MEMORANDUM TO: Directors of Education  
Supervisory Officers and Secretary-Treasurers of School Authorities  
Director of the Provincial Schools Branch  
Supervisory Officer of Centre Jules-Leger

FROM: Avis E. Glaze  
Chief Student Achievement Officer & CEO  
The Literacy and Numeracy Secretariat

DATE: October 24, 2007

SUBJECT: Support for the Implementation of the School Effectiveness Framework

In September, The Literacy and Numeracy Secretariat shared the School Effectiveness Framework with supervisory officers and principals at the provincial symposiums. As a result of ongoing consultations with our partners regarding the supports necessary for successful implementation of this initiative, we discussed the establishment of the position of School Effectiveness Lead, as well as support for release time and regional capacity building.

We thank you for your receptiveness to the framework. Many of you commented on the timeliness of this initiative and how helpful it will be to enhance the school improvement planning process, and to ensure that precise, high-yield strategies are implemented at the school and classroom level. Your feedback and advice has been invaluable.

As we seek to gather more input during this pilot implementation phase, we would like to reiterate how important it is for us to ensure that the framework is used in a collaborative and collegial manner – one that engages all staff in the school improvement and planning process. It must be a transparent and non-evaluative process.

The Secretariat is providing boards with funding for release time for schools and to assist with implementation during this pilot year. The funding is based on the number of full-time equivalent teachers in Grades JK–8 and a base amount for each board. Boards are asked to allocate the funds in a manner that maximizes the opportunity for school administrators and staff to meet in order to utilize the School Effectiveness Framework to support collaboration in school improvement planning. In addition to the time provided through Secretariat funding, we ask that boards and schools utilize some time on the two additional professional activity days that were
added to the school year calendar in 2006. This will ensure that additional opportunities are planned to engage all staff in the implementation of the School Effectiveness Framework, school improvement planning and the monitoring of progress to improve student achievement. The memo dated July 24, 2006 entitled, Planning for Two Additional Professional Activity (PA) Days, directed boards to devote these two days to the provincial education priorities.

The School Effectiveness Framework will be used by schools to conduct a self-assessment as well as by boards to conduct district reviews. It is expected that all schools will engage in a self-assessment during the 2007–2008 school year. In this pilot year, boards will select a sample of OFIP 3 schools in which to conduct district reviews. OFIP 3 schools are schools in which 51 to 74 per cent of students have achieved the provincial standard; however, their results have been static or declining over time, in reading, as measured by EQAO. Boards with no OFIP 3 schools should select schools that require additional support to assist them in improving student achievement.

This trial period is very important to allow boards to provide feedback to The Secretariat on both the school self-assessment and district review processes. This feedback will provide the information necessary to facilitate further refinement of the process.

Effective implementation of the School Effectiveness Framework will require assiduous attention and dedicated support for staff to develop the necessary knowledge and skills. With your commitment to this process, we believe that by providing boards with a dedicated leader (the School Effectiveness Lead), funding for release time and funds to assist with the implementation costs for the district reviews, we have provided the supports necessary for successful implementation.

Thank you for your leadership in the implementation of the School Effectiveness Framework. We are convinced that together we will continue to improve learning and to move our schools to higher levels of achievement for all of our students.

Sincerely,

Avis E. Glaze

cc: EDU Deputy Minister
    EDU Assistant Deputy Ministers
    EDU Regional Managers
    Frank Kelly, CODE
    ADFO Director General
    AEFO Director General
    CPCO Executive Director
    ETFO General Secretary
    OECTA General Secretary
    OPC Executive Director
    OTF Secretary General
    OSSTF General Secretary
    Deans, Faculties of Education