



Maria Montessori Education Centre

Annual Education Results Report for

2023-24

Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for Maria Montessori Education Centre (MMEC) for the 2023/2024 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the 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 2023/2024 was approved by the Board on November 28, 2024.

Signed:

A handwritten signature in black ink, appearing to read 'Servejit Massey', with a long horizontal stroke extending to the right.

Servejit Massey

Local Context

Our Foundation

We are a collaboration of Guides and parents who bring an authentic Montessori experience to Calgary families.

Mission Statement

Maria Montessori Education Centre provides an authentic, low tuition, Montessori community for Calgary's children and their families. We are dedicated to nurturing and respecting each child as a unique and valuable individual as they develop skills that will enable them to become self-confident, caring citizens of the world. Through the Montessori philosophy, students are encouraged to reach their highest potential academically, emotionally, and morally as they grow in respect for themselves, others, and our earth.

Philosophy Statement

Our philosophy is an extension of Dr. Maria Montessori's educational dream: "To the young child we give guides to the world and the possibility to explore it through free activity; to the older child we give the cosmos and a clear vision of how the cosmic energies act in the creation and maintenance of our globe." Cosmic education relates children to the universe, enabling them to understand the law and order underlying its existence and to realize in themselves all the developmental potential that is their birthright.

Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Maria Mont. Ed. Ctr of Calgary			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	91.0	90.6	91.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	91.2	94.3	96.0	79.4	80.3	80.9	Very High	Declined	Good
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	93.3	95.2	95.2	68.5	66.2	66.2	Very High	Maintained	Excellent
	PAT6: Excellence	46.7	38.1	38.1	19.8	18.0	18.0	Very High	Maintained	Excellent
	PAT9: Acceptable	*	*	n/a	62.5	62.6	62.6	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	15.4	15.5	15.5	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	97.0	94.7	95.6	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.0	96.1	96.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	90.9	90.5	91.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	87.9	88.0	83.3	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated 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).
4. 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).
5. 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.
6. 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.
7. 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.
8. 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.
9. 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 2024 Supplemental Alberta Education Assurance Measures – Overall Summary

Measure	Maria Mont. Ed. Ctr of Calgary			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	52.7	3.5	n/a	n/a	n/a	n/a
Drop Out Rate	0.0	*	n/a	2.5	2.5	2.4	Very High	n/a	n/a
In-Service Jurisdiction Needs	91.4	97.6	96.2	81.1	82.2	83.0	High	Maintained	Good
Lifelong Learning	94.7	93.8	92.2	79.9	80.4	80.7	Very High	Maintained	Excellent
Program of Studies	86.1	82.3	82.1	82.8	82.9	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	89.3	88.7	90.1	80.6	81.2	81.5	High	Maintained	Good
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.7	71.9	70.0	n/a	n/a	n/a
Safe and Caring	96.8	96.6	97.0	87.1	87.5	88.1	Very High	Maintained	Excellent
Satisfaction with Program Access	87.2	89.8	87.1	71.9	72.9	72.7	Very High	Maintained	Excellent
School Improvement	90.0	91.6	91.8	75.8	75.2	74.7	Very High	Maintained	Excellent
Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.7	60.0	n/a	n/a	n/a
Work Preparation	100.0	96.4	96.4	82.8	83.1	84.0	Very High	Maintained	Excellent

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.

Domain: Student Growth and Achievement

Student Learning

Provincial Achievement Test Results – Measure Details

Grade 6 PAT Results By Number Enrolled Measure History													
	Maria Mont. Ed. Ctr of Calgary					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	19	21	15	n/a	n/a	n/a	n/a	n/a	56,482	57,655	60,804
Acceptable Standard %	n/a	n/a	100.0	95.2	93.3	Very High	Maintained	Excellent	n/a	n/a	67.8	66.2	68.5
Standard of Excellence %	n/a	n/a	26.3	38.1	46.7	Very High	Maintained	Excellent	n/a	n/a	20.1	18.0	19.8

Grade 9 PAT Results By Number Enrolled Measure History													
	Maria Mont. Ed. Ctr of Calgary					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	7	3	5	n/a	n/a	n/a	n/a	n/a	53,039	57,925	60,682
Acceptable Standard %	n/a	n/a	92.9	*	*	*	*	*	n/a	n/a	62.9	62.6	62.5
Standard of Excellence %	n/a	n/a	21.4	*	*	*	*	*	n/a	n/a	16.8	15.5	15.4

Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Maria Mont. Ed. Ctr of Calgary							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Science 6	Acceptable Standard	Very High	Maintained	Excellent	15	93.3	21	95.2	53,806	68.8	54,859	66.7
	Standard of Excellence	Very High	Improved	Excellent	15	73.3	21	47.6	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	15	93.3	21	95.2	60,804	68.5	57,655	66.2
	Standard of Excellence	Very High	Maintained	Excellent	15	46.7	21	38.1	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	*	*	*	5	*	n/a	n/a	59,096	69.5	56,255	71.4
	Standard of Excellence	*	*	*	5	*	n/a	n/a	59,096	11.8	56,255	13.4
Mathematics 9	Acceptable Standard	*	*	*	5	*	n/a	n/a	58,577	52.7	55,447	54.4
	Standard of Excellence	*	*	*	5	*	n/a	n/a	58,577	14.0	55,447	13.5
Science 9	Acceptable Standard	*	*	*	5	*	n/a	n/a	59,072	67.6	56,311	66.3
	Standard of Excellence	*	*	*	5	*	n/a	n/a	59,072	20.8	56,311	20.1
Social Studies 9	Acceptable Standard	*	*	*	5	*	n/a	n/a	59,125	60.5	56,309	58.4
	Standard of Excellence	*	*	*	5	*	n/a	n/a	59,125	15.8	56,309	15.9

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Participation in the Provincial Achievement Tests 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.
4. Participation in the Provincial Achievement Tests was impacted by the fires 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. 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.
6. 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.

Provincial Achievement Tests for Grades 6 and 9:

Historically, and with the 2023-24 school year being no exception, MMEC students tend to perform well on Provincial Achievement Tests. Strong academic achievement is a byproduct of Montessori education, with holistic development of the child being the primary objective.

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2020		2021		2022		2023		2024		2024	
		A	E	A	E	A	E	A	E	A	E	A	E
Science 6	Authority	n/a	n/a	n/a	n/a	100.0	52.6	95.2	47.6	93.3	73.3		
	Province	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8	68.8	24.8		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	100.0	26.3	95.2	38.1	93.3	46.7		
	Province	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8		
English Language Arts 9	Authority	n/a	n/a	n/a	n/a	100.0	14.3	*	*	*	*		
	Province	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	71.4	28.6	*	*	*	*		
	Province	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0		
Science 9	Authority	n/a	n/a	n/a	n/a	100.0	28.6	*	*	*	*		
	Province	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	100.0	14.3	*	*	*	*		
	Province	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8		

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. “A” = Acceptable; “E” = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. 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.
 3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
 4. Participation in the Provincial Achievement Tests was impacted by the fires 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. 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.
 6. 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.

Literacy and Math Screening Results:

Assessment	Grade	% At Grade Level - Sept.	% At Grade Level - Jan.	% At Grade Level - June
Literacy				
LeNS	Grade 1		74%	83%
	Grade 2	97%		100%
CC3	Grade 1		91%	91%
	Grade 2	97%		97%
	Grade 3	100%		100%
Math				
Screener	Grade 1		83%	87%
	Grade 2	87%		94%
	Grade 3	100%		100%

*Due to numbers below the provincial threshold, at-risk results are not reported.

Summary of Support Strategies for Students at Risk

In-class Support Strategies:

- University of Florida Literacy Institute (UFLI) and International Dyslexia Association (IDA) training and lessons
 - Explicit phonics instruction
 - Decodable passages
 - Code cards
 - Blending and segmenting drills
 - Speech sounds
 - Guided practice
- WASECA literacy program (Montessori)
- Moveable alphabet work
- Literacy games
- Letter formation
- Montessori math lessons
- Guided math practice
- Daily numeracy expectations

Learning Support Strategies (specialist, pull out):

Literacy

- University of Florida Literacy Institute (UFLI) and International Dyslexia Association (IDA) training and lessons (see above)

- Trillium Montessori Coach and Program
- Great Leaps
- Learning by Design, Spell Links Program
- *The Phonics Companion*, lessons and games
- *Equipped for Reading Success*, phonemic awareness activities/games
- Words Their Way spelling program
- Decodable readers
- Letter formation
- Preparation for at-home support
- Support and reports for parents

Math Support Strategies (specialist, pull out):

- Math facts games
- Adding strategies for each number
- Estimating on a number line
- Increasing/decreasing/repeating patterns with manipulatives
- Greater than/less than/ comparing numbers with alligator symbol
- Skip counting song and filling in 100s chart different colours
- Grouping/dividing with manipulatives
- Matching number names with symbols
- Race to 100 game on 100s chart
- Place value with manipulatives
- Support and reports for parents

At-home Support:

- Home reading
- Decodable text and passages
- Literacy and numeracy games
- Summer packages sent home

Comment on Results

MMEC is an inclusive Kindergarten to Grade 9 Montessori school where most students are engaged and independent learners who strive to reach their full potential. MMEC students in grades 6 and 9 write Provincial Achievement Tests in English Language Arts, Mathematics, Sciences, and Social Studies. K-3 students also complete literacy and math screening as required by Alberta Education. See data above. Due to numbers that fall below the Alberta education threshold of six students, literacy and math screening (at risk) and grade 9 PAT data are not reported from 2024.

All Kindergarten to Grade 3 students engage in Yearly Student Assessment using standardized assessments in reading, writing, spelling, and math assessment in September, January, and June, at minimum. These assessments, coupled with day-to-day work, allow our staff to have a high degree of knowledge and confidence when providing instruction and determining which students need extra classroom support, school supports, and in recommending further assessment. In addition to in-school assessments, the Kindergarten to Grade 3 children also complete the Alberta Education Early Years Assessments in reading and math.

MMEC offers services for English Language Learners (EAL students), including extra staff support, tracking of progress, and reporting to parents. Due to numbers that fall below the Alberta education threshold of 6 students, EAL data is not reported at this time.

MMEC offers programming for First Nations, Metis, and Inuit students. School staff have undertaken various professional development opportunities to enhance knowledge and practices. Due to numbers that fall below the Alberta education threshold of 6 students, First Nations, Metis, and Inuit student achievement data are not reported at this time.

Analysis

At MMEC, we embrace Montessori strategies that nurture students' love of learning by offering choice, challenge, independence, and fostering strong, supportive classroom communities. This educational approach cultivates deep engagement, passion, and meaningful connections to work; these are hallmarks of Montessori philosophy.

Our dedicated teaching professionals analyze assessment results to ensure excellence in programming, instruction, and learning. Through ongoing professional development, staff continue to enhance their capacity, particularly in adapting to the New Alberta Curriculum through a Montessori lens. Recent professional growth initiatives have focused on literacy, integrating research-based, Montessori-aligned instructional strategies. For instance, many staff members have taken the International Dyslexia Association Course, *Basics of Decoding and Spelling Instruction*. Coupled with our other initiatives, this course has given concrete knowledge and strategies which are now consistent in our grade 1-9 classes. Early indications of success are emerging in our assessment data.

Our analysis identified some COVID-related learning loss, particularly within the K-4 population. In response, we once again accessed Alberta Education's Learning Disruption Funding in 2023/24 to significantly expand small-group, targeted support for at risk students. This funding allowed us to maintain our learning support hours for at-risk students, enhancing their foundational skills in reading, writing, spelling, and mathematics.

Overall, MMEC students have done well in class-based assessments and PATs, with results typically triangulating across various measures. Students requiring additional support, often on IPPs, benefit from tailored interventions provided at school and home. MMEC's strong student-to-staff ratios (1:10 or 1:12) and comprehensive support services—including psychology, occupational therapy, speech and language therapy, and additional learning support—create an environment where most learners thrive. Our data and experience affirm that MMEC's individualized, supportive Montessori model effectively meets the diverse needs of our students.

Diploma Exams and High School Completion

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									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	26	95.8	28	100.0	27	96.4	35	96.4	26	100.0	Very High	Maintained	Excellent	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8
Parent	14	100.0	16	100.0	14	92.9	21	100.0	15	100.0	Very High	Maintained	Excellent	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8
Teacher	12	91.7	12	100.0	13	100.0	14	92.9	11	100.0	Very High	Maintained	Excellent	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																							
	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	27	83.2	29	100.0	26	90.6	35	93.8	26	94.7	Very High	Maintained	Excellent	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9
Parent	15	72.7	17	100.0	13	81.3	21	92.9	15	89.5	Very High	Maintained	Excellent	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3
Teacher	12	93.8	12	100.0	13	100.0	14	94.7	11	100.0	Very High	Maintained	Excellent	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6

As a school that provides Montessori education to students from 19 months old through to grade nine, MMEC does not have any grade 12 diploma exam scores nor data on high school completion. However, anecdotal evidence as well as survey measure data regarding work preparation and life-long learning indicate strong potentiality for MMEC students in high school, the workplace, and beyond.

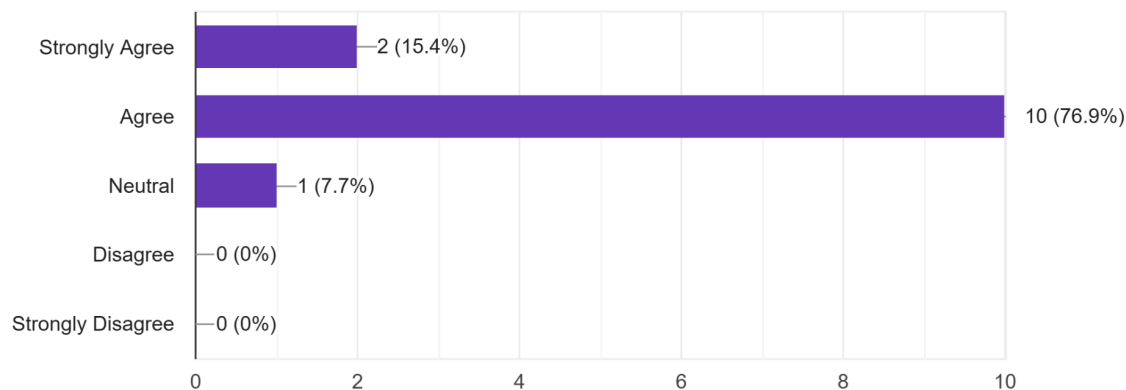
Montessori Integrity

Outcome: Montessori Integrity – The majority of students show independence and pleasure in making challenging work choices throughout their work period.

MMEC Staff Survey:

Most students in my environment show independence in making challenging work choices throughout their work period.

13 responses



Comment on Results

The survey results, observation, and assessment data demonstrate that most students at MMEC consistently make challenging work choices, reflecting the core Montessori values of independence, curiosity, and a deep love of learning. This engagement with meaningful, self-directed tasks not only enhances their academic growth but also fosters critical thinking, problem-solving, and perseverance—skills essential for lifelong success. The prepared Montessori environment and carefully designed lessons allow students to explore their interests while meeting high expectations, leading to purposeful and rewarding learning experiences.

These outcomes underscore the strength of our Montessori approach in supporting students to take ownership of their education. By encouraging them to engage with challenging work, we empower them to build confidence, resilience, and a passion for discovery, which are integral to their personal and academic development. This success speaks to the dedication of our staff and the effectiveness of our individualized learning model in nurturing well-rounded, capable learners.

Analysis

The results demonstrate how the Montessori method fosters intrinsic motivation and meaningful engagement with schoolwork. By emphasizing individualized learning, offering choices, and promoting independence within supportive classroom communities, students develop a strong connection to their daily activities. This deep engagement reflects the alignment of student interests with purposeful, challenging tasks, a hallmark of Montessori education.

A renewed focus on the use of Montessori materials has further strengthened this connection. Guides and teachers have prioritized this foundational element of Montessori practice, ensuring that students engage with hands-on, experiential learning tools. This intentional emphasis, combined with students' sustained enthusiasm and growing familiarity with the classroom environment, likely explains the observed increase in material usage over time. The integration of these elements supports the development of self-motivated, confident learners who thrive academically and personally.

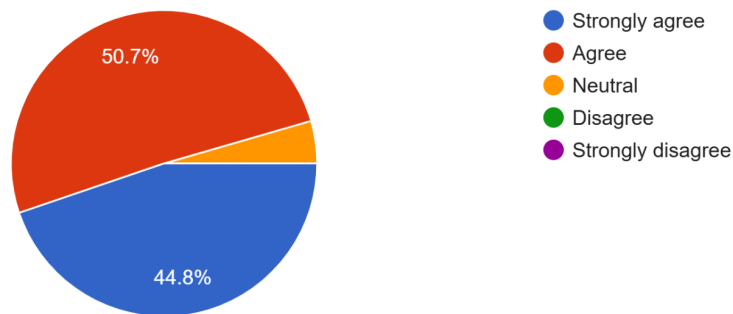
Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	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	%
Overall	87	97.4	104	96.0	108	97.8	108	94.3	95	91.2	Very High	Declined	Good	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	15	98.7	17	100.0	14	97.1	21	96.1	15	97.3	Very High	Maintained	Excellent	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	60	93.4	74	89.5	81	96.3	73	88.1	68	76.2	Very High	Declined Significantly	Acceptable	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	12	100.0	13	98.5	13	100.0	14	98.6	12	100.0	Very High	Maintained	Excellent	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

MMEC Parent Survey:

K to Grade 9 families only-MMEC students model the characteristics of active citizenship.

67 responses



Comment on Results

Montessori is a holistic philosophy that emphasizes the development of the whole child, focusing on nurturing every aspect of human potential. At MMEC, we celebrate each student’s unique qualities while fostering a sense of belonging and strength within a supportive community.

We have observed a decrease in the student survey results and will closely monitor this outcome to better understand its significance. While it appears to be a one-year anomaly with no immediately identifiable cause, we are committed to thoroughly evaluating the situation to determine if it indicates a deeper trend or area for improvement. Our focus remains on maintaining a supportive and engaging learning environment, and we will take any necessary steps to

address potential concerns should further analysis suggest they are warranted. This proactive approach ensures that we continue to uphold the highest standards for our students' experiences and development.

Montessori students often exhibit the qualities of active citizenship, such as helping others, showing respect, participating in community service, embracing leadership roles, striving for personal excellence, and collaboratively establishing and following guidelines for respectful behavior. At MMEC, our school culture actively promotes these values through dedicated lessons and by modeling active citizenship in daily interactions. When challenges arise, children are encouraged to work together to resolve conflicts, with the reassurance of adult support when needed. This approach strengthens problem-solving skills, empathy, and a sense of responsibility, essential components of a thriving community.

Analysis

It is noteworthy that parents and teachers consistently perceive a higher level of active citizenship among students than the students report about themselves. This difference may reflect the unique perspectives of each group. Parents and teachers often have a broader view of students' actions and behaviors within the school and community context, observing their contributions to group projects, leadership roles, and adherence to community values. Students, on the other hand, may be more modest in self-assessment or may not fully recognize the impact of their actions as acts of citizenship.

This gap in perception highlights an opportunity to further engage students in reflecting on their own contributions and the role they play in fostering a positive, respectful community. By helping students develop a deeper understanding of active citizenship and encouraging them to recognize and value their efforts, we can empower them to see themselves as integral contributors to the school and beyond. This dynamic underscores the importance of fostering open dialogue to celebrate the meaningful ways students contribute to their communities.

Volunteerism and charitable giving are frequent components of the student experience at MMEC. We participate as a community in activities like collecting food for the Calgary Food Bank, donating new toys and books to the Alberta Children's Hospital, and raising funds through a Terry Fox Run and the Veterans Poppy Fund. Students are actively engaged in these endeavors and support with the collection, organization, and raising awareness. Volunteerism is also encouraged and supported within our school community, involving initiatives such as the Student Leadership Team (SLT) who help with our Friday hot lunch program, and organize and host school wide social events. Older students also regularly engage in planning and/or facilitating activities and classroom supports that foster mentoring relationships within our school community, such as reading buddies, classroom helpers and community events.

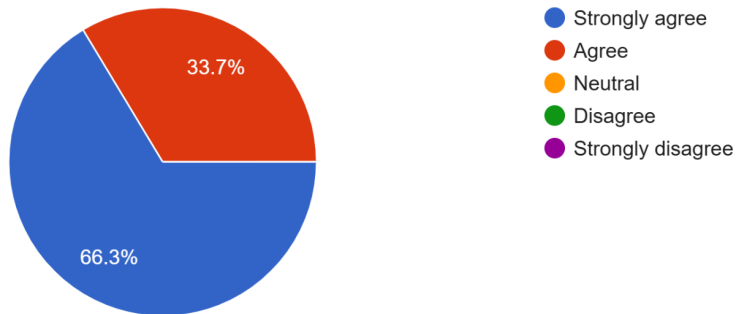
Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																							
	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	%
Overall	n/a	n/a	104	92.6	108	91.4	105	90.6	94	91.0	n/a	Maintained	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	17	100.0	14	90.5	21	93.5	15	97.8	n/a	Maintained	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	74	77.7	81	83.6	70	78.3	67	75.1	n/a	Maintained	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	13	100.0	13	100.0	14	100.0	12	100.0	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

MMEC Parent Survey:

MMEC students are engaged in their learning at school.

104 responses



Comment on Results

The enjoyment of high-interest, independently chosen work is a cornerstone of quality Montessori education, and this principle is alive and thriving at MMEC. Our students' joy in learning is demonstrated by their sustained engagement and enthusiasm throughout the school day. The freedom to explore their passions within a structured, nurturing environment fosters a deep connection to their work, encouraging curiosity, creativity, and a lifelong love of learning.

Survey results reflect this commitment, with participants consistently ranking student learning engagement at MMEC as high. These scores not only reaffirm our dedication to fostering meaningful educational experiences but also place MMEC well above the provincial average across all surveyed groups. This achievement underscores the effectiveness of our Montessori approach and the student-centered community we cultivate. The engagement our students exhibit is a testament to the power of choice, independence, and purposeful learning in shaping confident, motivated individuals.

Analysis

Students at MMEC demonstrate a high level of interest and ownership in their schoolwork, resulting in consistent engagement in their learning. This commitment to active participation is a hallmark of the educational journey at MMEC and continues to shape student development beyond graduation. Evidence of this lifelong drive for learning is apparent in our alumni, many of whom maintain contact with the school and thrive in community organizations, postsecondary institutions, and their professional lives.

Remarkably, 100% of teacher responses over the past four years indicate that students are highly engaged in learning. Parents echo this sentiment, with survey results showing agreement or strong agreement that students across all levels are engaged in their education. To foster connections between home and school and increase parent knowledge and understanding of Montessori education, classroom staff send regular emails updating parents on class activities, invite parents for classroom observations, photostreams provide daily glimpses into classroom life, and parent nights allow for community-building and information sharing. Additionally, our structure of three student-led conferences each year offers parents meaningful opportunities to observe and celebrate their child's learning firsthand.

Domain: Teaching and Leading

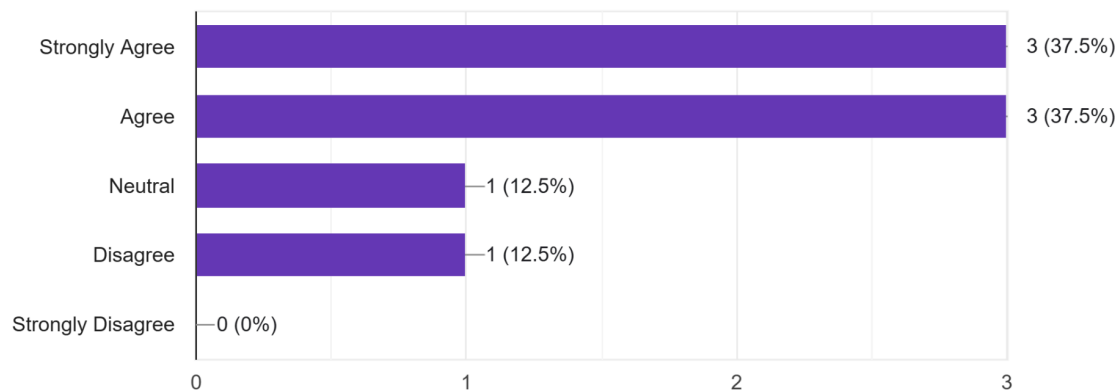
Curriculum

Outcome: Curriculum - Teachers feel prepared to implement the new K-6 curriculum for English Language Arts (ELA) and Mathematics, embedded within the Montessori framework, for the 2023/24 school year (K-3 Science, 4-6 ELA and Mathematics).

MMEC Staff Survey:

K-6 Certificated Teachers ONLY: I feel prepared to implement the new K-6 curriculum embedded within the Montessori framework.

8 responses



Comment on Results

The implementation of a substantial new curriculum is no small task, requiring extensive effort and meticulous planning. Despite their many responsibilities, our staff demonstrated exceptional dedication, collaborating tirelessly month after month to ensure the successful alignment and readiness of the new curriculum. Their hard work and teamwork exemplify their commitment to excellence and to providing an authentic Montessori experience for our students.

Our dedicated and committed staff deliver a rigorous, high-quality Montessori education that is valued by the families and students who choose MMEC. This alignment between the Alberta Curriculum and Montessori philosophy is a cornerstone of our community, and all stakeholders share a strong commitment to ensuring that the education and expectations at MMEC remain true to the Montessori method. Notably, the percentage of teachers who

strongly agree with their ability to implement the New Alberta Curriculum within the Montessori framework has increased by 25%, reflecting their growing confidence and shared vision.

Analysis

From staff feedback, it is evident that the extensive scope and annual rollout of new curriculum elements present challenges for teachers in feeling fully prepared for implementation. However, fully 25% more teachers felt prepared to implement the new curriculum in 2023-24 than in 2022-23. Achieving full, comprehensive integration and alignment with the Montessori lesson structure is anticipated to take three to five years. Throughout this process, MMEC staff remain dedicated to continuous improvement, embracing research-based practices to ensure that our instruction and implementation are current, effective, and aligned with both Montessori philosophy and provincial standards.

The Upper Elementary team has focused extensively on planning and implementing the English Language Arts and Literature (ELAL) and Mathematics components of the new curriculum. Meanwhile, the Kindergarten and Lower Elementary teams dedicated significant effort to understanding and integrating the new science curriculum. Our approach strives to remain flexible, delivering Montessori-inspired lessons that cater to student interests while aligning with the requirements of the new Alberta curriculum. All newly developed lessons have been integrated into the MMEC lesson tracker for consistency and clarity. Our work is ongoing.

Education Quality

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

	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	%
Overall	87	97.5	104	96.8	107	96.5	108	94.7	95	97.0	Very High	Maintained	Excellent	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	15	98.9	17	100.0	14	92.9	21	92.7	15	96.7	Very High	Maintained	Excellent	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	60	97.8	74	90.4	80	98.0	73	94.9	68	94.3	Very High	Maintained	Excellent	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	12	95.8	13	100.0	13	98.7	14	96.4	12	100.0	Very High	Maintained	Excellent	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

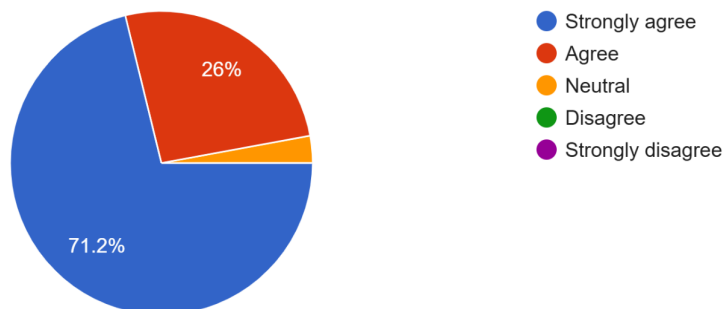
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	42	91.2	47	87.3	48	81.8	55	82.3	51	86.1	Very High	Maintained	Excellent	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8
Parent	15	90.5	17	85.4	14	78.6	21	85.8	15	84.6	Very High	Maintained	Excellent	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3
Student	15	88.6	17	80.5	21	76.7	20	72.8	24	80.5	Very High	Maintained	Excellent	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7
Teacher	12	94.6	13	96.0	13	90.1	14	88.4	12	93.1	Very High	Maintained	Excellent	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2

MMEC Parent Survey:

I am satisfied with the overall quality of basic education at MMEC.

104 responses



Comment on Results

Montessori students consistently exhibit strong academic interest and engagement, nurtured by the independently chosen, hands-on, and beautifully crafted didactic materials available in the Montessori classroom. The multi-age community, combined with the balance of freedom and responsibility inherent in the Montessori approach, fosters not only a deep love of learning but also the development of exceptional problem-solving and social skills as students progress through the program.

Families choose MMEC because of their alignment with the Montessori philosophy, recognizing its ability to meet their educational aspirations for their children. Key elements of the Montessori approach, such as cultivating capable, self-assured individuals with strong interpersonal skills and the potential to lead productive lives, resonate deeply with the goals of our parent community. This alignment between home and school creates a supportive partnership, with most MMEC families actively embracing and implementing Montessori principles in their homes, reinforcing the holistic development of their children.

Analysis

Montessori education empowers students to become capable, accountable, and knowledgeable individuals, fostering the independence necessary to thrive in an ever-changing world. At MMEC, our results consistently demonstrate strength and exceed provincial averages, with notable stability across all metrics. The MMEC parent survey, open to all families, further validates high levels of parent and family satisfaction with the education provided.

We are actively working toward the comprehensive implementation of the new curriculum. In 2023-24, we successfully introduced K-3 Science, along with 4-6 ELAL and Math, into our program. Managing multiple curricular rollouts within a short timeframe presents significant challenges, yet we remain on track with the process. Confidence and the passage of time may have contributed to the increased confidence observed in teacher responses. Once the remaining subjects and grades are fully implemented, we will gain a clearer understanding of the overall impact and refine our planning to ensure successful Montessori integration across all areas.

Professional Learning, Supervision and Evaluation

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									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	11	87.5	13	94.9	13	94.9	14	97.6	12	91.4	High	Maintained	Good	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	11	87.5	13	94.9	13	94.9	14	97.6	12	91.4	High	Maintained	Good	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1

Comment on Results

Professional development and in-servicing at MMEC are highly collaborative, with many staff members actively contributing to recommendations and decision-making processes. Our primary focus has been on the new Alberta curriculum, coupled with Montessori integrity, which has involved targeted professional development sessions and extensive teamwork. Staff have dedicated significant time to exploring the new curriculum and thoughtfully integrating it into the Montessori lesson framework, ensuring alignment with both provincial standards and Montessori philosophy.

Specific professional development from the 2023-24 school year included:

- Jonathan Wolfe, *Montessori Normalization*
- International Dyslexia Association, *Basics of Decoding and Spelling Instruction*
- Book and Article studies, such as *Powerful Literacy in the Montessori Classroom* and *Montessori Freedom and Discipline*
- Writing Assessment, Team Scoring
- Trillium Montessori courses and podcasts
- Renfrew Speech Therapy and Occupational Therapy Presentations
- Child Abuse Training

Analysis

MMEC's shared decision-making model has clearly contributed to the positive trend in professional learning outcomes observed in recent years. Our staff members have considerable autonomy in proposing and exploring professional development and in-service options, supported by individual PD budgets that they can allocate at their discretion. Over the past year, these budgets have primarily been directed toward coursework and studies on the science of reading, reflecting a strong commitment to evidence-based literacy instruction.

As a small, collaborative team united by a shared purpose, we are well-positioned to find consensus and work collectively toward our professional growth goals. The 2023-24 MMEC Staff Survey indicated a particular interest in Montessori-specific professional development focused on observation, planning, and effective use of the MMEC lesson tracker, underscoring our ongoing dedication to refining our practices and supporting student success.

Growth, Supervision, and Evaluation

MMEC values the unique strengths that each staff member brings to their role. The administration expects staff to be skilled practitioners who actively engage in professional growth, development, and continuous learning to enhance their teaching practice. MMEC fosters an open and supportive environment, encouraging staff to pursue relevant professional goals.

Supervision and evaluation at MMEC are rooted in mutual respect and ongoing open dialogue between employees and the administration. Immediate supervisors, the Director, and the Principal play key roles in providing supervision, constructive feedback, and leadership. Formal evaluations are conducted as needed or upon request.

Professional Growth Plans

At MMEC, all staff members actively contribute to their professional development by completing an annual SMART Professional Growth Plan (PGP). These plans are thoughtfully designed to align with the school's overarching goals and strategic initiatives, ensuring individual growth is closely connected to collective success.

Certificated teachers take this process a step further by developing Teacher Professional Growth Plans that not only meet the comprehensive requirements of standard PGPs but also demonstrate a clear and measurable alignment with the Alberta Teaching Quality Standard. This dual focus ensures that teachers maintain a high level of professional excellence while advancing their personal growth in harmony with MMEC's mission and values.

Professional Growth

MMEC uses the following means to promote Staff Professional Growth:

- Regular, open dialogue
- Frequent acknowledgement of strengths and work well done
- Immediate follow up when concerns are noted
- Referral and review of Job Descriptions
- Yearly Professional Growth Plans (TPGP/PGP) completed by all staff
- Yearly Professional Development allowance, which can be accrued
- School wide professional development, book, and article studies
- Yearly required workshops related to health and safety (Allergy Aware, Centre for Child Protection)
- Access to seminars, conferences, specialists, and workshops related to Montessori education, the Alberta curriculum, and child development
- School funded Montessori or Teacher training for approved applicants

Domain: Learning Supports

Welcoming, Caring, Respectful and Safe Learning Environments

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									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	87	99.5	104	97.4	108	97.5	108	96.6	95	96.8	Very High	Maintained	Excellent	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	15	100.0	17	100.0	14	98.5	21	96.2	15	98.6	Very High	Maintained	Excellent	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	60	98.4	74	95.4	81	95.5	73	93.5	68	91.6	Very High	Maintained	Excellent	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	12	100.0	13	96.8	13	98.4	14	100.0	12	100.0	Very High	Maintained	Excellent	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9

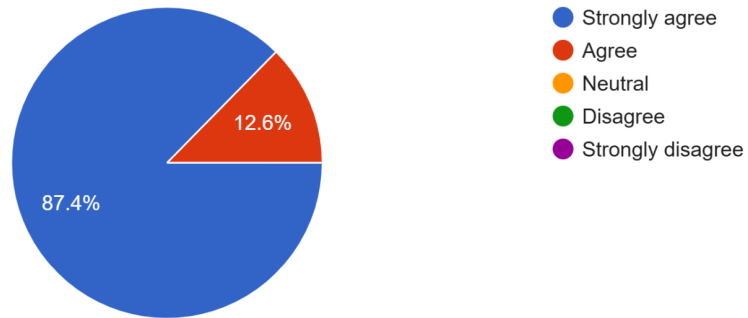
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	104	97.1	108	97.3	108	96.1	95	95.0	n/a	Maintained	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	17	100.0	14	99.1	21	97.0	15	98.3	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	74	93.7	81	93.8	73	91.3	68	86.6	n/a	Declined	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	13	97.8	13	98.9	14	100.0	12	100.0	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

MMEC Parent Survey:

MMEC learning environments are welcoming, caring, respectful and safe.

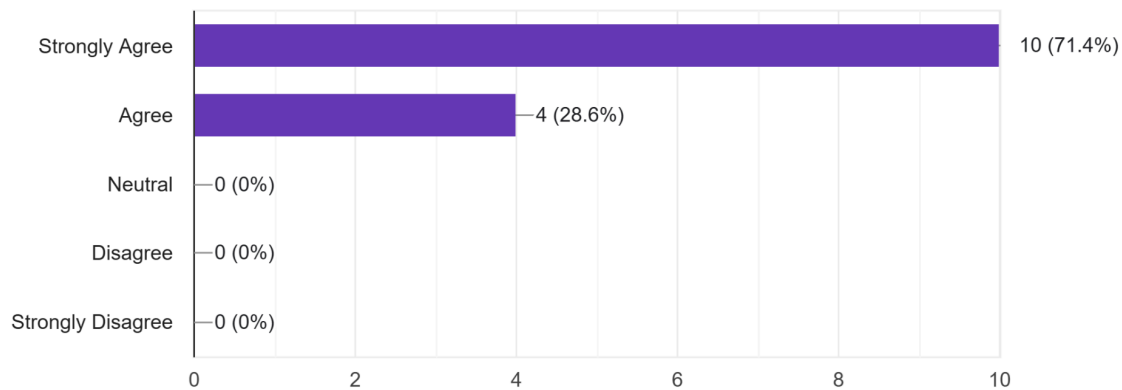
103 responses



MMEC Guide and Teacher Survey:

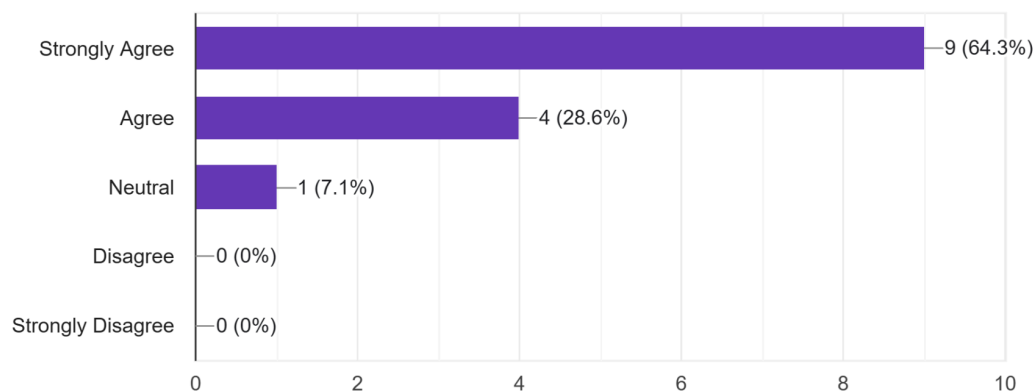
MMEC environments are welcoming and caring.

14 responses



MMEC environments are respectful and safe.

14 responses



Comment on Results

At MMEC, a welcoming and caring environment where everyone, students, families, and staff, feels valued and supported is of paramount importance. The atmosphere is intentionally designed to foster a sense of belonging, mutual respect, and trust. This spirit of care and inclusion forms the foundation of the Montessori approach, cultivating an environment where children grow academically, socially, and emotionally with confidence and joy. Families and staff share a sense of belonging and safety, fostering a supportive and inclusive community.

The Montessori philosophy emphasizes respect for students, recognizing them as unique individuals driven by an innate desire to grow and develop through learning. As educators, our role is to blend thoughtful observation of each student with our professional expertise to create meaningful and personalized learning experiences. These experiences honor the individuality and independence of each child while celebrating their role in a vibrant community of learners.

Analysis

From the very first day of school, children actively engage in their social learning journey. They work together to establish classroom rules and expectations and participate in regular class meetings. Challenges and concerns are addressed with respect, supported by guidance and modeling from adults when necessary. As educators, we recognize that the pursuit of peace is an ongoing process, requiring continual effort and commitment.

The strong results highlight that the Montessori philosophy is fundamentally an education for peace. While student scores may show fluctuations, the daily lessons remain rooted in fostering independence, gratitude, purposeful work, and a commitment to ethical stewardship. The Montessori approach respects each learner's individuality, guiding them as they actively engage in their personal growth and contribute meaningfully to their community. Although student

scores remain high, a small decline in 2023-2024 is noted and will be watched in coming years. In the meantime it reaffirms our commitment to working towards strong and respectful classroom environments with Montessori foundations at their core.

Access to Support and Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																							
	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	104	94.0	108	93.0	108	90.5	95	90.9	n/a	Maintained	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	17	95.2	14	86.4	21	85.6	15	88.0	n/a	Maintained	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	74	86.8	81	92.6	73	88.7	68	86.2	n/a	Maintained	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	13	100.0	13	100.0	14	97.1	12	98.3	n/a	Maintained	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

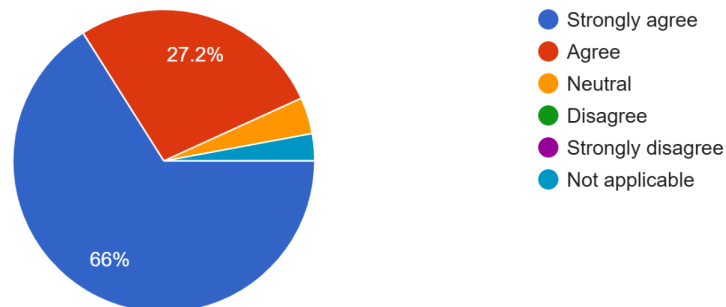
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																							
	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	87	89.4	104	83.3	108	84.5	107	89.8	93	87.2	Very High	Maintained	Excellent	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9
Parent	15	93.9	17	83.8	14	73.5	21	84.3	15	79.5	Very High	Maintained	Excellent	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8
Student	60	85.7	74	76.1	81	89.1	72	86.6	66	83.7	High	Maintained	Good	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0
Teacher	12	88.7	13	89.8	13	90.8	14	98.6	12	98.3	Very High	Maintained	Excellent	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																							
	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	%
Overall	87	93.5	104	92.9	108	91.6	108	88.7	95	89.3	High	Maintained	Good	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6
Parent	15	95.2	17	92.0	14	82.1	21	82.3	15	84.4	High	Maintained	Good	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5
Student	60	90.7	74	86.8	81	92.6	73	88.7	68	86.2	High	Maintained	Good	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	12	94.4	13	100.0	13	100.0	14	95.1	12	97.2	High	Maintained	Good	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5

MMEC Parent Survey:

My child has access to the appropriate supports and services at school.

103 responses



Comment on Results

At MMEC, we are dedicated to providing personalized support and services to meet the unique needs of every child. Rooted in Montessori philosophy, our approach is highly individualized, carefully nurturing each student's developmental journey as they strive to reach their full potential. We take pride in our unwavering commitment to continuous reflection and ongoing school improvement, ensuring that we provide the best possible environment for individualized learning and growth.

Analysis

In 2023-24 MMEC staff attended professional development with an occupational therapist (OT), a speech language pathologist (SLP) and a psychologist to learn about resilience. While it is important for parents to be informed about the extensive support and services available at MMEC, this information may feel less relevant to those whose children are typically developing or do not require additional support, which may explain the neutral or "not applicable" responses. At the same time, while MMEC provides a wide range of resources, these are finite, and many of our programs, particularly our 1:1 counseling and child psychology services, are often at capacity or have waitlists. For 2024-25 we have added additional psychology (counseling) spaces for four additional students, and an additional .5 full time equivalent (FTE) learning support staff to assist children requiring help in early literacy and numeracy.

Our strong results are a testament to the dedication of the MMEC staff, whose engaged and reflective practices ensure that each child's unique needs are considered. This individualized approach fosters a deep sense of trust and collaboration, allowing parents and students to experience holistic support that goes beyond academics. MMEC proudly offers an extensive range of support and services, detailed below, to meet the diverse needs of our community.

Required Local Component: Access to a Continuum of Supports and Services

Montessori education supports a wide range of diverse learners. Originally, the Montessori method was developed for special needs and disadvantaged students. MMEC is an inclusive school offering many levels of support to our community of learners.

In-class, we offer engaging, hands-on small group lessons and individualized curricula for each student. All classes have an educational assistant who can provide 1:1 support, when needed. MMEC also offers an extensive and well utilized program of community support such as psychology, occupational therapy, speech and language pathology, and learning support in reading, writing, spelling, and mathematics.

Government funding for the Expanding Capacity and Learner Supports (ECLS) program, provided through AISCA and Renfrew Education Services, has enhanced the services already offered at MMEC. A key advantage of the ECLS program is the expanded access to specialist assessments and capacity-building support in areas such as speech therapy, occupational therapy, and psychoeducational services.

Alberta Education Strategic Priority

Outcome: MMEC staff will enhance their foundational knowledge of First Nations, Métis and Inuit perspectives and experiences.

Comment on Results

Over time, as our staff deepen their understanding of Indigenous experiences, we have witnessed a growing commitment to Education for Reconciliation. This journey has led us to a pivotal stage where Indigenous knowledge, traditions, and perspectives are increasingly interwoven into our daily practices, enriching activities like literature, music, and art with authentic inspiration and meaning.

In our parent survey, we introduced short-answer questions seeking feedback on how well MMEC is supporting Education for Reconciliation and how we might improve in this area. The responses reflect overall parent satisfaction with our efforts, with many expressing appreciation for the steps we have taken so far. A significant number of parents suggested inviting an Indigenous elder or knowledge keeper to work directly with students, emphasizing a desire for deeper, more authentic connections to Indigenous knowledge and traditions within the school community.

In alignment with this feedback, we are honored to welcome Lori Kearney, a Visual Artist and Educator from Peguis First Nation, to our school. Her expertise and lived experiences bring invaluable depth and authenticity to our reconciliation efforts, fostering meaningful understanding and connections. Lori's presence represents a significant step forward in our ongoing commitment to holistic education and genuine reconciliation, ensuring our students and community continue to learn directly from those with firsthand knowledge.

At MMEC we are committed to exploring opportunities to further integrate Indigenous perspectives into our programs and curriculum. Recognizing the importance of collaboration in this area, we plan to include a similar question in our staff survey in 2025. This will allow us to gather insights from our educators, fostering a holistic approach to strengthening our practices and aligning our efforts with the goals of Education for Reconciliation. Through ongoing reflection and dialogue, we aim to further increase meaningful, culturally enriched learning experiences that benefit our entire community.

Analysis

Our dedicated professionals have embraced Education for Reconciliation and continue to embed many elements of First Nations, Métis, and Inuit perspectives into our work in a variety of ways. We will continue to strive for comprehensive, age-appropriate ways to bring truth and reconciliation to our school community.

Required Local Component: First Nations, Metis, and Inuit Student Success

Due to numbers that fall below the Alberta education threshold of 6 students, First Nations, Métis, and Inuit data is not reported at this time. MMEC ensures success for all students including First Nations, Métis, and Inuit Students. Our Montessori model of independence, community mindedness, peace, and respect support all students to reach their full potential.

Throughout the school year, members of the MMEC community engage in learning about First Nations, Métis, and Inuit perspectives, experiences, and history, including the profound history and legacy of residential schools. Our enriched library collection, enhanced by significant acquisitions, has made Indigenous storytelling, imagery, and art central to our journey toward authentic understanding and appreciation.

Students have actively explored Indigenous culture through arts, crafts, music, and writing inspired by Indigenous Canadians. In a typical year, we extend this learning beyond the classroom with visits to local exhibits and sites of Indigenous historical significance. For example, our older students recently visited Writing-on-Stone Provincial Park, a location rich in cultural heritage.

We also actively involve Indigenous parents and guest speakers whenever possible to deepen our connection to these perspectives. One of our afterschool clubs further celebrates this heritage by focusing on Indigenous beadwork, offering students hands-on experience in traditional craft and culture.

Domain: Governance

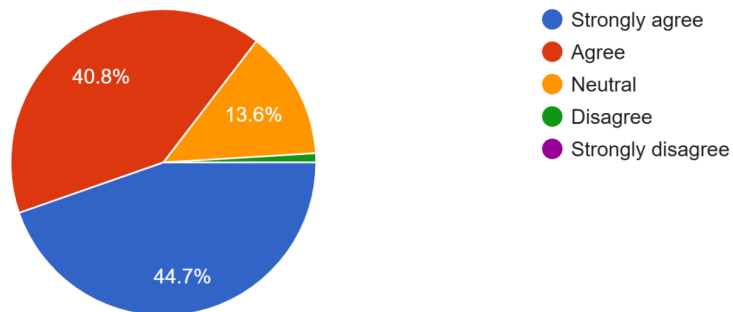
Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	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	%
Overall	27	95.2	30	86.0	27	78.5	34	88.0	27	87.9	Very High	Maintained	Excellent	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	15	90.4	17	73.5	14	60.0	21	77.7	15	81.3	Very High	Maintained	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	12	100.0	13	98.5	13	96.9	13	98.4	12	94.5	Very High	Maintained	Excellent	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

MMEC Parent Survey:

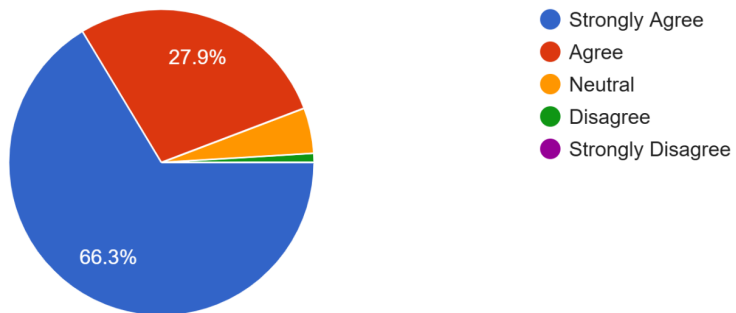
I am adequately involved in decisions involving my child's school experience.

103 responses



I am adequately informed of school information.

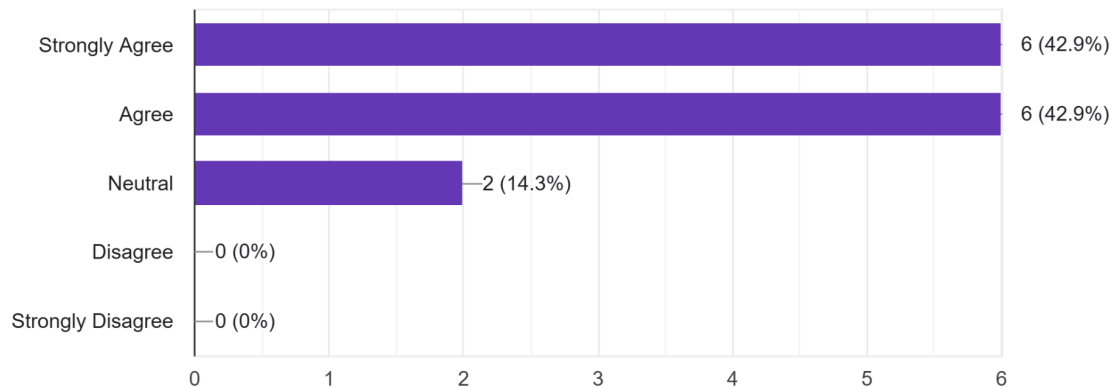
104 responses



MMEC Guide and Teacher Survey:

Parents are suitably involved in MMEC decisions.

14 responses



Comment on Results

At MMEC, strong and open communication with parents is a cornerstone of our community. Rooted in Montessori principles, MMEC was intentionally established as a not-for-profit organization to ensure that our philosophy remains uncompromised and true to its foundational values. Parents who choose our independent Montessori school make a deliberate decision to embrace our educational philosophy and methodology, which emphasize independence, respect, and the holistic development of each child.

While parents are encouraged to engage and have input in their child's educational journey, our mission and operational principles remain steadfast, providing consistency and clarity in our approach. We recognize that a Montessori education may not suit every family, and we respect parents who decide to seek an environment that better aligns with their individual needs. At MMEC, we remain committed to providing an authentic, child-centered Montessori experience for those who share our vision and values.

Analysis

Independent schools are inherently schools of choice, and MMEC is proud to consistently demonstrate strong survey results, along with high rates of student and family retention and continuity. These indicators reflect the deep satisfaction and commitment of our families to the unique educational experience we offer.

As participation in the Alberta Education Survey continues to grow, the feedback we receive provides valuable insights and reaffirms a stable and positive trendline. This consistency highlights the trust and confidence parents place in MMEC's mission, philosophy, and dedication to delivering exceptional education rooted in Montessori principles.

Stakeholder Engagement

MMEC engages stakeholders in shaping policies, plans, priorities, projects, and programs that align with its Mission and Philosophy Statements. Committed to continual improvement and growth, MMEC emphasizes the advancement of its Montessori practices and school development. To support this commitment, MMEC conducts an annual survey and bi-annual presentation, inviting families and staff to assess the school's performance and provide feedback. This online survey includes a five-point rating scale, ranging from strongly agree to strongly disagree, as well as short-answer questions.

Our stakeholders are:

Primary:

Parents, Students and Families
Staff and Administration
Board of Directors

Secondary:

Local Community Members and Community Association
Local and National Montessori Community

MMEC Parent Survey 2023-24

The annual MMEC parent survey is created to provide quantitative and qualitative data, providing us with a comprehensive view of the perceptions and experiences of our stakeholders. Survey questions are based on previous survey results, staff/admin observations and the AERR (Annual Education Results Report) demonstrating a commitment to continuous improvement and aligning practices with recognized standards.

Parent engagement was lower this year, with 49% of our population participating in the survey. Although a 49% response rate is considered high for an internal survey, we will address this next year through clearer communication about the survey's importance, strategic timing, simplification of the survey process, and demonstrating the impact of feedback.

Results:

- 100% of our parents strongly agree or agree that MMEC learning environments are welcoming, caring, respectful and safe.
- 93.2% of our parents strongly agree or agree that their child has access to the appropriate support and services at school.

- 85.5% of our parents strongly agree or agree that they are adequately involved in decisions involving their child's school experience.
- 94.2% of our parents strongly agree or agree that they are adequately informed of school information.
- 95.5% of our parents strongly agree or agree that MMEC students model the characteristics of active citizenship.
- 100% of our parents strongly agree or agree that MMEC students are engaged in their learning at school.
- 97.2% of parents strongly agree or agree that they are satisfied with the overall quality of basic education at MMEC.

Analysis:

The survey results highlight strong support for our efforts to create a nurturing, child-centered Montessori learning environment that effectively meets students' needs while providing the necessary resources to enhance their learning experiences. Stakeholders consistently highlighted the importance of adhering to Montessori principles, including fostering independence, creating a prepared environment, and supporting individualized learning. This feedback underscores the value of preserving the authentic Montessori approach while addressing evolving needs within our community.

We remain dedicated to ensuring that our curriculum, teaching methods, and classroom environments align with Montessori philosophy. By prioritizing professional development for staff and engaging stakeholders in meaningful dialogue, we aim to uphold the core tenets of Montessori education while fostering innovation and continuous growth. These efforts ensure that we remain true to our mission and provide an exceptional learning experience that embodies the Montessori vision.

A common response, year after year, from the short answer questions is concerns related to the school calendar. MMEC operates as a school, and our calendar reflects this. We are also transparent about our school calendar upon registration however, many families in our preschool programs may not fully understand the school year calendar. In the past, we have offered camps during the summer or care on non-school days, but attendance is limited, which does not make the experience enjoyable for the children or viable for the school. We consistently explore ways to improve our communication regarding the school calendar and will continue to do so.

Overall, the survey reflects positive outcomes, but we remain committed to analyzing the feedback and identifying opportunities for improvement as we continue striving to provide an exceptional Montessori learning experience for our students and families.

Strategies for growth:

To foster growth and respond to parent recommendations, we begin by reviewing the survey results with our staff to gain their insights and feedback on how to implement these suggestions effectively. Simultaneously, we engage our Board of Directors in reflecting on the survey findings to explore how they can provide guidance and support during the assessment and implementation process. To ensure our efforts are impactful, we employ a comprehensive evaluative process to measure the suitability, efficacy, and efficiency of our actions, allowing us to refine our approach and achieve meaningful outcomes.

MMEC Lead Staff Survey 2023/2024

As educators, we are committed to continual improvement and growth. The MMEC Guide and Teacher Survey was created to measure satisfaction in specific areas. 100% of our lead staff responded to this survey.

Results:

- 100% of lead staff agree or strongly agree that they have a clear understanding of MMEC's purpose and mission.
- 100% of lead staff agree or strongly agree that MMEC is a welcoming and caring environment.
- 92.9% of lead staff agree or strongly agree that MMEC environments are respectful and safe.
- 85.8% of lead staff agree or strongly agree that parents are suitably involved in MMEC decisions. The remainder chose the neutral response.
- 92.3% of lead staff agree or strongly agree that their students show independence in making challenging work choices throughout the work period. The remainder chose the neutral response.
- 92.3% of lead staff agree or strongly agree that their work gives them a personal sense of accomplishment.
- 80% of lead staff feel confident with planning, record-keeping, and purposeful use of the lesson tracker.
- 75% of teachers, K-Grade 6, feel prepared to implement the new curriculum embedded within the Montessori curriculum.

Analysis:

The staff survey results reflect a highly positive outlook, highlighting strong satisfaction with our collaborative work environment, support for professional development, and alignment with our Montessori mission. Staff members consistently expressed appreciation for the resources provided, the sense of community, and opportunities for meaningful engagement in school initiatives. These results reaffirm our commitment to fostering a supportive and empowering workplace culture while identifying opportunities to further enhance staff experiences and overall school growth.

The short answer responses highlight diverse professional development priorities among lead teachers and guides, reflecting the unique needs of different teaching levels and student age groups. Areas of interest range from mental health training and Indigenous studies to the science of language development and learning. While additional comments were limited, staff expressed gratitude for being part of an inclusive and cohesive community.

Strategies for growth:

Planned actions include providing individualized or small group support for new curriculum implementation and facilitating group or team discussions to enhance understanding and practical use of the lesson tracker.

Accountability/Assurance System

Guided by valuable feedback from our stakeholders, we continually seek to identify themes and commonalities that drive meaningful improvement. At its heart, MMEC is rooted in a culture of ongoing growth, refinement, and progress—a defining characteristic since its inception. This commitment to excellence has enabled us to grow, thrive, and achieve lasting success. The shared drive for betterment among all MMEC team members creates a dynamic, collaborative, and vibrant environment for both work and learning.

As a unified staff, administration, and Board, we remain steadfast in our dedication to addressing identified areas of growth and ensuring we meet the evolving needs of our community. Together, we are committed to strengthening our foundation and fostering an exceptional Montessori experience for everyone connected to MMEC.

To ensure accountability at MMEC, we first review Alberta Education Assurance Measures (AEAMs), MMEC survey results, parent and staff feedback, CCMA accreditation feedback, and other input with our staff team to evaluate school capacity to implement some or all of these suggestions. Concurrently, we reflect on these inputs with our Board of Directors to determine how the board can provide strategic guidance and support during the evaluation and implementation process.

Our approach includes an evaluative process to assess the outcomes of our efforts, focusing on their appropriateness, effectiveness, and efficiency. Finally, we report our findings and progress bi-annually through the Parent Engagement Session model, the Annual Education Results Report, the Staff Survey Results, and the Parent Survey Results Summary.

Summary of Financial Results

- Revenues and expenses are closely monitored through monthly financial reports as compared to budget. MMEC has invested in bank GICs, in addition to an investment at the Calgary Foundation. Cashflow is regularly monitored to balance the benefit of having additional cash generate revenue, with having access when required.
- Our largest expense continues to be salaries and benefits. An RRSP matching program was implemented in 2022-23 and MMEC continues to expand the program to additional staff in addition to the matching amount increasing over time.
- Upkeep of our building is a priority and MMEC continues to monitor areas requiring improvements. There is a 5-year plan in place for larger renovations. The most recent major improvement was done on a section of the roof. In addition, new stairs were poured by the entrances to our building. \$250,000 has been allocated to restricted operating reserves to mitigate any future large expenses related to building repairs.

MMEC Collaborates for Efficiency in Student Supports:

- Works with Expanding Capacity and Learner Supports (ECLS) through the Association of Independent Schools and Colleges
- Contracts specials through Renfrew Educational Services
- Alberta Health Services supports student health and provides learning resources
- Shares speakers and resources with other Montessori schools in Calgary

For more information or queries, please contact the school office at 403-668-8538.

Links

Link to the 2023/24 MMEC Audited Financial Statement:

https://mmec.ca/content/montessori/MMEC_AFS.pdf

Link to the 2024-2027 MMEC 3 Year Education Plan:

[Three Year Education Plan \(3YP\) 2024-2027](#)

Link to the provincial roll up of AFS information:

[K to 12 education financial statements | Alberta.ca](#)

Timelines and Communication

Maria Montessori Education Centre's **Annual Education Results Report** is available on our website, mmec.ca, at [Alberta Ministry of Education \(About >>Alberta Education Reporting\)](#) or by contacting the school at 403-668-8538.

Stakeholders are reminded of the location of the Maria Montessori Education Centre AERR in the December and January Newsletters.

Whistleblower Protection

No information to report.