
Canadian Reformed School Society of Calgary

(Tyndale Christian School)

3-Year Education Plan and Annual Education Results Report (AERR)

January 6, 2020

Accountability Statement

The Annual Education Results Report for the 2018-2019 school year and the Education Plan for the three years commencing September 1, 2019 for the Canadian Reformed School Society were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2018/2019 school year and the three-year Education Plan for 2019-2022 on December 18, 2019.



Tony Dewit
Board President

Signed this 18th day of December, 2019.

Combined 2019 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure	Tyndale Christian School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	97.5	97.9	99.1	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	83.1	84.6	89.0	82.2	81.8	81.9	Very High	Declined	Good
	Education Quality	95.1	97.1	97.7	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	0.0	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	*	*	100.0	79.1	78.0	77.5	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	86.1	85.7	90.7	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	22.2	17.9	28.9	20.6	19.9	19.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	100.0	83.7	84.6	83.6	83.7	83.1	Very High	Improved	Excellent
	Diploma: Excellence	32.0	20.9	27.2	24.0	24.2	22.5	Very High	Maintained	Excellent
	Diploma Exam Participation Rate (4+ Exams)	*	*	100.0	56.3	55.7	55.1	*	*	*
	Rutherford Scholarship Eligibility Rate	100.0	*	100.0	64.8	63.4	62.2	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	100.0	*	74.4	59.0	58.7	58.7	Very High	Improved	Excellent
	Work Preparation	100.0	100.0	100.0	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	94.7	95.3	97.5	82.9	83.0	83.5	Very High	Declined	Good
Parental Involvement	Parental Involvement	98.4	99.0	98.4	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	91.8	93.5	94.5	81.0	80.3	81.0	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- 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.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	100.0	91.7	94.7	85.7	86.1		Very High	Maintained	Excellent			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	32.1	31.9	36.8	17.9	22.2		High	Maintained	Good			

Strategies

- Professional development for teachers to promote sound teaching practice that focuses on multiple pathways to learning for all students
- Provide students with test-taking strategies, as well as opportunities that simulate Provincial Achievement Test experience
- In the case of grades with larger numbers, offering core courses to single grades (rather than the double grade model generally employed) as scheduling, teacher availability, and funding allow

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

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	92.9	76.5	93.8	83.7	100.0		Very High	Improved	Excellent			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	17.9	29.4	31.3	20.9	32.0		Very High	Maintained	Excellent			

Strategies

- Workshops for teachers of diploma courses offered through Calgary Regional Consortium and other organizations
- Intentional communication and collaboration, both formal meetings once per month and informal discussions, between teachers across subject areas in senior years, with a focus towards excellence and identifying areas for growth in students in advance of reaching diploma level courses
- Providing regular opportunities prior to Grade 12 to simulate diploma examinations
- Challenging students to exceed expectations by providing extra opportunity for practice, teacher availability outside of school hours, and encouraging diploma preparation courses

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	*	100.0	*	*	*		*	*	*			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	100.0	*	*	*		*	*	*			
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	0.0	0.0	0.0		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	*	74.4	*	100.0		Very High	Improved	Excellent			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	100.0	*	*	100.0		Very High	Maintained	Excellent			

Strategies

- Continual growth of a more formal guidance counselling program with a staff member dedicated to course selection, post-secondary discussions and applications, scholarship availability, and programming such as the registered apprenticeship program
- High school scheduling and requirements that promote active involvement in coursework, including the implementation of a daily 'study hall' that allows for regular teacher-student communication

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

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	97.4	98.7	98.4	95.3	94.7		Very High	Declined	Good			

Strategies

- Course offerings (religious studies, CALM) that not only provide opportunities, but also promote volunteering and citizenship off-campus
- Continue to promote active student-led community involvement and volunteering (Chestermere Food Bank, Calgary Pregnancy Center) as well as school clubs (Student Action Leadership Team, Political Club)

These strategies have been successful due to:

- The unity of purpose of home, school and church equipping students to be lifelong learners serving God and their neighbour.
- The parental engagement effect resulting in student success and student desire for learning. The parental engagement effect suggests that it's what parents do at home that has the greatest impact on children. The more parents and children communicate together, the better students achieve.

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated

How Tyndale Christian School strives to infuse and heighten FNMI awareness in our school:

- Teach respect for cultural diversity as described in the intended learner outcomes of the social studies curriculum.
- Emphasize a more inclusive and integrated history of Canada stressing the ongoing process of cultural interaction and adaptation of First Nations, Metis and Inuit peoples.
- Utilize our local FNMI resource/contact to provide a narrative and perspective for our students.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	90.7	91.4	90.8	84.6	83.1		Very High	Declined	Good			

Strategies

- Improve the variety of teacher taught course offerings, limiting distance or correspondence courses wherever possible as well as offering alternative programming such as the Registered Apprenticeship Program (RAP)
- Using the skill set of our current faculty, we will now offer both Art and Drama as courses for Grades 9/10, offering credits for Grade 10 students, as well as host a high school drama production in an attempt to promote a strong fine arts program
- The membership has approved a gymnasium expansion, which will help grow our physical education program and allow us to continue to grow the extracurricular athletics program, which has just been expanded this year to include Grades 7-9
- Continue to grow the guidance and career counselling program, allowing for students to have opportunities to explore different careers at university and college open houses, Skills Canada Expos, Career Fairs, and similar events
- Make use of local community experts in areas such as career studies, physical education, and fine arts
- Hiring staff with expertise in subject areas (eg. chemistry, physics) that are currently not offered as teacher-led courses in the school

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	100.0	99.8	99.4	97.9	97.5		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	98.8	98.5	97.5	97.1	95.1		Very High	Maintained	Excellent			
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.	100.0	100.0	100.0	100.0	100.0		Very High	Maintained	Excellent			
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	100.0	100.0	92.9	100.0	95.8		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	100.0	99.7	96.6	99.0	98.4		Very High	Maintained	Excellent			
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.	98.1	90.2	99.8	93.5	91.8		Very High	Maintained	Excellent			

Strategies

- Updates and education regarding school culture at the AGMs and in our weekly newsletter home, as well as consistent messaging from the school that elicits feedback and promotes the need for communication to both teachers and parents
- Regular surveying of the membership regarding the level of satisfaction with the work of the board and the school, as well as interests and input to shape future vision. A survey was recently completed in the 2018-2019 school year and results were shared with the membership.
- Provide opportunity for parental involvement via volunteer opportunities in the classroom and on different committees involved in the school
- Work within the following framework that allows for success and aligns with the mission statement of the school: *'There is unity of purpose of home, school and church that recognizes that parents are the primary educators of their children. The school assists parents in this task.'*

Summary of Financial Results

Accredited Private School Authority: Level 2 Private School – Tyndale Christian School

- Key financial information about the school year, such as significant changes over the prior year, the annual operating surplus or deficit, accumulated operating surplus and capital reserves: TCS had a surplus of the following amount: \$13,235.
- How additional financial information, including the accredited private school authority's Audited Financial Statement, can be accessed: The AFS was provided to the membership on November 21, 2019 at the Fall AGM. Members may refer to Eric Veenendaal, school treasurer for any further questions or comments.
- The total revenue received from Alberta Education in 2018-2019 was: \$450,593.

Budget Summary

Accredited Private School Authority: Level 2 Private School – Tyndale Christian School

- Key financial information about the upcoming school year: TCS can provide the means necessary to operate. Anticipated major change: Building expansion and declining enrollment numbers. AGM's will be scheduled to discuss how this will affect the membership financially.
- How to access additional budget information and the Canadian Reformed School Society's Budget Report Form: Contact the treasurer Eric Veenendaal.
- Anticipated revenue from Alberta Education for the 2019-2020 school year: \$439,863.

Capital and Facilities Projects

On May , 2019, the school society voted in favour of the board's proposal to build an gymnasium and classroom expansion. Current facilities need to be expanded in order to provide a more conducive learning environment for the students. Staff is currently using every square inch of space (including hallways, foyers, and rooms originally meant for church purposes only).

The fundraising and permitting process has been initiated for this process, with an anticipated start date in Spring 2020.

Summary of Facility and Capital Plans

- A separate building with two large classrooms, office space, a gymnasium, shower and change room facilities, a small serving area, and a large foyer area.
- The intent is to fundraise for the majority of the project, as well as allow for some volunteer labour during designated phases.
- The anticipated start date, to be determined exactly, will be in Spring 2020.

Parental Involvement

We are once again pleased to note the satisfaction with the level of parental involvement at TCS:

- *100% (2014 results)*
- *100% (2015 results)*
- *99.7% (2016 results)*
- *96.6% (2017 results)*
- *99.0% (2018 results)*
- *98.4 (2019 results)*

Strategies to deal with the result re: parental involvement:

- Updates and education regarding school culture at the AGMs and in our weekly newsletter home, as well as consistent messaging from the school that elicits feedback and promotes the need for communication to both teachers and parents
- Regular surveying of the membership regarding the level of satisfaction with the work of the board and the school, as well as interests and input to shape future vision. A survey was recently completed in the 2018-2019 school year and results were shared with the membership.
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Timelines and Communication

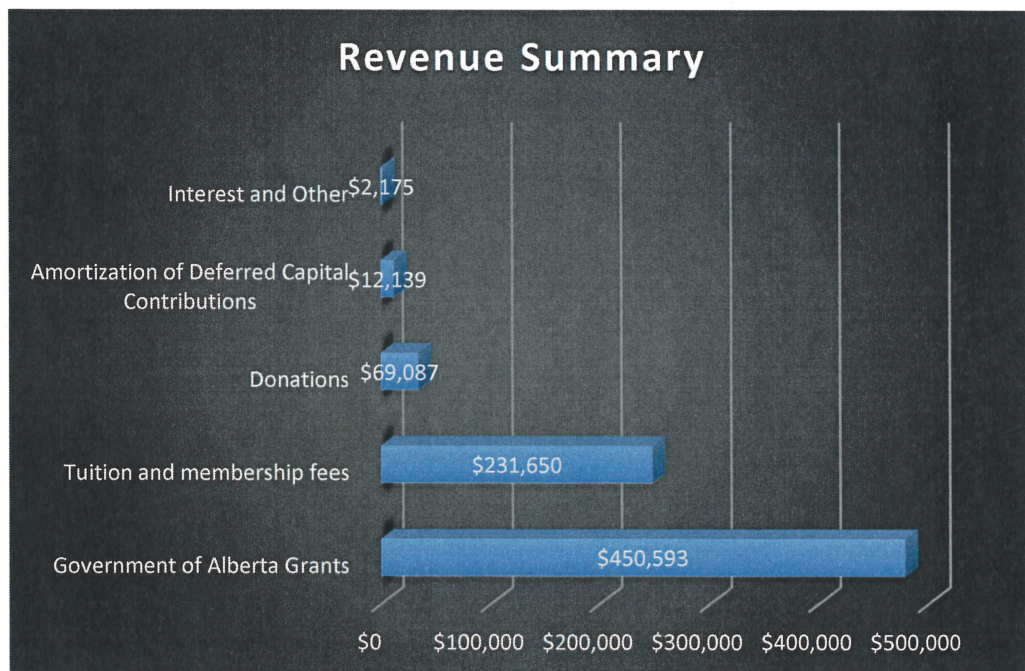
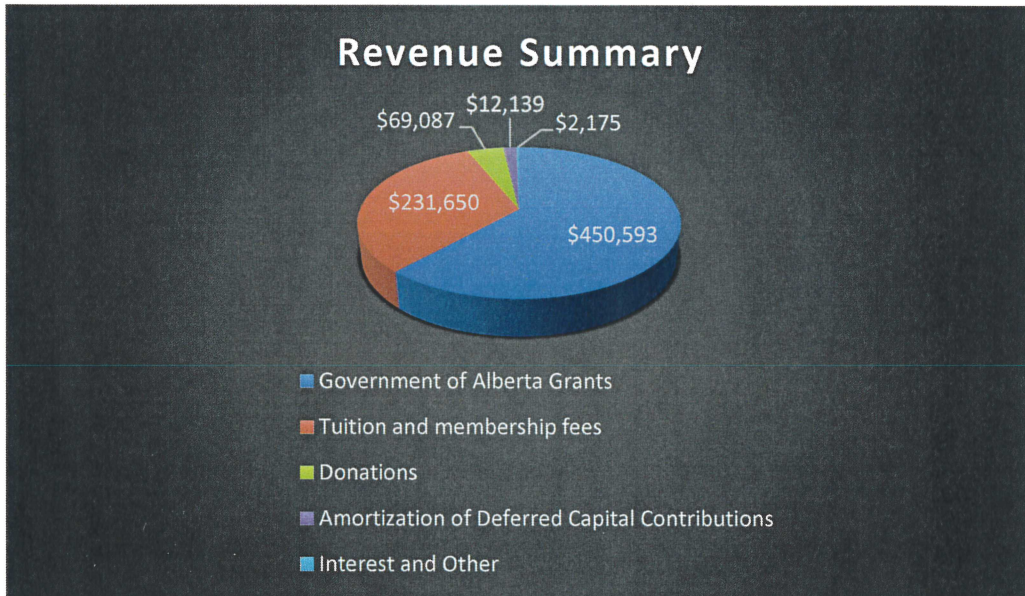
Accredited Private School Authority: Level 2 Private School – Tyndale Christian School

Private schools must post their AERR for 2018-2019 on their website by December 6, 2020 in a publicly accessible format and notify the Provincial Coordinator, Private Schools. The plan can be found on our website: www.tyndalecalgary.ca. If you have any questions pertaining to this report, please contact the principal, Mr. Justin Raap. This plan is also available from the office.

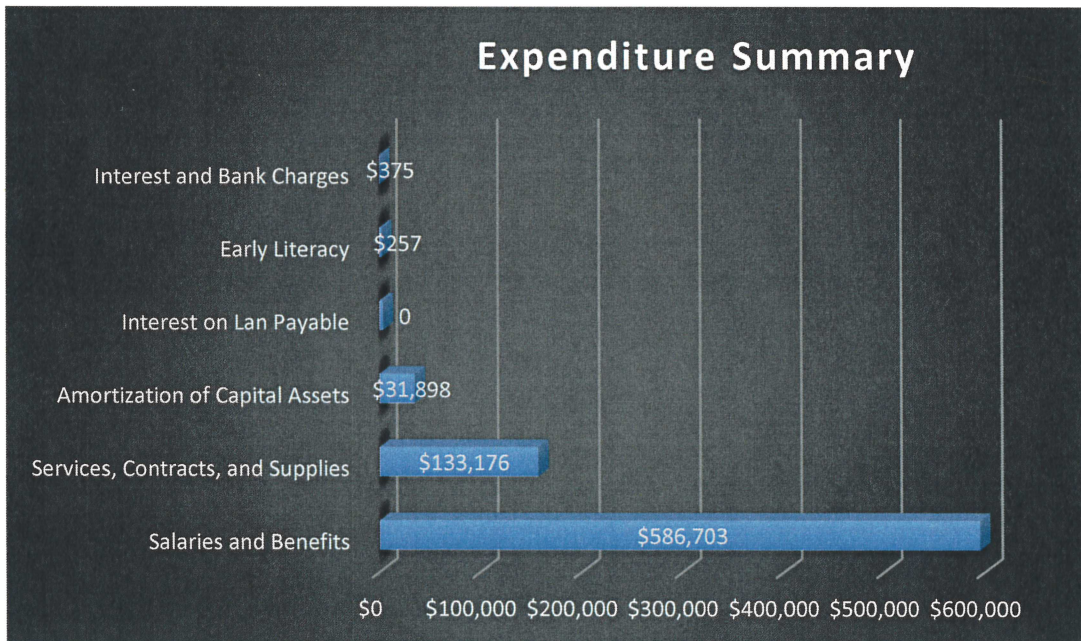
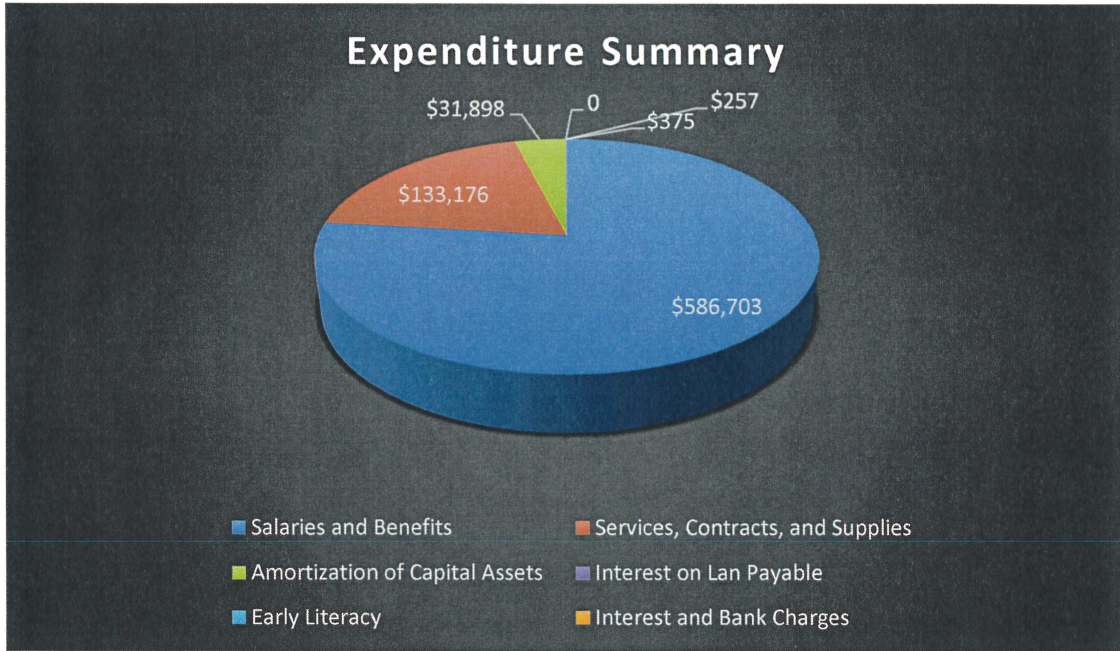
Appendix I
Canadian Reformed School Society at Calgary
Tyndale Christian School
AERR, 2018-2019 Actual

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Revenue Summary

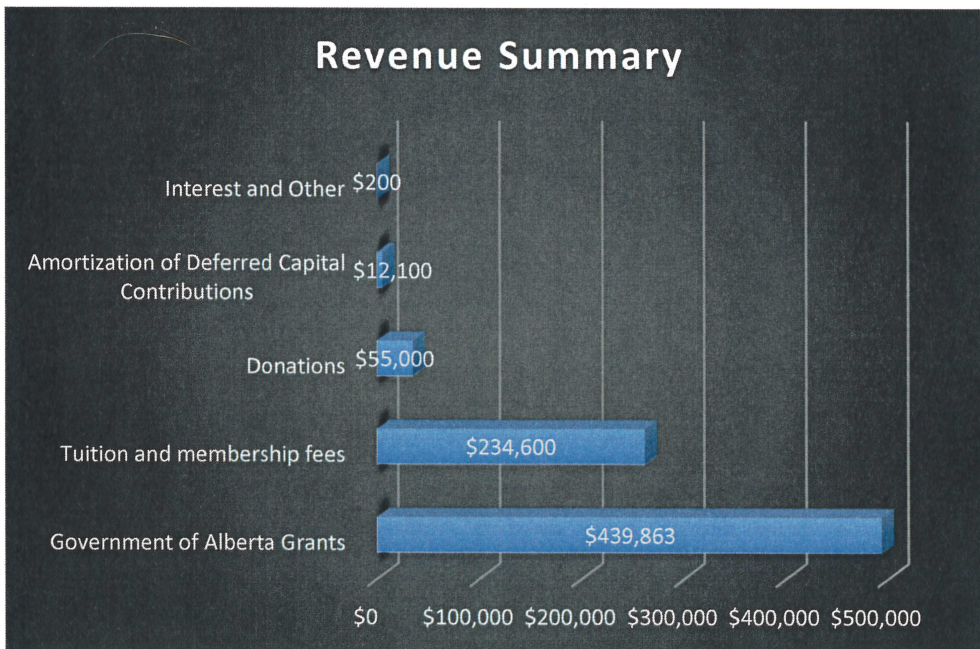
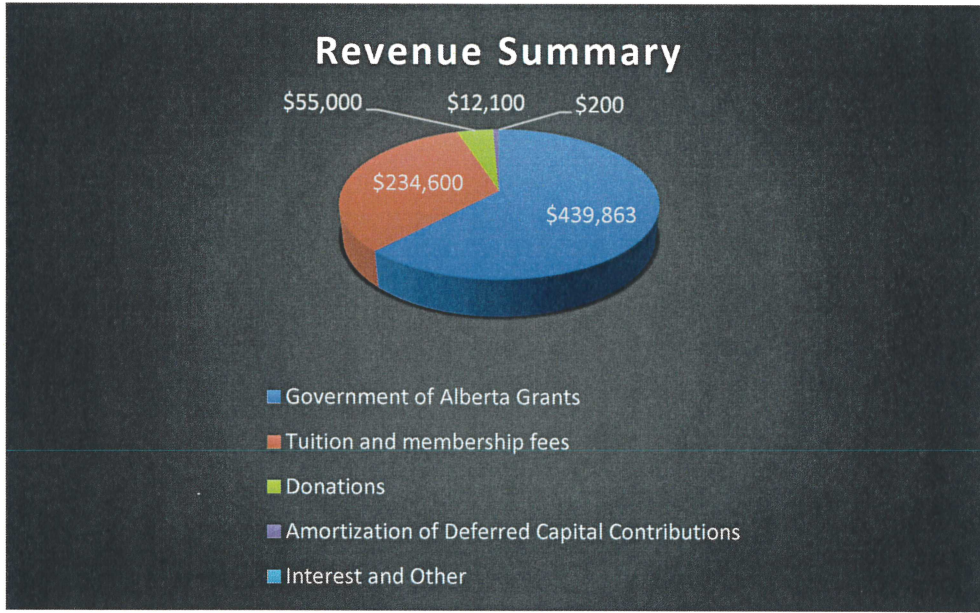


Expenditure Summary



Canadian Reformed School Society at Calgary Tyndale Christian School AERR, 2019-2020 Budget

Revenue Summary



Expenditure Summary

