

Third Schools

It's Education, Your Child's Way

Third Academy International Ltd. (A. 0023) the Authority (Hereafter 'Third Schools')

Third Academy West (S. 0031): Designated Special Education Independent School
Third Academy East (S. 1446): Designated Special Education Independent School
ursa (S. 2320): Distance Education Independent School including Distance Online, Shared Responsibility and Parent Directed 'home based' programming
LYNX West (S. 2422): 'Nature Inspired' Independent School
STREAMS Christian Academy (S. 2472): Christian Faith Based STEM focused Independent School

November 2023 Annual Education Results Report (AERR)

LYNX West

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**"Third Academy offers hope...
hope for students, families, and
our future."
Dr. S. Lal Mattu
Founder**

www.thirdacademy.ca www.goursa.education www.lynx.education www.streamsyyc.ca

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Accountability Statement

This Annual Education Results Report for Third Academy International Ltd. o/a Third Schools for the 2022/2023 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*.

The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2022/2023 was approved by the Board on November 29th, 2023.

Message from the Board Chair

I am pleased with our many successes over 2022-2023. The impact of moving into the new Third Schools East campus will be enjoyed for many years to come. Programming across the system has been reported as sound, notwithstanding challenges within our Arise Christian program pilot and the need to improve levels of satisfaction as reflected in the Assurance Measures in some areas. We almost became a 'victim of our own successes' by posting a 78.7% enrollment increase at base which could not be surmounted within the confines of the Weighted Moving Average funding structure. Many thanks to the Minister of Education for intervening by granting an exemption to the WMA to enable our ongoing operations. Our LYNX startup, ECS and Grades 1-9 in Calgary and Cochrane, continues to gain traction. The ursa International pilot was a success and provides impetus to engage whole-heartedly into the establishment of our virtual international school aspirations. My hope is that consolidation of Third Academy Elementary and Jnr/Snr High will ensure a solid footing from which to address shortcomings reflected in the Assurance Measures. In addition, as always, the dream to purchase our Third Schools East campus remains within reach. 2022-2023 ends with a respectable financial surplus. Our challenge: to navigate a rapidly changing educational context in which we are constantly demanded to adapt.

Our 2022-2023 theme- Colours- has allowed exploration that reminded us all of the complexities of the 'beauty around us'. Colours also provided a context from which we could escape the shadow of COVID. The Board is pleased to have overseen solid programming including- Winter & Spring Concerts, Sports Day, and field trips- as well as celebrating our largest Graduating classes to date from both Third Academy and ursa. Our staffs should be commended for their resiliency in the face of change. Third Schools remains, at every level, deeply committed to our vision: *student success*.

With respect to the yearend surplus, it is measured and enables a go forward into 2023-2024 with a positive cash flow position. We note that unanticipated costs were borne during the year in association with the new school purchase and the cost associated

with the new building. Significant improvements were made at both Third Schools West campus (new flooring throughout and painting) and Third Schools East campus (refurbishment of the STREAMS classrooms, painting, and repairs to the HVAC/Heating systems). We need to work hard to ensure ongoing surpluses in the years to come.

This Annual Education Results Report 2022-2023 sets out what needs to be done- including determining priorities, outcomes, measures, and strategies using the most recent results- as we continue to adopt the new Assurance Framework as required by Alberta Education. It also celebrates a year of accomplishment.

In principle, the components of the Assurance Framework fall into two 'categories':

The 'What': Domains	The 'How': Continuous Improvement Process
Student Growth and Achievement	Explore: Analyze and Interpret
Teaching and Leading	Develop: Identification of a Priority for Improvement, Strategy and Plan
Learning Supports	Take action: Implement and Adjust
Governance	Evaluation: Impact on Outcomes
Local and Societal Context	

Assurance means demonstrating to Albertans that Third Schools is meeting the needs of student and students are successful. Assurance arises from the combination of funding, policies, processes, actions and evidence that help build the publics' confidence in the education system. Assurance is achieved through relationship building and engagement between all education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. Fundamentally, assurance is provided in what the public understands, perceives and knows about student growth and achievement, where the quality of the daily interaction between the student and the teacher is paramount.

A part of this Annual Education Results Report 2022-2023 is tied to the Spring 2023 Alberta Education Assurance Measure Results. Local measures- surveys, engagement, anecdotal- are also drivers of this Annual Education Results Report 2022-2023 within the Continuous Improvement Process. The Spring 2023 Alberta Education Assurance Measure Results continues to survey the broader community we serve, including Third Academy, ura distance and the LYNX 'nature inspired' community. We can begin to see the necessary 3 years of data necessary to see Overall Measure Evaluation based on comparable date. This generally indicates that Overall Measure Evaluation has been maintained or improved. We do note some drag and a plan of action is being made at each individual school level to address these levels of satisfaction. Local measures have been engaged to reference data that has been assessed during the COGNIA accreditation process. Previously, the COGNIA Effective Learning Environments Observation Tool eleot® was used in Spring 2022 and has been followed up by the COGNIA Teacher Observation Tool TOT® in Fall 2022. We

have administered the COGNIA Teacher Observation Tool TOT® in Fall 2023. These tools are diagnostic. This Annual Education Results submission will be well informed by multiple sources with measureable results.

Our Parent Advisory Councils continue to make contribution to programming through various fundraising/marketing efforts including Bingos and the Run Santa Run! 2022 special event. Parents are an essential partner in Third Schools' success at every level and contribute towards specialized supports and programming. School Generated Funds/Other Sales and Services: \$\$46,598. Thank you, parents, for your volunteer hours and donations on behalf of our children in particular during such a challenging year. We also recognize the significant bursary support of the Prosser Charitable Foundation, the Gift of Literacy Bursary Fund, and the Ritvik Bale Memorial Bursary Fund. Gifts and Donations: \$\$330,478.

The success of Third Schools depends on the combined efforts of all stakeholders. This is intended to accomplish three strategic foci: to be Independent, Inspiring, and Inclusive.

- Independent: as an Alberta Education accredited and funded school system, we 'serve the public good'. That means supporting parental choice in education. That means doing so in innovative ways that provide value to our families. That means not only being held accountable to Alberta Education, but also directly to the families that we serve.
- Inspiring: purposefully designed to ensure that our 21st Century Learners are Engaged Thinkers, Ethical Citizens, and individuals with an Entrepreneurial Spirit. Our children and students are the leaders of our collective futures. Our greatest hope is for all students to realize their greatest human potential.
- Inclusive: that means a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all children and students. Children and students, regardless of race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status, sexual orientation, or any other factors, have access to meaningful and relevant learning experiences that include appropriate instructional supports. We have a programming choice for all kinds of learners, respecting the diversity of the families we serve.

These are the common values that the five Third Schools —Third Academy Elementary, Third Academy Jnr/Snr High, ursa, LYNX, and STREAMS—embrace. At Third Schools, it truly is 'education your child's way'.

We do have a clear vision together with visionary leadership. We enable this by continuing to support key personnel responsible to implement the proven strategies of previous years and revisiting where we need to shift. Stability comes from having continuity in leadership, front line staff, long term facility commitments, and a reliable funding stream. Recruiting for specific skills and attributes is a top priority as we continue to grow.

This also applies at the Board table. 'Thank you's' are deserved to a strong Board that has taken its Governance function seriously. We will continue to advocate for parental choice in education. We are, at our core, good.

Coming into 2023-2024, we find ourselves solid across the system. A significant change is the consolidation of all Third Academy operations to our Third Schools East campus. The significant decision to consolidate has been made to 'shore up' levels of satisfaction as reflected in our Assurance Measures. Both *ursa* and LYNX continue to grow at core. We are excited to have established STREAMS Christian Academy, a STEM focused program under a Christian faith based umbrella. The Transportation Department has been reinvigorated with new leadership and driver complement. We are also excited to have rebranded our transportation department as InBus, with the intention of providing transportation services to Independent Schools across the Calgary region. Significant attention is directed to strengthening our Central Administrative Pool. Finally, the 'push is on' to develop *ursa* International with student recruitment in the Spanish New World and a Portugal Hub serving English, French, and Portuguese speaking African nations as well as the Arab world being established.

What makes us succeed when others fail? Firstly, who we are: We are an extended family that is constructive, flexible, and helpful built upon real relationships that are based upon mutual respect. Secondly, it's how we do it: We are driven by passion. In this way, we give hope.

Do not forget: It is our dream that binds us. It is our delivery each and every day in service to our families, our children, and the community at large that proves us. I invite everyone who 'believes in' everything we do to 'serve the public good' to 'take action' in any way that you can to make the purchase of our new Third Schools East campus a reality. Our theme for 2023-2024: The River.



Linda McKay-Panos
Chair
Board of Directors

Report of the Head of Schools

Colour is a power which directly influences the soul.

Wassily Kandinsky

Many have worked both hard and smart - in some cases for years - to help us realize our shared accomplishments. For me, I am humbled to work with so many good people in service to our Third Academy special education, *ursa* home based, and LYNX nature inspired communities. I am also proud to have established STREAMS Christian Academy, a non-denominational Christian faith based STEM focused program. Notwithstanding that we have stumbled at the start, I am hopeful that over the next few

years Calgary's Christian community will embrace this academically rigorous programming choice.

We have managed to end the year well. There has been, notwithstanding the 'slings and arrows of outrageous fortune', much to celebrate. The successes:

- ✓ We began the new school year in our new Third Schools East campus! Thank you to all student, parents, and staff who made this move happen over the summer.
- ✓ Third Schools West campus sees a refurbishment including installation of a 'nature inspired' playground.
- ✓ Our 'Colours' theme lifts us from the 'shadow of COVID', tying the system by school, classroom, and student desk.
- ✓ The onboarding of STREAMS students at the end of September is managed with 'all hands on deck'. For now, these students are enrolled in ursa. The plan it to assist the community establish their own school for September 2023.
- ✓ LYNX doubles in size! This 'nature inspired' program appeals to families who believe in reconnecting to the world around us and by doing so our students will care deeply about saving the 'wild places' on our planet.
- ✓ We almost became a 'victim of our own success' with an enrollment increase at base of 78% which ultimately is resolved by a Special Exemption from the Weighted Moving Average funding model by the Minister of Education. Thank you, Minister LaGrange.
- ✓ Although there is some improvement across the system, pressures in the Transportation Department are ongoing. By Spring, enhanced Leadership in the Transportation Department is installed and the decision to invest in four new school buses is made.
- ✓ Despite our every effort, we are unable to finalize the purchase of Third Schools East campus. For now, we continue to be tenants and hope that we will be able to secure the purchase financing in 2023-2024.
- ✓ Our ursa International pilot sees success with students in Chile, Costa Rica, Mexico, and Saudi Arabia enjoying an Alberta Education program delivered at distance. This propels us to participate in DLAC <https://www.deelac.com/> and ICEF <https://www.icef.com/> Vancouver as well as take exploratory trips to Colombia, Senegal, and Portugal by the year end.
- ✓ I am excited to officially launch STREAMS Christian Academy for September 2023. This non denominational Christian faith based programming choice is Science, Technology, Reading, Religion, Engineering, Arts, and Math focused and I believe will serve a pent up demand amongst Calgary's Christian community.
- ✓ 2022-2023 sees us return to surplus by year end: \$30,530 after technical accounting adjustments to the operating surplus.
- ✓ Stable enrollment: 2019-2020, 730 students served; 2020-2021, 1674 students served; 2021-2022, 1515 students served; 2022-2023, 1113 students being

served (noting a COVID blip drop in parent directed home schooling enrollments); 2023-2024, 1044 students being served. This allows us to fulfill our vision and mission as well as doing so in a fiscally responsible manner. We are working to increase enrollments by 5% per year over the next 3 years. We are also pushing hard to 'fill out boots' with ursa International enrollments.

- ✓ Inspired by our Colombia exploratory trip where we were 'touched by the hand of the Amazon', our theme for 2023-2024 'The River' invites us to 'go with the flow'.

Again, I am humbled to have worked in 2022-2023 with such super educators, caring parents, and determined students. There were challenges. But, as well, much to celebrate.

We look forward to continued growth into 2023-2024 and beyond, notably in LYNX, ursa Distance, and ursa International. I continue to search for that 'white knight investor' who cares more about our children than their money to enable the Third Schools East campus purchase. I am grateful for all the new staff who have come aboard to strengthen our staffing compliment for 2023-2024. My good people care about our students and families, believe that all children can learn, and never give up. We are skilled professionals who are 'making this world a little better place', one student at a time. The only thing that could make 2023-2024 the ultimate would be for us to succeed in purchasing our new Third Schools East campus. In the meantime, we continue to 'go with the flow'.



Sunil Mattu
Head of Schools

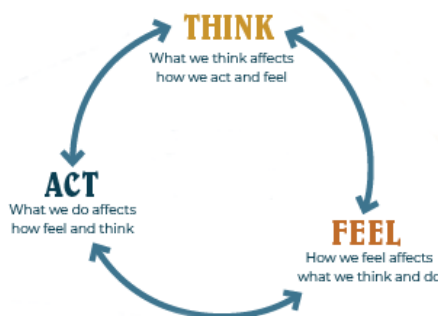
Foundation Statements

How did we start?

Dr. S. Lal Mattu BSc MEd PhD Dip ECE Registered Psychologist had a dream. In 1997, he had completed 35 years as an educator in the conventional systems- as a Teacher, Vice Principal, and Assistant/Chief Superintendent. During the twenty years that he had held in various Superintendencies in Alberta and British Columbia, one of his major responsibilities was special education programming. He was also tasked with Human Resources and Innovation.

Accepting that the conventional systems were ultimately not institutionally structured and culturally hampered in their ability to reform and serve the needs of these students, Dr. S. Lal Mattu decided that he could better serve the families with children with special needs by founding Third Academy. Furthermore- after a lifetime of service to and support from the community at large- Third Academy offered a better way for Dr. S. Lal

Mattu to continue to serve and give back to the community. Thousands of special needs students have passed through Third Academy's corridors over the past 28 years.



Dr. S. Lal Mattu was awarded an Alberta Centennial Medal and recently an ICCC Education Excellence Award for a lifetime of service to the children of Alberta. He accepted on behalf of Third Academy.

Where are we now?

Since 1997, Sunil Mattu LLB (Hons) Law BEd has been part of the dream of Third Academy. This dream was founded in respecting parental choice. *The Choice in Education Act 2020* has cemented this core value in legislation.

During the global financial crisis of 2007-2008, Sunil assumed overall leadership of Third Schools with his appointment to the position of Head of Schools. In this role, he acted decisively to ensure educational service delivery without compromising program quality. It was a challenging time for many organizations. As we enter 2023, however, we continue our best efforts to purchase a new school building for our students.

With Third Schools on a strong financial footing, Sunil has been able to innovate. Through Third Academy, **ursa**- Parent Directed, Shared Responsibility, and Distance Online, and **ursa** International- LYNX, and STREAMS Christian Academy, Alberta families now have expanded educational choices.

In 2014, Sunil launched a home education division initially known as Willow Home Ed with a startup enrollment of 68 students. Sunil is proud that Willow Home Ed- now **ursa** Parent Directed- is the independent program of choice for families who are not seeking a faith based home education program with 2021-2022 student enrollment of 1230. 2022-2023 student enrollment is 759, following a post COVID retreat from homeschooling as families returned to their local classrooms. Our parent directed home educators are students representing every socio-economic, face, colour, creed, religion, and family type across the province of Alberta. Sunil realized that he could further support parental choice for home education parents by offering a Shared Responsibility home school program. There was also a recognition that educational

delivery was shifting globally and that online delivery represented many new opportunities.

With the 2020 establishment of **ursa**- a distance education independent school- Sunil also positioned the system to be in the 'right place at the right time' with respect COVID-19. With Alberta Education's approval, **ursa** began with an initial student enrollment of 65. 2021-2022 Student enrollment was 112. 2022-2023 Student enrollment is 241.

Following exploratory trips to Panama and Cost Rica in March 2022, 2022-2023 also saw an **ursa** International pilot with students in Chile, Costa Rica, Mexico and Saudi Arabia enrolled. This exciting new adventure in distance education allows Alberta to 'waive its flag' on the global stage by offering access to affordable, safe, and world class education to every student on the planet. As educators, we are in this way 'fulfilling a noble cause'. We attended DLAC Austin (February 2023), the foremost North American distance conference. We continued to explore new markets, visiting Colombia (March 2023), Senegal (July 2023) and Portugal (July 2023). We engaged at ICEF Vancouver (March 2023), meeting with international education agents and service providers.

For September 2020, Sunil also launched an exciting pilot program in Canmore called LYNX. The hybrid delivery model is 'nature inspired' and combines distance education-virtual classrooms for ELA and Math, online- in the morning with cross curricular programming- Social Studies, Science, PhysEd, Health- in the great outdoors of the Bow Valley Corridor in the afternoon, all under the direction and supervision of Alberta Education certificated teachers. As Sunil says: "The Outdoors is In. No building, no desks, no whiteboard. Mother Nature is our Third Teacher."

September 2022 saw the establishment of our STREAMS Christian Academy pilot project. STREAMS stands for Science, Technology, Reading, Religion, Engineering, Arts, and Math. This non-denominational Christian faith based program is STEM focused, providing an academically rigorous programming choice for Calgary's Christian families. Inspired by the Artemis mission, Third Schools is excited to provide more choice for Alberta families. For 2023-2024, we begin as an ECS start up based out of our Third Schools East campus.

Vision

Student success.

Mission Statement

As an independent school system, we inspire through innovation in providing access to a world class education- inclusive, student centered, holistic, best practice informed, respecting parental choice- such that we indeed assure the families we serve.

Pillars

- ✓ Visionary Leadership
- ✓ Accepting of All
- ✓ Respect

- ✓ Instructional Excellence
- ✓ Healthy Relationships
- ✓ Mind follows Heart leading to Action
- ✓ Family and Community
- ✓ Holistic
- ✓ Continuous Improvement
- ✓ Fiscally Responsible
- ✓ Independent, Inspiring, Inclusive

LOCAL AND SOCIETAL CONTEXT

Third Schools is governed by the requirements specified in: *The Education Act 2012* (effective 1 September 2019), *The Choice in Education Act 2020*, *Private Schools Regulation* (Alberta Regulation 93/2019), *Education Grants Regulation* (Alberta Regulation 120/2008), *Student Record Regulation* (Alberta Regulation 225/2006), *Home Education Amendment Regulation* (Alberta Regulation 023/2020), *Student Evaluation Regulation* (Alberta Regulation 177/2003), *Certification of Teachers Regulation* (Alberta Regulation 3/1999), *Practice Review of Teachers Regulation* (Alberta Regulation 11/2010), *Seclusion and Physical Restraint in Schools and Time Out in School Regulation* (Alberta Regulation 039/2019), *Ministerial Order on Student Learning 028/2020*, current *Guide to Education: ECS to Grade 12*, current *Funding Manual for School Authorities 2020-2021*, *Goals and Standards Applicable to the Provision of Basic Education in Alberta*, *Standards for Special Education*, *Requirements for Special Education*, *Teaching Quality Standard*, *Leadership Quality Standard*, *Public Interest Disclosure (Whistleblower Protection) Act 2012*, *Occupational Health & Safety Act 2017*, *Transportation Act 2000*, *PIPA 2003* and *PIPEDA 2000*.

A federally registered charity, Third Schools operates 5 Alberta Education accredited schools- Third Academy Elementary, Third Academy Jnr/Snr High, **ursa**, LYNX West and STREAMS Christian Academy – ECS and Grades 1-12 and also currently supports 765 home educators. One could consider each of our programming streams- special education, homebased including parent directed home education and distance online delivery, and ‘nature inspired’ akin to ‘legs on a stool’. These legs provide stability, strength, and requisite support across the system. The different programming streams- special education, home education/distance online, and ‘nature inspired’ education- enable our system to offer programming choice for families, given the learning profile of their child. Within the programming stream there are hybrid delivery choices including onsite, distance, onsite distance, and home based both parent and teacher directed. Students attending our schools can live in any community- urban, rural, or frontier- in Alberta and internationally.

Our students come from every community and socioeconomic demographic across Alberta- with large cohorts in the Calgary and Edmonton areas. Bursary programs support parental choice. FMNI students living on Nation and across Alberta are in attendance. We also have a number of students are in the care of Children’s Services.

Third Academy is a practicum site for students in various postsecondary programs, including Athabasca University, City University, University of Calgary, St. Mary's University, York University, and Mount Royal University.

The delivery of Special Education in Alberta has been engaged in change over a number of years under Alberta Education's 'Setting the Direction for Special Education in Alberta' and 'Action on Inclusion' initiatives. The new *Education Act* and *Private Schools Regulations* have taken effect as of September 1st, 2020. The *Choice in Education Act* has now been proclaimed affirming that parents have the right to choose the kind of education they feel will be best for their children. The act strengthens Alberta's successful history of educational choice, including public and separate schools, Francophone schools, charter schools, independent (private) schools, early childhood education and home education.

Third Schools is part of these processes and committed to meeting the spirit of the legislative framework. We are hopeful, for the sake of our children, that the changes that will come out of these initiatives will make a real difference for all Alberta families and their children. Third Schools believes that it also can be a 'change agent' for reform. The Board believes that as long as we continue to meet the public good, we will always have our 'raison d'être'.

Third Academy West (0031) and Third Academy East (1446), the special needs focused schools, were established in 1997 and 2001 respectively. These schools are two of the sixteen Designated Special Education Independent Schools in Alberta and are Calgary based. Students attend from all communities in Calgary and the surrounding bedroom communities of Bragg Creek, Cochrane, Airdrie, Chestermere, Langdon, and Okotoks. Students are brought to school sites by Third Academy school bus, ACCESS Calgary, City of Calgary Transit (CTrains/Bus), or parents.

For 2021-2022, Third Academy West served a total of 57 students grades 1 to 6- 15 mild/moderate, 40 severe, 2 FMNI, and 2 siblings. For 2022/2023, Third Academy West is serving a total of 57 students grades 1 to 9- 15 mild/moderate, 40 severe, 2 FMNI, and 2 siblings. For 2023-2024 Third Academy schools have been consolidated to the Third Schools East campus, with Third Academy West (0031) now Third Academy Elementary.

For 2021/2022, Third Academy East served a total of 84 students grades 7 to 12- 34 mild/moderate, 46 severe, 3 FMNI, and 1 international. For 2022/2023, Third Academy East is serving a total of 84 students grades 1 to 12- 34 mild/moderate, 46 severe, 3 FMNI, and 1 international. For 2023-2024 Third Academy schools have been consolidated to the Third Schools East campus, with Third Academy East (1446) now Third Academy Jnr/High.

ursa (2320) is a distance education school established for September 2020 offering three programming streams. The idea was to offer greater programming choices- particularly at the jnr/snr high levels- to traditional parent directed home educators

under our Willow Home Ed division, first established in 2014. **ursa** supports parent directed home education and shared responsibility programming. **ursa** distance online is delivering programming to students grades 1-12 across Alberta and now internationally. Some classes are also offered on site- physed, foods, music, drama, and fine art- at the Third Schools East campus location on a Wednesday morning. For 2021/2022, **ursa** served a total of 1521 students, grades 1-12. For 2022-2023, **ursa** is serving 1000 students including students enrolled in our STREAMS Christian Academy pilot. For 2023-2024, LYNX East is operating as STREAMS Christian Academy.

About LYNX: Late-August 2020, families in Canmore sought Third School's support to establish 'nature inspired' education. The solution was a shared responsibility program- 30% teacher directed distance online education and 70% parent directed cross curricular outdoors. Our website www.lynx.education and these articles <https://www.rmotoday.com/education/lynx-program-moves-classroom-outdoors-2736014>, <https://www.cbc.ca/news/canada/calgary/the-outdoors-is-our-classroom-blended-online-outdoor-school-launches-in-bow-valley-1.5743417>, and <https://calgary.ctvnews.ca/mobile/school-s-out-and-so-are-students-in-the-rocky-mountains-1.5199465> explain further.

New for September 2021 saw the establishment of LYNX ECS in Calgary. LYNX ECS addresses a pent up demand for 'nature inspired programming' at the ECS levels and is a feeder for LYNX programming Grades 1-9. New for September 2022 saw the approval of LYNX West (ECS and Grades 1-9) and LYNX East (ECS). September 2022 LYNX ECS enrollments:12. LYNX Grades 1-9 September 2022 enrollments: 40.

Good governance, visionary leadership, high quality programming, and a solid financial footing underpins our future. A thoughtful, audacious, yet sustainable plan is required. The future envisions:

- ✓ leadership within the organization will continue to be developed under a mentorship initiative
- ✓ the political context will need to be considered
- ✓ fulfilling the informed choice of Alberta families in delivering access to a world class education is the motivation
- ✓ continued growth in base student enrollment across our various schools/programming streams
- ✓ this growth into 2022-2023 was 78.7% year on year in core programming
- ✓ future growth is intended to be more measured, at 5% year on year over the next 3 years in Third Academy schools and 10% in LYNX schools and **ursa**
- ✓ much of our ability to continue to grow at this pace is contingent upon relaxation of the Weighted Moving Average funding model in 2022-2023, our ability to recruit excellent staff, and continuing to deliver quality programming in industry standard school spaces
- ✓ programming initiatives- Literacy, Numeracy, Physical Literacy, Expressive Arts, Educational Technology, and Autism- are now being organized under a

Professional Learning Community model and lead by programming Leads across the system

- ✓ commitment to professional development continues at all- system and school-levels and is delivered internally, externally, by AISCA, by Alberta Education, nationally and internationally
- ✓ we will look to develop our community partnerships, including: Prince of Peace Lutheran Church, Arise Christian Church, KidsPlay Calgary, Rotary Fish Creek and Calgary Downtown, Prosser Charitable Foundation, Calgary Foundation, Capstone Engineering Academy, and Peter Snow Consultants
- ✓ there will considerable effort made to grow **ursa** International in the Spanish speaking world with particular emphasis on US States with significant Spanish speaking populations beginning with Texas and then moving East to Florida and West to California as well as developing cohorts in Colombia, Peru, Venezuela, Panama, Costa Rica, Mexico, and the Dominican Republic
- ✓ 2023-2024 sees effort in **ursa** International
- ✓ efforts are being made now to establish a distance pilot project in Northern and remote FMNI communities (Northlands School Division) combining base Alberta Education programming, STEM programming, the Arts, and 'nature inspired' plus Land Based Education in collaboration with FMNI communities and Industry with the hope of delivering high quality programming, connecting FMNI communities, and enabling FMNI youth and communities to take advantage of employment and equity partnership opportunities in the North
- ✓ Third Schools looks forward to the development of Independent busing system with the objective of serving various independent schools across the Calgary region within a mutually beneficial and cost effective nodal network
- ✓ Third Schools is honoured to have gained COGNIA <https://www.cognia.org/> accreditation as an Education Service Provider in May 2021. We are the sole education system in Canada to have gained this globally recognized accreditation. This will enable our ability to not only create jobs for Albertans but give greater access to a world class education to children globally. We are already part of EduCanada, Global Affairs Canada and CMEC's initiative in international education.
- ✓ establishment of a purpose built Third Schools West school site
- ✓ the creation of a binary system, with 'stars' in both Calgary and Edmonton, is sought over the next five years

Finally, we took possession of a new Calgary East school site on 2 August 2022 in order to better serve our community. That's a 46,000 square foot industry standard school building on 9 acres of land complete with classrooms, labs, gymnasium, office space, and playing fields. The impact on enrollments- given the improved space and strategic location on the East side of Calgary- was very significant for September 2022. The challenge before us now is to exercise our Option to Purchase so that we can finally own the 'roof over our head'. They say: 'Where this is a will, there is a way'.

Everything we do, today and tomorrow, will ultimately ensure our vision: Student success. Thank you to the entire community- students, parents, staff, and Friends of Third Schools.

TRANSPORTATION

Third Academy's fleet of 13 school buses currently transports about 135 students daily, from all communities in the City as well as Airdrie, Cochrane, Bragg Creek, Okotoks, and Langdon. We see future busing routes being established from Chestermere. We are pleased to launch InBus with the vision of delivering yellow school bus services to independent schools across greater Calgary for 2023-2024. The newly announced Alberta Education Transportation Funding, Grades 1-12, is driving ridership.

Calgary ACCESS is transporting 9 students, daily, to both Third Schools East and Third Schools West. We are looking to develop routing with Rocky View Regional Handibus.

The safety of our students is the priority. A purchasing program to maintain a modern fleet has been in place over the past five years. We are also now working with independent operators- JRs Transportation Services to start- to increase fleet capacity and also overcome the acute driver shortage. Programming for our students begins as soon as the student is on the bus and continues in the classroom. Professional drivers make it happen for our students.

Students are transported daily, door-to-door, by school bus from all four quadrants of Calgary and bedroom communities. The balance of students are dropped off by parents or take public transport including Access Calgary. The busing fleet will also provide transportation for field trips and gym runs to local venues for programming purposes.

OUR PEOPLE

Good governance matters.

Third Schools' Board of Directors is Chaired by Linda McKay-Panos. Ms. McKay-Panos is a former English teacher and lawyer. She currently serves as the Executive Director of the Alberta Civil Liberties Research Centre and is a professor in the University of Calgary's Faculty of Law. Both her son (previously) and grandson attend Third Academy.

Zeljko Puric is the Board Secretary/Treasurer. He has been a practicing psychologist for over 40 years, both in the former Yugoslavia and here in Alberta. His relationship with Third Academy extends back 25 years, having served as the very first Board Chair in 1997 and as Chief Psychologist for a 20-year period.

The balance of the Directors: David Beresford, Oil & Gas Technology; Manu Chugh, Architect; Dean White, Electrical Engineer and Founder Capstone Engineering Academy; Keith Mhlanga, Safety Officer Transportation; Tim Lloyd, Geologist; Peter Snow, Oil & Gas (Environment, Pipelines, Aboriginal Relations).

We thank Eeva White, Lawyer & HR, and Shannon McKenna, Accountant, for their service in 2022-2023. James Roberts, Construction, resigned his position midyear.

The Board is a volunteer group who meets regularly. The Board is representative, diverse, and presents with the skills and attributes to fulfill all the obligations of governance.

The sole employee of the Board- to whom all day to day operations of the system have been delegated- is the Head of Schools. Sunil Mattu, Head of Schools, completed his IB program at Atlantic College before attending the London School of Economics and the University of Calgary's Master of Teaching program. As an original member of the 1997 founding staff of Third Academy, Sunil has helped establish the dream of Third Academy from the very beginning. The Head of Schools- who is responsible for all hiring- believes that 'our children deserve good people in their lives'. In turn, 'good people make good teachers'.

Third Schools has a staffing complement of 101, including:

- ✓ Head of Schools
- ✓ Principals
- ✓ Teachers and Instructional Assistants
- ✓ Home Education Managers
- ✓ Administrative Support staff
- ✓ Communications & Marketing staff
- ✓ Accounting Personnel
- ✓ School Bus Drivers
- ✓ Psychologists
- ✓ Speech & Language Pathologists
- ✓ Occupational Therapists
- ✓ Technology Support
- ✓ Custodial & Maintenance Staff
- ✓ Practicum Students

We are professionals and para-professionals who are committed to student success, no matter what roll we fulfill. All teachers are Alberta Education certified. All Psychologists, SLPs, and OTs are certified by their various professional organizations. All Education Leadership are 'L' endorsed by Alberta Education. We do 'what is best for our children' in supporting our families.

Alberta Health provides the support of a School Health Nurse.

CAMPUSES

For the 2022-2023 academic year, Third Academy West operated out of a school space in Glenbrook, Calgary SW and Third Academy East at our new Third Schools East campus off of the TransCanada Trail East and Garden Road. Facilities were good. Both are easily accessible by the major arteries and recently renovated. There are onsite gymnasiums and access to adjacent green space/playing fields. Students also have use of various City of Calgary facilities, including swimming pools, playing fields, and

parks. Physical Literacy programming also sees students accessing Kananaskis Country. There are additionally computer labs/rolling labs, music/drama room, and a sensory room/break out rooms at each site.

The move from the Acadia/Calgary Farmers' Market site to the new Third Schools East site has had major impact on school operations. The new Third Schools East site is an industry standard school site on 9 acres of land. For 2022-2023, we delivered ECS to Grade 12 programming on site. This site is Third Academy East's home base as well as the STREAMS pilot. LYNX and **ursa** students also benefit from access to onsite programming- physed, foods, music, drama, and fine arts- on Wednesday mornings. Consolidation means that this site is now full, with plans to install portables for 2024-2025 on the books in order to accommodate.

Central administrative services operate out of Third Schools East campus with the Head of Schools working remotely from Bragg Creek offices- the Head Office- at times.

OUR COVID-19 PANDEMIC RESPONSE & RECOVERY

When the announcement that Alberta schools would be closed 15 March 2020 was made, we all thought: now what?

Third Academy staff responded on the morning of 16 March 2020 and by noon were developing Elementary print programming for delivery 17 March 2020. By 18 March 2020, the first online lessons were being delivered by Third Academy Jnr/Snr high teachers. By 18 March 2020, live online lessons were being delivered to our Jnr/Snr high students via our CANVAS Learning Management System. Serendipity in action. Live online lessons followed for elementary students within two weeks thereafter. For those handful of students who could not succeed with online lessons, staff agreed to make regularly scheduled home visits. Psychology team members ramped up family support and also trained in online counselling so that therapeutic services could continue to be delivered. The year ended with celebration. Feedback from families was overwhelmingly positive.

Programming impacts on ursa Parent Directed home schoolers, Shared Responsibility and Distance Online students- as well as LYNX 'nature inspired students'- were less problematic.

Impacts on overall community wellbeing, however, mirror that of Albertans and Canadians on the whole. There is 'learning loss', noticeably at the Grade 1 level where students are coming to us with little to no foundational learning skills.

For 2021-2022, fatigue had set in. The response needed to be flexible and was varied across the system, given context and school community needs. Masks were 'on and off'. Cohorting was loosened and eventually came to an end. Younger students saw their teachers' faces for the first time. They were gradually reintroduced to playing in close quarters with one another. We did our very best to manage the stressors of

COVID restrictions, impacts on our collective mental health, stay safe and return to the life that we remembered. The year ended with celebration. Feedback from families was overwhelmingly positive.

For September 2022, we remained vigilant but we are cognizant of the deep need to 'return to normal' and are, for the most part, business as usual pre-pandemic. Our 'Colours' theme lifted us from the 'shadow of COVID'. We restarted school field trips.

2023-2024 sees a return to normality. Extended study trips to 'see the salmon run' in the Shuswap were very much enjoyed by Third Academy, ursa, and LYNX students. Exploratory trips to Portugal, Cairo, Berlin, and Wein are in full swing to build **ursa** International. Miami, Austin, Mexico City/Bogota, and Kigali are in the wings. A further COVID 'new normal' means that teachers are working remotely and the entire world has opened to distance online programming. This means opportunity not only to grow but fulfill the noble cause of education globally. Very exciting!



STRATEGIC ALLIANCES

Third Schools is fulfilling a public good. Moreover, we fulfill a need expressed by Alberta families due to 'gaps in the public education system'. The Board welcomes strategic alliances with individuals and corporations as well as with other agencies including school boards, universities/colleges, other independent schools, health care systems, community organizations and groups, and foundations as well as government departments and agencies. The coordination of services to better serve Alberta students given the scarcity of resources is essential. These strategic alliances enable 'project development', 'capacity building', 'service', as well as economy of scale that allows us to 'do more with less'.

A critical relationship is with Alberta Education. This relationship continues to be renewed, given the direction set by the Government of Alberta. During 2021-2022, Alberta Education's bureaucracy was transformed. It's more than 'attitude'. Many new and truly motivated 'for our children and students first' Alberta bureaucrats have been brought into the system. This is a welcome change that continues into 2023-2024 with

fundamental changes to the Funding Manual. We look forward to Alberta Education continuing to work towards enabling the 'boots on the ground' to fulfill their objectives:

- ✓ Alberta's students are successful
- ✓ First Nations, Métis, and Inuit students in Alberta are successful
- ✓ Alberta has excellent teachers, school leaders, and school authority leaders
- ✓ Alberta's K-12 education system is well governed and managed

Over the years, practicum students from various departments- education, psychology, rehabilitation, nursing, speech & language- of Campus Alberta, York University, University of Lethbridge, Athabasca University, University of Calgary, Mount Royal University, University of Manitoba, and Grant McKewen University have completed their practicum rounds at Third Schools. A number of Provisional Psychologists will also complete their requirements as established by the APA under the supervision of Third Academy's Psychological Department.

Developing relationships with other service providers including Renfrew Educational Services, Webber Academy, West Island College, Koinonia, Progressive Academy, Lead Foundation, Bearspaw Christian Academy, Capstone Engineering Academy, AHEA, Child & Family Services, Indigenous Services Canada, and Jordan's Principle table enables the Board to realize its strategic vision. There is opportunity, in these relationships, to build together for the future. Third Schools would benefit by realizing economy of scale in central administration services, transportation, professional development, and sharing cost of school space.

Third Schools needs to make a concerted effort to develop its network of supporters in the Friends of Third Schools. This group will raise funds, market and lobby for us. Success in our signature events- Run Santa Run! and Hidden Hero Gala- will not only rely on the efforts of our Parent Advisory Committees (PACs) but active engagement of Friends of Third Schools. Network development has been tasked to Dr. S. Lal Mattu, Ambassador at Large.

Friends of **ursa** membership has reached 1667 and ursa Home Based Education as reached 100 on Face Book. The **ursa** Parent Directed team has made a concerted effort to build, engage and communicate through the FB platform <https://www.facebook.com/groups/FriendsOfWillowHomeEd/> to much success.

Marketing initiative supporting with Admaki <https://admaki.ca/> is ongoing. A complete Third Academy rebrand, Third Academy website launch, social marketing initiative, magazine spreads, signage installs, Great West Media 'spotlight' campaign and now transitioning to **ursa** and LYNX website development are significant accomplishments. Targeted social media marketing has been implemented by Raven's Call Marketing <https://ravenscallmarketing.com/> for **ursa**, LYNX. 2023-2024 will see focus on building the **ursa** brand and also developing the LYNX website.

Special mention needs to be made of the partnership between Third Academy and its Parent Advisory Councils. The PACs are actively involved in the success of our

students, be it in terms of input into school improvement, promoting the school to the community at large, advocating for parents and students, fundraising activities, or in support of student programming. PACs are making a significant contribution to students programming through fundraising activities including special events, Bingos and Casinos. LYNX PAC will establish PACs in 2023-2024. We continue to work to establish an **ursa** PAC.

The Board thanks all supporters for their contributions. Most notable contributors include Prosser Charitable Foundation and the Ritvik Bale Memorial Bursary Fund. Third Academy appreciates all support for The Gift of Literacy Bursary Fund. This bursary program was first established with the support of Ronald MacDonald's Children's Charities to assist qualifying parents to meet tuition costs so that their child can access the services they need. The **ursa** Bursary Fund has now been established in aid of students who could otherwise not be able to access their program of choice in either Shared Responsibility or **ursa** distance.

Third Schools is pleased to report the establishment of a \$3000 Third Academy bursary by Fish Creek Rotary Club. In addition, Rotary is working to support camp placements, Interact clubs, and international student exchanges. We are also thankful for a \$2000 bursary granted by AdMaki in support of a Third Academy student who has been impacted by the Ukraine war. Finally, on behalf of students and families we humbly accept the extraordinary gift of the Prosser Charitable Foundation of \$192,000 for student bursaries in 2022-2023.

With respect FNMI students, the Board recognizes Tsuut'ina Education, Indigenous Services Canada, and Jordan's Principle Table for enabling some of the Nation's most challenging students gain access to a program of choice that is working to heal and support learning.

The Board is grateful for support, over the years, of generous sponsors including Ronald McDonald Children's Charities, Alberta Lottery Fund, Computers for Schools, United Way, the Optimist's Club, Running Room, Kids Up Front, 100 Men Who Give a Damn, Prosser Charitable Foundation, Bale Family, For the Love of Children Society, Brown Bags for Calgary Kids, Sobey's, Trail Appliances, and Save on Foods.

THE OPERATING ENVIRONMENT

The proclamation of the *Choice in Education Act* 2020 marked a legislative 'sea change' in acknowledging the prior right of parents to choose the best education for their child. Third Schools is well placed to provide parental choice and is committed in program, school, and system development to fulfill the spirit of this legislation.

The 2022-2023 academic year saw Third Schools take concerted steps in implementing its plan for success. Success means ensuring: quality programming; financial strength; depth and breadth of leadership; relationship building with key stakeholders; and initiative in fundraising, marketing, and governance. All this had taken place within a

broader context which has seen stagnation in Alberta's macroeconomic situation, a continuing shift on the political stage within the Government of Alberta, and the impact of COVID-19 into Alberta.

The uncertainties created by the impact of pandemic continued to exacerbate a most challenging operating environment. As the year progressed, the operating environment stabilized. New school applications for LYNX were submitted and were granted approval. The Board was also directly engaged in finding closure to an ongoing multiyear Financial Review that as of August 2021 has come to a civil conclusion. The move to our new Third Schools East campus was both momentous and full of excitement. The year ended with a financial shortfall as well as a tight cash flow position. In 2021-2022, 'mountains were literally moved' by year end. This was the result of pragmatic, bold and determined efforts of the whole community.

Third Schools remains 'ultimately flexible' in what continues to be a challenging operating environment. Operational implementation is guided by the following principles:

- ✓ change is the only constant
- ✓ the only thing we control is ourselves
 - ✓ the greatest wisdom is kindness
 - ✓ fortune favours the bold
- ✓ whatever we do, we do for our children first

All the above are contextual considerations as Third Schools positions itself for the future. We need to continue to have our hand firmly on today's 'rudder', while at the same time having our minds 'peering' into the future. Third Academy's Board fully supports the Leadership team. Timely and thoughtful implementation was the key in working together for common purpose. Below are significant accomplishments for 2022-2023.

SIGNIFICANT ACCOMPLISHMENTS

- ✓ We began the new school year in our new Third Schools East campus! Thank you to all student, parents, and staff who made this move happen over the summer.
- ✓ Third Schools West campus sees a refurbishment including installation of a 'nature inspired' playground.
- ✓ Our 'Colours' theme lifts us from the 'shadow of COVID', tying the system by school, classroom, and student desk.
- ✓ The onboarding of STREAMS students at the end of September is managed with 'all hands on deck'. For now, these students are enrolled in ursa. The plan it to assist the community establish their own school for September 2023.
- ✓ LYNX doubles in size! This 'nature inspired' program appeals to families who believe in reconnecting to the world around us and by doing so our students will care deeply about saving the 'wild places' on our planet.
- ✓ We almost became a 'victim of our own success' with an enrollment increase at base of 78% which ultimately is resolved by a Special Exemption from the

Weighted Moving Average funding model by the Minister of Education. Thank you, Minister LaGrange.

- ✓ Although there is some improvement across the system, pressures in the Transportation Department are ongoing. By Spring, enhanced Leadership in the Transportation Department is installed and the decision to invest in four new school buses is made.
- ✓ Despite our every effort, we are unable to finalize the purchase of Third Schools East campus. For now, we continue to be tenants and hope that we will be able to secure the purchase financing in 2023-2024.
- ✓ Our ursa International pilot sees success with students in Chile, Costa Rica, Mexico, and Saudi Arabia enjoying an Alberta Education program delivered at distance. This propels us to participate in DLAC <https://www.deelac.com/> and ICEF <https://www.icef.com/> Vancouver as well as take exploratory trips to Colombia, Senegal, and Portugal by the year end.
- ✓ I am excited to officially launch STREAMS Christian Academy for September 2023. This non denominational Christian faith based programming choice is Science, Technology, Reading, Religion, Engineering, Arts, and Math focused and I believe will serve a pent up demand amongst Calgary's Christian community.
- ✓ 2022-2023 sees us return to surplus by year end: \$30,530 after technical accounting adjustments to the operating surplus.
- ✓ Stable enrollment: 2019-2020, 730 students served; 2020-2021, 1674 students served; 2021-2022, 1515 students served; 2022-2023, 1113 students being served (noting a COVID blip drop in parent directed home schooling enrollments); 2023-2024, 1044 students being served. This allows us to fulfill our vision and mission as well as doing so in a fiscally responsible manner. We are working to increase enrollments by 5% per year over the next 3 years. We are also pushing hard to 'fill out boots' with ursa International enrollments.
- ✓ Inspired by our Colombia exploratory trip where we were 'touched by the hand of the Amazon', our theme for 2023-2024 'The River' invites us to 'go with the flow'.

TREND

- ✓ Visionary Leadership
- ✓ Enrollment Growth
- ✓ Innovation
- ✓ Capacity Building
- ✓ Distributed Leadership
- ✓ New Technology Integration
- ✓ Fiscal strength
- ✓ Success in Fund Development
- ✓ Success in Marketing
- ✓ Strengthened Governance
- ✓ Success in Strategic Alliances
- ✓ Strength in Advocacy

As a DSEPS, Third Academy satisfies the planning component of 14.a of the Standards

for Special Education (amended June 2004) by incorporating strategies for and reporting on programs, services, and results for students with special education needs as indicated below.

ALBERTA EDUCATION ASSURANCE MEASURES

Third Schools is primarily regulated by Alberta Education in delivering educational programming in Alberta. As part of a single publicly funded education system, Third Schools is required to provide assurance to the community that it serves. Assurance means demonstrating to Albertans that Third Schools is meeting the needs of student and students are successful. Assurance arises from the combination of funding, policies, processes, actions and evidence that help build the public's confidence in the education system. Assurance is achieved through relationship building and engagement between all education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. Fundamentally, assurance is provided in what the public understands, perceives and knows about student growth and achievement, where the quality of the daily interaction between the student and the teacher is paramount.

Parents are our clients. Third Schools is here to serve families by providing access to a program of choice that meets the legislative standard including fulfilling the objectives of Alberta Education's business plan:

- ✓ Alberta's students are successful
- ✓ First Nations, Métis, and Inuit students in Alberta are successful
- ✓ Alberta has excellent teachers, school leaders, and school authority leaders
- ✓ Alberta's K-12 education system is well governed and managed

Alberta Education has created a tool- the Assurance Framework- that measures through parent, student, and staff satisfaction survey measures to indicate success in meeting the objectives above

Context is essential in making sense of these results. Third Schools' results largely reflect surveys of Third Academy parents, students, and staff although, for the first time, the handful of the urasa community participated. This means that the results are weighed towards reflecting the special education student community. 2022-2023, along with the previous academic years, have been described by school leaders across the Province as some of the most challenging in their careers. To state that the overall operating environment being stressed during this period can not be understated. People are generally more agitated, less tolerant, and I would say in pain. Finally, the Required and Supplemental Alberta Education Assurance Measure Results are a snap shot from a very high level and may better informed by also considering local measures.

It is the professional opinion of the Head of Schools that our November 2023 results need to be addressed both at the school and system level. We generally see declines across the various Measures, painting a disappointing picture. A concerted effort is being made in 2023-2024 to bring satisfaction levels back to historical norms.

Spring 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Third Academy International Lt			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	90.5	86.0	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	80.8	80.9	78.6	81.4	83.2	83.1	High	Maintained	Good
	3-year High School Completion	25.6	20.5	13.0	83.2	83.4	81.1	Very Low	Improved	Issue
	5-year High School Completion	52.9	48.2	49.8	87.1	86.2	85.6	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	13.1	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	0.0	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	77.8	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	14.8	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.0	90.5	87.8	89.0	89.6	90.3	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.3	88.2	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	84.5	88.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	88.1	88.4	83.3	78.8	79.5	81.5	Very High	Maintained	Excellent

Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.

Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.

Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Fall 2023 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Third Academy International Lt			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	79.5	90.5	90.5	84.4	85.1	85.1	n/a	Declined Significantly	n/a
	Citizenship	73.6	80.8	82.2	80.3	81.4	82.3	Intermediate	Declined Significantly	Issue
	3-year High School Completion	26.6	25.6	17.1	80.7	83.2	82.3	Very Low	Maintained	Concern
	5-year High School Completion	40.6	52.9	52.2	88.6	87.1	86.2	Very Low	Maintained	Concern
	PAT: Acceptable	9.5	10.8	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	1.9	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	54.8	92.6	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	12.9	18.5	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	83.4	89.0	89.0	88.1	89.0	89.7	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.6	88.3	88.3	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	82.4	84.5	84.5	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	74.9	88.1	85.0	79.1	78.8	80.3	Intermediate	Declined	Issue

Notes:

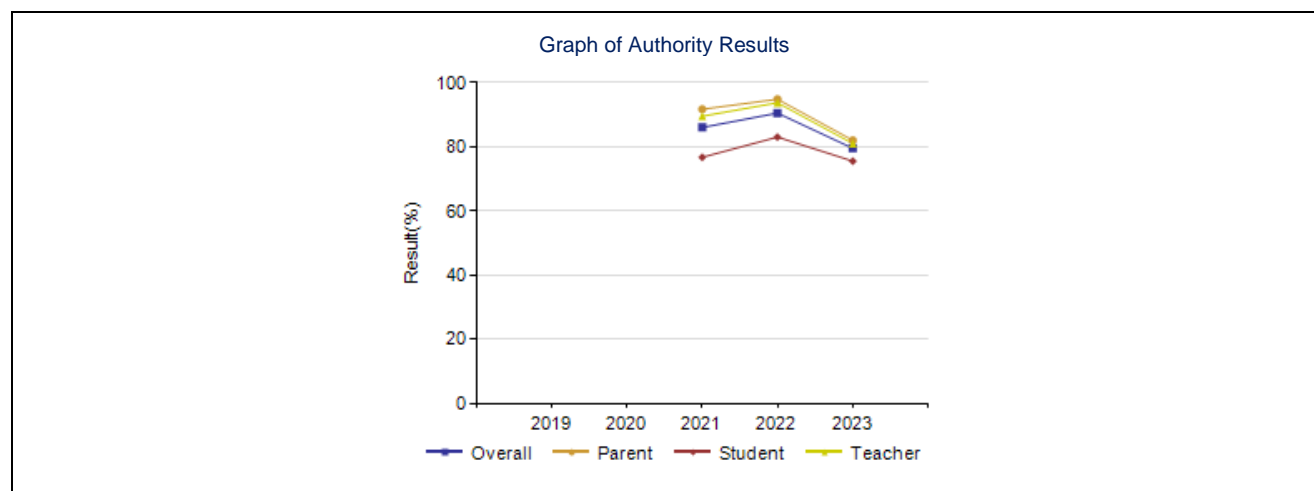
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Student Learning Engagement – Measure Details

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

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	135	86.0	153	90.5	240	79.5	n/a	Declined Significantly	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	24	91.7	20	94.8	21	82.0	n/a	Declined	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	76	76.7	101	83.0	180	75.5	n/a	Declined	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	35	89.5	32	93.7	39	81.0	n/a	Declined	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

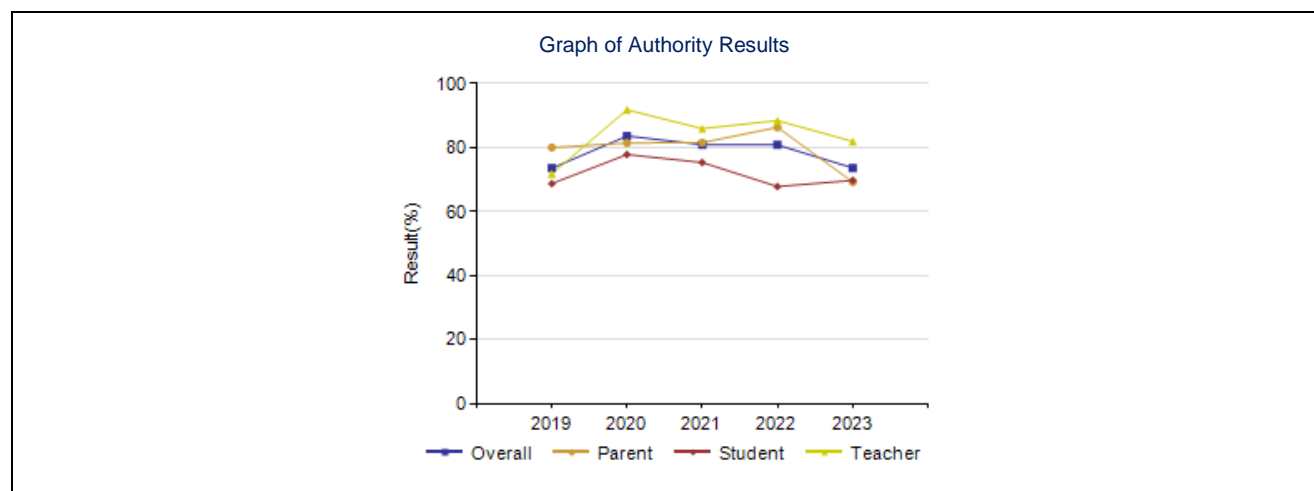


Notes:

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

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	115	73.5	150	83.6	135	80.9	152	80.8	240	73.6	Intermediate	Declined Significantly	Issue	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	16	80.0	29	81.4	24	81.5	20	86.3	21	69.2	Intermediate	Declined	Issue	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	77	68.7	99	77.8	76	75.3	101	67.8	180	69.7	High	Maintained	Good	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	22	71.8	22	91.8	35	85.9	31	88.4	39	81.9	Low	Maintained	Issue	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3



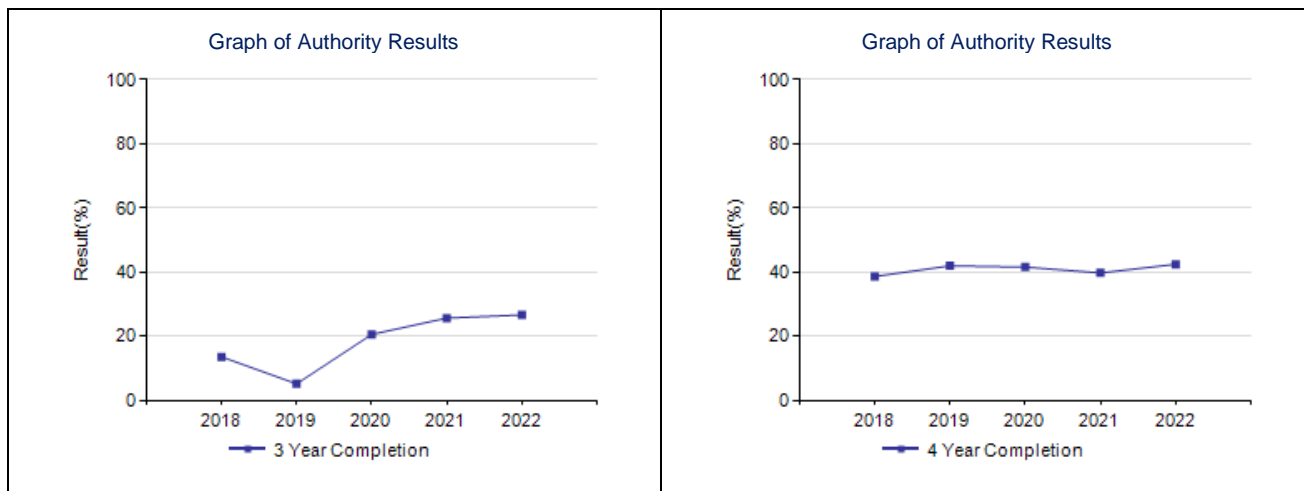
Notes:

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

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

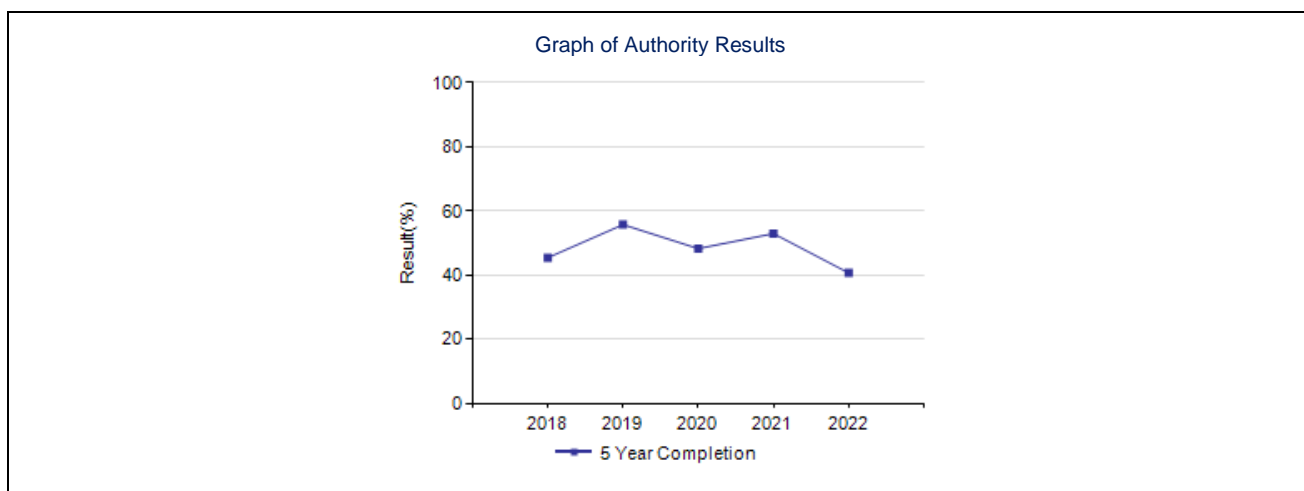
	Authority													Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	33	13.5	20	5.1	19	20.5	26	25.6	37	26.6	Very Low	Maintained	Concern	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	29	38.6	31	41.9	19	41.5	17	39.7	26	42.4	Very Low	Maintained	Concern	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	17	45.4	29	55.7	31	48.2	19	52.9	17	40.6	Very Low	Maintained	Concern	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6



Notes:

6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
7. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

High School Completion Rate – Measure Details

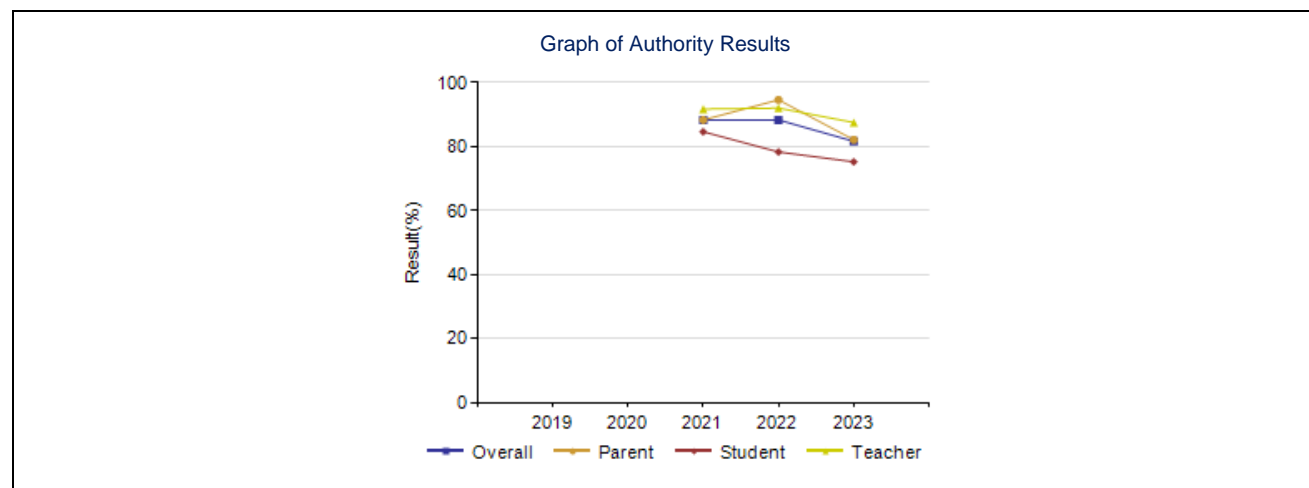


Notes:

8. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
9. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

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

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	136	88.2	153	88.3	240	81.6	n/a	Declined	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	24	88.3	20	94.6	21	82.1	n/a	Declined	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	77	84.6	101	78.3	180	75.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	35	91.7	32	92.0	39	87.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0



Notes:

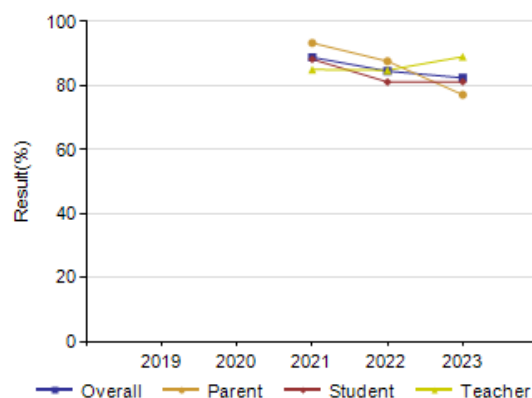
10. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
11. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends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

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	136	88.8	151	84.5	239	82.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	24	93.3	20	87.6	21	77.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	77	88.2	101	81.1	180	81.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	35	85.0	30	84.8	38	89.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Graph of Authority Results

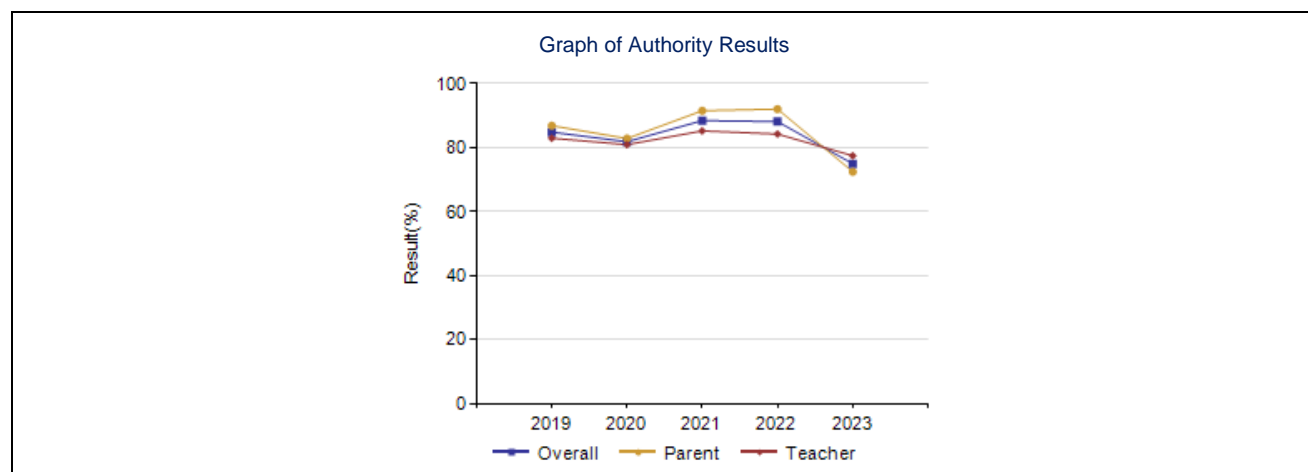


Notes:

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

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	38	84.8	51	81.8	60	88.4	55	88.1	60	74.9	Intermediate	Declined	Issue	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	16	86.8	29	82.8	24	91.4	20	92.0	21	72.4	High	Declined	Acceptable	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	22	82.9	22	80.9	36	85.2	35	84.2	39	77.4	Very Low	Maintained	Concern	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7



Notes:

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

Spring 2022 Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	Third Academy International Lt			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	2.6	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	7.8	7.5	6.6	2.3	2.6	2.6	Low	Maintained	Issue
In-Service Jurisdiction Needs	81.2	66.0	75.0	83.7	84.9	85.1	Low	Maintained	Issue
Lifelong Learning	81.7	86.0	70.5	81.0	82.1	72.0	High	Improved	Good
Program of Studies	75.8	78.3	77.6	82.9	81.9	82.3	Intermediate	Maintained	Acceptable
Program of Studies - At Risk Students	84.0	89.2	88.8	81.9	82.7	84.8	Intermediate	Declined	Issue
Rutherford Scholarship Eligibility Rate	44.7	50.0	54.5	70.2	68.0	66.4	Very Low	Maintained	Concern
Safe and Caring	90.9	92.6	90.5	88.8	90.0	89.2	Very High	Maintained	Excellent
Satisfaction with Program Access	63.9	65.3	71.5	72.6	71.8	74.1	Very Low	Declined	Concern
School Improvement	79.2	79.2	83.0	74.2	81.4	81.3	High	Maintained	Good
Transition Rate (6 yr)	19.1	28.6	20.9	60.3	60.0	59.8	Very Low	Maintained	Concern
Work Preparation	85.2	88.9	79.4	84.9	85.7	83.5	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.

Fall 2023 Required Alberta Education Assurance Measures – Overall Summary

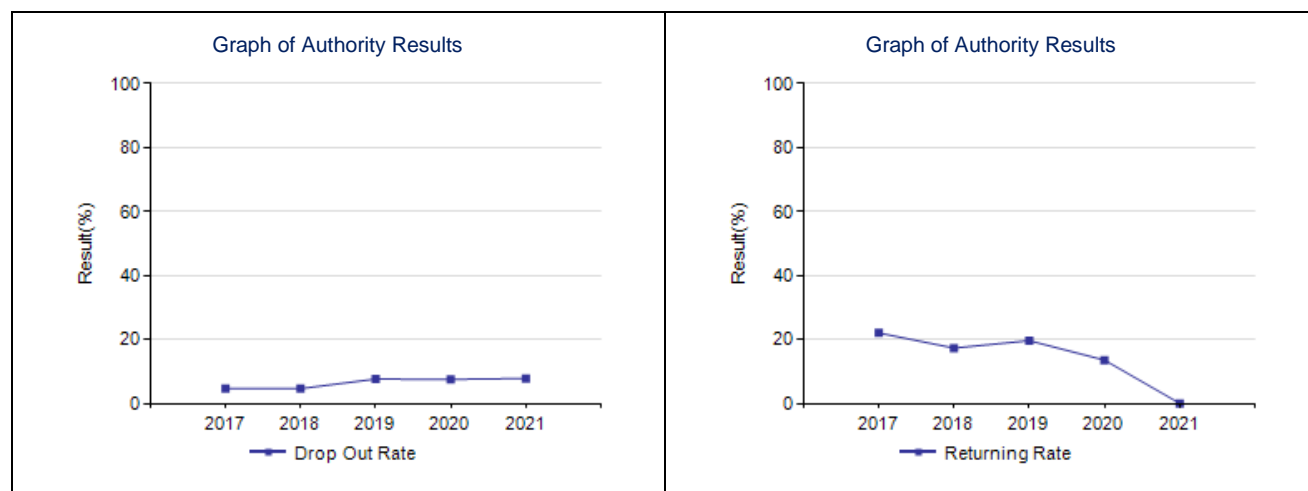
Measure	Third Academy International Lt			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	0.0	n/a	5.1	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	7.1	7.8	7.6	2.5	2.3	2.5	Low	Maintained	Issue
In-Service Jurisdiction Needs	76.9	81.2	77.0	82.2	83.7	84.3	Low	Maintained	Issue
Lifelong Learning	72.1	81.7	76.6	80.4	81.0	76.8	Intermediate	Maintained	Acceptable
Program of Studies	74.4	75.8	78.4	82.9	82.9	82.6	Intermediate	Maintained	Acceptable
Program of Studies - At Risk Students	83.0	84.0	87.5	81.2	81.9	83.4	Low	Declined	Issue
Rutherford Scholarship Eligibility Rate	53.3	44.7	52.8	71.9	70.2	68.3	Low	Maintained	Issue
Safe and Caring	84.9	90.9	91.4	87.5	88.8	89.1	High	Declined	Acceptable
Satisfaction with Program Access	61.2	63.9	70.6	72.9	72.6	73.9	Very Low	Declined	Concern
School Improvement	74.2	79.2	82.5	75.2	74.2	77.9	Intermediate	Declined	Issue
Transition Rate (6 yr)	33.3	19.1	25.4	59.7	60.3	60.2	Very Low	Maintained	Concern
Work Preparation	68.6	85.2	81.4	83.1	84.9	84.5	Low	Declined	Issue

Notes:

16. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
17. Participation in the Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Drop Out Rate	127	4.6	93	4.6	99	7.6	126	7.5	166	7.8	Low	Maintained	Issue	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6		
Returning Rate	10	22.0	8	17.3	8	19.6	9	13.5	11	0.0	n/a	n/a	n/a	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1		



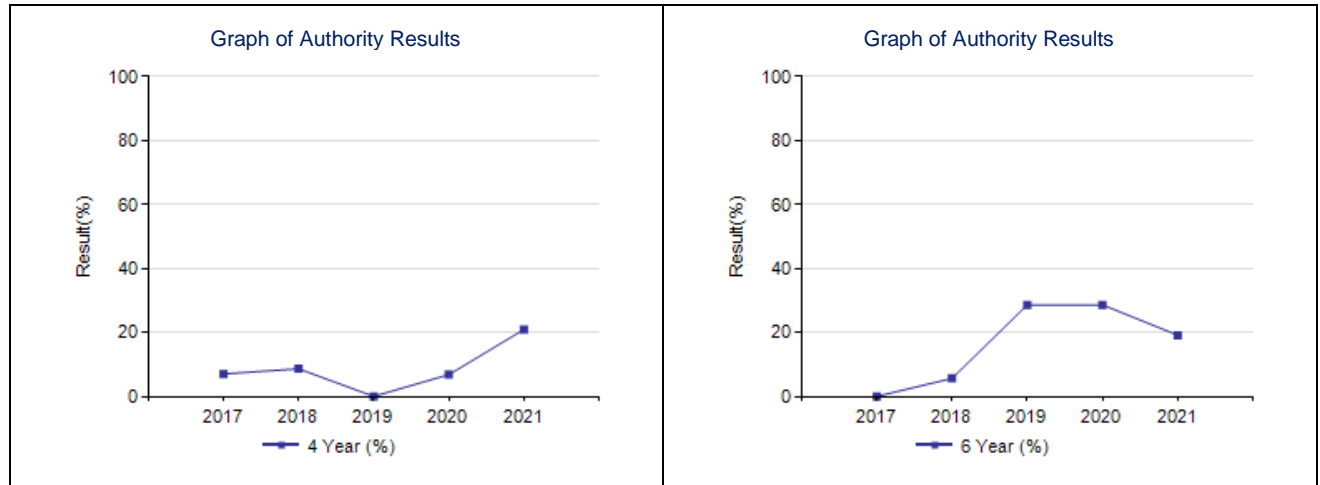
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

High School to Post-Secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	Authority										Measure Evaluation			Province											
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
4 Year Rate	17	7.0	29	8.6	31	0.0	19	6.8	17	20.9	Very Low	Improved	Issue	44,841	39.4	44,994	40.2	44,980	40.9	45,351	40.5	46,242	41.2		
6 Year Rate	16	0.0	22	5.6	17	28.6	29	28.6	31	19.1	Very Low	Maintained	Concern	44,182	59.0	43,728	59.1	44,832	60.3	44,983	60.0	44,966	60.3		



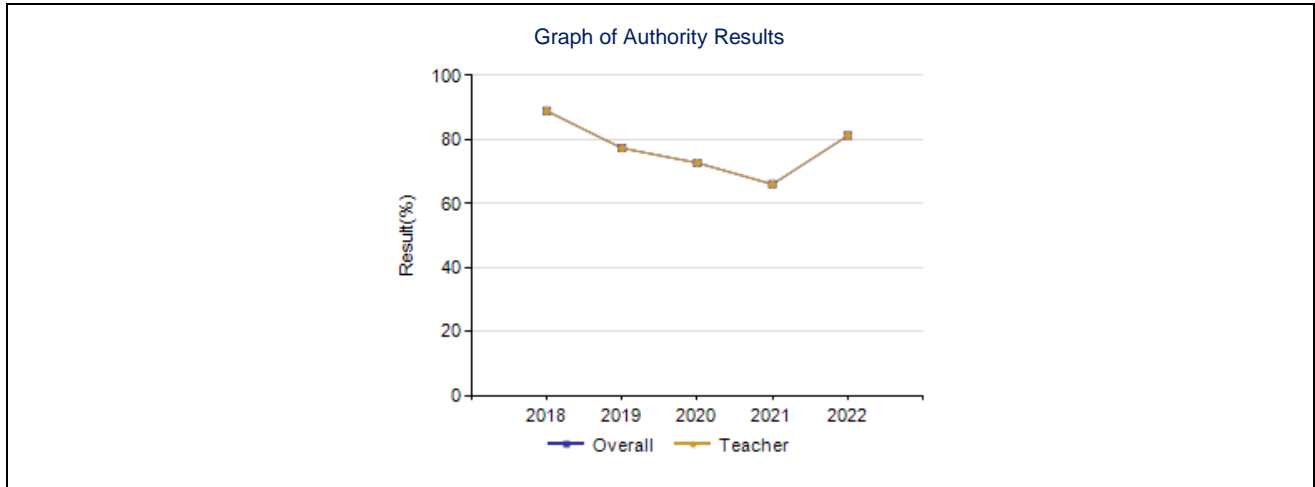
Notes:

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In-Service Jurisdiction Needs– Measure Details

The 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.

	Authority													Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	18	88.9	22	77.3	22	72.7	36	66.0	34	81.2	Low	Maintained	Issue	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7
Teacher	18	88.9	22	77.3	22	72.7	36	66.0	34	81.2	Low	Maintained	Issue	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7



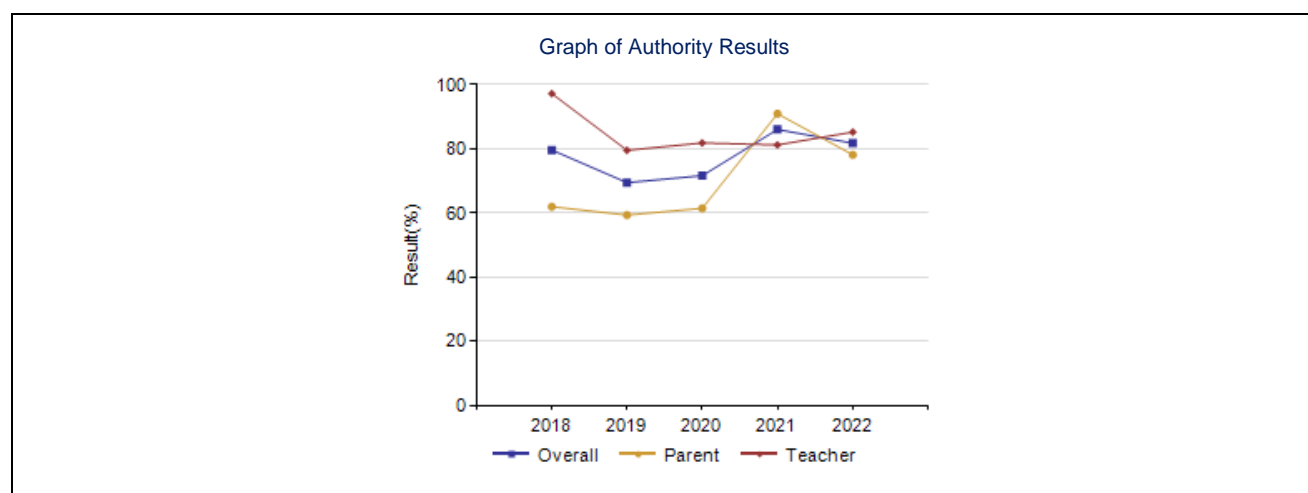
Notes:

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

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	39	79.6	36	69.4	51	71.6	59	86.9	53	81.7	High	Improved	Good	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0
Parent	21	61.9	14	59.3	29	61.4	24	90.4	20	78.1	Very High	Improved	Excellent	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6
Teacher	18	97.2	22	79.5	22	81.8	35	81.5	33	85.2	Intermediate	Maintained	Acceptable	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4



Notes:

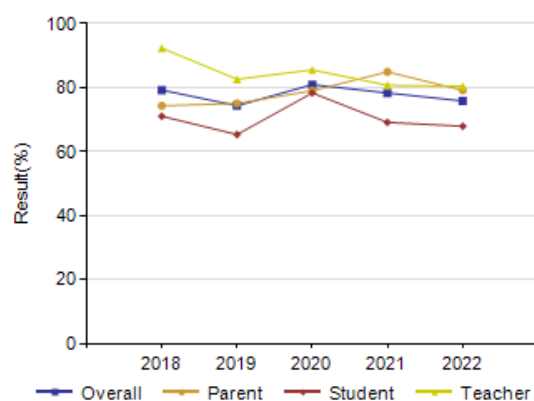
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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. A "N/A" response was added to the AEA survey in 2020/21, allowing respondents to clearly indicate when a question was not applicable. Unlike "Don't Know", a response of "N/A" does not count towards the total number of responses in the survey result. Caution should be used when interpreting trends over time.

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	106	79.2	86	74.3	115	80.9	122	78.3	130	75.8	Intermediate	Maintained	Acceptable	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9
Parent	23	74.3	16	75.0	29	79.0	24	84.9	20	79.1	High	Maintained	Good	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4
Student	65	71.0	48	65.3	64	78.3	63	69.1	78	67.9	Intermediate	Maintained	Acceptable	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9
Teacher	18	92.3	22	82.6	22	85.5	35	80.7	32	80.4	Low	Maintained	Issue	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3

Graph of Authority Results

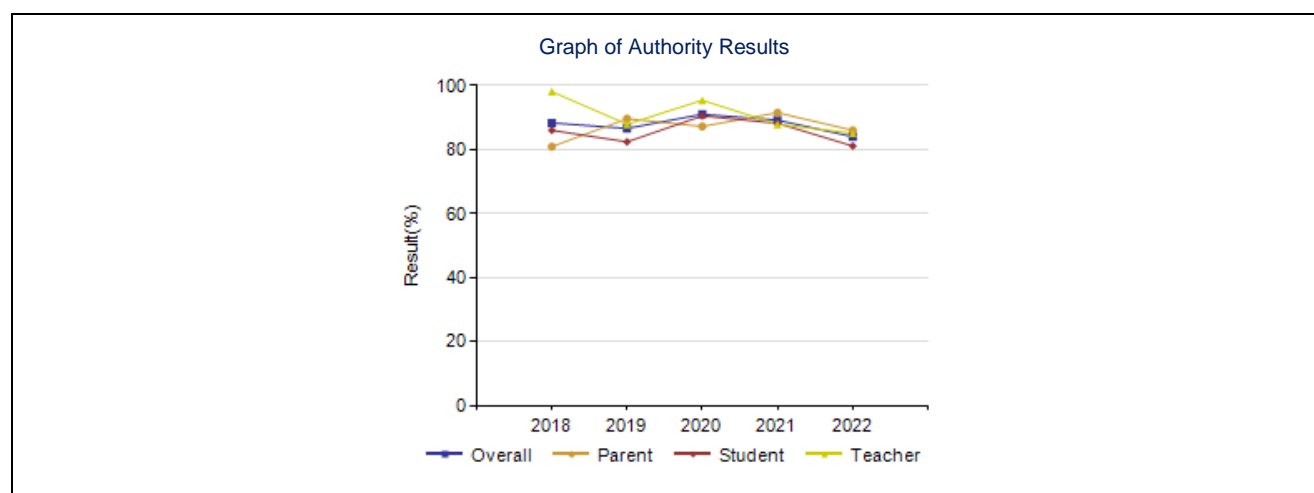


Notes:

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

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	143	88.3	115	86.6	150	91.0	136	89.2	151	84.0	Intermediate	Declined	Issue	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9
Parent	23	80.9	16	89.6	29	87.2	24	91.5	20	86.0	Very High	Maintained	Excellent	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3
Student	102	86.0	77	82.4	99	90.5	77	88.2	101	81.1	Intermediate	Maintained	Acceptable	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1
Teacher	18	98.1	22	87.9	22	95.4	35	87.9	30	85.1	Very Low	Maintained	Concern	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3



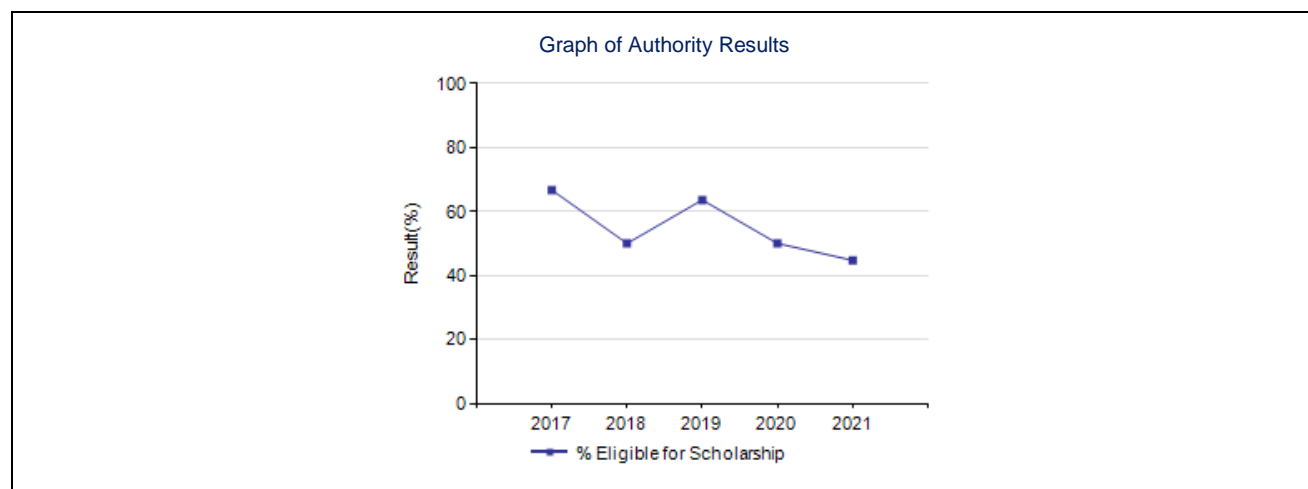
Notes:

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

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																					
	Authority										Measure Evaluation			Province							
	2017		2018		2019		2020		2021					2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	24	66.7	24	50.0	33	63.6	32	50.0	38	44.7	Very Low	Maintained	Concern	60,127	63.4	60,559	64.8	58,970	66.6	59,357	68.0

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2017	24	12	50.0	10	41.7	4	16.7	16	66.7
2018	24	9	37.5	9	37.5	1	4.2	12	50.0
2019	33	19	57.6	13	39.4	5	15.2	21	63.6
2020	32	16	50.0	11	34.4	2	6.3	16	50.0
2021	38	16	42.1	16	42.1	5	13.2	17	44.7



Notes:

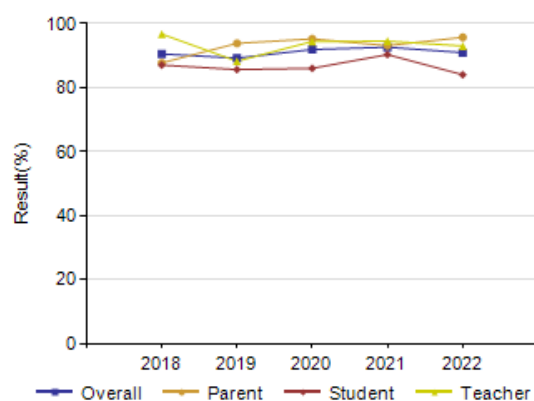
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.
3. Participation in the 2019/20 and 2020/21 Diploma Examinations was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Safe and Caring – Measure Details

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

	Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	143	90.5	115	89.2	149	91.9	136	92.6	153	90.9	Very High	Maintained	Excellent	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	23	87.7	16	93.8	29	95.2	24	93.1	20	95.7	Very High	Maintained	Excellent	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	102	87.0	77	85.6	98	86.0	77	90.3	101	84.0	Very High	Maintained	Excellent	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	18	96.7	22	88.2	22	94.4	35	94.5	32	93.0	Intermediate	Maintained	Acceptable	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3

Graph of Authority Results



Notes:

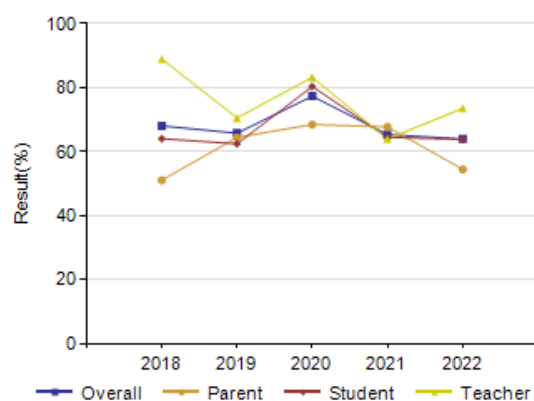
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends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

Satisfaction with Program Access – Measure Details

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

	Authority													Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	140	68.0	114	65.7	149	77.3	134	65.3	151	63.9	Very Low	Declined	Concern	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6
Parent	21	51.0	16	64.4	29	68.4	24	67.7	19	54.4	Low	Maintained	Issue	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4
Student	101	64.0	76	62.4	98	80.3	77	64.4	100	63.8	Very Low	Declined	Concern	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5
Teacher	18	88.9	22	70.5	22	83.2	33	63.9	32	73.5	Low	Maintained	Issue	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0

Graph of Authority Results



Notes:

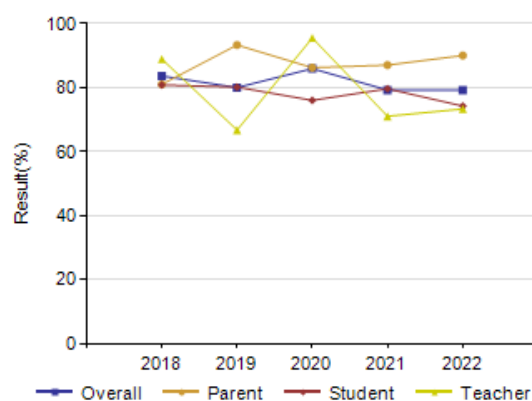
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends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

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	141	83.6	113	80.0	150	85.9	130	79.0	151	79.2	High	Maintained	Good	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2
Parent	21	81.0	15	93.3	29	86.2	23	87.0	20	90.0	Very High	Maintained	Excellent	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0
Student	102	80.8	77	80.1	99	76.0	76	79.6	101	74.2	Intermediate	Maintained	Acceptable	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3
Teacher	18	88.9	21	66.7	22	95.5	31	71.0	30	73.3	Intermediate	Maintained	Acceptable	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3

Graph of Authority Results



Notes:

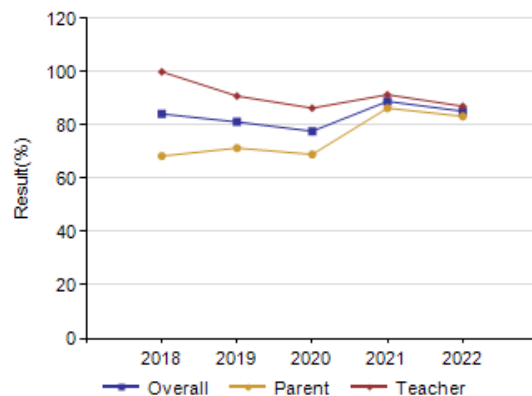
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends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

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	37	84.2	36	81.2	51	77.7	57	88.9	49	85.2	High	Maintained	Good	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9
Parent	19	68.4	14	71.4	29	69.0	22	86.4	18	83.3	Very High	Maintained	Excellent	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3
Teacher	18	100.0	22	90.9	22	86.4	35	91.4	31	87.1	Low	Maintained	Issue	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5

Graph of Authority Results



Notes:

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

Student Growth and Achievement

Long Term Goal: All students will have access to a world class education such that they will realize their fullest human potential

Long Term Goal: Student success is demonstrated on an ongoing basis

Long Term Goal: Ministerial Order on Student Learning enabled

Results/Outcomes	Priorities	Strategies	Measures
<ul style="list-style-type: none"> AbEd May 2022 Assurance Measures Citizenship: 80.8% Overall Result: Good Work Preparation: 85.2% Overall Result: Good AbEd Fall 2023 Assurance Measures Citizenship: 73.6% Overall Result: Issue Work Preparation: 68.6 % Result: Issue Local Results: COGNIA eleot May 2022: 3.62/4.00 COGNIA TOT December 2022: 3.53/4.00 November 2023: 3.49/4.00 	Citizenship	<ul style="list-style-type: none"> ursa/LYNX: Initiate Personal Development Program Third/ursa/LYNX: Initiate Student Volunteer Program ursa/LYNX: Initiate Parent Volunteer Program Third: Improve Parent Volunteer Program ursa/LYNX: Initiate Career Fairs/Vocational Counselling Third Schools: Initiate Alumni Network Third Schools: Embed Communication Plan Personal Development program to include citizenship components 	<ul style="list-style-type: none"> AbEd: May 2021/May 2022 Assurance Measures Local: Satisfaction Surveys Local: Graduate tracking Local: COGNIA eProve surveys: eleot and Teacher Observation Tool Local: COGNIA Formative Assessments
<ul style="list-style-type: none"> AbEd May 2022 Assurance Measures Program of Studies at Risk Students: 84.0% Overall Result: Issue Education Quality: 89.0% Overall Result: Good Student Learning Engagement: 90.5% Overall Result: n/a AbEd Fall 2023 Assurance Measures Program of Studies at Risk Students: 83.0% Overall Result: Issue Education Quality: 83.4% Overall Result: Issue Student Learning Engagement: 79.5% Overall Result: n/a Local Results: COGNIA eleot May 2022: 3.62/4.00 COGNIA TOT December 2022: 3.53/4.00 	Engage Intellectually	<ul style="list-style-type: none"> Third Schools: Initiate PLCs ursa: Shift Grs 9-12 from Parent Directed to Shared Responsibility ursa/LYNX: Initiate Student Exchange programs Third Schools: Embed Communication Plan 	<ul style="list-style-type: none"> AbEd: May 2021/May 2022 Assurance Measures Local: COGNIA eProve surveys: eleot and Teacher Observation Tool Local: COGNIA Formative Assessments

November 2023: 3.49/4.00			
<ul style="list-style-type: none"> AbEd May 2022 Assurance Measures School Improvement: 79.2% Result: Good AbEd Fall 2023 Assurance Measures School Improvement: 74.2% Result: Issue Local Result: COGNIA eleot May 2022: 3.62/4.00 COGNIA Teacher Observation Tool December 2022: 3.53/4.00 November 2023: 3.49/4.00 	Grow Continuously	<ul style="list-style-type: none"> Third Schools: Improve High School completion rate ursa: improve 'tailor made' programming Third Schools: improve Transition Rate (6 year) to postsecondary Third Schools: Initiate Alumni Network Third Schools: Embed Communication Plan 	<ul style="list-style-type: none"> AbEd: May 2021/2022 Assurance Measures Local: pre and post standardized testing Local: Satisfaction Surveys Local: COGNIA eProve surveys: eleot and Teacher Observation Tool Local: COGNIA formative assessments

Early Years Literacy Assessments 2022/23

Grade Level	Instruments	At Risk Student Fall 2022	At Risk Student Spring 2023	Students at Risk at the End of School Year (2022/23) by Grade Level	Average Number of Months Behind after Initial Assessments for At Risk Students	Average Number of Months Gained at Grade Level after Administration of the Final Assessments
1	LeNS, CC3	10	8	8	18.9	6.9
2	LeNS, CC3	5	5	5	27	9
3	LeNS, CC3	10	9	9	24	9
1-3 (Total)		25	22	22	23.3 (Avg.)	8.3 (Avg.)

Early Years Literacy Assessments 2023/24

Grade Level	Instruments	At Risk Student Fall 2023	At Risk Student Spring 2024	Students at Risk at the End of School Year (2023/24) by Grade Level	Average Number of Months Behind after Initial Assessments for At Risk Students	Average Number of Months Gained at Grade Level after Administration of the Final Assessments
1	LeNS, CC3	5			9.6	
2	LeNS, CC3	9			17.4	
3	LeNS, CC3	5			24	
1-3 (Total)	LeNS, CC3	19			17 (Avg.)	

Summary of Support Strategies for Students Identified as being at risk at each Grade level:
For all Grades 1-3: individualized and leveled literacy groupings, regularly scheduled SLP and OT interventions, instructional aides, Literacy specialist.

Early Years Numeracy Assessments 2022/2023

Grade Level	Instruments	At Risk Student Fall 2022	At Risk Student Spring 2023	Students at Risk at the End of School Year (2022/23) by Grade Level	Average Number of Months Behind after Initial Assessments for At Risk Students	Average Number of Months Gained at Grade Level after Administration of the Final Assessments
1	Key Math 3	10	9	9	16.8	5.8
2	Key Math 3	8	8	8	17.6	5.1
3	Key Math 3	14	11	11	26.9	9.7
1-3 (Total)		32	28	28	20.4 (Avg.)	6.9 (Avg.)

Early Years Math Assessments 2023/24

Grade Level	Instruments	At Risk Student Fall 2023	At Risk Student Spring 2024	Students at Risk at the End of School Year (2023/24) by Grade Level	Average Number of Months Behind after Initial Assessments for At Risk Students	Average Number of Months Gained at Grade Level after Administration of the Final Assessments
1	Key Math 3	6			10.8	
2	Key Math 3	9			18.5	
3	Key Math 3	8			22.8	
1-3 (Total)		23			17.4 (Avg.)	

Summary of Support Strategies for Students Identified as being at risk at each Grade level:
For all Grades 1-3: individualized and leveled numeracy groupings, regularly scheduled SLP and OT interventions, instructional aides, Numeracy specialist.

Teaching and Leading

Long Term Goal: All students have an excellent teacher
Long Term Goal: All teachers demonstrate professional growth
Long Term Goal: All leaders demonstrate professional growth
Long Term Goal: Bold yet sustainable system improvement

Results/Outcomes	Priorities	Strategies	Measures
<ul style="list-style-type: none"> • AbEd May 2022 Assurance Measures Program of Studies at Risk Students: 84.0% Overall Result: Issue Education Quality: 89.0% Overall Result: Good • AbEd Fall 2023 Assurance Measures Program of Studies at Risk Students: 83.0% Overall Result: Issue Education Quality: 83.4% Overall Result: Issue • Local Result: COGNIA eleot May 2022: 3.62/4.00 COGNIA TOT December 2022: 3.53/4.00 November 2023: 3.49/4.00 	Teaching Quality Standard	<ul style="list-style-type: none"> • Third Schools: Embed High Quality Professional Development • Third Academy/ursa: Improve High Quality Professional Development • LYNX: Initiate High Quality Professional Development • Third Schools: Embed Staff evaluation processes within a context of a professional learning community • Third Schools: Improve mentorship program 	<ul style="list-style-type: none"> • AbEd: May 2021 Assurance Measures • Local: Satisfaction Surveys • Local: Enrollment trend • Local: Staff retention rates • Local: COGNIA eProve surveys • Local: COGNIA formative assessments
<ul style="list-style-type: none"> • AbEd May 2022 Assurance Measures School Improvement: 79.2% Overall Result: Good Education Quality: 89.0% Overall Result: Good • AbEd Fall 2023 Assurance Measures School Improvement: 74.2% Overall Result: Issue Education Quality: 83.4% Overall Result: Issue • Local Results: Satisfaction Surveys: N/A Enrollment Trend: Significant growth in September 2022 is stabilized going forward Staff Retention Rate: N/A Internal & External Evaluation: N/A COGNIA eleot May 2022: 3.62/4.00 COGNIA TOT December 2022: 3.53/4.00 November 2023: 3.49/4.00 	Leadership Quality Standard	<ul style="list-style-type: none"> • Third Schools: Improve High Quality Professional Development • Third Academy/ursa: Initiate 'L' endorsement certification for Leadership candidates • Third Academy/ursa/LYNX: Initiate School Based Education Plans • Third Schools: Initiate External Leadership evaluation processes within a context of a professional learning community • Third Schools: Initiate mentorship program 	<ul style="list-style-type: none"> • AbEd: May 2021 Assurance Measures • Local: Satisfaction Surveys • Local: Enrollment trend • Local: Staff retention rates • Local: Internal & External Evaluation • Local: COGNIA eProve surveys • Local: COGNIA formative assessments

<ul style="list-style-type: none"> • AbEd May 2022 Assurance Measure Education Quality: 89.0% Overall Result: Good • AbEd Fall 2023 Assurance Measure Education Quality: 83.4% Overall Result: Issue • Local Results: Satisfaction Surveys: N/A Enrollment Trend: Significant growth in September 2022 is stabilized going forward Staff Retention Rate: N/A Internal & External Evaluation: N/A COGNIA eleot May 2022: 3.62/4.00 COGNIA TOT December 2022: 3.53/4.00 November 2023: 3.49/4.00 	<p>Quality Program Delivery</p>	<ul style="list-style-type: none"> • Third Schools: Embed High Quality Professional Development • Third Schools: Embed HR Strategies including staff support, high expectations, and staff assignment • Third Academy: improve Technology Integration • ursa: Embed Technology Integration • Third Schools: Embed Communication Plan 	<ul style="list-style-type: none"> • Local: Satisfaction Surveys • Local: Enrollment trend • Local: Staff retention rates • Local: COGNIA eProve surveys • Local: COGNIA formative assessments
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Professional Learning, Supervision and Evaluation: Pursuant to Third Schools Teacher Growth, Supervision and Evaluation Policy <https://thirdacademy.ca/newsite/wp-content/uploads/2022/10/Teacher-Growth-Supervision-and-Evaluation-Policy.pdf>, Third Schools reports its ongoing commitment to supporting teaching and leadership quality through professional learning, supervision, and evaluation processes. Teacher and Leadership professional learning is a joint responsibility shared by Third Schools and each Teacher/Leader professional.

Ongoing professional development opportunities include: Wednesday school based professional development; System Wide professional development 6 time per year; Professional Development week in February enabling attendance at the AISCA Teacher Convention, ATA Calgary City Teachers Convention, and self-directed PD; Calgary Regional Consortium and Edmonton Regional Learning Consortium; External PD opportunities including DLAC, CanELearn Network, Autism Conference, BlendEd Conference, ATLE Conferences, Handle With Care, COGNIA Impact. 2022-2023 also saw the establishment of Professional Learning Communities- Literacy, Numeracy, Physical Literacy, Expressive Arts, Educational Technology, and Autism- across the system. Finally, a mentorship program has been established for those with Leadership endorsements involving internal and external mentors.

In terms of supervision and evaluation, Third Schools has a long established process including: TPGP development/review; informal and formal evaluation tools including Observational Checklists, Action Plans, Formal Observations, COGNIA TOT and *eleot* instruments, and ongoing supervision of Teachers by Principals. At the Head of Schools level, the Board conducts external and internal evaluation.

Learning Supports

Long Term Goal: Parental choice supported by programming streams

Long Term Goal: Programming streams provide children & student access to best possible programming

Long Term Goal: Programming innovation supports principles of inclusion

Long Term Goal: Resourcing supports innovation

Long Term Goal: FNMI students will demonstrate success equivalent to their peers.

Long Term Goal: In the spirit of reconciliation, we will develop the wisdom that will lead to peace, honour rights, invite inclusion of our FNMI neighbours, and respect Canada's greatest diversity for generations to come.

Long Term Goal: Outcomes, measures and strategies that address First Nations, Métis and Inuit student success and ensure all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools also known as 'foundational knowledge'.

Results	Priorities	Strategies	Measures
<ul style="list-style-type: none"> AbEd May 2022 Assurance Measures School Improvement:79.2% Overall Result: Good AbEd Fall 2023 Assurance Measures School Improvement:74.2% Overall Result: Issue Local Results: Satisfaction Surveys: N/A Enrollment Trend: Significant growth in September 2022 is stabilized going forward Staff Retention Rate: N/A Internal & External Evaluation: N/A COGNIA eleot May 2022: 3.62/4.00 COGNIA TOT December 2022: 3.53/4.00 November 2023: 3.49/4.00 	Resource Allocation	<ul style="list-style-type: none"> Third Academy/ursa/LYNX: Initiate School Based Education Plans Third Schools: Embed Communication Plan Third Schools: Embed FMNI foundational knowledge in Professional Development Third Schools: Embed diversification of staffing to include FNMI peoples and those with experience Third Schools: Improve engagement of elders Third Academy: access Jordan's Principle Funding 	<ul style="list-style-type: none"> AbEd: May 2021/2022 Assurance Measures Local: Satisfaction Surveys Local: Enrollment trend Local: Staff retention rates Local: COGNIA eProve surveys Local: COGNIA formative assessments
<ul style="list-style-type: none"> AbEd May 2022 Accountability Pillar Safe & Caring: 90.9% Overall Result: Excellent AbEd Fall 2023 Accountability Pillar Safe & Caring: 84.9% Overall Result: Acceptable Local Results: 	Welcoming, Caring, Respectful, and Safe Learning Environments	<ul style="list-style-type: none"> Third Academy/ursa/LYNX: Initiate School Based Education Plans Academy/ursa/LYNX: Improve Student/Parent/Staff Codes of Conduct Third Schools: Embed FMNI foundational 	<ul style="list-style-type: none"> AbEd: May 2021/2022 Assurance Measures Local: Satisfaction Surveys Local: Enrollment trend Local: Staff retention rates

<p>Satisfaction Surveys: N/A Significant growth in September 2022 is stabilized going forward Staff Retention Rate: N/A Internal & External Evaluation: N/A COGNIA elect May 2022: 3.62/4.00 COGNIA TOT December 2022: 3.53/4.00 November 2023: 3.49/4.00</p>		<p>knowledge in Professional Development</p> <ul style="list-style-type: none"> • Third Schools: Embed Communication Plan 	<ul style="list-style-type: none"> • Local: COGNIA eProve surveys • Local: COGNIA formative assessments
<ul style="list-style-type: none"> • AbEd May 2022 Inclusive Education Report Student Inclusion: 90.6% Supported Families: 85.4% • AbEd Fall 2023 Inclusive Education Report Data no longer available • Local Results: Satisfaction Surveys: N/A Enrollment Trend: Significant growth in September 2022 is stabilized going forward Staff Retention Rate: Internal & External Evaluation: N/A COGNIA elect May 2022: 3.62/4.00 COGNIA TOT December 2022: 3.53/4.00 November 2023: 3.49/4.00 	Inclusive Learning	<ul style="list-style-type: none"> • Third Schools: Embed High Quality Professional Development • Third Schools: Embed FMNI foundational knowledge in Professional Development • Third Schools: Embed HR Strategies including staff selection • Third Academy/ursa: Improve Family supports including 'virtual coffee nights' • Third Academy/ursa: Initiate Parent education opportunities • Third Schools: Embed diversification of staffing to include FNMI peoples and those with experience 	<ul style="list-style-type: none"> • AbEd: May 2021/2022 Assurance Measures • Local: Satisfaction Surveys • Local: Enrollment trend • Local: Staff retention rates • Local: COGNIA eProve surveys • Local: COGNIA formative assessments
<ul style="list-style-type: none"> • Local Results: Satisfaction Surveys: N/A Enrollment Trend: Significant growth in September 2022 is stabilized going forward Staff Retention Rate: N/A Internal & External Evaluation: N/A COGNIA elect May 2022: 3.62/4.00 COGNIA TOT December 2022: 3.53/4.00 November 2023: 3.49/4.00 	Meeting the needs of the community we serve and the public at large	<ul style="list-style-type: none"> • Third Academy: Improve Parent education opportunities • ursa: Initiate PAC • Third Academy: Improve PAC engagement • Third Schools: Initiate community engagement to service clubs • Third Schools: Embed community engagement beyond memberships in AISCA, IPSF, COGNIA, Aspire, CANeLEARN, Instructure, Search Institute, Autism Calgary, ASCD, Brown Bagging for Calgary Kids, Kids up Front 	<ul style="list-style-type: none"> • Local: Satisfaction Surveys • Local: Enrollment trend • Local: Staff retention rates • Local: COGNIA eProve survey • Local: COGNIA formative assessments

		<ul style="list-style-type: none"> • Third Schools: Initiate collaboration with service clubs, Innovate Calgary, Rainforest Alberta, Child & Nature Alliance of Canada • Third Schools: Improve collaboration with AHEA, SHINE, INSPIRE, CHE • Third Schools: Embed collaboration with other Private ECS Operators and Independent Schools Renfrew Education Services, Providence, Lead Foundation, Great Journeys Learning Center, Webber Academy, Phoenix Foundation, West Island College, Koinonia@Home, BCS@Home, PACeS, Progressive Academy, WISE, Capstone Engineering Academy • Third Schools: Initiate collaboration with Prince of Peace Lutheran School, Wee Wild Ones, Common Digs Forest School, Junior Explorers Winsport, University of Calgary • Third Schools: Embed collaboration with Tsuut'ina Education • Third Schools: Initiate collaboration with local school boards including CBE, CCSB, RVSD, Foothills • Third Academy: Embed collaboration with AHS and Health Care Professionals in private practice • Third Academy: Embed collaboration with CFS and Social Service Agencies • Third Academy: Improve permanent site in SW Calgary • Third Academy: Initiate option to purchase of dream school building in East Calgary • Third Academy: Improve access to DSEPs 	
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		<p>programming options for children & students with special education needs</p> <ul style="list-style-type: none"> • LYNX: Improve LYNX Canmore • LYNX: Initiate LYNX Canmore, LYNX Bragg Creek, and LYNX Calgary • ursa: Initiate shift from parent directed to shared responsibility programming grades 9-12 • ursa: Initiate new course development • ursa: Initiate outreach in becoming an Education Service Provider to Authorities for Distance Education 	
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Accessing a Continuum of Supports and Services: Third Schools provides access to a continuum of supports and services including Psychological Therapy, Speech & Language Therapy, and Occupational Therapy as well as assessment in all disciplines. These services are contracted. Progress is reported in Report Cards and IPPs.

ECLS, Khan Communication, and Open Parachute Wellbeing supports and services are available to our Home Education community through AISCA coordinated programs.

First Nations, Métis and Inuit Student Success: Third Schools is committed to Truth and Reconciliation. This means recognizing that FMNI students are unique in their needs as well as generally disadvantaged from systemic inequities. The process of embedding understanding and approaches to FMNI perspectives within the culture of Third Schools began many years ago and has included professional development, relationship building, programming including 'Orange Shirt Day' every Wednesday, and invitation to FMNI elders to support system improvement including the appointment of an FMNI elder to the Board of Directors of Third Schools in November 2023.

Local FMNI Nations want their students back, except in the cases of the most significantly challenged for whom resources to support programming do not exist. Success at Jordan's Principle Table to support FMNI students has diminished as JP has taken the view that placement in public schools is the best option for FMNI students, to these students' general detriment. Third Schools is currently developing Distance Learning programming with the hopes of giving access to quality programming to FMNI students living in more remote Nations in Alberta.

Governance

Long Term Goal: Board remains committed to the legislative framework

Long Term Goal: Board remains committed to system purpose

Long Term Goal: Board remains committed to system culture

Long Term Goal: Board Development supports continuous system improvement

Results	Priorities	Strategies	Measures
<ul style="list-style-type: none"> Audited Financial Statement y/e 31 August 2022 demonstrate Budget Report 2021-2022 expectations Budget 2021-2022: Revenue: \$7,874,070 Expenses: \$7,618,225 Surplus: \$255,845 AFS Deficit: (\$260,547) Variance: 202% Audited Financial Statement y/e 31 August 2023 demonstrate Budget Report 2022-2023 expectations Budget 2022-2023: Revenue: \$8,088,556 Expenses: \$7,909,070 Surplus: \$179,486 AFS Surplus: \$30,535 Variance: 83% AbEd May 2022 Assurance Measures School Improvement: 79.2% Overall Result: Good AbEd Fall 2023 Assurance Measures School Improvement: 74.2% Overall Result: Issue Local Results: Satisfaction Surveys: N/A Enrollment Trend: Significant growth in September 2022 is stabilized going forward Staff Retention Rate: N/A Internal & External Evaluation: N/A COGNIA <i>eleot</i> Result May 2022: 3.62/4.00 COGNIA TOT December 2022: 3.53/4.00 November 2023: 3.49/4.00 	stewardship of system resources	<ul style="list-style-type: none"> Third Schools: Initiate AISCA Financial Accountability Template Third Schools: Improve Financial Procedure Manual Third Schools: Improve Donor Relationship Management Third Schools: Improve Friends of Third Academy Network Third Schools: Initiate Friends of ursa and Friends of LYNX Third Schools: Embed Communication Plan 	<ul style="list-style-type: none"> Audited Financial Statement y/e 31 August 2021 AbEd: May 2021 Assurance Measures Local: Satisfaction Surveys Local: Enrollment trend Local: Staff retention rates Local: Internal & External Review Local: COGNIA eProve surveys Local: COGNIA formative assessments
<ul style="list-style-type: none"> AbEd May 2022 Assurance Measures Program of Studies at Risk Students: 84.0 % 	student success	<ul style="list-style-type: none"> Third Schools: Embed resource allocation Third Schools: Embed hiring practices 	<ul style="list-style-type: none"> AbEd: May 2021 Assurance Measures Local: Satisfaction Surveys

<p>Overall Result: Issue Education Quality: 89.0% Overall Result: Good</p> <ul style="list-style-type: none"> AbEd Fall 2023 Assurance Measures Program of Studies at Risk Students: 83% Overall Result: Issue Education Quality: 83.4% Overall Result: Issue Local Results: Satisfaction Surveys: N/A Enrollment Trend: Significant September 2022 growth is stabilized going forward Staff Retention Rate: N/A Internal & External Evaluation: N/A COGNIA eleot May 2022: 3.62/4.00 COGNIA TOT December 2022: 3.53/4.00 November 2023: 3.49/4.00 		<ul style="list-style-type: none"> Third Schools: Embed programming initiatives Third Academy/ursa: Improve facilities 	<ul style="list-style-type: none"> Local: Enrollment trend Local: Staff retention rates Local: COGNIA eProve surveys Local: COGNIA formative assessments
<ul style="list-style-type: none"> AbEd May 2022 Assurance Measures Parental Involvement: 88.1% Overall Result: Excellent AbEd Fall 2023 Assurance Measures Parental Involvement: 74.9% Overall Result: Issue Local Results: Satisfaction Surveys: N/A Enrollment Trend: Significant September 2022 growth is stabilized going forward Staff Retention Rate: N/A Internal & External Evaluation: N/A COGNIA eleot May 2022: 3.62/4.00 COGNIA TOT December 2022: 3.53/4.00 November 2023: 3.49/4.00 Google Analytics: Contact office for Analytics 	generative community engagement	<ul style="list-style-type: none"> Third Schools: Embed culture of local and societal collaboration Third Schools: Embed in engaging with AISCA Third Schools: Initiate rebrand & website Third Academy/ursa/LYNX: Improve websites Third Schools: Improve Run Santa Run! special event Third Schools: Improve marketing position Third Schools: Initiate capital campaign Third Schools: Initiate COGNIA Education Service Agency accreditation 	<ul style="list-style-type: none"> AbEd: May 2021 Assurance Measures Local: Satisfaction Surveys Local: Enrollment trend Local: Staff retention rates Local: Internal & External Review Local: COGNIA eProve surveys Local: COGNIA formative assessments Google Analytics
<ul style="list-style-type: none"> AERR November 2022 Result: reported AERR November 2023 	transparency	<ul style="list-style-type: none"> Third Schools: Embed Communication Plan 	<ul style="list-style-type: none"> AERR November 2021 AERR November 2022

<p>Result: reported</p> <ul style="list-style-type: none"> Annual Report 2021/2022 Result: N/A Annual Report 2022/2023 Result: tbc Local Results: Satisfaction Surveys: N/A Enrollment Trend: Significant September 2022 growth is stabilized going forward 			<ul style="list-style-type: none"> Annual Report 2021/2022 Local Results: Satisfaction Surveys Enrollment Growth
<ul style="list-style-type: none"> AbEd May 2022 Assurance Measures School Improvement: 79.2% Overall Result: Good AbEd Fall 2023 Assurance Measures School Improvement: 74.2% Overall Result: Issue Local Results: Satisfaction Surveys: N/A Enrollment Trend: Significant September 2022 growth is stabilized going forward Staff Retention Rate: N/A Internal & External Review: N/A COGNIA eleot May 2022: 3.62/4.00 COGNIA TOT December 2022: 3.53/4.00 November 2023: 3.49/4.00 	accountability	<ul style="list-style-type: none"> Third Schools: Improve AbEd Assurance Measures Survey participation rates 	<ul style="list-style-type: none"> AbEd: May 2021/2022 Assurance Measures Local: Satisfaction Surveys Local: Enrollment trend Local: Staff retention rates Local: Internal & External Review Local: COGNIA eProve surveys Local: COGNIA formative assessments

LOCAL MEASURES

Part of providing assurance within the new Alberta Education Assurance Framework involves the development, implementation, and reporting of Local Measures. Third Schools is adopting COGNIA's Standards Diagnostic Results as a benchmarking measure.

The Cognia Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on the Cognia Performance Standards. The diagnostic consists of three components built around each of three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity.

New Cognia Performance Standards went into effect in July 2022. They build on many of the themes in the previous standards and stimulate thinking about schooling with significant new concepts. The updated protocol extends the accreditation term from five to six years for

most institutions. It builds in more opportunities for support and collaboration with Cognia, to help Third School's team achieve a shared vision and understanding, and to achieve progress in our improvement initiatives.

One set of standards now applies to all K–12 and postsecondary institutions. The new standards and rubrics exemplify four key characteristics of high-quality schools and systems, demonstrated across the institution:

Healthy culture for learning and coherence with the institution's mission and vision

Leadership for learning—leaders' responsibility for positive impact and influence

Engagement of learning to include all learners and develop their love of learning

Growth in learning, showing learners' readiness for transitions

A new Protocol adopts a six-year cycle, giving more time to implement initiatives, evaluate them, and prepare for our next cycle, and provides additional support for Third Schools.

Other changes include:

Guidance and support from Cognia experts throughout your accreditation and improvement activities

Orientation and training for our team to prepare for success

Self-Assessment phase to gather your evidence and identify your strengths and needs

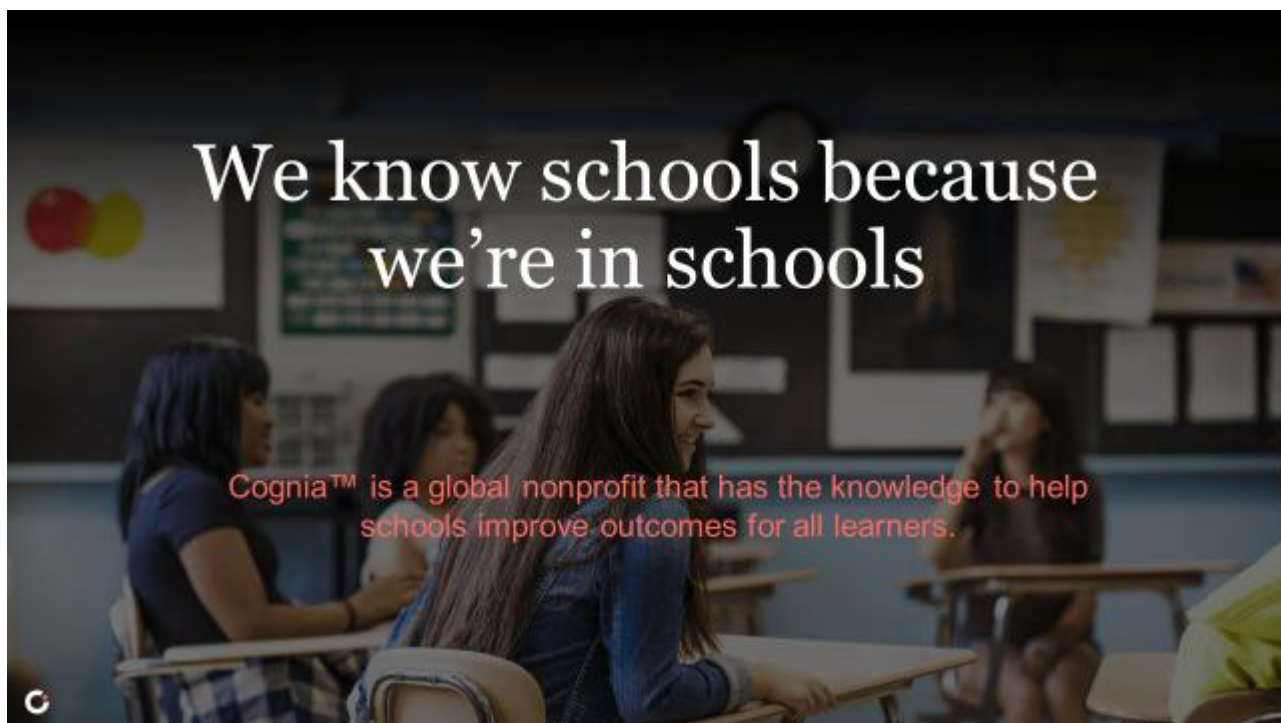
Progress phase, providing more collaboration from Cognia to sustain momentum

Assurance are statements that COGNIA accredited institutions must confirm that they are meeting. The COGNIA Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurance and are expected to correct any deficiencies in unmet Assurances.

Between May 8th and 15th 2021, COGNIA's Accreditation Engagement Review Team determined all COGNIA Assurance statements are being met by Third Schools. An **Institution IEQ of 288.00** was determined as benchmark. The COGNIA Improvement Network IEQ range of institutions accredited over the past 5 years globally was 278.34-288.33.

Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. This formative tool for improvement identifies areas of success and areas in need of focus. The IEQ comprises the Standards Diagnostic ratings from the three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provide information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the findings from the review in the areas of Initiate, Improve, and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within that level. An IEQ in the range of 225–300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

The following Exit Report demonstrates findings of COGNIA's Accreditation Engagement Review Team. It is the professional opinion of the Head of Schools that these finding are very good.



What is Accreditation?

An international protocol for institutions committed to systematic and sustainable improvement:

- Builds capacity of your institution to improve and sustain student learning
- Stimulates and improves effectiveness and efficiency throughout your institution

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The role of the Engagement Review team

- Gather first-hand information to evaluate your institution's performance against the Cognia Performance Standards:
 - Interview stakeholder groups
 - Review documentation you provided
 - Assess the quality of learning environments to gain insights about teaching and learning
- Provide feedback to your institution that helps to focus and guide your improvement journey



Diagnostics to stimulate and guide continuous improvement with a focus on:

- Leadership Capacity
- Learning Capacity
- Resource Capacity



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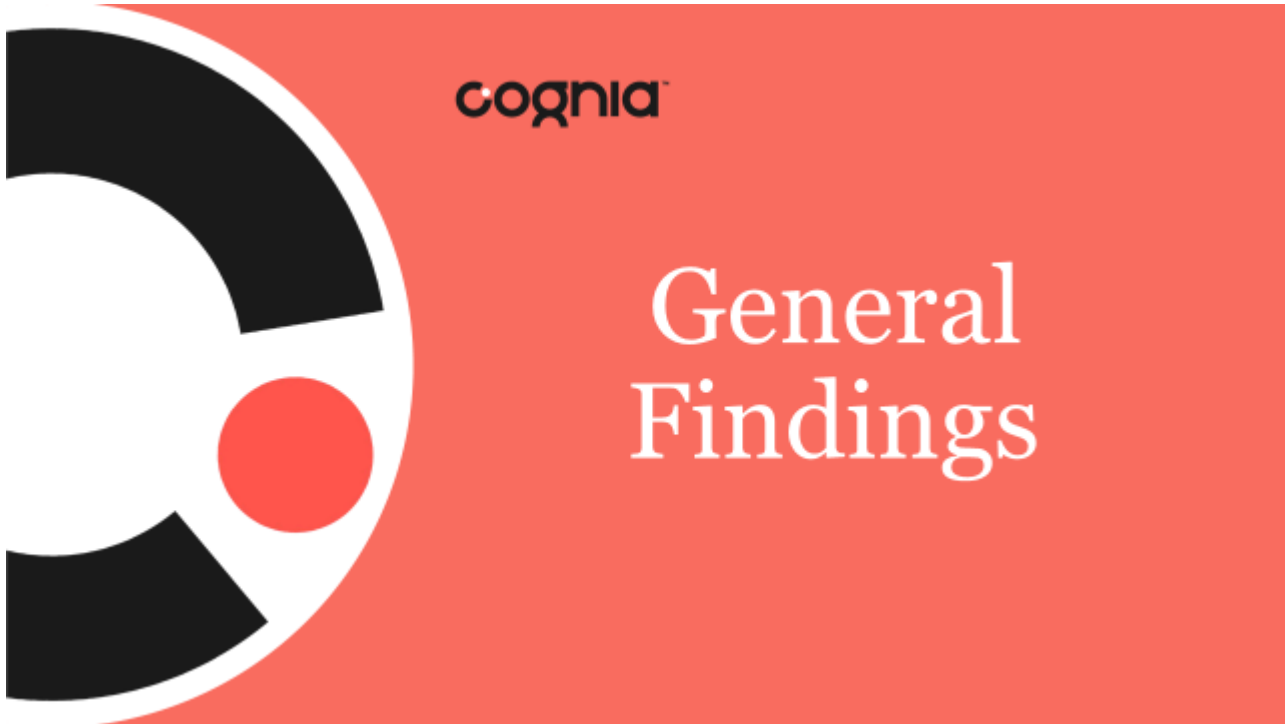
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C

Interviews

Stakeholder Group	Number of Participants
Governing Authority	4
Leaders/Administrators	5
Parents	16
Staff (professional and other)	20
Students	21
Community Members	4
Total:	70

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Initiate: Engagement and the quality of implementation

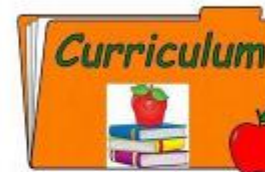
Theme 1: The educational service agency leaders and staff implement programs and services that are positively impacting the varied needs of all stakeholders.



C

Initiate: Engagement and the quality of implementation

Theme #2: The educational service agency is lacking formalized processes to adopt, align, implement, and evaluate curricula for the multiple entities it serves.



C

Improve: The use of results to support improvement, particularly sustaining these results over time

Theme #3: The lack of systemic processes for collecting and analyzing data for decision making is hindering leaders and staff from determining the effectiveness of instruction and programs.



C

Impact: Demonstrating changes to professional practice and organizational culture



Theme #4: All stakeholders are passionately committed to the educational service agency's vision of building relationships to ensure holistic student success.



C

Impact: Demonstrating changes to professional practice and organizational culture



Theme #5: The governing body and director are conscientiously striving to achieve the system's mission by evaluating policies and strategically planning to impact individual learners.



Knowledge is Opportunity



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Action Plan:

Engagement and Quality of Implementation:

- Theme #1: The Educational Service Agency leaders and staff are implementing programs and services that are positively impacting the varied needs of all stakeholders
- Theme #2: The Educational Service Agency is lacking formalized processes to adopt, align, implement and evaluate curricula for the multiple entities it serves

Strategy: Improve communication around purpose and results of pre and post standardised testing, including Acadience, KeyMath, CTBS, and BASC-III

Strategy: Use of November Annual Report to communicate with stakeholders

Strategy: Implementation of stakeholder surveys in February of each academic year to inform Education Plan

Strategy: Principals will be Eleot certified by February 2021

<https://catalog.cognia.org/browse/cogniatools/courses/bp7-eprove-eleot-20-training-certification>

Strategy: The Eleot, a COGNIA diagnostic tool, will be administered in March of each academic year https://www.cognia.org/press_releases/cognias-teacher-observation-tool-helps-schools-take-the-pulse-of-learner-centric-teaching/ in all teaching/learning environments

The use of results to support improvement, particularly the ability to sustain these results over time:

- Theme #3: The lack of systemic processes for collecting and analyzing data for decision making is hindering leaders and staff from determining the effectiveness of instruction and programs

Strategy: Improve communication around purpose and results of pre and post standardised testing, including Castles and Coltheart 3 (CC3), Letter Name-Sound Test (LENS), Acadience Reading Assessments, KeyMath, CTBS, and BASC-III

Strategy: Use of November Annual Report to communicate with stakeholders

Strategy: Implementation of stakeholder surveys in February of each academic year to inform Education Plan

Strategy: Principals will be Eleot certified by February 2021

<https://catalog.cognia.org/browse/cogniatools/courses/bp7-eprove-eleot-20-training-certification>

Strategy: The Eleot, a COGNIA diagnostic tool, will be administered in March of each academic year https://www.cognia.org/press_releases/cognias-teacher-observation-tool-helps-schools-take-the-pulse-of-learner-centric-teaching/ in all teaching/learning environments

Strategy: The Teacher Observation Tool, a COGNIA diagnostic tool, will be administered in December of each academic year

https://www.cognia.org/press_releases/cognias-teacher-observation-tool-helps-

[schools-take-the-pulse-of-learner-centric-teaching/](#) in all teaching/learning environments

Demonstrating changes to professional practices and organizational culture:

- Theme #4: All stakeholders are passionately committed to the Educational Service Agency's vision of building relationships to ensure holistic student success

Strategy: High quality professional development focused on 'healthy relationships' and 'holistic student success'

Strategy: Open communication with the families we serve

Strategy: Support opportunities to gather including Volunteer opportunities, Field Trips, Concerts, Graduation ceremonies, virtual 'coffee nights', Parent Advisory Councils, Parent Education/Support groups including online communities

- Theme #5: The governing body [sic Board] and director [sic Head of Schools] are conscientiously striving to achieve the system's mission by evaluating policies and strategically planning to impact individual learners

Strategy: Policy development on a regularly scheduled and situational time line

Strategy: Education Plan incorporates Alberta Education Assurance Measures designed to provide assurance within a continuous improvement model that meets the legislative standard including fulfilling the objectives of Alberta Education's business plan:

- ✓ Alberta's students are successful
- ✓ First Nations, Métis, and Inuit students in Alberta are successful
- ✓ Alberta has excellent teachers, school leaders, and school authority leaders
- ✓ Alberta's K-12 education system is well governed and managed

Strategy: Education Plan incorporates local COGNIA diagnostic measures designed to stimulate and guide continuous improvement with a focus on:

- ✓ Healthy culture for learning and coherence with the institution's mission and vision
- ✓ Leadership for learning—leaders' responsibility for positive impact and influence
- ✓ Engagement of learning to include all learners and develop their love of learning
- ✓ Growth in learning, showing learners' readiness for transitions

Future Challenges/Opportunities

- Increasing Enrollment across the system to achieve full capacity
- Developing and expanding **ursa** distance programming including **ursa** International
- Developing and expanding **ursa** Parent Directed and Shared responsibility programming to support home schoolers with choices
- Developing and expanding LYNX programming in the Greater Calgary area with expansion to Okotoks
- Realizing economies of scale in operations especially in the Central Administrative Pool
- Success in Marketing
- Improving Communication
- Success in Special Events
- Improving total compensation packages for all staff year after year including a pension plan
- Leading an increasingly larger and diverse staffing compliment with more staff working remotely
- Success with our capital campaign to purchase our Third Schools East School
- Improving our Third Schools East School including the playing fields and the addition of portables (classrooms, labs, office spaces)
- Building a new Third Schools West location from the ground up in Calgary
- Building a new Third Schools Head Office from the ground up in Bragg Creek
- Establishing a new Third Schools location in Edmonton from the ground up
- Capital investment to modernize and expand the school bus fleet
- Developing a Calgary wide Independent Busing System (InBus) serving multiple independent schools
- Developing the FOCUS program offering students with classic learning disabilities with a university preparatory program

Summary of 2022-2023 Financial Results

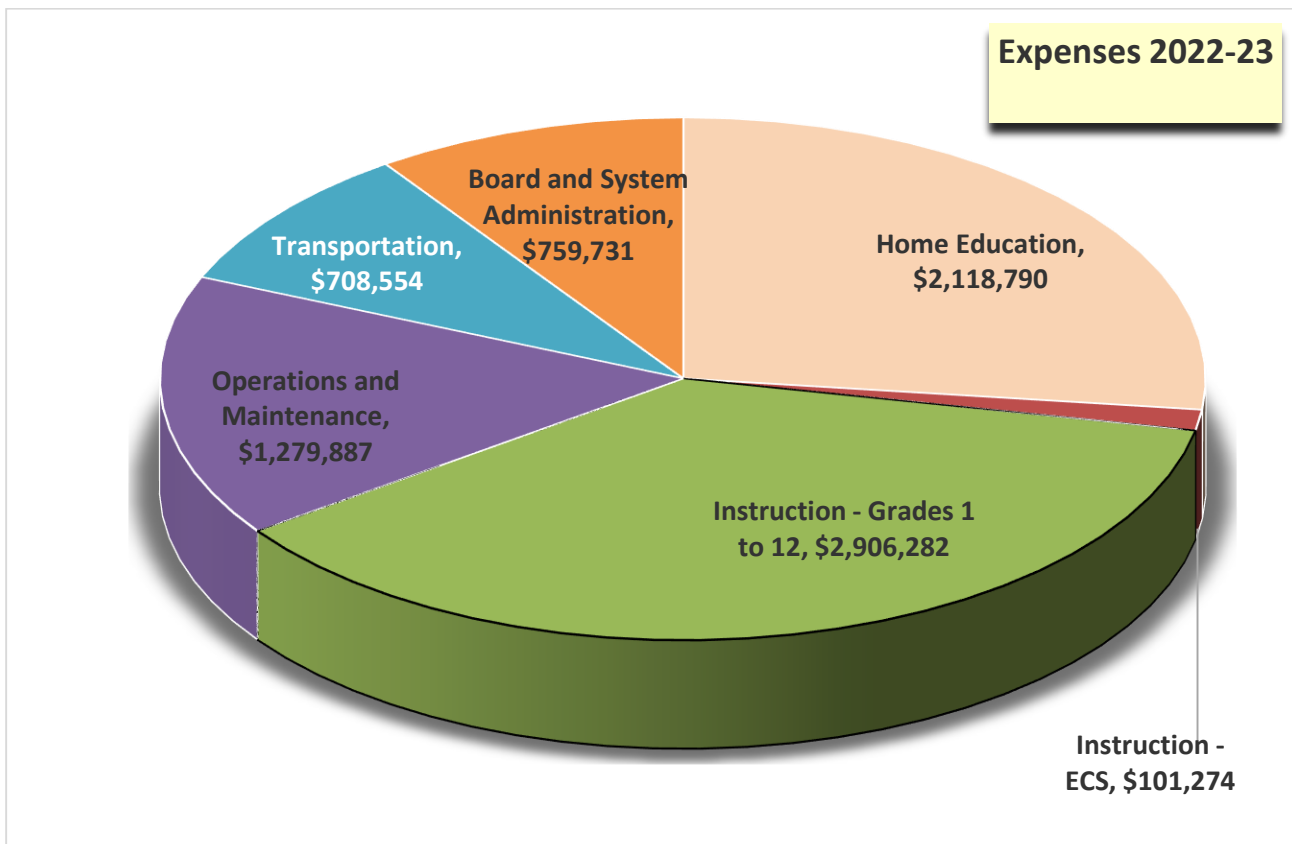
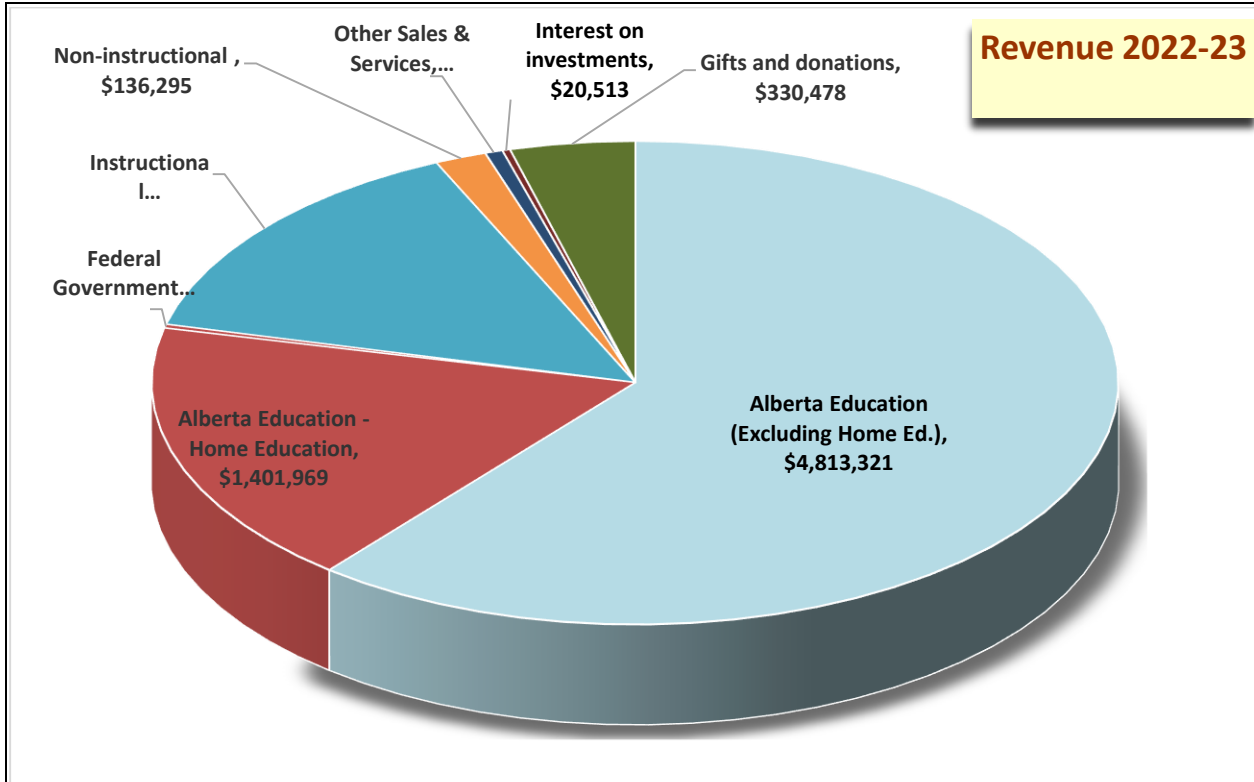
- Alberta Education Revenue: \$6,215,290
- Federal Government Revenue: \$19,965
- Total Revenue: \$7,905,052
- Total Expenses: \$7,874,517
- The Year 2020-2021 ended with a surplus of \$30,535
- Total net assets stood at \$929,105 as of 31 August 2023

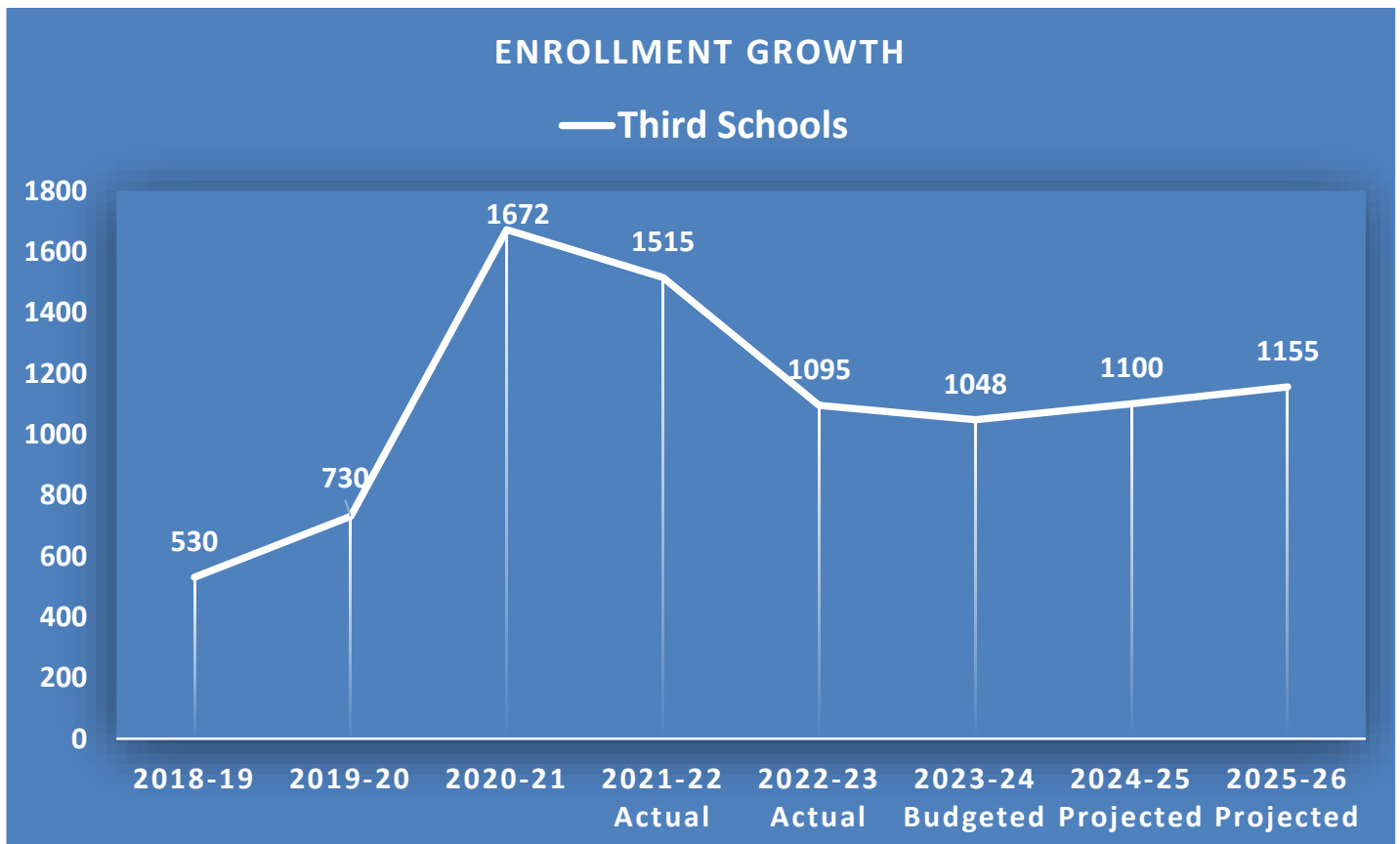
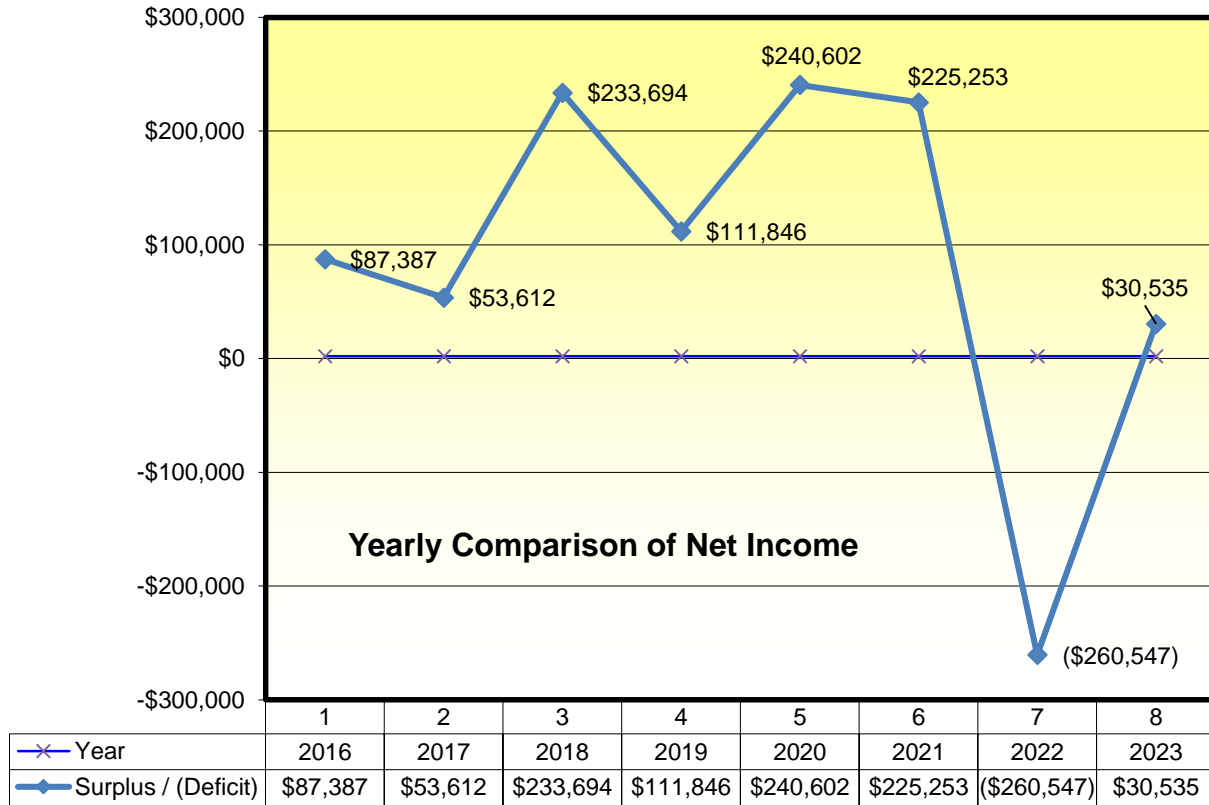
- The enrollment numbers for the year 2022-2023 were 1095

Third Academy West	57	
Third Academy East	138	Total 195
ursa Parent Directed Home Ed	695	Total 695
ursa Shared 70 ursa distance 21 & ursa ARISE	57	Total 148
LYNX 44 & LYNX ECS	13	<u>Total 57</u>
		Grand Total 1095

Third Schools develops and submits Budgets for the ensuing academic year in May based on assumptions including stability in the funding model, enrollment growth, facility maintenance and plant requirements, inflationary pressures, tuition collectables, and donations. A Revised Budget is determined based on actual enrollments in accordance with the September count date. Third Schools is also cognizant of Cash Flow impacts to operations. Unbudgeted and Capital expenditures are subject to Board approval on a case by case basis.

The Budgeting process is extremely challenging and further complicated by ongoing and significant changes to the Funding Model. The Weighted Moving Average presents as a significant financial obstacle to negotiate. The administrative burden created is not supported by the Funding Model. It should be noted that Alberta Education has generously supported Alberta's publicly funded education system through COVID and continues to do so.





Budget Summary

- The enrollment numbers for the year 2023-2024 are 1048

Third Academy Elementary 77

Third Academy Jnr/Snr High 117

Total 194

ursa Parent Directed Home Ed 702

Total 702

ursa Shared 73

Total 73

ursa distance 16 STREAMS 1

Total 17

LYNX 57 & LYNX ECS 5

Total 62

Grand Total 1048

This represents stable enrollments across the system. We look for 5% Third Academy growth and 10% growth in **ursa** and LYNX in years to come.

- Students will continue to be accepted during the current school year up to 1 March 2024 on a case-by-case basis.
- Alberta Education 2023-2024 anticipated Revenue Budgeted: \$7,006,718
- Government of Canada 2023- 2024 anticipated Revenue Budgeted: \$nil.
- Fundraised Revenue/Other Sales and Services anticipated being \$1,358,291 from all sources. An extraordinary gift from the Prosser Charitable Foundation plus active fundraising by Parent Advisory Councils are supporting this revenue stream.
- Total 2023-2024 Budgeted Revenue of \$8,365,009
- Total 2023-2024 Budgeted Expenses of \$8,194,705
- Net Surplus 2023-2024 Budgeted of \$170,264

For additional Budget information and access to the Budget Report Form, please contact Sunil Mattu, Head of Schools, at smattu@thirdschools.ca or call (403) 690-1408.

Summary of Facility and Capital Plans

- Capital Campaign launched to support the purchase of Third Schools East campus on the TransCanada East and Stony Trail, Calgary \$4.85MM
- Leasehold improvements ongoing to Third Schools East including improvement of playing fields \$50K and addition of portables \$300K
- Purchase of new school buses \$200K
- Technology Infrastructure \$100K

Parental Involvement

Third Schools is a small school system by design.

Parents are our clients and we listen to them in order to serve them as best we can. That means there is an open line of communication between parents, teachers, Principals, and Parent Advisory Councils. A significant objective for 2023-2024 is the establishment of both **ursa** and LYNX Parent Advisory Councils.

Parents are actively involved in many aspects of the school. Through various conversations- either individually or with parent groups including PAC input- parent views are reflected in this AERR 2022-2023.

Other Stakeholder groups include students, staff, schools, donors, Friends of Third Schools, Service Clubs, recreational and other community program providers, Alberta Education, Children's Services, Alberta Health Services, and the local and community at large.

Please contact Sunil Mattu, Head of Schools, at smattu@thirdschools.ca or call (403) 690-1408 for more information.

Timelines and Communication

This AERR 2022-2023 is communicated to the school community- students, parents, staff, and public at large- in the following ways:

- This report is distributed to the Parent Advisory Councils
- This report is available at the Central Administration Office
- This report is available in the Office of the Principals at Third Academy Elementary, Third Academy Jnr/Snr High, **ursa**, LYNX West, and STREAMS Christian Academy
- This report is available to all Staff
- This report is approved and distributed to all members of the Board of Directors
- This report is distributed to Alberta Education for acceptance
- A link to the report is placed on the school websites www.thirdacademy.ca, www.goursa.education, and www.lynx.education.

Should you have questions/require clarification on this AERR 2022-2023- or wish to access a copy of the Audited Financial Statement y/e 31 August 2023 or Budget Report 2023-2024- please contact Sunil Mattu, Head of Schools, at smattu@thirdschools.ca or call (403) 690-1408.

Whistleblower Protection

In accordance with Section 32 of the *Public Interest Disclosure Act* (2013), Third Schools reports that there have been no disclosures.