

Gloucester-Rideau Transition Monitoring: Final Report

INTRODUCTION	2
Background	2
Purpose	2
Data limitations	2
FINDINGS	4
ENROLMENT	4
Total enrolment	4
Disaggregation of total enrolment by pre-amalgamated boundaries	4
New Students	5
Disaggregation of new students by pre-amalgamated boundaries	7
Attrition (transfers and withdrawals)	7
COHORT TRACKING	8
NUMBER OF COURSES RUNNING (SECTIONS) BY PATHWAY	10
STUDENT ACHIEVEMENT	11
Provincial Assessment Results (EQAO)	11
Credit Accumulation	13
STUDENT WELL-BEING (OURSCHOOL SCHOOL CLIMATE SURVEY)	14
SUMMARY CONCLUSIONS	19
Positive developments	19
Challenges Faced as a Newly Amalgamated School	20
Actions taken towards addressing challenges	20
ANNEXES	22
Annex A: Note from the Principal (2018-2019)	22
Annex B: Additional enrolment data tables	23
Annex C: STUDENT WELL-BEING (Parent and Student Survey)	27
Socio-emotional well-being (Parent Survey)	27
Physical well-being (Parent Survey)	28

INTRODUCTION

Background

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. The reports is a product of a cross-departmental approach (i.e., Research, Evaluation & Analytics Division, Planning, and Business & Learning Technologies) and involved a joint efforts to compile the data/information related to student enrolment, program pathways, and achievement and well-being outcomes.

Purpose

This is the third and final year of reporting. It provides an update to the series of reports on 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 as of September 2017. Previous reports were submitted for the 2017-2018 and 2018-2019 academic years. This final report will provide a holistic review of the outcomes and impact for the past three years following the amalgamation, including updated data and information reflecting the 2019-2020 academic year.

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).

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 31st or June 30th data) though actual enrolment may vary over the course of the year;
- For data relating to transitions (i.e., de-missions, 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 prepared with pre-amalgamated boundary information 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. For example, 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).

FINDINGS

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 latest year available (2019) as well as the previous five years to demonstrate trends over time in relation to the following question arising from 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?

Total enrolment:

In the three years prior to amalgamation, both sites had been experiencing a decline in enrolment (Table 1), while District enrolment declined slightly in 2015 but have been following an upward trend since 2016. Enrolment at Gloucester HS has since (2017-2019) been fairly static (+/- 5 students). Refer to Annex B for more detailed information regarding the rate of enrollment growth/decline.

Table 1: Total Enrolment by School as of October 31

	2014	2015	2016	2017	2018	2019
Gloucester	690	665	642			
Rideau	455	419	411			
Combined/ Gloucester	1,145	1,084	1,053	1,031	1,026	1,030
<i>District (S)</i>	<i>24,050</i>	<i>23,932</i>	<i>24,066</i>	<i>24,452</i>	<i>25,184</i>	<i>24,873</i>

Disaggregation of total enrolment by pre-amalgamated boundaries:

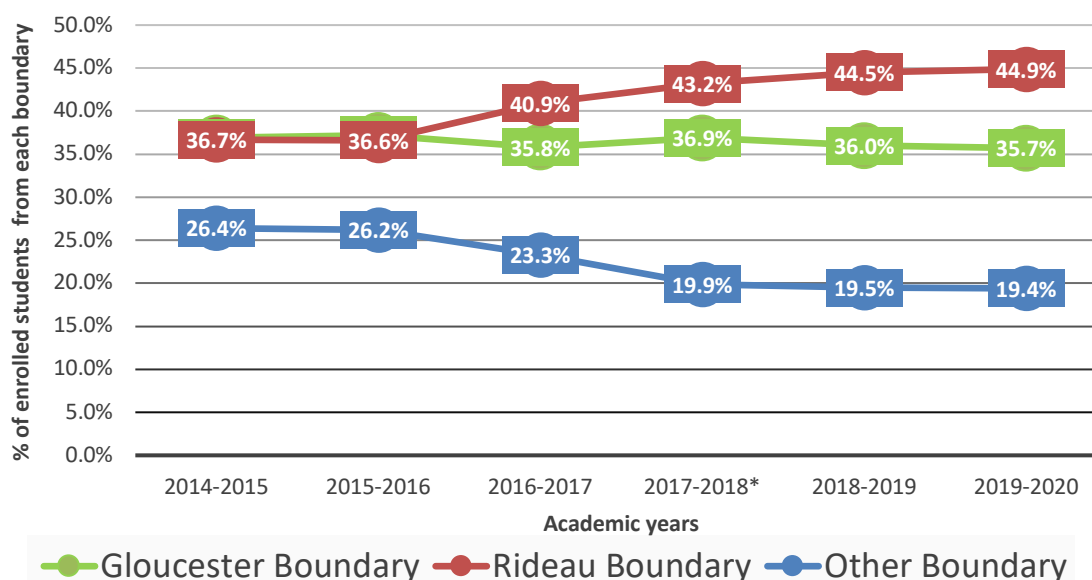
Figure 1 shows the proportion of enrolled students according to: (i) the boundary in which their home address was located on October 31¹; and (ii) the school in which they were enrolled (for historical enrolment prior to amalgamation). The “Other Boundary” includes any student with a home address outside of either the Rideau HS or Gloucester HS geographic boundaries². 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

¹ 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.

² 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.)

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. It has slightly decreased since last year (by 0.3%). For more detailed information, including raw enrolment numbers by boundary, see Annex B.

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



New Students

Data in this section reflects the number of new admissions to Gloucester HS between June 30 and October 31 of 2019³, and addresses the following question:

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

Between October 2014 and October 2019, there were no observable trends in the number of new students enrolling at either Gloucester HS or Rideau HS (Table 2). In this time, enrolment of new students ranged from 29-34%. Historically, new students accounted for 30-32% of overall enrolment at Gloucester, and for 27-32% of overall enrolment at Rideau.

³ 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).

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 proportion of students rose to 33.8%, but then decreased to 31.1% in 2019 (320 students).

Table 2: Number and proportion of new students enrolled as of October 31

	2014	2015	2016	2017	2018	2019
Gloucester	220 (31.9%)	198 (29.8%)	201 (31.3%)			
Rideau	136 (29.9%)	112 (26.7%)	130 (31.6%)			
Combined/ Gloucester	356 (31.1%)	310 (28.6%)	331 (31.4%)	310 (30.1%)	347 (33.8%)	320 (31.1%)

Table 3 (below) shows the source of new admissions between the end of June one school year and end of October the next. The majority of new admission in 2019 were from other OCDSB Elementary Schools (54%), followed by admissions from another country (20%), OCDSB Secondary Schools (11%), and another Province/Territory (6%). Other sources (e.g., another Ontario school Board, home school, and private school) account for 5% or less of the total new admissions.

Table 3: Source of new admissions for 2019

Source of 2019 admissions	Number of new students	%
Same Board - Public Elementary School	172	54%
Other Country	65	20%
Same Board - Public Secondary School	35	11%
Other Province/Territory	18	6%
Other Board - Sep Sec School	15	5%
Other Board - Sep Elem School	*	2%
Other Board - Pub Sec School	*	2%
Private School	*	1%
From Home School	*	0%
Other Board - Pub Elem School	*	0%
Total	320	

*Less than 10 students

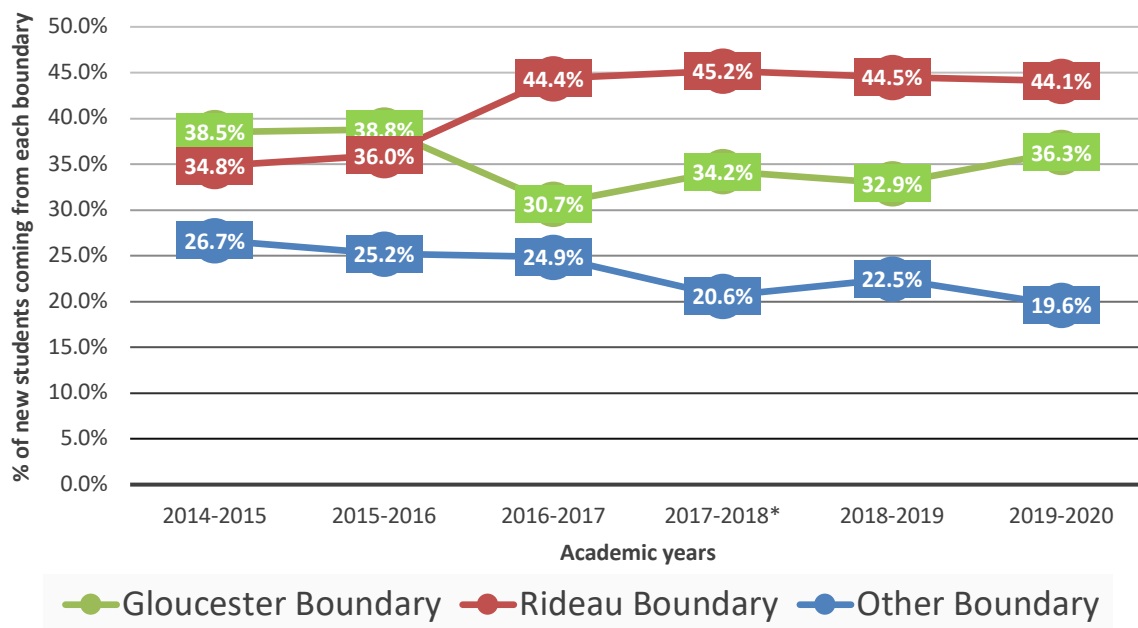
Disaggregation of new students by pre-amalgamated boundaries:

Similar to the trends observed with the total enrolment, Figure 2 shows that:

- the proportion of new students living in the Gloucester boundary somewhat declined in 2018 but then increased to 36.3% in 2019 (from 34.2% in 2017);
- the proportion of new students living in the Rideau boundary has been decreasing since 2017; and
- the proportion of new students living in the Other boundary has been steadily declining over the past six years with only a slight increase in 2018.

For more detailed information, including raw enrolment numbers by boundary, see Annex B.

Figure 2: New students enrolled disaggregated by the proportion of students living in each boundary as of October 31

**Attrition (transfers and withdrawals)**

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 and October 31 of 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?

Student withdrawals, and rates of withdrawal, were historically higher at former Rideau HS compared to Gloucester HS (Table 4). While the rate of withdrawals for Gloucester

HS in 2017 was comparable to the historical combined total for 2016, withdrawals were substantially lower in 2018 (5.6%) and declined further in 2019 (5.1%). All of the transfers in 2019 were to another publicly funded secondary School in Ontario. As for retirements, the students either moved outside Ontario, received an OSSD or equivalent, or stopped attending an educational institution.

Table 4⁴: Number and proportion of students not returning to school as of Oct. 31

	2014	2015	2016	2017	2018	2019
Gloucester	30 (4.3%)	29 (4.4%)	37 (5.8%)			
Rideau	65 (14.3%)	51 (12.2%)	51 (12.4%)			
Combined/ Gloucester (post ARC)	95 (8.3%)	80 (7.4%)	88 (8.4%)	81 (7.9%)	57 (5.6%)	53 (5.1%)
Attrition reasons (2019):						
Retirements	Moved outside of Ontario					8
	Received OSSD or equivalent					8
	Not attending school or educ. institution					6
Transfers	Transferred to publicly funded sec. school in Ontario					31

Student transfer destinations:

An analysis of “exit codes” for students who withdrew from each school shows that the vast majority enroll in another publicly-funded secondary School in Ontario, many within the OCDSB (for more detailed information on the destinations of these students, please see Annex B). Fewer students were lost to other school boards or destinations in the year of the transition than in any year prior (74% of these students remained at an OCDSB School).

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 Annex B).

COHORT TRACKING.

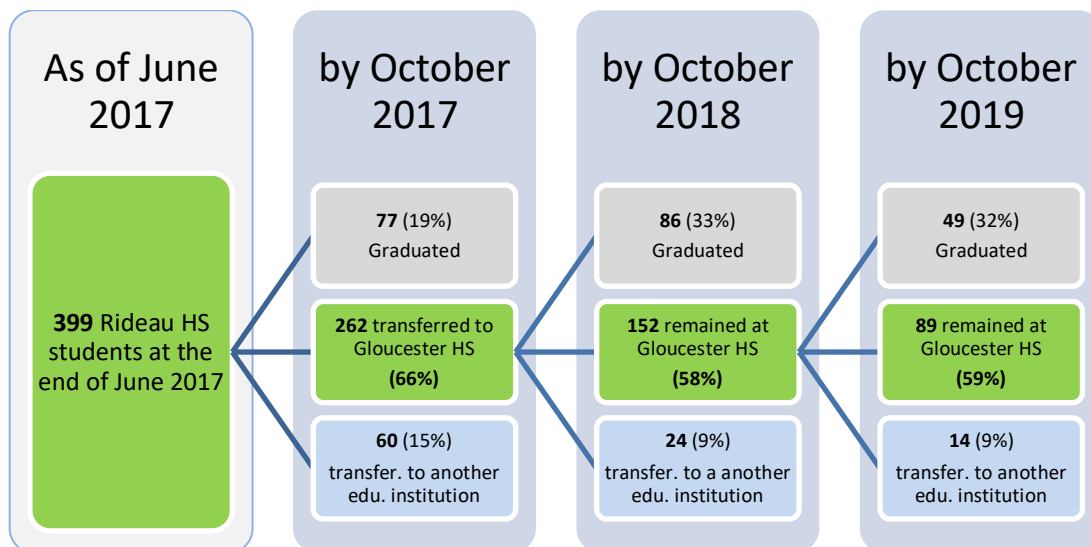
Table 5 indicates the number of students in each grade at Rideau HS at the end of June 2017 who were still enrolled at Gloucester HS on October 31 of each subsequent year.

⁴ 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).

Table 5: Tracking of Rideau HS students who transitioned to Gloucester HS (by Grade)⁵

Grade	Rideau Jun 2017 ⁶	Rideau Cohort at Gloucester Oct 2017	Rideau Cohort at Gloucester Oct 2018	Rideau Cohort at Gloucester Oct 2019
9	86			
10	85	68		
11	97	76	61	
12	131	118	91	89
Total	399	262	152	89

Naturally, each year there were fewer former Rideau HS students remaining at Gloucester HS, and by October 2019 all of them were in Grade 12. By October 31, 2019, only 89 (34%) of the 262 Rideau HS students who transferred to Gloucester HS in the fall of 2017 were still at Gloucester HS. Between October 2018 and October 2019, 63 former Rideau students did not return - 49 had graduated and 14 had transferred to another education institution.

Figure 3: Cohort tracking

⁵ 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.

⁶ As of June 2017.

NUMBER OF COURSES RUNNING (SECTIONS) BY PATHWAY⁷

Information presented in Table 6 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, peaking at 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. The decrease to 191 in the 2019-2020 academic year was most visible in Open, College/University, Workplace and College type of courses. At the same time, a slight increase was observed in the number of Locally Developed, ESL/ELD and Classical Studies/International Language courses.

Overall, 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).

⁷ 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 6: Number of Unique Courses in Which Students were enrolled by School

Course Type	Grade	2014-2015			2015-2016			2016-2017			2017-2018	2018-2019	2019-2020
		Gloucester	Rideau	Combined	Gloucester	Rideau	Combined	Gloucester	Rideau	Combined	Gloucester	Gloucester	Gloucester
Locally Developed Essentials	9/10	2	5	5	2	7	7	2	7	7	6	5	7
Applied	9/10	10	9	10	9	9	9	10	9	10	11	10	10
Academic	9/10	12	10	12	12	10	12	12	10	12	12	12	12
Open	ALL	52	42	67	52	39	66	57	36	67	63	66	58
College/University	11/12	27	20	35	27	23	35	28	22	35	37	41	38
Workplace	11/12	6	8	12	5	11	12	5	8	10	11	10	7
College	11/12	15	11	17	14	12	16	17	13	19	20	21	15
University	11/12	27	22	31	30	19	31	28	19	30	30	29	29
ESL/ELD	ALL	5	10	10	5	10	10	5	10	10	11	10	11
Classical Studies/Int'l Languages	ALL	3	0	3	2	0	2	2	1	2	3	2	5
TOTAL COURSES		159	137	202	158	140	200	166	135	202	204	206	192
Color scheme (trend since last year, post amalgamation, 2017-2019):													
INCREASE				DECREASE				NO CHANGE					

STUDENT ACHIEVEMENT

The most recent achievement results are available from the 2018-2019 academic year. The 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 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 2018-2019 Grade 10 OSSLT assessment would have been directly impacted by the transition. Thus, EQAO results for the Grade 9 students are not presented in this report.

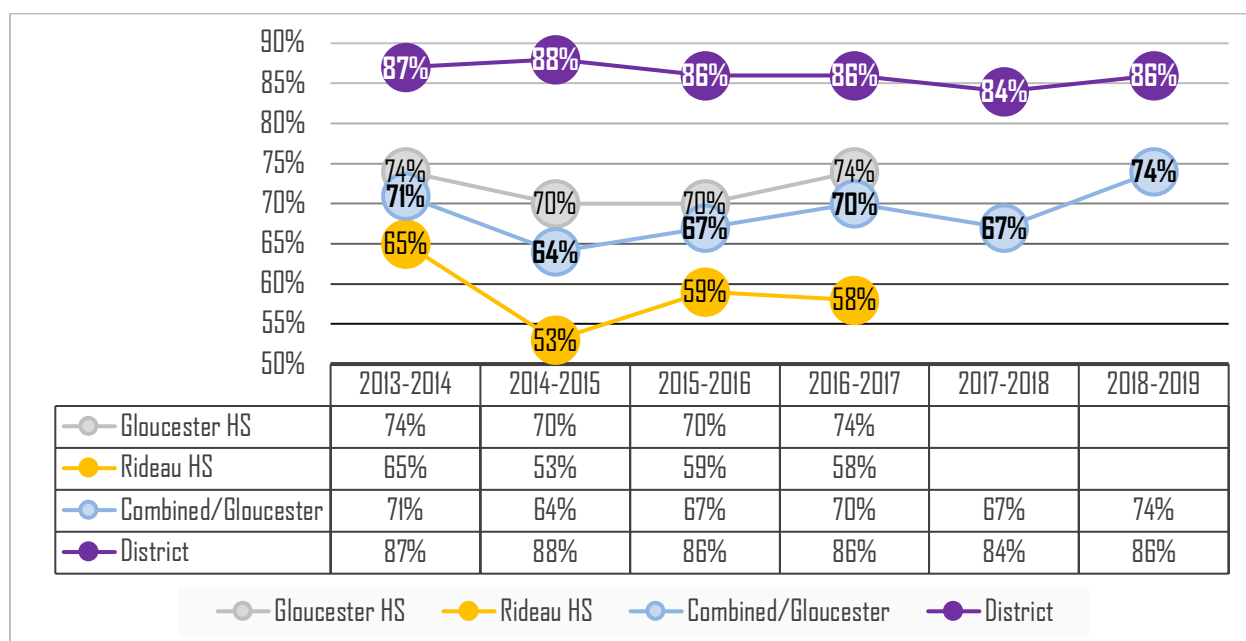
Provincial Assessment Results (EQAO):

Success rates are presented for the Grade 10 Ontario Secondary School Literacy Test (OSSLT) assessments (Figure 4). 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 each school.

The following patterns are identifiable from Figure 4:

- Success rates for First-Time Eligible students on the OSSLT have historically been much higher at Gloucester HS in comparison to Rideau HS, however, both have historically been (and continue to be) below those for the District as a whole.
- The rate of success for Gloucester HS had slightly decreased (by 3 percentage points) following the amalgamation but increased by 7 percentage points in the second year of the transition. In comparison, District level results have fluctuated by about 2 percentage points over the same time period.

Figure 4: EQAO Results – Success Rates, Grade 10 OSSLT (First-time eligible, fully participating)



A closer look at credit accumulation revealed that the remaining former Rideau HS students at Gloucester HS were not as successful in the OSSLT (previously eligible) as the rest of the Gloucester HS students. Such discrepancy could be partially explained by the fact that the majority of them (84%) were English Learners (ELL), about three quarters (76%) were from households situated in low income neighborhoods and 17% had an individualized education program. These proportions are much higher than that of the other students at Gloucester HS. As per the Annual Student Achievement Report, students belonging to these specific groups of students (i.e. IEP, ELL, etc.) tend to experience lower achievement results on provincial assessments compared to all students.

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 7)⁸. 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 following 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. The percentage of grade 10 students who earned 16 credits by the end of the year declined further, to 51% in 2018-2019. Credit accumulation rates for both sites, and for the combined student population, continue to remain lower than those for the District as a whole.

Table 7: Credit Accumulation (16+ Credits) for Grade 10 Students as of June 30

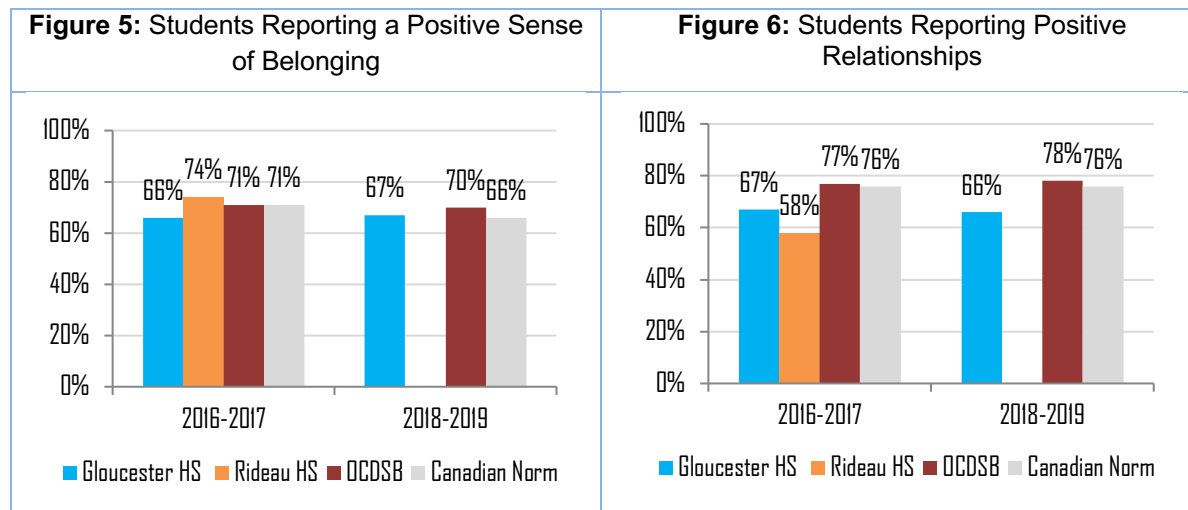
	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	Total enrollment (#)	% achieving 16+ credits	Change from last year	Total enrollment (#)	% achieving 16+ credits	Change from last year	Total enrollment (#)	% achieving 16+ credits	Change from last year	Total enrollment (#)	% achieving 16+ credits	Change from last year	Total enrollment (#)	% achieving 16+ credits	Change from last year
Gloucester	137	65	+2%	150	70	+5%	150	70	0%						
Rideau	100	40	0%	108	48	+8%	84	37	-11%						
Combined/ Gloucester	237	54	--	258	61	+7%	234	58	-3%	234	56	-2%	214	51	-5%
District	5,102	79	+5%	5,221	79	0%	5,430	74	-5%	5,344	80	+6%	5,556	79	-1%

⁸ The data presented in Table 7 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.

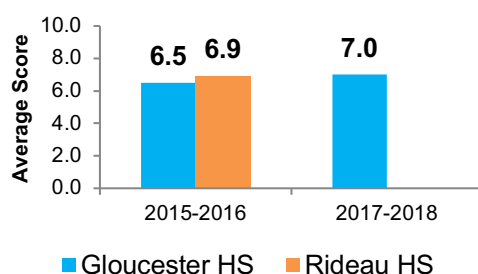
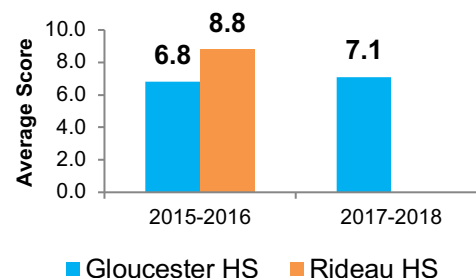
STUDENT WELL-BEING (OURSCHOOL SCHOOL CLIMATE SURVEY)

Note: This section provides visualization only for select questions of the survey due to a large number of questions. Please refer to Annex 4.3 for more visualizations under this theme.

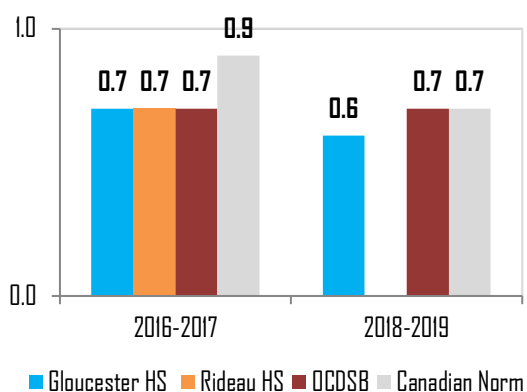
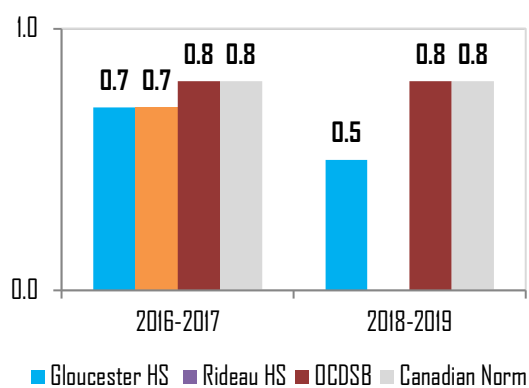
Socio-emotional well-being (Student Survey): Social and emotional well-being has been measured through results obtained from the bi-annual OurSCHOOL School Climate Surveys that ask students about their sense of belonging at School and positive relationships. As seen from the figures below, the percentage of students reporting a positive sense of belonging increased slightly between the last two survey administrations to a proportion that is above the latest Canadian Norm. Conversely, the percentage of students reporting positive relationship has decreased by about one percentage point, which was below the Canadian Norm but above the latest proportion reported at former Rideau HS.



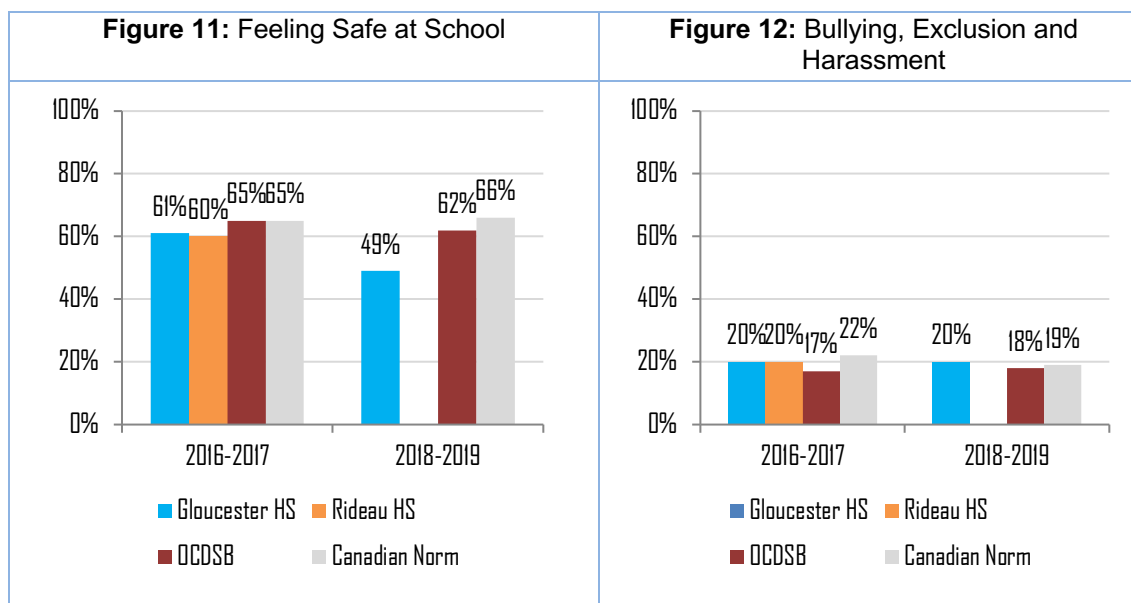
Cognitive well-being (Parent Survey): In 2017-2018, most of the parents at Gloucester HS agreed that the School supports positive behaviour (an average rating of 7 out of 10, which is equal to the District average). This represented an increase from the 2015-2016 results at both Gloucester and Rideau.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

Figure 7: Parent Rating of How Well the School Supports Positive Behaviour**Figure 8: Parent Rating of How Well the School Supports Learning**

Physical well-being (Student Survey): Physical well-being was measured through OurSCHOOL School Climate Surveys (e.g., student self-reporting of engagement in physical activity, feeling safe at School, and experiences of bullying/ exclusion/ harassment). In terms of hours spent per day doing moderate and intense physical activity, there is a visible decline between the last two surveys, which has brought the average number of hours down to a value below the Canadian Norm and the last reported average at former Rideau HS.

Figure 9: Hours Per Day Spent Doing Moderate Physical Activity**Figure 10: Hours Per Day Spent Doing Intense Physical Activity**

The percentage of students reporting feeling safe at school has decreased between the surveys (61% to 49%) and was below the latest Canadian Norm (67%) and latest reported percentage from Rideau HS (60%). The percent of students reporting bullying, harassment or exclusion has remained at 20% between the surveys, which is equal to the latest reported percentage from Rideau HS and above the latest Canadian Norm (17%).



Community Voice

The staff at Gloucester HS has continuously gathered qualitative data on student wellness after the amalgamation, which was instrumental in Feedback from students and other members of the community has been largely positive, as reflected in Table 8. Students and their parents felt welcomed and accepted, and their sense of belonging was high. The increase in school staff led to getting more things done across all departments and new staff brought new perspectives, which improved collaboration towards revising and improving both content and delivery of education. The table below summarizes the key quotes and comments across different aspects of the transition. While there was a desire to collect additional student voice in the spring of 2019-2020, there was not an opportunity to do so as a result of school closures due to the pandemic.

Table 8: Summary of voices from students and other stakeholders

Theme	Comments from students, parents, School Council and school staff	
	2017-2018	2018-2019
Acceptance and sense of belonging	<ul style="list-style-type: none"> “I think the bond we have created with the new students from Rideau is great” Gloucester HS student “I don’t feel like some of the teachers from Gloucester acknowledge that we have gone through a big change.” Gloucester HS student “I miss the feeling of family that we had at Rideau” Former Rideau HS student 	<ul style="list-style-type: none"> “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.” Former Rideau HS student “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. As Co-Presidents, we promised that we would keep traditions from both Schools and that we would create new traditions together. Gloucester has never

	<ul style="list-style-type: none"> ● “Keeping an open mind and heart makes it easier to accept change, any change. If you only look at what you have lost, you will never see what you can gain and initially I think looking back there was a sense that we were all losing something. It took time, patience and understanding from both communities to see what each had to offer and listen to the concerns and address them. Parent of a former Rideau HS student ● “We have amalgamated the traditions of two schools which has only built a stronger community bond. The Gloucester Holiday Dinner and the former Rideau Hamper Drive. The Soup and Share Parent event.” Parent of a former Rideau HS student 	<p>had so much positive energy and we are so happy with how this transition has gone. Gloucester HS student</p> <ul style="list-style-type: none"> ● Gloucester is such an inclusive School so naturally we felt like two big families coming together. We are proud to have been a part of this transition and I love how we have all come together as one.” Gloucester HS student ● “This merger has provided my child to create new peer relationships that are more positive to her well-being.” Parent ● “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.” Parent ● “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 FNMI service providers take part in the powwow being held at Gloucester again.” Parent ● “Gloucester is recognized internationally as one of the best and most welcoming Schools in the country.” School Council member
Transition and Adjustment	<ul style="list-style-type: none"> ● “Coming from Rideau, the experience so far has been great. However I do feel there is disconnect between a former Rideau Student and a Gloucester Student. A lot of Rideau students to this day probably don't even know 60% of the teachers there or even know what makes Gloucester unique.” Former Rideau HS student ● Relationships take work, hard work and it isn't always easy, but it is always worthwhile when we put differences aside and work towards a 	<ul style="list-style-type: none"> ● “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.” Former Rideau HS student ● “With much appreciation I would have to say the transition from Rideau High School and Gloucester High School 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

	<p>common goal, providing exceptional education. I think all the staff should be very proud of the work they have done. I know that I am very thankful. If you ask my child, I am sure she is too.” Parent of a former Rideau HS student</p>	<p>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”. School Council member</p> <ul style="list-style-type: none"> ● “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.” Staff at Gloucester HS ● “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.” Staff at Gloucester HS ● “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.” Staff at Gloucester HS ● “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.” Staff at Gloucester HS
Extracurricular activities	<ul style="list-style-type: none"> ● “There is a greater number and variety of sports teams, clubs, extracurricular activities, field trips, guest speakers” Former Rideau HS teacher 	<ul style="list-style-type: none"> ● “We definitely have had more involvement in student clubs, extracurricular activities and overall School spirit”. Former Rideau HS student
Generic		<ul style="list-style-type: none"> ● “Rideau, Gloucester. School is School.” Former Rideau HS student

SUMMARY CONCLUSIONS

Positive developments

Based on the findings, it can be concluded that the amalgamation of Rideau HS and Gloucester HS has generally brought positive results. Despite the challenges faced, here are some of the key positive developments that were observed post amalgamation:

- A greater variety of courses in all grades and pathways (workplace, college, university). For example: Percussion, Guitar, Strings, Dance, Exercise Science, Psychology, Japanese, Spanish, InSTEM, Environmental Science, College Chemistry, College Physics, Indigenous Art, Athletic Leadership and Peer Tutoring.
- Availability of additional programs such as the International Certificate program, Advanced Placement program, Cooperative education placements, Indigenous courses, Specialist High Skills Major programs and DELF⁹.
- Greater number and variety of sports teams, clubs, extra-curricular activities, field trips, guest speakers, opportunities to meet with Indigenous Elders, Knowledge Keepers and Community Role Models
- Emergence of global opportunities such as exchanges to Japan and China due to increased enrollment numbers.
- 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 programing one day per week.
- Stronger professional community as a result of greater quantities of 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.
- Greater sense of community, empowerment, and student voice.
- Partnerships established at Rideau coming to GHS (e.g. Wabano, Minwaashin, Inuuqatigiit (formerly OICC), Metis Nation of Ontario, Carleton University Mentorship and KPMG, etc.).
- Design and creation of the Lodge and supports - with input from students, Elders and community (leveraging relationships built with Wabano, OICC, Minwaashin, Carleton University).
- SHSM Programs (Arts and Culture, Plumbing and Electrical Construction, Auto-Transportation, Wellness and Sport)
- Availability of new technology and infrastructure: 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, vertical learning spaces (whiteboards) installed in many

⁹ Internationally recognized certification in French <https://delf-dalf.ambafrance-ca.org/>

classrooms, additional Chromebooks and learning resources for students, wider learning spaces and other infrastructural improvements.

- Availability of Urban Priority Funding to support youth (e.g. nurse, social work, psychologist, Boys and Girls Club, transportation for athletics).
- Serving a greater number of students via the Breakfast Club as a result of increase in budget.

Challenges Faced as a Newly Amalgamated School

There were also several challenges faced throughout the process. Primarily:

- It was challenging to transfer the materials and resources from former Rideau HS to GHS (e.g. college physics textbooks weren't properly transferred).
- There was a delay in the completion of construction, including issues with the phone system, and waiting for more construction (e.g., food labs needed updating and needed to include an accessible kitchen for children in wheelchairs, greenhouse, music room and drama studio needed some updating to be compatible with the former Rideau HS technology).
- Setting up specialty classrooms took more time than anticipated (e.g. Digital Photography Lab and Electrical/Plumbing SHSM)
- The Greenhouse, outdoor gardens and picnic tables at former Rideau HS were not transferred.
- In the second year of the transition – changes in administration/guidance posed some challenges in terms of time required to build relationships.
- Participation and success rate in the OSSLT among former Rideau HS students has been lower than that other students. This is partly attributable to the fact that the majority of the remaining former Rideau HS students at Gloucester HS are English Learners, reside in low income households and some of them have an individualized education program.
- Credit accumulation has been on a decline since amalgamation, which is partly caused by the fact that a large proportion of the student enrolled in non-credit bearing courses such as ESL/ELD courses.

Actions taken towards addressing challenges:

- Organizing student BBQs, lunchtime activities, School tours for new students, working on communication and engagement in multiple student opportunities (such as clubs and teams). The community, students, parent BBQ at the end of August was well received and will be continued.
- Establishing two LINK Crew classes, which has had a significant positive impact on both transitions and developing leadership.
- Organizing PD days, which promoted unity and helped to move forward as a whole School and celebrate accomplishments while also getting to know one another.
- Establishing professional learning teams by department to work on aligning curriculum, assessments, goals moving forward and ensuring they provide opportunities for excellence in learning.
- Creating and mainlining staff handbook and pictorial staff directory.

- Establishing a collaborative relationship between construction crews and facility management staff and administration, which helped to minimize disruptions to learning.
- Putting continuous efforts in place to keep certain staff with specific classes (e.g. ELD, LD, DDP programs).
- Creating additional learning spaces during the construction such as use of old music room (a large room with small practice rooms) as the temporary library during the Learning Commons renovation and keeping study carrels and tables in wide hallways.
- Improvements were made to the infrastructure (renovation of the Greenhouse, installation of picnic tables and development of an outdoor garden).
- Assigning additional staffing for SST and LST, and program enhancement to address credit accumulation.
- Funding bus passes for former Rideau students.
- Ensuring the presence of relevant school staff in classes, halls, club meetings, circles, student meetings and other gatherings to facilitate positive relationships.

ANNEXES

Annex A: Note from the Principal (2018-2019)

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

Annex B: Additional enrolment data tables

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 9). 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, -0.05% in October 2018 and +0.04% in October 2019. In contrast, the District has shown a decline of -1.2% in enrolment in the last year.

Table 9: 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 %	2018 to 2019 Yr/Yr %
Gloucester	-3.6%	-3.5%			
Rideau	-7.9%	-1.9%			
Combined/ Gloucester (post ARC)	-5.3%	-2.9%	-2.1%	-0.05%	+0.04%
<i>District (S)</i>	-0.5%	+0.6%	+1.6%	+3.0%	-1.2%

Disaggregation of 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 10: Enrolment Disaggregated by number of students living in each boundary (Oct. 31)

	2014	2015	2016	2017	2018	2019
Total Enrolment¹⁰	1,146	1,084	1,057	1,031	1,025	1,030
Gloucester Boundary	423 (36.9%)	403 (37.2%)	378 (35.8%)	380 (36.9%)	369 (36.0%)	368 (35.7%)
Attended Gloucester	410	387	363			
Attended Rideau	13	16	15			
Rideau Boundary	421 (36.7%)	397 (36.6%)	432 (40.9%)	445 (43.2%)	456 (44.5%)	462 (44.9%)
Attended Gloucester	108	111	121			
Attended Rideau	313	286	311			
Other Boundary	302 (26.4%)	284 (26.2%)	247 (23.3%)	206 (19.9%)	200 (19.5%)	200 (19.4%)
Attended Gloucester	173	168	161			
Attended Rideau	129	116	86			

New Students

Disaggregation of new students by pre-amalgamated English program boundaries.

Table 11: Number of New Students Enrolled as of October 31 Disaggregated by the Number of Students Living in Each Boundary ¹¹

	2014	2015	2016	2017	2018	2019
Number of New Students	356	309	329	310	346	331
Gloucester Boundary	137 (38.5%)	120 (38.8%)	101 (30.7%)	106 (34.2%)	114 (32.9%)	120 (36.3%)
Rideau Boundary	124 (34.8%)	111 (36.0%)	146 (44.4%)	140 (45.2%)	154 (44.5%)	146 (44.1%)
Other Boundary	95 (26.7%)	78 (25.2%)	82 (24.9%)	64 (20.6%)	78 (22.5%)	65 (19.6%)

¹⁰ 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.

¹¹ 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.

Attrition and Student Transfer Requests

Student destinations.

An analysis of “exit codes” for students who withdrew from each School is presented in Table 12. Student withdrawals for Gloucester and Rideau combined are depicted for 2014-2016. Withdrawals for 2017-2019 are based on October 31 OnSIS data from Gloucester HS only.

Table 12¹²: Exit Codes for Non Returning Students as of October 31

Reason for Leaving	2014 (N = 95)	2015 (N = 80)	2016 (N = 88)	2017 (N = 81)	2018 (N = 57)	2019 (N = 53)
To publicly funded secondary School in Ontario	54 (56.8%)	45 (56.3%)	49 (55.7%)	73 (90.0%)	35 (61.4%)	31 (59%)
○ To another OCDSB secondary School	41 (43.2%)	28 (35.0%)	32 (36.4%)	60 (74.1%)	22 (38.6%)	19 (61%)
○ To OCSB (Catholic) secondary School	11 (11.6%)	4 (5.0%)	12 (13.6%)	1 (1.2%)	5 (8.8%)	5 (16%)
○ To CECCE/CEPEO (French) secondary School			1 (1.1%)			
○ To Other Board in Ontario		4 (5.0%)	1 (1.1%)	1 (1.2%)	5 (8.8%)	5 (16%)
○ School/District Unknown	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%)					
○ To private School in Ontario						
○ School Board unknown						2 (6%)
Moved outside of Ontario	9 (9.5%)	14 (17.5%)	11 (12.5%)	2 (2.5%)	7 (12.3%)	8 (15%)
Received Certificate of Achievement			2 (2.3%)			
Received OSSD or equivalent	5 (5.3%)	6 (7.5%)	5 (5.7%)	2 (2.5%)	3 (5.3%)	8 (15%)
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%)	6 (11%)
To other education/training/ institution in Ontario	5 (5.3%)	1 (1.3%)		1 (1.2%)	1 (1.8%)	

¹² 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 13: Cross-Boundary Transfer Requests for Rideau and Gloucester

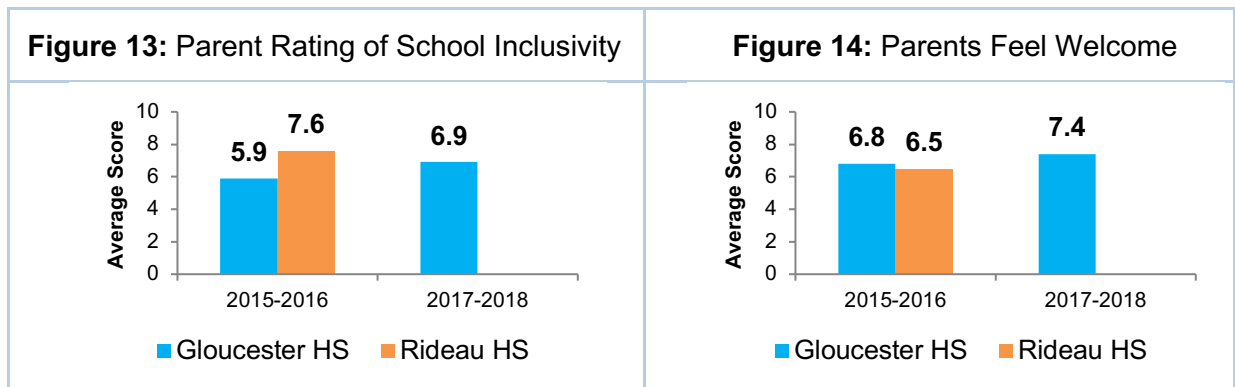
		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
		Transfer Requests IN	Transfer Requests OUT	Transfer Requests IN	Transfer Requests OUT	Transfer Requests IN	Transfer Requests OUT	Transfer Requests IN	Transfer Requests OUT	Transfer Requests IN	Transfer Requests OUT	Transfer Requests 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 %)						
Combined ^{13/}	Requested	50	94	40	84	25	75	9	48	13	49	12	37
Gloucester (post ARC)	Approved (%)	14 (28%)	21 (22%)	14 (35%)	28 (33%)	6 (24%)	17 (23%)	9 (100%)	7 (15 %)	9 (69 %)	8 (16 %)	11 (48 %)	7 (16 %)

¹³ Transfers between respective schools removed.

Annex C: STUDENT WELL-BEING (Parent and Student Survey)

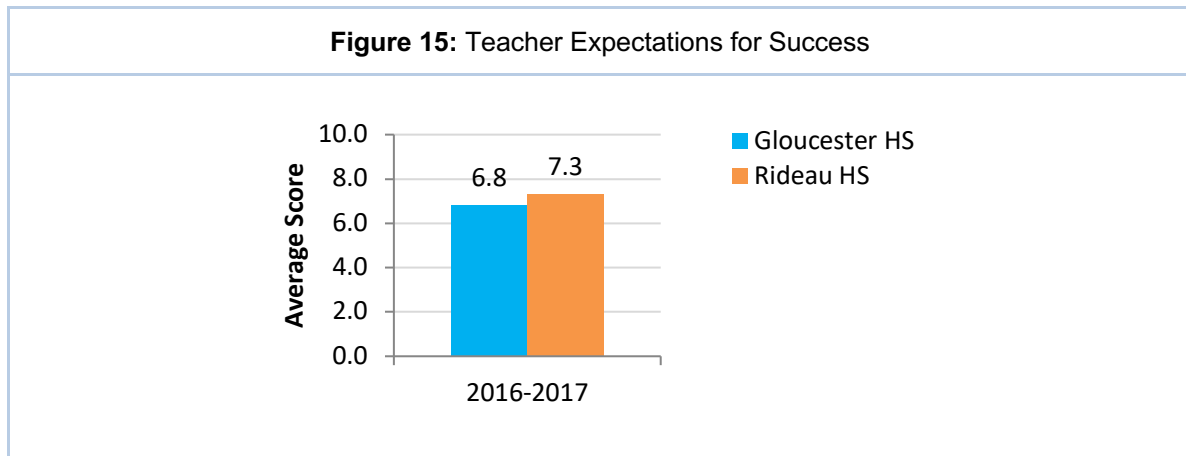
Socio-emotional well-being (Parent Survey):

The most recent Our SCHOOL School Climate Survey asked parents about inclusion at the School and how welcome they feel. Parent ratings¹⁴ 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).



Cognitive well-being (Student Survey):

Teacher Expectations for Success: 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). 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.



¹⁴ Based on N = 65 parent respondents to the 2017-2018 OurSCHOOL Parent Survey

Physical well-being (Parent Survey):

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).

