
DISCUSSION PAPER

PLANNING USING
SCHOOL-BASED INDICATORS

Manitoba Education, Training and Youth

June 10, 2002

PLANNING USING SCHOOL-BASED INDICATORS

Purpose:

As part of the Planning in Education initiative, all elementary and secondary schools will be expected to provide reports to their parents and community in the 2002-03 school year. The development, communication and use of school-based indicators is an important component of this process.

In keeping with the thrust of the Planning in Education initiative that focuses on outcomes, school-based indicators can be a means to:

- celebrate the success of students within their learning environment,
- monitor school growth (strengths and weaknesses),
- inform parents and communities
- contribute to continual school planning.

Development and Use:

School-based indicators should be selected as part of the school planning process. As the school's outcomes are determined through the planning process, indicators are selected that will help monitor the success of the school in attaining these outcomes. Approached in this fashion, indicator development is seen to be a vital component to the continuous growth model, whereby schools in partnership with parents and community members set targets and identify "exemplary practices" to facilitate success.

The selection of indicators should be related directly to the unique learning environment of each school and be in the best interests of students, their teachers, parents, schools and the community. For example, one school may wish to include an indicator related to the ethnic diversity of the students, while another school may have an indicator related to language programs. Any one indicator, or set of indicators, selected by one school may or may not be useful to another.

Across the education system, there will be a number of indicators common to all schools, and the province as a whole. Examples include high school graduation rates, student performance on standards tests, promotion across grades, etc. In order to ensure consistency in reporting to the public, the Department will work closely with schools over the coming year to develop a common language and methodology for all indicators of mutual interest.

To spear-head reporting to the public, the Department will be releasing its first annual report on student achievement in Manitoba in fall 2002. Information will be at a provincial level. This report can serve as an example on how indicators can be used to inform the public and welcome their input in improving schools for our children.

At the school level, attached is an example of how a school-based indicator report might look. Content is provided for illustration purposes only.

Sample School Profile

CONTEXT	• Socio-economic status of community	
	• Proportion of single-parent families	
	• Employment rate of community	
	• Social factors (e.g., youth pregnancy rate in community, charge rate, etc.)	
	• Ethnic and language distribution	

INPUTS	• Student participation rates	
	• Student enrolments (e.g., by grade, program, etc.)	
	• Average funding per student	
	• Proportion of students with special needs	
	• Student attendance rates	
	• Number of teaching personnel (e.g., resource, librarian, classroom/subject, administrators, etc.)	
	• Number of support personnel (e.g., secretaries, volunteers, etc.)	
	• Number of teacher assistants	
	• School-based fund raising	
	• Parent involvement	

PROCESSES (ACTIVITIES)	• Student-educator ratios	
	• Class size distributions	
	• Student promotion/retention rates	
	• Student mobility rates	
	• Course credit offerings	
	• Instructional approaches and resources	
	• Participation in extra-curricular activities	
	• School safety	
	• Community-school relationships	
	• Early school leavers	
• Teacher retention rates		

OUTPUTS	• Student graduation rates by gender, age, length of time to complete	
	• Parent satisfaction	
	• Student satisfaction	
	• Student performance on key measures (e.g., standards tests, school exams)	

OUTCOMES	• Transition to post-secondary institutions	
	• Integration of students into the labor market	
	• Employer opinions of graduates of vocational education programs	
	• Scholarships and awards	
	• Changes in student promotion/retention rates	
	• Changes in student performance on key measures	

School Profile

Our School

Description Location

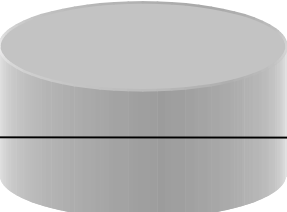
History

Goals/Priorities

Special Features

Description

Our Students



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