

Memorandum

To: Dr. C. Spence, Director of Education and Secretary

From: John Forbeck, Superintendent of Education
Krys Croxall, Superintendent of Program and Assessment
Janet Van Duzen, Principal, W. H. Ballard (Chair)

Date: February 13, 2006

Re: **Compensatory Education Status Report**

Recommendation:

- Trustees receive for information, this Stage One report, outlining the overall and seven component objectives of the Compensatory Education Plan; and
- Direct Executive Council to develop an action plan built on the overall and seven objectives to be presented to the Board no later than April 2006

Mandate

Whereas numerous studies including the Social Planning and Research Council 2004 report on Poverty, and the City of Hamilton's Social Index, have identified some particularly disadvantaged areas of Hamilton where a large component of the population is living in poverty,
and

Whereas the Early Development Index (EDI) has identified the same areas as being ones where children are least ready for school,
and

Whereas the schools in these areas have been long recognized as having students with very high needs,
and

Whereas the students in the aforesaid schools need support to reach the vision of the Hamilton-Wentworth District School Board of all students reaching their potential,
and

Whereas there continues to be a lack of coherent system direction about how these schools are to be resourced and supported to achieve that vision.

Be it resolved:

That a committee be established with representation from identified high needs schools, to develop:

1. Procedures to determine the degree of support and resources required to assure all students in these schools reach their potential, having consulted available best practices and research, and to be completed before January 2006;
2. An action plan to address long standing issues in these schools which include, but are not limited to: low student achievement; teacher recruitment and retention; staff development; teacher and principal professional recognition; student services support; gender issues; English-as-a-Second Language; student retention and mobility; and be presented to the Board by December 2005; and
3. A report on progress on the action plan and an updated plan for the following year in these high needs schools to be presented to the Board annually each fall.

Authority

HWDSB Equity Policy (November, 2005) states:

1.4 The Hamilton-Wentworth District School Board will continue to acknowledge the needs addressed by the Compensatory Education program and that:

- Not all school communities are equal in their ability to support their students
- Schools can make a difference in overcoming the education effects of a disadvantaged community
- Senior and School Administration are to be encouraged and supported in their efforts to provide additional support and consideration to identified schools.

10.4 The Hamilton-Wentworth District school Board will provide additional, focussed staff development in schools that have been identified as having specific needs based on the socio-economic demographics of its catchment area.

Rationale

The HWDSB Learning Opportunities Plan was created by Board motion in 2000. The plan is based on three specific criteria; mobility, family income and level of parent education. Last year a committee reviewed the criteria used to determine the high and moderate needs schools; after research and review of criteria utilized by other jurisdictions, the three criteria of the original plan were validated but it was decided to enhance the value of the data by purchasing more specific information from Stats Canada – i.e. instead of average income the Board requested low income data for families with children and instead of parental education asked for data related to maternal education. In May 2005, current demographic data based on the criteria was gathered and applied using a weighted formula to determine a current ranked list of high-needs, moderate needs and low needs schools. Through the use of this process, Compensatory Education Schools are recognized as the high and moderate needs schools.

To further understand the differences that exist between high, moderate and low needs schools, the Steering committee preparing this report asking the question, what are the “distinctly unique” characteristics that differentiate Compensatory Education schools within the framework of the seven correlates of effective schools. Through various consultation processes, primarily with principals, the committee found that:

- The intensity, duration and frequency of interventions that are required with students, parents and staff in the area of interpersonal, personal, instructional and organizational skills differentiate compensatory education schools from other schools in the district.
- The degree of concentration of high needs in a school community determines the difference between compensatory education schools and other schools.

The committee determined that there is a need for commitment for the following:

- A clearly articulated and widely understood Compensatory Education approach/plan which addresses the need for sustained and enhanced financial, academic, social and early intervention strategies to combat the poverty cycle and improve student performance for all students.
- Recognition, understanding and commitment by all HWDSB stakeholders to make a difference with respect to Compensatory Education.

Context

Hamilton has an exceptional number of students who live in poverty. Although there are “pockets of need” in all schools across the system, there is a high concentration of need in some schools as recognized by the Learning Opportunities Ranking, which was approved by the Board on June 1, 2000. It is these schools that will be addressed in this report.

In response to the needs of these students, there has been a history of compensatory education in Hamilton to try to ensure that students can be successful. Schools with high proportions of disadvantaged students can make a difference and their students can be successful, especially if they work with their

local communities. The number of disadvantaged students is growing and, because student achievement for these students often lags behind in areas of poverty, the support for compensatory education schools needs to be strengthened in order to provide equal opportunities for disadvantaged students to achieve their full potential. **A firm, comprehensive, consistent commitment to Compensatory Education Schools by HWDSB is critical.**

Current Supports for Compensatory Education Schools

Funding Provision

The following supports are made available through the foundation grants, specific related ministry grants and local initiative grants. We must always be conscious of the changing landscape of the funding for public education; therefore, uncertainty will exist about the degree and guarantee of sustainability. The current funding levels and budget applications have made provision for the following supports this year.

1. Program Enhancements

Current Supports Available for Compensatory Education Schools

- As a result of Board motion in 2000, a Learning Opportunities Ranking system was created and funding allocated (an additional \$10 per student) in high and moderate needs elementary schools and bursary funding in secondary schools over and above regular school allocations.
- Writing to Read Educational Assistants (8.0 FTE) have been assigned to some Compensatory Education schools for many years
- 6.6% additional staffing in elementary and some staffing in secondary high and moderate needs schools (1.5 to 2.5 FTE) related to Student Success has been provided for 2005-2006
- As a result of a survey of best practices in the improvement of literacy, the Literacy Improvement Project was created three years ago. The project targeted schools with a number of years of low scores in the Grade 3 EQAO assessment and was particularly aimed at schools with high needs. Starting from an original 6 teachers and Educational Assistants, the Project has now grown to 24 teachers and 18 EA staff funded from Learning Opportunities. As the project has been modified over the span of its existence, the commitment to provide Literacy Improvement Teacher support in all high needs schools has been made by the Superintendent of Program. Currently in 2005-06 the Literacy Improvement Teachers and Educational Assistants are assigned to all high needs and most of the moderate needs schools (25 schools are in the project).
- Literacy Improvement Project funding to support resource acquisition, teacher professional development and release time has been provided for 2005-2006 as in the three years previously.
- Read to Succeed Book Clubs and events for Grade 3 and Grade 6 boys have been established at Literacy Improvement Schools as part of the program to improve boys' literacy.
- Specific literacy support grants in addition to the funding described above (approximately \$25,000 per high and moderate needs schools in 2003-04) have been provided and in 2004-05 the Compensatory Education schools also participated in the Learning Opportunities Initiative Funding.
- Full day every day Senior Kindergarten pilot has been operating for two years in four high needs schools (Prince of Wales, Bennetto, Gibson and King George) in order to ascertain if full day every day programs have a significant effect on student outcomes in high needs schools.

Current Supports Available to all schools but particularly valuable to Compensatory Education Schools

- The pilot parent and pre-school child readiness project has been implemented in some compensatory education schools.
- Funding for the Boys 2 Men mentoring program has been made available for Hess, Adelaide Hoodless, Sanford, System Alternative Education, Queen Mary, Sir John A. Macdonald, Mountain Secondary, Sir Wilfrid Laurier as well as a few other schools across the system.
- Math facilitator support is available through six teachers specially assigned to schools with low EQAO results in mathematics. These teachers also provide support across the jurisdiction.
- System Alternative Education (teacher and Educational Assistant FTE, 1.0 social worker) is funded from Learning Opportunities Plan (LOP). Many of the students served are from Compensatory Education schools.
- The secondary expulsion teacher is funded from LOP.

2. Social Work Related Enhancements:

- Student population and school need determine the social work staffing allocations. The definition of needs generally lines up with the Learning Opportunities Plan but also includes more schools in the high and medium categories. The following allocation factors are in place for elementary and secondary:

- High needs schools are allocated at least double the amount of time as low needs schools, and,
 - Moderate needs schools are allocated up to a maximum of double the amount of time as low needs schools.
 - The basic allocation for a low needs school with a student population of 500+ students is .5 days per week and a low needs schools with a population less than 250 is .25 days per week. Some low needs schools are on-call.
 - Where time permits or urgency dictates extra time is provided for the higher needs schools by deferring some time from the lower needs schools.
- The SALEP Centre generally services higher needs students with the majority coming from high needs schools
 - The Behaviour Resource Team services high needs situations and where there is a time limitation, students or classroom situations from a high or medium needs school will take some priority.
 - Most new programming and services are planned to meet the needs of high needs students generally giving first priority to those schools with the higher needs. These include the Attendance Incentive Program, CHAT, REACH, Social Work/Child and Youth Worker intern placements, Public Health partnerships, Partners in Nutrition, etc. There are also less planned activities but still significant ones that target the higher needs schools including winter boots and coats, winter food baskets, etc.

3. Speech and Language Services:

- The Making It KLLIC! Program is being offered in many of the Compensatory Education Schools with evidence of success in student outcomes.
- In addition to the regular "Making It KLLIC" Program, an extended/enhanced version is being offered in some of the full day every day kindergarten classes and other high needs schools. The enhanced version takes advantage of the Literacy Improvement Teachers, Communication Disorders Assistant and increased time by the Speech-Language Pathologist.

4. Community Partnerships:

- Community partnerships are a critical factor in supporting student success
- Many community partnerships have been developed with individual schools. Principals have been instrumental in organizing current partnerships. With little system support the principals have taken advantage of any community resource they can find to support the students in their schools. Strong community ties with neighbourhood agencies have resulted in Comp Ed. Schools being seen as "hubs in their communities".
- The new demonstration site for the Best Start program, which will largely encompass these schools, gives promise of further development of children's services around the school in a neighbourhood. This project will include City leadership and the development of joint city and board planning for children.



**HAMILTON-
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Compensatory Education Objectives

Overall Objective:

To develop recognition, understanding, commitment and action from all stakeholders to ensure equity, access and opportunity for the students of Compensatory Education Schools to attain the learning outcomes.

Recognition & Understanding Objective

To develop system recognition and understanding for the unique needs of Compensatory Education Schools.

Leadership Objectives

To ensure that the unique needs of Compensatory Education schools are supported at the system leadership level.

Community Partnership Objectives

To establish, maintain, enhance and review partnerships that support the unique needs of Compensatory Education schools to enable all students to achieve their full potential.

Instructional Objective

To identify, develop, implement and review strategies to improve student achievement in Compensatory Education Schools.

Human Resource Objective

To determine an equitable and effective allocation of teaching and support staff to enable students in high and moderate needs schools to achieve their full potential.

Resource Objective

To ensure that funding for resources reflects an understanding of the unique needs of compensatory schools.

Staff Development Objective

To differentiate staff development approaches in teaching/learning methodologies to include a focus on unique student needs and student achievement results in Compensatory Education Schools especially as they relate to poverty and equity issues.

Committee Activities

September / October 2005 – High Needs Schools Principals participated in sessions to identify the unique needs of Compensatory Education Schools as they relate to the 7 correlates of Effective Schools (J. Wibberley)

November 2005 – Community meeting was held to identify the unique needs of Compensatory Education Schools as they relate to the 7 correlates of Effective Schools (J. Forbeck)

December 2005, January 2006 – Bi-weekly meetings of the Steering Committee to review the data, validate the literature search, and determine the Compensatory Education Objectives (J. Van Duzen)
January 18, 2006 – Validation of the Draft Objectives Report with High Needs school principals (J. Van Duzen and J. Forbeck)

January 31 & February 6, 2006 - Presentation of the Draft Objectives Report with Executive Council (J. Van Duzen and J. Forbeck)

February 13, 2006 – Report to Committee of the Whole (J. Forbeck, J. Van Duzen and Steering Committee)

Next Steps

February 27, 2006 – Approval of the Compensatory Education Objectives by Full Board
The committee will design and validate the 2006 Action Plan and present to the board no later than April, 2006

February/March 2006 – Development of the 2006 Action Plan

February/March 2006– Consultation on Draft Action Plan presented in conjunction with Corporate Communications

Compensatory Education Steering Committee Members

Janet Van Duzen (Chair) - Principal, W.H. Ballard Elementary School
Jim Wibberley - Former Superintendent of Education
Krys Croxall - Superintendent of Program
John Forbeck - Superintendent of Education
Judith Bishop – Trustee, Wards 1 and 2
Scott Sincerbox – Principal, Prince of Wales Elementary School
Lori Kyle – Principal, Sanford Avenue Elementary School
Hal Hillgren – Principal, Parkdale Elementary School
Mike Rehill – Principal, Sir John A. MacDonald Secondary School
Joanne McIntosh – Principal, Queen Victoria Elementary School

Literature Review

Students from low socio-economic status backgrounds do less well in school than those from the general population. Levin, Ross, Scott and Smith have shown that in grade school children living in poverty score substantially lower in standardized tests and are more likely to be identified as special needs students. The Canadian Fact Book on Poverty asserts that they are twice as likely to drop out of school. R.W. Cowell believes that they are up to four times less likely to access post-secondary education. Using data from the Canadian Longitudinal Study of Children and Youth, Doug Willms has shown that, for children under eleven years of age, the odds that a child from a low socio-economic status (SES) background will have more cognitive difficulties and behavior problems are about a third higher than for a child from an average SES background, and these differences are seen early. Speech and language difficulties are also associated with low socio-economic status. These facts do not mean that low SES students are incapable of doing well in school, only that more supports are needed to do so, both in the school and the community.

There are special groups of students who are disadvantaged. Students with ESL needs are two to three times more likely to drop out of high school than the general student population. In Ontario, Education Quality and Accountability Office (EQAO) tests indicate that ESL students lag far behind. Aboriginal students, most of whom live in poverty, are also likely to drop out of school and very few graduate. When disadvantaged students are congregated together, this places heavy demands on schools.

All schools have some children who need especial attention. However, the schools in the low income neighbourhoods, which also have high social index scores, whose children come to schools behind in skills shown by other students in the district and below the Canadian average, have such a high concentration of needs that they place a great deal of stress on the ability of schools to cope. J. Doug Willms, Director of the Canadian Research Institute, describes the strain on teachers. He believes that in any regular classroom of 25 students, a teacher is likely to have about 7 students who are vulnerable. In circumstances where there are large concentrations of vulnerable students, then teachers could be faced with 10 to 12 vulnerable children.

“ Moreover there would be fewer children who served as role models for acceptable behavior and engagement in academic pursuits. I believe most teachers would agree that under these conditions, it is nearly impossible to meet the needs of all children” (J. Douglas Willms Vulnerable Children p 373, 2002).

“We have about 7% of our schools in Canada, which are mostly in our cities, that are serving kids of very low SES. In other words, kids from poor backgrounds have been concentrated in certain schools. As soon as that happens, a lot of things go wrong. The first thing is it's very hard to maintain the fundamentals of good school processes, in particular high expectations of teachers, disciplinary climate of the school, teacher/student relations and so on.

All this evidence points to the need for special attention and focus to be paid to schools with a large number of high needs students.

History of Compensatory Education in Hamilton

There has been recognition of the special requirements of schools with large numbers of children of low socio-economic status for a long time. The Plowden Report defined areas of geographic disadvantage where extra resources were needed for the schools there if their students were to succeed. It described the limited experiences that poorer children were likely to have had in relation to those from more middle class homes. The report particularly drew attention to the weaker vocabulary of children from poor families, and the use of speech at home, which might differ from Standard English. (Children and Their Primary Schools Department of Education and Science, U.K 1967) Recent research confirms that there are indeed differences in vocabulary between young children from different socio-economic classes that have profound effects on future learning and literacy. The concept of compensation for educational

disadvantage was adopted in Ontario, and there have been provincial grants, now called Learning Opportunity grants, at least since the 1980s.

Hamilton identified areas of educational priority in the late 1960s, called originally Educational Needs of the Old City (ENOC). Ten elementary schools were so identified in the north end, increased by a further seven in 1984. Extra resources were made available, such as smaller classes, full time school social workers, and small grants for field trips and emergency food. They housed the first junior kindergarten programs in the district.

There have been several reports that reflect changing concepts of the relationship between education and poverty. The 1984 report concentrated largely on social aspects of education. Solutions were seen in terms of provision of social workers, school nourishment programs, and social skills programs for badly behaved students. No mention was made of curriculum or pedagogy. (Compensatory Education, 1984).

In 1989 a report on high needs schools in the north-west considered work from the Ontario Child Health Study. In 1991 an Action Team report re-examined many of the issues facing compensatory education, including the need to include secondary and as well as elementary schools, and recognizing that "the school building represents a major resource as a site for the organizing of supports for children and or their families". The recommendations that included surveying schools based on socio-economic factors, a pilot all-day kindergarten, and an increased emphasis on literacy, were not implemented. With amalgamation of the city and the county boards of education all schools received junior kindergarten (all city schools have had the program since 1980), compensatory schools lost their full time social workers, the number of specialized ESL teachers dwindled, funding for nourishment programs disappeared, and extra funding for smaller classes was temporarily disbanded to be re-instated later.

In 2001 a policy on compensatory schools was passed as a pilot. It provided an objective tool for determining which were the highest needs schools, and this is to be evaluated periodically for its validity and used annually. The pilot asked for an annual report on compensatory schools and suggested using the extensive work of the Canadian School Boards Association " The Poverty Intervention Profile: 1999, and " Action Against Poverty: School Boards Making a Difference" 2001, which stressed early childhood education, partnerships with the community, curriculum and instructional issues as well as the need to address staff development and teacher recognition in these schools. However, although the data for determining high needs schools has continued to be used and refined, the pilot itself was never implemented.

The external reviewers of special education who visited Hamilton schools in 2004 commented that they visited schools where there were large student needs. From an "equity" standpoint there is concern that a student with a difficulty may not receive support there while they might in other schools, as they are lost in the large range of problems the high-needs school face. The review of Canadian findings from the 2000 OECD PISA study found that low SES students perform worse in literacy if they are in a school of students only from low SES backgrounds than if they attended a school with a student population from a higher range of SES. (Variations in Literacy Skills among Canadian Provinces: Findings from the OECD PISA).

Demographic Challenges in Hamilton (Concentrated in Lower City)

The difficulties faced by some of Hamilton-Wentworth District School Board schools are not felt by all boards of education as the degree of disadvantage in Hamilton is only matched by Toronto. The Social Planning and Research Council's disturbing report on poverty in Hamilton, Incomes and Poverty in Hamilton, 2004, show that nearly twenty-five per cent of all Hamilton's children, and sixteen per cent of all families are living in poverty. The incidence of poverty is high in some areas, particularly in the lower city. In Wards 2 and 3, 38% to 42% of all persons are living in low-income households. SISO is settling all the Government Assisted Refugees (the poorest and the neediest of all immigrants) in the inner city, as they can then walk to services. The SPRC report on Poverty indicated that 52% of all recent immigrants are living in poverty.

There is an overlap with areas of poverty and the Social Index score. Statistics Canada identifies areas where social vulnerability exists using variables such as unemployment, low income, income derived from social assistance, residents without a high school diploma, recent immigration, residents who do not speak

English or French, residents who do not own their own home, residents who have moved within the last year, and lone parent families. These neighbourhoods are then given one social index score. The higher the index numbers the greater the vulnerability. Certain neighbourhoods emerge with high index scores: Central Lower Hamilton (9) East Lower Hamilton (8), South West Lower Hamilton (7) West Lower Hamilton (7) and North Lower Hamilton (7).

Most of these same neighbourhoods also show low scores in the Early Development Index (EDI) that measures readiness for school. Children with low scores on two or more EDI domains are likely facing difficulties in school. The proportion of students with low scores was highest in North Lower Hamilton, and Central Lower Hamilton (Early Child Development in Hamilton11: How Our Children are Making the Transition to School: Highlights of the Data. 2004). These neighbourhoods are where high needs schools are concentrated.

Students living in poverty can achieve if there are comprehensive school-wide programs (Slain and Fashola 1998), pedagogical approaches which focus on higher levels of thinking (Knapp and associates 1995), and the presence of tutoring programs such as Reading Recovery (Slain and Fashola 1998)

Peter Moffat is the former director of the Grand Erie Board of Education. He has compiled data covering the Grand Erie, Hamilton-Wentworth and Halton boards of education. He uses a tool called a Socio-economic Marker (SEM), which is derived from census material, measuring average family income, lone parent families, percentage mobility in the previous year, percentage of adults with no high school diploma, and the percentage that are unemployed. Most of these indicators are the same used to compile the Social Index described earlier, and like that tool, each school is given a single score for all the indicators. He has taken HWDSB's top ten schools, middle ten, and lowest ten schools by socio-economic marker, if the school had four years of EQAO results available. His ten lowest SEM schools correlate with acknowledged schools with high needs.

His findings are these:

On three assessments over four years,

- The top SEM group of schools reached or exceeded provincial scores 90 times out of a 120 opportunities
- The middle SEM group of schools reached or exceeded provincial scores 66 times out of 120 opportunities
- The lowest SEM group of schools reached or exceeded provincial scores 2 times out of 120 opportunities.

(HWDSB students as a whole reached the provincial average 2 times out of 12).

A high reading level is a strong indicator of success at high school, and students in lower SEM schools are at risk of not getting a diploma. Students in HWDSB's highest- needs schools need enhanced opportunities for using education as a means to lift themselves out of poverty.

The Components of an Effective School

The literature on the correlates for effective schools identifies the following as necessary components of the effective school:

1. Safe & Orderly Environment

In the effective school, there is an orderly, purposeful, and business-like atmosphere that is free from the threat of physical harm. The climate is not oppressive, but is conducive to teaching and learning.

2. Clear and Focused Mission

In the effective school, there is a clearly articulated school mission through which the staff shares an understanding of and commitment to the instructional goals, priorities, assessment procedures, and accountability measures. Staff accepts responsibility for the students' learning of the school's essential curricular goals.

3. Climate of High Expectations for Success

In the effective school, there is a climate of expectation in which the staff believes and demonstrates that all students can attain mastery of the essential curriculum and they have the capability to help all students do so.

This seems to be especially important in schools with a large number of disadvantaged students. For example, a fairly recent study by the U.S. Prichard Committee for Academic Excellence of top-scoring Kentucky schools with large numbers of poor children, found that these schools succeed because teachers believe all children can learn. They have high expectations for students and staff.

4. Opportunity to Learn, Time on Task

In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential skills. For a high percentage of this time, students are engaged in learning activities (whole class, large group, or individual) that are planned and teacher-directed.

5. Frequent Monitoring of Student Progress

In the effective school, student academic progress is measured frequently. A variety of assessments are used. The results of the assessments are used to improve individual student performance and also to improve the instructions program.

6. Positive Home-School Relations

In the effective school, parents understand and support the basic mission of the school. Parents are made to feel that they have an important role in helping the school to achieve this mission.

7. Strong Instructional Leadership

In the effective school, the principal acts as an instructional leader and effectively and persistently communicates the mission to staff, parents and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.

All Schools in the Hamilton-Wentworth District School Board are currently focusing on a Board wide initiative to with respect to the seven correlates of Effective Schools. All schools can be effective but within this seven correlate framework there are unique factors that require recognition, understanding and commitment by all HWDSB stakeholders to make a difference with respect to Compensatory Education.

Review of Current Canadian Best Practices

Canadian High-Needs Schools Initiatives

Many boards have introduced special initiatives aimed at high-needs schools. Bill Maynes identified 145 Canadian Educational Poverty programs in 1998, of which 91 depended on temporary funding and most had not been evaluated.

The most comprehensive, evaluated, educational-poverty-program in Canada was the Project School Initiative at Lord Dufferin and Park Public schools in the former Toronto School Board. The central goal was enhancing equity for children in poverty, as there was a concern that there were a disproportionate percentage of students from inner-city schools in vocational courses. The project schools were assigned additional staff in the form of a project resource team, which co-ordinated project work and provided on-going site based staff development. An evaluation showed the project was successful in increasing the percentage of students achieving at benchmark level 3 or above. The elements of the project were

- Multi-leveled approaches e.g. homework clubs, volunteer tutor, literacy approaches; First Steps training for staff, storytelling project involving parents
- Approach was adaptive and responsive to the community.
- Leadership was democratic and anti-racism was incorporated into the schools.
- Attention to the hidden curriculum "no words need to be spoken for the children in these schools to know that their parents are valued and respected members of the community, and that the life experiences of their families are honoured" Bill Maynes saw "that students see themselves and their experiences reflected in the curriculum" Boys, particularly from disadvantaged backgrounds, need to be helped to see connections between school and their own experiences, and curriculum should reflect their experiences.
- A collaborative culture and in-schools professional development were cultivated.
- Additional resources were provided: extra educational assistants, 3.5 project teachers, and 3 inner city teachers to each school.
- The orientation of the schools was to student achievement. Tests are taken seriously but they do not distort the curriculum towards the passing of tests. (Bill Maynes 2001)

Other schools boards also provide extra resources to their identified high needs schools: the Vancouver School Board provides extra funds for student trips; a hot lunch program for all students; extra time of a Counselor (social worker) 2 full days and 2 afternoons a week; youth and family worker 4 days; full time neighbourhood assistant (community worker) with 5 languages; and inner City Staff Assistant who administered Roots of Empathy and other activities. All day kindergarten is provided for ESL, special needs and first nations students. There is also a project teacher (literacy teacher).

The Winnipeg School Board has a special assessment process which is used to combat the high mobility of students from school to school, and which aims to prevent students' falling through the cracks.

The Peel Board has introduced teams of teachers in 24 high-needs schools. Each school has a literacy coach, an ESL teacher with a literacy focus, and a Reading Recovery teacher.

The Upper Grand Board of Education has an action plan which links schools to community partners; links support, monitoring and accountability to school improvement plans; provides additional resources for instruction, field trips, and Child and Youth Counselor support; places skilled teachers in the schools and considers staff development; provides special programs and possible reduction in class size.

The Toronto District School Board, as reported in the Toronto Star on May 4 2005, is considering wrap-around services to seven inner-city schools which would serve as hubs for children's services. "Schools that address students' lives beyond the classroom level the playing field for children who struggle with poverty, language barriers and stressful home lives". It would also provide extra programming funds, and handpicked staff, including a community outreach worker. There would be rigorous assessment of students' progress.

J. Douglas Willms lends his voice to the need for additional resources for high needs schools. Boards "can provide compensatory funding for schools in low socioeconomic areas". This might be achieved through increased funding, or through such means as ensuring that low SES schools are the first to receive new equipment, and obtain in-service training and other benefits to teachers in low SES schools. Vulnerable Children p.373. He promotes inclusive intervention, performance targeted interventions, and Socio economic Status targeted interventions as being successful strategies. (Toronto 2005).

Conclusion

From the review of the research and Best Practice literature, it has been proven that students in Compensatory Education Schools (high and moderate needs) can be academically successful with a focused, planned approach and commitment to making a difference.

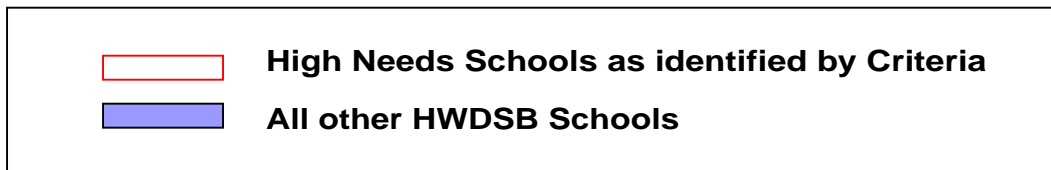
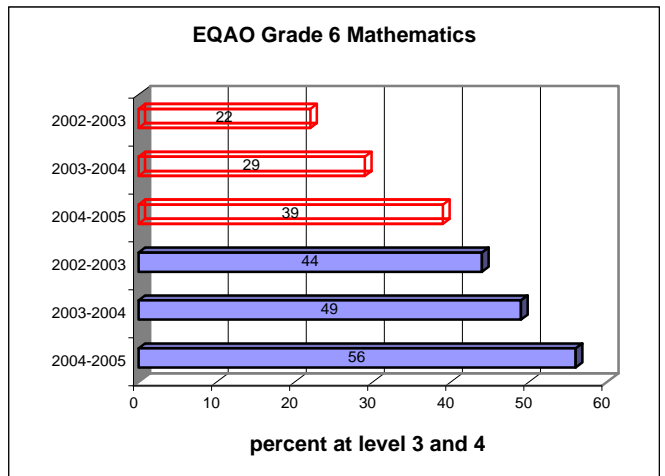
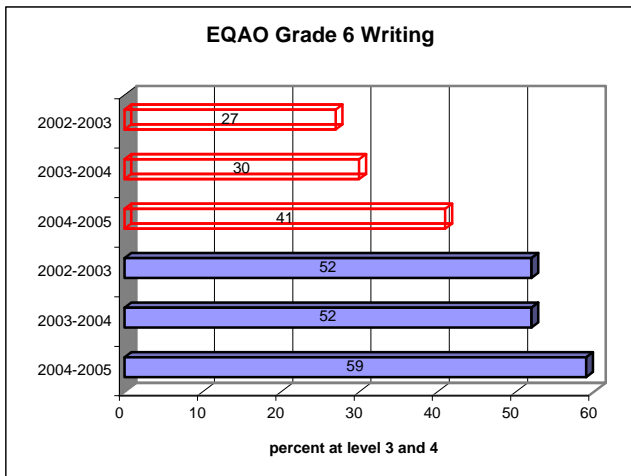
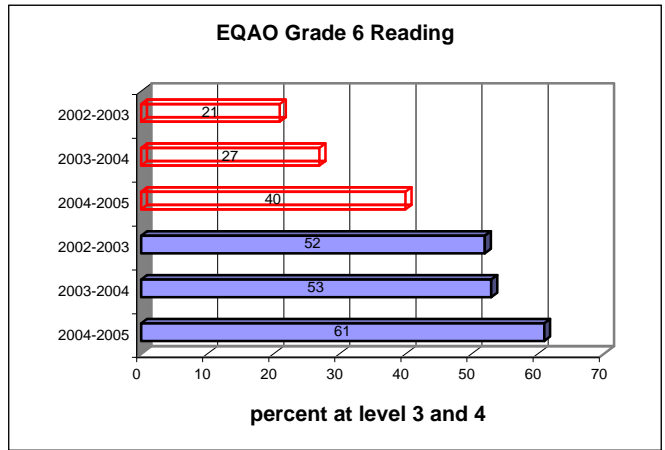
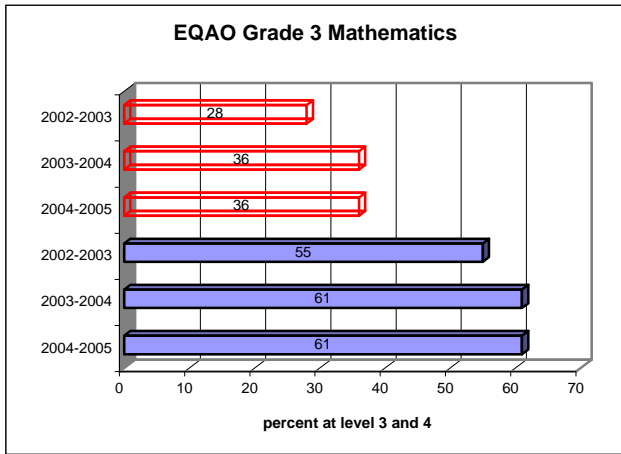
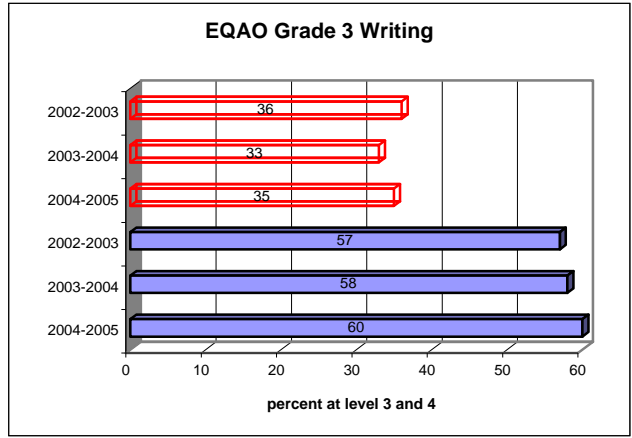
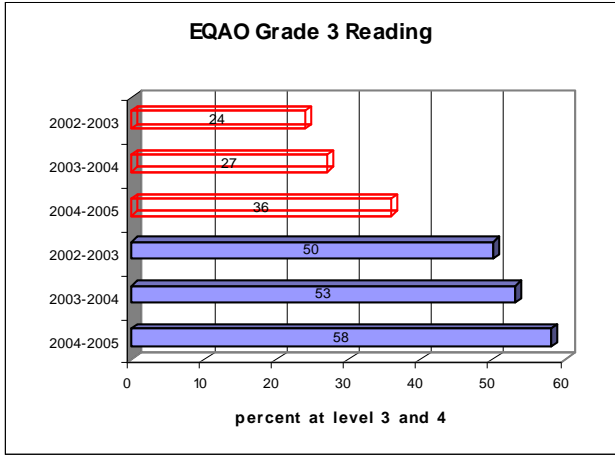
It was also determined that system recognition of the challenges faced in high needs schools is a key component. Winnipeg and Toronto have a special superintendent who gives a high profile to the challenges of inner-city schools. The HWDSB has recognized, as a first step, high needs schools in the approved Equity Policy. Further recognition, understanding and commitment on behalf of all stakeholders are paramount.

On-going accountability measures and program evaluation are strong elements of a systematic, planned approach to ensuring that interventions are appropriate and successful for Compensatory Education Schools. As an example the Vancouver inner city schools had schools where with support and ongoing review of the support measures, 95% of the students were at grade level.

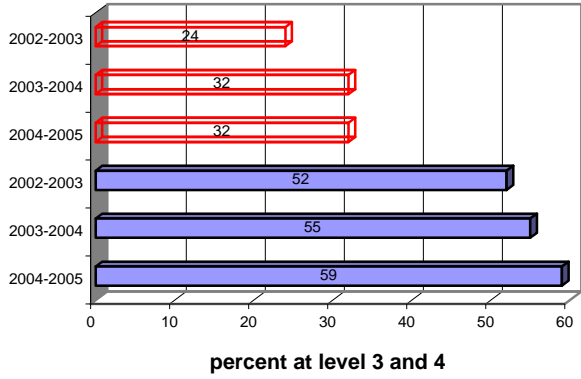
The HWDSB Literacy Improvement Project and Student Success programs have demonstrated significant gains can be achieved in Compensatory Education Schools. It is essential that we all recognize and commit to ensuring that specialized programs, resources and staff development that support high needs schools are sustained in order for all students to achieve their full potential. School staff must be involved in staff development programs related to the unique learning needs of students in Compensatory education schools. It is important that we examine ways to sustain enhanced staffing allocations and staff with special skills and a keen desire to serve in a Compensatory Education school environment. Furthermore, methods to create staffing flexibility should be explored. The provision for adequate resources to support the emotional and social needs of students, through school and community resources, can allow teachers and administrators in high needs schools to focus their energies on instruction.

The establishment of the overall and eight component objectives outlined in this report, form the foundation for the development of a "Plan for Action" for Compensatory Education Schools in the Hamilton-Wentworth District School Board.

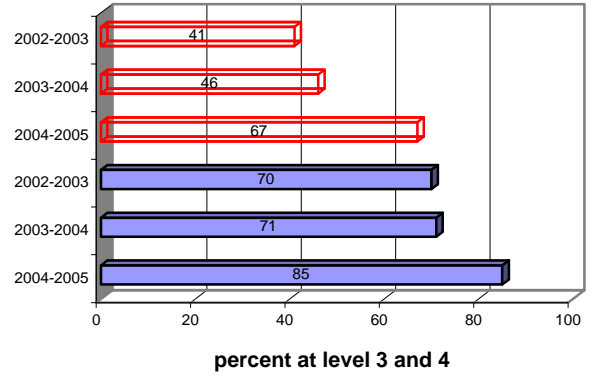
Student Achievement Information (2002 - 2004)



EQAO Grade 9 Mathematics



OSSLT Grade 10



High Needs Schools as identified by Criteria



All other HWDSB Schools

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