



Advisory

The Council of Ontario Directors of Education (CODE) is an advisory and consultative organization composed of the CEOs of each of the 72 District School Boards in Ontario; Public, Catholic and French Language.

Student Achievement

What do I need to know about student achievement?

The 2009 *Student Achievement and School Board Governance Act*, which amended the *Education Act*, articulated the role of corporate boards, trustees, board chairs and directors of education in improving student achievement and student well-being. This delineation of accountability requires directors to plan explicitly with the corporate board how the school district will improve student achievement and how student achievement will be measured.

The director must nurture a systemic belief across the entire organization that all students can learn. Directors, specifically, have the defined responsibility of furthering the core priorities of the Ministry of Education:

1. high levels of student achievement;
2. reduced gaps in student achievement; and
3. increased public confidence in publicly-funded education.

What does the Ministry of Education stipulate about student achievement?

Education Act:

Legislation covering labour relations is found in a number of applicable Acts including:

- Section 169.1 (1). "Every board shall (a) promote student achievement and well-being... (c) deliver effective and appropriate education programs to its pupils... (f) develop a multi-year plan aimed at achieving the goals referred to in clauses (a) to (c)... (g) annually review the plan referred to in clause (f) with the board's director of education...and (h) monitor and evaluate the performance of the board's director of education...in meeting his or her duties under this Act...".
- Section 283.1 (1). "In addition to his or her other duties under this Act, the director of education shall... (b) ensure that the multi-year plan developed under clause 169.1 (1) (f) establishes the board's priorities and identifies specific measures and resources that will be applied in achieving those priorities and in carrying out its duties under this Act, in particular, its responsibility for student achievement as set out in section 169.1."

Regulations:

- Regulation 612/10 defines the duties of School Councils.
- Regulation 330/10 amended Regulation 612 to add Part III about the role of Parent Involvement Committees.



Minister's Student Advisory Council

A group of 60 students from across the province meet twice a year with the Minister of Education to share ideas and advice. Grade 7 to 12 students can apply for the one-year term. Students can apply for a Speakup grant that would enable them to plan a project in their schools on issues of importance to them.

Curriculum Review Process

An ongoing curriculum review cycle was established by the Ministry in 2003. The current review cycle will be completed in 2012.

Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation

This guideline is designed to help Ontario school boards review and/or develop, implement, and monitor equity and inclusive education policies that will support student achievement.



- Regulation 234/10 Principal and Vice-Principal Performance Appraisal sets out the appraisal process for school administrators.

These regulations also outline board requirements for improving student achievement and well-being within the context of school and board improvement plans and provincial educational priorities.

Other Ministry Documents:

- Policy and Program Memoranda
- Curriculum documents
- Templates for board and school improvement plans
- School Effectiveness documents

The director is required to:

- ensure compliance with the legislation relating to improved student achievement;
- support the development of a multi-year strategic plan;
- review the multi-year plan with the corporate board annually;
- submit to the board and post on the board website the Director's Annual Report as required by the Ministry;
- provide direction, leadership and system structures to achieve the goals specified in the board multi-year plan for student achievement;
- update the board on a regular basis as to progress relating to the multi-year plan, and on board successes in improving student achievement;
- allocate staff, resources and funds, and develop communication strategies in order to implement the multi-year plan;
- develop and support a strong senior leadership team that is committed to instructional leadership, student growth and well-being, and increased student achievement;
- assume accountability for collecting, analyzing and reviewing student achievement data;
- develop the board improvement plan and oversee school improvement plans; and
- implement curriculum policy documents and system programs.

What are effective practices for student achievement and program quality?

- creating student achievement goals using Ministry of Education curriculum policy documents;
- understanding and setting standards for student learning and achievement;
- ensuring that schools establish school plans, develop courses of study, follow Ministry assessment and evaluation guidelines, and connect with parents and students regarding progress and student success on a regular basis;
- ensuring that teachers and principals are aware of research on student achievement and use resources that outline best practices for teaching and student learning;
- completing the district review process to provide data that will assist with the development, review and revisions of the board's multi-year plan, allocation of resources, and identification of strengths and challenges for moving forward;
- using EQAO board data to construct, review, and refine board and school improvement plans;

- developing system instructional leadership for improved student outcomes, teacher capability, research and use of data, and program planning;
- monitoring school and system progress; and
- articulating high expectations for all staff in the area of student success, student well-being and student achievement.

How do I know that the board's requirements for increased student achievement and closing the gap are in line with Ministry expectations and requirements?

One of the most important ways of assessing a board's progress is to compare the Ministry of Education established achievement benchmarks with the board's achievement data. The School Board Progress Report on the Ministry of Education's website provides six indicators that inform boards about their progress in student achievement.

Through review and careful analysis of district results, boards can make general conclusions as to how they are progressing in relation to other districts in the province, and whether they are in line to meet provincial standards. The data that individual schools gather around student achievement provide the most current information that teachers need in order to plan for student-centred programming, assessment, evaluation and reporting. The Ministry provides guidelines for board policies, practices, resources, and handbooks to establish standards for student assessment, evaluation and reporting.

The Literacy and Numeracy Secretariat provides a range of materials, resources and staff to assist in planning and developing literacy and numeracy initiatives that increase student achievement. The Statistical Neighbour Project provides boards with information which includes school and board profiles, and analysis of a range of school data to identify needs and develop strategies that address those needs.

The Student Achievement Division (Literacy and Numeracy Secretariat and Student Success) has established Team Leaders/Education Officers for each of the regional offices. These teams provide direct support by visiting districts to review student achievement progress, offer suggestions, outline resources available to boards, and provide input into the development of the board improvement plan.

What strategies should the director and system leaders follow to conduct a review of the board's multi-year plan for student achievement?

It is effective practice to:

- consult extensively with all stakeholder groups to ensure that the board's multi-year plan encompasses a wide variety of perspectives;
- obtain a range of input through online surveys, focus groups, and large and small group conversations;
- review the multi-year board plan according to agreed-upon timelines;
- obtain feedback from all stakeholders including the community, students, and parents;
- analyze data on student achievement, including trends within certain schools as well as the trends within the system; and
- revise the multi-year plan as required by analysis and interpretation of system data and trends.

School Councils

Every board shall solicit the views of the school councils established by the board with respect to:

- the establishment or amendment of board policies and guidelines, and the development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents.
- board action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public. [Reg. 612/10, Section 19]

Parental Involvement Committees

- PICs support, encourage and enhance parent engagement at the board level to improve student achievement and well-being.
- PICs accomplish this by developing strategies that the board and director can use to effectively engage parents in improving student achievement and well-being. As well as providing advice on parent engagement to boards, they are a link between the parents and members of the board and director. [Reg. 612/10, Part III]

Curriculum Council

This Council was established in March 2007. Its mandate is to provide strategic policy advice on elementary and secondary school curriculum to the Minister of Education. The Council recently created a working group that developed a report on the financial literacy curriculum in grades 4–12.

Learning to 12 Working Table

Under the auspices of the Student Achievement Division, the Working Table brings together representation from federations, post-secondary institutions, parent groups and professional educator associations to discuss student achievement initiatives.



Links to information

Student Achievement and School Board Governance Act

http://www.e-laws.gov.on.ca/html/source/statutes/english/2009/elaws_src_s09025_e.htm

Education Policy and Program Update

<http://www.edu.gov.on.ca/eng/policyfunding/eppOSS.html>

Curriculum Policy Documents

<http://www.edu.gov.on.ca/eng/teachers/curriculum.html>

<http://www.edu.gov.on.ca/eng/aboriginal/toolkit.html>

Additional Policy and Reference Documents

<http://www.edu.gov.on.ca/eng/document/curricul/policy.html>

Policy/Program Memoranda

<http://www.edu.gov.on.ca/extra/eng/ppm/ppm.html>

Trillium List of Approved Texts for Use in Ontario Schools

<http://www.edu.gov.on.ca/trilliumlist/>

Education Quality and Accountability Office – EQAO

<http://www.eqao.com/>

EQAO's Province-Wide Tests: The Power of Good Information

http://www.eqao.com/pdf_e/11/Cpogi_ne_0211_WEB.pdf

EQAO Guide to School and Board Improvement Planning

http://www.eqao.com/pdf_e/05/05P011e.pdf

Working Together for Student Success: A School Improvement Planning Guide

http://www.eqao.com/pdf_e/05/05p043e.pdf

Principal/Vice-Principal Performance Appraisal

<http://www.edu.gov.on.ca/eng/policyfunding/leadership/appraise.html>

School Effectiveness Framework: A support for school improvement and student success

http://www.edu.gov.on.ca/eng/literacynumeracy/Framework_english.pdf

School Board Progress Reports

<http://www.edu.gov.on.ca/eng/bpr/>

Ontario Statistical Neighbours: Informing Our Strategy to Improve Student Achievement

<http://www.edu.gov.on.ca/eng/literacynumeracy/osneng.pdf>

Growing Success: Assessment Evaluation and Reporting

<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Education Improvement Commission: School Improvement Planning Handbook

<http://www.edu.gov.on.ca/eng/document/reports/sihande.pdf>

Ontario's Institute for Educational Leadership

<http://live.iel.immix.ca/content/home>

Putting Ontario's Leadership Framework Into Action

<http://live.iel.immix.ca/storage/2/1284580690/FrameworkAction.pdf>

Curriculum Services Canada

<http://www.curriculum.org/index2.shtml>

If as a Supervisory Officer, I require more information, what should I do?

- Build relationships with Assistant Deputy Ministers, specifically the Chief Achievement Officer and ADM for student achievement.x
- Review concerns with your senior leadership team.
- Speak with knowledgeable colleagues who have significant experience in increasing student achievement on a system basis.
- Contact the Ministry of Education's Regional Office Team Leaders, and Literacy and Numeracy Staff.
- Raise curriculum issues at CODE meetings and through the Executive Director of CODE.
- Seek independent assessment and advice from knowledgeable leaders in student achievement.