

E2ACADEMY

Explore. Belong. Thrive

Annual Education Results Report 2021/2022

Fall 2022 School Authority Results Summary for Planning and Reporting

The Annual Education Results Report for E2 Academy for the 2021/2022 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.

This Annual Education Results Report for 2021/2022 was approved by the Board on February 4, 2023.

A handwritten signature in black ink, appearing to be 'Mark Hughes', written in a cursive style with a long horizontal stroke extending to the right.

Mark Hughes: Board Chair

FOUNDATION STATEMENTS

Mission:

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

Vision:

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

Philosophy & Beliefs:

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

A PROFILE OF THE SCHOOL AUTHORITY

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

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

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

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

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

Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	E2 Society for Twice-Exception			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	80.0	83.2	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	65.2	81.7	69.2	81.4	83.2	83.1	Very Low	Maintained	Concern
	3-year High School Completion	*	*	n/a	83.2	83.4	81.1	*	n/a	n/a
	5-year High School Completion	*	*	n/a	87.1	86.2	85.6	*	n/a	n/a
Teaching & Leading	Education Quality	85.9	89.8	85.0	89.0	89.6	90.3	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.0	86.3	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	86.0	88.7	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	93.8	84.3	93.4	78.8	79.5	81.5	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
6. 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.

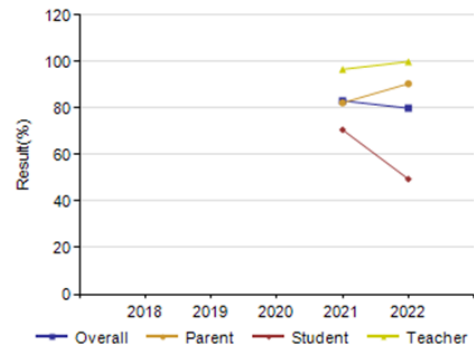
STUDENT GROWTH AND ACHIEVEMENT

Student Learning Engagement – Measure Details

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

	Authority										Measure Evaluation			Province											
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022			
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	43	83.2	30	80.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	21	82.3	7	90.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	12	70.7	14	49.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	10	96.7	9	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5

Graph of Authority Results



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

Parents and teachers reported that student engagement increased from last year and were on par with the provincial average. Students reported a 21.2% decrease in feeling like they were engaged in their learning in school, which put them below the provincial average. Our students' voices are an important part of our overall planning and delivery of curriculum.

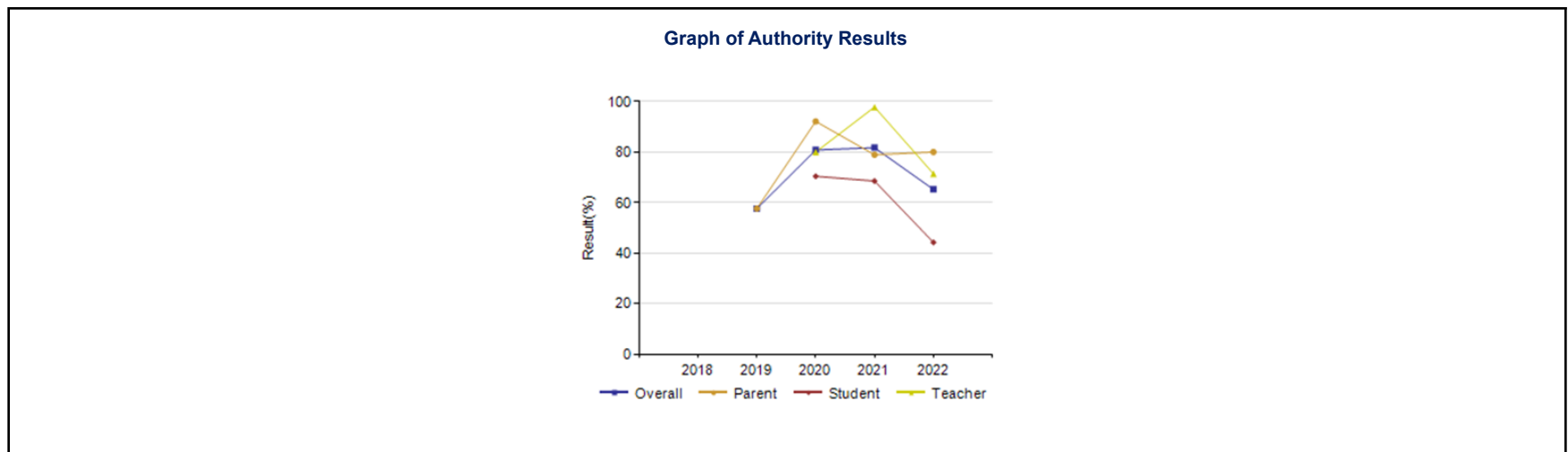
The largest area that students reported less engagement was in Language Arts, followed by parents reporting less engagement in Mathematics. Many of our students have learning difficulties in these two areas, in the form of dyscalculia, dyslexia, receptive / expressive language delays, as well as other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

Areas for Growth: Recently, we hired an Innovation Technology Specialist who is working with the teachers and each student to design individual academic projects that will foster an increase in self-motivation and greater engagement in learning. At E2 Academy, we believe that students thrive when they can explore their interests and the world around them. We are also reviewing our current mathematics program (Jump Math) and comparing it to others, to determine the best path forward for the 2023-2024 school year. **This supports EP Goal: Continue to embed the use of evidence based Strength & Talent based interventions.**

Citizenship – Measure Details

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

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	7	57.6	49	80.8	43	81.7	30	65.2	Very Low	Maintained	Concern	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	1	*	7	57.6	8	92.1	21	78.9	7	80.0	High	Maintained	Good	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	n/a	n/a	n/a	n/a	24	70.4	12	68.5	14	44.2	Very Low	Declined	Concern	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	n/a	n/a	n/a	n/a	17	80.0	10	97.8	9	71.4	Very Low	Maintained	Concern	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7



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

Comments on Results

There was a concerning decline of around 25% in students and teachers who are satisfied that students model the characteristics of active citizenship, which resulted in percentages well below the provincial average. Parent satisfaction remained steady and at par with the provincial average.

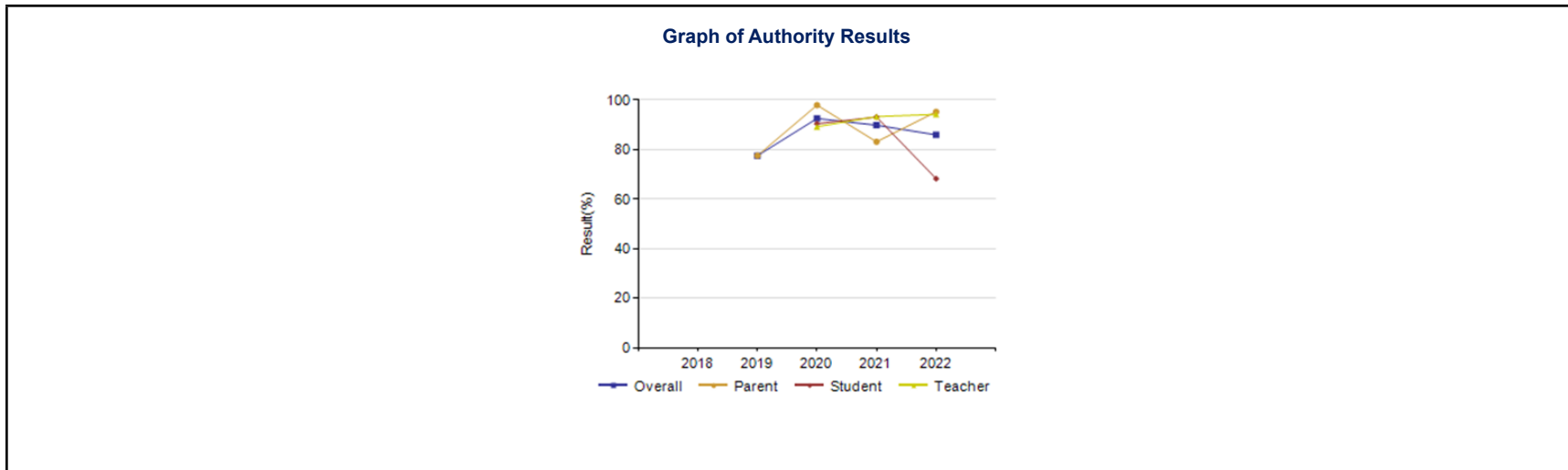
Teachers and students reported the most concerns in the areas of students following the rules and respecting each other. Collaboration and cooperation can be challenging for our neuro-diverse students, who can experience rigid thinking, demand avoidance, a strong sense of justice and tend towards unfiltered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

Areas for Growth: The SLP and OT, in partnership with Administration, are designing a social emotional program to implement during the first month of school. This social program will help strengthen executive functioning skills in the area of friendship and classroom citizenship. **This supports EP Goal: Improve on interweaving Social Emotional Learning Goals throughout the delivery of Alberta's curriculum.**

TEACHING AND LEADING

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	7	77.5	49	92.5	43	89.8	30	85.9	Intermediate	Maintained	Acceptable	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	1	*	7	77.5	8	97.9	21	83.1	7	95.2	Very High	Maintained	Excellent	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	n/a	n/a	n/a	n/a	24	90.4	12	93.1	14	68.2	Very Low	Declined	Concern	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	n/a	n/a	n/a	n/a	17	89.2	10	93.3	9	94.2	Intermediate	Maintained	Acceptable	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0



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Comments on Results

Parents and teachers reported being satisfied with the quality of education at E2 Academy. Teacher satisfaction remained steady, while parent satisfaction reflected a 12.1% increase. Student satisfaction dropped by 25%, reflected mainly in feeling their school work was not interesting and in the quality of teaching.

Areas for Growth: Learning projects, based on student individual interests, would increase student satisfaction. When students are engaged, teachers spend less time on co-regulation of behavior and are more involved in designing and delivering a program that is interesting and engaging for all students. **This supports EP Goal: Continue to embed the use of evidence based Strength & Talent based interventions.**

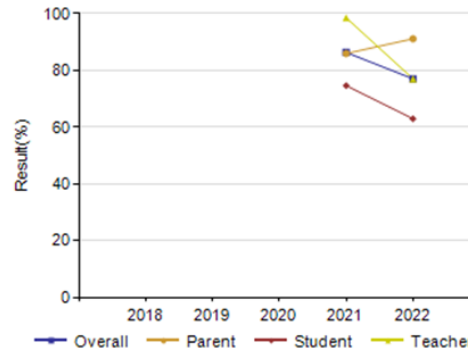
LEARNING SUPPORTS

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

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

	Authority											Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N
Overall	n/a	n/a	n/a	n/a	n/a	n/a	43	86.3	30	77.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	21	85.9	7	91.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	
Student	n/a	n/a	n/a	n/a	n/a	n/a	12	74.6	14	62.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	10	98.5	9	77.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	

Graph of Authority Results



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Comments on Results

While parents reported a slight increase in seeing E2 Academy as a welcoming, caring, respectful and safe environment, there was a decline with teachers and students in this area of 21.5% and 11% respectively.

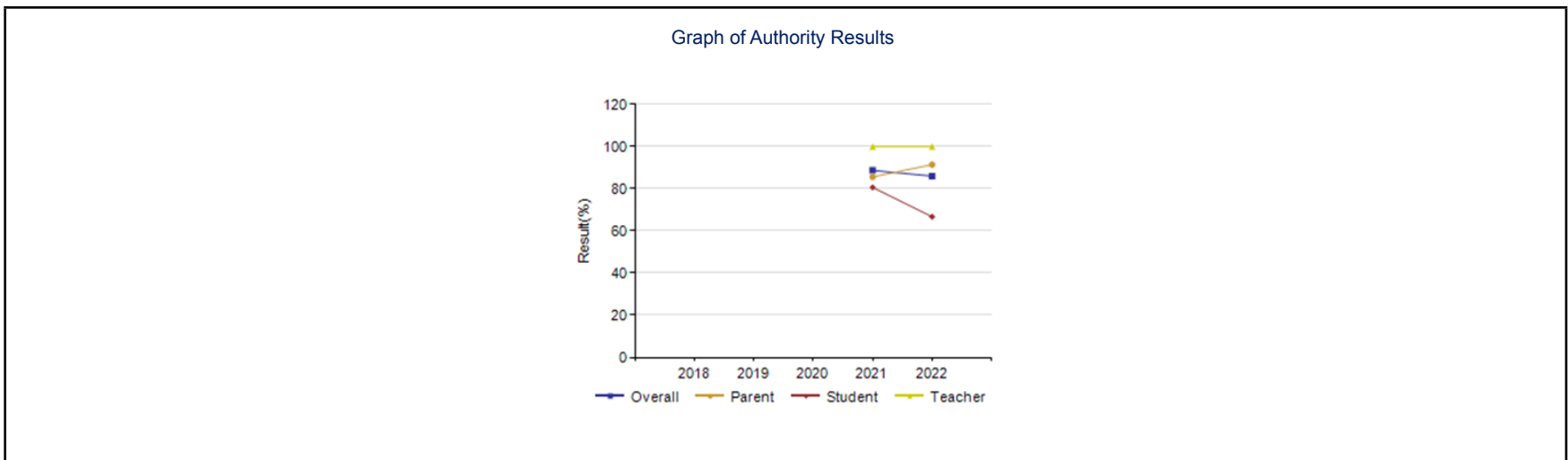
Teachers were concerned that students did not respect or care about each other. Students in Grades 4-6 were mostly concerned with being treated well by other students and feeling like they belonged. Grade 7-9 students were concerned with feeling safe at school. There were also some smaller concerns around how students treated and respected each other.

Areas of Growth: As mentioned earlier, intentional programming addressing social interactions and friendship is planned for the first month of school. Many of our students have challenges in regards to regulation, communication and problem solving skills, so increased resources and ongoing support and training throughout the school year are needed to increase a feeling of belonging and emotional safety. **This supports EP Goal: Improve on interweaving Social Emotional Learning Goals throughout the delivery of Alberta's curriculum.**

Access to Supports & Services – Measure Details

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

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	43	88.7	30	86.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	21	85.6	7	91.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	12	80.6	14	66.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	10	100.0	9	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3



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Comments on Results

E2 Academy has an onsite student support team that includes an SLP, OT, Psychometrist and Social Worker. These professionals provide ongoing learning and support for staff and students. Satisfaction percentages for student access to the appropriate supports and services at school remained steady for parents and teachers, and were either at or well above the provincial average. There was a 13.1% decrease in student satisfaction, which mostly revolved around getting help with school work at school if they needed it.

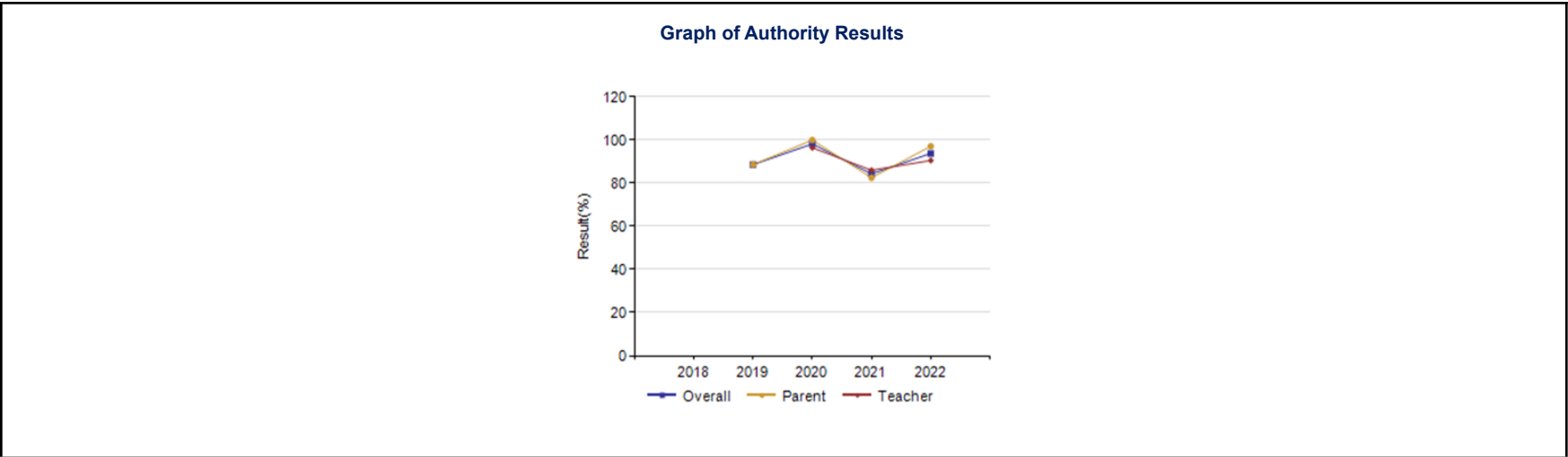
Areas for Growth: Learning Facilitators currently focus on tracking student behavior and supporting co-regulation. Learning Facilitator capacity for helping students with school work during class time should be supported through professional development and mentoring from the classroom teachers. **This supports EP Goal: Create opportunities for mentoring; Foster collaborative practice and professional learning communities.**

GOVERNANCE

Parental Involvement – Measure Details

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

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	7	88.6	25	98.2	31	84.3	16	93.8	Very High	Maintained	Excellent	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	1	*	7	88.6	8	100.0	21	82.5	7	97.1	Very High	Maintained	Excellent	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	n/a	n/a	n/a	n/a	17	96.4	10	86.0	9	90.5	High	Maintained	Good	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2



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Comments on Results

Parents and teachers reported above provincial averages in regards to parent involvement in decision making regarding their children. Parents and teachers work together on IPPs through student-led interviews. Teachers communicate with parents regarding daily happenings in the classroom through SeeSaw.

Areas for Growth: Satisfaction for “making decisions regarding your child’s school” was the lowest scored measure by parents. It would be helpful to use a survey to define “school” aspects that parents would like more involvement in, as this could refer to the physical structure, scheduling, teacher’s hired, etc. **This supports EP Goal: Create and implement an annual calendar for rollout of stakeholder surveys and focus group sessions.**

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

Measure	E2 Society for Twice-Exception			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	4.3	0.0	0.0	2.3	2.6	2.6	Intermediate	Maintained	Acceptable
In-Service Jurisdiction Needs	92.6	100.0	66.7	83.7	84.9	85.1	Very High	Improved	Excellent
Lifelong Learning	96.9	80.4	64.5	81.0	82.1	72.0	Very High	Improved Significantly	Excellent
Program of Studies	71.8	76.7	65.2	82.9	81.9	82.3	Low	Maintained	Issue
Program of Studies - At Risk Students	85.7	88.2	85.4	81.9	82.7	84.8	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	*	*	n/a	70.2	68.0	66.4	*	n/a	n/a
Safe and Caring	83.5	91.1	82.9	88.8	90.0	89.2	Intermediate	Maintained	Acceptable
Satisfaction with Program Access	77.7	79.1	60.1	72.6	71.8	74.1	High	Improved	Good
School Improvement	78.1	79.6	62.0	74.2	81.4	81.3	High	Improved	Good
Transition Rate (6 yr)	*	n/a	n/a	60.3	60.0	59.8	*	n/a	n/a
Work Preparation	86.6	80.0	84.2	84.9	85.7	83.5	Very High	Maintained	Excellent

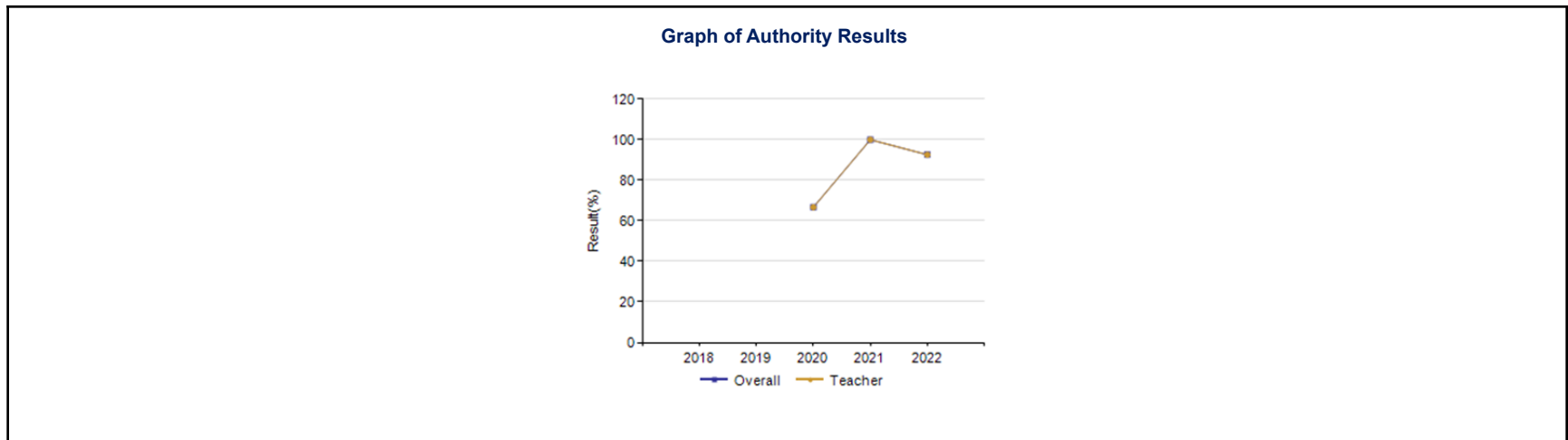
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In-Service Jurisdiction Needs– Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	17	66.7	9	100.0	9	92.6	Very High	Improved	Excellent	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7
Teacher	n/a	n/a	n/a	n/a	17	66.7	9	100.0	9	92.6	Very High	Improved	Excellent	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7



Notes:

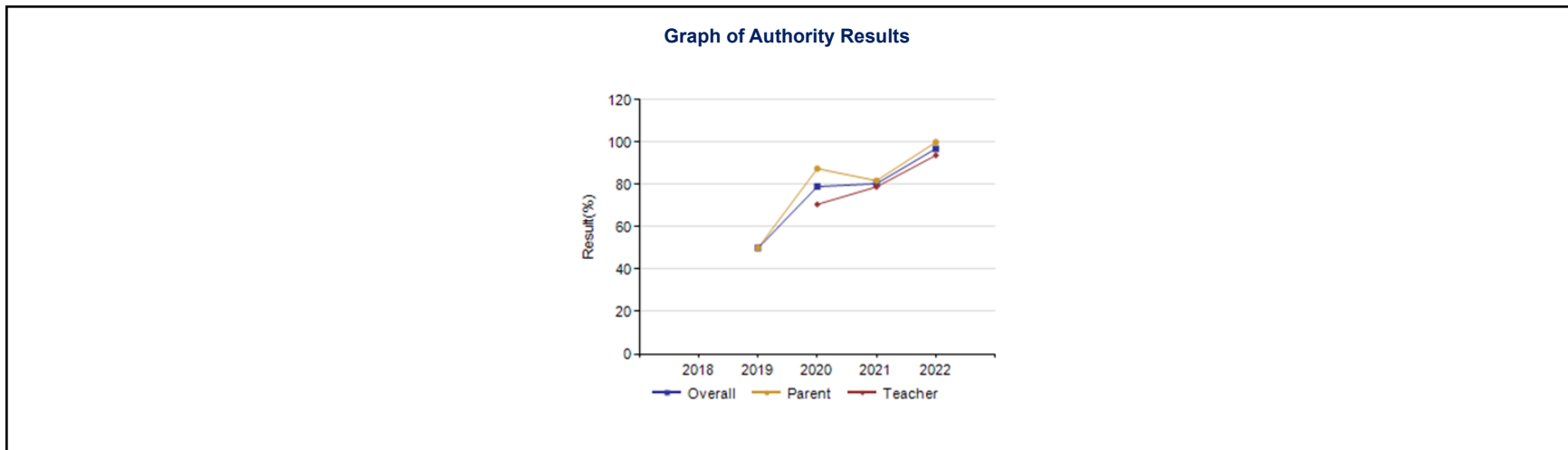
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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comments on Results

Professional development should continue to focus on addressing individual teacher professional growth needs and on-going professional growth plans. **This supports EP Goal: Maintain tracking of experience, training and ongoing professional development.**

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	7	50.0	25	79.0	30	80.4	15	96.9	Very High	Improved Significantly	Excellent	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0
Parent	1	*	7	50.0	8	87.5	20	81.8	7	100.0	Very High	Improved	Excellent	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6
Teacher	n/a	n/a	n/a	n/a	17	70.6	10	78.9	8	93.8	Very High	Improved	Excellent	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4



Notes:

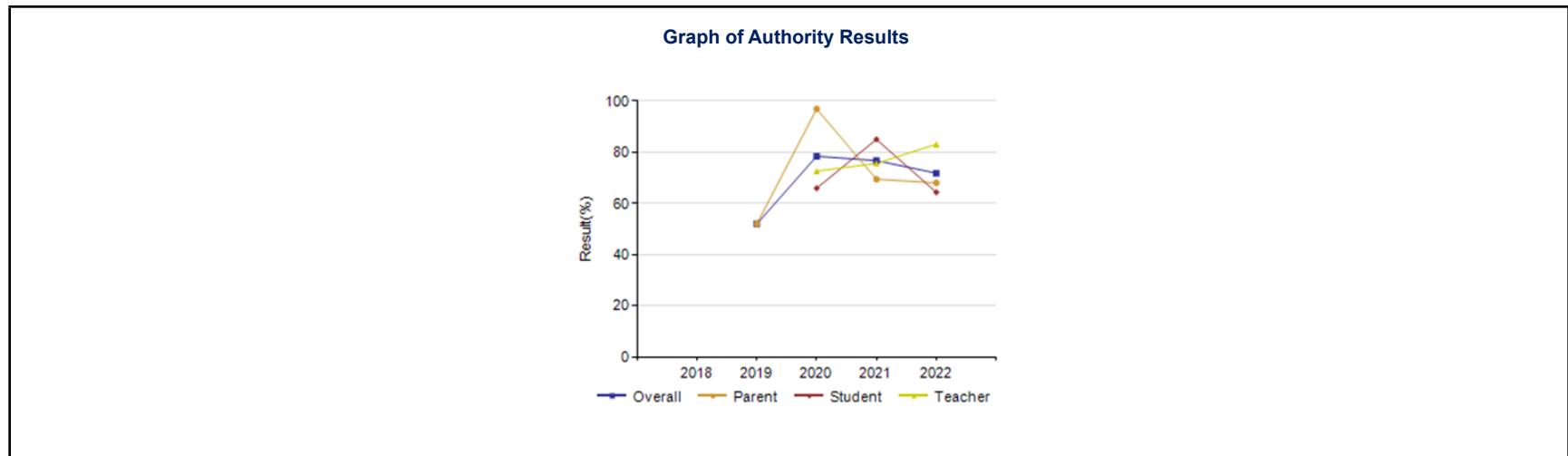
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends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

E2 Academy focuses on preparing students to successfully enter post-secondary education or the workforce and thrive in these environments through self-advocacy, self-awareness and resilience. **This supports EP Goal: Continue to embed the use of evidence based Strength & Talent based interventions.**

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	7	52.0	40	78.4	37	76.7	22	71.8	Low	Maintained	Issue	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9
Parent	1	*	7	52.0	8	96.9	21	69.4	7	68.0	Low	Maintained	Issue	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4
Student	n/a	n/a	n/a	n/a	15	65.9	6	85.0	6	64.3	Low	Maintained	Issue	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9
Teacher	n/a	n/a	n/a	n/a	17	72.6	10	75.6	9	83.1	Intermediate	Maintained	Acceptable	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3



Notes:

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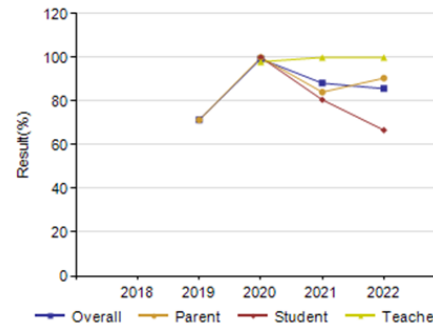
Comments on Results

Parents indicated that they would like more Music and Drama offered at the Grades 7 - 12 level. Number of respondents was not high enough for students to see a breakdown of their answers. Due to the low number of students and sensitivities to light and noise for some, this would have to be offered on an individual basis. **This supports EP Goal: Continue to embed the use of evidence based Strength & Talent based interventions.**

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	7	71.4	49	99.3	43	88.2	30	85.7	Intermediate	Maintained	Acceptable	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9
Parent	1	*	7	71.4	8	100.0	21	84.1	7	90.5	Very High	Maintained	Excellent	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3
Student	n/a	n/a	n/a	n/a	24	100.0	12	80.6	14	66.7	Very Low	Declined Significantly	Concern	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	17	98.0	10	100.0	9	100.0	Very High	Maintained	Excellent	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3

Graph of Authority Results



Notes:

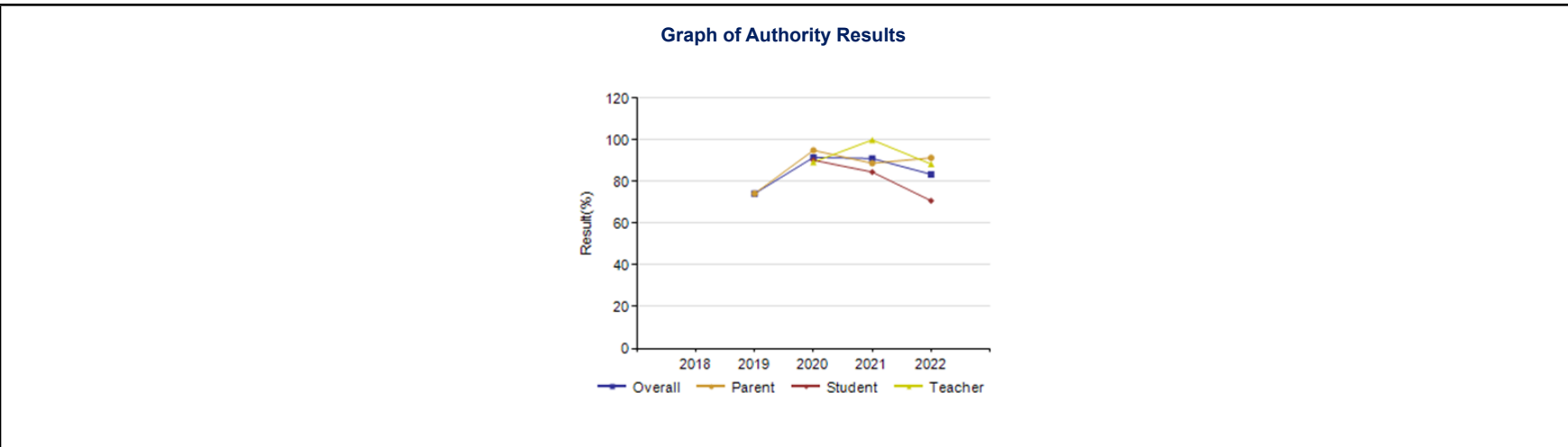
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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comments on Results

Students indicated that they would like more help with homework at school if they need it. Learning Facilitators can be trained and supported by the classroom teacher in helping students struggling with homework. **This supports EP Goal: Create opportunities for mentoring; Foster collaborative practice and professional learning communities.**

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	7	74.3	49	91.6	43	91.1	30	83.5	Intermediate	Maintained	Acceptable	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	1	*	7	74.3	8	95.0	21	88.8	7	91.4	Very High	Maintained	Excellent	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	n/a	n/a	n/a	n/a	24	90.3	12	84.6	14	70.8	Very Low	Declined	Concern	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	n/a	n/a	n/a	n/a	17	89.4	10	100.0	9	88.4	Low	Maintained	Issue	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3



Notes:

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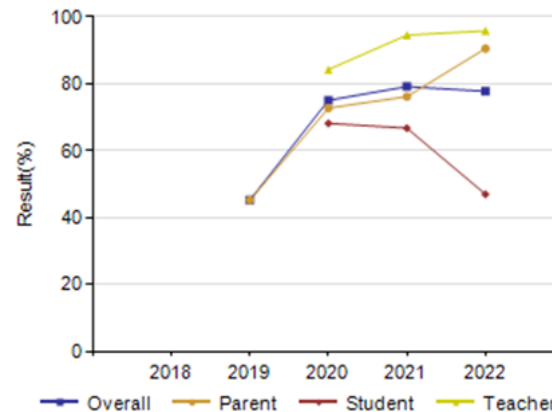
Comments on Results

Students indicated that other students did not treat them well and that they did not feel safe at school. Teachers also indicated that students did not treat each other well at school. Intentional programming that focuses on building capacity in students to make and maintain friendships needs to be implemented. **This supports EP Goal: Improve on interweaving Social Emotional Learning Goals throughout the delivery of Alberta’s curriculum.**

Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	7	45.2	49	75.0	43	79.1	30	77.7	High	Improved	Good	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6
Parent	1	*	7	45.2	8	72.7	21	76.1	7	90.5	Very High	Improved	Excellent	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4
Student	n/a	n/a	n/a	n/a	24	68.1	12	66.7	14	46.9	Very Low	Declined	Concern	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5
Teacher	n/a	n/a	n/a	n/a	17	84.2	10	94.5	9	95.8	Very High	Maintained	Excellent	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0

Graph of Authority Results



Notes:

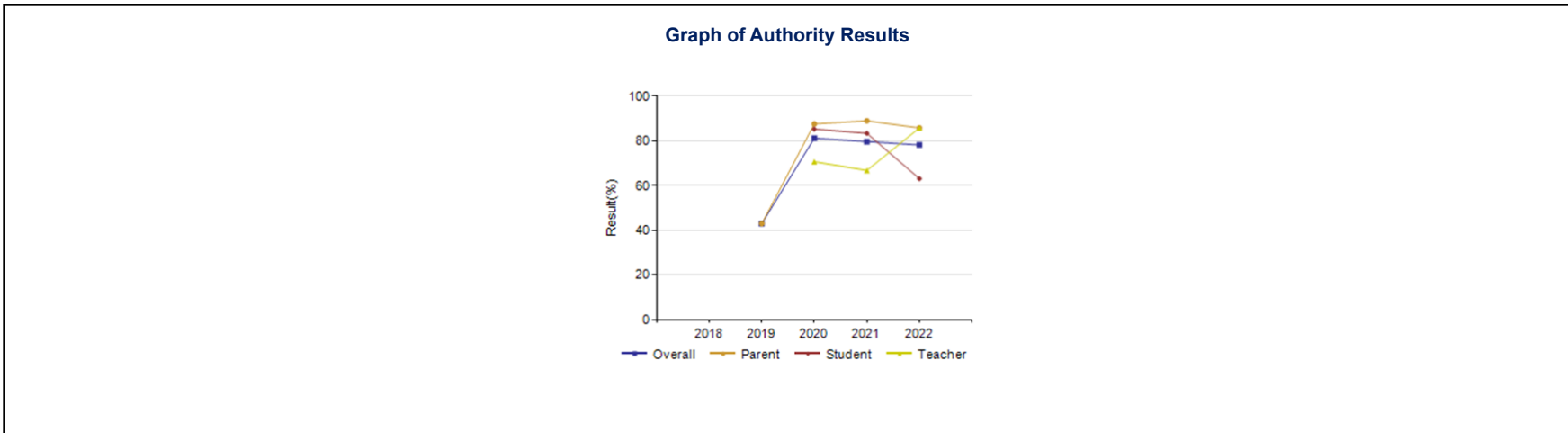
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Comments on Results

Student results showed that they do not get the help they need to access the school library. Currently the school is moving from classroom libraries to a school library to better facilitate different reading levels, varied interests, as well as maintaining a safe place to keep library materials.

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	7	42.9	49	81.1	39	79.6	27	78.1	High	Improved	Good	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2
Parent	1	*	7	42.9	8	87.5	18	88.9	7	85.7	Very High	Maintained	Excellent	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0
Student	n/a	n/a	n/a	n/a	24	85.2	12	83.3	13	63.0	Very Low	Declined	Concern	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3
Teacher	n/a	n/a	n/a	n/a	17	70.6	9	66.7	7	85.7	Very High	Maintained	Excellent	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3



Notes:

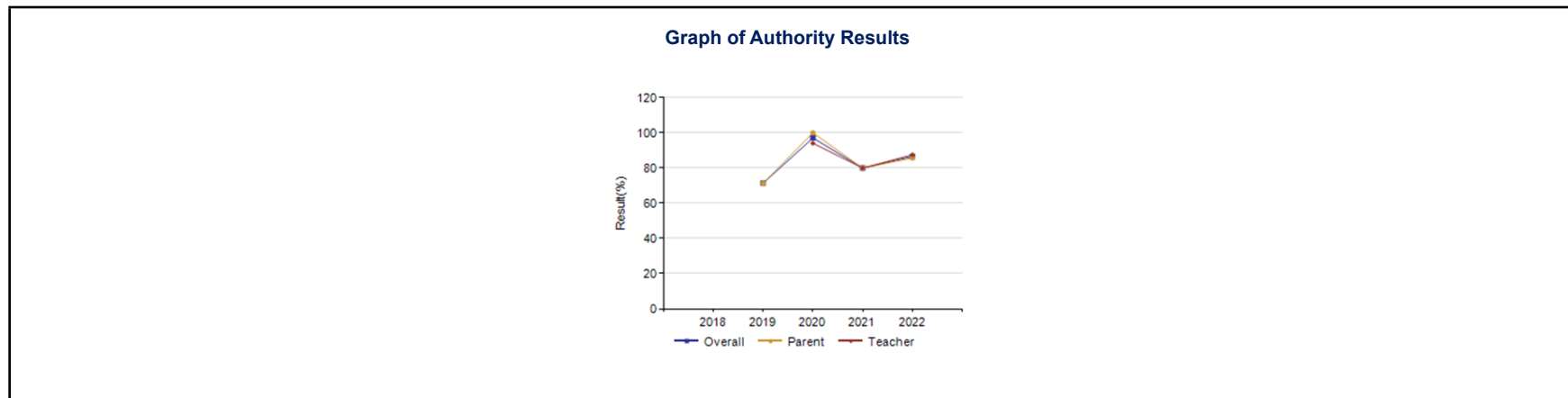
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Comments on Results

Student results showed on average, 15% did not have pride in their school. At times, students will feel that their challenges are difficult to overcome and feel frustrated that they have to go to a “special school.” At E2 Academy our messaging to our students is that their neuro-diversity is a superpower and something to celebrate. **This supports EP Goal: Continue to embed the use of evidence based Strength & Talent based interventions.**

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	7	71.4	25	97.1	30	80.0	15	86.6	Very High	Maintained	Excellent	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9
Parent	1	*	7	71.4	8	100.0	20	80.0	7	85.7	Very High	Maintained	Excellent	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3
Teacher	n/a	n/a	n/a	n/a	17	94.1	10	80.0	8	87.5	Intermediate	Maintained	Acceptable	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5



Notes:

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Comments on Results

E2 Academy focuses on preparing students to successfully enter post-secondary education or the workforce and thrive in these environments through self-advocacy, self-awareness and resilience. **This supports EP Goal: Continue to embed the use of evidence based Strength & Talent based interventions.**

Timelines and Communication

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

Whistleblower Protection

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

FINANCIAL STATEMENTS

2021 - 2022

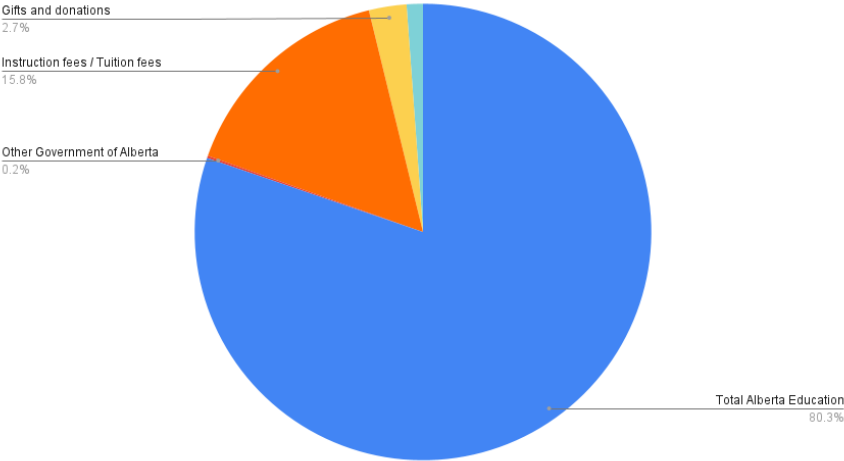
For the period September 1, 2021 to August 31, 2022

Society for Twice-Exceptional Learners

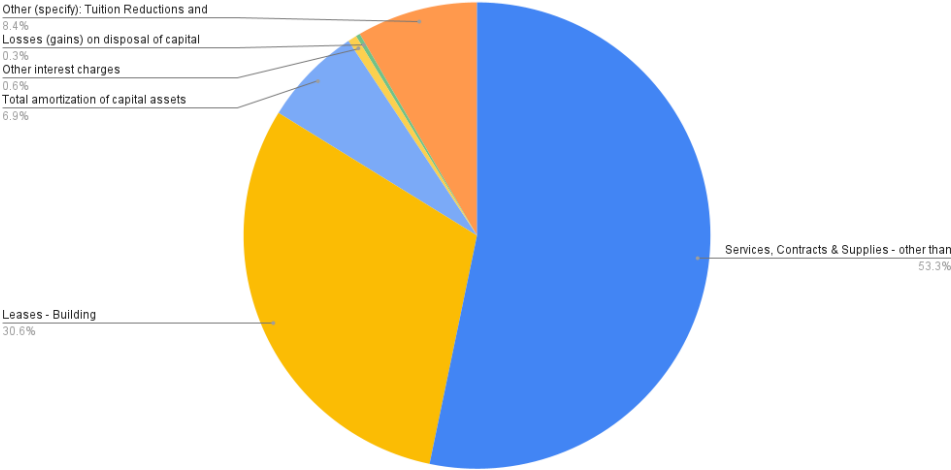
Revenue: \$1,695,038

Allocations: \$1,571,386

Revenue 2021-22 (AFS)



Allocation 2021-22 (AFS)



Society for Twice-Exceptional Learners

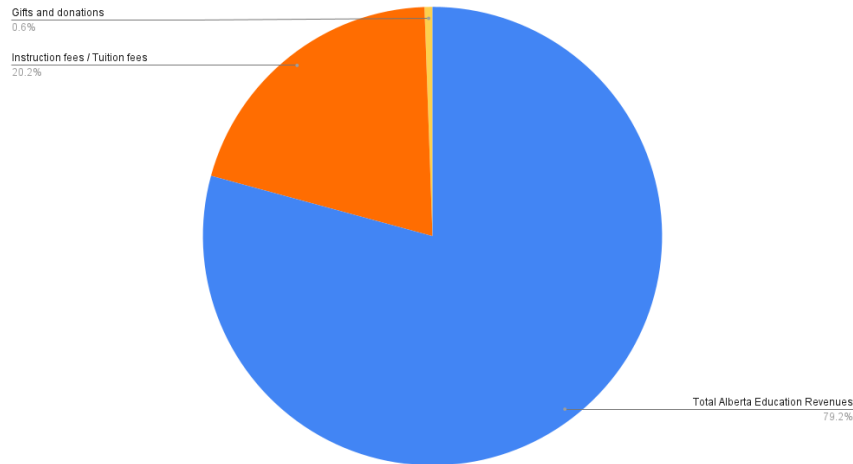
OPERATING BUDGET 2023 - 2023

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

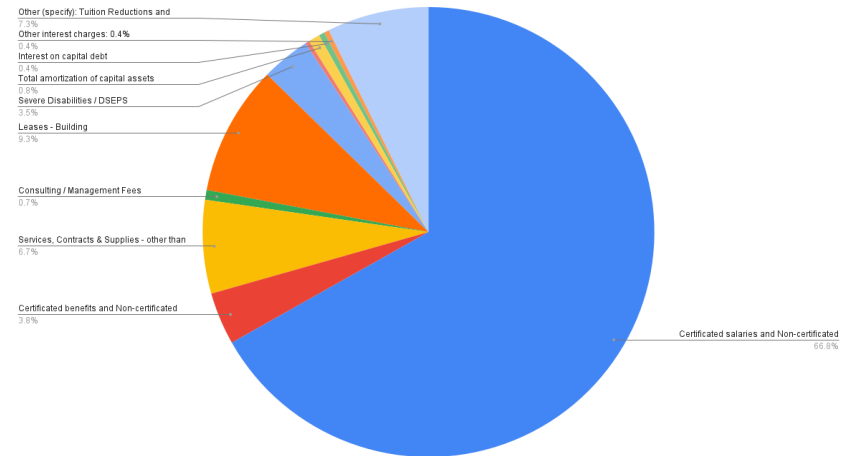
Revenue: \$1,784,529

Allocations: \$1,713,524

Revenue 2021-22



Allocations 2021-22



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

Audited statements are available upon request.
Auditor: Yates Whitaker

OPERATING BUDGET 2022 - 2023

Revenue	
Alberta Education (excluding Home Education)	-
Total Alberta Education Revenues	\$1,414,029
Instruction fees / Tuition fees	\$360,500
Gifts and donations	\$10,000
Allocation/ Expenses	
Certificated salaries and Non-certificated salaries and wages (excluding Home Education)	\$1,145,000.00
Certificated benefits and Non-certificated Benefits (excluding Home Education)	\$64,500.00
Services, Contracts & Supplies - other than Consulting / Management fees, and Leases (excluding Home Ed.)	\$115,000.00
Consulting / Management Fees	\$12,000.00
Leases - Building	\$160,024.00
Leases - Other	\$0.00
Severe Disabilities / DSEPS	\$60,000.00
Program Unit	\$5,000.00
Amortization of capital assets: From restricted funds	\$0.00
Amortization of capital assets: from unrestricted funds	\$14,000.00
Total amortization of capital assets	\$14,000.00
Interest on capital debt	\$7,000.00
Other interest charges	\$6,000.00
Losses (gains) on disposal of capital assets	\$0.00
Other (specify): Tuition Reductions and Bursaries	\$125,000.00