

**The Literacy and Numeracy Secretariat**

**Draft  
Implementation Pilot  
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# **The School Effectiveness Framework**

**A Collegial Process for Continued Growth in the  
Effectiveness of Ontario Schools**

**SAMPLES OF EVIDENCE FOR INDICATORS**

**October 16, 2007**

## The School Effectiveness Framework: A Collegial Process for Continued Growth in the Effectiveness of Ontario Schools

Evidence of the indicators can be seen in two areas:

1. At the school or classroom level
  - The organizational, operational and instructional practices that impact on student learning (What it looks like at the school and classroom level)
2. In student learning
  - What students are able to demonstrate when the indicator is in place

### Student Learning and Achievement

Indicators	Some Examples of Evidence <small>Good evidence is relevant, verifiable, representative, cumulative and actionable.</small>
There is a <b>culture of high expectations</b> for students from all backgrounds and experiences as manifested in: <ul style="list-style-type: none"> <li>▪ a belief that all children can learn;</li> <li>▪ multiple opportunities for students to produce and display their best work;</li> <li>▪ student belief and confidence in their ability to succeed;</li> <li>▪ students' career aspirations and expectations;</li> <li>▪ planning</li> </ul>	
Ambitious targets have been established for student achievement.	
Achievement results are communicated to the school community to build public confidence.	
Ongoing analysis of student achievement is integral to the work of the professional learning community and informs instructional decisions.	
Teacher moderation of student work ensures consistency in assessment and evaluation practices.	

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Student groups that make up the school population can see themselves reflected in the culture, programs and ethos of the school (specifically in programs, policies and practices, extra-curricular programs, awards, graduation, student leadership, clubs).	
There is: <ul style="list-style-type: none"><li>• early and focused intervention for struggling students;</li><li>• clear and consistent documentation of progress;</li><li>• tracking and celebration of student achievement.</li></ul>	
Students are engaged in self-assessment and setting goals for the next steps in their learning.	
Support for learning and student achievement comes from the meaningful involvement of: <ul style="list-style-type: none"><li>• parents representing the diversity of the school community</li><li>• school council</li><li>• students</li><li>• community partners</li></ul>	
There is a clear emphasis on literacy learning in the school.	
There is a clear emphasis on mathematics learning in the school.	
Effective mathematics learning environments are challenging, developmentally appropriate for all students, and strategically organized.	
Student learning stems from student access and engagement in solving open-ended problems at their own level of readiness.	

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Effective mathematics learning environments foster students' and teachers' curiosity, perseverance, and self-confidence in learning mathematics.	
The collaboratively developed character attributes are clearly articulated, modelled, taught and expected throughout the instructional day.	

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**Instructional Leadership**

Indicators	Some Examples of Evidence Good evidence is relevant, verifiable, representative, cumulative and actionable.
The Ontario Curriculum documents form the basis of instruction.	
Instructional time is protected. (e.g., time on task and minimal interruptions)	
<p>Non-negotiables for classroom practice have been established. <i>Examples:</i></p> <ul style="list-style-type: none"> <li>▪ common assessment tool(s)</li> <li>▪ differentiated instruction</li> <li>▪ assessment drives instruction</li> <li>▪ co-operative learning</li> <li>▪ early interventions for struggling students</li> <li>▪ comprehensive/balanced literacy program</li> <li>▪ use of manipulatives in mathematics instruction</li> <li>▪ classrooms have uninterrupted blocks of time for literacy and numeracy (100-120 minutes for literacy and 60 minutes for numeracy are recommended)</li> <li>▪ other (please specify)</li> </ul>	
Principals and teachers work together to align curriculum and classroom practice with the goals in their school improvement plan.	
There is a process in place for monitoring progress in meeting goals specified in the school improvement plan.	
The school collects and analyses data to determine priorities and next steps.	
There is job-embedded professional learning for all staff and teachers systematically share successful practices, challenges and expertise.	

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The school has a transparent mechanism in place for tracking, monitoring and discussing student achievement on an ongoing basis.	
There is a comparable learning experience across like grades and a continuum of knowledge and skills between grades.	
School organization decisions are designed meet the needs of all students.	
Character development is integrated and permeates school and classroom activities.	
The school improvement team is integral to the instructional leadership of the school.	
School administrators facilitate and are actively involved in supporting a culture of learning that promotes capacity building at the classroom, division and whole school level.	
The school budget reflects the school's goals and the board's goals for improving student achievement.	

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**Assessment and Evaluation**

Indicators	Some Examples of Evidence Good evidence is relevant, verifiable, representative, cumulative and actionable.
<p>The school follows the policy and/or procedures of the board's assessment and evaluation policy. The policy:</p> <ul style="list-style-type: none"> <li>• is clearly articulated and communicated to students, parents and caregivers;</li> <li>• identifies how and when students' learning will be assessed and evaluated;</li> <li>• includes modifications and accommodations to promote student learning;</li> <li>• ensures that parents are aware of student progress in a timely manner.</li> </ul>	
<p>Students are involved in assessing, tracking and setting goals for their own learning (assessment as learning).</p>	
<p>Assessment is used to inform classroom instruction.</p>	
<p>There is a mechanism in place to track student achievement and update it regularly within grades and across divisions.</p>	
<p>Students are given time and opportunity to act upon the feedback they receive in order to revise and upgrade their work and track and set goals for their own learning. Feedback should be ongoing, timely, explicit, meaningful and constructive</p>	
<p>Students have access to examples of work at different levels of achievement to assist them in a self-assessment of their own work.</p>	
<p>Data are disaggregated to identify and address the instructional needs of identified groups of students.</p>	
<p>Teachers collaborate to develop and evaluate common assessment tools and practices to ensure consistency of standards across grade levels.</p>	

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Teachers know their students' interests, talents, backgrounds and present performance level.	
Student progress is tracked and monitored at regular short intervals to determine both interventions that are necessary as well as appropriate pacing of instruction. Interventions should be: <ul style="list-style-type: none"><li>• based on current data;</li><li>• age-appropriate and engaging;</li><li>• offered daily when no new teaching is happening;</li><li>• collaboratively designed and monitored as to their effectiveness.</li></ul>	
Students are supported and prepared to participate in student-led conferences	

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**Curriculum and Instructional Strategies**

<b>Indicators</b>	<b>Some Examples of Evidence</b> Good evidence is relevant, verifiable, representative, cumulative and actionable.
All students are engaged in intellectually demanding tasks that require higher order and critical thinking.	
Curriculum and instruction require students to explore substantive and meaningful topics that connect to their diverse interests, aptitudes and backgrounds.	
Resources for students are suitable, relevant, current and inclusive. Texts of all types and genres are used in instruction (e.g., books, video, posters, magazines, advertisements, web logs, hand-held messaging devices, charts, maps, graphs, movies).	
A wide variety of remedial and extended opportunities are available for students (e.g., more time, re-teaching using different strategies, assessment modifications, self-help checklists, graphic/visual organizers, peer tutoring, buddy programs, study skill strategies).	
Technology is integrated in a meaningful way across the curriculum in order to enrich student learning and to address a range of learning styles.	
The Individual Education Plan (IEP) is being used as a planning communication and accountability tool.	
IEPs describe the accommodations and curriculum modifications that are to be implemented as part of the student's educational program.	

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Differentiated instruction is designed and delivered in a manner that helps to reduce the need for accommodations and curriculum modifications.	
A wide range of instructional strategies are in use (e.g., co-operative learning, discovery learning, hands-on problem solving, individual, small-group and whole-class instruction, etc.) that facilitate intended learning.	
A comprehensive/balanced literacy program is in place. Approaches include: language and word study, read- aloud, modeled writing, shared reading and writing, guided reading and writing, independent reading and writing (See Appendix – Literacy Blocks).	
Authentic reading and writing are evident in classrooms and non-fiction writing is used in every subject area to ensure students write in a clear, accurate and persuasive manner.	
Practice and application of literacy skills are embedded in all curricular areas.	
Time for purposeful talk and interaction is necessary for real learning to occur. Instructional practice values time for accountable talk and interaction in order for students to clarify their thinking, learn to respect and build upon the ideas of others and articulate their views effectively.	
Powerful instructional strategies are used.	
A comprehensive mathematics program engages all students in developing grade-appropriate conceptual understanding and procedural fluency through the use of mathematical processes.	
Teachers make explicit the mathematical concepts, strategies and skills during lessons.	

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Teachers and students make sense of each other's mathematical ideas, strategies, and solutions to develop mathematical understanding.	
Teachers plan and implement three-part mathematics lessons daily during the numeracy block.	
Teachers and students communicate ideas, solutions, and strategies using oral and written mathematical language (e.g., numbers, pictures, symbols, terms and models).	
Teachers choose teaching/learning strategies that activate students' prior knowledge and experience so students are prepared cognitively, socially, and emotionally for new learning.	
Students learn mathematics through problem-solving based lessons.	
Mathematics learning environments are challenging, developmentally appropriate for all students and strategically organized. They are engaging and foster curiosity, perseverance and self-confidence in students.	

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**Mission, Vision and Values**

<p><b>Indicators</b></p>	<p><b>Some Examples of Evidence</b> Good evidence is relevant, verifiable, representative, cumulative and actionable.</p>
<p>The mission statement is used as a guide whenever staff meets to set goals, plan and make decisions about student learning.</p>	
<p>School policies and procedures are evaluated regularly to ensure alignment to the school’s mission.</p>	
<p>The mission statement is reviewed regularly with staff, students, parents and community to ensure equity of outcome for the diverse population of the school.</p>	
<p>Equity of outcomes for all students is integrated into all aspects of school life.</p>	
<p>The school has a clear and enduring vision for the future academic, social and physical well-being of all students. The vision statement:                      1) sets standards of excellence and equity                      2) reflects high ideals and high expectations for learning                      3) clarifies the direction of the school (the school’s focus, goals and preferred future)</p>	
<p>The broader community was involved in creating the vision, mission and values. The mission, vision and values include input from stakeholders and touch all aspects of school life:                      1) student achievement                      2) curriculum                      3) culture                      4) students as a whole                      5) attention to individual students                      6) extra-curricular activities                      7) holistic education                      8) community engagement                      9) equity</p>	

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The vision and values of the school are woven into the character development program and are made explicit in the policies, practices and interactions.	
It is a value that parents and guardians are an integral part of the school community and are welcome in the school.	
The values of the school form the basis for interpersonal relationships based on respect and empathy.	
The values of the school reflect the mission and vision of the school.	
The school's values are consistent with board and provincial priorities.	
The vision and values of the board are woven into the school's instructional and character development programs.	
The values of the school form the basis for the interpersonal relationships of instructional practices.	

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**School Culture**

Indicators	Some Examples of Evidence Good evidence is relevant, verifiable, representative, cumulative and actionable.
Students and staff feel safe, respected and welcome and there is a positive learning climate within the school.	
<p>Students are at the centre of everything that happens at the school.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>▪ culture of high expectations regardless of background factors</li> <li>▪ progressive discipline</li> <li>▪ opportunities for student voice</li> <li>▪ optional programs to meet student needs</li> <li>▪ timely interventions for under-achieving students</li> <li>▪ opportunities for enrichment</li> <li>▪ student choice within the instructional program</li> <li>▪ student leadership opportunities</li> <li>▪ peer and cross-age tutoring</li> <li>▪ social and emotional needs are addressed</li> <li>▪ programs are in place to address socio-economic and other background factors</li> </ul>	
The physical health and well-being of students is a priority.	
There is a wide array of extra-curricular activities that meet student needs and interests.	
School policies, programs and practices are inclusive and reflect the diversity that exists within the school and community.	
Staff and student morale are positive.	
There is a sense of caring and belonging among students, teachers, support staff and administrators.	
A concern for human rights, equity, inclusion and anti-discrimination is evident in policies and practices within the school.	

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There is a strong sense of teamwork within the school.	
Classroom routines have been developed collaboratively with students.	
There is a strong professional learning community in which staff work collegially to share their knowledge and expertise to improve student learning.	
There is a character development program that: <ul style="list-style-type: none"><li>• clearly articulates a set of attributes developed in collaboration with the community;</li><li>• shares ownership among students and staff in the school;</li><li>• promotes high expectations for positive interpersonal relationships;</li><li>• provides opportunities for students to demonstrate the positive attributes;</li><li>• promotes self-discipline;</li><li>• encourages active and involved citizenship and community involvement;</li><li>• encourages student voice in decision-making.</li></ul>	
There is a culture that supports inquiry, innovation and risk-taking towards continuous improvement in student achievement.	
The school culture is permeable to outside influences.	

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**Interpersonal Relationships**

Indicators	Some Examples of Evidence Good evidence is relevant, verifiable, representative, cumulative and actionable.
Respect and trust form the basis of relationships at the school.	
<p>There is evidence of a collaborative and democratic within the school.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• School improvement planning</li> <li>• Budget decisions</li> <li>• Decisions around assessment and protocols</li> <li>• Codes of conduct</li> <li>• Dress codes</li> <li>• Staff meeting content and process</li> </ul>	
<p>Positive relationships exist within the school and community.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Teachers and parents/guardians</li> <li>• School and media</li> <li>• School and community</li> <li>• Staff and students</li> <li>• Staff and administration</li> <li>• Staff and staff</li> <li>• Students and students</li> </ul>	
There are multiple modes of-ongoing two-way communication both internally and externally.	
The school solicits and responds to feedback in a respectful and timely manner.	
Collegial relationships enable staff to engage in honest and open dialogue about school improvement and student achievement.	
The school functions as an effective professional learning community that utilizes high-yield strategies which result in improved student learning.	

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<p>There is evidence that the school pro-actively creates the conditions for students to relate effectively with one another across:</p> <ul style="list-style-type: none"><li>▪ race</li><li>▪ culture</li><li>▪ gender</li><li>▪ socio-economic groupings</li><li>▪ age</li><li>▪ ability levels</li><li>▪ other areas specified by the Human Rights Code</li></ul>	
<p>Students, especially those who are marginalized, feel a sense of connectedness within the school and feel there are individuals within the school with whom they can discuss their issues and concerns.</p>	
<p>There is evidence that diversity is valued and that efforts are made to ensure an inclusive school community.</p>	

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**Home, School and Community Outreach and Partnerships**

Indicators	Some Examples of Evidence Good evidence is relevant, verifiable, representative, cumulative and actionable.
<p>School practices reflect the needs of parents, families and guardians. <i>Examples:</i></p> <ul style="list-style-type: none"> <li>▪ Time and place of parent meetings</li> <li>▪ Newsletters in multiple languages</li> <li>▪ Child care during meeting nights</li> <li>▪ Sensitivity to setting dates for school events</li> <li>▪ School events reflect diverse cultures</li> </ul>	
<p>Strategies are in place to reach out and connect with the home and the broader community in order to increase participation and involvement in the life of the school.</p>	
<p>Community agencies that serve the needs of students and their families are utilized.</p>	
<p>Strategies are in place to promote inclusiveness and to meet student needs from diverse communities.</p>	
<p>There is a volunteer program in place which reflects the demographics of the community.</p>	
<p>The school council has a meaningful role in supporting student achievement.</p>	
<p>The school has a two-way communication strategy that is effective in reaching parents, other citizens, community groups and organizations within the community.</p>	
<p>The school utilizes the feedback it receives from its stakeholders for example from</p> <ul style="list-style-type: none"> <li>• Students</li> <li>• Parents</li> <li>• School Council</li> <li>• Community Agencies</li> <li>• Local Business</li> </ul>	

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Actions of the school result in confidence in and a positive image in the school.	
The school has made tangible efforts to build confidence and a positive image in the community.	
In keeping with board protocol, the school involves and maintains ongoing communication with their trustees.	

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**Student Leadership and Engagement**

<p><b>Indicators</b></p>	<p><b>Some Examples of Evidence</b> Good evidence is relevant, verifiable, representative, cumulative and actionable.</p>
<p>Students see their school as a safe and caring environment.</p>	
<p>Students feel that their points of view are solicited and respected.</p>	
<p>Students are consulted on the school-based decisions that will have an impact on their lives in school (e.g., discipline, curriculum, co-instructional programs, Codes of Conduct).</p>	
<p>Students are actively engaged in all phases of the character development program in the school – in the selection of the attributes and in other programs that demonstrate good citizenship</p>	
<p>There is an emphasis on the behaviours that demonstrate the agreed-upon character attributes. Recycling programs, raising money for charity, clubs and societies to support immigrant students are examples that provide leadership opportunities and reflect character attributes.</p>	
<p>There is a range of leadership opportunities for:</p> <ul style="list-style-type: none"> <li>▪ students in general;</li> <li>▪ disengaged and marginalized students; and</li> <li>▪ students from diverse backgrounds.</li> </ul>	
<p>Students are engaged in:</p> <ul style="list-style-type: none"> <li>• their academic work;</li> <li>• co-curricular activities;</li> <li>• their communities;</li> <li>• student leadership initiatives.</li> </ul>	
<p>The school is pro-active in ensuring that students are able to access a wide range of activities for community involvement and civic engagement.</p>	

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<p>There is a wide range of intra-mural and co- curricular activities to meet the needs of the diverse school population. The budget is equitably distributed to support activities for:</p> <ul style="list-style-type: none"><li>▪ girls and boys;</li><li>▪ students with disabilities;</li><li>▪ arts and athletics;</li><li>▪ diverse cultures.</li></ul>	
<p>Students take charge of their learning through student-led conferences.</p>	
<p>Students have opportunities to participate in student council or student government.</p>	