

Progressive Academy Education Society 2023-2024 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

2023/2024 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 2023/2024 was approved by the Board on December 16, 2024.

__Original Signed on File__
Chris Watt, 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 our students to become lifeline learners with a desire to make the world a better place. Progressive Academy does this by:
 - Provide enhanced opportunities for student engagement in a wide range of educational options from early learning to post-secondary entrance.
 - Help students to take personal ownership of their learning. The focus of learning is on personal engagement and passion.



- Developing a culture of diversity and an appreciation for individual differences.
 - Creating a learning environment focused on creativity, critical thinking, debate, innovations, collaboration and entrepreneurial spirit.
 - Fostering global citizenship. Teachers use the neighbourhood, city, country, and world as a classroom.
- Our faculty, staff and volunteers. Faculty and staff focus on the following:
 - Collaboration: Staff work together to ensure that student learning is the focus. This requires a focus on essential learner outcomes, assessment that engages higher order thinking, and provision of intervention as necessary.
 - Encouraging innovative educational practices.



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- 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. Student learning requires a triangulated approach that involves the student, the teacher and the parents.
 - Providing current, relevant and easily accessible information about our vision, mission, values, programs and activities to all stakeholders in the Progressive Academy community.
 - Ensuring parents have frequent reports on progress, both formative and summative.
 - Creating community connections / partnerships to learn 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
 - Focusing on personal responsibility and accountability.
 - Frequent assessment of each student's current level of performance with a focus on formative assessment and intervention to ensure that students master key outcomes and skills.
 - Ensuring students are prepared for the next level of instruction both academically and behaviorally.
 - Further to the above, focusing on effective learning habits such as personal management and leadership skills. This is done in every class, and with particular focus in option classes and elocution.
 - 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 teacher leaders with a focus on educational excellence.
 - Providing monthly relevant and effective professional development based on current research.
 - Ensuring faculty, staff and volunteers are matched with roles that utilize their strengths and passions.
 - Celebrating success and then working to extend learning..

- Our parents and community partners. We strengthen partnerships to enhance capacity for excellence by
 - Clearly defining and communicating Progressive Academy's standards of excellence. Parents are active partners in each child's academic, social and emotional success.
 - Celebrating the success of our students and staff, both locally in the school and community, nationally in programming and academic competition, and internationally through sister schools abroad.
 - 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. The community at Progressive Academy genuinely desires to make the world a better place. This is done through:

- Sustainability. We are committed to continuous improvement. We do this by:
 - Attracting and retaining students that are focused on excellence,
 - Providing intervention by the student and by the skill based on frequent formative assessment. Success builds motivation and commitment in every community member. .
 - 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.
 - Continuing to create infrastructure and locations that expand learning opportunities such as Summer School programming, horticulture and robotics.
 - Developing revenue streams and programs utilizing existing infrastructure.
- Governance. We are maintaining and expanding the vision and mission of Progressive Academy

by:

- Ensuring that Progressive Academy is accountable to its community for high levels of learning, with a focus on continuous improvement.
- Expanding educational offerings and opportunities.
- 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; Mount Pleasant DayCare in the Mount Pleasant community of south-central Edmonton. During the 2023-24 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.

Progressive Academy was originated in 1983 by a group of homeschool parents. Progressive Academy applied to Alberta Education and officially started with two classrooms in Oliver School under the name of The Beanstalk School. After two years, the school required more space and subsequently moved to Sherbrooke School where it continued to grow for several years. In 1998, the society purchased the Talmud Torah School. With the availability of space, Progressive Academy has grown its program to presently serve over 380 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 focused on the following:

- Fostering self-directed learning;
- Authentic learning environments focused on relevant and engaging learning.
- Developing students' individual competencies, inherent interests and abilities.
- Improving our world by influencing positive student development.

Progressive Academy's values are:

- A focus on the individual student, recognizing that all students learn differently and all students need different supports.
- Student placement at levels that appropriate promote success and engagement.
- Creating motivational environments that promote commitment and passion for learning.
- Learning by Doing: Experiential learning that focuses on authenticity and relevance in learning
- Providing choice both in learning and in assessment (students are assessed using triangulation as well as standardized testing).
- Lifelong passion for learning.

These original statements of mission, vision and values, remain important values of today's Progressive Academy. The school uses the Alberta Program of Studies as the foundation 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 personal motivation, interest, multiple intelligence, learning styles, and background knowledge. Teachers infuse their teaching with experiential learning opportunities so that students learn by doing (Ex. PA's Junior High students engage in internships with local businesses and not-for-profits to develop their understanding of careers and professions.)

School Community

Progressive Academy is a multicultural community focused on small classes, individualized learning, intervention as appropriate and parental engagement. Many parents are professionals and entrepreneurs. The community is highly supportive with correspondingly 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 teaching staff collaborate regularly to research, plan, implement and evaluate the science of pedagogy. Stated simply, student learning is the priority and staff work with a focus on constant improvement. 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 supports individual students with a focus on mastery of essential learning outcomes. In 2019-2020, the school re-introduced a high school program focusing on individualized plans with students receiving coaching in goal setting and effective scheduling for maximal results. The school has now graduated almost 40 students with the majority (all but 2)

being accepted into universities and post-secondary institutions. Progressive Academy also supports individual students who require extension in their learning. In line with these values, PA provides programming for a group of High Gifted & Talented Learners who can benefit from highly individualized programs and the possibility of accelerated learning.



Community Engagement

Progressive Academy has always considered the school community to be an essential component of the support system that promotes high levels of learning for all students. For many years parents could drop off and pick up their students at the classroom doors, allowing frequent opportunities for conversations with teachers and administrators. With growth, and with Covid, parents are not as readily able to meet with school staff. Prior to COVID, the PA Administrative Team had begun hosting several *Parent Engagement* sessions. Parent Engagement sessions combine community building activities with information sessions on the school's mission, vision, values, and student learning. These sessions also provide opportunity for the school to gather information on areas identified in Accountability Pillar Surveys and to address areas of parent concern or questions. Over the last years, Progressive Academy has hosted numerous of these sessions and continues to do so.

Students also have a strong voice in the operations and structure of the school. Students are invited and encouraged to dialogue with the administration and the Executive Director around questions of programming, program offerings, post-secondary opportunities, scheduling, 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 changes to how PA carries out its day-to-day operations.

Results Reporting: Alberta Education Assurance Measures and Local Measures

Domain 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
Gr. 6 PAT: Acceptable	90.5	58.8	58.8	68.5	66.2	66.2
Gr. 6 PAT: Excellence	47.6	17.6	17.6	19.8	18.0	18.0
Gr. 9 PAT: Acceptable	75.9	73.1	73.1	62.5	62.6	62.6
Gr. 9 PAT: Excellence	3.6	14.4	14.4	15.4	15.5	15.5
Diploma: Acceptable	52.6	56.1	56.1	81.5	80.3	80.3
Diploma: Excellence	6.1	6.1	6.1	22.6	21.2	21.2

Notes: 1. Progressive Academy registered no self-declared FNMI students in 2023-2024

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

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Table 2: Overall PAT Results by subject area

Measure	Progressive Academy Education Society (PAES) Results			Alberta Results		
	Current Results - 2024	2023	3 yr avg	Current Results - 2024	2023	3 yr avg
SS6 PAT: Acceptable	90.5	58.8	58.8	68.5	66.2	66.2
SS6 PAT: Excellence	47.6	17.6	17.6	19.8	18.0	18.0
Sci 6 PAT: Acceptable	90.5	47.1	47.1	68.8	66.7	66.7
Sci 6 PAT: Excellence	57.1	5.9	5.9	24.8	21.8	21.8
LA 9 PAT: Acceptable	89.3	88.5	88.5	69.5	71.4	71.4
LA 9 PAT: Excellence	0.0	3.8	3.8	11.8	13.4	13.4
SS9 PAT: Acceptable	60.7	57.7	57.7	60.5	58.4	58.4
SS9 PAT: Excellence	7.1	11.5	11.5	15.8	15.9	15.9
Sci 9 PAT: Acceptable	85.7	76.9	76.9	67.6	66.3	66.3
Sci 9 PAT: Excellence	3.6	26.9	26.9	20.8	20.1	20.1
Math 9 PAT: Acceptable	67.9	69.2	69.2	52.7	54.4	54.4
Math 9 PAT: Excellence	3.6	15.4	15.4	14.0	13.5	13.5

Note 1: There were no self declared FNMI students writing PATs at Progressive Academy in 2023-2024. 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 2023-24 showed remarkable growth in grade 6, exceeding provincial results in both Social Studies and Science. Note that Math and LA results are not available because of curriculum rewrites. In Social Studies grade 6, Progressive Academy students increased their results at the acceptable level and at the level of excellence, by 30% + over the previous year. In Science, Progressive Academy students increased their performance by 40% plus in both the acceptable level and the level of excellence. This was a result of deliberate and calculated work on the part of teachers, with clear focus on essential learner outcomes, on intervention and on curriculum review. We are proud of the results and are anticipating similar results in 2024 - 25.

Grade 9 PAT results are also a cause for celebration at the acceptable standard. Progressive Academy students increased their PAT results in all subjects except Math, where the average

decreased by 1.3% from 69.2% acceptable in 2022-23 to 67.9% acceptable in 2023-24. It should be noted that in all PAT exams at the grade 9 level, Progressive Academy students exceeded the provincial averages at the acceptable level. A particular celebration should be noted in LA 9 where students scored 90.5% at the acceptable level, and in Science 9 where students scored 85.7 % at the acceptable level. These results are about 20% above the provincial norms.

Of concern however, are the PAT results at the level of excellence where Progressive Academy students are significantly below the provincial norms. Analysis of individual results indicates that many students were close to the level of excellence, but cut off scores still registered these students at the acceptable level. It is the firm belief of Progressive Academy administration and staff, that our students are capable of high levels of achievement at the level of excellence. Data analysis and subsequent change in teaching will see increased results in 2024-25. Of particular note will be the identification of the most important learner outcomes, regular formative assessment, intervention and a focus on mastery learning.

Some other contributing factors include:

1. Continued pandemic learning loss effects.
2. Some apathy on the part of students who did not see PATs as necessary or as contributing to their marks.
3. Rapid growth with a subsequent cultural shift. Over the last 3 years, Progressive Academy has almost doubled its school population. Much of the growth has happened in the upper elementary and secondary levels. Many of these students are not familiar with Progressive Academy's focus on independent learning, and the school has had to shift teaching strategies in some cases and to some degree.
4. The addition of an elite hockey program, The Junior Prospects Hockey Leagues, JPHL, contributed to very large classes. Further, these students are on a modified schedule that decreases the availability of intervention time.
5. Progressive Academy has a culture of experiential learning which has been traditionally assessed with conversation and observation as much as product. Although the experiential learning culture will remain strong, the assessment strategies will shift as the school and classes continue to grow.
6. In some cases PA's teaching staff were new to the PAT 9 and Diploma examination expectations. This too has already shifted for the 2024-25 school year. .

Table 3: Overall Diploma Results by Subject Area

Measure	Progressive Academy Education Society (PAES) Results			Alberta Results		
	Current Results	Previous Year	2022	Current Results	Previous Year	2022
ELA 30-1 Diploma: Acceptable	54.5	86.7	n/a	84.2	83.7	78.8
ELA 30-1 Diploma: Excellence	0.0	6.7	n/a	10.1	10.5	9.4
SS 30-1 Diploma: Acceptable	54.5	60.0	n/a	85.2	83.5	81.5
SS 30-1 Diploma: Excellence	4.5	5.0	n/a	18.7	15.9	15.8
Math 30-1 Diploma: Acceptable	28.6	21.1	n/a	75.4	70.8	63.6
Math 30-1 Diploma: Excellence	14.3	5.3	n/a	34.9	29	23.0
Chem 30 Diploma: Acceptable	71.4	77.8	n/a	82.9	80.5	77.1
Chem 30 Diploma: Excellence	14.3	11.1	n/a	38.0	37.0	31.1
Bio 30 Diploma: Acceptable	48.0	71.4	n/a	83.1	82.7	74.3
Bio 30 Diploma: Excellence	4.0	7.1	n/a	33.7	32.8	25.2
Phys 30 Diploma: Acceptable	*	*	n/a	85.1	82.3	78.5
Phys 30 Diploma: Excellence	*	*	n/a	39.9	39.9	34.6
Science 30 Diploma: Acceptable	54.5	*	n/a	81.3	79.4	75.7
Science 30 Diploma: Excellence	0.0	*	n/a	24.6	23.1	17.2

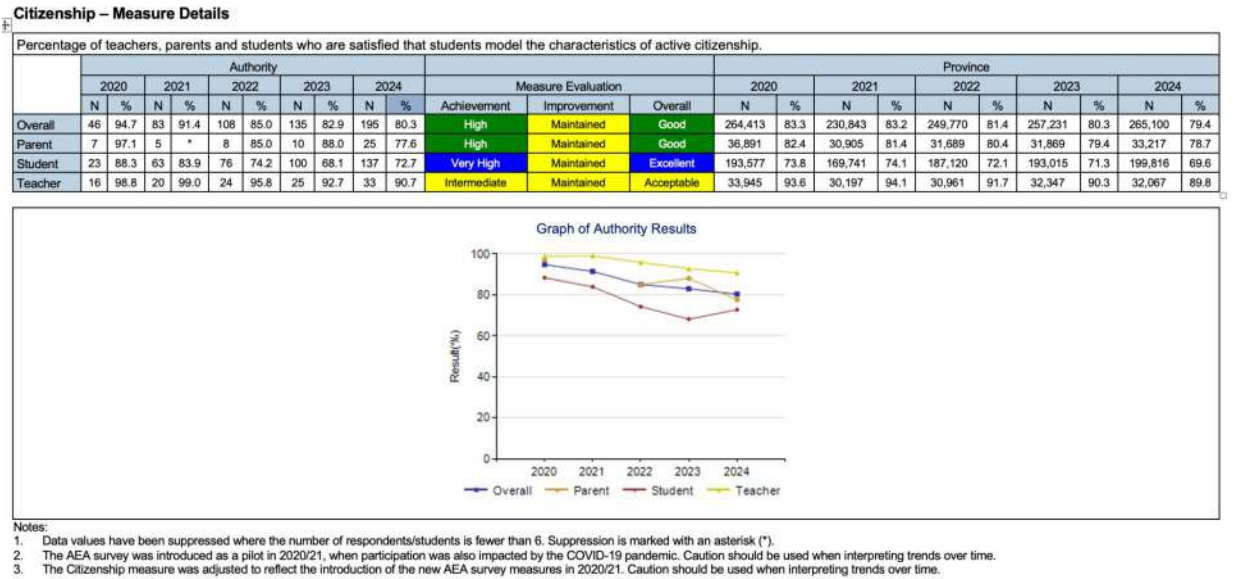
Notes: Results are suppressed where the number of students is fewer than 6 (*). There were

no self declared FNMI students writing Diploma Examinations at Progressive Academy in 2023-2024. ESL numbers are suppressed to protect privacy as there were fewer than 6 in any Diploma Exam cohort.

Comment on Results: All diploma results are below provincial averages. It should be noted that small numbers of students can result in significant swings in results. The rapid growth of the High School Program, for the most part comprised of students who are relatively new to the school and its culture, resulted in significant decreases in results both in 2023 and in 2024. As students continue to learn the culture, and as teachers shift assessment styles, Progressive Academy will realize ever increasing Diploma results. Further, the discussion points listed above for the PAT results, will be implemented in the High School. Progressive Academy anticipates a significant increase in all High School assessment results, and certainly in the Diploma results.

High School Completion: Results prior to 2023 are suppressed because of the low number of students in the high school program. In 2023, 83.3% of Progressive Academy students had completed high school in 3 years. Internal tracking indicates that all but one of these students went on to Post Secondary programming.

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



Percentage of community that is satisfied that students model active citizenship based on the question: Do students at your school take responsibility for their actions?

Interest group	N	% that agree or strongly
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		agree
Parents - all	25	80
Parents - Grades 4 - 6	9	89
Parents - Grades 7 - 9	8	75
Parents - Grades 10 - 12	8	75
Teachers - All	32	72
Teachers - Grade 4	8	63
Teachers - Grade 7	9	78
Teachers - Grade 10	11	64
Students - Grades 7 - 9	39	62
Students - Grades 10 - 12	41	56

Comment on Results: The rapid growth of Progressive Academy has been challenging. For decades Progressive Academy has been comprised mainly of students enrolled since the early childhood programs. These students understand and respect the values and expectations of the school. An analysis of the responses to individual questions within this subset indicates that students themselves do not believe their fellow students are following rules. This can be seen in uniform infractions, classroom protocols and tardiness. The school's administration continues to address these issues and in the current year, Progressive Academy is seeing much more acceptance and appreciation for the long standing culture of excellence and self discipline.

Parent satisfaction with the school remains high and Progressive Academy anticipates that this will continue, and grow, as students learn and engage in the culture of the school.



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

Student Growth and Achievement

S.1 Student Learning Engagement - Measure History

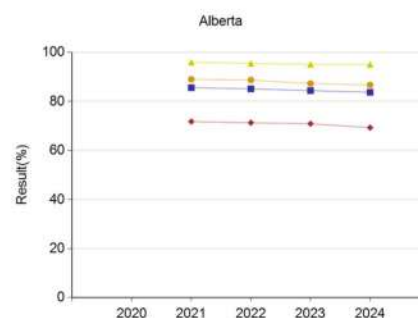
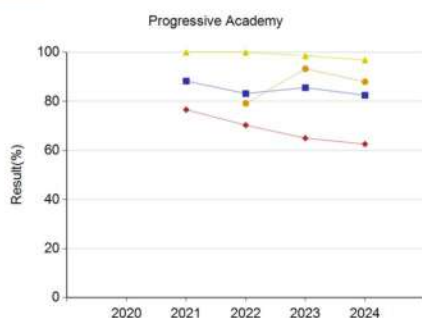
School: 7938 Progressive Academy

Province: Alberta



The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Progressive Academy										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	83	88.3	108	83.2	135	85.6	195	82.5	n/a	Maintained	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	5	*	8	79.2	10	93.3	25	88.0	n/a	Maintained	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	63	76.6	76	70.3	100	65.0	137	62.6	n/a	Maintained	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	20	100.0	24	100.0	25	98.6	33	96.9	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1



Comment on Results: Progressive Academy students typically engage in experiential programs that are largely participatory and that require a significant degree of intrinsic motivation. While this continues in the ECS and lower elementary levels, there is a decrease in the Junior and Senior High levels. Although Progressive Academy maintained an acceptable level of student learning engagement, there is still concern that high school students to not

realize or appreciate the relevance of some of their subjects and related outcomes. Some high school students indicated that the learning is boring and inauthentic. The administration of the school continues to provide PD in pedagogy, learning and assessment, designed to make learning relevant, meaningful, authentic and to ensure that assessment focuses on “assessment as learning” rather than as “assessment of learning”. Research indicates that when students understand not just the “what”, but the “why” of learning, they are more motivated and self disciplined. We anticipate continued growth in this area.

CAT- 4 Achievement Testing. Progressive Academy has, for many years, utilized standardized, Canadian norm-referenced tests to provide teachers with baseline data 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. The most recent CAT - 4 Tests were administered at all grade levels in June of 2024.

Results are summarized by grade:

Kindergarten: In Reading, Word Analysis and Mathematics, Progressive Academy students scored a minimum of 16 points above the Canadian Norm.

- 97% of students scored at Stanine 4 or above in Reading. (Grade 1.5 mean grade equivalent)
- 94% of students scored at Stanine 4 or above in Word Analysis. (Grade 0.9 mean grade equivalent).
- 97% of students scored at Stanine 4 or above in Math. (Grade 0.8 Mean grade equivalent.)

Grade 1: In all CAT-4 sub tests, Progressive Academy students scored a minimum of 18 points above the Canadian Norm.

- 100% of students scored at Stanine 4 + in Reading. (Grade 3.0 mean grade equivalent.)
- 97% of students scored at Stanine 4 + in Word Analysis. (Grade 2.7 mean grade equivalent.)
- 97% of students scored at Stanine 4 + in Vocabulary (Grade 2.9 mean grade equivalent.)
- 97% of students scored at Stanine 4 + in Spelling (Grade 2.5 mean grade equivalent.)
- 97% of students scored at Stanine 4 + in Mathematics (Grade 3.0 mean grade equivalent.)
- 100% of students scored at Stanine 4 + in Computation and Estimation. (Grade 3.6 mean grade equivalent.

Grade 2: In all CAT-4 sub tests, Progressive Academy students scored over the Canadian Norm in all tests..

- 100% of students scored at Stanine 4 + in Reading. (Grade 4.0 mean grade equivalent.)
- 79% of students scored at Stanine 4 + in Word Analysis. (Grade 3.8 mean grade equivalent.)
- 97% of students scored at Stanine 4 + in Vocabulary (Grade 4.3 mean grade equivalent.)
- 90% of students scored at Stanine 4 + in Writing Conventions. (Grade 3.9 mean grade equivalent.)
- 79% of students scored at Stanine 4 + in Spelling (Grade 3.8 mean grade equivalent.)
- 100% of students scored at Stanine 4 + in Mathematics (Grade 4.3 mean grade equivalent.)
- 93% of students scored at Stanine 4 + in Computation and Estimation. (Grade 3.5 mean grade equivalent.)

Grade 3: In all CAT-4 sub tests, Progressive Academy students scored over the Canadian Norm in all tests..

- 84% of students scored at Stanine 4 + in Reading. (Grade 4.6 mean grade equivalent.)
- 80% of students scored at Stanine 4 + in Word Analysis. (Grade 4.8 mean grade equivalent.)
- 88% of students scored at Stanine 4 + in Vocabulary (Grade 4.6 mean grade equivalent.)
- 92% of students scored at Stanine 4 + in Writing Conventions. (Grade 5.0 mean grade equivalent.)
- 96% of students scored at Stanine 4 + in Spelling (Grade 5.9+ mean grade equivalent.)
- 100% of students scored at Stanine 4 + in Mathematics (Grade 5.9+ mean grade equivalent.)
- 96% of students scored at Stanine 4 + in Computation and Estimation. (Grade 4.5 mean grade equivalent.)

Grade 4: In all CAT-4 sub tests, Progressive Academy students scored over all the Canadian Norms except Reading and Computation and Estimation where Progressive Academy students were apx. 2 points below the Canadian Norms.

- 79% of students scored at Stanine 4 + in Reading. (Grade 5.0 mean grade equivalent.)
- 95% of students scored at Stanine 4 + in Word Analysis. (Grade 6.8 mean grade equivalent.)
- 90% of students scored at Stanine 4 + in Vocabulary (Grade 5.3 mean grade equivalent.)
- 90% of students scored at Stanine 4 + in Writing Conventions. (Grade 5.9 mean grade equivalent.)
- 95% of students scored at Stanine 4 + in Spelling (Grade 5.9 mean grade equivalent.)
- 76% of students scored at Stanine 4 + in Mathematics (Grade 4.8 mean grade equivalent.)
- 96% of students scored at Stanine 4 + in Computation and Estimation. (Grade 4.5 mean grade equivalent.)

Grade 5: In all CAT-4 sub tests, Progressive Academy students scored over the Canadian Norm in all tests..

- 95% of students scored at Stanine 4 + in Reading. (Grade 7.9+ mean grade equivalent.)
- 95% of students scored at Stanine 4 + in Vocabulary (Grade 7.9+ mean grade equivalent.)
- 100% of students scored at Stanine 4 + in Writing Conventions. (Grade 7.9+ mean grade equivalent.)
- 90% of students scored at Stanine 4 + in Spelling (Grade 7.9+ mean grade equivalent.)
- 85% of students scored at Stanine 4 + in Mathematics (Grade 7.3 mean grade equivalent.)
- 80% of students scored at Stanine 4 + in Computation and Estimation. (Grade 6.8 mean grade equivalent.)

Grade 6: In all CAT-4 sub tests, Progressive Academy students scored over the Canadian Norm in all tests..

- 90% of students scored at Stanine 4 + in Reading. (Grade 7.9 mean grade equivalent.)
- 90% of students scored at Stanine 4 + in Vocabulary (Grade 8.6 mean grade equivalent.)
- 90% of students scored at Stanine 4 + in Writing Conventions. (Grade 8.5 mean grade equivalent.)
- 95% of students scored at Stanine 4 + in Spelling (Grade 8.8 mean grade equivalent.)
- 95% of students scored at Stanine 4 + in Mathematics (Grade 8.7 mean grade equivalent.)
- 90% of students scored at Stanine 4 + in Computation and Estimation. (Grade 8.5 mean grade equivalent.)

Grade 7: In all CAT-4 sub tests, Progressive Academy students scored over the Canadian Norm in all tests..

- 93% of students scored at Stanine 4 + in Reading. (Grade 9.0 mean grade equivalent.)
- 93% of students scored at Stanine 4 + in Vocabulary (Grade 9.2 mean grade equivalent.)
- 86% of students scored at Stanine 4 + in Writing Conventions. (Grade 9.8 mean grade equivalent.)
- 100% of students scored at Stanine 4 + in Spelling (Grade 9.9+ mean grade equivalent.)
- 100% of students scored at Stanine 4 + in Mathematics (Grade 9.4 mean grade equivalent.)
- 93% of students scored at Stanine 4 + in Computation and Estimation. (Grade 9.6 mean grade equivalent.)

Grade 10: In all CAT-4 sub tests, Progressive Academy students scored over the Canadian Norm in all tests, except Literary Reading, where Progressive Academy students scored at the Canadian Norm.

- 100% of students scored at Stanine 4 + in Informational Reading. (Grade 11.7 mean

- grade equivalent.)
- 81% of students scored at Stanine 4 + in Literary Reading. (Grade 10.9 mean grade equivalent.)
- 100% of students scored at Stanine 4 + in Vocabulary (Grade 11.9 mean grade equivalent.)
- 75% of students scored at Stanine 4 + in Writing Conventions. (Grade 11.4 mean grade equivalent.)
- 100% of students scored at Stanine 4 + in Spelling (Grade 12.1 mean grade equivalent.)
- 94% of students scored at Stanine 4 + in Pre-Algebra (Grade 12.9 mean grade equivalent.)
- 81% of students scored at Stanine 4 + in Algebra (Grade 12.1 mean grade equivalent.)
- 88% of students scored at Stanine 4 + in Computation and Estimation. (Grade 12.2 mean grade equivalent.)

Grade 11: In CAT-4 sub tests, Progressive Academy students scored over the Canadian Norm in Vocabulary, Spelling and Computation & Estimation. Progressive Academy students scored marginally under the Canadian Norm by apx. 2% in all other subtests as indicated below.

- 75% of students scored at Stanine 4 + in Informational Reading. (Grade 11.9 mean grade equivalent.)
- 75% of students scored at Stanine 4 + in Literary Reading. (Grade 10.4 mean grade equivalent.)
- 100% of students scored at Stanine 4 + in Vocabulary (Grade 12.9 mean grade equivalent.)
- 75% of students scored at Stanine 4 + in Writing Conventions. (Grade 9.8 mean grade equivalent.)
- 100% of students scored at Stanine 4 + in Spelling (Grade 11.2 mean grade equivalent.)
- 75% of students scored at Stanine 4 + in Pre-Algebra (Grade 11.9 mean grade equivalent.)
- 75% of students scored at Stanine 4 + in Algebra (Grade 10.8 mean grade equivalent.)
- 100% of students scored at Stanine 4 + in Computation and Estimation. (Grade 11.1 mean grade equivalent.)

Testing results are not available for grades 8, 9 and 12.

Based on the CAT-4 results, Progressive Academy students and staff have reason to celebrate. In almost all subtests, Progressive Academy students started their grade performing over their current grade level. For example, on average, Grade 10 students at Progressive Academy began their grade 10 year already performing at grade 11.7 in informational reading and at grade 10.9 in Literary Reading (mean grade equivalent). The CAT-4 results are higher than National norms in almost all cases. This suggests that Progressive Academy students do very well in overall readiness for the next level of learning. In a school focused on experiential learning, intrinsic motivation and passion, students at Progressive Academy are achieving very

well compared to their Canadian colleagues.

Early Years Literacy & Numeracy Assessments

In 2023-24, 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	32	0	0	N/A
CC3 Irregular Words	1	32	0	0	N/A
CC3 Non-Word	1	32	0	0	N/A
CC3 Regular Words	1	32	3	0	N/A
Numeracy Screening Assessment	1	32	1	0	3.1%
LeNS Assessment Overall	1	32	1	0	3.1
LeNS Assessment Name Accuracy	1	32	3	1	6.3
LeNS Assessment Sound Accuracy	1	32	1	0	3.1
Numeracy Screening Assessment	2	29	7	4	10.4
LeNS Assessment	2	29	1	0	3.4
CC3 Overall Assessment	3	25	2	0	8
CC3 Irregular Words	3	25	1	2	-4.2
CC3 Non-Words	3	25	2	2	0
CC3 Regular	3	25	3	0	12

Words					
Numeracy Screening Assessment	3	25	2	0	8

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 practice and spelling/vocabulary review as needed. At risk numeracy students were provided with additional Mathematics scaffolding from a variety of teachers.

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 - 2023-2024

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Authority										Measure Evaluation			Province											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	46	97.5	83	92.8	108	88.0	135	88.8	195	87.1	Intermediate	Maintained	Acceptable	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6		
Parent	7	100.0	5	*	8	83.3	10	91.7	25	84.6	High	Maintained	Good	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8		
Student	23	94.7	63	86.5	76	83.5	100	78.2	137	83.4	Low	Maintained	Issue	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9		
Teacher	16	97.9	20	99.1	24	97.2	25	96.7	33	93.4	Intermediate	Maintained	Acceptable	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9		

Graph of Authority Results

Year	Overall (%)	Parent (%)	Student (%)	Teacher (%)
2020	97.5	100.0	94.7	97.9
2021	92.8	100.0	86.5	99.1
2022	88.0	83.3	83.5	97.2
2023	88.8	91.7	78.2	96.7
2024	87.1	84.6	83.4	93.4

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on results: Education Quality at Progressive Academy has historically been rated very highly by parents, teachers, and students. Reported satisfaction levels remain high for parents and students, but they have been declining for students since 2020. As indicated previously, Progressive Academy has seen significant changes in the past three years, most notably:

- The school's population has grown from approximately 180 pre-Covid to over 360 in the 2023-24 School Year.
- Progressive Academy's high school population grew significantly as a result of adding a high level hockey program. Some of these students are less academically motivated.
- Staff changes both at the administrative and at the teaching levels resulted in a need for

professional development around culture and expectations.

- The addition of four classrooms and a library was delayed resulting in limited and crowded classroom spaces, and in significant scheduling challenges.

These challenges certainly impacted school culture. Parents who had been with Progressive Academy for many years were concerned with crowding, rapid growth and some additional programs. These concerns were felt by students who echoed parent sentiments. Since the completion of the annex with its four classrooms, and a library, and the PD of staff, Progressive Academy anticipates that the level of staff, family and student satisfaction will increase significantly. The administration team has also been working with current staff, and especially with secondary staff in the areas of assessment, classroom management and pedagogy. These foci will also result in increased satisfaction in the area of Education Quality. Further, current population growth has stabilized, with students becoming more aware and accepting of the Progressive Academy culture. Progressive Academy staff are excited about the changes in learning and satisfaction already apparent as evidenced by conversation, assessment results and observations.

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
- 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.



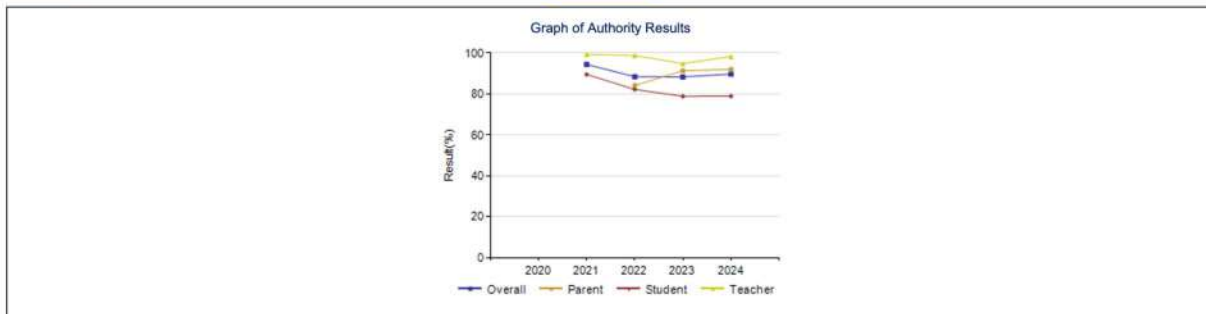
Domain 3: Learning Supports

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

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																							
	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	83	94.4	108	88.4	135	88.3	195	89.7	n/a	Maintained	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	5	*	8	84.1	10	91.3	25	92.0	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	63	89.5	76	82.2	100	78.8	137	78.9	n/a	Maintained	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	20	99.3	24	98.8	25	94.8	33	98.3	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6



Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

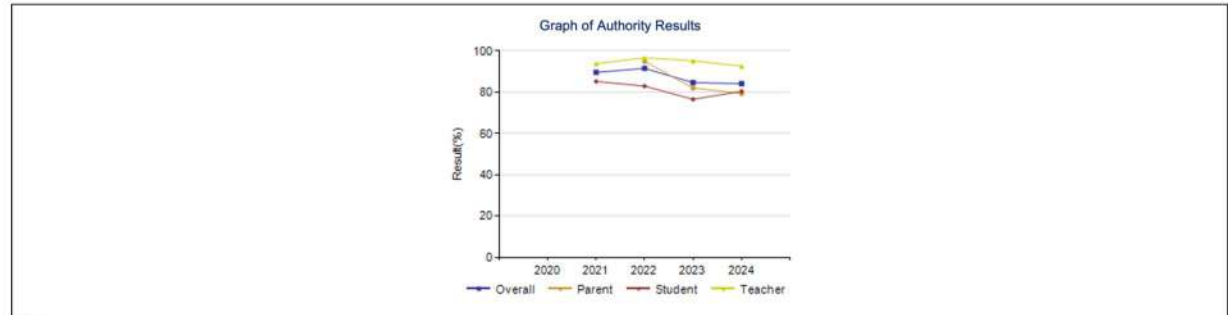
Comment on results: Progressive Academy's have been stable for most subgroups, and have been increasing for parents. This mirrors results in other accountability measures. Progressive Academy has always focused on creating a supportive and kind community and the fact that the results on this measure have maintained despite the recent challenges is a credit to the culture that has been promoted.

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 - 2023-2024

Access to Supports & Services – Measure Details

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							
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%
Overall	n/a	n/a	83	89.5	108	91.5	135	84.6	195	84.1	n/a	Maintained	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	5	*	8	94.9	10	82.0	25	79.3	n/a	Maintained	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	63	85.2	76	82.9	100	76.5	137	80.4	n/a	Maintained	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	20	93.8	24	96.6	25	95.2	33	92.6	n/a	Maintained	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2



- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on Results: Progressive Academy has always strived to maintain a culture where students' individual needs are central to planning for their success. Students are given extra time and support as determined by formative assessment results. This intervention benefits students and teachers, as students master outcomes necessary for success at the next learning level. Progressive Academy also connects teachers with the supports of psychologists and learning specialists to determine the best strategies for learning challenged students. Over the last year, satisfaction with learning supports has statistically maintained, although there is a small decrease in the reported satisfaction of teachers and parents. As already mentioned, a part of this is the rapid population growth, with a significant increase in students with learning challenges. In addition to continuing what it has done in the past, PA's principal, director of learning supports and Superintendent will monitor learning and provide PD and professional supports as appropriate.

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 private schools, including Progressive Academy, believe they have a moral duty to support all students that they admit to their programs. This includes specialized supports and services, consistent with the principles of inclusive education.

Progressive Academy has implemented the following processes and strategies:

- The school has an Education Supports Division which is responsible for:
 - Assessment of students
 - Those identified as possible English Language Learners
 - 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
 - c. Identification of areas of potential pedagogical PD for teachers.
 3. A number of learning assistants 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 allowing 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 students (as appropriate) 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 no self identified FNMI students. Progressive Academy continues to engage teachers and students 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. The Progressive Academy library frequently 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.

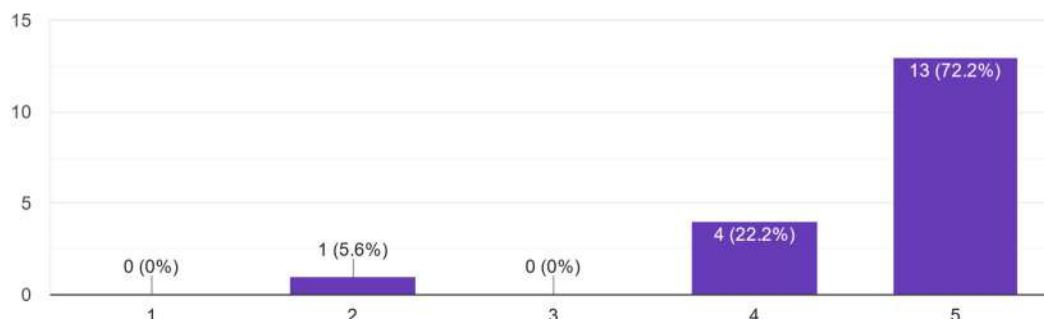


The school-administered parent survey from engagement sessions provided the following data:

Graph 6: Improving FNMI Outcomes: Local Parent Satisfaction Survey Results

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



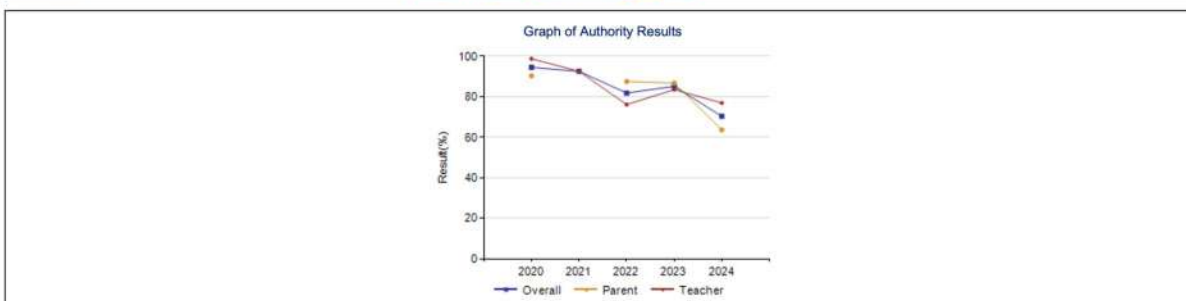
Domain 4: Governance

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

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																									
	Authority										Province														
	2020					2021					2022					2023					2024				
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	23	94.5	20	92.5	32	81.8	35	85.1	58	70.3	Achievement		Improvement		Overall	N	%	N	%	N	%	N	%		
											Very Low	Declined	Concern			70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1		
Parent	7	90.3	5	*	8	87.5	10	86.7	25	63.6	Intermediate		Declined		Issue		36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	
Teacher	16	98.7	20	92.5	24	76.1	25	83.5	33	76.9	Very Low		Maintained		Concern		33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on results: PA has traditionally scored highly on this measure. Since 2023 however, satisfaction results for all interest groups has declined. Reasons for decreased results have already been mentioned, and include population growth, crowding, scheduling challenges, failure to complete the additional classrooms (annex), cultural shifts concurrent with the large population growth, and increased learning needs in the JH/SH. These challenges are being addressed through the following::

1. Divisional collaborative meetings addressing each challenge.
2. Opening of the annex and the 4 additional classrooms and library.

3. Provision of academic and reading testing.
4. PD specific to classroom management and collaboration.
5. Formative assessment and subsequent intervention.

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 parents are the key decision makers with respect to school choice. The school's administrative team continues to address parent engagement as a priority, especially in light of the listed challenges. Significant strategies include:

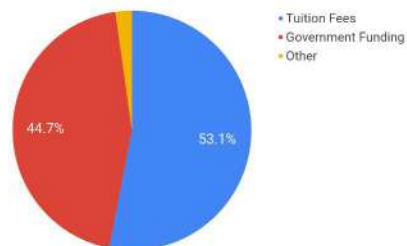
- An open door policy welcoming parents to drop in to visit available administrative staff
- A welcome Barbecue the week prior to the commencement of classes
- Encouraging regular communication from teachers to parents
- Regularly scheduled parent-teacher conferences
- Community building events such as International Day
- Concerts and Fine Arts performances which bring parents into the school
- Re-implementation of Family Oriented Programming, FOPs
- Parent Engagement Events. These events are opportunities to share mission, vision, values and plans for continuous improvement.

○

Summary of Financial Results

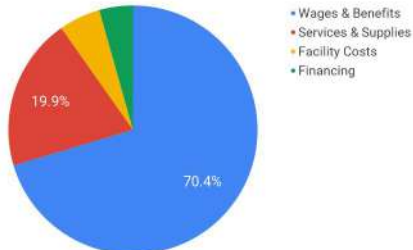
Graph 7: Progressive Academy Revenue Summary 2023-24 School Year

	Revenue
Tuition Fees	3,708,853
Government Funding	3,125,019
Other	156,262
Total	6,990,135



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

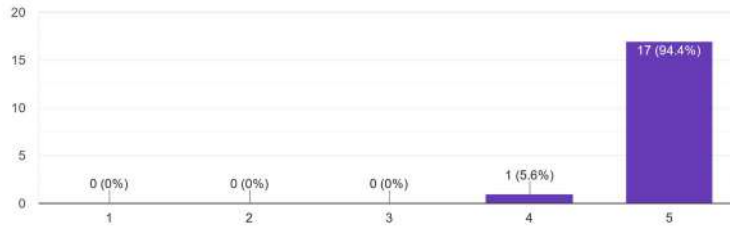
	Expenses
Wages & Benefits	4,073,797
Services & Supplies	1,149,874
Facility Costs	312,334
Financing	252,595
Total	5,788,600



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

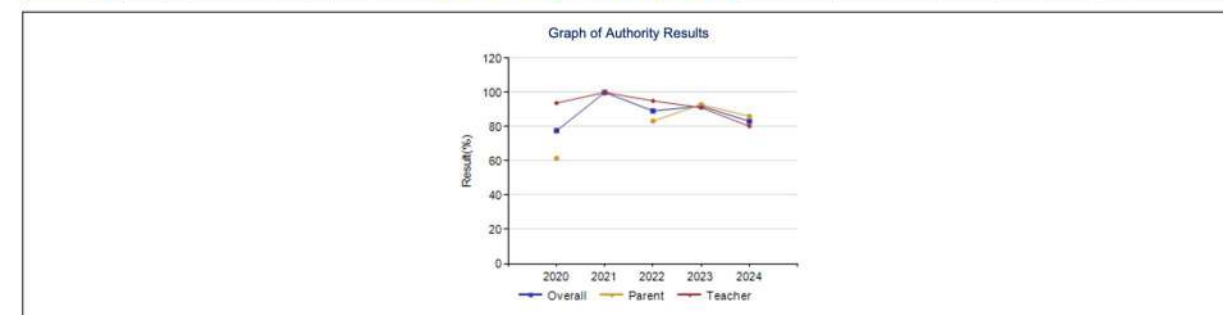
- Formal
 - Multiple Parent Engagement Sessions are held each year in which parents both hear reports on how the school meets the various domains of assurance and provide input via surveys and focus discussions.
 - AERRs and Education Plans are posted on the school website.
 - CAT4 general results are 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.

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																								
	Authority										Measure Evaluation			Province										
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	23	77.6	19	100.0	32	89.2	34	92.0	56	83.2	Very High	Maintained	Excellent	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9	
Parent	7	61.5	5	*	8	83.3	9	92.9	24	86.1	Very High	Maintained	Excellent	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3	
Teacher	16	93.8	19	100.0	24	95.1	25	91.1	32	80.3	Intermediate	Declined	Issue	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6	



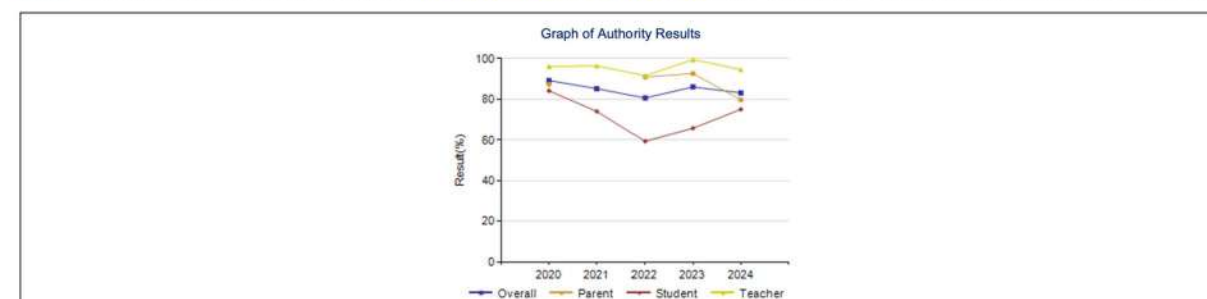
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. A "N/A" response was added to the AEA survey in 2020/21, allowing respondents to clearly indicate when a question was not applicable. Unlike "Don't Know", a response of "N/A" does not count towards the total number of responses in the survey result. Caution should be used when interpreting trends over time.

Comments on Results: Parent satisfaction on this measure remains high. Teacher satisfaction however, has declined. This suggests that teachers hold themselves and the school to a very degree of accountability. Given the previously mentioned challenges, Progressive Academy anticipates a significant improvement in this measure for teachers. The rationale includes, as already mentioned, increased space, stabilization of population growth, access of learning supports, access to professional development, and the acceptance and application of the Progressive Academy culture.

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.																							
	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	34	89.2	46	85.2	65	80.6	85	86.0	134	83.1	Very High	Maintained	Excellent	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8
Parent	7	87.3	5	*	8	90.9	10	92.6	25	79.7	High	Maintained	Good	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3
Student	11	84.1	26	74.0	33	59.3	50	65.7	76	75.0	High	Improved	Good	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7
Teacher	16	96.1	20	96.4	24	91.6	25	99.5	33	94.6	Very High	Maintained	Excellent	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2



Notes:

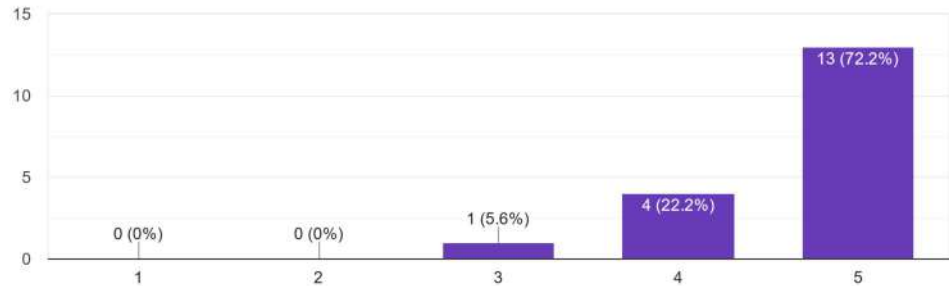
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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Parents have been polled on their perceptions of whether the school plans 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 2023-2024 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 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 these priorities.

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 → ongoing	Professional learning continues to be applied. Ongoing mentoring is available and lead teacher have scheduled mentoring blocks.
Identify places and strategies within the new LA curriculum to	Completed → ongoing	See above

incorporate the teaching of writing skills		
Staff professional learning via dedicated professional Learning sessions	Ongoing	PD sessions around current pedagogical research continues during PD days, and on early dismissal days. Each session is followed by collaborative meetings designed to operationalize learning (create action plans).
Monthly teacher check-ins through the Professional Learning Community	Ongoing	These check-ins happen through scheduled collaboration time
Hire a writing coach to both coach teachers and provide supports to student groups	Completed → ongoing	Started in 2021. Maintained.
Dedicated times for writing	Ongoing	Teachers incorporate writing into every subject. Accountability measures are in place.
Teach students a common writing process with basic strategies and variations	Ongoing	Common collaborative approach to this strategy exists at each divisional level. Accountability measures are in place.

Priority 2

Priority 2 : Maintain a flexible placement system allowing students to accelerate vertically		
Strategy	Status of Strategy	Description of Progress
PD around 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 → ongoing with new students.	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 300 + 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 Program/Education Plans(Short-term implementation)	Ongoing - already happening	
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 proactive and address current needs. The school has established 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.
Host an annual <i>International Event</i> to celebrate the many cultures at Progressive Academy. (Short-term implementation)	Ongoing	During this annual event, students and families of Progressive Academy celebrate the many cultures that contribute to our school's community. The most recent event also celebrated the opening of the new school annex and 4 new classrooms and library.
School, administration, and teacher access during child drop off and pick up.	Revised	The school population has increased from 180 to over 360 since 2020. It is no longer a practical approach to have parents take students to their individual classrooms. This compromises traditional access to school staff by parents. . 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	A School Christmas concert, two musicals, one performed by students in K to 3 and the other by students in division 2 to 4, and various other events, invite community into the school.. 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	Parent Engagement sessions are hosted multiple times each year. This gives the school administration team an opportunity to both report to groups of parents and engage them in providing planning input.
Host annual parent-administrator	In progress	These evening events provide parents with the opportunity to

breakfasts & focus groups (Short-term implementation)		network, hear school reporting, and provide input through surveys and focus discussion questions.
Host annual series of FOPs for parents of students at all grade levels (Short-term implementation)	In progress - ongoing	Implemented and repeated.

Priority 4

Priority 4: Improving Provincial Test Results		
Strategy	Status of Strategy	Description of Progress
Engage teachers in collaborative discussions about preparing students for testing success	Ongoing	PD focused on the most recent research is ongoing. Each session concludes with a collaborative team meeting at each division. At these meetings, the PD information is operationalized with accountability measures introduced.
Create an awareness of exam success expectations through strategies such as: <ul style="list-style-type: none"> • Including written expectations in course outlines and communications to parents • Providing provincially published PAT & Diploma Exam Guides to both students and parents • Frequent discussions with students about the 	Ongoing	Teachers of grade 6, 9, and any diploma courses implement at the beginning of each school year.

importance of being prepared for exams		
<ul style="list-style-type: none"> • Motivate students to value success in PATs & Diploma Exams. Teachers will do this by: <ul style="list-style-type: none"> ○ Including PAT results as a component of final grades in grade 9 PAT courses (20%) ○ Explaining to students the value of PAT and Diploma results in secondary and post secondary admission ○ Using practise questions/exams in fun/competitive activities ○ Recognizing students and classes that achieve certain results 	Ongoing	Teachers will be expected to implement these actions each year.
<ul style="list-style-type: none"> • Provide ample opportunities for students in junior high and high school grades to experience sample questions & exam formats. Teachers will engage in such activities as: <ul style="list-style-type: none"> ○ Including daily or regular sample questions from released exam materials ○ Modeling the format and wording of PAT or Diploma questions on their quizzes, unit exams, mid term exams and final exams ○ Using "The Key" Study Guides 	Implementing	Teachers use one or more of these strategies. Through collaborative discussions, teachers agreed to be deliberate about implementing these strategies consistently and frequently.

<p>throughout all grade 9 PAT courses and all Diploma courses</p> <ul style="list-style-type: none"> ○ Develop course plans that allow adequate review time at the end. ○ Run Diploma Examination review sessions prior to all diploma exams. ○ Encouraging students to enroll in online or in-person Diploma Exams Prep courses 		
<ul style="list-style-type: none"> ● Teach test-taking strategies. Teachers will fulfill this goal by undertaking strategies such as: <ul style="list-style-type: none"> ○ Reviewing exemplar exam responses with students to encourage use of test-taking strategies ○ Teaching students to budget time on exams and plan to use entire allotted examination time to check & double check responses. ○ Modeling multiple choice strategies (identify key words & given information, eliminate “trick” responses, utilize information from other questions, etc.) ○ Teach problem solving strategies that can be applied to exam questions ○ Plan meaningful activities for students who finish exams 	Ongoing	Teachers will implement these strategies consistently and frequently.

early to eliminate motivation to earn free time by completing exams early.		
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Other Reporting Requirements

Whistleblower Protection:

The Progressive Academy Education Society had no 2023 - 2024 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 or the society’s Audited Financial Statements are invited to contact the school at info@progressiveacademy.ca and request to speak to the Executive Director or the Superintendent.

