



REPORT TO

REGULAR BOARD

GRADUATION STATISTICS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS 2019-2020

"I came today to the spring, and said, 'O Lord, the God of my master Abraham, if now you will only make successful the way I am going!'" (Gn 24:42)

Created, Draft	First Tabling	Review
March 15, 2021	March 25, 2021	Click here to enter a date.

Maria Meehan, Superintendent, Special Services
Marina Vanayan, Senior Co-ordinator, Educational Research

INFORMATION REPORT

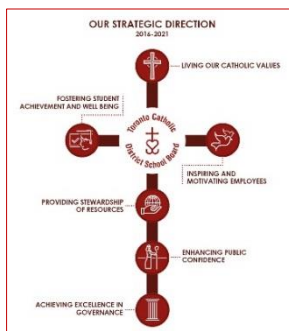
Vision:

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.



Brendan Browne, PhD
Director of Education

D. Koenig
Associate Director
of Academic Affairs

S. Camacho
Acting Associate Director
Facilities, Business and
Community Development

A. EXECUTIVE SUMMARY

As recommended by the Special Education Advisory Committee (SEAC), this report was prepared to highlight Graduation statistics for students with Special Education needs enrolled in Grade 12 for the 2019-20 school year. Results showed that most students with Special Education needs graduate with one of the Ontario Secondary School Diploma (OSSD), Ontario Secondary School Certificate (OSSC), or Certificate of Achievement (COA), by their 3rd or 4th year in Grade 12. This is the second year this report was prepared. The report will be prepared annually to track change over time.

The cumulative staff time required to prepare this report was 28 hours

B. PURPOSE

On December 12, 2019, the Special Education Advisory Committee recommended to the Board that an annual “Special Education Needs Students (SENS) Graduation report” be prepared for the Board and SEAC regarding students with Special Education needs, starting with those in the 2018-19 school year. This is the second year where these data sets are available; change over time will be reported when there are at least three years of data available.

C. BACKGROUND

1. Reports are presented to SEAC on an ongoing basis regarding programs and services to address the learning and well-being of students with Special Education needs.
2. Graduation from high school is an indicator of student success. There are three designations of successful completion of high school: Ontario Secondary School Diploma (OSSD); Ontario Secondary School Certificate (OSSC) and Certificate of Achievement (COA). The provincial goal is for all students to graduate in four years; however, students may require additional time. Students with Special Education needs may be enrolled in school until age 21.
3. As recommended by SEAC, this report was prepared to highlight graduation statistics for students enrolled in Grade 12 for the 2019-20 school year.

D. EVIDENCE/RESEARCH/ANALYSIS

1. For the 2019-2020 school year, data were extracted, summarized and analyzed for Grade 12 students (1st, 2nd, 3rd and 4th years) in the following areas (see Appendix A):

- Total number of students who enrolled and attended
 - i. All students enrolled in Grade 12 as of October 31st
 - ii. Students in Grade 12 with an IEP (*including* those with exceptionality of Giftedness and those designated as Non Applicable - NA)
 - iii. Students in Grade 12 with Exceptionality 1* (*excluding* Giftedness)

- Graduation - number of students who graduated with:
 - i. an Ontario Secondary School Diploma (OSSD)
 - ii. an Ontario Secondary School Certificate (OSSC)
 - iii. a Certificate of Achievement (COA)

- Non-graduating students included:
 - i. Aging Restriction
 - ii. Early Leavers
 - iii. Returning Students

2. Based on the data in Appendix A, the following results are highlighted for the **2019-2020 school year.**

2019-2020	All	With IEP	Exceptionality I* (excluding Giftedness)
Graduated	6,899/8,436 = 82%	1,397/1,840 = 76%	634/904 = 70%
Returning for 2020-2021	850/8,436 = 10%	292/1,840 = 16%	209/904 = 23%
Did not graduate and did not return	680/8,436 = 8%	151/1,840 = 8%	61/904 = 7%

**Exceptionality 1* refers to the primary exceptionality for which a Special Education Program and/or Service(s) are provided.

3. The table below highlights the results from the **previous (2018-2019) school year**.

2018-2019	All	With IEP	Exceptionality 1* (Excluding Giftedness)
Graduated	7,132/8,929 = 79.9%	1,385/1,840 = 75.3%	655/942 = 69.5%
Returning for 2019-2020	1,003/8,929 = 11.2%	306/1,840 = 16.6%	215/942 = 22.8%
Did not Graduate and did not return	786/8,929 = 8.8%	148/1,840 = 8.0%	71/942 = 7.5%

**Exceptionality 1* refers to the primary exceptionality for which a Special Education Program and/or Service(s) are provided.

4. Most students with Special Education needs graduate (either with OSSD, OSSC, or COA) by their 3rd or 4th year of Grade 12.

5. Students with Special Education needs require more time to fulfil graduation requirements. The goal remains to improve graduation outcomes for all students and for students with Special Education needs.

E. METRICS AND ACCOUNTABILITY

1. As recommended by SEAC, this report will be prepared annually starting in 2018-19.
2. This is the second annual report. Subsequent reports will include additional years of data (up to five years, once available), to allow tracking of change over time.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.