REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

ACCOUNTABILITY FRAMEWORK FOR SPECIAL SERVICES 2019-20

And the Lord said, "Look, they are one people, and they have all one language; and this is only the beginning of what they will do. Nothing that they propose to do will now be impossible for them." (Gn 11:6)

Created, Draft	First Tabling	Review
November 25, 2019	December 5, 2019	Click here to enter a date.

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INFORMATION REPORT

Vision:
At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:
The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.

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Development, and
Chief Financial Officer

A.   EXECUTIVE SUMMARY

1.   The Accountability Framework for Special Education (AFSE) has changed its name to The Accountability Framework for Special Services (AFSS). This year's report-back document has a new look and feel and incorporates the following:

      a)   a focus on Special Education Programs as well as Services;

      b)   a clear alignment with the Toronto Catholic District School Board (TCDSB) Multi Year Strategic Plan (2018-2021) and the Board Learning and Improvement Plan (2018-2021) in content and approach; and

      c)   where applicable, a Report Back for 2018-19 with the launch of a reframed learning and improvement plan that looks ahead to 2019-2021.

2.   This year, a new framework has been established for the Physical Disability exceptionality. Consistent with priorities of the Ministry of Education, there has been further expansion to include also a framework focused on Mental Health, providing a foundation for health and wellbeing on which to build for all students and staff.

The cumulative staff time required to prepare this report was 95 hours

B.   PURPOSE

1.   This Information Report is on the Order Paper of the December 5, 2019 Student Achievement and Well Being, Catholic Education and Human Resources Committee as an Annual Standing Report. The previous report was presented to the Board of Trustees on February 7, 2019.

2.   The purpose of the Accountability Framework has been to conduct an annual review of Special Education programs through the lens of student achievement and wellbeing. This report summarizes the work of the various Framework committees during the 2018-19 school year including their goals, targets, and evidence of student achievement. It also captures the future focus of the committees as they look ahead to 2019-2021 with the benefit of the analysis of a variety of data, the setting of SMART goals and targets, the engagement of evidence-based strategies, and the monitoring of student engagement, staff professional learning and collaboration, as well as program delivery.

3.   Eleven committees guide the work of the Accountability Framework. Each Committee meets at least four times per year. While the goals for improved achievement and well-being for all students with Special Education needs ground our collective commitments, each Accountability Framework focuses on unique and targeted areas of need. There are goals that pertain to the population of students with Special Education needs and those that pertain to specific exceptionalities.

4.   The Report Back (2018-19) presents Goals, Targets, and Evidence for 2018-2019. The status of each goal is reported using the following scale:
    A. On Target (green) – on track
    B. Monitor (yellow) – on track but requires additional support
    C. Action Required (red) – not on track

5.   The Looking Ahead (2019-2021) presents, for each area within Special Services, the following sections:
    a.   Data Analysis – lists of achievement, contextual and perceptual data reviewed (e.g. EQAO, Report Card marks, learning skills, attendance, student perceptions, teacher perceptions regarding their professional learning, and anecdotal comments) to identify a key area for growth.
    b.   SMART goals and Targets – (Specific, Measurable, Achievable, Realistic and Time-bound) Goals and Targets are informed by areas of need, building on strengths.
    c.   Evidence-Based Strategies – include classroom strategies and professional learning opportunities.
    d.   Monitoring Strategies – provide a framework for ongoing feedback using measurement tools and identifying staff responsibility for progress towards goals and targets.

6.   Framework committees meet on a regular basis for the following Exceptionalities:
    a.   Autism
    b.   Behaviour
    c.   Blind/Low Vision
    d.   Deaf/Hard of Hearing
    e.   Gifted
    f.   Language Impairment
    g.   Learning Disability
    h.   Mild Intellectual Disability
    i.   Multiple Exceptionalities/Developmental Disability

j.   Physical Disability (new)

k.   Mental Health and Wellbeing (new)

C.   BACKGROUND

1.   The Toronto Catholic District School Board Accountability Framework for Special Education (AFSE), first established in 2010, guides renewal and improvement in the delivery of programs and services. Over the years, there was expansion of the Accountability Frameworks to nine (9) committees addressing the learning needs of students identified with different exceptionalities and in different placements. Further expansion this year has allowed for additional focus on the Physical Disability exceptionality as well as Mental Health and Well-being.

2.   While the various accountability Framework Committees are planning their established goals, future considerations within the overall framework will incorporate goals and targets for students with Special Education needs who currently have not met criteria for formal identification as Exceptional.

3.   Aligned with the TCDSB Multi-Year Strategic Plan and Board Learning Improvement Plan, and informed by the Ministry of Education's *Learning for All* foundational strategies, the Accountability Framework for Special Services supports the strategic direction to foster student achievement and well-being through four areas of focus:

A.   Home, School, and Parish: Nurturing our Catholic Community;

B.   Curriculum, Teaching and Learning: A Focus on Assessment Practices;

C.   Pathways, Planning and Programming: Student Engagement and Well-being; and

D.   School and Classroom Leadership: Professional Learning, Collaboration and Engagement.

D.   EVIDENCE/RESEARCH/ANALYSIS

Looking Back (2018-2019) and Progress Towards Achievement of Goals and Targets (2019-2021)

Category/Exceptionality	Goal Status
Student Voice – all students with an IEP • Home, School, and Parish: Nurturing Our Catholic Community	On Target
Student Voice – all students with an IEP • Pathways, Planning and Programming: Student Engagement and Well-being	Monitor
Student Achievement – Students with Special Education Needs (excluding Gifted) • Curriculum, Teaching and Learning: A Focus on Assessment Practices	Action Required
Autism	On Target
Behaviour	Monitor
Blind/Low Vision	On Target
Deaf/Hard-of-Hearing	Monitor
Giftedness	On Target
Language Impairment	Monitor
Learning Disability	Action Required
Mild Intellectual Disability	Action Required
Multiple Exceptionalities/Developmental Disability	Monitor
Physical Disability	New
Mental Health	Monitor

E. METRICS AND ACCOUNTABILITY

1. The data, goals, targets, and evidence-based strategies will be continuously monitored by Special Services staff in collaboration with the Research Department members who serve on the various Framework committees.

2. This report will come before the Student Achievement Committee next during the 2020-2021 school year.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.