

Montessori School of Calgary

Annual
Education
Results
Report

2022
-
2023



Accountability Statement

The Annual Education Results Report for Montessori School of Calgary 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 Ministerial 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 December 6, 2023.

A handwritten signature in black ink, appearing to read 'Christopher Chung', with a stylized flourish at the end.

Christopher Chung, Board Chair

Public Interest Disclosure (Whistleblower Protection) Act

In the 2022-2023 school year, there were no disclosures to report under the terms of the Public Interest Disclosure (Whistleblower Protection) Act.

Local and Societal Context





Land Acknowledgement

Today we acknowledge our Treaty 7 friends,

Where the Blackfoot meet on Elbow's bend.

Soon came the Tsut'ina from the Beaver clans,

And the Îethka Stoney Nakoda who live in mountain lands.

Last but not least, the Métis people from Region 3,

We are all treaty people, here in Calgary.

*-From the Calgary Public Library's
Indigenous Services team-*

2022-2023 by the numbers



1

historic school building in
Cliff Bungalow

99



students



13

full and part-time staff

48

preschool

25

kindergarten

26

elementary



6

English Language
Learners (ELL)

23%

of students identified
with Mild/Moderate
learning needs

**Communities
served:**

Cliff Bungalow, Mission, Elbow Park, Erlton, Parkhill-
Stanley Park, Mount Royal, Altadore, with some families
commuting from other areas in and outside of Calgary

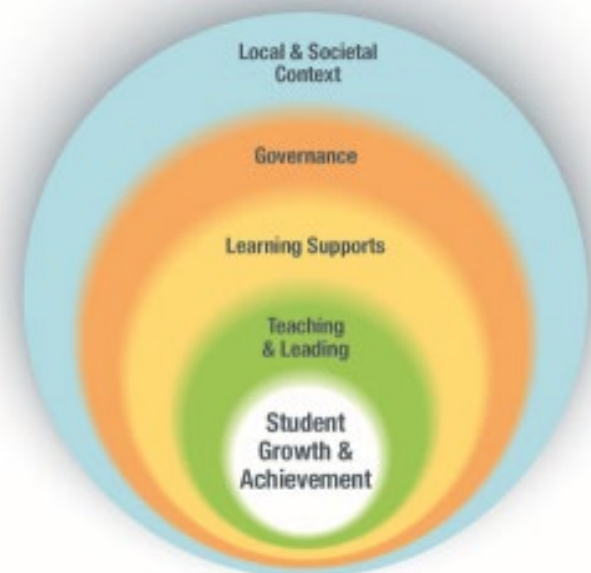
Assurance Model

Montessori School of Calgary's Education Plan and Annual Education Results Report (AERR) are developed under the direction of Alberta Education and with input from the school's Board of Directors.

The Education Plan establishes both short- and long-term strategic goals, shaping both the culture and the academic trajectory of the school authority. Through collaborative efforts involving teaching faculty, MSofC's Parent Advisory Council, and other stakeholders in the broader community, the Education Plan undergoes an annual reassessment and revision, securing approval from the school's Board of Directors in May of each year. The comprehensive Education Plan not only outlines strategic objectives but also delineates measures for identifying areas of improvement and offering evidence of the successful attainment of outcomes.

In November of each year, the AERR consolidates results from these measures and highlights key areas, assuring that MSofC is effectively responding to all learners' needs and fulfilling responsibilities as an educational institution. Alberta Education's five assurance domains – Student Growth and Achievement, Teaching and Leading, Learning Supports, Governance, and Local and Societal contexts – are instrumental in this evaluation process.

In a cyclical fashion, the outcomes of the Alberta Education Assurance survey as well as the locally-developed Montessori School of Calgary Assurance Survey not only contribute to this AERR but also provide crucial information for shaping Montessori School of Calgary's future Education Plan.



AEAM Results

The Alberta Education Assurance (AEA) survey is sent to Montessori School of Calgary (MSofC) parents/guardians with students in Grades 4 and above, with teachers and students also completing the survey while at school. The survey data is collected by the province and shared; however, data is suppressed where the number of respondents is fewer than 6.

As MSofC has experienced low enrolment while rebuilding Upper Elementary following a 2-year temporary closure of the program, 2022-2023 was the first year where the minimum respondent requirement was exceeded, however the total respondents was still an inadequate sample of the school community with 7 certificated teacher responses and only 1 (suppressed) parent response. To more accurately reflect and represent the whole school community, data taken from local surveys MSofC conducted among parents and teachers in April and May 2023 is included in this document alongside the AEA results. The local surveys were also used as the primary data source when considering the Education Plan outcomes in this document.

As there were no Grade 6 students in 2022-2023, there were no Provincial Achievement Test (PAT) results for MSofC. There are also no Diploma Exam percentages or High School Completion rates to report as MSofC is a Preschool-Grade 6 environment.

It should be noted that the AEA survey was introduced as a pilot in 2020-2021, as part of Alberta Education's shift from accountability to the current assurance model. Participation in the survey and results have also been impacted by the COVID-19 pandemic. Thus, caution should be used when interpreting trends over time.

Stakeholder Engagement

- Teachers, parents and students participate in the AEA survey annually and provide feedback in required AEAM areas which are reported in the Annual Education Results Report (AERR) and considered in preparation of the Education Plan.
- Staff and parents participated in MSofC's local surveys in spring 2023 and offered feedback that also provided data for this AERR and will guide planning of MSofC's upcoming Education Plan in spring 2024.
- Teaching staff reviewed MSofC's AEAMs and local measure results over multiple staff meetings in fall 2023 and engaged in dialogue about progress toward outcomes and implications for the Education Plan.
- Parents contribute to strategic planning through attendance and participation at Parent Advisory Council (PAC) meetings. MSofC's AEAMs and local measure results were reviewed at a PAC meeting in fall 2023.
- MSofC's Board of Directors shape the direction of outcomes through monthly board meetings with the Head of School and review and approve the Education Plan and AERR documents in the spring and fall terms, respectively.



Education Plan Outcome Results

Outcome 1:

Montessori School of Calgary is committed to continual enrichment of the student experience through further advancement of learning opportunities in the areas of Music, Art, Physical Education and Wellness and French as a Second Language.

What We Did:

[Year 2 \(2022-2023\) Education Plan Update](#)

What We Measured:

Percentage of parents, students and teachers indicating satisfaction with the quality of basic education	91.9%
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Percentage of parents, students and teachers indicating satisfaction with the opportunities students have to learn about and participate in:	
Music	92.3%
Art	79.3%
Physical Education and Wellness	62.7%
Second Language (e.g. French)	50.9%

Outcome 1 Results Commentary:

Overall, the results show that the school community is very pleased with the quality of education students are receiving at Montessori School of Calgary across all subject areas.

The results for satisfaction with learning opportunities in Music and Art indicate that overall, the school community is pleased with progress in these areas. It is possible that the numerous Education Plan strategies implemented to date, such as retaining subject specialists, as well as events where learning is presented to parents in these subject areas (e.g. whole school music performances, drama performances) have positively impacted parent perception.

The results indicate that MSofC should continue to prioritize Physical Education and Wellness opportunities as well as a Second Language (e.g. French) in the Education Plan. MSofC anticipates that with the implementation of Education Plan strategies in 2023-2024, such as a dedicated French educator and a more robust Physical Education and Wellness program, the survey results will reflect a higher percentage of satisfaction among teachers, parents and students.

Outcome 2:

Montessori School of Calgary will rebuild parent engagement and a sense of community following the challenges of the COVID-19 pandemic through further connection and strong partnerships with families and stakeholders.

What We Did:

[Year 2 \(2022-2023\) Education Plan Update](#)

What We Measured:

Percentage of parents and teachers indicating satisfaction with parental opportunity to be involved in decisions about the child's education	90.1%
Parent attendance and engagement at monthly PAC meetings	<ul style="list-style-type: none">• Parent attendance continued to be low at PAC meetings throughout 2022-2023, with an average attendance of 7-8% of families represented• 42.3% of local parent survey respondents indicated that attending PAC meetings was very important or somewhat important, with timing and lack of childcare listed as the most common reasons for not attending meetings• PAC initiatives such as Fall Fair, Winter Carnival, and an art fundraising evening had very strong parent attendance
Parent attendance and engagement at Parent Education opportunities	<ul style="list-style-type: none">• MSofC enjoyed close to 100% family representation at Be Our Guest days and parent-teacher conferences• Parent Education opportunities about the Montessori pedagogy were well-attended by new and potential families in September, February and May

Outcome 2 Results Commentary:

The results show that overall, the school community is pleased with the opportunity for parents to be involved in their child's education. MSofC parents are very engaged and involved in school events and school life, contributing to a feeling of a tight-knit community.

The PAC attendance statistics continued to be low in 2022-2023 but were on par with historical trends for MSofC and with other local schools. The PAC is considering a possible shift to hybrid (in-person/online) meetings for 2023-2024 in order to address barriers that parents have identified as factors that prohibit attendance. MSofC has seen great success with a hybrid model that was introduced for parent-teacher conferences during COVID-19 restrictions and continues to offer this as parent representation has been at all-time highs.

Outcome 2 has been successful and will be redefined and/or replaced in the upcoming Education Plan document. MSofC intends to maintain progress with parent engagement and identify other areas of potential growth.

Outcome 3:

Montessori School of Calgary will bolster diversity training for all staff members to ensure staff know how to create an inclusive culture and interact effectively with people from different cultures, backgrounds, experiences and perspectives.

What We Did:

[Year 2 \(2022-2023\) Education Plan Update](#)

What We Measured:

Percentage of parents and teachers indicating agreement that the school is a welcoming place to be	98.1%
Percentage of parents and teachers indicating agreement that MSofC's school culture embraces inclusion	90.0%
Percentage of teachers who agree that professional learning opportunities have:	
Effectively addressed their professional growth needs	87.5%
Been focused on the priorities of MSofC	62.5%
Positively impacted their teaching practice and classroom environment	75%

Outcome 3 Results Commentary:

MSofC takes pride in the very positive parent and teacher results in this area, indicating that teachers and staff successfully create a welcoming and inclusive school environment.

The Education Plan strategies such as observation of diverse cultural celebrations with families, coupled with Montessori pedagogical traditions including personally greeting families and children at the door with a handshake, may have contributed to the very positive results amongst respondents.

The results were somewhat mixed amongst staff about MSofC's professional learning opportunities. 37.5% of staff indicated "Don't Know" when asked whether they agreed that professional learning opportunities have been focused on the priorities of MSofC on the local survey. However, the same question on the AEA survey, available only to certificated teaching staff, saw an increase of 24.5% in agreement that professional learning opportunities have been focused on the priorities of MSofC. These results may suggest that additional guidance and engagement for non-certificated staff about MSofC's strategic planning and priorities may be beneficial to the wider school community.

Overall, staff indicated that they were pleased with professional learning opportunities related to diversity and inclusivity for 2022-2023, which included an IPP process presentation; partnership with a local Indigenous Elder; and presentation on sexual health and creating an inclusive environment for 2SLGBTQI+ people; which have impacted teaching and built capacity for professional growth.

Outcome 4:

Montessori School of Calgary is committed to enrolment growth to support the reinstatement of the Upper Elementary (Grades 4-6) program, supporting continuity of learning and extended student success.

What We Did:

[Year 2 \(2022-2023\) Education Plan Update](#)

What We Measured:

Number and results of Grade 6 students participating in Provincial Achievement Tests (PATs) in 2022-2023	0
Percentage of parents with a student in the Elementary program indicating satisfaction with the overall quality of basic education	100%
Number of students completing a full three-year Montessori cycle in the multi-aged Lower Elementary classroom (Grades 1-3) in 2022-2023	3
Percentage of students who:	
Enrolled in the Elementary program after completing their Kindergarten year at MSofC in 2021-2022	28%
Re-enrolled in the Elementary program after attending MSofC in 2021-2022	73.6%
Enrolled in the Elementary program as a new student in 2022-2023	21.4%

What We Measured (continued):

When asked to rank how important factors were or would be in influencing their decision to enroll their child in MSofC's Elementary program, parents ranked *class size* and *facilities available* as the most important factors.

Outcome 4 Results Commentary:

MSofC is pleased that the Elementary program has grown over the past 3 years, with an increase in enrolment of 27% for 2022-2023 and even further growth for 2023-2024.

Despite the numbers still being relatively small, the Kindergarten to Elementary conversion rate has grown from previous year averages after establishing a third primary classroom in the 2019-2020 school year. The enrolment data for new intakes into Elementary is also exciting, and MSofC is approaching Montessori preschools and daycares in Calgary as an Education Plan strategy in an effort to increase those numbers.

The biggest challenge facing MSofC is the ongoing issues with space. As classes have rapidly outgrown the current historic building in Cliff Bungalow, MSofC is looking into numerous options for expansion. This will allow the Elementary program to continue to grow as well as to offer additional primary classrooms, which are in high demand and will serve to create a wider net of potential Elementary students. This will be a key consideration in the development of MSofC's Education Plan moving forward.

As Elementary parents have routinely expressed a lack of facilities, such as a dedicated gymnasium, as an influence when considering enrolment in Elementary, MSofC has implemented strategies to ensure that parent satisfaction with the quality of education remains high, such as frequent field trips to target Physical Education skills and offer dynamic opportunities in skating, swimming, skiing, gymnastics, and more.

Alberta Education Assurance Measures (AEAMs) Results



Required AEAM Measures: Overall Summary

Assurance Domain	Measure	Montessori School of Calgary			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	100.0	n/a	n/a	84.4	85.1	85.1	n/a	n/a	n/a
	Citizenship	97.1	n/a	n/a	80.3	81.4	82.3	Very High	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	100.0	n/a	n/a	88.1	89.0	89.7	Very High	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	98.0	n/a	n/a	84.7	86.1	86.1	n/a	n/a	n/a
	Access to Supports and Services	97.1	n/a	n/a	80.6	81.6	81.6	n/a	n/a	n/a
Governance	Parental Involvement	100.0	n/a	n/a	79.1	78.8	80.3	Very High	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. 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).
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.

Domain: Student Growth and Achievement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																									
	Authority (Montessori School of Calgary)										Province														
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	100.0	n/a	n/a	n/a	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	n/a	n/a	1	*	1	*	*	*	*	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	2	*	7	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	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

The percentage of teachers and parents who agree that students are engaged in their learning at school.			
Montessori School of Calgary			
2019-2020	2020-2021	2021-2022	2022-2023
N/A	80.0 [^]	86.0 [^]	89.8 [^]

[^]Data is taken from local surveys conducted by MSofC.

Domain: Student Growth and Achievement

The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																								
	Authority (Montessori School of Calgary)										Province													
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	97.1	Very High	n/a	n/a	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	4	*	n/a	n/a	n/a	n/a	1	*	1	*	*	*	*	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	
Teacher	5	*	n/a	n/a	n/a	n/a	2	*	7	97.1	Very High	n/a	n/a	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
 3. 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.

The percentage of teachers and parents who are satisfied that students model the characteristics of active citizenship.			
Montessori School of Calgary			
2019-2020	2020-2021	2021-2022	2022-2023
N/A	N/A	N/A	80.0^

^Data is taken from local surveys conducted by MSofC.

Domain: Student Growth and Achievement

Local Component: Early Years Literacy & Numeracy Assessments							
Grade	Assessments Used	Number of students assessed in Fall 2022	Number of students identified as being at risk in Fall 2022	Number of students identified as being at risk in Spring 2023	Average number of months behind grade level (after initial assessment)	Average number of months gained at grade level (after final assessment)	Support strategies
1	LeNS CC3 Provincial Numeracy Screening Assessments for Grades 1 – 3	9	Literacy: 2 Numeracy: 1	Literacy: 2 Numeracy: 0	Literacy: ~6 months behind Numeracy: ~6 months behind	Literacy: ~3.5 months gained Numeracy: ~5 months gained	<ul style="list-style-type: none"> • Additional teacher support/ remedial support/ SLP support • Explicit phonetics, spelling and high-frequency word instruction • Utilizing reading diagnostics such as Fountas and Pinnell • Word study/ vocabulary lessons (focus on math vocabulary) • Focus on prosody development (intonation, expression, etc.) • Use of concrete Montessori literacy & numeracy materials such as the moveable alphabet, stamp game and base 10 blocks • Guided reading & partner reading • Use of visuals and scaffolded instruction • Peer tutoring
2	LeNS CC3 Provincial Numeracy Screening Assessments for Grades 1 – 3	7	Literacy: 2 Numeracy: 0	Literacy: 1 Numeracy: 0	Literacy: ~6 months behind Numeracy: N/A	Literacy: ~3 months gained Numeracy: N/A	
3	Student Learning Assessments (SLA)	4	Literacy: 2 Numeracy: 2	Literacy: 1 Numeracy: 2	Literacy: ~18 months behind Numeracy: ~24 months behind	Literacy: ~8 months gained Numeracy: ~1 year gained	

Domain: Student Growth and Achievement

Results commentary:

Parents and teachers agreed that students are more engaged in their learning in comparison to other students across the province, with 100% of AEA survey respondents indicating that students are engaged in their learning at school and 89.8% in MSofC's local survey. This data directly correlates to achieving Outcome 1 (enrichment of the student experience) and Outcome 4 (enrolment growth) within the Education Plan. As parents have felt extremely satisfied with student engagement, more commitment from families to stay within the MSofC program has translated to improvement with Upper Elementary student retention.

The Early Years Literacy and Numeracy data demonstrate that the large majority of MSofC's school population are meeting grade level expectations in grades 1-3. MSofC found that in 2022-2023, approximately 78% of grade 1 students, 86% of grade 2 students and 75% of grade 3 students were *At/Above Grade Level* with their literacy skills.

In 2023-2024, the school has implemented several strategies to target literacy development and support those students identified as *At Risk*. For example, MSofC doubled Speech-Language Pathology services and therapy hours to two full days per week and has employed a full-time Resource Teacher to support classroom teachers and work with students in a remedial capacity. The school strives to ensure that teachers are utilizing evidence-based strategies within their teaching practice. It is important to note that MSofC is an inclusive school and 23% of the total student population was identified as requiring special education supports and services in 2022-2023. This total number will have undoubtedly influenced the literacy and numeracy results.

Domain: Teaching and Leading

The percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority (Montessori School of Calgary)										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	n/a	n/a	n/a	n/a	7	100.0	Very High	n/a	n/a	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	4	*	n/a	n/a	n/a	n/a	1	*	1	*	*	*	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	
Teacher	5	*	n/a	n/a	n/a	n/a	2	*	7	100.0	Very High	n/a	n/a	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

Notes:

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

The percentage of teachers and parents satisfied with the overall quality of basic education.				
Montessori School of Calgary				
2019-2020		2020-2021		2021-2022
N/A		96.0^		89.0^
				91.9^

^Data is taken from local surveys conducted by MSofC.

Domain: Teaching and Leading

Local Component: Professional Learning, Supervision and Evaluation

- Teacher Professional Growth Plans (TPGPs) are developed, implemented and reflected on in the fall and spring terms by certificated teachers and in consultation with the Head of School.
- The Head of School develops strong working rapport with staff, as evidenced by local survey results:
 - 100% of staff agreed that the Head of School builds positive working relationships with members of the school community and local community
 - 75% of staff agreed that the Head of School provides opportunities for members of the school community to develop leadership capacity through the demonstration of consultative and collaborative decision-making that is informed by open dialogue and multiple perspectives
- A Professional Learning Community (PLC) for teachers is supported through a common prep time, sharing of resources and supervision by the Head of School.
- Instructional leadership is provided on an ongoing basis through continued commitment to engage in building capacity for staff. Weekly classroom visits occur, and frequent one-on-one support is offered to staff to enhance teaching practice through suggestions or modelling, assistance when authoring IPPs, responding to challenging student or parent issues, and when writing report cards.

Domain: Teaching and Leading

Results commentary:

Montessori School of Calgary is pleased with the quality of basic education results (100% on the AEA survey and 91.9% on the local survey) as the results were slightly higher than the provincial average and were also higher than the previous school year (89%).

These results directly demonstrate the commitment MSofC staff have to professional development, learning and instruction, as outlined in Outcome 3 of the Education Plan. The staff continue to focus on diversity and inclusivity and look forward to continued professional learning including other areas as determined through strategic planning.

In addition to casual feedback from parents, the information gathered from the survey reflects the high regard and satisfaction our students and families have for our teaching staff. These measures unequivocally emphasize the excellence of our educators. MSofC takes great pride in our Montessori teachers, who have consistently demonstrated their proficiency in providing a nurturing and effective learning environment for our students.

Domain: Learning Supports

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																									
	Authority (Montessori School of Calgary)										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	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	98.0	n/a	n/a	n/a	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	n/a	n/a	1	*	1	*	*	*	*	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	2	*	7	98.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

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.

The percentage of teachers and parents who agree that their learning environments are welcoming, caring, respectful and safe.				
Montessori School of Calgary				
2019-2020	2020-2021	2021-2022	2022-2023	
N/A	96.3 [^]	92.5 [^]	97.5 [^]	

[^]Data is taken from local surveys conducted by MSofC.

Domain: Learning Supports

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																							
	Authority (Montessori School of Calgary)										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	n/a	n/a	n/a	n/a	7	97.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	1	*	1	*	*	*	*	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	2	*	7	97.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

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.

The percentage of teachers and parents who agree that students have access to the appropriate supports and services at school.			
Montessori School of Calgary			
2019-2020	2020-2021	2021-2022	2022-2023
N/A	89.0 [^]	74.0 [^]	77.8 [^]

[^]Data is taken from local surveys conducted by MSofC.

Domain: Learning Supports

Local Component: Access to a Continuum of Supports and Services

- Montessori School of Calgary classrooms are led by Alberta certificated teachers with Association Montessori Internationale (AMI) Montessori training. These teachers are supported by an AMI-credentialed Montessori Classroom Assistant. Where required, an Educational Assistant has been engaged as part of the classroom team to further support specific learning needs.
- Individual Program Plans (IPPs) are duly established for students with identified learning needs. The IPPs serve as working documents for teachers and school staff, therapists, families and students.
- MSofC maintains successful working partnerships with external organizations to support student success. In 2022-2023, these included WeeVolve Occupational Therapy, Cochrane Speech-Language Therapy Center, Dr. Michelle McCallum (child psychologist), and the Reading Foundation.
- 81.5% of parent respondents to MSofC's local survey agreed that they can get the support they need from the school to help their child be successful in their learning.

Domain: Learning Supports

Local Component: First Nations, Metis and Inuit Student Success

- In 2022-2023, MSofC had 1 self-identified Indigenous student.
- MSofC has been working to improve educational outcomes for all students (including First Nations, Metis and Inuit Students) by ensuring that teachers have appropriate planning and instructional support.
- To ensure success for the single Indigenous student, the school placed a significant emphasis on meaningful relationships. The school fostered a trusting and transparent relationship with the student, their family and the greater community. Frequent, open communication was essential to ensure that cultural considerations were evident within the school values and practiced in programming, assessment and supports.
- MSofC is committed to supporting the implementation of Truth and Reconciliation Commission recommendations and ensuring FNMI students feel their culture represented in the school environment.
 - The National Day for Truth and Reconciliation as well as other significant dates like Orange Shirt Day and National Indigenous Peoples Day are recognized through activities of respect and acknowledgement and whole school ceremonies.
 - MSofC takes pride in partnering with local Elder, Shirley Hill, to support meaningful staff and student learning and growth with visits throughout the school year where Blackfoot knowledge and traditions are shared.
 - Land Acknowledgements are a regular part of school gatherings and classroom discussions. MSofC uses the age-appropriate prose and actions designed by the Calgary Public Library with Preschool-Grade 6 students.
 - MSofC teachers are developing ways to incorporate Indigenous ways of knowing into teaching and in 2023-2024, administration has introduced school-wide programming based on the Seven Grandfather Teachings.

Domain: Learning Supports

Results commentary:

Montessori School of Calgary celebrates extraordinarily high results on questions related to a welcoming, caring, safe and respectful environment on both the AEA (98%) and local surveys (97.5%) with parents and staff. When compared with the provincial reported average (84.7%), it is evident that teachers, parents and students feel very welcomed, cared for, safe and respected as part of MSofC's community.

The AEAM area where MSofC lags slightly behind the provincial overall average is in parent responses when asked whether they agree that students have access to the appropriate supports and services at school. While 97.1% of teachers agreed in the AEA survey, MSofC received "don't know" answers from 15% of parents in the local survey, indicating they were unsure in this area. It should be noted that parents with children who are typically developing and may not require extra supports and services at school are more likely to indicate "N/A" or "don't know," thereby impacting the results.

MSofC has been actively working to address this area, with targeted Education Plan strategies related to transparency and parent education about available supports and services, as the 2021-2022 local survey results were also low with 25% of parent respondents indicating "don't know." As the results have demonstrated growth year over year with additional strategies in place, MSofC anticipates that the spring 2024 survey will see a higher percentage of agreement among teachers, parents and students that students have access to the necessary supports and services.

Domain: Governance

The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority (Montessori School of Calgary)										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achiev ement	Improv ement	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	n/a	n/a	n/a	n/a	7	100.0	Very High	n/a	n/a	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	4	*	n/a	n/a	n/a	n/a	1	*	1	*	*	*	*	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	5	*	n/a	n/a	n/a	n/a	2	*	7	100.0	Very High	n/a	n/a	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.			
Montessori School of Calgary			
2019-2020	2020-2021	2021-2022	2022-2023
N/A	N/A	76.0 [^]	80.1 [^]
^Data is taken from local surveys conducted by MSofC.			

Domain: Governance

Local Component: Budget Summary 2022-2023		
Revenue Summary	Amount	Contextual Information
Alberta Education	\$ 385,547	51 Students [ECS-Elementary]
Tuition	\$ 761,884	48 Preschool Students
Non-Instructional Fees	\$ 380,196	
Other	\$ 35,855	Interest and Other
Total Revenue	\$ 1,563,482	
Expense Summary	Amount	Contextual Information
Salaries and Benefits	\$ 875,226	
Services, Contracts and Supplies	\$ 304,155	
Amortization	\$ 40,000	
Other	\$ 82,148	
Total Expense	\$ 1,301,529	
Total Revenue Less Expense	\$ 261,953	

Domain: Governance

Local Component: Summary of Financial Results 2022-2023		
Revenue Summary	Amount	Contextual Information
Alberta Education	\$ 348,296	44 Students [ECS-Elementary]
Tuition	\$ 1,137,163	51 Preschool Students
Non-Instructional Fees	\$ 19,000	
Other	\$ 114,107	Donation, Interest, and Other
Total Revenue	\$ 1,618,566	
Expense Summary	Amount	Contextual Information
Salaries and Benefits	\$ 1,037,111	
Services, Contracts and Supplies	\$ 348,058	
Amortization	\$ 32,754	
Other	\$ 50,790	
Total Expense	\$ 1,468,713	
Total Revenue Less Expense	\$ 149,853	

Domain: Governance

Local Component: Audited Financial Statements

View Audited Financial Statements for the Year Ended August 31, 2023: [AFS](#)

Local Component: Financial Information Contact

Montessori School of Calgary's Annual Education Results Report (AERR), Education Plan, and Audited Financial Statements are found on the MSofC website (About Us > Governance and Accountability): [MSofC](#)

Additional financial information can be obtained by contacting Montessori School of Calgary at info@msofc.ca or (403) 229-1011.

Domain: Governance

Results commentary:

Montessori School of Calgary is pleased with the improved engagement with the parent community and their participation in MSofC's local measures survey. The feedback received provides valuable insights and offers a comprehensive view of both strengths and areas for improvement. A significant number of responses expressed an appreciation for the communication channels in place and highlighted effective dissemination of information about school events, on-going activities and academic progress updates. In keeping with goals outlined in MSofC's Education Plan, families have acknowledged accessibility and responsiveness of teachers and staff, contributing to greater parent engagement and collaborative relationships. MSofC will continue to evaluate and potentially expand opportunities for the community to participate in decision-making forums.

Through careful fiscal management and strategic planning, MSofC is positioned to alleviate financial pressure on families and continue to keep programming accessible through holding tuition fees constant for the past 3 years and continuing to do so through 2024-2025.

With the reinstatement of the Upper Elementary class, MSofC is grateful for the opportunity to continue shaping the future of programs offered. The continued trust and support of the valued school community is integral to MSofC's success and the school anticipates being able to strategically allocate a portion of financial resources towards securing additional space when feasible. The goal of enhancing capacity to reach more students and provide an even greater impact on education within the community aligns with Outcome 4 in the school's Education Plan. The Montessori School of Calgary administration, teaching faculty and staff are grateful for the partnership with stakeholders and are pleased to be a part of families' educational journey.