



Council of School Councils

Feb. 19, 2020



Wifi: CBE Get Connected
Click: Guest, then "accept and connect"



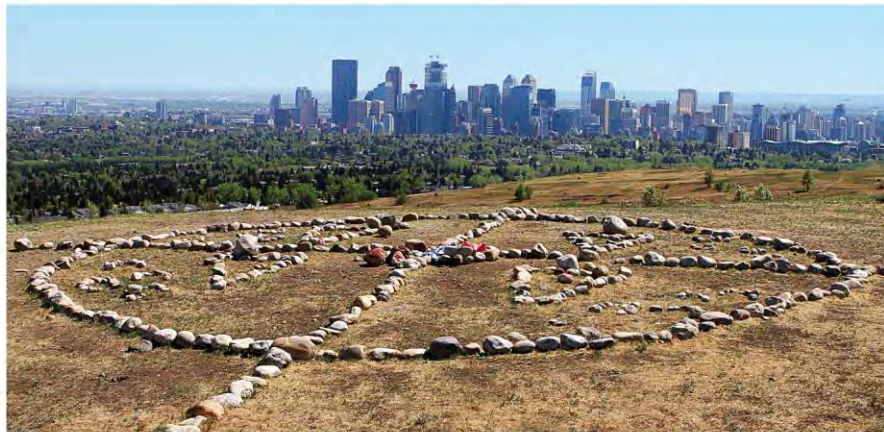
learning | **as unique** | as every student



**Calgary Board
of Education**



Acknowledging the land where we gather



We would like to acknowledge the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. We also acknowledge the Tsuut'ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta.



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Tonight's Agenda

- 7:00 p.m. Welcome, introductions
- 7:05 p.m. System updates and questions
- 7:30 p.m. Assessment & reporting update
- 8:30 p.m. Sharing back from table discussion
- 8:50 p.m. Next meeting – April 16
- 8:55 p.m. Meeting evaluations

Meeting evaluation link:

<https://tinyurl.com/rmovn69>



Wards 6 & 7 representation

Effective Jan. 27, 2020, Lisa Davis resigned from the Calgary Board of Education.

The Board of Trustees is committed to ensuring Wards 6 and 7 citizens continue to be fully represented.

The remaining six trustees will be responsible for Ward 6 and 7 schools as listed on the [CBE website](#):



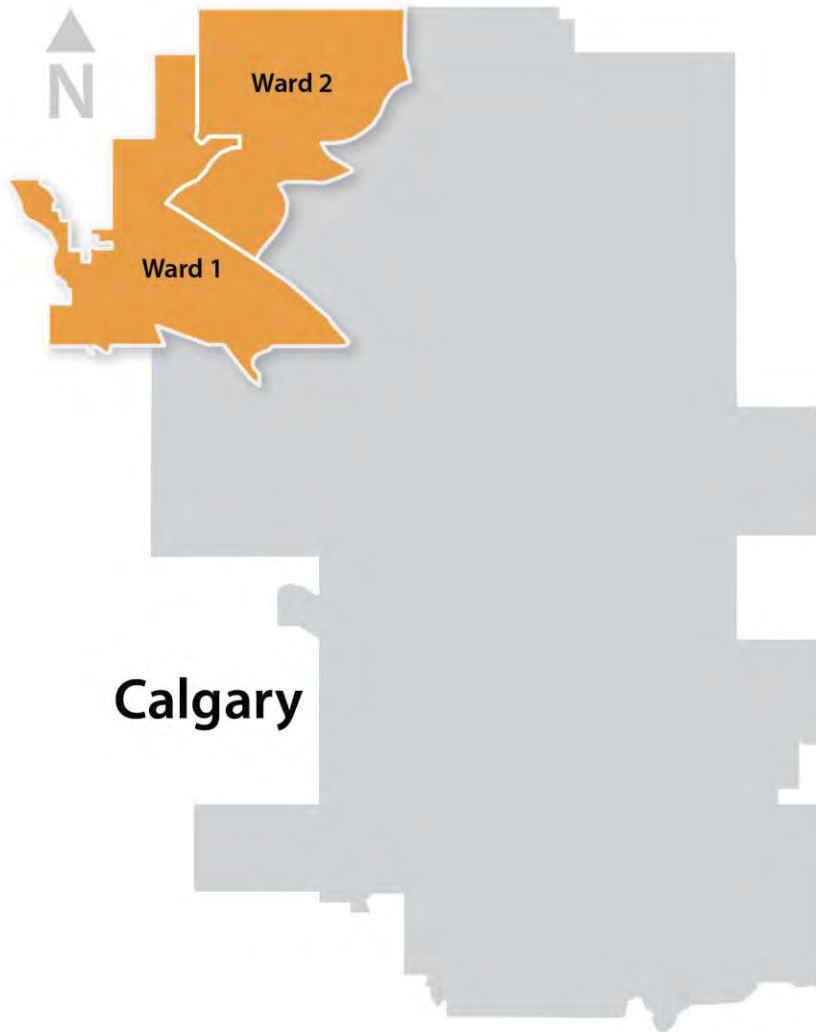


Trina Hurdman

Wards 1 & 2

Ward 6 & 7 Schools

- Battalion Park
- Dr. Gordon Townsend
- National Sport School
- Terrace Road
- West Ridge
- West Springs





Althea Adams

Vice-Chair, Wards 3 & 4

Ward 6 & 7 Schools

- Branton
- Capitol Hill
- Georges P. Vanier
- King George
- Mount View
- William Aberhart



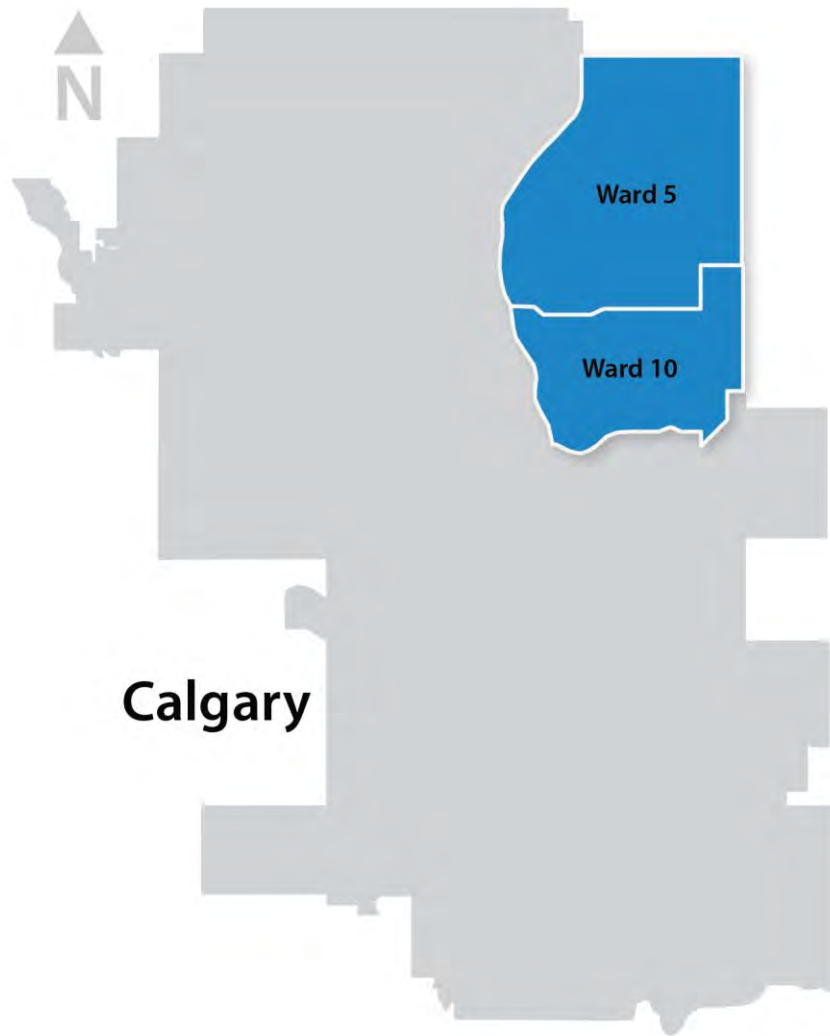


Marilyn Dennis

Chair, Wards 5 & 10

Ward 6 & 7 Schools

- Balmoral
- Crescent Heights
- Louise Dean
- Rosedale
- Sunnyside





Richard Hehr

Trustee, Wards 8 & 9

Ward 6 & 7 Schools

- Briar Hill
- Hillhurst
- Queen Elizabeth
- Queen Elizabeth H.S.
- University
- Young Adult Program





Julie Hrdlicka

Trustee, Wards 11 & 13

Ward 6 & 7 Schools

- A.E. Cross
- Dr. Roberta Bondar
- Glamorgan
- Glenbrook
- Glendale
- Glenmeadows





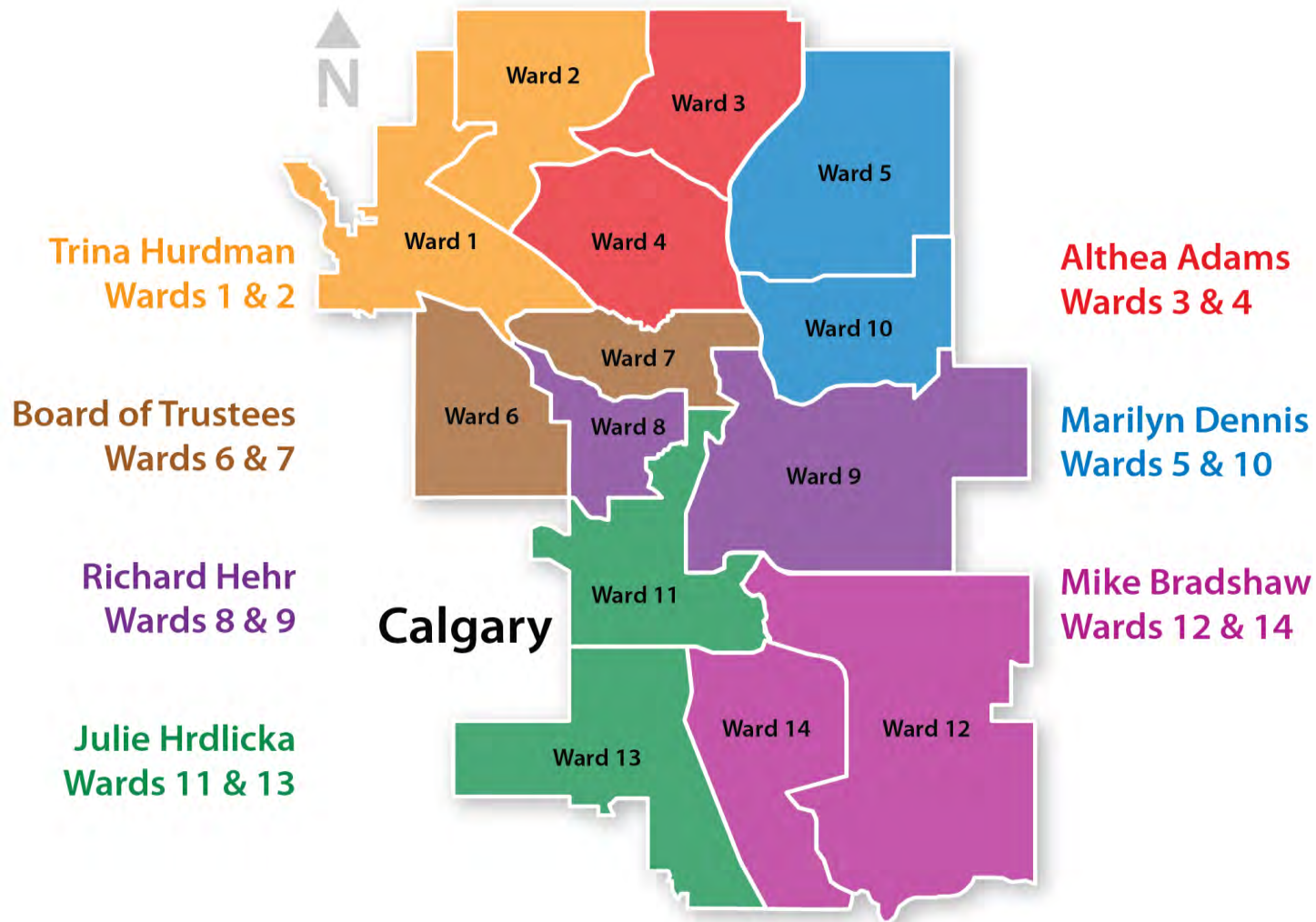
Mike Bradshaw

Trustee, Wards 12 & 14

Ward 6 & 7 Schools

- Ernest Manning
- Griffith Woods
- Olympic Heights
- Vincent Massey
- Westgate
- Wood's Homes







Alberta School Councils' Association Conference & AGM

April 24-25: Annual Conference (\$295 - \$395*)

April 26: Annual General Meeting (\$0 for voting delegates)



- Vote on proposed advocacy resolutions. If passed, these views are presented as the collective voice of parents at provincial meetings
- Note: A school council can designate a parent from another school to vote on their behalf if they are not able to attend
- Elect the ASCA Board of Directors

<https://www.albertaschoolcouncils.ca/about/annual-conference>



* ASCA member rate – CBE will pay for \$65 ASCA memberships



Provincial Investigation of the CBE

- Focuses on finances and governance
- Independent, external investigator
- Timeline has been extended
- The CBE is cooperating fully





Budget Update



- 2019-20 budget submitted to the province
- New funding framework overview announced Feb. 18
<https://www.alberta.ca/k-to-12-education-funding-model.aspx>
- 2020-21 funding projections from the province at the same time as the provincial budget is released
- Budget day is Thursday, Feb. 27
- School budgets will be shared with school communities this spring
- Financial information including a link to a budget feedback form can be found at
<https://www.cbe.ab.ca/about-us/budget-and-finance/Pages/default.aspx>





2020-21 Transportation Update

- The Board of Trustees has directed CBE administration to balance the 2020-21 transportation budget using only provincial transportation funding and fees
- The 2019-20 transportation costs of \$50.5 million are being paid being using:
 - \$35.7M in provincial transportation funding
 - \$7.4M in bus fees (\$365 bus fee, no transit rebates)
 - \$5M of maintenance funding (one-time funding)
 - \$2.4M deficit funded through general education funding (one-time funding)





2020-21 Transportation Update



The CBE will solicit public feedback before making any final decisions, and will gather it in two ways:

- Gather perspectives from the Transportation Advisory Committee (includes internal and external representatives) regarding possibilities
- Students, parents, staff and community members can provide feedback on the situation through an online survey available in early to mid-March
- Survey results will be released in April
- Final decision will be made in conjunction with the budget in May





QUESTIONS?



Assessment & Reporting in the CBE

Joanne Pitman
Superintendent, School
Improvement



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Assessment & Reporting Update

- Update on work done so far this year
- Feedback
- Resources
- Next steps
- Questions?
- Discussion



Assessment & Reporting in the CBE

- Outcomes Based Assessment K - 12
- K – 9 Four Point Proficiency Scale
- Change to K – 9 Report Card Math Stems
- Alignment of definitions for, and application of Adapted and Modified Programming to Alberta Education





Feedback



- Collecting feedback from parents, teachers, principals, system leaders and other groups continues to be very important to us
- Some of the common themes that have emerged will be addressed in future resources



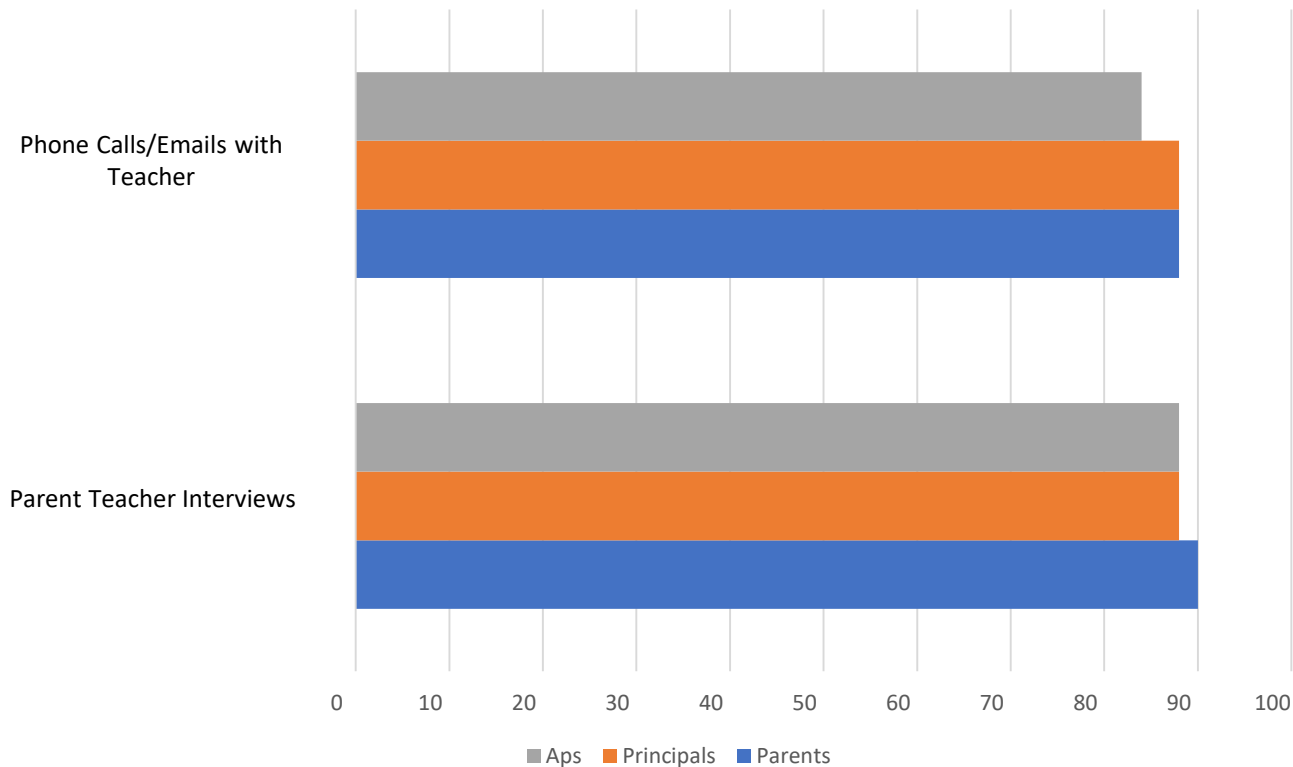


Survey Data

- In September, we asked you:

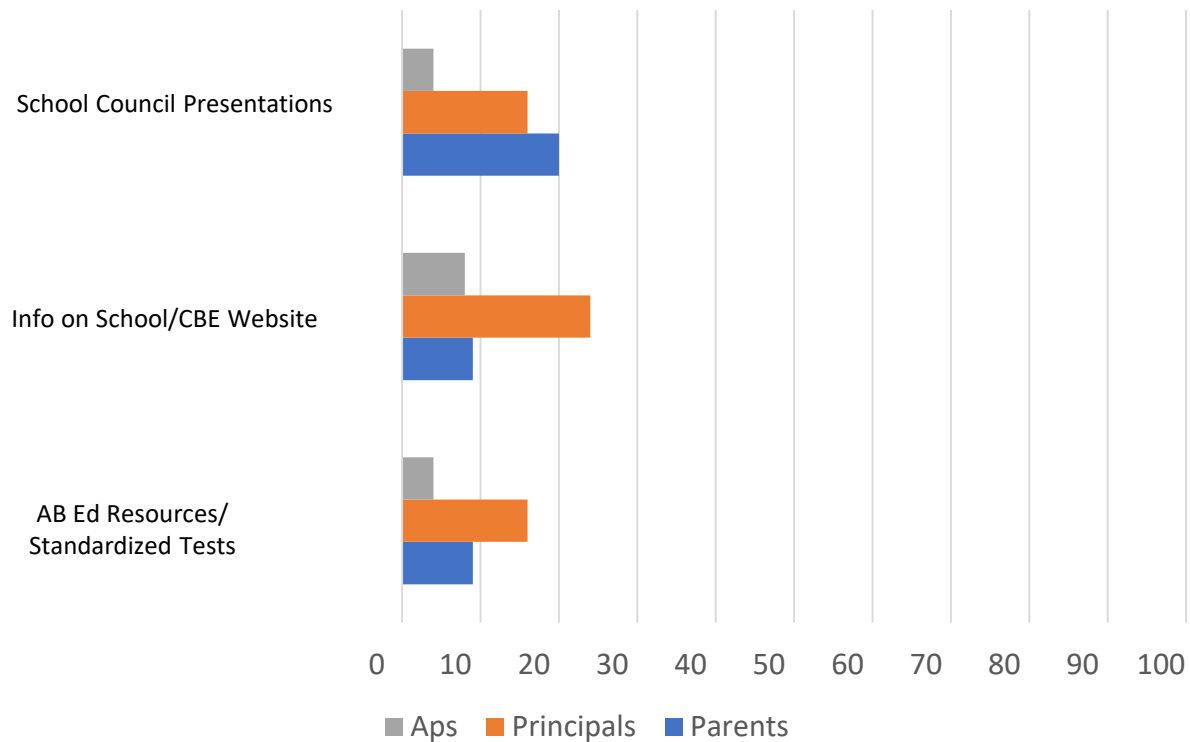
“ How helpful are these tools when communicating about student progress and achievement?”
- In October, we asked a group of new Principals and new Assistant Principals the same question

Most Helpful Tools



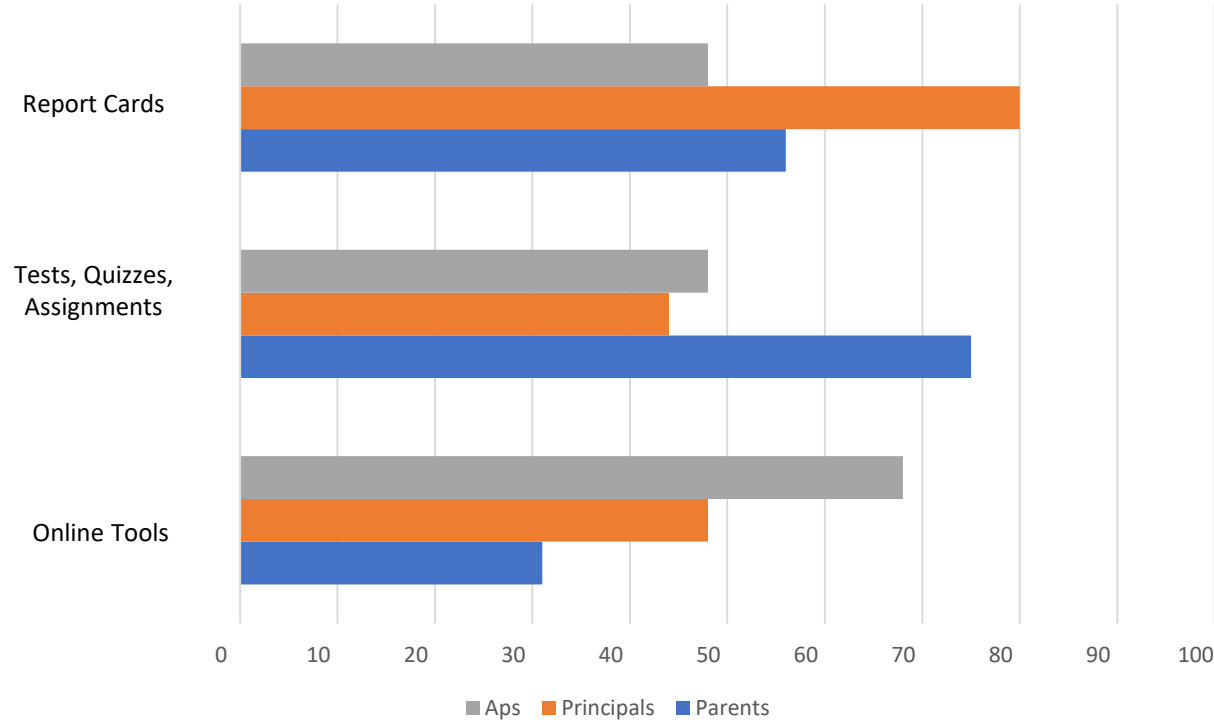
Percentage of responses indicating a 4 or 5 (5 Most Helpful) to the question "How helpful is this tool when communicating about an individual student's progress or achievement?"

Least Helpful Tools



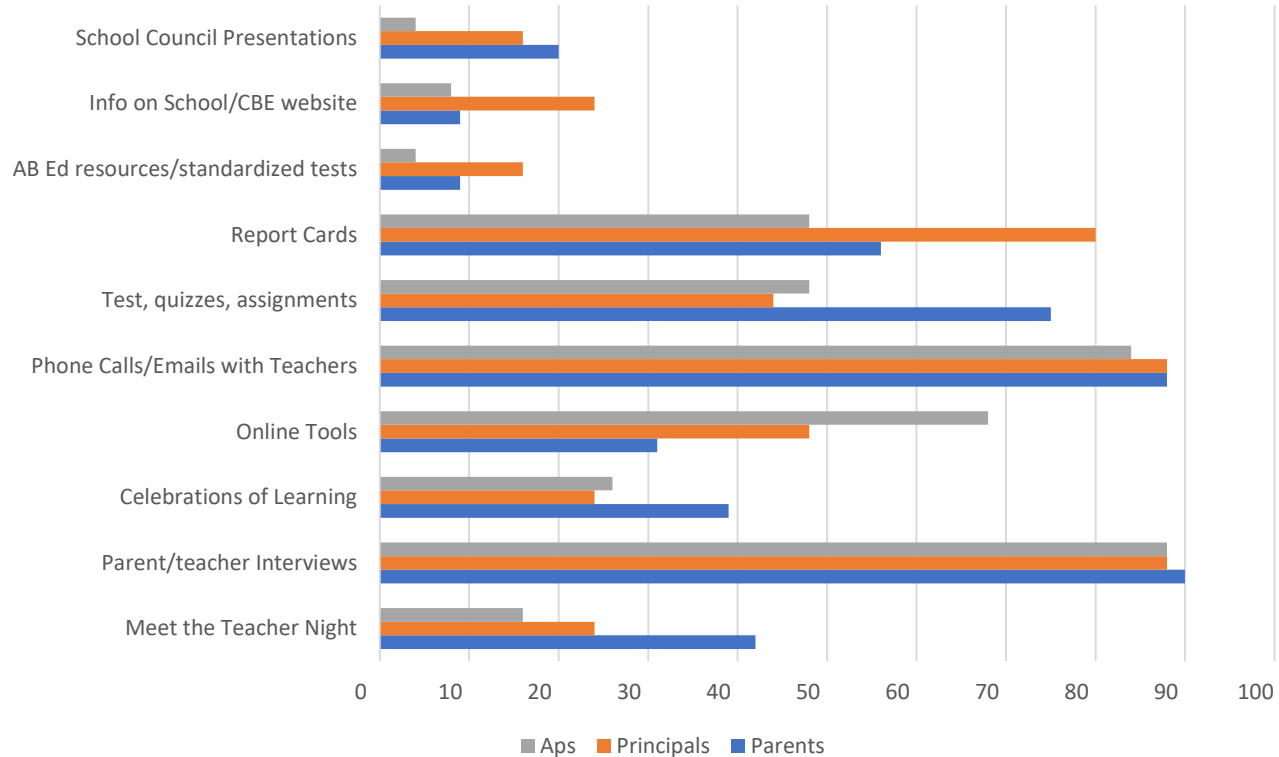
Percentage of responses indicating a 4 or 5 (5 Most Helpful) to the question "How helpful is this tool when communicating about an individual student's progress or achievement?"

A Few Surprises...



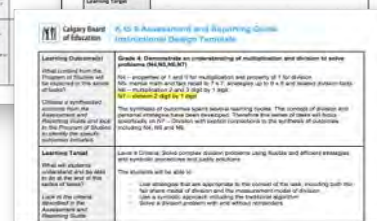
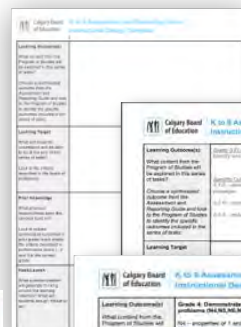
Percentage of responses indicating a 4 or 5 (5 Most Helpful) to the question "How helpful is this tool when communicating about an individual student's progress or achievement?"

How Helpful Are These Tools When Communicating Student Progress and Achievement?

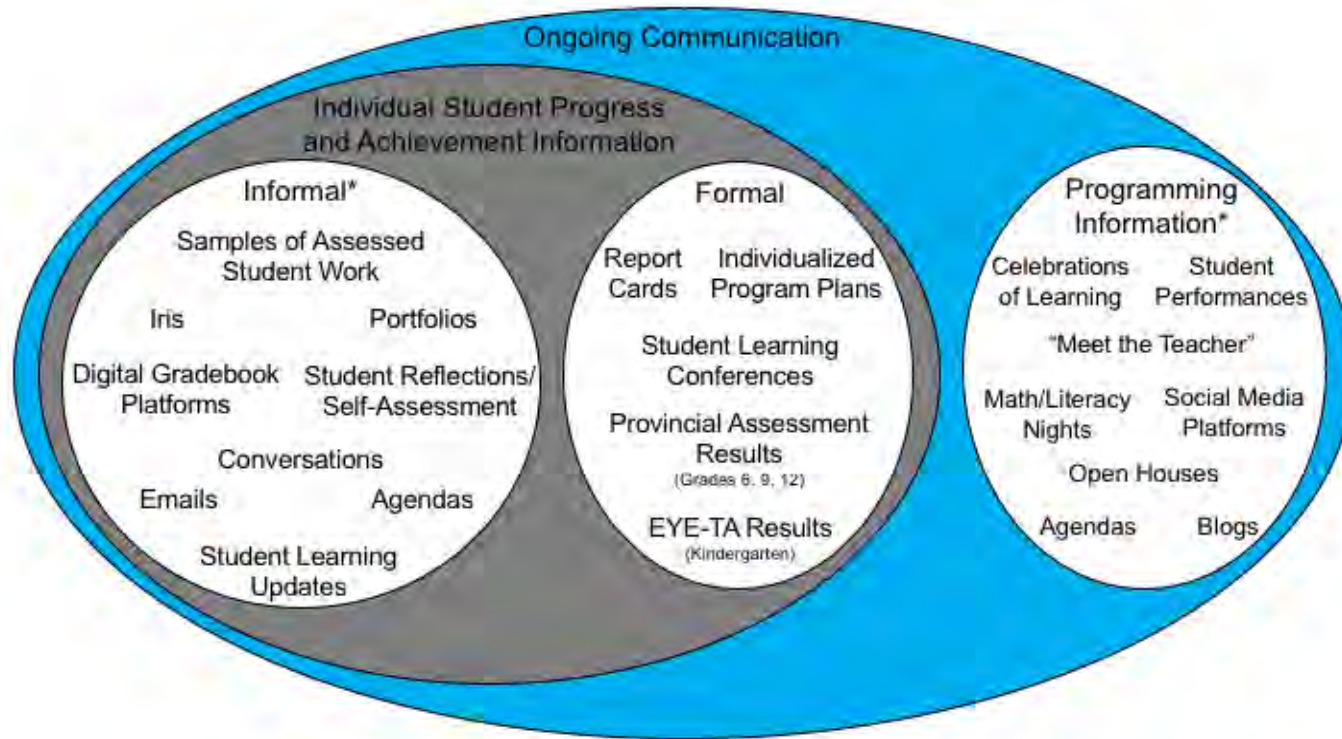


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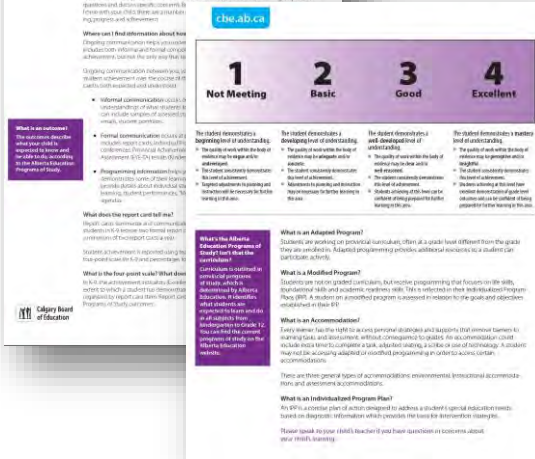
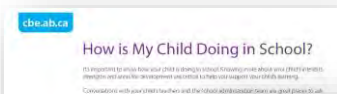
Resources for Schools



More than a Report Card | Ongoing Communication



Resources for Families



Upcoming:

- K-9 Proficiency Scale video
- Parent guide to the Assessment and Reporting Guides
- Assessment and reporting FAQ
- Assessment suggested readings

K-9 Four Point Proficiency Scale



cbe.ab.ca

Assessment & Reporting in the CBE

K - 9 Proficiency Scale

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https://players.brightcove.net/1366266428001/default_default/index.html?videoId=6108731724001

K-9 Four-Point Proficiency Scale

1

Not Meeting

2

Basic

3

Good

4

Excellent

The student demonstrates a **beginning** level of understanding.

- The quality of work within the body of evidence may be **vague** and/or **undeveloped**.
- The student consistently demonstrates this level of achievement.
- Targeted adjustments to planning and instruction will be necessary for further learning in this area.

The student demonstrates a **developing** level of understanding.

- The quality of work within the body of evidence may be **adequate** and/or **concrete**.
- The student consistently demonstrates this level of achievement.
- Adjustments to planning and instruction may be necessary for further learning in this area.

The student demonstrates a **well-developed** level of understanding.

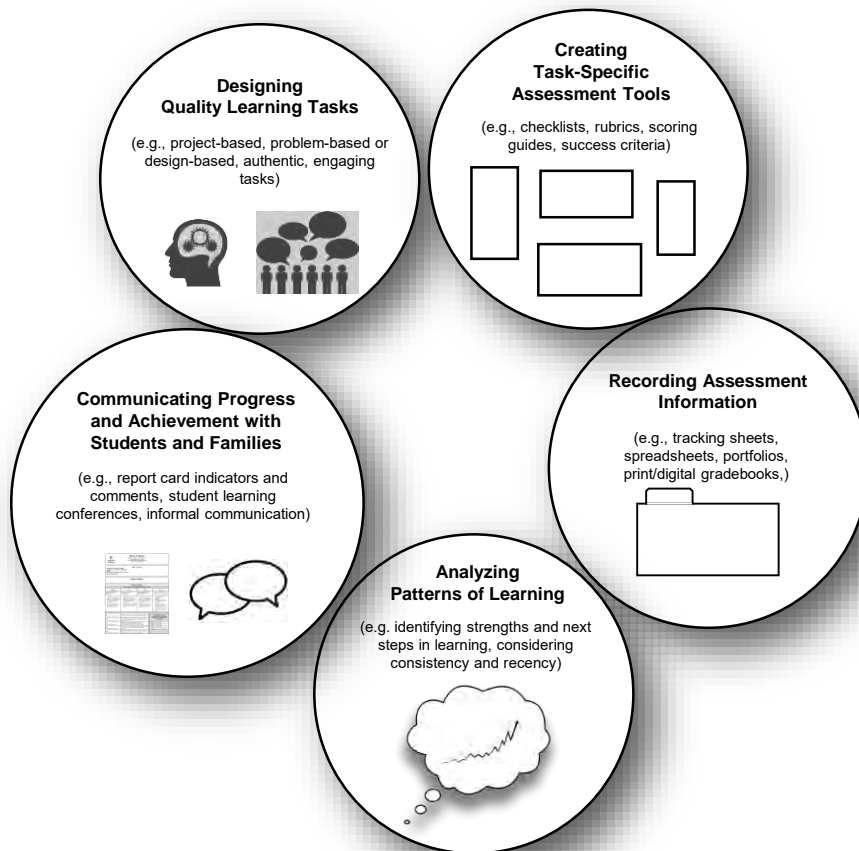
- The quality of work within the body of evidence may be **clear** and/or **well-reasoned**.
- The student consistently demonstrates this level of achievement.
- Students achieving at this level can be confident of being prepared for further learning in this area.

The student demonstrates a **mastery** level of understanding.

- The quality of work within the body of evidence may be **perceptive** and/or **insightful**.
- The student consistently demonstrates this level of achievement.
- Students achieving at this level have excellent demonstration of grade level outcomes and can be confident of being prepared for further learning in this area.



Effective Use of the Guides



Assessment & Reporting Guides



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Mathematics | Grade 3

The criteria at each level of proficiency are inclusive of those described at the prior levels.

Outcomes	1	2	3	4
Solve one-step addition and subtraction equations involving a symbol to represent an unknown number (PR4, N6, N7)	<p>Add and subtract quantities using a concrete or pictorial approach</p> <p>Model the meaning of the equal sign as a balanced relationship between two quantities</p>	<p>Use a symbol to represent an unknown value in an equation</p> <p>Solve equations within familiar number fact families using a concrete or pictorial approach</p> <p>Solve equations where the unknown appears on either side of the equal sign</p>	<p>Write and solve an equation involving an unknown value to represent the scenario in a problem</p> <p>Interpret the equal sign flexibly using the left and right sides of the equation interchangeably</p> <p>Solve and verify equations involving a variety of numbers using a concrete or pictorial approach</p>	<p>Apply flexible and efficient strategies, including mental math strategies and number fact fluency, to solve and verify equations</p> <p>Explain the use of a symbol for an unknown in an equation and why there is only one value for the unknown</p>

Assessment & Reporting Guides



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English Language Arts | Grade 5

[The criteria at each level of proficiency are inclusive of those described at the prior levels.]

Outcomes	1	2	3	4
Compare text situations, to personal experiences, and use comparisons to support interpretations of texts. (2.2.6, 2.2.9)	Compare familiar characters and situations in texts to personal experiences.	Explain comparisons between characters and situations in texts to personal experiences.	Use comparisons as evidence to support own interpretations of texts.	Elaborate on comparisons and use as evidence to enhance own interpretations of texts.

Grades 10 - 12



- Continued calibration for weightings of Program of Studies outcomes
- High School Learning Leader Session focused on Assessment and Reporting in the CBE document
- High School Professional Learning Day framed around the 9 Principles of High School Redesign with a specific focus on equity in assessment
- Area 3 high schools gathered for continued learning about outcomes-based assessment





Next Steps

- Opportunity for further input and feedback
- Help designing future parent resources

Questions?



Discussion



- What barriers or challenges exist in your school community that make it difficult for parents to engage with the school?
- How could school council support school leadership to remove or lessen some of these barriers? How could school leadership support the school council?
- Has anything worked particularly well at your school to engage parents in their children's learning?



Meeting Evaluations

Please fill out the meeting evaluations online,
or at your table

URL: <https://tinyurl.com/rmovn69>

Thank you!



Next meeting: April 16, 2020