



ANNUAL EDUCATION RESULTS REPORT 2022-2023

Accountability Statement

We acknowledge that Aurora Academic Charter School and our community work, live, and play on the traditional territories of the Cree, Saulteaux, Blackfoot, Métis, Dene, Nakota Sioux, and Inuit whose footsteps continue to mark these lands in the future. We continually express our gratitude and respect for the land as we honour Treaty 6, its role in education, and the ancestral Knowledge Keepers and Elders who are still with us. Aurora Academic Charter School believes that truth must be acknowledged to move forward in reconciliation. We take this time to reflect on our roles and commit to building and strengthening our valued friendships and partnerships with Indigenous peoples in our teaching and learning. We celebrate the rich diversity of the Indigenous peoples as it connects with the diversity of Aurora Academic Charter School's culture, values, and desire to live in peace and prosperity together on this land we all call home.

The Annual Education Results Report for the 2022/2023 school year for Aurora School Ltd. (otherwise identified as Aurora Academic Charter School, or AACS) was prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document to the best of its abilities to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this Annual Education Results Report for the 2022/2023 school year on November 20, 2023



Zahida Hirani-Saran, Chair
Aurora School Ltd. Board of Directors



Ian Gray
Superintendent

Whistleblower Protection

AACS policy is in alignment with the Alberta Public Interest Disclosure (Whistleblower Protection) Act.

As of November 20, 2023, we have had no disclosures reported over the last year with Aurora School Ltd. Staff.

Message from the Superintendent

Dear Aurora Academic Charter School Community,

It is with immense pleasure and gratitude that I extend my appreciation to each member of the Aurora family as we reflect on the accomplishments of our students. As we publish this Annual Education Results Report, I am filled with pride and gratitude for the collective efforts that have grown our unique school to where it is today.

Over the past 27 years, Aurora Academic Charter School has remained steadfast in its commitment to providing an academic education that instills the values of hard work, knowledge, and diligence in our students. Our mission to empower learning excellence in a student-centered environment, supported by families, has truly come to life within our school community. Due to the hard work and dedication of all our Board of Directors and stakeholders, our school now hosts 1,100 students. This remarkable growth is a testament to the relentless efforts of our educators, who have worked tirelessly to ensure that our students receive the best highly-structured and enhanced academic experience in Alberta.

As we celebrate our achievements, I want to personally thank our exceptional teachers, support staff, students, and parents. Your commitment and enthusiasm have been instrumental in driving our success. I also want to express my sincere thanks to our Board of Directors, a group of highly dedicated parents and community members whose unwavering commitment to academic education has been instrumental in establishing our high school program, supporting even more Edmonton students.

Looking back on our history, from the granting of our Charter on March 8, 1996, to the expansion of our programs and facilities, including the recent addition of the Parkwest Campus, we can see the incredible evolution of Aurora Academic Charter School. Our journey has been marked by successful charter renewals, facility upgrades, and a commitment to providing state-of-the-art resources for our students.

Our school authority, now comprising two permanent schools, employs a dedicated team of educators, administrators, and support staff, all contributing to the success of our students. The recent renovations to our Elementary school, the opening of the high school, and the acquisition of the former St. Patrick site reflect our commitment to providing an exceptional learning environment.

As we look to the future, I am confident that Aurora Academic Charter School will continue to thrive and provide an exceptional educational experience for our students. I extend my sincere thanks to everyone who has contributed to our success, and I am excited about the continued collaboration that will propel us to even greater heights.

Thank you for being an integral part of the Aurora Academic Charter School journey.

Respectfully,


Ian Gray
Superintendent

Assurance Framework

The Annual Education Results Report, as outlined in Alberta Education's [Funding Manual for School Authorities](#), identifies key priorities and improvement areas and report on results through a core set of provincial measures that will enable the government and Albertans to assess the operation of the education system.

This report is a comprehensive document that provides a detailed account of the AACs's education system's performance and achievements over the past year. It encompasses various aspects such as student outcomes, standardized test results, and other key indicators. The report aims to offer transparency and accountability to the public, educators, and policymakers, showcasing both successes and areas for improvement within our charter school authority.

This report includes data-driven insights into student performance, demographic trends, and comparisons with previous years. It highlights initiatives, programs, and policies that have positively impacted education outcomes. Additionally, the Annual Education Results Report outlines strategic priorities for the upcoming year and propose recommendations for enhancing the quality of education at AACs.



This Annual Education Results Report is one-half of a cycle of educational assurance. The other half is the Education Plan, which is informed by the results of this document.

Assurance Framework

Assurance and accountability are linked. Alberta's Assurance Framework is about building public trust and confidence that the education system is meeting the needs of students and enabling their success. Education partners throughout the system must demonstrate they are meeting their responsibilities across five assurance areas:

Student Growth and Achievement:

The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Leading:

Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

Learning Supports:

Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Governance:

Processes that determine strategic direction, establish policy and manage fiscal resources.

Local and Societal Context:

Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

For more information about the Assurance Framework, see Section B, [Funding Manual for School Authorities](#).

Goal 1: Students will read above grade level

- 82% of parents in our locally developed *AACS Parent Survey* agree that the school is meeting this goal.

Goal 2: Students will achieve above grade level in mathematics

- 91% of parents in our locally developed *AACS Parent Survey* agree that the school is meeting this goal.

82% of Elementary parents K-4 in our locally developed survey stated they are Satisfied or Very Satisfied with the quality of basic education

Student Growth & Achievement

AEAM: Student Learning

Student learning is measured through numerous assessments throughout the year; however, the major norm-based tests are the Provincial Achievement Tests and the Canadian Achievement Tests.

Alberta Education Measures

Provincial Achievement Tests (Provincial)

	Alberta	Aurora School LTD
Students Writing	84.2%	100%

	Alberta			Aurora School LTD		
	2023	2022	Previous 3-Year Average	2023	2022	Previous 3-Year Average
PAT: Acceptable	76.2	76.1	NA	97.5	97.2	NA
PAT: Excellence	16.0	17.7	NA	53.8	54.7	NA

Canadian Achievement Test (Local)

Grade Level Equivalency	
English Language Arts	+1.5
Mathematics	+1.3

AEAM: Student Learning

Alberta Education requires that school authorities share the percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort)

Course Results:

[English Language Arts 6](#)

[English Language Arts 9](#)

[Mathematics 6](#)

[Mathematics 9](#)

[Science 6](#)

[Science 9](#)

[Social Studies 6](#)

[Social Studies 9](#)

Overall and specific course results for self-identified First Nations, Métis and Inuit students:

Enhancing the academic achievement of First Nations, Metis, and Inuit (FNMI) students is a priority at AACs. Due to the limited number of self-identified FNMI students, we uphold the principles of privacy outlined in the Freedom of Information and Protection of Privacy Act. Consequently, specific results for this group are not disclosed to safeguard individual privacy.

Overall and specific course results for students who require and receive English language supports

[English Language Supports](#)

Aurora's PAT results again are significantly higher than the provincial average. Our small class sizes, close working relationship with parents, and student-centred learning strategies, in combination with direct instruction, produce students with excellent basic skills as well as higher-order thinking skills.

As well as CAT, AACCS students wrote the English Letter Name-Sound (LeNS) assessment, the Castles and Coltheart 3 (CC3), and the Student Learning Assessment (SLA).

Strategies:

In the academic year 2022-2023, our elementary school concentrated its efforts on addressing learning gaps among students in grades 1-3. To achieve this, we implemented targeted strategies that included increased student support through small group and individual pull-out programs. To identify areas of improvement, students underwent screening using the Castles/Coltheart reading test (CC3) and a Numeracy test provided by Alberta Education. To effectively coordinate these services, a 0.6 FTE Student Learning Support position was created within the Academic Achievement and Curriculum Support (AACCS) team.

Moving to the middle school level, Curriculum Leads organized meetings with a specific focus on enhancing academic performance within each department. Additionally, teachers offered academic help sessions during lunch hours, where students could drop in or be referred by their teachers for extra support.

Collaboration between high school and middle school teachers was fostered to analyze Grade 9 Provincial Achievement Tests (PATs) and develop strategies for student improvement. Furthermore, interventions for Grade 10 students were discussed.

Measures:

In terms of measurable outcomes, a local report indicated that 27 students underwent additional intervention in literacy, and an impressive 89% of these students demonstrated a minimum improvement of 2 months, effectively reducing learning gaps. Specifically, Grade 1 average scores increased by 25% post-intervention, while Grade 2 average scores saw a 12% improvement.

To comprehensively assess student progress, we considered various measures such as report card marks, PAT results, individual student work evaluations, and pre-and post-results of intervention strategies. Moreover, a comparative analysis was conducted between PAT results and Science 10 September Test and final exam scores to determine the accuracy of PATs as indicators of success in Science 10. These measures collectively provide a comprehensive overview of our efforts and their impact on student learning and achievement during the academic year.

The analysis by staff led them to propose these new strategies to support strong results with regard to student learning:

The educational system underwent a restructuring process aimed at enhancing cultural cohesion and simplifying the learning environment. This involved a reduction in the number of schools from three to two. Additionally, a strategic decision was made to introduce team leads for grades K-4, mirroring the successful model already established for grades 5-9. Professional development days were optimized by incorporating authority initiatives, and administrative retreats were implemented to refine long-term strategic planning.

Recognizing the importance of fostering a strong connection with parents, several initiatives were launched, including an increase in parent engagement events to one per month and the organization of two district-wide events to boost overall parent satisfaction and involvement. A dedicated time slot was allocated for the implementation of new curriculum, emphasizing the commitment to staying current and innovative in teaching approaches.

Furthermore, efforts were made to prioritize student well-being through the acquisition of a wellness grant to support both learning and health initiatives. In response to feedback from parent satisfaction surveys, options for extracurricular activities were expanded. To address the importance of Indigenous perspectives, a dedicated Indigenous coordinator was recruited to contribute to the cultural richness of the educational environment. These initiatives collectively reflect a comprehensive approach to improving the overall educational experience and community engagement within the district.

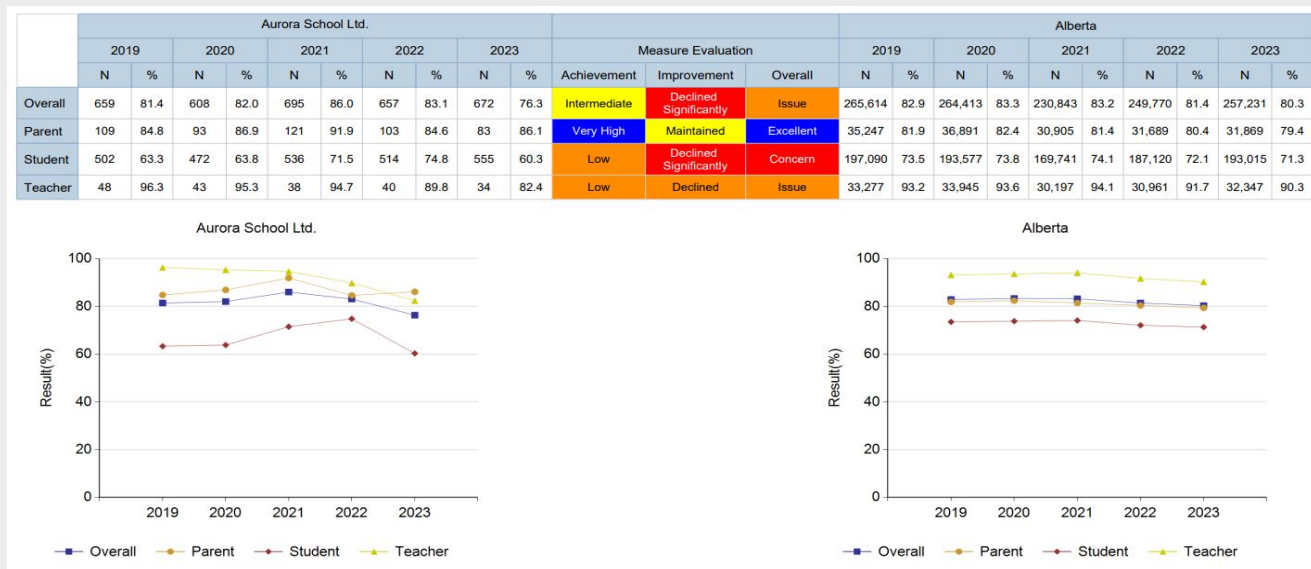
The evaluation framework includes several key measures to assess various aspects of the educational system. These measures comprise the Annual Parent Survey, designed to gather insights and feedback from parents regarding their perspectives on the educational experience. Additionally, the Alberta Education's Annual Education Survey is employed to gather comprehensive data at a broader level, providing insights into the overall state of education. Furthermore, Parent Engagement sessions are conducted as part of the assessment strategy, facilitating direct communication and collaboration between parents and the educational community. Together, these measures contribute to a holistic understanding of the educational landscape and help inform ongoing improvements and initiatives.



Aurora Academic Charter Schools has one identified First Nations, Métis and Inuit student, and 347 English as a Second Language students. As instruction is in whole-class groups, student learning achievement has been aggregated and includes all students.

AEAM: Citizenship

Alberta Education Assurance Measures Local Performance Measures Citizenship
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.



Parental satisfaction with citizenship education improved, while teacher and student satisfaction rates declined. Poor results are largely due to difficulties at the new high school campus, which did not have sufficient facilities for students. Leadership classes were implemented in grades 9-11 to address topics in citizenship education, including mandatory 25 hours of community service to be completed at the school or in the students' local community. These projects included everything from building little libraries, to volunteering at a soup kitchen, to helping younger students within the school. Our school council has also expanded to increase student opportunities for community service.

Strategies 2022-2023

- The Elementary focused on teacher involvement with students by ensuring regular check-ins with parents and ensuring they had supports to deal with issues in social relationships and behaviour. We provided student journaling reflections on patterns of behaviour and engaged parents with school support of their child. We maintained our approach using the Restorative Justice model with teachers and staff modelling appropriate language in social settings
- Volunteer coaching program matching high school students with elementary sports groups, such as Aurora Elementary Soccer Camp
- High School Leadership Options courses in grades 9 & 10 having mandatory volunteer hours

Measures

- AERR survey results
- student participation measures
- locally developed survey measures

New Strategies 2023-2024

- **Peer Mentorship Program for Academic and Emotional Support:**
Establish a peer mentorship program in all grade levels where older students are paired with younger students.
Mentors can provide academic support, help younger students navigate the school environment, and serve as positive role models.
Emphasize regular check-ins between mentors and mentees, encouraging open communication about academic challenges, social issues, and emotional well-being.
Implement structured mentorship activities, such as joint projects, study sessions, and team-building exercises to foster positive relationships and a sense of community within the school.
- **Interactive Workshops on Digital Citizenship and Online Ethics:**
Develop a curriculum or series of workshops focusing on digital citizenship and online ethics for all grade levels, recognizing the increasing importance of online interactions.
Educate students on responsible and respectful behavior in digital spaces, including social media, online forums, and communication platforms.
Engage parents in informational sessions about monitoring and guiding their children's online activities to ensure a safe and positive digital environment.
Encourage students to reflect on their online behavior through digital journaling or discussions, fostering self-awareness and responsible use of technology.

New Measures:

- **Community Service Learning Program:**
Implement a structured community service learning program that integrates into the curriculum.
Develop a set of locally relevant metrics to assess the impact of community service on students' civic engagement and sense of responsibility.
Use locally developed survey measures to gather feedback from students, teachers, and community members about the effectiveness and impact of the community service initiatives.
Encourage students to reflect on their experiences through journaling or presentations, connecting their service activities to broader concepts of citizenship and community responsibility.
- **Interdisciplinary Citizenship Projects:**
Introduce interdisciplinary citizenship projects that involve collaboration between different subject areas and grade levels.
Use AERR survey results to identify areas for improvement in students' understanding of citizenship concepts and tailor projects to address these specific needs.
Implement locally developed survey measures to assess the effectiveness of interdisciplinary projects in enhancing students' understanding of civic responsibilities and ethical decision-making.
Showcase student projects through presentations, exhibitions, or community events to highlight the connection between academic learning and real-world citizenship.

	Aurora School Ltd.						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	657	87.8	665	86.3	n/a	n/a	249,740	85.1	253,477	84.8
Parent	n/a	n/a	103	95.1	93	95.1	n/a	n/a	31,694	88.7	31,778	88.0
Student	n/a	n/a	514	69.9	535	66.4	n/a	n/a	187,102	71.3	190,066	71.1
Teacher	n/a	n/a	40	98.3	37	97.2	n/a	n/a	30,944	95.5	31,634	95.3



AEAM: Student Learning Engagement

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

	Aurora School 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	n/a	n/a	n/a	n/a	695	87.8	657	87.8	672	84.7	n/a	Declined	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	121	98.3	103	95.1	83	95.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	536	66.9	514	69.9	555	62.9	n/a	Declined Significantly	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	38	98.2	40	98.3	34	96.1	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

Analysis:

Overall Engagement

- In 2023, the overall student learning engagement is reported at 84.7%, which is a slight decline compared to the previous years (87.8% in 2019 and 2020). The decrease in overall engagement is noticeable, raising concerns about factors influencing students' engagement.

Parent Perspective

- Parent satisfaction with student learning engagement has been consistently high, with a notable decrease from 98.3% in 2020 to 95.1% in 2021 but recovering to 95.2% in 2022. However, in 2023, parent satisfaction has decreased to 83%, indicating a significant decline.

Student Perspective

- Student engagement shows a decline from 66.9% in 2019 to 62.9% in 2023. Notably, the decline in student engagement is more significant than the overall decline, indicating potential issues with students' perception of their learning environment.

Teacher Perspective

- Teacher satisfaction with student learning engagement has remained consistently high over the years, with a slight decrease from 98.2% in 2019 to 96.1% in 2023.

Key Points:

Overall Decline

- There is a general decline in overall student engagement from 2019 to 2023, with the most significant drop observed in 2023. This decline is evident across all perspectives (parents, students, and teachers), although the extent varies.

Concerns for Students

- The most concerning aspect is the significant decline in student-reported engagement from 66.9% in 2019 to 62.9% in 2023. Efforts should be made to identify and address factors affecting student engagement, as it is crucial for academic success.

Parental Satisfaction Fluctuations

- Parental satisfaction has fluctuated but generally remained high. However, the sudden drop to 83% in 2023 requires attention and investigation.

Teacher Satisfaction

- Teachers consistently report high satisfaction, indicating a positive view of student engagement from their perspective. However, ongoing monitoring is essential.

Recommendations:

Identify Causes

- Investigate the specific factors contributing to the decline in overall engagement, particularly the sharp decrease in student-reported engagement.

Communication and Collaboration

- Enhance communication between parents, students, and teachers to address concerns and collaboratively improve the learning environment.

Student-Centric Strategies

- Implement strategies focused on improving student engagement, potentially involving students in decision-making processes.

Continuous Monitoring

- Establish a system for continuous monitoring and feedback to address issues promptly and ensure sustained improvement.

Local Component: Early Years & Numeracy Assessments

Alberta Education Assurance Measures Local Performance Measures Student Learning Engagement. The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

Literacy Intervention - Pre and Post Test

	Name of Alberta Education-provided or approved literacy screening assessment(s) used
Grade 1	CC3/Lens
Grade 2	CC3/Lens
Grade 3	CC3

Total number of students assessed at beginning of school year (Grade 1 in January)	Total number of students identified as being at-risk in literacy or numeracy on these initial assessment(s)	Total number of at-risk students in literacy who received ONLY literacy intervention programming	Total number of at-risk students in numeracy who received ONLY numeracy intervention programming	Total number of at-risk students in literacy and numeracy who received BOTH literacy and numeracy intervention programming (i.e., the same student received both literacy AND numeracy programming)
79	1	0	1	0
80	2	0	2	0
80	0	0	0	0

- Implemented targeted SRA Home Reading program and Benchmarking three times per year for students. Feedback was provide to parents.
- Small group pull out with reading specialist and educational assistant support was provided.

Numeracy Intervention - Pre and Post Test

The most effective intervention strategies for addressing learning gaps in numeracy include our pull out program and the introduction of educational assistants in classrooms.

	Name of Alberta Education-provided or approved numeracy screening assessment(s)	Total number of students identified as being at risk in numeracy based on initial assessment(s) (beginning of year or January for Grade 1)	Total number of students identified as being at risk in numeracy based on final assessment(s) (end of year)	Average number of months behind grade level at-risk students were at in numeracy at time of initial assessment(s)	Average number of months gained at grade level by at-risk students in numeracy at time of final assessment(s)
Grade 1	Numeracy screer	1	1	6 months	3months
Grade 2	Numeracy screer	2	0	6 months	6 months
Grade 3	Numeracy screer	0	0	N/A	N/A

Two educational assistant positions were greeted to work with students in literacy and numeracy. Additionally, a 0.2 FTE teacher was hired to support students in small group pull out. There was measurable improvement to students who were struggling in these areas and additional funding provided encouraged this effective support.



Strategies 2023-2024:

Support strategies for students identified as at risk can vary based on individual needs, school policies, and available resources grades Kindergarten through grade three, including literacy pull-out and educational assistant support:

Kindergarten:

- **Small Group Instruction:**
Provide targeted small group activities to address specific skill deficits.
- **Literacy Pull-Out Programs:**
Implement literacy pull-out programs for extra support in foundational skills like phonics and letter recognition.
- **Educational Assistant Support:**
Assign educational assistants to work with at-risk students, providing one-on-one or small group assistance.

Grade One:

- **Early Intervention Programs:**
Identify and enroll at-risk students in early intervention programs focusing on foundational literacy skills.
- **Extended Learning Time:**
Offer additional time for at-risk students to practice and reinforce key concepts.
- **Technology-Based Interventions:**
Utilize educational apps and digital resources to support literacy development.
- **Literacy Specialists:**
Engage literacy specialists to work with students in need of targeted support.

Grade Two:

- **Tiered Intervention Systems:**
Implement tiered intervention systems to provide varying levels of support based on individual needs.
- **Reading Recovery Programs:**
Enroll students in reading recovery programs, which offer intensive, short-term intervention for struggling readers.
- **Progress Monitoring:**
Regularly assess and monitor the progress of at-risk students to adjust interventions as needed.
- **Collaboration with Parents:**
Foster strong communication with parents, involving them in their child's learning plan and providing strategies for support at home.

Grade Three:

- **Specialized Reading Programs:**
Introduce specialized reading programs designed for older students, addressing more advanced literacy challenges.
- **Content Area Literacy:**
Integrate literacy support into content area instruction to reinforce skills across subjects.
- **Educational Assistant Collaboration:**
Collaborate closely with educational assistants, providing professional development and support for effective interventions.

Measures 2023-2024:

Kindergarten:

- **Small Group Instruction:**
Conduct pre- and post-assessments, including LeNs, CC3, and SLS to track improvements. Use observation and anecdotal records to evaluate engagement and participation.
- **Literacy Pull-Out Programs:**
Assess foundational skills regularly through standardized tests or teacher-created assessments.
Track attendance and participation in pull-out sessions.
- **Educational Assistant Support:**
Monitor individual student progress with the assistance of educational assistants. Collect feedback from both students and assistants on the effectiveness of support.
- **Parental/Home Guidance Support:**
Host after school sessions to support parental involvement in literacy programs so that parents have the opportunity to engage with student learning in the home.

Grade One:

- **Early Intervention Programs:**
Use pre- and post-program assessments, including LeNs, CC3, and CAT4 to measure literacy skill growth.
Analyze standardized test scores to identify improvements.
- **Extended Learning Time:**
Monitor completion of additional assignments or practice sessions.
Assess understanding through quizzes or informal evaluations.
- **Technology-Based Interventions:**
Encourage home use of educational apps and digital resources.
Evaluate changes in literacy skills through targeted assessments.
- **Literacy Specialists:**
Assess students' progress through specialized literacy assessments.
Gather feedback from teachers, students, and specialists on the impact of interventions.

Grade Two:

- **Tiered Intervention Systems:**
Evaluate progress through tiered assessments at different levels such as LeNs, CC3, and CAT4 to measure literacy skill growth.
Analyze data on student growth in targeted skills.
- **Reading Recovery Programs:**
Monitor students' reading levels before and after the program.
Assess retention of skills through follow-up evaluations.
- **Progress Monitoring:**
Regularly assess and compare data on student progress.
Use standardized assessments to track growth.
- **Collaboration with Parents:**
Collect feedback from parents on the impact of support strategies.
Assess parent involvement in student learning activities.

Grade Three:

- **Specialized Reading Programs:**
Assess students' proficiency in advanced literacy skills.
Use standardized tests to evaluate improvements, such as LeNs, CC3, and CAT4.
- **Content Area Literacy:**
Assess students' ability to apply literacy skills in various subjects.
Use teacher observations and student work samples to gauge integration success.
- **Educational Assistant Collaboration:**
Evaluate the impact of collaboration on student outcomes.
Gather feedback from both teachers and educational assistants on collaboration effectiveness.

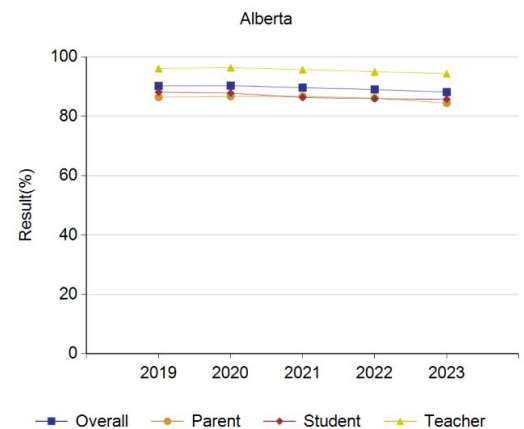
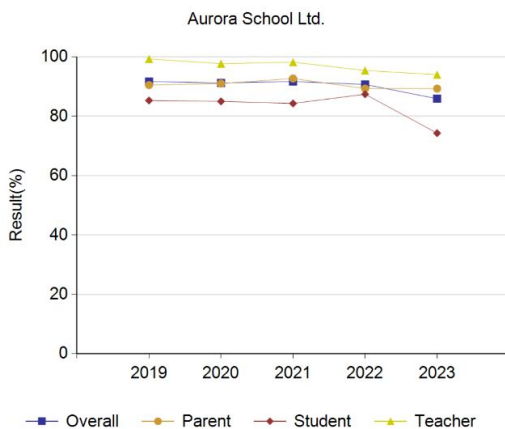


Teaching & Leading

AEAM: Education Quality

Teacher, parent and student satisfaction with the overall quality of basic education.

	Aurora School 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	659	91.7	608	91.2	695	91.7	655	90.7	672	85.9	Intermediate	Declined Significantly	Issue	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	109	90.5	93	91.0	121	92.7	103	89.3	83	89.3	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	502	85.3	472	85.0	536	84.3	512	87.4	555	74.3	Very Low	Declined Significantly	Concern	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	48	99.3	43	97.7	38	98.2	40	95.4	34	94.0	Intermediate	Maintained	Acceptable	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4



Students: The satisfaction level among students has shown a decline from 85.3% in 2019 to 74.3% in 2023. This is a significant drop, indicating a growing concern among students regarding the overall quality of basic education.

Parents: Parental satisfaction has remained relatively stable, with a slight decrease from 90.5% in 2019 to 89.3% in 2023. Despite this, the majority of parents still express a high level of satisfaction.

Teachers: Teacher satisfaction has seen a gradual decline from 99.3% in 2019 to 94.0% in 2023. While still relatively high, there is a noticeable decrease over the years.

Overall Satisfaction with Basic Education Quality:

Students: The satisfaction level among students has shown a decline from 85.3% in 2019 to 74.3% in 2023. This is a significant drop, indicating a growing concern among students regarding the overall quality of basic education.

Parents: Parental satisfaction has remained relatively stable, with a slight decrease from 90.5% in 2019 to 89.3% in 2023. Despite this, the majority of parents still express a high level of satisfaction.

Teachers: Teacher satisfaction has seen a gradual decline from 99.3% in 2019 to 94.0% in 2023. While still relatively high, there is a noticeable decrease over the years.

Strategies and Measures to Improve Overall Satisfaction:

Student-Centric Approaches:

- Conduct regular surveys or focus groups to understand student concerns and feedback.
- Introduce extracurricular activities and programs that engage and motivate students.
- Introduce real-world applications and practical experiences within the curriculum.

Parental Engagement:

- Analyze communication channels between parents and teachers to identify the best methods for school-home communication.
- Organize regular parent-teacher meetings to discuss educational progress and challenges.
- Provide parents with resources and information to support their children's learning at home.
- Host an average of one evening event per month for parents to come together at the school and/or virtually to encourage a feeling of community and to grow parental efficacy as partners in program support.

Teacher Professional Development:

- Invest in continuous professional development for teachers to stay updated on effective teaching methods.
- Create a positive and supportive work environment for teachers to enhance job satisfaction.
- Encourage collaboration among teachers to share best practices and innovative teaching strategies, both within and between the campuses, grade levels, and subject areas.

Curriculum Review and Enhancement:

- Use Teacher Leaders to analyze the new K-6 curriculum to meet evolving educational standards.
- Ensure the curriculum is aligned with the needs of students and prepares them for future challenges.

Monitoring and Evaluation Systems:

- Establish the use of the Canadian Achievement Test (version 4) as a robust monitoring and evaluation system to track the progress of students, teaching strategies, and overall school performance.
- Use data analytics to identify trends and areas for improvement in real-time.
- Solicit regular feedback from stakeholders, both in person and through anonymous surveys, and use it to inform decision-making processes in real-time.

Wellness and Support Services:

- Implement Director of Student Learning Services position to coordinate student support services personnel, school administration, teachers, and support staff to address emotional and psychological well-being of students, families, and staff.
- Offer professional counseling services for students, parents, and teachers.
- Develop programs to manage stress and burnout among both students and teachers.

Community Involvement:

- Engage the local community in school activities and decision-making processes.
- Collaborate with local businesses and organizations to provide additional resources and opportunities for students.
- Foster a sense of community pride and ownership in the school's success.

By addressing these aspects, schools can work towards enhancing the overall quality of basic education and improving satisfaction levels among students, parents, and teachers.

Local Component: Professional Learning, Supervision, and Evaluation

Teachers are surveyed each year through the Aurora Academic Charter School Annual Survey. Data collected measures the current year against previous years. They were asked if they believe that the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

Overall Trend:

The overall trend shows a decrease in the percentage of teachers reporting positive experiences with professional development and in-servicing.

Yearly Variations:

There are fluctuations in the percentages across the years, with a peak in 2021 at 93.0% and a dip in 2022 at 84.9%. This suggests that there might be yearly variations in the effectiveness of professional development programs.

Comparison with Achievement and Improvement Measures:

The data also includes measures of achievement improvement overall, showing a slight decrease over the years (85.2% in 2019 to 82.2% in 2023). There seems to be a correlation between the trends in teacher professional development satisfaction and overall achievement improvement.

Strategies and Measures to Improve Teacher Professional Development Satisfaction:

Regular Feedback Mechanism:

- Establish a regular feedback mechanism to gather input from teachers regarding the effectiveness of professional development programs. This can help to identify specific areas that need improvement.

Customized Professional Development:

- Tailor professional development programs to address the specific needs and preferences of teachers. This can be achieved through surveys, needs assessments, and individualized learning plans.
- Implement pre- and post-year meetings for administrators to discuss teacher professional growth plans individually to suggest workshops and resources that are tailored to each individual's learning needs.

Long-Term Planning:

- Implement a long-term plan for professional development that includes a mix of short-term workshops and sustained, ongoing support. This approach can foster a more systematic and continuous learning environment.

Collaborative Learning Communities:

- Encourage the formation of collaborative learning communities among teachers. Peer-to-peer learning and sharing of best practices can contribute significantly to professional growth.

Diversify Delivery Methods:

- Use a variety of delivery methods for professional development, including workshops, online courses, mentorship programs, and conferences. This caters to diverse learning styles and preferences.

Quality Assurance Measures:

- Implement quality assurance measures to ensure that professional development programs meet high standards. Regularly evaluate and update the content and delivery methods based on feedback and emerging educational trends.

Leadership Training:

- Provide leadership training within professional development programs, empowering teachers to take on leadership roles within the school community. This can contribute to a more collaborative and supportive professional environment.



Learning Supports

AEAM: Welcoming, Caring, Respectful and Safe Learning Environment

	Aurora School 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	695	88.4	657	86.8	672	80.5	n/a	Declined Significantly	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	121	94.9	103	87.1	83	88.2	n/a	Maintained	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	536	75.9	514	80.9	555	67.2	n/a	Declined Significantly	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	38	94.3	40	92.4	34	86.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

The data in the chart suggests a decline in the perceived welcoming, caring, respectful, and safe learning environments at Aurora School Ltd. in Alberta over the years, particularly among students.

Strategies and Measures to Improve Overall Satisfaction:

Student Engagement and Support:

- Implement programs to enhance student engagement and involvement in school activities.
- Establish student support services to address individual needs and concerns.
- Conduct regular surveys or focus groups to gather student feedback and address specific issues.

Parental Involvement:

- Encourage and facilitate increased parental involvement through events, workshops, and volunteer opportunities held monthly at each campus.
- Analyze regular communication channels between parents and teachers to see the most effective methods to address concerns promptly.
- Seek parental feedback through surveys to understand and address their perceptions of the learning environment.
- Ensure a variety of modalities (in-person, by phone, and online) methods are available for parent-teacher conferences.

Teacher Training and Development:

- Provide ongoing professional development for teachers to enhance their interpersonal and communication skills.
- Implement training programs on creating inclusive and respectful classroom environments.
- Foster a culture of collaboration among teachers to share best practices for creating positive learning environments.

Community Building:

- Foster a sense of community within the school by organizing events, clubs, and extracurricular activities.
- Collaborate with community organizations to provide additional resources and support for students and families.
- Develop mentorship programs to connect students with positive role models within the community.

Safety Measures:

- Implement and communicate clear safety protocols to ensure the physical and emotional well-being of students.
- Establish anti-bullying campaigns and programs to promote a culture of respect and kindness.
- Provide resources for conflict resolution and mediation to address interpersonal issues among students.

Regular Assessments and Feedback:

- Conduct regular assessments of the learning environment through surveys and evaluations.
- Analyze feedback from students, parents, and teachers to identify specific areas for improvement.
- Establish a continuous improvement plan based on the feedback received.

Celebrate Achievements:

- Recognize and celebrate achievements and positive behavior within the school community.
- Highlight success stories to create a positive narrative around the school's culture.



AEAM: Access to Support and Services

	Aurora School 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	695	84.4	657	85.4	672	75.7	n/a	Declined Significantly	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	121	91.5	103	86.1	83	85.5	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	536	74.6	514	84.2	555	61.9	n/a	Declined Significantly	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	38	87.2	40	85.9	34	79.8	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

The data in the chart measures the percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at Aurora School Ltd. in Alberta for the years 2019 to 2023.

Overall Measure:

In 2022, the overall agreement percentage for achievement improvement declined significantly from 85.4% to 75.7%. This indicates a potential issue in the perceived accessibility of supports and services.

Parent Measure:

Parent agreement percentages declined from 91.5% in 2020 to 85.5% in 2023. While still relatively high, the decrease suggests a need for attention and improvement.

Student Measure:

The student agreement percentages declined significantly from 84.2% in 2021 to 61.9% in 2023. This is a notable drop, indicating a significant concern in students' perception of access to supports and services.

Teacher Measure:

Teacher agreement percentages maintained high levels, with a slight decrease from 87.2% in 2021 to 79.8% in 2023. While still positive, addressing this decline is important to ensure continued teacher satisfaction with available supports.

Strategies and Measures to Improve Satisfaction:

Identify and Address Specific Issues:

- Conduct surveys or interviews to identify specific challenges faced by students, parents, and teachers in accessing supports and services.

Communication and Awareness:

- Improve communication channels to inform parents, students, and teachers about the available supports and services. Ensure that they are aware of how to access these resources.

Tailored Support Programs:

- Develop and implement support programs that address the specific needs highlighted by the data. Tailor these programs to cater to different age groups, subjects, or specific challenges.

Feedback Mechanisms:

- Establish regular feedback mechanisms to continuously assess the effectiveness of support services. Use feedback to make adjustments and improvements in real-time.

Professional Development for Teachers:

- Provide professional development opportunities for teachers to enhance their ability to support students effectively. This can include training on new teaching methodologies, technology integration, and addressing diverse learning needs.

Student Engagement Initiatives:

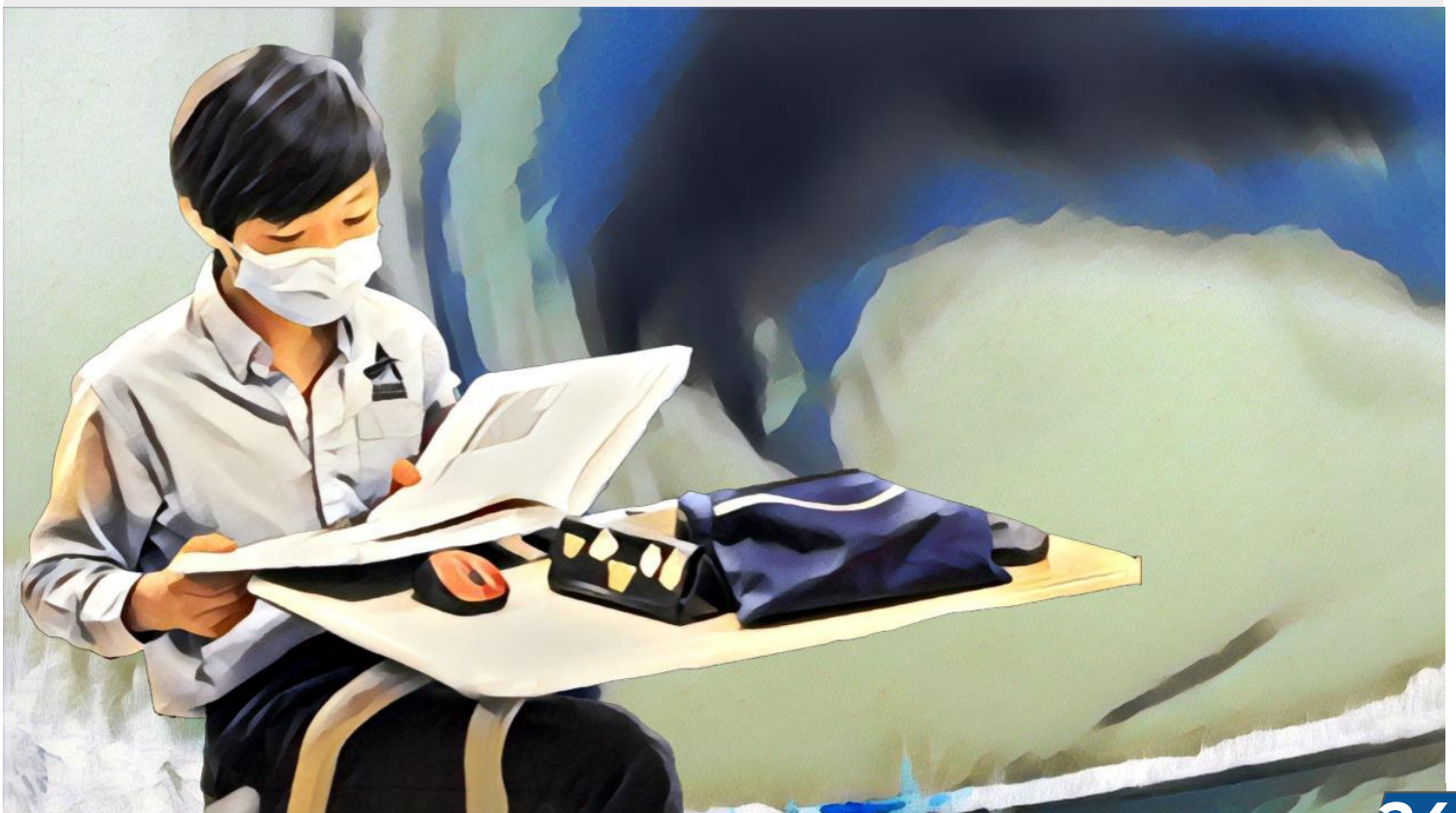
- Implement initiatives to actively engage students in the learning process. This could involve extracurricular activities, mentorship programs, or projects that make learning more interesting and accessible.

Parent Involvement Programs:

- Develop programs that involve parents in the educational process. This could include workshops, seminars, or regular meetings to discuss students' progress and address any concerns.

Regular Evaluation:

- Establish a consistent evaluation process to monitor the impact of implemented strategies over time. Adjust the approaches based on the feedback and data collected during these evaluations.



Local Component: Access to a Continuum of Supports and Services

Teachers, parents, and students are surveyed each year through the Aurora Academic Charter School Annual Survey. Data collected measures the current year against previous years. They were asked if they agree that students have access to the appropriate supports and services at AACCS for the 2022-2023 school year.

Overall Measure:

In 2022, the overall agreement percentage for achievement improvement declined significantly from 85.4% to 75.7%. This indicates a potential issue in the perceived accessibility of supports and services.

Parent Measure:

Parent agreement percentages declined from 91.5% in 2020 to 85.5% in 2023. While still relatively high, the decrease suggests a need for attention and improvement.

Student Measure:

The student agreement percentages declined significantly from 84.2% in 2021 to 61.9% in 2023. This is a notable drop, indicating a significant concern in students' perception of access to supports and services.

Teacher Measure:

Teacher agreement percentages maintained high levels, with a slight decrease from 87.2% in 2021 to 79.8% in 2023. While still positive, addressing this decline is important to ensure continued teacher satisfaction with available supports.

Strategies and Measures to Improve:

Identify and Address Specific Issues:

Conduct surveys or interviews to identify specific challenges faced by students, parents, and teachers in accessing supports and services.

Communication and Awareness:

Improve communication channels to inform parents, students, and teachers about the available supports and services. Ensure that they are aware of how to access these resources.

Tailored Support Programs:

Develop and implement support programs that address the specific needs highlighted by the data. Tailor these programs to cater to different age groups, subjects, or specific challenges.

Feedback Mechanisms:

Establish regular feedback mechanisms to continuously assess the effectiveness of support services. Use feedback to make adjustments and improvements in real-time.

Professional Development for Teachers:

Provide professional development opportunities for teachers to enhance their ability to support students effectively. This can include training on new teaching methodologies, technology integration, and addressing diverse learning needs.

Student Engagement Initiatives:

Implement initiatives to actively engage students in the learning process. This could involve extracurricular activities, mentorship programs, or projects that make learning more interesting and accessible.

Parent Involvement Programs:

Develop programs that involve parents in the educational process. This could include workshops, seminars, or regular meetings to discuss students' progress and address any concerns.

Regular Evaluation:

Establish a consistent evaluation process to monitor the impact of implemented strategies over time. Adjust the approaches based on the feedback and data collected during these evaluations



Local Component: First Nations, Métis and Inuit Student Success

AACS has been working to improve education outcomes for First Nations, Métis, and Inuit students and ensure greater understanding and appreciation for a culturally responsive approach. Although prior to this year we have not measured FNMI success, strategies below will support capturing this data in the future. Nevertheless, AACS will address the systemic education gap and support the implementation of Truth and Reconciliation Commission recommendations by:

Culturally Responsive Curriculum and Instruction:

Develop and implement a curriculum that incorporates Indigenous perspectives, histories, and contributions.

Provide professional development for teachers to enhance their understanding of Indigenous cultures and histories.

Integrate Indigenous languages into the curriculum and provide language learning opportunities.

Indigenous Student Support Services:

Establish dedicated support services for Indigenous students, including counselors, mentors, and cultural liaisons.

Implement culturally relevant programming and extracurricular activities to engage students and build a sense of community.

Community Engagement and Partnerships:

Collaborate with local Indigenous communities to involve elders, knowledge keepers, and community leaders in the educational process.

Foster partnerships with Indigenous organizations and businesses to create mentorship programs and job opportunities for students.

Professional Development for Educators:

Provide ongoing professional development for educators on culturally responsive teaching strategies.

Ensure that educators are knowledgeable about the history of residential schools and the impact of colonization on Indigenous communities.

Data Collection and Reporting:

Collect and analyze data disaggregated by ethnicity to identify disparities in educational outcomes for Indigenous students.

Regularly report on progress and outcomes related to Indigenous education to the school community and stakeholders.

Parent and Community Involvement:

Encourage parental involvement through culturally sensitive communication strategies. Host regular community meetings to gather input, address concerns, and share information about educational initiatives.

Embedding Indigenous Knowledge Systems:

Incorporate Indigenous knowledge systems into the school environment, including the physical space, ceremonies, and traditional practices.

Foster a sense of pride and identity among Indigenous students by celebrating their cultural heritage.

To demonstrate meeting these responsibilities, AACCS will perform the following:

- Clearly articulate its goals and strategies in an Indigenous education policy.
- Regularly assess and report on the progress of these initiatives.
- Engage in ongoing dialogue with Indigenous communities to receive feedback and adjust strategies accordingly.
- Implement and report results from local measures that specifically assess the success of programs and supports for Indigenous students.

AEAM: Parental Involvement

	Aurora School 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	157	84.2	133	90.0	159	89.1	143	90.3	116	88.6	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	109	78.0	90	85.3	121	85.1	103	87.7	83	87.1	Very High	Maintained	Excellent	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	48	90.4	43	94.8	38	93.0	40	93.0	33	90.2	High	Maintained	Good	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

The chart presents data on the percentage of teachers and parents satisfied with parental involvement in decisions about their child's education at Aurora School Ltd. in Alberta for the years 2019 to 2023. Below is an analysis of the data along with strategies and measures to improve satisfaction levels:

Overall Satisfaction:

- Overall satisfaction levels have been consistently high for both teachers and parents over the years.
- Teachers' satisfaction has generally been higher than parents'.

Parental Satisfaction:

- Parental satisfaction has seen a slight decrease from 2019 to 2023.
- While still high, there is a notable decline in 2023 compared to previous years.

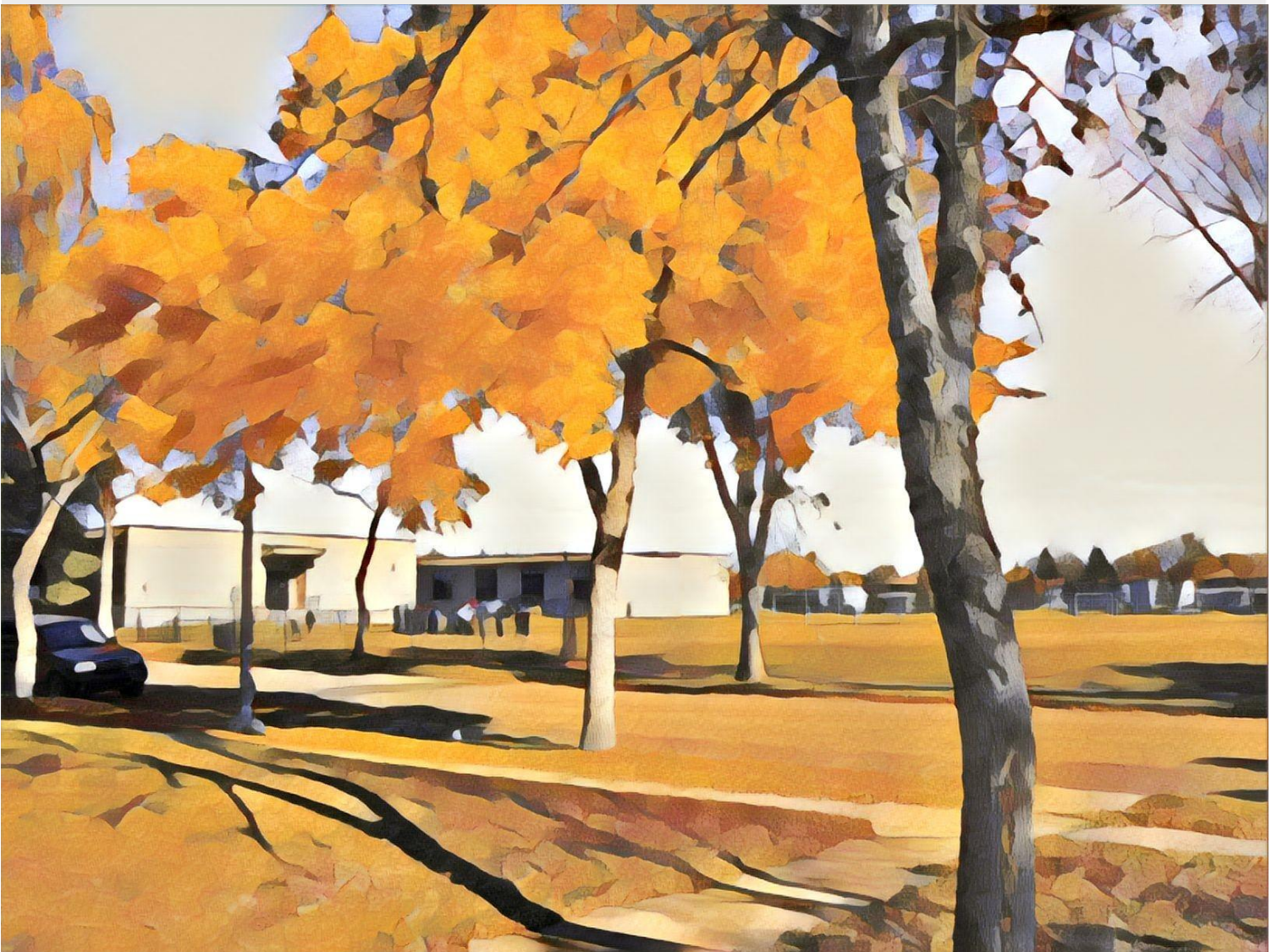
Teacher Satisfaction:

- Teacher satisfaction has remained relatively stable over the years, with a slight decrease in 2023.

Strategies and Measures to Improve:

1. Regular Feedback Mechanisms:
 - Implement regular surveys or feedback sessions for parents and teachers to express their opinions and suggestions regarding parental involvement.
2. Communication Improvement:
 - Enhance communication channels between parents, teachers, and school administration to ensure everyone is informed and involved in decision-making processes.
3. Parent-Teacher Conferences:
 - Strengthen the tradition of parent-teacher conferences to provide a platform for direct communication about a child's progress and address any concerns.
4. Training Programs:
 - Provide training programs for teachers and parents on effective collaboration and the importance of parental involvement in education.
5. Transparent Decision-Making:
 - Increase transparency in decision-making processes, involving parents and teachers in discussions related to curriculum changes, school policies, and other significant matters.
6. Recognition and Appreciation:
 - Acknowledge and appreciate the contributions of both parents and teachers in the education process, fostering a positive environment and reinforcing their involvement.

7. Technology Integration:
 - Utilize technology platforms to keep parents updated on their child's academic progress, assignments, and school events, promoting a more engaged and informed parent community.
8. Parental Workshops:
 - Organize workshops for parents to educate them about the curriculum, teaching methodologies, and ways they can actively participate in their child's learning journey.
9. Actionable Feedback Implementation:
 - Act on feedback received from both parents and teachers to demonstrate a commitment to improvement and a willingness to address concerns.
10. Mentoring Programs:
 - Establish mentoring programs where experienced teachers guide and collaborate with parents to enhance their involvement in the educational process.



AEAM: Budget-Actual Comparison

Annual Budget Summary Highlights for 2022-2023

Aurora Budget Summary Highlights for 2022-23

(in thousands of dollars)

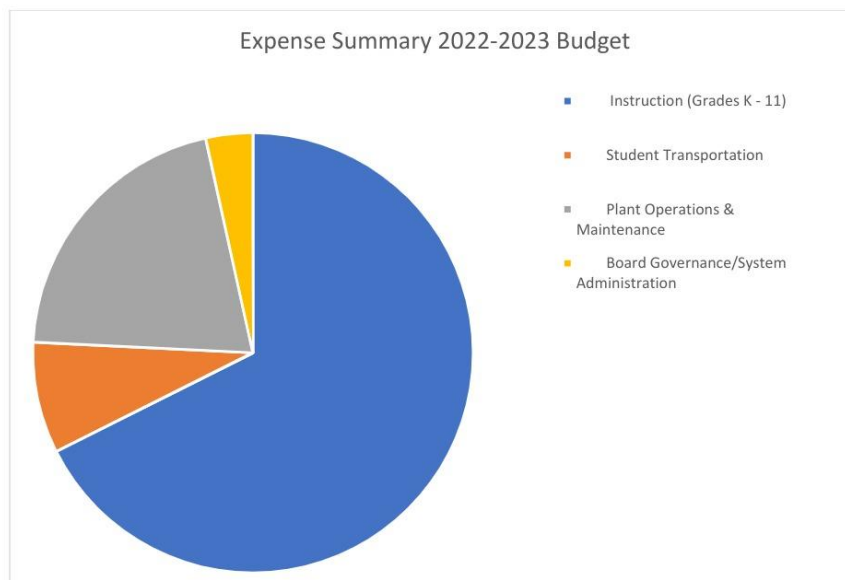
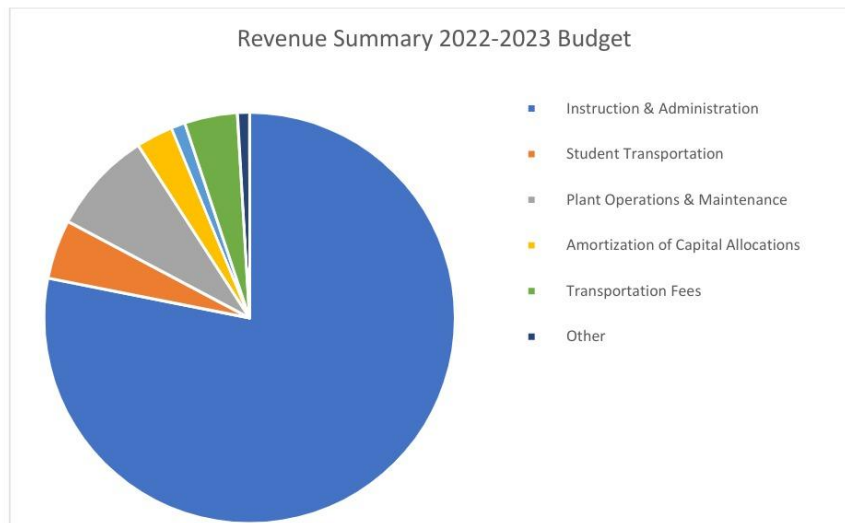
Revenue Summary	Revenue Summary 2022-2023 Budget	% of Total
Alberta Education Funding		
	\$000'	
Instruction & Administration	8,437	78%
Student Transportation	504	5%
Plant Operations & Maintenance	876	8%
Amortization of Capital Allocations	313	3%
Other Revenue		
School / Instruction Fees	119	1%
Transportation Fees	450	4%
Other	102	1%
Total	\$ 10,801	100%

EXPENSE SUMMARY	Expense Summary 2022-2023 Budget	% of Total
Instruction (Grades K - 11)	8,039	68%
Student Transportation	971	8%
Plant Operations & Maintenance	2,470	21%
Board Governance/System Administration	412	3%
Total	\$ 11,892	100%

Surplus/Deficit -\$ 1,091

Local Component: Summary of Financial Results

The annual financials underwent a notable transformation, primarily driven by a surge in student enrollment resulting from the establishment of a new high school and enhanced funding from Student Learning Supports. This contributed to an approximately 18% upswing in revenue. Furthermore, we experienced positive growth in our net assets. Nevertheless, a concurrent 17% rise in expenses, coupled with the substantial utilization of our capital reserves, culminated in a modest surplus for the 2022-2023 fiscal year.



Local Component: Summary of Financial Results

Aurora Budget Summary Highlights for 2022-23

(in thousands of dollars)

Revenue Summary	Revenue Summary 2022-2023 Actual	2021-22	Change (%)
Alberta Education Funding			
	\$000'		
Government of Alberta	10,646	9,017	18%
Instructional Fees	88	132	-33%
Transportation Fees	474	303	56%
Other	295	263	12%
Total	\$ 11,503	\$ 9,715	18%

EXPENSE SUMMARY	Expense Summary 2022-2023 Actual	2021-22	Change (%)
Instruction (Grades K - 11)	7,714	6,530	18%
Student Transportation	935	779	20%
Plant Operations & Maintenance	2,429	2,043	19%
Board Governance/System Administration	433	447	-3%
Total	\$ 11,511	\$ 9,799	17%
Surplus/Deficit	-\$ 8	-\$ 84	

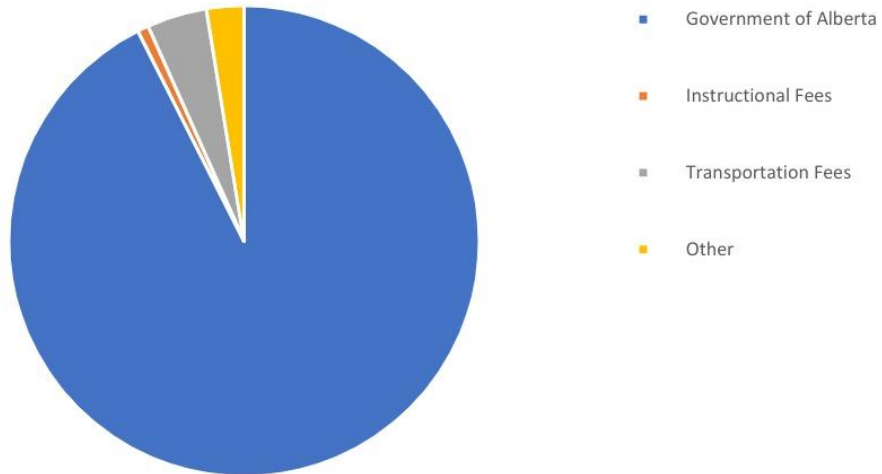
	2022-23	2021-22
Accumulated Operating Surplus (as at August 31)		
Unrestricted net assets	2,469	1,636
Operating reserves	1,768	1,768
Capital reserves	456	1,000
Total	\$ 4,693.00	\$ 4,404.00

Revenue Summary by Source (%)	2022-23	
Government of Alberta (93%)	10,646	93%
Instructional Fees (1%)	88	1%
Transportation Fees (4%)	474	4%
Other (3%)	295	3%
	\$ 11,503	

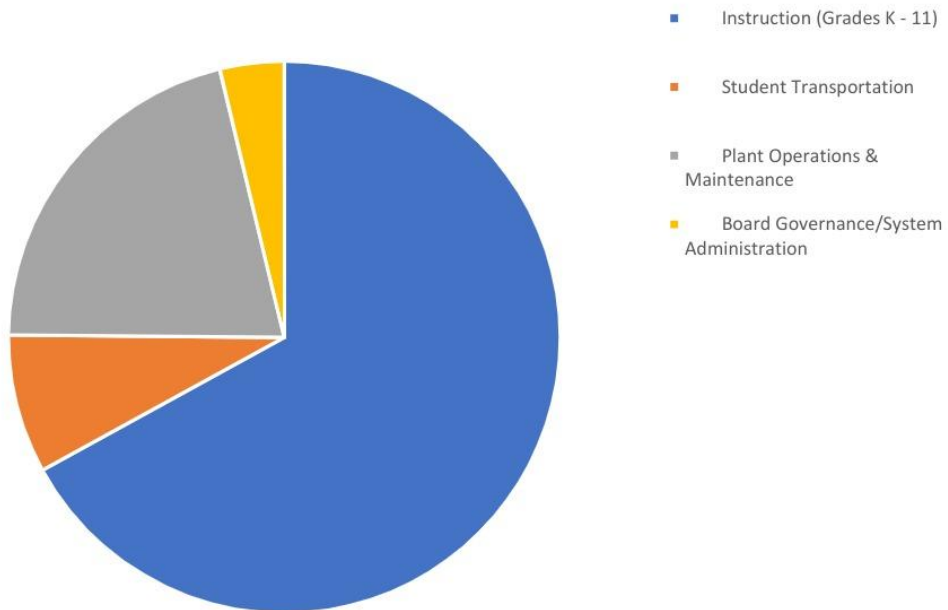
Expenditures by Program (%)		
Instruction Grades K-11 (67%)	7,714	67%
Plant Operations and Maintenance (8%)	935	8%
Transportation (21%)	2,429	21%
Board & System Administration (4%)	433	4%
	\$ 11,511	

Local Component: Summary of Financial Results

Revenue Summary 2022-2023 Actual



Expense Summary 2022-2023 Actual



Local Component: Audited Financial Statements

All financial statements can be accessed by visiting:

<https://www.auroraschool.ca/audited-financial-statements>

Local Component: Financial Information Contact

Wen Liang, Secretary-Treasurer, AACCS
wliang@auroraschool.ca
(780) 454-1855

Local Component: Stakeholder Engagement

Strategies and Measures from 2022-2023 Annual Education Results Report:

1. Creation of Separate High School Council:
 - Measure: Feedback and input from parents through surveys and meetings.
 - Measure: Formation and activities of the newly established High School Council.
2. Multiple Stakeholder Surveys for High School Program:
 - Measure: Analysis of baseline data gathered from K-9 parent surveys.
 - Measure: Implementation of changes based on survey results throughout the year.
3. Action Research Report on Opening a New Campus and High School:
 - Measure: Publication and dissemination of the Action Research report.
 - Measure: Assessment of the report's impact on decision-making processes.
4. Research Coordinator's Action Research Report on Parental Engagement:
 - Measure: Publication and dissemination of the report.
 - Measure: Feedback from stakeholders on the application of research findings.
5. Visibility of School Board Members at Events:
 - Measure: Attendance and participation of School Board members at school events.
 - Measure: Parental feedback on the effectiveness of School Board representation.
6. Measures from 2022-2023 Annual Education Results Report:
 - AERR Survey Results:
 - Analyze and report on the AERR survey results.
 - Locally Developed Survey Measures:
 - Assess and report on locally developed survey measures.
 - Survey of Parents and Students Who Attended Sessions:
 - Analyze and report on feedback from parents and students who attended engagement sessions.

Suggested Strategies and Measures for 2023-2024:

1. Enhanced Town Hall and Parent Engagement Sessions:
 - Strategy: Increase the frequency and accessibility of town hall and parent engagement sessions.
 - Measure: Attendance rates and participant feedback from enhanced sessions.
2. Interactive Workshops on High School Program:
 - Strategy: Conduct interactive workshops to involve parents in shaping the High School program.
 - Measure: Participation levels and feedback from parents regarding the workshops.
3. Online Platforms for Continuous Feedback:
 - Strategy: Implement online platforms for continuous stakeholder feedback.
 - Measure: Regular analysis of feedback received through online platforms.

4. Collaborative Research Projects with Universities:
 - Strategy: Collaborate with universities on research projects related to parental engagement.
 - Measure: Number of collaborative projects initiated and their impact on school policies.
5. Diversity and Inclusion Initiatives:
 - Strategy: Implement initiatives to ensure inclusivity and diversity in engagement efforts.
 - Measure: Assessment of the inclusivity and diversity of participants in various engagement activities.
6. Feedback Mechanisms for School Board Representation:
 - Strategy: Establish feedback mechanisms to gauge the effectiveness of School Board representation.
 - Measure: Feedback from parents on the impact of School Board representation on their engagement experience.
7. Expanded Survey Metrics:
 - Strategy: Enhance survey metrics to include a broader range of stakeholders.
 - Measure: Analysis of survey data from a diverse group of stakeholders, including students, teachers, and community members.
8. Training Programs for Effective Parental Engagement:
 - Strategy: Provide training programs for teachers and staff on effective strategies for parental engagement.
 - Measure: Evaluation of the impact of training programs on overall engagement levels.

Local Component: Accountability/Assurance System

Alberta Education has established an Accountability/Assurance System for Schools, encompassing various aspects of school education plans, results reports, and the integration of the Alberta Education Assurance (AEA) Survey.

Under School Education Plans and Results Reports, each school is mandated to develop an annual School Education Plan, outlining goals and strategies for continuous improvement. These plans must incorporate measurable objectives, strategies, and timelines. Annual Results Reports, providing a comprehensive overview of school performance, are required. The content should cover student achievement, teacher professional development, and relevant indicators, while adhering to formatting guidelines set by Alberta Education.

Concerning School Authority's Obligations under School Councils Regulation, the regulation mandates school authorities to involve school councils in developing Annual Education Results Reports (AERs). This involvement ensures a collaborative approach to continuous improvement and transparency. The school authority is also obligated to share provincial assessment results with school councils, fostering a data-driven approach to improvement. The reporting and accountability system requires the integration of information from the school authority's system into the AERs, ensuring a comprehensive reflection of the school's performance.

The Alberta Education Assurance (AEA) Survey is an integral part of Alberta Education's Assurance Framework. Conducted annually, the survey assesses learning goals at the school, school authority, and provincial government levels. AEA Survey measures include access to supports and services, citizenship, education quality, in-service jurisdiction needs, parental involvement, program of studies for at-risk students, broad curriculum, school improvement, student learning engagement, and welcoming, caring, respectful, and safe learning environments (WCRSLE). Detailed survey results are available in Appendix F, and additional information can be found on Alberta Education's Assurance and accountability in Alberta's K to 12 education system webpage.

The integration of the AEA Survey, adherence to process, content, and format requirements, and fulfillment of obligations under the School Councils Regulation collectively ensure transparency, community involvement, and continuous improvement in Alberta's K to 12 education system. For further details, please refer to the provided links.

<https://open.alberta.ca/publications/alberta-education-assurance-measure-results>

<https://www.alberta.ca/accountability-education-system>

Local Component: Annual Report of Disclosures

Local & Societal Context

The Charter for Aurora School Ltd. was granted on March 8, 1996. Our school first opened on September 9, 1996, serving 280 students from Kindergarten to Grade 8. The original school location was the former Misericordia Hospital Nurses' Residences, located in West Edmonton. In September 1997, Aurora School Ltd. extended the educational program to Grade 9. In 2007, Aurora Academic Charter School moved to its current Sherbrooke Community location, 12245 - 131 Street in Edmonton. The Aurora school building is leased from the Edmonton Public School Division. In 2022, Aurora opened the high school, Parkwest Campus, hosting 135 students in grades 9 and 10, with grades 11 and 12 to be added in subsequent years.

Our Charter was successfully renewed in 2001, 2006, 2011, and 2016. A 15-year charter renewal was granted in 2019. Our school authority currently has three schools (Elementary School, Middle School, and High School) and now employs 54 certificated teachers, three principals, two assistant principals, a full-time superintendent, 13 support staff, a contracted custodial team, a contracted student health support team, and a contracted student school bus service.

Our school authority includes two gymnasiums, one wellness physical training center (with both cardiovascular and strength training equipment), an Elementary multi-purpose wellness activity center (Cub Corner), a Foods Lab, a Learning Commons/Library (completed 2016) with state-of-the-art instructional technology, three experimental science learning laboratories, an art facility, and 49 classrooms, all of which contain SMART boards and one-to-one technology devices.

Our Elementary school was recently renovated (2021) to include an Elementary entrance area (northwest corner). This renovation design includes a large foyer area for improved parental access and engagement, along with upgraded Elementary administration and support team facilities. This addition also includes a flex staff/conference room to allow for increased collaboration and consultation with students, parents, staff, and stakeholders.

In 2022, after 26 years of operation, AACS opened a high school, hosting grades nine and ten. After one year in the Parkwest location, AACS acquired the former St. Patrick site, and reduced its facility count from three to two: Aurora Academic Charter Primary School, hosting students in grades kindergarten through seven remained at the Sherbrooke location, while Aurora Academic Charter Secondary School, hosting grades eight through eleven moved into the site in Alberta Avenue in the fall of 2023.

Our Aurora programming is in high demand, with just over 1500 Edmonton and area students on the waitlist. A large number of applicants share the Edmonton regional area demand for our unique, innovative, and highly successful academic-focused teaching and learning community at Aurora. Although approximately 70% of our students are bussed in from all over the city, the entrance policy has been changed to allow 10% of available spots to be reserved for students in the local area starting in 2026.

Aurora students continue to achieve at very high levels, as is evidenced by historical and current Provincial Achievement Test results. Our enhancements of numeracy and literacy knowledge, skills, attitudes, and competencies continue to yield strong dividends for our students and their futures. We are proud to note that our Grade 9 Provincial Achievement Test results are among the very highest in Alberta, and we were invited to participate in a provincial research study to extrapolate our results to the wider provincial context.

References

[Funding Manual for School Authorities](#)
APORI_202310_A.6020_Authority Report
[PAT Multiyear Results](#)

