



TWEEN VALLEY CHRISTIAN SCHOOL

Annual Education
Results Report 2023

Studying as Stewards of Christ

**“Study to show thyself approved
unto God, a workman that needeth
not to be ashamed, rightly dividing
the word of truth.”**

2 Timothy 2:15

Introduction

Our belief is that every child has a purpose in this world. Our goal is to ensure that when students leave Tween Valley Christian School, they will be contributing members in their communities. They are to serve and love others as God has commanded us to do. The teachers, staff, board, and administration go above and beyond to ensure each student reaches their full potential. Tween Valley Christian School is a ministry to all families.

Message from the Board

The Board is working diligently to provide quality Christian education to all students at Tween Valley Christian School. Our goal is to create measures within the school and strategies to promote academic growth for students to become successful. We are committed to working together with the parents and teachers to improve our results and implement plans for success.

Accountability Statement

The Annual Education Results Report for Tween Valley Fellowship/Tween Valley Christian School for the 2023/2024 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 2023/2024 was approved by the Board on November 23, 2023.



Jacob Klassen
Board Chair

School's Statements

Vision

Our vision for Tween Valley Christian School is that all staff, parents, students, and community members strive towards studying throughout their life to follow Christ wholeheartedly and exemplify it daily.

Mission

The mission of Tween Valley Christian School is to meet the academic, spiritual, physical, and mental needs of all our students. Our goal is to create stewards who are studying to be Christ-like servant leaders who will contribute to society and build community to further the Kingdom of God. We are working together with parents and the community to ensure students reach their academic potential by providing them with knowledge, skills, and values they need to live a God-fearing successful life.

Purpose

The purpose of Tween Valley Christian School is to be an educational ministry which provides a quality Biblical education to all students in the community. We are designed to educate young people in truth and righteousness, preparing them to meet the challenges of an ever-changing world. We to pursue educational excellence and support local families and their children in their faith.

Core Values

At Tween Valley Christian School, we strive to exemplify:

- Honesty: to speak and live the whole truth
- Respect: to treat others as we want to be treated
- Compassion: to show kindness and concern for others
- Integrity: to speak what is honest and factual
- Discipline: to consistently practice obeying rules and standards

School Profile

Tween Valley Christian School is a private Christian school that has been functioning as an accredited, provincially funded school since 2000-2001.

The student population has grown from 40 students in 2006 to 214 students in 2023. Most of our students are from Kanadier Mennonite homes, ranging from various Mennonite denominations. We are privileged to open our doors to non-Mennonite families as well. Most of our students are bussed into Tween Valley Christian School from Bow Island, Grassy Lake, Burdett, Taber, and Barnwell.



Tween Valley Christian School today has evolved into a viable alternative for parents seeking an educational institution where their children can attend and still maintain many of their cultural and religious identities and beliefs. The school board's purpose is to create an educational system that accommodates a variety of religious beliefs and practices within the Christian faith.

A positive feature which helps create a positive learning environment for our students is that our school is committed to become more reflective of the community in which we serve and live. Clearly, English is the second language learned for many of our students, with Low German being prevalently spoken in the home. This has slowly begun to change in the last few years. Thus, there is a strong focus on building English skills in all academic areas.

Currently Tween Valley Christian School employs 15 teachers and assistants. Four of the certified teachers grew up in Mennonite communities, three of whom graduated from Tween Valley Christian School. It has been common for years to hire graduates as assistants and/or secretaries, and presently we employ one graduate as an educational assistant.

The school authority has become much more inclusive and invitational in its beliefs and practices. Their inclusiveness is now positively affecting the vision and mission of our school. This inclusiveness is ensuring that parents, boards, teachers, and support staff work more collaboratively in the practical implementation of this concept. A more inclusive school authority is essential to greater involvement of parents and students in the total school program. The more parents and students contribute to this process, the greater the degree of commitment.

Local and Societal Context

Tween Valley Christian School serves a wide range of families within the Mennonite community. In the later years, the percentage of Canadian-born students steadily increased. Some students come from Belize, Mexico, or the United States. Families are gradually transitioning to speaking mostly English in the home instead of Low German.

Although mostly Mennonite, the school has about 10 different Mennonite churches represented within the school. Keeping this in mind, we must ensure that we have a statement of faith that parents know what is being taught at school. Despite being Mennonite, families have different values and beliefs that they expect to be upheld.



Two areas that Mennonites tend to base their satisfaction of the school on are Bible class and singing. In the school year 2020-2021, we did not offer Choir, and this was upsetting for many families. In the school year, 2021-2022, we started our choir class again, and the satisfaction of parents went up twenty-nine percent. This is because many believe that in the Christian faith, singing is an important part of worship. If the school does not have Choir (they reason), they might as well send them to a different school. For many parents, choir is a major factor in differentiating a Christian school from a regular (public) school.

Some parents rely on the school and church to provide Bible knowledge and lessons to their children. We are aware that we need to ensure they have a solid understanding of the Bible from a young age. Memorizing scripture is another vital part of the Christian Faith.

The socioeconomic statuses of the families vary. In families who have mostly younger children, only one parent, the father, is the primary breadwinner. Families who have teenagers will often rely on their children to help support them financially. Therefore, many children feel pressure to get seasonal jobs as soon as they are able. This will often lead them to get full time jobs. In some cases, parents want their children to finish school, but if that is not a priority, students will not be allowed to and/or be motivated to complete high school. It is becoming more common for the parents to be self-employed. Especially when they are starting out, the fathers want their teenage sons to work for/with them to establish a business. Many know that they will most likely take over the business when they are older.

The pressure to get jobs comes not only from parents but also from peers. Some students' parents do not expect their children to get a job. Rather, they see their peers having jobs to earn money, so the students have a desire to do the same.



Our transient rate is quite high as many of our students move frequently or parents change schools frequently. This past fall, students' registration was more stable compared to years past. More parents are less reluctant to move their students to a new school. This year we had to establish a waitlist as a few of our classrooms reached cap enrollment. Each year, we see a few families who have homeschooled their children in the past transitioning their children into a school. For

many, when they tour the school, register their children, and are asked why they chose TVCS, they respond with that they have friends and/or families who have recommended the school because they send their students and love it.

Education is becoming a priority for many Mennonite families. TVCS has always had families who support education and believe it is important for their children to be educated. Whereas the perspective that school are an institution in which children are sent for their early childhood years as a social norm still exists for some families. They expect their children to learn the basics and hope they will get jobs where only the basic knowledge is required such as carpentry, farming, or trucking. As things are changing in the job force and more jobs are becoming available, some parents want their children to have more job opportunities.

Family is important to the Mennonite culture. For the holidays, most families will travel to be together. Albeit not as common anymore, families will travel for a month or two to be with their extended family, especially in Mexico. Students do miss school during this time, often not taking work along. Thus, students will miss key concepts in school. These absences cause gaps between the students and their peers, and over time, negatively affecting their performance on standardized tests and their ability to take dash-1 streams in high school. Some families will put their children in school in Mexico so they can learn the German language in the Mennonite schools.



Stakeholder Engagement



Stakeholders are a vital part of Tween Valley Christian School. The stakeholders are parents of students and board members of Tween Valley Christian School. Monthly board meetings are held where results are shared, data is analyzed, and strategies are brainstormed. Each year, parents are invited to a parent night in which the accountability pillar results are shared. It is followed up with plans and strategies to improve and parental input is encouraged. Throughout the year, we have parent/teacher interviews, and each time parents can share their concerns and

questions. These are tools which have helped us know if the board and administration are heading the school in the right direction. Often in the meetings and interviews, parents have a different perspective than the board, as they do not see the behind-the-scenes. However, they also contribute viewpoints that make changes.

Anecdotal conversations are one of the most effective and vital ways to engage stakeholders at TVCS. Parent nights and meetings are a great way to engage parents, but often they hold back as they do not want to speak their mind in a public forum. After meeting, we encourage staff and board to engage with parents even just for a casual conversation. Often through these conversations, parents bring up issues, concerns, or encouragement as they feel comfortable in the face-to-face interactions. These conversations open the lines of communication, so parents are less hesitant to call or text more frequently as concerns arise, rather when there is a major issue. Throughout the year, the board and family liaison have conversations with families in church and other community events. Parents feel comfortable expressing their thoughts in these situations, because they feel it will be dealt with in an anonymous manner. Often, families do not realize how helpful these conversations are as they are discussing their family's situation. For example, parents will share what their children are saying at home about school.

In the past few years, we sent a questionnaire to the families in which they had the opportunity to provide anonymous feedback. This was a great way for parents to answer some question the board had about the vision that the parents had for the school, as well as concerns. The questionnaire was a great tool to check in with all of the families and



give them a space to express their thoughts. The questionnaire included a space for questions which many utilized.

Staff meetings and devotionals are held every other week. This is a time for staff members to be updated on what is happening around school and discuss issues. Often teachers have anecdotes about their students, or teachers share their frustration. This is a great tool as an administrator to know how teachers are feeling and in what areas there are needs. This also comes from conversations with them in the hallways and classrooms.

At TVCS we strive to have open and honest communication with all our school community members. In addition to the previously mentioned modes of communication, the school has numerous WhatsApp groups for parents, staff, board, and classrooms in which information and events are communicated.



Domain: Student Growth and Achievement

Provincial Achievement Tests and Diplomas

Provincial Performance Measure	2019	2020	2021	2022	2023
Percentage of students who scored an acceptable standard on PATs	75.0	n/a	n/a	41.6	62.8
Percentage of English Language Learners (EAL) students who scored an acceptable standard on PATs	72.4	n/a	n/a	43.8	41.7
Percentage of students who scored standard of excellence standard on PATs	21.9	n/a	n/a	3.9	10.3
Percentage of English Language Learners (EAL) students who scored standard of excellence standard on PATs	19.0	n/a	n/a	4.1	0.0
Percentage of students who scored an acceptable standard on English 30-2 diploma	*	n/a	n/a	n/a	*
Percentage of students who scored standard of Excellence on English 30-2 diploma	*	n/a	n/a	n/a	*
Percentage of students who scored an acceptable standard on Social Studies 30-2 diploma	*	n/a	n/a	n/a	*
Percentage of students who scored standard of Excellence on Social Studies 30-2 diploma	*	n/a	n/a	n/a	*

Comments:

- In the past years, there has not been a high percentage of students who perform to a standard of excellence. This is due to a variety of factors such as English Language Learners, missing school due to work, sickness, family trips.
- PAT results: The results have increased slightly in the past year.
- It is evident that student who have English as an Additional language (EAL) had lower results.



- There is no data available for the PAT specific course summary for English as Additional Language students.
- The PAT with the highest achievement is Grade 9 Science.
- The PAT with the lowest achievement is Grade 9 Math. We have strategized this year and are many some curriculum changes, which the result may not be seen for a few years.
- There is no data for FNMI students or EAL students for diplomas.
- There are no results from the diplomas as there were none being written, or less than six students were enrolled to complete diploma exams.
- The Grade 9 PAT are quite different indicating a greater emphasis needs to be placed on ensuring that they are being taught the content from the Alberta Program of studies. The lowest score for scoring was Mathematics at 6.7%.
- These results indicate that Grades 6 and 9 continue to be a priority for the Annual Education Plan, creating strategies that ensure that students are learning and understanding content from their classes.
- As indicated in the last Annual Education Plan, students will be spending the last months prior to writing the PATs to review material and become familiar with writing tests of the format, these strategies are vital to the success of the students and must be continued to be applied. In the past few months, the conversations have been how to implement strategies to increase the level of achievement, what can be done from the start of the school year to ensure our students are successful.

Local Performance Measure	2020-2021	2021-2022	2022-2023
Percentage of students in Grade 4-5 who achieved an overall mark between 80%-90% in June	56%	51%	38%
Percentage of students in Grade 4-5 who achieved an overall mark of 90% in June	5%	6%	6%
Percentage of students in Grade 6-9 who achieved an overall mark between 80%-90% in June	33%	23%	44%
Percentage of students in Grade 6-9 who achieved an overall mark of 90% in June	6%	6%	7%

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Tweed Valley Fellowship							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Low	n/a	n/a	18	72.2	n/a	n/a	52,106	76.2	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	18	5.6	n/a	n/a	52,106	18.4	n/a	n/a
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	77.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	12.5	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a
Mathematics 6	Acceptable Standard	Very Low	n/a	n/a	18	50.0	n/a	n/a	52,551	65.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	18	5.6	n/a	n/a	52,551	15.9	n/a	n/a
Science 6	Acceptable Standard	Low	n/a	n/a	18	72.2	n/a	n/a	54,859	66.7	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	18	11.1	n/a	n/a	54,859	21.8	n/a	n/a
Social Studies 6	Acceptable Standard	Low	n/a	n/a	18	61.1	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	18	11.1	n/a	n/a	57,655	18.0	n/a	n/a
English Language Arts 9	Acceptable Standard	Intermediate	n/a	n/a	15	80.0	n/a	n/a	56,255	71.4	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	15	13.3	n/a	n/a	56,255	13.4	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	50.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	5.7	n/a	n/a
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	76.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	10.9	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a
Mathematics 9	Acceptable Standard	Very Low	n/a	n/a	15	26.7	n/a	n/a	55,447	54.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	15	6.7	n/a	n/a	55,447	13.5	n/a	n/a
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	52.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	11.3	n/a	n/a
Science 9	Acceptable Standard	Very High	n/a	n/a	15	86.7	n/a	n/a	56,311	66.3	n/a	n/a
	Standard of Excellence	High	n/a	n/a	15	13.3	n/a	n/a	56,311	20.1	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	52.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	10.9	n/a	n/a
Social Studies 9	Acceptable Standard	Low	n/a	n/a	15	60.0	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	15	6.7	n/a	n/a	56,309	15.9	n/a	n/a
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	49.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	10.6	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. 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.

High School Completion

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	8	25.4	8	76.2	9	34.7	9	57.1	6	50.4	Very Low	Maintained	Concern	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	9	100.0	8	38.4	8	76.2	9	67.1	9	68.3	Very Low	Maintained	Concern	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	5	*	9	100.0	8	38.4	8	76.7	9	67.1	Very Low	Maintained	Concern	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6

Provincial Performance Measure	2018	2019	2020	2021	2022
Percentage of students who completed high school within 3 years of entering Grade 10	25.4	76.2	34.7	57.1	50.4
Percentage of English Language Learners (EAL) students who completed high school within 3 years of entering Grade 10	*	n/a	*	59.3	50.4

High School Completion Rates - 3 Year Rolling Average

Authority: 0016 Tween Valley Fellowship/Tween Valley Christian School

Province: Alberta

	Tween Valley Fellowship						Alberta					
	2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	8	45.4	9	56.0	8	47.4	45,526	81.1	46,425	82.3	47,420	82.4
4 Year Completion	8	71.5	8	60.6	9	70.6	45,108	84.1	45,524	85.4	46,418	86.2
5 Year Completion	9	69.2	8	71.7	8	60.7	44,934	85.6	45,101	86.2	45,518	87.3

Drop-Out Rate

Drop Out Rate - annual dropout rate of students aged 14 to 18																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Drop Out Rate	35	0.0	36	7.4	32	26.2	24	0.0	33	11.1	Very Low	Maintained	Concern	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5
Returning Rate	1	*	n/a	n/a	3	*	9	12.3	n/a	n/a	n/a	n/a	n/a	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2

Comments:

- The rate of graduation continues to fluctuate each year. This is something we have addressed for many years, encouraging students to graduate. Many students start high school with the mindset that they will graduate. Quite a few students have jobs during this time for a variety of reasons, such as parents needing additional income support, and/or finding a job that they enjoy, and/or schoolwork not being a priority.
 - Anecdotal example: A student in October is bored at school, the parents have work for them to do at home and allow the student to drop-out. The parents' reason that if the student needs high school in the future, they can upgrade or get their GED.
- If more parents thought that education was a priority, students would be more likely to graduate high school within 3 years. In a 2022 parent survey, of the parents who responded, 37% believed that high school complete was not important and the child's personal choice. In a 2023 parent survey, 26% stated that high school completion is not very important.
- Part of the school population is transient. Often students in high school will move to other provinces or countries attributing to students not completing high school within 3 years.
- In a recent survey of graduates and high school dropouts, the majority have jobs, or are stay at home mothers, and a number have started their own businesses.

- The number of students registering for high school at TVCS is quite low so even if only 1 or 2 students drop-out, it can affect the percentage greatly.
- High School completion is a continued area of focus for our Annual Education Plan. We are continuing to look for strategies that encourage more students to complete high school.
- In the fall of 2020, Tween Valley Christian School made the decision to use an online provider for high school so that students could have access to schoolwork anywhere, but at this point, we have not seen a great change in our completion rates.
- This decision has led to many students to transfer to another high school in the area.
- Many of the students who attend high school register, so they have the flexibility to do their schoolwork on their own time, or parents do not give them an option to transfer.



Citizenship

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

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	150	91.6	140	92.8	137	90.0	164	89.3	142	87.9	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	34	97.1	34	98.2	38	93.7	42	98.1	42	97.6	Very High	Maintained	Excellent	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	106	83.6	97	84.6	92	79.2	115	78.5	100	78.2	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	10	94.0	9	95.6	7	97.1	7	91.4	5	*	*	*	*	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

A.6 Citizenship - 3 Year Rolling Average

GOVERNMENT

Authority: 0016 Tween Valley Fellowship/Tween Valley Christian School

Province: Alberta

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

	Tween Valley Fellowship						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	145	92.2	152	91.1	153	88.6	265,014	83.1	257,092	82.3	253,501	80.9
Parent	34	97.6	38	98.2	42	97.8	36,069	82.1	34,290	81.4	31,779	79.9
Student	102	84.1	106	81.5	108	78.3	195,334	73.7	190,349	73.0	190,068	71.7
Teacher	10	94.8	8	93.5	7	91.4	33,611	93.4	32,453	92.6	31,654	91.0

Comments:

- The satisfaction in all categories went down, student decreases by the greatest percentage.
- The lowest percentage of satisfaction is with students.
- Parent decline is due to “Don’t Know”. This indicates that we need to do a better job of communicating to parents.
- One area that students continue to respond low is that students were not following the rules, respecting, and helping each other.
- Strategies for modeling active citizenship will be included in the Annual Education Plan in the fostering effective relationships category. As Christian, our goal should be to treat others as Christ commanded us to in John 13:34.
- This is a discussion that frequently gets addressed at Parent/Teacher Interviews and staff meetings. The staff at school needs to ensure that rules are being adhered to consistently.
- In a 2023 Parent Survey, there are several parents that note that they feel that their students are safe, and school and students are treated fairly at school.



Students Learning Engagement

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

	Authority										Province													
	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	137	89.0	164	89.8	142	84.5	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	38	97.4	42	99.2	42	100.0	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	92	69.7	115	70.1	100	69.1	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	7	100.0	7	100.0	5	*	*	*	*	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

S.1 Student Learning Engagement - 3 Year Rolling Average

GOVERNMENT

Authority: 0016 Tween Valley Fellowship/Tween Valley Christian School

Province: Alberta

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

	Tween Valley Fellowship						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	164	89.8	153	87.1	n/a	n/a	249,740	85.1	253,477	84.8
Parent	n/a	n/a	42	99.2	42	99.6	n/a	n/a	31,694	88.7	31,778	88.0
Student	n/a	n/a	115	70.1	108	69.6	n/a	n/a	187,102	71.3	190,066	71.1
Teacher	n/a	n/a	7	100.0	7	100.0	n/a	n/a	30,944	95.5	31,634	95.3

Comments:

- The overall level of satisfaction has decreased. Parent level of satisfaction has increased.
- Student's overall percentage of engagement continues to be low, and lower than the province.
- Across the board, most grades do not find mathematics interesting or think that it is useful. It may also relate to how the question is asked, as often students say they do not enjoy a subject as it is not their favourite.

- Strategies for making school more engaging need to be included in the Education Plan; if students are engaged in their work, it may result in higher PAT score results. The goal of teacher providing quality education needs to include a strategy of ensuring that lesson and work is engaging, and students understand how it is/will be useful in their life.

Local Context

- A comment often heard from families that register at TVCS that they choose to register due to positive reviews from their friend and families whose children are current students.
- At this point, we do not need to do student recruitment because parent's word of mouth marketing is bringing in a continuous flow of families. A waitlist has needed to be put in place as numerous classes have reached a cap.
- Currently numerous TVCS graduates are volunteer firefighters for local fire departments. The number continues to increase as they see older students volunteer and follow the lead to contribute to their local community.
- Many of our students and former students serve within their churches as Sunday school teachers, song leaders, and/or youth leaders.
- Our school has also added volunteer field trips for students such as volunteering at Prairie Gleaners or Samaritan's Purse Operation Christmas Child to encourage citizenship.



Student Testimonials:

Answers based on what they liked about Tween Valley Christian School:

- Things I enjoy at school are gym, math, talking with friends. My favourite thing about school is Friday activities.

~Grade Five Student

- The things I enjoy about school are PE, Recess, and Bible. My favourite thing about school is friends.

~Grade Five Student

- The things I enjoy about this school are great teachers and Science. My favourite thing about school is math, and that is a Christian school.

~Grade Five Student

- The things I enjoy about school are my teachers, that we are upstairs, some assignments, Friday activities, and choir. My favourite thing about school is people who love and care about me.

~Grade Five Student

- I enjoy the social life I can have here and the experiences I get to have. My favourite thing is the memories I've made.

~High School Student

- I enjoy being with my friends and playing sports.
~High School Student
- Things I enjoy about school are my friends, my teachers, and recess time. My favourite thing about school is field trip with my friends.
~Grade 6 Student
- Things I enjoy at school are things I learn, my teachers, and all the subjects. My favourite thing about school is my friends and teachers.
~Grade 6 Student
- My things that I enjoy are watching Torchlighters. I like the field trip and skating. I like the bus rides so I can talk with my friends, and I like recess. My favourite things about school are the Christmas party and program.
~Grade 6 Student
- Things I enjoy at school are Friday activities, Gym (because of volleyball), recess activities, and Options. My favourite thing about school is Friday activities.
~Grade 7 Student
- The things I enjoy in school are being dismissed, computer class, Friday activities, watching occasionally, and doing quizzes on computers. My favourite thing about school is anything involving computers.
~Grade 7 Student
- Things I enjoy at school are volleyball, Science, Options, Bible, and Friday activities.
~Grade 7 Student

Local Component: Early Years Literacy and Numeracy Assessments

Grade	Test	Student Count	At-risk beginning of the year	Months Behind	At-risk end of year	Months behind	Months Gained
1	Castles and Coltheart 3 (CC3)	20	1	5.0	0	N/A	5.0
1	Numeracy Screening	19	3	9.0	3	8.2	0.8
1	Letter Name-Sound (LeNS)	20	1	N/A	0	N/A	N/A
2	Castles and Coltheart 3 (CC3)	20	2	8.5	1	10.0	-1.5
2	Numeracy Screening	20	9	10.0	3	10.0	0
2	Letter Name-Sound (LeNS)	20	3	N/A	1	N/A	N/A
3	Castles and Coltheart 3 (CC3)	15	2	13.8	0	N/A	13.8
3	Numeracy Screening	15	6	9.0	7	10.1	-1.1

Screening Assessments:

Grade One:

- Castles and Coltheart 3 (CC3)
- Letter Name-Sound (LeNS)
- Numeracy Screening

Grade Two:

- Castles and Coltheart 3 (CC3)
- Letter Name-Sound (LeNS)
- Numeracy Screening

Grade Three:

- Castles and Coltheart 3 (CC3)
- Letter Name-Sound (LeNS)
- Numeracy Screening

Strategies:

- Each elementary classroom has an Educational Assistant, generally the larger classrooms have one full-time assistant. The homeroom teacher is encouraged to utilize them in a way that is the most beneficial for the students learning. This often depends on what the needs are in the classroom. They are used to assist students in the whole class, pull one student out, or work in a small group to work on individual skills that need attention.
- Grades 1-3 utilize a literacy computer program, Imagine Learning, daily which tests students on individual skills which gives them activities in the problem areas. Teachers can make changes to each individual student profile so that students receive additional work on specific skills.
- In Grade 3, the teacher ensures that she pulls students on a weekly basis to work independently on skills, with a focus on literacy.
- The Grade 9 students do reading buddies with students Kindergarten to Grade 3 on a daily basis. We have noticed that the Junior High students create relationships with elementary students and gives students the opportunity to listen to reading, which is a vital part of literacy.
- Teachers do their best to ensure that students are understanding and meeting outcomes. If a specific outcome is hard for the class to meet, teachers will spend additional time and work to ensure that each student understands the material.

Domain: Teaching and Leading

Quality of Education

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

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	149	94.3	140	96.7	134	92.5	163	91.8	142	93.1	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	34	96.6	34	97.5	38	89.4	42	94.3	42	94.3	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	105	89.6	97	92.6	89	88.1	114	88.4	100	92.0	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	10	96.7	9	100.0	7	100.0	7	92.9	5	*	*	*	*	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

A.4 Education Quality - 3 Year Rolling Average

GOVERNMENT

Authority: 0016 Tween Valley Fellowship/Tween Valley Christian School

Province: Alberta

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

	Tween Valley Fellowship						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	145	95.5	152	94.3	153	92.5	265,232	90.3	257,078	89.7	253,558	88.6
Parent	34	97.1	38	95.9	42	94.3	36,085	86.6	34,318	86.4	31,809	85.2
Student	101	91.1	106	90.5	107	90.2	195,523	88.0	190,299	86.9	190,089	85.8
Teacher	10	98.3	8	96.4	7	92.9	33,625	96.2	32,462	95.7	31,661	94.7

Comments

- Overall increase in percentages of satisfaction.
- Student category in which they disagreed that schoolwork was interesting or challenging. This is area is something that teacher discuss as they have a different perspective as they see what is happening in the classroom.
- In the categories of PAT and being engaged with their schoolwork indicate that scores for PAT are low, strategies need to be implemented to ensure work in interesting, engaging, and challenging so that results correlate.

Local Context



Teacher Growth, Supervision, and Evaluation Policy

Tween Valley Christian School has implemented a local Teacher Growth, Supervision, and Evaluation Policy. Teachers at TVCS must submit a yearly Teacher Professional Growth Plans which align with the Alberta Teaching Quality Standards. Year Plans which need to outline how the Program of Studies outcomes will be taught, ensuring that all outcomes will be taught for each subject area. Teachers add the resources that they will be using to teach Program of Studies outcomes.

In the past years, teachers who have attended Professional Development sessions which have presented to the other staff what they have learned.

In the past few years, junior high teachers have regularly collaborated in teaching. They spend time discussing what areas students are struggling and which students they are concerned about. This has helped each teacher to know what areas they need to work and what gaps need to be filled, so they can work together to help each student be successful. Junior High students have multiple teachers and can have a difficult time connecting with each teacher. If all applicable teachers are aware of what is happening, it makes it easier for the students to get help and fill the gaps of knowledge.



Domain: Learning Supports

Welcoming, Caring, Respectful, and Safe

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																								
	Authority										Measure Evaluation			Province										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	137	91.7	164	94.6	142	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	38	94.4	42	99.1	42	98.5	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	92	84.9	115	89.0	100	89.6	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	7	95.9	7	95.8	5	*	*	*	*	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

**W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) -
3 Year Rolling Average**

Government

Authority: 0016 Tween Valley Fellowship/Tween Valley Christian School

Province: Alberta

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

	Tween Valley Fellowship						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	164	94.6	153	94.4	n/a	n/a	249,941	86.1	253,666	85.4
Parent	n/a	n/a	42	99.1	42	98.8	n/a	n/a	31,715	86.9	31,800	86.2
Student	n/a	n/a	115	89.0	108	89.3	n/a	n/a	187,258	77.7	190,207	77.2
Teacher	n/a	n/a	7	95.8	7	95.8	n/a	n/a	30,968	93.6	31,659	92.8

Comments:

- The overall and parent percentage of satisfaction decreased.
- Student level of satisfaction increased slightly.
- In multiple areas, the option of “don’t know” is quite high, in Grade 7-9 it is 23% in one category. This could be due to a few reasons such as not understanding the question, which changes that result. Parent decline is due to “Don’t Know.”
- Grade 4-6 students agree that they are safe on the way to and from school and they have caring teachers.
- In 2023 Parent surveys, multiple parents note that they think the school has a safe environment for their students to learn in.
- In the past year, whenever issues arose not relating to schoolwork, staff and teachers expressed their concern and discussions were had with students letting them know that teachers and administrators are available to talk to all students.
- It was also important how we responded to issues when students did come to teachers or staff, ensuring that the students knew that the adults were caring as well as not cause further harm or trouble.



Learning Supports

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

	Authority										Measure Evaluation			Province										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	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	137	84.9	163	89.9	142	91.3	n/a	Maintained	n/a	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	38	92.1	41	97.0	42	96.1	n/a	Maintained	n/a	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	92	77.2	115	84.2	100	86.5	n/a	Maintained	n/a	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	7	85.3	7	88.6	5	*	*	*	*	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

H.1 Access to Supports and Services - 3 Year Rolling Average

Government

Authority: 0016 Tween Valley Fellowship/Tween Valley Christian School

Province: Alberta

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

	Tween Valley Fellowship						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	163	89.9	153	90.6	n/a	n/a	249,570	81.6	253,282	81.1
Parent	n/a	n/a	41	97.0	42	96.5	n/a	n/a	31,684	77.4	31,766	76.5
Student	n/a	n/a	115	84.2	108	85.3	n/a	n/a	186,935	80.1	189,870	80.0
Teacher	n/a	n/a	7	88.6	7	88.6	n/a	n/a	30,951	87.3	31,647	86.8

Comments:

- In most areas, there is some uncertainty if students can get help with issues not related to schoolwork. This is an area that has been a challenge for multiple years, we have talked to the students and parents about how we can encourage students to talk to teachers if they have issues not relating to schoolwork. The past year, teachers and staff were encouraged to have conversations with students and classes letting them know that if they wanted to chat about anything, they could talk to any teacher. This has decreased the amount of “Don’t Knows.”
- AISCA has partnered with different resources that the school can utilize to ensure that our students have access to appropriate supports and services at school.
- The areas where the percentage is lowest is that students do not treat each other with respect as well as students not receiving help with issues not related to schoolwork.
- In the past, our Annual Education Plan has included strategies to ensure students know they can get help with issues not relating to schoolwork, an area we will continue work on.



Local Context



Access to a continuum of supports and services

- AISCA's new learning supports initiative provides different resources for mental health, speech, language, occupational health for students. Staff have access to all resources and including individuals and professionals that staff can bring into the classroom. Teachers have brought in different professionals into the classroom in the past year to help with the students who need additional supports.
- Parents have also been notified of resources available and can request services for their children. A number of parents have reached out to use the services/
- Staff are encouraged to take professional development on First Nations, Metis, and Inuit topics and integrate them into all subject areas.

- Teacher Professional Growth Plans include incorporating First Nations, Metis, and Inuit into all curriculum areas.
- Resources are purchased for classrooms and the library about First Nations, Metis, and Inuit topics. Student's year end field trips in the upper grades are to First Nation heritage sites such as Fort Macleod, Head Smashed Buffalo Jump, Fort Walsh, or the Galt Museum.



Domain: Governance

Parental Involvement

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

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	44	89.5	43	94.3	45	96.5	49	92.3	40	96.2	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	34	91.0	34	97.6	38	93.0	42	96.0	40	96.2	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	10	88.0	9	90.9	7	100.0	7	88.6	5	*	*	*	*	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

C.1 Parental Involvement - 3 Year Rolling Average

Government

Authority: 0016 Tween Valley Fellowship/Tween Valley Christian School

Province: Alberta

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

	Tween Valley Fellowship						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	44	91.9	46	93.3	45	94.3	69,247	81.5	66,395	80.3	63,174	78.9
Parent	34	94.3	38	96.8	41	96.1	35,750	73.8	34,077	73.1	31,659	72.4
Teacher	10	89.5	8	89.7	7	88.6	33,497	89.3	32,318	87.4	31,515	85.5

Comments:

- Parents seem to be satisfied overall. In the area where they are the least satisfied is with having an input about decision making. It was evident in a few parent nights they would like to be more involved in areas where provincial mandates were implemented.
- For our Annual Education Plan, strategies for ensuring parents are satisfied and have input in their child’s education, in the category of management and governing.
- In our last Parent Nights, we encouraged parents to help wherever they could, and they would have a better understanding of what happens at school. Areas that we encouraged was attending school events such as Parent Night, fundraisers, and programs, responding to survey, local and provincial, volunteer for class field trips, and offering to help in the classrooms.



Local Component

Summary of Financial Results:

Audited Financial Statements are available on the TVCS website or by clicking the link:

https://tweenvalleychristianschool.weebly.com/uploads/4/9/5/6/49565937/tvcs_audited_financial_statements_2022-2023.pdf

For more information regarding Tween Valley Christian School Financial Statements, contact Henry Schmitt at hyschmitt@gmail.com.

Web link to the provincial roll up of Audited Financial Statement information: www.alberta.ca/k-12-education-financialstatements.aspx

Whistleblower Protection

1. The Whistleblower Protection Act was circulated among the staff in early fall of 2017. Each year, staff are given a copy of the Act.
2. To date no concerns or wrongdoings have been reported or addressed.
3. Tween Valley Christian School's Auditor carefully goes through the school's budget and financial policies and procedures with the Board Chair, Secretary Treasurer and Principal on an individual basis. All internal controls and deficiencies raised by the auditor receive prompt and immediate action.
4. All Tween Valley Christian School teachers, paraprofessionals, bus drivers and other staff have all been made aware of the key elements of the Whistleblower policy and procedures.
5. Further to this the "Whistleblower Protection Act is also referred to in the recent Occupational Health and Safety Policy" implemented at Tween Valley Christian School this first year. Most wrongdoings would likely be addressed by the internal disclosure process which is also part of the Occupational Health and Safety Committee.

Notes

- There are no students at Tween Valley Christian School that identify as First Nations, Metis, or Inuit, therefore no data for those categories.
- N/a indicates there is no data for the category.
- * Indicates there were less than six people for the category, therefore the data cannot be shown.

Accountability Statement

Fall 2023 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Tween Valley Fellowship			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.5	89.8	89.8	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	87.9	89.3	91.1	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	50.4	57.1	56.0	80.7	83.2	82.3	Very Low	Maintained	Concern
	5-year High School Completion	67.1	76.7	71.7	88.6	87.1	86.2	Very Low	Maintained	Concern
	PAT: Acceptable	62.8	41.6	n/a	63.3	64.3	n/a	Low	n/a	n/a
	PAT: Excellence	10.3	3.9	n/a	16.0	17.7	n/a	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	93.1	91.8	94.3	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.1	94.6	94.6	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	91.3	89.9	89.9	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	96.2	92.3	93.3	79.1	78.8	80.3	Very High	Maintained	Excellent

Notes:

7. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
8. 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.
9. 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).
10. 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.
11. 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.
12. 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.
13. 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.
14. 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.

Fall 2023 Required Alberta Education Assurance Measures – Overall Summary

Measure	Tween Valley Fellowship			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)	0.0	n/a	0.0	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	11.1	0.0	11.2	2.5	2.3	2.5	Very Low	Maintained	Concern
In-Service Jurisdiction Needs	n/a	95.0	90.1	82.2	83.7	84.3	n/a	n/a	n/a
Lifelong Learning	95.5	91.5	93.0	80.4	81.0	76.8	Very High	Maintained	Excellent
Program of Studies	87.3	83.4	84.7	82.9	82.9	82.6	Very High	Maintained	Excellent
Program of Studies - At Risk Students	90.3	89.9	90.2	81.2	81.9	83.4	High	Maintained	Good
Rutherford Scholarship Eligibility Rate	100.0	*	n/a	71.9	70.2	68.3	Very High	n/a	n/a
Safe and Caring	97.1	96.0	95.8	87.5	88.8	89.1	Very High	Maintained	Excellent
Satisfaction with Program Access	83.8	83.2	82.8	72.9	72.6	73.9	Very High	Maintained	Excellent
School Improvement	89.8	87.8	90.1	75.2	74.2	77.9	Very High	Maintained	Excellent
Transition Rate (6 yr)	0.0	13.7	12.8	59.7	60.3	60.2	Very Low	Declined	Concern
Work Preparation	100.0	98.7	98.6	83.1	84.9	84.5	Very High	Maintained	Excellent

Notes:

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

16. 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.