



Annual Education Results Report 2024/2025





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Fall 2025 School Authority Results Summary for Planning and Reporting

The Annual Education Results Report for E2 Academy for the 2024/2025 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 2024/2025 is available in school's office.

Mark Hughes

Mark Hughes (Dec 15, 2025 09:07:32 MST)

Mark Hughes, 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 and 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, a non-profit, charitable, accredited Designated Special Education Private School located in Edmonton, Alberta. E2 Academy serves students in Grades 2 through 12 who are identified as twice-exceptional, meaning they demonstrate areas of giftedness, talent, or high ability alongside complex learning, social, emotional, or regulatory needs. The school follows the Alberta Programs of Study and provides individualized programming designed to meet both academic and developmental needs.

E2 Academy maintains small class sizes, with an approximate teacher-to-student ratio of 1:8, supported by Learning Facilitators and a multidisciplinary team. Instruction is strength-based and differentiated, incorporating project-based learning, enrichment opportunities, and individualized supports such as Individualized Program Plans and Collaborative Proactive Plans. Social-emotional learning, regulation support, and relationship-based practice are embedded throughout the school day to ensure students feel safe, supported, and ready to learn.

The school authority is governed by a Board of Directors composed of current and former parents of E2 Academy students. This governance model ensures that families play an active role in decision-making and oversight. E2 Academy also works closely with community partners and external service providers to support students' academic, social, and emotional development.

Through a neurodiversity-affirming approach, E2 Academy focuses on building student confidence, self-advocacy, and resilience. By emphasizing student strengths and providing responsive supports, the school aims to help twice-exceptional learners reach their potential and participate meaningfully in their school community.

Stakeholder Engagement



E2 Academy recognizes that strong stakeholder relationships are essential to creating an effective learning environment for twice-exceptional students. Throughout the 2024–2025 school year, the school authority engaged with parents, staff, students, the Board of Directors, and community partners to gather meaningful feedback that informed planning, programming, and school improvement efforts.

Parents remained central partners in their children’s education. Teachers worked closely with families through the development and review of Individualized Program Plans and Collaborative Proactive Plans, ensuring that student strengths, needs, and goals were clearly identified and supported. Parents also engaged in ongoing conversations with teachers through regular communication updates, meetings, and informal check-ins. As a parent-governed society, the Board of Directors consists of current and former parents of E2 Academy students, ensuring that family perspectives directly shape the school authority’s direction. Parents were also invited to participate in decision-making processes at the Annual General Meeting.

The school authority-maintained partnerships with community agencies including Autism Edmonton, Children’s Autism Services of Edmonton, and the Association of Independent Schools and Colleges of Alberta. These relationships enhanced the supports available to students and staff and provided professional learning and community linkages.

As part of the school authority’s commitment to truth and reconciliation and ongoing growth in cultural competency, staff participated in professional learning focused on Indigenous perspectives and understanding. This learning remains an important component of ensuring an inclusive and responsive educational environment.

The authority is continuing to refine how stakeholder voices inform planning. Stakeholder engagement opportunities included informal consultation, parent communications, and ongoing school-based feedback, as well as the annual Alberta Education Assurance surveys. Participation in the Assurance surveys was low this year due to response rates below the reporting threshold; however, anecdotal feedback from families, staff, and students continues to inform decision-making and remains part of the assurance process.

Stakeholder input guides the development of the Education Plan and supports ongoing accountability in the domains of Student Growth and Achievement, Teaching and Leading, Learning Supports, and Governance.



Required Alberta Education Assurance Measures – Overall Summary

Spring 2025

Authority: 0315 E2 Society for Twice-Exceptional Learners

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	56.3	83.3	83.5	83.9	83.7	84.4	Very Low	Declined	Concern
	Citizenship	85.0	74.1	70.7	79.8	79.4	80.4	Very High	Improved	Excellent
	3-year High School Completion	*	*	n/a	81.4	80.4	81.4	*	n/a	n/a
	5-year High School Completion	*	*	n/a	87.1	88.1	87.9	*	n/a	n/a
	PAT6: Acceptable	n/a	*	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	*	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	0.0	0.0	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	0.0	0.0	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	*	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	*	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	85.4	88.2	85.2	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.5	81.2	80.3	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	78.5	86.2	87.7	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	55.0	97.1	92.2	80.0	79.5	79.1	Very Low	Declined Significantly	Concern

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.

The following sections provide a detailed analysis of E2 Academy's results across the Alberta Education Assurance Domains, with attention to trends, context, and alignment with the 2025–2028 Education Plan.



Student Growth and Achievement

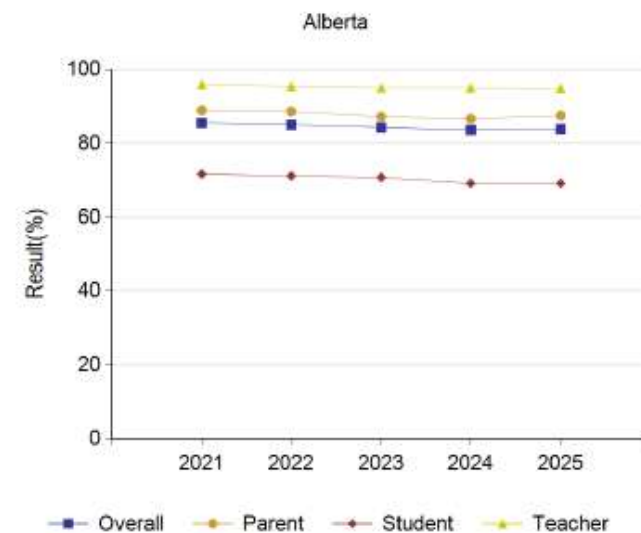
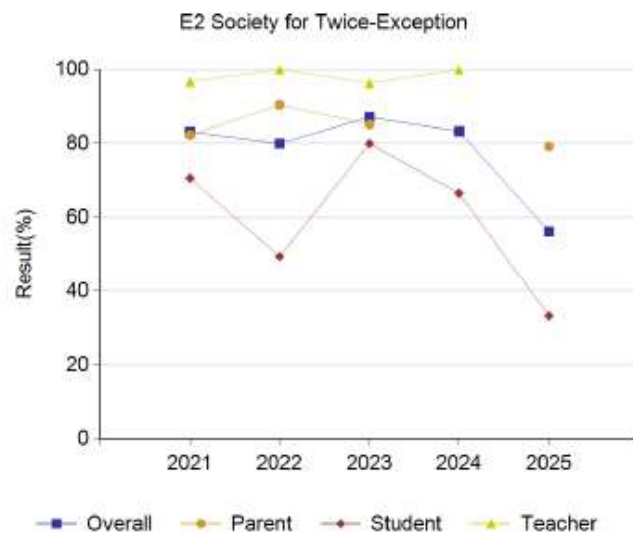
S.1 Student Learning Engagement – 3 Years Rolling Average

Authority: 0315 E2 Society for Twice-Exceptional Learners

Province: Alberta

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

	E2 Society for Twice-Exception										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	43	83.2	30	80.0	25	87.2	34	83.3	14	56.3	Very Low	Declined	Concern	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	21	82.3	7	90.5	9	85.2	5	*	8	79.2	Very Low	Maintained	Concern	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Student	12	70.7	14	49.5	7	80.0	27	66.6	6	33.3	Very Low	Declined	Concern	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	10	96.7	9	100.0	9	96.3	7	100.0	3	*	*	*	*	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0



Notes:

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

This year, E2 Academy's overall result for Student Learning Engagement was 56.3 percent, compared to the provincial average of 83.9 percent. This decrease does not reflect a decline in instructional quality or student interest; rather, it is largely the result of lower participation in the Assurance survey following administrative turnover in the previous school year. Because only a small number of responses were received, a single rating had a significant impact on the overall percentage. Alberta Education suppresses data when fewer than six responses are collected, and caution is required when interpreting engagement data in small school authorities.

Although survey results appear low, day-to-day observations and classroom evidence show much stronger levels of engagement. Students regularly participate in project-based learning, enrichment activities, and strength-based instructional approaches. Teachers design learning experiences around student interests, providing opportunities for real-world application, creativity, and choice. As a twice-exceptional school, E2 Academy sees engagement emerge most clearly when instruction is personalized and flexible, allowing students to explore their talents while still meeting Alberta curriculum outcomes.

Many of our students come to E2 after experiencing school-related anxiety or disengagement in previous settings. Because of this, engagement may appear differently and develop gradually as trust and regulation improve. Over the year, students demonstrated increasing willingness to participate in academic tasks, collaborate with peers, and share their interests within the classroom community.

Areas for Growth

As E2 Academy continues to stabilize after administrative transition, the school will focus on strengthening communication, increasing survey participation, and gathering a broader range of engagement evidence. Teachers will continue to use project-based learning, differentiation, and enrichment aligned with student strengths to support sustained engagement across subjects. Strengthening routines that support regulation and readiness to learn remains a priority, as these directly impact how student engagement is expressed.

This supports our EP Goal: embedding evidence-informed, strength- and talent-based instructional practices that promote student engagement and meaningful participation in learning.



Student Growth and Achievement (Grades K-9)

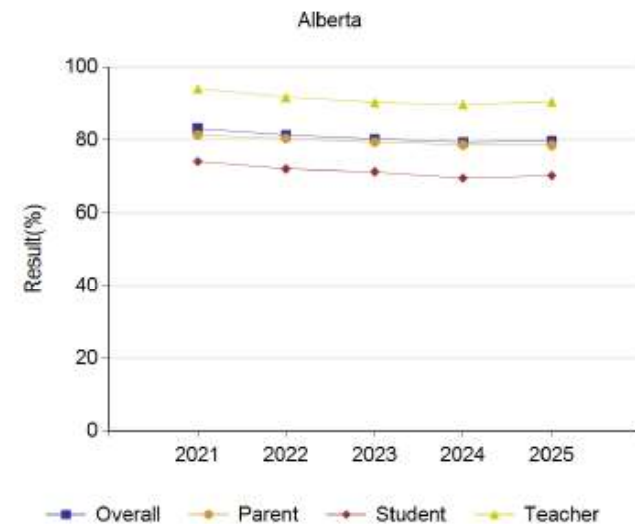
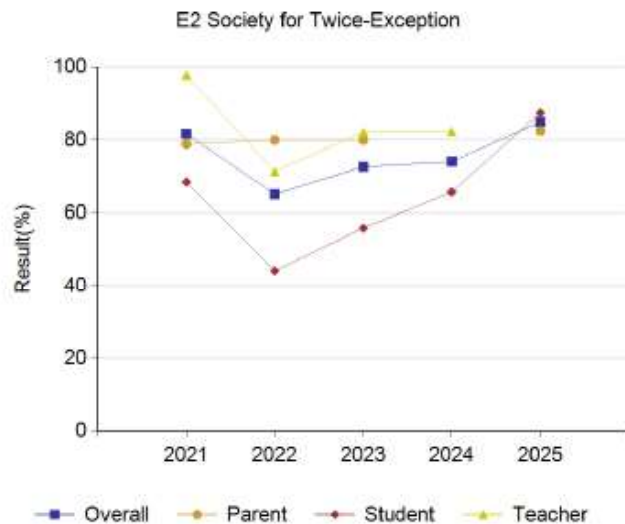
A.6 Citizenship - Measure History

Authority: 0315 E2 Society for Twice-Exceptional Learners

Province: Alberta

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	E2 Society for Twice-Exception													Alberta									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	43	81.7	30	65.2	25	72.7	34	74.1	14	85.0	Very High	Improved	Excellent	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	21	78.9	7	80.0	9	80.0	5	*	8	82.5	Very High	Maintained	Excellent	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	12	68.5	14	44.2	7	55.9	27	65.8	6	87.5	Very High	Improved	Excellent	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	10	97.8	9	71.4	9	82.2	7	82.4	3	*	*	*	*	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5



Notes:

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



Comments on Results - Citizenship

Citizenship results at E2 Academy were strong this year. Our overall rating was 85.0 percent, which exceeds the provincial average of 79.8 percent. Parents reported 82.5 percent, and students reported 87.5 percent, both above provincial levels. Teacher data was suppressed due to fewer than six respondents; however, informal staff feedback reflects high confidence that students are developing citizenship skills in ways that are appropriate for a twice-exceptional learning environment.

These results show meaningful growth in how students understand and practise fairness, respect, and responsibility. Many twice-exceptional students experience challenges with social understanding, flexible thinking, impulse control, or interpreting social cues. Because of this, citizenship development often requires direct instruction, modelling, co-regulation, and consistent routines. Over the past year, students demonstrated increased ability to navigate peer interactions, collaborate in classroom activities, and participate positively in the school community.

Students reported improvement in areas such as helping others, respecting differences, and contributing to classroom culture. Staff observed greater empathy, more successful conflict resolution with support, and stronger connections across peer groups. Participation in school-wide events also increased, which signals growing confidence and belonging.

Areas for Growth

Although results were strong, some students continue to need support with understanding social cues, managing emotional responses during peer conflict, and developing perspective-taking skills. Daily social-emotional learning continues to be important, along with executive functioning instruction, co-regulation strategies, and structured opportunities to build peer relationships.

As part of our ongoing work, teachers embed SEL into academic instruction, model collaborative problem-solving, and provide guided practice in respectful communication. These approaches help students internalize the behaviours and attitudes needed to participate fully and successfully in a community.

This supports our EP Goal: improving the integration of Social-Emotional Learning across instruction to strengthen peer relationships, belonging, and responsible participation in the school community.



Early Years Literacy and Numeracy

During the reporting period, students in Grades 1–3 participated in Early Years Literacy and Numeracy assessments. Four students were able to engage with and complete the assessments with moderate success, while one Grade 1 student was not cognitively able to meaningfully participate in the assessment tasks at the time of administration. All participating students required significant adaptations, including individualized pacing, alternative response formats, additional adult support, and regulation accommodations, in order to access the assessments.

The administration of Early Years Literacy and Numeracy assessments presented notable challenges for twice-exceptional learners, as the standardized format does not consistently align with students' cognitive profiles, regulation needs, or communication styles. In particular, task demands, attention requirements, and response expectations required careful modification to ensure student well-being and engagement.

Despite these challenges, assessment information was used to inform individualized programming, literacy and numeracy instruction, and Individualized Program Plans (IPPs), ensuring that instructional decisions remained responsive to each learner's strengths and needs.

This supports our EP Goal: ensuring assessment practices inform responsive, individualized instruction while recognizing the diverse learning profiles of twice-exceptional students.

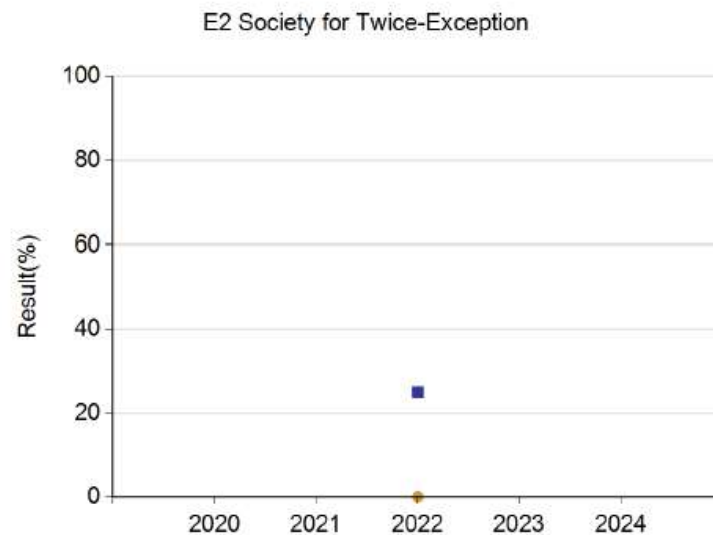


Grade 6 PAT Results By Number Enrolled Measure History

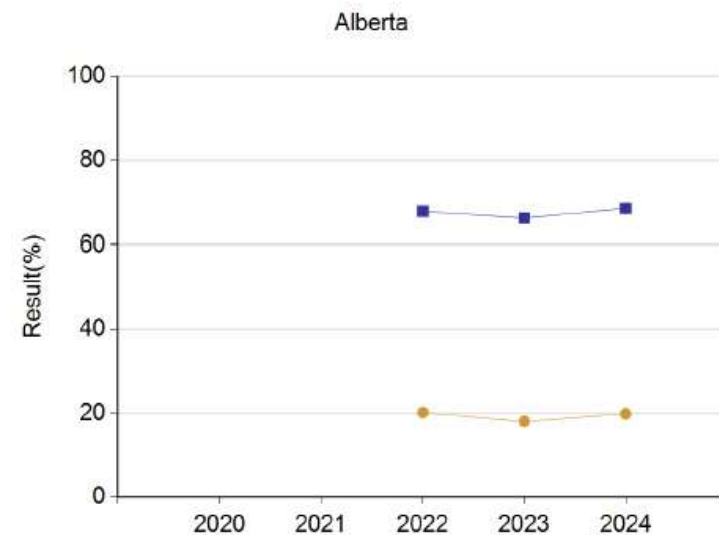
Authority: 0315 E2 Society for Twice-Exceptional Learners

Province: Alberta

	E2 Society for Twice-Exception					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	8	4	5	n/a	n/a	n/a	n/a	n/a	56,482	57,655	60,804
Acceptable Standard %	n/a	n/a	25.0	*	*	*	*	*	n/a	n/a	67.8	66.2	68.5
Standard of Excellence %	n/a	n/a	0.0	*	*	*	*	*	n/a	n/a	20.1	18.0	19.8



—■— Acceptable Standard % —●— Standard of Excellence %



—■— Acceptable Standard % —●— Standard of Excellence %

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: Social Studies (Grades 6).
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. 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.

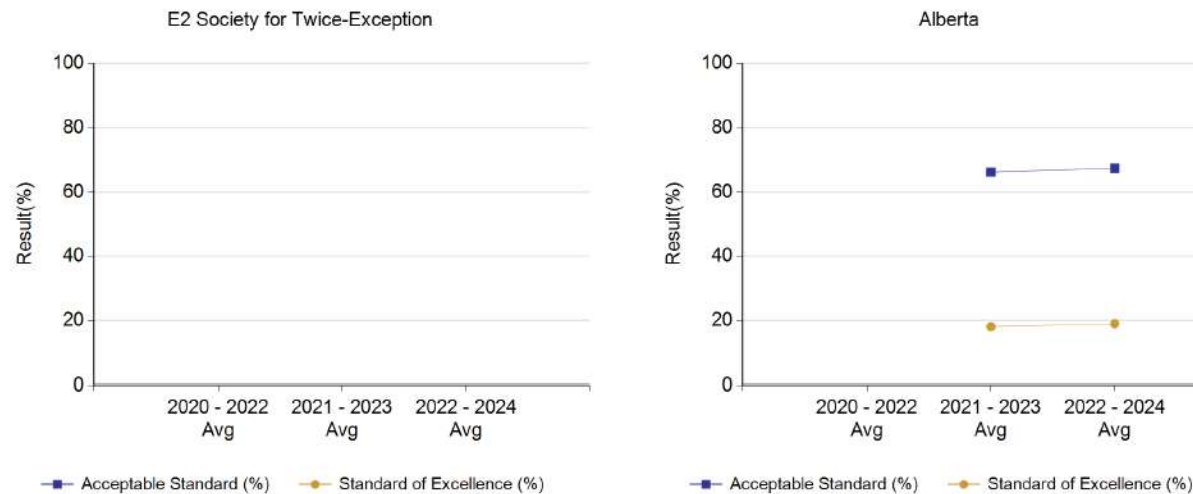


Grade 9 PAT Results By Number Enrolled Measure History

Authority: 0315 E2 Society for Twice-Exceptional Learners

Province: Alberta

	E2 Society for Twice-Exception			Alberta		
	2020 - 2022 Avg	2021 - 2023 Avg	2022 - 2024 Avg	2020 - 2022 Avg	2021 - 2023 Avg	2022 - 2024 Avg
N	n/a	n/a	n/a	n/a	57,655	59,230
Acceptable Standard (%)	n/a	n/a	n/a	n/a	66.2	67.4
Standard of Excellence (%)	n/a	n/a	n/a	n/a	18.0	18.9



Notes:

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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.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 0315 E2 Society for Twice-Exceptional Learners

Province: Alberta

		E2 Society for Twice-Exception							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Course	Measure											
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
Science 6	Acceptable Standard	*	*	*	5	*	n/a	n/a	53,806	68.8	54,859	66.7
	Standard of Excellence	*	*	*	5	*	n/a	n/a	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	*	*	*	5	*	n/a	n/a	60,804	68.5	57,655	66.2
	Standard of Excellence	*	*	*	5	*	n/a	n/a	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	*	*	*	7	*	n/a	n/a	59,096	69.5	56,255	71.4
	Standard of Excellence	*	*	*	7	*	n/a	n/a	59,096	11.8	56,255	13.4
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	49.6	1,254	50.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	5.6	1,254	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3
Mathematics 9	Acceptable Standard	*	*	*	7	*	n/a	n/a	58,577	52.7	55,447	54.4
	Standard of Excellence	*	*	*	7	*	n/a	n/a	58,577	14.0	55,447	13.5
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	52.2	1,815	52.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	9.9	1,815	11.3
Science 9	Acceptable Standard	*	*	*	7	*	n/a	n/a	59,072	67.6	56,311	66.3
	Standard of Excellence	*	*	*	7	*	n/a	n/a	59,072	20.8	56,311	20.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	52.3	1,197	52.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	8.9	1,197	10.9
Social Studies 9	Acceptable Standard	*	*	*	7	*	n/a	n/a	59,125	60.5	56,309	58.4
	Standard of Excellence	*	*	*	7	*	n/a	n/a	59,125	15.8	56,309	15.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	50.4	1,140	49.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	11.3	1,140	10.6

Notes:

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



Comments on Results – PAT Results

Due to the small number of students in each grade, E2 Academy continues to have insufficient data to calculate comparative Provincial Achievement Test (PAT) results. While students participate in PATs, the results do not fully reflect their capabilities. Twice-exceptional learners often experience unique barriers during standardized assessments, including anxiety, uneven skill profiles, and asynchronous development. These factors can make it difficult for students to demonstrate their true understanding through traditional test formats, even with appropriate accommodations.

However, this year marked a significant and meaningful shift for our school community. More students felt confident and supported enough to attempt PAT exams, which represents a major achievement for our population. Historically, participation was low because many families and previous school leadership believed PATs were not accessible for twice-exceptional learners. As the school has developed a deeper understanding of student strengths and potential, we have shifted toward encouraging PAT participation in a supportive, strengths-based way. The increase in student willingness to engage with these assessments reflects growing confidence, emotional safety, and alignment with the 2025–2028 Three-Year Education Plan’s emphasis on student agency and personalized growth.

In Grade 6 Science and Social Studies, two students achieved acceptable standards in both subjects. One of these students also achieved the standard of excellence in Science, demonstrating mastery of curricular outcomes and strong engagement with hands-on inquiry learning. For our Grade 9 students, none achieved high scores this year; however, several students chose to attempt the exams. For many of our learners, the decision to engage with a formal standardized assessment is itself a significant milestone and reflects progress in self-regulation, confidence, and readiness for academic challenge.

The Education Plan highlights the importance of responsive, evidence-informed assessment practices and acknowledges that traditional standardized assessments do not always align with the strengths of twice-exceptional learners. To provide a more accurate picture of achievement, E2 Academy continues to rely on personalized learning goals, Individualized Program Plans, project-based learning, and strength-based demonstrations of understanding.

Areas for Growth

Aligned with the goals in the Three-Year Education Plan, E2 Academy will continue to refine instructional practices and expand the use of local measures to capture meaningful student progress. The shift to digital PAT formats has helped reduce anxiety associated with pen-and-paper testing, and staff will continue to prepare students through scaffolding, regulation strategies, and accommodations aligned with their learning profiles. As more students participate, the school will continue to explore ways to ensure PAT experiences are emotionally safe and developmentally appropriate while supporting students in demonstrating their knowledge in ways that align with their strengths.

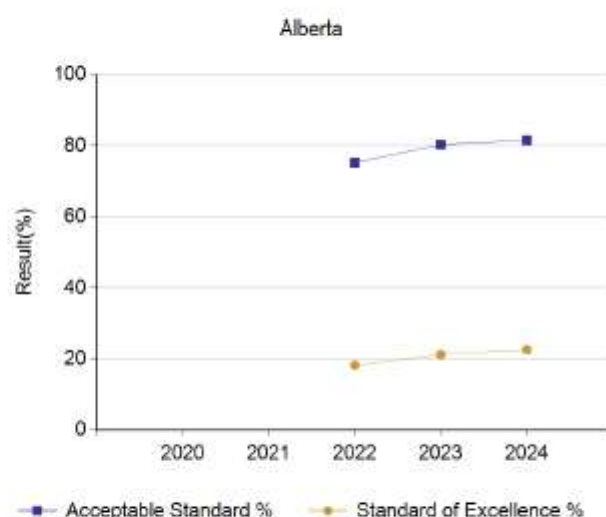
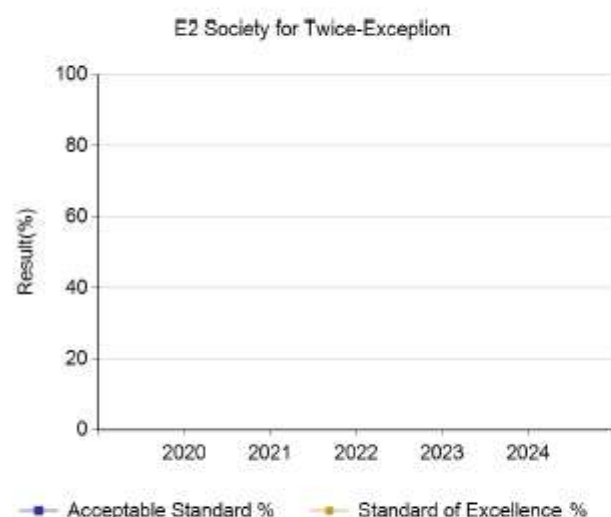
This supports our EP Goal: strengthening evidence-informed assessment practices that honour student strengths and encourage increasing participation in academic challenges.

Diploma Exam Results By Students Writing Measure History

Authority: 0315 E2 Society for Twice-Exceptional Learners

Province: Alberta

	E2 Society for Twice-Exception					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	5	1	3	n/a	n/a	n/a	n/a	n/a	58,444	67,294	72,444
Acceptable Standard %	n/a	n/a	*	*	*	*	*	*	n/a	n/a	75.2	80.3	81.5
Standard of Excellence %	n/a	n/a	*	*	*	*	*	*	n/a	n/a	18.2	21.2	22.6



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated 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 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

		E2 Society for Twice-Exception							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33,001	84.2	31,493	83.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33,001	10.1	31,493	10.5
English Lang Arts 30-2	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	19,219	85.7	17,112	86.2
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	19,219	12.9	17,112	12.7
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,200	95.3	1,236	93.1
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,200	8.6	1,236	6.1
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	99.4	127	99.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	26.3	127	30.7
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,035	75.4	19,763	70.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,035	34.9	19,763	29.0
Mathematics 30-2	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	15,676	70.9	14,418	71.1
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	15,676	15.4	14,418	15.2
Social Studies 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25,167	85.2	24,023	83.5
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25,167	18.7	24,023	15.9
Social Studies 30-2	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	23,985	77.6	21,045	78.1
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	23,985	12.7	21,045	12.3
Biology 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24,414	83.1	23,270	82.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24,414	33.7	23,270	32.8
Chemistry 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,955	82.9	18,364	80.5
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,955	38.0	18,364	37.0
Physics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,955	85.1	9,241	82.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,955	43.1	9,241	39.9
Science 30	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	8,439	81.3	8,007	79.4
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	8,439	24.6	8,007	23.1

Notes:

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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 examinations.
3. Participation in the 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.
4. Participation in the 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.



Comments on Results – Diploma Exams

E2 Academy continues to support students in building the confidence, skills, and readiness needed to engage in Diploma Examinations. While our cohorts remain very small, this year's results demonstrate significant growth in student achievement, participation, and perseverance. The 2025–2028 Three-Year Education Plan emphasizes personalized pathways, strength-based programming, and student agency. Our Diploma results reflect these commitments.

This year, all three students who wrote ELA 30–2 achieved the acceptable standard, with one student achieving the standard of excellence. In Mathematics 30–2, two out of two students achieved the acceptable standard. In Social Studies 30–2, both students were successful, with one earning the standard of excellence. In Science 30, one student achieved the acceptable standard. These results represent meaningful progress for our school community and highlight the growth students have made through individualized programming, project-based learning, and strengthened instructional practices.

Although our numbers are too small to generate reportable provincial data, the success of these students reflects a deeper shift in school culture. As the school has developed a richer understanding of the capabilities of twice-exceptional learners, students are increasingly encouraged to attempt Diploma Examinations with appropriate accommodations and emotional support. More students are writing their exams, and their growing confidence demonstrates the effectiveness of our strength-based, relationship-centred approach.

Diploma results must be interpreted with care, as traditional standardized exams do not always capture the abilities of neurodivergent students. Many learners experience significant anxiety, asynchronous skill development, or executive functioning challenges that can affect performance on timed, high-stakes assessments. Even so, continued participation and improved achievement represent important indicators of growth in regulation, perseverance, and academic resilience.

Areas for Growth

E2 Academy remains committed to expanding assessment readiness in alignment with the Education Plan. The transition to the digital Diploma platform will continue for the 2024–2025 school year, as the use of technology may lessen anxiety associated with pen-and-paper testing. Staff will continue to provide targeted instruction in literacy, numeracy, and executive functioning, along with personalized accommodations to help students demonstrate their knowledge with confidence.

In addition, the school continues to broaden learning pathways through options such as the Work Experience Programme and, in the future, the Registered Apprenticeship Programme (RAP). These initiatives offer hands-on learning, career exploration, and authentic skill development that support motivation, engagement, and high school completion. Providing multiple pathways for success is aligned with the Education Plan's focus on personalized learning, student agency, and strengthened post-secondary readiness.

This supports our EP Goal: strengthening evidence-informed assessment practices and increasing student confidence and participation in academic challenges through individualized pathways and comprehensive supports.



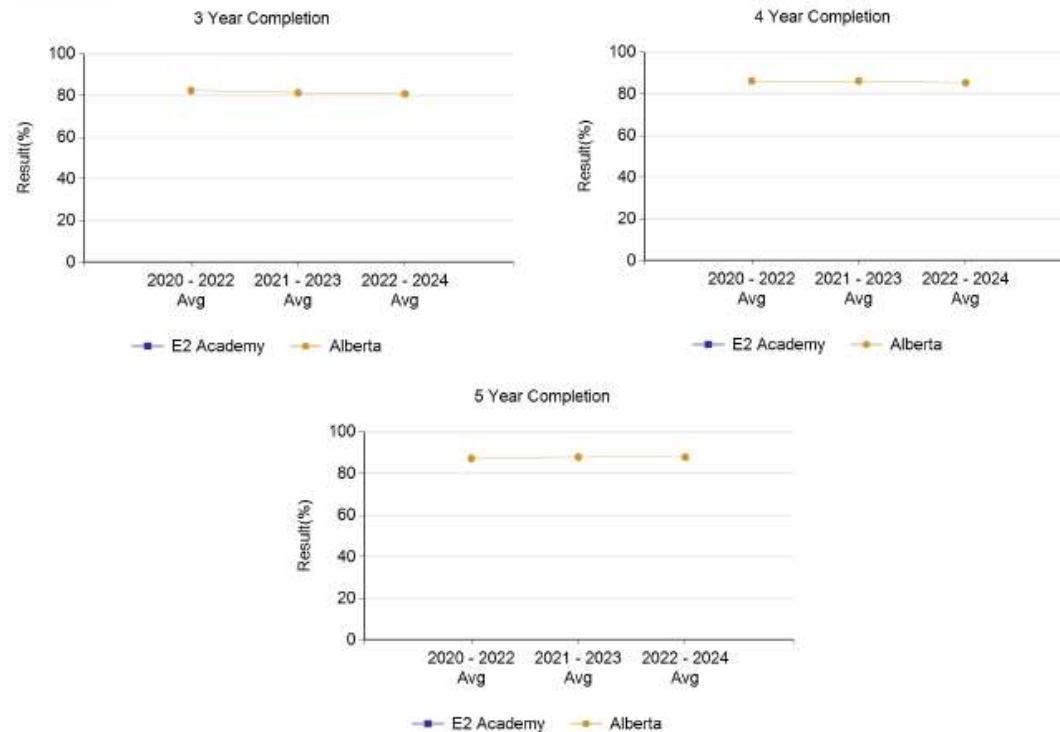
High School Completion

High School Completion Rates - 3 Year Rolling Average

School: 0315 E2 Academy

Province: Alberta

	E2 Academy						Alberta					
	2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	n/a	n/a	n/a	n/a	n/a	n/a	47,420	82.4	48,437	81.4	49,595	80.8
4 Year Completion	n/a	n/a	n/a	n/a	n/a	n/a	46,418	86.2	47,399	86.2	48,416	85.4
5 Year Completion	n/a	n/a	n/a	n/a	n/a	n/a	45,518	87.3	46,414	87.9	47,397	87.9



Notes:

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



Comments on Results – High School Completion (3-, 4-, and 5-Year Rates)

High school completion results for E2 Academy are suppressed across the three-, four-, and five-year measures due to the small number of students in each graduating cohort. As a result, completion percentages are not reported for E2 Academy in provincial data. This suppression is expected for a small, specialized school authority and does not reflect a lack of student progress or success.

Provincial data shows relatively stable completion rates across all three timeframes, with four- and five-year completion rates consistently higher than three-year completion rates. This pattern reflects the reality that many students across Alberta require extended time to complete high school, particularly when balancing academic, personal, and life circumstances.

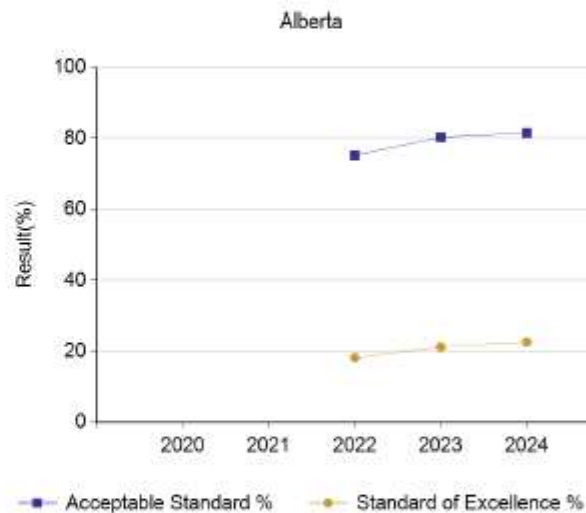
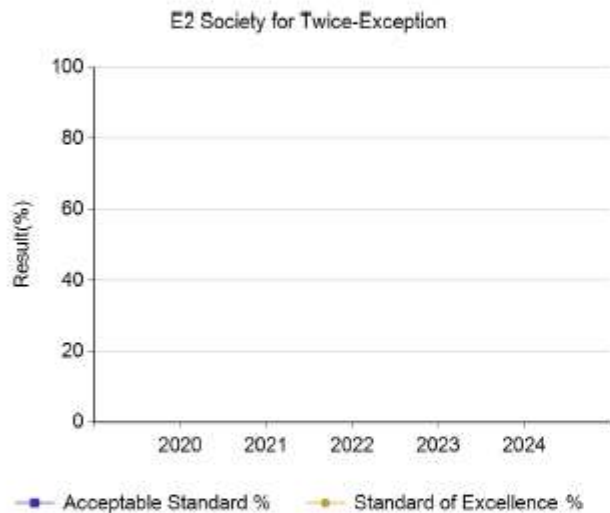
At E2 Academy, extended completion timelines are a purposeful and supportive feature of programming for twice-exceptional learners. Many students benefit from flexible pacing, reduced course loads, and additional time to develop regulation, confidence, and academic readiness. As noted elsewhere in this report, several students at E2 Academy complete a fourth year of high school by choice, allowing them to meet graduation requirements in a way that supports both academic success and well-being.

While completion rates cannot be publicly reported due to suppression, E2 Academy closely monitors individual student progress toward graduation using local measures, credit tracking, and individualized planning. The successful graduation of five students in the 2024–2025 school year, the largest graduating class in the school's history, demonstrates positive momentum in high school completion outcomes within the context of a small, highly individualized program.

This supports our EP Goal: providing flexible and responsive pathways that allow students to complete high school in a manner that aligns with their strengths, needs, and readiness.



	E2 Society for Twice-Exception					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	5	1	3	n/a	n/a	n/a	n/a	n/a	58,444	67,294	72,444
Acceptable Standard %	n/a	n/a	*	*	*	*	*	*	n/a	n/a	75.2	80.3	81.5
Standard of Excellence %	n/a	n/a	*	*	*	*	*	*	n/a	n/a	18.2	21.2	22.6



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated 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 fire in 2022/23. Caution should be used when interpreting trends over time for the



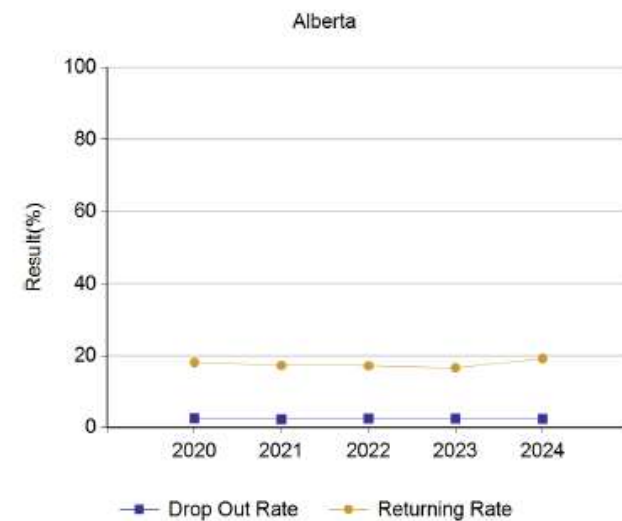
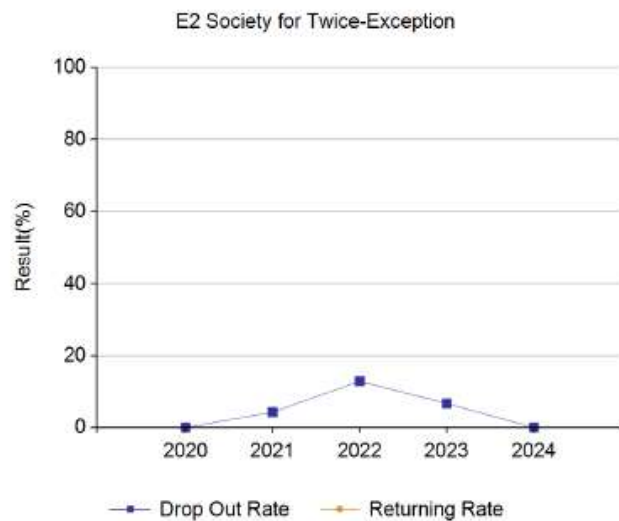
Drop Out Rate

Measure History

Authority: 0315 E2 Society for Twice-Exceptional Learners

Province: Alberta

	E2 Society for Twice-Exception													Alberta									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	14	0.0	15	4.3	15	12.9	14	6.7	9	0.0	Very High	Maintained	Excellent	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5	206,059	2.4
Returning Rate	3	*	n/a	n/a	1	*	2	*	1	*	n/a	n/a	n/a	6,720	18.1	6,408	17.3	5,940	17.2	6,244	16.6	6,748	19.2



Notes:

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



Comments on Results

E2 Academy continues to demonstrate strong success in supporting student retention and long-term engagement. This year our drop-out rate remained at **zero percent**, compared to the provincial average of **2.4 percent**. This reflects the effectiveness of our individualized programming, strength-based culture, and the comprehensive supports outlined in the 2025–2028 Three-Year Education Plan.

The Education Plan emphasizes student-centered learning, responsive intervention, and the creation of supportive environments where students feel known, valued, and connected. These commitments directly contribute to our sustained retention rates. Students receive personalized pathways, consistent relationship-centered support, and access to enriched programming that encourages them to stay engaged in school and invested in their learning.

Because the school continues to meet this measure at the highest possible level, there are no identified areas for improvement at this time. Instead, E2 Academy will maintain the structures and strategies that have proven successful, including individualized planning, multidisciplinary support, and ongoing collaboration between families, staff, and service providers.

This supports our EP Goal: ensuring that students remain connected to their learning through personalized pathways, strong relationships, and responsive supports.



Learning Supports

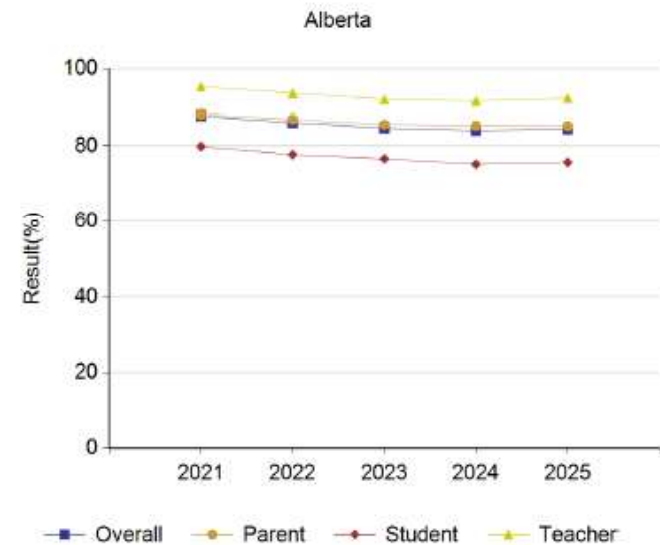
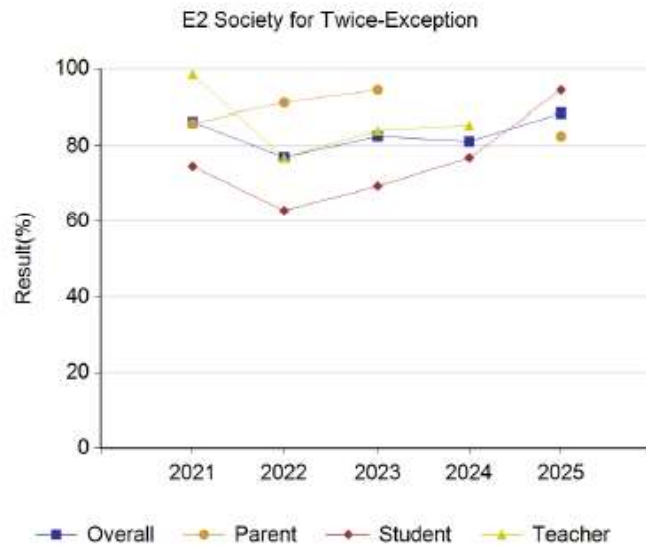
W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) – Measure History

Authority: 0315 E2 Society for Twice-Exceptional Learners

Province: Alberta

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

	E2 Society for Twice-Exception													Alberta									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	43	86.3	30	77.0	25	82.6	34	81.2	14	88.5	High	Maintained	Good	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	21	85.9	7	91.1	9	94.4	5	*	8	82.5	Intermediate	Maintained	Acceptable	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	12	74.6	14	62.9	7	69.4	27	76.9	6	94.4	Very High	Improved	Excellent	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	10	98.5	9	77.0	9	84.1	7	85.4	3	*	*	*	*	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3



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.



Comments on Results: Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)

Results for WCRSLE were strong this year at E2 Academy. Our overall rating was 88.5 percent, which exceeds the provincial average of 84.4 percent. Students reported 97.4 percent, significantly higher than the provincial student average of 75.7 percent, indicating that students feel safe, welcomed, and cared for at school. Parents reported 82.5 percent, close to the provincial average of 85.2 percent. Teacher data was not reported due to fewer than six respondents; however, through conversations and annual staff reflection processes, teachers consistently report that our school environment is safe and supportive for the students we serve.

E2 Academy's student population includes many twice-exceptional learners who require predictable routines, co-regulation, and strong relationships with staff to feel secure at school. Over this past year, students demonstrated increased willingness to participate in school-wide events and classroom activities, which is a strong indicator of belonging and safety for our population. Staff and families also noted positive growth in students' self-regulation, conflict resolution, and comfort seeking help from trusted adults.

The high student rating reflects the significant efforts staff put into building strong relationships, providing calm and supportive environments, and responding proactively to students' regulation needs. Families shared that many students who previously struggled to attend school regularly now show enthusiasm about coming each day and feel connected to both peers and staff.

Areas for Growth

Although our results are strong, many students continue to require direct instruction and support in problem solving, social communication, and regulation strategies. Staff will continue to embed social-emotional learning throughout the day, provide structured opportunities for positive peer interaction, and use proactive intervention strategies. As our student population changes from year to year, it remains essential to monitor class groupings, transitions, and supports to maintain safe and predictable environments.

This supports our EP Goal: strengthening Social-Emotional Learning and creating responsive environments that promote safety, belonging, and positive relationships for all students.



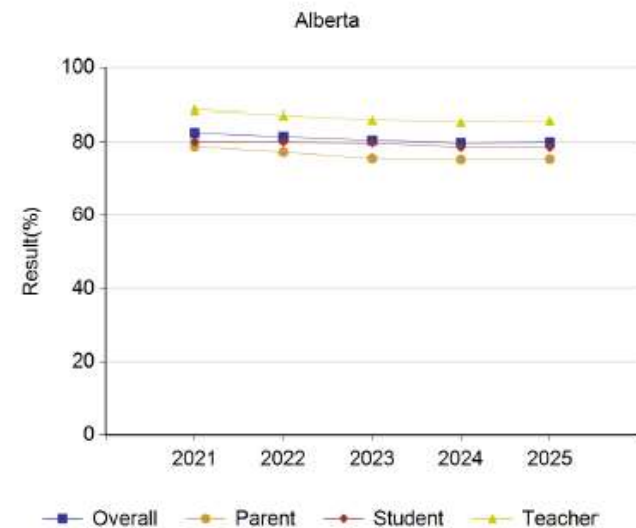
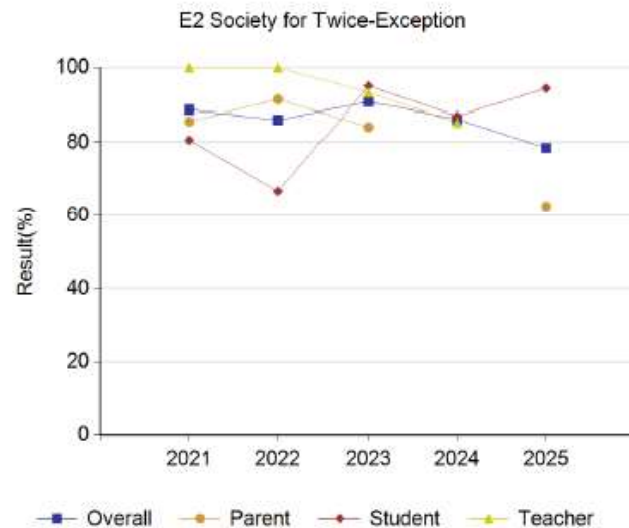
H.1 Access to Supports and Services – Measure History

Authority: 0315 E2 Society for Twice-Exceptional Learners

Province: Alberta

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

	E2 Society for Twice-Exception										Alberta												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	43	88.7	30	86.0	25	90.8	34	86.2	14	78.5	Intermediate	Maintained	Acceptable	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	21	85.6	7	91.4	9	84.1	5	*	8	82.5	Very Low	Declined	Concern	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	12	80.6	14	86.7	7	95.0	27	87.0	6	94.4	Very High	Maintained	Excellent	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	10	100.0	9	100.0	9	93.3	7	85.3	3	*	*	*	*	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0



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: Access to Supports and Services

This year, E2 Academy's overall result for Access to Supports and Services was 78.5 percent, slightly below the provincial average of 80.1 percent. Parents reported 62.5 percent, compared to the provincial parent average of 75.5 percent. Students reported 94.4 percent, which is significantly higher than the provincial average of 78.7 percent. Teacher data was not reported due to fewer than six respondents, though informal staff feedback throughout the year indicated frustration with the limited availability of external professional services.

The parent ratings reflect the challenges our school experienced last year with limited access to occupational therapy. OT services were available only a few hours per month and were frequently cancelled, resulting in inconsistent support for students who rely on motor, sensory, and functional skill interventions. This inconsistency understandably influenced parent perceptions of whether appropriate services were available.

In contrast, student ratings remained exceptionally high. Students consistently reported feeling supported by the adults at school, receiving help when needed, and having staff who understand their learning and regulation needs. This aligns with classroom observations, where students accessed daily support from teachers, Learning Facilitators, and our internal multidisciplinary approach to problem solving.

A major improvement this year was the shift to a new service provider, Speech with Kate, who ensures access to a team that includes a speech-language pathologist, occupational therapist, and psychologist. These professionals provide support on-site every week, significantly increasing availability and consistency for students who require specialized intervention. This change directly addressed the gap identified in last year's parent and teacher feedback.

Areas for Growth

As services stabilize under the new provider, E2 Academy will monitor consistency, communication, and coordination among school staff, service providers, and families. Teachers will continue supporting students' academic, communication, and regulation needs in the classroom, while therapists provide specialized intervention and guidance. Clear communication with families about what supports are available and how they are delivered will help increase confidence in the system of supports.

This supports our EP Goal: strengthening inclusive education practices by ensuring students have consistent access to multidisciplinary supports that enhance learning, communication, and regulation.



Teaching & Leading

Education Quality

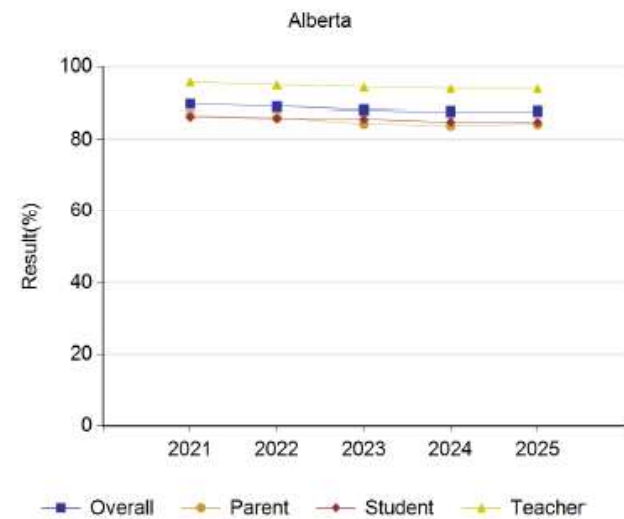
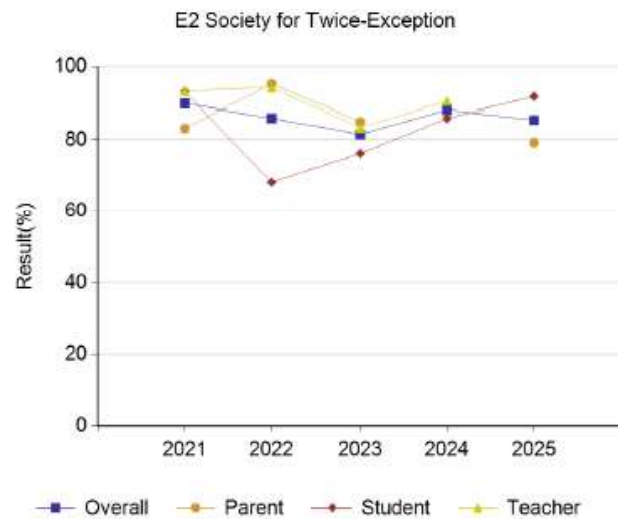
A.4 Education Quality – Measure History

Authority: 0315 E2 Society for Twice-Exceptional Learners

Province: Alberta

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

	E2 Society for Twice-Exception										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	43	89.8	30	85.9	25	81.5	34	88.2	14	85.4	Intermediate	Maintained	Acceptable	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	21	83.1	7	95.2	9	84.9	5	*	8	79.2	Intermediate	Maintained	Acceptable	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	12	93.1	14	68.2	7	76.2	27	85.9	6	91.7	Very High	Maintained	Excellent	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	10	93.3	9	94.2	9	83.3	7	90.5	3	*	*	*	*	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9



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 – Education Quality

E2 Academy received strong results for Education Quality this year. Our overall rating was 85.4 percent, which is close to the provincial average of 87.7 percent. Parents reported 79.2 percent, compared to the provincial parent average of 84.3 percent. Students reported 91.7 percent, significantly above the provincial student average of 84.8 percent. Teacher data was not reported due to fewer than six respondents; however, last year's teacher feedback indicated high satisfaction with instructional quality, and staff reflections throughout this year continue to show confidence in our educational program.

Students consistently reported that they find their learning meaningful, challenging, and supportive. Many students shared that they understand what they are learning and feel that teachers help them improve their skills. For twice-exceptional students, feeling understood and supported by educators is a major component of quality education, as it directly impacts regulation, engagement, and academic confidence.

Parent ratings, while strong overall, were slightly lower than the provincial average. This may reflect the unique challenges of educating twice-exceptional learners, who often require significant individualization and support. Parents have expressed appreciation for the creative and strength-based instruction at E2, while also acknowledging that academic progress sometimes occurs at different rates depending on regulation, readiness, and emotional needs.

Throughout the year, teachers integrated Social-Emotional Learning, executive functioning strategies, project-based learning, and enrichment opportunities to support student growth. Instruction focused on building student strengths and providing access points for learners who may struggle with conventional approaches. Staff also participated in ongoing professional learning in twice-exceptional education, autism, learning disabilities, trauma-informed practice, and behaviour regulation.

Areas for Growth

To continue improving education quality, E2 Academy will focus on strengthening consistency in instructional design, enhancing clarity around learning outcomes, and increasing communication with families about academic expectations and progress. Ongoing professional learning, peer collaboration, and coaching will support teachers in deepening their use of strength-based, differentiated, and evidence-informed practices.

This supports our EP Goal: embedding strength- and talent-based instructional practices to enhance academic rigour, engagement, and clarity in student learning.



Program of Studies

A.1b Program of Studies

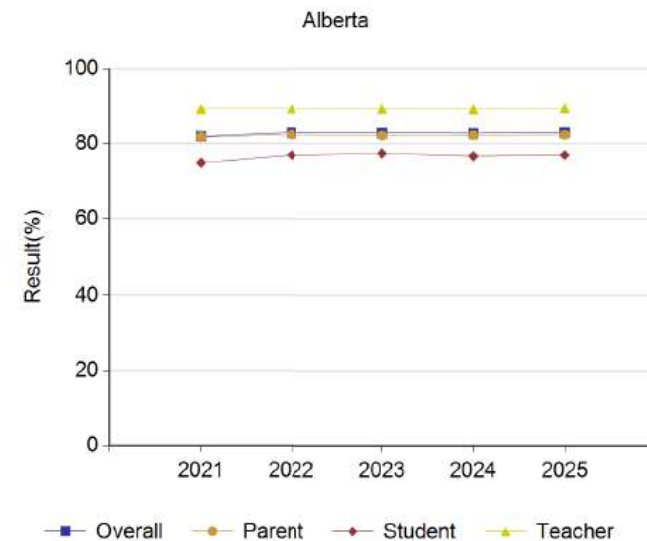
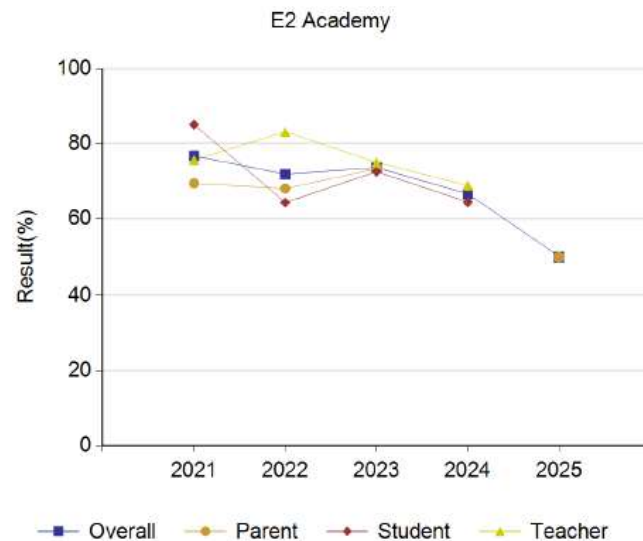
Measure History

Authority: 0315 E2 Society for Twice-Exceptional Learners

Province: Alberta

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.

	E2 Academy													Alberta									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	37	76.7	22	71.8	25	73.6	25	66.6	8	50.0	Very Low	Declined	Concern	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8	190,222	83.0
Parent	21	69.4	7	68.0	9	73.3	5	*	8	50.0	Very Low	Maintained	Concern	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3	34,368	82.4
Student	6	85.0	6	64.3	7	72.5	18	64.4	n/a	n/a	n/a	n/a	n/a	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7	122,315	77.0
Teacher	10	75.6	9	83.1	9	75.0	7	68.8	3	*	*	*	*	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2	33,539	89.5



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 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 offers all subjects required under the Alberta Programs of Study for Grades 2 through 12. Certificated teachers deliver instruction that aligns with provincial curriculum while incorporating differentiation, project-based learning, and strength-based approaches to meet the needs of twice-exceptional learners. Students access the full curriculum through flexible and individualized instructional practices.

While E2 Academy meets all provincial requirements for the Program of Studies, some parents and students have expressed interest in a broader range of subject offerings. As a small school with a low student population and a small staff, expanding the number of available courses can be challenging. To help address this, the school is working to attract and retain educators with diverse skill sets. During the reporting period, E2 Academy explored recruitment opportunities, including post-secondary education career fairs to help recruit teachers who can support a wider range of subjects and enrichment opportunities.

This supports our EP Goal: implementing strength-based and talent-focused instructional practices while maintaining alignment with the Alberta Programs of Study.



First Nations, Métis, and Inuit (FNMI) Education

FNMI achievement and satisfaction results for E2 Academy were suppressed in provincial reporting for the 2024–2025 school year due to the small number of students who self-identified as First Nations, Métis, or Inuit. As a result, disaggregated FNMI results are not publicly reported; however, E2 Academy remains committed to supporting Indigenous student success and building staff capacity in Indigenous education.

Throughout the school year, E2 Academy focused on creating inclusive learning environments that honour Indigenous perspectives and support all students' sense of belonging. Staff engaged in professional learning focused on Indigenous education, cultural awareness, and Truth and Reconciliation, with an emphasis on understanding historical and contemporary contexts and their impact on students and families. Indigenous perspectives were integrated into classroom instruction in age-appropriate ways, aligned with the Alberta Programs of Study.

In addition to instructional practices, E2 Academy worked to ensure that supports were responsive to the needs of individual students. This included relationship-based approaches, collaboration with families, and the use of individualized supports where appropriate. The school continues to approach Indigenous education through a strengths-based and inclusive lens, recognizing the importance of representation, respect, and understanding within the school community.

This supports our EP Goal: strengthening inclusive education practices and building staff knowledge to ensure equitable access, belonging, and success for all students, including First Nations, Métis, and Inuit learners.



Local Measures

Comments on Local Measures

E2 Academy uses a locally developed measure to monitor student progress in social-emotional regulation and readiness to learn. This measure reflects the school's understanding that for twice-exceptional learners, emotional regulation, safety, and connection are foundational to academic engagement and success. Traditional provincial measures do not fully capture growth in these areas, making local monitoring essential.

Throughout the 2024–2025 school year, staff tracked student progress using observational data, individualized goal monitoring, and team-based discussions informed by Individualized Program Plans and Collaborative Proactive Plans. Indicators included students' ability to regulate emotions, transition into learning activities, advocate for needs, engage in peer interactions, and sustain participation in classroom learning. Data was reviewed regularly by classroom teachers, Learning Facilitators, and administration to adjust supports and instructional strategies as needed.

Results from this local measure indicate that the majority of students demonstrated improved regulation and increased readiness to learn over the course of the school year. Students showed growth in their ability to access learning spaces, remain engaged for longer periods, and recover more quickly following periods of dysregulation. Notably, several students who entered E2 Academy with documented histories of school refusal at previous schools were able to attend regularly and arrive on time, reflecting increased feelings of safety, belonging, and readiness to learn within the school environment.

These improvements supported greater participation in academic tasks, enrichment activities, and school community events. This local measure informs ongoing school improvement by guiding instructional planning, support allocation, and staff professional learning. By prioritizing social-emotional regulation as a measurable outcome, E2 Academy ensures that supports remain responsive to student needs and that progress is recognized in ways that reflect the lived experiences of twice-exceptional learners.

This supports our EP Goal: embedding social-emotional learning and regulation supports throughout instructional practice to improve student engagement, well-being, and academic access.



Governance

Parental Involvement

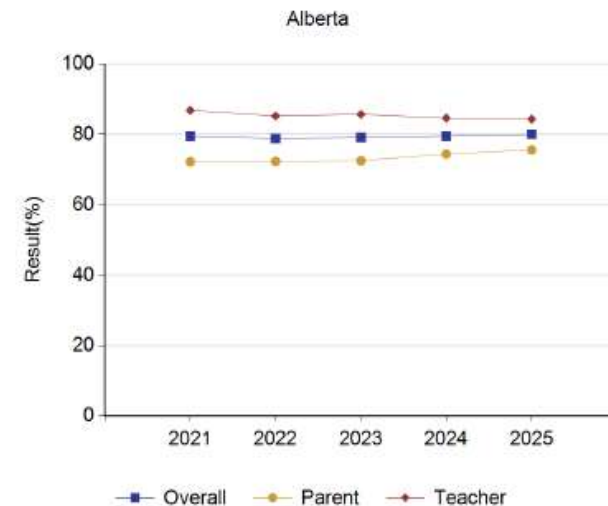
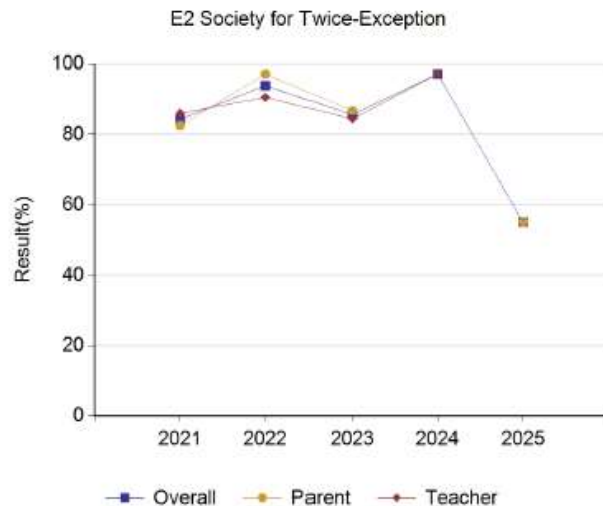
C.1 Parental Involvement – Measure History

Authority: 0315 E2 Society for Twice-Exceptional Learners

Province: Alberta

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	E2 Society for Twice-Exception													Alberta									
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	31	84.3	16	93.8	18	85.6	7	97.1	8	55.0	Very Low	Declined Significantly	Concern	80,919	79.5	82,412	78.8	83,935	79.1	84,949	79.5	87,689	80.0
Parent	21	82.5	7	97.1	9	86.7	5	*	8	55.0	Very Low	Declined	Concern	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	10	88.0	9	90.5	9	84.4	7	97.1	3	*	*	*	*	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3



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.



Comments on Results: Parental Involvement

Parental involvement continues to be an essential part of the governance structure and educational philosophy at E2 Academy. This year our overall parental involvement result was 55 percent, compared to the provincial average of 80 percent. Parent results were also 55 percent, compared to the provincial average of 75.6 percent. Teacher responses were not available due to a limited number of survey participants. These results were significantly influenced by a very low survey participation rate during the transition period earlier in the school year, resulting in data that is not fully representative of the school community.

Even with the suppressed survey results, E2 Academy continues to demonstrate a strong commitment to meaningful parental engagement. Teachers and parents work closely together on Individualized Program Plans, Collaborative and Proactive Solutions meetings, and regular communication about curriculum and classroom activities. This collaborative approach is central to our work with twice-exceptional learners and reflects the Education Plan's emphasis on student-centered planning, shared decision-making, and meaningful stakeholder engagement.

Parents also play a foundational governance role through the E2 Society for Twice-Exceptional Learners. The Board of Directors is composed entirely of current and former parents who volunteer their expertise, time, and insight to guide the long-term direction of the school. Their lived experience with twice-exceptional learning needs ensures that decisions reflect the realities and priorities of the community. In keeping with the transparent and inclusive governance practices outlined in the 2025–2028 Three-Year Education Plan, the Board continues its regular practice of inviting parents who are interested in serving to come forward. This process supports broad representation and ensures that the parent voice remains central to leadership and decision-making.

Areas for Growth

Consistent with the priorities outlined in the Education Plan, E2 Academy will continue strengthening structures that support communication and meaningful input from families. Increasing opportunities for parent voice remains a key focus, particularly through targeted surveys, structured feedback opportunities, and clearer channels for collaboration. As identified in the Education Plan's Engagement domain, the development of a Parent Advisory Council is planned for future years and will serve as an additional touchpoint for parent consultation and partnership.

Strengthening governance communication routines, refining survey processes, and expanding opportunities for parents to participate in planning and advisory roles will help ensure that families feel informed, valued, and empowered as partners in their child's education.

This supports our EP Goal: creating and implementing an annual calendar for the rollout of stakeholder surveys and opportunities for parent feedback and collaboration.



Supplemental Alberta Education Assurance Measures - Overall Summary

Spring 2025

Authority: 0315 E2 Society for Twice-Exceptional Learners

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	54.5	52.7	52.7	*	n/a	n/a
Drop Out Rate	0.0	6.7	8.0	2.4	2.5	2.4	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	n/a	90.5	92.7	81.7	81.1	82.3	n/a	n/a	n/a
Lifelong Learning	66.7	92.9	88.0	80.8	79.9	80.4	Low	Declined	Issue
Program of Studies	50.0	66.6	70.7	83.0	82.8	82.9	Very Low	Declined	Concern
Program of Studies - At Risk Students	76.4	86.4	88.1	80.5	80.6	81.2	Very Low	Maintained	Concern
Rutherford Scholarship Eligibility Rate	*	*	n/a	69.4	70.7	70.9	*	n/a	n/a
Safe and Caring	84.7	81.1	82.8	87.3	87.1	87.8	High	Maintained	Good
Satisfaction with Program Access	69.6	72.7	73.6	72.1	71.9	72.5	Low	Maintained	Issue
School Improvement	93.8	70.7	75.4	76.6	75.8	75.1	Very High	Improved	Excellent
Transition Rate (6 yr)	*	*	n/a	59.9	60.1	60.0	*	n/a	n/a
Work Preparation	62.5	100.0	91.4	83.7	82.8	83.6	Very Low	Declined	Concern

Notes:

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



A.7 Lifelong Learning

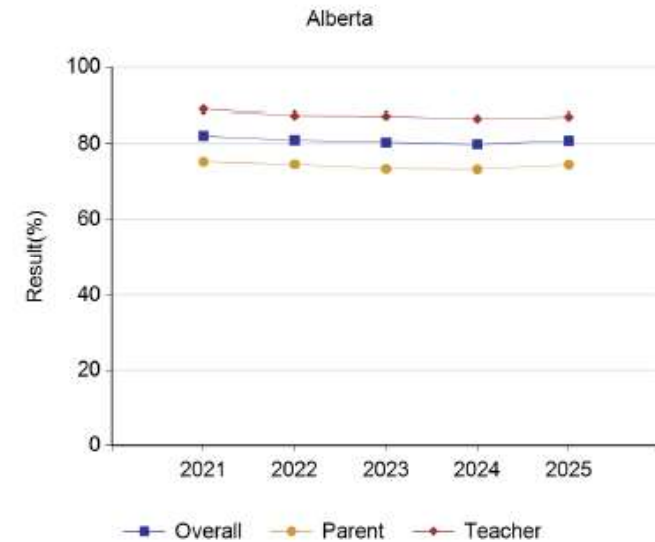
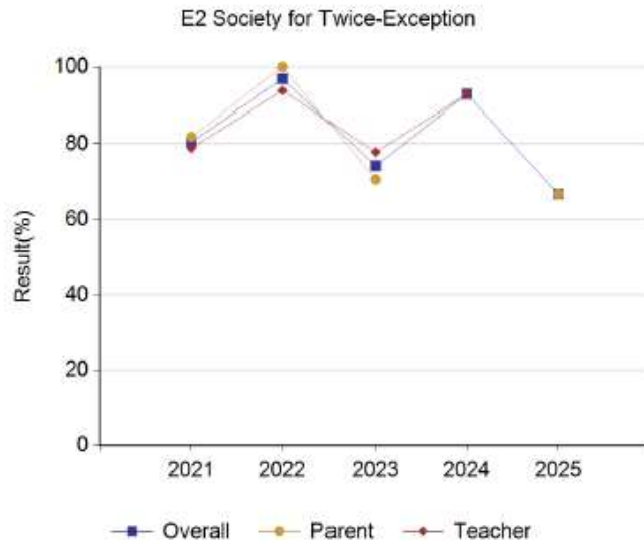
Measure History

Authority: 0315 E2 Society for Twice-Exceptional Learners

Province: Alberta

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

	E2 Society for Twice-Exception													Alberta									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	30	80.4	15	96.9	18	74.2	7	92.9	8	66.7	Low	Declined	Issue	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9	65,274	80.8
Parent	20	81.8	7	100.0	9	70.6	5	*	8	66.7	High	Maintained	Good	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3	32,542	74.5
Teacher	10	78.9	8	93.8	9	77.8	7	92.9	3	*	*	*	*	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6	32,732	87.1



Notes:

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

E2 Academy remains committed to nurturing the knowledge, skills, and attitudes that support lifelong learning, particularly within a twice-exceptional population that often displays advanced curiosity alongside complex learning needs. This year, our overall result for Lifelong Learning was **68.7 percent**, compared to the provincial average of **80.8 percent**. Parent responses were **68.7 percent**, achieving **High Achievement** and **Maintained Improvement**, and were generally aligned with provincial patterns. Teacher data was suppressed due to fewer than six respondents; however, informal feedback and ongoing staff reflections indicate strong teacher confidence in our students' development as lifelong learners.

The decline in the overall measure from the previous year is best understood within the context of a small cohort and variations in survey participation. A change in only one or two responses can significantly affect percentages. This year's results were further influenced by administrative transition, which affected survey distribution and response rates. As Alberta Education notes, caution must be used when interpreting trends for small authorities, especially when data is affected by survey suppression.

Despite the numerical decline, there were several indicators of increasing lifelong learning attitudes among students. More students demonstrated the confidence and readiness to attempt Provincial Achievement Tests and Diploma Examinations. This represents a notable shift from previous years, when many students did not feel emotionally comfortable engaging with standardized assessments. Participation in these exams reflects improved regulation, resilience, and academic self-belief, all of which are core components of lifelong learning.

Parents continued to express confidence that their children are developing important learning skills, particularly through E2's strength-based instructional design. The use of project-based learning, interest-driven inquiry, and enrichment based on the School-Wide Enrichment Model helps students make meaningful connections between curriculum and their personal passions. Teachers report that these approaches lead to greater independence, deeper curiosity, and increased willingness to persist with challenging tasks.

Twice-exceptional learners often internalize high expectations of themselves, which can influence how they respond to survey questions related to future readiness or confidence in learning skills. Anxiety, perfectionism, and asynchronous development are common characteristics within our population and can impact how students perceive their own progress. These factors must be considered when interpreting results, as they often reflect student self-perception rather than actual achievement or capability.

Areas for Growth

Aligned with the 2025–2028 Education Plan, E2 Academy will continue to strengthen opportunities that promote confidence, independence, and self-directed learning. Teachers are expanding the use of enrichment clusters, mentorship opportunities, and project-based learning to deepen engagement across the curriculum. We are also building greater clarity in learning expectations and success criteria to help students better understand what they are learning and why it matters.

Continued work in social-emotional learning, executive functioning, and self-advocacy will further support students' capacity to take ownership of their learning. As students develop stronger regulation skills and academic confidence, their ability to demonstrate lifelong learning attitudes will continue to grow.

This supports our EP Goal: continuing to embed evidence-based, strength- and talent-focused interventions that empower students to take ownership of their learning and develop the confidence needed for lifelong success.





B.4 Safe and Caring

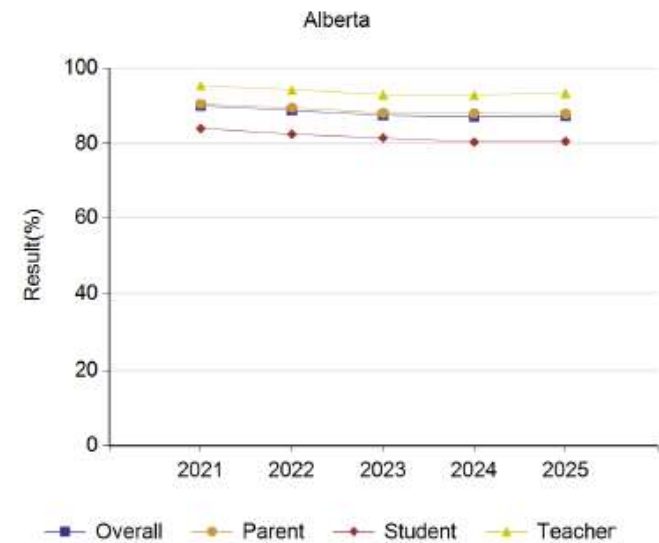
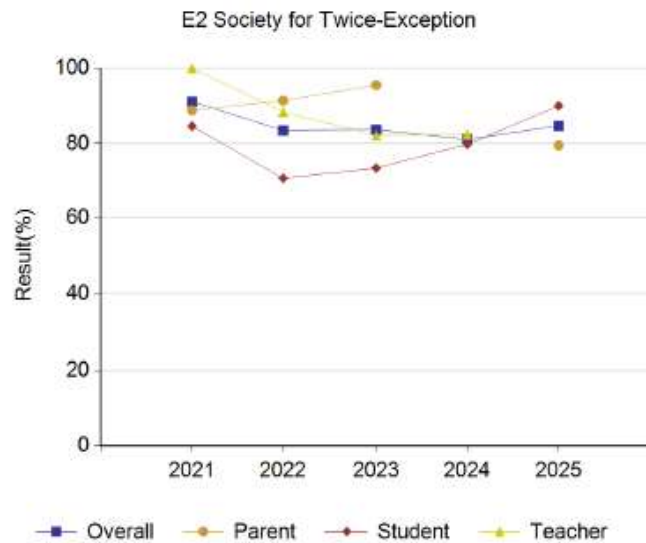
Measure History

Authority: 0315 E2 Society for Twice-Exceptional Learners

Province: Alberta

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.

	E2 Society for Twice-Exception										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	43	91.1	30	83.5	25	83.7	34	81.1	14	84.7	High	Maintained	Good	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3
Parent	21	88.8	7	91.4	9	95.5	5	*	8	79.5	Intermediate	Maintained	Acceptable	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9
Student	12	84.6	14	70.8	7	73.5	27	79.8	8	90.0	Very High	Maintained	Excellent	189,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6
Teacher	10	100.0	9	88.4	9	82.2	7	82.4	3	*	*	*	*	30,205	95.4	30,963	94.3	32,350	93.0	32,080	92.9	33,556	93.4



Notes:

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

Creating a welcoming, caring, respectful, and safe school environment remains central to E2 Academy’s mission and is a foundational priority in our 2025–2028 Three-Year Education Plan. This year, our overall result for the Safe and Caring measure increased to 84.7 percent, which exceeds our previous three-year average of 82.8 percent and compares positively to the provincial average of 87.3 percent. Alberta Education rated this measure as High Achievement, Maintained Improvement, and Good Overall, demonstrating that the school continues to provide a supportive and emotionally safe learning environment for twice-exceptional learners.

Students reported 90.0 percent, which earned a Very High Achievement rating and an “Excellent” measure evaluation. This is a strong indication that students feel safe, cared for, and respected at school, and it represents meaningful growth in the regulation, confidence, and belonging that twice-exceptional students often struggle to develop in other educational settings. Many students also participated in special event days this year, a significant sign of increased emotional safety and trust, particularly for learners who historically avoided school-wide or unstructured activities due to anxiety or sensory sensitivities.

Parent satisfaction was 79.5 percent, rated as Intermediate Achievement and Maintained Improvement. This result aligns with provincial patterns and reflects the confidence families have in the school’s ability to support their children’s social-emotional and safety needs. Teacher data was suppressed due to fewer than six respondents, which is typical for small schools. Informally, teachers consistently identified the school environment as safe, respectful, and grounded in strong relationships. Many noted that the school’s structured SEL routines, regulation supports, and collaborative approach to behaviour contribute to a positive climate for both students and staff.

These results highlight the significant impact of the school’s commitment to relationship-based practice, proactive regulation strategies, and the creation of sensory-informed, emotionally safe classrooms. Staff training in trauma-informed practice, co-regulation, and executive functioning supports continues to provide consistent, predictable approaches across all grades. The implementation of daily SEL time, structured community-building activities, and intentional regrouping of students based on Regulation Zones has further strengthened school-wide belonging.

Given the complex emotional and behavioural needs of twice-exceptional learners, maintaining a strong Safe and Caring rating is a meaningful accomplishment. Students at E2 Academy often arrive with histories of school-based trauma, academic frustration, or social disconnection. This year’s results show that students are developing trust in adults, forming healthier peer relationships, and increasingly demonstrating caring, respectful interactions.

Areas for Growth

While overall results remain strong, E2 Academy will continue to build staff capacity in social-emotional development, proactive behaviour supports, and co-regulation strategies. Enhanced collaboration with multidisciplinary providers (SLP, OT, psychology) will support students struggling with interpersonal skills, self-regulation, and social understanding. Continued professional development in executive functioning, neurodiversity-affirming practice, and trauma-informed approaches will ensure consistency across classrooms and strengthen positive peer interactions.

As enrolment grows, the school will continue refining classroom groupings, hallway routines, and sensory-supportive environments to ensure that all students feel safe, included, and respected throughout the school day.



This supports our EP Goal: improving the integration of Social-Emotional Learning across all instructional areas to strengthen student well-being, respect, and positive relationships.



B.2 Satisfaction with Program Access

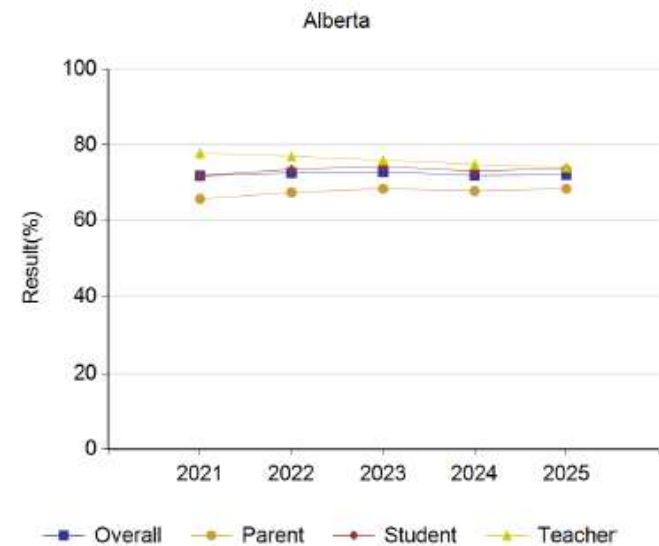
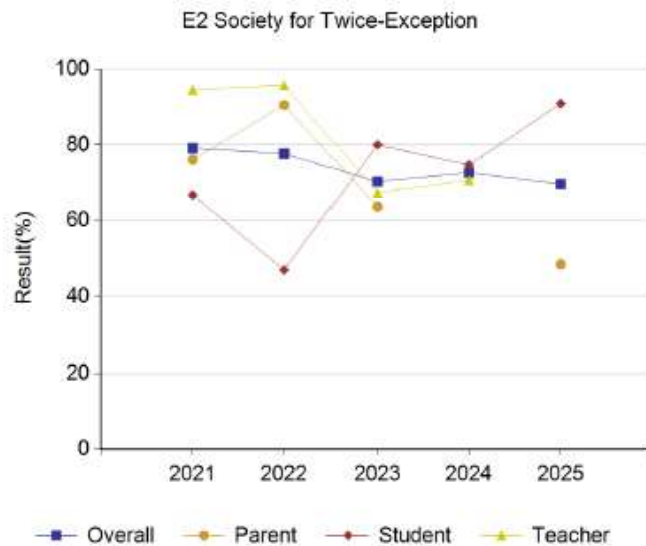
Measure History

Authority: 0315 E2 Society for Twice-Exceptional Learners

Province: Alberta

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

	E2 Society for Twice-Exception										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	43	79.1	30	77.7	25	70.3	33	72.7	14	69.6	Low	Maintained	Issue	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9	267,002	72.1
Parent	21	76.1	7	90.5	9	63.6	5	*	8	48.4	Very Low	Declined	Concern	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8	33,401	68.4
Student	12	66.7	14	46.9	7	80.0	26	74.7	6	90.9	Very High	Improved	Excellent	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0	200,212	73.8
Teacher	10	94.5	9	95.8	9	67.3	7	70.7	3	*	*	*	*	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8	33,389	74.1



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 - Satisfaction with Program Access

Ensuring that students have timely and effective access to the supports and services they require is essential for twice-exceptional learners. This year, our overall Satisfaction with Program Access result was 69.6 percent, which is slightly below both our previous three-year average of 73.6 percent and the provincial average of 72.1 percent. Alberta Education evaluated this measure as Low Achievement, Maintained Improvement, and Overall Issue, reflecting both the realities of a small school authority and challenges with service availability earlier in the school year.

Parent satisfaction was 48.4 percent, resulting in a rating of Very Low Achievement and Declined Improvement. This decrease aligns with known challenges in service accessibility prior to the 2024–2025 school year. Specifically, our previous occupational therapy provider was only available on-site for a few hours once a month, and sessions were often cancelled due to staffing shortages. As a result, parents expressed understandable frustration with the limited consistency of therapeutic and behavioural supports. Student results, however, were 90.9 percent, rating as Very High Achievement and Improved, which reflects the strong relationship-based support students experience daily in classrooms, even when external service providers were unavailable.

Teacher results were suppressed due to fewer than six respondents, but informal feedback from staff has consistently indicated concern about the limited availability of specialized supports, particularly in occupational therapy and psychology. Teachers expressed that their ability to fully address complex learning and regulation needs was affected by inconsistent access to outside professionals. These concerns directly contributed to E2 Academy's decision to transition to a new multidisciplinary service provider this school year.

In 2024–2025, E2 Academy formed a partnership with Speech with Kate, whose team provides access to a speech-language pathologist, occupational therapist, and psychologist on a weekly basis. This shift has already significantly increased the consistency, depth, and accessibility of services available to students. Early feedback from staff and families indicates strengthened collaboration, more timely intervention, and improved alignment between school-based supports and external therapeutic goals. This expanded multidisciplinary model directly supports twice-exceptional learners, who often require integrated and personalized intervention plans.

The high student satisfaction result demonstrates that, even during periods of limited external service access, students continued to feel supported through strong relationships with classroom teachers, learning facilitators, and the internal regulation structures embedded across the school. The introduction of consistent service providers allows these strengths to be combined with specialized expertise, creating a more comprehensive and responsive support system.

Areas for Growth

E2 Academy remains committed to strengthening communication between families, teachers, and multidisciplinary providers to ensure that supports are coordinated effectively. Continued refinement of referral processes, documentation procedures, and communication pathways will help families better understand the services their children receive and how school-based interventions align with broader goals.

We will also continue to build staff capacity through professional learning focused on executive functioning, sensory regulation, and neurodiversity-affirming practice. With more stable service delivery in place, teachers will have greater opportunities to collaborate with specialists and embed therapeutic strategies directly into daily instruction.



This supports our EP Goal: improving access to multidisciplinary supports and strengthening collaborative practices that enhance students' academic, social, and emotional growth.



A.8 Work Preparation

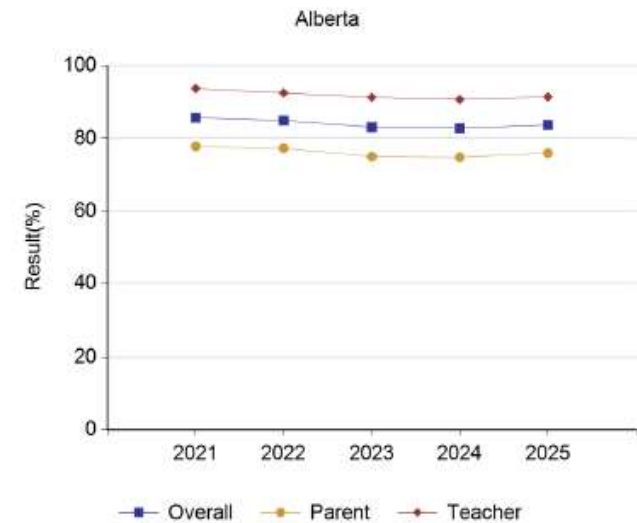
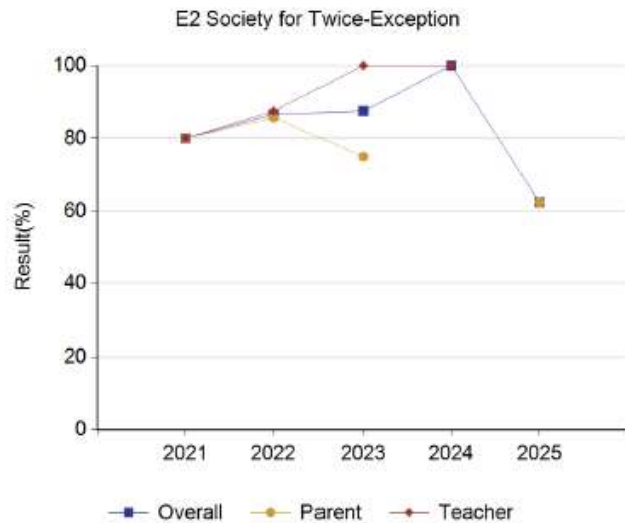
Measure History

Authority: 0315 E2 Society for Twice-Exceptional Learners

Province: Alberta

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.

	E2 Society for Twice-Exception													Alberta									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	30	80.0	15	86.6	17	87.5	7	100.0	8	62.5	Very Low	Declined	Concern	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8	63,905	83.7
Parent	20	80.0	7	85.7	8	75.0	5	*	8	62.5	Intermediate	Maintained	Acceptable	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8	31,770	76.0
Teacher	10	80.0	8	87.5	9	100.0	7	100.0	3	*	*	*	*	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7	32,135	91.4



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 – Work Preparation

Preparing twice-exceptional students for meaningful work and future pathways requires intentional instruction in executive functioning, self-advocacy, regulation, and real-world skill development. This year, our overall Work Preparation result was **62.5 percent**, which reflects a decline from previous years and received a rating of Very Low Achievement, Declined Improvement, and Overall Concern. This result is below the provincial average of 83.7 percent, and although the number is small, it aligns with predictable challenges for students who often require significant support in applying school-based skills to broader contexts.

Parent satisfaction was 62.5 percent, rated as Intermediate Achievement and Maintained. Teacher data was suppressed due to fewer than six respondents, which is common for small school authorities. In previous years, teacher ratings were consistently high in this measure and reflected confidence in students' growing workplace readiness skills. Informal feedback this year continues to suggest teachers believe students are making gains, but that families may not yet see the impact of these skills in daily life.

Because E2 Academy has a small and highly specialized student population, even a single response can significantly shift the overall percentage. The decline is also reflective of administrative transitions earlier in the year and shifts in communication surrounding work-readiness programming. For twice-exceptional learners, work preparation is deeply connected to emotional regulation, sensory needs, executive functioning, and social awareness. Many students experience difficulty imagining themselves in future work environments or transferring skills across settings, which can influence how families and students respond to this survey.

Despite the lower overall rating, students made meaningful progress in acquiring workplace-related skills. E2 Academy continued to implement and expand its Work Experience Program, which provides structured opportunities for students to practise employment-related tasks both in the school community and through supervised partnerships. These placements allow students to develop skills such as communication, responsibility, time management, and problem-solving in real-world contexts.

Students in Grades 7 through 12 also engaged in project-based learning that required them to demonstrate workplace competencies, including initiative, collaboration, and planning. These experiences have contributed to greater confidence and independence, and we anticipate that continued consistency in programming will lead to improved survey outcomes over time.

Areas for Growth

Aligned with the 2025–2028 Education Plan, E2 Academy will continue strengthening work preparation by deepening partnerships with community organizations, expanding the Work Experience Program, and increasing opportunities for students to participate in authentic, hands-on tasks that reflect real workplace expectations. Continued instruction in executive functioning, self-regulation, and self-advocacy will remain foundational, as these skills are essential for workplace readiness. Improving communication with families about the specific work-related skills students are practising will also help ensure greater clarity and understanding of program impact.

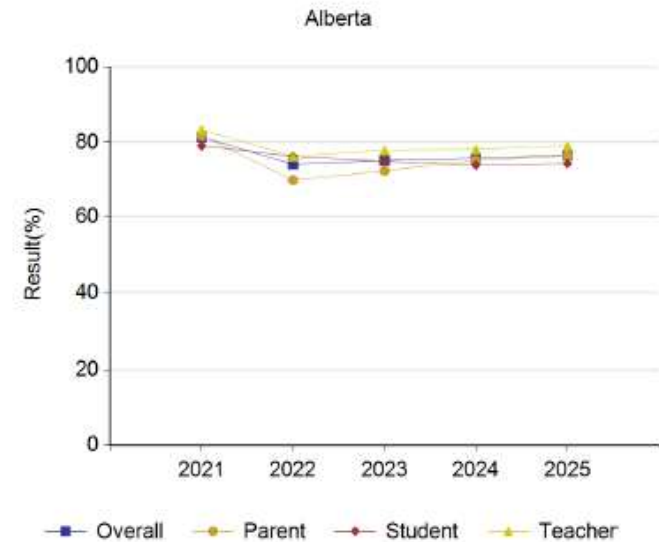
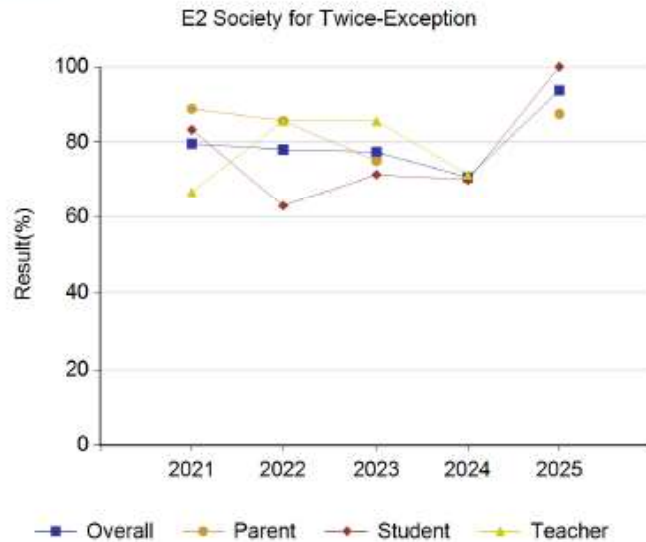
This supports our EP Goal: enhancing personalized learning pathways and strengthening the development of real-world, transferable skills that prepare students for future work, independence, and lifelong success.



E.2 School Improvement

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.

	E2 Society for Twice-Exception													Alberta									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	39	79.6	27	78.1	22	77.4	34	70.7	14	93.8	Very High	Improved	Excellent	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8	262,745	76.6
Parent	18	88.9	7	85.7	8	75.0	5	*	8	87.5	Very High	Maintained	Excellent	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2	32,755	76.4
Student	12	83.3	13	63.0	7	71.4	27	70.0	6	100.0	Very High	Improved	Excellent	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0	198,914	74.4
Teacher	9	66.7	7	85.7	7	85.7	7	71.4	3	*	*	*	*	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2	31,076	79.1



Notes:

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

E2 Academy experienced significant growth in the School Improvement measure this year, demonstrating strong confidence from families and students in the direction of the school and the quality of its leadership. Our overall result increased to 93.8 percent, which represents our highest rating in this measure to date. Alberta Education evaluated this as Very High Achievement, Improved, and Excellent Overall, reflecting meaningful progress and stability within the school community.

Parents reported 87.5 percent, which also received a rating of Very High Achievement, Maintained, and Excellent. Students reported 100 percent, earning Very High Achievement, Improved, and Excellent. Teacher data was suppressed due to fewer than six respondents; however, informal staff feedback throughout the year indicates strong agreement that the school has improved and continues to move in a positive direction.

These outstanding results reflect the impact of strengthened leadership structures, increased administrative consistency, and a clear focus on evidence-informed programming. As the school continued to stabilize following administrative transitions, the 2024–2025 school year saw improved communication, enhanced responsiveness to student needs, and greater alignment between classroom practice and the 2025–2028 Education Plan.

Significant improvements were made in instructional design, with renewed emphasis on project-based learning, interest-based programming, and expansion of enrichment aligned with the School-Wide Enrichment Model. Staff also engaged in professional learning focused on twice-exceptional education, social-emotional development, executive functioning, and trauma-informed practice. These initiatives contributed to stronger classroom environments, increased student engagement, and a more cohesive school-wide approach to supporting learners with complex needs.

Students' perfect rating in this measure indicates that they perceive clear and positive changes in the school environment. Many students demonstrated increased willingness to participate in school-wide events, took on leadership roles within their classrooms, and reported greater trust in staff and school routines. Families also shared that their children were more regulated, more engaged academically, and more connected to peers than in previous years.

Areas for Growth

While results are exceptionally strong, the school will continue strengthening processes that support sustainable improvement. This includes continued refinement of communication pathways, development of leadership capacity within school teams, and consistent implementation of evidence-based instructional practices. Strengthening data collection, reflection processes, and collaborative problem-solving will further support long-term growth.

This supports our EP Goal: strengthening leadership capacity, enhancing school-wide consistency, and building structures that sustain continuous improvement across academic, social, and emotional domains.

Society for Twice-Exceptional Learners **Summary of 2024-2025 FINANCIAL Results**

For the period September 1, 2024 to August 31, 2025



E2 Academy operated within a lean budget during the 2024–2025 school year. The budget submitted to Alberta Education Finance reflected a planned deficit, which was the result of managing operational needs within a highly specialized learning environment while maintaining essential supports for students.

To address financial constraints, the school authority limited additional hiring and continued to rely on a conservative staffing model. Administrative personnel also supported classroom teaching to ensure stability and maintain high-quality instruction without increasing salary expenditures. The school sought donations and community contributions to support enrichment activities, helping to offset costs associated with materials, field trips, and student programming.

While the Board had discussed the possibility of forming a fundraising committee, this initiative did not move forward during the school year due to capacity limitations. The school instead focused on careful budgeting, close monitoring of expenditures, and maintaining core services for students. Despite the challenges of a tight budget, E2 Academy successfully preserved key programming and ensured that students continued to receive consistent academic, social, and emotional support.

Society for Twice-Exceptional Learners

OPERATING BUDGET

2025 - 2026



For the period September 1, 2025 to August 31, 2026

The 2025–2026 budget is expected to remain tight as the school authority continues to balance the needs of a highly specialized twice-exceptional population within limited fiscal capacity. Careful budgeting and strategic allocation of resources will continue to guide all financial decisions.

To strengthen long-term stability and governance, the school authority decided to move to a leadership structure with three defined roles, each reporting directly to the Board of Directors. This approach intends to provide greater continuity, reduce over-reliance on any single individual, and align leadership responsibilities more effectively with the complex needs of a school serving twice-exceptional learners. The restructuring also supports clearer oversight of teaching and learning, student supports, and operational management.

The Board of Directors has also created a fundraising committee to help increase financial resilience. This committee will focus on building community partnerships, developing fundraising initiatives, and identifying additional sources of support for enrichment programming, student activities, and supplemental school resources.

As E2 Academy enters the next budget cycle, the school authority will continue to monitor expenditures closely, maintain essential programming, and ensure that financial decisions remain firmly aligned with student well-being, academic growth, and the school's mission.



REVENUES				TOTAL
Alberta Education allocations				
(1)	ECS Base Instruction			\$0
(2)	Grades 1 to 12 Base Instruction (including Distance Education Primary and Non-Primary, Summer School)			\$334,523
(3)	Home Education and Shared Responsibility			\$0
(4)	Program Supports and Services			\$661,721
(5)	Operations and Maintenance Grant			\$24,357
(6)	Transportation Grant			\$18,329
(7)	System Administration			\$48,827
(8)	Other - Alberta Education			\$6,109
TOTAL ALBERTA EDUCATION ALLOCATIONS				\$1,093,865
(9)	Other Government of Alberta			\$0
(10)	Federal Government and/or First Nations			\$0
(11)	Other Alberta school authorities			\$0
(12)	Instructional fees / tuition fees			\$283,600
(13)	Non-instructional fees (O&M, Transport, Admin, etc.)			\$0
(14)	Other sales and services			\$0
(15)	Interest on investments			\$0
(16)	Gifts and donations			\$10,000
(17)	Amortization of capital allocations			\$0
(18)	Other (specify):		Administrative Fees	\$375
TOTAL REVENUES				\$1,387,840



	EXPENSES			
(19)	Certificated salaries			\$524,828
(20)	Certificated benefits			\$13,161
(21)	Non-certificated salaries and wages			\$347,189
(22)	Non-certificated benefits			\$12,068
	SUB-TOTAL			\$897,246
(23)	Services, contracts & supplies - other than Consulting fees / Management fees, and leases excluding home education			\$192,251
(24)	Consulting / Management Fees			\$0
(25)	Leases - Building			\$153,085
(26)	Leases - Other			\$0
(27)	Payments to parents - Home Education			\$0
	Capital and debt services			
(28)	Amortization of capital assets from restricted funds			\$0
(29)	Amortization of capital assets from unrestricted funds			\$27,500
(30)	Interest on capital debt			\$10,000
(31)	Other interest charges			\$0
(32)	Losses (gains) on disposal of capital assets			\$0
(33)	Other (specify):		Funding Adjustment 24/25	\$88,689
	TOTAL EXPENSES		\$1,368,771	\$1,368,771
	Surplus(deficit) of revenues over expenses			\$19,069

For additional financial information, inquiries may be directed to the E2 Academy Business Manager