learning session was provided for all teachers 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	Completed	This part-time position began in 2021-22

and provide supports to student groups		
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

<b>Priority 2 : Maintain a flexible placement system allowing students to accelerate vertically</b>		
<b>Strategy</b>	<b>Status of Strategy</b>	<b>Description of Progress</b>
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 leads 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

<b>Priority 3 : Build a supportive community</b>		
<b>Strategy</b>	<b>Status of Strategy</b>	<b>Description of Progress</b>
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	Ongoing - already happening	

Individual 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 signed on to Open Parachute, a teacher facilitated program to normalize classroom conversations about Mental Health topics.
Participate in AISCA's Expanding Capacity and Learner Supports student supports initiative (Short-term implementation)	Ongoing	AISCA, through it's ECLS 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. The school utilizes these extensively. In 2022-23, Progressive Academy accessed 146 hours of rehabilitation & mental health support from ECLS, in addition to 18 consultations, and 18 screenings & assessments. This does not include the rehabilitation and mental health support accessed for coded

		children in our ECS programs.
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. It was so well attended in the November 2022 event that activities spilled over from the school's gymnasium into the upper level hallways and classrooms.
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 310 since the beginning of 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	The 2022-23 school year saw the re-introduction of a school Christmas concert as well as two musicals, one performed by students in K to 3 and the other by students in division 2 to 4. Each event offered an opportunity for parents to mingle and fellowship.
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.
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. Three such events were held in 2022-2023 with 18 parents in attendance.
Host annual series of FOPs for parents of students at all grade levels (Short-term implementation)	In progress - ongoing	This series was re-implemented again in 2022-2023.

### Priority 4

<b>Priority 4: Improving Provincial Test Results (This goal was added into the school's Education Plan for the current school year and full reporting will begin in November 2024.</b>		
<b>Strategy</b>	<b>Status of Strategy</b>	<b>Description of Progress</b>
Engage teachers in collaborative discussions about preparing students for testing success	Began in spring 2023 and ongoing	The admin team held sessions with PAT & diploma teachers in March and again in late June of 2023. Throughout this coming year, the admin team will holding collaborative sessions and coaching individual teachers towards implementing the strategies in the 2023 Education Plan

<p>Create an awareness of exam success expectations through strategies such as:</p> <ul style="list-style-type: none"> <li>● Including written expectations in course outlines and communications to parents</li> <li>● Providing provincially published PAT &amp; Diploma Exam Guides to both students and parents</li> <li>● Frequent discussions with students about the importance of being prepared for exams</li> </ul>	<p>Ongoing</p>	<p>Teachers of grade 6, 9, and any diploma courses will implement at the beginning of the 2023-2024 school year. This will be an ongoing expectation for the beginning of each term at PA.</p>
<ul style="list-style-type: none"> <li>● Motivate students to value success in PATs &amp; Diploma Exams. Teachers will do this by: <ul style="list-style-type: none"> <li>○ Including PAT results as a component of final grades in grade 9 PAT courses (20%)</li> <li>○ Explaining to students the value of PAT and Diploma results in secondary and post secondary admission</li> <li>○ Using practise questions/exams in fun/competitive activities</li> <li>○ Recognizing students and classes that achieve certain results</li> </ul> </li> </ul>	<p>Ongoing</p>	<p>Teachers will be expected to implement these actions in the 2023-2024 school year.</p>
<ul style="list-style-type: none"> <li>● Provide ample opportunities for students in junior high and high school grades to experience sample</li> </ul>	<p>2023-2024 Implementation</p>	<p>Many teachers were using one or more of these strategies. Through collaborative discussions, teachers agreed to be</p>

<p>questions &amp; exam formats. Teachers will engage in such activities as:</p> <ul style="list-style-type: none"> <li>○ Including daily or regular sample questions from released exam materials</li> <li>○ Modeling the format and wording of PAT or Diploma questions on their quizzes, unit exams, mid term exams and final exams</li> <li>○ Using “The Key” Study Guides throughout all grade 9 PAT courses and all Diploma courses</li> <li>○ Develop course plans that allow adequate review time at the end.</li> <li>○ Run Diploma Examination review sessions prior to all diploma exams.</li> <li>○ Encouraging students to enroll in online or in-person Diploma Exams Prep courses</li> </ul>		<p>deliberate about implementing these beginning in spring of 2023 and continuing on as a regular part of their practice beginning in the fall of 2023.</p>
<ul style="list-style-type: none"> <li>● Teach test-taking strategies. Teachers will fulfill this goal by undertaking strategies such as: <ul style="list-style-type: none"> <li>○ Reviewing exemplar exam responses with students to encourage use of test-taking strategies</li> <li>○ Teaching students to budget time on exams and plan to use entire allotted</li> </ul> </li> </ul>	<p>Ongoing</p>	<p>Teachers will implement these strategies at the beginning of the 2023-2024 school year and make them a part of their practice going forward.</p>



<p>examination time to check &amp; double check responses.</p> <ul style="list-style-type: none"> <li>○ Modeling multiple choice strategies (identify key words &amp; given information, eliminate “trick” responses, utilize information from other questions, etc.)</li> <li>○ Teach problem solving strategies that can be applied to exam questions</li> <li>○ Plan meaningful activities for students who finish exams early to eliminate motivation to earn free time by completing exams early.</li> </ul>		
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## Other Reporting Requirements

### Whistleblower Protection:

The Progressive Academy Education Society had no 2022 - 2023 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](http://www.proacad.ca). Individuals who wish to discuss this report or the society’s Audited Financial Statements are invited to contact the school at [info@progressiveacademy.ca](mailto:info@progressiveacademy.ca) and request to speak to the Executive Director or the Superintendent.

