

**BOARD OF TRUSTEES (PUBLIC)**  
**Report No. 19-065**

**28 May 2019**

**Eastern Area Accommodation Review: Monitoring Impact on Student Achievement and Well-being**

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**PURPOSE:**

1. To monitor the impact on student achievement and well-being resulting from the closure of Rideau High School and redirection of students to Gloucester High School, effective September 2017.

**CONTEXT:**

2. In March 2017, after a comprehensive accommodation review, the Board approved the closure of Rideau High School and redirected the students to Gloucester High School. The Board allocated additional staff resources to Gloucester High School for a two-year period to support the transition. In addition, the Board directed staff to monitor the achievement and well-being of students and to bring forward an annual update on student transitions resulting from this decision for three years. This is the second year of reporting.

**KEY CONSIDERATIONS:**

3. Background on the Accommodation Review  
Between September 2016 and January 2017, the OCDSB undertook the Eastern Secondary Area Pupil Accommodation Review which included extensive community consultation in an effort to support:
  - more equitable access to program offerings;
  - greater consistency in school size;
  - enriched program offering wherever possible;

- enhanced capacity to deliver special education programs using the geographic model;
- alignment of schools to support the Secondary School Program Framework; and
- optimization of available resources.

At the end of the accommodation review, the Board adopted the following motion:

*“Staff will prepare a report for February 2018, and every year thereafter for three years, to keep the community informed. Details will include such items as: total enrolment, number of new students, attrition rates, the number of sections by pathway and will provide information about supports in place at the school for special education students, English Language learners and students living in low-income neighbourhoods.*

*Staff and Board will continue to monitor the achievement and well-being of all students at the newly amalgamated school. In addition, the total enrolment number of new students would be disaggregated by pre-amalgamated boundaries and number of sections by pathway and EQAO results at the school level and disaggregated by pre-amalgamated boundaries.”*

### 3. Historical Context

Prior to preparing the first report following the school consolidation, staff undertook a review of the data for the three years prior (i.e., 2014-2015, 2015-2016, and 2016-2017). This ensured an understanding of the trends over time at Rideau HS and Gloucester HS. This information is presented for each school independently and then the combined total. For the first year post-amalgamation (2017-2018), and going forward, the data is presented for the amalgamated school (Gloucester HS) and is disaggregated (where applicable and feasible) according to the pre-amalgamated boundaries (i.e., previous Rideau HS boundary, previous Gloucester HS boundary).

### 4. Data Limitations

The data used in this report is based on administrative records accessible through multiple central sources. Every effort is made to ensure that the data sets are accurate, reliable and appropriate for the analysis. Like all data sets, there are some limitations in terms of the data available or how it can be used. Some of these limitations include the following:

- Certain data sets are based on a single snapshot in time (e.g., Enrolment data is generally based on October 31<sup>st</sup> or June 30<sup>th</sup>) though actual enrolment may vary over the course of the year;
- For data relating to transitions (i.e., demissions, transfers, etc.), it is our practice to use a time period during which the majority of student transitions occur (student transitions that occur outside this timeframe are not captured in this report);

- To ensure reliability, wherever possible, we use data that is validated data as part of the OnSIS reporting process;
- Some data is subject to externally imposed collection periods and may not be available at the time of this report. For example, student achievement analyses are based on EQAO data which is only available the following Fall after the academic year of testing. Therefore, EQAO results are reported for the previous academic year. Well-being analyses are based on OurSchool school climate surveys which are only available on a 2 year cycle. The most recent data available is reported.
- The disaggregation of data by boundary reflects the home address of students as of October 31 in relation to the English program boundary of each school. Students residing in the former Rideau HS boundary and who were enrolled in French immersion had the option of attending Gloucester HS for that program. At the secondary level, determining whether or not a student is in a French immersion program is complex. For example, relying on snapshot data such as October 31 would underestimate the number of French immersion students if students are not enrolled in a course first semester where the language of instruction is French. Further, the historical data sets that have been merged to disaggregate data according to pre-amalgamated boundary do not contain the detail necessary to disaggregate enrolment by boundary and by program; and
- Tracking cohorts of students across years as they transition from grade to grade introduces challenges in that the natural grade progression is not reflected in the data. This is particularly true for students who are newly arrived to Canada whose first language is something other than English. These students may be identified in the student information system as a grade 9 student one school year, but appear to “skip” multiple grades the next. Further, the proportion of students transitioning to grade 12 from one year to the next typically exceeds 100% due to the number of students who return for a fifth year of high school (i.e., from grade 12 one year to grade 12 the next).

5. Reflections on the Second Year of Operation (2018-2019)

The staff at Gloucester HS has continued to foster a positive school climate and support a smooth transition in the second year of operation. The school has continued to receive additional supports and allocation for both Student Success and Program Enhancement to support student achievement (e.g., credit accumulation) and well-being (e.g., vice-principal, Learning Support Teacher, Student Success Teacher, ESL tracking).

While the majority of the renovations have been completed, Gloucester HS experienced a number of delays in the completion of construction and further construction is still planned (e.g., food labs need updating, need to include accessible kitchen for students in wheelchairs, newly renovated greenhouse, building of picnic tables, building of an outdoor garden, completion of second

auto shop, music room and drama studio need some updating to be comparable to Rideau).

The staff at Gloucester HS has continued to gather qualitative data on student wellness, and has provided some commentary and reflections on the transition from the perspectives of students, staff, parents, and the principal from 2017 to present, including:

- samples of how student voice is collected on an ongoing basis;
- quotes from students;
- a quote from parent council;
- positive outcomes as a result of the amalgamation;
- challenges faced as a newly amalgamated school;
- what is being done to address the challenges;
- additional resources and opportunities that have resulted from the amalgamation;
- a list of school clubs and sports available to students;
- next steps for the school to work toward; and
- a note from the Principal.

These are detailed in Appendix A.

Additionally, the students at Gloucester HS have prepared a brief video to capture student voice to be presented to the Board of Trustees this evening.

## 6. Enrolment

Enrolment data is based on the official October 31 enrolment reports produced by the Planning Department. In the following table, data is presented for the current year and the previous three years in order to address the following question related to the Board motion:

***How has enrolment been impacted following the transition in terms of: overall number of students, the rate of growth/decline, and distribution by pre-amalgamated boundaries?***

**Number of students.** Going into the accommodation review, both sites had been experiencing a decline in enrolment (Table 1). Looking at enrolment between last year and this year, the total number of enrolled students at Gloucester is 5 fewer students, while the enrolment difference in 2017 was 27 fewer than total enrolment at Gloucester and Rideau in October 2016. This is in contrast to a decrease of 31 and 61 students per year in each of the two previous years.

The rate of decline for Gloucester has slowed relative to the combined total for previous years, reaching -2.1% in October 2017 and -0.05% in October 2018 (for more detailed information regarding rate of growth/decline, see Appendix B).

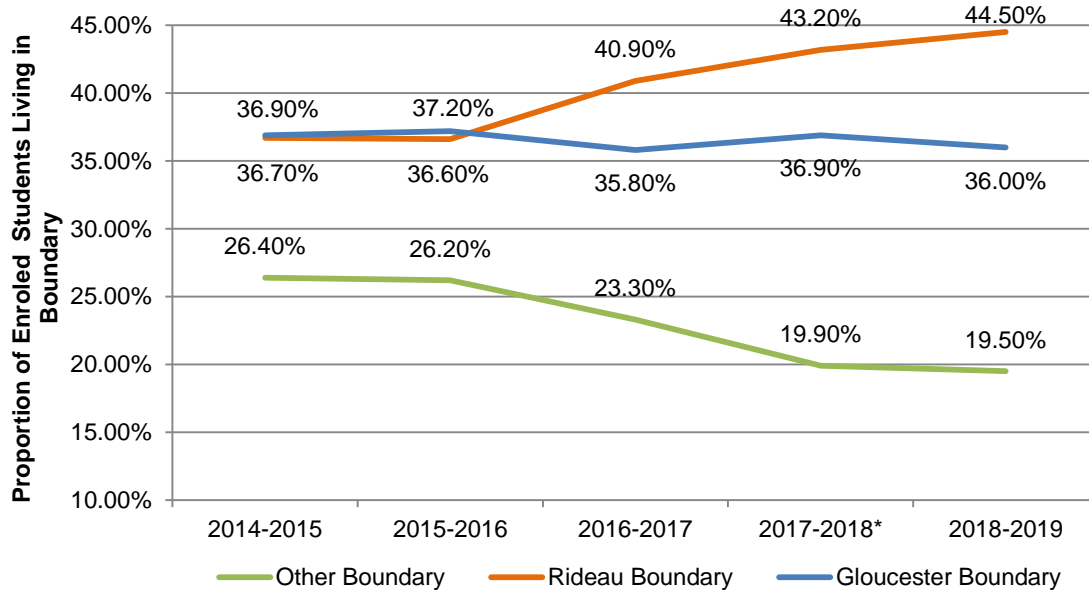
**Table 1: Total Enrolment by School as of October 31**

	2014	2015	2016	2017	2018
Gloucester	690	665	642		
Rideau	455	419	411		
<b>Combined/ Gloucester (post ARC)</b>	<b>1,145</b>	<b>1,084</b>	<b>1,053</b>	<b>1,031</b>	<b>1,026</b>
<i>District (S)</i>	<i>24,050</i>	<i>23,932</i>	<i>24,066</i>	<i>24,452</i>	<i>25,184</i>

**Disaggregation of total enrolment by pre-amalgamated English program boundaries.**

Figure 1 shows the proportion of enrolled students according to: (i) the boundary in which their home address was located on October 31<sup>1</sup>; and (ii) the school in which they were enrolled (for historical enrolment prior to amalgamation). The “Other Boundary” includes any student with a home address outside of either the Rideau HS or Gloucester HS geographic boundaries<sup>2</sup>. Over time, both the number and proportion of students living in the Rideau boundary has been increasing, while the number and proportion of students living outside the Rideau or Gloucester boundaries (Other boundary) has been decreasing. The number and proportion of students enrolled at and who live in the Gloucester Boundary has fluctuated over the previous 5 years. For more detailed information, include raw enrolment numbers by boundary, see Appendix B.

**Figure 1: Total Enrolment Disaggregated by the Proportion of Students Living in Each Boundary as of October 31**



<sup>1</sup> The disaggregation of students by boundary is based solely on the physical bodies living within those boundaries. It does not account for students approved on cross boundary transfers.

<sup>2</sup> It should be noted that students living in the Other Boundary may include: (1) students on cross-boundary transfers; or (2) students attending specialized programs (e.g., English Language Learner (ELLs), International Students, French Immersion (FI) program, Learning Disability (LD) program, Developmental Disabilities Program (DDP), Specialist High Skills Major (SHSM) program, etc.)

## 7. New Students

Data in this section reflects the number of new admissions to the school between the end of June one school year and October 31 the next school year<sup>3</sup>, and addresses the following question:

***What has been the impact on the number of new students to enrol at Gloucester HS following the amalgamation of Gloucester and Rideau high schools?***

**Number of new students and proportion of overall enrolment.** Between October 2014 and October 2018, there were no observable trends in the number of new students enrolling at either Gloucester HS or Rideau HS (Table 2). Historically, new students accounted for 30-32% of overall enrolment at Gloucester, and for 27-32% of overall enrolment at Rideau.

Following the amalgamation, new admissions ( $N = 573$  students) accounted for 56% of total enrolment at Gloucester. However, 263 of these students were transfers from Rideau HS, yielding a total of 310 students admitted to Gloucester in October 2017 who had not previously been enrolled at either school. In 2018, the number of new students rose slightly to 347 students. New students accounts for 30% of total enrolment in 2017, and nearly 34% of total enrolment in 2018.

In 2017, approximately two-thirds of the new students were comprised of the grade 9 cohort, and just under one-quarter are students arriving from other countries or provinces. In 2018, 58% of new students were comprised of the grade 9 cohort, and almost 36% were students arriving from another country or province.

**Table 2: Number and Proportion of New Students Enrolled as of October 31**

	2014	2015	2016	2017	2018
Gloucester	220 (31.9%)	198 (29.8%)	201 (31.3%)		
Rideau	136 (29.9%)	112 (26.7%)	130 (31.6%)		
<b>Combined/ Gloucester (post ARC)</b>	<b>356 (31.1%)</b>	<b>310 (28.6%)</b>	<b>331 (31.4%)</b>	<b>310 (30.1%)</b>	<b>347 (33.8%)</b>

**Disaggregation of new students by pre-amalgamated English program boundaries.** Similar to the trends observed with the total enrolment, Figure 2 shows:

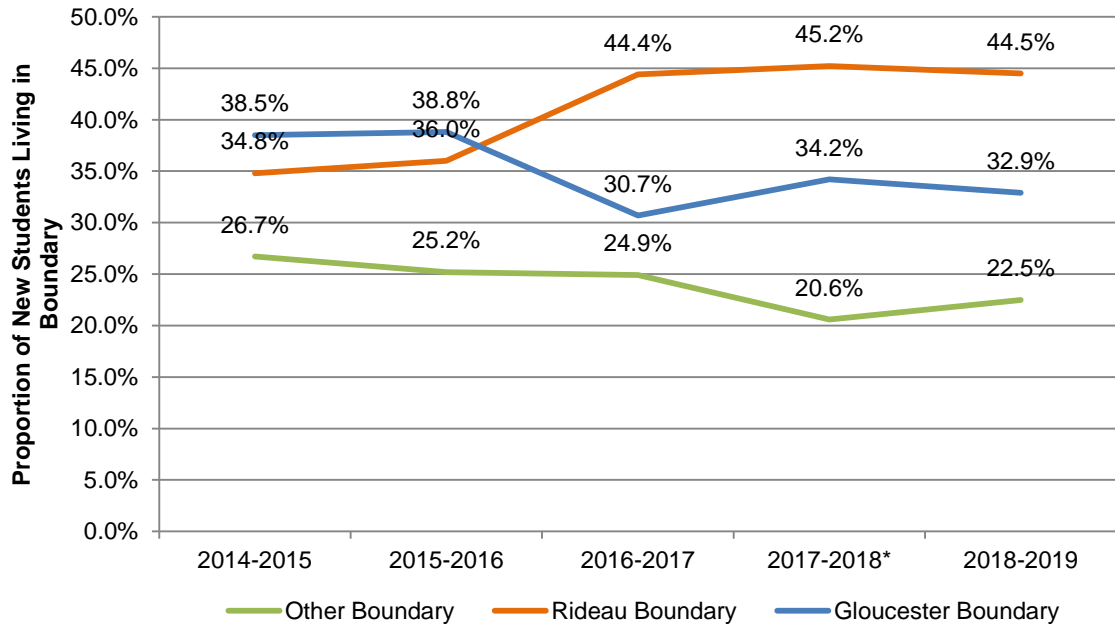
- the proportion of new students living in the Gloucester boundary has somewhat declined over the time period, with some fluctuation in the past few years;

<sup>3</sup> Section K of the October 31 OnSIS submission to the Ministry: Total number of admissions to the school less the number of: (i) returning students (i.e., those who were recorded as either a transfer or retirement in June, but who returned to the same school in the fall and was actively enrolled on October 31), (ii) re-entrants (students re-entering after a period of non-attendance).

- the proportion of new students living in the Rideau boundary has been steadily increasing historically, though down slightly in 2018; and
- the proportion of new students living in the Other boundary has been steadily declining historically, though up slightly in 2018.

For more detailed information, include raw enrolment numbers by boundary, see Appendix B.

**Figure 2: New Students Enrolled Disaggregated by the Proportion of Students Living in Each Boundary as of October 31**



#### 8. Attrition and Student Transfer Requests

Data in this section presents a cross-sectional analysis of student withdrawals and transfer requests over time, as well as a longitudinal tracking approach that specifically looks at students enrolled at either Gloucester HS or Rideau HS in 2016-2017. Both approaches measured attrition by the number of students leaving the school between the end of June one school year and October 31 the following school year in order to address the following question:

***What has been the impact on student withdrawals following the amalgamation of Gloucester and Rideau high schools?***

**Number and proportion of student withdrawals over time.** Student withdrawals, and rates of withdrawal, were historically higher for the former Rideau HS population compared to Gloucester HS (Table 3). While the rate of withdrawals for Gloucester HS in 2017 was comparable to the historical combined total for 2016, withdrawals were significantly lower in 2018 (30% less withdrawals than in 2017). A total of 57 students withdrew between June and October 2018, representing 5.6% of the October 31 enrolment (down from almost 8% in 2017).

**Table 3<sup>4</sup>: Number and Proportion of Students Not Returning to School as of October 31**

	2014	2015	2016	2017	2018
Gloucester	30 (4.3%)	29 (4.4%)	37 (5.8%)		
Rideau	65 (14.3%)	51 (12.2%)	51 (12.4%)		
<b>Combined/ Gloucester (post ARC)</b>	<b>95 (8.3%)</b>	<b>80 (7.4%)</b>	<b>88 (8.4%)</b>	<b>81 (7.9%)</b>	<b>57 (5.6%)</b>

**Student destinations.** An analysis of “exit codes” for students who withdrew from each school shows that the vast majority enrol in another publicly-funded secondary school in Ontario, many within the OCDSB (for more detailed information on the destinations of these students, please see Appendix B). Further, fewer students were lost to other boards or destinations in the year of the transition than in any year prior (74% of these students remained at an OCDSB school). This increased retention of students in OCDSB schools decreased for 2018 (nearly 40% of students leaving Gloucester HS went to another OCDSB secondary school), with proportions resembling pre-amalgamated trends.

Historically, cross-boundary transfer requests out of both Rideau and Gloucester were on the decline. Since the amalgamation, requests to transfer out of Gloucester HS have been lower than the historical combined total for both schools (for more detailed information on cross-boundary transfer requests, see Appendix B).

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<sup>4</sup> Section K of the October 31 OnSIS submission to the Ministry: Total number of students leaving the school between June and October (i.e., those who were recorded as a transfer or a retirement from the school).



**Cohort tracking.** Table 4 indicates the number of students in each grade at Rideau HS at the end of June 2017 who have continued to be enrolled at Gloucester HS on October 31 each year.

**Table 4: Cohort Tracking of Rideau HS Students Who Transitioned to Gloucester HS (Tracking of 2016-2017 Rideau HS Cohort by Grade)<sup>5</sup>**

Grade	Rideau Jun 2017 <sup>6</sup>	Rideau Cohort at Gloucester Oct 2017	Rideau Cohort at Gloucester Oct 2018
9	86		
10	85	68	
11	97	76	61
12	131	118	91
<b>Total</b>	<b>399</b>	<b>262</b>	<b>152</b>

Of the 399 students enrolled at Rideau HS at end of June 2017:

- 77 students graduated;
- 262 students transferred to Gloucester;
- 60 students were not enrolled at Gloucester HS, however, the majority of these indicated transferred to another educational institution.

Of the 262 remaining Rideau students enrolled at Gloucester HS at the end of June 2018:

- 86 former Rideau students graduated from Gloucester HS;
- 24 students were not enrolled at Gloucester HS; however, the majority of these indicated moved or transferred to another educational institution.
- 152 former Rideau students remained at Gloucester HS for the 2018-2019 academic year

<sup>5</sup> Note that many ELL students started at Rideau and were on record as Grade 9 students, but were later registered as grade 11 or 12 when they transitioned to Gloucester.

<sup>6</sup> As of June 2017.

While the majority of students typically advance from one grade to the next, there are some exceptions to this, which makes exploration of retention rates year-over-year challenging. These exceptions are reflected in the graphics in Table 4. Of the 86 students at Rideau HS in grade 9 at the end of June 2017, 74 (86%) were enrolled at Gloucester HS at the end of October 2017. Retention was similar for the grade 10 cohort of students at 86%, and lower for grade 11 at 80%. Twenty-eight percent of grade 12 students returned for a fifth year.

In October 2018, 63 (93%) of the grade 10 cohort, and 55 (72%) of the grade 11 cohort were retained. Thus, retention of the grade 10 cohort increased (from 86% in 2017 to 93% in 2018) while retention for the grade 11 cohort decreased (from 86% to 72%). Retention for grade 12 students was not significantly different (28% in 2017 vs. 29% in 2018).

9. Number of Courses Running (Sections) by Pathway<sup>7</sup>

Information presented in Table 5 reflects the total number of unique courses running at each site, and across both school sites as if the two student populations were already merged (i.e., “Combined” column).

The increase in enrolment that resulted from the amalgamation of Gloucester and Rideau high schools provided an opportunity to provide a larger choice of programs/courses to students, which was evidenced by a total of 204 unique courses running in 2017-2018 – slightly greater than the number of courses offered in the previous three years. In fact, the number of unique courses even increased slightly to 206 in 2018-2019, providing even more programs/courses available to students at Gloucester than the combined totals for the three years prior to amalgamation.

Following the amalgamation, students residing in the former Rideau boundary have had greater access to Applied courses, Academic courses, University courses, and Classical Studies/International Languages courses compared to previous years, where students residing in the former Gloucester boundary have had considerably greater access to Locally Developed Essentials, Workplace courses and ESL/ELD courses. Students residing in both boundaries have mutually benefitted from an overall increase in Open, College, College/University courses (e.g., dance and psychology).

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<sup>7</sup> Extracts from Trillium for the past couple of years for these two sites were obtained from Business & Learning Technologies. The information reflects unique courses in which students were enrolled over the course of the year at each site that were identified as either “Day School” or “ELearning” course types; courses identified as “Credit Recovery” or “Day-Out-of-School Coop” are not included, nor are courses that are non-credit bearing.

**Table 5: Number of Unique Courses in Which Students were Enrolled by School**

Course Type	2014-2015			2015-2016			2016-2017			2017-2018	2018-2019
	Gloucester	Rideau	Combined	Gloucester	Rideau	Combined	Gloucester	Rideau	Combined	Gloucester (post ARC)	Gloucester (post ARC)
Locally Developed Essentials Gr. 9/10	2	5	5	2	7	7	2	7	7	6	5
Applied Gr. 9/10	10	9	10	9	9	9	10	9	10	11	10
Academic Gr. 9/10	12	10	12	12	10	12	12	10	12	12	12
Open Gr. 9/10/11/12	52	42	67	52	39	66	57	36	67	63	66
College/ University Gr. 11/12	27	20	35	27	23	35	28	22	35	37	41
Workplace Gr. 11/12	6	8	12	5	11	12	5	8	10	11	10
College Gr. 11/12	15	11	17	14	12	16	17	13	19	20	21
University Gr. 11/12	27	22	31	30	19	31	28	19	30	30	29
ESL/ELD	5	10	10	5	10	10	5	10	10	11	10
Classical Studies/ International Languages	3	0	3	2	0	2	2	1	2	3	2
<b>TOTAL COURSES</b>	<b>159</b>	<b>137</b>	<b>202</b>	<b>158</b>	<b>140</b>	<b>200</b>	<b>166</b>	<b>135</b>	<b>202</b>	<b>204</b>	<b>206</b>

## 10. Student Achievement

The most recent achievement results are from the 2017-2018 academic year. Provincial assessment results (OSSLT), and grade 10 credit accumulation have been used to monitor changes in student achievement over time. In order to provide additional context, District level results are also provided (where applicable), and results have been disaggregated (where appropriate and feasible). It should be noted that while the board motion indicated that EQAO results should be disaggregated by pre-amalgamated boundary, only the students participating in the 2017-2018 Grade 10 OSSLT assessment would have been impacted by the transition. Thus, EQAO results for the Grade 9 students are not presented in this report.

### **Provincial Assessment Results (EQAO).**

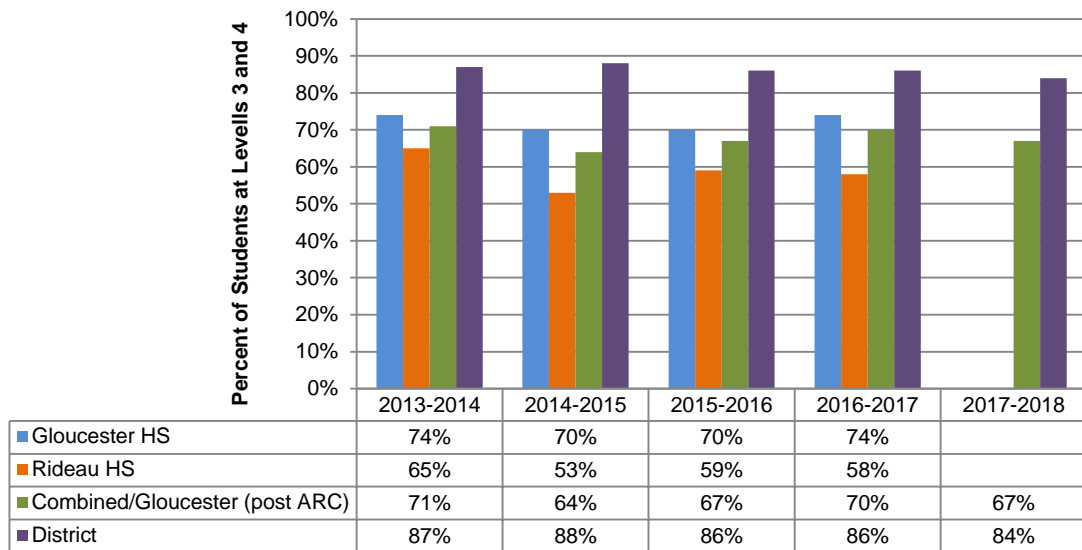
Success rates are presented for the Grade 10 Ontario Secondary School Literacy Test (OSSLT) assessments (Figure 3). Historical results are presented for Gloucester HS and Rideau HS independently, and combined outcomes for the two schools have been weighted by student participation at the respective schools.

The year-over-year fluctuations in the provincial assessment results indicate:

- success rates for First-Time Eligible (FTE) students on the OSSLT have historically been higher for Gloucester HS than for Rideau HS;
- the rate of success for Gloucester HS (post ARC) slightly decreased (by 3%) the year of the transition compared to the combined total for the previous year
- OSSLT results have been slowly declining over the past few years for the District

Disaggregating the 2017-2018 OSSLT results by pre-amalgamated cohort (those enrolled at either Gloucester HS or Rideau HS in 2016-2017), 72% of former Gloucester HS students were successful on the OSSLT (on par with average success rate over previous 4 years), compared to 50% of former Rideau HS students (lower than average success rate over previous 4 years).

**Figure 3: EQAO Results – Success Rates for Grade 10 OSSLT (FTE, Fully Participating)**



**Credit Accumulation.** Research shows that the successful completion of 16 credits by the end of grade 10 keeps students on track to graduate with their peers. Therefore, credit accumulation serves as an important provincial indicator in targeting students who may be at risk for dropping out of high school prior to earning a diploma. Both the number and proportion of grade 10 students who successfully completed 16 credits by the end of grade 10 is captured in the data (Table 6)<sup>8</sup>. Combined results for the two schools and District level results are presented for the purposes of comparison.

While credit accumulation for Gloucester HS was 14% lower the year of the amalgamation (2017-2018) than the previous year (56% vs. 70%), this was only 2% lower than the proportion of students achieving 16+ credits when compared to the *combined* total for both Rideau and Gloucester schools the previous year.

<sup>8</sup> The data presented in Table 11 does not reflect that students in specialized programs are now identified at a grade appropriate level, where they were identified as Grade 8 students previously. These changes should be reflected in data that will be available for next year's report.

**Table 6: Credit Accumulation (16+ Credits) for Grade 10 Students as of June 30**

2015			2016			2017			2018		
Enrolment	Number achieving credit (%)	Diff (%)	Enrolment	Number achieving credit (%)	Diff (%)	Enrolment	Number achieving credit (%)	Diff (%)	Enrolment	Number achieving credit (%)	Diff (%)
<b>Gloucester</b>											
137	89 65%	▲2%	150	105 70%	▲5%	150	105 70%	0%			
<b>Rideau</b>											
100	40 40%	0%	108	52 48%	▲8%	84	31 37%	▼11%			
<b>Combined</b>									<b>Gloucester (post ARC)</b>		
237	129 54%	---	258	157 61%	▲7%	234	136 58%	▼3%	234	131 56%	▼2%
<b>District</b>											
5102	4056 79%	▲5%	5221	4109 79%	0%	5430	4014 74%	▼5%	5344	4275 80%	▲6%

11. Student Well-Being

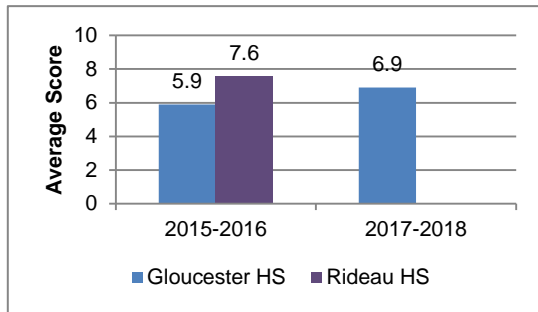
Results from the bi-annual school climate surveys (OurSCHOOL School Climate Survey) conducted with students and parents have been used to monitor changes in student well-being over time. The most recent school climate data is presented from the parent survey in 2017-2018. The results from this year's student survey will not be available until next year's report; however, historical data is presented in Appendix C for reference. Data leading up to the amalgamation is presented separately for Gloucester HS and Rideau HS; post-amalgamation results are reported for Gloucester HS as a whole<sup>9</sup>. In order to provide additional context, District level results are also provided (where applicable).

**Socio-emotional well-being:** The most recent Our SCHOOL School Climate Survey asked parents about inclusion at the school and how welcome they feel. Parent ratings<sup>10</sup> of school inclusivity at Gloucester HS were higher in 2017-2018 than prior to the amalgamation (in 2015-2016) and higher than the OCDSB average (6.4/10) (Figure 4). Parent ratings of how welcome they feel at Gloucester HS also increased and were higher than the District average (7.3/10) (Figure 5).

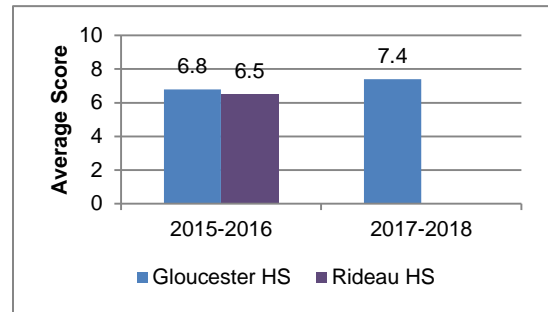
<sup>9</sup> OurSchool data cannot be disaggregated by boundary as results are anonymous.

<sup>10</sup> Based on N = 65 parent respondents to the 2017-2018 OurSCHOOL Parent Survey

**Figure 4: Parent Rating of School Inclusivity**

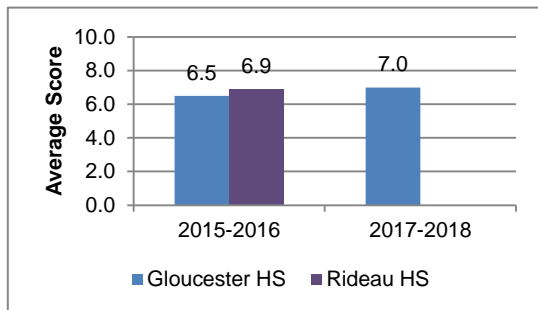


**Figure 5: Parents Feel Welcome**

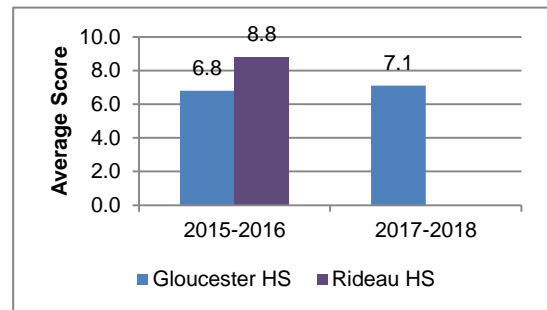


***Cognitive well-being:*** In 2017-2018, parents at Gloucester HS agreed that the school supports positive behaviour (i.e., 7 out of 10, equal to the District average), which represented an increase from the 2015-2016 results at both Gloucester and Rideau (Figure 6). Parents at Gloucester HS also felt that the school does a good job of supporting learning (7.1 out of 10, compared to District average of 6.9) (Figure 7).

**Figure 6: Parent Rating of How Well the School Supports Positive Behaviour**

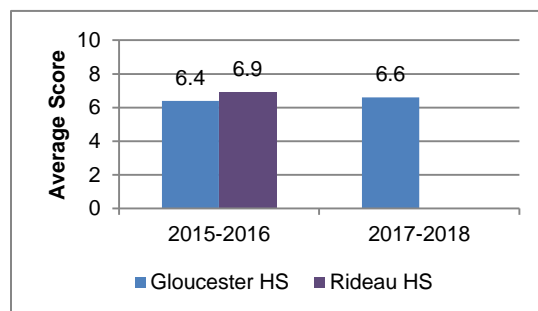


**Figure 7: Parent Rating of How Well the School Supports Learning**



***Physical well-being:*** Parent ratings of school safety were moderate to high for Gloucester HS in 2017-2018 (6.6 out of 10), though this was considerably lower than the District average (7.4 out of 10) (Figure 8).

**Figure 8: Parent Rating of School Safety**



## **SUMMARY OBSERVATIONS:**

12. Staff, students, and parents of the former Gloucester and Rideau High School sites have continued to work hard to create a vibrant school community and address the challenges that were experienced in the first year of the transition.

In terms of the key observations from the data:

- After several years of decline at both sites, enrolment seems to have stabilized at Gloucester
- The number of students living in the former Rideau HS boundary attending Gloucester HS continues to grow
- New students continue to account for approximately 1/3 of the school population, with the largest proportion of new students coming from the former Rideau HS boundary
- Student attrition has decreased over the past few years (particularly in 2018), with more students enrolled in other OCDSB schools the past two years than any year prior to the amalgamation
- Rates of cross-boundary transfers continue to decline
- The number of unique courses has increased slightly this year and continues to remain greater than the number of options available prior to amalgamation
- Student achievement on the Grade 10 OSSLT was slightly lower than the previous year (combined total), which resembled the trend at the District level.
- In line with the historical data, a larger proportion (72%) of former Gloucester HS students were successful on the OSSLT compared to students who previously attended Rideau HS (50%)
- Grade 10 credit accumulation was slightly lower (reduction of 2%) in 2018 than the previous year (compared to combined total from previous year)
- Parent ratings of (a) school inclusivity, (2) how welcome they feel at Gloucester, (c) how well the school supports positive behavior and learning, and (d) parent ratings of school safety all increased compared to OurSCHOOL School Climate Survey parent results for Gloucester HS prior to the amalgamation

## **RESOURCE IMPLICATIONS:**

13. A cross-departmental approach (i.e., Research, Evaluation & Analytics Division, Planning, and Business & Learning Technologies) has been taken to compile the data/information related to student enrolment, program pathways, and achievement and well-being outcomes. The disaggregation of enrolment and achievement data according to pre-amalgamated boundaries adds a layer of complexity to the analysis, but has been achieved using the existing staffing complement. This work will continue to form a significant part of the major project plans for the Research, Evaluation & Analytics Division. Qualitative information for this report has been compiled by the school and also represents a significant



workload on the part of staff, redirecting their time away from supporting student needs.

14. In support of the amalgamation of Rideau HS into Gloucester HS, the Board allocated additional staff over and above what would typically be assigned to a school of this size and make-up, which extended into the 2018-2019 school year and includes:
  - an additional 0.5 vice-principal;
  - additional 1.0 Learning Support Teacher ;
  - additional 1.0 Student Success Teacher; and
  - a doubling of ESL tracking from .33 to .66 FTE.

For the 2019-2020 school year, the allocation of staff to Gloucester HS will be done based on the normal staffing considerations. Through this allocation process, variables such as overall student population, RAISE index, students with special education needs, and other site-specific considerations are taken into account when allocating staff such as vice-principal, LST and SST.

15. In addition to the Board allocated funding, Gloucester HS has been receiving Urban Priority Funding for the past two years. This additional funding was initially allocated to Rideau HS prior to the amalgamation and was transferred to Gloucester HS post-amalgamation to support the success and well-being of youth. This funding will continue for the 2019-2020 academic year.
16. Curriculum Services and Learning Support Services working in partnership with administration and staff at the school(s) have supported students affected by the transition in a variety of ways. Some examples include:
  - allocating additional Outdoor Education funding in the amount of \$9,900 for 2018-2019;
  - creating opportunities for school staff to meet with central educators and professional support staff (social workers, psychologists, speech language pathologists) to improve tracking, monitoring, identifying, and responding to both academic and non-academic supports required by students. For example, extra time or alternate assessment formats (i.e., oral vs. written) for assessments (ELLs); finding suitable housing and arranging for transportation and providing nutritional snacks for students (students residing in lower income neighbourhoods; students attending activities/events in the Lodge), and providing increased support for students with behavioural and/or mental health needs through assessments, counselling, conflict resolution, and family support.
  - Gloucester HS has, for the past two years, received an additional allocation (at the top end and/or significantly more than any other school) of sections for both Student Success and Program Enhancement to support the student achievement and well-being through the transition merging the two schools.

17. A significant capital project was undertaken at Gloucester to address the learning needs of the new larger learning community. These expenditures, totaling approximately \$4.7 million, improved many areas of the school including: the renewal of seven science labs and teacher preparation areas; the creation of a new chemical storage room; the creation of a new Learning Commons in the former library space; and the creation of the Lodge and adjacent smudging area. Major renovations to the main office and foyer have provided a more welcoming entrance to the building, and gathering areas have been created in the main foyer with benches and charge stations for student collaboration. In the past year, additional work has involved renovations to the main floor boys' and girls' washrooms, various classroom upgrades to accommodate program requirements, new ceilings and LED lighting in the main foyer and all lower hallways, and an upgrade to the fire alarm and public address systems. Renovations to the school are virtually complete at this time.

### **COMMUNICATION/CONSULTATION:**

18. Community engagement in the consultation process associated with the Eastern Area Accommodation Review was high. It will be important to keep that community informed during the implementation and monitoring phase of the review, as these annual updates are brought forward to Committee of the Whole for discussion and made available through the Accommodation Review area of the District's website.

### **STRATEGIC LINKS:**

19. The Ottawa-Carleton District School Board is committed to providing optimal learning opportunities for students in a way that ensures equity of access within sustainable resources. The work being undertaken through the monitoring of student achievement and well-being as a result of the closure of Rideau HS and redirection of students to Gloucester is important to the District's understanding of how this decision is contributing to these outcomes for students.

### **GUIDING QUESTIONS:**

20. The following questions are provided to support the discussion of this item by the Committee:
- How will this information be used to inform Board decisions?
  - How will this work benefit students?
  - Have the resources and supports supported the transition for students and staff?

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Michèle Giroux  
Executive Officer, Corporate Services

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Camille Williams-Taylor  
Director of Education and  
Secretary of the Board

## **Perspectives from the School Community on the Transition 2017-2019**

### **Samples of How Student Voice is Gathered:**

- Students as members of GHS Well-Being Committee
- Student art work displayed throughout the school and murals on classroom doors
- Circles with students and FNMI Community leaders regarding needs, goals, issues, next steps, planning etc.
- Circles with ELD students and Administration
- Administration periodically attends Black Youth Diversity Club meetings for feedback on student voice, opportunities for enrichment, etc.
- Student Suggestion Box for ongoing feedback in Guidance Department
- Invitations to meetings with Principal regarding any issues, concerns or questions (e.g., construction, completion of classrooms, initiatives, concerns, opportunities, etc.)
- Consultations with students regarding learning, school culture, events etc.
- DILA projects and presentations - opportunity for student voice - (e.g. DILA project resulted in the renovation of washrooms in the school)
- Student presentations and performances in the community (e.g., Dance Performance at City Hall for Black History Month, Feeder School Music, Sports Workshops)
- FNMI students working with Ingenium to provide feedback about Indigenous Displays in Ottawa Museums
- Students are organizing a Mental Health Fair with staff and Rotary.
- Students have also organized a Health Fair (science students) and an Asian Food fair at lunch time.
- Black History Month Conference, Assembly/Pop Up Performances, Flash Mobs and displays organized by students with staff
- Asian History Month Assembly being organized by students (2018/2019)
- Pow Wow organized May 2018 and 2019 with students, community and staff
- Model United Nations organized by Students May 2019
- Student Council and events, ongoing meetings with administration
- Student Led events such as Coffee House, Relay for Life, Sleepless (community fundraiser), Holiday hamper to support community,
- Establishment of new Gloucester traditions (Gloucester Book of Records, Holiday Hamper, etc.)
- Boys Group and Girls Group

**Quotes from Students (2018-2019):**

“Gloucester is the first school I have attended where I have felt that I could be me - - I feel accepted and supported here. I love this school.”

“Rideau, Gloucester. School is school.”

“I am still learning my way around - Gloucester is a big school. At Rideau - all my classes were in one place. I am still getting used to this.”

“We were involved in the Rideau/Gloucester transition in grade 10. We spoke at board meetings on behalf of students and how excited we were to welcome the Rideau students to the GHS Family. Gloucester is such an inclusive school so naturally we felt like two big families coming together. As Co-Presidents, we promised that we would keep traditions from both schools and that we would create new traditions together. We definitely have had more involvement in student clubs, extracurriculars and overall school spirit. Gloucester has never had so much positive energy and we are so happy with how this transition has gone. We are proud to have been a part of this transition and I love how we have all come together as one.”

**Quotes and Commentary from Parents, School Council and Community (2018-2019):**

“This merger has provided my child to create new peer relationships that are more positive to her well-being.”

“The diversity and community focus that has resulted from the schools joining together has been breathtaking - the Soup and Share, the Multicultural Gala and the Lodge are clear examples of what now makes GHS the place to be.”

“Gloucester is recognized internationally as one of the best and most welcoming schools in the country.”

“With much appreciation I would have to say the transition from Rideau High School and Gloucester High was smooth, accommodating and effortless. I must say it was largely in part to [the] wonderful team of teachers and [school principal]. Bringing familiar faces along with the Lodge was a huge factor in the youth being comfortable with the transition. My worry was that the kids would get lost in the shuffle and not find a place of safety. That has been accomplished by both OCDSB and the community service providers. I would like to think the powwow was a way to incorporate success and showcase the culture.

My only concern is that the Lodge is available for the students during their break times. I understand it gets rented out and I have heard some students say that they

went there only to find a meeting for unfamiliar faces in the Lodge. I do know that the staff has been integral in helping and supporting students feel safe and on track.

I am grateful as both a parent and service provider. We are looking forward to having all FNIM service providers take part in the powwow being held at Gloucester again.”

**Quotes and Commentary from Staff (2018-2019):**

“I have found this blending of the schools wonderful. Two years in - the students don't talk about Rideau anymore. Gloucester has been so welcoming and accommodating to us! Many of us have felt rejuvenated as teachers! The change in the building, the addition of new students from all over the world, the added resources now available, along with more staff to work with and learn from has made the transition years much better than first thought.”

“I feel like we have been able to raise student learning expectations and provide additional supports and scaffolding to support. I feel like my students are more engaged and more successful since amalgamation.”

“The additional staff has given new life to all departments. There is so much collaboration going on with ideas being shared and teachers revising and improving both content and delivery. Teacher preparation areas are so vibrant now and the renewed enthusiasm is evident.”

“In a small school - it can be difficult to teach within your subject area. Now that I am a part of a larger amalgamated school am very happy. I think it was a great idea to put these two schools together. So far, everything looks bright for me and I am enjoying to teach once again. This has been a very successful transition.”

### **Positive Outcomes as a Result of the Amalgamation:**

- Tremendous improvements to programming excellence that include a significantly greater variety of courses in all grades and pathways (workplace, college, university), International Certificate program, Advanced Placement program, Cooperative education placements, Indigenous courses, Specialist High Skills Major programs, DELF (Internationally recognized certification in French <https://delf-dalf.ambafrance-ca.org/>). Some courses include: Percussion, Guitar, Strings, Dance, Exercise Science, Psychology, Japanese, Spanish, InSTEM, Environmental Science, College Chemistry, College Physics, Indigenous Art, Athletic Leadership, Peer Tutoring
- Greater number and variety of sports teams, clubs, extra-curricular activities, field trips, guest speakers, opportunities to meet with Indigenous Elders and Knowledge Keepers, Community Role Models
- Increased numbers allow for global opportunities such as exchanges to Japan and China
- More direct student supports: Student Support and Re-Engagement Coordinator Indigenous Education, Social Worker-5 days, Psychologist-3 days, Itinerant EA-1 day, MLO- 2 days, Nurse Practitioner-1.5 days, Clinical Youth Worker 0.5 day, Diversion Counsellor-3 days, additional VP 0.50, LST and SST, Boys and Girls Club Programming and Homework Club-5 days per week, Wabano lunch programming 1 day per week
- In the second year, we are an even stronger professional community after one year of working together. There is a lot more staff working together (both formally and informally). Morale and enthusiasm is a much higher with staff which builds trust and relationships for sharing teaching practices and honing our teaching skills for our students. Staff are excited to learn from one another. This enthusiasm is felt by students.
- Greater sense of community, empowerment, and student voice
- The incredible community partnerships that had been established at Rideau and spirit of reconciliation - coming to GHS (e.g. Wabano, Minwaashin, Inuuqatigiit (formerly OICC), Metis Nation of Ontario, Carleton University Mentorship and KPMG, etc.).

### **Challenges We Have Faced as a Newly Amalgamated School:**

- The challenges of getting materials and resources from Rideau to GHS, as well as realizing even this year that some resources did not come over (e.g., college physics textbooks)
- Delay in the completion of construction (some details still incomplete), continued issues with the phone system, and waiting for more construction (e.g., food labs need updating and need to include accessible kitchen for children in wheelchairs, greenhouse, music room and drama studio need some updating to be comparable to Rideau)

- Setting up specialty classrooms took more time than anticipated (e.g. Digital Photography Lab and Electrical/Plumbing SHSM, second auto shop still not quite complete)
- Losing the Greenhouse and outdoor gardens at Rideau and picnic tables
- We continue to work on improving credit accumulation
- In the second year of the transition – changes in administration/guidance posed some challenges in terms of time required to build relationships

### **What Was Done to Address the Challenges:**

- Student BBQs, lunchtime activities, school tours for new students, working on communication and engagement in multiple student opportunities (such as clubs and teams)
- Community, Student, Parent BBQ at the end of August (very successful – we will continue this practice)
- Having two LINK Crew classes has had a significant positive impact on both transitions and developing leadership we will continue this next year
- PD days continue to be designed to promote unity and move forward as a whole school and celebrate accomplishments while also getting to know one another
- Professional learning teams by department - to work on aligning curriculum, assessments, goals moving forward and ensuring they provide opportunities for excellence in learning, etc.
- Staff handbook and pictorial staff directory continues to be helpful
- Construction crews and Facilities worked closely with administration to attempt to minimize impact on learning and wellbeing - excellent communication and regular communication/meetings with construction crew/Facilities to address issues or concerns
- We continue to attempt to keep certain staff with specific classes (e.g. ELD, LD, DDP programs)
- Used the old music room (a large room with small practice rooms) as the temporary library during the Learning Commons renovation. We also created other learning spaces around the building for students - e.g., study carols and tables in wide hallways. Students took advantage of this and used these resources well. We continue to keep some of these learning spaces - as it was very successful.
- Newly renovated Greenhouse planned for summer 2019
- Technology Department is planning on working on Picnic Tables and planning of outdoor garden - Spring 2019
- We use the additional staffing for SST and LST, Program Enhancement to address credit accumulation to strive to improve as well as help with wellbeing. This additional support is critical in the transition.
- The District has continued to fund bus passes for former Rideau students
- Administration/Guidance ensuring that they are in classes, halls, club meetings, hosting circles, meetings with students, attending and participating in student events as much as possible to work on building positive relationships

**What Additional Resources or Opportunities Have Resulted from the Amalgamation:**

- Design and creation of the Lodge and supports - with input from students, Elders and community (relationships built with Wabano, OICC, Minwaashin, Carleton University).
- SHSM Programs (Arts and Culture, Plumbing and Electrical Construction, Auto-Transportation, Wellness and Sport)
- New digital photography lab, newly renovated second auto-shop, new science labs, updated library commons, more usable outdoor tennis/basketball courts, renovated washrooms and universal washrooms, the foyer as a learning space, some work on the grounds and outdoor spaces, new roof in technology hallway
- Vertical learning spaces (whiteboards) installed in many classrooms
- Additional Chromebooks and learning resources for students
- Homework Club 5 days a week is highly used
- Urban Priority Funding to support youth (e.g. nurse, social work, psychologist, Boys and Girls Club, transportation for athletics). These supports have been critical to student success and wellbeing. The additional staffing in special education and student success has also been critical in supporting student learning and credit accumulation.
- Breakfast Club - We are serving approximately 240 children a day and as a result of the increase in budget with the joining of the two schools we are able to provide many healthy options for all youth.



**Clubs and Athletics Available for Gloucester Students**

<b>Clubs</b>	<b>Athletics</b>
Art Club	Athletic Assoc.
A-Team	Gator Gear
Best Buddies	Badminton
Book Club	Baseball
Breakfast Club	Boys Basketball (Sr.) Boys Basketball (Jr.)
Chess Club	Boys Rugby
Conversation Club (Big Brothers/Sisters)	Boys Soccer
Cooking Club	Boys Volleyball
Debate club & Model United Nations	Ringette
Drama	Curling Club
Flash Mob - Dance	Field Hockey
FNMI - Lodge	Girls Basketball
Diversity Club	Girls Rugby
GHS Ambassadors	Jr Girls Volleyball
Greenhouse Club	Sr Girls Volleyball
GSSA	Golf Team/Club
Guitar Club	Learn to Play Hockey for Girls & Hockey Team
Hobby Cafe (Games Club)	Ice Hockey Team-Boys
Homework Club	Learn to Skate Club
IELTS/TOEFL Prep	Ski Club
InSTEM (Indigenous Science, Tech., Engineering & Math)	Soccer Team/Club
International Certificate Program	Swim Team/Club
Key Club	Track & Field
Learn to Skate	Triathlon Club
LINK Crew	Ultimate
Peer Mediators	Weight Room Club
Youth Connections	XCountry Running
Orienteering	XCountry Skiing
Multi-Faith Prayer Group	Gator Power (Free the Children, Me to We, Relay for Life and Community Work)
Percussion Ensemble	
Public Speaking	

RC / Robotics	
Rotary Club - Interact	
Rowing Club	
School Supplies	
Stage Band	
STEM (Science, Tech., Engineering & Math)	
Student Council	
Tennis Club	
Trivia Club	
Vocal Ensemble	
Restoration Club	
Writers' Club	
Yearbook	
Yoga	

**Please note: If there is a club or team that students would like to have students are requested to talk to Administration – to ensure that there are opportunities for everyone!**

### **Next Steps the School is Working Toward:**

**Parents:** Working to improve support and engagement for parents including opportunities for parents to learn about issues and opportunities that are important to them (e.g., supporting their children in mathematics, Exit Outcomes, Social Media, etc.). We would like parents to feel and be able to come to the school more frequently (e.g., for events such as the Soup and Share where we had approximately 400 people participate both in 2018 and 2019).

**Students:** Striving to provide supports as appropriate for students to enhance their learning by providing a myriad of learning opportunities, a welcoming learning environment, diverse learning spaces as well as encouraging students to find and express their voice. To continue working on excellence, growth mindset, increased awareness of how students learn, metacognition, accountable talk, achievement, and building a stronger sense of community.

**Staff:** We are working to further build staff cohesion through a variety of initiatives and social activities. We want to:

- work on expanding current professional learning teams to learn from one another, improve instructional practice and hence improve student achievement;
- improve student achievement across all pathways;
- work collaboratively together and with students to further build and foster a sense of community as well as provide more opportunities for student voice in the classroom, in curriculum and in the whole school community; and
- provide rich, relevant and diverse learning opportunities for all students where all students are engaged and successful.

**School Environment:** We wish to provide multiple creative learning and work spaces within the building as well as respond to student voice/requests. The student-made benches that came from Rideau are highly prized and loved by all students. We would like to make more for student use around the building. We would like to make picnic tables to replace the ones that were removed during construction as well as build some garden beds and an outdoor classroom. We have learned that we are able to use some of our larger hallway spaces as learning spaces as well.

### **Note from the Principal**

We have an incredible school! I am so proud of the work of our students, our staff and our parents. From our perspective, the amalgamation of the two schools has gone exceptionally well over the past two years. If I could have done it again – I would have started the process earlier in 2017 so that we could have had even more opportunities than we did for our students to visit GHS and participate in activities. Regardless, I am so proud of how our students have integrated and worked together. They are truly remarkable. I am very proud to be their principal and so honoured to work for and with them. I am equally proud of our staff who demonstrate such care and compassion for our students and families every day.

Despite spending a good portion of last year under construction, our students and staff worked together to make learning and well-being a priority. They have embraced challenges with patience and incredible understanding. They are remarkable.

School Council works diligently with such care and compassion to be inclusive and welcome all families (e.g. the organization of the Soup and Share tradition from Rideau) and they want to support students. I am very appreciative of their work. Our School Council is amazing - student wellbeing, inclusivity and excellence in learning are their priorities.

I regularly hear so many positive things about the amalgamation of Rideau and Gloucester from students, staff and families. I love our students and staff together! More students are finding their voice since the merger - students come to me more often about their ideas and ask about opportunities that we might embrace - whether it is for a new course or a club or activity or an issue that they want to address - it is amazing and I am so proud of them for expressing their voices. Our school is now a vibrant place of learning. It is buzzing with students engaged in so many interesting activities. For example, at lunch - the games club is packed, the trivia club is packed, students are practicing in the dance studio, book club is discussing the latest great read, conversation club is honing discussion skills, lunch clubs are eating and studying and discussing together in classrooms, students are playing outside at the basketball hoops and at the end of the day flash mob is rehearsing in the foyer and homework club is busy researching and studying, while so many other teams are practicing or playing games in the gym. We are one community. We are always happy to host guests to the school to showcase the great work our students do every day – one only needs to visit the school to see the rich learning environment that the merger has created.

I am so proud, so honoured and feel so privileged to be the principal of Gloucester. I became a principal because I wanted to support and help students, staff and families and wanted to make a difference for them. I am so grateful to work with all of our students, staff and families together. We want all of our students to be successful and achieve excellence. We want them to graduate as confident learners and critical thinkers - the amalgamation truly has provided the environment to make this happen.

Respectfully,

Jennifer Perry

Proud Principal,

Gloucester High School - Algonquin Territory

## Enrolment

**Rate of growth/decline.** The rate of decline in enrolment at Gloucester HS was relatively consistent over the three years prior to amalgamation of the two schools. The rate of decline at Rideau HS has shown considerably more fluctuation in that period (Table 7). The rate of decline for the amalgamated Gloucester, however, has slowed relative to the combined total for previous years, reaching -2.1% in October 2017 and -0.05% in October 2018. In contrast, the District has shown a growth of 3% in enrolment in the last year.

**Table 7: Year-Over-Year Change in Total Enrolment by School as of October 31**

	2014 to 2015 Yr/Yr %	2015 to 2016 Yr/Yr %	2016 to 2017 Yr/Yr	2017 to 2018 Yr/Yr %
Gloucester	-3.6%	-3.5%		
Rideau	-7.9%	-1.9%		
<b>Combined/ Gloucester (post ARC)</b>	<b>-5.3%</b>	<b>-2.9%</b>	<b>-2.1%</b>	<b>-0.05%</b>
<i>District (S)</i>	<i>-0.5%</i>	<i>+0.6%</i>	<i>+1.6%</i>	<i>+3.0%</i>

### **Disaggregation of total enrolment by pre-amalgamated English program boundaries.**

Table 8 shows the total number of students enrolled according to: (i) the boundary in which their home address was located on October 31; and (ii) the school in which they were enrolled (for historical enrolment prior to amalgamation). The “Other Boundary” includes any student with a home address outside of either the Rideau HS or Gloucester HS geographic boundaries.

**Table 8: Total Enrolment Disaggregated by the Number of Students Living in Each Boundary as of October 31**

	2014	2015	2016	2017	2018
<b>Total Enrolment<sup>11</sup></b>	<b>1,146</b>	<b>1,084</b>	<b>1,057</b>	<b>1,031</b>	<b>1,025</b>
Gloucester Boundary	423 (36.9%)	403 (37.2%)	378 (35.8%)	380 (36.9%)	369 (36.0%)
<i>Attended Gloucester</i>	410	387	363		
<i>Attended Rideau</i>	13	16	15		
Rideau Boundary	421 (36.7%)	397 (36.6%)	432 (40.9%)	445 (43.2%)	456 (44.5%)
<i>Attended Gloucester</i>	108	111	121		
<i>Attended Rideau</i>	313	286	311		
Other Boundary	302 (26.4%)	284 (26.2%)	247 (23.3%)	206 (19.9%)	200 (19.5%)
<i>Attended Gloucester</i>	173	168	161		
<i>Attended Rideau</i>	129	116	86		

<sup>11</sup> These numbers deviate slightly from enrolment data presented in Table 1, as the data capture is pre-OnSIS validation and is used by the Planning Department for GIS purposes.

### New Students

#### Disaggregation of new students by pre-amalgamated English program

**boundaries.** Of the new students at Gloucester in 2018: 114 (33%) lived within the Gloucester boundary, 154 (45%) lived within the Rideau boundary, and 78 (23%) lived outside either of these two boundaries (Table 9).

**Table 9: Number of New Students Enrolled as of October 31 Disaggregated by the Number of Students Living in Each Boundary<sup>12</sup>**

	2014	2015	2016	2017	2018
<b>Number of New Students</b>	<b>356</b>	<b>309</b>	<b>329</b>	<b>310</b>	<b>346</b>
Gloucester Boundary	137 (38.5%)	120 (38.8%)	101 (30.7%)	106 (34.2%)	114 (32.9%)
Rideau Boundary	124 (34.8%)	111 (36.0%)	146 (44.4%)	140 (45.2%)	154 (44.5%)
Other Boundary	95 (26.7%)	78 (25.2%)	82 (24.9%)	64 (20.6%)	78 (22.5%)

### Attrition and Student Transfer Requests

**Student destinations.** An analysis of “exit codes” for students who withdrew from each school is presented in Table 8. Student withdrawals for Gloucester and Rideau combined are depicted for 2014-2016. Withdrawals for 2017 and 2018 are based on October 31 OnSIS data from Gloucester HS only.

<sup>12</sup> These numbers deviate slightly from enrolment data presented in Table 5, as the data capture is pre-OnSIS validation and is used by the Planning Department for GIS purposes.

**Table 10<sup>13</sup>: Exit Codes for Non Returning Students as of October 31**

<b>Reason for Leaving</b>	<b>2014 (N = 95)</b>	<b>2015 (N = 80)</b>	<b>2016 (N = 88)</b>	<b>2017 (N = 81)</b>	<b>2018 (N = 57)</b>
To publicly funded secondary school in Ontario	54 (56.8%)	45 (56.3%)	49 (55.7%)	73 (90.0%)	35 (61.4%)
<i>To another OCDSB secondary school</i>	41 (43.2%)	28 (35.0%)	32 (36.4%)	60 (74.1%)	22 (38.6%)
<i>To OCSB (Catholic) secondary school</i>	11 (11.6%)	4 (5.0%)	12 (13.6%)	1 (1.2%)	5 (8.8%)
<i>To CECCE/CEPEO (French) secondary school</i>	0 (0.0%)	0 (0.0%)	1 (1.1%)	0 (0.0%)	0 (0.0%)
<i>To Other Board in Ontario</i>	0 (0.0%)	4 (5.0%)	1 (1.1%)	1 (1.2%)	5 (8.8%)
<i>School/District Unknown</i>	2 (2.1%)	9 (11.3%)	3 (3.4%)	11 (13.6%)	3 (5.3%)
To federally funded secondary school in Ontario	1 (1.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
To private school in Ontario	0 (0.0%)	0 (0.0%)	1 (1.1%)	0 (0.0%)	0 (0.0%)
Moved outside of Ontario	9 (9.5%)	14 (17.5%)	11 (12.5%)	2 (2.5%)	7 (12.3%)
Received Certificate of Achievement	0 (0.0%)	0 (0.0%)	2 (2.3%)	0 (0.0%)	0 (0.0%)
Received OSSD or equivalent	5 (5.3%)	6 (7.5%)	5 (5.7%)	2 (2.5%)	3 (5.3%)
School does not know destination of student	15 (15.8%)	11 (13.8%)	18 (20.5%)	2 (2.5%)	8 (14.0%)
Student is not attending school or education/training/institution	6 (6.3%)	3 (3.8%)	2 (2.3%)	1 (1.2%)	3 (5.3%)
To other education/training/institution in Ontario	5 (5.3%)	1 (1.3%)	0 (0.0%)	1 (1.2%)	1 (1.8%)

<sup>13</sup> Section K of the October 31 OnSIS submission to the Ministry. Breakdown of "To publicly funded secondary school in Ontario" category required a merge with data in Trillium.

**Number of cross-boundary transfer requests over time.** Historically, transfer requests out of both Rideau and Gloucester were on the decline. Since the amalgamation, requests to transfer out of Gloucester HS have been lower than the historical combined total for both schools (Table 11).

**Table 11: Cross-Boundary Transfer Requests for Rideau and Gloucester**

		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
		Transfer Requests IN	Transfer Requests OUT	Transfer Requests IN	Transfer Requests OUT	Transfer Requests IN	Transfer Requests OUT	Transfer Requests IN	Transfer Requests OUT	Transfer Requests IN	Transfer Requests OUT
Gloucester	Requested	43	40	32	37	20	36				
	Approved (%)	13 (30.2%)	16 (40.0%)	21 (65.6%)	18 (48.6%)	11 (55.0%)	11 (30.6%)				
Rideau	Requested	7	54	8	47	5	39				
	Approved (%)	7 (100.0%)	11 (20.4%)	7 (87.5%)	24 (51.1%)	3 (60.0%)	14 (35.9%)				
<b>Combined<sup>14/</sup></b>	<b>Requested</b>	<b>50</b>	<b>94</b>	<b>40</b>	<b>84</b>	<b>25</b>	<b>75</b>	<b>9</b>	<b>48</b>	<b>13</b>	<b>49</b>
<b>Gloucester (post ARC)</b>	<b>Approved (%)</b>	<b>14 (28.0%)</b>	<b>21 (22.3%)</b>	<b>14 (35.0%)</b>	<b>28 (33.3%)</b>	<b>6 (24.0%)</b>	<b>17 (22.7%)</b>	<b>9 (100.0%)</b>	<b>7 (14.6%)</b>	<b>9 (69.2%)</b>	<b>8 (16.3%)</b>

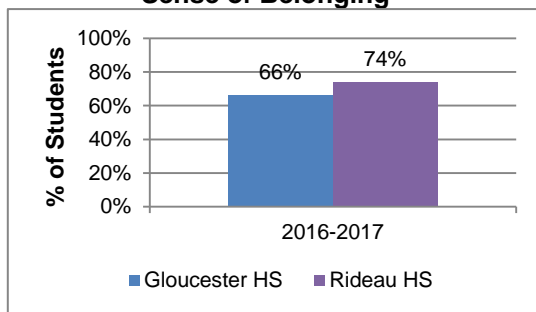
<sup>14</sup> Transfers between respective schools removed.



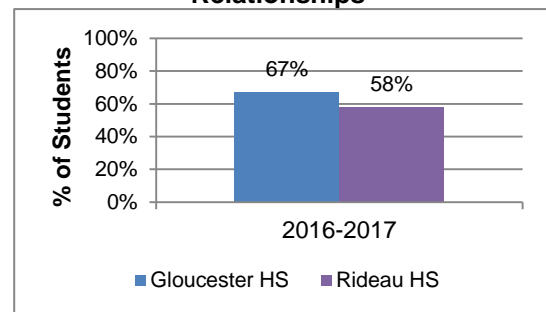
## Student Well-Being as Measured by the OurSchool School Climate Survey with Students

**Socio-emotional well-being:** Social and emotional well-being has been measured through results obtained from the bi-annual OurSCHOOL School Climate Surveys that ask students about their sense of belonging at school and positive relationships. Approximately two-thirds of students at Gloucester HS reported a positive sense of belonging (4% lower than the district total and the Canadian norm), whereas nearly three-quarters of students at Rideau HS reported a positive sense of belonging (3% higher than the district and the Canadian norm) (Figure 9). The proportion of students at both Gloucester and Rideau high schools who reported having positive relationships was substantively lower compared to 77% of students in the district and 76% of students in Canada (Figure 10). The first School Climate Survey of Students since the amalgamation will be undertaken this spring with results expected to be available before the end of the school year.

**Figure 9: Students Reporting a Positive Sense of Belonging**

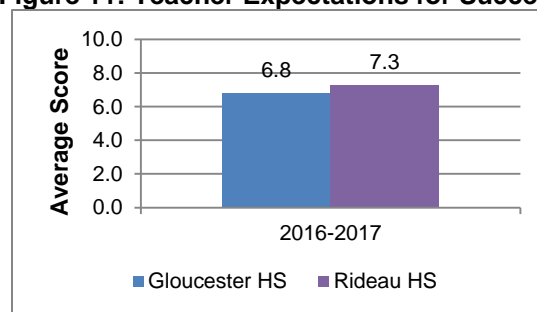


**Figure 10: Students Reporting Positive Relationships**



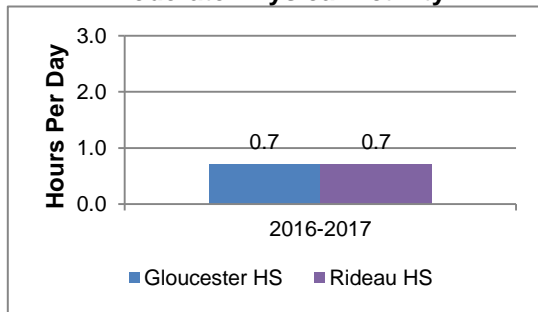
**Cognitive well-being:** According to the student survey in 2016-2017, students in the district and across Canada agreed that their teachers had high expectations for their success (i.e., 7.1 out of 10 for both groups of students) (Figure 11). For students at Gloucester, average ratings were lower compared to both the district average and the Canadian norm, whereas results for Rideau HS were marginally higher.

**Figure 11: Teacher Expectations for Success**

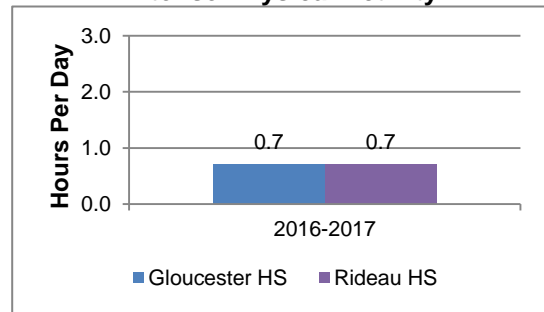


**Physical well-being:** Physical well-being will be measured through OurSCHOOL School Climate Surveys (e.g., student self-reports of engagement in physical activity, feeling safe at school, and experiences of bullying/ exclusion/ harassment). Physical activity levels reported by students enrolled at Gloucester HS and at Rideau HS were similar to those reported by all grades 7-12 students in the district, but were slightly lower than the Canadian norm. Specifically, students at both Gloucester and Rideau high schools reported spending less than one hour per day, on average, engaging in either moderate (Figure 12) or intense (Figure 13) physical exercise.

**Figure 12: Hours Per Day Spent Doing Moderate Physical Activity**

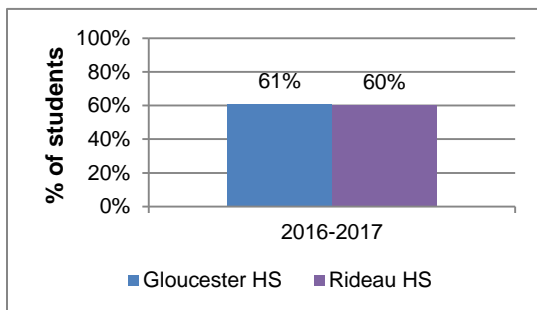


**Figure 13: Hours Per Day Spent Doing Intense Physical Activity**



Close to two-thirds of OCDSB students in grades 7-12 reported feeling safe at school, which is comparable to the Canadian norm. For students at Gloucester and Rideau high schools, however, feelings of safety were somewhat lower (Figure 14). In contrast, 22% of students in Canada reported experiences of bullying, exclusion or harassment compared to only 17% of students in the OCDSB. The rates of bullying, exclusion and harassment reported by students at both Gloucester and Rideau high schools fell between the overall rate experienced in the OCDSB and in Canada, more broadly (Figure 15).

**Figure 14: Feeling Safe at School**



**Figure 15: Bullying, Exclusion and Harassment**

