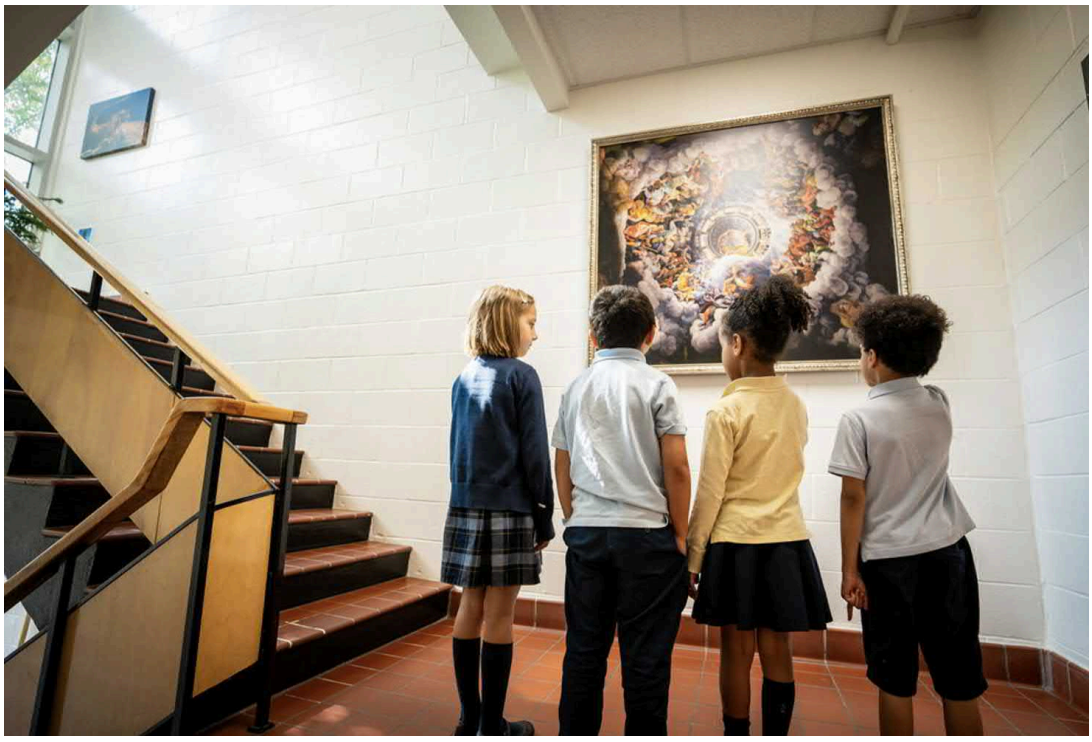
Alberta Classical
ACADEMY



Alberta Classical Academy
Annual Education Results Report
2023 - 2024

Submitted to Alberta Education
November 2024

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Accountability Statement

Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for Alberta Classical Academy for the 2023/2024 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. The ACA 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 ACA Board on November 26, 2024.



Francis Fast
ACA *Board Chair*



John Picard
ACA Superintendent



Colleen Parks
ACA *Deputy Superintendent*

ACA Purpose, Vision, and Philosophy

Purpose

To deliver a classical liberal arts education that equips students with the virtues, knowledge, and habits befitting free citizens.



Vision

To develop well-cultivated and virtuous men and women who are committed to seeking truth and wisdom, who contribute to the authentic common good of their communities, and who recognize the perennial reality of truth, goodness, and beauty as the guiding light of human affairs.

To learn more about Classical Education and ACA's unique program and features, including our philosophy, principles, essential virtues, and emphasis on beauty and art and aesthetics in education, please visit the Alberta Classical Academy website here or view our school Charter here.

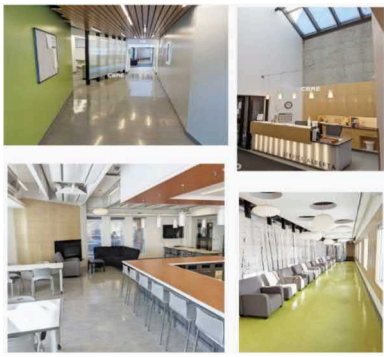
School History and Profile

School history

Alberta Classical Academy was founded in January 2022 as Canada's first and only public non-sectarian K to 12 classical school. We opened our first Calgary campus in Bridgeland, in September of the same year. In response to increasing interest in, and demand for, classical education, two additional campuses were opened in August 2023. In Calgary, we revitalized and transformed the historical, former military barracks in Currie Barracks into a thriving school. The Currie Classical campus, now grades K-9 and serving 572 students, will be the site of our future highschool. Simultaneously, our geographic scope expanded to include Edmonton and in September 2023, the Edmonton Classical Academy, Eastgate campus, opened its doors. Eastgate currently serves 423 students in grades K through 8, with the view of expanding to grade 12 in the coming years.



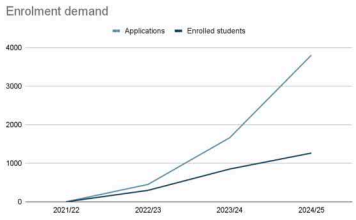
Currie Campus, Calgary, AB



Eastgate Campus, Edmonton, AB

Enrollment growth and demand

As we enter our third year of operations, Alberta Classical Academy schools serve 1285 students district wide, marking a 340% increase in enrolment from our first year of operations. Despite this growth, enrollment demand far exceeds capacity. Updated in May 2024, the graph (right) shows that 3,700 students sought enrollment at ACA for the 2024/25 school year. ACA does not maintain waitlists year to year but these numbers are expected to continue to grow well into the future.



**results for all ACA campuses*

Core demographics

A demographic analysis reflects a diverse student population. Currently, 42 languages are spoken in our community and 193, or 15%, of our students are coded as English Additional Language (EAL) learners. Approximately 20% of our students require some form of direct student learning (SLS) support; this estimate includes 94 coded students (7.3% of the total student population), as well as uncoded students needing additional support or gap closing. In 2023/24 fewer than 6 students self-identified as First Nations, Métis, or Inuit (FNMI). Today this number has increased to 27 or 2.1%. Currently five students have declared refugee status. A further 12% of families have accessed some form of financial assistance for school fees, childcare, transportation, uniform vouchers, or field studies. District wide, 665 or 51% of students rely on bus transportation to get safely to and from school.

Alberta Education Assurance Measures Summary

Through the Annual Education Results Review (AERR) school authorities demonstrate that they have collected, analyzed, and evaluated key performance data resulting from the implementation of their previous education plan and the actions taken to meet their responsibilities in each of Alberta Education's five assurance domains. Alberta Education's requirements for reporting assess performance both broadly and locally. The five assurance domains provide the structure of this report and the Alberta Classical Academy Charter and local goals and measures are embedded throughout each domain. Information on the alignment of provincial assurance domains with local goals and local 2023-24 survey results for parents and staff are available in *Appendices A and B.*

Results from the Alberta Education Assurance Measures (AEAM), for which data is complete, highlight the aggregate results for, and overall levels of success of, all three ACA schools. Further, ACA's charter goals and local measures found in the appendices, provide valuable quantitative and qualitative data to supplement the Provincial metrics. Of the total respondents, approximately 362 were students, 135 were parents, and 40 were certificated teachers. This marks a 330% increase over last year's response rate, which can be attributed to ACA opening two new campuses in August 2023.

A brief summary of the district results for the required and supplemental AEAMs is offered below.

Fall 2024 - Overall Summary of Required Alberta Education Assurance Measures (AEAM) Authority 0395 Alberta Classical Academy Ltd.

Assurance Domain	Measure	Alberta Classical Academy Ltd.			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	**89.3**	86.2	86.2	**83.7**	84.4	84.8	n/a	Maintained	n/a
	Citizenship	**86.1**	82.0	82.0	**79.4**	80.3	80.9	Very High	Improved	Excellent
	3-year High School Completion	**n/a**	n/a	n/a	**80.4**	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**88.1**	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	**81.4**	88.9	88.9	**68.5**	66.2	66.2	High	Maintained	Good
	PAT6: Excellence	**25.7**	51.9	51.9	**19.8**	18.0	18.0	High	Declined Significantly	Issue
	PAT9: Acceptable	**n/a**	n/a	n/a	**62.5**	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	n/a	n/a	**15.4**	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**81.5**	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**22.6**	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	**93.8**	93.5	93.5	**87.6**	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**88.2**	86.7	86.7	**84.0**	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	**80.6**	83.7	83.7	**79.9**	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	**92.5**	96.1	96.1	**79.5**	79.1	78.9	Very High	Maintained	Excellent

Notes: Measures not applicable to ACA have been removed. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6). Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to the new curriculum being piloted or optionally implemented.

ACA maintained a standard of excellence in education quality, parental involvement, and learning supports. Citizenship metrics improved over the previous year. Local measures support these findings. Due to curriculum piloting exemptions and the cancellation of the language and mathematics provincial exams in June 2024, only district results for the grade 6 Provincial Social

Studies exam are available. Although our PAT exam results continue to surpass provincial averages, results in all metrics dropped relative to year one measures. The decline in overall performance of English as an Additional Language (EAL) students *(N=11)* was significant and requires further investigation.

No data related to overall and specific course results for self-identified Indigenous students is available, as the number of these students represented in the AEAM or Provincial exam results was less than *N = 6.*

Further, High School completion rates within three and five years of entering Grade 10, and or Diploma Exam Acceptable/Excellence scores are unavailable. Currently, ACA only serves students in grades K through 9, but continues to add a grade each year, as our students move up, and will be a K-12 school by 2027/28.

Fall 2024 Supplemental Alberta Education Assurance Measures - Overall Summary*
Authority 0395 Alberta Classical Academy Ltd.

Measure	Alberta Classical Academy Ltd.			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	52.7	3.5	n/a	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.5	2.5	2.4	n/a	n/a	n/a
In-Service Jurisdiction Needs	90.6	92.1	92.1	81.1	82.2	83.0	High	Maintained	Good
Lifelong Learning	88.4	94.0	94.0	79.9	80.4	80.7	Very High	Declined	Good
Program of Studies	84.3	95.6	95.6	82.8	82.9	82.9	Very High	Declined Significantly	Acceptable
Program of Studies - At Risk Students	79.7	82.3	82.3	80.6	81.2	81.5	Low	Maintained	Issue
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.7	71.9	70.0	n/a	n/a	n/a
Safe and Caring	90.7	90.6	90.6	87.1	87.5	88.1	Very High	Maintained	Excellent
Satisfaction with Program Access	65.0	66.1	66.1	71.9	72.9	72.7	Low	Maintained	Issue
School Improvement	87.1	82.2	82.2	75.8	75.2	74.7	Very High	Improved	Excellent
Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.7	60.0	n/a	n/a	n/a
Work Preparation	95.0	94.9	94.9	82.8	83.1	84.0	Very High	Maintained	Excellent

The supplemental survey results indicate the majority of ACA parents believe our schools are safe and caring and that a classical education prepares their child/ren for the workforce. Despite a slight decline, stakeholders surveyed maintain that a traditional liberal arts education promotes lifelong learning. Satisfaction with the quality and delivery of the program of studies declined markedly from 95.6% (in 2023) to 84.3%. Metrics for at-risk students and satisfaction with program access remain low. No data related to supplemental AEAM measures is available for self-identified Indigenous students, as the number represented was less than *N = 6.*

Data captured by local measures corroborates some of the provincial results, but not all. This warrants closer analysis. Action points will be addressed in this report in specific areas of concern and monitored carefully to determine if they are anomalous or indicative of a continuing trend.

Assurance Domain 1: Student Growth and Achievement

Local Goals:

- ✧ Students will achieve academic success and personal excellence in all programs of study through the pursuit of a classical liberal arts education.
- ✧ Students will grow in virtue, demonstrate exemplary moral character, and relate to each other in a spirit of friendship and good will, developing into well-cultivated men and women who contribute to the authentic common good of their communities.

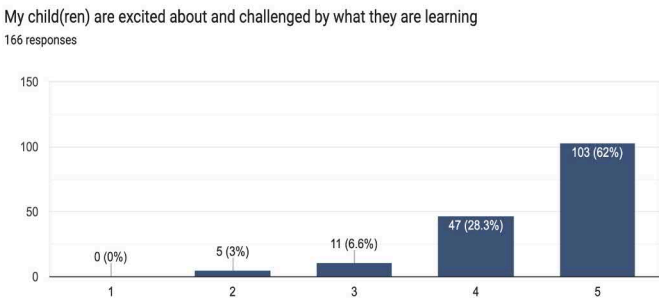
S.1 Student Learning Engagement - Measure History (Required AEAM)

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

	Alberta Classical Academy Ltd.										Measure Evaluation			Alberta							
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	125	86.2	536	89.3	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	n/a	n/a	n/a	n/a	38	97.4	135	96.0	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	n/a	n/a	n/a	n/a	71	61.3	361	73.7	n/a	Improved Significantly	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	n/a	n/a	n/a	n/a	16	100.0	40	98.3	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

Local Measure - Student Growth & Achievement
Parent Survey (June 2024)

Student Learning Engagement

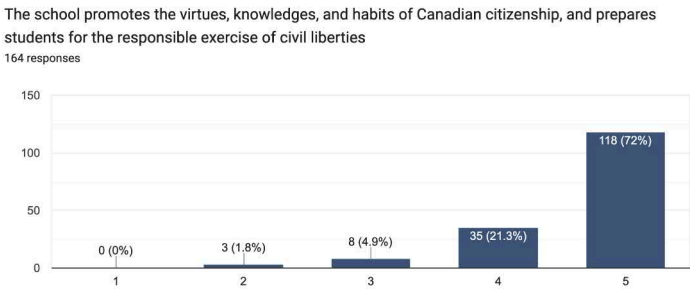


A.6 Citizenship - Measure History (Required AEAM)

Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

	Alberta Classical Academy Ltd.										Measure Evaluation			Alberta								
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	125	82.0	537	86.1	Very High	Improved	Excellent	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	n/a	n/a	n/a	n/a	n/a	n/a	38	91.0	135	91.1	Very High	Maintained	Excellent	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	71	57.4	362	71.2	High	Improved Significantly	Good	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	16	97.4	40	95.9	Very High	Maintained	Excellent	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

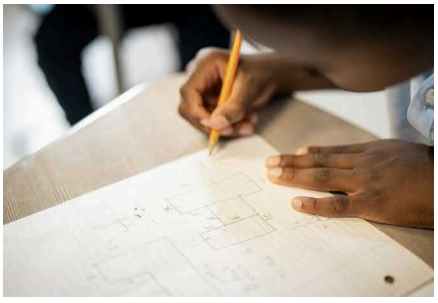
Local Measure - Citizenship
Parent Survey (June 2024)



PAT Results By Number Enrolled (Required AEAM)

	Alberta Classical Academy Ltd.					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	n/a	27	70	n/a	n/a	n/a	n/a	n/a	56,482	57,655	60,804
Acceptable Standard %	n/a	n/a	n/a	88.9	81.4	High	Maintained	Good	n/a	n/a	67.8	66.2	68.5
Standard of Excellence %	n/a	n/a	n/a	51.9	25.7	High	Declined Significantly	Issue	n/a	n/a	20.1	18.0	19.8

Measures not applicable to ACA have been removed. Data values have been suppressed where the number of respondents/students is fewer than 6. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to the new curriculum being piloted or optionally implemented.







English Additional Language (EAL) - Overall Summary (Required AEAM)

Authority Grade 6 Social Studies PAT - EAL Student Results by Numbers Enrolled Measure History

	Alberta Classical Academy Ltd. (EAL)					Measure Evaluation			Alberta (EAL)				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	n/a	8	11	n/a	n/a	n/a	n/a	n/a	9,378	10,098	11,278
Acceptable Standard %	n/a	n/a	n/a	87.5	63.6	Low	Declined	Issue	n/a	n/a	68.4	65.4	64.6
Standard of Excellence %	n/a	n/a	n/a	62.5	18.2	Intermediate	Declined Significantly	Issue	n/a	n/a	17.9	15.7	16.5

The number of students receiving English additional language (EAL) support writing the grade 6 Social Studies PATs was *N = 11* or approximately 15% of students. The overall achievement of these students declined significantly from year one. Those achieving an acceptable standard fell to 63.6% and only 18.2% of these students attained the standard of excellence. The decline is likely attributable to increased learner variability in the grade 6 population due to a large intake of new students in year two, which strained existing student learning support systems. Continued monitoring and action steps are necessary to address the downward trend. Refer to Section 3 Learning Supports for more detail.

Indigenous Students - Overall Summary (Required AEAM)
Provincial Achievement Test (PAT) Results for Specific Courses

Data values have been suppressed and cannot be reported when the number of respondents/students is fewer than six (*N = 6)* in a specific grade. ACA did not have a sufficient number of self-identified First Nations, Metis, and Inuit students in the 2023/24 school year to obtain performance data on any of the provincial measures.

Two students *(N = 2)* self-identifying as indigenous wrote the grade 6 social PAT. Due to the principles of privacy outlined in the Freedom of Information and Protection of Privacy Act (FOIP) specific results for this group are not disclosed to safeguard individual privacy.





Summary of Provincial Early Years Literacy & Numeracy Assessments Required Local Component

Provincial literacy and numeracy assessments, as well as supplemental EAL screening assessments and other screening tools, were used to identify at-risk students at each campus. The table below summarizes some of the tools used to identify concerns with literacy and numeracy skills.

Literacy Screening Tools Used by Grade	Numeracy Screening Tools Used by Grade
✧ Letter Name-Sound Test (LeNS) ✧ Castles & Coltheart 3 Assessment (CC3) ✧ Metritech Language Proficiency Test Series for English Additional Language (EAL) students ✧ Alberta Education *EAL Benchmarks 1.0* ✧ Oral reading fluency assessments from *Three Minute Assessments* (Padak & Rasinski, 2005) ✧ University Florida Literacy Institute (UFLI) oral reading fluency assessments & heart word lists	✧ Provincial Numeracy Screening Assessment (PNSA) ✧ Math Intervention Programming Instrument (MIPI) ✧ *Singapore Math* chapter tests ✧ *Singapore Math* arithmetic fact sprints ✧ CTBS-R (Canadian Test of Basic Skills Revised edition), as needed

Our school authority used the data analysis metrics and instructions provided to us by Alberta Education to assess students' progress with literacy and numeracy. All students were screened for their literacy and numeracy skills using the CC3 assessment and the PNSA assessment respectively, which enabled us to identify students at risk using a cut score taken from the provincial norm documents. Students assessed as at risk were provided with additional learning support throughout the year, which helped many of them to make considerable progress, as illustrated in the table and analysis below.

2023-2024: Year 1-3 Learning Loss Literacy and Numeracy Results Reporting						
	Total number of students assessed at the beginning of school year in each grade level	Total number of students identified as at risk on the initial assessment	Total number students identified as at risk on final assessment (i.e., at the end of year)	Average score and months behind for at risk students after the initial assessment	Average score and months behind for at risk students on the final assessment (i.e., at the end of the year)	Average months of progress gained (lost) for at-risk students over the course of the year
Literacy - Provincial Literacy Screening Assessment (CC3)						
Grade 1 *January-June 2024*	128	13	5	Av. score: 0.3 **5.5 months**	Av. score: 12.9 **2.7 months behind**	**2.8 months gained**

				behind		
Grade 2 *Sept 2023 - June 2024*	115	8	3	Av. score: 3	Av. score: 20.3	**1.7 months gained**
				8 months behind	**6.3 months behind**	
Grade 3 *Sept 2023 - June 2024*	107	11	7	Av. score: 14.3	Av. score: 22.7	**1.4 months lost**
				12.2 months behind	**13.6 months behind**	
Numeracy - Provincial Numeracy Screening Assessment (PNSA)						
Grade 1 *January-June 2024*	128	19	19	Av. score: 24.2	Av. score: 50.9	**5.9 months gained**
				9.7 months behind	**3.8 months behind**	
Grade 2 *Sept 2023 - June 2024*	117	26	15	Av. score: 20.5	Av. score: 46.7	**7.3 months gained**
				10 months behind	**2.7 months behind**	
Grade 3 *Sept 2023 - June 2024*	110	9	5	Av. score: 30.5	Av. score: 53	**3.7 months gained**
				7.4 months behind	**3.7 months behind**	

Analysis of Early Years Literacy and Numeracy Screening Assessments

These screening assessments demonstrate that in most of our primary classes, at-risk students made considerable progress in both their literacy and numeracy skills throughout the year. Our combined in-class Tier 1 instruction and various Student Learning Support (SLS) team interventions helped to address students' learning loss. In most grades and subject areas, the overall number of students assessed as at-risk fell over the course of the year, and the students who remained at-risk reduced their learning gaps considerably. For example, we had 26 Grade Two students identified as being at-risk in numeracy at the beginning of the year, but only 15 at-risk at the end of the year. For those 15 Grade Two students still considered at risk, the average months behind their expected grade-level performance fell from 10 months to 2.7 months. This is a significant improvement and it speaks to the overall success of our educational program.

Even in grades and subject areas where a significant number of students remained at-risk at the conclusion of the year, e.g., in Grade One numeracy, where 19 students (~15%) were at-risk on both

assessments, the progress shown was remarkable. At-risk students in this grade and subject area reduced their learning gap by 5.9 months between their initial assessment in January and their year-end assessment in June. This screening data did present us with one particular area of concern. In Grade Three literacy, while four of the eleven students initially considered at-risk were no longer considered at-risk by the end of the year, the remaining seven at-risk students did *not* make sufficient progress to close any gaps. Indeed, the average learning gap for these students increased slightly, from 12.2 months behind to 13.6 months behind, a regression of 1.4 months.

In our discussions and reviews of the specific students' performances, we believe the reasons for this include: (1) mid-year teacher turnover in the Grade Three classrooms, which impacted our Tier 1 instruction; (2) a shift from "learn to read" phonics-based instruction to "read to learn" comprehension instruction, which was not appropriate for students significantly below grade level; and (3) that certain students who remained at-risk had previously undiagnosed speech-language delays and learning disabilities that required coordinated external supports.

Going forward, we are addressing this concern by: (1) working towards greater staffing stability in our classrooms, especially in the early years, (2) developing phonics intervention supports for Grade Three students who are not yet ready to shift from "learn to read" phonics-based instruction to "read to learn" comprehension instruction, and (3) more quickly working to assess and provide appropriate supports to students who could be diagnosed with speech-language delays and learning disabilities.

Before we turn to the role of these early years screening assessments in helping us address special educational needs in the section below, our school authority would like to express our gratitude to the staff at the Early Years Branch of Alberta Education for their assistance in analyzing this data and providing us with valuable feedback on how to interpret it as effectively as possible.

Screenings and Special Education Needs

Several students with possible special educational needs (e.g., language delays, learning disabilities) were identified during this screening process and they were referred for further assessment from professionals, including speech-language pathologists (SLPs) and educational psychologists in the community. Before and after any diagnoses, these students received intervention programming, including in-class and pull out support for 1:1 and/or small-group instruction with members of our internal Student Learning Support (SLS) team, including tutors, EAL teachers, or qualified external SLPs when necessary. Students' progress was monitored using the same Alberta Education-provided assessment tools listed above.

Students with learning disabilities also benefited from our schools' Universal Design for Learning (UDL) approach. ACA schools implement a UDL by maintaining relatively small class sizes, directing our teachers to employ proven methods of explicit instruction, regular formative assessment, and backwards design, and by implementing a structured, systematic approach to teaching literacy and numeracy skills through high-quality curricular programs. The following table provides further detail regarding the UDL practices in use at ACA schools, as well as selected curricular resources and intervention strategies:

Literacy	Numeracy
Curricular Resources: ✧ *Heggerty Phonemic Awareness* for core instruction in Kindergarten and for gap closing and intervention in later grades; ✧ The *Core Knowledge Language Arts* (CKLA) phonics, reading, and writing program for core instruction in Kindergarten; ✧ The *UFLI* (University of Florida Literacy Institute) phonics program for core instruction in Grades 1 and 2 and for intervention in later grades.	Resources: ✧ The *Singapore Math Dimensions* program for core instruction from K-8; ✧ *Singapore Math* sprints for fluency and mental math; ✧ Differentiated materials, manipulatives, and games for intervention; ✧ Singapore Math *Dimensions at Home* math videos for at-home support.
Practices and Strategies: ✧ Purchase and use of literacy instruction and intervention resources indicated above; ✧ Professional development for staff in the areas of literacy instruction and intervention; ✧ Regular small group or 1:1 pull-out support for each classroom teacher to allocate as appropriate in consultation with the Learning Strategist; ✧ Focus on vocabulary and word part knowledge (e.g., etymology and morphology) in K-4 subject area units of study; ✧ 1:1 support and individualized programming with SLS team members for those with highest need; and, ✧ Ongoing formative and summative assessment to monitor growth, including using Alberta Education-provided assessment tools.	Practices and Strategies: ✧ Purchase of differentiated workbooks, notebooks, manipulatives, visuals and games for students at-risk; ✧ Specialized *Singapore Math* professional development focused on intervention and enrichment; ✧ Small group and one-on-one instruction, both inside and outside of the classroom; ✧ Individualized programming as appropriate; ✧ Ongoing formative and summative assessment to monitor progress, including using Alberta Education-provided assessment tools; and, ✧ Referrals to and communication with external tutors as needed.

Domain 1: Analysis & Strategies Implemented

Student Engagement

Metrics for student engagement continue to reflect excellence. Parents and teachers surveyed overwhelmingly agree students are engaged in learning. Close analysis of individual survey questions indicate that 97% of parents and 99% of teachers believe the literacy and numeracy skills being taught are useful and 94% of parents agree children are learning what they need to know. Advancing parental understanding of classical education and its unique philosophical and methodological approaches remains a priority. Strategies include making more curriculum materials and resources publicly available, adding a 'Classical 101' parent education component to weekly newsletters, and hosting stakeholder information sessions on a wide range of classical topics throughout the year.

Students' self-reported levels of engagement increased, with 73.7% responding positively. Intentional instruction, prior to survey administration, to help students interpret the meaning of survey questions likely improved these results. However, there is room for growth. When students in grades 4 - 6 were asked 'do you like learning language arts' 65% said yes, 23% no and 13% "don't know". Results for math were similar. Grade 7 and 8 responses, around the 80th percentile, were generally more positive. Last year saw a 200% increase in student enrolment across the district. Given time, most new students can acclimatize to our high academic and behavioral standards, teacher-led classrooms, and limited technology use, and come to appreciate the gifts of a classical education. School staff continue to explore strategies to cultivate wonder, curiosity, and a love of learning in our students.

More generally, student metrics reflect a number of inconclusive responses. In the face of more difficult questions or cognitive effort, some respondents take the path of least resistance and answer 'don't know' instead of persisting or asking for help. This is commonly known as the satisficing theory. Strategies such as pre-teaching survey questions and using prompting questions during survey administration will help to reduce survey bias.

The following steps are helping to improve students' positive perceptions in this metric:

- ✧ Continuing to build school community through clubs, team athletics, and special events;
- ✧ Working actively to prioritize Scholé - a contemplative and leisurely learning environment;
- ✧ Expanding opportunities for student leadership and community building (e.g., student council/representatives, student run initiatives, houses systems, reading buddies);
- ✧ Completing the Profile of a Graduate so students can come to understand and appreciate the broader story and value of their classical education;
- ✧ Developing student surveys, aligned with provincial and local goals, to regularly measure and monitor progress towards local goals.

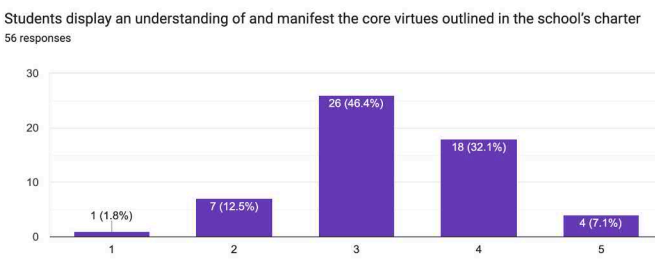
Virtue Education & Citizenship

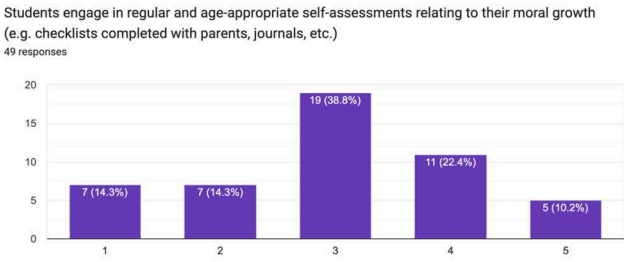
Character education, infused through the school's culture, code of conduct, delivery of the curriculum, and student self-assessment processes, remains core to ACA's charter and programming. Students develop a rich moral vocabulary in order to become conversant with the meaning and applications of a variety of virtues to use as a standard for measuring their own conduct. The majority of stakeholders are highly satisfied with the way that our program cultivates and promotes the virtues, knowledge, and habits of Canadian citizenship, and prepares students for the responsible exercise of civil liberties. After undertaking deliberate stakeholder education to reframe the AEAM survey terminology in classical terms, we are satisfied that the majority now understand 'active citizenship' in the classical sense.

Students' perceptions of their own active citizenry and that of peers, rose to 71.2% from 57.4% the previous year. Intentional enculturation around the nature of friendship and benevolence and what it means to be a virtuous and good citizen is embedded in daily teaching and learning. The recently

introduced Campus Evaluation Metric evaluates each campus on their use of ceremony, celebration, and ritual as a means of instilling virtuous habits and, further, requires each grade complete one local community service project per year. Student survey scores may be lower in light of the fact that moral character is held to a higher standard in our schools, so students interpret a greater range of behaviors as negative. Additionally, students appear to be using survey questions as an opportunity to outwardly judge the virtue of others rather than as a measure of their own conduct. Successful inculcation of virtue requires that students have opportunities to practice introspection through regular self-assessments to become active and willing participants in their own acquisition of virtue. Developing these tools remains a key priority.

Our ACA staff are reflective practitioners, known for proffering meaningful feedback that balances grace with candor. Survey results point to variable levels of teacher satisfaction with the moral development of our students. After nearly tripling in size from our first year to our second year, a higher percentage of students were identified as having complex learning and behavioral profiles. This





made the work of teachers challenging, strained existing student learning support teams, and undoubtedly affected teachers' perceptions. Important next steps include building teacher capacity in classroom management, providing teachers with improved mechanisms and resources to support the integration of virtue in daily instruction, and implementing a developmentally appropriate system of virtue assessment. Internally developed report cards speak to students' moral development and habits of learning, alongside academic grades. However, in light of the fact that the inculcation of virtue rests with each individual student, developing student self-assessments at each stage (mentioned previously) will more fully engage students as active participants in their own virtue acquisition.

Academic Excellence / PAT Results

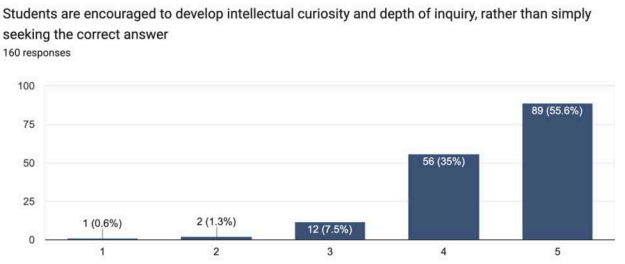
In the 2023/24 school year, 70 students were enrolled in our three grade 6 classes; two at the Currie campus and one at Eastgate in Edmonton. Of these, 62 students wrote the grade 6 Social Studies Provincial Achievement Test. Although above provincial standards, our results declined: 81.4% were above the acceptable standard and only 25.7% achieved a standard of excellence compared to 51.9% of students in year one. The decline is partially attributable to our ambitious growth in year 2 - the number of students enrolled in grade 6 increased by 160%. Learner variability was pronounced and many students, mostly new, struggled to acculturate to ACA's higher academic and behavioral expectations. Onboarding older students into classical education is notoriously difficult as they miss

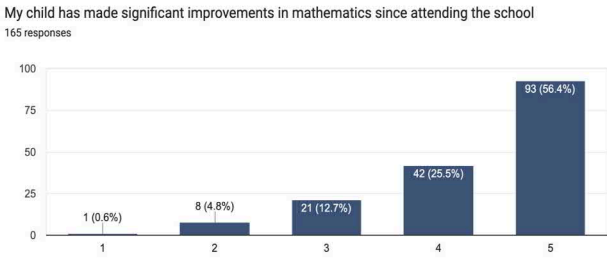
the foundational years of the grammar stage (grades K-4). To mitigate this, ACA's future growth and expansion plans involve intaking new students into the younger grades wherever possible.

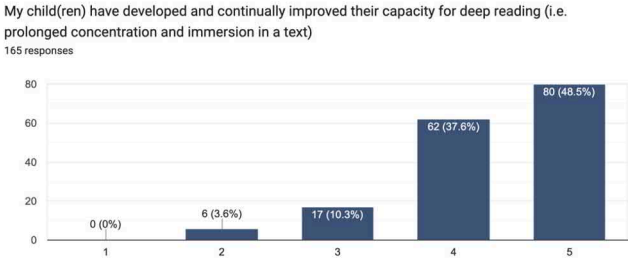
Lower participation rates also impacted results. Of the 70 students registered, only 62 wrote the exam. Isolating their results shows that 91.9% achieved an acceptable standard, and of these, 29.0% achieved a standard of excellence. Parents wary of standardized tests are choosing to opt their child out of the provincial exams, potentially skewing the results. Increasing participation rates remains a priority. Classical education adopts a holistic, human-centered approach to assessment, focused on academic, moral, and spiritual formation. However, it is untrue that classical education rejects standardized testing. When prepared properly students can gain valuable habits of learning and grow in resilience. Improved stakeholder engagement on this issue will inform and solicit partnership around the issue of standardized testing and hopefully increase student participation in future years.

What is at odds with the classical tradition is teaching the test. This may disadvantage our students at present, but given sufficient time, we maintain that our students will excel and outperform their counterparts in all provincial metrics. An analysis of results on specific questions from the social studies exam supports this claim. Generally, our students outperform peers from other jurisdictions where questions require skill in historical and geographic analysis. The recent decision to pilot, consult on, and integrate the new K-6 social studies curriculum knowledge outcomes with our own chronological approach to history and geography, will further support student achievement.

In the absence of robust, historical PAT data, local surveys, classroom-based assessment results, reporting, and literacy and numeracy screening results, all provide ample evidence that our students are achieving academic success through the pursuit of a classical liberal arts education. Generally, the number of students determined at risk using provincial screeners are well below provincial averages signaling that structured literacy and numeracy instruction and intervention are yielding results. Parent survey results (above) pertaining to habits of learning/depth of inquiry and student improvement in mathematics and reading are further evidence of success in this domain.







Assurance Domain 2: Teaching and Leading

Local Goals

- ✧ Teachers feel supported in their teaching and in their professional growth and development.
- ✧ Teachers will grow in their understanding and application of effective explicit instruction, classroom management, and the classical curriculum.

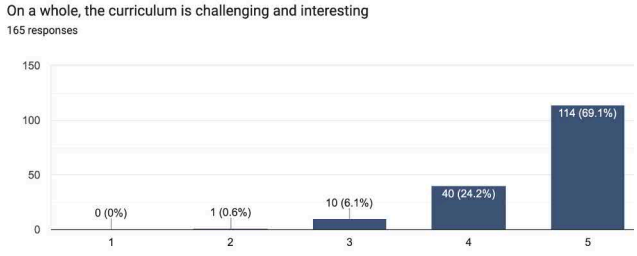
A.4 Education Quality - Measure History (Required AEAM)

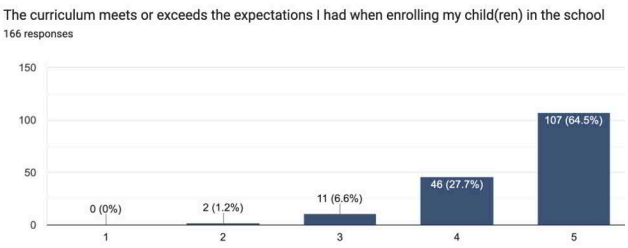
Percentage of teachers, parents and students satisfied with the overall quality of basic education

	Alberta Classical Academy Ltd.													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	n/a	n/a	n/a	n/a	125	93.5	539	93.8	Very High	Maintained	Excellent	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	38	93.0	135	92.5	Very High	Maintained	Excellent	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	n/a	n/a	n/a	n/a	n/a	n/a	71	88.6	364	90.5	Very High	Maintained	Excellent	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	16	98.9	40	98.3	Very High	Maintained	Excellent	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

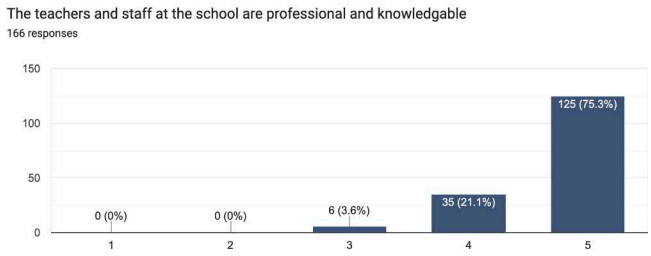
Local Measure - Education Quality
Parent Survey (June 2024)

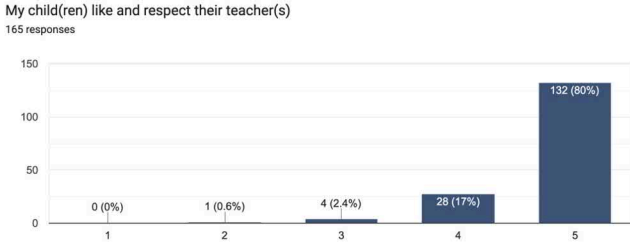
Education Quality / Program of Studies





Teacher Quality



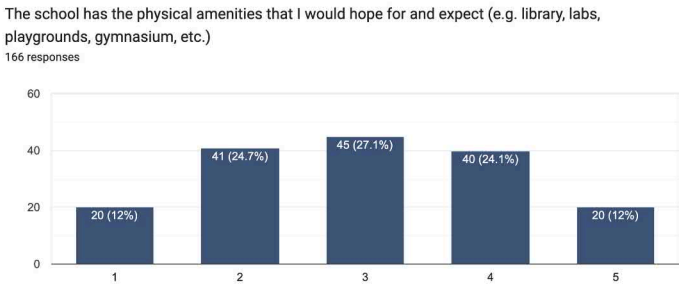


A.1b Program of Studies - Measure History (Supplemental AEAM)

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.

	Alberta Classical Academy Ltd.													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	n/a	n/a	n/a	n/a	54	95.6	259	84.3	Very High	Declined Significantly	Acceptable	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	38	93.6	134	87.3	Very High	Declined	Good	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	85	80.2	Very High	n/a	n/a	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	16	97.6	40	85.3	Intermediate	Declined	Issue	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2

Local Measure - Program of Studies
Parent Survey (June 2024)



D.6 In-Service Jurisdiction Needs - Measure History (Required AEAM)

Percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	Alberta Classical Academy Ltd.													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	n/a	n/a	n/a	n/a	13	92.1	33	90.6	High	Maintained	Good	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	13	92.1	33	90.6	High	Maintained	Good	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1







Domain 2 - Analysis & Strategies Implemented

Education Quality

Stakeholder perception of education and teacher quality at ACA schools remained excellent in our second year. The results speak to the caliber of ACA's teaching and support staff, and their collective commitment to their students and professional craft as classical educators. Local surveys indicate that 96.4% of parents believe teachers are professional and knowledgeable and a further 97% report that their child/ren like and respect their teachers. Student metrics are exceptional in light of the fact the questions reflect how students feel about the school and their teachers. For example, 98% of students in grades 7 and 8 (*N = 87*) believe the overall quality of their education is very good or good, and 95% indicated the same for teacher quality. The higher scores in this domain are contradictory with lower student scores in overlapping domains, which warrants further investigation.

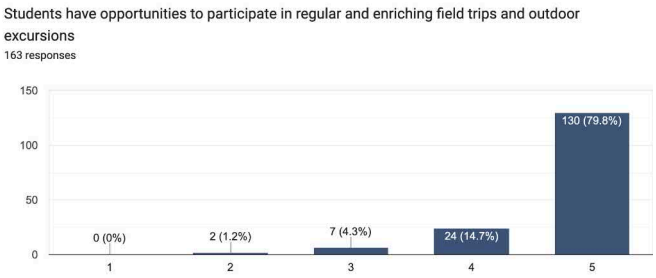
There is room for growth. When asked, "your child clearly understands what they are expected to learn at school", 10% of parents with students in grades 7 and 8 disagreed. Improving communication and transparency around learning expectations and outcomes is paramount. To address this, staff at the Eastgate campus are piloting a series of parent classical curriculum evenings including workshops on writing, UFLI (early literacy), Singapore math, annotation, and memorizing classical poetry. District wide, staff are collaborating on the development of classical resources including Singapore Math tutorials for parents to help their children at home. Student agendas co-authored by staff and school council members, are being used daily by students in grades 3 and up. Based on the ACA virtue framework, these agendas serve as a tool to grow students' habits of learning and provide an essential home-school link to inform and engage parents as partners in their child's daily learning.

Improving offerings for student enrichment remains an organizational priority. Although 82% of parents responded positively to the statement "your child finds school work challenging", another 14% disagreed or 4% responded "don't know". First, it is worth noting that this question is poorly worded. Many ACA parents are new Canadians and/or non-native English speakers. They may have interpreted the question as evaluative of their child/ren's academic abilities rather than of the quality of the school work or curriculum itself. Nevertheless, it can not be assumed that classical programming itself will be sufficient to challenge every student. We must continue to explore instructional considerations for gifted and talented learners. At Currie, academic streaming in the Latin program is being piloted to appropriately differentiate instruction. Student achievement data and stakeholder feedback are being collected and analyzed as proof of concept to determine the practicality of streaming in other curricular areas to address learner variability and enrichment.

Program of Studies

Stakeholder satisfaction with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education dropped more than 10 percentage points from the previous year. This marks a significant decline considering ACA's charter

mandate to offer rich and specialized classical programming in the physical and fine arts. A closer analysis of assurance results alongside local metrics, points to areas for celebration and improvement, as well as conflicting sets of data.



Local surveys of parents and staff point to high levels of satisfaction with the opportunities students have to participate in regular and enriching field studies and outdoor excursions. Outdoor education is a core component of classical education as it cultivates curiosity, wonder, and awe through an appreciation of the natural world, and boosts and promotes physical, emotional, and social wellbeing. Targeted investment in staffing and equipment has enabled us to enrich this aspect of our programming. Both Calgary and Edmonton have budgeted for release time to enable teachers to act as outdoor education coordinators. Additionally, the campus evaluation metric stipulates that outdoor programming must: 1) be integrated with other disciplines (e.g. natural sciences, physical education, astronomy, history of indigenous peoples); 2) include activities such as such as skiing or cross-country skiing, snowshoeing, hiking, paddling, climbing, archery, and backcountry camping; and 3) include at least one major outdoor excursion per term for younger students and a minimum of one multi-day outdoor excursion per year for students in grades 5 and up.







Another success story is our 90% parent satisfaction level with the opportunity for students to participate in organized team sports that promote moral virtues such as courage, endurance, self-control, magnanimity in victory and defeat, justice, fair play, and friendship. In Calgary at the Currie campus, students provided input to school leadership on the design of the new "Paladins" school sports team logo and uniforms seen below.









Some AEAM and local metrics point to differences between campuses. Overall, 94% of parents agree that explicit and systematic instruction in fine arts is elevating their child/ren's skills and 88% indicate that the training in music and music theory is excellent or good. In Calgary, all students receive choral instruction and in grade 5 and up students participate in Orchestra, using string instruments, and receive coaching from specialists including Andrea Hill, an accomplished Calgary Opera singer. Replicating this caliber of programming in Edmonton has proven difficult, and understandably Edmonton parents have expressed dissatisfaction. Addressing issues of parity amongst campuses will necessitate that future budgeting supports improved staffing and resource allocation.



Further analysis reveals that the real source of stakeholder discontent rests not with the quality of ACA's program of studies programming, but with dissatisfaction with the availability and quality of facilities and amenities necessary to deliver said programs. Opening two new campuses in the 2023/24 school year saw a 200 % increase in student enrollment. Although this improved access to classical education, the rapid growth placed strain on the organization. Both the Eastgate and Currie campus opened in August 2023 without gymnasiums or funding to build proper athletic facilities. Construction on the Eastgate gym is now finished, but Currie, which has 584 students in K-9, still has no gym, no athletic fields, and limited greenspace and safe outdoor spaces for children to play. Currently, two school buses take students to the gym at a local church, five minutes away. This results in a significant loss in instructional time and, additionally, poses a safety risk to sports teams who walk to the gym after school hours to attend practices. Needless to say, parent stakeholders are concerned. ACA is working with Alberta Education to resolve the issue, but progress is slow and costly. Informing, consulting, involving, and collaborating with stakeholders and soliciting parent feedback will be an important next step if we are to affect positive change for our students.

Stakeholder discontent is evident in programming areas such as languages, health, and drama, although parents expressed less dissatisfaction than our teachers. A health and human sexuality curriculum, aligned with classical principles and subject to pending draft provincial legislation is in progress, and efforts to improve offerings in French and Mandarin are ongoing. Currently drama, speech and debate, and orality are integrated into other subject areas. Improving programming and supporting teachers necessitates refining curriculum maps, course lead sheets, and available resources, as well as providing consistent guidance and support through instructional leadership. Our goal of making all programming documents publicly available (i.e., curriculum maps, philosophy of disciplines, grade at a glance, course syllabi) will enhance transparency for *all* stakeholders.

When asked "how satisfied are you with the opportunities your child has to learn about technology at school" only 74 % of parents expressed satisfaction, whereas 14 % were dissatisfied, 4 % extremely so, and another 9 % answered "don't" know. We choose to remain unapologetic in the face of these results. The classical stance on technology is clear in our charter; we offer a smart device free environment and intentionally limited technology use. Although the majority of parents overwhelmingly support our stance on technology, it is important that we continue to educate stakeholders on the *telos* (or goals) of classical education and how its elements, including purposeful use of technology, achieve these ends. Refer to Domain 3 for similar findings.

In-Service Jurisdiction Needs - Teacher PD

Overall 90.6 % of ACA teachers report feeling supported in their professional growth and report being strongly led and supported by campus leadership teams. One staff member wrote, "We are offered serious professional development, strongly aligned with the charter and collective vision of/for classical education". All new and returning staff participate in a balance of philosophical and practical professional development, distinctive to classical methodologies (i.e, cognitive load theory, how to deliver seminars, use of narratives and socratic discussion) led either by external classical experts or ACA faculty who possess unique expertise. Last year, Calgary teachers and support staff completed a Socratic book study of Plato's *Republic*.

Some teachers have expressed discomfort or concern with this approach; 8 % of teacher respondents disagree that professional learning addresses areas of priority and 13 % disagree that PD significantly contributes to their ongoing professional growth. This is another domain where ACA chooses to remain somewhat unapologetic. All prospective faculty who interview to work at ACA schools are asked a series of philosophical questions, some of which assess their willingness to engage in classical professional development that reflects a balance of philosophical and practical training. That being said, we are reflective and responsive to feedback where appropriate. Some steps currently being taken to be responsive to staff development include:

- ✧ Supporting a professional development calendar that facilitates collaboration and differentiated professional development for grammar stage (Grades K-4); logic stage (Grades 5 -8) and rhetoric stage (Grades 9 & up);
- ✧ Tapping into in-house classical expertise, by focusing on teacher-led professional development sessions and surveying teachers locally to understand and be responsive to PD needs;
- ✧ Exploring strategies to facilitate self-directed professional development PD and postgraduate study that advances Charter goals through a dedicated funding model;
- ✧ Adopting a teacher mentoring/ peer coaching model (year three);
- ✧ Focusing on regular cadence of classroom visits from school leaders, focused on supportive coaching. And the adoption of an instructional leadership coaching model (year three);
- ✧ Aligning teacher and leader growth, supervision and evaluation procedures with the TQS,

LQS and SLQS and ACA's internal, classical evaluation metrics (e.g., ACA Campus Evaluation metric).

Ongoing professional growth, development, and supervision of ACA staff is accomplished through several strategies and practices, which include, but are not limited to:

- ✧ Deputy Superintendent (DS) evaluated by Superintendent, Superintendent evaluated by the Board of Directors;
- ✧ Administrators submit annual Leadership Professional Growth Plan to DS;
- ✧ Teachers submit annual Teacher Professional Growth Plan for review by school administrators;
- ✧ Teachers are evaluated by request, or as a result of concerns according to the Teacher Growth, Supervision, and Evaluation AP. Temporary teachers are evaluated by an administrator;
- ✧ All support staff, including central office staff, submit an Annual Employee Engagement Plan outlining goals and growth initiatives to their immediate supervisor. The plans are reviewed by the supervisors and discussed with each employee for follow-up and filing.





Assurance Domain 3: Learning Supports

Local Goals:

- ✧ Interventions with students with special needs will be effective.
- ✧ Students with specialized learning and social-emotional needs (e.g. EAL) are effectively supported in their social, intellectual, and moral growth

W1. Welcome, Caring, Respectful & Safe Learning Environments (Required AEAM)

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

	Alberta Classical Academy Ltd.										Measure Evaluation			Alberta								
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	125	86.7	539	88.2	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	n/a	n/a	n/a	n/a	38	93.0	135	92.7	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	n/a	n/a	n/a	n/a	71	67.0	364	74.9	n/a	Improved	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	n/a	n/a	n/a	n/a	16	100.0	40	97.1	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

B. 4. Safe and Caring Schools (Supplemental AEAM)

Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

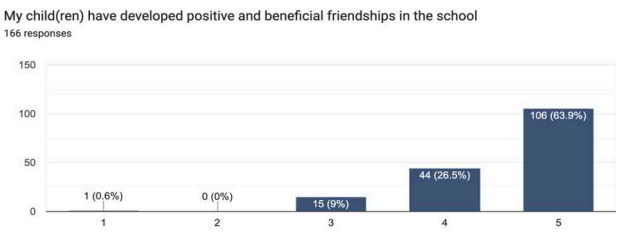
	Alberta Classical Academy Ltd.										Measure Evaluation			Alberta								
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	125	90.6	538	90.7	Very High	Maintained	Excellent	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	38	94.7	135	94.2	Very High	Maintained	Excellent	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	71	77.1	363	81.1	High	Maintained	Good	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	16	100.0	40	97.0	Very High	Maintained	Excellent	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9

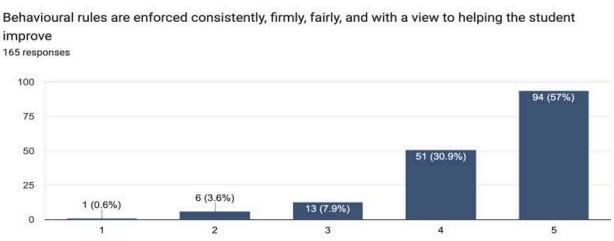


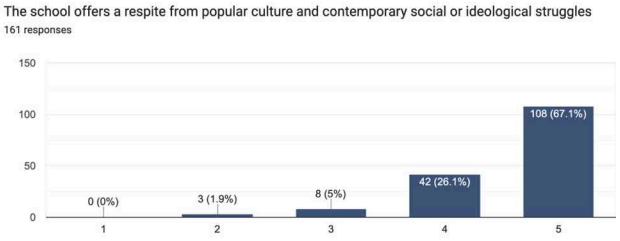


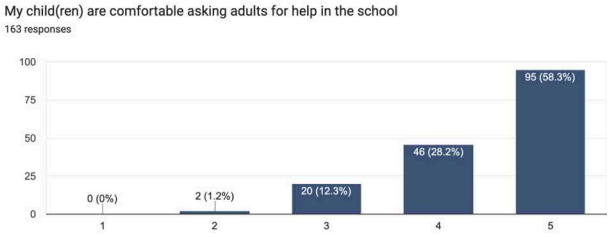


Local Measures - WCRSLE
Parent Survey (June 2024)







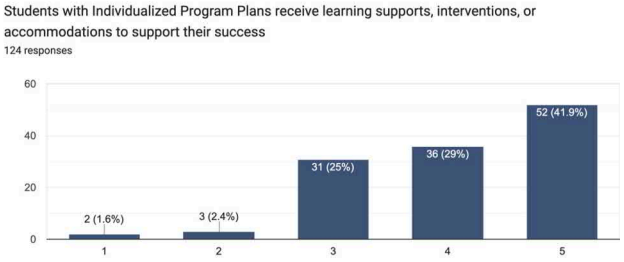


H.1. Learning Supports - Access to Supports and Services (Required AEAM)

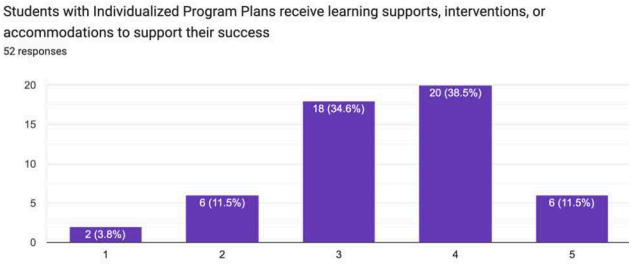
Percentage of teachers, parents, and students who agree students have access to appropriate supports & services at school.

	Alberta Classical Academy Ltd.													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	n/a	n/a	n/a	n/a	125	83.7	534	80.6	n/a	Maintained	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	n/a	n/a	n/a	n/a	38	87.9	134	86.3	n/a	Maintained	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	71	73.5	360	70.1	n/a	Maintained	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	16	89.9	40	85.3	n/a	Maintained	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

Local Measures - Learning Supports Parent Survey (June 2024)



Local Measures - Learning Supports Teacher Survey (June 2024)



First Nations, Métis and Inuit Student Success - Required Local Component

While Alberta Classical Academy is unable to report on First Nations, Métis and Inuit student success using specific provincial measures, ensuring the success of Indigenous students is a provincial and local priority. The success of these students is achieved in part through the following programming and instructional supports inherent in classical education:

- ✧ Explicit, structured approach to literacy and numeracy instruction (I do, we do, you do);
- ✧ Orderly learning environments and high expectations for *all* students;
- ✧ Culture that values open and civil conversation, free inquiry, and intellectual humility;
- ✧ Virtue curriculum that develops moral character, resilience, and benevolent friendships;
- ✧ Outdoor programming focused on studying the natural sciences, understanding the

importance of sustainability & conservation, & learning about Alberta's indigenous cultures.

The classical tradition upholds the belief that society is an intergenerational project, with each generation owing debts to those who came before, and to those who will follow in time. ACA students are prepared to pass along, and to build on. that inheritance, with gratitude and humility. Students study history chronologically and develop a strong knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of indigenous peoples from around the world, including Canada. ACA plans to improve data collection and reporting related to this outcome and is actively exploring authentic ways to integrate this measure into classical education. Some current and planned initiatives include:

- Building collaborative partnerships with elders, communities & education partners;
- Piloting the new K-6 history/geography curriculum in the 2024/25 school year;
- Authentic integration of indigenous history, culture, knowledge (astronomy, plants and medicinal use, etc.) into curricular maps, resources, PD training;
- Sharing cultural knowledge & traditions, rituals & ceremonies focused on teaching respect and reverence for indigenous and all cultures;
- Continued focus on oral traditions/storytelling (e.g. traditional creation stories);
- Staff member(s) specializing in Indigenous language, culture (Blackfoot, Cree, etc.);
- Connecting outdoor education to indigenous practices and principles of conservation.

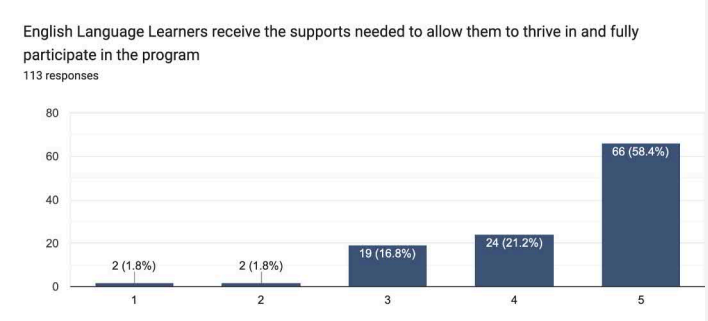






EAL Learner Supports - Supplementary Local Component

Parent Survey (June 2024)



The English Additional Language (EAL) population continues to grow in our schools. Currently, 193 students are coded as EAL students, representing 15% of the total student population. Generally, local surveys of parents indicate that English language learners are well supported in their learning. In response to PAT results and local data, more Language Tutors (EAL teachers) have been hired to enhance the timely delivery of targeted supports where needed. Benchmarks 2.0 and multiple samples of student work are now in use to attain accurate language proficiency levels, which are then entered into our newly implemented Dossier SLS system to improve the sharing, tracking, and analysis of information. Focusing on 'academic' English proficiency, providing explicit instruction in test taking strategies, and offering all allowable accommodations will help improve the achievement of EAL students on future provincial achievement tests.

B.2 Satisfaction with Program Access (Supplemental AEAM)

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	Alberta Classical Academy Ltd.													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	n/a	n/a	n/a	n/a	116	66.1	518	65.0	Low	Maintained	Issue	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9
Parent	n/a	n/a	n/a	n/a	n/a	n/a	29	76.0	120	74.3	High	Maintained	Good	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8
Student	n/a	n/a	n/a	n/a	n/a	n/a	71	45.1	358	52.8	Very Low	Improved	Issue	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	16	77.3	40	68.0	Low	Maintained	Issue	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8

B.3. Program of Studies - At Risk Students (Supplemental AEAM)

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	Alberta Classical Academy Ltd.													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	n/a	n/a	n/a	n/a	125	82.3	534	79.7	Low	Maintained	Issue	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	38	84.0	134	82.6	High	Maintained	Good	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5
Student	n/a	n/a	n/a	n/a	n/a	n/a	71	73.5	360	70.1	Very Low	Maintained	Concern	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	16	89.4	40	86.4	Very Low	Maintained	Concern	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5

Domain 3 - Analysis & Strategies Implemented

WCRSLE/Safe and Caring Schools

Community and friendship are intentionally cultivated at ACA. Overall scores indicate that our learning community, although of modest means, is rich with care, compassion and professionalism. Stakeholders agree that learning environments are welcoming, caring, respectful and safe and that teachers care deeply for their students. Aspects of our approach and programming that support achievement in this domain include:

- ✧ Smart-phone free environment, limited technology, and no pop-culture policy offering students respite from popular culture and harmful social media trends;
- ✧ Emphasis on orderly and contemplative learning environments and explicit virtue education that instructs students in the internal harmony of ordering their own lives and souls well;
- ✧ Consistent and fair virtue-based correction of misbehavior e aimed at cultivating the human soul;
- ✧ Substantive, content-rich curriculum and high expectations for all helping students develop resilience and safely challenge themselves — physically, emotionally, and intellectually;
- ✧ Programming variety in the physical and fine arts, including fencing, martial arts, dance, art appreciation, musical literacy and historical theory, and theater and orality;
- ✧ Student clubs, extracurriculars, team sports boosts physical, emotional and social wellbeing;
- ✧ Rich outdoor education and field studies program that cultivates curiosity, wonder, and awe through an appreciation of the natural world boosts physical, emotional and social wellbeing;
- ✧ Intentional cultivation of school culture ordered towards leisure, celebration and festivity, reverence, and friendship (e.g., singing O'Canada daily, weekly assemblies, community and cultural celebrations).

Student scores in this area climbed to 74.9 % from 67% the previous year. Interestingly, students expressed more positive feelings of feeling safe and cared for at school, than when asked if students in school care for and respect one another. Moral character is held to a high standard in school, so it is

likely our students interpret a wider range of behaviors as negative. On questions such as, "do you feel welcome at school?; do other students treat you well?; and do students care about each other?" a high percentage of 'don't know' responses were recorded. Intentional instruction to help students interpret the meaning of AEAM survey questions and further developing local measures, such as student surveys to capture student data in this and other domains, will serve to forward continuous school improvement in this area.





Learning Supports: Access to a Continuum of Supports & Services
Required Local Component

Learning Supports

Overall, students, parents, and teachers report less satisfaction with access to appropriate supports and services than with their overall satisfaction with education quality. Although provincial results remained consistent, local measures reflect lower rates of satisfaction with the support, interventions, and accommodations IPP students receive (70.9 % excellent/good, 25% satisfactory, 4.1 % needs improvement/poor). In the spirit of continuous improvement, supplemental assurance measures (program access and programming for at-risk students) are included. These results also warrant close examination, as they remain below the district's acceptable internal standards.

Approximately 20% of ACA students are now receiving some form of direct student learning (SLS) support. Direct support includes activities such as speech and language therapy, regular 1:1 intervention, and small group, or pull-out tutoring. Of these students, 93 or 7.3% are officially coded. The most common codes include gifted and talented, mild/moderate communication, mild/moderate learning, and physical/medical needs, although a handful of students have been identified as having severe language delays or emotional/behavioral needs. Many other students are benefiting indirectly from SLS programming, including support for whole-class instruction or activities (e.g., Tutor support for grade 1 and 2 students with improving behavior and focus), universal screening (e.g., Early Years Assessment, universal speech and language screening for kindergarten and grade 1 students), and tracking progress on English as an Additional Language benchmarks.

In response to increased demand, a more comprehensive SLS plan emerged in spring 2024 to ensure ACA is meeting its responsibility to provide students access to a continuum of supports and services, including specialized supports and services, consistent with Alberta Education's principles of inclusive education. Although a lag in improvement is expected, we anticipate seeing substantive improvements in our capacity to provide early detection, diagnosis, and timely interventions as a result. Some steps being taken to assure continued success in this domain include:

SLS staffing	✧ Budgeted for and hired a dedicated Learning Support/Instructional coach in both Calgary and Edmonton; ✧ Budgeted for and hired a dedicated school counselor in Calgary and a Family School Liaison/counselor in Edmonton; ✧ Dedicated SLS budget to create robust SLS teams, adding more tutors (educational assistants) and language tutors (EAL teachers).
Professional development	✧ Improved internal capacity to diagnose learning disabilities through PD, including training 6 staff members in level B and advance level B.
Systems, processes, & continuum of supports	✧ Improved processes for universal screening (e.g., piloting Acadia reading at ECA, purchased level B screeners, implemented provincial screeners); ✧ Implemented Dossier for enhanced data collection, tracking, and analysis; ✧ Adoption of standardized IPP and Benchmark 2.0 documentation; ✧ Establish a robust continuum of supports by partnering with external agencies to provide SLP, early years screening, level C assessment, etc.; ✧ Improve consultation processes to ensure parent/student involvement.
Policy development	✧ Continued development of policy, and practical guidance (policy) that outlines classical principles and practices, aligned with Alberta's Response to Intervention (RTI).

Firmness of purpose is required to habituate stakeholders to ACA's classical model of learning support. Universal strategies, inherent to the classical method, aim to develop *every* student's *ability* to learn: well ordered environments, clear boundaries, and high expectations help establish calm, contemplative classrooms. A focus on language and communication, coupled with content rich curriculum and explicit, teacher-led instruction that effectively scaffolds instruction, helps students develop the tools and knowledge base needed to advance to higher degrees of learning regardless of ability. Dedicated SLS teams provide students targeted support both in and out of the classroom.

A key philosophical difference and point of confusion in classical education is the definition of "at risk". ACA defines "at risk" in the learning sense, whereas the contemporary definition prevalent in today's self-esteem culture equates 'at risk' with poor mental health and low feelings of self-worth. Classical education adopts a self-transcendent purpose for learning. Students learn personal responsibility for feelings and reactions in the face of adversity, realizing themselves capable of

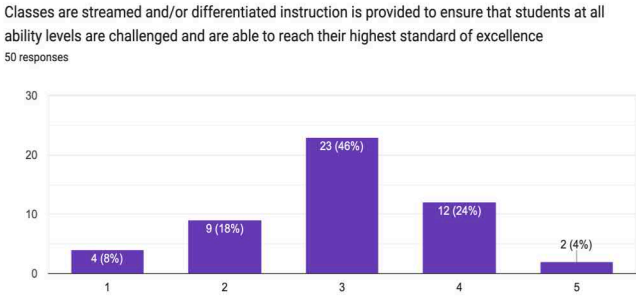
meeting life's trials with temperance, grace, and fortitude. Research confirms that this approach improves self-regulation and builds emotional resilience in our students. Shifting parental and student belief systems will necessitate more intentional education in this area moving forward.

Another widely held and incorrect assumption is that effective learner support must use technology. Traditional approaches to intervention using 'low-tech' assistive strategies, such as pencil and paper methods, are supported by educational research and proven to increase memory function, promote neat note-taking, and correlate to an increase in reading comprehension skills. Improving understanding of the classical approach to SLS through stakeholder education and partnership, including providing more opportunities for parent and student engagement in the creation of IPPs and student learning plans remains a priority for improvement.

Program Access for At Risk & Satisfaction with Program Access

Philosophical and definitional challenges aside, this is the second year that program access for students and at-risk students fell below acceptable levels. When asked: "My child can get help at school with problems not related to school work" only 63 % of parents agreed, and 26 % replied "don't know". A further 18 % indicated not knowing if their child/ren could access reading and writing support beyond regular instruction. These results call for improved stakeholder communication and education regarding those student support services that are currently available and a plan to actively address areas of need.

Teacher metrics are similarly low. Of those surveyed, only 59 % agree that assessment services for learning disabilities are accessible and timely. Similarly, local teacher survey results from June 2024 (at right) indicate the need for increased support and professional development to ensure classes are streamed and/or differentiated appropriately to address student needs. An atypical number of new students presenting with diagnosed and undiagnosed learning needs in year two, strained our teachers and existing support systems. Beginning in March 2024 steps were taken to address this increase, some of which are found in the "Access to a Continuum of Supports and Services" section, above.



One final area worthy of comment pertains to stakeholder satisfaction with program access. Stakeholders expressed discontent with school library services. Both Currie and Eastgate did not have the staff or financial resources to establish libraries in the first year of operations. Steps are underway to remedy this issue. The 2024/25 budget included sufficient funding to hire a full-time librarian at each campus and to purchase collections of classical, great books, and amenities such as furniture and shelving, and library software. Conversely, addressing stakeholder dissatisfaction with student access to academic and career counseling services is less urgent. Simply put, classical education is a human endeavor, meant to promote human flourishing and happiness. Career preparedness and getting a

good job are happy byproducts of a meaningful education, but not its ultimate goal or *telos*. How we incorporate this element of Alberta's education outcomes into our classical philosophy and approach requires careful consideration and a measure of stakeholder engagement moving forward. In the interim, stakeholder education continues to ensure the telos of classical education is made clear.





Assurance Domain 4: Governance

Charter/Local Goals:

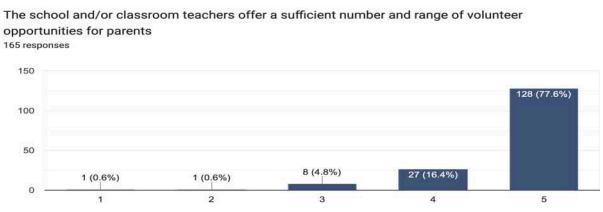
- ✧ Alberta Classical Academy will be well governed and well managed
- ✧ ACA will engage with stakeholders to ensure a wide range of perspectives are considered to inform governance and educational planning.

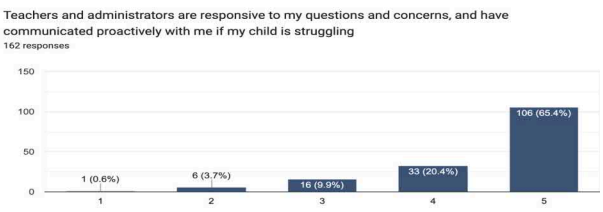
C.1 Parental Involvement (Required AEAM)

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education

	Alberta Classical Academy Ltd.													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	n/a	n/a	n/a	n/a	53	96.1	174	92.5	Very High	Maintained	Excellent	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	n/a	n/a	n/a	n/a	n/a	n/a	37	92.3	134	90.6	Very High	Maintained	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	16	100.0	40	94.4	Very High	Maintained	Excellent	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

Supplementary Local Measures - Governance
Parent Survey (June 2024)





At ACA, stakeholder engagement, communication, and partnership is purposefully cultivated. ACA has an open door policy for parents and asks for a minimum of ten volunteer hours per year from each parent. School tours for prospective families, community members, media, and education partners occur regularly. Where practical, a wide range of stakeholder perspectives are considered, to inform decision making in governance and educational planning. Survey results indicate high levels of overall satisfaction with parent access to the school and its personnel, as well as the opportunity for stakeholders to contribute to the growth and development of the charter school.

However, the engagement process with stakeholders, to ensure ACA is well governed and well managed, is iterative. Students continue to express significantly lower satisfaction than parents, making student engagement a priority. Further, internal metrics point to the need for greater transparency in the area of governance as well as opportunities for parents to help shape local priorities and initiatives to positively impact their child/ren's education. Currently, engagement occurs in a number of ways:

- ✧ One School Council in Calgary and a new SC established in Edmonton and opportunities to volunteer on the School Council executive and committees;
- ✧ Fundraising societies (FS) established at Currie and Eastgate, bringing the total to three;
- ✧ Monthly meetings of school leadership with SC and FS chairs and committees to determine priorities;
- ✧ Campus fundraising societies support student learning, celebrations of student achievement, community events, and physical improvements to the schools and school grounds;
- ✧ Hosted parent information sessions and speaker panels (school choice, classical education, technology use , etc.);
- ✧ Shared AEAM results with SC and FS and invited feedback and input on the Education Plan;
- ✧ Parent data from the Alberta Education Assurance Survey informs the Education Plan;
- ✧ Weekly campus updates/newsletters for families and teachers/staff;
- ✧ Classical Campus Evaluation Metric: surveyed parents and teachers on multiple aspects of the functioning of the school, the curriculum, and the classical approach to teaching and learning;
- ✧ Opportunities for parents to volunteer on field studies with students across all grades;
- ✧ Monthly SC and FS meetings, held virtually and in person throughout the year;
- ✧ Weekly campus staff meetings (visioning, grade and curriculum teams, committees);
- ✧ Monthly leadership meetings with superintendent, executive, and school administration;
- ✧ Weekly meetings between school administration, SLS teams and deputy superintendent;
- ✧ Monthly board and board committee meetings, with superintendent and executive team;
- ✧ Full participation in The Association of Alberta Public Charter Schools (TAAPCS).

AREAS AND STRATEGIES FOR CONTINUED IMPROVEMENT

Board Governance

- ✧ Currently developing improved self-evaluation tools and internal metrics to ensure continued Board development with respect to the Board's roles and responsibilities;
- ✧ Intentionally cultivate stakeholder partnerships and improve communication and transparency, creating multiple touch points for engagement with parents and staff (e.g., newsletter Board updates, improved public access to meetings, appointment of SC liaisons);
- ✧ Introduce policy to enhance functioning of and collaboration with SC and FS;
- ✧ Assist in developing stakeholder metrics to help determine strategic direction and evaluate school operations, governance, and the overall functioning of the school.

School Authority Leadership (Office of the Superintendent & the Executive Team)

- ✧ Hiring and onboarding skilled staff at the executive level to support school operations (e.g., deputy superintendent, facilities director, staff accountant and payroll, HR coordinator);
- ✧ Establish classically aligned professional growth and supervision frameworks at the school authority level for executive leadership and support staff.

Stakeholder Engagement in Assurance Framework

Develop more robust, multifaceted stakeholder consultation framework(s), to inform and promote engagement in school authority planning, including:

- ✧ Educating parents and students about the AEA Surveys and encourage input;
- ✧ Working with school teams to leverage local evidence to inform and contextualize system data to identify and be responsive to local priorities;
- ✧ Educating and facilitating SC to contribute to assurance in meaningful ways (ASCA);
- ✧ Aligning local measures with the assurance framework to capture data in areas of need (i.e.,assessment and reporting, programming/infrastructure, campus and system leadership, SLS and student support services, transportation).

Student Engagement:

- ✧ Develop internal student surveys to capture student perspectives to plan for improvement;
- ✧ Establish mechanisms for student representation (i.e., student council, town halls, student focus groups) to elevate student voice and liaise/consult with school leadership on student matters.







Operating Budget vs. Actual Revenue & Expenses and Variance Analysis

1. Revenues and Expenses

	2024 Actual	2024 Budget	Variance Amount	Variance %	Variance Explanation (higher than 10% or $500K; or lower than -10% or -$500K)
Government of Alberta	$ 12,419,572	$ 10,855,788	$ 1,563,784	14%	Positive variance due to budget not contemplating $1.477m lease support
Federal Government and other government grants	-	-	-	-	no material difference
Property taxes	-	-	-	-	no material difference
Fees	1,093,572	846,975	246,597	29%	Positive variance due to : (i) not budgeting after care external servies revenue for $370k and (ii) negative variance of ~$187k for transportation
Sales of services and products	-	-	-	-	no material difference
Investment income	15,571	20,000	(4,429)	-22%	Interest income less than budgeted
Donations and other contributions	13,703	-	13,703	-	Donations not budgeted
Other revenue	3,204	-	3,204	-	Other revenue not budgeted
Total Revenues	13,545,622	11,722,763	1,822,859	16%	See above explanations for variance explanation
Expense by Programs					
Instruction - ECS	$ 307,569	$ 266,105	$ 41,464	16%	Variance due to budget of 100 ECS students vs actual of 120 ECS students.
Instruction - Grades 1 - 12	7,279,886	7,325,564	(45,678)	-1%	no material difference
Operations and maintenance	4,026,058	2,335,190	1,690,868	72%	Negative variance due to budget not contemplating $1.474m lease expense. This is offset with above revenues.
Transportation	1,080,026	1,355,250	(275,224)	-20%	Variance due to new operations in Edmonton and Currie requiring less students per bus
System administration	359,432	339,688	19,744	6%	no material difference
External services	325,687	-	325,687	-	Negative variance due to: (i) not budgeting after care external servuces expenditures for $325k; offset with above
Total Expenses	13,378,658	11,621,797	1,756,861	15%	See above explanations for variance explanation
Annual Operating Surplus /(Deficit)	$ 166,964	$ 100,966	65,998	65%	See above explanations for variance explanation

Summary of Audited Financial Results (Required Local Component)

Classical is a collaborative and forward-looking organization that seeks to partner with other school authorities and community agencies to serve students and engage in responsible financial stewardship. Classical leases one campus from another school authority's surplus school inventory, and we have entered into formal agreements with another school authority to pool resources reducing facility maintenance costs. Informally, Classical meets regularly with other School Authorities to collaborate on financial stewardship, share best practices, and meet student needs to a high standard and as efficiently as possible. For additional financial information, please contact the Chief Financial Officer / Secretary-Treasurer at Sadiq.Valliani@ClassicalAcademy.ca.

Financial Summary

		Budget 2024	Actual 2024	Actual 2023
REVENUES				
Government of Alberta		$ 10,855,788	$ 12,419,572	$ 3,542,191
Federal Government and other government grants		$ -	$ -	$ -
Property taxes		$ -	$ -	$ -
Fees	(Schedule 9)	$ 846,975	$ 1,093,572	$ 305,564
Sales of services and products		$ -	$ -	$ -
Investment income		$ 20,000	$ 15,571	$ 7,615
Donations and other contributions		$ -	$ 13,703	$ 278
Other revenue	(Note 13)	$ -	$ 3,204	$ 18,805
Total revenues		$ 11,722,763	$ 13,545,622	$ 3,874,453
EXPENSES				
Instruction - ECS		$ 266,105	$ 307,569	$ 198,841
Instruction - Grades 1 to 12		$ 7,325,564	$ 7,279,886	$ 2,335,083
Operations and maintenance	(Schedule 4)	$ 2,335,190	$ 4,026,058	$ 960,567
Transportation		$ 1,355,250	$ 1,080,026	$ 354,765
System administration		$ 339,688	$ 359,432	$ 198,889
External services		$ -	$ 325,687	$ 76,454
Total expenses		$ 11,621,797	$ 13,378,658	$ 4,124,599
Annual operating surplus (deficit)		$ 100,966	$ 166,964	$ (250,146)
Endowment contributions and reinvested income		$ -	$ -	$ -
Annual surplus (deficit)		$ 100,966	$ 166,964	$ (250,146)
Accumulated surplus (deficit) at beginning of year		$ 242,274	$ 242,274	$ 492,420
Accumulated surplus (deficit) at end of year		$ 343,240	$ 409,238	$ 242,274

		2024	2023
FINANCIAL ASSETS			
Cash and cash equivalents	(Schedule 5; Note 4)	$ 1,147,395	$ 4,502,663
Accounts receivable (net after allowances)	(Note 5)	$ 1,539,405	$ 93,839
Portfolio investments			
Operating		$ -	$ -
Endowments		$ -	$ -
Inventories for resale		$ -	$ -
Other financial assets		$ -	$ -
Total financial assets		$ 2,686,800	$ 4,596,502
LIABILITIES			
Bank indebtedness		$ -	$ -
Accounts payable and accrued liabilities	(Note 6)	$ 2,447,871	$ 2,270,496
Unspent deferred contributions	(Schedule 2)	$ 42,057	$ 2,457,487
Employee future benefits liabilities		$ -	$ -
Asset retirement obligations and environmental liabilities		$ -	$ -
Other liabilities		$ -	$ -
Debt			
Unsupported: Debentures		$ -	$ -
Mortgages and capital loans		$ -	$ -
Capital leases	(Note 8)	$ 78,757	$ 12,233
Total liabilities		$ 2,568,685	$ 4,740,216
Net financial assets		$ 118,115	$ (143,714)
NON-FINANCIAL ASSETS			
Tangible capital assets	(Schedule 6)	$ 8,342,827	$ 2,616,851
Inventory of supplies		$ -	$ -
Prepaid expenses	(Note 9)	$ 291,123	$ 385,988
Other non-financial assets		$ -	$ -
Total non-financial assets		$ 8,633,950	$ 3,002,839
Net assets before spent deferred capital contributions		$ 8,752,065	$ 2,859,125
Spent deferred capital contributions	(Schedule 2)	$ 8,342,827	$ 2,616,851
Net assets		$ 409,238	$ 242,274
Net assets	(Note 10)		
Accumulated surplus (deficit)	(Schedule 1)	$ 409,238	$ 242,274
Accumulated remeasurement gains (losses)		$ -	$ -
		$ 409,238	$ 242,274

Audited Financial Statements - Web Links

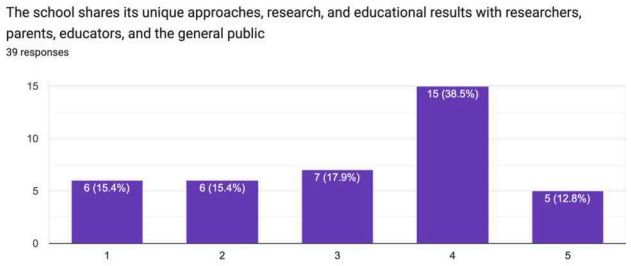
- ✧ Please click here see the Audited Financial Statements for the 2023/24 Fiscal Year
- ✧ Please click here to view the 2023/24 Capital Plan Submission
- ✧ Please click here to view the provincial roll up of Audited Financial Statement information

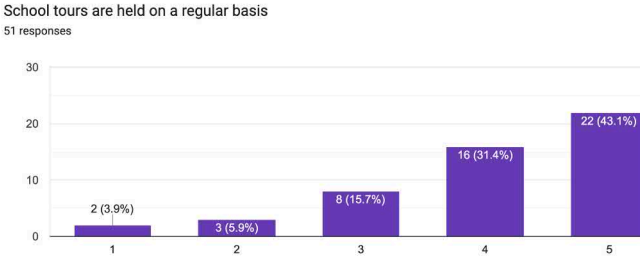
Assurance Domain 5: Local and Societal Context

Charter goal:

- ✧ The school contributes to the education system in Alberta as a whole and enhances education research and delivery.

Supplementary Local Measures - Local & Societal Context
Teacher Survey (June 2024)





Section 13 of the Alberta *Charter Schools Regulation* stipulates: "a charter board is responsible for sharing research, innovations and best practices with other educational stakeholders, including post-secondary institutions and public schools." Moreover, a long-term charter renewal requires that the school demonstrate that it "uses research-informed practices to create innovative learning environments and improve student learning outcomes."

Alberta Classical Academy has been fulfilling these obligation in several ways:

1) Conducting ongoing research and professional development

Members of our faculty, board, and executive leadership are engaged on an ongoing basis with classical educators in other jurisdictions to ensure that we are incorporating best practices in our pedagogy, culture, and curriculum.

This includes touring other classical and high-performing schools in the United States and the United Kingdom, and sharing resources in areas of policy, administrative practices, curriculum, pedagogy, and professional development. We have applied proven practices from successful classical education programs such as Founders Academy and Great Hearts Academies in the United States, and maintain strong ties with these organizations. We have cultivated relationships with a number of

post-secondary researchers specializing in educational philosophy, history, and pedagogy, and we have relied on their expertise in shaping our programs of study and approach to assessments.

For the last three years, Alberta Classical has engaged outside researchers to conduct multi-day training with our faculty members, including experts in the "science of reading" such as Jodi DeVries, and classical educators like Dr. Andrew Zwernemann.

Our faculty have also attended academic conferences on educational research, including the ResearchEd conference in Vancouver. The school is supporting several faculty members in pursuing advanced degrees and conducting research related to their fields. All faculty members also have individualized professional development plans that include training in classical educational philosophy and pedagogy.

2) Incorporating research-informed best practices to create innovative learning environments and improve student learning outcomes

Some key areas in which contemporary education research shapes our practices include:

The use of explicit instruction. Our teachers rely on two major forms of instruction, which are rooted in centuries of educational best practice: the mimetic and the Socratic methods. The mimetic method relies on imitation, and corresponds to what modern educational researchers call "direct" or "explicit" instruction. Explicit instruction is teacher-led: a new skill or piece of knowledge is first demonstrated by the teacher, then completed by students with the teacher, and finally performed independently by the student. Explicit instruction methods have been consistently shown to be the most effective pedagogical method when teaching new knowledge or skills.

Emphasis on knowledge acquisition & memorization. Over the last two and a half years, ACA has been developing its own knowledge-rich approach to curriculum delivery. Particularly in the early years, our students acquire a broad base of foundational knowledge in history, geography, and natural sciences. They memorize poems, math facts, rules of grammar, and key dates and figures from history. This approach is informed by research on cognitive load, which shows that the capacity of our long-term memory has no known limits, and that the development of advanced cognitive skills depends on having a large amount of knowledge stored in long-term memory.

"**Science of reading**"**-informed approach to early literacy.** ACA implements a systematic early literacy program from Kindergarten to Grade 3 that is informed by research in the science of reading. This program involves explicit instruction in phonics, with targeted interventions for students requiring additional support. After just one year in our school, our literacy screening assessments show that fewer than 3% of students are performing in the bottom quartile of Alberta students.

Smartphone-free, low-tech environment. ACA schools were established as smartphone-free environments with limited technology use in the classroom. This approach is informed by research showing that social media and smartphone use is correlated with an increase in psycho-social

disorders such as anxiety and depression; lower academic performance and engagement; and attenuated attention spans.

Several other aspects of our program are informed not by contemporary research, but by centuries-old educational practices. Classical educational models from the East and West guide how and what our students study, how we teach virtues, make space for contemplation, and how we assess students. The work of translating classical pedagogical models into a contemporary educational context is ongoing in our schools.

3) Sharing innovations and best practices with think tank researchers, policy makers, educators, and faculty of post-secondary institutions

Members of our faculty and leadership have given several presentations at educational conferences attended by other Alberta public charter schools, and have led professional development sessions for other public schools upon request. In 2023 and 2024, our faculty delivered talks and organized panel discussions on "cognitive load theory" and its connection to the new content-rich Alberta curriculum; the benefits of removing screens and smartphones from schools; the classical Quadrivium and Singapore Math; and "What Aristotle and Confucius Can Teach us About Character Education."

We have also sought to share our unique educational approach by hosting tours of our schools, and allowing visitors to experience first-hand the culture we are creating and the learning that occurs in the classrooms. We have hosted nearly a dozen elected officials from the municipal, provincial, and federal levels; public policy researchers for think tanks including the Montreal Economic Institute, Fraser Institute, Second Street, and Cardus; current and former public school teachers and charter school administrators; educators from international jurisdictions as far afield as Australia; and members of education faculties including St. Mary's University and the University of Calgary.

Our school administrators have also conducted research surveys of parents to determine how our policies on smartphones and social media use have impacted their children outside of school hours. This research was shared with senior policymakers at Alberta Education and with think tank researchers to support a province-wide policy restricting smartphone use in schools.

4) Sharing research, innovations, and best practices with the general public via media and social media

We have publicized our innovations and best practices through engagement with the media, podcasts, as well as through social media channels like YouTube.

In the fall of 2024, we produced a series of videos that demonstrate our unique approach to technology, school culture, the importance of beauty, phonics instruction, rhetoric, memorization of poetry, grammar, Latin, and history facts, virtues, and other themes.

Local and national news organizations have noted our unique approach: we have received positive attention and interviews in outlets such as the CBC, The Hub, the National Post, and the Epoch Times, True North News, Second Street, Western Standard, and others.

Alberta Classical Academy teachers, staff, and directors have also published several op-eds, essays and journal articles concerning classical education, teaching a knowledge-rich curriculum, civics education, educational pluralism, and other topics. These have appeared in publications such as the Calgary Herald, Alberta Views magazine, the Hub (more here, here, and here), the Imaginative Conservative (more here, here, and here), and others. We have also conducted original research within our school authority, and published these findings along with policy recommendations on how to improve teacher training and certification.

Stakeholder Engagement & Assurance Processes

Alberta Classical Academy has been highly engaged with our local and broader community. School leadership has worked to facilitate stakeholder engagement sessions to be responsive to stakeholder feedback and input on a range of topics. Our commitment to engagement is being realized through various avenues and informs a variety of priorities and concerns.

This engagement process informs the development of the Education Plan and the AERR. The results of the AERR reflect both provincial and local measures. The provincial measures data were provided via Alberta Education's assurance surveys of grade 4 - 8 students and parents, and teachers. The local measures data was obtained through ACA's own year-end surveys of all parents and staff. Future years will be expanded to include student data as well. Engagement sessions were held with school leaders and staff, and School Council members before the Board of Directors provided final approval.

The results in this report are shared broadly with all stakeholders. Collaborative groups of administrators, teaching and support staff, students, School Council members and parents, will use this data to inform future Education Plans. An overview of the results documented in this report is presented annually in an upcoming public board meeting and shared at the campus level through School Council meetings.

ACA has a shared 2023 - 26 Education Plan amongst its three campuses and each campus identifies annual education priorities and goals aligned with this plan. In addition to the annual formal review of performance data, the Superintendent and members of the senior leadership team are now meeting monthly, and jointly with the campus-based leaders, to review progress on their campus development priorities using a process of collaborative inquiry and generative dialogue. These formative conversations support the continuous use of evidence to inform decision-making and guide improvement. Throughout the school year, ACA places great importance on collaboration and actively seeks input from various stakeholders to inform its planning processes. Surveys are regularly conducted among our stakeholders, including:

Stakeholder Engagement	Target Audience	Timing
Student School Surveys	Students	Twice yearly beginning 2024/25
Parent Feedback Surveys	Parents	As needed
High Tea with School Leaders	Parents/School Council	Quarterly
Accountability Survey	Parents, Teachers, Students	Jan/February
Fireside Chats	Staff	Thrice yearly
Mid Year Eval & SWOT Analysis	Staff	Jan/February
School/Central Office Leadership Survey	Staff	January/June
Looking to Next Year	Staff	June
Annual Parent Survey	Parents	June

Whistleblower Protection

Alberta Classical Academy has written policy in place consistent with the Public Interest Disclosure (Whistleblower Protection) Act and related Regulations of the Province of Alberta, which ensure that staff are safe to disclose wrongdoing without fear of reprisal. For more information please visit the governance section of the ACA website: https://www.classicalacademy.ca/bylaws-and-policies.

During the 2023-24 school year, the Designated Officer received no disclosures of wrongdoing, and therefore no investigations were warranted





APPENDICES

Appendix A

Alignment of Alberta Assurance Domains and Alberta Classical Division Goals

Through the AERR, school authorities demonstrate that they have collected, analyzed and evaluated key performance data arising from the implementation of their previous education plan (if applicable) and the actions taken to meet their responsibilities in each Alberta Education's 5 Assurance domains. Alberta Education's requirements for reporting assess performance both broadly and locally. The 5 assurance domains provide the structure of this report and the Alberta Classical Academy charter and local goals and measures are embedded throughout each domain.

Assurance Domains	Alberta Classical Academy Goals
Student growth & achievement	Students achieve academic success and personal excellence in all programs of study. Students grow in virtue, demonstrate exemplary moral character, and relate to each other in a spirit of friendship and good will.
Leading & teaching	Teachers feel supported in their teaching and in their professional growth & development. Teachers will grow in their understanding and application of effective explicit instruction, classroom management, and the classical curriculum.
Learning supports	Interventions with students with special needs will be effective. Students with specialized learning and social-emotional needs (e.g. EAL) are effectively supported in their social, intellectual, and moral growth.
Governance	Alberta Classical Academy will be well governed and well managed. ACA will engage with stakeholders to ensure a wide range of perspectives are considered to inform governance and educational planning.
Local & societal context	The school contributes to the education system in Alberta as a whole and enhances education research and delivery.

Appendix B

Local Measures: Classical Campus Evaluation Metrics

Alberta Classical Academy continues to develop and refine local measures to capture our performance as it relates to provincial requirements and the unique elements of classical education. ACA identifies four basic pillars that promote the growth of a student's character, both intellectually and morally. The organization will measure its success at promoting well-ordered souls in its students by its ability to support these four pillars of character formation:

✧ Campus Culture (Virtue & Friendship)	✧ Curriculum (Classical Resources)
✧ Classrooms (Classical Pedagogy)	✧ Community Relations (Service Learning)

To obtain a well-rounded assessment of the school, several constituencies are invited to provide evaluations. These include: administrators, faculty and staff, parents, students, and visitors to the school (which may include parents, directors, executives, educators, and other members of the public). Unless otherwise indicated, each item is evaluated according to the following scale:

5 : Excellent. The school consistently meets the highest standard.
4 : Good. The goal is mostly achieved.
3 : Satisfactory. The goal is partially achieved / the school is making progress towards consistently meeting the standard
2: Needs improvement. The school is not yet meeting the goal to a consistent or satisfactory degree.
1: Poor. The school is rarely or never meeting the goal.
N/A: Not applicable / cannot evaluate

Parent Survey Results

A summary of the district results for the 2023 - 24 Parent Survey is available here and a breakdown by campus in alphabetical order (Bridgeland, Currie, and Eastgate) is available here.

Survey results are based on a response rate of *N = 166* for a total of 50 questions. Parent stakeholders were asked broad questions pertaining to school culture and environment, curriculum and learning, and community and parent relations.

Classical Campus Evaluation Metric - All Staff Survey Results

A summary of the district results for the 2023-24 all staff survey are available for review here.

The campus evaluation survey, which uses the Classical Campus Evaluation Metric, is intended to be administered annually. Aligned with Charter and Annual Education plan goals, this in-depth survey serves as a campus report card that measures and drives continuous school improvement.

The survey consists of 166 questions in four major categories: campus culture, curriculum, classroom pedagogy, and community relations. In June 2024, the number of recorded respondents was *N = 57.*