

A Proposed Performance Measurement System for the New
Brunswick Department of Education

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EXECUTIVE SUMMARY

The New Brunswick Department of Education is currently embarking on a bold and exciting new course of action, but, if the Department hopes to be successful and remain relevant to the progress of educational performance, some significant changes must be undertaken in conjunction with these plans. This report has been developed to not only identify some of the challenges the Educational Services Division and the Department in general faces, but it also attempts to offer suggestions as to how to address these challenges and ways to measure the performance of staff as they attempt to meet the intended targets. While it is not expected, or even desired, that the Division will attempt to measure all anticipated outcomes, there does appear to be a universal desire to evaluate some key components of what staff is accomplishing.

Subsequently, this report attempts to suggest what areas of focus will help advance the Department's ultimate goal of improving student achievement and, additionally, how to measure and maintain performance improvement within the identified domains while, at the same time, aligning the work of the entire Division. A literature review gives an overview of the value and general methodology of using Balanced Scorecards, the most well-known performance measurement tool, within a wider performance management system as a starting point for staff who will be undertaking implementation procedures. Using the 2008-09 perception survey results and 2008-09 assessment data as the basis for analysis, a number of themes seemed to emerge as being central to the Departmental mission. A short staff survey also contributed to rounding-out the body of knowledge for internal next steps.

To properly use the Balanced Scorecard as a tool for improvement, it is necessary to be able to adapt it as the organization's focus changes. However, it is also necessary to implement Scorecards within the areas of the organization that will have the biggest impact on mission success. After conducting a number of correlations between the results of the student and teacher perception surveys and the provincial assessment results, the areas that appeared to have the biggest impact on achievement results are behaviour and safety, high teacher expectations and peer support among teachers. While it is clear that student achievement results are not exclusive to these domains, it does seem that, if focus is going to be placed on a small number of particular areas within the school system, these areas should be strongly considered as those with the highest potential for positive impact on student achievement.

A survey of performance measurement related topics was conducted among staff members in the Division. There seemed to be relative agreement within a number of areas including Departmental and Division mission alignment. However, other areas including internal communication and tracking of the organizational plan's targets showed signs of perceived weakness among survey

respondents. Therefore, these areas should be considered as areas of focus within the developing performance management system.

A number of possible courses of action exist which are detailed in the latter sections of this report. In short, the Educational Services Division should begin to integrate Balanced Scorecards to the areas of their operation which tend to have the most impact on student achievement. The performance measurement has to be specifically focused on internal processes with results that can be measured without a reliance on external results that are affected by numerous variables, most of which are not a direct consequence of Departmental actions. The question that will have to be answered by senior staff is how to undertake this integration and how inclusive the Scorecards will be. In other words, it will be up to them to decide how many programs and services should be measured in the short term.

Consequently, the next steps will be for directors of the Division to agree on which of the report's recommendations need to be immediately adopted and to provide these to the Assistant Deputy Minister and Deputy Minister for approval. As the plan progresses, additional recommendations and more pervasive use of the Scorecard and/or alternative measurement system should continue to be integrated into the day-to-day operations of each branch. Like each component of individual Scorecards, an assessment of what kind of results are (or are not) being achieved to properly evaluate the utility of continuing or significantly revising the plans will have to be done after an appropriate amount of time has passed.

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INTRODUCTION

The intended outcome of this research and its subsequent report is to lay the initial groundwork for the implementation of an enhanced performance measurement system that will add to both external and internal accountability and performance reporting. In order to bring a value-added component, the new system and its components must foster a more cohesive organization where all members work toward the same overarching mission and goals. The guiding tool that has been chosen is the Balanced Scorecard because of its documented success at accomplishing this task. In order for, at minimum, incremental improvement to occur, the focus will not be on the results of each measure, but on making sure a concerted effort is made to improve upon those results.

Assuming that the strategies and measures placed on each individual Scorecard are valid leading indicators of mission success, then the critical first step will be for each member of the New Brunswick Department of Education (and all staff in the New Brunswick education system) to not only focus on these strategies, but on the steps that will be required to accomplish them. Most of the findings and recommendations should only be considered preliminary and will need further refinements as more departmental staff become involved in future strategic planning sessions. The results are based on the New Brunswick educational context specifically, but this should not preclude other jurisdictions seeking guidance in Balanced Scorecard or educational performance measurement implementation to consider its contents and adapt them as necessary to their own situation.

The client's purpose for this professional report is to gain background and have a starting point for a more comprehensive performance measurement system for the Department of Education. The current provincial education plan, known as *When Kids Come First*, offers a number of intended educational targets that could act as a partial accountability system. Though most of these targets are laudable goals, there are a number of inconsistencies and challenges for these targets if they are to serve as a rudimentary performance measurement system. Most notably:

- Many of the targets lack strategies or straightforward initiatives for achievement.
- Where there are strategies, there may not be a clear link or understanding of how the initiative will result in meeting the target.
- The measures, for many of the targets, are left up to staff to create. In many cases, this has to be done with existing data sources that often do not properly reflect the spirit of the original target.
- Some targets do little, if anything, to advance the mission of improving student achievement leading to disjointed organizational focus.

- The measures and targets it contains are not necessarily in line with the goals of the 21st Century direction currently being undertaken by the Department.

The key deliverables for this report are:

- a general literature review on performance measurement systems including how they are best applied within the field of education
- a preliminary data analysis of the province's student and teacher perception surveys to help determine what areas are having the most impact on student success
- new qualitative data to be extracted from departmental staff regarding the needs and requirements of performance measurement for the Department of Education
- a preliminary plan for instituting a viable, consistent and sustainable performance management plan within this provincial department

This report will be organized by first providing a short background section on the organization in question and its specific challenges for the benefit of outside readers who may not be familiar with these details. Secondly, a methodology section will explain what approaches were taken by the consultant and why these were used as a way to address the initial problems that were presented to him. Thirdly, the literature review will be included to offer a basis to guide the project. Fourthly, a conceptual framework will present a foundation for melding the available literature with the Department's particular context. Next, a findings section will outline what was discovered during the research and, following that, a discussion section will attempt to offer further explanations and hypotheses regarding these findings helping to place this information within the wider context of the problem at hand. Finally, a number of options for possible future steps by the client will be provided with some brief concluding remarks.

BACKGROUND

Organizational Structure

The central office of the New Brunswick Department of Education is composed of more than two hundred employees and manages a budget of over \$830 million. The responsibilities of the central office are quite diverse, encompassing curriculum development, evaluation and program assessment, teacher certification, policy development, human resources, facilities management, finance and payroll for all teachers and educational staff as well as a host of other support services.

With this in mind, this report has been confined to the Anglophone Educational Services Division (ESD) which is the one unit or division in the Department that has a direct impact on the academic and programming aspects of the Anglophone sector of the New Brunswick public education system. This division includes curriculum, assessment and evaluation, student services and some other smaller branches who manage such issues as professional development, school improvement and technology in the school system. While it is difficult to summarize the services this division provides, together, its informal mission is to support schools and school districts as they strive to provide the best possible public education system to New Brunswick students.

The province is broken into nine Anglophone school districts, each led by a District Superintendent. The superintendents are responsible and accountable for the budgets, staffing and overall operation of their respective district's schools and this responsibility is clearly laid out in the New Brunswick Education Act. Where the responsibility for student achievement lies is noticeably absent from the Act. Due to this convoluted governance structure, disagreement on who is the primary client and being two to three levels detached from students, the role which the operations section of the Department is playing can be unclear at times.

Subsequently, this organization faces many challenges in the coming years as it struggles with some of the lowest jurisdictional student test scores in the country. Some of these problems have been persistent and have plagued the Department for many years, but identification will allow the senior management team to consider how they should be addressed.

Problem to be Addressed

The central issue to be addressed is determining the best way to institute a performance measurement system that satisfies stakeholders seeking increased accountability in public education and, even more importantly, a system that will assist departmental managers and employees to evaluate their work and help to focus this work in a way that will be most beneficial to the provincial education system.

Opportunities and Challenges

It is clear that the NB Department of Education and, particularly, the Educational Services Division, carries a lot of power. However, due to the competing interests of the many stakeholders, this power can become dissipated, particularly when it is not exercised properly. In essence, the following are the strategic issues which are the most critical to address if the organization's goals are to be achieved:

- Need for more data collection to assess achievement goal outcomes
- Need for more budget control to align major objectives with specific departmental goals
- Increased emphasis on making educational decisions that are based on sound, tested educational research and less on unproven educational trends
- Decisions that contradict primary departmental objectives must be reduced
- Departmental staff need clear foci to maximize system impacts

The final point cannot be overemphasized as there is a clear need for a group-focused effort that is concentrated on key central projects/efforts. This general sentiment has risen a number of times in recent years, but no clear plan has ever materialized due to the number of entrenched programs, responsibilities and individual employee mind sets. Unfortunately, with the limited amount of human resources available, combined with the convoluted governance system, discussed earlier, it is not only impossible to measure any direct impacts of Departmental programs on student achievement, there is some question as to the utility of many of these programs. Since available resources (both human and financial) are spread very thinly among these numerous programs, any potential impacts are either reduced in severity or completely nullified. The issue, then, becomes determining where these efforts should be focused and how certain initiatives can be neglected without causing major service disruptions or significant negative system impacts. In many cases, it will not be readily apparent how these efforts can be focused so this will need to be determined as the first step of any performance measurement plan.

METHODOLOGY

Literature Review

The literature review is a deliverable requested by the client to give a general overview of performance measurement/management systems with emphasis on current practices in the public sector. The hope was for any jurisdictional information on educational performance measurement to also be included as part of this review. Since it is the consultant's intention to provide recommendations based on best practices within the continually developing area of performance measurement, Balanced Scorecard methodology was chosen as the guide for the preliminary plan making an overview of this theory a critical part of the initial literature review.

Perception Surveys Data Analysis

In order to target initiatives/measures that will be most likely to lead to progress toward the organization's mission, existing data were analyzed. The focus was put on an analysis of student and teacher perception results from the 2008-09 school year and how these results correlate with the provincial student assessment results from that year. Each year, students and teachers are surveyed on a number of education-related topics. In the 2008-09 school year topics on the survey included student sense of belonging, discipline, instructional practice, student-teacher relations, administrative effectiveness, staff relationships, etc. for a total of 74 student questions and 61 teacher questions. For a complete list of student questions, please refer to Appendix A; teacher questions can be found in Appendix B. All grades 4-12 students from the 228 Anglophone schools across the province were given the opportunity to complete the survey with 47,850 students participating for a response rate of 84%. All teachers in the Anglophone school system were also given the opportunity to complete the teacher survey resulting in 4,477 responses which reflects a response rate of approximately 91%.

Despite this obvious wealth of information, there are a number of obstacles to this analysis. Firstly, perception surveys are administered as anonymous surveys. Surveys are divided by school and there are a few self-reported characteristics such as grade level in the case of the student surveys. However, it is impossible to match individual survey responses with individual assessment results. Therefore, the data that was used was aggregated by school before analysis occurred. Secondly, as their name suggests, these surveys can only be considered to give a general idea of what teachers and students believe as the state of the school; results may not reflect reality. Having said that, for most components of the survey that deal directly with student learning, even if the respondents' perceptions deviate from the actual real school condition, they are as important as that reality. Despite these shortcomings, the survey results contain a rich array of information on the state of the New Brunswick education system. Drawing connections between this information with available test results further enhances that richness and offers a great potential for system

improvement through proper organizational strategic planning and performance measurement.

The provincial assessment results that were available for the 2008-2009 school year include literacy scores (reading and writing assessed separately) at the grade 2, 4, 7 and 9 levels and math assessment results at the grade 5 and 8 levels. (As surveys are only given to students in grade 4-12, correlations were not done between grade two literacy assessments and student surveys; teacher surveys were, however, compared with grade two results.) This was done to determine which correlations could be considered statistically significant and worthy of analysis. All results of these tests can be found in Appendixes A and B.

To easily analyze the relationships contained within the data and to give the correlations a greater reliability by being able to base them off of multiple survey items rather than individual items, a factor analysis was done on both the student and teacher survey questions. (These results are contained in Appendix E.) The top four loading questions from each of the four resulting factors were chosen to make up new variables and the mean score of each case was assigned a value for that variable. Please see Findings section for further details of this analysis.

To draw initial inferences from the data, a mean achievement score was derived for each school based on the percentage of students who were successful on all provincial assessments that fell within the grades of each respective school. This score was correlated with the factors. Then the individual survey items were correlated with the school mean score. The most highly correlated items were then isolated to see if some general themes emerged. To further explore the data and to confirm the initial findings, correlation coefficient tests were then conducted on all surveys with all assessments. The result was 740 student correlation coefficients and 854 teacher correlation coefficients. After examining these results, items that appeared at least three times on the student results, within the ten provincial assessments examined, with a statistically significant correlation of at least .300 were set aside as items for discussion. Similarly, on the teacher survey, items that appeared at least twice, within the fourteen provincial assessments examined, with a statistically significant correlation of at least .400 were singled out as being important for more detailed analysis. These cut-offs were set after the tests were performed based on the overall results as a way of ranking items that appear to have the strongest relationship to the achievement results. This does not mean that the other items are unimportant, particularly in the case of the teacher survey where a number of items fell within the .300-.400 range, but the point of this exercise was to separate those items which seemingly have the strongest relationship with achievement results.

Finally, more specific data mining was done including examining potential differences between grade levels and teacher experience. The purpose for this was to determine if future program interventions and their subsequent measures

could be applied in an even more targeted manner to help maximize program effectiveness; the results of these analyses are highlighted in the Findings section of this report. The weakness with this approach is that many alternative variables, which are potentially contributing to the results, are not being examined. This is due to a limitation on the kinds of respondent background information found on the original questionnaires provided to the respondents. Again though, these tests are only meant to provide preliminary information to assist with the initial development of a performance measurement system. Future adjustments are expected based on alternative data that will emerge as part of that system.

Staff Survey

The ultimate goal of the future performance measurement plan will be to integrate all levels of the Department and education system as a whole. The process of “cascading” (Kaplan and Norton’s term to describe how Balanced Scorecards at each level of the organization from senior management down to front-line workers must have the same goals, targets and expected outcomes) will be especially important in this case due to the governance structure and related challenges discussed earlier. However, as a starting point, it will be important to use this system at the localized divisional level for the sake of ease of implementation. As well, in order to achieve system-wide buy-in, stakeholders must understand that the Department is using its own performance measurement system consistently and in a way that is effectively producing positive results. Therefore, the third and final major component of this research will be a staff survey that will address a number of important, related issues that will form the foundation of the performance measurement system. Namely, staff interest and comfort level will be gauged. Also, preliminary information will be collected on if and how individual branches are currently using performance targets and how these targets fit into the overall mission of the organization. The current assumption of the client is that little, if any, formalized performance measurement or target-tracking is being done by individual employees or even branches, but some elements could exist and it is important to understand these before a large-scale system of monitoring and measurement can be developed. Finally, if proper goal-alignment is to occur, all staff members must understand the Department’s mission and have similar views on how that mission can be realized. This survey will attempt to tease this information out so that management can have a better understanding of how close staff members’ conceptualization of goal-achievement actually is.

The strength of this approach is that it should produce information that will expedite system development. Having a solid base of knowledge on current departmental practices should help to avoid implementing a process that will run counter to any existing systems. The survey will also cause staff to begin thinking about what constitutes a performance measurement system, how it could be applied to their own situations and how it could benefit their work and

the mission and goals of the wider organization. The weaknesses are that the response rate could end up being low, the questions the survey contains have the potential to overlook information that could be valuable to the project and there is no guarantee that the results, depending on the responses given, will be able to be used for the actual development of a future performance measurement system or plan.

LITERATURE REVIEW

Introduction

The purpose of this section is to examine some of the literature written on the importance of performance measurement and management systems and to explore how it has been used in the public sector with emphasis on the education sector where possible. As the final recommendations of this report will focus on how to implement a modified Balanced Scorecard approach, the basic theory behind this tool will also be included in this review. Since there is extensive literature available on the Balanced Scorecard including countless examples of how it has been used successfully in the business world, the focus will be on the study of public sector implementation and use. There will also be a brief exploration of performance measurement and management systems within the specific field of education and, where possible, it will look at how the Balanced Scorecard has already been applied to the field of education.

Performance Measurement in the Public Sector

As the desire for increased public sector accountability and improved public sector resource management has intensified, so has the need for a wider use of performance measurement systems within government departments that objectively measure how organizations perform in delivering public services; simply reporting how budgets have been spent each financial year is insufficient (Gardner, 1998). The public sector is very different than the private sector in that its goals are generally not founded on monetary rewards, but in adding some sort of intrinsic value to the society that it serves. However, public sector organizations still share the purpose of creating effective and efficient service within their own respective institutions and performance measurement can help to achieve these goals.

A number of drivers for increased public sector accountability have been emerging over the last few decades including taxpayer pressure for governments to show how funds are being used, new government regulations requiring accountability, government sector privatization, a consistent lack of alignment or results, business-minded government managers, increased program costs and previously inadequate evaluation methods (Phillips & Phillips, 2009). However, it should also be pointed out that government agencies tend to be faced with a number of barriers to accountability that are not generally found in the private

sector such as: programs that do not provide revenue, an absence of hard data, multiple stakeholders must be served, services that are essential to the public and should not be evaluated in terms of return on investment and a restricted range of options to correct problems (Ibid). What Phillips and Phillips also point out, though, is that some of these barriers may be more perceived than real. For example, they note that “even the simplest government unit has output, quality, cost, and time – the four major categories of hard data” (Phillips & Phillips, 2009, p. 23). This is likely an important point to consider before undertaking any sort of performance measurement plan.

It is explained in a recent article that performance measurement of some type can be “vital for decision-making, working out project time lines, and estimating effects of projects and programs, including tangible and intangible results” (Larbi-Apau & Moseley, 2010, p. 7) which are not processes that are exclusive to profit-driven businesses. Larbi-Apau and Moseley go on to say that measuring the performance of programs, managers are able to make decisions on best practices by providing accountability and benchmarks for deciding what should be discarded, changed or improved, but that this measurement is meaningless if it is not related to the organization’s goals, practices and performance (Ibid).

Performance Management

Performance management, a term that is often mistakenly interchanged with performance measurement, can be employed as the logical next step to gain the maximum value out of any type of instituted performance measurement system. Performance management is a managerial tool that links employee tasks and goals with organizational goals while using performance feedback to direct employee behaviour toward realization of organizational goals (Rachman-Moore & Kenett, 2006). Rachman-Moore and Kenett suggest that one of the most effective tools for instituting a performance management program is by using the Balanced Scorecard as this “links organizational strategy and performance management by translating organizational strategy into measures aligned with organizational goals. The measures capture the organizational vision and strategies of individual units and of the overall organization” (Ibid, p.457).

Effective performance measures can have a number of positive effects. Mainly, they allow managers to know how well current processes are working (correct process representation), if they are meeting their goals (identification of the goals and reference standards), if customers are satisfied (control of process development), if their processes are in control (control organization effectiveness and efficiency parameters) and to be able to determine if and where process improvements are necessary (identification and correction of problems) (Franceschini, Galetto & Maisano, 2007). A performance management system provides a structured approach for focusing on a program’s strategic plan, goals and performance by helping to concentrate time, resources and energy on achieving objectives. It also allows both internal communication among employees and external communication between the organization and its

stakeholders (Ibid). Franceschini et. al. (2007) point out that the most critical components of a performance system are a strategic plan, the key sub-processes, stakeholder needs, a possible change of the organizational framework, the occurrence of new regulations or standards, the possibility of using new support technologies and employee involvement.

As performance management is still an emerging field, there does not appear to be any consensus on what constitutes a definitive performance management system. However, there are some broad categories of actions typically found within most performance management systems. They are a formulation of strategy to determine what constitutes performance, a development of performance measurement instruments, application of analytic techniques to interpret such measures and the development of instruments designed to encourage appropriate responses to performance information (Smith & Goddard, 2002). Defining performance is usually part of an organization's strategic plan, but may need to be more narrowly defined within the context of the system. Measurement instruments can take any number of forms with the most commonly used being the Balanced Scorecard or other types of dashboards. Analytic techniques generally constitute data management systems that not only use existing data in its present form, but can properly interpret what this data does and does not show with respect to the organization's targets as well as what additional types of data are needed. Finally, instruments designed to encourage appropriate responses generally entail some sort of incentive system which, in the case of the public sector, may require more advanced means of fostering intrinsic motivation among employees.

In an earlier article, Williams (1998) points out that, while no universal definition of performance management exists, there are a number of characteristics that are likely to exist within an organization that is seeking to implement it. These organizations are likely to: 1) have mission statements which are communicated to all employees, 2) regularly communicate information on business plans and progress toward their achievement, 3) implement policies such as total quality management and performance related pay, 4) focus on senior managers' performance rather than manual and white-collar employees, 5) express performance targets in terms of measurable outputs, accountabilities and training/learning targets, 6) use formal appraisal processes and CEO presentations to communicate performance requirements, 7) set performance requirements on a regular basis and 8) link performance requirements to pay, particularly for senior managers. While many of these are out of the scope of the public sector, the substance of their purpose is not.

Turning the attention to the field of education, specifically, it can be extremely difficult to define standards of performance and develop systems of accountability due to the involvement of a large number of competing stakeholder interests and opinions as well as the fact that the field of educational reform is constantly evolving (Organization for Economic Co-operation and Development, 1995).

Measuring the performance of non-profit operations has been attempted and has often proved difficult, but this is no reason not to try; in these cases, the multi-objective approach of the balanced-scorecard concept is both reasonable and attractive (Olve et. al, 1999).

The Balanced Scorecard

Robert Kaplan and David Norton first introduced the Balanced Scorecard as a business tool to overcome deficiencies in the financial accounting model which neglects to calculate intangible assets such as employee skills, customer acquisition and innovation of products and services. Since its introduction, companies using it have been able to effectively implement new strategies which have lead to dramatic performance improvements (Kaplan, 2001). Its effectiveness lies in its ability to describe strategy and its ability to link this strategy to the management system resulting in the alignment of all units, processes and systems to the same organizational strategy (Kaplan & Norton, 2006). The Scorecard is, ideally, created through a shared understanding and translation of the organization's strategy into objectives, measures, targets, and initiatives as the organization is able "to create a new language of measurement that serves to guide all employees' actions toward the achievement of the stated direction" (Niven, 2003, p.20).

Kaplan and Norton's original vision of the Scorecard uses four main "perspectives" which are meant to essentially carry equal weight with respect to the inherent value they contribute to an organization. These perspectives are the financial, customer, internal-business-process and learning and growth perspectives (Kaplan & Norton, 1996). The financial perspective tells the story of strategy starting with the long run financial objectives and linking these to a sequence of actions that should be taken to deliver the desired long-run economic performance. The customer perspective enables companies to align their core customer measures to targeted market segments while measuring the value propositions they will deliver to these customers. In the internal-business-process perspective, managers identify processes that are most critical for achieving customer and shareholder objectives. Finally, the learning and growth perspective identifies where the organization must excel to achieve breakthrough performance; the objectives in this perspective provide the infrastructure to enable ambitious objectives in the other perspectives to be achieved (Kaplan & Norton, 1996). Each of these four perspectives includes strategies and measures that align with the organization's overall strategy and help to move it toward its central mission.

As well, there are other benefits to the Balanced Scorecard system that have not been as obvious to predict, but have been directly attributed to their implementation. Some of these include increased communication, decreased costs, ability to make strategy decisions faster with better data, the ability to align employee behaviour with strategy and overall organizational alignment (Lawson,

Hatch & Desroches, 2008). Most researchers that write on this topic emphasize the importance of communication for organizational success, but also how implementing a Scorecard allows communication to more easily occur and in a useful and focused manner. The Balanced Scorecard is created through a shared understanding and translation of the organization's strategy into objectives, measures, targets and initiatives within the scorecard's perspective. This translation of vision and strategy forces the management team to specifically determine what is meant by often vague terms contained in vision and strategy statements (Niven, 2002). Niven (2002) also points out that while executives may own the Scorecard, it is the employees who must accept the tool and be willing to use it if the organization hopes to achieve any of the breakthroughs it can bring. Companies that can translate their strategy into their measurement system are better able to execute that strategy because they can communicate their objectives and targets. This focuses both managers and employees on the critical drivers, enabling them to better initiatives and actions with accomplishing strategic goals (Kaplan & Norton, 1996).

Achieving Organizational Success

When organizations begin to formulate what should be included on a Balanced Scorecard, they must critically examine what indicators will, in some way, lead to organizational success. "By talking of 'performance drivers,' we underline that we want to measure those factors that will determine or influence future outcomes" (Olve, Roy & Wetter, 1999). These drivers or leading indicators, as they are often called, are placed on the Scorecard under each of the four or five perspectives and become part of the shared strategy of the unit's members. As performance indicators are thought to have five primary uses which are monitoring, evaluation, dialogue, rationalization and allocation of resources (Gaither, Nedwek & Neal, 1994), the Scorecard serves to align the leading indicators, which are most important for the latter three uses, into one overarching strategy that moves the collective structure toward its vision. What must be kept in mind, however, is that the Balanced Scorecard is designed to be a dynamic tool which is flexible and capable of changes when the conditions warrant (Niven, 2002).

Both private and public sector organizations have long sought ways to measure their own effectiveness. However, this is usually a more difficult task than it would appear. As Kanter and Brinkerhoff pointed out in the early 1980s, organizational research often defines effectiveness in terms of outputs and goal accomplishments, but, because organizations are complex entities, the specification of their goals can be problematic (1981). They go on to say that "organizations may have many goals; these goals can be inconsistent, contradictory, or incoherent; and it is often unclear at what level or what respect to what units the attainment of goals should be measured" (Kanter & Brinkerhoff, 1981, p.327). Stephen A. Cohen basically reiterated this sentiment over a decade later by writing that "the definition of effectiveness will vary with different

organizational environments, different organizational types, and different organizational goals” (Cohen, 1993, p.48).

More recently, Herman and Rentz (1999) have explained the problems with using goal attainment as the only measure of effectiveness. They point out that, by doing this, the following assumptions have to be made: goals can be discovered, goals are stable, that abstract goals can be converted into specific objective measures and that that data relevant to those measures can be collected, processed and applied in a timely manner; much of academic organizational theory has observed that these assumptions may not necessarily be true. Despite this fact, most organizations continue to use goal attainment as the primary, and often only, measure of success.

Having said that, it should be noted that organizational theory has explained three other ways to evaluate effectiveness. These are the system resource approach where effectiveness is judged based on the organization’s ability to acquire needed resources, the participant satisfaction model where the extent to which all of the organization’s strategic constituencies are at least minimally satisfied is used as the success measure and, finally, the internal process and operations approach where the organization seeks to maintain members who are highly integrated into the system, whose internal functioning is smooth and typified by trust and benevolence toward individuals (Cameron, 1980). Clearly, there are pros and cons to each of the four major designs, but, these models help to show that an organization’s effectiveness can rarely improve until its members are clear on what effectiveness is and what criteria have been used to define it (Ibid). Organizations that emphasize innovation and change in service provision tend to achieve better results and this is in line with prior evidence on organizational strategy in both the private and public sectors (Andrews, Boyne, Law & Walker, 2007). Although continuous change makes it exceedingly difficult to gauge previous accomplishments let alone predict expected success. Performance measures are intended to give an insight into the future success of a particular organization, but this is beyond the reach of any measurement system which means that all performance measures are, at best, imperfect indicators of an uncertain future (Meyer, 2002).

Indicators of Organizational Success

As expected, there is any number of ways to determine if an organization has been successful or not. However, institutional theory clearly points out that the notion of organizational effectiveness is not an objective reality, but rather an achievement of organizational agents and other stakeholders in convincing each other that an organization is pursuing the right objectives in the right way; effectiveness then is socially created by the actions and interactions of stakeholders (Herman & Rentz, 1999). Still, even if there is no stakeholder agreement on what success looks like, if the steps are taken to improve upon the most vital leading indicators of success, improvement is likely to occur. Herman and Rentz go on to say that the five general categories of measures that should

be used by non-profit organizations are: measures of achievement of programs, measures of longer term performance of each program, measures of financial and management soundness, measures of renewal or decline and measures of the impact of development initiatives (Ibid).

Not surprisingly, there is a growing body of opinion, throughout the international community that it should be the role of governments to collect data to construct key educational performance indicators for monitoring purposes (Rowe & Lievesley, 2002). Further to this, though, is the dilemma that arises between open accountability and national sovereignty in relation to what data are collected, the methods used to collect and analyze them and who is to have access to the results (Ibid) – all questions that should be answered before any comprehensive performance measurement system is undertaken.

Performance Measurement in Education

While public administration is concerned with the management of public programs, it could be argued that it is concerned with the management of public programs except in the largest area of government expenditure (in the United States) – public education (Raffel, 2007). This statement suggests, with a degree of accuracy, that the components of public administration including performance measurement are usually not given the same level of credence within public education as most other types of government policy areas. Since many problems in public education are related to management, public education would benefit from the increased understanding of public administration applied to public education (Ibid).

Unfortunately, relatively little attention has been paid to identifying and specifying valid and reliable measures of school performance, even though performance measurement has been at the heart of many recent educational reforms. Therefore, developing appropriate methods is clearly necessary to creating and implementing accountability systems that function as policymakers intend (Rubenstein, Stiefel, Schwartz & Amor, 2003). Although student test scores are often considered to be the primary “indicator” of organizational success within public education, educational organizations still present a setting where managers are often confronted with multiple methods for measuring the same indicator of performance (Nicholson-Crotty, Theobald & Nicholson-Crotty, 2006). The assumption, though, should not be made that there is sufficient or even the right types of information available to decision makers. Amin and Chaudhury (2008) pointedly state that:

“Data on education are crucial for diagnosing and improving the state of education. National policy makers need data to make administrative decisions (how and where resources should be allocated), to monitor progress (how the resources are being used), for progress evaluation (how the resource distribution mechanisms operate), and for impact evaluation (how do additional resources affect target outcomes)” (p. 69).

The same can be said for having appropriate data at the local level. Teachers, administrators and policy makers alike are expected to make better decisions when performance information needed to diagnose program needs and develop a plan of action is available on individual schools (Harkreader & Henry, 2000). Determining what data is required for these purposes and how to extract that data then, again, becomes the primary issue for those seeking system improvements.

While most accountability systems focus on the level of performance of students as measured on standardized tests, for example, school efficiency in using resources to produce the desired outcomes may be even more crucial in today's constrained fiscal environment (Rubenstein et. al, 2003). Aside from tax dollars though, there is a large body of literature on what other types of indicators are likely to lead to successful schools with different research putting different levels of importance on these various indicators. Gaziel summarizes the indicators of school effectiveness as the developing of high expectations of instructional effectiveness among staff, strong leadership by the principal, an orderly, quiet and work-oriented atmosphere, an emphasis on academic activities and frequent monitoring of student achievement (Gaziel, 1996). This is generally a good summary of the body of academic theory and literature as most of the topics written on improving student learning fall into or are related to one of these general categories. In practice, though, the final results (i.e. student test scores) are still the focus by stakeholders of educational success. However, some jurisdictions have been able to channel this focus toward some of the other areas mentioned above. Through performance reports on these indicators, the public focus has shifted away from test scores with parents, local leaders and the media now more often asking for data on things such as schools' technology planning, students' level of risky behaviour or even the districts' efforts to attract a diverse teaching staff (Johnson & Bonaiuto, 2008).

Whatever indicators are used, in order to be useful, they must be relevant, cost-effective, reliable and valid in terms of their capacity to inform decision-making in order to result in measurable improvements to the desired outcome of student achievement (Rowe & Lievesley, 2002). It is also important that this information reaches each administrative level (district and school). However, positive change cannot be expected based on the availability of this data alone as advancements are crucially dependent on careful and responsible management of performance information by school administrators and other leaders (Ibid).

The Balanced Scorecard in the Public Sector

Kaplan and Norton's original intent for the Balanced Scorecard was as a tool to help businesses achieve their overall goal of increasing revenue by improving on measures not usually considered to be directly linked to finances. However, the organizational improvements that this tool brings have been successfully transferred to the public sector through appropriate modifications. Since the logic behind the model is to promote long-term survival and profitability, a substitute

should be found for the financial perspective as the goals are different for government agencies (Olve et. al, 1999). As Niven (2003) points out, the main financial perspective is often titled a “budget” or “resource perspective” to more adequately reflect the purpose of governmental units.

Kaplan, himself, points out public sector organizations should include an overarching mission objective at the top of the scorecard. The objectives within the scorecard can then be oriented toward improving this overall mission as “the agency’s mission represents the accountability between it and society – the rationale for its existence. The mission should therefore be featured and measured at the highest level of its scorecard” (Kaplan, 2001). In a more recent article focused more on strategic development using the Balanced Scorecard, Kaplan (2006) outlines how each unit’s manager can map his or her strategic themes using the four over-arching perspectives. He points out that this strategy is “particularly well suited to the public sector, where organizations have limited political freedom to experiment with structural change” (p. 108). Therefore, any attempt to implement the Scorecard within a public sector organization, irrespective of the expected scope, should include this technique as a central component.

The Balanced Scorecard in the Field of Education

As Nicholson-Crotty et. al. (2006) conclude, educational organizations may be the perfect place to study the complexities of performance measurement and management as school districts are the most common type of public bureaucracy in the United States and are currently the focus of calls for greater organizational accountability based on outcomes. They also point out that the realm of education is a good place to study performance measurement because there is no consensus on the appropriate way to measure outcomes of interest. Therefore, it is not surprising that the focus found in studies on education vary widely because there is no single identifiable indicator for the measurement of the quality of service delivery in the education sector (Amin & Chaudhury, 2008).

After an extensive review of available literature, it is evident that the Balanced Scorecard techniques have not been widely used within the realm of public sector education. “Although the concept of the BSC has been widely used in the business sector, the education sector apparently has not embraced the BSC concept widely, as indicated by the dearth of published research on this topic” (Karathanos & Karathanos, 2005, pg. 223). However, there are some isolated cases of individual school districts in the United States taking their own initiative to implement Scorecards within their own school improvement planning processes. Archer (2007) points out that a number of North Carolina, Virginia and Georgia school systems have already successfully implemented it using it as a form of school report card to parents which reports on factors that can affect student performance. Implementation can be a slow process which often includes creating surveys of parent, teacher, and student perceptions, but the effort is often worth it as this process helps to bring more attention to the leading

indicators that lead to improvement; accountability based solely on outcomes can lead to “fixes” that may end up hindering the long-term progress (Ibid).

Potential Problems and Challenges

Finally, it is important to point out, to some degree, the most pressing issues that could arise when undertaking any sort of performance measurement system. Firstly, the complicated nature of public programs compels performance measurement schemes to accommodate multiple and difficult-to-measure goals and, due to imperfect data, goal achievement can often be improperly accredited to receipt of services (Heinrich & Marschke, 2010). Gillian Howie states this sentiment more plainly by saying “all auditors and auditing processes presume that there is ‘something,’ a property or attribute that can be identified and measured” (Howie, 2002, p. 143). The difficulty, then, not only lies with coming up with ways to measure intended outcomes, but in being certain the outcome can be attributed to whatever programs or interventions have been put in place.

Further to this point, there is a significant danger of unjustified causal inferences in both positive and negative outcome situations. In the positive situation, an organization may take credit for an outcome for which it is only slightly or not responsible. In the negative situation, the inference likely would be that the program is a failure. Yet, it is possible that, if no change occurs, this could be a considerable achievement if all situational factors were considered. Generally, the lack of a comparison group can make for unfair decisions (Herman & Renz, 1999).

Thirdly, a reliance on existing data rather than data that specifically assesses new measures may result in poor decisions being made as a result of imperfect data. Even if the data is extracted from a good system, it will require extensive processing before it can be used to generate accurate and consistent performance measures (McCaffrey, Han & Lockwood, 2009). When using the Scorecard model, Niven suggests that not having the systems or tools in place to harvest data should not delay implementation of the procedures: “focus on the measures you do have and spend the necessary time and effort to develop processes for acquiring outstanding data” (Niven, 2002, p. 281). This point seems to emphasize the need for making sure that the system of measurement will accurately reflect the inputs that were used so that future summative assessments of the procedures use precise data that accurately reflects exactly what it was intended to measure.

Another seemingly obvious issue is the need for increased time and resources to be devoted to any newly planned measurement procedures, particularly in the field of education. There is a very real possibility of increasing bureaucratization through the total rationalization of education (Apple, 1975). While it is usually accepted that new data that can potentially lead to organizational improvement will be welcomed by most stakeholders, there does need to be a careful

consideration of the trade-off between these new efforts and the value of the information they will provide.

Not allowing enough time between implementation and evaluation is another possible problem for performance measurement. A system “based on annual or more frequent evaluations will not be able to detect improvements that take six years or more to come to maturity. Thus corrective action in these cases should be taken with great care” (Andersen, 2008, p. 553). Therefore, flexibility based on the criteria of the measure and expected implementation timeframe is required.

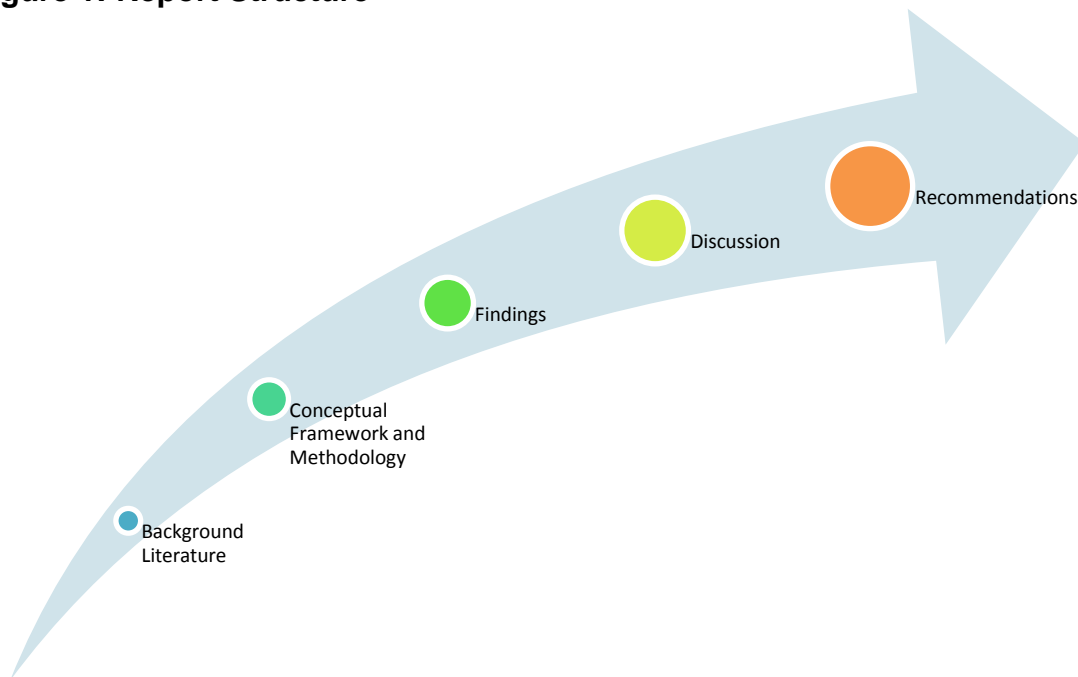
Even with the many issues that will likely arise with any new performance measurement initiatives, there is clearly a host of obvious benefits as witnessed in its steadily growing popularity. The success of the new system will, at least partially, be dependent on how well the potential pitfalls are considered and addressed. Niven (2002) points out that, despite the many challenges that are inevitably encountered by non-profit organizations including immeasurable activities, conflicting missions, public misrepresentation of results, staff background and skills and conflicting and ever-changing views of elected officials, an ever-expanding group of agencies have been successful in building Scorecards and benefiting from the new management practices this tool can bring to an organization.

CONCEPTUAL FRAMEWORK

Understanding how the elements of the traditional Balanced Scorecard can be adapted to meet the specific needs of the New Brunswick Department of Education is one of the primary purposes of this report. However, in the interests of providing a range of viable options, which will need to be evaluated based on criteria that includes available fiscal and human resources at the time, this report seeks to offer recommendations that are as flexible as possible for client implementation. Therefore, being able to adapt the elements and theory behind the Balanced Scorecard will be critical for avoiding implementation resistance.

The research and report will be structured based on the use of performance measurement and Balanced Scorecard literature being used as the overall guide for each of the subsequent sections. The intent will be that the findings from each research component will lead to a limited number of solutions that are not only suitable within the realm of best practices, but also are tailored to the specific needs of the client and the entire provincial Department of Education. Figure 1 further serves to illustrate the intended progression of the report structure leading to viable “next steps” that can be pursued by the client.

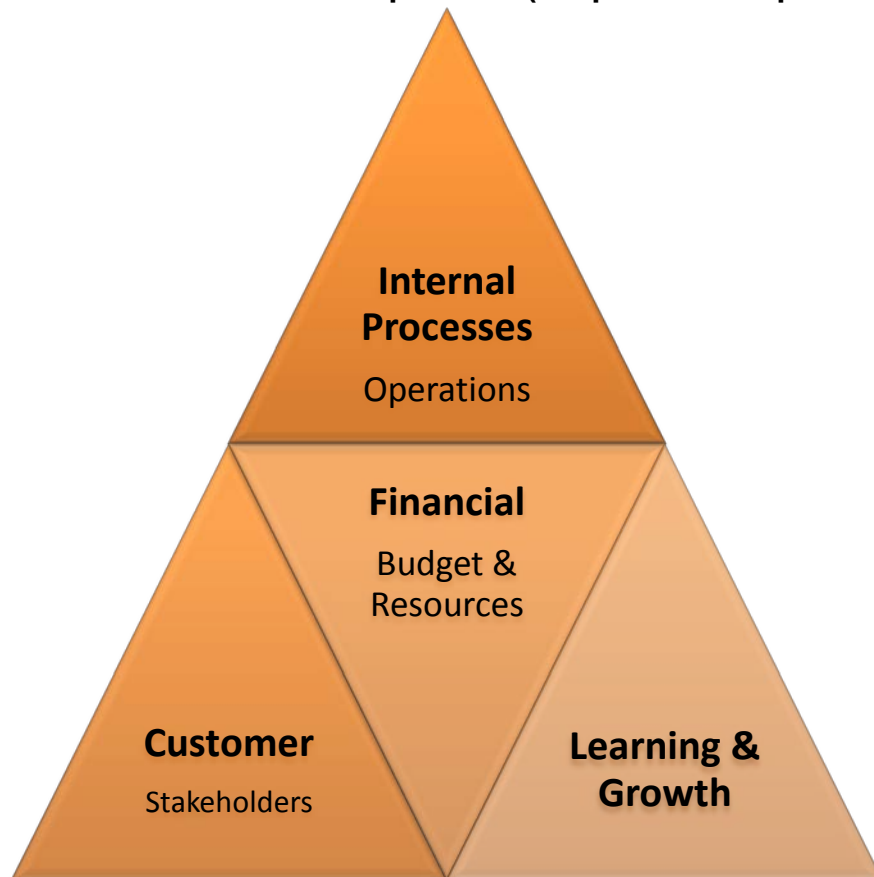
Figure 1: Report Structure



Elements will be drawn from the project’s research findings to formulate the contents of any specifically proposed Scorecards. However, this research will also help to guide more general components and recommendations for performance measurement implementation.

As the DOE is currently seeking a comprehensive measurement system, the starting point should be a basic template that will be able to be integrated in all present and future initiatives. It needs to serve as a program evaluation tool, an accountability mechanism as well as an instrument that advances overall system improvement. Therefore, Kaplan and Norton's financial, customer, internal-business process and learning and growth perspectives can serve as the overarching structure for guiding the development of strategies that start to work toward the organization's vision. The components that make up a Balanced Scorecard are graphically depicted, below, in Figure 2.

Figure 2: Balanced Scorecard Perspectives (adapted for the public sector)



Internal Processes: What is most critical for achieving customer objectives?

Financial: What financial, human and physical resources will be required?

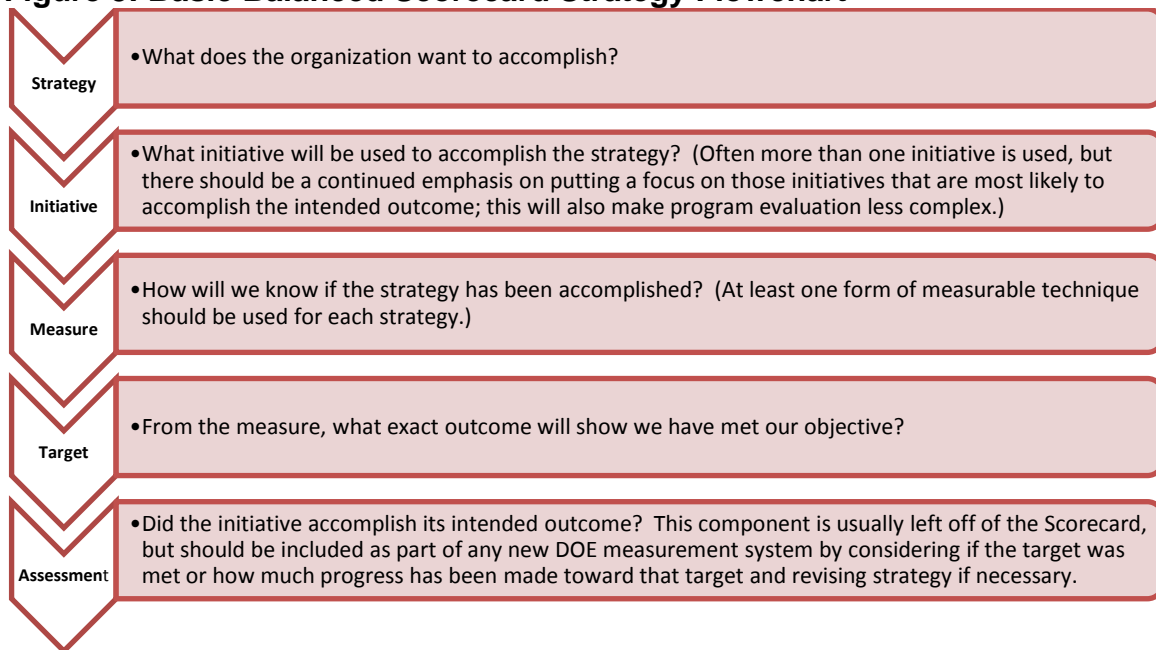
Customer: What are the needs of our customers and those served by what we do?

Learning and Growth: What will be needed for “breakthrough performance” in the other perspectives?

While any number of designs could be used to conceptualize the components of individual strategies, Figure 3 will be used as the principle design structure. This

design should prove to be concise and user-friendly for all levels of employees who will ultimately contribute to the implementation phase. More high-level and integrated programs will presumably need a more complex format, but one of the goals of future strategic plans should be to move away from excessive integration of programs and include more use of targeted strategies that are both within the scope of the organization and have the greatest amount of expected educational performance impact. The structure found in Figure 3, which is broadly adapted from Kaplan and Norton, visually represents the components of an effective measurement system as envisioned through the Balanced Scorecard.

Figure 3: Basic Balanced Scorecard Strategy Flowchart

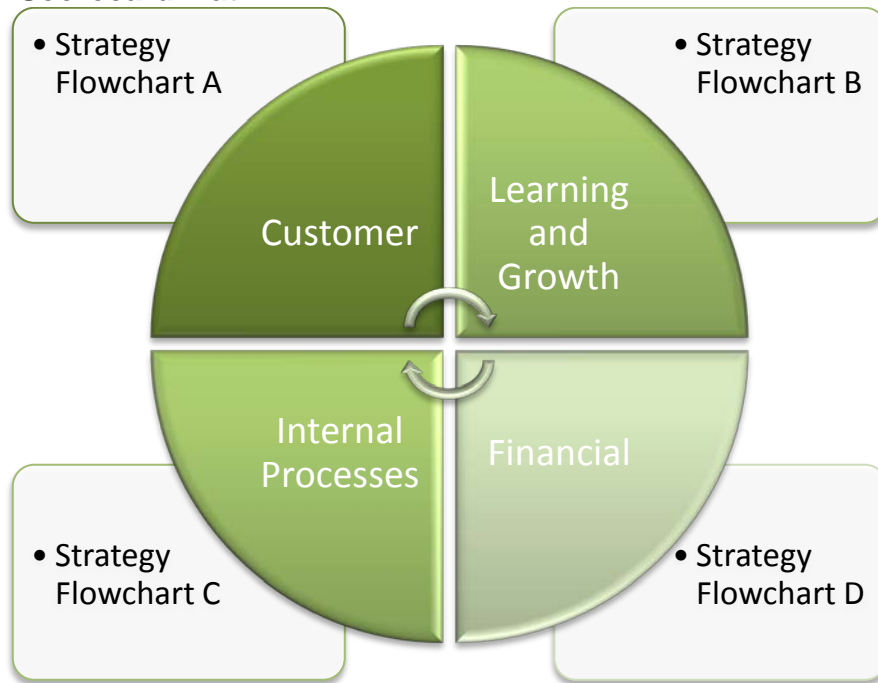


The basis for the Balanced Scorecard set out in this report will come from three major sources: the provincial education plan, the results of the preliminary data analysis (detailed later) which will serve to better understand overall system needs and the guidance offered by departmental employees through the research survey. Each individual source is not relied upon as a sole source for a strategic or measurement plan, but, instead, blended to provide a reliable starting point to begin the development and implementation process.

Using these sources as a first step for determining the most important strategies and what belongs in each of the Scorecard perspectives is potentially the most crucial step in the development process. Determining the initiatives that will accomplish those strategies as well as the measures and targets associated with those initiatives may prove to be an intuitive process even though some areas will likely incite moderate debate among stakeholders.

Once a general strategy flowchart is developed, to construct a Scorecard that functions in the way Kaplan and Norton and more recent researchers such as Niven envisioned, each of the perspectives must be integrated with one another. Figure 4 presents a possible visual representation of this schema.

Figure 4: Scorecard Matrix



If each strategy is envisioned as something that is made up of the four quadrants (four “perspectives”), then the Flowcharts on the outer edges must all come together in harmony if the strategy is expected to advance the organizational mission in an appropriate and effective manner.

Recommendations based on current Departmental practices, the data analysis and the staff survey will then be applied to the frameworks to show how this information can be used in the real-world setting by providing possible examples at the end of the Discussion section. In addition to this information, the final recommendations will include guidelines on how to compare the possible forms any future implementation processes could take. This will help the client to properly evaluate the plan’s viability and identify any potential risks each option may include.

FINDINGS

Literature Review

A number of important points to consider when developing and implementing a performance measurement system were brought out in the literature review. It is useful to briefly highlight some of the points that are most pertinent to the client's project and future plans. Most notably, it is useful to note that increasing public accountability may be an intended or even unintended consequence of new measurement procedures, but the primary role of performance measurement should be to assist managers to make decisions that positively affect program performance.

Overall performance management plans allow all employees to tailor the programs or initiatives which they are responsible for to help accomplish overall organizational goal attainment. This management system will likely include detailed definitions of what good performance should be according to the organization, tools to measure that performance and techniques to analyze the results of these measures. Performance management systems usually consist of a central mission statement, business plans regularly communicated to employees, measureable performance targets and formal appraisal processes.

The Balanced Scorecard, generally considered to be one of the most well-known and successful performance measurement tools, is used to synthesize the organization's strategy into objectives, measures, targets and initiatives that help to guide all employees. Using four perspectives that are similarly weighted instead of focusing on measuring the organization's final output, the purpose of Scorecards is to help organizations improve their performance through a more holistic approach. This tool, however, is not intended to be static; it has to change as the organization's foci change or as data emerges that warrants altering what programs need to be measured and further analyzed. A properly functioning performance management system must be able to determine what data is necessary for organizational/system improvement and the best methods for gathering that data.

Balanced Scorecards, or even other advanced performance measurement systems, have not been widely used in the field of public education. However, as schools, educational leaders and the public shift their focus away from measuring school success purely on the basis of standardized test scores, there is an increased need for ways to achieve and report "success". Therefore, jurisdictions seeking to implement performance measurement in the education field will need to focus on what they believe to be their immediate requirements and to use performance indicators that are locally developed and pertain to that particular jurisdiction's own unique needs.

If a performance measurement system is expected to function as it should, managers must be absolutely certain that the programs that will have the most

impact on the organization's success are what are measured, that the system is measuring what it is supposed to measure and that that measurement is as accurate as possible. Even if all of these conditions are satisfied, management must understand that outcomes, both positive and negative, may still not be the result of the scrutinized program, so room for decision error will continue to exist. Related to this, measures should be specifically tailored to the specific pre-developed targets in question rather than adjusting the targets to conform to those measures even though this is usually the method that puts less strain on resources.

Perception Survey Analysis

Factor Analysis and Preliminary Investigation

The factor analysis of the student survey results identified six factors underlying the 74 individual questionnaire items. Based on their constituent items, the factors were named as follows: High Teacher Expectations, Academic Success and Curriculum Understanding, Adherence to Teachers, Quality Instruction and Positive Student-Teacher Relationships, Personal Belonging and School Connections and Student Safety and Behaviour. Table 1 reports representative items for each factor. The complete factor analysis results are provided in Appendix E.

Table 1: Illustrative items on the factors underlying the Student Questionnaire

Factor	Illustrative items
Quality Instruction and Positive Student-Teacher Relationships	My teachers take time to help me when I am having trouble. My teachers show me how to do things when I am having difficulties. My teachers care about my feelings. Teachers use many ways to help us learn new topics.
Personal Belonging and School Connections	Punishment for breaking the rules is just right. Rules in this school are fair. I feel like I belong at this school. I receive the services I need to support my learning.
High Teacher Expectations	My teachers expect me to work hard. My teachers expect work of high quality from me. My teachers expect me to try my hardest. There is a set of behaviour rules for students to follow.
Academic Success and Curriculum Understanding	I often finish my class work before other students.

	<p>The work that I do in class is too easy.</p> <p>The work that I do in class is often too hard.</p> <p>I understand what is taught in class.</p>
Adherence to Teachers	<p>The teachers often have to wait a long time for everyone to quiet down.</p> <p>When the teacher tells students something they pay attention.</p> <p>Students usually do homework on time.</p> <p>My teachers control my classes in a firm but pleasant way.</p>
Student Safety and Behaviour	<p>Students never get bullied at my school.</p> <p>I feel safe at this school.</p> <p>I feel like I belong at this school.</p>

The factor analysis conducted on the 61 teacher survey items resulted in four factors. The factors were Open and Supportive School Administration, Professional Outlook among Teaching Staff, Collegiality and Mutual Support among Teaching Staff and Clear and Consistent Approach to Student Discipline. To illustrate the characteristics of the factors, Table 2 reports representative items for each. The complete factor analysis results are provided in Appendix E.

Table 2: Illustrative items on the factors underlying the Teacher Questionnaire

Factor	Illustrative items
Open and Supportive School Administration	<p>There is good communication between teachers and the principal.</p> <p>There is support from the principal.</p> <p>There principal can be approached to discuss issues or concerns.</p> <p>The principal can be relied upon when things get difficult.</p>
Professional Outlook among Teaching Staff	<p>Teachers take pride in the school.</p> <p>Teachers understand their professional responsibilities.</p> <p>Teachers feel confident about their work.</p> <p>Teachers feel excited about their role.</p>
Collegiality and Mutual Support among Teaching Staff	<p>I receive support from others in the school.</p> <p>I can rely on my colleagues for assistance when needed.</p> <p>I feel accepted by other school staff members.</p> <p>I often discuss teaching methods and strategies with colleagues.</p>
Clear and Consistent Approach to Student Discipline	<p>Students are clear on the consequences of misbehaviour.</p>

	<p>The consequences relating to discipline are well understood by the students.</p> <p>The consequences relating to discipline are well understood by teachers.</p> <p>There is an agreed upon school philosophy on discipline.</p>
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Scores for each factor were obtained by using the mean score of the four top-loading items within each factor. This was done to maintain a relative consistency among factors as, during the analysis, it was found that some factors only consist of four or five of the survey items. (The exception, however, is the Student Safety and Behaviour factor which only contains three items.) Using this technique to discriminate items allowed almost all factors to be made up of items that loaded at .500 or above and to maintain a consistently high Cronbach's alpha score for each representative item factor grouping.

Next, correlations of the student and teacher factor scores with the overall school mean achievement scores were obtained. The results are shown in Tables 3 and 4.

Table 3: Student Correlations with School Achievement Mean

	2008	
	Corr	p
High Teacher Expectations	.235	.001
Academic Success and Curriculum Understanding	.189	.006
Adherence to Teachers	.469	.000
Quality Instruction and Positive Student-Teacher Relationships	.209	.002
Personal Belonging and School Connections	.292	.000
Student Safety and Behaviour	.377	.000

The results in Table 3 show that five of the six student factors show some correlation with school achievement, but Adherence to Teachers showed the strongest correlation followed by Student Safety and Behaviour, Personal Belonging and School Connections and High Teacher Expectations. The Quality Instruction and Academic Success and Curriculum Understanding factors showed the weakest correlations with the latter proving to lack statistical significance at the .005 level.

Table 4: Teacher Correlations with School Achievement Mean

	2008	
	Corr	p
Open and Supportive School Administration	.216	.002
Professional Outlook Among Teaching Staff	.410	.000
Collegiality and Mutual Support Among Teaching Staff	.356	.000
Clear and Consistent Approach to Student Discipline	.421	.000

The results in Table 4 show that all four factors correlated significantly with overall school achievement scores. The Student Discipline factor had the strongest correlation with achievement, closely followed by Professional Outlook, Support Among Teaching Staff and Supportive School Administration.

Student Survey

To provide information on how individual questionnaire items related to overall school achievement scores, each item from the survey was correlated with the school mean score. Table 5 shows the twenty-five most highly correlated items from the student survey. (The comprehensive list of results can be found in Appendix A.)

Table 5: Most Highly Correlated Items Between Overall School Mean Assessment Score and Percent Agreement on Student Perception Survey Questions

Survey Question	Corr.	p
S21: The teachers often have to wait a long time for everyone to quiet down.	-.471	.000
S69: My classes are often noisy and disorderly.	-.469	.000
S1: I feel safe at this school.	.433	.000
S31: When the teacher tells students something they pay attention.	.425	.000
S63: My things never get stolen or broken at this school.	.404	.000
S32: Students usually do homework on time.	.397	.000
S41: I feel like I belong at this school.	.384	.000
S58: Students at this school know what “good behaviour” is.	.380	.000
S13: My teachers control my classes in a firm but pleasant way.	.379	.000
S16: The work that I do in class is often too hard.	-.378	.000
S62: My teachers give homework regularly.	.351	.000
S38: Lessons in class are well organized.	.345	.000
S29: I understand what is taught in class.	.335	.000
S55: My classes are rarely interrupted by announcements or visitors.	.330	.000
S73: Teachers set challenges for, and have high expectations of, each student.	.329	.000
S60: Students think it is important to do well at school.	.316	.000
S64: Students feel they can do the work in class if they try.	.312	.000
S57: I enjoy learning new things at school.	.297	.000
S66: My teachers often provide opportunities for me to work with other students.	.291	.000
S4: My teachers expect work of high quality from me.	.290	.000
S47: I often feel that there is too much to learn in my classes.	-.288	.000
S56: Teachers are well prepared for our classes.	.282	.000
S34: My teachers take time to help me when I am having trouble.	.281	.000
S45: I am often taught things I already know.	-.280	.000
S40: There is a set of behaviour rules for students to follow.	.271	.000

From the table, it is evident that a variety of themes seem to emerge from this test. However, it is also apparent that there is some connection between issues of behaviour and safety and student academic performance. The importance of teachers having high expectations for their students, without making the material too hard, also seems to play an important role on academic outcomes.

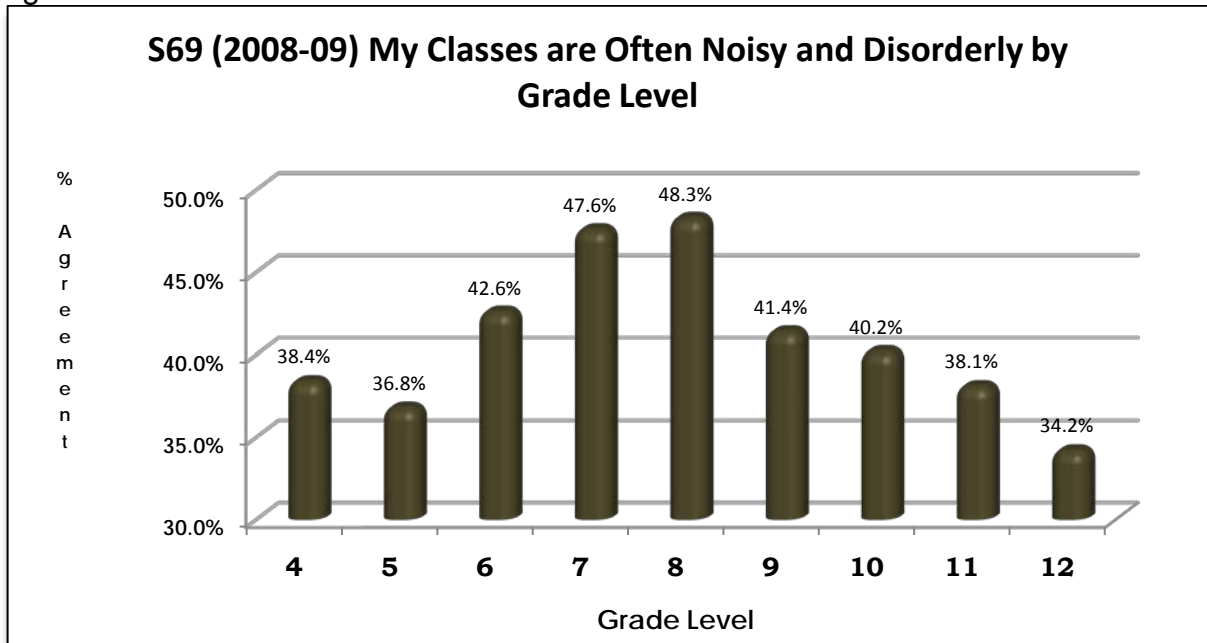
When further explorations were done using the results from each individual provincial assessment and the survey items, there were still a number of statistically significant relationships. Most of the relationships that were discovered fall into the .150-.300 correlation coefficient range which, even taking into account that this is aggregated data, would be considered relatively weak relationships. Most of these weaker relationships span a number of the educational themes contained within the survey. However, the stronger relationships of .300 and above appear to fall into only a few key categories: behaviour, safety and high teacher expectations which seems to mirror the previous tests conducted using an overall school mean score.

Note: To view the resulting correlations for each survey item for each provincial assessment, please refer to Appendix A. For examples of scatter plots for the strongest correlated items, alluded to above, please refer to Appendix C.

After conducting a frequency analysis of response by grade level on some of the most strongly correlated behaviour questions in the 2008-09 student, the data suggests that more emphasis is being placed on behaviour in the early grade levels at least as it is reported by students.

In terms of what grades show the least amount of discipline, as reported by the students, the upper middle grades, particularly grades 7 and 8, tended to have the fewest percentage of student disagreement on if their classes were noisy and disorderly. Figure 1 illustrates this point.

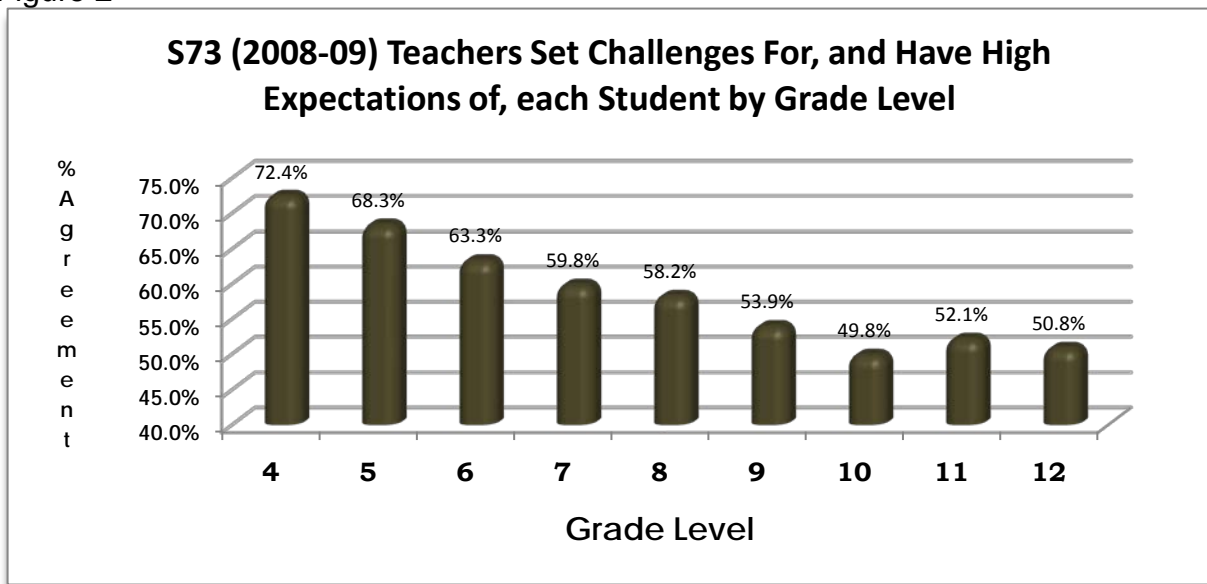
Figure 1



The peak of 48%, which is at the grade 8 level, shows the largest self-reported behaviour problem to be at this grade.

Examining the other area that showed some relatively significant correlations, teacher expectations for students, similar results appear to be evident. As the grade level increases, the percentage of students within each grade that believe their teachers have high academic expectations for them declines. Figure 2 gives a visual depiction of this fact.

Figure 2



While the overall percentage decline from grade 4 to grade 12 could be considered minor, it does suggest that, at minimum, there is a student perception, among older students, that their teachers have lower expectations of them than what younger students believe is the case with their teachers.

Teacher Survey

The same statistical tests done with the student survey results were also conducted on the teacher data. Firstly, all teacher survey items were correlated with the school mean score results. Table 6 lists the twenty-five most highly correlated items.

Table 6: Most Highly Correlated Items Between Overall School Mean Assessment Score and Percent Agreement on Teacher Perception Survey Questions

Teacher Questions	Corr.	p
T55: Student disruption is a problem.	-.545	.000
T8: Students are well-behaved.	.533	.000
T42: It is uncommon for me to experience verbal abuse by students.	.507	.000
T18: Bullying incidents are rare.	.481	.000
T50: It is uncommon for things to be stolen in this school.	.414	.000
T30: Students are clear on the consequences of misbehaviour.	.410	.000
T57: Gifted students are given the opportunity to reach their full potential at this school.	.405	.000
T29: The consequences relating to discipline are well understood by the students.	.402	.000
T51: There is good communication among teachers in this school.	.382	.000
T35: I often discuss teaching methods and strategies with colleagues.	.362	.000
T41: The consequences relating to student discipline are well understood by teachers.	.357	.000
T17: The rules relating to discipline are enforced consistently.	.353	.000
T28: The school has clearly stated learning objectives.	.347	.000
T25: Staff members take an interest in one another's professional development.	.345	.000
T22: Teachers feel excited about their role.	.339	.000
T16: The goals of the school are easily understood.	.336	.001
T5: The goals of the school match my own professional goals.	.335	.000
T7: There is an agreed upon school philosophy on discipline.	.334	.000
T48: I am happy with the quality of the feedback I receive on my work.	.334	.000
T45: Teachers have a positive attitude toward students.	.332	.000
T23: Teachers understand their professional responsibilities.	.320	.000
T39: There is agreement among teachers about the teaching philosophy.	.313	.000
T60: Teachers have been provided with in-servicing concerning programming for their gifted students.	.309	.000
T6: My expectations about discipline are the same as other teachers in the school.	.303	.000
T52: I feel safe in this school.	.297	.000

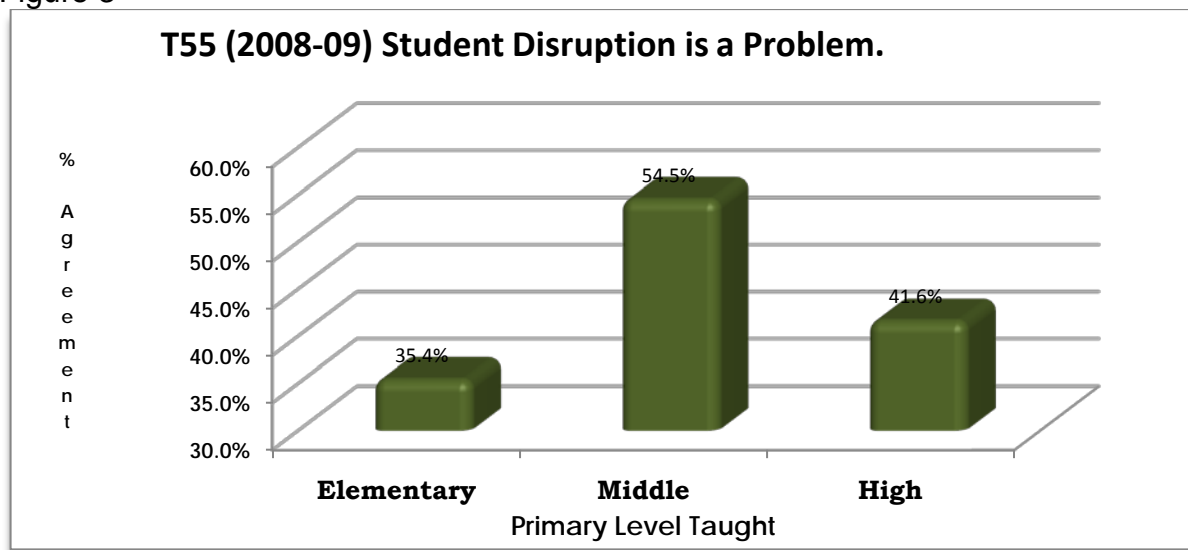
Discipline/student behaviour clearly shows through as the most important theme in terms of high achieving academic schools. The relationships between staff (both peers and teachers with administration) also seems to contribute to student success to a greater extent than many may believe.

The results of the individual assessment tests yielded comparable information. Contrary to the tests done with the student data, though, more of the items resulted in some form of statistically significant relationship and the relationships that were observed tended to be stronger than those found with the student survey. The domains that showed up across the various assessments with the most consistency and strongest correlations were, again, behaviour and safety as well as administrator and peer support. More specifically, Item T51, There is good communication among teachers at this school, frequently appeared with correlations over .400 with the provincial assessment results. Similarly, Item T55, Student disruption is a problem, showed a number of proportionately high negative correlations across the various assessments.

Note: As was the case with the student survey analysis, to view the resulting correlations for each survey item for each provincial assessment, please refer to Appendix B. Scatter plots showing the strongest correlated items can be found in Appendix D.

Doing a simple cross-tab analysis on some of the behaviour items by grade level taught, there, again, appears to be a noticeable discrepancy between the three major grade level groupings. Figure 3 shows the percentage of agreement by teachers at each of these grade level configurations that believe student disruption is a problem in their respective schools.

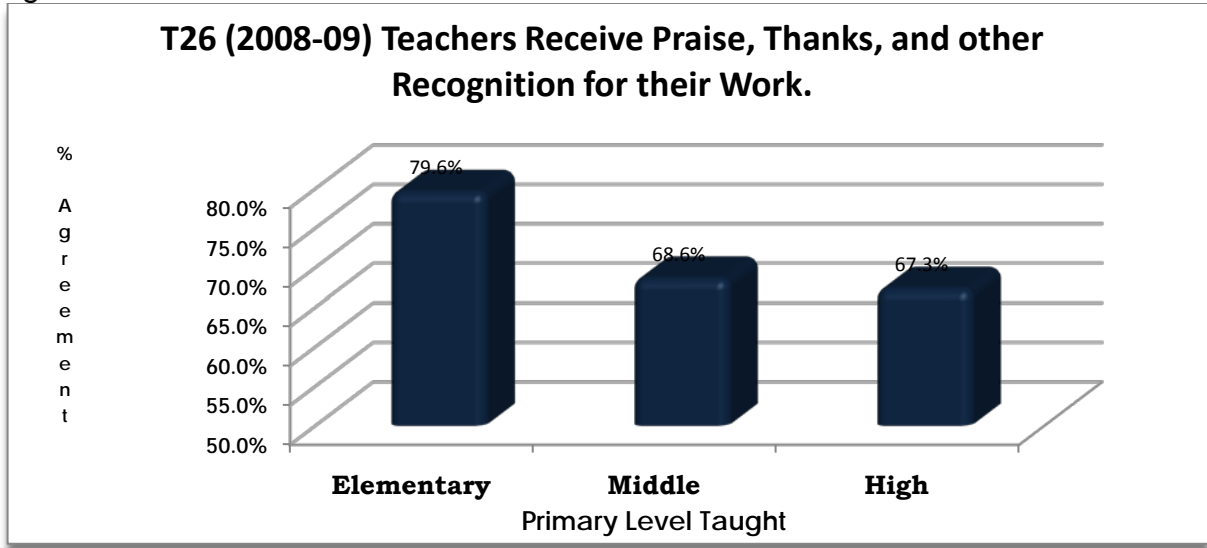
Figure 3



Middle level teachers seem to face the biggest behaviour problems as over half of the survey respondents at that level believe that student disruption is a problem. However, the high school level may also be a concern as over 40% of those teachers agreed.

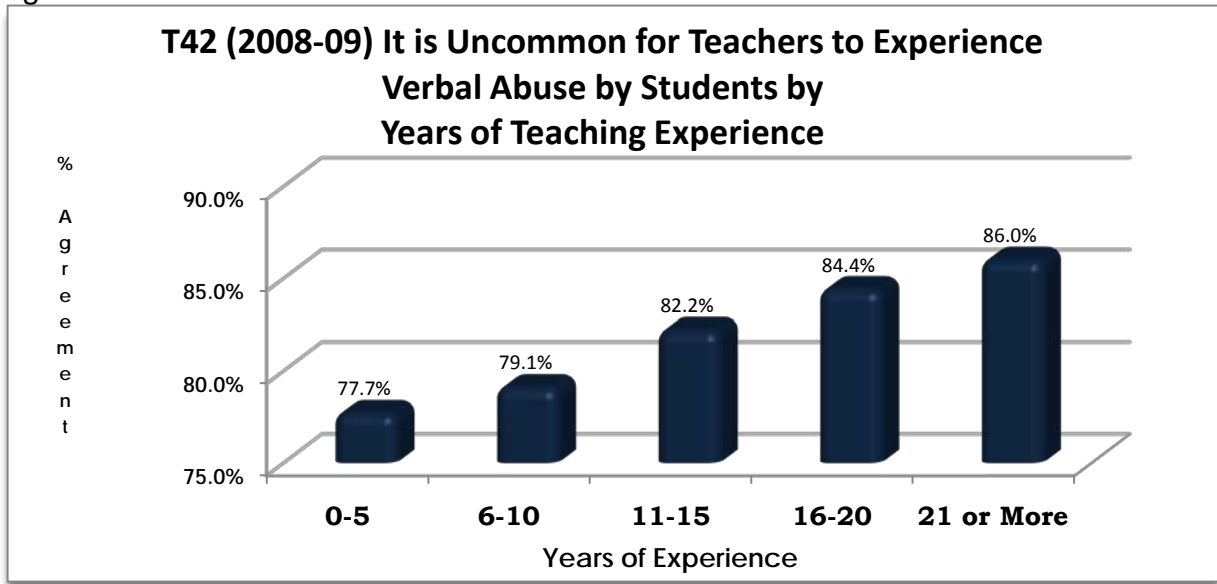
In terms of administrative support, elementary school principals tend to be perceived as offering more support to their staff than principals at the middle and high school levels as illustrated in Figure 4 below.

Figure 4



By comparing years of teaching experience with the variables that dealt with behaviour, there are also some differences that become apparent. Figure 5 shows that more experienced teachers are less likely to experience, or at least perceive to experience, verbal abuse by students.

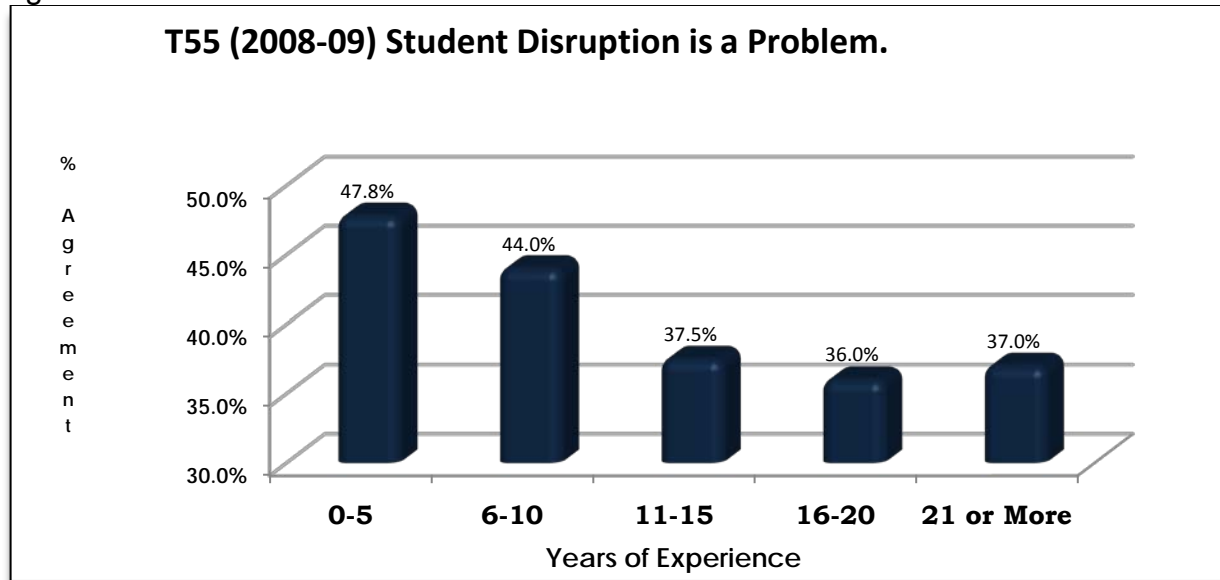
Figure 5



A similar conclusion may be drawn when comparing views of student disruption by years of experience. Those teachers with more experience tended to view

student disruption as less of a problem. Figure 6 gives a visual representation of this point.

Figure 6



Staff Survey

A total of twenty-six staff participated in the voluntary, anonymous survey representing approximately half of the number who were eligible to log-in and complete the electronic questionnaire. The survey questions and a summary of results are provided in Appendix F. Twelve respondents identified themselves as learning specialists, two as directors, two as other and ten participants did not state their position. Opinions on the primary purpose of the Division varied, but the theme of providing curriculum and other forms of support to school districts and teachers seemed to encompass most responses; the vast majority of respondents believe the Division is at least somewhat successful at these purposes and all believed that this purpose at least somewhat aligns with the Department's mission.

Participants also generally felt they had some understanding of how their work fits into this mission. There appears to be a concerted effort by all staff to use various forms of data to assist with personal planning and decision-making. There were, however, a number of comments (listed in Appendix F) regarding insufficient autonomy and how that affects work planning and the timeliness of leadership decisions.

The results of the survey showed that there is some uncertainty regarding whether the primary organizational plan is/should be *When Kids Come First*, *NB3-21C*, a combination of both or even something completely different.

Subsequently, close to 40% of respondents felt that the management team are not providing enough feedback on the progress of the organizational plan; another 46% only somewhat agreed that there was enough feedback on the plan.

Finally, 36% of respondents indicated that the Division's current performance indicators may not be suitable for tracking the mission's success. There were a number of comments regarding why this may be (listed in Appendix F), but the theme of more collaborative and detailed planning seemed to run through them. Also, most measures used are system-wide measures rather than at the Division or Branch level.

DISCUSSION

Literature Review

As the New Brunswick Department of Education embarks on its own system of performance management, it will be crucial to continue to refer to the literature to have the greatest chance of sustained use. Subsequently, it will also be necessary to ensure that its implementation is done properly and is well understood by all affected employees if it is expected to enjoy continued longevity as a system improvement tool that contributes to the success of the wider organization. The literature suggests that it is usually assumed that a strategic plan has been developed and is being used before performance measures can be developed. While this would be the ideal situation for the organization in question, it will be possible to develop these simultaneously in order to properly complement one another. At the very least, though, it will be critical for all employees to fully understand and agree upon the mission of the organization before a strategic plan or comprehensive performance measurement system should be implemented. While the use of Balanced Scorecards can assist with better communicating this mission and achieving some further organization alignment, there should already be a solid foundation in place of employees understanding the vision, mission and values of the Department, even if these cannot be completely agreed upon by all staff members. If this foundation is already in place, then deciding on the most important initiatives, measures and targets will be a more intuitive and universally accepted exercise.

If the intent is to use the Balanced Scorecard as the measurement tool, employees must be given an overview of why it is being chosen, again, by referring to the literature for the explanation of how it can integrate a number of initiatives and align them toward a central goal. As well, they must be trained in how to develop their own Scorecards and how to properly use them. The template used in this report is not necessarily the only format that could be tried, but it should serve as a guide as it is relatively simplistic in its approach and easy for other people, who have not been part of the development process, to be able to read and understand. Also, it still maintains the spirit of the Scorecard as developed by Kaplan and Norton.

The literature reveals a number of necessary conditions to optimize success. Managers should regularly refer to the Scorecards, once they have been developed and implemented, to not only emphasize to employees the importance of continuing to use the Scorecards, but to give continuous feedback on how well each individual is doing in advancing the initiatives and meeting the targets contained on them. Monitoring staff use of the Scorecards will also help to determine if the eventual success or failure of the organization is due to the performance management system, misuse or lack of use by employees or for some other reason. Finally, since timely and accurate data is critical for the proper functioning of any performance management system, improving current

practices and devising new strategies that will meet the specific needs of the new system will need to be a vital component of the implementation process.

Perception Survey Analysis

Student Survey

As the findings section indicated, the perception questions that dealt with behaviour tended to have some of the strongest correlations to the provincial assessment results. For most of the behaviour questions, even in the assessments that were not singled out in the analysis due to lower correlations, the relationships were usually statistically significant. This likely indicates that behaviour plays an important role in higher achieving schools. The additional analysis done using the six student factors, shown in Table 2, seems to confirm that behaviour, represented by the Adherence to Teachers factor, and student's feelings of safety, represented by the Student Safety and Behaviour factor, showed the strongest correlations to academic performance.

Considering these results, there does seem to be a strong indication that schools which enforce positive behaviour are more likely to experience higher test scores than those schools where behaviour is an issue. This may be one reason why some schools that fit the make-up of potentially "at-risk" schools (low socio-economic areas of the province, etc.) still perform well on provincial achievement tests. It should again be emphasized that perception surveys do not necessarily reflect the actual state of the school, but rather the perceived state of the school. However, when the responses of all students at a school are aggregated, there is a good indication of what that school is experiencing. At the very least, it can be confirmed that students at the school are under the belief that this is the condition of the school which may be just as strong an indication of why results are the way they are. Using the behaviour results as an example of this theory, students who believe that behaviour rules are strictly enforced will likely abide by those rules whether rule enforcement is the situation reality or not.

The grade level analysis indicates that behaviour issues are most pronounced at the middle level, but high school also poses a potential concern. This means that any new or enhanced performance measurement program dealing with behaviour should be focused on the latter middle grades and early high school grades to maximize its effectiveness.

The second area of focus in the student survey is that of high teacher expectations. While high expectations by teachers and maintaining elevated standards is usually considered important within the education literature, there is a strong indication that this is not being done enough in the New Brunswick context. However, in general, schools who are putting some efforts into raising their expectations tend to perform better on provincial achievement tests. Using

this information to develop future provincial-wide curriculum and related programs is critical to ensure that achievement levels rise.

Again, this initial research indicates that the focus should be on high schools and, to a lesser extent, middle schools. As many of the Department of Education's recent initiatives have tended to focus on the elementary level, keeping in mind the reality of limited resources, the focus should start to shift to improving curriculum and academic standards within the high school program. This shift should not be limited to on-going professional development of current teachers, but this approach is the obvious first-step and potentially a cornerstone of future plans.

Finally, continuing to strive for improved safety within schools and enhancing feelings of well-being among student populations will have to be encouraged by all levels of leadership within the education system. As many initiatives in this area have recently been taken, such as anti-bullying programs at both the school and district levels, the next step will be monitoring the effectiveness of these programs on a collective basis.

It is universally accepted that "school-based" issues are difficult to control and enforce from the Department level. However, to truly affect the system, there needs to be a strong sense of leadership exercised by the Department. Incorporating the items above as "focus" items within existing internal process systems including professional development, assessment, school-improvement monitoring, community and model schools initiatives as well as curriculum and student services programs should be possible without changes to the current governance structure. Subsequently, incorporating these items into branch Scorecards should incrementally assist with achieving the Department's mission.

Teacher Survey

The results of the analysis conducted on the teacher survey with the provincial assessments seems to lead to similar conclusions. Student at schools that adequately enforce discipline policies and maintain a high level of safety generally perform better on the standardized tests that they are given. Also, schools who have principals and administrative staffs, in general, that take an active role in assisting teachers to do their jobs and improve their teaching skills are more likely to see elevated levels of academic success demonstrated by students. Again, this information is not surprising, but these tests further strengthen the argument that improved student discipline policies and enforcement and strong leadership at the school level is vital for the overall success of New Brunswick's education system. The tests done using the teacher factors, found in Table 1, points to student discipline and professionalism of teachers as having the strongest relationship to student performance. In this case, staff support was slightly less of an influence, but clearly still important.

Using this information to directly influence the development of a performance measurement system at the Departmental level may be difficult, but one of the key purposes of this policy report is to help to frame potential areas of Departmental focus. Recognizing that the current system needs improvement if we expect our students and future graduates to compete with students from other provinces and even jurisdictions outside of Canada, there is no question that important changes will have to be undertaken. Going on the assumption that these changes should be major improvements to a few areas of the system rather than minor changes to the entire system, then it will be vital to choose those areas that will have the most significant impact on influencing how our students perform.

The correlations between high performing schools and safety/discipline and those schools with strong leadership and staff support is information that should be considered as part of any future strategic planning sessions of the Educational Services Division. As it becomes increasingly necessary to prioritize what Department staff can accomplish with the time and resources available, finding ways to support school administrations as they improve discipline policies and enforcement and to further develop Professional Learning Communities and instructional leadership capacity within schools should be a significant component of the overall Department-level strategy for system improvement. The grade configuration analysis further narrows the focus of where it will be necessary to concentrate efforts for the maximum amount of impact. In terms of discipline, school administrations at the middle level are clearly most in need of whatever supports can be made available. Both middle and high schools are in need of aligning discipline policies. Similarly, improving instructional support and feedback processes should be focused at the middle and high-school levels. Finally, considering the analysis done on the experience level of teachers, it will be crucial to assist new teachers with developing effective classroom management skills; this is particularly true when the number of experienced teachers who are near retirement age is taken into account.

While none of the findings of the perception survey analysis should be considered definitive indicators of what makes New Brunswick schools and their classrooms effective, there does appear to be some clear indications of what will most likely lead to increased student success on academic achievement tests. Having said that, it is recognized that the data are basically correlational and drawing causal conclusions is suspect. However, the fact that the perception survey results were obtained prior to the collection of achievement level scores may provide somewhat stronger evidence of a causal direction than is typically the case with correlational data. Also, while the data were analyzed with the intention of focusing on the New Brunswick educational context, the findings are consistent with those from other sources including data from the Organization for Economic Co-operation and Development and the United Nations Educational, Scientific and Cultural Organization.

Staff Survey

A variety of important information was gleaned from the staff survey. Firstly, while the Division does not have a formal, written mission statement, all the respondents had similar opinions of what that mission actually is. This seems to indicate that a collaborative discussion and development of an updated formal mission statement would be beneficial; this exercise should be relatively easy considering that most employees already have a similar idea of what the mission should be. They also already understand how the work they do fits into the overall Departmental mission. Still, a number of the open-ended comments throughout the survey suggested that an overall Divisional (strategic) plan would be useful to focus the work of the Division and help to clarify priorities.

The questions regarding the use of data show that there is a genuine willingness to incorporate data and other existing information into the decision-making processes of all staff. However, there appears to be little consistency on how each type of data is used. This is presumably due to the lack of a comprehensive data plan that details what information is needed, when it is required and how it should be gathered.

Due to the timing of this survey and the fact that the various levels of the education system are attempting to shift the system focus from traditional educational priorities, as represented in *When Kids Come First*, to more updated priorities, through the NB3-21C plan, it is not surprising that views of which document currently serves as the primary organizational plan were varied. However, this also suggests that more guidance will be required during the transition period and further clarification of how the two plans, or any new plan replacing *When Kids Come First* that may be brought in under the new government, are expected to function concurrently may be needed. A more localized Divisional plan could be one way to accomplish this. In terms of the management team providing feedback on the progress of the plan, under the circumstances, it is also not surprising that there is a lack of staff satisfaction on this point. As NB3-21C is more closely integrated into the existing system, this will generally be automatic, but it will still be important for the management team to continue to update all staff on its progress including success, or lack thereof, of meeting its targets and commencing initiatives. The fact that half of the respondents do not believe that management provides sufficient and timely information of priorities and initiatives for planning work priorities adds further proof that a better internal communication plan is required.

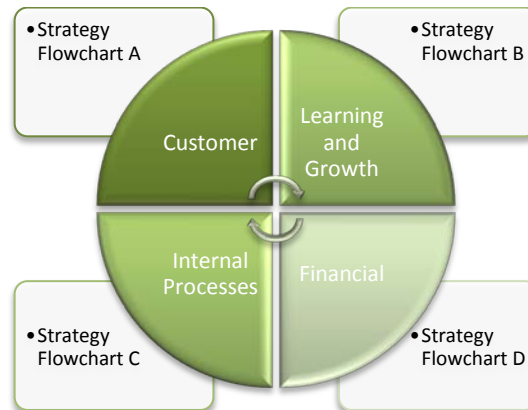
Well over three quarters of respondents stated that their branch tracks performance indicators. However, over half of these participants say that the indicators tracked are system-wide measures which indicate a lack of localized measurement and performance tracking. Presumably, student achievement results and other similar data is what is being examined. While this is important, again, it will have minimal impact on employee and branch work planning. No one indicated using Division measures although at least one respondent

mentioned the need for collective agreement on what performance indicators are important to allow for a cohesive unit and properly aligned work plans and goals.

Suggested Scorecards

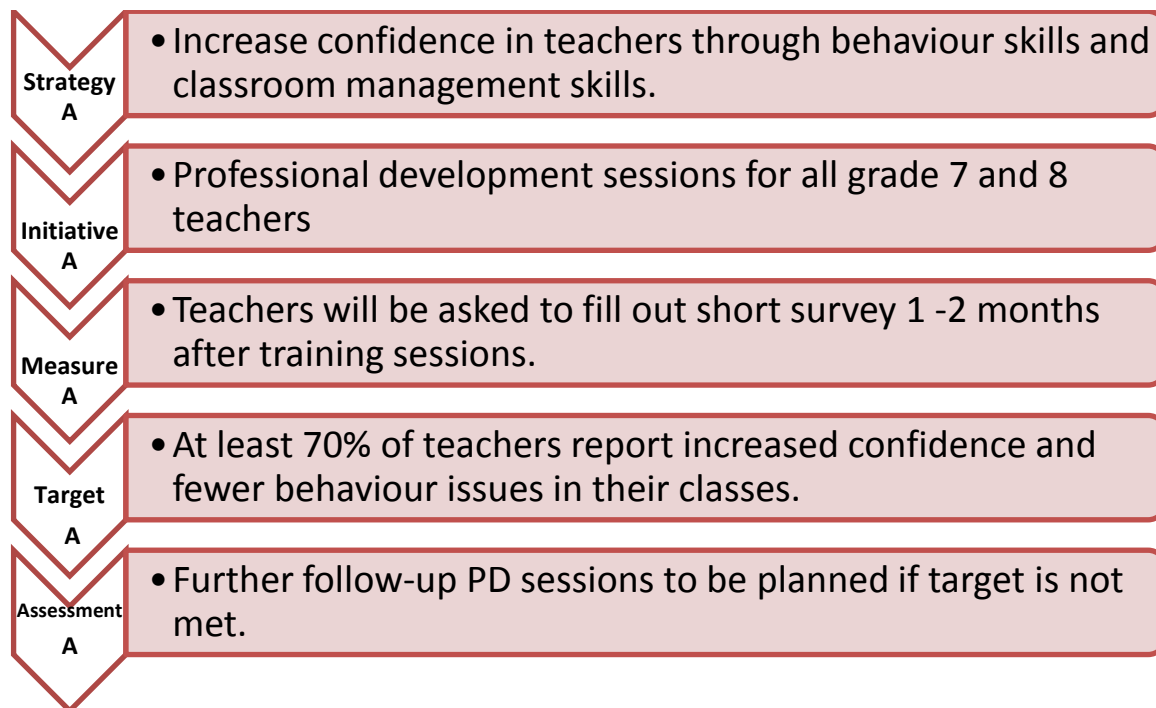
Applying the results of this collective research, as a next step, is still not an easy task. However, the common themes of student behaviour, high teacher expectations and internal staff communication/collaboration can be used as starting points for beginning implementation of a performance measurement, Balanced Scorecard system. If the model discussed early in the Contextual Framework section is used, it is possible to propose a few Scorecards that can be considered for implementation. Following are these suggestions.

Suggested Scorecard #1: Behaviour

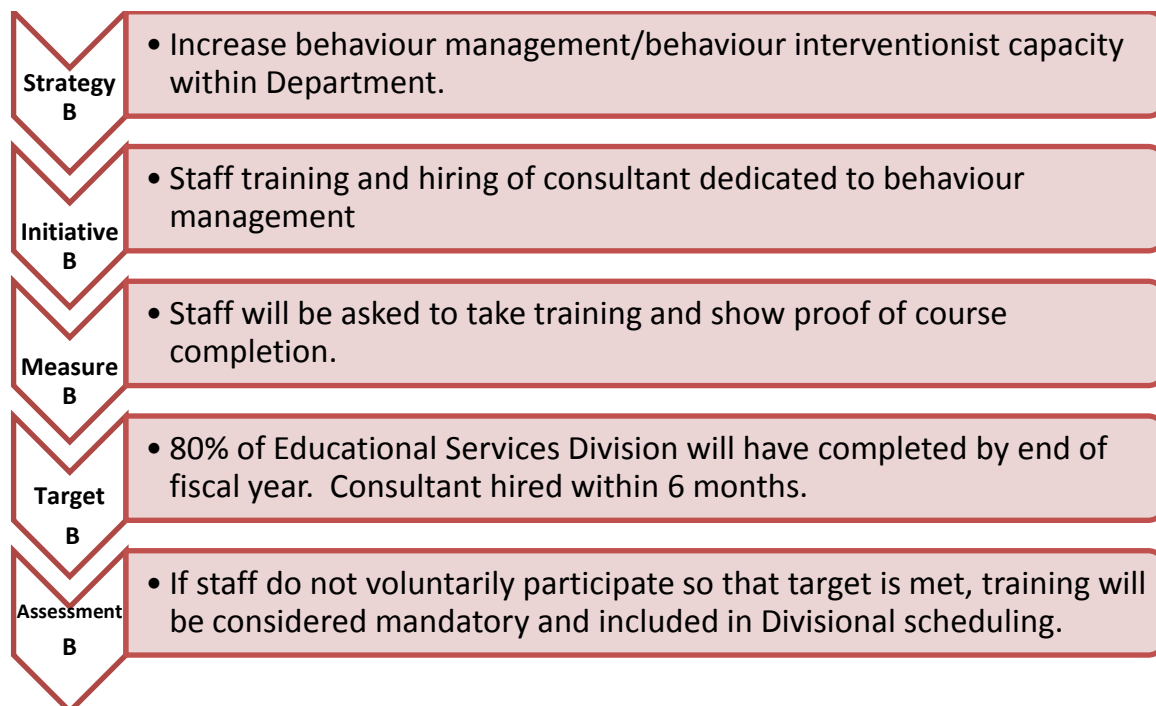


The four strategy flowcharts found below make up the overall suggested Scorecard for “Behaviour”. This was constructed as the analysis conducted tends to suggest that schools which are able to maintain good behaviour show better results on student achievement tests.

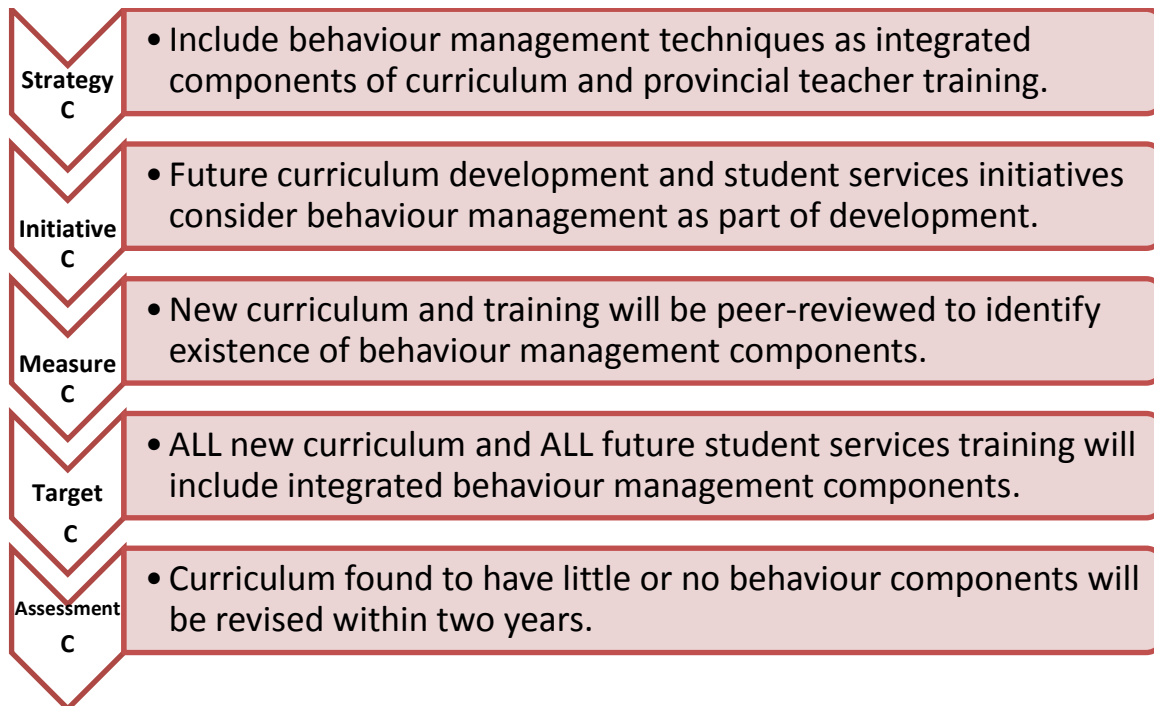
Strategy Flowchart 1A



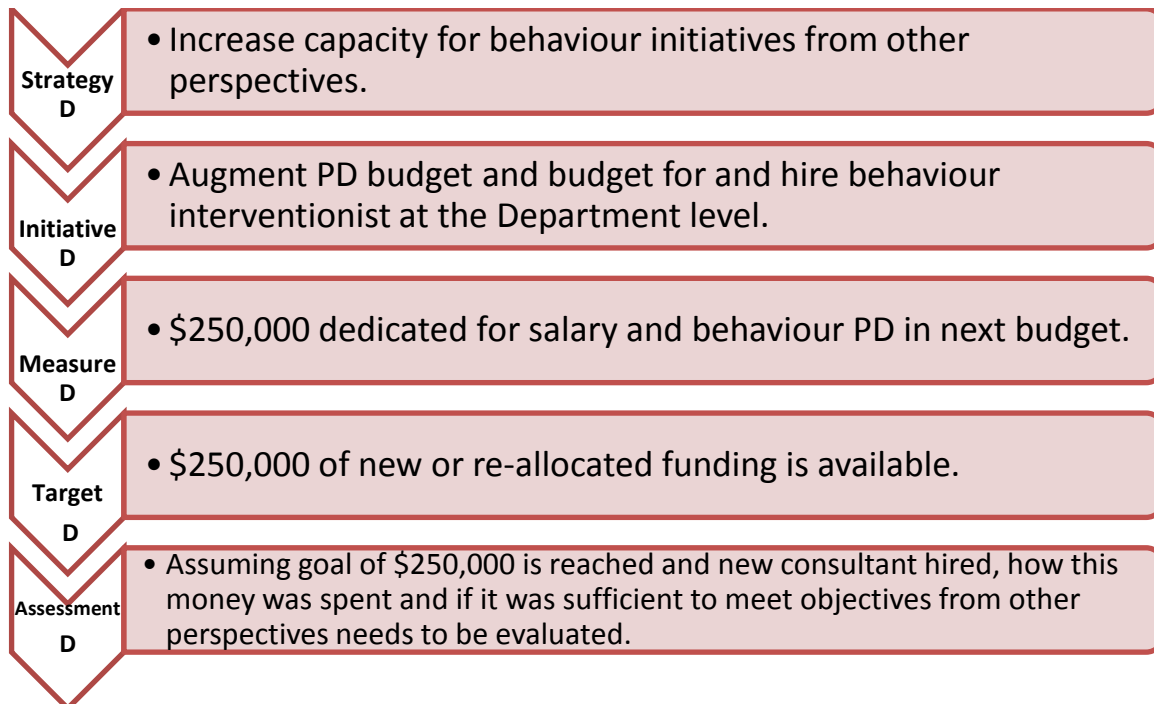
Strategy Flowchart 1B



Strategy Flowchart 1C



Strategy Flowchart 1D

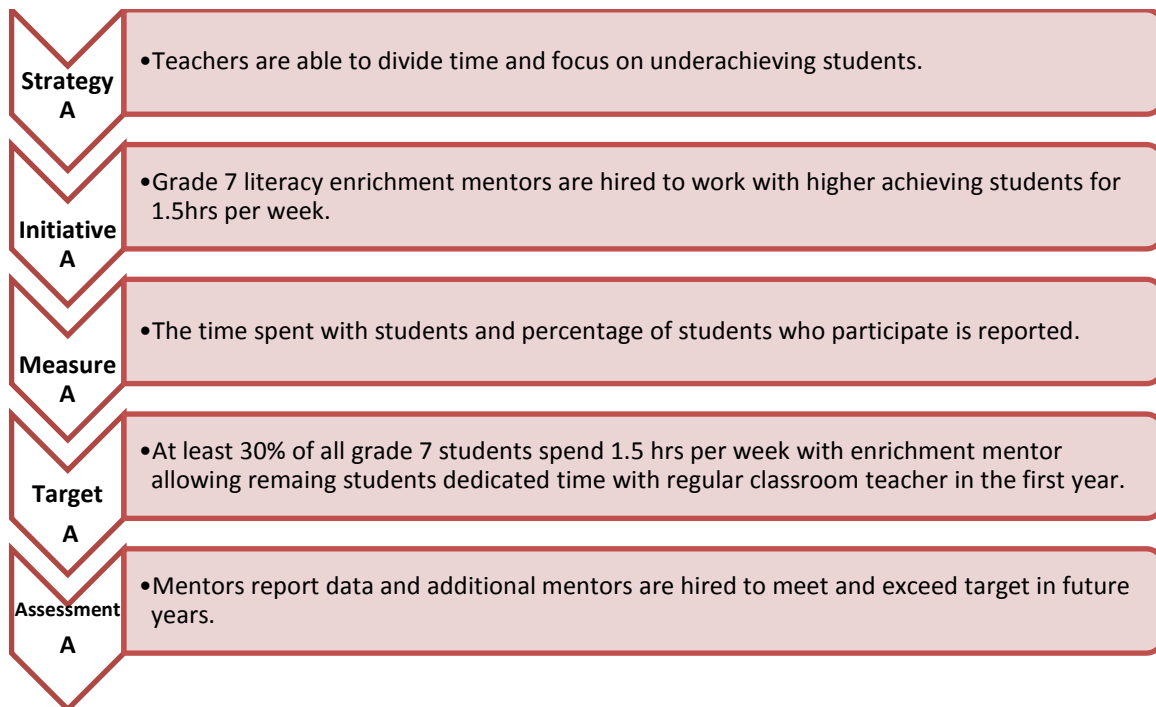


Suggested Scorecard #2: High Teacher Expectations

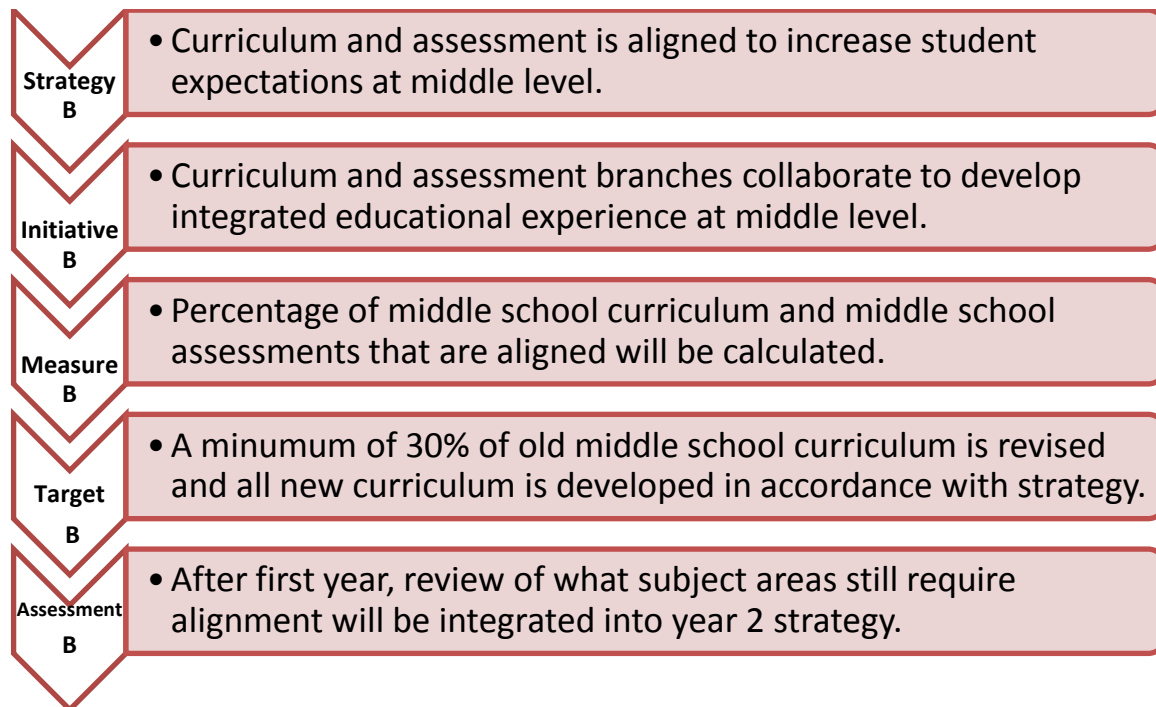


The four strategy flowcharts found below make up the overall suggested Scorecard for “High Expectations”. This topic was also chosen as the statistical tests used point to the fact that schools who put emphasis on expecting more from students show better academic results than the schools who do not.

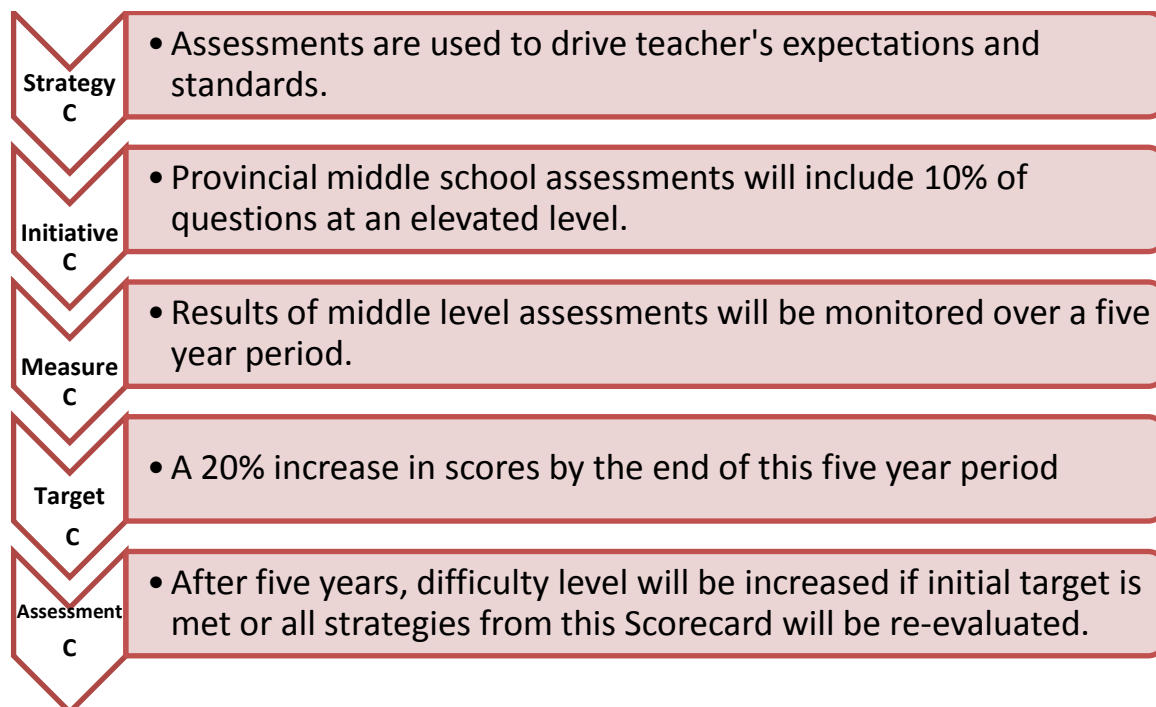
Strategy Flowchart 2A



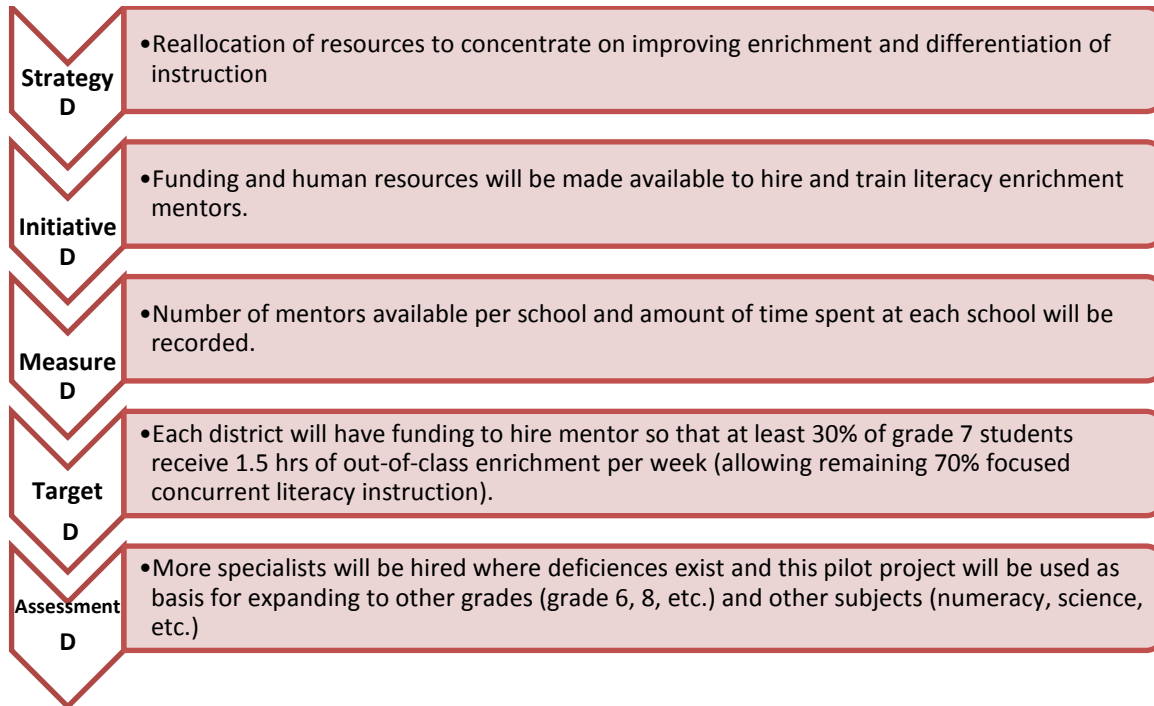
Strategy Flowchart 2B



Strategy Flowchart 2C



Strategy Flowchart 2D

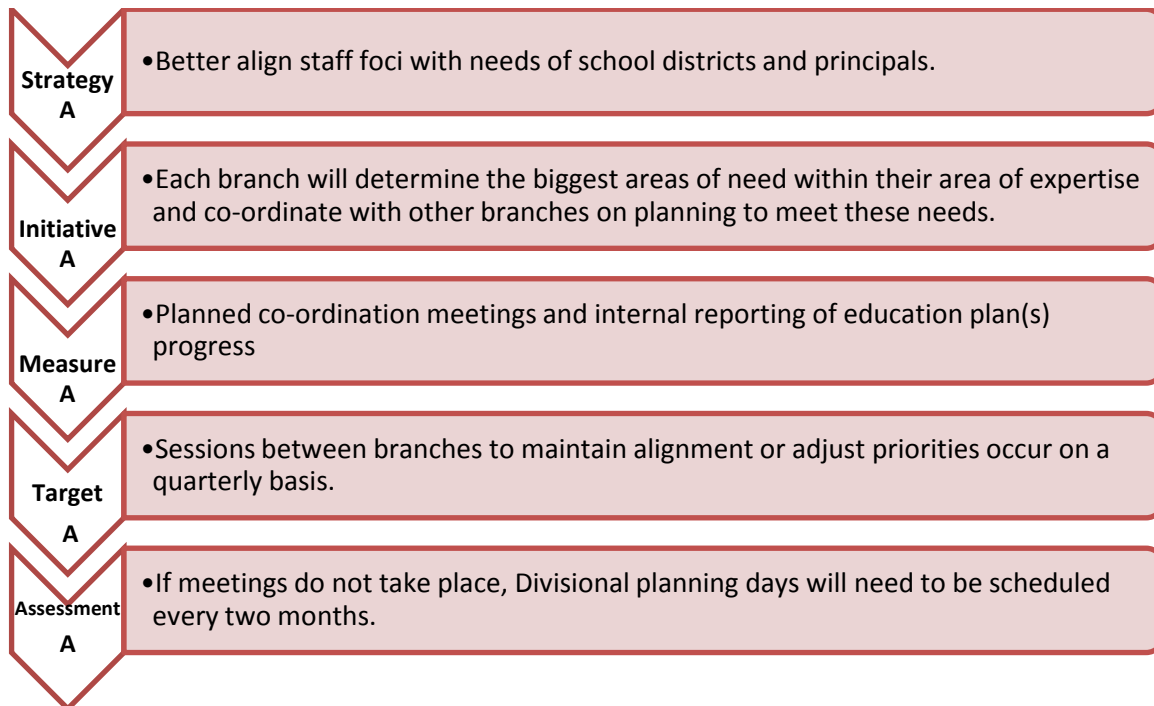


Suggested Scorecard #3: Internal Communication/Planning

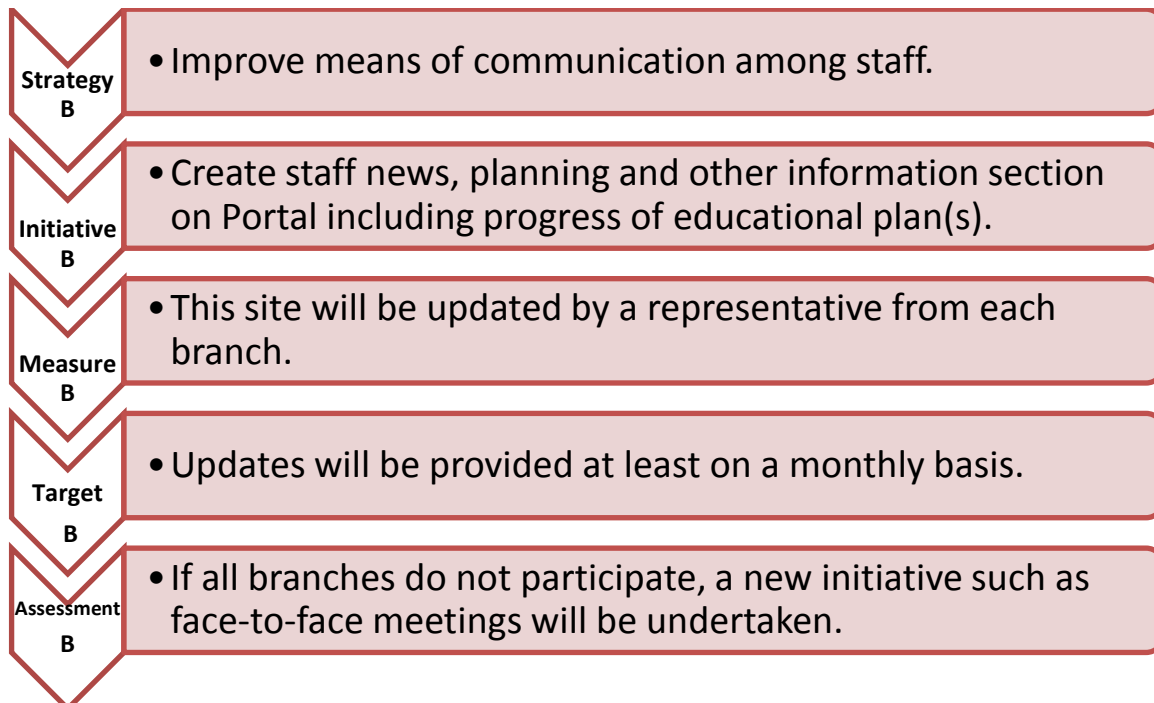


The four strategy flowcharts found below make up the overall suggested Scorecard for “Internal Communication/Planning”. As communication emerged as one of the biggest areas of concern on the staff survey, it was chosen as the area to target. The idea of planning was merged with communication to assist branches with their own internal alignment of priorities with what other branches in the Division are doing.

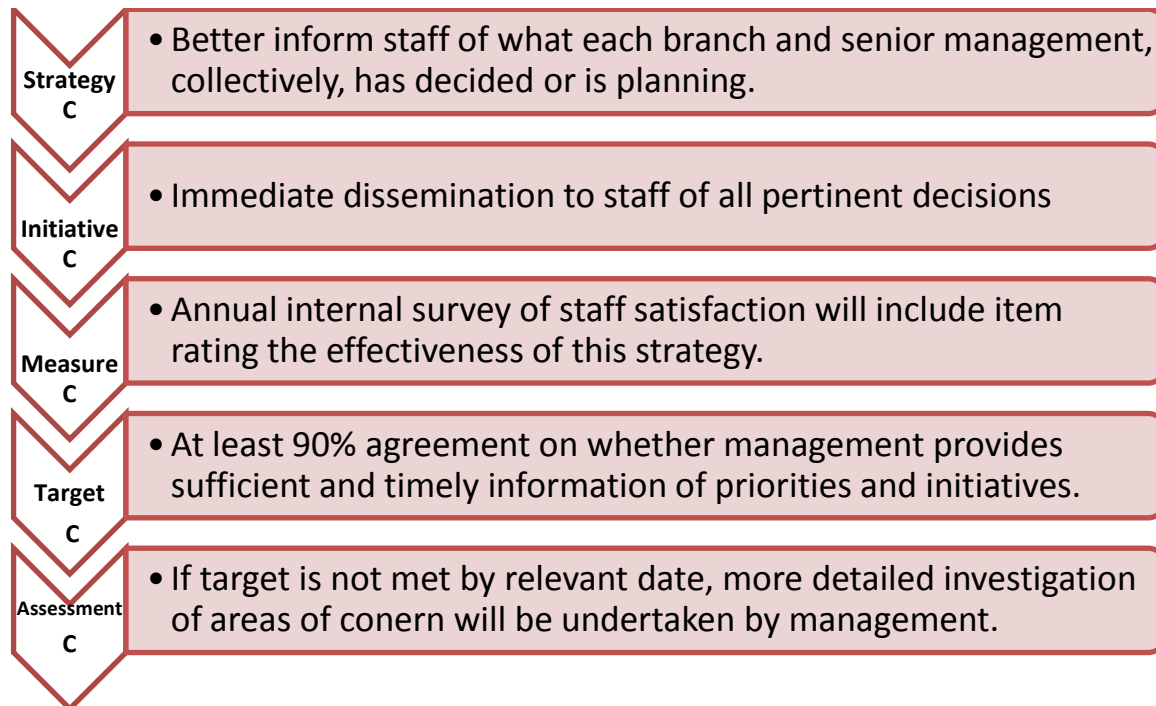
Strategy Flowchart 3A



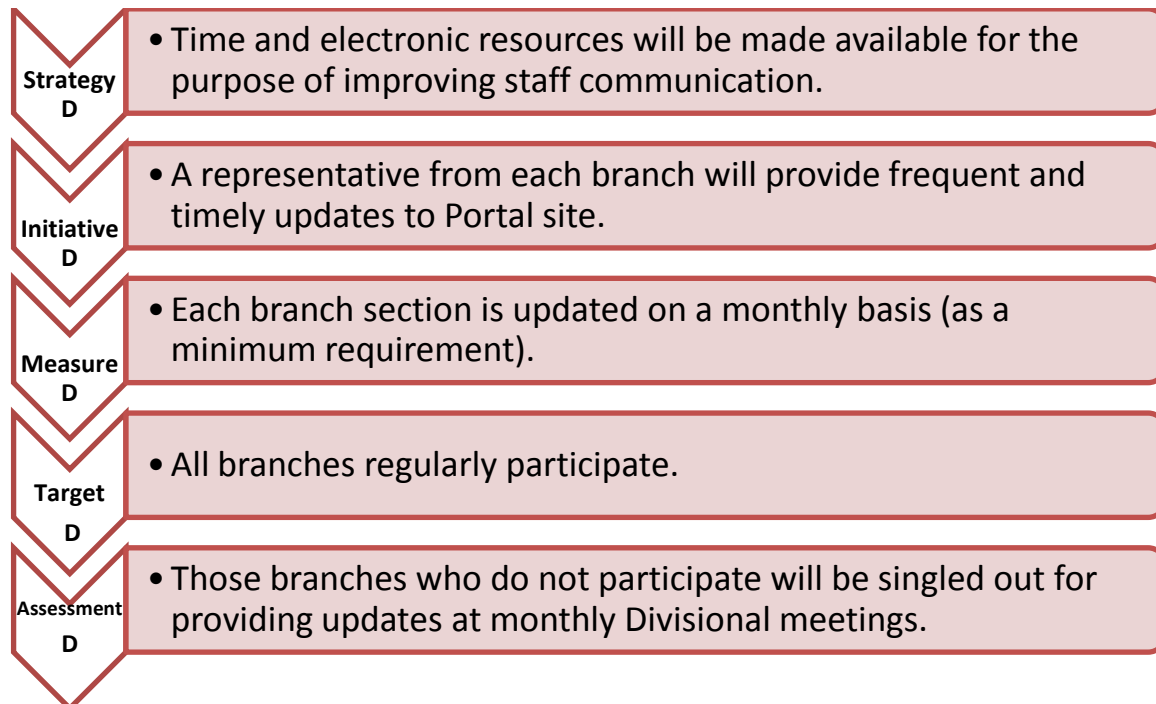
Strategy Flowchart 3B



Strategy Flowchart 3C



Strategy Flowchart 3D



OPTIONS AND RECOMMENDATIONS

Option #1

The client could continue to embark on a comprehensive planning process involving all staff, using the initial information provided in this report, to develop a Divisional mission, vision and specific goals with a focus on internal results. This process must ultimately include some form of formalized performance measurement system such as the Balanced Scorecard method that has been proposed. The Scorecard examples shown previously, which are based on the data analysis that has been conducted may be used, but even if they are not, it will be critical for staff to be consulted and included in the development of a **strategic plan** that includes goals and measurable targets.

Pros: Staff will feel a part of the process, completely understand the direction of the Division and be more likely to work toward the goals that have been collectively developed

Cons: This approach will likely be a slow process and will require a lot of work time to develop. Also, there is a significant risk of a loss of interest by some of the employees over time and the potential for the process to completely break-down before the final plan/system is actually implemented.

Option #2

A second approach would be to introduce staff to one or a small number of Balanced Scorecards (or a similar system) such as the examples above. By gradually introducing a performance measurement system, it will allow the staff to more easily become accustomed to this concept and to begin thinking about how to expand this idea into other work plans throughout all of the various branches.

Pros: Little staff time is lost in development and employees should be able to see the immediate impacts of the new system.

Cons: Staff members may not take ownership of the performance measurement as they were not part of the development process.

Option #3

Another possible approach would be to apply measurable targets to current projects or new initiatives and avoid using one of the more formalized performance measurement systems such as Scorecards.

Pros: This would be very easy to implement as it would involve minimal development time, few financial resources and staff would likely welcome this approach because it is a low-risk endeavour.

Cons: It may prove to be too simplistic and, even if implemented and used properly, it may not produce any sort of significant results.

Further Recommendations:

- a) There is a need to continue to make the results of additional educational indicators, other than provincial assessment results, available to the public so that there is a shift of focus away from the end results and more emphasis placed on the elements that **lead** to improved academic results.
- b) The Educational Services Division must begin to tailor data collection to the specific, and most critical, required information. This includes deciding what outcomes are most important to measure and implementing techniques that reliably and accurately measure these outcomes.
- c) Similarly, a comprehensive assessment of all staff data requirements (and desires) should be conducted so that a data collection and analysis plan can be properly developed.
- d) If Option #1, above, is not adopted, the Division needs, at minimum, a rudimentary strategic plan which runs parallel to any system plan (i.e. *When Kids Come First* and/or NB3-21C). This new strategic plan must be focused on staff processes and actions that pinpoint how the Division fits into the system plan rather than general statements that do not adequately guide internal staff decisions and actions.
- e) Develop an internal communication action strategy that formalizes the dissemination of important information to all staff on an “as it happens” basis rather than at staff meetings or from public announcements which may or may not be scheduled in a timely fashion. Information should include the rationale for management decisions to allow employees to understand the system/division framework as it materializes. This should make personal work planning easier and more relevant as it will minimize employee lag time and incongruent individual staff work decisions.
- f) Finally, management should assist employees to create their own performance indicators with neither the intention of rewarding or penalizing employees, but rather to help guide their work and to allow them to adjust work plans, where necessary, on a continuous basis. Branches should also collaboratively develop branch indicators and measures and continue to review these, at least semi-annually, so that on-going projects can be adjusted accordingly based on what is working, what is not and what is not possible due to system constraints which are out of the control of the affected branch.

CONCLUSION

The goal of this report was to provide some initial background information on the utility of implementing a performance measurement system as well as detailing some of the best practices and key components of any performance measurement plan. Where possible, the intent was to briefly explain how the Balanced Scorecard method could be introduced to the New Brunswick Department of Education without the extensive use of new resources in order to maximize potential success and the long-term sustainability of any new measurement initiative. The second major goal was to take some of the existing Departmental data and analyze it to determine the areas where the largest potential for organizational mission success may lie. The final goal was to get a sense of the current state of the Educational Services Division in terms of those areas which could lead to the development of a properly functioning performance measurement system including strategic plan alignment, data collection and management, internal target reporting and use of indicators to adjust work plans and employee focus. A comprehensive literature review, perception survey data analysis report and the results of the staff survey, all contained in this report, should provide baseline information for the continuing development of a plan that will best meet the needs of the Division in terms of both its internal planning/organizational improvement and its need to increase public accountability measures.

The Recommendations section provides a number of possible ways the management team could proceed with a performance management plan. However, before an approach can be chosen, the management team will need to decide how much time and resources can be spent on collective staff planning. In addition, the areas of primary focus will need to be determined which may have to be arbitrarily imposed on staff or jointly discussed and developed together. Either way, the Balanced Scorecard method explored in this report or a similar target tracking system will need to be applied to specific, and measurable, Divisional goals. This new system will also have to be understood and used by all staff in order to ensure its success. At minimum, the six subsequent recommendations including public indicator reporting, staff data planning, the development of an internal strategic plan and communication strategy and the creation of individual/branch indicators should be adopted by the Educational Services Division.

To round-out the plans presented in this report, a number of data gaps, which still exist, must be filled. First, as mentioned, an inventory of existing databases and staff data requirements should be developed. Secondly, a more formalized method of measuring stakeholder satisfaction of Departmental performance should be conducted, potentially on an on-going basis as new Departmental initiatives or Plan milestones occur. Related to this, a comprehensive stakeholder analysis, SWOC analysis and strategic issues analysis should be undertaken before the internal Division planning can properly proceed. Finally, it

should be noted that the data analysis contained in this report is very preliminary and, as mentioned earlier, causal conclusions cannot be arrived at with this data. Still, it should serve as a guideline for further study. As the data collection process of the Educational Services Division matures, more detailed and year-over-year analysis should be done to confirm (or dispute) what has already been done and to identify additional areas of inquiry.

As mentioned, the primary goal of this report was to provide the Educational Services Division with a tool to begin the process of reforming the way it plans and follows through on educational initiatives. While the components have been structured to provide a cohesive report, they may also exist independently of one another. Even though it is unlikely that the client will adopt all recommendations, hopefully, it will allow the process of instituting a performance measurement system to be initiated and it will ideally provide value-added information to assist management with its plan to pursue organizational improvement and Divisional focus.

APPENDICES

Appendix A

Correlations Between School Mean Assessment Score and Percent Agreement on Student Perception Survey Questions

Survey Question	Corr.	p
S1: I feel safe at this school.	.433	.000
S2: My teachers care about my success.	.226	.001
S3: My teachers help me in class.	.209	.002
S4: My teachers expect work of high quality from me.	.290	.000
S5: My teachers expect me to work hard.	.207	.002
S6: The work that I do in class is too easy.	-.182	.007
S7: At the end of each class or subject lesson, summarizing or reviewing takes place.	.133	.050
S8: My teachers check my homework regularly.	.213	.001
S9: We always have lots of time to think about difficult questions.	.194	.004
S10: My teachers get excited about what they teach us.	.220	.001
S11: My teachers use many examples when explaining things.	.216	.001
S12: My teachers care about my feelings.	.249	.000
S13: My teachers control my classes in a firm but pleasant way.	.379	.000
S14: My teachers show me how to do things when I am having difficulties.	.230	.001
S15: My teachers encourage me to improve my work.	.124	.068
S16: The work that I do in class is often too hard.	-.378	.000
S17: My teachers always give me feedback about my work.	.270	.000
S18: I often run out of time to complete my work in class.	.261	.000
S19: My teachers explain things clearly to me.	.211	.002
S20: My teachers enjoy teaching.	.236	.000
S21: The teachers often have to wait a long time for everyone to quiet down.	-.471	.000
S22: My teachers accept me for who I am.	.218	.001
S23: My teachers get upset with our classes only when we deserve it.	.161	.017
S24: My teachers care if I am not doing well.	.187	.005
S25: My teachers give me challenging work which I am expected to finish.	.179	.008
S26: Teachers use many ways to help us learn new topics.	.116	.088
S27: My teachers give me helpful comments about my work.	.242	.000
S28: There is often time to complete homework in class.	-.156	.021
S29: I understand what is taught in class.	.335	.000
S30: My teachers make the work we do interesting.	.249	.000
S31: When the teacher tells students something they pay attention.	.425	.000
S32: Students usually do homework on time.	.397	.000
S33: Rules in this school are fair.	.264	.000
S34: My teachers take time to help me when I am having trouble.	.281	.000
S35: My teachers expect me to try my hardest.	.207	.002
S36: My teachers praise me when I do well.	.202	.003
S37: I often finish my class work before other students.	.150	.027
S38: Lessons in class are well organized.	.345	.000
S39: My teachers put a lot of energy into teaching our classes.	.204	.002
S40: There is a set of behaviour rules for students to follow.	.271	.000
S41: I feel like I belong at this school.	.384	.000
S42: My teachers often expect us to do a lot of homework.	-.110	.104
S43: My teachers give me help quickly when I need it.	.228	.001

S44: My teachers ask challenging questions of all students.	.224	.001
S45: I am often taught things I already know.	-.280	.000
S46: My teachers tell me when I make mistakes.	.162	.017
S47: I often feel that there is too much to learn in my classes.	-.288	.000
S48: My teachers give us clear instructions.	.256	.000
S49: My teachers inspire me to learn.	.183	.007
S50: Students never get bullied at my school.	.239	.000
S51: Punishment for breaking the rules is just right.	.230	.001
S52: I receive the services I need to support my learning.	.204	.002
S53: In many of my classes, most of the time is used to sit and listen to the teacher.	-.131	.052
S54: At the beginning of classes, teachers tell us what we are going to do.	.182	.007
S55: My classes are rarely interrupted by announcements or visitors.	.330	.000
S56: Teachers are well prepared for our classes.	.282	.000
S57: I enjoy learning new things at school.	.297	.000
S58: Students at this school know what “good behaviour” is.	.380	.000
S59: If you break a rule and get caught, there are consequences.	.171	.011
S60: Students think it is important to do well at school.	.316	.000
S61: Students start working as soon as the lesson begins.	.243	.000
S62: My teachers give homework regularly.	.351	.000
S63: My things never get stolen or broken at this school.	.404	.000
S64: Students feel they can do the work in class if they try.	.312	.000
S65: My teachers often give different tasks to different students.	-.025	.709
S66: My teachers often provide opportunities for me to work with other students.	.291	.000
S67: My teachers expect all students to do well.	.184	.006
S68: My teachers explain things in many different ways.	.181	.007
S69: My classes are often noisy and disorderly.	-.469	.000
S70: My teachers understand my point of view.	.227	.001
S71: Students know what will happen to them if they break a rule.	.223	.001
S72: Doing my homework helps me to understand what is learned in class.	.261	.000
S73: Teachers set challenges for, and have high expectations of, each student.	.329	.000
S74: I have been bullied in the past 12 months.	-.200	.003

Correlations between Grade 4 English Literacy Assessment Results (Reading) and
Percent Agreement on Student Perception Survey Questions

Survey Question	Corr.	p
S1: I feel safe at this school.	.270	.001
S2: My teachers care about my success.	.222	.007
S3: My teachers help me in class.	.213	.010
S4: My teachers expect work of high quality from me.	.164	.048
S5: My teachers expect me to work hard.	.176	.034
S6: The work that I do in class is too easy.	-.232	.005
S7: At the end of each class or subject lesson, summarizing or reviewing takes place.	.053	.524
S8: My teachers check my homework regularly.	.223	.007
S9: We always have lots of time to think about difficult questions.	.190	.021
S10: My teachers get excited about what they teach us.	.087	.298
S11: My teachers use many examples when explaining things.	.214	.010
S12: My teachers care about my feelings.	.146	.080
S13: My teachers control my classes in a firm but pleasant way.	.282	.001
S14: My teachers show me how to do things when I am having difficulties.	.189	.022
S15: My teachers encourage me to improve my work.	.067	.420
S16: The work that I do in class is often too hard.	-.409	.000

S17: My teachers always give me feedback about my work.	.197	.017
S18: I often run out of time to complete my work in class.	-.234	.004
S19: My teachers explain things clearly to me.	.095	.254
S20: My teachers enjoy teaching.	.153	.066
S21: The teachers often have to wait a long time for everyone to quiet down.	-.368	.000
S22: My teachers accept me for who I am.	.154	.064
S23: My teachers get upset with our classes only when we deserve it.	.135	.103
S24: My teachers care if I am not doing well.	.285	.000
S25: My teachers give me challenging work which I am expected to finish.	.027	.747
S26: Teachers use many ways to help us learn new topics.	.103	.216
S27: My teachers give me helpful comments about my work.	.219	.008
S28: There is often time to complete homework in class.	-.035	.675
S29: I understand what is taught in class.	.346	.000
S30: My teachers make the work we do interesting.	.206	.013
S31: When the teacher tells students something they pay attention.	.305	.000
S32: Students usually do homework on time.	.296	.000
S33: Rules in this school are fair.	.170	.041
S34: My teachers take time to help me when I am having trouble.	.221	.007
S35: My teachers expect me to try my hardest.	.214	.009
S36: My teachers praise me when I do well.	.095	.252
S37: I often finish my class work before other students.	.110	.188
S38: Lessons in class are well organized.	.257	.002
S39: My teachers put a lot of energy into teaching our classes.	.130	.117
S40: There is a set of behaviour rules for students to follow.	.219	.008
S41: I feel like I belong at this school.	.305	.000
S42: My teachers often expect us to do a lot of homework.	-.168	.042
S43: My teachers give me help quickly when I need it.	.065	.436
S44: My teachers ask challenging questions of all students.	.134	.108
S45: I am often taught things I already know.	-.204	.014
S46: My teachers tell me when I make mistakes.	.145	.081
S47: I often feel that there is too much to learn in my classes.	-.396	.000
S48: My teachers give us clear instructions.	.190	.022
S49: My teachers inspire me to learn.	.149	.072
S50: Students never get bullied at my school.	.163	.050
S51: Punishment for breaking the rules is just right.	.192	.020
S52: I receive the services I need to support my learning.	.042	.614
S53: In many of my classes, most of the time is used to sit and listen to the teacher.	-.153	.065
S54: At the beginning of classes, teachers tell us what we are going to do.	.128	.123
S55: My classes are rarely interrupted by announcements or visitors.	.298	.000
S56: Teachers are well prepared for our classes.	.165	.046
S57: I enjoy learning new things at school.	.189	.022
S58: Students at this school know what "good behaviour" is.	.265	.001
S59: If you break a rule and get caught, there are consequences.	.149	.073
S60: Students think it is important to do well at school.	.190	.022
S61: Students start working as soon as the lesson begins.	.122	.144
S62: My teachers give homework regularly.	.319	.000
S63: My things never get stolen or broken at this school.	.343	.000
S64: Students feel they can do the work in class if they try.	.224	.007
S65: My teachers often give different tasks to different students.	-.084	.311
S66: My teachers often provide opportunities for me to work with other students.	.164	.047
S67: My teachers expect all students to do well.	.166	.045
S68: My teachers explain things in many different ways.	.188	.023
S69: My classes are often noisy and disorderly.	-.385	.000

S70: My teachers understand my point of view.	.185	.026
S71: Students know what will happen to them if they break a rule.	.131	.116
S72: Doing my homework helps me to understand what is learned in class.	.184	.026
S73: Teachers set challenges for, and have high expectations of, each student.	.254	.002
S74: I have been bullied in the past 12 months.	-.168	.043

Correlations between Grade 4 English Literacy Assessment Results (Writing) and
Percent Agreement on Student Perception Survey Questions

Survey Question	Corr.	p
S1: I feel safe at this school.	.274	.001
S2: My teachers care about my success.	.176	.034
S3: My teachers help me in class.	.186	.025
S4: My teachers expect work of high quality from me.	.132	.112
S5: My teachers expect me to work hard.	.137	.098
S6: The work that I do in class is too easy.	-.038	.649
S7: At the end of each class or subject lesson, summarizing or reviewing takes place.	-.019	.819
S8: My teachers check my homework regularly.	.132	.111
S9: We always have lots of time to think about difficult questions.	.155	.062
S10: My teachers get excited about what they teach us.	.002	.978
S11: My teachers use many examples when explaining things.	.163	.049
S12: My teachers care about my feelings.	.148	.074
S13: My teachers control my classes in a firm but pleasant way.	.219	.008
S14: My teachers show me how to do things when I am having difficulties.	.189	.023
S15: My teachers encourage me to improve my work.	-.020	.808
S16: The work that I do in class is often too hard.	-.333	.000
S17: My teachers always give me feedback about my work.	.174	.036
S18: I often run out of time to complete my work in class.	-.233	.005
S19: My teachers explain things clearly to me.	.165	.047
S20: My teachers enjoy teaching.	.188	.023
S21: The teachers often have to wait a long time for everyone to quiet down.	-.156	.059
S22: My teachers accept me for who I am.	.149	.072
S23: My teachers get upset with our classes only when we deserve it.	.117	.160
S24: My teachers care if I am not doing well.	.209	.011
S25: My teachers give me challenging work which I am expected to finish.	.090	.282
S26: Teachers use many ways to help us learn new topics.	.133	.108
S27: My teachers give me helpful comments about my work.	.206	.012
S28: There is often time to complete homework in class.	.008	.927
S29: I understand what is taught in class.	.270	.001
S30: My teachers make the work we do interesting.	.209	.011
S31: When the teacher tells students something they pay attention.	.219	.008
S32: Students usually do homework on time.	.249	.002
S33: Rules in this school are fair.	.134	.106
S34: My teachers take time to help me when I am having trouble.	.255	.002
S35: My teachers expect me to try my hardest.	.256	.002
S36: My teachers praise me when I do well.	.116	.162
S37: I often finish my class work before other students.	.034	.687
S38: Lessons in class are well organized.	.221	.007
S39: My teachers put a lot of energy into teaching our classes.	.169	.042
S40: There is a set of behaviour rules for students to follow.	.208	.012
S41: I feel like I belong at this school.	.228	.006

S42: My teachers often expect us to do a lot of homework.	-.132	.111
S43: My teachers give me help quickly when I need it.	.068	.417
S44: My teachers ask challenging questions of all students.	-.018	.829
S45: I am often taught things I already know.	-.121	.145
S46: My teachers tell me when I make mistakes.	.105	.207
S47: I often feel that there is too much to learn in my classes.	-.225	.006
S48: My teachers give us clear instructions.	.152	.066
S49: My teachers inspire me to learn.	.110	.186
S50: Students never get bullied at my school.	-.036	.662
S51: Punishment for breaking the rules is just right.	.132	.112
S52: I receive the services I need to support my learning.	.129	.120
S53: In many of my classes, most of the time is used to sit and listen to the teacher.	-.099	.233
S54: At the beginning of classes, teachers tell us what we are going to do.	.087	.295
S55: My classes are rarely interrupted by announcements or visitors.	.085	.309
S56: Teachers are well prepared for our classes.	.210	.011
S57: I enjoy learning new things at school.	.152	.068
S58: Students at this school know what “good behaviour” is.	.164	.047
S59: If you break a rule and get caught, there are consequences.	.255	.002
S60: Students think it is important to do well at school.	.181	.029
S61: Students start working as soon as the lesson begins.	.133	.109
S62: My teachers give homework regularly.	.257	.002
S63: My things never get stolen or broken at this school.	.153	.065
S64: Students feel they can do the work in class if they try.	.203	.014
S65: My teachers often give different tasks to different students.	-.043	.607
S66: My teachers often provide opportunities for me to work with other students.	.172	.038
S67: My teachers expect all students to do well.	.182	.028
S68: My teachers explain things in many different ways.	.172	.038
S69: My classes are often noisy and disorderly.	-.214	.010
S70: My teachers understand my point of view.	.068	.417
S71: Students know what will happen to them if they break a rule.	.139	.093
S72: Doing my homework helps me to understand what is learned in class.	.175	.035
S73: Teachers set challenges for, and have high expectations of, each student.	.173	.036
S74: I have been bullied in the past 12 months.	-.046	.580

Correlations between Grade 4 French Immersion Literacy Assessment Results (Reading) and
Percent Agreement on Student Perception Survey Questions

Survey Question	Corr.	p
S1: I feel safe at this school.	.126	.354
S2: My teachers care about my success.	.133	.330
S3: My teachers help me in class.	.116	.393
S4: My teachers expect work of high quality from me.	.194	.152
S5: My teachers expect me to work hard.	.037	.786
S6: The work that I do in class is too easy.	-.094	.492
S7: At the end of each class or subject lesson, summarizing or reviewing takes place.	.053	.697
S8: My teachers check my homework regularly.	-.056	.680
S9: We always have lots of time to think about difficult questions.	.107	.431
S10: My teachers get excited about what they teach us.	.121	.374
S11: My teachers use many examples when explaining things.	.093	.495
S12: My teachers care about my feelings.	-.026	.847
S13: My teachers control my classes in a firm but pleasant way.	.156	.250
S14: My teachers show me how to do things when I am having difficulties.	.090	.510

S15: My teachers encourage me to improve my work.	.207	.125
S16: The work that I do in class is often too hard.	-.107	.432
S17: My teachers always give me feedback about my work.	.074	.589
S18: I often run out of time to complete my work in class.	-.042	.759
S19: My teachers explain things clearly to me.	-.005	.971
S20: My teachers enjoy teaching.	-.066	.629
S21: The teachers often have to wait a long time for everyone to quiet down.	-.392	.003
S22: My teachers accept me for who I am.	-.052	.701
S23: My teachers get upset with our classes only when we deserve it.	.041	.767
S24: My teachers care if I am not doing well.	-.006	.967
S25: My teachers give me challenging work which I am expected to finish.	-.054	.693
S26: Teachers use many ways to help us learn new topics.	.006	.967
S27: My teachers give me helpful comments about my work.	.024	.858
S28: There is often time to complete homework in class.	.000	.998
S29: I understand what is taught in class.	.132	.333
S30: My teachers make the work we do interesting.	.019	.887
S31: When the teacher tells students something they pay attention.	.125	.360
S32: Students usually do homework on time.	.103	.448
S33: Rules in this school are fair.	-.025	.853
S34: My teachers take time to help me when I am having trouble.	.057	.677
S35: My teachers expect me to try my hardest.	.102	.454
S36: My teachers praise me when I do well.	.005	.973
S37: I often finish my class work before other students.	.051	.709
S38: Lessons in class are well organized.	.093	.498
S39: My teachers put a lot of energy into teaching our classes.	.016	.908
S40: There is a set of behaviour rules for students to follow.	.124	.364
S41: I feel like I belong at this school.	-.019	.887
S42: My teachers often expect us to do a lot of homework.	-.146	.283
S43: My teachers give me help quickly when I need it.	-.032	.817
S44: My teachers ask challenging questions of all students.	.064	.642
S45: I am often taught things I already know.	-.053	.696
S46: My teachers tell me when I make mistakes.	-.006	.966
S47: I often feel that there is too much to learn in my classes.	-.195	.151
S48: My teachers give us clear instructions.	.045	.743
S49: My teachers inspire me to learn.	-.033	.811
S50: Students never get bullied at my school.	-.100	.462
S51: Punishment for breaking the rules is just right.	.064	.642
S52: I receive the services I need to support my learning.	.104	.447
S53: In many of my classes, most of the time is used to sit and listen to the teacher.	-.217	.109
S54: At the beginning of classes, teachers tell us what we are going to do.	.082	.549
S55: My classes are rarely interrupted by announcements or visitors.	-.004	.974
S56: Teachers are well prepared for our classes.	.061	.654
S57: I enjoy learning new things at school.	.045	.740
S58: Students at this school know what "good behaviour" is.	.022	.869
S59: If you break a rule and get caught, there are consequences.	.033	.809
S60: Students think it is important to do well at school.	-.007	.960
S61: Students start working as soon as the lesson begins.	.048	.723
S62: My teachers give homework regularly.	-.017	.900
S63: My things never get stolen or broken at this school.	.146	.282
S64: Students feel they can do the work in class if they try.	-.028	.836
S65: My teachers often give different tasks to different students.	.001	.996
S66: My teachers often provide opportunities for me to work with other students.	.017	.899
S67: My teachers expect all students to do well.	.069	.611

S68: My teachers explain things in many different ways.	.037	.789
S69: My classes are often noisy and disorderly.	-.243	.071
S70: My teachers understand my point of view.	.016	.905
S71: Students know what will happen to them if they break a rule.	.100	.465
S72: Doing my homework helps me to understand what is learned in class.	-.058	.671
S73: Teachers set challenges for, and have high expectations of, each student.	-.073	.592
S74: I have been bullied in the past 12 months.	.095	.487

Correlations between Grade 4 French Immersion Literacy Assessment Results (Writing) and
Percent Agreement on Student Perception Survey Questions

Survey Question	Corr.	p
S1: I feel safe at this school.	.075	.585
S2: My teachers care about my success.	.160	.239
S3: My teachers help me in class.	.049	.720
S4: My teachers expect work of high quality from me.	.138	.310
S5: My teachers expect me to work hard.	.074	.588
S6: The work that I do in class is too easy.	-.082	.550
S7: At the end of each class or subject lesson, summarizing or reviewing takes place.	.182	.180
S8: My teachers check my homework regularly.	.016	.909
S9: We always have lots of time to think about difficult questions.	.209	.122
S10: My teachers get excited about what they teach us.	.165	.225
S11: My teachers use many examples when explaining things.	.143	.292
S12: My teachers care about my feelings.	.147	.280
S13: My teachers control my classes in a firm but pleasant way.	.181	.181
S14: My teachers show me how to do things when I am having difficulties.	.143	.294
S15: My teachers encourage me to improve my work.	.205	.130
S16: The work that I do in class is often too hard.	.027	.846
S17: My teachers always give me feedback about my work.	.260	.053
S18: I often run out of time to complete my work in class.	.053	.698
S19: My teachers explain things clearly to me.	.060	.659
S20: My teachers enjoy teaching.	.033	.808
S21: The teachers often have to wait a long time for everyone to quiet down.	-.132	.332
S22: My teachers accept me for who I am.	.104	.447
S23: My teachers get upset with our classes only when we deserve it.	.059	.665
S24: My teachers care if I am not doing well.	-.029	.829
S25: My teachers give me challenging work which I am expected to finish.	.074	.587
S26: Teachers use many ways to help us learn new topics.	.101	.459
S27: My teachers give me helpful comments about my work.	.141	.299
S28: There is often time to complete homework in class.	-.026	.846
S29: I understand what is taught in class.	-.059	.665
S30: My teachers make the work we do interesting.	.201	.138
S31: When the teacher tells students something they pay attention.	.037	.786
S32: Students usually do homework on time.	.205	.130
S33: Rules in this school are fair.	.080	.557
S34: My teachers take time to help me when I am having trouble.	.194	.151
S35: My teachers expect me to try my hardest.	.131	.337
S36: My teachers praise me when I do well.	.178	.189
S37: I often finish my class work before other students.	-.015	.911
S38: Lessons in class are well organized.	.173	.203
S39: My teachers put a lot of energy into teaching our classes.	.167	.219
S40: There is a set of behaviour rules for students to follow.	.176	.195

S41: I feel like I belong at this school.	.030	.828
S42: My teachers often expect us to do a lot of homework.	-.178	.190
S43: My teachers give me help quickly when I need it.	.127	.350
S44: My teachers ask challenging questions of all students.	.241	.074
S45: I am often taught things I already know.	-.078	.568
S46: My teachers tell me when I make mistakes.	.233	.084
S47: I often feel that there is too much to learn in my classes.	-.068	.616
S48: My teachers give us clear instructions.	.174	.199
S49: My teachers inspire me to learn.	.131	.337
S50: Students never get bullied at my school.	-.059	.667
S51: Punishment for breaking the rules is just right.	.111	.417
S52: I receive the services I need to support my learning.	.083	.544
S53: In many of my classes, most of the time is used to sit and listen to the teacher.	-.155	.254
S54: At the beginning of classes, teachers tell us what we are going to do.	.166	.221
S55: My classes are rarely interrupted by announcements or visitors.	.183	.176
S56: Teachers are well prepared for our classes.	.126	.357
S57: I enjoy learning new things at school.	.134	.324
S58: Students at this school know what “good behaviour” is.	.133	.328
S59: If you break a rule and get caught, there are consequences.	.137	.313
S60: Students think it is important to do well at school.	.130	.340
S61: Students start working as soon as the lesson begins.	.193	.154
S62: My teachers give homework regularly.	-.037	.789
S63: My things never get stolen or broken at this school.	.013	.923
S64: Students feel they can do the work in class if they try.	.107	.434
S65: My teachers often give different tasks to different students.	.235	.081
S66: My teachers often provide opportunities for me to work with other students.	.093	.495
S67: My teachers expect all students to do well.	.126	.353
S68: My teachers explain things in many different ways.	.204	.132
S69: My classes are often noisy and disorderly.	-.079	.564
S70: My teachers understand my point of view.	.124	.362
S71: Students know what will happen to them if they break a rule.	.169	.214
S72: Doing my homework helps me to understand what is learned in class.	.084	.539
S73: Teachers set challenges for, and have high expectations of, each student.	.251	.062
S74: I have been bullied in the past 12 months.	-.013	.926

Correlations between Grade 5 Math Assessment Results and
Percent Agreement on Student Perception Survey Questions

Survey Question	Corr.	p
S1: I feel safe at this school.	.364	.000
S2: My teachers care about my success.	.253	.002
S3: My teachers help me in class.	.160	.053
S4: My teachers expect work of high quality from me.	.267	.001
S5: My teachers expect me to work hard.	.265	.001
S6: The work that I do in class is too easy.	-.264	.001
S7: At the end of each class or subject lesson, summarizing or reviewing takes place.	.224	.007
S8: My teachers check my homework regularly.	.287	.000
S9: We always have lots of time to think about difficult questions.	.196	.018
S10: My teachers get excited about what they teach us.	.165	.046
S11: My teachers use many examples when explaining things.	.209	.011
S12: My teachers care about my feelings.	.249	.002

S13: My teachers control my classes in a firm but pleasant way.	.346	.000
S14: My teachers show me how to do things when I am having difficulties.	.192	.020
S15: My teachers encourage me to improve my work.	.192	.020
S16: The work that I do in class is often too hard.	-.310	.000
S17: My teachers always give me feedback about my work.	.351	.000
S18: I often run out of time to complete my work in class.	-.392	.000
S19: My teachers explain things clearly to me.	.291	.000
S20: My teachers enjoy teaching.	.223	.007
S21: The teachers often have to wait a long time for everyone to quiet down.	-.559	.000
S22: My teachers accept me for who I am.	.232	.005
S23: My teachers get upset with our classes only when we deserve it.	.129	.119
S24: My teachers care if I am not doing well.	.190	.021
S25: My teachers give me challenging work which I am expected to finish.	.200	.015
S26: Teachers use many ways to help us learn new topics.	.090	.280
S27: My teachers give me helpful comments about my work.	.236	.004
S28: There is often time to complete homework in class.	-.172	.038
S29: I understand what is taught in class.	.266	.001
S30: My teachers make the work we do interesting.	.245	.003
S31: When the teacher tells students something they pay attention.	.443	.000
S32: Students usually do homework on time.	.394	.000
S33: Rules in this school are fair.	.203	.014
S34: My teachers take time to help me when I am having trouble.	.194	.019
S35: My teachers expect me to try my hardest.	.272	.001
S36: My teachers praise me when I do well.	.180	.030
S37: I often finish my class work before other students.	.200	.016
S38: Lessons in class are well organized.	.252	.002
S39: My teachers put a lot of energy into teaching our classes.	.172	.038
S40: There is a set of behaviour rules for students to follow.	.210	.011
S41: I feel like I belong at this school.	.290	.000
S42: My teachers often expect us to do a lot of homework.	-.175	.035
S43: My teachers give me help quickly when I need it.	.251	.002
S44: My teachers ask challenging questions of all students.	.171	.040
S45: I am often taught things I already know.	-.326	.000
S46: My teachers tell me when I make mistakes.	.217	.009
S47: I often feel that there is too much to learn in my classes.	-.333	.000
S48: My teachers give us clear instructions.	.229	.005
S49: My teachers inspire me to learn.	.219	.008
S50: Students never get bullied at my school.	.307	.000
S51: Punishment for breaking the rules is just right.	.238	.004
S52: I receive the services I need to support my learning.	.163	.050
S53: In many of my classes, most of the time is used to sit and listen to the teacher.	-.322	.000
S54: At the beginning of classes, teachers tell us what we are going to do.	.235	.004
S55: My classes are rarely interrupted by announcements or visitors.	.292	.000
S56: Teachers are well prepared for our classes.	.201	.015
S57: I enjoy learning new things at school.	.221	.007
S58: Students at this school know what "good behaviour" is.	.360	.000
S59: If you break a rule and get caught, there are consequences.	.194	.019
S60: Students think it is important to do well at school.	.327	.000
S61: Students start working as soon as the lesson begins.	.228	.006
S62: My teachers give homework regularly.	.362	.000
S63: My things never get stolen or broken at this school.	.300	.000
S64: Students feel they can do the work in class if they try.	.289	.000
S65: My teachers often give different tasks to different students.	.076	.365

S66: My teachers often provide opportunities for me to work with other students.	.307	.000
S67: My teachers expect all students to do well.	.213	.010
S68: My teachers explain things in many different ways.	.228	.006
S69: My classes are often noisy and disorderly.	-.404	.000
S70: My teachers understand my point of view.	.280	.001
S71: Students know what will happen to them if they break a rule.	.350	.000
S72: Doing my homework helps me to understand what is learned in class.	.240	.004
S73: Teachers set challenges for, and have high expectations of, each student.	.370	.000
S74: I have been bullied in the past 12 months.	-.141	.090

Correlations between Grade 7 English Literacy Assessment Results (Reading) and
Percent Agreement on Student Perception Survey Questions

Survey Question	Corr.	sig
S1: I feel safe at this school.	.252	.019
S2: My teachers care about my success.	-.109	.316
S3: My teachers help me in class.	-.044	.686
S4: My teachers expect work of high quality from me.	.175	.105
S5: My teachers expect me to work hard.	.088	.418
S6: The work that I do in class is too easy.	-.353	.001
S7: At the end of each class or subject lesson, summarizing or reviewing takes place.	-.112	.302
S8: My teachers check my homework regularly.	.127	.240
S9: We always have lots of time to think about difficult questions.	-.122	.260
S10: My teachers get excited about what they teach us.	-.164	.129
S11: My teachers use many examples when explaining things.	-.117	.278
S12: My teachers care about my feelings.	-.178	.100
S13: My teachers control my classes in a firm but pleasant way.	.026	.814
S14: My teachers show me how to do things when I am having difficulties.	-.049	.651
S15: My teachers encourage me to improve my work.	-.083	.442
S16: The work that I do in class is often too hard.	-.280	.009
S17: My teachers always give me feedback about my work.	-.172	.112
S18: I often run out of time to complete my work in class.	-.150	.166
S19: My teachers explain things clearly to me.	-.151	.164
S20: My teachers enjoy teaching.	-.212	.049
S21: The teachers often have to wait a long time for everyone to quiet down.	-.434	.000
S22: My teachers accept me for who I am.	-.212	.049
S23: My teachers get upset with our classes only when we deserve it.	-.021	.844
S24: My teachers care if I am not doing well.	-.074	.495
S25: My teachers give me challenging work which I am expected to finish.	.349	.001
S26: Teachers use many ways to help us learn new topics.	-.167	.123
S27: My teachers give me helpful comments about my work.	-.212	.049
S28: There is often time to complete homework in class.	-.061	.574
S29: I understand what is taught in class.	.027	.801
S30: My teachers make the work we do interesting.	-.187	.082
S31: When the teacher tells students something they pay attention.	.150	.166
S32: Students usually do homework on time.	.114	.292
S33: Rules in this school are fair.	-.045	.681
S34: My teachers take time to help me when I am having trouble.	-.019	.861
S35: My teachers expect me to try my hardest.	-.114	.293
S36: My teachers praise me when I do well.	-.182	.092
S37: I often finish my class work before other students.	-.168	.120

S38: Lessons in class are well organized.	-.049	.655
S39: My teachers put a lot of energy into teaching our classes.	-.224	.037
S40: There is a set of behaviour rules for students to follow.	-.025	.820
S41: I feel like I belong at this school.	-.002	.987
S42: My teachers often expect us to do a lot of homework.	.253	.018
S43: My teachers give me help quickly when I need it.	-.057	.598
S44: My teachers ask challenging questions of all students.	-.028	.794
S45: I am often taught things I already know.	-.346	.001
S46: My teachers tell me when I make mistakes.	-.127	.242
S47: I often feel that there is too much to learn in my classes.	-.124	.254
S48: My teachers give us clear instructions.	-.135	.211
S49: My teachers inspire me to learn.	-.235	.028
S50: Students never get bullied at my school.	-.082	.451
S51: Punishment for breaking the rules is just right.	-.199	.064
S52: I receive the services I need to support my learning.	-.014	.898
S53: In many of my classes, most of the time is used to sit and listen to the teacher.	-.100	.357
S54: At the beginning of classes, teachers tell us what we are going to do.	-.304	.004
S55: My classes are rarely interrupted by announcements or visitors.	.056	.606
S56: Teachers are well prepared for our classes.	-.050	.645
S57: I enjoy learning new things at school.	-.189	.079
S58: Students at this school know what “good behaviour” is.	.014	.897
S59: If you break a rule and get caught, there are consequences.	-.043	.695
S60: Students think it is important to do well at school.	-.125	.249
S61: Students start working as soon as the lesson begins.	-.108	.320
S62: My teachers give homework regularly.	.204	.058
S63: My things never get stolen or broken at this school.	.154	.154
S64: Students feel they can do the work in class if they try.	-.130	.231
S65: My teachers often give different tasks to different students.	-.440	.000
S66: My teachers often provide opportunities for me to work with other students.	-.128	.236
S67: My teachers expect all students to do well.	-.130	.231
S68: My teachers explain things in many different ways.	-.177	.100
S69: My classes are often noisy and disorderly.	-.331	.002
S70: My teachers understand my point of view.	-.183	.091
S71: Students know what will happen to them if they break a rule.	-.131	.227
S72: Doing my homework helps me to understand what is learned in class.	-.178	.098
S73: Teachers set challenges for, and have high expectations of, each student.	.062	.565
S74: I have been bullied in the past 12 months.	-.206	.055

Correlations between Grade 7 English Literacy Assessment Results (Writing) and
Percent Agreement on Student Perception Survey Questions

Survey Question	Corr.	p
S1: I feel safe at this school.	.198	.066
S2: My teachers care about my success.	-.011	.917
S3: My teachers help me in class.	.056	.608
S4: My teachers expect work of high quality from me.	.111	.307
S5: My teachers expect me to work hard.	.116	.287
S6: The work that I do in class is too easy.	-.560	.000
S7: At the end of each class or subject lesson, summarizing or reviewing takes place.	-.198	.067
S8: My teachers check my homework regularly.	-.041	.706
S9: We always have lots of time to think about difficult questions.	-.104	.337
S10: My teachers get excited about what they teach us.	-.067	.535
S11: My teachers use many examples when explaining things.	-.079	.465

S12: My teachers care about my feelings.	-.184	.088
S13: My teachers control my classes in a firm but pleasant way.	.132	.225
S14: My teachers show me how to do things when I am having difficulties.	-.024	.827
S15: My teachers encourage me to improve my work.	.003	.977
S16: The work that I do in class is often too hard.	-.337	.001
S17: My teachers always give me feedback about my work.	-.154	.155
S18: I often run out of time to complete my work in class.	-.155	.151
S19: My teachers explain things clearly to me.	-.150	.167
S20: My teachers enjoy teaching.	-.155	.151
S21: The teachers often have to wait a long time for everyone to quiet down.	-.334	.002
S22: My teachers accept me for who I am.	-.156	.149
S23: My teachers get upset with our classes only when we deserve it.	.106	.329
S24: My teachers care if I am not doing well.	-.073	.505
S25: My teachers give me challenging work which I am expected to finish.	.362	.001
S26: Teachers use many ways to help us learn new topics.	-.177	.102
S27: My teachers give me helpful comments about my work.	-.194	.072
S28: There is often time to complete homework in class.	-.045	.677
S29: I understand what is taught in class.	.059	.587
S30: My teachers make the work we do interesting.	-.163	.131
S31: When the teacher tells students something they pay attention.	.146	.179
S32: Students usually do homework on time.	.045	.677
S33: Rules in this school are fair.	-.085	.433
S34: My teachers take time to help me when I am having trouble.	.064	.556
S35: My teachers expect me to try my hardest.	-.075	.490
S36: My teachers praise me when I do well.	-.179	.097
S37: I often finish my class work before other students.	-.113	.296
S38: Lessons in class are well organized.	.006	.954
S39: My teachers put a lot of energy into teaching our classes.	-.096	.378
S40: There is a set of behaviour rules for students to follow.	.032	.771
S41: I feel like I belong at this school.	.079	.469
S42: My teachers often expect us to do a lot of homework.	.257	.016
S43: My teachers give me help quickly when I need it.	-.059	.588
S44: My teachers ask challenging questions of all students.	.090	.405
S45: I am often taught things I already know.	-.314	.003
S46: My teachers tell me when I make mistakes.	.124	.253
S47: I often feel that there is too much to learn in my classes.	.049	.650
S48: My teachers give us clear instructions.	-.090	.405
S49: My teachers inspire me to learn.	-.200	.063
S50: Students never get bullied at my school.	-.177	.100
S51: Punishment for breaking the rules is just right.	-.206	.056
S52: I receive the services I need to support my learning.	.023	.832
S53: In many of my classes, most of the time is used to sit and listen to the teacher.	-.121	.263
S54: At the beginning of classes, teachers tell us what we are going to do.	-.136	.209
S55: My classes are rarely interrupted by announcements or visitors.	-.148	.171
S56: Teachers are well prepared for our classes.	.021	.843
S57: I enjoy learning new things at school.	-.149	.167
S58: Students at this school know what "good behaviour" is.	-.028	.798
S59: If you break a rule and get caught, there are consequences.	.033	.765
S60: Students think it is important to do well at school.	-.138	.204
S61: Students start working as soon as the lesson begins.	-.124	.254
S62: My teachers give homework regularly.	.124	.251
S63: My things never get stolen or broken at this school.	.094	.385
S64: Students feel they can do the work in class if they try.	-.157	.148

S65: My teachers often give different tasks to different students.	-.325	.002
S66: My teachers often provide opportunities for me to work with other students.	.007	.952
S67: My teachers expect all students to do well.	-.127	.241
S68: My teachers explain things in many different ways.	-.121	.263
S69: My classes are often noisy and disorderly.	-.258	.016
S70: My teachers understand my point of view.	-.169	.117
S71: Students know what will happen to them if they break a rule.	-.094	.386
S72: Doing my homework helps me to understand what is learned in class.	-.130	.231
S73: Teachers set challenges for, and have high expectations of, each student.	.102	.349
S74: I have been bullied in the past 12 months.	-.109	.313

Correlations between Grade 8 Math Assessment Results and
Percent Agreement on Student Perception Survey Questions

Survey Question	Corr.	p
S1: I feel safe at this school.	.267	.012
S2: My teachers care about my success.	.137	.204
S3: My teachers help me in class.	.203	.060
S4: My teachers expect work of high quality from me.	.314	.003
S5: My teachers expect me to work hard.	.187	.084
S6: The work that I do in class is too easy.	-.289	.007
S7: At the end of each class or subject lesson, summarizing or reviewing takes place.	.147	.175
S8: My teachers check my homework regularly.	.181	.093
S9: We always have lots of time to think about difficult questions.	.154	.154
S10: My teachers get excited about what they teach us.	.119	.271
S11: My teachers use many examples when explaining things.	.081	.455
S12: My teachers care about my feelings.	.043	.692
S13: My teachers control my classes in a firm but pleasant way.	.271	.011
S14: My teachers show me how to do things when I am having difficulties.	.180	.096
S15: My teachers encourage me to improve my work.	.086	.429
S16: The work that I do in class is often too hard.	-.372	.000
S17: My teachers always give me feedback about my work.	.073	.502
S18: I often run out of time to complete my work in class.	-.270	.011
S19: My teachers explain things clearly to me.	.109	.316
S20: My teachers enjoy teaching.	.029	.788
S21: The teachers often have to wait a long time for everyone to quiet down.	-.404	.000
S22: My teachers accept me for who I am.	-.007	.946
S23: My teachers get upset with our classes only when we deserve it.	.176	.102
S24: My teachers care if I am not doing well.	.069	.529
S25: My teachers give me challenging work which I am expected to finish.	.345	.001
S26: Teachers use many ways to help us learn new topics.	-.014	.895
S27: My teachers give me helpful comments about my work.	.073	.503
S28: There is often time to complete homework in class.	.023	.834
S29: I understand what is taught in class.	.263	.014
S30: My teachers make the work we do interesting.	.088	.416
S31: When the teacher tells students something they pay attention.	.274	.010
S32: Students usually do homework on time.	.241	.024
S33: Rules in this school are fair.	-.004	.967
S34: My teachers take time to help me when I am having trouble.	.188	.081
S35: My teachers expect me to try my hardest.	.078	.472
S36: My teachers praise me when I do well.	.052	.630
S37: I often finish my class work before other students.	.005	.962
S38: Lessons in class are well organized.	.226	.036

S39: My teachers put a lot of energy into teaching our classes.	.037	.772
S40: There is a set of behaviour rules for students to follow.	.108	.319
S41: I feel like I belong at this school.	.191	.076
S42: My teachers often expect us to do a lot of homework.	.155	.152
S43: My teachers give me help quickly when I need it.	.268	.012
S44: My teachers ask challenging questions of all students.	.204	.058
S45: I am often taught things I already know.	-.400	.000
S46: My teachers tell me when I make mistakes.	.203	.060
S47: I often feel that there is too much to learn in my classes.	-.052	.634
S48: My teachers give us clear instructions.	.105	.332
S49: My teachers inspire me to learn.	.054	.617
S50: Students never get bullied at my school.	.067	.537
S51: Punishment for breaking the rules is just right.	-.043	.695
S52: I receive the services I need to support my learning.	.181	.094
S53: In many of my classes, most of the time is used to sit and listen to the teacher.	-.068	.532
S54: At the beginning of classes, teachers tell us what we are going to do.	-.045	.680
S55: My classes are rarely interrupted by announcements or visitors.	.056	.608
S56: Teachers are well prepared for our classes.	.127	.239
S57: I enjoy learning new things at school.	.068	.531
S58: Students at this school know what “good behaviour” is.	.077	.481
S59: If you break a rule and get caught, there are consequences.	.014	.900
S60: Students think it is important to do well at school.	.024	.829
S61: Students start working as soon as the lesson begins.	.031	.776
S62: My teachers give homework regularly.	.291	.006
S63: My things never get stolen or broken at this school.	.294	.006
S64: Students feel they can do the work in class if they try.	.038	.725
S65: My teachers often give different tasks to different students.	-.194	.072
S66: My teachers often provide opportunities for me to work with other students.	.207	.054
S67: My teachers expect all students to do well.	.013	.905
S68: My teachers explain things in many different ways.	.016	.886
S69: My classes are often noisy and disorderly.	-.214	.047
S70: My teachers understand my point of view.	.040	.711
S71: Students know what will happen to them if they break a rule.	.041	.705
S72: Doing my homework helps me to understand what is learned in class.	.033	.762
S73: Teachers set challenges for, and have high expectations of, each student.	.212	.049
S74: I have been bullied in the past 12 months.	-.110	.312

Correlations between Grade 9 English Literacy Assessment Results (Reading) and
Percent Agreement on Student Perception Survey Questions

Survey Question	Corr.	p
S1: I feel safe at this school.	.417	.003
S2: My teachers care about my success.	.160	.268
S3: My teachers help me in class.	-.046	.750
S4: My teachers expect work of high quality from me.	.438	.001
S5: My teachers expect me to work hard.	.419	.002
S6: The work that I do in class is too easy.	-.120	.406
S7: At the end of each class or subject lesson, summarizing or reviewing takes place.	.169	.240
S8: My teachers check my homework regularly.	.245	.086
S9: We always have lots of time to think about difficult questions.	.065	.653
S10: My teachers get excited about what they teach us.	.331	.019
S11: My teachers use many examples when explaining things.	.160	.267

S12: My teachers care about my feelings.	.204	.155
S13: My teachers control my classes in a firm but pleasant way.	.305	.031
S14: My teachers show me how to do things when I am having difficulties.	.060	.680
S15: My teachers encourage me to improve my work.	.086	.552
S16: The work that I do in class is often too hard.	-.096	.508
S17: My teachers always give me feedback about my work.	.129	.373
S18: I often run out of time to complete my work in class.	.063	.663
S19: My teachers explain things clearly to me.	.134	.352
S20: My teachers enjoy teaching.	.257	.072
S21: The teachers often have to wait a long time for everyone to quiet down.	-.287	.043
S22: My teachers accept me for who I am.	.123	.396
S23: My teachers get upset with our classes only when we deserve it.	.122	.400
S24: My teachers care if I am not doing well.	.104	.470
S25: My teachers give me challenging work which I am expected to finish.	.471	.001
S26: Teachers use many ways to help us learn new topics.	.130	.369
S27: My teachers give me helpful comments about my work.	.095	.511
S28: There is often time to complete homework in class.	.272	.056
S29: I understand what is taught in class.	.213	.137
S30: My teachers make the work we do interesting.	.217	.130
S31: When the teacher tells students something they pay attention.	.534	.000
S32: Students usually do homework on time.	.374	.008
S33: Rules in this school are fair.	.435	.002
S34: My teachers take time to help me when I am having trouble.	.187	.193
S35: My teachers expect me to try my hardest.	.261	.067
S36: My teachers praise me when I do well.	.340	.016
S37: I often finish my class work before other students.	.050	.732
S38: Lessons in class are well organized.	.413	.003
S39: My teachers put a lot of energy into teaching our classes.	.184	.201
S40: There is a set of behaviour rules for students to follow.	.377	.007
S41: I feel like I belong at this school.	.508	.000
S42: My teachers often expect us to do a lot of homework.	.416	.003
S43: My teachers give me help quickly when I need it.	.258	.070
S44: My teachers ask challenging questions of all students.	.481	.000
S45: I am often taught things I already know.	-.227	.113
S46: My teachers tell me when I make mistakes.	.079	.585
S47: I often feel that there is too much to learn in my classes.	.131	.364
S48: My teachers give us clear instructions.	.241	.092
S49: My teachers inspire me to learn.	.139	.335
S50: Students never get bullied at my school.	.449	.001
S51: Punishment for breaking the rules is just right.	.344	.014
S52: I receive the services I need to support my learning.	.383	.006
S53: In many of my classes, most of the time is used to sit and listen to the teacher.	.274	.054
S54: At the beginning of classes, teachers tell us what we are going to do.	.003	.984
S55: My classes are rarely interrupted by announcements or visitors.	.285	.045
S56: Teachers are well prepared for our classes.	.433	.002
S57: I enjoy learning new things at school.	.278	.051
S58: Students at this school know what "good behaviour" is.	.560	.000
S59: If you break a rule and get caught, there are consequences.	.369	.008
S60: Students think it is important to do well at school.	.468	.001
S61: Students start working as soon as the lesson begins.	.358	.011
S62: My teachers give homework regularly.	.634	.000
S63: My things never get stolen or broken at this school.	.449	.001
S64: Students feel they can do the work in class if they try.	.322	.023

S65: My teachers often give different tasks to different students.	.032	.825
S66: My teachers often provide opportunities for me to work with other students.	.248	.082
S67: My teachers expect all students to do well.	.194	.178
S68: My teachers explain things in many different ways.	.181	.208
S69: My classes are often noisy and disorderly.	-.426	.002
S70: My teachers understand my point of view.	.197	.171
S71: Students know what will happen to them if they break a rule.	.239	.095
S72: Doing my homework helps me to understand what is learned in class.	.410	.003
S73: Teachers set challenges for, and have high expectations of, each student.	.553	.000
S74: I have been bullied in the past 12 months.	-.239	.095

Correlations between Grade 9 English Literacy Assessment Results (Writing) and
Percent Agreement on Student Perception Survey Questions

Survey Question	Corr.	p
S1: I feel safe at this school.	.246	.086
S2: My teachers care about my success.	.026	.856
S3: My teachers help me in class.	-.056	.698
S4: My teachers expect work of high quality from me.	.417	.003
S5: My teachers expect me to work hard.	.292	.039
S6: The work that I do in class is too easy.	-.042	.773
S7: At the end of each class or subject lesson, summarizing or reviewing takes place.	.115	.426
S8: My teachers check my homework regularly.	.226	.115
S9: We always have lots of time to think about difficult questions.	.051	.727
S10: My teachers get excited about what they teach us.	.208	.147
S11: My teachers use many examples when explaining things.	.043	.765
S12: My teachers care about my feelings.	.094	.515
S13: My teachers control my classes in a firm but pleasant way.	.192	.181
S14: My teachers show me how to do things when I am having difficulties.	-.062	.671
S15: My teachers encourage me to improve my work.	.053	.717
S16: The work that I do in class is often too hard.	-.048	.743
S17: My teachers always give me feedback about my work.	.145	.315
S18: I often run out of time to complete my work in class.	.024	.868
S19: My teachers explain things clearly to me.	-.005	.973
S20: My teachers enjoy teaching.	.118	.415
S21: The teachers often have to wait a long time for everyone to quiet down.	-.208	.147
S22: My teachers accept me for who I am.	.026	.855
S23: My teachers get upset with our classes only when we deserve it.	-.020	.893
S24: My teachers care if I am not doing well.	.067	.644
S25: My teachers give me challenging work which I am expected to finish.	.384	.006
S26: Teachers use many ways to help us learn new topics.	.003	.984
S27: My teachers give me helpful comments about my work.	.119	.411
S28: There is often time to complete homework in class.	.164	.255
S29: I understand what is taught in class.	.166	.249
S30: My teachers make the work we do interesting.	.095	.513
S31: When the teacher tells students something they pay attention.	.371	.008
S32: Students usually do homework on time.	.238	.096
S33: Rules in this school are fair.	.292	.040
S34: My teachers take time to help me when I am having trouble.	-.043	.765
S35: My teachers expect me to try my hardest.	.223	.120
S36: My teachers praise me when I do well.	.182	.206
S37: I often finish my class work before other students.	.124	.391

S38: Lessons in class are well organized.	.287	.043
S39: My teachers put a lot of energy into teaching our classes.	.050	.730
S40: There is a set of behaviour rules for students to follow.	.244	.087
S41: I feel like I belong at this school.	.269	.058
S42: My teachers often expect us to do a lot of homework.	.395	.005
S43: My teachers give me help quickly when I need it.	.148	.304
S44: My teachers ask challenging questions of all students.	.282	.048
S45: I am often taught things I already know.	-.310	.028
S46: My teachers tell me when I make mistakes.	.023	.874
S47: I often feel that there is too much to learn in my classes.	.105	.467
S48: My teachers give us clear instructions.	.076	.599
S49: My teachers inspire me to learn.	.136	.347
S50: Students never get bullied at my school.	.486	.000
S51: Punishment for breaking the rules is just right.	.215	.134
S52: I receive the services I need to support my learning.	.183	.203
S53: In many of my classes, most of the time is used to sit and listen to the teacher.	.147	.309
S54: At the beginning of classes, teachers tell us what we are going to do.	-.057	.694
S55: My classes are rarely interrupted by announcements or visitors.	.309	.029
S56: Teachers are well prepared for our classes.	.259	.069
S57: I enjoy learning new things at school.	.194	.177
S58: Students at this school know what “good behaviour” is.	.400	.004
S59: If you break a rule and get caught, there are consequences.	.079	.587
S60: Students think it is important to do well at school.	.356	.011
S61: Students start working as soon as the lesson begins.	.309	.029
S62: My teachers give homework regularly.	.383	.006
S63: My things never get stolen or broken at this school.	.174	.228
S64: Students feel they can do the work in class if they try.	.185	.199
S65: My teachers often give different tasks to different students.	.148	.305
S66: My teachers often provide opportunities for me to work with other students.	.206	.151
S67: My teachers expect all students to do well.	.137	.342
S68: My teachers explain things in many different ways.	.056	.700
S69: My classes are often noisy and disorderly.	-.313	.027
S70: My teachers understand my point of view.	.148	.304
S71: Students know what will happen to them if they break a rule.	.179	.214
S72: Doing my homework helps me to understand what is learned in class.	.247	.083
S73: Teachers set challenges for, and have high expectations of, each student.	.460	.001
S74: I have been bullied in the past 12 months.	-.074	.609

Appendix B

Correlations Between School Mean Assessment Score and Percent Agreement on Teacher Perception Survey Questions

Teacher Questions	Corr.	p
T1: Teachers work with enthusiasm at this school.	.211	.001
T2: I feel accepted by other school staff members.	.121	.070
T3: Teachers are encouraged to pursue professional development.	.221	.001
T4: The principal can be approached to discuss issues or concerns.	.172	.009
T5: The goals of the school match my own professional goals.	.335	.000
T6: My expectations about discipline are the same as other teachers in the school.	.303	.000
T7: There is an agreed upon school philosophy on discipline.	.334	.000
T8: Students are well-behaved.	.533	.000
T9: I am happy with the decision-making process in this school.	.201	.002
T10: Teachers take pride in the school.	.273	.000
T11: Teachers feel confident about their work.	.292	.000
T12: I am clear about what parents expect of me.	.210	.002
T13: There is opportunity to work cooperatively with other school members.	.258	.000
T14: There is access to professional development in this school.	.169	.011
T15: The principal can be relied upon when things get difficult.	.212	.001
T16: The goals of the school are easily understood.	.336	.001
T17: The rules relating to discipline are enforced consistently.	.353	.000
T18: Bullying incidents are rare.	.481	.000
T19: Teachers are expected to work hard.	.272	.000
T20: Teachers are asked to participate in decisions concerning school-developed policies.	.149	.025
T21: Morale in this school is high.	.149	.025
T22: Teachers feel excited about their role.	.339	.000
T23: Teachers understand their professional responsibilities.	.320	.000
T24: I receive support from others in the school.	.185	.005
T25: Staff members take an interest in one another's professional development.	.345	.000
T26: Teachers receive praise, thanks and other recognition for their work.	.209	.002
T27: The principal knows the problems faced by teachers.	.197	.003
T28: The school has clearly stated learning objectives.	.347	.000
T29: The consequences relating to discipline are well understood by the students.	.402	.000
T30: Students are clear on the consequences of misbehaviour.	.410	.000
T31: The work environment is healthy.	.231	.000
T32: I am free to express my views and opinions in this school.	.200	.003
T33: There is good team spirit in the school.	.255	.000
T34: My work objectives are clearly defined.	.288	.000
T35: I often discuss teaching methods and strategies with colleagues.	.362	.000
T36: I am regularly given feedback.	.266	.000
T37: Professional development in this school takes into account individual needs.	.260	.000
T38: There is good communication between teachers and the principal.	.202	.002
T39: There is agreement among teachers about the teaching philosophy.	.313	.000
T40: There is good communication between teachers and the school administration.	.253	.000
T41: The consequences relating to student discipline are well understood by teachers.	.357	.000
T42: It is uncommon for me to experience verbal abuse by students.	.507	.000
T43: The expectations for teachers are reasonable.	.103	.123
T44: There is opportunity for staff to participate in school decision-making.	.176	.008
T45: Teachers have a positive attitude toward students.	.332	.000
T46: I can rely on my colleagues for assistance when needed.	.219	.001

T47: I have the opportunity in this school to develop new skills.	.227	.001
T48: I am happy with the quality of the feedback I receive on my work.	.334	.000
T49: There is support from the principal.	.131	.048
T50: It is uncommon for things to be stolen in this school.	.414	.000
T51: There is good communication among teachers in this school.	.382	.000
T52: I feel safe in this school.	.297	.000
T53: There is a formal process at this school for providing me feedback on my teaching.	.196	.003
T54: The teaching staff is committed to achieving the goals of the school.	.295	.000
T55: Student disruption is a problem.	-.545	.000
T56: I have the opportunity to discuss and receive feedback on my work performance.	.197	.003
T57: Gifted students are given the opportunity to reach their full potential at this school.	.405	.000
T58: Confidentiality would be my primary concern if asked to complete perception surveys on-line.	.173	.009
T59: Teachers have been provided with in-servicing concerning identification of gifted students.	.232	.000
T60: Teachers have been provided with in-servicing concerning programming for their gifted students.	.309	.000
T61: Teachers have been provided with the resources/avenues to meet the needs of their gifted students.	.280	.000

Correlations between Grade 2 English Literacy Assessment Results (Reading) and
Percent Agreement on Teacher Perception Survey Questions

Teacher Questions	Corr.	p
T1: Teachers work with enthusiasm at this school.	.200	.015
T2: I feel accepted by other school staff members.	.011	.897
T3: Teachers are encouraged to pursue professional development.	.109	.187
T4: The principal can be approached to discuss issues or concerns.	.298	.000
T5: The goals of the school match my own professional goals.	.220	.007
T6: My expectations about discipline are the same as other teachers in the school.	.163	.048
T7: There is an agreed upon school philosophy on discipline.	.204	.013
T8: Students are well-behaved.	.333	.000
T9: I am happy with the decision-making process in this school.	.239	.003
T10: Teachers take pride in the school.	.268	.001
T11: Teachers feel confident about their work.	.325	.000
T12: I am clear about what parents expect of me.	.107	.197
T13: There is opportunity to work cooperatively with other school members.	.107	.196
T14: There is access to professional development in this school.	-.019	.819
T15: The principal can be relied upon when things get difficult.	.198	.016
T16: The goals of the school are easily understood.	.208	.011
T17: The rules relating to discipline are enforced consistently.	.228	.005
T18: Bullying incidents are rare.	.280	.001
T19: Teachers are expected to work hard.	.153	.063
T20: Teachers are asked to participate in decisions concerning school-developed policies.	.161	.050
T21: Morale in this school is high.	.296	.000
T22: Teachers feel excited about their role.	.315	.000
T23: Teachers understand their professional responsibilities.	.252	.002
T24: I receive support from others in the school.	.142	.086

T25: Staff members take an interest in one another's professional development.	.178	.031
T26: Teachers receive praise, thanks and other recognition for their work.	.129	.117
T27: The principal knows the problems faced by teachers.	.222	.007
T28: The school has clearly stated learning objectives.	.216	.008
T29: The consequences relating to discipline are well understood by the students.	.250	.002
T30: Students are clear on the consequences of misbehaviour.	.272	.001
T31: The work environment is healthy.	.276	.001
T32: I am free to express my views and opinions in this school.	.297	.000
T33: There is good team spirit in the school.	.234	.004
T34: My work objectives are clearly defined.	.156	.059
T35: I often discuss teaching methods and strategies with colleagues.	.218	.008
T36: I am regularly given feedback.	.198	.016
T37: Professional development in this school takes into account individual needs.	.148	.072
T38: There is good communication between teachers and the principal.	.198	.016
T39: There is agreement among teachers about the teaching philosophy.	.287	.000
T40: There is good communication between teachers and the school administration.	.326	.000
T41: The consequences relating to student discipline are well understood by teachers.	.208	.011
T42: It is uncommon for me to experience verbal abuse by students.	.324	.000
T43: The expectations for teachers are reasonable.	.236	.004
T44: There is opportunity for staff to participate in school decision-making.	.237	.004
T45: Teachers have a positive attitude toward students.	.224	.006
T46: I can rely on my colleagues for assistance when needed.	.134	.014
T47: I have the opportunity in this school to develop new skills.	.162	.049
T48: I am happy with the quality of the feedback I receive on my work.	.250	.002
T49: There is support from the principal.	.059	.475
T50: It is uncommon for things to be stolen in this school.	.317	.000
T51: There is good communication among teachers in this school.	.208	.011
T52: I feel safe in this school.	.248	.002
T53: There is a formal process at this school for providing me feedback on my teaching.	.122	.139
T54: The teaching staff is committed to achieving the goals of the school.	.263	.001
T55: Student disruption is a problem.	-.404	.000
T56: I have the opportunity to discuss and receive feedback on my work performance.	.186	.023
T57: Gifted students are given the opportunity to reach their full potential at this school.	.145	.079
T58: Confidentiality would be my primary concern if asked to complete perception surveys on-line.	.168	.041
T59: Teachers have been provided with in-servicing concerning identification of gifted students.	.131	.111
T60: Teachers have been provided with in-servicing concerning programming for their gifted students.	.200	.015
T61: Teachers have been provided with the resources/avenues to meet the needs of their gifted students.	.196	.017

Correlations between Grade 2 English Literacy Assessment Results (Writing) and
Percent Agreement on Teacher Perception Survey Questions

Teacher Questions	Corr.	p
T1: Teachers work with enthusiasm at this school.	.233	.004
T2: I feel accepted by other school staff members.	.094	.258
T3: Teachers are encouraged to pursue professional development.	.194	.018
T4: The principal can be approached to discuss issues or concerns.	.295	.000

T5: The goals of the school match my own professional goals.	.210	.011
T6: My expectations about discipline are the same as other teachers in the school.	.149	.070
T7: There is an agreed upon school philosophy on discipline.	.251	.002
T8: Students are well-behaved.	.224	.006
T9: I am happy with the decision-making process in this school.	.218	.008
T10: Teachers take pride in the school.	.299	.000
T11: Teachers feel confident about their work.	.269	.001
T12: I am clear about what parents expect of me.	.026	.749
T13: There is opportunity to work cooperatively with other school members.	.122	.138
T14: There is access to professional development in this school.	.075	.366
T15: The principal can be relied upon when things get difficult.	.260	.001
T16: The goals of the school are easily understood.	.218	.008
T17: The rules relating to discipline are enforced consistently.	.243	.003
T18: Bullying incidents are rare.	.278	.001
T19: Teachers are expected to work hard.	.325	.000
T20: Teachers are asked to participate in decisions concerning school-developed policies.	.126	.128
T21: Morale in this school is high.	.264	.001
T22: Teachers feel excited about their role.	.337	.001
T23: Teachers understand their professional responsibilities.	.219	.007
T24: I receive support from others in the school.	.084	.308
T25: Staff members take an interest in one another's professional development.	.202	.014
T26: Teachers receive praise, thanks and other recognition for their work.	.186	.024
T27: The principal knows the problems faced by teachers.	.199	.015
T28: The school has clearly stated learning objectives.	.247	.002
T29: The consequences relating to discipline are well understood by the students.	.280	.001
T30: Students are clear on the consequences of misbehaviour.	.295	.000
T31: The work environment is healthy.	.218	.008
T32: I am free to express my views and opinions in this school.	.233	.004
T33: There is good team spirit in the school.	.197	.016
T34: My work objectives are clearly defined.	.069	.406
T35: I often discuss teaching methods and strategies with colleagues.	.125	.131
T36: I am regularly given feedback.	.122	.139
T37: Professional development in this school takes into account individual needs.	.158	.055
T38: There is good communication between teachers and the principal.	.241	.003
T39: There is agreement among teachers about the teaching philosophy.	.253	.002
T40: There is good communication between teachers and the school administration.	.301	.000
T41: The consequences relating to student discipline are well understood by teachers.	.247	.002
T42: It is uncommon for me to experience verbal abuse by students.	.297	.000
T43: The expectations for teachers are reasonable.	.078	.349
T44: There is opportunity for staff to participate in school decision-making.	.172	.037
T45: Teachers have a positive attitude toward students.	.243	.003
T46: I can rely on my colleagues for assistance when needed.	.066	.425
T47: I have the opportunity in this school to develop new skills.	.217	.008
T48: I am happy with the quality of the feedback I receive on my work.	.204	.013
T49: There is support from the principal.	.158	.055
T50: It is uncommon for things to be stolen in this school.	.214	.009
T51: There is good communication among teachers in this school.	.173	.036
T52: I feel safe in this school.	.225	.006
T53: There is a formal process at this school for providing me feedback on my teaching.	.103	.211
T54: The teaching staff is committed to achieving the goals of the school.	.271	.001
T55: Student disruption is a problem.	-.285	.000

T56: I have the opportunity to discuss and receive feedback on my work performance.	.161	.051
T57: Gifted students are given the opportunity to reach their full potential at this school.	.257	.002
T58: Confidentiality would be my primary concern if asked to complete perception surveys on-line.	.029	.730
T59: Teachers have been provided with in-servicing concerning identification of gifted students.	.224	.006
T60: Teachers have been provided with in-servicing concerning programming for their gifted students.	.242	.003
T61: Teachers have been provided with the resources/avenues to meet the needs of their gifted students.	.179	.029

Correlations between Grade 2 French Immersion Literacy Assessment Results (Reading) and Percent Agreement on Teacher Perception Survey Questions

Teacher Questions	Corr.	p
T1: Teachers work with enthusiasm at this school.	.279	.039
T2: I feel accepted by other school staff members.	.377	.005
T3: Teachers are encouraged to pursue professional development.	.275	.042
T4: The principal can be approached to discuss issues or concerns.	.171	.213
T5: The goals of the school match my own professional goals.	.381	.004
T6: My expectations about discipline are the same as other teachers in the school.	.421	.001
T7: There is an agreed upon school philosophy on discipline.	.385	.004
T8: Students are well-behaved.	.257	.059
T9: I am happy with the decision-making process in this school.	.237	.082
T10: Teachers take pride in the school.	.375	.005
T11: Teachers feel confident about their work.	.332	.013
T12: I am clear about what parents expect of me.	.266	.050
T13: There is opportunity to work cooperatively with other school members.	.293	.030
T14: There is access to professional development in this school.	.288	.033
T15: The principal can be relied upon when things get difficult.	.299	.027
T16: The goals of the school are easily understood.	.408	.002
T17: The rules relating to discipline are enforced consistently.	.353	.008
T18: Bullying incidents are rare.	.287	.034
T19: Teachers are expected to work hard.	.489	.000
T20: Teachers are asked to participate in decisions concerning school-developed policies.	.014	.920
T21: Morale in this school is high.	.191	.163
T22: Teachers feel excited about their role.	.302	.025
T23: Teachers understand their professional responsibilities.	.308	.022
T24: I receive support from others in the school.	.402	.022
T25: Staff members take an interest in one another's professional development.	.355	.008
T26: Teachers receive praise, thanks and other recognition for their work.	.091	.509
T27: The principal knows the problems faced by teachers.	.165	.229
T28: The school has clearly stated learning objectives.	.414	.002
T29: The consequences relating to discipline are well understood by the students.	.336	.012
T30: Students are clear on the consequences of misbehaviour.	.340	.011
T31: The work environment is healthy.	.238	.081
T32: I am free to express my views and opinions in this school.	.138	.316
T33: There is good team spirit in the school.	.268	.048
T34: My work objectives are clearly defined.	.209	.125
T35: I often discuss teaching methods and strategies with colleagues.	.249	.067

T36: I am regularly given feedback.	.209	.126
T37: Professional development in this school takes into account individual needs.	.370	.005
T38: There is good communication between teachers and the principal.	.185	.175
T39: There is agreement among teachers about the teaching philosophy.	.378	.004
T40: There is good communication between teachers and the school administration.	.218	.110
T41: The consequences relating to student discipline are well understood by teachers.	.389	.003
T42: It is uncommon for me to experience verbal abuse by students.	.176	.198
T43: The expectations for teachers are reasonable.	.045	.746
T44: There is opportunity for staff to participate in school decision-making.	.088	.522
T45: Teachers have a positive attitude toward students.	.213	.118
T46: I can rely on my colleagues for assistance when needed.	.359	.007
T47: I have the opportunity in this school to develop new skills.	.269	.047
T48: I am happy with the quality of the feedback I receive on my work.	.335	.012
T49: There is support from the principal.	.246	.070
T50: It is uncommon for things to be stolen in this school.	.258	.058
T51: There is good communication among teachers in this school.	.483	.000
T52: I feel safe in this school.	.335	.012
T53: There is a formal process at this school for providing me feedback on my teaching.	.222	.104
T54: The teaching staff is committed to achieving the goals of the school.	.431	.001
T55: Student disruption is a problem.	-.331	.014
T56: I have the opportunity to discuss and receive feedback on my work performance.	.205	.133
T57: Gifted students are given the opportunity to reach their full potential at this school.	.103	.454
T58: Confidentiality would be my primary concern if asked to complete perception surveys on-line.	.239	.079
T59: Teachers have been provided with in-servicing concerning identification of gifted students.	.200	.143
T60: Teachers have been provided with in-servicing concerning programming for their gifted students.	.177	.196
T61: Teachers have been provided with the resources/avenues to meet the needs of their gifted students.	.104	.449

Correlations between Grade 2 French Immersion Literacy Assessment Results (Writing) and Percent Agreement on Teacher Perception Survey Questions

Teacher Questions	Corr.	p
T1: Teachers work with enthusiasm at this school.	.279	.039
T2: I feel accepted by other school staff members.	.251	.065
T3: Teachers are encouraged to pursue professional development.	.113	.413
T4: The principal can be approached to discuss issues or concerns.	.250	.066
T5: The goals of the school match my own professional goals.	.370	.005
T6: My expectations about discipline are the same as other teachers in the school.	.391	.003
T7: There is an agreed upon school philosophy on discipline.	.258	.057
T8: Students are well-behaved.	.180	.190
T9: I am happy with the decision-making process in this school.	.188	.169
T10: Teachers take pride in the school.	.360	.007
T11: Teachers feel confident about their work.	.287	.034
T12: I am clear about what parents expect of me.	.363	.007
T13: There is opportunity to work cooperatively with other school members.	.215	.115
T14: There is access to professional development in this school.	.202	.139
T15: The principal can be relied upon when things get difficult.	.310	.021

T16: The goals of the school are easily understood.	.358	.007
T17: The rules relating to discipline are enforced consistently.	.266	.050
T18: Bullying incidents are rare.	.332	.013
T19: Teachers are expected to work hard.	.381	.004
T20: Teachers are asked to participate in decisions concerning school-developed policies.	-.229	.093
T21: Morale in this school is high.	.183	.180
T22: Teachers feel excited about their role.	.201	.140
T23: Teachers understand their professional responsibilities.	.314	.020
T24: I receive support from others in the school.	.122	.374
T25: Staff members take an interest in one another's professional development.	.357	.007
T26: Teachers receive praise, thanks and other recognition for their work.	.171	.213
T27: The principal knows the problems faced by teachers.	.143	.298
T28: The school has clearly stated learning objectives.	.386	.004
T29: The consequences relating to discipline are well understood by the students.	.292	.030
T30: Students are clear on the consequences of misbehaviour.	.275	.042
T31: The work environment is healthy.	.207	.129
T32: I am free to express my views and opinions in this school.	.218	.109
T33: There is good team spirit in the school.	.214	.118
T34: My work objectives are clearly defined.	.088	.523
T35: I often discuss teaching methods and strategies with colleagues.	.263	.052
T36: I am regularly given feedback.	.276	.042
T37: Professional development in this school takes into account individual needs.	.240	.077
T38: There is good communication between teachers and the principal.	.156	.255
T39: There is agreement among teachers about the teaching philosophy.	.250	.065
T40: There is good communication between teachers and the school administration.	.144	.296
T41: The consequences relating to student discipline are well understood by teachers.	.335	.012
T42: It is uncommon for me to experience verbal abuse by students.	.194	.155
T43: The expectations for teachers are reasonable.	-.005	.972
T44: There is opportunity for staff to participate in school decision-making.	-.127	.354
T45: Teachers have a positive attitude toward students.	.059	.668
T46: I can rely on my colleagues for assistance when needed.	.362	.007
T47: I have the opportunity in this school to develop new skills.	.219	.108
T48: I am happy with the quality of the feedback I receive on my work.	.375	.005
T49: There is support from the principal.	.132	.335
T50: It is uncommon for things to be stolen in this school.	.229	.093
T51: There is good communication among teachers in this school.	.477	.000
T52: I feel safe in this school.	.391	.003
T53: There is a formal process at this school for providing me feedback on my teaching.	.129	.349
T54: The teaching staff is committed to achieving the goals of the school.	.289	.032
T55: Student disruption is a problem.	-.206	.131
T56: I have the opportunity to discuss and receive feedback on my work performance.	.191	.162
T57: Gifted students are given the opportunity to reach their full potential at this school.	.170	.214
T58: Confidentiality would be my primary concern if asked to complete perception surveys on-line.	.109	.430
T59: Teachers have been provided with in-servicing concerning identification of gifted students.	.219	.108
T60: Teachers have been provided with in-servicing concerning programming for their gifted students.	.220	.107
T61: Teachers have been provided with the resources/avenues to meet the needs of their gifted students.	.066	.631

Correlations between Grade 4 English Literacy Assessment Results (Reading) and
Percent Agreement on Teacher Perception Survey Questions

Teacher Questions	Corr.	p
T1: Teachers work with enthusiasm at this school.	.119	.154
T2: I feel accepted by other school staff members.	.046	.584
T3: Teachers are encouraged to pursue professional development.	.152	.069
T4: The principal can be approached to discuss issues or concerns.	.047	.571
T5: The goals of the school match my own professional goals.	.148	.077
T6: My expectations about discipline are the same as other teachers in the school.	.184	.027
T7: There is an agreed upon school philosophy on discipline.	.207	.013
T8: Students are well-behaved.	.407	.000
T9: I am happy with the decision-making process in this school.	.061	.463
T10: Teachers take pride in the school.	.141	.091
T11: Teachers feel confident about their work.	.230	.005
T12: I am clear about what parents expect of me.	.132	.113
T13: There is opportunity to work cooperatively with other school members.	.069	.409
T14: There is access to professional development in this school.	-.002	.977
T15: The principal can be relied upon when things get difficult.	.050	.549
T16: The goals of the school are easily understood.	.224	.007
T17: The rules relating to discipline are enforced consistently.	.207	.012
T18: Bullying incidents are rare.	.273	.001
T19: Teachers are expected to work hard.	.200	.016
T20: Teachers are asked to participate in decisions concerning school-developed policies.	.075	.367
T21: Morale in this school is high.	.176	.034
T22: Teachers feel excited about their role.	.238	.004
T23: Teachers understand their professional responsibilities.	.271	.001
T24: I receive support from others in the school.	.173	.038
T25: Staff members take an interest in one another's professional development.	.179	.031
T26: Teachers receive praise, thanks and other recognition for their work.	.064	.447
T27: The principal knows the problems faced by teachers.	.136	.103
T28: The school has clearly stated learning objectives.	.232	.005
T29: The consequences relating to discipline are well understood by the students.	.300	.000
T30: Students are clear on the consequences of misbehaviour.	.327	.000
T31: The work environment is healthy.	.106	.203
T32: I am free to express my views and opinions in this school.	.104	.215
T33: There is good team spirit in the school.	.116	.165
T34: My work objectives are clearly defined.	.076	.365
T35: I often discuss teaching methods and strategies with colleagues.	.207	.013
T36: I am regularly given feedback.	.089	.286
T37: Professional development in this school takes into account individual needs.	.129	.122
T38: There is good communication between teachers and the principal.	.078	.354
T39: There is agreement among teachers about the teaching philosophy.	.250	.002
T40: There is good communication between teachers and the school administration.	.167	.045
T41: The consequences relating to student discipline are well understood by teachers.	.246	.003
T42: It is uncommon for me to experience verbal abuse by students.	.470	.000
T43: The expectations for teachers are reasonable.	.079	.346
T44: There is opportunity for staff to participate in school decision-making.	.085	.312
T45: Teachers have a positive attitude toward students.	.201	.015
T46: I can rely on my colleagues for assistance when needed.	.114	.171
T47: I have the opportunity in this school to develop new skills.	.119	.154
T48: I am happy with the quality of the feedback I receive on my work.	.240	.004

T49: There is support from the principal.	.038	.648
T50: It is uncommon for things to be stolen in this school.	.376	.000
T51: There is good communication among teachers in this school.	.229	.005
T52: I feel safe in this school.	.295	.000
T53: There is a formal process at this school for providing me feedback on my teaching.	-.002	.980
T54: The teaching staff is committed to achieving the goals of the school.	.268	.001
T55: Student disruption is a problem.	-.431	.000
T56: I have the opportunity to discuss and receive feedback on my work performance.	.075	.367
T57: Gifted students are given the opportunity to reach their full potential at this school.	.176	.035
T58: Confidentiality would be my primary concern if asked to complete perception surveys on-line.	.218	.008
T59: Teachers have been provided with in-servicing concerning identification of gifted students.	.041	.621
T60: Teachers have been provided with in-servicing concerning programming for their gifted students.	.138	.097
T61: Teachers have been provided with the resources/avenues to meet the needs of their gifted students.	.160	.054

**Correlations between Grade 4 English Literacy Assessment Results (Writing) and
Percent Agreement on Teacher Perception Survey Questions**

Teacher Questions	Corr.	p
T1: Teachers work with enthusiasm at this school.	.194	.019
T2: I feel accepted by other school staff members.	.155	.063
T3: Teachers are encouraged to pursue professional development.	.144	.083
T4: The principal can be approached to discuss issues or concerns.	-.029	.725
T5: The goals of the school match my own professional goals.	.100	.230
T6: My expectations about discipline are the same as other teachers in the school.	.113	.174
T7: There is an agreed upon school philosophy on discipline.	.175	.035
T8: Students are well-behaved.	.323	.000
T9: I am happy with the decision-making process in this school.	.091	.274
T10: Teachers take pride in the school.	.218	.009
T11: Teachers feel confident about their work.	.208	.012
T12: I am clear about what parents expect of me.	.246	.003
T13: There is opportunity to work cooperatively with other school members.	.236	.004
T14: There is access to professional development in this school.	.069	.409
T15: The principal can be relied upon when things get difficult.	.040	.632
T16: The goals of the school are easily understood.	.135	.106
T17: The rules relating to discipline are enforced consistently.	.168	.043
T18: Bullying incidents are rare.	.191	.021
T19: Teachers are expected to work hard.	.162	.051
T20: Teachers are asked to participate in decisions concerning school-developed policies.	.091	.276
T21: Morale in this school is high.	.212	.011
T22: Teachers feel excited about their role.	.261	.002
T23: Teachers understand their professional responsibilities.	.183	.028
T24: I receive support from others in the school.	.148	.075
T25: Staff members take an interest in one another's professional development.	.129	.121
T26: Teachers receive praise, thanks and other recognition for their work.	.025	.767
T27: The principal knows the problems faced by teachers.	.102	.223

T28: The school has clearly stated learning objectives.	.162	.052
T29: The consequences relating to discipline are well understood by the students.	.215	.010
T30: Students are clear on the consequences of misbehaviour.	.214	.010
T31: The work environment is healthy.	.041	.624
T32: I am free to express my views and opinions in this school.	.049	.554
T33: There is good team spirit in the school.	.102	.221
T34: My work objectives are clearly defined.	.102	.222
T35: I often discuss teaching methods and strategies with colleagues.	.215	.009
T36: I am regularly given feedback.	.036	.664
T37: Professional development in this school takes into account individual needs.	.134	.107
T38: There is good communication between teachers and the principal.	.107	.201
T39: There is agreement among teachers about the teaching philosophy.	.245	.003
T40: There is good communication between teachers and the school administration.	.095	.256
T41: The consequences relating to student discipline are well understood by teachers.	.148	.075
T42: It is uncommon for me to experience verbal abuse by students.	.320	.000
T43: The expectations for teachers are reasonable.	-.062	.463
T44: There is opportunity for staff to participate in school decision-making.	.108	.194
T45: Teachers have a positive attitude toward students.	.183	.028
T46: I can rely on my colleagues for assistance when needed.	.155	.062
T47: I have the opportunity in this school to develop new skills.	.093	.263
T48: I am happy with the quality of the feedback I receive on my work.	.116	.164
T49: There is support from the principal.	.081	.330
T50: It is uncommon for things to be stolen in this school.	.241	.003
T51: There is good communication among teachers in this school.	.241	.004
T52: I feel safe in this school.	.222	.007
T53: There is a formal process at this school for providing me feedback on my teaching.	-.037	.658
T54: The teaching staff is committed to achieving the goals of the school.	.255	.002
T55: Student disruption is a problem.	-.315	.000
T56: I have the opportunity to discuss and receive feedback on my work performance.	.010	.903
T57: Gifted students are given the opportunity to reach their full potential at this school.	.258	.002
T58: Confidentiality would be my primary concern if asked to complete perception surveys on-line.	.132	.114
T59: Teachers have been provided with in-servicing concerning identification of gifted students.	.066	.431
T60: Teachers have been provided with in-servicing concerning programming for their gifted students.	.082	.326
T61: Teachers have been provided with the resources/avenues to meet the needs of their gifted students.	.052	.533

Correlations between Grade 4 French Immersion Literacy Assessment Results (Reading) and Percent Agreement on Teacher Perception Survey Questions

Teacher Questions	Corr.	p
T1: Teachers work with enthusiasm at this school.	-.002	.991
T2: I feel accepted by other school staff members.	.134	.325
T3: Teachers are encouraged to pursue professional development.	-.144	.291
T4: The principal can be approached to discuss issues or concerns.	.115	.399
T5: The goals of the school match my own professional goals.	-.101	.460
T6: My expectations about discipline are the same as other teachers in the school.	.137	.316
T7: There is an agreed upon school philosophy on discipline.	-.007	.960

T8: Students are well-behaved.	.098	.474
T9: I am happy with the decision-making process in this school.	-.069	.611
T10: Teachers take pride in the school.	.026	.852
T11: Teachers feel confident about their work.	-.041	.764
T12: I am clear about what parents expect of me.	.144	.289
T13: There is opportunity to work cooperatively with other school members.	-.006	.967
T14: There is access to professional development in this school.	-.126	.356
T15: The principal can be relied upon when things get difficult.	-.051	.707
T16: The goals of the school are easily understood.	.051	.709
T17: The rules relating to discipline are enforced consistently.	.017	.902
T18: Bullying incidents are rare.	.135	.322
T19: Teachers are expected to work hard.	-.194	.153
T20: Teachers are asked to participate in decisions concerning school-developed policies.	-.004	.977
T21: Morale in this school is high.	-.100	.464
T22: Teachers feel excited about their role.	-.017	.900
T23: Teachers understand their professional responsibilities.	-.041	.762
T24: I receive support from others in the school.	-.165	.225
T25: Staff members take an interest in one another's professional development.	-.019	.890
T26: Teachers receive praise, thanks and other recognition for their work.	.135	.320
T27: The principal knows the problems faced by teachers.	.046	.739
T28: The school has clearly stated learning objectives.	-.047	.731
T29: The consequences relating to discipline are well understood by the students.	.066	.627
T30: Students are clear on the consequences of misbehaviour.	.128	.348
T31: The work environment is healthy.	.121	.375
T32: I am free to express my views and opinions in this school.	.033	.809
T33: There is good team spirit in the school.	-.077	.575
T34: My work objectives are clearly defined.	.190	.161
T35: I often discuss teaching methods and strategies with colleagues.	-.055	.686
T36: I am regularly given feedback.	.145	.285
T37: Professional development in this school takes into account individual needs.	.067	.621
T38: There is good communication between teachers and the principal.	-.012	.932
T39: There is agreement among teachers about the teaching philosophy.	.094	.492
T40: There is good communication between teachers and the school administration.	.043	.753
T41: The consequences relating to student discipline are well understood by teachers.	.103	.450
T42: It is uncommon for me to experience verbal abuse by students.	.215	.111
T43: The expectations for teachers are reasonable.	.075	.581
T44: There is opportunity for staff to participate in school decision-making.	.144	.290
T45: Teachers have a positive attitude toward students.	.182	.179
T46: I can rely on my colleagues for assistance when needed.	-.064	.638
T47: I have the opportunity in this school to develop new skills.	.257	.056
T48: I am happy with the quality of the feedback I receive on my work.	.146	.283
T49: There is support from the principal.	.012	.928
T50: It is uncommon for things to be stolen in this school.	.039	.775
T51: There is good communication among teachers in this school.	-.027	.846
T52: I feel safe in this school.	.114	.401
T53: There is a formal process at this school for providing me feedback on my teaching.	.155	.253
T54: The teaching staff is committed to achieving the goals of the school.	.051	.711
T55: Student disruption is a problem.	-.193	.155
T56: I have the opportunity to discuss and receive feedback on my work performance.	.117	.389
T57: Gifted students are given the opportunity to reach their full potential at this school.	.225	.096

T58: Confidentiality would be my primary concern if asked to complete perception surveys on-line.	-.033	.809
T59: Teachers have been provided with in-servicing concerning identification of gifted students.	.114	.401
T60: Teachers have been provided with in-servicing concerning programming for their gifted students.	.189	.162
T61: Teachers have been provided with the resources/avenues to meet the needs of their gifted students.	.133	.327

Correlations between Grade 4 French Immersion Literacy Assessment Results (Writing) and Percent Agreement on Teacher Perception Survey Questions

Teacher Questions	Corr.	p
T1: Teachers work with enthusiasm at this school.	-.101	.460
T2: I feel accepted by other school staff members.	-.018	.897
T3: Teachers are encouraged to pursue professional development.	.129	.345
T4: The principal can be approached to discuss issues or concerns.	.117	.392
T5: The goals of the school match my own professional goals.	.157	.248
T6: My expectations about discipline are the same as other teachers in the school.	.031	.823
T7: There is an agreed upon school philosophy on discipline.	.047	.732
T8: Students are well-behaved.	-.014	.918
T9: I am happy with the decision-making process in this school.	-.055	.686
T10: Teachers take pride in the school.	-.033	.807
T11: Teachers feel confident about their work.	.092	.500
T12: I am clear about what parents expect of me.	.160	.238
T13: There is opportunity to work cooperatively with other school members.	.271	.044
T14: There is access to professional development in this school.	.285	.033
T15: The principal can be relied upon when things get difficult.	-.081	.555
T16: The goals of the school are easily understood.	.016	.906
T17: The rules relating to discipline are enforced consistently.	.034	.805
T18: Bullying incidents are rare.	.054	.692
T19: Teachers are expected to work hard.	-.036	.793
T20: Teachers are asked to participate in decisions concerning school-developed policies.	-.017	.902
T21: Morale in this school is high.	-.097	.478
T22: Teachers feel excited about their role.	-.041	.766
T23: Teachers understand their professional responsibilities.	-.051	.709
T24: I receive support from others in the school.	-.129	.342
T25: Staff members take an interest in one another's professional development.	.059	.665
T26: Teachers receive praise, thanks and other recognition for their work.	.110	.420
T27: The principal knows the problems faced by teachers.	-.081	.552
T28: The school has clearly stated learning objectives.	.007	.962
T29: The consequences relating to discipline are well understood by the students.	.005	.968
T30: Students are clear on the consequences of misbehaviour.	.044	.746
T31: The work environment is healthy.	-.099	.470
T32: I am free to express my views and opinions in this school.	-.150	.271
T33: There is good team spirit in the school.	-.105	.439
T34: My work objectives are clearly defined.	.108	.429
T35: I often discuss teaching methods and strategies with colleagues.	.140	.303
T36: I am regularly given feedback.	.186	.171
T37: Professional development in this school takes into account individual needs.	.255	.058
T38: There is good communication between teachers and the principal.	-.108	.427

T39: There is agreement among teachers about the teaching philosophy.	.012	.930
T40: There is good communication between teachers and the school administration.	-.048	.724
T41: The consequences relating to student discipline are well understood by teachers.	.060	.660
T42: It is uncommon for me to experience verbal abuse by students.	-.012	.927
T43: The expectations for teachers are reasonable.	-.112	.410
T44: There is opportunity for staff to participate in school decision-making.	.083	.542
T45: Teachers have a positive attitude toward students.	.178	.190
T46: I can rely on my colleagues for assistance when needed.	-.026	.849
T47: I have the opportunity in this school to develop new skills.	.256	.057
T48: I am happy with the quality of the feedback I receive on my work.	.187	.169
T49: There is support from the principal.	-.117	.391
T50: It is uncommon for things to be stolen in this school.	.057	.676
T51: There is good communication among teachers in this school.	.015	.914
T52: I feel safe in this school.	.037	.789
T53: There is a formal process at this school for providing me feedback on my teaching.	.283	.034
T54: The teaching staff is committed to achieving the goals of the school.	.057	.678
T55: Student disruption is a problem.	-.017	.902
T56: I have the opportunity to discuss and receive feedback on my work performance.	.087	.526
T57: Gifted students are given the opportunity to reach their full potential at this school.	.137	.315
T58: Confidentiality would be my primary concern if asked to complete perception surveys on-line.	.089	.516
T59: Teachers have been provided with in-servicing concerning identification of gifted students.	.172	.204
T60: Teachers have been provided with in-servicing concerning programming for their gifted students.	.226	.094
T61: Teachers have been provided with the resources/avenues to meet the needs of their gifted students.	.174	.201

Correlations between Grade 5 Math Assessment Results and
Percent Agreement on Teacher Perception Survey Questions

Teacher Questions	Corr.	p
T1: Teachers work with enthusiasm at this school.	.140	.093
T2: I feel accepted by other school staff members.	.042	.615
T3: Teachers are encouraged to pursue professional development.	.160	.055
T4: The principal can be approached to discuss issues or concerns.	.218	.009
T5: The goals of the school match my own professional goals.	.338	.000
T6: My expectations about discipline are the same as other teachers in the school.	.294	.000
T7: There is an agreed upon school philosophy on discipline.	.352	.000
T8: Students are well-behaved.	.535	.000
T9: I am happy with the decision-making process in this school.	.205	.013
T10: Teachers take pride in the school.	.266	.001
T11: Teachers feel confident about their work.	.331	.000
T12: I am clear about what parents expect of me.	.254	.002
T13: There is opportunity to work cooperatively with other school members.	.152	.068
T14: There is access to professional development in this school.	.102	.221
T15: The principal can be relied upon when things get difficult.	.232	.005
T16: The goals of the school are easily understood.	.333	.000
T17: The rules relating to discipline are enforced consistently.	.361	.000
T18: Bullying incidents are rare.	.513	.000

T19: Teachers are expected to work hard.	.177	.033
T20: Teachers are asked to participate in decisions concerning school-developed policies.	.245	.003
T21: Morale in this school is high.	.316	.000
T22: Teachers feel excited about their role.	.323	.000
T23: Teachers understand their professional responsibilities.	.367	.000
T24: I receive support from others in the school.	.257	.002
T25: Staff members take an interest in one another's professional development.	.417	.000
T26: Teachers receive praise, thanks and other recognition for their work.	.122	.145
T27: The principal knows the problems faced by teachers.	.248	.003
T28: The school has clearly stated learning objectives.	.361	.000
T29: The consequences relating to discipline are well understood by the students.	.419	.000
T30: Students are clear on the consequences of misbehaviour.	.446	.000
T31: The work environment is healthy.	.220	.008
T32: I am free to express my views and opinions in this school.	.222	.007
T33: There is good team spirit in the school.	.248	.003
T34: My work objectives are clearly defined.	.256	.002
T35: I often discuss teaching methods and strategies with colleagues.	.277	.001
T36: I am regularly given feedback.	.240	.004
T37: Professional development in this school takes into account individual needs.	.334	.000
T38: There is good communication between teachers and the principal.	.198	.017
T39: There is agreement among teachers about the teaching philosophy.	.333	.000
T40: There is good communication between teachers and the school administration.	.277	.001
T41: The consequences relating to student discipline are well understood by teachers.	.349	.000
T42: It is uncommon for me to experience verbal abuse by students.	.456	.000
T43: The expectations for teachers are reasonable.	.158	.059
T44: There is opportunity for staff to participate in school decision-making.	.192	.020
T45: Teachers have a positive attitude toward students.	.277	.001
T46: I can rely on my colleagues for assistance when needed.	.226	.006
T47: I have the opportunity in this school to develop new skills.	.165	.047
T48: I am happy with the quality of the feedback I receive on my work.	.276	.001
T49: There is support from the principal.	.061	.463
T50: It is uncommon for things to be stolen in this school.	.495	.000
T51: There is good communication among teachers in this school.	.391	.000
T52: I feel safe in this school.	.337	.000
T53: There is a formal process at this school for providing me feedback on my teaching.	.183	.027
T54: The teaching staff is committed to achieving the goals of the school.	.276	.001
T55: Student disruption is a problem.	-.394	.000
T56: I have the opportunity to discuss and receive feedback on my work performance.	.132	.114
T57: Gifted students are given the opportunity to reach their full potential at this school.	.281	.001
T58: Confidentiality would be my primary concern if asked to complete perception surveys on-line.	.089	.288
T59: Teachers have been provided with in-servicing concerning identification of gifted students.	.189	.023
T60: Teachers have been provided with in-servicing concerning programming for their gifted students.	.215	.009
T61: Teachers have been provided with the resources/avenues to meet the needs of their gifted students.	.194	.020

Correlations between Grade 7 English Literacy Assessment Results (Reading) and
Percent Agreement on Teacher Perception Survey Questions

Teacher Questions	Corr.	p
T1: Teachers work with enthusiasm at this school.	.064	.558
T2: I feel accepted by other school staff members.	.172	.112
T3: Teachers are encouraged to pursue professional development.	.097	.371
T4: The principal can be approached to discuss issues or concerns.	-.019	.859
T5: The goals of the school match my own professional goals.	.104	.338
T6: My expectations about discipline are the same as other teachers in the school.	.321	.002
T7: There is an agreed upon school philosophy on discipline.	.239	.026
T8: Students are well-behaved.	.404	.000
T9: I am happy with the decision-making process in this school.	.124	.252
T10: Teachers take pride in the school.	.139	.198
T11: Teachers feel confident about their work.	.027	.801
T12: I am clear about what parents expect of me.	.045	.676
T13: There is opportunity to work cooperatively with other school members.	.076	.486
T14: There is access to professional development in this school.	.164	.130
T15: The principal can be relied upon when things get difficult.	.019	.859
T16: The goals of the school are easily understood.	.168	.121
T17: The rules relating to discipline are enforced consistently.	.213	.047
T18: Bullying incidents are rare.	.195	.071
T19: Teachers are expected to work hard.	-.049	.651
T20: Teachers are asked to participate in decisions concerning school-developed policies.	.164	.128
T21: Morale in this school is high.	.132	.223
T22: Teachers feel excited about their role.	.004	.971
T23: Teachers understand their professional responsibilities.	.204	.058
T24: I receive support from others in the school.	.170	.115
T25: Staff members take an interest in one another's professional development.	.095	.380
T26: Teachers receive praise, thanks and other recognition for their work.	.031	.774
T27: The principal knows the problems faced by teachers.	.015	.892
T28: The school has clearly stated learning objectives.	.044	.683
T29: The consequences relating to discipline are well understood by the students.	.307	.004
T30: Students are clear on the consequences of misbehaviour.	.323	.002
T31: The work environment is healthy.	.154	.154
T32: I am free to express my views and opinions in this school.	.101	.351
T33: There is good team spirit in the school.	.188	.081
T34: My work objectives are clearly defined.	.261	.015
T35: I often discuss teaching methods and strategies with colleagues.	.120	.270
T36: I am regularly given feedback.	.112	.300
T37: Professional development in this school takes into account individual needs.	.001	.992
T38: There is good communication between teachers and the principal.	.061	.572
T39: There is agreement among teachers about the teaching philosophy.	.054	.617
T40: There is good communication between teachers and the school administration.	.010	.926
T41: The consequences relating to student discipline are well understood by teachers.	.220	.041
T42: It is uncommon for me to experience verbal abuse by students.	.332	.002
T43: The expectations for teachers are reasonable.	.086	.428
T44: There is opportunity for staff to participate in school decision-making.	.129	.233
T45: Teachers have a positive attitude toward students.	.196	.069
T46: I can rely on my colleagues for assistance when needed.	.118	.275
T47: I have the opportunity in this school to develop new skills.	.046	.674
T48: I am happy with the quality of the feedback I receive on my work.	.263	.014

T49: There is support from the principal.	.023	.834
T50: It is uncommon for things to be stolen in this school.	.231	.031
T51: There is good communication among teachers in this school.	.271	.011
T52: I feel safe in this school.	.192	.075
T53: There is a formal process at this school for providing me feedback on my teaching.	.050	.646
T54: The teaching staff is committed to achieving the goals of the school.	.049	.655
T55: Student disruption is a problem.	-.319	.009
T56: I have the opportunity to discuss and receive feedback on my work performance.	.033	.760
T57: Gifted students are given the opportunity to reach their full potential at this school.	.115	.288
T58: Confidentiality would be my primary concern if asked to complete perception surveys on-line.	-.060	.583
T59: Teachers have been provided with in-servicing concerning identification of gifted students.	-.049	.651
T60: Teachers have been provided with in-servicing concerning programming for their gifted students.	.005	.966
T61: Teachers have been provided with the resources/avenues to meet the needs of their gifted students.	.162	.135

Correlations between Grade 7 English Literacy Assessment Results (Writing) and
Percent Agreement on Teacher Perception Survey Questions

Teacher Questions	Corr.	p
T1: Teachers work with enthusiasm at this school.	.091	.401
T2: I feel accepted by other school staff members.	-.009	.933
T3: Teachers are encouraged to pursue professional development.	.040	.716
T4: The principal can be approached to discuss issues or concerns.	-.101	.354
T5: The goals of the school match my own professional goals.	-.003	.976
T6: My expectations about discipline are the same as other teachers in the school.	.185	.086
T7: There is an agreed upon school philosophy on discipline.	.035	.747
T8: Students are well-behaved.	.254	.018
T9: I am happy with the decision-making process in this school.	-.041	.709
T10: Teachers take pride in the school.	.030	.781
T11: Teachers feel confident about their work.	.004	.969
T12: I am clear about what parents expect of me.	.049	.650
T13: There is opportunity to work cooperatively with other school members.	.051	.638
T14: There is access to professional development in this school.	.062	.568
T15: The principal can be relied upon when things get difficult.	.045	.679
T16: The goals of the school are easily understood.	.103	.344
T17: The rules relating to discipline are enforced consistently.	-.023	.835
T18: Bullying incidents are rare.	.125	.249
T19: Teachers are expected to work hard.	.053	.626
T20: Teachers are asked to participate in decisions concerning school-developed policies.	-.004	.971
T21: Morale in this school is high.	-.004	.970
T22: Teachers feel excited about their role.	-.001	.991
T23: Teachers understand their professional responsibilities.	.207	.055
T24: I receive support from others in the school.	.021	.846
T25: Staff members take an interest in one another's professional development.	.086	.430
T26: Teachers receive praise, thanks and other recognition for their work.	-.101	.351
T27: The principal knows the problems faced by teachers.	-.021	.850

T28: The school has clearly stated learning objectives.	.017	.847
T29: The consequences relating to discipline are well understood by the students.	.074	.499
T30: Students are clear on the consequences of misbehaviour.	.140	.195
T31: The work environment is healthy.	.053	.624
T32: I am free to express my views and opinions in this school.	-.041	.706
T33: There is good team spirit in the school.	.053	.624
T34: My work objectives are clearly defined.	.142	.188
T35: I often discuss teaching methods and strategies with colleagues.	.153	.156
T36: I am regularly given feedback.	.018	.870
T37: Professional development in this school takes into account individual needs.	.001	.995
T38: There is good communication between teachers and the principal.	-.033	.764
T39: There is agreement among teachers about the teaching philosophy.	.105	.331
T40: There is good communication between teachers and the school administration.	-.054	.617
T41: The consequences relating to student discipline are well understood by teachers.	.034	.753
T42: It is uncommon for me to experience verbal abuse by students.	.210	.051
T43: The expectations for teachers are reasonable.	.009	.938
T44: There is opportunity for staff to participate in school decision-making.	-.057	.601
T45: Teachers have a positive attitude toward students.	.060	.578
T46: I can rely on my colleagues for assistance when needed.	.006	.954
T47: I have the opportunity in this school to develop new skills.	.018	.869
T48: I am happy with the quality of the feedback I receive on my work.	.199	.065
T49: There is support from the principal.	-.057	.599
T50: It is uncommon for things to be stolen in this school.	.069	.525
T51: There is good communication among teachers in this school.	.234	.029
T52: I feel safe in this school.	-.011	.921
T53: There is a formal process at this school for providing me feedback on my teaching.	-.005	.967
T54: The teaching staff is committed to achieving the goals of the school.	.067	.538
T55: Student disruption is a problem.	-.167	.122
T56: I have the opportunity to discuss and receive feedback on my work performance.	-.056	.608
T57: Gifted students are given the opportunity to reach their full potential at this school.	.089	.415
T58: Confidentiality would be my primary concern if asked to complete perception surveys on-line.	.147	.174
T59: Teachers have been provided with in-servicing concerning identification of gifted students.	.002	.988
T60: Teachers have been provided with in-servicing concerning programming for their gifted students.	.018	.870
T61: Teachers have been provided with the resources/avenues to meet the needs of their gifted students.	.109	.313

Correlations between Grade 8 Math Assessment Results and
Percent Agreement on Teacher Perception Survey Questions

Teacher Questions	Corr.	p
T1: Teachers work with enthusiasm at this school.	.094	.389
T2: I feel accepted by other school staff members.	.237	.027
T3: Teachers are encouraged to pursue professional development.	.152	.160
T4: The principal can be approached to discuss issues or concerns.	.058	.591
T5: The goals of the school match my own professional goals.	.098	.368
T6: My expectations about discipline are the same as other teachers in the school.	.189	.080
T7: There is an agreed upon school philosophy on discipline.	.090	.409

T8: Students are well-behaved.	.444	.000
T9: I am happy with the decision-making process in this school.	.010	.929
T10: Teachers take pride in the school.	.164	.129
T11: Teachers feel confident about their work.	.164	.128
T12: I am clear about what parents expect of me.	.146	.176
T13: There is opportunity to work cooperatively with other school members.	.048	.662
T14: There is access to professional development in this school.	.019	.864
T15: The principal can be relied upon when things get difficult.	.001	.994
T16: The goals of the school are easily understood.	.078	.472
T17: The rules relating to discipline are enforced consistently.	.085	.435
T18: Bullying incidents are rare.	.350	.001
T19: Teachers are expected to work hard.	.052	.633
T20: Teachers are asked to participate in decisions concerning school-developed policies.	.086	.428
T21: Morale in this school is high.	.213	.048
T22: Teachers feel excited about their role.	.162	.133
T23: Teachers understand their professional responsibilities.	.279	.009
T24: I receive support from others in the school.	.106	.328
T25: Staff members take an interest in one another's professional development.	.232	.031
T26: Teachers receive praise, thanks and other recognition for their work.	-.020	.854
T27: The principal knows the problems faced by teachers.	-.002	.982
T28: The school has clearly stated learning objectives.	.092	.398
T29: The consequences relating to discipline are well understood by the students.	.212	.048
T30: Students are clear on the consequences of misbehaviour.	.240	.025
T31: The work environment is healthy.	.205	.057
T32: I am free to express my views and opinions in this school.	.054	.622
T33: There is good team spirit in the school.	.115	.288
T34: My work objectives are clearly defined.	.124	.254
T35: I often discuss teaching methods and strategies with colleagues.	.017	.879
T36: I am regularly given feedback.	-.105	.333
T37: Professional development in this school takes into account individual needs.	-.050	.649
T38: There is good communication between teachers and the principal.	.013	.907
T39: There is agreement among teachers about the teaching philosophy.	.092	.396
T40: There is good communication between teachers and the school administration.	.079	.469
T41: The consequences relating to student discipline are well understood by teachers.	.166	.123
T42: It is uncommon for me to experience verbal abuse by students.	.488	.000
T43: The expectations for teachers are reasonable.	.054	.622
T44: There is opportunity for staff to participate in school decision-making.	-.030	.784
T45: Teachers have a positive attitude toward students.	.237	.027
T46: I can rely on my colleagues for assistance when needed.	.017	.879
T47: I have the opportunity in this school to develop new skills.	.141	.191
T48: I am happy with the quality of the feedback I receive on my work.	.209	.052
T49: There is support from the principal.	.017	.877
T50: It is uncommon for things to be stolen in this school.	.449	.000
T51: There is good communication among teachers in this school.	.185	.085
T52: I feel safe in this school.	.192	.075
T53: There is a formal process at this school for providing me feedback on my teaching.	-.038	.726
T54: The teaching staff is committed to achieving the goals of the school.	.229	.033
T55: Student disruption is a problem.	-.433	.000
T56: I have the opportunity to discuss and receive feedback on my work performance.	-.141	.192
T57: Gifted students are given the opportunity to reach their full potential at this school.	.105	.334

T58: Confidentiality would be my primary concern if asked to complete perception surveys on-line.	.119	.271
T59: Teachers have been provided with in-servicing concerning identification of gifted students.	-.028	.794
T60: Teachers have been provided with in-servicing concerning programming for their gifted students.	.162	.133
T61: Teachers have been provided with the resources/avenues to meet the needs of their gifted students.	.129	.232

Correlations between Grade 9 English Literacy Assessment Results (Reading) and Percent Agreement on Teacher Perception Survey Questions

Teacher Questions	Corr.	p
T1: Teachers work with enthusiasm at this school.	.342	.015
T2: I feel accepted by other school staff members.	-.034	.817
T3: Teachers are encouraged to pursue professional development.	.192	.182
T4: The principal can be approached to discuss issues or concerns.	-.095	.513
T5: The goals of the school match my own professional goals.	.338	.016
T6: My expectations about discipline are the same as other teachers in the school.	.256	.073
T7: There is an agreed upon school philosophy on discipline.	.253	.076
T8: Students are well-behaved.	.421	.002
T9: I am happy with the decision-making process in this school.	.149	.302
T10: Teachers take pride in the school.	.175	.223
T11: Teachers feel confident about their work.	.395	.005
T12: I am clear about what parents expect of me.	.132	.362
T13: There is opportunity to work cooperatively with other school members.	.330	.019
T14: There is access to professional development in this school.	.154	.287
T15: The principal can be relied upon when things get difficult.	.098	.498
T16: The goals of the school are easily understood.	.161	.265
T17: The rules relating to discipline are enforced consistently.	.158	.273
T18: Bullying incidents are rare.	.383	.006
T19: Teachers are expected to work hard.	.103	.475
T20: Teachers are asked to participate in decisions concerning school-developed policies.	-.017	.909
T21: Morale in this school is high.	.242	.091
T22: Teachers feel excited about their role.	.238	.096
T23: Teachers understand their professional responsibilities.	.029	.840
T24: I receive support from others in the school.	.025	.863
T25: Staff members take an interest in one another's professional development.	.258	.070
T26: Teachers receive praise, thanks and other recognition for their work.	.452	.001
T27: The principal knows the problems faced by teachers.	.039	.787
T28: The school has clearly stated learning objectives.	.305	.031
T29: The consequences relating to discipline are well understood by the students.	.122	.400
T30: Students are clear on the consequences of misbehaviour.	.118	.413
T31: The work environment is healthy.	.090	.535
T32: I am free to express my views and opinions in this school.	-.077	.595
T33: There is good team spirit in the school.	.159	.270
T34: My work objectives are clearly defined.	.150	.298
T35: I often discuss teaching methods and strategies with colleagues.	.274	.054
T36: I am regularly given feedback.	.153	.288
T37: Professional development in this school takes into account individual needs.	.118	.415
T38: There is good communication between teachers and the principal.	.101	.486

T39: There is agreement among teachers about the teaching philosophy.	.042	.774
T40: There is good communication between teachers and the school administration.	.032	.823
T41: The consequences relating to student discipline are well understood by teachers.	.105	.470
T42: It is uncommon for me to experience verbal abuse by students.	.305	.031
T43: The expectations for teachers are reasonable.	.012	.934
T44: There is opportunity for staff to participate in school decision-making.	-.023	.873
T45: Teachers have a positive attitude toward students.	.465	.001
T46: I can rely on my colleagues for assistance when needed.	.014	.923
T47: I have the opportunity in this school to develop new skills.	.103	.475
T48: I am happy with the quality of the feedback I receive on my work.	.065	.655
T49: There is support from the principal.	.037	.800
T50: It is uncommon for things to be stolen in this school.	.213	.137
T51: There is good communication among teachers in this school.	.310	.028
T52: I feel safe in this school.	.044	.761
T53: There is a formal process at this school for providing me feedback on my teaching.	.122	.400
T54: The teaching staff is committed to achieving the goals of the school.	.105	.470
T55: Student disruption is a problem.	-.356	.011
T56: I have the opportunity to discuss and receive feedback on my work performance.	.080	.581
T57: Gifted students are given the opportunity to reach their full potential at this school.	.425	.002
T58: Confidentiality would be my primary concern if asked to complete perception surveys on-line.	.105	.470
T59: Teachers have been provided with in-servicing concerning identification of gifted students.	.359	.010
T60: Teachers have been provided with in-servicing concerning programming for their gifted students.	.335	.018
T61: Teachers have been provided with the resources/avenues to meet the needs of their gifted students.	.445	.001

**Correlations between Grade 9 English Literacy Assessment Results (Writing) and
Percent Agreement on Teacher Perception Survey Questions**

Teacher Questions	Corr.	p
T1: Teachers work with enthusiasm at this school.	.401	.004
T2: I feel accepted by other school staff members.	.192	.182
T3: Teachers are encouraged to pursue professional development.	.488	.000
T4: The principal can be approached to discuss issues or concerns.	.267	.061
T5: The goals of the school match my own professional goals.	.422	.002
T6: My expectations about discipline are the same as other teachers in the school.	.312	.028
T7: There is an agreed upon school philosophy on discipline.	.319	.024
T8: Students are well-behaved.	.412	.003
T9: I am happy with the decision-making process in this school.	.367	.009
T10: Teachers take pride in the school.	.309	.029
T11: Teachers feel confident about their work.	.526	.000
T12: I am clear about what parents expect of me.	.150	.299
T13: There is opportunity to work cooperatively with other school members.	.346	.014
T14: There is access to professional development in this school.	.323	.022
T15: The principal can be relied upon when things get difficult.	.382	.006
T16: The goals of the school are easily understood.	.333	.018
T17: The rules relating to discipline are enforced consistently.	.246	.085
T18: Bullying incidents are rare.	.315	.026

T19: Teachers are expected to work hard.	.276	.052
T20: Teachers are asked to participate in decisions concerning school-developed policies.	.160	.267
T21: Morale in this school is high.	.424	.002
T22: Teachers feel excited about their role.	.361	.010
T23: Teachers understand their professional responsibilities.	.210	.143
T24: I receive support from others in the school.	.171	.236
T25: Staff members take an interest in one another's professional development.	.350	.013
T26: Teachers receive praise, thanks and other recognition for their work.	.430	.002
T27: The principal knows the problems faced by teachers.	.352	.012
T28: The school has clearly stated learning objectives.	.392	.005
T29: The consequences relating to discipline are well understood by the students.	.288	.043
T30: Students are clear on the consequences of misbehaviour.	.300	.034
T31: The work environment is healthy.	.252	.078
T32: I am free to express my views and opinions in this school.	.219	.127
T33: There is good team spirit in the school.	.468	.001
T34: My work objectives are clearly defined.	.324	.022
T35: I often discuss teaching methods and strategies with colleagues.	.196	.172
T36: I am regularly given feedback.	.154	.285
T37: Professional development in this school takes into account individual needs.	.282	.047
T38: There is good communication between teachers and the principal.	.369	.008
T39: There is agreement among teachers about the teaching philosophy.	.222	.121
T40: There is good communication between teachers and the school administration.	.326	.021
T41: The consequences relating to student discipline are well understood by teachers.	.181	.209
T42: It is uncommon for me to experience verbal abuse by students.	.401	.004
T43: The expectations for teachers are reasonable.	.239	.095
T44: There is opportunity for staff to participate in school decision-making.	.246	.085
T45: Teachers have a positive attitude toward students.	.336	.017
T46: I can rely on my colleagues for assistance when needed.	.210	.143
T47: I have the opportunity in this school to develop new skills.	.360	.010
T48: I am happy with the quality of the feedback I receive on my work.	.207	.150
T49: There is support from the principal.	.329	.020
T50: It is uncommon for things to be stolen in this school.	.299	.035
T51: There is good communication among teachers in this school.	.449	.001
T52: I feel safe in this school.	.259	.070
T53: There is a formal process at this school for providing me feedback on my teaching.	.125	.386
T54: The teaching staff is committed to achieving the goals of the school.	.343	.015
T55: Student disruption is a problem.	-.491	.000
T56: I have the opportunity to discuss and receive feedback on my work performance.	.143	.323
T57: Gifted students are given the opportunity to reach their full potential at this school.	.323	.022
T58: Confidentiality would be my primary concern if asked to complete perception surveys on-line.	-.008	.955
T59: Teachers have been provided with in-servicing concerning identification of gifted students.	.314	.027
T60: Teachers have been provided with in-servicing concerning programming for their gifted students.	.335	.017
T61: Teachers have been provided with the resources/avenues to meet the needs of their gifted students.	.310	.029

Appendix C

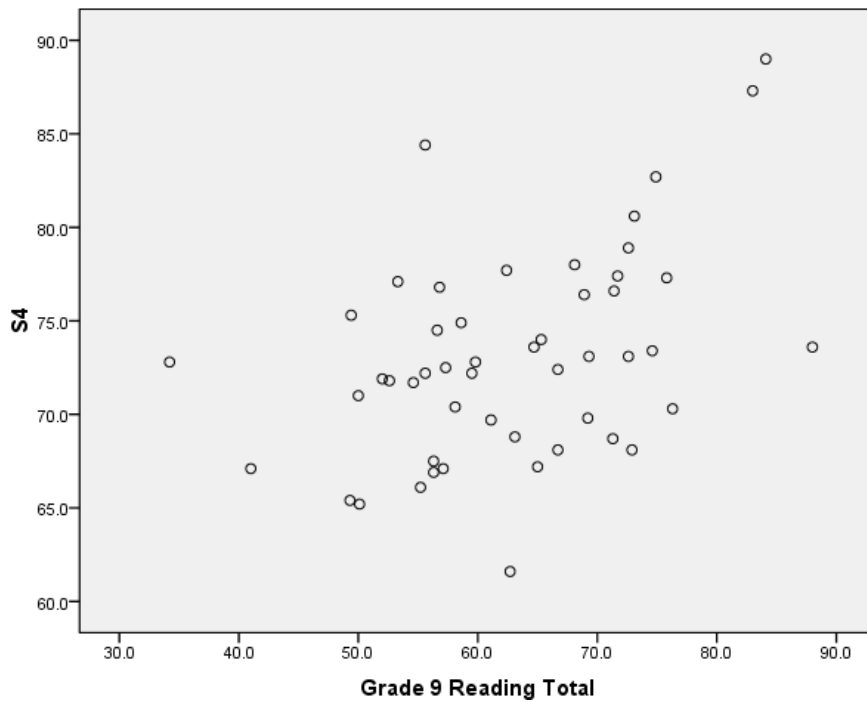
Correlations of My Teachers Expect Work of High Quality from (S4) with Results on Student Achievement Levels at the School Level

Grade 9 English (Reading)

Correlations

		Grade 9 Reading Total	S4
Grade 9 Reading Total	Pearson Correlation	1.000	.438**
	Sig. (2-tailed)		.001
	N	50.000	50
S4	Pearson Correlation	.438**	1.000
	Sig. (2-tailed)	.001	
	N	50	219.000

** . Correlation is significant at the 0.01 level (2-tailed).

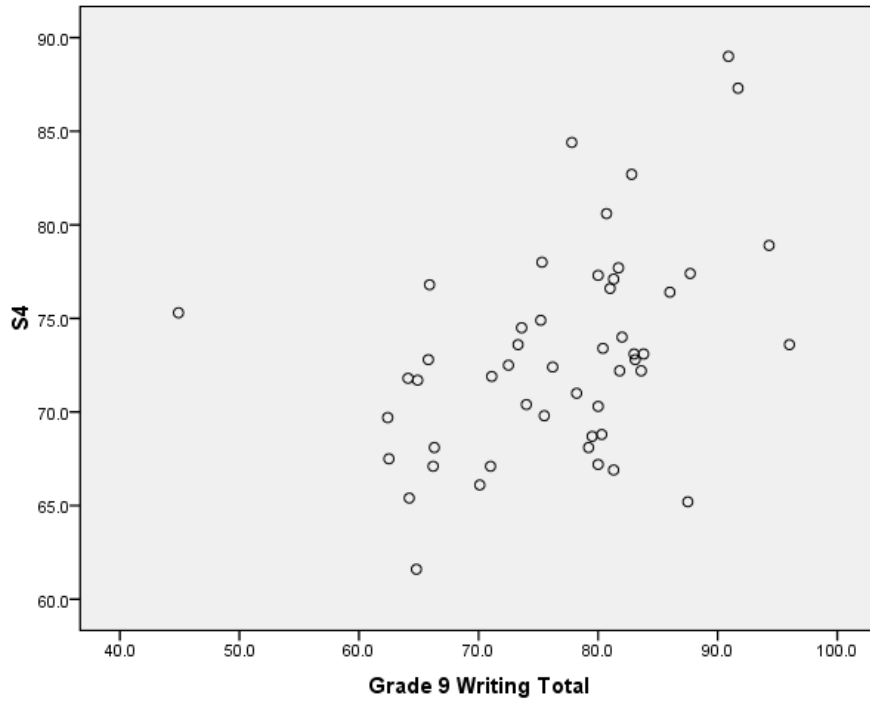


Grade 9 English (Writing)

Correlations

		Grade 9 Writing Total	S4
Grade 9 Writing Total	Pearson Correlation	1.000	.417**
	Sig. (2-tailed)		.003
	N	50.000	50
S4	Pearson Correlation	.417**	1.000
	Sig. (2-tailed)	.003	
	N	50	219.000

**. Correlation is significant at the 0.01 level (2-tailed).



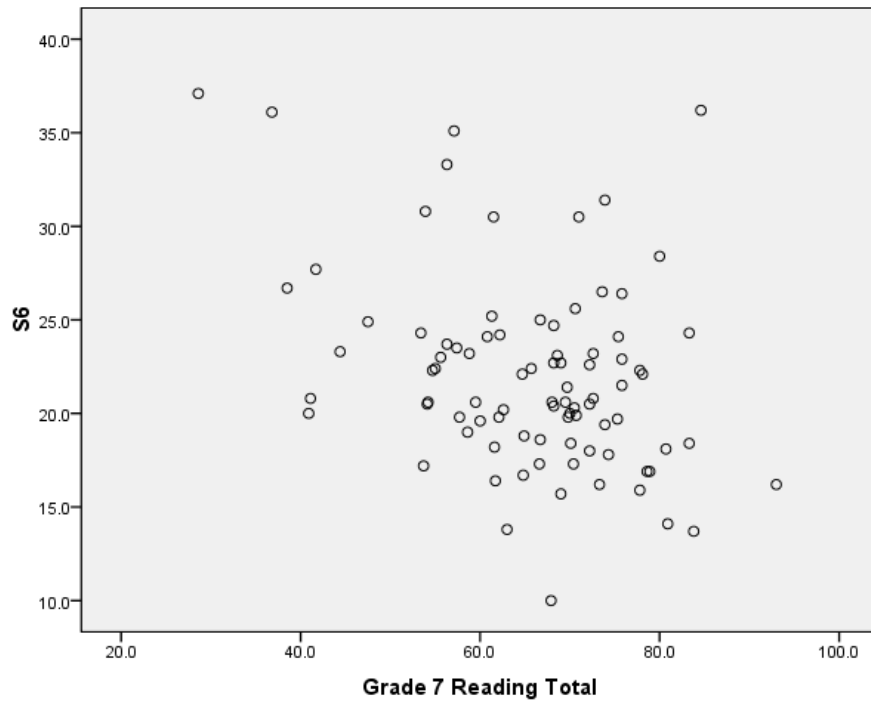
Correlations of The Work that I do in Class is too Easy (S6) with Results on Student Achievement Levels at the School Level

Grade 7 English (Reading)

Correlations

		Grade 7 Reading Total	S6
Grade 7 Reading Total	Pearson Correlation	1.000	-.353**
	Sig. (2-tailed)		.001
	N	87.000	87
S6	Pearson Correlation	-.353**	1.000
	Sig. (2-tailed)	.001	
	N	87	219.000

** . Correlation is significant at the 0.01 level (2-tailed).

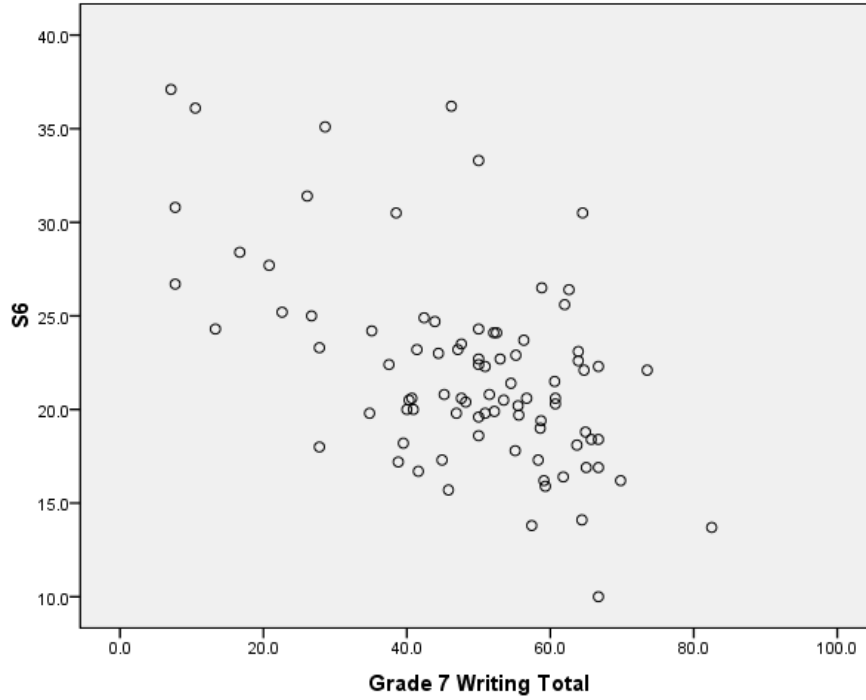


Grade 7 English (Writing)

Correlations

		Grade 7 Writing Total	S6
Grade 7 Writing Total	Pearson Correlation	1.000	-.560**
	Sig. (2-tailed)		.000
	N	87.000	87
S6	Pearson Correlation	-.560**	1.000
	Sig. (2-tailed)	.000	
	N	87	219.000

**. Correlation is significant at the 0.01 level (2-tailed).



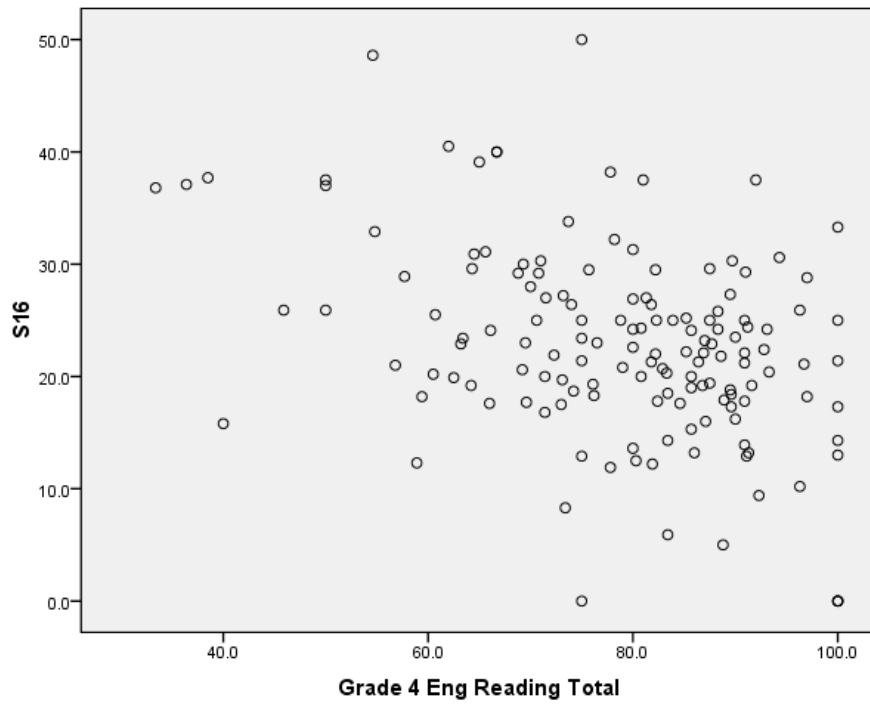
Correlations of the Work that I Do in Class is Often Too Hard (S16) with Results on Student Achievement Levels at the School Level

Grade 4 English (Reading)

Correlations

		Grade 4 Eng Reading Total	S16
Grade 4 Eng Reading Total	Pearson Correlation	1.000	-.409**
	Sig. (2-tailed)		.000
	N	146.000	146
S16	Pearson Correlation	-.409**	1.000
	Sig. (2-tailed)	.000	
	N	146	219.000

** . Correlation is significant at the 0.01 level (2-tailed).

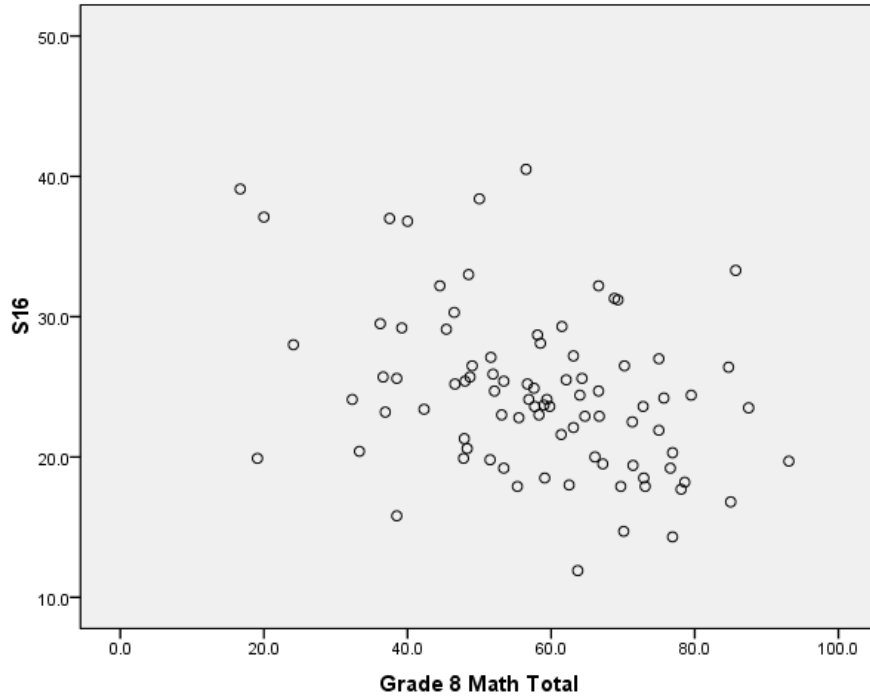


Grade 8 Math

Correlations

		Grade 8 Math Total	S16
Grade 8 Math Total	Pearson Correlation	1.000	-.372**
	Sig. (2-tailed)		.000
	N	87.000	87
S16	Pearson Correlation	-.372**	1.000
	Sig. (2-tailed)	.000	
	N	87	219.000

**. Correlation is significant at the 0.01 level (2-tailed).

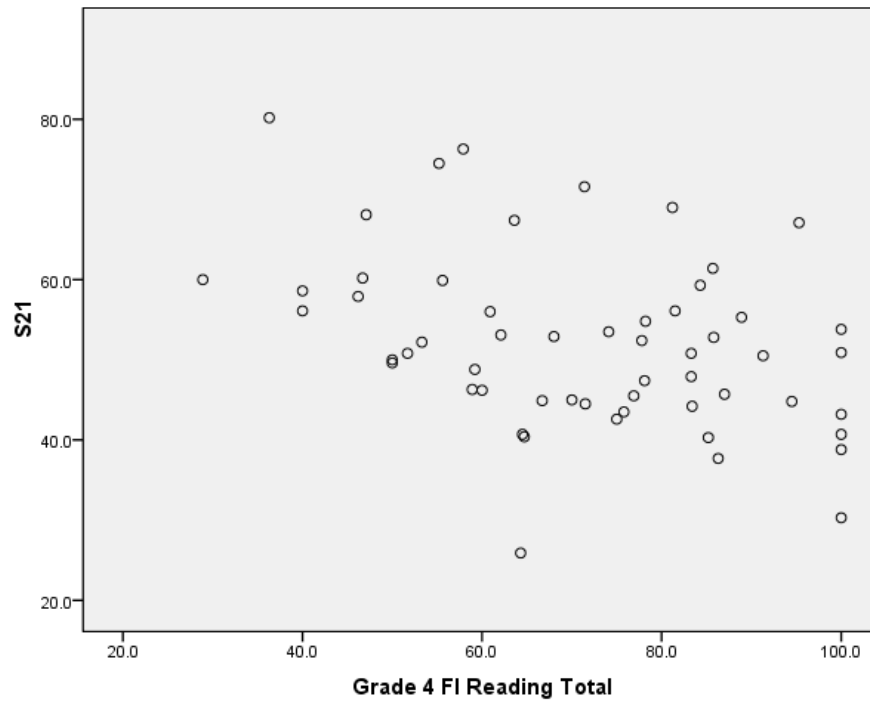


Correlations of My Teachers Often Have to Wait a Long Time for Everyone to Quiet Down (S21)
with Results on Student Achievement Levels at the School Level

Grade 4 French Immersion (Reading)

		Grade 4 FI Reading Total	S21
Grade 4 FI Reading Total	Pearson Correlation	1.000	-.392**
	Sig. (2-tailed)		.003
	N	56.000	56
S21	Pearson Correlation	-.392**	1.000
	Sig. (2-tailed)	.003	
	N	56	219.000

** . Correlation is significant at the 0.01 level (2-tailed).

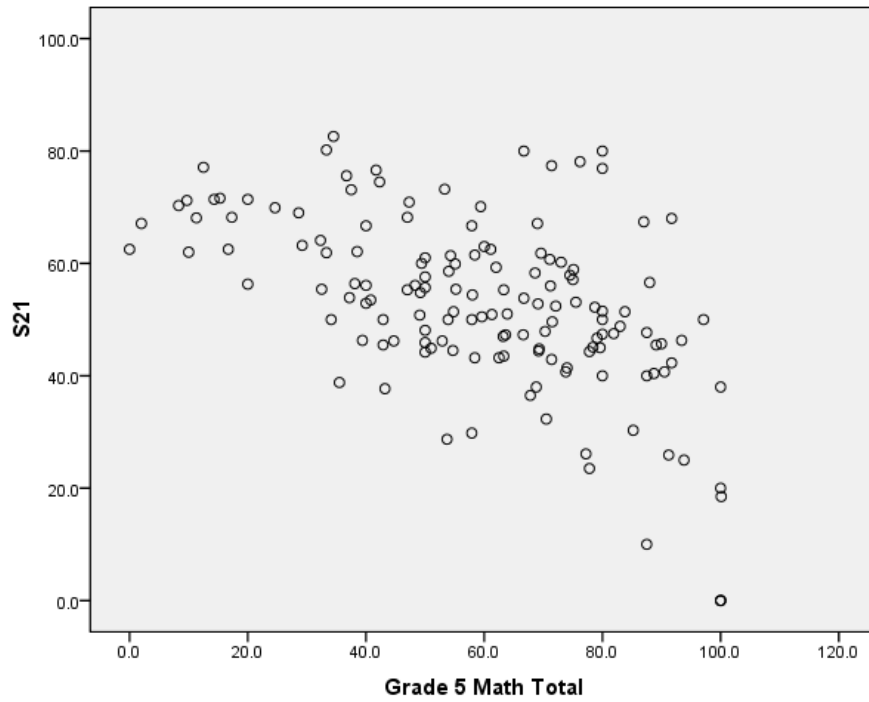


Grade 5 Math

Correlations

		Grade 5 Math Total	S21
Grade 5 Math Total	Pearson Correlation	1.000	-.559**
	Sig. (2-tailed)		.000
	N	146.000	146
S21	Pearson Correlation	-.559**	1.000
	Sig. (2-tailed)	.000	
	N	146	219.000

**. Correlation is significant at the 0.01 level (2-tailed).

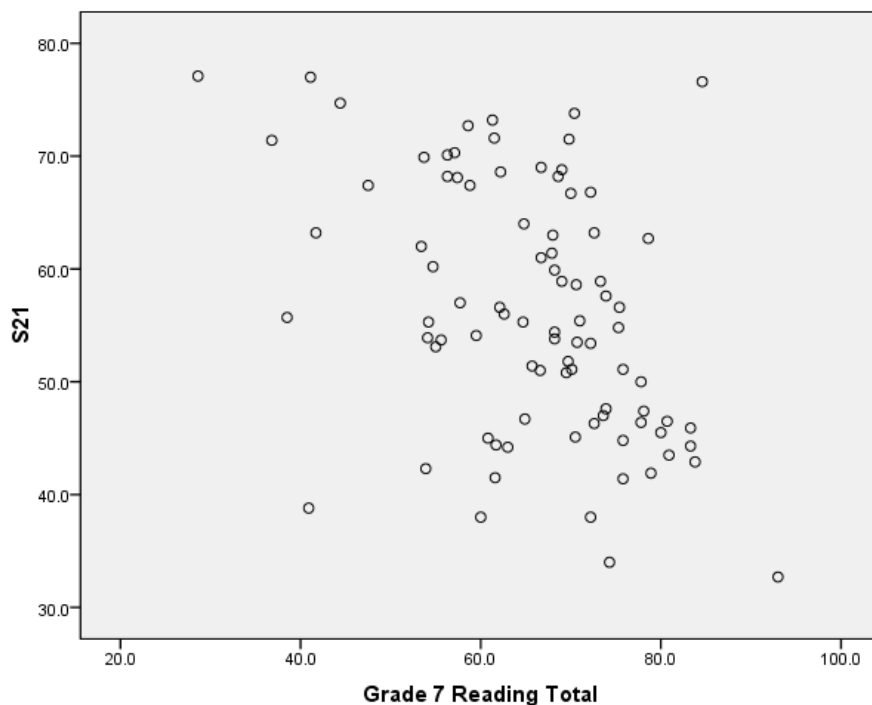


Grade 7 English (Reading)

Correlations

		Grade 7 Reading Total	S21
Grade 7 Reading Total	Pearson Correlation	1.000	-.434**
	Sig. (2-tailed)		.000
	N	87.000	87
S21	Pearson Correlation	-.434**	1.000
	Sig. (2-tailed)	.000	
	N	87	219.000

**. Correlation is significant at the 0.01 level (2-tailed).



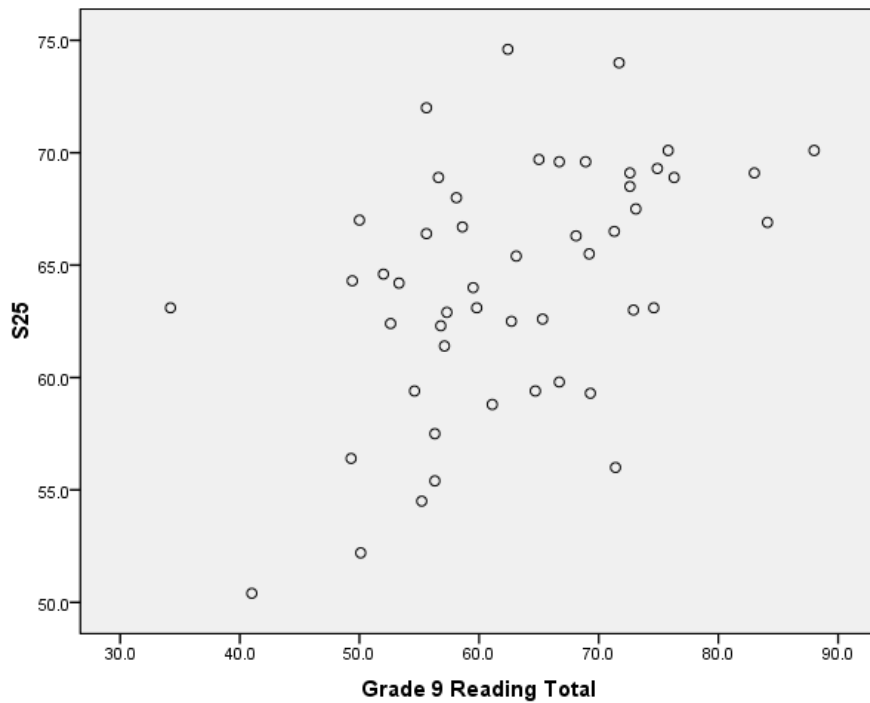
Correlations of My Teachers Give Me Challenging Work Which I am Expected to Finish (S25)
with Results on Student Achievement Levels at the School Level

Grade 9 English (Reading)

Correlations

		Grade 9 Reading Total	S25
Grade 9 Reading Total	Pearson Correlation	1.000	.471**
	Sig. (2-tailed)		.001
	N	50.000	50
S25	Pearson Correlation	.471**	1.000
	Sig. (2-tailed)	.001	
	N	50	219.000

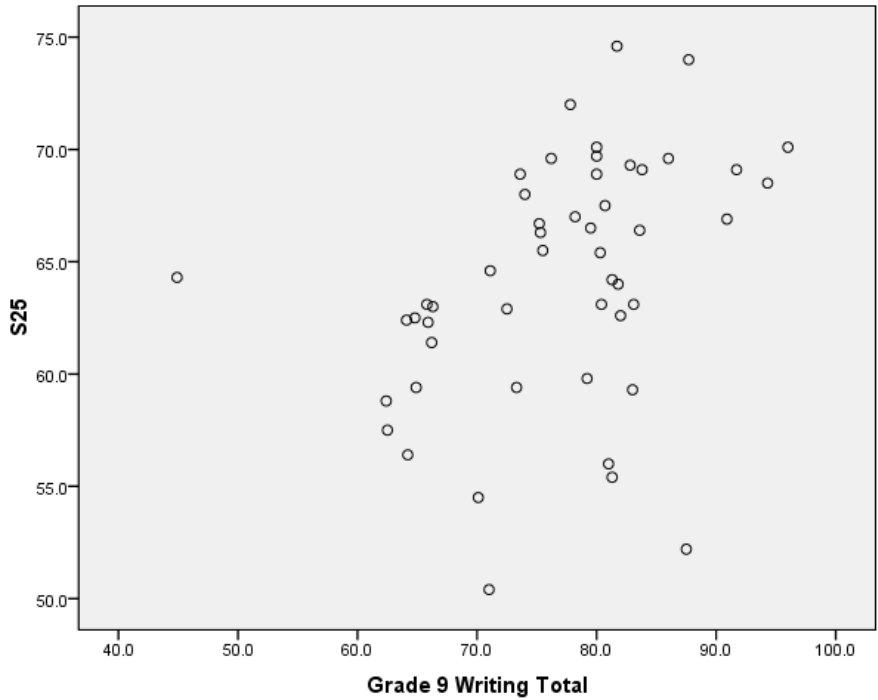
** . Correlation is significant at the 0.01 level (2-tailed).



**Grade 9 English (Writing)
Correlations**

		Grade 9 Writing Total	S25
Grade 9 Writing Total	Pearson Correlation	1.000	.384**
	Sig. (2-tailed)		.006
	N	50.000	50
S25	Pearson Correlation	.384**	1.000
	Sig. (2-tailed)	.006	
	N	50	219.000

**. Correlation is significant at the 0.01 level (2-tailed).



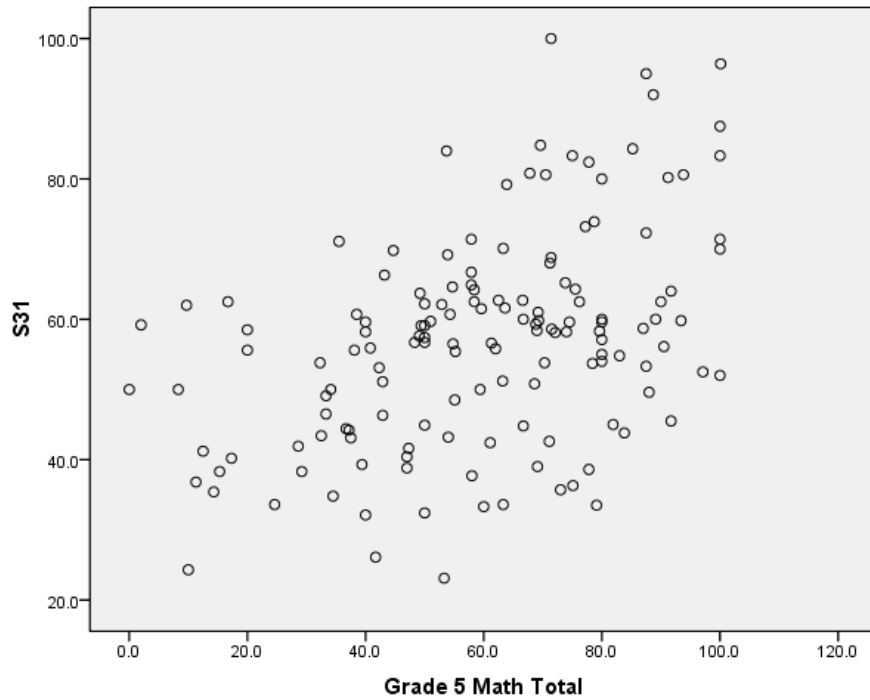
Correlations of When the Teacher Tells Students Something They Pay Attention (S31) with Results on Student Achievement Levels at the School Level

Grade 5 Math

Correlations

		Grade 5 Math Total	S31
Grade 5 Math Total	Pearson Correlation	1.000	.443**
	Sig. (2-tailed)		.000
	N	146.000	146
S31	Pearson Correlation	.443**	1.000
	Sig. (2-tailed)	.000	
	N	146	219.000

** . Correlation is significant at the 0.01 level (2-tailed).

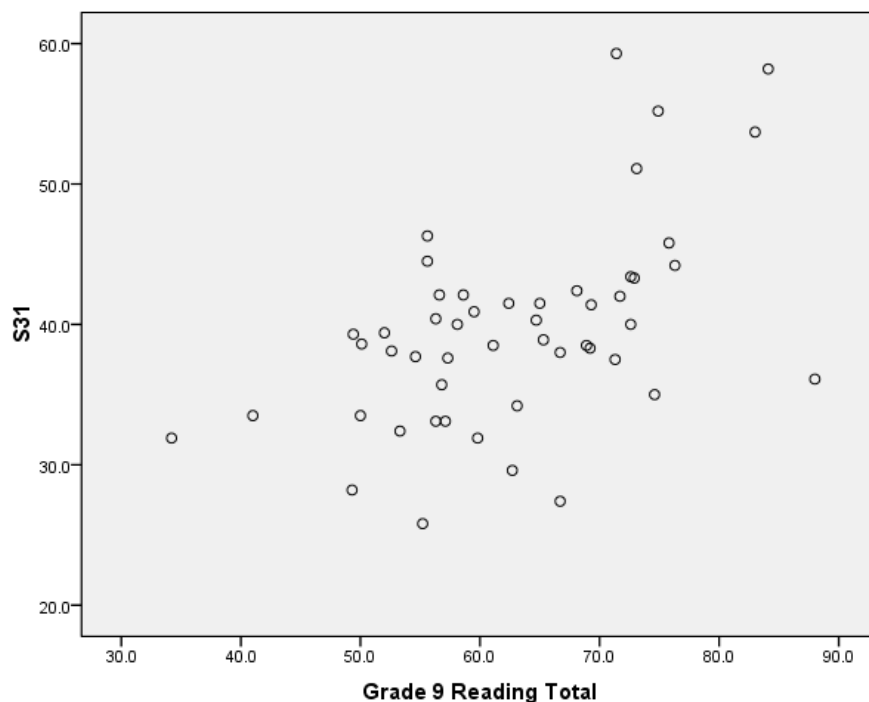


Grade 9 English (Reading)

Correlations

		Grade 9 Reading Total	S31
Grade 9 Reading Total	Pearson Correlation	1.000	.534**
	Sig. (2-tailed)		.000
	N	50.000	50
S31	Pearson Correlation	.534**	1.000
	Sig. (2-tailed)	.000	
	N	50	219.000

**. Correlation is significant at the 0.01 level (2-tailed).

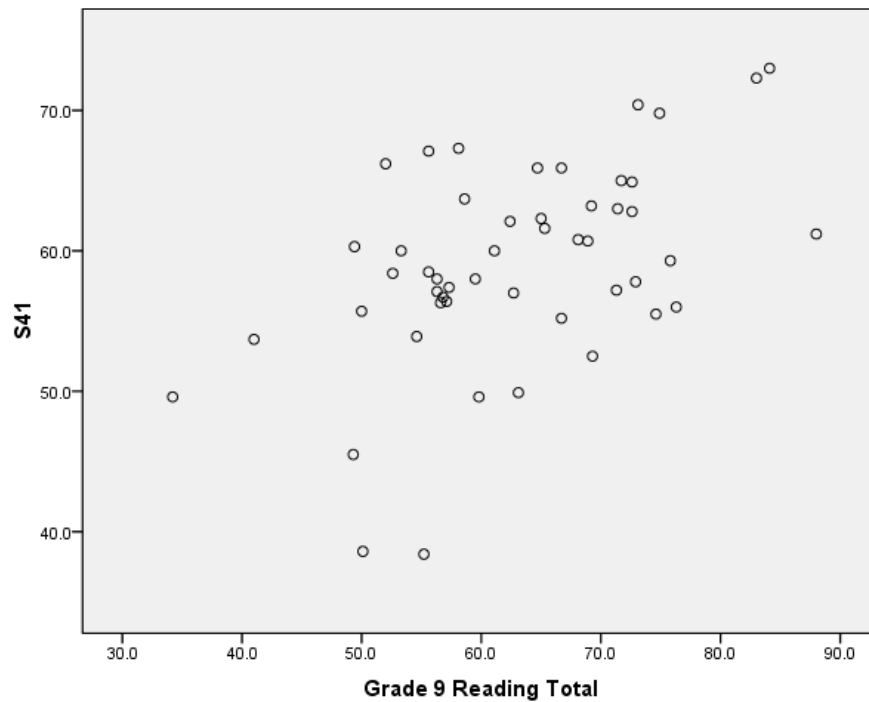


Correlations of I Feel Like I Belong at this School (S41) with Results on Student Achievement Levels at the School Level
Grade 9 English (Reading)

Correlations

		Grade 9 Reading Total	S41
Grade 9 Reading Total	Pearson Correlation	1.000	.508**
	Sig. (2-tailed)		.000
	N	50.000	50
S41	Pearson Correlation	.508**	1.000
	Sig. (2-tailed)	.000	
	N	50	219.000

**. Correlation is significant at the 0.01 level (2-tailed).



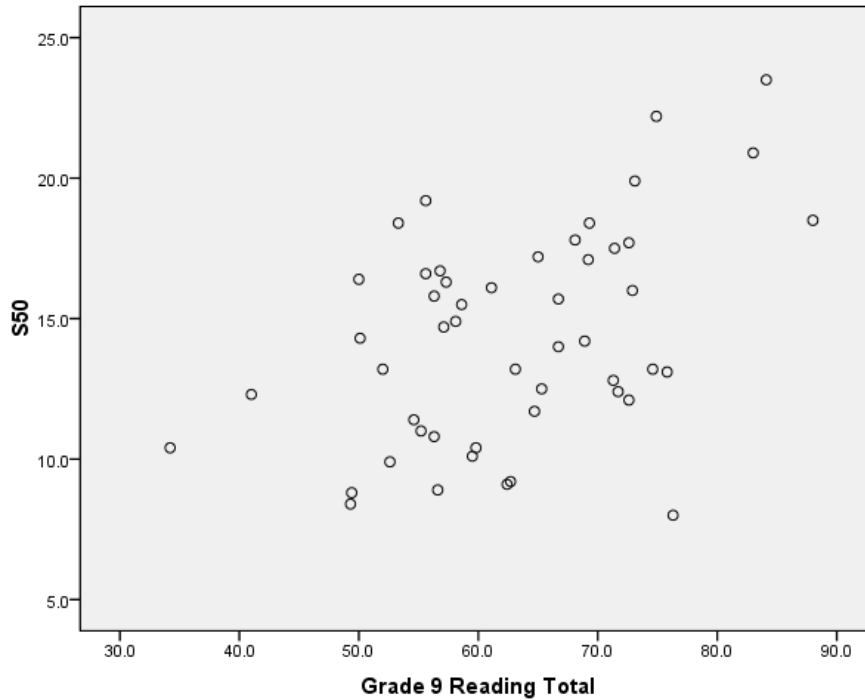
Correlations of Students Never Get Bullied at my School (S50) with Results on Student Achievement Levels at the School Level

Grade 9 English (Reading)

Correlations

		Grade 9 Reading Total	S50
Grade 9 Reading Total	Pearson Correlation	1.000	.449**
	Sig. (2-tailed)		.001
	N	50.000	50
S50	Pearson Correlation	.449**	1.000
	Sig. (2-tailed)	.001	
	N	50	219.000

** . Correlation is significant at the 0.01 level (2-tailed).

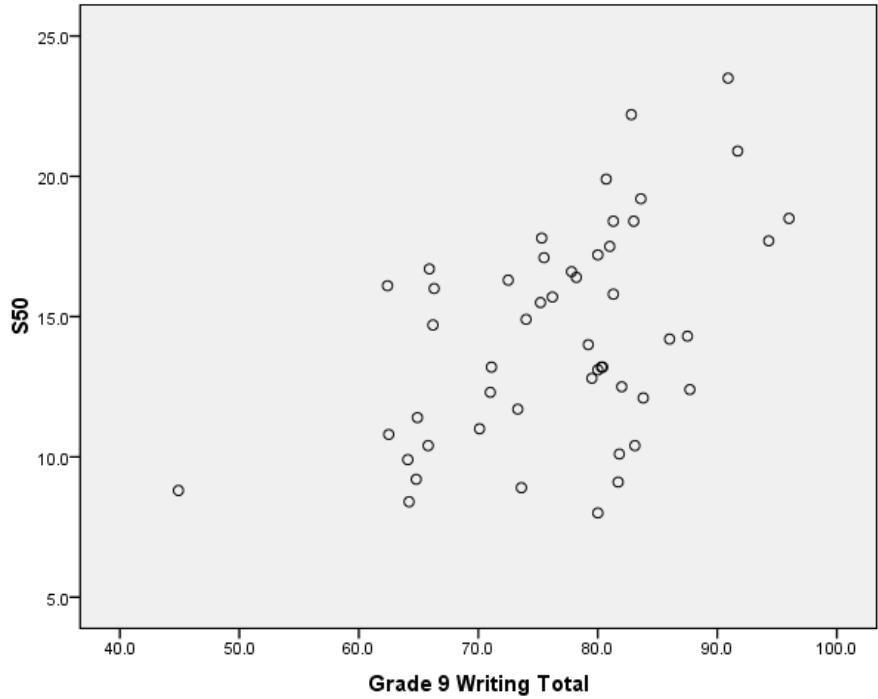


Grade 9 English (Writing)

Correlations

		Grade 9 Writing Total	S50
Grade 9 Writing Total	Pearson Correlation	1.000	.486**
	Sig. (2-tailed)		.000
	N	50.000	50
S50	Pearson Correlation	.486**	1.000
	Sig. (2-tailed)	.000	
	N	50	219.000

**. Correlation is significant at the 0.01 level (2-tailed).



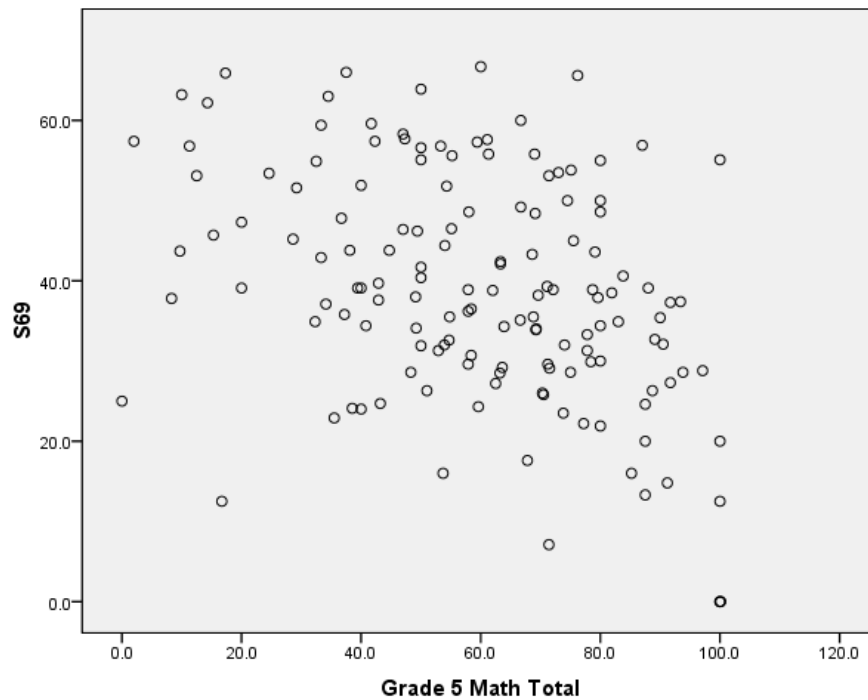
Correlations of My Classes are Often Noisy and Disorderly (S69) with Results on Student Achievement Levels at the School Level

Grade 5 Math

Correlations

		S69	Grade 5 Math Total
S69	Pearson Correlation	1.000	-.404**
	Sig. (2-tailed)		.000
	N	219.000	146
Grade 5 Math Total	Pearson Correlation	-.404**	1.000
	Sig. (2-tailed)	.000	
	N	146	146.000

** . Correlation is significant at the 0.01 level (2-tailed).

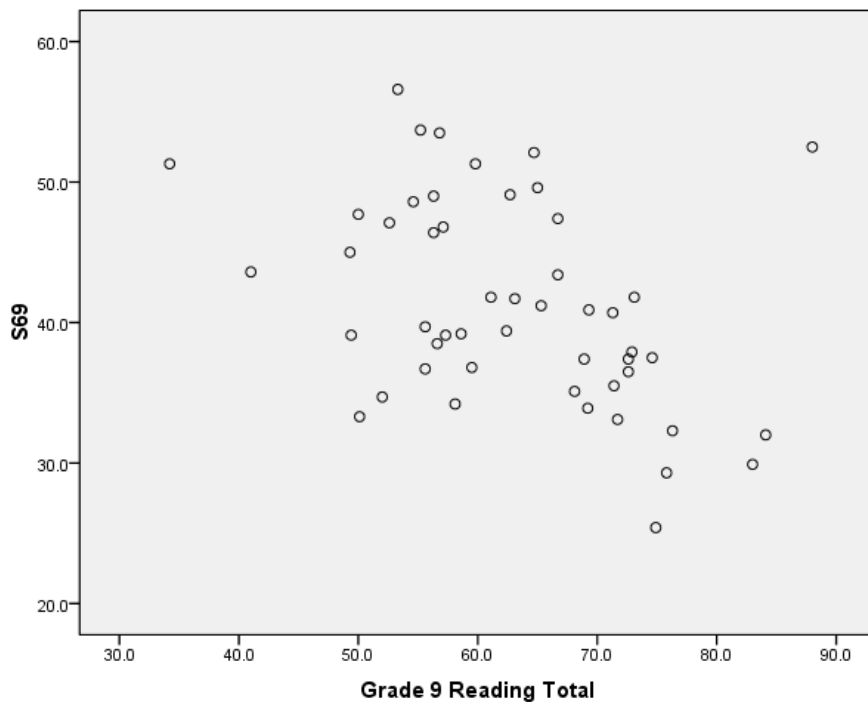


Grade 9 English (Reading)

Correlations

		Grade 9 Reading Total	S69
Grade 9 Reading Total	Pearson Correlation	1.000	-.426**
	Sig. (2-tailed)		.002
	N	50.000	50
S69	Pearson Correlation	-.426**	1.000
	Sig. (2-tailed)	.002	
	N	50	219.000

**. Correlation is significant at the 0.01 level (2-tailed).



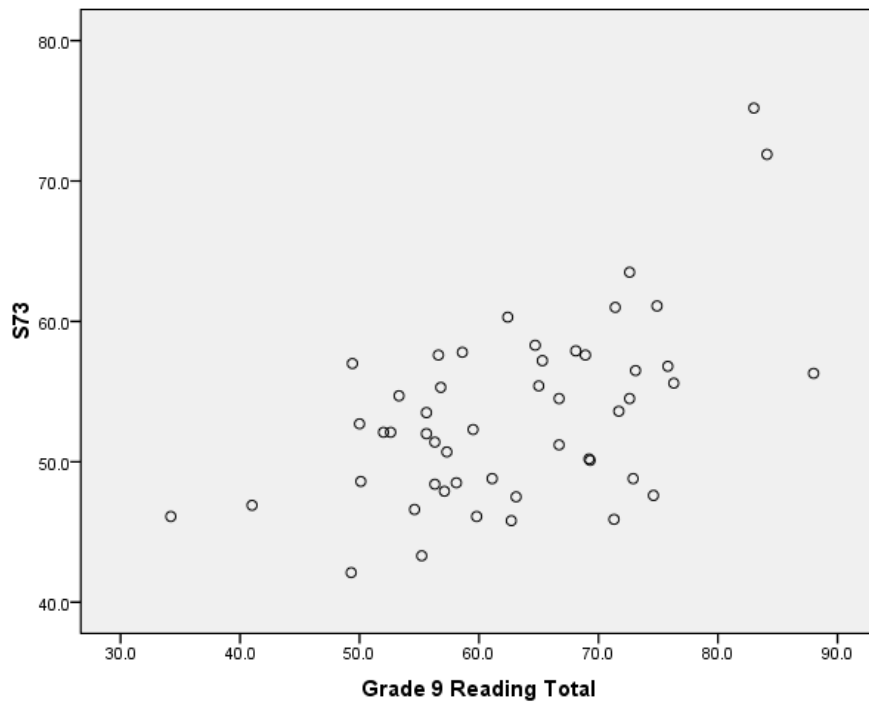
Correlations of Teachers Set Challenges for, and have High Expectations of, Each (S73) with Results on Student Achievement Levels at the School Level

Grade 9 Reading

Correlations

		Grade 9 Reading Total	S73
Grade 9 Reading Total	Pearson Correlation	1.000	.553**
	Sig. (2-tailed)		.000
	N	50.000	50
S73	Pearson Correlation	.553**	1.000
	Sig. (2-tailed)	.000	
	N	50	219.000

** . Correlation is significant at the 0.01 level (2-tailed).

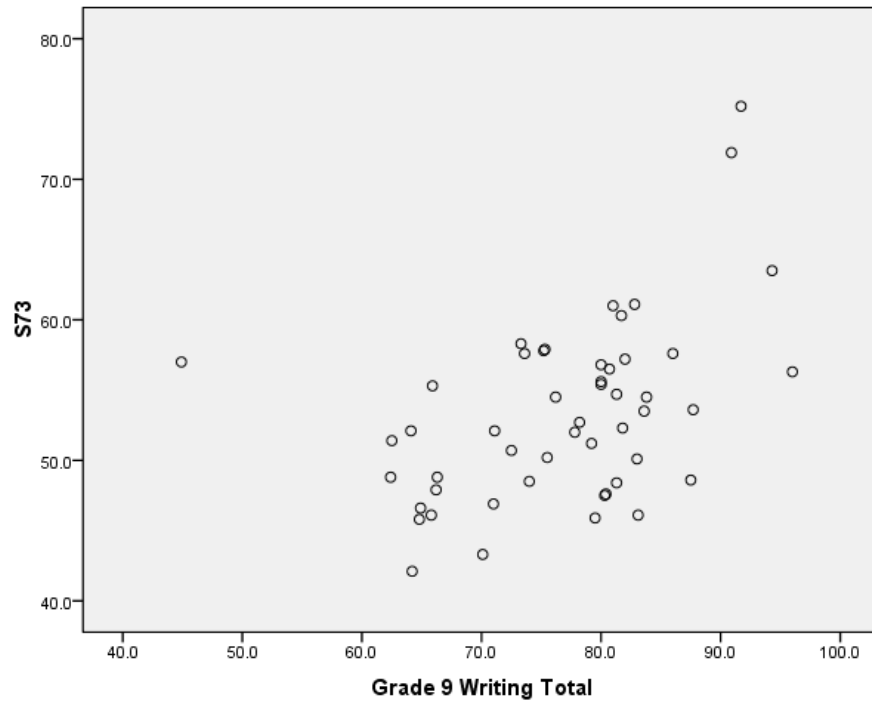


Grade 9 Writing

Correlations

		Grade 9 Writing Total	S73
Grade 9 Writing Total	Pearson Correlation	1.000	.460**
	Sig. (2-tailed)		.001
	N	50.000	50
S73	Pearson Correlation	.460**	1.000
	Sig. (2-tailed)	.001	
	N	50	219.000

** . Correlation is significant at the 0.01 level (2-tailed).



Appendix D

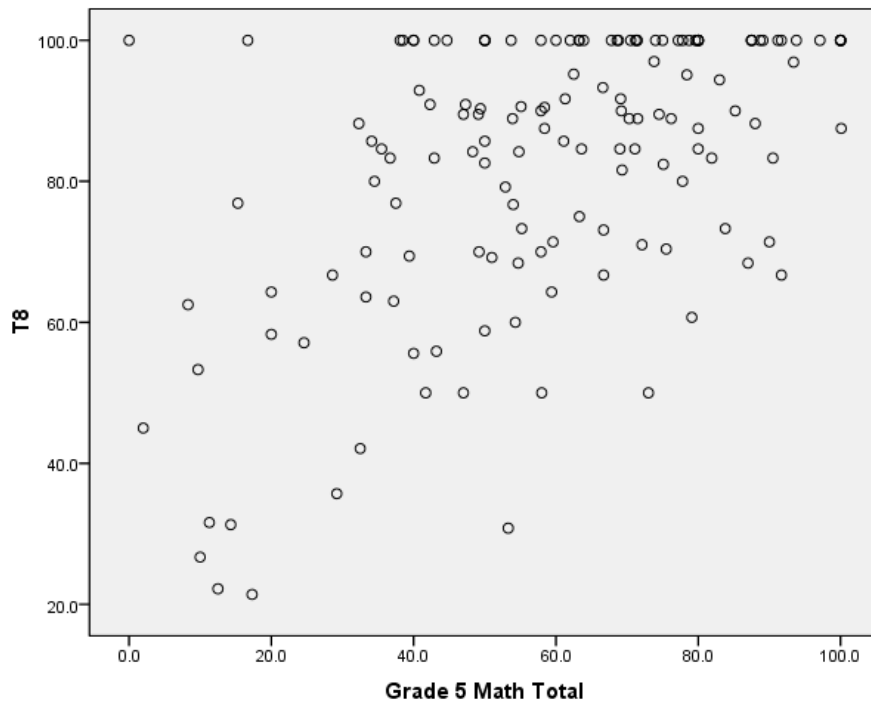
Selected Correlations of Students are Well-Behaved (T8) with Results on Student Achievement Levels at the School Level

Grade 5 Math

Correlations

		Grade 5 Math Total	T8
Grade 5 Math Total	Pearson Correlation	1.000	.535**
	Sig. (2-tailed)		.000
	N	146.000	145
T8	Pearson Correlation	.535**	1.000
	Sig. (2-tailed)	.000	
	N	145	227.000

** . Correlation is significant at the 0.01 level (2-tailed).

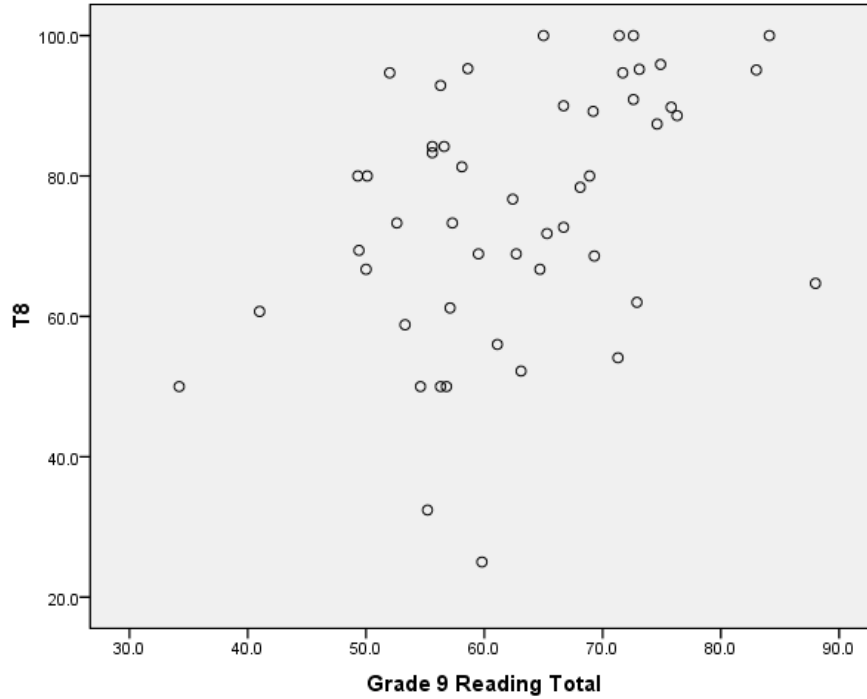


Grade 9 Literacy (Reading)

Correlations

		Grade 9 Reading Total	T8
Grade 9 Reading Total	Pearson Correlation	1.000	.421**
	Sig. (2-tailed)		.002
	N	50.000	50
T8	Pearson Correlation	.421**	1.000
	Sig. (2-tailed)	.002	
	N	50	227.000

**. Correlation is significant at the 0.01 level (2-tailed).



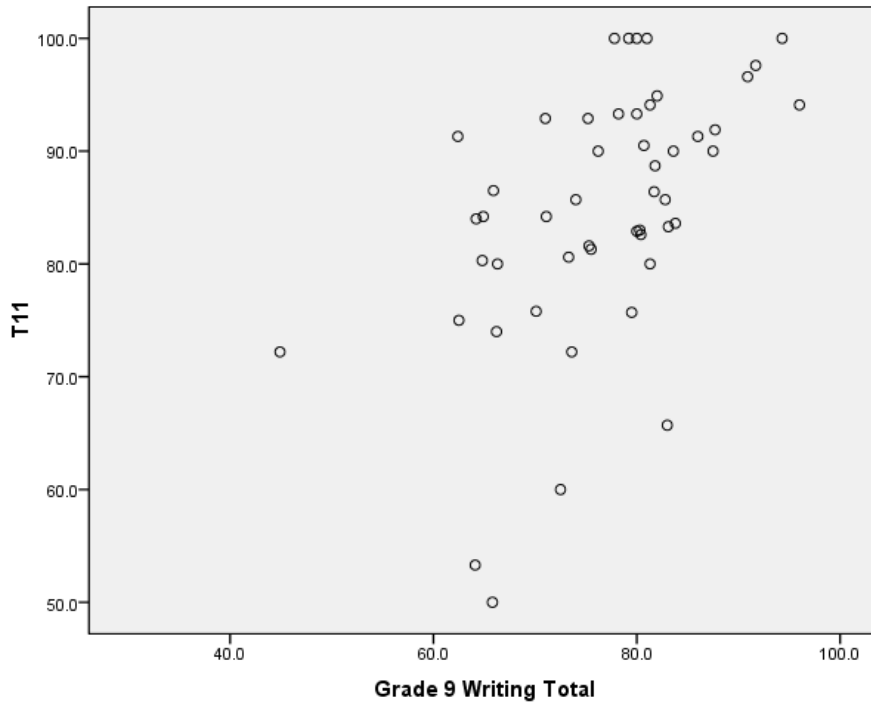
Selected Correlation of Teachers Feel Confident About Their Work (T11) with Results on Student Achievement Levels at the School Level

Grade 9 Literacy (Writing)

Correlations

		Grade 9 Writing Total	T11
Grade 9 Writing Total	Pearson Correlation	1.000	.526**
	Sig. (2-tailed)		.000
	N	50.000	50
T11	Pearson Correlation	.526**	1.000
	Sig. (2-tailed)	.000	
	N	50	227.000

** . Correlation is significant at the 0.01 level (2-tailed).



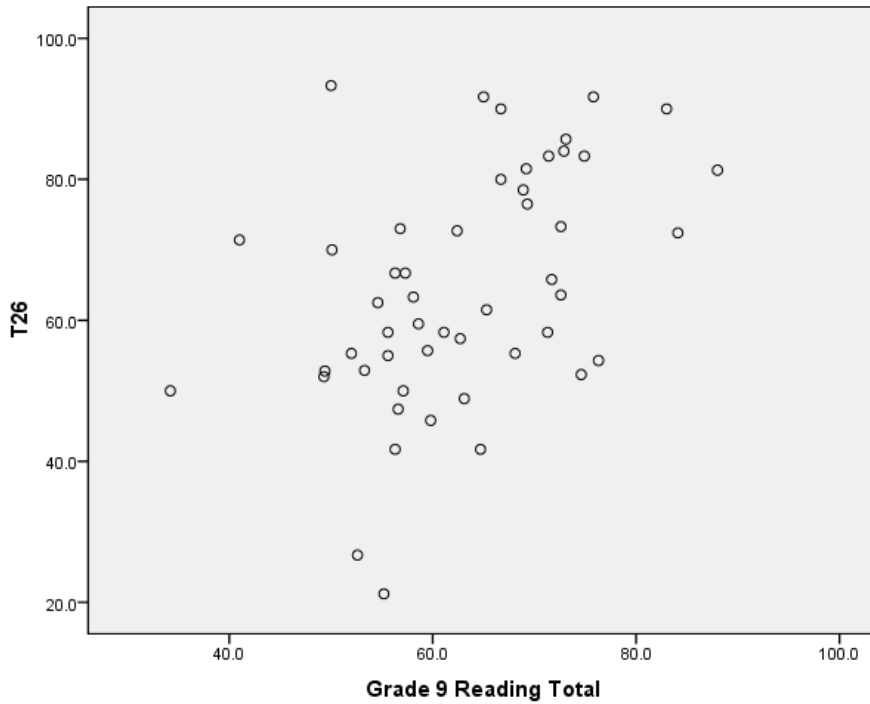
Selected Correlations of Teachers Receive Praise, Thanks and Other Recognition for Their Work (T26) with Results on Student Achievement Levels at the School Level

Grade 9 Literacy (Reading)

Correlations

		Grade 9 Reading Total	T26
Grade 9 Reading Total	Pearson Correlation	1.000	.452**
	Sig. (2-tailed)		.001
	N	50.000	50
T26	Pearson Correlation	.452**	1.000
	Sig. (2-tailed)	.001	
	N	50	227.000

** . Correlation is significant at the 0.01 level (2-tailed).

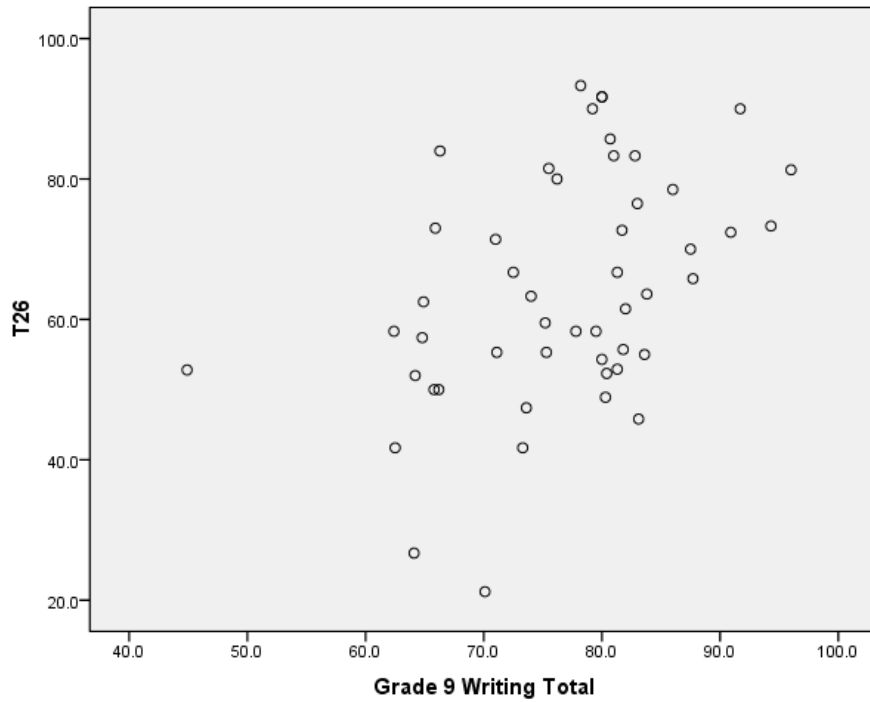


Grade 9 Literacy (Writing)

Correlations

		Grade 9 Writing Total	T26
Grade 9 Writing Total	Pearson Correlation	1.000	.430**
	Sig. (2-tailed)		.002
	N	50.000	50
T26	Pearson Correlation	.430**	1.000
	Sig. (2-tailed)	.002	
	N	50	227.000

**. Correlation is significant at the 0.01 level (2-tailed).



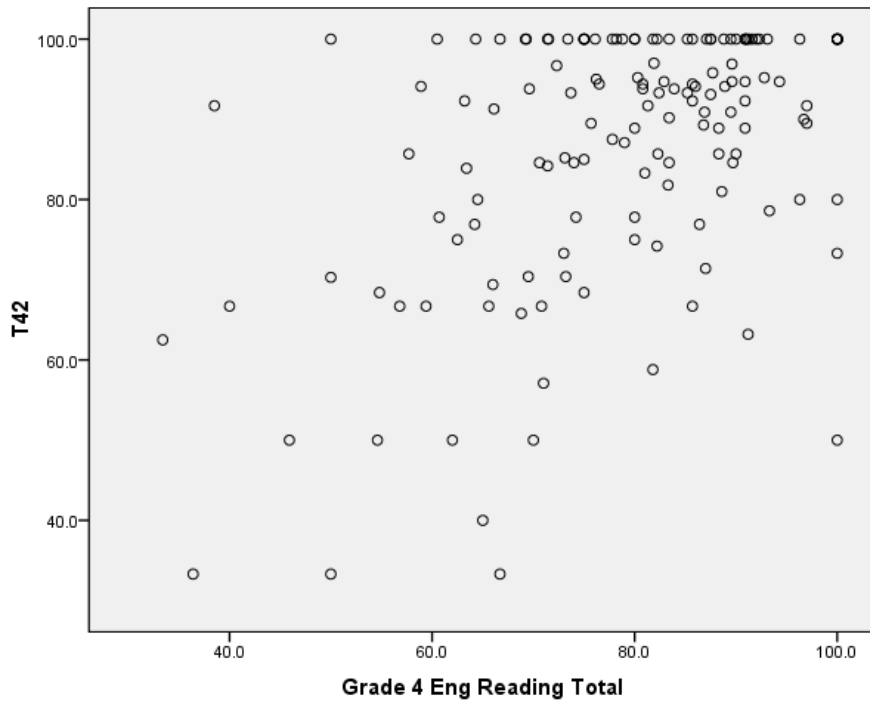
Selected Correlations of It is Uncommon for Me to Experience Verbal Abuse by Students (T42)
with Results on Student Achievement Levels at the School Level

Grade 4 English Literacy (Reading)

Correlations

		Grade 4 Eng Reading Total	T42
Grade 4 Eng Reading Total	Pearson Correlation	1.000	.470**
	Sig. (2-tailed)		.000
	N	146.000	145
T42	Pearson Correlation	.470**	1.000
	Sig. (2-tailed)	.000	
	N	145	227.000

** . Correlation is significant at the 0.01 level (2-tailed).

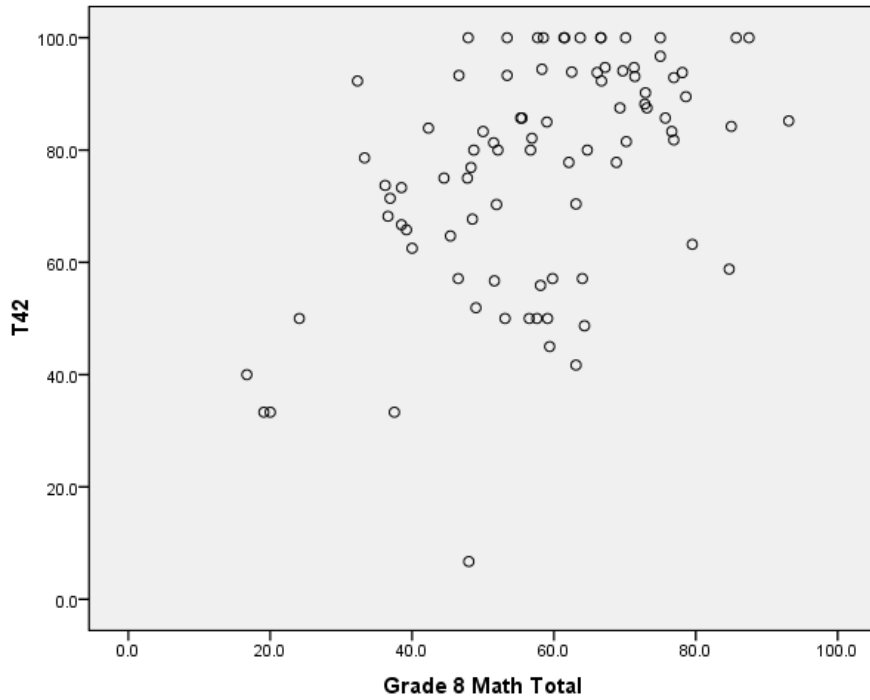


Grade 8 Math

Correlations

		Grade 8 Math Total	T42
Grade 8 Math Total	Pearson Correlation	1.000	.488**
	Sig. (2-tailed)		.000
	N	87.000	87
T42	Pearson Correlation	.488**	1.000
	Sig. (2-tailed)	.000	
	N	87	227.000

**. Correlation is significant at the 0.01 level (2-tailed).



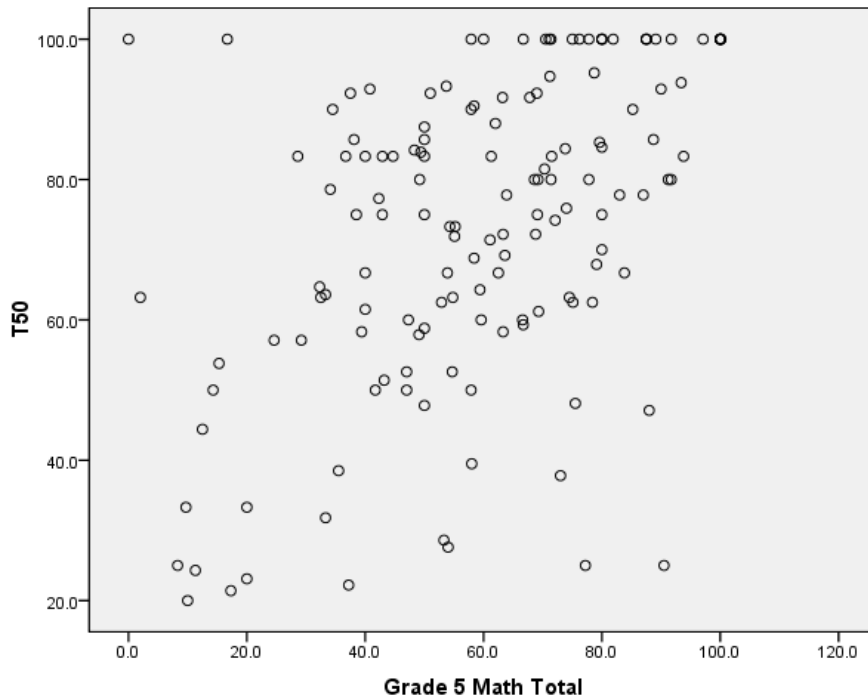
Selected Correlations of It is Uncommon for Things to be Stolen in this School (T50) with Results on Student Achievement Levels at the School Level

Grade 5 Math

Correlations

		Grade 5 Math Total	T50
Grade 5 Math Total	Pearson Correlation	1.000	.495**
	Sig. (2-tailed)		.000
	N	146.000	145
T50	Pearson Correlation	.495**	1.000
	Sig. (2-tailed)	.000	
	N	145	227.000

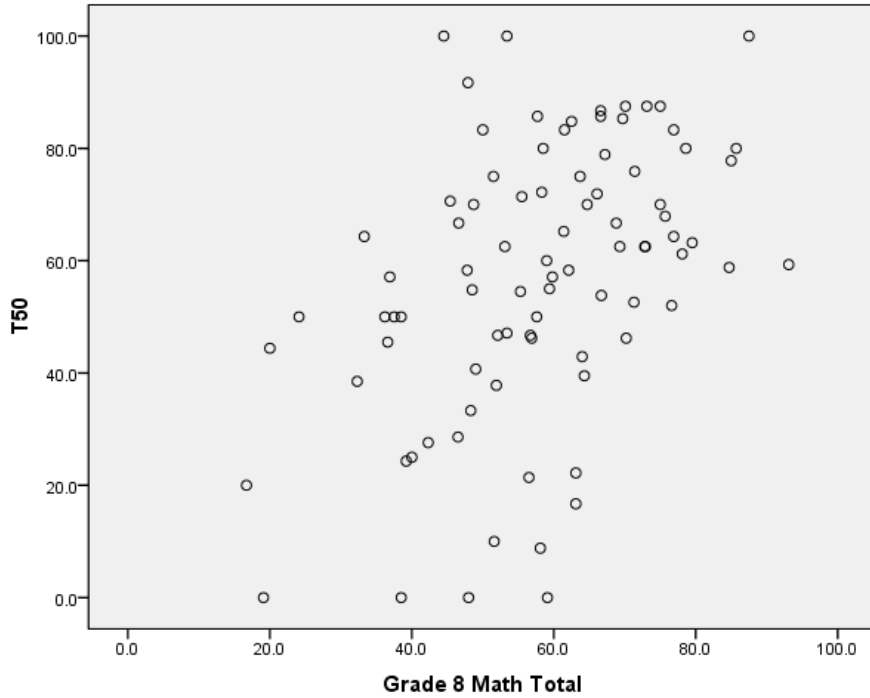
** . Correlation is significant at the 0.01 level (2-tailed).



**Grade 8 Math
Correlations**

		Grade 8 Math Total	T50
Grade 8 Math Total	Pearson Correlation	1.000	.449**
	Sig. (2-tailed)		.000
	N	87.000	87
T50	Pearson Correlation	.449**	1.000
	Sig. (2-tailed)	.000	
	N	87	227.000

**. Correlation is significant at the 0.01 level (2-tailed).



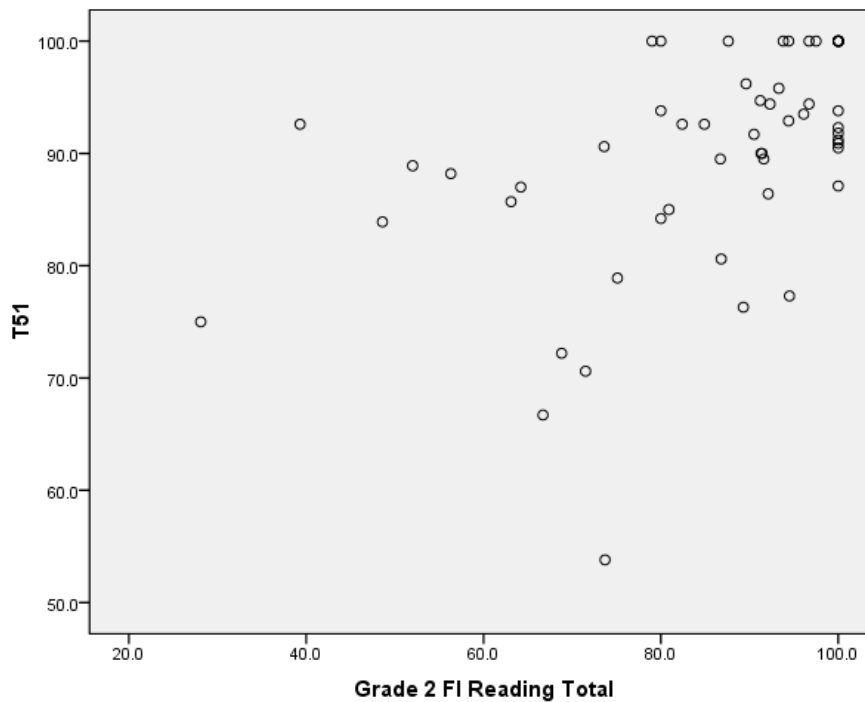
Selected Correlations of There is Good Communication Among Teachers in this School (T51)
with Results on Student Achievement Levels at the School Level

Grade 2 French Immersion (Reading)

Correlations

		Grade 2 FI Reading Total	T51
Grade 2 FI Reading Total	Pearson Correlation	1.000	.483**
	Sig. (2-tailed)		.000
	N	55.000	55
T51	Pearson Correlation	.483**	1.000
	Sig. (2-tailed)	.000	
	N	55	227.000

** . Correlation is significant at the 0.01 level (2-tailed).

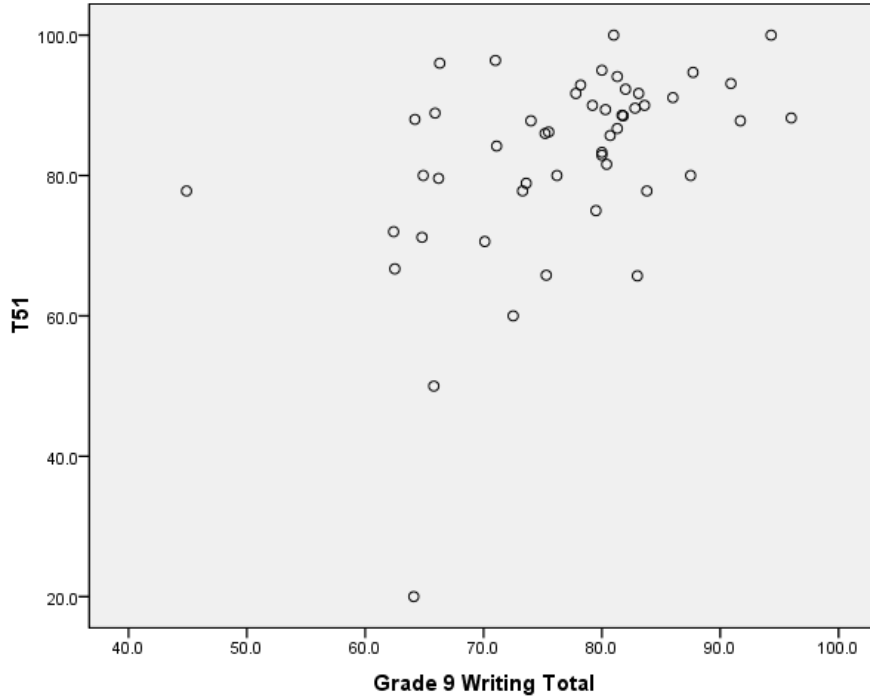


Grade 9 English (Writing)

Correlations

		Grade 9 Writing Total	T51
Grade 9 Writing Total	Pearson Correlation	1.000	.449**
	Sig. (2-tailed)		.001
	N	50.000	50
T51	Pearson Correlation	.449**	1.000
	Sig. (2-tailed)	.001	
	N	50	227.000

**. Correlation is significant at the 0.01 level (2-tailed).



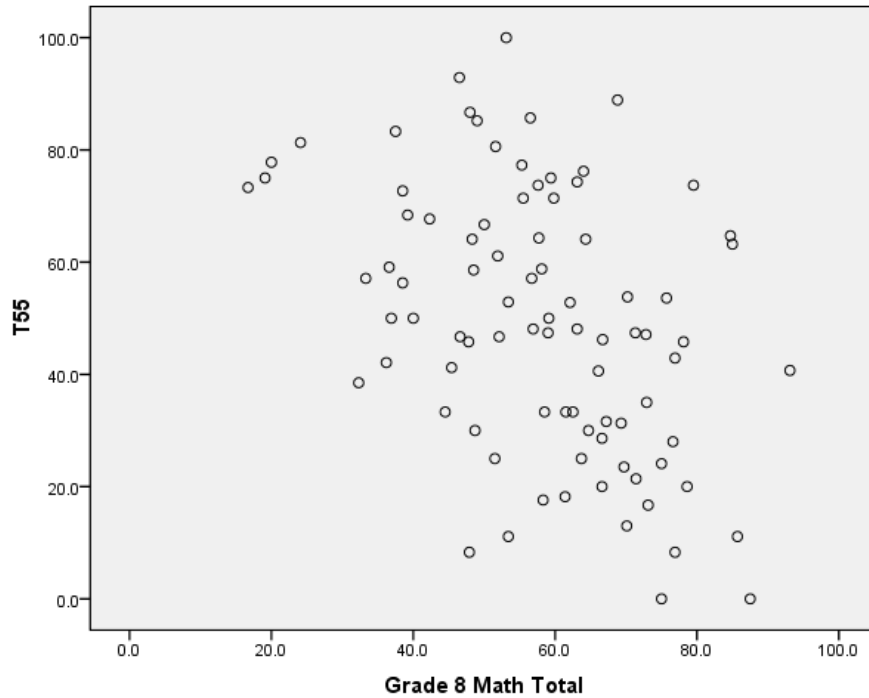
Selected Correlations of Student Disruption is a Problem (T55) with Results on Student Achievement Levels at the School Level

Grade 8 Math

Correlations

		Grade 8 Math Total	T55
Grade 8 Math Total	Pearson Correlation	1.000	-.433**
	Sig. (2-tailed)		.000
	N	87.000	87
T55	Pearson Correlation	-.433**	1.000
	Sig. (2-tailed)	.000	
	N	87	226.000

** . Correlation is significant at the 0.01 level (2-tailed).

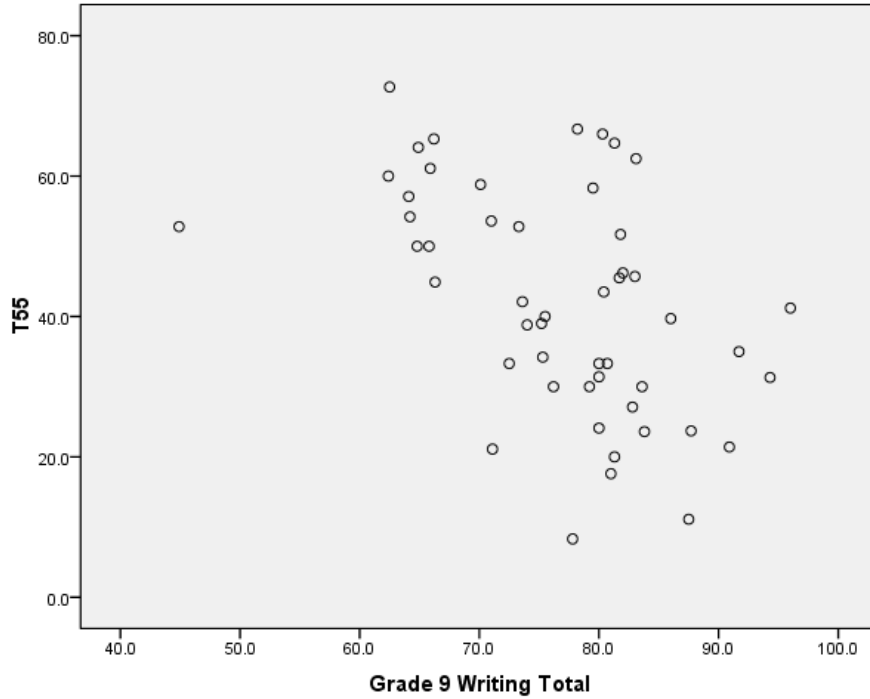


Grade 9 English (Writing)

Correlations

		Grade 9 Writing Total	T55
Grade 9 Writing Total	Pearson Correlation	1.000	-.491**
	Sig. (2-tailed)		.000
	N	50.000	50
T55	Pearson Correlation	-.491**	1.000
	Sig. (2-tailed)	.000	
	N	50	226.000

** . Correlation is significant at the 0.01 level (2-tailed).



APPENDIX E

Teacher Survey

Factor 1 --“Open and supportive School administration”

Item	Loading
There is good communication between teachers and the principal.	.801
There is support from the principal.	.795
The principal can be approached to discuss issues or concerns.	.784
The principal can be relied upon when things get difficult.	.777
There is good communication between teachers and the school administration.	.754
The principal knows the problems faced by teachers.	.726
Teachers are happy with the decision-making process in this school.	.715
I am free to express my views and opinions in this school.	.693
There is opportunity for staff to participate in school decision-making.	.667
Teachers are asked to participate in decisions concerning school policies.	.618
Morale in this school is high.	.615
The work environment is healthy.	.541
There is good team spirit in the school.	.505

Factor 2 -- “Professional outlook among teaching staff”

Item	Loading
Teachers take pride in the school.	.605
Teachers understand their professional responsibilities.	.595
Teachers feel confident about their work.	.579
Teachers feel excited about their role.	.569
Teachers have a positive attitude toward students.	.557
Teachers work with enthusiasm at this school.	.557
The teaching staff is committed to achieving the goals of the school.	.551

Factor 3 -- “Collegiality and mutual support among teaching staff”

Item	Loading
I receive support from others in the school.	.694
I can rely on my colleagues for assistance when needed.	.685
Teachers feel accepted by other school staff members.	.613
I often discuss teaching methods and strategies with colleagues.	.604
There is good communication among teachers in this school.	.545
Staff members take an interest in one another's professional development.	.541
There is opportunity to work cooperatively with other school members.	.505

Factor 4 -- “Clear and consistent approach to student discipline”

Item	Loading
Students are clear on the consequences of misbehaviour.	.796
The consequences relating to discipline are well understood by the students.	.793
The consequences relating to discipline are well understood by teachers.	.731
There is an agreed upon school philosophy on discipline.	.676
The rules relating to discipline are enforced consistently.	.667
My expectations about discipline are the same as other teachers in the school.	.584

Student Survey

Factor 1 --“Quality Instruction and Positive Student-Teacher Relationships”

Item	Loading
My teachers take time to help me when I am having trouble.	.703
My teachers show me how to do things when I am having difficulties.	.698
My teachers care about my feelings.	.698
Teachers use many ways to help us learn new topics.	.695
My teachers explain things clearly to me.	.690
My teachers make the work we do interesting.	.684
My teachers accept me for who I am.	.682
My teachers give me helpful comments about my work.	.680
My teachers put a lot of energy into teaching our classes.	.668
My teachers use many examples when explaining things.	.662
My teachers enjoy teaching.	.659
My teachers give us clear instructions.	.651

Factor 2 -- “Personal Belonging and School Connections”

Item	Loading
Punishment for breaking the rules is just right.	.540
Rules in this school are fair.	.494
I feel like I belong at this school.	.374
I receive the services I need to support my learning.	.328
My teachers inspire me to learn.	.315

Factor 3 --“High Teacher Expectations”

Item	Loading
My teachers expect me to work hard.	.697
My teachers expect work of high quality from me.	.664
My teachers expect me to try my hardest.	.585
There is a set of behavior rules for students to follow.	.431
My teachers encourage me to improve my work.	.390
My teachers care about my success.	.362

Factor 4 -- “Academic Success and Curriculum Understanding”

Item	Loading
I often finish my class work before other students.	.712
The work that I do in class is too easy.	.655
The work that I do in class is often too hard.	-.634
I understand what is taught in class.	.585
I often feel that there is too much to learn in my classes.	-.452
I am often taught things I already know.	.439

Factor 5 -- “Adherence to Teachers”

Item	Loading
The teachers often have to wait a long time for everyone to quiet down.	-.740
When the teacher tells students something they pay attention.	.580
Students usually do homework on time.	.439
My teachers control my classes in a firm but pleasant way.	.286

Factor 6 -- “Student Safety and Behaviour”

Item	Loading
Students never get bullied at my school.	.543
I feel safe at this school.	.520
I feel like I belong at this school.	.410

APPENDIX F

RESULTS OF STAFF SURVEY

Numbers of Respondents:

Learning Specialists: 12

Directors: 2

Other: 2

Not Stated: 10

Total: 26

Q1a: What do you see as the primary purpose or role of the Educational Services Division?

Examples of responses/themes:

- to develop curricula
- to support school districts
- to provide educational leadership
- to lead professional development opportunities
- to identify suitable educational programs
- to provide appropriate learning resources for teachers
- to create standards and expectations for schools
- to determine what should be taught in schools
- to support programs that reflect the vision and mandate of the Department
- to deliver province-wide assessments
- to provide a vision for public education
- to gather information on educational programming
- to support school districts and teachers

Q1b: In your opinion, how successful is the Division at this purpose?

Unsuccessful: 3.8%

Somewhat Successful: 84.6%

Very Successful: 11.5%

Q2: How well does the Division's purpose align with the Department's mission statement?

Somewhat Aligns: 60%

Aligns Very Well: 40%

Q3: Do you have a clear understanding of how the work you do fits into the Department's mission?

Somewhat Unclear: 3.8%

Somewhat Clear: 42.3%

Very Clear: 53.8%

Q4: Are you provided with sufficient orientation/information on each of your primary duties and major projects to have a clear understanding of your work in relation to achieving the Department's mission?

Sometimes: 50%

Usually: 50%

Q5a: How satisfied are you with the autonomy you have for evaluating and adjusting your work to keep it aligned with the Division's goals?

Very Dissatisfied: 3.8%

Somewhat Dissatisfied: 11.5%

Somewhat Satisfied: 42.3%

Very Satisfied: 42.3%

Q5b: If somewhat dissatisfied or very dissatisfied, what would you say are the barriers to your autonomy?

Examples of responses/themes:

- changing or unclear priorities
- unclear decision-making authority
- have not worked to create a collective mission or vision
- work in silos (lack of a team approach)
- need for a collective staff room / team area
- lack of communication (dissemination of information)
- result of employee efforts is often not followed through on
- sometimes unsure of degree of personal autonomy
- constant changes and number of initiatives makes prioritizing difficult
- number of levels of approval required even on minor decisions
- too many layers of supervision, some with conflicting agendas
- priorities and goals of division and department constantly shifting
- unexpected projects/initiatives that consume time of planned projects

Q6a: How satisfied are you with your use of data for informing decisions?

Very Dissatisfied: 3.8%

Somewhat Dissatisfied: 7.7%

Somewhat Satisfied: 42.3%

Very Satisfied: 46.2%

Q6b: Which of the following do you use for informing decisions?

Percent of respondents who use:

Surveys: 65.4%

Student Assessment Data: 76.9%

Feedback from Stakeholders: 88.5%

Third-Party Literature and Research: 76.9%

(A few respondents also mentioned using formalized stakeholder feedback such as committee work.)

Q7: The management team provides sufficient and timely information of priorities and initiatives in order for you to be able to plan your own work priorities.

Strongly Disagree: 7.7%
Somewhat Disagree: 42.3%
Somewhat Agree: 30.8%
Strongly Agree: 19.2%

Q8: What document do you consider to be the primary organizational plan for the Division?

When Kids Come First: 38.5%
NB3-21C: 23.1%
Both WKCF & NB3-21C: 7.7%
Charters & Budget: 7.7%
There isn't one: 7.7%
Portal: 3.8%
Student Assessment Data: 3.8%
Not Sure: 3.8%
Not Stated: 3.8%

Q9: The management team provides feedback on the progress of the organizational plan on a regular basis.

Strongly Disagree: 3.8%
Somewhat Disagree: 34.6%
Somewhat Agree: 46.2%
Strongly Agree: 15.4%

Q10: The Division's performance indicators are suitable (relevant, reliable and valid) for tracking the mission's success.

Strongly Disagree: 4.0%
Somewhat Disagree: 32.0%
Somewhat Agree: 60.0%
Strongly Agree: 4.0%

Q11: Can you suggest any indicators for measuring the success of the Division?

Examples of responses/themes:

- a clear and consistent plan
- more consistent message and clarity to increase morale in Division
- employee and stakeholder satisfaction
- tracking of accomplishments (dashboards)
- outline of objectives needed before indicators of success can be developed
- effectiveness in responding to the needs of districts and schools

- products and services delivered to educators and schools within agreed upon timelines
- employee morale and stress levels; if stress level is high, find out the cause
- formal yearly plan made available to all staff which includes indicators of acceptable performance
- staff and stakeholder surveys
- fulfillment of Charter commitments
- student achievement including national and international assessments
- student profile: marks, school environment, technology use, enrichment opportunities, participation in work experience program, language skills & physical activity and healthy living
- tracking school administrators in terms of 21C learning environments

Q12a: Does your branch track any performance measures?

No: 15.4%

Yes: 84.6%

Q12b: If so, are these mostly individual employee measures, branch measures, division/departmental measures or system-wide measures?

System-wide Measures: 52.4%

Division/Departmental Measures: 0.0%

Branch Measures: 23.8%

Individual Employee Measures: 23.8%

Q13: Do you have any suggestions or comments on how performance measures could be more widely developed and used within the Division?

- Clearer expectations and regularly scheduled conversations regarding progress
- Since teachers are our main clients, they should be the main source of feedback, but we use student assessments instead
- Need Division agreement on key performance indicators. If we hope to move to a Balanced Scorecard approach (or whatever), significant work needs to be done to ensure all members of the team are working off the same playbook.
- Need an outline of indicators of success. Currently have protocols of assessment practice; perhaps these could be used as targets, then outline indicators of success.

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