

Ministry of Education

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MEMORANDUM TO: Directors of Education
Supervisory Officers and Secretary-Treasurers of School Authorities
Director of Provincial Schools
Supervisory Officer of Centre Jules-Léger
Student Success Leaders

FROM: George Zegarac
Assistant Deputy Minister
Strategic Planning and Elementary/Secondary Programs Division

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Assistant Deputy Minister
French Language Education and Educational Operations Division

DATE: September 7, 2006

SUBJECT: **Student Success Strategy 2006-07**

As we begin a new school year we wanted to update you on the Student Success Strategy and our plan for the year.

This year our focus will be on the classroom teacher and the individual student – on placing the learner at the centre and on improved outcomes and broader choices for students. We will be working with CODE and Federations to look for opportunities to improve communication with teachers and to continue to build capacity about Student Success to ensure that teachers understand the Student Success agenda and have adequate supports for students. We will support boards as they implement effective learning and Student Success teams in each secondary school that are focused on developing and implementing strategies to support improved outcomes and improved graduation rates.

We encourage all boards and authorities to use the common language of Student Success. The public and school staff need to be able to identify their board Student Success Leader and school Student Success Teacher and understand the integral role that each plays to support students.

We will continue to focus on greater integration of Special Education and Student Success reforms and supports. All students are part of the Student Success agenda.

The four targeted Student Success priorities for 2006-07 are as follows.

- **Increasing Grade 9 and 10 credit accumulation** through effective school transition strategies including flexible timetabling and course selection for at risk grade 9 students; increased teacher professional development for student success; implementation of credit recovery; school Student Success teams and school learning teams; Lighthouse and Rural School Projects and an increase in dedicated Student Success Teachers.
- **Ensuring the total student population does better**, raising the bar and closing the marks gap by increased opportunities for teachers to receive professional development; school learning teams; e-learning; and literacy and numeracy supports as part of every board's action plan.

- **Supporting the culture shift in secondary schools** through school learning teams, ongoing dialogue and collaboration between boards and federations and through a continued focus on the whole student and student engagement so that each can succeed.
- **Introducing greater student access to more choice** through increased opportunities in all boards for experiential learning, expanded remediation options through credit recovery for grades 11-12 students, expanded unique course offerings in French language secondary schools and the phasing in of Phase Three. This includes a new Specialist High Skills Major, expanded cooperative education programs and dual credit programs.

Please see the Appendix for an overview of Phases One to Three of the Student Success Strategy.

Further details of the Student Success Strategy are included below.

Student Success Commission

The Student Success Commission will reconvene in mid September. We will provide more details in the coming months. You will have received two reports from the Commission in late June, one on Student Success Teachers, a second on Credit Recovery.

Transition for Students from Grade 8-9

The effective transitioning of students will continue to be a major focus of Student Success. Bruce Ferguson of the Hospital for Sick Children will continue to expand his research for the ministry on transitions, and a component of this research project will target students from French language schools. This will be shared with you throughout the school year.

Student Success Lighthouse Projects – Learning to 18, Rural Schools

The Ministry will fund 159 expanded or new Lighthouse Projects in 2006-07 and 70 Rural School Lighthouse Projects will be in place as a result of funding allocated in the spring of 2006. This year, along with the ongoing monitoring, tracking and reporting, project evaluation will be conducted by Curriculum Services Canada (CSC) and Centre de leadership en éducation (CLÉ) in partnership with the ministry. CSC and CLÉ will be conducting site visits with some boards and schools to gain detailed qualitative information. Please welcome CSC and CLÉ and share with them the information they need. Interviews with parents and students may be a part of the information-gathering process, and would require that board protocol and procedures be followed.

Phase 3 Implementation

Phase-in began in February 2006 with PPM 139. This enabled students to apply up to two cooperative education credits, retroactive to September 2005, towards their 18 compulsory credits. This school year students in 27 pilot sites will begin working on their Specialist High Skills Major (SHSM). The SHSM enables students to focus their secondary school education and gain sector-recognized knowledge and skills to prepare for successful transitions to apprenticeship training, college, university or employment. Also this year through dual credits as part of the School-College Work Initiative, students in 27 pilot sites will participate in apprenticeship training and postsecondary courses that count towards both the OSSD and post-secondary diploma, degree, or apprenticeship certification. The range of external credentials will also be extended for a maximum of two secondary school credits, beyond the current music certificates.

In November, all boards will receive detailed information on these new opportunities including implementation guides, course calendar descriptions and coding guidelines to help in planning for broader implementation in September 2007. A revised *Ontario Secondary Schools Grades 9 to 12, Program and Diploma Requirements, 1999 (OSS)* policy is scheduled for release with accompanying provincial training in the spring of 2007. The revised OSS for French language schools will also reflect the expectations featured in the Aménagement linguistique policy, launched in 2004.

The ministry is aware of the unique implementation challenges of Phase 3 in the French sector, considering the limited number of potential French language partners from the private and post-secondary sectors. We are pleased that, to achieve efficiencies, French language boards and colleges have assigned resources to a joint regional based dedicated capacity to enhance French language secondary schools' opportunities in implementing Phase 3. A steering committee, gathering representatives from EDU, TCU, boards, colleges, AEFO and the Centre franco-ontarien de ressources pédagogiques, will oversee these efforts. The 20 per cent of French language secondary schools with the lowest OSSLT results will be an area of immediate focus.

Resources

There continues to be significant resources to support Student Success initiatives with \$54.3 million for Student Success in the Learning Opportunities Grant, \$108 million for the hiring of 1,600 additional secondary school teachers, \$6 million for the hiring of an additional teacher per French language secondary school to expand unique course offerings and an additional \$38.3 million (non-GSN) for ministry-directed special projects including Lighthouse, SHSM and dual credits; professional development for Student Success Leaders, Transition Teams and Student Success teachers; OSS implementation and resources; research and data collection. Detailed information is provided in the Appendix for the \$54.3 million (GSN) board allocation for Student Success. Boards' 2006-07 Estimates will be reviewed to monitor the hiring of the additional secondary teacher positions funded by the ministry.

Reporting

The Board Action Plan will continue to play a major role in reporting on how the key goals of Student Success are being developed and realized in each board. This year the Implementation, Training and Evaluation Branch along with the French Language Education Policy and Programs Branch will work closely with Regional Education Officers in monitoring and tracking board progress and alignment of 2006/07 activities with 2005/06 indicator data. Ongoing board visits will be part of this process. Effective this year, Indicator One data on grade 9 and 10 credit accumulation is available through the ministry's *District School Board Progress Reports* available at www.ontario.ca/schoolboardprogress

Professional Development and Training Sessions

The Student Success budget provides funds for professional development to build capacity to support improving literacy and mathematical literacy achievement and implementing pathways and community, culture and caring. Federations received \$22 million to support teacher professional development and boards should collaborate with them in their planning. Ongoing training for Student Success Leaders, Student Success Teachers, board and school staff will provide additional support to improve board and school Student Success knowledge and capacity. A schedule of training session dates and objectives is detailed in the Appendix.

In closing, excitement around Student Success/Learning to 18 continues to build – and with good reason. Students will have new options this school year that will tap into their interests and abilities, and ensure that they leave secondary school with both a diploma and a pathway to a successful future. Our shared goal is to *reach every student*. Thank you for your leadership and we wish you a successful school year.

If you require further information, please do not hesitate to contact Kirsten Parker at (416) 326-9369 or kirsten.parker@ontario.ca or Ginette Plourde at (416) 327-9072 or ginette.plourde@ontario.ca



George Zegarac



Dominic Giroux

Appendix

Student Success Phases

Phase One of the Student Success Strategy, introduced in 2003, included:

- revisions to the Grade 9 and 10 applied math curriculum,
- \$51 million for a Student Success Leader (SSL) and program in every board,
- increase in the number of locally-developed courses which can be counted as compulsory credits for the OSSD from 5 to 6 for English-Language school boards, and from 6 to 7 for French-Language school boards;
- development of new locally-developed courses: 7 for English-Language school boards and 8 for French-Language school boards;
- \$18 million for 105 Lighthouse Projects aimed at increasing credit accumulation, reducing dropout rates, linking more programs with colleges, and encouraging students who left school to return and complete their diploma requirements.

Phase Two of the program was launched in May 2005 and included:

- \$18 million to expand 99 existing Lighthouse Projects and add 26 new projects,
- \$89 million for 1,300 additional secondary school teachers in 2005-06 with 800 Student Success Teachers dedicated to helping struggling students, total investment to reach \$143 million for 1,900 additional secondary school teachers by 2007-08, and
- continued investment of \$51 million for a Student Success Leader and program in every board, and \$31 million in one-time funding to support Student Success, this includes an additional \$25 million (for a total of \$45 million) for technological education programs

Phase Three was launched in December 2005. Some of the components include:

- adding a new Specialist High Skills Major within the OSSD,
- introducing legislation to change the school leaving age to 18, or graduation,
- expanding cooperative education programs,
- expanding dual credit programs with postsecondary and apprenticeship courses, and
- strengthening links between secondary schools and postsecondary destinations,
- expansion of e-learning to provide students with a greater choice of course delivery and course offerings in all schools and provide additional resources for teachers in the Credit Recovery programs.

The Phase Three announcement also included a first-ever graduation rate target of 85% by 2010-11, and a re-confirmation that Student Success is one of the government's top priorities.

Student Success Board Resources (\$54.3 million)

- \$11 million for SSLs' salaries and benefits
- \$25 million to support SSL action planning with the following areas of focus:
 - organizational structures including: committees, SST and credit recovery
 - capacity building including: SST and school Student Success Teams; communications and marketing; use of information and data; support for the four pillars including improving literacy and mathematical literacy achievement; implementing effective pathways; and implementing community, culture and caring

This year for the first time we have enveloped monies within the Student Success budget. These are itemized below. Expenditure plans for these funds will be reported on the Board Action Plan.

- \$12 million for school learning teams with funds to be allocated directly to secondary schools based on their size and needs to:
 - develop a team approach for engaging students and to help transfer the Student Success knowledge base to classroom teachers and
 - provide program support so that teachers and staff have a better understanding of their school

- \$3 million for additional staffing support to coordinate within the board and with co-terminus boards expanded programs and new offerings linked to cooperative education, technological education, the SHSM and Ontario Youth Apprenticeship Program
- \$1 million to support professional development on the two additional PD days
- \$2.3 million for student transportation to support an expansion of cooperative education, the SHSM, and other forms of experiential learning

In addition, the following resources have been allocated for Student Success

- \$108 million for 1,600 additional secondary school teachers
- \$6 million for the hiring of one additional teacher per French language secondary school, to expand unique course offerings

Calendar of Ministry-directed Professional Development.

Date	Training Session	Objectives
Sept. 18-20 Toronto (English-Language and French-Language school boards)	Student Success Leaders’ Symposium for SSLs, who can bring an additional board representative who works closely with them on Student Success	<ul style="list-style-type: none"> - Early look at transitions from Grade 8-9¹ - Guided approach to annual action planning² - Indicator data – using data to inform planning³ - Effective communication: from principles to practise
Sept. 27-28, Toronto (English-Language and French-Language school boards)	Supervisory Officers’ Symposium	<ul style="list-style-type: none"> - Address leadership and the supports in implementing the Literacy & Numeracy JK-6 and Student Success 7-12 Strategies
Oct. 7-24 (regional sessions for English-Language school boards) Oct. 23 & 24 (provincial session for the French-Language school boards)	Student Success Teachers for Student Success Teachers and SSLs and 2 sec. principals per board	<ul style="list-style-type: none"> - Role of SSTs and school teams - Share best practices on strategies & interventions
Nov. 7-30 (separate regional sessions for English-Language and French-Language school boards)	<p>OSS & Transitions Teams For OSS: 1 supervisory officer, 2 guidance teachers/leader; 1 elem. principal; 2 sec. principals; SSL; 1 sec. VP – total: 8 per board</p> <p>For transition teams: SSL; 1 supervisory officer; 2 Student Success Teachers; 1 elem. & 1 sec. principal; 2 grade 8 teachers; 1 guidance teacher/leader; 1 spec.ed. teacher/leader; 2 grade 9 teachers – total: 12 per board</p>	<ul style="list-style-type: none"> - Revised OSS Policy– Provide boards/schools with the information required to prepare course calendars and develop the program components (including Dual Credits, Credits for External Credentials and the Specialist High Skills Major) for phased-in implementation beginning September 2007 - Transitions -Review transitions experience, look to sustainability and next steps

Date	Training Session	Objectives
Jan.15-17/07 Toronto (English- Language and French-Language school boards)	Student Success Leaders' Symposium	<ul style="list-style-type: none"> - Action plan – follow up - Data literacy
Spring 2007 (separate regional sessions for English- Language and French-Language school boards)	Board Teams: 1 supervisory officer (Program) 1 guidance /leader; 1 co-op leader; 1 elem. principal; 2 sec. principals; SSL; 1 additional board leader (Phase 3 components) – total: 8 per board	– Release of <i>Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements 2007 (OSS)</i> for implementation beginning September 2007.
June12-14/07 Toronto (English- Language and French-Language school boards)	Student Success Leaders' Symposium	– Action Plan activity

¹ Data questions will be sent to SSLs in early Sept. – on status of grade 8-9 transition programs

² 06-07 Action Plan template will be on the CODE site in early Sept. for individual exploration

³ info will be provided to SSLs in Sept.. on collecting Indicator #8: annual School Leaver Rate, and Indicator #9: Grade 7&8 Students At Risk. OnSIS will collect indicator data for #1-#7 and the new indicator #10 – Marks Distribution; Indicator data for numbers 11 & 12 for the French-Language schools will be collected locally.