Authority

As per the *NWT School Improvement and Reporting Directive* (*https://www.ece.gov.nt.ca/sites/ece/files/resources/ministerial_directive_-_nwt_school_improvement_and_reporting_directive_and_framework_2010.pdf*) Annual School Reviews should focus on standards of learning outcomes - academic and non-academic, and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

GNWT Annual Review Directive Information:

The Annual Review is one part of a collaborative suite of activities around quality assurance for schools. The other elements are: the school's self-assessment; school planning; the annual School Report; human resource management; and meeting legislative and policy compliance requirements, including audits.

The Annual Review should focus on standards of learning outcomes - academic and non-academic. The Review will require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education. The annual review is a process of continuous growth; thus it is expected that through the annual review cycle schools will review, assess, celebrate, and refocus on targets.

As part of the self-assessment process, each school will evaluate whether their current plan and strategies are positively affecting academic and non-academic performance sufficiently, given their particular context. The fundamental question for an Annual Review is, "are the results being achieved by the students in the school acceptable or not?".

There are two possible outcomes of an Annual Review:

- The Principal and the Superintendent of Education are satisfied that the curricular learning outcomes for all students are within, or above, the range of reasonable expectation, given the context of the school and any applicable Departmental direction. In such instances, they will schedule the timing of their next Review.
- The Principal and the Superintendent of Education have concerns about the learning outcomes, given the school context and any applicable Departmental direction. In such instances, the Principal and the Superintendent will undertake further review and analysis to establish whether that concern is justified and what changes to current strategies and/or additional support and intervention are required.

TCSA Purpose and Preamble

The purpose of this evaluation is to ensure continual improvement and growth of the educational programs and services provided to Tlicho students. In order to do this, the evaluation will (1) describe existing conditions, programs and practices; (2) assess programs, practices and systems for strengths and areas needing improvement for present and future

needs; and (3) make short and long term recommendations for maintaining, modifying, or changing programs and practices. A variety of evaluation methodologies may be used to gather information, and evidence to inform conversations and decisions. These evaluation methodologies may include: learning walks (school/class walkthroughs), interviews, review of required documents (School Improvement Plans, evidence of PLC, student data), self-evaluations of school administrators, surveys, or checklists.

Evaluation Team

The evaluation team will consist of:

- School principal (and vice-principal if applicable);
- Director of Education / Superintendent;

and possibly others including,

- Department Heads,
- Regional Staff,
- Contractors,
- Teachers and other school staff,
- PAC members,
- Student Council Members,
- Other TCSA principals (peer evaluations),
- Program Support Teachers, and/or
- Board Members.

Monitoring Using the Improvement Cycle

Through a cycle of regular school visits, and frequent monitoring of achieved targets, schools are expected to improve throughout the year as they work towards their targets. This may follow:

Planning and Goal Setting: Evaluate and diagnose

Evaluate the effectiveness and efficacy of current leadership structures, routines and procedures to monitor the school's progress against goals and targets. In particular, look at the role of the school improvement plan and leadership team.

Planning and Goal Setting: Prioritize and set goals

Prioritize what leadership structures, routines and procedures need to be changed or refined to support effective monitoring activities.

Planning and Goal Setting: Develop and plan

Develop appropriate and suitable leadership structures, routines and procedures to enable effective monitoring. Create a professional learning plan to support the building of school leaders' knowledge of the Improvement Cycle.
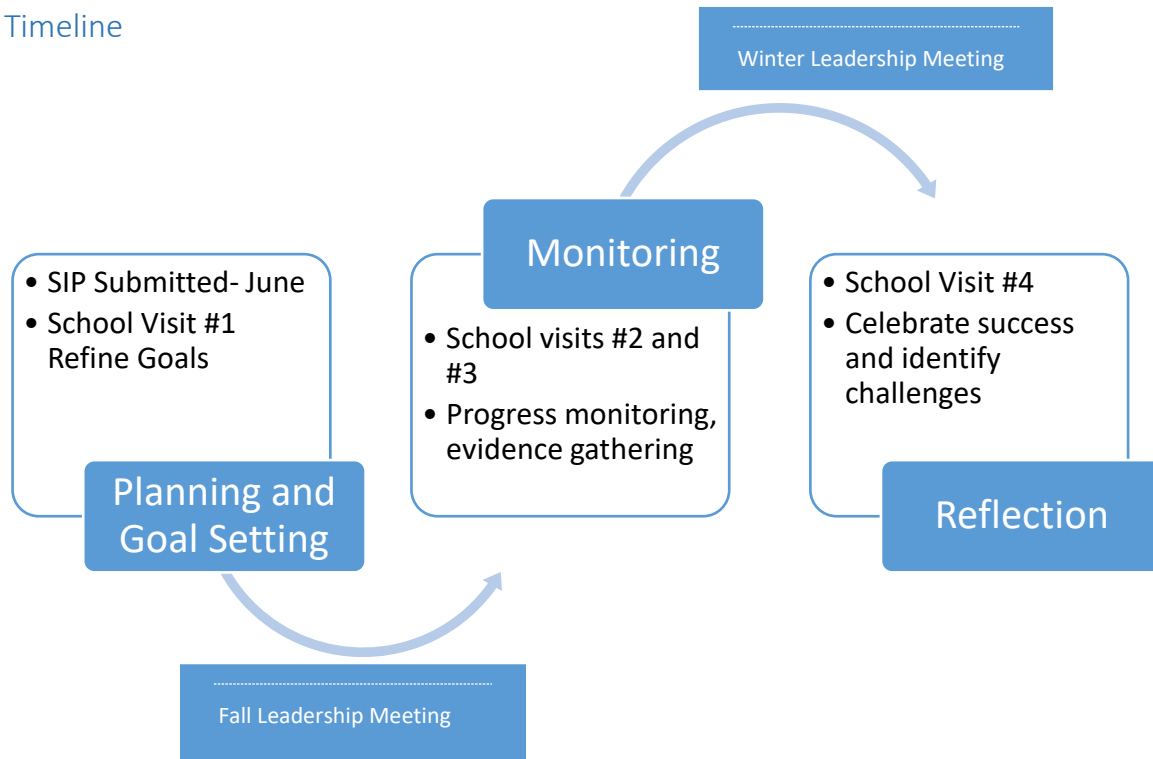
Monitoring: Implement and monitor

Ensure quality data and good evidence are used in the monitoring of implementation plans and strategies. School improvement teams use the Improvement Cycle across different timeframes to monitor progress against the school's goals and targets.

Monitoring: Reflecting

Celebrating successes and documenting through the reports established in this document (SIP, School Reports, and School Review).

Timeline

Winter Leadership Meeting

Monitoring

Planning and Goal Setting

- SIP Submitted- June
- School Visit #1 Refine Goals

- School visits #2 and #3
- Progress monitoring, evidence gathering

Reflection

- School Visit #4
- Celebrate success and identify challenges

Fall Leadership Meeting

Considerations

The key accountability questions for the Annual Review are:

- Are the goals in the School Improvement Plan connected to the regional operating and strategic plans, and territorial Accountability Framework?
- Are the learning outcomes and school's goals/targets communicated to the students, staff, and community?
- Does the school have adequate data on learning outcomes?
- Has the data been analyzed and recorded appropriately?
- Are school evaluations about the learning outcomes reasonable and verifiable?
- Are the NWT approved curricula being used as the standards for student performance and for evaluating learning outcomes?
- Are Department and education authority policies and directives being followed?

The Superintendent of Education will use a range of other professional interactions to work with schools to answer the following accountability questions:

- Are planned strategies appropriate for the identified need?
- Does the School Plan have an evaluation component that will allow the school to evaluate the strategies' effectiveness?
- Does the school have in place reporting processes, including a School Report that effectively communicates school accountability?
- Is the school improvement cycle embedded in school practice?

Conclusions and Recommendations

As previously noted from the *NWT School Improvement and Reporting Directive* school reviews conclude with a decision that either a school has satisfied the expectations for student learning and outcomes, or that the evaluation team has concerns that the school has not satisfied the expectations. These results will be communicated to the TCSA Board, Department of Education, and made available to the public in an executive summary.

When compiling evidence to summarize the current state, progress, and recommendations for continued growth no one piece of evidence need be reported, rather professional judgement must be applied to summarize all evidence gathered.

Documentation of this process will include (and are public documents):

- School Improvement Plans (SIP) including goal setting and evidence of targets met;
- Quarterly board reports; and
- Executive summary of all evidence with summary of current state, progress, recommendations for growth, and decision of satisfied or not yet satisfied.

Evidence for the conclusions in the executive summary include:

- Summary of surveys, interviews, and self-evaluations;
- Samples of school/class walkthroughs;
- Checklists from school visits;
- SIP (final version with evidence provided – ex: reading targets achieved);
- Student achievement data; and/or
- Reports from consultants or peer evaluators.

Tools to Complete a School Review

1. School Improvement Plan (Appendix A)
    a. During the spring Leadership Team meetings time is dedicated to review the Accountability Framework (operating plan and annual report), and use evidence to set goals/targets for the next school year.
    b. As part of the final school visit in the spring of each year, the SIP is reviewed for evidence to demonstrate areas of success and challenge. This informs not only the school review process but the goal setting for the following school year.
2. Executive Summary Template (Appendix B)
3. Quarterly School Report Template (Appendix C)
4. Learning Walk (School/Class Walkthrough) (Appendix D)
5. Interview/Survey Questions (Appendix E)

Appendix A: School Improvement Plan Template

Appendix B: School Review Executive Summary

Summary

First paragraph outline the demographic information about the data collection methods, time period, who was interviewed, key evidence used, and purpose of the summary.

Second paragraph outline the schools demographics – location, number of students, number of staff, unique situations that year (ex: vacancies, retrofits, population growth/decline, etc).

Third paragraph states if the school review has resulted in a decision that the evaluators are satisfied or not satisfied that student outcomes are being met.

Strategic Goals and Evidence

1. *Possibly chart outlining key strategic goals (Tlicho language and Culture, Literacy and Numeracy, Student Health and Wellness, and Lifelong Learning) and key achievements and/or challenges under each area.*

Example 1: Literacy

Goal - 500 reading levels – 480 levels were reached, identified opportunity to improve in the junior high with targeted literacy interventions

Goal – 60% of students above the 25th percentile in the TROLL – 64% of kindergarten student reached this target, with the success in this goal more students are prepared to begin phonological and early reading behaviour instruction

Example 2: Lifelong Learning

Goal – Align professional development supports to all staff that align with 'trauma informed practices' and improve Social / Emotional Learning - $2000 of school budget dedicated to supplementing PD opportunities on Trauma Informed Practices with Kim Barthel that included a family information night

Goal – To support goal in Tlicho Language and Culture staff on the 'Indigenous Language Team' will be offered the opportunity to partner with Tlicho Government's 'Mentor-Apprenticeship Program' – 4 staff were supported to participate in the MAP program and 2 staff participated in the CILLDI program

2. *Summary of 'conversation' evidence: quotes /insights from interviews, surveys, self-evaluations*
3. *Summary of walkthrough evidence: insights, checklists, celebrations, pictures of student achievement*

Celebrations/Commendations

Highlight key achievements, highlights, academic and non-academic successes. May include extra-curricular, Tlicho language or cultural accomplishments, art/music/special projects, inclusive schooling success, school climate/culture, professional development, or other programs/initiatives that the school boasts.

Recommendations

Highlight key areas for growth, improvement, or goal/targets that are currently unmet. Typically, these areas will have evidence triangulated from multiple sources and include both short and long term goals.

Appendix C: Quarterly School Report Template

Appendix D: Learning Walk (School/Class Walkthrough)

A Learning Walk is a brief classroom visit utilizing a researched-based tool that provides principals and teachers opportunities to reflect on what students are learning, learning strategies, student interaction with the content, and student engagement. Principals and others conducting Learning Walks make every effort to collect a variety of snapshots over time. Which classes/periods are "walked" as well as the days in which "walks" are conducted should vary. The "walks" should be spread out over the course of the semester as well.

School Culture/Relationships

- The school is easily identifiable as a Tlicho school (evidence of artifacts, Tlicho signage, Elders pictures, displays of local importance)
- The predominant thinking and decision making reflects high expectations for learning.
- All staff are engaged in activities, initiatives, and are purposefully upholding high expectations aligned with the school goals.
- Relationships demonstrate evidence of respect and caring.
- Students demonstrate positive social interaction, active engagement, and self-motivation.

Learning Environment

- The environment promotes learning (clear purpose for materials, signage, classroom organization reflects learning)
- A positive learning environment is felt.
- Schedules, and routines support the purpose of the school.
- Engagement level is high.
- Tlicho cultural resources are readily available (Dene Kede, Elders in classrooms, Tlicho History Project)
- Tlicho camps have high priority (well communicated, well resourced, integrated).
- Approved resources are readily accessible and are organized for use.

Teaching & Learning

- The school has adequate data on learning outcomes.
- Data been analyzed, recorded, and used to make instructional decisions.
- The NWT approved curricula being used as the standards for student performance and for evaluating learning outcomes.
- Planned strategies appropriate for the identified need.
- Students are clear on what they will know, understand, and be able to do as a result of the lesson.
- There is alignment to grade level curriculum (or program type).
- The appropriate resources are being used to support learning.
- Students' work incorporate engaging qualities.

Leadership

- Learning outcomes, targets, and SIP communicated to the students, staff, and community.
- School evaluations about the learning outcomes are reasonable and verifiable.
- Department and education authority policies and directives being followed.

- o Evidence and structures that support dispersing leadership.
- o Uses school resources to maximize efficiencies.
- o Create a culture of safety (OHS, IT, confidentiality)
- o Maintain a safe and secure building (ERP, Safe and Caring Schools Plan, use of INF and local resource to keep school in good physical condition)

Appendix E: Interview/Survey Questions

1. What is the best thing about _____ School?
2. What traditions are valued at _____ School?
3. What is one thing that makes students at _____ School unique or special?
4. In what ways have you contributed to a positive culture at _____ School?
5. What are the most important issues that need to be addressed at _____ School to make this a better learning environment?
6. What opportunities for growth are available at _____ School?
7. What would you like to see done differently at _____ School?
8. What qualities do you value in your administrator?