



REPORT TO

EDUCATION COUNCIL

## YEAR-END REPORT ON THE EFFECTS OF TRUSTEE-APPROVED REDUCTIONS: 2015-2016

*Whatever you do, work heartily, as for the Lord and not for men, knowing that from the Lord you will receive the inheritance as your reward. You are serving the Lord Christ.” Colossians 3:23-24*

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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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## A. EXECUTIVE SUMMARY

On January 12, 2017 Trustees received a preliminary report on the impacts of Board-approved reductions (**Appendix A**). Using a variety of data, this current report provides additional information on the impact of the implementation of the Board-approved Multi-Year Deficit Recovery Plan (MYRP).

With a focus on key areas of the Board Learning and Improvement Plan (BLIP), this report provides a side-by-side comparison of data from the 2014-2015 school year, prior to the implementation of the MYRP, with data from the 2015-2016 school year, the first year in which MYRP reductions were implemented. Given the early stages of this analysis, it is important to note that no specific, long-term trend(s) can be identified at this time. Data for the 2016-2017 school year will become available in the fall of 2017. These data will inform the year-end report on the impact of reductions in the 2016-2017 school year.

An important area of focus continues to be the impacts of reductions in Special Services. These impacts were the subject of a separate report (*Final Report: Review of Educational Assistants and Child and Youth Worker Efficiencies Board-Wide-April 6*) dedicated to the analysis of Special Education Services in the aftermath of MYRP reductions.

*The cumulative staff time dedicated to developing this report was 35 hours.*

## B. PURPOSE

1. This status report monitors the impact of the Multi-Year Recovery Plan (MYRP) using quantitative metrics and indicators specified in our Board Learning and Improvement Plan (e.g., EQAO Scores, Credit Accumulation, Safe and Caring Catholic School Climate Survey, Student Transition Survey, My School, My Voice Survey, Safe School Survey, Board Learning Improvement Plan/School Effectiveness Framework – BLIP/SEF Survey). See **Appendix B**.
2. Within the context of the MYRP, continuous monitoring of the impact of approved reductions on the system is essential to ensure that optimal

conditions for learning are sustained to the highest possible degree through the allocation of all available human and material resources.

3. Consistent with the methods used by the Ministry of Education, we have adopted a dynamic and adaptive approach to the monitoring of data reflecting a “learning-as-we-go” method.
4. Monitoring and tracking of change will take place on an ongoing basis to inform and facilitate decision making in the development of approaches that best meet the learning and well-being needs of our school communities.
5. This report will help to inform the board’s decision making as it continues to implement the multi-year deficit recovery plan.

## **C. BACKGROUND**

1. **January 12, 2017** - At the Student Achievement and Well-Being, Catholic Education and Human Resources Committee meeting, the Board received a preliminary report on the impact of trustee-approved reduction (**Appendix A**).
2. The report of January 12, 2017 provided information on the impacts, risks, and opportunities associated with a series of reductions with both direct and indirect classroom impact. For reference these are summarized as follows:

### **Direct Classroom Impact: Classroom Teachers**

- a. Secondary Teachers – Reduction FTE 54.00 at a savings of \$5.6 million
- b. Monsignor Fraser College Secondary Teachers – Reduction of FTE 4.00 at a savings of \$0.4 million
- c. Special Education Teachers – Reduction of FTE 50.00 in secondary and FTE 35.00 in elementary at a savings of \$8.5 million
- d. Education Assistants (EAs) and Child & Youth (CYWs) – elementary and secondary – Reduction of 86.00 Education Assistants at a savings of \$4.3 million and FTE 12.00 CYWs at a savings \$0.7 million
- e. Literacy Program Teachers (elementary) – Reduction of FTE 47.00 at savings of 4.7 million

## **Indirect Classroom Impact: Non-teaching Personnel FTE**

- a. Teacher Librarians (elementary) – Reduction of FTE 48.01 at savings of \$2.7 million
- b. Central Program Principals and Central Resource Teachers – Reduction of FTE 44.00 at a savings of \$4.8 million
- c. Vice-Principal - Reduction of FTE 14.00 at a savings of \$1.5 million
- d. Elementary Guidance Teachers – Reduction of FTE 4.00 at savings of \$0.4 million
- e. Secondary School Student Supervisors – Reduction of FTE 10.00 at a savings of \$0.2 million

## **Reductions in Resources**

- f. Textbooks, Computer Technology, School Block Carryovers, and Reductions of School Block Budgets at a savings of \$3.6 million
  - g. Professional Development – Reductions of \$0.5 Million in the Staff Development Budget
3. At TCDSB, all human and material resources are aligned with, and allocated to, the fulfilment of our Multi-Year Strategic Plan. To this end, the approach taken to assess the impact of reductions has been holistic in nature, ongoing, and responsive to the needs of our Catholic learning community.
  4. With a focus on key areas of the Board Learning and Improvement Plan (BLIP), this report provides a side-by-side comparison of data from the 2014-2015 school year, prior to the implementation of the MYRP, with data from the 2015-2016 school year, the first year in which MYRP reductions were implemented.
  5. *Given the early stages of this analysis, it is important to note that no specific, long-term trend(s) can be identified at this time.*
  6. Data for the 2016-2017 school year will become available in the fall of 2017. These data will inform the year-end report on the impact of reductions in the 2016-2017 school.

## D. EVIDENCE/RESEARCH/ANALYSIS

### IMPACT ON STUDENTS

The impact on students is summarized using an established set of key indicators included in the TCDSB Board Learning and Improvement Plan (BLIP).

The system-level data highlighted below are based on comparison for a two-year period. The year 2014-2015 represents the state of affairs prior to the staff reductions.

The year 2015-2016 represents the school year with substantive staff reductions in both elementary and secondary schools. The next set of data for the current school year (2016-2017) will become available in the fall of 2017 resulting in ‘three-year trend’.

### 1. STUDENT ACHIEVEMENT DATA: KEY INDICATORS

#### a) Elementary

#### **EQAO Primary and Junior Reading, Writing, Mathematics**

*Percentage of all students at or above the provincial standard*

	2014-2015	2015-2016
Grade 3 Reading	69%	NP
Grade 3 Writing	79%	NP
Grade 3 Math	64%	NP
Grade 6 Reading	78%	NP
Grade 6 Writing	80%	NP
Grade 6 Math	52%	NP

Elementary EQAO results are not available for 2015-2016; NP = “Non-participating” indicates that due to exceptional circumstances, some or all of the board’s students did not participate. The TCDSB did not participate due to labour disruptions that took place in the Spring of 2016.

New data will be available in the Fall of 2017. Overall, Mathematics has been identified as an area of need and focus both in the Primary Division and Junior Division.

**b) Secondary**

**EQAO Grade 9 Mathematics**

*Percentage of all students at or above the provincial standard*

	2014-2015	2015-2016
Academic Level	82%	83%
Applied Level	44%	45%

Results indicate:

- Overall no change in the percent of all students in both the Academic and Applied program at or above the provincial standard between 2014-2015 and 2015-2016.
- Numeracy is strong for students taking Grade 9 Academic mathematics.
- In Grade 9 Applied mathematics, there is room for improvement towards the Board goal of 80%.

**Ontario Secondary School Literacy Test (OSSLT)**

*Percentage of first-time eligible participating students successful*

	2014-2015	2015-2016
Academic Level	93%	91%
Applied Level	51%	48%
All	83%	81%

Results indicate:

- Overall a slight decrease in the percentage of participating students successful on the OSSLT between 2014-2015 and 2015-2016.
- Literacy remains strong for students taking Academic English and for students overall.
- There is room for improvement in literacy for students taking Applied English towards the BLIP goal of 75%.

## Credit Accumulation

*Percentage of students 'on track' to accumulate all credits*

	2014-2015	2015-2016
Grade 9 (8 or more credits)	85%	86%
Grade 10 (16 or more credits)	78%	79%

Results indicate:

- Positive outcomes in Grades 9 and 10.
- There has been no change in the percent of students who are 'on track' to accumulate all credits between 2014-2015 and 2015-2016.

## Graduation Rates

*Percentage of students graduating (based on a 5-year graduation rate)*

Grade 9 Cohort year	2010-2011	2011-2012
Graduation year	2014-2015	2015-2016
Graduation Rate	83%	85%

Results indicate:

- Strong and positive graduation rates.
- Overall a slight increase (based on a 5-year graduation rate) between 2014-2015 and 2015-2016.

## 2. STUDENT PERCEPTUAL DATA: KEY INDICATORS

Key questions from annual system surveys that provide student perceptual data on the school climate were extracted and are presented below.

### a) Elementary

#### Safe and Caring Catholic School Climate Survey

(10,294 Grade 6 and 8 students)

*Percentage of students who 'agree or strongly agree'*

Indicators	2014-2015	2015-2016
Their school promotes Catholic values, virtues, and practices	88%	91%

Their school is a happy and welcoming place to learn	83%	86%
Adults in their school have high expectations for them	84%	87%
Students care about each other	74%	75%

*Percentage of students who:*

Indicators	2014-2015	2015-2016
'love or like' school	70%	72%
feel 'safe or very safe' in school	92%	95%

Results indicate:

- Elementary students report positive perceptions about school.
- Overall no change or a slight increase in elementary students' perceptions of school climate between 2014-2015 and 2015-2016.

## **b) Secondary**

### **Student Transition (ST) Survey**

(3,039 Grade 9 students)

### **Safe School Survey**

(4889 Grade 9 to 12 students)

### **My School, My Voice (MSMV) Survey**

(5,499 Grade 10 and 12 students)

*Percentage of students who:*

Indicator		2014-2015	2015-2016
'love or like school'	ST	76%	82%
	MSMV	63%	63%

*Percentage of students who:*

Indicator		2014-2015	2015-2016
feel 'safe or very safe' in school	Safe Schools	92%	91%



*Percentage of students who agree or strongly agree*

Indicators		2014-2015	2015-2016
Their school promotes Catholic values, virtues, and practices	MSMV	86%	85%
Their school is a happy and welcoming place to learn	MSMV	77%	76%
Teachers in their school have high expectations for them	ST	89%	87%
	MSMV	77%	77%
Students care about each other	MSMV	61%	60%

Results indicate:

- Secondary students for the most part report positive perceptions about school.
- Overall little or no change in secondary students' perceptions of school climate between 2014-2015 and 2015-2016.

### **IMPACT ON STAFF**

1. Informal conversations, observations, and anecdotal evidence suggest that while there are strains and challenges, schools are working towards managing as effectively and efficiently as possible to offer the best possible service to TCDSB students. This qualitative feedback has been gleaned through various informal communications among central staff and school staff (e.g., shared at team meetings, school visits).
2. On the BLIP/SEF Survey, teachers were asked to respond to a series of items addressing: professional needs, teaching as a vocation, involvement in decision making, recognition for effort, time constraints, and work-related fatigue. Based on responses as reported to Board on November 3, 2016, Staff Engagement and Well-Being is *not yet meeting the criteria* (below 70%). The success criterion is met when 80% of respondents indicate a positive response on relevant items within each of the BLIP components.
3. Through the Special Education Multiple Student Case Study it was learned that staff report using a range of strategies to continue to foster supports to meet student needs. Staff reported concerns stemming from attempting to

accomplish this goal with reduced human resources. In several schools, with fewer EAs, other staff (teachers, nurses, CYWs, and principals) report that they are assuming different or expanded responsibilities and roles. Furthermore, staff report that as a result of the perceived changes in focus in roles and responsibilities, they require training and professional learning to address the unique special education needs of students with different exceptionalities.

## **E. METRICS AND ACCOUNTABILITY**

1. To observe the impact of the Multi-Year Recovery Plan reductions on staff, additional data gathering is needed. A collaborative, dynamic, adaptive approach will be used reflecting a “learning-as-we-go” method, and responding to the needs that may arise.
2. It is proposed that during the 2017-2018 school year, using case study methodology, further qualitative data will be collected to learn ways in which staff have worked within the new contexts, identifying concerns, needs, and strengths upon which to build. Areas of focus may include: Impact of reduced Guidance Counsellors, Central Staff, Student Supervisors. Identified promising practices will be shared to continue to strengthen collaborations and support a common vision of high expectations for all our students.
3. Each year we will monitor student achievement and staff engagement data and report on the impact of reductions in the context of the Multi-Year Recovery Plan.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board and.