

The District Review Process

Overview for Superintendents,
Chairs, and Team Members—
February 10- 11, 2003

Purpose of Today

- Overview of district review process and accountability cycle
- Team connection
- Perspectives from first reviews
- International and national context for school and district improvement
- Foundations of review – 10 points of inquiry
- Getting ready for your review

Why a District Review?

- Canadians “Searching for Certainty” – less interested in ranking than in knowing every school (district) is a five star organization.
- Focus on key leadership role and responsibility of the district to improve student achievement.
- Accountability – “Proving Improvement”

Accreditation

Audit

District Review

6 year cycle for schools	Annual – selected districts	20 districts annually
Focus on development of plan	Focus on compliance	Focus on achievement
External team – educators and parents	Ministry appointed auditors	Educators, parents, Ministry staff
Emphasis on Process	Emphasis on Rules	Emphasis on Results

Student Achievement Accountability Development

Pre 2001-2002

- School Accreditation
- District Reports

2001-2002

- Accountability Contract - make a plan!
Summaries posted on web
- Deputy - Superintendent Visits
- Legislation introduced - SPCs, Special Advisors, Accountability Contracts

Accountability Development

2002-2003

- Guidelines for accountability contracts and school plans
- Plans posted in entirety on web
- Transition year for school planning councils - development of district policy and training
- District review process introduced
- District reports made public

Accountability Development

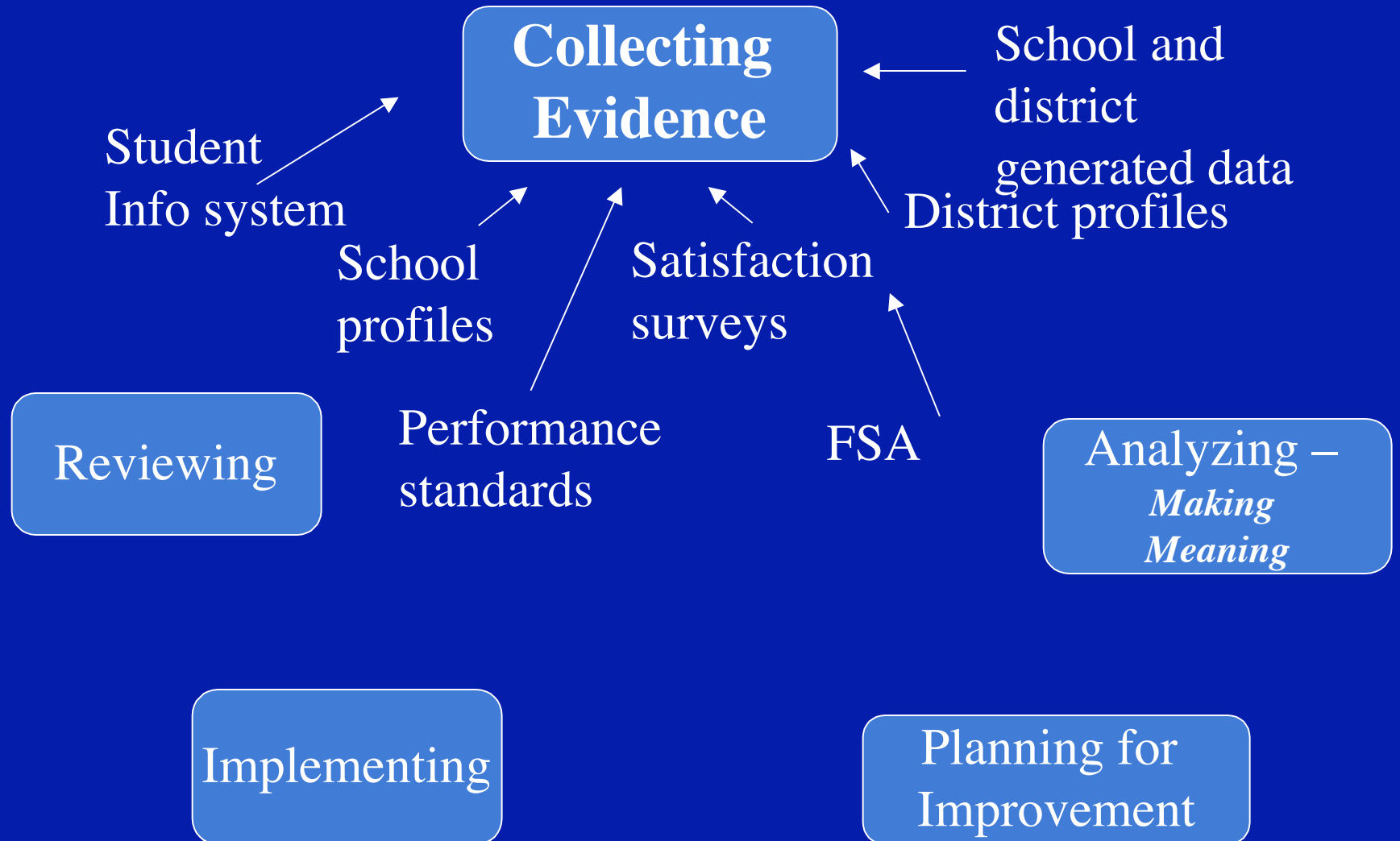
2003-2004

- School planning councils submit plans for Board approval
- Accountability contracts informed by/ connected to school plans
- Districts with review in 02-03 will comment on recommendations in accountability contracts
- District reviews refined - 20 more districts
- Feedback to accountability contracts

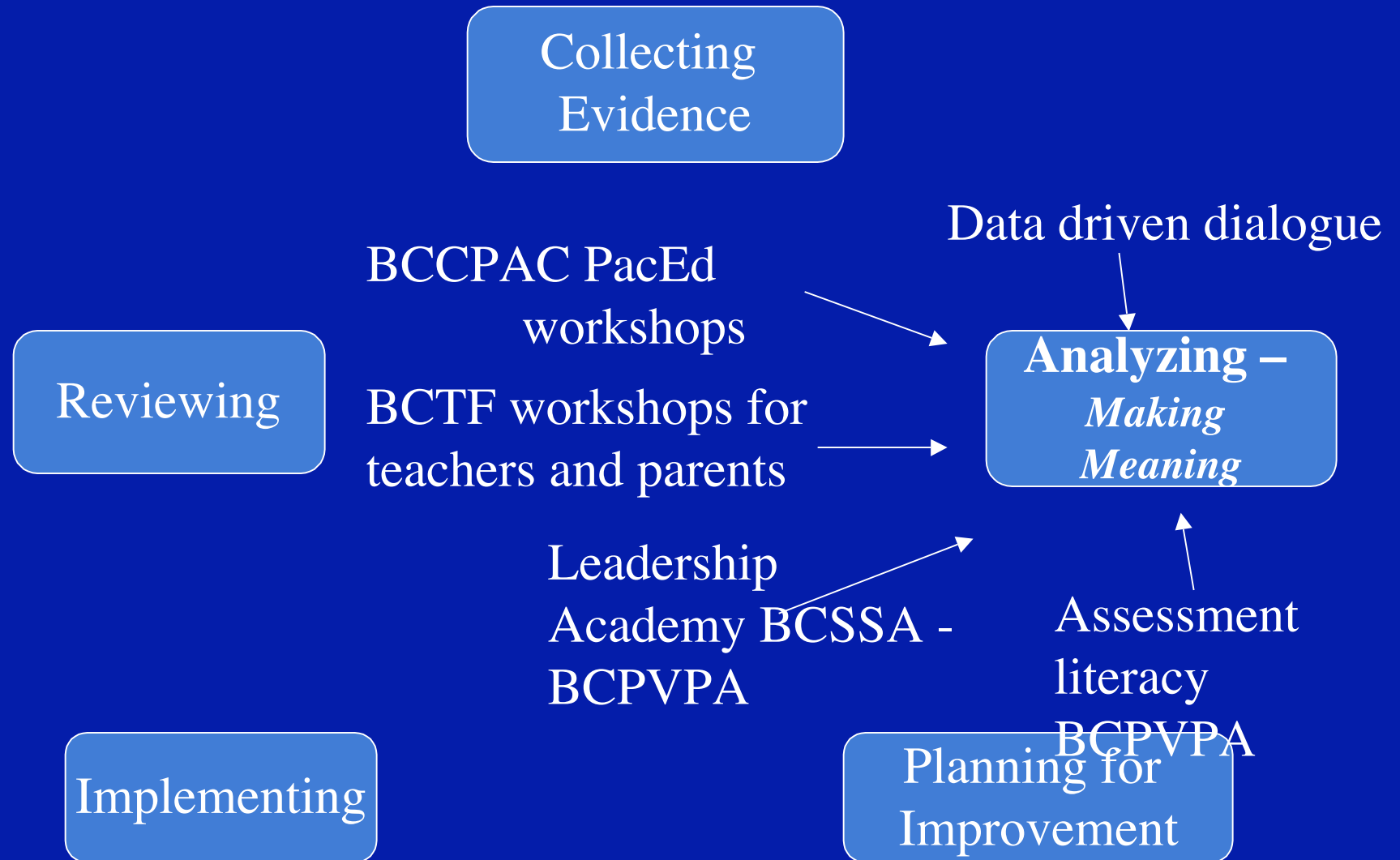
Making Connections – Accountability Cycle and Provincial Initiatives



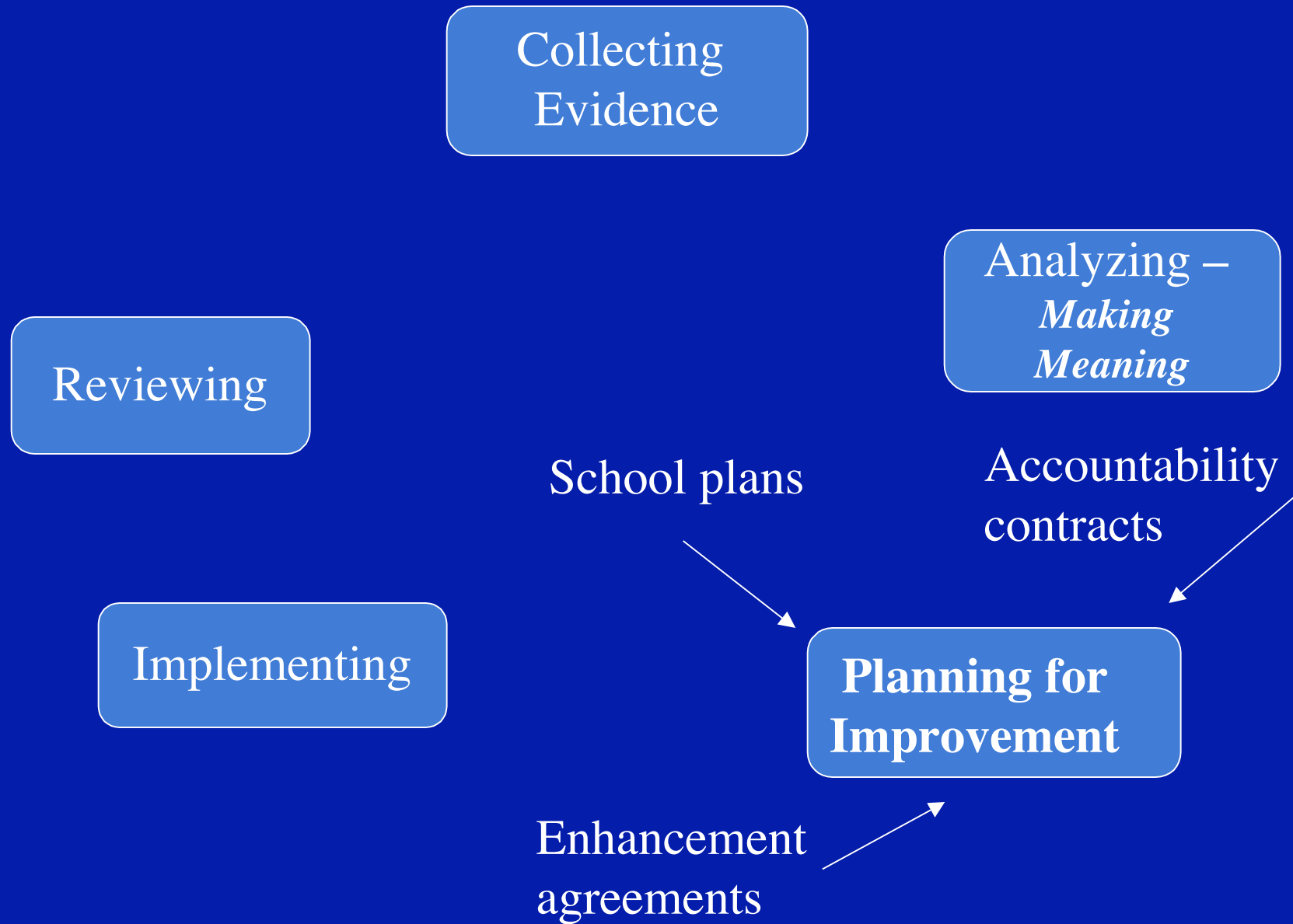
Accountability - Focus on Achievement



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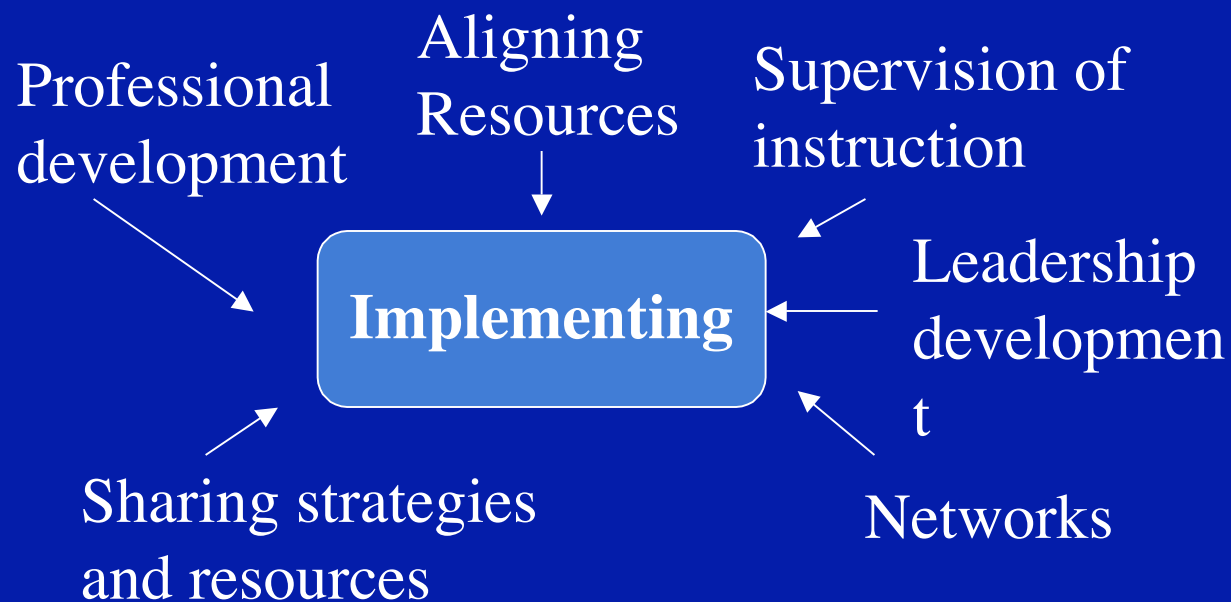


Accountability - Focus on Achievement

Collecting
Evidence

Reviewing

Analyzing-
*Making
Meaning*



Planning for
Improvement

Accountability - Focus on Achievement





The purpose of the district review is to

Provide feedback to the district, the
Minister and the public regarding the school
district's efforts to improve student
achievement.

How will this be done?

By....

- Bringing an informed, objective, external perspective to the work of the school district;
- Reviewing district and school achievement data;
- Reviewing the district accountability contract and school plans;
- Making recommendations to the Board and to the Minister about improving student achievement, and
- Identifying promising practices that will assist other districts and schools in their efforts to improve student achievement.

Who is on the team?

- Team Members

Experienced, respected district and school leaders, Ministry of Education staff, and parents who will bring expertise and good judgment to the review

- Chairs

- Selection process

What are the Components of the Review

- Review of data – district profile, accountability contract, school profiles, school plans.
- Meet – with district leaders, Board of Trustees, district parent groups, school leadership groups (spc)
- Visit – selected schools
- Develop team judgment in 10 key areas

When?

- Reviews are 3-4 school days in length (Sun – Wed)
- 3 initial reviews conducted in December – January
- 17 scheduled February 17 - May

At the end of the review

The team will

- Prepare a clear report for the Board and the Minister identifying district performance in 10 key areas.
- Make recommendations to the Board and to the Minister about improving student achievement.

World Class Schools – BC in an International Context – 8 Themes

1. Flexibility / Responsiveness / Choice
2. Structure – Centralization / Decentralization
3. Innovation / Improvement / Effectiveness
4. Assessment – Of, For, and As
5. Leadership – Networked, Organic, Transformational
6. Reliability of Schools
7. Inclusivity
8. Professional Development as inquiry

Review Criteria – International and BC Perspective

Goals

Improving districts have a strong instructional focus. This focus is made visible in clear goals for improving student learning.

Rationale

Improving districts have a thorough and connected set of reasons based on evidence for the selection of their student achievement goals.

Data

Improving districts are actively considering at least three sources of evidence including classroom, school, and district / provincial data. The analysis of this evidence has informed the selection of the district goals.

Strategies

Improving districts have a well organized, focused improvement plan in place. The strategies selected to achieve the goals are an intelligent blend of research, best practice, and innovative thinking.

Structures

Improving districts have aligned structures – resources, time, organization – to get the results they want. This includes effectively differentiating resources in the areas of highest need for improvement.

Results

Improving districts get improved learning results – at the classroom, school, and district levels.

Communication

Improving districts communicate and make public their improvement goals and the progress being made.

Partnership – District and School Coherence

Improving districts have a dynamic and interactive strategy for connecting school and district goals. School uniqueness and school district directions are both valued.

Partnership – District and Parent Involvement

Improving districts work as a team with parents, including specific groups of parents on improving student learning.

Leadership / Teamwork

Improving districts are led by district leaders with a clear vision for an commitment to school improvement and improving student achievement. Principals, vice principals, teacher, parent and student leadership is encouraged and systematically developed – with a focus on improving student learning.

Strong Minds for the Knowledge World

Language

Logical

Spatial

Artistic

Physical

Musical

Internal

Social

Natural

Culinary

With a spirit of inquiry and connectedness
and attitudes of flexibility, confidence, and
caring!

District Review Process

	Team Arrival Team Meeting	District Orientation District Office Meetings	School Visits (3 or more schools)	Additional day for school visits if required	Meetings Report Out Wrap Up
	Meeting	Begin school visits	School Visits Team Meeting		Report provided to district
	Meeting	Team Meeting Discussion Report writing	Team meeting Discussion Report Writing		Wrap Up Departure

Routing of District Review Report

District Review Team Draft Report is submitted by the Chair to the Superintendent & the Ministry of Education to verify factual content of the Report on the final day of the visit.

Superintendent may suggest changes to the factual content and return the report to the Chair within 3-4 working days. The Chair then verifies, edits and approves the final report

Final District Review Report submitted to the Minister, School Board Chair & Ministry by the Chair. The Chair submits copies to the Superintendent & the Deputy Minister

Ministry Follow-Up

- Ministry phone call, letter, visit
- Deputy Minister visit
- District report to the Ministry on implementation of recommendations
- Response to recommendations in next year's accountability contract
- Special Advisor appointment....

Implications for Policy Change

(adapted from Michael Barber, 2003)

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Controversy
without
Impact

Transformation
(bold and good,
done well)

Status Quo
Minimalist state
by default

Improved
Outcomes

Quality of
implementation



Resources

- Bricker, D. & Greenspan, E., *Searching for Certainty, The New Canadian Mindset*, 2001.
- Brody, L et al. *Innovation Nation: Canadian Leadership from Java to Jurassic Park*, 2002
- Fullan, M. *Leading in a Culture of Change*, 2001
- Hargreaves, A. *Teaching in the Knowledge Society*, in press
- Hargreaves, A. & Fink, D. *Sustaining Leadership*, in press
- Reynolds, David, *World Class Schools*, 2002

Resources cont'd

- Council of Ministers of Education of Canada, Meeting proceedings, February 2003
- International Trends in Leadership – Huber, 2003
- AERA presentation, District Effectiveness, McLaughlin & associates, 2002
- Large Scale District Reform, AERA presentation, Elmore, 2002
- International Congress of School Improvement and School Effectiveness, Conference proceedings, 2003
- Lieberman, A. & Grolnick, M. Networks, Reform and the professional Development of Teachers in A. Hargreaves, editor, *Rethinking Educational Change with Heart and Mind*.
- Willms, J.D. editor, *Vulnerable Children, Findings from Canada's National Longitudinal Survey of Children and Youth*, 2002