

Koinonia Christian School Red Deer



Annual Education Results Report (AERR) 2022-2023 School Year

9211 Koinonia Christian School Red Deer Society
Submitted to Alberta Education
Approved January 23, 2024

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Message from the Board Chair

Dear Parents,

The results presented in this report that were gathered in our first year operating three separate and unique schools reflect the dedication of students, parents, teachers, support staff and school leaders. Our school theme for 2022-2023 was gratitude, based on a scripture verse from Psalm 136: "Give thanks to the God of heaven, His love endures forever."

It is our responsibility, through the assurance process, to work with you to ensure the school authority is governed and operated in a manner that builds trust and confidence the school authority is fulfilling its mission and mandate. We are grateful for the successes and challenges that occurred in this past year of tremendous change. Through numerous conversations with members of our school community, we believe that our service to families and discipleship of students in our schools has improved. Our daily devotional focus on gratitude helped remind us of the sustaining love of Christ as we faced some adversities and celebrated successes.

On behalf of the Board of Directors, I want to express my sincere appreciation to all who served Christian education through our schools this past year. As we move forward in 2023-2024 with a focus on our identity in Christ, we look forward to strengthening our assurance processes and relationships. We are excited about the emphasis on Christ-centered learning in all three schools and dedicated to the future successful completion of the goals in our Education Plan.

May God bless our efforts together, "for we are His workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them." (Ephesians 2:10, ESV).

Sincerely,

A handwritten signature in black ink, appearing to read 'Juan Arias', with a long horizontal flourish extending to the right.

Juan Arias
Board Chair

Accountability Statement

The Annual Educational Results Report for Koinonia Christian School Red Deer 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 *Ministerial Grants Regulation*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2022-2023 was approved by the Board on January 23, 2024.



Juan Arias
Board Chair



Mary-Lou Stacey
Executive Principal

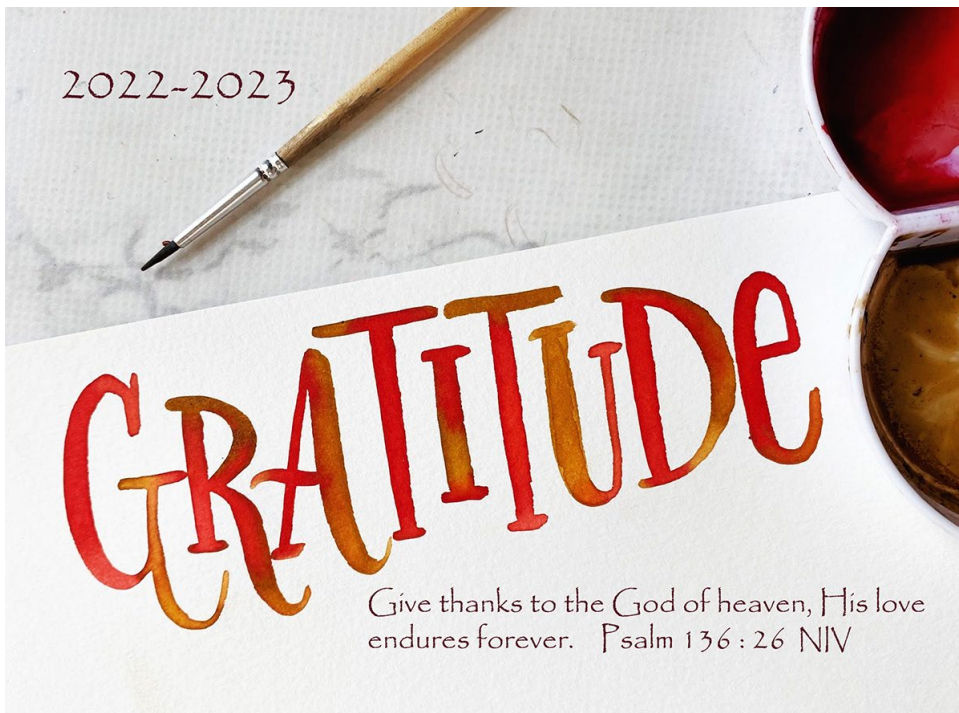
Foundational Statements

MISSION

The mission of the Koinonia Christian School Red Deer Society's school authority is to assist parents in Christian education by developing excellence in faith, moral character, and academics, promoting lifestyles related to Christian witness.



Focused on providing Christ-centered educational choices for families, the Koinonia Christian School Red Deer Society (KCSRDS) operates a school authority in Alberta that governs three distinct schools. All schools exist to disciple students in the Christian faith and are rooted in a God-centered view of man and the authority of Christ as saviour and king. As his image-bearers, we seek to glorify Christ in all we do.



Along with the accountability for public funds reported through the Annual Financial Statement, **this report represents part of a cycle of continuous improvement outlined in Alberta's Assurance Framework.** The report provides a summary of the results of the annual survey conducted by Alberta Education on assurance measures (AEAMs), results of local measures in our schools, input from stakeholders, and an analysis of the strategic actions KCSRDS has taken to meet our responsibilities and the goals of our [Education Plan for 2023-2026](#).

Every year our school participates in prayer and scripture study with the wider community of Koinonia schools as part of our membership in the

Koinonia Christian Education Society. *Gratitude* was the theme for 2022-2023. As we reflect on the results of our work together this past year, we know we are blessed!

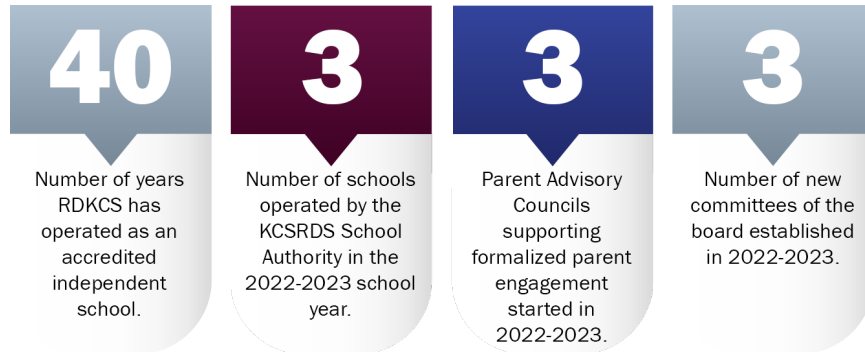
Who We Are

This year we celebrate our 40th anniversary! With a long history of providing quality Christian educational choices to families, KCSRDS also celebrates **finishing its first year (2022-2023) as a school authority operating three separate schools.**

Koinonia, in the original Greek, means community and fellowship. Two of the schools, the Red Deer Koinonia Christian Campus School (RDKCS) and the Emmaus Learning Community (ELC) share a school building in the Riverside Meadows community of Red Deer. Koinonia@Home families are served by the office and IT staff in Red Deer and often visit the Learning Commons. Students and families from all three schools enjoy fellowship at large events such as the annual picnic, Remembrance Day ceremonies, Track n' Field, and the annual high school convocation and banquet.



Preserving Identity- Embracing Change














We are grateful for the many milestones reached over the history of the Koinonia Christian School Red Deer Society, especially for the years of faithful service represented by these achievements. This year, our theme for scripture memory and prayer is *Identity*. Looking back on these achievements reminds us that it is almighty God who sustains us: “so that



all the peoples of the earth may know that the hand of the Lord is mighty, that you may fear the Lord your God forever” (Joshua 4:24, ESV).

We thank all of the parents, grandparents and members-at-large with a passion for Christian education who have served the Koinonia Christian School Red Deer Society Board of Directors for 40 years. These faithful stewards generously volunteer their time to govern the systems of accountability and assurance required by independent (private) accredited schools. Parents elected to the Board of Directors for a three-year term at an annual general meeting have direct, consistent input into the vision, mission and policy development of the schools operated by the KCSRDS school authority. The Board has representation from all schools it operates, and invites committed Christian leaders from our stakeholder groups who have a desire to support Christian education to apply to serve on the Board of Directors.

Stones of Remembrance

- 
 - KCSRDS is granted expansion to operate three separate schools, including a Designated Special Education Private School.
- 
 - KCSRDS stands firm on its right to educate students through its Statement of Faith.
- 
 - K@Home's first online classes begin.
 - Students in all programs use a new Learning Management System.
 - RDKCS purchases the school building in Riverside Meadows.
- 
 - K@Home is launched as new program of RDKCS.
- 
 - RDKCS performs its first major musical, *The Sound of Music*, at the Memorial Center.
- 
 - First overseas study trip to Europe.
- 
 - Storm athletics program is formed.
- 
 - RDKCS forms its first basketball team.
- 
 - RDKCS starts a Home Education program.
- 
 - First Mexico Missions trip.
- 
 - RDKCS becomes a member of AISCA.

Additional Engagement Opportunities for Parents and Community Members

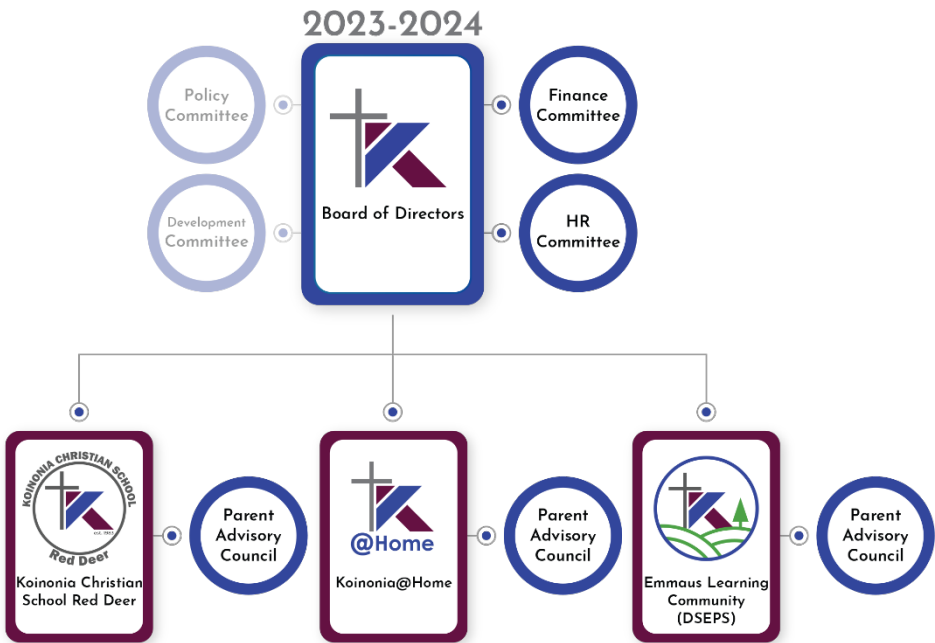
Deloitte.



Finance Diagnostic
Koinonia Christian School Red Deer
January 2022
Strictly private and confidential

In addition, the Board annually appoints society members with specialized skills to volunteer on standing committees that advise the Board. For example, members with skills in financial management and planning serve on the Finance Committee. This committee is an essential part of KCS-RD’s system of assurance as its members provide valuable input into the budgeting process supporting the Society’s [Education Plan](#) and oversight of financial operations, including the development of the [Annual Financial Statement](#). In 2021-2022, the Finance Committee recommended the Board of Directors conduct a financial review of operational capacity to address changes in the programs offered to parents and the new funding model introduced by Alberta Education. After Deloitte completed their 3-month review, a new controller was added to the leadership team. Policy and operational changes suggested by the review began in the summer of 2022 and were a major focus of the Board’s work in 2022-2023.

In the spring of 2023, a new Human Resources Committee was established as a standing committee by the Board of Directors to strengthen a culture of accountability and transparency for all employees. To support future growth of the schools and resolve any tension related to changes in the new organizational structures and operational requirements, the committee’s mandate is to advise the Board Chair on matters related to concerns or complaints received by the Chair. Our Lord instructs us to “aim at what is honorable not only in the Lord’s sight but also in the sight of man” (2 Corinthians 8: 21, ESV). Establishing this committee facilitated the implementation of required operational changes in 2022-2023 and will help our society maintain standards of honesty, openness and accountability expected by a Christian school.



A [new organizational chart](#) is available for viewing on the school website at www.koinonia.ca.



COCHRANE CLASSICAL
CHRISTIAN SCHOOL

Two additional new standing committees were started in 2022-2023, and the Board is actively seeking additional committee members who could volunteer their expertise in policy development and the development of financial and property resources to sustain growth for KCSRDS in future years. We look forward to having these committees start their work.

Although renewed interest from parents in the Cochrane school project was not large enough to establish a school last spring, opportunities are being explored to support the development of this possible new school through community partnerships in the area and the support of Koinonia@Home. Interest in establishing new schools has also been expressed by stakeholders in the Edmonton area.

Parent Advisory Councils (PACs)

A Parent Advisory Council now supports the system of assurance at the school level for each school in our authority. Establishing these councils took longer than expected after our initial meeting in September 2022 as we consulted with the Alberta School Councils' Association (ASCA). We wanted to ensure our community understood the mandate of a PAC and had time to consider options for governance structures and involvement for PACs in the assurance process.

“This was the best PAC I have ever attended!”

Between January and May, KCSRDS hosted two separate information meetings for parents with a guest speaker from ASCA prior to establishing each school's committee in February and March. By May, all three PACs had an elected

Did you know?

KCSRDS hosted 8 parents' meetings in the spring of 2023 to establish three Parent Advisory Councils.

executive that began work on their individual foundational documents for operation. In September of 2023, a large townhall meeting was held to update parents on the activities of the PACs and invite more parent participation. Parents attended in person as well as through an online streaming option. According to one participant at the conclusion of the meeting: “This was the best PAC I have ever attended!” PAC members participated in the analysis of the AEAMs in this report and

we look forward to strengthening the participation of all parents in the work of the councils.

STAKEHOLDERS IN THE BROADER COMMUNITY

KCSRDS is grateful for its relationship with community stakeholders. Many of our relationships have been strengthened, and we look forward to the fruit of this fellowship as we work together to support Christ-centered educational choices for families.

- **Our Local Community Association:** Our community association has played an active role in the history of our school community. For example, fundraising for the playground equipment was a joint effort and the

community association has used our facilities for hosting larger gatherings. Our students continue to enjoy the use of the ice rink and nearby field area and we value the input and fellowship of these community leaders. We have actively consulted with the leaders of our community association on strategies to maintain a safe school community balanced with our shared desire for a welcoming space. We regularly invite them to our celebration assemblies. As the association was helpful in establishing our new safety patrol last year, we look forward to their input on future recognition for student leaders in this program. Recently, our community association and school leadership have discussed possible initiatives for work or volunteer experiences for high school students from the campus and/or Emmaus high school programs. Working together on these projects is an important part of building citizenship into the culture of our school.



- **Christian Community Leadership:** KCSRDS had a booth exhibit and staff attended an apologetics convention with [Faith Beyond Belief](#) in April. Leaders from this organization also provided valuable professional development for our staff by introducing resources to support a Christian Worldview response to culture for students of all ages at winter professional development day. While we were unable to connect with the [Ezra Institute](#) in the 2022-2023 school year, we look forward to attending the Mission of God conference in the future. Our Board of Directors met with several pastors in the Red Deer area in the spring of 2023 to discuss changes and trends in Christian education and we will be hosting our first annual Christmas pastor's event since the COVID restrictions put a pause on this valuable fellowship opportunity in recent years.



- **KCSRDS is a member of the [Koinonia Christian Education Society \(KCES\)](#)** that exists to support Christian education in the province. As a member, KCSRDS board and administration leaders enjoy professional development and opportunities for collaboration on projects of mutual concern, such as the development of health protocols and professional development opportunities for staff. Membership in KCES also provides access to professional support through the [Alberta Assessment Consortia](#), which publishes valuable material for learning supports and excellence in teaching and leading practices. Two of our staff members have recently joined the KCES Professional Development committee and two other staff members joined a newly formed policy review committee established in the spring of 2023. A member of the KCSRDS Board was recently appointed to the KCES Board of Directors at its Annual General Meeting (AGM).

- **KCSRDS is also a member of the [Association of Independent Schools and Colleges in Alberta \(AISCA\)](#).** Membership in this organization provides valuable support for governance and professional development. In addition, opportunities for input into provincial educational trends, issues and initiatives is available through collaboration with other independent school leaders at conferences, workshops, and meetings, Koinonia@Home families participated in an AISCA's learning supports program and we hosted a visit from AISCA's staff at our Red Deer facility to discuss our work together.



- **KCSRDS leadership has built strong relationships with [Careers the Next Generation](#) and Alberta Regional Coordinators in the [Green Certificate program](#) to support its Off-Campus programming for students.** In 2022-2023, leaders from both these organizations were invited to address our students and staff separately to discuss strategies to increase student participation and achievement in these programs and answer questions about their role in our school programming. In 2023-2024, we look forward to further collaboration to assist the new [Ministerial mandate](#) for student involvement in these valuable programs.

- **KCSRDS is grateful for the leadership provided by the [Alberta School Councils' Association \(ASCA\)](#)** to support the development of our school councils. A consultant from ASCA worked closely with our Board as our parent community to educate and guide the establishment of our Parent Advisory Councils this year. Each school principal and PAC executive are continuing to work with the consultant to finalize operational procedures and receive guidance on strengthening the participation of parents in the improvement of student learning and school culture.

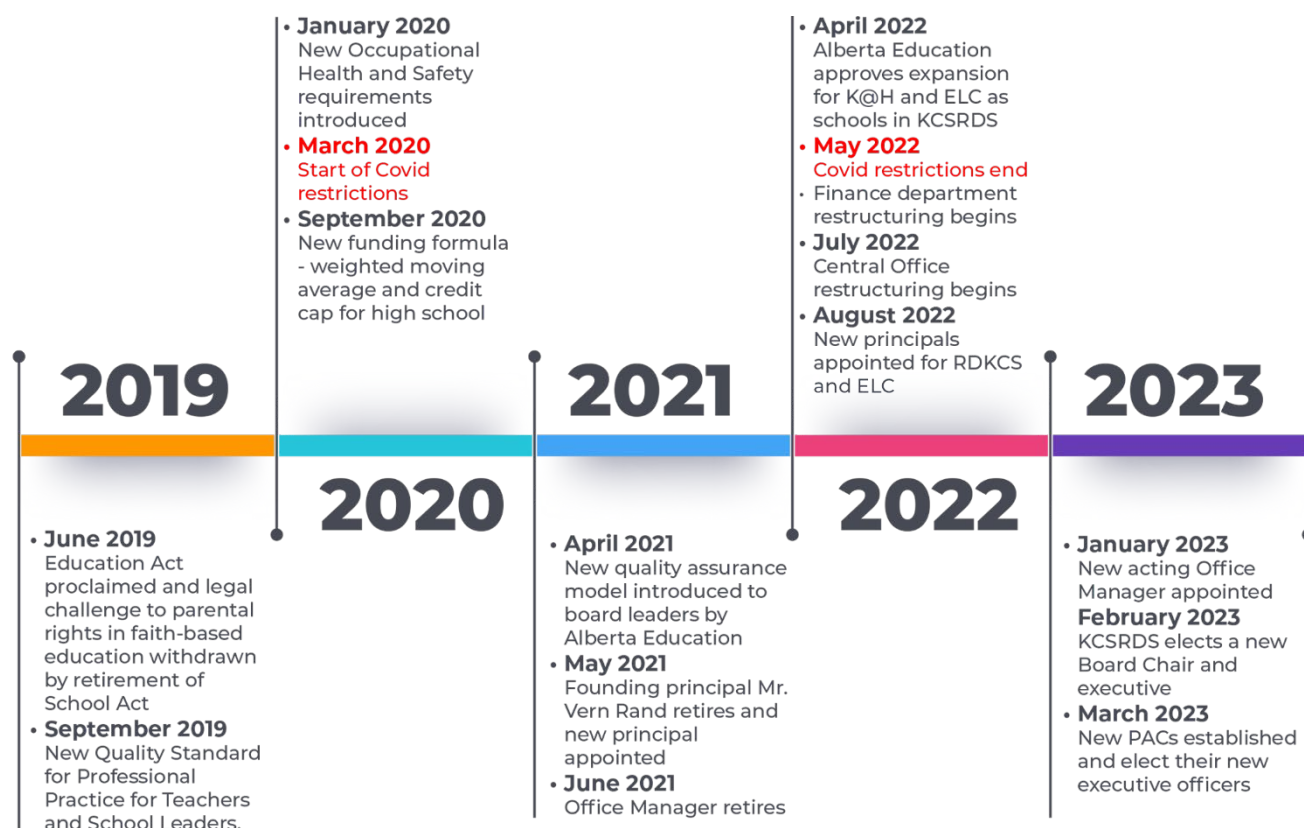
- **KCSRDS also collaborates with provincial organizations that support choice in education, including the [Alberta Home Education Association \(AHEA\)](#) and [Parents for Choice in Education](#).** Many KCSRDS parents are actively involved in these associations as advocates for choice in the province. Our school leadership and Koinonia@Home staff invite representatives of these organizations to share at staff meetings to support competencies in their professional standards of practice. In the Spring of 2023, Koinonia@Home attended the AHEA convention where valuable collaboration with families in our own community and other home-schooling organizations occurred.



OUR SCHOOL COMMUNITIES – AN OVERVIEW

The Impact of Change on School Culture and Operations

During discussions with parents, teachers, and students to analyze the results of the AEAMS this fall, the theme of organizational change as a stressor emerged. While reflecting on the recent history of our school authority, several significant changes were identified in addition to the gaps and stressors remaining from the impact of the health restrictions on learning environments that occurred between 2020-2022¹. Funding structure changes, demographic changes, new leadership on the board, in the organizational structure, and in the schools occurred at the same time as the health restrictions were still in effect. All of these changes occurred shortly following the introduction of new provincial standards for Occupational Health and Safety and the professional practice of teachers and principals (Teaching Quality Standard and Leadership Quality Standard) were implemented.



On their own, **each of these changes will, we believe, support continuous improvement in student achievement and our school authority is committed to them.** Layered together, however, changes of this number and magnitude intensify the impact of change on school cultures and working environments^{2,3}.

¹ Kraft, M.A., Simon, N.S., & Lyon, M.A. (2020). *Sustaining a sense of success: The importance of teacher working conditions during the COVID-19 pandemic*. Annenberg Working Papers: 20-279. <https://www.edworkingpapers.com/sites/default/files/ai20-279.pdf>

² Pinto, L. (2015). Fear and loathing in neoliberalism: school leader responses to policy layers. *Journal of Educational Administration and History*, 47(2), 140-154.

³ Stacey, M., McGrath-Champ, S. & Wilson, R. (2023). Teacher attributions of workload increase in public sector schools: Reflections on change and policy development. *Journal of Educational Change*, 24, 971-993.

In January, some staff, many who were also parents in the school community, raised several concerns about school culture and operations in the RDKCS and ELC programs directly with the board prior to Alberta Education's release of the AEAM surveys. In response to their concerns, the Board initiated a new Human Resources standing committee to review

each submission. Later, the Board held two meetings with all staff and three parent meetings in the spring to enhance communication and clarify details about specific concerns that were raised within these two school communities. **KCSRDS is committed to working collaboratively with the Public Commissioner's office to address employee concerns and acted on this commitment between April and August 2023.** When the matter was concluded in August, the Public Commissioner noted that there was no wrongdoing and that disclosures of wrongdoing were related to "tensions and grievances that some employees and/or parents may experience following a significant change in the leadership of a school and change in the organization's operational structure"⁴. The Board of Directors' ongoing work to review and revise policies and governance practices will include consultation with the Public Commissioner's office to strengthen trust with all stakeholders. We are grateful for the opportunity to address concerns thoroughly and work together to address the educational goals of the school authority and its mission and vision.

CAMPUS K-12 AND PRESCHOOL PROGRAMS

Did you know?

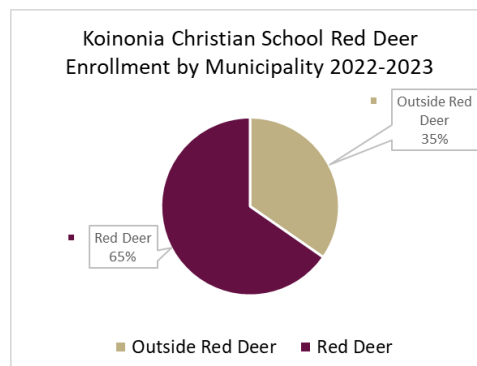
Between April 2022- August 2022, more than 35 meetings were held with school leaders and individual families to discuss options available for students needing specialized learning supports available only in a Designated Special Education Private School (DSEPS).

In the 2022-2023 school year, the demographic population of RDKCS shifted as a result of the movement of students with complex learning needs choosing to attend the new Emmaus Learning Community School. Each family interested in the new Designated Special Education Private School (DSEPS) was consulted, often at several different meetings, and the deadline for re-enrollment was extended to allow the time necessary to prayerfully consider which school's programs best suited the needs of their child. In



the end, 33 students formerly in attendance at the campus transitioned to the new Emmaus school. Once these decisions were finalized, school schedules and staffing were completed in early August 2022 to support the enrolment needs of RDKCS and the ELC.

With a stable percentage of enrolled rural students, the decision to operate a bus came with significant challenges in the fall of 2022. The rising costs of operation, the retirement of our bus driver, and the **difficulty finding and training new staff to operate the bus until November 2022** all contributed to the challenges providing transportation options to families. The number of families who expressed interest in the bus at the start of the school year was greater than the number of families who registered to ride the bus once the service was finally available in January 2023.



⁴ Public Commissioner's Office, Personal Communication to the Board Chair, August 4, 2023.

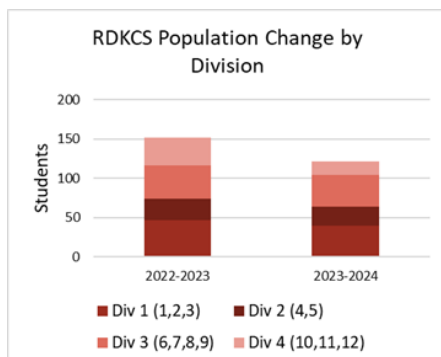
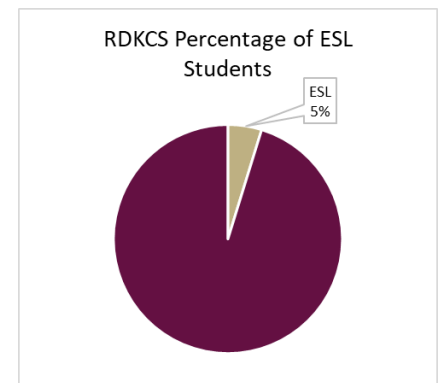
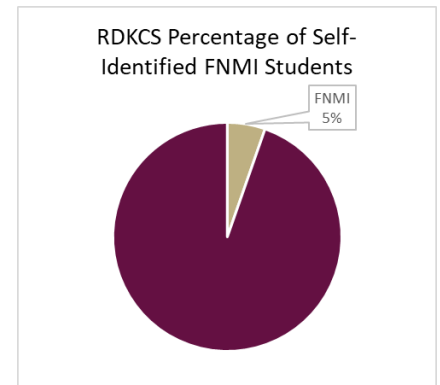
“Worst I have ever seen,”

*Alberta School Bus Contractors’ Association president on school bus driver shortage - Oct. 2022*⁵

Balancing the significant costs of the program with the benefit of having an in-house staff operate the bus and provide more field trips for students were important factors considered by the Finance Committee and the Board of Directors. After the addition of supplemental financing for transportation was made available to families with students in private schools in the provincial budget for the 2023-2024 school year and the results of a survey conducted of interested parents was collated, the Board chose to discontinue the bus service due to the expense and lack of interest. KCSRDS currently employs a trained bus driver on its support staff and looks forward to future discussions with the PACs regarding transportation solutions to support growth in enrolment. We look forward to the new budget released in March 2024 and will revisit this decision depending on the availability of funds and interest of families.

A very small number of students self-identified as First Nations, Metis, or Inuit (FNMI) on their registration documents and collaborative sessions between staff and their parents indicated they were well-pleased with the education they received and the learning achievements of their children. Students requiring English Language Learning (EAL) supports were also well-served based on the results from interviews with parents and their learning achievements. Some teachers and parents noted it was difficult to separate the effects of COVID-19 on language development from the need for EAL supports. Literacy remains an important goal in the [KCSRDS Education Plan](#) and results of specific strategies to improve student literacy will be addressed in the Learning Supports section of this report.

Based on exit interviews with families in the spring of 2023 re-enrollment in RDKCS for 2023-2024 was severely impacted by tensions in school culture arising from change and stress discussed previously in this report. Public expressions of discontent eroded some of the trust families had in the leadership of KCSRDS and the campus school, particularly the ECS and grade 1 programs and the junior/senior high programs. Unfortunately, conversations staff shared with students in junior and senior high in the spring of 2023 affected many students’ desires to continue their junior and senior high school years with Koinonia. The Finance Committee will be working diligently to mitigate the impact to future



funding levels as a result of the effects of this unusual situation on the three-year weighted moving average calculations.

Despite these difficulties, initial enrollment decreases of approximately 60 students in June 2023 were offset in the summer months by new families enrolling in RDKCS as a result of referrals and interest generated through stakeholder relationships. RDKSC has continued to enroll new families in the past few months. As Christians “we know that for those who love God all things work together for good, for those who are called according to His purpose” (Romans 8:28, ESV). Many families who chose to re-enroll their children in RDKCS gathered in the spring to pray for the school and encourage school leaders and

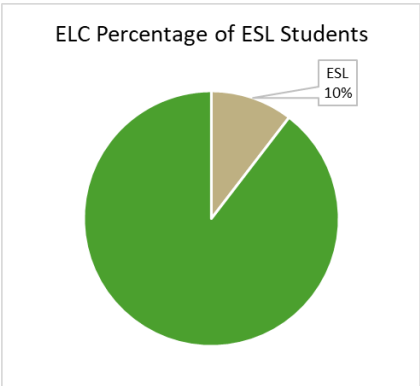
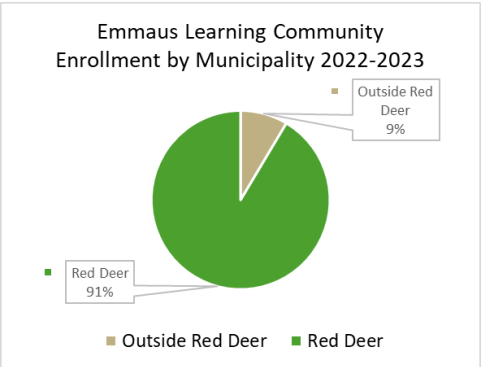
⁵ CBC News. (2022, October 29). *Alberta school bus driver shortage ‘worst I have ever seen,’ ‘bus contractors’ association president says.* <https://www.cbc.ca/news/canada/edmonton/alberta-school-bus-driver-shortage-worst-i-have-ever-seen-bus-contractors-association-president-says-1.6632549>

support staff during this difficult time. Current and previous staff from Koinonia@Home devoted their time and energy to fill gaps in staffing and support student growth and achievement. We are grateful for them all and are determined to build on what we've learned through this experience to improve the educational experiences for students in the years ahead.

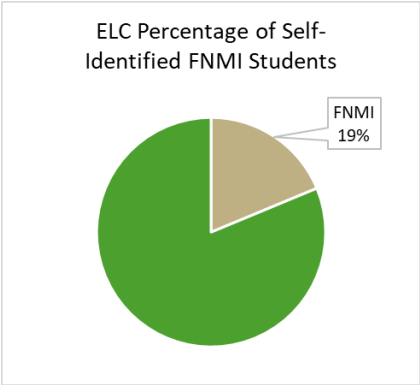
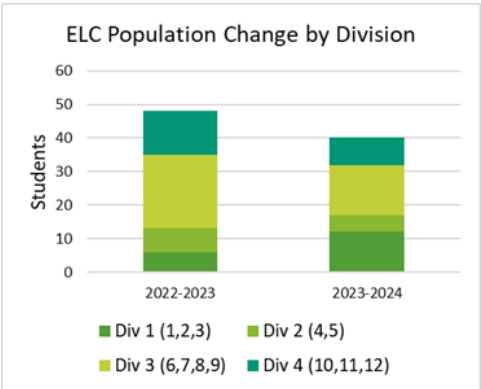
EMMAUS LEARNING COMMUNITY



Emmaus Learning Community experienced success and recognition by the broader community during its first year as a Designated Special Education Private School. Many new families expressed interest in its unique programs and gratitude for the availability of a Christian discipleship option for students with complex learning needs. Every student in the school has an individualized learning plan specifically designed to address their needs and goals.



Students who require specialized supports, such as those who self-identify as First Nations, Metis, or Inuit at registration and students with English Language Learning (EAL) needs receive a wide variety of personalized services, including music therapy, private counselling, and targeted physical education opportunities in their learning plans. During collaborative planning and review sessions, parents and staff indicated they were happy with the achievement of students in the 2022-2023 school year.



A slight drop in enrollment this year was partially affected by the challenges KCSRDS experienced as a result of rapid organizational change leading to discontent discussed earlier in this report. Some of the drop in enrollment, though, is part of a story of student successes. A few students who were enrolled in the ELC school last year transitioned to the workplace, and a few transitioned back to an inclusive traditional classroom setting in RDKCS with the new skills and learning strategies they acquired in the individualized program provided by the ELC! New families have already expressed interest in the ELC for the 2024-2024 school year and we

anticipate growth in this exciting new DSEPS.



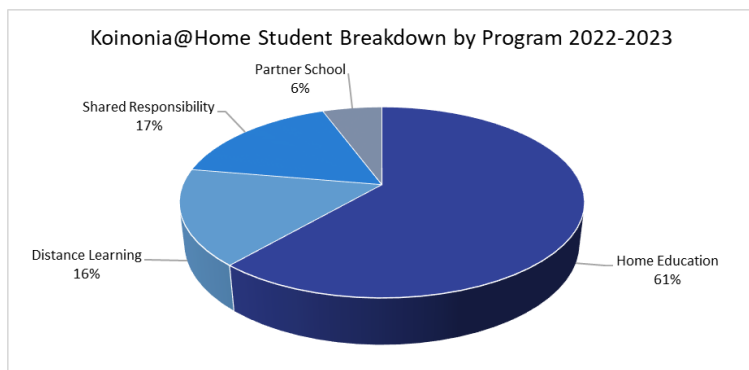
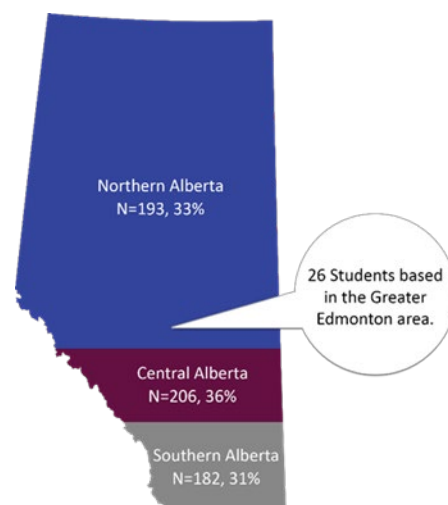
KOINONIA@HOME: HOME EDUCATION, SHARED RESPONSIBILITY AND ONLINE PROGRAMS



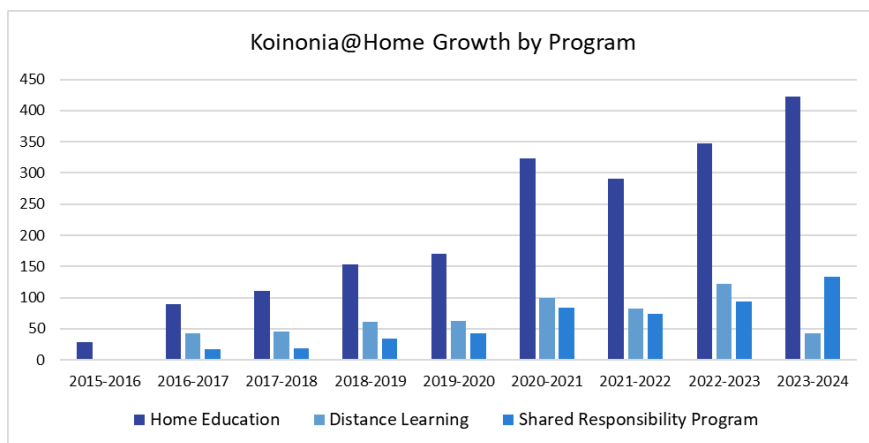
In the spring of 2022, Alberta Education approved a new school code for Koinonia@Home. The new organizational change facilitates continuous improvement by allowing for more targeted strategic planning and stakeholder input through its PAC. **In the fall of 2022, Koinonia@Home's growth trend continued with enrollment of 581 students in its first year as a school. This enrollment represented a 30% growth over 2021-2022** and was fairly evenly dispersed in the regions of the province with a surge of new students in the Edmonton area.

Part of K@Home's mandate from the Board is to serve students in Christian campus schools, like RDKCS and the ELC, by providing more course options and some flexibility for their timetables through the provision of online learning. In 2022-2023, Koinonia@Home served 32 students as part of this program of choice from 6 different school authorities and over 25 students in our own authority.

KCSRDS appreciates the opportunity to partner with other Christian independent school authorities to help students achieve academic success in a distinctly Christian learning environment.



Coordination of educational services with Koinonia@Home, RDKCS and the ELC also supports high school completion and career plans for all KCSRDS students when senior school leaders coordinate provision for a greater variety of options courses, off-campus learning opportunities and professional development. In addition, each school culture is improved by collaborative initiatives for fellowship, celebration of achievements, sports and fine arts productions, and community service opportunities.



Based on enrollment for 2023-2024, we anticipate continued growth in all areas of the province, especially in our traditional Home Education and Shared Responsibility programs as more parents consider the importance of a discipleship-based school choice informed by a strong Statement of Faith. Koinonia@Home budgets carefully to ensure we can enroll students who choose our Christian homeschooling community mid-year. We are blessed to serve them, and we welcome the new staff we have hired to assist with growth.

Unfortunately, providing choice to students presents budgeting challenges due to the Weighted Moving Average funding structure that spans three years for Alberta's Distance Education programs. For example, when students switch from Online to Shared Responsibility programs, the funding available for online programs is reduced over three years. If students wish to switch back to online in future years, the funding levels lag behind their choice. Fluctuating school choice for supplemental online programs in partner schools also affects the funding Koinonia@Home receives each year. **We are grateful for the strategic planning work of the Finance Committee as they address this ongoing challenge.**



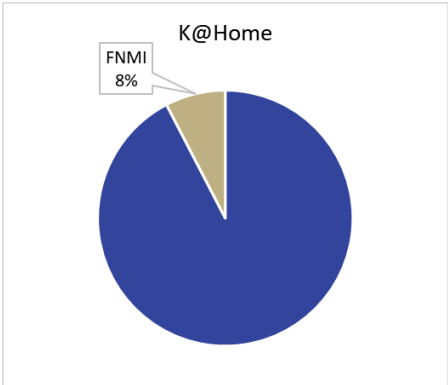
In 2022-2023, enrollments continued on a growth trend forming communities in all regions of the province. As a result, families are now expressing more desire for a larger variety of fellowship activities. K@Home recently explored options to formally involve parents in the organization of Koinonia Connections to help meet this need and ensure activities fit the schedules, learning plans, and interests of families in our communities. Hiring new staff and restructuring the roles of school leadership to attend to the needs of a growing program was a large focus for school leaders in the past summer. The new PAC executive members have also expressed a desire to assist with improvements in communication to support these community-building efforts.

Did you know?

Students who self- identify as First Nations, Metis, and Inuit (FNMI) students and enroll in Shared Responsibility or Home Education Programs are not eligible for FNMI funding supports.

Students enrolled in K@Home programs are also not eligible for funding to support additional English Language (ESL) instruction.

Funding for specialized supports is limited for Distance Education students. For example, students who self-identify as First Nations, Metis, or Inuit at registration receive supports based on their individualized program only *if they are an online student*. There are no funding supports available for students who self-identify as FNMI if they choose Home Education or Shared Responsibility programming. There are also no supports in Alberta for students with

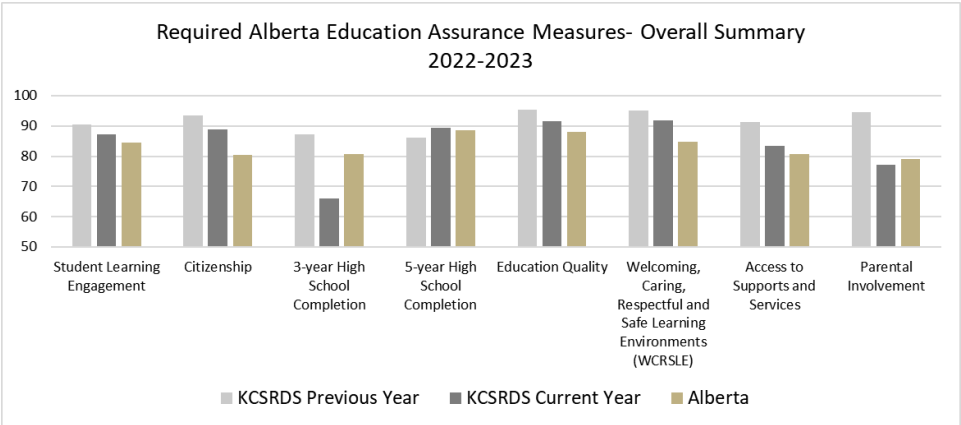


English Learning (EAL) needs who choose a Distance Education program. Regardless of this challenge, K@Home is focused on meeting the needs of these students through individualized programming that may include collaboration with tutors and partner Christian schools. In 2022-2023, parents and staff indicated they were happy with the achievement of students who had these unique learning needs in the 2022-2023 school year.

Reviewing Results for Assurance

SUMMARY OF KCS-RD’S RESULTS ON ALBERTA EDUCATION ASSURANCE MEASURES

Continuing a long history of excellence, parents, students, and teachers in all three schools reported satisfaction rates in the Alberta Education Assurance Measures (AEAMs) **that met or exceeded the Alberta average in almost every category. We are pleased with these results.**



Did you know?

Survey data is reviewed with the PAC and teachers. More detailed data is also available for review individually upon request through your school principal or PAC President.

While KCSRDS's achievement compared to the provincial average remains strong, **we recognized a decrease in most measures compared to our results from the previous year. We expected this to occur and anticipated a greater variance than the final data represents.** The table below summarizes KCSRDS' results from Alberta Education's annual survey completed by parents, teachers, and students in the spring of 2023. Without further analysis and interpretation, readers may form a different impression than our stated conclusions.

REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES- OVERALL SUMMARY 2022-2023

Authority: 9211 Koinonia Christian School - Red Deer Society – Fall 2023

Assurance Domain	Measure	Koinonia Christ Sch Red Deer			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	87.1	90.5	90.5	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	88.9	93.5	93.1	80.3	81.4	82.3	Very High	Declined	Good
	3-year High School Completion	66.0	87.2	81.3	80.7	83.2	82.3	Low	Declined	Issue
	5-year High School Completion	89.3	86.1	83.3	88.6	87.1	86.2	High	Maintained	Good
	PAT: Acceptable	34.3	68.8	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	5.2	18.8	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	81.8	69.2	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	15.5	9.2	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	91.6	95.4	95.4	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.8	95.1	95.1	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	83.4	91.3	91.3	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	77.1	94.6	93.6	79.1	78.8	80.3	Intermediate	Declined Significantly	Issue

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 high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
 4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
 5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
 7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
 8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- The individual school summaries reporting the results in these categories are located in [Appendix 1](#).

Did you know?

Statistically significant and reliable patterns between variables in data don't necessarily confirm that one or two variables are the cause of the trend: "correlations can't confirm causation."⁶

⁶ JMP Statistical Discovery. (2024). *Correlation vs. Causation*. <https://www.jmp.com>

READING RESEARCH RESULTS AND EVALUATING CONCLUSIONS

Did you know?

A domain is an area of activity where education partners have specific responsibilities that they are accountable for and provide assurance about. ⁷

In the rest of this report, factors contributing to our interpretation of the results in each assurance domain will be discussed in detail to provide further insights into our conclusions so that our parents, stakeholders, and the public are assured we are fulfilling our responsibilities as an accredited school and that our students are successful. **Every year, Alberta Education collects survey data and requires schools share the data in this report and interpret the findings** by analysing the survey data, comparing the survey data with other sources of data we have collected, and reviewing the data with our parents, students, and stakeholders. Focus group conversations with PACs, students, and teachers as well as formal documents and informal observations are all sources of data used to form conclusions in this report.

Research Methods and Interpretation of Results

Did you know?

Mixed methods research is well-suited for a more comprehensive and richer description of complex organizations like school communities? ⁸

The Annual Education Results Report (AERR) is based on a mixed methods research approach using multiple forms of data to inform continuous improvement in schools. This research strategy combines objective measurements, such as survey data, and information collected through other means, like focus groups, interviews, documents and local measures of accomplishments that capture the viewpoints of multiple people in a community and variables related to its unique culture.⁹ **Although it is**

time-consuming, allowing for diverse viewpoints, personal experiences, and important particulars, like the Christian character of our school community, to inform the interpretation of the annual survey results is an important part of the assurance process.^{10,11}

Reading Survey Data

Survey data is an excellent way to collect information that describes trends related to groups of people. Alberta Education applies an inferential statistical test to the data it collects, a Chi-square, which analyzes the variables collected in its annual survey. The figure on the following page highlights some key elements we considered when studying the results in the AEAMs. A more detailed description of definitions, key terms, and considerations for reading the survey results Alberta Education collects is available in [Appendix 2](#).

Did you know?

Small sample sizes can affect the reliability and validity of conclusions based on survey data? ⁹

⁷ Alberta Education. (2023). *Funding Manual for School Authorities 2023/24 School Year*, p.20.

⁸ Guetterman, T. C., Plano Clark, V. L., & Molina-Azorin, J. F. (2024). Terminology and mixed methods research: A persistent challenge. *Journal of Mixed Methods Research*, 18(1), 9-13.

⁹ Plano-Clark, V., & Creswell, J. (2015). *Understanding research: A consumer's guide* (2nd ed.). Boston, MA: Pearson.

¹⁰ Toledo, C., & Shannon-Baker, P. (2023). Choosing a qualitatively oriented mixed methods research approach: Recommendations for researchers. *Handbook of Mixed Methods Research in Business and Management*, 41-54.

¹¹ Chandrakumar, S., & Vivek, R. (2023). A critical review of the mixed method application and its criticism. *Social work and education*, 10(2), 242-253.

GUIDE TO DATA ANALYSIS FOR ALBERTA EDUCATION ANNUAL MEASURES

01

Authority: 9211 Koinonia Christian School - Red Deer Society

Assurance Domain	Measure	Koinonia Christ Sch Red Deer			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	87.1	90.5	90.5	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	88.9	93.5	93.1	80.3	814	82.3	Very High	Declined	Good
	3-year High School Completion	66.9	87.2	813	80.7	83.2	82.3	Low	Declined	Issue
	5-year High School Completion	89.3	86.1	83.3	88.6	87.1	86.2	High	Maintained	Good
	PAT: Acceptable	34.3	68.8	n/a	63.3	64.3	n/a	Very Low	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.

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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).

4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

02

School Authority Reporting

Results from all three schools are combined in this table into one overall measure. Analysis of the data in each domain will address differences in results per school where the difference is significant.

01

Notes

Often cautions about the interpretation of results are available in the notes section.

02

Data Not Available

Survey data is not available for a variety of reasons which are outlined in the notes section of each table. For example, some of the survey data, such as the first measure, Student Learning Engagement, was implemented 2021/22 after piloting in a few schools the previous year. Consequently, there have only been two years of data collected provincially to contribute to this report. Three years of data are required to complete a full data set.

03

Achievement Measure

This column indicates the relative standing of our school authority based on a comparison of the school's data with a three-year average of all school authorities in the province. Many variables affect the comparison between schools that are outlined in the interpretation sections of this report.

04

Improvement Measure

This result is based on the inferential Chi-Square statistical test used to predict trends when comparing groups of people. For example, in the table above, KCSRDS' current year survey results for Citizenship show 88.9% of families are satisfied that students model the characteristics of active citizenship. In the previous year, 93.5% of parents expressed this same view. This represents a drop of 4.6% in KCSRDS for 2022-2023. However, when the Chi-Square test is applied, this drop is considered significant enough to note it as a "declining trend", even though the result is 8.6% higher than the Alberta average.

05

Overall Evaluation

This column provides further interpretation to the Improvement measure and Achievement measure by combining them statistically into an overall evaluation of the school authority's results. Looking again at the Citizenship results for KCSRDS, the overall achievement is "good" because the achievement is high compared to other schools in Alberta, but when the achievement is combined statistically with a declining trend, an overall lower standing is earned. The table below illustrates how the Achievement and Improvement evaluations are combined to get an overall evaluation score for each survey result reported in the summary.

06

Definitions from Alberta Education's reports are shared to assist in the interpretation of results.

	Achievement				
Improvement	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

Analysis, Insights, and Implications for Future Planning

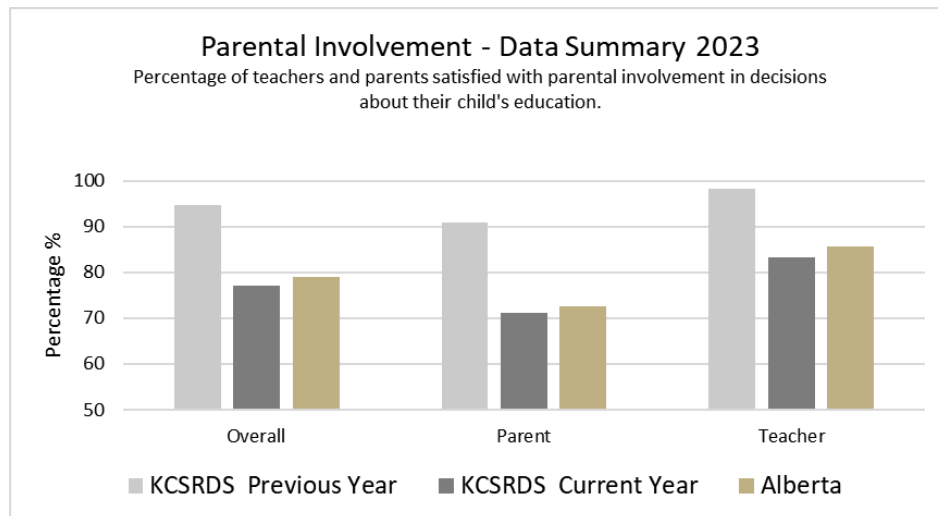
Did you know?

In Independent schools, survey data is only collected by Alberta Education from students and parents in grades 4-12 and their teachers in teacher-directed programs (online and in-person learning). Families with students enrolling in ECS - Grade 3, Home Education and Shared Responsibility Programs do not receive surveys. In publicly governed schools, only students and parents in grades 4, 7 and 10 and their teachers receive surveys.

Outlining how our performance in these four domains of Alberta's Assurance Framework connects to the local goals described in our [Education Plan](#) is an integral part of quality assurance for our parents and stakeholders.¹² Out of the 12 categories in the survey data, KCSRDS has two that are considered an "issue": parental Involvement and 3-year high school completion. **Results in *all* categories are very important to us and we will address them in the remaining sections of this report.** Specifically, results related to Parental Involvement will be analyzed in the section addressing the governance domain and High School Completion will be analyzed in the domain related to student growth and achievement.

ASSURANCE DOMAIN: GOVERNANCE

What is a "parent-led" school? In Alberta, we are grateful for a provincial culture of school choice that allows for accredited Independently governed schools to serve students. KCSRDS' three schools all operate under this governance structure with membership on the Board of Directors composed mainly of parents and grandparents of students enrolled in the schools.



A belief that parents are the primary educators in a child's whole educational journey is deeply rooted in the culture of KCSRDS and its schools. We all believe student growth and achievement in a Christian school context is realized when parents, staff and community leaders work together to foster talents and support the individual needs of all students. Agreement on these beliefs is written into our Statement of Faith and Parent Commitment policy which are both

included in our school registration documents and discussed with families prior to enrollment. Historically, our survey results have reflected a much higher level of satisfaction than the provincial average as a result of these shared beliefs and commitments.

¹² Alberta Education. (2023). *Funding Manual for School Authorities 2023/24 School Year*, p. 18.

C.1 Parental Involvement – Data Summary

Authority: 9211 Koinonia Christian School - Red Deer Society

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

	Koinonia Christ Sch Red Deer													Alberta									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	132	94.6	143	92.6	93	95.0	109	94.6	110	77.1	Intermediate	Declined Significantly	Issue	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	110	91.9	115	91.7	59	91.8	74	90.9	68	71.1	High	Declined Significantly	Issue	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	22	97.2	28	93.4	34	98.2	35	98.2	42	83.2	Low	Declined	Issue	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

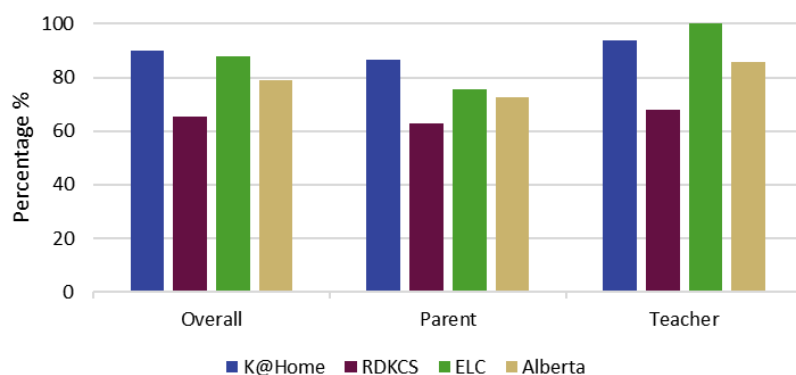
This year, the measure of KCSRDS' overall percentage of parents satisfied with the level of involvement in decisions about their child's education declined compared to the predicted result. However, upon closer analysis, **the decline in satisfaction expressed by parents was isolated to RDKCS where the unity of the school culture was fractured** for reasons addressed earlier in this report. According to the notes related to the results, in number 2 above, "caution should be used when interpreting this trend" due to the impact of the COVID 19 pandemic and the recent introduction of this survey in the 2021-2022 school year. This caution is consistent with the discussion of the effects of change outlined in the [timeline of events](#) KCSRDS previously presented. The full data sets describing this assurance measure for all three schools can be viewed in [Appendix 1](#).

Parental Involvement Achievement Levels by School - 2023

School	Measure Evaluation		
	Achievement	Improvement	Overall
RDKCS Survey Results	Very Low	Declined Significantly	Concern
ELC Survey Results	Very High	n/a	n/a
K@Home Survey Results	Very High	n/a	n/a

Parental Involvement by School

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



Data for the Emmaus Learning Community and Koinonia@Home are consistent with historically high levels of parental satisfaction that are above the provincial average. Data is only available for the Achievement Measure column in the graph for Koinonia@Home and the Emmaus Learning Community because 2022-2023 was the first year survey data was collected separately for each school due to the organizational restructuring that occurred in the summer of 2022.

Local Measures



Did you know?

2022-2023 was the first year KCSRDS created written Terms of Reference for committees to assist all members serving in leadership positions.¹³




Several policies guide the roles of parents, teachers, and all school leaders in the many decisions necessary to operate each school governed by KCSRDS. The **Koinonia Statement of Faith, a core policy, is the foundation for all governance, educational practices, and relationships between parents, staff, students, and stakeholders that support continuous improvement for student growth and achievement** in KCSRDS. In 2021-2022, three new articles were added to this document to clarify roles related to decision-making in the

school community. In 2022-2023, the Admissions policy and Parent Commitment policy were revised to reflect these changes. A new policy regarding the role of committees was also established to provide more guidance for the decision-making process for school operations. Related to this work, three new Terms of Reference were established to define the work of committees and the Parent Advisory Councils. A policy related to the convocation ceremony and celebrations was revised to address the new organizational structure and needs of all students in KCSRDS schools. In addition, operational decision-making was improved by the addition of documents addressing instances of inclement weather, the needs of young teachers who are new fathers, parent appeals to the Board, and possible conflicts of interest in a parent-led school. Work in this area continues, including collaborative work with the Public Commissioner and the Alberta School Council’s Association.

Education Plan Learning Outcome

School Principals will collaborate with their school’s Parent Advisory Council to establish a shared vision for student success based on the commonly held values of the Statement of Faith and the context of the specific school program.

The following actions have been fully completed in our work to achieve the results outlined in our Education Plan.

-  March 2023: The organizational chart had several iterations based on input from all stakeholders. For example, the titles for school leadership were changed to enhance clarity for parents.
-  January - March 2023: Communication groups were established in the Learning Management System to improve direct communication for PAC members, parents and school leaders.
-  May 2023: Funding to support continuous improvement in the PAC was allocated in the school budgets for 2023-2024.

“Now you are the body of Christ and individually members of it”

(1 Corinthians 12:27, ESV)

Like the body of Christ, quality assurance is a process where everyone has an important role to fulfill that is integral to the health of the whole school community. Parents on the elected board have a different role than the parents on each Parent Advisory Council or on a standing committee of the board. School leaders have a delegated role that is informed by Board policy, but also by many other standards, such as laws governing privacy and confidentiality, professional

practice standards, occupational health and safety requirements, and employment codes. **Parents who also serve on staff may fulfill multiple roles, so clarity about policies and governance structures is vital to effective working relationships that support student learning.**

Did you know?

The annual measure of parent and teacher satisfaction with the involvement they have into school decisions is prayerfully considered by school leaders because it is a reflection on our unity and purpose as a Christian organization.

Based on conversations with parents, students and staff, we started the 2022-2023 school year confident that “the governance structures we [were] carefully designing together with parents [would] result in consistently high levels of satisfaction.”¹⁴ **Our hopes were not realized within one of our schools.** We reviewed the results related to parent satisfaction this past fall with teachers and with parents who are currently still engaged in the Emmaus Learning Community and the Red Deer Koinonia Christian campus school this year. Participants in this review noted in 2022-2023, parents in these two school communities were looking forward to the establishment of the Parent Advisory Councils

(PACs) as a venue for advocating for the concerns of staff, including teaching staff, and had hoped it would happen sooner in the year than scheduling constraints with the Alberta School Council’s Association (ASCA) allowed. Presentations from the ASCA outlining the specific roles of a school council in the quality assurance process and in supporting the work of school leaders differed from the



expectations some parents had originally held about the purpose and function of a PAC.

Stakeholder input continues as we work on this important goal in our Education Plan and celebrate our identity as a Christian school through prayer, celebrating achievements, and ongoing fellowship opportunities.

Did you know?

Parent Advisory Councils provide valuable insights to school leaders. However, PACs cannot address legal matters, employee-employer matters, or personal concerns in a PAC meeting. Concerns of this nature must be addressed privately and confidentially.¹³

¹³ Alberta Parent Advisory Councils’. (2023, February 27). Workshop presentation: PAC establishment meeting [Presentation to parents]. Koinonia Christian School Red Deer Society.

¹⁴ Koinonia Christian Schools Red Deer. (February 1, 2023). Annual Educational Results Report for 2021-2022, p. 14

Education Plan Learning Outcome

School Principals will collaborate with their school's Parent Advisory Council to establish a shared vision for student success based on the commonly held values of the Statement of Faith and the context of the specific school program.

The following actions are currently in process to achieve the results outlined in our Education Plan.



Orientation binders for onboarding PAC executive members were created and reviewed with senior leadership, including our Office Manager and IT staff.



PAC workshops and consultation related to Quality Assurance, governance and fundraising are supported by ASCA.

The following actions are planned for our future work towards achieving the results outlined in our Education Plan.



January 2024: Meeting with PACs to facilitate parent participation and design local data collection for the 2024 annual results survey.



March 2024: 1st Annual KCSRDS Board retreat in March 2024.



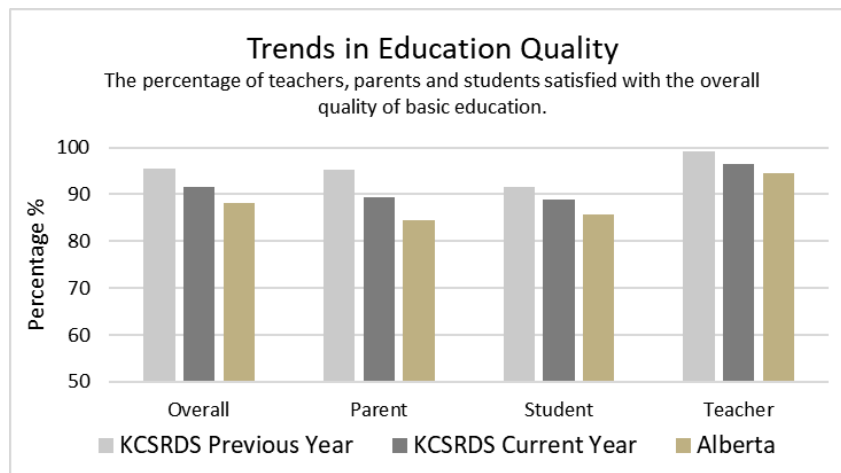
Spring/Summer 2024: PAC website development and completion of formal governance documents with consultation of ASCA.



Spring 2024: Collaboration and consultation with the Public Commissioner to review new HR policies and processes.

ASSURANCE DOMAIN: TEACHING AND LEADING

Since the introduction of the [Teaching Quality Standard](#) (TQS) and the [Leadership Quality Standard](#) (LQS), conversations in KCSRDS have been focussed on quality education. While we have noted there is a decline in the overall satisfaction of parents that has affected the overall achievement measure, **we are pleased with these results that demonstrate a consistently high level of satisfaction with the quality of education in our school community that rates well above the provincial average.**



Provincial Results

A.4 Education Quality

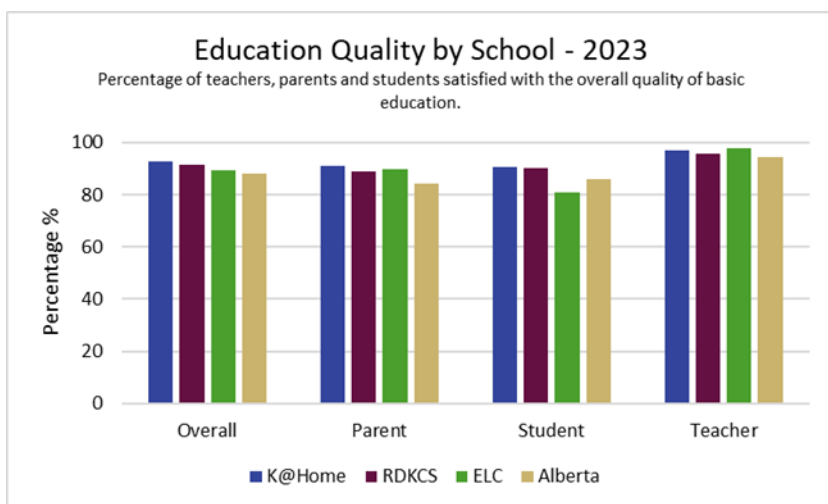
Authority: 9211 Koinonia Christian School - Red Deer Society

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

	Koinonia Christ Sch Red Deer													Alberta									
	2019		2020		2021		2022		2023					Measure Evaluation			2019		2020		2021		2022
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	302	95.5	304	95.4	220	96.0	256	95.4	270	91.6	Very High	Declined	Good	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	110	93.5	118	96.6	62	96.2	74	95.3	68	89.5	Very High	Declined	Good	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	170	93.0	159	90.7	124	91.7	145	91.7	159	88.9	High	Maintained	Good	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	22	100.0	27	98.8	34	100.0	37	99.1	43	96.4	High	Maintained	Good	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.



The theme of change over time continues to inform the interpretation of data as indicated above in a note cautioning the interpretation of these trends over time. In a similar way that achievement measures for the school authority were affected by events at the campus school, studying the separate results of each school on this survey measure also indicates the effect of parental input in the survey from RDKCS on the overall results for the school authority.

The student data for both the Emmaus Learning Community and the Red Deer Campus school were not what our school leaders expected to see



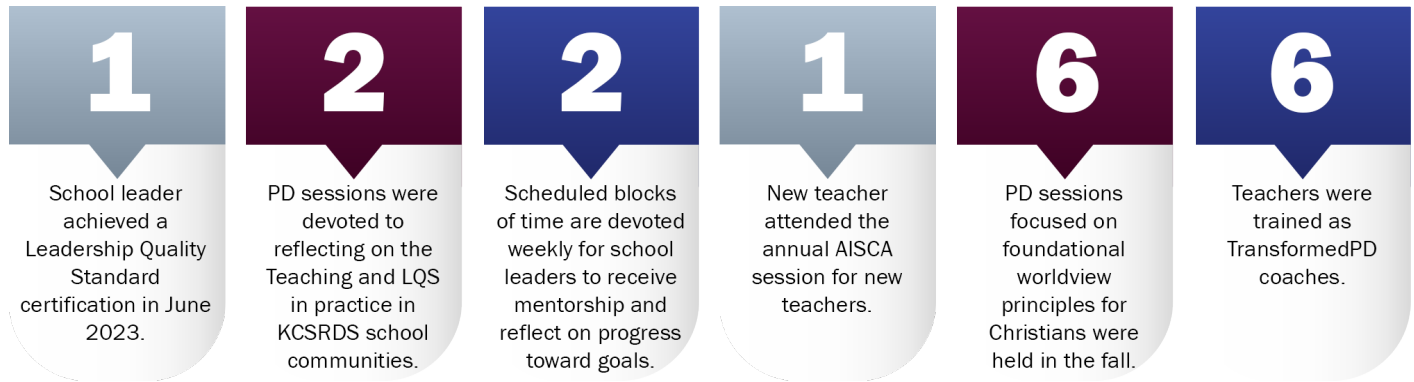
given the events of the past year: RDKCS student data was higher than expected based on the drop in re-enrollment at the junior and senior high level, and student data from the ELC was lower than expected based on the unique programming offered by this school and the involvement older students had in choosing this program. This fall, interviews with students from the Emmaus Learning Community were surprising: students indicated their satisfaction

with the program **was based on a desire for more of what makes the ELC unique** - alternative methods of learning, less emphasis on traditional academics, and more group project work. Interviews with parents and teachers in RDKCS indicated there is a renewed sense of unity in their school community that is refreshing. We believe this renewal will help improve future results and look forward to supporting the efforts of all school members towards that goal.

Did you know?

Students, parents, and teachers in the Emmaus Learning Community agree that more activities that are hands-on, challenging and involve working in groups will help improve the education quality in the Emmaus Learning Community.

Local Measures



Professional development days include time spent with the KCES community of Christian schools at the annual convention in the fall. In 2022-2023, KCES also provided an additional professional development day in January that was

Did you know?

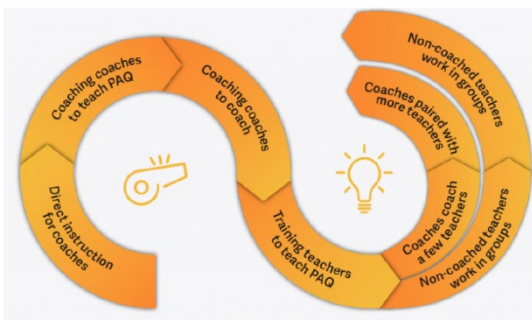
Effective professional development requires strategic planning and budgeting to ensure a culture of continuous improvement is focused on the local needs of the students and staff.

attended by all of the teaching staff from KCSRDS. **Targeted professional development to support continuous improvement for fulfilling our school authority's obligations for supporting the principles of Truth and Reconciliation occurred during these sessions.** Last year, sessions to improve the literature in our



Learning Commons and classroom led to staff purchases for books to support classroom learning. This year, one of the keynote speakers, an Albertan Indigenous leader [Victor Lethbridge](#), spoke to teachers about Indigenous history and strategies for improving communication through an understanding of Indigenous perspectives on school and reconciliation in an educational learning community. We look forward to future time with Mr. Lethbridge, who is a Christian, and other Indigenous leaders to support our continuous improvement in professional teaching practices.

Transformed PD's Coaching Model



Transformed PD

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In addition to the KCES professional development, KCSRDS provided a series of six sessions on foundational principles for a Christian worldview that were provided by Shafer Parker, a former pastor and current Board member of our school community. Mr. Parker's presentations were coordinated to support the work Annie Gallagher, founder of [Transformed PD](#), as she mentored six new learning coaches last year. The professional development with TransformedPD was planned to occur in six phases completed over 2 years. Three goals were accomplished with staff who are now KCSRDS learning coaches: teaching coaches the principles of Christ-centered lesson planning, teaching coaches to teach the PAQ method to colleagues, and teaching coaches how to mentor other teachers. Our trained coaches are now supporting Mrs. Gallagher's presentations on Christ-centered learning provided to the staff of all our schools in 2023-2024. A further discussion about this work related to our Education Plan's goals for student discipleship is discussed later in this report.

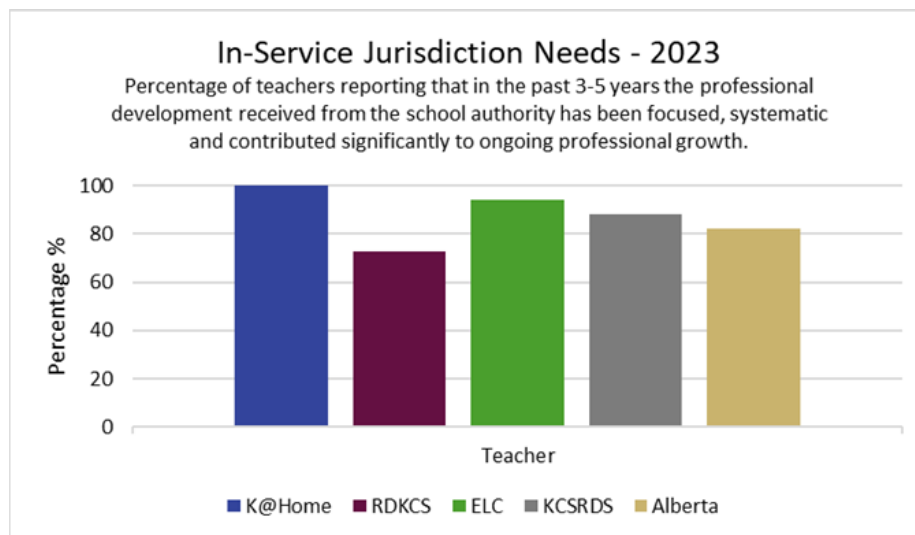
Education Plan Learning Outcome

A shared vision for understanding indicators for quality teaching and leadership professional practice through a Christian worldview will be strengthened.

The following actions have been fully completed in our work to achieve the results outlined in our Education Plan.

- Fall 2022: Additional Birkman assessments were provided for school leaders.
- May 2022 & 2023: Budgeting and timetabling was completed to support embedded coaching for Christ-centered education.
- Spring 2023: A Birkman consultant was added to the new HR committee.

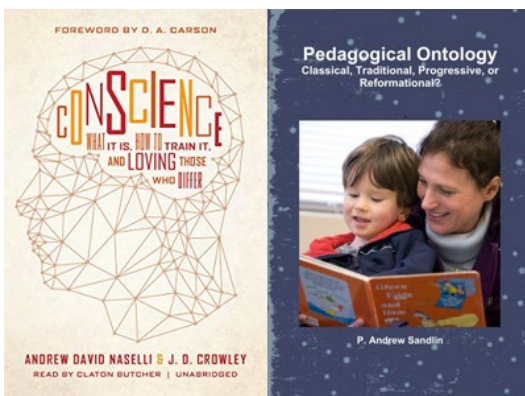
Insights, Analysis and Plans



The survey results related to *In-Service Jurisdiction Needs* for 2023-2023 are a helpful measure to consider when planning for professional development. **We are pleased with these specific results indicating teachers at KCSRDS are supported through excellent professional development that links their learning to the goals of the Education Plan and their professional teaching practice requirements.** Further data related to this survey can be viewed in [Appendix 3](#).

A deeper analysis of each school's results further highlights the different responses to organizational change and its impact on the culture of teaching and learning at RDKCS. This year, RDKCS has a number of new staff, and we are looking forward to serving their individual professional development needs and supporting them in their understanding of the initiatives currently underway in our




school. Our new Finance Committee and Board understand their role in supporting professional development and are committed to supporting these efforts through governance and budgeting activities and to efforts needed to mentor new staff in RDKCS.




Education Plan Learning Outcome

School Principals will collaborate with their school's Parent Advisory Council to establish a shared vision for student success based on the commonly held values of the Statement of Faith and the context of the specific school program.

The following actions are currently in process to achieve the results outlined in our Education Plan.

- 
 2023-2024: New staff will review supports and materials to enhance their understanding of the mission and vision of the school and foundational principles for Christ-centered education.
- 
 Spring 2024: Staff will plan lessons using the Christ-centered PAQ model introduced in the Transformed PD sessions.
- 
 Spring 2023-2024: Staff will engage in professional growth planning related to the Education Plan for the 2024-2025 school year.

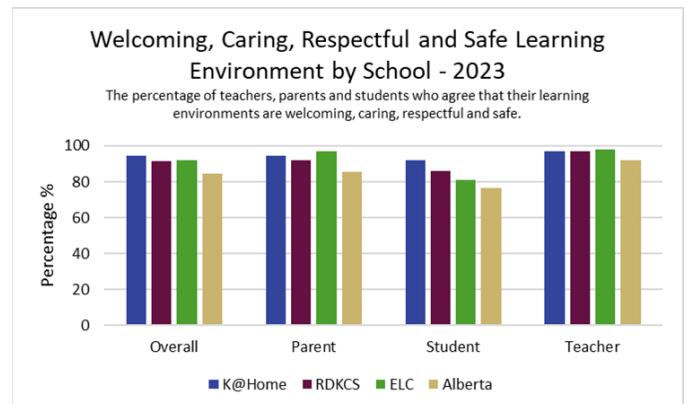
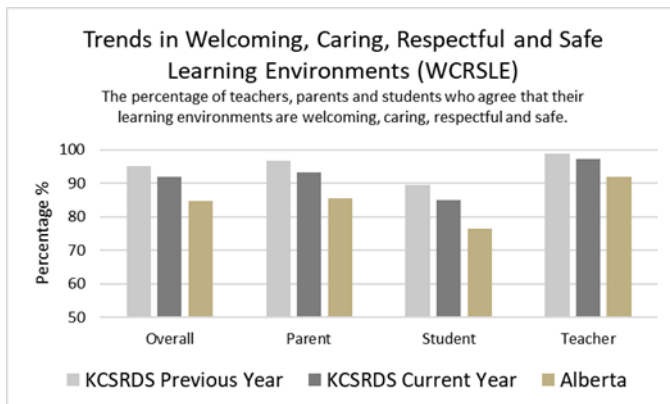
The following action is planned for our future work towards achieving the results outlined in our Education Plan.

- 
 Spring 2024: Leadership staff will work with teachers and parents to plan next steps to enhance supports for Truth & Reconciliation

ASSURANCE DOMAIN: LEARNING SUPPORTS

KCSRDS leaders and staff strive to faithfully serve all community members without partiality. As Christians, we believe every learner is uniquely made in the image of God and deserves the best support possible. Prayerfully stewarding resources (money, gifts and talents, and time) are necessary to fulfill this call to action successfully.

Two surveys are a measure of the effectiveness of our efforts: results capturing parent, student and teacher perceptions about school culture, and results measuring the access students have to a continuum of supports and services, including specialized services. **Based on the results summarized below, KCSRDS' parents, students and teachers agree that our schools are welcoming, caring, respectful and safe learning environments at rates well above the provincial average.**

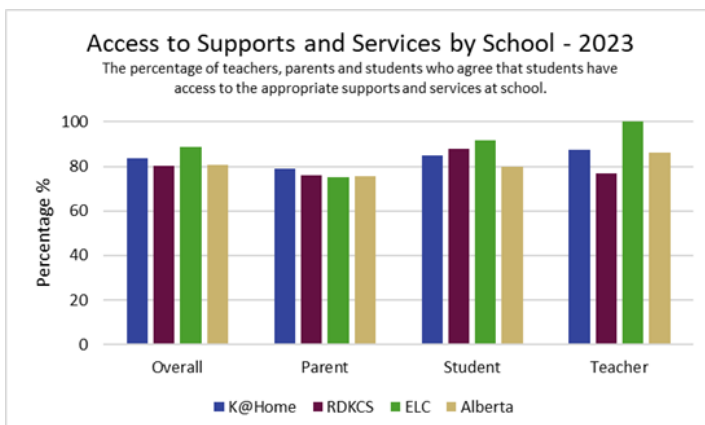
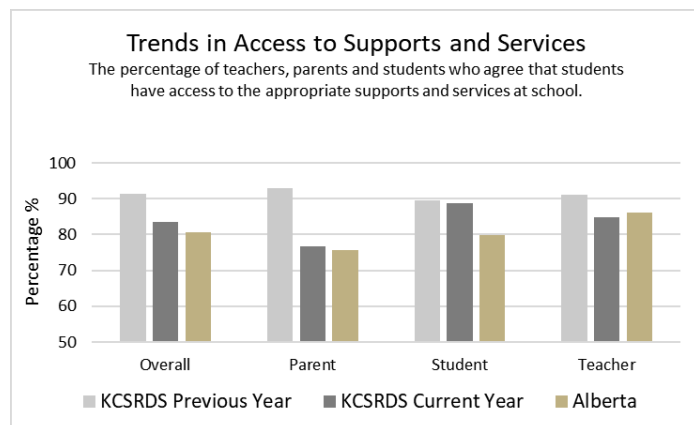


“My brothers, show no partiality as you hold the faith in our Lord Jesus Christ, the Lord of glory”

(James 2:1, ESV)

Historically, KCSRDS’ AEAM results regarding student access to supports and services have been very high. In our first successful year operating a Designated Special Education Private School (DSEPS), we did expect the overall results for 2022-2023 would be higher than the survey data indicates. Instead, we have noted a decline in this achievement measure. However, after analyzing and reflecting upon the survey results with each of our school communities, local data, and input from community members this fall, **we are pleased with the results. We are also grateful that our**

overall results show more than 80% of our teachers and students were pleased with the supports available to them at a rate that is comparable to the provincial average.



Provincial Results

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)

Authority: 9211 Koinonia Christian School - Red Deer Society

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

	Koinonia Christ Sch Red Deer													Alberta									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	220	95.3	256	95.1	270	91.8	n/a	Declined	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	62	97.3	74	96.8	68	93.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	124	88.7	145	89.6	159	84.9	n/a	Declined	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	34	100.0	37	98.8	43	97.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Studying the data in the table above, we note a **difference in the perspectives of students compared to teachers and parents regarding how comfortable they are in their learning environments.** We also recognize that **the percentage of parents and students who believe our schools have a welcoming environment is higher than the provincial percentages for parents and students.** This fact is not readily apparent in the graph because the achievement measure and overall measure are not available due to the lack of data available for 2022-2023 (see note 2 above). Our local results provide greater clarity about this important assurance measure and will be analyzed later in this report.

H.1 Access to Supports and Services

Authority: 9211 Koinonia Christian School - Red Deer Society

	Koinonia Christ Sch Red Deer													Alberta									
	2019		2020		2021		2022		2023					Measure Evaluation			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	220	94.9	256	91.3	270	83.4	n/a	Declined Significantly	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	62	97.3	74	93.0	68	76.7	n/a	Declined Significantly	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	124	91.5	145	89.6	159	88.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	34	95.8	37	91.2	43	84.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

When viewed on its own, the data indicating a significant decline in parental perspectives on the access students have to supports and services is concerning. We also note, **the response of parents in KCSRDS schools is comparable to the achievement data for all parents in the province.** This fact is not readily apparent in the graph because the achievement measure and overall measure are not available due to the lack of data available for 2022-2023 (see note 2 above).

When local data considered and analyzed together with these survey results in the sections below, we are confident that readers will agree KCSRDS students are receiving excellent access to supports and services.

Local Measures



KCSRDS Supports and Services - What was provided to students?


All services with a star were new in the 2022-2023 school year. Most services available were provided to more students and/or were provided more frequently in the 2022-2023 school year compared to previous years.

2★	Days a week a Christian counsellor was available to students in the ELC and RDKCS.
1	Staff dedicated to literacy supports as part of their role in the Learning Commons.
3★	Literacy blocks scheduled into the timetable to facilitate peer reading and writing.
3★	New Learning Supports protocols established to address needs expressed by teachers, students and parents.
1★	Year of Safety Patrol program.
8★	Summer Day camps on 6 separate days in July and August.
36	Activities were available to K@Home students in the province.
50	Students in Emmaus Learning Community and Red Deer Koinonia Campus are served by specialized professional services.
24★	Students served with music therapy in 2022-2023.
1★	Educational Consultant with Neufeld Institute certification available for support.
18★	Specialized physical activity instructional sessions offsite at The Dome in Red Deer.
*	Group instruction available for students needing English language supports.
*	Individualized supports for special needs students enrolled in traditional Home Education provided through AISCA.

Education Plan Learning Outcome

Students will explore their individual skills, interests, and motivations to discover their path forward into adulthood that glorifies Christ.

The following action plans from our Education Plan have been successfully implemented.




2022-2024 Scheduled block of time is devoted weekly on Fridays for staff collaboration, reflection and planning for student success.




2022-2024 opportunities for Christian counselling are available on an expanded schedule.


The following actions are currently in process to achieve the results outlined in our Education Plan.



Analysis of the impact of cell phone use on school culture was addressed by PAC members and school leaders. Operational procedures are in development.



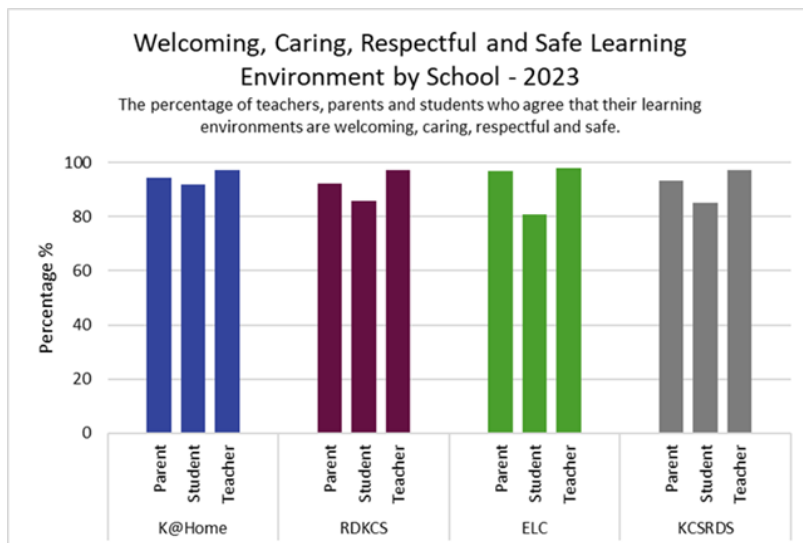
Pilot for parent-led activities to improve access and flexibility has been initiated.



School Leadership engagement with PAC and parent community related to advocacy for increased supports for all home-based learners.

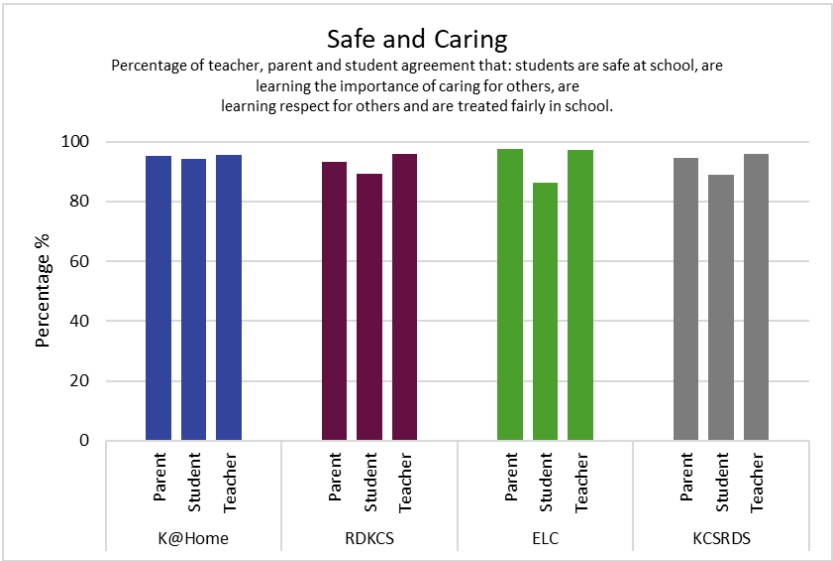
Insights, Analysis and Plans

Welcoming and Caring School Environments in KCSRDS Schools



Although the results from this required assurance measure are above the provincial average, **it is important to consider why the results from students in the two schools that share a facility (RDKCS and ELC) are lower than those collected from parents and teachers in these communities.** Details from an additional, supplemental survey measure, *Safe and Caring*, shows results that are consistent with this trend. A more complete data set for these assurance measures is available in [Appendix 4](#).

When school leaders, teachers and students met to review the data related to specific grade groupings and questions on each of these surveys this past fall, they provided some insights into the reasons for these differences.



The largest declines in results from student, parent, and teacher responses from the Red Deer Koinonia campus school occurred in the data sets from the middle and high school years. These are the same grade groups where some staff had conversations with students and parents about their employment and personal concerns in the spring of 2023. As a result of these interactions, some students did not re-enroll for the 2023-2024 school year and encouraged many of the students who did re-enroll to leave RDKCS instead. We are grateful for the opportunity to continue to serve the students and families who chose to stay enrolled in the Red Deer campus for 2023-2024.

In the Emmaus Learning Community, the results

are also lower in these same age groups. These results are not surprising as many of these students were formerly students in RDKCS prior to the expansion, participated in integrated class time for physical education and options during the school day, and were closely knit together with RDKCS students, teachers and parents in family, church, and extracurricular activity groups.

Limitations on the Interpretation of Results

Did you know?

When sample sizes are small, there is limited validity to conclusions that are made when interpreting survey results.

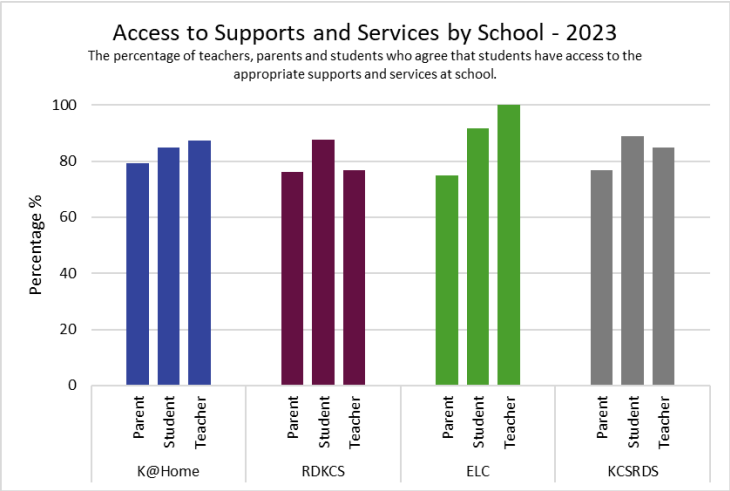
Due to the design and timing of the assurance measure for *Welcoming, Caring, Respectful and Safe Learning Environments*, results for the achievement and overall measures for each school are not available for 2022-2023 (See note 2). **In future years as this data becomes available, a fuller picture of results will be possible.** This also applies to measures for the Emmaus Learning Community and Koinonia@Home for the 2022-2023 *Safe and Caring* supplemental assurance measure. Please refer to [Appendix 4](#) to view more detailed data for these measures.

A comparison of school data from the *Safe and Caring* supplemental assurance measure in the table below confirms parents, teachers and students experience a safe and caring learning environment in all three schools.

Safe and Caring Achievement Overall Levels by School 2022-2023			
School	Measure Evaluation		
	Achievement	Improvement	Overall
RDKCS Survey Results	Very High	Maintained	Excellent
ELC Survey Results	Very High	n/a	n/a
K@Home Survey Results	Very High	n/a	n/a

*“Beloved, if God so loved us,
we also ought to love one
another.”*
(1 John 4:11, ESV)

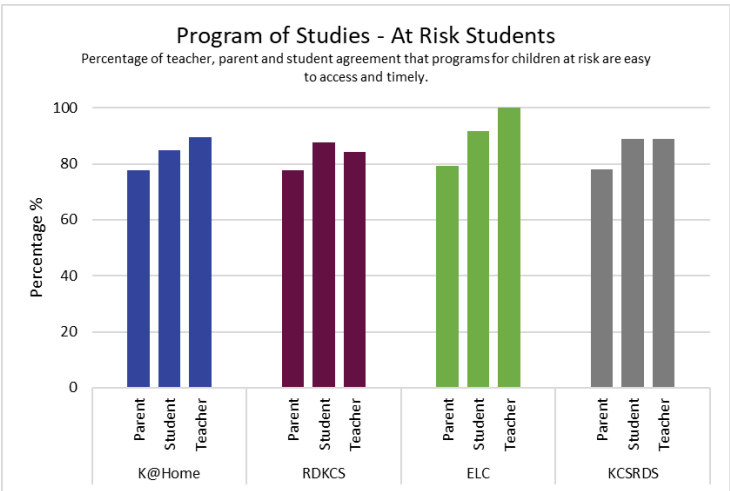
Student Access to Supports and Services in KCSRDS Schools



In addition to safe and caring learning environments, **local data from each school in KCSRDS represents an overall picture of students who are well-served by a large variety of supports and services.**

The addition of a Designated Special Education Private School (DSEPS) in 2022-2023, the Emmaus Learning Community, was a gift to students, teachers, and parents. Historically, students with complex learning needs were well-served prior to this program expansion. However, with a growing complexity in student needs that was compounded by the effects of the health restrictions *and* the unintended consequences of the new funding formula based on a weighted moving

average, by 2020-2021, it was apparent that programs providing service to students with specialized learning needs were becoming difficult to maintain. The Emmaus Learning program pilot began that year and was extended for a second year (2021-2022) with the appointment of a Vice-Principal dedicated to the provision of learning supports and services. While the teachers, support staff, parents and students were delighted with the pilot program, the financial costs were high and school leaders searched for ways to sustain services and continue to serve the growing number of Christian families seeking enrollment for students needing specialized services.



In the spring of 2022, when permission was received to operate a DSEPS, it was an answer to prayer for many families and the whole school community rejoiced.

While parents, students, and teachers in the RDKCS were grateful for the extra supports available to students with specialized learning needs in the new Emmaus Learning Community, the impact of unanticipated changes related to this expansion caused concerns to arise in the fall that later led to tensions and grievances. **Many changes were experienced as a loss by the RDKCS community:** smaller class sizes with some split grade groupings, changes in the roles and expectations of new office staff, and the loss of a dedicated Vice-Principal to provide

instructional learning supports were emphasized in conversations. In addition, after 2 years of health restrictions, students, parents, and teachers in both RDKCS and the ELC were looking forward to some services returning quickly with the same features enjoyed prior to 2020. Instead, delays and/or significant changes in these services were operationally necessary to adjust to new health and safety regulations, financial constraints, and other operational considerations. For example, new procedures for the hot lunch program, graduation ceremonies, overseas mission trips, student council, and off-campus field trips were implemented.

“It’s only our second year. Look at all we accomplished last year.
Let’s focus on our strengths and keep moving forward”

Emmaus Learning Community Parent

Summary of Assurance Measures for At Risk Students Red Deer Koinonia Christian School				Summary of Assurance Measures for At Risk Students Emmaus Learning Community			
Survey Participants	Measure Evaluation			Survey Participants	Measure Evaluation		
	Achievement	Improvement	Overall		Achievement	Improvement	Overall
Parent	Intermediate	Declined Significantly	Issue	Parent	Intermediate	n/a	n/a
Student	High	Maintained	Good	Student	Very High	n/a	n/a
Teacher	Very Low	Declined	Concern	Teacher	Very High	n/a	n/a

Although these extra-curricular services did not directly impact student learning, they did impact a treasured school culture that had existed for almost 40 years. As students, parents, teachers, school leaders and other stakeholders gathered to pray and reflect on the 2022-2023 school year and the survey results, they agreed that time and efforts made by all community members remaining will be restorative for the Red Deer Koinonia Campus School and the Emmaus Learning Community.

“Already I see improvements this year. We, as parents, just need to be more patient and supportive”

Red Deer Koinonia Campus school parent

“For every time there is a season, and a time for every matter under heaven”

(Ecclesiastes 3:1, ESV)

Many Koinonia@Home students enjoy access to supports and services available to all KCSRDS, such as participation in musical performances and team sports in their local areas, as well as resources from the Learning Commons at our facility (in-person and off-site). Specialized services are more difficult to provide as there is no targeted funding available and distance is often a barrier for families to access services. In the 2022-2023 school year, a large number of K@Home teachers completed the [Right to Read course](#) provided by the Learning Disabilities Association of Alberta.¹⁶ We look forward to using this course to assist parents in traditional Home Education and Shared Responsibility programs in our role as their Support Teacher. We also believe this knowledge will assist us when working with online students.

Did you know?

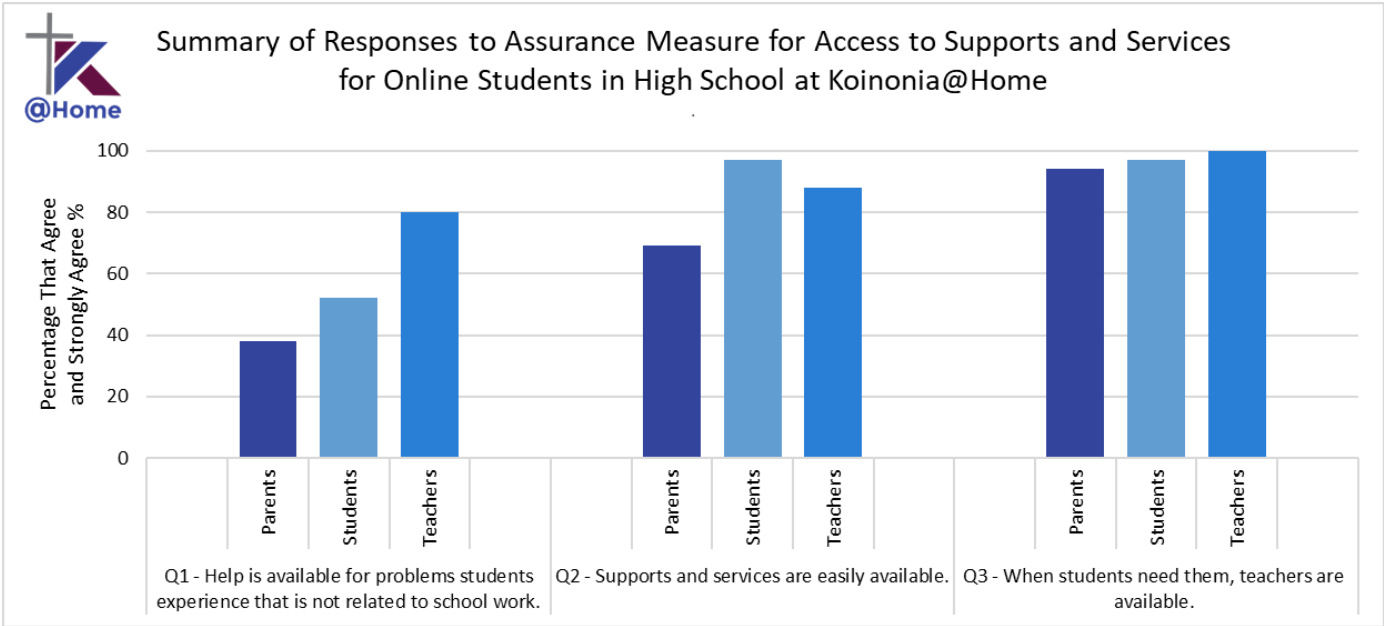
The most critical factor for student success in an online learning program is a supportive family and school.¹⁵



¹⁵ Alberta Education (2019). Online learning student & family guide. <https://www.alberta.ca/online-learning>

¹⁶ Learning Disabilities Association of Alberta. (2016). Right to read online. <https://righttoread.ca/workshops/line-workshops>

We are pleased by the results of the assurance survey captured in the table below that capture the most important measures for supporting students in online programs: access to instructional supports. As connections in our regional communities grow, we look forward to strengthening the provision of supports for problems students may have that are not related to schoolwork (Question 1 below).





Note: Data is not available for grades 1-9 because the number of respondents/students is less than 6.

Education Plan Learning Outcome

Students will explore their individual skills, interests, and motivations to discover their path forward into adulthood that glorifies Christ.


The following actions are currently in process to achieve the results outlined in our Education Plan.


- 

2023-2024 Policy revision and development to address student relationships and school culture is in process.
- 

2023-2024 Communication Plan in development to highlight availability of supports and services for all members of the school community is in process.

The following actions are planned for our future work towards achieving the results outlined in our Education Plan.

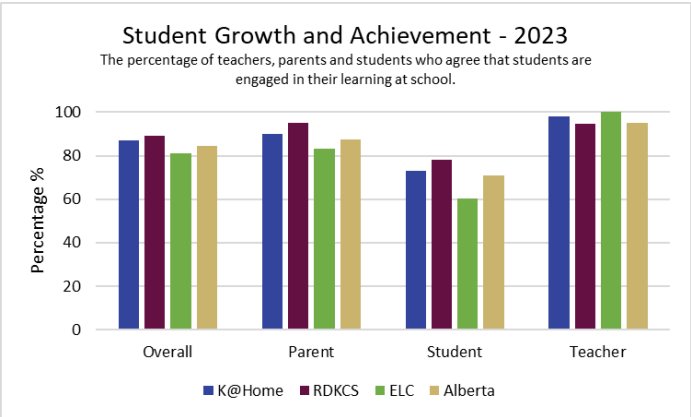
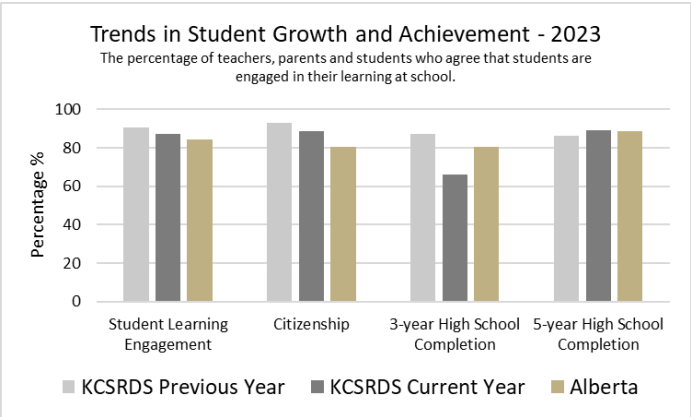
- 

Spring 2024 Discussions between principals and PAC members regarding agreement on school culture and access to services.
- 

Spring 2024 Engage PAC in conversations related to school operations, class composition and budget.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

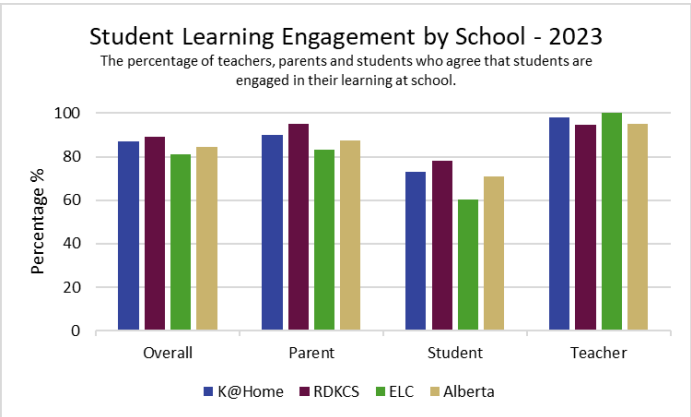
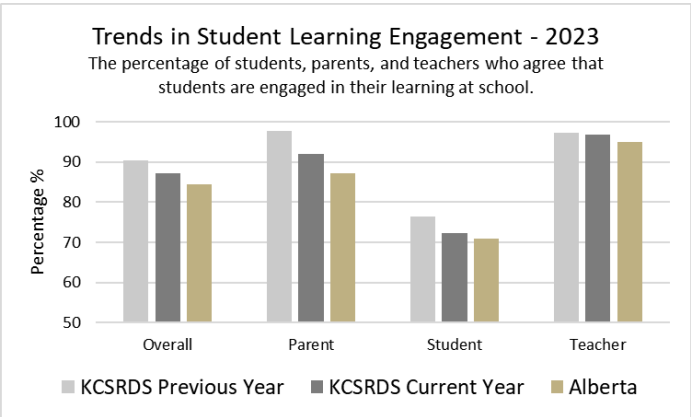
The mission of KCSRDS schools is to assist parents in the education of their children through excellence in academics and the formation of Christian character through discipleship. The scriptural truth included in our AERR report for 2021-2022 is still true for 2022-2023: “With a strong Christian faith, hope, and the joy faith provides through perseverance, God works all adversity to good for those who love him” (Romans 8:28).¹⁷ **We believe the excellent results in the summaries of student growth and achievement, student learning engagement and student citizenship are a result of the overall effects of our faith and the grace of Christ who sustains us. We are grateful** for the opportunity to serve the families who place their trust in our leadership and the students who work diligently and joyfully every day.



We are pleased that most of the data represents measures that are at or above the provincial averages. There are 6 survey measures related to this domain. Insights into the survey data provided by trends and factors that are not readily apparent when viewing the data in this format, along with a discussion about areas for improvement, will be provided in the rest of this report. Individual school summaries of survey data can be viewed in [Appendix 1](#).

Did you know?
All of the results discussed in this report have a single target: improvements in student growth and achievement.¹⁸

Provincial Results – Student Learning Engagement and Citizenship



¹⁷ Koinonia Christian Schools Red Deer Society. (January, 2023). Annual Education Results Report. p.16 Available upon request at the KCSRDS school office.

¹⁸ Alberta Education. (March 2023). Funding Manual for School Authorities 2023/24 School Year

We are pleased with the results of this assurance measure that indicate, in most categories, that student learning engagement was at or above the provincial averages in 2022-2023. This measure asks parents, students and teachers to reflect on the usefulness of the literacy, numeracy and general knowledge and skills that students are learning at KCSRDS schools. The Student Learning Engagement assurance measure was introduced in 2021, so achievement and overall evaluation measures are not currently available. Individual school summaries of survey data can be viewed in [Appendix 1](#).

Student Learning Engagement - Data Summary

Authority: 9211 Koinonia Christian School - Red Deer Society

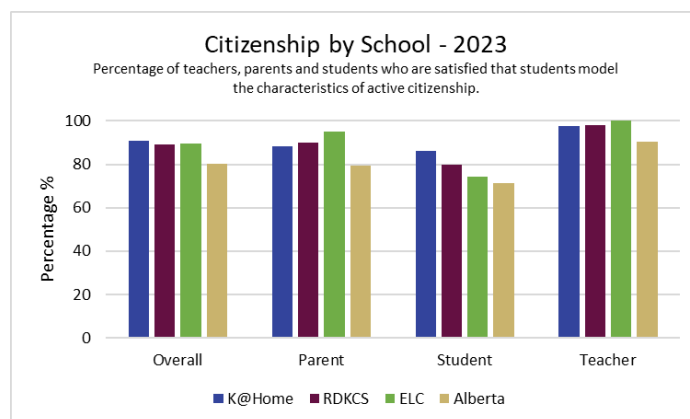
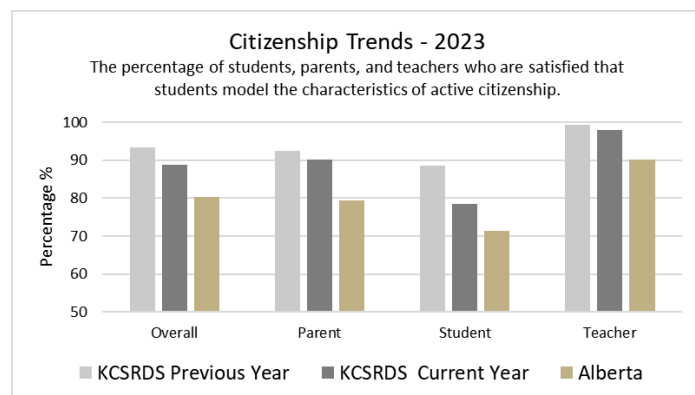
	Koinonia Christ Sch Red Deer													Alberta									
	2019		2020		2021		2022		2023					Measure Evaluation			2019		2020		2021		2022
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	219	91.8	256	90.5	268	87.1	n/a	Declined	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	62	95.2	74	97.7	68	92.1	n/a	Declined	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	124	80.4	145	76.5	158	72.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	33	100.0	37	97.3	42	96.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

Notes:

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

2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

We are also pleased with the results showing the percentage of students, parents, and teachers who are satisfied that students model the characteristics of active citizenship. Later in this report, we will explore the data more thoroughly to discuss the decline in some of these survey results. Individual school summaries of survey data can be viewed in [Appendix 1](#).



A.6 Citizenship – Data Summary

Authority: 9211 Koinonia Christian School - Red Deer Society

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

	Koinonia Christ Sch Red Deer											Alberta													
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	302	95.2	305	92.7	220	94.0	256	93.5	269	88.9	Very High	Declined	Good	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3		
Parent	110	96.5	118	96.6	62	94.4	74	92.4	67	90.3	Very High	Declined	Good	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4		
Student	170	90.0	159	82.3	124	87.7	145	88.5	159	78.5	Very High	Declined	Good	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3		
Teacher	22	99.1	28	99.3	34	100.0	37	99.4	43	98.0	Very High	Maintained	Excellent	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Local Measures

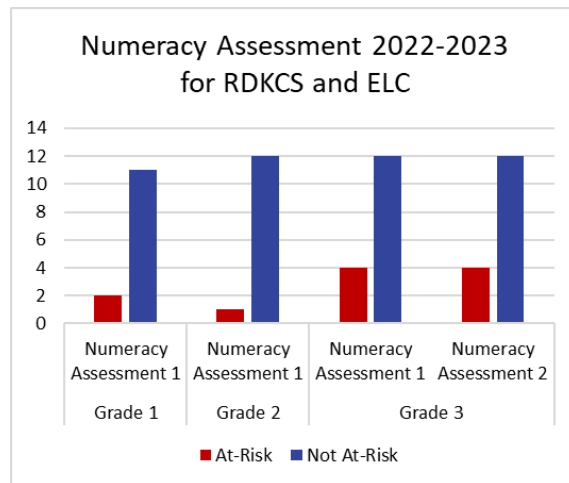
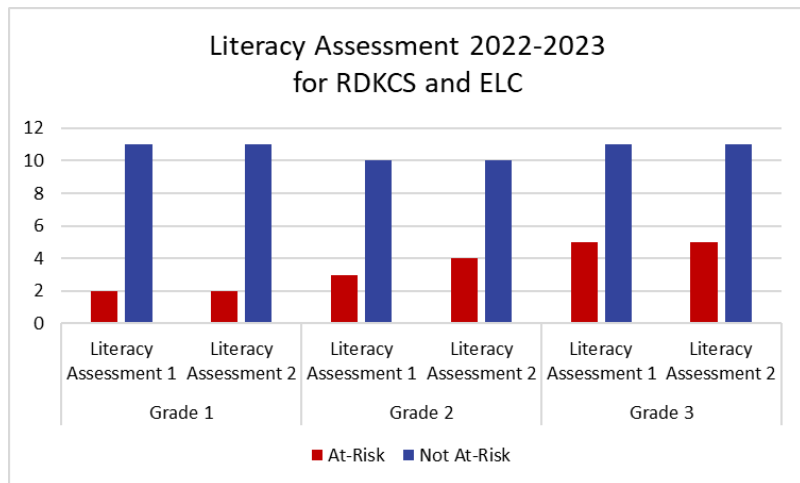
A Focus on Academics

Student Learning Engagement Overall Achievement Levels by School for 2022-2023			
School	Measure Evaluation		
	Achievement	Improvement	Overall
RDKCS Survey Results	n/a	Maintained	n/a
ELC Survey Results	n/a	n/a	n/a
K@Home Survey Results	n/a	n/a	n/a

Individual school summaries of survey data can be viewed in [Appendix 1](#).

Student engagement is directly connected to improvements in student learning. **Each school in KCSRDS provides a very different learning environment for student engagement** and that fact is important to consider when assessing the results of the survey data. In future years, when data becomes more available, clearer trends will emerge. For 2022-2023, we are pleased, **given the challenges RDKCS faced, that student learning engagement remained consistently high** compared to last year's results.

Literacy and Numeracy Results for Grades 1-3 for In-Person Learning

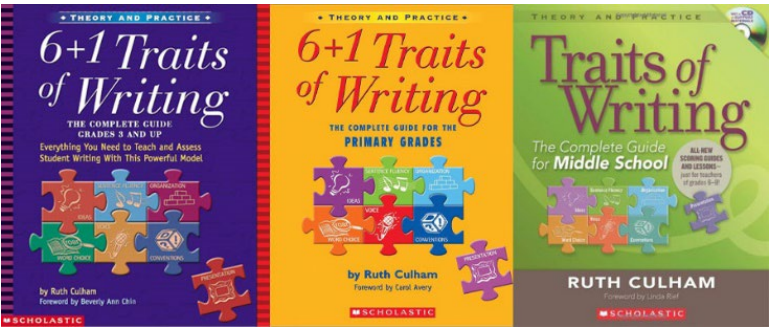


Note: To be deemed "At-Risk", a student's score must be below the 25th percentile ranking of the norms.

A closer look at data gathered through the assessment of teachers provides a view of the literacy levels for early learners. The Alberta Education Assurance Measures **do not capture survey data from students below grade 4**. However, these results are an important addition to the provincial data to provide students with foundational academic skills and inform continuous improvement. It is essential that school leaders and parents work together with teachers to ensure reading, writing and numeracy development are emphasized and supported in these younger grades.

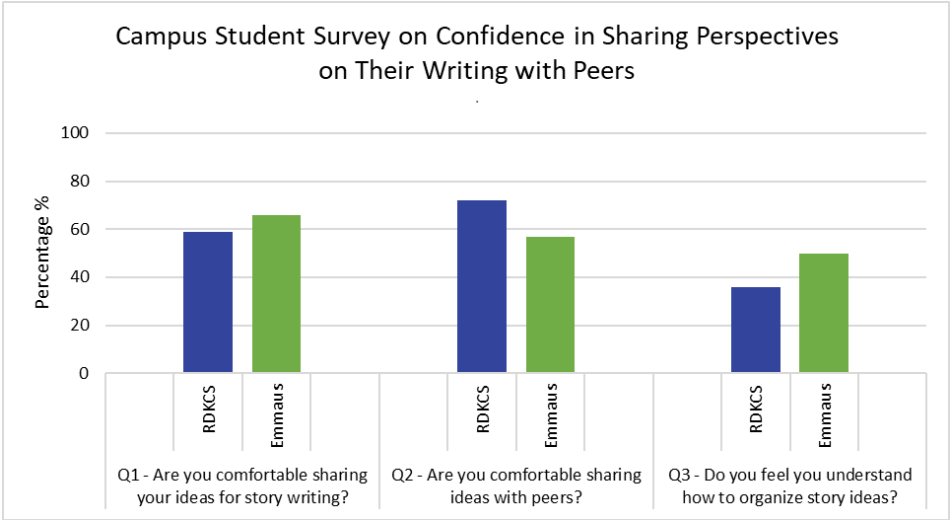
As early development in children varies, the definition of “At-Risk” changes depending upon the time of year literacy is assessed. Like their physical development, young students in the primary grades progress in their learning at different rates and their scores are being compared to other students’ scores across Alberta. An individual student may not be considered “At-Risk” in January, but as the year progresses and other students who are the same age make gains in their learning and development, he or she may become “At-Risk” in June if he/she hasn’t made as many gains as others have. Frequent assessment and carefully planned early interventions are a key emphasis for teachers in the primary grades.

Literacy Results for Grades 5-8 for In-Person Learning



Targeted professional development to support the school-wide use of the [6+1 Writing Traits Approach](#) has been a goal in our Education Plan for over 3 years at KCSRDS. Once teachers were comfortable with the approach and had developed a set of school-wide rubrics for use with story-writing, it was important to gather data on the impact of the strategy on the experience of students. Writing is a complex task that involves review and revision. Although it is a

recognized effective method of improving writing, adults and children struggle with peer review.^{19,20} Building confidence is one of the first steps for improving student engagement in the process. **This baseline data will assist us support students’ writing efforts.**



¹⁹ Johnson, M. (2018, November 16). Why students often struggle with peer review and what we can do about it. <https://matthewmjohnson.com/2018/11/16/why-students-often-struggle-peer-review-and-what-we-can-do-about-it/>

²⁰ Dobson, S. (2022, March 8). Are you afraid of peer review? <https://www.linkedin.com/pulse/you-afraid-peer-review-sarah-dobson/>

Provincial Achievement Tests (PATs)

Strengthening writing skills is one of the strategies KCSRSD targeted for continuous improvement in student learning where the results are partially captured by student achievement on provincial exams.

Did you know?

Flexible school choice that serves students through Koinonia@Home and the Emmaus Learning Community vastly impact the data on the annual PAT and Diploma results.

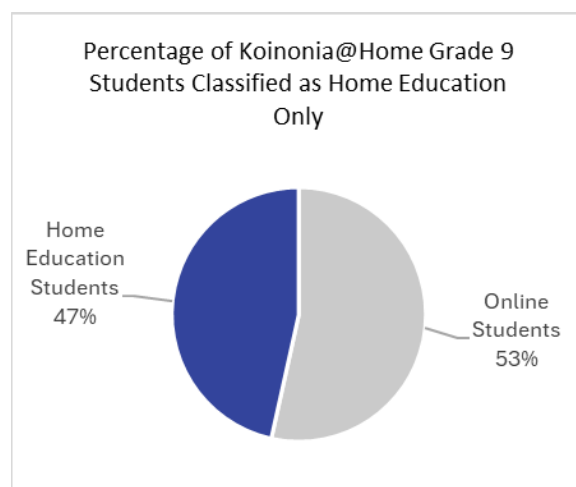
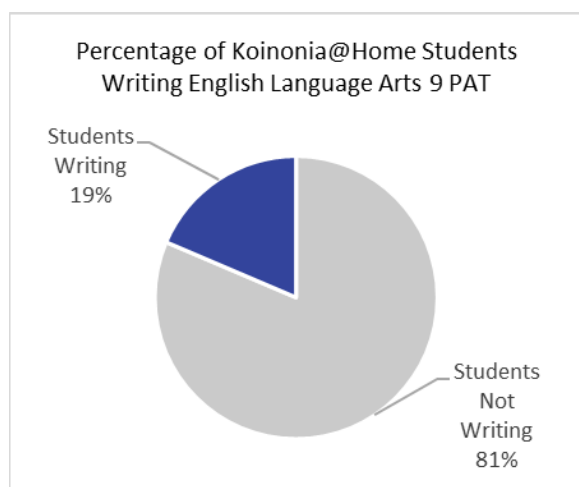
Detailed results for provincial achievement tests (PATs) in all academic courses for all three schools for grades 6 and 9 are available in [Appendix 5](#). Results in these summary reports **should be viewed with caution for a variety of reasons**. First it is important to consider the notes from the [survey data](#): a) note 4 in the overall summary of results, “caution should be used when interpreting trends over time” because of the effect of the recent health restrictions on the scoring methods; b) some of the students served through an educational services agreement with a northern independent Christian school for grade 9 were impacted by the fires in previous years which will slightly affect results (see note 5); c) according to note 6, the 2022-2023 achievement results are further impacted because they do not include students who were involved in piloting the new curriculum.

Did you know?

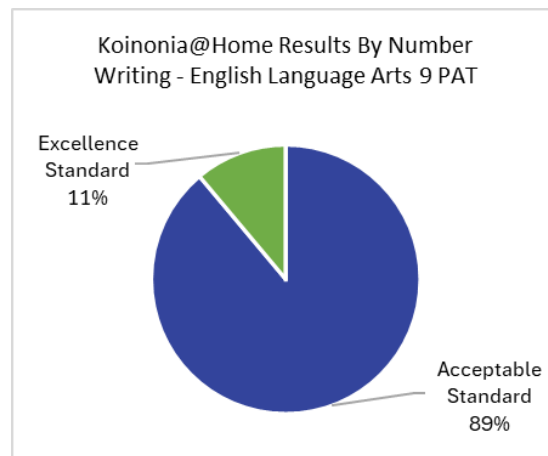
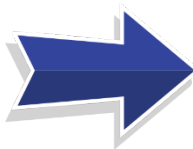
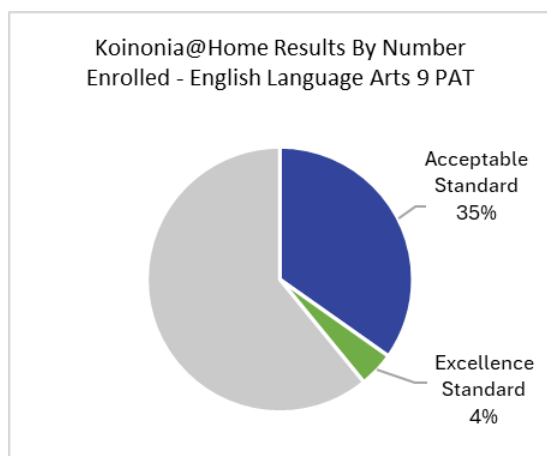
Results for the Provincial Achievement tests for students who self-identify as First Nations, Metis, and Inuit, and students with English Second Language learning needs are unavailable due to the low number of students registered in our programs and to protect the privacy of those students who have chosen to enroll in KCSRDS.

In addition, sample sizes for many courses in Koinonia@Home and the Emmaus Learning Community were very small - some were even too small to have reportable results. Finally, it is important to note that the **survey results include the number of students enrolled in the grade groups, not the number of students who actually wrote the exams. The unique nature of Koinonia@Home’s student population has a considerable effect** on the overall achievement measures for the school authority’s reported results. The graphs

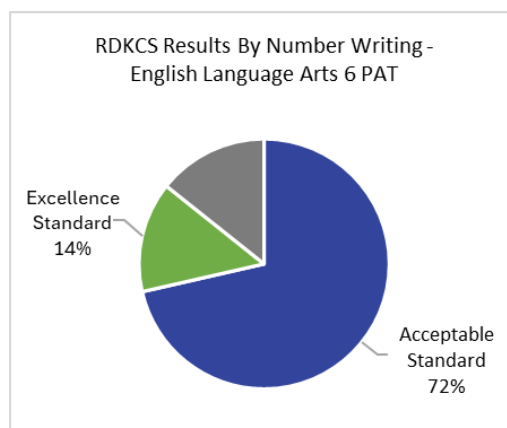
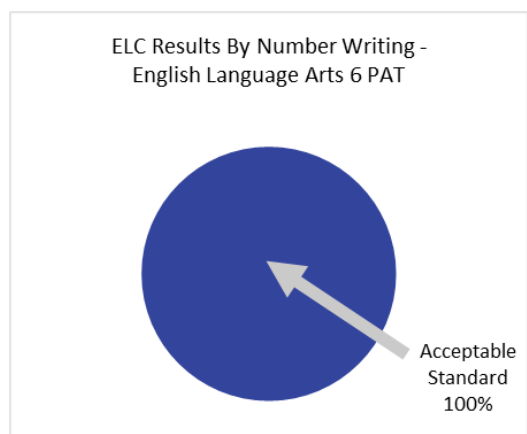
below illustrate some of the effects on just one PAT course.



For example, in 2022-2023, **81% of the Koinonia@Home students eligible to write the PATs did not participate**. Traditional Home Education students have the option to write standardized tests, **but they are not expected to write them. Students who enroll in online courses are expected to write the exams**. However, in the spring of 2023, participation levels were very low. Alberta Education removed the flexibility to write on alternative dates which limited the delivery of these exams to the last days of June. By that time, most students were already on their family vacation.





When the results for students who actually wrote the exams for English 9 are calculated, the achievement measures are vastly different than the results reported in the survey data for the school and for KCSRDS' overall achievement. In the Emmaus Learning Community, when this same adjustment is made, 100% of the students achieved an acceptable level on the English 9 exam. In RDKCS, most students write the exams. We are pleased with these results.



Education Plan Learning Outcome

Students will demonstrate reading fluency and strong comprehension skills to support their academic achievement.

The following action plans from our Education Plan have been successfully implemented.

	26 teachers completed the Right to Read online course.
	2022-2023 Students in grades 5-8 focused on peer editing during the planned literacy blocks.

A Focus on Discipleship

Citizenship Overall Achievement Levels by School for 2022-2023			
School	Measure Evaluation		
	Achievement	Improvement	Overall
RDKCS Survey Results	Very High	Declined	Good
ELC Survey Results	Very High	n/a	n/a
K@Home Survey Results	Very High	n/a	n/a

KCSRDS community members choose one of our three schools because of our focus on student discipleship. In a Christian community, citizenship is a part of discipleship. **We are very pleased and grateful with the high standing of all three of our schools on this survey measure as it reflects the fulfillment of our mission and vision.** At the same time, we are actively and prayerfully continuing to address the slight decline in the satisfaction of parents at the campus school last year.

School Activities that Support Discipleship

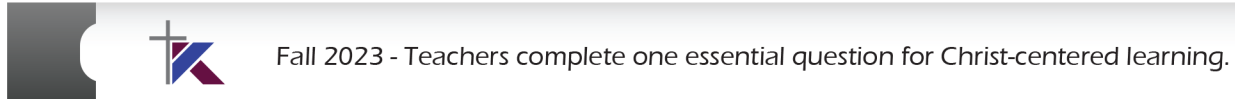
- 1 Student council re-initiated following health restrictions preventing extra-curricular activities.
- 6 Celebrations of student learning.
- 2 Students in attendance at the Mayor's Prayer Breakfast in Red Deer.
- 6 Teachers trained as Learning Coaches in the PAQ method through TransformedPD.
- 3 Schools participated in the Central Alberta Pregnancy Care Center's Baby Bottle Drive.
- 1 Apologetics session in-person and live-streamed with Alisa Childers co-sponsored with Faith Beyond Belief.
- 2 Student retreats focused on faith formation and fellowship.
- 4 Musical performances in church communities by the KCSRDS His Light Ensemble.
- 6 Student council fellowship events.

²¹ <https://alisachilders.com/>

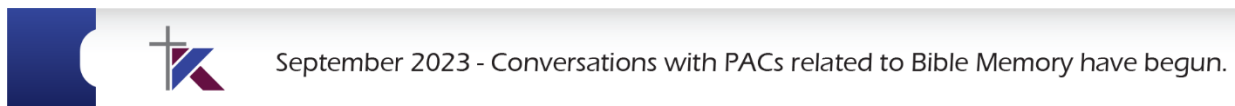
Education Plan Learning Outcome

Students will demonstrate a growing understanding of a Biblical worldview informed by the Koinonia Statement of Faith and Biblical integration in classroom learning, including an understanding of how to work towards reconciliation with Indigenous peoples.

The following action plans from our Education Plan have been successfully implemented.



The following action is currently in process to achieve the results outlined in our Education Plan.



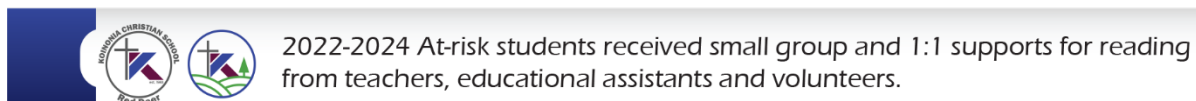
Insights, Analysis and Plans for Student Growth and Achievement

Assessing students is not new to teaching practice. **Collecting local data for reporting results on a larger scale is new to KCSRDS since the introduction of the Quality Assurance Framework to Board members in April 2021.**²² In order to ensure the data is valid and reliable, careful planning and preparation is important. In 2022-2023, individual school survey reports were available for the first time, making analysis much easier and applicable to the context of the school community. We look forward to continuous improvement in our efforts to improve literacy and numeracy skills with our students **because reading skills are foundational to academic success.**²³

Education Plan Learning Outcome

Students will demonstrate reading fluency and strong comprehension skills to support their academic achievement.

The following actions are currently in process to achieve the results outlined in our Education Plan.



²² Alberta Education. (March 2023). Funding Manual for School Authorities 2023/24 School Year.

²³ Toste, J. R., et al. (2020). A meta-analytic review of the relations between motivation and reading achievement for K–12 students. *Review of Educational Research*, 90(3), 420-456.



2023-2026 Quarterly targeted staff professional development and collaboration to support school-wide strategies for reading assessment.

The following actions are planned for our future work towards achieving the results outlined in our Education Plan.



2023-2024 Buddy Reading program created.



2023-2024 Professional Learning Community discussions for enhancing literacy supports for traditional Home Education families.



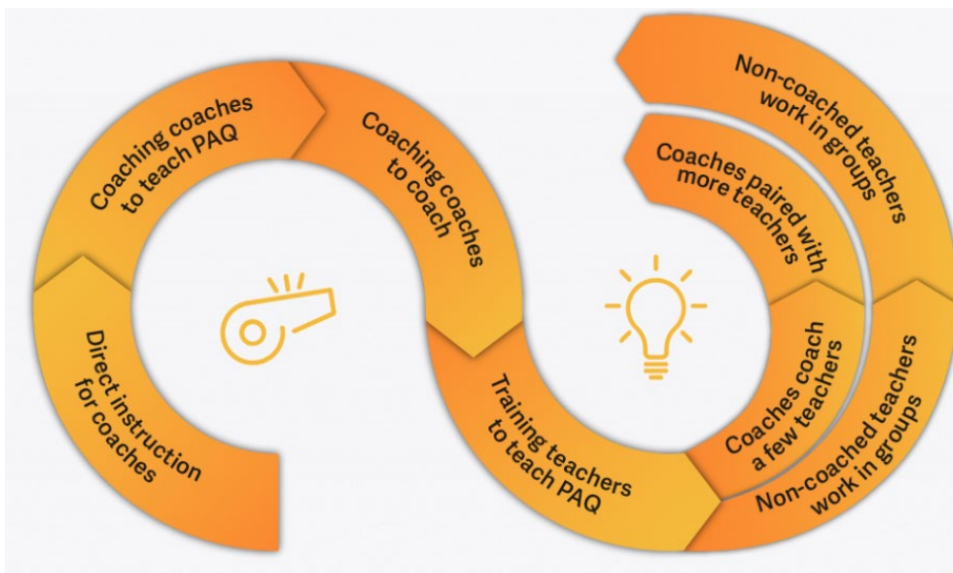
2023-2024 Create local data collection strategies to capture literacy learning to inform and engage parents in the process of literacy learning.

Did you know?

The PAQ method is a biblically integrated instructional approach designed to equip teachers to reveal Christ and worldview principles in every subject.²⁴

Discipleship includes a focus on academics and citizenship. All Koinonia students engage in Bible courses where scriptural knowledge and understanding are the focus. In addition, **recognizing that Christ is “before all things, and in Him all things hold together” (Colossians 1:17, ESV), it is vital to our discipleship mission that all core and options courses emphasize Christ through the learning outcomes.** Organizing instruction around essential questions leads to excellent learning outcomes: deeper comprehension and stronger retention of

knowledge.²⁵ TransformedPD training adds an additional essential question to learning experiences that uncovers scriptural truths related to the curriculum: foundational Biblical principles, worldview assumptions, or ethical considerations. The impact of this long-term, embedded professional development and focus for instruction in KCSRDS schools is summarized in the response of one student who participated in a lesson organized with the PAQ method last year: “when can we do this again?”.



“When can we do this again?!”

KCSRDS Student Participant in a PAQ Method Lesson







²⁴ Gallagher, A. (n.d.). The PAQ method training process. *TransformedPD*. <https://transformedpd.com/the-paq-method/>

²⁵ McTighe, J. & Wiggins, G. (2013). *Essential questions: Opening doors to student understanding*. ASCD.

Education Plan Learning Outcome

Students will demonstrate a growing understanding of a Biblical worldview informed by the Koinonia Statement of Faith and Biblical integration in classroom learning, including an understanding of how to work towards reconciliation with Indigenous peoples.






The following actions are planned for our future work towards achieving the results outlined in our Education Plan

-   2023-2026 - School leaders and teachers will work with Indigenous leaders to develop essential questions that support Truth and Reconciliation.
-   Spring 2024 - Teachers will participate in professional learning communities to develop at least one lesson plan using the PAQ method.
-   Spring 2024 - At least one teaching staff member in each school will receive coaching in the PAQ method from a KCSRDS newly trained learning coach.

Education Plan Learning Outcome

Students will apply their faith before and after graduating from KCSRDS through service in the community.

The following actions are planned for our future work towards achieving the results outlined in our Education Plan.

-    Spring 2024 - Plans for staff supports for Student Council will be formalized, including supports from the KCSRDS Finance Department and Central Office.
-   2023-2025 - Plans to increase alumni input into KCSRDS assurance and engagement with students will be formalized.

Provincial and Local Measures – A Focus on High School

One of the main purposes of an accredited school is to support the efforts of students seeking a high school diploma and/or other credentials that may assist them in their transition to post-secondary learning or establishing an income through entrepreneurship or employment. **KCSRDS is pleased with the results earned by our high school students with the support of their parents and our staff.** An analysis of the declines noted in the data is presented below through a detailed discussion of how data is collected.

High School Completion Rate - Data Summary

Authority: 9211 Koinonia Christian School - Red Deer Society

	Koinonia Christ Sch Red Deer													Alberta									
	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	%
3 Year Completion	23	70.0	32	72.8	23	84.1	39	87.2	31	66.0	Low	Declined	Issue	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	29	78.5	23	78.9	33	86.4	23	83.0	39	85.1	Intermediate	Maintained	Acceptable	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	19	95.0	29	82.6	23	81.1	33	86.1	23	89.3	High	Maintained	Good	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6

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 the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

High School to Post-Secondary Transition Rate

Authority: 9211 Koinonia Christian School - Red Deer Society

	Koinonia Christ Sch Red Deer										Alberta												
	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	%
4 Year Transition	29	38.2	23	22.8	33	33.6	23	18.3	39	25.0	Low	Maintained	Issue	44,994	40.2	44,980	40.9	45,351	40.5	46,242	41.2	47,660	40.2
6 Year Transition	13	69.2	20	64.1	29	65.0	23	37.2	33	53.7	Intermediate	Maintained	Acceptable	43,728	59.1	44,832	60.3	44,983	60.0	44,966	60.3	45,342	59.7

Notes:

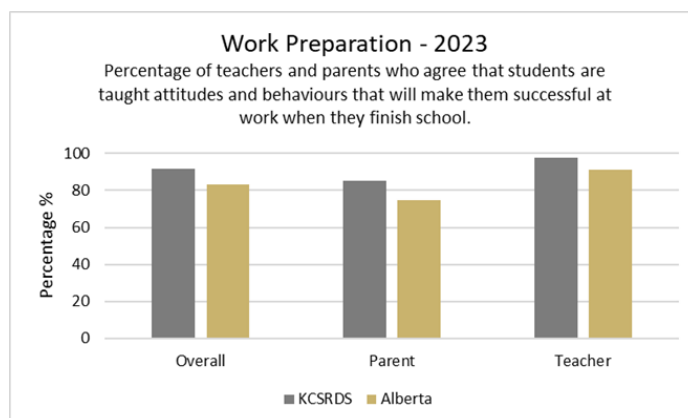
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

*Please note: Individual school data for these measures is not available for the Emmaus Learning Community or Koinonia@Home because of the recent expansion. Details for AEAM measures for the Rutherford Scholarship and Work Preparation data highlighted in the graph and tables below are eligible in [Appendix 6](#).

Rutherford Scholarship Eligibility Rate - Data Summary

Authority: 9211 Koinonia Christian School - Red Deer Society

	Measure Evaluation		
	Achievement	Improvement	Overall
Percent Eligible for Scholarship	Very High	Maintained	Excellent



A more rounded understanding of high school completion measures occurs when the data related to Work Preparation survey results and Rutherford Scholarship eligibility rates are analyzed together with completion rates. **We are very pleased with the results on these measures demonstrate excellence and higher achievement than the provincial average for all three schools.**

Work Preparation

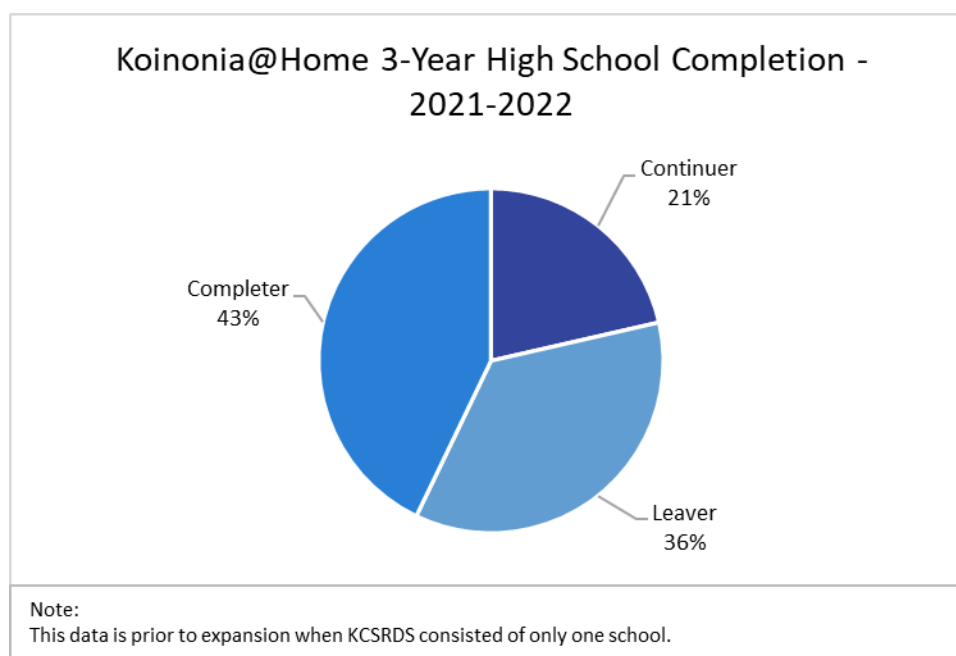
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

RDKCS		ELC		K@Home	
Survey Participant s	Measure Evaluation	Survey Participants	Measure Evaluation	Survey Participants	Measure Evaluation
	Achievement		Achievement		Achievement
Parent	Very High	Parent	Very High	Parent	Very High
Teacher	High	Teacher	Very High	Teacher	Very High

High School Completion Rates- Factors to Consider When Analyzing the Data

How is Completion Measured?

It is important to note that **Alberta Education's reports for high school completion lag a year behind the rest of the results** in the Annual Education Results Reports (see [Appendix 2](#)). In other words, the results are related to the 2021-2022 graduating class. **When analyzing the AERR results, it is important to also note that the achievement measures are based on the population of students who were registered in a KCSRDS in grade 10 in 2019-2020.** Some of these students who moved out of country or province, or moved to a different school prior to 2022, **are still counted in the completion data.** Some are counted as a continuing student if they, for example, need to take an extra semester to finish or upgrade a course. In our analysis of the data below, we will address the results from the AERR for high school completion for 2021-2022 and also provide data for last year's graduating class to provide a full picture of high school completion results for KCSRDS.



One Student's Success Story



One of the Koinonia@Home students who was in the grade 10 class in 2019-2020 moved to the USA during the health restrictions where she finished her high school requirements for graduation. As the data gathered in the AERR results report does not capture her success, with her permission, we are delighted to share it in this report.

She began her competitive wrestling in Alberta under the KCSRDS Storm Athletics banner.

She was recently invited to train with the USA Olympic team and is now a state and national wrestling champion on post-secondary scholarships!²⁶ As a KCSRDS alumnus, she and her family are still supporters of our school community.

Did you know?

If students register in post-secondary programs that are not accredited in Alberta, like Bible colleges and out-of-province universities, their enrollment is not counted in the data as a high school completion.

KCSRDS serves students registered in a wide variety of programs. **When students choose different programs, their long-term goals for high school are part of that choice.** For example, often students are not seeking a high school diploma or post-secondary training after high school when they choose traditional Home Education or Shared Responsibility programs.

In the survey data, high school completion is defined as: receiving a high school diploma or certificate of achievement; achieving a high school equivalency (GED); entering a post-secondary program in an Alberta institution, registration in an apprenticeship program, or earning credit in a minimum of 5 grade 12 courses, including four diploma level courses. When students register in any school in KCSRDS, their individual program plans for completing high school may not focus on these goals or may include a plan to finish in 4 years instead of 3. If these students choose to attend Christian colleges or post-secondary institutions that are not accredited in Alberta, **their enrollment is not counted** as a high school completion. See [Appendix 2](#) for further details on terms and definitions for collecting data on high school completion.

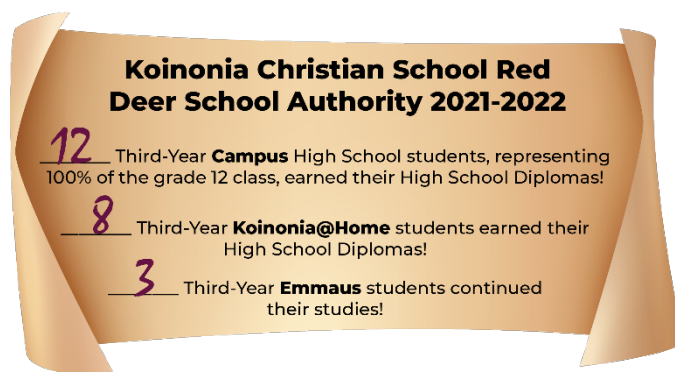
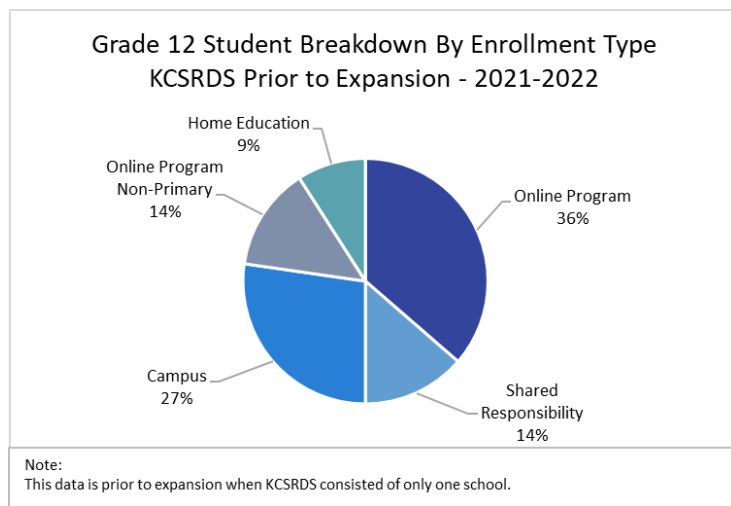
Did you know?

Results for students who self-identify as First Nations, Metis, and Inuit, and students with English Second Language learning needs for Diploma Exams as well as High School Completion Rates are unavailable due to the low number of students registered in our programs.

²⁶ Brink, M. (2024). *Adam claims title at Bronco Open for Cougar Women's Wrestling.* <https://usfcougars.com/news/2024/1/7/adam-claims-title-at-bronco-open-for-cougar-womens-wrestling.aspx>

Results for Students Enrolled in KCSRDS Schools in Grade 12

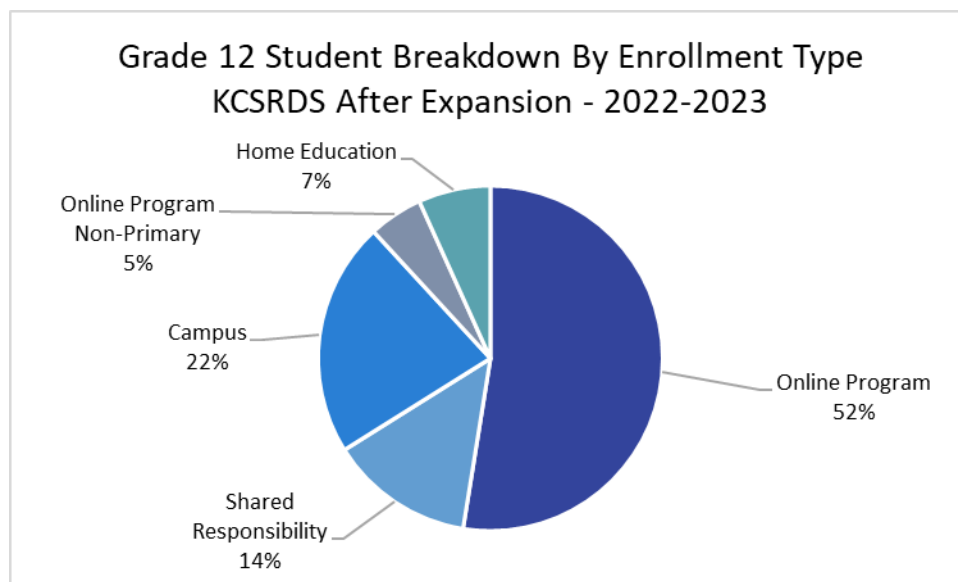
School Authority Data for 2021-2022 (Prior to Expansion)

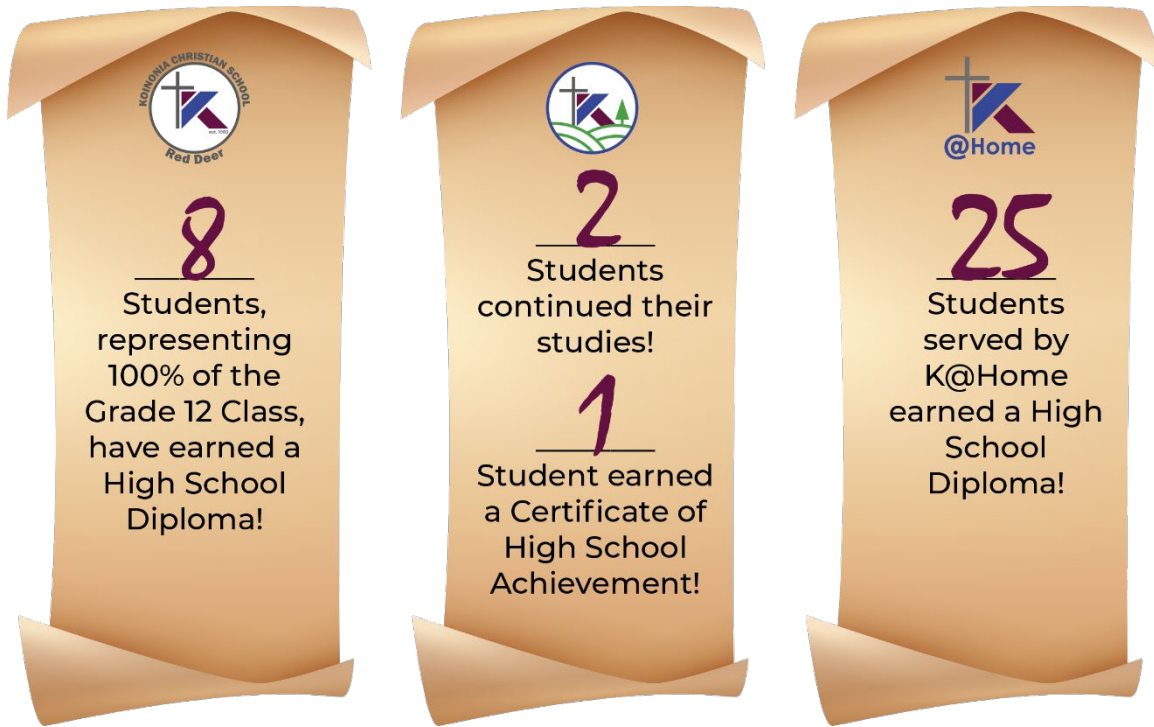


The graphs illustrate how school choice might impact the achievement data measures for the whole school authority, especially when Koinonia@Home's enrollment numbers are higher than the two school communities who attend in-person learning.

We are grateful for the excellent results reflected by the high school students who enrolled our school authority in their grade 12 year in both 2021-2022 and 2022-2023.

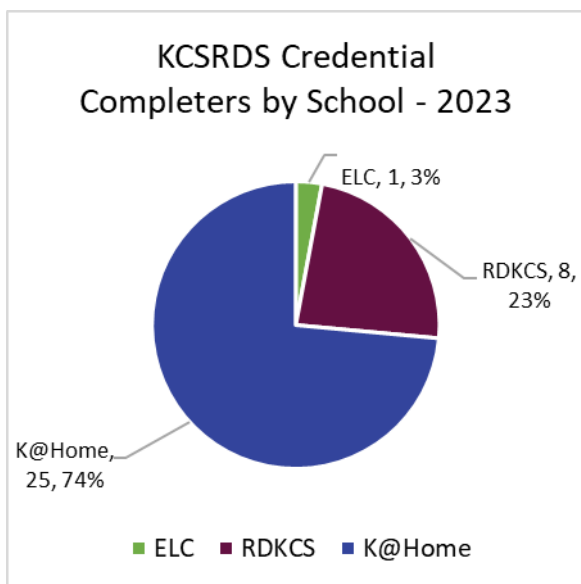
School Authority Data for 2022-2023 (After Expansion)





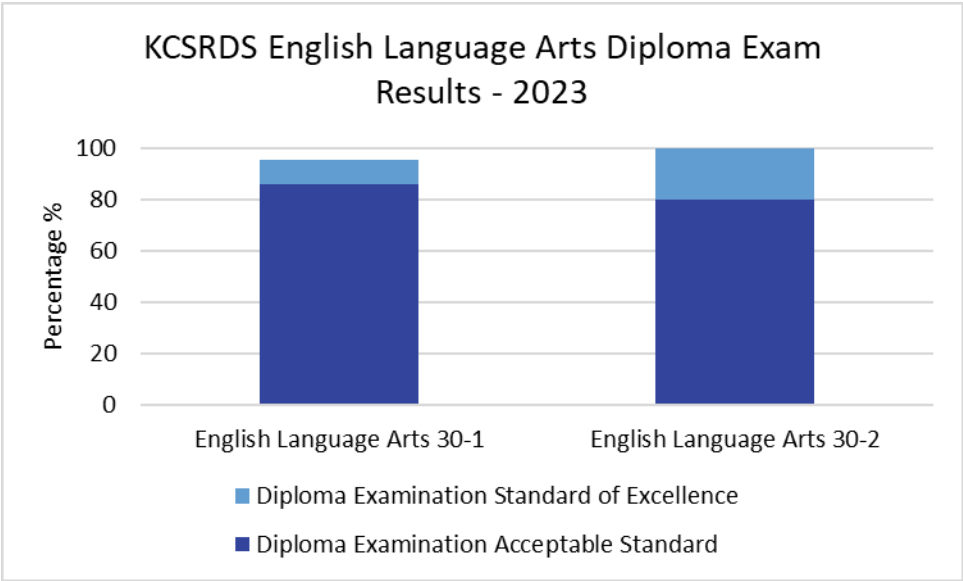
Note: Koinonia@Home, as part of its mandate, serves other Christian independent school authorities who require some assistance with course choices. In 2022-2023, Koinonia@Home served three students who earned the majority of their diploma with another school authority. **We are blessed to be a small part of the success of these Christian families.** In addition, 6 students enrolled in Koinonia@Home because they appreciate the flexibility of the program choices. These students have planned to complete their high school diploma in their 4th year of enrollment and have re-enrolled with Koinonia@Home for the 2023-2024 school year.

Insights and Plans for High School Programs



In late May 2023, families from KCSRDS gathered to celebrate the convocation of students. Representation from the Koinonia@Home program at the event grew again from the previous years' attendance and included Shared

Responsibility, Online, and Home Education students. (For a variety of reasons, every year some Koinonia@Home students choose not to participate in the celebration of their achievement). As the three school programs grow, **celebration activities for high school students, including a banquet, require careful advanced planning to ensure the traditions enjoyed for 40 years at KCSRDS and the needs of students in all three schools are honored.**




Results from the achievement of KCSRDS students on the English diploma exams are provided below. **We are very pleased with these results.** All graduating students write the English diploma exams in Alberta. Results for Achievement on all diploma exams are available in [Appendix 7](#). Sample sizes for results for diploma exams are usually small and should be interpreted cautiously. School principals are available to discuss factors that impact diploma exam achievement in their individual schools.

Education Plan Learning Outcome


Students will explore their individual skills, interests, and motivations to discover their path forward into adulthood that glorifies Christ.

The following action plan from our Education Plan has been successfully implemented.




Spring 2023 - Students in grade 10 completed a Strong Interest Inventory and participated in preliminary career planning based on the results.

The following actions are currently in process to achieve the results outlined in our Education Plan.



Spring 2024 - Strategic planning for the convocation and graduation banquet with school leaders and PACs to ensure traditions are honored and operational capacity can sustain the support required for these important celebrations.



Spring 2024 - Students in grade 8 will be offered participation in a Strong Interest Inventory.

27

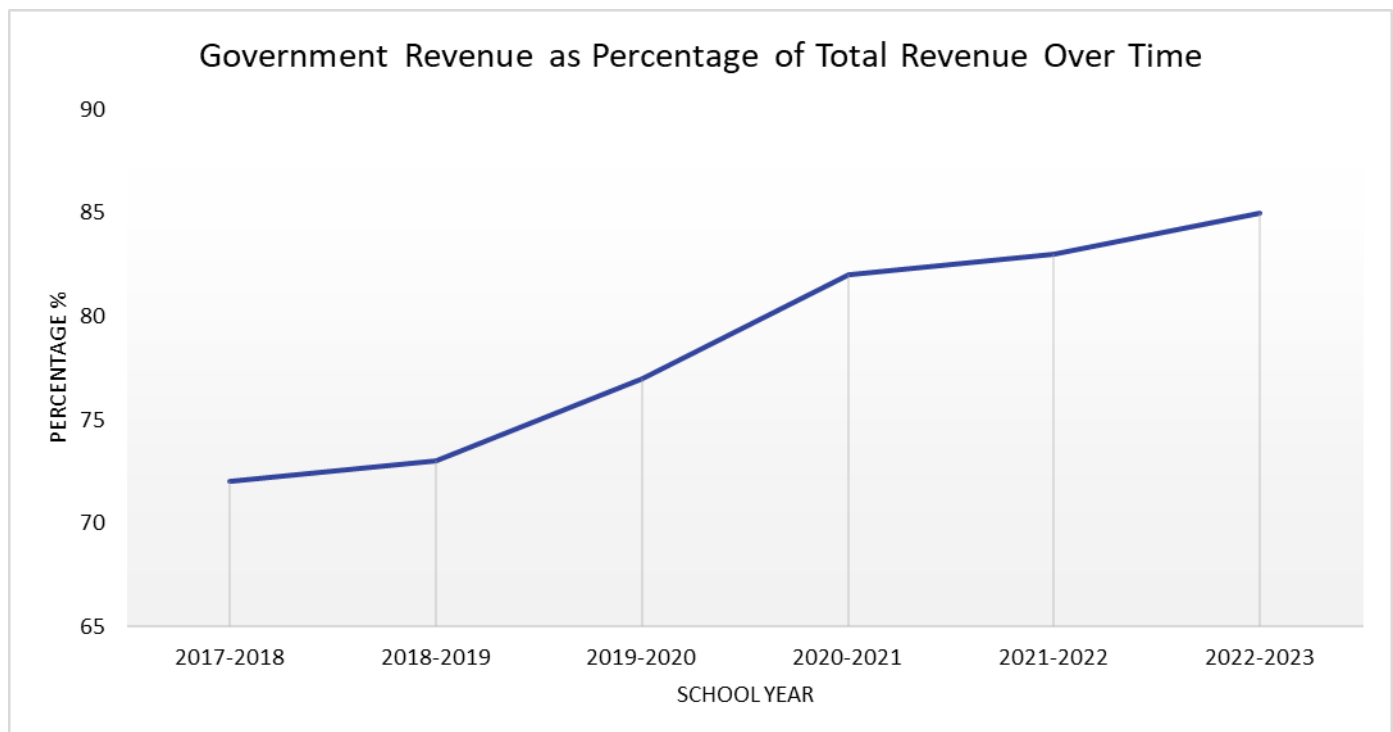
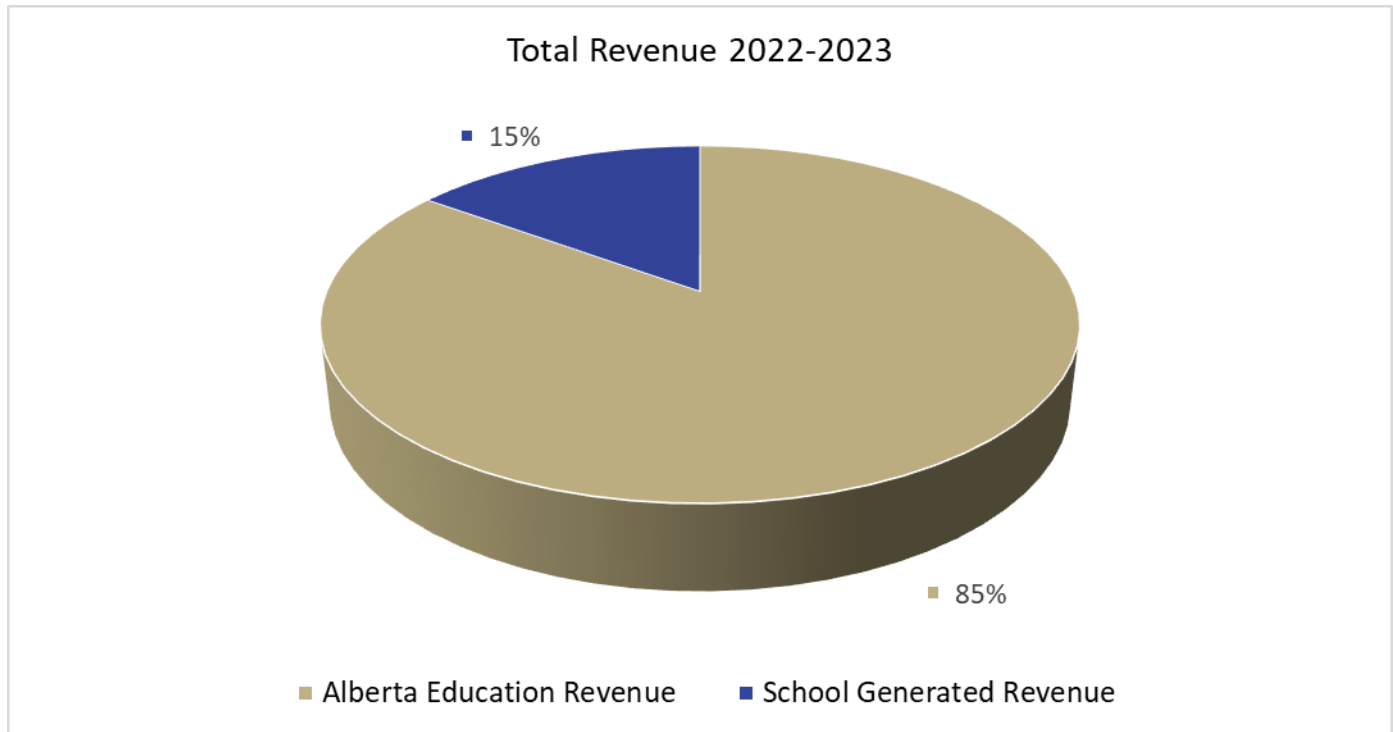
The following action is planned for our future work towards achieving the results outlined in our Education Plan.

²⁷ Psychometrics. (n.d.). *Strong Interest Inventory assessment*. <https://www.psychometrics.com/assessments/strong-interest-inventory/>

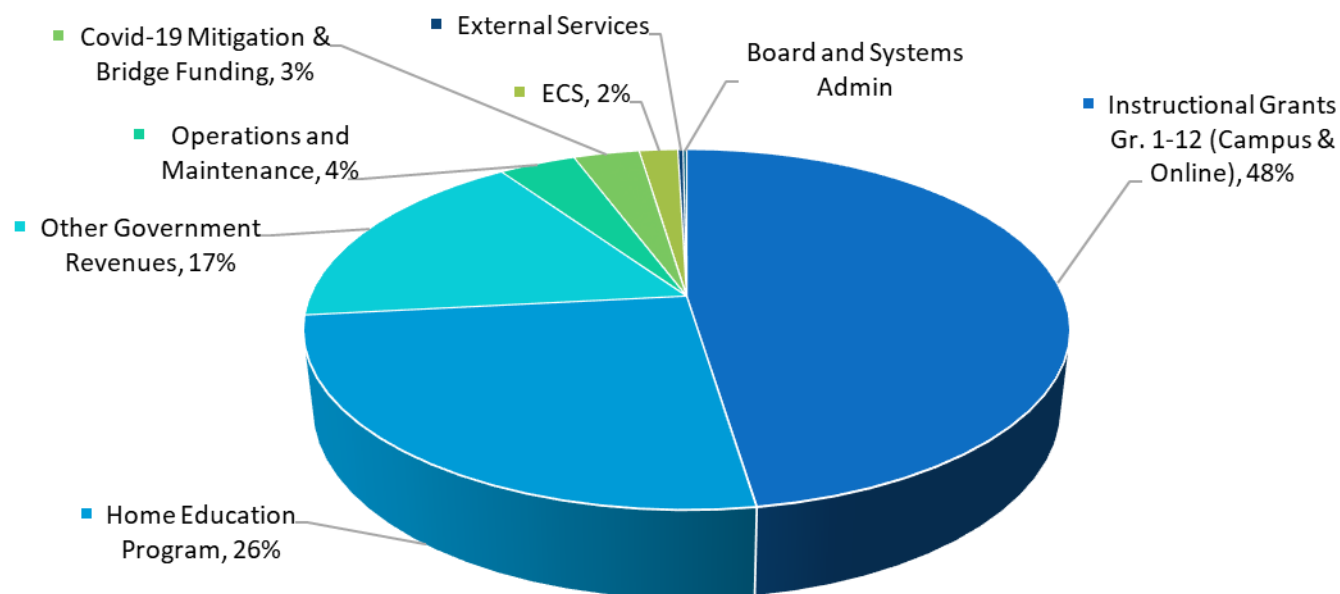


Financial Overview

ANALYSIS OF GOVERNMENT REVENUE SOURCES



Alberta Education Revenue 2022-2023 Amount



Commentary

Did you know?

Strategic and long-term financial planning is essential because base funding grants are now calculated through a weighted moving average of enrolled students and supplemental grants are annually reviewed and applied at the discretion of the current Education Minister.

When historical trends related to revenue sources are examined, the results **show a recent slight increase in reliance on government funding** compared to other sources of revenue. **Funding from government grants is allocated by legislation for specific uses.**²⁸ It is important to note that in 2022-2023 KCSRDS experienced an increase in the total instructional funding grant received from government based on enrollment.

In 2022-2023, KCSRDS also received \$511,275 from government as Bridge Funding to manage the impact of the new funding formula introduced in March 2020. This funding model allocates school funding based on enrollment from a weighted moving average (WMA) calculated over three years. The current funding model, the weighted moving average is designed to cushion the impacts of decreases in enrollment from year to year. Bridge funding was provided to school authorities to compensate for the largest impact of the WMA model: **unfunded enrollment growth from year to year** which otherwise would take three years for student enrollment increases to reach full funding through the formula. **Bridge funding was discontinued in the 2023-2024 budget.** Instead, the new “supplemental enrollment growth

Did you know?

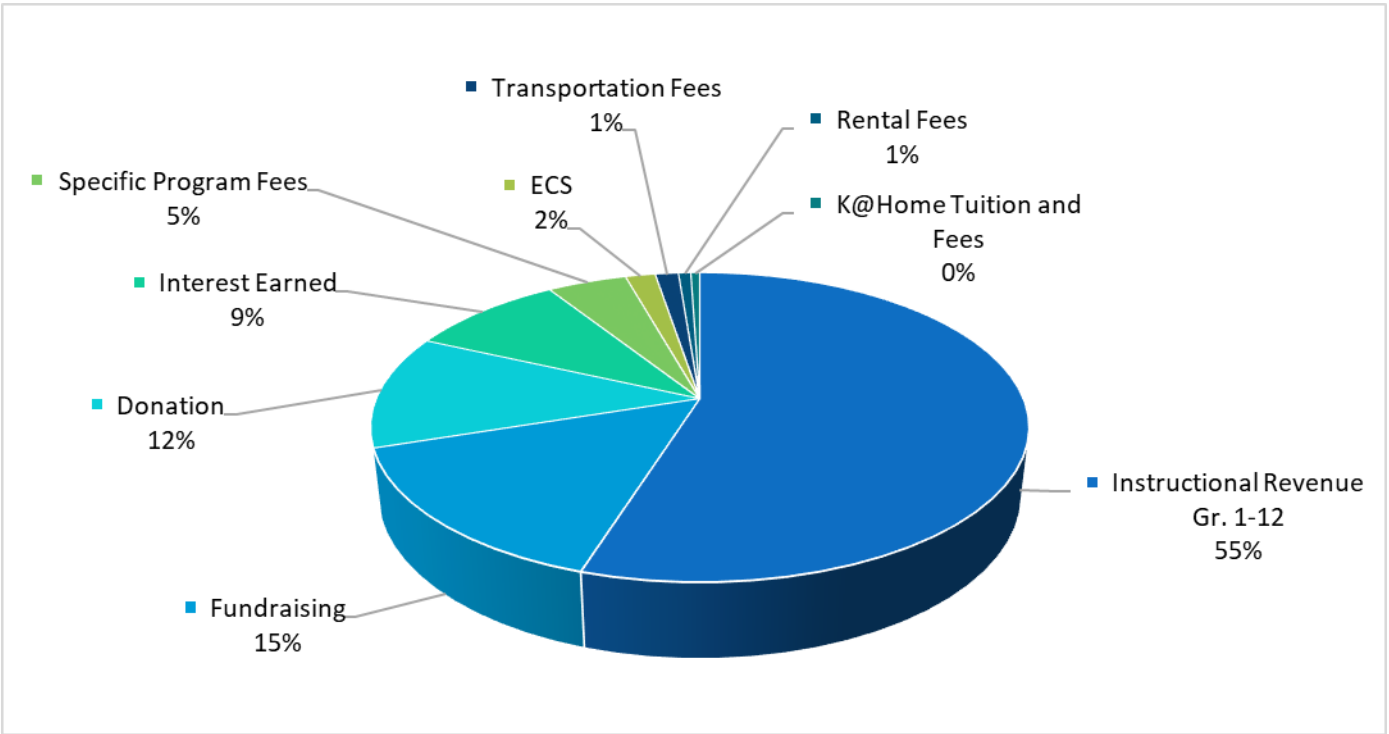
A new student enrolling in grade 10 would not be fully funded for their enrollment until their grade 12 year if their enrollment was above the enrollment funding in the WMA formula.

²⁸ Government of Alberta. (2023). *Ministerial Grants Regulation*.

grant provides additional per student funding for authority enrollment growth greater than 5%.”²⁹

Another helpful grant is the Community Support grant provided to help facilitate the delivery of educational services and improve student learning. This past year KCSRDS used part of this grant to operate summer educational programs for students in elementary and middle school. Students formed stronger friendships and learned different skills in literacy, art, music, sports, and basic cooking. Families were happy to see their kids enjoying their summer at the school in a fun, learning environment.

ANALYSIS OF REVENUE FROM DONATIONS, FUNDRAISING, TUITION AND FEES



Commentary

In 2022-2023, our total net amount of fundraising earned through school-based programs such as chocolate sales, hot lunch, and gift card sales was \$24,260. When combined with gifts through donations, our total net revenue rose to \$99,837. We appreciate the generosity of our donors and those who participate in our fundraising efforts.

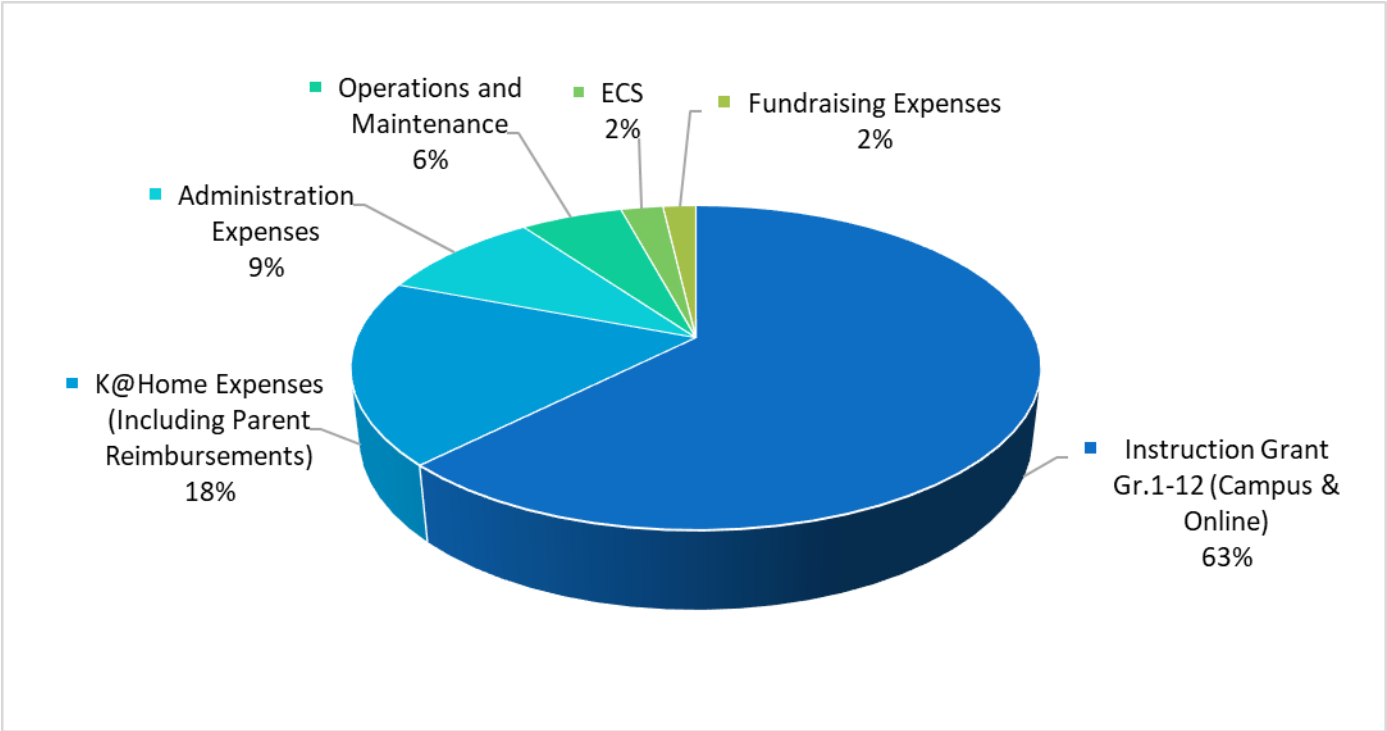
STAKEHOLDER ENGAGEMENT FOR FINANCIAL SUSTAINABILITY

As we worked to improve the engagement of our parent stakeholders through the establishment of our new parent advisory councils, we realized the need for a separate fundraising committee to address this vital work. Preliminary plans are underway to establish this committee in the coming year so our historic dedication to ensure every parent who wishes to have their child in Koinonia can have that dream fulfilled and not inhibited by a lack of finance.

²⁹ Funding Manual for School Authorities 2023/24 School Year (March 2023), p.60

Approval of new Terms of Reference for the Finance Committee in the spring of 2023 provided a clearer direction for the financial oversight and strategic planning roles of the committee. Members of the Finance Committee also assist with presentation of financial reports annually at the Annual General Meeting (AGM).

ANALYSIS OF EXPENDITURES



Commentary

School expenditures of government grants are targeted and must comply with the legislated authority of the specific grant based on the Ministerial Grants Regulation³⁰. According to this regulation, **“in addition to any conditions imposed by the Minister, it is a condition of every grant made under Section 3 that the recipient shall use the grant only for the purpose for which it is made.”** Now that KCSRDS operating three school codes, we are refining our financial policies and developing more specific reporting processes to improve our financial forecasting capability. We look forward to further input from the new PACs as we work to implement these improvements in 2023-2024.

³⁰ Government of Alberta. (2023). Ministerial Grants Regulation. p.3.

SUMMARY OF FINANCIAL RESULTS

Revenue	Budget Report 2023-2024	Budget Report 2022-2023	Actual 2022-2023
Government Revenue	82%	80%	68%
other Government revenue	n/a	n/a	17%
School Generated Funds	18%	20%	15%
Total	100%	100%	100%
Expenses			
Home Education	20%	25%	18%
Instructional	59%	60%	63%
Administration	11%	5%	9%
Transportation	3%	1%	1%
Operations and Maintenance	5%	8%	6%
External	2%	1%	3%
Total	100%	100%	100%

To receive more detail on the information presented above or to review the [audited financial statement](#), please visit our documentation on the website. For more information on Koinonia Christian School Red Deer Authority's financial information please contact finance@koinonia.ca or treasurer@koinonia.ca.

Whistleblower Protection

A policy was adopted in March of 2014 and revised in March 2019. A disclosure was made under the *Public Interest Disclosure (Whistleblower Protection) Act* at or around April 12th, 2023. On August 4th, 2023, at 2:04 pm, the Office of the Public Interest Commissioner advised as follows: "Based on a review of the records provided to our office by the complainants and KCSRDS, it was determined that an investigation is not required." ³¹

³¹ Public Commissioner's Office. Personal communication to the Board. August 4, 2023.

Appendix 1

Overall Summaries of the Required Alberta Education Assurance Measures for Each School Operated by KCSRDS

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 5195 Koinonia Christian School (Red Deer)

Assurance Domain	Measure	Koinonia Christian School (Red)			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	89.3	90.5	90.5	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	89.2	93.5	93.1	80.3	81.4	82.3	Very High	Declined	Good
	3-year High School Completion	66.0	87.2	81.3	80.7	83.2	82.3	Low	Declined	Issue
	5-year High School Completion	89.3	86.1	83.3	88.6	87.1	86.2	High	Maintained	Good
	PAT: Acceptable	56.4	68.8	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	7.3	18.8	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	88.6	69.2	n/a	80.3	75.2	n/a	Very High	n/a	n/a
	Diploma: Excellence	22.9	9.2	n/a	21.2	18.2	n/a	High	n/a	n/a
Teaching & Leading	Education Quality	91.5	95.4	95.4	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.7	95.1	95.1	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	80.2	91.3	91.3	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	65.3	94.6	93.6	79.1	78.8	80.3	Very Low	Declined Significantly	Concern

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 high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 2447 Emmaus Learning Community - DSEPS

Assurance Domain	Measure	Emmaus Learning Community - DS			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	81.2	n/a	n/a	84.4	85.1	85.1	n/a	n/a	n/a
	Citizenship	89.7	n/a	n/a	80.3	81.4	82.3	Very High	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	20.0	n/a	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	n/a	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.4	n/a	n/a	88.1	89.0	89.7	High	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.9	n/a	n/a	84.7	86.1	86.1	n/a	n/a	n/a
	Access to Supports and Services	88.9	n/a	n/a	80.6	81.6	81.6	n/a	n/a	n/a
Governance	Parental Involvement	87.8	n/a	n/a	79.1	78.8	80.3	Very High	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 2446 Koinonia @ Home

Assurance Domain	Measure	Koinonia @ Home			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	87.0	n/a	n/a	84.4	85.1	85.1	n/a	n/a	n/a
	Citizenship	90.6	n/a	n/a	80.3	81.4	82.3	Very High	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	25.3	n/a	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	5.7	n/a	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	78.7	n/a	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	12.0	n/a	n/a	21.2	18.2	n/a	Low	n/a	n/a
Teaching & Leading	Education Quality	92.7	n/a	n/a	88.1	89.0	89.7	Very High	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.4	n/a	n/a	84.7	86.1	86.1	n/a	n/a	n/a
	Access to Supports and Services	83.8	n/a	n/a	80.6	81.6	81.6	n/a	n/a	n/a
Governance	Parental Involvement	90.1	n/a	n/a	79.1	78.8	80.3	Very High	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Appendix 2

Definitions, Key Terms, and Considerations for Reading Alberta Education Assurance Measures

The First Nations, Métis and Inuit results reported for the Alberta Education Assurance Measures only include students that self-identified as First Nations, Métis, or Inuit on student registration forms. School authorities are required to report on Alberta Education Assurance Measure results for First Nations, Métis, and Inuit students in their 3-year education plans and annual education results reports for the purpose of monitoring and improving education outcomes. Please ensure context and appropriate analysis are provided whenever results for self-identified First Nations, Métis and Inuit students are shared publicly.

High School Completion Rate is the percentage of students in the Grade 10 Cohort³² who have completed high school by the end of their third year, adjusted for attrition³³.

- High school completion is defined as: receiving an Alberta high school diploma, certificate of high school achievement (completion of Knowledge and Employability courses and the certificate requirements) or high school equivalency (GED); entering a post-secondary level program at an Alberta post-secondary institution; registering in an Alberta apprenticeship program; or earning credit in a minimum of five grade 12 courses, including a Language Arts diploma exam course and three other diploma examination courses.

Interpretation of High School Completion Results

- High School Completion Rate (3-year, 4-year or 5-year) results for the same Grade 10 Cohort can be read by moving **diagonally** from the reporting year, to the next in the table. For example:
 - The 3-year high school completion rate for the Grade 10 cohort that started in 2016 is reported in 2018 as 79.7%.
 - The 4-year high school completion rate for the same cohort is reported in 2019 as 84.0%.
 - The 5-year high school completion rate for the same cohort is reported in 2020 as 86.2%.

³² Grade 10 Cohort: Students are included in the Grade 10 Cohort in the first school year in which they have a grade 10 registration at a public, separate, Francophone, charter, or accredited private school. The following categories of students are excluded from the Grade 10 Cohort:

- a. students who register after September 30th of the school year;
- b. students who are registered in schools under provincial and federal authorities, Lloydminster school authorities or other out-of-province schools;
- c. students who have a concurrent grade 9 registration in the same school year;
- d. adult students (older than 18 when they start grade 10);
- e. students who are identified as having a moderate/severe cognitive disability or a severe multiple disability;
- f. students attending Hutterite Colony schools; and
- g. visiting or exchange students

³³ Attrition: The loss of students due to out-migration and mortality, referred to as “attrition”, is estimated from department and Statistics Canada data.

	Alberta									
	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%
3 Year Completion	--	--	--	--	44,978	79.7	--	--	--	--
4 Year Completion	--	--	--	--	--	--	44,980	84.0	--	--
5 Year Completion	--	--	--	--	--	--	--	--	44,972	86.2

Post-Secondary Transition Rate (6-year) is the percentage of students in the Grade 10 Cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10, adjusted for attrition.

- An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.

Diploma Exam Participation Rate (4+Exams) is the percentage of students in the Grade 10 Cohort who have written four or more diploma exams by the end of their third year in high school, adjusted for attrition.

- Students are not considered a diploma examination participant if they do not have an examination mark.

Drop Out Rate is the percentage of students aged 14 to 18 years registered in the Alberta Kindergarten to Grade 12 system who drop out the following year, adjusted for attrition.

- An initial age specific cohort of students aged 14 to 18 years is established for a given school year, excluding the following groups of students: students who are not registered on September 30th of the school year; students registered in schools not affiliated with Alberta (e.g. Lloydminster); students registered in schools under provincial or federal authorities; students identified as having a moderate/severe cognitive or severe multiple disability; visiting/exchange students; students attending Hutterite colony schools.
- A student who was in Alberta's education system is considered to have dropped out if:
 - There is no evidence of their participation in the Alberta education system the following school year (including in Alberta post-secondary and apprenticeship programs)
 - They did not complete high school (see high school completion measure for details).

Rutherford Scholarship Eligibility Rate is the percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and/or 12.

- Students must have completed at least one grade 12 course. Students in the following categories are excluded: students who are not registered on September 30th of the school year; students registered in schools not affiliated with Alberta (e.g. Lloydminster); students registered in schools under provincial or federal authorities; students identified in the grade 12 school year as having a moderate/severe cognitive disability or severe multiple disability; students identified in the grade 12 school year as visiting/exchange students; students 20 years of age or older on September 1 of the school year.

Provincial Achievement Test (PAT) Results (Acceptable / Excellence) are based on all students in each grade (total enrollment in the grade plus the ungraded students who are in the corresponding year of schooling). Results are calculated for each test. The overall result is the average of the results for each test weighted by the number of students enrolled.

- PAT acceptable is the percentage of students who achieve the acceptable standard on grades 6 and 9 Provincial Achievement Tests.

- PAT excellence is the percentage of students who achieve the standard of excellence on grades 6 and 9 Provincial Achievement Tests.

Diploma Exam Results (Acceptable / Excellence) are based on the numbers of students writing each diploma exam. The overall diploma exam result is the average of the results for each exam weighted by the number of students writing.

- Diploma exam result (acceptable) is the percentage of students who achieve acceptable standard (i.e. a mark of 50%) on a diploma exam.
- Diploma exam result (excellence) is the percentage of students who achieve the standard of excellence (i.e. a mark of 80%) on a diploma exam.

Survey Measures

In public, separate and Francophone schools all students in grades 4, 7 and 10; their parents; and all teachers are included in the survey. In charter schools and level 2 private schools, students in grade 4 and above; their parents; and all teachers are included in the survey.

- The measure results for parents and teachers are calculated by aggregating the responses to all questions that comprise the measure.
- The measure result for students is calculated by first aggregating the responses to questions within each grade grouping and then taking a simple average across grade groups.
- The overall measure result is calculated by taking the simple average of measure results for parents, teachers and students.

Table Headings

For each table displaying measure history or 3-year Rolling Averages, N represents the size of the underlying cohort. For example:

- **N** is the size of the Grade 10 Cohort for High School Completion Rate, Post-Secondary Transition Rate, and Diploma Exam Participation Rate.
- **N** is the size of the age-specific cohort for Drop Out Rate.
- For survey measures, **N** is the number of respondents.

Values under the % column headings represent the rate for that cohort. Some measures are calculated using several years of data. In these cases, the years displayed in the tables and charts reflect the latest years of data included in each calculation.

Source Data Reference³⁴

Fall 2023

Assurance Domain	Measure Evaluation	Current Result	Previous Year Result	Previous 3 Year Average	Achievement Standard Years	Last Updated
Student Growth and Achievement	Student Learning Engagement	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
	Citizenship	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2011/2012 to 2013/2014	Apr 24, 2023
	3-year High School Completion	2021/2022	2020/2021	School Years 2018/2019, 2019/2020, 2020/2021	2011/2012 to 2013/2014	Mar 22, 2023
	5-year High School Completion	2021/2022	2020/2021	School Years 2018/2019, 2019/2020, 2020/2021	2011/2012 to 2013/2014	Mar 22, 2023
	PAT: Acceptable	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 07, 2023
	PAT: Excellence	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 07, 2023
	Diploma: Acceptable	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 01, 2023
	Diploma: Excellence	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 01, 2023
Teaching and Leading	Education Quality	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2011/2012 to 2013/2014	Apr 24, 2023
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
	Access to Supports and Services	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
Governance	Parental Involvement	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2011/2012 to 2013/2014	Apr 24, 2023

³⁴ Alberta Education. (October 19, 2023). Alberta Education Assurance Measure Results: 9211 Koinonia Christian School-Red Deer Society. Available to view upon request at the KCSRDS office.

Appendix 3

School Summaries of the Survey Data for the Supplemental Measure: Inservice Jurisdiction Needs

In-Service Jurisdiction Needs - Data Summary

Authority: 9211 Koinonia Christian School - Red Deer Society

	Koinonia Christ Sch Red Deer										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	22	92.4	29	87.1	32	88.4	32	91.4	37	88.0	Intermediate	Maintained	Acceptable	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	22	92.4	29	87.1	32	88.4	32	91.4	37	88.0	Intermediate	Maintained	Acceptable	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

In-Service Jurisdiction Needs - Data Summary

School: 5195 Koinonia Christian School (Red Deer)

	Koinonia Christian School (Red)													Alberta											
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023			
	N	%	N	%	N	%	N	%	N	%	Achieve ment	Improve ment	Over all	N	%	N	%	N	%	N	%	N	%		
Over all	2	92	2	87	3	88	3	91	1	72	Very Low	Declined	Conc ern	33,0	85	33,7	85	29,6	84	30,2	83	31,6	82		
	2	.4	9	.1	2	.4	2	.4	5	.7				74	.2	66	.0	19	.9	80	.7	48	.2		
Teach er	2	92	2	87	3	88	3	91	1	72	Very Low	Declined	Conc ern	33,0	85	33,7	85	29,6	84	30,2	83	31,6	82		
	2	.4	9	.1	2	.4	2	.4	5	.7				74	.2	66	.0	19	.9	80	.7	48	.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. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

In-Service Jurisdiction Needs - Data Summary

School: 2447 Emmaus Learning Community - DSEPS

	Emmaus Learning Community - DS													Alberta											
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023			
	N	%	N	%	N	%	N	%	N	%	Achieve ment	Improve ment	Over all	N	%	N	%	N	%	N	%	N	%		
Over all	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	94.1	Very High	n/a	n/a	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	94.1	Very High	n/a	n/a	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

In-Service Jurisdiction Needs - Data Summary

School: 2446 Koinonia @ Home

	Koinonia @ Home													Alberta									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	100.0	Very High	n/a	n/a	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	100.0	Very High	n/a	n/a	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Appendix 4

Survey Data Summaries for Alberta Education Assurance Measures Used as References for Analysis of Learning Supports

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Data Summary School: 5195 Koinonia Christian School (Red Deer)

	Koinonia Christian School (Red)										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	220	95.3	256	95.1	150	91.7	n/a	Declined	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	62	97.3	74	96.8	40	92.1	n/a	Declined	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	124	88.7	145	89.6	90	85.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	34	100.0	37	98.8	20	97.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Data Summary School: 2447 Emmaus Learning Community - DSEPS

	Emmaus Learning Community - DS										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42	91.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8	96.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	80.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	97.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Data Summary School: 2446 Koinonia @ Home

	Koinonia @ Home													Alberta									
	2019		2020		2021		2022		2023					Measure Evaluation			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	n/a	n/a	75	94.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	94.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	39	91.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	97.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Access to Supports and Services - Data Summary

School: 5195 Koinonia Christian School (Red Deer)

	Koinonia Christian School (Red)													Alberta									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	220	94.9	256	91.3	150	80.2	n/a	Declined Significantly	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	62	97.3	74	93.0	40	76.0	n/a	Declined Significantly	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	124	91.5	145	89.6	90	87.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	34	95.8	37	91.2	20	76.8	n/a	Declined	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Access to Supports and Services - Data Summary

School: 2447 Emmaus Learning Community - DSEPS

	Emmaus Learning Community - DS													Alberta									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42	88.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8	75.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	91.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Access to Supports and Services - Data Summary

School: 2446 Koinonia @ Home

	Koinonia @ Home													Alberta									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	75	83.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	79.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	39	84.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	87.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Safe and Caring - Data Summary
School: 5195 Koinonia Christian School (Red Deer)

	Koinonia Christian School (Red)													Alberta									
	2019		2020		2021		2022		2023					Measure Evaluation			2019		2020		2021		2022
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	302	94.4	304	93.8	219	96.2	256	95.5	150	92.9	Very High	Maintained	Excellent	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	110	97.6	118	97.1	62	97.8	74	97.9	40	93.4	Very High	Declined	Good	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	170	89.3	158	87.3	123	90.9	145	90.4	90	89.4	Very High	Maintained	Excellent	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	22	96.2	28	97.0	34	100.0	37	98.3	20	95.8	High	Maintained	Good	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Safe and Caring - Data Summary
School: 2447 Emmaus Learning Community - DSEPS

	Emmaus Learning Community - DS													Alberta									
	2019		2020		2021		2022		2023					Measure Evaluation			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	n/a	n/a	42	93.5	Very High	n/a	n/a	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8	97.5	Very High	n/a	n/a	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	86.1	Very High	n/a	n/a	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	97.1	Very High	n/a	n/a	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Safe and Caring - Data Summary
School: 2446 Koinonia @ Home

	Koinonia @ Home													Alberta									
	2019		2020		2021		2022		2023					Measure Evaluation			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	n/a	n/a	75	95.0	Very High	n/a	n/a	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	95.2	Very High	n/a	n/a	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	39	94.2	Very High	n/a	n/a	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	95.6	High	n/a	n/a	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Program of Studies - At Risk Students - Data Summary
School: 5195 Koinonia Christian School (Red Deer)

	Koinonia Christian School (Red)													Alberta											
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	302	92.7	304	92.4	220	95.0	256	91.7	150	83.3	Intermediate	Declined Significantly	Issue	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2		
Parent	110	90.3	118	92.3	62	96.6	74	91.4	40	77.8	Intermediate	Declined Significantly	Issue	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7		
Student	170	90.8	159	88.6	124	91.5	145	89.6	90	87.8	High	Maintained	Good	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9		
Teacher	22	97.0	27	96.3	34	97.0	37	94.2	20	84.2	Very Low	Declined	Concern	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Program of Studies - At Risk Students - Data Summary
School: 2447 Emmaus Learning Community - DSEPS

	Emmaus Learning Community - DS													Alberta									
	2019		2020		2021		2022		2023					Measure Evaluation			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	n/a	n/a	42	90.3	High	n/a	n/a	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8	79.2	Intermediate	n/a	n/a	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	91.6	Very High	n/a	n/a	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	100.0	Very High	n/a	n/a	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Program of Studies - At Risk Students - Data Summary
School: 2446 Koinonia @ Home

	Koinonia @ Home													Alberta									
	2019		2020		2021		2022		2023					Measure Evaluation			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	n/a	n/a	75	83.9	Intermediate	n/a	n/a	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	77.6	Intermediate	n/a	n/a	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	39	84.9	Intermediate	n/a	n/a	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	89.4	Very Low	n/a	n/a	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Appendix 5

Detailed Results for Provincial Achievement Tests for KCSRDS

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 9211 Koinonia Christian School - Red Deer Society

		Koinonia Christ Sch Red Deer							Alberta			
Course	Measure	Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very Low	n/a	n/a	18	66.7	n/a	n/a	52,106	76.2	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	18	11.1	n/a	n/a	52,106	18.4	n/a	n/a
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	77.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	12.5	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a
Mathematics 6	Acceptable Standard	Intermediate	n/a	n/a	18	72.2	n/a	n/a	52,551	65.4	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	18	16.7	n/a	n/a	52,551	15.9	n/a	n/a
Science 6	Acceptable Standard	*	*	*	18	*	n/a	n/a	54,859	66.7	n/a	n/a
	Standard of Excellence	*	*	*	18	*	n/a	n/a	54,859	21.8	n/a	n/a
Social Studies 6	Acceptable Standard	Very Low	n/a	n/a	18	33.3	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	18	11.1	n/a	n/a	57,655	18.0	n/a	n/a
English Language Arts 9	Acceptable Standard	Very Low	n/a	n/a	41	31.7	n/a	n/a	56,255	71.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	41	2.4	n/a	n/a	56,255	13.4	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	50.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	5.7	n/a	n/a
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	76.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	10.9	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a
Mathematics 9	Acceptable Standard	Very Low	n/a	n/a	40	30.0	n/a	n/a	55,447	54.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	40	5.0	n/a	n/a	55,447	13.5	n/a	n/a
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	52.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	11.3	n/a	n/a
Science 9	Acceptable Standard	Very Low	n/a	n/a	37	37.8	n/a	n/a	56,311	66.3	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	37	5.4	n/a	n/a	56,311	20.1	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	52.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	10.9	n/a	n/a
Social Studies 9	Acceptable Standard	Very Low	n/a	n/a	36	38.9	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	36	5.6	n/a	n/a	56,309	15.9	n/a	n/a
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	49.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	10.6	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Appendix 6

Survey Data Summaries for Alberta Education Assurance Measures Used as References for Analysis of High School Achievement

A.8 Work Preparation

Authority: 9211 Koinonia Christian School - Red Deer Society

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.

	Koinonia Christ Sch Red Deer											Alberta											
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	130	93.6	140	99.1	94	96.7	109	99.3	111	91.5	Very High	Declined Significantly	Acceptable	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1
Parent	108	91.7	113	98.2	61	93.4	72	98.6	68	85.3	Very High	Declined Significantly	Acceptable	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0
Teacher	22	95.5	27	100.0	33	100.0	37	100.0	43	97.7	Very High	Maintained	Excellent	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Rutherford Scholarship Eligibility Rate - Data Summary

Authority: 9211 Koinonia Christian School - Red Deer Society

	Koinonia Christ Sch Red Deer					Measure Evaluation			Alberta				
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2018	2019	2020	2021	2022
Total Gr 12 Students	19	32	30	43	33	n/a	n/a	n/a	60,559	58,970	59,357	58,631	57,307
Percent Eligible for Scholarship	68.4	78.1	73.3	72.1	75.8	Very High	Maintained	Excellent	64.8	66.6	68.0	70.2	71.9

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Starting in 2018/19, 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.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Appendix 7

Detailed Results for Diploma Exams for KCSRDS

Student Growth and Achievement (Grades 10-12)

Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 9211 Koinonia Christian School - Red Deer Society

		Koinonia Christ Sch Red Deer							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very High	n/a	n/a	21	95.2	n/a	n/a	31,493	83.7	n/a	n/a
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	21	9.5	n/a	n/a	31,493	10.5	n/a	n/a
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Very High	n/a	n/a	10	100.0	n/a	n/a	17,112	86.2	n/a	n/a
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	10	20.0	n/a	n/a	17,112	12.7	n/a	n/a
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,236	93.1	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,236	6.1	n/a	n/a
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	99.2	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	30.7	n/a	n/a
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	13	76.9	n/a	n/a	19,763	70.8	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	13	15.4	n/a	n/a	19,763	29.0	n/a	n/a
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	6	66.7	n/a	n/a	14,418	71.1	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	6	0.0	n/a	n/a	14,418	15.2	n/a	n/a
Social Studies 30-1	Diploma Examination Acceptable Standard	Low	n/a	n/a	18	77.8	n/a	n/a	24,023	83.5	n/a	n/a
	Diploma Examination Standard of Excellence	Low	n/a	n/a	18	5.6	n/a	n/a	24,023	15.9	n/a	n/a
Social Studies 30-2	Diploma Examination Acceptable Standard	Intermediate	n/a	n/a	17	82.4	n/a	n/a	21,045	78.1	n/a	n/a
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	17	23.5	n/a	n/a	21,045	12.3	n/a	n/a
Biology 30	Diploma Examination Acceptable Standard	Low	n/a	n/a	19	68.4	n/a	n/a	23,270	82.7	n/a	n/a
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	19	26.3	n/a	n/a	23,270	32.8	n/a	n/a
Chemistry 30	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	18,364	80.5	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	18,364	37.0	n/a	n/a
Physics 30	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	9,241	82.3	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	9,241	39.9	n/a	n/a
Science 30	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	8,007	79.4	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	8,007	23.1	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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.