



TWEEN VALLEY CHRISTIAN SCHOOL

Annual Education
Results Report

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 teacher, 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 to and strategies to promote academic growth for students to be more successful in their academics. 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 Christian School for the 2020/2021 school year was prepared under the direction of the Board/Board of directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2020/2021 was approved by the Board on November 29, 2021.



Board's Signature
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. The purpose is 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: treating others the way we want to be treated
- Compassion: showing kindness and concern for others
- Truthfulness: only speak what is honest and factual
- Discipline: practice of 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 219 students in 2021. Most of our students are from Kanadier Mennonite homes, ranging from various Mennonite denominations. We are also privileged to open our doors to several non-Mennonite families. Most of our students are bussed into Tween Valley Christian School from 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.

Teaching at Tween Valley Christian School continues to consist of multi-grade environments. A positive feature which helps create a positive learning environment for our students is that our school is committed to having Tween Valley Christian School 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. Thus, there is a strong focus on building English skills in all academic areas.

Currently Tween Valley Christian School employs 16 teachers and assistants. Three of the certified teachers grew up in Mennonite communities, two of whom graduated from Tween Valley Christian School. It has been common for a number of years to hire graduates as assistants or secretaries, and presently we employ four graduates as assistants or secretaries.

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 and singing. Last year, we did not offer Choir, and this was upsetting for many families. In the past, parents were satisfied with students learning about Music; in the latest survey there was a significant decrease in satisfaction. Many believe as part of 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 public schools.

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 and 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 can. 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. It is becoming more common for the parents to have their own business. 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 ask their children to get a job. Rather, they see their peers having jobs to earn money, so they have a desire to do the same.

Our transition rate is quite high as many of our students move frequently or parents change school frequently. In the last 5 years, our student numbers have fluctuated due to families moving around. Each year, we see a few families who have homeschooled their children in the past and found it was time to transition their children into a school. For many when they tour the school and register their children and are asked why they chose TVCS, they answer that they have friends and families who send their students and love the school.

Education is slowly becoming a priority for many Mennonite families. TVCS has always had families who support their children in education. Many still send their children as a social norm until they can go to work. 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 become available, some parents want their children to have more job options available to them and have jobs that are easier.



Families are 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 affect 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 and 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 but have contribute viewpoints that make changes.



Anecdotal conversations are one of the most effective ways to engage stakeholders. 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 these situations. Often after the meetings, parents will talk to the board and administrator and through these

conversations, parents express their concerns or encouragement that the board and administration is doing their job. 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 as it will be dealt with in an anonymous manner. Often, they do not realize how helpful these conversations are as they are discussing their families since school is an important part of their lives, the topic often comes up. Parents will share what their children are saying at home about school.

Staff meetings and devotionals are held every other week. This is a time for staff members to be updated on what is going to happen. Ofttimes 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 what areas there's a need. This also comes from conversations with them in the hallways and classrooms.



Results and information are shared yearly at parent nights and are put on the website. Communication is done through letters and weekly updates on a school's WhatsApp group.

Domain: Student Growth and Achievement

Provincial Performance Measure	2016	2017	2018	2019	2020
Percentage of students who scored an acceptable standard on PAT	86.4	86.7	76.0	87.5	n/a
Percentage of students who scored standard of excellence standard on PAT	9.1	6.7	0.0	0.0	n/a
Percentage of students who scored an acceptable standard on English 30-2 diploma	n/a	*	100.0	*	n/a
Percentage of students who scored standard of Excellence on English 30-2 diploma	n/a	*	71.4	*	n/a
Percentage of students who scored an acceptable standard on Social Studies 30-2 diploma	n/a	n/a	100.0	*	n/a
Percentage of students who scored standard of Excellence on Social Studies 30-2 diploma	n/a	n/a	0.0	*	n/a

Local Performance Measure	2020-2021
Percentage of students in Grade 4-5 who achieved an overall mark between 80%-90% in June 2021	56%
Percentage of students in Grade 4-5 who achieved an overall mark of 90% in June 2021	5%
Percentage of students in Grade 6-9 who achieved an overall mark between 80%-90% in June 2021	33%
Percentage of students in Grade 6-9 who achieved an overall mark of 90% in June 2021	6%

Comments:

- In the Spring of 2020 and 2021, Provincial Achievements Tests and Diploma Exams were not written at Tween Valley Christian School, so the data is from several years ago.
- 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, quite a few of students missed a few months of school due to work or family trips.

Provincial Performance Measure	2016	2017	2018	2019	2020
Percentage of students who completed high school within 3 years of entering Grade 10	*	88.9	25.4	76.2	34.7

Comments

- In the Spring of 2020 and 2021, Provincial Achievements Tests and Diploma Exams were not written at Tween Valley Christian School, so the data is from several years past.
- The rate of students graduating within 3 years has decreased dramatically, as the data shows, 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, and the schoolwork is not a priority.
- If more parents thought education was a priority, students would be more likely to graduate high school within 3 years.
- Part of the school population is transient. Each year 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, are stay at home moms, 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.
- In a recent survey of drop-out students from the year 2011 to 2019, there were a total of 34 students between the grades of 9-12. About 23% of the students dropped out due to moving out of the country. Majority of the other students have full time jobs in the local area.

Story from former student:



My name is James Kornelsen. I am a commercial pilot flying charter and medevac missions for a company based in Winnipeg, MB. We operate in the Canadian Arctic under some of the most extreme conditions in the world for commercial aviation.

Although being a commercial pilot is an incredibly technical and highly demanding career, I never did finish high school to pursue it. I completed grade nine. Then, three years later I got my grade 12 equivalent; my GED. I have had several jobs as a pilot in the past, and though I have put my educational criteria on my resumes, it has never been a point of interest to any of my employers nor has it ever even come up in an interview.

There's a saying that says, "It's who you know, not what you know, that will determine the course of your career." And nowhere is it more true than in the aviation industry.

I have worked alongside some incredibly educated pilots whose education did nothing to give them an edge over me on the progress of their careers.

Success as a commercial pilot is a product of many different components; being a good team player and getting along well with everyone, being committed to safety, professionalism, and a drive for excellence, and the capacity to process high stress situations in an effective and healthy manner. Have courage, be genuine, eager, and willing to learn; you'll be surprised how far that will take you.

Provincial Performance Measure	2017	2018	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	90.1	93.3	91.6	92.8	90.0
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.	*	*	*	*	89.0

Comments:

Citizenship:

- The lowest percentage of satisfaction is with students, and in most categories it has dropped.
- Students took the covid restrictions and protocols quite hard during the school year and it was reflected in how they treated each other.
- One area where we could improve is explaining the survey to students in the Grade 4-6 range as there is a high percentage of "Don't Know"

Students learning engagement:

- High School parents think students are not learning what they need to 83% and the rest of the parents think that the students are learning what they need to in school

- Across the board, most grades do not find mathematics interesting or think that it is useful.
- In Junior High, the next subject that they do not enjoy is Social Studies and High School is math

Local Context

- New parents to TVCS have commented that the reason that they chose TVCS is that they know of other students who enjoy going to school at TVCS
- Currently 5 TVCS graduates are volunteer firefighters for local fire department
- Many of our students and former students serve within their churches as teacher, song leaders, or youth leader

Student Testimonials:

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

~I enjoy spending time with the students and getting to know new people. I like that my schoolwork is online so that I can work at my own pace, and the opportunity for dual credit programming.

~ Things I like about this school are my friends. I like my friends because they cheer me on in games as well as others. Another thing I like about this is sports. Sports here are fun because you can do all kinds of sports.

~I like that if we need help the teachers can help you.

~I like this school because the teachers help us in our work. The teachers are very smart and they know everything about you, it takes them only two or three days to get to know you completely.

~I like that the teachers won't get upset if there are people that learn slower.

~The teachers are really nice. They are helpful.

~What I like is the efforts to make people feel welcome.

~What I like about school is friends, our work is pretty easy, teachers are really nice, we can play all sports, it's Christian, we have more opportunities than other schools, we learn about God every day, and we can play intramurals.

Domain: Teaching and Leading

Provincial Performance Measure	2017	2018	2019	2020	2021
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.3	94.6	94.3	96.7	92.5

Local Context

Teacher Growth, Supervision, and Evaluation Policy

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

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

In the past year, junior high teachers have spent time discussing what areas students are struggling and what students they are concerned about. This has helped each teacher with the students 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 have a hard time connecting with teachers. If the teachers are aware of what is happening, it makes it easier for the students.

Comments:

- Overall drop in most groups, parents do not think the work is interesting or challenging, whereas teachers think that students find the schoolwork challenging.
- Students respond that they do not find work interesting and core courses useful to them but say the percentage of satisfaction is 95.

Domain: Learning Supports

Provincial Performance Measure	2017	2018	2019	2020	2021
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	n/a	n/a	n/a	n/a	91.7
The percentage of teachers, parents and students who agree that students have access to the appropriate support and services at school.	n/a	n/a	n/a	n/a	84.9



Comments

Welcoming, Caring, Respectful, and Safe

- The areas where the percentage is lowest is that students do not treat each other with respect and helping students with issue not related to schoolwork
 - In multiple areas, the option of don't knowing is quite high, in Grade 4-6 it is 30% in one category.
 - For Grade 10-12, not treated fairly by adults. In multiple areas, the distinction that the survey was only for TVCS related and not PBB was not made clear.
- In the past year, when multiple 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.

Learning Support

- In most areas, there is some uncertainty if students can get help with issues not related to schoolwork.

Local Context

Access to a continuum of supports and services

- AISCA's new initiative provides different resources for mental health, speech, language, occupational health for students
- 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 library about First Nations, Metis, and Inuit topics and 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 Galt Museum.

Domain: Governance

Provincial Performance Measure	2017	2018	2019	2020	2021
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	98.2	97.4	89.5	94.3	96.5

Comments

- Parents seem to be satisfied overall in the area where they are the least satisfied with decision making. It was evident in a few parent nights they would like to be more involved in areas where provincial mandates were implemented.

Local Component

Summary of Financial Results:

Audited Financial Statements are available on

<https://tweenvalleychristianschool.weebly.com/audited-financial-statements.html>

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.

Accountability Statement

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	89.0	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	90.0	92.8	92.5	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	34.7	76.2	63.5	83.4	80.3	79.6	Very Low	Declined	Concern
	5-year High School Completion	38.4	100.0	100.0	86.2	85.3	84.8	Very Low	Declined Significantly	Concern
	PAT: Acceptable	n/a	n/a	69.5	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	7.3	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	87.5	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	31.3	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.5	96.7	95.2	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.7	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	84.9	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	96.5	94.3	93.7	79.5	81.8	81.4	n/a	n/a	n/a

Supplemental Alberta Education Assurance Measures - Overall Summary

Spring 2021

Authority: 0016 Tween Valley Fellowship/Tween Valley Christian School



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)	n/a	0.0	0.0	n/a	56.6	56.4	n/a	n/a	n/a
Drop Out Rate	26.2	7.4	2.8	2.6	2.7	2.6	Very Low	Declined Significantly	Concern
Program of Studies	82.4	86.0	85.5	81.9	82.4	82.1	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	*	*	87.9	68.0	66.6	64.9	*	*	*
Safe and Caring	92.3	95.5	95.2	90.0	89.4	89.1	n/a	n/a	n/a
School Improvement	87.8	92.3	88.5	81.4	81.5	81.0	n/a	n/a	n/a
Transition Rate (6 yr)	11.9	*	31.0	60.0	60.3	59.5	Very Low	Maintained	Concern
Work Preparation	90.2	98.5	97.6	85.7	84.1	83.2	n/a	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. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "NA" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.