

# K-9 Reporting and Assessment Practices Engagement & Communication Plan



Calgary Board  
of Education

*dialogue*)))

Feb. 20, 2025

## 1. CONTEXT

The decision to engage K-9 teachers and administrators is in response to workload concerns raised by ATA Local 38, particularly in light of the implementation and expansion of Alberta Education Early Years Assessments. The new assessments have a significant impact on the workload of kindergarten to Grade 3 teachers. As K-9 schools share the same report card format, all K-9 teachers and administrators could be impacted by any adjustments made as a result of this engagement. High school teachers and other CBE staff are not impacted.

This engagement reflects the CBE's commitment to employee well-being, which is identified as a top priority in the CBE's 2024-27 Education Plan. This engagement is aligned with a key outcome that aims to support employees in "building skills, strategies and relationships that contribute to positive well-being." By working collaboratively with teachers to ensure all steps are being taken to reduce workload related to reporting and assessment, well-being is prioritized and well supported.

The CBE has taken steps in recent years to reduce reporting and assessment requirements and ensure consistency in reporting. Any adjustments that are made as a result of this engagement will build on the work that has already been done to streamline processes and reduce teacher workload.

## 2. PURPOSE: WHAT IS TO BE DECIDED?

The CBE will gather input and feedback from K-9 teachers and administrators on possible ways to reduce teacher workload, enhance assessment and reporting practices, and ensure alignment with provincial expectations and CBE policies. Any modifications or enhancements that result from this engagement will be communicated to CBE employees by June 2025, with implementation beginning in the 2025-26 school year.

## 3. DECISION MAKER(S)

This decision will be made by the two superintendents of School Improvement.

## 4. ENGAGEMENT PLANNING TEAM

This group will plan and monitor the engagement process:

- Education director, K-12 core curriculum/assessment, Area 4
- Education director, K-12 core curriculum/assessment, Area 5
- Education director, Research & Strategy
- Education director, Early Learning, Area 3
- Manager, community engagement
- Community engagement advisor

## 5. IN SCOPE OF ENGAGEMENT

The following are factors people can influence:

1. Strategies to reduce workload related to literacy and numeracy assessments for elementary teachers
2. Frequency and timing, including:
  - Reporting and assessment timelines.
  - The structure and frequency of EAL benchmarks.
3. Consistency and simplicity, including:
  - The structure, number and length of report card comments.
4. Support, resources and professional development, including:
  - Tools, resources and learning opportunities to adapt to new reporting and assessment systems.
5. Communication with students and parents, including:
  - How PowerTeacher is used for summative assessments in K-9 schools.
  - The impact of Student Learning Assessment (SLA) reports on conferences and report card comments.
  - Communication tools (e.g. information sheets, videos) to facilitate clear, ongoing conversations with parents that could help reduce the need for detailed comments on report cards.

## 6. OUT OF SCOPE/GIVENS

Below are factors people cannot influence through this engagement process:

- PowerTeacher will remain in use as a gradebook for schools.
- The number of K-9 report cards per year - the decision to reduce K-9 report cards from three to two has already been implemented and cannot be influenced through this engagement.
- The number of parent conferences.
- IPP documentation and parent/guardian meetings.
- The requirement for teachers to do EAL benchmarking will continue; that requirement cannot be influenced through this engagement process.
- Current courses will remain as they are.
- Report card stems - stems were previously revised to align with the new elementary curriculum and will continue to be revised as new curriculum is implemented.
- Assessment and reporting practices for high schools.
- K-9 reporting indicators.
- Board of Trustees' Results or governance policies.
- CBE Administrative Regulations.
- Alberta Government legislation, requirements and expectations, including:
  - The literacy and numeracy assessments and Provincial Achievement Tests required by Alberta Education.
  - Standards or expectations for student reporting set by Alberta Education.

## 7. OPPORTUNITIES & RISKS

The opportunities provided through this engagement process include: streamlining processes to enhance teacher well-being, providing clear and actionable feedback for improved K-9 assessment and reporting practices and establishing consistent, transparent communication practices across schools.

The main risk of this engagement would be the possible misalignment of teacher expectations and what is possible given existing policies, legislation, expectations and mandates. Parents and guardians may also have expectations of being provided with an opportunity to share their perspectives on reporting and assessment as well, especially as it relates to communication with parents/guardians (as that's within the scope of this engagement).

## 8. AFFECTED GROUPS

**Primary Group:** K-9 teachers and leaders responsible for assessment and reporting and school administrators overseeing these practices are most directly affected by this decision.

**Secondary Group:** Others who could be affected by this decision include parents and guardians and CBE School Improvement teams (Core Curriculum and Assessment, Early Learning, Research and Strategy).

As this engagement is focused on the reporting and assessment work that is done by teachers and communication with parents and guardians, students are not expected to be impacted by this decision.

## 9. IMPACT ON AFFECTED GROUPS

At this point in time, K-9 teachers are expected to be impacted most significantly by this decision. If the decision includes more significant adjustments than anticipated at this time, additional follow-up engagement with any affected groups (parents, Grade 10-12 teachers etc.) may need to be considered.

## 10. ENGAGEMENT & COMMUNICATION STRATEGIES

The following strategies will be applied to this engagement process:

- Use existing internal communication channels to inform and communicate about engagement opportunities and the work that has been done to date to reduce reporting and assessment requirements and provide greater consistency in reporting. This includes Insite, Link Online, The Week Ahead and direct emails.
- The primary group is the focus of this engagement. Some members of the secondary group may be made aware of this engagement through CBE internal communication channels but will not be invited to participate in engagement opportunities.
- As the primary group for this engagement is internal, all communication will be focused internally on CBE employees.
- Gather input and feedback from the primary group affected by this decision.
- All K-9 teachers and administrators will have an opportunity to share their perspectives through an online survey.
- In-person sessions will involve a portion of K-9 teachers and administrators. Participants will be selected to participate through an expression of interest process.
- In-person sessions will include a diversity of participants representative of K-9 schools (i.e. various grade levels, Areas, programs).
- Engagement will occur in alignment with the Dialogue Framework.

## 11. ENGAGEMENT & COMMUNICATION OBJECTIVES

<b>Engagement Objective:</b> To <u>gather input</u> on assessment and reporting practices, and opportunities that might exist to reduce workload for teachers and school administrators.		
Level of Engagement	Outcomes	Outputs
Gather Input	The majority of K-9 teachers and administrators say they have been listened to and engaged meaningfully in the engagement process.	Detailed records of engagement activities and input provided.
	Input gathered through this process is considered in the decision.	

<b>Communication Objective:</b> To <u>inform and communicate</u> about the steps the CBE has taken to date to reduce reporting and assessment requirements and create greater consistency in reporting.		
	Outcomes	Outputs
Inform & Communicate	K-9 teachers and administrators understand that efforts have already been made to positively impact teacher workload in relation to reporting and assessment.	Digital communication materials detailing the work to date.
	K-9 teachers and administrators understand that efforts to reduce teacher workload are in support of employee well-being.	Communication materials detailing the work to date for in-person sessions.
	CBE teachers and school administrators understand that employee well-being is a top priority for the CBE, identified in the 2024-27 Education Plan.	
<b>Communication Objective:</b> To <u>inform and communicate</u> about the legislation, requirements, mandates and expectations that guide reporting and assessment practices at the CBE.		
	Outcomes	Outputs
Inform & Communicate	Build understanding amongst CBE teachers and school administrators of government legislation and requirements for reporting and assessment practices.	Digital communication materials outlining the relevant legislation and requirements.

	Build understanding amongst CBE teachers and school administrators of CBE policies and administrative regulations that guide reporting and assessment practices.	Print communication materials outlining the relevant CBE policies and administrative regulations.
<b>Communication Objective:</b> To inform and communicate about how input and feedback influenced the decision.		
Inform & Communicate	Outcomes	Outputs
	The majority of K-9 teachers and school administrators support the final decision based on the engagement process.	Communication to CBE employees summarizing input and how it influenced decisions.
	The majority of K-9 teachers and school administrators can see their input has influenced the final decision.	

## 12. ENGAGEMENT & COMMUNICATION TIMELINE

Action	Date
Key community member interviews	Feb. 6 - 10
Inform principals about plans for engagement at system leadership meeting	Feb. 19
Inform employees about engagement and opportunities to participate; post information to Insite	Feb. 20
Host engagement session in advance of ATA CSR meeting	March 5
Other in-person sessions hosted for teachers and administrators	March 7 - 14
Analysis and theming of input from sessions; determine best survey questions to ask as a result of input gathered	March 15 - 18
Online survey active	April 15 - 30
Principals provide work time for teachers to do survey	April 21
Principals informed of decision via email	May 28
CBE employees informed about decision; results from engagement and how it informed decision posted on Insite	By June 6
Update documentation on assessment and reporting	July to mid-Aug.
Re-visit any changes with school administrators	September

## 13. MEASUREMENT & EVALUATION

We will determine the success of this engagement initiative by the feedback provided from participants, including session evaluations and evaluative online survey questions.