

# Performance Matters

These materials were prepared for use as part of a project in which participants explored evaluative frameworks for equity and inclusive education practices. The resources included are not a mandated approach to equity education. Materials may be used in whole, in part or adapted as appropriate.



KAWARTHA PINE RIDGE  
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## INTRODUCTION

The Performance Matters Project brought together individuals from Kawartha Pine Ridge and Durham Catholic District School Boards to develop an evaluation framework for equity and inclusive education efforts that could be used by schools and school boards.

The seven project members (1 teacher consultant, 1 vp, 2 principals, 2 support staff, 1 research consultant) participated in the following:

- Two face-to-face and two teleconference meetings
- A social media platform for collaboration (yammer)
- A literature review of 20 articles and books to discover existing measurement activities for equity, valuing diversity and inclusion, and
- Thoughtful discussions related to the necessity to measure our efforts in equity and inclusion.

## LITERATURE REVIEW

The group undertook a literature review to capture relevant information from a scan of books and articles on equity and inclusion, particularly related to measurement. The scan uncovered multiple discussions about the necessity to measure our efforts, and a great many strategies and resources to augment our efforts, but very few actual outcome indicators that would clearly demonstrate the success of these efforts in achieving the desired results.

The group discussed the necessity for clear definitions of equity, valuing diversity and inclusion, and also clear definitions for strategies versus outcomes, and outcome indicators versus performance measures. After some discussion and research, these definitions were developed (Appendix A) and served as a basis for the rest of the project's work.

Briefly:

- A **Goal** is the overarching purpose.
- A **Strategy** is an action aimed at achieving a desired outcome.
- A **Performance Measure** is a measure of the effectiveness of a particular program or strategy. It answers the questions - How much did we do, and how well did we do it?
- An **Outcome Indicator** is a measure that helps to evaluate/measure the achievement of a desired result. It answers the question - How will we know if we are successful at achieving our desired result?

Appendix A elaborates on these definitions by providing examples.

## **OUTCOMES BASED ON THE EQUITY AND INCLUSIVE EDUCATION FRAMEWORK**

Since the literature review did not bring to light many specific outcome indicators on which a school or school board could focus their equity and inclusion efforts, the group agreed to use the Ministry's Equity and Inclusive Education Framework as a resource for possible outcomes. Since the Ministry has already clearly identified Eight Areas of Focus, outcomes were selected from these areas.

At our final meeting, project participants:

- Brought forward potential outcomes for equity and inclusion based on PPM 119
- Identified outcome indicators for each of these outcomes – (To answer the questions - How will we know that we are successful, and achieving the desired results?)

## **OUTCOME INDICATORS**

Appendix B outlines the culmination of the group's work. Eleven outcomes were developed, along with 25 outcome indicators. Again, the outcomes represent the desired results, and the outcomes indicators are measures that can be used to determine if the desired results are being achieved. The outcomes and indicators are divided into three audiences: students, staff and community.

## **CONCLUSION**

The Performance Matters project participants engaged in meaningful dialogue related to the need for measurement of our efforts in the areas of equity, valuing diversity and inclusion. There is a significant amount of time, people and resources invested in these areas, and as such, we owe it ourselves to measure our efforts, and report on our progress. This project identifies a number of possible outcomes and indicators which schools and school boards may choose to use, or adapt, to measure their efforts.

## APPENDIX A Performance Matters Project Definitions

### Equity, Diversity and Inclusion Definitions

**Equity** refers to the fair and respectful treatment of all people. This means that we do everything we can to identify and eliminate unfair biases, stereotypes or barriers that may limit full participation in our education system. A barrier is anything that keeps someone from participating fully in all aspects of society. In education, barriers limit opportunities and successful outcomes. Barriers can be visible or invisible. They can relate to physical factors like inaccessible building features, social factors like co-curricular programs that focus on one area of interest or academic factors such as instruction that accounts for only one learning style.

**Valuing diversity** means that we recognize and respect everyone's unique identity, qualities and attributes.

**Inclusion** means that all individuals feel respected, accepted and valued. All members of the school community and workplace feel welcome, wanted, and that they belong.

### Goal/Strategy/Performance Measure/Indicator Definitions

A **Goal** is the overarching purpose.

For example, this project's goal is to identify outcome indicators for equity and diversity efforts.

**Desired outcome** refers to the end condition or result that we are trying to achieve.

For example, our desired outcome for this project is to provide schools and school boards with a set of outcome indicators that can be used to help gauge the effectiveness of efforts in the area of equity and diversity in a systematic way.

A **Strategy** is an action aimed at achieving a desired outcome. One of our strategies for this project is to undertake a literature review.

Other examples of strategies that are commonly used to advance equity and inclusion are: bulletin boards, training events, awareness days, inclusion of diverse materials in classrooms and discussions, etc.

A **Performance Measure** is a measure of the effectiveness of a particular program or strategy. It answers the questions of how much did we do, and how well did we do it?

How many literature reviews did we complete, and how many meetings did we have to discuss our findings? How many indicators did we create?

Other examples of performance measures that are commonly used to advance equity and inclusion are : completing all the items identified on an Equity Scan or look-'fors', a post-training day evaluation, numbers of people at particular activities, etc.

An **Outcome Indicator** is a measure that helps to evaluate/measure the achievement of a desired result. (How will we know if we are successful at achieving our desired result?)

Again using the example of this project, how many schools/school boards begin to use these outcome indicators, or similar ones, to measure their equity and diversity progress?

Here are two examples applying all of the terms:

<b>Desired Outcome</b>	<b>Strategy</b>	<b>Performance Measures</b>	<b>Outcome Indicators</b>
Positive space for LGBTQ students and staff	Awareness campaign including an assembly, bulletin board displays and series of student-led announcements	Number of people at the assembly, number of announcements broadcast, survey of how many students noticed the bulletin boards and their ratings of them	- Visible student-peer corrections of inappropriate language or homophobic slurs* - LGBTQ students report feeling safe and welcome
School climate in which students value and promote inclusion	Selection and use of diverse learning materials and resources in classrooms related to inclusion	Classroom 'look-fors' to assess the amount of inclusive materials being used and in what ways	-Students request a change in the school graduation to reflect needs of students who are disabled. -Students who have a disability report feeling safe and welcome

\*May need pre and post to do this well...

**APPENDIX B****Performance Matters Outcome Indicators**

*Based on Ministry of Education's Equity and Inclusive Education Strategy (PPM 119) and Literature Review*

<b>Audience</b>	<b>Outcomes (from PPM 119)</b>	<b>Indicators</b>
<b>Students</b>	Students feel welcome, engaged, empowered and supported in their learning environments.	<ul style="list-style-type: none"> <li>-Students representative of all social identities perform at high levels of achievement (Closing the Gap)</li> <li>- Students are able to report incidents of harassment or discrimination safely and in a timely manner, and receive timely response</li> <li>-Co-curricular experiences are based on student input and reflect the interests and needs of diverse students and communities</li> </ul>
<b>Students</b>	Students see themselves reflected in the curriculum, programs and culture of the school.	<ul style="list-style-type: none"> <li>-Students learn about diverse histories, cultures and perspectives</li> <li>-Learning activities and experiences (i.e. field trips, co-op, etc) reflect the interests and needs of diverse students and communities</li> </ul>
<b>Students</b>	Positive student behavior is supported through the principles of equity and inclusion.	<ul style="list-style-type: none"> <li>-Self and/or peer correction of inappropriate language or comments</li> <li>-Students respectfully self-advocate in relation to a behavioral incident</li> </ul>
<b>Students</b>	Increased knowledge and understanding on the part of students to implement the principles of equity and inclusion.	<ul style="list-style-type: none"> <li>-Students play a key role in creating inclusive, welcoming environments</li> </ul>
<b>Staff</b>	Leaders are responsive to the diverse nature of Ontario's communities.	<ul style="list-style-type: none"> <li>- Evidence of demonstration of Ontario Leadership Framework practices</li> <li>-Leaders identify and remove</li> </ul>



		<p>discriminatory biases and barriers</p> <p>-Staff address equity concerns as they arise taking into consideration the context and environment</p>
<b>Staff</b>	Leaders demonstrate knowledge, understanding and capacity to implement the principles of equity and inclusion.	-Principles of equity and inclusion are explicitly reflected in the school mission, vision and school improvement plan, as well as ongoing communications
<b>Staff</b>	Resources, instruction, assessment and evaluation are free from discriminatory biases, stereotypes and systemic barriers that reflect the needs of all students.	<p>-Literature, classroom materials, etc, authentically reflect students' histories, interests, perspectives and include multiple entry points</p> <p>-Evidence of use of alternative formats, such as oral or performance-based assessments</p>
<b>Staff</b>	Staff members understand and respond to the experiences of diverse communities.	<p>-Students from all diverse communities are intentionally supported and given opportunities to develop and succeed</p> <p>- Staff can articulate key principles of equity and inclusion</p> <p>- Staff use a wide variety of teaching strategies and resources to meet the needs of all students</p> <p>-Staff engage in self-directed learning to advance their knowledge and understanding of emerging issues</p>
<b>Staff</b>	Staff employ a collaborative approach that includes and supports the active engagement of all stakeholders.	<p>-Staff are aware of, and access, the supports available to them and their students</p> <p>-Staff work with others to develop an understanding of the histories, cultures and identities of their students</p>

<b>Community</b>	Community partners are actively engaged to create positive school climates.	<ul style="list-style-type: none"> <li>-Committees and partnerships reflect the principles of equity and inclusion</li> <li>-Innovative partnerships reflect and meet the diverse needs of students</li> <li>-Partners and committees have a common understanding of equity terms and issues that is developed through collaboration</li> </ul>
<b>Community</b>	Increased public confidence in schools and school boards through transparency related to equity and inclusion goals and progress.	<ul style="list-style-type: none"> <li>-Board equity policy posted on website and incorporated into other relevant policies</li> <li>-School websites reflect the diversity of the school community</li> <li>-Community is consulted regularly regarding relevant equity issues</li> </ul>