

Koinonia Christian School Red Deer



Annual Education Results Report (AERR) 2020-2021 School Year

9211 Koinonia Christian School Red Deer Society
Submitted to Alberta Education
Approved December 1, 2021

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Message from the Board Chair

Dear parents,

The results gathered by Alberta Education surveys in the early months of 2021 reflect the success of our school programs last year. We are thankful for the opportunity to serve Christian families seeking a discipleship form of education for their children.

This report represents our analysis of the results and is developed as part of a new assurance process that engages parents and the broader community.

Our school theme for 2020-21, "Walk Worthy", was tested throughout the whole year as students, parents, teachers, volunteers, and support staff managed the impacts of the health restrictions. Prayerful planning and responses to challenges posed by the restrictions led to the successes noted in the results of the surveys. The confidence parents have in the high quality of our school's learning environments is also reflected in the enrollment level of students in all our programs in the fall of 2021.

We look forward to working closely together with you in the coming year as we develop new strategies to meet the goals in our Education Plan. On behalf of the Board, I want to express my sincere appreciation to all who helped make 2020-2021 a success in the face of adversity. God blessed us as we rose to the challenge given to us in the scripture: "live a life worthy of the calling you have received" (Ephesians 4:1, ESV).

May He continue to bless our calling.

Sincerely,

A handwritten signature in black ink, appearing to read "Cameron Oke". The signature is fluid and cursive, with the first name "Cameron" being larger and more prominent than the last name "Oke".

Cameron Oke
Board Chair

Accountability Statement

The Annual Educational Results Report for Koinonia Christian School Red Deer for the 2020-21 school year was prepared under the direction of the Board of directors in accordance with its responsibilities under the *Private Schools Regulation* and *Education Grants Regulation*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society. The document was developed in the context of the Provincial Government's business and fiscal plans and the Assurance Framework presented in the Funding Manual. The Board uses performance results reported in the document to develop the annual Education Plan and is committed to implementing the strategies contained within the plan to improve learning and results.

The Annual Education Results Report for 2020-2021 was approved by the Board on December 1, 2021.



Cameron Oke
Board Chair



Mary-Lou Stacey
Principal

Foundational Statements

Mission

The mission of KCS-RD is to assist parents in Christian education by developing excellence in faith, moral character, and academics, promoting lifestyles related to Christian witness.



families and communities in His name.

Koinonia Christian School Red Deer (KCS-RD) exists to disciple students in the Christian faith through academic studies, school culture and community fellowship. Our educational philosophy is based on a God-centered view of man and the authority of Christ. Since God created and sustains all things through His Son, Jesus Christ, the universe and all life are dynamically related to God and have the purpose of glorifying Him. This is true of man who was made in God's image, different in kind from all other creatures, with a unique capacity to know and respond to God. As Christians, we are called to glorify Christ as we work and serve our

KCS-RD's Statement of Faith frames the context for all governance, educational practices, student growth and achievement, and engagement with members of the school community. Every year, all staff, parents, and high school students review and recommit to the Statement of Faith when they choose a KCS-RD program. We believe that every child is made in the image of God who gifts them with unique talents. 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. Principles of our faith are integrated into every aspect of our day as Christians, whether at school,



at home, or in the community (Deuteronomy 11:18; Ephesians 6:4). Our foundation of faith prepares us to fulfill our secondary goal at KCS-RD: academic excellence. We believe academic excellence and student growth is fostered and flourishes when it is founded on Christ’s plans for His people.

Profile of the KCS-RD School Authority

Founded 37 years ago, KCS-RD is an accredited independent school authority that reflects the primacy of parental choice in its rich history and development. A board consisting of parents, who are elected for a three-year term at an annual general meeting, governs the school authority. In this way, parents have direct, consistent input into the vision, mission,



and policies of the school. In the spring of 2021, two board members from the Koinonia@Home program were added to the board to reflect this growing program in the board structure.

In addition, the board’s work is supported by a finance committee composed of current and past Koinonia parents with specialized skill in this area. Engagement by both the board and the finance committee is integral to the development and approval of the annual audited financial statement, report on assurance measures and the [Education Plan](#).

Parents are encouraged to serve the community through other committees established by the board or school administration, including programs such as school sports, music programs, student leadership, graduation, and other initiatives designed to enhance student growth and learning in our local context. Parent engagement is poised to increase as reflected in the goals of the school’s [Education Plan](#).

KCS-RD has four main educational programs that serve students in the province of Alberta, including the:

- KCS-RD Campus School
- Koinonia@Home Home Education
- Koinonia@Home Shared Responsibility and Distance Education programs
- Koinonia@Home Partner School Programs (including serving KCS-RD campus students)

Families who chose KCS-RD programs represented a mosaic of cultural diversity, including families from rural and urban backgrounds and families who have moved to Alberta and Red Deer from other nations and provinces. *Koinonia*, in the

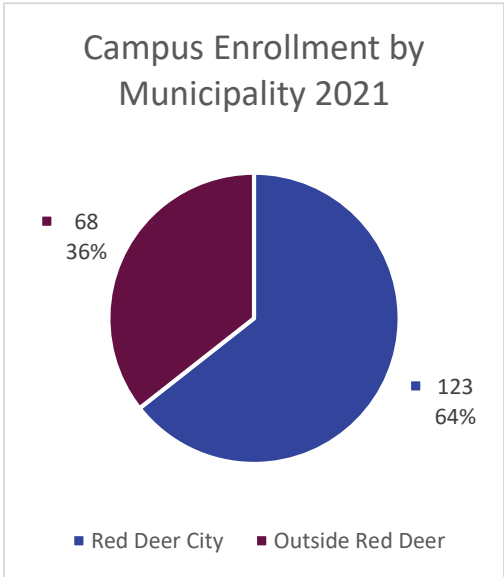


Figure 1

original Greek, means community fellowship. Families who choose the KCS-RD community reflect the diversity of our beautiful province and enjoy fellowship with each other. The programs of KCS-RD, together, uphold the Christian value of parental choice in education embraced by our government in its passage of the recent [Choice in Education Act \[Bill 15\]](#).

In the 2020-21 school year, our ECS-12 campus school served students from 12 municipalities in addition to the city of Red Deer. Further diversity is reflected in the programming provided to 77 students with unique learning needs that required specialized supports, 35 students developing English as an additional language (EAL), and four students who self-identified as First Nations, Metis or Inuit (FNMI) on their registration documents. In 2021-2022, we hired a vice-principal dedicated to the development of this program with a special interest in cultural diversity and inclusive supports who, while on our staff in the 2020-2021 school year, studied FNMI perspectives at the university level. We look forward to building on our past initiatives to strengthen and expand our practices and to ensure optimal student learning.

This includes a focus on the goal in our current [Education Plan](#) of re-establishing relationships formed with local and provincial Christian leaders from Indigenous communities prior to the imposition of the health restrictions in March 2020.

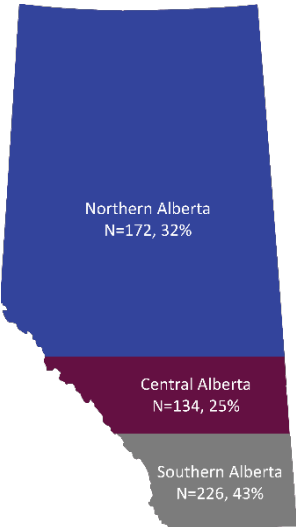


Figure 2

Koinonia@Home experienced growth in the 2020-2021 school year as its staff rose to the challenge of supporting a variety of learners in the province who chose home-based programming to enjoy learning in an environment without health restrictions. Based on exit survey conversations during the summer, many of these families decided to return to campus education, stating their children needed a learning environment that included daily interaction with other children. However, some found that the choice they made to educate in a home-based environment better supported their children’s learning needs and re-enrolled in Home Education, Shared Responsibility or Distance Education programming with Koinonia@Home for the 2021-2022 school year.

In addition to families who select KCS-RD as their primary school authority, as a Distance Education provider, Koinonia@Home serves students who may need support for courses not offered by their primary school authority. In 2020-2021, Koinonia@Home served 58 students who completed over 30 high school courses as part of this initiative. KCS-RD appreciates the opportunity to partner with other Christian independent school authorities to help students achieve academic success in a distinctly Christian learning environment. Koinonia@Home

staff also provided support for the campus student by providing course options and courses unavailable in the timetable. This flexible programming supports high school completion and career plans for all KCS-RD students.

KCS-RD STAFF

One of the foundations of the success reflected in the accountability measures is the dedication of our staff. In the 2020-2021 school year, 36 teaching staff supported students in our programs. KCS-RD campus teachers worked diligently to maintain joy and academic standards in a time of enormous restrictive measures that impacted the classroom environment. Our dedicated K@Home teaching staff (in a model reflecting the growing reality of learning from *any place at any time*) live in different areas of the province, making face to face meetings with students possible (when health restrictions allow).

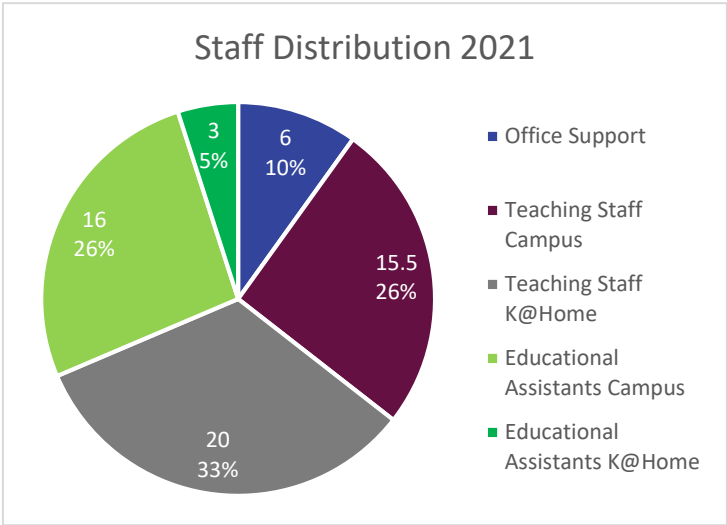


Figure 3



True Christian community includes gatherings in fellowship. In the past year, when these gatherings were restricted, virtual conversations and fellowship opportunities were designed and encouraged by staff. In the 2021-

2022 year, the program has grown into a regular offering under the title *Koinonia Konnections*. In July, with a temporary respite from government health restrictions, our community gathered to break bread and celebrate the successful graduating class’s achievements. Several (17) campus and some (6) Koinonia@Home students were able

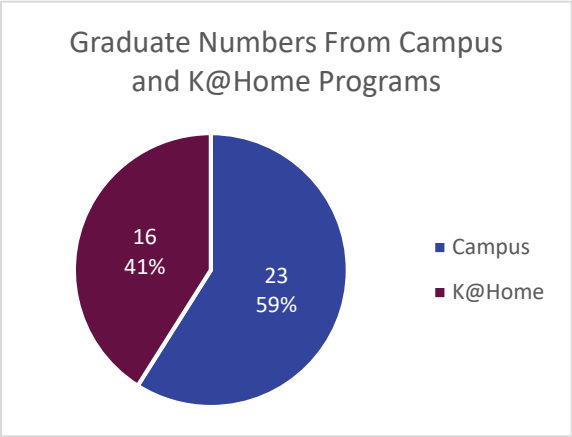


Figure 4

to attend with their families and represent their whole graduating class (40) at this joyous event.

LEARNING SUPPORTS

In addition to staff employed at the school, KCS-RD maintains effective working relationships with several professionals who assist with professional medical and educational assessments and wraparound services, including psychologists, counsellors, an art therapist, speech-language therapists, and Triple P Parenting supports. In the 2020-2021 school year, the campus timetable was designed to accommodate an early dismissal on Fridays. Campus staff utilized this block of time for collaboration to ensure individualized supports for students were effectively achieving the growth reflected in their learning goals. Several Koinonia@Home students accessed the specialized supports available through the same professionals who support our campus students. Sometimes, these students and their families travelled to the campus school or directly to the professionals to receive services. At other times, the services were delivered virtually. KCS-RD participated in spring conversations with staff at the Association of Independent Schools and Colleges (AISCA) as they explored possible specialized learning supports available in the future for students in independent schools. We look forward to continuing these discussions and accessing new program offerings in 2021-2022.

STAKEHOLDERS IN THE BROADER COMMUNITY

KCS-RD also recognizes the importance of engagement with stakeholders in the broader community. Leaders and teachers benefit by sharing perspectives with members of these organizations on several cultural and educational issues faced by the school. As part of our plan for continuous improvement, KCS-RD will continue to foster these important relationships and reflect our engagement in objective data measures in the future.



- At the local level, KCS-RD leadership is in consistent communication with the local community association to enhance decision-making related to traffic, parking, use of the school's playground and field, and use of the community's ice-rink and field facilities adjacent to the school.
- KCS-RD's campus serves students from 36 different church communities in Red Deer and the surrounding municipalities. Pastors and church leaders from these communities are invited into consultations related to faith formation, engage with students during weekly chapels, significant events, and contribute faith perspectives during policy development and revision. As our Koinonia@Home program grows, we are developing relationships with pastors in communities around the province. This process is enhanced through our participation in events sponsored by apologetics organizations such as [Faith Beyond Belief](#) and the [Ezra Institute](#).
- KCS-RD is a member of the [Koinonia Christian Education Society \(KCES\)](#) that exists to support Christian education in the province. As a member, KCS-RD 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.
- KCS-RD 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.
- KCS-RD leadership has built strong relationships with [Careers the Next Generation](#) to support its RAP and Green Certificate programming for students.
- KCS-RD also collaborates with provincial organizations that support choice in education, including the [Alberta Home Education Association \(AHEA\)](#) and [Parents for Choice in Education](#). KCS-RD 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.

Annual Education Assurance Measures (AEAMs)

Analysis, Insights, and Implications

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

Despite the impact of health restrictions on instruction, learning environments, and mental health, parents, students, and teachers reported satisfaction rates in the Alberta Education Assurance Measures **that met or exceeded the Alberta average in almost every category**. Further insights, analysis, and plans for future success and improvements are presented in separate sections of this report devoted to the domains of Alberta's Assurance Framework.¹

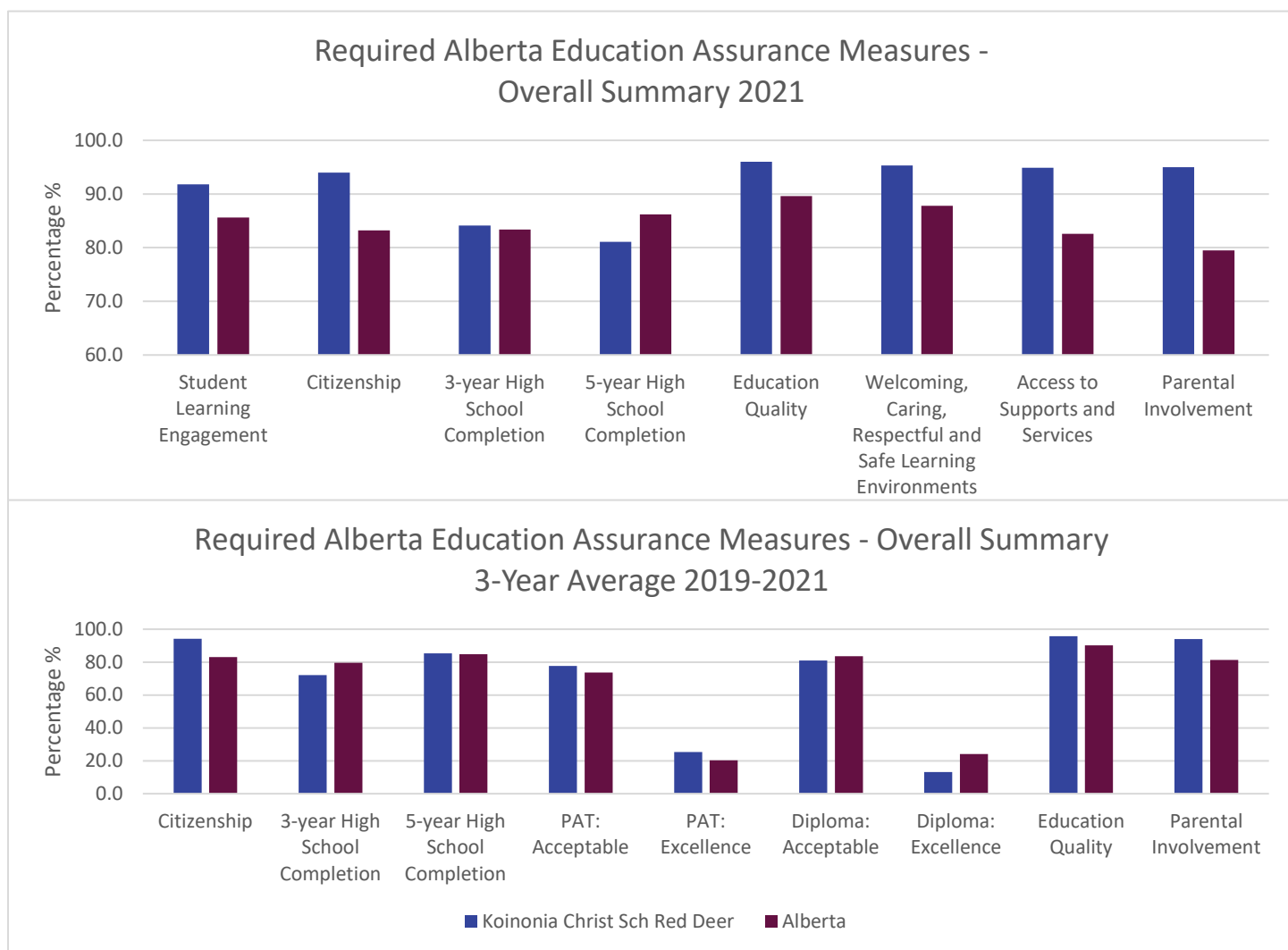


Figure 5: See Appendix 1 for a copy of the official Alberta Education results and footnotes. Note: "Caution should be used when interpreting survey results over time as 2020-21 was a pilot year for the Alberta Education Assurance survey and participation was impacted by the COVID-19 pandemic." (Alberta Education Assurance Measure Results, Spring 2021, p.1)

¹ (Alberta Education Funding Manual, September 2021, pp. 21-25)

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

When the COVID-19 pandemic began in March 2020, the leadership and staff of KCS-RD were determined to find solutions to minimize the effects of the societal changes related to government health restrictions on student learning. This dedication continued into the 2020-2021 school year which seemed like a winter season for most of our school



community. KCS-RD parents, students and staff typically thrive on numerous fellowship opportunities through worship services, student council events, international mission and cultural trips, athletic program participation, field trips, cross-grade service opportunities and projects, and excellence in fine arts experiences and productions. In 2020-2021, KCS-RD families and staff experienced a different season due to the restrictions required for class cohorting, physical distancing, masking and cancellation of large gatherings required by government authorities. The restrictions placed a long pause on most of these fellowship and rich learning experiences.

Maintaining mental wellness became a focus of staff professional development to support staff and student wellness. Professional educational leaders from Trinity Western University and a mental health program director from the Alberta Children’s hospital presented their perspectives and practical tips for supporting mental wellness. In addition, KCS-RD contracted an art therapist who worked with students struggling with more intense mental health challenges. The sessions occurred on our campus and in virtual sessions with Koinonia@Home students. On occasion, collaboration with medical professionals was required in a team effort to support student wellness.

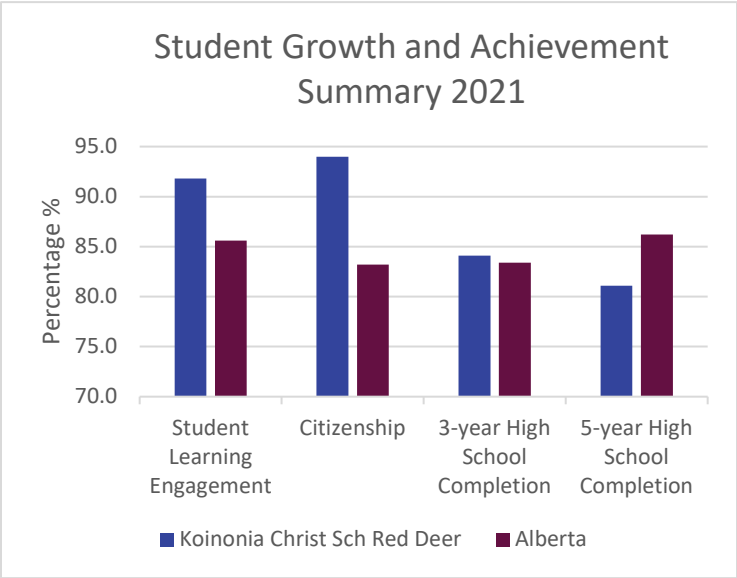


Figure 6

A strong Christian faith fosters perseverance with joy through adversity. Despite the emotional impact of the regulatory requirements and physical restrictions imposed on the learning environments, our students’ academic growth and achievement included an improvement in our three-year high school completion rate and our members reported high levels of engagement and citizenship in their survey responses.

Our staff intentionally focused on carefully balancing students’ mental and physical health needs while maintaining a clear focus on achieving academic outcomes. Student progress was closely monitored and individual program planning for career goals was emphasized. As a result, our academic achievement measures showed consistent and, in some areas, slight improvements over previous years (see graphs of data).

AEAM Overall Summary for KCS-RD Student High School Completion Rates

	Koinonia Christ Sch Red Deer													Alberta									
	2016		2017		2018		2019		2020		Measure Evaluation			2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	19	89.8	28	73.4	23	70.0	32	72.8	23	84.1	Intermediate	Improved	Good	44,823	78.5	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4
4 Year Completion	13	78.7	19	95.0	29	78.5	23	78.9	33	86.4	Intermediate	Maintained	Acceptable	43,739	81.6	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0
5 Year Completion	11	74.6	13	78.7	19	95.0	29	82.6	23	81.1	Intermediate	Maintained	Acceptable	44,191	83.6	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2

See [Appendix 2](#) for a complete copy of the official Alberta Education results and footnotes.

Further success is noted in the following supplemental data from the AEAM reports related to measures of student learning that reflect achievement, including eligibility for the Rutherford Scholarship for high school students. (Please note: Alberta Education Assurance Measures on the achievement of students who are supported in their language development (EAL) and students who self-identify as First Nations, Metis and/or Inuit (FNMI) are suppressed in the 2021-2022 data due to low numbers). Due to the omission of standardized measures (provincial achievement tests (PAT) and diploma exams

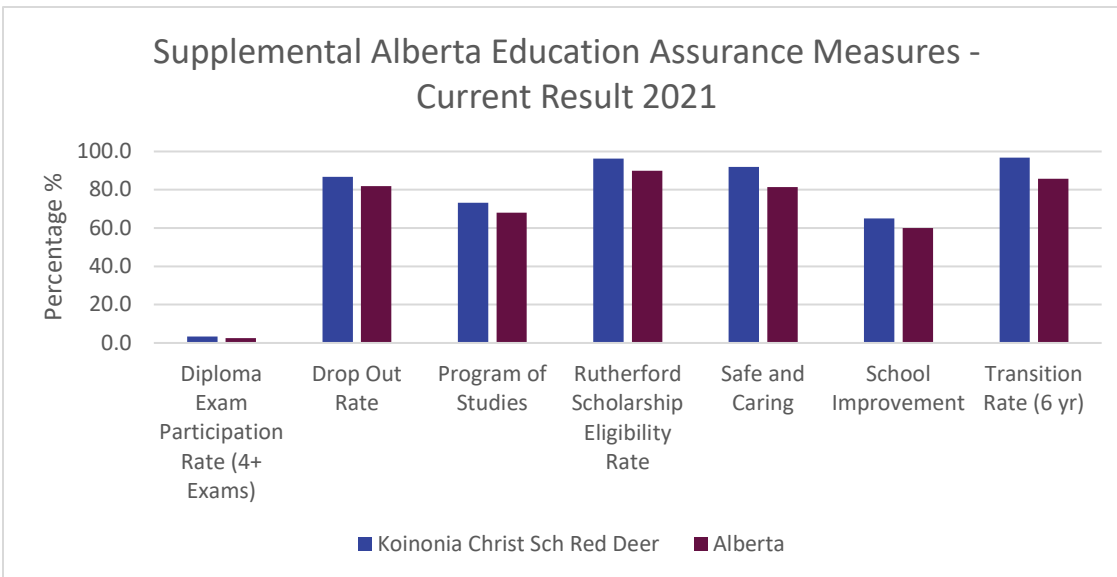


Figure 7: See [Appendix 2](#) for a copy of the official Alberta Education results and footnotes.

instruction, assessment, and evaluation to meet this need: [The 6+1 Traits of Writing Approach](#). In May, goals for the implementation of the program were included as part of the [2021-2024 Education Plan & Assurance Report](#). A [professional community of practice \(CoP\)](#) of three teachers and a vice-principal was established to launch the initiative. This fall, dedicated time was set aside in the timetable to support the work of these educators. Our teachers and leaders look forward to future opportunities to share the program development and its results with our parents and stakeholders.

Data from a local survey of our campus teaching staff’s response to the professional development they had received to support implementation of the 6+1 writing approach was gathered and used to set goals in the current Education Plan. After further professional development this fall, the same survey was administered to staff, and both sets of data are displayed in the graph below. Based on the results, the campus staff has gained understanding and confidence since the initiative began, even though we have three new teachers on staff since last spring. We look forward to future focus group sessions with parents and students to capture the effects of this initiative on student growth and achievement in writing.

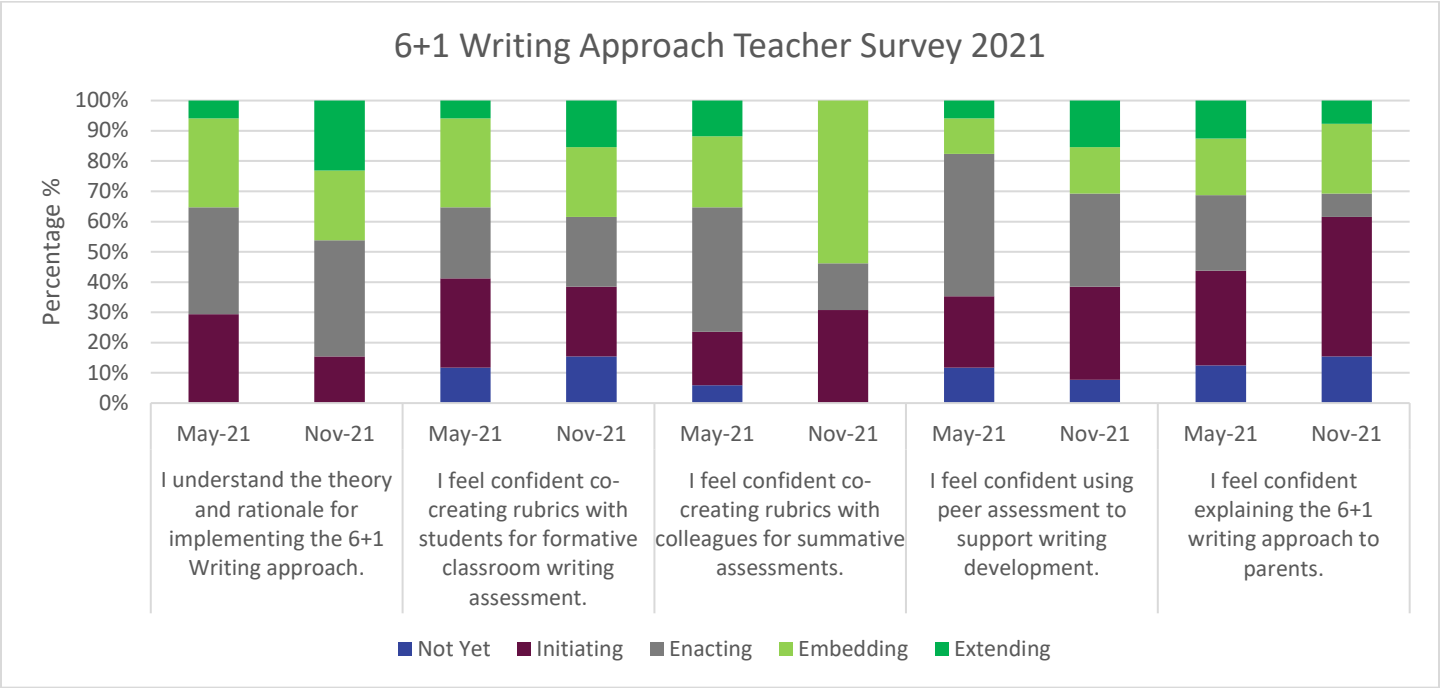


Figure 8

Student Growth and Achievement: Learning Engagement

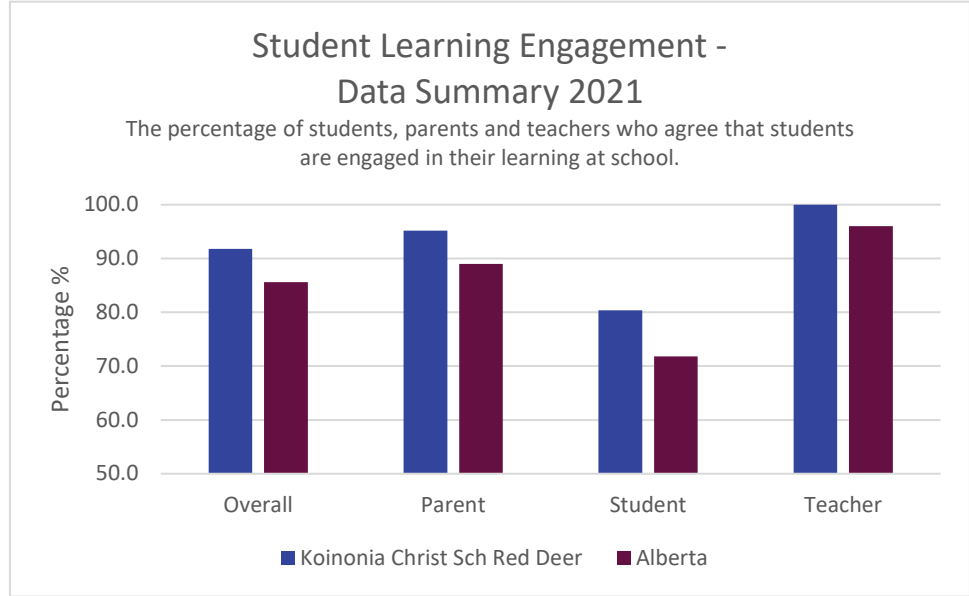


Figure 9: Note: Three-year trends are not available as this is the first year this data has been collected.

Student engagement is an important key to academic achievement. While results show that parents, students, and teachers all report higher levels of achievement than the Alberta average, it is noteworthy that student results are lower than those reported by parents and teachers. Upon closer examination of the results, engaging students in a discussion about their interest in mathematics will help clarify how to improve their engagement. As well, a conversation about the meaning of the questions related to engagement in learning may reveal more valid results as there were some students who selected the option “I do not know” in response to the survey questions.

Staff professional development on the assurance measures in the spring of 2021 focused on possible ways to create a culture of engagement in the school so that a shared meaning could be established about engagement between leaders, teachers, students, and parents. Last year (2020-2021) was the first year this measure has been used in our school assurance surveys. As KCS-RD refines its work in the assurance model by instituting more focus groups and surveys, we expect these results will improve beyond the strong results already reflected in AEAM results.

Student Growth and Achievement: Citizenship

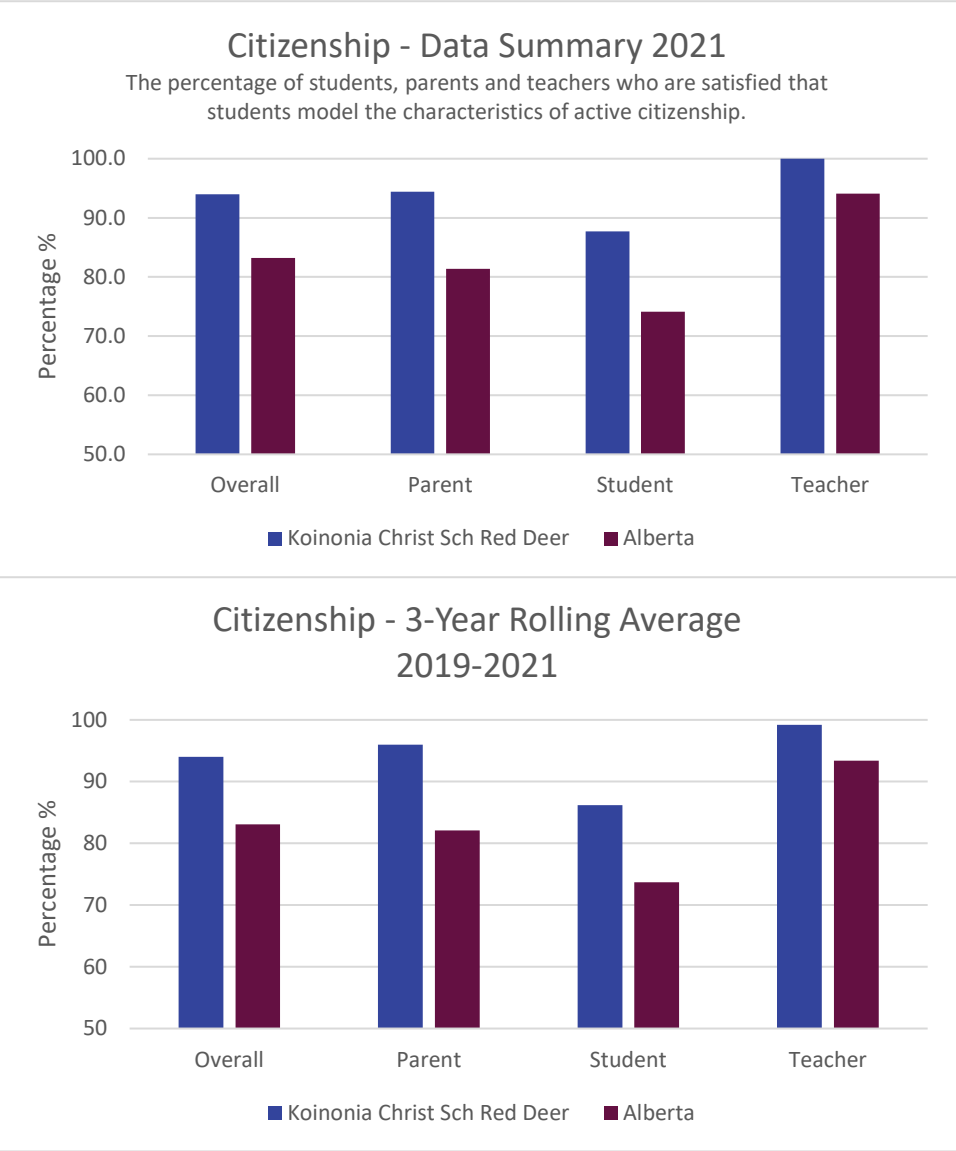


Figure 10: See Appendix 4 for a copy of the official Alberta Education results and footnotes.

Citizenship is valued in our Christian school community as demonstrated by the responses of students, parents, and teachers to the survey questions on this measure. It is important to note the excellent results that have been consistent for a three-year period. Our current [Education Plan](#) addresses citizenship in response to a small dip in results from students in the 2019-2020 school year with a renewed look at Biblical integration in our school culture. The implementation of health restrictions in March 2020 revealed areas where our service to each other and the community could be enhanced. In response to student interest, in September 2021 we began a peer-mentoring program to engage more students in service opportunities and build stronger relationships within the student body. We also recognize, upon closer inspection of the detailed data, that a fair number of students in 2020-2021 were not satisfied with community involvement and believe this is related to the cancellation of our regular school activities mentioned earlier in this report due to health restrictions on gathering and fellowship. Many students selected the option “I do not know” in

response to the survey questions. As we examine our school culture this year, we will work towards a clearer, shared understanding of citizenship with students and look forward to involving them in the process as noted in our goals.

ASSURANCE DOMAIN: LEARNING SUPPORTS

Closely resembling the data from measures of a culture of citizenship, parents, students, and teachers in KCS-RD indicated they feel welcomed and cared for in our learning environments. They also agree there is a high level of access

to learning supports and services required for student achievement and well-being. A significant number of students (14) of the 21 who self-identified as FNMI on their registration form were students in Home Education parent-directed programming. All students, including Koinonia@Home students, receive access to our lending library and subscriptions that include a focus on First Nations, Inuit, and Metis perspectives. In addition, individual learning needs were addressed through virtual consultation with professional wraparound services noted earlier in this report.

These exemplary results were consistent with the supplementary data on survey questions related to safe and caring school measures (see [appendix 5](#)). We will continue to focus on the individual needs of students, carefully monitoring that our intentions are reflected in the results we have achieved in the past. We attribute these results to our focus on each student as a unique image-bearer of God and the effective working relationships we have fostered with the professionals who support our programs.

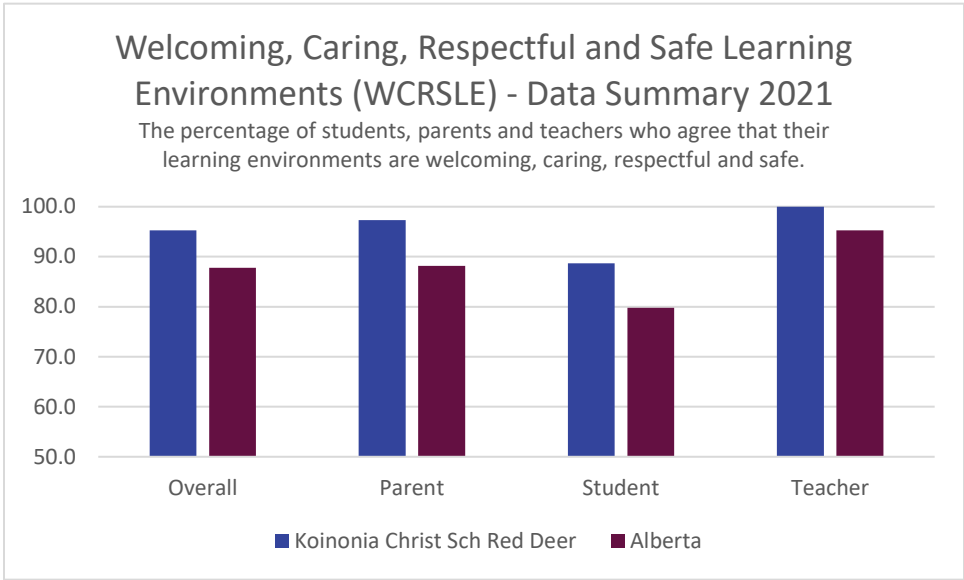


Figure 11: Note three-year trends are not available as this is the first year this data has been collected.

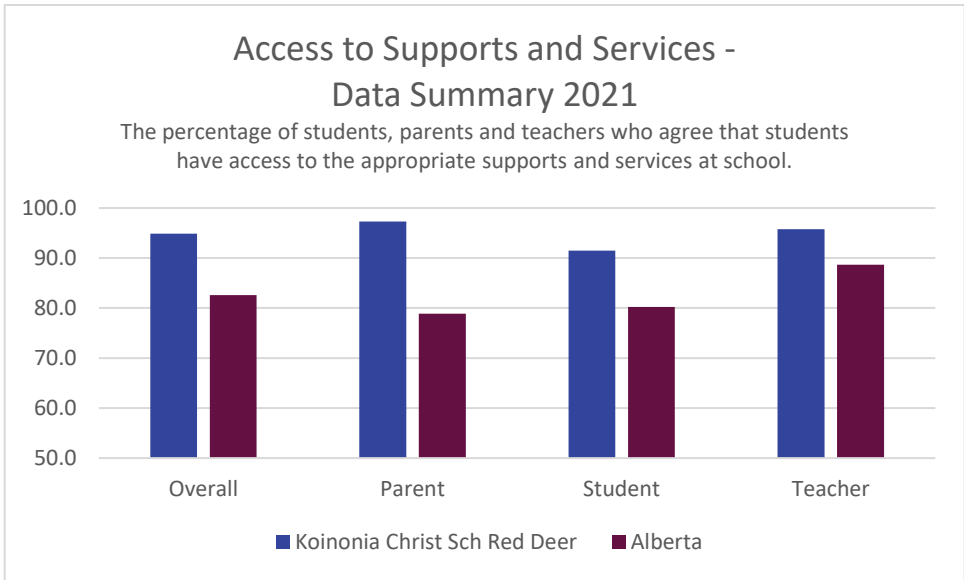


Figure 12: See [Appendix 5](#) for a copy of the official Alberta Education results and footnotes on these measures of the assurance measures related to Learning Supports.

ASSURANCE DOMAIN: TEACHING AND LEADING

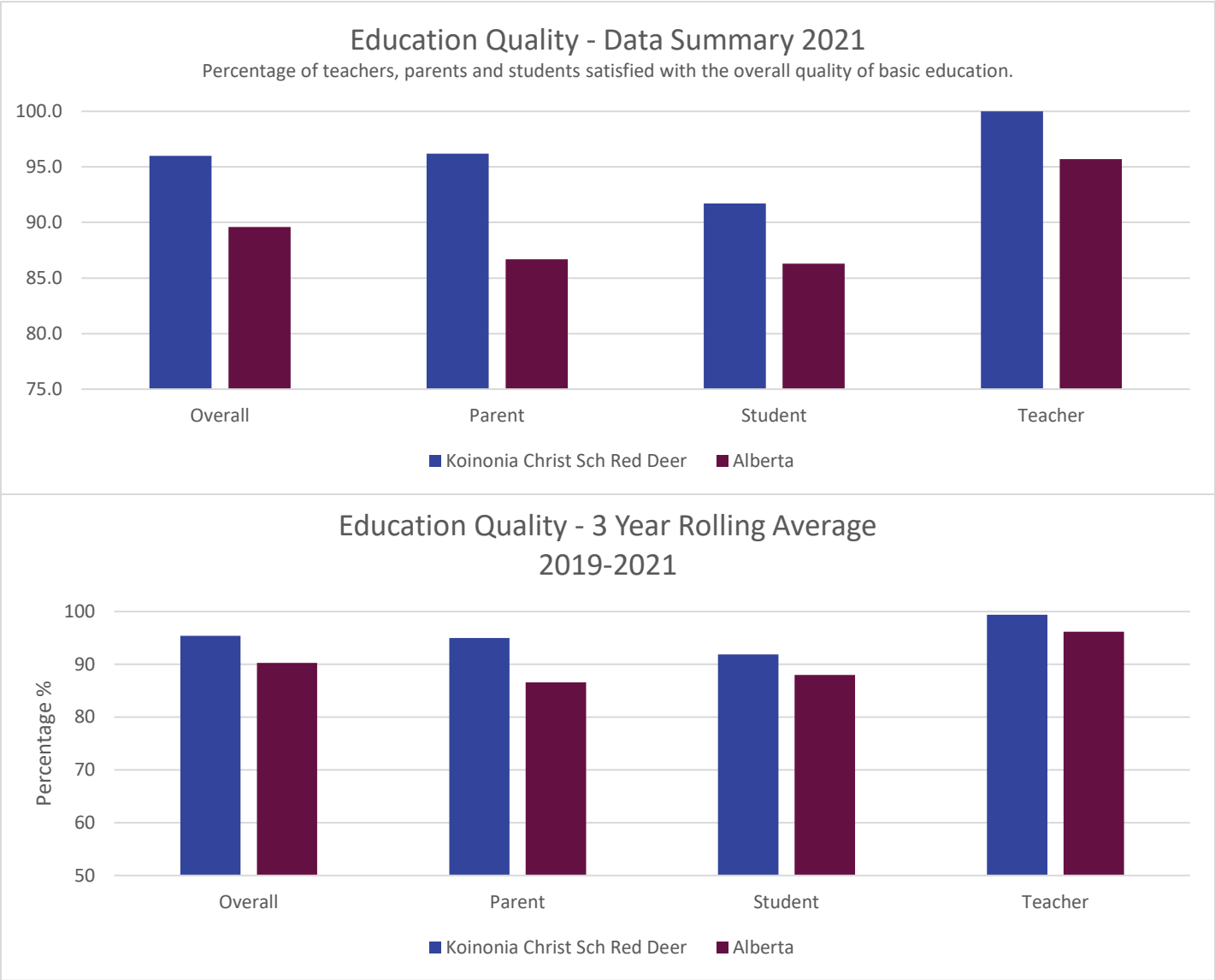


Figure 13

The measures on teaching and leading reflect KCS-RD's commitment to excellent academic achievement based on the learning outcomes in the Alberta Program of Studies. Student satisfaction was lowest in the junior high grades where the greatest number of students experienced mental health challenges related to the isolation and impact of the health restrictions.

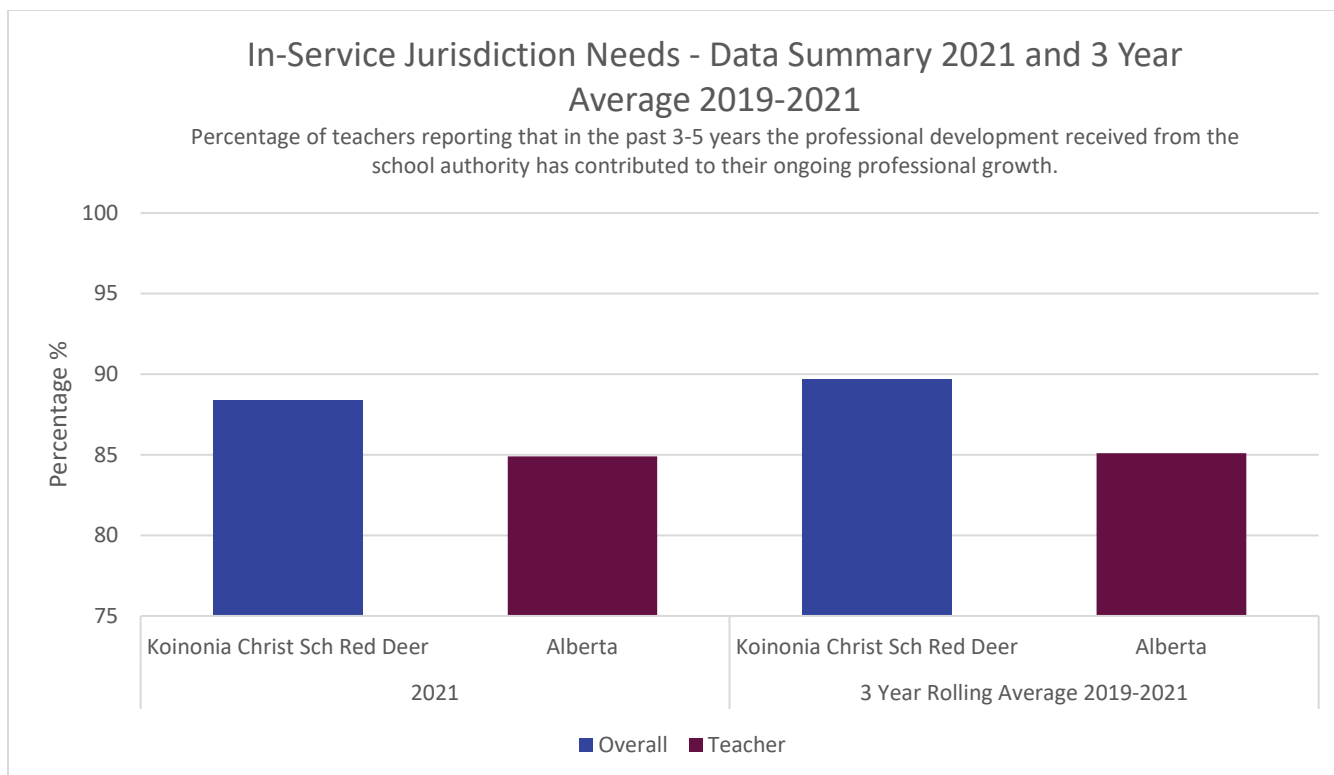


Figure 14

To assess our results in the area of teaching and leading, we also closely examined teacher satisfaction with professional development opportunities. In 2020-21, teachers were slightly less satisfied with the professional development offered by the school. In conversation with teachers to analyze these results, staff indicated they experienced a sense of isolation during virtual sessions preventing collegial conversations, frustration with cancellation of sessions due to the impact of health restrictions, and awareness that the necessity of workshops related to supporting student and personal mental health precluded other professional development related to pedagogy and curriculum that may have been more interesting and relevant to their teaching practice. Staff have enjoyed their work on new initiatives this fall related to literacy.

The satisfaction of teachers related to overall school improvement also reflects the impact of the health restrictions in 2020-21 on the overall school environment. Despite these slight downturns, the results still reflect a comparatively high level of satisfaction when viewed alongside the average of Alberta schools. For further information see [appendix 6](#).

ASSURANCE DOMAIN: GOVERNANCE

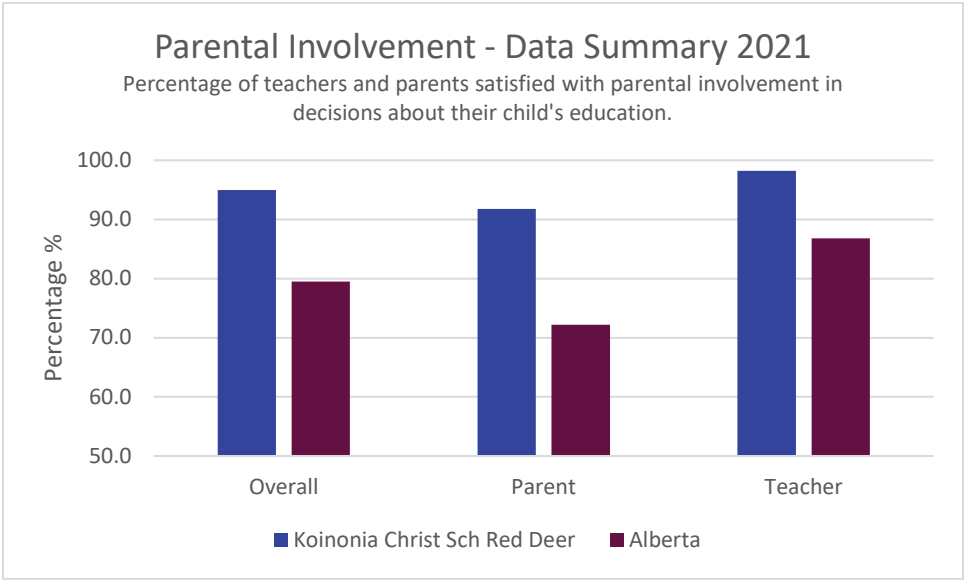


Figure 15

KCS-RD is dedicated to serving families. To fulfill this value, it is vital that both parents and teachers are satisfied with the involvement they have into school decisions. Survey results from 2020-2021 reflect a high level of satisfaction which is consistent with the historical three -year trend, as noted in the graph below and in the data available in [Appendix 7](#). Analysis of the specific questions reveals small dips in satisfaction in specific areas that we believe are a result of the impact of health restrictions last year. We look forward to our new assurance initiatives where parents will have even more direct input into school decisions as noted in our Education Plan.

Financial Information

SUMMARY OF FINANCIAL RESULTS

Government revenue has increased significantly even though enrollment in the campus went down. Instructional grants were reduced however due to increase in enrollment in Home Education and federal programs we saw a significant net increase. Special needs funding has decreased due to the decrease in enrollment numbers of severe disability students.

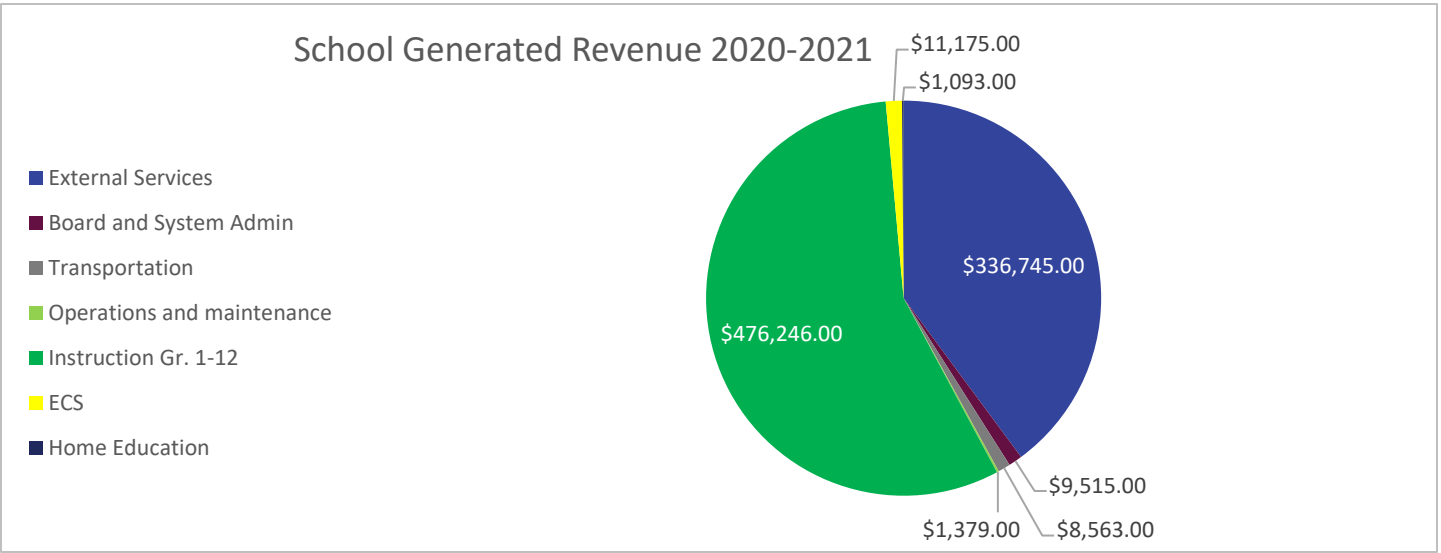


Figure 16

The amount of additional funding received was \$480,039. Federal COVID 19 funding was \$117,250 and this was used to make significant changes to the facility along with the purchase of an air diffuser to help sanitize the classrooms as well as the bus. This was of great relief for parents to know that if there were health issues in the classroom proper protocol as well as health initiatives were taken and followed.

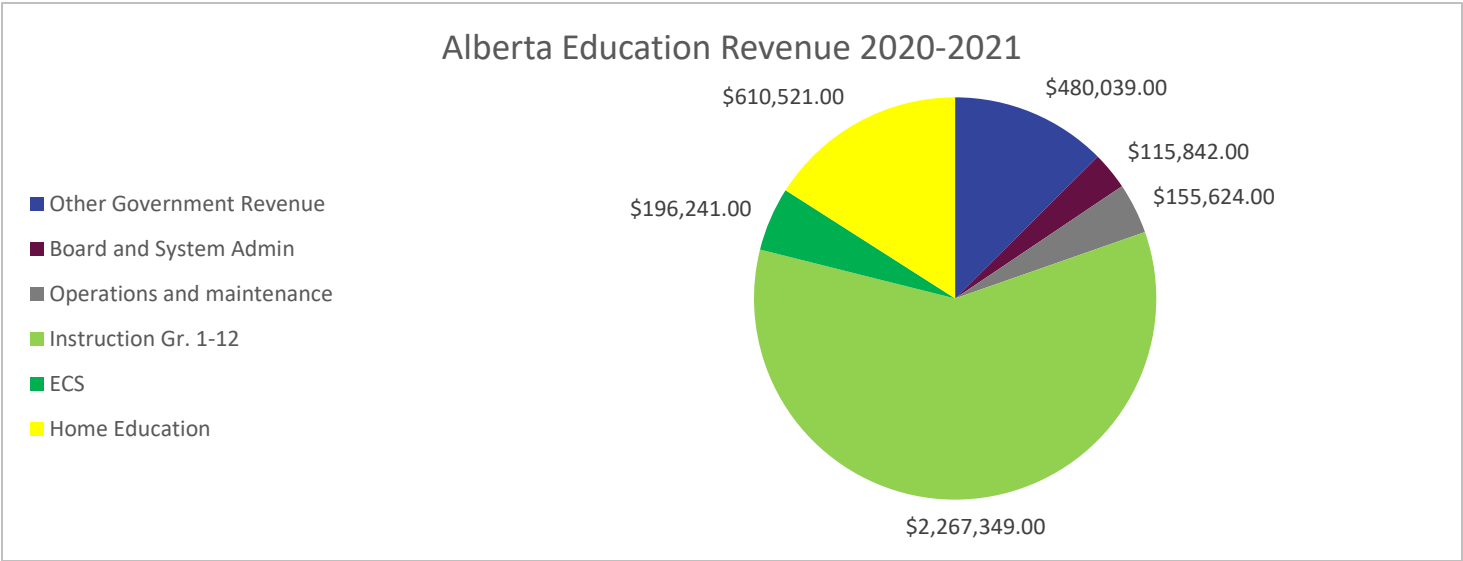


Figure 17

Government revenues compared to total revenue over the past 5 years is 71%, 71.6%, 74.5%, 77% and in 2020-21 81.5%. The 5-year average is 75.1%. The average increased because of the anomaly that occurred this past year with an increase of 4.5% due to federal funding for COVID. As our Home Education program continues to grow we will see this number grow in future years. Over the years we can see the continued dependency on government funding for the operations of our schools. Tuition will continue to rise however with the economy being as it is there is only so much that the average household can bear for tuition.

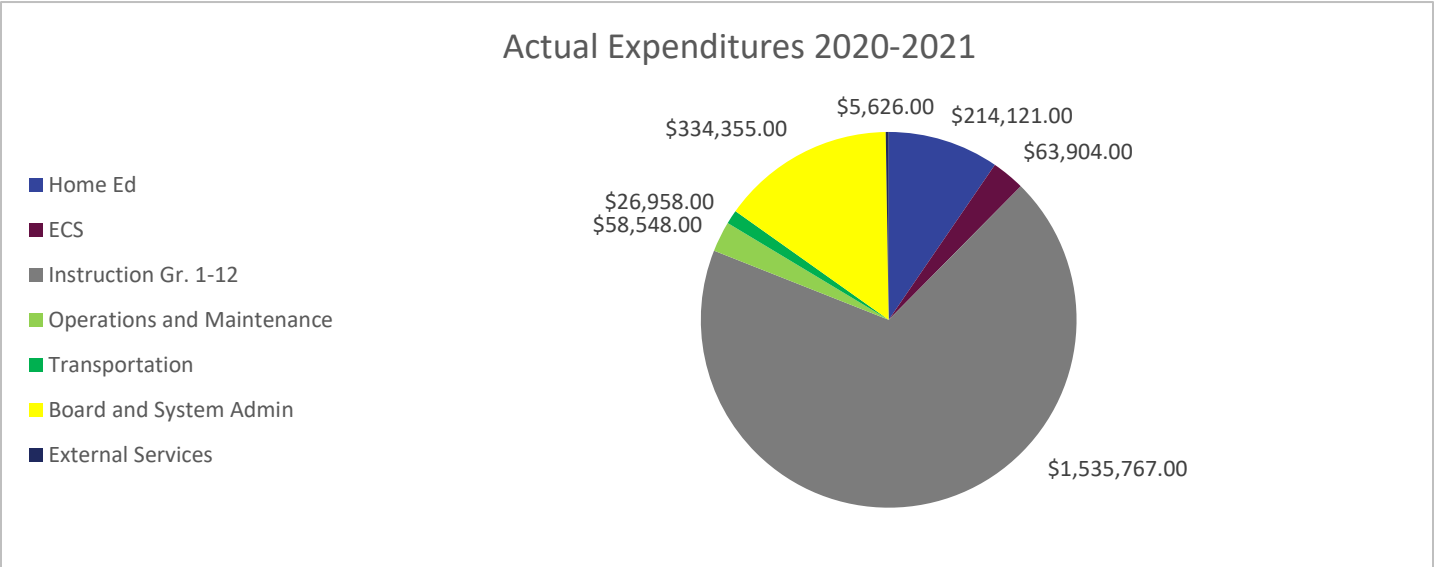


Figure 18

The auditor continues to make suggestions for improved financial reporting accurately apportioning the various pockets of monies received. It has been recommended that a financial consulting firm be retained to review practices that will be especially important in financial forecasting.

Fundraising this year was up due in part to a non-receiptable donation to the school. Net fundraising was \$136,984 and the total of gifts and donations was \$62,455. This has been a major boost to our financial giving. \$116,000 was given in

appreciation for the work that was done by the school in the lives of an alumni family. This is an indication of engaging stakeholders in our school / church community.

Five years ago, the land and building were purchased from Red Deer public. Approximately \$50,000 was set aside each year to be able to repay the non-interest-bearing loan that was secured from Red Deer Public. The \$250,000 loan was repaid this year. Along with this the mortgage was retired and is currently internally financed. This is at a cost saving of nearly \$16,000 per year.

To receive more detail on the information presented or to review the audited financial papers contact the school office at 403-346-1818 or see the link on the school website.

STAKEHOLDER ENGAGEMENT FOR FINANCIAL SUSTAINABILITY

As we review our financials, we are cognizant of the stakeholders within our community. We have the parents who send their children, board members who are elected from the parent body which includes campus, Home Education, and distance learning families. Members at large are those who are stakeholders as donors who also may be a part of the board. The church community is a stakeholder group that we are actively attempting to encourage to become more active in our community.

Summary of Financial Results

Revenue		Budget Report 2021-2022	Budget Report 2020-2021	Actual 2020-2021
	Government Revenue	83%	78%	72%
	other Government revenue	n/a	n/a	10%
	School Generated Funds	17%	22%	18%
	Total	100%	100%	100%
Expenses				
	Home Education	21%	11%	17%
	Instructional	54%	63%	54%
	Administration	11%	12%	12%
	Transportation	1%	1%	1%
	Operations and Maintenance	7%	6%	10%
	External	6%	7%	6%
	Total	100%	100%	100%

Figure 19

Engaging Stakeholders is challenging as many of our parents hold down two-three jobs to be able to afford the tuition charged by the school. Because the majority of the board is comprised of parents, there is no formal, additional parent council. A Finance Committee formed by representation from administration, a parent, the CFO, and alumni parents meet monthly and review all transactions that take place over the course of the month. They also review credit card expenditures and delinquent accounts. The Finance Committee actively engaged in the budgetary process and makes recommendations to the board through their monthly meeting minutes, including items related to policy approval, AFS approval, and input into the Education Plan and AERR. Information is shared at our AGM, parent meetings, newsletters, on Schoology, (our LMS) and postings on our web site.

BUDGET SUMMARY

Tuition Assistance continues to be requested more now than ever before as the down turn in the economy as a result of reduction in fossil fuel usage combined with COVID. As part of the philosophy of Koinonia RD we hold strong to the

belief that every parent who wishes to have their child in Koinonia should be allowed to have that dream fulfilled and should not be inhibited by lack of finance.

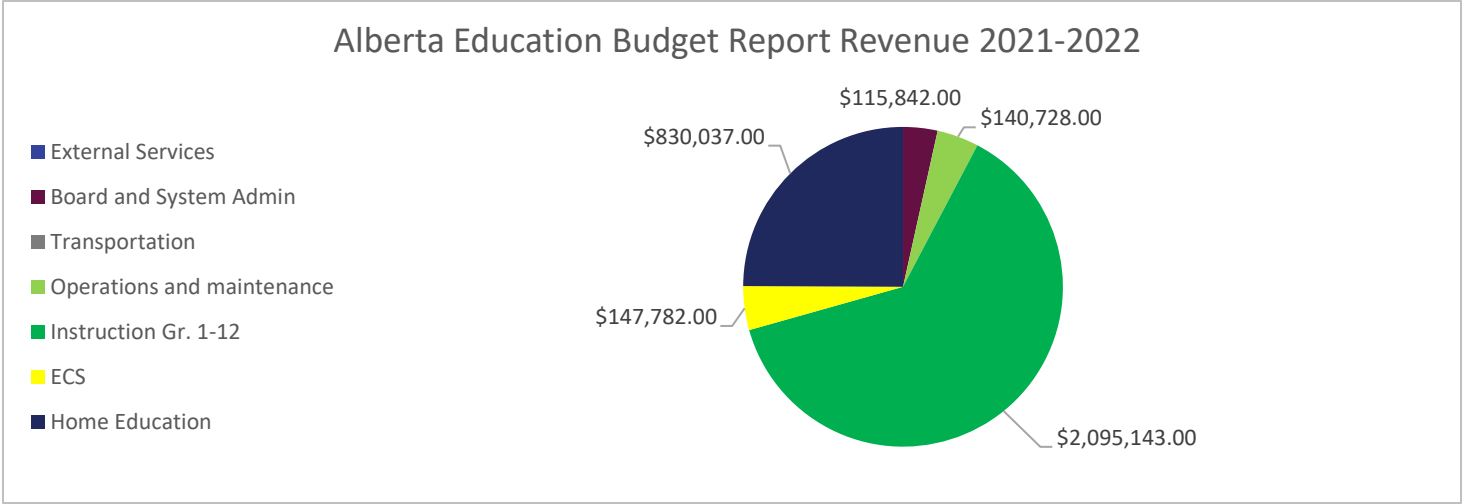


Figure 20

It is the hope of the Board to continue to ensure that salaries will increase with more than cost of living increases due to inflation. Consideration is being given to increase benefits which will be costing the school more as well. Benefits and salaries represent the highest percent of the budget even though salaries for certified staff is approximately 70% of

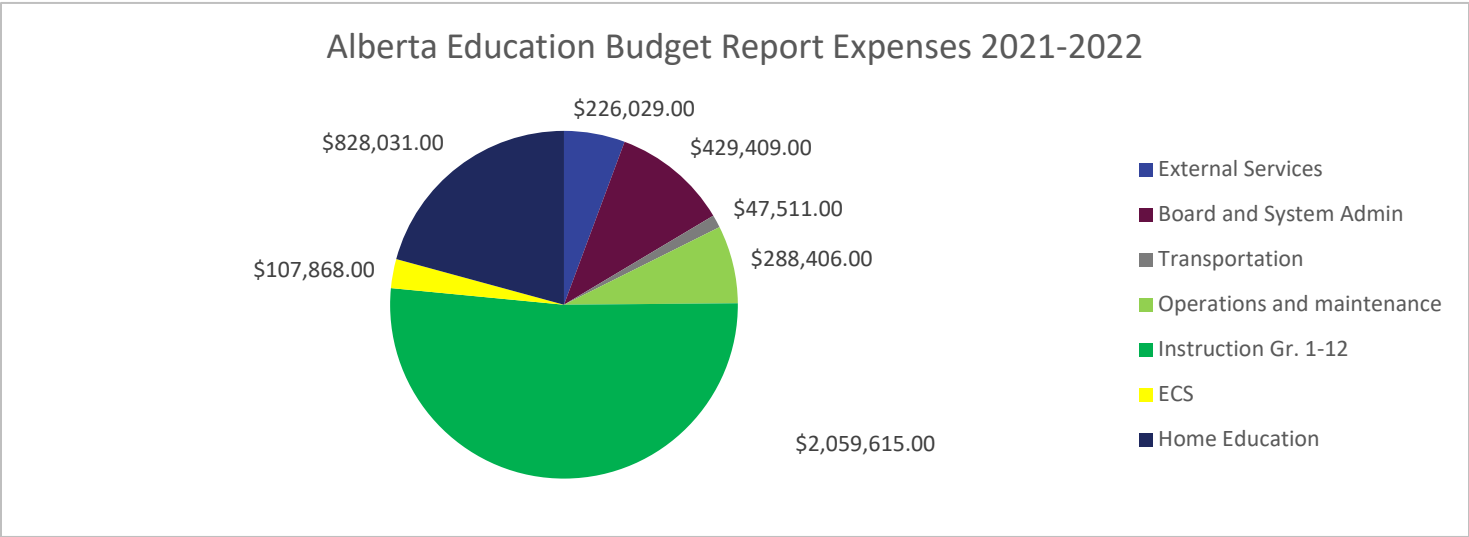


Figure 21

public-school counterpart. There will be a review also of support staff salaries in the coming year. For both teaching and support staff, tuition free benefit is extended relative to FTE meaning that an individual working in a .75 position would receive a tuition benefit of 75%.

The WMA for calculation of instructional grants is not friendly for small independent schools. Many schools lost enrollment due to COVID in 2021. In the future, when new enrollment occurs, the full effect of this growth in the budget will not happen until 3 years have passed. We are, therefore, projecting a decline in government funding only because of the absence of Federal Government funding for COVID relief.

It is expected that Home Education will continue to grow as the program grows. This program was invaluable as an instrument that parents could avail themselves of during COVID.

Whistleblower Protection

A policy was adopted in March of 2014 and revised in March 2019. To date there are no disclosures reported to the Chief Officer of KCS-RD in the 2020-2021 school year.

Annual Education Assurance Measure Results

Koinonia Christian School Red Deer School Authority

Appendix 1

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 5195 Koinonia Christian School (Red Deer)

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 Summary 2020-2021	Student Learning Engagement	91.8	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	94.0	92.7	94.2	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	84.1	72.8	72.1	83.4	80.3	79.6	Intermediate	Improved	Good
	5-year High School Completion	81.1	82.6	85.4	86.2	85.3	84.8	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a	77.7	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	25.4	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	81.0	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	13.1	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.0	95.4	95.7	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.3	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	94.9	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	95.0	92.6	94.0	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 5195 Koinonia Christian School (Red Deer) (FNMI)

Assurance Domain	Measure	Koinonia Christ Sch Red Deer (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	*	*	n/a	62.0	55.9	55.6	*	n/a	n/a
	5-year High School Completion	n/a	*	n/a	68.1	65.0	63.4	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	77.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	11.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 5195 Koinonia Christian School (Red Deer) (ESL)

Assurance Domain	Measure	Koinonia Christ Sch Red Deer (ESL)			Alberta (ESL)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	*	*	n/a	78.7	74.1	75.0	*	n/a	n/a
	5-year High School Completion	*	*	n/a	86.9	85.0	84.9	*	n/a	n/a
	PAT: Acceptable	n/a	n/a	62.5	n/a	n/a	69.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	8.3	n/a	n/a	16.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	73.2	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	16.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Appendix 2

Supplemental Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 5195 Koinonia Christian School (Red Deer)

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
Diploma Exam Participation Rate (4+ Exams)	n/a	53.8	48.0	n/a	56.6	56.4	n/a	n/a	n/a
Drop Out Rate	3.4	3.5	2.4	2.6	2.7	2.6	High	Maintained	Good
Program of Studies	86.7	89.4	88.1	81.9	82.4	82.1	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	73.3	78.1	76.8	68.0	66.6	64.9	High	Maintained	Good
Safe and Caring	96.2	93.8	94.5	90.0	89.4	89.1	n/a	n/a	n/a
School Improvement	92.0	87.4	87.5	81.4	81.5	81.0	n/a	n/a	n/a
Transition Rate (6 yr)	65.0	64.1	65.1	60.0	60.3	59.5	High	Maintained	Good
Work Preparation	96.7	99.1	97.1	85.7	84.1	83.2	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Only supplemental measures with Achievement standards are included in the Supplemental AEAMs – Overall Summary.
3. Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
4. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

High School Completion Rate – Measure History

School: 5195 Koinonia Christian School (Red Deer)

Province: Alberta

	Koinonia Christ Sch Red Deer										Alberta												
	2016		2017		2018		2019		2020		Measure Evaluation			2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	19	89.8	28	73.4	23	70.0	32	72.8	23	84.1	Intermediate	Improved	Good	44,823	78.5	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4
4 Year Completion	13	78.7	19	95.0	29	78.5	23	78.9	33	86.4	Intermediate	Maintained	Acceptable	43,739	81.6	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0
5 Year Completion	11	74.6	13	78.7	19	95.0	29	82.6	23	81.1	Intermediate	Maintained	Acceptable	44,191	83.6	43,736	83.8	44,842	85.2	44,988	85.3	44,972	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. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
4. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

Appendix 3

Student Learning Engagement – Measure History

School: 5195 Koinonia Christian School (Red Deer)

Province: Alberta

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

	Koinonia Christ Sch Red Deer													Alberta									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	219	91.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	62	95.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	124	80.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

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

Appendix 4

Citizenship – Measure History

School: 5195 Koinonia Christian School (Red Deer)

Province: Alberta

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

	Koinonia Christ Sch Red Deer													Alberta									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	204	95.2	259	94.7	302	95.2	305	92.7	220	94.0	n/a	n/a	n/a	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	54	97.8	73	98.1	110	96.5	118	96.6	62	94.4	n/a	n/a	n/a	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	122	89.3	167	86.1	170	90.0	159	82.3	124	87.7	n/a	n/a	n/a	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	28	98.5	19	100.0	22	99.1	28	99.3	34	100.0	n/a	n/a	n/a	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

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.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Appendix 5

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) – Measure History

School: 5195 Koinonia Christian School (Red Deer)

Province: Alberta

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									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	220	95.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	62	97.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	124	88.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	34	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3

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

Access to Supports and Services – Measure History

School: 5195 Koinonia Christian School (Red Deer)

Province: Alberta

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

	Koinonia Christ Sch Red Deer													Alberta									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	220	94.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	62	97.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	124	91.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	34	95.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7

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

Appendix 6

Teaching & Leading

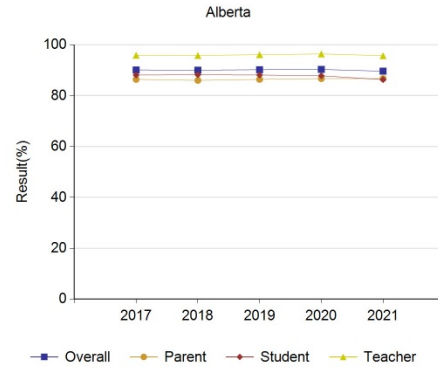
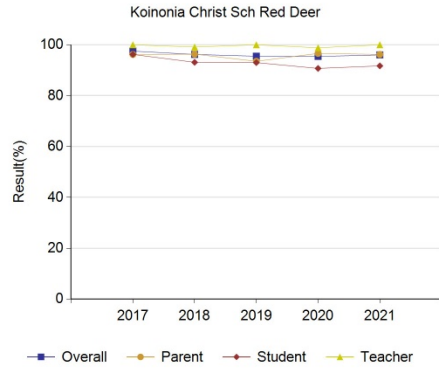
A.4 Education Quality - Measure History

School: 5195 Koinonia Christian School (Red Deer)

Province: Alberta

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

	Koinonia Christ Sch Red Deer													Alberta									
	2017		2018		2019		2020		2021					Measure Evaluation			2017		2018		2019		2020
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	204	97.5	259	96.2	302	95.5	304	95.4	220	96.0	n/a	n/a	n/a	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	54	96.2	73	96.3	110	93.5	118	96.6	62	96.2	n/a	n/a	n/a	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	122	96.2	167	93.1	170	93.0	159	90.7	124	91.7	n/a	n/a	n/a	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	28	100.0	19	99.1	22	100.0	27	98.8	34	100.0	n/a	n/a	n/a	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7



Notes:

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

Teaching & Leading

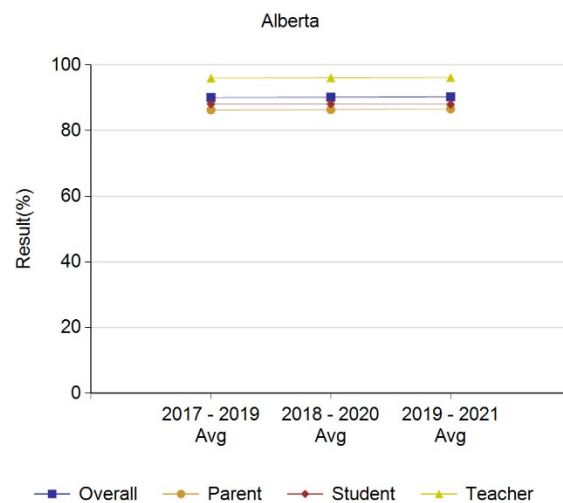
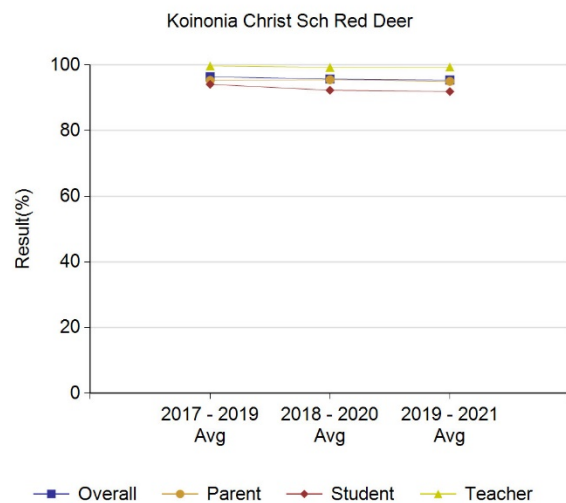
A.4 Education Quality - 3 Year Rolling Average

School: 5195 Koinonia Christian School (Red Deer)

Province: Alberta

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

	Koinonia Christ Sch Red Deer						Alberta					
	2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	255	96.4	288	95.7	303	95.4	273,373	90.1	261,497	90.2	265,232	90.3
Parent	79	95.3	100	95.5	114	95.0	34,547	86.3	35,889	86.4	36,085	86.6
Student	153	94.1	165	92.3	165	91.9	206,357	88.1	192,311	88.1	195,523	88.0
Teacher	23	99.7	23	99.3	25	99.4	32,469	96.0	33,296	96.1	33,625	96.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
3. 2020/21 results are not included in the 3-year average as the AEA survey was introduced as a pilot and participation was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

D.6 In-service jurisdiction Needs

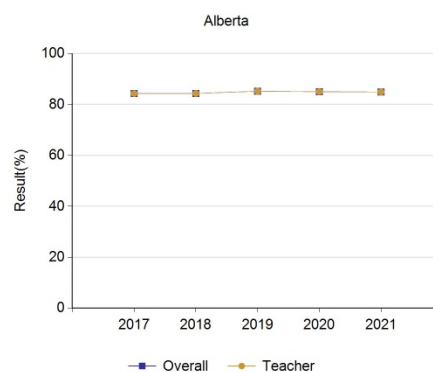
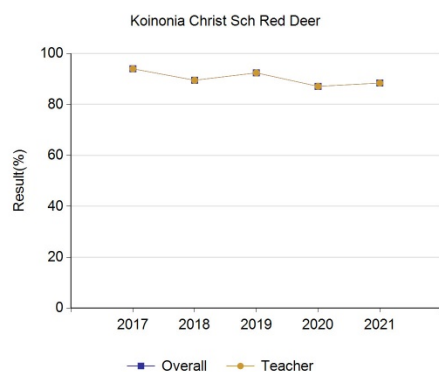
Measure History

School: 5195 Koinonia Christian School (Red Deer)

Province: Alberta

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	Koinonia Christ Sch Red Deer										Alberta												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	28	94.0	19	89.5	22	92.4	29	87.1	32	88.4	n/a	n/a	n/a	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9
Teacher	28	94.0	19	89.5	22	92.4	29	87.1	32	88.4	n/a	n/a	n/a	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9



Notes:

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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.

D.6 In-service jurisdiction Needs

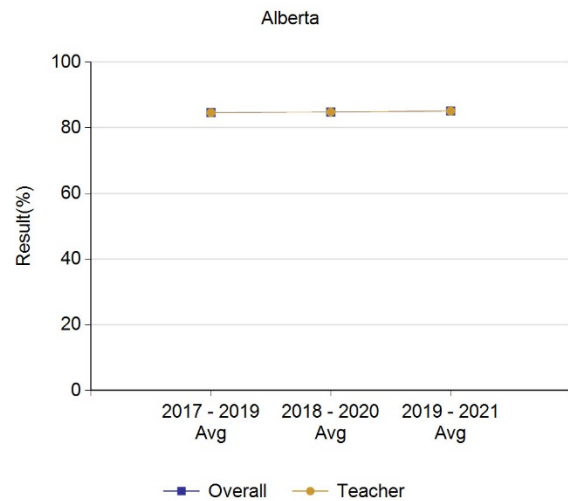
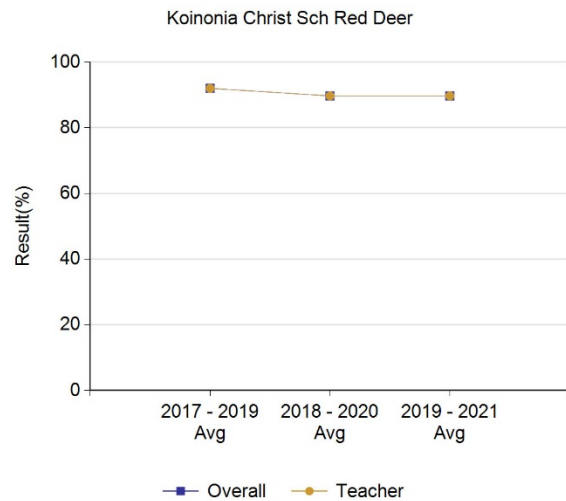
3 Year Rolling Average

School: 5195 Koinonia Christian School (Red Deer)

Province: Alberta

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	Koinonia Christ Sch Red Deer						Alberta					
	2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	23	92.0	23	89.7	26	89.7	32,263	84.6	33,089	84.8	33,420	85.1
Teacher	23	92.0	23	89.7	26	89.7	32,263	84.6	33,089	84.8	33,420	85.1



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 2020/21 results are not included in the 3-year average as the AEA survey was introduced as a pilot and participation was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

E.2 School Improvement

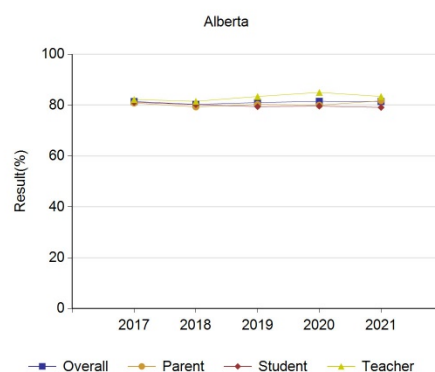
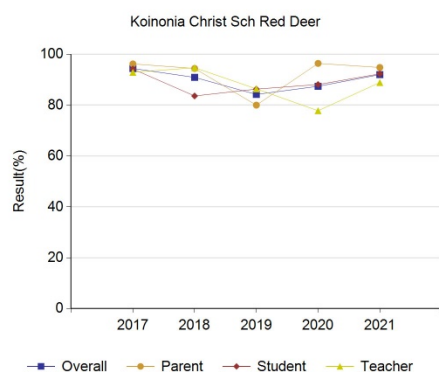
Measure History

School: 5195 Koinonia Christian School (Red Deer)

Province: Alberta

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

	Koinonia Christ Sch Red Deer													Alberta									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	202	94.4	256	90.9	297	84.2	298	87.4	208	92.0	n/a	n/a	n/a	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4
Parent	52	96.2	71	94.4	105	80.0	112	96.4	58	94.8	n/a	n/a	n/a	31,845	80.8	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7
Student	122	94.2	166	83.6	170	86.3	159	88.1	123	92.3	n/a	n/a	n/a	234,964	81.1	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1
Teacher	28	92.9	19	94.7	22	86.4	27	77.8	27	88.9	n/a	n/a	n/a	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4



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

E.2 School Improvement

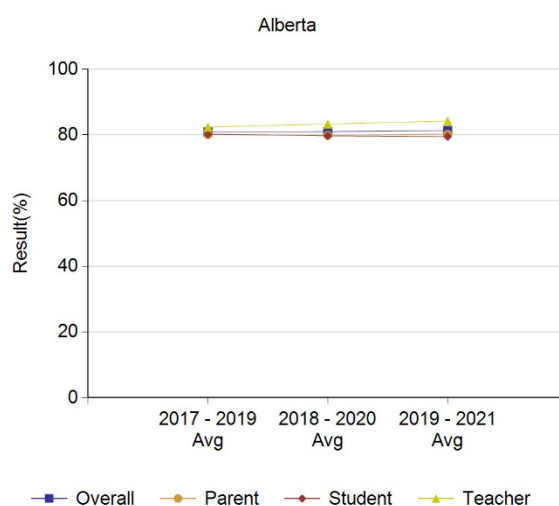
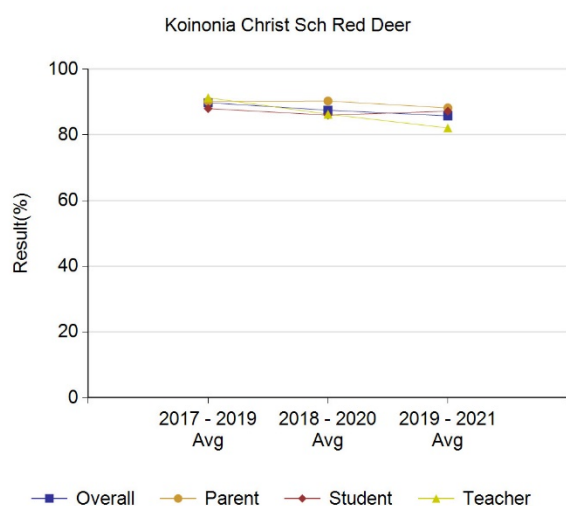
3 Year Rolling Average

School: 5195 Koinonia Christian School (Red Deer)

Province: Alberta

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

	Koinonia Christ Sch Red Deer						Alberta					
	2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	252	89.8	284	87.5	298	85.8	270,747	80.9	258,896	81.0	262,722	81.3
Parent	76	90.2	96	90.3	109	88.2	33,414	80.1	34,764	79.9	35,028	80.2
Student	153	88.0	165	86.0	165	87.2	205,554	80.2	191,538	79.7	194,755	79.5
Teacher	23	91.3	23	86.3	25	82.1	31,780	82.4	32,594	83.3	32,940	84.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
3. 2020/21 results are not included in the 3-year average as the AEA survey was introduced as a pilot and participation was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Appendix 7

Governance

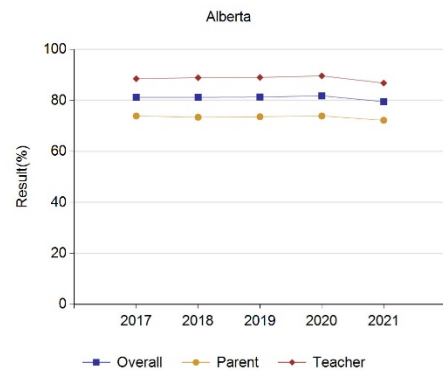
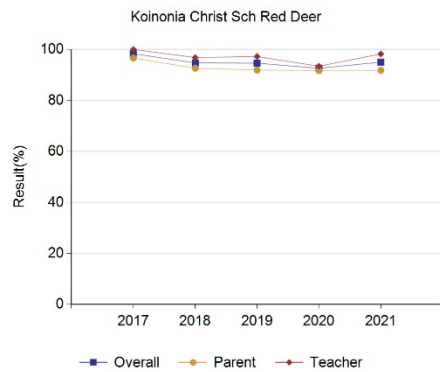
C.1 Parental Involvement - Measure History

School: 5195 Koinonia Christian School (Red Deer)

Province: Alberta

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

	Koinonia Christ Sch Red Deer													Alberta									
	2017		2018		2019		2020		2021					Measure Evaluation			2017		2018		2019		2020
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	81	98.3	92	94.7	132	94.6	143	92.6	93	95.0	n/a	n/a	n/a	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	53	96.6	73	92.6	110	91.9	115	91.7	59	91.8	n/a	n/a	n/a	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	28	100.0	19	96.8	22	97.2	28	93.4	34	98.2	n/a	n/a	n/a	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8



Notes:

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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.

Governance

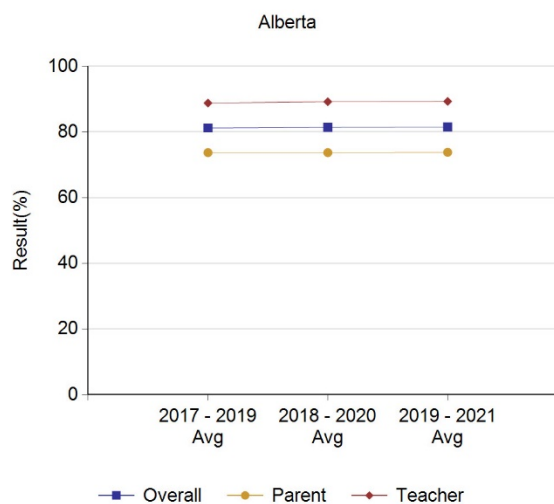
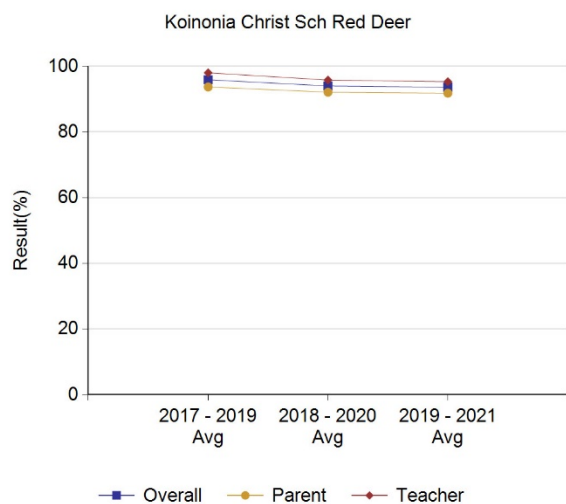
C.1 Parental Involvement - 3 Year Rolling Average

School: 5195 Koinonia Christian School (Red Deer)

Province: Alberta

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

	Koinonia Christ Sch Red Deer						Alberta					
	2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	102	95.9	122	94.0	138	93.6	66,510	81.2	68,667	81.4	69,247	81.5
Parent	79	93.7	99	92.1	113	91.8	34,149	73.7	35,499	73.7	35,750	73.8
Teacher	23	98.0	23	95.8	25	95.3	32,361	88.8	33,168	89.2	33,497	89.3



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 2020/21 results are not included in the 3-year average as the AEA survey was introduced as a pilot and participation was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.