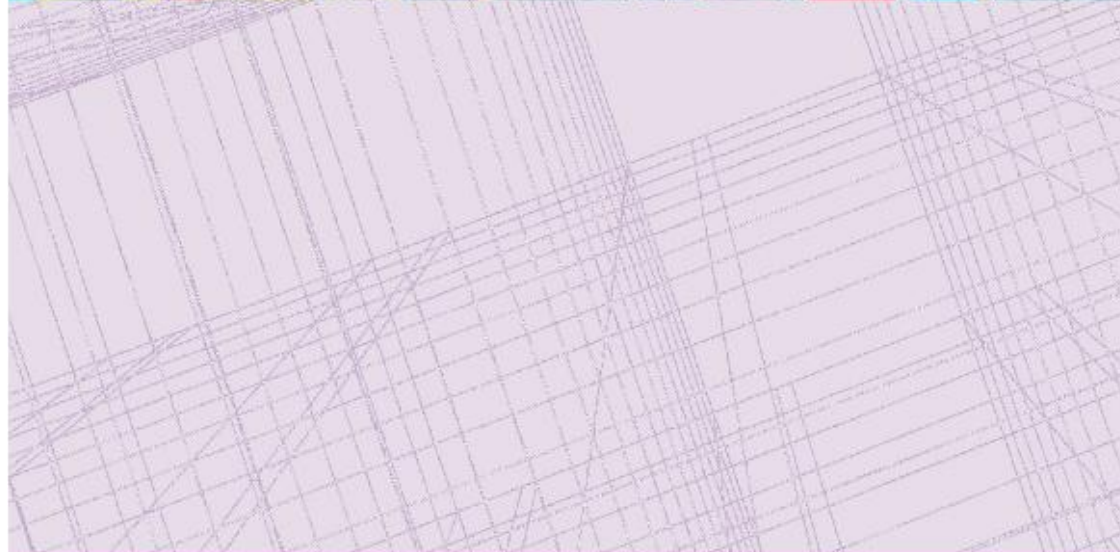


2010

School Effectiveness Framework

A support for school improvement and student success



reach every student

 Ontario

Ministry of Education

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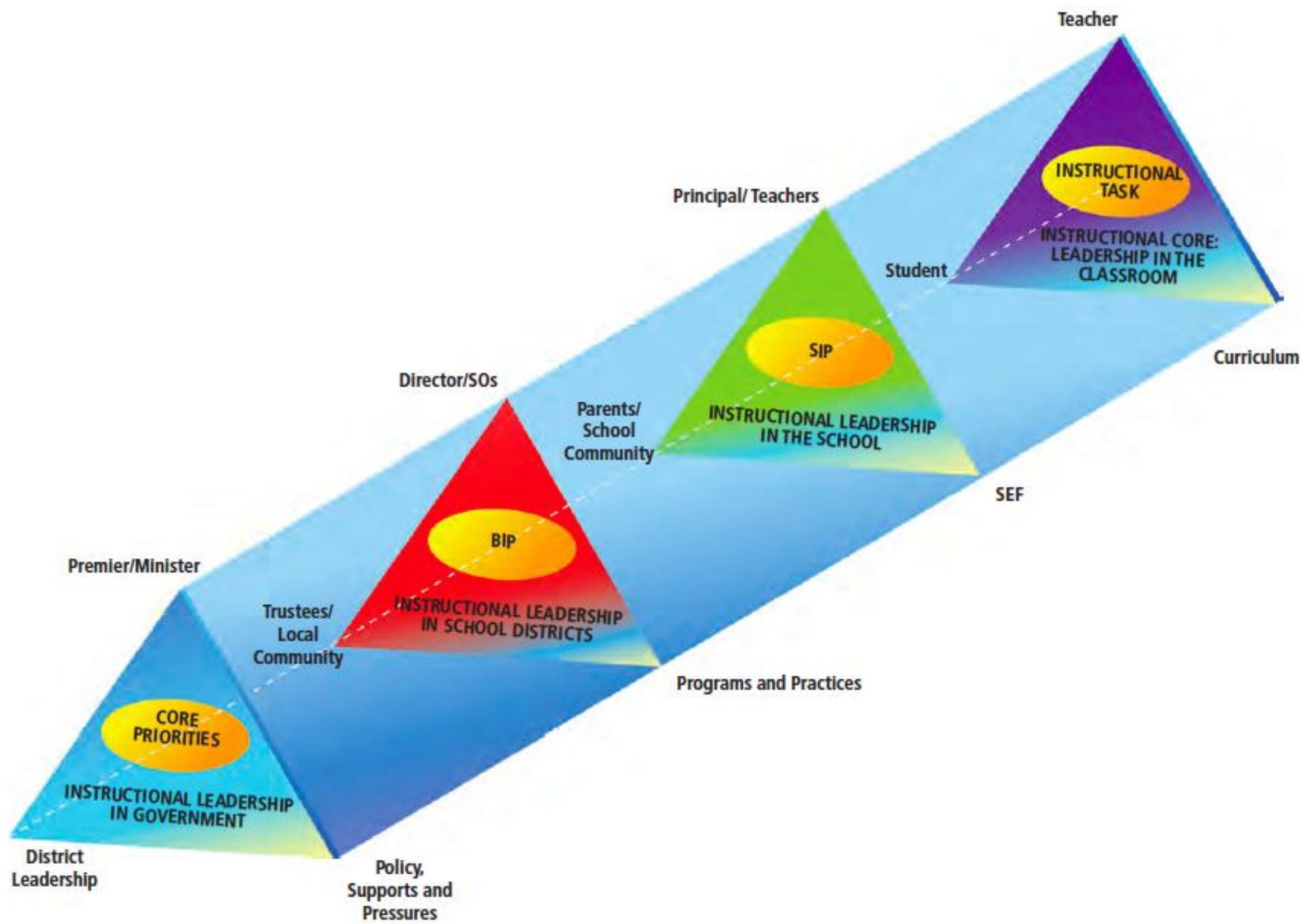


July 15, 2010

Dear Colleagues,

As we continue our work to enhance life opportunities for all of our students, we look to both research and practice to inform our thinking. The K-12 School Effectiveness Framework – A Support for School Improvement and Student Success (SEF) is based upon research about effective elementary and secondary schools, and examples of existing K-12 practices from across the province.

The K-12 SEF identifies evidence-based indicators of successful practice in a number of components of effective schools. The indicators, with sources of evidence, assist educators in building coherence and aligning practices across an entire school. The SEF is a key resource to assist in precise and intentional school improvement planning focused on the achievement of all students. It is also an opportunity for schools to closely examine their practices to determine areas of strength and areas that would benefit from refinements. The K-12 SEF is not a checklist, it is instead a tool and an opportunity to engage staff in deep and purposeful dialogue about their school and students. The process of school self assessment provides a rich foundation for collaborative action for the sake of all of our students. The results of School Self-Assessments assist in strategic planning, allocation of resources and board improvement planning for student achievement.



K-12 School Effectiveness Framework

A support for school improvement and student success

Assessment for, as and of Learning

- 1.1 Students and teachers share a common understanding of the learning goals and related success criteria.
- 1.2 During learning, students receive ongoing, descriptive feedback based on the success criteria, from the teacher and from peers.
- 1.3 Students are taught, and regularly use self-assessment skills to monitor their progress toward achieving learning goals, and to set their own learning goals within the context of the Ontario curriculum and/or Individual Education Plan (IEP).
- 1.4 Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of student learning analyzed to ensure consistency with success criteria.
- 1.5 A variety of valid and reliable assessment data is used by students and teachers to continuously monitor learning, to inform instruction and assessment and to determine next steps.
- 1.6 Assessment of learning provides evidence for evaluating the quality of student learning at or near the end of a period of learning.
- 1.7 Ongoing communication is in place to allow students, teachers and parents to effectively monitor student learning.

School and Classroom Leadership

- 2.1 Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.
- 2.2 Processes and practices are designed to deepen content knowledge and refine instruction to support student learning and achievement.
- 2.3 Organizational structures are coherent, flexible and respond to the needs of students.
- 2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.
- 2.5 Staff, students and school community promote and sustain student well-being and positive student behaviour in a safe and healthy learning environment.

Student Voice

- 3.1 The teaching and learning environment is inclusive and reflects individual student strengths, needs and learning preferences.
- 3.2 School programs incorporate students' stated priorities and reflect the diversity, needs and interests of the school population.
- 3.3 Students are partners in conversations about school improvement.
- 3.4 Explicit strategies are in place to enable students to demonstrate strong citizenship skills such as leadership, teamwork and advocacy.

Curriculum, Teaching and Learning

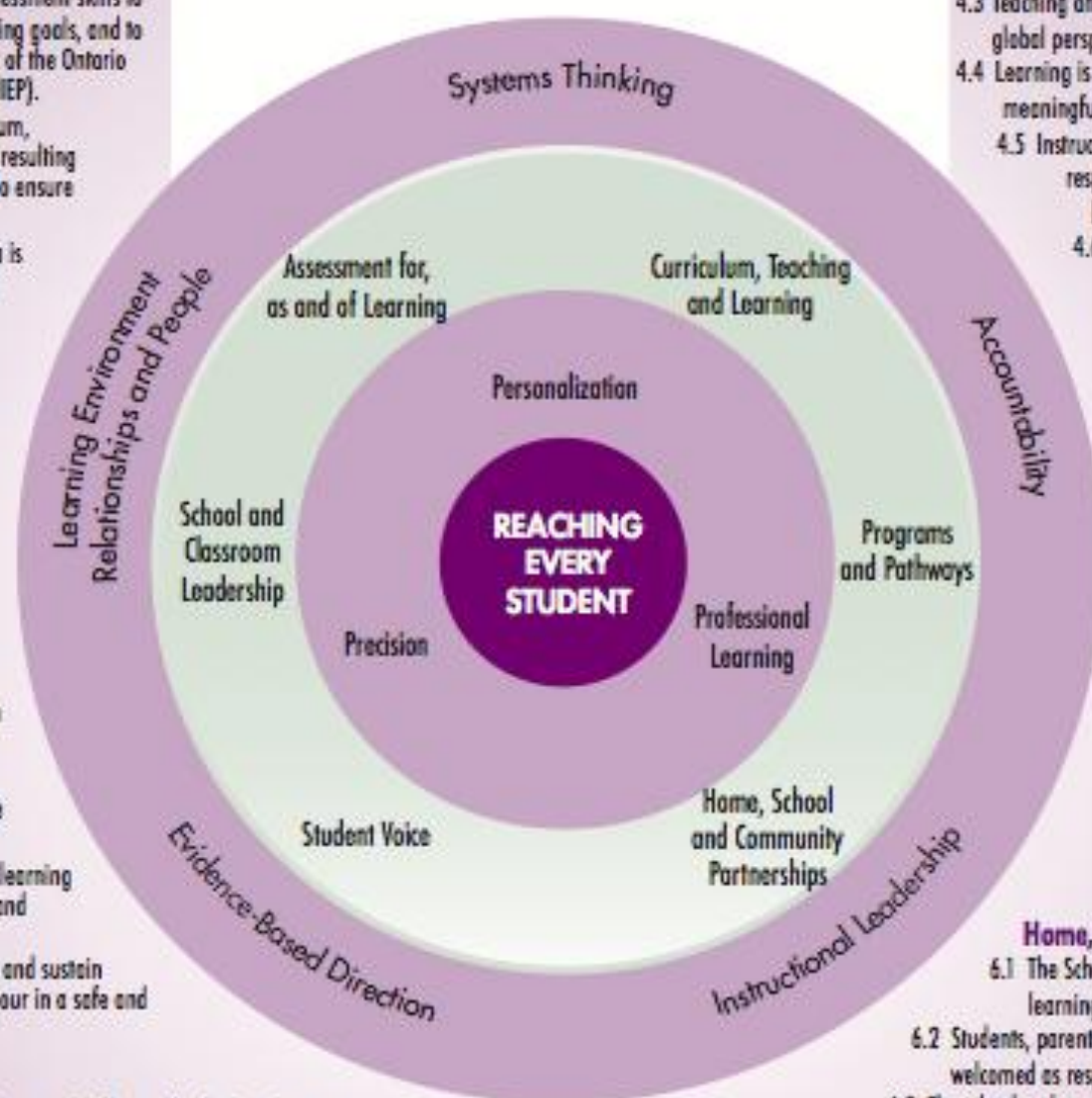
- 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.
- 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.
- 4.3 Teaching and learning incorporates 21st century content, global perspectives, learning skills, resources and technologies.
- 4.4 Learning is deepened through authentic, relevant and meaningful student inquiry.
- 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.
- 4.6 Resources for students are relevant, current, accessible and inclusive.
- 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.

Programs and Pathways

- 5.1 Programs, pathways, and career planning meet the learning needs and interests of all students.
- 5.2 Authentic learning experiences and experiential learning are built into all subject areas and programs.
- 5.3 Students, parents, and teachers understand the full range of pathways, options, programs and supports that are available.
- 5.4 Students have opportunities to build on in-school and out-of-school experiences and activities to further explore personal interests, strengths and career options.

Home, School and Community Partnerships

- 6.1 The School Council has a meaningful role in supporting learning and achievement for students.
- 6.2 Students, parents and community members are engaged and welcomed as respected, valued partners.
- 6.3 The school and community build partnerships to enhance learning opportunities for students.
- 6.4 Learning opportunities, resources and supports are provided to help parents support student learning and have productive parent-teacher-student conversations.



Context

The School Effectiveness Framework (SEF, K-12) is a school self-assessment tool, grounded in research and professional learning, used to promote school improvement and student success. The SEF (K-12) supports the core priorities of the Ontario Ministry of Education:

- ❖ high levels of student achievement
- ❖ reduced gaps in student achievement
- ❖ increased public confidence in publicly funded education

In 2007, the Literacy and Numeracy Secretariat released the first School Effectiveness Framework for implementation in elementary schools. In January 2009, in response to extensive feedback, a Ministry of Education working group was established to develop a K-12 framework. In May 2009, an initial draft of the K-12 framework was shared provincially with the expectation that development would continue, with ongoing feedback. Throughout 2009-2010, development continued drawing on expertise from districts and with an emphasis on alignment across the Ministry. The result is this current framework.

From September 2010 to 2012, the School Effectiveness Framework (K-12) will be implemented in all elementary and secondary schools. Following this period, the SEF will be refined, as necessary.

The Basic Tenets of School Self-Assessment

- Self-knowledge and self-efficacy are as important for schools as they are for individuals.
- Reflective, self-critical schools are better for teachers and students.
- Shared understanding of what makes schools 'good' provides a basis for dialogue among all stakeholders (administrators, teachers, parents and students).
- Tools of self-assessment, built into the day-to-day life of the school, improve the quality of teaching and learning, school ethos and leadership.

*(summarized by
Riley and MacBeath, 2000, p.1)*

Key Purposes of the School Effectiveness Framework (K-12)

The primary purpose of the School Effectiveness Framework (K-12) is to function as a tool for schools to identify areas of strength and areas requiring improvement in order to reach all students and improve student achievement. The SEF serves to:

- ❖ act as a catalyst for shared instructional leadership in collaborative and collegial conversations about high levels of student achievement
- ❖ promote inquiry focused on student learning, achievement and well-being that informs the determination of SMART goals and effective teaching and learning practices/strategies
- ❖ build school and board capacity in identifying strengths, areas which require attention and next steps
- ❖ inform intentional and precise improvement planning through consensus building and professional learning of all staff
- ❖ inform monitoring and feedback for continuous school improvement and accountability
- ❖ support communication with stakeholders to foster increased public confidence about school effectiveness.

The School Self-Assessment Process

The SEF provides a set of evidence-based criteria to consider when determining actions that ensure continuous improvement. Assessment of school effectiveness is an inquiry process that considers the following:

Are we reaching our student learning and achievement goals?

How do we know? What is the quantitative and qualitative evidence that supports this?

What actions will we take to ensure continuous improvement?

This is a thoughtful inquiry rather than a checklist; it is a way to identify strategies that will leverage improvement and inform implementation of the School Improvement Plan (SIP).

Participation by all schools and all staff in an annual self-assessment process will enhance school effectiveness, build capacity and foster improved student achievement and well-being.

Goals identified in SIP	Indicators from the framework related to goals	Where are we now?	Where do we want to be?	What student work/evidence will tell us we're there?	What do we have to do differently or learn to get there?	Who can help us?	Who is monitoring? When? How? What is being monitored?
1.							
2.							
3.							

Analysis of Feedback

The principal and teachers analyze the feedback for the purpose of sharpening the focus, setting the direction for capacity building and developing actions that will be incorporated into the cycle of ongoing school improvement planning and implementation.

Sample questions to stimulate school dialogue:

- ❖ What new information about our students' learning do we have?
- ❖ What can we learn from this information?
- ❖ What further opportunities are there for precision, personalization and professional learning?
- ❖ What actions will we take to achieve our student learning and achievement goals and why?
- ❖ Will our targets be revised? Why?
- ❖ What will we do differently by the end of the current term/semester/school year?
- ❖ How will we know that student learning has been impacted by what we have done?
- ❖ How often will we monitor our progress?
- ❖ What student work/evidence will we gather for analysis of growth in student learning and achievement, based on the actions implemented?
- ❖ What revisions will we make to our school plan to monitor student learning and achievement for continuous improvement?

Component 1

Assessment for, as and of Learning

Indicator 1.1

Students and teachers share a common understanding of the learning goals and related success criteria.

Indicator 1.2

During learning, students receive ongoing, descriptive feedback based on the success criteria from the teacher and from peers.

Indicator 1.3

Students are taught, and regularly use self-assessment skills to monitor their progress toward achieving learning goals, and to set their own learning goals within the context of the Ontario curriculum and/or Individual Education Plan (IEP).

Indicator 1.4

Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of student learning analyzed to ensure consistency with success criteria.

Indicator 1.5

A variety of valid and reliable assessment data is used by students and teachers to continuously monitor learning, to inform instruction and assessment and to determine next steps.

Indicator 1.6

Assessment of learning provides evidence for evaluating the quality of student learning at or near the end of a period of learning.

Indicator 1.7

Ongoing communication is in place to allow students, teachers and parents to effectively monitor student learning.

Component 2

School and Classroom Leadership

Indicator 2.1

Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.

Indicator 2.2

Processes and practices are designed to deepen content knowledge and refine instruction to support student learning and achievement.

Indicator 2.3

Organizational structures are coherent, flexible and respond to the needs of students.

Indicator 2.4

Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.

Indicator 2.5

Staff, students and school community promote and sustain student well-being and positive student behaviour in a safe and healthy learning environment.

Component 3

Student Voice

Indicator 3.1

The teaching and learning environment is inclusive and reflects individual student strengths, needs and learning preferences.

Indicator 3.2

School programs incorporate students' stated priorities and reflect the diversity, needs and interests of the school population.

Indicator 3.3

Students are partners in conversations about school improvement.

Indicator 3.4

Explicit strategies are in place to enable students to demonstrate strong citizenship skills such as leadership, teamwork and advocacy.

Component 4

Curriculum, Teaching and Learning

Indicator 4.1

A culture of high expectations supports the belief that all students can learn, progress and achieve.

Indicator 4.2

A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.

Indicator 4.3

Teaching and learning incorporates 21st Century content, global perspectives, learning skills, resources and technologies.

Indicator 4.4

Learning is deepened through authentic, relevant and meaningful student inquiry.

Indicator 4.5

Instruction and assessment are differentiated in response to student strengths, needs and prior learning.

Indicator 4.6

Resources for students are relevant, current, accessible and inclusive.

Indicator 4.7

Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.

Component 5

Programs and Pathways

Indicator 5.1

Programs, pathways and career planning meet the learning needs and interests of all students.

Indicator 5.2

Authentic learning experiences and experiential learning are built into all subject areas and programs.

Indicator 5.3

Students, parents, and teachers understand the full range of pathways, options, programs and supports that are available.

Indicator 5.4

Students have opportunities to build on in-school and out-of- school experiences and activities to further explore personal interests, strengths and career options.

Component 6

Home, School and Community Partnerships

Indicator 6.1

The School Council has a meaningful role in supporting learning and achievement for students.

Indicator 6.2

Students, parents and community members are engaged and welcomed, as respected and valued partners.

Indicator 6.3

The school and community build partnerships to enhance learning opportunities for students.

Indicator 6.4

Learning opportunities, resources and supports are provided to help parents support student learning, and have productive parent-teacher-student conversations.