



REPORT TO

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

5TH BLOCK PROGRAM – SELECTION CRITERIA

*“These are the two conditions in order to follow Jesus, hear the word of God and put it into practice.”
Pope Francis*

Created, Draft	First Tabling	Review
April 4, 2016	April 7, 2016	Click here to enter a date.
D. Koenig, Superintendent of Curriculum and Accountability		
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 rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity



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A. EXECUTIVE SUMMARY

This report provides an overview of how schools are selected in order to receive a 5th Block allocation. The 5th Block program is a reading intervention program that supports students in grades one and two that are struggling in the development of their reading skills.

B. PURPOSE

1. Trustees approved a motion for staff to provide information on a list of schools that have the 5th Block program and how they are prioritized in terms of criteria used and that the report be submitted to the April 7, 2016 Student Achievement meeting.

C. BACKGROUND

1. As part of the budget consultation report submitted to the meeting of the regular Board on March 31, 2016, the 5th Block program was included as a classroom reduction of 21 FTE.
2. There are currently 57 schools that have the 5th Block program as part of their staffing model. 56 of these schools have a .5 FTE while St. Maria Goretti is the only school that has a 1.0 FTE allocation.

D. EVIDENCE/RESEARCH/ANALYSIS

There are a number of different criteria that has been used to identify schools to receive a 5th Block allocation (Appendix A). The following criteria that has been used in determining the 57 programs throughout the TCDSB has been as follows:

1. Trend data from the achievement of the grade three students writing the EQAO reading assessment.
2. The ability to place a full complement of students into the 5th Block program. The maximum number for a .5 FTE would be 12 grade one students and 12 grade two students. The maximum number for a 1.0 FTE would be 24 grade one students and 24 grade two students.
3. The socio-demographic information for a school community is collated and ordered in “N tiles” from 1-8. Those schools with a lower N-tile would be considered a school with greater socio-demographic needs.

Factors that are considered for the 5th Block program are: median combined family income, Government transfer payments, low family income, single parent families, children born outside Canada, second language spoken at home, parent unemployment, rent/own housing and parent education. This information is retrieved from income taxes, Trillium, EQAO and Census data.

4. Staff has created a preliminary list of schools to maintain the 5th Block program based on the identified data sources and the understanding that the teachers of the program will also work with the regular classroom teacher to build capacity in the area of reading intervention strategies.

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.