



Calgary Board  
of Education

# System Leadership

Finding possibility and purpose  
through data

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Superintendent, School Improvement

A person with short brown hair, wearing a brown long-sleeved shirt, dark blue shorts, and black sneakers, is walking away from the camera on a paved path. The path is surrounded by lush green trees and grass. The scene is brightly lit, suggesting a sunny day. The text "One story | One system" is overlaid in the bottom left corner.

One story | One system

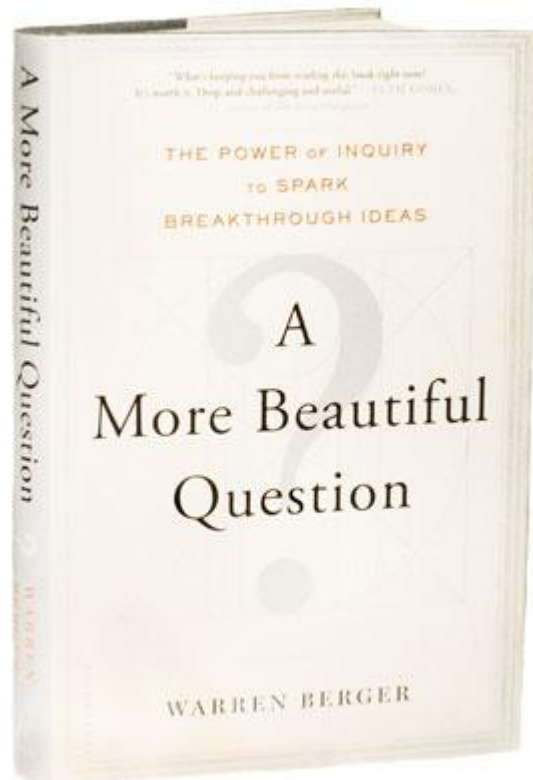


# Checking your assumptions

- Data is defined by numbers
- Data is best utilized at identified points in the year
- Data is limiting and a distraction from the 'real' issues
- Systemic, school, and student level data processes are interrelated



# Creating Possibility

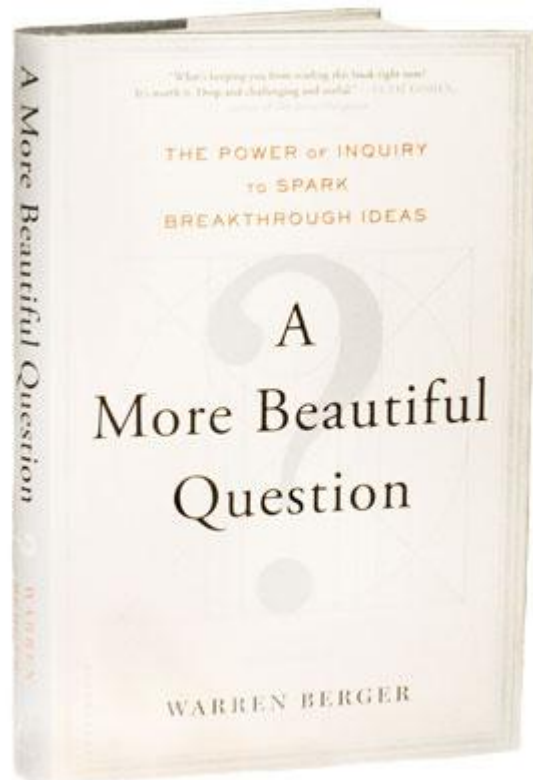


“People may start out asking, ‘How *can* we do that?’ But as soon as you start using words like *can* and *should*, you’re implying judgement: Can we really do it? And should we?”

By substituting the word *might*...you’re able to defer judgement, which helps people to create options more freely and opens up more possibilities.

“The Secret Phrase Top Innovators Use” September 17, 2021,  
[http://blogs.hbr.org/cs/2012/09/the\\_secret\\_phrase\\_top\\_innovato.html](http://blogs.hbr.org/cs/2012/09/the_secret_phrase_top_innovato.html)

# Generating Action



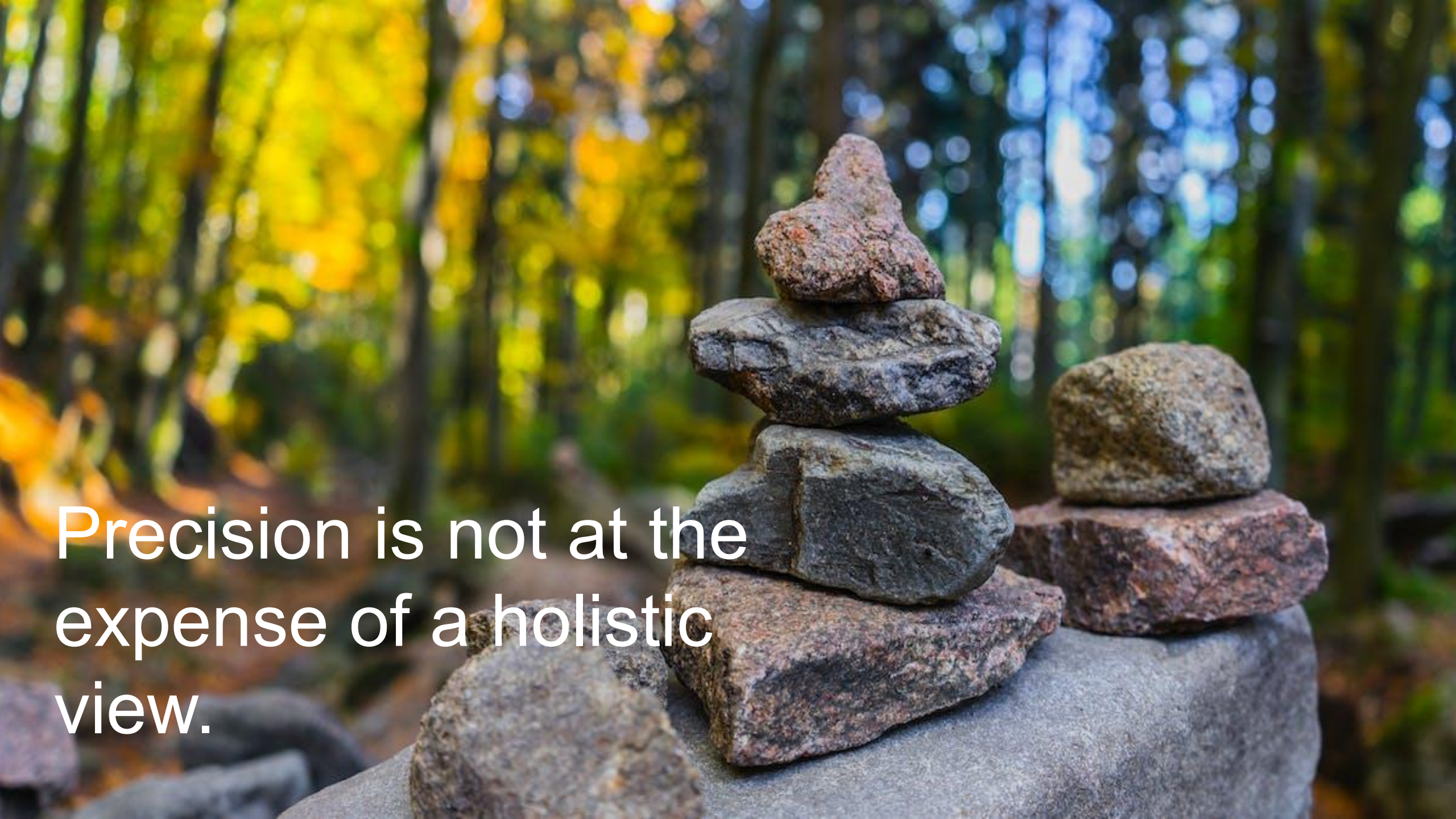
“By ‘living with’ a question, thinking about it and then stepping away from it, allowing it to marinate, you give your brain a chance to come up with the kinds of fresh insights and What If possibilities that can lead to breakthroughs.”





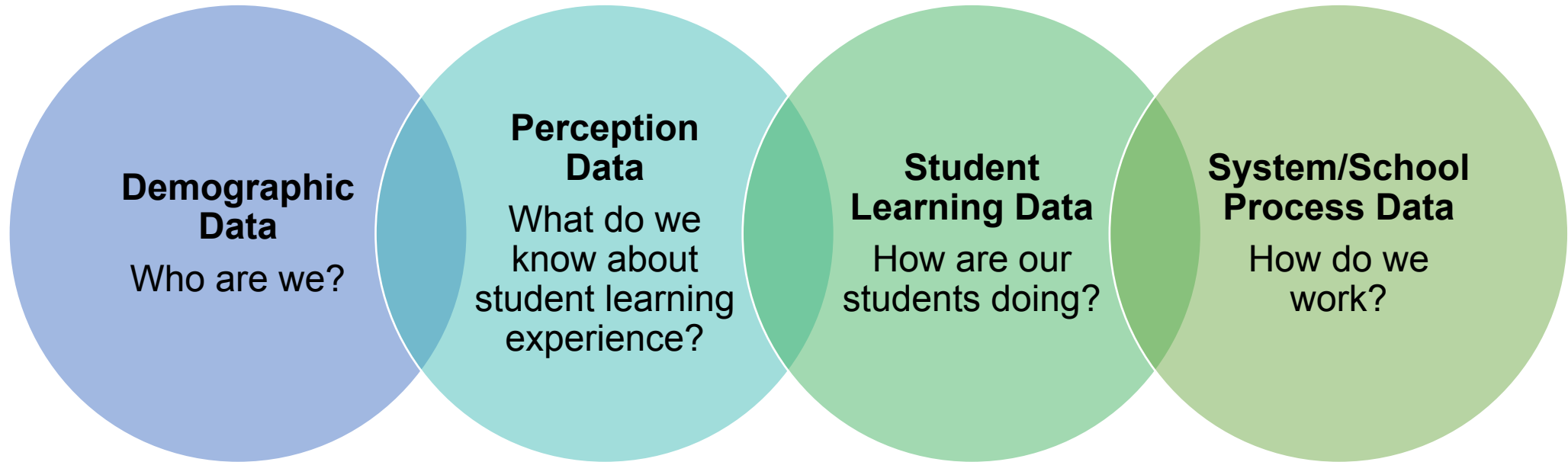
**If the role of data is to empower action, what is the ecosystem we might design to ensure it does so?**





Precision is not at the  
expense of a holistic  
view.

# A 'Whole' Systemic View





- Student Cohorts (e.g., English language learners, students who self-identify as Indigenous, students with identified special education needs, students by program)
- Absentee rates
- Course enrollment,
- Government coding
- Alberta Education Assurance Measure Results Report: Drop Out Rate, High School Completion Rate, Diploma Exam Participation Rate, Rutherford Scholarship Eligibility Rate and Transition Rate
- Equity index variables



**Demographic  
Data**

Who are we?

- Alberta Education Assurance Measure Results Report Survey data: students, parents/guardians, certificated staff.
- Student Survey data
- In-school focus groups: students, parents/guardians, staff.
- Staff perception data of practice



**Perception  
Data**

What do we  
know about  
student learning  
experience?



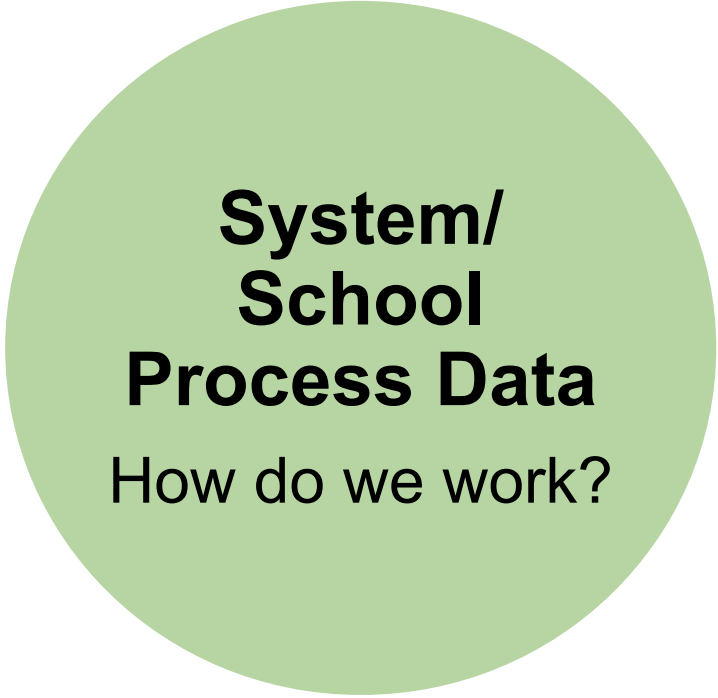
- System/school collected assessments (formative, summative) including common course assessments
- Diagnostic assessments (e.g., EYE-TA, RRST, LeNS, CC3, numeracy)
- Observations of student learning patterns, accomplishments and needs.
- Report card: course, subject, stem, outcome-based information.
- Provincial testing program: Student Learning Assessments, Provincial Achievement Test, Diploma Examination results.



**Student  
Learning Data**

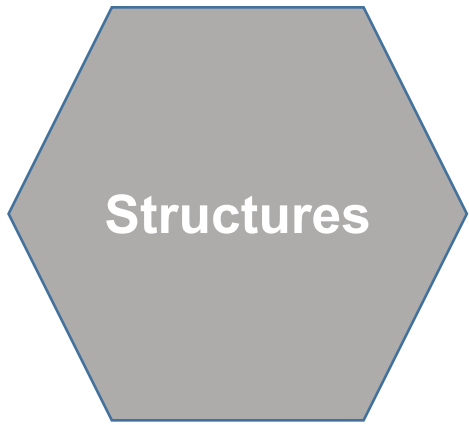
How are our  
students doing?

- Assessment policy
- Attendance monitoring practice
- Collaborative Response
- Common course structures
- Credential requirements tracking
- Curriculum mapping
- Instructional strategies
- Leadership team structure and responsibilities
- Professional learning communities

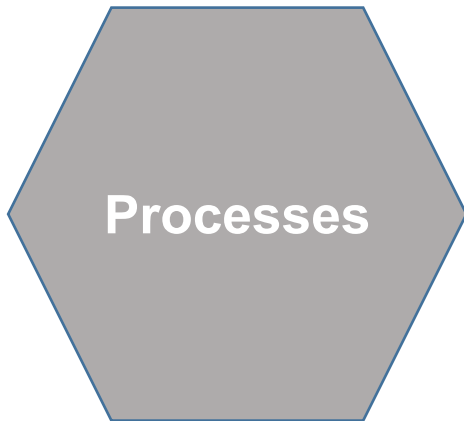
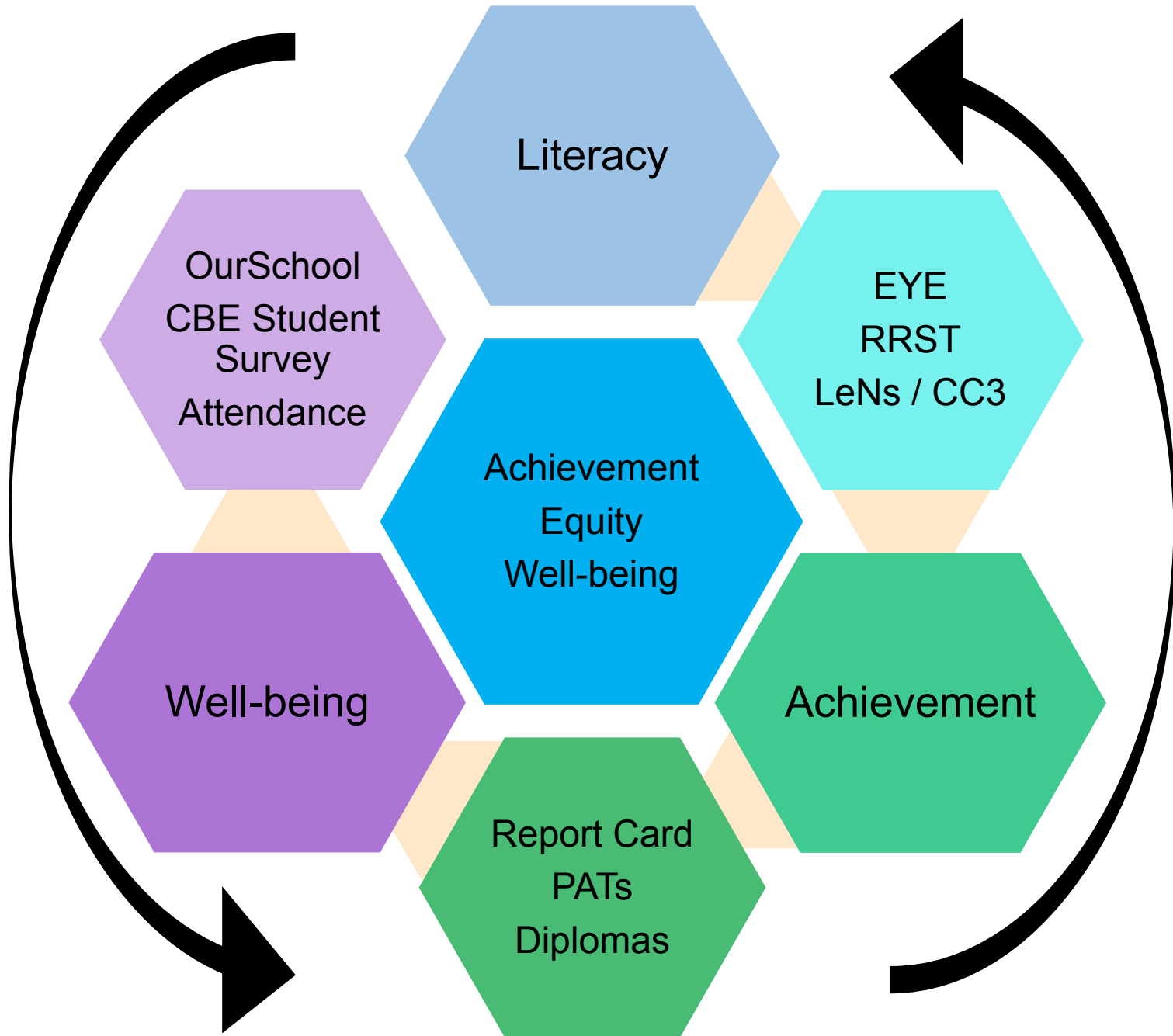


**System/  
School  
Process Data**  
How do we work?





Data representations  
Digital infrastructure

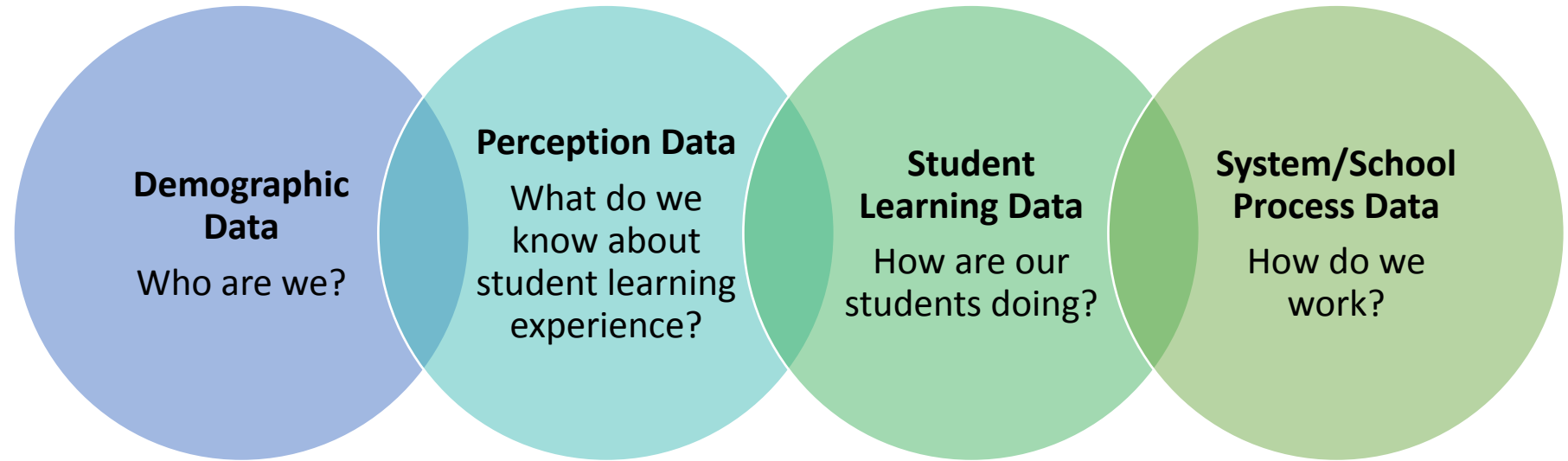


Cross portfolio  
collaboration  
Analysis and  
Interpretation

Leaders

Teachers

Students





Planning allows for  
your structures and  
processes to impact  
students



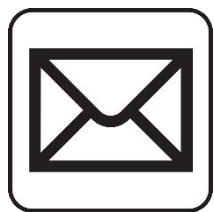


One story

One system

Taking action





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learning | as unique | as every student



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