



Annual Report Model Schools for Inner City

To: Program and School Services Committee

Date: 6 November, 2019

Report No.: 11-19-3789

Strategic Directions

- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students
- Create a Culture for Student and Staff Well-Being

Recommendation

It is recommended that the Model Schools for Inner City Report be received.

Context

In 2006, the Toronto District School Board (TDSB) launched its Model Schools for Inner Cities (MSIC) program, in response to the Board's Inner City Task Force Report (2005), which called for a systemic approach to addressing the impact of poverty on student outcomes and the issue of achievement gaps experienced by historically marginalized groups.

According to the Task Force's recommendations, extra funding from the Ministry of Education's Learning Opportunity Grant (LOG) should be allocated to schools in high priority neighbourhoods. The rationale was to provide these schools with additional resources and intentional supports in order to "level the playing field for all students regardless of their socio-economic circumstance or cultural background", to enable "students to achieve academically, socially and emotionally to their highest potential", and to allow students to "leave school with the skills and confidence that position them to compete equally in the broader world".

In 2006-07, three inner-city schools in high needs communities were identified as the first MSIC pilot sites. In the second year, another four inner-city schools were added.

The third year (2008-09) witnessed sharing of MSIC resources and funds initially granted to the seven MSIC schools with their neighbouring schools, resulting in the formation of seven clusters of 50 MSIC schools. Since then, each subsequent school year, until 2012-13, saw an addition of 25 more MSIC schools based on the Board's Learning Opportunity Index (LOI). By 2012-13, the number of MSIC schools reached 150, serving over 56,000 students from neighbourhoods with the highest levels of external challenges.

Key Components of the Program

Based on the Inner City Task Force recommendations, MSIC schools were to be guided by five essential components:

- **Innovation in teaching and learning practice and school structure** – to support improved academic performance through enriched experiential learning opportunities, creativity and critical thinking emphasis, social justice curriculum, and culturally responsive pedagogies.
- **Support services to meet students' physical, social, and emotional needs**
- **School as the heart of the community** – through establishing active partnerships with parents, community members, and community organizations.
- **Research, review, and evaluation of students and programs** – through annual data collection and reporting to drive continuous school improvement, and summative evaluation to ensure accountability.
- **Commitment to share successful practices** – such as innovative strategies, initiatives, and structures - with other schools, outside of the Board, and educators from different countries.

During 2018/19 the MSIC program engaged in the following actions to support the five essential components:

1. Innovative Teaching and Learning Practices

- Monthly professional learning support for Student Success Transitions Counsellors (SSTC)
- Monthly professional learning support for Early Reading Coaches (ERC)
- Support of Learning Coaches, as requested by the Learning Centre
- Summer Learning program in partnership with Continuing Education

- 20 summer school sites were offered which served over 5,000 students

2. Support Services for Students' Emotional, Social and Physical Well-Being

- Partnership development and coordination (e.g., Jays Care Foundation, Right to Play Canada, The Recess Project, All About Me Portfolio Tool, Financial Literacy programs)
- Model Schools Pediatric Health Initiative Clinics and other school-based clinics
- Renewed two partnerships (George Webster PS and Willow Park PS) where funding from Toronto Foundation for Student Success (TFSS) had ended. In both cases, the partner agencies assumed funding for the Clinic Coordinator role.
- All Practitioners Meeting held in January 2019
- Ongoing promotion and community outreach to support the Model Schools Paediatric Health Initiative.
- Coordination of universal screening programs in Full Day Kindergarten (Kids2See and Kids2Hear), in collaboration with the University of Toronto and SickKids Hospital
- Promotion and support for McMaster University Kindergarten Vision and Hearing Screening program

3. School as the Heart of the Community

- Support and engage underserved communities to lead and participate in the *Parents as Partners* annual conference
- Organization, promotion, coordination of all aspects related to *Parents as Partners*
- Provided three Professional Learning in-service workshops for Community Support Workers on family and community engagement strategies using an Anti-Oppression framework
- Coordination and support for the development of Parent Academies in each Learning Centre according to identified local needs

4. Research, Review and Evaluation of Students and Programs

- Ongoing research coordination for Canadian Achievement Test Version 4 (CAT4), Early Development Instrument (EDI), Resiliency survey
- Support school teams with analysis of data and development of goals to identify next steps

5. Commitment to Share Successful Practice

- In December 2018, meetings were held by Learning Centre with principals to review MSIC program goals, share resources, answer questions, network
- Bi-monthly newsletters to share resources, program ideas, opportunities for students and staff

MSIC 2019 Budget:

- 2018-19 MSIC Budget: \$6.089 million
- \$2.8 million was allocated to schools using a formula that includes a base allocation by size of school (small, medium, large) as well as the placement of the school on the Learning Opportunities Index (1-50, 51-100, 101-150).
- Budget was allocated to schools in September 2018 and used the following model:

Part 1 – Total Base Amount allocated = \$1,845,000.00

Base Amount Allocation to Each School:

Small School	0-300 students	\$11,000
Medium School	301-500 students	\$13,000
Large School	500+ students	\$15,000

Part 2 - Weighted Allocation using remaining \$955,000:

Schools by LOI	% of Funds Per Pupil & Total	Per Pupil \$ Allocation
1-50	50% = \$477 500	\$30.05

51-100	30% = \$286 500	\$17.52
101-150	20% = \$191 000	\$10.22

2018-19 Model Schools for Inner City Budget

Description	Expenditures
Community Support Workers (CSW)	\$1,799,586.43
MSIC Summer School Staff	\$365,666.60
Centrally Assigned Principal & Office Assistant	\$374,898.96
Co-ordinator 10 Month Elementary	\$125,994.50
Model School Central Initiatives	\$779,153.39
<ul style="list-style-type: none"> • <i>Research Costs (CAT4, Resiliency, EDI)</i> • <i>Professional Learning Total Cost for CSWs (3 days)</i> • <i>Parents as Partners Conference</i> • <i>Family Passports Printing Costs</i> • <i>Meeting Expenses (MSPHCI, other partners)</i> • <i>Summer Program Support/Transportation</i> • <i>Inclusive Education AQ Subsidy (Right to Play Canada)</i> • <i>Continuing Ed. Transportation</i> 	
Learning Centres (PD, Textbooks, Supplies/Services, Casual Support, Contractual Services, Early Literacy Resources, Parent Academies)	\$62,670.18
MSIC Allocation to Schools (from charts above)	\$2,581,471.00
Total Model School Budget 2018-19	\$6,089,441.06

Highlights of 2019 Summer Program:

The Summer 2019 Program was a joint project between Continuing and MSIC. Summer School sites for 2019 were selected based on a variety of factors, including equitable geographical distribution, LOI considerations, facilities, and system need/school self-nomination. The 2019 summer school sites were also strategically selected to ensure more students could benefit from summer learning programs without the need for transportation expenses.

The core areas of the summer school learning program were situated around both Literacy and Numeracy. For literacy, the program supported fluency and as well as trans-disciplinary areas within STEM. Running Records were used as a diagnostic assessment tool. For numeracy, number sense and operations were targeted with an emphasis on problem solving. MSIC also supported the summer learning programs by developing a math diagnostic tool for students in grades SK-3 to assess numeracy development (Student Continuum of Numeracy Development) focusing on operational sense and number sense. The diagnostic information collected both at the start and conclusion of the program was used to determine improvements.

While all students in Gr 1-8 improved in both literacy and numeracy based on diagnostic pre-assessments as well as post-assessments, the most significant movement occurred for primary division students in relation to two mathematics areas, number sense and operations. This is an indication that the students developed essential numeracy skills, strategies and habits of mind for effectively engaging with mathematics at grade level. Common diagnostic and summative assessment tasks and tools were used to be able to compare pre and post assessment results. The post assessment results indicate an overall improvement in achievement based on the focused learning opportunities developed at each summer learning site.

MSIC staff worked to support both Literacy and Numeracy learning throughout the summer program. Some highlights include:

Literacy:

- Trans-disciplinary STEM, literacy and numeracy units focusing on developing fluency, comprehension and critical literacy skills in reading: focus strategies include modeled, shared and guided reading
- SK - 3 classroom teachers are expected to use on-going running records to assess and plan for precise, personalized instruction for individual students and small groups
- For students who have reading challenges in grades 4-5, modified miscue analysis process will be used for individual and small group instructional support to close gaps and strengthen skills

Numeracy

- Trans-disciplinary STEM, literacy and numeracy units focusing on Number Sense and Numeration (focus on operational sense) through problem solving

- Focus on noticing and naming strategies and concepts students are using during problem solving as aligned to Alex Lawson's developmental trajectories (addition/subtraction and multiplication/division) to develop precise and personalized instructional strategies as next steps using open problem solving, small group instruction, math games and aligned coding/robotics applications
- Mental math strategies will be enhanced through number talks, games and activities

Some of the feedback provided by school-based staff highlighted the following instructional practices as being highly successful:

- small-group, guided instruction based on ongoing assessments
- hands-on, STE(A)M, project-based learning opportunities that allowed for creativity, collaboration and exploration and application of literacy skills, strategies for authentic purposes (e.g. research and reporting)
- use of personalized technology (All About Me program)
- use of technology for mathematics practice
- use of Alex Lawson's trajectory supported teachers in determining students' zone of proximal development in order to design effective learning opportunities that supported learning
- 8 Focus on Youth students were placed at sites strategically to support early math using robotics as a strategy through STE(A)M and project-based learning; the students were skilled in robotics, mathematics and science

MSIC also supported the summer learning program through the use of [All About Me](#), a digital portfolio tool licensed by TDSB. This tool encouraged students to document their own learning, allowed teachers to assess development and design responsive e-tasks that were personalized and precise and engaged parents through the parent portal to participate in the documentation process and to have a window into their children's learning at the summer program.

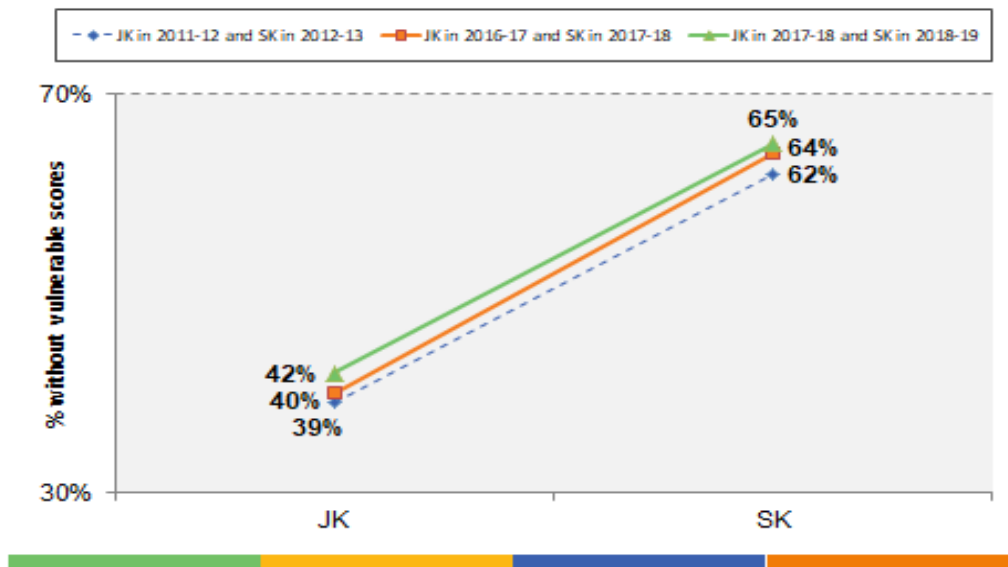
Research and Data Collection:

Data collection is a key component of the MSIC program. A variety of assessment tools are used to collect data about student readiness to learn (Early Development Instrument) as well as student achievement in literacy and mathematics (CAT4 Assessment). The Early Development Instrument (EDI) assesses children's age

appropriate development in five domains: physical health and well-being, social competence and emotional maturity, language and cognitive development, communication skills and general knowledge.

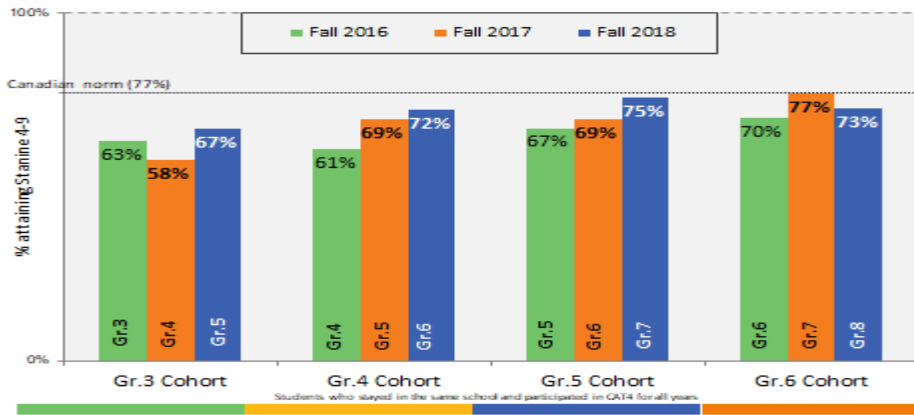
The EDI data represented below shows the average of the five domains of the assessment tool in relation to the start of junior kindergarten to the end of senior kindergarten. The EDI chart shows that similar to 2011-12 and 2016-17, 42% of students, at the end their first year of kindergarten, do not have any vulnerable scores in the five domains. This score improved over the course of their second year of kindergarten by 23 percentage points.

EDI: MSIC students with no vulnerable scores on any domains, by cohort

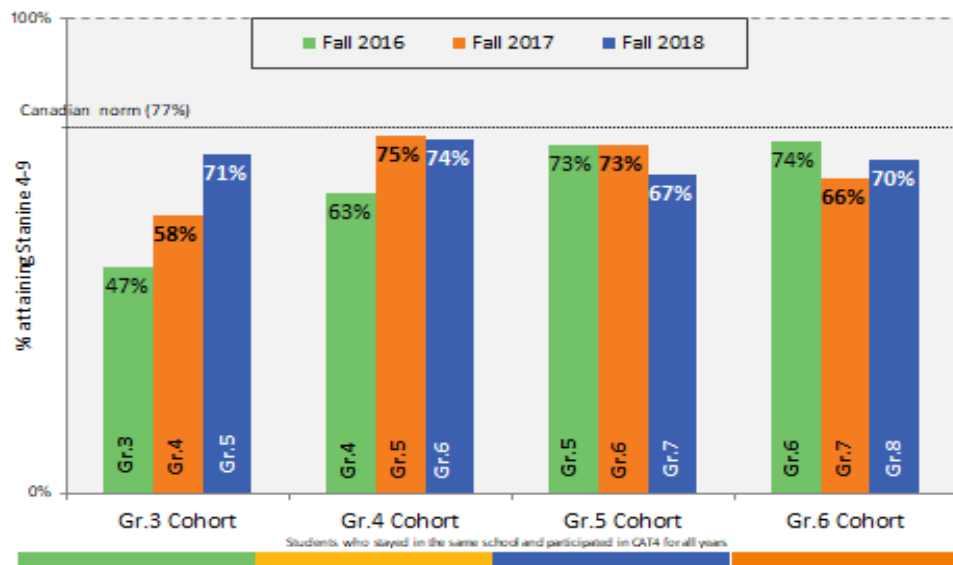


The Canadian Achievement Test (CAT4) is an assessment tool (multiple choice and open response questions) used each year in Grades 2 to 8 (Model Schools only). The CAT4 assesses students in the areas of Reading, Writing, and Mathematics. The following charts show trend data over a period of three to five years based on the CAT4 results. Each set of bars show the same students as they progress through three grades from 2016 to 2018.

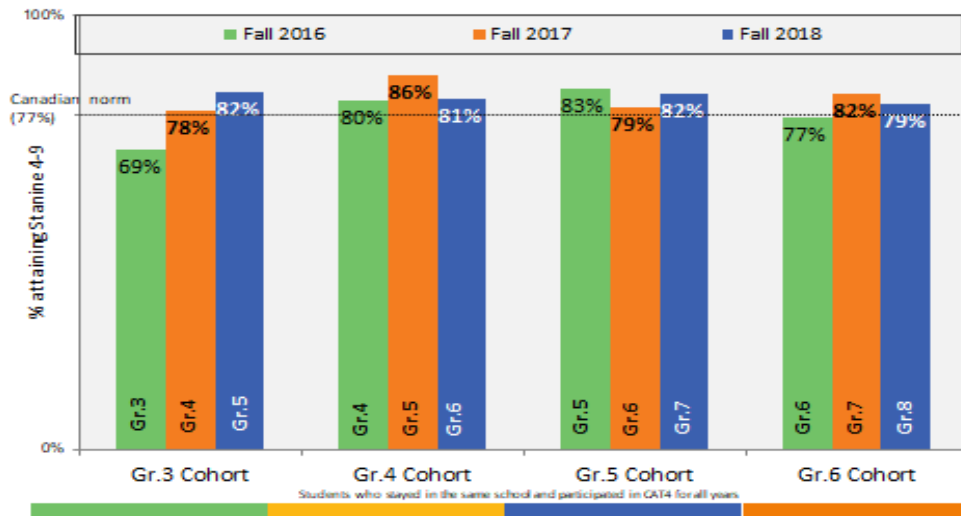
MSIC's CAT4 Reading: 3-Year Cohort Results



MSIC's CAT4 Writing: 3-Year Cohort Results



MSIC's CAT4 Math: 3-Year Cohort Results

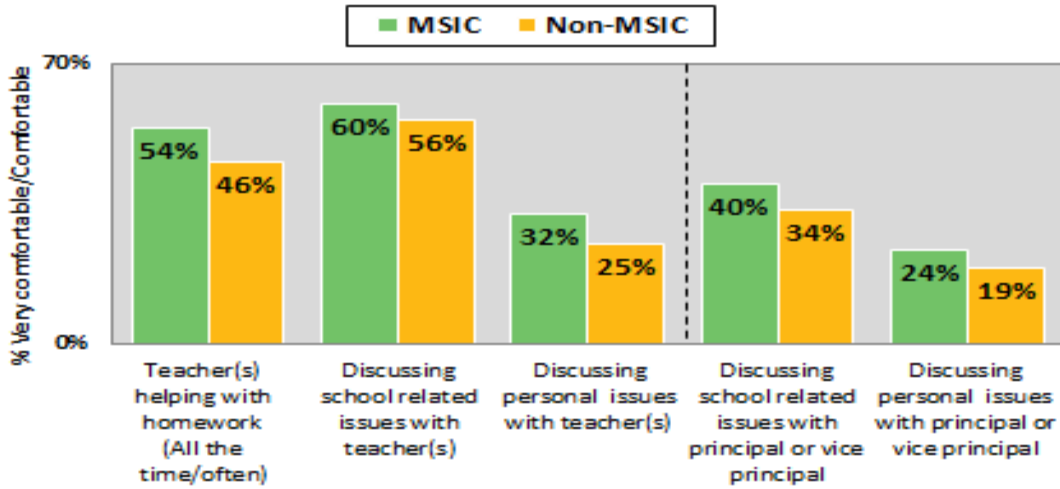


The results presented above from four cohorts that span 2016- 2018 follow very similar trends as they have in previous years with general movement towards the Canadian averages for reading, writing, and mathematics as students progress from Gr 3 to Gr 8. The mathematics assessment is based on the Ontario curriculum and indicates a strength our students have in knowledge and computation based on a sample of specific curriculum expectations.

The next set of charts are drawn from data that have been gathered from the TDSB Student Census in 2016-17. The graphs measure important learning conditions that should be present in schools for full participation in learning by students. This past year TDSB compared the students in MSIC with the rest of the school system in relation to key areas of in-school experience.

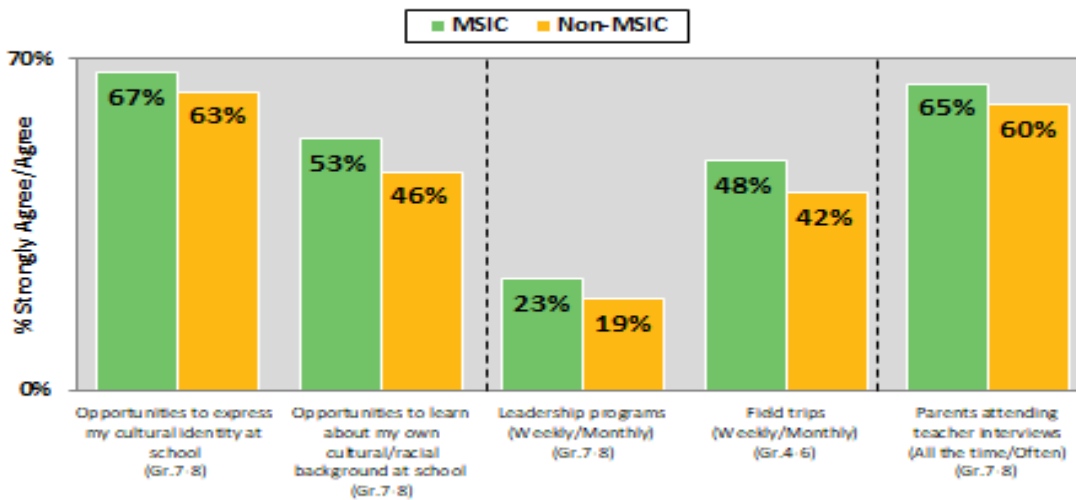
In the two tables below, the MSIC students report higher levels of positive experiences with educators as well as in-school learning opportunities-- both of which favour the MSIC program as a program that is providing enriched learning experiences to students.

Relationships with Teachers and Principals (Grades 7-8)



Source: TDSB 2016-17 Student Census

Some In-School Opportunities



Source: TDSB 2016-17 Student Census

Action Plan and Associated Timeline

As we move forward, the actions and programs within the MSIC program will continue to be responsive to the five essential components, with the aim to address the goals within the Multi-year Strategic Plan.

Actions for the 2019-2020 School Year include:

- Align school based actions with School Improvement Planning (SIP) goals
- Continue to support the actions related to student physical and socio-emotion well-being which includes the pediatric clinics and work done alongside external health partners such as SickKids, UofT, McMaster University and TFSS
- Monitor and document the learning of MSIC schools that are part of larger system initiatives:
 - Academic Pathway
 - Special Education Inclusion
 - Black Students Success & Excellence
 - Math Strategy Schools
- Engage in an internal review with Research Department on the program to identify best practices, leverage learning and review the research

Resource Implications

Continue to access the board funding for Model Schools for Inner City. Due to the budget reductions Professional Learning funds have been removed from each central department's budget across the system. Schools will continue to use their school MSIC budgets to fund professional learning for staff.

Board Policy and Procedure Reference(s)

- Multi-Year Strategic Plan – Action Plans
- [Policy P037 – Equity](#)

Appendices

- Appendix A: [Protecting and Promoting Human Rights and Addressing Discrimination in Schools for students, parents and families](#)

From

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