
Sample Format for Combined 3-Year Education Plan and Annual Education Results Report (AERR) for School Authorities

The following pages contain a sample format for School Authority Combined 3-Year Education Plan and AERR, populated with the latest Accountability Pillar results. School Authorities may use this format or a format of their own design to prepare their Combined 3-Year Education Plan and AERR.

Please note that the components and requirements for Combined 3-Year Education Plan and AERR are different for Public/Separate/Francophone Authorities, Charter School Authorities and Accredited Funded Private School Authorities.

- The specific components and requirements for the various authorities are specified in the Policy and Requirements for Planning and Results Reporting documents (see below).
- In using this sample format, authorities must modify it to fully meet the components and requirements for Combined 3-Year Education Plan and AERR of each type of school authority (e.g., Charter Schools need to add the Charter Goals, Outcomes and Performance Measures).

Components and Requirements for Combined 3-Year Education Plan and AERR, November 2020

Public/Separate/Francophone Authorities:

Components and requirements of Combined 3-year Education Plan and AERR for Public, Separate and Francophone School Authorities are available in the *Policy and Requirements for School Board Planning and Results Reporting*.

<https://open.alberta.ca/publications/1923-0257>

Charter School Authorities:

Components and requirements of Combined 3-year Education Plan and AERR for Charter School Authorities are available in the *Policy and Requirements for Charter School Planning and Results Reporting*.

<https://open.alberta.ca/publications/1923-127x>

Accredited Funded Private School Authorities:

Components and Requirements of Combined 3-year Education Plan and AERR for Accredited Funded Private School Authorities are available in the *Policy and Requirements for Accredited Funded Private School Authority Planning and Results Reporting*.

<https://open.alberta.ca/publications/policy-and-requirements-for-accredited-funded-private-school-authority-planning>.

Message from the Board Chair (optional)

Parents and community members will be able to access a copy of the Tween Valley Christian School Authority 2019-2020 and 2020-2021 combined Three-Year Education Plan and the most recent 2018-2019 AERR from the Chairman of the Board, the Secretary/Treasurer and/or the Principal of Tween Valley Christian School.

Parents and community members are also encouraged to go directly to the Tween Valley Christian School Website at tweenvalleychristianschool.weebly.com and click on the “one line” drop down menu, click the “3-Year Education Plan and AERR for the 2019-2020 Annual Education Results Report. The latest local internet access survey indicated that over 55% of our parents now have access to internet service. Families with internet service will be able to go directly to our web site and find all this information and more online. However, since almost half of our parents and community members still do not have internet access, communication concerning the 3-Year Education Plan, AERR and all budget and financial concerns as well as the PAT results are still being made public by holding regularly scheduled parent meetings twice a year. In addition to all Alberta Education information the TVCS Board takes the opportunity during these parent meetings to plan, discuss and mobilize all the events throughout the school year.

Finally, the TVCS Board, along with the Tween Valley Christian School Administration is committed to encouraging high school students to complete Grade 12 at TVCS and increase the participation in addition diploma exams as well as increase the rate of transition to post-secondary. Another goal is to work toward academic success for all students from Kindergarten to Grade 12. In the past years, our PAT results have shown that we need growth, especially in numeracy. Our goal is to create measures within the school and work on strategies for our students to be more successful in their academics.


Signature


Date Signed

Accountability Statement

The Annual Education Results Report for the 2019/2020 school year and the Three-Year Education Plan commencing September 1, 2020 for Tween Valley Christian School were prepared under the direction of the Board in accordance with its responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. 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 combined Annual Education Results Report for the 2019/2020 school year and the Three-Year Education Plan for 2020/2021 on November 27, 2020.

Public/Separate/Francophone Authorities:

Please refer to Appendix C of the *Policy and Requirements for School Board Planning and Results Reporting* for the wording of accountability statement

<https://open.alberta.ca/publications/1923-0257>

Charter School Authorities:

Please refer to Appendix C of *Policy and Requirements for Charter School Planning and Results Reporting* for the wording of accountability statement

<https://open.alberta.ca/publications/1923-127x>

Accredited Funded Private School Authorities:

Please refer to Appendix C of *Policy and Requirements for Accredited Funded Private School Authority Planning and Results Reporting* for the wording of accountability statement

<https://open.alberta.ca/publications/policy-and-requirements-for-accredited-funded-private-school-authority-planning>

Foundation Statements (optional)

- *Vision*
- *Mission*
- *Principles*
- *Beliefs*

VISION: Tween Valley Christian School is large enough to meet all students' needs, yet small enough to care. It is our purpose to provide all our students with the knowledge, skills and values which will enable each student to reach his/her highest academic potential. Our goal is not only to teach our students how to earn and make a living, but more importantly how to live as good citizens within our society.

MISSION: Moreover, Tween Valley Christian School will strive to establish and maintain a positive learning atmosphere. This will be achieved by promoting and administering programs aimed towards students at risk, and ensuring students remain in school. Our purpose is to instill awareness and importance of education in the mindsets and attitudes of both students and parents.

BELIEFS: The teaching staffs at Tween Valley Christian School believe "What we focus on is what will get done." Therefore, we are working towards creating a school of distinction behaviourally, spiritually, as well as academically. Our purpose is to be on the leading edge of all educational practices, programming, and teaching strategies. Because we are a private Christian School, our philosophy and beliefs are Biblically centered, with a strong Christian emphasis in all subject matter and programs.

A Profile of the School Authority (optional)

Presently in the 2020/2021 academic school year our student enrolment has remained stable from the previous year to 184 students. Our student body is comprised of a variety of Mennonite groups who have immigrated into southern Alberta over the past ten years or so from Mexico. Except for one family attending Tween Valley Christian School, the remainder consist of the Kanadier Mennonites.

ESL remains as a large component within the educational programs of studies here at Tween Valley Christian School. Teaching the fundamentals of the English Language remains a high priority at all grade levels.

Tween Valley Christian School student head count continues to fluctuate from year to year. Following is year to year record of the yearly student population numbers at Tween Valley Christian School:

| | | |
|-----------|-------|--------------|
| 2009-2010 | | 70 students |
| 2010-2011 | | 108 students |
| 2011-2012 | | 86 students |
| 2012-2013 | ---- | 109 students |
| 2013-2014 | ---- | 119 students |
| 2014-2015 | | 129 students |
| 2015-2016 | | 150 students |
| 2016-2017 | | 196 students |
| 2017-2018 | | 189 students |
| 2018-2019 | | 219 students |
| 2019-2020 | | 184 students |
| 2020-2021 | ----- | 185 students |

The recent demographic fluctuations seem to suggest that the student enrollments will remain under 200 for the foreseeable future. For many families, there is pressure from families and churches to send their children to home-school congregational school or to homeschool their children. There is great skepticism towards governments and their involvement in schools and wish to keep their children's education private. Many of the families who left, felt that the government should not have control of the curriculum and learning materials that are used in a private Christian school.

Planning for future needs and improvements for the school system are extremely difficult and challenging under these circumstances.

Trends and Issues (optional)

The need to develop a total learning and involved community that includes parents, pupils, teachers, and board will remain an important objective for future years to come.

Another challenge is the struggle to secure qualified professional teaching staff that share and practice mutual beliefs and values consistent with school authority expectation. Moreover, ensuring that our students remain in school through to grade 9 and will thereafter be prepared for entering High School remains a serious challenge. Recently, we added the Knowledge and Employability program to our school to help offset the risk of losing non-academic students prior to their sixteenth birthday. An additional challenge Tween Valley Christian School has every year, is student retention. This is especially true with our female students from grades 7-9. The traditional mindset is that female students should be homeschooled for their junior high years or quit school all together. Thus, every fall a great deal of time is spent discussing the options available with parents of junior high girls who are reluctant in having their daughter pursue a high school education program. If Tween Valley Christian School can realize some success in this area, we will witness more and more of our students completing their High School program and thus graduate from Tween Valley Christian School with an Alberta Grade XII Diploma.

Addressing the special needs children who are encountering a variety of special needs will clearly require greater intervention and commitment that it may have had in the past. Therefore, a clear policy with a firm commitment and systematic planning to achieve full inclusion will be the Authority's long-term goal. If the inclusion of all students is a desirable goal, then all stake holders will need to find more effective ways to collaborate throughout the inclusion implementation process.

It must be the school's responsibility to ensure that all students with physical or cognitive disabilities have full access to the school and the general routines of regular school life. Tween Valley Christian School Board has developed a local Inclusive School Foundation Policy, which is being implemented in accordance with the Alberta Education inclusion guidelines.

The need to develop a total learning community that includes parents, pupils, teachers, and board members will remain an important challenge for years to come. The transition into more online programming for our technology subject delivery creates an alarming high degree of supervision and parental dissatisfaction due to the ease of potential internet abuse.

Recent trends of Junior High girls transferring into homeschooling programs are deeply disconcerting. Traditionally, parental mindsets towards early teen ladies have been to either remain at home for homeschooling or to quit school all together. This is largely due to the domestic needs mother is experiencing at home. Female

students remaining in school until grade 12 graduation has been decreasing gradually over the last few years.

Moreover, the rush to create and implement congregate homeschooling facilities within the Tween Valley Christian School demographic area is another trend that has really gained traction over the past two years. In addition to the start up of congregate homeschooling challenges facing Tween Valley Christian School, several families have already and continue to return to Mexico for employment opportunities and/or life choices decisions that further erode the stability of our student body.

Summary of Accomplishments (optional)

- The school authority's accomplishments – impact of major activities/strategies

Tween Valley Christian School Highlights for 2020-2021:

1. Stable school enrollment
2. Installed a playground structure from Blue Imp
3. High School online programming through Palliser Beyond Borders

Challenges facing TVCS for 2020-2021:

1. Continual erosion of students from our school:
 - a) Congregate homeschooling springing up around us.
 - b) Parental fickleness and complete detachment.
 - c) Negative attitudes towards established school systems.
 - d) Greater mistrust of government throughout COVID-19
2. Community/Parents extremely critical and resentful to education in general:
 - a) No commitment
 - b) Lack of skin in the game.
 - c) Fear of investing in their child's education.
3. Challenges of student retention:

Lately more and more Jr. & Sr. high students are not continuing their school, opting for homeschool instead, available to help at home or for male students to get into work force, pressure from home to add to the family income.
4. Acquiring, qualified, certificated teachers and administration who share the Board's vision, cause, language, and Faith, all without the compensation package awarded to their peers teaching in the non-private schools.
5. Securing qualified, certificated staff for substitute teaching.
6. Hiring certificated educators each year.
7. Lack of high school staffing which means few on-campus classes are available.

May 2020 Accountability Pillar Overall Summary

| Measure Category | 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 |
| Safe and Caring Schools | Safe and Caring | 95.5 | 94.3 | 95.3 | 89.4 | 89.0 | 89.2 | Very High | Maintained | Excellent |
| Student Learning Opportunities | Program of Studies | 86.0 | 84.3 | 86.5 | 82.4 | 82.2 | 82.0 | Very High | Maintained | Excellent |
| | Education Quality | 96.7 | 94.3 | 93.1 | 90.3 | 90.2 | 90.1 | Very High | Improved | Excellent |
| | Drop Out Rate | 7.4 | 0.0 | 0.4 | 2.7 | 2.6 | 2.7 | Low | n/a | n/a |
| | High School Completion Rate (3 yr) | 76.1 | 25.4 | 57.1 | 79.7 | 79.1 | 78.4 | High | Maintained | Good |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | n/a | 74.1 | 71.0 | n/a | 73.8 | 73.6 | n/a | n/a | n/a |
| | PAT: Excellence | n/a | 12.5 | 9.5 | n/a | 20.6 | 20.0 | n/a | n/a | n/a |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | n/a | * | 90.2 | n/a | 83.6 | 83.4 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | * | 19.2 | n/a | 24.0 | 23.5 | n/a | n/a | n/a |
| | Diploma Exam Participation Rate (4+ Exams) | 0.0 | 0.0 | 0.0 | 56.4 | 56.3 | 55.6 | Very Low | Maintained | Concern |
| | Rutherford Scholarship Eligibility Rate | * | 85.7 | 87.9 | 66.6 | 64.8 | 63.5 | * | * | * |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | * | 31.0 | 35.0 | 60.1 | 59.0 | 58.5 | * | * | * |
| | Work Preparation | 98.5 | 97.0 | 96.7 | 84.1 | 83.0 | 82.7 | Very High | Maintained | Excellent |
| | Citizenship | 92.8 | 91.6 | 91.6 | 83.3 | 82.9 | 83.2 | Very High | Maintained | Excellent |
| Parental Involvement | Parental Involvement | 94.3 | 89.5 | 95.0 | 81.8 | 81.3 | 81.2 | Very High | Maintained | Excellent |
| Continuous Improvement | School Improvement | 92.3 | 85.2 | 85.2 | 81.5 | 81.0 | 80.9 | Very High | Improved | Excellent |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Measure Evaluation Reference (Optional)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

| Measure | Very Low | Low | Intermediate | High | Very High |
|--|---------------|---------------|---------------|---------------|----------------|
| Safe and Caring | 0.00 - 77.62 | 77.62 - 81.05 | 81.05 - 84.50 | 84.50 - 88.03 | 88.03 - 100.00 |
| Program of Studies | 0.00 - 66.31 | 66.31 - 72.65 | 72.65 - 78.43 | 78.43 - 81.59 | 81.59 - 100.00 |
| Education Quality | 0.00 - 80.94 | 80.94 - 84.23 | 84.23 - 87.23 | 87.23 - 89.60 | 89.60 - 100.00 |
| Drop Out Rate | 100.00 - 9.40 | 9.40 - 6.90 | 6.90 - 4.27 | 4.27 - 2.79 | 2.79 - 0.00 |
| High School Completion Rate (3 yr) | 0.00 - 57.03 | 57.03 - 62.36 | 62.36 - 73.88 | 73.88 - 81.79 | 81.79 - 100.00 |
| PAT: Acceptable | 0.00 - 66.07 | 66.07 - 70.32 | 70.32 - 79.81 | 79.81 - 84.64 | 84.64 - 100.00 |
| PAT: Excellence | 0.00 - 9.97 | 9.97 - 13.44 | 13.44 - 19.56 | 19.56 - 25.83 | 25.83 - 100.00 |
| Diploma: Acceptable | 0.00 - 71.45 | 71.45 - 78.34 | 78.34 - 84.76 | 84.76 - 87.95 | 87.95 - 100.00 |
| Diploma: Excellence | 0.00 - 9.55 | 9.55 - 12.59 | 12.59 - 19.38 | 19.38 - 23.20 | 23.20 - 100.00 |
| Diploma Exam Participation Rate (4+ Exams) | 0.00 - 31.10 | 31.10 - 44.11 | 44.11 - 55.78 | 55.78 - 65.99 | 65.99 - 100.00 |
| Rutherford Scholarship Eligibility Rate | 0.00 - 47.98 | 47.98 - 55.78 | 55.78 - 68.95 | 68.95 - 74.96 | 74.96 - 100.00 |
| Transition Rate (6 yr) | 0.00 - 39.80 | 39.80 - 46.94 | 46.94 - 56.15 | 56.15 - 68.34 | 68.34 - 100.00 |
| Work Preparation | 0.00 - 66.92 | 66.92 - 72.78 | 72.78 - 77.78 | 77.78 - 86.13 | 86.13 - 100.00 |
| Citizenship | 0.00 - 66.30 | 66.30 - 71.63 | 71.63 - 77.50 | 77.50 - 81.08 | 81.08 - 100.00 |
| Parental Involvement | 0.00 - 70.76 | 70.76 - 74.58 | 74.58 - 78.50 | 78.50 - 82.30 | 82.30 - 100.00 |
| School Improvement | 0.00 - 65.25 | 65.25 - 70.85 | 70.85 - 76.28 | 76.28 - 80.41 | 80.41 - 100.00 |

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e., lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

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

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

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

Overall Evaluation Table

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

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

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g., 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Charter Goal: (For Charter Schools Only)

Outcome: (Charter Outcome)

- Charter Goals, Outcomes and Performance Measures (locally determined, consistent with Section 4 (a) and (b) of the Charter Schools Regulation, per the charter school's ministerial approved charter agreement.)

| Performance Measures | Results (in percentages) | | | | | Target* | Targets | | |
|---|--------------------------|------|------|------|------|---------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2019 | 2020 | 2021 | 2022 |
| Locally Determined Performance Measure(s) | | | | | | | | | |

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Strategies

For each outcome, charter schools must develop and include strategies (at least one strategy for each outcome) in the plan.

* Target set for 2018/19 in the three-year education plan 2018/19 – 2020/21.

Outcome One: Alberta's students are successful

| Performance Measure | Results (in percentages) | | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|------|--------|--------------|-------------|------------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2020 | Achievement | Improvement | Overall | 2021 | 2022 | 2023 |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | 76.3 | 77.2 | 74.0 | 64.8 | 74.1 | * | 80 | Intermediate | Maintained | Acceptable | * | 81 | 81.5 |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 10.0 | 5.9 | 14.0 | 2.1 | 12.5 | * | 15 | Low | Maintained | Issue | * | 15.5 | 16 |

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

The data has not changed at students at TVCS did not complete PAT in the spring due to COVID. TVCS does not plan for students to write PAT in the spring of 2021 as our goal is for students and teacher to continue working at their grade level. There would be added pressure from both students and teachers to fill in all the gaps of knowledge from missing school in the spring of 2020 and we feel that it could negatively impact student's performance during the years as they are stressed to learn all the material and may cause poor performance on the PAT.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Strategies:

Support and affirm teacher accreditation:

1. Hiring only certificated teachers to carry out classroom responsibilities.
2. Board placing much higher priority on staffing classrooms.
3. Streamlining curriculum throughout grades
 - a. By hiring and assigning certificated teachers into the gr. 6 and 9 programs, we can anticipate having more positive results as their teaching directly aligns with the program of studies outcomes to prepare students for PAT.
 - b. Gates MacGinite and Canadian Achievement test are administered in November and March/April to help teacher assess students' levels. The benchmarks from the test help teacher indicate areas that students struggle. It is also a tool for student to get familiar with standardized test and may not feel as apprehensive for the PAT. By completing these types of test twice a year are markers of student learning and growth and indicators of knowledge gaps. This tool is used for teacher to know which areas of the curriculum need greater focus.

- c. Our goal in the past year has been to ensure additional time is spent on core subjects especially at the Grade 6 and 9 so teachers have sufficient time to address all Program of Studies outcomes and ensure students are understanding concepts and they are not rushed to learn all the material.
- d. In the past three years, we are moving toward having consistent curriculum in our core subjects that is Alberta recommended to ensure that each year all outcomes are met especially in literacy and numeracy so gaps of learning are less likely to occur and teacher do not need to make this the focus and know material is taught.
- e. The Standard of Excellence is extremely low for the Grade 6 and 9 Pats. As majority of our students are ESL.

Standard of Excellence:

The standard of excellence for the gr. 6 and 9 PAT tests are extremely low at TVCS. This is largely the result of working with and ESL student population.

Strategies:

- 1) Certified teachers will require teacher assistants to encourage higher performance levels in the core subject areas.
- 2) This year we established manageable class sizes. This strategy allows for teacher attention for students who need extra interventions or remediation. These benefits both the slower learner as well as the gifted learner.
- 3) By using and implementing the strategies above, students who perform at an acceptable standard level will be boosted to standard of excellence and if this work is continuously worked on, students will be prepared for the PAT in the Spring of 2022.

Notes:

- 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 3. 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); and Social Studies (Grades 6, 9, 9 KAE).
- 4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Outcome One: Alberta's students are successful (continued)

| Performance Measure | Results (in percentages) | | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2020 | Achievement | Improvement | Overall | 2021 | 2022 | 2023 |
| Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results). | 100.0 | n/a | 92.9 | 87.5 | * | * | * | * | * | * | 88 | 88.5 | 88.9 |
| Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results). | 56.3 | n/a | 7.1 | 31.3 | * | * | * | * | * | * | 12.7 | 13.5 | 13.5 |

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

In 2019, only 4 students wrote diplomas, due to this there is no data. These students only completed the two mandatory, English Language Arts and Social Studies diplomas. In 2020, TVCS had no students in Grade 12, so no diplomas were scheduled to be written.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

In the past years, our trend has not been positive for multiple reasons.

1. The number of students graduating from TVCS is always fluctuating and the past years is dropping. Of these students who complete Grade 12, majority only complete the mandatory English Language Arts and Social Studies diplomas.
2. Quite a few students drop out or transfer before Grade 12 for various reasons.
 - a. Having a quality education or completing high school is not a priority for many of our students or their parents value education and many find jobs and drop out of school
 - b. Lack of in-house programming and some decide to transfer. Extra-curricular and core as well starting this year is done through distance/online programs.

Strategies:

1. Due to multiple high school staff leaving, TVCS has completely changed the high school programming to online through Palliser Beyond Borders. Students can get all their courses through Palliser Beyond Borders. The online programming allows students more flexibility to work on courses as well as have a job. The program ensures students are connecting frequently with their teachers and working on their assignments. By switching to Palliser Beyond Borders, students do not receive many courses from TVCS, but have more options to choose from through online program.
2. Encourage students to take additional Grade 12 courses with diplomas and discuss how it can be beneficial if they transition to post-secondary.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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; and Social Studies 30-2.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Outcome One: Alberta's students are successful (continued)

| Performance Measure | Results (in percentages) | | | | | | Target 2020 | Evaluation | | | Targets | | |
|---|--------------------------|-------|------|------|------|------|-------------|-------------|------------------------|-----------|---------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | | Achievement | Improvement | Overall | 2020 | 2021 | 2022 |
| High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10. | * | 100.0 | * | 88.9 | 25.4 | 76.1 | 70.0 | Very Low | Declined Significantly | Concern | 74.0 | 78.0 | 79.0 |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10. | * | 0.0 | * | 0.0 | 0.0 | 0.0 | 10.0 | Very Low | Maintained | Concern | 15.0 | 20.0 | 22.0 |
| Drop Out Rate - annual dropout rate of students aged 14 to 18 | 0.0 | 3.2 | 0.0 | 1.1 | 0.0 | 7.4 | 5.0 | Low | n/a | n/a | 5.3 | 5.1 | 5.3 |
| High school to post-secondary transition rate of students within six years of entering Grade 10. | * | * | 39.1 | * | 31.0 | * | 20.1 | Very Low | Maintained | Concern | 24.0 | 28.0 | 30.0 |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship. | n/a | 100.0 | * | 90.0 | 85.7 | * | 87 | Very High | Maintained | Excellent | 88 | 89.5 | 90 |

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

High School Completion Rates:

Completing high school is not a goal for many of our students here at TVCS. Many parents who are not supportive of education may remove their students from school and encourage them to get a job to assist with the family financially.

Quite a few of the parents will allow their children only two years in high school or until the age of 16 before they enter the work force in which students are expected to complete all of their high school programming in that time frame, which many are not able to or chose to drop out.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Strategies:

There will not no changes in the data if there is not a change in the parent's mindset.

1. This year, due to programming changes, we have discussed with the parents personally that they need to be supportive of the school and their children' education and future.
2. This year, we created more flexibility with our programming by switching to online studies so students can work at their own pace and have accountability from the school in addition to the online school.
3. High School transition to post-secondary: We started having conversations with all our students this year and what they wanted to do post high school. We provided

resources and discussed the best course options they needed to take to get into the post secondary program.

4. Another strategy for higher transition rate is to take students to Career and Trades Fairs to give students an opportunity to see careers options. In addition, bringing in post-secondary institute ambassadors to give students more perspective of post-secondary studies. Both strategies give students opportunities for students to ask questions about program requirements or careers and give them a better idea of what they want to do with their future.
5. By working with Palliser Beyond Borders, students have more options for Grade 12 diploma courses, by creating greater opportunity and availability to these courses, we hope students add more diploma courses to their timetables.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. 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; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome One: Alberta's students are successful (continued)

| Performance Measure | Results (in percentages) | | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2020 | Achievement | Improvement | Overall | 2021 | 2020 | 2023 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 91.0 | 90.6 | 90.1 | 93.3 | 91.6 | 92.8 | 92.5 | Very High | Maintained | Excellent | 93.0 | 93.1 | 93.5 |

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Students from Tween Valley Christian School are always encouraged to exhibit behavior to be a positive and contributing member of the school community and in society. Students rights and responsibilities are taught to the students at the beginning of each year along with our school verse. Students are not hesitant to take showcase this in school by following rules, participating in school activities such as school event fundraisers as well in school fundraising events such as Operation Christmas Child, Hot Lunch, Bottle Drives, etc.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Strategies:

- 1) Throughout the years, for our school year end awards program, each year awards are presented to students to reward them for exhibiting. that reward students who exhibit the characteristics of active citizenship.
- 2) Ensuring teachers are encouraging active citizenship within the classroom and creating management systems to help students keep themselves and classmates accountable.
- 3) The principal invites students past and present exhibiting successful characteristics of active citizenship and positive behavior and attitudes in the real world of work to speak to the student's body during general assemblies and individual classes. Drawing from the successes of model students will act as a positive reinforcement towards other students who need to be motivated and inspired to develop similar characteristics.
- 4) Taking the high school students to the Alberta Trade competitions in Edmonton and Calgary every April. This exposure to real life trades and career opportunities helps students to speak with trade and college personnel face to face and help them recognize the requirements for a career or trade.
- 5) Create opportunities throughout the school year for high school students to become involved in community events and activities. For example:
 - a) Local volunteer firemen's fund raiser events
 - b) Church or camp leadership opportunities.

c) Help local volunteer programs such as the food bank, and Christmas shoebox project through Samaritan's Purse organization. These activities have been extremely successful in the past three years. Thus, we intend to continue to pursue this direction.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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

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

[No Data for Overall FNMI Results]

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Authorities must develop at least one strategy to improve First Nations, Métis and Inuit student success and ensure all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)

[No Data for Overall FNMI Results]

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

The aboriginal student self-identification information chart is part of the Tween Valley Christian School registration forms that are filled out with parental signatures each fall at the beginning of the school year.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Authorities must develop at least one strategy to improve First Nations, Métis and Inuit student success and ensure all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.

Strategies:

1. All students from Kindergarten to Grade 12 at TVCS are taught about the First Nations, Metis, and Inuit culture, language, tradition, and history and throughout all subject areas.
2. Teachers implement it into the curriculum whenever possible using the Alberta Education lesson plans to incorporate it into all subject areas. Also encourage teacher to do professional development in these subjects to they become more familiar and comfortable with the teaching material.
3. Students 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.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

| Performance Measure | Results (in percentages) | | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2020 | Achievement | Improvement | Overall | 2021 | 2022 | 2023 |
| Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. | 92.3 | 88.7 | 89.3 | 86.0 | 84.3 | 86.0 | * | Very High | Maintained | Excellent | 86.5 | 88.0 | 89.0 |

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Tween Valley Christian School tries to offer a wide range of courses, but the number is often based on the number of students, especially at the high school level. In the last few year, students took multiple courses through Alberta Distance Learning Center as on-site staff was limited for non-core classes. Students also had the option of taking core courses through ADLC for greater flexibility.

Most high school core courses were being offered on campus to support students' needs and to avoid as many high school dropouts as possible. In addition, we offer off campus courses such as Work Experience and Registered Apprenticeship Program.

In the past, there has been a decline in satisfaction in a broad program of studies, many adjustments were made such as adding Drama, Art, Choir, German Language and Culture, and Computer class, Yearbook class to accommodate parents and students, many wanted more options, but many students did not want to participate in these activities. Many of the parents wanted more options as well but did not want activities to be mandatory for their children.

In the past year, having more parent involvement was beneficial as parents were made aware of our timetable and saw the wide array of opportunities for their students.

For students in high school, representatives from ADLC presented to our students a list of electives they could take based on their interest level.

In the past year, TVCS staff had parents nights conversations about the course offerings we had at school with the students and parents.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

- 1) Clear communication with parents about course offerings.
 - a. Parent Night-discuss the timetable and course offerings-this year we also added a High School Parent night to discuss all core and elective course option offered in house, off campus, and online
 - b. Parent/Teacher Interviews-addressing parent concerns
 - c. Taking notes when students are addressing needs and interests in electives

- 2) Implement electives from K-12.
- a. Computers- due to backlash from parents, ensuring computers are closely monitored and assignments are strongly linked to core subjects.
 - b. Fine Arts such as Art, Choir, Music, and Drama are scheduled into the regular timetable. High School students receive credits for these courses.
 - c. Every other spring, St. John Ambulance is brought in for high school students to complete a First Aid Course.
 - d. High School Off Campus courses are offered such as Work Experience and Registered Apprenticeship program.
 - e. For extra Physical Education, students can participate in a variety of sports and intermural activities during recesses and breaks.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Four: Alberta’s K-12 education system is well governed and managed

| Performance Measure | Results (in percentages) | | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2020 | Achievement | Improvement | Overall | 2021 | 2022 | 2023 |
| Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. | 96.4 | 97.2 | 95.7 | 95.7 | 94.3 | 95.5 | 95.0 | Very High | Maintained | Excellent | 95.5 | 96.0 | 96.5 |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 94.5 | 96.2 | 90.3 | 94.6 | 94.3 | 96.7 | 91.1 | Very High | Maintained | Excellent | 91.2 | 91.3 | 91.4 |
| Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. | 97.7 | 93.9 | 95.9 | 97.3 | 97.0 | 98.5 | 94.8 | Very High | Maintained | Excellent | 95.0 | 95.1 | 95.3 |
| Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i> | 87.5 | 91.3 | 86.5 | 90.3 | 86.8 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 96.2 | 92.4 | 98.2 | 97.4 | 89.5 | 94.3 | 94.5 | Very High | Declined | Good | 94.8 | 95.0 | 95.5 |
| Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. | 97.3 | 92.7 | 82.5 | 87.9 | 85.2 | 92.3 | 85.0 | Very High | Maintained | Excellent | 85.1 | 85.2 | 85.5 |

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of “Improved” or “Improved significantly” on Accountability Pillar measures, may be included.

In the past year, there is improvement in all areas in governance and management. In most areas we have surpassed our target and the percentage from the previous years.

In 2018-2019 we had several parents who were upset at our curriculum and that it aligned with Alberta standards who believed that as a private school TVCS should operate separate from the government. In the following year, 2019-2020 most of those parents transferred their students to home school or home school congregates.

TVCS created opportunities for increased parent involvement in school and trying to communicate with parents what they could do to be involved, such coming into school more

frequently to see what is occurring daily in school, and volunteering to help in school and school events. Having parents participate and be involved in the daily operations helps parents see the everyday activities that are done, rather than students telling their parents some of the daily activities.

Even with the numbers increasing, several parents who are dissatisfied with the school never address the problem and transfer their students without letting the school know of the reason of leaving and what caused the dissatisfaction.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

1. Use Alberta Program of Studies and Alberta approved curriculum to ensure teachers teach with quality resources and materials and being transparent with parents what is taught and ensuring parents of Christian viewpoints that are being taught alongside curriculum.
2. Encouraging whole school involvement from all members of the community
 - a. Highway Cleanup
 - b. Fundraisers
 - c. Hot Lunches
 - d. Field Trip Supervisors
 - e. Thanksgiving, Christmas, and Easter programs
3. Consistent communication with parents
 - a. Parents Nights at least twice a year
 - b. Parent/Teacher Interviews- twice a year
 - c. Whole school WhatsApp messaging group which all important school information are sent to parents.
 - d. Encouraging parents to visit school and participate in school activities.
4. People want to be heard. When parents have concerns, try to address them immediately.
5. Creating surveys that come from TVCS to help address issues and find areas where parents think the school is doing well or needs improvements.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Note:

Future Challenges (Optional)

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

- 1) Attracting and hiring certificated teachers to join TVCS staff.
- 2) Retaining a stable student demographics in the face of more congregated homeschool being established in the TVCS geographic area.
- 3) Parents becoming more committed to their child's education.

Summary of Financial Results

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

The Three-Year Education Plan and Annual Education Results Report along with additional financial information including the Authority's Audited Financial Statement for the 2019-2020 school year will be made available for parents during each of the Parent Nights throughout the year. Tween Valley Christian School's website is up and running therefore all this information will be made available online for parents that have access to the internet.

In addition, all financial reports and the AERR will also be available at the Tween Valley Christian School's Administration office, at the Secretary-Treasurer and Chairperson of the Board offices for any inquiries.

Budget Summary

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

Revenue Financial Summary 2019-2020

REVENUE:

1. When the budget was prepared in May 2019, it was anticipated that a drop of enrolment would occur, and the budgeted amount was quite close to actual amount therefore the amount received from Alberta Education is only under by \$3000.
2. The Federal CEWS Grant was applied for.
3. Gifts and Donation is quite a bit higher due to more donations than anticipated.
4. Non-Instructional fees were lower due to outstanding accounts receivable and tuition fees were not charged from May-June.

Expense-Financial Summary 2019-2020

EXPENSES:

- 1) Most of our expenses were affected due to COVID-19.
- 2) Total expense for the school year 2019-2020 was \$13,000 more than we had budgeted in May of 2019.
- 3) Revenue surplus after expenses ended with almost \$225,594 for the 2019-2020 year. The reason for the high surplus is the Federal CEWS Grant.

Budgeted 2020-2021 Academic Year

- 1) Alberta Education funding includes the \$1,070,656 based upon 184 students.
- 2) The transportation fees are still expected to remain as budgeted. The only difference is that parents can no longer use their tuition fees as tax receiptable.
- 3) Gifts and Donations budget includes the plan for school fundraisers.
- 4) Total revenue is therefore, expected to be fairly close to what had been budgeted in May of 2019.

Parental Involvement

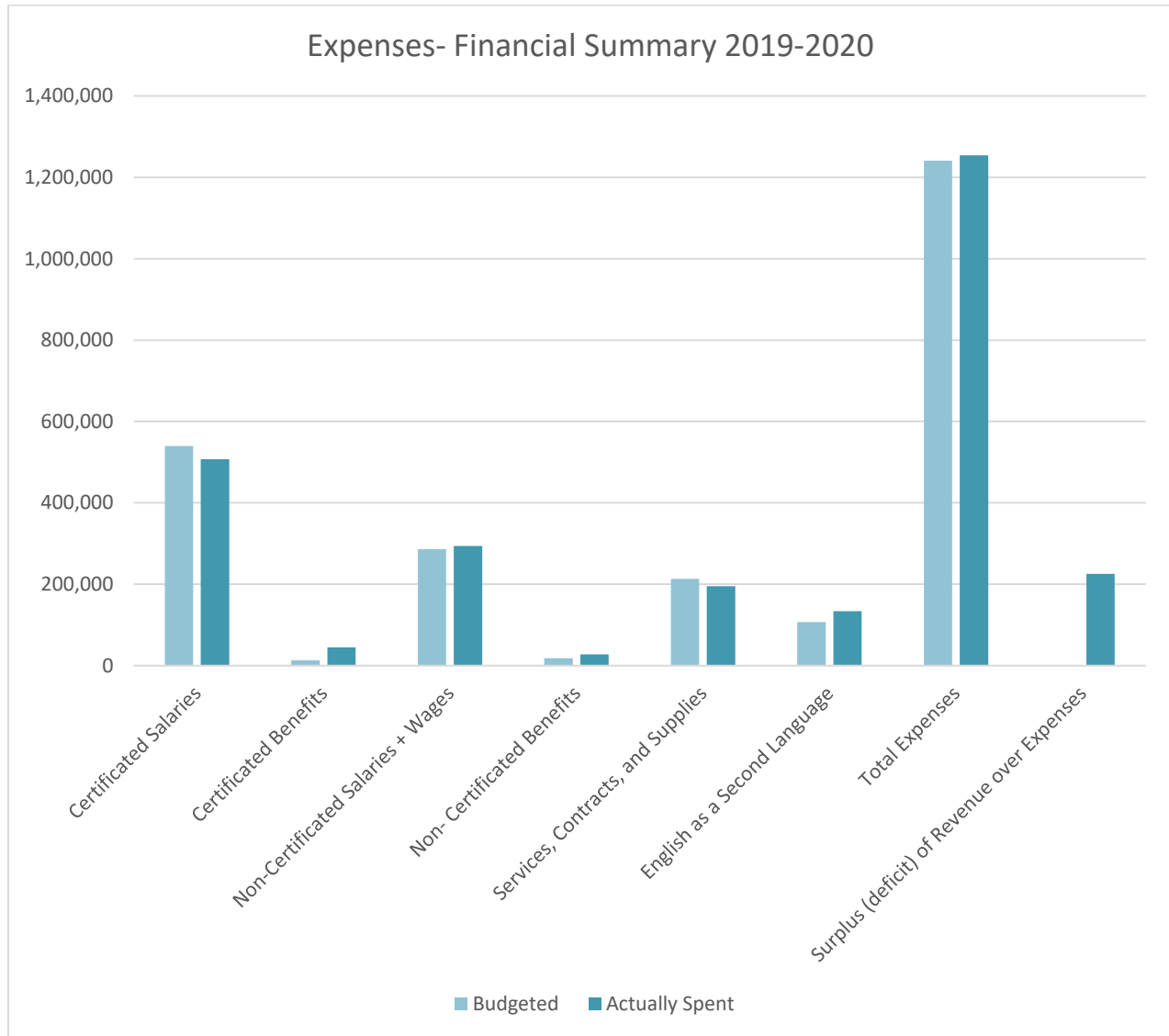
- For details please refer to the appropriate policy and requirements for planning and results reporting guide.
- 1) The school schedules regular Open House activities involving all parents and staff.
 - 2) Moreover, the school holds Parent/Teacher interviews twice a year to discuss student's academic progress.
 - 3) Parents are also involved with planning and implementations of activities and programs affecting their children.
 - 4) The Tween Valley Christian School Board and parents have regular informational meetings where parents' views and concerns are addressed.
 - 5) The Board organized parental groups to bring hot lunches to the students on alternating Thursdays, this increased parent involvement tremendously as they came to school and would visit/assist in classroom in the afternoon. This gives parents a reason to come to school and see what is occurring.
 - 6) Parents undergo surveys as to the Language program TVCS will be offering to the K-9 program.

Timelines and Communication

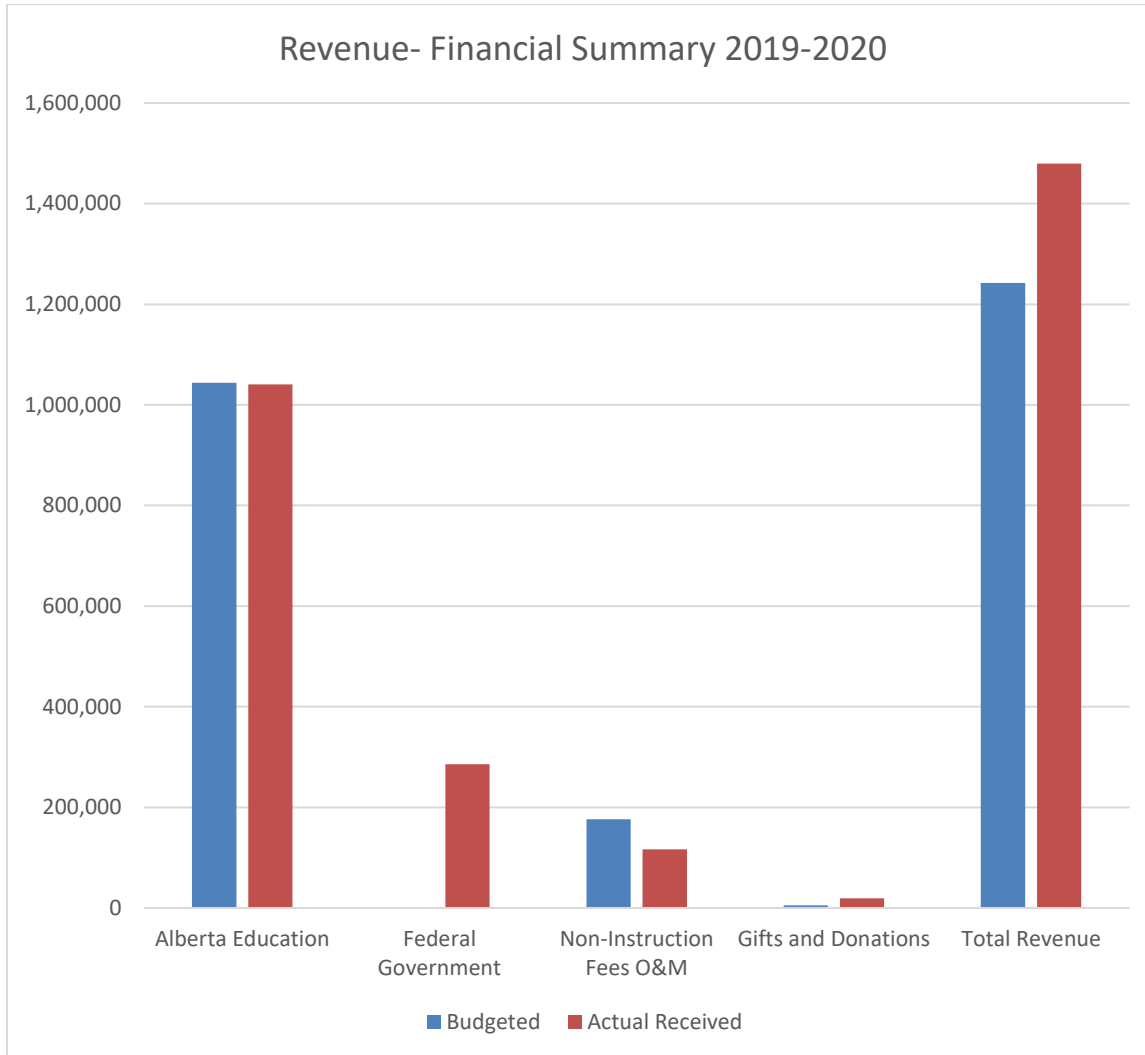
- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

Whistleblower Protection

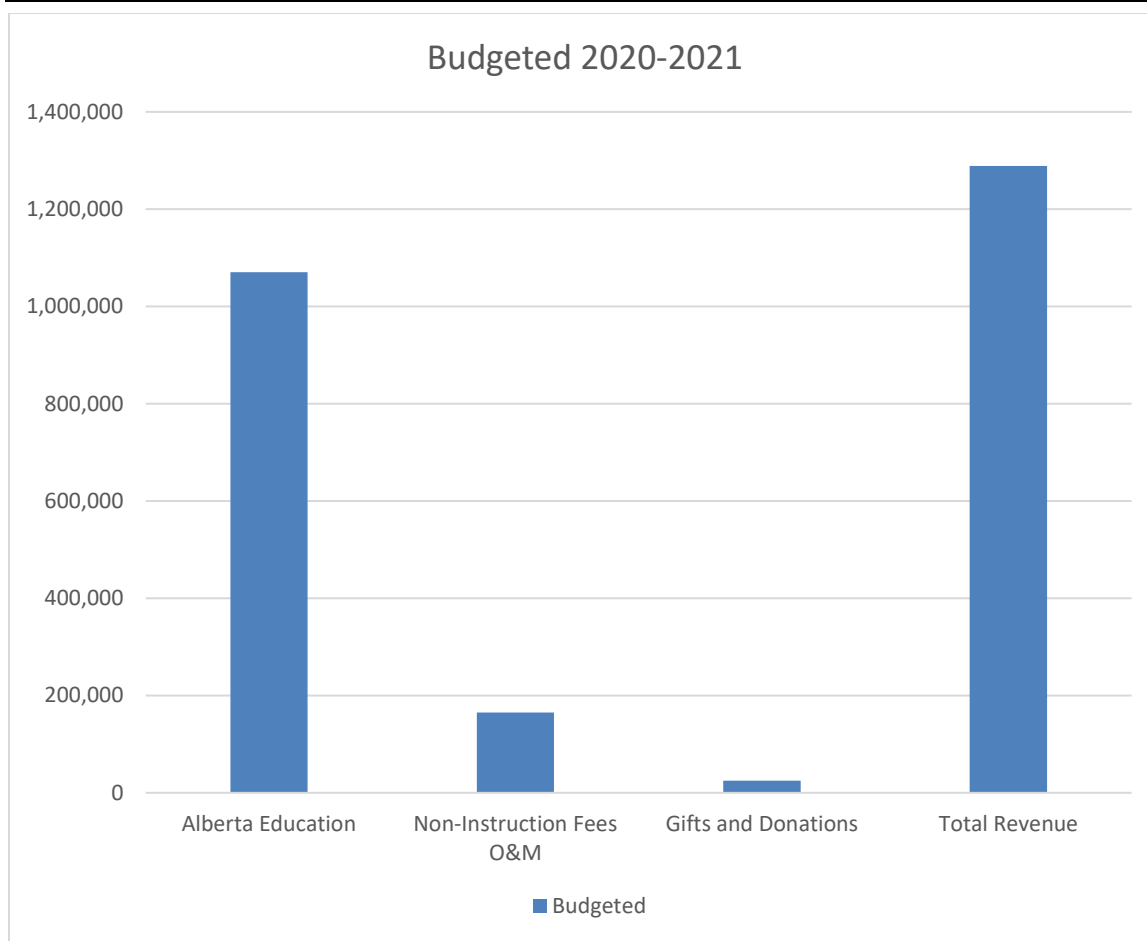
- For details please refer to the appropriate policy and requirements for planning and results reporting guide.
- 1) The Whistleblower Protection Act was circulated among the staff in early fall of 2017. To date no concerns or wrongdoings have been reported or addressed.
 - 2) Tween Valley Christian 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.
 - 3) 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.
 - 4) 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.



| Expenses | Budgeted | Actually Spent |
|--|-----------|----------------|
| Certificated Salaries | 540,000 | 506,911 |
| Certificated Benefits | 13,000 | 44,696 |
| Non-Certificated Salaries + Wages | 286,493 | 294,251 |
| Non-Certificated Benefits | 18,300 | 27,393 |
| Services, Contracts, and Supplies | 213,000 | 195,388 |
| English as a Second Language | 107,207 | 133,443 |
| Total Expenses | 1,240,897 | 1,253,765 |
| Surplus (deficit) of Revenue over Expenses | 1,422 | 225,594 |



| Funds: | Budgeted | Actual Received |
|--------------------------|-----------------|------------------------|
| Alberta Education | 1,043,884 | 1,040,832.00 |
| Federal Government | | 285,527.00 |
| Non-Instruction Fees O&M | 176,000 | 116,441 |
| Gifts and Donations | 5,000 | 19,179 |



| Funds: | Budgeted |
|--------------------------|-----------------|
| Alberta Education | 1,070,656 |
| Non-Instruction Fees O&M | 165,000 |
| Gifts and Donations | 25,000 |
| Total Revenue | 1,289,090 |

May 2020 Accountability Pillar Overall Summary

| Measure Category | 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 |
| Safe and Caring Schools | Safe and Caring | 95.5 | 94.3 | 95.3 | 89.4 | 89.0 | 89.2 | Very High | Maintained | Excellent |
| Student Learning Opportunities | Program of Studies | 86.0 | 84.3 | 86.5 | 82.4 | 82.2 | 82.0 | Very High | Maintained | Excellent |
| | Education Quality | 96.7 | 94.3 | 93.1 | 90.3 | 90.2 | 90.1 | Very High | Improved | Excellent |
| | Drop Out Rate | 7.4 | 0.0 | 0.4 | 2.7 | 2.6 | 2.7 | Low | n/a | n/a |
| | High School Completion Rate (3 yr) | 76.1 | 25.4 | 57.1 | 79.7 | 79.1 | 78.4 | High | Maintained | Good |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | n/a | 74.1 | 71.0 | n/a | 73.8 | 73.6 | n/a | n/a | n/a |
| | PAT: Excellence | n/a | 12.5 | 9.5 | n/a | 20.6 | 20.0 | n/a | n/a | n/a |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | n/a | * | 90.2 | n/a | 83.6 | 83.4 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | * | 19.2 | n/a | 24.0 | 23.5 | n/a | n/a | n/a |
| | Diploma Exam Participation Rate (4+ Exams) | 0.0 | 0.0 | 0.0 | 56.4 | 56.3 | 55.6 | Very Low | Maintained | Concern |
| | Rutherford Scholarship Eligibility Rate | * | 85.7 | 87.9 | 66.6 | 64.8 | 63.5 | * | * | * |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | * | 31.0 | 35.0 | 60.1 | 59.0 | 58.5 | * | * | * |
| | Work Preparation | 98.5 | 97.0 | 96.7 | 84.1 | 83.0 | 82.7 | Very High | Maintained | Excellent |
| | Citizenship | 92.8 | 91.6 | 91.6 | 83.3 | 82.9 | 83.2 | Very High | Maintained | Excellent |
| Parental Involvement | Parental Involvement | 94.3 | 89.5 | 95.0 | 81.8 | 81.3 | 81.2 | Very High | Maintained | Excellent |
| Continuous Improvement | School Improvement | 92.3 | 85.2 | 85.2 | 81.5 | 81.0 | 80.9 | Very High | Improved | Excellent |

Notes:

11. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
12. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
13. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
14. 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); and Social Studies (Grades 6, 9, 9 KAE).
15. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
16. 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; and Social Studies 30-2.
17. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
18. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
19. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
20. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

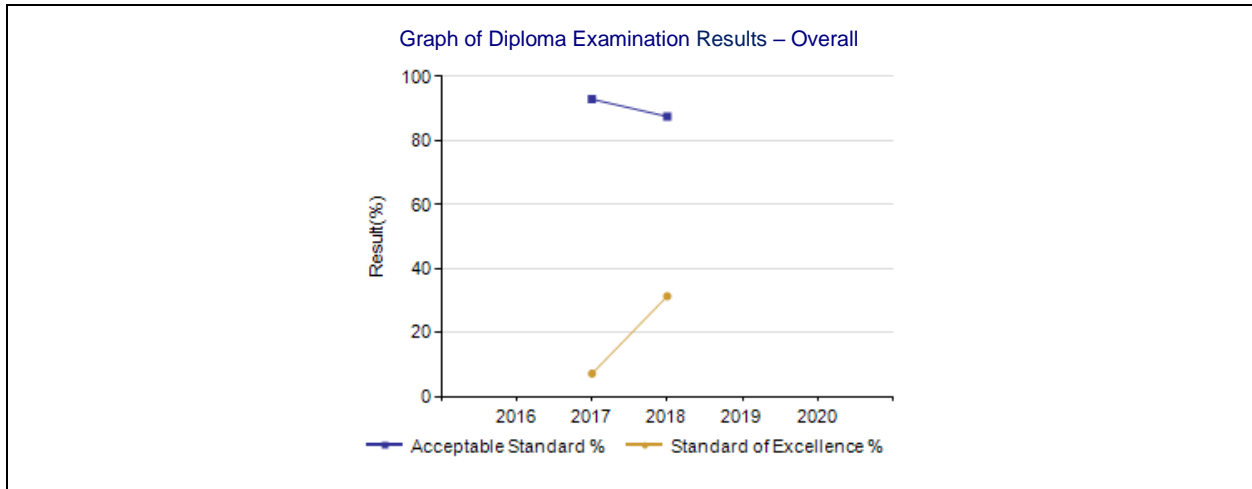
The following pages include tables and graphs that provide detailed data for the performance measures. School authorities may use these in their plan/report to meet requirements and/or to provide additional information to help in interpreting the results.

Diploma Examination Results – Measure Details

| Diploma Exam Course by Course Results by Students Writing. | | | | | | | | | | | | | |
|--|-----------|--------------------------|------|------|------|-------|------|------|------|------|-----|--------|---|
| | | Results (in percentages) | | | | | | | | | | Target | |
| | | 2016 | | 2017 | | 2018 | | 2019 | | 2020 | | 2020 | |
| | | A | E | A | E | A | E | A | E | A | E | A | E |
| English Lang Arts 30-1 | Authority | n/a | n/a | * | * | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 86.8 | 10.7 | 86.5 | 11.7 | 87.5 | 13.2 | 86.8 | 12.3 | n/a | n/a | | |
| English Lang Arts 30-2 | Authority | n/a | n/a | * | * | 100.0 | 71.4 | * | * | n/a | n/a | | |
| | Province | 89.1 | 12.3 | 89.5 | 11.4 | 88.0 | 13.1 | 87.1 | 12.1 | n/a | n/a | | |
| French Lang Arts 30-1 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 93.8 | 8.7 | 94.7 | 9.4 | 93.8 | 11.0 | 91.5 | 10.1 | n/a | n/a | | |
| Français 30-1 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 99.3 | 20.3 | 98.1 | 18.6 | 97.4 | 23.0 | 98.6 | 29.5 | n/a | n/a | | |
| Mathematics 30-1 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 70.7 | 25.9 | 73.1 | 30.7 | 77.8 | 35.3 | 77.8 | 35.1 | n/a | n/a | | |
| Mathematics 30-2 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 75.4 | 16.8 | 74.7 | 15.9 | 74.2 | 16.4 | 76.5 | 16.8 | n/a | n/a | | |
| Social Studies 30-1 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 84.9 | 14.3 | 86.0 | 14.8 | 86.2 | 17.7 | 86.6 | 17.0 | n/a | n/a | | |
| Social Studies 30-2 | Authority | n/a | n/a | n/a | n/a | 100.0 | 0.0 | * | * | n/a | n/a | | |
| | Province | 81.1 | 13.1 | 80.6 | 12.6 | 78.8 | 12.2 | 77.8 | 12.2 | n/a | n/a | | |
| Biology 30 | Authority | n/a | n/a | * | * | * | * | n/a | n/a | n/a | n/a | | |
| | Province | 85.1 | 32.4 | 84.2 | 32.3 | 86.6 | 36.6 | 83.9 | 35.5 | n/a | n/a | | |
| Chemistry 30 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 81.5 | 34.5 | 83.1 | 38.6 | 83.6 | 38.3 | 85.7 | 42.5 | n/a | n/a | | |
| Physics 30 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 85.8 | 39.8 | 85.7 | 41.8 | 86.2 | 43.6 | 87.5 | 43.5 | n/a | n/a | | |
| Science 30 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 84.4 | 27.6 | 84.9 | 28.4 | 85.4 | 31.5 | 85.7 | 31.2 | 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. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
3. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

| Diploma Examination Results by Course | | | | | | | |
|---|--|--------------------------|-----------------------|--------------------------|------|-----|----|
| <p>[No Data for English Lang Arts 30-1]</p> | <p>English Lang Arts 30-2</p> <table border="1"> <caption>Data for English Lang Arts 30-2</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>100</td> <td>70</td> </tr> </tbody> </table> | Year | Acceptable Standard % | Standard of Excellence % | 2018 | 100 | 70 |
| Year | Acceptable Standard % | Standard of Excellence % | | | | | |
| 2018 | 100 | 70 | | | | | |
| <p>[No Data for French Lang Arts 30-1]</p> | <p>[No Data for Français 30]</p> | | | | | | |
| <p>[No Data for Mathematics 30-1]</p> | <p>[No Data for Mathematics 30-2]</p> | | | | | | |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
3. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19

Diploma Examination Results by Course

| <p>[No Data for Social Studies 30-1]</p> | <p>Social Studies 30-2</p> <table border="1"> <caption>Social Studies 30-2 Results</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>-</td> <td>-</td> </tr> <tr> <td>2017</td> <td>-</td> <td>-</td> </tr> <tr> <td>2018</td> <td>100</td> <td>0</td> </tr> <tr> <td>2019</td> <td>-</td> <td>-</td> </tr> <tr> <td>2020</td> <td>-</td> <td>-</td> </tr> </tbody> </table> | Year | Acceptable Standard % | Standard of Excellence % | 2016 | - | - | 2017 | - | - | 2018 | 100 | 0 | 2019 | - | - | 2020 | - | - |
|--|--|--------------------------|--------------------------|--------------------------|------|---|------|------|---|------|------|-----|------|------|---|------|------|---|-----------------------------------|
| Year | Acceptable Standard % | Standard of Excellence % | | | | | | | | | | | | | | | | | |
| 2016 | - | - | | | | | | | | | | | | | | | | | |
| 2017 | - | - | | | | | | | | | | | | | | | | | |
| 2018 | 100 | 0 | | | | | | | | | | | | | | | | | |
| 2019 | - | - | | | | | | | | | | | | | | | | | |
| 2020 | - | - | | | | | | | | | | | | | | | | | |
| <p>Biology 30</p> <table border="1"> <caption>Biology 30 Results</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>-</td> <td>-</td> </tr> <tr> <td>2017</td> <td>-</td> <td>-</td> </tr> <tr> <td>2018</td> <td>-</td> <td>-</td> </tr> <tr> <td>2019</td> <td>-</td> <td>-</td> </tr> <tr> <td>2020</td> <td>-</td> <td>-</td> </tr> </tbody> </table> | Year | Acceptable Standard % | Standard of Excellence % | 2016 | - | - | 2017 | - | - | 2018 | - | - | 2019 | - | - | 2020 | - | - | <p>[No Data for Chemistry 30]</p> |
| Year | Acceptable Standard % | Standard of Excellence % | | | | | | | | | | | | | | | | | |
| 2016 | - | - | | | | | | | | | | | | | | | | | |
| 2017 | - | - | | | | | | | | | | | | | | | | | |
| 2018 | - | - | | | | | | | | | | | | | | | | | |
| 2019 | - | - | | | | | | | | | | | | | | | | | |
| 2020 | - | - | | | | | | | | | | | | | | | | | |
| <p>[No Data for Physics 30]</p> | <p>[No Data for Science 30]</p> | | | | | | | | | | | | | | | | | | |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Examination Results Course By Course Summary With Measure Evaluation

| Course | Measure | Tween Valley Fellowship | | | | | | | Alberta | | | |
|------------------------|------------------------|-------------------------|-------------|---------|------|-----|---------------------|-------|---------|-----|---------------------|------|
| | | Achievement | Improvement | Overall | 2020 | | Prev 3 Year Average | | 2020 | | Prev 3 Year Average | |
| | | | | | N | % | N | % | N | % | N | % |
| English Lang Arts 30-1 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 30,125 | 86.9 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 30,125 | 12.4 |
| English Lang Arts 30-2 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | 7 | 100.0 | n/a | n/a | 16,540 | 88.2 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | 7 | 71.4 | n/a | n/a | 16,540 | 12.2 |
| French Lang Arts 30-1 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,273 | 93.3 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,273 | 10.2 |
| Français 30-1 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 149 | 98.0 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 149 | 23.7 |
| Mathematics 30-1 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 19,969 | 76.2 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 19,969 | 33.7 |
| Mathematics 30-2 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 14,385 | 75.1 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 14,385 | 16.3 |
| Social Studies 30-1 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 21,884 | 86.2 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 21,884 | 16.5 |
| Social Studies 30-2 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | 7 | 100.0 | n/a | n/a | 20,401 | 79.0 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | 7 | 0.0 | n/a | n/a | 20,401 | 12.3 |
| Biology 30 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 22,820 | 84.9 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 22,820 | 34.8 |
| Chemistry 30 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 18,682 | 84.1 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 18,682 | 39.8 |
| Physics 30 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 9,626 | 86.4 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 9,626 | 43.0 |
| Science 30 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 9,475 | 85.4 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 9,475 | 30.4 |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 examinations.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

| Course | Measure | Very Low | Low | Intermediate | High | Very High |
|------------------------|------------------------|--------------|---------------|----------------|-----------------|-----------------|
| English Lang Arts 30-1 | Acceptable Standard | 0.00 - 81.51 | 81.51 - 85.05 | 85.05 - 90.15 | 90.15 - 94.10 | 94.10 - 100.00 |
| | Standard of Excellence | 0.00 - 2.28 | 2.28 - 6.43 | 6.43 - 11.18 | 11.18 - 15.71 | 15.71 - 100.00 |
| English Lang Arts 30-2 | Acceptable Standard | 0.00 - 81.90 | 81.90 - 88.81 | 88.81 - 94.35 | 94.35 - 97.10 | 97.10 - 100.00 |
| | Standard of Excellence | 0.00 - 3.70 | 3.70 - 8.52 | 8.52 - 14.55 | 14.55 - 18.92 | 18.92 - 100.00 |
| French Lang Arts 30-1 | Acceptable Standard | 0.00 - 78.73 | 78.73 - 92.86 | 92.86 - 100.00 | 100.00 - 100.00 | 100.00 - 100.00 |
| | Standard of Excellence | 0.00 - 0.00 | 0.00 - 5.21 | 5.21 - 16.67 | 16.67 - 23.04 | 23.04 - 100.00 |
| Social Studies 30-1 | Acceptable Standard | 0.00 - 69.65 | 69.65 - 80.38 | 80.38 - 87.98 | 87.98 - 95.79 | 95.79 - 100.00 |
| | Standard of Excellence | 0.00 - 2.27 | 2.27 - 8.63 | 8.63 - 14.51 | 14.51 - 19.76 | 19.76 - 100.00 |
| Social Studies 30-2 | Acceptable Standard | 0.00 - 71.97 | 71.97 - 79.85 | 79.85 - 87.56 | 87.56 - 91.42 | 91.42 - 100.00 |
| | Standard of Excellence | 0.00 - 3.94 | 3.94 - 8.65 | 8.65 - 14.07 | 14.07 - 23.34 | 23.34 - 100.00 |
| Biology 30 | Acceptable Standard | 0.00 - 68.26 | 68.26 - 79.41 | 79.41 - 85.59 | 85.59 - 92.33 | 92.33 - 100.00 |
| | Standard of Excellence | 0.00 - 10.75 | 10.75 - 21.84 | 21.84 - 29.26 | 29.26 - 33.42 | 33.42 - 100.00 |
| Chemistry 30 | Acceptable Standard | 0.00 - 58.10 | 58.10 - 69.51 | 69.51 - 80.34 | 80.34 - 84.74 | 84.74 - 100.00 |
| | Standard of Excellence | 0.00 - 11.22 | 11.22 - 20.47 | 20.47 - 30.47 | 30.47 - 35.07 | 35.07 - 100.00 |
| Physics 30 | Acceptable Standard | 0.00 - 50.06 | 50.06 - 71.77 | 71.77 - 83.00 | 83.00 - 88.67 | 88.67 - 100.00 |
| | Standard of Excellence | 0.00 - 5.61 | 5.61 - 18.10 | 18.10 - 31.88 | 31.88 - 41.10 | 41.10 - 100.00 |
| Science 30 | Acceptable Standard | 0.00 - 64.19 | 64.19 - 77.66 | 77.66 - 86.33 | 86.33 - 98.50 | 98.50 - 100.00 |
| | Standard of Excellence | 0.00 - 0.00 | 0.00 - 14.69 | 14.69 - 25.03 | 25.03 - 38.93 | 38.93 - 100.00 |

Notes:

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

Improvement Table

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

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

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

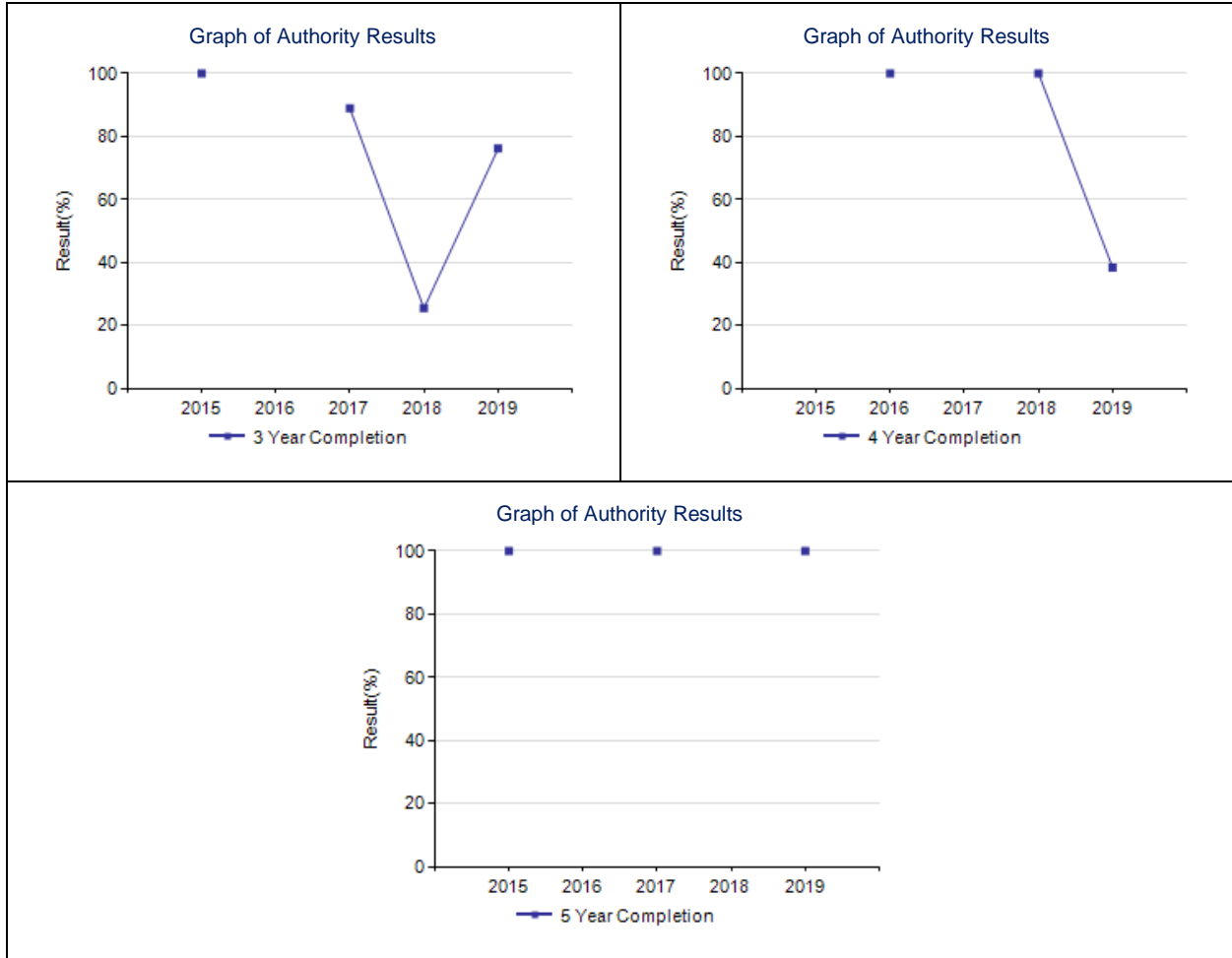
Overall Evaluation Table

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

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

High School Completion Rate – Measure Details

| High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10. | | | | | | | | | | |
|---|-----------|-------|-------|-------|-------|----------|------|------|------|------|
| | Authority | | | | | Province | | | | |
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2015 | 2016 | 2017 | 2018 | 2019 |
| 3 Year Completion | 100.0 | * | 88.9 | 25.4 | 76.1 | 76.5 | 78.0 | 78.0 | 79.1 | 79.7 |
| 4 Year Completion | * | 100.0 | * | 100.0 | 38.3 | 81.0 | 81.2 | 82.6 | 82.7 | 83.5 |
| 5 Year Completion | 100.0 | * | 100.0 | * | 100.0 | 82.1 | 83.2 | 83.4 | 84.8 | 84.9 |

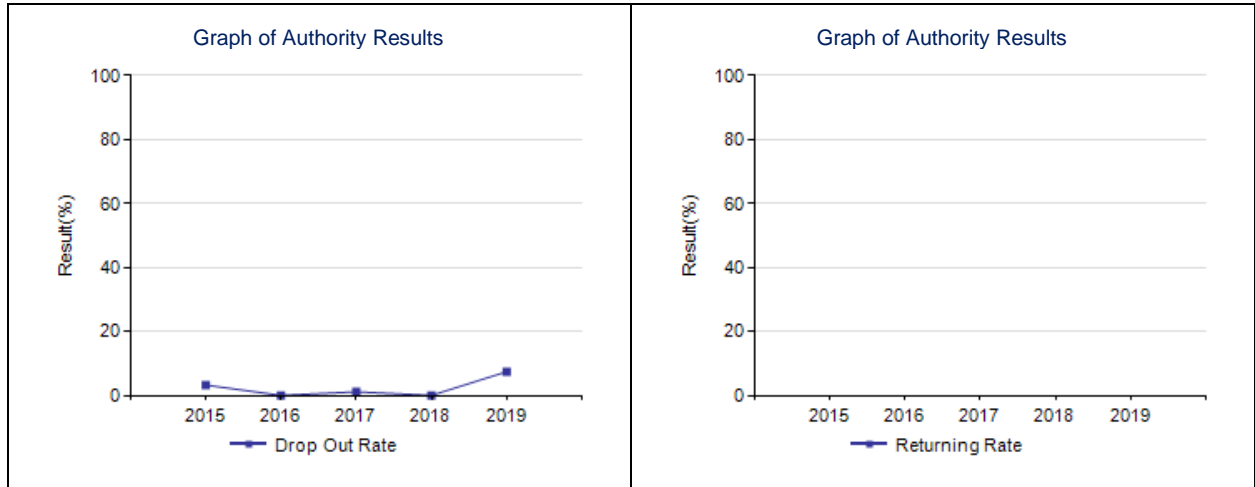


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Drop Out Rate – Measure Details

| Drop Out Rate - annual dropout rate of students aged 14 to 18 | | | | | | | | | | |
|---|-----------|------|------|------|------|----------|------|------|------|------|
| | Authority | | | | | Province | | | | |
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2015 | 2016 | 2017 | 2018 | 2019 |
| Drop Out Rate | 3.2 | 0.0 | 1.1 | 0.0 | 7.4 | 3.2 | 3.0 | 2.3 | 2.6 | 2.7 |
| Returning Rate | n/a | * | n/a | * | n/a | 18.2 | 18.9 | 19.9 | 22.7 | 18.2 |

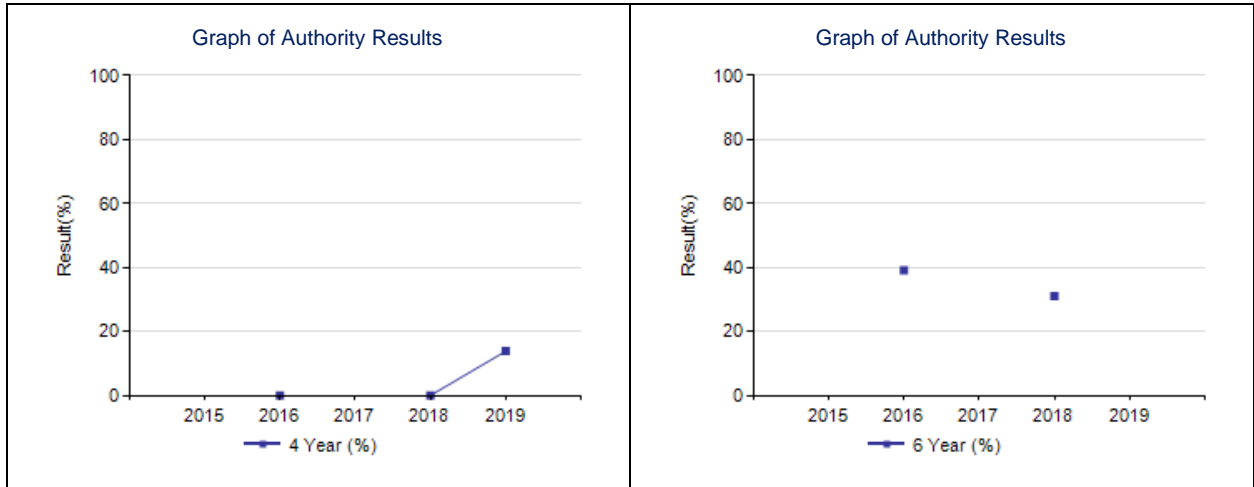


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

High School to Post-secondary Transition Rate – Measure Details

| High school to post-secondary transition rate of students within four and six years of entering Grade 10. | | | | | | | | | | |
|---|-----------|------|------|------|------|----------|------|------|------|------|
| | Authority | | | | | Province | | | | |
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2015 | 2016 | 2017 | 2018 | 2019 |
| 4 Year Rate | * | 0.0 | * | 0.0 | 13.8 | 37.0 | 37.0 | 39.3 | 40.1 | 40.8 |
| 6 Year Rate | * | 39.1 | * | 31.0 | * | 59.4 | 57.9 | 58.7 | 59.0 | 60.1 |



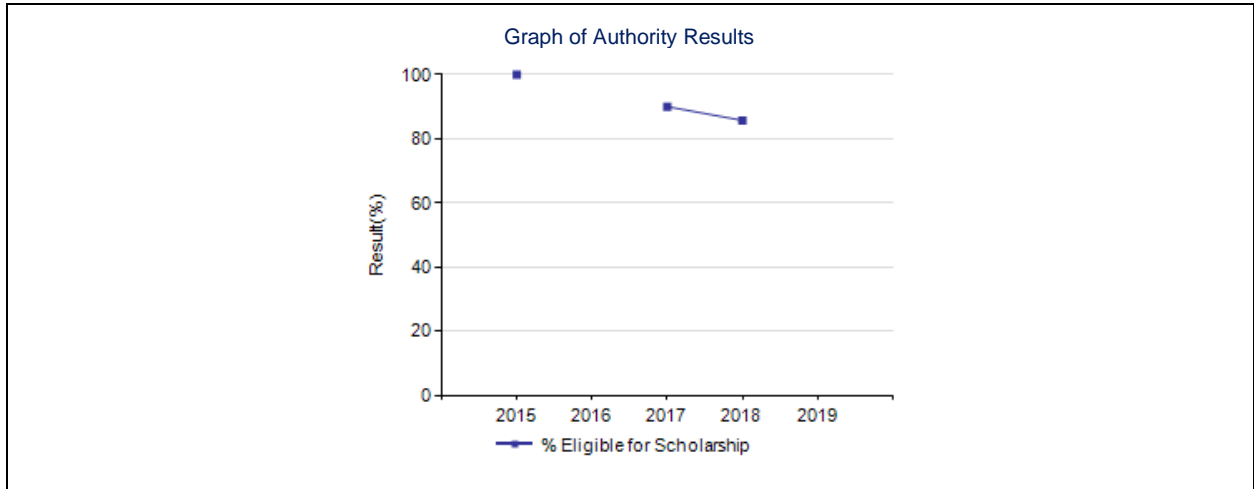
Notes:

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

Rutherford Eligibility Rate – Measure Details

| Percentage of Grade 12 students eligible for a Rutherford Scholarship. | | | | | | | | | | |
|--|-----------|------|------|------|------|----------|------|------|------|------|
| | Authority | | | | | Province | | | | |
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2015 | 2016 | 2017 | 2018 | 2019 |
| Rutherford Scholarship Eligibility Rate | 100.0 | * | 90.0 | 85.7 | * | 60.8 | 62.3 | 63.4 | 64.8 | 66.6 |

| Rutherford eligibility rate details. | | | | | | | | | |
|--------------------------------------|----------------|-----------------------------|------------------------------|-----------------------------|------------------------------|-----------------------------|------------------------------|-----------------------------|------------------------------|
| Reporting School Year | Total Students | Grade 10 Rutherford | | Grade 11 Rutherford | | Grade 12 Rutherford | | Overall | |
| | | Number of Students Eligible | Percent of Students Eligible | Number of Students Eligible | Percent of Students Eligible | Number of Students Eligible | Percent of Students Eligible | Number of Students Eligible | Percent of Students Eligible |
| 2015 | 7 | 7 | 100.0 | 7 | 100.0 | 3 | 42.9 | 7 | 100.0 |
| 2016 | 3 | * | * | * | * | * | * | * | * |
| 2017 | 10 | 8 | 80.0 | 9 | 90.0 | 4 | 40.0 | 9 | 90.0 |
| 2018 | 7 | 5 | 71.4 | 6 | 85.7 | 0 | 0.0 | 6 | 85.7 |
| 2019 | 4 | * | * | * | * | * | * | * | * |



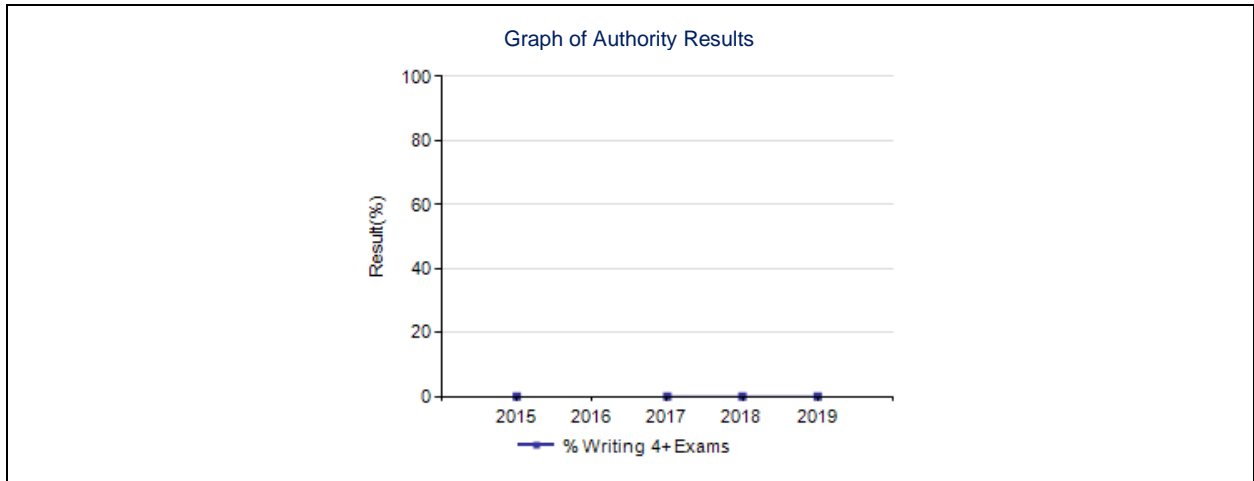
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

| | Authority | | | | | Province | | | | |
|---------------------------|------------|----------|------------|------------|------------|-------------|-------------|-------------|-------------|-------------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2015 | 2016 | 2017 | 2018 | 2019 |
| % Writing 0 Exams | 0.0 | * | 0.0 | 61.9 | 11.2 | 15.7 | 15.0 | 14.8 | 14.2 | 14.3 |
| % Writing 1+ Exams | 100.0 | * | 100.0 | 38.1 | 88.8 | 84.3 | 85.0 | 85.2 | 85.8 | 85.7 |
| % Writing 2+ Exams | 100.0 | * | 100.0 | 25.4 | 76.1 | 81.2 | 82.0 | 82.3 | 83.0 | 83.0 |
| % Writing 3+ Exams | 42.9 | * | 55.6 | 25.4 | 0.0 | 64.7 | 65.2 | 66.1 | 66.8 | 66.8 |
| % Writing 4+ Exams | 0.0 | * | 0.0 | 0.0 | 0.0 | 54.6 | 54.9 | 55.7 | 56.3 | 56.4 |
| % Writing 5+ Exams | 0.0 | * | 0.0 | 0.0 | 0.0 | 37.1 | 37.5 | 37.8 | 38.7 | 38.1 |
| % Writing 6+ Exams | 0.0 | * | 0.0 | 0.0 | 0.0 | 13.8 | 13.6 | 13.9 | 14.2 | 13.6 |



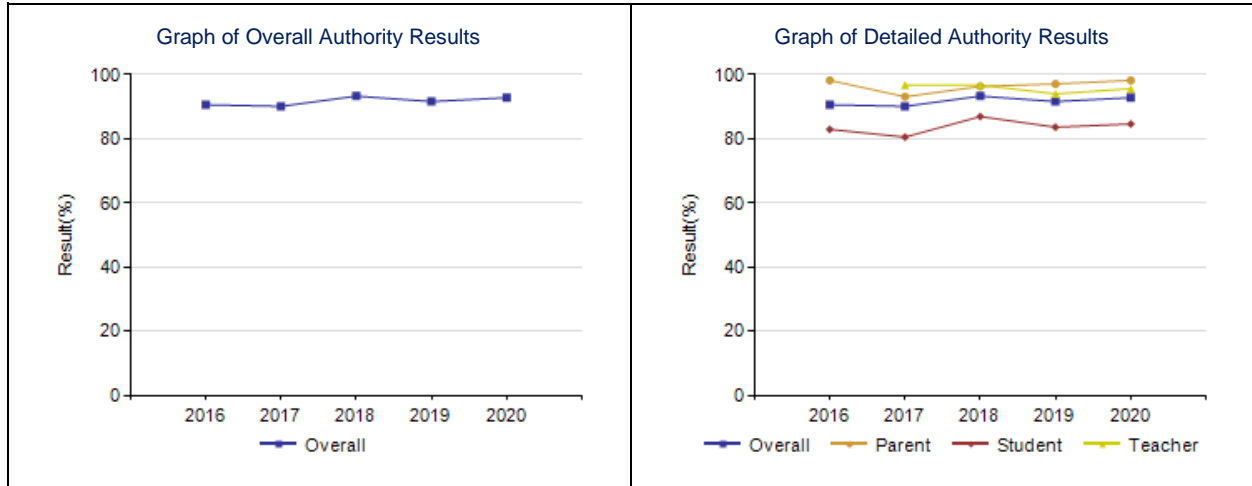
| Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject. | | | | | | | | | | |
|---|--------------|----------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | Authority | | | | | Province | | | | |
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2015 | 2016 | 2017 | 2018 | 2019 |
| English Language Arts 30-1 | 0.0 | * | 44.4 | 0.0 | 0.0 | 53.2 | 54.0 | 55.0 | 56.3 | 55.7 |
| English Language Arts 30-2 | 100.0 | * | 55.6 | 25.0 | 87.5 | 28.7 | 28.7 | 28.8 | 27.8 | 28.8 |
| Total of 1 or more English Diploma Exams | 100.0 | * | 100.0 | 25.0 | 87.5 | 79.5 | 80.1 | 80.9 | 81.1 | 81.3 |
| Social Studies 30-1 | 0.0 | * | 33.3 | 0.0 | 0.0 | 43.5 | 45.1 | 44.9 | 45.0 | 44.1 |
| Social Studies 30-2 | 100.0 | * | 66.7 | 37.5 | 75.0 | 36.7 | 35.8 | 36.4 | 37.1 | 37.8 |
| Total of 1 or more Social Diploma Exams | 100.0 | * | 100.0 | 37.5 | 75.0 | 79.5 | 80.3 | 80.7 | 81.4 | 81.3 |
| Pure Mathematics 30 | 0.0 | * | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Applied Mathematics 30 | 0.0 | * | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Mathematics 30-1 | 0.0 | * | 11.1 | 0.0 | 0.0 | 37.1 | 36.4 | 35.5 | 36.5 | 35.3 |
| Mathematics 30-2 | 42.9 | * | 0.0 | 0.0 | 0.0 | 22.4 | 23.7 | 25.1 | 24.9 | 25.9 |
| Total of 1 or more Math Diploma Exams | 42.9 | * | 11.1 | 0.0 | 0.0 | 57.6 | 58.3 | 58.6 | 59.3 | 59.1 |
| Biology 30 | 0.0 | * | 44.4 | 25.0 | 0.0 | 40.6 | 40.7 | 41.7 | 42.7 | 42.3 |
| Chemistry 30 | 0.0 | * | 0.0 | 0.0 | 0.0 | 35.7 | 35.6 | 35.1 | 35.8 | 35.1 |
| Physics 30 | 0.0 | * | 0.0 | 0.0 | 0.0 | 19.9 | 19.3 | 18.6 | 18.7 | 17.6 |
| Science 30 | 0.0 | * | 0.0 | 0.0 | 0.0 | 14.1 | 15.7 | 16.9 | 17.0 | 18.1 |
| Total of 1 or more Science Diploma Exams | 0.0 | * | 44.4 | 25.0 | 0.0 | 59.8 | 60.5 | 61.2 | 61.8 | 61.8 |
| Français 30-1 | 0.0 | * | 0.0 | 0.0 | 0.0 | 0.2 | 0.3 | 0.3 | 0.3 | 0.3 |
| French Language Arts 30 | 0.0 | * | 0.0 | 0.0 | 0.0 | 2.8 | 2.8 | 3.0 | 2.7 | 2.6 |
| Total of 1 or more French Diploma Exams | 0.0 | * | 0.0 | 0.0 | 0.0 | 3.0 | 3.1 | 3.3 | 3.0 | 2.9 |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Citizenship – Measure Details

| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | | | | | | | | | | |
|---|-----------|------|------|------|------|----------|------|------|------|------|
| | Authority | | | | | Province | | | | |
| | 2016 | 2017 | 2018 | 2019 | 2020 | 2016 | 2017 | 2018 | 2019 | 2020 |
| Overall | 90.6 | 90.1 | 93.3 | 91.6 | 92.8 | 83.9 | 83.7 | 83.0 | 82.9 | 83.3 |
| Teacher | * | 96.7 | 96.7 | 94.0 | 95.6 | 94.5 | 94.0 | 93.4 | 93.2 | 93.6 |
| Parent | 98.2 | 93.1 | 96.3 | 97.1 | 98.2 | 82.9 | 82.7 | 81.7 | 81.9 | 82.4 |
| Student | 82.9 | 80.5 | 86.9 | 83.6 | 84.6 | 74.5 | 74.4 | 73.9 | 73.5 | 73.8 |



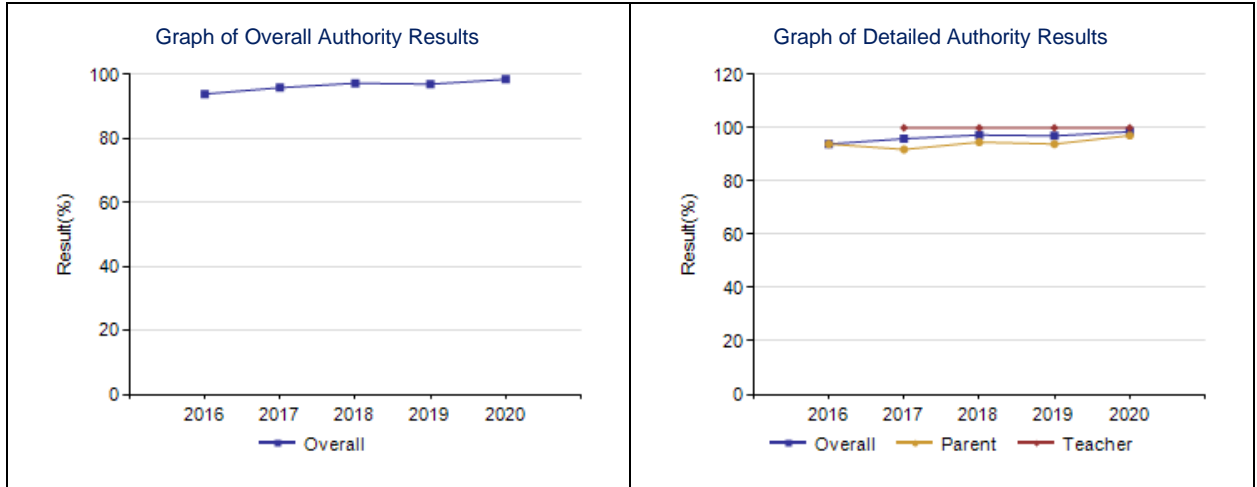
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

| | Authority | | | | | Province | | | | |
|---------|-----------|-------|-------|-------|-------|----------|------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 | 2016 | 2017 | 2018 | 2019 | 2020 |
| Overall | 93.9 | 95.9 | 97.3 | 97.0 | 98.5 | 82.6 | 82.7 | 82.4 | 83.0 | 84.1 |
| Teacher | * | 100.0 | 100.0 | 100.0 | 100.0 | 90.5 | 90.4 | 90.3 | 90.8 | 92.2 |
| Parent | 93.9 | 91.9 | 94.6 | 93.9 | 97.1 | 74.8 | 75.1 | 74.6 | 75.2 | 76.0 |

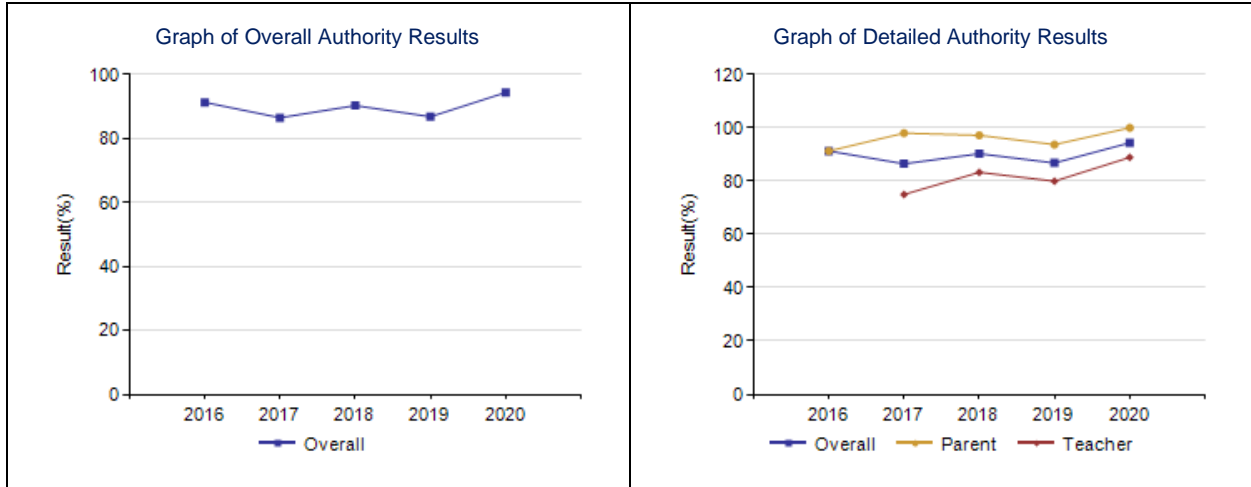


Notes:

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

Lifelong Learning – Measure Details

| Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. | | | | | | | | | | |
|--|-----------|------|------|------|-------|----------|------|------|------|------|
| | Authority | | | | | Province | | | | |
| | 2016 | 2017 | 2018 | 2019 | 2020 | 2016 | 2017 | 2018 | 2019 | 2020 |
| Overall | 91.3 | 86.5 | 90.3 | 86.8 | 94.4 | 70.7 | 71.0 | 70.9 | 71.4 | 72.6 |
| Teacher | * | 75.0 | 83.3 | 80.0 | 88.9 | 77.3 | 77.3 | 77.8 | 78.8 | 80.6 |
| Parent | 91.3 | 98.0 | 97.2 | 93.7 | 100.0 | 64.2 | 64.8 | 64.0 | 64.0 | 64.6 |



Notes:

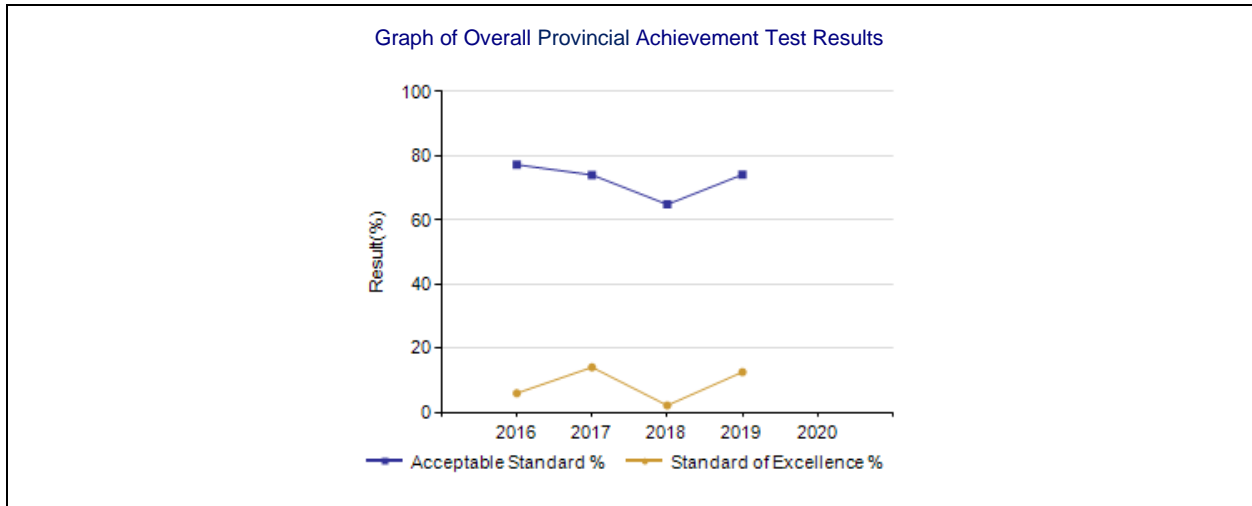
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results – Measure Details

| PAT Course by Course Results by Number Enrolled. | | | | | | | | | | | | | |
|--|-----------|--------------------------|------|------|------|------|------|------|------|------|-----|--------|---|
| | | Results (in percentages) | | | | | | | | | | Target | |
| | | 2016 | | 2017 | | 2018 | | 2019 | | 2020 | | 2020 | |
| | | A | E | A | E | A | E | A | E | A | E | A | E |
| English Language Arts 6 | Authority | 86.4 | 9.1 | 86.7 | 6.7 | 76.0 | 0.0 | 87.5 | 0.0 | n/a | n/a | | |
| | Province | 82.9 | 20.4 | 82.5 | 18.9 | 83.5 | 17.9 | 83.2 | 17.8 | n/a | n/a | | |
| French Language Arts 6 année | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 87.7 | 14.2 | 85.1 | 13.5 | 85.2 | 12.3 | 87.7 | 15.7 | n/a | n/a | | |
| Français 6 année | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 91.4 | 17.2 | 92.1 | 21.6 | 93.3 | 23.1 | 90.3 | 24.6 | n/a | n/a | | |
| Mathematics 6 | Authority | 72.7 | 9.1 | 46.7 | 0.0 | 62.5 | 0.0 | 62.5 | 0.0 | n/a | n/a | | |
| | Province | 72.2 | 14.0 | 69.4 | 12.6 | 72.9 | 14.0 | 72.5 | 15.0 | n/a | n/a | | |
| Science 6 | Authority | 90.9 | 13.6 | 73.3 | 20.0 | 79.2 | 12.5 | 68.8 | 0.0 | n/a | n/a | | |
| | Province | 78.0 | 27.1 | 76.9 | 29.0 | 78.8 | 30.5 | 77.6 | 28.6 | n/a | n/a | | |
| Social Studies 6 | Authority | 45.5 | 0.0 | 60.0 | 6.7 | 37.5 | 0.0 | 50.0 | 6.3 | n/a | n/a | | |
| | Province | 71.4 | 22.0 | 72.9 | 21.7 | 75.1 | 23.2 | 76.2 | 24.4 | n/a | n/a | | |
| English Language Arts 9 | Authority | 91.7 | 8.3 | 90.0 | 40.0 | 83.3 | 0.0 | 83.3 | 8.3 | n/a | n/a | | |
| | Province | 77.0 | 15.2 | 76.8 | 14.9 | 76.1 | 14.7 | 75.1 | 14.7 | n/a | n/a | | |
| K&E English Language Arts 9 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 59.8 | 6.2 | 58.8 | 5.9 | 55.7 | 5.9 | 57.4 | 5.4 | n/a | n/a | | |
| French Language Arts 9 année | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 83.0 | 10.8 | 83.1 | 11.2 | 81.4 | 9.8 | 82.9 | 12.3 | n/a | n/a | | |
| Français 9 année | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 86.4 | 26.8 | 88.9 | 26.1 | 82.7 | 22.3 | 88.6 | 26.0 | n/a | n/a | | |
| Mathematics 9 | Authority | 83.3 | 0.0 | 90.0 | 10.0 | 41.7 | 0.0 | 75.0 | 41.7 | n/a | n/a | | |
| | Province | 67.8 | 17.5 | 67.2 | 19.0 | 59.2 | 15.0 | 60.0 | 19.0 | n/a | n/a | | |
| K&E Mathematics 9 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 61.2 | 13.0 | 57.5 | 13.3 | 57.4 | 13.6 | 59.6 | 13.2 | n/a | n/a | | |
| Science 9 | Authority | 83.3 | 0.0 | 90.0 | 10.0 | 75.0 | 0.0 | 91.7 | 41.7 | n/a | n/a | | |
| | Province | 74.2 | 22.4 | 74.0 | 21.4 | 75.7 | 24.4 | 75.2 | 26.4 | n/a | n/a | | |
| K&E Science 9 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 63.8 | 14.3 | 63.9 | 13.3 | 64.6 | 12.3 | 61.7 | 10.7 | n/a | n/a | | |
| Social Studies 9 | Authority | 75.0 | 0.0 | 70.0 | 30.0 | 66.7 | 0.0 | 83.3 | 16.7 | n/a | n/a | | |
| | Province | 64.7 | 18.0 | 67.0 | 20.2 | 66.7 | 21.5 | 68.7 | 20.6 | n/a | n/a | | |
| K&E Social Studies 9 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 58.0 | 11.6 | 56.3 | 12.7 | 55.2 | 14.2 | 55.9 | 15.0 | n/a | n/a | | |

Notes:

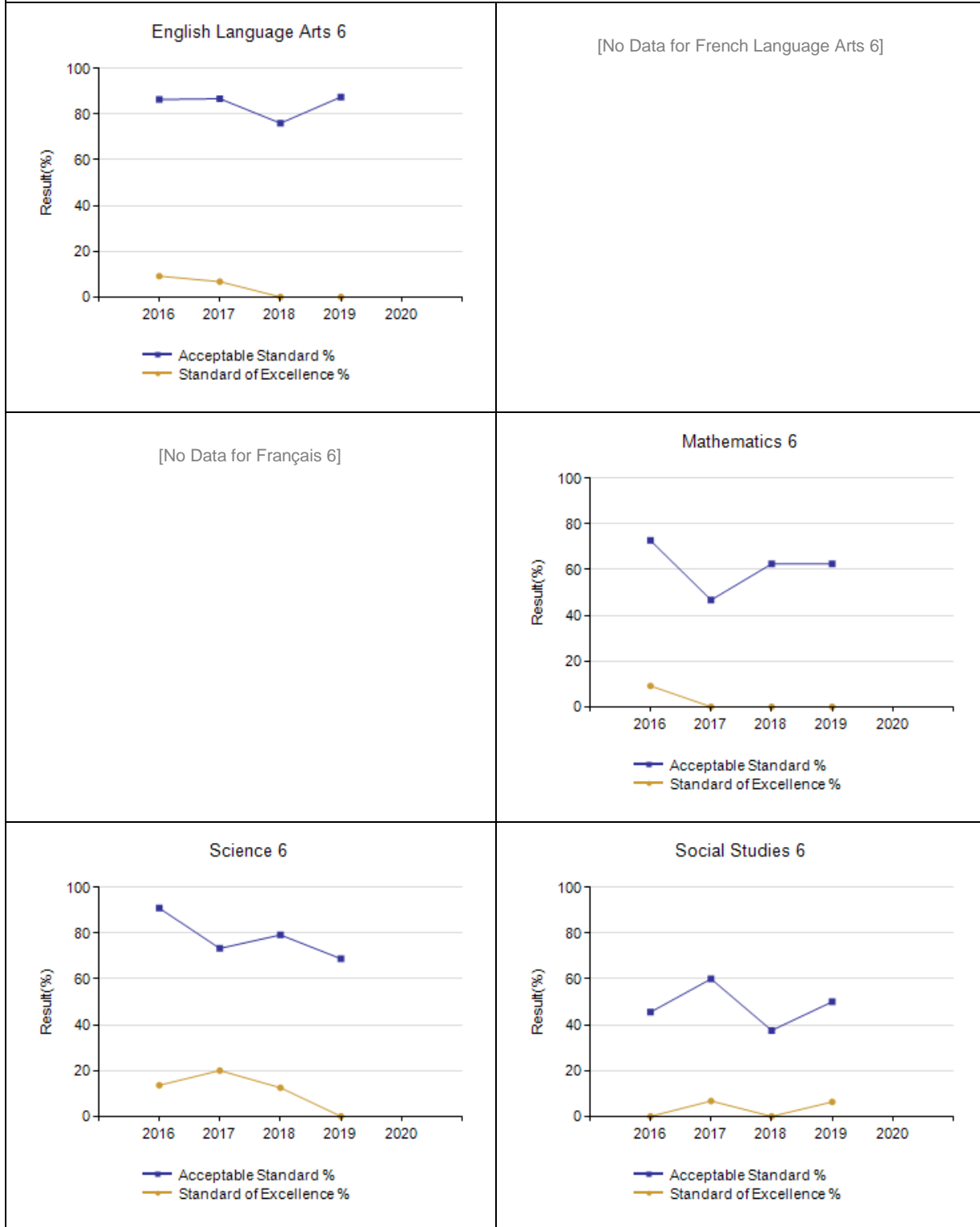
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Graph of Provincial Achievement Test Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Graph of Provincial Achievement Test Results by Course

| <p style="text-align: center;">English Language Arts 9</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>92</td> <td>8</td> </tr> <tr> <td>2017</td> <td>90</td> <td>40</td> </tr> <tr> <td>2018</td> <td>83</td> <td>0</td> </tr> <tr> <td>2019</td> <td>83</td> <td>8</td> </tr> </tbody> </table> | Year | Acceptable Standard % | Standard of Excellence % | 2016 | 92 | 8 | 2017 | 90 | 40 | 2018 | 83 | 0 | 2019 | 83 | 8 | <p>[No Data for English Lang Arts 9 KAE]</p> |
|--|---------------------------------|--------------------------|--------------------------|------|----|---|------|----|----|------|----|---|------|----|----|--|
| Year | Acceptable Standard % | Standard of Excellence % | | | | | | | | | | | | | | |
| 2016 | 92 | 8 | | | | | | | | | | | | | | |
| 2017 | 90 | 40 | | | | | | | | | | | | | | |
| 2018 | 83 | 0 | | | | | | | | | | | | | | |
| 2019 | 83 | 8 | | | | | | | | | | | | | | |
| <p>[No Data for French Language Arts 9]</p> | <p>[No Data for Français 9]</p> | | | | | | | | | | | | | | | |
| <p style="text-align: center;">Mathematics 9</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>83</td> <td>0</td> </tr> <tr> <td>2017</td> <td>90</td> <td>10</td> </tr> <tr> <td>2018</td> <td>42</td> <td>0</td> </tr> <tr> <td>2019</td> <td>75</td> <td>42</td> </tr> </tbody> </table> | Year | Acceptable Standard % | Standard of Excellence % | 2016 | 83 | 0 | 2017 | 90 | 10 | 2018 | 42 | 0 | 2019 | 75 | 42 | <p>[No Data for Mathematics 9 KAE]</p> |
| Year | Acceptable Standard % | Standard of Excellence % | | | | | | | | | | | | | | |
| 2016 | 83 | 0 | | | | | | | | | | | | | | |
| 2017 | 90 | 10 | | | | | | | | | | | | | | |
| 2018 | 42 | 0 | | | | | | | | | | | | | | |
| 2019 | 75 | 42 | | | | | | | | | | | | | | |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Graph of Provincial Achievement Test Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

| Course | Measure | Tween Valley Fellowship | | | | | | | Alberta | | | | |
|------------------------------|------------------------|-------------------------|-------------|---------|------|-----|---------------------|------|---------|------|--------|---------------------|--|
| | | Achievement | Improvement | Overall | 2020 | | Prev 3 Year Average | | | 2020 | | Prev 3 Year Average | |
| | | | | | N | % | N | % | N | % | N | % | |
| English Language Arts 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | 19 | 83.4 | n/a | n/a | 51,977 | 83.1 | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | 19 | 2.2 | n/a | n/a | 51,977 | 18.2 | |
| French Language Arts 6 année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 3,357 | 86.0 | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 3,357 | 13.8 | |
| Français 6 année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 605 | 91.9 | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 605 | 23.1 | |
| Mathematics 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | 18 | 57.2 | n/a | n/a | 51,924 | 71.6 | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | 18 | 0.0 | n/a | n/a | 51,924 | 13.9 | |
| Science 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | 18 | 73.8 | n/a | n/a | 51,966 | 77.8 | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | 18 | 10.8 | n/a | n/a | 51,966 | 29.4 | |
| Social Studies 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | 18 | 49.2 | n/a | n/a | 51,937 | 74.7 | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | 18 | 4.3 | n/a | n/a | 51,937 | 23.1 | |
| English Language Arts 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | 11 | 85.6 | n/a | n/a | 46,591 | 76.0 | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | 11 | 16.1 | n/a | n/a | 46,591 | 14.8 | |
| K&E English Language Arts 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,528 | 57.3 | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,528 | 5.7 | |
| French Language Arts 9 année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,824 | 82.4 | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,824 | 11.1 | |
| Français 9 année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 378 | 86.7 | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 378 | 24.8 | |
| Mathematics 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | 11 | 68.9 | n/a | n/a | 46,129 | 62.1 | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | 11 | 17.2 | n/a | n/a | 46,129 | 17.6 | |
| K&E Mathematics 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,029 | 58.2 | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,029 | 13.4 | |
| Science 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | 11 | 85.6 | n/a | n/a | 46,581 | 75.0 | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | 11 | 17.2 | n/a | n/a | 46,581 | 24.1 | |
| K&E Science 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,501 | 63.4 | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,501 | 12.1 | |
| Social Studies 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | 11 | 73.3 | n/a | n/a | 46,607 | 67.5 | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | 11 | 15.6 | n/a | n/a | 46,607 | 20.8 | |
| K&E Social Studies 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,453 | 55.8 | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,453 | 14.0 | |

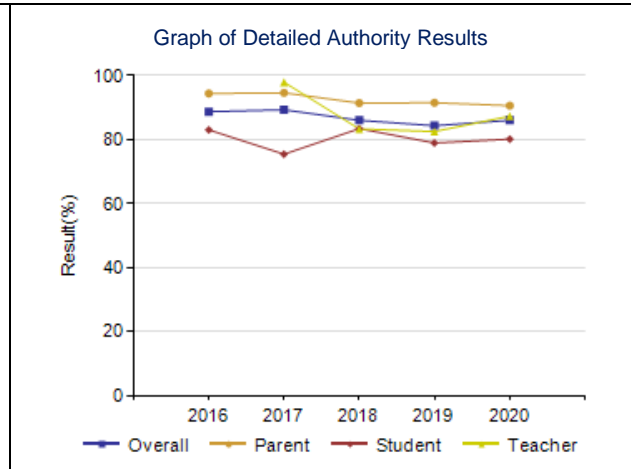
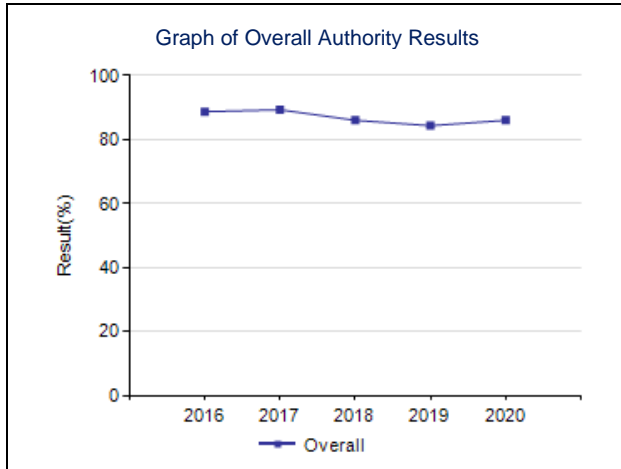
Notes:

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 Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

| | Authority | | | | | Province | | | | |
|---------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 | 2016 | 2017 | 2018 | 2019 | 2020 |
| Overall | 88.7 | 89.3 | 86.0 | 84.3 | 86.0 | 81.9 | 81.9 | 81.8 | 82.2 | 82.4 |
| Teacher | * | 97.9 | 83.3 | 82.5 | 87.3 | 88.1 | 88.0 | 88.4 | 89.1 | 89.3 |
| Parent | 94.4 | 94.6 | 91.4 | 91.5 | 90.6 | 80.1 | 80.1 | 79.9 | 80.1 | 80.1 |
| Student | 83.0 | 75.4 | 83.4 | 78.9 | 80.1 | 77.5 | 77.7 | 77.2 | 77.4 | 77.8 |



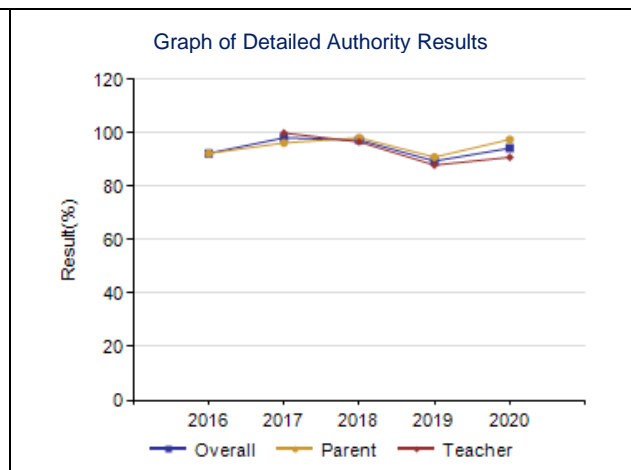
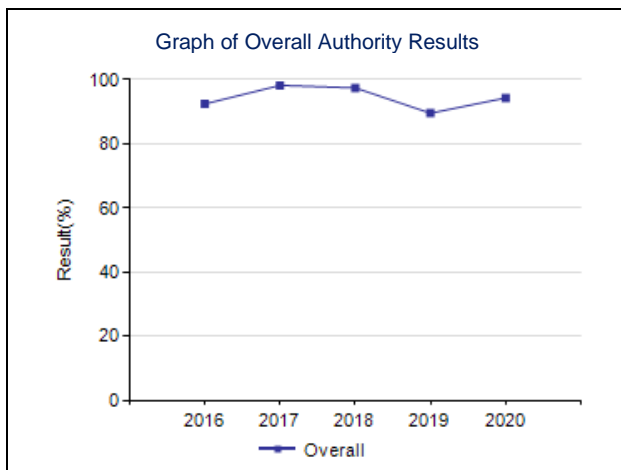
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details

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

| | Authority | | | | | Province | | | | |
|---------|-----------|-------|------|------|------|----------|------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 | 2016 | 2017 | 2018 | 2019 | 2020 |
| Overall | 92.4 | 98.2 | 97.4 | 89.5 | 94.3 | 80.9 | 81.2 | 81.2 | 81.3 | 81.8 |
| Teacher | * | 100.0 | 96.7 | 88.0 | 90.9 | 88.4 | 88.5 | 88.9 | 89.0 | 89.6 |
| Parent | 92.4 | 96.3 | 98.2 | 91.0 | 97.6 | 73.5 | 73.9 | 73.4 | 73.6 | 73.9 |

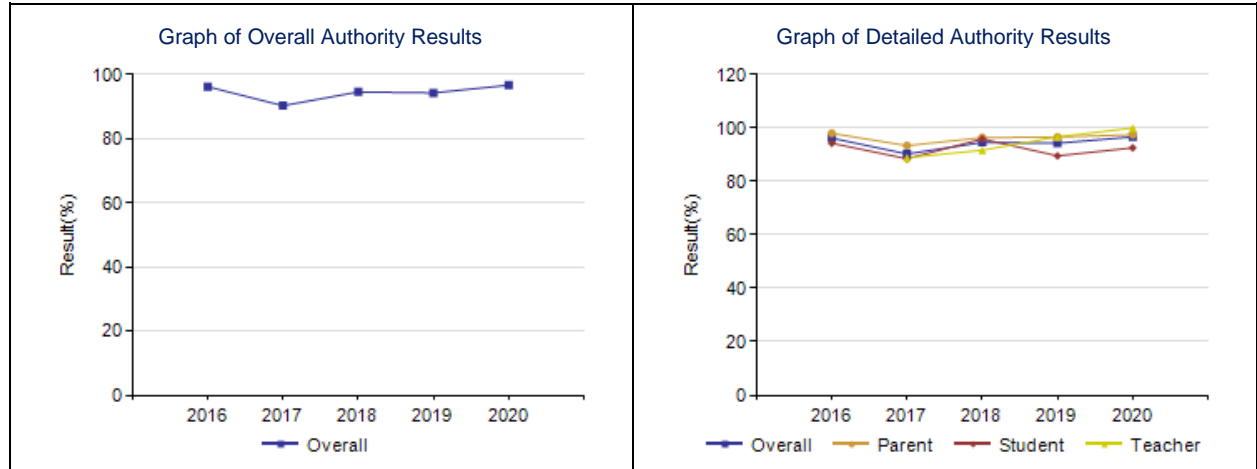


Notes:

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

Education Quality – Measure Details

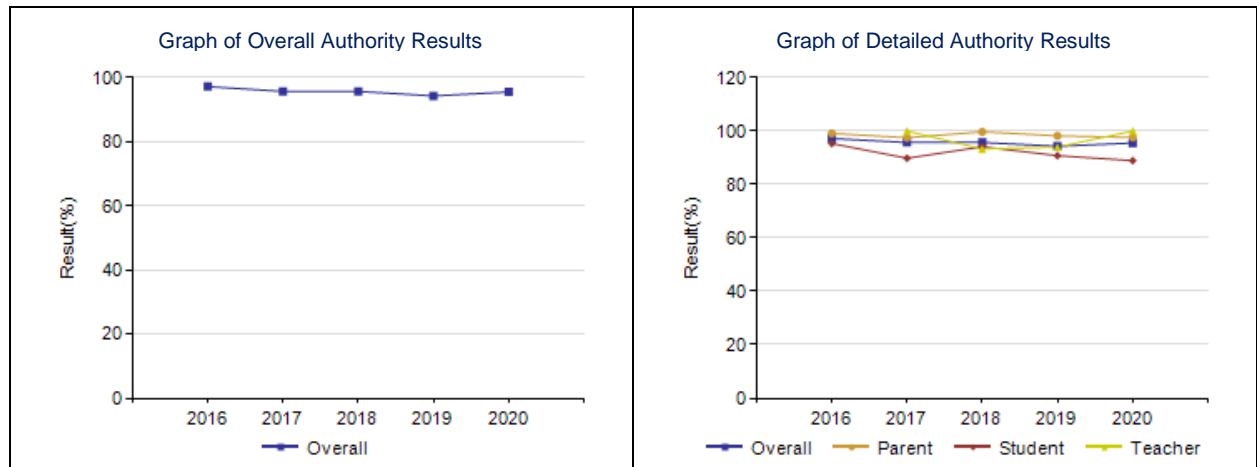
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | | | | | | | | | | |
|---|-----------|------|------|------|-------|----------|------|------|------|------|
| | Authority | | | | | Province | | | | |
| | 2016 | 2017 | 2018 | 2019 | 2020 | 2016 | 2017 | 2018 | 2019 | 2020 |
| Overall | 96.2 | 90.3 | 94.6 | 94.3 | 96.7 | 90.1 | 90.1 | 90.0 | 90.2 | 90.3 |
| Teacher | * | 88.9 | 91.7 | 96.7 | 100.0 | 96.0 | 95.9 | 95.8 | 96.1 | 96.4 |
| Parent | 98.0 | 93.4 | 96.4 | 96.6 | 97.5 | 86.1 | 86.4 | 86.0 | 86.4 | 86.7 |
| Student | 94.3 | 88.5 | 95.9 | 89.6 | 92.6 | 88.0 | 88.1 | 88.2 | 88.1 | 87.8 |



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Safe and Caring – Measure Details

| Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. | | | | | | | | | | |
|--|-----------|-------|------|------|-------|----------|------|------|------|------|
| | Authority | | | | | Province | | | | |
| | 2016 | 2017 | 2018 | 2019 | 2020 | 2016 | 2017 | 2018 | 2019 | 2020 |
| Overall | 97.2 | 95.7 | 95.7 | 94.3 | 95.5 | 89.5 | 89.5 | 89.0 | 89.0 | 89.4 |
| Teacher | * | 100.0 | 93.3 | 94.0 | 100.0 | 95.4 | 95.3 | 95.0 | 95.1 | 95.3 |
| Parent | 99.1 | 97.5 | 99.7 | 98.2 | 97.6 | 89.8 | 89.9 | 89.4 | 89.7 | 90.2 |
| Student | 95.3 | 89.8 | 94.1 | 90.8 | 88.9 | 83.4 | 83.3 | 82.5 | 82.3 | 82.6 |



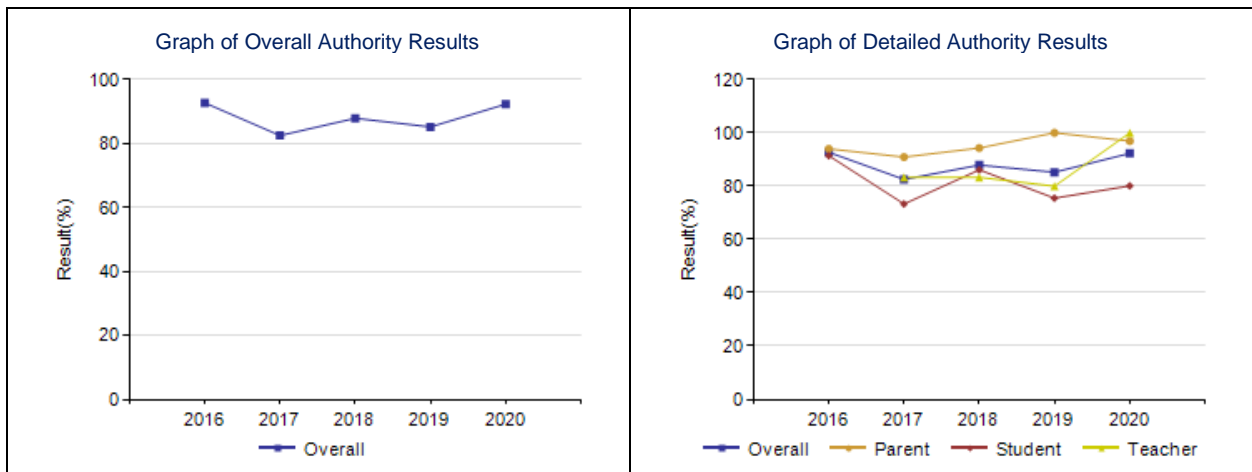
- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

| | Authority | | | | | Province | | | | |
|---------|-----------|------|------|-------|-------|----------|------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 | 2016 | 2017 | 2018 | 2019 | 2020 |
| Overall | 92.7 | 82.5 | 87.9 | 85.2 | 92.3 | 81.2 | 81.4 | 80.3 | 81.0 | 81.5 |
| Teacher | * | 83.3 | 83.3 | 80.0 | 100.0 | 82.3 | 82.2 | 81.5 | 83.4 | 85.0 |
| Parent | 94.0 | 90.9 | 94.3 | 100.0 | 96.9 | 79.7 | 80.8 | 79.3 | 80.3 | 80.0 |
| Student | 91.4 | 73.3 | 86.1 | 75.5 | 80.1 | 81.5 | 81.1 | 80.2 | 79.4 | 79.6 |



Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.