Alberta School Accountability Measures and School Development Planning

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October 8, 2018

learning | as unique | as every student

Calgary Board of Education
Measuring the quality of your child’s education

Parents want to know that their children are receiving a quality education. Grades are important but there is more to it than that. A quality education helps all children make the most of their talents and abilities. It takes place in schools that allow parents to play a key role in the education of their children. A great school is a caring and safe place for children and welcomes parents.

While it’s easy to agree on such goals, how do we measure our progress towards them?

The accountability report is an innovative and straightforward way of assessing and reporting progress on our learning goals for schools, school authorities and the provincial government. It includes measures on safe and caring schools, students’ sense of citizenship, parental involvement, high school completion rates, scholarship eligibility, school improvement, provincial examinations and more.
How was the Accountability report developed?

All of the province’s primary education stakeholder organizations, including the Alberta School Councils’ Association (ASCA), were members of a stakeholder advisory committee that was formed in October 2003. This committee advised the Education Minister on the design and implementation of the Accountability Pillar.

The committee’s work was based on a number of operating principles, with five primary areas of focus:

1. A transparent process
2. Focus on achievement
3. Comprehensive approach to evaluation
4. An ongoing, collaborative process
5. All schools can succeed

Based on these principles, the Accountability Pillar was designed to ensure that school authorities and the province report results clearly and address low or declining results. Improvement is a shared responsibility among schools, school authorities and the province.
Alberta Accountability Pillar Yearly Cycle

Performance Management Cycle for School Authority Accountability

- October for Provincial Results Reporting
- March for Provincial Funding Announcements

Steps:
1. Develop and Communicate Plan
2. Prepare Budget
3. Identify Areas for Improvement
4. Implement Strategies (monitor & adjust)
5. Measure & Analyze Results
6. Report Results (performance & financial)
GOVERNMENT OF ALBERTA

- sets provincial direction;
- allocates funds to ministries;
- monitors and reports on progress;
- uses results to plan improvements.

ALBERTA EDUCATION

- sets direction for the education system;
- prepares three-year education system business plan and guidelines for school authority planning and reporting based on provincial direction;
- assesses and reports annually on results and uses results to set targets, identify priorities for improvement and develop strategies for business plans;
- evaluates school jurisdiction results on Accountability Pillar measures and provides evaluation reports to school jurisdictions;
- allocates funds to school boards;
- defines basic education, establishes outcomes for the K-12 system, establishes requirements for school jurisdiction plan and reports, reviews school board plans and results for compliance with provincial requirements, for evidence of improvement, and for identifying implications for provincial level planning.
SCHOOL JURISDICTIONS

- set **school jurisdiction** direction;
- implement provincial legislation, regulation, policy, standards, programs and initiatives;
- plan and implement three-year education plans aligned with Ministry direction that include and address the Accountability Pillar evaluation;
- allocate resources to **schools** and programs;
- monitors progress;
- assess and report results, including the Accountability Pillar evaluation, annually to stakeholders;
- use results to set targets and plan improvements.

SCHOOLS

- set school direction;
- implement provincial legislation, regulation, policy, standards, programs and initiatives;
- plan and implement three-year education plans aligned with **school board** and ministry direction;
- monitor progress;
- assess and report results annually to their **board** and stakeholders;
- use results to plan improvements.
What does the accountability report look at?

<table>
<thead>
<tr>
<th>Category</th>
<th>What we measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe and caring schools</td>
<td>Answers to a survey measure:</td>
</tr>
<tr>
<td></td>
<td>• Percentage of students, teachers and parents who agree that students are safe at school.</td>
</tr>
<tr>
<td>Student learning opportunities</td>
<td>Annual dropout rate of students aged 14-18</td>
</tr>
<tr>
<td></td>
<td>Percentage of students completing high school</td>
</tr>
<tr>
<td></td>
<td>Answers to two survey measures:</td>
</tr>
<tr>
<td></td>
<td>• Student, teacher and parent satisfaction with the opportunity for students to receive a broad program of studies.</td>
</tr>
<tr>
<td></td>
<td>• Student, teacher and parent satisfaction with the overall quality of basic education.</td>
</tr>
<tr>
<td>Student learning achievement (Grades K to 9)</td>
<td>Acceptable results on provincial achievement tests.</td>
</tr>
<tr>
<td></td>
<td>Excellent results on provincial achievement tests.</td>
</tr>
<tr>
<td>Student learning achievement (Grades 10 to 12)</td>
<td>Acceptable results on diploma exams.</td>
</tr>
<tr>
<td></td>
<td>Excellent results on diploma exams.</td>
</tr>
<tr>
<td></td>
<td>Percentage of students who write four or more diploma exams.</td>
</tr>
<tr>
<td></td>
<td>Percentage of students eligible for a Rutherford Scholarship.</td>
</tr>
<tr>
<td>Preparing for lifelong learning, world of work, and citizenship</td>
<td>Percentage of high school students who go on to college, university or apprenticeship training.</td>
</tr>
<tr>
<td></td>
<td>Answers to two survey measures:</td>
</tr>
<tr>
<td></td>
<td>• Student, teacher and parent agreement that students are taught the attitudes and behaviours that will make them successful at work.</td>
</tr>
<tr>
<td></td>
<td>• Student, teacher and parent satisfaction that students show the qualities of a good citizen.</td>
</tr>
<tr>
<td>Parental involvement</td>
<td>Answers to a survey measure:</td>
</tr>
<tr>
<td></td>
<td>• Teacher and parent satisfaction with parental involvement in decisions about their child’s education.</td>
</tr>
<tr>
<td>Continuous improvement</td>
<td>Answers to a survey measure:</td>
</tr>
<tr>
<td></td>
<td>• Percentage of teachers and parents who say their school, and others in the jurisdiction, have improved or stayed the same in the last three years.</td>
</tr>
</tbody>
</table>

[https://education.alberta.ca/accountability-pillar/](https://education.alberta.ca/accountability-pillar/)
### Table 1
Mathematics 30-1
Percentage of Students Who Achieved Standards on Their Blended Mark

<table>
<thead>
<tr>
<th>Standard</th>
<th>Blended Mark Representing Standard (%)</th>
<th>Percentage of Students Who Achieved Standard</th>
<th>Prov.</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptable Standard</td>
<td>50</td>
<td>94.5</td>
<td>80.7</td>
<td></td>
</tr>
<tr>
<td>Standard of Excellence</td>
<td>80</td>
<td>42.9</td>
<td>22.1</td>
<td></td>
</tr>
</tbody>
</table>

Number of Students Included in Report
- 10681
- 140

### Table 2
Mathematics 30-1
Percentage Distribution of A, B, C, and F, Averages, and Standard Deviations of Scores

<table>
<thead>
<tr>
<th>Scores</th>
<th>School-Awarded Mark</th>
<th>Diploma Examination Mark</th>
<th>Blended Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (80 - 100%)</td>
<td>52.2</td>
<td>27.1</td>
<td>35.4</td>
</tr>
<tr>
<td>B (65 - 79%)</td>
<td>29.4</td>
<td>33.6</td>
<td>22.8</td>
</tr>
<tr>
<td>C (50 - 64%)</td>
<td>14.9</td>
<td>23.6</td>
<td>19.3</td>
</tr>
<tr>
<td>F (0 - 49%)</td>
<td>3.6</td>
<td>15.7</td>
<td>22.4</td>
</tr>
<tr>
<td>Average Percent Score</td>
<td>77.5</td>
<td>67.0</td>
<td>66.8</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>14.3</td>
<td>16.3</td>
<td>21.2</td>
</tr>
</tbody>
</table>
# Provincial Examination Data – Grade 12 Example

**MATHEMATICS 30-1 DIPLOMA EXAMINATION**

**SCHOOL REPORT**

**JANUARY 2018**

3030  Calgary School District No. 19
High School

## Table 7 - 2
**Mathematics 30-1**

**Results, Blueprint Classifications, and Item Descriptions, by Item**

<table>
<thead>
<tr>
<th>Item #</th>
<th>% Correct Prov.</th>
<th>Topic</th>
<th>Cognitive Level</th>
<th>Item Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR3</td>
<td>77.5 65.7</td>
<td>RF</td>
<td>P</td>
<td>Given the equation of a logarithmic function and the coordinates of a point on the corresponding graph, determine the value of a parameter in the equation. (Outcomes 9, 10)</td>
</tr>
<tr>
<td>9</td>
<td>39.8 35.0</td>
<td>RF</td>
<td>P</td>
<td>Determine the exponential equation representing an investment that is earning interest compounded semi-annually. (Outcome 10)</td>
</tr>
<tr>
<td>NR4</td>
<td>40.6 27.1</td>
<td>RF</td>
<td>PS</td>
<td>For an exponential equation in a context with given information, determine a particular value. (Outcome 10) Standard of Excellence</td>
</tr>
<tr>
<td>10</td>
<td>76.6 70.0</td>
<td>RF</td>
<td>C</td>
<td>Given a change to one of the parameters in the equation of a third-degree polynomial function in factored form, identify the characteristic that will change in the new graph. (Outcome 12)</td>
</tr>
<tr>
<td>NR5</td>
<td>69.7 59.3</td>
<td>RF</td>
<td>PS</td>
<td>Given the expressions for the volume of a rectangular prism and its height, determine the value of a parameter in the expression for the base area. (Outcome 11)</td>
</tr>
<tr>
<td>11</td>
<td>71.3 67.9</td>
<td>RF</td>
<td>C</td>
<td>Given the equation of a polynomial function with parameters, determine the vertical stretch factor so the new graph passes through a given point. (Outcome 12)</td>
</tr>
<tr>
<td>12</td>
<td>44.0 28.6</td>
<td>RF</td>
<td>C</td>
<td>Given the graph of a function and a transformation equation, identify the number of invariant points. (Outcome 13)</td>
</tr>
<tr>
<td>NR6</td>
<td>63.1 71.4</td>
<td>RF</td>
<td>PS</td>
<td>Given the graphs of 2 radical functions and their corresponding equations, one with parameters, determine the values of 3 parameters in the equation. (Outcomes 4, 5, 13) Standard of Excellence</td>
</tr>
<tr>
<td>13</td>
<td>68.6 70.7</td>
<td>RF</td>
<td>PS</td>
<td>Given the graph of a rational function and the corresponding equation with parameters, determine the x-intercept of the graph. (Outcome 14)</td>
</tr>
<tr>
<td>14</td>
<td>81.9 81.4</td>
<td>RF</td>
<td>C</td>
<td>Given the equation of a rational function with parameters, identify the correct statement about its graph. (Outcome 14)</td>
</tr>
</tbody>
</table>

### Topic
- RF - Relations and Functions
- TRIG - Trigonometry
- PCBT - Permutations, Combinations and Binomial Theorem

### Cognitive Level
- C - Conceptual
- P - Procedural
- PS - Problem Solving
## Grade 9 English Language Arts Achievement Test
### School Report
2017-2018 School Year

3030  Calgary School District No. 19

### Table 2.2
Standards Achieved by Students Writing the Test, by Reporting Category

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Maximum Possible Score</th>
<th>Cut Score&lt;sup&gt;a&lt;/sup&gt;</th>
<th>School n = 97</th>
<th>Province n = 41631</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Acceptable Standard&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Test</td>
<td>100</td>
<td>51</td>
<td>83</td>
<td>85.6</td>
</tr>
<tr>
<td>Writing</td>
<td>55</td>
<td>28</td>
<td>93</td>
<td>95.9</td>
</tr>
<tr>
<td>Reading</td>
<td>55</td>
<td>28</td>
<td>74</td>
<td>76.3</td>
</tr>
<tr>
<td>Standard of Excellence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Test</td>
<td>100</td>
<td>82</td>
<td>11</td>
<td>11.3</td>
</tr>
<tr>
<td>Writing</td>
<td>55</td>
<td>44</td>
<td>17</td>
<td>17.5</td>
</tr>
<tr>
<td>Reading</td>
<td>55</td>
<td>46</td>
<td>17</td>
<td>17.5</td>
</tr>
<tr>
<td>Below Acceptable Standard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Test</td>
<td>100</td>
<td>N/A</td>
<td>14</td>
<td>14.4</td>
</tr>
<tr>
<td>Writing</td>
<td>55</td>
<td>N/A</td>
<td>4</td>
<td>4.1</td>
</tr>
<tr>
<td>Reading</td>
<td>55</td>
<td>N/A</td>
<td>23</td>
<td>23.7</td>
</tr>
</tbody>
</table>
# Table 5.3 - 3
## Results for Individual Multiple-Choice Items, by Reporting Category

<table>
<thead>
<tr>
<th>Item #</th>
<th>% Correct Sch.</th>
<th>% Correct Prov.</th>
<th>Reporting Category</th>
<th>Language Function</th>
<th>Item Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>62.9</td>
<td>61.5</td>
<td>Text Organization</td>
<td>Informational</td>
<td>Recognize the rhetorical technique used by the writer to clarify ideas in specified lines of an excerpt from a memoir. (SO 2.2)</td>
</tr>
<tr>
<td>13</td>
<td>64.9</td>
<td>72.0</td>
<td>Text Organization</td>
<td>Narrative/Poetic</td>
<td>Recognize the rhetorical device used by the poet in specified lines of a poem. (SO 2.2)</td>
</tr>
<tr>
<td>22</td>
<td>66.0</td>
<td>62.3</td>
<td>Text Organization</td>
<td>Narrative/Poetic</td>
<td>Recognize what the writer’s use of quotation marks in a specified line of an excerpt from a novel reveals about a character’s state of mind. (SO 2.2)</td>
</tr>
<tr>
<td>26</td>
<td>68.0</td>
<td>72.3</td>
<td>Text Organization</td>
<td>Narrative/Poetic</td>
<td>Determine what details in a frame of a cartoon reveal about a character’s awareness of the presence of another character. (SO 2.2)</td>
</tr>
<tr>
<td>38</td>
<td>33.0</td>
<td>27.7</td>
<td>Text Organization</td>
<td>Narrative/Poetic</td>
<td>Recognize the writer’s use of a sentence fragment in order to add detail in an excerpt from a novel. (SO 2.2)</td>
</tr>
<tr>
<td>45</td>
<td>54.6</td>
<td>52.6</td>
<td>Text Organization</td>
<td>Narrative/Poetic</td>
<td>Identify the impact that the images presented in specified lines of a poem are intended to have on the reader. (SO 2.3)</td>
</tr>
<tr>
<td>48</td>
<td>75.3</td>
<td>76.8</td>
<td>Text Organization</td>
<td>Narrative/Poetic</td>
<td>Determine from context the tone of a question posed by a character in a specified line of an excerpt from a short story. (SO 2.3)</td>
</tr>
<tr>
<td>53</td>
<td>64.9</td>
<td>68.3</td>
<td>Text Organization</td>
<td>Narrative/Poetic</td>
<td>Recognize how a character uses repetition to add emphasis to his statements in a frame of a cartoon. (SO 2.2)</td>
</tr>
<tr>
<td>1</td>
<td>72.2</td>
<td>69.5</td>
<td>Associating Meaning</td>
<td>Informational</td>
<td>Identify the figure of speech used by the writer to enhance the description of events in specified lines of an excerpt from a magazine article. (SO 2.3)</td>
</tr>
<tr>
<td>2</td>
<td>46.4</td>
<td>61.1</td>
<td>Associating Meaning</td>
<td>Informational</td>
<td>Interpret figurative language to determine the writer’s feelings in specified lines of an excerpt from a magazine article. (SO 2.3)</td>
</tr>
</tbody>
</table>
Accountability Pillar - Jurisdiction Survey (EXAMPLE ONLY)

Parent Questionnaire

- In order to keep your responses anonymous, please do not write anything on this form.
- Using a pencil, fill in the circle that best describes your answer to the question (e.g., OOO□□).
- If you are unsure about a question, leave it blank.
- Only aggregated data will be reported.
- All questionnaire data will be managed in accordance to the Freedom of Information and Protection of Privacy Act.
- Do not return the cover letter that accompanied this form.

<table>
<thead>
<tr>
<th>How satisfied or dissatisfied are you ...</th>
<th>Using a pencil, fill in the circle that best describes your answer to the question (e.g., OOO□□). The circle must be completely filled in.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. With the quality of education your child is receiving at school? .................</td>
<td><img src="image" alt="Circle Options" /></td>
</tr>
<tr>
<td>2. With the quality of teaching at your child's school? ..................................</td>
<td><img src="image" alt="Circle Options" /></td>
</tr>
<tr>
<td>3. With the variety of subjects available to your child at school? .....................</td>
<td><img src="image" alt="Circle Options" /></td>
</tr>
<tr>
<td>4. With the opportunities your child has to learn about the following topics at school:</td>
<td><img src="image" alt="Circle Options" /></td>
</tr>
<tr>
<td>a. Music? ...........................................................................................................</td>
<td><img src="image" alt="Circle Options" /></td>
</tr>
<tr>
<td>b. Drama? ...........................................................................................................</td>
<td><img src="image" alt="Circle Options" /></td>
</tr>
<tr>
<td>c. Art? ...............................................................................................................</td>
<td><img src="image" alt="Circle Options" /></td>
</tr>
<tr>
<td>d. Computers? ....................................................................................................</td>
<td><img src="image" alt="Circle Options" /></td>
</tr>
<tr>
<td>e. Health? ..........................................................................................................</td>
<td><img src="image" alt="Circle Options" /></td>
</tr>
<tr>
<td>f. Another language? ..........................................................................................</td>
<td><img src="image" alt="Circle Options" /></td>
</tr>
<tr>
<td>5. With the opportunities your child has to participate in physical education at school?</td>
<td><img src="image" alt="Circle Options" /></td>
</tr>
</tbody>
</table>
### Provincial Perception Data – Parent Survey Example

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Your child is learning what he or she needs to know?</td>
<td>O₁</td>
<td>O₂</td>
<td>O₃</td>
<td>O₄</td>
<td>O₅</td>
</tr>
<tr>
<td>7. Your child finds school work interesting?</td>
<td>O₁</td>
<td>O₂</td>
<td>O₃</td>
<td>O₄</td>
<td>O₅</td>
</tr>
<tr>
<td>8. Your child finds school work challenging?</td>
<td>O₁</td>
<td>O₂</td>
<td>O₃</td>
<td>O₄</td>
<td>O₅</td>
</tr>
<tr>
<td>9. Your child clearly understands what he or she is expected to learn at school?</td>
<td>O₁</td>
<td>O₂</td>
<td>O₃</td>
<td>O₄</td>
<td>O₅</td>
</tr>
<tr>
<td>10. Students at your child’s school help each other when they can?</td>
<td>O₁</td>
<td>O₂</td>
<td>O₃</td>
<td>O₄</td>
<td>O₅</td>
</tr>
<tr>
<td>11. Students at your child’s school respect each other?</td>
<td>O₁</td>
<td>O₂</td>
<td>O₃</td>
<td>O₄</td>
<td>O₅</td>
</tr>
<tr>
<td>12. Your child is encouraged at school to be involved in activities that help the community?</td>
<td>O₁</td>
<td>O₂</td>
<td>O₃</td>
<td>O₄</td>
<td>O₅</td>
</tr>
<tr>
<td>13. Your child is encouraged at school to try his or her best?</td>
<td>O₁</td>
<td>O₂</td>
<td>O₃</td>
<td>O₄</td>
<td>O₅</td>
</tr>
<tr>
<td>14. Students at your child’s school follow the rules?</td>
<td>O₁</td>
<td>O₂</td>
<td>O₃</td>
<td>O₄</td>
<td>O₅</td>
</tr>
<tr>
<td>15. Your child is safe at school?</td>
<td>O₁</td>
<td>O₂</td>
<td>O₃</td>
<td>O₄</td>
<td>O₅</td>
</tr>
<tr>
<td>16. Your child is safe on the way to and from school?</td>
<td>O₁</td>
<td>O₂</td>
<td>O₃</td>
<td>O₄</td>
<td>O₅</td>
</tr>
<tr>
<td>17. Students treat each other well at your child’s school?</td>
<td>O₁</td>
<td>O₂</td>
<td>O₃</td>
<td>O₄</td>
<td>O₅</td>
</tr>
<tr>
<td>18. Teachers care about your child?</td>
<td>O₁</td>
<td>O₂</td>
<td>O₃</td>
<td>O₄</td>
<td>O₅</td>
</tr>
<tr>
<td>19. Your child is treated fairly by adults at school?</td>
<td>O₁</td>
<td>O₂</td>
<td>O₃</td>
<td>O₄</td>
<td>O₅</td>
</tr>
<tr>
<td>20. Your child can easily access programs and services at school to get help with school work?</td>
<td>O₁</td>
<td>O₂</td>
<td>O₃</td>
<td>O₄</td>
<td>O₅</td>
</tr>
<tr>
<td>21. Your child can get help at school with problems that are not related to school work?</td>
<td>O₁</td>
<td>O₂</td>
<td>O₃</td>
<td>O₄</td>
<td>O₅</td>
</tr>
<tr>
<td>22. When your child needs it, teachers at your child’s school are available to help him or her?</td>
<td>O₁</td>
<td>O₂</td>
<td>O₃</td>
<td>O₄</td>
<td>O₅</td>
</tr>
</tbody>
</table>
## Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2017
Province: Alberta

<table>
<thead>
<tr>
<th>Measure Category</th>
<th>Measure</th>
<th>Current Result</th>
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A new “dashboard” every year...
### Alberta Accountability Pillar Overall Summary

**3-Year Plan - May 2018**

**Province: Alberta**

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...to show both improvement and gaps
### Alberta Accountability Pillar - First Nations, Metis & Inuit Dashboard

#### Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2017
Province: Alberta (FNMI)

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Separate “dashboards” for different student groups
City of Calgary - 1,235,171 population
245 schools
121,600 students
28,540 identified English Language Learning students
20,938 identified Special Education students
4971 self-identified Indigenous students
Calgary Board of Education Three-Year Education Plan 2018-21

Our Mission: Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

Our Values: Students come first. Learning is our central purpose. Public education serves the common good.

Our Outcome: Student Success

Personalize Learning
Success for each student, every day, no exceptions

Instructional design and leadership focus on:
- student agency and intellectual engagement
- active and effortful tasks designed for student interests and learning needs
- assessment that informs teaching and learning
- students knowing what they know, how they know it, how they show it, and what they need next

Build Professional Capital
Capacity building with a focus on results

Collaborative learning networks focus on:
- professional and intellectual engagement
- shared standards of practice
- evidence-informed, research-informed and job-embedded professional learning
- staff knowing the decisions they have made, why they made them, what impact those decisions had, and what is required next

Engage our Stakeholders
Everyone contributes to the success of public education

Internal and external community members:
- actively recognize public education as foundational to a democratic society
- acknowledge and accept different roles, responsibilities and contributions based on shared outcomes and engagement
- support, practice and benefit from open and responsive communication
- accept responsibility for the success of the organization

Steward our Resources
Resource management on behalf of student learning

Decisions and actions at all levels of the organization are:
- based on values and priorities
- consistent with the learning agenda
- evidence-informed
- made within a coherent framework
- strategic & responsive
- sustainable

Alberta Education Outcomes

Students are successful
- Alberta’s education system supports First Nations, Métis, and Inuit students’ success
- Alberta’s education system respects diversity and promotes inclusion
- Alberta has excellent teachers, and school and school authority leaders
- Alberta’s education system is well governed and managed
Calgary Board of Education Three-Year Education Plan 2018-21

**Strategies and Actions**

**Personalize Learning**

Evolve, extend and integrate practices consistent with the elements of CBE’s vision for high quality teaching and learning.

- extend the use of learning plans and profiles that help each student be known and develop as a learner
- extend the design of responsive, inclusive, rigorous and engaging learning tasks that ensure students participate, progress and achieve
- implementation of new curriculum

Clarify and extend inclusive practices through responsive, enabling learning environments and instruction.

- identify and create the conditions for success for students as unique learners and as members of their school and home communities
- further support student well-being as it relates to learning

Advance multiple literacies, numeracy and learning competencies for each student across the subject and discipline areas.

- improve clarity and coherence in teaching and learning practices through high impact instructional strategies

**Through a focus on:** Literacy - Mathematics - Indigenous Education - High School Success

**Build Professional Capital**

Further support the well-being of staff.

Build coherence and continuous improvement in program provision, service delivery, and professional learning through a collaborative and evidence-informed culture:

- build skill in generating and interpreting data across CBE leadership teams
- further develop task design and assessment practices

Impact student learning through collaborative and distributed leadership practices and professional learning that address shared priorities:

- inclusive learning
- Indigenous cultures, languages and histories
- literacy, numeracy and student learning competencies
- leadership through strategic resourcing
- Refine the teacher induction program.

**Engage our Stakeholders**

Increase public confidence by sharing, listening, learning and communicating to build mutual understanding and respect.

- use the *dialogue* framework to guide community engagement activities to ensure decisions are made which support students in learning

Promote a workplace culture built on the values of voice, accountability, clarity of role and responsibility in which all employees find meaning and fulfillment.

- continue to act on input received from employee engagement survey

Engage local, provincial and global partners in collaborative ventures to support student learning.

- expand opportunities for community members to contribute to student learning
- expand transition opportunities for young adult students

**Steward our Resources**

Enhance operational performance through increasingly effective, efficient and streamlined processes and practices.

- optimize, commission, modernize and maintain school facilities to foster enriching learning environments
- promote system-wide approaches to sustainability
- create new school resource allocation methodology in relation to overall system goals

Enhance support to make decisions based upon a review and interpretation of evidence, data and guiding documents

- implement the new student information system
- leverage technology to increase workflow efficiency and promote learning

Advance instructional leadership through strategic resource management.
## Accountability Pillar Overall Summary

**3-Year Plan - May 2018**  
**Authority: 3030 Calgary School District No. 19**

<table>
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"The instructional core helps us identify where we're trying to improve," explains Elmore. "The teacher, the student, the content – If you change one, you have to change them all. Alter the skill and knowledge of the teacher and you stay in a low level curriculum, you've got tensions between what teachers can do and what the content is capable is doing. If you alter the content without changing the skill and knowledge of teachers, you're asking teachers to teach to a level that they can't--they don't have the skill and knowledge to teach to. If you do either one of those things without changing the role of the student in the instructional process, the likelihood that students will ever take control of their own learning is pretty remote."

Elmore, R. (2009). The (only) three ways to improve performance in schools
Theory of Action:
If we as leaders focus our **WORK**, our learning, and our relationships on teaching and **LEARNING**, then our influence on student outcomes will be greater.

## School Development Plan

<table>
<thead>
<tr>
<th>Goals</th>
<th>Strategies &amp; Actions</th>
<th>Measures</th>
<th>Performance Targets</th>
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</table>

Standard template for school development plans – housed in clevr

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"Seems really easy to navigate, yeah! I also see lots of possibilities for looking at data etc."
**Social-Emotional Outcomes**

**Students with a positive sense of belonging**

Students who feel accepted and valued by their peers and by others at their school.

- 67% of students in this school had a high sense of belonging; the Canadian norm for these grades is 72%.
- 60% of the girls and 76% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 71% and for boys is 72%.

---

**Students with positive relationships**

Students who have friends at school they can trust and who encourage them to make positive choices.

- In this school, 76% of students had positive relationships; the Canadian norm for these grades is 76%.
- 77% of the girls and 76% of the boys in this school had positive relationships. The Canadian norm for girls is 82% and for boys is 69%.
Mathematics Individual Questions

Frequency Charts

1. When I need to use math in my everyday life, I have the skills I need.

2. My math skills help me with work in all of my subjects.

3. When I have a math problem to solve, I can find out the important information and how to solve it.

4. When I’m solving a math problem, I can apply strategies I’ve learned and used before.

---

Literacy Strategy Questions

In all of my classes, I have the opportunity to.. (check all that apply):

<table>
<thead>
<tr>
<th>Options</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>read, write, and talk with my classmates every day.</td>
<td>27.7%</td>
</tr>
<tr>
<td>learn and talk about myself as a reader and writer.</td>
<td>15.2%</td>
</tr>
<tr>
<td>choose books (digital or print) I am interested in to practice and improve my reading.</td>
<td>17.4%</td>
</tr>
<tr>
<td>learn strategies that help me to read, write, and speak well.</td>
<td>20.2%</td>
</tr>
<tr>
<td>understand my learning and explain why and how I am progressing.</td>
<td>19.6%</td>
</tr>
</tbody>
</table>
Physical Health Challenges Individual Questions

Frequency Charts

1. I feel hungry when I come to school.

- Always (13.7%)
- Often (13.8%)
- Sometimes (42.0%)
- Never (28.1%)
- Don't Know (2.4%)

[Total (1482)]

2. I feel hungry during the school day.

- Always (19.1%)
- Often (20.5%)
- Sometimes (42.2%)
- Never (15.4%)
- Don't Know (2.7%)

[Total (1480)]

3. I feel tired when I come to school.

- Always (20.6%)
- Often (19.4%)
- Sometimes (39.5%)
- Never (18.1%)
- Don't Know (2.5%)

[Total (1479)]

4. I feel tired during the school day.

- Always (18.9%)
- Often (19.1%)
- Sometimes (42.6%)
- Never (16.8%)
- Don't Know (2.4%)

[Total (1478)]

Positive Mental Health at School

Positive Mental Health Summary

<table>
<thead>
<tr>
<th>Question</th>
<th>Always (%)</th>
<th>Often (%)</th>
<th>Sometimes (%)</th>
<th>Never (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel okay about my life at school.</td>
<td>36.0</td>
<td>32.3</td>
<td>25.6</td>
<td>6.1</td>
</tr>
<tr>
<td>I have confidence in myself as a student.</td>
<td>43.4</td>
<td>28.5</td>
<td>20.7</td>
<td>7.4</td>
</tr>
<tr>
<td>I feel healthy and well at school.</td>
<td>41.3</td>
<td>34.0</td>
<td>19.4</td>
<td>5.3</td>
</tr>
<tr>
<td>I have friends at my school.</td>
<td>68.0</td>
<td>27.5</td>
<td>2.2</td>
<td>2.4</td>
</tr>
<tr>
<td>I am interested in the learning that is happening at school.</td>
<td>36.2</td>
<td>49.8</td>
<td>9.1</td>
<td>4.9</td>
</tr>
<tr>
<td>I feel included at school.</td>
<td>39.3</td>
<td>43.5</td>
<td>12.0</td>
<td>5.1</td>
</tr>
<tr>
<td>I feel welcome at school.</td>
<td>40.7</td>
<td>43.5</td>
<td>9.8</td>
<td>6.1</td>
</tr>
</tbody>
</table>
26 very culturally diverse communities
31 schools and 17,470 students
9792 identified English Language Learners (56% of all our students) – 80%+ in some elementary schools
1986 identified Special Education students
627 self-identified Indigenous students
Leadership Theory of Action

**Area 4 Focus for School Development**

- **Research from the WDYDIST, Learning Sciences & Leadership**
  - Collaborative generation of ideas
  - Creating a common language: making the ideas discussable
  - Making the ideas tangible: Area III and school level data
  - Testing of ideas in a network of users: Area III & school leaders, teachers, and students
  - Theory to Action: intellectual engagement, instructional challenge, student agency formative assessment, Teaching Effectiveness Framework

- **Collaborative knowledge building** that challenges thinking and practice

- **Principal Learning:** Professional knowledge building and sharing

- **Changes in thinking and practices** in classrooms and schools

- **Principal Learning:** Professional knowledge building and sharing

- **Clear and defensible learning foci** for students, teachers, and leaders

- **Improved student engagement, achievement & well-being**

Adapted from S. Katz, L. Earl and S. Ben Jaafar (2009), *Building and Connecting Learning Communities: The Power of Networks for School Improvement*
Student-Centered Leadership

Redefining Fair: How to Plan, Assess, and Grade for Excellence in Mixed-Ability Classrooms

What Did You Do in School Today?

Building Equity: Policies and Practices to Empower All Learners

Realizing the Power of Professional Learning

Calgary Board of Education
### Principle 3: Assessment Practices Improve Student Learning and Guide Teaching

<table>
<thead>
<tr>
<th>Assessment is Comprehensive</th>
<th>Assessment is primarily summative informed by some formative (i.e., assessment activities built into the learning process) data.</th>
<th>Assessment is both summative and formative.</th>
<th>Assessment is integral to the learning and woven into the day-to-day fabric of teaching and learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher is unaware of ways to use formative assessment to improve learning or to inform teaching practices.</td>
<td>The teacher occasionally uses a formative assessment instrument to improve learning and guide planning decisions.</td>
<td>The teacher uses a limited number of formative assessments to improve learning and inform instructional decisions.</td>
<td>The teacher uses a wide range of ongoing formative assessments to inform instructional decisions and improve practice.</td>
</tr>
<tr>
<td>Assessment of learning provides a limited picture of student learning.</td>
<td>Assessment of learning provides a general picture of student learning and competencies.</td>
<td>Assessment of learning provides an accurate, defensible picture of student learning and competencies.</td>
<td>Assessment of learning provides an accurate, comprehensive, defensible picture of student learning and competencies at the time the grade is awarded.</td>
</tr>
<tr>
<td>Teacher relies on one source of assessment data that appears primarily in the form of pencil and paper tests that emphasize recall.</td>
<td>Teacher uses a limited number of sources as assessment data that includes tests, paper and pencil artifacts and the occasional technology presentation.</td>
<td>Teacher uses a variety of assessment data from observations, conversations and artifacts that include a wide range of learning proofs including written assignments, student reflections, portfolios, digital images of student work, audio and video recordings.</td>
<td>Teacher and student work together to determine and gather a variety of assessment data from observations, conversations and artifacts that include a rich variety of learning proofs including written assignments, student reflections, portfolios, digital images of student work, audio and video recordings.</td>
</tr>
</tbody>
</table>

*What did you do in school today? Teaching Effectiveness: A Framework and Rubric*
| **Clear Criteria are Established** | **Assessment criteria are developed by the teacher and fully explained to students before the work begins.** | **Assessment criteria are collaboratively designed with students to ensure that everyone has input and understands the learning expectations.** | **Assessment criteria are collaboratively designed with students and mediated by or added to by experts or expertise within the discipline to reflect authentic real world standards for high quality work.** |

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### Principle 3 – Assessment Practices Improve Student Learning and Guide Teaching (Continued)

| **Students are Self-Directed** | **Students do not have access to assessment criteria to set personal goals; therefore, are unable to participate in goal setting by identifying proof of learning and reflecting on the gap between current achievement and expected achievement.** | **Students do not have sufficient access to assessment criteria while learning and/or the criteria are so vague that they are of little help. Therefore students have limited opportunities to participate in goal setting by identifying proof of learning and reflecting on the gap between current achievement and expected achievement.** | **Students have sufficient access to assessment criteria and feedback while learning and therefore are able to:**  
  i. identify proof of learning,  
  ii. identify the gap between current achievement and expected achievement,  
  iii. help monitor their own learning as it progresses, and  
  iv. help establish learning goals.**  
  Students have access to and revisit assessment criteria throughout the study and receive ongoing, specific feedback from a variety of sources in all aspects of learning and therefore are able to:**  
  i. produce proof of learning,  
  ii. identify the gap between current achievement and expected achievement as well as plans for reducing it,  
  iii. monitor and direct their own learning,  
  iv. develop effective learning strategies, and  
  v. establish important learning goals.** |

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Quality teaching criteria used for teacher reflection and development – NOT for teacher evaluation.
Five Dimensions of Student-Centred Leadership
Derived from Quantitative Studies Linking Leadership with Student Outcomes

1. Establishing Goals and Expectations: 0.42
2. Resourcing Strategically: 0.31
3. Ensuring Quality Teaching: 0.42
4. Leading Teacher Learning and Development: 0.84
5. Ensuring an Orderly and Safe Environment: 0.27

Principal and Assistant Principal Learning Communities as Data Teams

Knowledge Building Inquiry Cycle

1. What knowledge and skills do our teachers and students need?
2. What knowledge and skills do we as leaders need?
3. What has been the impact of our changed actions on teachers and students?
4. Engage teachers and students in new learning experiences
5. Deepen leadership knowledge and refine leadership skills

Timperley – “Realizing the Power of Professional Learning”

- An explicit leadership learning strategy - principals and assistant principals bring and share evidence of their leadership practice, of teacher practice, and of student learning in relation to their School Development Plan.
- And, a focus on providing digital/print evidence as opposed to only reporting back observations and conversations.
- Each sessions ends with a homework assignment
- The next session begins with a review of digital/print homework artifacts and with knowledge-building reflection and peer discussion.
Monthly 3-hour meetings with each group

Principal Professional Learning
September 20, 2017, 8:30 – 11:30 am

8:30 - Large Group Welcome and Overview - School Development Planning in Individual Area 4 Schools—Coherence and alignment.

While watching the SDP review videos from the two schools, where can you identify the following characteristics that describe equitable schools? -

1. Equitable school are diverse ones, and they value their students’ differences and unique experiences with the world.
2. Equitable schools address the needs of the whole child.
3. Equitable schools analyze and challenge the structural aspects of the curriculum and identify areas that hinder students’ opportunities to engage in deep learning.
4. Equitable schools provide all students with an excellent education that allows them to collaborate with other learners.
5. Equitable schools see all students as capable and accomplished learners who are constantly building and reinforcing their identity and agency. Students are empowered to use their education to pursue new interests, skills and aspirations, and the school provides support in the form of viable action plans and opportunities.

9:00 - Individual Reflection – *School Development Planning in Schools that Learn*.

Prepare to discuss how your leadership team has been using evidence in order to understand and document growth in **intellectual engagement, achievement and well-being of students**—as well as growth in **teacher capacity**.

1. What is different in our school context from last year? Consider student population, leadership team, staff members and community context?
2. If you are in the same school as last year, think back to your SDP review and peer feedback from May. What processes for engaging your community do you need to pay attention to when you adjust your SDP for the 2017-18 year?
3. If you are new to your school this year, what do you need to understand about the past processes for engaging your community when you adjust your SDP for the 2017-18 year?
4. What type of evidence will you be gathering to inform your achievement goals? For student intellectual engagement? For academic achievement? For student well-being?
5. What types of evidence will you be gathering to inform your instructional goals?
6. What might we need to reconsider in our SDP process?
9:10 - In Your Home Group – *Share your June Report Card Indicators (K to 9 Schools) or your June Course Completion Data (High Schools).* Take turns presenting and discussing the evidence that your leadership team and teachers have been working with to understand student growth.

1. **Bring evidence from your June report card indicators or your course completion data**—as well as evidence from another data source—which have clear connections to an achievement or instructional goal of your school.

   Prepare to bring forward one key insight, wondering, affirmation, etc. from your home group to share with the large group.

10:20 - Break

10:30 - Multi-Level Triads – *Discuss and receive/provide feedback on professional learning for educational equity and excellence.*

   Take turns presenting and discussing how you and your leadership team are developing skill to realize equity and excellence in your school. Reference your Classroom Improvement Fund proposal.
10:30 - Multi-Level Triads (cont’d)
Appoint a timekeeper to ensure that everyone’s voice is heard -15 minutes each. Take turns recording key insights related to this work into the Google form link.
1. As an individual leader, what do I need to continue to do to sponsor growth in intellectual engagement, achievement or well-being for all students in my school? What else do I need to learn?
2. As a leadership team, what do we need to continue to do to sponsor teacher growth? What else do we need to learn?
3. What do we need to stop doing—so that we can further focus our leadership to achieve stronger teacher professional growth?

11:20 – Large Group Final Thoughts, Critical Reflections and Feed Forward.
Using the Google form -
1. As a result of work in today’s session, what more do you understand about using report card indicators or course completion data—as well as other sources of evidence—to accomplish your achievement and instructional goals?
2. What else do you need to learn to use Knowledge Building Inquiry Cycles (KBIC) to refine and enact your School Development Plan goals to increase student equity?

Homework/Applied Learning – Individually complete the “Building Equity Audit”
Key Components

- A design team of 6 to 8 people for both the Principal and the Assistant Principal groups facilitated by the Area Director
  - Meet right after each professional learning session
  - Includes representatives from various levels and home groups
  - Debrief *what worked well, what did not, what are the next learning steps* for individuals and the group
- Confidential individual Google form feedback asking about *what the person learned in the session* and *what the person still needs to learn*
- Create stability in the home groups (by level and geographic location) to focus on student achievement and as wrap-around support for new principals
- Allow opportunity for K-12 conversation and knowledge building focusing on teacher growth (*2 different triad groups per year*)
- Tailor the homework to the work cycle in the school
- Ask for *multiple sources of evidence*
On Professional Learning
"...Our conversations now focus on learning as opposed to teaching. Having teachers step back and examine how they are responsible for the student's learning has been difficult work. We are getting there.

Previously many teachers held the perspective that they were responsible for teaching their students. Many are now embracing the notion that it is a greater responsibility and a more effective approach to develop the environment, tasks and student confidence that allow the students, not the teachers, to own the learning."
• A yearly expectation from the Area Director
• 5 minute review of progress toward achieving School Development Plan goals, including teacher and student perspectives
• Reviewed with principal peers and also shared with teachers and parents
• Students describing their learning and articulating evidence of authentic tasks and formative assessment processes.
• Shared on the Area 4 Blog and Twitter
• Area 4 Blog URL – http://cbearea4.edublogs.org/
• Area 4 Twitter Account – @CBE_Area4
“...continue to bring examples of student work, School Development Plans and data from our own school, critically examine the work and create a plan. The homework demands we make time to visit classrooms and be prepared to share with colleagues through analysis of the data and observations.

...staying the course is important for so many reasons—building and maintaining trust, respecting and responding to the complexity of the work and modeling continuous growth.

...continue to find opportunities to examine data. I know that this practice will help me to make far better pedagogical, budgetary, and big-picture decisions that will positively influence future School Development Plans that directly impact the lives of our students.

...the concept that we as leaders are learning along with our staff and students in our schools is refreshing. Common language, as well as modelling what we expect from others, is important to move practice forward and give our work a stronger voice.”
Varying Middle School Contexts

- Grades 5 to 9
- 906 students
- 66 teachers and support staff
- 172 identified Special Education students
- 198 identified English Language Learning students
Varying Middle School Contexts

- Grades 7 to 9
- 615 students in English and Spanish Bilingual programs
- 42 teachers and support staff
- 147 identified Special Education students
- 97 identified English Language Learning students
School-Based School Development Planning

Teacher Knowledge Building Inquiry Cycle

Timperley, 2011
Steps in Analyzing our Data

1. Assessing Current Reality
   What does the data tell us?

2. Understanding Root Causes
   Why are we getting these results?

3. Goal Setting
   What results do we want to see?

4. Developing a Theory of Action
   How will we get improved results?

5. Action Planning
   How will we take action together?

Other questions to consider:

• Who are the potentially vulnerable groups within our student population?
• Can we identify any significant celebrations/concerns?
• Is there a pattern/trend emerging over time?
Norms for Looking at Data

- Describe only what you see. Do not leap to conclusions or interpretations. Describe just the data in front of you. Do not try to describe what you don’t see; express what you don’t see in the form of questions (to be charted).
- Resist the urge to work on “solutions” until you are comfortable with what the data says and doesn’t say.
- Surface the “lenses” and experiences you bring to the data. **Effective teams use these as strengths.**
- Surface assumptions and use the data to challenge them. Look actively for both challenges AND supports to what you believe is true.
- Seek to understand differences of perception before trying to resolve them. **Early consensus can inhibit depth and breadth of analysis.**
- Ask questions when you don’t understand. **Find the answers together.**
## Statements and Evidence T-Chart

**Which Data:** ___________________________  **Date:** ___________

**Who’s doing the analysis:** ___________________________

**QUESTIONS:** *What do you want to find out from this data? What are you curious about?*

- What patterns do you see? By culture? By gender? By language background? By grade level? By subject?
- What kind of progress was/wasn’t made?
- How is overall student achievement?
- Which students have the lowest achievement?

<table>
<thead>
<tr>
<th>Data Statements: Patterns, Observations (Descriptive, not interpretive)</th>
<th>Evidence (What data supports this?)</th>
<th>Comments (Questions, data needs...)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Role of the Principal as Instructional Leader

- Engaging teachers in a process to understand what the data is telling us...about our students...about the effectiveness of our own practices and philosophies
  - “So what...and now what”
- Ensuring there is sufficient data to create a school data story.
- Decisions on how to resource and support students and teachers arise from this data story
  - Data informed--not data driven.

Each data point is a human being – a student or a teacher or a parent.
Creating an Effective School Development Plan

- Teaching staff need to be part of the process so they can see themselves and their work in the plan.
  - Teachers need to feel like they have the capacity to “live the work daily” in the plan.

- Theory of Action created through the use of a backwards design process.
  - **Achievement Goal** - What changes to we want to see in our students by the end of the year?
  - **Instructional Goal** - How will we bring about those changes?

- Clear understanding that student success is composed of three key pieces:  
  - **Academic achievement**
  - **Intellectual engagement**
  - **Well-being/Wellness**
New Quality Standards for the Alberta Teaching Profession – September 2019

- Teaching Quality Standard (TQS)
- Leadership Quality Standard (LQS)
- Superintendent Leadership Quality Standard (SQLS)

The Teaching Quality Standard:

Quality teaching occurs when the teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.

Whereas

Alberta’s teachers, students, parents, educational leaders, and members of the public have a strong will to ensure all Alberta students have access to quality learning experiences that enable their achievement of the learning outcomes outlined in programs of study.

Whereas

principal and school jurisdiction leaders in Alberta schools are accomplished teachers able to create the conditions within which quality teaching and optimum learning can occur and be sustained.

Whereas

it is important to recognize the value of a consistent standard of professional practice for all principals and school jurisdiction leaders in the province.

The Leadership Quality Standard:

Quality leadership occurs when the leader’s ongoing analysis of the context, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students.
New Quality Standards for the Alberta Teaching Profession

TQS Competencies
- Fostering Effective Relationships
- Engaging in Career-Long Learning
- Demonstrating a Professional Body of Knowledge
- Establishing Inclusive Learning Environments
- Applying Foundational Knowledge about First Nations, Métis and Inuit
- Adhering to Legal Frameworks and Policies

LQS Competencies
- Fostering Effective Relationships
- Modeling Commitment to Professional Learning
- Embodying Visionary Leadership
- Leading a Learning Community
- Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit
- Providing Instructional Leadership
- Developing Leadership Capacity
- Managing School Operations and Resources
- Understanding and Responding to the Larger Societal Context

SLQS Competencies
- Building Effective Relationships
- Modeling Commitment to Professional Learning
- Visionary Leadership
- Leading Learning
- Ensuring First Nations, Métis and Inuit Education for All Students
- School Authority Operations and Resources
- Supporting Effective Governance

Learn more at: education.alberta.ca/standards
Explore the competencies
Reflect on your growth needs
Get answers to common questions
Access supports

learning as unique as every student

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