



TWEEN VALLEY CHRISTIAN SCHOOL

Annual Education
Results Report 2022

Studying as Stewards of Christ

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

2 Timothy 2:15

Introduction

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

Message from the Board

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

Accountability Statement

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

This Annual Education Results Report for 2022/2023 was approved by the Board on January 12, 2023.



Jacob Klassen
Board Chair

School's Statements

Vision

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

Mission

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

Purpose

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

Core Values

At Tween Valley Christian School, we strive to exemplify:

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

School Profile

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

The student population has grown from 40 students in 2006 to 206 students in 2022. Most of our students are from Kanadier Mennonite homes, ranging from various Mennonite denominations. We are privileged to open our doors to non-Mennonite families as well. Most of our students are bussed into Tween Valley Christian School from Bow Island, Grassy Lake, Burdett, Taber, and Barnwell.



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

A positive feature which helps create a positive learning environment for our students is that our school is committed to become more reflective of the community in which we serve and live. Clearly, English is the second language learned for many of our students, with Low German being prevalently spoken in the home. Thus, there is a strong focus on building English skills in all academic areas. Teaching at Tween Valley Christian School continues to consist of multi-grade environments.

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

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

Local and Societal Context

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

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



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

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

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



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

Our transient rate is quite high as many of our students move frequently or parents change schools frequently. In the

last 5 years, our student numbers have fluctuated due to families moving around. Each year, we see a few families who have homeschooled their children in the past transitioning their children into a school. For many, when they tour the school, and register their children, and are asked why they chose TVCS, they answer that they have friends and/or families who have recommended the school because they send their students and love it.

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

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



Stakeholder Engagement



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

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

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

In the past year, we sent a questionnaire to the families where they had the opportunity to provide anonymous feedback. This was a great way for parents to answer some question the board had about the vision of the parents, and some of the concerns they had. The questionnaire was a great tool to check in with all of the families and give them a space to express their thoughts. The questionnaire included a space for questions which many utilized.

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



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



Domain: Student Growth and Achievement

Provincial Achievement Tests and Diplomas

Provincial Performance Measure	2018	2019	2020	2021	2022
Percentage of students who scored an acceptable standard on PATs	64.8	74.1	n/a	n/a	60.2
Percentage of English Language Learners (ELL) students who scored an acceptable standard on PATs	65.0	72.0	n/a	n/a	62.1
Percentage of students who scored standard of excellence standard on PATs	2.1	12.5	n/a	n/a	5.5
Percentage of English Language Learners (ELL) students who scored standard of excellence standard on PATs	2.2	11.0	n/a	n/a	5.6
Percentage of students who scored an acceptable standard on English 30-2 diploma	100.0	*	n/a	n/a	n/a
Percentage of students who scored standard of Excellence on English 30-2 diploma	71.4	*	n/a	n/a	n/a
Percentage of students who scored an acceptable standard on Social Studies 30-2 diploma	100.0	*	n/a	n/a	n/a
Percentage of students who scored standard of Excellence on Social Studies 30-2 diploma	0.0	*	n/a	n/a	n/a

Comments:

- In the past years, there has not been a high percentage of students who perform to a standard of excellence. This is due to a variety of factors such as English Language Learners, missing school due to work, sickness, family trips.



- Grade 9 PAT results: There were several students who did not score an acceptable standard, which lowered the overall percentage.
- There is no data for FNMI students or ELL students for diplomas.
- Looking at the PAT results for Grade 6 indicate that students understand and recall the information that was taught to them throughout the year. Social Studies having the lowest score of 76.5% of students scoring at an acceptable standard.
- The Grade 9 PAT are quite different indicating a greater emphasis needs to be placed on ensuring that they are being taught the content from the Alberta Program of studies. The lowest score for scoring was Mathematics at 6.7%.
- These results indicate that Grade 9 needs to be a priority for the Annual Education Plan, creating strategies that ensure that students are learning and understanding content from their classes.
- There are no results from the diplomas as there were none being written, or less than six students were enrolled to complete diploma exams.
- As indicated in the last Annual Education Plan, students will be spending the last months prior to writing the PATs to review material and become familiar with writing tests of the format, these strategies are vital to the success of the students and must be continued to be applied.

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

English as a Second Language Provincial Achievement Tests Course Summary

Course		Measure		Tween Valley Christian School (ESL)						Alberta (ESL)				
				Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	17	82.4	14	85.7	9,336	76.8	9,804	81.3		
	Standard of Excellence	n/a	n/a	n/a	17	5.9	14	0.0	9,336	16.0	9,804	13.8		
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	215	74.0	228	89.5		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	215	11.6	228	21.5		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	128	78.1	121	89.3		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	128	18.8	121	15.7		
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	17	88.2	14	57.1	9,289	85.3	9,792	72.7		
	Standard of Excellence	n/a	n/a	n/a	17	5.9	14	0.0	9,289	13.1	9,792	14.5		
Science 6	Acceptable Standard	n/a	n/a	n/a	17	94.1	14	71.4	9,369	72.0	9,819	76.4		
	Standard of Excellence	n/a	n/a	n/a	17	11.8	14	0.0	9,369	21.0	9,819	23.5		
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	17	76.5	14	42.9	9,379	68.4	9,817	74.8		
	Standard of Excellence	n/a	n/a	n/a	17	17.6	14	0.0	9,379	17.9	9,817	20.5		
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	14	50.0	11	81.8	4,153	61.9	6,143	63.4		
	Standard of Excellence	n/a	n/a	n/a	14	0.0	11	9.1	4,153	7.0	6,143	6.8		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	45.7	191	49.7		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	2.4	191	2.1		
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	189	64.0	158	79.1		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	189	10.1	158	13.9		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40	72.5	42	81.0		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40	17.5	42	9.5		
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	14	7.1	11	72.7	4,157	47.0	6,102	53.3		
	Standard of Excellence	n/a	n/a	n/a	14	0.0	11	36.4	4,157	12.9	6,102	16.3		
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	143	54.5	213	54.0		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	143	9.8	213	15.0		
Science 9	Acceptable Standard	n/a	n/a	n/a	14	42.9	11	90.9	3,141	55.8	6,163	66.0		
	Standard of Excellence	n/a	n/a	n/a	14	0.0	11	36.4	3,141	13.7	6,163	18.1		
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	109	52.3	167	61.1		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	109	2.8	167	6.0		
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	14	35.7	11	81.8	4,434	54.5	6,151	59.6		
	Standard of Excellence	n/a	n/a	n/a	14	0.0	11	18.2	4,434	12.6	6,151	14.1		
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	103	64.1	163	57.7		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	103	11.7	163	12.3		

Provincial Achievement Tests Course Results

Course		Measure		Tween Valley Christian School						Alberta				
				Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6		Acceptable Standard	n/a	n/a	n/a	17	82.4	16	87.5	56,095	76.1	54,820	83.2	
		Standard of Excellence	n/a	n/a	n/a	17	5.9	16	0.0	56,095	18.9	54,820	17.8	
French Language Arts 6 année		Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	76.9	3,559	87.7	
		Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	10.6	3,559	15.7	
Français 6 année		Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	83.0	663	90.3	
		Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	20.2	663	24.6	
Mathematics 6		Acceptable Standard	n/a	n/a	n/a	17	88.2	16	82.5	56,019	64.1	54,778	72.5	
		Standard of Excellence	n/a	n/a	n/a	17	5.9	16	0.0	56,019	12.6	54,778	15.0	
Science 6		Acceptable Standard	n/a	n/a	n/a	17	94.1	16	88.8	56,451	71.5	54,879	77.6	
		Standard of Excellence	n/a	n/a	n/a	17	11.8	16	0.0	56,451	23.7	54,879	28.6	
Social Studies 6		Acceptable Standard	n/a	n/a	n/a	17	76.5	16	50.0	56,483	67.8	54,802	76.2	
		Standard of Excellence	n/a	n/a	n/a	17	17.6	16	6.3	56,483	20.1	54,802	24.4	
English Language Arts 9		Acceptable Standard	n/a	n/a	n/a	15	46.7	12	83.3	35,521	69.6	47,465	75.1	
		Standard of Excellence	n/a	n/a	n/a	15	0.0	12	8.3	35,521	12.9	47,465	14.7	
K&E English Language Arts 9		Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	50.5	1,569	57.4	
		Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	5.0	1,569	5.4	
French Language Arts 9 année		Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	73.5	2,811	82.9	
		Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	9.9	2,811	12.3	
Français 9 année		Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	80.0	396	88.6	
		Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	25.0	396	26.0	
Mathematics 9		Acceptable Standard	n/a	n/a	n/a	15	6.7	12	75.0	32,890	53.0	46,764	60.0	
		Standard of Excellence	n/a	n/a	n/a	15	0.0	12	41.7	32,890	16.7	46,764	19.0	
K&E Mathematics 9		Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	55.3	2,190	59.6	
		Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	11.1	2,190	13.2	
Science 9		Acceptable Standard	n/a	n/a	n/a	15	40.0	12	91.7	31,215	68.0	47,489	75.2	
		Standard of Excellence	n/a	n/a	n/a	15	0.0	12	41.7	31,215	22.6	47,489	26.4	
K&E Science 9		Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	57.8	1,536	61.7	
		Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	11.0	1,536	10.7	
Social Studies 9		Acceptable Standard	n/a	n/a	n/a	15	33.3	12	83.3	30,108	60.8	47,496	68.7	
		Standard of Excellence	n/a	n/a	n/a	15	0.0	12	16.7	30,108	17.2	47,496	20.6	
K&E Social Studies 9		Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	53.2	1,466	55.9	
		Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	14.1	1,466	15.0	

High School Completion

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	9	88.9	8	25.4	8	76.2	9	34.7	9	57.1	Very Low	Maintained	Concern	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2
4 Year Completion	5	*	9	100.0	8	38.4	8	76.2	9	67.1	Very Low	Maintained	Concern	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1
5 Year Completion	7	100.0	5	*	9	100.0	8	38.4	8	76.7	Low	Maintained	Issue	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1

Provincial Performance Measure	2017	2018	2019	2020	2021
Percentage of students who completed high school within 3 years of entering Grade 10	88.9	25.4	76.2	34.7	57.1
Percentage of students who completed high school within 5 years of entering Grade 10	100.0	*	100.0	38.4	76.7
Percentage of English Language Learners (ELL) students who completed high school within 3 years of entering Grade 10	88.9	*	n/a	*	59.3
Percentage of English Language Learners (ELL) students who completed high school within 5 years of entering Grade 10	100.0	*	100.0	*	n/a

	Tween Valley Fellowship						Alberta					
	2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	8	63.5	8	45.4	9	56.0	45,105	79.6	45,526	81.1	46,425	82.3
4 Year Completion	9	69.2	8	71.5	8	60.6	44,938	83.4	45,108	84.1	45,524	85.4
5 Year Completion	8	100.0	9	69.2	8	71.7	44,522	84.8	44,934	85.6	45,101	86.2

Drop-Out Rate

Drop Out Rate - annual dropout rate of students aged 14 to 18																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	29	1.1	35	0.0	36	7.4	32	26.2	24	0.0	Very High	Improved	Excellent	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3
Returning Rate	n/a	n/a	1	*	n/a	n/a	3	*	9	12.3	n/a	n/a	n/a	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3

Comments:

- The rate of graduation continues to fluctuate each year. This is something we have addressed for many years, encouraging students to graduate. Many students start high school with the mindset that they will graduate. Quite a few students have jobs during this time for a variety of reasons, such as parents needing additional income support, and/or finding a job that they enjoy, and/or schoolwork not being a priority.
- If more parents thought education was a priority, students would be more likely to graduate high school within 3 years. In a recent survey, of the parents who responded, 37% believed that high school complete was not important and the child's personal choice.
- Part of the school population is transient. Often students in high school will move to other provinces or countries attributing to students not completing high school within 3 years.
- In a recent survey of graduates and high school dropouts, the majority have jobs, or are stay at home mothers, and a number have started their own businesses.
- The number of students registering for high school at TVCS is quite low so even if only 1 or 2 students drop-out, it can affect the percentage greatly.

- In a recent survey of drop-out students from the year 2011 to 2019, there were a total of 34 students between the grades of 9-12. About 23% of the students dropped out due to moving out of the country. The majority of the other students have full time jobs in the local area.
- High School completion is a continued area of focus for our Annual Education Plan. We are continuing to look for strategies that encourage more students to complete high school.
- In the fall of 2020, Tween Valley Christian School made the decision to use an online provider for high school so that students could have access to schoolwork anywhere, but at this point, we have not seen a great change in our completion rates.
- This decision has led to many students to transfer to another high school in the area



Citizenship

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

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	181	93.3	150	91.6	140	92.8	137	90.0	164	89.3	Very High	Maintained	Excellent	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	60	96.3	34	97.1	34	98.2	38	93.7	42	98.1	Very High	Maintained	Excellent	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	115	86.9	106	83.6	97	84.6	92	79.2	115	78.5	Very High	Declined	Good	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	6	96.7	10	94.0	9	95.6	7	97.1	7	91.4	Intermediate	Maintained	Acceptable	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7

	Tween Valley Fellowship						Alberta					
	2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	157	92.5	145	92.2	152	91.1	261,251	83.0	265,014	83.1	257,092	82.3
Parent	43	97.2	34	97.6	38	98.2	35,873	82.0	36,069	82.1	34,290	81.4
Student	106	85.0	102	84.1	106	81.5	192,097	73.7	195,334	73.7	190,349	73.0
Teacher	8	95.4	10	94.8	8	93.5	33,281	93.4	33,611	93.4	32,453	92.6

Comments:

- The lowest percentage of satisfaction is with students, and in most categories, it has dropped, except for parents which went up a few percentages.
- Students took the covid restrictions and protocols quite hard during the school year and it was reflected in how they treated each other.
- One area that students responded low was that students were not following the rules or helping each other.
- Strategies for modeling active citizenship will be included in the Annual Education Plan in the fostering effective relationships category. As Christian, our goal should be to treat others as Christ commanded us to in John 13:34.



Students Learning Engagement

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

	Authority										Province													
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	137	89.0	164	89.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	38	97.4	42	99.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	92	69.7	115	70.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	7	100.0	7	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5

	Tween Valley Fellowship						Alberta					
	2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	164	89.8	n/a	n/a	n/a	n/a	249,740	85.1
Parent	n/a	n/a	n/a	n/a	42	99.2	n/a	n/a	n/a	n/a	31,694	88.7
Student	n/a	n/a	n/a	n/a	115	70.1	n/a	n/a	n/a	n/a	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	7	100.0	n/a	n/a	n/a	n/a	30,944	95.5

Comments:

- Overall, and in each category the percentage of satisfaction has increased.
- Student's overall percentage of engagement is still low, and lower than the province.
- Across the board, most grades do not find mathematics interesting or think that it is useful. It may also relate to how the question is asked, as often students say they do not enjoy a subject as it is not their favourite.
- Strategies for making school more engaging need to be included in the Annual Education Plan; if students are engaged in their work, it may result in higher PAT score results.

Local Context

- A comment often heard from families that register at TVCS that they choose to register due to positive reviews from current families.
- At this point, we do not need to do student recruitment because parent's word of mouth marketing is bringing in a continuous flow of families.
- Currently five TVCS graduates are volunteer firefighters for local fire departments, one of our high school students is a junior firefighter.
- Many of our students and former students serve within their churches as Sunday school teachers, song leaders, and/or youth leaders.
- Our school has also added volunteer field trips for students such as volunteering at Prairie Gleaners or Samaritan's Purse Operation Christmas Child.



Student Testimonials:

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

- I enjoy Gym when we play volleyball, and I like learning about the Bible. I also enjoy friends, Friday activities, and Library.

~Grade Nine Student

- I like spending time with my friends, and that we have time to read about God. I like that we have amazing classes, as well as get time to be with teachers.

~Grade Eight Student

- I have good friends; the teachers are nice. I feel loved here; the education is good, and I enjoy school.

~Grade Eight Student

- We have Choir every Wednesday. My teachers are kind. It's a Christian School. There is gym everyday.

~Grade Seven Student

- My favourite subject is reading buddies because I like to interact with younger kids and another one would be gym.

~Grade Nine Student

Domain: Teaching and Leading

Quality of Education

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

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	181	94.6	149	94.3	140	96.7	134	92.5	163	91.8	Very High	Declined	Good	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	60	96.4	34	96.6	34	97.5	38	89.4	42	94.3	Very High	Maintained	Excellent	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	115	95.9	105	89.6	97	92.6	89	88.1	114	88.4	High	Maintained	Good	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	6	91.7	10	96.7	9	100.0	7	100.0	7	92.9	Intermediate	Maintained	Acceptable	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

	Tween Valley Fellowship						Alberta					
	2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	157	95.2	145	95.5	152	94.3	261,497	90.2	265,232	90.3	257,078	89.7
Parent	43	96.8	34	97.1	38	95.9	35,889	86.4	36,085	86.6	34,318	86.4
Student	106	92.7	101	91.1	106	90.5	192,311	88.1	195,523	88.0	190,299	86.9
Teacher	8	96.1	10	98.3	8	96.4	33,296	96.1	33,625	96.2	32,462	95.7

Comments

- Overall drop in percentage of satisfaction.
- Parents and student category increased.
- Student category in which they disagreed that schoolwork was interesting or challenging.
- In the categories of PAT and being engaged with their schoolwork indicate that scores for PAT are low, especially in Grade 9, strategies need to be implemented to ensure work is interesting, engaging, and challenging so that results correlate.

Local Context



Teacher Growth, Supervision, and Evaluation Policy

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

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

In the past few years, junior high teachers have regularly collaborated in teaching.

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

Domain: Learning Supports

Welcoming, Caring, Respectful, and Safe

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

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	137	91.7	164	94.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	38	94.4	42	99.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	92	84.9	115	89.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	7	95.9	7	95.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6

	Tween Valley Fellowship						Alberta					
	2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	164	94.6	n/a	n/a	n/a	n/a	249,941	86.1
Parent	n/a	n/a	n/a	n/a	42	99.1	n/a	n/a	n/a	n/a	31,715	86.9
Student	n/a	n/a	n/a	n/a	115	89.0	n/a	n/a	n/a	n/a	187,258	77.7
Teacher	n/a	n/a	n/a	n/a	7	95.8	n/a	n/a	n/a	n/a	30,968	93.6

Comments:

- The overall percentage of satisfaction has increased as well as in most categories.
- The areas where the percentage is lowest is that students do not treat each other with respect as well as students not receiving help with issues not related to schoolwork
- In multiple areas, the option of “don’t know” is quite high, in Grade 4-6 it is 32% in one category. This could be due to a few reasons such as not understanding the question, which changes that result.
- In the past year, when multiple issues arose not relating to schoolwork, staff and teachers expressed their concern and discussions were had with students letting them know that teachers and administrators are available to talk to all students.
- In the past, our Annual Education Plan has included strategies to ensure students know they can get help with issues not relating to schoolwork, an area we will continue work on.

Learning Supports

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

	Authority										Province													
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	137	84.9	163	89.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	38	92.1	41	97.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	92	77.2	115	84.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	7	85.3	7	88.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3

	Tween Valley Fellowship						Alberta					
	2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	163	89.9	n/a	n/a	n/a	n/a	249,570	81.6
Parent	n/a	n/a	n/a	n/a	41	97.0	n/a	n/a	n/a	n/a	31,684	77.4
Student	n/a	n/a	n/a	n/a	115	84.2	n/a	n/a	n/a	n/a	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	7	88.6	n/a	n/a	n/a	n/a	30,951	87.3

Comments:

- In most areas, there is some uncertainty if students can get help with issues not related to schoolwork. This is an area that has been a challenge for multiple years, we have talked to the students and parents about how we can encourage students to talk to teachers if they have issues not relating to schoolwork.
- AISCA has partnered with different resources that the school can utilize to ensure that our students have access to appropriate supports and services at school.



Local Context

Access to a continuum of supports and services

- AISCA's new learning supports initiative provides different resources for mental health, speech, language, occupational health for students. Staff have access to all resources and including individuals and professionals that staff can bring into the classroom.
- Parents have also been notified of resources available and can request services for their children.
- Staff are encouraged to take professional development on First Nations, Metis, and Inuit topics and integrate them into all subject areas.
- Teacher Professional Growth Plans include incorporating First Nations, Metis, and Inuit into all curriculum areas.
- Resources are purchased for classrooms and the library about First Nations, Metis, and Inuit topics. Student's year end field trips in the upper grades are to First Nation heritage sites such as Fort Macleod, Head Smashed Buffalo Jump, Fort Walsh, or the Galt Museum.

Domain: Governance

Parental Involvement

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

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	64	97.4	44	89.5	43	94.3	45	96.5	49	92.3	Very High	Maintained	Excellent	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	58	98.2	34	91.0	34	97.6	38	93.0	42	96.0	Very High	Maintained	Excellent	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	6	96.7	10	88.0	9	90.9	7	100.0	7	88.6	Intermediate	Maintained	Acceptable	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2

	Tween Valley Fellowship						Alberta					
	2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	50	93.7	44	91.9	46	93.3	68,667	81.4	69,247	81.5	66,395	80.3
Parent	42	95.6	34	94.3	38	96.8	35,499	73.7	35,750	73.8	34,077	73.1
Teacher	8	91.9	10	89.5	8	89.7	33,168	89.2	33,497	89.3	32,318	87.4

Comments:

- Parents seem to be satisfied overall. In the area where they are the least satisfied is with having an input about decision making. It was evident in a few parent nights they would like to be more involved in areas where provincial mandates were implemented.
- For our Annual Education Plan, strategies for ensuring parents are satisfied and have input in their child's education, in the category of management and governing.



Local Component

Summary of Financial Results:

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

https://tweenvalleychristianschool.weebly.com/uploads/4/9/5/6/49565937/tvcs_afs_for_website.pdf

Whistleblower Protection

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

Notes

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

Accountability Statement

Required Alberta Education Assurance Measures - Overall Summary

Spring 2022

Authority: 0016 Tween Valley Fellowship/Tween Valley Christian School



Assurance Domain	Measure	Tween Valley Fellowship			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	89.8	89.0	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	89.3	90.0	92.2	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	57.1	34.7	45.4	83.2	83.4	81.1	Very Low	Maintained	Concern
	5-year High School Completion	76.7	38.4	69.2	87.1	86.2	85.6	Low	Maintained	Issue
	PAT: Acceptable	n/a	n/a	74.1	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	12.5	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.8	92.5	95.5	89.0	89.6	90.3	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.6	91.7	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	89.9	84.9	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	92.3	96.5	91.9	78.8	79.5	81.5	Very High	Maintained	Excellent

Spring 2022 Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	Tween Valley Fellowship			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	0.0	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	0.0	26.2	11.2	2.3	2.6	2.6	Very High	Improved	Excellent
In-Service Jurisdiction Needs	95.0	100.0	77.6	83.7	84.9	85.1	Very High	Maintained	Excellent
Lifelong Learning	91.5	86.5	90.6	81.0	82.1	72.0	Very High	Maintained	Excellent
Program of Studies	83.4	82.4	85.2	82.9	81.9	82.3	Very High	Maintained	Excellent
Program of Studies - At Risk Students	89.9	85.7	89.4	81.9	82.7	84.8	High	Maintained	Good
Rutherford Scholarship Eligibility Rate	*	*	85.7	70.2	68.0	66.4	*	*	*
Safe and caring	96.0	92.3	94.9	88.8	90.0	89.2	Very High	Maintained	Excellent
Satisfaction with Program Access	83.2	80.7	80.0	72.6	71.8	74.1	Very High	Maintained	Excellent
School Improvement	87.8	87.8	88.7	74.2	81.4	81.3	Very High	Maintained	Excellent
Transition Rate (6 yr.)	13.7	11.9	21.5	60.3	60.0	59.8	Very Low	Maintained	Concern
Work Preparation	98.7	90.2	97.7	84.9	85.7	83.5	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.