



ATLAS

LEARNING ACADEMY

Today's Learners, Tomorrow's Leaders

**Combined 3-Year Education Plan and
Annual Education Results
Report (AERR)**

2023/2024/2025

Message from the Board Chair

Atlas Learning Academy has established itself as a community-oriented private school that many have reported feels like a family. Atlas' team is made up of positive people with big hearts and a desire to support students along their educational journey.

Atlas Learning Academy is looking forward to continued growth and development.

Warm Regards,

Stavroula Kangles,

Chairperson of the Board.

Accountability Statement for the Annual Education Results Report

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

This Annual Education Results Report for 2022/2023 was approved by the Board on November 28th, 2023.

Stavroula Kangles,

Chairperson of the Board.



Required Alberta Education Assurance Measures - Overall Summary



Measure Evaluation Reference

Fall 2023

Authority: 0221 Atlas Learning Academy Ltd.

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 62.15	62.15 - 67.21	67.21 - 77.26	77.26 - 82.01	82.01 - 100.00
PAT: Excellence	0.00 - 10.15	10.15 - 13.39	13.39 - 17.84	17.84 - 23.74	23.74 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

1. For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Required Alberta Education Assurance Measures - Overall Summary



Measure Evaluation Reference

Fall 2023

Authority: 0221 Atlas Learning Academy Ltd.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Required Alberta Education Assurance Measures - Overall Summary

Source Data Reference

Fall 2023

Authority: 0221 Atlas Learning Academy Ltd.

Assurance Domain	Measure Evaluation	Current Result	Previous Year Result	Previous 3 Year Average	Achievement Standard Years	Last Updated
Student Growth and Achievement	Student Learning Engagement	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
	Citizenship	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2011/2012 to 2013/2014	Apr 24, 2023
	3-year High School Completion	2021/2022	2020/2021	School Years 2018/2019, 2019/2020, 2020/2021	2011/2012 to 2013/2014	Mar 22, 2023
	5-year High School Completion	2021/2022	2020/2021	School Years 2018/2019, 2019/2020, 2020/2021	2011/2012 to 2013/2014	Mar 22, 2023
	PAT: Acceptable	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 07, 2023
	PAT: Excellence	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 07, 2023
	Diploma: Acceptable	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 01, 2023
	Diploma: Excellence	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 01, 2023
Teaching & Leading	Education Quality	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2011/2012 to 2013/2014	Apr 24, 2023
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
	Access to Supports and Services	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
Governance	Parental Involvement	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2011/2012 to 2013/2014	Apr 24, 2023

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

Authority: 0221 Atlas Learning Academy Ltd.

Assurance Domain	Measure	Atlas Learning Academy Ltd.			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev3 Year Average	Current Result	Prev Year Result	Prev3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	88.0	90.1	90.1	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	93.0	89.8	91.0	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	33.3	90.0	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	6.7	0.0	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.9	94.2	94.6	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.1	92.8	92.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	88.0	92.9	92.9	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	85.1	87.5	88.7	79.1	78.8	80.3	Very High	Maintained	Excellent

Notes:

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

Student Growth and Achievement

A.6 Citizenship - Measure History

Authority: 0221 Atlas Learning Academy Ltd.

Province: Alberta

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

	Atlas Learning Academy Ltd.										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	69	91.1	81	92.2	65	93.6	69	89.8	88	93.0	Very High	Maintained	Excellent	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	10	96.0	18	88.9	12	95.0	11	85.5	14	98.6	Very High	Improved	Excellent	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	47	80.7	50	87.8	40	85.9	45	84.0	61	80.3	Very High	Maintained	Excellent	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	12	96.7	13	100.0	13	100.0	13	100.0	13	100.0	Very High	Maintained	Excellent	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

1. Our emphasis on community engagement, support for local businesses, and the introduction of A Day of Kindness has resulted in a strong overall achievement in the measure of active citizenship.
2. We continue to support both local and Canada-wide initiatives including the Airdrie Food Bank, The Alberta Children's Hospital, The Terry Fox Foundation, and The Downie-Wenjack Fund, to name a few.
3. We participate annually in neighbourhood cleanups and our students participate in monthly visits to the Airdrie Public Library. Our grade six class participates each year in the Mayor for a Day Challenge, and new this year, some of our grade 4-7 students were selected to participate in ExtraordinAirdrie, an inspiring event showcasing youth change makers in Airdrie.
4. Our Reading Buddies program has been widely received among our students as a positive, weekly experience. This program certainly allows our students to benefit from working with younger and older students alike and has developed a sense of comradery within the school community.
5. Our dedicated teachers advocate for our students to participate in exciting competitions and opportunities outside of the school. For instance, our grade 5 teacher entered our students in an environmental challenge with the City of Airdrie, and our school was awarded a \$500 grant to support the efforts in developing a composting system for our school. This was quite an achievement for our school, resulting in pride among our community. Other examples include participation and success in the APEGA Science Olympics, and twice our music teacher entered our school in the CBC Classroom Music Challenge.
6. Each month one teacher and their class is responsible for creating a virtue board that is connected to the Seven Sacred Teachings and includes an activity that every single student contributes to, resulting in meaningful learning opportunities and connections.
7. Our monthly Atlas awards assemblies highlight successes for individual students who are acknowledged in front of their peers for efforts in academics, perseverance, respect and kindness for others.
8. We encourage students to showcase community-based involvement by adding to our Atlas in the Community board.
9. Each year we host an Annual Cultural Day fair that invites families to share traditional recipes, artifacts, clothing and more. This event always brings a warm sense of community and belonging to our school.

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. 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.

Student Growth and Achievement



S.1 Student Learning Engagement - Measure History

Authority: 0221 Atlas Learning Academy Ltd.

Province: Alberta

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

	Atlas Learning Academy Ltd.										Measure Evaluation			Alberta										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N
Overall	n/a	n/a	n/a	n/a	65	87.7	69	90.1	88	88.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	12	91.7	11	97.0	14	92.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	40	71.5	45	73.4	61	71.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	13	100.0	13	100.0	13	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

1. Weekly updates provided to families via ClassDojo allows insights into student learning and engagement. Feedback from our families about the use of this app for communication and classroom photos has been very positive.
2. Our monthly newsletter highlights curriculum related growth and experiences for every classroom. This provides parents with the ability to see what is happening within all classrooms at Atlas.
3. Our students are eager to learn and develop strong connections with their teachers and all team members within such a small environment, which in turn supports the strong, encouraging results from our students on this measure.

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.

PAT Results By Number Enrolled Measure History

Authority: 0221 Atlas Learning Academy Ltd.

Province: Alberta

	Atlas Learning Academy Ltd.					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	12	n/a	n/a	10	15	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
Acceptable Standard %	91.7	n/a	n/a	90.0	33.3	Very Low	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	33.3	n/a	n/a	0.0	6.7	Very Low	n/a	n/a	20.8	n/a	n/a	17.7	16.0

1. Due to the Provincial breach that occurred during the writing of the PATs during the 2021-2022 school year, our school was required to select alternate testing dates because the pre-selected dates did not align with our school calendar. In order to do this the students had to use Alberta Education’s NEW digital platform to take the PAT exams. Our students were impacted in the following ways:
 - a. Not enough time for students to practice on the new digital platform
 - i. Teacher felt finishing the curriculum was the priority over participating in practice tests
 - b. Issues with submitting online responses
 - i. Many students received messages saying “Incomplete-not submitted” when trying to submit responses
 - c. Tech issues
 - i. Students were unfamiliar with the platform
 - ii. Teacher was unfamiliar with the platform
 - d. The Math PAT presented challenges to work through problems
 - i. Booklets were not provided for students; loose-leaf paper was used
 - ii. Students were not accustomed to using two formats (paper & pencil along with computers) to submit answers
2. Students were not accustomed to taking multiple-choice tests.
 - a. The recommended Math programming by Alberta Education, JUMP Math, does not provide multiple choice testing.

Strategies:

1. Beginning in grade 5, teachers will teach students how to take multiple-choice tests.
2. Teachers will create multiple choice tests for all subjects.
3. Grade 6 teacher will utilize the online practice tests provided.
4. Teachers will familiarize themselves with the online platform prior to test dates.
5. Teachers will ensure students practice using both paper and online platforms when taking tests.

Notes:

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

Teaching & Leading

A.4 Education Quality - Measure History

Authority: 0221 Atlas Learning Academy Ltd.

Province: Alberta

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

	Atlas Learning Academy Ltd.										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	69	96.1	81	95.0	65	91.1	69	94.2	88	92.9	Very High	Maintained	Excellent	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	10	96.7	18	96.3	12	87.5	11	90.9	14	90.5	Very High	Maintained	Excellent	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	47	91.5	50	88.6	40	89.6	45	91.6	61	90.9	Very High	Maintained	Excellent	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	12	100.0	13	100.0	13	96.1	13	100.0	13	97.4	High	Maintained	Good	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

We continue to maintain strong overall results in Education Quality thanks to our dedicated teachers, professional development opportunities, and the ability to create deeper learning engagement with our small class sizes.

Strategies:

1. Teachers will engage in 3-5 PD opportunities each year, some collectively to address school-wide goals and others to support individual Professional Growth Plans
2. Teachers and team members model appropriate social and communication skills and safe behaviours, including using respectful language, both verbal and non-verbal
3. Teachers and team members respect, celebrate and honour the diversity of all cultures
4. Teachers and team members follow the Alberta Programs of Study
5. Teachers will engage in creative learning opportunities where possible, including APEGA Science Olympics, CBC Music Classroom Challenge, Environmental Challenges with the City of Airdrie, Drama Club, and welcoming Knowledge Keepers to support learning, to name a few.
6. Maintaining class sizes of 16 students to ensure opportunities for one-on-one learning
7. Open lines of communication between teachers, administration and parents are met providing weekly and monthly emails and newsletters and opportunities to attend monthly Parent Council meetings.
8. Teachers are required to submit annually to administration Teacher Professional Growth Plans, Long Range Plans, Unit Plans, Lesson Plans and Sub Plans. TPGPs are reviewed and updated each term.
9. Teachers are required to submit Personal Growth Plans to encourage them to meet their own goals to help support a balance between home and work life.
10. Teachers are formally evaluated 1 to 2 times per year by the principal.

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.

Learning Supports

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

Authority: 0221 Atlas Learning Academy Ltd.

Province: Alberta

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

	Atlas Learning Academy Ltd.										Measure Evaluation			Alberta										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	65	93.6	69	92.8	88	94.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	12	95.8	11	90.8	14	98.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	40	85.0	45	87.7	61	85.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	13	100.0	13	100.0	13	98.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

1. Clear rules and policies for teachers, team members, students and parents to maintain a safe school environment
2. Maintain and update our school policies and procedures annually to remain current on the needs of our school community
3. Continue to educate our students on how to be caring, safe and respectful by having them participate in our programs such as the monthly virtues program, Pink Shirt Day, Annual Cultural Day, raising funds for the Airdrie Food Bank, creating cards for local seniors, participating in A Day of Kindness.
4. Teachers will model appropriate respectful, caring, and safe behaviour for all students to emulate
5. Team members attend PD opportunities to support the mental health of our students.
6. Monthly fire and lockdown drills
7. Teachers will respect the diversity of all cultures
8. Ensure an open line of communication between teachers, administration and parents
9. Parent Council supports parent needs and help relay questions, concerns, or suggestions to the school administration and board. They also support any needs the school may have by organizing and hosting fundraisers and school events to bring the school community together.
10. Teachers and administration demonstrate an invitation to parental suggestions and opinions and provide prompt, meaningful feedback.
11. Teachers will model and maintain an expectation of success by developing student organizational skills, responsible behaviour, a strong work ethic and respectful demeanor.
12. Administration will provide informative communication to parents prior to requesting survey participation detailing the significance of the upcoming survey, and invite them to approach us with any questions or concerns.
13. Work to improve the level of transparency for our parents so that they are informed about any changes and improvements to the school building and programming by updating them regularly on the progress of such changes through regular emails and continual invitations to attend monthly parent council meetings.

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.

H.1 Access to Supports and Services - Measure History

Authority: 0221 Atlas Learning Academy Ltd.

Province: Alberta

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

	Atlas Learning Academy Ltd.										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	65	88.8	69	92.9	88	88.0	n/a	Declined	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	12	78.3	11	84.6	14	77.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	40	89.8	45	94.0	61	85.9	n/a	Declined	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	13	98.4	13	100.0	13	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

1. Renfrew Educational Services provides Expanding Learner Supports a 3-year grant with AISCA to provide small group and wholeclass support in Occupational Therapy, Speech Therapy and Psychology.
 - a. Speech therapists provide classroom and small group sessions twice monthly
 - b. Occupational therapists provide classroom and small group sessions twice monthly
 - c. Psychologists provide up to 3 psychoeducational assessments per year
2. The decline in this measure from parents may be attributed to a lack of awareness of the supports our school currently has in place.

Strategy:
School administration will update families on the partnership with Renfrew Educational Services
3. In recognition of a continued need to increase the support of our students' mental health needs, we have introduced Open Parachute, a curriculum-aligned health program that addresses age-appropriate challenges our students may be facing and provides strategies for how to handle such challenges.
 - a. A helpful feature of this program is access to parent resources.
 - b. Open Parachute offers monthly mental well-being sessions for educators.

Strategy:
School administration will update families about the use of this program, so that they are aware of the impact it is making on their children's well-being.
4. Our IPP process continues to include regularly scheduled meetings including the homeroom teacher, principal, parents and IPP coordinator 3 times per year.
5. IPPs highlight coordinated supports in place for student learning needs

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.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful.

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)

1. Increase awareness of traditional Indigenous culture through the Social Studies curriculum, field trips and invitations for Knowledge Keepers to join our annual Cultural Day.
2. Enroll teachers and team members in professional development that is offered through the Consortium, AISCA or Alberta Education.
3. Participation in the school-wide Seven Sacred Teachings monthly virtue project.
4. Teachers will discover and incorporate Indigenous artists into their art curriculum
5. Teachers will incorporate weekly Sharing Circles into their curriculum
6. Teachers will revisit the meaning behind our participation in Walk for Wenjack and track their class progress throughout the school year.
7. School community will host an assembly in honour of National Day for Truth and Reconciliation.
8. School community will participate in National Indigenous Peoples' Day for one week in June with immersive, cross-curricular experiences.
9. School will purchase and showcase Indigenous text, artwork and artifacts in the school library.

Governance

C.1 Parental Involvement - Measure History

Authority: 0221 Atlas Learning Academy Ltd.

Province: Alberta



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

	Atlas Learning Academy Ltd.										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	22	88.5	31	89.9	25	84.9	24	87.5	27	85.1	Very High	Maintained	Excellent	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	10	78.7	18	79.8	12	75.9	11	79.6	14	70.1	High	Maintained	Good	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	12	98.3	13	100.0	13	93.8	13	95.4	13	100.0	Very High	Maintained	Excellent	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

1. Maintain and update our school policies and procedures to reflect the needs of an ever-changing school environment
2. Teachers, team members, students and parents will work together to ensure a safe and caring environment
3. Encourage and value open lines of communication between teachers, administration and parents by providing weekly and monthly emails and newsletters and opportunities to attend monthly Parent Council meetings.
4. Invite parents to participate in on-and off-campus volunteering opportunities
5. Work to improve the level of transparency for our parents so that they are informed about any changes and
6. improvements to the school building and programming by updating them regularly on the progress of such changes through regular emails and continued invitations to attend monthly parent council meetings.
7. Invite parents to complete the Annual Assurance Survey and an Internal Annual Parent Survey. Results of the surveys are used to update and set priorities in the Education Plan.
8. Parents are informed of the results of the surveys by email and through our website.

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.

Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2023

Authority: 0221 Atlas Learning Academy Ltd.

Measure	Atlas Learning Academy Ltd.			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	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.5	2.3	2.5	n/a	n/a	n/a
In-Service Jurisdiction Needs	100.0	100.0	100.0	82.2	83.7	84.3	Very High	Maintained	Excellent
Lifelong Learning	82.5	86.7	80.8	80.4	81.0	76.8	Very High	Maintained	Excellent
Program of Studies	88.1	92.5	91.1	82.9	82.9	82.6	Very High	Maintained	Excellent
Program of Studies - At Risk Students	86.1	91.3	91.0	81.2	81.9	83.4	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	71.9	70.2	68.3	n/a	n/a	n/a
Safe and Caring	95.2	95.3	95.8	87.5	88.8	89.1	Very High	Maintained	Excellent
Satisfaction with Program Access	84.2	89.2	86.6	72.9	72.6	73.9	Very High	Maintained	Excellent
School Improvement	89.5	84.7	87.8	75.2	74.2	77.9	Very High	Maintained	Excellent
Transition Rate (6_yr)	n/a	n/a	n/a	59.7	60.3	60.2	n/a	n/a	n/a
Work Preparation	84.6	95.5	93.0	83.1	84.9	84.5	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

D.6 In-Service Jurisdiction Needs

Measure History

Authority: 0221 Atlas Learning Academy Ltd.

Province: Alberta

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.

	Atlas Learning Academy Ltd.										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	10	100.0	13	100.0	13	100.0	13	100.0	13	100.0	Very High	Maintained	Excellent	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	10	100.0	13	100.0	13	100.0	13	100.0	13	100.0	Very High	Maintained	Excellent	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2

Our strong result is reflective of a purposeful approach to providing tangible, insightful and helpful PD opportunities for our teachers. Teachers are encouraged to participate in professional development opportunities that support their individual TPGP goals in addition to school-wide PD. Examples include the AISCA Teacher’s Convention, Open Parachute, University of Alberta Indigenous Studies course.

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.

A.7 Lifelong Learning

Measure History

Authority: 0221 Atlas Learning Academy Ltd.

Province: Alberta

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

	Atlas Learning Academy Ltd.										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	22	68.3	30	75.0	24	73.7	24	86.7	27	82.5	Very High	Maintained	Excellent	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4
Parent	10	66.7	17	50.0	12	52.9	11	73.3	14	65.0	Intermediate	Maintained	Acceptable	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4
Teacher	12	70.0	13	100.0	12	94.4	13	100.0	13	100.0	Very High	Maintained	Excellent	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3

1. Our focus on citizenship and community involvement support a higher rate of growth in the years to come
2. Our school does not include high school grades so it is possible our parents are not able to see the lifelong learning aspect of our program for their young children.
3. We will include this question in our annual in-school survey in order to gain further perspective from parents.

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.

A.1b Program of Studies

Measure History

Authority: 0221 Atlas Learning Academy Ltd.

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.

	Atlas Learning Academy Ltd.										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	34	86.8	51	89.7	40	81.2	35	92.5	41	88.1	Very High	Maintained	Excellent	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9
Parent	10	91.3	18	89.2	12	65.5	11	85.0	14	82.4	Very High	Maintained	Excellent	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2
Student	12	74.5	20	81.9	15	80.2	11	92.6	14	83.8	Very High	Maintained	Excellent	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4
Teacher	12	94.8	13	98.1	13	97.9	13	100.0	13	98.0	Very High	Maintained	Excellent	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3

1. One dedicated physical education teacher for JK-8 who will provide consistent and age-appropriate programming
2. One dedicated music teacher for JK-8 provides consistent and age-appropriate programming, including performance opportunities.
3. Parent council continues to support the purchase of new gym and music equipment to maintain enriched programming.
4. Weekly club opportunities led by teachers include coding, sewing, book clubs, and drama. These optional clubs have been well-received by our school community.

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.

B.3 Program of Studies - At Risk Students

Measure History

Authority: 0221 Atlas Learning Academy Ltd.

Province: Alberta

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	Atlas Learning Academy Ltd.										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	69	81.6	81	90.7	65	88.3	69	91.3	88	86.1	Intermediate	Maintained	Acceptable	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2
Parent	10	69.0	18	81.5	12	77.8	11	80.0	14	72.5	Low	Maintained	Issue	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7
Student	47	78.8	50	90.8	40	89.8	45	94.0	61	85.9	High	Declined	Acceptable	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	12	97.1	13	100.0	13	97.4	13	100.0	13	100.0	Very High	Maintained	Excellent	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9

1. Unfortunately, only 2 families within our grade 7-9 cohort responded to this survey, and a significant number of parents from the grade 4-6 cohort answered “don’t know” to the questions within this domain. We do not feel this is reflective of the majority of our families. More parent engagement with the survey should provide more accurate results.

Strategy:

Inviting parents to complete the survey in person will improve overall engagement. School administration will host a 'Coffee & Donuts' open house invitation for parents to come into the school library and complete the upcoming online survey in person. Administration will be available to connect and answer any questions that parents may have.

2. Our strong student response to this measure indicates that they feel supported at school.

Strategy:

While working together with the student and family is our first priority, we work hard to accommodate student needs and when necessary we will outsource to contractors who may be better equipped to assist with specific student needs.

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.

B.4 Safe and Caring

Measure History

Authority: 0221 Atlas Learning Academy Ltd.

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.

	Atlas Learning Academy Ltd.										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	69	95.0	81	96.2	65	94.6	69	95.3	88	95.2	Very High	Maintained	Excellent	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	10	100.0	18	94.4	12	95.0	11	94.4	14	97.1	Very High	Maintained	Excellent	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	47	84.9	50	94.3	40	88.8	45	91.6	61	90.0	Very High	Maintained	Excellent	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	12	100.0	13	100.0	13	100.0	13	100.0	13	98.5	Very High	Maintained	Excellent	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0

1. Monthly virtues, Seven Sacred Teachings, school-wide Walks for Wenjack, Reading Buddies, Atlas Awards and lunch time clubs support these strong results.
2. Our school prides itself on an environment of respect, accountability and kindness which is reflected in these results.
3. An amicable environment that demonstrates respect and positivity among its team players is modeled for our students on a daily basis.
4. Teachers who encourage their students to think of the school as a community and how to contribute positively to that community have impacted this strong result.

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.

B.2 Satisfaction with Program Access

Measure History

Authority: 0221 Atlas Learning Academy Ltd.

Province: Alberta

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

	Atlas Learning Academy Ltd.										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	69	71.3	81	84.0	64	77.0	69	89.2	87	84.2	Very High	Maintained	Excellent	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9
Parent	10	60.7	18	76.5	11	64.9	11	84.6	14	82.9	Very High	Maintained	Excellent	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4
Student	47	76.6	50	75.4	40	67.8	45	84.4	60	72.6	Low	Maintained	Issue	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3
Teacher	12	76.6	13	100.0	13	98.4	13	98.5	13	97.1	Very High	Maintained	Excellent	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0

1. In review of student responses, 50% of students selected 'No' when asked, "At school can you get the help you need with deciding what courses you take?"
 - a. This is reflective of the school model that we use for our options courses. Students participate in up to four pre-determined options courses per year. This is likely different from how larger schools offer their options courses to their students.
2. In review of student responses, 31% of students selected 'Don't Know' when asked, "At school can you get the help you need with planning for a career?"
 - a. This is reflective of the age group (9-13 years) of the children within this cohort at our school, most of whom are not preparing for a career.
 - b. CTF courses include financial literacy, resume preparation, coding, and building a business to name a few.
 - c. Our young students may not realize these courses are in fact exposing them to future career options.
 - d. Teachers will be more explicit in communicating the long-term, future value of engaging in such courses.

Strategy:

- Teachers will be more explicit in communicating the long-term, future value of engaging in such courses.
- At the beginning of the year, teachers will explain why our options courses are arranged the way they are, so that students are not confused about why they do not have the autonomy to select their options courses.

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.

E.2 School Improvement

Measure History

Authority: 0221 Atlas Learning Academy Ltd.

Province: Alberta

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.

	Atlas Learning Academy Ltd.										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	67	78.7	81	91.0	64	83.6	69	84.7	87	89.5	Very High	Maintained	Excellent	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	10	100.0	18	88.9	11	72.7	11	72.7	14	85.7	Very High	Maintained	Excellent	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	47	76.1	50	84.2	40	85.7	45	81.3	60	82.7	Very High	Maintained	Excellent	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	10	60.0	13	100.0	13	92.3	13	100.0	13	100.0	Very High	Maintained	Excellent	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0

1. Strong results from all cohorts indicates overall satisfaction with the programming we offer at Atlas.

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.

A.8 Work Preparation

Measure History

Authority: 0221 Atlas Learning Academy Ltd.

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.

	Atlas Learning Academy Ltd.										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	21	85.5	29	90.6	24	87.5	24	95.5	26	84.6	High	Maintained	Good	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1
Parent	10	80.0	16	81.3	12	75.0	11	90.9	13	69.2	High	Declined	Acceptable	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0
Teacher	11	90.9	13	100.0	12	100.0	13	100.0	13	100.0	Very High	Maintained	Excellent	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3

63% of our parents in grade 4-6 responded that they are Very Satisfied or Satisfied that their child is taught attitudes and behaviours to be successful at work when they leave school.

- i. Unfortunately, the cohort of parents answering on behalf students who are more likely to enter the workforce (grade 7 and 8; 12-13 years) was too low to be represented in our overall results.
- ii. Team spirit and respect are attitudes and behaviours that are encouraged on a daily basis at Atlas.
- iii. Monthly Atlas Awards recognize students for their positive contributions to the school community.

Strategy:

Inviting parents to complete the survey in-person will improve overall engagement. School administration will host a 'Coffee & Donuts' open house invitation for parents to come into the school library and complete the upcoming online survey in-person. Administration will be available to connect and answer any questions that parents may have.

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.

Grade 1

Castles and Coltheart 3 (CC3) Assessment English-Grade 1-CC3 Overall Performance-School Report-June 2023

2 Students Completed

Comparison of January 2023 and June 2023 Administrations by Grade

		June 2023		
		At-Risk	Not At-Risk	Total
January 2023	At-Risk	1	1	2
	Not At-Risk	0	0	0
	Total	1	1	2

1	Students At-Risk in both administrations
1	Students At-Risk in January and Not At-Risk in June
0	Students Not At-Risk in January and At-Risk in June
0	Students Not At-Risk in both administrations

Note: A detailed breakdown of the performances can be found in SFX

1. Literacy: 100% of students were assessed 'not at-risk'.
 - a. This can be attributed to the strong literacy-based approach in our full-day ECS and grade one programming. This includes:
 - i) Jolly Phonics
 - ii) Handwriting Without Tears
 - iii) School Home Reading Program Beginning in Kindergarten
 - iv) Weekly Spelling Tests Beginning in Grade One
 - v) PM Benchmark Assessment Program Beginning in Kindergarten

Grade 1

Numeracy Screening Assessments-Grade 1-Weighted Total Score Outcome-School Report-June 2023

1 Students Completed

Comparison of January 2023 and June 2023 Administrations by Grade

		June 2023		
		At-Risk	Not At-Risk	Total
January 2023	At-Risk	0	1	1
	Not At-Risk	0	0	0
	Total	0	1	1
	Total	0	1	1

- 0 Students At-Risk in both administrations
- 1 Students At-Risk in January and Not At-Risk in June
- 0 Students Not At-Risk in January and At-Risk in June
- 0 Students Not At-Risk in both administrations

Note: A detailed breakdown of the performances can be found in SFX

1. Math: 12% of students were assessed ‘at-risk’ in January. 0.6% were assessed ‘at-risk’ in June.
 - a. This can be attributed to the continuity of math programming beginning in kindergarten.
 - i. Jump Math Begins in Kindergarten
2. Improvement can be attributed to the following:
 - i. Continuity of math programming beginning in kindergarten; Jump Math
 - ii. Low teacher-student ratio results in more opportunity for enrichment
 - iii. Teachers attend annual Jump Math PD

Grade 2 Castles and Coltheart 3 (CC3) Assessment English-Grade 2-CC3 Overall Performance-School Report-June 2023

1 Students Completed

Comparison of September 2022 and June 2023 Administrations by Grade

		June 2023		
		At-Risk	Not At-Risk	Total
September 2022	At-Risk	0	1	1
	Not At-Risk	0	0	0
	Total	0	1	1

- 0 Students At-Risk in both administrations
- 1 Students At-Risk in September and Not At-Risk in June
- 0 Students Not At-Risk in September and At-Risk in June
- 0 Students Not At-Risk in both administrations

Note: A detailed breakdown of the performances can be found in SFX

Grade 2 Letter Name-Sound (LeNS) Assessments English-Grade 2-LeNS Overall Performance-School Report-June 2023

3 Students Completed

Comparison of September 2022 and June 2023 Administrations by Grade

		June 2023		
		At-Risk	Not At-Risk	Total
September 2022	At-Risk	0	3	3
	Not At-Risk	0	0	0
	Total	0	3	3

- 0 Students At-Risk in both administrations
- 3 Students At-Risk in September and Not At-Risk in June
- 0 Students Not At-Risk in September and At-Risk in June
- 0 Students Not At-Risk in both administrations

Note: A detailed breakdown of the performances can be found in SFX

1. Literacy: 100% of students were assessed 'not at-risk'.
 - a. This can be attributed to the strong literacy-based approach in our programming. This includes:
 - i. Jolly Phonics
 - ii. Handwriting Without Tears
 - iii. School Home Reading Program Beginning in Kindergarten
 - iv. Weekly Spelling Tests Beginning in Grade One
 - v. PM Benchmark Assessment Program Beginning in Kindergarten
 - vi. Empowering Writers

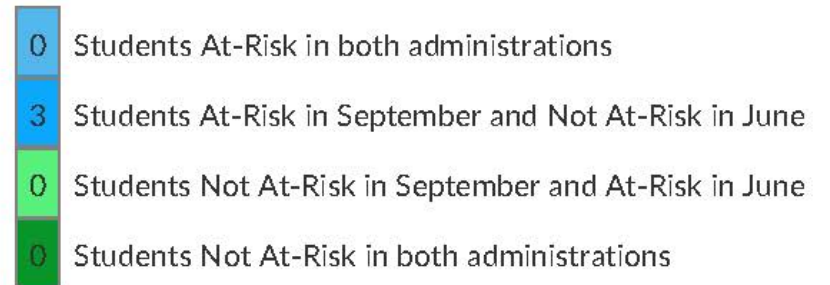
Grade 2

Numeracy Screening Assessments-Grade 2-Weighted Total Score Outcome-School Report-June 2023

3 Students Completed

Comparison of September 2022 and June 2023 Administrations by Grade

		June 2023		
		At-Risk	Not At-Risk	Total
September 2022	At-Risk	0	3	3
	Not At-Risk	0	0	0
	Total	0	3	3

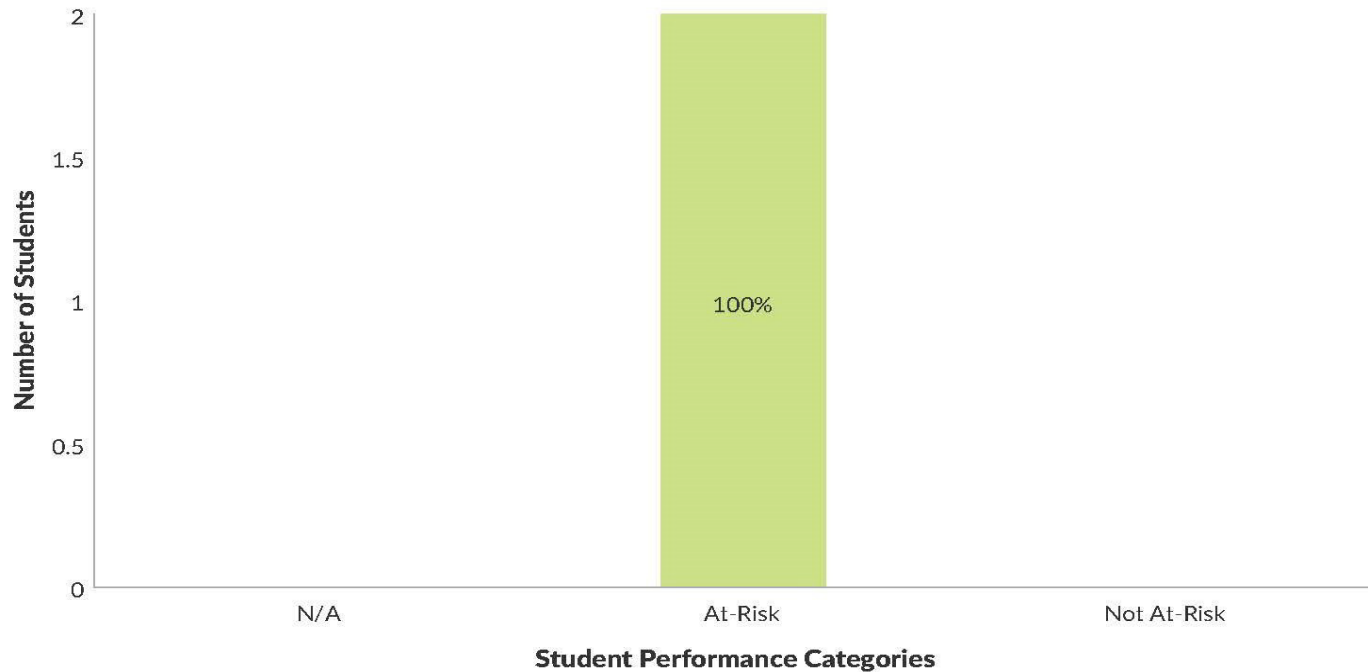


Note: A detailed breakdown of the performances can be found in SFX

- 2. Math: 100% of students were assessed 'not at-risk'.
 - a. This can be attributed to the continuity of math programming at Altas.
 - i. Jump Math Begins in Kindergarten
 - ii. Teachers attend annual Jump Math PD

Grade 3

Castles and Colheart 3 (CC3) Assessment English-Grade 3-CC3 Overall Performance-Class Report-June 2023



1. Literacy: 100% of students were assessed 'not at-risk'.
 - a. This can be attributed to the strong literacy-based approach in our programming. This includes:
 - i. Jolly Phonics
 - ii. Handwriting Without Tears
 - iii. School Home Reading Program Beginning in Kindergarten
 - iv. Weekly Spelling Tests Beginning in Grade One
 - v. PM Benchmark Assessment Program Beginning in Kindergarten
 - vi. Empowering Writers

Grade 3

Numeracy Screening Assessments-Grade 3-Weighted Total Score Outcome-School Report-June 2023

2 Students Completed

Comparison of September 2022 and June 2023 Administrations by Grade

		June 2023		
		At-Risk	Not At-Risk	Total
September 2022	At-Risk	0	0	0
	Not At-Risk	0	2	2
	Total	0	2	2

- 0 Students At-Risk in both administrations
- 0 Students At-Risk in September and Not At-Risk in June
- 0 Students Not At-Risk in September and At-Risk in June
- 2 Students Not At-Risk in both administrations

Note: A detailed breakdown of the performances can be found in SFX

1. Math: 12% of students were assessed 'at-risk' in January. 0.6% were assessed 'at-risk' in June.
 - a. This can be attributed to the continuity of math programming at Atlas.
 - i. Jump Math Begins in Kindergarten
 - b. Improvement can be attributed to the following:
 - i. Continuity of math programming beginning in kindergarten; Jump Math
 - ii. Low teacher-student ratio results in more opportunity for enrichment
 - iii. Teachers attend annual Jump Math PD

Domain: Local & Societal Context

Foundation Statement

OUR VISION

Atlas Learning Academy strives to create a learning environment that encourages students to be confident individuals by offering developmentally appropriate instruction, diverse teaching styles, more one-on-one teacher/student time, and encouraging students to work beyond their potential.

Our modest school size allows us to develop close connections with our Atlas families. We provide a safe, nurturing and supportive environment, which allows students to feel free to express their individual ideas and personalities.

OUR MISSION

Our mission is to provide a learning environment that builds on each student's strengths. We encourage students to become independent and confident learners, and provide quality educational opportunities to ensure students reach their highest potential.

A Profile of the School Authority

Atlas Learning Academy offers programming for kindergarten, elementary and middle school for Kindergarten to grade 8.

We offer class sizes with a maximum of 16 students, which allows for more one-on-one interaction and gives students the opportunity to develop their strengths and become confident learners.

Thanks to the success of our kindergarten programs over the past few years, there was a demand by the parents for an expansion to offer an elementary/middle school program. This is now our 15th year as a Private School.

We follow the Alberta Programs of Study and integrate French as part of our program, beginning as early as kindergarten. Our middle school students have an opportunity to learn Spanish.

Our small class sizes allow us to explore and apply a variety of teaching and learning strategies that cannot typically be achieved in larger classroom settings. This allows the teacher to spend more time on required subject areas as needed by students and to develop academically appropriate individualized learning opportunities for all students who may require it.

Budget Summary

- This will be our 12th year receiving revenue from Alberta Education for our grade 1- 8 students for the 2023/2024 school year, as this is our 12th year operating as an Accredited Private Elementary and Middle school.
- The revenue from our ECS program will continue to assist us in maintaining our 2023/2024 school year budget.
- The revenue from Alberta Education for the 2023/2024 school year is anticipated to be \$988,195.00

For additional budget information or to access our complete Audited Financial Statements for the 2022/2023 school year, please contact the school office at 403-912-1133.

Timelines and Communication

- The 2023/24 to 2025/26 Three Year AERR will be available to the public on our website at:

<http://www.atlaslearningacademy.com/3-year-plan-aerr.html>

Whistleblower Protection

- Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2022-2023 school year.
- Whistleblower Protection: Section 32 of the Public Interest Disclosure Act (2022) requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca

Private School Authority Code: 0221
School Code: 1435

**STATEMENT OF OPERATIONS for
the Year Ended August 31**

(in dollars)

	AFS 2023	Budget 2023 (NOTE *) x	AFS 2022 (NOTE *) Restated
REVENUES			
Alberta Education (excluding Home Education)	\$765,531	\$765,854	\$740,363
Alberta Education - Home Education	\$0	\$0	\$0
Total Alberta Education Revenues	\$765,531	\$765,854	\$740,363
Other Government of Alberta	\$0	\$0	\$0
Federal Government and/or First Nations	\$0	\$0	\$31,864
Other Alberta school authorities	\$0	\$0	\$0
Instructional fees/Tuition fees	\$512,909	\$560,000	\$414,184
Non-instructional fees (O&M, Transportation, Admin, etc.)	\$219,818	\$240,000	\$177,508
Other sales and services	\$8,937	\$0	\$7,791
Interest on investments	\$0	\$0	\$0
Gifts and donations	\$58,614	\$0	\$73,577
Amortization of capital allocations	\$0	\$0	\$0
Other	\$0	\$0	\$0
Total Revenues	\$1,565,809	\$1,565,854	\$1,445,287
EXPENSES			
Home Education	\$0	\$0	\$0
Instruction - ECS	\$218,960	\$250,800	\$223,702
Instruction - Grades 1 to 12	\$1,017,876	\$972,000	\$1,073,887
Operations and maintenance	\$250,000	\$50,000	\$68,725
Transportation	\$8,000	\$30,000	\$7,500
Board and System Administration	\$231,997	\$148,000	\$176,478
External services	\$0	\$0	\$0
Total Expenses	\$1,726,833	\$1,450,800	\$1,550,292
SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES	(\$161,024)	\$115,054	(\$105,005)
	(\$161,024)		

Note: * Input "(Restated)" in Budget 2023 and/or AFS 2022 column headings where comparatives are not taken from the respective finalized 2022/2023 Budget Report and/or finalized 2021/2022 Audited Financial Statements.