REPORT TO

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

REPORT ON THE TUTORING PROGRAM 2022-2023

If then there is any encouragement in Christ, any consolation from love, any sharing in the Spirit, any compassion and sympathy, make my joy complete: be of the same mind, having the same love, being in full accord and of one mind. - Phillipians 1:1-2

Drafted	Meeting Date
September 14, 2023	October 5, 2023

Cristina Fernandes, Executive Superintendent, Student Achievement, Innovation and Well-Being

INFORMATION REPORT

Vision: *IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope.*

Mission: *Nurturing the faith development and academic excellence of our Catholic learning community through the love of God, neighbour, and self.*

MULTI-YEAR STRATEGIC PLAN
2022 - 2025

IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope

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A. EXECUTIVE SUMMARY

The report provides a summary of the implementation of the TCDSB Tutoring Program that was created to support learning recovery for students in response to learning losses that took place during the Covid-19 Pandemic.
With the knowledge that our students encountered many barriers to learning during the multiple closures and interruptions caused by the pandemic, staff was intentional in using this funding to create purposeful opportunities to meet the needs of students in the areas of literacy and mathematics both in the elementary and secondary panels. Special consideration was given to students with Individual Education Plans (IEPs) and English Language Learners (ELL) through intentional programming.
With the goals of the Multi-Year Strategic Plan (MYSP) to guide the work, staff ensured that tutoring funding addressed the inequities of access to programming in a way that was both community based and culturally responsive.

The cumulative staff time required to prepare this report was 16 hours.

B. PURPOSE

1. This report provides a final update on the learning recovery action plan that allowed staff to implement tutoring supports for TCDSB students with Ministry designated tutoring funds.

2. The report outlines the parameters used by schools to identify and support students from Kindergarten to Grade 12 and the intentional approaches that provided services to students with special needs, English language learners and struggling learners.

C. BACKGROUND

3. On February 17, 2022, The Ministry of Education issued a Learning Recovery Action Plan for Students that:

    a. addressed the impact that the COVID-19 pandemic had on the learning development and mental health of students, staff, and families across the province;

    b. included investments to provide opportunities for small group tutoring with an average ratio of five students to one tutor; and

    c. provided approximately $7.6M in funding for the TCDSB to implement tutoring supports between April 1, 2022 and December 31, 2022

4. Delivery of tutoring funding was provided in two phases:
    a. Phase 1 ($ 2.1 Million)– April 1, 2022 to August 31, 2022
    b. Phase 2 – ($5.5 Million) -September 6, 2022 to December 31, 2022

5. In December of 2022, the Ministry extended the timeline to run the program until March 31, 2023.

6. In March 2023 the timeline to run the program was further extended permitting district school boards to continue to support the program until the end of June 2023.

7. In total, the program ran from April 2022 to June 2023. The extensions to the timelines were welcomed and allowed TCDSB to continue to implement the program for the full 2022-2023 school year.

8. This funding provided boards the opportunity to offer tutoring in small groups during the day, before and after school, on weekends, and in the summer.

9. Tutoring parameters implemented included:
    a. average group size of 5 students (smaller average groups for students who would benefit from more attention based on need);
    b. options to access tutoring at a variety of times to meet student need including after school, on weekends and in the summer;
    c. prioritization of math and literacy skills and other foundational learning skills; and
    d. the delivery of small group tutoring with local community partners and third parties that supported learning in a trusted environment grounded in the language, culture and community norms for students.

10. The provision of tutoring was offered first to students who had demonstrated learning gaps as demonstrated through the following criteria:

    Secondary Schools:
    a. Students struggling with credit accumulation.
    b. Students who were unsuccessful in de-streamed Math in grade 9
    c. Grade 9 students with only one or two credits by end of First Semester
    d. Students in Grade 10 with fewer than 10 credits by end of First Semester

e. Grade 11 students with a credit count below 20 by end of First Semester
f. Students in credit bearing courses with Non-Applicable Individual Education Plans (N/A IEPs) or Identifications
g. Students that required culturally responsive supports
h. Students with high absenteeism

Elementary Schools:

i. Students achieving "D" or receiving "I' on report cards
j. Students with Non-Applicable IEPs or Identifications
k. Students requiring culturally responsive supports
l. Students with high absenteeism

11. Although preference was given to students whose learning needs fell into the categories explained above, other students with demonstrated needs were also provided additional tutoring supports (e.g., ELL learners).

D. EVIDENCE/RESEARCH/ANALYSIS

TCDSB Programming:

1. The TCDSB approached this project with an understanding that students and families required a variety of opportunities to avail themselves of the resources to optimize student learning.

2. Provisions were made to endeavour to support any student that required or asked for tutoring. Students were able to participate in one or more of the multiple offerings.

3. Students requiring specialized special education supports/interventions were provided access to a variety of programs.

4. Programming initiated included both school-based and non-school based options. For a full list of programs offered, please refer to Appendix A.

5. School based options focused mainly on after-school programming, summer programming and weekend online programming.

6. Non-school based programming had students avail themselves of online options through a variety of tutoring providers that included, culturally relevant community organizations and specialty organizations.

7. Students had the ability to participate in multiple programs as required/needed. (e.g. Summer, After School and Online Community provider tutoring)

8. Every elementary school was given the opportunity to participate in the after-school program.

9. Summer learning was made available to students in concentrated locations across the system with access to air-conditioned learning environments. (9 locations in 2022 and 7 in 2023).

10. Students attending schools with the highest social economic stressors (SES) were offered the opportunity to participate first in the summer learning program. Students from schools in higher SES areas were invited to participate after the initial call.
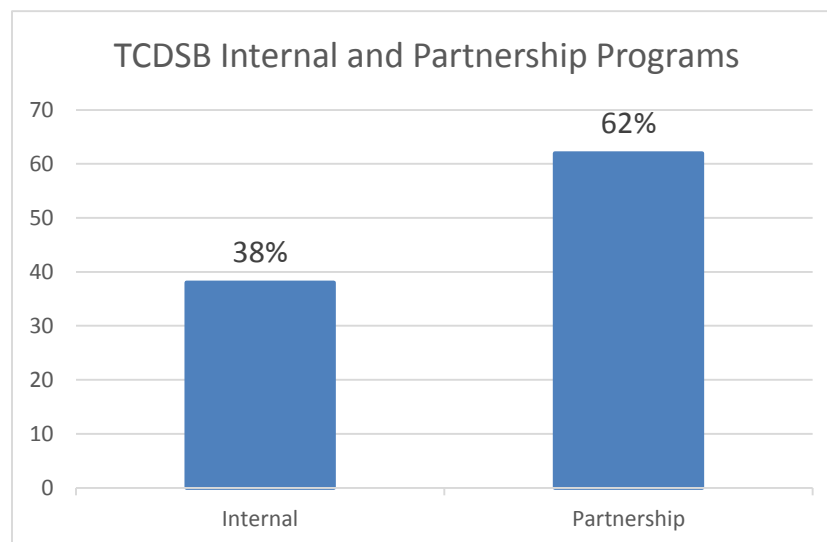
Partnership Programming:

11. Outreach was made to many tutoring providers and community organizations to ensure a wide range of providers that had the capacity to expand as needed or to provide specialty services. Partners were also able to contact the TCDSB to offer their services.

12. Throughout implementation of the program, the TCDSB identified 25 providers listed in Appendix B. Providers went through a vetting process through our Partnership Department to ensure compliance with legislation regarding working within a vulnerable sector and the ability to meet TCDSB student/school needs.

13. A variety of community partners were selected to ensure the provision of culturally relevant and responsive learning opportunities to the most underserved communities.

14. Most organizations opted for an online learning format, however we had a few that offered in-person tutoring.

15. Every TCDSB school received a bank of hours that could be used to support students through community tutoring providers. Once the bank of hours was used, schools were able to request additional hours. No school was turned away and we were able to fulfil all demands for additional tutoring that schools requested for the duration of the program.

16. Schools were provided guidelines for student selection for participation in this program that included a variety of factors (credit accumulation; IEPs, culturally responsive needs; absenteeism; low or failing marks in different subject areas).

17. In addition, parents were able to contact the school to request support for their child. Upon receipt of parent/guardian consent, schools were able to reach out to community-based programs to establish the tutoring support.

18. Students were able to access one-hour sessions once, twice or three times per week with a recommended duration of five to ten weeks. If a student required additional support, it could be augmented as necessary.

19. Tutoring providers were able to communicate regularly with parents/caregivers and the school to deliver support to the student in their specific area of need. Ongoing and regular dialogue between parents and tutoring partners enhanced the student learning experience.

E.   METRICS AND ACCOUNTABILITY

1. The TCDSB was able to spend all the funding provided for tutoring within the timelines provided by the Ministry of Education and serviced over 15,000 students.

2. Figure 1 shows that 38% of the funding supported programming to students through TCDSB delivered programs while 62% was provided through Community Providers.

Figure 1: Tutoring Provision

3. Students were able to access one-hour sessions one or more times a week through our community partners. Programming offered within TCDSB ranged from five sessions to twenty. More hours were made available based on need and student progress.

4. Tutoring group sizes ranged from one to eight students but typically averaged at five students per session.

5. Students had the opportunity to participate in multiple programs offered in a variety of ways. Appendix C provides a summary of student participation across the programs offered within the TCDSB.

6. Students participating in the Summer Learning Program received snacks and their families received food vouchers through the Angel Foundation for Learning to ensure students were ready for learning and to support families as they prepared to return to school.

7. To ensure access to appropriate supports, the summer learning program provided access to students with IEPs access to Educational Assistants, Assessment Programming Teachers, and Social Workers to ensure not only academic program supports but also social emotional supports.

8. Where possible, the summer learning program offered opportunities for administering psychological assessments for students on the waitlist at the summer program school while they were attending in the summer.

9. As part of the tutoring program implementation, TCDSB was able to purchase resources and tools (e.g., Lexia and Knowledgehook tutoring credits) to support students during the implementation of tutoring that were in line with the "Right to Read" recommendations as well as aligned with the new math curriculum. These resources and tools will continue to augment student learning beyond the project timeline within classrooms in the areas of early literacy and junior/intermediate numeracy.

10. Feedback from parents, staff, and students was positive and the programs were well received. Families observed significant changes in their child's abilities as this intervention supported their learning. Appendix D provides a sampling of the feedback received.

11. In summary, the tutoring program aligned perfectly with the learning, equity and well-being goals outlined in the MYSP and has provided students with the opportunity to receive supports in their areas of need, both academically and within the social emotional domain.

F.   CONCLUDING STATEMENT

This report is for the information of the Board of Trustees.