

E2ACADEMY

Explore. Belong. Thrive

Annual Education Results Report 2022/2023

Fall 2023 School Authority Results Summary for Planning and Reporting

The Annual Education Results Report for E2 Academy for the 2022/2023 school year was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

A signed copy of the Annual Education Results Report for 2022/2023 is available in school's office.

A handwritten signature in black ink, appearing to be 'Mark Huges', written in a cursive style.

Mark Huges, President
Board of Directors for the Society for Twice Exceptional Learners

FOUNDATION STATEMENTS

Mission:

To establish E2 Academy as a first-of-its-kind center of excellence in Alberta for the education of twice-exceptional children with complex needs to deliver a unique talent and strength-based program of instruction adapted to the needs of twice-exceptional learners.

Vision:

Our vision is to provide a school environment where twice-exceptional learners are welcomed, become members of a community of peers, and are encouraged to pursue their passions while still being exposed to a well-rounded curriculum.

Philosophy & Beliefs:

The Board's educational philosophy and approach in developing its program is to optimize each student's intellectual, academic and social development by building on their strengths and emphasizing talent development, in addition to supporting the learner in finding strategies to manage their areas of challenge.

A PROFILE OF THE SCHOOL AUTHORITY

E2 Society for Twice-Exceptional Learners operates E2 Academy, which is a non-profit, charitable and accredited Designated Special Education Private School (DSEPS) in Edmonton, Alberta. We offer a unique full-time PreK - 12 educational program that follows the Alberta Program of Studies. We focus on serving the needs of a unique group of students that are gifted/talented alongside their complex needs: Twice-Exceptional Learners.

The potential of these students is extraordinary. Without the appropriate education and interventions however, their discoveries, innovations, breakthroughs, leadership and other gifts to society go unrealized.

At E2 Academy, students receive educational programming that not only serves their diverse needs, but also builds on their strengths and talents. Daily differentiated instruction aligned to each learner's individual strengths, interests, readiness levels and talents is provided. We provide a student-centered, strength based educational program that optimizes each student's intellectual, academic and social development so each of them are able to reach their highest potential, skill and competence. E2 Academy provides a positive intellectual, physical and emotional environment for its target learners, maintaining a small class size with approximately a 1:8 teacher/student ratio along with additional support staff.

We believe that education is a process involving experiences both in and outside of the classroom and should allow students to find peers with similar interests and passions and develop self-esteem, self-advocacy and resiliency. Coaching, mentoring and supporting students through this process will allow them to reach their full potential and flourish. Our teachers are creative in their approaches and embrace a collaborative, proactive and skill-building system for interventions.

STAKEHOLDER INVOLVEMENT

E2 Academy recognizes that parents are an important part of student success. Teachers work directly with parents to design and implement IPPs and Collaborative Proactive Plans throughout the year for their child. The Society for Twice Exceptional Learners is governed by a Board of Directors that is comprised of current and previous parents of E2 Academy students. All parents are also given the opportunity to engage in yearly decision making at the Annual General Meeting. E2 Academy also works closely with various stakeholder agencies throughout Edmonton, such as Autism Edmonton, Tourette Canada (Edmonton Chapter), Association of Independent Schools and Colleges of Alberta.

This results report constitutes the required assurance domains of **Student Growth and Achievement, Teaching & Leading, Learning Supports** and **Governance**. Additionally local measures are reported to provide a societal context and give a fulsome insight into E2 Academy's growth and evolution. The report acts to provide further assurance to stakeholders about the ongoing successful work E2 Academy carries out to support twice-exceptional learners.

Spring 2023 Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	E2 Society for Twice-Exception			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	87.2	80.0	80.0	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	72.7	65.2	73.0	80.3	81.4	82.3	Intermediate	Maintained	Acceptable
	3-year High School Completion	*	*	n/a	80.7	83.2	82.3	*	n/a	n/a
	5-year High School Completion	*	*	n/a	88.6	87.1	86.2	*	n/a	n/a
	PAT: Acceptable	31.3	40.0	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	0.0	n/a	16.0	17.1	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	81.5	85.9	89.2	88.1	89.0	89.7	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.6	77.0	77.0	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	90.8	86.0	86.0	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	85.6	93.8	96.0	79.1	78.8	80.3	Very High	Declined	Good

Notes:

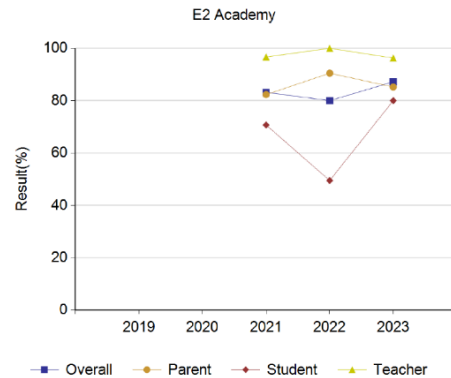
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

STUDENT GROWTH AND ACHIEVEMENT

Student Learning Engagement – Measure Details

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

	Authority										Measure Evaluation			Province										
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	43	83.2	30	80.0	25	87.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	21	82.3	7	90.5	9	85.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	12	70.7	14	49.5	7	80.0	n/a	Improved	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	10	96.7	9	100.0	9	96.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1



Notes:

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

Comments on Results

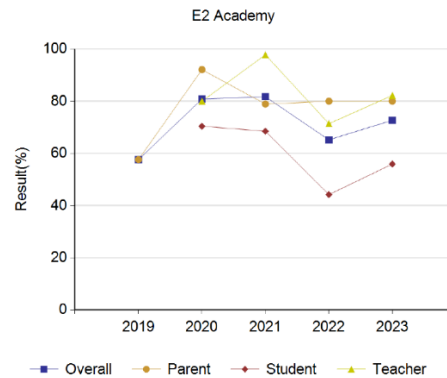
Overall results for student engagement increased from last year and were on par with the provincial average. Students reported a 30% increase in feeling like they were engaged in their learning in school, which put them on par with the provincial average. Our students' voices are an important part of our overall planning and delivery of curriculum.

The largest area that students reported less engagement was in Mathematics, Socials and Science, followed by parents reporting less engagement in literacy. Many of our students have learning difficulties in these two areas, in the form of dyscalculia, dyslexia, receptive / expressive language delays, as well as other language-based struggles. E2 provides support for students through classroom Learning Facilitators, and an on-site Speech-Language Pathologist and Occupational Therapist.

Areas for Growth: For the 2022/2023 school year we hired an Innovation Technology Specialist who worked with the teachers and each student to design individual academic projects that will foster an increase in self-motivation and greater engagement in learning. At E2 Academy, we believe that students thrive when they can explore their interests and the world around them. Due to the increase in the percentage of students who report they are more engaged in school, this approach appears to be working. We are beginning the process of offering Type I, II and III Enrichment, based on the School Wide Enrichment model by Renzulli. This will bring further student engagement and help the school program design around student interests. **This supports EP Goal: Continue to embed the use of evidence-based Strength & Talent based interventions**

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	7	57.6	49	80.8	43	81.7	30	65.2	25	72.7	Intermediate	Maintained	Acceptable	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	7	57.6	8	92.1	21	78.9	7	80.0	9	80.0	High	Maintained	Good	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	n/a	n/a	24	70.4	12	68.5	14	44.2	7	55.9	Very Low	Maintained	Concern	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	n/a	n/a	17	80.0	10	97.8	9	71.4	9	82.2	Low	Maintained	Issue	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,247	90.3



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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.

Comments on Results

There was a rise of around 10% in students and teachers who are satisfied that students model the characteristics of active citizenship, which resulted in percentages well below the provincial average. Parent satisfaction remained steady and at par with the provincial average.

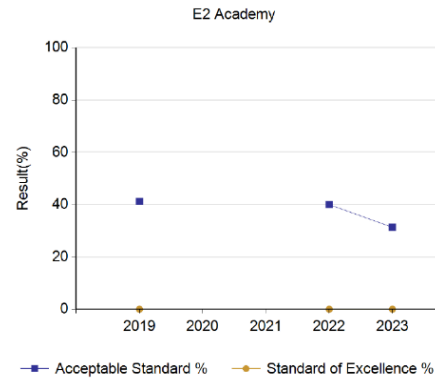
Students reported the most concerns in the areas of students following the rules, as well as helping and respecting each other. Collaboration and cooperation can be challenging for our neuro-diverse students, who can experience rigid thinking, demand avoidance, a strong sense of justice and tend towards unfiltered honesty in their verbal interactions. Challenges in executive functioning can result in impulsive behavior and more dysregulation.

A little less than half of the parents and one third of the teachers, reported that they disagreed that students “are encouraged at school to be involved in activities that help the community.”

Areas for Growth: Social Emotional need to intentionally taught, and as such, we have added S.E.L into the daily schedule at the end of every school day. Staff have received training on how executive skills can influence relationships and the ability to get along with peers. We created a Student Success Coordinator position. This coordinator supports staff with strategies to help students create and maintain friendships. Community Service is an area that we need to grow in as a school. We created a School Programming Coordinator position, with organizing community service projects as part of the job description. **This supports EP Goal: Improve on interweaving Social Emotional Learning Goals throughout the delivery of Alberta’s curriculum.**

PAT Results by Number Enrolled Measure History

	E2 Academy					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	8	n/a	n/a	10	7	n/a	n/a	n/a	104.012	n/a	n/a	109,520	115,580
Acceptable Standard %	41.2	n/a	n/a	40.0	31.3	Very Low	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	0.0	n/a	n/a	0.0	0.0	Very Low	n/a	n/a	20.8	n/a	n/a	17.7	16.0



Notes:

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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 6, 9, 9 KAE).
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 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
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.

Student Growth and Achievement (Grades K-9) PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		E2 Academy						Alberta				
Course	Measure	Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	4	*	n/a	n/a	52,106	76.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	4	*	n/a	n/a	52,106	18.4	n/a	n/a
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	77.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	12.5	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	4	*	n/a	n/a	52,551	65.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	4	*	n/a	n/a	52,551	15.9	n/a	n/a
Science 6	Acceptable Standard	n/a	n/a	n/a	4	*	n/a	n/a	54,859	66.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	4	*	n/a	n/a	54,859	21.8	n/a	n/a
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	4	*	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	4	*	n/a	n/a	57,655	18.0	n/a	n/a
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	3	*	n/a	n/a	56,255	71.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	3	*	n/a	n/a	56,255	13.4	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	50.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	5.7	n/a	n/a
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	76.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	10.9	n/a	n/a
Français 9 Année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a

Mathematics 9	Acceptable Standard	n/a	n/a	n/a	3	*	n/a	n/a	55,447	54.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	3	*	n/a	n/a	55,447	13.5	n/a	n/a
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	52.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	11.1	n/a	n/a
Science 9	Acceptable Standard	n/a	n/a	n/a	3	*	n/a	n/a	56,311	66.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	3	*	n/a	n/a	56,311	20.1	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	52.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	10.9	n/a	n/a
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	3	*	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	3	*	n/a	n/a	56,309	15.9	n/a	n/a
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	49.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	10.6	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
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.

Comments on Results

Due to the small number of students we have in each grade, there is insufficient data available to calculate the achievement results from the Provincial Achievement Tests. We did have our students write the PATs and due to the students' neurodiversity, it was not overly successful, despite the use of many of the provincial approved accommodations. Some students were unable to finish the exams due to anxiety, others would only complete tests that were of interest to them and overall we were not able to get a complete battery of testing done with any student. Our students are twice-exceptional, so while they know the material on the exams (being gifted), the PATs are not an assessment that a student with a severe disability can manage

Areas for Growth: We are trying the digital platform for the 2023/2024 school year. It may be that delivery of the PAT through technology, eliminating pen and paper, may lessen some of the anxiety.

Diploma Exam Results by Number Enrolled Measure History

	E2 Academy					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	1	n/a	n/a	5	1	n/a	n/a	n/a	65,117	n/a	n/a	58,444	67,294
Acceptable Standard %	*	n/a	n/a	*	*	*	*	*	83.6	n/a	n/a	75.2	80.3
Standard of Excellence %	*	n/a	n/a	*	*	*	*	*	24.0	n/a	n/a	18.2	21.2

Notes:

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2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Participation in the Diploma Exams 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 Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Due to the small number of students we have in Grade 12, there is insufficient data available to calculate the achievement results from the Provincial Achievement Tests. We do have our students write the Diploma's and due to the students' neurodiversity, it was not overly successful, despite the use of many of the provincial approved accommodations. Some students were unable to finish the exams due to anxiety and received an exemption from the diploma.

Areas for Growth: We are trying the digital platform for the 2023/2024 school year. It may be that delivery of the Diploma through technology, eliminating pen and paper, may lessen some of the anxiety.

High School Completion Rates Result Measure History

	E2 Academy					Measure Evaluation		
	2018 N / %	2019 N / %	2020 N / %	2021 N / %	2022 N / %	Achievement	Improvement	Overall
3 Year Completion	1 / *	2 / *	4 / *	3 / *	2 / *	*	*	*
4 Year Completion	n/a	1 / *	2 / *	5 / *	3 / *	*	*	*
5 Year Completion	n/a	n/a	1 / *	2 / *	5 / *	*	*	*

Notes:

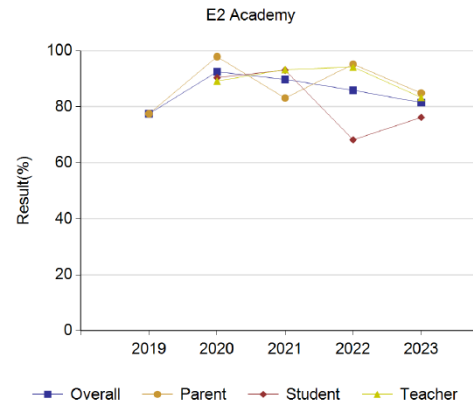
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses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

Due to the small number of students we have in Grade 12, there is insufficient data available to calculate the High School Completion rates. In June 2023, all of our Grade 12 students graduated.

TEACHING AND LEADING

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	7	77.5	49	92.5	43	89.8	30	85.9	25	81.5	Low	Maintained	Issue	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	7	77.5	8	97.9	21	83.1	7	95.2	9	84.9	Very High	Maintained	Excellent	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	n/a	n/a	24	90.4	12	93.1	14	68.2	7	76.2	Very Low	Maintained	Concern	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	n/a	n/a	17	89.2	10	93.3	9	94.2	9	83.3	Very Low	Maintained	Concern	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4



Notes:

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

Comments on Results

There was about a 10% decrease in the amount of parents and teachers reporting being satisfied with the quality of education at E2 Academy. Student satisfaction was raised by about 10%. The main concern for one-third of the parents revolved around their child finding schoolwork interesting. A total of 25% of parents (2 parents) reported being dissatisfied with the quality of teaching. Teacher reporting focused on students knowing what they were expected to learn at school and the quality of education the students were receiving. Students indicated by their responses that their work was not challenging.

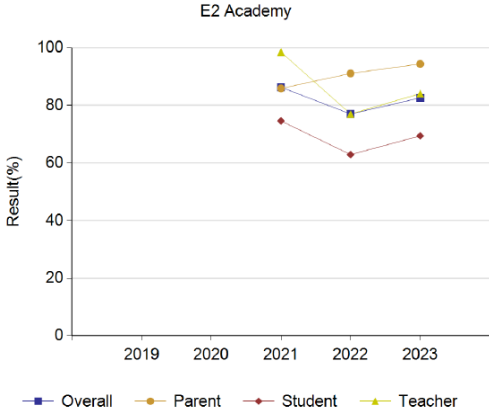
Areas for Growth: During the 2022/23 school year, the emotional regulation of students took priority, and there were some challenging classrooms. This year, we had a lot of returning students and more professional development in 2e education, so there has been a shift towards more academia. In order to engage the students in more challenging, academic work, it needs to be interesting. As mentioned before, we are beginning of the process of offering Type I, II and III Enrichment, based on the School Wide Enrichment model by Renzulli. This will bring further student engagement and help the school design program around student interests. It should also be noted that with more professional development in specifically 2e education, the quality of teaching and education will increase for our unique population. **This supports EP Goal: Continue to embed the use of evidence-based Strength & Talent based interventions.**

LEARNING SUPPORTS

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

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

	Authority										Measure Evaluation			Province										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N
Overall	n/a	n/a	n/a	n/a	43	86.3	30	77.0	25	82.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	21	85.9	7	91.1	9	94.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	12	74.6	14	62.9	7	69.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	10	98.5	9	77.0	9	84.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0



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

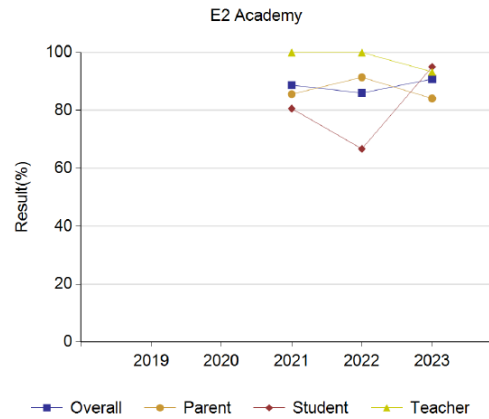
Comments on Results

There was an increase in percentage across parents, teachers and students in seeing E2 Academy as a welcoming, caring, respectful and safe environment. Some teachers were concerned that students were not safe at school and did not treat each other well. The one area that student reported disagreement with was students treating each other with respect. Parents did not report any disagreement.

Areas of Growth: Many of our students have challenges in regard to regulation, communication and problem solving skills, so increased resources and ongoing support and training throughout the school year are needed to increase a feeling of belonging and emotional safety. Feeling unsafe most likely was due to several students becoming physical towards staff and students during their dysregulation. Throughout the 2022/2023 school year, staff were trained and become MANDT certified, which leads to less dysregulation and safe ways to manage physical aggression without restraint. Students were grouped differently this year and this is continuing to be monitored to keep conflict to a minimum. **This supports EP Goal: Improve on interweaving Social Emotional Learning Goals throughout the delivery of Alberta's curriculum.**

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2018		2019		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	43	88.7	30	86.0	25	90.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	21	85.6	7	91.4	9	84.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	12	80.6	14	66.7	7	95.0	n/a	Improved	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	10	100.0	9	100.0	9	93.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2



Notes:

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

Comments on Results

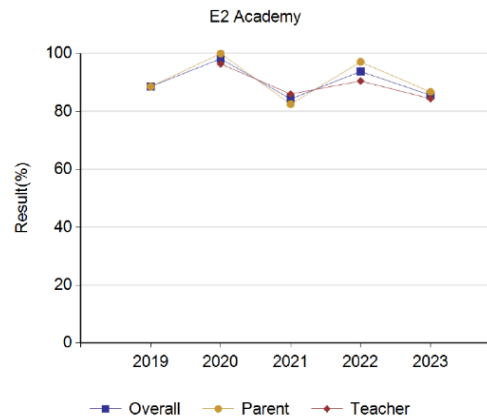
E2 Academy had an onsite student support team that includes an SLP, OT, Psychometrist and Social Worker. These professionals provide ongoing learning and support for staff and students. Satisfaction percentages for student access to the appropriate supports and services at school were maintained for parents and teachers, and are well above the provincial average. There was almost a 30% increase in student satisfaction, which mostly revolved around getting help with school work at school if they needed it. There was a slight decrease in the parent percentage, which revolved around students easily accessing programs and services at school to get help with school work.

Areas for Growth: Learning Facilitators currently focus on tracking student behavior and supporting co-regulation. Learning Facilitator capacity for helping students with schoolwork during class time should be supported through professional development and mentoring from the classroom teachers. Due to financial challenges, classrooms went from having two Learning Facilitators down to one; an event that occurred about three weeks before this survey was sent to parents and teachers. A Learning Facilitator Coordinator position was created to monitor and mentor to ensure a successful balance between supporting students and required documentation throughout the day. Our Student Success Coordinator is in charge of making sure that all services for students are available and coordinated between service providers, staff and parents. **This supports EP Goal: Create opportunities for mentoring; Foster collaborative practice and professional learning communities.**

GOVERNANCE

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	7	88.6	25	98.2	31	84.3	16	93.8	18	85.6	Very High	Declined	Good	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	7	88.6	8	100.0	21	82.5	7	97.1	9	86.7	Very High	Maintained	Excellent	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	n/a	n/a	17	96.4	10	86.0	9	90.5	9	84.4	Low	Maintained	issue	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7



Notes:

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

Comments on Results

Parents and teachers reported above provincial averages in regard to parent involvement in decision making regarding their children. Parents and teachers work together on IPPs and teachers communicate on a weekly basis on the curriculum covered in the classrooms, inviting feedback from parents. Parents make up the members of the Board of Directors of the Society for Twice-exceptional Learners.

Areas for Growth: Satisfaction for “making decisions regarding your child’s school and overall education” was the lowest scored measure by parents. It would be helpful to use a survey to define “school” aspects that parents would like more involvement with in order to create sub committees. Implementing a Parent Advisory Committee is currently being discussed at the School Board Level. **This supports EP Goal: Create and implement an annual calendar for rollout of stakeholder surveys and focus group sessions.**

Fall 2022 Supplemental *Alberta Education Assurance Measures* - Overall Summary

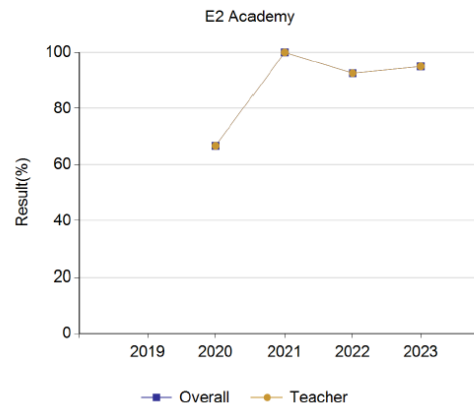
Measure	E2 Society for Twice-Exception			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	*	n/a	n/a	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	12.9	4.3	1.4	2.5	2.3	2.5	Very Low	Declined	Concern
In-Service Jurisdiction Needs	95.0	92.6	79.6	82.2	83.7	84.3	Very High	Maintained	Excellent
Lifelong Learning	74.2	96.9	88.0	80.4	81.0	76.8	Intermediate	Declined	Issue
Program of Studies	73.6	71.8	75.1	82.9	82.9	82.6	Intermediate	Maintained	Acceptable
Program of Studies - At Risk Students	92.2	85.7	92.5	81.2	81.9	83.4	Very High	Maintained	Excellent
Rutherford Scholarship Eligibility Rate	*	*	n/a	71.9	70.2	68.3	*	n/a	n/a
Safe and Caring	83.7	83.5	87.6	87.5	88.8	89.1	Intermediate	Maintained	Acceptable
Satisfaction with Program Access	70.3	77.7	76.4	72.9	72.6	73.9	Low	Maintained	Issue
School Improvement	77.4	78.1	79.6	75.2	74.2	77.9	High	Maintained	Good
Transition Rate (6 yr)	*	*	n/a	59.7	60.3	60.2	*	n/a	n/a
Work Preparation	87.5	86.6	91.8	83.1	84.9	84.5	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 the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

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									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	17	66.7	9	100	9	92.6	7	95.0	Very High	Maintained	Excellent	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	n/a	n/a	17	66.7	9	100	9	92.6	7	95.0	Very High	Maintained	Excellent	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2



Notes:

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

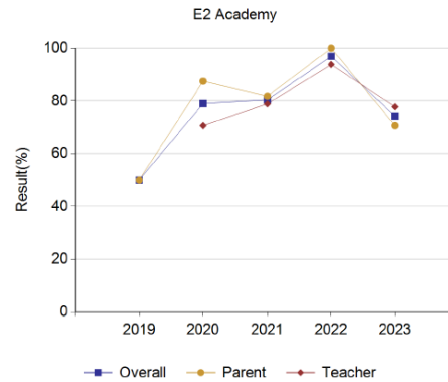
Comments on Results

Professional development continues to focus on addressing individual teacher professional growth needs and training that focuses on personal and student safety, with an emphasis on relationship building. **This supports EP Goal: Maintain tracking of experience, training and ongoing professional development.**

Areas for Growth: For the 2023/24 school year we have two early dismissal Thursdays a month dedicated to professional development; 2e education and professional learning communities that explore topics of interest to the staff. We can continue to grow this model so that staff feel the information is of personal value to them.

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									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	7	50	25	79.0	30	80.4	15	96.9	18	74.2	Intermediate	Declined	Issue	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0	60,032	80.4
Parent	7	50	8	87.5	20	81.8	7	100.0	9	70.6	High	Declined	Acceptable	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4
Teacher	n/a	n/a	17	70.6	10	78.9	8	93.8	9	77.8	Intermediate	Maintained	Acceptable	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. A "N/A" response was added to the AEA survey in 2020/21, allowing respondents to clearly indicate when a question was not applicable. Unlike "Don't Know", a response of "N/A" does not count towards the total number of responses in the survey result. Caution should be used when interpreting trends over time.

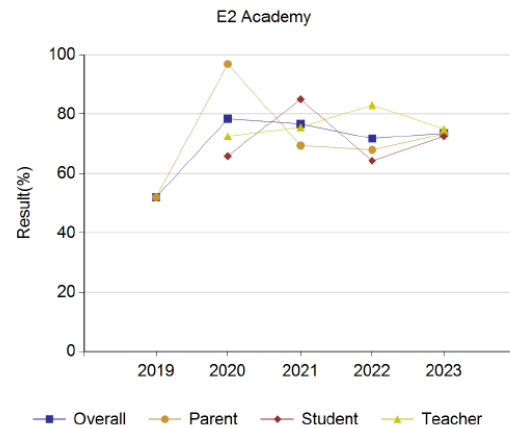
Comments on Results

There was a fairly substantial drop in the percentage of teacher and parents in regards to lifelong learning. Parents were most concerned about students being taught knowledge, skills and attitudes necessary for learning, while teachers were more concerned about students demonstrating these skills. This drop in lifelong learning is not surprising, as we had no intentional programming for high school students who chose to do a fourth year of high school. Parents also shared there would like to see more lifeskills, such as cooking, added to the curriculum taught.

Areas for Growth: This year we have a reprieve in that we have no students that are enrolled in a fourth year of high school. We need to design a program for students who decide to spend an extra year at E2 Academy that focuses on career counseling, work/study program and every day life skills. We have implemented a Talent Enrichment Hour, which allows students to chose activities such as cooking, coding and technology. **This supports EP Goal: Continue to embed the use of evidence based Strength & Talent based interventions.**

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									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	7	52	40	78.4	37	76.7	22	71.8	25	73.6	Intermediate	Maintained	Acceptable	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9
Parent	7	52	8	96.9	21	69.4	7	68.0	9	73.3	Intermediate	Maintained	Acceptable	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2
Student	n/a	n/a	15	65.9	6	85.0	6	64.3	7	72.5	High	Maintained	Good	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4
Teacher	n/a	n/a	17	72.6	10	75.6	9	83.1	9	75.0	Low	Maintained	Issue	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3



Notes:

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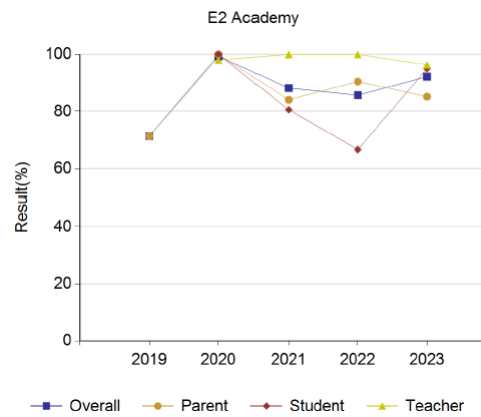
Comments on Results

Teacher and parents indicated they would like students to have the ability to learn another language, and teachers also indicated they would like more variety of subjects offered to the students. Number of respondents was not high enough for students to see a breakdown of their answers.

Areas for Growth: All grades have an option time built into the end of every day. On Fridays, this our Talent Enrichment Hour. On the other days of the week, teachers prepare a variety of activities for the students. Students can switch between classrooms that have an activity that interests them. We are continuing to grow our high school program to offer options that are individualized for each student. **This supports EP Goal: Continue to embed the use of evidence based Strength & Talent based interventions.**

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									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	7	71.4	49	99.3	43	88.2	30	85.7	26	92.2	Very High	Maintained	Excellent	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2
Parent	7	71.4	8	100	21	84.1	7	90.5	9	85.2	High	Maintained	Good	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7
Student	n/a	n/a	24	100	12	80.6	14	66.7	7	95	Very High	Maintained	Excellent	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	17	98.0	10	100	9	100.0	9	96.3	High	Maintained	Good	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9



Notes:

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

Comments on Results

Our percentages are well above provincial averages. Some teachers and parents would like to see more help for students with school work during the school day.

Areas for growth: Teachers and Learning Facilitators can work together to determine which students need more support during class time and find ways to provide that support.

Program of Studies - At Risk Students – Measure Details

Measure	E2 Society for Twice-Exception			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	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	12.9	4.3	1.4	2.5	2.3	2.5	Very Low	Declined	Concern
In-Service Jurisdiction Needs	95.0	92.6	79.6	82.2	83.7	84.3	Very High	Maintained	Excellent
Lifelong Learning	74.2	96.9	88.0	80.4	81.0	76.8	Intermediate	Declined	Issue
Program of Studies	73.6	71.8	75.1	82.9	82.9	82.6	Intermediate	Maintained	Acceptable
Program of Studies - At Risk Students	92.2	85.7	92.5	81.2	81.9	83.4	Very High	Maintained	Excellent
Rutherford Scholarship Eligibility Rate	*	*	n/a	71.9	70.2	68.3	*	n/a	n/a
Safe and Caring	83.7	83.5	87.6	87.5	88.8	89.1	Intermediate	Maintained	Acceptable
Satisfaction with Program Access	70.3	77.7	76.4	72.9	72.6	73.9	Low	Maintained	Issue
School Improvement	77.4	78.1	79.6	75.2	74.2	77.9	High	Maintained	Good
Transition Rate (6 yr)	*	*	n/a	59.7	60.3	60.2	*	n/a	n/a
Work Preparation	87.5	86.6	91.8	83.1	83.1	84.5	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, as well as by the COVID-19 pandemic in 2019/20, 2020/21. Caution should be used when interpreting trends over time.

Drop Out Rate Measure History

	E2 Academy										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Drop Out Rate	2	*	23	0.0	14	0.0	15	4.3	15	12.9	Very Low	Declined	Concern	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	191,156	2.5
Returning Rate	n/a	n/a	n/a	n/a	3	*	n/a	n/a	1	*	n/a	n/a	n/a	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	5,940	17.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Starting in 2018/19, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Comments on Results

We have submitted a request to Alberta Education that this be reviewed, as it does not match our numbers. For example, we had two students in Grade 12 for the 2022/2023 year and both graduated.

Supplemental Alberta Education Assurance Measures - Overall Summary (FNMI)

Measure	E2 Society (FNMI)			Alberta (FNMI)			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	n/a	n/a	24.6	n/a	n/a	n/a
Drop Out Rate	*	*	0.0	4.9	5.0	5.3	*	n/a	n/a
In-Service Jurisdiction Needs	n/a	n/a	n/a	83.7	84.9	85.1	n/a	n/a	n/a
Lifelong Learning	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies - At Risk Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	41.1	39.5	38.6	n/a	n/a	n/a
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Satisfaction with Program Access	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transition Rate (6 yr)	n/a	n/a	n/a	37.7	35.7	34.9	n/a	n/a	n/a
Work Preparation	n/a	n/a	n/a	84.9	85.7	83.5	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.

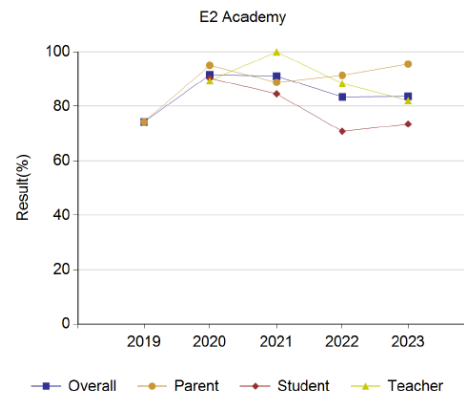
Comments on Results

Our curriculum includes FNMI culture, history and education. We have several FNMI staff and have consulted them in ways to make programming more meaningful.

Areas for growth: This school year, we formed a committee of FNMI staff to work on a personalized and meaningful land acknowledgement, which was then approved by an Indigenous Elder. We also are planning an enrichment day around FNMI culture. **This supports EP Goal: As an agent of reconciliation, E2 Academy will further embed FNMI culture, history and education throughout the curriculum.**

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									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	7	74.3	49	91.6	43	91.1	30	83.5	25	83.7	Intermediate	Maintained	Acceptable	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	7	74.3	8	95.0	21	88.8	7	91.4	9	95.5	Very High	Maintained	Excellent	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	n/a	n/a	24	90.3	12	84.6	14	70.8	7	73.5	Low	Maintained	Issue	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	n/a	n/a	17	89.4	10	100.0	9	88.4	9	82.2	Very Low	Maintained	Concern	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0



Notes:

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

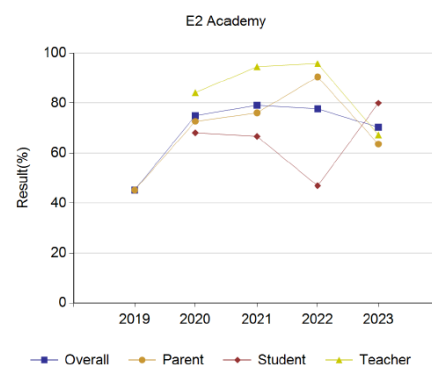
Comments on Results

Teacher results indicate that other students did not treat them well and that they did not feel safe at school. Parents and Student results showed an increase in percentage, with parents being reported at a very high level. Intentional programming that focuses on building capacity in students to make and maintain friendships needs to be implemented.

Areas for growth: As mentioned prior, we are intentionally teaching S.E.L. on a daily basis. **This supports EP Goal: Improve on interweaving Social Emotional Learning Goals throughout the delivery of Alberta’s curriculum.**

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									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	7	45.2	49	75.0	43	79.1	30	77.7	25	70.3	Low	Maintained	Issue	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9
Parent	7	45.2	8	72.7	21	76.1	7	90.5	9	63.6	Intermediate	Maintained	Acceptable	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4
Student	n/a	n/a	24	68.1	12	66.7	14	46.9	7	80.0	Intermediate	Improved	Good	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3
Teacher	n/a	n/a	17	84.2	10	94.5	9	95.8	9	67.3	Low	Declined	Issue	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0



Notes:

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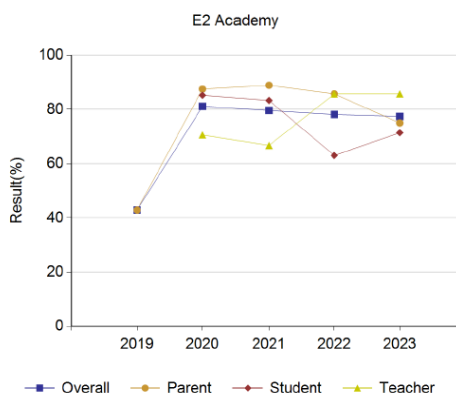
Comments on Results

Parent results indicated that some disagree that the specialized supports and services received enable their child be a successful learner. Teacher results support that we did not have access to a school library at that time. There were also some responses that indicated that reading and writing support are needed. Number of respondents was not high enough for students to see a breakdown of their answers.

Areas for growth: All the books have been moved to the ARC (Additional Resource Centre). Teachers come and get books from this space for their classroom throughout the year. We are in the process of organizing the books, so that students can come and borrow books. Teachers do bring students over periodically, but we do not have a borrowing system in place.

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									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	7	42.9	49	81.1	39	79.6	27	78.1	22	77.4	High	Maintained	Good	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	7	42.9	8	87.5	18	88.9	7	85.7	8	75.0	High	Maintained	Excellent	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	n/a	n/a	24	85.2	12	83.3	13	63.0	7	71.4	Low	Maintained	Issue	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	n/a	n/a	17	70.6	9	66.7	7	85.7	7	85.7	Very High	Maintained	Excellent	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0



Notes:

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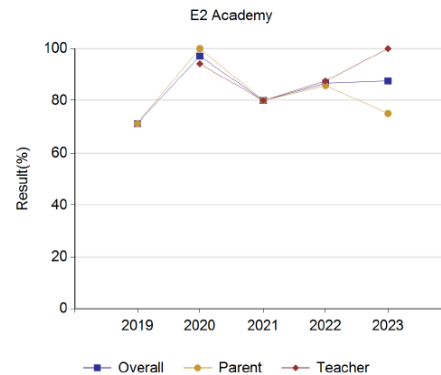
Comments on Results

Teachers all reported an improvement, while some parents reported a decline. There was an improvement in the number of students who reported they were proud of their school and would recommend it to a friend. The 2022/2023 school year experienced a lot of change, which resulted in challenges politically and environmentally. This upheaval is most likely reflected in these survey results.

Areas for growth: The Board of Directors, Administration and Staff are committed to continuous monitoring of the school program and to make any needed changes and improvements. Student interest in learning, access to support in the classroom and social emotional learning were already the focus for the 2023/2024 school year, and as indicated by the 2023 survey results, we are on the right track.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	7	71.4	25	97.1	30	80.0	15	86.6	17	87.5	Very High	Maintained	Excellent	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1
Parent	7	71.4	8	100.0	20	80.0	7	85.7	8	75.0	Very High	Maintained	Excellent	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0
Teacher	n/a	n/a	17	94.1	10	80.0	8	87.5	9	100	Very High	Maintained	Excellent	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3



Notes:

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respondents/students is fewer than 6. Suppression is marked

Comments on Results

E2 Academy focuses on preparing students to successfully enter post-secondary education or the workforce and thrive in these environments through self-advocacy, self-awareness and resilience.

Areas for growth: Areas for growth: We need to implement a work/study program for our high school students. Our Assistant Principal has been tasked with identifying and then working with various agencies to design a program that supports twice-exceptional learners. It is our goal to have this in place for the start of the 2024/2025 school year. **This supports EP Goal: Continue to embed the use of evidence based Strength & Talent based interventions.**

Alberta Education Assurance Measures – Not Available

The First Nations, Métis and Inuit results reported for the Alberta Education Assurance Measures only include students that self-identified as First Nations, Métis or Inuit on student registration forms. E2 Academy had no students in Grades 4, 7 or 10 who self-identified as FNMI, so Alberta Education Assurance Measures were not available.

E2 Academy had no students in Grades 4, 7 or 10 who received English Language Learner supports, so Alberta Education Assurance Measures were not available.

Given that the low numbers (5) of students in grades 1 to 3 and learning profiles of our young students, no summary of the literacy and numeracy results for students in grades one to three for the Early Years Literacy and Numeracy Assessments is available.

Timelines and Communication

The AERR and Education Plan are available on our website: <https://www.e2academy.com/about-us/>
For more information, visit our website, call (780) 438-0824 or email info@e2academy.com

Whistleblower Protection

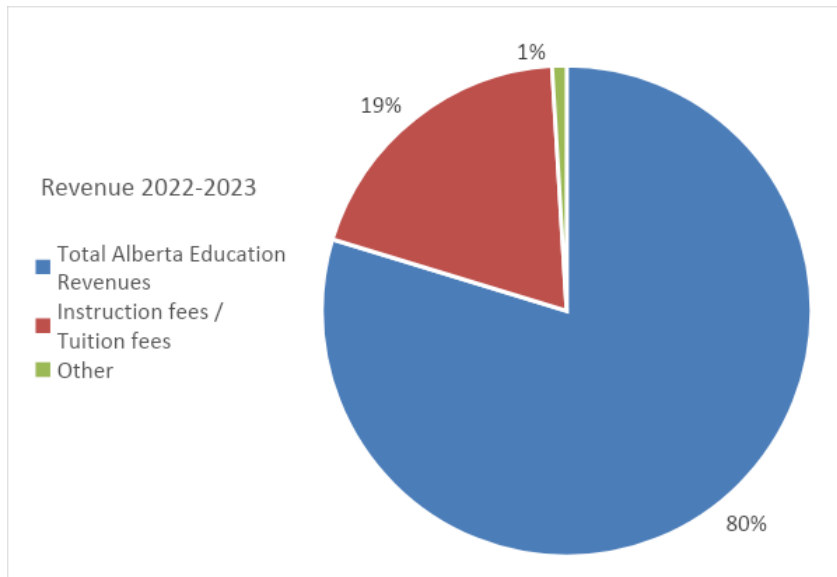
E2 Academy has developed a clear and effective Whistleblower policy and procedure document, which is in accordance with Alberta Education's requirements. There are no Whistleblower disclosures to report at this time.

Society for Twice-Exceptional Learners Summary of 2022-2023 FINANCIAL Results

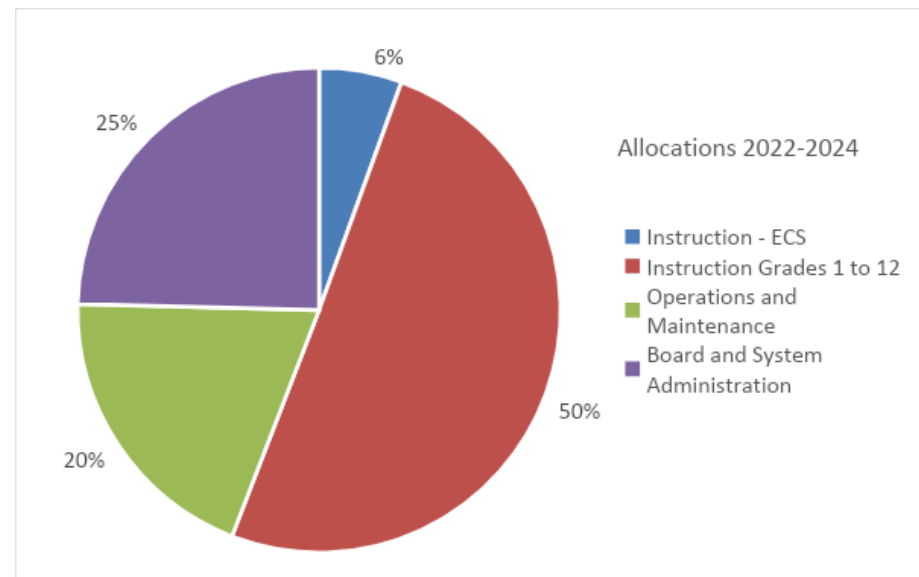
For the period September 1, 2022 to August 31, 2023

Student success and support is the primary focus of E2 Academy. Our neuro-diverse student population requires a higher student to teacher ratio to keep classes small and manageable. We also provide wrap around services for our students with an onsite Speech-Language Pathologist, Occupational Therapist, Child Psychologist, Social Work and Psychometrist. We also employ educational specialists for assistive technology and innovative learning, and utilize outside specialists such a Behaviour Consultant. Currently we hold a lease for two separate spaces. While we have outgrown both spaces, we must complete our leases. We experienced an unexpected financial event in February 2023. There was a substantial adjustment in enrollment reporting, which resulted in Alberta Education stopping funding payments. Staff layoffs and a freeze on spending ensued, however our school year ended with a deficit budget, despite Alberta Education advance of limited funds.

Revenue: \$1,163,690



Allocations: \$1,631,941



Society for Twice-Exceptional Learners

OPERATING BUDGET

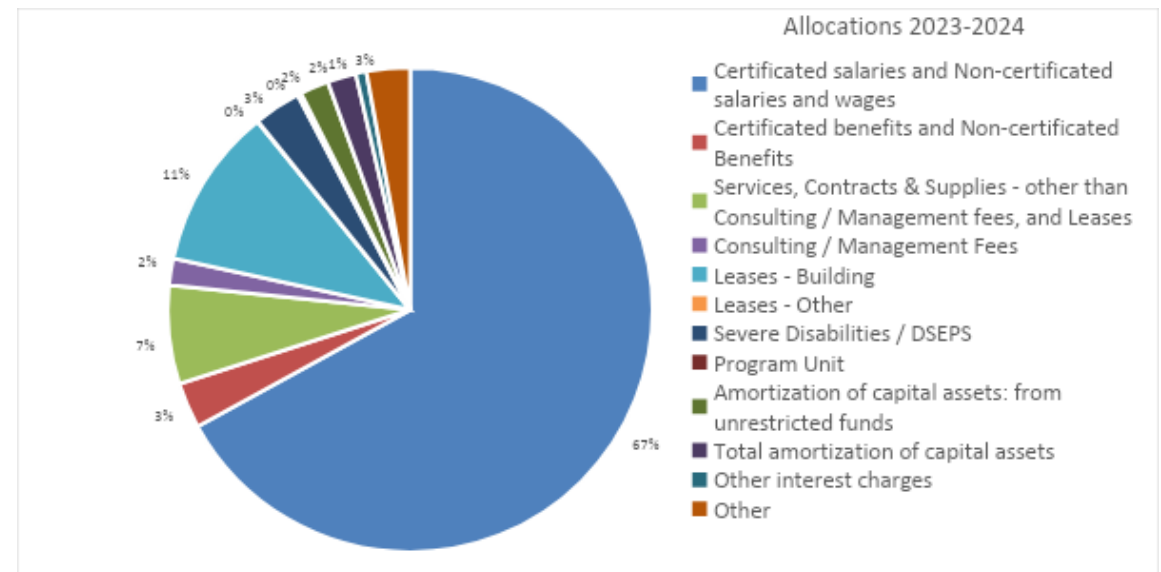
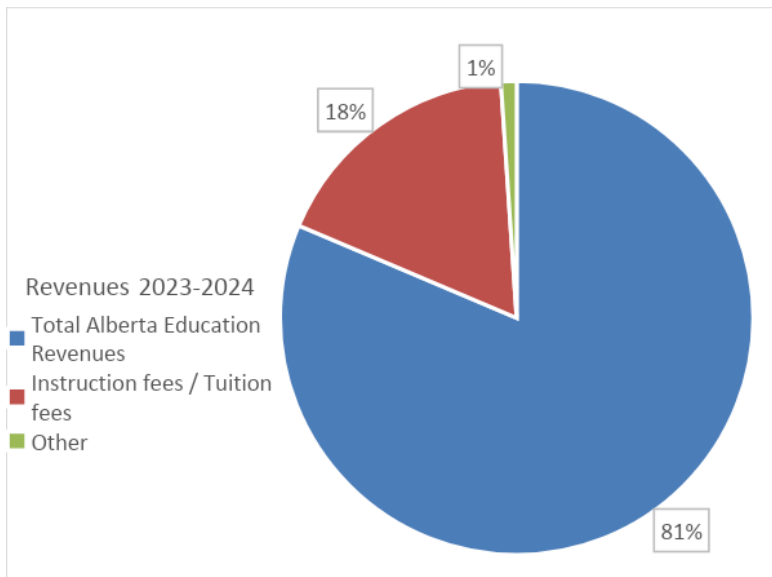
2023 - 2024

For the period September 1, 2022 to August 31, 2023

E2 Academy has a tight budget for this school year, as we pay back the funding advance from Alberta Education last year. While the budget reported to Alberta Education Finance (seen below) shows a deficit, we have since eliminated the deficit to reflect a zero balance. This was accomplished by minimal hiring of additional staff, seeking gifts and donations for student enrichment activities and adding teaching to the Administrations duties this year. A fundraising committee is being formed by the School Board to help address the budget. The school is projected to have all monies paid back by the end of the 2024/2025 school year.

Revenue: \$1,326,712

Allocations: \$1,382,423



As directed by Alberta Education, E2 Academy has incorporated the accrual method of accounting. Capital assets are being amortized. For detailed financial information contact the Business Office at (780) 438-0824.

OPERATING BUDGET

2023 - 2024

Revenue	
Alberta Education	-
Total Alberta Education Revenues	\$1,079,678
Instruction fees / Tuition fees	\$232,900
Gifts and donations	\$10,000
Other (First Nations & Owed Tuition)	\$4,134

Allocation/ Expenses	
Certificated salaries and Non-certificated salaries and wages	\$944,325
Certificated benefits and Non-certificated Benefits	\$43,251
Services, Contracts & Supplies - other than Consulting / Management fees, and Leases	\$92,485
Consulting / Management Fees	\$25,000
Leases - Building	\$151,440
Leases - Other	\$500
Severe Disabilities / DSEPS	\$44,199
Program Unit	\$3,400
Amortization of capital assets: From restricted funds	0
Amortization of capital assets: from unrestricted funds	\$27,000
Total amortization of capital assets	\$27,000
Interest on capital debt	0
Other interest charges	\$10,000
Losses (gains) on disposal of capital assets	\$0.00
Other	\$40,823

