REPORT TO:	☐ Administrative Council	☒ Program and School Services Advisory Committee
	☐ Policy Working Committee	☐ Planning and Priorities Advisory Committee
	☐ Board	☐ Other:
	☒ PUBLIC	☐ IN-CAMERA

TITLE OF REPORT:	Strategic Objective: Improve the five year graduation rate
PRESENTED BY:	Paul Sydor, Superintendent of Student Achievement Michelle Deman, Superintendent of Student Achievement Mary Roes, Learning Supervisor Kevin Auckland, Learning Supervisor Melanie Stanley, Learning Supervisor Norah Rayfield, Research & Assessment Associate Melanie Ferdinand, School Counselling and Social Work Services, Manager
PRESENTED FOR:	☐ Approval ☒ Information ☐ Advice
Recommendation(s):	
Purpose:	To provide an update to the Board of Trustees
Content:	Lead representatives for the Strategic Objective: Improve the five year graduation rate. Provide the Board of Trustees with an update on our actions and short-term indications for this Strategic Objective.
Cost/Savings:	N/A
Timeline:	May 13, 2019: Administrative Council May 14, 2019: Program & School Services Advisory Committee
Communications:	Administrative Council Program & School Services Advisory Committee
Appendices:	PowerPoint

Strategic Priority Area(s):

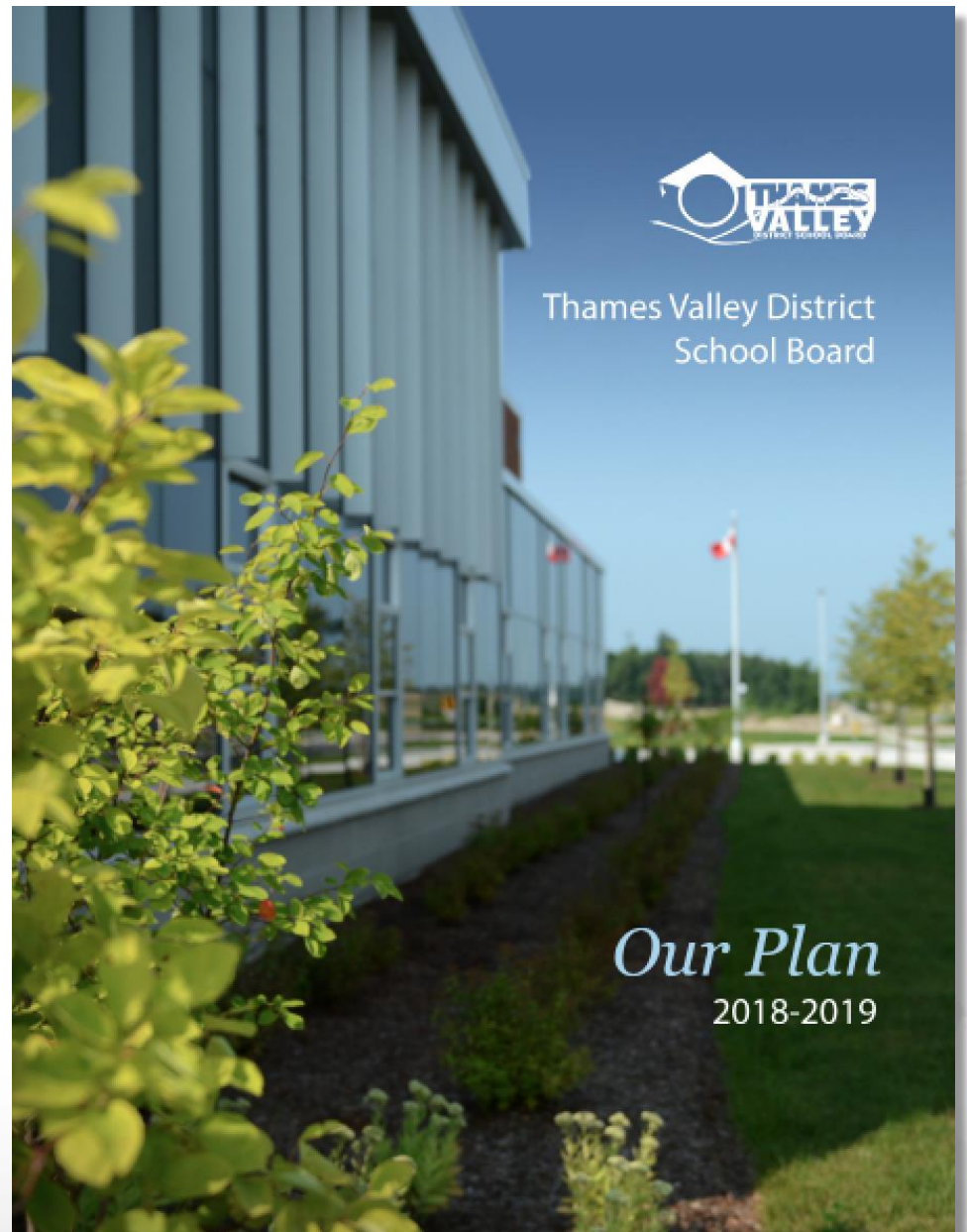|	
Relationships:	☒ Students, families and staff are welcomed, respected and valued as partners. ☒ Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community. ☒ Create opportunities for collaboration and partnerships.
Equity and Diversity:	☒ Create opportunities for equitable access to programs and services for students. ☒ Students and all partners feel heard, valued and supported. ☒ Programs and services embrace the culture and diversity of students and all partners.
Achievement and Well-Being:	☒ More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy. ☒ Staff will demonstrate excellence in instructional practices. ☒ Enhance the safety and well-being of students and staff.

Form Revised October 2018

We build each student's tomorrow, every day

New TVDSB Strategic Plan

Mission
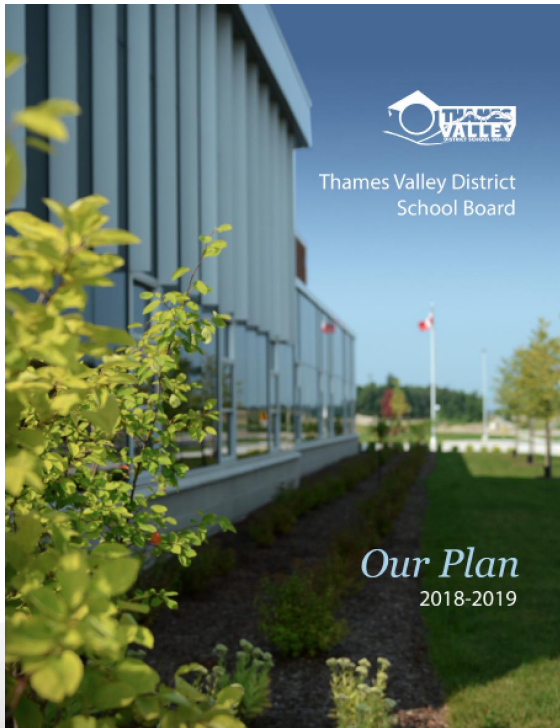
We build each student's tomorrow, every day.

Vision

The Thames Valley learning community inspires innovation, embraces diversity, and celebrates achievement - *a strong foundation for all students.*

Thames Valley District School Board

Our Plan

2018-2019

Strategic Priority

RELATIONSHIPS

We build positive relationships with all members of our education community to foster an engaged and inclusive board culture.

Goals:

1. Students, families and staff are welcomed, respected and valued as partners.

2. Promote and build connections to foster mutually respectful communication among students, families, staff, and the broader community.

3. Create opportunities for collaboration and partnerships.

Strategic Priority
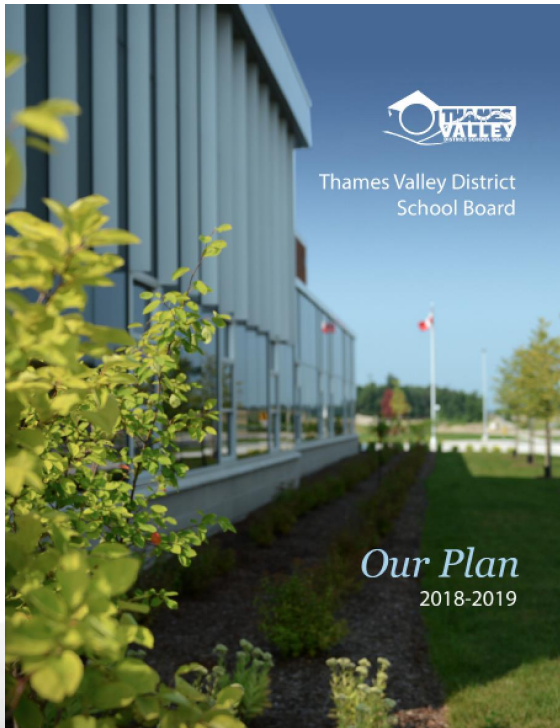
ACHIEVEMENT AND WELL-BEING

We engage in innovative learning experiences that promote excellence in student achievement and well-being.

Goals:

1. More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy.

2. Staff will demonstrate excellence in instructional practices.

3. Enhance the safety and well-being of students and staff.

Strategic Priority
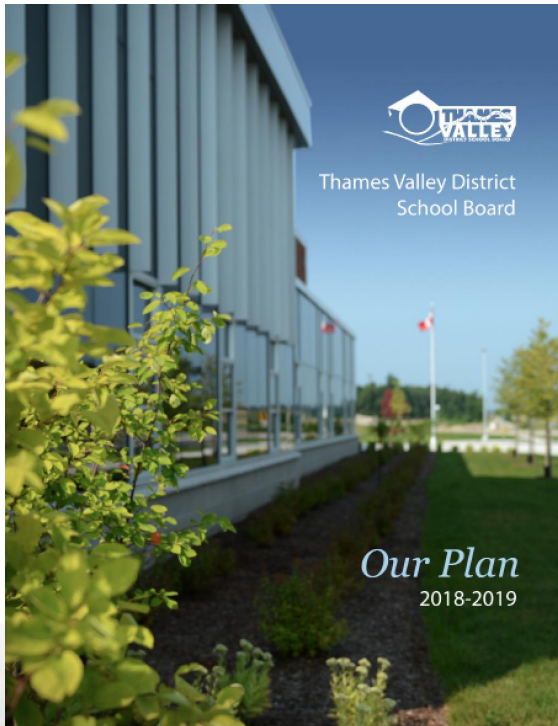
EQUITY AND DIVERSITY

We provide an equitable and inclusive environment that champions learning opportunities for all.

Goals:

1. Create opportunities for equitable access to programs and services for students.

2. Students and all partners feel heard, valued and supported.

3. Programs and services embrace the culture and diversity of students and all partners.

5 Strategic Objectives
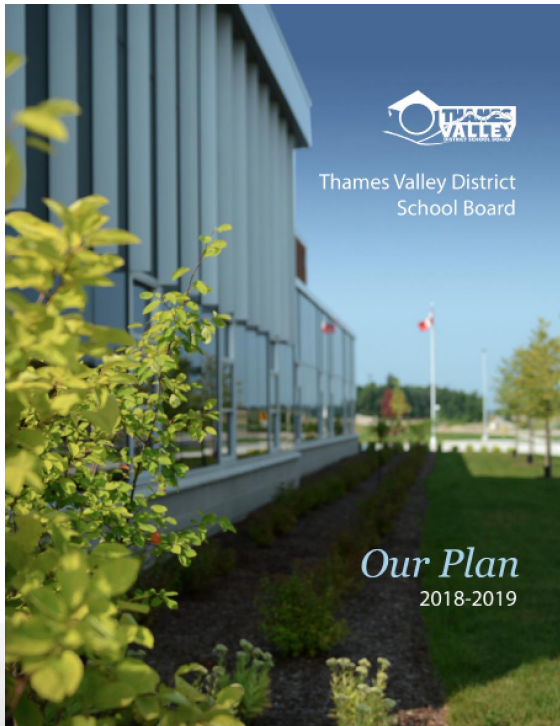
1. Improve student achievement in mathematics

2. **Improve the five year graduation rate**

3. Create secondary learning experiences and environments that are engaging, inclusive and relevant (Implement Rethink Secondary Learning Plan by 2023)

4. Create equitable and inclusive learning and working environments for students and staff to achieve success

5. Enhance communication and engagement within our TVDSB community

Improve the Five Year Graduation Rate

Actions	Expected Outcomes	Short-term Indicators	Long-term Measures of Success
Intentionally monitor the success of all students, and proactively intervene with evidence-based strategies, with a focus on grade 7 to 12 students. Support schools to implement effective school-based literacy practices and interventions to improve the literacy skills of our elementary and secondary students.	System-level tracking will be implemented to support school and system teams to monitor progress for students not on-track for graduation. Student data used to provide differentiated supports for students not on-track for graduation. A balanced literacy program that closely monitors and intervenes with elementary students who are not successfully developing their literacy skills. Literacy instruction and assessment practices will be designed and delivered to meet the needs of all learners.	Evidence of individualized supports for students not on-track for graduation. Schools proactively intervene prior to extended student absence. Increase in grade 9 and 10 credit accumulation. Development of Board Literacy Plan, including an OSSLT system support plan. Junior EQAO data is intentionally used in all schools to support next steps in grades 7 and 8. There is evidence of effective transition planning to support student achievement in literacy. Classroom walkthrough data shows improvement in literacy instruction and assessment practices in order to meet individual student learning needs. Current OSSLT practices in secondary are identified by school-based literacy teams and shared at the system-level.	Improvement in the five-year graduation rate by 5%. Implementation of the Board Literacy Plan. Evidence of effective partnerships between Elementary and Secondary teachers for literacy success. Comprehensive transition plans are in place for students requiring additional supports. EQAO results in grade 3 and 6 (Reading and Writing) have improved by 2%. Increase in the number of first-time eligible students passing OSSLT by 1%. Establish and implement system-wide plan for literacy interventions and supports for OSSLT.

GRADUATION REQUIREMENTS

Students must meet all of the following requirements to obtain the Ontario Secondary School Diploma (OSSD):

✓ 18 compulsory credits

A total of 30 credits

✓ 12 optional credits

✓ 40 hours of community involvement activities

✓ Meet the provincial literacy requirement

How are Graduation Rates Calculated?

✓ Calculated by the Ministry of Education

✓ The formula (5 year rate):

$$\text{5 year graduation rate} = \frac{\text{\# of Graduates within 5 years}}{\text{Total \# of students in cohort} - \text{Deceased or left Ontario}}$$

✓ Cohort: Student belongs to board that they registered in upon entering Grade 9 for the first time

Five Year Graduation Rates
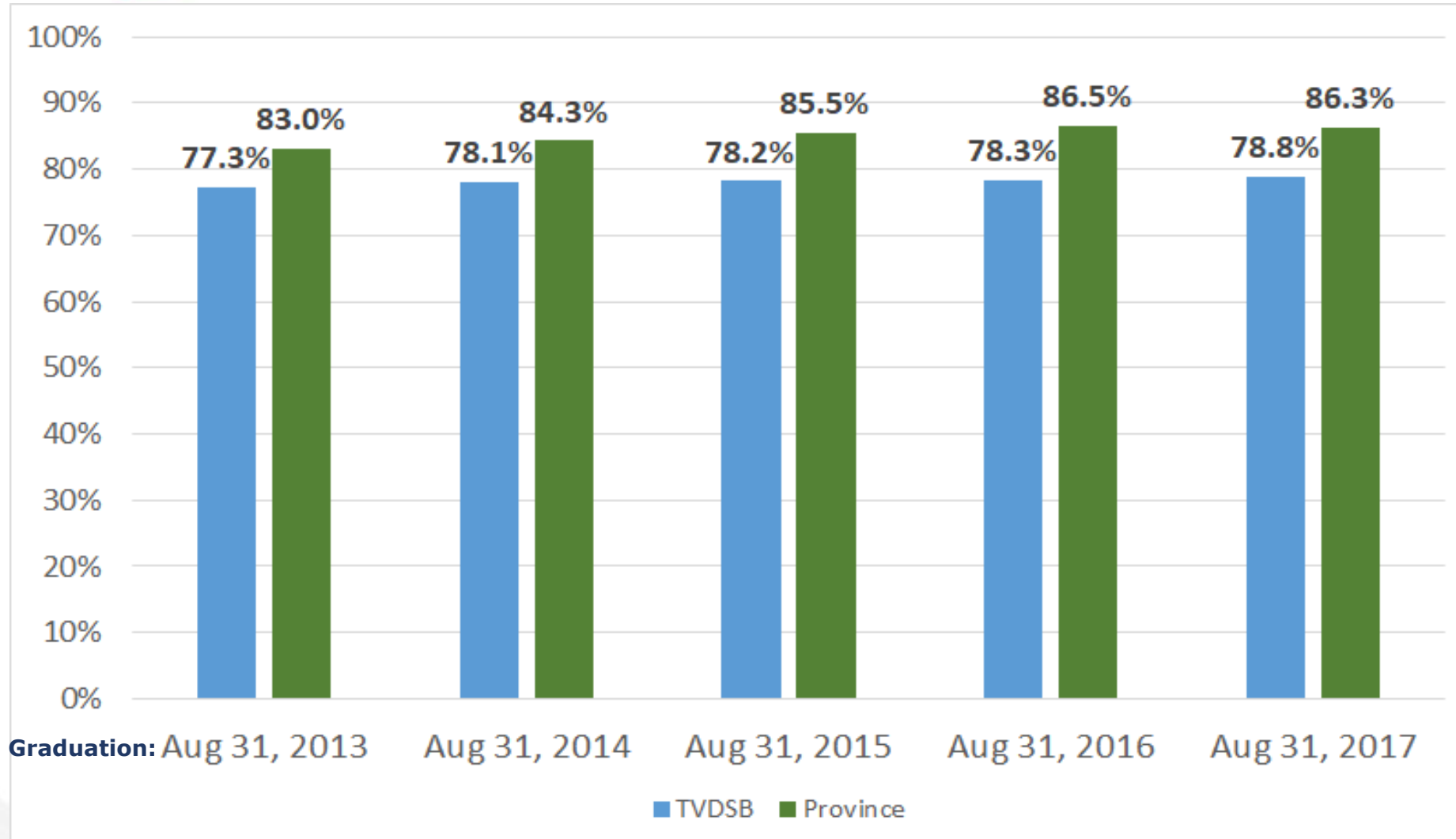
Graduation:

Improve the Five Year Graduation Rate

Focus on increasing the Data Literacy Skills of Secondary School Administrators via monthly presentations at TVSSAC
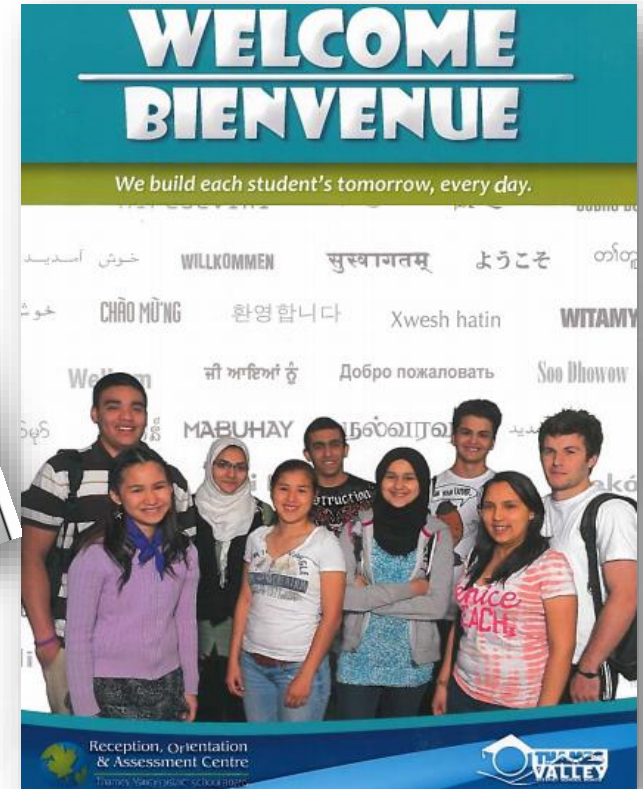
Improve the Five Year Graduation Rate

Actions

Intentionally monitor the success of all students, and proactively intervene with evidence-based strategies, with a focus on grade 7 to 12 students.

March 26, 2019

High School Graduation Rates: RISA Reports
Key Indicators (Attendance, Behaviour, Course Performance)

RESEARCH and ASSESSMENT

Introduction

Monitoring all students' progress using three key indicators – attendance, behaviour, and course performance – is one of the recommended evidence based strategies to help keep all students on track for graduation[1]. Below is a list of RISA reports that contain ABC data to help Secondary Administrators and their teams track student progress. Descriptions of each report are found on page 2 of this document.

RISA Report Title	Attendance	Behaviour	Course Performance	Student Cohort	Early Fall	Fall, after midterms	Winter, end of Sem. 1	Spring, after midterms	Spring, end of Sem. 2
A 1 Secondary Consecutive **Day** Absence	X			All Grades					
A 2 Secondary Consecutive **Class** Absence	X			All Grades					
B 1 Incident by Infraction		X		All Grades					
C 1 Grade Nine Profile			X	Grade 9					
C 2 Course Mark Distribution			X	All Grades					
C 3 TVDSB Grade 9 Cohort Credit Accumulation Report			X	Grades 9 - 10					
C 4 Secondary Semester One Credit Attainment			X	All Grades					
C 5 Students At Risk of Not Meeting OSSD Requirements			X	All Grades					
C 6 Skopus: Credit Accumulation Data			X	Grades 9 - 10					

[1] Rumberger, R. W., Addis, H., Allensworth, E., Balfanz, R., Bruch, J., Dillon, E., Duardo, D., Dynarski, M., Furgeson, J., Jayanthi, M., Newman-Gonchar, R., Place, K., & Tuttle, C. (2017). Preventing Dropout in Secondary Schools. Educator's Practice Guide. What Works Clearinghouse. NCEE 2017-4028. *What Works Clearinghouse.*

Improve the Five Year Graduation Rate

Increased focus on Grade 8 – 9 transitions.

Elementary Guidance Lead Teachers creating Student Learning Individual Profile (SLIP) document as a deliverable for all grade 8s by June 2019.
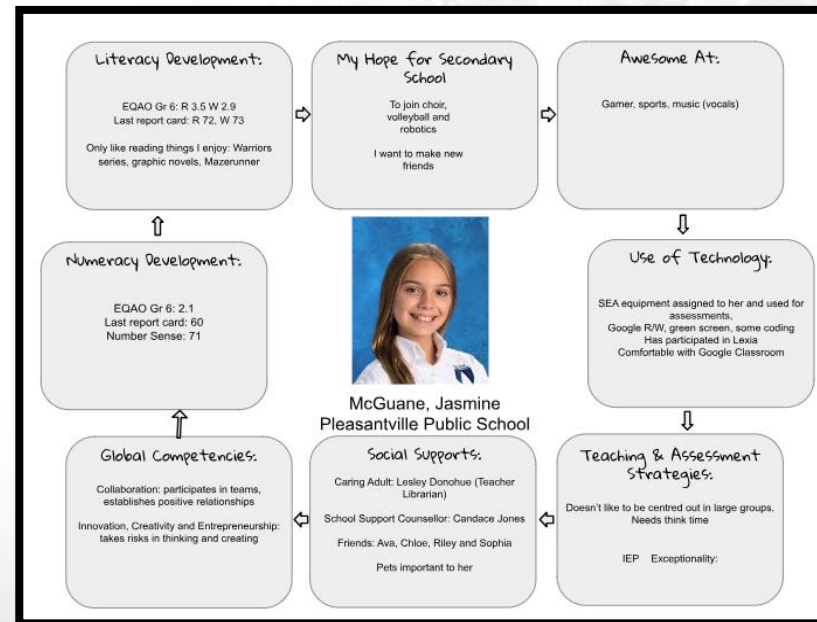
Improve the Five Year Graduation Rate

Two Foci:

1. Grade 9 & 10 Credit Accumulation

2. 5th Year Grad Rates

Actions

Intentionally monitor the success of all students, and proactively intervene with evidence-based strategies, with a focus on grade 7 to 12 students.

Improve the Five Year Graduation Rate

Re-engagement of Inactive Students

✓ Funded by Ministry of Education
✓ TVDSB Social Worker contacts and attempts to re-engage students in years 12-12+ who have
left school and are:
- 1-4 credits short of graduation
- Missing OSSLT
- Missing community involvement hours
- For FNMI students, any FNMI student who is off roll is contacted, regardless of grade

✓ To date, almost 200 students have
been contacted
✓ Over 1/3 of those contacted have re-engaged
✓ 25 students have met graduation
requirements (includes 3 FNMI)

Actions

Intentionally monitor the success of all students, and proactively intervene with evidence-based strategies, with a focus on grade 7 to 12 students.

Improve the Five Year Graduation Rate

Support for students to earn
40 community involvement hours

Improve the Five Year Graduation Rate

Actions

Intentionally monitor the success of all students, and proactively intervene with evidence-based strategies, with a focus on grade 7 to 12 students.

Reception, Orientation & Assessment Centre
Thames Valley District School Board

WELCOME BIENVENUE

We build each student's tomorrow, every day.

Track Fall 2018 & Spring 2019 mid-term marks and 2019 credit accumulation for all secondary newcomer students with ESL or ELD programming needs assessed through the Reception, Orientation and Assessment Centre (ROAC)

Improve the Five Year Graduation Rate

Actions

Intentionally monitor the success of all students, and proactively intervene with evidence-based strategies, with a focus on grade 7 to 12 students.

Identify those English language learners (ELLs) struggling in their first year of schooling in Canada and/or TVDSB and provide necessary supports.

Improve the Five Year Graduation Rate

Literacy Support for Adolescent Learners
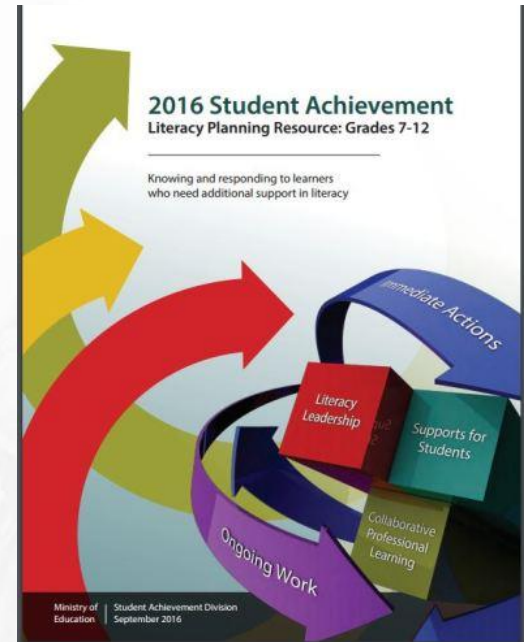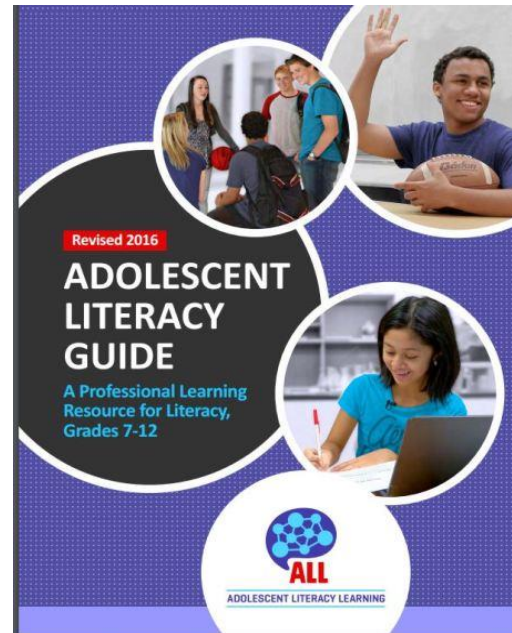
Provided consistent professional learning resource documents for literacy grades 7-12 to all Supervisory Officers, Secondary School Principals and school-based literacy teams.

Improve the Five Year Graduation Rate

Degrees of Reading Power (DRP) Initiative

Provided an on-line reading comprehension assessment for grade 9 and 10 students to allow for earlier identification for literacy supports and programming.

Improve the Five Year Graduation Rate

Support for Secondary school-based multi-disciplinary literacy teams to review:

- ✓ OSSLT and/or DRP data to understand students' current literacy strengths and areas for growth/needs.
- ✓ Reading and writing skills as identified on the OSSLT, linking literacy strategies to future instructional practices
- ✓ DRP results to plan and program for literacy development

Actions

Support schools to implement effective school-based literacy practices and interventions to improve the literacy skills of our elementary and secondary students.

RESEARCH
and ASSESSMENT

OSSLT Performance: 2012-2017
SYSTEM REPORT
REPORT PREPARED FOR INTERNAL PLANNING PURPOSES
DATA NOT TO BE SHARED PUBLICLY

Prepared by:
RESEARCH AND ASSESSMENT
SERVICES

November 26, 2018

Improve the Five Year Graduation Rate

EQAO and OSSLT Best Practices Documents:

Actions

Support schools to implement effective school-based literacy practices and interventions to improve the literacy skills of our elementary and secondary students.

- ✓ Developed a month-at-a-glance best practices document for Primary/Junior EQAO
- ✓ Developing a month-at-a-glance best practices document for OSSLT

May 2019: EQAO Suggested Practices

- ✓ Involved collaboration from Teachers, Principals and other support staff

Improve the Five Year Graduation Rate

Actions

Support schools to implement effective school-based literacy practices and interventions to improve the literacy skills of our elementary and secondary students.

- ✓ Continuing to provide support to Secondary school-based literacy teams to develop literacy skills and strategies for students

- ✓ Creation and piloting of a Secondary English class text resource kit to support students unable to read at grade level

- ✓ Developing a variety of literacy resource materials to support all Secondary teachers with literacy

Improve the Five Year Graduation Rate

Actions

Support schools to implement effective school-based literacy practices and interventions to improve the literacy skills of our elementary and secondary students.

LLI Purple System
Levels R-W

- ✓ Implementing a running record/guided reading pilot for Secondary English teachers in Locally Developed, Applied and OSSLC courses
  - Teachers will be trained in June

- ✓ Early literacy guided reading pilot for students in ELD-coded courses at Westminster S.S.
  - Next step: Expand guided reading program to Montcalm, Beal and East Elgin secondary schools
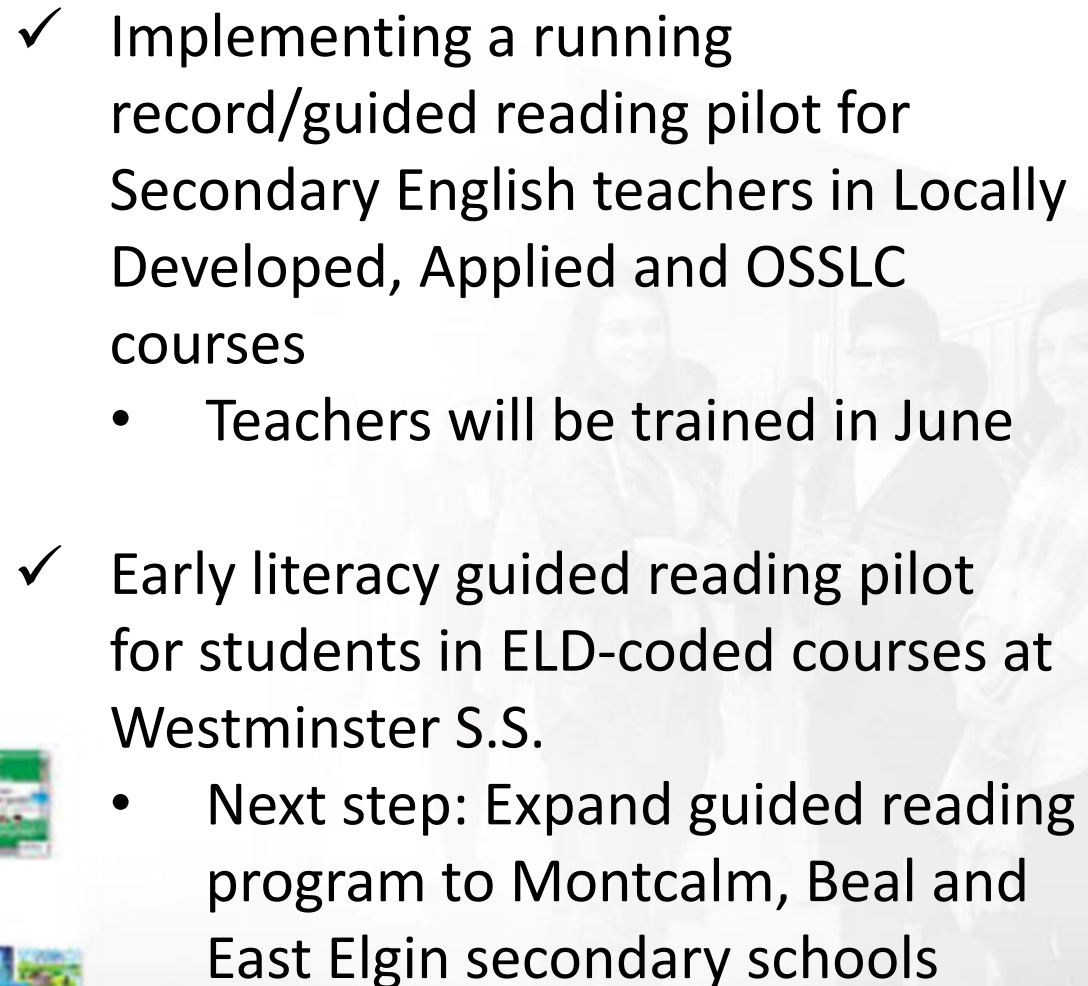
Improve the Five Year Graduation Rate

Actions

Support schools to implement effective school-based literacy practices and interventions to improve the literacy skills of our elementary and secondary students.

Implement Steps to English Proficiency (STEP) in secondary schools to track the language acquisition of English language learners (ELLs).

STEP
Steps to English Proficiency
A Guide for Users

Improve the Five Year Graduation Rate

Actions

Support schools to implement effective school-based literacy practices and interventions to improve the literacy skills of our elementary and secondary students.

Provide support and professional learning opportunities for teachers of English language learners (ELL) in the use of STEP to differentiate, accommodate and modify programming for ELLs.

THANKS!