Characteristics of High Performing School Systems

Appendices

Appendix A: Framework for the Study

A.
Core Processes

1. System Directions (Mission, Vision, Goals):
- The school system has developed a widely-shared set of beliefs and vision about student learning and welfare that falls within the parameters set by the province?
- The school system's beliefs and vision includes a focus on closing the achievement gap.
- The school system's beliefs and vision includes a focus on "raising the achievement bar"
- The school system's beliefs and vision include a focus on nurturing student engagement and welfare.
- The school system's beliefs and vision for students are understood and shared by almost all staff.

2. Curriculum and Instruction
- the school system strongly supports schools' efforts to implement curricula that foster students' deep understandings about "big ideas", as well as to develop the basic skills students need to acquire such understandings.
- system staff work effectively with schools to help provide all students with engaging forms of instruction.
- system staff work effectively with schools to help establish ambitious but realistic student performance standards.
- the board has aligned all elements of school programs and resources (e.g., curriculum, instruction, assessment, staff, budget).
- The board's instructional improvement work includes teachers in a majority of schools and assists them in developing sophisticated understandings of powerful instruction for students.
- The board's work with schools to align curriculum, instruction, assessment and teaching resources is extensive, ongoing and involves most stakeholders

3. Uses of Evidence: the school system…
- has an efficient information management system
- provides schools with relevant data about their performance
- assists schools in using data to improve their performance
- creates collaborative structures and opportunities for the interpretation of data in schools
- calls on expertise from outside the school system for help with data interpretation when needed
- uses appropriate data for accounting to stakeholders
- makes effective use of existing research to guide policy making and planning

B.
Supporting Conditions

4. Professional Development
- Very little time is devoted to routine administrative matters in meetings of teachers and principals. Meeting time formerly used for such matters is now devoted almost entirely to professional development.
- Most professional development is carefully aligned with board and school improvement initiatives.
- Differentiated professional development opportunities are provided in response to the needs of individual schools, administrators and teachers.
- Extensive opportunities are provided for both teachers and administrators to further develop their expertise.
- Almost all schools provide time for collaborative work on instructional improvement initiatives. Schools are provided with the resources they need to provide this time and leaders are provided with training in how best to facilitate such work.
- All system-sponsored professional development is closely aligned with the best evidence about how people learn.

5. Organizational Improvement Processes
- The board pursues only a small number of improvement goals at the same time.
- The board proceeds in manageable stages and uses the early stages as learning opportunities.
- The board's approach to improvement is relatively coherent. A small number of key improvement goals are consistently pursued over sustained periods of time.
- Schools are not overloaded with excessive numbers of initiatives .
- Considerable effort is made to build the capacities needed by school staffs for successful school improvement.
- Board improvement efforts typically focus on one portion of the system at a time (e.g., elementary schools then secondary schools; literacy improvement then numeracy improvement) and a schedule is created to ensure improvement in all parts of the school system over the long term.
- Improvement efforts in schools are guided by explicit and well-tested frameworks, policies and practices, as well as widely shared goals that permit local adaptation. All stakeholders have clearly defined roles to play in this approach to school improvement.
- The board integrates new initiatives into existing routines and practices. Established structures and procedures are maintained and built on. Care is taken to ensure continuity and extension of core values.

6. Alignment
- The board has a systematic and ongoing process to continuously align its' budget with goals for students.

- The board has a systematic and ongoing process to continuously align its' personnel policies and procedures with goals for students.
- The board has a systematic and ongoing process to continuously align its organizational structures with staff's instructional improvement work.
- Adequate amounts of both the time and money have been allocated for the professional development of both leaders and teachers.

C.
Leadership

7. Professional Leadership
- the board has well-designed and carefully implemented procedures for identifying, recruiting, selecting and appraising school-level leaders;.
- the board implements procedures for transferring school-level leaders that does no harm and, whenever possible, adds value to improvement efforts underway in schools.
- the board ensures that the most skilled leaders in the system are placed where they are most needed.
- the board encourages school-level leaders, when useful, to supplement their own capacities with system-level expertise.
- System leaders expect principals to be knowledgeable about the quality of their teachers' instruction. This is a central criterion for selecting school leaders and for their performance appraisal.
- the board has well-designed and carefully implemented procedures for identifying, recruiting, selecting, and appraising system-level leaders;.
- system leaders keep both the community and the central office staff focused on learning and they support principals and teachers in their efforts to improve instruction and ensure high levels of learning for all students. The system assumes responsibility for significantly improving instructional leadership in schools.
- the board expects the behavior of both system- and school-level leaders to reflect the practices and competences identified in the Ontario Leadership Framework, as well as such other practices as might be deemed critical for local board purposes.
- the board encourages coordinated forms of leadership distribution throughout the board and its schools;

8. Elected Leadership: the trustees…
- lead or participate in assessing community values and interests and incorporating them into a the school system's beliefs and vision for students
- help mobilize parents and the wider community in developing and supporting the vision?
- help mobilize teachers and administrators in developing and supporting the vision?
- help create a climate of excellence that makes achieving the vision possible?
- use the board's beliefs and vision for student learning and well being as the foundation for strategic planning and ongoing board evaluation.
- focus most policy making on the improvement of student learning and well being consistent with the beliefs and vision.

- identify and fund policies and programs that provide rich curricula and engaging forms of instruction for all students and eliminates those that do not.
- maintain productive relationships with senior staff, school staffs, community stakeholders and provincial education officials.
- provide systematic orientation opportunities for new members and ongoing training for existing members.
- support and act, individually, in accordance with decisions made by the board of trustees, as a whole.
- avoid becoming involved in school system administration.

D.
Relationships

9. Internal system and school relationships
- Central office roles are interconnected, work is undertaken collaboratively in the service of a widely shared set of purposes. Communication among staff is frequent and cordial.
- School staffs often participate in system decisions, are in frequent contact with central office staff for support and assistance. Central office staff are in schools frequently and know most school staff members by name.
- Networks and PLCs are well established at both school and system levels and have become the established way of solving problems and taking care of other business

10. Parents: the school system…
- provides school staffs with helpful opportunities to acquire the capacities needed to productively engage parents in schools.
- provides school staffs with helpful opportunities to acquire the capacities they need to assist parents in creating conditions in the home which support the success of their children at school?
- has a formal policy on parent engagement and conducts periodic audits across the schools about the extent to which that policy is being implemented. School staffs and parents are asked for evidence as part of these audits

11. Local Community Groups
- Community groups are routinely recognized for their contribution and support and consulted on almost all decisions affecting the community. School system staff are regularly members of these groups themselves.

12. Ministry of Education: the school system…
- communicates regularly with the Ministry, both formally and informally, about board goals and directions;
- clarifies with the Ministry how it can be of most help to the board;
- encourages Ministry collaboration in achieving board goals and directions;
- provides feedback to the Ministry about the relevance of its initiatives to board goals and directions.

- supplements government initiatives, when needed, in order to increase their local impact. Problem-solving groups in schools (e.g., PLCs) consider how to implement provincial initiatives in order to get the best results for the school and its students.
- has a multi-year plan that explicitly integrates provincial and board priorities.

Ontario School System Research Project

Principal Survey

_____

Thank you for taking the time to complete this survey (it should take about 15-20 minutes). The survey is part of a larger Ontario study in which most of the province's school systems are participating. It asks about many features of your school system as *they actually are at the present time*. Evidence from the survey along with a survey of system-level leaders will be used to help identify features of school systems that matter most to the improvement of student learning and well being.

All responses will be anonymous: no individual, school or district will be identified in either formal or informal reports of the results. You are asked to identify your district only to assist in data analysis.

Results of the study will be disseminated to all school systems in the province and used as part of the evidence for revising the "System Practices and Procedures" section of the Ontario Leadership Framework. Your candid response to this survey is very much appreciated.

In order to progress through this survey, please use the following navigation links:
- Click the "Next" button to continue to the next page
- Click the "Previous" button to return to the previous page
- Click the "Exit the Survey Early" if you need to exit the survey
- Click the "Done" button to submit your survey

If you have any questions, please feel free to [Email Me]

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1. **Please select (click) your of school system from the drop down menu below: Ontario School Systems_____**

Curriculum and Instruction

To what extent do you agree that your school system:		1 = Disagree strongly; 4 = Agree strongly			
2.	Strongly supports schools' efforts to implement curricula that foster students' deep understandings about "big ideas", as well as to develop the basic skills students need to acquire such understandings.	1	2	3	4
3.	Works effectively with schools to help provide all students with engaging forms of instruction.	1	2	3	4
4.	Works effectively with schools to help establish ambitious but	1	2	3	4

	realistic student performance standards.				
5.	Has aligned all elements of school programs and resources (e.g., curriculum, instruction, assessment, staff, budget).	1	2	3	4

6. Pick the **one** statement below which best describes your board/system's instructional improvement work with schools: *(Check your choice)*
○ The instructional improvement work is limited to a very small proportion of teachers and a narrow array of instructional practices.
○ The instructional improvement work includes teachers in a large minority of schools, although it is focused on a narrow array of instructional practices.
○ The instructional improvement work includes teachers in a large minority of schools and helps them to significantly expand the size of their instructional repertoires.
○ The instructional improvement work includes teachers in a majority of schools and assists them in developing sophisticated understandings of powerful instruction for students.

7. Pick the **one** statement below which best describes your board/system's work with schools to align curriculum, instruction, assessment and teaching resources. *(Check your choice)*
○ So far, the board has made little effort to align curriculum, instruction, assessment and teaching resources.
○ So far, the board's alignment efforts have been restricted to one or two areas of the curriculum and usually have involved only small groups of staff members.
○ The alignment efforts in my board are now expanding to include many more areas of the curriculum and greater participation by stakeholders.
○ The alignment efforts of my board are extensive, ongoing and involve most stakeholders.

Uses of Evidence

To what extent does your school system:	1 = Not at all; 4 = To a great extent			
8. Has efficient information management systems?	1	2	3	4
9. Provides schools with relevant data about their performance?	1	2	3	4
10. Assists schools in using data to improve their performance?	1	2	3	4
11. Creates collaborative structures and opportunities for the interpretation of data in schools?	1	2	3	4
12. Calls on expertise from outside the school system for help with data interpretation when needed?	1	2	3	4
13. Uses appropriate data for accounting to stakeholders?	1	2	3	4
14. Makes effective use of existing research to guide policy making and planning?	1	2	3	4

Professional Development

How well do the following statements reflect your board's approach to professional development?		1 = Not at all; 4 = Very well			
15.	Very little time is devoted to routine administrative matters in meetings of teachers and principals. Meeting time formerly used for such matters is now devoted almost entirely to professional development.	1	2	3	4
16.	Most professional development is carefully aligned with board and school improvement initiatives.	1	2	3	4
17.	Differentiated professional development opportunities are provided in response to the needs of individual schools, administrators and teachers.	1	2	3	4
18.	Extensive opportunities are provided for both teachers and administrators to further develop their expertise.	1	2	3	4
19.	Almost all schools provide time for collaborative work on instructional improvement initiatives. Schools are provided with the resources they need to provide this time and leaders are provided with training in how best to facilitate such work.	1	2	3	4

20. The following statements outline stages of a school system's growth in the uses of contemporary learning theory as a foundation for designing professional development methods. At which stage is your district? *(Check your choice)*

○ System-sponsored professional development still seems to be driven by an outmoded "behavioristic" understanding of how people learn. This PD typically occurs outside of classrooms and schools, is usually "one-shot" in nature, and treats participants as passive consumers of new information.

○ System-sponsored professional development is based on an unpredictable mixture of outmoded "behavioristic" understanding of how people learn and more contemporary, constructivist assumptions about professional learning. A substantial portion of the district-sponsored pd still treats participants as passive consumers of new information but more active and close-to-the-school models of professional development are beginning to be used.

○ The majority of system-sponsored professional development is now informed by a sophisticated understanding of contemporary learning theory. It is largely job-embedded, builds on participants' tacit knowledge and engages them actively in the construction of new knowledge and skills.

○ All system-sponsored professional development is now closely aligned with the best evidence of how people learn.

21. To what extent do you agree that your school system provides you with all of the resources you need to do your job well?

Disagree Strongly   Disagree   Agree   Strongly Agree

To what extent do the following aspects of your school system enhance your understanding of how best to exercise your leadership?

22. Professional development opportunities provided by the system about Ministry initiatives and new programs
     Not at all   To a slight extent   To some extent   To a great extent

23. Resources provided to support school based professional development for me and my staff
     Not at all   To a slight extent   To some extent   To a great extent

24. Support by the system for networking and sharing of best practices, experiences and challenges with other principal colleagues and schools
     Not at all   To a slight extent   To some extent   To a great extent

25. release time for me to create PLCs with staff and develop initiatives towards school improvement
     Not at all   To a slight extent   To some extent   To a great extent

26. the priority awarded to instructional leadership (vs Management)
     Not at all   To a slight extent   To some extent   To a great extent

27. emphasis placed on analyzing, interpreting and usisng data to inform decision making
     Not at all   To a slight extent   To some extent   To a great extent

28. help provided to me by system leaders in developing, monitoring and providing feedback about the school's improvement plan
     Not at all   To a slight extent   To some extent   To a great extent

29. snapshots provided by the system indicating the progress being made in my school
     Not at all   To a slight extent   To some extent   To a great extent

30. advice on how to build productive relations with teachers and contribute to their development
     Not at all   To a slight extent   To some extent   To a great extent

31. accessibility of system leaders for information or personal assistance
     Not at all   To a slight extent   To some extent   To a great extent

32. opportunities provided by the system for my school to engage parents and local community groups in our school improvement efforts
     Not at all   To a slight extent   To some extent   To a great extent

33. two way communication between the central office and my school
     Not at all   To a slight extent   To some extent   To a great extent

Alignment

34. Which one of the statements below best captures your board's alignment of its financial resources with the support needed to achieve the board's goals for student learning? *(Check your*

choice)

- ○ No effort has yet been made toward such alignment.
- ○ Unsystematic attempts are being made toward such alignment.
- ○ Such alignment occurs on a project by project basis but does not extend across the board's efforts as a whole.
- ○ My board has a systematic and ongoing process to continuously align our budget with the goals we are pursuing for students.

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35. Which one of the following descriptions best captures your board's alignment of personnel policies and procedures with the instructional expectations for staff? *(Check your choice)*

- ○ No effort has yet been made toward such alignment.
- ○ Unsystematic attempts are being made toward such alignment.
- ○ Such alignment occurs on a project by project basis but does not extend across the board's efforts as a whole.
- ○ My board has a systematic and ongoing process to continuously align our personnel policies and procedures with the goals we are pursuing for students.

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36. Which of the statements below best captures your board's alignment of structures with the instructional improvement work required of staff? *(Check your choice)*

- ○ No effort has yet been made toward such alignment.
- ○ Unsystematic attempts are being made toward such alignment.
- ○ Such alignment occurs on a project by project basis but does not extend across the board's efforts as a whole.
- ○ My board has a systematic and ongoing process to continuously align our organizational structures with our staff's instructional improvement work.

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37. Which of the following descriptions captures your system's efforts to align the time and money allocated to professional development with the value of such PD to the district? *(Check your choice)*

○ The board has an ambitious set of goals for improving student learning but has allocated very little time or money for preparing staff to accomplish those goals.

○ While some time and money have been allocated for the professional development of leaders and teachers, these resources badly underestimate what will be required if staff are to accomplish the goals established by the district.

○ Although still underestimated, there have been recent and significant increases in the time and money allocated to professional development.

○ Adequate amounts of both the time and money have been allocated for the professional development of both leaders and teachers.

To what extent do the following contribute to the confidence that you and your principal-colleague(s) have that you will be able to accomplish the expectations for school improvement held by your district:

38. professional development provided to me by the system
   Not at all   To a slight extent   To some extent   To a great extent

39. advice, feedback and knowledge available to me through my network of other   principals in this system
   Not at all   To a slight extent   To some extent   To a great extent

40. examples I see of other principals succeeding at what I also need to do
   Not at all   To a slight extent   To some extent   To a great extent

41. the school system's alignment of its resources with our goals
   Not at all   To a slight extent   To some extent   To a great extent

42. the system's assignment of me to a school for which I am well suited
   Not at all   To a slight extent   To some extent   To a great extent

43. support that I can count on from my superintendent whenever I need it
   Not at all   To a slight extent   To some extent   To a great extent

44. high levels of mutual trust my colleagues and I have in one another.
   Not at all   To a slight extent   To some extent   To a great extent

45. encouragement I receive from others for the work that I do
   Not at all   To a slight extent   To some extent   To a great extent

46. expressions of appreciation/celebration of the value of our work.
   Not at all   To a slight extent   To some extent   To a great extent

47. the guidance the board's improvement plan provides for developing my school improvement plan
   Not at all   To a slight extent   To some extent   To a great extent

48. the autonomy I have to do what is in the best interests of my school and students
     Not at all   To a slight extent   To some extent   To a great extent

Relationships Between Teachers and Administrators

49. Pick the **one** statement below which best describes the relationships between with school administrators and teachers: *(Check your choice)*
○ School and central office staffs have very little contact and school staffs rarely participate in school system decisions.
○ There is some contact between central office and school staffs but participation by school staffs in system decisions is rare, as is the presence of central office staff in schools.
○ School staffs sometimes participate in system decisions, are sometimes in contact with central office staff for support and assistance. Central office staff are in schools regularly and know some staff members by name.
○ School staffs often participate in system decisions, are in frequent contact with central office staff for support and assistance. Central office staff are in schools frequently and know most school staff members by name.

Relationships Between System and School Staffs

50. Your school system's support for networks or professional learning communities (PLCs) is best described by which **one** of the following statements? *(Check your choice)*
○ There is little awareness of the need for, or value of, professional networks or communities for either central office or school staffs.
○ Networks and professional communities are evident in some schools and central office staff may participate occasionally in their own PLCs, but they are rarely viewed as effective instruments for staff learning or decision making.
○ PLCs or networks are established at both school and system levels. While central office staff have come to value participation in their own PLCs or networks, they do not insist on such participation by teachers or administrators in schools.
○ Networks and PLCs are well established at both school and system levels and have become the established way of solving problems and taking care of other business.

Relationships With Parents

51. Which **one** of the following statements best captures your school system's efforts to help teachers and administrators develop the capacities they need to foster productive parent engagement *in the school*? *(Check your choice)*

○ We are expected to figure this out for ourselves.

○ My board has provided some help in the past but no such help has been provided in the past year.

○ School system staff often talk about the importance of parent engagement in schools but they have provided very limited opportunities for us to develop the knowledge and skills we require to do that part of our jobs better.

○ My school system provides us with very helpful opportunities to acquire the insights and skills we need to productively engage our parents in school.

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52. Which **one** of the following statements best captures your board's efforts to help teachers and administrators develop the capacities they need to assist parents in creating *conditions in the home* which support the success of their children at school? *(Check your choice)*

○ We are expected to figure this out for ourselves.

○ My board has provided some help in the past but no such help as been provided in the past year.

○ Central office staff often talk about the importance of helping parents create such conditions in the home but they have provided very limited opportunities for us to develop the knowledge and skills we require to do that part of our jobs better.

○ My school system provides us with very helpful opportunities to acquire the insights and skills we need to productively assist our parents in creating conditions at home for supporting the success of their children at school.

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53. Which **one** of the following statements best captures how your system holds schools accountable for productively engaging parents? *(Check your choice)*

○ My school system makes no effort to hold schools accountable for parent engagement.

○ My school system's efforts are limited to occasional encouragement and informal questions from some district staff about what we are doing in my school.

○ The performance appraisal of principals in my school system includes assessment of the nature and success of their schools parent engagement strategies.

○ In addition to being part of our principal appraisal system, our school system has a formal policy on parent engagement and conducts periodic audits across the schools about the extent to which that policy is being implemented. School staffs and parents are asked for evidence as part of these audits

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54. How extensive is your school system's efforts - *independent of what schools do* - to provide programs and other opportunities aimed at	1 = Schools initiate all parent engagement 4 = System's efforts quite extensive			
	1	2	3	4

helping parents ensure the success of their children at school?				

Relationships With Local Community Groups

55. Which **one** of the following descriptions best captures the nature of your school system's ties with local community groups? *(Check your choice)*
○ Potential contributions of community groups are unrecognized and these groups have no involvement in the school system.
○ Potential contributions of community groups are sporadically recognized, as are consultations with these groups and their involvement in school system decisions.
○ Community groups are often recognized for their contribution and support; they are consulted on many decisions affecting the community. School system staff are often members of these groups, themselves.
○ Community groups are routinely recognized for their contribution and support and consulted on almost all decisions affecting the community. School system staff are regularly members of these groups themselves.

Demographic information

56. What is your current position?
○ Principal
○ Vice principal
○ Other school leadership position
○ Superintendent
○ Director of Education
○ Other central office position
○ Trustee

57. How many years in your current position?
○ Less than 1 year
○ 1 to 3 years
○ More than 3 years

Appendix C: System Leader Survey

Ontario School System Research Project

System Leader Survey

_____

Thank you for taking the time to complete this survey (it should take about 15-20 minutes). The survey is part of a larger Ontario study in which most of the province's school systems are participating. It asks about many features of your school system as *they actually are at the present time*. Evidence from the survey along with a survey of system-level leaders will be used to help identify features of school systems that matter most to the improvement of student learning and well being.

All responses will be anonymous: no individual, school or district will be identified in either formal or informal reports of the results. You are asked to identify your district only to assist in data analysis.

Results of the study will be disseminated to all school systems in the province and used as part of the evidence for revising the "System Practices and Procedures" section of the Ontario Leadership Framework. Your candid response to this survey is very much appreciated.

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If you have any questions, please feel free to Email Me

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38. Please select (click) your of school system from the drop down menu below:
   Ontario School Systems_____

Beliefs and Vision for Students

To what extent do the following statements describe your school system's beliefs and vision for students:	1 =Disagree strongly; 4 = Agree strongly			
39 My school system has developed a widely-shared set of beliefs and vision about student learning and welfare that falls within the parameters set by the province.	1	2	3	4
40 My school system's beliefs and vision includes a focus on closing achievement gaps.	1	2	3	4

41	My school system's beliefs and vision includes a focus on "raising the achievement bar".	1	2	3	4
42	My school system's beliefs and vision include a focus on nurturing student engagement and welfare.	1	2	3	4

43. Which of the following statements best describes the extent to which your school system's beliefs and vision for students are understood and shared by staff? *(Check one of the following.)*

○ Understood and shared by very few staff members

○ Understood and shared by a small proportion of staff

○ Understood and shared by a large proportion of staff

○ Understood and shared by almost all staff

To what extent has your school system's elected board:	1 = Disagree strongly; 4 = Agree strongly			
44. Led or participated in assessing community values and interests and incorporating them into the school system's beliefs and vision for students?	1	2	3	4
45. Helped to mobilize parents and the wider community in developing and supporting the vision?	1	2	3	4
46. Helped to mobilize teachers and administrators in developing and supporting the vision?	1	2	3	4
47. Helped to create a climate of excellence that makes achieving the vision possible?	1	2	3	4

Uses of Evidence

To what extent does your school system:	1 = Not at all; 4 = To a great extent			
48. Have efficient information management systems?	1	2	3	4
49. Provide schools with relevant data about their performance?	1	2	3	4
50. Assist schools in using data to improve their performance?	1	2	3	4
51. Create collaborative structures and opportunities for the interpretation of data in schools?	1	2	3	4
52. Call on expertise from outside the school system for help with data interpretation when needed?	1	2	3	4
53. Use appropriate data for accounting to stakeholders?	1	2	3	4
54. Make effective use of existing research to guide policy making and planning?	1	2	3	4

Professional Leadership

How well do the following descriptions apply to leadership development in your school system/board?	1 = Not at all; 4 = Very well			
55. My board has well-designed and carefully implemented procedures for identifying, recruiting, selecting and appraising school-level leaders.	1	2	3	4
56. My board implements procedures for transferring school-level leaders that does no harm and, whenever possible, adds value to improvement efforts underway in schools.	1	2	3	4
57. My board ensures that the most skilled leaders in the system are placed where they are most needed.	1	2	3	4
58. My board encourages school-level leaders, when useful, to supplement their own capacities with system-level expertise.	1	2	3	4

59. Efforts by your board to hold principals directly accountable for the quality of instruction in their schools are best described by which **one** of the following statements? *(Check your choice)*

○ Instructional quality is viewed by senior system leaders as teachers' responsibility. Teachers' are held directly accountable for the quality of their instruction. Neither system nor school leaders are expected to contribute significantly to instructional improvement.

○ Instructional quality is viewed by senior system leaders as teachers' responsibility. Teachers' are held directly accountable for the quality of their instruction. School leaders are expected to provide general support to teachers in their instructional improvement efforts.

○ System leaders expect principals to be knowledgeable about the quality of their teachers' instruction. This is among the criteria used for selecting school leaders and for their performance appraisal.

○ System leaders expect principals to be knowledgeable about the quality of their teachers' instruction. This is a central criterion for selecting school leaders and for their performance appraisal.

To what extent do you agree that your school system:	1 = Disagree strongly; 4 = Agree strongly			
60. Has well-designed and carefully implemented procedures for identifying, recruiting, selecting, and appraising system-level leaders?	1	2	3	4

61. Which one of the following statements best captures the orientation of most of your system's senior leaders to their role in instructional improvement? *(Check your choice)*

○ Most system leaders do not view themselves as having the knowledge about, or significant responsibilities for, the quality of instruction in schools. Principal selection and evaluation policies and practices do not reflect an instructional leadership focus for school leaders.

○ Most system leaders encourage an instructional focus on the part of school leaders and assume that it is responsibility of school leaders to acquire the capacities needed to pursue this instructional focus. Instructional leadership occasionally appears in principal selection processes and sometimes becomes a topic during their supervisory processes with principals.

○ System leaders encourage an instructional focus on the part of school leaders, provide opportunities and resources for improving the instructional leadership skills of school leaders and make this the main focus of their school visits. Instructional leadership is an explicit focus in selection and appraisal practices.

○ System leaders keep both the community and the central office staff focused on learning and they support principals and teachers in their efforts to improve instruction and ensure high levels of learning for all students. The system assumes responsibility for significantly improving instructional leadership in schools**.**

To what extent do you agree that your board:		1 = Disagree strongly; 4 = Agree strongly			
62.	Expects the behavior of both system- and school-level leaders to reflect the practices and competences identified in the *Ontario Leadership Framework,* as well as such other practices as might be deemed critical for local board purposes.	1	2	3	4
63.	Encourages coordinated forms of leadership distribution throughout the board and its schools;	1	2	3	4

Elected Leadership

How well do the following statements describe the practices of the board's elected officials?		1 = Not at all; 4 = Very well			
64.	Trustees use the board's beliefs and vision for student learning and well being as the foundation for strategic planning and ongoing board evaluation.	1	2	3	4
65.	Trustees focus most policy making on the improvement of student learning and well being consistent with the beliefs and vision.	1	2	3	4
66.	Trustees identify and fund policies and programs that provide rich curricula and engaging forms of instruction for all students and eliminate those that do not.	1	2	3	4
67.	Trustees maintain productive relationships with senior staff, school staffs, community stakeholders and provincial education officials.	1	2	3	4
68.	Trustees provide systematic orientation opportunities for new members and ongoing training for existing members.	1	2	3	4
69.	Individual trustees support and act in accordance with decisions made by the board of trustees, as a whole.	1	2	3	4
70.	Almost all trustees avoid becoming involved in school system	1	2	3	4

	administration.				

Organizational Improvement Processes

How well do the following descriptions capture your school system's approach to improvement?	1 = Not at all; 4 = Very well			
71. My board pursues only a small number of improvement goals at the same time.	1	2	3	4
72. We usually proceed in manageable stages and use the early stages as learning opportunities.	1	2	3	4
73. My board's approach to improvement is relatively coherent. A small number of key improvement goals are consistently pursued over sustained periods of time.	1	2	3	4
74. Schools are not overloaded with excessive numbers of initiatives.	1	2	3	4
75. Considerable effort is made to build the capacities needed by school staffs for successful school improvement.	1	2	3	4
76. Board improvement efforts typically focus on one portion of the system at a time (e.g., elementary schools then secondary schools; literacy improvement then numeracy improvement) and a schedule is created to ensure improvement in all parts of the school system over the long term.	1	2	3	4
77. Improvement efforts in schools are guided by explicit and well-tested frameworks, policies and practices, as well as widely shared goals that permit local adaptation. All stakeholders have clearly defined roles to play in this approach to school improvement.	1	2	3	4
78. The board integrates new initiatives into existing routines and practices. Established structures and procedures are maintained and built on. Care is taken to ensure continuity and extension of core values.	1	2	3	4

Central Office Staff Relations

79. Pick the **one** statement below which best describes the relationships among staff in your school system's central office: *(Check your choice)*
○ Central office staff work in isolation with only minimal communication and no sense of shared purpose.
○ There is no evidence of shared purpose, but there is some connection among some roles and a limited amount of communication, although it is sometimes a bit strained.
○ Roles are often interconnected and collaboration is common in response to a shared sense of purpose. Communication among staff is positive and occurs regularly.
○ Roles are interconnected, work is undertaken collaboratively in the service of a widely shared set of purposes. Communication among staff is frequent and cordial.

Ministry Of Education Relations

To what extent do you agree that the following statements describe your school system's relationship with the Ministry of Education:	1 = Disagree Strongly			4 = Agree Strongly
80. My school system communicates regularly with the Ministry, both formally and informally, about board goals and directions;	1	2	3	4
81. My school system clarifies with the Ministry how it can be of most help to the board;	1	2	3	4
82. My school system encourages Ministry collaboration in achieving board goals and directions;	1	2	3	4
83. My school system provides feedback to the Ministry about the relevance of its initiatives to board goals and directions.	1	2	3	4

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84. Which **one** of the following statements best describes how your school system typically responds to the province's initiatives. *(Check your choice)*

○ Central office staff and some school staff are made aware of new provincial initiatives.

○ Central office staff share information about provincial initiatives with principals and principals relay this information to their teaching colleagues.

○ Principals are assigned responsibility for implementing provincial initiatives. Procedures are established for schools to gain access to the resources they require for implementation.

○ The province's initiatives are awarded priority in the board, systematic analysis of changes required in the board are carried out, and progress toward implementing these initiatives is reported regularly (e.g., at principals' meetings).

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85. Your school system may chose to supplement government initiatives in order to increase their local impact. Which **one** of the following statements best captures your system's current approach to this possibility? *(Check your choice)*

○ There are no clear links between provincial initiatives and activities in schools.

○ Personnel are assigned responsibility for implementing provincial initiatives and discussions are held about what implementation might consist of in schools.

○ The school allocates the resources (time, money, expertise) required to build the capacities staff need to implement provincial initiatives effectively.

○ Problem-solving groups in schools (e.g., PLCs) consider how to implement provincial initiatives in order to get the best results for the school and its students.

86. Which one of the following statements best captures your system's attempt to leverage the province's initiatives in the interest of the board's priorities? *(Check your choice)*
○ There has been little or no effort to integrate board and provincial priorities.
○ Board staff has recently indicated the need for efforts to integrate board and provincial priorities.
○ A process is now underway for the first time to determine how to integrate provincial and board priorities.
○ The board has a multi-year plan that explicitly integrates provincial and board priorities.

E.

Demographic information

87. What is your current position?
○ Principal
○ Vice principal
○ Other school leadership position
○ Superintendent
○ Director of Education
○ Other central office position
○ Trustee

88. How many years in your current position?
○ Less than 1 year
○ 1 to 3 years
○ More than 3 years

Thanks!

Appendix D

System Characteristics and Fine-grained Achievement Measures

Table 1
School System Characteristics and
Change in Student Achievement: 2005 to 2010
(Correlation Coefficients, Grades 3 & 6 N = 49, Grade 9 & 10 N = 48)

	Gr. 3		Gr. 6		Gr. 9 Math		OSSLT[1]	
	Language	Math	Language	Math	Applied	Academic	Par	Ach
Core Processes	.31*	.15	.33*	.30*	.37**	.18	-.10	-.04
Curriculum & Instruction	.37**	.20	.34*	.22	.34*	.10	-.01	.02
Beliefs & Vision for Students	.28	.25	.17	.33*	.33*	.07	-.15	-.12
Uses of Evidence – Sys Leaders	.06	-.10	.14	.09	.15	.14	-.08	-.15
Uses of Evidence – Principals	.28	.13	.44**	.29*	.35*	.28	-.04	.24
Supporting Conditions	.32**	.09	.41**	.27	.36*	.03	-.03	.06
Organizational Improvement Pro.	.16	-.01	.26	.20	.15	-.07	.03	-.10
Professional Development	.30*	.12	.34*	.17	.42**	.17	-.05	.16
Alignment	.35*	.14	.41**	.28	.33*	.01	-.05	.11
Leadership	.12	-.02	.10	.06	.20	-.02	-.15	-.17
Efficacy	.19	-.04	.19	-.12	.37*	-.06	-.15	.11
Professional Leadership	.09	-.01	.15	.07	.18	-.01	.06	-.21
Elected Leadership	.06	-.02	.01	.09	.08	-.01	-.19	-.18
Relationships	.03	-.09	.20	.09	.25	.03	.10	.15
Internal System & School	.03	-.04	.15	.02	.36*	.00	.02	.18
Parents	.23	.05	.35*	.23	.27	.01	.12	.24
Local Community Groups	-.34*	-.30*	.01	-.17	.17	.13	.19	.15
Ministry of Education	.10	.01	.03	.12	-.09	-.05	-.05	-.14

[1] 'Part' indicates change in participation rate & 'Achieve' in the success rate.
*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

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Table 2
School System Characteristics and Annual (2010) Student Achievement
(Correlation Coefficients, Grades 3 & 6 N = 49, Grade 9 & 10 N = 48)

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	Gr. 3		Gr. 6		Gr. 9 Math		OSSLT[1]	
	Language	Math	Language	Math	Applied	Academic	P	Ach
Core Processes	.34*	.33*	.32*	.22	.30*	.23	.13	.30
Curr & Instruction	.43**	.39**	.39**	.27	.33*	.21	.22	32*
Beliefs & Vision	.35*	.41**	.28*	.25	.32*	.29*	.07	.31*
Evidence - Sys Leaders	-.03	-.04	-.01	-.07	.07	.11	-.03	.10
Evidence – Principals	.37**	.29*	.39**	.30*	.19	.12	.14	.21
Supporting Conditions	.24*	.14	.30*	.25	.27	.10	.11	.17
Organizational Improvement	-.00	-.09	.01	-.01	.11	-.01	-.03	-.04
Professional Development	.31**	.20	.43**	.32*	.25	.10	.18	.27
Alignment	.33*	.30*	.37*	.37*	.35*	.17	.17	.25
Leadership	.06	.04	.05	.05	.26	.12	.01	-.01
Efficacy	.15	.08	.18	.03	.36*	-.01	.13	.19
Professional Leadership	-.02	-.03	.03	-.01	.09	.10	.13	-.01
Elected Leadership	.04	.04	.00	.07	.22	.13	-.11	-.07
Relationships	.07	.18	.09	.04	.41**	.36*	.08	.33*
Internal System & School	.15	.20	.23	.17	.41**	.21	.21	.37*
Parents	.24	.23	.29*	.26	.21	.24	.09	.26
Local Community Groups	-.16	.03	-.10	-.21	.36*	.35*	.01	.26
Ministry of Education	-.03	.03	-.15	-.11	.14	.18	-.08	.07

[1] 'Part' indicates the participation rate & 'Achieve' the success rate.
*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Appendix E:Effect Size Calculation Procedure

        Effect sizes reported in Table 4 are based on combining results across two variables – a math and language change score or a math and language mean achievement score. In this situation, combining effect sizes can be done by averaging the effect size r directly or using Fisher z transformation first and then calculating weighted means. These two kinds of calculation procedures usually result in very similar values of the mean of the effect size estimates since r ranges from 0 to 1 and in such a small range, a non-linear line can be regarded as a linear line. In other words, the mean of r, which is not of a linear function and cannot be added up directly arithmetically is roughly equal to the mean of the adjusted r using log functions (Fisher z transformation). But using Fisher z transformation permits significance and homogeneity testing so it was used.

        Correlation coefficients were first transformed into Fisher z scores then weighted means and p values were calculated using Wilson (2009) Macro for SPSS. Homogeneity was also analyzed. The averaged Fisher z scores were transformed back to correlation rs.

        The following formula were used:

1) to adjust ES (r_i) by $Z_i = 1$ (Rosenthal, 1994)

2) To average Z to get the mean of the ES by   = n − 3 and   (Lipsey & Wilson, 2001)

3) to calculate Q by $Q = ($ $) -$ (Lipsey & Wilson, 2001)

        The effect sizes reported in Table 4 were based on the Fixed Effects Model taking into account the results of the Random Effects Model. In all homogeneity tests, p for Q > .05, indicating in all cases effect sizes are combinable.