

The School Effectiveness Framework

A Collegial Process for Continuing Growth in the Effectiveness of Ontario Elementary Schools



The School Effectiveness Framework

Setting the Context

- Momentum for improvement exists in Ontario.
- Boards and schools are ready to move to a new level of accountability.
- A key priority for The Secretariat is to build internal capacity within boards and schools.
- The framework is based on a philosophy of shared commitment and collegiality.
- Implementation of a self-assessment process means improving our schools without externally imposed accountability measures.



The School Effectiveness Framework

- The framework is not an evaluative tool. It has no connection to teacher performance appraisal.
- This framework allows for strengths to be identified, areas that need further attention to be developed and next steps for improvement to be identified.
- The framework will enable boards and schools to target resources, determine capacity building needs and focus improvement planning.
- Many boards have review processes in place which they can build upon as they implement The School Effectiveness Framework.



Design of the Framework

The framework was developed with input from a steering committee of representatives from:

- teachers' federations
- principals' councils
- supervisory officers' associations
- faculties of education
- diagnosticians from the field



Design of the Framework

The School Effectiveness Framework has two uses:

- The School Self-Assessment and
- The District Review Process

The Framework is intended to guide discussions for critical analysis of key components of school effectiveness and inform improvement planning.

Based on Ontario research and the literature of what makes schools effective, nine components have been identified as factors that have an impact on student achievement.

Boards and/or schools may wish to add a tenth component to reflect a local priority.



The Design of the Framework

The Essential Components

- Student Learning and Achievement
- Instructional Leadership
- Assessment and Evaluation
- Curriculum and Instructional Strategies



The Design of the Framework

Components for Local Selection

- Mission, Vision and Values
- School Culture
- Interpersonal Relationships
- Home, School, and Community Outreach and Partnerships
- Student Leadership and Engagement
- Other (based on a locally identified priority)



Key Purposes of the Framework

- Build board and school capacity in identifying strengths, areas which require attention and next steps
- Foster introspection, reflection and analysis
- Lead to better planning with precision and intentionality
- Act as a catalyst for collaborative and collegial conversations about improvement from within
- Implement high-yield research-based strategies



Key Purposes of the Framework

- Determine the monitoring and feedback strategies necessary for improvement and accountability
- Provide a forum for consensus building around school improvement
- Develop a deeper understanding of the unique improvement needs of schools, and
- Communicate, celebrate and continue to build public confidence around school effectiveness



Implementation of The School Effectiveness Framework

- This framework will be used in draft format as an implementation pilot over the next year.
- Boards and schools are asked to provide feedback to The Secretariat as they implement the review processes.
- Boards will use the framework for the district review process in a sampling of their OFIP 3 schools and other schools they deem appropriate.



Key Principles for Engagement

In order to be effective, it is essential that the review process is:

- Focused on continuous improvement in student achievement
- Collaborative, collegial and respectful
- Open, honest, and transparent
- Reflective, self-critical and growth-promoting resulting in capacity building and the acquisition of new knowledge and skills, and
- a basis for dialogue and inquiry



School Self-Assessment: A process for School Improvement Planning



School Self-Assessment

School self-assessment is a collaborative process in which all staff members systematically:

- *gather and analyse* evidence about how well their students are doing
- *use this evidence* to assess and evaluate all aspects of the school's performance



Self-Assessment

Results and teachers' comments ...

enhances self
knowledge

understand the
school better

recognition of
achievement

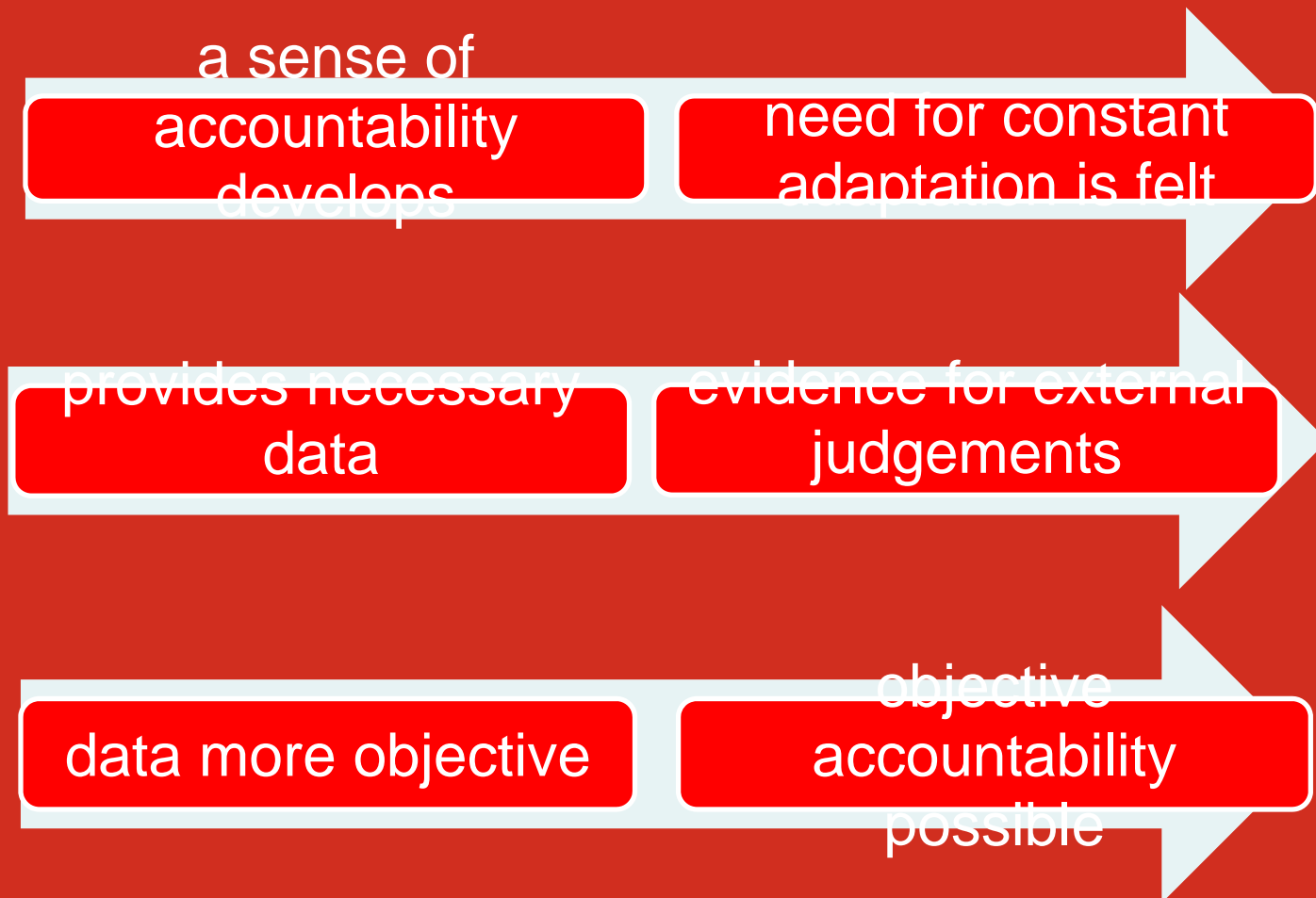
celebration of
success to date

increased self-
confidence

know that hard work
is making a
difference

Self-Assessment

Results and teachers' comments ...





Self-Assessment

A process for School Improvement Planning

Research shows that schools have to go through several phases when they want to conduct self-assessment, beginning with some kind of orientation or preparation through an assessment stage to follow-up for action.



Self-Assessment

A process for School Improvement Planning

Some helpful orientation questions to guide reflective practice include:

- Are we ready for self-assessment?
- How do we know?
- What are we curious about?
- What do we want to learn?



Self-Assessment

A process for School Improvement Planning

Some helpful assessing and reflecting questions to guide reflective practice include:

- Are our students learning to their full potential?
- What information do we need to answer this question?
- How will we assess the information?
- How will we deal with the results of our inquiry and our preliminary conclusions?



Self-Assessment

A process for School Improvement Planning

Some helpful follow-up and action questions to guide reflective practice include:

- What decisions will we make based on the evidence?
- What actions will we take to address the areas of weakness?
- How will we ensure that the areas of weakness are addressed in our school improvement plan (SIP)?
- How will we revise our SIP?



Self-Assessment

A process for School Improvement Planning

- All schools are expected to engage in School Self-Assessment for Improvement using The School Effectiveness Framework to inform their planning and improvement.
- This process is led and monitored by the principal and the school improvement team (SIT).
- This is a cyclical process taking no longer than three months.

Responsibilities of the School Improvement Team

The SIT assists the principal to:

- communicate to staff about the School Self-Assessment for Improvement and District Review Processes
- review indicators –check those that the school is doing well, highlight those that require some improvement
- review EQAO results and the results of board-wide (e.g. DRA, CASI etc.) and school assessments
- review the current School Improvement Plan (SIP) to determine alignment with this information
- use this information to revise or refine areas for improvement
- ensure that no more than 3 goals are established for the SIP



Goal	Indicators related to goals	Where are we now?	Where do we want to be?	What student work/ evidence will tell us we are there?	What do we have to do differently to learn or get there?	Who can help?	Who is monitoring? When? How?
1.							
2.							
3.							

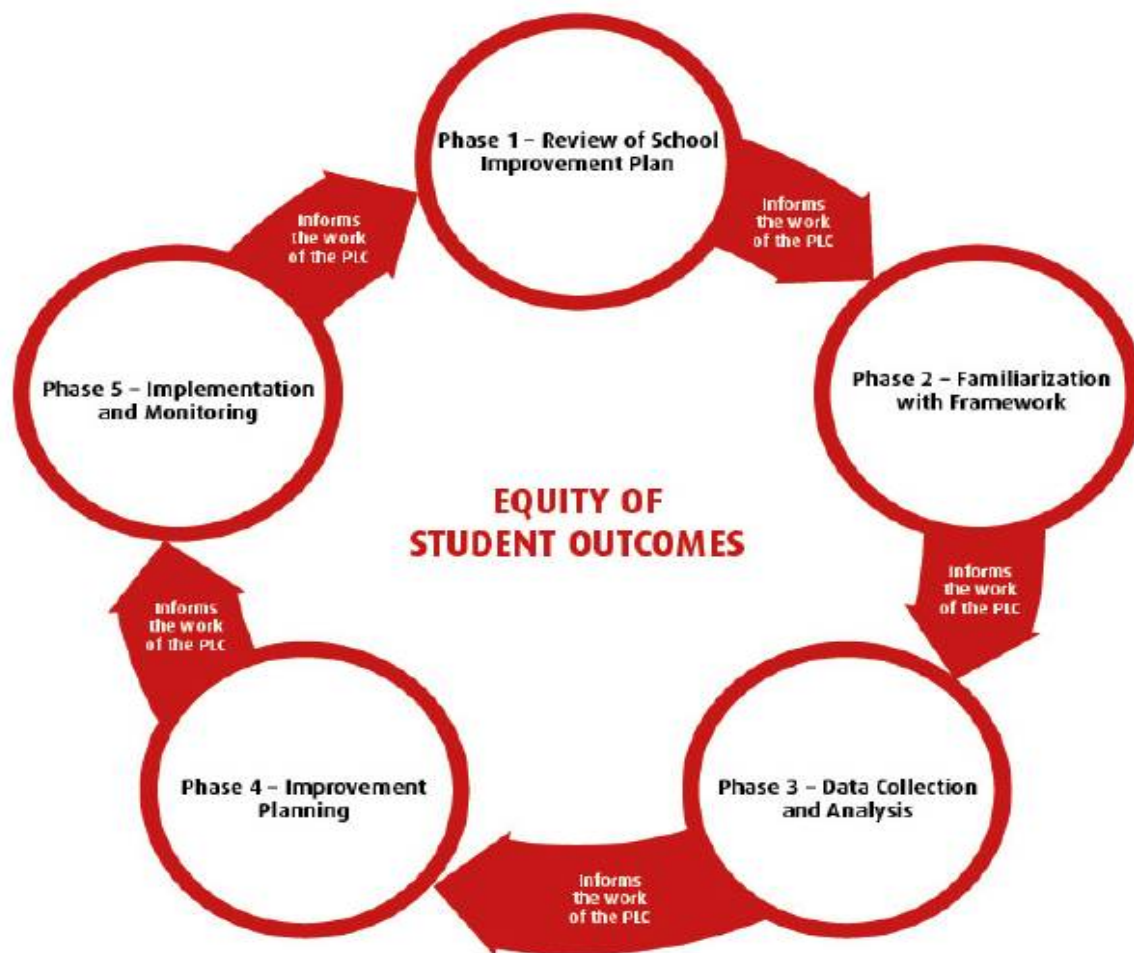


Monitoring by the Principal and School Improvement Team

Methods of monitoring may include:

- ensuring that the revised school improvement plan is the focus for discussion at staff meetings , division meetings or PLCs
- ensuring that the specific actions outlined in the revised school improvement plan guide professional learning and professional conversations
- ensuring that the specific actions outlined in the revised school improvement plan guide discussions between the principal and the superintendent

The School Self-Assessment Process



The responsibility of this process rests with the principal and the school improvement team in collaboration with the entire staff.

Phase 1 – Review of School Improvement Plan

- Review priorities
- Review targets
- Identify and celebrate successes
- Identify challenges
- Establish new priorities following this review

Phase 2 – Familiarization with Framework

- Determine the scope of the process
- Review indicators for the Essential Components and Components Selected Locally
- Ensure a school-wide involvement in the process
- Ensure regular internal communication regarding the process

Phase 3 – Data Collection and Analysis

- Collect and analyse data
- Using the indicators of the framework, identify strengths and areas requiring improvement
- Prepare a summary of findings and recommendations for improvement

Phase 4 – Improvement Planning

- Involve all staff and school council
- Identify areas which need improvement
- Specify high-yield strategies
- Establish timelines
- Agree on responsibilities
- Target resources
- Include capacity-building needs and focus

Phase 5 – Implementation and Monitoring

- Identify indicators of progress
- Ensure monitoring process is in place (Ask: How effective are we in achieving our student learning and achievement goals? What is the evidence? What actions will we take to ensure continuous improvement?)
- Revise school improvement plan

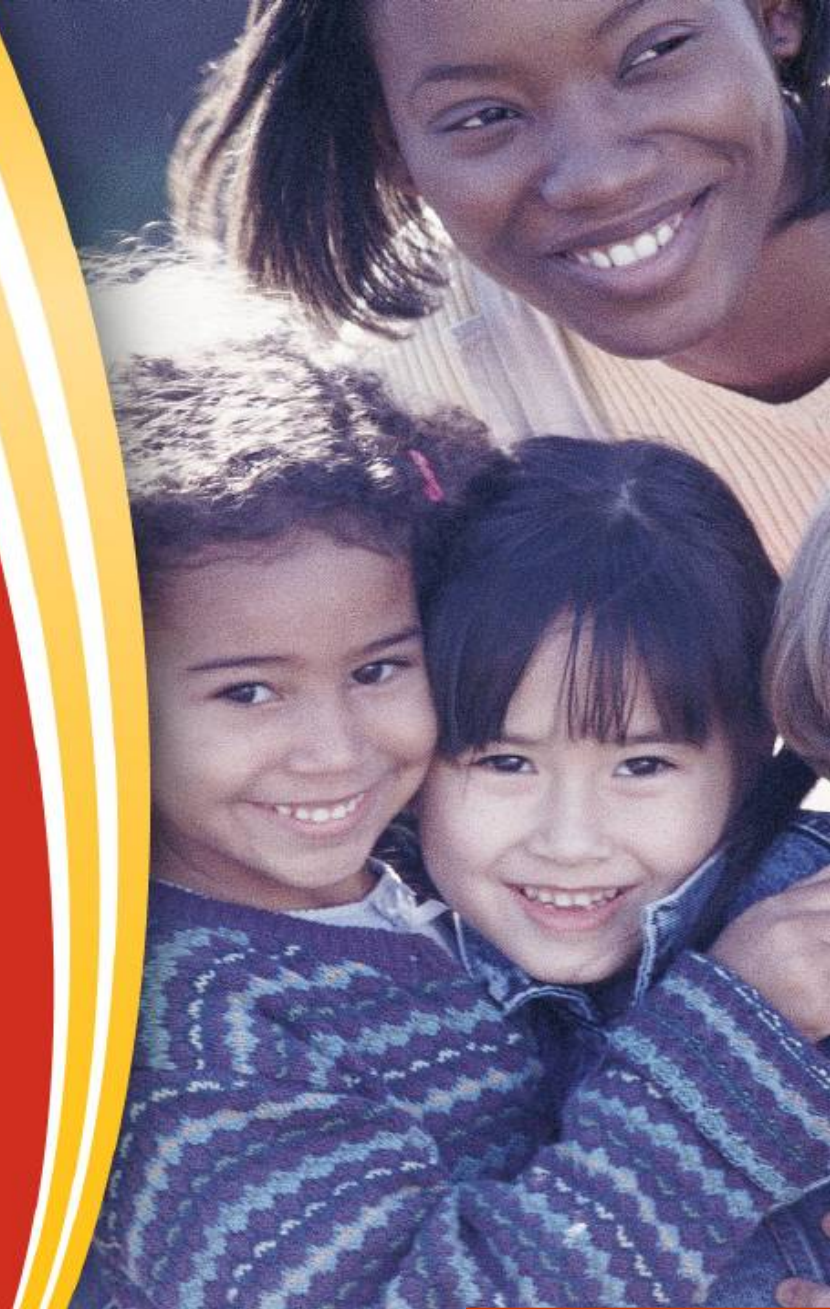
School Summary Report

The school summary report is written following the School Self-Assessment and implementation of goals and should include:

- strengths
- areas requiring improvement
- evidence of improved student learning
- next steps in the improvement cycle



The District Review Process





The District Review Process

- District Steering Committee
- District Review Team(s)



The District Review Process

Develop, coordinate & support the overall board plan for the implementation of this process



The District Review Process

- **The District Review team conducts the school visits**
- **Superintendent of the school being reviewed should be the chair of this team**

Which schools will be part of the District Review Process?

- In the implementation year (2007-08) each board will review a sample of OFIP 3 schools depending upon the size of the board
- If a board has no OFIP 3 schools, they will select schools that will benefit from this process
- OFIP 3 schools are schools with 51-74% of their students at the standard in Grade 3 and 6 EQAO reading. They have been static or declining for a number of years.

Phase 1

Review data and progress from School Self-Assessment Process

Phase 2

**Determine the scope of the review
using The School Effectiveness
Framework**

Phase 3

**Collect and analyse data and prepare
summary reports with
recommendations**

Phase 4

Support school in planning and implementing improvement strategies

Phase 5

Sharpen the focus and build capacity of the PLC



The District Review Summary Report

The District Review Summary Report includes the following:

- a summary of strengths
- areas requiring improvement
- clear recommendations for the next steps in the improvement process
- recommendations for capacity building needs
- a summary of the ways that the school is providing equity of outcomes
- a concluding statement about the effectiveness of the school in improving student achievement

Phase 6

**Assist school in evaluating progress,
communicating results and revising
school improvement plan**

Phase 7

Identify trends and patterns to inform board improvement planning and capacity building needs
