

Third Schools

It's Education, Your Child's Way

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

Third Academy Elementary (S.0031): Designated Special Education Independent School
Grades 1-6

Third Academy Jnr/Snr High School (S.1446): Designated Special Education Independent
School Grades 7-12

Third Academy ECS (S.2472): Special Education focused ECS School

ursa (S.2320): Independent School including Distance Online, Shared Responsibility,
Parent Directed, Onsite, and ursa Global online

LYNX (S.2422): 'Nature Inspired' Independent School ECS and Grades 1-9

November 2025 Annual Education Results Report (AERR)

LYNX (Calgary, Cochrane, Okotoks)

3311-49 Street SW
Calgary T3E 6M6
Tel: (403) 288-5335

Third Academy/Third Academy ECS/ursa

400 Prince of Peace Way
Rocky View County T1X 1G2
Tel: (403) 288-5335

Founding Patron: Ed Whalen

Patrons Calgary: Glenn Olson
Omkar Nath Channon
Ashid Bahl
Dr. Billy Gilliland

**"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.lnBus.ca

Board of Directors
David Beresford, Chair
Zeljko Puric, Secretary/Treasurer
Manu Chugh
Keith Mhlanga
Tim Lloyd
Peter Snow
Yash Mattu

Accountability Statement

This Annual Education Results Report for Third Academy International Ltd. o/a Third Schools for the 2024–2025 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 2024–2025 was approved by the Board on November 26th, 2025.

Message from the Board Chair

I am pleased with our many successes over 2024–2025. Third Schools remains Independent, Inspiring, and Inclusive. Our challenge was maintaining our growth trajectory given our current marketing capacity and space constraints. Complications include access to capital markets, tightness in the labour market, and the changing dynamic of the global education reality. The recent public teacher strike and government intervention to “get kids back in school” have raised an existential threat to all independent schools. That having been said, Third Schools’ Board remains optimistic about our “go forward” capability.

Strategic Identity and Values

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 and 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 full 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 three Third Schools —Third Academy, **ursa**, and LYNX—embrace. At Third Schools, it truly is ‘education your child’s way’.

Facilities, Capital Planning, and Transportation

Third Schools East Campus and Consolidation

The impact of moving into the new Third Schools East campus, off the TransCanada Trail East and Garden Road, continues to be enjoyed. The 2022–2023 consolidation of Third Academy Elementary and Junior/Senior High special education programming choice at Third Schools East campus continues to drive growth.

We continue to enjoy a positive working relationship with Truman Homes, our new landlord. They have demonstrated their interest in supporting our school operations including facility improvement/expansion, program development, and enrollment growth.

Modular Classroom Expansion

We are currently in the implementation phase to add two new modular classrooms. This will enable us to serve pent-up demand in our communities, in particular amongst families with students on the Autism spectrum, addressing the waiting list that Third Academy has created during 2024–2025.

Phase	Target Date	Classrooms	Seats	Purpose / Impact
One	September 2025	+2	+40	Address 2024–2025 waiting list, especially Autism cohort
Two	September 2026	+2	+40	Further growth in special education seats

Transportation and InBus Operations

2024–2025 Transportation Funding of \$492.418 is underpinning InBus transportation operations as well as offering a modicum of relief for parents who transport their own students to school daily. This continues to prompt capital investment in the fleet. We have modernized our fleet over the course of 3 years.

The significant impact of leadership and staffing—meaning our ability to recruit and retain professional school bus drivers—is enabling stabilization across the system,

marking a real success. We continue to look for ways to drive revenue into InBus through charters.

We, like all independent schools, continue to hope for the official Alberta Education announcement on capital funding. This will enable us to access capital at affordable rates and terms with which we could expand our classroom and other school spaces. In turn, we could increase our enrollments by serving more families.

Program Growth, Choice, and Innovation

Third Schools West & LYNX (Nature-Inspired Programming)

Third Schools West campus, in the community of Glenbrook, is the school site for LYNX. Our ECS and Grades 1–9 hybrid, nature-inspired programming choice in Calgary and Cochrane, continued to gain traction with enrollment growth almost doubling year over year.

We were excited for our LYNX Okotoks startup for September 2024 and are pleased to see a doubling of enrollment for September 2025. The pent-up demand for “nature inspired” education Grades 1–9 exists across the Province of Alberta and we worked diligently over 2024–2025 to ensure our LYNX Edmonton startup for September 2025.

We continue to seek the ideal site for LYNX. We are excited with the prospect of establishing LYNX Priddis, a day/boarding school a “stone’s throw” from Calgary nestled on a pristine property in the Foothills. This is an ambitious project that will secure the future of LYNX as an institution serving our community for many years to come.

ursa Home-Based and Online Programming

Considerable effort—professional development, marketing, exploratory trips—was put behind the success of **ursa**, our home-based programming choice. **ursa** Parent Directed enrollments have remained steady, year on year. We continue to push enrollment growth in our **ursa** Shared Responsibility and **ursa** Distance programming streams. The strategy has been to draw this enrollment from our ursa Parent Directed student body as students move into the senior high grades.

Significant resources continued to be put behind recruitment efforts for **ursa** Global online in 2024–2025. A strategic shift in the international education marketplace took place in 2024–2025 with development of **ursa** Summer School programming and **ursa** Summer School Camp programming.

Interest levels in these programs are high. Continued government policy shifting with respect to international education on the global stage drives our belief in ursa Global online. An additional strategy shift sees pursuit of university pathway programs with Canadian post-secondary institutions.

Assurance, Accountability, and Continuous Improvement

Improvement initiatives across the system for 2024–2025 and the years previous are well reflected in the Alberta Education and Childcare Assurance Measures. We continue to see “drag” on PAT/Diploma results but this is explainable by the special needs cohort—Third Academy students—that is the base sampling. Overall, we see Maintained and Improved outcomes. This is a success that reflects our best overall results in the Assurance Measures for many years.

Assurance means demonstrating to Albertans that Third Schools meets the needs of students and that the 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.

A part of this Annual Education Results Report 2024–2025 is tied to the Fall 2025 Alberta Education and Childcare Assurance Measures Results. Local measures—surveys, engagement, anecdotal—are also drivers of this Annual Education Results Report 2024–2025 within the Continuous Improvement Process. The Fall 2025 Alberta Education and Childcare Assurance Measures Results survey continues to cover the broader community we serve, including Third Academy, ursa “home based” and the LYNX “nature inspired” community. We now have the data necessary to perform an Overall Measure Evaluation based on comparable data. This generally indicates that the **Improvement Measure has been Maintained/Improved** and that the **Overall Measure Evaluation is Good** (excepting PAT/Diploma Measure Evaluations which are explainable due to the base special needs student cohort). We are pleased with these results.

Local measures have been engaged to reference data that has been assessed during the **COGNIA accreditation process**. These tools are diagnostic. This Annual Education Results Report will be well informed by multiple sources with measurable results.

COGNIA Observation Tools – Implementation Timeline

Tool	Admin Date	Purpose / Focus
COGNIA eleot® <i>Effective Learning Environments Observation Tool</i>	2022 (Spring)	Baseline of classroom learning environments
COGNIA TOT® <i>Teacher Observation Tool</i>	2022 (Fall)	Baseline of teaching practice

COGNIA TOT®	2023 (Fall)	Follow-up on teaching and leading practices
COGNIA eleot®	2024 (Spring)	Follow-up on learning environments
COGNIA TOT®	2024 (Fall)	Continued monitoring of teaching practices
COGNIA eleot®	2025 (Spring)	Continued monitoring of learning environments

Assurance Framework: Domains and Process

This Annual Education Results Report 2024–2025 outlines 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 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 Plans
✓ Learning Supports	✓ Take action: Implement and Adjust
✓ Governance	✓ Evaluation: Assess Impact on Outcomes
✓ Local and Societal Context	

Stakeholder Engagement, Fundraising, and Bursaries

Our Third Academy Parent Advisory Councils continue to contribute to programming through various fundraising and marketing efforts, including Bingos, Casinos and the Run Santa Run! 2024 special event. Parents are an essential partner in Third Schools’ success at every level and contribute towards specialized supports and programming. Thank you, parents, for your volunteer hours and donations on behalf of our children. 2024-2025 saw the establishment of LYNX PAC. 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. Total Raised Funds/Gifts and Donations: \$638,014.

Programming Initiatives, Themes, and Celebrations

The Board is pleased to have overseen programming initiatives including: Bike Repair/Long Board Shop, Green Fools Circus Arts, Sports Day, Awards Day, numerous field trips, and the ‘Camp Caroline Extended Study Trip’ for Grades 9-12 students across the system in September 2024. Students bonded and shared stories of a fun-filled extended study trip program. Students also benefited from programming specifically designed to address *The Calls to Action* supporting *Truth and Reconciliation*. It is notable that an especially strong music program was delivered in 2024-2025, culminating in very well received Winter and Spring Concerts. We also celebrated our largest Graduating classes with a very well appreciated Graduation Ceremony in June 2025. Our staff should be commended for their boundless determination. Third Schools remains, at every level, deeply committed to our vision: *student success*.

Our 2024-2025 theme—The Sun—has allowed exploration at many different levels: mythical, spiritual, astrophysical, historical, and cultural. I understand that the theme is the brainchild of the Head of Schools and I support his intention of creating a ‘thread that ties the disparate parts of the system together under a common focus of exploration’.

Financial Overview

Notwithstanding significant funding adjustment given the Weighted Moving Average (WMA) funding model in 2024–2025, we have ended y/e 31 August 2025 with a \$25,000 deficit. This should be considered a success, given the Alberta Education \$1 million funding adjustment and a reporting change in how capital expenses are amortized that went back to years previous. 2024–2025 essentially ended with an operational surplus before amortization.

Key Financial Figures 2024–2025

Item	Amount	Context / Notes
Year-end result (after amortization)	- \$25,000	Considered a success given adjustments and retroactive amortization changes
Alberta Education funding adjustment	- \$1,011,679	Related to WMA model and capital amortization reporting change
Transportation funding	\$492,418	Supports InBus operations and partial relief for parent transportation
PAC raised funds	\$193,368	Bingos, Casinos, Run Santa Run! 2024, and other PAC activities

Gifts and donations (excluding PAC funds)	\$444,645	Includes Prosser Charitable Foundation and named bursary funds
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Governance, Leadership, and Stability

We do have a clear vision together with visionary leadership. We enable this by continuing to support key personnel responsible for implementing 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. Our gratitude goes 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.

Closing Reflection

Coming into 2025–2026, we find ourselves solid across the system. Teacher shortages must be managed. The public-school teacher strike has caused disruption and, more concerningly, has raised the spectre of an existential threat around the scapegoating of independent schools and the ensuing public conversation around defunding. I am confident in system and school leadership. InBus has been reinvigorated with new leadership, driver complement, and fleet. We continue to make concerted efforts to build LYNX, ursa Shared, ursa Distance, and ursa Global online. The addition of modular classrooms at our Third Schools East campus will enable the growth of Third Academy. I am advised that strategic shift as indicated in our 3 Year Plan is unfolding. Significant opportunity exists to build our business and in so doing serve our communities.

What makes us succeed when others fail?

Firstly, it's who we are: an extended family that is constructive, flexible, and innovative. Our connections are built upon real relationships based on 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 our mission to serve the public good to take action in any way they can to make the dream of Third Schools a reality.

Our theme for 2025-2026: America.

<Original Signed>

David Beresford
Chair, Board of Directors

Report of the Head of Schools

Sunshine on my shoulders makes me happy, sunshine in my eyes can make me cry.
Sunshine on the water looks so lovely, sunshine almost always makes me high.
John Denver

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 primary service to our Alberta Third Academy special education, **ursa** home based, and LYNX nature inspired communities. I am also proud to have chosen to pursue the noble cause of giving every child on this planet access to an affordable, world class, and safe education.

We have managed to end the year well. There was a stability over the course of the year. Some need to improve in our psyched assessment delivery, but over all the delivery of ancillary services was well received. That having been said, there has been much to celebrate. The successes:

- ✓ Our 'Sun' theme takes us on an exploration: mythical, spiritual, astrophysical, historical, and cultural.
- ✓ The amalgamation of Third Academy to Third Schools East campus continued into the second year, with continuing efforts to 'get back to basics' of where we started 29 years ago.
- ✓ The Lease was renewed at Third Schools West campus, giving LYNX a stable footing on which to grow.
- ✓ We embraced CTS/CTF programming choices- STEM, Bike Shop, Long Board, and Financial Literacy.
- ✓ Green Fools Circus Arts programming was a bit hit.
- ✓ We built a new Computer Lab, 30 computers strong.
- ✓ We must highlight a very strong music program delivered across the system, thanks to the combined efforts of an exceptional music teacher, students, and all staff.
- ✓ LYNX spotted! Our 'nature inspired' program appeals to families who believe in reconnecting to the world around us translating into the startup of LYNX Okotoks.
- ✓ The transition to new leadership for InBus has brought a new stability to our transportation department. We bring a stable cohort of professional school bus drivers onboard. The impact of Transportation Funding grant continues to make a significant difference in operations.
- ✓ A continuing push over the year for ursa Global online sees attendance at: BeGin Education Fairs in Kazakhstan, Kyrgyzstan, Azerbaijan, and Turkey; ICEF Secondary in Kuala Lumpur and exploratory trips to Thailand and Hong

Kong/Macau; follow up trips to Kuala Lumpur/Penang and Hong Kong/Macau. The International Education market place presents as an opportunity to make a difference on the global stage while enabling us to serve students in Alberta who remain our primary focus.

- ✓ 2024-2025 sees an 'effective' break even achieved by year end: -\$25,000 deficit. Important to note that \$1MM in 2023-2024 overfunding due to the Weighted Moving Average (WMA) funding model was 'adjusted' this fiscal year as well as an impact due to an Alberta Education change in the way capital assets are amortized retroactive to previous years. This being considered, the year ends as a determined financial success.
- ✓ Stable enrollment: 2023-2024, 1044 students being served; 2024-2025, 1091 students being served, 2025-2026 1106 students being served. This allows us to fulfill our vision and mission as well as innovate. We are working to increase enrollments by 5% per year over the next 3 years. This is to be accomplished by: the installation of modular classrooms to meet pent up demand for special needs students in Third Academy; program development including Summer School and Non-Primary Registrations in ursa; and building LYNX Calgary, Cochrane, and Okotoks enrollments as well as expansion with LYNX Edmonton for September 2025. An extraordinary effort will also be required to recruit good people across the system to staff this growth.



- ✓ Our largest graduating class- both Third Academy and ursa students- graced the stage in June 2025. It was a night to remember.
- ✓ Prompted by ongoing events on the global stage, our theme for 2025-2026: America. This is meant to be more than 'looking deeper' into all thing USA. Rather, as the exploration is ultimately meant to help us better understand who we are as Canadians.

Again, I am humbled to have worked in 2024-2025 with such super educators, caring parents, and determined students. There were challenges. But we rose to the occasion. And most importantly, much student success to celebrate. In the meantime, we continue to 'discover ourselves' in this new world.

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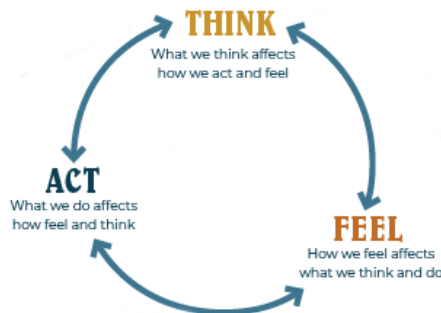
Sunil Mattu
Head of Schools

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 ICC 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 2025, however, we continue delivering world class education for our students and programming choice for our parents.

With Third Schools on a strong financial footing, Sunil has been able to innovate. Through Third Academy, **ursa**- Parent Directed, Shared Responsibility, Distance Online, and **ursa** Global online- and LYNX 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. Student enrollment in 2023-2024 was 710 remaining steady in 2024-2025 with 704 enrolment and continues on course with 2025-2026 student enrollment of 706. 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.

2020 saw the establishment of **ursa**- an independent school offering 'home based' education choice. Willow Home Ed was rebranded **ursa** Parent Directed. Home schooling families were also given programming choice with **ursa** Shared Responsibility. A fully teacher directed online program- **ursa** Distance Online- was launched as well. A hybrid-home schooling, online, onsite- school choice was born. Not including Parent Directed, **ursa** began with an initial student enrollment of 65. 2023-2024 Student enrollment was 108. 2024-2025 Student enrollment was 108. 2025-2026 Student enrollment is 118. **ursa** represents the future of education.

At the same time, Sunil also launched an exciting pilot program in Canmore called LYNX for September 2020 in midst of COVID-19. That's seeing the 'silver lining on the storm cloud'. The hybrid delivery model was '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." The pilot a great success,

LYNX Calgary was established in 2021 followed by LYNX Cochrane in 2022 and LYNX Okotoks in 2024. We are excited to see the establishment of LYNX Edmonton for 2025. The programs run in a completely hybrid fashion- onsite, online, shared responsibility- and from ECS and Grades 1-9. We look forward to the establishment of LYNX Edmonton in 2025.

Following exploratory trips to Panama and Cost Rica in March 2022, 2022-2023 saw an **ursa** Global online pilot with students in Chile, Costa Rica, Mexico and Saudi Arabia enrolled. This exciting new adventure in international distance online education allows Alberta to 'waive its flag' on the global stage by offering access to affordable, world class, and safe 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 education conference. We continued to explore and develop 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. Global exploration continued: Kazakhstan, Kyrgyzstan, Azerbaijan, and Turkey (October 2024); Malaysia, Thailand, Hong Kong/Macau (January 2025); Malaysia, Hong Kong/Macau (June 2025).

ursa Global online teams attended ICEF Berlin (November 2023), COGNIA Impact Conference Cairo (November 2023), ICEF Miami (December 2023), ICEF Digital (January 2024), DLAC 2024 (February 2024), ICEF Mexico/Colombia (March 2024), ICEF Niagara Falls (May 2024), and Vente a Canada Honduras/Panama/El Salvador/Costa Rica (May 2024). Vente a Canada Fairs mark a shift in our strategy from ICEF allowing us to connect directly with parents/students in the LATAM markets. Student recruitment efforts continued during 2024-2025 (BeGin Fairs, Vente a Canada Fairs, ICEF Fairs).

Focus for 2025-2026 is on increasing enrollment at Third Academy, **ursa** Global online, and LYNX. Third Academy will see modular classrooms added to the Third School East campus, creating 40 new seats. **ursa** Distance is focused on non-primary enrollment growth and Summer School program offerings. **ursa** Global online growth is spurred by **ursa** Summer Study Camps and growing international partnerships. LYNX growth is spurred by marketing efforts- word of mouth, social marketing, open houses- and establishment of LYNX Edmonton. A major project- LYNX Priddis World School- is planned to onstream for January 2027.

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 ECS, Third Academy Elementary, Third Academy Jnr/Snr High, **ursa**, and LYNX ECS and Grades 1-12. We also support 709 home educators. One could consider each of our schools- Third Academy, ursa, and LYNX- 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/shared responsibility/distance online, and 'nature inspired' education- enable our system to offer fullest 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 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 schools, early childhood education, home education, and heritage language schools.

Alberta Education has been engaging stakeholder groups over the past two years and this has driven policy change. In order to comply with the requirement that Third Schools implements policy that aligns, we have adopted:

- Parental Notification and Consent (Opt-In) Policy 2.15
- Safety and Fairness in Sport Policy 2.16
- Temporary Shift to At Home Learning During a Public Health Emergency 2.17

We will also adopt the following policies for January 2026:

- Selection, Availability, and Access of School Library Materials Policy 2.18

In addition, to address the changing working environment, we will adopt:

- Work From Home Policy 5.18

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 Elementary (0031) and Third Academy Jnr/Snr High (1446), the special needs focused schools, were established in 1997 and 2001 respectively. These schools are two of the nineteen 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 InBus school bus, ACCESS Calgary, City of Calgary Transit (CTrains/Bus), or parents.

For 2023-2024 Third Academy schools were consolidated to the Third Schools East campus, with Third Academy West (0031) now Third Academy Elementary and Third Academy East (1446) now Third Academy Jnr/Snr High. 2023-2024 enrollments: Third Academy Elementary 79, Third Academy Jnr/Snr High 119. 2024-2025 enrollments: Third Academy Elementary 89, Third Academy Jnr/Snr High 110. 2025-2026 enrollments: Third Academy Elementary 90, Third Academy Jnr/Snr High 103. Third Academy ECS (S.2472) also operates out of the Third Schools East campus with a 2023-2024 enrollment of 6, 2024-2025 enrollment of 7, and 2025-2026 enrollment of 4.

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 as **ursa** Global online. Some classes are also offered on site- physed, foods, music, fine arts, STEM, and bicycle shop- at the Third Schools East campus location on a Wednesday morning. 2023-2024 enrollments: **ursa** served a total of 748 students, grades 1-12. 649 Parent Directed, 77 Shared Responsibility, 21 Distance online, 1 **ursa** Global online. 2024-2025 enrollment: 678 Parent Directed, 77 Shared Responsibility, 23 Distance online, 0 **ursa** Global online. 2025-2026 enrollment: 709 Parent Directed, 91 Shared Responsibility, 27 Distance online, 0 **ursa** Global online.

Following a pilot, LYNX (S.2422) was established in 2021 and is based out of Third Schools West campus. LYNX ECS programming is delivered with a 'nature inside' and 'classroom outside' approach recognizing elements of Reggio. LYNX Grades 1-9 programming is truly hybrid, with: Shared Responsibility, Fully Teacher Directed at home, Fully Teacher Directed on site plus Teacher Directed Wednesday onsite Music, Fine Arts, PhysEd, STEM, and Long Board/Bicycle Shop (CTF) choices. 2023-2024 Enrollment: 55. 2024-2025 Enrollment: 49. 2025-2026 Enrollment: 64.

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
- ✓ policy shifts at Alberta Education 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
- ✓ future growth is intended to be at 5% year on year over the next 3 years in Third Academy schools and 10% in LYNX and **ursa**
- ✓ much of our ability to continue to grow at this pace is contingent upon 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 renewed 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: Prairie of Peace Lutheran Church, Ignite Church, KidsPlay Calgary, Rotary Fish Creek and Calgary Downtown, and Prosser Charitable Foundation

- ✓ there will considerable effort made to grow **ursa** Global online in the LATAM, Asia Pacific, and Eurozone markets
- ✓ there is consideration being given 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 Northern Alberta and beyond
- ✓ we are working towards the establishment of LYNX Priddis World School for January 2027
- ✓ Third Schools looks forward to the development of InBus, the 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 will maintain COGNIA <https://www.cognia.org/> institution status. This will enable our ability to continue to utilize TOT and *e/ot* tools for local measures. We are already part of EduCanada, Global Affairs Canada and CMEC's initiative in international education. We will explore a Round Square accreditation.
- ✓ 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. Growth stabilized in 2023-2024. Expansion with the installation of two modular classrooms is planned for September 2026.

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 18 school buses currently transports about 168 students daily, from all communities in Calgary as well as Airdrie, Cochrane, Bragg Creek, Okotoks, Langdon and Chestermere. 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 2025-2026. Alberta Education Transportation Funding, Grades 1-12, is driving InBus.

Calgary ACCESS is transporting 6 students, daily, to Third Academy. We also have 2 students being shuttled from the nearest public transit stop at East Hills Shopping Centre.

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. 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 is 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.

David Beresford is Board Chair. A Calgary business owner in the Oil & Gas (Accounting Technology) sector, David's son was a previous student of Third Academy. He has been engaged with Third Academy over the past 16 years.

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 30 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: Manu Chugh, Architect; Keith Mhlanga, Safety Officer Transportation; Tim Lloyd, Geologist; Peter Snow, Oil & Gas (Environment, Pipelines, Aboriginal Relations), Yash Mattu, University Student (Environment & Climate Studies.

We will welcome Adam Preece, Communications and Tech Entrepreneur to the Board table for 2025-2026.

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 evolution to Third Schools has taken place under his leadership. 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
- ✓ Associate 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 and going forward, LYNX operates out of our Third Schools West campus located in the community of Glenbrook, Calgary. Facilities are good. The school site is easily accessible by the major arteries and have been recently renovated. There is an onsite gymnasium, 'nature inspired' playground structures, 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. Out of doors programming is delivered in the Weaselhead for LYNX Calgary, the Bow River Valley for LYNX Cochrane, and for LYNX Okotoks Bill Robertson Park for Grades 1-9 students. For 2025-2026, LYNX Edmonton 'nature inspired' programming is delivered in the Edmonton River Valley parkland.

The new Third Schools East campus is an industry standard school facility on 9 acres of land. The site is very good and houses Third Academy ECS, Third Academy Elementary, and Third Academy Jnr/Snr High as well as **ursa**/LYNX Wednesday onsite programming. There is a competition standard gymnasium, commercial foods kitchen, library, science lab and new for 2024-2025 a long board/bicycle shop and computer lab. Along with the creation of a maker space, the addition of 2 modular classrooms is planned for September 2026 with a further 2 modular classrooms to be installed by September 2027.

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

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'. More recently, public school boards have refocused their programming on the 'provision of basic education', with many specialized programs being shut down. 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 evolve, given the direction set by the Government of Alberta. The Ministry is shifting with the bureaucracy taking firmer control. There have been fundamental changes to the Funding Manual starting with the adoption of the WMA in 2020-2021, first time Transportation Funding in 2023-2024, and now the 'earth shaking' announcement of Independent School access to the Capital Funding envelope in 2024-2025. We thank the Government of Alberta for continuing to work towards enabling independent 'boots on the ground' to fulfill Ministry 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.

As the regulatory- governance, financial, professional standards- and labour frameworks become more complex, more and more resources are dedicated to working through this new reality. There is opportunity, in building collaborative relationships with independent schools and education service providers to realize economy of scale. This includes the sharing of multi-tenant school sites. Third Schools would benefit in these collaborations in the areas of central administration services including PASI and accounting functions, transportation services, professional development, and shared school sites. This will be no small task. We start with shared values. Then we look for win-win.

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 1800 and ursa Home Based Education as reached 1200 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. Third Academy and LYNX are also engaged in social marketing initiatives.

Marketing initiatives with the support of Admaki <https://admaki.ca/>, our creative, is ongoing. Over the years, we have seen complete **ursa**, LYNX, and Third Academy rebrands. Websites for all three are now developed and live. Marketing, including social marketing initiatives, have been brought in house. **ursa** staff have always been actively

engaged in marketing, particularly in the Home Education world. In 2024-2025, LYNX staff continue to take on a very active role in marketing by hosting numerous open house, attending trade shows, and student recruitment fairs.

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 2024-2054. 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. The LYNX Bursary Fund has now been established in aid of students who could otherwise not be able to access their 'nature inspired' program of choice. 2024-2025 saw \$638,013 in Gifts and Donations received including PAC contributions dedicated to specialized services.

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.

A special note needs to be made: on behalf of students and families we humbly accept the extraordinary gift of the Prosser Charitable Foundation of \$190,000 for student bursaries to attend Third Academy in 2024-2025.

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 to gain access to a program of choice that is working to heal and support learning.

THE OPERATING ENVIRONMENT

The 2024-2025 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 changes in Alberta's macroeconomic situation, and a reaffirmation on the political stage.

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.

We thank Alberta Education for adopting the term ‘independent schools’ in the legislation, regulation, and communication. This moves us away from the old ‘public vs private’ debate into a recognition of the fact that:

- Third Schools is Independent, Inclusive, and Inspiring
- independent schools are part of a single Alberta Education funded education system
- independent schools must meet and exceed all standards and expectations similarly to public schools- protestant, catholic, francophone, and Charter
- independent schools serve a public good by providing programming choice to the parents and students of Alberta, all of whom are taxpayers
- independent schools serve as a driver of reform and innovation in education
- independent schools save the ‘public purse’ hundreds of millions of dollars

In 2024-2025, we ‘kept our heads down’ and ‘stayed the course’. The swiftness of the change in the operating context means that we are compelled to remember that ‘fortune favours the bold’. We need to take advantage of the opportunities that have availed themselves to us notably Transportation Funding in 2023-2024 and the anticipated Capital Funding in 2025-2026.

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 is the key in working together for common purpose. Below are significant accomplishments for 2024-2025.

SIGNIFICANT ACCOMPLISHMENTS

- ✓ Our ‘Sun’ theme takes us on an exploration: mythical, spiritual, astrophysical, historical, and cultural.
- ✓ The amalgamation of Third Academy to Third Schools East campus continued into the second year, with continuing efforts to ‘get back to basics’ of where we started now 30 years ago.
- ✓ The Lease was renewed at Third Schools West campus, giving LYNX a stable footing on which to grow.

- ✓ We embraced CTS/CTF programming choices- STEM, Bike Shop, Long Board, and Financial Literacy.
- ✓ Green Fools Circus Arts programming was a bit hit.
- ✓ We built a new Computer Lab, 30 computers strong.
- ✓ We must highlight a very strong music program delivered across the system, thanks to the combined efforts of an exceptional music teacher, students, and all staff.
- ✓ LYNX spotted! Our 'nature inspired' program appeals to families who believe in reconnecting to the world around us translating into the startup of LYNX Okotoks.
- ✓ The transition to new leadership for InBus has brought a new stability to our transportation department. We bring a stable cohort of professional school bus drivers onboard. The impact of Transportation Funding grant continues to make a significant difference in operations.
- ✓ A continuing push over the year for ursa Global online sees attendance at: BeGin Education Fairs in Kazakhstan, Kyrgyzstan, Azerbaijan, and Turkey; ICEF Secondary in Kuala Lumpur and exploratory trips to Thailand and Hong Kong/Macau; follow up trips to Kuala Lumpur/Penang and Hong Kong/Macau. The International Education market place presents as a an opportunity to make a difference on the global stage while enabling us to serve students in Alberta who remain our primary focus.
- ✓ 2024-2025 sees an 'effective' break even achieved by year end: -\$25,000 deficit. Important to note that \$1MM in 2023-2024 overfunding due to the Weighted Moving Average (WMA) funding model was 'adjusted' this fiscal year as well as an impact due to an Alberta Education change in the way capital assets are amortized retroactive to previous years. This being considered, the year ends as a determined financial success.
- ✓ Stable enrollment: 2023-2024, 1044 students being served; 2024-2025, 1091 students being served, 2025-2026 1106 students being served. This allows us to fulfill our vision and mission as well as innovate. We are working to increase enrollments by 5% per year over the next 3 years. This is to be accomplished by: the installation of modular classrooms to meet pent up demand for special needs students in Third Academy; program development including Summer School and Non-Primary Registrations in ursa; and building LYNX Calgary, Cochrane, and Okotoks enrollments as well as expansion with LYNX Edmonton for September 2025. An extraordinary effort will also be required to recruit good people across the system to staff this growth.
- ✓ Our largest graduating class- both Third Academy and ursa students- graced the stage in June 2025. It was a night to remember.
- ✓ Prompted by ongoing events on the global stage, our theme for 2025-2026: America. This is meant to be more than 'looking deeper' into all thing USA. Rather, as the exploration is ultimately meant to help us better understand who we are as Canadians.

TREND

- ✓ Visionary Leadership

- ✓ Enrollment Growth
- ✓ Innovation
- ✓ Capacity Building
- ✓ Distributed Leadership
- ✓ New Technology Integration
- ✓ Fiscal strength
- ✓ 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 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.

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 2024 results need to be addressed both at the school and system level. We generally see Maintenance across the various Measures leading to an Overall Outcome of concern, painting a picture that requires attention. An ongoing and concerted effort is being made in 2024-2025 to bring satisfaction levels back to historical norms.

Fall 2024 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	79.4	79.5	85.0	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	76.7	73.6	77.2	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	3-year High School Completion	29.2	26.6	24.2	80.4	80.7	82.4	Very Low	Maintained	Concern
	5-year High School Completion	51.4	40.6	47.2	88.1	88.6	87.3	Very Low	Maintained	Concern
	PAT6: Acceptable	13.0	5.6	5.6	68.5	66.2	66.2	Very Low	Improved	Issue
	PAT6: Excellence	0.0	0.0	0.0	19.8	18.0	18.0	Very Low	Maintained	Concern
	PAT9: Acceptable	11.3	10.4	10.4	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	1.8	0.0	0.0	15.4	15.5	15.5	Very Low	Maintained	Concern
Teaching & Leading	Diploma: Acceptable	72.3	54.8	54.8	81.5	80.3	80.3	Low	Improved	Acceptable
	Diploma: Excellence	2.1	12.9	12.9	22.6	21.2	21.2	Very Low	Declined	Concern
Learning Supports	Education Quality	81.3	83.4	86.2	87.6	88.1	88.6	Low	Declined	Issue
Governance	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.0	81.6	85.0	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	79.7	82.4	83.5	79.9	80.6	81.1	n/a	Declined	n/a
	Parental Involvement	80.8	74.9	81.5	79.5	79.1	78.9	High	Maintained	Good

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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
- Participation in the PATs 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 PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- 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.

Fall 2025 Required Alberta Education and Childcare 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	84.7	79.4	83.1	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	83.3	76.7	77.1	79.8	79.4	80.4	Very High	Improved	Excellent
	3-year High School Completion	10.8	29.2	27.1	81.4	80.4	81.4	Very Low	Declined	Concern
	5-year High School Completion	60.1	51.4	48.3	87.1	88.1	87.9	Very Low	Maintained	Concern
	PAT9: Acceptable	11.7	11.3	10.8	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	1.7	1.8	0.9	15.6	15.4	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	77.2	72.3	63.6	82.0	81.5	80.9	Low	Maintained	Issue
	Diploma: Excellence	10.5	2.1	7.5	23.0	22.6	21.9	Low	Maintained	Issue
Teaching & Leading	Education Quality	90.5	81.3	84.6	87.7	87.6	88.2	Very High	Improved Significantly	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.1	85.0	85.0	84.4	84.0	84.9	High	Improved	Good
	Access to Supports and Services	85.4	79.7	82.2	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	89.6	80.8	81.2	80.0	79.5	79.1	Very High	Improved	Excellent

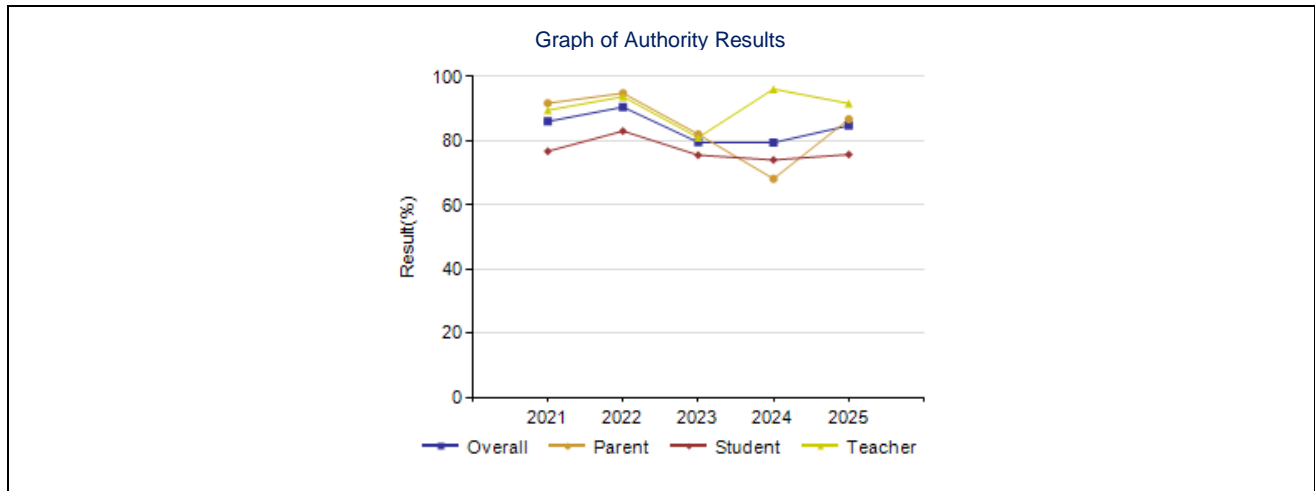
Notes:

- 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 Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
- 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, Science 30, Social Studies 30-1, Social Studies 30-2.
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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.

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									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	135	86.0	153	90.5	240	79.5	281	79.4	314	84.7	Intermediate	Maintained	Acceptable	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	24	91.7	20	94.8	21	82.0	23	68.1	46	86.7	Intermediate	Maintained	Acceptable	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Student	76	76.7	101	83.0	180	75.5	215	74.0	227	75.7	High	Maintained	Good	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	35	89.5	32	93.7	39	81.0	43	96.1	41	91.6	Very Low	Maintained	Concern	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0



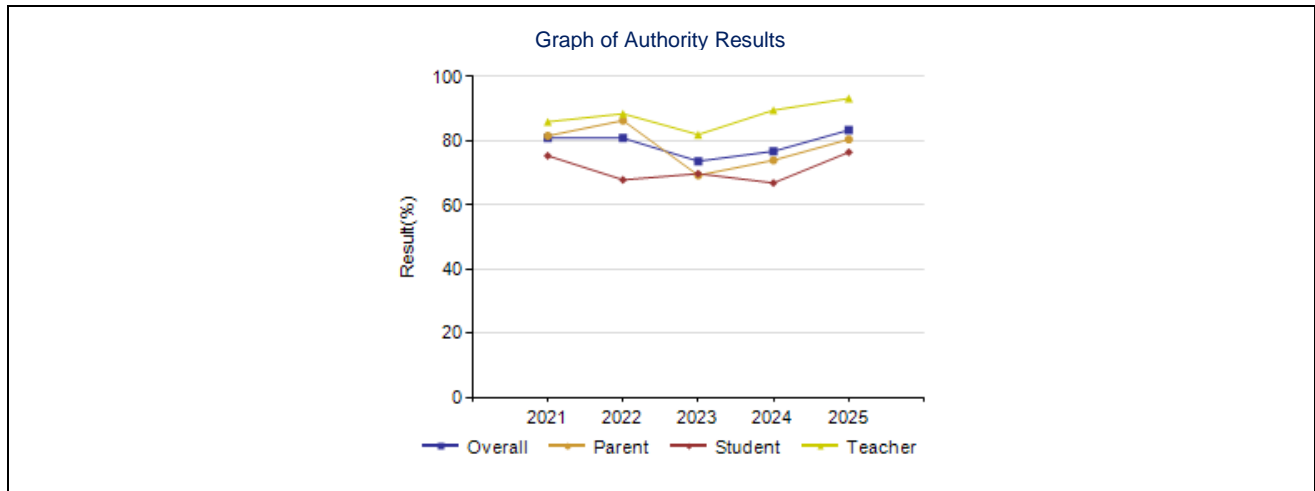
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AECA 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									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	135	80.9	152	80.8	240	73.6	281	76.7	314	83.4	Very High	Improved	Excellent	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	24	81.5	20	86.3	21	69.2	23	73.9	46	80.4	High	Maintained	Good	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	76	75.3	101	67.8	180	69.7	215	66.8	227	76.4	Very High	Improved	Excellent	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	35	85.9	31	88.4	39	81.9	43	89.5	41	93.2	High	Maintained	Good	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5



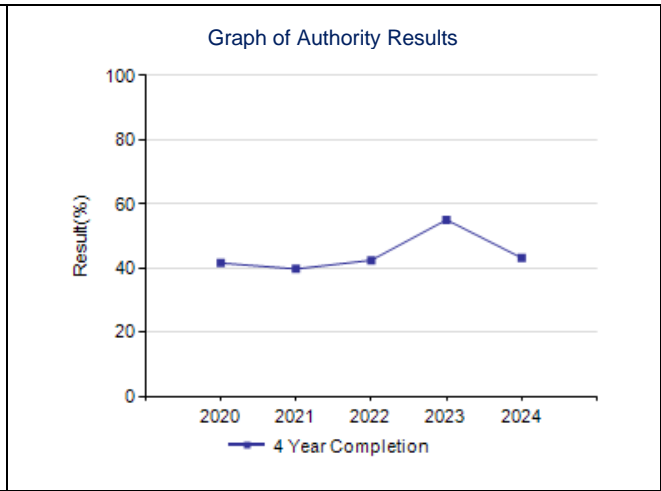
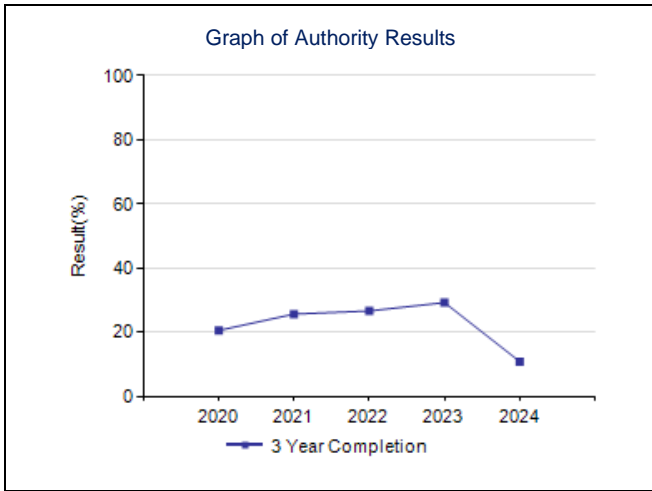
Notes:

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

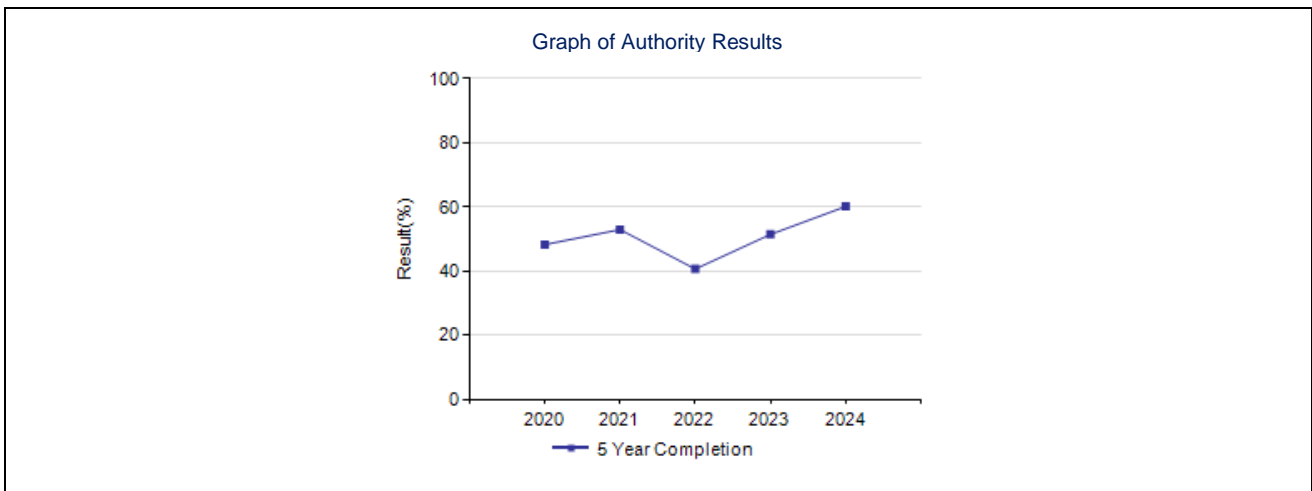
	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	19	20.5	26	25.6	37	26.6	53	29.2	47	10.8	Very Low	Declined	Concern	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4
4 Year Completion	19	41.5	17	39.7	26	42.4	37	55.0	53	43.1	Very Low	Maintained	Concern	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7
5 Year Completion	31	48.2	19	52.9	17	40.6	26	51.4	37	60.1	Very Low	Maintained	Concern	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

High School Completion Rate – Measure Details

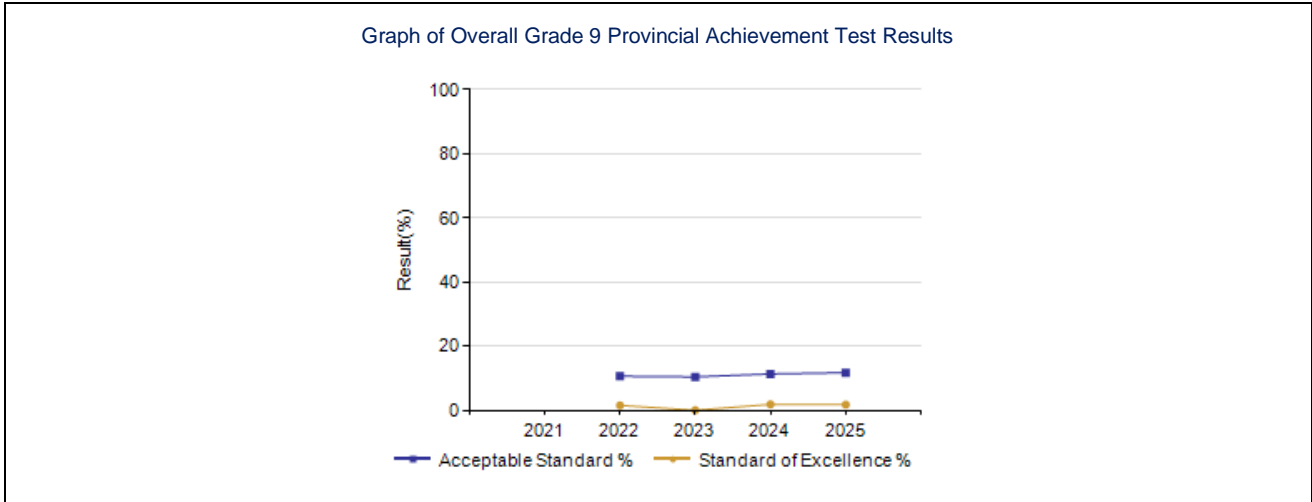


Notes:

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 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

Provincial Achievement Test Results – Grade 9 PAT By Number Enrolled Measure History

Grade 9 PAT Results By Number Enrolled Measure History													
	Third Academy International Lt					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	33	41	43	30	n/a	n/a	n/a	n/a	53,039	57,925	60,682	61,071
Acceptable Standard %	n/a	10.6	10.4	11.3	11.7	Very Low	Maintained	Concern	n/a	62.9	62.6	62.5	62.5
Standard of Excellence %	n/a	1.5	0.0	1.8	1.7	Very Low	Maintained	Concern	n/a	16.8	15.5	15.4	15.6



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

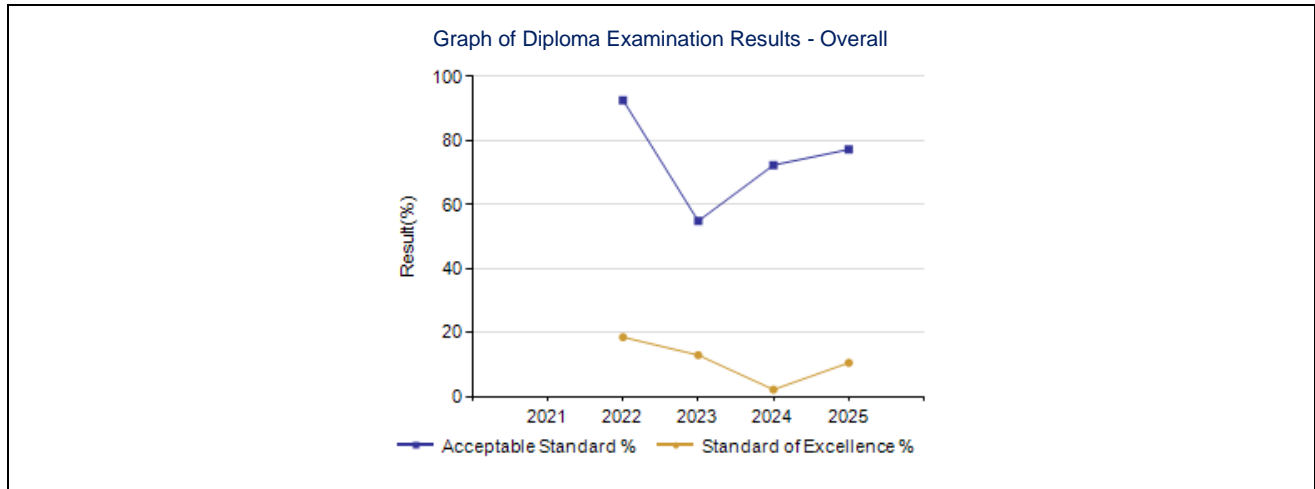
Course		Third Academy International Lt								Alberta			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
Social Studies 6	Acceptable Standard	Very Low	Maintained	Concern	32	15.6	30	9.3	50,053	64.1	59,230	67.4	
	Standard of Excellence	Very Low	Maintained	Concern	32	0.0	30	0.0	50,053	18.5	59,230	18.9	
English Language Arts 9	Acceptable Standard	Very Low	Maintained	Concern	30	13.3	40	15.1	59,391	69.8	57,676	70.4	
	Standard of Excellence	Very Low	Improved	Issue	30	3.3	40	0.0	59,391	11.1	57,676	12.6	
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	47.4	1,360	49.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	5.2	1,360	5.6	
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	75.2	3,262	76.4	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	9.3	3,262	10.7	
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	84.8	595	82.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	16.4	595	21.0	
Mathematics 9	Acceptable Standard	Very Low	Maintained	Concern	30	3.3	42	7.2	58,911	51.7	57,012	53.5	
	Standard of Excellence	Very Low	Maintained	Concern	30	0.0	42	0.0	58,911	14.0	57,012	13.7	
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	49.7	1,891	52.4	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	11.0	1,891	10.6	
Science 9	Acceptable Standard	Very Low	Improved	Issue	30	20.0	42	10.7	59,453	68.6	57,692	66.9	
	Standard of Excellence	Very Low	Maintained	Concern	30	3.3	42	2.3	59,453	21.1	57,692	20.5	
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	50.3	1,304	52.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	7.9	1,304	9.9	
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	30	10.0	42	10.7	59,472	60.5	57,717	59.4	
	Standard of Excellence	Very Low	Maintained	Concern	30	0.0	42	1.2	59,472	17.1	57,717	15.8	
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	50.3	1,246	50.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	10.6	1,246	10.9	

Notes:

6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
7. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
8. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
9. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
11. 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.

Diploma Examination Results – By Students Writing Measure History

Diploma Exam Results By Students Writing Measure History													
	Third Academy International Lt					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	18	18	21	23	n/a	n/a	n/a	n/a	58,444	67,294	72,444	78,236
Acceptable Standard %	n/a	92.6	54.8	72.3	77.2	Low	Maintained	Issue	n/a	75.2	80.3	81.5	82.0
Standard of Excellence %	n/a	18.5	12.9	2.1	10.5	Low	Maintained	Issue	n/a	18.2	21.2	22.6	23.0



Notes:

12. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
13. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Exams. 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.
14. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
15. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Examination Results Course By Course Summary With Measure Evaluation

		Third Academy International Lt							Alberta			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 30-1	Acceptable Standard	Very High	Improved	Excellent	10	100.0	8	67.5	35,845	85.3	32,247	83.9
	Standard of Excellence	Very Low	Maintained	Concern	10	0.0	8	7.1	35,845	10.9	32,247	10.3
English Language Arts 30-2	Acceptable Standard	Very Low	Maintained	Concern	7	57.1	7	78.6	21,398	85.6	18,166	85.9
	Standard of Excellence	Very Low	Maintained	Concern	7	0.0	7	7.1	21,398	11.3	18,166	12.8
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,234	94.7	1,218	94.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,234	6.0	1,218	7.4
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	99.4	144	99.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	23.0	144	28.5
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	9	77.8	n/a	n/a	22,680	77.8	20,399	73.1
	Standard of Excellence	n/a	n/a	n/a	9	11.1	n/a	n/a	22,680	37.1	20,399	32.0
Mathematics 30-2	Acceptable Standard	*	*	*	1	*	n/a	n/a	17,430	73.6	15,047	71.0
	Standard of Excellence	*	*	*	1	*	n/a	n/a	17,430	17.3	15,047	15.3
Social Studies 30-1	Acceptable Standard	High	n/a	n/a	9	88.9	n/a	n/a	26,238	84.6	24,595	84.4
	Standard of Excellence	Intermediate	n/a	n/a	9	11.1	n/a	n/a	26,238	16.8	24,595	17.3
Social Studies 30-2	Acceptable Standard	Very Low	Maintained	Concern	8	62.5	7	70.8	27,021	77.5	22,515	77.8
	Standard of Excellence	Very Low	Declined	Concern	8	0.0	7	14.6	27,021	12.3	22,515	12.5
Biology 30	Acceptable Standard	High	Improved	Good	7	85.7	7	57.1	25,916	82.7	23,842	82.9
	Standard of Excellence	Intermediate	Improved	Good	7	28.6	7	0.0	25,916	34.8	23,842	33.2
Chemistry 30	Acceptable Standard	*	*	*	1	*	n/a	n/a	21,438	83.8	19,160	81.7
	Standard of Excellence	*	*	*	1	*	n/a	n/a	21,438	40.6	19,160	37.5
Physics 30	Acceptable Standard	*	*	*	3	*	n/a	n/a	11,366	85.6	9,598	83.7
	Standard of Excellence	*	*	*	3	*	n/a	n/a	11,366	43.6	9,598	41.5
Science 30	Acceptable Standard	*	*	*	2	*	n/a	n/a	9,027	79.6	8,223	80.3
	Standard of Excellence	*	*	*	2	*	n/a	n/a	9,027	26.2	8,223	23.9

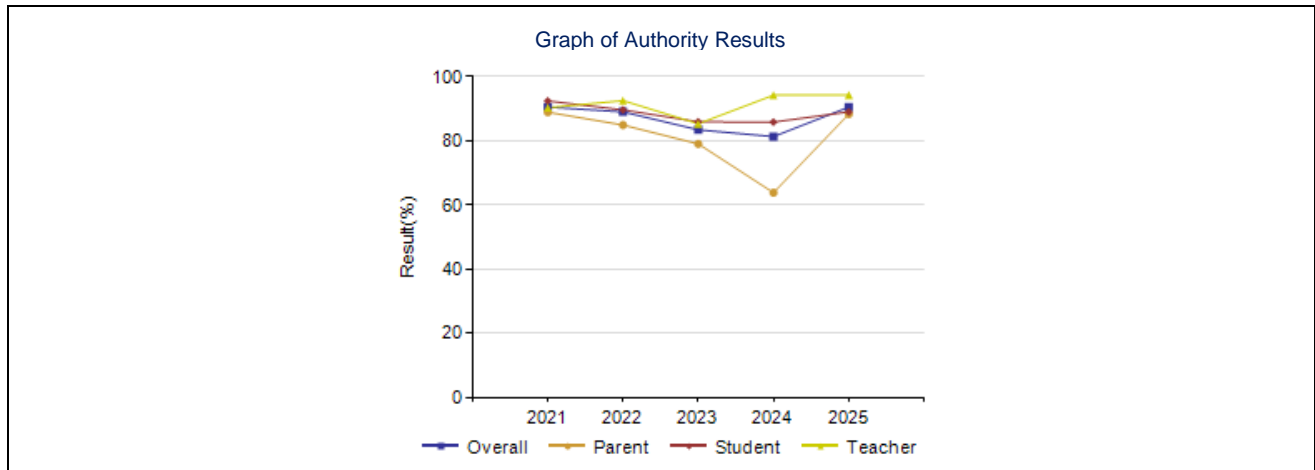
Notes:

16. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
17. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
18. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
19. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Education Quality – Measure Details

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

	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	136	90.5	154	89.0	240	83.4	281	81.3	315	90.5	Very High	Improved Significantly	Excellent	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	24	88.9	20	84.9	21	79.0	23	63.8	46	88.3	Very High	Improved	Excellent	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	77	92.4	102	89.6	180	85.9	215	85.8	228	89.0	High	Maintained	Good	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	35	90.3	32	92.5	39	85.3	43	94.2	41	94.3	Intermediate	Maintained	Acceptable	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9



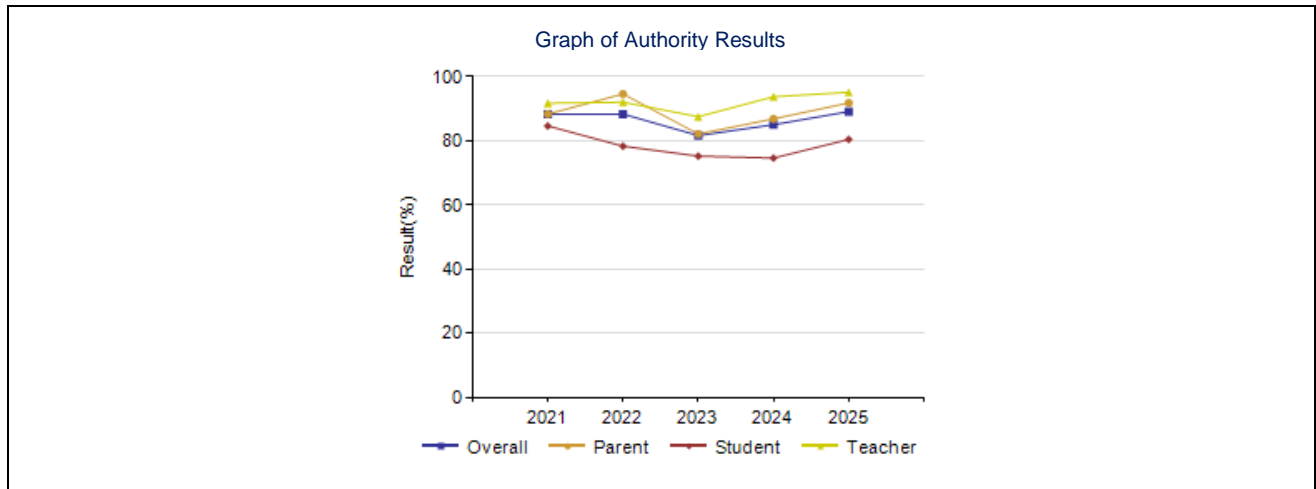
Notes:

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

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									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	136	88.2	153	88.3	240	81.6	281	85.0	314	89.1	High	Improved	Good	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	24	88.3	20	94.6	21	82.1	23	86.8	46	91.8	Very High	Maintained	Excellent	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	77	84.6	101	78.3	180	75.2	215	74.6	226	80.4	High	Improved	Good	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	35	91.7	32	92.0	39	87.5	43	93.7	42	95.1	Intermediate	Maintained	Acceptable	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3



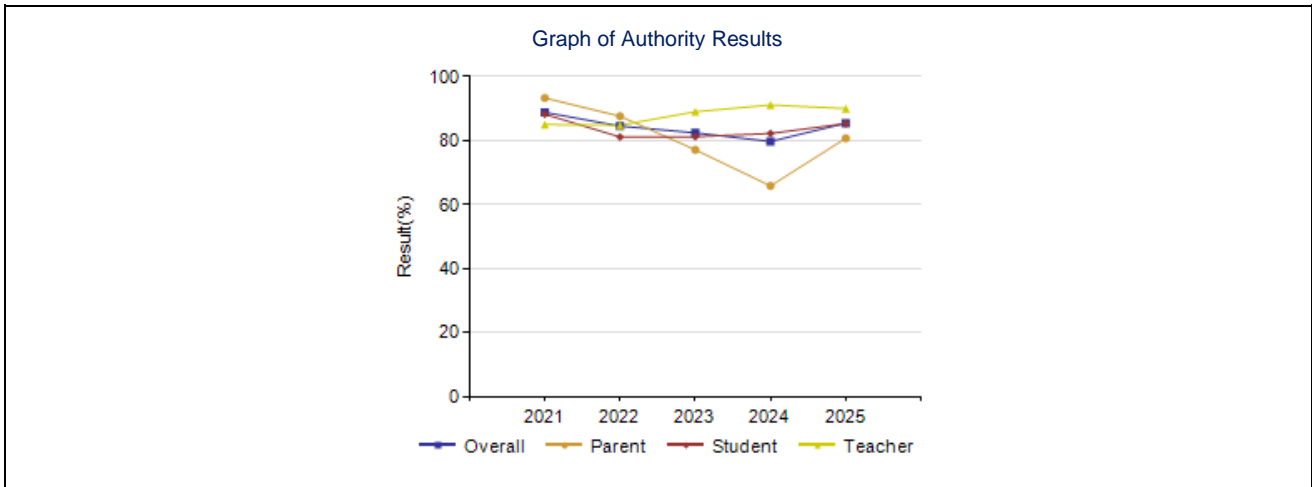
Notes:

- 22. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 23. The AECA 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									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	136	88.8	151	84.5	239	82.4	280	79.7	315	85.4	High	Maintained	Good	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	24	93.3	20	87.6	21	77.1	23	65.8	46	80.7	High	Maintained	Good	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	77	88.2	101	81.1	180	81.2	214	82.2	227	85.3	High	Improved	Good	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	35	85.0	30	84.8	38	89.0	43	91.1	42	90.0	High	Maintained	Good	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

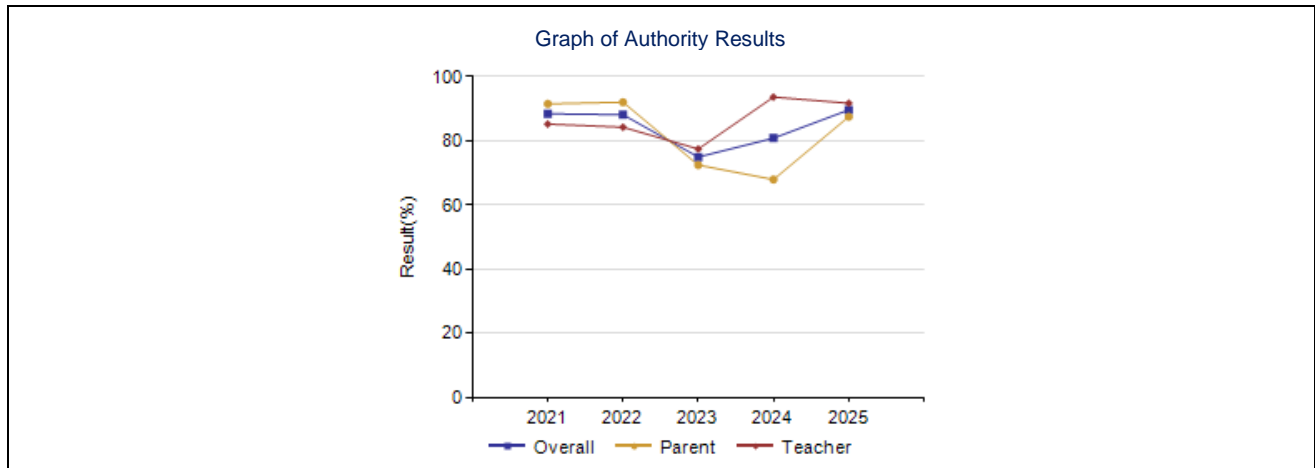


Notes:

- 24. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 25. The AECA 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									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	60	88.4	55	88.1	60	74.9	66	80.8	88	89.6	Very High	Improved	Excellent	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	24	91.5	20	92.0	21	72.4	23	67.9	46	87.5	Very High	Improved	Excellent	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	36	85.2	35	84.2	39	77.4	43	93.6	42	91.7	High	Maintained	Good	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3



Notes:

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

Fall 2024 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)	11.2	0.0	n/a	52.7	3.5	n/a	Very Low	n/a	n/a
Drop Out Rate	8.0	7.1	7.5	2.5	2.5	2.4	Low	Maintained	Issue
In-Service Jurisdiction Needs	77.2	76.9	79.0	81.1	82.2	83.0	Low	Maintained	Issue
Lifelong Learning	72.9	72.1	76.9	79.9	80.4	80.7	Intermediate	Maintained	Acceptable
Program of Studies	71.8	74.4	75.1	82.8	82.9	82.9	Low	Maintained	Issue
Program of Studies - At Risk Students	82.1	83.0	83.5	80.6	81.2	81.5	Low	Maintained	Issue
Rutherford Scholarship Eligibility Rate	31.6	53.3	49.4	70.7	71.9	70.0	Very Low	Declined	Concern
Safe and Caring	89.1	84.9	87.9	87.1	87.5	88.1	Very High	Maintained	Excellent
Satisfaction with Program Access	66.3	61.2	62.6	71.9	72.9	72.7	Low	Maintained	Issue
School Improvement	79.0	74.2	76.7	75.8	75.2	74.7	High	Maintained	Good
Transition Rate (6 yr)	29.8	33.3	27.0	60.1	59.7	60.0	Very Low	Maintained	Concern
Work Preparation	72.9	68.6	76.9	82.8	83.1	84.0	Intermediate	Maintained	Acceptable

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 Diploma Exams was impacted by the fires in 2018/19 and 2022/23, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Fall 2025 Supplemental Alberta Education and Childcare 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)	5.4	11.2	11.2	54.5	52.7	52.7	Very Low	Declined	Concern
Drop Out Rate	7.9	8.0	7.6	2.4	2.5	2.4	Low	Maintained	Issue
In-Service Jurisdiction Needs	85.7	77.2	78.4	81.7	81.1	82.3	Intermediate	Maintained	Acceptable
Lifelong Learning	86.0	72.9	75.6	80.8	79.9	80.4	Very High	Improved	Excellent
Program of Studies	80.6	71.8	74.0	83.0	82.8	82.9	High	Improved	Good
Program of Studies - At Risk Students	86.1	82.1	83.1	80.5	80.6	81.2	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	54.3	31.6	43.2	69.4	70.7	70.9	Low	Maintained	Issue
Safe and Caring	91.7	89.1	88.3	87.3	87.1	87.8	Very High	Improved	Excellent
Satisfaction with Program Access	76.8	66.3	63.8	72.1	71.9	72.5	Intermediate	Improved Significantly	Good
School Improvement	81.8	79.0	77.5	76.6	75.8	75.1	Very High	Improved	Excellent
Transition Rate (6 yr)	26.5	29.8	27.4	59.9	60.1	60.0	Very Low	Maintained	Concern
Work Preparation	86.8	72.9	75.6	83.7	82.8	83.6	Very High	Improved	Excellent

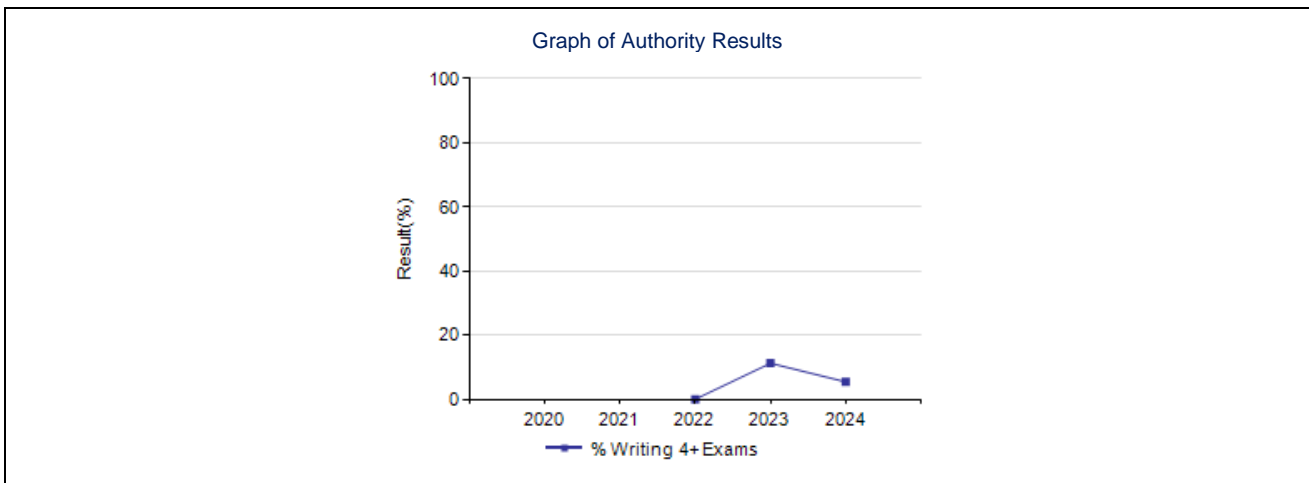
Notes:

28. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
29. Participation in the Diploma Examinations was impacted by the COVID-19 pandemic from 2019/20 to 2021/22, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. 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.
30. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event..

Diploma Examination Participation Rate – Measure Details

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	Authority					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
N	19	26	37	53	47	46,245	47,675	48,340	49,297	51,148
% Writing 0 Exams	n/a	n/a	76.4	68.5	76.5	n/a	n/a	20.9	14.4	13.7
% Writing 1+ Exams	n/a	n/a	23.6	31.5	23.5	n/a	n/a	79.1	85.6	86.3
% Writing 2+ Exams	n/a	n/a	8.9	18.0	13.5	n/a	n/a	54.4	82.5	83.8
% Writing 3+ Exams	n/a	n/a	0.0	13.5	5.4	n/a	n/a	20.0	64.7	65.3
% Writing 4+ Exams	n/a	n/a	0.0	11.2	5.4	n/a	n/a	3.5	52.7	54.5
% Writing 5+ Exams	n/a	n/a	0.0	0.0	2.7	n/a	n/a	0.5	31.6	35.4
% Writing 6+ Exams	n/a	n/a	0.0	0.0	0.0	n/a	n/a	0.0	8.4	10.8



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 Diploma Examinations was impacted by the COVID-19 pandemic from 2019/20 to 2021/22, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.
3. Participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Diploma Examination Participation Rate – Measure Details

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

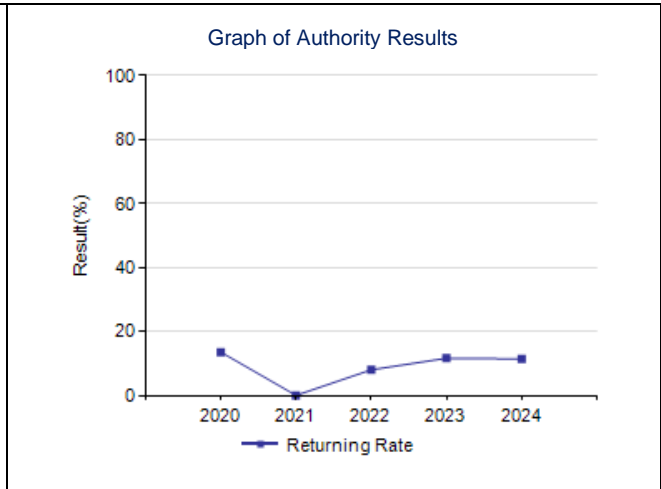
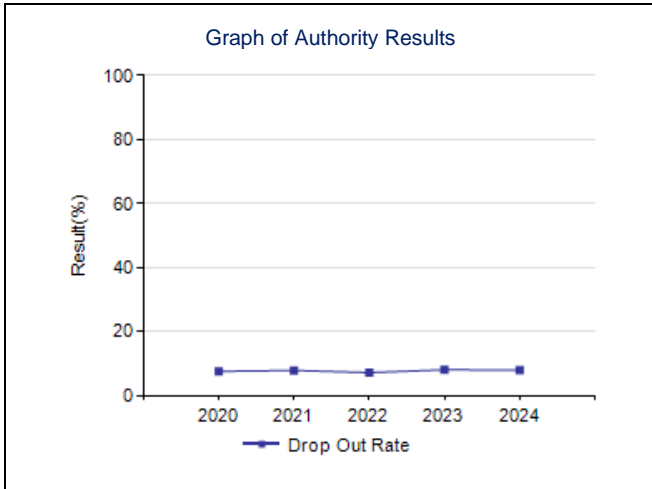
	Authority					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
N	19	26	37	53	47	46,245	47,675	48,340	49,297	51,148
English Language Arts 30-1	n/a	n/a	0.0	15.1	10.6	n/a	n/a	27.7	56.4	56.4
English Language Arts 30-2	n/a	n/a	0.0	7.5	4.3	n/a	n/a	13.3	28.1	29.5
Total of 1 or more English Diploma Exams	n/a	n/a	0.0	20.8	14.9	n/a	n/a	40.5	81.3	82.8
Social Studies 30-1	n/a	n/a	8.1	9.4	2.1	n/a	n/a	22.5	45.0	44.9
Social Studies 30-2	n/a	n/a	10.8	7.5	10.6	n/a	n/a	17.4	36.2	38.3
Total of 1 or more Social Diploma Exams	n/a	n/a	18.9	17.0	12.8	n/a	n/a	39.8	80.6	82.5
Mathematics 30-1	n/a	n/a	0.0	7.5	2.1	n/a	n/a	10.9	32.1	34.4
Mathematics 30-2	n/a	n/a	2.7	3.8	2.1	n/a	n/a	12.1	24.6	25.2
Total of 1 or more Math Diploma Exams	n/a	n/a	2.7	11.3	4.3	n/a	n/a	22.9	54.8	57.7
Biology 30	n/a	n/a	2.7	7.5	4.3	n/a	n/a	18.0	38.1	41.2
Chemistry 30	n/a	n/a	0.0	1.9	0.0	n/a	n/a	15.6	32.5	33.6
Physics 30	n/a	n/a	0.0	3.8	4.3	n/a	n/a	9.0	16.7	17.2
Science 30	n/a	n/a	5.4	0.0	0.0	n/a	n/a	7.9	14.3	14.1
Total of 1 or more Science Diploma Exams	n/a	n/a	8.1	13.2	6.4	n/a	n/a	41.4	59.4	60.4
Français 30-1	n/a	n/a	0.0	0.0	0.0	n/a	n/a	0.1	0.2	0.3
French Language Arts 30	n/a	n/a	0.0	0.0	0.0	n/a	n/a	1.3	2.5	2.3
Total of 1 or more French Diploma Exams	n/a	n/a	0.0	0.0	0.0	n/a	n/a	1.5	2.7	2.6

Notes:

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2. Participation in the Diploma Examinations was impacted by the COVID-19 pandemic from 2019/20 to 2021/22, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.
3. Participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18																							
	Authority											Province											
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	126	7.5	166	7.8	243	7.1	242	8.0	213	7.9	Low	Maintained	Issue	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5	206,059	2.4
Returning Rate	9	13.5	11	16.0	16	8.0	20	11.6	27	11.4	n/a	n/a	n/a	6,720	18.1	6,408	17.3	5,940	17.2	6,244	16.6	6,748	19.2



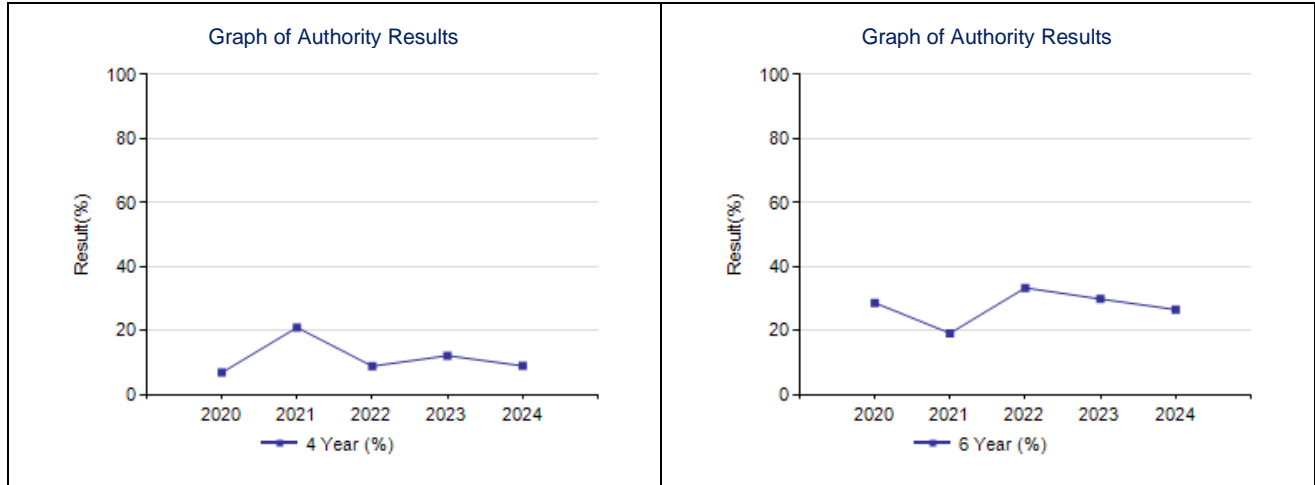
Notes:

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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									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
4 Year Rate	19	6.8	17	20.9	26	8.8	37	12.1	53	8.9	Very Low	Maintained	Concern	45,351	40.5	46,242	41.2	47,660	40.2	48,296	41.1	49,293	42.5
6 Year Rate	29	28.6	31	19.1	19	33.3	17	29.8	26	26.5	Very Low	Maintained	Concern	44,983	60.0	44,966	60.3	45,342	59.7	46,232	60.1	47,654	59.9



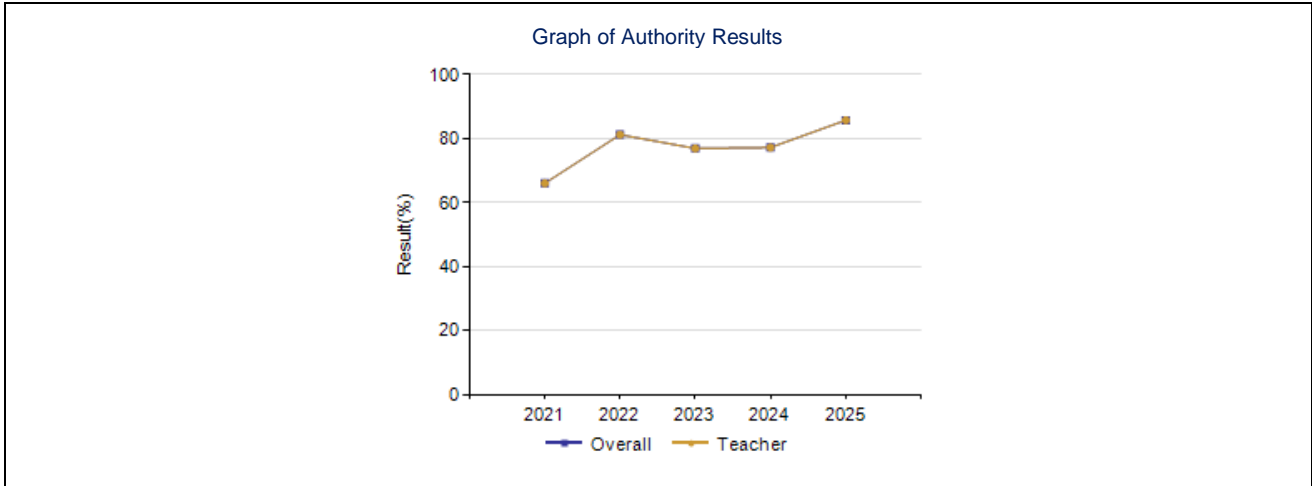
Notes:

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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										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	36	66.0	34	81.2	37	76.7	43	77.3	42	85.7	Intermediate	Maintained	Acceptable	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7
Teacher	36	66.0	34	81.2	37	76.7	43	77.3	42	85.7	Intermediate	Maintained	Acceptable	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7



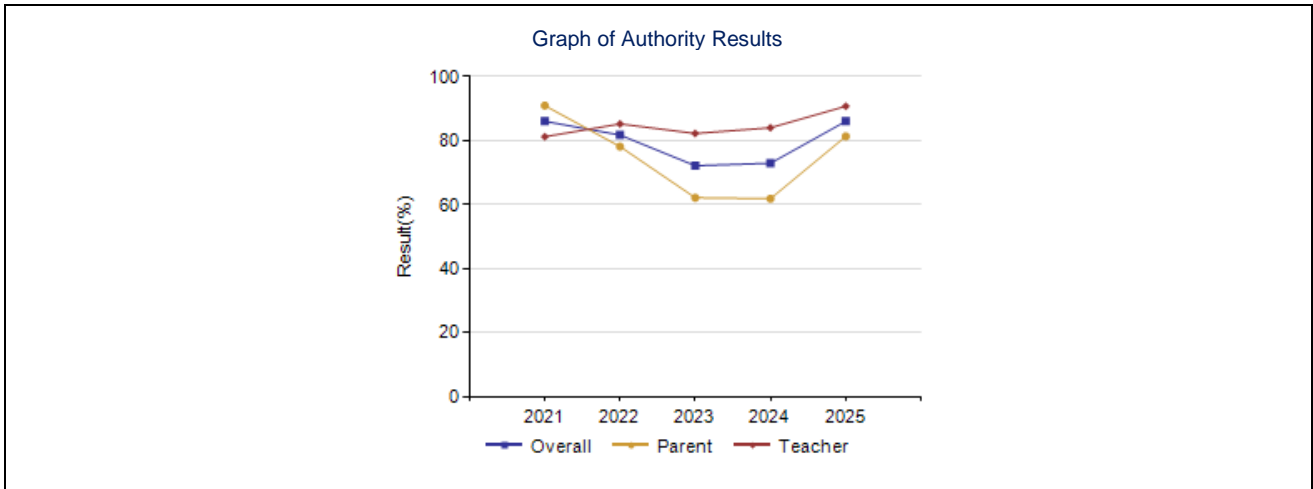
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2. The AECA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

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									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	59	86.0	53	81.7	58	72.1	65	72.9	84	86.0	Very High	Improved	Excellent	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9	65,274	80.8
Parent	24	90.9	20	78.1	19	62.1	23	61.8	42	81.3	Very High	Improved	Excellent	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3	32,542	74.5
Teacher	35	81.2	33	85.2	39	82.2	42	84.0	42	90.7	High	Maintained	Good	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6	32,732	87.1



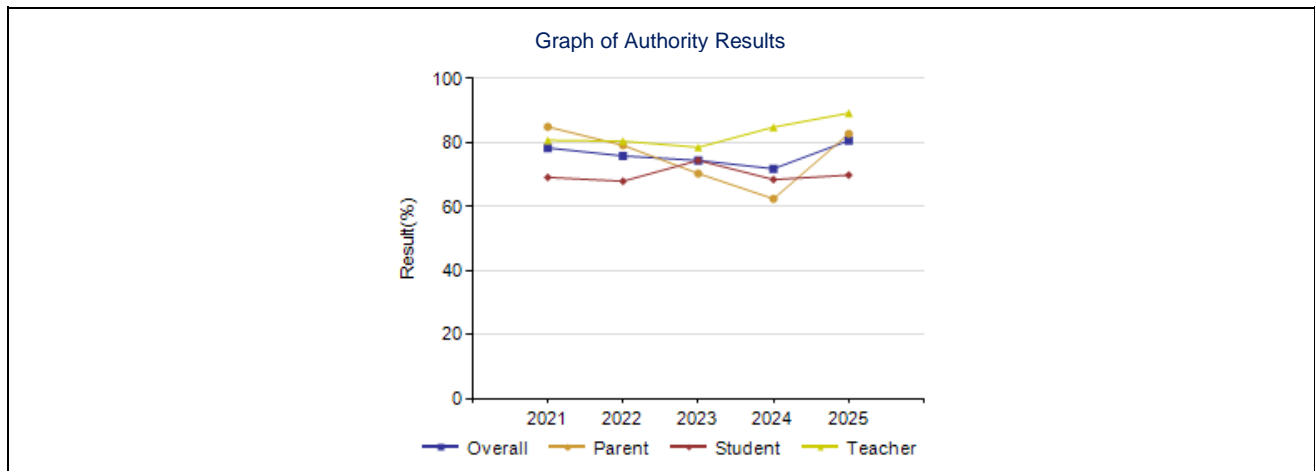
Notes:

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2. The AECA 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 AECA 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									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	122	78.3	130	75.8	184	74.4	221	71.8	242	80.6	High	Improved	Good	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8	190,222	83.0
Parent	24	84.9	20	79.1	21	70.3	23	62.4	46	82.7	Very High	Improved	Excellent	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3	34,368	82.4
Student	63	69.1	78	67.9	124	74.4	155	68.4	154	69.8	Intermediate	Maintained	Acceptable	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7	122,315	77.0
Teacher	35	80.7	32	80.4	39	78.5	43	84.8	42	89.2	High	Improved	Good	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2	33,539	89.5



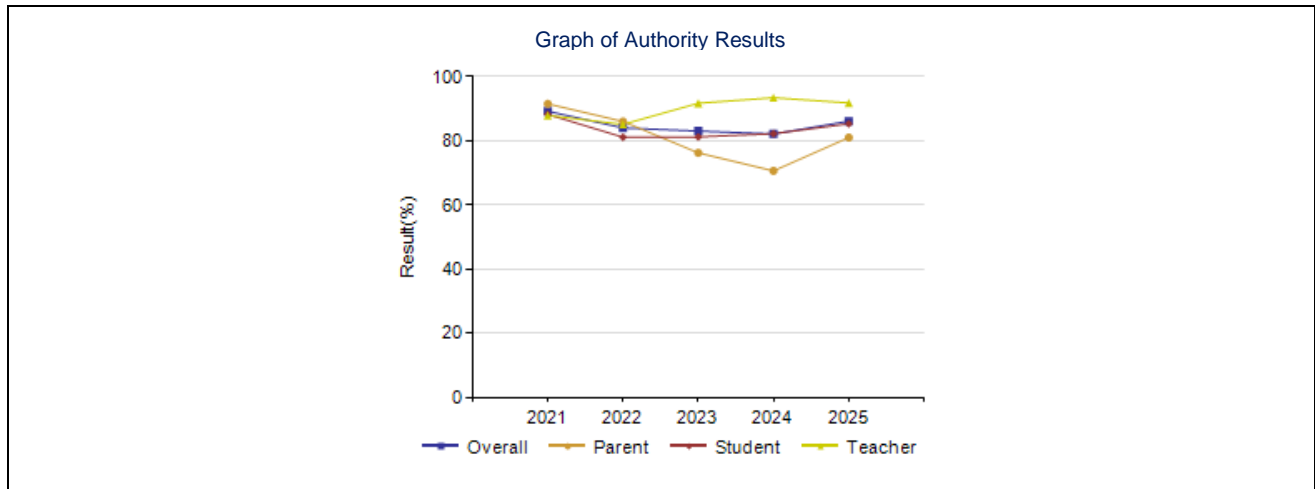
Notes:

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2. The AECA 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									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	136	89.2	151	84.0	239	83.0	280	82.1	315	86.1	Intermediate	Maintained	Acceptable	230,66	82.7	249,524	81.9	256,932	81.2	264,651	80.6	268,717	80.5
Parent	24	91.5	20	86.0	21	76.2	23	70.6	46	81.0	High	Maintained	Good	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5	34,352	73.5
Student	77	88.2	101	81.1	180	81.2	214	82.2	227	85.3	High	Improved	Good	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	35	87.9	30	85.1	38	91.7	43	93.4	42	91.8	Low	Maintained	Issue	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5	33,524	89.4



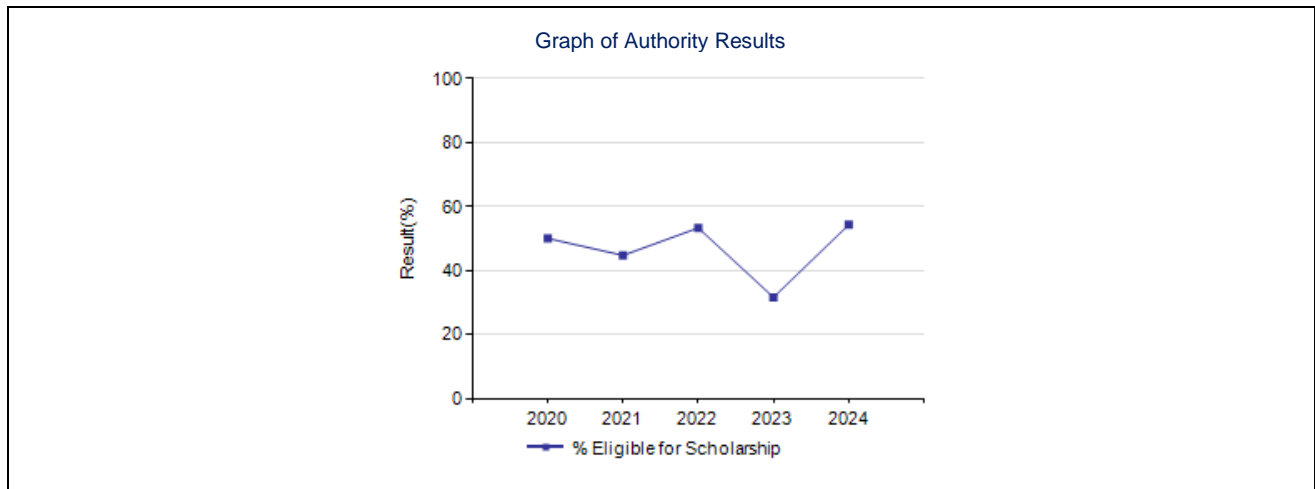
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AECA 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									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	32	50.0	38	44.7	45	53.3	38	31.6	35	54.3	Low	Maintained	Issue	59,357	68.0	58,631	70.2	57,307	71.9	58,930	70.7	63,342	69.4

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
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
2022	45	23	51.1	21	46.7	7	15.6	24	53.3
2023	38	11	28.9	8	21.1	4	10.5	12	31.6
2024	35	15	42.9	15	42.9	8	22.9	19	54.3



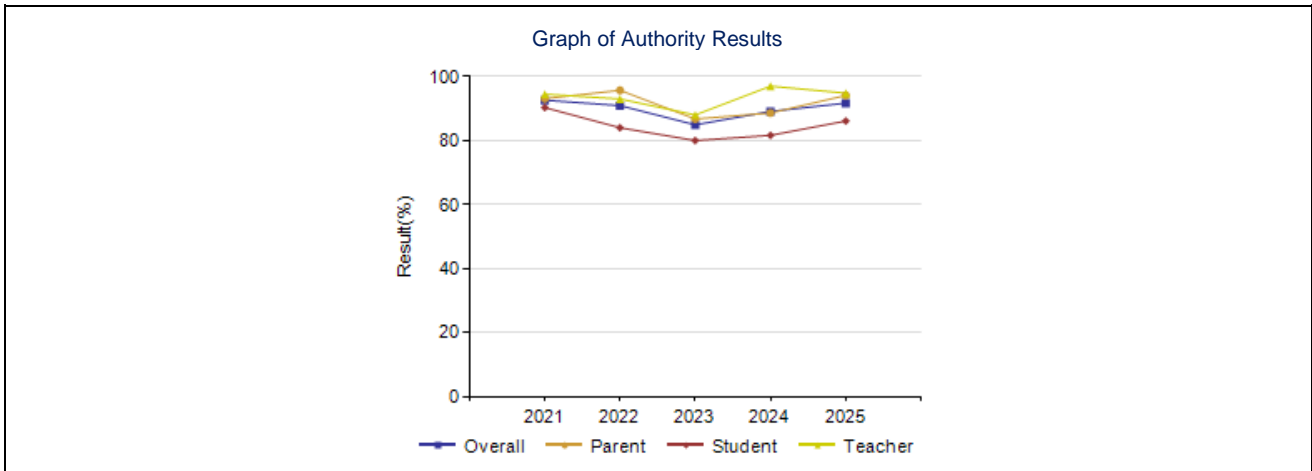
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. 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										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	136	92.6	153	90.9	240	84.9	281	89.1	314	91.7	Very High	Improved	Excellent	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3
Parent	24	93.1	20	95.7	21	86.7	23	88.6	46	94.1	Very High	Maintained	Excellent	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9
Student	77	90.3	101	84.0	180	80.0	215	81.6	226	86.1	Very High	Improved	Excellent	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6
Teacher	35	94.5	32	93.0	39	88.0	43	97.0	42	94.8	High	Maintained	Good	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4



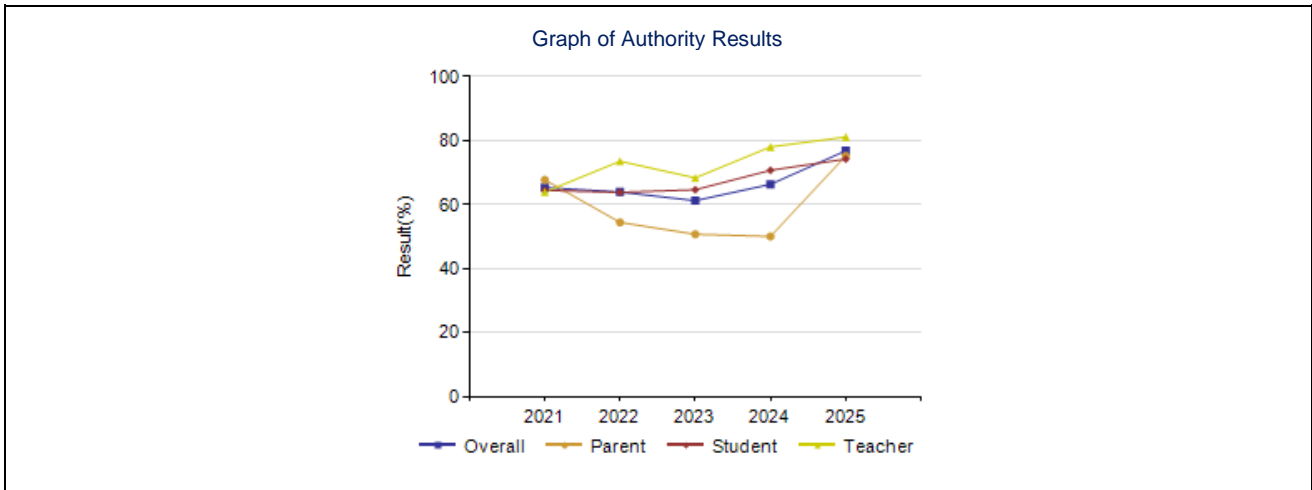
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AECA 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										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	134	65.3	151	63.9	235	61.2	276	66.3	307	76.8	Intermediate	Improved Significantly	Good	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9	267,002	72.1
Parent	24	67.7	19	54.4	20	50.7	21	50.0	43	75.2	Very High	Improved	Excellent	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8	33,401	68.4
Student	77	64.4	100	63.8	179	64.6	212	70.7	225	74.2	Low	Improved	Acceptable	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0	200,212	73.8
Teacher	33	63.9	32	73.5	36	68.3	43	78.0	39	81.1	Intermediate	Maintained	Acceptable	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8	33,389	74.1



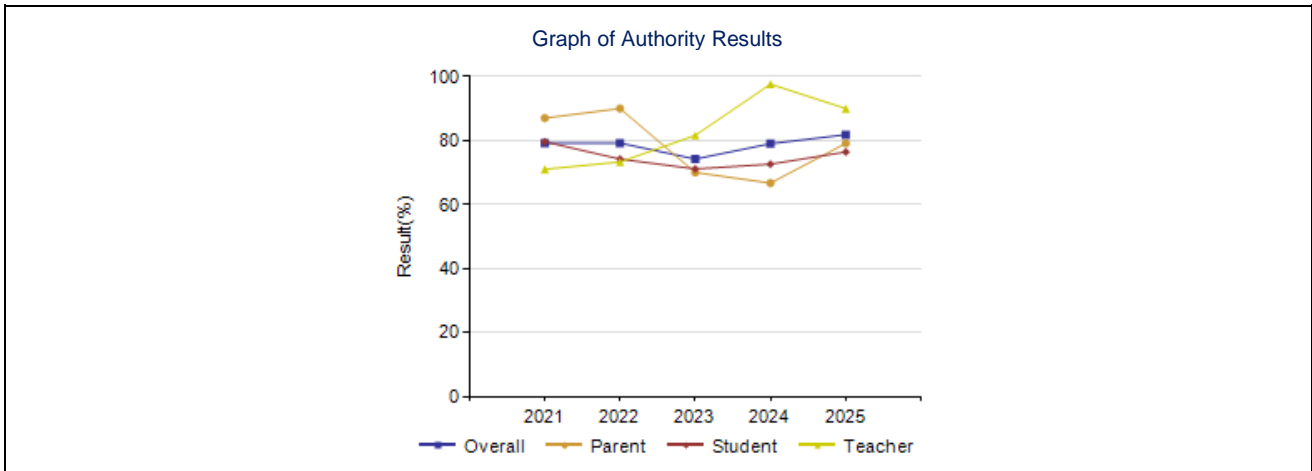
Notes:

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2. The AECA 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									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	130	79.2	151	79.2	238	74.2	274	79.0	306	81.8	Very High	Improved	Excellent	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8	262,745	76.6
Parent	23	87.0	20	90.0	20	70.0	21	66.7	43	79.1	High	Maintained	Good	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2	32,755	76.4
Student	76	79.6	101	74.2	180	71.1	211	72.6	223	76.4	Intermediate	Maintained	Acceptable	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0	198,914	74.4
Teacher	31	71.0	30	73.3	38	81.6	42	97.6	40	90.0	Very High	Maintained	Excellent	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2	31,076	79.1



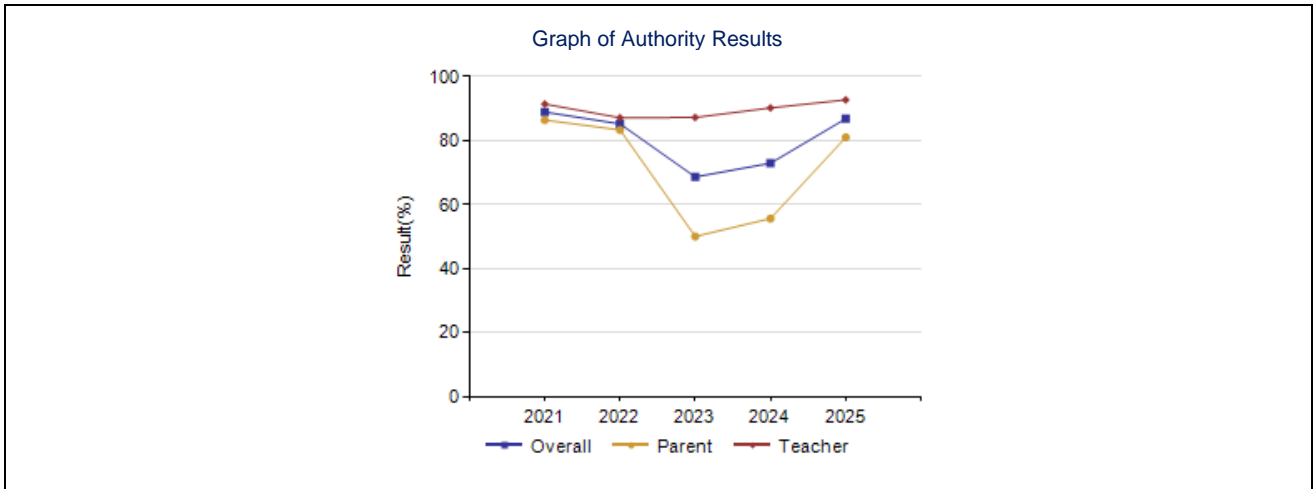
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AECA 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									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	57	88.9	49	85.2	57	68.6	59	72.9	83	86.8	Very High	Improved	Excellent	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8	63,905	83.7
Parent	22	86.4	18	83.3	18	50.0	18	55.6	42	81.0	Very High	Improved	Excellent	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8	31,770	76.0
Teacher	35	91.4	31	87.1	39	87.2	41	90.2	41	92.7	High	Maintained	Good	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7	32,135	91.4



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 AECA 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 Fall 2023 Assurance Measures Citizenship: 79.5% Overall Result: Issue Work Preparation:68.6 % Result: Issue AbEd Fall 2024 Assurance Measures Citizenship: 76.7% Overall Result: Acceptable Work Preparation:72.9 % Result: Acceptable AbEd Fall 2025 Assurance Measures Citizenship: 83.3% Overall Result: Excellent Work Preparation:86.8 % Result: Excellent Local Results: COGNIA eleot May 2022: 3.62/4.00 May 2023: 3.62/4.00 May 2024: 3.28/4.00 May 2025: 3.41/4.00 COGNIA TOT December 2022: 3.53/4.00 November 2023: 3.49/4.00 November 2024: 2.28/4.00 November 2025: 	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: Embed 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: Fall 2023/Fall 2024/Fall 2025 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 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 AbEd Fall 2024 Assurance Measures Program of Studies at Risk Students: 82.1.0% 	Engage Intellectually	<ul style="list-style-type: none"> Third Schools: Improve 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: Fall 2023/Fall 2024 Assurance Measures/Fall 2025 Assurance Measures Local: COGNIA eProve surveys: eleot and Teacher Observation Tool Local: COGNIA Formative Assessments

<p>Overall Result: Issue Education Quality: 81.3% Overall Result: Issue Student Learning Engagement: 79.4% Overall Result: n/a</p> <ul style="list-style-type: none"> AbEd Fall 2025 Assurance Measures Program of Studies at Risk Students: 86.1.0% Overall Result: Acceptable Education Quality: 90.5% Overall Result: Excellent Student Learning Engagement: 84.7% Overall Result: Acceptable Local Results: COGNIA eleot May 2022: 3.62/4.00 May 2023: 3.62/4.00 May 2024: 3.28/4.00 May 2025: 3.41/4.00 COGNIA TOT December 2022: 3.53/4.00 November 2023: 3.49/4.00 November 2024: 2.28/4.00 November 2025: 			
<ul style="list-style-type: none"> AbEd Fall 2023 Assurance Measures School Improvement: 74.2% Result: Issue AbEd Fall 2024 Assurance Measures School Improvement: 79.0% Result: Good AbEd Fall 2025 Assurance Measures School Improvement: 81.8% Result: Excellent Local Results: COGNIA eleot May 2022: 3.62/4.00 May 2023: 3.62/4.00 May 2024: 3.28/4.00 May 2025: 3.41/4.00 COGNIA TOT December 2022: 3.53/4.00 November 2023: 3.49/4.00 November 2024: 2.28/4.00 November 2025: 	<p>Grow Continuously</p>	<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: Fall 2023/Fall 2024 Assurance Measures/Fall 2025 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	4	4	9.6	0
2	LeNS, CC3	9	7	7	17.4	2.6
3	LeNS, CC3	5	5	5	24	0
1-3 (Total)	LeNS, CC3	19	16	16	17 (Avg.)	1.2 (Avg)

Early Years Literacy Assessments 2024/25

Grade Level	Instruments	At Risk Student Fall 2024	At Risk Student Spring 2025	Students at Risk at the End of School Year (2024/2025) 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
ECS	LeNS	7	5	5	-	-
1	LeNS, CC3	8	8	16	8.6	6.3
2	LeNS, CC3	6	3	9	10	6
3	LeNS, CC3	9	10	19	8.5	6
1-3 (Total)		25	18	43	9.03 (Avg)	6.1 (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 Numeracy 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	4	4	10.8	4
2	Key Math 3	9	6	6	18.5	4
3	Key Math 3	8	7	7	22.8	1.5
1-3 (Total)		23	17	17	17.4 (Avg.)	3.1 (Avg)

Early Years Numeracy Assessments 2024/2025

Grade Level	Instruments	At Risk Student Fall 2024	At Risk Student Spring 2025	Students at Risk at the End of School Year (2024/25) 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
ECS	Provincial Numeracy Screening Assessment	6	4	4	-	-
1	Key Math 3	10	2	12	8.4	3.7
2	Key Math 3	10	10	20	10	6
3	Key Math 3	9	8	17	10	10.8
1-3 (Total)		29	20	49	9.5(Avg)	6.8 (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 Fall 2023 Assurance Measures Program of Studies at Risk Students: 83.0% Overall Result: Issue Education Quality: 83.4% Overall Result: Issue AbEd Fall 2024 Assurance Measures Program of Studies at Risk Students: 82.1% Overall Result: Issue Education Quality: 81.3% Overall Result: Issue AbEd Fall 2025 Assurance Measures Program of Studies at Risk Students: 86.1% Overall Result: Acceptable Education Quality: 90.5% Overall Result: Excellent Local Result: COGNIA eleot May 2022: 3.62/4.00 May 2023: 3.62/4.00 May 2024: 3.28/4.00 May 2025: 3.41/4.00 COGNIA TOT December 2022: 3.53/4.00 November 2023: 3.49/4.00 November 2024: 2.28/4.00 November 2025: 	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: Fall 2023/Fall 2024 Assurance Measures/Fall 2025 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 Fall 2023 Assurance Measures School Improvement: 74.2% Overall Result: Issue Education Quality: 83.4% Overall Result: Issue 	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 	<ul style="list-style-type: none"> AbEd: Fall 2023/Fall 2024 Assurance Measures/Fall 2025 Assurance Measures Local: Satisfaction Surveys

<ul style="list-style-type: none"> • AbEd Fall 2024 Assurance Measures School Improvement: 79.0% Overall Result: Good Education Quality: 81.3% Overall Result: Issue • AbEd Fall 2025 Assurance Measures School Improvement: 81.8% Overall Result: Excellent Education Quality: 90.5% Overall Result: Excellent • Local Results: Satisfaction Surveys: N/A Enrollment Trend: Significant growth in September 2023 is stable going forward Staff Retention Rate: Good Internal & External Evaluation: N/A COGNIA eleot May 2022: 3.62/4.00 May 2023: 3.62/4.00 May 2024: 3.28/4.00 May 2025: 3.41/4.00 COGNIA TOT December 2022: 3.53/4.00 November 2023: 3.49/4.00 November 2024: 2.28/4.00 November 2025: 		<ul style="list-style-type: none"> • 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"> • 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 Fall 2023 Assurance Measure Education Quality: 83.4% Overall Result: Issue • AbEd Fall 2024 Assurance Measure Education Quality: 81.3% Overall Result: Issue • AbEd Fall 2025 Assurance Measure Education Quality: 90.5% Overall Result: Excellent • Local Results: Satisfaction Surveys: N/A Enrollment Trend: Significant growth in September 2023 is stable going forward Staff Retention Rate: Good 	<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"> • AbEd: Fall 2023/Fall 2024 Assurance Measures/Fall 2025 Assurance Measures • Local: Satisfaction Surveys • Local: Enrollment trend • Local: Staff retention rates • Local: COGNIA eProve surveys • Local: COGNIA formative assessments

Internal & External Evaluation: N/A COGNIA eleot May 2022: 3.62/4.00 May 2023: 3.62/4.00 May 2024: 3.28/4.00 May 2025: 3.41/4.00 COGNIA TOT December 2022: 3.53/4.00 November 2023: 3.49/4.00 November 2024: 2.28/4.00 November 2025:			
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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: System Wide professional development 6 times per year; Wednesday school based professional development; 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, BlendEd Conference, ATLE Conferences, Mandt non-violent crisis intervention training, and also saw the restructuring 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 Fall 2023 Assurance Measures School Improvement:74.2% Overall Result: Issue • AbEd Fall 2024 Assurance Measures School Improvement:79,0% Overall Result: Good • AbEd Fall 2025 Assurance Measures School Improvement:81.8% Overall Result: Excellent • Local Results: Satisfaction Surveys: N/A Enrollment Trend: Significant growth in September 2024 is stable going forward Staff Retention Rate: Good Internal & External Evaluation: N/A COGNIA eleot May 2022: 3.62/4.00 May 2023: 3.62/4.00 May 2024: 3.28/4.00 May 2025: 3.41/4.00 COGNIA TOT December 2022: 3.53/4.00 November 2023: 3.49/4.00 November 2024: 2.28/4.00 November 2025: 	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: Fall 2023/Fall 2024 Assurance Measures/Fall 2025 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 Fall 2023 Assurance Measures WCRSLE: 81.6% Overall Result: Acceptable • AbEd Fall 2024 Assurance Measures WCRSLE: 85.0% Overall Result: n/a • AbEd Fall 2025 Assurance Measures WCRSLE: 89.1% Overall Result: Good 	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 knowledge in Professional Development • Third Schools: Embed Communication Plan 	<ul style="list-style-type: none"> • AbEd: Fall 2023/Fall 2024 Assurance Measures/Fall 2025 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 Significant growth in September 2023 is stable going forward Staff Retention Rate: Good Internal & External Evaluation: N/A COGNIA eleot May 2022: 3.62/4.00 May 2023: 3.62/4.00 May 2024: 3.28/4.00 May 2025: 3.41/4.00 COGNIA TOT December 2022: 3.53/4.00 November 2023: 3.49/4.00 November 2024: 2.28/4.00 November 2025: 			
<ul style="list-style-type: none"> AbEd Fall 2023 Inclusive Education Report Data no longer available AbEd Fall 2024 Data no longer available AbEd Fall 2025 Data no longer available Local Results: Satisfaction Surveys: N/A Enrollment Trend: Significant growth in September 2023 is stable going forward Staff Retention Rate: Good Internal & External Evaluation: N/A COGNIA eleot May 2022: 3.62/4.00 May 2023: 3.62/4.00 May 2024: 3.28/4.00 May 2025: 3.41/4.00 COGNIA TOT December 2022: 3.53/4.00 November 2023: 3.49/4.00 November 2024: 2.28/4.00 November 2025: 	<p>Inclusive Learning</p>	<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: Fall 2023/Fall 2024 Assurance Measures/Fall 2025 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 2023 is stable going forward Staff Retention Rate: Good Internal & External Evaluation: N/A COGNIA eleot May 2022: 3.62/4.00 	<p>Meeting the needs of the community we serve and the public at large</p>	<ul style="list-style-type: none"> Third Academy: Improve Parent education opportunities ursa: Initiate PAC Third Academy: Embed PAC engagement Third Schools: Initiate community engagement to service clubs 	<ul style="list-style-type: none"> Local: Satisfaction Surveys Local: Enrollment trend Local: Staff retention rates Local: COGNIA eProve survey Local: COGNIA formative assessments

<p>May 2023: 3.62/4.00 May 2024: 3.28/4.00 May 2025: 3.41/4.00 COGNIA TOT December 2022: 3.53/4.00 November 2023: 3.49/4.00 November 2024: 2.28/4.00 November 2025:</p>		<ul style="list-style-type: none"> • 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, Prince of Peace Lutheran Community • 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: Improve 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 • 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: Improve 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 	
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		<p>Professionals in private practice</p> <ul style="list-style-type: none"> • Third Academy: Improve collaboration with CFS and Social Service Agencies • Third Academy: Embed access to DSEPs programming options for children & students with special education needs • Improve LYNX Calgary, LYNX Cochrane, and LYNX Okotoks • LYNX: Initiate LYNX Edmonton • ursa: Improve shift from parent directed to shared responsibility programming grades 9-12 • ursa: Improve 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 2023 demonstrate Budget Report 2022-2023 expectations <p>Budget 2022-2023:</p> <p>Revenue: \$8,088,556 Expenses: \$7,909,070 Surplus: \$179,486 AFS Surplus: \$30,535 Variance: 83%</p> <ul style="list-style-type: none"> Audited Financial Statement y/e 31 August 2024 demonstrate significant surplus anomaly due to WMA funding structure with respect Budget Report 2023-2024 expectations <p>Budget 2023-2024:</p> <p>Revenue: \$9,140,204 Expenses: \$8,730,210 Surplus: \$409,994 AFS Surplus: \$1,016,777 Variance: 148%</p> <ul style="list-style-type: none"> Audited Financial Statement y/e 31 August 2025 demonstrate Budget Report 2024-2025 expectations given AbEd retroactive change in amortization rules <p>Budget 2024-2025</p> <p>Revenue: \$8,789,390 Expenses: \$8,772,670 Surplus: \$16,720 AFS Deficit: (\$25,363) Variance: \$25%</p> <ul style="list-style-type: none"> AbEd Fall 2023 Assurance Measures 	stewardship of system resources	<ul style="list-style-type: none"> Third Schools: Improve 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 2023, y/e 31 August 2024, y/e 31 August 2025 AbEd: Fall 2023/Fall 2024 Assurance Measures/Fall 2025 Assurance Measures Local: Satisfaction Surveys Local: Enrollment trend Local: Staff retention rates Local: Internal & External Review Local: COGNIA eProve surveys Local: COGNIA formative assessments

<p>School Improvement: 74.2% Overall Result: Issue</p> <ul style="list-style-type: none"> AbEd Fall 2024 Assurance Measures School Improvement: 79.0% Overall Result: Good AbEd Fall 2025 Assurance Measures School Improvement: 81.8% Overall Result: Excellent Local Results: Satisfaction Surveys: N/A Enrollment Trend: Significant growth in September 2023 is stable going forward Staff Retention Rate: N/A Internal & External Evaluation: N/A COGNIA eleot May 2022: 3.62/4.00 May 2023: 3.62/4.00 May 2024: 3.28/4.00 May 2025: 3.41/4.00 COGNIA TOT December 2022: 3.53/4.00 November 2023: 3.49/4.00 November 2024: 2.28/4.00 November 2025: 			
<ul style="list-style-type: none"> AbEd Fall 2023 Assurance Measures Program of Studies at Risk Students: 83.0 % Overall Result: Issue Education Quality: 83.4% Overall Result: Issue AbEd Fall 2024 Assurance Measures Program of Studies at Risk Students: 82.1 % Overall Result: Issue Education Quality: 81.3% Overall Result: Issue AbEd Fall 2025 Assurance Measures Program of Studies at Risk Students: 86.1 % Overall Result: Acceptable Education Quality: 90.5% Overall Result: Excellent Local Results: 	<p>student success</p>	<ul style="list-style-type: none"> Third Schools: Embed resource allocation Third Schools: Embed hiring practices Third Schools: Embed programming initiatives Third Academy/ursa: Improve facilities 	<ul style="list-style-type: none"> AbEd: Fall 2023/Fall 2024 Assurance Measures/Fall 2025 Assurance Local: Satisfaction Surveys Local: Enrollment trend Local: Staff retention rates Local: COGNIA eProve surveys Local: COGNIA formative assessments

<p>Satisfaction Surveys: N/A Enrollment Trend: Significant growth in September 2023 is stable going forward Staff Retention Rate: Good Internal & External Evaluation: N/A COGNIA eleot May 2022: 3.62/4.00 May 2023: 3.62/4.00 May 2024: 3.28/4.00 May 2025: 3.41/4.00 COGNIA TOT December 2022: 3.53/4.00 November 2023: 3.49/4.00 November 2024: 2.28/4.00 November 2025:</p>			
<ul style="list-style-type: none"> • AbEd Fall 2023 Assurance Measures Parental Involvement: 74.9% Overall Result: Issue • AbEd Fall 2024 Assurance Measures Parental Involvement: 80.8% Overall Result: Good • AbEd Fall 2025 Assurance Measures Parental Involvement: 89,6% Overall Result: Excellent • Local Results: Satisfaction Surveys: N/A Enrollment Trend: Significant growth in September 2023 is stable going forward Staff Retention Rate: Good Internal & External Evaluation: N/A COGNIA eleot May 2022: 3.62/4.00 May 2023: 3.62/4.00 May 2024: 3.28/4.00 May 2025: 3.41/4.00 COGNIA TOT December 2022: 3.53/4.00 November 2023: 3.49/4.00 November 2024: 2.28/4.00 November 2025: Google Analytics: Contact office for Analytics 	<p>generative community engagement</p>	<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: embed websites • Third Schools: Improve Run Santa Run! special event • Third Schools: Embed marketing position • Third Schools: Initiate capital campaign • Third Schools: Embed COGNIA Education Service Agency accreditation 	<ul style="list-style-type: none"> • AbEd: Fall 2023/Fall 2024 Assurance Measures/Fall 2025 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 2023 Result: reported 	<p>transparency</p>	<ul style="list-style-type: none"> • Third Schools: Embed Communication Plan 	<ul style="list-style-type: none"> • AERR November 2023 • AERR November 2024 • AERR November 2025

<ul style="list-style-type: none"> • AERR November 2024 Result: reported • AERR November 2025 Result: reported • Local Results: Satisfaction Surveys: N/A Enrollment Trend: Significant growth in September 2023 is stable going forward 			<ul style="list-style-type: none"> • Local Results: Satisfaction Surveys Enrollment Growth
<ul style="list-style-type: none"> • AbEd Fall 2023 Assurance Measures School Improvement: 74,2% Overall Result: Issue • AbEd Fall 2024 Assurance Measures School Improvement: 79.0% Overall Result: Good • AbEd Fall 2025 Assurance Measures School Improvement: 81.8% Overall Result: Excellent • Local Results: Satisfaction Surveys: N/A Enrollment Trend: Significant growth in September 2023 is stable going forward Staff Retention Rate: Good Internal & External Review: N/A COGNIA elect May 2022: 3.62/4.00 May 2023: 3.62/4.00 May 2024: 3.28/4.00 May 2025: 3.41/4.00 COGNIA TOT December 2022: 3.53/4.00 November 2023: 3.49/4.00 November 2024: 2.28/4.00 November 2025: 	<p>accountability</p>	<ul style="list-style-type: none"> • Third Schools: Improve AbEd Assurance Measures Survey participation rates 	<ul style="list-style-type: none"> • AbEd: Fall 2023/Fall 2024 Assurance Measures/Fall 2025 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 findings are very good.



The image shows the cover of a Cognia Exit Report. On the left is a large stylized logo consisting of a white circle with a red dot in the center, surrounded by black and white curved shapes. To the right, the text reads: "cognia™", "Exit Report for Third Academy International, Ltd.", "May 8 - 15, 2021", and "Dr. Mark Mathern, Lead Evaluator". The background is a solid red color.



The image shows a classroom scene with several female students sitting at desks, looking towards the right. Overlaid on the image is the text: "We know schools because we're in schools" in large white font, and "Cognia™ is a global nonprofit that has the knowledge to help schools improve outcomes for all learners." in smaller red font. A small white 'C' logo is in the bottom left corner.

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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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

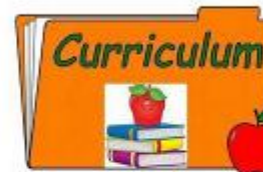
Theme 1: The educational service agency leaders and staff implement programs and services that are positively impacting the varied needs of all stakeholders.



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.



C



C

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:

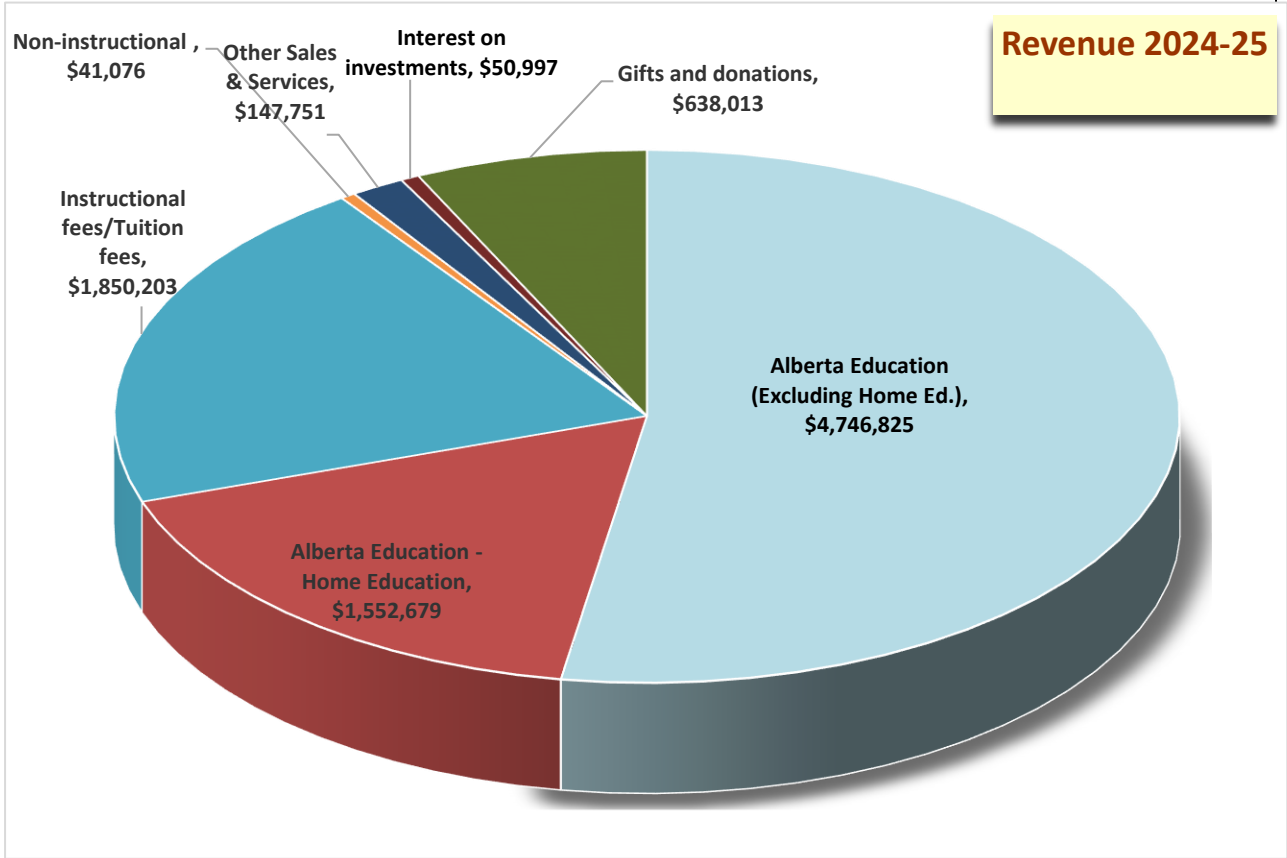
- ✓ Alberta's students are successful
- ✓ First Nations, Métis, and Inuit students in Alberta are successful
- ✓ Alberta has excellent teachers, school leaders, and school authority leaders
- ✓ Alberta's K-12 education system is well governed and managed

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

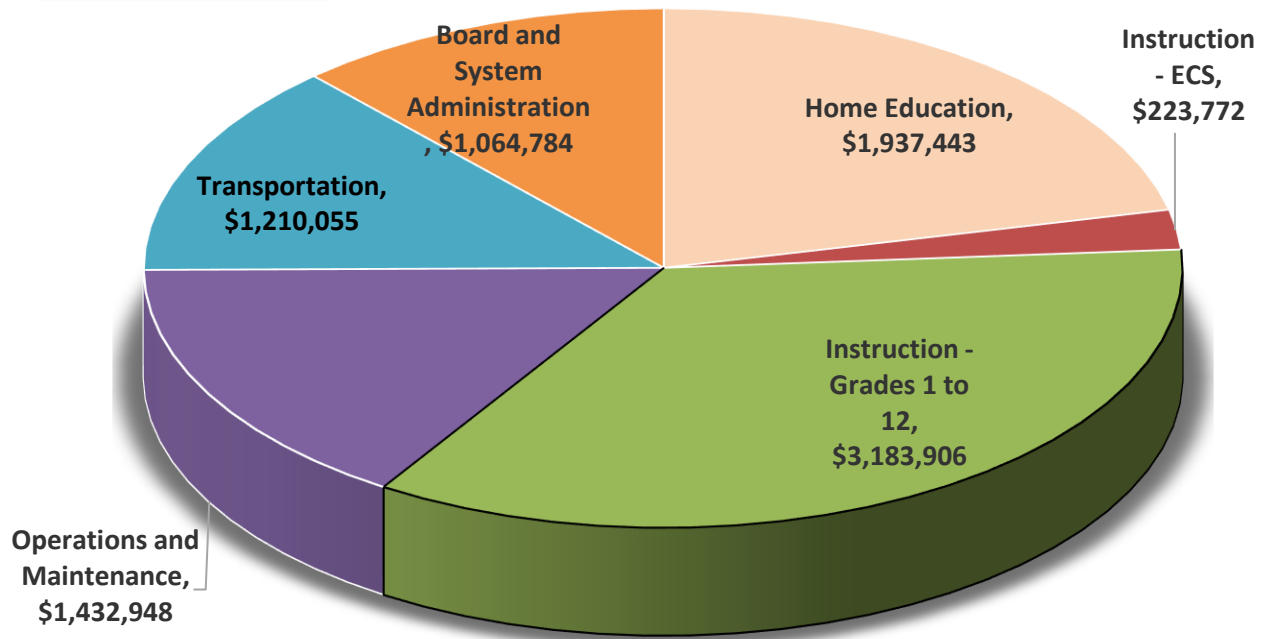
- ✓ Healthy culture for learning and coherence with the institution's mission and vision
- ✓ Leadership for learning—leaders' responsibility for positive impact and influence
- ✓ Engagement of learning to include all learners and develop their love of learning
- ✓ Growth in learning, showing learners'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

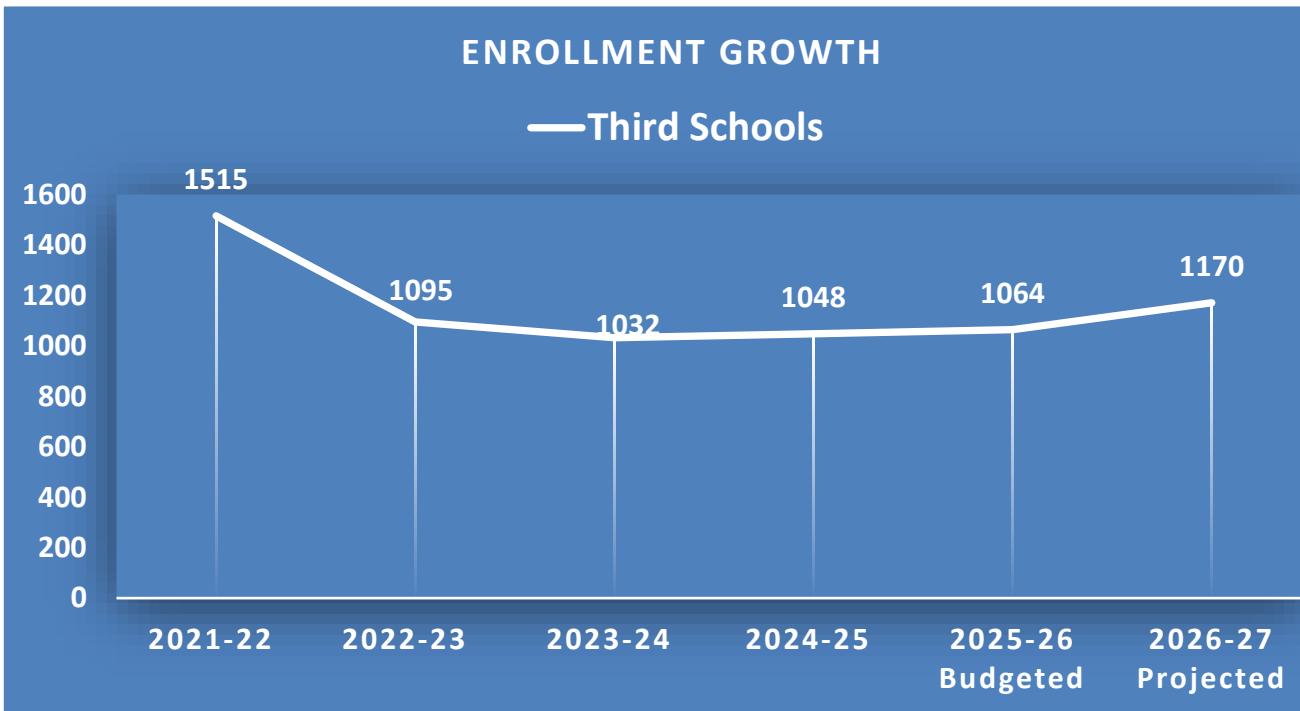
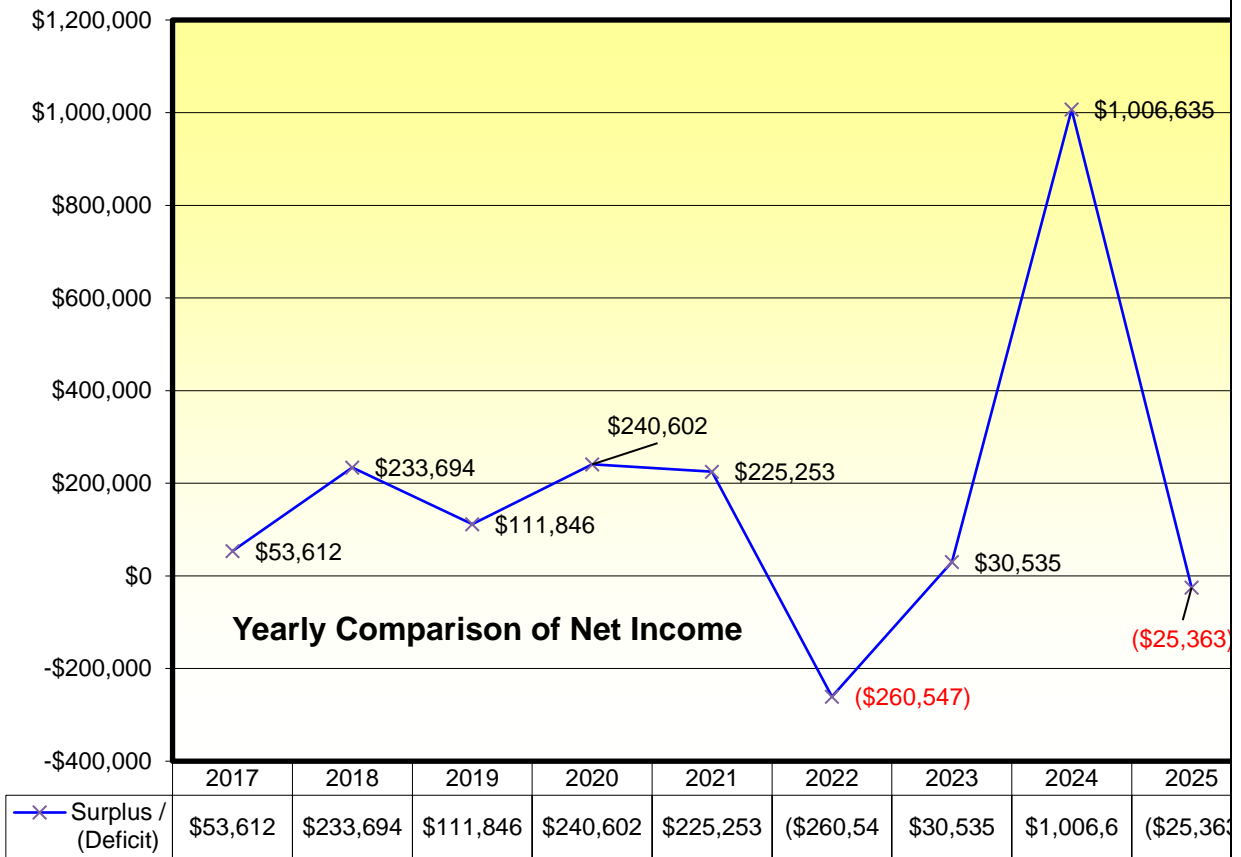
Future Challenges/Opportunities

- More classrooms to accommodate Third Academy waiting lists
- Developing **ursa** programming offerings including non-primary registrations, Summer School, and Summer Study Camp
- Increasing Enrollment in LYNX to expand base student population in Calgary, Cochrane, Okotoks and Edmonton
- Realizing economies of scale in operations especially in the Central Administrative Pool, Transportation, Professional Development, School Sites
- 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
- Improving our Third Schools East School including the playing fields and the addition of modular classrooms, labs, and office space
- LYNX Priddis World School
- Establishing a new Third Schools location in Edmonton
- 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
- Staff recruitment particularly with respect teachers
- Preserving our culture as we onboard new staff, new programs, and new families



Expenses 2024-25





Budget Summary

- The enrollment numbers for the year 2025-2006 are 1088 in total:

Third Academy - Elementary (Gr: 1-6)		90
Third Academy – Jnr/Snr High (Gr: 7-12)		103
Third Academy ECS		4
LYNX		64
ursa Shared	91	
ursa Online	27	
ursa Parent Directed - Home Ed		709
Total Student Count		1088

This represents stable enrollments across the system.

We look for 5% growth in Third Academy and **ursa** and 10% growth in LYNX in 2026-2027.

- Students will continue to be accepted during the current school year up to 1 March 2026 on a case-by-case basis.
- Alberta Education 2025-2026 anticipated Revenue Budgeted: \$7,522,176
- Government of Canada 2025-2026 anticipated Revenue Budgeted: \$nil.
- Fundraised Revenue/Other Sales and Services anticipated being \$576,250 from all sources. An extraordinary gift from the Prosser Charitable Foundation plus active fundraising by Parent Advisory Councils are supporting this revenue stream.
- Total 2025-26 Budgeted Revenue of \$9,324,948
- Total 2025-26 Budgeted Expenses of \$9,299,172
- Surplus 2025-26 Budgeted of \$25,776

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 2025-2026

- Third Schools East Leasehold improvements including addition of modular classrooms \$800K
- Third Schools East Community Garden \$250K
- Third Schools East Bus Yard \$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. Third Academy PACs are active including advocacy, fundraising including Bingos and Casinos, and special events including Run Santa Run! 2024. We are pleased to see the establishment of LYNX PAC. A significant objective for 2025-2065 is the establishment of **ursa** PAC.

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 November 2025.

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 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 November 2025 is communicated to the school community- students, parents, staff, and public at large- in the following ways:

- This report is distributed to 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 ECS, Third Academy Elementary, Third Academy Jnr/Snr High, **ursa**, and LYNX
- 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 November 2025- or wish to access a copy of the Audited Financial Statement y/e 31 August 2025 or Budget Report 2025-2026- 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.