

**CALGARY BOARD OF EDUCATION**

**REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES  
PUBLIC AGENDA**

**April 5, 2011**

**To:** Board of Trustees

**From:** Naomi E. Johnson, Chief Superintendent of Schools

**Re:** **Annual Monitoring Report for Ends 3: Citizenship**

**Originator:** Cathy Faber, Superintendent, Learning Innovation

**Resource Persons:** Elizabeth Gouthro, Director, Learning Support  
Sheila McLeod, Director, Global Learning Services, Learning Innovation  
Brant Parker, Director, Innovation and Learning Technology, Learning  
Innovation  
Pat Kover, System Assistant Principal, Research and Innovation  
Johanna de Leeuw, Specialist, Research and Innovation

**I. PURPOSE OF THE REPORT**

The Chief Superintendent is required to provide an annual monitoring report for the Board of Trustees with respect to Ends 3: Citizenship.

The purpose of this report is to provide evidence demonstrating the accomplishment of the Chief Superintendent's Reasonable Interpretation for Ends 3: Citizenship.

**II. RECOMMENDATION**

It is recommended:

1. THAT the Board of Trustees receive the information in this monitoring report as evidence of the accomplishment of the Chief Superintendent's Reasonable Interpretation for Ends 3: Citizenship.
2. THAT the Board of Trustees approve the recommended changes to the Reasonable Interpretation of Ends 3: Citizenship as described in Section VI of this report.

### III. REASONABLE INTERPRETATION

The Chief Superintendent's Reasonable Interpretation for Ends 3: Citizenship, approved by the Board of Trustees on April, 2010, is included below.

The Calgary Board of Education Ends 3: Citizenship states:

Each student will be a responsible citizen by being an informed and involved member in his or her local, national and global communities.

Accordingly, each student will:

1. Participate in developing and maintaining our Canadian civil, democratic society;
2. Understand the responsibilities of citizenship in local, national and international contexts;
3. Respect and embrace cultural diversity;
4. Develop the skills necessary to work and communicate effectively with others;
5. Actively contribute to creating a better local and global community.

*Citizenship is about who we are, how we live together, and what kind of people our children are to become.*<sup>1</sup>

Most historical interpretations of the concept of citizenship have encompassed a wider definition of that term than simply referring to the rights of birthplace or homeland. Historically, four basic facets of citizenship education have been identified; the civil domain of citizenship, the political domain of citizenship, the socio-economic domain of citizenship and the cultural domain of citizenship.<sup>2</sup> Each of these domains has evolved over time, leading to an ongoing reframing of the notion of citizenship, as increased globalization has produced a need for greater social responsibility in the global community. The five policy provisions of Ends 3: *Citizenship* encompass this variety of skills, within the context of the four domains of citizenship as we work towards developing each student's capacity for effective participation in local, national and international contexts.

The Chief Superintendent believes citizenship education must combine understandings of one's own community with broader understandings of communities around the world; including governance, laws and societal norms.<sup>3</sup> This view coincides with the recently

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<sup>1</sup> Hebert, Y. & Sears, A. *Citizenship Education*. Canadian Education Association, p. 2.

<sup>2</sup>The civil domain of citizenship includes tenets such as freedom of speech and the rights of individual citizens. The political domain of citizenship refers to political participation in a democracy including the right to vote. The socio-economic domain of citizenship refers to social and economic rights like minimum wage, the right to work, social security and the development of labour laws. The cultural domain of citizenship refers to how societies deal with cultural diversity and an individual's rights against all forms of discrimination. Hebert, Y. & Sears, A. *Citizenship Education*. Canadian Education Association, pp. 1-2.

<sup>3</sup> The concept of a responsible citizen is often connected with the concept of being a well educated person. For example, in the McKinsey Education report from July 2009, Michael Barber discusses a well-educated person as one with an ethical underpinning to wield influence for the good of society. Barber's equation

revised Alberta Education Social Studies Programs of Study wherein it states that students leaving Grade 12 will have been provided with a number of opportunities to explore concepts and ideas relative to their own identities, and within the world around them.

The Social Studies Programs of Study provide examples of learning outcomes that promote the understanding and analysis of multiple perspectives, both historical and contemporary, so that students might develop reasoned positions informed by evidence. Along with these understandings, citizenship education encourages actions one might perform in order to be a contributing member of a global community; a concept some educators term “worldmindedness.” Along with the fostering of understandings and action, citizenship education must work to develop students’ abilities to analyze and critique causes of social problems<sup>4</sup> and responsibly address injustices they have recognized.<sup>5</sup>

In this way, the very definition of what it means to be a responsible citizen has changed over time. Rather than seeing citizenship education as simply developing understandings of what it means to be a good citizen, citizenship education has come to be viewed within a context of *citizenship-as-practice*. “Citizenship-as-practice suggests that young people learn to be citizens as a consequence of their participation in the actual practices that make up their lives.”<sup>6</sup> This participation must be accompanied by scaffolded, directed learning opportunities, as students do not become responsible citizens merely through the act of participation. Citizenship as practice requires increased participation of students in the learning process, and the contextualization of knowledge gained. **Citizenship is a concept that must be lived to be measured.**

Citizenship as practice cannot be taught as an independent topic of study, just as a student’s learnings in all curricular areas cannot be compartmentalized. As discussed in the Reasonable Interpretation for Ends 2: *Academic Success*, the Program of Studies for each curricular area is not an entity unto itself, as each one is related to others in a myriad of ways. Literacy development, for example, does not only take place in an English class, just as mathematics learning is not contained within the mathematics block in a student’s schedule. In fact, literacy, it has been said, empowers the individual “both in the psychological and the social sense, and...sharpens consciousness, creates discontent with

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demonstrating his conceptualization of what constitutes a well-educated citizen was used as a model in the Chief Superintendent’s Reasonable Interpretation for Ends 1: *Mega End*, as it encompasses knowledge, thinking and leadership within an ethical framework. This framework mirrors the interplay between all of the Calgary Board of Trustees’ Ends policy statements, reinforcing the idea that all must work together to develop a well educated citizen.

<sup>4</sup> Westheimer, J. & Kahne, J. (2004). What Kind of Citizen? The Politics of Educating for Democracy. *American Educational Research Journal*. Volume 41, No. 2, p, 21,

<sup>5</sup> Alberta Education Social Studies Program of Studies at <http://education.alberta.ca/media/774377/soc30.pdf>

<sup>6</sup> Lawy, R. & Biesta, G., 2006, Citizenship-as-Practice: The Educational Implications of an Inclusive and Relational Understanding of Citizenship. *British Journal of Educational Studies*. Vol. 54, No. 1, p. 45.

the unacceptable, and adds potential to individual capacity for participation.” In short, literacy makes modern democracy possible.<sup>7</sup> Just as all curricular areas can contribute to one’s citizenship education, citizenship education -- to be practiced and lived -- will cross all curricular boundaries. It will serve, not as a subject to be studied, but to address the many issues pertinent to student lives. “The issues themselves should be viewed as interconnected or mutually embedded...(and) learners should be helped to understand that their perspective on any issue is but one among many.”<sup>8</sup>

The interplay between and amongst the concepts in the five Ends not only contribute to the development of a person who is “well-educated,” but also to illustrate the forces at play within the concept of citizenship itself, as each of the other Ends contributes to the development of our young citizens. Guiding students in becoming responsible citizens requires the acquisition of knowledge and understandings described in the reasonable interpretation for Ends 2: *Academic Success*, the development of participatory and communication skills and values described in Ends 4: *Personal Development* and Ends 5: *Character* and the ethical framework and personalization of learning described in Ends 1: *Mega End*.

The *Mega End* describes processes whereby students engage deeply in the learning process through the personalization of student learning; developing foundations needed to function effectively in life, work and continued learning. These foundations are the tenets stated in the policy provisions of the four CBE Ends leading to the *Mega End: Academic Success, Citizenship, Personal Development* and *Character*. With these necessary foundations developed in synergy with one another, students can become citizens of the world who contribute to the common good. These student citizens are ethical, builders of trusting relationships, open minded team players, and effective communicators. They are engaged, life-long learners, who are able to adapt to change with optimism and hope. They are entrepreneurs, confident and bold explorers striving for excellence. Calgary Board of Education students are supported in developing these attributes that contribute to healthy, sustainable and inclusive communities.

The development of desired attributes of responsible citizens can be most effectively realized through the personalization of student learning; meeting each student’s needs in becoming informed and involved members of their communities. Being informed denotes an individual who seeks information, considers conflicting discourse, is reflective and uses critical thinking skills. In addition to being informed, a responsible citizen is also involved; active in seeking both knowledge and experience. The combination of

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<sup>7</sup> Bhola, H.S. *Literacy for Survival and for More Than Mere Survival*. International Bureau of Education, UNESCO, Geneva, 1990.

<sup>8</sup> Selby, D., & Pike, G. (2000). Civil Global Education : Relevant Learning for the Twenty-First Century. *Convergence*, 33(1/2), 138. Retrieved January 31, 2008, from Professional Development Collection database. p. 2. Linked at:  
<http://login.ezproxy.library.ualberta.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=3500292&loginpage=Login.asp&site=ehost-live&scope=site>

these attributes serves to foster the development of social and critical-thinking capabilities in each of our students.

Monitoring and measuring reasonable progress towards Ends 3: *Citizenship* requires a balanced examination of our students' understandings and actions; how they are informed and involved. Current research also suggests the addition of monitoring student values within the realm of citizenship education. Evaluating values is complex as it involves appraising what constitutes *responsible* or *good* citizenship; the definition of which may change over time or in different contexts. For example, one would usually not advocate for breaking the law, however positive examples of law-breakers like Rosa Parks, Nelson Mandela and Mahatma Gandhi cannot be overlooked when examining the history of human rights and what constitutes a *responsible* citizen.<sup>9</sup>

The Chief Superintendent believes that the monitoring of a student's values should primarily reside within families, guided by familial morals and expectations. Public education has a role in complementing those family-based value systems by guiding students in the development of societal values. Although schools cannot assess the values students hold, they can monitor and assess attitudes and behaviours displayed in the context of responsible citizenship in school.

All three aspects of citizenship education -- understandings, actions and values -- are reflected in the outcomes, measures and data sources listed below.

### **Outcomes**

- Students demonstrate understandings of local, national and international political processes pertinent to their age and stage of development, as per outcomes in the Alberta Program of Studies for Social Studies
- Students demonstrate understandings of a variety of perspectives on local, national and international issues
- Students demonstrate understanding of membership obligations in communities
- Student actions demonstrate understanding of local, national and global value systems
- Students participate in decision-making involving issues directly affecting their lives
- Students participate in community service, school service and volunteer work

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<sup>9</sup> Sears, A. (2004). In Search of Good Citizens: Citizenship Education and Social Studies in Canada. Challenges & Prospects for Canadian Social Studies. Pacific Educational Press, Chapter 5.

## **Measures**

- Percentages of students who achieve the acceptable standard and the standard of excellence on Provincial Achievement Tests and Diploma Exams in Social Studies
- Percentage of students who report having had opportunities to participate in classroom or school decisions that affect them
- Percentage of students who report participating in political or social causes in order to improve the community
- Percentage of students who report that they believe they can make a difference in the local, national and international community
- Percentage of students who report having been encouraged through public education to appreciate multiple perspectives
- Percentage of students who report participating in community service, school service or volunteer work
- Percentage of students who understand digital citizenship requirements and use them effectively
- Percentage of students who are reported to exercise democratic rights and responsibilities within the learning community
- Percentage of students who are reported to demonstrate respect and appreciation for diversity as measured through school report cards
- Percentage of students who are reported to work and communicate effectively with others

## **Data Sources**

- Alberta Education Accountability Pillar Overall Summary
- Provincial Achievement Test and Diploma Exam results
- CBE Mega End Symposia data
- CBE Student Survey
- CBE Student Report Card Data
- Media reports involving CBE schools or students
- School based digital citizenship reporting

## **IV. RESULTS**

### **Introduction**

The Chief Superintendent's Reasonable Interpretation for Ends 3 describes a model for citizenship that has two components: 1) student understanding of the concept of citizenship, not only as implicit in attitudes and behaviours but as a deeply held value in Canadian society; 2) student actions that reflect this learning.

As our understanding of optimal ways of measuring citizenship increases, our data sources continue to evolve and mature. Behind the data presented in this report lies the picture or image of how Calgary Board of Education students demonstrate the attitudes, values and actions that constitute citizenship as described in the Reasonable Interpretation of Ends 3. The information presented in this report creates a model for the achievement of citizenship that is principled and praiseworthy, a model which Calgary Board of Education students aspire to consistently achieve year after year.

For the purposes of this report, four data sources were used for the measures in the monitoring report for Ends 3. First, results from the Diploma Examinations and Provincial Achievement Tests provide the data for measure 1.1 where student understanding of local, national and international political processes pertinent to their age and stage of development as per outcomes in the Alberta Program of Studies for Social Studies is demonstrated.

Second, the Accountability Pillar survey results are used to measure the percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Third, results from the Calgary Board of Education Student Survey provide student perceptions of their own performance in a number of measures ranging from their understandings of citizenship on a local and global level to participation in a variety of citizenship activities. Each measure indicates the number and percentage of students agreeing with the statements provided in the survey. The percentage of students indicated as having missed the question is a percentage of those who responded to the survey, not a percentage of all grade twelve students. The survey also included one open ended question related to citizenship. Observations on student responses to this question are included in the conclusion of this report.

Fourth, data from the Pilot Ends Assessment Reporting for the first reporting period of 2009 were used in three outcomes that measure student participation in the school community, appreciation for diversity and work and ability to communicate effectively with others. Ninety-eight elementary and middle schools participated in the Pilot Ends Reporting for the first reporting period of 2009 with the total number of students involved estimated at 25% of Calgary Board of Education student population. Although the

duration of the pilot project was the full school year, only data from the first reporting period offered consistency in criteria reported and number of schools participating.

## **Outcome 1**

Students demonstrate understandings of local, national and international political processes pertinent to their age and stage of development, as per outcomes in the Alberta Program of Studies for Social Studies

### Measure 1.1

Percentages of students who achieve the acceptable standard and the standard of excellence on Provincial Achievement Tests and Diploma Exams in Social Studies

### Rationale 1.1

Citizenship and identity are the core concepts that form the basis for skills and learning outcomes in The Alberta Program of Studies for Social Studies<sup>10</sup>. The role of the programme is to develop “key values and attitudes, knowledge and understanding, and skills and processes necessary for students to become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and world” (Alberta Education, 2005, p. 1). The program vision emphasises “the importance of diversity and respect for differences as well as the need for social cohesion and the effective functioning of society. It promotes a sense of belonging and acceptance in students as they engage in active and responsible citizenship at the local, community, provincial, national and global level” (p.1). Evaluating student understanding of political processes by way of performance in social studies exams is a one way of providing evidence for the accomplishment of Outcome 1, Ends 3.

### Result 1.1

On October 1, 2010, in the Accountability Pillar Overall Summary, Alberta Education released details of the Diploma Examination and Provincial Achievement Test results for each school and for the jurisdiction.

The 2009-2010 school year saw the full implementation of the revised Grade 6 and 9 Social Studies Provincial Achievement Tests. The new Social Studies Program of Study is identified by Alberta Education as a major change in teaching pedagogy and teaching practice. New exams mean that trend analysis is not possible. The 2009-2010 reporting year will provide the baseline data for future trend analysis.

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<sup>10</sup> Alberta Education. (2005). *Social Studies (Kindergarten to grade 12) programme of studies*. Edmonton, AB: Government of Alberta. <http://education.alberta.ca/teachers/program/english/programs.aspx>

New diploma exams were introduced in 2009-2010 school year for the new programs of study in Social Studies 30-1 and Social Studies 30-2. As these are new exams, trend analysis is not possible. The 2009-2010 reporting year will provide the baseline data for future trend analysis.

The tables below show the percentage of grades 6, 9 and 12 students achieving the acceptable standard and standard of excellence in the Social Studies Provincial Achievement tests and Diploma exams. At both grades six and nine levels, over 76% of Calgary Board of Education students achieved at or above the acceptable standard, and in the diploma exams, over 85% of students achieved at or above the acceptable level.

<b>Table 1</b>		Calgary School District		Alberta	
Provincial Achievement Test Results		2010	2007-2009 Average	2010	2007-2009 Average
Social Studies 6	Number Writing	6,536	n/a	39,393	n/a
	Acceptable Standard %	79.3	n/a	78.6	n/a
	Standard of Excellence %	16.7	n/a	18.2	n/a

<b>Table 2</b>		Calgary School District		Alberta	
Provincial Achievement Test Results		2010	2007-2009 Average	2010	2007-2009 Average
Social Studies 9	Number Writing	6,932	n/a	39,489	n/a
	Acceptable Standard %	76.1	n/a	76.4	n/a
	Standard of Excellence %	20.7	n/a	20.8	n/a

<b>Table 3</b>		Calgary School District		Alberta	
Diploma Exam Results		2010	2007-2009 Average	2010	2007-2009 Average
Social Studies 30-1	Number Writing	4,769	n/a	23,484	n/a
	Acceptable Standard %	86.4	n/a	84.5	n/a
	Standard of Excellence %	19.2	n/a	16.1	n/a

<b>Table 4</b>		Calgary School District		Alberta	
Diploma Exam Results		2010	2007-2009 Average	2010	2007-2009 Average
Social Studies 30-2	Number Writing	2,952	n/a	14,903	n/a
	Acceptable Standard %	85.7	n/a	85	n/a
	Standard of Excellence %	17.4	n/a	13.7	n/a

## Outcome 2

Students demonstrate understandings of a variety of perspectives on local, national and international issues

### Measure 2.1

Percentage of students who report having been encouraged through public education to appreciate multiple perspectives

### Rationale 2.1

Three questions from the Calgary Board of Education High School survey were selected as data for measuring Outcome two. While students reporting on their own understanding of a variety of perspectives on local national and international issues directly addresses the outcome as stated, questions five (valuing other cultures) and six (participating in cultural events and activities) provide a broader perspective. The implication of question six (in the chart on the following page) which addresses student participation, investigates “citizenship-as-practice [where] young people learn to be citizens as a consequence of their participation in the actual practices that make up their lives.”<sup>11</sup> (from the Chief Superintendent’s Reasonable Interpretation of Ends 3).

### Result 2.1

The Calgary Board of Education Student Survey was conducted with grade twelve students in June 2010. Table 5 below demonstrates that 84.2% of the students who responded to question four agree or strongly agree that public education enabled them to appreciate multiple perspectives. For question five, 88.3% of the students who responded to the question agree or strongly agree that public education allowed them to learn to value other cultures. For question six, 65.5% of the students who responded indicated that they participated in cultural events and activities.

Table 5 Questions 4, 5 & 6 from CBE Student Survey	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		Missing
	count	%	count	%	count	%	count	%	%
Questions 4, 5 & 6 from CBE Student Survey									
4. I have been encouraged through public education to appreciate multiple perspectives.	1250	30.5	2199	53.7	440	10.7	164	4.0	1.1
5. I have learned to value other cultures.	1772	43.3	1844	45.0	286	7.0	157	3.8	.9
6. I have participated in cultural events and activities.	890	21.7	1795	43.8	1036	25.3	331	8.1	1.1

<sup>11</sup> Lawy, R. & Biesta, G., 2006, Citizenship-as-Practice: The Educational Implications of an Inclusive and Relational Understanding of Citizenship. *British Journal of Educational Studies*. Vol. 54, No. 1, p. 45.

### Outcome 3

Students demonstrate understanding of membership obligations in communities

#### Rationale for Measures 3.1 to 3.4

Eight questions from the Calgary Board of Education High School survey were selected as data for measures 3.1 to 3.4. These survey questions are seen to reflect the development of an understanding of membership obligations in communities. Members of communities learn what it means to understand membership obligations by developing the knowledge and skills necessary to become responsible citizens (measure 3.1), exercising democratic rights and responsibilities within a community (measure 3.2), observing and supporting appropriate protocols in specific environments as in digital citizenship (measure 3.3), as well as learning essential communication skills and working effectively with others (measure 3.4). As pointed out in the rationale for Outcome 2, students reporting on their own understandings (questions 7 and 8 of the Student Survey) more directly addresses the outcome as stated. However, this report also provides evidence of the ways in which students see themselves translating understanding into action, thus addressing citizenship as practice (questions 11,12,13,16 & 17 of the Student Survey).

#### Measure 3.1

Percentage of students who report that they understand the knowledge and skills necessary to become responsible citizens

#### Result 3.1

Question seven from the Student Survey was used to demonstrate this measure. Most students (93.4%) responded positively to the statement “I understand the knowledge and skills necessary to become a responsible citizen”.

Table 6	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		Missing
	count	%	count	%	count	%	count	%	%
Question 7 from CBE Student Survey									
7. I understand the knowledge and skills necessary to become a responsible citizen.	1672	40.8	2154	52.6	146	3.6	79	1.9	1.1

#### Measure 3.2

Percentage of students who are reported to exercise democratic rights and

responsibilities within the learning community

### Result 3.2

The data provided for measure 3.2 from the Calgary Board of Education Student Survey is derived from students reporting on themselves rather than teacher reports (see recommendation for change Section VI). Student self assessment is seen as a valid source of information as well as important component of the assessment process<sup>12</sup>. The Student Survey results show that of the students who responded to question thirteen, 70.5% agreed or strongly agreed with statement, “I learned how to challenge policies or political decisions that I may not agree with”.

<b>Table 7</b>	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		Missing
	count	%	count	%	count	%	count	%	%
Question 13 from CBE Student Survey									
13. I learned how to challenge policies or political decisions that I may not agree with.	917	22.4	1971	48.1	925	22.6	237	5.8	1.1

### Measure 3.3

Percentage of students who understand digital citizenship requirements and use them effectively

### Result 3.3

Results from questions eleven and twelve of the Student Survey showed varying responses. While 89.5% of students reported feeling confident in taking personal responsibility for using technology appropriately, only 70.2% of students felt confident in recognising inappropriate uses of technology and taking action to correct them. Since this latter incorporates two questions within one, it is not possible to ascertain whether students felt unable to recognise inappropriate uses of technology or felt unable to take action in a peer group setting or whether the response reflects an equal combination of both scenarios. This question has been adjusted in the 2011-2012 Calgary Board of Education Student Survey.

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<sup>12</sup> Taras, M. (2003). To Feedback or Not to Feedback in Student Self-assessment. *Assessment & Evaluation in Higher Education*, 28(5), 549-565. Retrieved from EBSCOhost, February 14, 2011.

<b>Table 8</b>	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		Missing
	count	%	count	%	count	%	count	%	
Questions 11 & 12 from CBE Student Survey									
11. I take responsibility for using technology appropriately.	1333	32.5	2335	57.0	252	6.2	123	3.0	1.3
12. I recognize inappropriate uses of technology and take action to correct them.	788	19.2	2090	51.0	898	21.9	272	6.6	1.2

### Measure 3.4

Percentage of students are reported to work and communicate effectively with others

#### Result 3.4.1

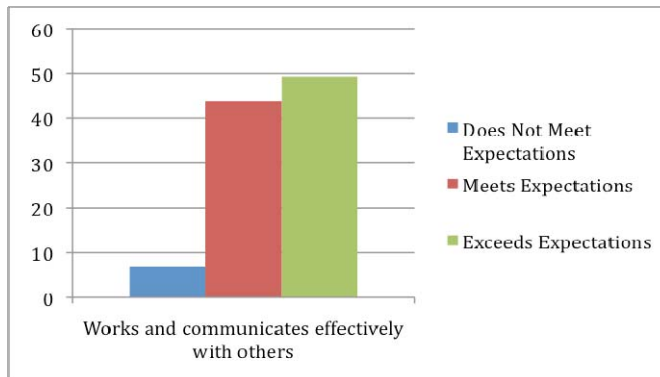
The data provided below for measure 3.4 from the Calgary Board of Education Student Survey is derived from students reporting on themselves rather than teacher reports (see recommendation for change Section VI). Results from the four Student Survey questions (Table 10 below) that speak to development of communication skills show that an average of 89.4% of students agree that they have learned to work and communicate effectively with others.

<b>Table 10</b>	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		Missing
	count	%	count	%	count	%	count	%	
Questions 8,15,16,17 from CBE Student Survey									
8. I work to understand how other people feel through listening, speaking and observing.	1660	40.5	2096	51.2	215	5.2	80	2.0	1.1
15. I learned how to communicate effectively with others.	1464	35.7	2211	54.0	281	6.9	92	2.2	1.2
16. I learned how to work effectively with others.	1503	36.7	2164	52.8	259	6.3	114	2.8	1.4
17. I know how I learn best and I am able to work well with those who learn in different ways.	1430	34.9	2120	51.7	382	9.3	114	2.8	1.2

### Result 3.4.2

Results from the Pilot Ends Reporting for the first reporting period of 2009 provide a partial data picture in that not all Calgary Board of Education schools participated in this trial of the Ends assessment and reporting process. Students were assessed on a one to five scale according to the descriptor on the report card. Level three was established as the mean (meeting expectations) and levels four and five were combined to demonstrate exceeding expectations. Students assessed at levels one and two were assessed as needing to improve. Results indicated in Table 9 below show that teachers reported the majority of students (93.17%) work and communicate effectively with others at or above expectations.

**Table 9**



### **Outcome 4**

Student actions demonstrate understanding of local, national and global value systems

#### Rationale for Measures 4.1, 4.2 and 4.3

By asking that student actions demonstrate understanding of local, national and global value systems, outcome four addresses the concept of citizenship as practice. Citizenship education involves more than developing understandings; it is a “concept that must be lived to be measured” (Chief Superintendent’s Reasonable Interpretation, Ends 3). Both the Calgary Board of Education Student Survey question and the Accountability Pillar question speak to this concept. The Student Survey question is more specific asking students to report on their own belief that they can make a difference in local, national and international communities. By contrast, the Accountability Pillar is a provincial measure and asks the question on a more general level. Teachers, parents and students are asked whether they believe our students model the characteristics of active citizenship.

Measure 4.1

Percentage of students who report that they believe they can make a difference in the local, national and international community

Result 4.1

When asked, 72.8% of students agreed that they can make a difference in the local, national and international communities.

Table 11	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		Missing
	count	%	count	%	count	%	count	%	%
Question 3 from CBE Student Survey									
3. I believe I can make a difference in the local, national and international communities.	793	19.4	2189	53.4	842	20.6	238	5.8	.9

Measure 4.2

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

Result 4.2

Alberta Education asks responses from parents, students and teachers at each of the grade 4, 7 and 10 levels regarding the degree to which believe that students model the characteristics of active citizenship. The overall percentages shown below reflect the combined results from three grade levels and of parents, students and teachers. The results below indicate that Calgary Board of Education students have improved significantly in this performance measure.

**Table 12**

Accountability Pillar Performance Measure	Results (in percentages)					Evaluation		
	2006	2007	2008	2009	2010	Achievement	Improvement	Overall
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	75.4	74.5	75.6	78.1	79.4	High	Improved Significantly	Good

Measure Details										
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	75.4	74.5	75.6	78.1	79.4	76.8	76.6	77.9	80.3	81.4
Teacher	88.7	87.5	87.9	90.0	91.7	90.3	89.9	90.6	91.8	93.0
Parent	70.5	70.1	71.9	73.6	75.8	72.4	72.6	74.7	77.4	78.5
Student	66.9	65.7	67.0	70.6	70.7	67.5	67.1	68.5	71.8	72.7

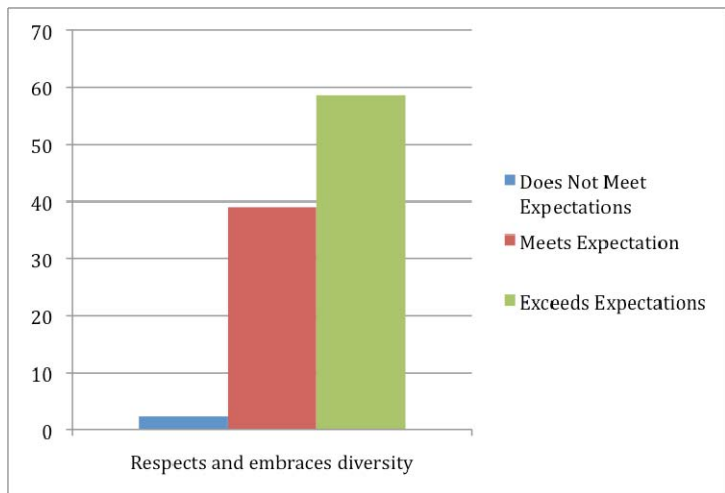
Measure 4.3

Percentage of students who are reported to demonstrate respect and appreciation for diversity as measured through school report cards

Result 4.3

Results from the Pilot Ends Reporting for the first reporting period of 2009 provide a partial data picture in that not all schools participated in this trial of the Ends assessment and reporting process. Students were assessed on a one to five scale according to the descriptor on the report card. Level three was established as the mean (meeting expectations) and levels four and five were combined to demonstrate exceeding expectations. Students assessed at levels one and two were assessed as needing to improve. Results shown in Table 13 indicate that teachers report the majority of students (97.64%) respect and embrace diversity at or above expectations.

**Table 13**



**Outcome 5**

Students participate in decision-making involving issues directly affecting their lives

Measure 5.1

Percentage of students who report having had opportunities to participate in classroom or school decisions that affect them

Rationale 5.1

Question one from the Calgary Board of Education Student Survey directly addresses Outcome five and as noted before, the survey gives student perception of their involvement with decision making.

### Result 5.1

Results from the Calgary Board of Education Student Survey indicate that 79.4% of students believe they have had opportunities to participate in classroom or school decisions that affect them.

Table 14	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		Missing
	count	%	count	%	count	%	count	%	%
Question 1 from CBE Student Survey									
1. I have had opportunities to participate in classroom or school decisions that affect me.	944	23.0	2312	56.4	631	15.4	173	4.2	.9

### Measure 5.2

Percentage of students who are reported to contribute to creating a positive school community

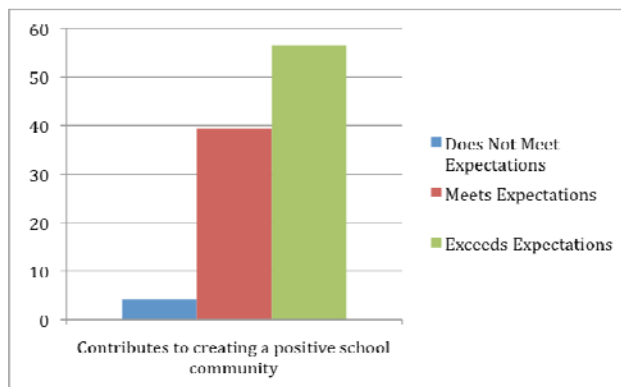
### Rationale 5.2

Data from the Pilot Ends Assessment and Reporting provide teacher assessment of student contribution to creating a positive school climate. When students make the choice to contribute to a positive school community, they can be seen to participate in decision making that affects their lives.

### Result 5.2

Results from the Pilot Ends Reporting for the first reporting period of 2009 provide a partial data picture in that not all schools participated in this trial of the Ends assessment and reporting process. Students were assessed on a one to five scale according to the descriptor on the report card. Level three was established as the mean (meeting expectations) and levels four and five were combined to demonstrate exceeding expectations. Students assessed at levels one and two were assessed as needing to improve. Results shown in Table 15 indicate that teachers report the majority of students (95.92%) contributed to a positive school community at or above expectations.

**Table 15**



## Outcome 6

Students participate in community service, school service and volunteer work

### Measure 6.1

Percentage of students who report participating in community service, school service or volunteer work

### Rationale 6.1

The measure is explicit in the outcome.

### Result 6.1

Students reported favourably on participating in community service and volunteer work. A combined percentage result from Student Survey questions nine and ten indicate that over 68% of Calgary Board of Education students are actively involved in community and volunteer work.

<b>Table 17</b>	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		Missing
	count	%	count	%	count	%	count	%	%
Questions 9 & 10 from the CBE Student Survey									
9. I do community service, school service or volunteer work to help others.	916	22.4	1675	40.9	1023	25.0	444	10.8	1.0
10. I take action to protect the environment.	79.3	19.4	2237	54.6	759	18.5	265	6.5	1.0

### Measure 6.2

Percentage of students who report participating in political or social causes in order to improve the community

### Rationale:

The measure is explicit in the outcome.

### Result 6.2

Question fourteen on the student survey is open to a range of interpretations. Students might consider that voting in a school election qualifies as participating in social or political change or they may feel a greater commitment is required to answer this question favourably. This is the context in which 58.8% of students agreed with the question.

<b>Table 18</b>	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		Missing
	count	%	count	%	count	%	count	%	%
Question 14, CBE Student Survey									
14. I participated in changing something in our school community for the better.	631	15.4	1780	43.4	1251	30.5	384	9.4	1.2

## Conclusion

The Chief Superintendent's Reasonable Interpretation suggests that although it is essential to develop an understanding of what it means to be an informed and productive citizen in a global community, "citizenship is a concept that must be lived to be measured".<sup>13</sup> In addition, citizenship as practice cannot be taught as an independent topic; rather, it is embedded in the way students live their lives in school and the community. Monitoring citizenship relies on perception data both by students themselves and to some extent, teachers and parents. 'Hard' data such as exam results are applicable in only one measure where student understandings rather than student actions are addressed.

Results from each measure are presented as evidence for the accomplishment of the outcomes listed in the Chief Superintendent's Reasonable Interpretation of Ends 3. Results show that students demonstrate awareness and sensitivity in considering the needs of others and that an increasing number are translating words into actions by volunteering within their schools and the greater community. As well, students are embracing leadership opportunities. In the open comment section of the Calgary Board of Education Student Survey, many reported that opportunities to develop leadership capacities through volunteering, sports or involvement in school politics was instrumental in developing their citizenship skills. Participation in the Mega End Symposia more than tripled, from 47 students representing seven high schools in 2009, to 166 students representing all CBE high schools in 2010.

Calgary Board of Education media releases also highlight some outstanding examples of students as leaders in citizenship. To name only three recent instances: students from Tom Baines School were chosen from 550 applicants across Canada to receive the Green Grant from the World Wildlife Fund Canada's leading conservation organisation; two student groups from Le Roi Daniels and F.E. Osborne schools, were nominated in the International Youth category of the 2010 YMCA Calgary Peace Medal for their leadership in raising funds for youth in need in the developing world; in October 2010, eight CBE high school students participated in the Youth Advisory to the Premier's Council for Economic Strategy. Perhaps opportunities provided in our schools for students to learn the value of citizenship and to grow and develop as citizens can be best summed up by the words of one Calgary Board of Education student:

I have learned to value and respect others as well as their ideas. It [my school experience] has made me more capable of interacting and communicating with other people and the knowledge I have gained is priceless. Because of my experiences here, whether they be frightening, exhilarating, inspiring or even strengthening, I have grown as a student as I am now an adult. This school really helped me develop as a human being and reminded us all that character, virtues, and kindness are critical aspects of life which we all must remember throughout our lives.<sup>14</sup>

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<sup>13</sup> The Chief Superintendent's Reasonable Interpretation for Ends 3: *Citizenship*

<sup>14</sup> Student Comment from Calgary Board of Education Student Survey, 2010

## V. SUMMARY STATEMENT

The information in this report is presented as evidence of the accomplishment of the Chief Superintendent's Reasonable Interpretation of Ends 3: Citizenship.

## VI. ADMINISTRATIVE RECOMMENDATIONS FOR CHANGES TO THE CHIEF SUPERINTENDENT'S REASONABLE INTERPRETATION

Administration respectfully requests the Board of Trustees consider the following changes to the Reasonable Interpretation for Ends 3: Citizenship for use in future monitoring of this Ends.

1. **Change:** Wording of measures 3.2, 3.4 and 4.3 (as identified in this report) from "students who are reported..." to "students who report exercising (communicating, demonstrating) and/or who are reported to...".

**Reason for Change:** The new wording provides more flexibility regarding use of data. Data from student self reporting data as well as data from teacher reporting can be used. Providing different types of data for one measure increases reliability of results.

2. **Change:** Wording from "Data Sources" to "Suggested Data Sources".

**Reason for Change:** As our understanding of optimal ways of measuring citizenship increases, our data sources continue to evolve and mature. Changing the wording allows data sources to be added when needed or disregarded when no longer applicable.

**NAOMI E. JOHNSON**  
**CHIEF SUPERINTENDENT OF SCHOOLS**